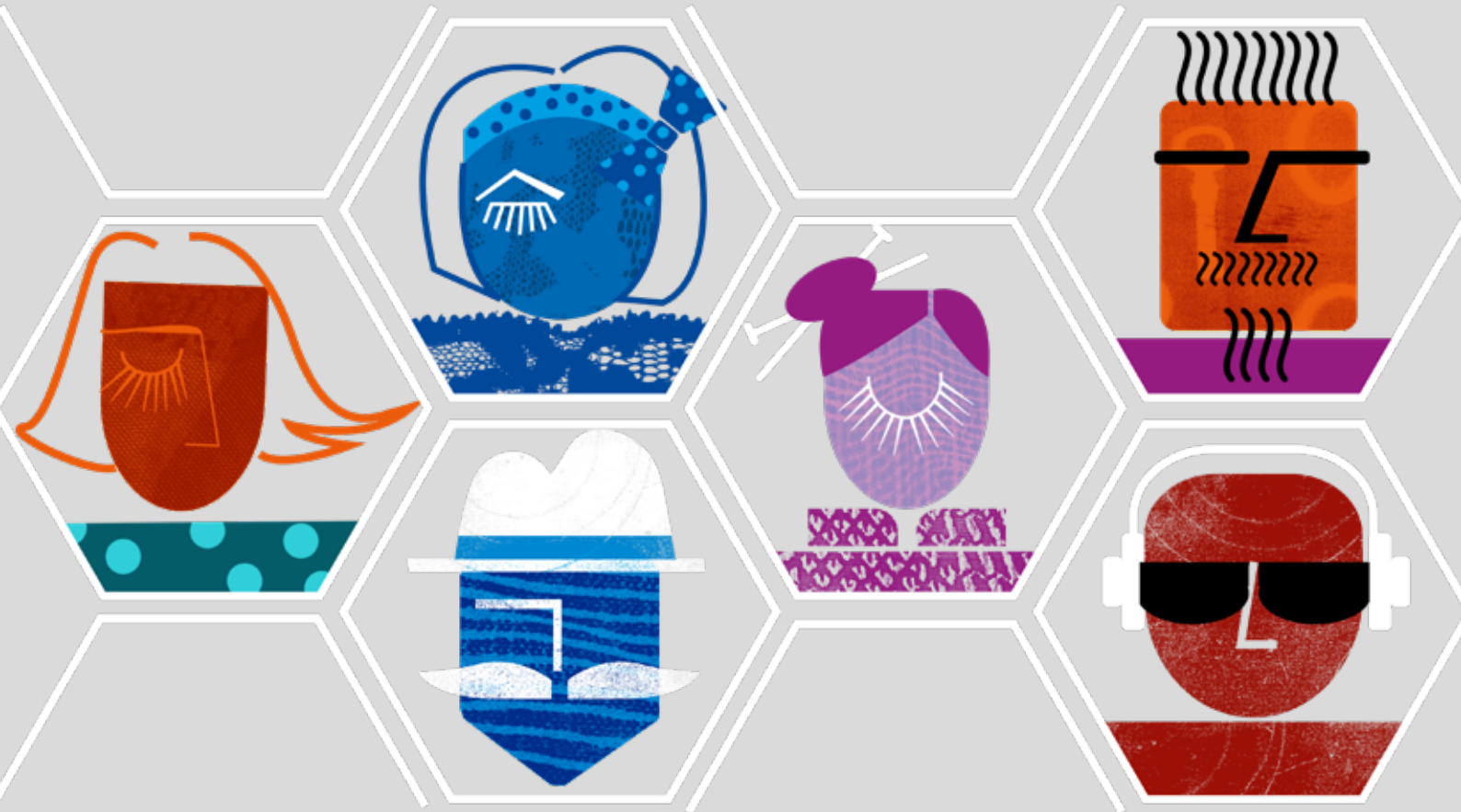


# EQUALITY, DIVERSITY & INCLUSIVITY REPORT

**MONI AKINSANYA**  
EQUALITY, DIVERSITY  
& INCLUSIVITY MANAGER



# Executive Summary

**This annual report provides an overview of Liverpool John Moores University's equality and diversity activities and functions, covering the academic year 2018/19.**

In compliance with UK equality laws and regulations, LJMU must prepare and publish measurable objectives to meet the aims of the equality duty every four years and report on progress every year. The University's published objectives should assist with achieving the three aims of the UK Governments' equality duty. This annual report fulfils the University's legal duty to report on progress on equality and diversity each year. In this connection, after an extensive consultation exercise with staff and students, the University Equality and Diversity Objectives were set for 2016–2020 and made available to the relevant committees (ED Committee, ELT and Employment Committee). To ensure progress in bite size chunks, we set 6 key priorities in academic year 2018/19 and asked Faculty Deans and Divisional Leads to nominate EDI champions. The champions were to ensure that these priorities are addressed at Faculty and Divisional level and that local issues inform the overall equality and diversity objectives.

This annual report details progress against each of the priority supplemented with infographics on the University's equality and diversity data. These priority areas are consistent with the University's Visions in the Strategic Plan for 2017–2022.

The six priority areas are:

- 1** BAME student attainment – to reduce the attainment gap
- 2** BAME student retention – to increase retention
- 3** Staff sickness – to lower the percentage of staff taking time off due to sickness, particularly focusing on supporting staff suffering with mental health
- 4** Female staff progression – to increase the percentage of women applying for and progressing into senior roles utilising Athena Swan as a catalyst for change
- 5** To ensure staff and students understand the benefits and advantages of having an inclusive organisation/culture.
- 6** BAME staff recruitment

We will continue to report on progress against the six priority areas to ELT and Employment Committee throughout academic year 2019/20.

# Contents

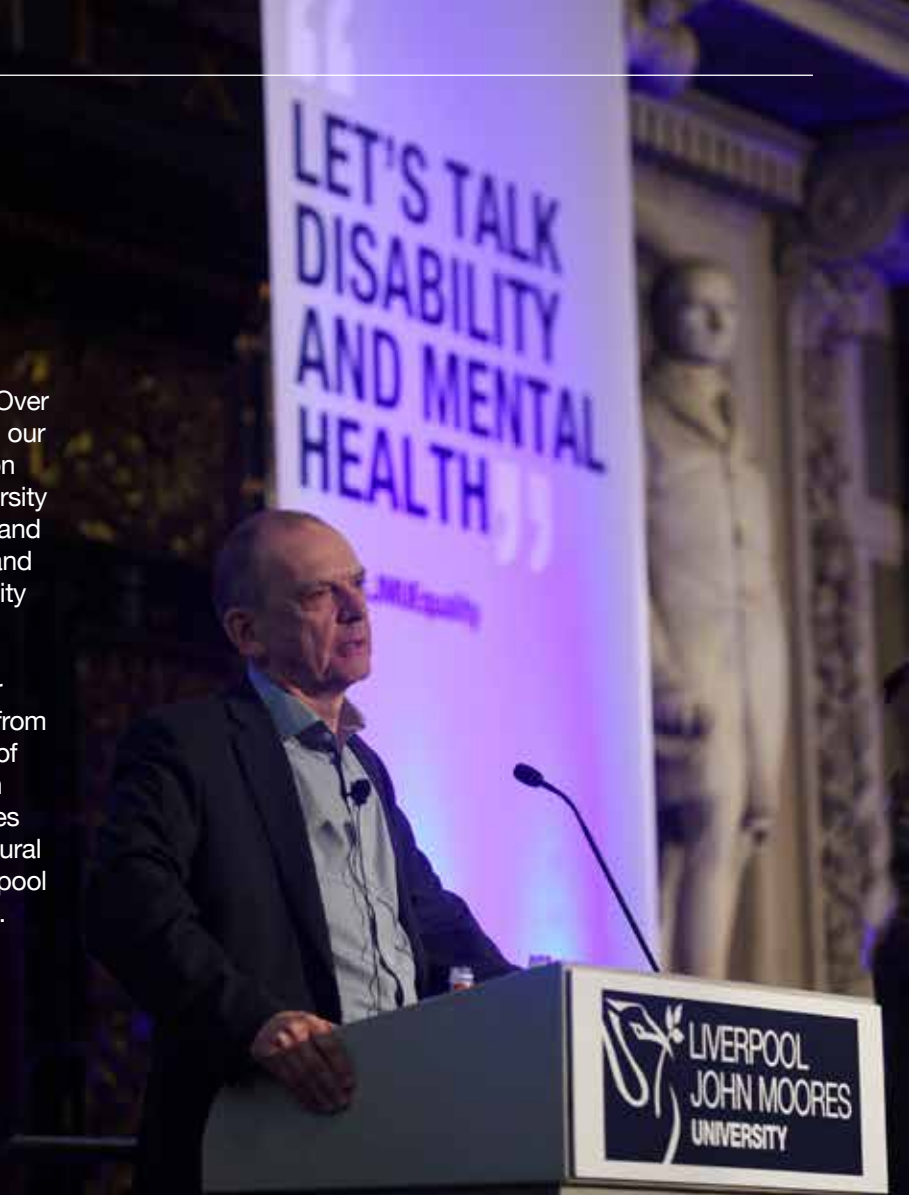
<a href="#">Introduction</a>	4
<a href="#">Legislative Context</a>	4
<a href="#">Progress against EDI priorities for 2018/19 Academic Year</a>	5
<a href="#">Key Highlights of 2018/19 Academic Year</a>	8
<a href="#">Equality, Diversity and Inclusivity planned initiatives for 2019/20 Academic Year</a>	10
<a href="#">Appendix 1: Staff and Student Equality and Diversity graphs</a>	12
<a href="#">Appendix 2: Staff and Student Equality and Diversity Data</a>	29
<a href="#">Appendix 3: EDI Champions Priorities for their areas</a>	38
<a href="#">Appendix 4: LJMU Equality and Diversity Strategy (2016-2020)</a>	40



# Introduction

This report provides an overview of Liverpool John Moores University's (LJMU) Equality Diversity and inclusion activities for the academic year 2018/19. Over this period, we have continued to make progress in our endeavour to embed equality, diversity and inclusion throughout LJMU. The University Equality and Diversity function continues to provide support to both staff and students as part of efforts to enhance the student and staff experience and to assist with promoting equality and fairness across the University communities.

LJMU is a vibrant and diverse community with over 22,000 students, and over 2,500 members of staff from more than 100 Countries worldwide. This diversity of students and staff bring enormous richness to both the University and the City of Liverpool. LJMU prides itself on being an integral part of Liverpool multicultural communities and utilising its position with the Liverpool region to enhance the student and staff experience.



## Legislative Context

In compliance with UK equality laws and regulations, LJMU must prepare and publish measurable objectives to meet the aims of the equality duty every four years and report on progress every year. The University's published objectives should assist with achieving the three aims of the UK Governments' equality duty. This annual report fulfils the University's legal duty to report on progress on equality and diversity each year. In this connection, after an extensive consultation exercise with staff and students, the University Equality and Diversity Objectives were set for 2016–2020 and made available to the relevant committees (ED Committee, ELT and Employment Committee). To ensure progress is achieved six key priorities were set for the 2018/19 academic year and EDI champions were introduced for every Faculty and Division.

This annual report details progress against each of the priority supplemented with the University's equality and diversity data. These priority areas are consistent with the vision of the University as set out in the Strategic Plan for 2017–2022.

<sup>1</sup> UK equality and diversity regulations has 3 equality duties which requires HEIs to have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- advance equality of opportunity between people from different groups. This involves considering the need to:
- foster good relations between people from different groups. This involves tackling prejudice and promoting understanding between people from different groups.

<sup>2</sup> The UK governments' Revised public sector equality duty: specific duties and public authorities' regulations for England (Revised June 2017) requires that HEIs must publish, no later than 30 March 2018, information to demonstrate compliance with the equality duty. Subsequently, information must be published at intervals no greater than one year from the last publication. The information must include information relating to people who share a relevant protected characteristics and other people affected by policies and practices including students.

# Progress Against 2018/19 Set EDI Priorities

*The Strategic Plan for 2017–2022 envisaged “a University where each person is respected equally and where diversity is embraced. We will therefore build on a culture where diversity is promoted and embed inclusive practice across the organisation”.*

## Priority 1: BAME Student Attainment – to reduce the attainment gap

**Performance indicator/target:** To halve the current good honours attainment gap for BAME students by 2022.

### Progress so far:

- The newly established Faculty EDI Champions have reviewed to introduce a range of initiatives that aim to ensure students from BAME backgrounds get the best out of their time at University, achieve their full potential, and improve their results and employability prospects.
- Good honours attainment gap is now a standing item on FMT Meetings and the University Education Committee.
- Consultancy workshops have been delivered, in partnership with the University Teaching and Learning Academy, sharing expertise from key HEIs, who are leading on reducing the attainment gap, to identify appropriate actions
- Departmental workshops have taken place for academic staff on Unconscious bias and intercultural competence.

However, the target for this priority will need to be aligned the University Access and Participation Plan (APP) target. In 2018/19 significant work was undertaken to assess the attainment gap as part of the Office of Students (OfS) requirements that all HEIs in the UK to publish their own access and participation detailing their plans to reduce the attainment gap. This demonstrated that a significantly lower proportion of black students achieve good honours. The University final targets were submitted to the OfS, including a revised target and a plan to reduce the attainment gap of black students from 31% to 6% by 2024/25.

## Priority 2: Retention of BAME Student

**Performance indicator/target:** The target set was to ensure the difference in retention rates for BAME and non BAME student groups was within 5% within 5 years.

### Progress so far:

- Faculty EDI champions are exploring reasons why students from BAME background leave the University before the end of their studies and seeking workable solutions to the issues

- Schools Retention data was made available to EDI Champions for discussion at FMT level to ensure that any particular areas for concern are identified. (Retention Data for 2018/19 will not be available until October/November 2019).
- Exploring correlation between retention and BAME students living at home

Mentoring and Coaching opportunities are being developed to support students. However, as with the first priority, the target will need to align with the University APP Target / performance indicator for this priority going forward. The University APP target is to bring the percentage difference between the progression rates of young black students and white students to 0% by 2024/25 academic year from 5.7% baseline data.

**Priority 3: Staff sickness** – to support staff member with disabilities, particularly focusing those with mental health conditions, to be able to remain in work

**Performance indicator/target:** To ensure proactive support is available to staff members to reduce absence attributable to mental health conditions by ensuring Managers are able to confidently and effectively support staff members with disabilities within their teams.

### Progress so far:

- Enhanced staff counselling provision has been put in place.
- Sickness absence training delivered to all managers to support the implementation of the new sickness absence policy.
- The University has in place an accredited Mental Health First Aid Trainer, who can now deliver mental health first aid training to line managers and supervisors.
- The Respect campaign has been launched University-wide and will support staff members to be open about their disabilities and particularly mental health conditions





- Awareness raising workshops and an International Day for Disabled Person's event were held with a specific focus on Mental Health
- The 2019 Professional Services conference had a focus on Well-being and Mental Health

**Priority 4: Female staff progression – to increase the percentage of women applying for and progressing into senior roles.**

**Performance indicator/target:** To ensure all female members of staff are encouraged to progress in their career and supported in preparing for promotion and progress opportunities. The target is to increase year on year the applications for readership and professorship

**Progress so far:**

- Women Readers and Pre Readers network continue to act as informal mentors for aspiring female academics
- In collaboration with Leadership and Development Foundation (LDF), a call for mentors took place in March 2019. Senior female and male academic staff are now in place to provide mentoring to academic staff looking to progress in their career.

The mentors will support the professional and personal development of mentees and in addition critical friend roles have been established to review readership and professorial applications.

- Working in partnership with the Women Professors and Women Readers Network to produce case studies booklet (including those from various protected characteristics) of successful engagement with the promotion process to encourage applications from female academics.
- Athena Swan continues to be used as a catalyst for change. The successful renewal of the University-wide bronze award means, as a University, we have undertaken detailed analysis of our practices, enabling us to put in place measurable actions that will make for real impact in advancing gender equality. Currently, seven (7) LJMU departments are working towards applying for the Athena Swan Award. It is projected that by 2021 all 7 departments would have submitted their applications.
- Leadership development training programme have continued to be offered to staff members to support their development. This has included Aurora, Stellar and Calibre with support females, BAME staff members and disabled staff respectively.

