UNIVERSITY OF LIVERPOOL

Annual Diversity & Equality Report

2022–2023

Introduction

The University of Liverpool (UoL) is a globally recognised institution that positively influences people worldwide. In addition to meeting our statutory requirements, as outlined within the **Public Sector Equality Duty** (Equality Act 2010), this report demonstrates the institution's commitment to equality, diversity, and inclusion through highlighting the progress made over the last academic year against the University's Equality Objectives. This report is accompanied by a summary infographic of both colleague and student population data for academic year 2022-23 **(Appendix A).** Further information and analysis relating to specific protected characteristics by workforce **(Appendix B)** and student population **(Appendix C)** data comparisons between 2020-2023 and 2022-2023 are also provided.

This report emphasises the importance that equality, diversity and inclusion has on the University's success and reiterates the institution's commitment to promoting equality and fostering an inclusive environment for all colleagues and students. The report acknowledges the progress made thus far and highlights the ongoing efforts to ensure every member of our university community is treated with fairness, dignity and respect. While recognising the challenges that lie ahead, this report reaffirms the University's dedication to not only meeting, but exceeding the standards set by the public sector duty, and to creating a culture that celebrates diversity and champions equality.

Terminology & Language

For the purpose of this report, **'Gender/Sex'** refers to sex categories (male and female) as well as gender-identities which may include (but are not limited to) non-binary, gender-fluid, Transgender for example. **'People of Colour (POC)'** refers to the calculation of Black, Asian and Minority Ethnic staff in comparison to White colleagues/students. **'Unknown disability'** refers to colleagues/students who are not known to have a disability (i.e. where colleagues/students have not disclosed a disability or where this information has not been provided and therefore it is unknown). Students who are 21 years of age and above are considered **'Mature Students'.** **'International/Overseas'** are those who study/work at the University from outside of the UK, including the European Union and Overseas. **'Prefer Not to Say (PNTS)/ Unknown'** indicates where equality monitoring information has not been disclosed. Categories are aligned with those used in UK census data to aid comparison and benchmarking, however it is acknowledged that individuals may self-identify with alternate terms.

