EQUALITY AND DIVERSITY

Annual Report 2014-15
Introduction from the Vice-Chancellor

The University’s activities and plans for equality and diversity have been progressed on a wide range of fronts during 2014-15, with ever increasing involvement of different parts of the University contributing to the identification and progressing of important issues.

I was delighted to hold a Staff Forum on Equality and Diversity in October 2014, in which valuable discussions were held on a range of subjects, for example, academic staff promotions, which have resulted in improvements to promotions criteria, making them more inclusive of teaching activity. More about the podcast of the Forum.

As we enter the final year of the Equality & Diversity Plan 2013-2016, we are already looking ahead to the next period to 2020 and to address challenges across all protected characteristics, and further embed equality and diversity activities as mainstream within University business.

The current Equality and Diversity Plan 2013-2016 will be reviewed during the year ahead, and replaced with a revised Plan to 2020. See the current Plan here.

Aims of the Equality & Diversity Plan 2013-16:
- Attract and retain a diverse student and staff population.
- Develop a culture of fairness and inclusion where diversity is valued and celebrated.
- Provide equal opportunity and eliminate discrimination.
- Ensure dignity and respect for all.
- Undertake engagement with students and staff.
- Meet the requirements of the Equality Act 2010.

Our Equality & Diversity Plans support the implementation of the University Strategy 2020, in respect of:
- Our key priorities: research, teaching and engagement.
- Our culture and values.
- Dimensions: the best staff; international University; sustainability; a great place to study and work.

More about the University Strategy 2020.

Our Equality & Diversity Plans also support the implementation of the People Strategy 2020, which aims to:
- Attract the best staff.
- Develop and support staff.
- Retain staff so they can grow and succeed.
- Provide excellence in leadership and management.
- Create a progressive, collaborative and healthy working environment.

Equality and Diversity at Lancaster

Sharon Huttly, Chair of the Equality & Diversity Committee

2014-15 has been a busy year in which significant progress has been made with our Equality and Diversity Plans. I and the whole E&D Committee are extremely encouraged by the enthusiasm and commitment shown by our staff and students from different departments and services who have been involved in progressing our Action Plans during the year.

We have identified the need to more closely connect our work on Athena SWAN with other equality and diversity activities. This is so that we can avoid duplication, and ensure that the action plans are fully compatible in how they are progressed and reported, resulting in more streamlined processes for addressing equality and diversity.

### Priority Objectives

<table>
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<th>Objective</th>
<th>Purpose to</th>
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<td>1. Communicate &amp; promote E&amp;D. Lead: E&amp;D Committee</td>
<td>Promote an inclusive culture and practice. Theme for each term. Department reps for E&amp;D, Disability &amp; Athena SWAN.</td>
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<tr>
<td>2. Equality Analysis Lead: E&amp;D Committee</td>
<td>Embed equality analysis into all policy and practice development and decisions affecting staff, students and visitors.</td>
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<td>3. Develop physical campus &amp; services. Lead: Facilities</td>
<td>Develop buildings and campus accessibility; Pre-school and childcare; sports, hospitality and other services.</td>
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<td>4. Student diversity &amp; recruitment. Lead: RAID</td>
<td>UG and PG student outreach, recruitment, admissions and monitoring of diversity.</td>
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<td>5. Develop student experience. Lead: SBS</td>
<td>Develop student support, including counselling, disability, funding, accommodation and other factors affecting student experience.</td>
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<td>7. Student careers &amp; employment. Lead: SBS</td>
<td>Develop careers services and impact, student employment service and graduate destinations.</td>
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<td>8. Staff diversity &amp; recruitment. Lead: HR &amp; OD</td>
<td>Staff recruitment and positive action to attract diversity.</td>
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Protected Characteristics defined by the Equality Act 2010
- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation
Priority objective 1:
Communicate and promote equality and diversity

What we did in 2014-15

This year saw the introduction of a new Staff Intranet for the University designed by a wide range of people.

This is seen as a significant step forward, which will help facilitate equality and diversity communications for the future, and enable us to post important information, updates and key messages to raise staff awareness of equality and diversity issues. More about the Staff Intranet.

Disability Group of Department Representatives
The Disability Group continues to flourish, and to explore ways of improving support for disabled students.
One meeting per term has again taken place, and the Disability Moodle page has been further developed to provide a range of resources and information, which help staff to provide important support for disabled students. More about Disability Moodle page.

Equality & Diversity Group of Department Representatives
The E&D Group of representatives from departments and services has also held one meeting per term during 2014-15. This is an important means of sharing information and developments on a wide range of E&D issues, and enables 2-way flow of information. More about the Equality & Diversity Group.

Diversity training for staff
♦ During the year, 283 staff completed this online training and received a certificate.
♦ Are you up to speed with the provisions of the Equality Act 2010? Do you understand the University’s and your individual equality and diversity responsibilities?
♦ If not, register for diversity training here.