**Priority 5: To ensure staff and students understand the benefits and advantages of having an inclusive organisation/culture**

**Performance indicator/target:** To achieve the University's strategic vision it is vital that development is offered to staff and students to embed a culture where each person is respected equally and where diversity is embraced

**Progress so far:**

- The number of students undertaking equality and diversity training on canvas has increased year on year
- The University's BAME, LGBT and Disability Staff Network continue to be an active and important voice for staff
- Equality and Diversity awareness training / workshops such as Unconscious Bias, Dignity at Work and Transgender training have continued to be offered
- The University has completed the listening phase of the Respect Always campaign with the programmes of activity in 2018/19 academic year including:
  - Briefing events
  - Social media campaign
  - Staff Focus groups to understand what respect means to them

**Priority 6: BAME staff recruitment**

**Performance indicator/target:** To increase the number of BAME candidates applying for positions within Professional Services and to ensure candidates have an equal likelihood of success regardless of ethnicity

**Progress so far:**

- Engagement with the local Community Organisations to understand some of the challenges that exist in the recruitment of BAME members of staff.
- Positive action statements are now included in all LJMU job adverts welcoming applications from under-represented groups.
- Awareness of unconscious bias is now part of the mandatory recruitment and selection training
- BAME Stakeholder meetings also took place within academic year 2018/19 to explore various positive action options that will support the University in attracting and recruiting candidates from BAME communities. For example, looking at offering job search training, the use of work experience and placement.

LJMU has signed up to Advance HE Race Charter Mark. The ECU Race Equality Charter (REC) aims to improve the recruitment, progression and success of minority ethnic staff and students within higher education.



# Key Highlights Of 2018/19 Academic Year

- i. **Establishment of EDI Champions** to assist with the delivery of the 6 key priorities and ensure that Equality and Diversity is priorities are addressed at Faculty and Divisional level and that local issues inform the overall equality and diversity objectives.

The EDI champions are:

- Faculty of Arts, Professional & Social Studies (Dr Emma Vickers)
- Faculty of Education, Health & Community (Dr Phil Carey)
- Faculty of Engineering & Technology (Atif Waraich)
- Faculty of Science (Elaine Hemers)
- Liverpool Business School (Maureen Royce)
- APS (Emma Vickers)
- Student & Academic Services (Yvonne Turnbull)
- Organisational Enhancement (Peter Dolan)
- Estate Management (Mark Nevitt)

Dr Elaine Hemers, Associate Dean Global Engagement, Faculty of Science and EDI Champion said:

*"I have been the EDI Champion in the Faculty of Science for one year, and I have thoroughly enjoyed the experience. I have attended unconscious bias training, which I thought was extremely enjoyable and valuable,*



Lady Phyll (Executive Director and Co-Founder of UK Black Pride) with LJMU staff and members of LGBT Staff network (February 2019)

*and I have been involved in obtaining funding and organising additional unconscious bias training sessions for the Faculty. Having an EDI Champion in the Faculty has helped raise awareness of this important agenda at Faculty and School levels and we have started an EDI Working Group with members of academic staff from each of the Schools within the Faculty. Collectively these activities have helped start an open and frank conversation of issues relating to EDI, and we hope this will enable us to tackle inequalities before they arise."*

- ii. **Partnership working with the Student Union (JMSU)** – Working in partnership with the Student Union as required on various equality, diversity and inclusivity issues, especially with the LJMUSU Sabbatical Officers and student Equality Reps.



LJMU Interim Vice-Chancellor with members of the Disabled Staff Network and Calibre leadership development programme facilitators (July 2019)





Stellar HE Directors, LJMU academic staff on the Stellar Programme and LJMU Interim Vice Chancellor (June 2019)

- iii. **Consultancy service to staff and students to resolve equality diversity and inclusivity related issues.** Over the last academic year, there has been increased demand for advice in relation to gender reassignment and transitioning relation to both staff and students.
- iv. **A range of Equality and Diversity events were held to promote a better understanding of the benefits and advantages of inclusivity,** these included:
- LGBT History Month event where Lady Phyll (Executive Director & Co-Founder of UK Black Pride) spoke to a packed audience of staff and students on “Intersectionality of Race, Gender & Class: Campaigning for Inclusion, Equality, and Freedom & Justice”. This event took place on 28th February 2019.
  - Transgender Awareness – workshops organised in partnership with the Gender Identity Research and Education Society (GIRES) and the University Library Services to inform staff and students on how to support trans employees and students.
  - *Unconscious Bias workshops* – we hosted a variety of workshops in this academic year with very positive feedback. The plan is to roll this training out to all other divisions and faculties in academic year 2019/20.
- v. **Respect Campaign** – working proactively with stakeholders during the launch and listening phase of the Respect Always Campaign to ensure inclusivity is considered with the respect culture and is embedded in the fabric of the University.
- vi. **Equality and Diversity leadership development programmes for Women, Disabled and BAME Staff – Focused developed programmes such as** Result CIC, Callibre Development Programme, Stellar HE Development Programme and Aurora programme. These training programmes explored the unique challenges and experiences of women, disabled and BAME colleagues and how those experience can assist to develop resilience to thrive at work.
- vii. **Women ECRs and Women Readers Meetings** – In partnership with the Women Professors network, we have facilitated meetings of Early Career Researcher and Readers to encourage women to consider applying for promotion process and to be successful in their applications.
- viii. **Community Engagement** – community engagement activities continue to take place. These events explore best practice in recruitment and selection to support the University in attracting and recruiting candidates and so ensure a diverse workforce, representing the various protected characteristics
- ix. **Race Charter Mark** – ongoing activities have taken place to prepare LJMU in making an application for the Race Charter Mark in 2020, this has included undertaking staff and student surveys.
- x. **Managers training and guidance on practical skills to confidently and effectively manage mental health within teams**
- ‘The Brain Charity’ ran a series of pilot programmes within Estate Management on how to promote a culture where mental health issues are more openly discussed and accepted, without prejudice. The pilot included an awareness raising and discussion workshop, a series of drop-ins whereby staff were encouraged to ‘pop in’ should they wish to discuss any issue and 1–2–1 counselling sessions were provided off-site at The Brain Charity’s centre on Norton Street, Liverpool to staff requiring them.
  - LJMU Wellbeing Week took place from 11–15th March. There were a wide range of events, talks and informal get-togethers across LJMU campuses designed to introduce staff and students to different ideas on physical and mental health.
  - Training for Managers of disabled staff / staff with mental health conditions was delivered. The training was facilitated in partnership with two of LJMU honorary fellows Jane Cordell and Ruth Gould and very well received by staff that attended the training. The plan is to facilitate this training twice in an academic year as the feedback was very positive.

# Equality, Diversity and Inclusivity Planned Initiatives / Activities for 2019/20 Academic Year



a. **To revise the LJMU EDI Objectives set for 2016-2020.**

- In compliance with UK equality laws and regulations, LJMU must prepare and publish measurable objectives to meet the aims of the equality duty every four years and report on progress every year. The current objectives need to be reviewed for the period after 2020 and the published objectives should assist in achieving the three aims of the UK Governments' equality duty.

**(Please see Appendix 4 for LJMU Equality and Diversity Strategy for 2016 – 2020)**

b. **Continue to work in partnership with EDI Champions in Divisions and Faculties to ensure delivery of their various faculty and divisional EDI Priorities.**

**(Please see Appendix 3 for LJMU EDI Priorities and the champions' priorities for their areas)**

c. **Facilitation of Intercultural competence training, Unconscious bias training, Transgender awareness training and Dignity at work and other in-house face-to-face equality, diversity and inclusion awareness training and workshops**

d. **Progress the University Athena Swan Bronze Award Action Plan as a catalyst for change. Also, to provide support for schools/Faculty Athena Swan working groups**

e. **To continue to energise and work with the various staff networks**

- The University staff networks will continue to meet and contribute to equality and diversity activities of the University.

f. **Further develop case studies filled booklet to assist with women progression**

- To produce and publish case studies of people with different protected characteristics who have successfully progressed in their career or have used the University family friendly policies to support them in their working lives without suffering any detriment in their career.

g. **Mentoring and coaching opportunities for women in partnership with LDF**

- Working in partnership with LDF to continue to offer mentoring and critical friends opportunities for women. This initiative is to increase the number of women applying for readership and professorship and to increase the success rate. In addition, EDI will also work in partnership with LDF to provide residential confidence building opportunity for women to assist with instilling confidence in applying for promotion.

h. **Carrying out Equality Impact Assessments (EIA) as required to ensure initiatives and changes do not have an detrimental for any protected groups**

- i. **Continue to provide consultancy service to staff and students to resolve equality diversity and inclusivity issues as related to various protected characteristics**
- j. **To work in partnership with the Teaching and Learning Academy**
- To embed inclusive teaching and learning practices for the purpose of ensuring the APP and OFS Targets are met with regard to improving the student attainment and retention gap.
  - Also, to continue to work in partnership with Estate Management to improve building accessibility at LJMU.
- k. **Community Engagement Activities**
- Work in partnership with POD recruitment team and student recruitment teams in Faculties to organise community engagement programmes for attracting BAME staff and students into the University. For example, some community engagement activities have been planned with APSS. Attending regional and national EDI forums as required.
- l. **Race Charter Application**
- To make progress with the University-wide application for the Race Charter submitting in 2020 and using this as catalyst for addressing issues to do with BAME Students and Staff.
- m. **Develop guidance document for Managers on how to support staff with Disabilities and long term illnesses.**
- n. **REF 2021 – Supporting staff members involved in REF by identifying and managing staff individual circumstances as related to REF.**

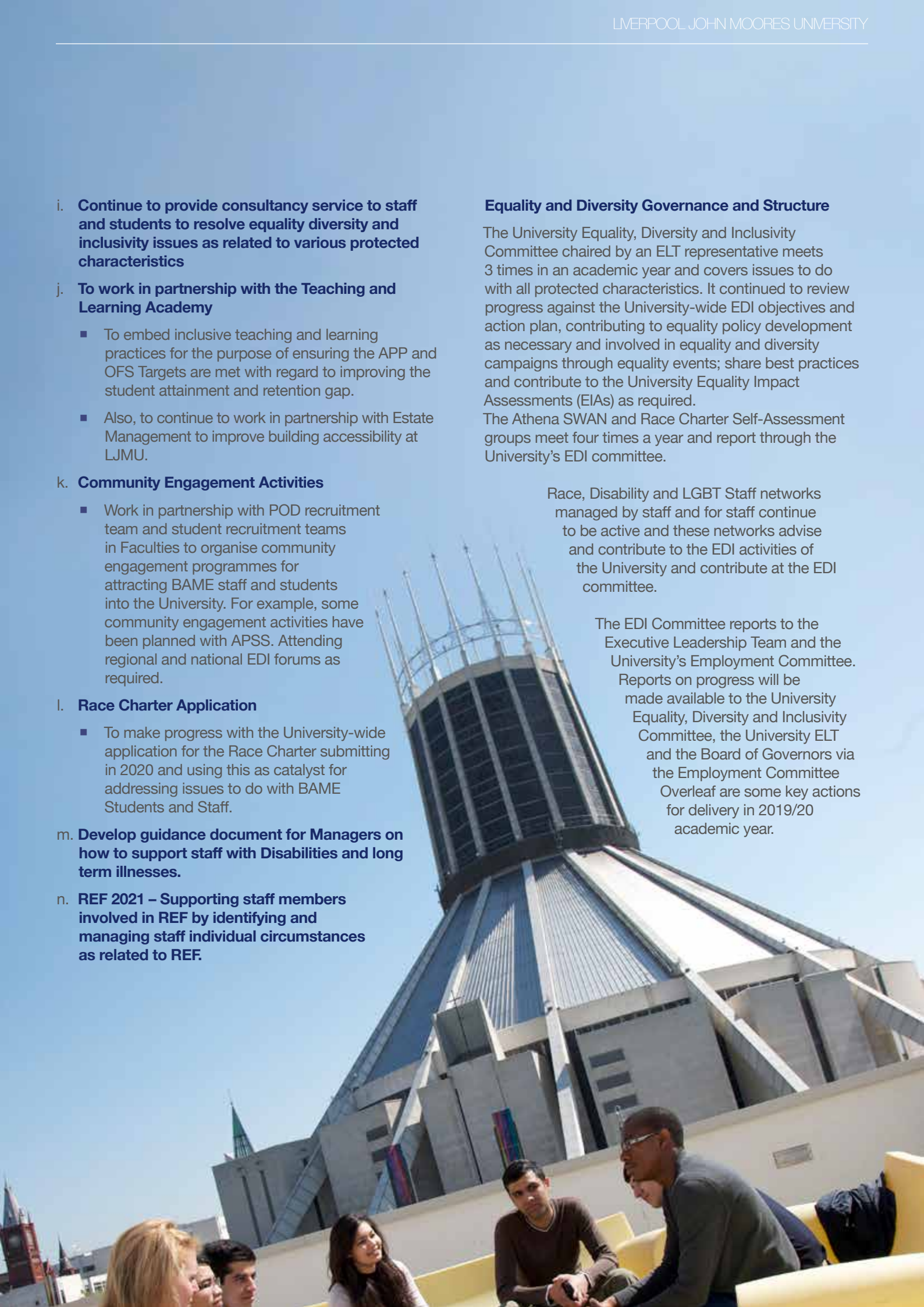
### **Equality and Diversity Governance and Structure**

The University Equality, Diversity and Inclusivity Committee chaired by an ELT representative meets 3 times in an academic year and covers issues to do with all protected characteristics. It continued to review progress against the University-wide EDI objectives and action plan, contributing to equality policy development as necessary and involved in equality and diversity campaigns through equality events; share best practices and contribute to the University Equality Impact Assessments (EIAs) as required.

The Athena SWAN and Race Charter Self-Assessment groups meet four times a year and report through the University's EDI committee.

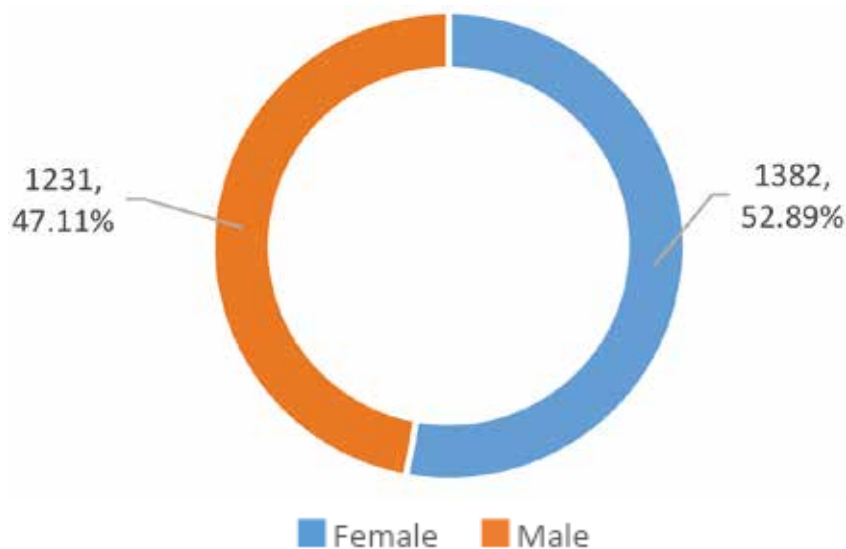
Race, Disability and LGBT Staff networks managed by staff and for staff continue to be active and these networks advise and contribute to the EDI activities of the University and contribute at the EDI committee.

The EDI Committee reports to the Executive Leadership Team and the University's Employment Committee. Reports on progress will be made available to the University Equality, Diversity and Inclusivity Committee, the University ELT and the Board of Governors via the Employment Committee Overleaf are some key actions for delivery in 2019/20 academic year.



