



Diversity and Inclusion Annual Report

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1. Introduction

This report provides an overview of Liverpool John Moores University's (LJMU) Diversity and inclusion (D&I) activities for the academic year 2022/23. Over this period, we have continued to make progress in our endeavour to embed diversity, and inclusion throughout LJMU. The university D&I 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 D&I across the university communities.

LJMU is a vibrant and diverse community with over 25,000 students, and over 2,600 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 within the Liverpool City region to enhance the student and staff experience.

2. 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 and report on progress regularly. This report fulfils the university's legal duty to report on progress in D&I. In this connection, after an extensive consultation exercise with staff and students, the University Diversity and Inclusion priorities were set in 2020 to be reviewed in 2024 and in 2023, as part of LJMU People Plan & Vision 2023-2030 strategy, significant breakthrough objectives were also set for Diversity and Inclusion to align with the 4 priority areas. This annual report details progress against each of the priority areas supplemented with infographics on the university's diversity and inclusion data. These priority areas are consistent with the university's visions in the Strategic Plan.

3. Progress Against Set Priorities

Priority 1 - To increase the ethnic diversity of the workforce and support Ethnically Diverse staff members' career progression.

Performance indicator/target: Ethnically Diverse staff to constitute 12% of LJMU's workforce by 2024 (an increase of 50 Ethnically Diverse Staff).

Progress so far:

As of the most recent data, 11.3% of LJMU staff members come from ethnically diverse backgrounds, demonstrating a commendable increase of 0.7% when compared to the figures from 2022. This upward trend reflects our ongoing commitment to promoting diversity and inclusion within LJMU.

Our aspiration is to continue fostering a more diverse and inclusive workplace. We have set a clear goal of having 12% ethnically diverse staff members by the end of 2024.

To achieve this, we have implemented a successful Positive Action Programme. This initiative offers individuals from ethnically diverse communities a two-year training contract with the goal of securing permanent positions within LJMU. The inaugural cohort of this program has achieved remarkable success, with 70% of participants gaining employment within LJMU.

Building on this success, we have now extended our efforts with the introduction of the Positive Action Graduate Tutor programme. This initiative allows graduates from ethnically diverse backgrounds to embark on a four-year fast-track academic career. Participants will undertake a PhD level qualification, while simultaneously gaining invaluable teaching experience, and earning a qualification in our Post Graduate Certificate in academic practice.

In addition to these programmes, our recruitment teams are taking proactive measures to promote inclusivity and reduce unconscious bias. These measures include:

- Enhanced job advertisements to actively promote inclusivity and diversity.
- Engaged shortlisting panels in discussions centred around the principles of equality and the avoidance of unconscious bias.
- Encouraged our staff to leverage their own networks to promote applications from underrepresented groups.
- Actively participated in job fairs within ethnically diverse communities to increase awareness of job opportunities among underrepresented groups.

These collective efforts are geared towards fostering an inclusive and diverse workforce, reflective of our commitment to equality and opportunity for all.

- Regarding career progression, the Race Equality Charter Mark award has been providing the platform for driving the much-needed change at LJMU. Some of

the implemented changes to support Ethnically Diverse staff with their career progression include:

- Working with Ethnically Diverse staff to build their confidence in promoting job opportunities within their communities.
- Supporting Ethnically Diverse staff with long term career progression
- Supporting Ethnically Diverse fixed term research staff career development to progress into permanent roles.
- Review the operation of the conferment process to ensure that Ethnically Diverse staff are supported through the process. The following are in place:
 - o Dedicated events/briefing sessions
 - o Application writing training workshops
 - o Specific informal mentoring for those seeking conferment
 - o All staff who are unsuccessful receive a detailed action plan.

Expanding LJMU's current Informal Mentoring Programme in support of women's career progression to include mentors for Ethnically Diverse staff by recruiting Ethnically Diverse mentors and marketing the scheme to them.

"The King's Fund" will be delivering the university's second career development programme to ethnically diverse staff who are Grade 6 and upwards, with a focus on enhancing and consolidating their transferable skills, so they are able to bring their "whole self" to work.

Priority 2: To increase the proportion of women in Professorship, Readership and Senior Leadership roles.

Performance indicator/target: 10 more Female Professors at LJMU by 2024 (at least 3 annually; 5 Female Readers to be conferred annually; increased number/percentages of women progressing into more senior roles).

Progress so far:

At institutional level, there has been significant progress in promoting gender diversity in leadership roles, particularly within the Executive Leadership Team, which has successfully achieved a 50/50 gender balance.

To support and empower female career progression, a series of annual female promotion workshops have been organised in collaboration with staff networks. These workshops feature internal role models from various subject areas who have pursued various promotion pathways. As a result of these initiatives, female academics now have a clearer understanding of the available promotion pathways, which has led to an increase in the number of female applicants.

Here are a few highlights:

- In 2022, LJMU boasted a commendable representation of female Professors, with 21 individuals making up 21.9% of this esteemed group. As we progressed into 2023, our commitment to gender equality and diversity bore fruit, as the number of female Professors increased to 25, constituting 23.6% of the total.

- Turning our attention to female Readers within LJMU, 2022 was marked by the presence of 44 female Readers, representing a significant 37.3% of the total Readers. In 2023, we continued our steadfast journey toward inclusivity, with 58 dedicated female Readers now contributing to our academic community, comprising 38.7% of this cohort.

These statistics reflect our unwavering dedication to fostering an environment of gender balance and ensuring that the voices and talents of women are recognised and celebrated within LJMU. We remain committed to advancing this progress further in the years to come.

Recognising the importance of mentorship and guidance, LDF hosted two retreats between March and April 2022 specifically tailored for women interested in applying for Readership positions. These retreats proved to be beneficial, with 24 colleagues attending, and we plan to replicate them in the future.

These achievements underscore our dedication to promoting a diverse and inclusive environment that empowers women to excel in leadership and academic roles within LJMU. We remain committed to these initiatives as we move forward.

LJMU currently has 3 Women networks, namely:

- **Women Academics Network**, for all female academics at Professorial, Readership and Pre-Readership (AKA: Early Career Researcher) level. The network serves as a source of information and peer support for female academics.
- **Women Professors Network**, for all female academics at Professorial level. This network focuses on women's progression and works closely with the Women Academics Network (WAN) to support career progression.
- **Women Professional Services Network**, for all female staff in professional services at all levels/grades. The network supports the development and progression of women in professional services.