The University of Liverpool is committed to providing an environment which recognises, values, respects and celebrates people's differences and strengths.
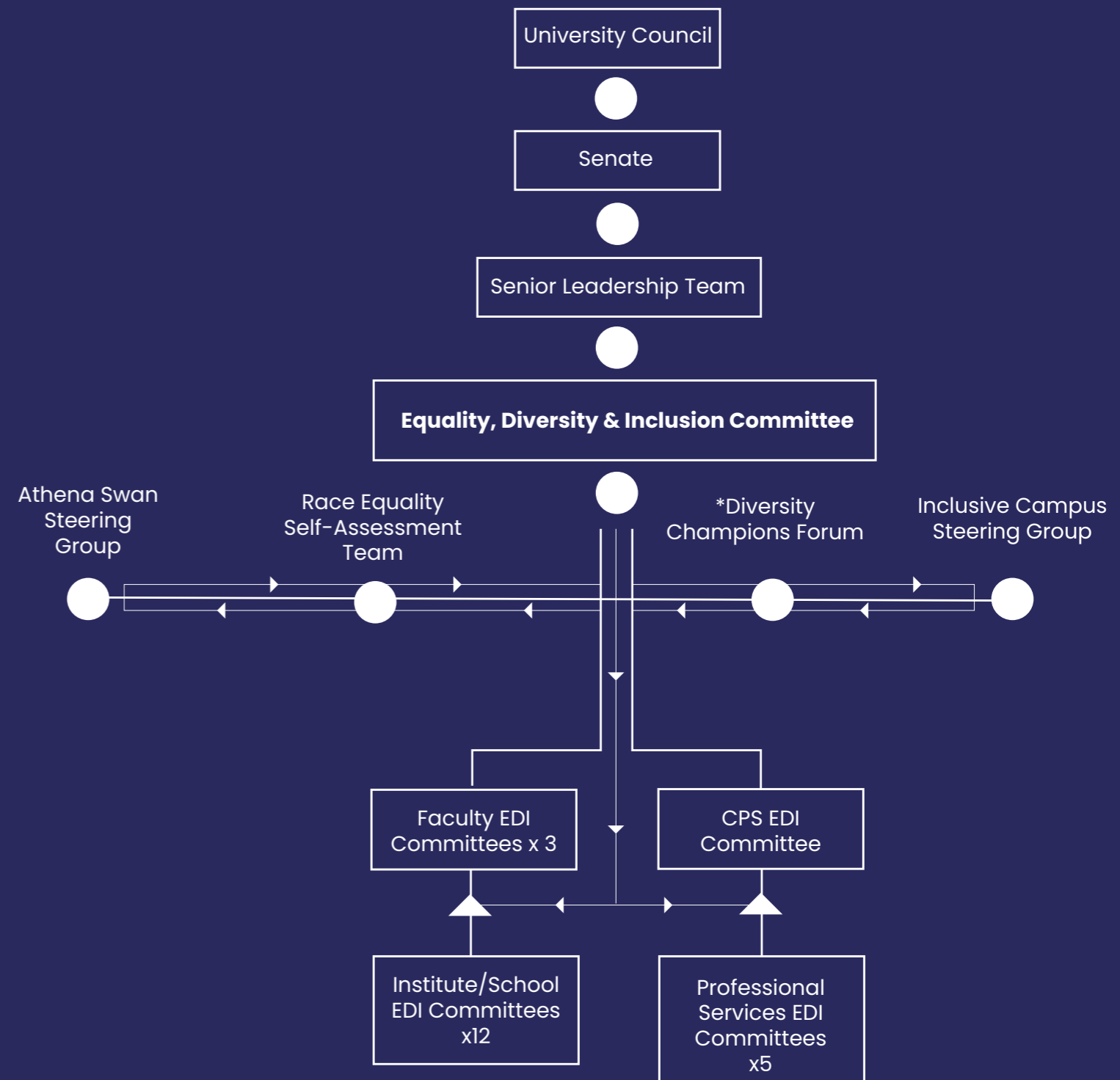
Governance of Equality, Diversity & Inclusion

Governance for Equality, Diversity and Inclusion (EDI) is overseen by the University's **EDI Committee** chaired by Executive Pro-Vice-Chancellor for the Faculty of Science & Engineering, Professor Wiebe van der Hoek, BSc, PhD. The University's EDI Committee provides critical oversight for all aspects of EDI across the University whilst day-to-day delivery and implementation of strategic EDI related objectives sits in the Academy within the Human Resources (HR) Team. A copy of the University's EDI Governance Structure can be found **here**.

It is recognised that in order to create and continuously promote an inclusive environment, where everyone is respected and feels a sense of belonging, there needs to be a collective effort, and so it is acknowledged that all colleagues and students of the University of Liverpool have a significant part to play in the application of EDI and upholding of the University's inclusive ethos. The University has therefore adopted a distributed leadership model, where a diverse range of colleagues (100+) have voluntarily taken on EDI Champion roles. These Champions act as visible role models and provide leadership for their respective groups and areas. The University EDI Champions initiative is a positive development that demonstrates the University's commitment to engaging with its stakeholders, to foster good working relationships, ownership and accountability for EDI.

The University's EDI Committee provides critical oversight for all aspects of EDI across the University.

Our EDI Governance Structure:

University Council

Senate

Senior Leadership Team

Equality, Diversity & Inclusion Committee

Athena Swan Steering Group

Race Equality Self-Assessment Team

*Diversity Champions Forum

Inclusive Campus Steering Group

Faculty EDI Committees x 3

CPS EDI Committee

Institute/School EDI Committees x12

Professional Services EDI Committees x5

*The University's Diversity Champions Forum is a collective group of all EDI Champions/ representatives from accross the organisation, including Staff Network Leads.

