EQUALITY, DIVERSITY AND INCLUSION PRIORITIES AND AN ACTION PLAN FOR 2020-2024

LIVERPOOL
JOHN MOORES
UNIVERSITY

Liverpool John Moores University

Equality, Diversity and Inclusion Priorities and an Action Plan for 2020-2024

1. **Introduction**

According to the Public Sector Equality Duty, public authorities must

- prepare and publish one or more objectives to promote and improve their EDI work and increase their ability to meet the Equality Duty
- ensure that those objectives are specific and measurable
- publish those objectives in such a manner that they are accessible to the public
- review and refresh the objectives every 4 years.

Linked to the EDI agenda is the University's Access and Participation Plan (APP) which aims to increase opportunities and outcomes for students from under-represented and disadvantaged groups. The APP 2020-2024 has been submitted to the Office for Students and is being implemented by the Academic Registry and the Teaching and Learning Academy which reports progress against the APP targets to the EDI committee.

The EDI objectives discussed in this review document concern staff.

2. **Looking Forward – setting EDI Priorities for 2020-24**

   The legislative requirement is that LJMU must reviewing the University EDI Priorities set for 2016-2020 and formulate new ones for the next 4 years identifying actions to help achieve the objectives. Set below the Priorities and action plan for 2020 – 2024.

   An agreed set of SMART EDI Priorities for the period 2020-24

   - A rationale for each agreed objective
   - Clear delegation and accountability for each objective
   - Measurable outcomes for each objective including, where possible, numeric targets

- A list of specific actions that will assist in achieving the objective. (Actions can be revised and updated over the life of the plan.)

As equality monitoring is essential to EDI work for measuring progress, spotting trends, identifying gaps and setting priorities, we will continue to analyse EDI data in relation to the objectives set to promote inclusivity.

		Equality, Diversity and Inclusion Priorities and Action Plan 2020 – 2024			
		The overall responsibility for the delivery of these priorities and action plan rests with University Executive Leadership Team, the Board of Governors and the Equality & Diversity Committee			
		This Action Plan will be reviewed at every meeting of the Equality & Diversity Committee together with the University Strategic Framework. Reports on progress will be published every year in compliance with UK Equality legislative requirement.			
No.	Objective	Rationale	Leadership and accountability	Suggested actions	Measurable outcomes
E01	**To increase the ethnic diversity of staff and support their career progression** **10% LJMU Staff are BAME**	An ethnically diverse staff body will greatly assist the university to achieve its strategic aims. It will also assist the university to attract and inspire students from different cultures, countries and backgrounds, adding diverse richness to the student and staff population and promoting fair access.	Executive Director of HR EDI Committee HR Recruitment Team The REC Working Group EDI Team	1. Champion the need for a diverse workforce at the most senior levels 2. Work with the Race Equality Charter Working Group to drive this agenda 3. Draw up a 4 year project plan to drive activity, including community partnerships through work placements, and in-community recruitment events, apprenticeships, targeted advertising campaigns, etc. 4. Ensure that a positive action approach is taken where interventions are specifically focused on BAME staff, BAME applicants and BAME communities 5. Promote diversity by varying (rather than standardising) person specs 6. Use positive action statements and Textio software to attract BAME applicants 7. Ask recruitment agencies and head hunters to assist in producing ethnically diverse shortlists	- 12% of staff will be BAME by July 2024 - There will be no noticeable difference in the proportionate success rates of white and BAME applicants for staff vacancies by July 2023 - An increased % of staff will have attended both UB and Intercultural competence training by 2024 - The University will have been awarded a REC Bronze award by 2022 - 10 BAME mentees will have participated in the

				8. Use staff's own networks to approach suitable BAME candidates and invite them to apply for vacancies 9. Monitor recruitment campaigns closely to identify and highlight any bias against BAME staff 10. Continue cultural awareness and UB training, especially for those involved in recruitment. Revisit, review and refresh this training if necessary 11. Ensure that all recruitment panels are reminded of key UB messages at the start of their meetings 12. Consult BAME staff about their experiences of working at LJMU and to seek their suggestions about increasing diversity 13. Collect leavers data by protected characteristics 14. Interview all BAME leavers and submit reports on reasons for leaving for positive purpose if required, i.e aspects of organisational culture that are encouraging BAME staff to leave (see EO7) 15. Consult staff and students about incidents of racial harassment on campus, and how to address these (see EO7) 16. Ensure that the university has a transparent, robust and impartial mechanism for the reporting and investigation of complaints of racial discrimination and harassment (see EO5) 17. Continue and expand the reverse mentoring programme connecting senior staff with BAME 'mentors' to help	reverse mentoring programme by 2022 • To specifically increase the representation of BAME Staff in Professional Services by by 2023 • To specifically increase the number and percentage of BAME Staff applying for internally promotion by 2022

