



UNIVERSITY OF
LIVERPOOL

The University of Liverpool

Race Equality Charter Application 2023

[**Redacted version**]

Level of award application: Bronze

Main contacts for the application:

- **Professor Fiona Beveridge**, Executive Pro-Vice-Chancellor (Faculty of Humanities and Social Sciences), REC SAT Chair
- **Karishma Asher**, Race Equality Officer

Contact information: equality@liverpool.ac.uk

Word counts

Application Word Count <i>In addition to the 14,000 words as standard, an additional 750* words have been used throughout the application to account for Covid-19 and BLM, outlining their impact on our institutional submission process. (*as per Panel guidance)</i>	
Section	Overall count
1. Letter(s) of Endorsement	2157
2. The Self-Assessment Process	1622
3. Institution and Local Context	532
4. Staff Profile	3209
5. Academic staff: Recruitment, Progression, and Development	2694
6. Professional Services staff: Recruitment, Progression, and Development	577
7. Student Pipeline	2444
8. Teaching and Learning	1070
9. Beacon Department: Libraries, Museums, and Galleries	274
Throughout: data limitation summaries	150
Permitted total (including Covid-19 allowance)	14,750
Total	14,579
Total including data limitation summaries	14,687

Note on redacted version

Please note: The following version of the University of Liverpool's Race Equality Charter (REC) submission has been redacted, to protect anonymity.

Types of redaction include;

- Data: Headcount/actual numbers <10
- REC SAT member information (protected characteristics)
- Named persons within quotes (unless permission granted to display details)
- Named persons within social media / news article / blog post examples (unless permission granted to display details)
- Named persons within the action plan (professional / job titles remain)
- Letters from UoL Senior Leaders and representatives remain unredacted

Redactions are illustrated by the use of light grey boxes.

Table 1: Summary of acronyms

AP	Action plan
APP	Access & Participation Plan
APPo	Academic Planning Portfolio
APVC	Associate Pro-Vice-Chancellor for Research Environment and Post-graduate Research
RE&PR	
AR	Annual Review (Promotions)
AS	Athena Swan
BAME	Black, Asian, and Minority Ethnic
BAME+	<i>All ethnic groups excluding “White British”- used in pay gap reporting</i>
CAT	Central Admissions Team
CEA	Clinical Excellence Award
CPS	Central Professional Services
CSIS	Centre for the Study of International Slavery and Unfree Labour
D&E	Diversity and Equality (Team: Human Resources)
DC	Deputy Chair
DL	Diversifying Leadership
EDI	Equality, Diversity, and Inclusion
EHRC	Equality & Human Rights Commission
ELC	English Language Centre
EQIA	Equality Impact Assessment
EOAP	Equality Objectives Action Plan
EPA	Exceptional Performance Award
EPVC(s)	Executive Pro-Vice Chancellor(s)
FRCS	Facilities, Residential, and Commercial Services
FTE	Full Time Equivalent
GEO	Gender Equality Officer
HEI	Higher Education Institution
HEP	Higher Education Provider
HESA	Higher Education Statistics Agency
HLS	Health & Life Sciences Faculty
HoD(s)	Head(s) of Department
HR	Human Resources
HRBP	Human Resources Business Partner
HSS	Humanities & Social Sciences Faculty
ISMIB	Institute of Systems, Molecular & Integrative Biology (within HLS)
L&M	Leadership and Management
LJMU	Liverpool John Moores University
OD	Organisational Development (Team: Human Resources)

OfS	Office for Students
ONS	Office for National Statistics
OTF	Obligatory Training Framework
PC	Protected Characteristic
PoC	People of Colour <i>All ethnic groups excluding those under the “Wh category- used in pay gap reporting, aligned w “RM”</i>
PDR	Professional Development Review
PGR	Postgraduate Research Student
PGT	Postgraduate Taught Student
PS	Professional Services
PVC-R&I	Pro-Vice-Chancellor for Research and Impact
QAA	Quality Assurance Agency (in Higher Education)
REC	Race Equality Charter
REF	Research Excellence Framework
REO	Race Equality Officer
RG	Russell Group
RISC	Research and Impact Strategy Committee
RISE	Project RISE (Research in a Sustainable and Inclusive Environment)
RM	Racially Minoritised
RSA	Research Staff Association
SAPI6	2016 Athena Swan Action Alan
SAT	Self-Assessment Team
SG	Steering Group
SGC	Sub-Group Chair (REC SAT)
S&E	Science & Engineering Faculty
S&SR	Size and Shape Review
SRO	Student Representative Officer
STEM	Science, Technology, Engineering & Mathematics
UCAS	Universities and Colleges Admissions Services
UG	Undergraduate Student
UK	United Kingdom
UoA	Unit of Assessment
VC	Vice-Chancellor
WAM	Workload Allocation Model
XJTLU	Xi’an Jiaotong-Liverpool University

Terminology note

“Racially minoritised (RM)” is used in line with the REC framework. Terminology varies at local levels, which will be contextually reflected in specific sections with “People of Colour/PoC”, “ethnic minority”, and “BAME/BAME+”.

We will compile a “**Communicating about Ethnicity**” language guide [AP4.3(d)], to achieve consensus, equip staff and students, and build consistency.

Section 1: Letter of Endorsement



1.a) Vice-Chancellor's letter

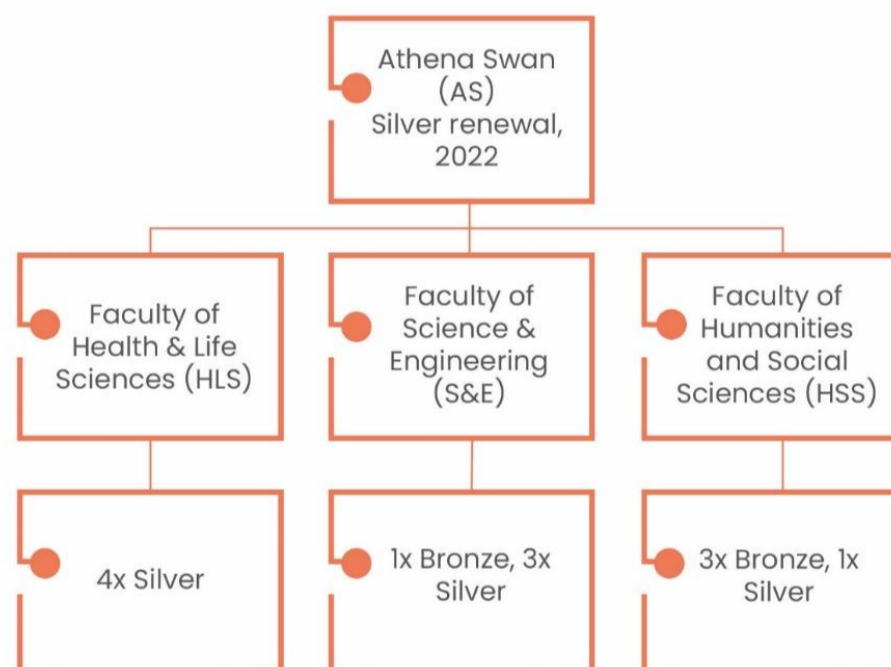
Professor Tim Jones
Vice-Chancellor
Vice-Chancellor's Office
The Foundation Building Liverpool L69 7ZX

14 November 2023

Dear Ms. Mwangi

As the Vice-Chancellor of the University of Liverpool, I wholeheartedly endorse the University's application for a Bronze Race Equality Charter Award. I am personally committed to ensuring the institution actively tackles racial inequalities and makes our community a more equal, diverse and inclusive place to be.

Upon arriving at the University in January this year, I was pleased to see an extensive EDI portfolio established under my predecessor, Professor Dame Janet Beer. Our gender equality portfolio in particular offers strong foundations upon which we can build an intersectional approach to race equality, with each academic school and institute holding an Athena Swan award complementing the institution's 2022 Silver renewal.



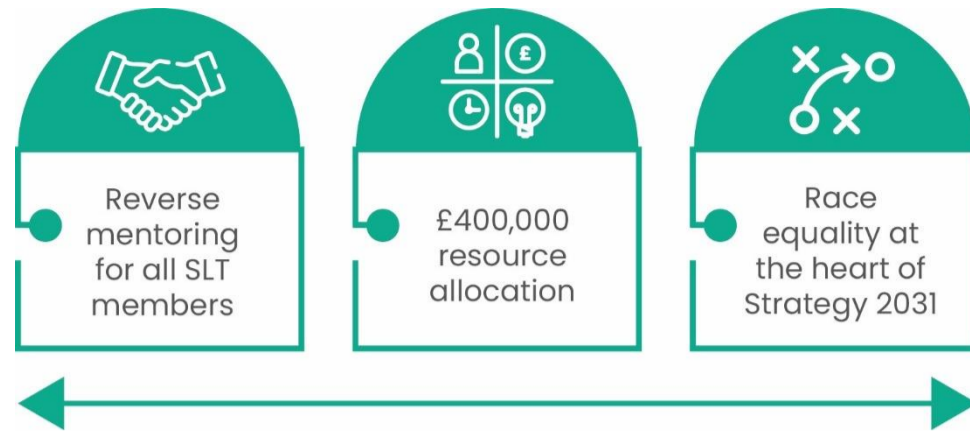
In addition, a robust EDI governance framework was established in 2020/21. We now need a concentrated focus on achieving parity in interventions for our Black, Asian, and Minority Ethnic staff and students. Our self-assessment process has revealed the extent to which racial inequalities impact our community; at all stages of the staff and student journey.

Ethnic diversity in senior posts at the University must also improve. The Panel will see our data on Grade 10 PS posts fails to reflect any ethnic diversity. I am pleased to have secured the appointment of an RM colleague to SLT in July 2023, shortly after our May 2023 "snapshot"; however, I am aware this is only a starting point.

To this end, I have personally committed to enhancing my own understanding of racialised experiences at the University by participating in reverse mentoring [APSLT-1]. This commitment has further been shared by all members of SLT. Similarly, the Chair of our University Council and the governance team are committed to ensuring diversity is a high priority for the governing body and its sub-committees in future appointments and nominations [APs Council1-3]. Both Council and Senate will have a key role to play.

To support the delivery of our action plan, I am further pleased to invest £400,000 over the coming 5 years. This refers to specific new dedicated resource: the race equality mainstreaming approach adopted in the Action Plan means that resource throughout the organisation will be brought to bear on this challenge to deliver our agreed goals and targets. Our Provost will further ensure appropriate annual resource allocations to tackle inequalities at local levels.

From my experience across my career in Higher Education, I understand the necessity for a robust approach to racial harassment and bullying, and for wider work to ensure the culture of the university is welcoming, inclusive, and nurturing for all. At the heart of our newly-launched Strategy 2031 is a strong focus on the development of people with diversity at its heart, and a set of values which include a commitment to Inclusivity in all its forms: *Shaped by Diversity, powered by difference.*



I want to reiterate my personal endorsement once again of the REC action plan. I am struck by the candid and powerful picture of racial inequalities that has emerged through our self-assessment process; I, and my Senior Leadership Team, are confident that the resultant action plan is deservedly ambitious; challenging ourselves as an institution to deliver the culture change we are capable of. However, I am not complacent; we must continue to push ahead at pace to attain the racial equality our community deserves.

Yours sincerely

Professor Tim Jones

Vice-Chancellor

1.b) Provost

Professor Richard Black
Provost and Deputy Vice-
Chancellor
Vice-Chancellor's Office
The Foundation Building
Liverpool
L69 7ZX

1 November 2023

Anne Mwangi
Advance HE,
First floor, Napier House,
24 High Holburn,
London
WC1V

Dear Ms Mwangi

Race Equality Charter

As Provost and Deputy Vice-Chancellor, I offer my full support for this application and the implementation of the action plan. From my involvement in a REC submission at my previous institution, I understand this application represents a huge amount of work, and I am grateful to everyone who has been involved.

Having joined the University in recent months, I look forward to supporting the delivery of our race equality objectives through key areas.

Strategic planning and enhancing data

Our self-assessment process has identified both a number of concerns in relation to data, and opportunities to enhance the embedding of race equality considerations into strategic planning. Of particular note is ethnicity non-disclosure. I am struck by the growing gaps in our staff and student ethnicity data, and wholeheartedly support the REC SAT's prioritisation of enhancing data collection measures while seeking to improve the trust our RM community place in the institution.

Within strategic planning, I will seek to ensure our systems are used appropriately in decision-making, improving our ability to disaggregate all our data by ethnic group, to ensure nuanced issues are not masked through a broad "BAME" aggregation, and to interrogate and identify intersectional disadvantage.

Resourcing

Our action plan seeks to embed race equality into the heart of business-as-usual processes. It is clear, however, that doing so in a sustainable fashion requires dedicated resources. I was pleased to personally champion the REC at my previous institution, as a faculty EPVC. The considerable success in our interventions demonstrated both the potential impact of local activity under an institutional aim, and the importance of appropriately resourcing accountable areas.

Through the annual resourcing and budgeting process, I will ensure our academic faculties and CPS are supported in addressing their priority race equality objectives through appropriate resource allocation.

Academic performance

I am confident in our action plan's potential to deliver concrete improvements in important areas such as recruiting a higher proportion of staff from racially minoritised groups, increased recruitment, progression and positive degree outcomes for students from these groups, and an enhancement of the overall research and education culture within the institution, from which everyone will benefit. As we formulate plans to enact Strategy 2031 I will ensure that these goals remain at the forefront of our planning and development, and that the equality work undertaken by colleagues across the organisation to improve the University's performance against our EDI objectives is appropriately recognised and rewarded.

Yours sincerely



Professor Richard Black

Provost & Deputy Vice-Chancellor

1.c) Senior Leads

Dear Ms. Mwangi,

As leaders within the organisation with key responsibilities to EDI in our respective faculties and teams, we wholeheartedly endorse this self-assessment document and AP and are committed to driving forward the actions.

We recognise the significant challenge we face to ensure that our University is a safe and welcoming place for both staff and students, that it reflects the diversity of our local communities, and that it delivers education, training and research impact which reflect the aspirations and needs of all parts of the wider community. In developing this action plan, we have taken care to ensure that it reinforces and builds on actions previously established in our 2022 institutional Athena Swan renewal application. The REC SAT and Athena Swan SG have worked closely together on embedding intersectional principles, and are committed to continuing to do so in the future.

Across the 3 academic faculties, the 2022 REC survey further increased our growing awareness of the challenges that we face in relation to race equality; particularly around the diversity of the University and its impact on sense of belonging. The outcomes further emphasised barriers to reporting racial discrimination, and we are keenly aware that the scale of racially-motivated incidents in reality is likely to outnumber the reports received. We recognise academic staff pipeline issues which need to be addressed through the ringfencing of resources and implementation of positive action [AP 12.2]. For both professional and academic staff, we recognise cultural issues, in addition to those of representation, are of fundamental importance to our attractiveness as a place to work, and sense of belonging for staff from RM backgrounds.

For students, seeing themselves represented amongst staff is also an issue- particularly in student-facing and Student Support services [AP32]. We recognise that lack of diversity as undermining our effectiveness in these areas.

Departments have initiated local activity in recent years, in response to these challenges:

- HSS: A faculty-wide education improvement project was launched in the 22/23 academic year and is ongoing. This work seeks to understand and tackle awarding gaps between different ethnic student cohorts, as recent APP outcomes have sharpened the focus on interventions needed to improve experiences and outcomes for Black students. Additionally, a Community and Belonging project is launching in the 23/24 academic year, with a focus on the curriculum; this will be run in collaboration with the Guild of Students.
- HLS: Colleagues from the School of Life Sciences ran a 2-day Black Science Bootcamp over the past 2 summers with the theme of *it's hard to be what you can't see*. 55 Black year 10 pupils from local Liverpool schools attended, and will continue to receive ongoing help with University applications as part of long-term measures to organically improve ethnic diversity in the School's student body.
- S&E: A compulsory race equality workshop was delivered to staff in the School of Physical Sciences, and EDI activity with a focus on race equality was embedded into the Key Skills module in Chemistry. The School of Engineering has assigned 2.5 credits to EDI content within a 30-credit module, in collaboration with CIE.
- CPS: The External Relations and Marketing Teams have proactively sought to embed ethnic diversity into marketing materials, news items and events, to ensure they reflect the diversity of our potential audiences and broader communities. The Governance team has taken a lead in revising the way we raise awareness of opportunities to join key University Committees with a view to diversifying membership; and the HR team has doubled the resource dedicated to EDI matters and worked hard to improve the HR data available.

Our next steps must include ensuring initiatives such as the above are learned from and shared at the highest levels to mainstream best practice [AP26.4]. Crucially, we must also continue to encourage, nurture, and facilitate engagement with race equality through new projects and initiatives.

Finally, we are aware that in addition to unique challenges and contexts, each Faculty and Directorate is at a different stage in their race equality journey, albeit there are common themes and common actions we can take. Consequently, AP4.2 tasks our faculties and CPS EDI Committees to respond with their own race-specific action plans tailored to local challenges and priorities identified through the analysis of available data including the contents of this application, and the REC survey. CPS will focus on the persistent low representation of minority ethnic staff in our PS workforce and to address the need for culture change, including in several areas where digital inclusion of staff is very low. Here, we are very keen to ensure that we work with other organisations around the city to understand what has been successful, as well as learning from other HEIs.

Moreover, we will ensure an ethnicity lens is robustly embedded in existing workstreams and that our respective EDI Committees make an effective contribution to this task.

Sincerely,

EPVCs: Professors Fiona Beveridge, Humanities and Social Sciences, Louise Kenny, Health and Life Sciences, and Wiebe van der Hoek, Science and Engineering. Dr. Carol Costello, Director of People and Services and Chair, CPS EDI Committee.

The image shows three handwritten signatures in blue ink. From left to right: 'Fiona Beveridge', 'Louise Kenny', and 'Carol Costello'. The signatures are fluid and cursive.

1.d) Liverpool Guild of Students (Guild) SROs

Dear Ms Mwangi,

On behalf of the Liverpool Guild of Students and our members, we are writing to endorse the University's application and provide further detail on activity conducted by the Guild to support race equality.

Over the past two years the Guild has been involved in the REC SAT group and student sub-group as well as maintaining a close engagement with the University's governance structures including the EDI committee. It has been a valuable experience to work with the University in identifying race equality issues within the institution and how to proactively tackle these. We are pleased that the University have formally recognised the lack of diversity across the staff and student body and are now actively prioritising this area. We believe this is crucial to bettering the overall student and staff experience. Additionally, this will develop a sense of belonging and foster a stronger sense of community within the University. Last year we conducted a Cost-of-Living survey which overwhelmingly demonstrated the impact financial barriers have on RM students. Therefore, we want to highlight the importance of the University actioning the development of their bursaries and scholarships reserved for RM UG and PG students; as specified in the action plan. We are eager to see this implemented as we believe this will help towards reducing the awarding gap and encourage more RM students to continue their further education.

We recognise that this is an ongoing area of work for the foreseeable future and will require consistency and dedication from the University. However, we are pleased that the University have shown their commitment through applying for the Race Equality Charter. We are committed to achieving long-term culture change, both within the Guild and on behalf of our members within the University. As such we have not only been present within university meetings and active in the action planning, but we have also embedded various activities across our organisation to reflect our commitment to race equality. This includes:

<p>● Bystander Intervention Training</p>	<p>Delivered to society committee members, student staff, career staff the School of Medicine as of 2023.</p>
<p>● Liberation Networks</p>	<p>Safe spaces for students from specific marginalised groups to come together to socialise, network and to also pitch and plan campaign ideas or air grievances.</p>
<p>● Focus Groups with RM Students</p>	<p>To gather direct feedback about the Guild; including our events programme, building and spaces, democracy and representation and inclusivity. We aim to utilise the feedback to improve student experience, and expand future focus groups to include an emphasis on students of faith.</p>
<p>● Terminology Consultation</p>	<p>We held a student consultation regarding the re-naming of our 'BAME' student network. The result was opting to rename the network to 'REACH' (Race, Ethnicity and Cultural Heritage).</p>
<p>● "More Than A Month"</p>	<p>Our More Than A Month campaign addresses the disparities in the history we are taught, acting as a reminder that we must all continue to expand our knowledge beyond history month celebrations and engage with marginalised voices all year round.' We organise social, creative, and educational events, throughout the year to celebrate different communities and parts of history.</p>

Moving forward, we will continue to work on amplifying our members voices and working towards creating a fairer, more inclusive and just campus and university experience. We offer our full support to the REC SAT in their submission and look forward to continuing our joint work in tackling racial inequalities to achieve tangible, sustainable change which allows all of our members to thrive.

Sincerely,

Vasiliki Samuels (President)

Lina Dubbins (Deputy President)

Total section 1 count: 2157

Section 2: The Self-Assessment Process

Section 2a: Description of the self-assessment team

The description of the SAT should include:

- team members
- their role within the institution and the SAT
- faculty/ department
- grade and ethnicity

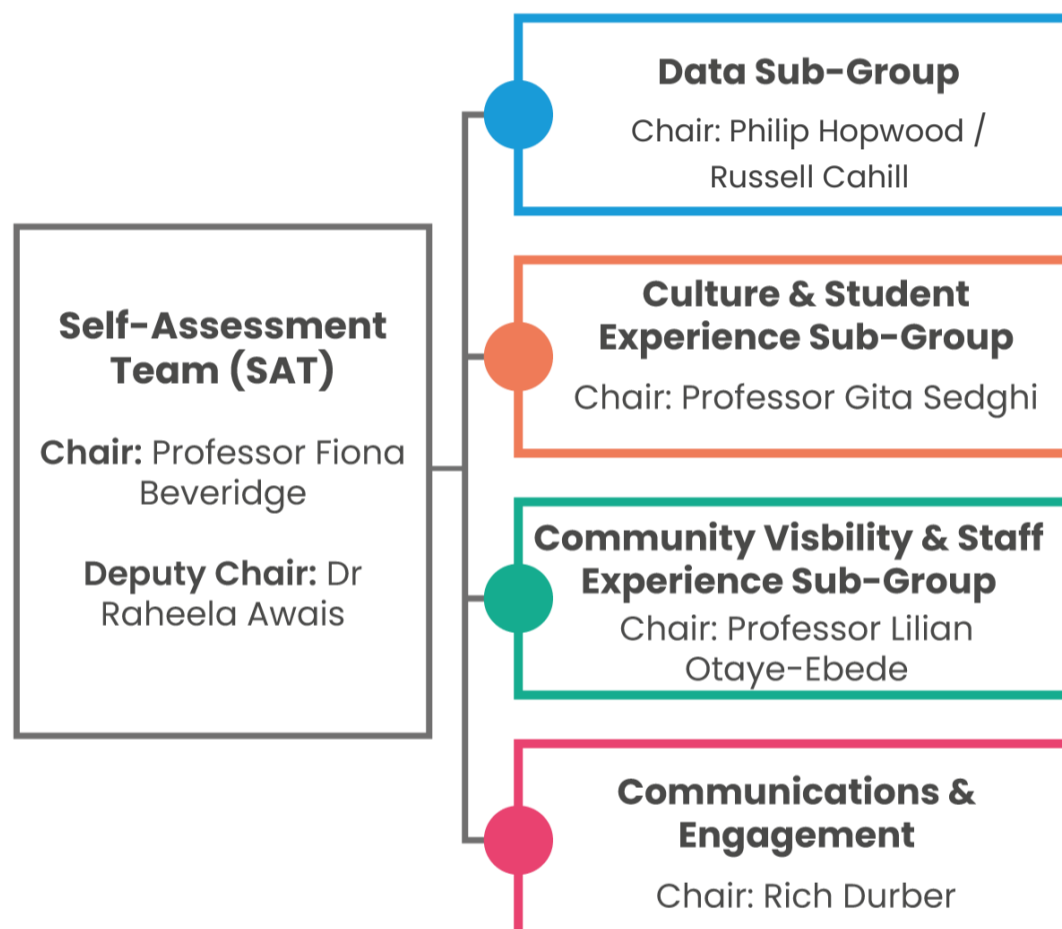
If individual members do not wish for this information to be disclosed then please provide a summary of the ethnic composition of the SAT.

- how people were nominated or volunteered for the role and how any time involved in being a member of the team is included in any workload allocation or equivalent;
- how each faculty and relevant central departments are involved and included.

2.a Description of the Self-Assessment Team

The REC Board is comprised of four sub-groups and the SAT.

Figure 2a-2: REC Board



Membership and representation

The SAT developed in February 2021, from a working group formed in 2019 following the release of the EHRC's *Universities Challenged* report. The working group published an action plan in October 2020, which included a commitment to apply for a REC Award.

In March 2021, the SAT invited expressions of interest in joining the REC Board via staff news stories supported by promotion at local levels.

Staff capacity increased in July 2021 through the creation of two full-time posts; Head of Diversity & Equality and Race Equality Officer.

As the Staff and Student Sub-Groups were crucial to the provision of contextual analysis, the SAT utilised targeted recruitment to complete these groups' memberships. Key touchpoints for staff and student experiences were represented by both self-nominated individuals with lived experience, and role-specific experts/decision-makers. For the latter group, HoDs were contacted directly for team nominees from their teams, with an emphasis on male-identifying colleagues to improve the gender balance of the REC Board.

CPS HoDs and/or their deputies self-nominated in almost all cases, securing direct engagement with decision-makers; EPVCs nominated Academic Faculty representatives.

As a result of the targeted recruitment exercise, both analytical sub-groups included:

- Academic and CPS representation
- Academic faculty representatives
- Gender and ethnic diversity
- Consistent Guild engagement for student representation, in recognition of the regular turnover of Guild SROs.

Figures 2a-1,2 outline the analytical Sub-Groups' members. The REC SAT notes these colleagues are predominantly female; this will be addressed in line with the institution's AS AP, implementing a collaborative approach between race and gender portfolios [AP2].

As operational Sub-Groups, REC Data and Communications were supported directly by the relevant University departments; "membership" was task/expertise based and therefore comparatively fluid and has not been outlined here.

Please Note: UoL REC SAT member information has been redacted

Section 2a key:



Female



Male

PoC Person of Colour

W White



Previous EHRC Working Group Member



Professional Services Staff



Academic Staff



Student Representative

Table 2a-1: REC SAT members







Please Note: UoL REC SAT member information has been redacted

REC SAT Members				
Name	Job Title	SAT Role	Ethnicity	Staff Type
★ Professor Fiona Beveridge (FB)	Executive Pro Vice-Chancellor (HSS), Senior Leadership Team	Chair		
Dr. Raheela Awais (RA)	Programme Director, MBIolSci School of Life Sciences	Deputy Chair		
Phil Hopwood (PH) / Russell Cahill (RC)	Director of Strategic Planning Head of Strategic Insights	Data Sub-Group Chair		
Professor Gita Sedghi (GS)	Professor in Chemistry	Culture & Student Experience Sub-Group Chair		
★ Professor Lilian Otaye-Ebede (LOE)	Professor in Human Resource Management & Organisational Behaviour	Community Visibility & Staff Experience Sub-Group Chair		
Karishma Asher (KA)	Race Equality Officer, Human Resources	Secretary		
★ Mary Moran (MM)	Head of Organisational Development, Equality & Engagement, Human Resources	SAT Member		
Holly Nicholls (HN)	Head of Diversity & Equality, Human Resources	SAT Member		
★ Dr. Zainab Hussain (ZH)	Senior Lecturer in Diagnostic Radiography	Founder & Chair: BAME Staff Network and SAT member		
Dr. Katherine Roscoe (KR)	Lecturer in Criminology	Early Career Researchers Representative		
Rich Durber (RD)	Deputy Director of Comms & Public Affairs (rep. Sabina Frediani, see fig (x))	Communications & Engagement Sub-Group Chair		
Vasiliki Samuels (VS)	President & Chair of the Board of Trustees, Liverpool Guild of Students	Student Representative Officer		

Table 2a-2: EHRC Working Group members (2019-2020)

EHRC Working Group Members	
Name	Moved into REC SAT Membership
Chair: Professor Fiona Beveridge	YES
James Coe	YES
Mary Moran	YES
Dr. Zainab Hussein	YES
Professor Lilian Otake-Ebede	YES
Sabina Frediani (Director of Comms & Public Affairs)	YES
Adnan Hussein (Guild President 2019-2021)	YES
Cilla Ankrah-Lucas (Member of the Council of the University of Liverpool)	-
Carol Costello (Director of People & Services, SLT)	-
Dr Paul Redmond (Director of Student Experience & Enhancement)	-
Dr Leona Vaughn, Derby Fellow	-
Dr Paula Harrison (Director of Student Administration & Support)	-
Hannah Nguyen (Guild Vice-President 2018-2020)	-

Table 2a-3: Previous SAT members

Previous REC SAT Members				
Name	Job Title	SAT Role	Ethnicity	Staff Type
★ Adnan Hussein (AH)	Liverpool Guild of Students: President	Student Representative Officer Feb 21- Jun 21		
Jamilia Kwajah-Ellimah (JKE)	Liverpool Guild of Students: SRO	Student Representative Officer Jul 21-Jul 22		
Joanna Carr (JCa)	Deputy Director of Communications & Public Affairs	Communications & Engagement Sub-Group Chair		
Caroline Wathen <i>Change of role</i>	Head of Education & Student Experience (HSS) <i>Previously: Business Intelligence Manager</i>	Previous Sub-Group Chair: Data		
★ James Coe (JC) <i>Left University in May 2022</i>	Head of Policy, Sustainability & Civic Engagement, Vice Chancellors Office	SAT Member		
Sarah Jackson (SJ)	Director of Research, Partnerships & Innovation	Previous Sub-Group Chair: Community Visibility & Staff Experience		

Figures 2a-1 and 2a-2: Analytical sub-groups' membership

CULTURE & STUDENT EXPERIENCE SUB-GROUP MEMBERS	
Department	Representative
Academic Quality & Standards Division (AQSD)	Deputy Director, Academic Quality & Standards Division
Admissions	Fair Access in Admissions Manager, Admissions Officer
Student Welfare, Advice, & Guidance	Head of Student Services, International Advice and Guidance Team Leader
Careers & Employability	Director of Careers and Employability, EDI Project Officer
The Academy (Academic Development)	Senior Academic Developer
Widening Participation	Associate Director, UK Student Recruitment and Widening Participation
Centre for Innovation in Education (CIE)	Educational Developer
Libraries, Museums, & Galleries (LMG)	Liaison Librarian, BAME Lead for LMG EDI Committee
English Language Centre	English Language Centre Director
Liverpool Guild of Students	Vice President, Democracy & Campaigns Manager
Academic Representative: HLS	Professor and Director of Employability School of Life Sciences
Academic Representative: S&E	Associate Pro-Vice-Chancellor (Education)- Science & Engineering
Academic Representative: HSS	Lecturer in Politics


COMMUNITY VISIBILITY & STAFF EXPERIENCE SUB-GROUP MEMBERS	
Department	Representative
Research Staff Association (RSA)	Research Associate & Co-Chair of the RSA
Human Resources	Head of Diversity & Equality, & HR Data Analyst
Industrial Strategy & Consultancy	Senior Partnerships & Innovation Manager
Governance	Governance Officer
Marketing	Staff Engagement Manager
Academic Representative: HLS	Senior Lecturer, and Co-Chair of Athena Swan Steering Group
Academic Representative: S&E	Head of the Aerospace Division in the School of Engineering
Academic Representative: HSS	Senior Lecturer & Director of Postgraduate Taught Programmes Law

WAMs and manager engagement

The SAT established a local governance framework to ensure volunteers had defined role descriptors and WAMs. Based on BAME Staff Network feedback, these deviated from existing EDI volunteer WAMs in relation to manager approval:

- If not approved, managers were asked to outline why.
- Managers were instructed to contact the D&E Team/REC SAT Chair if workload concerns arose, before withdrawing support.

Figure 2a-3: Quote from a BAME Staff Network member (23 words)



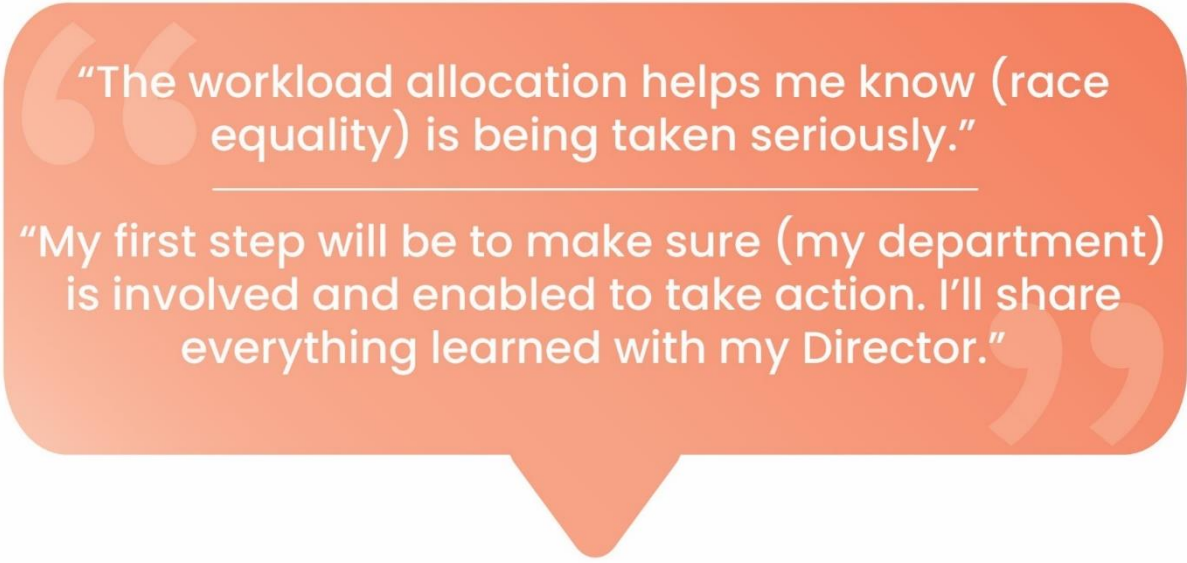
The roles rely on your relationship with your manager...they can say no at any point, even if you're completing all your work.

BAME Staff Network Member

All REC volunteers received manager approval, with no withdrawals of support over the self-assessment process. This approach has since been adopted in updated EDI role descriptors for central workstreams.

The REO hosted briefing sessions for managers of REC volunteers, to build understanding of the importance of the work their reports were supporting. Sessions also explored methods of maximising their reports' engagement with the REC, both within their teams and by advocating "up" local leadership chains.

Figure 2a-4: Quotes from Manager training sessions (12 words, 24 words)



"The workload allocation helps me know (race equality) is being taken seriously."

"My first step will be to make sure (my department) is involved and enabled to take action. I'll share everything learned with my Director."

Deputy Chair

The SAT endorses the seniority required by the REC framework, of the SAT Chair; additionally, SAT membership and subsequent workstreams offer a valuable portfolio item, and an opportunity to network across the institution.

To address racialised barriers outlined in sections 5 and 6, in relation to seniority and SAT membership, we created an additional role of **Deputy Chair**; providing:

- Further understanding and experience of committee structures at the University;
- Networking opportunities with a diverse range of colleagues;
- Opportunities to undertake Chairing duties, as agreed with the SAT Chair, to develop and evidence their skillset.

The role has a defined WAM, and was open to RM staff without grade-based eligibility. Feedback on the role's development was positive; care was taken to avoid adopting a deficit model approach, instead building on recognition of racialised barriers to accessing senior networks and suitable stretch projects.

Word count: 593

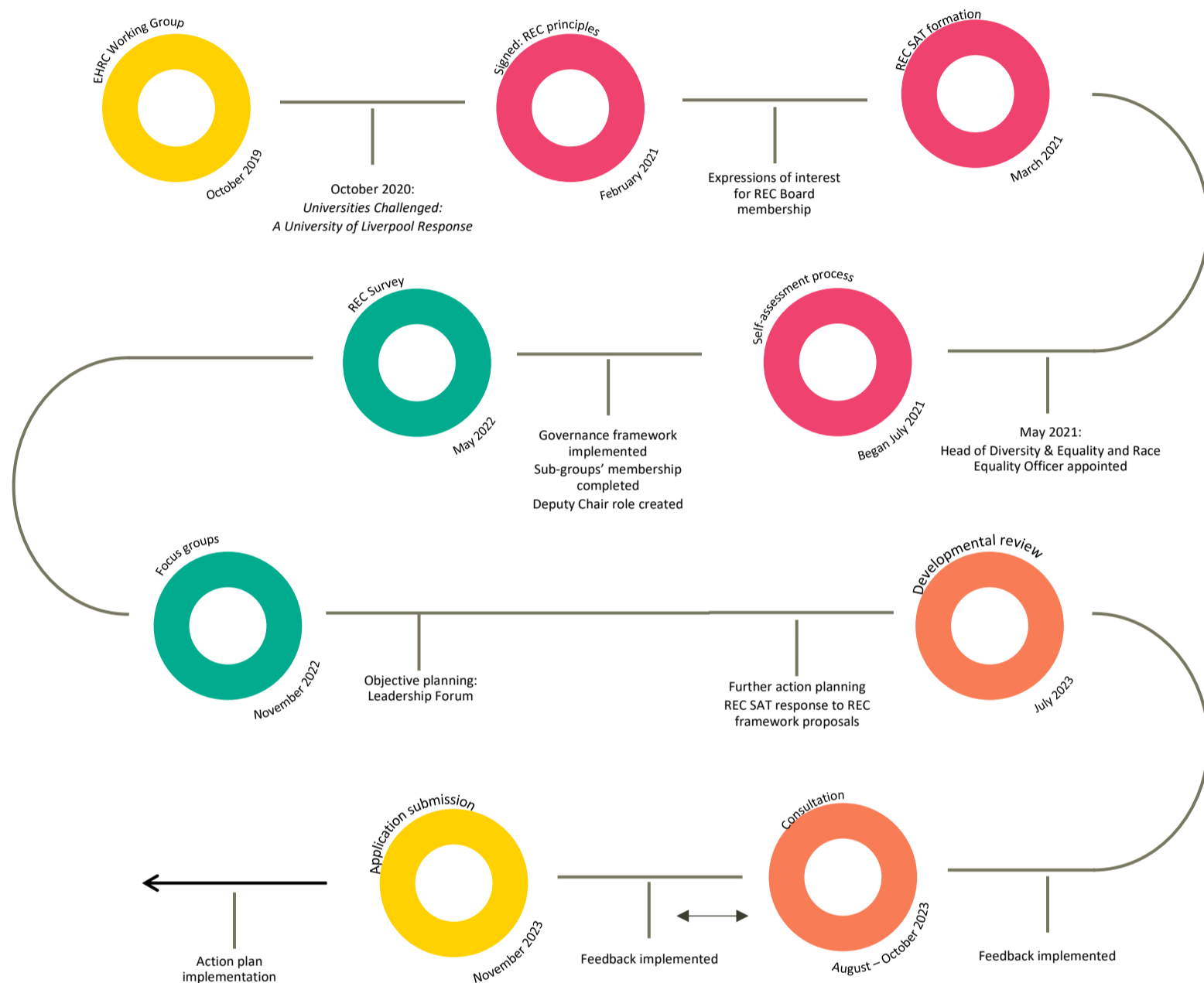
2. b Self-assessment process

Section 2b: Description of the self-assessment process

Outline the process the SAT has gone through preparing for the application. This section should include:

- how the team met and communicated;
- how often they met and communicated. For face-to-face meetings please provide the dates of the meetings, attendees and a brief description of the outcomes of the meeting.
- how the team fits in with other existing committees and structures, for example, the senior management team, existing equality and diversity committees and departmental decision-making committees.

Figure 2b-1: Self-assessment process timeline



The SAT has met 13 times in full; initially quarterly for 2 hours per meeting, then monthly from January 2023. Meetings took place via MS Teams, allowing improved accessibility of attendance and minute-taking; agendas were aligned with milestones in Figure 2b-1.

Emails and a dedicated Teams channel are used to communicate in between meetings; a similar approach is in place for sub-groups, with each having a dedicated Teams channel, and meeting every 6 weeks. Secretariat support was provided to sub-groups via the VC's Office. To aid cohesion between sub-groups and tackle barriers as they arose, monthly meetings took place between the sub-group Chairs and REO. Figure 2b-2 situates the REC SAT in the EDI Governance structure.

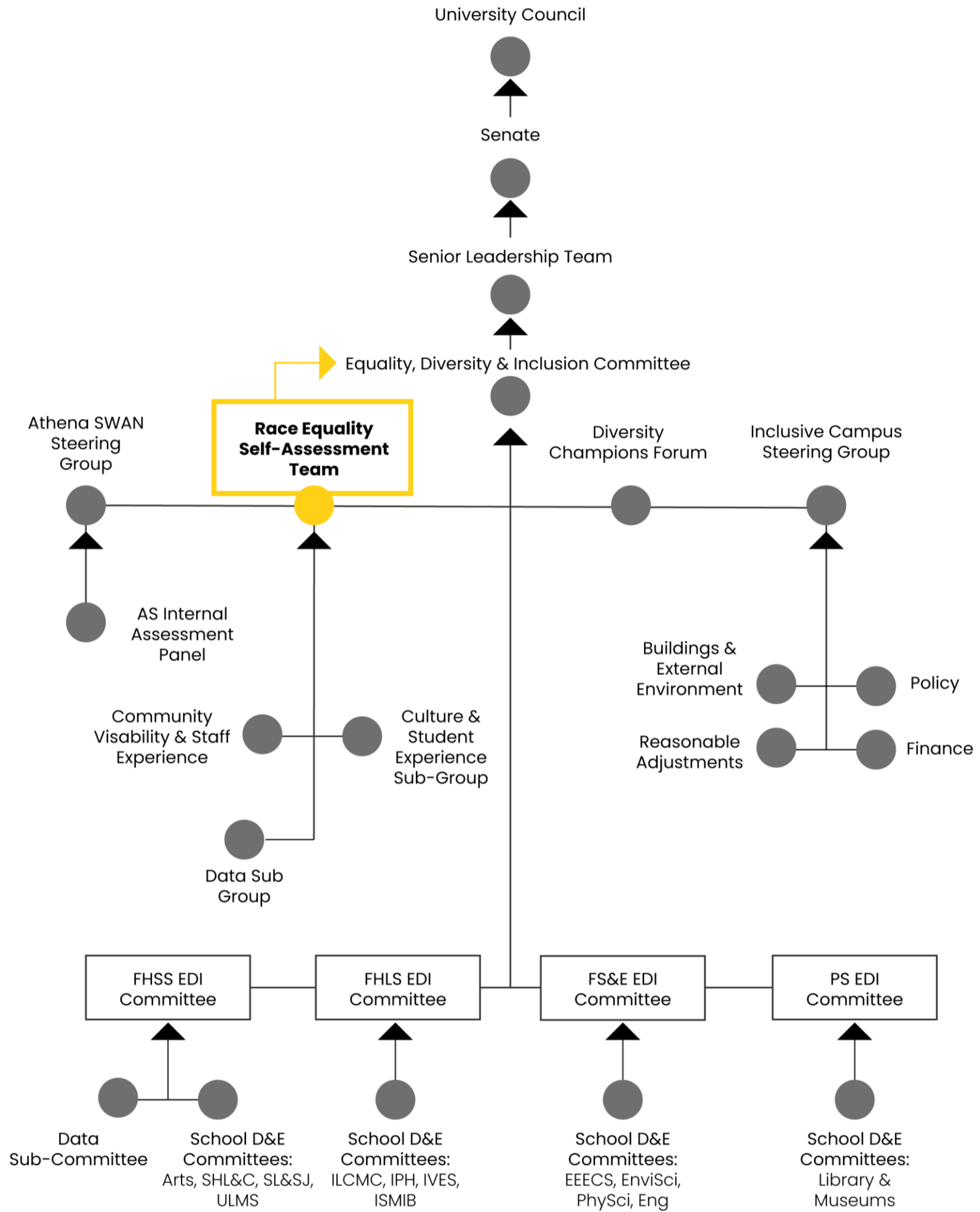
Figure 2b-2: Quote from Dr. Lesley Iwanejko, AS SG Chair (51 words: excess reflected in section count)

"On behalf of the University's Athena Swan Steering Group, I wish to share our support for the University's Race Equality Charter submission. Working in partnership with the REC Self-Assessment Team, has been a fantastic opportunity, ensuring our REC and successful, Athena Swan Silver submissions, take an intersectional approach for action."

Dr. Lesley Iwanejko, Athena Swan Steering Group Chair.

Figure 2b-3: EDI Governance structure

EDI Governance Structure.



Data benchmarking group

Identifying appropriate comparators for benchmarking presented a challenge; the SAT noted acute racialised barriers across RG HEIs. However, given the University's Northern location and significant track record in WP activity, RG peers were not contextually aspirational for the University.

Equally, our ethnic diversity falls below our local comparator, LJMU. A subsequent review of HEIs produced a benchmarking group specific to race equality. We will ensure benchmarking in future REC cycles is aligned with Strategy 2031 [AP9.1].

Figure 2b-3: Data benchmarking group

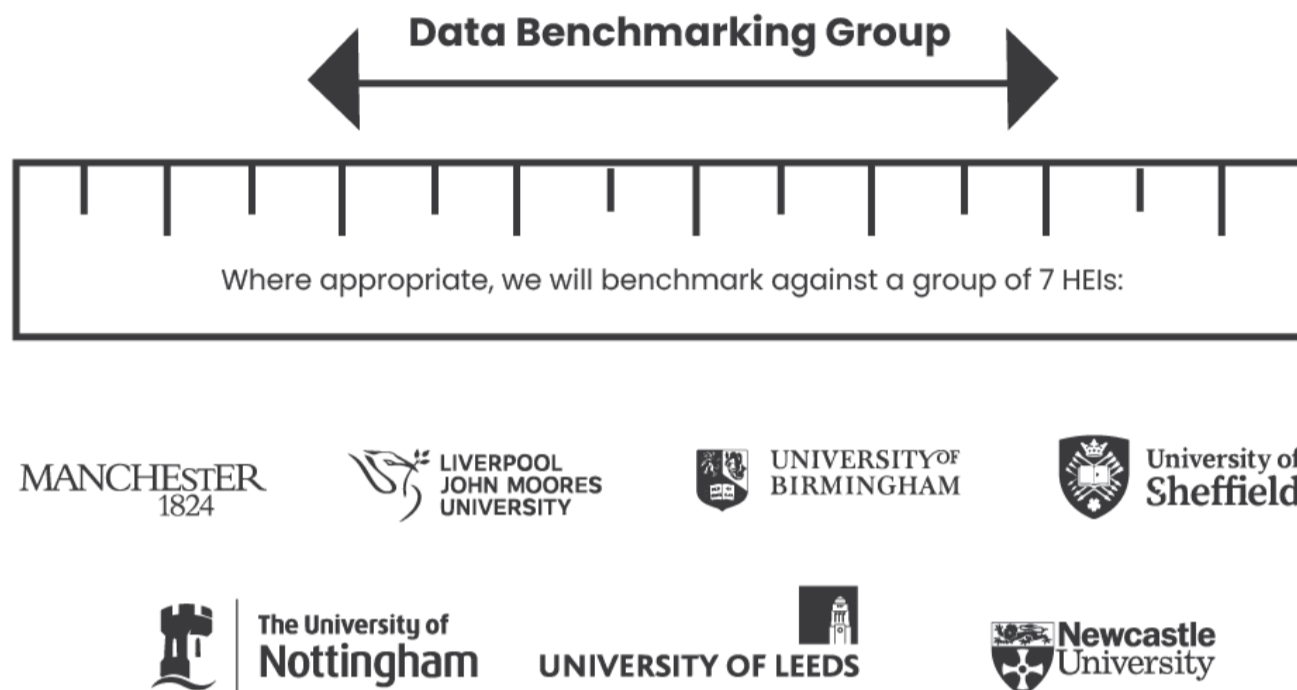
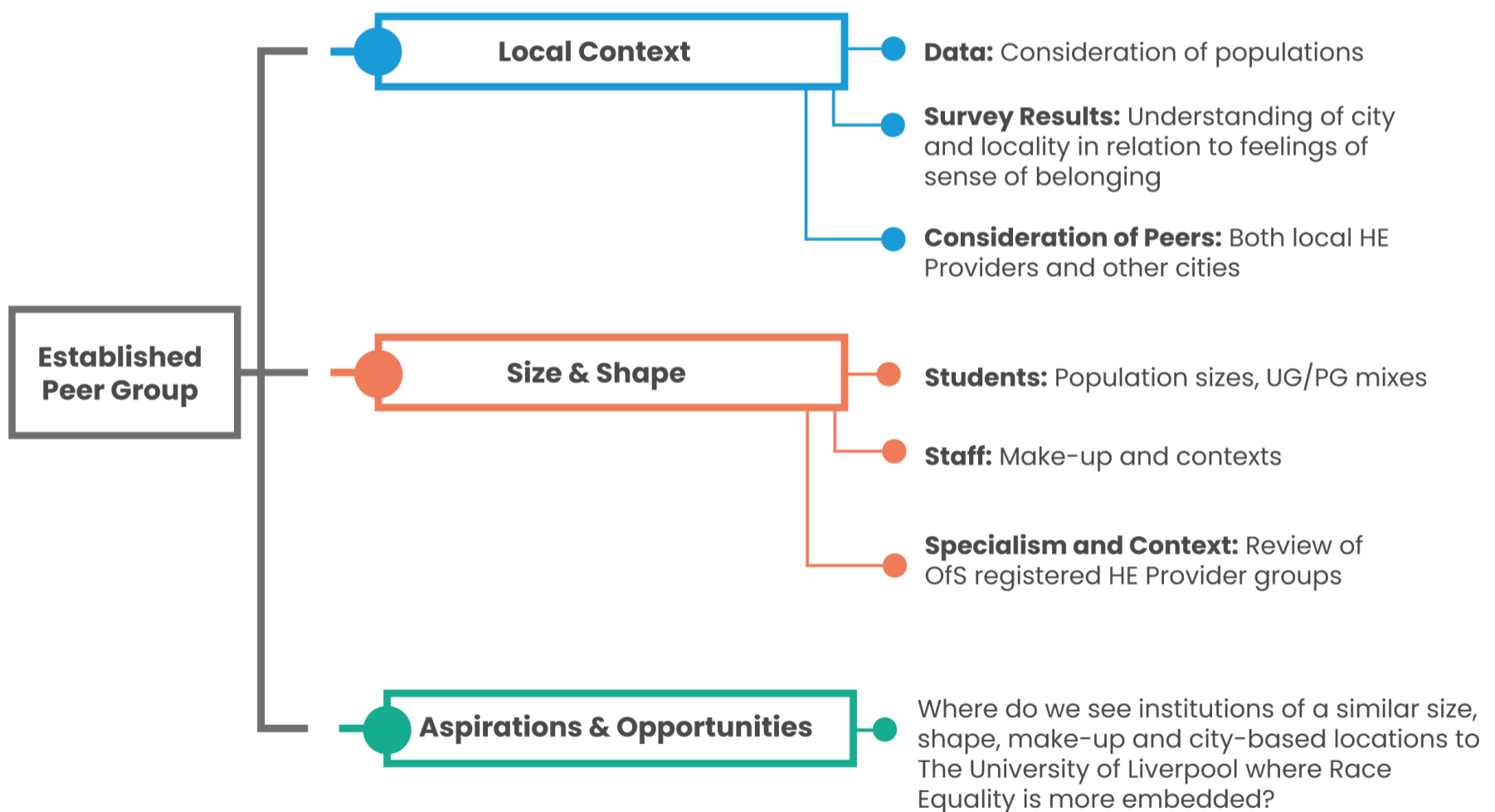


Figure 2b-4: Benchmarking considerations



Data challenges

This process reaffirmed significant known limitations in data systems and resources. Inconsistencies across ethnicity categories were noted across the institution; data in this application were resolved of discrepancies prior to analysis. Any gaps in data provision arising from current barriers are highlighted throughout this report, with accompanying actions.

2.c Involvement, consultation, and communication

Section 2c: Involvement, consultation, and communication

Outline how the team has consulted with staff and students throughout the institution, with particular reference to minority ethnic staff and students. This should include:

- how the staff and student survey was conducted, disseminated and analysed and how many staff and students responded (with specific reference to the ethnicity and nationality of respondents);
- how minority ethnic staff and students were further involved and consulted in the self-assessment and development of actions;
- how relevant staff and student networks were involved (this may include a statement from any relevant networks);
- how you involved external interest groups, for example local race equality groups;
- communications to all staff and students, including any faculty-level communications with staff.

The SAT has been pleased to note extensive interest in; learning about, supporting, and engaging with REC workstreams from both white and RM staff and students. Communications and consultation activity sought to maintain the profile of REC work, hold us accountable, and ensure the SAT was steered by both data and the lived experiences of the University community. AP priority themes were shaped by the REC Survey and focus group outcomes.

Most Survey respondents opted to provide demographic information, with a notably lower rate of “prefer not to say” staff returns in comparison to previous all-staff surveys. As a result, we can report on **all aggregated ethnic groups**, at University level, for both staff and students:

- Asian or Asian British
- Black or Black British
- Chinese or other Asian ethnic group
- Mixed
- White or White British

A two-stage approach to recording ethnicity of respondents via optional questions was adopted, to improve confidence in retaining anonymity and offer increased flexibility in the level of detail provided. Respondents could first select their aggregated ethnic group (above), then could select their specific ethnic group if they wished. This approach to demographic questions has since been retained for University-wide staff surveys.

Focus groups & Leadership Forum

Focus groups (Table 2c-2) targeted to groups of particular concern were facilitated by an external organisation (Diverse Matters); findings were anonymised and compiled into a report with recommendations, which have been integrated into the AP.

Survey outcomes were shared at the Leadership Forum Away Day (November 2022); 180 senior leaders met with REC SAT members to workshop approaches to the issues identified. The resultant objectives, grouped by priority themes shaped by data, formed the foundations of the SAT’s 2023 AP. Senior leaders fed back that they felt engaged, recognised the importance of the work, and noted the (predominantly white) demographic makeup of the workshops in contrast to the subject matter.

The SAT has benefitted greatly from Guild SRO engagement (Fig. 2c-2), providing both crucial student insight via elected representatives and supporting wider student engagement with consultation activities.

Table 2c-1: Communication methods (320 words)

Staff	Students
Regular news stories inc. updates, blog posts – ongoing	
REC webpage	
<p>All-staff Open Meeting updates x3 Delivered by SAT Chair</p>	<p>Survey: “REC Roadshow” 3x all-day stalls in the two libraries, and the Guild.</p> <ul style="list-style-type: none"> • Giveaways at stalls • Conversations on race equality with REO and SAT members
<p>Pre-Survey REC Roadshow 4x open forum sessions:</p> <ul style="list-style-type: none"> • “Intro to the REC” – SAT Chair, REO • “Staff Experience” – Staff SGC, REO • “Student Experience” – Student SGC, REO • “REC and Data” – Data SGC, REO <p>Survey outcomes:</p> <ul style="list-style-type: none"> • Key headlines shared at staff open meeting • All- staff email outlining further details of findings, and inviting focus group participation. 	<p>Survey: Prize draw Students could enter a prize draw after completing the survey – high uptake</p> <p><i>(staff equivalent: £1 per completed staff survey donated to the Anthony Walker Foundation)</i></p> <p>Survey outcomes:</p> <ul style="list-style-type: none"> • Student news story outlining further details of findings, and inviting focus group participation. • Further dissemination of focus group invitations via faculty/School mailing lists and newsletters
<p>Focus groups: 4x focus groups for staff to explore survey outcomes</p>	<p>Focus groups: 4x focus groups for RM students to discuss survey outcomes <i>Student participants received a £10 shopping voucher as a thank you.</i></p>
<p>BAME Staff Network: regular updates at meetings from REO/DC</p>	<p>Action plan news stories campaign: 3x student news stories over October, each outlining key AP theme and inviting feedback via email to a dedicated mailbox.</p>
<p>Barriers to Black Academia (BtBA) event:</p> <p>Co-sponsored by the Universities of Liverpool and Bristol, the BtBA report will be published by December 2023.</p> <p>REC SAT, SLT and PS Directors attended a dedicated talk by Malik Al-Nasir, presenting his findings and recommendations from research into barriers faced by Black academics.</p>	<p>Action plan consultation: Guild of Students SROs</p>
<p>Ad-hoc: School/Faculty EDI Committees presentations</p>	<p><i>Upcoming- February 2024, during Race Equality Week</i> Roundtable conversation: Vice-Chancellor and RM students, sharing visions of a racially equitable campus</p>
<p>Panel event with LMG staff- REC DC and SGCs, REO</p>	
<p>Action plan consultation: BAME Staff Network, trade unions</p>	

Figure 2c-1: REC Survey responses

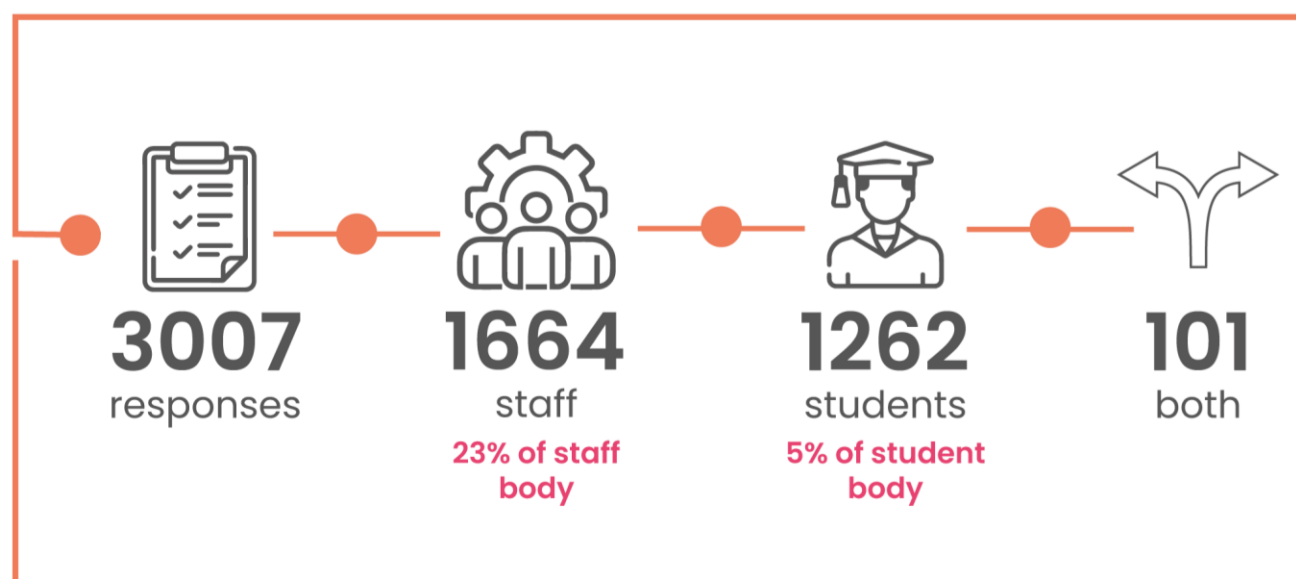


Table 2c-2: Focus groups (28 words)

Staff Experience	Student Experience
RM staff (all)	RM students (all)
RM staff (Academic)	RM students (PG)
Black staff (all)	Black students (all)
Chinese staff (all)	Chinese students (all)

Figure 2c-2: Guild SRO engagement

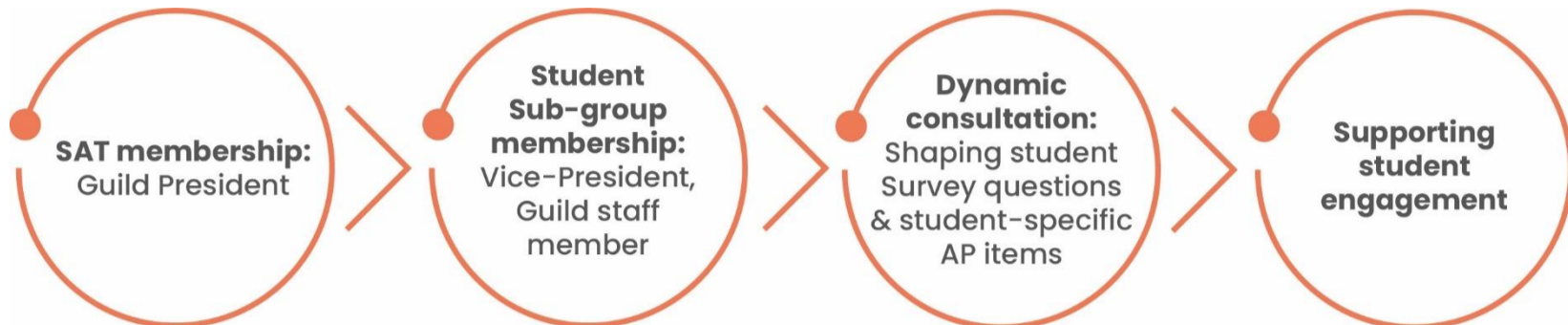



Figure 2c-3: Screenshot of blog post by Professor Fiona Beveridge (REC SAT Chair)


Figure 2c-4: Selection of Staff & Student news stories under the “Race Equality Charter” tag

Published:
July 27, 2023

Blog: Barriers to Black Academia




Professor Fiona Beveridge, Pro-Vice-Chancellor for the Faculty of Humanities and Social Sciences and Chair of the University's Race Equality Charter Self-Assessment Team, reflects on a recent presentation on the challenges facing Black academics.




Blog: Barriers to Black Academia

July 27, 2023




Race Equality Charter: Next Steps

March 29, 2023



Blog: Our progress in promoting race equality on campus


December 12, 2022



Call for participants: Student focus groups on race equality


Figure 2c-5,6: Further Staff & Student news stories under the “Race Equality Charter” tag (including news item on Staff Sub-Group Chair, Prof. Lilian Otake-Ebede)

Race Equality Charter




October is Black History Month: What's Going On?

October 3, 2022




Race equality: our commitment and progress

May 25, 2022




REMINDER: Last few days to complete the Race Equality Charter Survey

May 10, 2022



Professor Lilian Otake-Ebede becomes the 41st Black Female Professor in the UK

March 24, 2022



Being a white ally to support race equality

March 21, 2022

Figure 2c-6: Blog post by Student Sub-Group Chair (Prof. Gita Sedghi)

Published:
December 12,
2022

Blog: Our progress in promoting race equality on campus



Author Professor Gita Sedghi is a National Teaching Fellow, Principal Fellow of the Higher Education Academy, Professor in Chemistry Education, Chief Liverpool Moderator for XJTLU, Chair of the Culture & Student Experience Subgroup of the Race Equality Charter and member of the Race Equality Charter Self-Assessment Team.

Figure 2c-7: Screenshot of the University's REC webpages

Race Equality Charter (REC)

The REC helps institutions improve the representation, progression and success of minority ethnic staff and students in higher education.