Equality Objectives & Action Plan

In the 2022/23 academic year, the University reviewed its original 'Equality Framework Implementation Action Plan (2016 – 2026)'. The EDI Committee determined that a new action plan was required and adopted four core equality objectives based on EDI data trends and feedback from colleagues and students. After further consultation and investigation, the University established the **Equality Objectives Action Plan (2022 – 2028).**

To drive forward the actions within the plan, an Equality Objectives Working Group (EOWG) was established. The Working Group reports to the University EDI Committee and is made up of key action holders, decision makers and deputies from across the organisation. The EOWG will provide an annual progress report to the University EDI Committee, as well as summary updates on a quarterly basis.

Scope & Methodology

This report provides a summary of the progress which has been made towards achieving each of the University's Equality Objectives over the academic year 2022-23.

For the purposes of this report, progress will be reported against the following equality objectives, as outlined within the University's new Equality Objectives Action Plan (2022 – 2028):

1 Increase diversity and representation within our staff & student population.

2 Make significant improvements to enhance staff & student experiences, with a particular focus on those who identify as People of Colour and/or Disabled.

3 Promote a culture where bullying and harassment is not tolerated (with a particular focus on sexual harassment, racism and sexism).

4 Reduce the awarding gap between PoC and White students (with a particular focus on Black student outcomes).

The purpose and aim of the Equality Objectives action plan is to enhance and positively impact the experience of colleagues and students, creating a more inclusive culture and environment for all.

Increase diversity and representation within our staff & student population.

Recruitment & Positive Action

By establishing the new Equality Objectives Actions Plan, the University has made improving recruitment inclusivity a core priority.

Progress So Far

- Positive Action (PA) guidance has been updated to make it more accessible.
- The guidance lists several approaches that can be implemented such as the use of positive action statements in advertisements to encourage applicants from under-represented groups.
- The refreshed PA guidance (which is officially due to launch during academic year 2023/24) was taken through a series of consultative workshops with a wide range of colleagues from across the organisation.
- Inclusive recruitment practices will also be reflected within the University Race Equality Charter (REC) application, which is due to be submitted in Autumn 2023.
- Guaranteed Interview Scheme introduced in FRCS to fill over 40 vacant Domestic Assistant roles. The programme was Supported by 'Community Anchor' organisations, Transform Lives Company (TLC) and Liverpool In Work (LIW).
- The University, in partnership with the Liverpool School of Tropical Medicine, hosted a two-day residential program for 55 Black year 10 students from Liverpool schools, focusing on those from the L8 postcode. The programme was led by Black STEMM PhD students, academics, and professionals.

Pay Gap

The University complies with statutory requirements by disclosing gender pay gap information. It voluntarily shares annual pay gap data related to ethnicity, disability and LGBO, emphasising the University's dedication to ensuring equitable pay for all employees.

(Pay Gap continued) Sub-objective 1c in the University's Equality Objectives Action Plan (2022 – 2028) outlines ongoing efforts to close pay gaps and uphold pay parity among various groups, with a specific emphasis on gender and ethnicity. For additional details, please refer to the University's Statutory Pay Gap webpages.

Progress So Far

- Slight reduction in Mean gender pay gap.
- Changes in Quartiles contribute to positive shift.
- Increase in females in Q4 (highest earners).
- Eradication of Median gender bonus pay gap (2022 – 2023).
- Increased bonus payments to staff below Grade 10.
- Cost of Living payments issued in response to the cost-of-living crisis.

Promotion

To support an increase in the representation of staff at higher levels in the institution, the University has continued to make strides in advancing promotion opportunities and support.

Progress So Far

- Building on the success of previous interactive 'Insight to Promotion' sessions for Academic colleagues, specific sessions dedicated to women were conducted during the 2022/23 Annual Review (Academic Promotion) round.
- 100% of women who applied for Reader or Professor during the 2022/23 promotion round were successful.
- For the first time, specific 'Insight to Promotion' sessions were also offered to colleagues from underrepresented communities, specifically People of Colour (POC).
- 100% of POC applicants who applied for Senior Lecturer, Reader or Professor were successful.
- Notably, there was also an increase in the number of successful applicants with a Known disability (100% success rate).

