



EDI

Annual Report 2022/23

Lancaster
University



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1 Foreword

I am very pleased to share with you Lancaster University's Equality, Diversity and Inclusion (EDI) Annual Report 2022-23. The promotion of equality, diversity and inclusion goes beyond the University's statutory obligations. It is integral to our mission in the advancement of learning by teaching and research, and to our aspirations of having a culture in which students and staff can flourish.

During the last 12 months the University has approved and published its Equality Objectives 2022-2026, which are in synergy with the aims of our People and Culture Plan and Strategic Plan. The Equality Objectives will provide strategic direction for progressing the EDI agenda within the University over the next three years.

As well as making significant progress in relation to our current chartermarks including Athena Swan, Disability Confident and Stonewall Diversity Champions we continue to work on achieving our Race Equality Charter (REC) chartermark award in the next 12 months which will help us to improve the representation, progression and success of Black, Asian and Ethnic Minority staff and students within the University.

I want to especially thank our EDI Staff and Student Networks and EDI Staff Voice Forum which continue to represent the views of our staff and students, speak out where changes or improvements are needed and also help celebrate the progress we are making. The report demonstrates that we have made positive steps on the EDI agenda over the last 12 months and the journey will continue. Many thanks to all of you who help us continue to build a more inclusive community at Lancaster.

Professor Andy Schofield
Vice Chancellor

2 Introduction

Lancaster University is a global institution that strives to make a positive impact on people's lives. Our research is dedicated to advancing knowledge, shaping policy, encouraging meaningful debate, and bringing about economic, cultural, and social benefits. We are proud to attract exceptional students from diverse backgrounds and provide them with a high-quality education, equipping our graduates with the skills they need to succeed in their chosen careers.

What sets Lancaster University apart is our collegiate system, which fosters a strong sense of identity and community among students. With a thriving community of students from over a hundred countries, our campus is a culturally diverse hub situated in a location that offers the perfect blend of city, coast, and countryside.

Beyond our campus, Lancaster University actively collaborates with leading universities and institutions in 24 countries worldwide. Our journey has been extraordinary, culminating in our ranking among the top universities globally. To continue our trajectory, the Lancaster University Strategic Plan 2021-26 builds upon this foundation and articulates three core values that will shape our direction in the years to come, and our Equality Objectives 2022-2026 give us a strategic focus to progress equality diversity and inclusion across the University.

One of our key priorities is attracting the best talent, both within our institution and through our international partnerships. By investing in our academic and professional service communities, we aim to provide a truly global and sustainable university. We are committed to creating an environment that supports the career ambitions of our staff, challenges them to grow, and fosters their success in a progressive, collaborative, and healthy working environment.

Furthermore, we recognise the importance of equality, diversity, and inclusion (EDI). Our focus on advancing equality for all our staff, students, and the communities we engage with is of utmost importance. We are dedicated to creating an environment where everyone feels valued, respected, and empowered.

At Lancaster University, our commitment to EDI not only strengthens our institution but also reflects our belief in the transformative power of diversity. We acknowledge that there is work to be done and are determined to make a meaningful impact. Together with our staff, students, and partners, we will continue to champion equality and foster an inclusive community.

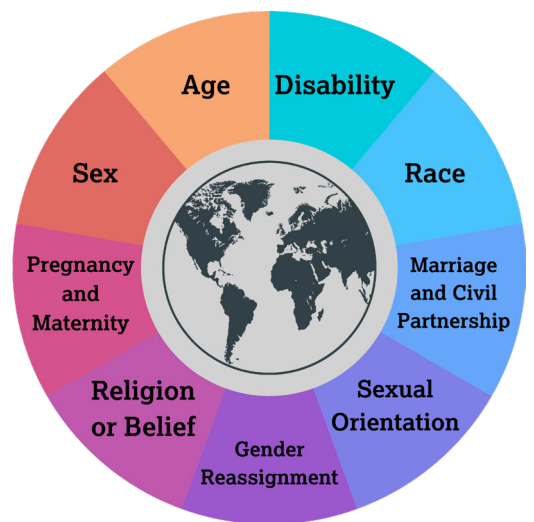
3 Legislative Context

The Equality Act provides a legal framework to strengthen and advance Equality, Diversity and Inclusion. There are 9 protected characteristics covered by the Equality Act 2010, detailed opposite. The Act consists of general and specific duties. The general duty requires public bodies to show due regard to:

Aim 1 – Eliminate unlawful discrimination, harassment, and victimisation

Aim 2 – Advance equality of opportunity between different groups

Aim 3 – Foster good relations between different groups.



The Specific Equality Duty

The University is required to publish relevant, proportionate information showing how it meets the Equality Duty by the 31st March each year, and to set specific and measurable equality objectives every four years.

As a public body, the University must ensure it is meeting its legal obligations under the Equality Act, and we do so by publishing equality information on the following areas:

- Examples of EDI good practice in 2022-23 aligned to the University Equality Objectives can be found in Section 5 (page 5).
- Staff and Students Profiles in Section 6 (from pages 9 and 16 respectively).

4 EDI Governance and Assurance

The Deputy Vice-Chancellor, as the University's strategic lead for EDI, is responsible for fostering positive, diverse and representative engagement which contributes to the achievement of the University's strategic EDI ambitions. The University also has a Dean for Equality, Diversity and Inclusion.

The University EDI Committee (a sub-committee of both Senate and Council) has the overall responsibility for ensuring compliance with the Public Sector Equality Duty (PSED), which will, in turn, secure the delivery of successful equality outcomes for the University, both as an education provider and employer. The EDI Committee provides strategic leadership to the Equality, Diversity and Inclusion agenda, which forms a key driver for delivering the University Equality Objectives. EDI assurances are made to the University decision makers via committee reports, which demonstrate "due regard" has taken place regarding the relevant equality groups in relation to services and employment issues.