				leaders identify, understand and address BAME-related organisational barriers and challenges 18. Audit the inclusivity of the campus environment, by mapping visible images on walls, room and building names, origin of any artefacts on display etc. If the audit outcomes point to a lack of diversity in the environment consider a project to address this through portraits, exhibitions, etc. (see EO6) 19. International Welcome signs / videos for LJMU website and social media platforms 20. Career Development programmes for BAME Staff	
E02	**To increase the Proportion of Women conferred with Professorship, Readership and in senior management roles and thereby reducing the gender pay gap** **2020 data revealed:** **19% Women Profs at LJMU** **34% Female Readers**	There is the need to make progress towards gender parity at senior levels, indeed the most recent figures show the proportion of women professors falling below 19%[1] This is well below national benchmarks[2].	Executive Director of HR; Chair of Athena SWAN Working Group; Chair of EDI Committee	1. Champion this objective at the most senior levels 2. Ensure that interventions are targeted at women (not open to all) - such as 1-1 CV reviews and coaching on presenting promotion cases 3. Review the Institution's Athena SWAN Action Plan to ensure actions are addressed. 4. Review support for women returning from parental leave. For academic women, ensure this includes teaching sabbaticals to assist reintegration and re-establishment of research activity 5. Ensure that leadership training and writing retreats are available for and taken up by women	Net increase of 10 female professors between 2020 and 2024 (this equates to 3 a year) 5 female readers conferred annually To specifically increase the number and percentage of women in senior roles by 2024 80% of jobs accessed using Textio or the Gender Decoder software 2021

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[1] 2020 figures show 112 Profs with 21 females and 97 Readers with 33 females
[2] HESA data 2018-10 show 24.6% of professors are female

				6. Commit to ensuring that shortlists for senior vacancies are as gender balanced as possible 7. Ensure that any external recruitment campaigns for senior staff embrace positive action best practice to help produce a gender inclusive shortlist 8. Use Textio and other gender decoder software to ensure that job descriptions and person specifications use inclusive and gender neutral language 9. Ensure suitability for promotion is addressed at appraisal 10. Encouragement programmes 11. Revisit, review and refresh UB training for appointment and promotion committees 12. Prepare and use a short UB briefing statement - to be read out as a reminder of best practice at the start of every appointment and promotion committee 13. Ensure that the university has a transparent, robust and impartial mechanism for the reporting and investigation of complaints of gender discrimination and sexual harassment – (see EO5) 14. Review the informal mentoring programme for women after its first year and relaunch the programme with a new structure	The review of the informal mentoring programme will be submitted to the EDI committee by November 2020 A decrease in gender pay gap

E03	**To ensure appropriate support is available to staff members with mental health conditions**	Data on staff absence suggest that about 20% of staff absences in the last 3 academic year relate to mental health issues	Executive HR Director; EDI Committee; Business Partners; Head of Business Services;	1. Review the data currently available on mental health absences, including benchmarking data, to gauge and scale and nature of the problem 2. Review the effectiveness and take-up of mental health and wellbeing provisions currently provided 3. Review the effectiveness and take-up of training provided for line managers on supporting staff with mental issues.	• EDI Committee and ELT have a clear understanding of the mental health landscape by 2022 • Plan for strengthening support for staff experiencing mental issues is developed by 2022 • To reduce the duration of absence due to mental health by 15% • To specifically increase the number and percentage of managers that will have attended training by 2022

| E04 | **Having a culture where staff and students feel safe to report acts of harassment, discrimination, hate or violence and are confident to seek support.**

To celebrate and promote cultural diversity through images and art | The PSED requires public bodies to take steps to eliminate discrimination, harassment and victimisation. A central online system encourages reporting of such incidents and enables victims to quickly seek support. It provides transparency of procedure, good institutional reputation and builds staff confidence in fair treatment. Excellent examples exist – See the University of Manchester platform.

The physical work environment is one aspect of organisational culture, and images on walls tend to convey who/what is important to the organisation. An inclusive environment displays images that interest, welcome and reflect a wide range of stakeholders and helps them to feel they belong. | Chair of Tackling Racial Harassment Working Group; Executive HR Director; EDI Committee; ELT; HR Business Partners;

Student Governance Team;

Director, Student Advice and Wellbeing

Estate Management Corporate Communication EDI Team | 1. EHRC Project on Investigating and address racial harassment on campus
2. Review best practice examples in other HEIs
3. Commission and launch the site
4. Consult staff and students about their experiences of racial harassment
5. Consider a report of findings from these consultation exercises and draw up objectives, actions, and measureable outcomes to add to this plan
6. To track outcomes and learning from the UUK Tackling Sexual Harassment Project and the University Respect always initiative and translate learning for the benefit of staff
7. Audit the university environment to gauge the current diversity of images, art, etc
8. For areas lacking diverse images, commission work to address this
9. Consider involving students and staff from diverse communities in this project and a student completion with prize | • Proposal ready for consideration by 2021

• The platform will have had users by Dec 2022

• Central reporting system piloted in 2022 and launched by 2022

• Data from the platform will be routinely reported to the EDI committee by 2022

• Consultation complete by 2021

• Findings and action plan reported to the EDI committee and ELT by 2021 for positive action

• 30 Diverse images will be created and hung for Positive impact
Specific measure within the staff survey |

3. **Conclusions and learning from 2016-2020: Some suggestions**
   - EDI monitoring relies on reliable and effective data. Work to increase the disclosure of protected characteristics across the institution will be continual. Specific measures to be put in place to reduce the 'unknowns' will be considered as part of 2020-2024 Objectives.
   - To increase the proportion of women at professorship and readership level and fully engage with Athena SWAN and the Race Equality Charter as a catalyst for change.
   - The EDI committee and the Employment Committee of the Board of Governors to continue assess the extent to which EDI objectives have been achieved.