Communications strapline winner!
In July 2015, University staff were invited to vote for a new equality and diversity ‘strapline’, which is to be used to create a more distinctive style for our communications. Thank you to everyone who voted via the Staff Intranet and also in face to face training sessions run with Facilities Divisional staff. EQUALITY COUNTS was the clear winner, and here is the new design:

New Student communications channels
Student Based Services Communications Manager Luke Davis has completed student experience research to help understand how we can better communicate with students, and two new channels will be introduced during 2015-16:
♦ An all-student weekly digest that uses dynamic content to ensure the right students get the right information. This will help reduce the number of emails sent out and provide concise, relevant information.
♦ A student and staff announcements system that sends relevant information via iLancaster and Student Portal news pages and the Staff Intranet.

New Themes for E&D Communications
The Equality & Diversity Committee decided to introduce a system of focussing on a particular protected characteristic as a communications theme for each term in the academic year. This is to raise awareness and to ensure detailed focus on each protected characteristic over time. We started with gender in summer of 2015.
The schedule of themes for 2015-16 are:
  Autumn: disability
  Spring: sexual orientation
  Summer: religion or belief
Priority objective 2:
Equality Analysis of policies and practices

What we did in 2014-15:

Equality Analysis is the University’s main tool to help ensure that we comply with the University’s Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment, victimisation or other conduct prohibited by the Equality Act.
- Advance equality of opportunity between people who share protected characteristics and those who do not.
- Foster good relations between those who share protected characteristics and those who do not.

Equality Analysis of policies and practices undertaken in 2014-15 has contributed significantly to the many inclusive developments detailed throughout this annual report. E.g.

- Pre-School Centre: research/consultation has been undertaken with users to identify needs, and an action plan created to improve services based on feedback.

- Equality Analysis of Shared Parental Leave resulted in a commitment by the University to enhance shared parental pay above the statutory minimum to 16 weeks on full pay. See more [here](#).

- A check-list has been developed for use in staff restructurings, which addresses additional considerations for disabled staff, and staff who are absent from work.

- Careers service improvements to the accessibility of resources and services.

- ‘Mx’ (gender neutral title) has been added to the list of titles that applicants for PG study can select when they apply to the University.

More [about Equality Analysis](#).

Equality Analysis of ISS systems

Information Systems Services (ISS) have made further progress embedding Equality Analysis into all their systems development work. In particular:

Accessibility Testing

- Additional guidance has been developed for those completing Equality Reviews of services which have a significant IT element, including an accessibility checklist.

- ISS has completed accessibility testing on several key systems, including iLancaster, Moodle, Core-HR, Agresso and the Staff Intranet, as well as testing some of the newer web templates within the CMS.

Ongoing Compliance

- Equality progress reports are presented regularly to the ISS Senior Leadership Team (bi-monthly) so that progress can be tracked.

- New IT projects and significant service developments complete an Equality Review as part of their service design package and assess their service for accessibility issues using the accessibility checklist during development/before launch. Additional advice (such as the suggestion to install accessibility packs by default) has been issued to developers and project managers within ISS.

New Services/Developments

- Assistive software (Texthelp Read & Write Gold and Mindjet mind-mapping) has been deployed to campus PCs via Application Jukebox. Training for members of staff and students has been developed, with the Mindjet workshops proving to be particularly popular.

- Accessibility/equality issues with the current printing service have been built into the requirements for the new Campus Printing project.
Priority objective 3: Develop physical campus and services

What we did in 2014-15:

Parent and child facilities on campus

Did you know that there are currently 4 parent and child rooms available for use in the following locations: Whewell building A14; Great Hall A38b; Chaplaincy A16a; Sports Centre A61.

During 2014-15 a review was undertaken, which has resulted in proposals to add a further 10 new locations at: Fylde Bar A20a; Grizedale A08; Furness A030; Bowland Main Bar A007; County Bar A059; InfoLab B016; County South A059; the laundry room near Pizzetta LG19; Management School entrance A016b; new retail unit (was Nat West Bank); Barker House Farm A09; Lonsdale House A04.

Once the new locations are completed, they will appear on the campus map of accessible routes.

More about campus maps.

Pre-School Centre developments

The University’s Pre-School Centre provided convenient, quality childcare on campus for more than 220 children during 2014-15. The users of the service were mainly University staff and postgraduate students with children in the age range 3 months to 4 years.

In the second half of the year, decisions were taken, which have resulted in the following service improvements:

♦ childcare can now be provided until 6pm every evening.

♦ cost of a hot meal can be added onto the session price.

♦ children aged 3-4 years are accessing the allotment on campus on a weekly basis, supported by Green Lancaster (see the photos below).

♦ Learning journals documenting children’s development are emailed directly to parents each term.