Each Faculty Dean is accountable for EDI in their respective faculties, through the EDI Committee, to both Senate and Council. The responsibilities for aligning with and contributing to the University's strategy in terms of EDI for Professional Services, and the associated accountabilities through the EDI Committee to Council, rest with the Divisional Directors via the Professional Services Executive Group.

The EDI Committee's annual work programme includes routine reporting (annual reports, workforce and student data, progress on chartermarks (currently REC, Athena Swan, Disability Confident and Stonewall), Equality Objectives and compliance with the PSED) as well as EDI Committee engagement and consultation forums to ensure an ongoing and direct connection with networks and interest groups.

The University also recognises that trade union representatives can help raise awareness and address equality issues in the workplace. All three recognised Trade Unions are engaged through formal and informal channels and they are invited to contribute to the EDI engagement and consultation forums along with other key EDI stakeholders.

To support the governance mechanisms set out above management meetings/task and finish-type activities take place outside of the formal EDI Committee structure, formed by members of the EDI Committee and other co-opted stakeholders as appropriate, to collaboratively make progress against the defined EDI priorities. The activities of the management meetings/task and finish groups are reported to the Professional Services Executive Group and/or University's Executive Board. The Deputy Vice-Chancellor as the University's strategic lead for Equality, Diversity and Inclusion and as Chair of the EDI Committee, directs the required reporting accordingly.

5 Lancaster Equality Objectives & Good Practice from 2022-23

The University Equality Objectives necessitate the university's ongoing commitment to enhancing its performance in crucial equality areas and ensuring an improved experience for under-represented groups. These objectives encompass the needs of both staff and students and are designed to bolster the University's strategic plans. They have been developed based on evidence derived from ongoing EDI efforts within the University and a comprehensive analysis of Lancaster University's unique disparities and contextual factors. These objectives encompass specific areas of inequality while reinforcing our overarching dedication to embedding equality, fostering a culture of respect, and fortifying our core values.

In this section, we bring into focus a selection of EDI good practice examples that embody Lancaster University's Equality Objectives. These exemplar initiatives illustrate the University's unwavering commitment to fostering an environment where Equality, Diversity, and Inclusion (EDI) are not just ideals but integral components of our institutional identity. Through these practical illustrations, we invite you to explore the tangible strides and impactful endeavours that align with our dedication to advancing EDI principles and fulfilling our overarching Equality Objectives at Lancaster University.

Equality Objective 1: Deliver high quality, inclusive education with support services that are more accessible, inclusive and responsive to students' needs.

The University is committed to promoting equality, diversity, and inclusion in the student journey by implementing its Access and Participation Plan, creating an inclusive curriculum and assessments, and ensuring accessible support services. Specific actions include widening participation, improving retention and progression, enhancing degree attainment, advancing an inclusive curriculum, and addressing harassment to create a safe campus environment for all students.

The English Literature & Creative Writing (ELCW) Department improved wellbeing spaces for students and staff by redesigning the student mixing bay and upgrading the staff kitchen using funds from the department's EDI budget. These enhancements led to heightened student engagement in the redesigned spaces and increased staff interaction during breaks, fostering a stronger sense of community within the department.

Inspired by the Unisafe app, Lancaster Medical School (LMS) has created an incident reporting system tailored for medical students during clinical placements. This system enables students to report instances of discrimination, harassment, bullying, or assault, whether anonymously or by sharing their contact details for further support and preventive actions.

In 2023, the Law School initiated the Social Mobility Fund, offering grants up to £100 to support Law School widening participation (WP) students, resulting in 60 awarded grants out of 146 applications. Successful candidates often met various WP criteria, seeking aid primarily for living expenses, while the application process also identified additional needs and connected students to specific support services like Disability and Inclusion Services and the Grow Your Future employability team.

Equality Objective 2: Strive for workforce diversity and inclusion

The University is dedicated to promoting equality, diversity, and inclusion among its staff, as outlined in its People and Culture Plan. This involves addressing inequalities, actively seeking feedback, and creating a supportive environment for employees. Specific actions include improving recruitment rates for underrepresented groups, addressing underrepresentation at all workforce levels, preventing harassment, and integrating equality, diversity, and inclusion considerations into policies and processes.

Over the Athena Swan reporting period (2018-2023), Lancaster Environment Centre (LEC) has made significant progress in addressing gender disparities among its faculty. The proportion of female professors increased from 18% to 30%, exceeding the sector STEMM benchmark of 20%. This achievement can be attributed to various strategic actions, including improved recruitment and promotion processes, the provision of essential information to job applicants, active promotion of job opportunities to female candidates through networks, and support mechanisms like workshops and mentoring. As a result, LEC has not only tripled the number of female professors but also boosted the proportion of grant applications from female professors, contributing to a more inclusive and diverse academic environment.

Equality Objective 3: Promote and celebrate diversity.

The University aims to cultivate a culture of inclusivity and community, emphasising the importance of being oneself. This involves actively promoting belonging, valuing diversity, and taking actions such as strengthening community links, celebrating diversity as a strength, and organising events to recognise its significance among staff and students.

The Library team at Lancaster University has a strong commitment to promoting and celebrating diversity through various initiatives and collaborations. They have celebrated events like Black History Month, Holocaust Memorial Day, Pride Month, Women+ History Month, World Autism Acceptance Week, World Menopause Day, and more. In response to their dedication to EDI, they introduced a decolonising initiative, expanded their non-journal resources with Grey Literature databases, and formed the Citation Justice Project Group. They also initiated inclusive recruitment practices and organised activities to support wellbeing, such as Mental Health Awareness Week sessions. Collaborating with the local community, including refugee and asylum seeker groups, has been an essential part of their outreach efforts. The Library Festival in September 2022 showcased their diverse offerings, emphasizing their commitment to inclusion and engagement. Overall, the Library team at Lancaster University strives to create a diverse, inclusive, and equitable academic environment for the entire community.