# Appendix 1: Staff and Student Equality and Diversity graphs

## LJMU Workforce by Gender



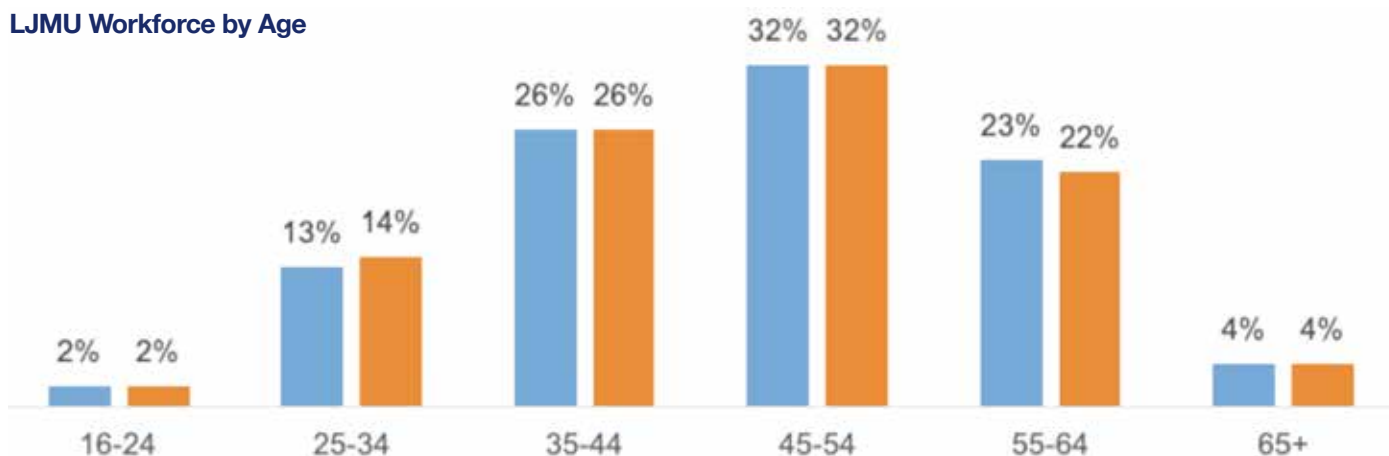
The gender split within LJMU's workforce has not changed from 2018 with 53% of employees being female.

## LJMU Workforce by Grade and Gender



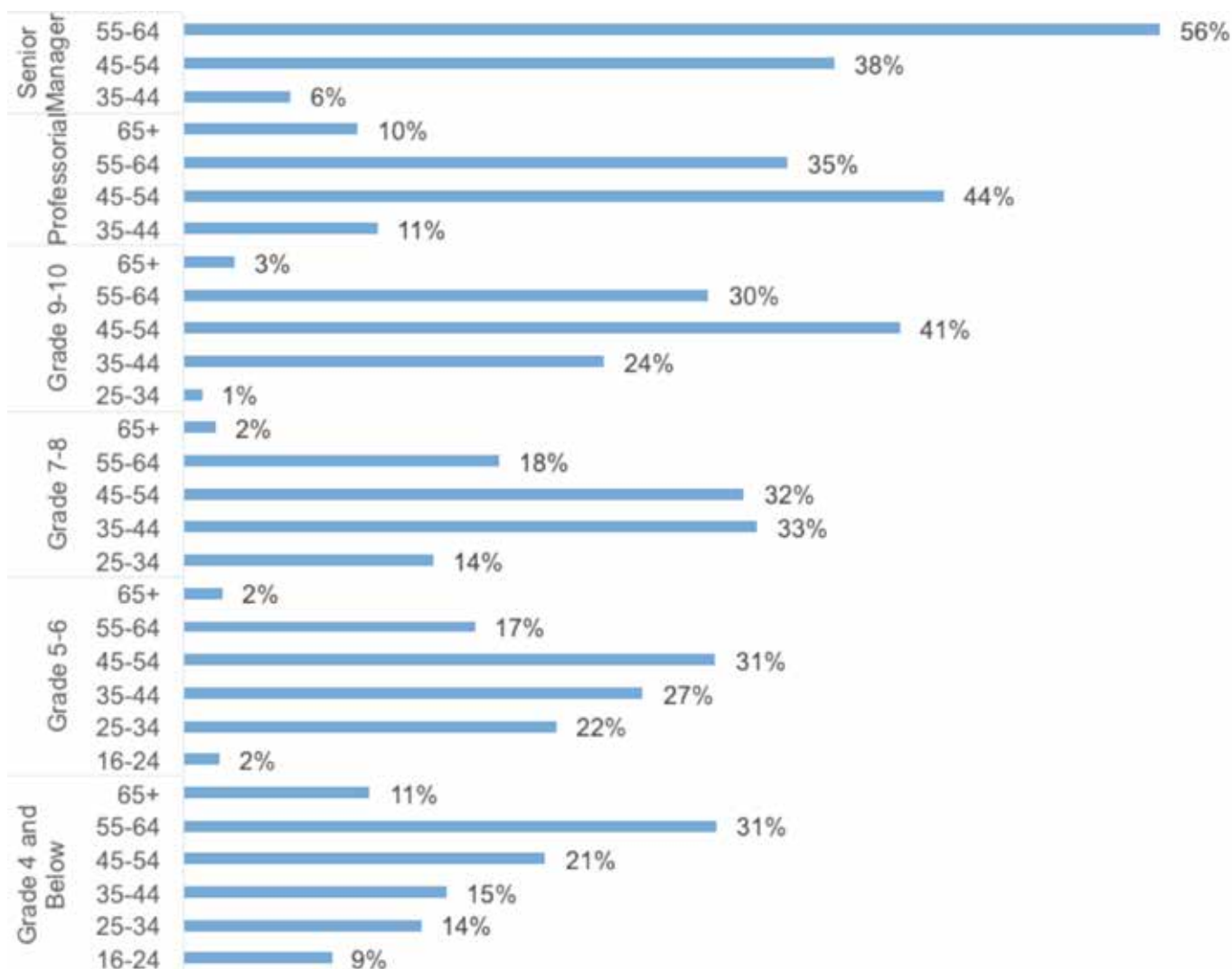
There also continues to be a greater representation of females within grades 7 and below and a greater representation of males in grades 8 and above. This is particularly apparent within the Professoriate staff group

### LJMU Workforce by Age

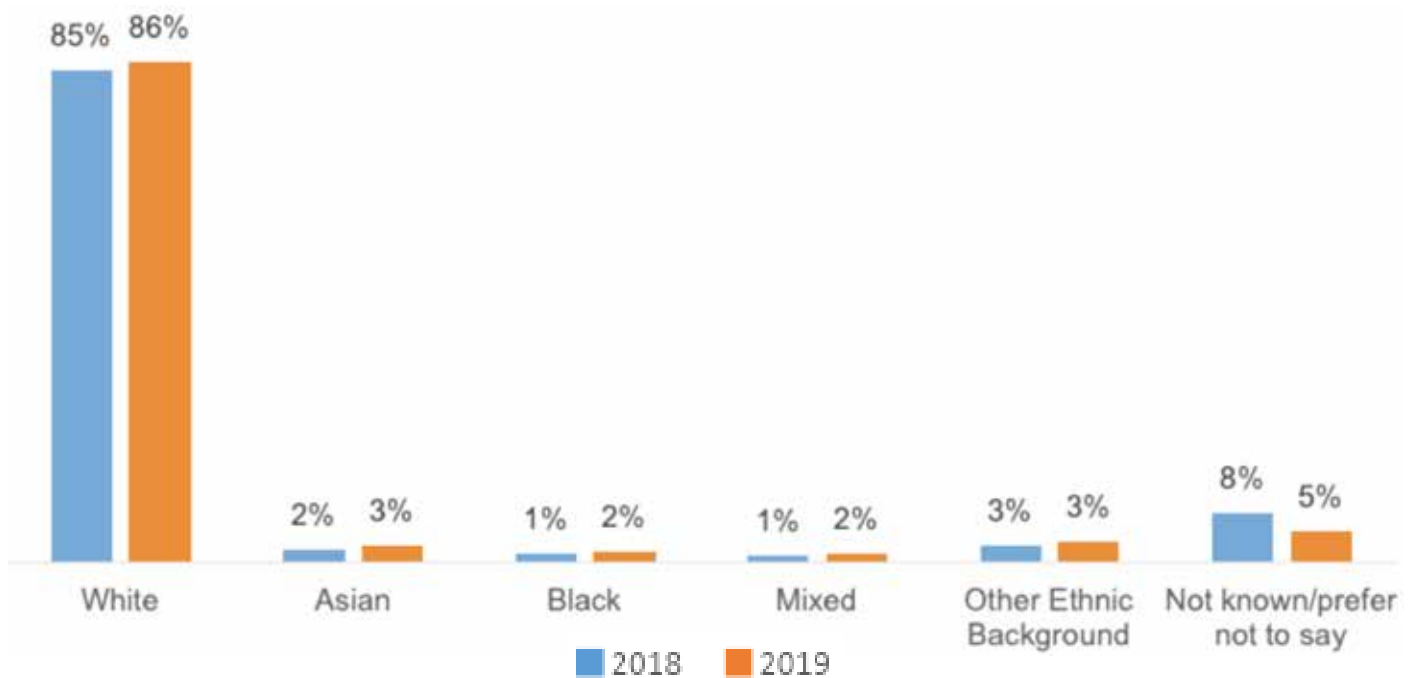


26% of LJMU’s workforce is aged 55 or above, in 2018 it was 27%. ■ 2018 ■ 2019

### LJMU Workforce by Age and Grade (% by Grade)

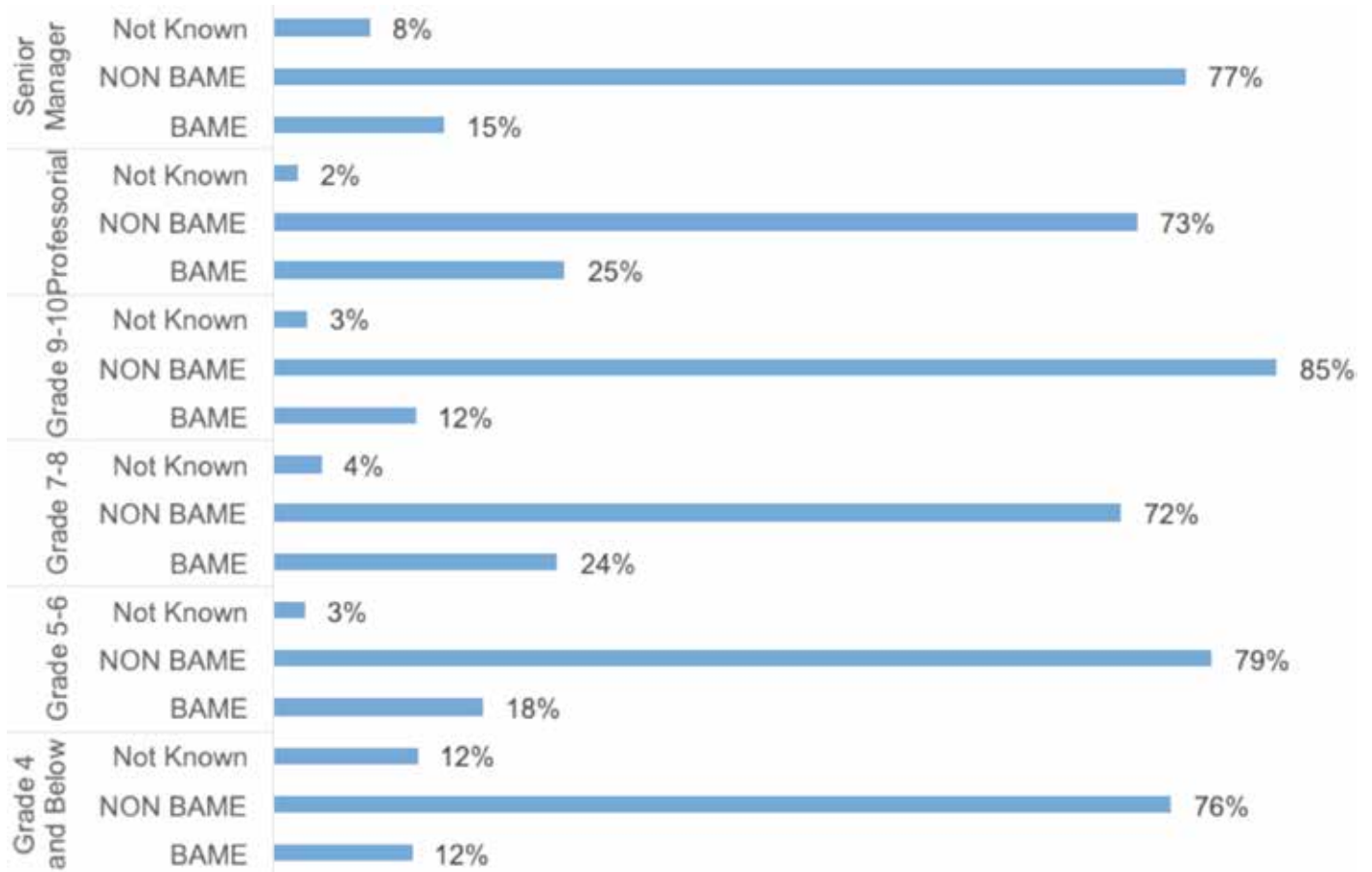


11% of staff aged over 65 are employed in grades 4 and below. 31% of staff are aged 55–64 are employed in grades 4 and below.

**LJMU Workforce by Ethnicity**

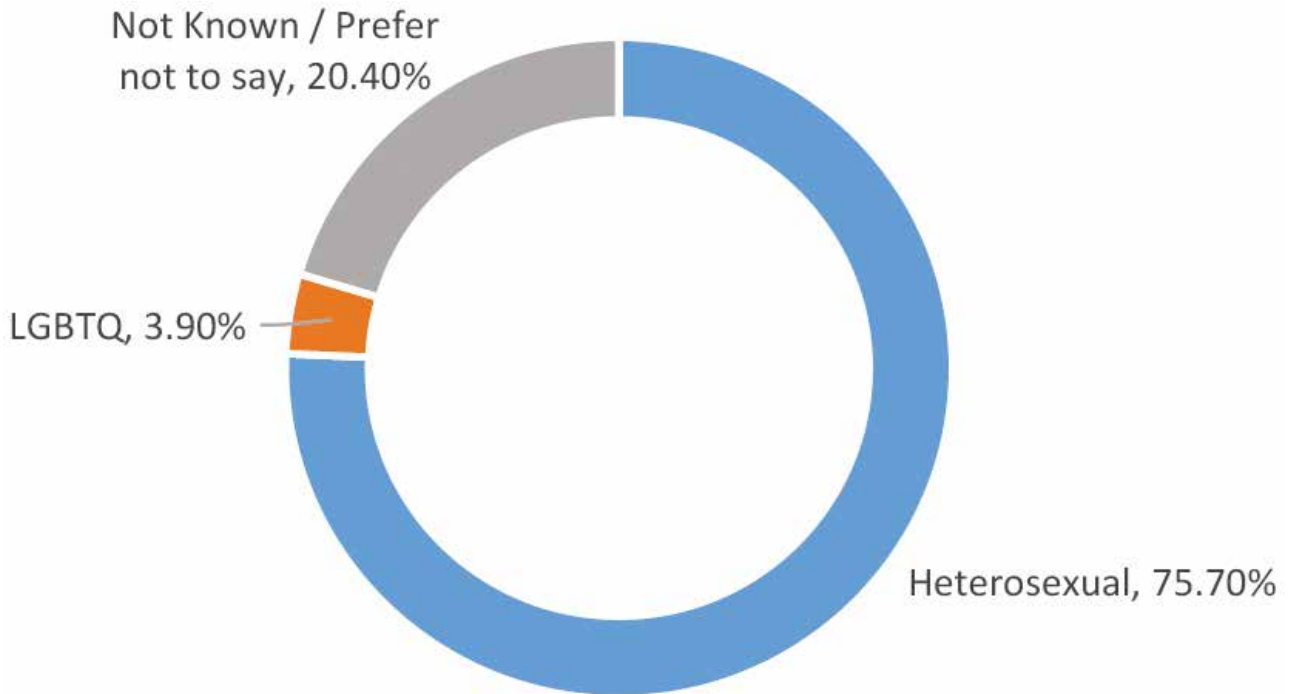
The percentage of LJMU's workforce with a declared ethnicity of White has shown a slight decrease between 2018 and 2019. However, this has not resulted in a significant increase in the number of BAME as a greater proportion of staff have either not stated or prefer not to declare their ethnicity. However, the percentage of staff not declaring their ethnicity decreased by 3%

## LJMU Workforce by Ethnicity and Grade (% by Grade)



This shows a general low level of BAME staff at all levels. Consistent with the universities level of BAME staff.