The theme for International Women's Day 2023 was #EmbraceEquity and a series of events and activities were held on and off the LJMU campus to celebrate gender equality. These include:

- **1823 Podcast - Inspirational Alumni** - As part of the university's 200 celebrations, Julia Daer from the D&I Team, spoke to Honorary Fellows Beth Tweddle, Angela Samara and recent graduate Selma Bazara, about their careers and their time at LJMU.
- **An Afternoon with Helen Sharman CMG OBE** - In collaboration with the Outreach team, the D&I team organised an event for staff, students, and Liverpool's wider community. An Afternoon with Helen Sharman CMG OBE, the First British Astronaut. Over 300 staff, students, pupils from local schools and the community attended this event.
- **Other activities organised across the university:**
 - Faculty of Science (School of Sport and Exercise Sciences) organised a Negotiating a Transnational Career around borders: Women's stories in boundary-less academia; launched a digital inclusion calendar via the RIDE webpages; organised a Women in Biomechanics: A Powerful Force event.

- Faculty of Science (School of Biological and Environmental Sciences) organised the 'Promoting Female and Non-Binary' Staff's research in the School with Poster Board Display of the work of Female and Non-Binary Network research interests.
- Faculty of Business and Law organised the movie screening: Hidden Figures as part of the IWD celebrations.

Priority 3: Create a workplace where staff members with mental health conditions feel supported and can thrive.

Performance indicator/target: Reduce the duration of absence due to mental health by 15%.

LJMU data revealed that the sickness absence days lost to mental health conditions such as anxiety, depression, stress, and other psychiatric illnesses increased by 1.9% in 2023, with 5277 days being lost to sickness absence. However, the average duration of each sickness absence episode did decrease to 38.4 days, which was a 17% reduction on the level seen in 2021/22.

Activities in place:

- **Supporting Staff Wellbeing and Mental Health**

The university is committed to providing a holistic package of wellbeing services and resources. Staff have access to the Wellbeing Hub where there is a range of internal and external support, guidance, self-help literature, advice, and tips to assist staff with looking after their mental health and wellbeing. Staff can also use the Vivup EAP service to speak to a trained counsellor 24/7, 365 days a year, via the helpline.

LJMU's D&I team, Staff Wellbeing team and the Student Advice and Wellbeing department continues to work with specialists to offer individuals the opportunity to engage in disability and mental health workshops.



Priority 4: Develop an inclusive culture where staff and students feel safe to report acts of harassment, discrimination, hate or violence and are confident to seek support.

Performance indicator/target: To have a central reporting system in place by 2022 and increase the number of positive responses to the university culture survey.

Progress so far:

- LJMU Report and Support reporting platform was launched on 18th September 2023. This is to give confidence to staff and students to report any incidents of harassment, hate crime, sexual misconduct or discrimination.
- The university's LGBTIQ+, Disability, Women Academics, Women Professors, Women in Professional Services and Ethnically Diverse staff networks continue to be an active, supportive, and important resource for staff to discuss issues informally.
- The Diversity and Inclusion team has been coordinating a series of culture change and awareness raising sessions in partnership with external organisations this academic year. These sessions include the following:
 - Courageous Conversations
 - Racial Literacy
 - Intersectionality
 - Disability Awareness
 - How to Support Students and Colleagues with ADHD and/or Autism
 - The Journey to Becoming Me (Transgender Awareness)
 - How to Support Students and Colleagues with Dyslexia, Dysgraphia and Dyspraxia
 - How can I Support my Neurodivergent Students and Colleagues?
 - From Strengths to Transformations: Career Development Programme
 - Religion and Belief: Inclusive Approaches for Staff and Students
 - Racial Tension Workshop

4. Key Highlights of the Academic Year (2022/2023)

1 Appointment of Associate Deans for Diversity and Inclusion (ADDI)

LJMU appointed six Associate Deans for Diversity and Inclusion (ADDI) in December 2022. The purpose of the ADDI is to support the university in driving forward the D&I agenda at faculty and professional services levels and ensure local issues inform the overall D&I approach. The postholders are working closely with the central D&I team to create and implement localised priorities and action plans.

Below is the list of the ADDIs, the areas they cover and a brief update on their priorities and activities since starting their roles in December 2022.

Zalihe Kamil-Thomas, ADDI Faculty of Health

To set clear priorities and define crucial milestones for the Faculty of Health, the ADDI and colleagues conducted a comprehensive analysis of Access and Participation data at the faculty, school, and programme levels. Through this analysis, they have identified key priorities that will guide our efforts:

- Diversity recruitment for programmes within the faculty with low diversity rates.
- Reducing the degree awarding gap for Black students.
- Raising awareness of neurodiversity and developing strategies to accommodate the needs of disabled students.
- Increasing the number of Ethnic Minority Postgraduate students.
- Promoting staff diversity and progression.
- There is a need to establish a Diversity and Inclusion committee within the faculty to assist with planning and implementing actions to address these key priorities. Additionally, there will be nominations for Diversity and Inclusion Champions (one per school) to lead the action plans and take responsibility for REC (Race Equality Charter) and Athena Swan initiatives in their respective schools. Notably, the School of Nursing has already appointed their Diversity and Inclusion Champion in September 2023.

Olatunde Durowoju, ADDI Faculty of Business and Law

The ADDI has taken over the Athena Swan work for the faculty. The School of Law is enthusiastic about applying for their own Athena Swan Bronze Award, while the Liverpool Business School is determined to advance to the Athena Swan Silver level. Instead of establishing Diversity and Inclusion committees within the Faculty and Schools, the ADDI has opted to create action groups. These action groups will oversee the implementation of action plans developed by schools within the faculty.

With the goal of fostering an inclusive, welcoming environment for students on campus, the ADDI has launched a 'Belonging' Art Project on the wall at Redmond's Building. In May 2023, the ADDI initiated a workshop series on inclusive practices, which has received an overwhelmingly positive response. These workshops will continue to be held monthly, with a focus on integrating inclusive practices within the programme, module, and services.

Denise Lee, ADDI Faculty of Engineering and Technology

After engaging in discussions with the Senior Management Team (SMT) across all schools, the D&I action plan was formulated. The plan includes the establishment of a 'Decolonising the Curriculum' working group, the appointment of a D&I Coordinator for each school, and the formation of D&I committees in all four schools. Currently, two of these committees have been created.

Members of these committees are actively contributing to the development of assessment and feedback guidelines and are in the process of creating a document aimed at making assessments more inclusive. The committee has committed to addressing three key aspects:

- Gender Equality
- Support for Neurodiverse students and staff
- Recruitment of male students from Quantile 1 and 2 backgrounds (widening participation)

In collaboration with the Outreach team, the following activities are planned for the 2023/24 academic year:

- 'Lean-In Circles' meetings for staff and students in CBE, providing a platform for discussion and support.
- Mentor meetings for Irish students in FET offering mentorship and guidance during the transition to higher education.
- Mentor meetings for Neurodiverse students in FET, providing specialised mentorship and support.
- Study Skills Support workshops with weekly drop-in sessions, offering resources to enhance students' study skills.
- Establishment of an Outreach calendar to plan and schedule outreach activities for engagement with the wider community.
- Collaboration with Outreach colleges to expand outreach efforts and promote inclusivity and access to education.