The University signed up to **Advance HE's Race Equality Charter (REC)** in February 2021, with the explicit goal of eliminating any racial disparities for staff and students and achieving race equity on campus. The REC provides a framework to help the university reflect on institutional and cultural barriers standing in the way of minority ethnic staff and students. The goal is to improve the representation, progression and success of minority ethnic staff and students in higher education.

Chaired by Professor Fiona Beveridge, the REC Self-Assessment Team (SAT) is working towards applying for its first Bronze Award in Summer 2023. [Read more about the Equality and Human Rights Commission Working Group.](#)

Self-Assessment Team

Get to know the team that has worked to prepare the University's first submission to the Race Equality Charter.

Race Equality Charter News

Find out about the most recent activities that the Race Equality Charter has been up to in our University of Liverpool News site.

Case Study: Piloting the Inclusive Curriculum Tool

The English Language Centre worked with the Race Equality Charter team to review the inclusivity and accessibility of their programmes using this new tool.


Case study: Chemistry students

A new module for Year One Chemistry students was created to engage students in discussions about equality, diversity and inclusion.

THE ORIGINAL
REDBRICK

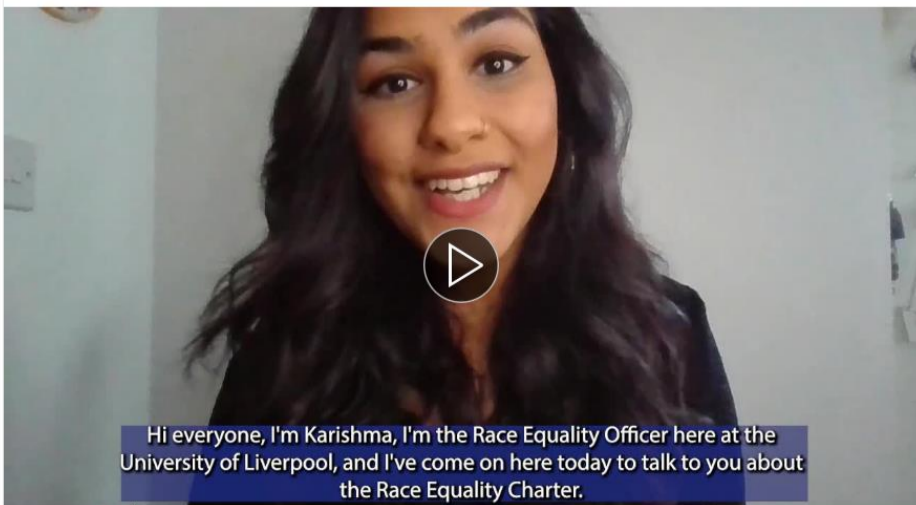
Figure 2c-8: Screenshot of a social media post by the University, including a video by the REO explaining the REC Survey

Figure 2c-9: REO & GEO presenting the Intersectionality Framework [AP1.7] at the University's inaugural Change Symposium

 **University of Liverpool**
232,607 followers
1y

We've signed up to the Race Equality Charter to improve the representation, progression and success of minority ethnic staff and students within higher education. In this video Karishma, our Race Equality Officer, talks through what this means and how you can get involved.

Colleagues, we are inviting you to get involved and share your ideas for our Race Equality Charter application at our upcoming event series. During the sessions you can share experiences of tackling racial inequalities on campus, put forward ideas & feedback on our application. To find more information and sign up please visit our website here: <https://lnkd.in/gEnDcErX>



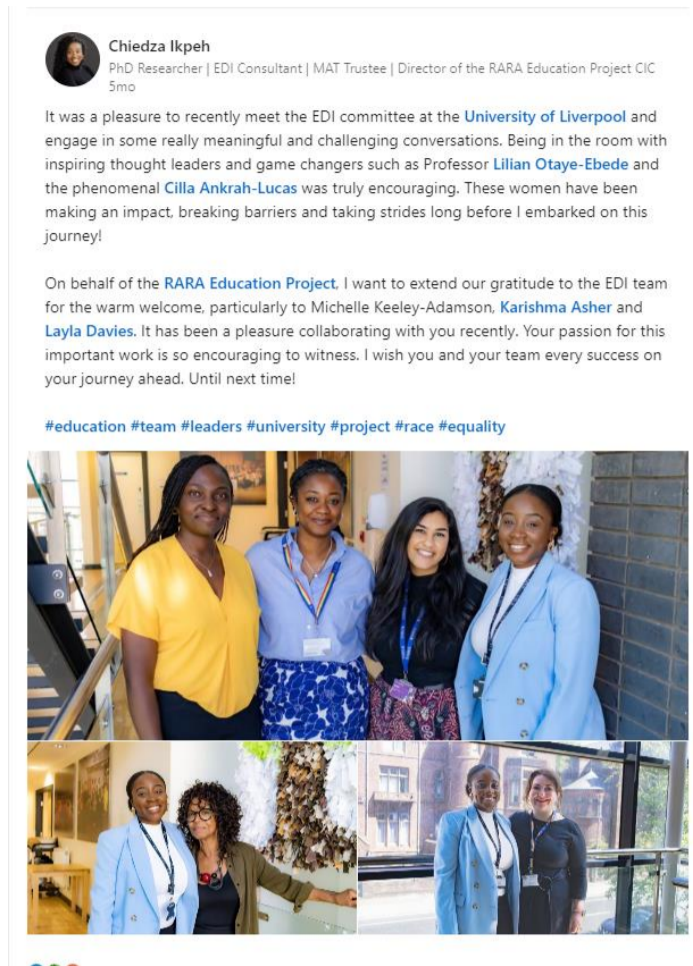
Hi everyone, I'm Karishma, I'm the Race Equality Officer here at the University of Liverpool, and I've come on here today to talk to you about the Race Equality Charter.

Fantastic morning discussing #intersectionality with staff at University of Liverpool 's Change Symposium with Sally Middleton!

Huge thank you to [redacted] for getting us involved ♥



Figure 2c-10: Screenshot of a post by Chiedza Ikpeh (Founder and Director, RARA Education Project) at the University's EDI Committee 2023 Away Day



Word count: 708 (including Table 2c-1).

2.d Future of the self-assessment team

Section 2d: future of the self-assessment team

Outline

- whether the team and/or specific team members will continue to be involved;
- who will have overall responsibility for the action plan;
- how the action plan will be monitored within other existing committees and structures, for example, the senior management team;
- who will be responsible for the next application in three years; for example, will a different SAT be convened, how will the current team provide handover to that team.

The REC SAT will transition into the REC Steering Group, meeting at least 4x per year; inclusive of a joint Away Day with the AS SG [AP1.4.1]. To ensure our structure and membership can effectively implement, monitor, and aid reporting of action plan delivery and outcomes, we will update the REC governance framework to operationalise action plan delivery [AP6.1].

Current REC SAT members will be invited to remain or depart from the group. We will open expressions of interest to all staff to fill vacancies as necessary [AP6.1.1].

The REC SG structure will align with the Equality Objectives Working Group; formed to operationalise implementation of the University's EOAP (Section 3.b).

Section 2 word count: 1622

3. Institution and local context

3.a Overview of the institution

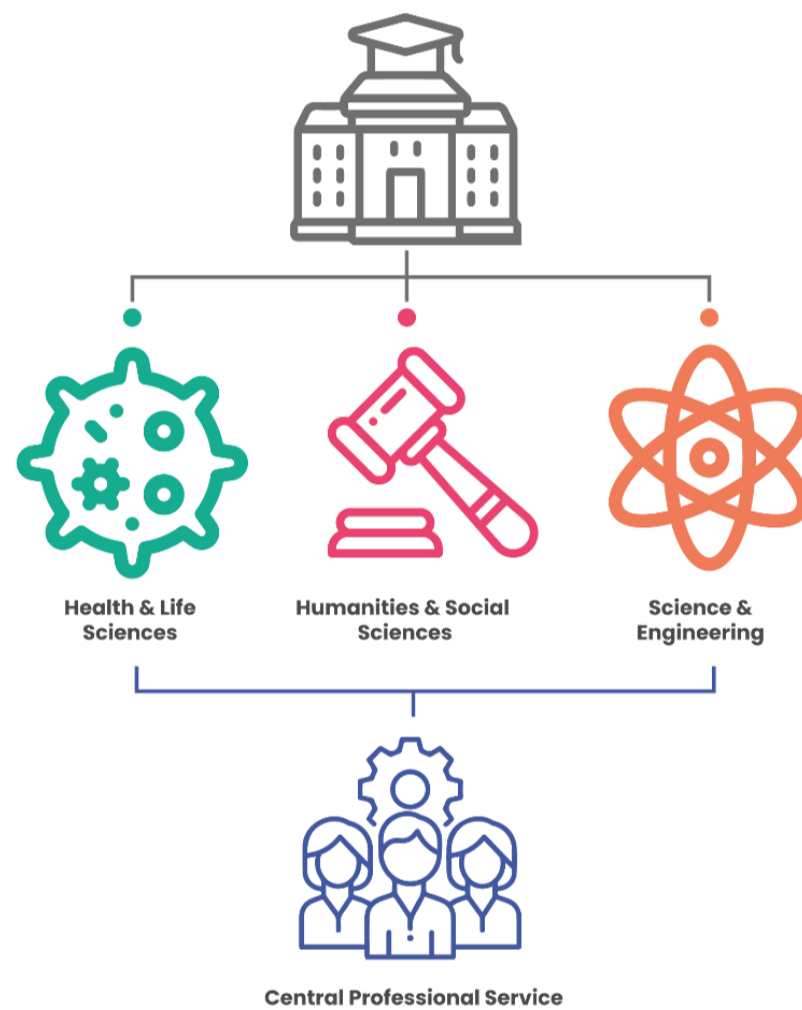
Section 3.a overview of the institution

Outline

- Size
- Structure
- Specialisms
- any other historical and/or background information that you think is relevant to your application.

The University comprises of three academic Faculties– Health & Life Sciences, Humanities & Social Sciences, and Science & Engineering and a non-academic Central Professional Services. Faculty-level EDI Committees oversee departmental EDI groups, and report to the University’s EDI Committee.

Figure 3a-1: University structure



Staff

Our staff body is majority white; of immediate concern is our “unknown” rate, which has been referenced throughout this application.

Asian staff form most of both UK and international RM populations; Chinese staff form the largest proportion (26.4%), followed by Indian staff (17.1%) (Figure 3a-4).

Figure 3a-2: Staff by ethnic group (data taken from the most recent Annual Diversity and Equality Report 2022)

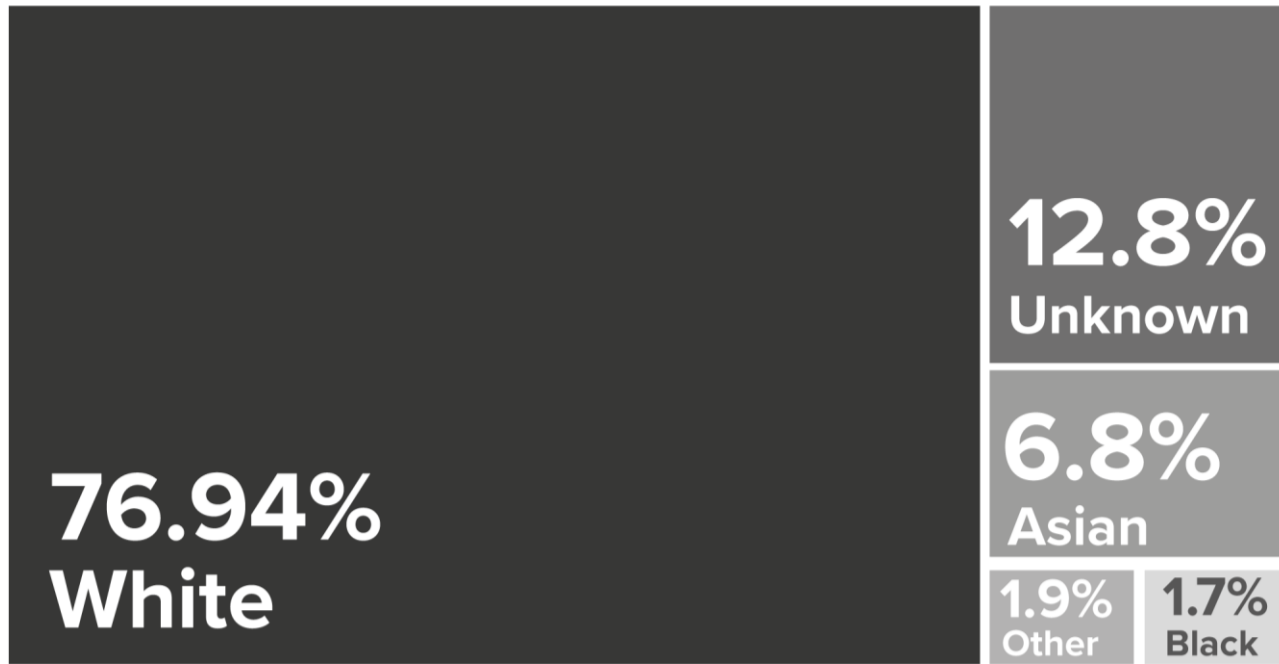


Figure 3a-3: UK staff by ethnic group (data taken from the most recent Annual Diversity and Equality Report 2022)



Figure 3a-4: International staff by ethnic group (data taken from the most recent Annual Diversity and Equality Report 2022)

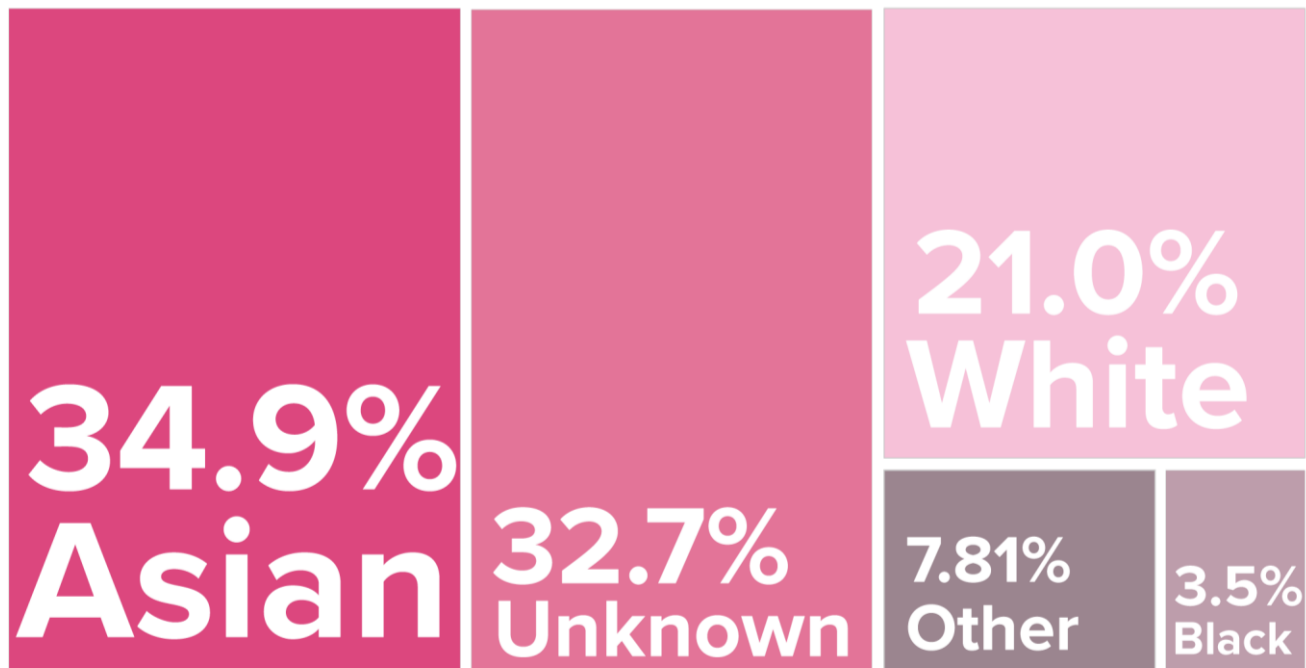
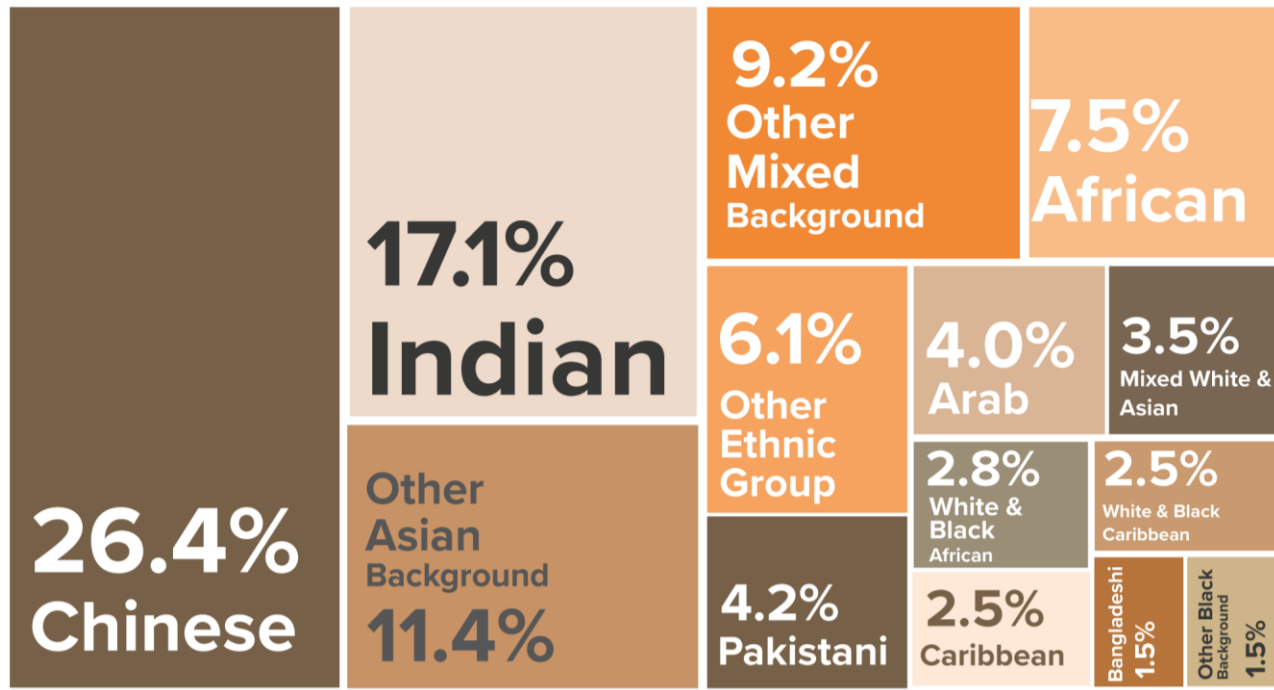


Figure 3a-4: All RM staff by disaggregated ethnic group (data taken from the most recent Annual Diversity and Equality Report 2022)



Students

Our entire student population is majority white (63.7%), however reflects greater ethnic diversity than our staff population due to our international RM cohorts. UK students are majority white (80.3%) overall. Proportionally RM student representation increases for PGT (39.1%), with Asian students as the majority (31.8%).

Figure 3a-5: Students by ethnicity and level of study. "FD" denotes Foundation programmes (as of 2022)

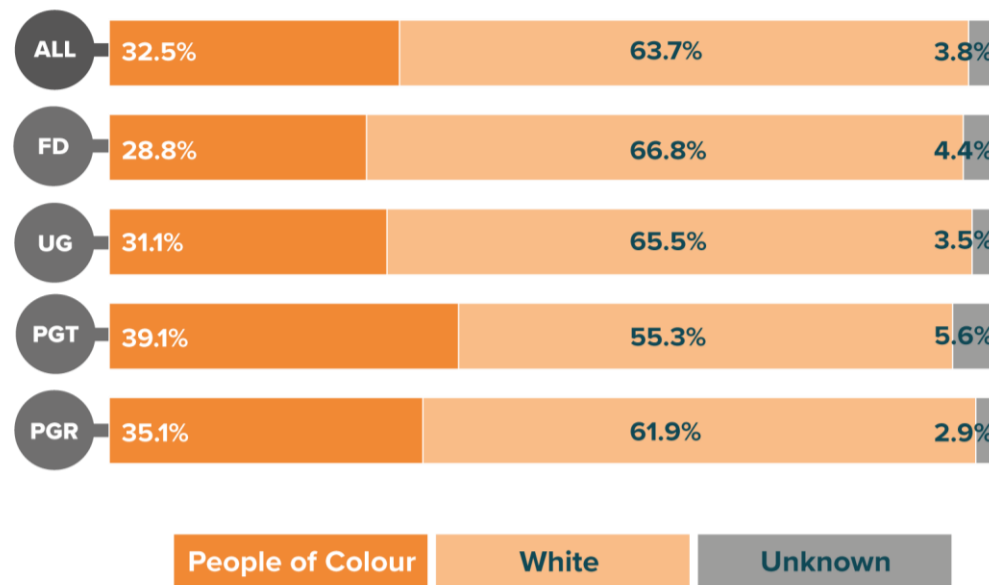


Figure 3a-6: Students by ethnic group and level of study (as of 2022)

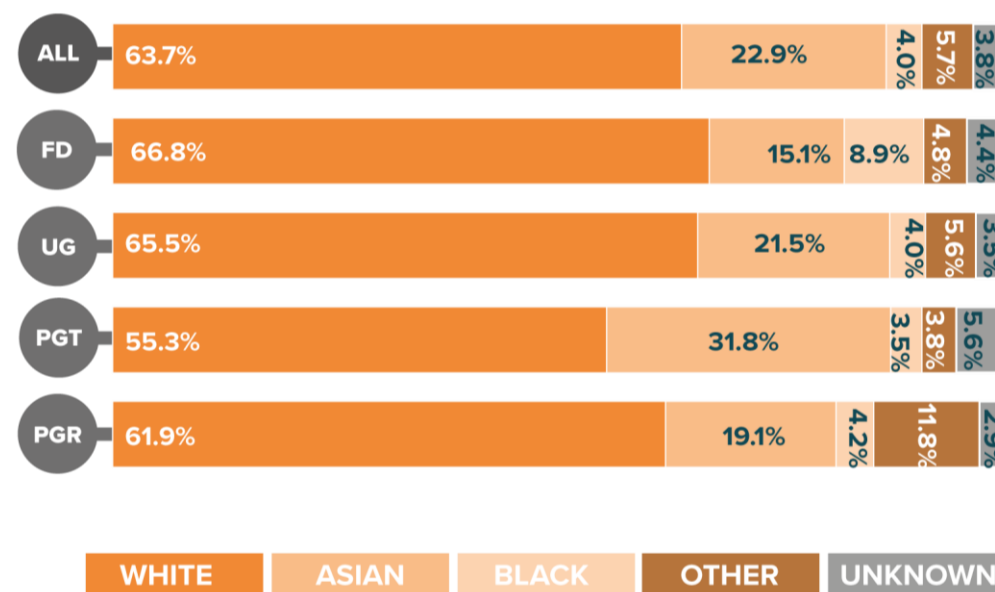
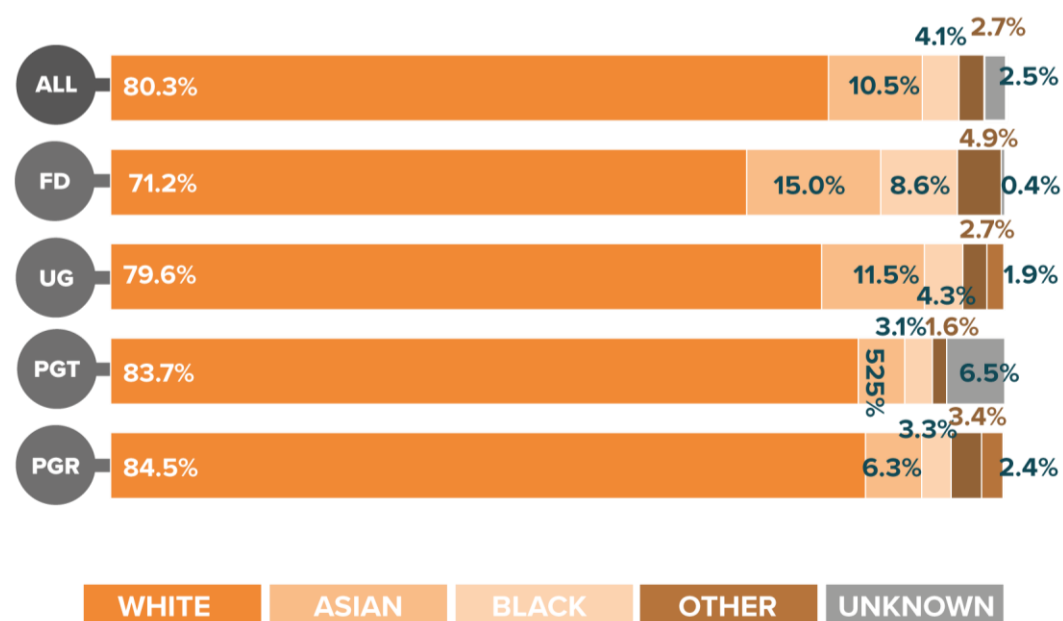


Figure 3a-7: UK students by ethnic group and level of study (as of 2022)



Liverpool 2031 & EOAP

Launched in October 2023, the University's new strategy *Liverpool 2031* outlines its objectives under four key pillars (Fig. 3a-8); underpinned by cross-cutting themes of; *People and Culture*, and *Sustainability*.

EDI is at the heart of *People and Culture*, articulated through the EOAP 2022-2028 (Figs. 3a-9,10). Our REC AP and the EOAP are intrinsically linked, ensuring race equality is embedded within Liverpool 2031.

Figure 3a-8: Liverpool 2031

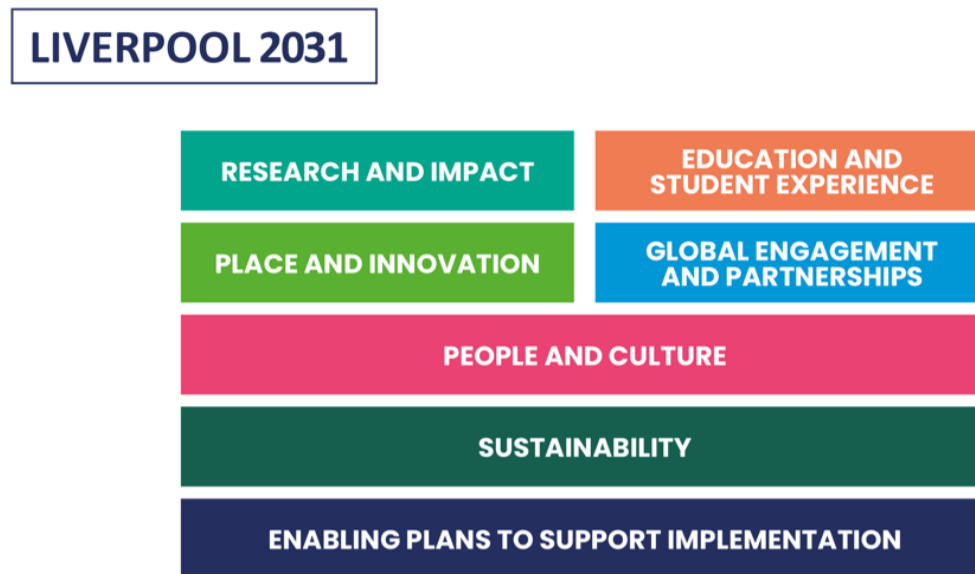


Figure 3a-9: Equality Objectives Action Plan- objectives summary



Figure 3a-10: EOAP Year 1 priorities



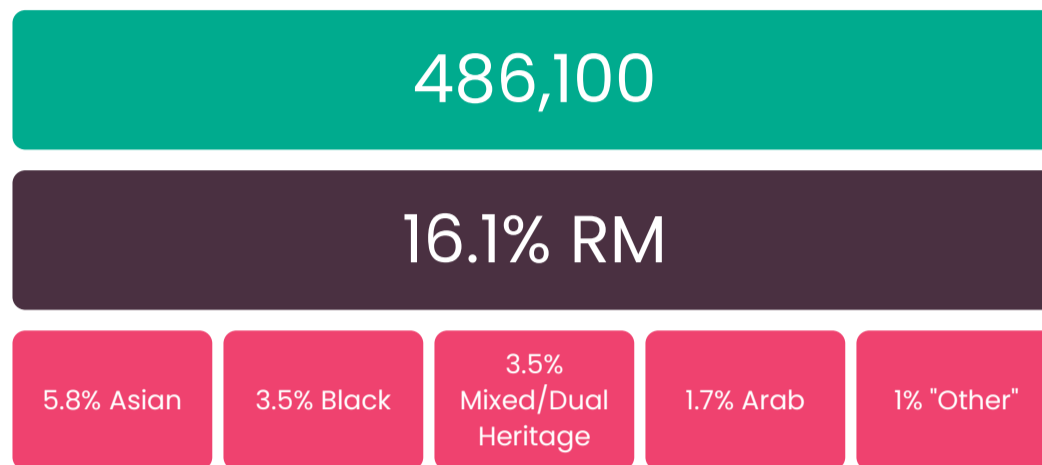
3.b Overview of the local population

Section 3.b overview of the local population

Outline

- population demographics;
- known racial tensions either specifically within local communities or linked to the institution’s staff and students
- how the institution engages with specific minority ethnic communities and how those communities engage with the institution
- where the institution recruits its professional and support staff, students and academics
- any other information your institution feels to be relevant

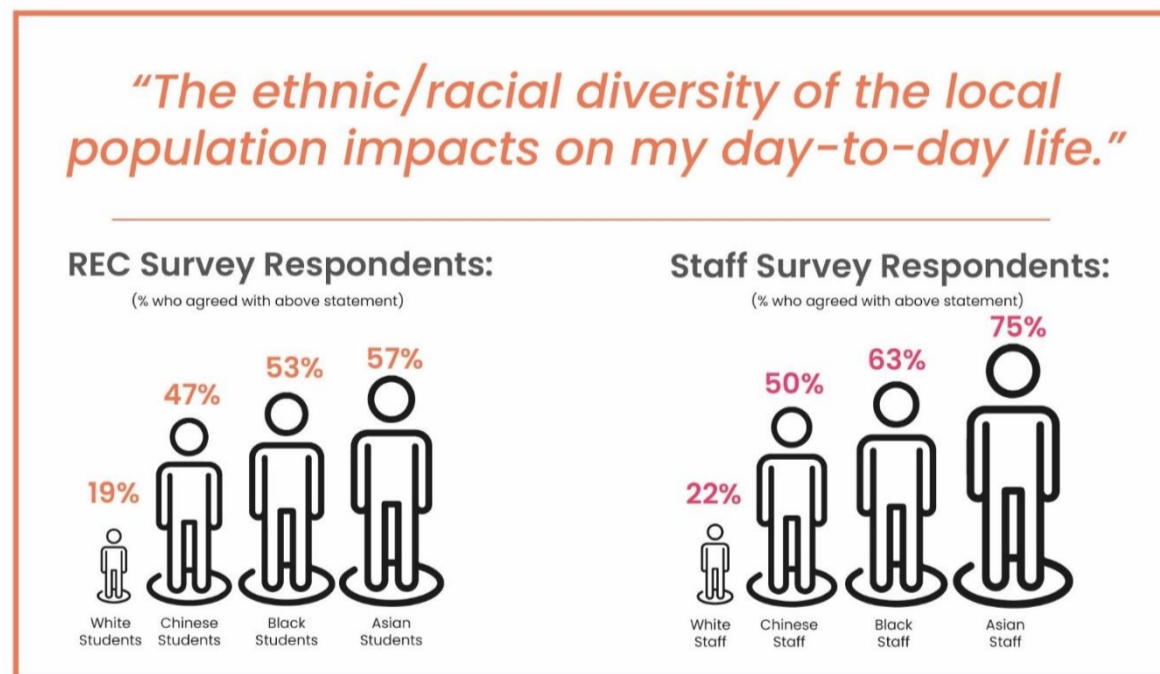
Figure 3b-1: Liverpool population demographics (Census 2021)



Liverpool is home to Britain's oldest Black community, dating to at least the 1730s; the city is also home to Europe’s oldest Chinese community. One of Liverpool’s most prominent Black communities is Toxteth (“L8”), which is under 2 miles from the University. L8 has a strong history of activism, exemplified by the community’s long-standing engagement with the legacy of Nelson Mandela.

The University jointly employs a Community Relations Officer with LJMU to support constructive dialogue between both HEIs and community representatives. Tensions reported here generally relate to noise, parking and rubbish disposal. While we are not aware of any distinct racial tensions affecting our staff and students, students have reported incidents of being subjected to verbal racial abuse. We will ensure communications around Report & Support (see section 4.a and AP 39.1) encourage reporting both on-and-off campus incidents.

Figure 3b-2: REC Survey comments, in response to the question - "The ethnic/racial diversity of the local population impacts on my day-to-day life"



Our staff body represents 97 countries/territories; students represent 136.

Academic and PS vacancies are advertised nationally, with recruitment pipelines by nationality outlined in Sections 5a, 6a. Previous data analysis has shown that most staff from Merseyside hold PS roles.

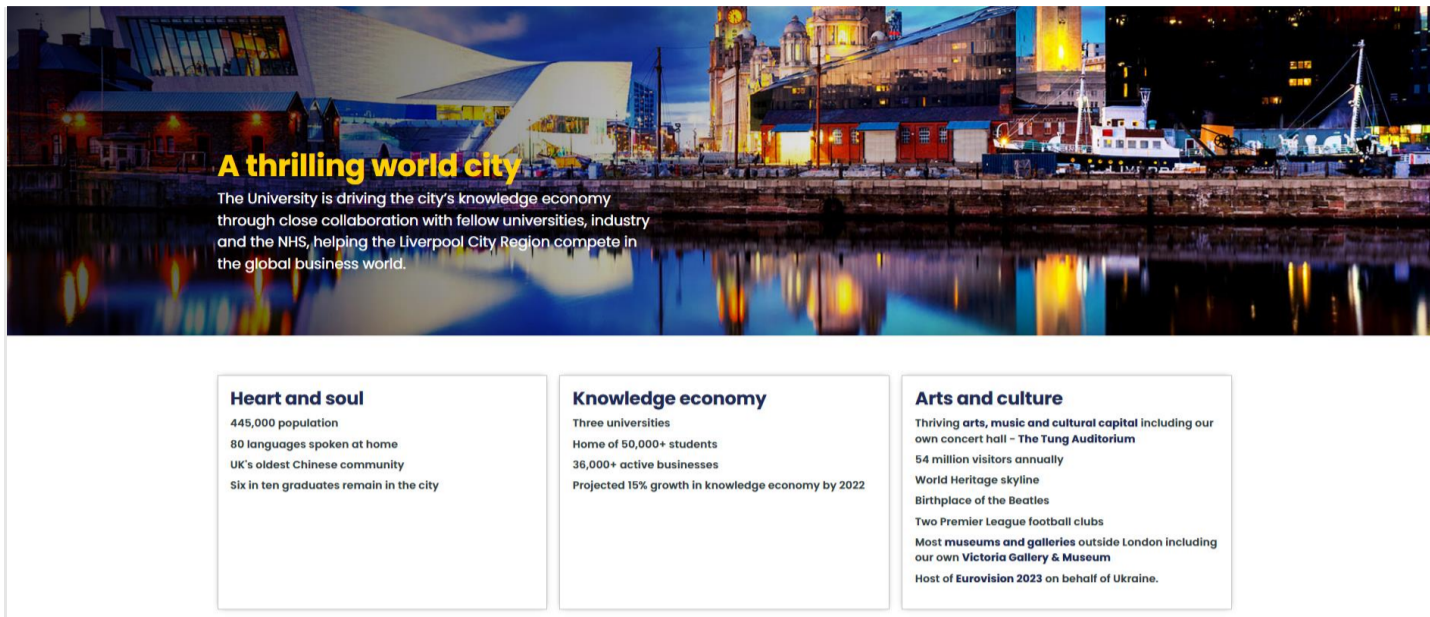
The University attracts UK student applications nationally; with most applicant-to-student conversions from within the North-West.

Engagement and partnerships with cultural and community groups is growing. In 2022 the University launched ‘UoL and Legacies of Colonialism’, an ongoing project coordinated by CSIS to research the University’s monetary connection (and advancement due) to historical slavery and colonialism. Representatives of Liverpool’s Black communities, including the Liverpool Black History Research Group, are on the WG. Two posts were created in Autumn 2023; a PhD and Research Associate, to undertake this research.

CSIS and LMG led two community-focused events ‘Slavery, Colonialism, and Liverpool’s University’ (June 2022); community members from L8 and the Liverpool area, joined University staff to discuss ongoing projects centring slavery and colonialism, recommended next steps, and how

to create and maintain communication and collaboration throughout the city. The outcomes shaped recent work by LMG (section 9), particularly their public exhibitions, and programming in the Tung Auditorium.

Figure 3b-3: Screenshot of the University's *About* webpage



Section 3 word count: 532

4. Staff profile

4.a Academic staff

Section 4.a academic staff

Provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK academic staff. Provide this information for:

- the institution as a whole
- each academic faculty as a whole
- each academic grade (where numbers are small, cluster relevant grades together)
- contract type (permanent/open-ended or fixed-term)
- full-time/part-time contracts
- staff turnover rates

Please comment specifically on how the institution benchmarks the ethnic composition of its academic staff in the short and longer term, and what it is hoping to achieve.

Section 4 Data Overview and Limitations

- 2022/23 data at May 2023 is provided in addition to the previous three full years.
- Due to HESA counting rules:
 - Internal data percentages quoted will differ from benchmarking comparisons; we have interpreted and benchmarked accordingly.
 - UK RM PS staff data is additionally benchmarked against local populations.
- *PS Faculties* data include colleagues on academic contracts within PS directorates; numbers are small, aggregating multiple departments. Therefore analysis focuses on academic faculties.

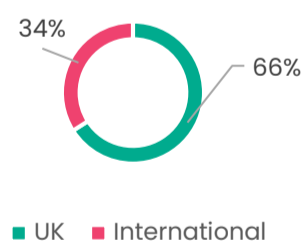
Table 4a-1: All Academic Staff

Period	2019/20	2020/21	2021/22	2022/23 (at May 23)
Total Academic Count	4583	4563	4777	4204

Academic staff form 51% of the University's staff, with **14.49% recorded as RM** as of 21/22. This falls below the average proportion of RM academic staff across UK HEIs, and average in our comparator peer group; 18.65% and 18.74% respectively. Ethnic diversity in our academic staff body is largely dependent on international RM colleagues, forming 62% of all RM academic staff (Fig.4a-2). The opposite is true for white academic staff, with international white colleagues consistently forming 25% of the overall white academic staff pool across all years analysed.

Figure 4a-1: Academic staff by nationality (all ethnic groups)- 21/22

All academic staff by nationality (21/22)



The proportion of UK RM academic staff has remained largely static over the years analysed, while the proportion of international RM academic staff has steadily increased; except for 20/21, which may be attributed to the Covid-19 pandemic. Interventions to address underrepresentation through recruitment and retention of RM academic staff, must distinctly support UK and international populations. We have therefore set distinct targets specific to both UK and non-UK RM academic staff [AP12], committing to clear growth in both pools.

The SAT is further concerned by the proportion of staff with "unknown" ethnicity; data non-disclosure rates are growing annually across the academic staff pool. As of 21/22, the "not known" rate for academic staff was 18.17%; nearly triple the sector average of 6.61% that year. Ethnicity is not consistently a mandatory field across all staff data collection systems; disaggregation of "not known" pools indicated a blank field in the majority of these. High "not known" rates in the staff body may be attributed to a mix of staff skipping the ethnicity data field, and staff selecting "prefer not to say". This large increase in non-disclosure is further particularly concentrated around fixed term Teaching Only and Research Only staff (Research Associates/University Teachers) and Zero Hours Teaching Only staff (Student/Postgraduate Demonstrators).

We will therefore encourage staff to update their ethnicity data on personal records [APs8.1, 8.2] and review key data collection points for both academic and PS staff; where possible, we will ensure ethnicity is a required field [AP8.3].

Figure 4a-2: RM academic staff by nationality- 21/22

RM academic staff by nationality

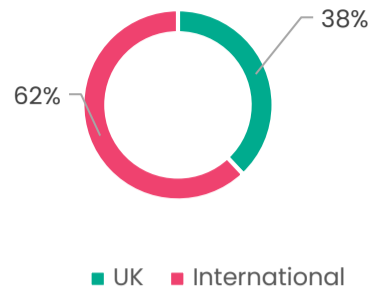


Table 4a-2: All Academic Staff - The institution as a whole – RM Status – UK/Non-UK (Headcount and %)

	Racially Minoritised				White				Unknown			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
UK	8.28%	8.09%	8.24%	8.10%	80.58%	77.36%	76.16%	73.89%	11.13%	14.55%	15.60%	18.02%
	256	248	262	222	2,490	2,372	2,422	2,026	344	446	496	494
Non-UK	26.66%	25.52%	26.93%	28.18%	55.79%	52.17%	49.78%	45.08%	17.55%	22.31%	23.29%	26.74%
	398	382	430	412	833	781	795	659	262	334	372	391
Total	14.27%	13.81%	14.49%	15.08%	72.51%	69.10%	67.34%	63.87%	13.22%	17.09%	18.17%	21.05%
	654	630	692	634	3,323	3,153	3,217	2,685	606	780	868	885

Academic staff by ethnic group

Asian staff form the largest proportion of RM academics, in both UK and non-UK groups. Benchmarking against all HEIs, our comparator group, and Northwest HEIs reveals areas of concern; academic staff from Black, mixed ethnicity, and “other” ethnic backgrounds are all underrepresented at Liverpool (Table 4a-3) This may improve or worsen as we tackle ethnicity non-disclosure rates [APs8.1, 8.2]; we will therefore utilise a mid-point review [AP12] to better understand our academic staff profile by ethnic group, and establish specific minimum targets by ethnic group as necessary.

Table 4a-3: Academic staff by nationality and aggregated ethnic group.

Nationality Grouping	Academic employment marker	Academic Year	Asian	Black	Mixed	Other	Unknown/not applicable	White
Non-UK	Academic	2021/22	25.50%	3.50%	3.50%	5.30%	8.50%	53.70%
Nationality Grouping	Academic employment marker	Academic Year	Asian	Black	Mixed	Other	Unknown/not applicable	White
UK	Academic	2021/22	6.70%	1.20%	1.90%	1.30%	6.80%	82.00%

Table 4a-4: HESA Benchmarking Data of all academic staff by ethnic group

Provider name	Ethnicity (detailed 6 way)					
	Asian	Black	Mixed	Other	Unknown/not applicable	White
The University of Liverpool	10.24%	1.12%	2.02%	1.63%	9.29%	75.71%
HEI Sector Average	9.45%	4.84%	3.01%	2.65%	6.61%	76.96%
Peer Group Average	11.85%	2.02%	2.33%	2.55%	7.48%	73.78%
Northwest HEI Average	7.12%	3.08%	2.15%	1.96%	5.12%	81.26%

Figure 4a-3: UK academic staff count by ethnic group and year

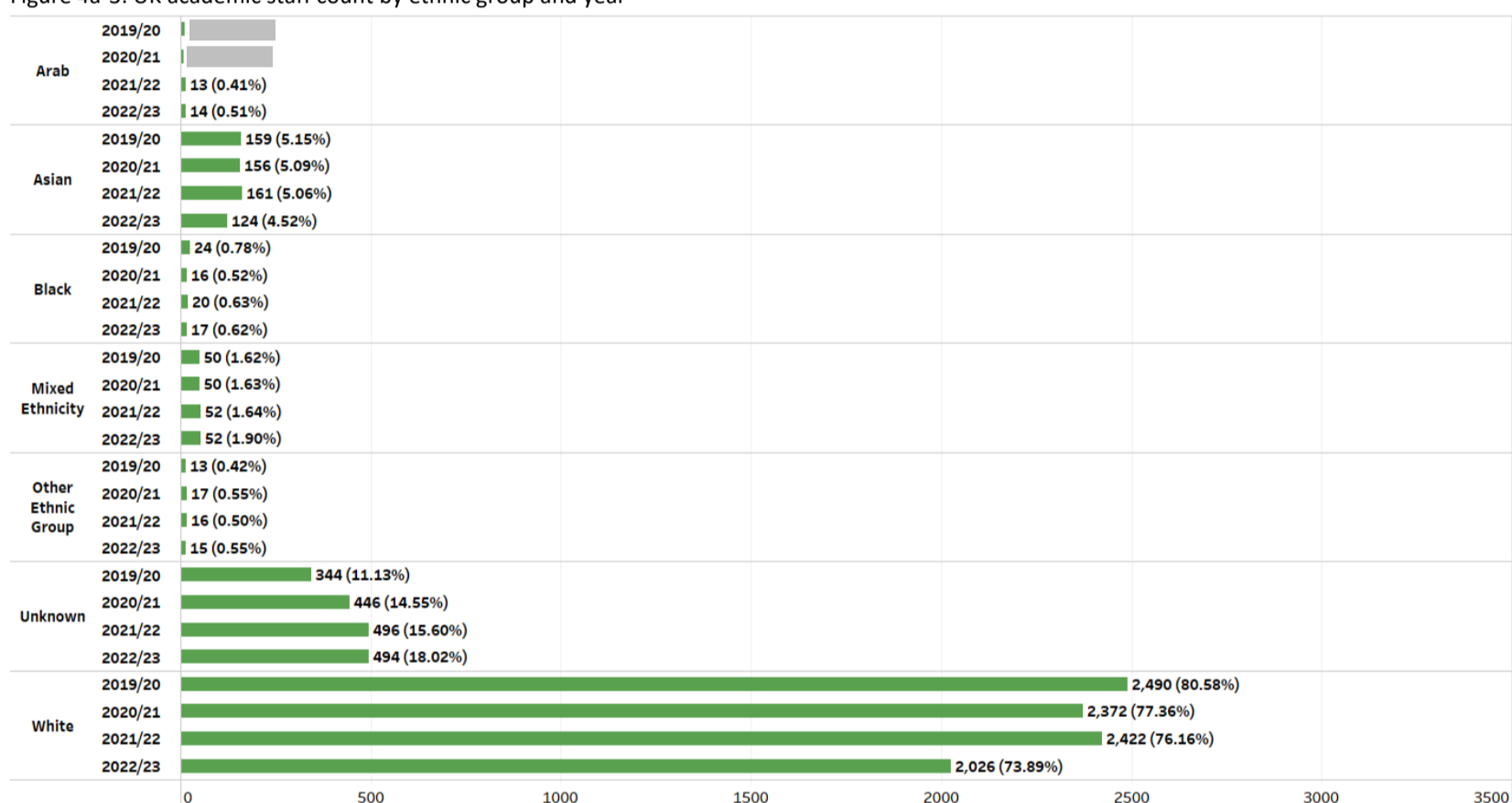
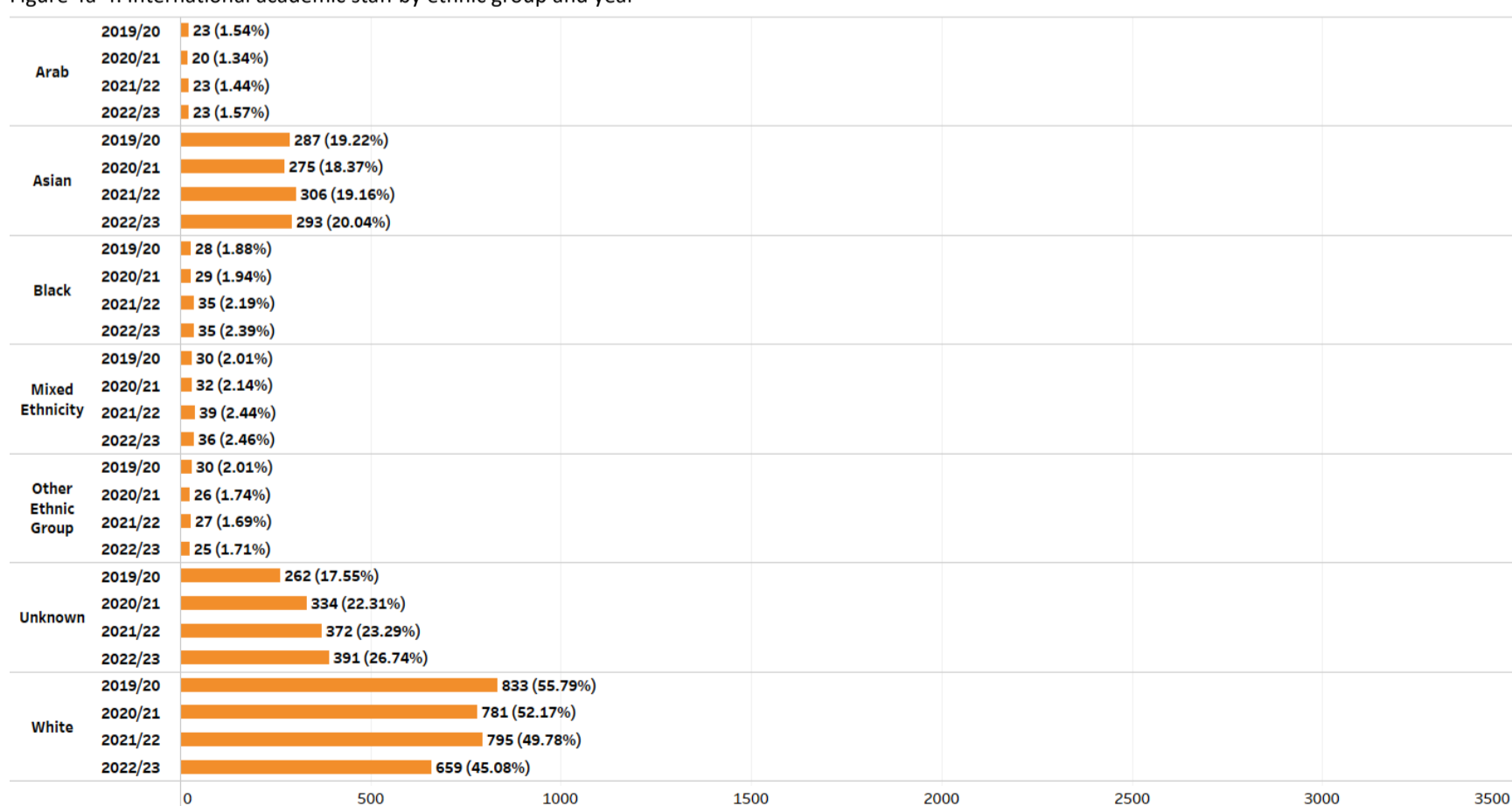


Figure 4a-4: International academic staff by ethnic group and year



Academic staff by ethnicity and gender

Our academic population is split in favour of male staff (54.61% as of 21/22); a consideration of both gender and ethnicity indicates that female RM academic staff are underrepresented compared to their male peers. This is particularly prevalent for international female RM academics, while the proportional gender split between male and female white international academics is comparably narrower. Further intersectional analysis of gender, ethnicity, and nationality is discussed below in *Ethnicity and grade*.

Table 4a-5: Academic staff by ethnicity, gender, and nationality

			2019/20		2020/21		2021/22		2022/23	
			Headcount	% ↓	Headcount	% ↓	Headcount	% ↓	Headcount	% ↓
Non-UK	Racially Minoritised	Female	143	3.12%	135	2.96%	154	3.22%	152	3.62%
		Male	255	5.56%	247	5.41%	276	5.78%	260	6.18%
	White	Female	397	8.66%	372	8.15%	391	8.19%	320	7.61%
		Male	436	9.51%	409	8.96%	404	8.46%	339	8.06%
	Unknown	Female	107	2.33%	135	2.96%	174	3.64%	181	4.31%
		Male	155	3.38%	199	4.36%	198	4.14%	210	5.00%
	Total			1493	100.00%	1497	100.00%	1597	100.00%	1462
UK	Racially Minoritised	Female	110	2.40%	102	2.24%	118	2.47%	98	2.33%
		Male	146	3.19%	146	3.20%	144	3.01%	124	2.95%
	White	Female	1,116	24.35%	1,064	23.32%	1,133	23.72%	941	22.38%
		Male	1,374	29.98%	1,308	28.67%	1,289	26.98%	1,085	25.81%
	Unknown	Female	120	2.62%	178	3.90%	198	4.14%	195	4.64%
		Male	224	4.89%	268	5.87%	298	6.24%	299	7.11%
	Total			3090	100.00%	3066	100.00%	3180	100.00%	2742
Total			4,583	100.00%	4,563	100.00%	4,777	100.00%	4,204	100.00%

Academic staff by faculty

Across the years analysed, Tables 4a-6,7 show:

- **S&E** consistently had the most ethnically diverse academic workforce, with an RM proportion of 16.8% in 21/22 (Fig.4a-5). S&E also had the largest average proportions of international RM academic staff; however holds the highest proportion of “unknown” ethnicity rates of all faculties and this rate is growing annually.
- **HLS** consistently had the highest proportion of UK RM academic staff (4.37%, 21/22), and roughly even pools of UK and international staff.
- The majority of **HSS** RM academic staff are international, with an annually declining count (and proportion) of UK RM staff.

Table 4a-6: UK academic staff by ethnicity and faculty. % shown as the proportion of **all** UK academic staff in each year.

	Racially Minoritised				Unknown				White			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
HLS	4.11%	4.14%	4.37%	4.08%	2.14%	3.29%	3.84%	4.56%	38.41%	37.54%	36.86%	36.98%
	127	127	139	112	66	101	122	125	1187	1151	1172	1014
HSS	1.84%	1.79%	1.60%	1.75%	2.91%	3.52%	3.24%	3.46%	20.23%	19.73%	20.41%	19.22%
	57	55	51	48	90	108	103	95	625	605	649	527
S&E	2.17%	2.09%	2.20%	2.22%	5.28%	7.05%	8.18%	9.74%	19.42%	18.04%	17.45%	16.74%
	67	64	70	61	163	216	260	267	600	553	555	459
PS Faculties	0.16%	0.07%	0.06%	0.04%	0.81%	0.68%	0.35%	0.26%	2.52%	2.05%	1.45%	0.95%
					25	21	11		78	63	46	26
Grand Total	8.28%	8.09%	8.24%	8.10%	11.13%	14.55%	15.60%	18.02%	80.58%	77.36%	76.16%	73.89%
	256	248	262	222	344	446	496	494	2490	2372	2422	2026

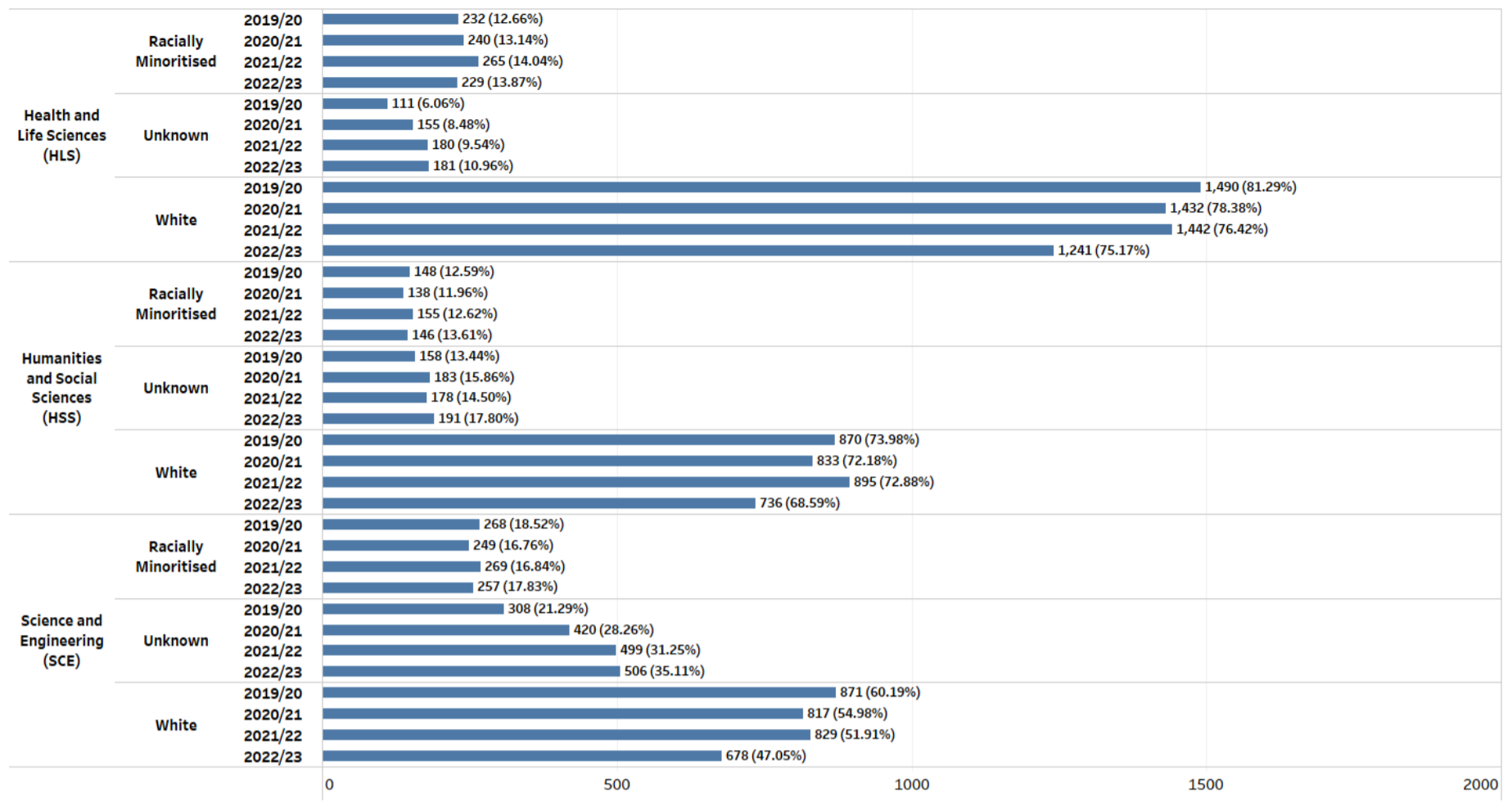
Table 4a-7: International academic staff by ethnicity and faculty. % shown as the proportion of **all** international academic staff in each year.

	Racially Minoritised				Unknown				White			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Health and Life Sciences (HLS)	7.03%	7.55%	7.89%	8.00%	3.01%	3.61%	3.63%	3.83%	20.29%	18.77%	16.91%	15.53%
	105	113	126	117	45	54	58	56	303	281	270	227
Humanities and Social Sciences (HSS)	6.10%	5.54%	6.51%	6.70%	4.55%	5.01%	4.70%	6.57%	16.41%	15.23%	15.40%	14.30%
	91	83	104	98	68	75	75	96	245	228	246	209
Science and Engineering (SCE)	13.46%	12.36%	12.46%	13.41%	9.71%	13.63%	14.97%	16.35%	18.15%	17.64%	17.16%	14.98%
	201	185	199	196	145	204	239	239	271	264	274	219
PS Faculties	0.07%	0.07%	0.06%	0.07%	0.27%	0.07%			0.94%	0.53%	0.31%	0.27%
									14			
Grand Total	26.66%	25.52%	26.93%	28.18%	17.55%	22.31%	23.29%	26.74%	55.79%	52.17%	49.78%	45.08%
	398	382	430	412	262	334	372	391	833	781	795	659

Table 4a-8: All academic staff by ethnic group, nationality, and faculty

		International								UK							
		2019/20		2020/21		2021/22		2022/23		2019/20		2020/21		2021/22		2022/23	
		Headcount	% ↓	Headcount	% ↓	Headcount	% ↓	Headcount	% ↓	Headcount	% ↓	Headcount	% ↓	Headcount	% ↓	Headcount	% ↓
HLS	Arab		0.07%		0.20%		0.31%		0.41%		0.26%		0.23%		0.31%	11	0.40%
	Asian	69	4.62%	79	5.28%	87	5.45%	75	5.13%	82	2.65%	86	2.80%	90	2.83%	61	2.22%
	Black	11	0.74%	11	0.73%	15	0.94%	17	1.16%		0.26%		0.20%		0.22%		0.26%
	Mixed Ethnicity	13	0.87%	12	0.80%	11	0.69%	12	0.82%	23	0.74%	21	0.68%	24	0.75%	26	0.95%
	Other Ethnic Group	11	0.74%		0.53%		0.50%		0.48%		0.19%		0.23%		0.25%		0.26%
	Unknown	45	3.01%	54	3.61%	58	3.63%	56	3.83%	66	2.14%	101	3.29%	122	3.84%	125	4.56%
	White	303	20.29%	281	18.77%	270	16.91%	227	15.53%	1,187	38.41%	1,151	37.54%	1,172	36.86%	1,014	36.98%
	Total	453	30.34%	448	29.93%	454	28.43%	400	27.36%	1,380	44.66%	1,379	44.98%	1,433	45.06%	1,251	45.62%
HSS	Arab		0.40%		0.27%		0.31%		0.41%		0.03%		0.03%		0.03%		0.04%
	Asian	70	4.69%	63	4.21%	72	4.51%	66	4.51%	28	0.91%	26	0.85%	24	0.75%	24	0.88%
	Black		0.40%		0.40%		0.50%		0.55%	11	0.36%		0.23%		0.28%		0.29%
	Mixed Ethnicity		0.27%		0.27%		0.56%		0.62%	14	0.45%	16	0.52%	13	0.41%	11	0.40%
	Other Ethnic Group		0.33%		0.40%		0.63%		0.62%		0.10%		0.16%		0.13%		0.15%
	Unknown	68	4.55%	75	5.01%	75	4.70%	96	6.57%	90	2.91%	108	3.52%	103	3.24%	95	3.46%
	White	245	16.41%	228	15.23%	246	15.40%	209	14.30%	625	20.23%	605	19.73%	649	20.41%	527	19.22%
	Total	404	27.06%	386	25.78%	425	26.61%	403	27.56%	772	24.98%	768	25.05%	803	25.25%	670	24.43%
S&E	Arab	16	1.07%	13	0.87%	13	0.81%	11	0.75%				0.03%		0.06%		0.07%
	Asian	147	9.85%	132	8.82%	146	9.14%	151	10.33%	46	1.49%	42	1.37%	46	1.45%	39	1.42%
	Black	11	0.74%	12	0.80%	12	0.75%		0.68%		0.13%		0.10%		0.13%		0.07%
	Mixed Ethnicity	13	0.87%	16	1.07%	19	1.19%	15	1.03%	13	0.42%	13	0.42%	14	0.44%	14	0.51%
	Other Ethnic Group	14	0.94%	12	0.80%		0.56%		0.62%		0.13%		0.16%		0.13%		0.15%
	Unknown	145	9.71%	204	13.63%	239	14.97%	239	16.35%	163	5.28%	216	7.05%	260	8.18%	267	9.74%
	White	271	18.15%	264	17.64%	274	17.16%	219	14.98%	600	19.42%	553	18.04%	555	17.45%	459	16.74%
	Total	617	41.33%	653	43.62%	712	44.58%	654	44.73%	830	26.86%	833	27.17%	885	27.83%	787	28.70%
PS Faculties	Arab										0.03%						
	Asian		0.07%		0.07%		0.06%		0.07%		0.10%		0.07%		0.03%		
	Black										0.03%						
	Mixed Ethnicity														0.03%		0.04%
	Other Ethnic Group																
	Unknown		0.27%		0.07%					25	0.81%	21	0.68%	11	0.35%		0.26%
	White	14	0.94%		0.53%		0.31%		0.27%	78	2.52%	63	2.05%	46	1.45%	26	0.95%
	Total	19	1.27%		0.67%		0.38%		0.34%	108	3.50%	86	2.80%	59	1.86%	34	1.24%
Grand Total	Total	1,493	100.00%	1,497	100.00%	1,597	100.00%	1,462	100.00%	3,090	100.00%	3,066	100.00%	3,180	100.00%	2,742	100.00%

Figure 4a-5: Academic staff by ethnicity and faculty



Academic staff by grade

Academic staff are employed on grades 6-10.

