UNIVERSITY OF
LIVERPOOL

Diversity and Equality

Annual Report

2015-2016

Contents

1. Introduction

"The University values diversity; we are an inclusive institution, committed to the provision of opportunity for those with the capacity to benefit as individuals but also as members of a wider community dedicated to a sustainable and just society … We respect difference, but will look for consistency and sharing of good practice to ensure that fairness and equality of opportunity inform our organisational structures and processes."

Strategy 2026

"The University is committed to providing an environment which recognises and values people's differences, capitalises on the strengths that those differences bring to the institution and supports all staff and students in maximising their potential to succeed."

Equality Framework 2016-2026

1.1.   As expressed in the quotes above, the University of Liverpool is committed to the equality of opportunity for our staff, students and wider community. Each year we welcome, develop and support a diverse community of students and staff to the University. New policies are developed, practices changed, conversations started and new ideas formulated.

1.2.   In this report, we provide a state of the nation style of update on some of the key activities that have taken place in the academic year **September 2015 to August 2016.** These activities implement the principles and commitments set out in our Diversity and Equality of Opportunity Policy, our Dignity at Work and Study Policy, and other supporting policies, services, and commitments.

1.3.   The report is not intended as a critique of the University, nor does it provide new policy recommendations. But it does provide useful information for you to understand where we are and what we plan to do next to meet our commitments.

2. Executive Summary

2.1. The University of Liverpool has continued its commitment to diversity and equality in 2015-2016. This report highlights some key achievements including:

- New Policy and Services launched in 2015/16 included Strategy 2026, and the Equality Framework; the University joined the Time to Change pledge and the GiveGetGo programme; and launched a new Employee Assistance Programme, (see p9).
- Two Institutes achieved Athena SWAN Silver Awards and one School achieved a Bronze. Work began on the University Silver application (see p11).
- In the Stonewall Workplace Equality Index the University achieved an increased score and climbed to the 127th position in the ranking (see p12 & 25).
- The total proportion of staff that had completed diversity and equality training increased to 75%, its highest ever record (see p14).
- Events and campaigns were held throughout the year including a hugely successful Rainbow Laces campaign by Sport Liverpool and the Guild (see p28).

3. Staff and Student Infographic

3.1. The total student population (undergraduate, postgraduate taught, postgraduate research) (excluding Foundation Year) for the 2015/16 academic year is presented in the 'Student Equality Profile' infographic (below). Additional data sets are provided in appendix 3.

3.2. The total staff population for January 2016 is presented in the 'Staff Equality Profile' infographic (below). Additional staff data sets are provided in appendix 4.

Student Equality Profile 2015/16

Gender

55% ← (female)
→ 45% (male)

Nationality

- Islands 0.29%
- UK 67.04%
- Home/EU Full £ 0.03%
- EU 3.86%
- World 28.78%

Religion

- N = none — 2.47%
- (Buddhist) — 24.12%
- † (Christian) — 26.65%
- ॐ (Hindu) — 1.30%
- ✡ (Jewish) — 0.20%
- S = spiritual — 16.34%
- ☪ (Muslim) — 5.22%
- (Sikh) — 0.42%
- O = other — 7.03%
- D = declined — 16.34%
- U = unknown — 15.66%

N = none
O = other
D = declined
U = unknown
S = spiritual
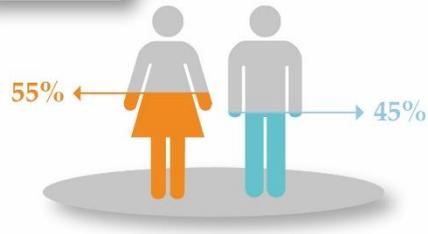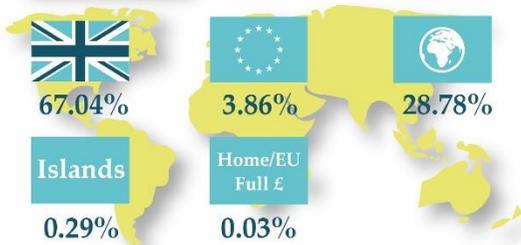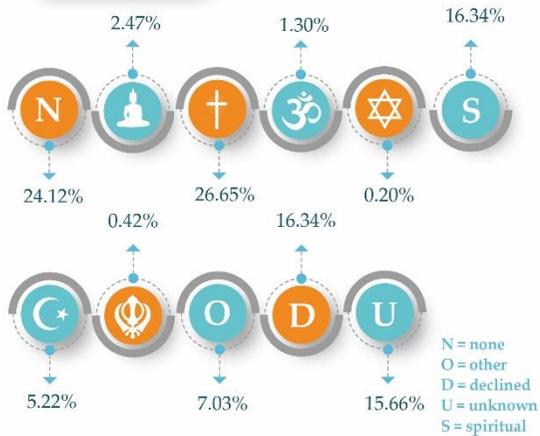
Disability

7% Known Disabiity

93% No Known Disabiity
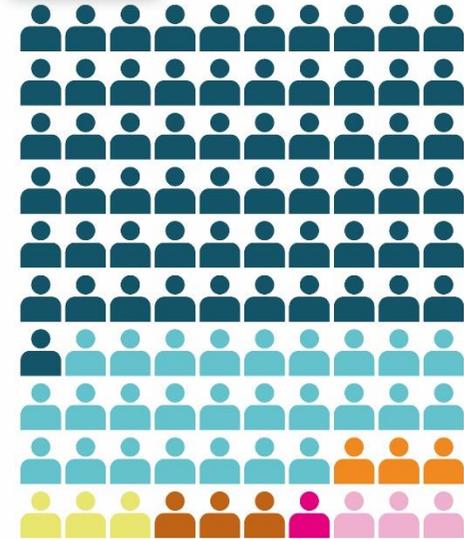
Age on Entry

- 0-20 — 68.08%
- 21-25 — 19.31%
- 26+ — 12.60%

Sexual Orientation

- Heterosexual — 75.42%
- Lesbian, Gay, Bisexual + — 3.34%
- Declined — 5.58%
- Unknown — 15.66%

Gender Same as Assigned at Birth

- Unknown 15.66%
- No 1.12%
- Yes 82.05%
- Declined 1.17%%

Ethnicity

- White 61.30%
- Asian 25.60%
- Other 2.88%
- Black 2.72%
- Mixed 2.81%
- Declined 1.11%
- Unknown 3.58%

Mode of Study

- 9% Part-time
- 91% Full-time

Dependants

- Yes 2.22%
- No 80.14%
- Declined 2.03%
- Unknown 15.62%
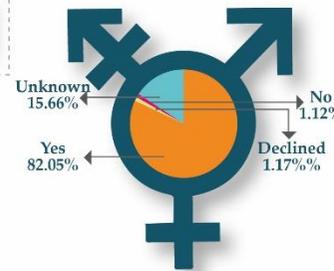
Staff Equality Profile - January 2016

Gender

54%   46%

Nationality

82%   10%   7%

Religion

N = none
O = other
D = declined
U = Unknown

0.54%   0.64%
N — 22.79%   Buddhist — 27.58%   Christian   Hindu   Jewish — 0.24%
0.02%   3.76%
Islam — 1.20%   Sikh — 0.86%   O   D   U — 43.27%

Age

0.83%   18-21
12.41%   22-29
30.02%   30-39
24.16%   40-49
22.39%   50-59
9.15%   60-69
1.05%   70+

Sexual Orientation

Heterosexual	Gay	Lesbian	Bisexual
48%	0.98%	0.42%	0.35%

Other	Declined	Unknown
0.14%	4.20%	45.9%

Disability

3% Known Disability > 97% No Known Disability

Ethnicity

White 84.27%
Asian 5.52%
Other 0.81%
Black 1.03%
Mixed 1.37%
Declined 1.22%
Unknown 5.79%
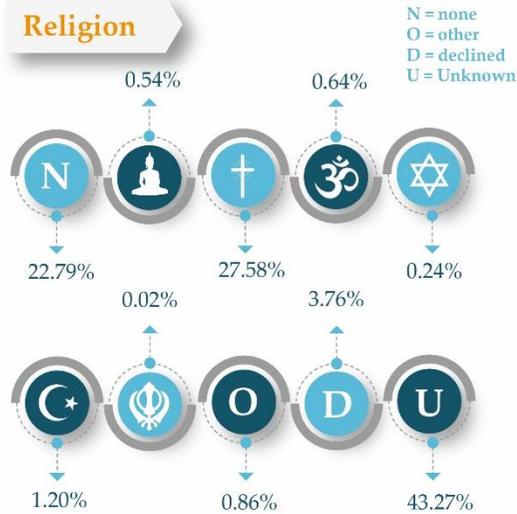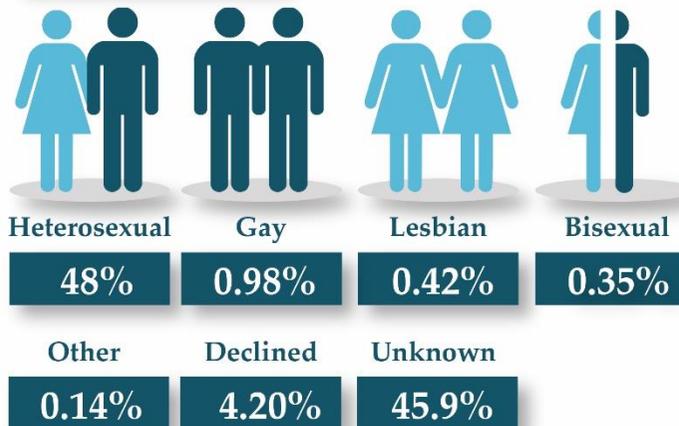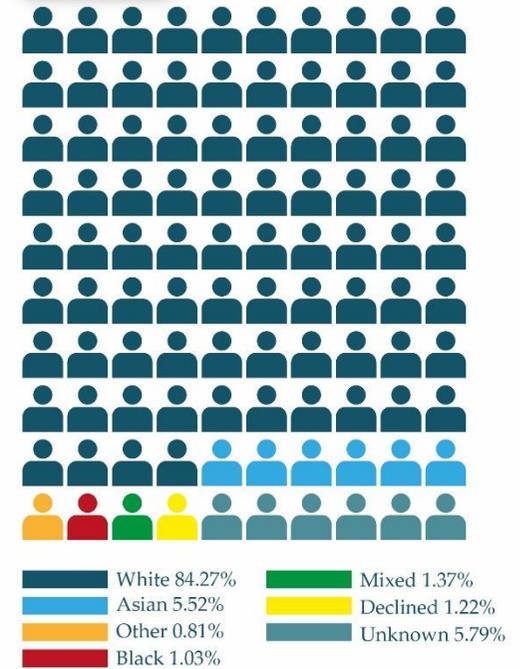
Working Pattern & Contract Type

30% Part-time
70% Full-time

Permanent 70%   Fixed-Term 30%
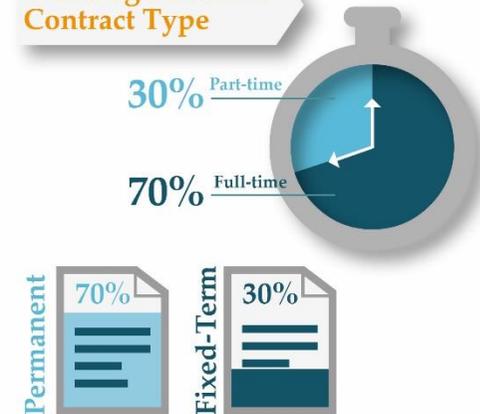
4. New Policies and Services

4.1.   **Strategy 2026**

    4.1.1. The University's new strategic plan, [Strategy 2026](#) was launched in March 2016. It states:

> "The University **values diversity**; we are an **inclusive institution**, committed to the provision of opportunity for those with the capacity to benefit as individuals but also as members of a wider community dedicated to a sustainable and just society. We will be guided by **strong ethical principles** and ensure that our values are embedded in our plans and actions … We **respect difference**, but will look for consistency and sharing of good practice to ensure that **fairness and equality of opportunity** inform our organisational structures and processes." P4

    4.1.2. Strategy 2026 is supported by three sub-strategies covering Education, Research & Impact and Professional Services which will set out through its action plans and areas of activity how the strategic plan will be implemented.

4.2.   **Equality Framework 2016-2026**

    4.2.1. In support of Strategy 2026, and to meet our obligations under the Specific Equality Duties, we developed a new [Equality Framework 2016-2026](#) which outlines our equality vision, our staff and students objectives, and priority areas of activity. Our Equality Vision states that we want to build a strong and lasting culture:

- Which truly values the diversity of experiences, ideas and backgrounds of everyone in our community
- Which values and enhances the ability or potential to succeed in an environment of support and respect
- Where opportunities and experiences are open to everyone
- Where we take personal and professional responsibility for our actions, and for our behaviour towards one another
- Which is recognised by our peers as a sector leader in the field of equality

4.3.   **Time to Change Pledge**

    4.3.1. In January 2016 the Vice Chancellor Professor Janet Beer signed the Time to Change Employer Pledge on behalf of the University, a commitment to tackle mental health stigma and discrimination at every level of the organisation.

    4.3.2. As part of this commitment to mental health support and wellbeing:

- Mental Health First Aid training started to be rolled out across the University, primarily aimed at staff who support students;
- a new **Employee Assistance Programme** (EAP) provided by Validium was launched in March 2016 offering;

  - Counselling including telephone, face to face and e-counselling
  - Manager Support Line providing a sounding board for handling difficult staff issues
  - Financial guidance including debt support and tax information
  - Legal guidance
  - Health and medical information including advice from an occupational health nurse

Figure 1: Charter Logo's and signing of Time to Change

4.4. Give Get Go Programme

4.4.1. In Partnership with Transform Lives Company the University launched a new 12 week volunteering programme offering unemployed people from the city, who are seeking work, the opportunity to Give their time through volunteering, Get new Skills and Go places.

4.4.2. The programme includes 'half a day' a week work placement for 12 weeks at the University, one day a week skills focus session including personal barriers to work, and a guarantee that people who complete the programme will be 'guaranteed an interview' if they meet all the essential criteria. Of those that registered for the programme:

	Cohort 1	Cohort 2
Started Programme	12	11
Completed Programme	6	8
Successful Employment	5	6

5. Implementation of Charter Marks

5.1.   Athena SWAN

5.1.1. The target for all Science, Technology, Engineering, Maths and Medicine (STEMM) departments to hold Athena SWAN department awards was achieved in 2015/16 when the School of Environmental Sciences was awarded a Bronze department award. The Institute of Learning and Teaching was successful in renewing its Bronze Department Award and the Institute of Infection and Global Health achieved a Silver Department award.

5.1.2. The Faculty of Humanities and Social Sciences began their Athena SWAN journey with the establishment of faculty and school structures and self-assessment teams. The long term aim being for all schools and institutes in the University to hold their own Athena SWAN awards.

School / Institute	Level of Award	
Institute of Ageing and Chronic Disease	Silver	April 2014
Institute of Infection and Global Health	**Silver**	**April 2016**
Institute of Integrative Biology	Silver	November 2013
Institute of Learning and Teaching	**Bronze**	**April 2016**
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	**Bronze**	**November 2015**
School of Physical Sciences	Bronze	April 2014

Table 1

5.1.3. Work began on the University's Silver Athena SWAN application with the intention to submit in the November 2016 application round.

5.1.4. Key gender equality achievements in 2015-2016 included:

- An increase in female academic staff promotions; 34 in 2014 compared to 45 in 2015 (including Senior Lecturer, Reader and Chair promotions).

- In September 2015, workshops on academic promotion were piloted. 3 sessions were held with 1 session ring-fenced for women; 44 staff attended these sessions and we received positive feedback. In June 2016, 7 sessions were held with 2 sessions ring-fenced for women. 113 staff attended these sessions and to support those staff who could not attend short films were made featuring the speakers, and case studies were developed to add to the online resources available.
- The appointment of Professor Helen O'Sullivan as Associate Pro-Vice-Chancellor for Online Learning and Professor Kristyan Spelman Miller as Associate Pro-Vice-Chancellor (Education) in HSS.
- A successful pilot year of a free crèche for use by staff working on Saturday Open Days was completed. This will continue to be offered for future Open Days.
- Female Early Career Researcher and Parents' Networks continue to meet and now have 91 and 63 members respectively.
- In 2015/16, 36 female staff were funded to take part in the Aurora leadership development programme (an increase from 23) and 16 female early career researchers were funded to take part in the career development programme, Springboard.

5.1.5. 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/

5.2.   **Stonewall Diversity Champion**

5.2.1. In September 2015 the University submitted a self-assessment to the Stonewall Workplace Equality Index covering the 2014-2015 academic year. The results were published in January 2016 (The 2016 WEI) and the University achieved 86 points out of 200, a decrease of 23 points from the previous year, and a drop in the ranking from 102nd to 188th most inclusive LGBT organisation.

5.2.2. The WEI is based on the results of 10 question areas and a staff survey. In the 2016 index the University scored less than 50% in the training, all staff engagement, career development, monitoring and procurement sections. In terms of the procurement section the University scored 0 out of 18 points.

5.2.3. In September 2016 the University submitted a self-assessment to the 2017 WEI where the University increased its score to 113 points and increased it's ranking to 127th.