The Disability Allyship Network, a sister network of the Disabled Employees Network (DEN+), is open to staff and PG students at Lancaster University. It serves as a platform for individuals to come together and learn about disability, neurodiversity, and long-term health conditions. The network organises bi-monthly learning opportunities during term time, covering topics suggested by the network's leadership and members. The aim is to foster understanding, positive attitudes, and a supportive community for individuals with disabilities. The Disabled Allies Network has actively advocated for causes such as promoting Reasonable Adjustments in the workplace and collaborating with the NeuroSpicy Libraries Network. The network facilitates the exchange of allyship practices, resource sharing, and valuable learning opportunities to enhance the university's culture of allyship, benefiting disabled colleagues, students, and the wider community.

Equality Objective 4: Demonstrate more inclusive leadership, accountability and fairness at all levels of management.

To advance its Equality Objectives, the University commits to broad engagement in equality, diversity, and inclusion efforts. This includes leadership commitment, regular review of chartermark memberships, and ensuring that EDI considerations are integrated into governance within university decision-making forums. The University emphasises the importance of informed, locally-driven priorities in these efforts.

The Reciprocal Mentoring Initiative, led by the Race Equality Charter team, involved pairing students from a Black, Asian, and Ethnic Minority background with executive leadership members. The Black, Asian, and Ethnic Minority students served as mentors to senior teaching staff who identified as White, aiming to deepen their understanding of the educational experiences of minority students. The project's primary objective was to foster a more inclusive and equitable academic culture, reducing the ethnic attainment gap within the university. Additionally, the project aimed to provide student mentors with a multifaceted learning experience, allowing them to gain insights into leadership and decision-making processes, develop employability skills, and create a supportive environment where challenges could be addressed. This initiative aimed to cultivate a more inclusive and equitable learning and assessment environment for minority students.

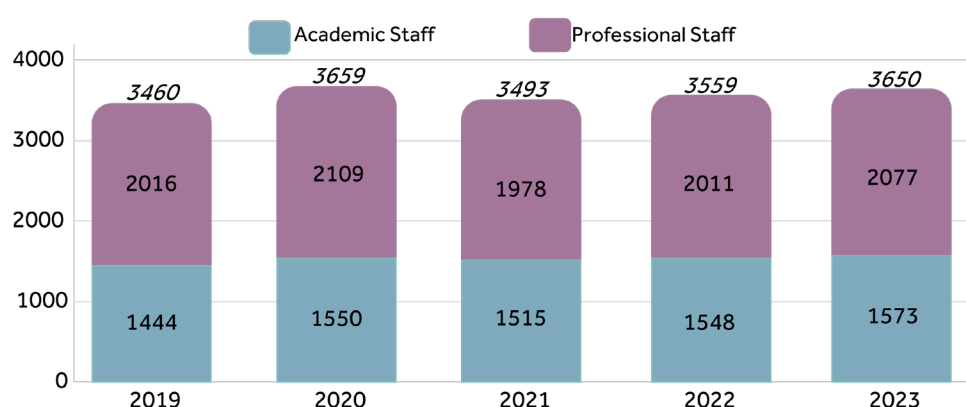
A panel event titled "Managing Career Progression and Wellbeing While Raising a Family" brought together senior figures from different areas of the institution to discuss their experiences. This event was organised by the Parents and Carers Network, in response to concerns raised in a recent survey conducted among its members. Panel members included Nicola Owen (Deputy Chief Executive (Operations)), Jan Grabowski (Associate Dean for Engagement and Internationalisation, FST), Sue Davies (Associate Director Recruitment and Admissions), and Beth Broomby (Head of News and Research Communications). Each panelist shared their personal situations and experiences, leading to a post-panel discussion. The topics discussed ranged from post-natal depression and menopause to the broader context of parenting. This event aimed to shed light on the challenges faced by individuals trying to balance career growth and family responsibilities.

6 Staff and Student Profiles

6.1 Staff EDI Profile

6.1.1 University Staff Profile (Overall, Academic and Professional Services) by Gender, Disability, Age, Ethnicity, Nationality, Sexual Orientation, Religion/Belief

The latest trends in the total staff population, relating to gender, disability, age, ethnicity, nationality, sexual orientation, and religion/belief are shown below. The data in these tables is from HR systems snapshots taken on the 31st March of each year.



This first graph shows the total University staff numbers, split by Academic and Professional Services staff over the last five years.

The University's proportional split remains relatively constant at 43.1% Academic Staff and 56.9% Professional Services Staff

Figure 1: University staff numbers between 2019 and 2023, split by Academic and Professional Services.

Gender

The data held on staff gender is taken from the LU Workforce Profile Tableau, which is in turn drawn from CoreXD. While we do offer the opportunity for staff to better clarify their Gender Identity, numbers of staff who identify outside the female/male binary are too small to report on and their figures are not represented within this report.

The Gender split at the University has remained relatively constant over the last five years, with a slight increase in the proportion of female staff from 53.2% in 2019 to 55.5% in 2023. When we look at the proportion of Academic Female staff we can see a larger increase of +6.8 percentage points from 36.7% in 2019 to 43.5% in 2023. Whereas when we look at Professional services staff the female:male staff proportions have remain very similar at around 65% : 35%, moving only 0.5 percentage points in the last five years.