Table 4a-9: Academic roles by typical grading

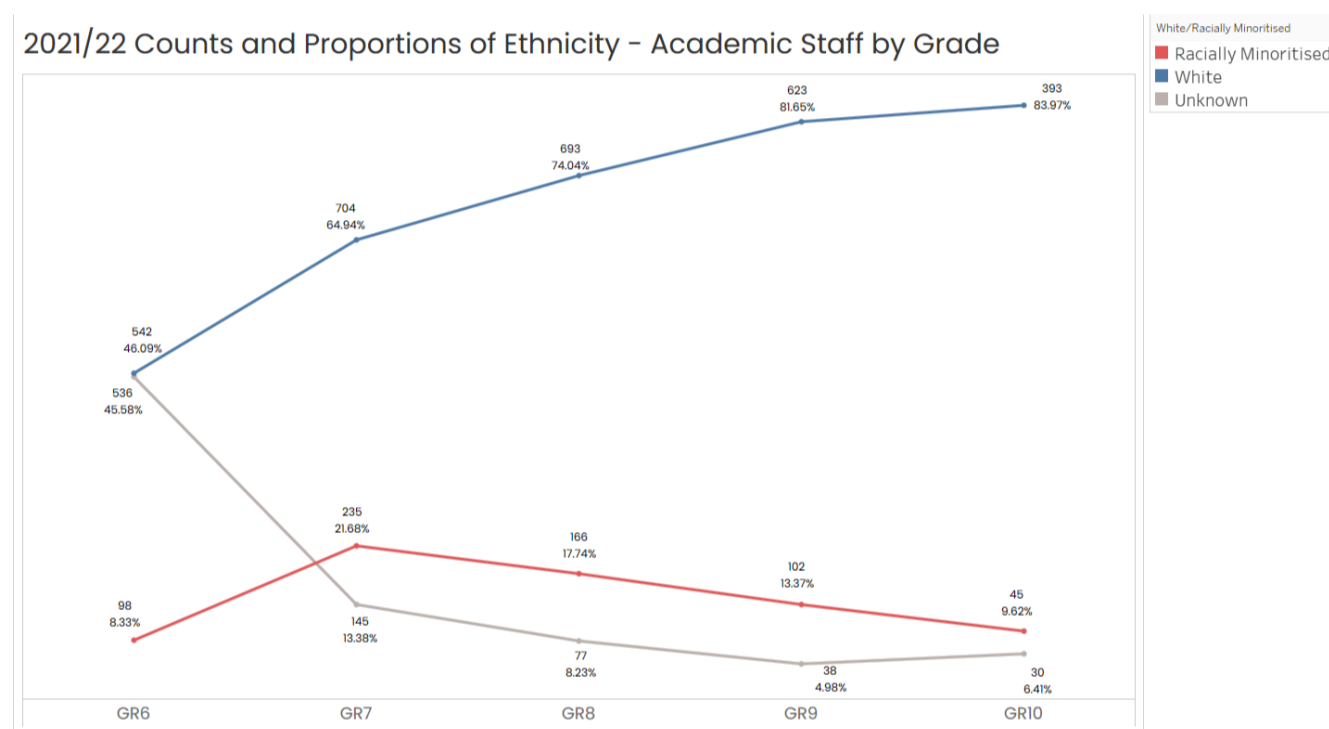
Role(s)	Grade(s)
Research Assistants, Demonstrators, and Tutors	6
Research Associates and Lecturers	7-8
Senior Lecturers and Readers	9
Chairs/Professors	10

Note: Analysis of Table 4a-12 excludes Clinical academic staff employed by the UoL but on the NHS pay scale (CGR grades).

Figure 4a-6 shows as the level of seniority increases, RM representation falls, and white representation rises. Following our latest academic promotion round (Annual Review, November 2022), RM academic staff accounted for 19% of the GR8 population (white 71.7%), whereas at GR10 RM representation falls to 9.3% (white 83.47%). Similarly, international RM staff representation at GR10 level is very low (2.3% in 22/23). Further analysis of ethnicity-based trends in academic grades is covered in sections 5a and 5b.

The SAT notes racialised barriers in academic fields to; publication, grant awards, citations and other metrics which are traditionally markers of academic “success”. Survey comments (Fig.4a-7) articulate links between RM representation at senior academic levels and racialised barriers to promotion, emphasising the role of systemic barriers in local practices.

Figure 4a-6: Academic Staff by grade and ethnicity (21/22). Full data is available in Table 4a-12.



The growth patterns and representation of RM academic staff at G10 is unacceptably low; reviewing ethnicity and gender by grade show further concerns for RM female representation at senior levels. Our 2021 AS application identified unequal proportional increases by ethnicity, of female academic staff at G10 [Figs.4a-8,9].

Table 4a-10: 5-year proportional increase of female academics at G10, by ethnicity (Data from the University’s 2021 AS application)

	2016	2021
White	17%	26%
RM	3%	4%

Both the REC SAT and AS SG have committed to a range of aligned actions to ensure intersectional equality impact is maximised through our Charters work. The two Charters’ action plans aim to achieve:

- Mandatory unconscious bias training for all Annual Review panel members [AP12.3]
- Addressing potential bias in student evaluations [APs13.1,13.2]
- Integrate race equality into AS actions to improve process transparency, HoD decision-making, and promotion criteria [AP13.3].

Figure 4a-7: REC survey comments on academic promotion



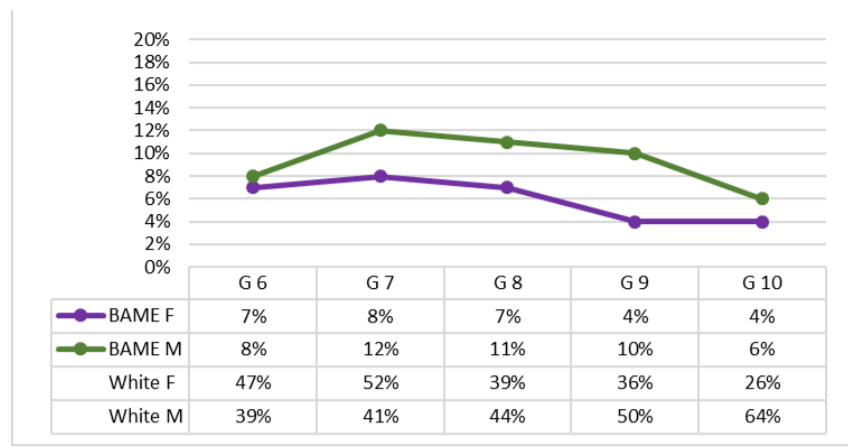
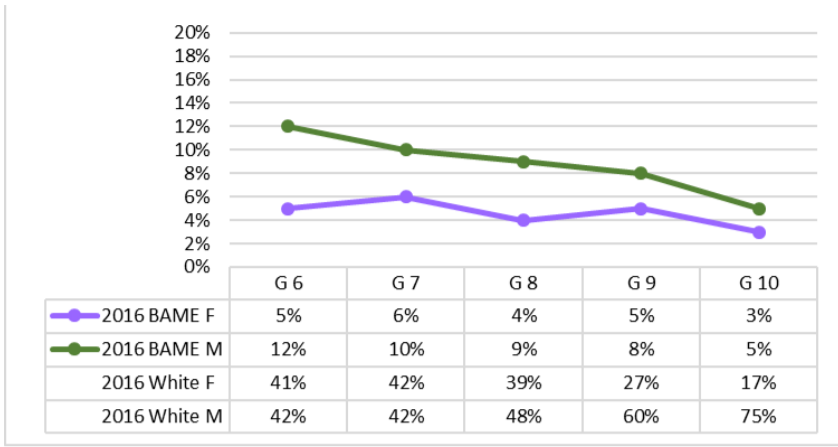
Table 4a-11: All Academic Staff – Academic grade total counts

		2019/20	2020/21	2021/22	2022/23
CGR1	% →	1.51%	1.23%	0.75%	0.43%
	Headcount	69	56	36	18
CGR2	% →	0.44%	0.46%	0.59%	0.55%
	Headcount	20	21	28	23
CGR3	% →	1.48%	1.31%	1.34%	1.33%
	Headcount	68	60	64	56
CGR4	% →	0.76%	1.07%	1.24%	1.17%
	Headcount	35	49	59	49
CGR5	% →	1.99%	1.95%	2.09%	2.33%
	Headcount	91	89	100	98
CGR6	% →	0.63%	0.55%	0.48%	0.40%
	Headcount	29	25	23	17
CGR20	% →	0.39%	0.59%	0.75%	0.95%
	Headcount	18	27	36	40
CGR22	% →	0.04%	0.09%	0.08%	0.05%
	Headcount				
GR6	% →	23.50%	26.34%	24.62%	25.67%
	Headcount	1077	1202	1176	1079
GR7	% →	24.59%	23.23%	22.69%	20.81%
	Headcount	1127	1060	1084	875
GR8	% →	19.25%	19.24%	19.59%	18.93%
	Headcount	882	878	936	796
GR9	% →	15.45%	14.25%	15.97%	16.08%
	Headcount	708	650	763	676
GR10	% →	9.97%	9.69%	9.80%	11.30%
	Headcount	457	442	468	475
Grand Total	% →	100.00%	100.00%	100.00%	100.00%
	Headcount	4583	4563	4777	4204

Table 4a-12: Academic Staff by ethnicity, nationality, and academic grade.

			Racially Minoritised				Unknown				White			
			2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
CGR1	International	% →	33.33%	16.67%			50.00%	50.00%	60.00%	50.00%	16.67%	33.33%	40.00%	50.00%
		Headcount												
	UK	% →	22.22%	18.00%	12.90%	18.75%	11.11%	14.00%	12.90%	6.25%	66.67%	68.00%	74.19%	75.00%
		Headcount	14								42	34	23	12
CGR2	International	% →			33.33%	50.00%					100.00%	100.00%	66.67%	50.00%
		Headcount												
	UK	% →	10.53%	10.00%	8.00%	4.76%	5.26%	5.00%	8.00%	14.29%	84.21%	85.00%	84.00%	80.95%
		Headcount									16	17	21	17
CGR3	International	% →	50.00%								50.00%	100.00%	100.00%	
		Headcount												
	UK	% →	10.61%	8.62%	11.11%	12.50%	6.06%	6.90%	6.35%	5.36%	83.33%	84.48%	82.54%	82.14%
		Headcount									55	49	52	46
CGR4	International	% →	100.00%	66.67%	33.33%	33.33%		33.33%	33.33%	33.33%			33.33%	33.33%
		Headcount												
	UK	% →	11.76%	13.04%	13.21%	11.63%	5.88%	10.87%	16.98%	18.60%	82.35%	76.09%	69.81%	69.77%
		Headcount									28	35	37	30
CGR5	International	% →	10.00%	9.09%	10.00%	20.00%					90.00%	90.91%	90.00%	80.00%
		Headcount												
	UK	% →	11.11%	11.54%	11.11%	13.64%	3.70%	5.13%	6.67%	7.95%	85.19%	83.33%	82.22%	78.41%
		Headcount				12					69	65	74	69
CGR6	International	% →	33.33%	40.00%	60.00%	100.00%					66.67%	60.00%	40.00%	
		Headcount												
	UK	% →	8.70%	10.00%	11.11%	13.33%	4.35%	5.00%	5.56%	6.67%	86.96%	85.00%	83.33%	80.00%
		Headcount									20	17	15	12
CGR20	International	% →			20.00%	40.00%	50.00%	100.00%	80.00%	60.00%	50.00%			
		Headcount												
	UK	% →	6.25%	13.04%	16.13%	11.43%	31.25%	34.78%	19.35%	31.43%	62.50%	52.17%	64.52%	57.14%
		Headcount								11		12	20	20
CGR22	UK	% →	50.00%	25.00%	25.00%	50.00%		25.00%	25.00%		50.00%	50.00%	50.00%	50.00%
		Headcount												
GR6	International	% →	24.80%	18.20%	15.20%	15.06%	42.56%	50.69%	56.77%	62.22%	32.64%	31.11%	28.03%	22.72%
		Headcount	95	79	64	61	163	220	239	252	125	135	118	92
	UK	% →	4.32%	5.08%	4.50%	4.15%	26.66%	34.51%	39.34%	45.85%	69.02%	60.42%	56.16%	50.00%
		Headcount	30	39	34	28	185	265	297	309	479	464	424	337
GR7	International	% →	34.88%	36.76%	41.84%	43.08%	10.93%	11.76%	14.02%	16.15%	54.19%	51.47%	44.14%	40.77%
		Headcount	150	150	182	168	47	48	61	63	233	210	192	159
	UK	% →	8.90%	7.67%	8.17%	9.48%	11.19%	11.96%	12.94%	14.64%	79.91%	80.37%	78.89%	75.88%
		Headcount	62	50	53	46	78	78	84	71	557	524	512	368
GR8	International	% →	27.83%	31.02%	32.22%	36.69%	8.56%	10.84%	10.83%	12.99%	63.61%	58.13%	56.94%	50.32%
		Headcount	91	103	116	113	28	36	39	40	208	193	205	155
	UK	% →	8.29%	8.97%	8.68%	7.79%	3.96%	5.68%	6.60%	6.97%	87.75%	85.35%	84.72%	85.25%
		Headcount	46	49	50	38	22	31	38	34	487	466	488	416
GR9	International	% →	21.15%	18.88%	21.01%	22.22%	5.29%	7.14%	6.30%	8.00%	73.57%	73.98%	72.69%	69.78%
		Headcount	48	37	50	50	12	14	15	18	167	145	173	157
	UK	% →	10.40%	9.91%	9.90%	9.31%	3.95%	4.85%	4.38%	5.10%	85.65%	85.24%	85.71%	85.59%
		Headcount	50	45	52	42	19	22	23	23	412	387	450	386
GR10	International	% →	7.14%	7.37%	9.26%	10.28%	8.16%	8.42%	8.33%	11.21%	84.69%	84.21%	82.41%	78.50%
		Headcount				11				12	83	80	89	84
	UK	% →	7.80%	8.07%	9.72%	8.97%	4.74%	5.48%	5.83%	6.25%	87.47%	86.46%	84.44%	84.78%
		Headcount	28	28	35	33	17	19	21	23	314	300	304	312
Grand Total			14.27%	13.81%	14.49%	15.08%	13.22%	17.09%	18.17%	21.05%	72.51%	69.10%	67.34%	63.87%
			654	630	692	634	606	780	868	885	3323	3153	3217	2685

Figs. 4a-8, 9: Gender and ethnicity academic staff pipeline [UoL Athena Swan applications, 2016 and 2021 respectively]



Academic staff by contract length

Representing just under 15% of the academic staff population, RM academic staff are disproportionately impacted by fixed-term contracts; 55% hold fixed term contracts compared to 29% of white academic staff, presenting clear implications for RM career progression and representation in senior academic roles.

RM international staff are more likely to hold fixed term academic contracts compared to their UK RM peers; the opposite is true for white international and UK academic colleagues, again with implications for access to personal development and “stretch project” opportunities that ordinarily support applicants seeking permanent, higher-grade roles. Survey comments revealed perceptions of unfairness in hiring to permanent roles.

Ongoing work in HR addresses working patterns and fixed-term contracts; analysis by ethnicity has been shared to mainstream race equality through these channels.

Figure 4a-9: REC survey comment (excess words reflected in section count)



Table 4a-13: Academic staff by contract type (perm/fixed term), ethnic group, and nationality

			International				UK			
			2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Fixed Term	Arab	% →	0.35%	0.26%	0.29%	0.29%	0.13%	0.11%	0.19%	0.21%
		Headcount	16	12	14	12				
	Asian	% →	3.82%	3.73%	3.77%	4.19%	1.57%	1.64%	1.38%	1.09%
		Headcount	175	170	180	176	72	75	66	46
	Black	% →	0.46%	0.46%	0.57%	0.59%	0.35%	0.24%	0.23%	0.21%
		Headcount	21	21	27	25	16	11	11	
	Mixed Ethnicity	% →	0.50%	0.53%	0.65%	0.67%	0.50%	0.53%	0.54%	0.64%
		Headcount	23	24	31	28	23	24	26	27
	Other Ethnic Group	% →	0.37%	0.35%	0.23%	0.21%	0.11%	0.13%	0.08%	0.14%
		Headcount	17	16	11					
	Unknown	% →	4.21%	5.46%	5.86%	6.92%	4.10%	5.11%	5.30%	6.09%
		Headcount	193	249	280	291	188	233	253	256
	White	% →	7.59%	7.43%	6.30%	5.76%	21.03%	20.10%	18.32%	15.15%
		Headcount	348	339	301	242	964	917	875	637
Permanent	Arab	% →	0.15%	0.18%	0.19%	0.26%	0.09%	0.09%	0.08%	0.12%
		Headcount				11				
	Asian	% →	2.44%	2.30%	2.64%	2.78%	1.90%	1.78%	1.99%	1.86%
		Headcount	112	105	126	117	87	81	95	78
	Black	% →	0.15%	0.18%	0.17%	0.24%	0.17%	0.11%	0.19%	0.19%
		Headcount								
	Mixed Ethnicity	% →	0.15%	0.18%	0.17%	0.19%	0.59%	0.57%	0.54%	0.59%
		Headcount					27	26	26	25
	Other Ethnic Group	% →	0.28%	0.22%	0.33%	0.38%	0.17%	0.24%	0.25%	0.21%
		Headcount	13		16	16		11	12	
	Unknown	% →	1.51%	1.86%	1.93%	2.38%	3.40%	4.67%	5.09%	5.66%
		Headcount	69	85	92	100	156	213	243	238
	White	% →	10.58%	9.69%	10.34%	9.92%	33.30%	31.89%	32.38%	33.04%
		Headcount	485	442	494	417	1,526	1,455	1,547	1,389
Grand Total	Total	% →	32.58%	32.81%	33.43%	34.78%	67.42%	67.19%	66.57%	65.22%
		Headcount	1,493	1,497	1,597	1,462	3,090	3,066	3,180	2,742

Academic staff by working pattern

A higher proportion of RM academic staff, UK and international, work full time compared to their white peers. Survey responses indicated that staff from all ethnic groups largely agreed they were aware of flexible working arrangements, could access informal flexible working arrangements, and their managers were supportive of flexible working.

However, RM staff respondents were less positive (63%) when asked if they felt formal flexible working requests would be considered fairly; academic staff were notably less positive than PS respondents, having low confidence in fair consideration of formal requests. Black academic staff respondents were most impacted, with an agreement rate of 36%.

Most academic zero-hours contracts are held by staff of “unknown” ethnicity (Table 4a-12); APs 8.1 and 8.3 aim to improve our data quality.

Table 4a-12: Academic Staff by working pattern, ethnicity, and nationality, and as % of total academic workforce

			International				UK			
			2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Full Time	Arab	% →	0.26%	0.31%	0.31%	0.45%	0.11%	0.07%	0.10%	0.14%
		Headcount	12	14	15	19				
	Asian	% →	5.06%	5.11%	5.82%	6.23%	2.75%	2.65%	2.68%	2.26%
		Headcount	232	233	278	262	126	121	128	95
	Black	% →	0.41%	0.42%	0.52%	0.64%	0.35%	0.24%	0.31%	0.29%
		Headcount	19	19	25	27	16	11	15	12
	Mixed Ethnicity	% →	0.59%	0.64%	0.65%	0.71%	0.74%	0.79%	0.84%	0.95%
		Headcount	27	29	31	30	34	36	40	40
	Other Ethnic Group	% →	0.55%	0.46%	0.48%	0.45%	0.22%	0.31%	0.25%	0.26%
		Headcount	25	21	23	19		14	12	11
	Unknown	% →	2.33%	2.59%	2.76%	3.40%	2.38%	2.74%	2.85%	3.31%
		Headcount	107	118	132	143	109	125	136	139
White	% →	15.12%	13.74%	13.71%	13.23%	36.22%	34.56%	34.16%	33.85%	
	Headcount	693	627	655	556	1660	1577	1632	1423	
Part Time	Arab	% →	0.11%	0.04%	0.08%	0.07%	0.04%	0.07%	0.08%	0.10%
		Headcount								
	Asian	% →	0.46%	0.31%	0.27%	0.31%	0.44%	0.48%	0.42%	0.36%
		Headcount	21	14	13	13	20	22	20	15
	Black	% →	0.07%	0.02%	0.02%	0.05%	0.13%	0.09%	0.06%	0.07%
		Headcount								
	Mixed Ethnicity	% →	0.07%	0.07%	0.08%	0.12%	0.24%	0.20%	0.19%	0.21%
		Headcount					11			
	Other Ethnic Group	% →	0.07%	0.04%	0.04%	0.14%	0.02%	0.02%	0.04%	0.05%
		Headcount								
	Unknown	% →	0.83%	1.01%	1.03%	1.31%	1.66%	2.15%	2.09%	2.33%
		Headcount	38	46	49	55	76	98	100	98
White	% →	2.14%	2.41%	1.82%	1.67%	12.79%	12.25%	12.12%	10.49%	
	Headcount	98	110	87	70	586	559	579	441	
Zero Hours	Arab	% →	0.13%	0.09%	0.08%	0.02%	0.07%	0.07%	0.08%	0.10%
		Headcount								
	Asian	% →	0.74%	0.61%	0.31%	0.43%	0.28%	0.28%	0.27%	0.33%
		Headcount	34	28	15	18	13	13	13	14
	Black	% →	0.13%	0.20%	0.19%	0.14%	0.04%	0.02%	0.04%	0.05%
		Headcount								
	Mixed Ethnicity	% →			0.08%	0.02%	0.11%	0.11%	0.06%	0.07%
		Headcount								
	Other Ethnic Group	% →	0.04%	0.07%	0.04%		0.04%	0.04%	0.04%	0.05%
		Headcount								
	Unknown	% →	2.55%	3.73%	4.00%	4.59%	3.47%	4.89%	5.44%	6.11%
		Headcount	117	170	191	193	159	223	260	257
White	% →	0.92%	0.96%	1.11%	0.78%	5.32%	5.17%	4.42%	3.85%	
	Headcount	42	44	53	33	244	236	211	162	
Grand Total	Total	% →	32.58%	32.81%	33.43%	34.78%	67.42%	67.19%	66.57%	65.22%
		Headcount	1,493	1,497	1,597	1,462	3,090	3,066	3,180	2,742

Academic staff turnover

Turnover rates are higher for RM academic staff than for their white peers, for both UK and International cohorts; specific proportional trends by ethnic group are challenging to discern due to small pools.

Turnover of white academic staff has been static (Table 4a-13), and the lowest of all ethnic groups; the only exception is 21/22, where overall proportional turnover for Arab academic staff was 2% lower than that of white academic staff (17.91% vs 19.93%). This may be attributed to changes in an already-small pool.

Notably, the impact of the Covid-19 pandemic has more heavily impacted RM academic staff turnover rates than those of their white peers.

Contract Type analysis showed RM staff are overrepresented in Fixed Term roles, which will contribute to trends identified here and impact on efforts to improve long-term ethnic diversity of academic staff. However, in 2022/23 the most common leaving reason for both RM and white academic staff was resignation; this will be reviewed further by our Inclusive Recruitment Project Officer [AP12.3].

167 words

Table 4a-13: Academic staff turnover by ethnic group and nationality

Period	Nationality Grouping	Arab	Asian	Black	Mixed Ethnicity	Other Ethnic Group	Unknown	White	All Academic Staff
2019/20	International	81.48%	23.90%	23.12%	27.85%	32.21%	30.45%	20.19%	23.73%
	UK	27.43%	15.94%	34.88%	26.09%	0.00%	28.94%	17.47%	18.71%
	All Academic Staff	62.53%	20.83%	27.81%	26.72%	21.31%	29.58%	18.15%	20.31%
2020/21	International	29.91%	26.89%	32.43%	25.31%	41.74%	35.63%	19.10%	24.80%
	UK	13.11%	19.54%	28.83%	14.97%	15.79%	33.89%	16.50%	18.91%
	All Academic Staff	23.81%	24.06%	31.02%	18.81%	31.41%	34.65%	17.15%	20.82%
2021/22	International	30.85%	23.58%	36.73%	43.05%	18.29%	41.07%	23.91%	28.41%
	UK	0.00%	27.40%	19.25%	9.70%	44.94%	30.13%	18.64%	20.64%
	All Academic Staff	17.91%	24.95%	29.94%	23.15%	27.27%	34.81%	19.93%	23.18%
2022/23	International	24.00%	19.38%	15.22%	19.32%	18.51%	24.93%	13.62%	17.99%
	UK	38.30%	12.16%	0.00%	15.89%	8.00%	20.93%	11.82%	13.44%
	All Academic Staff	29.51%	17.02%	9.24%	17.31%	14.66%	22.65%	12.25%	14.96%

4.b Professional and support staff

Section 4.b professional and support staff

Provide three years' quantitative data, accompanied by analysis, relevant qualitative data/research, commentary and resultant action points to describe any issues and trends in the ethnic profile of your UK and, separately, non-UK professional and support staff. Provide this information for:

- the institution as a whole
- each central department (and where numbers permit, each academic faculty), accompanied by a brief statement from the head of each central department
- each professional and support staff grade (where numbers are small, cluster relevant grades together)
- contract type (permanent/open-ended or fixed-term)
- full-time/part-time contracts
- staff turnover rates

Please comment specifically on how the institution benchmarks the ethnic composition of its professional and support staff in the short and longer term, and what it is hoping to achieve.

Section 4.b Data Overview and Limitations

Due to small numbers, analysis of proportional recruitment trends include counts (n=x), and focus on:

- Directorates of People & Services, and Education
- Academic faculties.

Table 4b-1: All PS Staff by year

Period	2019/20	2020/21	2021/22	2022/23
Total PS Count	4493	4315	4615	4243

Our PS staff body shows notably lower levels of ethnic diversity compared to the academic workforce, presenting a clear area for improvement.

PS staff form 49% of the University's staff body; as of 21/22, **6.76% (n= 312) of the pool is recorded as RM** (Fig.4b-1). This proportion has remained static over the years analysed. The proportion of UK RM staff in our overall PS workforce is 5.24%, dramatically lower than RM representation in Liverpool; 11% of working age population (2021 census data) [AP12].

Figures 4b-2,3 highlight an underrepresentation of PS staff of Asian, Black, and mixed ethnicity backgrounds, compared to our peer group average (Table 4b-3); despite Asian staff forming the majority of our (known) RM PS staff.

Figure 4b-1: PS staff by ethnicity as of 21/22

Figure 4b-2: RM PS staff by nationality as of 21/22

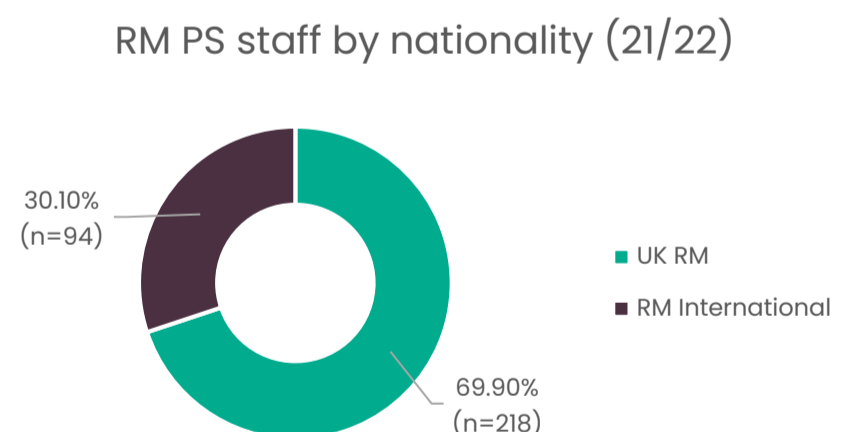
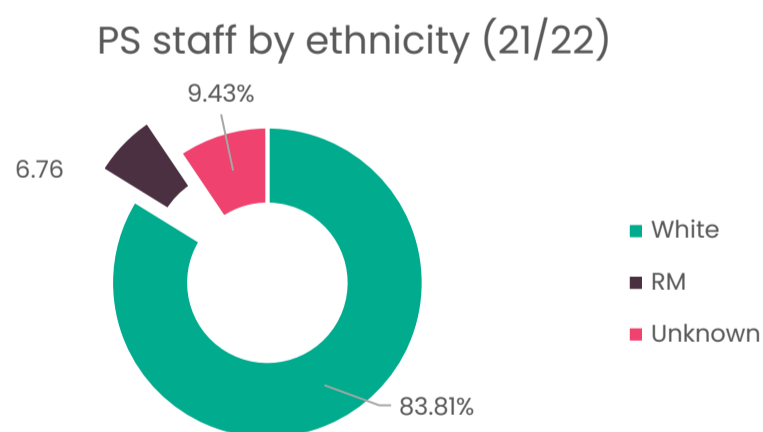


Table 4b-2: PS Staff by ethnicity and nationality (Headcount and % of nationality grouping)

	Racially Minoritised				White				Unknown			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
International	22.99%	18.08%	20.84%	22.57%	48.96%	43.29%	44.12%	37.53%	28.06%	38.63%	35.03%	39.90%
	77	66	94	95	164	158	199	158	94	141	158	168
UK	5.19%	4.86%	5.24%	4.76%	89.80%	90.18%	88.11%	86.21%	5.00%	4.96%	6.65%	9.03%
	216	192	218	182	3,734	3,562	3,669	3,295	208	196	277	345
Total	6.52%	5.98%	6.76%	6.53%	86.76%	86.21%	83.81%	81.38%	6.72%	7.81%	9.43%	12.09%
	293	258	312	277	3,898	3,720	3,868	3,453	302	337	435	513

Table 4b-3: Average % of PS staff by ethnic group and nationality in our comparator peer group (21/22)

Nationality Grouping	Academic employment marker	Academic Year	Asian	Black	Mixed	Other	Unknown/not applicable	White
International	Non academic	2021/22	16.10%	10.90%	4.50%	4.30%	7.90%	56.30%
Nationality Grouping	Academic employment marker	Academic Year	Asian	Black	Mixed	Other	Unknown/not applicable	White
UK	Non academic	2021/22	4.00%	1.90%	1.80%	0.40%	5.40%	86.50%

Figure 4b-3: All PS Staff by ethnic group (UK)

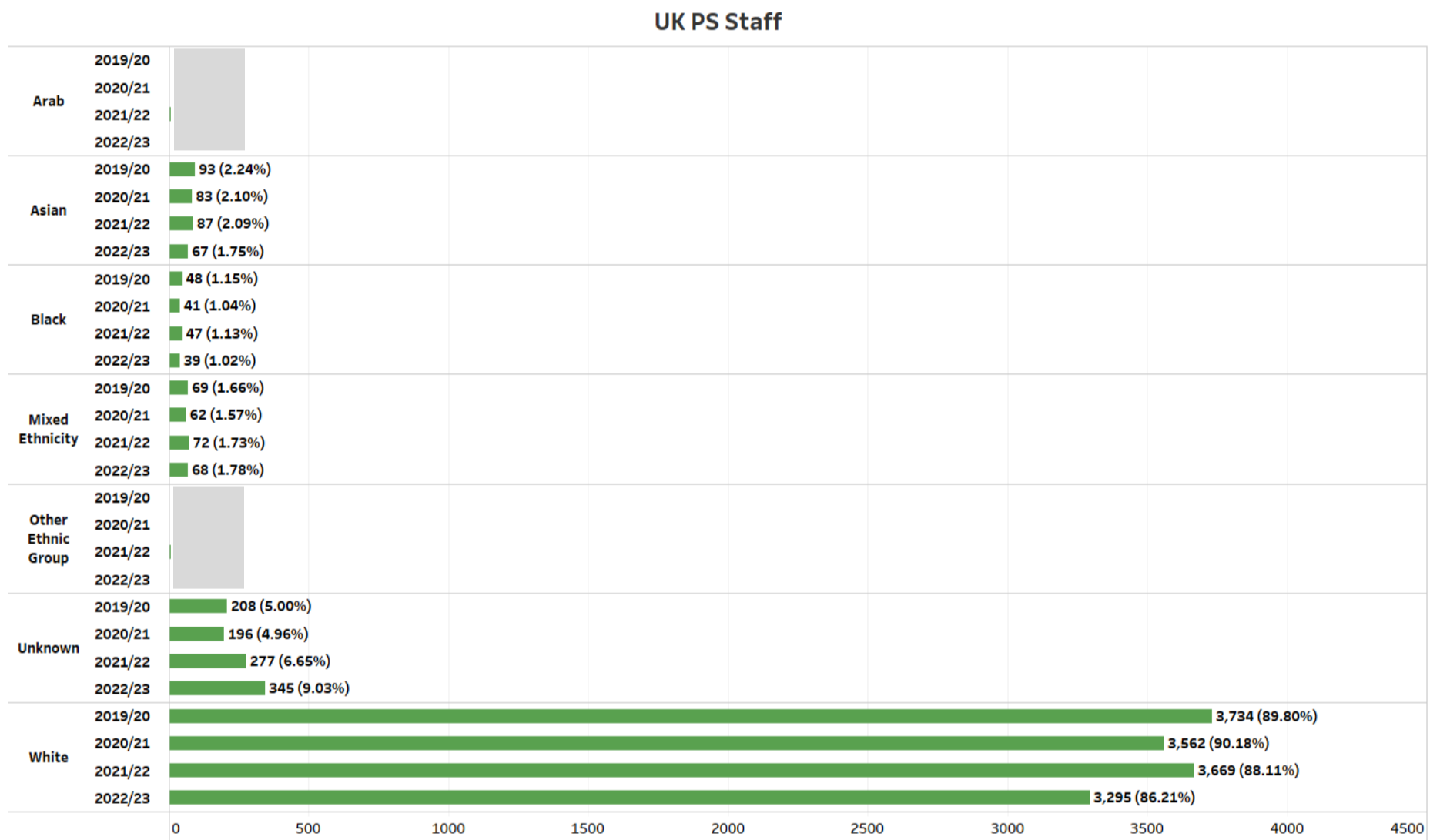
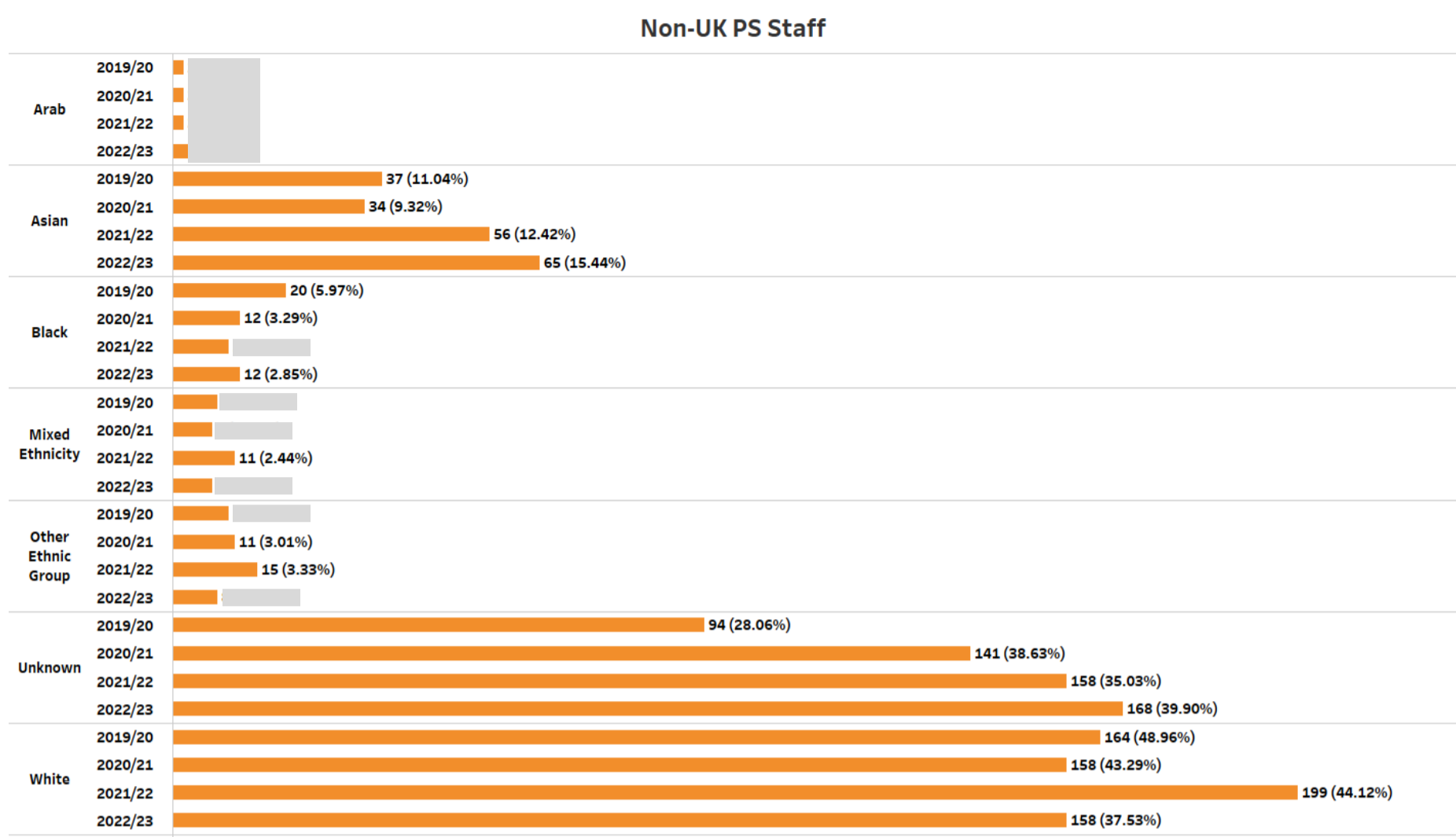


Figure 4b-4: All PS staff by ethnic group (International)



PS staff by ethnicity and gender

65% of our PS staff are recorded as female as of 21/22. Table 4b-4 reaffirms the lack of ethnic diversity in the PS staff body; RM male staff are particularly underrepresented.

Table 4b-4: PS Staff by ethnicity and gender

			2019/20		2020/21		2021/22		2022/23	
			Headcount	% ↓	Headcount	% ↓	Headcount	% ↓	Headcount	% ↓
International	RM	Female	48	1.07%	41	0.95%	63	1.37%	60	1.41%
		Male	29	0.65%	25	0.58%	31	0.67%	35	0.82%
	White	Female	128	2.85%	118	2.73%	142	3.08%	115	2.71%
		Male	36	0.80%	40	0.93%	57	1.24%	43	1.01%
	Unknown	Female	48	1.07%	91	2.11%	104	2.25%	110	2.59%
		Male	46	1.02%	50	1.16%	54	1.17%	58	1.37%
	Total			335	7.46%	365	8.46%	451	9.77%	421
UK	RM	Female	126	2.80%	115	2.67%	137	2.97%	116	2.73%
		Male	90	2.00%	77	1.78%	81	1.76%	66	1.56%
	White	Female	2,498	55.60%	2,388	55.34%	2,415	52.33%	2,197	51.78%
		Male	1,236	27.51%	1,174	27.21%	1,254	27.17%	1,098	25.88%
	Unknown	Female	100	2.23%	96	2.22%	147	3.19%	194	4.57%
		Male	108	2.40%	100	2.32%	130	2.82%	151	3.56%
	Total			4158	92.54%	3950	91.54%	4164	90.23%	3822
Total			4,493	100.00%	4,315	100.00%	4,615	100.00%	4,243	100.00%

PS staff by ethnicity and faculty/Directorate

CPS was disaggregated into Directorates in December 2020.

Tables 4b-5,6 outline PS staff by directorate/faculty and ethnicity, disaggregated to UK/international. Figs 4b-5,6 further show RM PS staff are underrepresented and highly unevenly distributed across the University, with some areas having little to no ethnic diversity;

- The Directorate of People and Services (including HR, IT Facilities & Residential Services) is the largest employer of PS staff; however, its proportion of RM staff at 5.5% in 21/22 ($n=72$) is lower than the overall proportion of PS staff across the University (6.76%).
- As of 21/22, the Directorate of Education has the largest international PS cohort ($n=204$, $\%=24.3\%$) of all directorates/faculties. Notably, Education also has the most ethnically diverse PS staff pool in proportion and count, with 11.4% of its staff ($n=96$) recorded as RM.
- Analysis of academic faculties (Fig 4b-7), as of 21/22, indicates HLS has both the largest PS staff pool ($n=1144$) of the three, and the most ethnically diverse PS staff pool (6.6%). HSS narrowly has the lowest proportion of RM PS staff of the academic faculties, at 5.7% ($n=25$); S&E's RM PS staff pool ($n=26$) represents 6.2% of their PS workforce.

Proportional variations outlined above demonstrate the challenge in identifying trends within small pools; it is particularly concerning that no faculty/directorate across the University has an RM PS staff population of 100 or higher. Our Faculties and CPS EDI Committee will each set contextual targets for the recruitment and retention of RM PS staff [AP4.2]; we will encourage prioritising student-facing roles, with AP15.1 outlining Positive Action pilot volunteer departments from each faculty.

Table 4b-5: UK PS Staff by ethnicity and directorate/faculty. % calculated against the **overall UK PS staff body**.

	Racially Minoritised				Unknown				White			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Directorate Legal & University Secretary		0.03%	0.05%	0.03%			0.05%	0.05%	0.84%	0.96%	0.91%	0.99%
									35	38	38	38
Directorate of Education	1.25%	1.16%	1.30%	1.20%	0.77%	0.91%	0.86%	1.57%	12.36%	13.70%	13.09%	12.74%
	52	46	54	46	32	36	36	60	514	541	545	487
Directorate of Finance	0.14%	0.20%	0.12%	0.08%	0.19%	0.46%	0.43%	0.44%	2.07%	2.58%	2.40%	2.59%
						18	18	17	86	102	100	99
Directorate of People and Services	1.18%	1.34%	1.39%	1.26%	1.18%	1.32%	0.0207	0.0351	26.05%	27.75%	28.00%	26.69%
	49	53	58	48	49	52	86	134	1083	1096	1166	1020
Directorate of Research	0.19%	0.20%	0.19%	0.18%	0.02%	0.03%	0.001	0.0021	2.53%	2.73%	2.62%	2.64%
									105	108	109	101
Central Professional Services	0.41%				0.53%				5.27%			
	17				22				219			
HLS	1.27%	1.19%	1.22%	1.10%	1.01%	1.09%	0.0154	0.0178	24.56%	26.61%	24.71%	24.36%
	53	47	51	42	42	43	64	68	1021	1051	1029	931
HSS	0.34%	0.33%	0.50%	0.42%	0.38%	0.53%	0.0094	0.0092	7.12%	7.62%	8.29%	8.24%
	14	13	21	16	16	21	39	35	296	301	345	315
S&E	0.41%	0.41%	0.46%	0.50%	0.89%	0.61%	0.0065	0.0055	8.85%	8.05%	7.95%	7.82%
	17	16	19	19	37	24	27	21	368	318	331	299
Vice-Chancellor's Office					0.02%	0.03%	0.0002		0.17%	0.18%	0.14%	0.13%
Grand Total	5.19%	4.86%	5.24%	4.76%	5.00%	4.96%	6.65%	9.03%	89.80%	90.18%	88.11%	86.21%
	216	192	218	182	208	196	277	345	3734	3562	3669	3295

Table 4b-6: International PS Staff by ethnicity and faculty. % calculated against the overall international PS staff body.

	Racially Minoritised				Unknown				White			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Directorate Legal & University Secretary									0.30%			
Directorate of Education	5.97%	8.22%	9.31%	11.16%	14.03%	31.23%	27.49%	31.83%	8.36%	9.04%	8.43%	6.18%
	20	30	42	47	47	114	124	134	28	33	38	26
Directorate of Finance		0.27%		0.24%		0.27%	0.22%		0.30%	0.55%	0.67%	0.48%
Directorate of People and Services	2.99%	2.19%	3.10%	3.09%	1.19%	1.10%	0.0177	0.038	10.75%	9.04%	10.20%	8.08%
			14	13				16	36	33	46	34
Directorate of Research	0.60%	0.82%	0.67%	0.71%					2.39%	2.47%	2.00%	2.38%
Central Professional Services	5.37%				4.18%				5.07%			
	18				14				17			
Health and Life Sciences (HLS)	4.48%	4.38%	5.32%	4.75%	2.09%	2.74%	2.66%	2.38%	11.34%	11.78%	12.20%	9.50%
	15	16	24	20		10	12	10	38	43	55	40
Humanities and Social Sciences (HSS)	1.19%	0.55%	0.89%	1.19%	2.09%	0.27%	0.89%	0.95%	5.07%	4.66%	5.54%	6.65%
									17	17	25	28
Science and Engineering (SCE)	2.39%	1.64%	1.55%	1.43%	4.48%	3.01%	0.02	0.0095	5.37%	5.75%	5.10%	4.28%
					15	11			18	21	23	18
Vice-Chancellor's Office												
Grand Total	22.99%	18.08%	20.84%	22.57%	28.06%	38.63%	0.3503	0.399	48.96%	43.29%	44.12%	37.53%
	77	66	94	95	94	141	158	168	164	158	199	158

Figure 4b-5: PS staff by ethnicity: Legal, Education and Finance Directorates

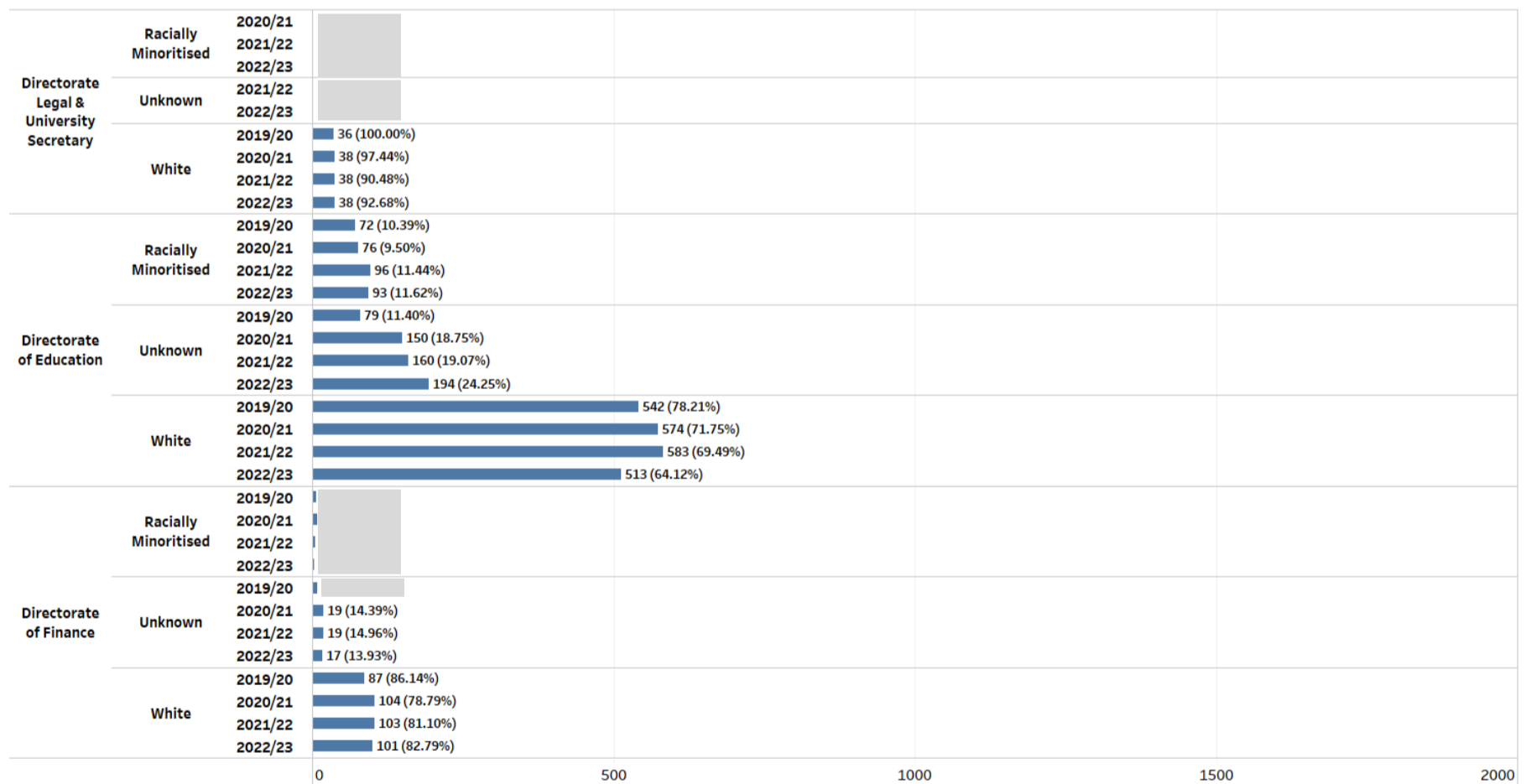


Figure 4b-6: PS staff by ethnicity: People and Services, Dir of Research, VC's Office and CPS

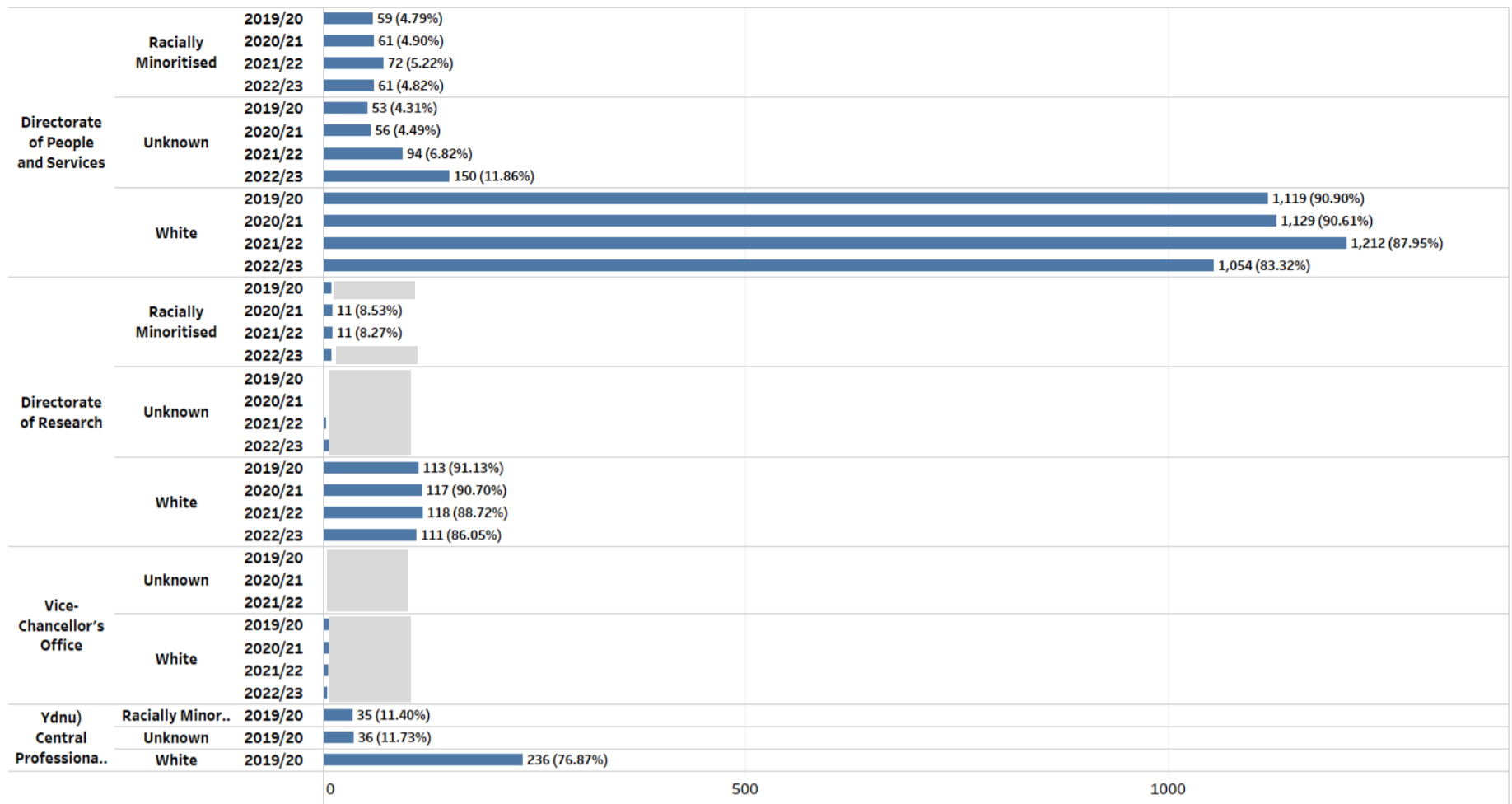
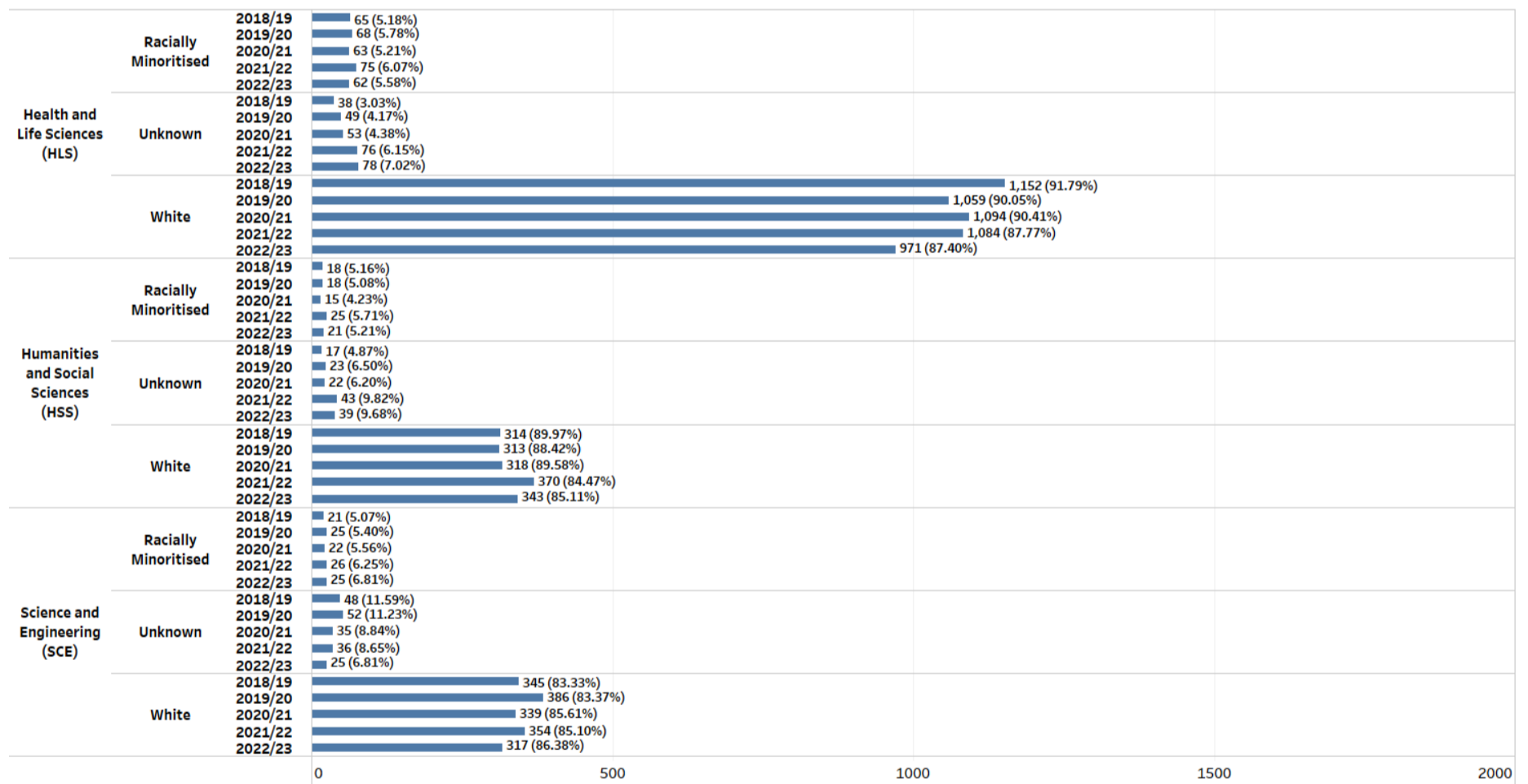


Figure 4b-7: PS staff by ethnicity – Academic Faculties



	Unknown										0.02%		0.03%		0.02%		
	White										0.17%		0.18%		0.14%		0.13%
	Total										0.19%		0.20%		0.17%		0.13%
CPS	Arab		0.30%														
	Asian		2.39%									0.10%					
	Black		2.09%									0.07%					
	Mixed Ethnicity											0.19%					
	Other Ethnic Group		0.60%									0.05%					
	Unknown	14	4.18%							22	0.53%						
	White	17	5.07%							219	5.27%						
Total	49	14.63%							258	6.20%							
Health and Life Sciences (HLS)	Arab												0.03%		0.05%		0.03%
	Asian		2.39%		2.74%	12	2.66%	11	2.61%	30	0.72%	26	0.66%	25	0.60%	21	0.55%
	Black		0.90%		0.55%		0.44%		0.71%		0.24%		0.23%	12	0.29%		0.24%
	Mixed Ethnicity		0.30%				0.67%		0.48%	13	0.31%	11	0.28%	12	0.29%	11	0.29%
	Other Ethnic Group		0.90%		1.10%		1.55%		0.95%								
	Unknown		2.09%		2.74%	12	2.66%		2.38%	42	1.01%	43	1.09%	64	1.54%	68	1.78%
	White	38	11.34%	43	11.78%	55	12.20%	40	9.50%	1021	24.56%	1051	26.61%	1029	24.71%	931	24.36%
	Total	60	17.91%	69	18.90%	91	20.18%	70	16.63%	1116	26.84%	1141	28.89%	1144	27.47%	1041	27.24%
Humanities and Social Sciences (HSS)	Arab														0.05%		0.03%
	Asian		0.60%		0.27%		0.44%		0.95%		0.14%		0.18%		0.22%		0.18%
	Black										0.12%		0.08%		0.10%		0.08%
	Mixed Ethnicity		0.30%								0.07%		0.08%		0.14%		0.13%
	Other Ethnic Group		0.30%		0.27%		0.44%		0.24%								
	Unknown		2.09%		0.27%		0.89%		0.95%	16	0.38%	21	0.53%	39	0.94%	35	0.92%
	White	17	5.07%	17	4.66%	25	5.54%	28	6.65%	296	7.12%	301	7.62%	345	8.29%	315	8.24%
Total	28	8.36%	20	5.48%	33	7.32%	37	8.79%	326	7.84%	335	8.48%	405	9.73%	366	9.58%	
Science and Engineering (SCE)	Arab												0.03%		0.02%		
	Asian		1.19%		1.10%		1.11%		1.19%	11	0.26%		0.23%		0.22%		0.18%
	Black		0.30%								0.02%						0.05%
	Mixed Ethnicity		0.90%		0.55%		0.44%		0.24%		0.10%		0.13%		0.19%		0.21%
	Other Ethnic Group										0.02%		0.03%		0.02%		0.05%
	Unknown	15	4.48%	11	3.01%		2.00%		0.95%	37	0.89%	24	0.61%	27	0.65%	21	0.55%
	White	18	5.37%	21	5.75%	23	5.10%	18	4.28%	368	8.85%	318	8.05%	331	7.95%	299	7.82%
Total	41	12.24%	38	10.41%	39	8.65%	28	6.65%	422	10.15%	358	9.06%	377	9.05%	339	8.87%	
Grand Total	Total	335	100.00%	365	100.00%	451	100.00%	421	100.00%	4,158	100.00%	3,950	100.00%	4,164	100.00%	3,822	100.00%

PS staff by grade

Table 4b-8: PS staff groups by grade

PS job family	Grades
Clerical	1-6
Professional & Specialist Management and Administration (PMSA)	6-10
Manual	1-5
Technical	1-9

The SAT is troubled to note the proportion of RM staff at lower PS grades (1-5) is notably higher than that of white PS colleagues, with a bottleneck effect at G5 disproportionately impacting RM groups. Across all years analysed, most PS RM staff are clustered at G5; representing 6.4% of all G5 PS staff as of 21/22 (Table 4b-10).

Over 19/20 to 21/22, RM staff representation at G1 has increased, but decreased at G2 and G3. There is some growth at G4, however further disaggregation by nationality does **not** indicate that this can be attributed to progression.

RM staff representation then decreases again at G6 and G7, without an equivalent increase at G8 or G9. As of May 23, the University did not have any PS RM colleagues at G10.

These trends reaffirm concerning areas including progression opportunities, and the overall ethnic diversity of our PS staff body. As mentioned above, the most ethnically diverse staff pool by grade is G5; RM staff here form under 1.4% ($n=64$) of the overall PS pool as of 21/22. The low level of ethnic diversity in the PS staff body was a recurring theme in our REC survey comments (Figs4b-8,9).

Trends present serious concerns when considering actions to sustainably improve PS staff ethnic diversity. Low levels of ethnic diversity at higher grades result in fewer role models and fewer peer advocates for RM staff in Grades 1-5; survey comments highlight an impact of additional expectations of RM colleagues to undertake supplementary activities and provide peer support to aid progression (Figs4b-10,11). There is limited availability and capacity for RM staff at grades 6-9 to engage with recruitment activity, e.g. enhancing diversity on interview panels. It is vital for our actions in this area to account for this and mitigate the risk of RM staff being disproportionately burdened with the responsibility of enhancing ethnic diversity.