	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	↓
2016	188th / 415	↓	86	↓	24th	↓
2017	127th / 439	↑	113	↑	18th	↑

5.2.4. In the 2017 WEI, in the Education Sector the following Universities achieving Top 100 status: Cardiff University (23rd), Swansea University (joint 31st), De Montford (39th), Manchester Metropolitan University (joint 41st) with University of Manchester, Teeside University (Joint 51st), University of Birmingham (joint 75th), University of Greenwich (joint 82nd), University of Sheffield (88th), York St John (joint 89th), The Open University (joint 93rd) and Leeds Becket University (joint 95th).

5.2.5. Further details of the Stonewall Workplace Equality Index results are included in Appendix 1.

6. Training and Development

6.1.   2015/16 saw continued efforts to increase the proportion of staff who have completed basic diversity and equality training. Primarily delivered through the online obligatory training module "Introduction to Diversity and Equality" and complemented by bespoke face-to-face training when necessary, overall the total proportion of staff who had completed training increased from **61.5%** (September 2015) to **75.2%** (August 2016).

6.2.   The online 'Introduction to Diversity and Equality' module was completed 1658 times between September 2015 and August 2016. A further 251 members of Facilities, Residences & Commercial Services attended a bespoke training session which coupled with online training increased the overall completion rate for the department from 24.9% (August 2015) to 71.7% (August 2016).

6.3.   The University's overall target is for 80% of staff to have completed training at any one time. All Level 2 departments are listed below in order from highest completion rate as of August 2016:

- Ideally all staff would have completed D&E training, but a target baseline of 80% is used to take account of turnover, induction/probation and renewal.
- Data taken from the August staff list in the respective year and includes all staff listed, including Zero Hour but excluding casual staff.

Department	Aug 15	Aug 16	
Strategic Planning	90.9%	100%	↑
School of Heath Sciences	100%	98.8%	↓
Library, Museums & Galleries	90.9%	97.5%	↑
Computing Services Department	97.7%	96.6%	↓
Careers & Employability	91.3%*	96.1%	↑
Student Administration & Support	91.5%	94.2%	↑
School of Psychology	93.3%	92.6%	↓
Institute of Integrative Biology	88%	91.2%	↑
Teaching Quality & Support Division	90%	90%	-
Research, Partnerships & Innovation	31.9%	88.2%	↑
Vice Chancellor's Office	73.3%	85.7%	↑
Institute of Psychology, Health & Society	61.8%	84.8%	↑
Human Resources	74.4%	84.4%	↑
School of Dentistry	81.1%	83.7%	↑
Institute of Infection & Global Health	93%	83.6%	↓
School of Physical Sciences	67.4%	82.3%	↑
Faculty of Health & Life Sciences	67.5%	81.6%	↑
Institute of Translational Medicine	47.4%	81.4%	↑
Institute of Ageing & Chronic Disease	63.3%	80.4%	↑
School of Veterinary Science	67.5%	79.5%	↑
School of Life Sciences	80.4%	79.2%	↓

Finance Office	10.9%	79.2%	↑
School of Electrical Engineering, Electronics & Computer Science	81.1%	76.9%	↓
School of Medicine	70.3%	76.2%	↑
University of Liverpool (All)	59.5%	75.2%	↑
Management School	73.7%	74.3%	↑
Central Professional Services	47.7%	73.5%	↑
Faculty of Science & Engineering	68.7%	73.1%	↑
Facilities, Residences & Commercial Services	24.9%	71.7%	↑
School of Histories, Languages & Cultures	52.5%	69%	↑
External Relations, Marketing & Communications	60.7%*	66.2%	↑
Faculty of Humanities & Social Sciences	54.1%	64.2%	↑
English Language Centre	34.6%	61.5%	↑
School of Environmental Sciences	65.2%	61.4%	↓
Legal, Risk & Compliance	41.7%	60%	↑
School of the Arts	47.2%	58%	↑
School of Engineering	63.5%	57.8%	↓
School of Law and Social Justice	41.2%	55.7%	↑
Corporate Governance & Support Office	-	50%	-
Centre for Lifelong Learning	24.4%	26%	↑

*Widening Participation was part of Careers and Employability (Employability & Educational Opportunities) in 2015 but has since merged with Marketing and Communications. Where other merges have taken place (Museums and Galleries moving from FR&CS into the Library) the data has been mapped to the 2016 structure. Corporate Governance & Support Office did not exist in 2015 and the staff will be included in the Vice Chancellor's Office figures.

6.4.   In total the Diversity and Equality team delivered face-to-face training directly to 616 attendees in 2015/16 and a further 242 attended diversity and equality related training facilitated by the diversity team or other departments (e.g. Mental Health Advisory Service):

Programme	Attendees
Diversity & Equality for FR&CS	251
Diversity & Equality Briefing for Zero Hour staff	133
Diversity & Equality for Student Advocates	100
Diversity & Equality Train the Trainer (FRCS)	7
Equality Impact Assessment Training	38
Gender & Transgender Training (YPAS)	17
Mental Health First Aid (2 Days)	81
Mental Health First Aid (1 Day Pilot)	16
Mental Health First Aid (Half Day)	91
Unconscious Bias Training	124

6.5.   Unconscious Bias training continued to be offered, and mandatory training was organised for all promotion panel members. A new programme of Equality Impact Assessment training was introduced in June 2016 to ensure staff have the skills to consider equality issues when making decisions.

6.6.   Mental Health First Aid training was introduced in June 2015 in collaboration with Liverpool John Moores University. Between June and August 2016, 7 MHFA 2 day courses were

delivered as well as 6 Half Day sessions. A 1 day pilot programme was also delivered with the intention to introduce this as an option in 2017/18.

6.7.   In support of Athena SWAN, the University supported 16 female early career researchers to complete the **Springboard Women's Development Programme.** This is a national programme designed to increase the focus and confidence of participants with a view to forward career and life planning.

7. Department Updates

Institute of Integrative Biology (IIB):

IIB organised a large amount of Athena SWAN related activities in 2015/16 including the introduction of £150,000 'Johnston Fellowship' Postdoctoral Support Fund which enables every postdoctoral researcher working within IIB to apply for a maximum of £4000 a year to support career development opportunities; IIB Postdoctoral Society Fellowships Forum was a networking event between former/current fellows and potential applicants to encourage a better understanding of the different available options; and Hannah Davies made a successful application for 'Diversity in Science' grant.

Institute of Psychology Health & Society (IPHS):

In October 2015 the Institute achieved an Athena SWAN Silver Award; in April 2016 IPHS hosted a half day seminar "Managing your Presence and Making an Impact" – a mixed gender seminar for academics, researchers and professional services staff; a number of staff completed the Aurora Leadership Programme and 1 member of staff was approved to attend the for BAME leadership programme StellarHE; and Mentoring and Coaching training sessions were provided for staff in conjunction with Organisational Development.

School of the Arts (SoA):

The School organised a number of events including a lecture titled "Co-Production and Conflict: Locating the Transnational in Television" looking at how transnationally produced programmes navigate the national contexts, mandates, and policies of the home producing country; a panel discussion of the themes and ideas of "Some of These Days: Black Stars, Jazz Aesthetics and Modernist Culture"; and a Media and Politics Research Seminar about comic strip characters Modesty Blaise and Willie Garvin, and gender identity and geopolitics.

School of Engineering (SoE):

In September 2015 the School ran "Help for Heroes" providing an opportunity for a group of wounded, injured and sick servicemen, women and veterans to receive hands on experience of flying in state-of-the-art simulators.

School of Physical Sciences (SoPS):

The School organised diversity and equality introductory training for PhD Students and Demonstrators in March and May 2016; events were held as part of Wellbeing Week including a wellbeing walk and a relaxation hour which involved colouring and knitting accompanied by relaxing music; to celebrate International Women's Day on 8th March, a breakfast was organised for staff and students; and the School Outreach Programme ran a 'girls in STEM' event for 20 sixth form girls.

8. Staff, Community and Public Engagement

a) Staff Networks

8.1. 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 the Parents' Network.

8.2. **Liverpool Women in Science and Engineering Society** (LivWiSE) continued to grow in 2015-2016 building its mailing list to 1000 contacts, growing its Facebook followers to 769, and launching a Twitter account which reached 1163 followers.

b) Community and Public Engagement
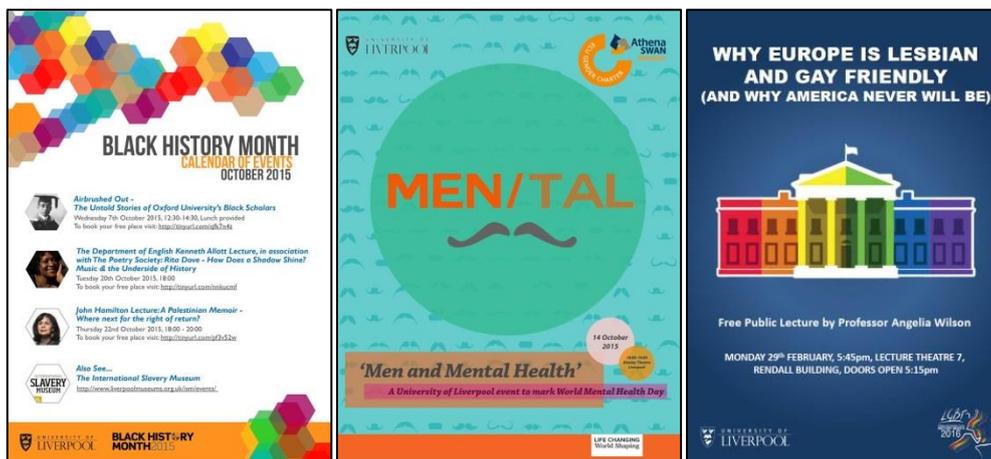
Figure 2: Event posters

8.3. Events and awareness raising actives were organised for Black History Month, World Mental Health Day, Gender Pay Gap Day, LGBT History Month, Time to Talk Day, International Women's Day, and Liverpool Pride:

Black History Month: The BAME Staff Network invited Pamela Roberts, an award-winning cultural heritage professional, to discuss '***Airbrushed out - the Untold Stories of Oxford University's Black Scholars'***. Complementary events taking place in October included poetry by Rita Dove at the Department of English's Kenneth Allott lecture; and Doctor, author and academic Ghada Karmi explored a '***Palestinian Memoir***' at the John Hamilton Lifelong Learning Lecture.

World Mental Health Day: At the '***Men and Mental Health***' event, we explored the different experiences and stigma that men face in discussing mental health and accessing support or treatment. We heard personal testimonials

from campaigner and journalist Jake Mills, Kelly Thorpe from suicide prevention charity PAPYRUS, Mental Health practitioner and lecturer Dean McShane, and psychology graduate Callum Cairns. **Disability Support and Counselling** ran a presentation/Q&A about their services, and we also got our pens and pencils out for staff **colouring in** lunch time sessions at Liverpool and London campuses.

Gender Pay Gap Day: Partnering with the Women's Organisation, we organised an event to discuss **'Women, Like Men, Only Cheaper: Exploring the Gender Pay Gap'**. We were joined by Maggie O'Carroll, CEO of the Women's Organisation, Carol Costello, Director of Human Resources, University of Liverpool, Vicky Knight, UCU and TUC representative, and Dr Stephanie Petrie, Honorary Senior Research Fellow, School of Law and Social Justice.

Figure 3: Rainbow Laces Collage

LGBT History Month: Sport Liverpool, the Athletics Union and Liverpool Guild of Students ran a hugely successful **Rainbow Laces campaign** to challenge homophobia in sport. All 58 sports teams signed the **Charter for Action Pledge** and publicly wore rainbow laces during competition and training. The University of Liverpool Pole Dance Society organised a Showcase fundraiser for the **Michael Causer Foundation**, a charity supporting LGBT youth in Merseyside. The

event raised £1810 for the charity. Flagship invited **Professor Angela Wilson** (University of Manchester) to talk about '*Why Europe is lesbian & gay friendly'* and showed the documentary *'The Celluloid Closet. The* **LGBT Histories** of the University of Liverpool project was updated and promoted throughout the month.
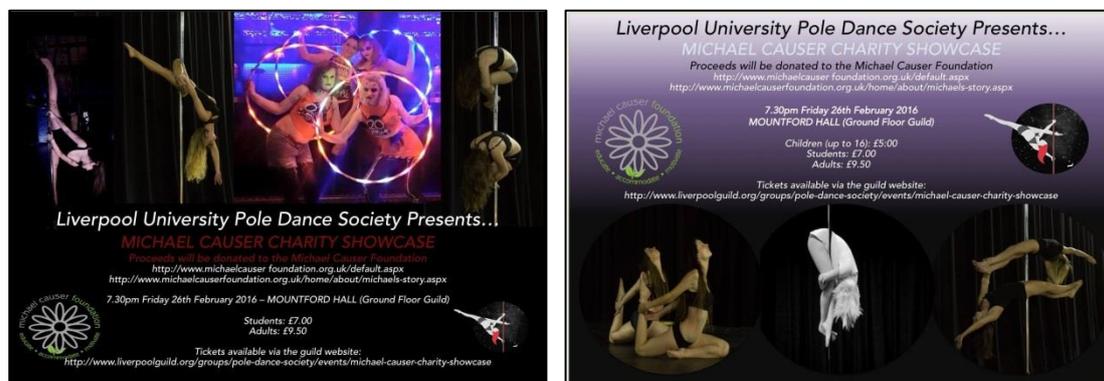
Figure 4: Pole Dance Society event posters

International Women's Day:	**Dr Claire Jones** (Department of History / Centre for Lifelong Learning) introduced the 1943 biographical film '*Madame Curie'* at the '*Women in Science at the time of Marie Curie*' event.
Liverpool Pride:	We supported **Liverpool Pride**, providing facilities for their volunteer training day and trustee recruitment event. The Active Learning Laboratory lit up as a rainbow as part of Liverpool Pride's and Merseyside Police's '**Out of the Shadows**' campaign, and we marched in the Liverpool Pride Parade for the 5th year in a row. Watch Liverpool Pride Parade video.

Other Events:

In **December** the **Liverpool Women in Science & Engineering Society** (LivWiSE) delivered their 3rd Annual Christmas lecture showcasing research from female scientists.

In **May** the Faculty of Health & Life Sciences invited **Professor Jane Norman** (University of Edinburgh) to talk about Silver Athena SWAN applications, her career as a leading researcher into pregnancy and maternal health and as a vice principal.

In **June**, **Professor May Beard** (University of Cambridge) took part in a Lunch Time conversation including topics ranging from her career, Rome and BREXIT.

9. Awards and Recognition

9.1.   13 Honorary Degree were bestowed in 2015/16. The University is working to ensure that a diverse and representative group of experts and people of note are nominated. 6 of the 13 graduates this year were the following women:

Marina Dalglish is the founder of the Marina Dalglish Appeal, which aims to make a difference to cancer care on Merseyside. After her recovery from breast cancer, Marina raised more than £8 million for various appeals, including the Marina Dalglish Centre for Oncology at Aintree University Hospital; the Clatterbridge Centre for Oncology at Aintree University Hospital; and the Southport Centre for Oncology.

Andrea Spyropoulos is a nurse with more than 40 years' experience in the NHS and private sector. Andrea is a former President of the Royal College of Nursing and is a project manager at Alder Hey, working on the new Hospital in the Park project. She is also a member of Sigma Theta Tau International in the Nurse Leadership category. She is also President of the Liverpool and Greater Knowsley Branch of the RCN.

Professor Dame Athene Donald DBE, FRS is a physicist and former Director of the University of Cambridge's Women in Science, Engineering and Technology Initiative (WiSETI) and a Gender Equality Champion. Her research field focuses on biological physics, including polymers, biopolymers and, most recently, cellular biophysics.

Frances Cook graduated from the University in Medieval and Modern History in 1976. She is Chief Executive of the Howard League for Penal Reform and has campaigned tirelessly to improve prison conditions, particularly for the most vulnerable, raising public concern about suicides in prison, overuse of custody and mothers in prison.

Professor Dame Carol Robinson Professor of Chemistry at the University of Oxford is recognised for her pioneering use of mass spectrometry for her research into the 3D structure of proteins.

Professor Mary Beard is one of Britain's best-known classicists who has written numerous books on the Ancient World, and is a regular broadcaster and commentator on radio and television. She is also Classics editor of the Times Literary Supplement and a fellow of the British Academy. In 2014 the Royal Academy admitted Mary as Professor of Ancient Literature.

Figure 5: Steve Plant

Figure 6: Lee Rawlinson (l) and Darren Clark (r)

9.2.   At the Celebrating Success Awards 2015, the individual 'Good Practice in Equality' category was won by Steve Plant (Human Resources) for his work on establishing the Pre-Apprenticeship programmes which supports young adults into the workplace; and the team category was won jointly by the Lee Rawlinson (Accommodation Office) and Darren Clark (Facilities Management) for their work on creating sector leading accessible student accommodation for disabled people. The Liverpool Women in Science and Engineering Society also received a commendation for their work in promoting science and challenging gender stereotypes.