OBJECTIVE 2

Make significant improvements to enhance staff & student experiences, with a particular focus on those who identify as People of Colour and/or Disabled.

Equality Impact Assessments

Over the last academic year, the University has updated its Equality Impact Assessment (EqIA) approach to ensure new 'policies' do not disadvantage protected groups. An official launch of the new guidance is due to take place early in academic year 2023/24.

⚙ Progress So Far

- Newly updated EqIA forms and a comprehensive guidance document.
- Several consultation activities and workshops have taken place with colleagues from across the University.

Race Equality

The University intends to submit its first ever Race Equality Charter (REC) application in Autumn 2023. Building on the previous year's engagement (over 3000 responses to the REC Survey).

⚙ Progress So Far

- Key themes and findings from REC survey, were explored through open consultation, and focus groups.
- Colleagues and students' inputs were analysed to identify actions/ initiatives to address racial inequality.
- Insights will be incorporated into the University's Race Equality Charter Action Plan for 2023-2028.

Disability Equality

During academic year 2022/23, the University's Inclusive Campus Steering Group led on the development of a new Policy Statement; '*__Creating an Inclusive Physical Campus (Built) Environment for Students and Staff__*' demonstrating the University's commitment to enhance accessibility and inclusivity (including inclusive design) and going beyond minimum standards required, to ensure the needs of our university community are addressed.

⚙ Progress So Far

- The introduction of a new 'self-service' Reasonable Adjustments support request form and process, implemented via the University's Core HR system.
- The establishment of the Reasonable Adjustments Passport which provides an outline of requirements and a solution to any changes in management or role.
- A number of improvements have been made to campus/build environment, including the installation of additional 'push-button' door access systems and an accessible ramp within the Hart Building, as well as wheelchair accessible desks and social spaces within the Foundation Building.

Gender Equality

During academic year 2022/23, the University retained its Silver level Athena Swan (Gender Equality) Award, a fantastic achievement and a clear demonstration of the work put into activity championing gender equality across the organisation.

⚙ Progress So Far

The following improvements are also evident in the University's Adoption & Surrogacy, and Shared Parental Leave policies:

- Maternity leave has been increased from a maximum of 8 weeks to 26 weeks of full pay under the new policy.
- Paternity leave has been expanded from 2 weeks to 4 weeks of full pay leave.

Promote a culture where bullying and harassment is not tolerated (with a particular focus on sexual harassment, racism and sexism).

Policy Enhancements

The University aims to promote a culture of zero tolerance for bullying and harassment, with a focus on addressing issues of racism and sexism related cases for staff, and cases of sexual harassment for students.

⚙ Progress So Far

- A new Bullying and Harassment Policy was launched for colleagues and students.
- An accompanying 'enhanced policy explainer video animation' was developed to trial an alternate and accessible approach to information sharing.

Gender & Race Equality Charters

The University retained its Silver level Athena Swan (gender equality) Award and the University's Race Equality Charter has now been submitted.

⚙ Progress So Far

- Reducing bullying and harassment and increasing support for colleagues is a core priority.
- Commitments of Athena Swan mirrored in University's Race Equality Action plan.
- Special focus on addressing race-related incidents and enhancing support.

Mediation Service

Implementation of the University's Staff Wellbeing Strategy (2022 – 2026) is currently underway.

⚙ Progress So Far

- Foundations of Mediation Service laid in academic year 2022/23.
- Colleagues expressed interest in voluntary Staff Mediator role.
- Successful applicants underwent a 5-day intensive mediators training program.
- Official launch of the new Mediation Service scheduled for Winter 2023.

Awareness Campaigns

The University introduced Report and Support in 2020, a dedicated online portal and reporting tool for incidents of sexual violence, harassment, domestic abuse, and hate crimes. Reports can be made anonymously or with support or formal action. Following the annual awareness raising campaign, use of QR code stickers and the displaying of information banners in targeted areas, its usage has been steady with increasing demand for support.