We will therefore:

- Conduct an end-to-end audit of recruitment policies and processes, ensuring central and long-term changes to processes are sustainable, equitable, and operate within a framework of shared responsibility [AP12.3].
- Create career progression case studies aimed at female and RM PS staff, to support movement to higher grade roles [AP21.1].

Further activities to support PS progression and development will be explored in section 6d.

Figures 4b-8,9: REC survey comments from staff (43 words, 59 words- excess reflected in section count)

“The university is quite diverse in terms of the student population but the staff appear to be overwhelmingly white British. As a mixed race person I occasionally feel out of place and uncomfortable. I would rather work in a more diverse environment”

“It has been challenging 'fitting in' where you're the only non-white member of the team. You have to code switch to fit in work environments which can be hard(...). Cultural sensitivities aren't often factored...which does impact sense of belonging at times. Add to this that no leadership members are an ethnic minority it's hard to aspire here”

Figures 4b-10, 11: REC survey comments from staff (56 words, 41 words- excess reflected in section count)

“(…) I get a lot of requests from other teams and people to proofread applications, do presentations, or sit on interview panels. I've had to say no...so I have time to do my own job. I feel guilty for saying no, but I'm also angry I have to do these things because everybody else is white”

“Ensuring racial diversity on interview panels is difficult due to the predominantly white pool of existing staff to draw from. There is a risk that the same people will always be called upon in recruitment and selection procedures which risks tokenism”

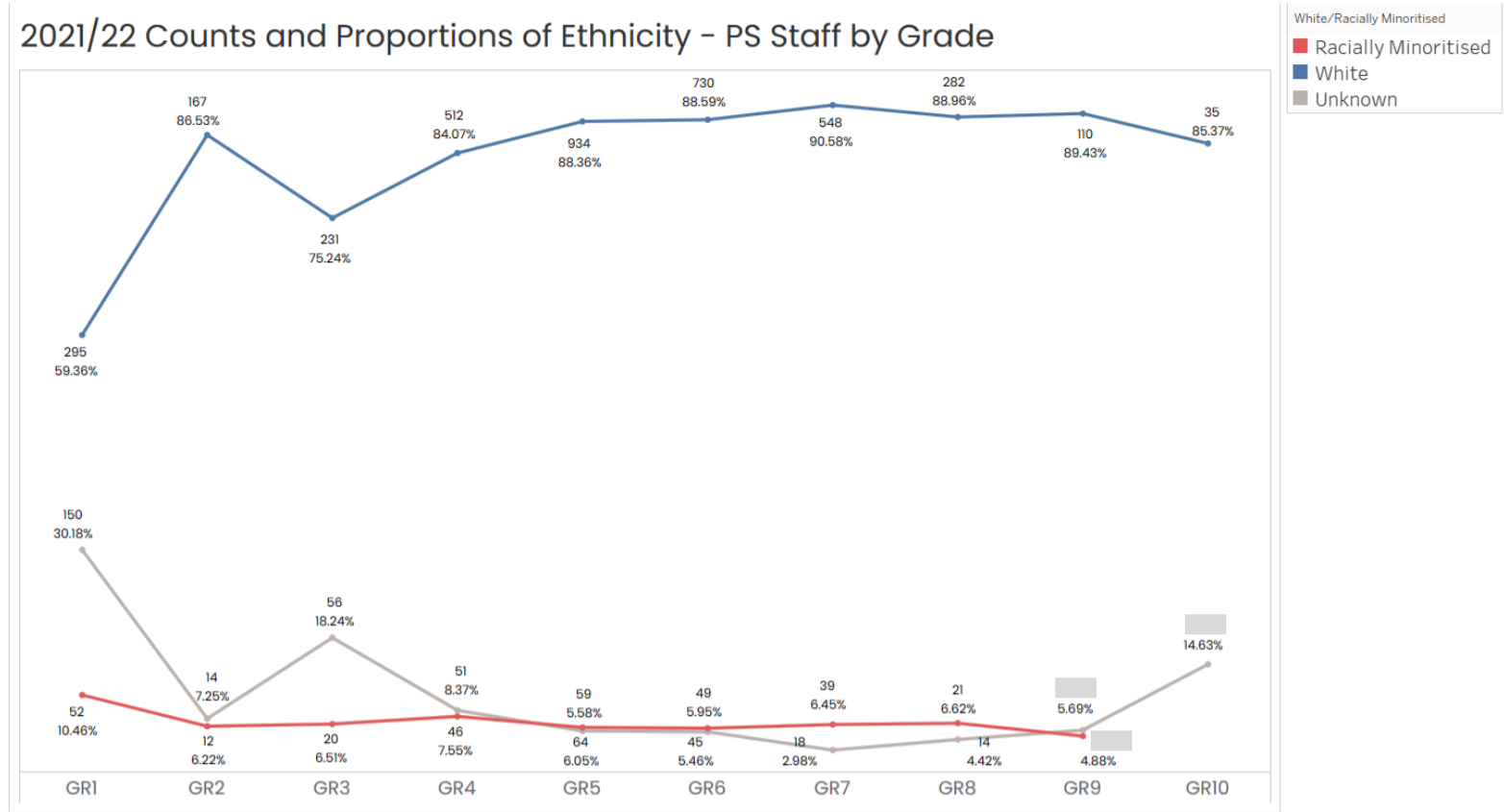
Table 4b-9: All PS Staff by grade

		2019/20	2020/21	2021/22	2022/23
NMW	% →			0.91%	0.38%
	Headcount			42	16
GR1	% →	10.55%	10.45%	10.77%	10.82%
	Headcount	474	451	497	459
GR2	% →	4.54%	4.13%	4.18%	4.20%
	Headcount	204	178	193	178
GR3	% →	8.64%	6.72%	6.65%	5.56%
	Headcount	388	290	307	236
GR4	% →	13.40%	13.46%	13.20%	12.99%
	Headcount	602	581	609	551
GR5	% →	21.50%	22.39%	22.90%	22.48%
	Headcount	966	966	1057	954
GR6	% →	17.87%	18.70%	17.85%	18.08%
	Headcount	803	807	824	767
GR7	% →	13.15%	13.53%	13.11%	13.91%
	Headcount	591	584	605	590
GR8	% →	6.65%	7.05%	6.87%	7.40%
	Headcount	299	304	317	314
GR9	% →	2.63%	2.53%	2.67%	3.16%
	Headcount	118	109	123	134
GR10	% →	1.07%	1.04%	0.89%	1.04%
	Headcount	48	45	41	44
Grand Total	% →	100.00%	100.00%	100.00%	100.00%
	Headcount	4493	4315	4615	4243

Table 4b-10: All PS Staff by ethnicity, grade, and nationality. % is shown as the proportion of staff at each grade, by nationality.

			Racially Minoritised				Unknown				White			
			2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
NMW	UK	% →			7.14%	12.50%			35.71%	37.50%			57.14%	50.00%
		Headcount							15				24	
GR1	International	% →	19.79%	13.29%	19.19%	19.89%	68.75%	79.72%	71.51%	74.43%	11.46%	6.99%	9.30%	5.68%
		Headcount	19	19	33	35	66	114	123	131	11		16	10
GR2	UK	% →	4.50%	4.55%	5.85%	4.24%	5.03%	7.47%	8.31%	16.96%	90.48%	87.99%	85.85%	78.80%
		Headcount	17	14	19	12	19	23	27	48	342	271	279	223
	International	% →	18.18%	11.11%	6.67%	8.33%	9.09%	22.22%	13.33%	25.00%	72.73%	66.67%	80.00%	66.67%
		Headcount											12	
GR3	International	% →	34.62%	14.29%	20.00%	33.33%	34.62%	57.14%	44.00%	44.44%	30.77%	28.57%	36.00%	22.22%
		Headcount							11					
GR4	UK	% →	8.01%	5.80%	5.32%	6.42%	17.96%	14.13%	15.96%	19.72%	74.03%	80.07%	78.72%	73.85%
		Headcount	29	16	15	14	65	39	45	43	268	221	222	161
	International	% →	25.71%	29.03%	28.89%	32.50%	2.86%	6.45%	13.33%	17.50%	71.43%	64.52%	57.78%	50.00%
		Headcount			13	13					25	20	26	20
GR5	UK	% →	5.11%	5.64%	5.85%	4.31%	4.94%	5.82%	7.98%	12.13%	89.95%	88.55%	86.17%	83.56%
		Headcount	29	31	33	22	28	32	45	62	510	487	486	427
	International	% →	21.54%	19.67%	22.97%	25.40%	20.00%	14.75%	9.46%	9.52%	58.46%	65.57%	67.57%	65.08%
		Headcount	14	12	17	16	13				38	40	50	41
GR6	UK	% →	4.22%	3.98%	4.78%	4.71%	3.11%	3.43%	5.29%	6.62%	92.67%	92.60%	89.93%	88.66%
		Headcount	38	36	47	42	28	31	52	59	835	838	884	790
	International	% →	30.77%	26.42%	17.54%	17.65%	3.85%	3.77%	5.26%	13.73%	65.38%	69.81%	77.19%	68.63%
		Headcount	16	14							34	37	44	35
GR7	UK	% →	5.33%	4.77%	5.08%	5.31%	2.93%	3.58%	5.48%	5.45%	91.74%	91.64%	89.44%	89.25%
		Headcount	40	36	39	38	22	27	42	39	689	691	686	639
	International	% →	17.86%	16.13%	25.00%	21.21%		6.45%	6.25%	9.09%	82.14%	77.42%	68.75%	69.70%
		Headcount									23	24	22	23
GR8	UK	% →	5.33%	5.42%	5.41%	4.49%	3.02%	2.71%	2.79%	3.05%	91.65%	91.86%	91.80%	92.46%
		Headcount	30	30	31	25	17	15	16	17	516	508	526	515
	International	% →	10.53%	15.79%	25.00%	30.00%	10.53%	10.53%	12.50%	10.00%	78.95%	73.68%	62.50%	60.00%
		Headcount									15	14	15	12
GR9	UK	% →	5.71%	5.61%	5.12%	5.10%	3.21%	4.56%	3.75%	4.76%	91.07%	89.82%	91.13%	90.14%
		Headcount	16	16	15	15		13	11	14	255	256	267	265
	International	% →	33.33%	25.00%	16.67%	28.57%					66.67%	75.00%	83.33%	71.43%
		Headcount												
GR10	UK	% →	3.48%	2.86%	4.27%	4.72%	3.48%	3.81%	5.98%	8.66%	93.04%	93.33%	89.74%	86.61%
		Headcount								11	107	98	105	110
	International	% →							100.00%	100.00%				
		Headcount												
Grand Total		% →	6.52%	5.98%	6.76%	6.53%	6.72%	7.81%	9.43%	12.09%	86.76%	86.21%	83.81%	81.38%
		Headcount	293	258	312	277	302	337	435	513	3898	3720	3868	3453

Figure 4b-11: PS staff by grade and ethnicity (21/22)



PS staff by ethnicity and contract length

As with academic staff, RM PS colleagues are overrepresented in fixed-term contracts (Table 4b-11). 10.8% (n=141) were held by RM staff in 21/22; higher than the overall proportion of RM colleagues in the PS staff body (6.76%). In the same year, only 5.2% (n=171) of permanent PS contracts were held by RM staff, compared to 90% held by white staff.

International RM staff are further overrepresented in fixed-term contracts, and underrepresented in permanent contracts; forming 44.7% (n=63) of fixed-term RM PS staff and 18.1% (n=31) of the equivalent permanent pool.

Figure 4b-12: REC survey comment from staff (51 words- excess reflected in section count)

"In my department there are no full time permanent staff of colour. I find this incredibly disappointing and it does make me question the commitment to diversity within the wider professional services teams. I would like to see a drastic change in this area in order to find satisfaction at work"
REC Staff Survey Respondent

Table 4b-11: PS staff by ethnic group, nationality, and contract length

			International				UK			
			2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Fixed Term	Arab	% →	0.02%	0.02%	0.04%	0.07%		0.05%	0.07%	0.02%
		Headcount								
	Asian	% →	0.49%	0.53%	0.95%	1.13%	0.82%	0.63%	0.74%	0.52%
		Headcount	22	23	44	48	37	27	34	22
	Black	% →	0.18%	0.12%	0.09%	0.14%	0.31%	0.23%	0.28%	0.28%
		Headcount					14		13	12
	Mixed Ethnicity	% →	0.07%	0.07%	0.13%	0.12%	0.38%	0.44%	0.56%	0.40%
		Headcount					17	19	26	17
	Other Ethnic Group	% →	0.07%	0.07%	0.15%	0.05%	0.02%		0.04%	0.07%
		Headcount								
	Unknown	% →	1.62%	2.94%	3.14%	3.49%	2.67%	2.16%	2.93%	2.92%
		Headcount	73	127	145	148	120	93	135	124
	White	% →	1.34%	1.46%	1.86%	1.51%	19.03%	17.43%	17.36%	14.28%
		Headcount	60	63	86	64	855	752	801	606
Permanent	Arab	% →	0.02%	0.02%			0.02%	0.02%	0.07%	0.05%
		Headcount								
	Asian	% →	0.33%	0.25%	0.26%	0.40%	1.25%	1.30%	1.15%	1.06%
		Headcount	15	11	12	17	56	56	53	45
	Black	% →	0.27%	0.16%	0.13%	0.14%	0.76%	0.72%	0.74%	0.64%
		Headcount	12				34	31	34	27
	Mixed Ethnicity	% →	0.11%	0.09%	0.11%	0.05%	1.16%	1.00%	1.00%	1.20%
		Headcount					52	43	46	51
	Other Ethnic Group	% →	0.16%	0.19%	0.17%	0.14%	0.09%	0.07%	0.09%	0.05%
		Headcount								
	Unknown	% →	0.47%	0.32%	0.28%	0.47%	1.96%	2.39%	3.08%	5.21%
		Headcount	21	14	13	20	88	103	142	221
	White	% →	2.31%	2.20%	2.45%	2.22%	64.08%	65.12%	62.15%	63.37%
		Headcount	104	95	113	94	2,879	2,810	2,868	2,689
Grand Total	Total	% →	7.46%	8.46%	9.77%	9.92%	92.54%	91.54%	90.23%	90.08%
		Headcount	335	365	451	421	4,158	3,950	4,164	3,822

PS staff by working pattern

The proportion of full-time contracts held by RM PS staff is roughly proportional to the overall RM PS body; representing 6.5% ($n=193$) of this pool. International staff are slightly underrepresented here, representing 22.8% ($n=44$) of full-time RM PS staff.

This is similar for RM part-time staff ($n= 78$), representing 6% of this pool; it is difficult to disaggregate this further by nationality, due to small numbers.

Table 4b-12: PS Staff by ethnicity, working pattern, and nationality

			International				UK			
			2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Full Time	Arab	% →				0.02%	0.02%	0.07%	0.07%	0.02%
		Headcount								
	Asian	% →	0.42%	0.37%	0.52%	0.73%	1.45%	1.41%	1.37%	1.18%
		Headcount	19	16	24	31	65	61	63	50
	Black	% →	0.16%	0.07%	0.07%	0.14%	0.65%	0.56%	0.65%	0.64%
		Headcount					29	24	30	27
	Mixed Ethnicity	% →	0.09%	0.09%	0.15%	0.12%	0.96%	0.93%	1.08%	1.18%
		Headcount					43	40	50	50
	Other Ethnic Group	% →	0.11%	0.16%	0.22%	0.16%	0.09%	0.05%	0.07%	0.07%
		Headcount								
	Unknown	% →	0.56%	0.42%	0.43%	0.45%	2.78%	2.62%	3.16%	4.20%
		Headcount	25	18	20	19	125	113	146	178
	White	% →	2.47%	2.43%	2.60%	2.45%	54.60%	55.69%	53.65%	55.60%
		Headcount	111	105	120	104	2453	2403	2476	2359
Part Time	Arab	% →						0.02%	0.02%	
		Headcount								
	Asian	% →	0.20%	0.16%	0.17%	0.12%	0.47%	0.44%	0.48%	0.40%
		Headcount					21	19	22	17
	Black	% →	0.11%	0.12%	0.11%	0.07%	0.36%	0.35%	0.33%	0.28%
		Headcount					16	15	15	12
	Mixed Ethnicity	% →	0.09%	0.02%	0.04%		0.49%	0.44%	0.41%	0.40%
		Headcount					22	19	19	17
	Other Ethnic Group	% →	0.07%	0.07%	0.07%	0.02%	0.02%	0.02%	0.07%	0.05%
		Headcount								
	Unknown	% →	0.18%	0.16%	0.22%	0.31%	0.91%	0.88%	1.56%	2.22%
		Headcount				13	41	38	72	94
	White	% →	0.93%	0.95%	1.39%	1.04%	25.08%	24.59%	22.99%	19.99%
		Headcount	42	41	64	44	1,127	1,061	1,061	848
Arab	% →	0.04%	0.05%	0.04%	0.05%			0.04%	0.02%	
	Headcount									
Asian	% →	0.20%	0.25%	0.52%	0.68%	0.16%	0.07%	0.04%		
	Headcount		11	24	29					
Black	% →	0.18%	0.09%	0.04%	0.07%	0.07%	0.05%	0.04%		
	Headcount									
Mixed Ethnicity	% →		0.05%	0.04%	0.05%	0.09%	0.07%	0.07%	0.02%	
	Headcount									
Other Ethnic Group	% →	0.04%	0.02%	0.04%						
	Headcount									
Unknown	% →	1.36%	2.69%	2.77%	3.21%	0.93%	1.04%	1.28%	1.72%	
	Headcount	61	116	128	136	42	45	59	73	
White	% →	0.24%	0.28%	0.33%	0.24%	3.43%	2.27%	2.86%	2.07%	
	Headcount	11	12	15		154	98	132	88	
Grand Total	Total	% →	7.46%	8.46%	9.77%	9.92%	92.54%	91.54%	90.23%	90.08%
		Headcount	335	365	451	421	4,158	3,950	4,164	3,822

PS staff turnover

Turnover for RM PS staff is worryingly high compared to white PS staff; particularly for international RM groups.

Year-by-year analysis shows turnover rates demonstrate a similar trend across all ethnic groups; dropping between 19/20 and 20/21, which aligns with a cross-sector drop in turnover due to the Covid-19 pandemic. Turnover rises in 21/22 across all RM ethnic groups, in addition to turnover for international PS staff; white UK PS staff demonstrate the lowest turnover rate of all groups in this year.

“End of tenure” is the most common reason for RM PS staff turnover, aligning with the overrepresentation of RM staff in fixed-term PS contracts. Our Inclusive Recruitment Project Officer [AP12.3] will further analyse reasons for leaving by ethnic group to identify potential trends and further actions.

Table 4b-13: PS staff turnover by ethnic group and nationality

Period	Nationality Grouping	Arab	Asian	Black	Mixed Ethnicity	Other Ethnic Group	Unknown	White	All PS Staff
2019/20	International	92.31%	57.25%	76.49%	21.62%	12.83%	56.35%	15.03%	33.15%
	UK	0.00%	26.01%	25.15%	21.07%	50.00%	53.24%	11.57%	13.67%
	All PS Staff	48.00%	33.73%	36.76%	21.11%	20.43%	54.24%	11.70%	14.89%
2020/21	International	75.00%	30.49%	71.43%	0.00%	11.37%	38.54%	10.87%	23.28%
	UK	0.00%	12.85%	6.05%	10.29%	0.00%	26.36%	11.19%	11.80%
	All PS Staff	34.78%	17.60%	17.46%	9.22%	8.92%	30.68%	11.18%	12.61%
2021/22	International	82.76%	36.88%	66.21%	43.64%	25.40%	71.66%	25.79%	43.64%
	UK	88.89%	26.58%	14.25%	14.77%	53.93%	35.59%	10.50%	12.34%
	All PS Staff	86.75%	30.05%	21.88%	18.02%	34.53%	48.09%	11.16%	14.78%
2022/23	International	66.67%	34.00%	9.38%	14.75%	11.84%	55.08%	11.43%	29.16%
	UK	46.15%	17.66%	2.71%	1.59%	0.00%	17.25%	7.21%	7.97%
	All PS Staff	57.14%	25.08%	4.21%	2.88%	8.14%	27.97%	7.38%	9.71%

4.c Grievances and disciplinaries

Section 4.c grievances and disciplinaries

Please provide three years' data, and related analysis, commentary and actions, on:

- the ethnic profile of individuals involved in grievance procedures
- the ethnic profile of individuals involved in disciplinary procedures
- whether the nature of any grievances and disciplinaries are race-related

These numbers are likely to be small, so collate all three years together

The recording system for staff grievances and disciplinaries presents an immediate area for action, as the current system was not designed for long-term monitoring or analysis. Currently, staff cases are logged centrally by HRBPs with a focus on:

- Employment information regarding the individual(s);
- A brief summary of the case;
- Action(s) taken;
- Subsequent updates.

Tables 4c-1,2 collate 2018-2022 data; there were up to **70** grievance cases at the university, accounting for a suppressed number (<5) of cases where the ethnicity of the individual involved was not recorded or available from staff data. Of these cases, 13 involved RM members of staff; however due to the limited system outlined above it is unclear if they were the subject or complainant. Case logs indicate that **none of the Grievance Cases between 2018 and 2022 were race related**. However, we are aware from focus group outcomes that underreporting is a significant issue.

2 disciplinary cases are recorded as involving racist behaviour. Both cases progressed to a disciplinary hearing, however the outcomes as directly relating to racist behaviour are unknown.

We will therefore establish and implement a new case management system for HRBPs [AP17.1] with improved EDI monitoring capabilities to support identifying intersectional trends involving race.

Table 4c-1: Grievance Cases by Ethnicity 2018 – 2022

Case Type	Academic Year		Racially Minoritised	Unknown	White
Grievance	2018/19	% of Total Cases	25.00%		75.00%
		Cases			18
	2019/20	% of Total Cases			100.00%
		Cases			12
	2020/21	% of Total Cases	25.00%	10.00%	65.00%
		Cases			13
	2021/22	% of Total Cases	16.67%	8.33%	75.00%
		Cases			
	2022/23	% of Total Cases	16.67%		83.33%
		Cases			

Table 4c-2: Disciplinary Cases by Ethnicity 2018 - 2022

Case Type	Academic Year		Racially Minoritised	Unknown	White
Disciplinary	2018/19	% of Total Cases	10.71%	3.57%	85.71%
		Cases			24
	2019/20	% of Total Cases			100.00%
		Cases			
	2020/21	% of Total Cases	8.00%	8.00%	84.00%
		Cases			21
	2021/22	% of Total Cases	15.79%	5.26%	78.95%
		Cases			15
	2022/23	% of Total Cases	26.67%	13.33%	60.00%
		Cases			

Report & Support (Staff cases)

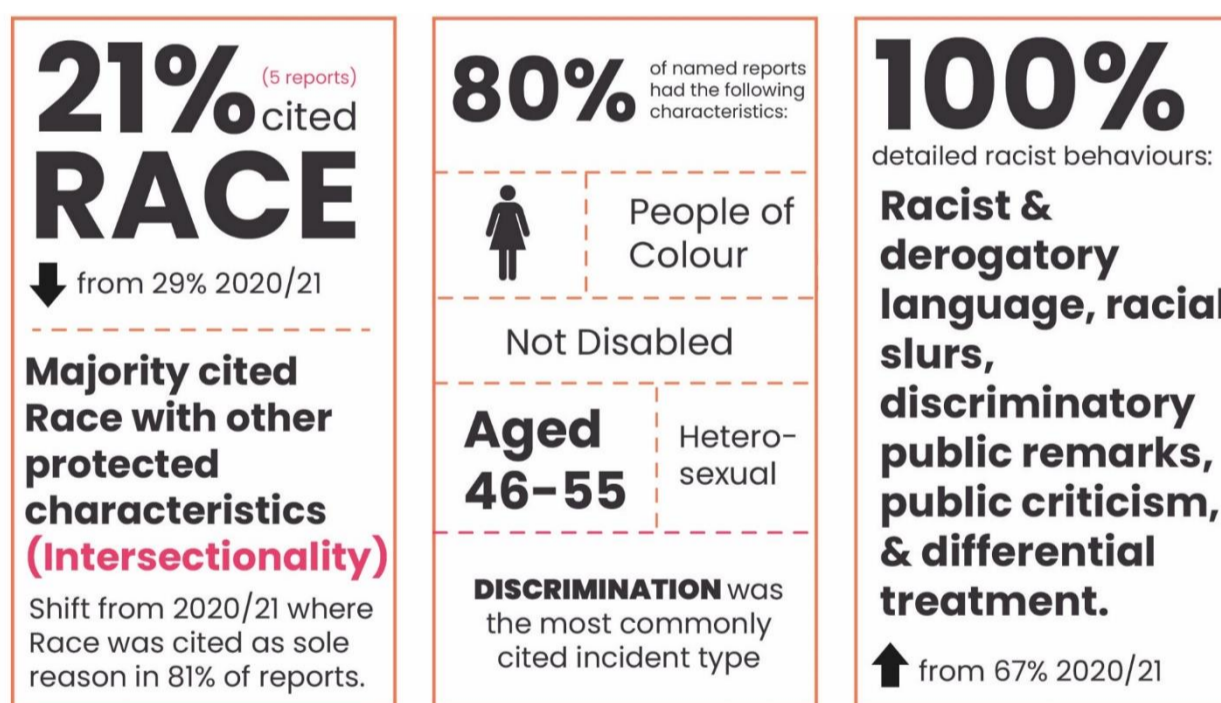
The University encourages reporting bullying, harassment, sexual misconduct, hate crime assault or discrimination through a tool called “Report & Support” (R&S), launched in 2020. The tool is promoted through:

- Regular news stories for staff and students;
- Signposting in onboarding material;
- A cross-campus poster and sticker campaign in high-footfall areas (Fig.4c-1).

Of 21/22 staff R&S reports, **23 cite a PC** as the reason for the incident occurring (Fig.4c-2).

Figure 4c-1: Report & Support poster, and news items

Figure 4c-2: 21/22 R&S reports



Reporting racial discrimination was a key theme explored across all staff and student focus groups; multiple incidents were anecdotally disclosed, and in almost all cases attendees noted that they did not pursue any forms of reporting due to a lack of confidence in the systems available. We will improve awareness of R&S, build confidence in its use, and provide robust guidance around what constitutes racist behaviours for both users and those involved in procedural panels [APs18,19,37,38,39].

Figure 4c-3: REC survey outcomes



Figure 4c-4: Quote from the REC focus groups' lead facilitator (49 words)

The reasons for not reporting mainly pivoted around fear of organisational consequence and the challenge of the incident not being overt racist and so difficult to pursue. Staff also suggested an opaqueness in the university system where the process of what happened after the incident was reported was uncertain.

Focus Group Report (December 2022).

4.d Decision-making boards and committees

Section 4.d decision-making boards and committees

Please provide details of the ethnic profile, and related analysis, commentary and actions, of your decision making boards and committees, including:

- senior management team
- board of governors/council
- research and academic committees
- key departmental decision-making bodies

The University has 12 key decision-making boards, most of which are made up of ex-officio members.

The relationship between a lack of RM staff in senior positions, and membership of key committees, is clear; with only 2 reporting RM staff members. This may fluctuate according to Lay and Appointed membership, however there is a lack of consistent RM representation in decision-making spaces.

We will develop a programme for RM staff interested in advancing their skillsets via governance structures [AP14.1]. Delegate feedback from Diversifying Leadership (DL), Aurora, and internal developmental activities indicate a lack of opportunities to network and demonstrate the skills gained; causing frustration at being unable to progress, while lacking confidence to seek out strategic decision-making duties.

AP14.1 will draw on the pilot REC DC (Section 2a). To avoid gaps in networks and resource, resulting in DCs being limited in decision-making capacities, we will support RM staff in progressing through governance structures over time towards a Deputy or Co-Chair position.

Figure 4d-1: Key decision-making boards and committees' membership by ethnicity (21/22)



4.e Equal pay

Section 4.e equal pay

Provide details of equal pay audits conducted over the past three years by ethnicity (by specific ethnic group as far as possible) and actions taken to address any issues identified.

It is important to identify any significant ethnicity pay gaps. Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and to enable equality in pay.

As a general guide, any differences in pay of five per cent or more, or patterns of three per cent or more, will require exploration and explanation. Significant differences do not prove that there is pay discrimination, but they may indicate features of the pay system that are indirectly discriminatory and will need to be resolved.

The University reports gender, ethnicity, disability and sexual orientation pay gap information annually. Ethnicity pay gaps were calculated on the inclusion of **7712** Full Pay Relevant Employees (FPREs) in March 2023 (Fig.4e-1).

We attribute the 2022-2023 Mean and Median ethnicity pay gaps (Table4e-1) to:

- Higher RM academic representation in G6,7, and 8 (Section 4a);
- RM appointments in GR6+ roles (76.6%, compared to 69.3% for white appointments) by March 2023, leading to a higher RM Median hourly rate;
- Racialised barriers to senior academic and PS roles, weighing the Mean value in favour of white colleagues; and,
- Limited RM representation at PS GR9+.

Our main area of concern is the ongoing Mean ethnicity pay gap. Table 4e-2 highlights that over 2021-2023:

- Staff of Black and mixed ethnicity backgrounds are the most impacted by ethnicity pay gaps; in 2023, gaps are at 16% and 9% in favour of white staff, respectively.
- Mean pay for Asian colleagues is marginally in favour of Asian staff, though lowered from 5.67% to 3.16%.
- Trends in pay for Arab colleagues appear to marginally favour this group as of 2023; however counts in this group are particularly low and small changes may cause proportions to fluctuate dramatically.

Figure 4e-1: FPRES by ethnicity (2023)

FPRES by ethnicity (March 2023)

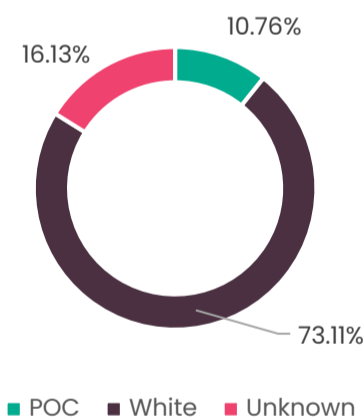


Table 4e-1: Mean and median ethnicity pay gaps 2019-2023. POC is used in pay gap reports, covering RM groups.

Mean

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2023 Mean Pay Gap in Favour of
POC v White	4.20	1.26	2.21	6.49	1.41	White population

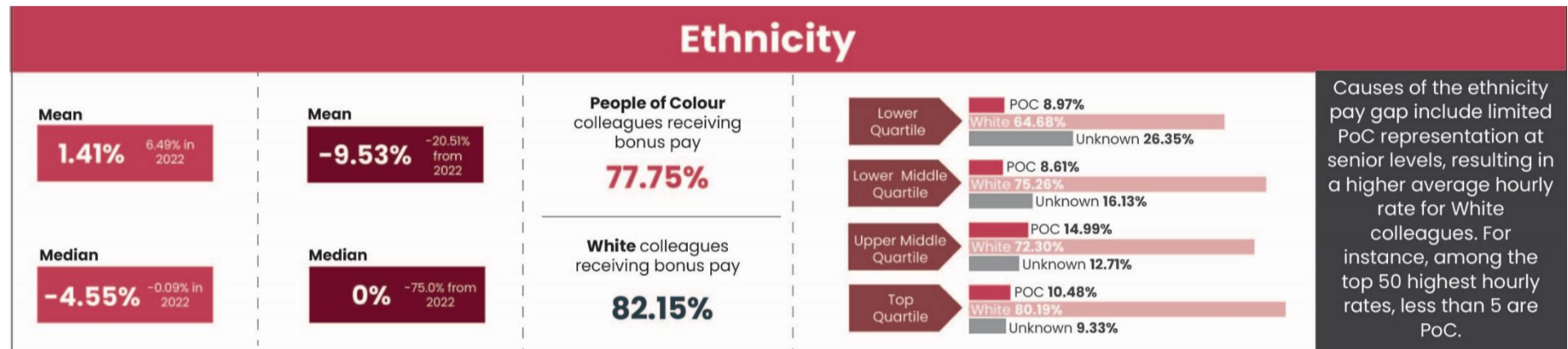
Median

	2019 (%)	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2023 Median Pay Gap in Favour of
POC v White	-0.53	-0.83	-1.12	-0.09	-4.55	POC population

Table 4e-3: Mean pay gaps by ethnic group (2021-2023). Note: Years in headings refer to the **reporting** date; covering data from the previous year.

Mean Pay Gap (White vs specific Ethnic Groups)	2021		2022		2023	
	Pay Gap	Favouring	Pay Gap	Favouring	Pay Gap	Favouring
Arab	9.37%	White Staff	4.31%	White Staff	1.99%	Arab Staff
Asian	5.67%	Asian Staff	2.27%	Asian Staff	3.16%	Asian Staff
Black	17.90%	White Staff	19.36%	White Staff	16.83%	White Staff
Mixed Ethnicity	5.28%	White Staff	7.21%	White Staff	9.12%	White Staff

Figure 4e-2: Ethnicity pay gap summary infographic



Bonus pay

Trends of the Bonus Pay Gap being in favour of white staff persist. This likely due to the relatively small population size of colleagues eligible for Clinical Excellence Awards (CEAs), and a very small number of RM staff in clinical roles. CEAs are determined by the NHS and administered through University payroll.

We will continue tackling pay gaps by improving RM representation and progression to higher grades [APs12,13,20] and continuing AS activity [AP21].

Table 4e-4: Bonus pay gaps trends (%) - 2019-2023

	2019	2020	2021	2022	
% of POC staff in receipt of bonus pay	1.29	1.25	0.99	0.86	↓
% of white staff in receipt of bonus pay	1.93	1.81	0.72	0.62	↓
% Bonus pay recipients who are POC	7.4	8.53	16.98	19.15	↑
% Bonus pay recipients who are white	92.6	91.47	83.02	80.85	↓

5. Academic staff: recruitment, progression, and development

5.a Academic recruitment

Section 5.a academic recruitment

Information on the institution's recruitment processes should be provided, with particular emphasis on how minority ethnic individuals, where underrepresented, are encouraged to apply and succeed. For example, are there policies in place to ensure ethnic representation on recruitment panels? Is there any training provided for those on interview panels and what is done to try to address biases within the processes?

Where policies and processes are referred to within the commentary, please ensure the focus is on their impact and outcome.

Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academics:

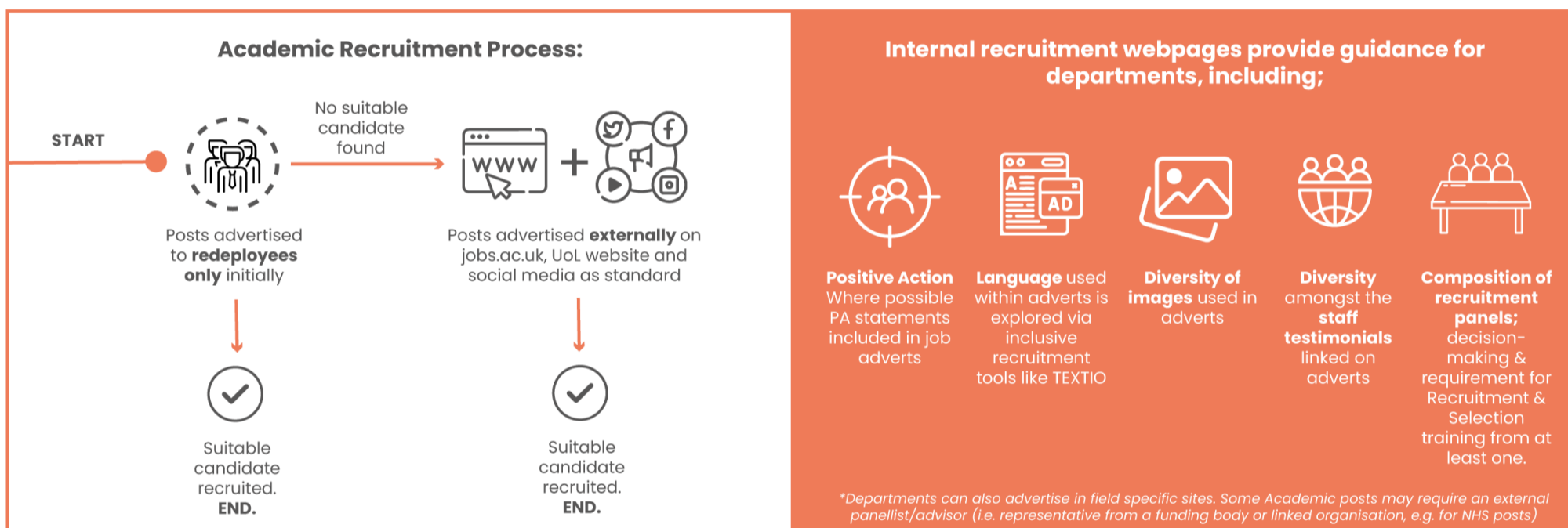
- applying for academic posts
- being shortlisted/invited to interview for academic posts
- being offered academic posts
- Where possible, please provide the data for each academic faculty. Please provide information on the institution's recruitment processes:
- How are minority ethnic individuals, where underrepresented, encouraged to apply and accept offers?
- What is done to try to identify and address biases within the process?

Academic recruitment process

The University's recruitment process is the same for Academic and Professional Services staff.

REC SAT is aware of localised efforts to diversify applicant pools, which present institutional learning opportunities which the REC SAT will encourage and facilitate [AP15.1].

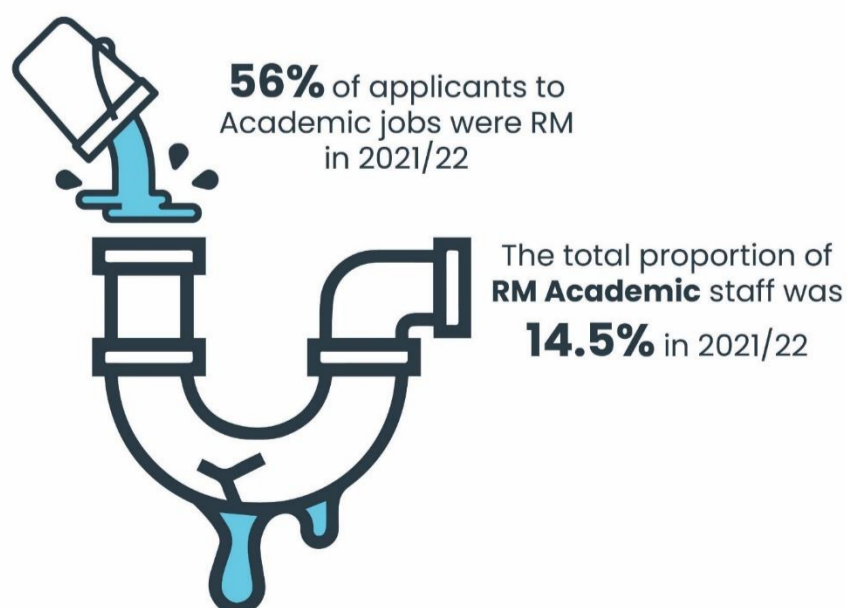
Figure 5a-1: Academic recruitment process



Academic recruitment pipeline

The academic recruitment pipeline is concerning, as the ethnic diversity in applicants is not reflective of the appointment pool. **RM applicants are consistently less likely to be shortlisted** for interview in comparison to their white peers, with resultant impacts on shortlisted-to-appointment rates. The shortlisting gap emphasises the need for end-to-end recruitment interventions beginning at role creation [AP 12.3], as influencing factors may span across essential criteria, shortlisting practices and panel diversity, and process transparency.

Figure 5a-2: Leaky academic recruitment pipeline

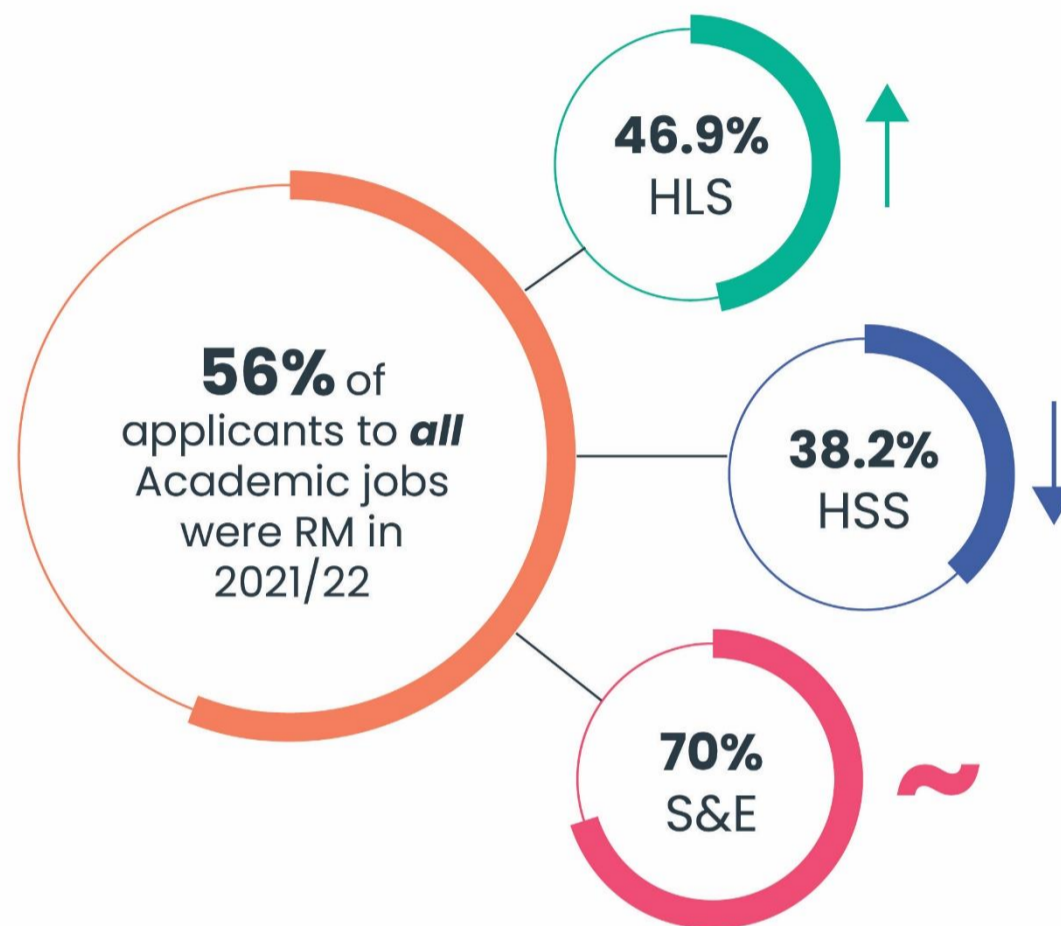


RM groups formed most applicants to academic posts across the institution across all years analysed, with a proportion of 56% in 21/22. This gap was narrowest across 19/20, in favour of RM groups by only 29 individual applicants; this is likely due to the University's 2020 recruitment suspension in response to the Covid-19 pandemic, resulting in a lower overall applicant count ($n= 5842$).

Applicant pool trends vary significantly by faculty:

- In **HLS**, RM applicants form the minority of applicants; however this gap is narrowing year-on-year with an RM applicant proportion of 46.9% over 21/22. Of this pool, 7.6% were UK applicants.
- **HSS** holds the smallest overall applicant pools of the 3 academic faculties across all complete years analysed; similar to HLS, RM applicants form the minority at 38.2% in 21/22. This gap is widening, with RM applicant representation having reduced from 46.6% in the previous year. 7.2% of the 21/22 RM pool were UK applicants.
- **S&E** holds the highest number of applicants across the two most recent years analysed; narrowly outnumbered by HLS in 19/20. RM applicants form a large majority in all years analysed, representing 70% of applicants in 21/22. Notably, only 1.6% of 21/22 RM applicants were of UK nationality.

Figure 5a-3: Applicant pool ethnic diversity by faculty (21/22)



Shortlisting rates

All academic faculties are **consistently and increasingly more likely to shortlist white applicants**. Analysis of *Table 5a-1, column: Applicant to Shortlisted*, reveals:

- A decrease for **HLS** RM applicants since 19/20, from 9.2% to 8.1%. Concerningly, the proportion of shortlisted white applicants has increased year-on-year from 19% to 26.1%.
- Oscillation in **HSS** for RM applicants; dropping from 12.5% to 5.7%, before returning to 12.7%. This may be attributed to the increase of RM applicants between 19/20 and 20/21; however the SAT notes nearly twice as many white applicants were shortlisted in the same year despite similar applicant pool sizes by ethnicity. As with HLS, the proportion of white applicants shortlisted has grown.
- **S&E** demonstrates worrying trends; despite a large majority of RM applicants, white applicants consistently form the majority of shortlists. Furthermore, there is a 10% difference between shortlist-to-appointment rates for RM and white applicants.

Tables 5a-4,5 reveal international Asian applicants form the largest RM group across all faculties. International Asian applicants hold notably high shortlisting rates, with white UK applicants being the only group more likely to be shortlisted across all faculties.

Table 5a-1: Academic recruitment pipeline by ethnicity and faculty

Faculty	Period (Year)	White/RM	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
HLS	2019/20	RM	868	34.44%	80	20.41%	26	15.03%	3.00%	9.22%	32.50%
		White	1,599	63.45%	303	77.30%	142	82.08%	8.88%	18.95%	46.86%
		Not Known	53	2.10%		2.30%		2.89%	9.43%	16.98%	55.56%
	2020/21	RM	1,041	44.24%	81	24.18%	46	23.59%	4.42%	7.78%	56.79%
		White	1,256	53.38%	245	73.13%	143	73.33%	11.39%	19.51%	58.37%
		Not Known	56	2.38%		2.69%		3.08%	10.71%	16.07%	66.67%
	2021/22	RM	902	46.86%	73	21.86%	48	23.76%	5.32%	8.09%	65.75%
		White	986	51.22%	257	76.95%	152	75.25%	15.42%	26.06%	59.14%
		Not Known	37	1.92%		1.20%		0.99%	5.41%	10.81%	50.00%
	2022/23	RM	1,506	55.33%	95	28.79%	40	20.94%	2.66%	6.31%	42.11%
		White	1,158	42.54%	231	70.00%	150	78.53%	12.95%	19.95%	64.94%
		Not Known	58	2.13%		1.21%		0.52%	1.72%	6.90%	25.00%
HSS	2019/20	RM	409	41.99%	51	32.90%	16	32.00%	3.91%	12.47%	31.37%
		White	539	55.34%	99	63.87%	34	68.00%	6.31%	18.37%	34.34%
		Not Known	26	2.67%		3.23%		0.00%	0.00%	19.23%	0.00%
	2020/21	RM	1,003	46.59%	57	26.39%	20	23.81%	1.99%	5.68%	35.09%
		White	1,098	51.00%	153	70.83%	60	71.43%	5.46%	13.93%	39.22%
		Not Known	52	2.42%		2.78%		4.76%	7.69%	11.54%	66.67%
	2021/22	RM	685	38.20%	87	27.62%	21	23.86%	3.07%	12.70%	24.14%
		White	1,060	59.12%	218	69.21%	64	72.73%	6.04%	20.57%	29.36%
		Not Known	48	2.68%	10	3.17%		3.41%	6.25%	20.83%	30.00%
	2022/23	RM	662	56.92%	66	44.00%	26	44.83%	3.93%	9.97%	39.39%
		White	467	40.15%	81	54.00%	32	55.17%	6.85%	17.34%	39.51%
		Not Known	34	2.92%		2.00%		0.00%	0.00%	8.82%	0.00%
S&E	2019/20	RM	1,584	67.46%	143	45.98%	35	37.63%	2.21%	9.03%	24.48%
		White	694	29.56%	152	48.87%	54	58.06%	7.78%	21.90%	35.53%
		Not Known	70	2.98%	16	5.14%		4.30%	5.71%	22.86%	25.00%
	2020/21	RM	2,488	74.09%	175	57.95%	61	57.01%	2.45%	7.03%	34.86%
		White	778	23.17%	115	38.08%	42	39.25%	5.40%	14.78%	36.52%
		Not Known	92	2.74%	12	3.97%		3.74%	4.35%	13.04%	33.33%
	2021/22	RM	2,626	70.03%	190	45.89%	62	39.74%	2.36%	7.24%	32.63%
		White	996	26.56%	204	49.28%	87	55.77%	8.73%	20.48%	42.65%
		Not Known	128	3.41%	20	4.83%		4.49%	5.47%	15.63%	35.00%
	2022/23	RM	2,792	74.95%	170	51.52%	45	39.47%	1.61%	6.09%	26.47%
		White	839	22.52%	149	45.15%	65	57.02%	7.75%	17.76%	43.62%
		Not Known	94	2.52%	11	3.33%		3.51%	4.26%	11.70%	36.36%

Table 5a-2: HLS Academic recruitment pipeline by ethnicity and nationality

Nationality	Period (Year)	White/RM	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
UK	2019/20	RM	102	9.76%	15	7.04%		7.63%	8.82%	14.71%	60.00%
		White	934	89.38%	197	92.49%	108	91.53%	11.56%	21.09%	54.82%
		Not Known		0.86%		0.47%		0.85%	11.11%	11.11%	100.00%
	2020/21	RM	101	12.74%	16	9.20%	11	9.82%	10.89%	15.84%	68.75%
		White	678	85.50%	155	89.08%	99	88.39%	14.60%	22.86%	63.87%
		Not Known	14	1.77%		1.72%		1.79%	14.29%	21.43%	66.67%
	2021/22	RM	69	10.39%	12	6.63%		8.33%	14.49%	17.39%	83.33%
		White	588	88.55%	168	92.82%	109	90.83%	18.54%	28.57%	64.88%
		Not Known		1.05%		0.55%		0.83%	14.29%	14.29%	100.00%
2022/23	RM	93	12.35%	12	7.27%		5.61%	6.45%	12.90%	50.00%	
	White	634	84.20%	150	90.91%	100	93.46%	15.77%	23.66%	66.67%	
	Not Known	26	3.45%		1.82%		0.93%	3.85%	11.54%	33.33%	
Non-UK	2019/20	RM	766	51.93%	65	36.31%	17	30.91%	2.22%	8.49%	26.15%
		White	665	45.08%	106	59.22%	34	61.82%	5.11%	15.94%	32.08%
		Not Known	44	2.98%		4.47%		7.27%	9.09%	18.18%	50.00%
	2020/21	RM	940	60.26%	65	40.37%	35	42.17%	3.72%	6.91%	53.85%
		White	578	37.05%	90	55.90%	44	53.01%	7.61%	15.57%	48.89%
		Not Known	42	2.69%		3.73%		4.82%	9.52%	14.29%	66.67%
	2021/22	RM	833	66.06%	61	39.87%	38	46.34%	4.56%	7.32%	62.30%
		White	398	31.56%	89	58.17%	43	52.44%	10.80%	22.36%	48.31%
		Not Known	30	2.38%		1.96%		1.22%	3.33%	10.00%	33.33%
2022/23	RM	1,413	71.76%	83	50.30%	34	40.48%	2.41%	5.87%	40.96%	
	White	524	26.61%	81	49.09%	50	59.52%	9.54%	15.46%	61.73%	
	Not Known	32	1.63%		0.61%		0.00%	0.00%	3.13%	0.00%	

Table 5a-3: HSS Academic recruitment pipeline by ethnicity and nationality

Nationality	Period (Year)	White/RM	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
UK	2019/20	RM	13	4.80%		1.69%		0.00%	0.00%	7.69%	0.00%
		White	250	92.25%	54	91.53%	23	100.00%	9.20%	21.60%	42.59%
		Not Known		2.95%		6.78%		0.00%	0.00%	50.00%	0.00%
	2020/21	RM	39	7.30%		5.49%		5.56%	5.13%	12.82%	40.00%
		White	489	91.57%	85	93.41%	33	91.67%	6.75%	17.38%	38.82%
		Not Known		1.12%		1.10%		2.78%	16.67%	16.67%	100.00%
	2021/22	RM	49	8.29%		4.62%		4.44%	4.08%	12.24%	33.33%
		White	532	90.02%	120	92.31%	41	91.11%	7.71%	22.56%	34.17%
		Not Known		1.69%		3.08%		4.44%	20.00%	40.00%	50.00%
	2022/23	RM	34	17.35%		15.91%		16.67%	8.82%	20.59%	42.86%
		White	158	80.61%	35	79.55%	15	83.33%	9.49%	22.15%	42.86%
		Not Known		2.04%		4.55%		0.00%	0.00%	50.00%	0.00%
Non-UK	2019/20	RM	396	56.33%	50	52.08%	16	59.26%	4.04%	12.63%	32.00%
		White	289	41.11%	45	46.88%	11	40.74%	3.81%	15.57%	24.44%
		Not Known	18	2.56%		1.04%		0.00%	0.00%	5.56%	0.00%
	2020/21	RM	964	59.54%	52	41.60%	18	37.50%	1.87%	5.39%	34.62%
		White	609	37.62%	68	54.40%	27	56.25%	4.43%	11.17%	39.71%
		Not Known	46	2.84%		4.00%		6.25%	6.52%	10.87%	60.00%
	2021/22	RM	636	52.91%	81	43.78%	19	44.19%	2.99%	12.74%	23.46%
		White	528	43.93%	98	52.97%	23	53.49%	4.36%	18.56%	23.47%
		Not Known	38	3.16%		3.24%		2.33%	2.63%	15.79%	16.67%
	2022/23	RM	628	64.94%	59	55.66%	23	57.50%	3.66%	9.39%	38.98%
		White	309	31.95%	46	43.40%	17	42.50%	5.50%	14.89%	36.96%
		Not Known	30	3.10%		0.94%		0.00%	0.00%	3.33%	0.00%

Table 5a-4: S&E Academic recruitment pipeline by ethnicity and nationality

Nationality	Period (Year)	White/RM	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
UK	2019/20	RM	25	8.62%		6.76%		14.29%	16.00%	20.00%	80.00%
		White	255	87.93%	66	89.19%	23	82.14%	9.02%	25.88%	34.85%
		Not Known		3.45%		4.05%		3.57%	10.00%	30.00%	33.33%
	2020/21	RM	49	13.42%		6.85%		10.34%	6.12%	10.20%	60.00%
		White	309	84.66%	65	89.04%	26	89.66%	8.41%	21.04%	40.00%
		Not Known		1.92%		4.11%		0.00%	0.00%	42.86%	0.00%
	2021/22	RM	42	10.50%		6.25%		3.64%	4.76%	16.67%	28.57%
		White	337	84.25%	102	91.07%	53	96.36%	15.73%	30.27%	51.96%
		Not Known	21	5.25%		2.68%		0.00%	0.00%	14.29%	0.00%
2022/23	RM	50	19.01%	10	12.05%		10.53%	8.00%	20.00%	40.00%	
	White	203	77.19%	70	84.34%	34	89.47%	16.75%	34.48%	48.57%	
	Not Known		3.80%		3.61%		0.00%	0.00%	30.00%	0.00%	
Non-UK	2019/20	RM	1,559	75.75%	138	58.23%	31	47.69%	1.99%	8.85%	22.46%
		White	439	21.33%	86	36.29%	31	47.69%	7.06%	19.59%	36.05%
		Not Known	60	2.92%	13	5.49%		4.62%	5.00%	21.67%	23.08%
	2020/21	RM	2,439	81.49%	170	74.24%	58	74.36%	2.38%	6.97%	34.12%
		White	469	15.67%	50	21.83%	16	20.51%	3.41%	10.66%	32.00%
		Not Known	85	2.84%		3.93%		5.13%	4.71%	10.59%	44.44%
	2021/22	RM	2,584	77.13%	183	60.60%	60	59.41%	2.32%	7.08%	32.79%
		White	659	19.67%	102	33.77%	34	33.66%	5.16%	15.48%	33.33%
		Not Known	107	3.19%	17	5.63%		6.93%	6.54%	15.89%	41.18%
2022/23	RM	2,742	79.20%	160	64.78%	41	53.95%	1.50%	5.84%	25.63%	
	White	636	18.37%	79	31.98%	31	40.79%	4.87%	12.42%	39.24%	
	Not Known	84	2.43%		3.24%		5.26%	4.76%	9.52%	50.00%	

Table 5a-4: Academic Recruitment Pipeline by Ethnic Group – UK Applicants

	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)	
2019/20	Arab			0.00%		0.00%	0.00%	0.00%	0.00%	
	Asian	74		2.89%		3.55%	8.11%	13.51%	60.00%	
	Black	12		0.75%		0.59%	8.33%	8.33%	100.00%	
	Mixed Ethnicity	45		2.80%		3.55%	13.33%	22.22%	60.00%	
	Not Known	27		1.68%		2.31%	1.18%	7.41%	29.63%	
	Other			0.19%		0.00%	0.00%	0.00%	0.00%	
	White	1,439		89.60%	317	91.62%	154	91.12%	10.70%	22.03%
	Total	1,606		100.00%	346	100.00%	169	100.00%	10.52%	21.54%
2020/21	Arab			0.59%		0.29%	0.56%	10.00%	10.00%	
	Asian	99		5.79%	17	5.00%	5.03%	9.09%	17.17%	
	Black	23		1.35%		0.29%	0.00%	0.00%	4.35%	
	Mixed Ethnicity	51		2.98%		2.06%	3.35%	11.76%	13.73%	
	Not Known	27		1.58%		2.06%	1.68%	11.11%	25.93%	
	Other			0.41%		0.00%	0.00%	0.00%	0.00%	
	White	1,492		87.30%	307	90.29%	160	89.39%	10.72%	20.58%
	Total	1,709		100.00%	340	100.00%	179	100.00%	10.47%	19.89%
2021/22	Arab	12		0.73%		0.71%	0.45%	8.33%	25.00%	
	Asian	76		4.59%		1.65%	1.82%	5.26%	9.21%	
	Black	17		1.03%		0.47%	0.91%	11.76%	11.76%	
	Mixed Ethnicity	51		3.08%	11	2.60%	2.27%	9.80%	21.57%	
	Not Known	38		2.30%		1.89%	1.36%	7.89%	21.05%	
	Other			0.24%		0.47%	0.91%	50.00%	50.00%	
	White	1,457		88.04%	390	92.20%	203	92.27%	13.93%	26.77%
	Total	1,655		100.00%	423	100.00%	220	100.00%	13.29%	25.56%
2022/23	Arab	17		1.39%		0.68%	0.00%	0.00%	11.76%	
	Asian	79		6.47%	11	3.75%	2.44%	5.06%	13.92%	
	Black	18		1.47%		1.37%	1.22%	11.11%	22.22%	
	Mixed Ethnicity	62		5.08%		3.07%	2.44%	6.45%	14.52%	
	Not Known	40		3.28%		2.73%	0.61%	2.50%	20.00%	
	Other			0.25%		1.02%	1.83%	100.00%	100.00%	
	White	1,002		82.06%	256	87.37%	150	91.46%	14.97%	25.55%
	Total	1,221		100.00%	293	100.00%	164	100.00%	13.43%	24.00%

Table 5a-5: Academic Recruitment Pipeline by Ethnicity- International applicants

	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
2019/20	Arab	298		7.03%	23	4.49%	4.76%	2.35%	7.72%
	Asian	1883		44.45%	180	35.16%	45	30.61%	2.39%
	Black	273		6.44%	27	5.27%	4.08%	2.20%	9.89%
	Mixed Ethnicity	173		4.08%	17	3.32%	2.72%	2.31%	9.83%
	Not Known	122		2.88%	22	4.30%	4.76%	5.74%	18.03%
	Other	94		2.22%		1.17%	1.36%	2.13%	6.38%
	White	1,393		32.88%	237	46.29%	76	51.70%	5.46%
	Total	4,236		100.00%	512	100.00%	147	100.00%	3.47%
2020/21	Arab	390		6.32%	25	4.85%	3.35%	1.79%	6.41%
	Asian	3005		48.66%	181	35.15%	73	34.93%	2.43%
	Black	488		7.90%	34	6.60%	13	6.22%	2.66%
	Mixed Ethnicity	267		4.32%	22	4.27%	11	5.26%	4.12%
	Not Known	173		2.80%	20	3.88%	11	5.26%	6.36%
	Other	193		3.13%	25	4.85%	3.35%	3.63%	12.95%
	White	1,659		26.87%	208	40.39%	87	41.63%	5.24%
	Total	6,175		100.00%	515	100.00%	209	100.00%	3.38%
2021/22	Arab	360		6.19%	28	4.38%	4.42%	2.78%	7.78%
	Asian	2841		48.87%	224	35.00%	74	32.74%	2.60%
	Black	487		8.38%	29	4.53%	15	6.64%	3.08%
	Mixed Ethnicity	223		3.84%	26	4.06%	11	4.87%	4.93%
	Not Known	175		3.01%	26	4.06%	3.98%	5.14%	14.86%
	Other	142		2.44%	18	2.81%	3.10%	4.93%	12.68%
	White	1,585		27.27%	289	45.16%	100	44.25%	6.31%
	Total	5,813		100.00%	640	100.00%	226	100.00%	3.89%
2022/23	Arab	428		6.68%	27	5.21%	5.00%	2.34%	6.31%
	Asian	3305		51.58%	203	39.19%	62	31.00%	1.88%
	Black	697		10.88%	34	6.56%	12	6.00%	1.72%
	Mixed Ethnicity	225		3.51%	25	4.83%	4.00%	3.56%	11.11%
	Not Known	146		2.28%		1.93%	2.00%	2.74%	6.85%
	Other	134		2.09%	13	2.51%	3.00%	4.48%	9.70%
	White	1,473		22.99%	206	39.77%	98	49.00%	6.65%
	Total	6,408		100.00%	518	100.00%	200	100.00%	3.12%

5.b Training

Section 5.b training

Outline the training available to academic staff at all levels of the institution. In particular, the application should present information on management, leadership, and/or other opportunities linked to career progression.

Provide information on the uptake of these courses, and break down the information by ethnicity if possible. Also explain how staff are kept informed of training opportunities.

This is an opportunity to provide information about the support needed to assist minority ethnic staff in their career progression. For example, are mentoring, coaching schemes or shadowing opportunities offered? What is the uptake of these schemes by ethnic group?

All staff (academic and PS) can access training and development provided by The Academy; responsible for strategic development of our people and practices through:

- Effective Leadership
- Professional Practice
- Teaching Excellence
- Enhancing Research

Obligatory Training Framework (OTF)

The OTF details the training obligations to ensure all new staff can meet legal compliance and/or role specific responsibilities. All new line managers are expected to additionally complete specific management e-modules relating to PDRs and Recruitment and Selection.

