# Equality, Diversity and Inclusion, Summary Annual Report 2017-18

## Summary

This provides an overview of achievements from the [EDI Strategic Vision 2020](#) in 2017-18.

<table>
<thead>
<tr>
<th>Theme</th>
<th>2017-18 Highlights</th>
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<tbody>
<tr>
<td>PROGRESSIVE, COLLABORATIVE and HEALTHY ENVIRONMENT</td>
<td>• Inclusive Design Guide adopted for all major refurbishments and new buildings to integrate accessible design.</td>
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<td>for working, learning and visiting</td>
<td>• New policies/practices for bullying and harassment for staff and students adopted. Awareness raising materials (staff and students) and UniSafe Reporting app (students) developed.</td>
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<td>CHARTER AWARDS for external recognition</td>
<td>• Athena SWAN awards achieved. Bronze in: School of Computing and Communications; Engineering; Lancaster Environment Centre; Psychology. Silver in: Faculty of Health and Medicine.</td>
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<td>• Stonewall Workplace Equality Index rank achieved for 2018.</td>
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<td>• Shortlisted for Times Higher <strong>Workplace of the Year</strong> 2018.</td>
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<td>ATTRACT &amp; RECRUIT for greater staff and student diversity</td>
<td>• Enhanced Recruitment Guidelines developed for roll out in 2018-19.</td>
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<td>• ‘Recruiting the Best’ training revised to incorporate unconscious bias training and delivered to the University Leadership Group and others.</td>
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<td>• New posts created to assist with under-representation of particular students within Faculties and Departments.</td>
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<td>DEVELOP &amp; SUPPORT for equality of opportunity and to remove barriers to development for staff and students</td>
<td>• Performance Development Review training rolled out.</td>
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<td>• Unconscious bias training provided to senior leadership.</td>
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<td>• Charlie Whaller Memorial Trust reviewed requirements for staff on mental health training.</td>
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<td>• Further investment secured to enable the development of further staff and student mental health awareness training materials</td>
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<td>RETAIN &amp; REWARD for improved retention and outcomes for staff and students</td>
<td>• Exit interviews for staff introduced online and face-to-face.</td>
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<td>• New starter survey initiated to explore early staff experience and learn from these experiences.</td>
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<td>• An Inclusive Learning Network established to provide practical advice and support to staff about inclusive practice.</td>
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<td>• Partnership with UpReach to provide intensive career support for widening participation students.</td>
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<td>ENGAGE with WIDER COMMUNITY for joint working to promote EDI</td>
<td>• Lancaster University sponsored Lancaster Pride 2018, with LGBTQ+ Staff Network and LGBTQ+ Student Association taking part in Lancaster Pride parade.</td>
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<td>• Relationship enhanced with Lancaster Community and Voluntary Solutions (CVS) considering mutually beneficial activities around recruitment, training and volunteering</td>
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Equality, Diversity and Inclusion: Annual Report 2017-18

INTRODUCTION
This EDI Annual Report highlights key activity taking place in 2017-18 to deliver the EDI Strategic Vision under the headings of the six strategic aims of EDI:

- Progressive, collaborative and healthy environment
- Charter Awards
- Attract and Recruit
- Develop and Support
- Retain and Reward
- Engage with Wider Community

This report also provides an update on key developments in 2017-18: the Gender Pay Gap Task Group and a review of all EDI work.

EDI STRATEGIC VISION
- Progressive, Collaborative and Healthy Environment

Link to University Strategy: Key Performance Indicators – Staff recommending the University as a place to work and as a place to study (captured in Staff Survey – Next data available January 2019).

Link to People Strategy: Key measures of success and impact – The University is perceived as an excellent place to work (Staff Survey measure - Next data available January 2019).

Develop Physical Campus and Services
A new Inclusive Design Guide has been introduced and is operational for all major refurbishments and new buildings. This guide ensures that accessibility is built in throughout the design process. All major refurbishments and new buildings now consider provision of accessible facilities, including gender neutral facilities. A campus wide survey has also identified or reallocated provision to ensure that there are gender neutral toilets and showers across campus.