♦ Reception /office area has been re-designed to improve customer interaction.

More about the Pre-School Centre.

Catering for kids is high on the menu

The University’s hospitality function has made improvements during the year in the provision for children in its cafes and restaurants.

Food Operations and Retail have renewed baby chairs and also introduced new menus and pricing for children in Refuel (County College); The Deli (Alexandra Square); Barker House Farm. See more here.
Priority objective 3: Develop physical campus and services

What we did in 2014-15:

Disabled GO is a web based facility that provides information about access to our campus buildings. Disabled GO has access and language options available that you can set to meet your needs, including alternative fonts, sizes, colours, rulers, magnify text and recite text.

More about Disabled Go.

Sports Centre supports diversity

The Sports Centre has long had a policy of extending the period of membership if someone is ill or injured. During 2014-15, following a number of requests for time lost during Ramadan, periods of religious fasting have been added to the list of valid reasons to extend.

A Barnardos funded multi-sport programme is now being run every Sunday afternoon for under 16 year-olds. These are promoted via Barnados leaflets, forums and Facebook groups.

One of the Sports Centre climbing instructors and 2 receptionists are completing British Sign Language (BSL) courses. They are doing this to improve communications and provide better services to people who are Deaf.

In August, the Sports Centre hosted a Lesbian Gay Bisexual Trans (LGBT) swimming gala on behalf of Northern Wave.

The Sports Centre has made specific arrangements to support two members of the public with Huntingdon’s disease and epilepsy to enable them to swim. This includes clearing one of the lanes in the swimming pool and an additional lifeguard.

Library refurbishment responds to diverse needs

The University is currently undertaking a major project to remodel the Library and the construction phase is due to complete early 2016. A comprehensive consultation process involving multiple staff and student stakeholders across Faculties, Colleges, Professional Services and the Library has been carried out. The consultation covered diverse issues such as user requirements and behaviours (including learning styles), furniture, digital technology, teaching space, access for all and maintenance strategies.

During the construction phase, every effort to minimise disruption to Library users and staff has been made. Continuous access to all Library resources has been maintained and noise levels have been managed to a minimum. Alternative study spaces have been made available in the Study Zone and Bowland North in order to provide quiet space away from the construction zone.

More about the Library.
Priority objective 4: 
Student diversity and recruitment

What we did in 2014-15:

Outreach activities
An extensive programme of outreach and widening participation activities have taken place during 2014-15, which were designed to raise aspirations, increase awareness, dispel myths and address students barriers to higher education. While this activity was for the most part delivered by the UK Student Recruitment & Outreach (UKSRO) office and Lancaster University Students’ Union (LUSU), an increasing number of projects were also delivered within faculties and departments. This work focused on students who met one or more of the following criteria:
- Students whose parents did not go to university straight from school/college.
- Students who have a disability which they feel might limit their options for University.
- Students who are cared for by someone other than their parents or are a care leaver.
- Students who are entitled to ‘free school meals’ (FSM) at their school or college; or a school or college with a high proportion of students entitled to FSM.
- Students entitled to receive the 16-19 Bursary (was EMA).
- Students who are a young carer or parent.
- Students from a low socio-economic group (NS-SEC 4-7) or index of multiple deprivation (IMD).
- Mature Students.
- Schools or colleges with a high proportion of students entitled to Pupil Premium.

The activities undertaken included residential, day visits, mentoring opportunities, academic tasters, and in-school workshops/talks.

Outreach evaluation
This year, the Widening Participation Coordinating Group has commissioned the Research, Equity and Participation (REAP) unit within Educational Research to lead on a collaborative approach to the evaluation of outreach and widening participation activities at Lancaster.

To support equality and diversity monitoring, a standardised format will be used by all departments and faculties. As part of the REAP evaluation, equality and diversity data will be analysed to ensure a full picture of engagement with the University from different groups and cohorts.

For further information, email Leanne Bates or Ann-Marie Houghton.

Student intake in year
The University recently became a member of the Higher Education Access Tracker (HEAT). This data system will be open to all members of the University and will provide a way of tracking all students engaged with the University during an outreach activity. We are also hopeful that HEAT will provide a way to ensure the better collection of data for areas such as gender, ethnicity and disability. In terms of widening participation, the University has performed strongly against benchmarks and competitors:
- 90.1% of Lancaster students are from a state school (HEFCE benchmark of 83.8%).
- 25.2% of Lancaster students are from NS-SEC classes 4-7 (HEFCE benchmark 26.1%).
- 9.8% of Lancaster students are from low participation neighbourhoods (HEFCE benchmark 7.9%).