Race equality is embedded in our D&E Obligatory Training module, which all staff complete at induction and thereafter every three years. Race equality is further specifically articulated as an institutional priority within our Senior Leaders' Induction programme; both as part of a Welcome event, and through sessions within an Effective Leadership Series linked to the Inclusive Leadership pillar of the University's Leadership Commitment Framework (further detail below).

The SAT notes key roles where an understanding of race equality must be articulated as an intrinsic component to unconscious biases; e.g. recruiting managers, and promotion and REF decision makers. Our new Learning Management System will enable targeting, monitoring, and enforcing specific training outside the OTF. Timescales are contingent on LMS integration, however this will target role-related training to support EDI, as a priority.

Once integrated, we will implement targeted, mandatory unconscious bias training [AP12.1], enhancing race equality in content.

Fig. 5b-1: OTF

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OBLIGATORY TRAINING FRAMEWORK

The Obligatory Training Framework enables the University of Liverpool to outline role specific training necessary to meet legal compliance and/or role specific responsibilities.

The eLearning modules can be found in the course list in your individual Canvas dashboard, accessible from the university staff page. It is entitled "University of Liverpool Obligatory Training".

Group	Training Requirements
New staff within 1 month of MWS activation and all staff refreshed every 3 years	<ul style="list-style-type: none">• Data Protection & Information Security: Foundation (eLearning)• Keeping Healthy, Safe and Well (eLearning)• Introduction to Diversity and Equality (eLearning)
All staff grade 6 or above within 3 months of MWS activation and refreshed every 3 years	<ul style="list-style-type: none">• Bribery Act 2010 (eLearning)• Managing Safety (eLearning)
Academic teaching staff only as part of academic probation	<p>Development required as part of probation should first be discussed with line-manager.</p> <p>Details of relevant courses can be found at: https://www.liverpool.ac.uk/intranet/the-academy/teaching/</p>
Newly-appointed Academic and Professional Service Heads	<p>Senior Leadership Induction</p> <p>Comprises of:</p> <ul style="list-style-type: none">• An initial 1:1 development meeting• A two-day workshop• A one-and a half day coaching workshop• Access to a range of skills workshops• A range of online resources• 360-degree feedback

You may also need to complete courses specific to your role. These can be found in the ['Role Related Development Site'](#)

Leadership & Management training

An online L&M toolkit is available for new senior leaders, to support understanding of the University's approach, systems, and processes by signposting to relevant support.

Table 5b-1 outlines uptake rates by ethnic group, however the SAT's confidence in this data is low due to known monitoring issues which will be addressed via the LMS.

L&M training, tailored to experience and position, is available to both Academic and PS staff (Fig.5b-2). Opportunities are widely advertised via news stories and emails, with additional local promotion via departmental newsletters and circulation from HoDs.

For most programmes outlined below, eligible applicants are allocated places on the next available cohort. Two leadership programmes have competitive applications; the Collective Leadership Programme (CLP) and the University's executive leadership ('Heilbron') programme. As of 22/23, Positive Action statements were adopted in promotional materials and 2 places are ringfenced per cohort for RM colleagues. We will further:

- Review the previous 3 years of application data for CLP and Heilbron, to identify potential interventions at promotion or selection stages [AP21.2].
- Move future application records to the upcoming LMS, to support ongoing monitoring of demographic trends [AP23.2.1]

The Academy's RM-specific development offer is through annually funding 2 spaces on Advance HE's DL; championed by EPVC Professor Fiona Beveridge (REC SAT Chair). Staff are invited to apply for places on both Aurora and DL; Faculties/departments are encouraged to sponsor/fund additional places. Since 2018, RM staff have participated in DL via University funding.

As discussed in 4d, DL alumni feedback presents a large area of development in the Academy's offer for RM staff. We will aim to holistically improve the experience for both DL delegates and their sponsors [AP20.1- 20.4], to ensure delegates can meaningfully demonstrate and grow their skillsets following programme completion.

Fig. 5b-2: Leadership Pathway

Please note that while included in the graphic, the Liverpool Professional Programme is not classed as a leadership programme and instead functions as a stepping stone towards further leadership development.



Leadership Commitment Framework

The Framework underpins all L&M training, and comprises four pillars:

- Credible Leader
- Ambassadorial Leader
- Inclusive Leader
- Impactful Leader

Moving forward, we will enhance L&M programme content to ensure anti-racist behaviours are clearly articulated as an expectation [AP 21.1], and leaders are prepared to undertake sponsorship activity to support RM staff [AP20.1].

Table 5b-1: Leadership/Management Training Module number of completions by Academic staff, by year and ethnic group

Period	Ethnicity Grouping	% Of Leadership & Management Course Completions	Number Of Leadership & Management Course Completions
2019/20	Arab	4.90%	
	Asian	2.94%	
	Black	0.49%	
	Mixed Ethnicity	0.49%	
	Other	0.00%	
	Unknown	2.94%	
	White	88.24%	180
	Total	100.00%	204
2020/21	Arab	1.98%	
	Asian	5.37%	19
	Black	3.39%	12
	Mixed Ethnicity	0.28%	
	Other	0.00%	
	Unknown	5.08%	18
	White	83.90%	297
	Total	100.00%	354
2021/22	Arab	0.00%	
	Asian	7.62%	17
	Black	3.59%	
	Mixed Ethnicity	0.45%	
	Other	0.45%	
	Unknown	5.83%	13
	White	82.06%	183
	Total	100.00%	223
2022/23	Arab	0.33%	
	Asian	10.60%	32
	Black	0.33%	
	Mixed Ethnicity	2.98%	
	Other	1.66%	
	Unknown	5.63%	17
	White	78.48%	237
	Total	100.00%	302

5.c Appraisal/ development review (PDR)

Describe the outcomes of the appraisal/development review process for academic staff at all levels across the institution, with specific reference to outcomes by ethnicity.

Provide information about any training the institution offers to prepare for the appraisal. This could be training for those conducting the review and/or for those being appraised.

Provide information on the uptake of these training opportunities, including any differences by ethnicity. Include a narrative detailing any feedback that staff have provided about this training.

PDRs are conducted annually, covering an individual's current role, achievements, setbacks, and future plans.

PDR guidance covers EDI considerations (e.g. discussions of reasonable adjustments). In 2020, a section was added to the form on the impact of the Covid-19 pandemic and support required; this has since been updated to reflect staff wellbeing more broadly.

PDR conversations are confidential, however departmental management teams may discuss themes and staff development requests made.

PDR training

Academic PDR guidance will be updated in line with RISE outcomes (below).

Currently, an online PDR e-module is mandatory for new managers; Table 5c-1 outlines completion rates, however current systems do not support analysis in relation to management pools. The new LMS will enable this in future.

Researcher PDRs and RISE

Project RISE (September 2020-February 2023) began in response to the Covid-19 pandemic; with a focus to understand and mitigate its impact on researchers with caring responsibilities. RISE additionally sought to increase ethnic diversity in senior academic posts and across the researcher community.

The University is now implementing a new 3-part Contributions Framework. EDI, and race equality, are distinctly articulated as contribution metrics under *Supporting People*; the RISE WG noted this was welcomed by Staff Networks, as their researcher members experience a minority "time tax" when undertaking these activities.

Figure 5c-1: RISE Contributions Framework

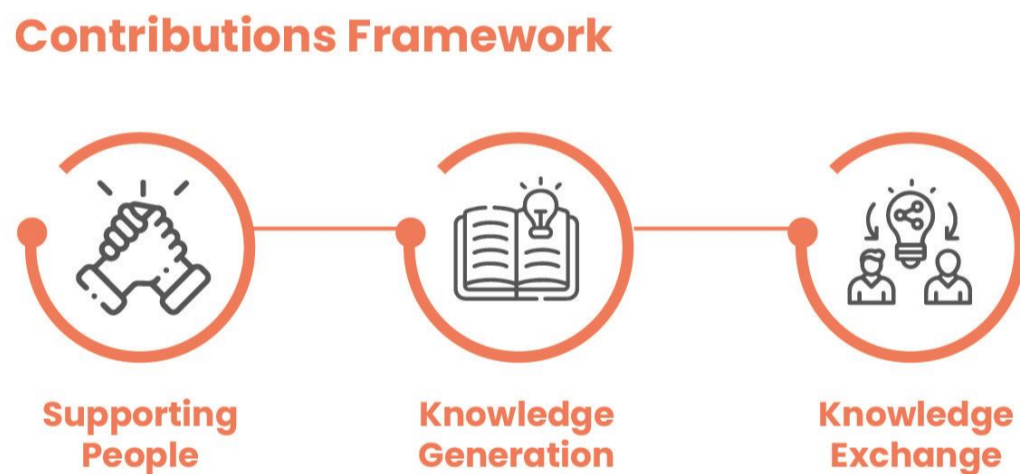


Table 5c-1: PDR training completion by year and ethnic group (Academic staff)

Period	Ethnicity Grouping	% Of PDR Course Completions	Number Of PDR Course Completions
2019/20	Arab	0.00%	
	Asian	4.55%	
	Black	0.00%	
	Mixed Ethnicity	9.09%	
	Other	0.00%	
	Unknown	4.55%	
	White	81.82%	18
	Total	100.00%	22
2020/21	Arab	0.00%	
	Asian	13.33%	
	Black	0.00%	
	Mixed Ethnicity	3.33%	
	Other	0.00%	
	Unknown	3.33%	
	White	80.00%	24
	Total	100.00%	30
2021/22	Arab	0.00%	
	Asian	5.56%	
	Black	0.00%	
	Mixed Ethnicity	0.00%	
	Other	0.00%	
	Unknown	0.00%	
	White	94.44%	17
	Total	100.00%	18
2022/23	Arab	0.00%	
	Asian	11.11%	
	Black	0.00%	
	Mixed Ethnicity	0.00%	
	Other	0.00%	
	Unknown	0.00%	
	White	88.89%	
	Total	100.00%	

5.d Academic promotion

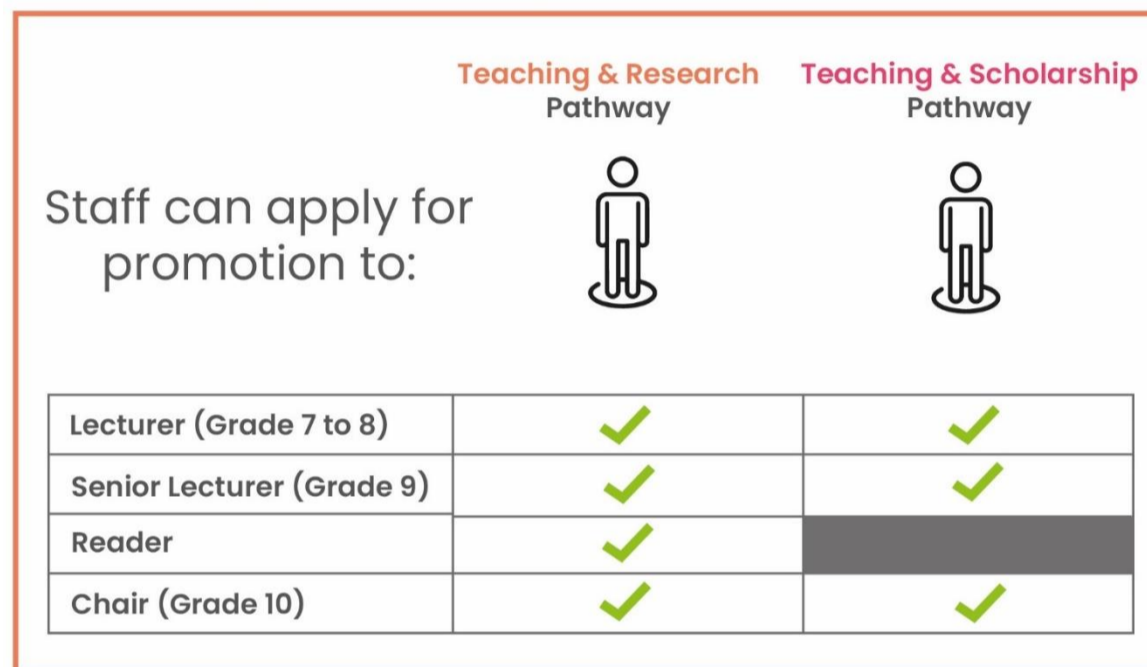
Section 5.d academic promotion

Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK academic staff promotions. Please provide collated data by each academic grade (i.e. promotions from each grade to the next). Where possible, please provide the data for each academic faculty. This section should also include:

- details of the promotions process, including how candidates are identified, and how the process and criteria are communicated to staff
- commentary on the criteria for promotion; comment on how the full range of work-related activities (including administrative, pastoral and outreach work) are taken into consideration
- provide details of any training or mentoring offered around promotion
- promotion opportunities including temporary promotions/interim positions
- comment on staff perceptions of the promotions process, including whether it is transparent and fair

The University's academic promotion process (AR) occurs annually, except for 2020 due to the Covid-19 pandemic.

Figure 5d-1: Academic promotion pathways



Promotion decisions are made by a University level panel (for Readers and Chairs) and Faculty level panels (for Lecturers/Senior Lecturers).

AS interventions have secured:

- Gender balance on promotion panels
- Promotion workshops (see below)
- University Mentoring Scheme (See below)
- Guidance and applications forms are amended annually.
- Online case studies of successful candidates representing diversity of staff, career pathways and contract type.

Criteria for promotion

Academic promotion criteria assess contributions to Research, Scholarship, and Leadership (including administrative, pastoral and outreach) work. Panels assess applications based on career path; e.g. sustained, high quality research contribution for T&R staff and sustained, high quality scholarship contribution from T&S staff. Applicants must also demonstrate contribution to teaching, leadership and collegiality.

Evidence in all cases is provided in narrative form and verified by line-managers/HoDs.

Colleagues seeking promotion at SL, Reader or Professor are invited to attend the review panel meetings to clarify aspects of their application and are accompanied by HoDs or Deans.

Training & Mentoring

The University offers a 'general' mentoring scheme open to all staff, and 'Insight into Promotion' information sessions for academic staff which aim to demystify the promotion process; the latter was introduced as part of AS interventions, aiming to support more women into leadership roles.

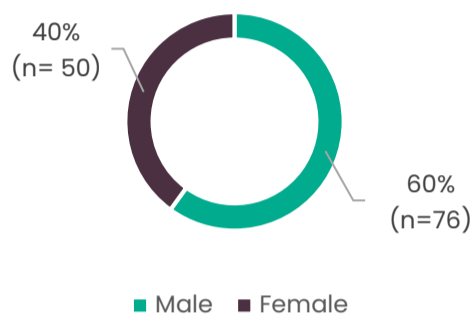
Within the mentoring scheme, Mentors are provided with training covering mentoring techniques. An online database hosts mentor profiles, which may include information on individual PCs. Mentees select their mentor from the database.

'Insight into Promotion' sessions feature two speakers; a promotion panellist, and a recently promoted member of staff. These sessions began in 2015, however EDI data monitoring of participants was first implemented in September 2023.

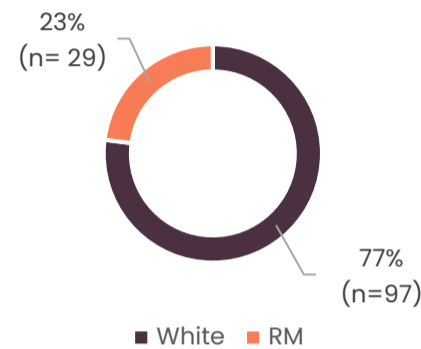
Figure 5d-1: 2023 Insight into Promotion attendees by gender

Figure 5d-2: 2023 Insight into Promotion attendees by ethnicity

2023 Insight into Promotion attendees by gender



2023 Insight into Promotion attendees by ethnicity



Promotion cases

As numbers of RM staff promoted are small, Table 5d-1 aggregates all three years of data at all levels of promotion to identify trends.

White staff apply in higher numbers than RM staff and tend to be more successful than RM staff. Most RM applicants (both successful and unsuccessful) in all three Faculties and at all promotion levels, are Asian staff.

- In **HLS**, 86% of white applicants were successful, compared to 75% of RM applicants. All 4 unsuccessful RM applicants were Asian. Of 12 successful RM applicants, 1 were Asian.
- In **HSS**, 87% of white applicants were successful compared to 90% of RM applicants. All unsuccessful RM applicants were Asian, as were most successful RM applicants (21 out of 27). HSS further had the highest number of Black applicants (all successful) of all three Faculties, however we note this is a very small pool of Black applicants, out of a total of 175 successful HSS applications.
- In **S&E**, 90% of white applicants were successful compared to 76% of RM applicants. 11 out of 13 RM successful applicants were Asian, as were all unsuccessful RM applicants.

Overall, RM staff applications are distributed across all levels of promotion however are more likely to make applications to SL and Reader.

Table 5b-2 shows RM staff are more likely than white staff to be successful in promotion to Grade 8 or Reader, but less successful than white staff in applications to SL or Professor.

Figure 5d-3: Successful candidates by ethnicity and gender (21/22)

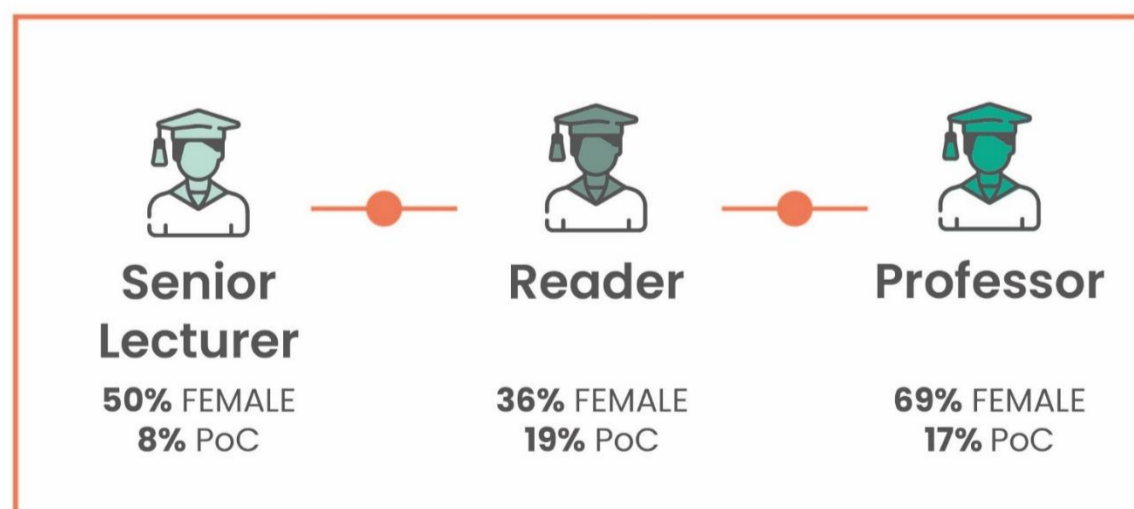


Table 5d-1: Promotion cases by ethnic group (all faculties, all years)

	Successful				Unsuccessful			
	Grade 8	Senior Lecturer	Reader	Professor	Grade 8	Senior Lecturer	Reader	Professor
Asian		20	11					
Black								
Mixed Ethnicity								
Other								
Unknown								
White	11	183	81	87		22	13	14

Table 5d-2: Success rates by ethnicity

	RM staff success rate	White staff success rate
G8	100%	92%
SL	80%	89%
Reader	93%	86%
Professor	73%	86%

Perception of Promotions Process

REC survey feedback suggests that staff do not necessarily feel the promotion process is transparent and/or fair.

We will therefore:

- Address potential student bias in teaching evaluation (APs 13.1, 13.2)
- Establish an Annual Review Working Group for ongoing monitoring, updating, and evaluation of AR processes (AP 13.3)
- Ensure robust data collection and review (AP 13.4)

Figure 5d-4: Quotes from the REC survey (6 words, 45 words)

“Promotion process is opaque and discouraging”

“Generally my time has been good as long as I keep a low profile, but I have never been put forward for promotion or an upgrade or pay award like my colleagues who are perhaps less experienced / qualified than me. This can be disheartening.”

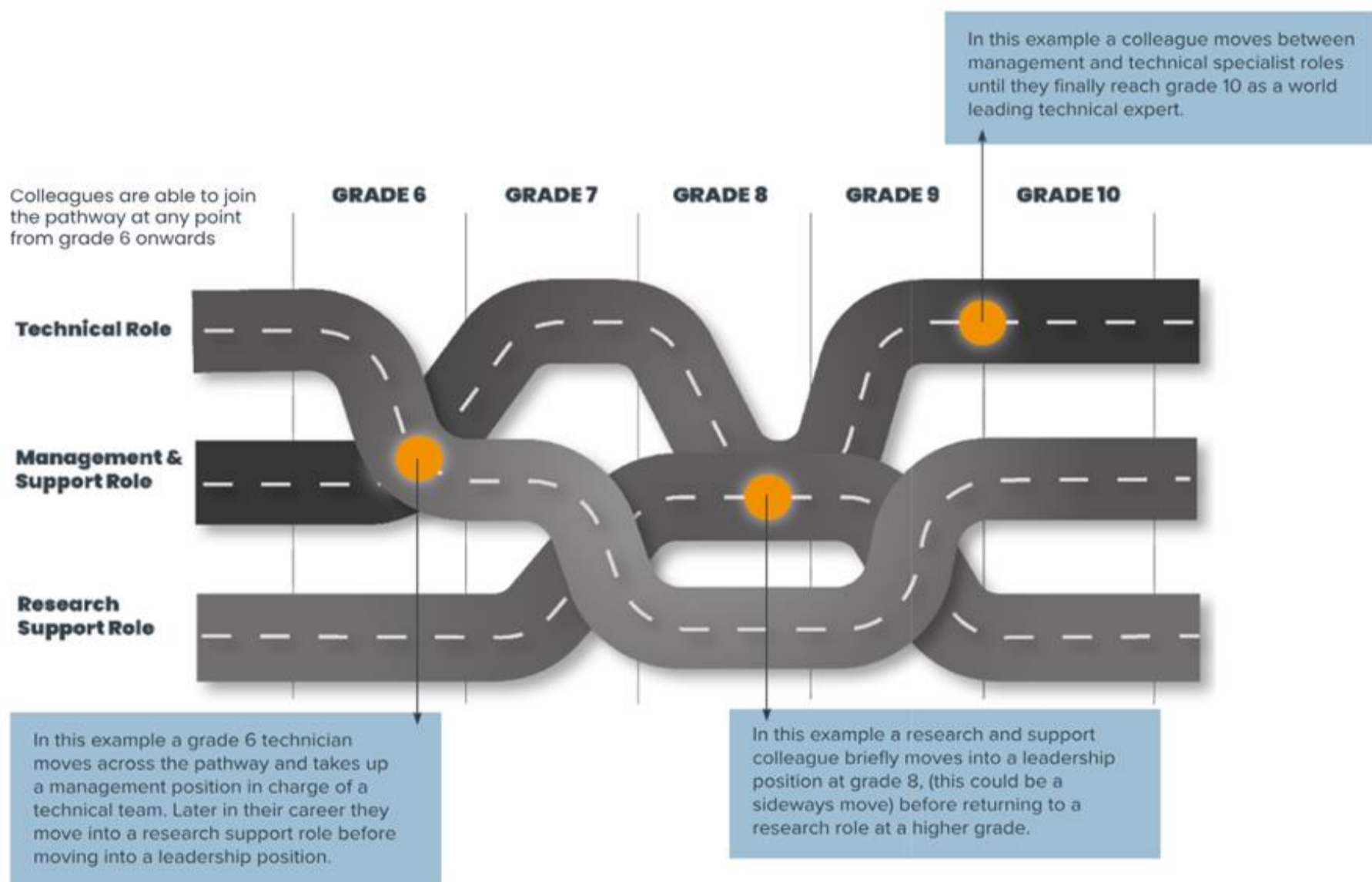
Beacon activity: Research Technical Professional Career Pathway

In February 2023, the University launched the UK's first comprehensive promotion pathway for specialist technical and research support staff; at its core is 3 aims of recruitment, retention, and recognition.

As technical staff do not fit the traditional progression route for academics, the Pathway facilitates these staff in progressing from G6 to G10 through increased flexibility between technical, Management & Support, and Research Support roles. Staff can move in and out of the Pathway as suits the stages of their career.

We will review engagement with the Pathway by ethnicity, as a longitudinal dataset develops. We will then action plan accordingly, recommending minimum targets informed by REC data findings. [AP14]

Fig 5d-2: Research Technical Professional Career Pathway infographic



5.e REF

Section 5.e REF

Data on the number of staff submitted to REF should be presented as a proportion of the eligible pool, broken down by ethnicity. Please differentiate between UK and non-UK staff.

Table 5e-1: REF returns by ethnicity

Year	Ethnicity	Count	%
REF 2014 Cohort	White	942	86.1%
	RM	130	11.9%
	Not Disclosed	22	2.0%
	Total	1,094	100%
REF 2021 Cohort	White	1032	80.6%
	RM	177	13.8%
	Not Disclosed	72	5.6%
	Total	1281	100%

The University's REF submission grew between 2014 and 2021, reflecting staff population growth in the same period. RM staff representation increased marginally from 11.9% to 13.8%; this may be linked to increases in international RM staff (section 4a). Due to REF rule changes including a move away from local selection to a full-submission requirement, a like-for-like comparison is not possible.

Numerous AS actions were implemented to increase representation, fairness, and transparency in REF2021 decision-making. Alongside achieving the initial AS targets, these measures highlighted key areas of action to reduce inequalities affecting RM staff output selection for REF2021.

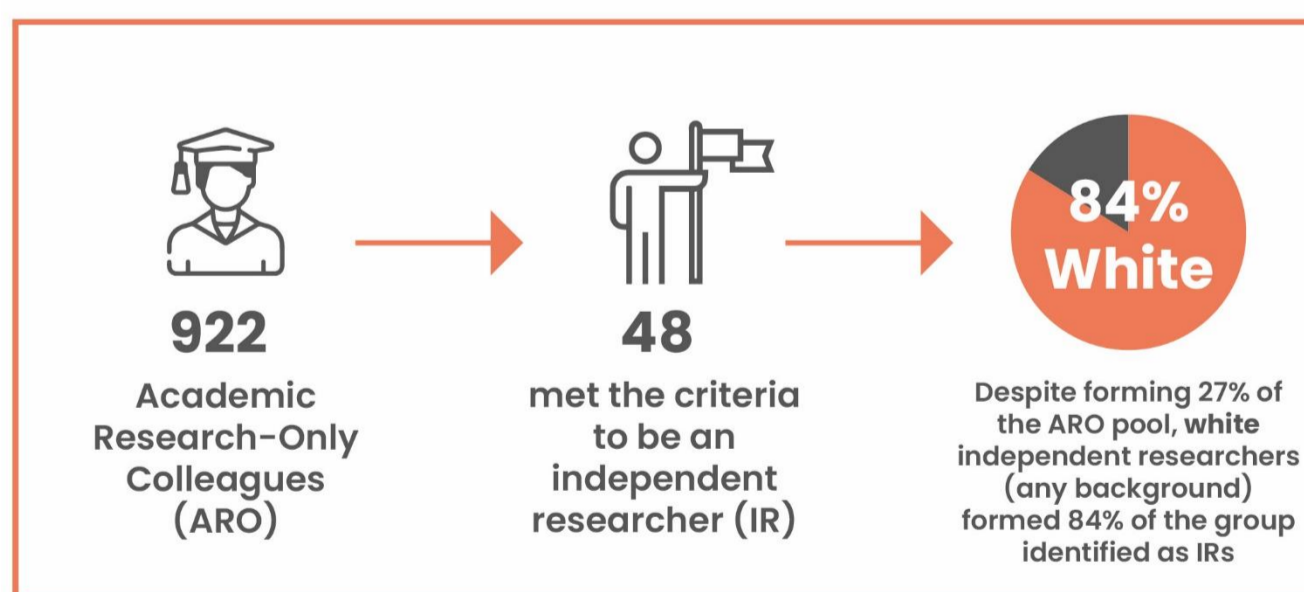
Measures included the delivery of D&E training to all staff with REF2021 decision making responsibilities, including specially commissioned REF focused training delivered by Advance HE. The D&E Team also developed an online REF equality module ensuring continuation of training throughout REF preparations. The proposed membership of REF2021 output/staff selection groups was reviewed by the D&E team to ensure diversity of decision-making. Additionally:

- Faculty REF groups included a local AS specialist and a University Equality Staff Networks representative.
- All UoA REF groups included an ECR.
- Each Faculty/UoA REF group included an Independent Observer from another Faculty/UoA REF group.

Prior to REF2021 submission, the University undertook a full EQIA. The key findings in relation to ethnicity related to **Independent researchers (IRs)** (Figure 5e-1).

We will address inequalities affecting RM IRs by forming a REF2028 Control Group [AP24.1]; reporting to RISC, and overseeing data and thematic approaches to REF environment statements. Core membership will include a RISC member, the GEO and REO.

Figure 5e-1: ARO to IR sift by ethnicity



5.f Support given to ECRs

Section 5.f ECRs

Please provide details of how your institution supports minority ethnic individuals who are at the beginning of their academic careers in higher education, with specific comment on open-ended/permanent opportunities. Comment and reflect on whether any issues of concern are highlighted in the data and what actions the institution needs to undertake to respond to these issues.

ECRs at Liverpool are:

1. Postdocs: Individuals in receipt of their PhD within the last 10 years; or,
2. PGRs

Support is offered for all ECRs via the following routes;

- Prosper (see below)
- ECR Networks:
 - RSA, and its buddying scheme
 - Faculty ECR networks
 - The Women's ECR Network.
- Funding & Fellowships

The University does not offer defined activity for RM ECRs. We will ensure RM ECRs can access equitable funding, development, and access opportunities by identifying alignment points between the following new workstreams [AP25.1] launched in 2023.

Figure 5f-1: New Researcher activities (2023)

Research Fellowship Scheme	<ul style="list-style-type: none">• 5-year research fellowships, open to all disciplines• 2 years protected for research and personal development• Ending in a permanent post (subject to meeting criteria)
Liverpool Advancement PhD Programme <i>Upcoming</i>	<ul style="list-style-type: none">• Integrated Masters & PhD programme• Targeted to support underrepresented groups through the PG pipeline; with emphasis on RM students
The Academy's PGR Support Programme	<ul style="list-style-type: none">• Personal and professional development co-created with PGRS

Prosper Project

Prosper (launched in 2019) a collaborative project between Universities of Liverpool, Manchester, and Lancaster, facilitates postdocs' success across multiple career pathways. Eligible academics are those on a research-only contract (G6-G8), not inclusive of PIs or Fellows.

Demographic targets and a dynamic recruitment process embeds a key principle of *Democratisation of Access*; ensuring each cohort statistically reflects the diversity of the UK's postdoc population. Prosper utilises minimum targets by gender, ethnicity (25% RM), and disciplinary background; based on a combination of HESA data, and staff profiles of all 3 partner institutions for the previous two academic years. Where the populations present potential barriers to achieving demographic targets, the recruitment parameters are adjusted to increase the potential applicant pool and a pre-planned recruitment extension is deployed.

Selection panels include:

- Prosper employer partners
- EDI professionals
- External postdocs.

Applications are anonymised, with EDI data only used in "tie-break" situations and to assess the diversity of the cohort against targets.

Cycles last for 3 years, with 2 cohorts per year. The 2019-2022 cohorts contained 128 postdocs overall, 30% ($n=38$) of which were RM.

Currently, outside of Prosper the University does not offer centralised activity tailored to the needs of RM ECR staff, which in turn is likely to influence barriers to progression to secure academic roles and contracts. We will therefore map the full breadth of support offered to ECRs, establish formal EDI monitoring systems where needed, and identify and replicate sector successful initiatives tailored to our RM ECR community [APs25.2-5].

5.g Profile-raising opportunities

Section 5.g profile raising opportunities

Please describe how your institution ensures the following are conducted transparently and without racial bias:

- profile-raising opportunities including conferences, seminars, guest lectures, exhibitions and media opportunities.
- nominations to public bodies, professional bodies and for external prizes

EDI monitoring data for key events and successes is not consistently reviewed centrally.

Events are organised both centrally and locally; central events are promoted via University social media accounts, news stories, and the website homepage. Departmental events are promoted in a similar fashion, through departmental accounts and communication fora. Individual staff or departments may submit news stories and notices to the central Communications team.

As an initial step, the REO has joined the University's annual Literary Festival steering group to support an increased focus on ethnic diversity in speakers ahead of the October 2024 programme. However, it is difficult to ensure ethnic diversity is always monitored locally. We will begin tackling this by mapping key institutional profile-raising opportunities and agree priority actions [AP26.1].

Figure 5g-1: Event types and Success communications



Section 5 word count: 2694

6. Professional and support staff: recruitment, progression, and development

6.a Professional and support staff recruitment

Section 6.a professional and support staff recruitment

Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK applicants:

- applying for professional and support posts
- being shortlisted/invited to interview for professional and support posts
- being offered professional and support posts
- Where possible, please provide this information for each central department (and where relevant each academic faculty).

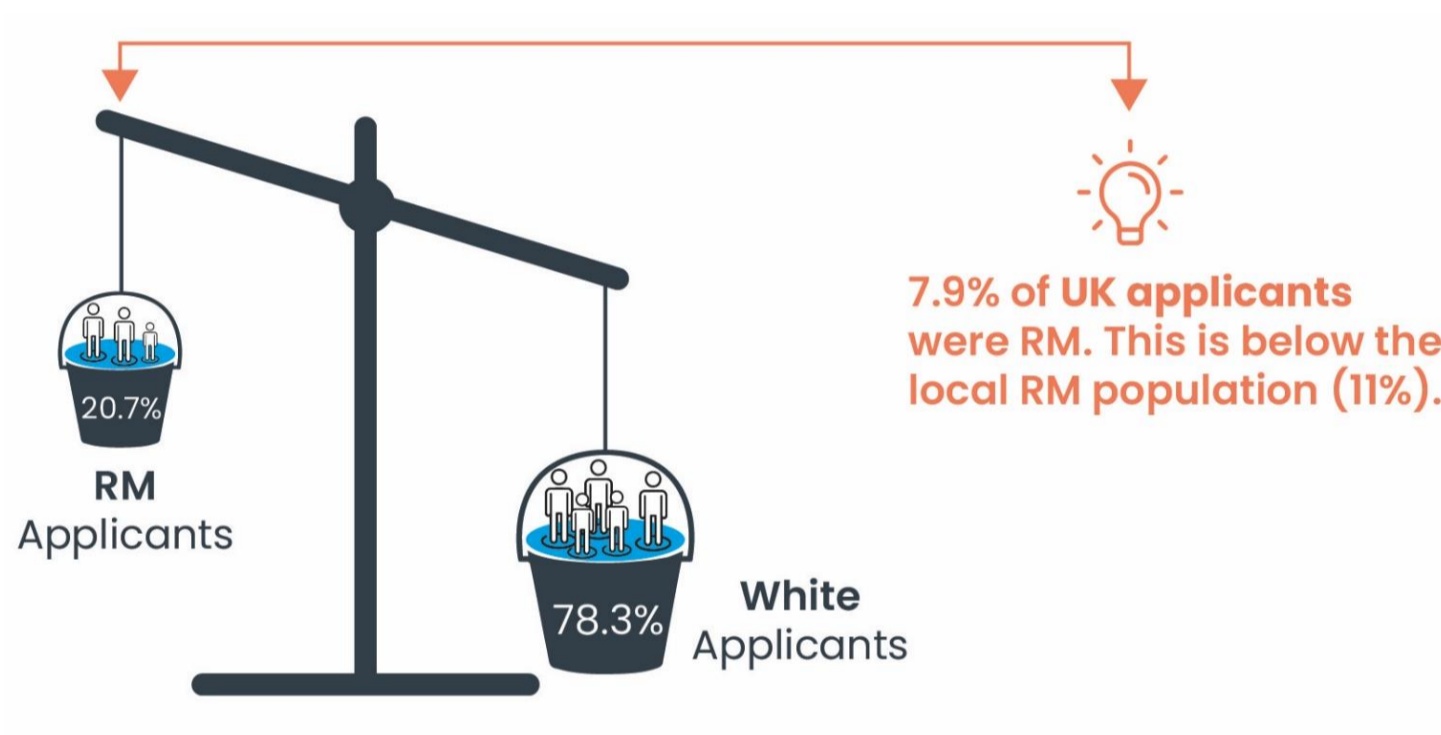
Comment on whether the institution's recruitment processes for professional and support staff are the same as those used for academic staff. Consider whether this is appropriate or not. Consider where the institution advertises vacancies, and how minority ethnic applicants are progressing through the process.

Section 6a Data Overview and Limitations- as Sections 4a,b.

The recruitment process for PS staff is the same as outlined in 5a; the pipeline here presents an area for improvement in the ethnic diversity of applicants, with particular emphasis on UK RM applicants.

In contrast to academic applicant pools, RM PS applicants form a minority at institutional level which reached 20.7% ($n=1459$) in 21/22. Ethnic diversity in this pool is largely supported by international applicants, resulting in a concerning underrepresentation of UK RM applicants entering the recruitment pipeline (Figure6a-1).

Figure 6a-1: PS applicants by ethnicity (21/22)



Shortlisting

Shortlisting is a further area for concern, as RM PS applicants are less likely to be shortlisted for interview in comparison to their white peers. Where pools allow for comparison, UK RM applicants are particularly impacted by racialised barriers in shortlisting when considering the Liverpool workforce population (Figure 6a-1).

Figure 6a-2: Leaky PS recruitment pipeline

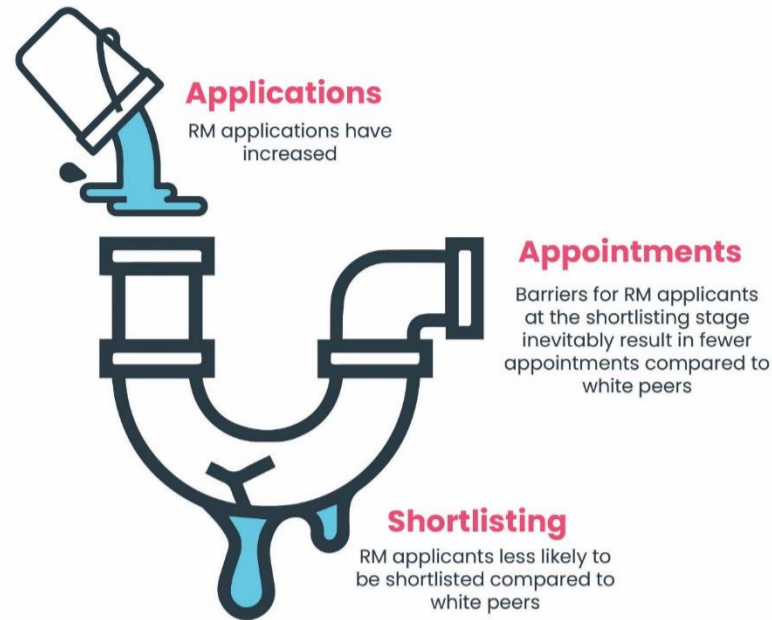
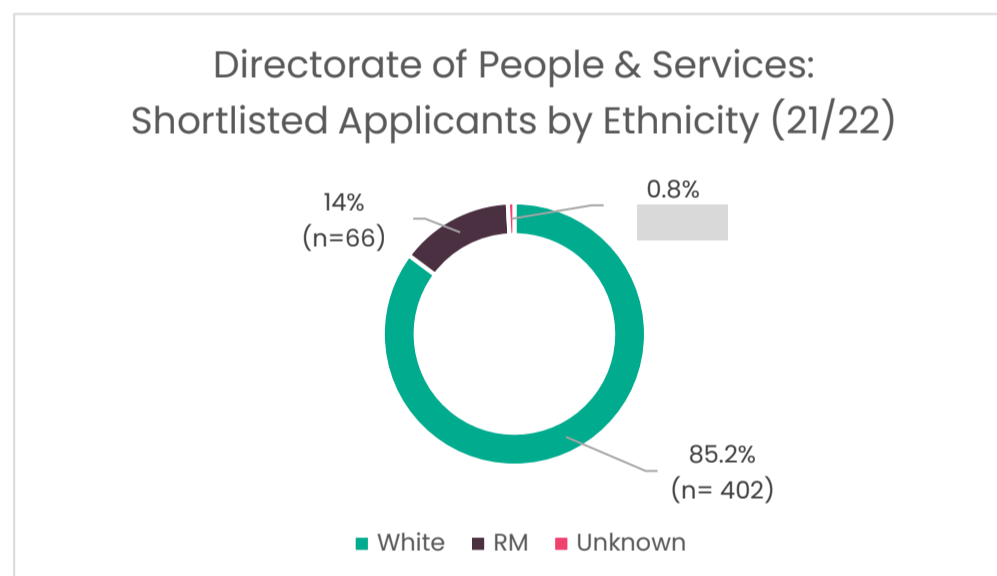


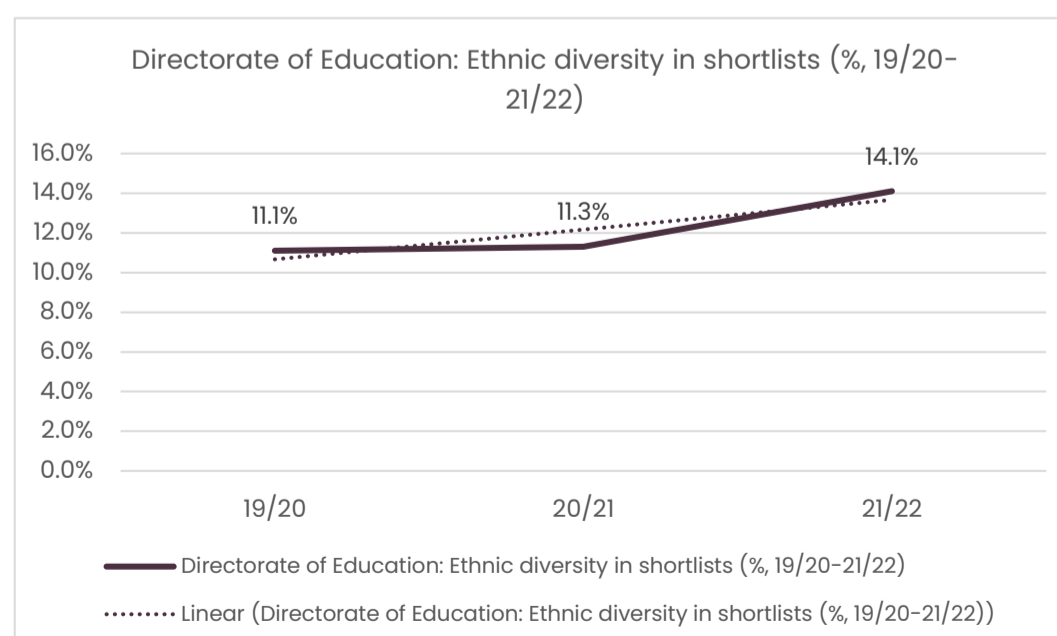
Table 6a-1 shows the **Directorate of People & Services** demonstrates year-on-year increases in its RM applicant pool, however UK RM representation on shortlists consistently falls under 10% across the years analysed. International RM applicants are more likely than their UK peers to be shortlisted; UK RM applicants formed 6.1% ($n=29$) of all applicants shortlisted by the Directorate in 21/22.

Figure 6a-3: Directorate of People & Services- Shortlisted applicants by ethnicity (21/22)



Ethnic diversity in **Directorate of Education** applicant pools and shortlists has improved over the years analysed (Figure 6a-4); UK and international RM applicants, and white international applicants, have similar likelihoods of being shortlisted. UK RM applicants are consistently underrepresented in Education shortlists however, forming only 8.2% of shortlists in 21/22.

Figure 6a-4: Directorate of Education- RM representation on shortlists 19/20-21/22



Collectively, **Faculty-based PS roles** have demonstrated annual growth in their RM PS applicant pool; increasing from 13.9% (19/20) to 20.4% (21/22). RM representation on shortlists has slowly increased across years analysed, from 8.7% to 12%. However, UK RM applicants formed 5.5% of faculty PS shortlists in 21/22, which is the lowest of areas analysed. While this is an increase from 4% (19/20), trends will vary by faculty.

Due to small numbers of RM shortlisted applicants, it is difficult to confidently comment upon shortlisted-to-appointment rates for PS applicants by ethnicity. However, racialised barriers at shortlisting stages undeniably result in disproportionately low ethnic diversity at interview; this highlights the need for action targeted at role creation, shortlisting practices, and shortlisting panels as a priority within our end-to-end recruitment review [AP 12.3].

Reviewing the above trends by ethnic group and nationality reveals similar trends to those in academic applications; international Asian applicants form the largest RM group across all years. International Asian applicants further hold notably high shortlisting rates, with white UK applicants being the only group more likely to be shortlisted.

PS roles receive more Black applicants compared to academic roles, with particular interest from international Black applicants. Anecdotally REC SAT are aware of high RM applicant numbers to FRCS, however further investigation is required to fully understand this trend [AP4.2].

Table 6a-1: Recruitment pipelines by ethnicity: Directorates & Faculties

Faculty	Period (Year)	White/RM	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
Directorate Legal & University Secretary	2020/21	RM	13	38.24%		33.33%		33.33%	7.69%	15.38%	50.00%
		White	21	61.76%		66.67%		66.67%	9.52%	19.05%	50.00%
	2021/22	RM	18	39.13%		66.67%		33.33%	5.56%	22.22%	25.00%
		White	28	60.87%		33.33%		66.67%	7.14%	7.14%	100.00%
	2022/23	RM	20	34.48%		11.76%		0.00%	0.00%	10.00%	0.00%
		White	38	65.52%	15	88.24%		100.00%	7.89%	39.47%	20.00%
Directorate of Education	2019/20	RM	72	22.86%		11.11%		0.00%	0.00%	6.94%	0.00%
		White	240	76.19%	39	86.67%		100.00%	3.75%	16.25%	23.08%
		Not Known		0.95%		2.22%		0.00%	0.00%	33.33%	0.00%
	2020/21	RM	291	12.99%	25	11.26%		9.52%	1.37%	8.59%	16.00%
		White	1,931	86.17%	193	86.94%	36	85.71%	1.86%	9.99%	18.65%
		Not Known	19	0.85%		1.80%		4.76%	10.53%	21.05%	50.00%
	2021/22	RM	408	17.26%	55	14.14%		12.66%	2.45%	13.48%	18.18%
		White	1,934	81.81%	329	84.58%	67	84.81%	3.46%	17.01%	20.36%
		Not Known	22	0.93%		1.29%		2.53%	9.09%	22.73%	40.00%
	2022/23	RM	582	27.16%	35	13.11%		9.38%	1.03%	6.01%	17.14%
		White	1,537	71.72%	230	86.14%	57	89.06%	3.71%	14.96%	24.78%
		Not Known	24	1.12%		0.75%		1.56%	4.17%	8.33%	50.00%
Directorate of Finance	2019/20	RM		23.53%		33.33%		0.00%	0.00%	25.00%	0.00%
		White	13	76.47%		66.67%		100.00%	7.69%	15.38%	50.00%
	2020/21	RM	34	14.35%		8.11%		6.25%	2.94%	8.82%	33.33%
		White	201	84.81%	34	91.89%	15	93.75%	7.46%	16.92%	44.12%
		Not Known		0.84%		0.00%		0.00%	0.00%	0.00%	0.00%
	2021/22	RM	44	30.34%		15.56%		0.00%	0.00%	15.91%	0.00%
		White	101	69.66%	38	84.44%	12	100.00%	11.88%	37.62%	31.58%
	2022/23	RM	57	20.73%		5.45%		0.00%	0.00%	5.26%	0.00%
		White	216	78.55%	51	92.73%	16	94.12%	7.41%	23.61%	31.37%
Not Known			0.73%		1.82%		5.88%	50.00%	50.00%	100.00%	
Directorate of People and Services	2019/20	RM	35	11.01%		8.89%		0.00%	0.00%	11.43%	0.00%
		White	279	87.74%	41	91.11%		100.00%	2.87%	14.70%	19.51%
		Not Known		1.26%		0.00%		0.00%	0.00%	0.00%	0.00%
	2020/21	RM	146	20.19%	18	12.77%		7.89%	2.05%	12.33%	16.67%
		White	571	78.98%	122	86.52%	35	92.11%	6.13%	21.37%	28.69%
		Not Known		0.83%		0.71%		0.00%	0.00%	16.67%	0.00%
	2021/22	RM	502	23.88%	66	13.98%	15	10.71%	2.99%	13.15%	22.73%
		White	1,569	74.64%	402	85.17%	124	88.57%	7.90%	25.62%	30.85%
		Not Known	31	1.47%		0.85%		0.71%	3.23%	12.90%	25.00%
	2022/23	RM	591	27.51%	75	15.37%	15	10.49%	2.54%	12.69%	20.00%
White		1,534	71.42%	408	83.61%	127	88.81%	8.28%	26.60%	31.13%	
Not Known		23	1.07%		1.02%		0.70%	4.35%	21.74%	20.00%	

Directorate of Research	2019/20	RM	14	9.09%		0.00%		0.00%	0.00%	0.00%	0.00%
		White	140	90.91%		100.00%		100.00%	2.86%	2.86%	100.00%
	2020/21	RM	60	23.44%	11	20.37%		11.54%	5.00%	18.33%	27.27%
		White	193	75.39%	43	79.63%	23	88.46%	11.92%	22.28%	53.49%
		Not Known		1.17%		0.00%		0.00%	0.00%	0.00%	0.00%
	2021/22	RM	82	27.42%		14.29%		10.34%	3.66%	10.98%	33.33%
		White	215	71.91%	53	84.13%	25	86.21%	11.63%	24.65%	47.17%
		Not Known		0.67%		1.59%		3.45%	50.00%	50.00%	100.00%
	2022/23	RM	66	28.33%	11	25.00%		15.00%	4.55%	16.67%	27.27%
White		161	69.10%	32	72.73%	17	85.00%	10.56%	19.88%	53.13%	
Not Known			2.58%		2.27%		0.00%	0.00%	16.67%	0.00%	
Vice-Chancellor's Office	2021/22	RM		5.88%		0.00%		0.00%	0.00%	0.00%	0.00%
		White	15	88.24%		100.00%		0.00%	0.00%	26.67%	0.00%
		Not Known		5.88%		0.00%		0.00%	0.00%	0.00%	0.00%
Central Professional Services (Old Structure)	2019/20	RM	526	16.25%	52	11.06%	13	9.77%	2.47%	9.89%	25.00%
		White	2,680	82.79%	415	88.30%	118	88.72%	4.40%	15.49%	28.43%
		Not Known	31	0.96%		0.64%		1.50%	6.45%	9.68%	66.67%
Academic Faculties	2019/20	RM	808	13.86%	53	8.75%	12	6.67%	1.49%	6.56%	22.64%
		White	4,977	85.38%	548	90.43%	164	91.11%	3.30%	11.01%	29.93%
		Not Known	44	0.75%		0.83%		2.22%	9.09%	11.36%	80.00%
	2020/21	RM	1,006	14.33%	81	11.91%	29	10.94%	2.88%	8.05%	35.80%
		White	5,965	84.96%	590	86.76%	231	87.17%	3.87%	9.89%	39.15%
		Not Known	50	0.71%		1.32%		1.89%	10.00%	18.00%	55.56%
	2021/22	RM	1,426	20.37%	106	11.96%	31	8.42%	2.17%	7.43%	29.25%
		White	5,509	78.70%	776	87.58%	334	90.76%	6.06%	14.09%	43.04%
		Not Known	65	0.93%		0.45%		0.82%	4.62%	6.15%	75.00%
2022/23	RM	1,607	26.44%	103	13.75%	27	8.71%	1.68%	6.41%	26.21%	
	White	4,414	72.61%	637	85.05%	281	90.65%	6.37%	14.43%	44.11%	
	Not Known	58	0.95%		1.20%		0.65%	3.45%	15.52%	22.22%	

Table 6a-2: Directorate of People & Services recruitment pipeline by ethnicity and nationality

Nationality	Period (Year)	White/RM	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
UK	2019/20	RM		3.41%		2.50%		0.00%	0.00%	11.11%	0.00%
		White	253	95.83%	39	97.50%		100.00%	3.16%	15.42%	20.51%
		Not Known		0.76%		0.00%		0.00%	0.00%	0.00%	0.00%
	2020/21	RM	56	9.56%		7.09%		5.71%	3.57%	16.07%	22.22%
		White	527	89.93%	117	92.13%	33	94.29%	6.26%	22.20%	28.21%
		Not Known		0.51%		0.79%		0.00%	0.00%	33.33%	0.00%
	2021/22	RM	125	8.07%	29	7.20%		4.88%	4.80%	23.20%	20.69%
		White	1,403	90.63%	370	91.81%	116	94.31%	8.27%	26.37%	31.35%
		Not Known	20	1.29%		0.99%		0.81%	5.00%	20.00%	25.00%
	2022/23	RM	131	8.69%	24	5.99%		6.35%	6.11%	18.32%	33.33%
		White	1,360	90.19%	373	93.02%	117	92.86%	8.60%	27.43%	31.37%
		Not Known	17	1.13%		1.00%		0.79%	5.88%	23.53%	25.00%
International	2019/20	RM	26	48.15%		60.00%		0.00%	0.00%	11.54%	0.00%
		White	26	48.15%		40.00%		0.00%	0.00%	7.69%	0.00%
		Not Known		3.70%		0.00%		0.00%	0.00%	0.00%	0.00%
	2020/21	RM	90	65.69%		64.29%		33.33%	1.11%	10.00%	11.11%
		White	44	32.12%		35.71%		66.67%	4.55%	11.36%	40.00%
		Not Known		2.19%		0.00%		0.00%	0.00%	0.00%	0.00%
	2021/22	RM	377	68.05%	37	53.62%		52.94%	2.39%	9.81%	24.32%
		White	166	29.96%	32	46.38%		47.06%	4.82%	19.28%	25.00%
		Not Known	11	1.99%		0.00%		0.00%	0.00%	0.00%	0.00%
	2022/23	RM	460	71.88%	51	58.62%		41.18%	1.52%	11.09%	13.73%
		White	174	27.19%	35	40.23%		58.82%	5.75%	20.11%	28.57%
		Not Known		0.94%		1.15%		0.00%	0.00%	16.67%	0.00%

Table 6a-3: Directorate of Education recruitment pipeline by ethnicity and nationality

Nationality	Period (Year)	White/RM	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
UK	2019/20	RM	12	5.29%		0.00%		0.00%	0.00%	0.00%	0.00%
		White	213	93.83%	36	97.30%		100.00%	3.29%	16.90%	19.44%
		Not Known		0.88%		2.70%		0.00%	0.00%	50.00%	0.00%
	2020/21	RM	104	5.69%	15	8.11%		8.57%	2.88%	14.42%	20.00%
		White	1,710	93.54%	167	90.27%	31	88.57%	1.81%	9.77%	18.56%
		Not Known	14	0.77%		1.62%		2.86%	7.14%	21.43%	33.33%
	2021/22	RM	137	7.17%	32	9.30%		10.81%	5.84%	23.36%	25.00%
		White	1,765	92.31%	309	89.83%	65	87.84%	3.68%	17.51%	21.04%
		Not Known		0.52%		0.87%		1.35%	10.00%	30.00%	33.33%
	2022/23	RM	143	9.41%	14	6.28%		5.26%	2.10%	9.79%	21.43%
		White	1,365	89.86%	207	92.83%	53	92.98%	3.88%	15.16%	25.60%
		Not Known	11	0.72%		0.90%		1.75%	9.09%	18.18%	50.00%
International	2019/20	RM	60	68.18%		62.50%		0.00%	0.00%	8.33%	0.00%
		White	27	30.68%		37.50%		100.00%	7.41%	11.11%	66.67%
		Not Known		1.14%		0.00%		0.00%	0.00%	0.00%	0.00%
	2020/21	RM	187	45.28%		27.03%		14.29%	0.53%	5.35%	10.00%
		White	221	53.51%	26	70.27%		71.43%	2.26%	11.76%	19.23%
		Not Known		1.21%		2.70%		14.29%	20.00%	20.00%	100.00%
	2021/22	RM	271	59.96%	23	51.11%		40.00%	0.74%	8.49%	8.70%
		White	169	37.39%	20	44.44%		40.00%	1.18%	11.83%	10.00%
		Not Known	12	2.65%		4.44%		20.00%	8.33%	16.67%	50.00%
	2022/23	RM	439	70.35%	21	47.73%		42.86%	0.68%	4.78%	14.29%
		White	172	27.56%	23	52.27%		57.14%	2.33%	13.37%	17.39%
		Not Known	13	2.08%		0.00%		0.00%	0.00%	0.00%	0.00%

Table 6a-4: Faculty-based PS recruitment pipeline by ethnicity and nationality

Nationality	Period (Year)	White/RM	Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
UK	2019/20	RM	291	6.12%	24	4.62%		5.03%	2.75%	8.25%	33.33%
		White	4,445	93.50%	494	95.18%	151	94.97%	3.40%	11.11%	30.57%
		Not Known	18	0.38%		0.19%		0.00%	0.00%	5.56%	0.00%
	2020/21	RM	344	6.00%	32	5.68%	14	6.31%	4.07%	9.30%	43.75%
		White	5,361	93.48%	527	93.61%	207	93.24%	3.86%	9.83%	39.28%
		Not Known	30	0.52%		0.71%		0.45%	3.33%	13.33%	25.00%
	2021/22	RM	435	8.04%	49	6.45%	14	4.33%	3.22%	11.26%	28.57%
		White	4,941	91.35%	709	93.29%	308	95.36%	6.23%	14.35%	43.44%
		Not Known	33	0.61%		0.26%		0.31%	3.03%	6.06%	50.00%
	2022/23	RM	360	8.29%	39	6.23%	11	4.04%	3.06%	10.83%	28.21%
		White	3,936	90.63%	581	92.81%	259	95.22%	6.58%	14.76%	44.58%
		Not Known	47	1.08%		0.96%		0.74%	4.26%	12.77%	33.33%
International	2019/20	RM	517	48.09%	29	33.33%		19.05%	0.77%	5.61%	13.79%
		White	532	49.49%	54	62.07%	13	61.90%	2.44%	10.15%	24.07%
		Not Known	26	2.42%		4.60%		19.05%	15.38%	15.38%	100.00%
	2020/21	RM	662	51.48%	49	41.88%	15	34.88%	2.27%	7.40%	30.61%
		White	604	46.97%	63	53.85%	24	55.81%	3.97%	10.43%	38.10%
		Not Known	20	1.56%		4.27%		9.30%	20.00%	25.00%	80.00%
	2021/22	RM	991	62.29%	57	45.24%	17	37.78%	1.72%	5.75%	29.82%
		White	568	35.70%	67	53.17%	26	57.78%	4.58%	11.80%	38.81%
		Not Known	32	2.01%		1.59%		4.44%	6.25%	6.25%	100.00%
	2022/23	RM	1,247	71.83%	64	52.03%	16	42.11%	1.28%	5.13%	25.00%
		White	478	27.53%	56	45.53%	22	57.89%	4.60%	11.72%	39.29%
		Not Known	11	0.63%		2.44%		0.00%	0.00%	27.27%	0.00%

Table 6a-5: PS Recruitment Pipeline by ethnic group – UK applicants

		Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
2019/20	Arab	42	0.53%		0.00%		0.00%	0.00%	0.00%	0.00%
	Asian	148	1.85%	15	1.49%		1.71%	3.38%	10.14%	33.33%
	Black	83	1.04%		0.99%		1.71%	6.02%	12.05%	50.00%
	Mixed Ethnicity	232	2.91%	26	2.58%		2.05%	2.59%	11.21%	23.08%
	Not Known	38	0.48%		0.30%		0.00%	0.00%	7.89%	0.00%
	Other	15	0.19%		0.20%		0.34%	6.67%	13.33%	50.00%
	White	7,428	93.01%	950	94.43%	276	94.20%	3.72%	12.79%	29.05%
	Total	7,986	100.00%	1006	100.00%	293	100.00%	3.67%	12.60%	29.13%
2020/21	Arab	30	0.35%		0.32%		0.30%	3.33%	10.00%	33.33%
	Asian	157	1.84%	15	1.58%		1.51%	3.18%	9.55%	33.33%
	Black	75	0.88%	12	1.26%		0.91%	4.00%	16.00%	25.00%
	Mixed Ethnicity	241	2.82%	27	2.85%	11	3.32%	4.56%	11.20%	40.74%
	Not Known	49	0.57%		0.84%		0.60%	4.08%	16.33%	25.00%
	Other	26	0.30%		0.53%		0.30%	3.85%	19.23%	20.00%
	White	7,956	93.23%	879	92.62%	308	93.05%	3.87%	11.05%	35.04%
	Total	8,534	100.00%	949	100.00%	331	100.00%	3.88%	11.12%	34.88%
2021/22	Arab	56	0.61%		0.38%		0.00%	0.00%	10.71%	0.00%
	Asian	239	2.60%	28	1.76%		1.61%	3.77%	11.72%	32.14%
	Black	92	1.00%	21	1.32%		1.43%	8.70%	22.83%	38.10%
	Mixed Ethnicity	289	3.14%	58	3.64%	13	2.33%	4.50%	20.07%	22.41%
	Not Known	65	0.71%		0.63%		0.72%	6.15%	15.38%	40.00%
	Other	55	0.60%		0.19%		0.18%	1.82%	5.45%	33.33%
	White	8,398	91.34%	1469	92.10%	523	93.73%	6.23%	17.49%	35.60%
	Total	9,194	100.00%	1595	100.00%	558	100.00%	6.07%	17.35%	34.98%
2022/23	Arab	50	0.64%		0.52%		0.00%	0.00%	14.00%	0.00%
	Asian	202	2.60%	21	1.56%		1.43%	3.47%	10.40%	33.33%
	Black	78	1.00%	11	0.82%		0.41%	2.56%	14.10%	18.18%
	Mixed Ethnicity	287	3.70%	44	3.26%	14	2.85%	4.88%	15.33%	31.82%
	Not Known	80	1.03%	13	0.96%		1.02%	6.25%	16.25%	38.46%
	Other	51	0.66%		0.22%		0.20%	1.96%	5.88%	33.33%
	White	7,018	90.37%	1250	92.66%	462	94.09%	6.58%	17.81%	36.96%
	Total	7,766	100.00%	1349	100.00%	491	100.00%	6.32%	17.37%	36.40%

Table 6a-6: PS Recruitment Pipeline by ethnic group – international applicants

		Applicants	Applicants (%)	Shortlisted	Shortlisted (%)	Appointments	Appointments (%)	Applicant to Appointment (%)	Applicant to Shortlisted (%)	Shortlisted to Appointment (%)
2019/20	Arab	70	3.72%		2.40%		0.00%	0.00%	5.71%	0.00%
	Asian	501	26.59%	24	14.37%		9.52%	0.80%	4.79%	16.67%
	Black	219	11.62%	18	10.78%		2.38%	0.46%	8.22%	5.56%
	Mixed Ethnicity	85	4.51%		4.19%		2.38%	1.18%	8.24%	14.29%
	Not Known	44	2.34%		3.59%		14.29%	13.64%	13.64%	100.00%
	Other	64	3.40%		5.39%		4.76%	3.13%	14.06%	22.22%
	White	901	47.82%	99	59.28%	28	66.67%	3.11%	10.99%	28.28%
	Total	1,884	100.00%	167	100.00%	42	100.00%	2.23%	8.86%	25.15%
2020/21	Arab	86	4.35%		3.14%		1.69%	1.16%	6.98%	16.67%
	Asian	568	28.72%	48	25.13%	15	25.42%	2.64%	8.45%	31.25%
	Black	210	10.62%		5.24%		0.00%	0.00%	4.76%	0.00%
	Mixed Ethnicity	88	4.45%		3.66%		3.39%	2.27%	7.95%	28.57%
	Not Known	31	1.57%		3.14%		8.47%	16.13%	19.35%	83.33%
	Other	69	3.49%		3.66%		3.39%	2.90%	10.14%	28.57%
	White	926	46.81%	107	56.02%	34	57.63%	3.67%	11.56%	31.78%
	Total	1,978	100.00%	191	100.00%	59	100.00%	2.98%	9.66%	30.89%
2021/22	Arab	112	4.03%		1.85%		1.37%	0.89%	4.46%	20.00%
	Asian	1067	38.40%	75	27.78%	12	16.44%	1.12%	7.03%	16.00%
	Black	359	12.92%	29	10.74%		9.59%	1.95%	8.08%	24.14%
	Mixed Ethnicity	132	4.75%	12	4.44%		6.85%	3.79%	9.09%	41.67%
	Not Known	56	2.02%		1.48%		4.11%	5.36%	7.14%	75.00%
	Other	80	2.88%		3.70%		5.48%	5.00%	12.50%	40.00%
	White	973	35.01%	135	50.00%	41	56.16%	4.21%	13.87%	30.37%
	Total	2,779	100.00%	270	100.00%	73	100.00%	2.63%	9.72%	27.04%
2022/23	Arab	149	4.70%		3.32%		4.55%	2.01%	6.04%	33.33%
	Asian	1413	44.57%	86	31.73%	12	18.18%	0.85%	6.09%	13.95%
	Black	506	15.96%	34	12.55%		12.12%	1.58%	6.72%	23.53%
	Mixed Ethnicity	108	3.41%		3.32%		6.06%	3.70%	8.33%	44.44%
	Not Known	33	1.04%		1.85%		0.00%	0.00%	15.15%	0.00%
	Other	79	2.49%		1.85%		0.00%	0.00%	6.33%	0.00%
	White	882	27.82%	123	45.39%	39	59.09%	4.42%	13.95%	31.71%
	Total	3,170	100.00%	271	100.00%	66	100.00%	2.08%	8.55%	24.35%

6.b Training

Section 6.b training

Outline the take-up and outcome of training available to professional and support staff, analysed by ethnicity. In particular, the application should present information on training that is related to management, leadership, and/or other opportunities linked to career progression.