9.3.   Dr Laura Harkness-Brennan (School of Physical Sciences) was shortlisted and 'Highly Commended' in the science category at the 'Women of the Future' awards in November 2015.

10. Dignity at Work and Study

10.1.   The University has a network of 6 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.

10.2.   In 2015/16 the Bullying and Harassment Advisors recorded 22 engagements (meetings, email or phone advice), 18 of which were with members of staff and 4 with students. This compared to 2014/15 when 14 staff engagements and 3 student engagements were recorded.

10.3.   4 formal complaints about bullying and harassment were made under the Staff Grievance Procedure to Human Resources. 2 complaints were upheld, 1 complaint was upheld on appeal, and 1 complaint was ongoing. Where one of the complaints was upheld a member of staff was dismissed.

10.4.   6 formal complaints about bullying and harassment were made under the Student Complaints Policy and Procedure via Student Administration and Support. 3 complaints were not upheld, and 3 were partially upheld.

10.5.   A new Online Report Form was launched in June enabling members of staff to submit a named or an anonymous report of bullying and harassment. No reports had been received via this route in the 2015/16 academic year.

10.6.   In February Sport Liverpool and the Guild of Students ran a Rainbow Laces Campaign to challenge homophobia, biphobia and transphobia in sport.

10.7.   For further details see Appendix 2: Dignity at Work and Study Annual Report 2015/16

11. Looking forward 2016-2017: Key Activity

11.1.   Building on the success of 2015-2016 the University will continue to develop its approach to diversity and equality. The key areas of activity are:

Equality Framework 2016-2026

11.2.   We will be developing an Equality Action Plan which will set out how we intend to implement the Equality Framework 2016-2026. This action plan will set out the key activities around the diversity and equality agenda for the next few years.

Athena SWAN

11.3.   Awaiting the results of the Athena SWAN Silver institutional submission, due around April 2017. Work will continue in supporting the schools in the Faculty of Humanities and Social Sciences on their Athena SWAN journey.

Disability Confident

11.4.   The University will be migrating over to the new Disability Confident Charter in September 2016. This charter is a new government initiative which has replaced and absorbed the Two Ticks: Guaranteed Interview Scheme. Throughout 2016/17 we will be working to review the criteria in preparation of a Disability Confident renewal in September 2017.

Race Equality Charter

11.5.   We will continue to investigate and review the Equality Challenge Unit's Race Equality Charter and its applicability to the University of Liverpool. Once we join the charter we will have 3 years in which to submit an award application.

Gender Pay Gap Report

11.6.   In March 2017 new regulations will come into effect requiring the University to conduct and publish a Gender Pay Gap report. We will be working to ensure that the relevant data is collected and the report produced.

Dignity at Work and Study Review

11.7.   Following the publication of the Universities UK report on sexual harassment in universities, a number of projects will be taking place around a "Safer and Welcoming Campus" including a review of the Dignity at Work and Study (Anti-Bullying) Policy and its implementation.

12. Appendix 1: Stonewall Workplace Equality Index Report

12.1. The Stonewall Workplace Equality Index is an external benchmark exercise whereby the University completed a self-assessment document containing 10 question groups, and invites staff to complete a short survey.

12.2. The University has participated in the index since 2009 when it joined the Stonewall Diversity Champions Programme.

12.3. The self-assessment document is submitted annually in September covering the work and initiatives of the previous 12 months, corresponding with the previous academic year. However, the results are published in January of the following year, and the assessment takes the name of that year. So, activity that takes place in May 2016 (the 2015/16 academic year) is submitted in the September 2016 assessment, which is published in January 2017 and is called the WEI2017.

12.4. Every 3 years the assessment questionnaire is updated both in the question structure and point weighting. A significant restructure of the assessment took place between the 2014 and 2015 Indexes which resulted in the University dropping from 57th place to 102nd, and subsequently 188th.

Index Year	Academic Year	Position		Points		HEI Position	
2010	2008-09	301st / 352		62		-	
2011	2009-10	231st / 378	↑	99	↑	-	
2012	2010-11	101st / 363	↑	129	↑	7th	
2013	2011-12	58th / 378	↑	152	↑	6th	↑
2014	2012-13	57th / 369	↑	162	↑	4th	↑
2015	2013-14	102nd / 397	↓	109	↓	11th	↓
2016	2014-15	188th / 415	↓	86	↓	24th	↓
2017	2015-16	127th / 439	↑	113	↑	18th	↑

12.5. In the 2017 WEI, in the Education Sector the following Universities achieved Top 100 status: Cardiff University (23rd), Swansea University (joint 31st), De Montford (39th), Manchester Metropolitan University (joint 41st) with University of Manchester, Teeside University (Joint 51st), University of Birmingham (joint 75th), University of Greenwich (joint 82nd), University of Sheffield (88th), York St John (joint 89th), The Open University (joint 93rd) and Leeds Becket University (joint 95th).

12.6. The results of each question block for the WEI 2015, 2016 and 2017, as well as the 2017 Education Sector and Top 100 average benchmarks are presented below:

12.6.1. SECTION 1 - EMPLOYEE POLICY

	2015	2016	2017	*EdSec 17*	*Top100 17*
Foundation (3)	3	3	3	*3*	*3*
Next Steps (4)	2	4	4	*3*	*4*
Best Practice (5)	4	4	5	*2*	*3*
Total (12)	**9**	**11**	**12**	*8*	*10*

12.6.2. SECTION 2 – TRAINING

	2015	2016	2017	*EdSec 17*	*Top100 17*
Foundation (12)	4	2	3	3	6
Next Steps (6)	0	3	4	3	4
Best Practice (4)	0	0	1	1	2
Total (22)	4	5	8	8	10

12.6.3. SECTION 3 - STAFF NETWORK GROUP

	2015	2016	2017	*EdSec 17*	*Top100 17*
Foundation (3)	1	2	3	2	3
Next Steps (5)	5	4	5	2	4
Best Practice (14)	10	9	12	7	11
Total (22)	16	15	20	11	18

12.6.4. SECTION 4 - ALL STAFF ENGAGEMENT

	2015	2016	2017	*EdSec 17*	*Top100 17*
Foundation (6)	5	2	3	3	5
Next Steps (7)	5	0	3	3	6
Best Practice (13)	7	8	7	5	10
Total (26)	17	10	13	11	21

12.6.5. SECTION 5 - CAREER DEVELOPMENT

	2015	2016	2017	*EdSec 17*	*Top100 17*
Foundation (5)	3	2	5	2	4
Next Steps (6)	0	3	0	1	2
Best Practice (6)	0	0	0	3	4
Total (14)	3	5	5	6	10

12.6.6. SECTION 6 - LINE MANAGERS

	2015	2016	2017	*EdSec 17*	*Top100 17*
Foundation (2)	0	0	0	1	2
Next Steps (6)	2	2	0	3	4
Best Practice (8)	4	6	6	3	6
Total (16)	6	8	6	7	13

12.6.7. SECTION 7 – MONITORING

	2015	**2016**	**2017**	*EdSec 17*	*Top100 17*
Foundation (9)	7	4	7	3	6
Next Steps (8)	8	4	8	4	6
Best Practice (5)	1	0	1	1	3
Total (22)	16	8	16	8	15

12.6.8. SECTION 8 – PROCUREMENT

	2015	**2016**	**2017**	*EdSec 17*	*Top100 17*
Foundation (5)	2	0	2	2	4
Next Steps (3)	0	0	0	1	2
Best Practice (10)	0	0	2	2	6
Total (18)	2	0	4	5	12

12.6.9. SECTION 9 - COMMUNITY ENGAGEMENT

	2015	**2016**	**2017**	*EdSec 17*	*Top100 17*
Foundation (4)	4	4	4	3	4
Next Steps (18)	16	8	14	8	15
Best Practice (8)	6	6	6	5	7
Total (30)	26	18	24	16	26

12.6.10.   SECTION 10 - ADDITIONAL WORK

	2015	**2016**	**2017**	*EdSec 17*	*Top100 17*
Total (8)	4	4	4	3	5

12.7.   Questions where the University scored zero points in the WEI2017 are:

Q4.6) do you have a formal allies programme or initiative to engage all colleagues (including those who do not identify as LGBT) in sexual orientation and gender identity equality?

Q4.7) in the past year, have allies engaged in the following activities as part of the allies programme or initiative? [options omitted]

Q5.3) in the past year, has the organisation undertaken a targeted initiative or programme to specifically advance sexual orientation and gender identity diversity within senior management tiers?

Q5.4) at present, is there at least one visible and out lesbian, gay, bisexual or trans person at board level in the organisation?

Q5.5) at present, which of the following groups are represented at senior management level in the organisation? At least one visible and out a) Lesbian, b) gay man, c) bisexual person, d) trans person

Q6.1) when recruiting line managers, does the organisation actively scrutinise candidates' diversity and inclusion knowledge and achievements? This scrutiny can be on broad diversity criteria that are inclusive of sexual orientation and gender identify: a) During all internal appointments for management roles, b) during all external appointments for management roles.

Q6.2) How are line managers held accountable for their teams broad diversity and inclusion outcomes? A) managers' diversity achievements are assessed during PDR, b) Managers are accountable for their team completing diversity monitoring data, c) managers are formally accountable for their teams completing diversity training.

Q8.2) When awarding contracts, does the organisation consider whether potential suppliers' diversity training is inclusive of sexual orientation and gender identity a) all contracts, 2) only for contracts relating to client, customer, employee or service relations.

Q8.3) Are diversity and inclusion issues standing items in contract monitoring meetings with existing suppliers? a) all contracts, 2) only for contracts relating to client, customer, employee or service relations.

Q8.4) For contracts pertaining to client, customer, employee or service relations, does the organisation monitor existing suppliers' sexual orientation and gender identity related complaints and customer feedback?

12.8.   The key gaps identified by the index are:

- the proportion of staff who have completed diversity and equality training, and specific types of content for managers, recruiters and PDR reviewers
- Career development initiatives aimed at LGBT staff
- The accountability of line managers for LGBT equality initiatives
- Communications/active engagement by Board Members and Senior Management on LGBT initiatives
- Procurement practices, including contract management, training and engagement

12.9.   The WEI includes a short staff survey which asked LGBT staff about their experiences in the workplace, and non-LGBT staff about their perceptions of the inclusiveness of the workplace. There was 18, 40 and 54 LGB responses to the survey respectively:

Q) Are you open about your sexual orientation at work?	2015	2016	2017	EdSec 17	Top100 17
All colleagues	67	51	37	51	61
All managers/ senior colleagues	67	46	35	49	58
All clients, service users or customers	33	33	20	28	31

	2015	2016	2017	EdSec 17	Top100 17
The workplace culture in my organisation is inclusive of lesbian, gay and bisexual (LGB) people	94	82	72	-	-
I would feel confident reporting anti-gay bullying in my workplace	100	78	72	82	87
Sexual orientation is not a barrier to career progression for LGB equality	56	64	67	77	81
Senior managers demonstrate visible commitment to LGB equality	28	53	42	56	-
Diversity training equips staff well with knowledge on sexual orientation issues	39	49	58	52	-
There are visible lesbian role models in my organisation	44	30	40	48	-
There are visible gay role models in my organisation	50	35	42	56	-
There are visible bisexual role models in my organisation	6	10	13	18	-
There are visible Trans roles models in my organisation	-	0	4	16	-

12.10.   Responses to the survey indicate that there are a number of areas where LGB employees have concerns about being out in the workplace and the visibility of role models.

12.11.   **Next Steps**

12.12.   We will work to review the gaps in the assessment and working with the Staff LGBT Network identify appropriate steps and actions that can be taken.

13.Appendix 2: Dignity at Work and Study Annual Report 2015/16

13.1.   **Introduction**

13.1.1. The Dignity at Work and Study Policy is the University's anti-bullying policy covering staff and students.

13.1.2. This is the annual report detailing the number of contacts with the bullying and harassment advisors, the number of staff and student complaints, and details about the contacts and nature of the incidents for the academic year 2015/2016.

13.2.   **Bullying and Harassment Advisors**

13.2.1. The total number of Bullying & Harassment Advisors decreased from 12 to 7 as a result of staff turnover and retirement.

13.2.2. As a result there are now 7 advisors remaining, 2 advise staff, 2 advise students, and 3 advise both staff and students. Members of the Diversity & Equality Team also act as advisors when contacted directly.

13.2.3.   The current advisors are:

To advise Staff	To advise Students
Vicki Reynolds Email: v.j.reynolds@liv.ac.uk Tel: 0151 794 2996	**Lee Cooper** Email: leec69@liv.ac.uk Tel: 0151 706 5665 / 5032
Dr Kathryn Young Email: kmyoung@liv.ac.uk Tel: 0151 794 5659	**Julia Hodgson** Email: J.Hodgson@liv.ac.uk Tel: 0151 795 3812
To Advise Staff and Students	
Ying Ma Email: ying.ma@liv.ac.uk Tel: 0151 794 2800	**Joanna Seed** Email: seedj@liv.ac.uk Tel: 0151 794 4001
To advise Staff and Students (Leahurst)	
	Gill Barker Email: g.barker@liv.ac.uk Tel: 0151 794 6196

13.3.   **Bullying and Harassment Advisor contacts**

13.3.1. Staff and students contact advisors directly. A contact/meeting record form is completed and returned to the Diversity and Equality Team for each contact an advisor has (email, meeting etc). Advisors also give each individual they meet with

an evaluation form which asks for feedback on the appointment and the service as a whole.

13.3.2. It should be noted that often individuals wish to remain completely anonymous which makes it difficult to record incident details and equalities information.

13.3.3. The majority of staff and students request face-to-face meetings with a bullying and harassment advisor, although some instances of contact in 2015/16 have been via email, telephone, and informal conversations. For the purpose of this report all of these methods will be referred to as 'contacts'.

Total number of contacts
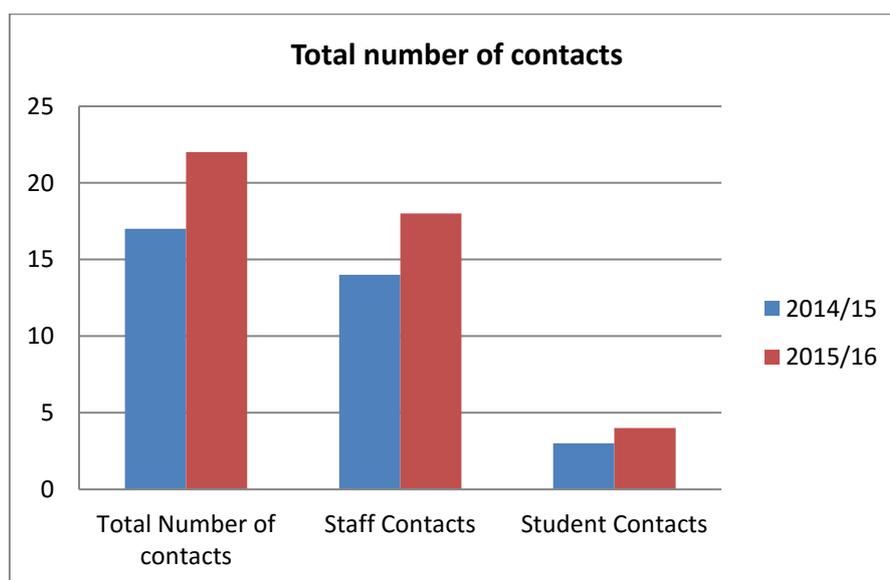
NB: There was 1 complaint recorded as being made by an 'external collaborator' which for the purposes of this report will be included in the staff data.

13.3.4. There has been an overall increase in the total number of contacts from 2014/15-2015/16 from 17 to 22. However, the proportion of staff and students within the overall figures have remained unchanged:

- Staff contacts formed 82% of all contacts in both 2014/15 and 2015/16.
- Student contacts formed 18% of all contacts in both 2014/15 and 2015/16.
- Of the 18 staff contacts, 7 were equality related compared with 2 of the 14 staff contacts made in 2014/15.
- There were 0 equality related student contacts in 2014/15 and 2015/16.
- The number of individuals declaring which department/area they work/study in has decreased in 2015/16 with 13 of the 22 contacts providing this information, compared with 14 of 17 contacts in 2014/15.

13.4. **Staff Contacts – Equalities information**

- **Age:** A larger proportion of older age groups contacted an advisor in both 2014/15 and 2015/16, although the disclosure rate was only 29% to 67% respectively. No staff under 25 contacted an advisor in either year.