This performance is against a background of sustained increase in the proportion of Lancaster’s students who have high entry grades. National data on the patterns of recruitment at other institutions suggests that this would normally have resulted in a significant fall in the proportion of students recruited from the target widening participation groups.
Priority objective 5:
Develop student experience

What we did in 2014-15:

International Student Services
During the year, further analysis of the international student experience at Lancaster has been conducted by two project interns. They have reviewed the University’s provision for incoming international students, evaluated best practice across HE in the UK and the US, considered the recommendations made through the ‘Globalising the Student Experience’ report and reviewed the ISB data.

Two of the recommendations made by the interns have been developed (see the model right). Proposals are in place to pilot the Buddy Network and to expand the Graduate College English Café which will become the ‘9 Colleges’ Café’. The proposals address particular needs identified by the international student population around integration, specifically opportunities for making friends with UK students. These collaborative projects, which see SBS and the Colleges working together to enhance the international student experience, are to be piloted from October 2015.

Counselling Service
The identified need to encourage male students and international students to engage with the Counselling Service is being actioned on a number of levels. The service has been working with a postgraduate student who is a Chinese national to undertake further research to identify how to reach out to and engage international students. The new College Welfare Officers, being recruited in summer 2015, will be tasked with developing projects to engage male students with the service.

A new group programme was introduced by the service in autumn 2014 and is now being delivered twice termly in two hour sessions. The sessions are based on cognitive behavioural therapy (CBT), a model of therapy that has been proven by research to be effective in helping improve levels of anxiety and depression. The programme enables the service to deliver targeted therapy in a more timely and inclusive way.

The Counselling Service has also introduced early engagement with potential clients, proactively contacting students who had declared a mental health need to the Disability Service at registration. This initiative enabled the provision of facilitated support at a very early stage for those students who accessed the service.

Smart Start Programme
Student Wellbeing Services have developed a new initiative; Smart Start is a pre-entry residential programme for incoming students who are on the autism spectrum.

The programme is designed to help these students, who as research suggests, find the transition to HE particularly challenging, make a successful transition to living and studying independently at University. The programme aims to improve their student experience and increase retention.

Students on the Smart Start programme will have the opportunity to: become familiar with the campus environment; experience a two-night stay in student accommodation; learn about relevant support services and discuss all aspects of living and studying at Lancaster University.

University Mental Health & Wellbeing Day
This annual event was held on Wednesday 18th February 2015. A collaborative event involving Student Based Services, the Students’ Union and the Colleges, the event provided everyone at Lancaster University with the opportunity to get involved in a range of activities and receive expert advice. Events included an art therapy session hosted by County College; tea, cake and a chat at Graduate College and a confidence boosting workshop hosted by the Sports Centre.
Priority objective 5:
Develop student experience

What we did in 2014-15:

The Colleges – Celebrating Cultural Traditions
Throughout the year the Colleges have been working hard to support the integration agenda and to develop the student experience.
Grizedale College hosted globally themed nights, which have been open to all students from the College. The events provided students from all nationalities with the opportunity to learn new skills and learn about the culture of the particular country hosting the event. Events based around Japan and Spain were particularly well received.

Fylde College has sponsored a number of national food evenings. The picture (right) shows the Ukrainian Society sharing national dishes whilst dressed in national costume.

Inclusivity is a key part of the Fylde College offer with North American students on their year abroad programme enjoying Thanksgiving with some new Lancaster student friends. A Thanksgiving feast for 40 students took place at the College with a huge local turkey being cooked by the University's chef.

Distance Learners—welcome to Lancaster
Listening to feedback received from incoming students and from staff across the University has resulted in further developments of the ‘Welcome to Lancaster’ website. The website has been tailored to cater for both students coming onto campus and distance learners. This development has been welcomed particularly by those departments delivering distance learning programmes.

More about Welcome to Lancaster.

Families on Campus
Accommodation, Chaplaincy and Graduate College staff have developed an enhanced programme of activities for families on campus in addition to the Christmas and Easter party activities. A new programme of events is planned for Michaelmas term 2015, including regular Saturday morning family film matinees and a Welcome Week picnic. English Language Classes for the partners of international students have continued throughout the year, and there was a celebration event. See picture to the right.

Trans gender awareness training
During the year, Student Based Services identified a need to increase staff awareness and understanding of the student experience for this student demographic. Around 80 members of staff from across Professional Services and the Students’ Union have attended a number of Trans Training sessions delivered by the community interest company Gendered Intelligence. This provided staff with the opportunity to consider areas where the University could improve the support and advice offered to students. Staff found the training extremely valuable commenting that the sessions were “very informative, useful-thought provoking” and that it was a “very valuable experience for both professional and personal awareness”.