Describe how the institution monitors the effectiveness of training, and provide details of how training is developed in response to levels of uptake and evaluation.

The training offer and data limitations for PS staff are as outlined in section 5.b.

Table 6b-1 Leadership/Management Training Module number of completions by Professional Services staff by year and ethnicity grouping.

Period	Ethnicity Grouping	% Of Leadership & Management Course Completions	Number Of Leadership & Management Course Completions
2019/20	Arab	0.00%	
	Asian	2.12%	20
	Black	0.11%	
	Mixed Ethnicity	1.48%	14
	Other	0.11%	
	Unknown	0.85%	
	White	95.34%	901
	Total	100.00%	945
2020/21	Arab	0.00%	
	Asian	3.79%	34
	Black	0.11%	
	Mixed Ethnicity	3.34%	30
	Other	0.56%	
	Unknown	1.90%	17
	White	90.30%	810
	Total	100.00%	897
2021/22	Arab	0.00%	
	Asian	3.34%	23
	Black	0.58%	
	Mixed Ethnicity	1.16%	
	Other	0.00%	
	Unknown	4.65%	32
	White	90.26%	621
	Total	100.00%	688
2022/23	Arab	0.00%	
	Asian	2.75%	16
	Black	0.17%	
	Mixed Ethnicity	0.34%	
	Other	0.00%	
	Unknown	7.06%	41
	White	89.67%	521
	Total	100.00%	581

6.c PDRs

Section 6.c PDRs

Describe the outcomes of the appraisal/development review process for professional and support staff at all levels across the institution, with specific reference to outcomes by ethnicity.

Provide information about any training the institution offers to prepare for the appraisal. This could be training for those conducting the review, and/or for those being appraised.

Provide information on the uptake of these training opportunities, including any differences by ethnicity. Also include narrative detailing any feedback that staff have provided about this training.

The PDR process for PS staff is the same as outlined in section 5c.

As in 5c, an online PDR e-module is mandatory for new managers; Table 6c-1 outlines completion rates, however the same constraints as in 5c apply.

Table 6c-1 Staff PDR module Completion Figures – Professional Services

Period	Ethnicity Grouping	% Of PDR Course Completions	Number Of PDR Course Completions
2019/20	Arab	0.00%	
	Asian	0.00%	
	Black	1.52%	
	Mixed Ethnicity	0.00%	
	Other	0.00%	
	Unknown	1.52%	
	White	96.97%	64
	Total	100.00%	66
2020/21	Arab	0.00%	
	Asian	4.00%	
	Black	0.00%	
	Mixed Ethnicity	8.00%	
	Other	0.00%	
	Unknown	4.00%	
	White	84.00%	21
	Total	100.00%	25
2021/22	Arab	0.00%	
	Asian	2.08%	
	Black	4.17%	
	Mixed Ethnicity	0.00%	
	Other	0.00%	
	Unknown	0.00%	
	White	93.75%	45
	Total	100.00%	48
2022/23	Arab	0.00%	
	Asian	0.00%	
	Black	0.00%	
	Mixed Ethnicity	0.00%	
	Other	0.00%	
	Unknown	5.56%	
	White	94.44%	17
	Total	100.00%	18

6.d Professional and support staff promotions

Section 6.d promotions

This section provides an opportunity for you to reflect and comment on the processes for professional and support staff to progress. This might be through applying for internal vacancies or having their roles regraded. However the process operates, is the outcome impacted by ethnicity? For example, if managers nominate people for role regrading, how would you assess whether minority ethnic staff have had an equal opportunity to be put forward? What does the qualitative data suggest, are there comments in your staff survey or from the focus groups that shed light on this issue? If your analysis suggests that there is room for concern, you would need to develop actions to address this.

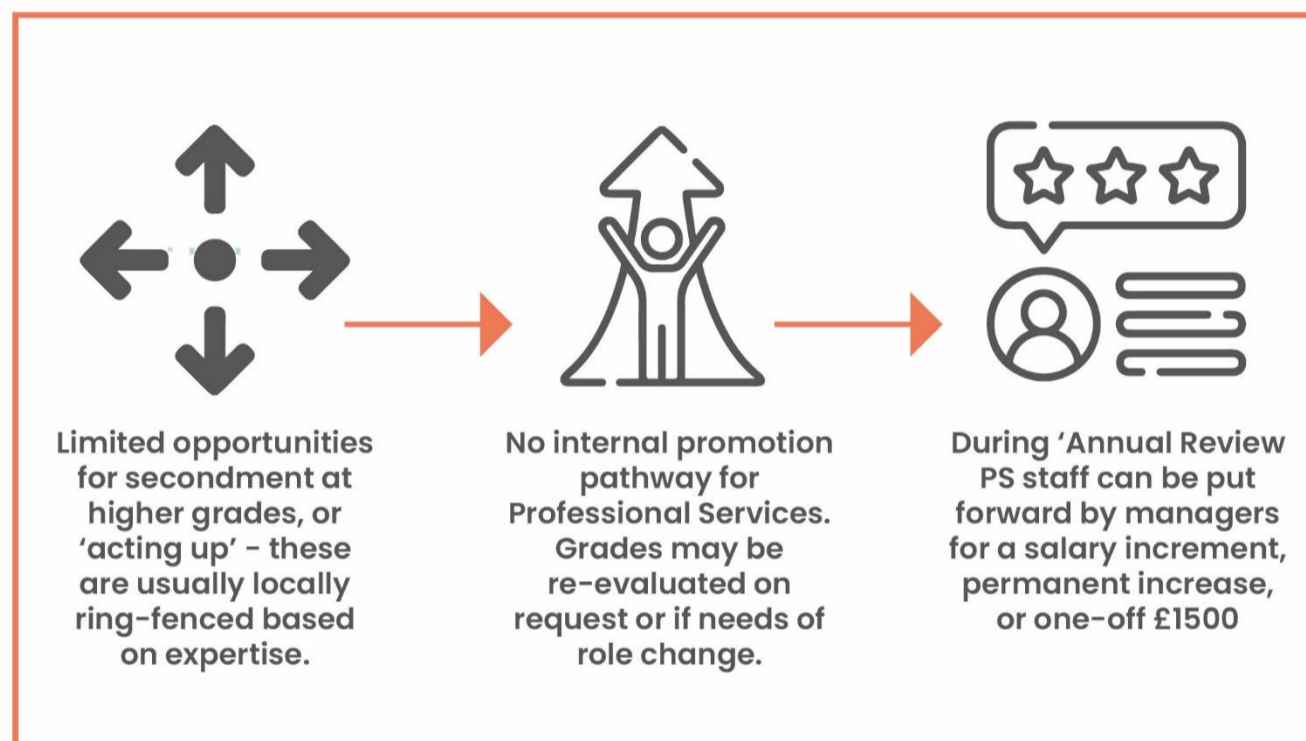
Please provide details of the ethnic profile (by specific ethnic group where possible) of UK, and separately, non-UK professional and support staff promoted

- provide details of any training or mentoring offered around promotion and progression
- comment on staff perceptions of the promotions process, including whether it is transparent and fair
- Where possible, please provide this information for each central department (and where relevant each academic faculty).

PS staff can apply for jobs at higher grades, however cannot apply for promotion within their existing role. Like most HEIs, PS roles are based on institutional needs rather than reflecting individual contribution. To address this, we will:

- Review and update EPA processes [AP21.3], and,
- Seek to better understand the journeys of RM PS alumni from DL/Aurora, and identify recommendations for future PS pathways [AP18.1, 18.2].

Figure 6d-1: Contextual role enhancement opportunities for PS staff



7. Student pipeline

7.a Admissions

Please provide details of undergraduate application success rates by average predicted/actual tariff point by specific ethnic group and disaggregating between UK and international students.

This data should highlight whether ethnicity has an impact on the likelihood of students with the same predicted/actual grades being offered a place at your university. This data is made available by UCAS at the end of each admissions round, and the head of admissions at your institution should know how to gain access.

At Bronze level, we anticipate institutions to be starting their work in this area. Your analysis may be at the early stages, with gaps being identified but without clear understanding of their cause, or how to reduce them. Your resultant actions might therefore be focused on gaining further information to understand the full impact of ethnicity on student admissions.

Section 7 Data Overview and Limitations

- Admissions data (7a) covers 4 complete years, to better understand trends post-pandemic.
- Outcome trends (7.b) by ethnicity are based on offer rates at first decision.

Institutional UG applications and outcomes

We are limited in reviewing potential ethnicity gaps in non-UK/international applications, due to the consistently high non-disclosure rate of ethnicity, and this will be a priority area of action moving forward [AP 8.4].

Table 7a-2 outlines our proportion of applicants from UK RM groups is **below** sector average; 25% versus 32% for 22/23. Our pattern of marginal growth in applications from RM groups aligns with that of the sector, with the latter growing from 29% in 2019 to 32% in 2022.

Table 7a-3 shows a relatively stable distribution of UK applications by RM ethnic groups; applicants of Asian and Mixed Ethnicity backgrounds have consistently been the second and third largest applicant groups respectively.

However, UK RM applicants were **consistently less likely to receive an offer** in comparison to their white peers; notably, the offer rate gaps of white applicants and RM ethnic groups are significantly more pronounced at the University than the sector average.

Table 7a-4 and Figure 7a-1 indicate an increasingly competitive application process year-on-year; correlating with the overall increases in average UCAS tariff points on entry (section 7.b). Disaggregation by ethnic group (Table 7a-1) indicates UK RM applicants are disproportionately impacted by decreases in offer rates over the 4 years analysed.

Table 7a-1: % decreases in offer rates by RM ethnic group across 4 years, compared to sector data. Source: UCAS End of Cycle stats. UK only due to low recording of ethnicity in international applications as shown in Tables 7a-2 and 7a-3.

Applicant ethnic group (UK)	% decrease in offer rate (University of Liverpool)	% decrease in offer rate (Sector average)
White	7%	4%
Asian	15%	6%
Black	9%	3%
Mixed ethnicity	8%	4%
"Other" ethnic backgrounds	8%	6%

Table 7a-2: Applications by ethnicity (white vs RM) and nationality (UK vs non-UK). Source: Internal Admissions data

Year	Ethnicity	UK		International	
		Count	%	Count	%
2019/20	White	25818	74%	212	4%
	Racially Minoritised	7819	22%	199	4%
	Not Known	1297	4%	4907	92%
2020/21	White	27752	74%	206	4%
	Racially Minoritised	8545	23%	218	4%
	Not Known	1416	4%	5382	93%
2021/22	White	26438	73%	107	2%
	Racially Minoritised	8754	24%	247	4%
	Not Known	1015	3%	5551	94%
2022/23	White	26721	72%	33	1%
	Racially Minoritised	9228	25%	44	1%
	Not Known	1016	3%	5954	99%

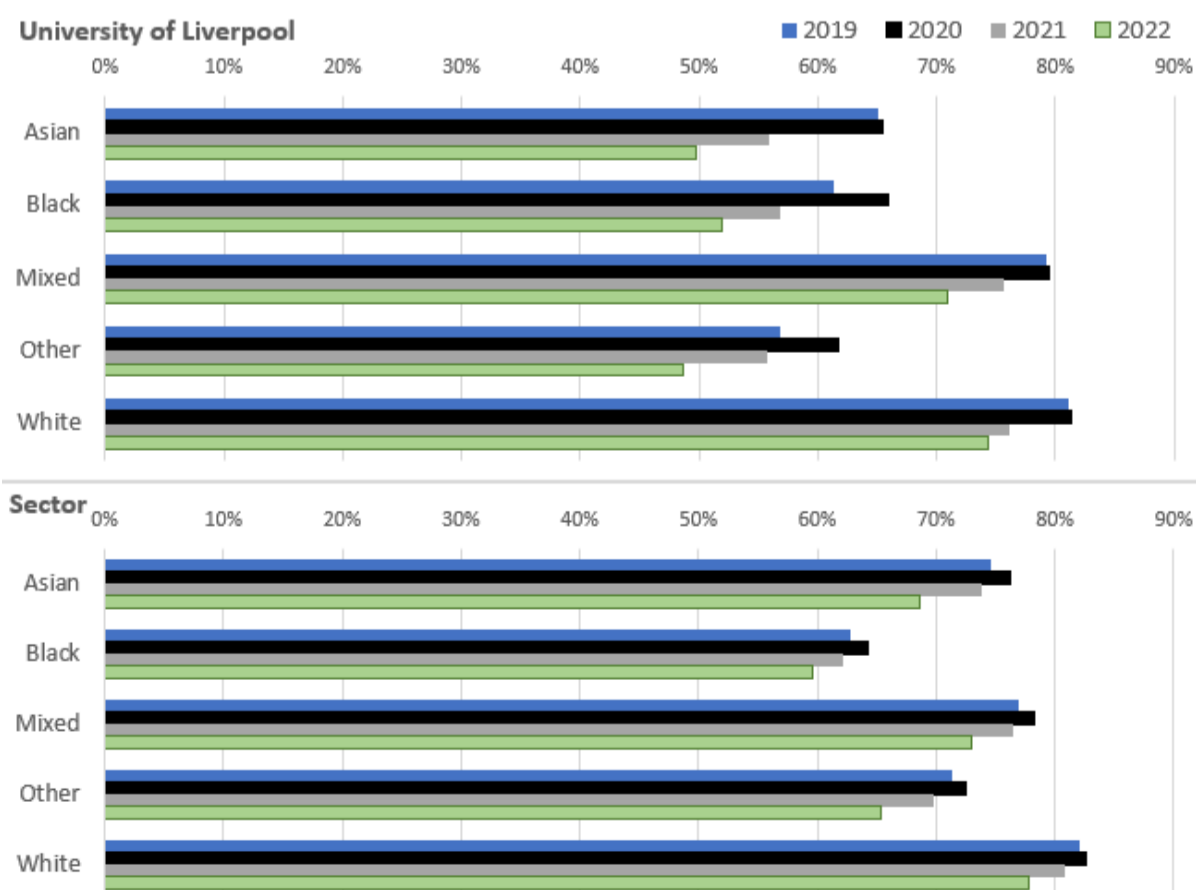
Table 7a-3: Institutional applications by ethnic group. Source; Internal Admissions Data

Ethnicity	2019/20		2020/21		2021/22		2022/23	
	UK Count	International %	UK Count	International %	UK Count	International %	UK Count	International %
Arab	314	1%	28	1%	355	1%	29	0%
Asian	4138	12%	126	2%	4528	12%	127	2%
Black	1382	4%	14	0%	1501	4%	18	0%
Mixed Ethnicity	1712	5%	25	0%	1822	5%	37	1%
Other Ethnic Background	266	1%		0%	323	1%		0%
Unknown	1297	4%	4907	92%	1416	4%	5382	93%
White	25825	74%	212	4%	27768	74%	206	4%

Table 7a-4: Outcomes by ethnicity (white vs RM): offer rate at first decision, compared to sector data. Source: UCAS End of Cycle stats. UK only due to low recording of ethnicity in international applications as shown in Tables 7a-2 and 7a-3.

Ethnicity	University of Liverpool				Sector			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Asian	65%	65%	56%	50%	75%	76%	74%	69%
Black	61%	66%	57%	52%	63%	64%	62%	60%
Mixed	79%	80%	76%	71%	77%	78%	76%	73%
Other	57%	62%	56%	49%	71%	73%	70%	65%
White	81%	81%	76%	74%	82%	83%	81%	78%
All	78%	78%	72%	69%	79%	79%	77%	74%

Figure 7a-1: Outcomes by ethnicity (white vs RM): offer rate at first decision, compared to sector data. Source: UCAS End of Cycle stats. UK only due to low recording of ethnicity in international applications as shown in Tables 7a-2 and 7a-3.



UG applications by faculty

UK applicant trends vary by faculty (Table7a-5):

- HLS has the highest proportion of UK RM applicants, with an increasing trend. HLS also demonstrates the largest proportional gap between Asian and Black applicant numbers (Table7a-6). Targeted outreach activity to prospective Black HLS students will be highlighted as a recommended action area for HLS' faculty AP [AP4.2].
- HSS received the highest number of applications each year; except for 21/22, which may be linked to increased entry requirements. However, HSS has the smallest proportion of UK RM applicants; this proportional split has remained static.
- S&E's proportional split by ethnicity shows a small increase.

Under AP4.2, all faculties will review application outcome data by ethnic group. As HLS utilises interviews for clinical courses, the faculty will focus on interview-to-offer data, and the guidance provided to interview panels [AP 31.1]

Table 7a-5: Applications by ethnicity and faculty (white vs RM).

Year	Ethnicity	HLS				HSS				ScE			
		UK		International		UK		International		UK		International	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2019/20	White	8,503	69%	48	4%	11,841	78%	101	4%	5,474	75%	63	4%
	Racially Minoritised	3473	28%	47	4%	2825	19%	95	4%	1521	21%	57	4%
	Not Known	400	3%	1,147	92%	560	4%	2,337	92%	337	5%	1,423	92%
2020/21	White	8,832	68%	41	3%	12,897	77%	90	3%	6,023	75%	75	4%
	Racially Minoritised	3661	28%	39	3%	3204	19%	101	4%	1680	21%	78	5%
	Not Known	454	4%	1,304	94%	587	4%	2,536	93%	375	5%	1,542	91%
2021/22	White	9,727	67%	36	2%	10,927	79%	46	2%	5,784	74%	25	2%
	Racially Minoritised	4345	30%	55	3%	2587	19%	99	4%	1822	23%	93	6%
	Not Known	463	3%	1,489	94%	312	2%	2,520	95%	240	3%	1,542	93%
2022/23	White	9,463	64%	15	1%	11,727	80%	12	0%	5,531	73%	-	0%
	Racially Minoritised	4739	32%	17	1%	2683	18%	15	1%	1806	24%	12	1%
	Not Known	479	3%	1,581	98%	305	2%	2,645	99%	232	3%	1,728	99%

Table 7a-6: Applications by ethnic group and faculty

Year	Ethnicity	HLS				HSS				ScE			
		UK		International		UK		International		UK		International	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2019/20	Arab	170	1%		1%	91	1%	12	0%	53	1%		0%
	Asian	2063	17%	24	2%	1276	8%	63	2%	799	11%	39	3%
	Black	583	5%		0%	530	3%		0%	269	4%		0%
	Mixed Ethnicity	547	4%		1%	827	5%	11	0%	338	5%		0%
	Other Ethnic Background	110	1%		0%	96	1%		0%	60	1%		0%
	Unknown	400	3%	1147	92%	560	4%	2337	92%	337	5%	1423	92%
	White	8503	69%	48	4%	11846	78%	101	4%	5476	75%	63	4%
2020/21	Arab	160	1%		0%	123	1%	11	0%	72	1%	15	1%
	Asian	2191	17%	28	2%	1435	9%	56	2%	902	11%	43	3%
	Black	575	4%		0%	624	4%		0%	302	4%		1%
	Mixed Ethnicity	603	5%		0%	869	5%	22	1%	350	4%		1%
	Other Ethnic Background	128	1%		0%	144	1%		0%	51	1%		0%
	Unknown	454	4%	1304	94%	587	4%	2536	93%	375	5%	1542	91%
	White	8836	68%	41	3%	12906	77%	90	3%	6026	75%	75	4%
2021/22	Arab	200	1%		0%	104	1%	11	0%	84	1%	25	2%
	Asian	2654	18%	40	3%	1117	8%	74	3%	904	12%	52	3%
	Black	677	5%		0%	451	3%		0%	334	4%		0%
	Mixed Ethnicity	667	5%		0%	814	6%		0%	446	6%		0%
	Other Ethnic Background	146	1%		0%	93	1%		0%	52	1%		0%
	Unknown	463	3%	1489	94%	312	2%	2520	95%	240	3%	1542	93%
	White	9728	67%	36	2%	10935	79%	46	2%	5786	74%	25	2%
2022/23	Arab	251	2%		0%	98	1%		0%	106	1%		0%
	Asian	2869	20%		0%	1111	8%	13	0%	887	12%		0%
	Black	696	5%		0%	477	3%		0%	335	4%		0%
	Mixed Ethnicity	754	5%		0%	848	6%		0%	416	5%		0%
	Other Ethnic Background	167	1%		0%	146	1%		0%	62	1%		0%
	Unknown	479	3%	1581	98%	305	2%	2645	99%	232	3%	1728	99%
	White	9465	64%	15	1%	11730	80%	12	0%	5531	73%		0%

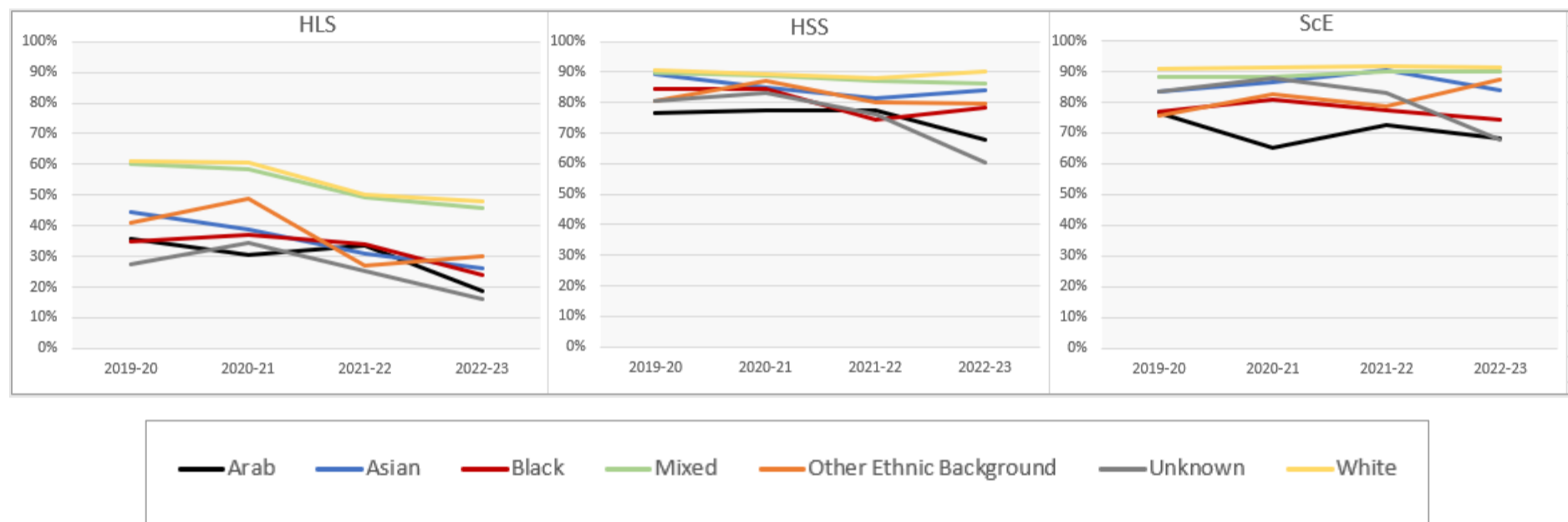
Application outcomes by faculty

A gap in offer rate between UK white and RM applicants is present in all faculties; this is most pronounced in HLS. Further, UK applicants of Black and Arab ethnic backgrounds consistently experience the lowest offer rates of all ethnic groups.

Table 7a-7: Outcome of Application [Offer Rate at first decision by ethnicity and faculty].

Ethnicity	HLS				HSS				S&E			
	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23	2019/20	2020/21	2021/22	2022/23
Arab	36%	30%	34%	19%	77%	77%	78%	68%	77%	65%	73%	68%
Asian	44%	39%	31%	26%	89%	85%	82%	84%	83%	87%	90%	84%
Black	35%	37%	34%	24%	84%	85%	75%	78%	77%	81%	78%	74%
Mixed Ethnicity	60%	58%	49%	46%	90%	89%	87%	86%	88%	88%	90%	90%
Other Ethnic Background	41%	49%	27%	30%	80%	87%	80%	80%	76%	83%	79%	88%
Unknown	28%	34%	25%	16%	81%	83%	76%	61%	83%	88%	83%	68%
White	61%	60%	50%	48%	91%	89%	88%	90%	91%	91%	92%	91%
All	54%	54%	44%	39%	89%	88%	86%	87%	89%	90%	90%	88%

Figures 7a-1, 2, and 3: Offer Rate by Faculty and Ethnicity



Ethnicity and the admissions process

For most UG programmes, ethnicity data is not provided to admissions staff during the admissions process; it is only shared with the institution after confirmation and clearing. However some courses conduct in-person interviews as part of their processes; as these courses were not included in the 2017 Name Blind Decision Making and Data review (below), we will review application, shortlisting, interview, and offer data by ethnicity, in these areas. [AP31.1].

Name Blind Decision Making and Data review, and Contextual Admissions

Following the publication of a UCAS report on unconscious bias in 2016, the Central Admissions Team (CAT) received unconscious bias training in January 2017.

Later that year, CAT were asked by UCAS to take part in a pilot of a Name Blind Decision Making and Data Review.

- A sample (11.8%) of the University's on-time UK applications (excluding clinical) were reviewed under name blind conditions, with CAT applying decision making criteria defined by the academic department. Information available to the Admissions Officer reviewing the applications was limited to applicant personal ID, the course applied to, qualifications, and age on entry.
- The sample data did not indicate that applicants are disadvantaged by the Officer knowing the applicant's name or having access to their personal statement or reference. These details enable the Officer to take additional factors into account if appropriate, so that these are part of the decision; flexibility is then applied if appropriate.

The University has used Contextual Data in Admissions since 2013. Additional consideration was given for interviews and during confirmation and clearing, to applicants who met two or more of the following criteria:

- socio-economic background
- School performance
- time spent in social care
- disability

Ethnicity could not be used as part of the UCAS pilot, as this was not provided by UCAS in time.

For September 2021 entry, in addition to Contextual Data the University adopted a Contextual Admissions strategy. All UK applicants previously in social care, or in a POLAR 4 Quintile 1 postcode, receive a reduced offer of up to two grades below the standard University offer. Applicants to Medicine, Dental Sciences or Foundation programmes were initially excluded; in 2022, Dentistry joined the scheme. Medicine adopted their own strategy around contextual admissions in 2023.

As ethnicity data is not available to decision-makers, we cannot draw confident conclusions on the relationship between contextual admissions and barriers to entry for RM students. We will therefore conduct a retrospective data review on contextual offers, including ethnicity data, to understand their impact on applications, offers and conversions from applicants from RM groups [AP 28.3].

In future, an Annual Report on admissions will provide full breakdowns by ethnicity [AP 28.1].

7.b Undergraduate student body

Please provide details of the ethnic profile, by specific ethnic group, of your institution's UK, and separately, non-UK undergraduate student body.

Where possible, please provide the data for each academic faculty.

Carrying out such an analysis will enable you to assess whether minority ethnic undergraduates (both UK and non-UK) are over- or underrepresented in different faculties and within different disciplines. Comment on trends identified in the data and identify actions to address the issues identified.

Liverpool's undergraduate student population is in the majority white (Table 7b-1), and above sector average at 79% in 21/22. The count and % of UK RM students have increased annually (↑477 students between 2019/20 and 2022/23). This is reflected most in the increase in both Indian and Black students (Table 7b-2), although numbers remain relatively small.

Most international UG students are of Chinese ethnic background, which is reflective of the partnership work with XJTLU; we will disaggregate data to better understand the impact of XJTLU students on our interpretation of RM student outcomes [AP29.1].

We are also aware that international student populations have been affected by the pandemic; Figs.7b-3,4,5 show most RM students are of Indian and Chinese backgrounds in HSS and S&E (70% and 69% respectively). However, in HLS, these students account for just 32%, with Arab students forming almost 25% of the RM student population. Around 25% of all Arabic students in HLS study within one institute, ISMIB; we are aware that many of these students enter via the University's International College.

Figure 7b-1: Benchmarking our UG RM student populations (comparator peer group, 21/22)

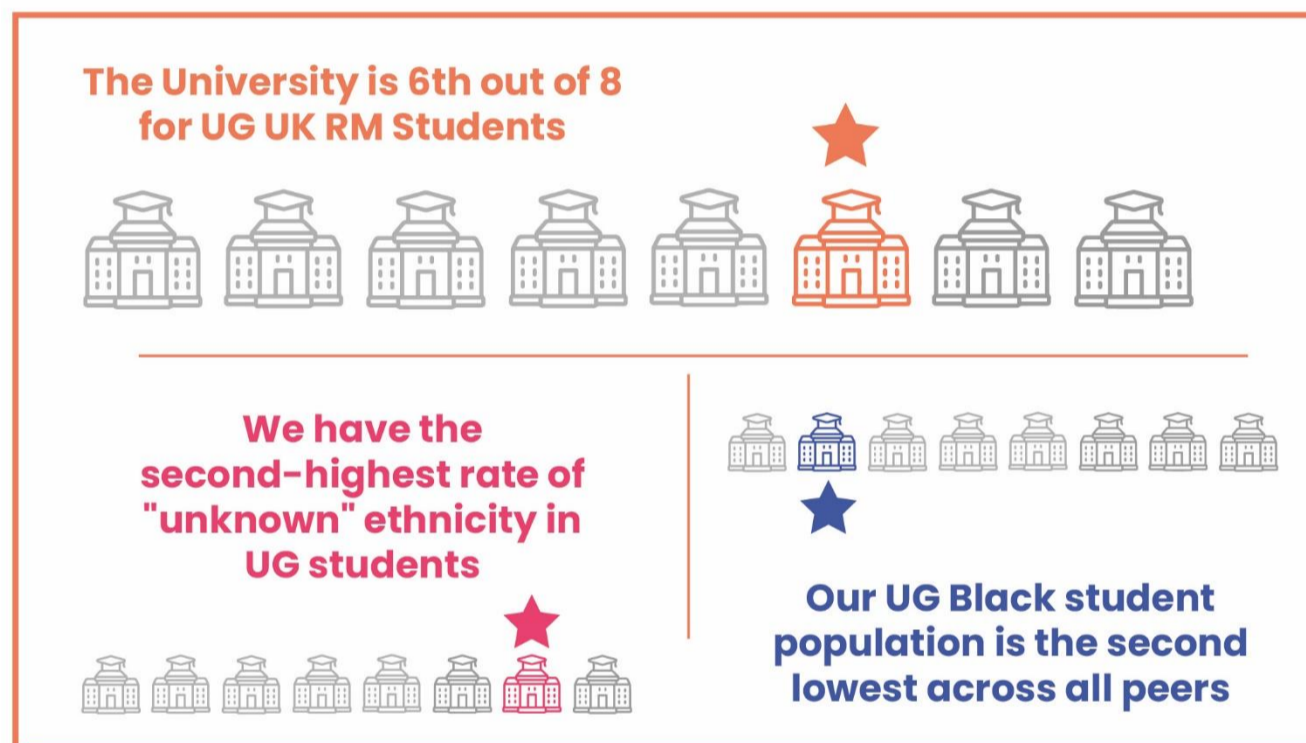


Table 7b-1: Sector-wide UK UG students by specific ethnic group. Source: HESA

Specific ethnic group	%
White	71.1%
Mixed	6.2%
Black or Black British - Caribbean	4.6%
Other Asian background	4.1%
Asian or Asian British - Indian	3.4%
Asian or Asian British - Bangladeshi	2.4%
Other	2.1%
Chinese	2.1%
Other Black background	1.6%
Black or Black British - African	1.4%
Not known	0.7%
Asian or Asian British - Pakistani	0.4%

Figure 7b-2: UG student body by ethnicity and domicile – University of Liverpool

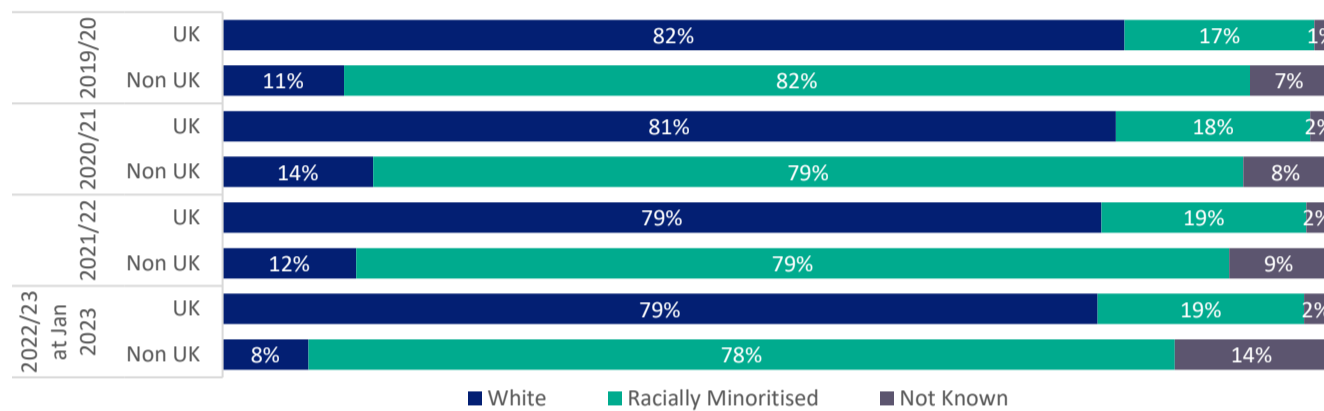


Figure 7b-3: RM UG student body by ethnic group – 2021/22

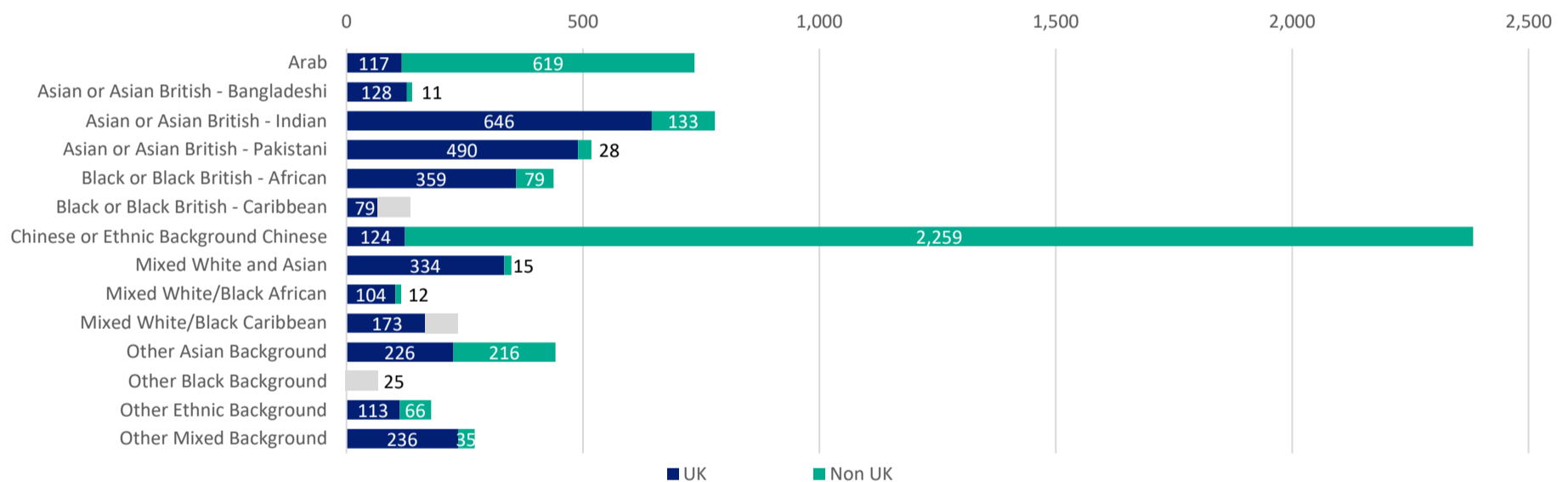


Table 7b-2: UG student body by ethnicity and domicile – Faculty

Year	Ethnicity	HLS				HSS				ScE			
		UK		Non UK		UK		Non UK		UK		Non UK	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2019/20	White	4,158	77%	176	35%	6,009	85%	341	11%	3,010	82%	177	6%
	Racially Minoritised	1,199	22%	300	60%	962	14%	2,431	79%	613	17%	2,448	89%
	Not Known	72	1%	21	4%	69	1%	289	9%	62	2%	138	5%
2020/21	White	4,253	77%	198	37%	6,113	84%	331	14%	2,988	80%	201	8%
	Racially Minoritised	1,198	22%	312	58%	1,051	14%	1,801	76%	657	18%	2,100	86%
	Not Known	94	2%	26	5%	89	1%	246	10%	86	2%	140	6%
2021/22	White	4,509	75%	151	29%	5,942	83%	233	12%	3,052	79%	153	8%
	Racially Minoritised	1,373	23%	348	66%	1,075	15%	1,375	73%	698	18%	1,782	88%
	Not Known	120	2%	27	5%	119	2%	275	15%	99	3%	96	5%
2022/23 at May 23	White	4,619	75%	110	20%	6,103	83%	157	8%	3,054	78%	104	5%
	Racially Minoritised	1,388	23%	367	65%	1,101	15%	1,448	73%	762	19%	1,922	86%
	Not Known	133	2%	86	15%	140	2%	368	19%	108	3%	209	9%

Figure 7b-4: RM UG student body by ethnic group – 2021/22 HLS

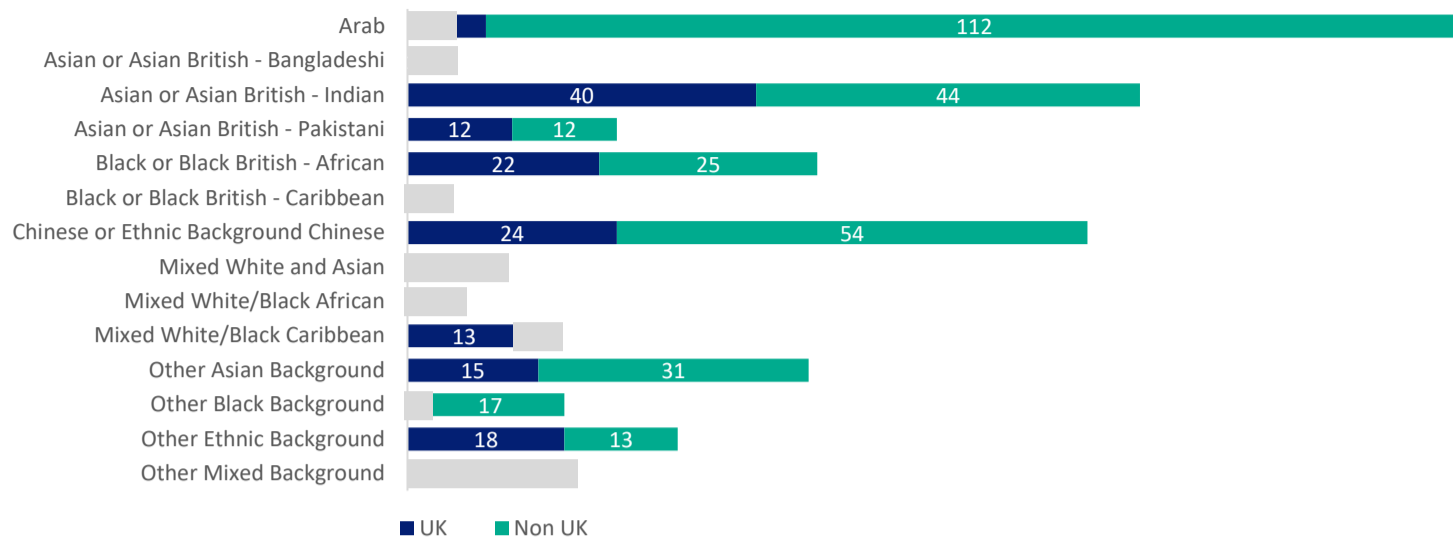


Figure 7b-5: RM UG student body by ethnic group – 2021/22 HSS

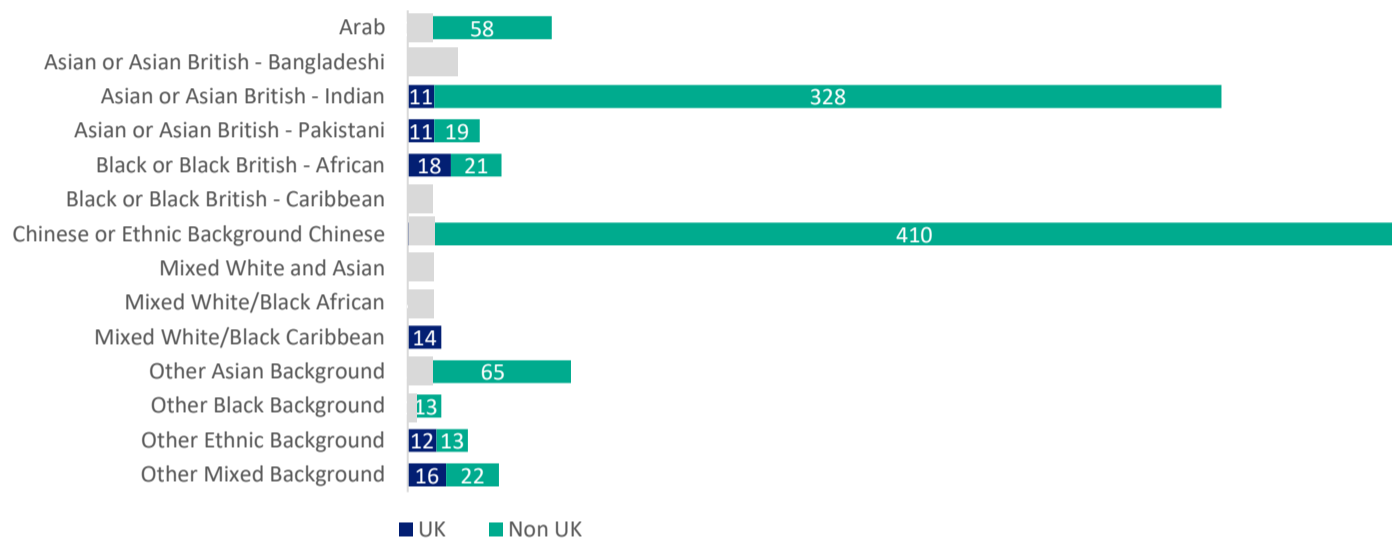
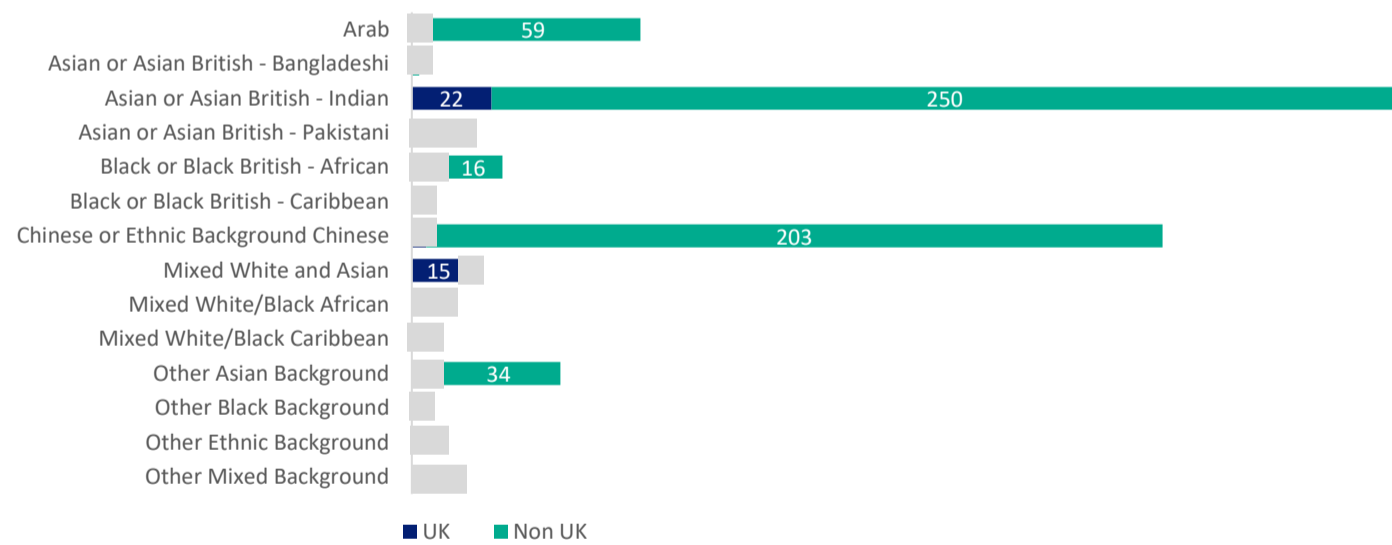


Figure 7b-6: RM UG student body by ethnic group – 2021/22 S&E



Tariff points by ethnicity

At institutional level, average recorded tariff points have increased annually for all groups; however the ethnicity gap is inconclusive, as high-level aggregation masks areas of significant concern at faculty level.

Table 7b-5 shows:

- **HLS hold the highest average**, which may be attributed to requirements for clinical courses such as Medicine and Dentistry. As of 21/22, the average tariff gap by ethnicity is minimal.
- HSS' ethnicity gap in average tariff is **widening as average tariff increases**.
- S&E shows a persistent ethnicity gap with fluctuation in size.

Faculty plans [AP4.2] must investigate whether these identified average tariff gaps are evident at programme level, reflect programme choice, and/or intersect with contextual offer-making.

Table 7b-3: UG average UCAS tariff points by ethnicity (UK Domiciled)

Ethnicity	2019/20 Average	2020/21 Average	2021/22 Average	2022/23 at May 23 Average
Not Known	130.0	131.1	133.9	123.3
Racially Minoritised	127.8	132.0	138.2	137.0
White	127.1	133.1	136.7	138.1
<i>RM: white gap</i>	<i>+0.7</i>	<i>-1.1</i>	<i>+1.5</i>	<i>-1.1</i>

Table 7b-4: UG average UCAS tariff points by specific ethnic group

Ethnicity	2019/20 Average	2020/21 Average	2021/22 Average	2022/23 at May 2023 Average
Arab	127.1	131.3	146.4	135.7
Asian	128.1	133.3	138.5	136.3
Black	130.5	130.7	138.7	136.4
Mixed Ethnicity	126.8	131.2	135.2	138.1
Other Ethnic Background	123.4	127.4	144.0	138.1
Unknown	130.0	131.1	133.9	123.3
White	127.1	133.1	136.6	138.1

Table 7b-5: UG average UCAS tariff points by ethnicity and faculty

Entry Year	Ethnicity	HLS Average	HSS Average	ScE Average
2019/20	White	132.7	126.0	119.0
	Racially Minoritised	134.0	126.5	122.5
	Not Known	134.9	129.0	126.5
2020/21	White	135.3	124.8	124.7
	Racially Minoritised	136.8	130.0	130.0
	Not Known	138.4	132.3	136.2
2021/22	White	141.0	128.9	129.7
	Racially Minoritised	141.2	135.4	133.7
	Not Known	145.1	135.6	135.6
2022/23 at May 23	White	112.9	131.6	117.0
	Racially Minoritised	140.1	136.2	133.0
	Not Known	141.5	136.9	136.4

Current initiatives

The University has a range of WP projects, most notably its Fast Trackers project with local RM young people. Across all core WP activity, 43% of participants were from RM groups.

WP, CAT, and ELC collectively work to support asylum seekers and refugees to access bursaries, and ensure that these groups are not disadvantaged due to lack of proficiency in English, or by financial barriers to certifying English proficiency.

The University also has bursary schemes to promote access to study for prospective RM students; many schools and departments offer subject-specific awards, however the full extent of these is under collation. Moving forward, we will review recipients of bursaries and other mechanisms by ethnicity to determine efficacy and uptake. [AP30]

Figure 7b-5: Institutional scholarships and bursaries for UG students



7.c Course progression

Section 7.c course progression

Please provide details of the ethnic profile by specific ethnic group of UK undergraduate students', and separately non-UK undergraduate students', continuation rates through their course (ie progression rates from one year to the next), and reasons for permanently leaving the university.

Where possible, please provide the data for each academic faculty.

Explore whether there are any trends in continuation rates and what the reasons for this may be. Insight into these issues may be gained from some of the additional qualitative data you have collected from the student survey and focus groups. Explore whether minority ethnic students that permanently leave do so for the same reasons as White British students

Liverpool's institutional ethnicity gap for continuation rates is **2.5%**, more than double the average rate of 1% across our comparator peer group.

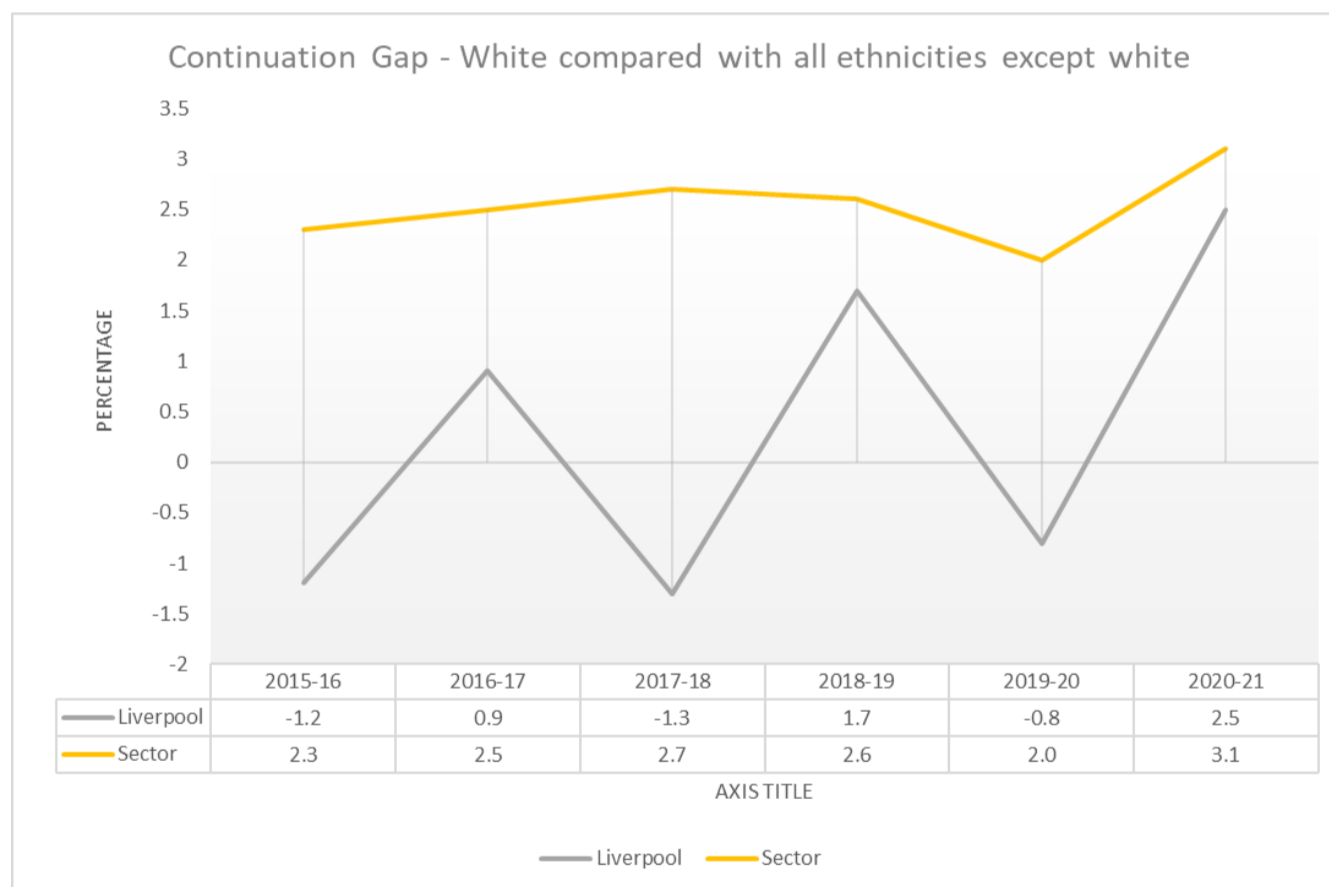
All 6 years of continuation data available via the OfS dashboard is shared in full (Figs. 7c-1,2). The two most recent years available (19/20, 20/21) indicate a sharp change from a narrow gap in favour of RM students (19/20), rising sharply to a 2.5% gap in favour of white students as of 20/21.

Liverpool's 19/20 continuation rates may be attributed to "student safety net" measures implemented mid-year, to mitigate the disruption to learning caused by the Covid-19 pandemic.

Across both a 2- and 4-year average, our Black students have the lowest continuation rates; this is particularly concerning in the context of other barriers in the UG student journey faced by Black students at Liverpool.

Data capture for non-continuation reasons is limited. Work will be undertaken to engage with RM students to understand these reasons, with a focus on Black students. [AP33.2]

Figures 7c-1,2: Institutional continuation gap; White compared with all ethnicities except white 2015-16 to 2020-21, (UK, Full-Time, Undergraduate).

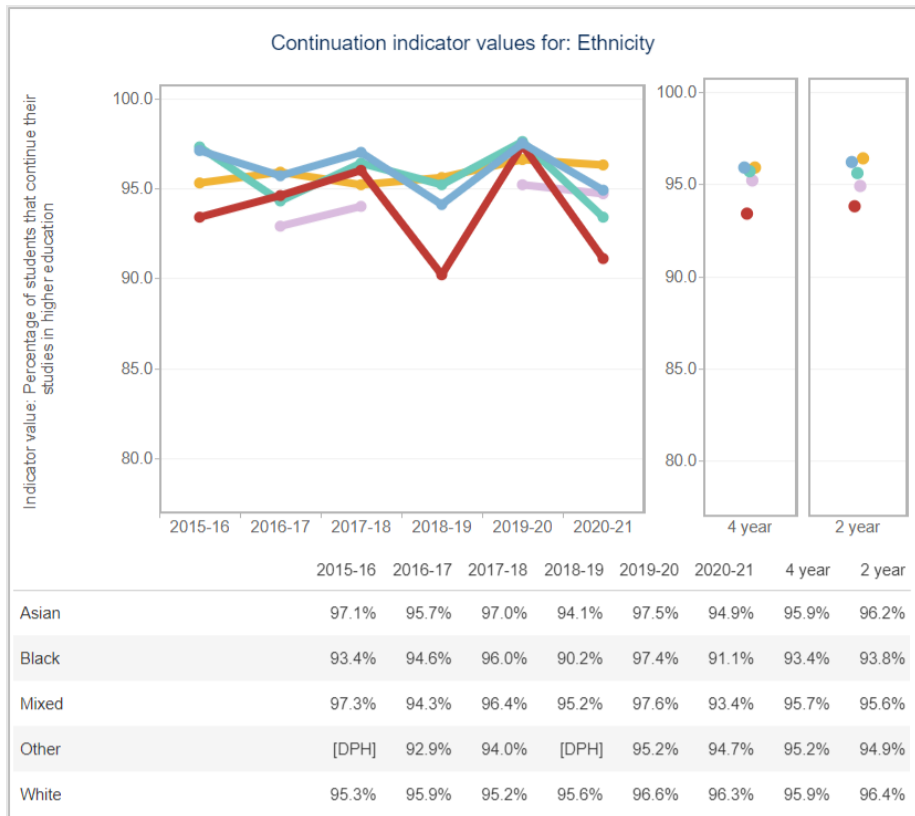


Figures 7c-3: Institutional continuation by Ethnicity groupings [UK First Degree Students only], and

Figure 7c-4: Continuation rates; by ethnicity group 2015-16 to 2020-21. (UK, Full-Time, Undergraduate).

University of Liverpool:

All UK HE Providers:



Key
 Asian
 Black
 Mixed
 Other
 White

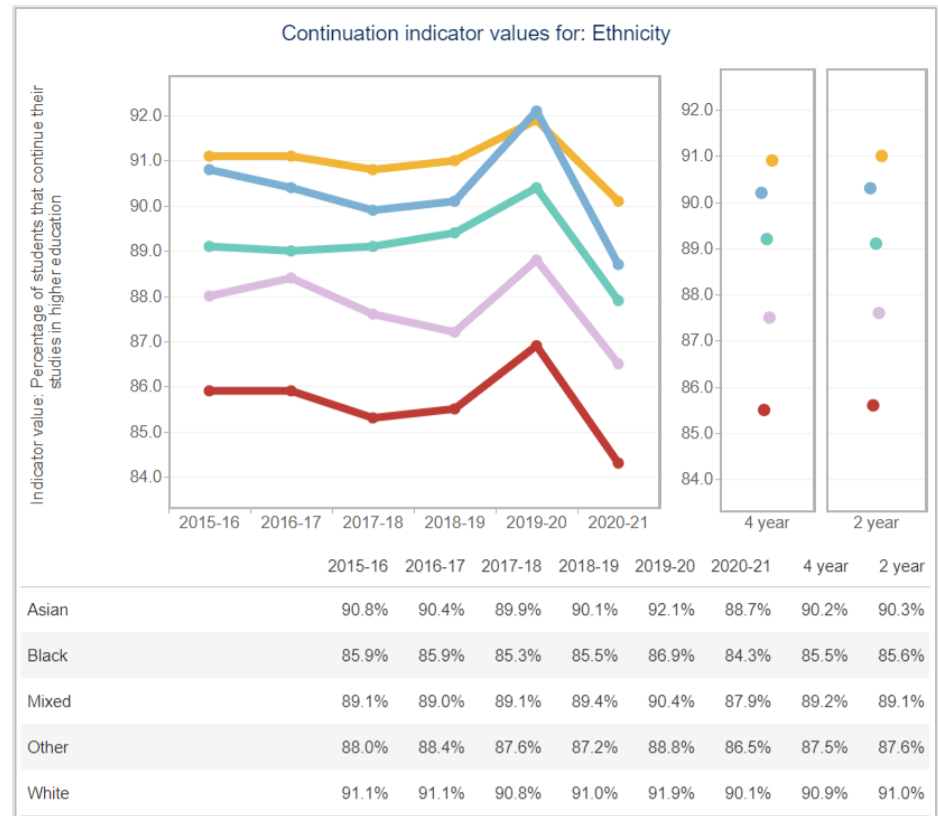


Table 7c-1 shows an overall decline in UK UG continuation rates, with particular impact on RM groups; notably, S&E’s UK ethnicity continuation gap consistently widens, reaching 6% in 21/22.

UK/international disaggregation shows overall proportions of continuation are supported by international cohorts, with UK RM students recording lower continuation rates than their overseas peers on all but one year in one faculty (HSS 2020/21).

As mentioned above, our institutional understanding of reasons for non-continuation is extremely limited. We will therefore use the new “100 Days 100 Voices” project as one vehicle to enhance our understanding, by ensuring strong RM student representation in the cohort of participating students. [AP33.3.3]

“100 Days 100 Voices” builds upon the “100 Days Report”, which sought to understand the experiences of new students during the first few weeks of their time at the University. For the 23/24 academic year, we have recruited of a cohort of students to act as ambassadors and content creators for the project; this group will be asked to document their lived experiences as new students, and we will publish this content across our various communication channels in to highlight the everyday lives of our students, including those from RM backgrounds.

We are hopeful that this cohort of students will support increasing overall responses to longitudinal student experience surveys, allowing us to gather feedback at early stages which we then have time to act upon.

Figure 7c-5: Quote from [redacted], Head of Operations in Student Experience and Enhancement (44 words)

“By giving a platform to our students to showcase their everyday lives we are hoping to draw attention to the challenges and struggles that some students face, in order to educate our wider staff and student body and to give these students a voice.”

