

# Equality, Diversity, and Inclusion

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# EDI at University of Liverpool at a glance

- Engagement at different levels of administration
  - University → Faculties → Schools → Departments
- Membership and accreditation from governmental and NGO organisations/charters
- Reporting bullying and harassment
  - Report + Support:  
<https://reportandsupport.liverpool.ac.uk/>

# University level

## Diversity and Equality at Liverpool

The University of Liverpool is committed to providing an environment which recognises, values, respects and celebrates people's differences and strengths. Equality, Diversity and Inclusion (EDI) are at the heart of all we do. Working together, as a community, we will create an even more inclusive culture, which aims to maximise the potential of our staff and students.

- Website: <https://www.liverpool.ac.uk/hr/diversityandequality/>
- Intranet: <https://www.liverpool.ac.uk/intranet/hr/diversity-equality/>
- The university is a member of
  - [Disability Confident](#) (Governmental)
  - [Stonewall Diversity Champions](#) (LGBTQ+)
  - [Bambis Mayoral Breastfeeding Charter](#)
  - [Athena SWAN](#) (gender equality) – SILVER AWARD
  - [Race Equality Charter](#) – BRONZE AWARD
- Support for staff: <https://www.liverpool.ac.uk/hr/diversityandequality/supportforstaff/>
- Liverpool Women in Sciences and Engineering (LivWiSE) Society:  
<https://www.liverpool.ac.uk/science-and-engineering/liverpool-women-in-science-and-engineering/>

# University level

## The University of Liverpool - Equality Objectives Action Plan (2022 – 2028)

### **Purpose, Aim & Rationale:**

The purpose and aim of the Equality Objectives Action Plan (2022 – 2028) is to make significant and sustained progress in four specific equality, diversity & inclusion (EDI) related areas over the next five academic years, in order to enhance and positively impact the experience of our staff and students, creating a more inclusive culture and environment for all. The rationale behind the selection of the four equality objectives is a combination of equality data trends and feedback from staff and students, related to their overall University experience over recent years. Rationales for each sub-objective have also been provided.

### **Key Themes:**

- Creating a sense of belonging
- Representation/diversity of our workforce & student body
- Achieving full potential - Identifying what is needed to ensure our staff & students can achieve their full potential

### **Equality Objectives & Sub-objectives:**

- 1. Increase diversity & representation within our staff & student population**
  - 1a) Increase diversity & representation within student (UG, PGR & PGT) population
  - 1b) Increase diversity & representation within our staff population
  - 1c) Reducing pay gaps and maintaining parity of pay between different groups
- 2. Make significant improvements to enhance staff & student experiences, with a particular focus on those who identify as People of Colour & or living with a Disability**
  - 2a) Make significant improvements to enhance UG student experiences, with a particular focus on those who identify as People of Colour and or Disabled
  - 2b) Make significant improvements to enhance PGT/PGR student experiences, with a particular focus on those who identify as disabled, and the disparities between different ethnicity groups
  - 2c) Make significant improvements to enhance staff experiences, with a particular focus on those who identify as People of Colour and or Disabled
- 3. Promote a culture where bullying and harassment is not tolerated (with a particular focus on sexual harassment, racism and sexism)**
  - 3a) Increase staff & student awareness of the University's: Bullying & Harassment Policy, Report & Support portal and related avenues of support
  - 3b) Make significant & sustained impact to address the number of students experiencing / witnessing Bullying & Harassment, with a focus on sexual harassment related incidents
  - 3c) Make significant & sustained impact to address the number of staff experiencing / witnessing Bullying & Harassment, with a focus on racism and sexism related incidents
- 4. Reduce the awarding gap between Black, Asian & Minority Ethnic BAME/PoC and White students (with a particular focus on Black student outcomes)**

# University level

## **Bullying and harassment**

The University of Liverpool is committed to providing a positive, professional and safe environment in which work is carried out against a background of respect for the experiences, abilities and skills of all individuals.

- Website: <https://www.liverpool.ac.uk/hr/diversityandequality/bullying/>
- “All members of the University community have a responsibility to help create and maintain an environment free from bullying and harassment.” - POLICY
- If you are a victim or witness bullying or harassment, report it using the Report + support system
  - <https://reportandsupport.liverpool.ac.uk/>
  - Can be done anonymously or with contact details
  - Procedures differ between the two

# School level

## Equality, Diversity and Inclusion group

The School of Physical Sciences endeavours to be an inclusive and supportive environment where everyone can flourish, excel, and realise their full potential. We will achieve this by developing strategy to tackle issues of equality, diversity and inclusion and by upholding our responsibilities under equality and diversity legislation, the principles of the Race Equality Charter, JUNO, and the Athena SWAN Charter.