Graham Downes, ADDI Faculty of Arts, Professional and Social Sciences

Regrettably, the previous ADDI for this faculty vacated their position, but we are pleased to announce that a new ADDI has recently been appointed to fill the role. In the interim, Graham has taken the initiative to organise two Black History Month events scheduled for October 2023 within the faculty of APSS. These events are designed to celebrate local artists, extend invitations to local schools and the broader community, and facilitate connections between key stakeholders in the city, artists, and performers from underrepresented communities.

The new ADDI is diligently working on a revised D&I priority and action plan for the faculty. This plan will encompass support measures for Disabled and Neurodiverse staff and students, further reinforcing our commitment to fostering inclusivity and diversity within the faculty.

Komang Ralebitso Senior, ADDI Faculty of Science

Recognising the overlaps in D&I activities between the institution and the faculty, the strategic approach moving forward is to integrate these activities into the faculty's action plan. This integration ensures that the faculty management team and D&I panel have oversight over these planned activities and can provide the necessary support. A discussion with the Faculty PVC was scheduled to address the allocation of Diversity and Inclusion funding for the schools. Thus far, these funds have been allocated towards D&I events and supporting the role of D&I Coordinators within the faculty. Upcoming plans entail the introduction of a student buddy system designed specifically for ethnically diverse students. Additionally, requests have been made to duplicate this programme to cater to LGBTQI+ students. Furthermore, there are plans to conduct student belonging and inclusion surveys and focus groups in the fifth week of this academic year. These initiatives aim to gauge students' experiences and perceptions at various stages of their time at LJMU.

In addition, a meeting was convened to explore the best ways to support the needs of postgraduate research (PGR) students within the faculty, ensuring a comprehensive approach to inclusivity and support across all levels of the academic community.

Phil Bakstad, ADDI Professional Services

Through the review of current processes, a Student Diversity Board has been put forward to include student voices from diverse communities, students with other disabilities and additional learning needs and other protected characteristics. Additionally, there will be a review of Individual Student Support Learning Plan (ISLP) with a focus on implementing provisions to enhance the retention of students with ISLPs. Regarding the 'Keeping an Inclusive Campus Project', Phil collaborated with the central D&I team to ensure the visibility of D&I during the Freshers Fair.

Professor Phil Vickerman also presided over the first meeting of the Inclusive Campus Working Group.

Upcoming plans include:

- Launching a Trans/Nonbinary student support programme.
- Updating the guidance on name changes and pronouns.
- Convening an Athena Swan Pathfinder Group for Professional Services.
- Finalising resources for the Faculty of Health (FOH).
- Advancing Accessibility updates in partnership with Information Technology Services (ITS).
- Confirming the leadership and priorities for the LGBTQ+ staff network for 2023-2024.
- Exploring contributions to institutional Access and Participation Plan (APP) activities.

2 Graduate Trainee Tutors (Positive Action Training)

In June 2023, the university made significant appointments by bringing in six Graduate Trainee Tutors. These appointments were distributed across the Liverpool Business School, the Department of Education in APSS, and the Astrophysics Research Institute. This initiative is part of a positive action programme designed to strengthen the university's representation of Ethnically Diverse staff. Over the course of this four-year programme, these successful trainees will not only complete their PhDs but will also undertake a PGCAP (Postgraduate Certificate in Academic Practice). They will gain invaluable teaching experience with the full support of their respective departmental teams.



3 Leaders Reciprocal Mentoring

The university has established a reciprocal mentoring arrangement that connects key leaders from Liverpool's Black community with LJMU's Executive Leadership Team. This arrangement has had a direct and significant impact on the university's strategic decision-making with respect to diversity and inclusion, as well as its community engagement efforts. We have extended invitations to prominent national Black leaders at various stages to engage in discussions addressing critical issues related to racial equality. The aim is to explore how

our Executive leaders can actively implement meaningful change and foster greater inclusivity within our institution.

During the mid-point session, we had the privilege of featuring Jason Arday, the youngest Black Professor in the UK and a current staff member at Oxford University, as well as Chris Lubbe, Nelson Mandela's former bodyguard as speakers. In the closing session on 14th September 2023, distinguished leaders from Ethnically Diverse communities across the city, alongside LJMU's Executive Leadership Team (ELT), came together for the final event of the Leaders Reciprocal Mentoring project. This event served as an invaluable platform for the mentorship pairs to exchange insights and share the lessons they had learned over the past year. We were truly honoured to have Professor David Olusoga, a renowned historian and broadcaster, join us as a guest speaker at this event. It is worth noting that we are particularly gratified by the participation of these esteemed national figures, who recognised LJMU as the only institution bold enough to embark on such a progressive endeavour.



4 The Inclusivity Board

The Inclusivity Board comprising of representatives from the Executive Leadership Team (ELT) and chaired by Tina Purkis, the Executive Director Human Resources, has been actively engaged in meaningful dialogues and meetings. The primary focus has revolved around discussing positive change by identifying and prioritising initiatives aimed at enhancing D&I for both our valued staff and students throughout the university. In this context, the forthcoming October 2023 meeting has been exclusively dedicated to hosting a strategic discourse on our current recruitment procedures and positions. The primary objective is to enhance LJMU's capacity to attract and recruit a more diverse workforce. To facilitate this important discussion, comprehensive LJMU recruitment data will be made available to the board members. We remain committed to fostering an inclusive environment where diversity thrives, and we appreciate the Inclusivity Board's invaluable contributions towards this shared vision.

5 Report and Support

Report and Support is the new LJMU platform for reporting harassment, hate crimes, discrimination, and sexual misconduct. The platform was officially launched on 18th September 2023 through a collaborative effort involving Student Governance, SAW, JMSU, the D&I team, HR, and other members of the Safeguarding Board. This platform offers a secure and user-friendly online reporting mechanism



where staff, students, and visitors can confidentially report incidents of bullying, violence, harassment, discrimination, or misconduct.

At LJMU, we prioritise the well-being and safety of our community members. As such, we will take all reports made through Report and Support with the utmost seriousness and commitment. Our goal is to ensure that anyone who reports an incident receives the necessary support and resources they need.

6 NameCoach Project

NameCoach project has been implemented university-wide with the aim of promoting the correct pronunciation of individual's names. We extended an invitation to all staff and students to actively participate in this initiative. The project enables individuals to record the pronunciation of their own names, which is then integrated into their email signatures. This inclusive approach acknowledges and respects the diversity of cultures within our community, fostering a supportive and inclusive environment for all staff and students.



namecoach

7 'Getting it Right': My Pronouns and Trans Awareness Week.