Priority objective 6:  
Develop teaching, learning and assessment

What we did in 2014-15:

Periodic Quality Review (PQR)
The University’s Periodic Quality Review (PQR) has identified a range of departmental practice that promotes equality or caters for the diversity of students. The PQR panels consistently found evidence of an inclusive learning environment which takes into account the entitlements of students with protected characteristics and prior educational experience, such as:

♦ The Centre for Education Training and Development (CETAD) takes a highly personalised learner-centred approach, which is also congruent with meeting the needs of students with protected characteristics. For example, ensuring assessment deadlines do not conflict with religious festivals and ensuring any off-site venues provide disability access.

♦ In the Department of European Language & Cultures (DELC) the disability, equality and diversity representative plays an active role in the department, informing staff of University policies such as alternative exams arrangements, liaising with relevant parties and advising on individual cases.

♦ The Accounting and Finance Department set a strategic priority for the 2014-15 planning cycle to improve the diversity of its student intake.

Learning Support review
The University recognises that the composition of the student body and the prior experiences, needs and expectations of its students, have changed significantly over recent years and will continue to do so.

This year, as part of a series of thematic reviews undertaken by Professional Services, a Thematic Review of academic learning support was conducted.

Ten recommendations were made aimed at strengthening and broadening the support available to students, recognising the diversity of learning approaches and learning development needs among students.

Changes to Disabled Students Allowance
Throughout the year the Disability Service has been working with colleagues across the University to consider the implications of the forthcoming changes to the Disabled Students Allowance.

An awareness raising campaign has been implemented by Leanne Thompson the Disability Officer, presentations to the Professional Services Leadership Team have taken place and an open meeting was held to share and consider the implications for the student experience and the University.

The effects of the changes will be carefully monitored and updates provided during 2015-16.
Priority objective 6: Develop teaching, learning and assessment

What we did in 2014-15:

Inclusive curriculum design
As part of the Curriculum Design and Development module for the Postgraduate Certificate in Academic Practice (PG CAP) – an in-service programme designed to support the educational and professional development of University staff - colleagues are asked to design or redesign a new module which takes account of a range of curriculum considerations including inclusivity.

A resource bank of initiatives is being developed, recent examples include developments within modules on creative writing, computer science, marketing, and, doctoral training on literature reviews.

Educational development programmes embedding equality into teaching and learning
All Educational Development (ED) courses include exploration of equality and diversity (E&D) and inclusivity opportunities for enhancing curriculum design as well as teaching and learning experiences.

This year the ED team offered two webex workshops to Sunway colleagues and a week-long Moodle based seminar for Ghana colleagues enrolled in the Postgraduate Certificate of Academic Practice (PGCAP). These activities provide excellent opportunities for collaborative learning about how equality and diversity issues are addressed at Lancaster and in our International Teaching Partnerships.

More about Educational Development courses.

ATLAS - Advancing Teaching: Lancaster Accreditation Scheme
Following a successful pilot in 2014-15, this Higher Education Academy (HEA) accredited provision will be available from September 2015 to academic colleagues with more than three years' experience of teaching in a full academic role in Higher Education.

Pathways are also available for Professional Services staff who are involved in supporting student learning.

One of the six strands to demonstrate evidence is internationalisation, inclusivity and diversity. Colleagues can work towards one of three categories of HEA Fellowship – Associate Fellow, Fellow or Senior Fellow. More about ATLAS.

Sharing Practice teaching and learning Moodle site
This self-register Moodle site has slides and videos from sharing practice events held during 2014-15, many of which have specific workshops focusing on equality, diversity and inclusive teaching provision. Also resources and presentations covering assessment, feedback, and flexible learning resources. More about the Moodle site.

The following links show examples:
- The Globalisation of the Classroom - a BAM/MKE event supported by LUMS and OED
- Sharing Practice Day 2015: Transition in Year 1 - Opportunities & Challenges
- Assessment to Make Plagiarism, Copying and Cheating Less Likely - Jude Carroll
Priority objective 7:
Develop student careers and employment

What we did in 2014-15:

**Bespoke careers information, advice and guidance**
In the registration process for 2015-16, all new and existing students were asked to answer questions on their current stage of career thinking and level of work experience. Analysis of the results has enabled the Careers Service to explore whether students with different characteristics and from different backgrounds were facing specific challenges in relation to career planning and accessing work experience.

More tailored provision has been developed in response to student needs including targeted events in The Base for final year students who have not previously engaged with career planning and discrete workshops for disabled students around disclosure and presenting with confidence in interview.

The analysis of student responses, including a facility to filter on e.g. age; disability; ethnicity; gender can be viewed by selecting ‘Careers Registration Questions’ in the panel on the student demographics page of the Careers website. More about analysis of student responses.

**Improvements made to the accessibility of resources and services**
The Careers Service has made improvements, which are of particular importance to students who live off campus, mature students and students with a disability, as follows:

- Filmed employer events including departmental Career fairs. More about careers events.
- Increased the programme of Careers webinars.
- Further increases to the range of resources in The Knowledge Bank including videos for students with a disability and resources for students to practise a video interview.