[redacted] Head of Operations in Student Experience and Enhancement

Table 7c-1: Undergraduate Continuation by Ethnicity and Domicile – Faculty

Year	Ethnicity	HLS				HSS				ScE			
		UK		Non UK		UK		Non UK		UK		Non UK	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
2019/20	White	1,165	97%	43	100%	1,890	94%	103	94%	893	95%	54	93%
	Racially Minoritised	337	97%	99	99%	315	93%	872	99%	203	95%	1,027	99%
	Not Known	19	100%		67%	32	97%	181	94%	17	100%	66	89%
2020/21	White	1,304	97%	64	100%	1,965	95%	108	98%	972	95%	73	99%
	Racially Minoritised	317	94%	106	98%	350	95%	546	95%	205	94%	814	98%
	Not Known	35	97%		73%	41	100%	134	91%	32	97%	36	77%
2021/22	White	1,307	94%		100%	1,908	90%	15	83%	1,028	90%	14	100%
	Racially Minoritised	398	93%	117	97%	362	91%	538	96%	235	84%	797	96%
	Not Known	156	97%	11	100%	46	94%	204	94%	32	97%	36	77%

7.d Attainment (Awarding)

Section 7.d attainment

Please provide details of the ethnic profile, by specific ethnic group, of your institution's degree attainment gap for UK, and separately, non-UK students. Please focus specifically on differences, by ethnicity, of students being awarded a first/2:1 (a 'good degree').

Where possible, please provide the data for each academic faculty.

In this section you have the opportunity to assess whether your minority ethnic students are being awarded a good (first or 2:1) degree in the same proportions as White British students. Analyse the data and comment and reflect on any initiatives your institution has to address any attainment gaps (with reference to section 8 of your application).

Where you have initiated work in this area, what has been the impact of these initiatives?

Section 7d Data Overview and Limitations

- 7d data relates to graduating cohorts; data was therefore not available for 2022/23.
- Non-classified clinical degrees are excluded. However, all areas report continuation and awarding to the Academic Success Board (8.b); APs 5,11 will ensure outcomes by ethnic group are reviewed and actioned.

The ethnicity awarding gap was 8.8% in 21/22. The University's Student Success Framework (section 8.b) articulates specific measures and targets in relation to ethnicity awarding gaps; our 20/21-24/25 APP set out to:

1. Eliminate the awarding gap between Black and white students, and,
2. Reduce the awarding gap between BAME and white students to 3%.

Analysis through the REC framework has identified additional complexities relating to ethnic group, faculty, and nationality; these findings are an area of concern for the SAT, and emphasise the importance of reflecting these intersections and nuances in the development of our next APP. The University will move away from reporting aggregated "BAME" figures in Education contexts, except where mandated in statutory returns. [AP11.1].

Benchmarking indicates our awarding gap is lower than both the sector (Figure 7d-1) peer group averages; our gap is also narrowing at a faster rate than the sector's. While this is encouraging, gaps by factors above are concerning. Disaggregation by ethnic group (Table 7d-1) aligns with awarding trends for Black students across the sector, however concerningly aligns with continuation trends (7.c) whereby Black students are the most impacted.

Figure 7d-1: Awarding gap by ethnicity, 2016-17 to 2021-22, (UK, Full-Time, Undergraduate).

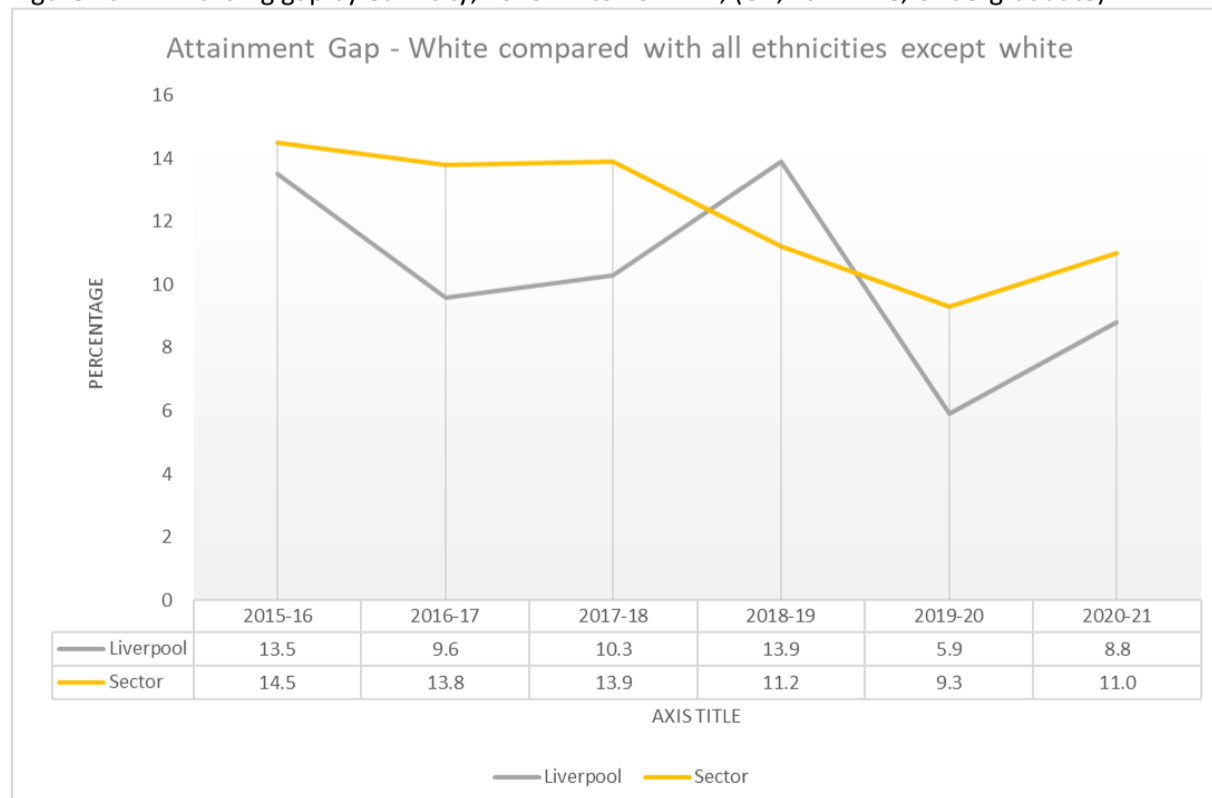


Table 7d-1: Degree Awarding by Known Ethnicity Types – 2021/22

Ethnicity	First		2:1		2:2		3rd		Pass	
	UK	Non UK	UK	Non UK	UK	Non UK	UK	Non UK	UK	Non UK
Arab	33%	14%	53%	48%	13%	29%	0%	5%	0%	4%
Asian	26%	37%	54%	41%	17%	19%	2%	2%	1%	1%
Black	11%	5%	58%	50%	26%	35%	3%	5%	3%	5%
Mixed Ethnicity	33%	19%	55%	48%	10%	33%	1%	0%	1%	0%
Unknown	43%	27%	37%	56%	20%	16%	0%	1%	0%	2%
Other Ethnic Background	30%	39%	57%	55%	13%	3%	0%	3%	0%	0%
White	38%	38%	53%	53%	9%	8%	1%	1%	1%	1%
Grand Total	36%	33%	53%	45%	10%	18%	1%	2%	1%	2%

Faculty-level awarding (Table 7d-2) reveals further areas of note.

The University 21/22 degree outcomes statement notes:

- In HLS, RM students receive First Class awards at a rate 13.2% lower than their white peers, and 12.4% lower for 2:1s.
 - 31.6% of RM students received a 2:2, compared to 9.4% of their white peers.
- In HSS, RM students were awarded 0.4% more Firsts than white students (0.4%), however white students obtained 15.1% more 2:1 degrees in 2019/20.
 - 14.1% more RM students received 2:2s and 3rds compared to their white peers.
- In S&E, 8% more of RM students receive Firsts compared to their white peers.
 - 14% more of white students receive 2:1s, than RM students.

Table 7d-2 shows:

- In HLS and HSS, non-UK RM students receive “good” degrees at a lower rate than their UK RM peers.
 - We note a significant impact on non-UK RM students in HLS, with “good degrees” awarded to under 60% of students in this population in each year analysed. This is notably worse in 20/21, which may be attributed to disruptions caused by the Covid-19 pandemic.
- Conversely, in S&E, non-UK RM students tend to outperform their UK RM peers.

Faculty plans [AP4.2] will investigate and tackle awarding gaps at programme level.

Table 7d-2: Awarding of a First or Class 2 Division I Degree by Ethnicity and Nationality – Faculty

Note ‘Not Known’ removed due to small numbers of students.

Year	Ethnicity	HLS				HSS				ScE			
		Number of Students		% of Students		Number of Students		% of Students		Number of Students		% of Students	
		UK	Non UK	UK	Non UK	UK	Non UK	UK	Non UK	UK	Non UK	UK	Non UK
2019/20	White	724	24	90%	86%	1,621	85	91%	79%	782	40	87%	89%
	Racially Minoritised	85	38	66%	58%	221	886	86%	75%	120	921	78%	82%
2020/21	White	670	32	91%	89%	1,774	93	93%	88%	755	48	91%	91%
	Racially Minoritised	103	41	82%	38%	256	704	89%	76%	124	917	86%	86%
2021/22	White	698	26	91%	93%	1,579	80	91%	88%	651	43	88%	93%
	Racially Minoritised	112	41	77%	59%	264	406	86%	73%	114	532	76%	81%

7.e Postgraduate pipeline

Section 7.e PG pipeline

Please provide details of the ethnic profile, by specific ethnic group, of your institution's UK postgraduate student body, and separately non-UK postgraduate student body.

Please make specific reference to taught master's programmes, research master's programmes and PhD programmes.

Where possible, please provide the data for each academic faculty.

Comment and reflect on the support offered to minority ethnic students to assist in their academic career progression. For example, are mentoring, coaching schemes or shadowing opportunities offered? How are students wishing to stay on for a PhD and those finishing a PhD supported?

As with our peer group, the PG student population (Figs. 7f-1,2) mirrors the UG population in relation to ethnicity. The proportion of RM PG students is slowly increasing annually; analysis of PGR vs PGT populations reveals that the body of UK RM PGR students is proportionally larger than their PGT peers. However, the overall size of the RM PGR population is **smaller** than that of PGTs.

Proportions of UK RM PG students have increased in all faculties over the last 3 years; reporting of domicile in HSS has further improved (Fig. 7f-3). However, overall proportions of RM PG students in each faculty are heavily boosted by international cohorts (Table 7f-2). We are hopeful that actions at faculty level, a scholarships and bursary review [AP30], the upcoming Advancement PhD Programme (5.f) and across the RM UG experience will enhance the UK RM PG pipeline.

Fig. 7f-1: Postgraduate Student Body by Ethnicity and Nationality – Institution

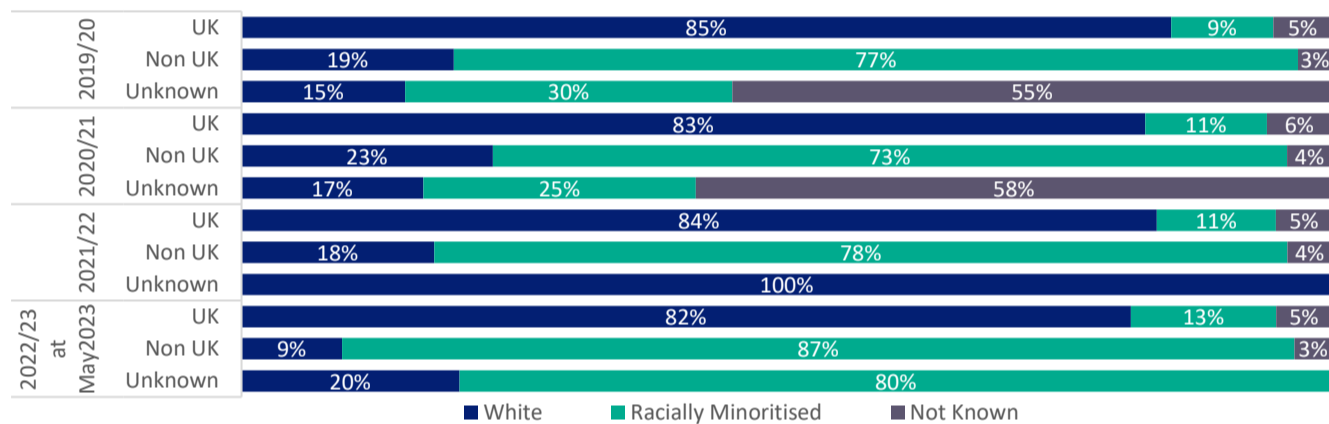


Fig. 7f-2: RM PG Student Body by specific ethnic group – 2021/22

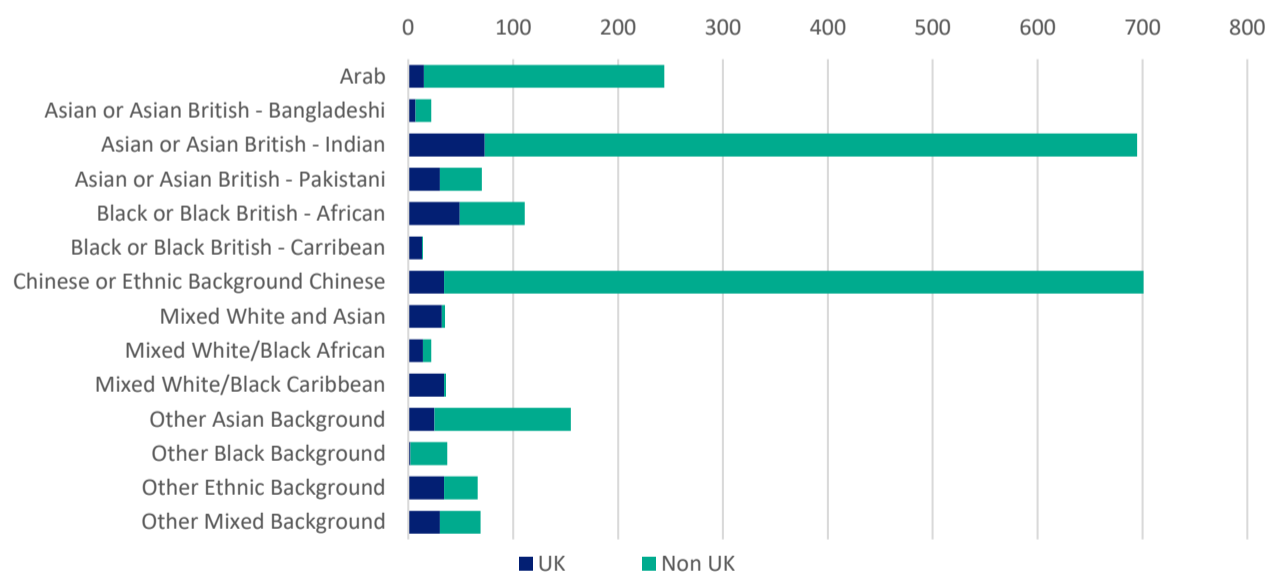


Fig. 7f-3: RM PG student body by ethnic group and faculty (2021/22)

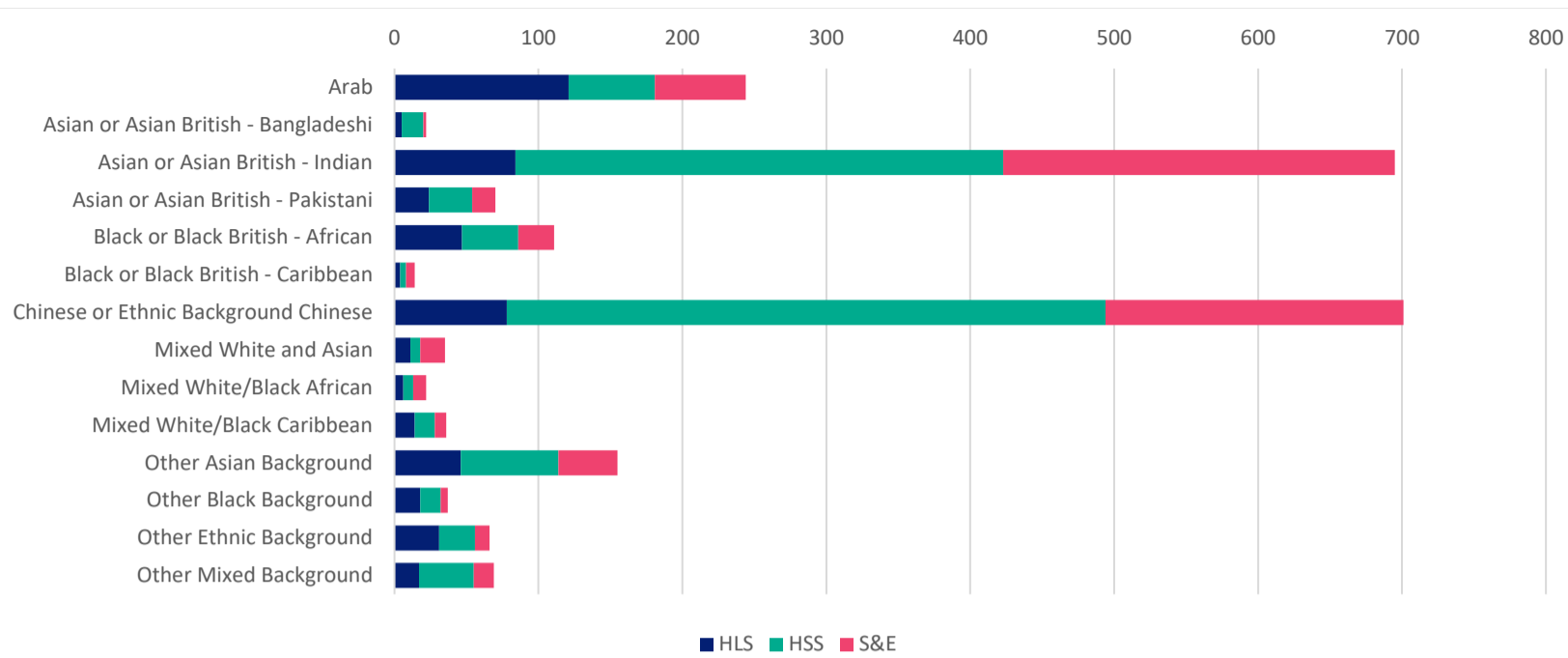


Fig. 7f-4: RM PG student body by ethnic group and PGT/PGR (2021/22)

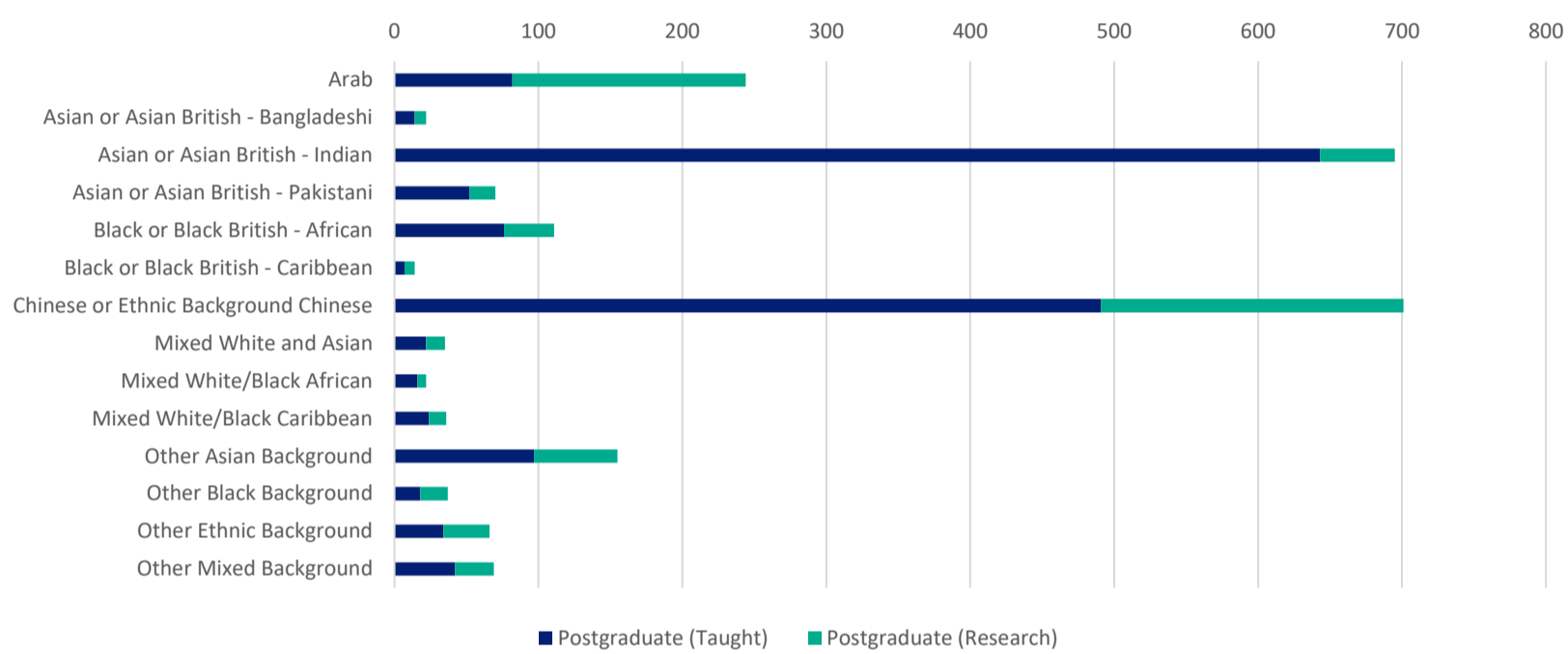


Table 7f-1: Postgraduate Student Body by Ethnicity and Nationality – Programme Type

Faculty	Year	Ethnicity	UK		International		Unknown	
			Count	%	Count	%	Count	%
Post Graduate Taught	2019/20	White	2,144	86%	381	16%		17%
		Racially Minoritised	187	8%	1,939	81%		22%
		Not Known	162	6%	68	3%	11	61%
	2020/21	White	2,186	83%	361	20%		20%
		Racially Minoritised	240	9%	1,358	75%		10%
		Not Known	201	8%	81	5%		70%
	2021/22	White	2,002	84%	270	16%		100%
		Racially Minoritised	235	10%	1,383	80%		0%
		Not Known	155	6%	73	4%		0%
	2022/23 at May 23	White	1,667	81%	174	6%		20%
		Racially Minoritised	263	13%	2,571	90%		80%
		Not Known	140	7%	101	4%		0%
Post Graduate Research	2019/20	White	979	84%	240	30%		0%
		Racially Minoritised	155	13%	529	66%		100%
		Not Known	36	3%	32	4%		0%
	2020/21	White	1,011	82%	235	30%		0%
		Racially Minoritised	190	15%	525	67%		100%
		Not Known	30	2%	26	3%		0%
	2021/22	White	1,008	84%	156	23%		-
		Racially Minoritised	157	13%	502	73%		-
		Not Known	30	3%	26	4%		-
	2022/23 at May 23	White	1,031	83%	151	22%		-
		Racially Minoritised	178	14%	503	75%		-
		Not Known	30	2%	21	3%		-

Table 7f-2: PG student body by ethnicity and faculty

Faculty	Year	Ethnicity	UK		International		Unknown	
			Count	%	Count	%	Count	%
HLS	2019/20	White	1,879	88%	352	56%		0%
		Racially Minoritised	165	8%	243	39%		100%
		Not Known	81	4%	35	6%		0%
	2020/21	White	1,747	86%	325	47%		0%
		Racially Minoritised	199	10%	328	48%		100%
		Not Known	76	4%	32	5%		0%
	2021/22	White	1,710	87%	272	44%		-
		Racially Minoritised	182	9%	324	52%		-
		Not Known	69	4%	29	5%		-
	2022/23 at May 23	White	1,465	85%	191	33%		20%
		Racially Minoritised	223	13%	377	64%		80%
		Not Known	41	2%	18	3%		0%
HSS	2019/20	White	652	78%	120	6%		17%
		Racially Minoritised	98	12%	1,794	92%		22%
		Not Known	90	11%	41	2%	11	61%
	2020/21	White	865	76%	131	11%		20%
		Racially Minoritised	137	12%	1,018	85%		10%
		Not Known	136	12%	50	4%		70%
	2021/22	White	759	78%	64	6%		100%
		Racially Minoritised	115	12%	961	90%		0%
		Not Known	95	10%	46	4%		0%
	2022/23 at May 23	White	730	75%	49	3%		-
		Racially Minoritised	129	13%	1,824	93%		-
		Not Known	112	12%	84	4%		-
S&E	2019/20	White	592	85%	149	25%		-
		Racially Minoritised	79	11%	431	71%		-
		Not Known	27	4%	24	4%		-
	2020/21	White	585	84%	140	20%		-
		Racially Minoritised	94	13%	537	76%		-
		Not Known	19	3%	25	4%		-
	2021/22	White	541	82%	90	13%		-
		Racially Minoritised	95	14%	600	84%		-
		Not Known	21	3%	24	3%		-
	2022/23 at May 23	White	503	83%	85	9%		-
		Racially Minoritised	89	15%	873	89%		-
		Not Known	17	3%	20	2%		-

7.f Postgraduate employment

Section 7.f PG employment

Please provide details of the ethnic profile, by specific ethnic group, of your graduates in employment six months after graduating and in graduate-level employment six months after graduating.

This is an opportunity to consider your institution's employability strategy from a race equality perspective and consider whether this strategy addresses the needs of minority ethnic students.

What are the employment outcomes of your minority ethnic graduates? Are they proportionate? What is the uptake and impact of any schemes currently in place? Do actions need to be devised to put in new or additional initiatives?

Where students are employed on campus, is there any occupational segregation? Some opportunities may enhance employability more than others (for example, working as a library assistant or student ambassador may be perceived differently to working in the students' union bar).

UG RM students overall are undertaking employment or further study 15 months after graduation at a higher rate than their white peers, however further intervention is needed for specific ethnic groups (Tables 7f-1,2). RM students have recorded increased levels of unemployment over the most recent two years of data analysed, and Asian students consistently record the highest levels of unemployment across all but the most recent year.

Careers & Employability (C&E) will continue to review engagement data by ethnicity as part of their initiatives (below), to identify targeted interventions.

Current schemes

Since 2018, C&E's Career Studio, the UK's first peer-to-peer employability space, employs student Career Coaches recruited from diverse backgrounds and faculties. 50% of Career Coaches are of RM backgrounds.

C&E's inclusion programme, UP (2019), is accessible to all underrepresented groups. UP offers direct interventions and specialised activities; and facilitates early access and "book a buddy" opportunities at events to encourage engagement.

C&E's Employer Connection Team led a 'Touchpoints' programme in 22/23 to increase awareness and engagement with the service, and to gain a greater understanding of how different student groups interact with career services during their university journey. Overall, there were 645 engagements with RM students at events throughout the academic year.

C&E is reviewing "UP" in light of Touchpoints data; the following objectives have been identified to target the specific challenges facing RM students:

- Establishing connections with student societies and networks.
- Ensuring that C&E policies and actions are informed by student experience.
- Reviewing the challenges and barriers faced by RM students when seeking employment, and developing strategies to overcome them.

Table 7f-1: Graduates in Employment by ethnic group – Institution

Type	Ethnicity	2017/18		2018/19		2019/20		2020/21	
		Respondent Population	%	Respondent Population	%	Respondent Population	%	Respondent Population	%
High-skilled employment and/or graduate-level further study	Asian	151	84.8%	176	81.3%	184	80.4%	183	91.8%
	Black	65	84.6%	47	72.3%	55	85.5%	71	87.3%
	Mixed	80	76.3%	78	73.1%	112	80.4%	108	85.2%
	Racially Minoritised	318	82.7%	325	77.5%	385	81.8%	381	89.0%
	White	1,897	80.1%	2,111	74.6%	2,099	77.5%	2,019	82.9%

Table 7f-2: Unemployed Graduates by ethnic group – Institution

Type	Ethnicity	2017/18		2018/19		2019/20		2020/21	
		Respondent Population	%	Respondent Population	%	Respondent Population	%	Respondent Population	%
Unemployed	Asian	151	6.5%	176	9.4%	184	7.5%	183	3.9%
	Black	65	3.1%	47	6.4%	55	7.4%	71	6.7%
	Mixed	80	4.9%	78	5.1%	112	7.2%	108	9.3%
	Racially Minoritised	318	5.0%	325	7.9%	385	7.2%	381	6.3%
	White	1,897	5.5%	2,111	7.1%	2,099	6.0%	2,019	4.1%

Table 7f-3: Graduates in Employment by Ethnicity – Faculty

Type	Year	Ethnicity	HLS		HSS		ScE	
			Respondent Population	%	Respondent Population	%	Respondent Population	%
High-skilled employment and/or graduate-level further study	2017/18	Racially Minoritised	155	86.9%	113	78.2%	68	81.0%
		White	670	85.1%	857	75.5%	480	81.4%
	2018/19	Racially Minoritised	127	87.7%	127	68.5%	77	76.3%
		White	674	80.7%	959	68.5%	539	77.8%
	2019/20	Racially Minoritised	143	86.6%	140	78.6%	103	79.6%
		White	617	82.3%	955	72.5%	532	80.9%
	2020/21	Racially Minoritised	131	92.4%	158	86.1%	92	89.1%
		White	557	87.1%	965	79.0%	497	85.9%

Table 7f-4: Graduates in Employment by Nationality (UG, full-time only)

Type	Ethnicity	2017/18		2018/19		2019/20		2020/21	
		Respondent Population	%	Respondent Population	%	Respondent Population	%	Respondent Population	%
High-skilled employment and/or graduate-level further study	Home	2,381	80.5%	2,575	75.0%	2,643	78.2%	2,563	84.0%
	EU	68	83.6%	82	84.4%	70	88.4%	86	92.1%
	Overseas	673	86.6%	359	85.4%	560	81.6%	179	89.8%

Table 7f-5: Graduates in Employment by Nationality (UG, full-time only)- Faculty

Type	Year	Ethnicity	HLS		HSS		ScE	
			Respondent Population	%	Respondent Population	%	Respondent Population	%
High-skilled employment and/or graduate-level further study	2017/18	Home	835	85.4%	994	75.8%	552	81.4%
		EU/Overseas	67	95.3%	356	85.8%	318	84.8%
	2018/19	Home	811	81.9%	1,128	68.5%	636	77.7%
		EU/Overseas	44	90.0%	228	83.3%	169	86.6%
	2019/20	Home	806	83.0%	1,163	73.2%	674	80.9%
		EU/Overseas	38	91.2%	313	85.1%	279	78.3%
	2020/21	Home	713	88.2%	1,215	80.1%	635	86.5%
		EU/Overseas	22	81.0%	126	91.6%	117	91.4%

Table 7f-6: Peer group comparison of post-graduation activity by ethnic group.

	Asian	Black	Mixed	White
University of Liverpool	91.7%	86.0%	88.4%	80.9%
Peer Group highest	91.7%	87.2%	88.4%	85.0%
Peer Group lowest	84.5%	66.0%	72.6%	74.0%
Peer Group Average	85.4%	81.0%	83.0%	82.2%
Liverpool compared to average	Above	Above	Above	Below

8. Teaching and learning

8.a Course content

Section 8.a course content

Please outline how you consider race equality within course content. This should include reference to new and existing courses. You may want to consider:

- overall subject matter of courses
- research and researchers cited within courses
- case studies and other resources used

Liverpool Curriculum Framework (LCF)

The LCF (2022) sets out key objectives for all University programmes. Hallmarks and Attributes are embedded within all programmes with a core value of *Inclusivity*.

Figure 8a-1: LCF Hallmarks & Attributes



All aspects of curriculum development work are supported by the Centre for Innovation in Education (CIE). Race equality-specific *Inclusivity* resources include:

- Curricula Equality Impact Assessment
- Cultural Integration of Home and International Students
- Decolonising the Curriculum; a guide highlighting key areas for attention, and resources to support decolonisation work.
- Multi-Cultural Group Work
- Inclusive Curriculum Tool (ICT); a self-evaluation tool for use when developing programmes/modules.

All modules and programmes must engage with the LCF, evidencing this through our periodic review process. New module/programme paperwork ensures all colleagues involved in curriculum design and delivery understand the importance of considering equality in their teaching and course development.

Course content

We have not yet mapped systematically the extent to which race equality is considered within course content. There is a clear need to secure consistency across the institution. Some subject areas e.g. Psychology, Life Sciences, have had an embedded EDI module for several years to introduce the necessary professional awareness and competences in their respective fields. Other areas (English, Politics) have run projects to decolonise their curricula, while in History and Sociology recent investments in staff have added capacity to deliver modules on e.g. Black British History/ Race.

A positive outcome of REC activity and the institutional focus on race equality, is a faculty-wide agreement within HLS to mandate EDI assessments for:

- New programmes
- Programmes undergoing revalidation
- Programme modifications

HLS' Academic and Quality Assurance Committee will require schools to conduct an EDI assessment, and strongly recommend usage of the Inclusive Curriculum Tool. Schools can choose a different approach if preferred, however must indicate clearly that the modules/programmes have been assessed for EDI.

Moving forward, AP36 will:

- Extend mandatory EDI assessments, into HSS and S&E programmes.
- Develop and implement monitoring for engagement levels with the Tool.

8.b Teaching and assessment methods

Section 8.b teaching and assessment methods

Please outline how you consider race equality within different teaching and assessment methods. This should include reference to new and existing courses. You may want to consider:

- the outcome of different assessment methods, for example, anonymised marking, anonymized examinations compared with assessments directly by academics
- how students respond to different teaching styles and methods, for example, lectures, seminars, group work, group discussions, and one-to-one tutorials
- the learning environment and how this impacts specifically on minority ethnic students
- how students participate and are encouraged to participate in group discussions
- how students are encouraged to work in groups with those with whom they do not normally work

The University has robust frameworks governing teaching and assessment. Including a member of Education Advisory Group on the SAT [AP5.1] will facilitate the integration of race equality into Education business-as-usual.

Student Success Framework (SSF)

The University introduced the SSF in 20/21, to support to all students (UG, PGT, PGR). Three individual boards – Personal, Academic and Future Success- manage the SSF; each board sets specific targets and will regularly review contribution to institutional progress.

The SSF runs a Student Success Innovation Fund (SSIF) annually. In 2022/23, the Fund sought applications for projects focusing on closing award, experience, or employment gaps for RM students. Priority was given to initiatives co-created in partnership with RM students.

Academic Success

Academic Success works alongside the other two stands to monitor, evaluate, intervene and maximise the impact on key performance measures. This strand of success feeds into internal and external monitoring at appropriate times of the year; e.g. our APP. Key areas of focus are:

- **Analysing and reporting** performance measures for continuation and awarding of student groups and intersections at all three levels;
- **Ensuring appropriate interventions** are in place to address significant gaps;
- **Steering the growth** in provision and uptake of academic skills enhancement activity; and
- **Enhancing satisfaction** with the academic experience and engagement in learning.

Figure 8b-2: Objectives of the Academic Success Board



Academic support

Each student has a named Academic Adviser, to:

- Provide academic guidance and support;
- Discuss and review students' academic progress;
- Direct students to relevant sources of information;
- Alleviate students' academic concerns and keep them on the right track.

Assessments

The University's Code of Practice on Assessment requires anonymous marking to be used wherever possible; with emphasis on written examinations and coursework that contributes to final degree outcome. AP5.1 will support identifying potential concerns such as unconscious bias in non-anonymous methods e.g. presentations.

8.c Academic confidence

Section 8.c academic confidence

Please outline how academics are supported and developed to ensure they have the knowledge, skills and confidence to consider race equality in their teaching and course development:

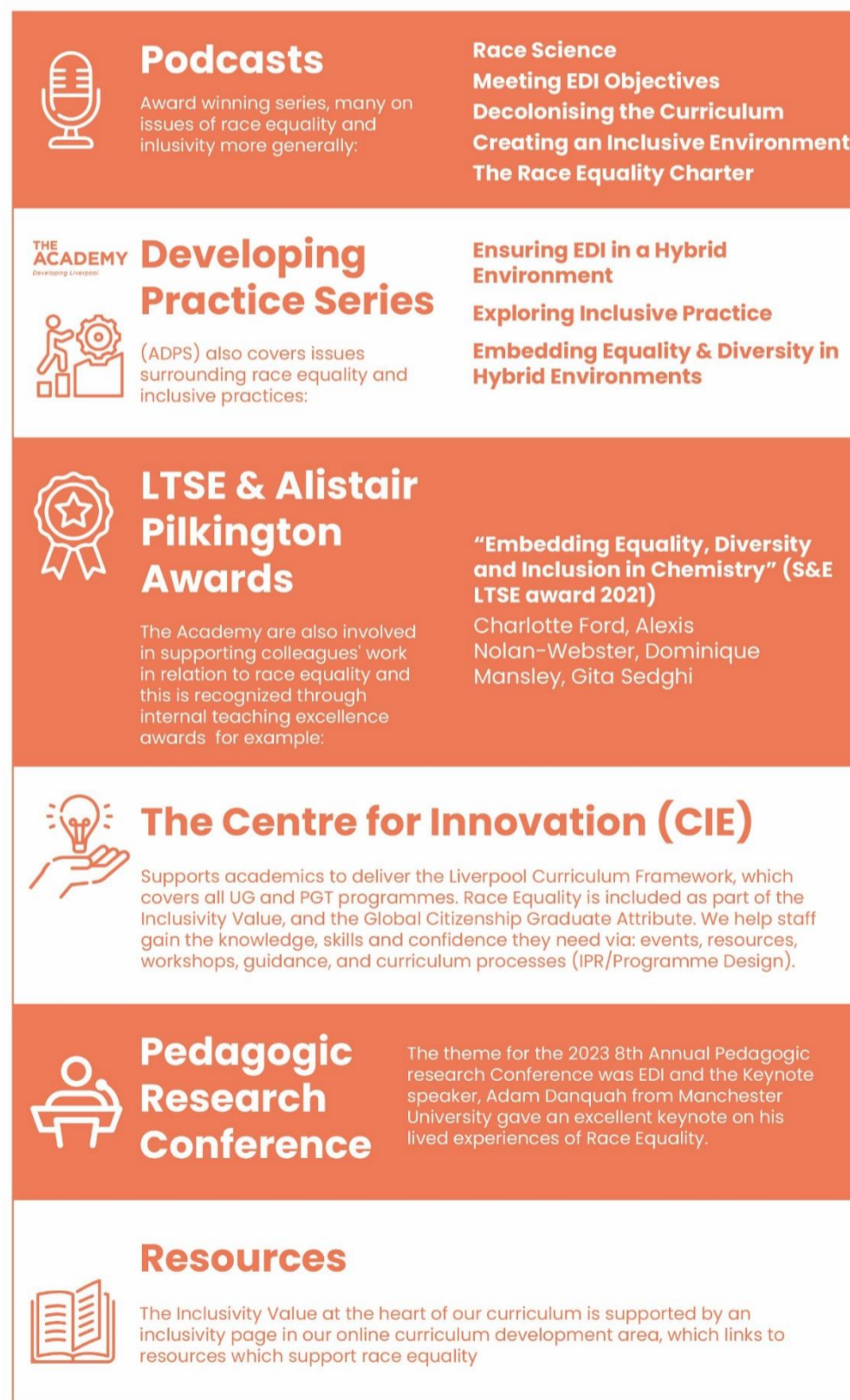
- How are academics incentivised and encouraged to consider race equality within their teaching and course design?
- What training is provided to academics in considering racial inequalities within their teaching and course design?
- How is good practice shared across faculties and the institution?

Full commentary should be included with the data, along with any relevant work already undertaken to address any issues identified, and actions you plan to take.

Academic and PS staff are supported and developed both centrally and locally, to ensure they have the knowledge, skills, and confidence to consider race equality in their day-to-day activity, teaching, and course development. The Academy, LMG, and CIE all contribute to support local activities (Figure 8c-1).

Often, pockets of activity spread organically within and across disciplines; driven by the Global Citizenship Graduate Attribute. A push to decolonise the curriculum took greater hold in the light of the Black Lives Matter movement. The Inclusivity Value underpins the LCF (8a) and our Curriculum Quality Processes (Section 8a).

Figure 8c-1: Activities to support academic confidence



The Academy and Academic Development

All teaching staff must obtain an initial qualification and/or fellowship of HEA. The Academy provides taught programmes for developing teachers. The LCF, and CIE’s resources (section 8a), are embedded into The Academy’s curricula; enabling inclusivity and race equality to flow into University taught programmes via the LCF Hallmarks.

All Academy programmes are accredited with Advance HE; participants must explicitly reference EDI to meet accreditation. Our MA Academic Practice encourages engagement with resources from both the Global South and Global North, and assignments ask participants to show how their research demonstrates inclusivity.

Survey responses from students reveal barriers to proactive discussions on race and ethnicity. 53% of white student respondents agreed to the following questions:

1. “When relevant, issues of ethnicity and race are included in academic discussions.”
2. “When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race”.

This was equal to or higher than agreement rates for all other ethnic groups, except for Chinese student respondents’ agreement with question 2 (57%). Black student respondents, and student respondents from “other” ethnic backgrounds were the most impacted, with agreement rates between 33%-39% for both questions.

International students were more likely to agree with the above across most ethnic groups, with one of the largest differences shown by Chinese students:

Table 8c-1: REC Survey responses from Chinese students by nationality

	Chinese or Chinese British - UK	Chinese or Chinese British - International
“When relevant, issues of ethnicity and race are included in academic discussions.”	39%	52%
“When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race”.	39%	62%

Survey comments (Fig.8c-2) and focus group outcomes revealed 3 thematic barriers:

1. Academic staff concerns of “saying the wrong thing”
2. Viewing discussions of race and ethnicity as irrelevant to their subject area(s)
3. Concerns around how conversations will be received or facilitated; RM students note:
 - i. Instances of defensive responses from academic staff to their questions around ethnicity and race;
 - ii. Concerns and experiences of being singled out to present an RM perspective.

We will develop resources for academic staff to improve their confidence and skills in facilitating conversations on race and ethnicity, and monitor uptake of EDI assessments and the Inclusive Curriculum Tool [AP35]. To enhance opportunities for student feedback capture outside of the REC survey, we will embed race equality into new annual programme-level surveys, mirroring relevant REC survey questions and response analysis by ethnic group [AP35.2].

Figure 8c-2: REC survey comments from *Your Course* (15 words, 30 words, 10 words)

“Race and ethnicity hasn't come up on our course but also hasn't been actively addressed.”

White/White British Student

“[My tutor] bred discussions that allowed ignorance and blatant racism”

Student of Unknown Ethnicity

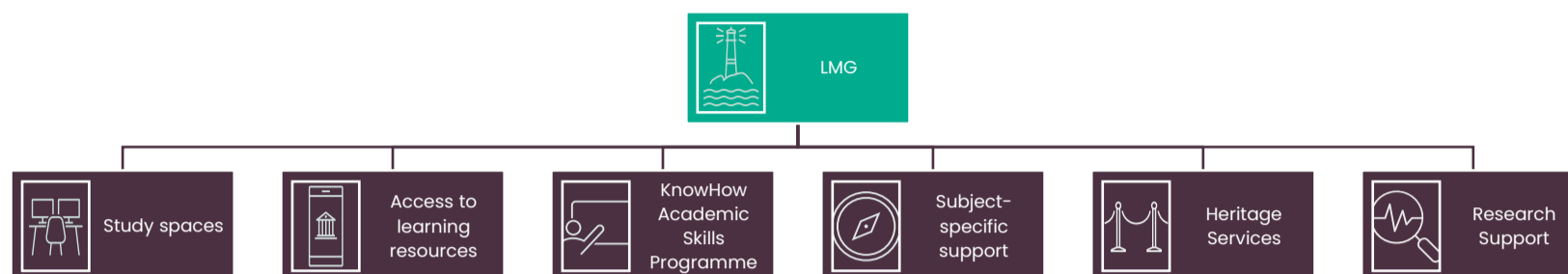
“It felt like [the questions] were only relevant for white British students. My thoughts were dismissed quite harshly... they were telling me about experiences they haven't had, in simplistic terms.”

Student of Mixed Ethnicity

Section 9: LMG

LMG encompasses digital and physical spaces providing services to staff, students, and the local community; and have sought to embed REC principles locally by embedding race equality throughout its operations. Included as Appendix 1 is LMG's SMART AP responding to REC survey findings.

Fig. 9.1: LMG services



Education, teaching, and learning materials

LMG ensure all staff and students have easy access to resources supporting anti-racism and race equality; including:

- A dynamic **anti-racism reading list** launched in 2020/21, regularly updated by staff and students. The reading list particularly seeks to highlight RM authors, academics, and historical figures; titles are made available in physical/digital formats.
- A **dedicated Decolonisation fund** to purchase resources which support academic staff in diversifying their curricula and reading lists.
- A **Decolonising Workshop series**, for LMG teaching and learning staff which centres RM student voices.

Positive Action: Student Partners recruitment

To tackle the underrepresentation of RM, disabled, and LGBTQ+ staff in the wider sector, LMG launched new part-time paid roles as Student Partners ahead of the 23/24 academic year.

Table 9-1: Student Partners applicant and appointment data

Stage	Overall size (n)	RM representation (n, %)
Application	331	116 (35%)
Appointment	18	(22%)

PA techniques were deployed in the process, including:

- Virtual drop-ins for potential applicants;
- In-person drop-ins for longlisted applicants;
- PA statement within advertising materials; and
- Anonymised applications, replacing CVs with four skills-based questions.

Community engagement: Liverpool Arts and Culture Race Equality Manifesto

Launched in May 2023 by a coalition of Liverpool arts and cultural organisations, the Manifesto contains 7 pledges (Figure 9.2) with the objectives of diversifying the arts sector and openly challenging racism.

LMG is leading the implementation of the Manifesto in the University's arts and cultural venues, and will establish an action plan in 2024 to measure the institution's progress against the core pledges.

Figure 9.2: Liverpool Arts and Culture Race Equality Manifesto pledges



Section 9 word count: 275

Section 10: Action plan

A note to the REC Panel

As Chair of the REC SAT I am pleased to introduce the REC Action plan, and to offer some insights into how it has been compiled.

Our priority has been to respond to and centre the perspectives, experiences, and aspirations of RM colleagues and students. As SAT Chair, I have worked closely with RM members of the SAT and student representatives to build a complete picture of racialised experiences at the University. I have championed these perspectives and experiences in senior spaces, such as the extended leadership team Away Days in 2022 and 2023, and have sought to embed these considerations into decision making and institutional priorities, including through the recent consultations which led to the adoption of Strategy 2031. I ensured that, where possible, RM members of the SAT (e.g. Deputy Chair, Sub-Group Chairs) have been included in key networking opportunities, to ensure they are properly credited for their work.

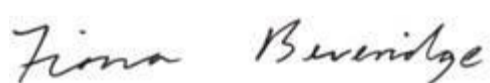
The Panel may notice that the pool of colleagues with whom accountability for key actions rest, is well-defined, typically senior colleagues within the organisation. In our action planning we have sought to implement a *mainstreaming* approach where the pursuit of racial equity is regarded as an integral part of everyone's role, rather than a bolt-on and additional objective. Thus we have articulated that for key position-holders across the organisation, ownership of the actions in this plan is integral to their portfolio, and for them to pursue with their teams through business-as-usual plans and activities. As new implementation plans are better articulated – for example, when Faculties develop Race Equality plans, we will expect to see these responsibilities cascaded through the organisation.

In this sense, actions are also aligned to the delivery of functions and activities: for example, it is the responsibility of (all) those involved in staff recruitment to evolve their practices to achieve greater diversity in recruitment, and the role of central support teams (such as, in this example, the Human Resources team) to support with training, know-how, and systems developments to support that. The actions on this rest with senior role-holders across the organisation whose leadership and influence will be key to ensuring the actions are implemented effectively. Where plans already exist – for example, the APP – we have worked with colleagues to insert our REC AP objectives into these existing plans (and replicated them here).

To avoid expanding an already extensive action plan section, I wish to assure you in this preface that steps to perform due diligence are, and will continue to be, in place as we tackle inequalities identified in our application. Following submission of this application the REC SAT will continue to meet regularly, evolving into a Race Equality Working Group, integrated into the University's EDI Governance structures. Our intention is that the existing sub-groups and the SAT as a whole will be responsible for identifying and learning from examples of successful interventions across HEIs and other sectors. This, along with monitoring, reviewing/evaluating, and adapting action outcomes will be intrinsic to our activity over the coming 5 years.

We also plan to utilise a mid-point review of major objectives, to review and update targets accordingly, and we would welcome Advance HE's insight/engagement to assure the Panel of our accountability in this area.

Finally; you will notice a departmental action plan has been included as an appendix item to our institutional submission, as an example of local engagement for the Panel's information. The self-assessment process has both highlighted areas of excellent work across the institution, and reaffirmed the importance of celebrating them. To this end, we have included the departmental action plan compiled by Libraries, Museums, and Galleries (LMG) in recognition of their work as a beacon department.



Professor Fiona Beveridge, Chair, REC SAT, November 2023.

Theme	Summary objective(s)
Council and SLT	<ul style="list-style-type: none"> Enhance race equality in our governing body, and enhance race literacy across Council members. Sustainably improve the ethnic diversity of Council members through the appointments process. Renew individual commitments of SLT members, and deepen understandings of racialised experiences at Liverpool.
REC SAT, EDI Role Governance, And Faculty Engagement	<ul style="list-style-type: none"> Strengthen the intersectional approaches of both REC SAT and Athena Swan Steering Group, ensuring considerations of race, gender, and nationality are embedded into both workstreams. Translate institutional findings and actions to faculty and School/Department level. <ul style="list-style-type: none"> Tackle local inequalities with context-specific interventions, by compiling faculty-level race equality action plans. Improve EDI role governance with specific focus on role descriptors, time allocation, and recognition. Improve alignment between REC and key Education workstreams.
Data	<ul style="list-style-type: none"> Improve data quality and alignment between REC and Athena Swan. Reduce the proportion of “not known” ethnicity counts in staff and student data, to build a clearer picture of where inequalities are arising and enable us to target action more effectively. Improve data quality and alignment between REC and Strategy 2031. Continue disaggregation of data by ethnic group as standard.
Diversity of the University	<p><u>Staff</u></p> <ul style="list-style-type: none"> Tackle inequalities in recruitment, retention, and progression of ethnic minority staff. Address racialised barriers to academic staff promotion, and improve outcomes for promotion applications by RM staff. Improve the ethnic diversity of key decision-making committees. <p><u>Students</u></p> <ul style="list-style-type: none"> Tackle inequalities in admissions, continuation, and awarding for ethnic minority students. Improve management information reporting in Admissions cycles, to enable consistent monitoring actioning any potential bias in decision making processes around applications in relation to ethnicity. Improve the monitoring, administration, and promotion of existing scholarships and bursaries targeted to RM students at UG and PG levels.
Career development and progression	<ul style="list-style-type: none"> Identify and implement better development and progression offers for ethnic minority PS staff. Increase accessibility and uptake of Exceptional Performance Awards and spinal progression applications. Ensure race equality and anti-racist behaviours are embedded into induction and training for senior leaders.
Early Career Researchers & Profile-Raising Opportunities	<ul style="list-style-type: none"> Review support available across new programmes for PGRs, ECRs, and postdocs <ul style="list-style-type: none"> Identify and implement additional activity to ensure there is a clearly defined offer for ethnic minority researchers. Review targets relating to opportunities for researchers, ensuring ethnicity is articulated in minimum targets. <ul style="list-style-type: none"> Ensure appropriate support is in place, to sustain a longer term postgraduate pipeline for ethnic minority researchers. Identify key profile-raising opportunities across the University, and ensure these opportunities are allocated fairly with specific consideration to ethnic diversity.
Assessment and Support	<ul style="list-style-type: none"> Target early intervention measures to support RM student continuation. Improve our understanding of reasons for non continuation.
Curriculum and Course Content	<ul style="list-style-type: none"> Ensure a consistent standard of inclusivity, including race equality, across all taught programmes. Improve academic confidence in holding and facilitating conversations around ethnicity and race in teaching settings. Embed race equality considerations into programme-level feedback mechanisms, to gain annual insights into student views.
Reporting racial discrimination	<ul style="list-style-type: none"> Improve awareness of reporting mechanisms for racial discrimination, harassment, and hate crimes. Increase usage of, and confidence in, reporting mechanisms for racial discrimination; including Report & Support and formal procedures. <ul style="list-style-type: none"> Improve guidance provided to panels around racial harassment, to ensure an understanding of covert racism. Improve our understanding of ethnicity in grievances and disciplinarys, to establish any inequalities impacting RM staff.

Note: colours are used to distinguish between each AP table below, for the ease of the reader only.

COUNCIL & SENIOR LEADERSHIP TEAM


The following items have been set directly by Council and SLT, to action their personal commitments to race equality and demonstrate accountability.


Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
Council	1	<p>Enhance race equality in our governing body, and enhance race literacy across Council members.</p> <p>Improve Council's awareness of, and ability to lead, race equality at a strategic level.</p>	<p>Council plays a key role in governance and should hold SLT to account for delivery of the RC AP, while fully embracing their responsibilities as role models to the University's senior leaders.</p>	<p>C1.1 Develop new Associate Member roles for Council and its key sub-committees to enhance RM representation while offering a development opportunity for RM individuals interested in governance of a large-scale public organisation.</p> <p>C1.1 Ensure dynamic links between AP C1 and AP16.1.</p> <p>C1.2 Introduce unconscious bias training for all Council members.</p> <p>C1.3 Extend SLT's Reverse Mentoring Programme [AP SLT-1] to Council members.</p>	<p>Roles launched from January 2025</p> <p>From December 2025, unconscious bias training required once per membership term (recurring every 3 years per member)</p> <p><u>Reverse Mentoring</u></p> <ul style="list-style-type: none"> Academy to begin scoping/framework development from March 2024 Seek volunteer mentors from October 2024 Mentor and mentee inductions January 2025 Launch mentoring Feb 2025-Feb 2026 	<p>[Redacted] (President of Council)</p> <p>Supported by [Redacted] (Secretary to Council)</p>	<p>Council, and a minimum of 2 major sub-committees, to have RM Associate Members by December 2025.</p> <p>Minimum of 2 Council members (not inclusive of SLT ex-officio members) participate in the Reverse Mentoring pilot.</p>
	2	<p>Improve the visibility and interest in governance opportunities, within the Liverpool City Region; with particular focus on Liverpool's RM communities.</p>	<p>Council has historically struggled to attract and retain interest from local community members.</p>	<p>C2.1 Ensure the annual Governance Meeting Programme hosts a minimum of 1 meeting in a local community venue annually (e.g. Kuumba Imani Millenium Centre), including engagement with areas of interest and concern for local RM communities.</p> <p>C2.2 Enhance the promotion of existing Council members, including their roles and backgrounds, on University public-facing webpages.</p> <p>C2.3 Enhance links with other large organisations and collectives within the City Region to further promote governance opportunities.</p>	Ongoing		<p>Minimum of 3 out of 13 Council Lay members are of RM backgrounds, by the end of the 2026 Council recruitment cycle.</p>
	3	<p>Sustainably improve the ethnic diversity of Council members through the appointments process.</p>	<p>The racialised barriers in recruitment within the organisation are shared at Council level, resulting in low levels of</p>	<p>C3.1 Ensure Associate Member roles serve as a pipeline for future Council membership.</p>	<p>Explore interventions from December 2023.</p>		

			<p>ethnic diversity in Council appointments.</p> <p>Council must set a lead for the organisation in critically reviewing and improving its appointments process to remove barriers for RM applicants.</p>	<p>C3.2 Explore and implement interventions to ensure a minimum of 3 out of 13 Lay members are of RM backgrounds.</p>			
SLT	1	<p>Renew individual commitments of SLT members, and deepen understandings of racialised experiences at Liverpool.</p> <p>SLT activity to support role modelling inclusive, authentic leadership with a growth mindset towards race equality and racial literacy.</p>	<p>Our approach to long-term culture change involves mainstreaming analysis by ethnicity wherever possible, embedding an ethnicity lens into major projects, frameworks, and processes.</p> <p>Individual commitments to enhance and deepen personal understandings of the experiences of RM communities across the University will renew the accountability for SLT members to demonstrably support mainstreaming aims.</p>	<p>SLT1.1 All members of SLT to engage in reverse mentoring partnerships for 1 year.</p> <p>SLT1.2 Following the first year; SLT to reflect on the programme and identify opportunities to build on the experience.</p>	<p>Academy to begin scoping/framework development from March 2024.</p> <p>Seek volunteer mentors from October 2024.</p> <p>Mentor and mentee inductions January 2025</p> <p>Launch mentoring Feb 2025-Feb 2026</p>	<p>[Redacted] (Vice-Chancellor)</p> <p><i>Supported by</i> [Redacted] (Director of The Academy)</p>	<p>Reverse Mentoring pilot launched by February 2025.</p> <p>100% completion of all partnerships after 1 year.</p>


Established links with existing institutional action plans are indicated with the following icons, where appropriate.