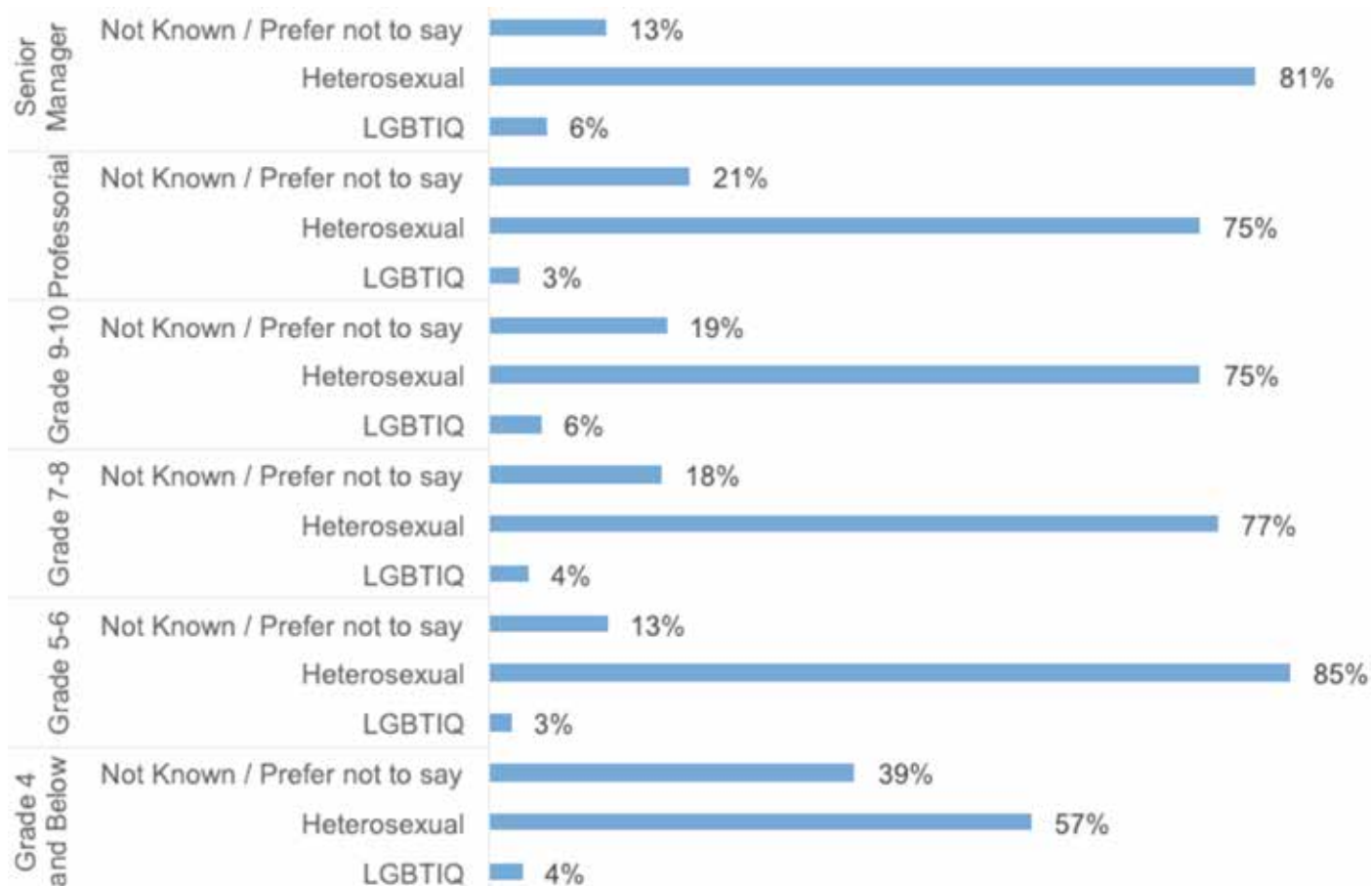
**Workforce by Sexual Orientation/Gender Identity**



There is a high percentage of employees who do not wish to declare their sexual orientation and gender identity, with over 20% either having not declared or stated that they do not wish to disclose.

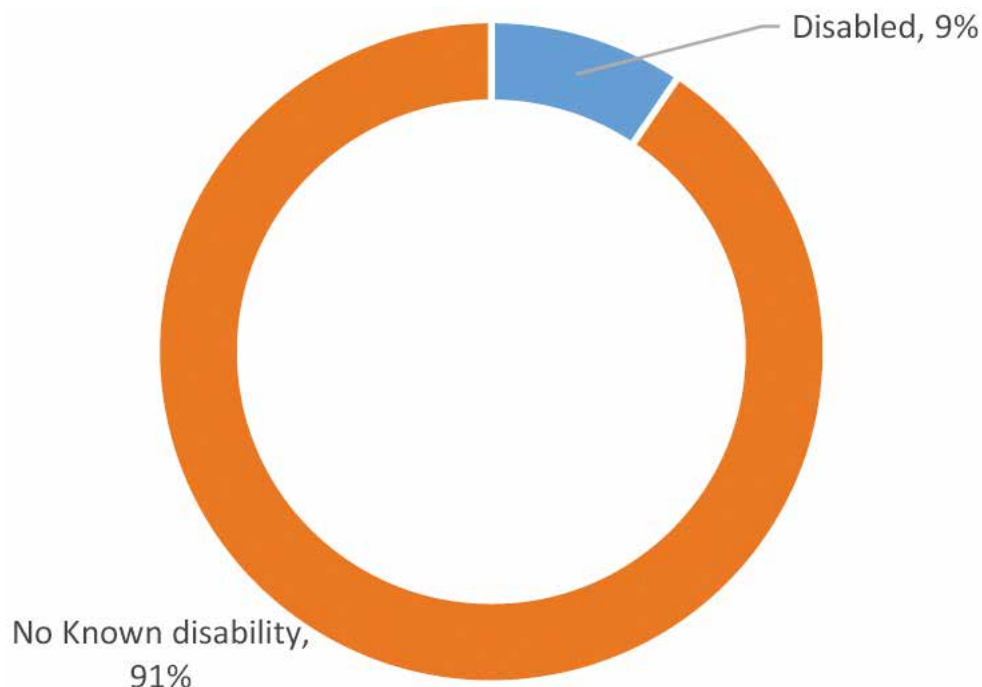


## LJMU Workforce by Sexual Orientation/Gender Identity and Grade (% of Grade)

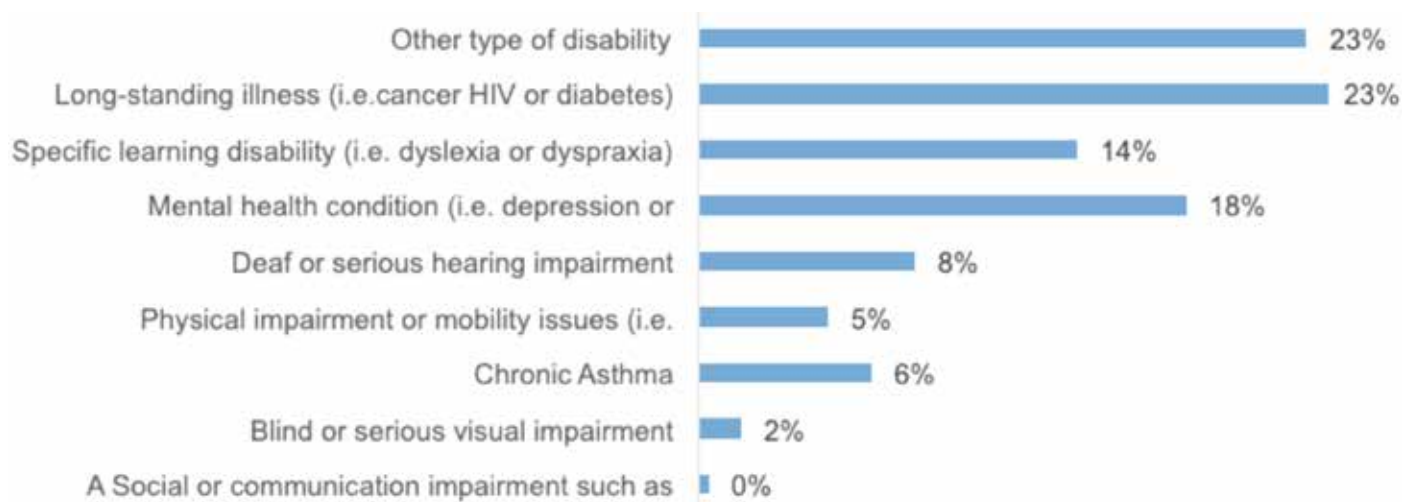


In terms of difference by grade, the percentage of LGBTIQ at Grade 9–10 and senior manager levels at the highest level in the university. There is a slight under representation at professoriate.

### Disability

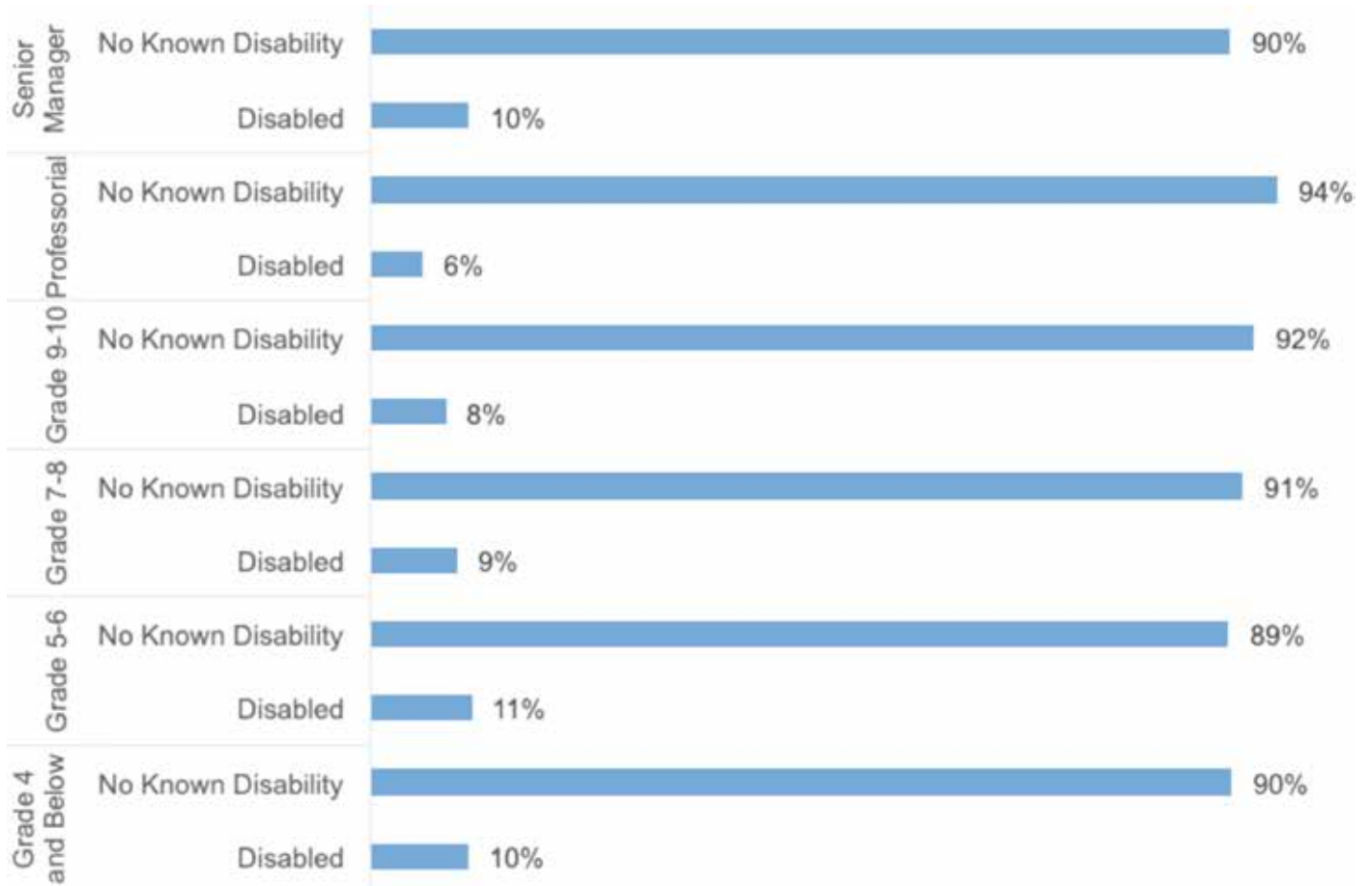


### Employee's declared disability



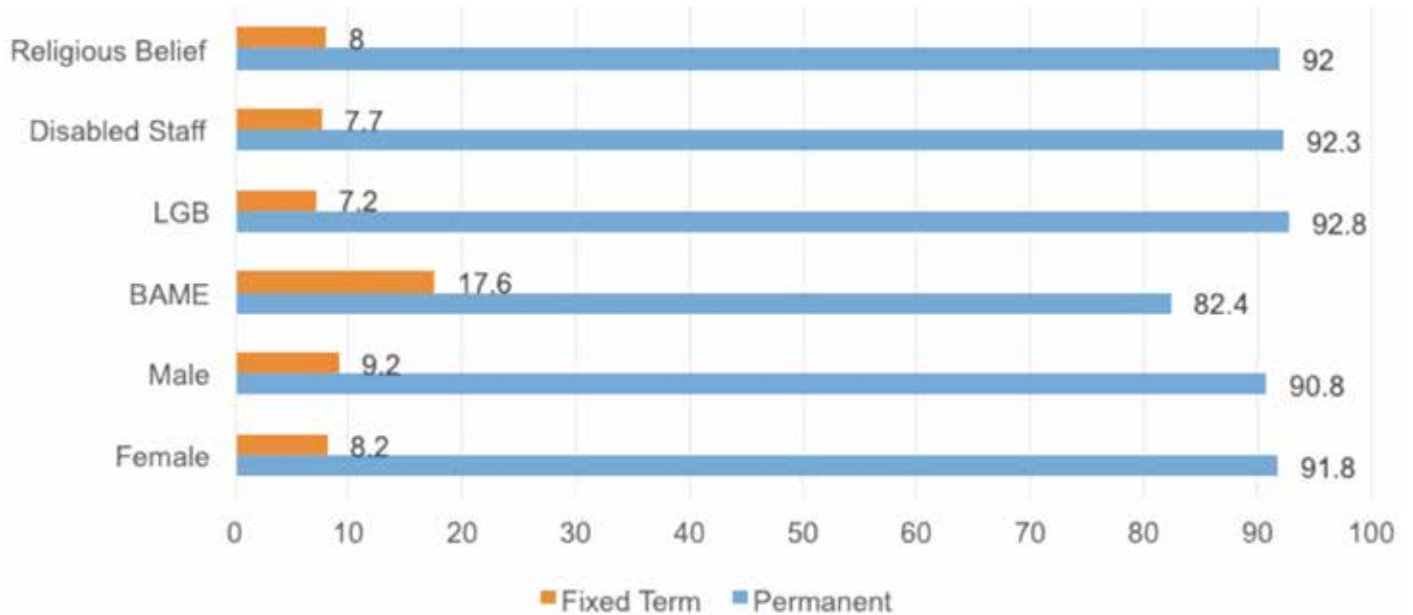
9% of LJMU staff members have declared a disability, with the most common disability being long-standing illness (i.e. cancer, HIV or diabetes).