- Website: <https://www.liverpool.ac.uk/physical-sciences/equality-and-diversity-group/>
- Canvas page: <https://canvas.liverpool.ac.uk/courses/44519>
- Staff Equality networks/societies: <https://www.liverpool.ac.uk/physical-sciences/equality-and-diversity-group/network-links-and-information/>
- The School has also been awarded the SILVER Athena SWAN Award

# School level

- SoPS EDI Committee
  - Membership is open to all staff members of the School
  - Terms:
    - To develop an inclusive and supportive environment across the School in which every member of staff and every student can realise their full potential
    - To develop strategy in relation to issues of equality and diversity in the School
    - To be aware of responsibilities under equality and diversity legislation
    - To uphold the principles of the Race Equality Charter by advancing race equality and developing an active anti-racist stance
    - To implement the School's Athena SWAN action plan and help to prepare an [Athena SWAN](#) application.

# Department level

## Equality, Diversity and Inclusion

In the Department of Physics, we take the promotion of diversity and the assurance of equality very seriously. We are committed to providing an inclusive environment that creates equal opportunities for all, and in which everyone is treated fairly.

- EDI Champions groups for each Department
- Focus on Physics, since that's the one I am a member of
- The EDI champions is a group in the department that develop and implement policies for equality, diversity and inclusion
  - We aim to improve matters for all members of the department
- The group welcomes members from all sections of the department
- The current EDI directors in physics are:

EDI Director: Prof Neil McCauley



EDI Deputy Director: Prof Brianna Heazlewood



# Department level

- Statement of Core Values (Physics)
- **Inclusivity & Equality:** Actively promote a culture that is welcoming and friendly to all. Discriminatory behaviour will not be tolerated.
- **Diversity:** Value the benefits of diversity. Recognise that different perspectives and backgrounds are an asset, fostering innovation and creativity.
- **Mutual Respect:** Always behave courteously and respectfully towards each other. Listen to others' opinions with an open mind and respect their views when they differ from your own.
- **Support & Wellbeing:** Support all members of the department; do not tolerate bullying or harassment in any form. Promote a safe working environment; do not endanger yourself or others. Consider the work-life balance of others.
- **Collegiality:** Collaborate and work together where appropriate. Do not undermine colleagues' work, publicly or privately. Ensure that any feedback is constructive, and help your peers to succeed.
- **Integrity:** Be honest and transparent in interactions; be accountable for decisions that you make. Ensure that others are credited for their contributions.
- **Confidentiality:** Respect confidentiality in discussions, whether they take place in private meetings or within committees.

# Department level

- Disability Support
- Do you have a long-term health issue or disability that may potentially affect your studies?
  - Such as a physical/mental illness or a specific-learning disability
- If so, you should make sure you have a university support plan in place
  - This will be set up in conjunction with Disability Advice and Guidance (DAG)
  - <https://www.liverpool.ac.uk/studentsupport/disabled-students/>
- The Departmental Disability Coordinator (DDC) is Prof Carl Gwilliam
  - Provides a local first port of call for all disability-related issues and queries
- If you have not yet declared your issue (or it develops during your studies) please get in touch
  - With both DAG (<https://disabilityinfoform.liverpool.ac.uk>) and Carl ([C.Gwilliam@liverpool.ac.uk](mailto:C.Gwilliam@liverpool.ac.uk))
- We can only help if we are aware of the issue!



# Department level

- IOP [Physics Inclusion Award](#)
- New initiative, replacing the previous scheme JUNO
- Applied in June 2026, awaiting results
- Focus on Actions
  - Evidence-based
  - Have a measurable outcome
  - Reviewed annually to monitor progress

# Department level

## *Action 1.7 Continue to ensure all staff and students are aware of Report & Support guidance for bullying and harassment issues*

- **Rationale:** only 49% of respondents to the staff survey indicated positive agreement with the statement “I am satisfied with how bullying and harassment are addressed in my department”. There is a significant difference between the proportion of research only staff who are aware of Report + Support tool (47% compared with 81% of academic staff) as shown in Figure 2
- **Action:** ensure the Report + Support guidance is communicated regularly to all staff, at staff meetings, in the newsletter, at staff induction, and via staff networks e.g. Early Career Researcher and PDRA groups.
- **Outcome:** higher levels of awareness of reporting procedures overall reported in future surveys, and the apparent difference in awareness between research and academic staff resolved. Increased positive response to questions about how the department handles bullying and harassment issues.

# Department level

## WOMEN AND NON-BINARY PEOPLE IN PHYSICS COFFEE AFTERNOON



2.30 pm 4<sup>th</sup> November  
Coffee Lounge, Oliver  
Lodge Building.

*Snacks and refreshments will be provided.*  
Undergraduates, Postgraduates, Postdocs,  
Staff and all others invited !

*There is no need to register but an RSVP will help  
with our planning if you have a spare minute to  
fill out the form following the QR code .*





EDI

Questions?