This campaign is primarily designed to provide support to our LJMU trans and non-binary community. We organised workshops for both staff and students, and we were honoured to have Christian Owens, a former police officer, as a guest speaker. Mr Owens shared his personal journey and experiences of transitioning while serving in the police force, offering valuable insights. Subsequently, we conducted specialised sessions tailored to various departments within the university, including our Human Resources and Legal departments. These focused sessions aimed to further educate and raise awareness.



8 Celebrating All the Different Voices at LJMU Video

Shown on all LJMU screens during induction week, the video celebrates and highlights the importance of respecting all the voices and accents here at LJMU. The video includes some familiar faces from our LJMU community, as they introduce themselves and where they are from.

As a university with over 28,000 students and 2,600 staff members, our community is made up of individuals from over 100 countries and our diversity is something we celebrate. The video also



highlights the use of NameCoach, encouraging staff and students to add the pronunciation of their own name to the bottom of their emails, as well as click on others' recordings to hear how to pronounce their name.

9 Diversity and Inclusion Funded Projects

In January 2023, the Diversity and Inclusion team launched a university-funded scheme aimed at providing grants to support research initiatives throughout the institution. The call for projects specified that these initiatives should actively address and challenge discrimination and inequalities, enhance the representation of underrepresented groups, raise awareness of diversity and inclusion-related issues, and promote the implementation of best practices across the university.



This opportunity generated significant interest among university staff, resulting in a substantial influx of applications. These applications were diligently assessed by a judging panel which included the Executive Director HR, the Pro-Vice-Chancellor of Student Experience, and the Associate Director of Diversity and Inclusion.

Following a comprehensive review process, the judging panel made the decision to fund eight exceptional projects. All project leads were promptly notified of the outcome in May 2023. Subsequently, these project leads have been providing the Diversity and Inclusion team with regular progress reports.

The successful applications focused on the following areas:

- Black student attainment gap
- Care leavers
- People estranged from their families.
- People from Gypsy, Roma, and Traveller communities
- Neurodiversity
- Northern Irish students
- White, young, working-class, male students
- Projects targeting specific demographics/groups of student/staff/community.
- Decolonising/Inclusive curriculum
- Recruitment and progression of staff from ethnically diverse communities

The successful projects / project leads are as follows:

- (i) **Helen Collins:** Using the Gypsy, Traveller, Roma, Showmen and Boaters' (GTRSB) HE and Schools Pledge to increase Liverpool GTRSB into FE and HE.

The objective of this project extends beyond LJMU's commitment to signing the GTRSB Pledge. It also aims to establish valuable partnerships within Liverpool's local community, including schools, further education colleges, non-governmental organisations (NGOs) and employers. This collaborative effort seeks to create a pathway for recruiting a more diverse cohort of GTRSB students to LJMU. Additionally, it strives to ensure that high-quality, meaningful employment opportunities, emphasising training and development, are accessible to GTRSB graduates within Liverpool's skills ecosystem.

By becoming a GTRSB pledge university in the northwest, LJMU will have a platform to advocate for change on both national and local levels. This includes contributing to the discussions held by the All-Party Parliamentary Group and actively engaging with GTRSB networks, advocacy groups, and activism within the local community.

(ii) **Denise Lee:** Lean in Construction for Girls.

The objective of this project is to enlist between 5 to 10 female staff advocates/mentors, each dedicating 3 to 6 hours per week to mentor and support younger and other female students. In June 2023, an invitation was extended to all female staff members within the School of Civil Engineering and Built Environment to participate in the inaugural 'Lean In circle' project. During this gathering, staff members established trust circles, facilitating the formation of peer-to-peer mentorship and support relationships. The overarching goal of this meeting is to recruit a cohort of 5 to 10 advocates/mentors who will contribute to this valuable initiative.

(iii) **Elena Zaitseva:** Understanding Barriers to Academic Achievement of Male Students from Low HE Participation Areas and Developing Institutional Interventions.

The primary objective of this project is to uncover patterns in the experiences and perspectives of the group, with the ultimate goal of gaining a comprehensive understanding of the factors that hinder the academic achievement of white working-class male students. The aim is also to identify effective academic support approaches and interventions that can effectively address these challenges. The insights derived from this project will serve as the foundation for developing recommendations and interventions at multiple levels within the institution. These levels encompass pre-enrolment and induction activities, personalised guidance from tutors, resources and sessions aimed at enhancing academic achievement, as well as other student-facing services, including mental health and wellbeing support, and assistance with student finance, among others.

(iv) **Paula McNulty:** 'Intern to Work' - A collaborative inclusion project for LJMU to partner with Liverpool City Council (LCC) to provide supported internships to students in the Liverpool City Region (LCR) with Special Educational Needs and Disability (SEND).

The primary objective of this project is to establish five supported internships tailored for young adults with Special Educational Needs and Disabilities (SEND) within LJMU, complemented by the engagement of five LJMU student mentors to provide support for these individuals. In our society, there persists an expectation that marginalised groups should conform to the established norms, hindering their full inclusion. However, LJMU is committed to setting an example of inclusivity for all. In an ideal and socially just society, it is the responsibility of the broader community to adapt to the unique needs of marginalised groups. This adaptation ensures that all voices are not only heard but also celebrated, fostering a diverse and equitable environment. This fundamental principle underpins the core aim of our supported internship program.

(v) **Dominique Walker:** #BlackintheIvory.

The project is dedicated to equipping Black women with the essential tools they need for success in academia. Throughout the year, a series of sessions has been meticulously designed. These monthly sessions have garnered significant interest and participation, with consistent attendance by 10 to 20 Black women representing diverse backgrounds from various faculties, universities, and the local community.

(vi) **Amos Fatokun:** Clues in the Cues - Chronicling and Contextualising Non-Western Socio-Cultural Norms for Improved Student Experience.

The project's objective is to create an online survey designed to capture the essential socio-cultural values and cues of undergraduate and postgraduate Ethnically Diverse students at LJMU and other UK institutions. These cues are particularly important for students who may have a distinct context or understanding of UK (or Western) cultures that could be misinterpreted.

The data collected through this survey will serve as the foundation for developing a comprehensive database or repository that houses these cues and clues. This repository can be continually expanded upon in the future. Its primary purpose is to promote and enhance inclusive learning and teaching practices by fostering a deeper understanding of diverse cultural perspectives and values within the academic community.

(vii) **Sarah Williams:** You Can't Be What You Can't See.

The primary objective of this project is to enhance the social capital of ethnically diverse HR students at LJMU by facilitating connections between them and ethnically diverse HR professionals in the Liverpool City Region. The project seeks to provide ethnically diverse students with valuable insights into the practical aspects of employment and training processes within organisations. To achieve this goal, the project will establish mentoring relationships by pairing students with HR professionals, drawing inspiration from the successful Reciprocal Mentoring Scheme at LJMU. Additionally, the project will organise customised workshops and events, fostering the creation of a supportive community of practice.