### LJMU Workforce by Disability and Grade (% of Grade)



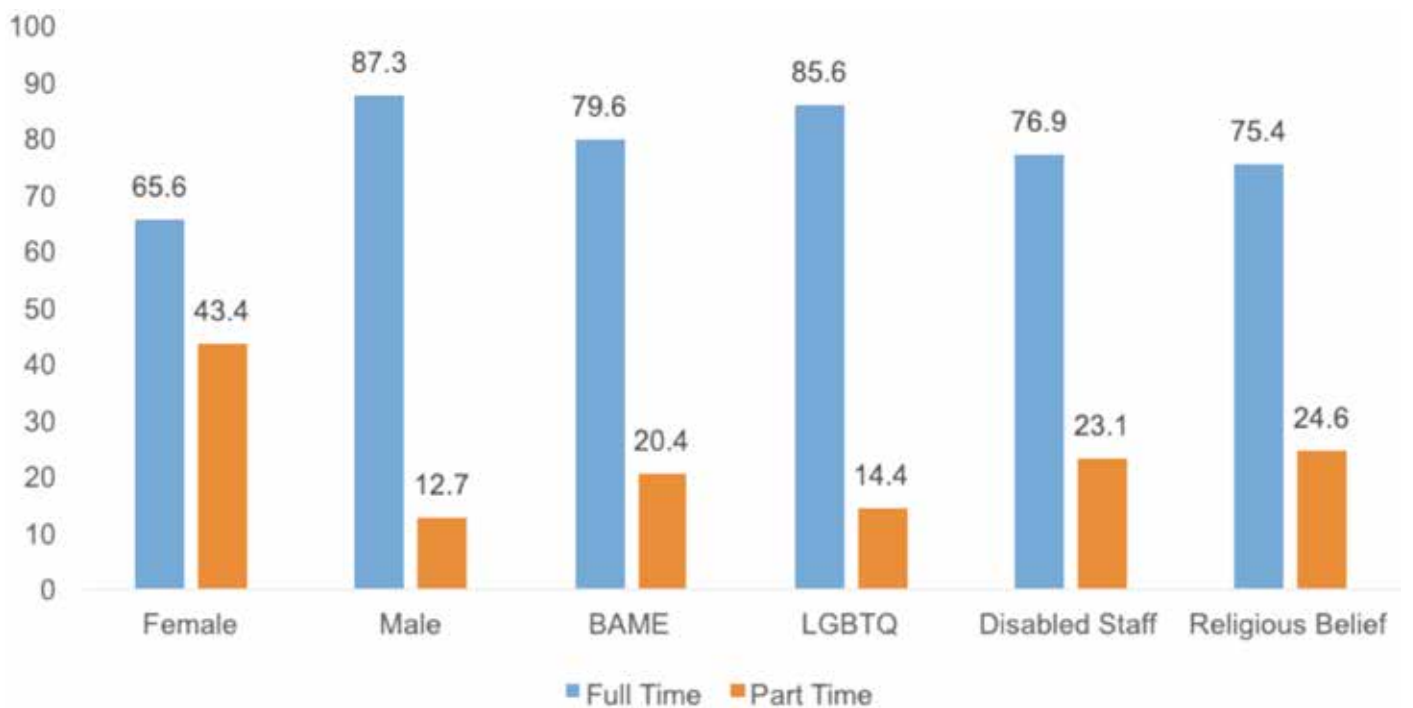
The highest proportion of disabled staff are within grade 5 – 6, however, there is no significant variation across the grades.

**Staff Contract Type (Permanent or Fixed term) by Protected Characteristics 2019**



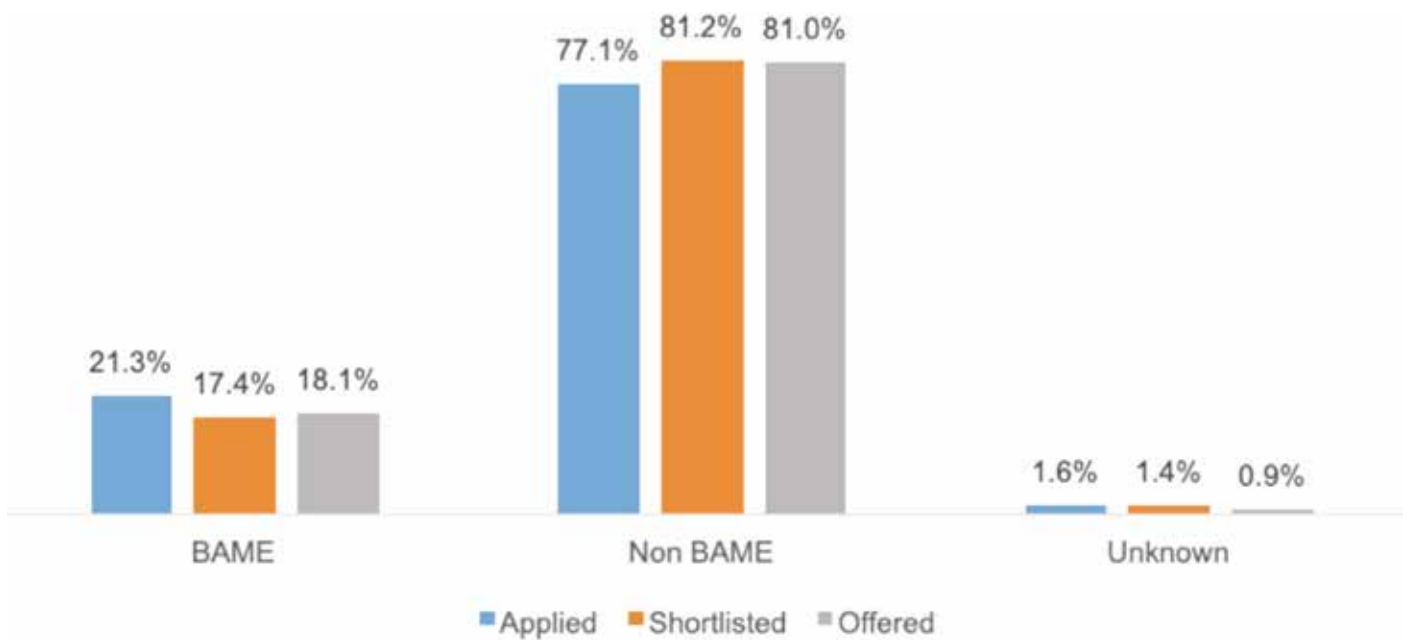
The proportion of employees on fixed term contract is broadly consistent across the protected characteristics. However, there is a slightly higher percentage of BAME employees working on fixed term contracts.

**Staff Status (Full-time or Part-time) by Protected Characteristics 2019**

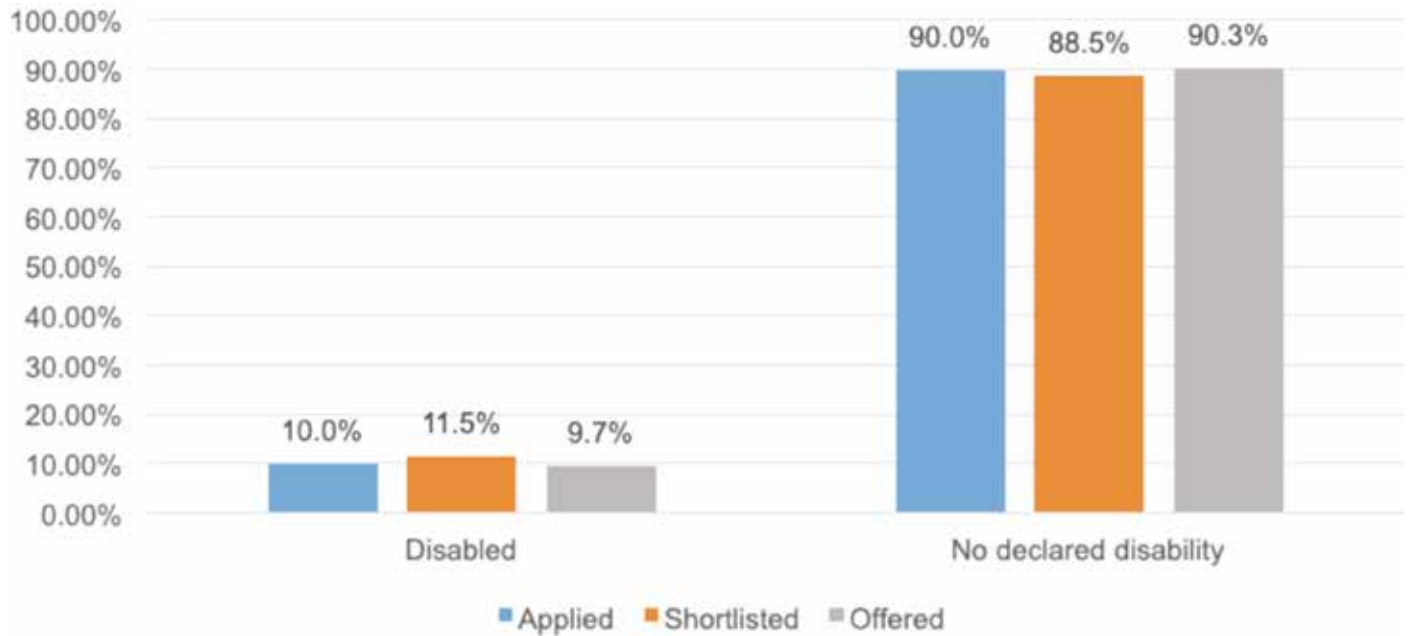


**Recruitment 2018/19 – Gender<sup>3</sup>**

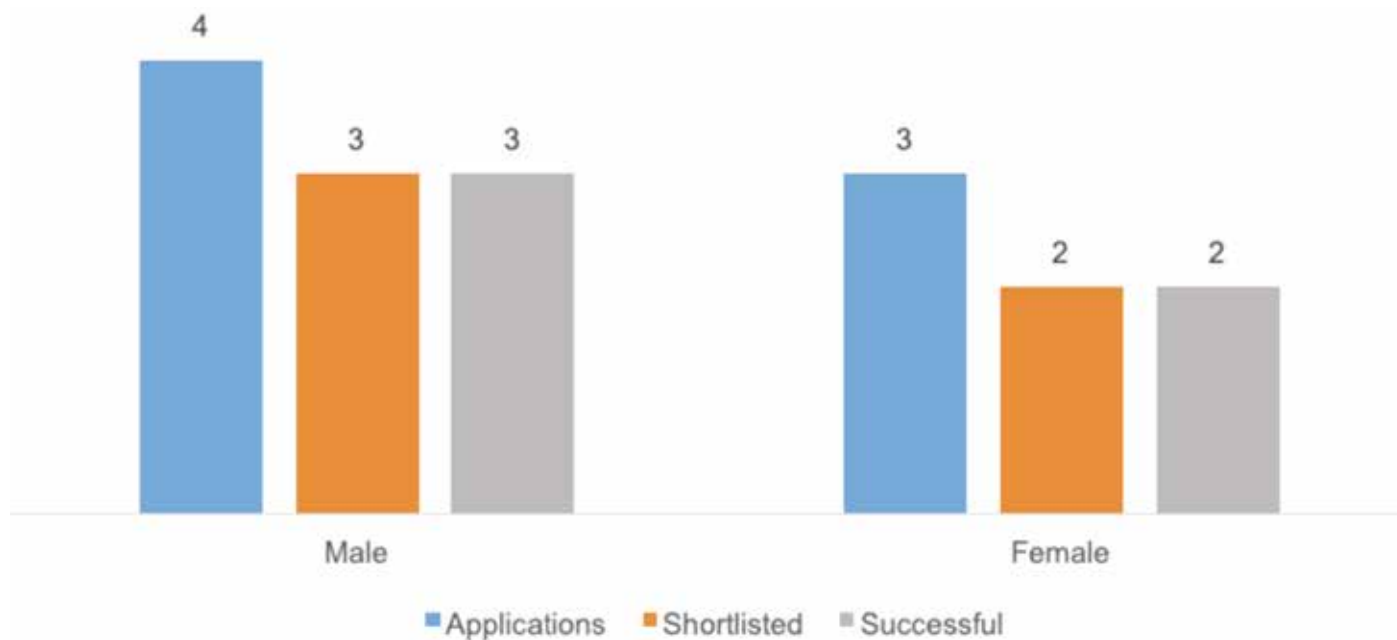
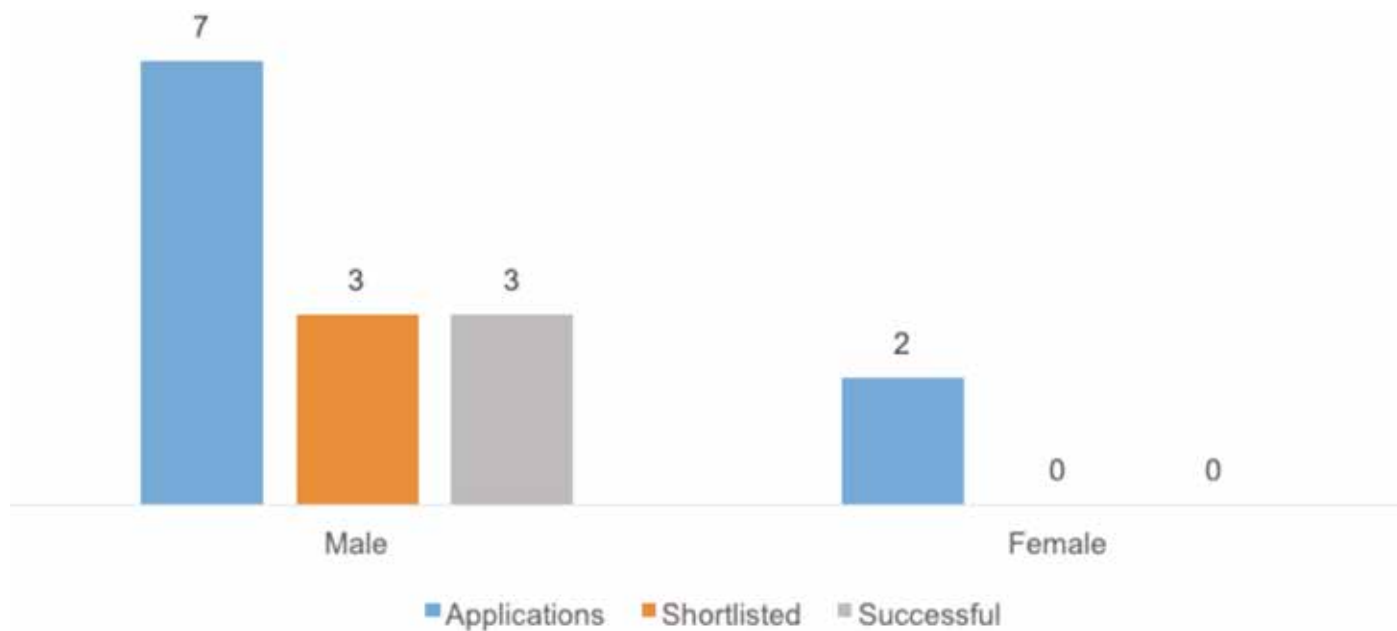
The likelihood of success for a female candidate in 2018/19 was higher than males.

**Recruitment 2018/19 – Ethnicity**

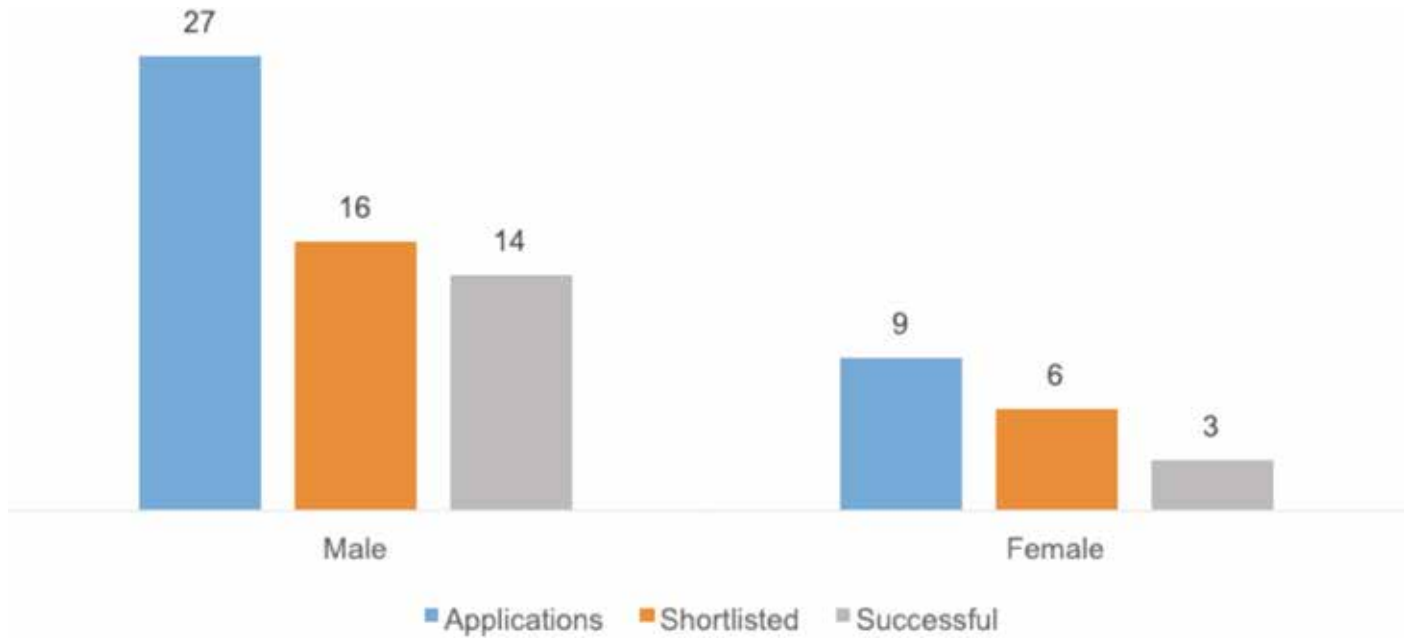
<sup>3</sup>This data relates to positions that were filled in the 2018/19 academic year