A new Principal Building Surveyor, responsible for campus accessibility, has also been appointed, providing greater ownership and oversight for all campus accessibility related work. The Accessible Campus project, which focuses on access to and between buildings, has continued to engage with stakeholders throughout 2017-18. Access audits have commenced to identify improvements to access within buildings and these are producing floorplans highlighting the location of accessible facilities. The aim is to make information on the location of accessible facilities available to staff, students and visitors online and through the iLancaster app, as the Digital Wayfinding project develops.
This year there has been improved communication with both staff and students about building works and access updates and improvements to this will continue in 2018-19. In 2018-19, engagement mechanisms will also be strengthened to ensure that disabled users of campus are able to inform any planned improvements to the campus, including the identification of priorities.

**Bullying and Harassment policies for staff and students**

The staff policy on bullying, harassment and sexual misconduct has been in place since January 2018. A video to help raise awareness has been produced and shared with all staff. The student policy on bullying, harassment and sexual misconduct has been in place since September 2017. To support this, a HEFCE funded project has led to the development of the UniSafe reporting app, which allows students to report bullying, harassment and sexual misconduct and has resulted in increased reporting. The Students Union has also produced a film to be used for bystander training on consent and respect. This is being shown to all first year students.

- **Charter Awards**

**Athena SWAN Charter awards for gender equality**

Work to advance gender equality has continued across the University through increased work to apply for Athena SWAN awards (Advance HE’s chartermark for gender equality). The following departments achieved Bronze awards under Athena SWAN in 2017-18:

- November 2017: School of Computing and Communications
- April 2018: Engineering; Lancaster Environment Centre; Psychology

The University also successfully applied for a departmental silver Athena SWAN award for the Faculty of Health and Medicine in May 2018, which was conferred in October 2018. Plans are currently being developed to resubmit for an Institutional Bronze award in November 2019, following an unsuccessful application in May 2018.

**Race Equality Charter**

Lancaster University is committed to becoming a member of the Race Equality Charter. Work to advance race equality is being considered as part of the EDI Review.

**LGBTQ+ equality**

In 2017-18, the University produced a submission to the Stonewall Workplace Equality Index, an external employment benchmark aimed at advancing LGBTQ+ equality. This resulted in a ranking of 338 out of 434 organisations, which was 44 out of 52 Higher Education Institutions submitting.
In 2018-19, further work will be carried out to identify actions required to improve and promote LGBTQ+ equality, based on the feedback received from the Stonewall WEI assessment. A submission for 2019 has been entered and information on rankings and areas for improvement will be available in Spring 2019. A working group has also been established to develop a University wide policy to support Trans staff and students, as part of our commitment to Trans equality and Athena SWAN and as a Stonewall Diversity Champion.

The University was also named the Times and Sunday Times University of the year for 2018 and was shortlisted for the Times Higher Workplace of the Year 2018, the submissions for both included direct reference to our People Strategy and EDI Strategy implementation.

ATTACK & RECRUIT

Link to People Strategy: Key measures of success and impact – Increase in diversity profile of applicants

Positive action to attract diversity of applicants

The University renewed its commitment to Level 1 (Committed) of Disability Confident in July 2018. Disability Confident is a Government-led employer scheme which aims to remove barriers to employment for disabled people. This scheme focuses on both attracting disabled applicants and retaining disabled staff. In 2018-19, work to progress to Level 2 (Employer) will involve mapping our current processes and practices against core criteria, consultation with key stakeholders and developing an action plan to address any gaps.

Recruitment process, training and guidelines

Recruitment Guidelines have been developed and guidance on EDI is integrated throughout. These will be finalised for use across the University in 2018-19. These guidelines include reference to an online gender decoder, which can be used to assess the language used in adverts and job descriptions, following the linguistics study of gendered language in job adverts undertaken in 2016-17.