**New Careers Centre opened in FASS**
The opening of this new centre has embedded Careers work into the life of the Faculty, resulting in more personal referrals of students and in particular widening participation students by Faculty staff and more collaborative planning and promotion of projects e.g. Careers Days. See more here.

**Remote access via SKYPE/telephone interviews**
was provided for those students who need to work alongside their studies which includes a large number of part time postgraduate students.

**Report on Support for Students with Specific Learning Difficulties**
The Researching Equity, Access and Participation (REAP) group in Educational Research undertook research for HEFCE with the Institute for Employment Studies on university response to support for students with mental health difficulties see here.
Priority objective 7: Develop student careers and employment

What we did in 2014-15:

New Employment and Recruitment Service (ERS)

The University launched an Employment and Recruitment Service (ERS) in September 2014 with the key aims of increasing fair access to an increased number of opportunities and enhancing employability and customer service. Candidates are asked to register their availability to work and apply for vacancies posted on an electronic applicant tracking system. With an initial focus on recruitment to part time jobs the service has returned £1.93M to the student economy via casual wages and supported over 3,900 contracts. This service is of particular relevance to students from low income households who may be reliant on income from part time work to fund their HE study.

The ERS team is working hard to build trust and authority with local hiring managers within the University and promote best practice in relation to fair access in recruitment practices. Managers are encouraged to provide ERS staff with information in good time to advertise and increase the visibility of vacancies, rather than repeatedly using the same resourcing methods which can result in missed talent by not offering the opportunity to a wider and more diverse talent pool. More about Employment & Recruitment.

Meeting the needs of mature students

Careers are working with Student Based Services (SBS) staff to identify initiatives to smooth the transition to University and increase the retention of mature students and have jointly organised and delivered a Sharing Practice Event to highlight the challenges faced by these groups. Liaison with the Mature Student Society highlighted the preference of some mature students for less reliance on technology for accessing resources and appointment booking systems, and more exclusive informal events targeted to their needs – requests which have been met. More about sharing practice.

The Frontrunner Leadership Course

Staff from the Careers and Disability teams have secured Office for Fair Access funding to deliver a 3 day leadership course for students with a disability and students who have faced challenges due to their health and wellbeing. The Frontrunner Leadership Course is delivered by Common Purpose, an international leadership development charity, with expertise in courses for students with a disability. 24 students attended the Frontrunner course in June 2015 which aimed to increase confidence and leadership skills as well as networking within the University, the local region and the global Common Purpose network. This year saw an increase in the number of first and second year students applying. For final year students, the course also offers an opportunity to increase employability and enhance their CV. Feedback was extremely positive:

♦ “I have learnt the art of stepping outside my comfort zone, the importance of unearthing that thing that connects us as people. I have gained words of wisdom and insight from the speakers and leadership by example from the staff.” Esenam.

♦ “It has shown me that I am capable of more than I believed, and have achieved more than I understand throughout my life. It has opened the importance of networks.” Deanna.

♦ “I have learnt the skills of effective questioning and listening, which I believe is invaluable to my future career.” Andrew.
Priority objective 8: 
Staff diversity and recruitment

What we did in 2014-15:

**Recruiting the Best training**
short-course version introduced

A short-course version of the Recruiting the Best training course has been introduced, with the aim of increasing the up-take, knowledge and application of best practice in recruitment. This course covers all aspects of equality and attracting diversity in the recruitment process, including how to prevent unconscious bias in decision making. To find out more, email oed.

**Disability interview promise**
The University continues to promise to interview job applicants who declare a disability and also satisfy all the essential criteria for the vacant position. More about disability interview promise and disability two ticks.

**Positive action statements**

During the year, positive action statements have been used in job adverts to encourage more applications from certain groups. The most common type of statement is to encourage female applications where they are under-represented in particular roles or departments, but statements to encourage Black & Minority Ethnic applicants have also been used for some roles. We continue to test alternative approaches to attracting greater diversity in all our roles, and across all protected characteristics.

The recruitment data relating to the numbers and percentages who applied, were interviewed and appointed are all closely monitored. The graph below shows that, overall, the success rate of female applicants who do apply is typically higher than the success rate of men.

**Athena SWAN is expanding**
The Athena SWAN Charter was established to address the shortfall of women, especially in higher level positions, in Science, Technology, Engineering, Maths and Medicine (STEMM). During 2014-15, the charter principles have been expanded to also cover:

- Gender equality for men and women
- Arts, social sciences, business, management and law
- Professional services and other support roles
- Trans gender equality

For the University, this means that we will be working to develop actions which address identified issues across these additional areas. More about Athena SWAN at Lancaster.

**Attracting diversity**
The most effective way of attracting diversity / the best people is to promote the things that make the University a great place to work.