⚙ Progress So Far

- Reports can be made anonymously or with support or formal action.
- Introduction of use of QR code stickers and the displaying of information banners in targeted areas.
- Following the annual awareness raising campaign usage and demand for support has steadily increased.

Reduce the awarding gap between PoC and White students (with a particular focus on Black student outcomes).

Access and Participation Plan (APP)

The fourth equality objective is focused on reducing the awarding gap. The projects within this category are designed to address disparities in educational outcomes and promote more equitable representation of Black and other ethnic minority students.

Progress So Far

- The Access and Participation Steering Group is developing an intervention strategy to reduce relevant ethnicity awarding gaps, as part of preparing the new APP 2024-28 for submission to the OfS in Summer 2024.
- On-going monitoring of the impact of all interventions will come through the APP monitoring return and any evaluation of interventions agreed as part of the APP.
- Strategic measures will be built on the strong foundation of existing widening participation initiatives, which are thoroughly documented in the University's annual Widening Participation Report.

Looking Ahead

Over the course of the next academic year (2023-2024) the following EDI related actions will take place and will be driven by the University's Equality Objectives Working Group:

Equality Monitoring

The University will strive to improve disclosure rates for equality monitoring information, especially in relation to ethnicity, disability, and sexual orientation, supported by a comprehensive Communications Plan.

Race & Gender Equality

The University will be introducing the REC Action Plan (2023 – 2028), which not only aims to address specific objectives but also incorporates intersectional actions from the University's Athena Swan (gender equality) Silver action plan.

Disability Equality

The University is committed to improving the experiences of people living with disabilities by establishing a new Inclusive and Accessible Campus Action Plan. The plan will focus on enhancements to campus (built and virtual) accessibility and include wider inclusivity factors, such as considerations around visual representation/ imagery, gender neutral, wellbeing and prayer related facilities. The action plan will be accompanied by a comprehensive Communications Plan.

LGBT+ Equality

Exploration of LGBT+ related charters, such as Navajo (a local Merseyside based charter). This is to ensure a welcoming and accepting environment for everyone regardless of their sexual orientation.

Promotion & Development

The University will be reviewing its development opportunities to support talent pipelines and equip prospective applicants, including those from underrepresented backgrounds. Strategies include establishing clear career paths, creating resources and case studies. The University's Academic Promotion Panels (University, Faculty and School/Institute level) will be provided with the opportunity to undertake Unconscious Bias and Promotion Criteria Training.

Bullying & Harassment

In the academic year 2023-2024, activities will include: Anti-Bullying Week messaging, the launch of a new Mediation Service for staff, introduction of a new Bullying and Harassment e-learning module for Managers/Supervisors, reviewing language used on the Report & Support form, establishing a series of FAQs which aim to provide further context and confidence in those reporting cases (e.g. encouraging more named cases vs anonymous), as well as providing further development opportunities for Conflict Resolution Advisers and Mediators, such as new Intercultural Competency training programme.

Pay Gap

The University remains committed to closing pay gaps for all groups and is taking long-term actions to address this, including the use of Positive Action and exploration of new and or enhanced development/leadership offerings and opportunities, as outlined within the University **Pay Gap Report 2023.**

Positive Action

To mitigate biases in recruitment, the University is implementing training for recruitment panels. The University will also explore targeted activities and apply positive action initiatives to identify and address barriers that may deter individuals from underrepresented communities, including prospective candidates who identify as PoC, from applying to and accepting offers for all roles.

Recruitment

The University is committed to inclusive recruitment practices. Ongoing review of these processes will ensure that UoL is attracting a diverse range of candidates and fostering an environment where all individuals feel valued and supported throughout the recruitment process. Further 'Community Anchors' will also be identified, with a particular focus on those based in the Liverpool 8 postcode/area.

Acknowledgements

The University of Liverpool is committed to providing an environment which recognises, values, respects and celebrates people's differences and strengths.