- **Gender:** A higher proportion of women contacted an advisor in both 2014/15 and 2015/16, excluding unknown 75% and 80% respectively. The proportion of unknown decreased from 43% to 17%.
- **Disability:** 0% and 10% of contacts disclosed a disability respectively in 2014/15 and 2015/16, although the proportion of unknown was 86% and 44% respectively. However, no contacts were related to disability related harassment.
- **Nationality:** There has been an improvement in the proportion of disclosures of nationality with 70% declaring their nationality in 2015/16 and 30% in 2014/15. A wider range of nationalities was declared in 2015/16 which increased from 1 to 3 however 'United Kingdom' remained the category with the most respondents, of those who answered the question.
- **Ethnicity:** 61% of individuals disclosed their Ethnicity in 2015/16 compared to 28% in 2014/15. A wider range of Ethnicities was declared in 2015/16 which increased from 1 to 6, however 'English, Welsh, Scottish, British' remained the category with the most respondents, of those who answered the question.
- **Religion:** A wider range of religions were declared in 2015/16, whereas in 2014/15 'Christian' was the only religion declared, with the remainder of individuals not answering this question.
- **Sexual Orientation:** There was an increase in the number of individuals declaring their sexual orientation in 2015/16, across more of the categories as compared with 2014/15. There was also a decrease in the number of individuals who did not answer this question, in 2015/16.
- **Gender Identity:** The question on gender identity was only added to the form in 2014/15 and there has been an increase in the number of individuals answering this question (2 in 2014/15 and 8 in 2015/16).
- **Dependants:** The same number of individuals did not declare if they have dependants in 2014/15 and 2015/16 which is actually an improvement in 2015/16 when we consider the increase in total number of staff contacts.

13.5.   Students – Equalities information

13.5.1. There has been a great improvement in the declaration of student equalities information in 2015/16 as compared to 2014/15 where most of the Equalities questions were not answered by all of the students that contacted an advisor.

Table 1: Equalities data for staff and student contacts 2014/15 – 2015/16

		Staff		Students	
		2014/15	2015/16	2014/15	2015/16
Gender	Male	2	3	0	2
	Female	6	12	3	2
	Question not answered	6	3	0	0
Age	18-21	0	0	0	2
	22-25	0	0	0	0
	26-35	1	5	0	1
	36-45	1	3	0	0
	46-55	1	3	0	0
	56-65	1	1	0	0
	Question not answered	10	6	3	1
Gender Identity	Yes	2	8	0	2
	No	0	0	0	0
	Question not answered	12	10	3	2
Disability	No Known Disability	2	9	0	2
	Other type of Disability	0	1	0	0
	Question not answered	12	8	3	2
Nationality	United Kingdom	4	10	1	0
	European Union	0	1	0	0
	Other Nationality	0	1	0	2
	Question not answered	10	6	2	2
Ethnicity	English, Welsh, Scottish, British	4	6	0	0
	Chinese	0	1	0	2
	Asian or Asian British	0	1	0	2
	Any other White background	0	1	0	0
	Information refused	0	1	0	0
	Other Ethnic Background	0	1	0	0
	Question not answered	10	7	6	4
Religion	Christian	4	2	0	1
	Muslim	0	2	0	0
	No religion or belief	0	5	0	0
	Prefer not to say	0	2	0	1
	Question not answered	10	7	3	2
Sexual Orientation	Straight/heterosexual	2	8	0	1
	Gay Man	0	1	0	0
	Prefer not to say	0	1	0	1
	Question not answered	12	8	3	2
Dependants	Yes	1	4	0	0
	No	1	2	0	1
	Question not answered	12	12	3	3

13.6. **Feedback from Bullying & Harassment Advisor contacts – Evaluation forms**

13.6.1. Of the 22 staff and student contacts in 2015/16, only 1 evaluation form was completed which is a decrease from 2014/15 when 4 out of 17 were completed.

13.6.2. The individual who did complete an evaluation form was told about the advisors network by a friend and had taken another form of action prior to contacting an advisor.

13.6.3. Sample quotes from the evaluation form

<u>Was the information given by the advisor useful?</u>

"Yes, very helpful "

13.6.4. Other comments

"The advisor listened to my situation and provided excellent advice".

13.7. Formal Complaints

13.7.1. <u>Formal Staff Harassment Complaints</u>

13.7.2. There has been a decrease in the number of formal staff complaints in 2015/16 from 12 in 2014/15 to 4 in 2015/16 with an even gender balance of the complainants:

Table 2: Formal staff complaints 2015/16.

NOTE: Table amended for publication to remove potential identifying details for publication

Type of complaint	Faculty/Area	Nature of Complaint	Gender of Complainant	Outcome (If Known)
Formal	Faculty of Science & Engineering	Members of staff against manager	Male & Female against Female	Complaint upheld.
Formal	Faculty of Science & Engineering	Member of staff against manager	Female against Female	Ongoing
Formal	Information unavailable	Member of staff against member of staff	Female against Male	Upheld – employee dismissed
Formal	Library	Member of staff against multiple other staff members	Male against Male and Female	Upheld following review of initial 'not-upheld' decision.

13.7.3. <u>Formal Student Complaints</u>

13.7.3.1. Formal student complaints which involve a bullying and/or harassment element have remained the same since 2014/15. Of those 6 complaints, 4 were allegations of an equalities related discrimination (mainly disability discrimination), and of those 4, 3 were justified or partially justified. In 2014/15, 2 of the formal complaints were allegations of equality related discrimination.

13.7.3.2. There were no formal complaints in 2015/16 which resulted in a police investigation as compared to 2014/15 where there were 2 due to serious allegations of both sexual assault and indecent behaviour.

13.7.3.3. There were 4 complaints from male students, and 2 from female students.

Table 4: Formal student complaints 2015/16

NOTE: Table amended for publication to remove potential identifying details for publication

Faculty/Area	Nature of Complaint	Gender of Complainant	Outcome (If Known)
FHSS	University Regulations Disability Discrimination	Male	Partially Upheld Disability complaint not upheld Adjustments to students' fees.
FHLS	Additional clinical fee levels	Male	Not upheld.
FHSS	Disability Discrimination. Failure to make reasonable adjustments Other issues	Female	Partially justified. Formal apology issued Ffees reimbursed.
FHSS	Disability Discrimination. Failure to make reasonable adjustments Prejudice and bias.	Male	Partially justified: Disability complaint dismissed Appeal lodged
FHSS	Attitude of Instructor.	Female	Not upheld.
PhD FHLS	Conduct of Supervisor	Male	Not upheld.

13.8. **Online reporting tool**

13.8.1. A new online reporting tool was introduced in June 2015/16 for staff. Staff are able to submit a report either with their name and details included or anonymously. Where details are included this is treated as an alternative route to contact a Bullying and Harassment Advisor.

13.8.2. No reports were received in the remainder of the 2015/16 academic year.

13.9. **Summary**

13.9.1. Whilst there have been increases in the overall number of staff and student contacts with the bullying and harassment advisors, there has been a significant decrease in the number of formal staff complaints made.

13.9.2. There has also been a positive increase in the completion of the necessary paperwork from the bullying and harassment advisors which has enabled a greater depth of analysis in this year's report. There is room for improvement however in the completion of evaluation forms, but it is recognised that this is an optional step for the individuals seeking advice.

13.9.3. **Next Steps**

13.9.4. The Dignity at Work and Study Policy and its supporting guidance, training and processes will be reviewed in 2016/17 and appropriate recommendations will be made, including addressing the data gaps identified in this report.

14.Appendix 3: Student Additional Data

14.1.   The intention is to provide additional contextual data sets to accompany this report once the data has been provided. This data will be presented at a later date to the Education Committee. Included in the report below are institutional level data sets for the student age, disability, gender identity, ethnicity, nationality, sex, religious belief, and sexual orientation profiles.

14.2.   The data presented in the report is used to inform decision making, and has been used in the development of the Equality Framework, the Equality Action Plan, and the Access Agreement.

14.3.   As part of the University's requirement to produce and publish equality data in line with the Public Sector Equality Duty, the following excel data sets are available on the University website:

https://www.liverpool.ac.uk/intranet/hr/diversity-equality/datareports/studentdata/

Data Set	Dept	Equality
TB02: Annual Subject Review (ASR) UG Admissions 2012/13 to 2015/16 *Admission of new, home, 1st years only (unless otherwise stated)*	• FHLS • FHSS • FS&E	• Age on Entry • Disability • Ethnicity/Race • Gender • Nationality
TB03: UG 1st Year, Home, Student Population 2009/10 to 2015/16	• FHLS • FHSS • FS&E	• Age on Entry • Disability • Ethnicity/Race • Gender • Nationality
TB04: Student Population 2009/10 to 2015/16 *Undergraduate, Postgraduate Taught, and Postgraduate Research. Does not include Foundation year.*	• FHLS • FHSS • FS&E	• UG, PGT, PGR • Age on Entry • Dependants • Disability • Ethnicity/Race • Gender • Gender Identity • Nationality • Religious Belief • Sexual Orientation • Mode of Study

14.4.   The following data reports are available:

- UCAS End of Cycle: Ethnic group
- Secondary School BAME Population v University of Liverpool BAME Undergraduate Population: 2009/10 (Jan 2010) - 2015/16 (Jan 2016)

Data Note:

Student data is sourced from the University data warehouse Explorer from the Standard Student Population dataset. The numbers presented here are inclusive of all undergraduate, postgraduate taught and postgraduate research students who meet the standard student definitions. The data does not include foundation year students (Year 0). Data was sourced in January 2017.

14.5. Age on Entry

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
0-20	11564	12139 ↑	12720 ↑	13123 ↑	13891 ↑	14740 ↑	16212 ↑
21-25	3020	3386 ↑	3800 ↑	3866 ↑	4230 ↑	4433 ↑	4599 ↑
26+	2180	2221 ↑	2228 ↑	2412 ↑	2796 ↑	3140 ↑	3001
Total	16764	17746	18748	19401	20917	22313	23812
% 0-20	68.98	68.40 ↓	67.85 ↓	67.64 ↓	66.41 ↓	66.06 ↓	68.08 ↑
% 21-25	18.01	19.08 ↑	20.27 ↑	19.93 ↓	20.22 ↑	19.87 ↓	19.31 ↓
% 26+	13.00	12.52 ↓	11.88 ↓	12.43 ↑	13.37 ↑	14.07 ↑	12.60 ↓
% Total	100	100	100	100	100	100	100

14.5.1. 14.4% of Undergraduates student were Mature on Entry, compared to 99.6% Postgraduate Taught students, and 99.7% of Postgraduate Research students.

14.5.2. 40.4% of students in the FHLS were Mature on Entry, compared to 28.3% in FHSS, and 27.2% in FS&E.

14.6. Dependants[1]

	13/14	14/15	15/16	13/14%	14/15%	15/16%
Yes	238	362 ↑	506 ↑	1.19	1.70 ↑	2.22 ↑
No	7005	13068 ↑	18305 ↑	35.15	61.45 ↑	80.14 ↑
Decline	221	349 ↑	463 ↑	1.11	1.64 ↑	2.03 ↑
Unknown	12464	7488 ↓	3568 ↓	62.55 ↓	35.21 ↓	15.62 ↓
Total	19928	21267	22842	100	100	100
%Yes of Known				3.29	2.70 ↓	2.69 ↓

14.6.1. The Dependant question was introduced in 2013/14 and 17.65% of students have declined or have not answered the question. Of those that have answered, 2.7% (2015/16) state that they have caring responsibilities for a child or adult.

14.6.2. Of those that have answered the question, 1.4% of Undergraduates state that they have a dependant, compared to 7.9% Postgraduate Taught students, and 16.5% of Postgraduate Research students.

14.6.3. 4.8% of students in the FHLS state they have a dependant, compared to 2.8% in FHSS, and 2.3% in FS&E.

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[1] On enrolment students are asked whether they have any dependants, with options including Child Pre-School, Child-Primary School, Child-Secondary School, Child-Adult, and Adult Other.

14.7. Disability Status

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Known Disability	1071	1174 ↑	1265 ↑	1392 ↑	1486 ↑	1645 ↑	1747 ↑
No Known Disability	15693	16584	17483	18011	19433	20672	22067
Total	**16764**	**17758**	**18748**	**19403**	**20919**	**22317**	**23814**
% Known Disability	6.39	6.61 ↑	6.75 ↑	7.17 ↑	7.10 ↓	7.37 ↑	7.34 ↓
% No Known Disability	93.61	93.39	93.25	92.83	92.90	92.63	92.66
% Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**

14.7.1. A disability is defined as a physical or mental impairment which has a substantial and long term adverse effect on the ability of a person to carry out normal day to day activities. Students can disclose a disability to UCAS, at enrolment or at any time during their studies. Data provided here is the total number of students that had disclosed a disability, and does not necessarily equate to the numbers actively seeking support from the University or those that are in receipt of Disabled Students Allowance.

14.7.2. Overall, 7.3% of students disclosed that they had a disability in 2015/16 with the total number increasing to 1747 students. 7.8% of Undergraduates disclosed a disability compared to 4.7% of PGT and 6.8% of PGR students.

14.7.3. In 2015/16, 8.2% of students in the FHLS state they have a disability, compared to 7.7% in FHSS, and 6.5% in FS&E.

14.7.4. In 2015/16, 10.5% of Home/UK students declared that they had a disability, compared to 5.7% of EU students, and 0.9% of Overseas/International students.

	09/10	13/14	14/15	15/16	09/10%	13/14%	14/15%	15/16%
General Learning	0	8	6 ↓	1 ↓	0.00	0.54	0.36	0.06
Hearing/Deaf	41	31 ↓	35 ↑	38 ↑	3.82	2.07	2.10	2.13
Long standing	111	162 ↑	195 ↑	188 ↓	10.35	10.84	11.71	10.52
Mental Health	109	319 ↑	370 ↑	418 ↑	10.17	21.35	22.22	23.39
Other	146	154 ↑	144 ↓	132 ↓	13.62	10.31	8.65	7.39
Physical/Mobility	35	54 ↑	68 ↑	83 ↑	3.26	3.61	4.08	4.64
Social Comms	21	30 ↑	43 ↑	51 ↑	1.96	2.01	2.58	2.85
SpLD	539	611 ↑	649 ↑	694 ↑	50.28	40.90	38.98	38.84
Two +	49	100 ↑	127 ↑	155 ↑	4.57	6.69	7.63	8.67
Visual/Blind	21	25 ↑	28 ↑	27 ↓	1.96	1.67	1.68	1.51
	1072	**1494**	**1665**	**1787**	**100**	**100**	**100**	**100**

14.7.5. The most common form of disability is a Specific Learning Difficulty such as Dyslexia followed by a Mental Health difficulty. It should be noted that the proportion of mental health difficulties has more than doubled in the past 6 years.

14.7.6. The University has also seen increases in the proportion of students with a Physical disability, a Social/Communication disability, and those with Two or more impairments.

14.8. Ethnicity[2]

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Asian	2611	3280 ↑	3786 ↑	4496 ↑	5332 ↑	5832 ↑	6095 ↑
Black	383	417 ↑	497 ↑	515 ↑	620 ↑	635 ↑	648 ↑
Mixed	460	489 ↑	515 ↑	511 ↓	595 ↑	631 ↑	670 ↑
Other	267	261 ↓	268 ↑	296 ↑	432 ↑	573 ↑	686 ↑
White	12328	12596 ↑	12903 ↑	12793 ↓	13037 ↑	13606 ↑	14596 ↑
Decline	445	526 ↑	598 ↑	455 ↓	362 ↓	267 ↓	264 ↓
Unknown	270	179 ↓	182 ↑	338 ↑	541 ↑	772 ↑	852 ↑
Total	16764	17748	18749	19404	20919	22316	23811
% Asian	15.58	18.48 ↑	20.19 ↑	23.17 ↑	25.49 ↑	26.13 ↑	25.60 ↓
% Black	2.28	2.35 ↑	2.65 ↑	2.65 -	2.96 ↑	2.85 ↓	2.72 ↓
% Mixed	2.74	2.76 ↑	2.75 ↓	2.63 ↓	2.84 ↑	2.83 ↓	2.81 ↓
% Other	1.59	1.47 ↓	1.43 ↓	1.53 ↑	2.07 ↑	2.57 ↑	2.88 ↑
% White	73.54	70.97 ↓	68.82 ↓	65.93 ↓	62.32 ↓	60.97 ↓	61.30 ↑
% Decline	2.65	2.96 ↑	3.19 ↑	2.34 ↓	1.73 ↓	1.20 ↓	1.11 ↓
% Unknown	1.61	1.01 ↓	0.97 ↓	1.74 ↑	2.59 ↑	3.46 ↑	3.58 ↑
% Total	100	100	100	100	100.00	100.00	100.00
%BAME of Known	23.19	26.09 ↑	28.19 ↑	31.26 ↑	34.87 ↑	36.05 ↑	35.69 ↓

14.8.1. 34.7% of Undergraduates student were Black, Asian or Minority Ethnic (BAME) (excluding white minority groups) in 2015/16 compared to 42.4% Postgraduate Taught students, and 34.6% of Postgraduate Research students.

14.8.2. 22.2% of students in the FHLS were BAME, compared to 40.1% in FHSS, and 46% in FS&E.

14.8.3. Although the number of Black and Mixed students increased in 2014/15 and 2015/16, the proportion decreased as a result of a larger proportional increase in the number of white students.

14.9. Gender

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Female	8841	9421 ↑	9983 ↑	10357 ↑	11145 ↑	12238 ↑	13191 ↑
Male	7923	8327 ↑	8766 ↑	9047 ↑	9774 ↑	10079 ↑	10623 ↑
Total	16764	17748	18749	19404	20919	22317	23814
% Female	52.74	53.08 ↑	53.25 ↑	53.38 ↑	53.28 ↓	54.84 ↑	55.39 ↑
% Male	47.26	46.92 ↓	46.75 ↓	46.62 ↓	46.72 ↑	45.16 ↓	44.61 ↓
% Total	100	100	100	100	100	100	100

14.9.1. 55% of Undergraduates are female, compared to 62% Postgraduate Taught students, and 48% of Postgraduate Research students.