A top ten University with great opportunities to flourish, generous staff benefits and inclusive policies, which support diversity and family life.
Priority objective 9:
Develop staff experience

What we did in 2014-15:

**Shared Parental Leave**
Shared Parental Leave became a new legal entitlement from April 2015 which aims to give eligible parents more flexibility about how they choose to balance their work and caring arrangements following the birth or adoption of a child.

The University’s Shared Parental Leave policy is now available, and it includes a commitment to enhance shared parental pay above the statutory minimum to 16 weeks on full pay.

It is open to employees of Lancaster University who are parents with at least 26 weeks' service.

More about [Shared Parental Leave](#).

**Maternity Adoption Research Support (MARS)**
Academic members of staff due to go on maternity or adoption leave may have access to additional funding that could be used to help minimise disruption to research.

The newly established Maternity Adoption Research Support fund is one way that the University is helping to support academic staff while they combine family life with a career.

More about [MARS](#).

**Organisation and Educational Development (OED)**
OED extended their range of training and development opportunities during the year, supporting alternative approaches to learning and development.

More about [OED](#).

**Staff Survey results**
The results of the 2014 Staff Survey have been analysed from an equality and diversity perspective to identify the extent of differences in patterns of response, by age, disability, ethnicity and sex.

Areas to celebrate are:
- University goals, relating to roles.
- Roles and responsibilities.
- Work environment.
- Job satisfaction.
- Equality and diversity.
- Feeling valued.
- Senior management & leadership.
- My manager.
- Information.
- Learning & development.

Consistent with the overall results, some diversity groups have areas to improve. To help address these, focus groups have taken place to address:
- Communications
- Managing change
- Workload and bureaucracy

In addition, a review of Performance & Development Review (PDR) and a range of other existing projects are progressing.

See more about [Staff Survey results](#).
Students’ Union Supporting Diversity

What we did in 2014-15:

Claire Geddes, Lancaster University Students’ Union Chief Executive said: “Equality and diversity issues have been at the forefront of the agenda for Lancaster University Students’ Union in 2014-15, with a number of new and continuing initiatives continuing to promote inclusivity.”

Mental health-Time to Change Pledge
LUSU Vice-President Welfare & Community Mia Scott secured a collaboration with the University with the signing of the Time to Change pledge in December.

The pledge, signed by Vice-Chancellor Mark E. Smith, committed the University and LUSU to tackling the stigma and discrimination faced by those with mental health problems.

An action plan was produced, to be carried out by relevant staff and officers over a three-year period.

Supporting Mental Health Awareness Week
In May, LUSU officers ran various activities as part of Mental Health Awareness Week. Events were run to raise awareness of different mental health conditions and promote ways to have positive mental health (particularly during exam time).

Women
LUSU led or facilitated a number of initiatives campaigning on issues affecting women, under the Lancaster Shouts Back umbrella.

Cross-Campus Officer for Women’s Liberation Caitlin Shentall organised Lancaster’s first ever ‘Reclaim the Night’ march. This is a national campaign that aims to fight for women’s rights to be able to walk through the streets at night without fear of harassment.

LUSU VP Welfare and Community 2014-15 Mia Scott and LUSU VP Campaigns and Communications 2015-16 Katie Capstick at the Reclaim the Night march

Other successes for Lancaster Shouts Back included securing the profit-free sale of women’s sanitary products at LUSU’s on-campus shops and the launch of #SheShouldRun, a social media drive designed to encourage women to stand for election to LUSU officer positions as part of the union’s Women in leadership campaign.

LUSU’s Vagina Monologues group performed another successful series of shows to raise money to end violence against women and girls. The society also organised the Run Against Domestic Violence, an on-campus awareness-raising event joined by hundreds of people.

Several other initiatives have helped to widen LUSU’s reach and encourage more women to participate in on-campus opportunities. The Green Lancaster project has proved to be particularly popular with female international students, many of whom have volunteered at the Ecohub on campus. The ‘Just Play’ sport initiative, which has the key aim of involving more female, international, mature and disabled students, got off to a great start with women making up 36 percent of participants.
Students’ Union Supporting Diversity

What we did in 2014-15:

Race and nationality
The Ethnic Minorities Cross Campus Officer launched a ‘Black Lives Matter’ campaign aimed at eradicating discrimination faced by black students and raise awareness of various injustices faced by black people across the globe.

LUSU also promoted Black History Month, with email, website and social media communications and a special night at the Sugarhouse to celebrate the event.

Officers from the union issued a statement opposing the deportation of Glasgow student Majid Ali, who was seeking asylum in Britain following the political persecution of members of his family in Pakistan.

Our ‘World at Lancaster’ project showcased the talents and cultures of the University’s international community. More than 1,200 students were involved in the World at Lancaster Extravaganza in December. This evening of exciting activities, performances and cultural activities was a huge success and showed how vibrant Lancaster’s international community is.