To optimise the impact and effectiveness of this initiative, the project start date has been backdated to October 2023, aligning with the beginning of the academic term. This adjustment will ensure that the project gains more momentum and has a broader reach, ultimately maximising its positive impact.

(viii) **Simon Ward:** The Experiences of Disabled Staff within a Higher Education Setting.

The primary objective of this project is to amplify the voices of LJMU staff who identify themselves as disabled or having a disability. This endeavour is aligned with the university's commitment to fulfil its responsibilities under the Public Sector Equality Duty, as outlined in section 149 of the Equality Act 2010. Specifically, the project aims to facilitate consultation with disabled employees, eliminate discrimination, foster greater understanding and empathy between individuals with disabilities and those without, and advance equal opportunities within the university.

Moreover, the project's findings are expected to contribute to LJMU's deeper understanding of areas where it may be necessary to implement "reasonable adjustments." These adjustments are vital to prevent substantial disadvantages for individuals, as mandated by section 20 of the Equality Act 2010.

All project leaders are expected to produce comprehensive evaluation reports for their respective projects. These reports should encompass insights gained, lessons learned, and the ways in which the key findings can be leveraged to further the university's inclusivity agenda.

10 Neurodiversity Umbrella Project

In a collaborative effort, LJMU joined forces with the ADHD Foundation to introduce the Neurodiversity Umbrella Project to our campus in September 2023. This project features an array of vibrantly coloured umbrellas, serving as a visually captivating representation of the diverse range of minds found across the UK. These striking umbrellas are prominently displayed on the upper ground floor of the Student Life Building, serving as a focal point to raise awareness and celebrate the overarching concept of neurodiversity.

Neurodiversity encompasses a wide spectrum, including conditions such as ADHD, autism, dyslexia, dyspraxia, dyscalculia, and Tourette's syndrome. Through this project, LJMU aims to foster understanding and appreciation for the rich tapestry of neurodiversity within our community.



11 Savera Youth UK event

In November 2022, LJMU had the privilege of hosting esteemed guests, including Savera UK Patron and Former Chief Crown Prosecutor for the Northwest, Nazir Afzal OBE, Savera UK CEO Afrah Qassim, and Liverpool John Moores University Lecturer in Law, Dr Hannah Baumeister. Together, they engaged in a vital discussion on the critical role of education in combatting harmful practices such as female genital mutilation and forced marriage.

As part of this initiative, we extended invitations to both students and professionals, encouraging them to embark on a journey down the 'Orange Brick Road.' This symbolic journey aimed to provide valuable insights into the dynamics of harmful practices and offered guidance on how to access support and assistance when needed.



12 Disability History Month (16Nov - 16Dec)

In commemoration of the most recent Disability History Month, both staff and students received invitations to the International Day of Persons with Disabilities Event. This event centred around the exploration of practical changes that could be implemented within higher education, fostering a departure from an ableist model of defining success in teaching, assessment, and the student experience. The primary objective of this event was to heighten awareness regarding alternative enablers for success, emphasising that success takes diverse forms and is not limited to a singular perspective.



13 International Women's Day

More than 300 attendees from various parts of Liverpool gathered for an engaging 'Afternoon with Helen Sharman.' The event offered a unique opportunity to hear the inspiring first-hand account of what it truly meant to become the first British astronaut in space. Organised by LJMU's dedicated D&I team in collaboration with the LJMU Outreach team, this event underscores LJMU's unwavering commitment to dismantling barriers in higher education and empowering the next generation.



In a delightful interaction, local schoolchildren were encouraged to participate in a lively Question and Answer session with the renowned British astronaut.

They posed questions that ranged from what she missed the most while in space (the weather) to the biggest surprise about space (the smell)!

Following her captivating talk, LJMU's Vice-Chancellor, Professor Mark Power, Executive Director HR, Tina Purkis, Faculty PVC Engineering and Technology, Professor Nduka Ekere, Registrar and Chief Operating Officer, Professor Claire Milsom, and Astrophysics Research Institute's Professor Matt Darnley joined Helen on stage. Together, they engaged in a thoughtful discussion touching upon misconceptions in the field of science, the significance of STEM subjects, and Helen's invaluable career advice for the students and pupils in the audience. This event was a testament to LJMU's dedication to fostering curiosity and promoting scientific exploration.

14 Athena Swan (AS)

Athena Swan, under the leadership of Professor Phil Vickerman, plays a pivotal role at LJMU in advancing gender equality. We take great pride in our ongoing commitment to this initiative, exemplified by our Bronze Athena Swan Accreditation, which we have successfully renewed twice in 2014 and 2017. In 2022, we embarked on our latest institutional application, reaffirming our dedication to progress in this vital area. Recognising the substantial strides we have made and aligning with our university's strategic objectives, we have chosen to pursue the Silver Accreditation, utilising the newly revamped framework introduced by Advance HE in 2021.



Our Silver submission provides a comprehensive overview of our institution's gender equality activities. Employing a combination of quantitative and qualitative data analysis, we have developed a data-driven, evidence-based action plan that spans the next five years, meticulously tailored to advance gender equality.

At the heart of our AS application is a collaborative effort, driven by a diverse group of staff members from across the university, collectively known as the Self-Assessment Team (SAT). The SAT comprises representatives from all five faculties and professional services teams, ensuring a holistic and inclusive perspective on our intersectional gender equality needs. Their invaluable contributions encompass the analysis, development, and execution of the entire submission, making them integral to its success.

At the faculty level, we have witnessed notable achievements, with four LJMU departments and one research institute securing bronze awards. Furthermore, two departments are currently in the process of their inaugural applications, while one department is actively working toward elevating its award from Bronze to Silver. An overarching objective in our institution's D&I future action plan is to instil a culture of AS applications across all LJMU areas. The D&I

team stands committed to providing unwavering support and contributions to these applications, fostering a symbiotic relationship where the institutional award reinforces local action plans and empowers teams to set their own goals. This collective effort, combined with the growing awareness and interest in AS within LJMU, will serve to prioritise and ultimately ensure the success of the institutional action plan.

15 Liverpool Pride 2023

Over 130 LJMU students, staff and alumni joined the Liverpool City Region Pride March in July 2023. The event was organised by the central D&I team in collaboration with ADDI for Professional Services. Alongside joining the march, our HR Recruitment team also had a presence at the Liverpool Pride stalls to expand on our outreach efforts of diversifying our staff make-up. This is the 13th year LJMU has joined the Pride March in Liverpool with numbers from the LJMU community growing each year.