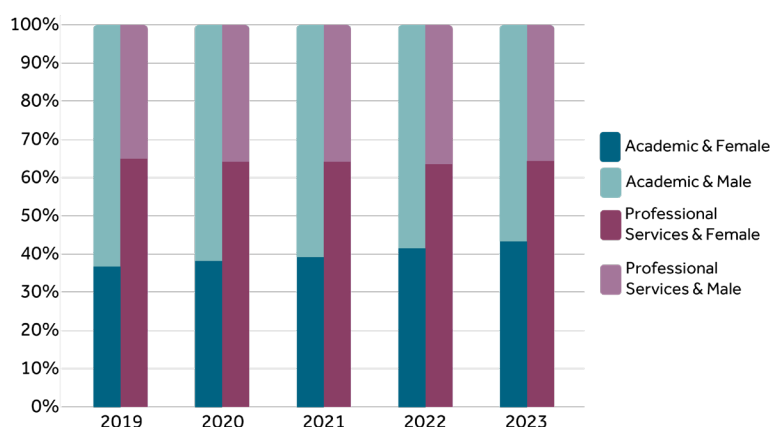


Figure 2: Proportional representation of the gender split (female:male) in both Academic and Professional Services roles.

Disability

Over the last five years we have seen a slight increase in the number of staff who have declared themselves as having a disability, from 6.8% in 2019 to 8.6% in 2023. In addition we have seen a slight fall in the number of staff listing “prefer not to say” for their disability status.

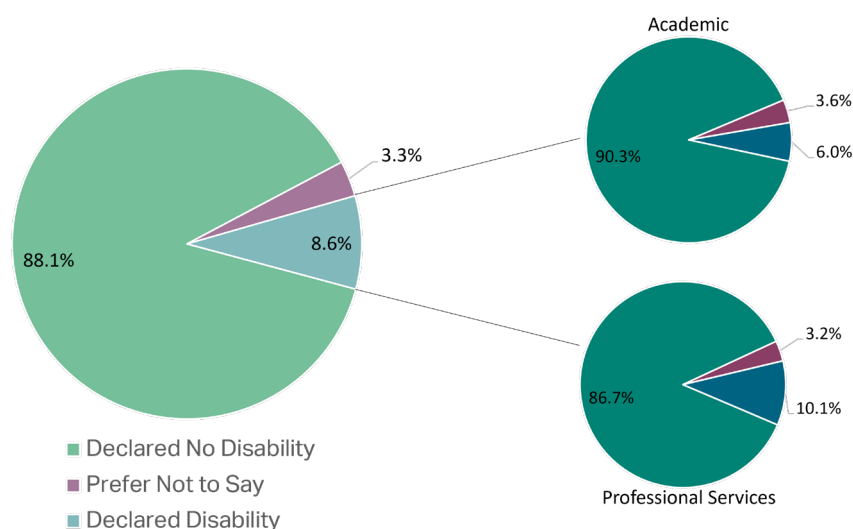


Figure 3: Proportional representation of staff disability disclosure figures, in regards to the whole workforce, and broken down to Academic and Professional Services.

When we look at Academic and Professional Services staff separately, we find a higher proportion of staff declaring themselves as having a disability among Professional Services staff (10.1%) compared to in Academic roles (6.6%).

However, both have shown similar growth trends increasing 1.8 percentage points and 1.9 percentage points respectively, over the five year period.

Age

Looking at age bands the University shows a generally stable trend across the last five years, There is a small increase (2.4 percentage points) in the number of staff aged 36-45 with a similar fall (-2.2 percentage points) in staff aged 26-35.

This change is highlighted more distinctly when we look at Academic staff separately with a fall of -4.5 percentage points in staff aged between 26-35 and an increase of 4.1 percentage points in the number of staff aged 36-45 over the five year period.

We can also see a small decrease in the number of staff aged 25 & under over the five years (-1.1 percentage points) and a small increase (1.3 percentage points) in the 56-65 category, a trend mirrored when we look at Professional Services separately, with the fall and rise being -1.8% and 2.2% respectively.

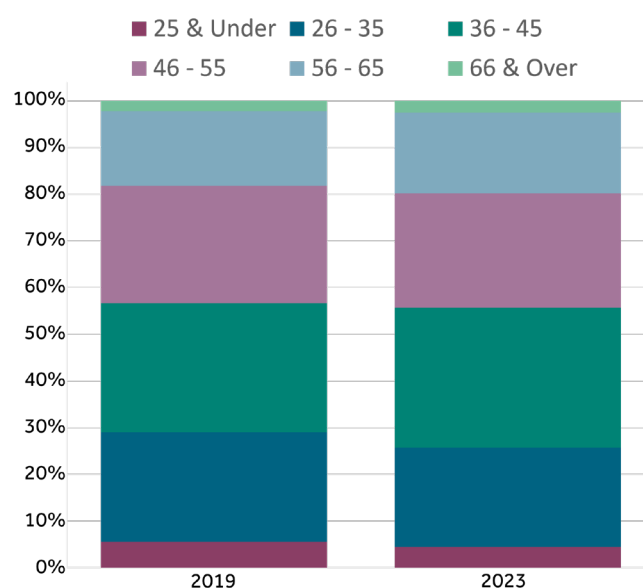


Figure 4: The make-up of the University's Staff workforce in terms of age breakdown, comparing 2019 figures to 2023 figures.

Nationality

Approximately 20% of the university staff are of a non-UK nationality, however the split is more pronounced between the Academic and Professional Services sectors, with 37.3% of Academic staff compared to 8.4% of Professional Services staff being of a non-UK nationality.

Professional Services Staff	
National Region	Count
UK	91.6%
EU	5.5%
Rest of the World	2.9%

Academic Staff	
National Region	Count
UK	62.7%
EU	15.8%
Rest of the World	21.5%

Tables 1 & 2: Proportional representation of the university's UK National, and international staff, split into Professional Services and Academic Staff roles, respectively.