LUSU’s International team has been shortlisted in two categories in the The NUS/UKCISA Internationalisation Awards, which recognise projects that support international students.

LGBTQ
The Cross Campus Officer for LGBTQ+ has run events and campaigns for both IDAHOBIT (International day against homophobia and biphobia) and Asexual Awareness week.

Nearly 20 members of LUSU staff took part in trans awareness training delivered by Gendered Intelligence, a specialist charity devoted to promoting greater understanding of gender diversity.

LGBT History Month was also promoted through social media and via email by LUSU and via Scan, Lancaster’s student-run newspaper.

Representation
LUSU has strengthened its representation structures with the introduction of cross campus officers for Womens’ Liberation, Ethnic Minorities Liberation, LGBTQ, Students with Disabilities and Socio-Economic Equality.

The union also sent delegates to all four NUS Liberation Campaign Conferences covering LGBT, Black Students, Disabled Students and Women.

Other activity
LUSU worked closely with staff in Student Based Services (SBS) to run a forum for care leavers, leading to a successful request for funding for care leaver bursaries.

In collaboration with colleagues at the University, LUSU has adopted an equality and diversity communications plan designed to shine a light on issues affecting minority and liberation groups.
University community—Live at LICA

What we did in 2014-15:

Sparrowhawk Art, #JusticeforLB Exhibition
In May 2015, Live at LICA held this display in the Peter Scott Gallery. The ‘Justice for LB’ campaign broadly agitates to change the way that people with learning disabilities and their families are treated in society. The campaign started in 2014 after an independent report found that the death of Connor Sparrowhawk (aka LB for Laughing Boy), whilst in hospital was ‘preventable.’

More about Sparrowhawk Art.

Community
Lancaster Arts aims to affect a positive ‘difference to people’s lives’ through widening access, participation, and the relevance of their work: raising the profile and building relationships for Lancaster University amongst various different community groups. For instance, socially engaged work with artists such as Sarah Woods stimulated conversation and positive interaction with a huge variety of people across the region, from Homeless communities in centres such as Homeless Action, older residents as part of the Continuing Learning Group and Barton Road Community Centre, and alternative and politicised groups at Halton Mill.

Lancaster Arts continues to pay particular attention to on-campus communities, providing free world class children’s entertainment at the campus Pre-School Centre. Lancaster Arts also runs an extensive and innovative Creative Arts Schools programme to raise aspirations and the profile of activity on campus. They also host and organise best practice sessions and seminars to empower teachers to make the most of their creative potential.

Community / Disability
Lancaster Arts has worked extensively with networks for learning disabled support in 2015. They curated an exhibition and hosted discussions rooted in minority needs and community concerns: providing a space on campus for campaigns that connect to people with learning disabilities. With coverage from BBC radio and The Guardian newspaper, these activities invited community conversation and built trust and relationships with new community groups: “[Lancaster Arts] have treated [our] artwork… with a respect that learning disabled people rarely experience”.

Likewise working with groups such as Unique Kidzs and Co. and the Centre for Disability Research (CeDR), Lancaster Arts hosted a ‘really open’ community and family day in May 2015. The event specifically sought to break down social barriers that parents of disabled children had identified through community conversation: barriers which they felt prevented their children from attending social occasions, such as other children’s celebration events and birthday parties.
Staff and student diversity profile 2014-15

**Staff Age**
- 30-39: 27%
- 40-49: 28%
- 50-59: 24%
- 60+: 9%
- 16-29: 12%

**Staff Religion or belief**
- 45.2% of staff have a Religion or Belief

**Staff Disability**
- 6.0% of staff have a disability or impairment

**Staff Black and Minority Ethnic (BME)**
- 3.4% of UK nationals are BME
- 25.2% of international staff are BME

**Staff Gender (Sex)**
- 52.8% of staff are female
- 47.2% of staff are male

**Staff Gender reassignment**
- 0.2% of staff gender identity is NOT the same as was assigned at birth

**Staff Sexual orientation**
- 2.5% of staff are Lesbian, Gay or Bisexual (LGB)

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**% Female/Male Students 2014-15**

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**% Disabled Students 2014-15**

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More about [Staff data](#).

More about [Student data](#).

More about [Higher Education sector staff and student data](#).
The Priority Objectives for Equality & Diversity will be developed further during 2015-16, and plans are in place for the following developments:

- A different communications theme for each term in the academic year.
- A new Priority Objective in relation to Overseas Partnerships.
- Regular reports from the Athena SWAN Group to the Equality & Diversity Committee.
- Regular review of priorities, and monitoring of progress.

More about the current Priority Objectives.

Thank you for taking the time to read our Equality & Diversity Annual Report 2014-15

More about equality and diversity at Lancaster.

If you have any comments or questions, please contact: Rob Kemp, Equality & Diversity Manager.