The University would like to extend its gratitude to all those who have contributed to improving the inclusivity of its culture at Liverpool. These individuals/groups include:

- EDI Champions
- EDI committees and EDI steering groups
- Chairs, advocates and members of the Staff Groups/ Networks
- All colleagues and students working on the Race Equality Charter (REC)
- All colleagues working on the implementation of Athena Swan related action plans
- All action holders listed within the University's Equality Objectives Action Plan
- The Guild and Student Societies
- Academics who are research active in the EDI space
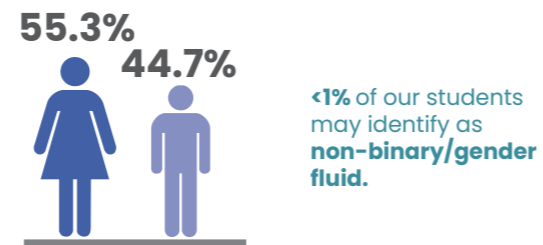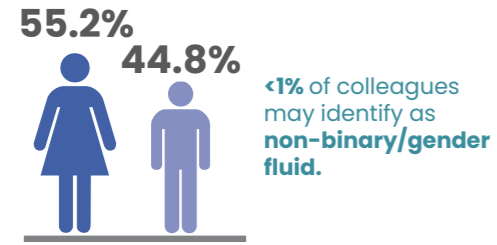- Senior Leadership colleagues

Important Note: Data reflected within this infographic is from a data snapshot as of January 2023.
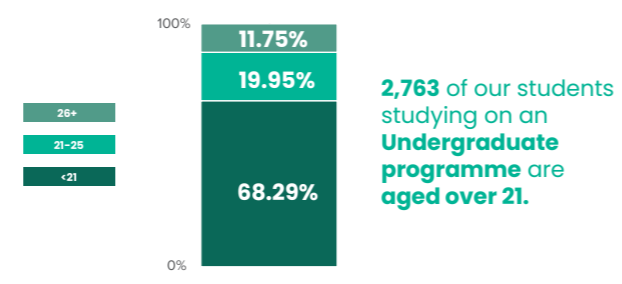
A Snapshot of Our University Community

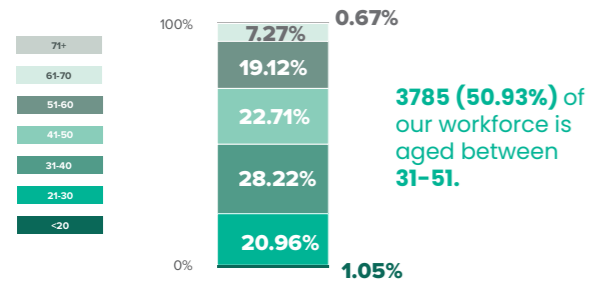## 7,432 Colleagues

27,413 Students
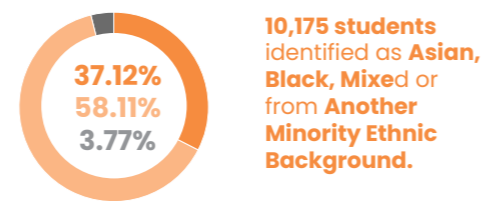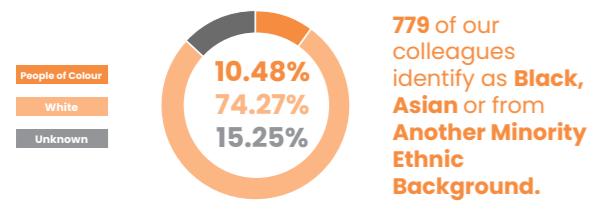
Gender

55.2% **44.8%**

<1% of colleagues may identify as **non-binary/gender fluid.**

55.3% **44.7%**

<1% of our students may identify as **non-binary/gender fluid.**

Age

100%
71+ **7.27%** **0.67%**
61-70 **19.12%**
51-60 **22.71%**
41-50 **28.22%**
31-40
21-30 **20.96%** **1.05%**
<20
0%