Ethnicity

The proportion of Black, Asian and Ethnic Minority staff at LU has remained very similar over the last five years, increasing by 1.2 percentage points from 10.8% in 2019 to 12.0% in 2023. The largest changes in that time have come from an increase in our Asian and Asian British staff community, who make up 7.2% of our staff body (a change of +1.8 percentage points over five years) and a decrease in the proportion of our staff from Mixed or Multiple ethnic groups, falling –1.3 percentage points to 2.1% in 2023.

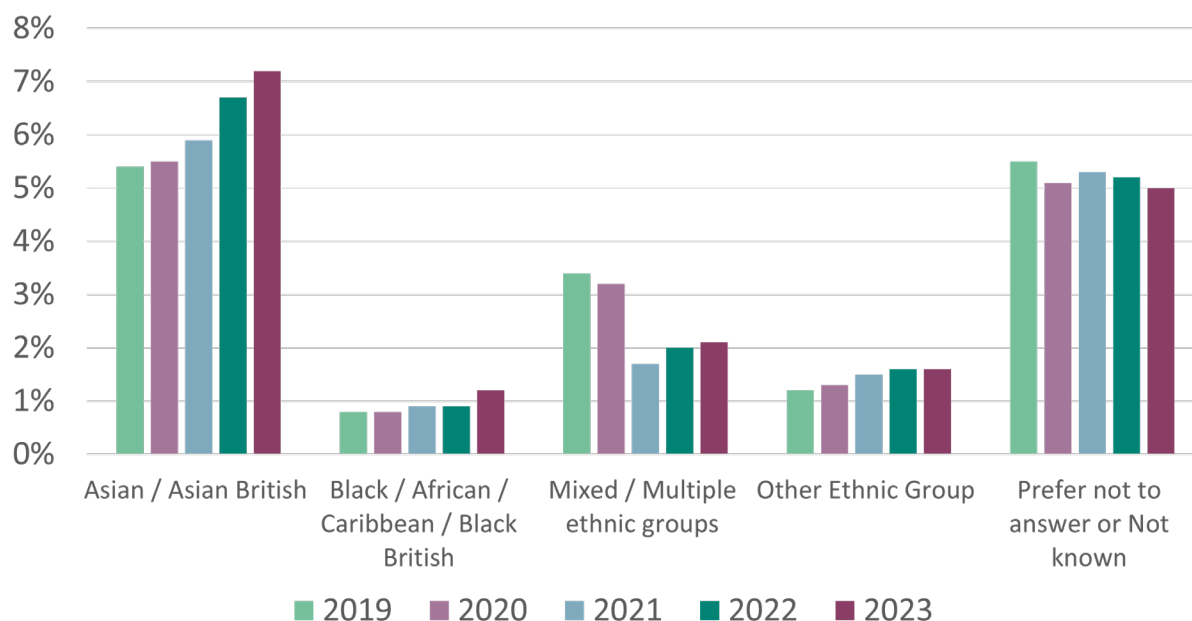
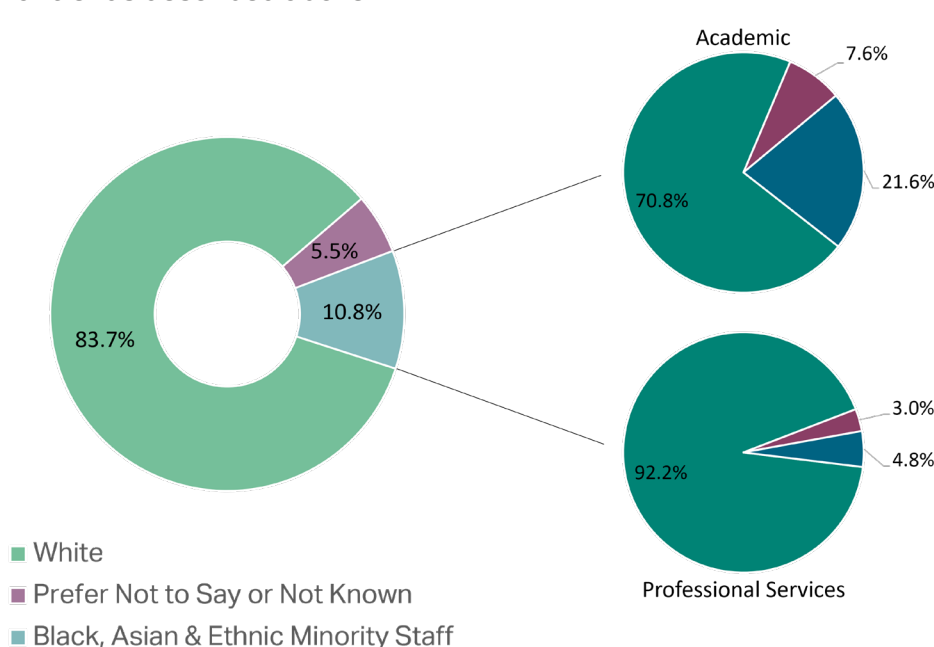


Figure 5: Visual depiction of the university staff's ethnic breakdown of those not in the White characteristic group, as proportions of the university's whole staff workforce, between the years 2019 and 2023.

The majority of our staff from Black, Asian and Ethnic Minority backgrounds are in Academic roles (340, 21.6%) across the university compared to Professional Services roles (99, 4.8%) though both share the similar trends described above.



The proportion of staff choosing not to disclose their ethnicity status has remained very similar over the last five years and remains considerably higher across Academic staff when compared to Professional Services and actually increased 0.8% over the five year period compared to a 1.7% drop in Professional Services.

Figure 6: Proportional representation of staff ethnicity characteristics, in regards to the whole workforce, and again broken down to Academic and Professional Services.