Our ‘Recruiting the Best’ training was revised prior to rollout for the 2017-18 academic year, by a new provider. This is co-delivered by our HR and Payroll Service Delivery Manager, who developed the Recruitment Guidelines, ensuring that the training has been aligned with the new Recruitment Guidelines as these have been developed. Unconscious bias has also been incorporated in to the revised ‘Recruiting the Best’ training.

Monitor staff diversity and recruitment process

Work is continuing in partnership with HR Systems and Information Team, Data Analytics and CIS Business Intelligence Teams to develop a range of dashboards. These dashboards are for Directors, Heads of Department and Senior Managers to improve the visibility of workforce related data and help with business decisions.
**Student diversity and recruitment**

In 2017-18, 796 events have been held to provide information, advice and guidance to a diverse range of prospective students in over 32 countries, by staff in UKSRO, International Office and with other parts of the University.

**International:**

In Ghana, focus groups have been delivered to enable colleagues to explore ideas around the course portfolio and marketing materials, including recruitment activity. CPD opportunities have also been run on market intelligence, designing a recruitment portfolio and understanding the student journey.

The International Cultural Exchange summer school, held at Lancaster University in July and August 2018 is designed for students from different countries and cultures to work together and foster enhanced understanding.

The recent Global Corporate Challenge initiative brought staff from Sunway (Malaysia) and Lancaster together in a virtual environment to work together on employee wellbeing and team work.

**UK:**

In 2017-18, a range of activities have taken place on widening participation, including focus groups into the barriers to higher education for white males from low socio-economic backgrounds and for females from South East Asian communities, a higher education conference for disabled students, continuous professional development for foster carers and social workers and workshops and mentoring for children in care.

In 2018-19, joint working is planned with Recruitment, Admissions and International Development and the Students’ Union to explore low participation neighbourhoods, support for asylum seekers and recruitment and support for students from a black and minority ethnic (BME) background. We will be investigating ways to work with the Armed Forces to support children of military families, with local National Collaborative Outreach Programmes to support students from low participation neighbourhoods and working with schools and college staff around attainment raising opportunities for young people.

**Attract under-represented students within Faculties and Departments**

Nine new posts were created to assist with attracting students under-represented within particular faculties and departments and to provide greater analysis of the data. These posts started in March 2018. In partnership with the Students’ Union and Student Based Services, the Outreach and Student Success team will be conducting focus groups with current Lancaster students to understand their barriers, concerns and thoughts around how to support under-represented students at Lancaster. Focus groups will be conducted with the following groups:

- Students who entered with BTEC qualifications
A business case is being developed for a case management system to help support the work of the diverse range of individuals involved in supporting students.

**DEVELOP and SUPPORT**

*Link to People Strategy: Key measures of success and impact – Increased diversity profile of internal staff promoted into senior academic and leadership roles*

- **Develop Staff experience**

  In 2017-2018, PDR (Performance Development Review) training was rolled out to all staff across the University to enable everyone to have a quality conversation with their line manager about their contribution, their priorities and their career goals. Online training was provided for all staff and all reviewers (line managers or staff carrying out someone’s PDR) attended face-to-face training tailored for academic and professional services staff. Diversity issues were incorporated through real-life scenarios between line manager and employee.

  Unconscious bias training was provided by external consultants to the University Leadership Team, UMAG and members of Senate and Council. Wider training and development needs to support future EDI work are currently being considered for 2018-19.

  In the summer of 2018, the Organisational Development team and the EDI team joined together under a new Associate Director for HR (Organisational Development) within the wider team in HR. This has already identified some key areas of joint working which will provide opportunities to further embed EDI in development programmes offered by the University and to consider how best to develop the skills required by all staff to deliver EDI.