14.9.2. 69.9% of students in the FHLS are female, compared to 58.5% in FHSS, and 33.5% in FS&E.

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[2] Asian includes Bangladeshi, Chinese, Indian, Pakistani, Asian Other; Black includes African, Caribbean, Black Other; Mixed Includes White & Asian, White & African, White & Caribbean, Other Mixed; Other includes Arab and Other Ethnicity; White includes White British, White Irish, Gypsy/Traveller, White Other.

14.10. Gender Identity[3]

	13/14	14/15	15/16	13/14%	14/15%	15/16%
No	111	195 ↑	266 ↑	0.53	0.87 ↑	1.12 ↑
Yes	7745	14168 ↑	19540 ↑	37.02	63.49 ↑	82.05 ↑
Decline	158	204 ↑	279 ↑	0.76	0.91 ↑	1.17 ↑
Unknown	12905	7750 ↓	3729 ↓	61.69	34.73 ↓	15.66 ↓
Total	20919	22317	23814	100.00	100.00	100.00
% No of Known				1.41	1.36 ↓	1.34 ↓
% No of Known HESA Benchmark[4]				1.75	1.35 ↓	n/a

14.10.1. The Gender Identity question was introduced in 2013/14 and 16.8% of students have declined or have not answered the question. Of those that have answered, 1.3% (2015/16) state that their gender identity is different to the legal sex they were assigned at birth.

14.11. Nationality

	09/10	10/11	11/12	12/13	13/14	14/15	15/16
UK/Home	13225	13489 ↑	13744 ↑	13673 ↓	13937 ↑	14713 ↑	15964 ↑
EU	734	809 ↑	872 ↑	870 ↓	893 ↑	845 ↓	920 ↑
Overseas	2668	3305 ↑	3985 ↑	4737 ↑	5980 ↑	6656 ↑	6853 ↑
Islands	42	40 ↓	42 ↑	40 ↓	48 ↑	61 ↑	70 ↑
Home/EU Full Cost	95	105	106	82	61	41	7
Total	16764	17748	18749	19402	20919	22316	23814
% UK/Home	78.89	76.00 ↓	73.31 ↓	70.47 ↓	66.62 ↓	65.93 ↓	67.04 ↑
% EU	4.38	4.56 ↑	4.65 ↑	4.48 ↓	4.27 ↓	3.79 ↓	3.86 ↑
% Overseas	15.92	18.62 ↑	21.25 ↑	24.42 ↑	28.59 ↑	29.83 ↑	28.78 ↓
% Islands	0.25	0.23 ↓	0.22 ↓	0.21 ↓	0.23 ↑	0.27 ↑	0.29 ↑
% Home/EU Full Cost	0.57	0.59	0.57	0.42	0.29	0.18	0.03
% Total	100	100	100	100	100	100	100

14.11.1. In 2015/16, 26.7% of Undergraduates were Overseas/International (OSI), compared to 41.8% Postgraduate Taught students, and 29.3% of Postgraduate Research students.

14.11.2. In 2015/16, 2.9% of Undergraduates were EU, compared to 4.1% Postgraduate Taught students, and 12.8% of Postgraduate Research students.

14.11.3. The largest proportion of Liverpool's Full Person Equivalent Non-UK Domiciled students came from China. 6 of the top 10 source countries were the same as the UK HEI sector, with Liverpool recruiting a higher proportion of its OSI/EU students from Brazil, Oman, Kuwait and Saudi Arabia compared to the USA, Germany, France and Italy.

HESA, Non-UK Domiciled Student FPE, 2015/16

[3] On enrolment students are asked if their Gender Identity is the same as that which was assigned to them at birth e.g. Male or Female. A no answer indicates that the student does not identify with that label. This would include, but is not exclusive of, those students who are planning to, are currently, or have undergone a process to reassign their gender identify, a person doing so would be transgendered.
[4] Data sourced from ECU HE Statistics Report 2015 and 2016 http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/
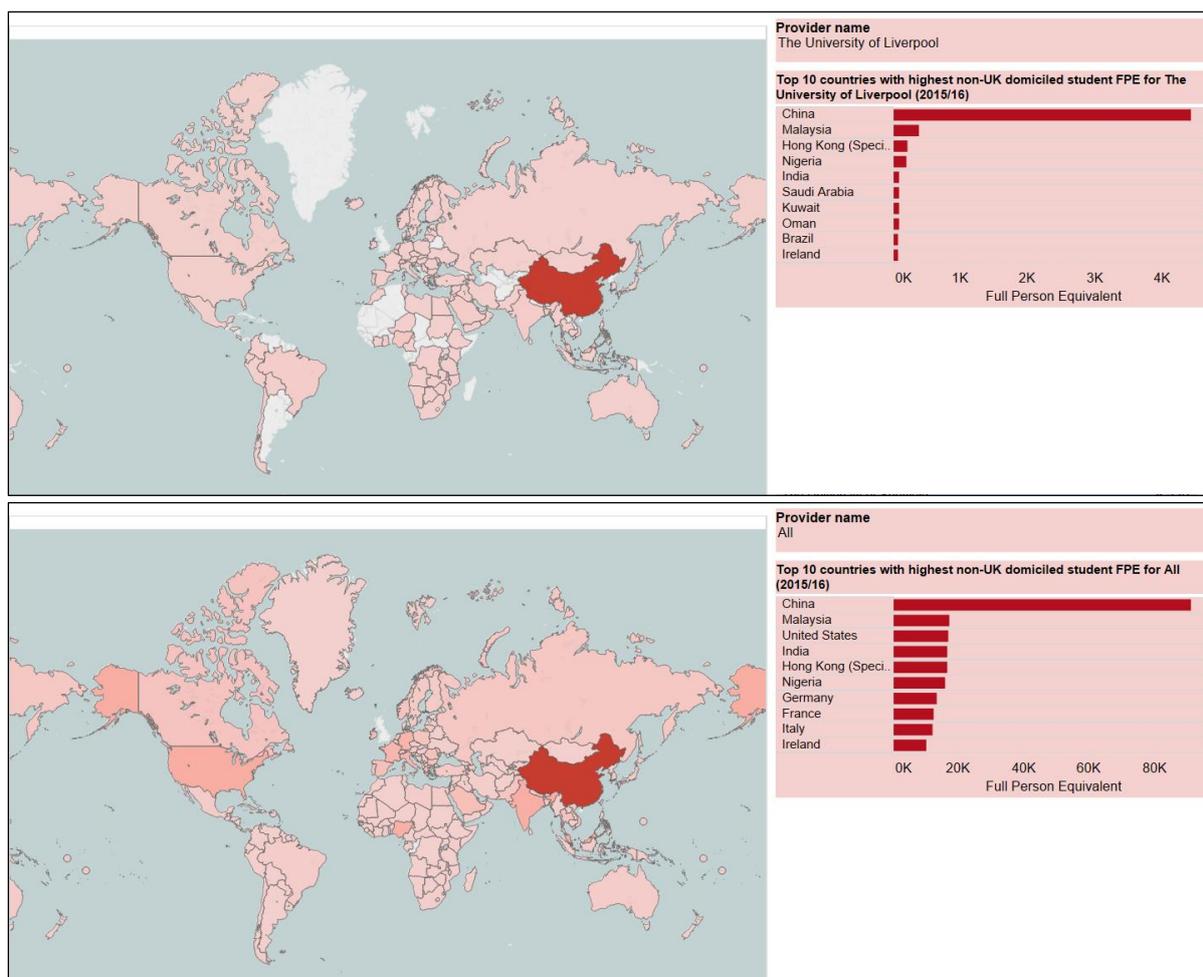
14.12. **Religious belief and non-belief**

	13/14	14/15	15/16	13/14%	14/15%	15/16%
No Religion	2150	4122 ↑	5743 ↑	10.28	18.47 ↑	24.12 ↑
Christian	2468	4465 ↑	6345 ↑	11.80	20.01 ↑	26.65 ↑
Buddhist	260	487 ↑	589 ↑	1.24	2.18 ↑	2.47 ↑
Hindu	127	222 ↑	309 ↑	0.61	0.99 ↑	1.30 ↑
Jewish	19	34 ↑	47 ↑	0.09	0.15 ↑	0.20 ↑
Muslim	426	839 ↑	1244 ↑	2.04	3.76 ↑	5.22 ↑
Other	965	1477 ↑	1674 ↑	4.61	6.62 ↑	7.03 ↑
Sikh	29	54 ↑	101 ↑	0.14	0.24 ↑	0.42 ↑
Spiritual	62	122 ↑	139 ↑	0.30	0.55 ↑	0.58 ↑
Decline	1508	2745 ↑	3892 ↑	7.21	12.30 ↑	16.34 ↑
Unknown	12905	7750 ↓	3729 ↓	61.69	34.73 ↓	15.66 ↓
Total	**20919**	**22317**	**23812**	**100.00**	**100.00**	**100.00**
% No Religion of known				33.05	34.87 ↑	35.47 ↑
% No Religion of known HESA Benchmark[5]				46.02	47.78 ↑	n/a

14.12.1. The Religion and Belief question was introduced in 2013/14 and 32% of students have declined or have not answered the question. Of those that have answered,

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[5] Data sourced from ECU HE Statistics Report 2015 and 2016 http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/

65% (2015/16) state that they have a religious belief, and 35% that they have none.

14.12.2. Of those that have answered the question, 64.2% of Undergraduates state that have a religious belief, compared to 69.5% Postgraduate Taught students, and 63.1% of Postgraduate Research students.

14.12.3. 66.2% of students in the FHLS state they have a religious belief, compared to 67.6% in FHSS, and 58.1% in FS&E.

14.13. **Sexual Orientation**

	13/14	14/15	15/16	13/14%	14/15%	15/16%
Heterosexual	7126	13098 ↑	17962 ↑	34.06	58.69 ↑	75.42 ↑
LGB+	310	565 ↑	795 ↑	1.48	2.53 ↑	3.34 ↑
Decline	578	904 ↑	1330 ↑	2.76	4.05 ↑	5.58 ↑
Unknown	12905	7750 ↓	3729 ↓	61.69	34.73 ↓	15.66 ↓
Total	**20919**	**22317**	**23816**	**100**	**100**	**100**
% LGB+ of known				4.17	4.14 ↓	4.24 ↑
% LGB+ of known HESA Benchmark[6]				5.95	6.13 ↑	n/a

14.13.1. The Sexual Orientation question was introduced in 2013/14 and 21% of students have declined or have not answered the question. Of those that have answered, 4.2% (2015/16) state that they are Lesbian, Gay, Bisexual or Other.

14.13.2. Of those that have answered the question, 3.8% of Undergraduates state that are LGB+, compared to 6.6% Postgraduate Taught students, and 6.1% of Postgraduate Research students.

14.13.3. 3.6% of students in the FHLS state they are LGB+, compared to 4.5% in FHSS, and 4.4% in FS&E.

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[6] Data sourced from ECU HE Statistics Report 2015 and 2016 http://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016/

15.Appendix 4: Staff Additional Data

Staff data is sourced from the University data warehouse Explorer from the Staff Diversity Snapshot Population dataset and is based on actual headcount, and not Full Time Equivalent (FTE) or post count. Benchmark data is sourced from HEIDI+ the Higher Education Statistics Agency data warehouse. Data is provided as Full Person Equivalent (FPE) akin to headcount, however, HESA data is rounded up or down to the nearest 0, 5 or 10.

15.1.   **Age Profile**

|	Jan-14	Jan-15	Jan-16	Jan-14%	Jan-15%	Jan-16%
16-21	37	62 ↑	49 ↓	0.66	1.10 ↑	0.83 ↓
22-29	715	672 ↓	735 ↑	12.82	11.88 ↓	12.41 ↑
30-39	1597	1650 ↑	1778 ↑	28.64	29.16 ↑	30.02 ↑
40-49	1432	1413 ↓	1431 ↑	25.68	24.97 ↓	24.16 ↓
50-59	1249	1291 ↑	1326 ↑	22.40	22.82 ↑	22.39 ↓
60-69	503	522 ↑	542 ↑	9.02	9.23 ↑	9.15 ↓
70+	43	48 ↑	62 ↑	0.77	0.85 ↑	1.05 ↑
Total	**5576**	**5658**	**5923**	**100**	**100**	**100**

15.1.1. The staff age profile has remained fairly constant from 2014 to 2016 with slight fluctuations particularly in the 30-39 age band.
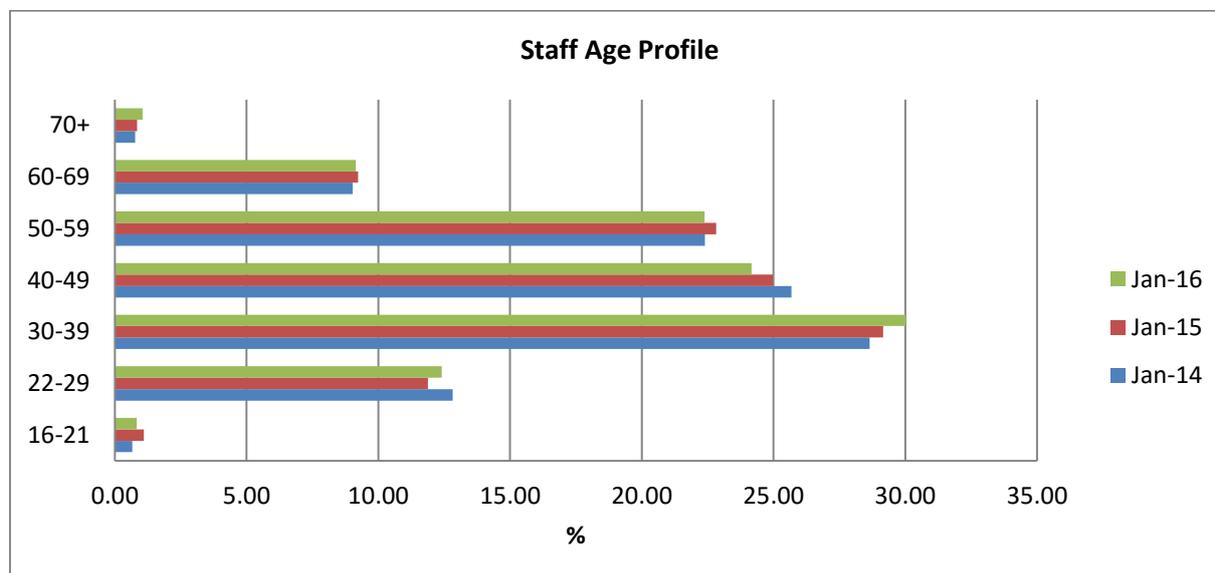
15.1.2. The age profile of the CPS is most closely associated with a standard distribution bell curve. All 3 faculties have peaks at the 30-39 age bracket which corresponds with that for research staff and the largest single proportion of CPS staff is aged 50-59.

15.1.3. Support staff have the largest proportion of 22-29 year olds, the vast majority of research staff are aged 30-39 (nearly 60%), PMSA staff have the largest proportion of 40-49 year olds, Support and PMSA staff have a near equal proportion of 50-59 year

olds, and Support and Academic staff have the largest proportions of 60-69 year olds.