**Recruitment 2018/19 - Disability**

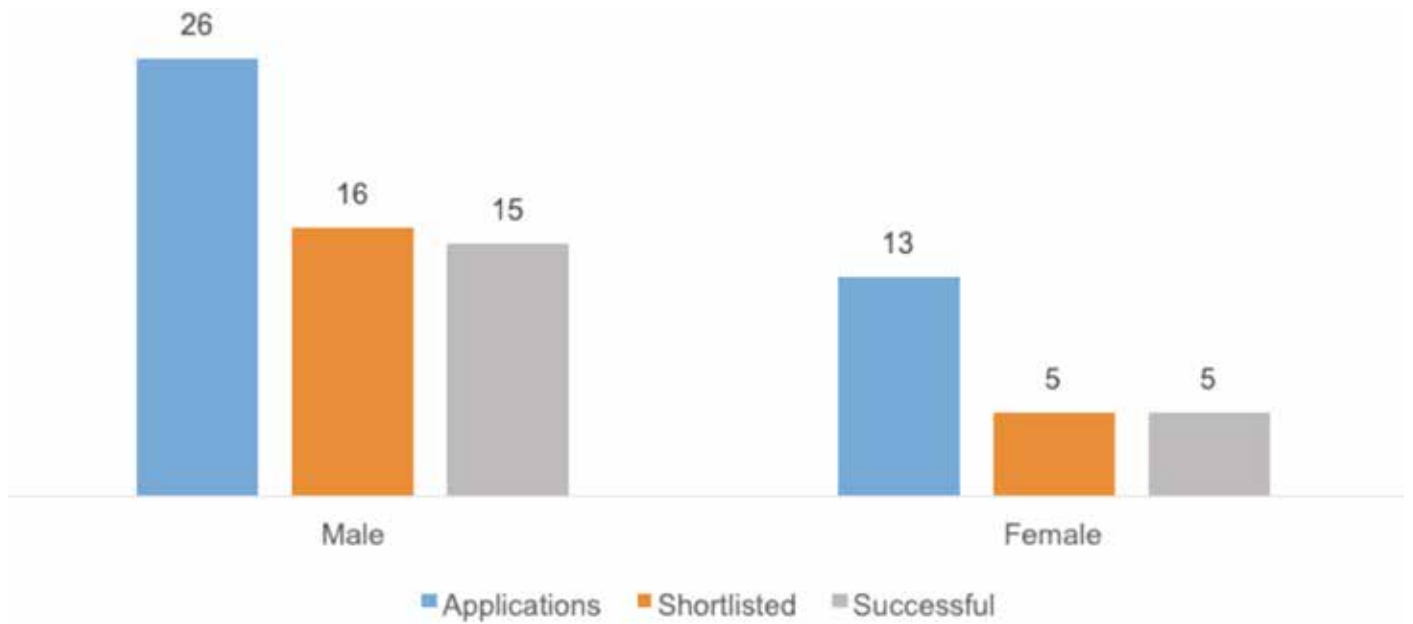
Given the low percentage of application for BAME staff. The percentage of offers is quite good. This is also reflected in the staff declaring their disability. However, there is a need to increase the percentage of BAME and Disabled staff applications.

**2018 Professorship Applications and Conferment****2019 Professorship Applications and Conferment**

### 2018 Readership Applications and Conferment



### 2019 Readership Applications and Conferment



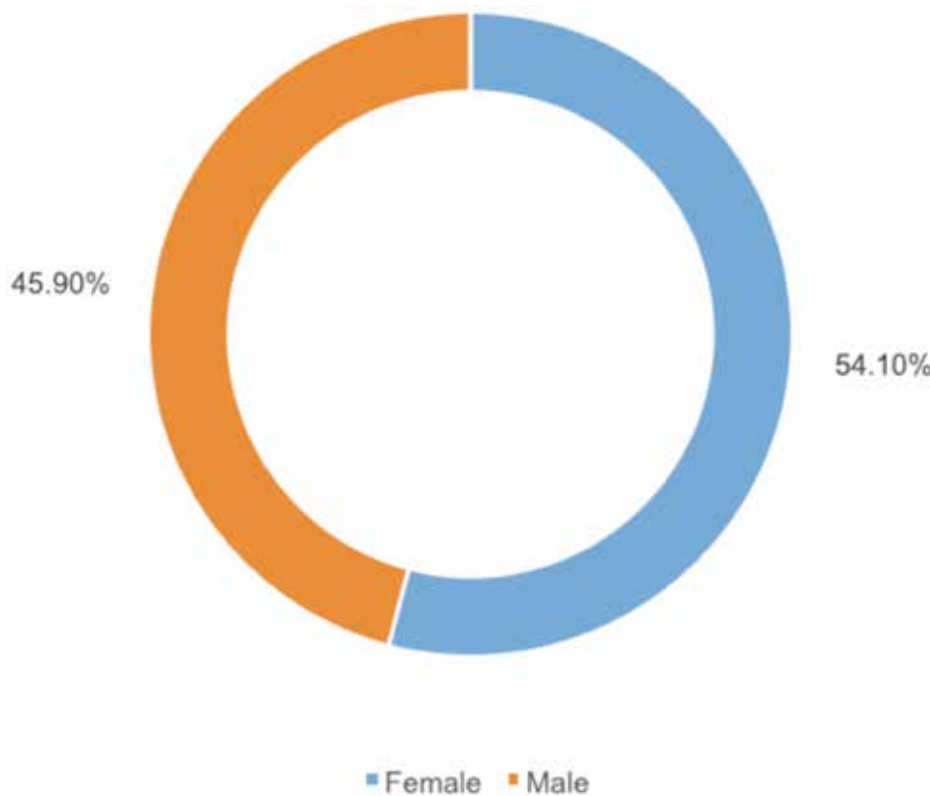


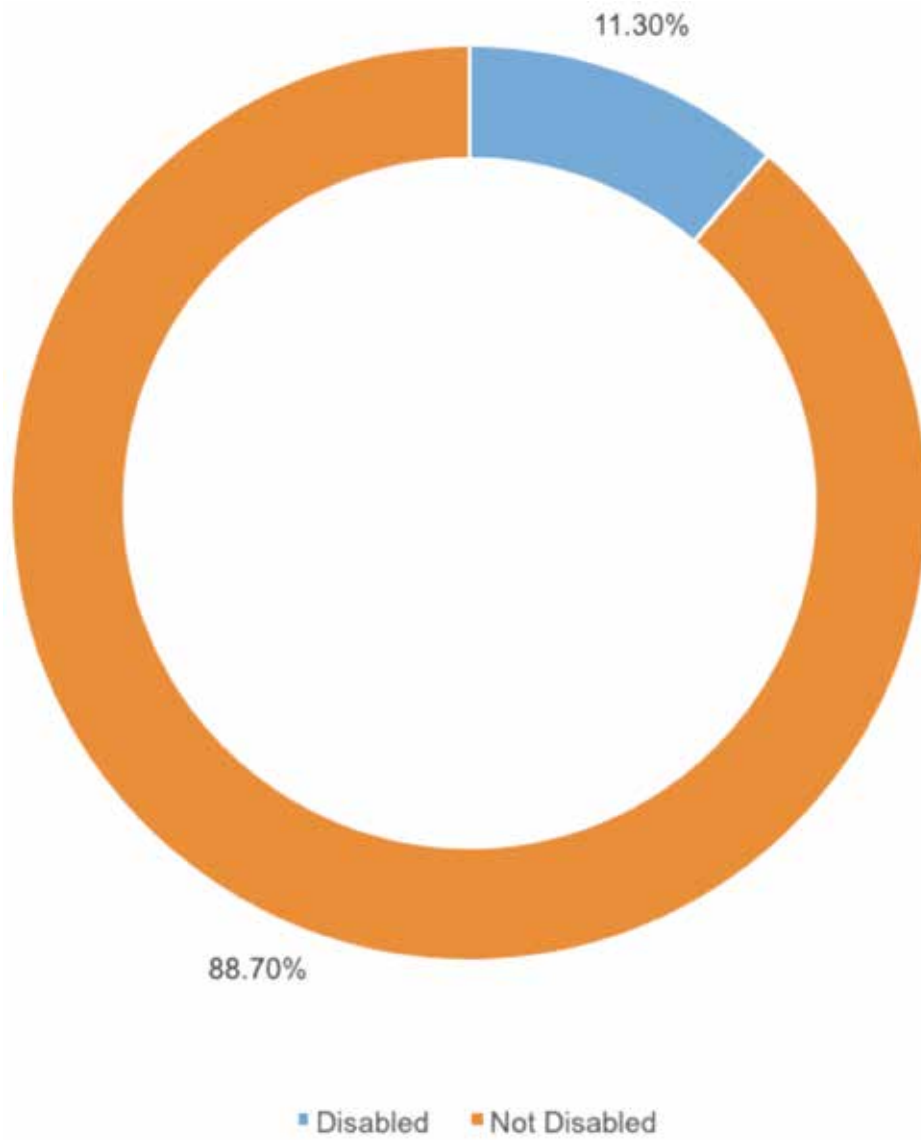
# Student Equality and Diversity Visuals

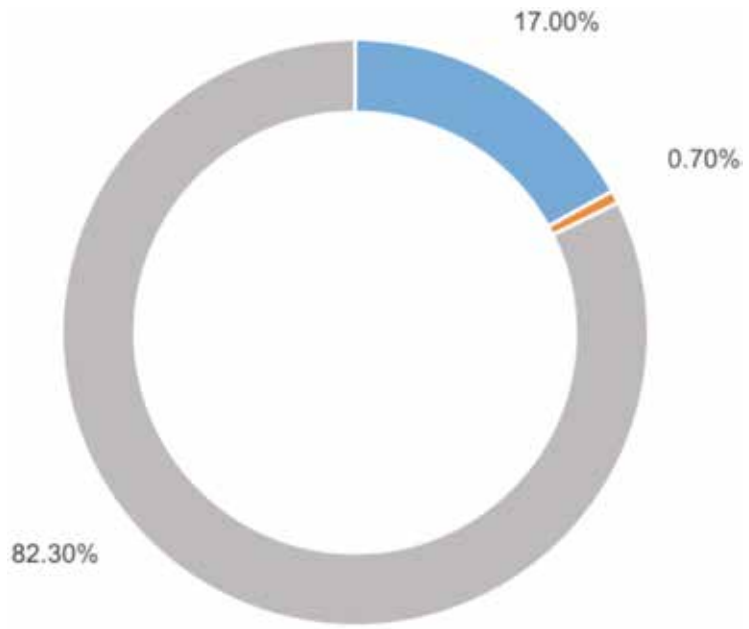
## Student data

The percentage of student with protected characteristics has not changed from 2018.

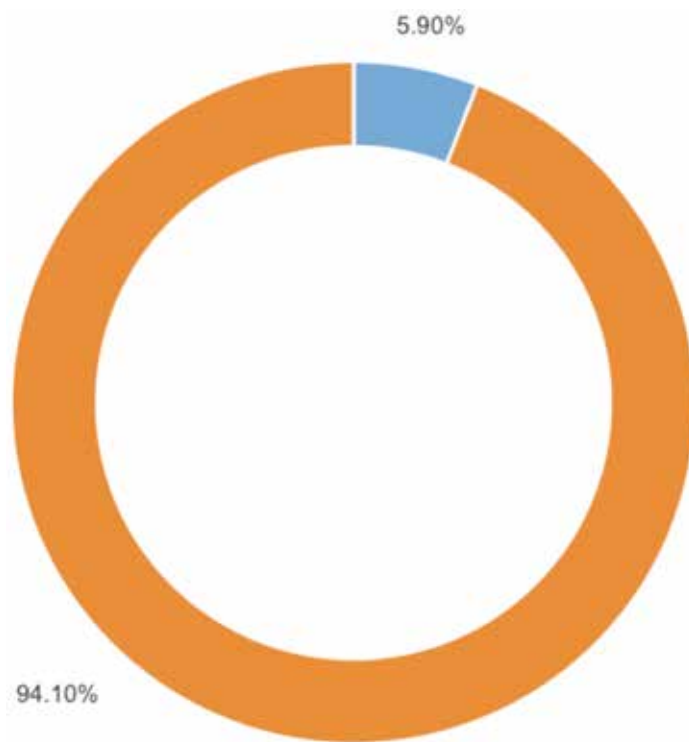
## Number of Students 2018/19



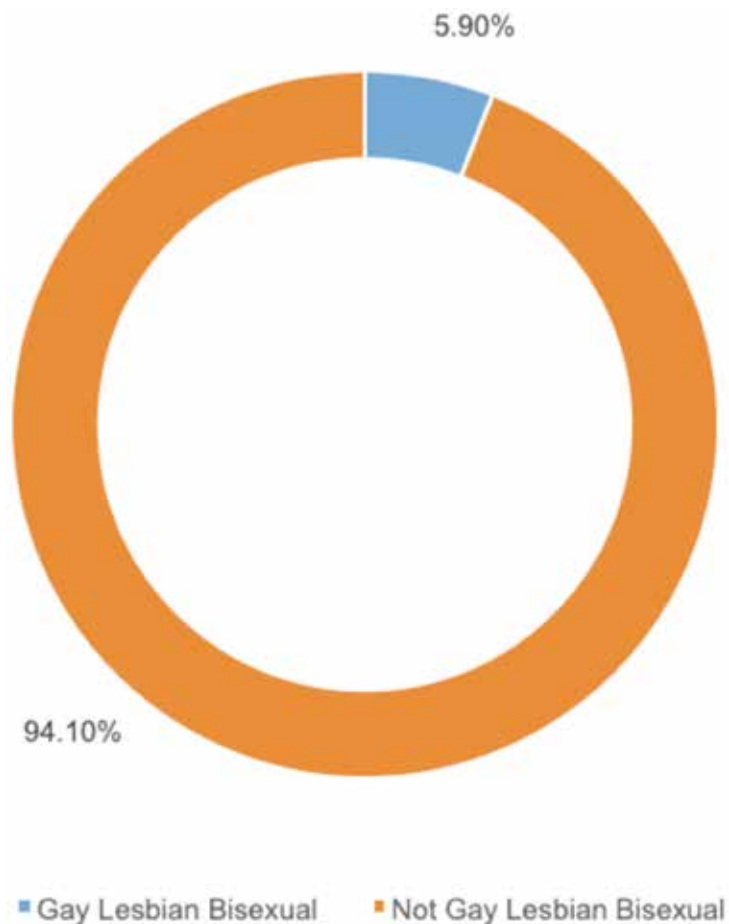




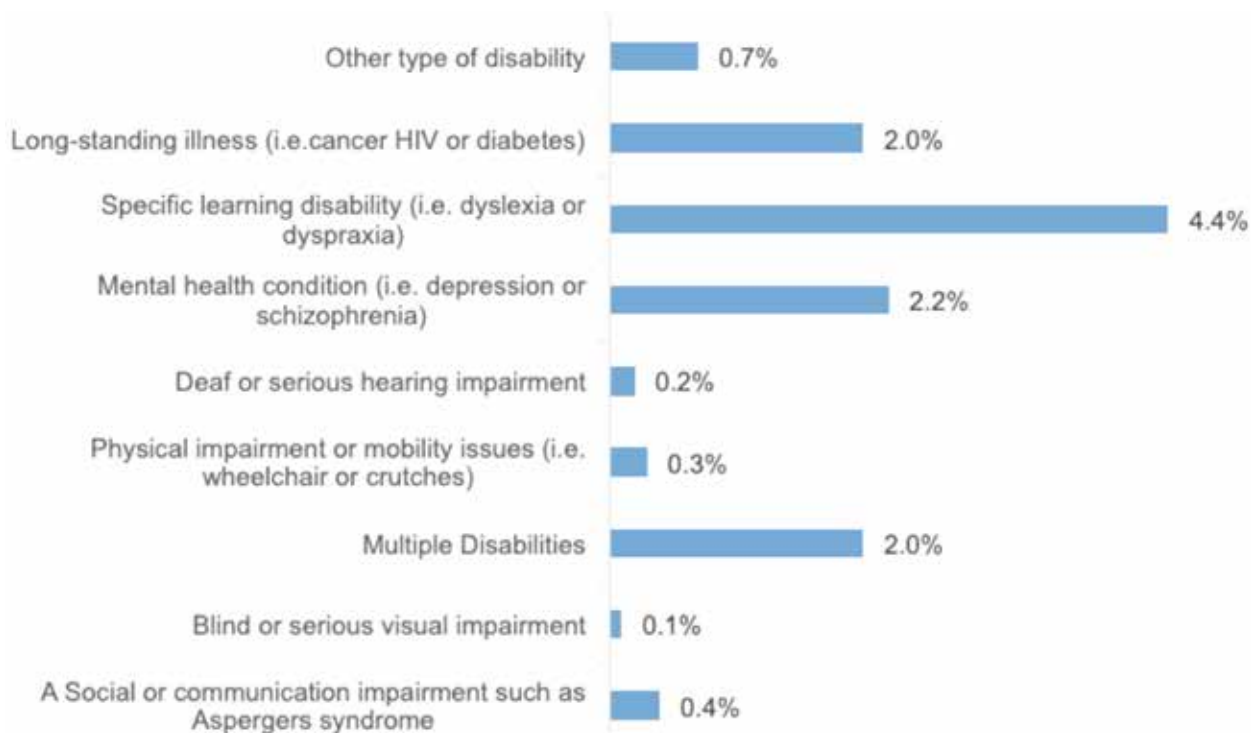
■ BME ■ Ethnicity Unknown or Refused ■ White



■ International ■ Non International



**Students Declared Disabilities**



The highest percentage of students declaring a disability have a specific learning disability. However, there are 2.2% of students that have declared their disability that have a mental health condition.