- **Develop student experience**

  The Referral guide, which guides and advises staff across the University on how to respond where a student’s wellbeing is causing concern, continues to be developed and updated to meet students’ needs. This guide continues to be extended to cover additional support available, for example, to cover: student carers; care leavers and care experienced students and estranged students. This will be available on the Guide by the end of 2018. In 2018-19, work is also planned to develop a policy and guidance on Trans equality to cover staff and students and this will be reflected in future developments with the Referral guide.
In 2017-18, staff have been trained on supporting students with disabilities; basic mental health awareness, mental health first aid; sharing information, the Referral guide (referred to above) and first response to reports of sexual assault. Student training has been undertaken on a wide range of issues, e.g. Look after your Mate, Fresher’s representatives and Counselling therapeutic workshops. Staff from across the University have been trained to deliver ‘Look after your Mate’ workshops for students, allowing us to reach more students, and the workshop is also now embedded in the curriculum of Faculty of Health and Medicine courses. Our Head of Counselling and Mental Health Service also won the Student Minds Trainer of the Year award.

Further provision of ‘Look after your mate’ training at Lancaster has been selected, by staff, to be one of two schemes to benefit from the £2.50 that is donated by the University for each staff member who completes the 2018 Staff Survey. This evidences the reach and importance of this training to University staff.

Student Based Services has also been successful in receiving support from Universities UK, with funding for the Charlie Whaller Memorial Trust to identify what mental health training staff need to carry out their job. In 2018-19, the findings from the Charlie Whaller Memorial Trust will be considered to see how to implement any recommendations.

The Transitions Team extended its existing support schemes, as well as developing new initiatives to support care-leavers and young males from low participation neighbourhoods. A pilot Departmental based peer support scheme has also been set up in Computing and Communications and is starting in Sociology and Law in 2018-19.

A Thematic review of Wellbeing will be undertaken in 2018-19.

**RETAINT & REWARD**

*Link to University Strategy: Key Performance Indicator – Undergraduate year 1 to 2 retention rate*

*Link to People Strategy: Key measures of success and impact – Increased diversity profile of internal staff promoted into senior academic and leadership roles*

- **Develop staff experience**

An online exit interview questionnaire has been developed. This was informed by the previous Staff Survey, Athena SWAN and benchmarking with other Universities. A link is now included in the Leavers letter and face-to-face interviews are also offered. Further work is planned in 2018-19 to agree how best to present and use data arising from the exit interviews.

The annual flagship Making Professor event was held on 27 September 2018. Vice-Chancellor Dame Janet Beer and Carol Costello (Director of Human Resources), both from the University of Liverpool, delivered the key note speech. Initial feedback on the event was positive. A more in-depth evaluation is underway to review the event for 2018-19’s offering. This will consider alternative development opportunities to a single event and also
how to ensure promotion to all levels (e.g. Senior Lecturer, Reader) and different pathways are covered.

- **Inclusive teaching and learning**

An inclusive learning survey was undertaken across the University in 2017 and a range of actions were agreed for implementation. An Inclusive Learning Network has been established and meets regularly to provide practical advice and support to staff about inclusive practice.

- **Student progression and attainment**

As part of pre-arrival preparation, there has been a review of what help students need to assist the transition to University. Funding has been received through the Widening Participation Advisory Group and a graduate trainee appointed to put into practice the findings for summer 2019.

A new attendance checking system was rolled out across the University in 2017-18, using i-beacon technology, for undergraduate students. This provides enhanced and timely data on students’ engagement with their programme than the previous manual system. A review of its implementation and the use of the data generated took place in the summer of 2018. The system has been extended to Postgraduate (Taught) students from 2018-19.

- **Increasing employability of students across diversity groups**

Lancaster University has partnered with UpReach, an organisation which works to improve social mobility by creating the conditions for undergraduates from less advantaged backgrounds to access and sustain top graduate jobs. Through this partnership, a cohort of widening participation students is taking part in Rise, a three year programme of intensive support that aims to help students explore their career options, develop their employability skills and successfully apply for internships and graduate jobs.

Careers piloted a work experience placement programme for students with social and communication difficulties called STEP UP. A number of students successfully completed placements on campus and further placement opportunities were secured however the take up was low. The Careers Team has made links the EDI Team to build on this pilot to support the development of work experience placements as part of University’s work on Disability Confident Level 2, in 2018-19. A new post has been established, Careers and Employment Adviser (Disability) and this post holder will take the lead on recruiting to the STEP UP placement programme.