Staff Age Profile: January 2016
Level 3

Staff Age Profile: January 2016
Role Type
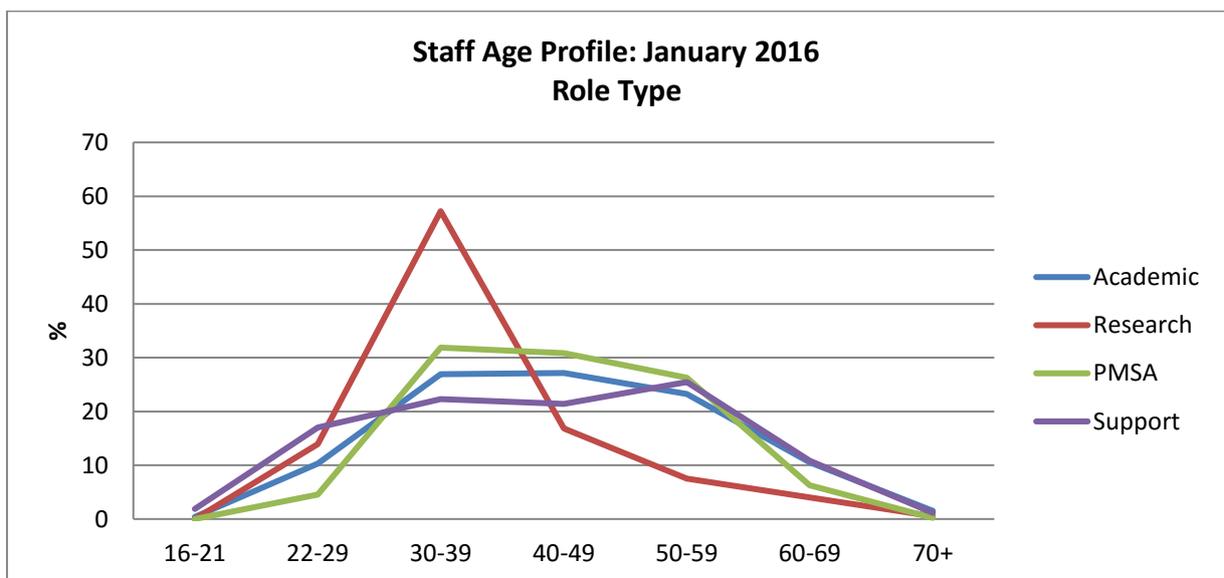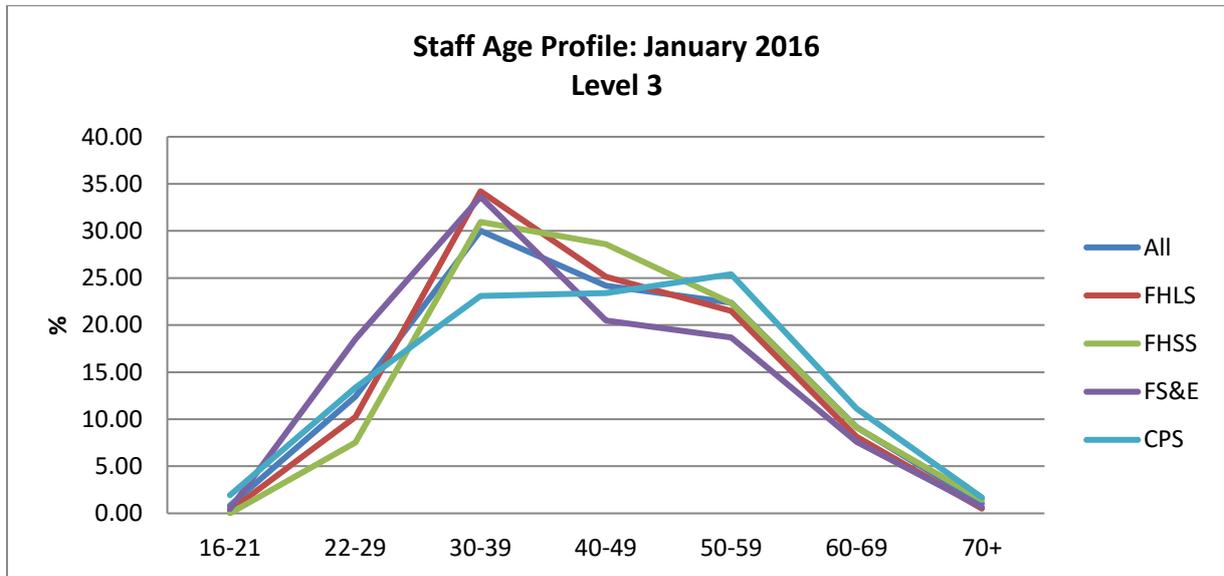
15.2. Disability disclosure

15.2.1. A disability is defined as "a physical or mental impairment, which has a substantial and long term, adverse effect of a person's ability to carry out normal day to day activities". A staff member can disclose a disability on their enrolment form or at any time via CORE.

|	Jan-14	Jan-15	Jan-16	Jan-14%	Jan-15%	Jan-16%
Known Disability	185	189 ↑	176 ↓	3.32	3.34 ↑	2.97 ↓
No Known Disability	5391	5469	5748	96.68	96.66	97.03
Total	**5576**	**5658**	**5924**	**100**	**100**	**100**
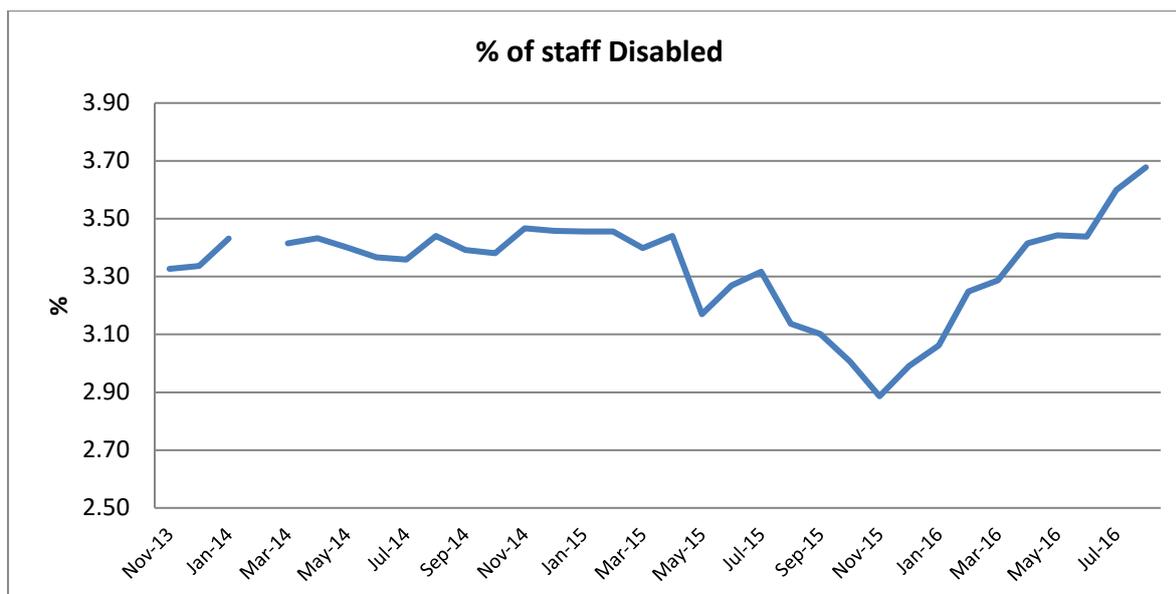
% of staff Disabled

15.2.2. Using the census date of January, the number and proportion of disabled staff decreased between January 2015 and 2016 from 3.3% to 3%. Using a September to August census date, the number and proportion of disabled staff increased from 3.1% or 170 (September 2015) to 3.7% or 215 (August 2016). This improvement was due to a data checking exercise conducted after January 2016 to address an apparent drop in the monthly recorded number of disabled staff.

| HESA Benchmark	10/11%	11/12%	12/13%	13/14%	14/15%
% Liverpool	2.76	3.12 ↑	3.24 ↑	3.46 ↑	3.29 ↓
% Russell Group	2.53	2.73 ↑	3.16 ↑	3.42 ↑	3.60 ↑
% HEI England	3.15	3.40 ↑	3.87 ↑	4.28 ↑	4.55 ↑
% HEI All	3.17	3.43 ↑	3.93 ↑	4.24 ↑	4.48 ↑

HESA Staff Full Person Equivalent (rounded)

15.2.3. Comparing with the HESA Staff Full Person Equivalent (rounded) data[7], the University dropped below the Russell Group average in 2014/15 and remains below the England and UK sector averages. For comparison, in 2014/15 the University of Liverpool had 3.29% of FPE staff disclosing a disability, compared to Sheffield on 4.4%, Leeds on 4.2%, Birmingham on 4.5% and Manchester on 5.4%.

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[7] HEIDI+, HESA Dashboard: 'HESA Staff FPE demographic data, employment function and provider'

% Staff Disability: HESA Benchmark
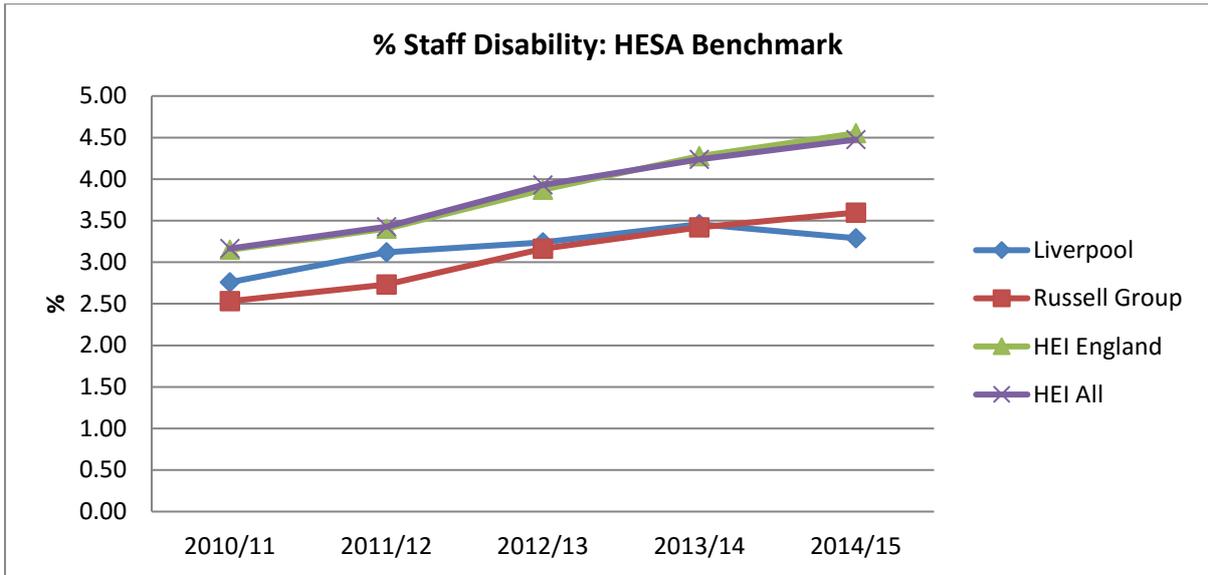
15.2.4. The Faculty of Science and Engineering has the lowest proportion of staff with a disability compared to both the Faculty of Health and Life Sciences, and the Faculty of Humanities and Social Sciences which have the highest proportions.

15.2.5. Staff on an academic contract are the least likely to have a disability compared to Support and PMSA staff who are most likely to.

% Staff Known Disabled: Level 3

% Staff Known Disability: Role Type
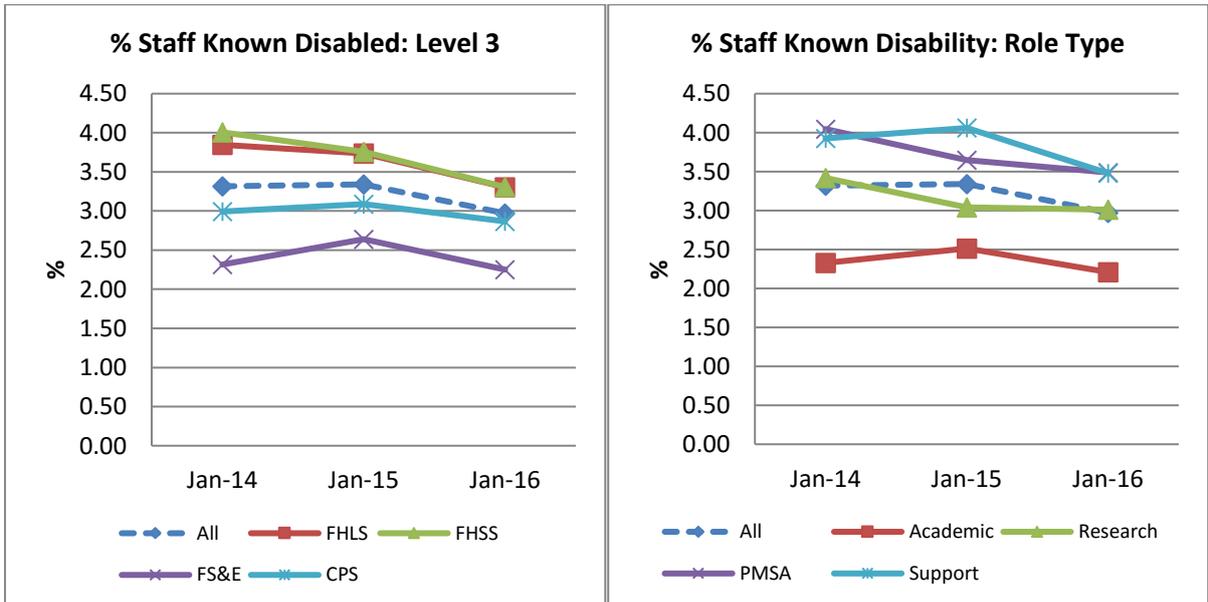
15.2.6. Unlike student data which has the category of 'Two or More disabilities' to account for someone with multiple disabilities, staff data reported in Explorer does not have this category so when reporting on the frequency of disability types, these numbers cannot be associated with the number of people per se. 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:

Liverpool: Types of Disabilities August 2016

Liverpool: Types of Disabilities August 2016

Legend: General Learning, Hearing/Deaf, Long standing, Mental Health, Other, Physical/Mobility, Social Comms, SpLD, Visual/Blind

Values: 2%, 0%, 5%, 34%, 11%, 12%, 10%, 1%, 25%
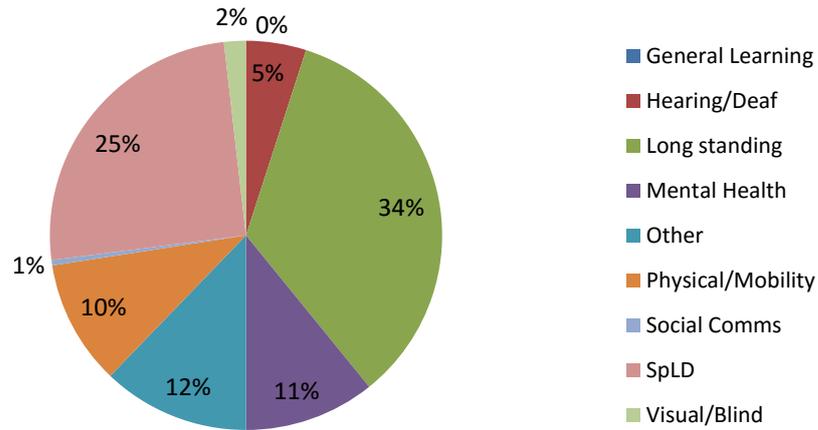
15.2.7. Data reported to HESA does include a Two+ category. The most common type of disability is a 'Long Standing disability or medical condition' followed by a 'Specific Learning Difficulty' (such as dyslexia) (SpLD), and 'Other' type not listed. This trend, although with different proportions, is present between Liverpool and the Russell Group. Nationally there is a slightly higher proportion of 'Other' than a SpLD

Liverpool: HESA 2014/15

Values: 3%, 0%, 5%, 6%, 35%, 8%, 11%, 8%, 0%, 24%
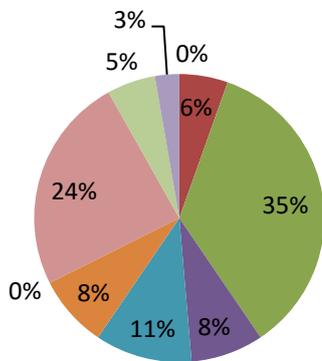
Russell Group: HESA 2014/15

Legend: General Learning, Hearing/Deaf, Long standing, Mental Health, Other, Physical/Mobility, Social Comms, SpLD, Two +, Visual/Blind

Values: 2%, 1%, 6%, 28%, 8%, 17%, 1%, 9%, 16%, 12%
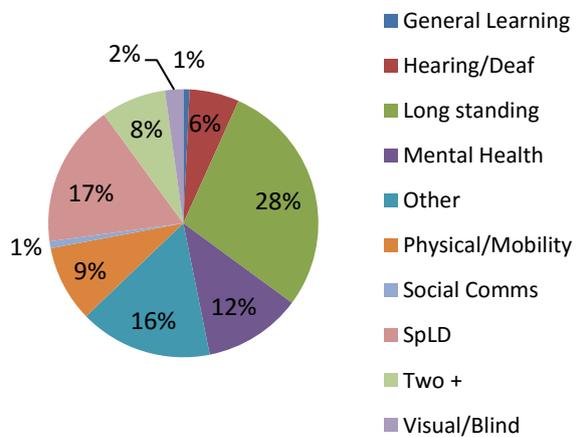
15.3. **Ethnicity**

|	Jan-14	Jan-15	Jan-16	Jan-14%	Jan-15%	Jan-16%
Asian	295	298 ↑	327 ↑	5.29	5.27 ↓	5.52 ↑
Black	48	51 ↑	61 ↑	0.86	0.90 ↑	1.03 ↑
Mixed	86	83 ↓	81 ↓	1.54	1.47 ↓	1.37 ↓
Other	35	38 ↑	48 ↑	0.63	0.67 ↑	0.81 ↑
White	4934	4971	4992	88.49	87.86	84.27
Decline	76	72 ↓	72	1.36	1.27 ↓	1.22 ↓
Unknown	102	145 ↑	343 ↑	1.83	2.56 ↑	5.79 ↑
Total	**5576**	**5658**	**5924**	**100**	**100**	**100**
% Non-White BAME of Known				**8.60**	**8.64 ↑**	**9.38 ↑**

15.3.1. In January 2016, 70.9% of all staff identified as White British. Excluding the Unknown and Decline figures, 76.2% identified as White British. A further 11.8%/12.7% identified as White Other, and 1.6%/1.7% identified as White Irish.

15.3.2. The number and proportion of non-white Black, Asian and Minority ethnic (BAME) staff has increased from 470 or 8.3%/8.64% in January 2015 to 517 or 8.7%/9.38% in January 2016.