Sexual Orientation

In 2023 6% of LU staff declared themselves as LGBTQ+, a small increase in the four-year period shown here from 4.6% in 2020. In that same period, we have also seen a small drop in the number of staff who preferred not to say when declaring their sexuality (-2.8 percentage points) however, this is still one of the protected characteristics with the highest number of staff preferring not to disclose their information and this is still an area we need to continue to improve as we move forward in ensuring that our work environments are both as supportive and inclusive to our staff community as possible.

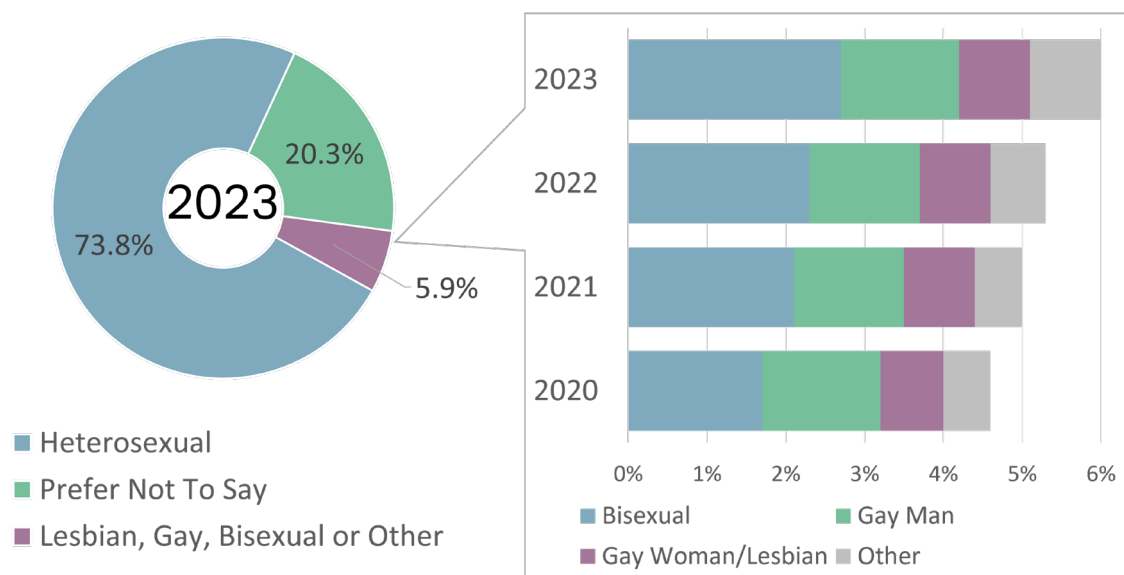


Figure 7: Proportional representation of staff sexual orientation, with graphical depiction of the progression of Lesbian, Gay, Bisexual or Other identities being disclosed between 2020 and 2023.

Religion/Belief

The proportion of University staff who declare 'No Religion' has increased over the past 4 years, from 39% to 42%, while the proportion of staff selecting 'Prefer Not to Say' has decreased in a similar fashion (23.1% to 21.0%).

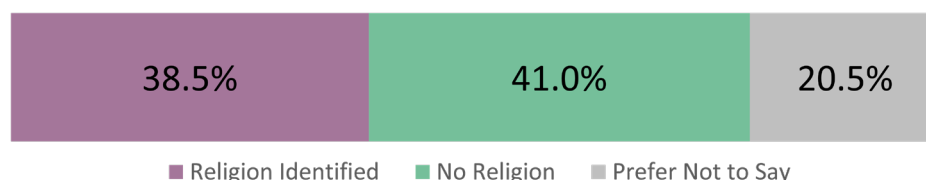


Figure 8: Visual breakdown of the proportion of respondents who identified with a religion, with no religion, or selected 'Prefer Not to Say' from the 2023 whole staff figures.

Proportions of staff identifying within each of the seven identified religious groups has remained largely consistent over the past few year, with only the proportion of Muslim staff increasing significantly from 1.9% to 2.7% between 2020 and 2023.

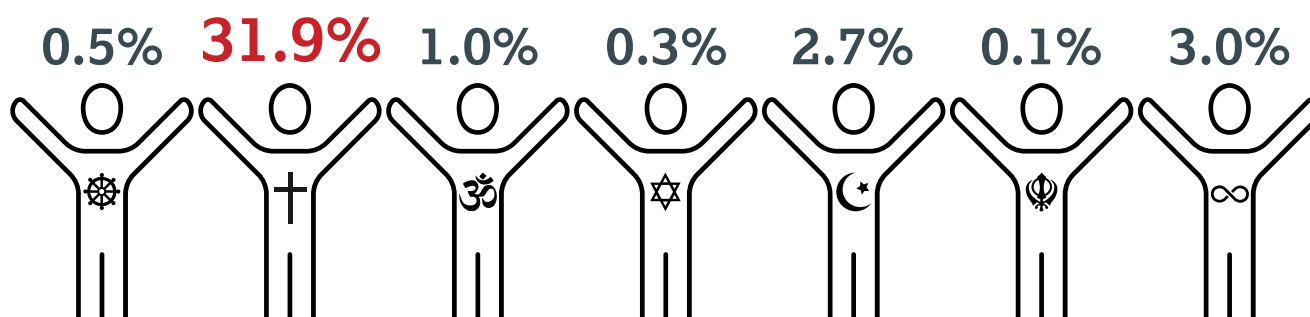


Figure 9: Infographic detailing the current proportion of staff identifying within the 7 religious groups. From left to right: Buddhist, Christian, Hindu, Jewish, Muslim, Sikh, Any Other Religion of Belief.

6.1.2 Staff Recruitment

Looking across recruitment of all positions at the University, we see consistency in many of the protected characteristic proportions, with both application figures and job offers largely aligning with the University's current staff makeup.