REC SAT, EDI ROLE GOVERNANCE, AND FACULTY ENGAGEMENT							
Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
1	2	<p>Align REC and AS activity, to avoid duplication of work and ensure activity is underpinned by an intersectional approach to race and gender where possible.</p> <p><i>The terms “Steering Group” and “SAT” are used interchangeably in this section; both refer to the working groups directly accountable for their respective Charter mark workstreams.</i></p> 	<p>The University has a well-established framework of Athena Swan activity dating back to 2009, with awards of varying levels held institutionally, by each academic faculty, and by each academic school and Institute.</p> <p>The D&E Team include both a Gender Equality Officer and a Race Equality Officer, offering appropriate capacity to embed an intersectional lens into activities aligned with REC & AS.</p>	<p>1.1 Hold interviews with AS and REC Steering Group Chairs to ascertain level of confidence and understanding of both charters. This will be done through a scoring questionnaire (i.e. rating confidence and knowledge on a scale of 1-10) as well as more in-depth open questions. Information will be used to support development of the Chairs, their respective Steering Group members and tailor information sharing for each Steering Group.</p> <p>1.2 Standing agenda items for REC and AS Steering Groups on the progress and potential areas of collaboration for the other group’s Charter mark.</p>	<p>Interview 1 conducted in April 2023</p> <p>Between Interviews 1 and 2, Action Points 1.2-1.4 to be implemented/initiated.</p> <p>Interview 2: April 2024</p>	<ul style="list-style-type: none"> (REC SAT Chair) (REC SAT Deputy Chair) (AS Steering Group Chair) <p>Interviews to be conducted by (Race Equality Officer) and (Gender Equality Officer)</p>	<ul style="list-style-type: none"> An increase in confidence from baseline data gathered from Interview 1; measured by questionnaire scores and verbal feedback gathered from interviews. Minimum target of 8/10 for all three Chairs). Improved satisfaction reported by RM women/non-binary staff in AS Charter research e.g. surveys and focus groups; relative to the baseline data sets of our 2022 AS Silver renewal. Intersectional approach to race and gender recognised by Assessment panels for REC renewal application (2028) and AS
				<p>1.3 Annual reports shared with each Steering Group/SAT</p>	From February 2023, continuing annually.	<p>REC & AS Chairs (named above), with support from (Race Equality Officer) and (Gender Equality Officer)</p>	
				<p>1.4 Bi-annual meetings of REC SAT Chair and AS Steering Group Co-Chairs</p> <p>1.4.1. Joint Away Day for the REC SAT and AS Steering Group to strengthen</p>	January 2024, recurring bi-annually.		
				<p>AS: From October 2022 (3x Steering Group meetings per year)</p> <p>REC: From October 2023 (4x SAT meetings per year)</p>			

				<p>relationships between members and workshop skills and expertise relating to intersectionality of race and gender. Away Day to also offer opportunity to review progress and effectiveness of collaboration.</p> <p>1.5 Consultation between each SAT/Steering Group on action plans.</p> <p>1.6 REC & AS action plans shared to each SAT/Steering Group.</p> <p>1.7 Development and deployment of an intersectionality framework tool for faculty and department EDI leads.</p>	<p>Ongoing as of:</p> <ul style="list-style-type: none"> February 2022 (AS Steering Group consulted REC SAT) October 2023 (REC SAT consulted with Athena Swan Steering Group) <p>Recurring every 5 years as part of Charter renewal processes.</p> <p>Development resumes January 2024, launch November 2024</p>		<p>renewal/Gold application (2027)</p> <p>Successful proposal of the intersectionality framework as a paper/stimulus piece at Advance HE's EDI Conference</p>
2	2	<p>Align the role descriptor and time allocation for those undertaking REC, AS, and other EDI lead roles.</p> 	<p>Clear role descriptors and time allocation models make EDI activity more accessible and appealing to individuals, and may support line managers in workload allocation and distribution across teams.</p> <p>The exact scope of duties may also encourage line managers embed a "reverse flow" of information back into their team, supporting an organic cross-team implementation of equality principles into day-to-day work.</p>	<p>2.1 Run a short consultation with REC SAT and AS Steering Group members, and EDI leads, to provide baseline satisfaction levels and additional information to support role descriptor development.</p> <p>2.2 Consistent role descriptions to be developed. These will have core elements, but scope to be tailored to departmental requirements.</p> <p>2.3 Recognition agreed within the Academic Planning Portfolio (APPo) for academic staff. University leadership to endorse time allocation through approval by SLT; this is particularly important for PS staff who are not included within the APPo.</p>	<p>Conducted October 2023</p> <p>From August 2022-December 2023</p> <p>Follow-up consultation by Spring 2024, after the completion of APs 2.1-2.4 .</p>	<p>(Race Equality Officer) and (Gender Equality Officer), supporting (Head of Diversity and Equality)</p> <p>(Head of Diversity & Equality) to lead and coordinate this activity, with input from:</p> <ul style="list-style-type: none"> REC SAT and AS Steering Group Chair/Co-Chairs D&E Team APPo Project Group SLT HRBPs 	<p>Uniform role descriptors and WAMs for REC, AS, and other EDI lead roles</p> <p>Increased satisfaction from staff undertaking REC/AS/EDI lead roles.</p> <p>At the time of writing, we are estimating satisfaction to be <20%; the current target is therefore 60% satisfaction in the Spring 2024 consultation. This target will be increased if the baseline level is found to be higher.</p>

3	2	Increase men's participation in REC and race equality activity.	The REC SAT is predominantly female, with 1 male member. Further, the majority of self-nominated REC Board members are female; almost all male members of the REC Board were directly invited or asked to join due to their role.	<p>3.1 Develop, promote, and deliver allyship training aimed at male colleagues, based on existing "Being a white ally for race equality" and "Being a male ally for gender equality" sessions.</p>	2x sessions per year, from March 2024 onwards.	(Race Equality Officer) and (Gender Equality Officer)	<ul style="list-style-type: none"> From 2024/25 onwards, a minimum of 70% of evaluation respondents have completed/are carrying out actions committed to during the sessions. By the end of 2027, the total of male ally training attendees to represent proportions of male staff* in each Faculty/CPS: <ul style="list-style-type: none"> HLS – 27% SCE – 32% HSS – 17% CPS – 24% <p>*Target figures aligned with AS 2022 AP.</p> <p>Where participation numbers fall short of these targets, we will use direct interventions to increase training participation.</p>
				<p>3.2 Run "spotlight" profiles on members of the REC Board to recognise and share their contributions; ensure a gender balance in these.</p> <p>Pre-profile interviews to explore:</p> <ul style="list-style-type: none"> Any personal learning or development gained Reflections on supporting strategic EDI work as a form of allyship How supporting the REC influenced their day-to-day work Any tips they would give to colleagues interested in participating in EDI activity. <p>Spotlight profiles to signpost to allyship training as first call to action.</p>	From September 2023 onwards, with publication in February 2024 (in line with UK Race Equality Week)	<p>Communications coordinated by [redacted], (Deputy Director of Comms and Public Affairs, REC Comms Sub-Group Chair)</p> <p>Profile interviews to be coordinated by [redacted], Race Equality Officer</p>	
				<p>3.3 Run "spotlight" profiles on members of the REC Board to recognise and share their contributions; ensure a gender balance in these.</p> <p>Spotlight profiles to signpost to allyship training as first call to action.</p>	From February 2024 onwards	<p>Communications coordinated by [redacted], (Deputy Director of Comms and Public Affairs, REC Comms Sub-Group Chair)</p> <p>Profile interviews to be coordinated by [redacted] and [redacted]</p>	

4	2	<p>Each faculty (academic and CPS) to have clearly defined and articulated action plans to progress race equality locally.</p> 	<p>Faculty-specific areas of racial inequality will require local engagement and context-specific application of institutional activity will be required to maximise impact and achieve long-term sustainable change.</p> <p>A faculty-specific plan for race equality will:</p> <ul style="list-style-type: none"> Identify areas of related ongoing work, such as Widening Participation and awarding gaps, to identify existing priorities and resource allocation. Articulate race-specific aims not already addressed in ongoing work, and/or implement race equality into these workstreams if needed. Outline each faculty's priority areas for race equality, to retain focus and demonstrate commitment at all levels. 	<p>4.1 Provide each faculty with REC survey data reports, and faculty-level analysis of key application areas.</p> <p>4.2 Each faculty to compile 3-year SMART action plans for race equality, based on data reports and priority issues identified (please see Fig. AP-1 below).</p> <p>4.3 Resources compiled and shared to aid faculties in action plan development, including:</p> <ol style="list-style-type: none"> Guide to Student Engagement & Race Equality SMART action planning tools Intersectionality Framework (AP 1.7) "Communicating about Ethnicity" guide <p>4.4 Ensure each faculty has a REC liaison within the REC SAT, to support with queries, ideas generation, and discussion.</p> <p>4.4.1 SAT members named as contacts, to each co-ordinate liaison methods (e.g. drop-ins, regular meetings, etc) as needed.</p>	<p>Faculty level analysis summaries to be provided to faculties by December 2023.</p> <p>Resources a) and b) compiled December 2023- March 2024</p>	<p>EPVCs:</p> <p>[Redacted] (HSS)</p> <p>[Redacted] (HLS)</p> <p>[Redacted] (S&E)</p> <p>And</p> <p>[Redacted] (Director of People & Services, Chair of CPS EDI Committee).</p> <p>Supported by</p> <p>[Redacted] (Race Equality Officer)</p> <p>[Redacted] (Gender Equality Officer)</p> <p>[Redacted], (Deputy Director of Comms and Public Affairs, REC Comms SGC)</p> <p>Faculty REC liaison as follows:</p> <ul style="list-style-type: none"> HSS: [Redacted] (Staff SCG) HLS: [Redacted] (REC SAT Deputy Chair) S&E: [Redacted] (Student SGC) CPS: [Redacted] (REO) 	<p>Each faculty's AP compiled and launched by December 2024.</p> <p>Overall evaluation and outcomes provided to REC SAT by January 2028, evidencing positive impact at faculty level on staff and student racial inequalities.</p> <p><i>Frameworks for monitoring and reporting on an annual basis, to be confirmed by May 2024 [AP 6.3].</i></p>
5	2	<p>Enhance REC SAT links with Education strategic portfolios, to support mainstreaming of race equality aims in this area.</p>	<p>Early REC SAT membership benefitted from the expertise of the Head of Sustainability, Policy, and Civic Engagement, prior to</p>	<p>5.1 Appoint a member of Education Advisory Group, to the REC SAT.</p>	<p>January 2024</p>	<p>[Redacted] (PVC for Education), [Redacted] (EPVC)</p>	<p><i>Positive outcomes for action plan items covering teaching, support, course content, and assessment.</i></p>


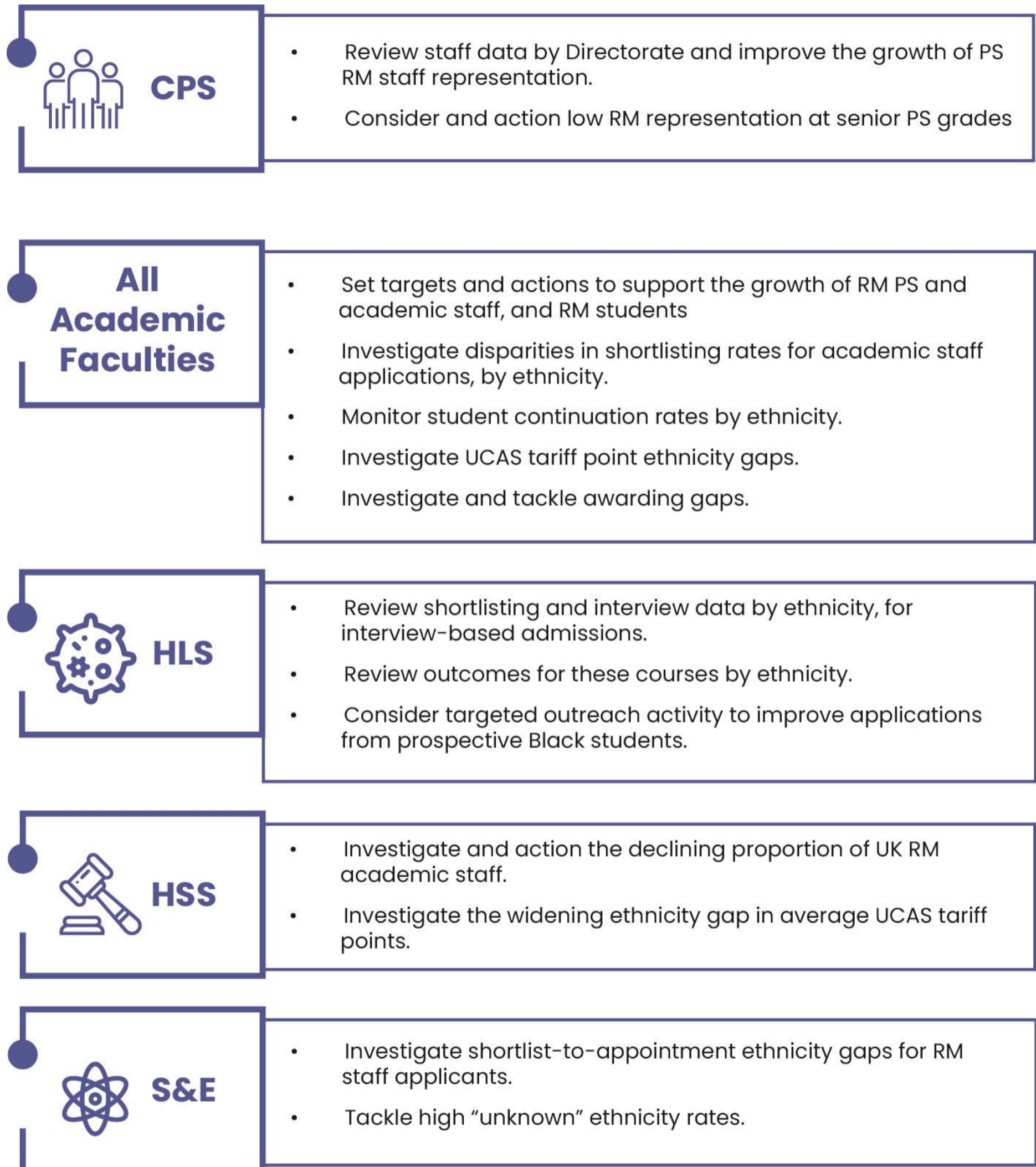

			<p>their departure from the University.</p> <p>Each academic faculty's management team includes an APVC for Education, offering a clear opportunity to maximise alignment.</p>			for HSS, Chair of REC SAT)	
6	2	<p>Efficiently transition from a self-assessment team, to a steering group with monitoring, oversight, and AP-appropriate reporting mechanisms.</p> <p>Offer REC engagement opportunities to staff interested in supporting race equality work.</p>	<p>The REC SAT was originally formed and structured to conduct and deliver a comprehensive self-assessment process. We must now ensure our structure and membership can effectively implement, monitor, and aid reporting of action plan delivery and outcomes.</p> <p>Key staff engagement activities have also resulted in increased interest and queries around ways to directly support REC workstreams.</p>	<p>6.1 Review and update the REC SAT structure, governance documents, and membership as necessary to operationalise action plan delivery.</p> <p>6.1.1 Identify opportunities for REC engagement, and open expressions of interest to all staff respectively.</p> <p>6.2 Work with the appointed Education representative [AP5.1] to mainstream relevant student data monitoring.</p> <p>6.3 Continue discussions on faculty AP reporting frameworks, ensuring these are confirmed prior to faculties commencing their AP implementation workstreams.</p>	December 2023-May 2024	<p>[Redacted] (EPVC HSS, Chair of REC SAT)</p> <p>Supported by [Redacted] (Race Equality Officer)</p>	<p>Refreshed SAT and sub-group structure and membership.</p> <p>Annual reporting frameworks for faculty-level action plans to be confirmed by May 2024.</p> <p>Monitoring and reporting responsibilities for key student-specific AP items shared with the Education directorate.</p>

Figure AP-1: Summary of faculty actions [AP4.2]




DATA



Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
7	2.b	<p>Improve the process of sourcing and monitoring data for REC self assessment activity.</p> <p>Improve the consistency of data in relation to ethnicity across the University.</p>	<p>The self-assessment process reaffirmed significant known limitations in data systems and resources. The University's data provision currently presents a barrier of inconsistency across data systems and would greatly benefit from activity to align items.</p>	<p>7.1 Creation of REC tableau space for staff and student data</p> <p>[OR] Review of the current Athena Swan tableau space, ensuring it can be used for sourcing staff data for both AS and REC applications.</p>	By January 2025	<p>██████████ (Director of Strategic Planning)</p> <p>██████████ (HR Data Analyst)</p>	Improvements in data collection and reporting, evidenced within the institution's next REC application in 2028.
8	2.b	<p>Improve rates of ethnicity disclosure from staff and students.</p>	<p>There is currently a high rate of "not known" ethnicity records in staff and international UG applicants. Academic staff "not known" rates have risen by 5% over the 3 years analysed. PS staff "not known" rates have increased by nearly 3% in the same period.</p> <p>International UG applicants present a notably high non-disclosure rate for ethnicity, preventing detailed analysis and targeted actions. This rate has risen by 1% annually over the 3 years analysed, to 94% as of 21/22.</p>	<p>8.1 Undertake targeted communications for staff to encourage updating Core HR records to include their ethnicity; outlining why this is important and how confidentiality will be protected.</p> <p>8.2 Include this messaging in key onboarding communications for new starters, and during new starter welcome events.</p> <p>8.3 Ensure "ethnicity" is a required field on Core HR at application and onboarding stages. "Prefer not to say" will remain an option.</p> <p>8.4 Explore and implement equivalent actions for students at key application and registration stages.</p>	December 2024 onwards	<p>██████████ (Provost and Deputy Vice Chancellor)</p> <p><i>Supported by</i></p> <p>██████████ (Head of Strategic Insights)</p> <p>██████████ (Director of Comms and Public Affairs)</p> <p>New staff starter activity led by ██████████ (Head of HR Operations)</p> <p><i>Supported by</i></p> <p>██████████ (Diversity and Equality Officer), and ██████████ (Organisational Developer)</p>	<p>Minimum annual decrease of 3% in the proportion of academic staff recorded as "not known" (overall 12% decrease by 2027).</p> <p>Minimum annual decrease of 2% in the proportion of PS staff recorded as "not known" (overall 8% decrease by 2027).</p> <p>Decrease the proportion of teaching staff recorded as "not known", to 30% by 2027.</p> <p>Minimum annual decrease of 1% in the proportion of all students with their ethnicity recorded as "not known"</p> <ul style="list-style-type: none"> Minimum annual increase of 1% in the proportion of international UG applicants sharing their ethnicity.
9	2.b	<p>Ensure alignment of REC data collection and benchmarking with Strategy 2031.</p>	<p>The REC SAT developed a group of comparator institutions to aid benchmarking, as numerous unique factors of the University presented challenges in selecting a</p>	<p>9.1 Ensure the REC SAT remain engaged and up-to-date with the process and outcomes of the size and shape review, to inform the self-assessment process for a 2028 renewal or Silver application.</p>	Ongoing	<p>██████████ (Director of Strategic Planning)</p>	2028 REC application benchmarks are aligned with institutional comparator HEIs.

			<p>specific institution for benchmarking purposes.</p> <p>Strategy 2031 launched in Autumn 2023. Strategic ambitions were shaped by an institutional S&SR in comparison to a number of UK HEIs.</p>				
10	7.f	<p>Establish distribution of on-campus student employment opportunities by ethnic group, to identify and implement potential interventions as necessary.</p>	<p>Student on-campus employment is not currently centrally tracked as an ongoing standalone dataset; we are therefore unable to explore potential on-campus employment segregation.</p>	<p>10.1 Develop and implement a system for recording and accessing data on student on-campus employment.</p>	<p>Implemented by December 2024</p>	<p>██████████ (Director of Strategic Planning)</p>	<p>Ability to monitor and review student on-campus employment institutionally, with areas for action identified.</p>
11		<p>Demonstrably shift, as an institution, away from reporting ethnicity gap data by “BAME figures”; implement disaggregation and relevant internal reporting by ethnic group where possible.</p> 	<p>REC data analysis has clearly demonstrated the importance of disaggregating data by ethnic group. Inequalities by ethnicity are prevalent at faculty level, with the solutions being context specific.</p>	<p>11.1 Commit to disaggregating, analysing, and reporting data internally by ethnic group to identify areas of inequalities as and when they arise, and tailor actions accordingly.</p>	<p>December 2023 onwards</p>	<p>██████████ (PVC for Education)</p> <p>██████████ (Director of People and Services)</p>	<ul style="list-style-type: none"> • Key reporting and evaluation methods which inform education and workforce strategies, to consistently adopt reporting by ethnic group. • Local data analysis to demonstrably reflect an increased consideration of analysing and reporting by ethnicity (and ethnic group where possible).

DIVERSITY OF THE UNIVERSITY– STAFF

Key aim: Annual increases in the proportion of RM staff in Academic and PS staff bodies respectively. Mid-cycle review of faculty-level priority areas, to establish a long-term institutional target.

Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
12	4.a, 4.b	<p>Increase the proportion of RM staff in the staff body by improving the shortlisting and appointment rate for RM applicants through:</p> <ul style="list-style-type: none"> Tackling key stages in recruitment for unconscious bias to impact RM applicants Improving confidence in, and uptake of, Positive Action measures. Improving central recruitment policies, processes, and resources/guidance. 	<p>RM applicants are less likely to be shortlisted for interviews; they are then less likely to be appointed following interviews.</p> <p>Mandatory unconscious bias training has not previously been possible to consistently enforce; however the University's new staff Learning Management System (LMS) will enable us to explore and enforce targeted role-related training.</p>	<p>12.1 Implement a requirement for staff to undertake unconscious bias training where they are panel members for recruitment and annual review.</p>	<p><i>Dependency on LMS timescales:</i></p> <p>LMS online by April 2024, with full integration by August 2024.</p>	<p>██████████ (Deputy Director of HR, supported by:</p> <ul style="list-style-type: none"> ██████████ (Head of HR Business Partnering) ██████████ (Head of HR Operations) 	<p>An annual institutional increase of 2% in the proportions of:</p> <ul style="list-style-type: none"> RM academic staff RM PS staff <p>For the first 2 years post-Award.</p> <p>We will then review and establish long-term institutional targets, aligning with:</p> <ul style="list-style-type: none"> Findings by specific ethnic group; Faculty-level priority areas; and, Institutional Athena Swan data outcomes and targets, ahead of our 2027 AS submission.
			<p>Staff comments from the REC survey referenced Positive Action (PA); with white staff respondents noting or demonstrating limited understanding of PA measures, and RM staff naming PA as measures they feel should be utilised more frequently.</p>	<p>12.2 Publish Positive Action (PA) resources and investigate potential external providers for PA training.</p> <p>12.2.1 Ensure PA guidance is shared as part of recruiting managers' guidance.</p> <p>12.2.2 Explore and implement additional methods of disseminating guidance; for example alternative asynchronous training formats.</p> <p>12.2.3 Explore methods to monitor the usage of PA.</p>	<p>Pilot PA resource to be made available across the University by December 2023. Impact and further recommendations reported to EDI Committee by end of 24/25 academic year.</p> <p>Following the above: annual reporting to HRSMT within D&E annual reports.</p>	<p>██████████ (Deputy Director of HR)</p> <p><i>Supported by</i></p> <p>██████████ (Diversity and Equality Officer)</p>	


			<p>Measures such as unconscious bias training, PA, and other potential steps require a robust supporting framework to maximise positive impact for RM applicants.</p> <p>Learnings from local inclusive recruitment trials (AP15.1) must also be taken forward centrally where possible, and reflected within HR policies.</p>	<p>12.3 Appoint an Inclusive Recruitment Project Officer to:</p> <ul style="list-style-type: none"> • Conduct a review of processes, policies, and guidance around recruitment, from role creation to recruitment and appointment. • Explore and implement a range of steps to tackle racialised barriers at application, shortlisting, and interview stages. • Review staff turnover data by reasons for leaving and ethnic group, to identify areas for targeted action. 	<p>Review to begin by January 2025.</p>	<p>der (Head of HR Operations), supported by (Head of Diversity and Equality) and (Race Equality Officer).</p>	
<p>13</p>	<p>4.a</p>	<p>Address barriers to academic progression for RM Teaching and Research staff.</p> <p><i>Please note: actions under this objective that begin with [AS] are directly reflected within the institutional Athena Swan Action Plan (2022).</i></p> <ul style="list-style-type: none"> ○ Sub-items at this list level are newly proposed additional aims.  	<p>The proportional gap between RM and white academic staff widens as the level of seniority increases. 21/22 data is as follows:</p> <p><u>Lecturer:</u> 18% RM 82% W</p> <p><u>Senior Lecturer/Reader:</u> 14% RM 86% W</p> <p><u>Professor:</u> 12% RM 88% W</p> <p>A number of barriers feed into this, including:</p> <ul style="list-style-type: none"> • Systemic inequalities in research publication • Reduced research time, due to undertaking additional workloads around EDI or providing additional pastoral support to RM students 	<p>13.1 Precede Student Evaluated Teaching (SET) review processes with student-facing unconscious bias resources.</p> <p>13.2 Explore opportunities to include objective guiding examples or criteria within SET review questions, to support students in evaluating the quality of teaching on its own merit.</p> <p>13.3 Continue joint work on Athena Swan action plan delivery around academic progression, supporting implementing race equality principles in:</p> <ul style="list-style-type: none"> • [AS] Establishing an Annual Review (AR) Working Group (ARWG) for ongoing monitoring, updating, and evaluation of AR processes. <ul style="list-style-type: none"> ○ Reviewing application and outcome data by gender and ethnicity, to identify departments of best practice and/or departments requiring dedicated support. ○ Supporting faculties in setting, monitoring, and completing SMART action plans to address faculty-level inequalities in academic promotion. • [AS] Support running “Insight into Promotion” sessions, with ringfenced sessions for RM staff to complement existing women-only “Insight” sessions. 	<p>Ongoing</p> <p>Ongoing</p>	<p>(Head of HR Business Partnering and HR Lead for Annual Review) supported by ARWG.</p> <p>ARWG membership to include:</p> <ul style="list-style-type: none"> • on (Gender Equality Officer) • (Race Equality Officer) • Representative from REC Staff Sub-Group • Representatives from HR, RSA, and other relevant areas. 	<ul style="list-style-type: none"> • [AS] Minimum of 80% of AR Panel membership to have completed refresher unconscious bias training between 2024 and 2028. • [AS] At least 2 RM female promotions (T&R and T&S) per year, increasing RM female professorships from 14 (2022) to a minimum of 22 by 2026. • By the end of the 2027 AR round, a minimum of: <ul style="list-style-type: none"> ○ Senior Lecturer/Reader: 29% Non-UK RM 15% UK RM ○ Professor: 21% Non-UK RM, 17% UK RM • Development of SMART actions to target inequalities in application success, by ethnic group where necessary.

			<ul style="list-style-type: none"> Lower scores in Student Evaluated Teaching (SET) reviews due to racial and gendered biases in students. 	<ul style="list-style-type: none"> [AS] Work with Heads of Departments (HoDs) to develop guidance to support their decision making around Annual Review. This will include provision of information on biases and how to mitigate these in HoD guidance. This must include examples of both gendered, racial and other equality based barriers to career progression and how this may impact the way that RM candidates may meet promotion criteria e.g. lower amount of grant money received. [AS] Review of T&S promotion criteria and appropriate support/assessment of readiness routes i.e. increasing involvement of staff with T&S career pathway understanding. <p>Ensure criteria is accessible and transparent for both HoDs and potential applicants, to mitigate barriers in HoDs endorsing promotion applications.</p> <p>13.4 Collate and review data on application to academic promotion by ethnicity and gender, to identify any potential inequalities in promotion by ethnic group.</p> <p>13.4.1 Ensure these outcomes are reflected in the AS 2027 action plan.</p>			
14	5.d	Establish a baseline data set by ethnicity for the Research Technical Professional Career Pathway (RTP).	<p>The RTP was launched in February 2023, with a framework of supporting activity such as workshops, information sessions, and resources.</p> <p>As a new workstream, the RTP presents an opportunity to review engagement and efficacy for RM groups; particularly in relation to the retention and progression of RM Technical staff.</p>	<p>14.1 Review engagement with the Pathway annually, in addition to engagement with supporting activity to facilitate access by ethnicity.</p> <p>14.1.1 Action plan accordingly after 3 years, recommending minimum targets informed by REC data.</p>	October 2024, recurring annually.	<p>[Redacted] (Head of HR Operations)</p> <p><i>Supported by</i></p> <p>[Redacted], Organisational Developer.</p>	<p>Clear understanding of engagement with the RTP in relation to RM groups.</p> <p>Cross-engagement between the RTP and REC workstreams, evidenced by:</p> <ul style="list-style-type: none"> Action items where necessary Recommended minimum targets by ethnicity/ethnic groups, informed by REC data.

15		<p>Trial interventions at local levels, to build evidence bases of efficacy and identify resourcing implications.</p>	<p>Departments are already working to enhance their recruitment practices locally, to support diversification at the staff body.</p> <p>The REC SAT is keen to sustain this engagement, and to gain an understanding from existing/rapidly upcoming activity on:</p> <ul style="list-style-type: none"> • The efficacy of specific measures to improve inclusivity in recruitment; • Proactively supporting RM new starters through the onboarding process; • Any implications and resulting steps for consideration, arising from the practice(s) trialled. 	<p>15.1 Invite departments to participate in 3-year trials of inclusive recruitment and Positive Action practices, with the following departments confirmed as pilot volunteers:</p> <ul style="list-style-type: none"> • Libraries, Museums, and Galleries • Life Sciences (HLS) • Histories, Languages, and Cultures (HSS) • Physical Sciences (S&E) <p>15.1.1 Ensure the initial pool of trial departments collectively reflect academic, PS, and student staff recruitment.</p>	<p>Additional departments invited from December 2023.</p>	<p>██████████ (Deputy Director of HR, Project lead for Strategic Workforce Planning), supported by ██████████ (Head of Diversity and Equality) and ██████████ (Race Equality Officer).</p> <p>██████████ (Director of Libraries, Museums, and Galleries)</p> <p>██████████ (Executive Dean, ISMIB)</p> <p>██████████ (Dean of the School of Histories, Languages, and Cultures)</p> <p>██████████ (Dean of the School of Physical Sciences)</p>	<p>Trial departments report min. 3 years' data on:</p> <ul style="list-style-type: none"> • Application, shortlisting, and appointment by ethnic group where possible • Summary of resource implications and recommendations • Recommendations of key activities to improve staff diversity through recruitment.
16	4.d	<p>Improve the ethnic diversity of key decision-making committees, and offer RM staff opportunities to access different networks and cultivate cultural capital through Governance routes.</p>	<p>There is a lack of consistent RM representation in decision-making spaces, with a dependency on Lay and Appointed membership.</p> <p>Of the 12 major University boards and decision-making committees, only 2 have disclosed RM staff members.</p>	<p>16.1 Create a development programme for RM staff interested in undertaking Deputy/Co-Chair roles on decision making boards.</p>	<p>Programme to launch from October 2025.</p>	<p>██████████ (Director of the Academy), supported by ██████████ (Race Equality Officer) and ██████████ (Governance Officer).</p>	<p>A minimum of 2* RM members in each of the 12 core decision-making committees by 2027.</p> <p><i>*Minimum of 2, to support psychological safety for RM staff and to avoid inadvertent delegation of EDI responsibility</i></p>




		<p>RM staff undertaking leadership development activity such as Diversifying Leadership have indicated a lack of opportunities to network and demonstrate the skills they have gained.</p>	<p>16.2 Launch and develop Governance staff intranet webpages to advertise committee vacancies.</p> <p>16.3 Provide resources on using positive action to improve committee ethnic diversity, for use by Committee Chairs and Secretaries.</p>	Ongoing	<p>[Redacted] (Governance Officer)</p> <p>Supported by [Redacted] (Diversity & Equality Officer)</p>	<p><i>to singular RM committee members.</i></p>
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REPORTING RACIAL DISCRIMINATION, AND DISCIPLINARIES AND GRIEVANCES- STAFF

Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
17	4.c	Review and enhance case management practises to enable long term monitoring and building a longitudinal data set.	The current data for grievances and disciplinaries is limited, preventing clear analysis for potential trends or areas of action.	<p>17.1 Develop and implement a new grievance and disciplinary case management system, which records EDI monitoring information.</p> <p>New system to include a field for HRBPs to select any protected characteristics relating to each case, to better track race alongside potential intersectional issues (e.g. if “race” and “gender” are both selected).</p> <p>17.2 Produce and implement interim guidance for HRBPs on case recording to aid EDI monitoring. Conduct follow-up exercise 6 months post-implementation to establish HRBP confidence in enhancing EDI reporting within case management.</p> <p>17.3 Address any concerns arising with follow-up guidance and resources.</p>	<p>January 2024-September 2024</p> <ul style="list-style-type: none"> Data reviewed annually once new system is in place. <p>Interim guidance developed, approved, and delivered between December 2023 and February 2024.</p>	<p>(Head of HR Business Partnering), supported by (Head of Diversity and Equality) and (Diversity & Equality Officer)</p>	<p>Min. 3 years’ data of grievances and disciplinaries analysed by ethnicity and gender, by January 2028.</p> <p>Minimum of 70% of HRBPs report confidence in the EDI monitoring guidance 6 months post-implementation.</p>
18	4.c	<p>Increase usage of, and confidence in, the Report & Support system.</p> 	<p>Staff survey and focus group outcomes highlighted numerous barriers to engaging with R&S, including:</p> <ul style="list-style-type: none"> Low awareness Lack of confidence that reported incidents would be understood as racially motivated or offensive Low confidence in appropriate action being taken. 	<p>18.1 Develop and publicise a flowchart resource which breaks down and outlines the steps involved in staff engaging with reporting processes.</p> <p>18.2 Publish a series of “FAQs” on the staff intranet.</p> <p>18.3 Establish and implement a communications plan that highlights Report & Support throughout the year.</p>	<p>Publish and implement communications from October 2024.</p>	<p>(Head of HR Business Partnering), supported by (Head of Diversity and Equality) and (Diversity & Equality Officer)</p> <p>Publication and monitoring of traffic supported by (HR Content Designer)</p> <p>Communications for 16.3 coordinated by (Director of Comms and Public Affairs)</p>	<p><i>As a baseline data set is not yet available for R&S, targets will initially focus on increasing the number of reports where demographic data is included, and the number of reports overall.</i></p> <p><i>Following the analysis of 22/23 reports, a baseline will be established and targets set surrounding specific ethnic groups where appropriate.</i></p> <ul style="list-style-type: none"> Annual increases in the number of reports received through the tool. An increase in the number of reports from staff from Black, Asian, and Chinese backgrounds. <p>70% (or higher) of staff respondents in all ethnic groups to agree that they know how to report racial discrimination, in the next REC survey (2027).</p>
19	4.c	Review current reporting systems, processes, and associated guidance to explore further interventions.		<p>19.1 Consider measures to address an apparent trend within Report & Support cases, indicating Line Managers to be the most frequently accused party.</p>	<p>Ongoing, with updated guidance for panels</p>	<p>(Head of HR Business Partnering),</p>	<p>25% of line managers to have completed the B&H module within the first 3 months of its launch.</p>



				<p>19.1.1 Encourage completion of a new Bullying & Harassment e-module by Line Managers, when launched.</p> <p>19.2 Develop, produce, and implement clear guidance to panels involved in disciplinaries and grievances to ensure an understanding of covert racist behaviours.</p> <p>19.3 Review how Report & Support links with grievance and disciplinary processes, to establish if there any gaps resulting in victims of racism having to repeat reports through multiple channels.</p>	implemented by June 2024.	supported by [redacted] (Head of Diversity and Equality) and [redacted] (Diversity & Equality Officer)	<p><i>Further targets set around reports of line managers via R&S, following establishing a baseline data set as outlined above</i></p> <p>Minimum of 70% of staff respondents, across all ethnic groups, indicating confidence in appropriate action being taken around reports of racial discrimination within the next REC survey.</p>
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CAREER DEVELOPMENT AND PROGRESSION

Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
20	5.6	<p>Improve progression pathways for PS staff, by improving our understanding of the long term journeys of developmental programme delegates, and identify areas of success.</p> 	<p>PS staff progression relies predominantly on vacancies arising, and/or changing departments to secure higher-grade roles.</p> <p>Longer-term outcomes of delegates to DL and Aurora are not consistently measured or monitored in a consistent, structured way.</p>	<p>20.1 Review the outcomes of PS delegates to DL and Aurora, to identify any potential trends in:</p> <ul style="list-style-type: none"> • If or how progression has taken place since undertaking the programme. • Further developmental activity, e.g. accessing other training available. • Other factors reported as supporting development and progression, where available. <p>20.2 Produce a report based on findings, including recommendations towards improving progression pathways for PS staff.</p> <p>20.3 Ensure follow-up focus groups arising from the next REC survey, investigate perceptions of the quality of PS progression opportunities over the preceding 3-4 years.</p>	<p>Report with recommendations shared with CPS EDI Committee by January 2026.</p>	<p>█ (Head of Organisational Development, Equality, and Engagement), supported by:</p> <ul style="list-style-type: none"> • █ (Organisational Developer) • █ (Gender Equality Officer) • █ (Race Equality Officer) 	<p>Recommendations implemented by the Academy, where possible, into the support framework of AP20 by January 2027.</p> <p>Minimum of 70% of staff respondents, across all ethnic groups, indicating satisfaction with personal development opportunities in the next REC survey.</p> <p>Survey outcomes around personal development opportunities supported by positive focus group feedback from RM PS staff in relation to AP18.3.</p>
21	4.e	<p>[AS] Support RM staff from grades 1-5 in progressing into higher pay grades where they wish to do so, and increase engagement with EPAs and spinal progression applications.</p>  	<p>The mean ethnicity pay gap is partly due to the lower number of RM staff on high pay grades (6-10).</p>	<p>21.1 [AS] Create career progression case studies for female and RM staff, moving to higher grades.</p> <p>21.2 Implement monitoring of applications for EPAs and spinal progression, to allow for analysis by ethnicity and gender in the first instance.</p> <p>21.3 Review Exceptional Performance Awards processes (EPAs) with particular focus on grades 1-5.</p>	<p>AP19.1 ongoing.</p> <p>June 2024 onwards.</p>	<p>Frank Hardisty (Head of HR Business Partnering), supported by █ (Head of Diversity and Equality) and █ (Diversity & Equality Officer)</p>	<p>Consistent monitoring and annual reporting of engagement with EPAs and spinal progression awards, by ethnicity & gender to HRSMT.</p> <p>Demonstrable increase of EPAs awarded to RM staff at grades 1-5.</p> <p><i>Exact target to be set following establishing a baseline from AP19.3.</i></p>

22	5.b	Holistically improve the support and experience for Diversifying Leadership delegates and sponsors.	<p>Feedback from delegates and sponsors indicate a number of areas of improvement including the pool of potential sponsors, the post- programme opportunities for DL alumni, and the confidence of sponsors in fully engaging with the role.</p> <p>Delegates report being limited to EDI-specific opportunities rather than committees or forums related to their specialisms, which adds to workload without supporting their self-development.</p>	<p>22.1 Increase the pool of potential sponsors at UoL by:</p> <ol style="list-style-type: none"> 1. Embedding key principles into Leadership Development and induction programmes for senior leaders. 2. Upskilling existing mentors with sponsorship principles, such that additional areas of expertise are available to enhance the core delegate/sponsor relationship. <p>22.2 Provide guidance to HoDs and supervisors/line managers of DL delegates to support delegates in showcasing their skills through a range of forums.</p> <p>22.3 Develop and deliver additional training for sponsors, to improve confidence and proactive engagement with the role.</p> <p>22.4 Explore opportunities to work with Advance HE to:</p> <ul style="list-style-type: none"> • Enhance delegate experience • Identify potential profile-raising opportunities for DL alumni • Further facilitate actioning feedback from cohorts <p>Develop additional guidance for institutions to support delegates and sponsors.</p>	<p>February 2024 onwards.</p> <p>January 2024 onwards</p>	<p>██████████ (Head of Organisational Development, Equality, and Engagement), supported by ██████████ (Organisational Developer) and ██████████ (Organisational Developer)</p> <p>██████████ (Director of The Academy), supported by ██████████ (Organisational Developer)</p>	<p>Increase in positive REC survey outcomes from RM staff in relation to career development.</p> <p>Majority positive feedback from each annual cohort of Diversifying Leadership delegates. <i>Note: cohort numbers fluctuate annually between 2 and 9 depending on faculty-funded places.</i></p>
23		Ensure all Leadership Development activity is inclusive for RM staff, and embeds race equality into core principles and outcomes; such that a leader at UoL is one that is anti-racist.	<p>Training by activity or role is currently strongly encouraged rather than mandatory, due to challenges in consistently monitoring and enforcing requirements.</p> <p>EDI and race equality-specific modules are currently most engaged with by colleagues already interested in the topic.</p> <p>We aim to show anti-racist behaviours as a standard expectation of our staff and leaders, by embedding race equality into existing channels.</p>	<p>23.1 Review the existing portfolio of Leadership Development and induction activity to embed race equality and other core EDI principles into content and learning outcomes.</p> <p>23.2 Collate and review the previous 3 years of application success rates to competitive Leadership programmes by ethnicity and gender, to identify potential interventions at promotion, shortlisting, or selection stages.</p> <p>23.2.1 Administrate future application cycles through the upcoming LMS, to support ongoing monitoring of demographic trends.</p>	<p>October 2024-January 2026 (review)</p> <p>March 2026 onwards for interventions and targets.</p>	<p>██████████ (Head of Equality, Engagement, and Organisational Development), supported by ██████████ (Organisational Developer).</p>	<p>Identification of trends by ethnicity, and recommendations, by January 2026.</p> <p>Interventions implemented from March 2026, with specific targets reviewed and set.</p>

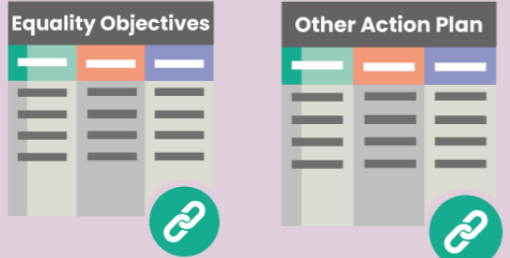

EARLY CAREER RESEARCHERS AND PROFILE-RAISING OPPORTUNITIES


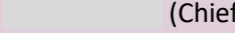

Ref	Section ref	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
24		<p>Improve data capture on ECRs, to support identifying areas of inequalities by race and gender in the first instance.</p> <p>Carry out this work in alignment with the University's REF submission, to ensure EDI is embedded into the selection process with a focus on ethnicity and gender.</p> 	<p>There is a broad practical understanding of what constitutes an ECR, however identifying staff under this category and analysing data as a distinct group requires manual "sifting".</p> <p>Work to improve our data capture in this area will additionally benefit workstreams and outcomes for marginalised ECRs under our 2027 REF submission.</p>	<p>24.1 Form a data control group to align data approaches around ECRs, in REF, REC, and AS workstreams.</p> <p>24.1.1 Control group to include Gender & Race Equality Officers, to support alignment with REC & AS data requirements and enhance the embedding of key equality principles into selection processes.</p>	January 2024 onwards.	<p>██████████ (Head of Business Partnering), ██████████ (Head of Research and Impact Strategy)</p> <p><i>Supported by</i> ██████████ (Gender Equality Officer) ██████████ (Race Equality Officer)</p>	
	25	5.f	<p>Ensure RM ECRs can access equitable funding, development, and access opportunities.</p> 	<p>Currently the University does not offer centralised activity tailored to the needs of RM ECR staff; which in turn is likely to influence barriers to progression to secure academic roles and contracts.</p>	<p>25.1 Identify alignment points between the following areas of work, to identify key opportunities for RM ECRs within:</p> <ul style="list-style-type: none"> • Research Fellowship Scheme • Upcoming flagship PGR programme (Liverpool Advancement PhD Programme) • Newly-launched development offer for PGRs <p>25.1.1 Identify recommendations for AP23.2.</p>	March 2024 onwards	<p>██████████ (Director of the Academy)</p> <p>██████████ (Deputy Director of HR)</p> <p>██████████ (APVC for Research Environment and PG Research)</p> <p>██████████ (Head of Researcher Development and Culture)</p>
				<p>25.2 Based on recommendations from AP23.1, develop a suite of dedicated career coaching and developmental activities for RM ECRs and postdocs.</p>	Ongoing;		
				<p>25.3 Embed EDI monitoring into the application process for internal PIF and IAA funds, to aid analysis by ethnicity of application success rates.</p> <p>25.3.1 Develop and implement guidance for panel members assessing PIF and IAA applications to mitigate biases and contextualise gendered and racialised barriers in funding, in line with AP 10.3.</p>	AP23.4 to be conducted by June 2027.	<p>██████████ (Director of Research, Partnerships, and Innovation).</p>	<p>Success rates for RM researchers' bids to the ECR & Returners fund, reviewed and reported to RISC by September 2027.</p>

				<p>25.4 Determine success rates of bids to the ECR & Returners Fund, by ethnicity, to identify any longitudinal trends requiring further action in line with AP 23.3.1.</p> <p>25.4.1 Following the above, explore if funding opportunities can be created or ringfenced specifically for RM ECRs.</p>			
26	5.g	<p>Embed EDI, with an initial focus on gender and ethnicity, into how we conduct profile-raising opportunities.</p> <p><i>Note for consultation: the REC stipulates the following:</i></p> <ul style="list-style-type: none"> · conferences, seminars, guest lectures, exhibitions and media opportunities. · nominations to public bodies, professional bodies and for external prizes 	<p>EDI monitoring data is not currently consistently recorded or monitored across institutional activity which offers profile-raising opportunities.</p>	<p>26.1 Identify and map key institutional profile-raising opportunities, and agree priority areas of action.</p> <p>26.2 Establish a system of recording EDI monitoring info on internal/external speakers for these priority areas:</p> <ul style="list-style-type: none"> • Ensure this is reviewed annually to identify areas for intervention. <p>26.3 Develop and implement guidance for embedding EDI into the allocation of opportunities.</p> <p>26.4 Continue sharing examples of best practice and potential beacon activities via news items and the REC webpages, to ensure these are celebrated.</p>	<p>Report of review outcomes and recommendations for EDI monitoring [AP24.2] and guidance [AP24.3], submitted to EDI Committee by June 2025.</p>	<p>██████████ (Director of Comms and Public Affairs) Supported by ██████████ (Gender Equality Officer) and ██████████ (Race Equality Officer).</p>	<p>Recommendations implemented by December 2025 and reviewed annually.</p>
				<p>26.5 Ensure that central Researcher Development activities have a diversity of contributors and speakers (with an initial focus on ethnicity and gender), particularly for panels, event series and conferences.</p>	<p>Ongoing</p>	<p>██████████ (Head of Researcher Development and Culture)</p>	<p>Ethnic and gender diversity to be included in relevant activity outcome reports to HRSMT.</p>



DIVERSITY OF THE UNIVERSITY – STUDENTS

Key aim: Annual minimum increase of the proportion of RM students in the UG student body by 1% year-on-year. Mid-cycle review of faculty-level priority areas, to establish a long-term institutional target.

Ref	Section ref	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
27	7	<p>Increase the number of students from RM communities in the UK, applying and securing offers to study at UoL.</p> 	<p>Representation matters; interacting with staff and students from RM groups can support prospective students from those groups to gain a sense of belonging and increase their likelihood to apply and accept the offer of a place to study at UoL. Contextual data improves access for certain demographics, however we are still unsure of its impact in relation to ethnicity. <i>Further analysis will be undertaken under AP31.1.</i></p> <p>Liverpool is home to the oldest Black community in the UK, and one of the oldest in Europe. However, Black British students are amongst the lowest represented in the student body and reported highest impact from the issues explored in the REC survey.</p>	<p>27.1 Work with academic schools and departments to review how best to showcase the diversity of UoL's staff and students at key touch points with prospective students including:</p> <ul style="list-style-type: none"> • Open Days • UCAS fairs • Outreach events • Applicant Discovery Days. <p>27.2 Include ethnicity monitoring sections to post-participation surveys, to understand and respond to ethnicity-specific needs.</p> <p>27.3 Implement a requirement for Admissions colleagues across the university to undertake unconscious bias training every 3 years, beginning with central admissions. for example Admissions Tutors and Faculty based Admissions colleagues.</p> <p>27.4 Include unconscious bias training in induction for all new central Admissions colleagues across the University.</p>	September 2024 onwards	<p>(Director of Student Recruitment, Admissions & WP - SRAWP)</p> <p>Faculty Heads of Education and Student Experience:</p> <p>HLS:</p> <p>HSS:</p> <p>S&E:</p>	<p>Increase of applications from the following ethnic groups:</p> <ul style="list-style-type: none"> • Black British • Chinese British • Mixed ethnicity British <p>Unconscious bias training undertaken by all Admissions staff by December 2024 [faculty and central].</p> <p>100% training completion by new central admissions staff.</p>
28		<p>Improve management information reporting in Admissions cycles, to enable consistent monitoring actioning any potential bias in decision making processes around applications in relation to ethnicity.</p> 	<p>Ethnicity data is received from UCAS some time after confirmation and clearing. While Contextual Admissions have been shown to improve application outcomes for the target demographic groups, we do not have a mechanism to directly review Admissions process outcomes by ethnicity. It is also therefore currently unknown whether contextual admissions support mitigating barriers to entry for RM students, particularly in intersection with socio-economic disadvantage.</p>	<p>28.1 Annually report after each admissions cycle, on key characteristics including ethnicity.</p> <p>28.2 Identify potential recruitment strategy recommendations based on outcomes.</p>	Beginning August 2024, repeating annually	<p>(Director of Student Recruitment, Admissions & WP), (Head of Strategic Insights)</p> <p>Supported by (Associate Director-Admissions)</p>	<p>Report on findings and recommendations produced and shared with relevant University groups and Committees by October 2026</p>
	<p>Improve understanding of the efficacy of contextualised offers for RM groups.</p>	<p>28.3 Analyse 3 years of data on contextual offers in admissions, where ethnicity data is available, to understand their impact on applications, offers and conversions from applicants from RM groups.</p>		March 2025			



							
29		Develop our understanding of how the large numbers of XJTLU students impact our understanding of RM student outcomes.	Our data does not currently contextualise for XJTLU students; these cohorts complete their final 2 years of study at UoL, and can access a dedicated support framework.	29.1 Disaggregate and filter student data with consideration to XJTLU students, and review continuation and awarding rates with this context for the years analysed in this application.	December 2023 onwards	 (PVC for Education)	Outcomes provided to REC SAT by June 2024.
30		<p>Improve the monitoring, administration, and promotion of existing scholarships and bursaries targeted to RM students at UG and PGT level.</p> <p>Enhance the postgraduate pipeline for RM students through the consideration of funding for postgraduate study.</p>	<p>There is an opportunity to improve the oversight, monitoring, and reporting of scholarships and bursaries across the institution. Many schools and departments offer subject-specific awards, however the full extent of these is under collation.</p> <p>The REC survey revealed strong interest in postgraduate study in RM cohorts. Notably, 64% of Black British student respondents agreed they would consider a postgraduate course.</p> <p>Dedicated scholarships for RM students was a common theme in both REC survey comments, and focus group outcomes, when students were invited to suggest steps to improve the diversity of the student body.</p>	<p>30.1 Identify a comprehensive list of existing scholarships and bursaries at both institutional and school level targeted to RM students.</p> <p>30.2 Review the application and success rates for scholarships over a 3-year period by ethnicity, to identify any potential areas of inequality.</p> <p>30.2.1 Where needed, embed demographic data capture and monitoring processes in line with the above.</p> <p>30.3 Identify recommendations for scholarships/bursaries, which would support ethnicity-specific targets in improving the diversity of the student body.</p>	<p>List confirmed by July 2025</p> <p>Review and recommendations complete by December 2027.</p>	<p> (Chief Financial Officer), (PVC for Education)</p>	<p><i>Alignment of ethnicity-specific targets, between REC and scholarship workstreams.</i></p> <p>Institutional scholarship offer for Black British students at UG, PGT, and PGR levels.</p> <p>% increase in the number of applications to subject-specific/local scholarships for RM applicants.</p>
31		<p>Identify if there are areas of inequalities arising through interview-based admission, and address accordingly.</p>	<p>Clinical courses were not included in the sample reviewed under the 2017 Name Blind Decision Making and Data Review Project.</p> <p>Interviews may also influence the outcomes of data analysis in section 7.a; we therefore need to disaggregate this data accordingly to understand the full impact and action plan as necessary.</p>	31.1 Review the previous 3 years of application, shortlisting, interview, and offer data by ethnicity, in areas that interview as part of their Admissions processes, for example clinical and Health Sciences.	December 2023-June 2024	 (APVC Education, HLS)	Key findings shared with HLS EDI Committee by June 2024 with recommendations for the HLS race equality action plan [AP 4.2].

ASSESSMENT AND SUPPORT (ACADEMIC AND PASTORAL)




Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
32		Increase the ethnic diversity and cultural competency of the workforce in Student Services.	<p>Actions to increase the number of RM students joining the institution must be reinforced by appropriate pastoral and wellbeing support to aid retention and progression.</p> <p>Our REC survey outcomes indicated that Black, Asian, and mixed ethnicity students are impacted in their sense of belonging by the ethnic diversity of the institution; when discussed in focus groups, the consensus was that a more diverse staff body would improve their sense of belonging.</p>	<p>32.1 Adopting recommendations for staff recruitment (AP 12.1) as a high priority in Student Services.</p> <p>32.2 Commission and deliver intercultural competency workshops for staff in Student Services, to enhance and ensure consistency of skills and knowledge to support a diverse student body.</p>	March 2024 onwards	<p>[Redacted] (Director of Student Experience & Enhancement),</p> <p>[Redacted] (Head of Student Services)</p>	<p>80% of Student Services staff to have completed intercultural competency training by December 2027, with a focus on staff delivering wellbeing and mental health support to students.</p> <p>Where staff vacancies arise in Student Services, demonstrable consideration given to race equality in the recruitment process.</p>
33		<p>Target early intervention measures to support RM student continuation, and improve our understanding of reasons for non continuation.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>Equality Objectives</p> </div> <div style="text-align: center;">  <p>Other Action Plan</p> </div> </div>	<p>Continuation gaps by ethnicity disproportionately impact Black students.</p> <p>The majority of recorded reasons for student withdrawal is “not known”.</p>	<p>33.3 Monitor continuation rates by ethnicity at faculty level, and collect information on reasons for leaving.</p> <p>33.3.1 Outcomes reported to REC SAT and Academic Success Board in the 2025/26 academic year.</p> <p>33.3.2 Faculty-level action items developed accordingly.</p> <p>33.3.3 Ensure RM representation in “100 Days 100 Voices” is proportional to the student body.</p> <p>33.4 Ensure student records system is updated to enable capturing a wider range of reasons for non-continuation.</p>	<p>Monitoring to be implemented in time for the 2024/25 academic year. [SLT to confirm timescale]</p>	<p>[Redacted] (PVC for Education),</p> <p>[Redacted] (Director of Student Experience & Enhancement)</p> <p>Supported by Professor Fiona Beveridge (HSS)</p> <p>[Redacted] (HLS)</p> <p>[Redacted] (S&E)</p>	<p>Improvements to data capture on reasons for withdrawal implemented by September 2025.</p> <p>Reduce the proportion of “not known” reasons for students leaving by a minimum of 25% by September 2027.</p> <p>Improved understanding of barriers to continuation for Black students</p> <p>Enhanced recommendations for interventions to support continuation, following improvements to data capture on reasons for withdrawal; recommendations implemented as part of the 2028-2033 AP.</p>
34			<p>While early intervention is widely understood across the sector to bring benefits in terms of supporting students 'at risk' of non-continuation, our ability to deploy appropriate data systematically to track student engagement is currently uneven and not well supported in our data systems.</p>	<p>34.1 Ensure that in upcoming development activity of learner analytics in future years, the gaps in success between white and RM students drive developments, with a view to improving the tools available to enable early intervention.</p>		<p>[Redacted] (PVC for Education)</p> <p>Supported by [Redacted] (Chief Digital Information Officer)</p>	<p>Reduce the UK RM ethnicity continuation gap to 1% by September 2027.</p>

				34.2 Ensure that good practice in developing and delivering interventions in some areas of the University are widely shared and understood.	Mechanism(s) for sharing good practice, implemented by September 2025.	 (PVC for Education) <i>Supported by</i> (Director of CIE),	
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CURRICULUM AND COURSE CONTENT

Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
35	8	<p>Improve academic confidence in holding and facilitating conversations around ethnicity and race in teaching settings.</p> <p>Embed race equality considerations into programme-level feedback mechanisms, to gain annual insights into student views.</p> 	<p>RM student respondents to the REC survey were less positive when reflecting on academic confidence. White student respondents had the highest agreement rates to these two questions, while Black and “other ethnic background” student respondents were most impacted.</p>	<p>35.1 Develop resources and workshops for established academic staff, to build skills in facilitating conversations on ethnicity and race in teaching spaces. These will be targeted to staff undertaking programme revalidation processes in the first instance.</p>	Beginning January 2024	<p>(Director of CIE), [redacted] [redacted] (Director of the Academy)</p>	<p>Identification of areas for additional support in academic confidence, via annual programme-level surveys.</p> <p>Minimum 50% positive response to questions surrounding course content and academic confidence in the next REC survey, across all student RM ethnic groups.</p>
				<p>35.2 Embed race equality into the new annual programme-level survey framework, through alignment with a relevant REC survey question and by exploring options for analysis of responses by ethnic group.</p>		<p>[redacted] (PVC for Education), [redacted] [redacted] (Director of Education, Quality & Enhancement)</p>	
36		<p>Ensure a consistent standard of inclusivity, including race equality, across all taught programmes.</p> 	<p>There is a clear need to secure a consistent standard of inclusion in curricula, across the institution.</p> <p>A number of schools and departments have launched projects and initiatives to improve race equality in course content, with one academic faculty (HLS) having implemented EDI assessment requirements as of 2023.</p>	<p>36.1 Implement a requirement to undertake EDI assessments of course content and assessment methods, as a condition of (re)validation across all programmes.</p> <p>36.2 Monitor uptake and usage of the Inclusive Curriculum Tool.</p> <p>36.3 Review questions in the Inclusive Curriculum Tool, to ensure there is a specific reference to consideration of race equality when assessing:</p> <ul style="list-style-type: none"> i) Sense of belonging ii) Ethnic diversity authors, references, and academic theories. 	<p>Requirement implemented by November 2024</p> <p>Monitoring from January 2024</p> <p>Questions reviewed and updated by March 2024</p>	<p>[redacted]</p> <p>Supported by [redacted] (Director of Education, Quality & Enhancement), [redacted] (Director of CIE)</p>	<p>Consistent standard of inclusivity, including race equality, implemented across new and re-validated taught programmes between November 2024 and November 2027.</p>

REPORTING RACIAL DISCRIMINATION- STUDENTS

Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
37	4c	<p>Increase student confidence in the mechanisms for reporting racial discrimination.</p> 	<p>REC student survey comments and focus group outcomes highlighted that there is no consistency across the institution with understanding what constitutes racism; particularly covert forms such as microaggressions and differential behaviours.</p>	<p>37.1 Enhance guidance and support for disciplinary panels around racism and racially motivated harassment, to ensure a consistent understanding across the institution of what behaviours are and are not acceptable or permitted.</p> <p>37.2 Monitor EDI induction module completion and explore methods to maximise student engagement with EDI induction material.</p> <p>37.3 Review existing induction modules at faculty level to identify scope of EDI induction materials, and identify target areas accordingly.</p>	Ongoing, with updated guidance for panels implemented by June 2024.	<p>(Director of Student Administration and Support)</p> <p>Supported by (Race Equality Officer)</p>	<p>50% (or higher) of student respondents across all ethnic groups, indicating confidence that appropriate action will be taken upon reporting racial discrimination, in the next REC survey.</p> <p>Increase in student reports received concerning racial discrimination.</p>
38	4c	<p>Improve the accessibility and transparency of reporting processes, including:</p> <ul style="list-style-type: none"> Report & Support Formal complaints Grievance and Disciplinary procedures. 	<p>Focus group outcomes indicated low student confidence in reporting processes</p>	<p>38.1 Develop and publicise a flowchart resource which breaks down and outlines the steps involved in students engaging with reporting processes.</p>	Launched by March 2024	<p>(Head of Student Services) and (Director of Membership Services, Liverpool Guild of Students)</p> <p>Supported by (Race Equality Officer)</p>	<p>Resource published by March 2024.</p>
39	4c	<p>Improve awareness of reporting mechanisms for racial discrimination, harassment, and hate crimes.</p> 	<p>The REC survey and focus groups highlighted low awareness rates of reporting systems across all ethnic groups, with positive survey response rates ranging from 24-35%.</p>	<p>39.1 Establish and implement a student communications plan that highlights Report & Support throughout the year.</p>	October 2023 onwards	<p>(Director of Comms and Public Affairs)</p> <p>Supported by (Internal Comms Manager)</p>	<p><i>As a baseline data set is not yet available for R&S, targets will initially focus on increasing the number of reports where demographic data is included, and the number of reports overall. Following the analysis of 22/23 reports, a baseline will be established and targets set surrounding specific ethnic groups where appropriate.</i></p>

			<p>Particularly low awareness of reporting mechanisms amongst international RM students were noted in focus groups.</p>	<p>39.2 Undertake targeted communications to all new and existing international students (including RM), at 2-3 points throughout the academic year.</p> <p>39.3 Review frequency based on annual R&S data on reports received from international students.</p>		<p>(Director of Student Experience) - <i>Supported by the International Advice and Guidance team.</i></p>	<ul style="list-style-type: none"> • Annual increases in the number of reports received through the tool. • An increase in the number of reports from students from Black, Asian, and Chinese backgrounds. • An increase in the number of reports from RM international students. • 60% (or higher) of student respondents in all ethnic groups to agree that they know how to report racial discrimination, in the next REC survey (2027).
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Appendix 1: Beacon department AP- Libraries, Museums, and Galleries (LMG)

RACE EQUALITY IN LIBRARIES, MUSEUMS, AND GALLERIES							
Ref.	Section ref.	Objective	Rationale	Action(s)	Timescale	Responsibility	Success measure/outcome
	7b	<p>Encourage local RM potential applicants to consider studying at UoL, by building relationships with local community groups.</p> <p>Increase students', parents and the wider community's sense of belonging when considering Liverpool as a desirable place to study.</p>	<p>Survey data shows that ethnic/racial diversity of the University is an important consideration for them when applying to the University. This impacts all groups whether UK or non-UK students. The focus group highlights the importance of creating a sense of belonging for these students in order to encourage them to apply to Liverpool. University data shows that we need to increase the recruitment of RM students and especially Black students since they are significantly underrepresented.</p>	<p>Through the Legacies of Slavery project, LMG in collaboration with CSIS actively involve local community groups in projects which showcase the often invisible contributions of people from RM backgrounds to society.</p>	June 2022 – July 2024	Libraries Museums and Galleries (LMG)	<p>External partnerships are developed and utilised and external event is organised with Mary Booth (CSIS) and Liverpool Black History Group (LBHG). Event reviewed and learning used for delivering future events.</p> <p>Use collections to support relevant academic departments' access and participation plan work.</p> <p>Continue to develop informal learning resources for families and adults and have a set of resources to use and reuse.</p>
	7c	<p>LMG will seek to understand what interventions would be helpful to support student progression and awarding.</p>	<p>Survey responses have indicated that students from some ethnic backgrounds, are less likely to know where to go to get additional academic support if and when they need it.</p> <p>Responses also indicate that students from some ethnic groups do not currently feel they are meeting their own academic awarding aspirations.</p>	<p>Conduct user experience research with RM students to identify what interventions might be implemented by LMG to support student success. Outcomes of the REC survey, focus group findings and any other relevant information should be used to guide the work.</p>	To be considered	Libraries, Museums and Galleries (LMG)	<p>Final report which articulates findings of the research and makes recommendations for LMG in terms of teaching, space, services, staff.</p> <p>Report presented to Executive Team and Senior leadership Network for approval and action plan implementation across LMG.</p> <p>Project schedule developed for recommendations with project owners and project timeline assigned.</p>
	7c	<p>RM students have reported not feeling a sense of belonging, through the REC survey and resultant focus groups.</p>	<p>Survey data findings indicate that the ethnic/racial diversity of the University impacts significantly on the desire of racially minoritised students to stay. From the data this impacts all students at all levels and whether UK or Non-UK. It is likely that this is impacting course progression of these students.</p>	<p>Develop and design tailored Open days, library tours, school visits and services to ensure that RM students feel as though they belong.</p>	June 2023 – June 2024	Libraries, Museums and Galleries (LMG)	<p>Generate positive feedback from RM students on our services, spaces, tours and displays to demonstrate that Library meets their needs, they feel represented.</p> <p>Increased attendance at tours from RM students.</p>
	7c	<p>Build connections between RM students, and enhance the cultural competency of the University community.</p> <p>Provide opportunities for international students, multi-heritage students and students</p>	<p>Survey data indicates that the ethnic racial diversity of the University impacts on the desire to stay of both UK and non-EU RM students.</p>	<p>Develop a programme – “Window on the World” - to enable international students to share their cultural capital with each other and the rest of the University community.</p>	June 2023 – June 2024	Libraries, Museums and Galleries (LMG)	<p>International students will have a collaborative space to share their cultural experiences and learnings with others and impart their knowledge. Students and staff will be in a position to understand different cultures and countries.</p>

		spending time abroad to bring their whole, authentic self to campus.					
	7c	Improve LMG staff understanding of RM students' experiences and perspectives, to shape service design and delivery.	RM students have expressed via the survey, that the racial and ethnic diversity of the University impacts on their desire to stay.	Deliver workshops to LMG staff to improve awareness of RM students' experiences at UoL, and apply this learning to the design and delivery of LMG services by creating a racial inclusivity checklist.	July 2024 – July 2025	Libraries, Museums and Galleries (LMG)	Checklist compiled, completed, and agreed at Senior Leadership Network Checklist used and monitored across LMG – records maintained to review success Success of services reviewed through this lens
	7c		RM students report how a lack of ethnic diversity in the University staff body impacts on their sense of belonging.	LMG will deliver awareness training for LMG staff about the under-representation of RM staff in HE and in the library sector, and identify actions and best practice.	May 2023 – July 2025	Libraries, Museums and Galleries (LMG)	90% of LMG to complete REC training Create LMG plans to follow-up opportunities to address under-representation of RM staff as part of LMG planning activities. Review plans and adjust accordingly.
	7c	Improve the ethnic diversity of the LMG staff population.	The ethnic racial diversity of the University and the low numbers of RM staff impacts on RM students sense of belonging and desire to stay.	LMG will implement policies to support the recruitment, retention and progression of LMG staff from RM backgrounds.	July 2023 – July 2025	Libraries, Museums and Galleries (LMG)	Create departmental policies in line with central University recruitment guidance. Implement policies, where possible, according to central University guidance. Diversify the LMG team using measures developed.
	8a	Develop knowledge and confidence in Learning Development and Liaison Librarian (LDLL) staff in discussing and supporting efforts to decolonise the curriculum.	RM student survey responses indicate that they do not feel that their curriculum content reflects the opinions of a wide variety of people and that lecturers and tutors are not confident or competent in facilitating discussions around ethnicity and race.	Building on the first Exploring Decolonisation workshop series, we will deliver a second workshop series targeted to LDLL staff. This will inform teaching via: <ul style="list-style-type: none"> • KnowHow • Embedded teaching on modules and student selected courses • LDLL staff supporting academics to decolonise their curriculum as part of their teaching and relationship management role. 	May 2023 – June 2024	Libraries Museums and Galleries (LMG)	Increased confidence in LDAL team measured by pre-session and post session feedback Evidence that LL's have identified EDI/decolonisation champions in their area Evidence that 90% of team have completed the programme Creation of Exploring Decolonisation programme of events/workshops including lesson plans etc that can be packaged as a reusable scheme of work open and available to share with peers. Create a toolkit which will allow academics to utilise model for building confidence and knowledge or build upon the model. Share model with CIE and at teaching and learning events for academics e.g. UoL Teaching and Learning conference.
	8a	Ensure that the VGM and SCA are actively identifying the full provenance of collections and reviewing the language used to describe and label items in LMG collections.		Museums and Galleries (M&G) and SCA will review collections to ensure that diverse collections are appropriately discoverable to students for teaching, academic work and research.	September 2021 – End 2024	Libraries Museums and Galleries (LMG)	Offensive term list created and process for use in place SCA Collections Development policy reviewed and amended Increased proportion of new acquisitions from marginalised/minority groups Hebrew material digitised and available