15.3.3. The number and proportion of Asian, Black and Other ethnic groups increased although those identifying as Mixed decreased.

| *HESA Benchmark BAME*	10/11	11/12	12/13	13/14	14/15
% Liverpool	7.96	7.91 ↓	8.24 ↑	8.55 ↑	8.62 ↑
% Russell Group	10.87	11.21 ↑	11.26 ↑	11.37 ↑	11.84 ↑
% HEI England	11.15	11.52 ↑	11.70 ↑	11.97 ↑	12.30 ↑
% HEI UK	10.42	10.51 ↑	10.68 ↑	10.98 ↑	11.30 ↑

Percentage calculation is based on the whole population including those that are unknown.

15.3.4. Comparing with the HESA Staff Full Person Equivalent (rounded) data[8], the University is below the Russell Group, England and UK sector averages for the proportion of FTE staff who are BAME, as well as for individual Asian, Black and Mixed/Other categories.

15.3.5. For comparison, in 2014/15 at the University of Liverpool 8.62% of FPE staff were BAME, compared to Sheffield on 8.2%, Leeds on 9.1%, Birmingham on 17.9% and Manchester on 13%.

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[8] HEIDI+, HESA Dashboard: 'HESA Staff FPE demographic data, employment function and provider'

% Staff BAME: HESA Benchmark

% Staff Asian: HESA Benchmark

% Staff Black: HESA Benchmark

% Staff Mixed/Other: HESA Benchmark
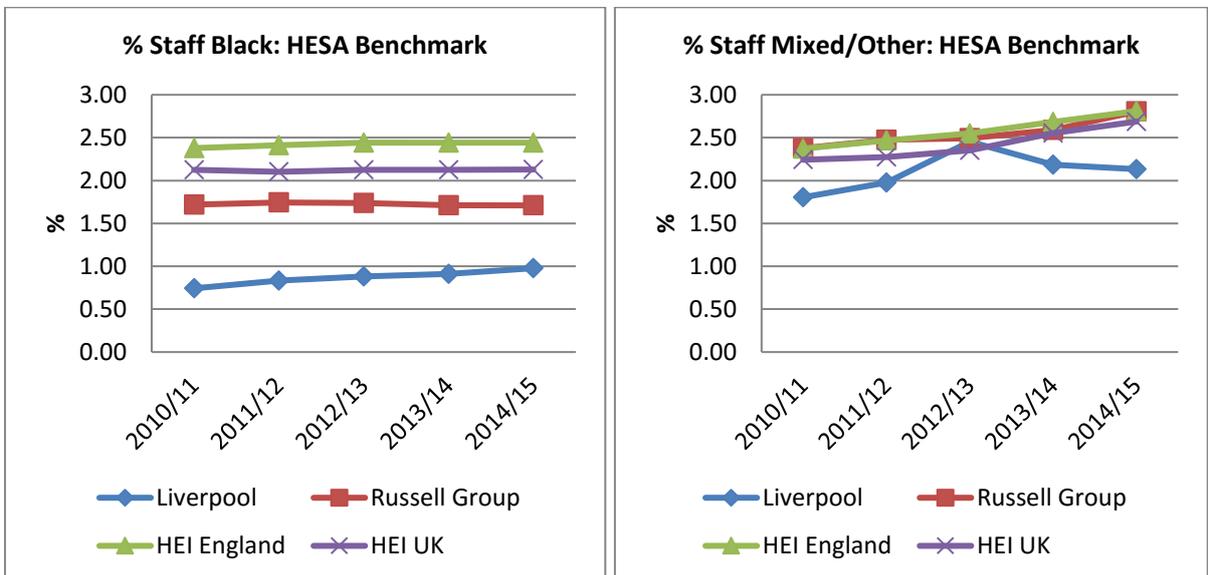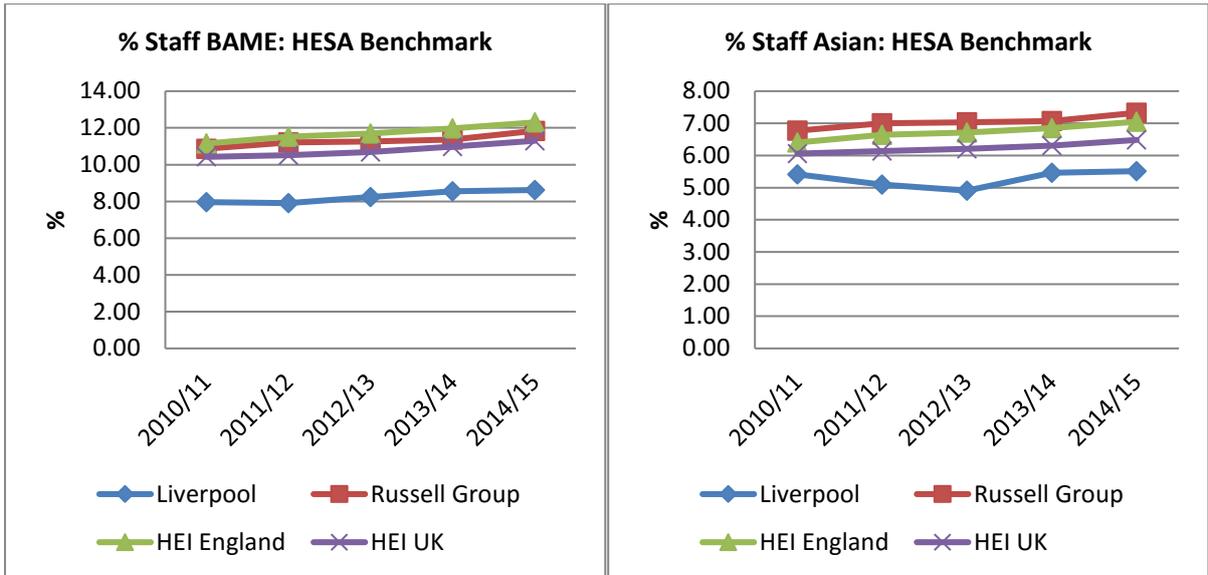
15.3.6. The Faculty of Science and Engineering has the highest proportion of BAME (excluding white) members of staff, and the Central Professional Services the lowest.

15.3.7. Research staff are by far the most ethnically diverse category of staff with support and PMSA staff being the least.

% Staff BAME (ex-white) of known: Level 3

Legend: All, FHLS, FHSS, FS&E, CPS

% Staff BAME (ex-white) of known: Role Type

Legend: All, Academic, Research, PMAS, Support
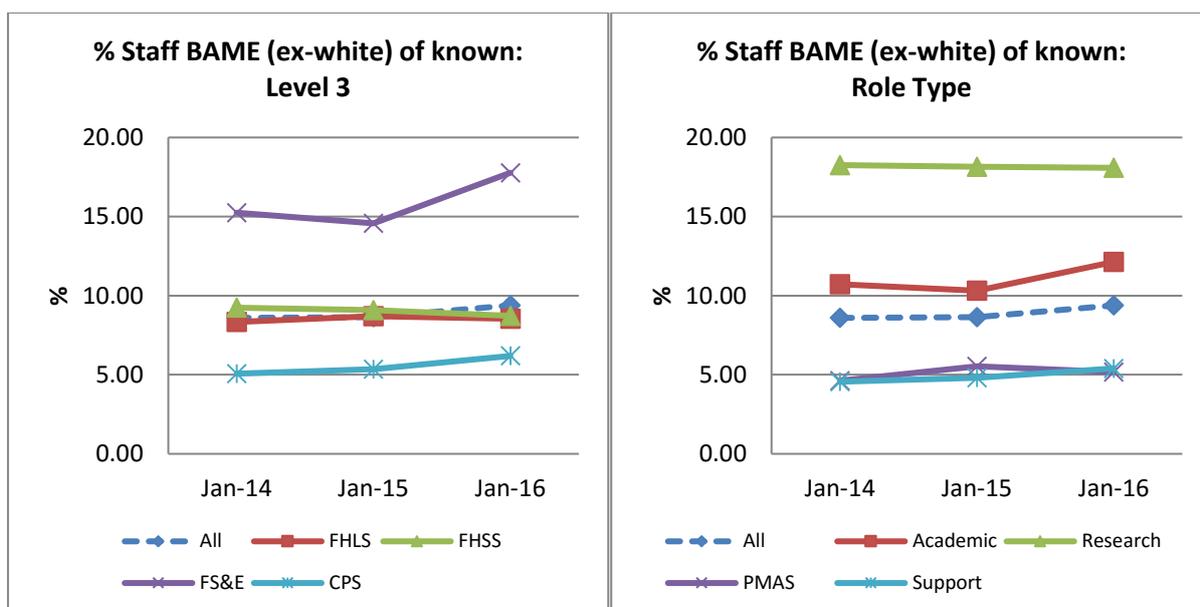
15.3.8. The majority of Black and Mixed staff are UK/Home residents; the majority of Asian and Other staff are Overseas/International residents; and the majority of White Other staff are EU citizens. 8.8% of UK/Home staff identify as BAME however, when excluding those identifying as White Irish, Gypsy or White Other, this proportion decreases to 5.9%.

January 2016	Home	EU	OSI	Home	EU	OSI
Asian	148	2	176	45.4%	0.6%	54%
Black	37	2	22	60.7%	3.3%	36.1%
Mixed	68	3	10	84%	3.7%	12.4%
Other	20	3	25	41.7%	6.3%	52.1%
White (all Other)	133	523	136	16.8%	66%	17.2%
White British	4189	2	9	99.7%	0.05%	0.2%
Decline	53	12	7	73.6%	16.7%	9.7%
Unknown	239	41	60	70.3%	12.1%	17.7%
Total	**5576**	**5658**	**5924**			
% BAME (incl White Other) of Known				**8.8%**	**99.6%**	**97.6%**
% Non-White BAME of Known				**5.9%**	**1.9%**	**61.6%**

15.4. Gender

	Jan-14	Jan-15	Jan-16	Jan-14%	Jan-15%	Jan-16%
Female	2938	3020 ↑	3175 ↑	52.70	53.38 ↑	53.60 ↑
Male	2637	2638	2749	47.30	46.62	46.40
Total	**5575**	**5658**	**5924**	**100**	**100**	**100**

15.4.1. The majority of staff members are female with 53.6% being so in January 2016. There is continued job role segregation with a majority of Support and PMSA staff being female, and the majority of Research and Academic staff being male.

15.4.2. Equal proportions of CPS and FHLS staff are female and in the majority, with the vast majority of FS&E staff being male.


% Staff Female: Level 3

Legend: All, FHLS, FHSS, FS&E, CPS

% Staff Female: Role Type

Legend: All, Academic, Research, PMAS, Support
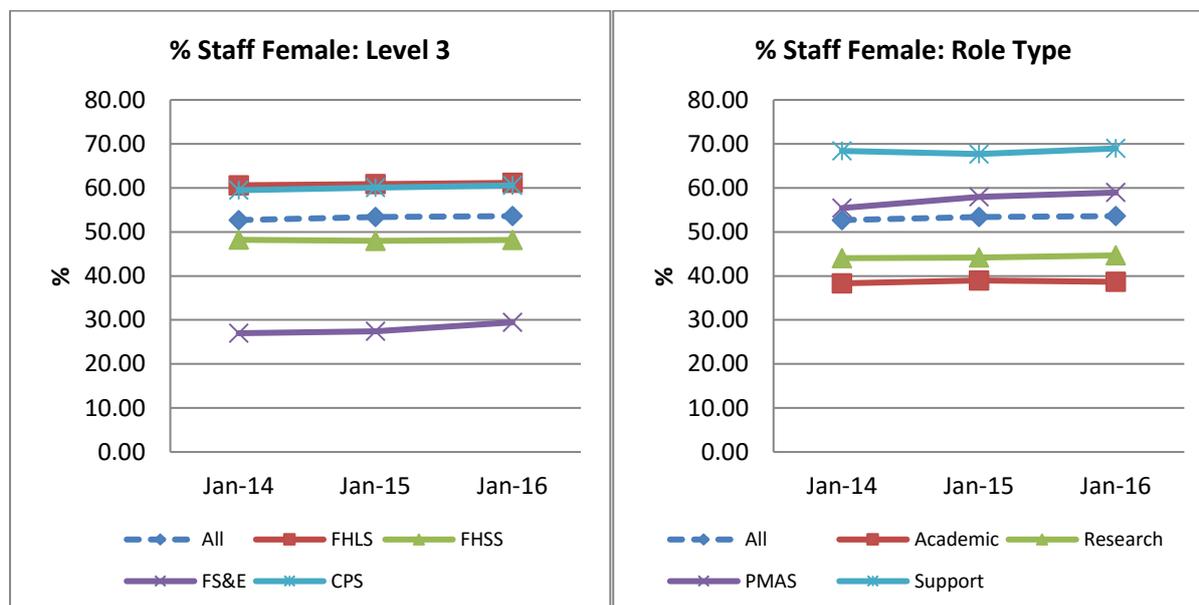
Graph 1   **Graph 2**

January 2016	Female	Male	%F	Female			Male		
				Full Time	Part Time	%PT	Full Time	Part Time	%PT
Grade 1	257	62	80.6%	36	221	86%	8	54	87.1%
Grade 2	99	61	61.9%	27	72	72.7%	23	38	62.3%
Grade 3	104	72	59.1%	53	51	47%	48	24	33.3%
Grade 4	340	172	66.4%	200	140	41.2%	137	35	20.4%
Grade 5	527	178	74.8%	345	182	34.5%	150	28	15.7%
Grade 6	564	489	53.6%	347	217	38.5%	239	250	51.1%
Grade 7	516	544	48.7%	407	109	21.1%	497	47	8.6%
Grade 8	372	417	47.2%	295	77	20.7%	384	33	7.9%
Grade 9	193	349	35.6%	162	31	16.1%	325	24	6.9%
Grade 10	86	253	25.4%	80	6	7%	217	36	14.2%
Clinical	110	144	43.3%	54	56	50.9%	106	38	26.4%
Total	**3168**	**2741**	**53.6%**	**2006**	**1162**	**36.7%**	**2134**	**607**	**22.2%**

15.4.3. A higher proportion of female staff are located in lower grades with women in the majority in grade 1 to 6, and men in the majority for grades 7 to 10 and Clinical.

15.4.4. 36.7% of female staff are part time compared to 22.2% of male staff. Except for grades 6 and 10, a larger proportion of women on all grades work part time compared to their male colleagues. The grade 6 anomaly is a result of a higher proportion of Zero Hour Fixed Term student demonstrator roles being male.

15.4.5. The number of female Professors continued to increase in 2015-2016, from 73 (Sept 2015) to 85 (Sept 2016). This means that the proportion of female professors increased from 20.5% in September 2014 to 22.5% in September 2015.

15.4.6. In FHLS the number increased from 40 (25.2%) to 44 (26.5%); in HSS from 25 (27.4%) to 30 (31.3%); and in FS&E from 6 (5.9%) to 10 (8.9%).
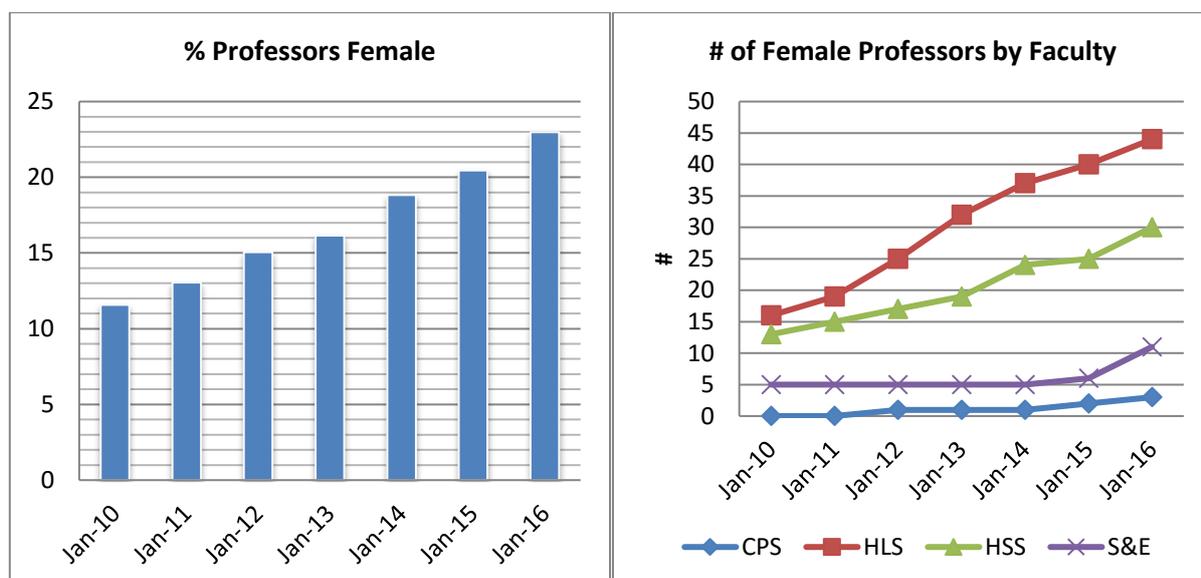
15.5. **Nationality**

|	Jan-14	Jan-15	Jan-16	Jan-14%	Jan-15%	Jan-16%
UK	4685	4736	4887	84.02	83.70	82.49
EU	524	564 ↑	595 ↑	9.40	9.97 ↑	10.04 ↑
Overseas	344	358 ↑	438 ↑	6.17	6.33 ↑	7.39 ↑
Unknown	23	0	4	0.41	0.00	0.07
Total	**5576**	**5658**	**5924**	**100**	**100**	**100**

15.5.1. The proportion of staff who are from the EU or Overseas/International continued to increase from 922 or 16.3% in January 2015 to 1033 or 17.4% in January 2016, which includes increases in both groups.

| *Benchmark EU/OSI*	2010/11	2011/12	2012/13	2013/14	2014/15
% Liverpool	12.85	12.90 ↑	13.44 ↑	14.83 ↑	16.18 ↑
% Russell Group	20.88	21.27 ↑	21.79 ↑	22.68 ↑	23.61 ↑
% HEI England	16.16	16.56 ↑	17.06 ↑	17.80 ↑	18.61 ↑
% HEI UK	16.02	16.42 ↑	16.92 ↑	17.66 ↑	18.36 ↑

15.5.2. Comparing with the HESA Staff Full Person Equivalent (rounded) data[9], the University is below the Russell Group averages for the proportion of FPE staff who are EU and Overseas/International citizens.