The gender of applicants equates with the University staffing figures, with 56.7% of applicants being female, and at point of job offers being made, this percentage does increase slightly to 59.9% females.

Applications Received
2,827:2,151
Female Male

Offers Made
130:86
Female Male

The ages of applicants are, in general, younger than the University's staff population, but this is to be expected with a transitory characteristic such as age.

A further 245 applications were made where the applicant could not confirm their age. This data has not been included in analysis.

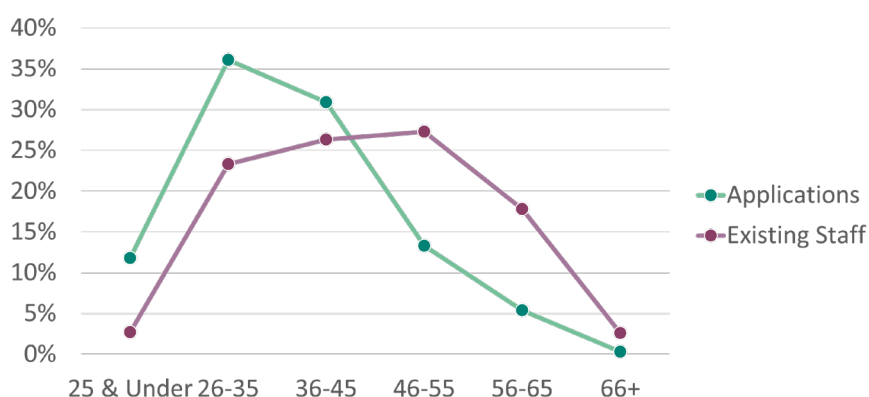
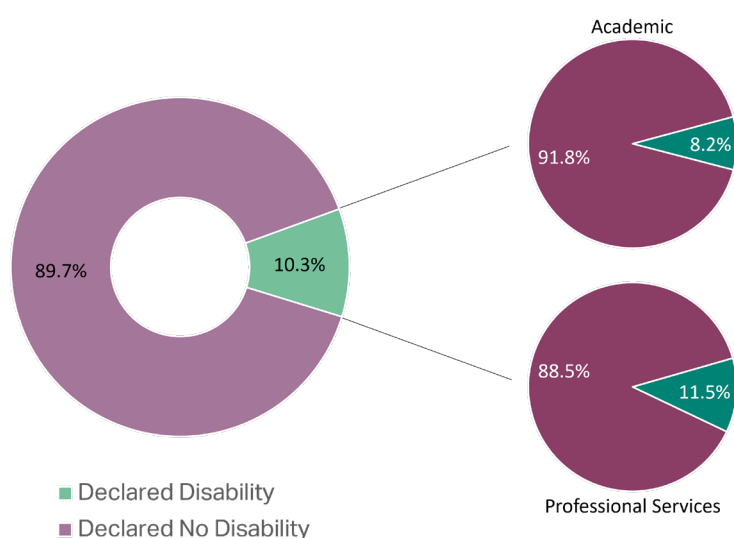


Figure 10: Comparison of the ages of applicants to all job vacancies at the university, with the university's current workforce age distribution.

At point of application, we see that almost 1 in 8 applicants for roles within Professional Services are from people with declared disabilities (12.3%). This, paired with the University's Disability Confident Policy contributes to an increase in this proportion for those shortlisted, at 13% of shortlisted applicants for Professional Services roles having declared disabilities.

In contrast, only 5.1%, approximately 1 in 20, of applicants for Academic roles declare themselves disabled at point of application. This low proportion does increase gradually through the recruitment process, however still remains below the University's whole staff figures, with 6.9% of shortlisted applicants being within this characteristic group.



The proportion of job offers made to applicants with declared disabilities (10.3%) was higher than the University's current proportion of existing employees with declared disabilities (8.6%), with a higher proportion of job offers for professional services roles being made to those with declared disabilities (11.5%).

Figure 11: Proportional representation of job offers made to applicants, comparing their disability disclosure statuses, for all offers made, and broken down to Academic and Professional Services job vacancies.

As we move to look at the success of Black, Asian and Ethnic Minority applicants in being shortlisted for interview, or receiving a job offer, we see a significant drop-off with 21% of shortlisted candidates being Black, Asian or Ethnic Minority, and just 17.7% of those receiving job offers being in this characteristic group.

However, in comparison to the University's Black, Asian and Ethnic Minority staff population (12.0%), this is an increase.

It is also worth bearing in mind that the above recruitment data analysis covers all applicants, including international applicants without the Right to Work in the UK.