# Appendix 2: Staff and Student Equality and Diversity Data

## Staff Data

**Table 1a. Number (and percentage) of Staff by protected characteristics**

	2018	2019
<b>ALL STAFF</b>		
<b>FEMALE</b>	1346 (53%)	1382 (53%)
<b>MALE</b>	1198 (47%)	1231 (47%)
<b>BAME STAFF</b>	180 (7%)	233 (9%)
<b>LGB STAFF</b>	88 (3%)	87 (3%)
<b>TRANS STAFF</b>		
<b>DISABLED STAFF</b>	213 (8%)	247 (9%)
<b>RELIGIOUS BELIEFS</b>	1117 (44%)	1340 (51%)
<b>MATERNITY</b>	61(5%)	30 (1%)
<b>AGE CAT</b>	2018	2019
<b>16–24</b>	33 (2%)	49 (2%)
<b>25–34</b>	337 (13%)	365 (14%)
<b>35–44</b>	657 (26%)	692 (26%)
<b>45–54</b>	825 (32%)	823 (32%)
<b>55–64</b>	595 (23%)	586 (22%)
<b>&gt;65</b>	97(4%)	98 (4%)

**Table 1b: Number and Percentage of Staff by Ethnicity**

	2018	2019
<b>ETHNICITY</b>	<b>NO. OF EMPLOYEES</b>	<b>NO. OF EMPLOYEES</b>
White	2153 (84.6%)	2247 (86%)
Asian	51(2%)	68 (2.6%)
Black	33 (1.3%)	41 (1.6%)
Mixed	27 (1.1%)	39 (1.5%)
Other Ethnic Background	69 (2.7%)	85 (3.3%)
Not known/prefer not to say	211 (8.3%)	133 (5.1%)

**Table 2a: Number and Percentage of Staff by Grade and Protected Characteristics (2018 Data)**

	GRADE 4 AND BELOW		GRADE 5-6		GRADE 7-8		GRADE 9-10		PROF		SENIOR STAFF	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Female	267	19.8	389	28.9	545	40.5	111	8.3	15	1.1	19	1.4
Male	153	12.8	192	16	601	50.2	142	11.9	75	6.3	35	2.9
All	422	16.6	581	22.8	1146	45.0	253	9.9	90	3.5	54	2.1
BAME	11	60.2	23	12.9	112	62.6	14	7.8	17	9.5	<5	1.1
LGB	13	14.8	11	12.5	45	51.1	15	17	<5	2.3	<5	2.3
Trans*	<5	-	<5	-	<5	-	<5	-				
Disabled Staff	39	18.2	63	29.4	84	39.3	17	7.9	7	3.3	<5	2
Religious beliefs	75	10.6	155	22	356	50.4	76	10.8	30	4.2	14	2

**Table 2b: Number and Percentage of Staff by Grade and Protected Characteristics (2019 Data)**

	GRADE 4 AND BELOW		GRADE 5-6		GRADE 7-8		GRADE 9-10		PROF		SENIOR STAFF	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
Female	249	18.0	408	29.5	578	41.8	111	8.0	18	1.3	18	1.3
Male	158	12.8	192	15.6	621	50.4	153	12.4	73	5.9	34	2.8
All	407	15.6	600	23.0	1199	45.9	264	10.1	91	3.5	52	2.0
BAME	15	6.4	25	10.7	153	65.6	17	7.3	17	7.3	4	1.7
LGB	12	13.8	14	16.1	42	48.3	14	16.1	2	2.3	3	3.5
Trans*	<5	-			<5	-						
Disabled Staff	42	17.0	64	25.9	110	44.5	21	8.5	5	2.0	5	2.0
Religious beliefs	196	14.6	341	25.5	617	46.0	117	8.7	38	2.8	31	2.3

**Table 3a: Data on Staff Contract Type (Permanent or Fixed Term) by Protected Characteristics**

	2018				2019			
	PERMANENT		FIXED TERM		PERMANENT		FIXED TERM	
	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%
Female	1247	92.6	99	7.4	1268	91.8	114	8.2
Male	1111	92.7	87	7.3	1118	90.8	113	9.2
BAME	160	88.7	20	11.1	195	83.7	38	16.3
LGB	80	90.9	8	9.1	90	92.8	7	7.2
Trans*	<5	-			<5	-	<5	-
Disabled Staff	196	92	17	8	228	92.3	19	7.7
Religious beliefs	1047	93.7	70	6.3	1233	92	107	8

**Table 3b: Data on Staff Status (Full-time or Part-time) by Protected Characteristics**

	2018				2019			
	FULL-TIME		PART-TIME		FULL-TIME		PART-TIME	
	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%
Female	872	64.8	474	35.2	907	65.6	475	43.4
Male	1053	87.9	145	12.1	1075	87.3	156	12.7
BAME	159	88.3	21	11.7	205	87.9	28	12
LGB	83	94.3	5	5.7	83	85.6	14	14.4
Trans	<5	-			<5	-		
Disabled Staff	164	77	49	23	190	76.9	57	23.1
Religious Belief	847	75.8	270	24.2	1011	75.4	329	24.6

**Table 3c: Data on Staff Status (Full-time or Part-time) by Ethnicity**

	2018				2019			
	FULL-TIME		PART-TIME		FULL-TIME		PART-TIME	
	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%
Asian	44	86.3	7	13.7	58	85.3	10	14.7
Black	26	78.8	7	21.2	35	85.4	6	14.6
Mixed	22	81.5	5	18.5	31	79.5	8	20.5
Other Ethnic Background	67	97.1	<5	2.9	81	95.3	<5	4.7
White	1627	75.6	526	24.4	1687	75.1	560	24.9
Unknown / Prefer not to say	139	65.9	72	34.1	90	67.7	43	32.3

**Table 3d: Data on Staff Status (Full-time or Part-time) by Sexual Orientation**

	2018				2019			
	FULL-TIME		PART-TIME		FULL-TIME		PART-TIME	
	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%	NO. OF EMPLOYEES	%
Heterosexual	1360	77.8	389	22.2	1530	77.4	448	22.7
LGB	83	94.3	5	5.7	83	85.6	14	14.4
Trans	<5	-			<5	-		
Unknown	482	68.2	225	31.8	366	68.7	167	31.3

## Professorship Applications and Conferment Data

**Table 4a: Professor**

YEAR	TOTAL NO. MALE APPS	TOTAL NO. FEMALE APPS	TOTAL NO. BAME APPS	TOTAL NO. LGBT APPS	SHORT-LISTED MALE APPS	SHORT-LISTED FEMALE APPS	SHORT-LISTED BAME APPS	SHORT-LISTED LGBT APPS	SUCCESSFUL MALE APPS	SUCCESSFUL FEMALE APPS	SUCCESSFUL BAME APPS	SUCCESSFUL LGBT APPS
2018	4	3	1	0	3	2	1	0	3	2	1	0
2019	7	2	3	0	3	0	1	0	3	0	1	0

**Table 4b. Readership**

YEAR	TOTAL NO. MALE APPS	TOTAL NO. FEMALE APPS	TOTAL NO. BAME APPS	TOTAL NO. LGBT APPS	SHORT-LISTED MALE APPS	SHORT-LISTED FEMALE APPS	SHORT-LISTED BAME APPS	SHORT-LISTED LGBT APPS	SUCCESSFUL MALE APPS	SUCCESSFUL FEMALE APPS	SUCCESSFUL BAME APPS	SUCCESSFUL LGBT APPS
2018	27	9	7	3	16	6	1	3	14	3	0	1
2019	26	13	10	4	16	5	5	2	15	5	4	2

### Data reveal a lower number of female application for Readership compared to male

#### Action:

- To take action to increase the number of female applying for Readership
- To facilitate various awareness raising sessions, workshops and encouragement programmes for the purpose of increasing number and percentage of women applying for readership and professorship



**4c: Professorship and Readership Conferments by faculties****Readership:**

	2018		2019	
	MALE	FEMALE	MALE	FEMALE
APSS	1	2	3	2
BUS	0	0	1	0
EHC	0	0	1	1
SCS	10	1	5	2
FET	0	3	5	0
<b>TOTAL</b>	<b>11</b>	<b>6</b>	<b>15</b>	<b>5</b>

**Professors:**

	2018		2019	
	MALE	FEMALE	MALE	FEMALE
APSS	0	0	1	0
BUS	0	0	0	0
EHC	0	0	0	0
SCS	2	1	1	0
FET	1	1	1	0
<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>0</b>

**4d: LJMU Strategic Committee membership by Protected Characteristics**

COMMITTEE	2017/18					2018/19				
	MALE	FEMALE	BAME	LGBT	DISABILITY	MALE	FEMALE	BAME	LGBT	DISABILITY
<b>BOARD OF GOVERNORS</b>	13	8	<5	<5	<5	<b>8</b>	<b>6</b>	<5	<5	<5
<b>EMPLOYMENT</b>	<5	<5	<5	0	0	<5	<5	<5	0	0
<b>FINANCE</b>	<5	<5	0	0	0	<5	<5	0	0	0
<b>AUDIT</b>	<5	<5	0	0	0	<5	<5	0	0	0
<b>STRATEGIC MANAGEMENT TEAM (SMT)</b>	11	<5	NA	NA	NA	10	<5	NA	NA	NA
<b>QUALITY ASSURANCE AND ENHANCEMENT COMMITTEE</b>	8	7	NA	NA	NA	7	8	NA	NA	NA
<b>SENIOR DIRECTORS FORUM</b>										
<b>ACADEMIC BOARD</b>	16	13	NA	NA	NA	<b>13</b>	<b>13</b>	NA	NA	NA
<b>RESEARCH COMMITTEE</b>	<5	<5	<b>0</b>	<b>0</b>	<b>0</b>	5	6	2	2	0

## Student Data

	2017/18		2018/19	
	NO.	%	NO.	%
<b>FEMALE</b>	12596	54.1	13072	45.1
<b>MALE</b>	10694	45.9	11087	45.9
<b>TOTAL</b>	<b>23290</b>		<b>24159</b>	
<b>DISABLED STUDENTS</b>	2441	10.5	2729	11.3
<b>MINORITY ETHNIC STUDENTS*</b>	3824	16.4	4101	17
<b>INTERNATIONAL STUDENTS</b>	1400	6.0	1435	5.9
<b>GAY/ LESBIAN/ BISEXUAL STUDENTS</b>	1283	5.5	1430	5.9

Table 2: Faculty student numbers by protected characteristics 2018/19

	TOTAL STUDENT COUNT	FEMALE	%	MALE	%	DISABLED STUDENTS	%	MINORITY ETHNIC STUDENTS	%	INTERNATIONAL STUDENTS	%	LGBT	%
<b>APS</b>	5697	3611	63.4	2086	36.6	748	13.1	715	12.6	185	3.2	513	9
<b>BUS</b>	3142	1434	45.6	1708	54.4	258	8.2	665	21.2	303	9.6	109	3.5
<b>EHC</b>	5946	4466	75.1	1480	24.9	702	11.8	654	11	88	1.5	289	4.9
<b>FET</b>	4656	779	16.7	3877	83.3	448	9.6	1200	25.8	687	14.8	192	4.1
<b>SCS</b>	4718	2782	59	1936	41	573	12.1	867	18.4	172	3.6	327	6.9

**Table 3: Students with declared disability 2018/19 Academic Year**

DISABILITY	DISABILITY TYPE	% OF DECLARED DISABILITIES
A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D	1072	4.4
A social/communication impairment such as Asperger's syndrome/other autistic spectrum disorder	88	0.4
A physical impairment or mobility issues, such as difficulty using arms or using a wheelchair or crutches	66	0.3
Multiple disabilities	476	2.0
A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy	247	1.0
Blind or a serious visual impairment uncorrected by glasses	31	0.1
A disability not listed above	175	0.7
Deaf or a serious hearing impairment	52	0.2
A mental health condition, such as depression, schizophrenia or anxiety disorder	522	2.2

**Table 4: Student Attainment**

Data for the 2018/19 attainment and completers will not be available until end October because some students will still have to go through referral boards after which the complete breakdown will be available.

**The Attainment Data**

DEMOGRAPHIC	16/17 COMPLETERS	16/17 1ST/2:1%	16/17 1ST/2:1 CLASSIFIED %	17/18 COMPLETERS	17/18 1ST / 2:1 %	17/18 1ST/2:1 CLASSIFIED %
ALL LJMU	4956	71.3	78.8	4747	73.8	77.6
LJMU AGE – MATURE	948	65.8	74.8	772	69.2	75.1
LJMU AGE – YOUNG	4008	72.6	79.7	3975	74.6	78.1
LJMU BME – NO	4324	72.8	79.8	4049	76.7	80.1
LJMU BME – YES	632	61.4	71.6	698	56.9	62.7
LJMU DISABLED – NO	4611	71.4	78.9	4383	73.7	77.6
LJMU DISABLED – YES	345	70.1	76.3	364	74.2	78.3
LJMU FEMALE	2685	75.7	81.4	2623	77.4	80.4
LJMU MALE	2271	66.2	75.5	2124	69.3	74.2

# Appendix 3 EDI Champions key priorities

## FMT AND DMT Equality, Diversity and Inclusivity Champions (Staff and Students) and Key Priorities

**Purpose:** To support the University in driving Forward the equality, diversity and Inclusivity agenda at Faculty and Division level and ensure local issues inform the overall approach.