15.5.3. For comparison, in 2014/15 at the University of Liverpool:

- 10.1% of FPE staff were EU citizens compared to Sheffield on 8.1%, Leeds on 9.7%, Birmingham on 10.1% and Manchester on 10.6%.

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[9] HEIDI+, HESA Dashboard: 'HESA Staff FPE demographic data, employment function and provider'

- 6% of FPE staff were Overseas/International citizens compared to Sheffield on 7.8%, Leeds on 8.3%, Birmingham on 9.7% and Manchester on 8.3%.

% Staff EU: HESA Benchmark

% Staff OSI: HESA Benchmark
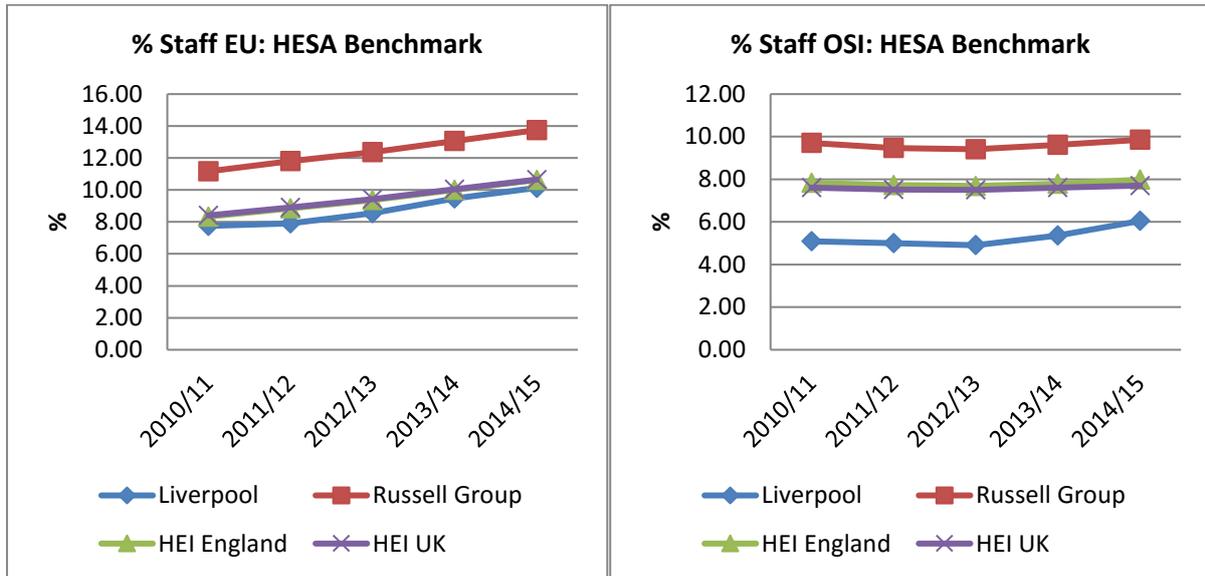
15.5.4. The FS&E has the largest proportion of staff who are from the EU and who are Overseas/International, with the CPS with the lowest proportion of both.

15.5.5. EU and OSI staff make up a larger proportion of research posts than any other job type, followed by academic. Both groups make up a far smaller proportion of both Support and PMSA job roles.

% Staff EU: Level 3

% Staff EU: Role Type

% Staff OSI: Level 3 — Legend: All, FHLS, FHSS, FS&E, CPS

% Staff OSI: Role Type — Legend: All, Academic, Research, PMAS, Support
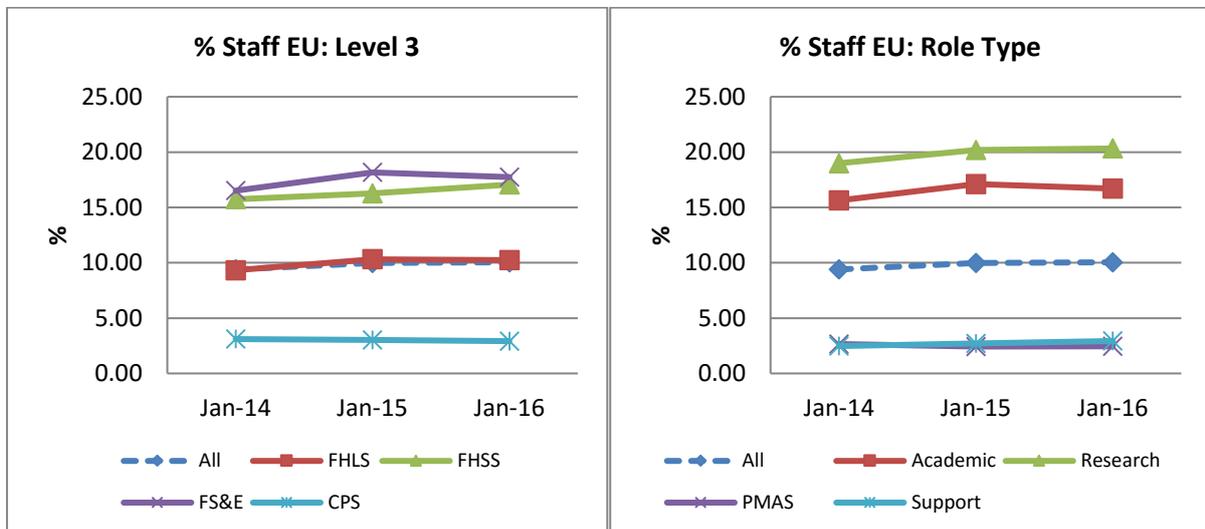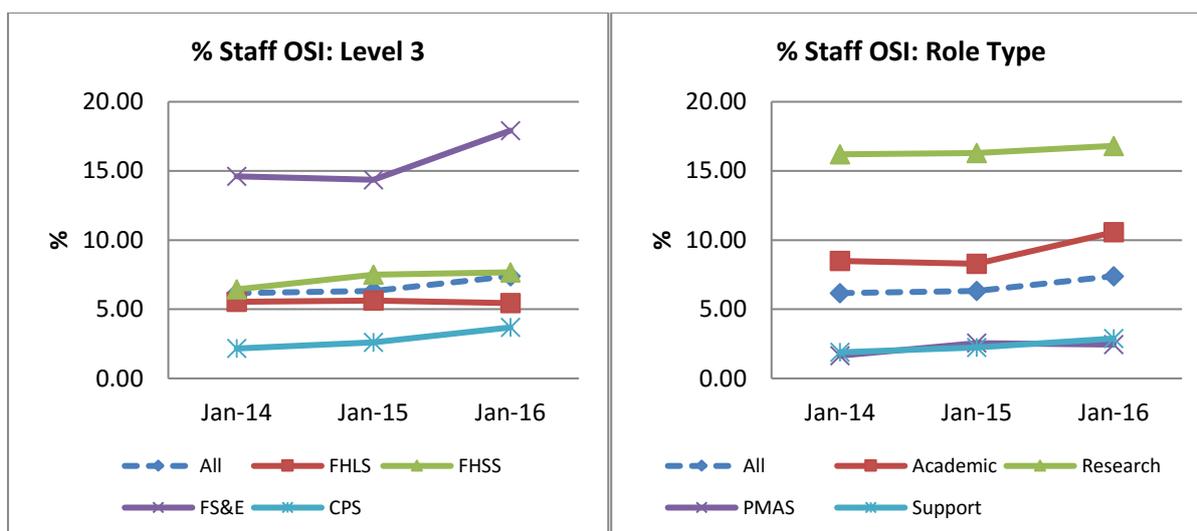
15.6. Sexual Orientation

|	Jan-14	Jan-15	Jan-16	Jan-14%	Jan-15%	Jan-16%
Heterosexual	2358	2412 ↑	2839 ↑	42.29	42.63	47.92
Bisexual	25	22 ↓	25 ↑	0.45	0.39	0.42
Gay	43	45 ↑	58 ↑	0.77	0.80	0.98
Lesbian	18	17 ↓	21 ↑	0.32	0.30	0.35
Other	8	8	8	0.14	0.14	0.14
Decline	222	221 ↓	249 ↑	3.98	3.91 ↓	4.20 ↑
Unknown	2902	2933 ↑	2725 ↓	52.04	51.84 ↓	45.99 ↓
Total	**5576**	**5658**	**5925**	**100**	**100**	**100**
%LGB of known				**3.83**	**3.67 ↓**	**3.80 ↑**
%LGB of known HESA Benchmark				**5.05**	**5.22 ↑**	n/a

15.6.1. Disclosure rates for the sexual orientation monitoring question continues to slowly increase, from 48.2% in January 2015 to 54% in January 2016.

15.6.2. Excluding 'decline' responses, the proportion of Lesbian, Gay, Bisexual and Other staff has increased from 3.7% to 3.8%, or 92 to 112 people. The largest LGB+ group continues to be Gay Men, followed by Bisexual and Lesbian.

15.6.3. The FHSS has the highest proportion of staff who identify as LGB+ followed by the CPS. The proportion in the FS&E has decreased annually from 2014, though this may be more as a result of the improved disclosure rate.

15.6.4. LGB+ staff are fairly equally distributed within the job categories, although Academic and PMSA do have a higher proportion of people.

15.6.5. In January 2016 the largest proportion of Bisexual staff were Clerical, whilst Gay, Lesbian, and Other staff were Teaching & Research.

% Staff LGB+ of known: Level 3

% Staff LGB+ of known: Role Type
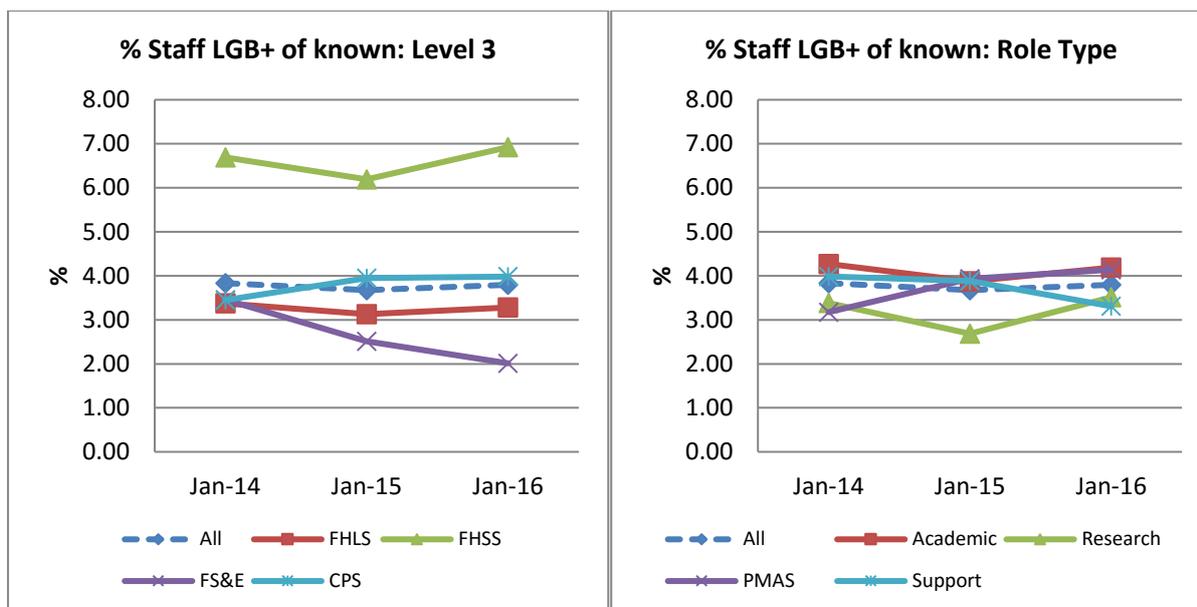
15.7. Religious belief and non-belief

	Jan-14	Jan-15	Jan-16	Jan-14%	Jan-15%	Jan-16%
No Religion	1211	1318	1350	21.72	23.29	22.79
Buddhist	26	27	32	0.47	0.48	0.54
Christian	1490	1628	1634	26.72	28.77	27.58
Hindu	33	38	38	0.59	0.67	0.64
Jewish	13	15	14	0.23	0.27	0.24
Muslim	54	54	71	0.97	0.95	1.20
Other	54	54	51	0.97	0.95	0.86
Sikh	2	2	1	0.04	0.04	0.02
Decline	217	223	223	3.89	3.94	3.76
Unknown	2476	2299	2510	44.40	40.63	42.37
Total	**5576**	**5658**	**5924**	**100**	**100**	**100**
%No Religion of known				42.00	42.03 ↑	42.31 ↑
%No Religion of known HESA Benchmark				44.50	46.35 ↑	n/a

15.7.1. Disclosure rates for the religious belief monitoring question decreased from 59.4% in January 2015 to 57.6% in January 2016. This is attributed to an overall increase in the number of unknown staff.

15.7.2. Excluding 'decline' and unknown responses, the proportion of staff declaring that they are members of or follow a religious belief was steady at 1818 or 58% in January 2015 and 1841 or 57.7% in January 2016.

15.7.3. Of those that do follow a religion, 88.8% identified as Christian, followed by 3.9% Muslim, 2.8% Other, 2.1% Hindu and 1.7% Buddhist.

**% Religion by Group
Jan 2016**

- No Religion
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Other
- Sikh
- Decline
- Unknown

**% Religion by Group Jan 2016
(excluding unknown/decline)**

- No Religion
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Other
- Sikh
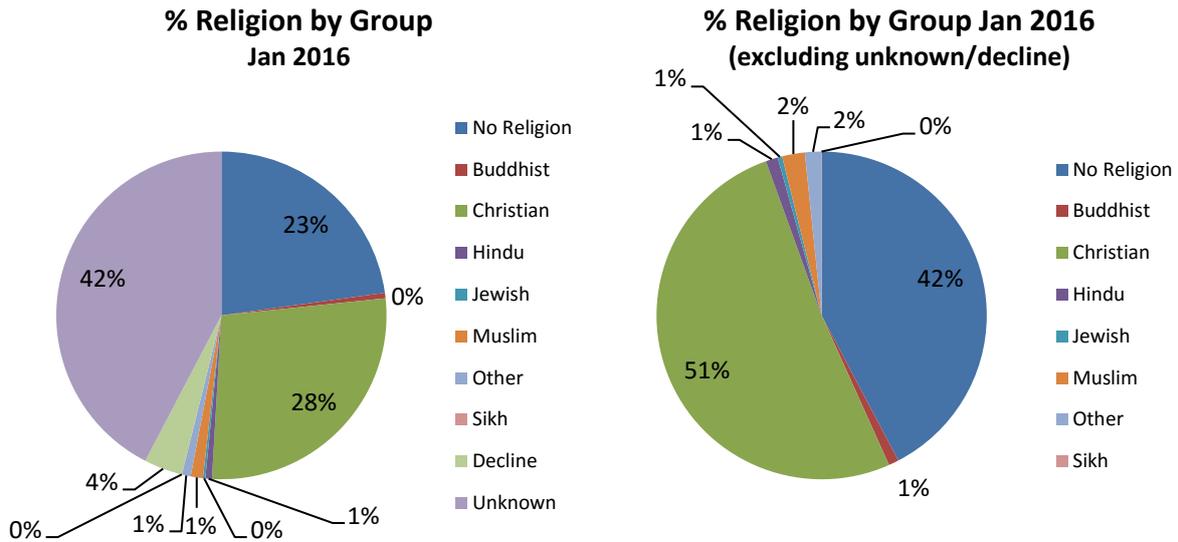
15.7.4. A majority of staff in FS&E were likely to state that they had no religious belief, compared to the CPS which were most likely to say they did. A majority of research staff said they had no religious belief, with support staff most likely to say that they do.

**% Staff of No Religion of known:
Level 3**

**% Staff of No Religion of known:
Role Type**