16 South Asian Heritage Month and East South-east Asian Heritage Month

The D&I team held 'Cultivating Representation: If you can see it, you can be it', in September 2023 at the Student Life Building, to celebrate South Asian (SA) Heritage Month (18th July to 17th August) and East South-east Asian (ESEA) Heritage Month (whole of September). This event was held to highlight the importance of representation and its role in empowering individuals, especially within the SA and ESEA communities. Over 90 attendees came and listened to the following speakers:



- (i) Viv Yau, co-founder of Besea.n, Founder of Bee Influence and a British-Hakka-Chinese activist and entrepreneur
- (ii) Ky Russell, an artist, creator, and music producer of Black American and Japanese heritage
- (iii) Dr Pooja Saini, LJMU Reader in Suicide and Self-Harm Prevention, Co-chair of the Women Academics Network, and recipient of the National Asian Women of Achievement Award of British Indian heritage.

The speakers all shared their work, their reflections and their own experiences coming from SA and ESEA heritage. Discussions included their thoughts on representation within the media and film industry, creative arts, and music, and finding their place in society.

17 Community Engagement and Consultancy

The D&I team further extended its community engagement work in 2023, taking the Reciprocal Mentoring Programme to the Liverpool City Region Combined Authority and a new NHS Trust in the Northwest.

The D&I team is actively working on creating a new program in collaboration with the Liverpool-based charity Lighthouse. This programme is designed to address and support their concerns regarding racial tensions within both their organisation and the broader local community.

Additionally, the team is in the process of developing an Impact Assessment Training Programme tailored for community organisations based in Liverpool. This initiative aims to equip these organisations with the necessary tools and knowledge to effectively assess and enhance their impact within the community.

18 Staff Training Sessions

Throughout the year, the Diversity and Inclusion team have facilitated a full timetable of training sessions which were made available to all staff across the university. The training sessions available this year included:

- Courageous Conversations
- How to Support Students and Colleagues with ADHD and/or Autism
- The Journey to Becoming Me (Transgender Awareness)
- How to Support Students and Colleagues with Dyslexia, Dysgraphia and Dyspraxia
- How can I Support my Neurodivergent Students and Colleagues?
- From Strengths to Transformations: Career Development Programme
- Religion and Belief: Inclusive Approaches for Staff and Students
- Racial Tension Workshop



Going forward, the D&I team want to focus on increasing the attendance of these training sessions, especially from male members of staff.

19 BAME Terminology

During the last academic year, the D&I team launched a research project, in collaboration with the Black, Asian and Ethnic Minority staff Network and the Black, Asian and Ethnic Minority staff Student Network. The group wanted to investigate LJMU's community thoughts on terminology relating to race and ethnicity, following student and staff feedback who expressed discontent with



the use of the BAME acronym. The group conducted a university-wide survey and, subsequently, focus groups, and found that:

- Many people across the university did not identify with the term BAME.
- Students and staff would like to engage the university community in an educational campaign to promote awareness around language and identity.
- There is no single 'ideal' term and individuals will self-identify with whichever language they are most comfortable with.

During the ongoing consultation, for those requesting an alternative, the terms 'ethnically diverse' or 'ethnic minority' were deemed to be the most appropriate. LJMU now adopts these across its communications and throughout the university community, moving away from the 'BAME' acronym.

5. Planned Activity for 2023/24 Academic Year:

Disability Equality:

- **Neurodiversity Week:** The D&I team is planning to host a conference in December 2023 aimed at raising awareness, educating, and providing support to our neurodiverse community. This event will feature speakers from specialist organisations who will share their expertise and discuss practical support for neurodiverse individuals.
- **Neurodiversity Workshops:** The D&I team is collaborating with the ADHD Foundation to offer workshops on Autism, ADHD, Dyslexia, and Dyspraxia to staff at the university, with a focus on supporting staff and students.
- **Neurodiversity Support for Managers and Staff:** The D&I team is developing a guide to support neurodiverse staff and students, in consultation with colleagues from the Disability Staff Network, the ADHD Foundation, and the National Disability Employers Forum.
- **Training for Managers:** The D&I team will continue to provide training for managers on supporting staff with disabilities and mental health challenges.
- **Calibre Leadership Programme:** Following consultation with the Disability Staff Network, the D&I team plans to reintroduce the Calibre Leadership Programme, particularly for new network members. This programme is designed to develop leadership skills among disabled staff.
- **University Disability Passport:** The D&I team will create a disability passport framework for the university to support staff, students, managers, and wider teams.

LGBTQIA+ Equality:

- **Stonewall Charter Mark Review:** The D&I team is conducting a review of the Stonewall Charter Mark application process and is developing a step-by-step guide for the application. The goal is to apply for the Stonewall Charter Mark in collaboration with LGBTQI+ staff and student networks.

- **Navajo Award:** The D&I team is working towards an application for the Navajo award, a local northwest charter mark focused on LGBTQIA+ equality.
- **LGBTQIA+ Celebrations:** The D&I team will continue to support and celebrate LGBTQIA+ events such as LGBTQIA+ History Month, Pride, and Trans Day of Remembrance.
- **Stonewall Leadership Development Programme:** The D&I team is partnering with the LGBT Staff Network to support colleagues in joining the Stonewall Leadership Development Programme.

Gender Equality:

- **Athena Swan Institutional Award (Silver):** After submitting the application in November 2023, the working group and the D&I team will work on achieving the action plan's requirements.
- **Athena Swan Departmental Awards:** Following the institutional submission, the D&I team will support various areas, including ADDIs and local working groups, in achieving departmental awards.
- **International Women's Day (IWD):** The D&I team will collaborate with ADDIs and women's networks to raise the profile of IWD and ensure activities and events occur across the institution.
- **The Aurora Programme:** The team will continue to work with LDF to review and to support applications for the Aurora Programme to assist the development of female staff.

Race Equality:

- **Advance HE Race Equality Charter:** The REC Working Group will continue to work on the Action Plan, collaborating with ADDIs, the Decolonising the Curriculum Working Group, the Outreach team, and other relevant university departments.
- **Graduate Tutor Trainee Programme and the Entry Level Positive Action Programme:** Given the success of these programmes, the plan is to recruit participants for both programmes.
- **Race Hub (Liverpool City Region partnership):** LJMU is now an executive partner of the Race Hub and will continue to work to progress race equality in Liverpool.
- **Leaders' Reciprocal Mentoring Scheme:** The D&I team is collaborating with Corporate Communications to raise the profile of the scheme and share the outcomes of conversations between internal and external leaders.
- **Reciprocal Mentoring - Next Round:** The D&I team is planning the next round of the reciprocal mentoring programme, pairing disabled and LGBTQ+ staff and students with members of the directorate.