Through the Capital Connections Programme, widening participation students are able to visit graduate employers and meet Lancaster graduates at networking evenings in London and Manchester. In 2018-19, there are plans to expand the programme, with events focussed on the Theatre sector and Medicine.

In 2017-18, a series of events was held, as part of Women in Leadership, including a programme aimed at aspiring future graduate managers. The Diversity Careers Day, on 18
October 2018, is a new event which will bring together students from all diversity groups. Employers, alumni and inspirational speakers will assist in holding an employer exhibition, networking and panels on LGBTQ+, BAME, Women, Social Mobility, Mental Health and Disability.

ENGAGE WITH WIDER COMMUNITY

This year, the LGBTQ+ Staff Network Group has worked with local LGBTQ+ charity 'out in the bay' in order to support Lancaster’s second annual pride event. Lancaster University were the headline sponsor and also produced the accompanying programmes for the event. The LGBTQ+ Staff Network, LGBTQ+ Student Association and allies took part in the event.

This year, a series of events were arranged for LGBT History month. The headline event was a talk by Sir Ian McKellen to over 800 staff and students, in which he talked about his experiences growing up as a gay man in Lancashire. This resulted in a positive story in the local press about the talk and the University’s LGBT History month celebrations.

In 2017-18, a Women’s Network for staff was also set up following the International Women’s Day event.

GENDER PAY GAP TASK GROUP

In March 2018, Lancaster University published its gender pay gap data, in line with the new government guidelines on gender pay gap reporting. Lancaster University’s mean gender pay gap was joint third highest out of all Higher Education Institutions (27.7% compared to a sector average of 14.3%).

In response to this, a Gender Pay Gap Task Group was established to understand the nature and causes of the distribution of the gender pay gap in more detail and to develop a set of evidence-based actionable recommendations to reduce the gender pay gap. The Gender Pay Gap Task Group provided an interim report in October 2018 and a final report will provided in Spring 2019.

REVIEW OF EDI

In the summer of 2018, a review of all EDI activity was carried out to enable the EDI Team to deliver continuing and new developments and to further embed EDI across the University. The actions required to implement the recommendations arising from this review will commence in 2018-19. These recommendations will also inform the development of the next EDI Strategic Vision, which will take effect from 2020.
STUDENT EDI DATA

The latest trends in the total student population, relating to gender, disability and BME status (UK only), are shown below (as at 1 December 2017).

- **Gender**

  The student gender profile remains stable at around 50% for undergraduate and postgraduate research at a University wide level.

  There has been a slight decline in the proportion of female students on postgraduate taught courses at a University.

![% Female Students](chart)

- **Disability\(^1\)**

  There has been a gradual increase in the percentage of disabled students at University wide level.

![% Disabled Students](chart)

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\(^1\) This relates to declared disability and may not capture all disabilities. Increasing demand on support services for students indicates a rise in those affected by mental health conditions, for example.
**UK BME**

The percentage of Black and minority ethnic UK students has continued to increase at a University wide level.
STAFF EDI DATA

- Gender

% Female Staff

The gender profile remains stable at around 37% female academic staff and 62% female professional and support staff.
There is no real evidence of an ageing workforce, with the proportion of staff in each age band remaining stable.

Age Bands (Academic)
BME

There has been a slight increase in the proportion of Black, Asian and Minority Ethnic (BAME) Academic staff and Professional Services staff. The proportion of staff not disclosing their ethnicity status is almost twice as high in Professional Services, compared to Academic staff. Further work is needed to increase the number of staff disclosing their ethnicity status to reduce the number of staff in the ‘unknown’ category. This will assist with the University’s work to prepare for applying to the Race Equality Charter and for reporting on ethnicity pay gap, which is currently under consultation by the UK Government.

BAME (Academic)
BAME (Professional Services)
- **Nationality**

  Approximately 20% of staff are of a non-UK nationality. This increases to 36% of Academic staff.

### All Staff

- EU: 11%
- Other: 9%
- UK: 80%

### Academic Staff

- EU: 17%
- Other: 19%
- UK: 54%