### Role Descriptor

**Note:** The champion would be a current FMT / DMT attendee and is not one that would be remunerated.

- 1** To provide support for driving forward the University's Equality, Diversity and Inclusivity strategy at faculty and division level and to ensure that the local issues inform the overall institution-wide EDI Priorities
- 2** To identify local Faculty and Divisional EDI priorities and develop appropriate positive actions to address the gap areas.
- 3** To monitor progress made on the implementation of the University's Equality, Diversity and Inclusion priorities and action plan at faculty and division level and provide update
- 4** To support the implementation of the University and Departmental Athena Swan and Race Charter Action Plans
- 5** To support the communication of equality, diversity and inclusion issues at faculty and divisional level
- 6** With the University Equality and Diversity Team, to identify opportunities to raise the awareness of equality, diversity and inclusion issues, share best practice and to celebrate diversity across the University
- 7** Attend meetings to review progress against objectives
- 8** Sign post staff and students to appropriate policies and services

**EDI Champions key priorities**

	<b>FACULTY</b>	<b>CHAMPION</b>	<b>KEY PRIORITIES</b>
<b>1</b>	Faculty of Science	Elaine Hemers	<ul style="list-style-type: none"> <li>i) Eliminate BAME attainment gap – this would include the study and evaluation of the reasons for the attainment gap.</li> <li>ii) Explore options to offer academic staff training on Unconscious Bias.</li> <li>iii) All programme leaders, year-tutors and subject leaders to attend the Mental Health First Aid Course.</li> </ul>
<b>2</b>	Estate Management	Mark Nevitt	<ul style="list-style-type: none"> <li>i) Work in partnership with the Student Union on identifying inclusivity priorities for the Estate.</li> <li>ii) Implement EDI imagery in agreed locations across the Estate.</li> <li>ii) Build on The Brain Charity Mental Health awareness and support pilot.</li> </ul>
<b>3</b>	Arts Professional and Social Studies (APSS)	Emma Vickers	<ul style="list-style-type: none"> <li>i) Recruitment, attainment and retention of BME students. (APSS has this one single priority)</li> </ul>
<b>5</b>	Organisational Enhancement	Peter Dolan	<ul style="list-style-type: none"> <li>i) Develop BAME specific outreach projects to help achieve APP objectives</li> <li>ii) Work with marketing to develop campaigns tailored towards prospective BAME students</li> <li>iii) Analysis of BAME staff data in relation to REC bid.</li> </ul>
<b>6</b>	Faculty of Engineering and Technology	Atif Waraich	<ul style="list-style-type: none"> <li>i) Gather data on student performance across departments to fully understand the nature of the problem locally</li> <li>ii) Gather data on staff in a similar manner to the approach used in Athena Swan</li> <li>iii) Analyse the quantitative and qualitative (including focus group work with staff and students</li> <li>iv) Determine whether there is a performance differential between International and Home/EU BAME students</li> </ul>
<b>7</b>	Student and Academic Services	Yvonne Turnbull	<ul style="list-style-type: none"> <li>i) Respect, Always</li> <li>ii) BAME Attainment Targets</li> <li>iii) Links to all other APP Targets</li> </ul>
<b>8</b>	Liverpool Business School	Maureen Royce	<ul style="list-style-type: none"> <li>i) Improve BAME Student Retention and Attainment</li> <li>ii) Disability inclusion and visibility including Mental Health Awareness and Capacity to Support</li> <li>iii) Supporting female staff progression</li> </ul>
<b>9</b>	Faculty of Education, Health and Community	Phil Carey	The Faculty of Education's EDI priorities will be created after the merger/ reorganisation However will revolve around the 6 university key priorities

# Appendix 4: LJMU Equality and Diversity Strategy (2016-2020)

## Equality Objectives and Action Plan 2016 – 2020

The overall responsibility for the delivery of this action plan rests with University Equality & Diversity Committee  
Reports on progress will be published every year in compliance with UK Equality legislative requirement.

	Objective	Stakeholders	Rationale	Suggested Actions to be taken
E01	Improve Equality and Diversity monitoring and use of Equality and Diversity data for staff and students	Staff Students	Monitoring is the foundation of all E&D practice. Accurate data is essential for measuring progress, spotting trends and gaps and setting priorities. Work on improving disclosure rates has started and showing some results. This can now be built on by, for example, continuing to actively promote the use of InfoBase, Equality and Diversity Committee's communication plan which will amongst other things increase staff and student disclosure rates to facilitate effective monitoring. The data collected will be a useful resource which can be used in multiple ways including positive action initiatives.	Conduct a review of current data collection practices – how reliable, accurate and complete are current data sets, how could they be improved, and how rigorously is analysis conducted, what useful learning occurs.
				Continue work to improve disclosure rates, for example by strengthening messages about why data is requested and confidentiality of data. Look at capturing disclosure post registration (students) and job start (staff) and whether 'disclosure' is right word?
				Organise a series of disclosure campaigns. With regard to Disability, consult on how to improve disclosure. Planning disclosure campaigns. (Webcasts)
				Carrying out further analysis on other impairments disclosed apart from the ones listed on our monitoring forms for staff and students for further positive action.
				Consider using E&D data for recruitment and other purposes (e.g. training, awareness raising, communications, building confidence of staff/students, disseminating good practice)
				Improve E&D data/information – e.g. about positive action – on the website, give more visibility and improve navigability of website.
				Ensure annual monitoring reports quote all data available, and provide an honest and thorough analysis of progress and areas for improvement



Time Scale	Responsible Agent	Success Measure	Progress so far
By May 2020 and going review	Head of Admissions Services Director, People and Organisational Development Equality and Diversity Adviser Head of Student Advice and Well Being Director, IT Services Head of Student Administration Services	Increase year on year the percentage of students and staff disclosure by protected characteristics	Consultation with key organisations such as the Equality Challenge Unit and other relevant professional services Task/finish working group; disclosure campaign. Please see update on E01 on page 2 of the ED Report
By May 2020 and ongoing			
By May 2020 and ongoing			Personal Development Programme for Disabled Staff is ongoing. Result CIC Programme for disabled staff has been undertaken and on going. Future development programme for disabled staff is being negotiated with Calibre.
By May 2020 and ongoing			
By May 2020			
By May 2020			

	Objective	Stakeholders	Rationale	Suggested Actions to be taken
E02	To Improve Recruitment and Retention of BAME staff and students (and International Students); and Good Honours attainment (1st class and 2.1)	Staff and potential staff Students and potential students Local communities	<p>This is in support of the University's drive to be an inclusive University and also to increase the recruitment of international students studying in LJMU. For the last 3 years, LJMU trend analysis shows as follows:</p> <p>% of BAME, International and White Students studying at LJMU:</p> <p><b>BAME Students:</b> 2012/13 - 10% 2013/14 - 10.60% 2014/15 - 10.60%</p> <p><b>International Students:</b> 2012/13 - 7.4% 2013/14 - 7.4% 2014/15 - 5.1%</p> <p><b>White Students:</b> 2012/13 - 88.50% 2013/14 - 88.90% 2014/15 - 88.30%</p> <p>% of BME, International and White Students' Starters and Completers:</p> <p><b>BAME Students' Starters:</b> 2012/13 - 10.2% 2013/14 - 10.6% 2014/15 - 10.2%</p> <p><b>International Students' Starters:</b> 2012/13 - 11% 2013/14 - 10.7% 2014/15 - 6.3%</p> <p><b>BAME Students' Completers:</b> 2012/13 - 8.6% 2013/14 - 9.1% 2014/15 - 8.8%</p> <p>International Students' Completers: 2012/13 - 6.1% 2013/14 - 5% 2014/15 - 5%</p> <p>White Students' Completers: 2012/13 - 88.8% 2013/14 - 90% 2014/15 - 91%</p> <p>(Please see Data for BAME attainment in appendix 3)</p>	<p>Increase use of people from under-represented communities in all university advertising and marketing. Develop creative marketing strategies for both local and national areas to reach potential students and staff from under-represented communities, for example using BAME and other under-represented groups' networks, staff contacts, appropriate head hunters and recruitment agencies. Ensure student and staff ambassador team is diverse. Consider/research best practice in running inclusive open days</p>
				<p>Use targeted outreach activities to present LJMU as both a learning provider and an employer of a range of under-represented communities. Further develop use of mentoring/ buddying as a recruitment and retention tool. Consider including role models with protected characteristics amongst LJMU's Honorary Fellows</p>
				<p>Consider inviting BAME and alumni from other protected characteristics to act as role model speakers, visiting lecturers, mentors, case studies</p>

Time Scale	Responsible Agent	Success Measure	Progress so far
By May 2020	Director, Widening Participation; Director, People and Organisational Development; Director Corporate Communications; Head of Student Advice and Wellbeing; Faculty Executive Deans; President LiverpoolSU; Director, Teaching and Learning Academy; Faculty Recruitment and Marketing Managers; Faculty Registrars	Improving the percentage of BAME students studying at LJMU and BAME Staff working at LJMU, and their retention rates.	With regard to staff, the People and Organisational Development Recruitment Team of the University are presently exploring other ways of reaching diverse communities with LJMU job advertisements. Moreover, POD Team have devised a 3-year academic induction process which will include volunteer mentoring scheme; Stellar HE and LFHE Programme for BAME Staff are up and running.
By May 2020			With regard to students, LJMU through the Outreach Teams has continued to deliver programmes for the recruitment of people from minority communities.
By May 2020			LJMU is one of 12 UK Universities selected to work on ECU BAME widening participation project.

	Objective	Stakeholders	Rationale	Suggested Actions to be taken
				To organise equality and diversity seminars, conferences and events on key protected characteristics over next three years.
				To apply for the Race, Gender and Athena Swan Charters for providing a focus for further work in support of the recruitment, retention and progression of people from protected characteristics
				To raise the awareness/ profile of equality and diversity impact assessment of validation procedures, Learning and Teaching practices and curriculum development activities.
			Reduce the undergraduate BAME completion and attainment gap	Continue to monitor and evaluate BAME attainment gap for the purpose of positive action
<b>E03</b>	To improve engagement with local communities	Staff Students Local communities	LJMU Strategic statement states the case for community engagement clearly. The need for LJMU to continue to be a central part of the culture and infrastructure of Liverpool. The need for LJMU to be respected globally for what we contribute to cultural awareness and development of our students, our city and our region.	Monitor/audit all community engagement activities across LJMU and submit outcomes to E&D committee to consider from an E&D perspective what else could be done and what other cultural initiatives LJMU could engage with to continue to enhance our students and staff experience. Ensure links between community engagement activities/strategy.
				For example, recruitment of people from other minority communities (BAME recruitment)
				Ensure Copperas Hill is a beacon of accessibility.

Time Scale	Responsible Agent	Success Measure	Progress so far
By May 2020			Various conferences and events scheduled/ took place. For example, Let's talk Race event, others planned for 2018/19 academic year (Please see activities planned for 2018/19 academic year in annual report
November 2017 for renewal of LJMU Bronze Award			LJMU successfully applied for Athena Swan Bronze in 2014 and successfully renewed July 2018.
By April 2020			Plans in place for applying for the Race Charter Mark
By April 2020			Embedding of equality impact assessment into validation manuals); Faculty Registrar: Arts, Professional and Social Studies produced a document in this regard.
2020			BAME Attainment working group has commissioned a piece of research to further identify and understand the reasons for performance gap and positive action that could be taken.
By May 2020	Corporate Charities Working Group Corporate Communications; Equality and Diversity Adviser; Director, Estate Management	Local, national and global recognition for LJMU's engagement with the Community.	LJMU supports local charities and regularly review our engagement with local charities for the purpose of supporting new ones
By May 2020			Work in partnership with corporate charities; LJMU Community Volunteering Project.
By May 2020			Through collaboration with community organisations, the University supports community exhibitions and activities for example the unseen private archive of April Ashley.

	Objective	Stakeholders	Rationale	Suggested Actions to be taken
<b>E04</b>	To improve support for staff and students who are carers and who are returning from parental leave	Staff Students	LJMU recognises that being pregnant; returning from all kinds of parental leave is a time of adjustment and re-induction which can be stressful for the individual concerned if not well managed. There is the need for staff to settle back into their roles as quickly as possible. There is also the need for some flexibility and support from managers to facilitate this process. It is important to note that some student and staff are carers.	<p>Audit what support we have for staff returning from parental leave and how the support can be enhanced</p> <p>Develop good practice guidelines to help staff support students who are carers, pregnant or returning from parental leave.</p> <p>Develop good practice guidelines to help line managers support staff who are carers, or pregnant or returning from parental leave (e.g. workload Allocation, expected working hours, breast feeding requirements, etc.).</p> <p>Develop and publish Health and Safety guidelines for pregnant STEM/Non STEM Faculties and Schools.</p> <p>Publicise and explain relevant policies and procedures. For example, the availability of extended paternity leave, the option of shared parental leave, flexible working policy and Monitor take up.</p> <p>Monitor staff and student leavers after parental leave. Research to ascertain whether lack of support is the reason for leaving.</p>
<b>E05</b>	To increase the percentage of Women conferred with Professorship, Readership and in senior management roles.	Staff	Need to improve Female: Male ratio of staff promotion to Readership, Professorship and other senior roles	<p>Investigate barriers to conferment of Professorship and Readership to women and formulate actions to overcome these barriers.</p> <p>Run focus groups to investigate barriers to conversion to Professorship for Women.</p> <p>Apply for Athena Swan Charters to assist with undertaking necessary work in this area</p> <p>When recruiting for management vacancies take positive action steps to increase diversity of shortlist – e.g. brief head hunters to find diverse candidates</p>

Time Scale	Responsible Agent	Success Measure	Progress so far
By May 2020	Director, People and Organisational Development Health and Safety Manager E&D Committee Student Advice and Wellbeing Athena Swan Working Group;	Year on year improvement of support for staff and students with caring responsibilities and people returning from parental leave.	Policies in place for all parental leave. Working through Athena Swan Action Plan as catalyst for improvement
2020	LJMU Athena Swan Working Group Professorship and Readership Conferment Panel	Increase year on year the percentage of women Professors, Readers and women in senior level posts.	<p>POD reviewing the recruitment process;</p> <p>LJMU has achieved Athena Swan Bronze Award;</p> <p>Regular meetings of LJMU Athena Swan Working Groups;</p> <p>Faculties and Schools now applying for individual Athena Swan Awards as a catalyst for change;</p> <p>Better balance of Gender representation at Professorship and Readership Conferment Panel</p> <p>Women in STEM/NON STEM Lecture series -</p> <p>Aurora and Spring Board Programme; Stellar HE and LFHE Programme.</p> <p>Please note all above progression relate to the suggested action points to be taken.</p>

	Objective	Stakeholders	Rationale	Suggested Actions to be taken
<b>E06</b>	Develop a systematic approach to embed inclusion in to teaching, learning and assessment practices.	Students Staff Surveys stats: NSS 2017 Black students' satisfaction is 5% above the sector average (LJMU - 89%, Sector - 84%) Asian students' satisfaction 2% below the sector average (LJMU - 82%, Sector - 84%) Students with specific learning disabilities – satisfaction 5% above the sector average (LJMU 87%, Sector - 82%) Students with other disabilities – LJMU 84%, Sector 0 82% PTES 2017 Black students' satisfaction is 8% above the Sector average (94% and 86%) Asian student satisfaction is 6% above the Sector average (87% and 81%), Chinese student satisfaction is 6% above the sector average (93% and 87%).	The development of an inclusive practice strategy will align with the University's core aim to "continue to maintain and enhance the quality of our student intake whilst ensuring we remain inclusive and accessible. Inclusive Curriculum Strategy developed/is in place Teaching in Practice series (TiPs) - Engaging Diverse Learners session delivered to staff (15 Feb 2017) PGCert session on Inclusive Curriculum delivered Two Research & Practice in Higher Education Seminars (over 100 LJMU staff attended) were focused on inclusive practice: 1) Retention and attainment patterns in HE: considering the role of discipline (Ruth Woodfield, University of St. Andrews, 8th February) 2) Belonging and mattering in Higher Education - Implications for student retention (Jackie Stevenson, Sheffield Hallam University, 3 May 2017)	Conduct an inclusion curriculum audit, survey staff on inclusive practice. Develop a range of resources and training opportunities to support staff in embedding inclusive practice in teaching, learning and assessment. Develop research and scholarship to inform inclusive practice. Review the quality assurance processes to facilitate the embedding of inclusion across all programmes. A comparative analysis of students from Northern Ireland and other parts of the UK (institutional research project completed) LJMU Teaching and Learning Conference: 3 sessions delivered on inclusive teaching and learning practice
<b>E07</b>	To increase accessibility to all at LJMU	Staff Students Visitors	As LJMU aspires to be an inclusive university; accessibility is a key factor for all our activities. There is the need to be proactive about ensuring our facilities are fully accessible to all our stakeholders – especially those with protected characteristics.	Research and produce an academic guide on accessibility and accessible buildings and rooms Provide regular staff and student E&D updates, e.g. changes to Equality law, changes to benefits, examples of good practice, case studies, events, resources on accessibility Hold consultations and make Copperas Hill a beacon of accessibility (signage, hearing loops, wheelchair access, etc.) Introduce a virtual learning environment to give students extra support and flexible learning platforms



Time Scale	Responsible Agent	Success Measure	Progress so far
By May 2020	Director, Teaching and Learning Academy Head of Student Advice and Wellbeing Inclusive Curriculum Officer Academic Practice Officer Academic Research and Development Officer Equality and Diversity Adviser	Policy and guidance to support the development of an inclusive curriculum. (see column 3) Alternative Assessment Policy approved, endorsed by Education Committee 12th of June 2017	L&T Academy have developed an Inclusive Practice Strategy Inclusive Curriculum Strategy Approved 4th of December 2016 by Academic Board, endorsed 16th of July 2017 by Education Committee
By May 2020	Director, Estate Management Health and Safety Manager Head of Student Advice and Wellbeing Equality and Diversity Adviser Director, Legal Services/Student Governance;	Improved accessibility of facilities.	Estate Management have commissioned a full University compliance audit which will be fed into Disabled Go.







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email address  
[www.ljmu.ac.uk](http://www.ljmu.ac.uk)

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