Religion and Belief:

- **Building our Jewish Community at LJMU:** Plans include regular meetings with the university Chaplain/Rabbi, the JSoc President, and JMSU to build the Jewish community.
- **Support for our Muslim Students and Staff:** Initiatives to raise awareness of Ramadan, Eid, and build allyship with the Muslim community are planned.
- **Key Dates:** The D&I team will observe and celebrate key dates in the D&I calendar for various religious beliefs.

Staff Networks:

- The D&I team will continue to work with and support the activities of each staff network, assisting with the recruitment of new network officials and ensuring they advise and support the University's Diversity and Inclusion agenda.

Staff Progression:

- A Conferment Pathway Event is being organised in collaboration with the PVC for Research and Knowledge Exchange to discuss progression routes to Readership and Professorship for academic staff.

Diversity and Inclusion Awards:

- The D&I team is exploring the potential introduction of university-wide D&I Awards to enhance the profile of equity, diversity, and inclusion activities across the university.

Workshops/Seminars/Conferences:

- The D&I team will continue organising events such as seminars, workshops, conferences, and awareness-raising activities.
- Producing D&I articles, resources, and publicity materials.
- Observing key dates in the D&I calendar in collaboration with various stakeholders.

Review of the University Priorities and Action Plan:

- In this regard, the D&I team will conduct an extensive consultation exercise involving staff and students to review the University's Diversity and Inclusion priorities, which were initially set in 2020 and are scheduled for review in 2024. The LJMU People Plan D&I Breakthrough objectives will be aligned with the updated priorities.

(Please see Appendix 1: DI Breakthrough Objectives and A3 Plan)

Appendix 1: D&I Breakthrough Objectives and A3 Plan

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<p>OPPORTUNITY / PROBLEM STATEMENT</p> <ul style="list-style-type: none"> Create a place where LJMU is seen as a wonderful place to work and study - Some Staff / Students who identify with particular protected characteristics still don't have a sense of belonging or that they matter Support the achievement of AS & REC charters (linked with the recruitment and progress on women, ethnically diverse staff and students) - For some faculties, no female representation or ethnically diverse staff on FMT Raise the profile of EDI via a robust communications plan - The level and type of message to communicate and the audience we are trying to reach (students, staff, senior managers, etc) Engage with people of protected characteristics in-house and in the community for the benefit of the University, for example, more collaborative work with racially diverse communities - Lack of flexibility to respond to the need of the community in a proactive way Not all voices are heard in community engagement Skilling up managers on how to recruit diverse candidates - Managers not skilled in diversity recruitment Work with key University leaders to develop the Positive Action Scheme by creating Positive Action Opportunities - The University does not represent the diverse community of Liverpool Expand the reciprocal mentoring programme to include LGBT and Disabled staff and students - Programme turning into a traditional mentoring or reverse mentoring scheme Develop the schools work experience programme - Work experience takes place in the University based on who you know (family knows so-and-so); work experience not on a level playing field Culture change workshops - Unwillingness to make time to attend workshops - huge variation in individual awareness, knowledge, and skills (support - resistance to initiatives) To continue to monitor and carry out qualitative and quantitative equality data analysis as a catalyst for action. Also, to benchmark LJMU equality monitoring data for staff and students by protected characteristics with other peer Universities for positive action - Data quality issues. 	<p>ANALYSIS</p> <ul style="list-style-type: none"> Overall, 53% (1374) of LJMU's employees are female, however there continues to be a higher proportion of females at grade 6 and below with a lower level of female representation at higher grades The number of employees from ethnically diverse background currently represent 10.6% of LJMU's workforce. Only one black Professor at LJMU and one in Senior Management role. 11 Black Staff in grade 9 and 10 There is a slightly higher representation of staff members with disabilities at grades 6 and below at grade 9 and 10 (need to increase disclosure rate) 4.6% (120) of employees have a declared sexual orientation within the LGBTQIA+ categories. <p>TARGET STATEMENT</p> <ul style="list-style-type: none"> 15% Ethnically Diverse Staff at LJMU by 2024 At least 2 Black Professor in LJMU by 2027 Reduced number of staff withholding information (unknown) Currently 9.7% (249) of LJMU's employees have declared a disability. These percentage has not changed significantly over the last five years. Increase 10 more Female Professors at LJMU by 2024 – An increase of 3 a year. 5 Female Readers to be conferred annually (increased number and % of women applying for Readership) To achieve the Athena Swan Silver (to apply in September 2022) 20 ethnic minority staff to undertake sponsorship and mentorship programme for career progression 50 ECR women to undertake career progression mentoring programme <p>Reduce the duration of absence due to mental Health by 15% (The duration is currently 30%)</p>																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
<p>PROPOSED ACTIONS</p> <ul style="list-style-type: none"> Apply for Athena Swan University Silver award and other departmental awards as a catalyst for gender equality (progression to Readership, Professorship, and other Senior roles) Implement the REC charters actions as a catalyst for drive the recruitment, retention and progress of ethnically diverse staff Sponsorship programme for ethnically diverse communities Formal reporting mechanisms for harassment and microaggression, etc Local EDI training /workshops facilitation of EDI Discussion in schools and professional services areas and share best practice Review EDI priority plan in 2023 to achieve statutory compliance with EHRC Design and implement an EDI communication strategy that provides multiple opportunities for message delivery (Staff Meetings, Programme Team Meetings, Faculty Forum, PDPR, Student/ staff Induction) Engage with people of protected characteristics in-house and in the community for the benefit of the University, for example, more collaborative work with racially diverse communities. Skilling up managers on how to recruit diverse candidates. Work in partnership with Associate Dean EDI to deliver EDI plans in faculties and schools Work with key University leaders to develop the Positive Action Scheme by creating Positive Action Opportunities and offer Grants to sponsor EDI projects aimed at achieving culture change Expand the reciprocal mentoring programme to include LGBT and Disabled staff and students. Organize mentoring, Sponsorship and progression opportunities for staff from underrepresented groups Develop the schools work experience programme in partnership with the Associate Dean for Professional Services Take Culture change workshops into schools, departments and faculties as part of away days To continue to monitor and carry out qualitative and quantitative equality data analysis as a catalyst for action. Also, to benchmark LJMU equality monitoring data for staff and students by protected characteristics with other peer Universities for positive action 	<p>IMPLEMENTATION PLAN</p> <table border="1"> <thead> <tr> <th rowspan="2">Project/Work Area</th> <th rowspan="2">Start</th> <th rowspan="2">Finish</th> <th rowspan="2">Timescale</th> <th colspan="12">2023-2029</th> </tr> <tr> <th>2023</th> <th colspan="3">2024</th> <th colspan="3">2025</th> <th colspan="3">2026</th> <th colspan="3">2027</th> <th colspan="3">2028</th> <th colspan="3">2029</th> </tr> <tr> <th></th> <th></th> <th></th> <th></th> <th>Q4</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>EDI Team Plan 2023-2030</td> <td>01/11/22</td> <td>24/12/29</td> <td></td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Athena Swan Institution 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<p>CHECK AND ACT (Verification & Follow-up)</p> <p>Measure engagement and success through anonymous surveys, staff network events, and focus groups at regular times of the year.</p> <ul style="list-style-type: none"> Track progress of the EDI agenda of the university through regular touchpoints at Inclusivity Board, including updating IB's action register and receiving minutes from relevant working groups. Review progress of projects hosted by ADEDIs and ensure maximum engagement at FMT level. Ensure clarity and consistency in messaging related to equality and reviewing language with students and staff from protected groups to check our community feels represented, listened to and supported. Monitor guidance and best practice in the sector to maintain a high level of project delivery which benefits staff from various groups and has a positive impact on the student experience. Adopt a targeted approach to training delivery to ensure staff are skilled up in various areas of EDI and promote positive action. Work alongside HR to monitor staff progression and ensure diverse candidates' lists. Review equality data on a yearly basis to monitor gaps in staff and student experience and introduce / carry on with targeted approaches accordingly. 																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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Appendix 1: D&I Breakthrough Objectives and A3 Plan (Alternate Format)