3785 (50.93%) of our workforce is aged between **31-51.**

100%
26+ **11.75%**
21-25 **19.95%**
<21 **68.29%**
0%

2,763 of our students studying on an **Undergraduate programme** are **aged over 21.**

Ethnicity

People of Colour
White
Unknown

10.48%
74.27%
15.25%

779 of our colleagues identify as **Black, Asian** or from **Another Minority Ethnic Background.**

37.12%
58.11%
3.77%

10,175 students identified as **Asian, Black, Mixed** or from **Another Minority Ethnic Background.**

Sexual Orientation

Heterosexual
LGBQ
Unknown

4.52%
58.42%
37.06%

336 of our colleagues have disclosed that they identify as **Lesbian, Gay Bisexual or an Other Sexuality,** excluding Heterosexual.

8.9%
82.3%
8.8%

2,439 students have disclosed that they **identify as being Lesbian, Gay, Bisexual or an Other Sexuality,** excluding Heterosexual.
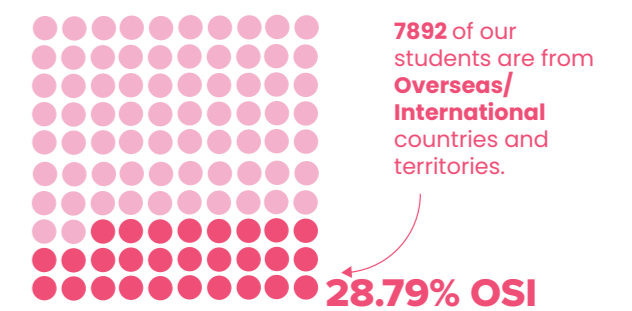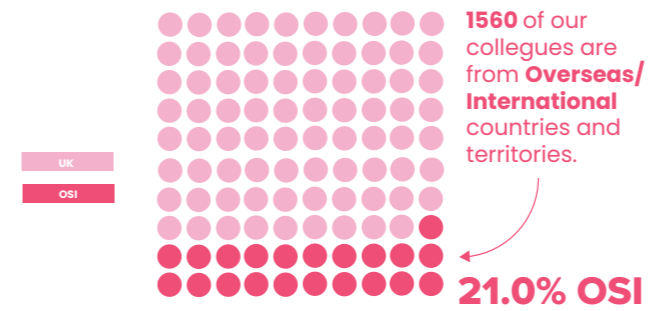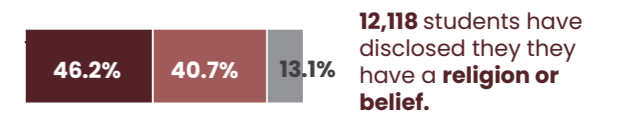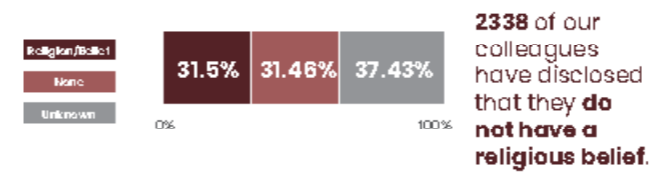
Nationality