Date: 08/12/22

Reporting Unit: Dept - Moni Akinsanya

PROPOSED TEAM CHARTER

OPPORTUNITY / PROBLEM STATEMENT

- Create a place where LJMU is seen as a wonderful place to work and study - Some Staff / Students who identify with particular protected characteristics still don't have a sense of belonging or that they matter.
- Support the achievement of AS & REC charters (linked with the recruitment and progress on women, ethnically diverse staff and students) - For some faculties, no female representation or ethnically diverse staff on FMT.
- Raise the profile of EDI via a robust communications plan - The level and type of message to communicate and the audience we are trying to reach (students, staff, senior managers, etc)
- Engage with people of protected characteristics in-house and in the community for the benefit of the University, for example, more collaborative work with racially diverse communities - Lack of flexibility to respond to the need of the community in a proactive way.
- Not all voices are heard in community engagement.
- Skilling up managers on how to recruit diverse candidates - Managers not skilled in diversity recruitment.
- Work with key University leaders to develop the Positive Action Scheme by creating Positive Action Opportunities - The University does not represent the diverse community of Liverpool.
- Expand the reciprocal mentoring programme to include LGBT and Disabled staff and students - Programme turning into a traditional mentoring or reverse mentoring scheme.
- Develop the schools work experience programme - Work experience takes place in the University based on who you know (family knows so-and-so); work experience not on a level playing field.
- Culture change workshops - Unwillingness to make time to attend workshops - huge variation in individual awareness, knowledge, and skills (support - resistance to initiatives)
- To continue to monitor and carry out qualitative and quantitative equality data analysis as a catalyst for action. Also, to benchmark LJMU equality monitoring data for staff and students by protected characteristics with other peer Universities for positive action - Data quality issues.

PROPOSED ACTIONS

- Apply for Athena Swan University Silver award and other departmental awards as a catalyst for gender equality (progression to Readership, Professorship, and other Senior roles)
- Implement the REC charters actions as a catalyst for drive the recruitment, retention, and progress of ethnically diverse staff.
- Sponsorship programme for ethnically diverse communities
- Formal reporting mechanisms for harassment and microaggression, etc
- Local EDI training /workshops facilitation of EDI Discussion in schools and professional services areas and share best practice.
- Review EDI priority plan in 2023 to achieve statutory compliance with EHRC.
- Design and implement an EDI communication strategy that provides multiple opportunities for message delivery (Staff Meetings, Programme Team Meetings, Faculty Forum, PDPR, Student/ staff Induction)
- Engage with people of protected characteristics in-house and in the community for the benefit of the University, for example, more collaborative work with racially diverse communities.
- Skilling up managers on how to recruit diverse candidates.
- Work in partnership with Associate Dean EDI to deliver EDI plans in faculties and schools.
- Work with key University leaders to develop the Positive Action Scheme by creating Positive Action Opportunities and offer Grants to sponsor EDI projects aimed at achieving culture change.
- Expand the reciprocal mentoring programme to include LGBT and Disabled staff and students.
- Organise mentoring, Sponsorship and progression opportunities for staff from underrepresented groups.
- Develop the schools work experience programme in partnership with the Associate Dean for Professional Services
- Take Culture change workshops into schools, departments, and faculties as part of away days.
- To continue to monitor and carry out qualitative and quantitative equality data analysis as a catalyst for action. Also, to benchmark LJMU equality monitoring data for staff and students by protected characteristics with other peer Universities for positive action.

CHECK AND ACT (Verification & Follow-up)

Measure engagement and success through anonymous surveys, staff network events, and focus groups at regular times of the year.

- Track progress of the EDI agenda of the university through regular touchpoints at Inclusivity Board, including updating IB's action register and receiving minutes from relevant working groups.

- Review progress of projects hosted by ADEDIs and ensure maximum engagement at FMT level.
- Ensure clarity and consistency in messaging related to equality and reviewing language with students and staff from protected groups to check our community feels represented, listened to and supported.
- Monitor guidance and best practice in the sector to maintain a high level of project delivery which benefits staff from various groups and has a positive impact on the student experience.
- Adopt a targeted approach to training delivery to ensure staff are skilled up in various areas of EDI and promote positive action.
- Work alongside HR to monitor staff progression and ensure diverse candidates' lists.
- Review equality data on a yearly basis to monitor gaps in staff and student experience and introduce / carry on with targeted approaches accordingly.

THEME: An Inclusive University

ANALYSIS

- Overall, 53% (1374) of LJMU's employees are female, however there continues to be a higher proportion of females at grade 6 and below with a lower level of female representation at higher grades.
- The number of employees from ethnically diverse background currently represent 10.6% of LJMU's workforce. Only one black Professor at LJMU and one in Senior Management role.
- 11 Black Staff in grade 9 and 10
- There is a slightly higher representation of staff members with disabilities at grades 6 and below at grade 9 and 10 (need to increase disclosure rate)
- 4.6% (120) of employees have a declared sexual orientation within the LGBTIQ+ categories.

TARGET STATEMENT

- 15% Ethnically Diverse Staff at LJMU by 2024
- At least 2 Black Professor in LJMU by 2027
- Reduced number of staff withholding information (unknown) Currently 9.7% (249) of LJMU's employees have declared a disability. These percentage has not changed significantly over the last five years.
- Increase 10 more Female Professors at LJMU by 2024 – An increase of 3 a year.
- 5 Female Readers to be conferred annually (increased number and % of women applying for Readership)
- To achieve the Athena Swan Silver (to apply in September 2022)
- 20 ethnic minority staff to undertake sponsorship and mentorship programme for career progression.