*International (OSI) are those who study/work at the University from outside the UK, including the European Union and Overseas.
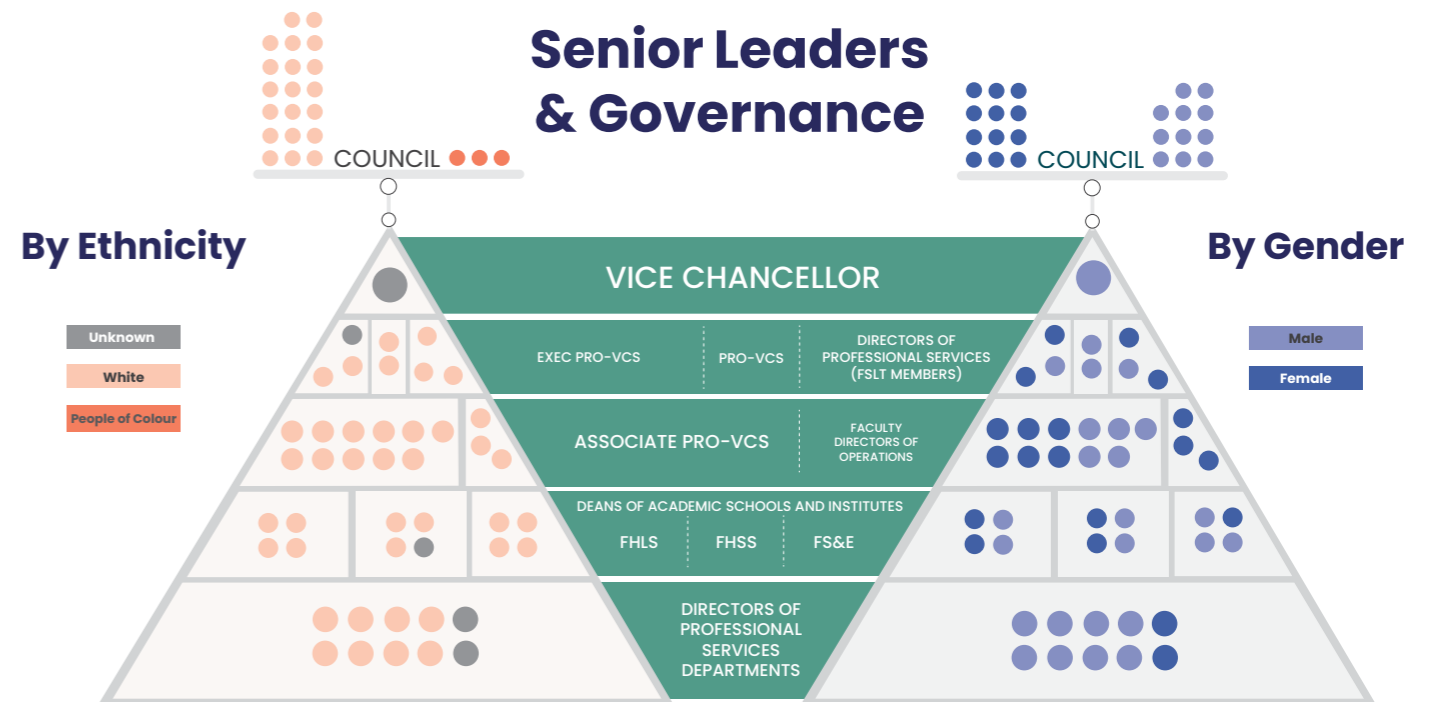
UK
OSI

1560 of our collegues are from **Overseas/ International** countries and territories.

21.0% OSI

7892 of our students are from **Overseas/ International** countries and territories.

28.79% OSI

Religion

Religion/Belief
None
Unknown

31.5% **31.46%** **37.43%**
0% 100%

2338 of our colleagues have disclosed that they **do not have a religious belief.**

46.2% **40.7%** **13.1%**

12,118 students have disclosed they they have a **religion or belief.**

Disability

Known Disability

5.7%

420 colleagues have disclosed a **known disability.**

15.3%

4,194 students have disclosed a **known disability.**

Senior Leaders & Governance

By Ethnicity

Unknown
White
People of Colour

COUNCIL

COUNCIL

By Gender

Male
Female

VICE CHANCELLOR

EXEC PRO-VCS | PRO-VCS | DIRECTORS OF PROFESSIONAL SERVICES (FSLT MEMBERS)

ASSOCIATE PRO-VCS | FACULTY DIRECTORS OF OPERATIONS

DEANS OF ACADEMIC SCHOOLS AND INSTITUTES
FHLS | FHSS | FS&E

DIRECTORS OF PROFESSIONAL SERVICES DEPARTMENTS

Important Note: Data reflected within this infographic is from a data snapshot as of January 2023.

![University of Liverpool logo]

Get in Touch