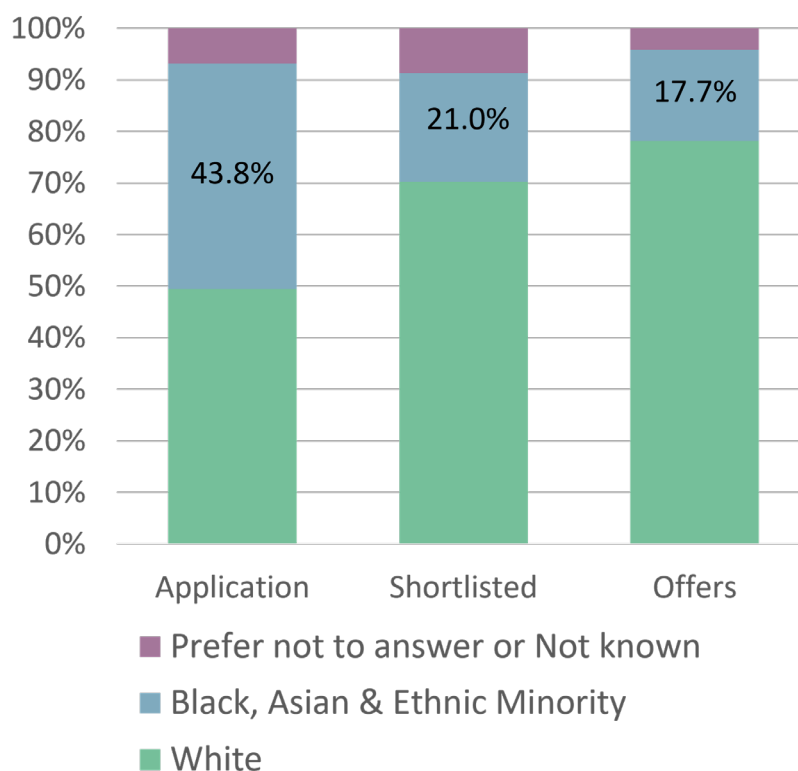


Figure 12: Comparison of the proportion of Black, Asian and Ethnic Minority applicants who were shortlisted for interview, and again for those who received job offers.

6.1.3 Staff Leavers

The data used for this section was drawn from the LU Workforce profile tableau workbook, which is in turn drawn from CoreXD. We are using the academic year (1st August 2022 to the 31st July 2023) as the timeframe.

From the data we gathered we looked at the proportions of staff who resigned from the University for the last 5 years split by protected characteristic and compared against the whole University. It is worth remembering that for some protected characteristics the percentages of staff are very low and it is challenging to draw useful conclusions on those characteristic groups.

We do not see any significant discrepancies in leavers data based on the characteristics of Gender, Sexual Orientation, Religion or Belief, or Disability, when compared with the overall proportions of these characteristic groups. However, when exploring the rate of change of leavers in age bands, we see two significant trends over the past 5 years.

Age

We can see that the proportion of staff aged 21-30 leaving (20.6%) has increased over the last five years by 4.6 percentage points and that this proportion is also 7.9 percentage points higher than the overall University proportion of staff in that age band (12.7%). We can also see that the proportion of leavers aged 31-40 (36.7%), while it has remained constant over the five years, is also some 8.7 percentage points higher than their overall University proportion (28.0%).

At the other end of the spectrum we can see that the proportion of leavers over 65 has fallen over the five years, bringing the figure more in line with the overall University figure, and the proportion of leavers aged 51-60 (14.3%), while remaining constant, still sits some 9.1 percentage points lower than their overall University proportion (23.4%).

The average age of our leavers has decreased since 2019, suggesting we are not retaining as many younger members of staff since the pandemic, and we are seeing less people leaving due to retirement.

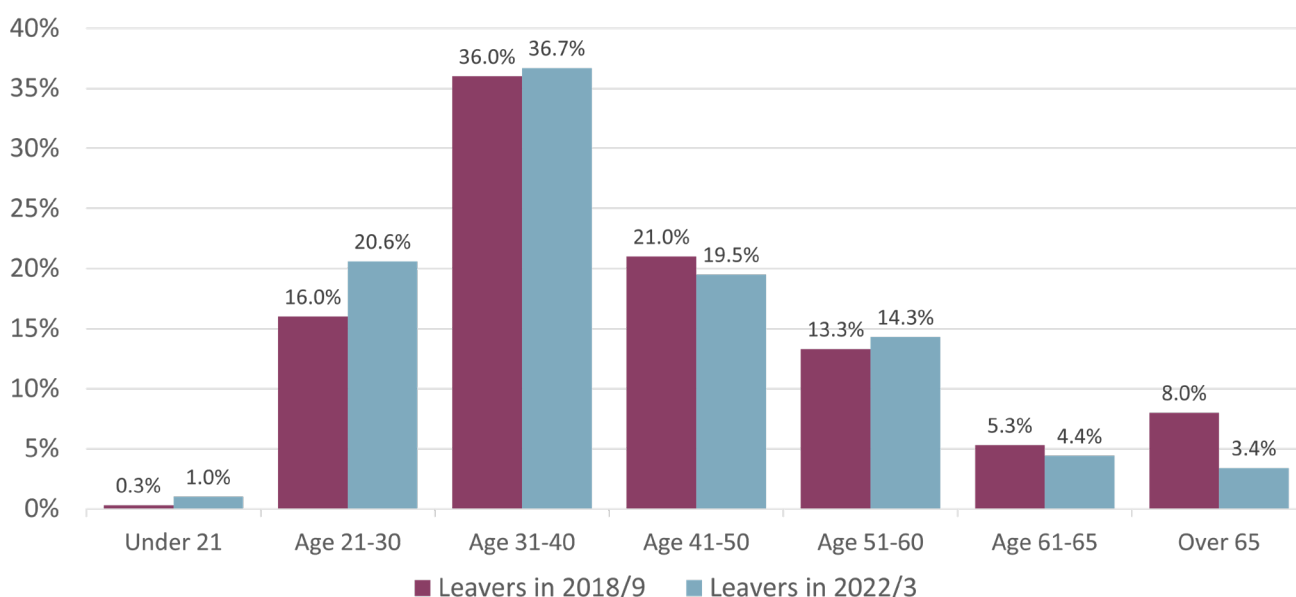


Figure 13: Age distribution of Staff Leavers in 2018/9, compared with those in 2022/3.

Ethnicity

The proportion of Black, Asian and Ethnic Minority staff leaving the University has increased over the last five years from 10.7% to 18.5%, and this figure is some 6.5 percentage points higher than the overall proportion of Black, Asian and Ethnic Minority staff (12.0%) employed at the University.

This has largely been driven by a 6.1 percentage point increase in the number of leavers of Asian/Asian British ethnicity. There has been a corresponding fall in the proportion of White leavers over the five year period (-8.1 percentage points).

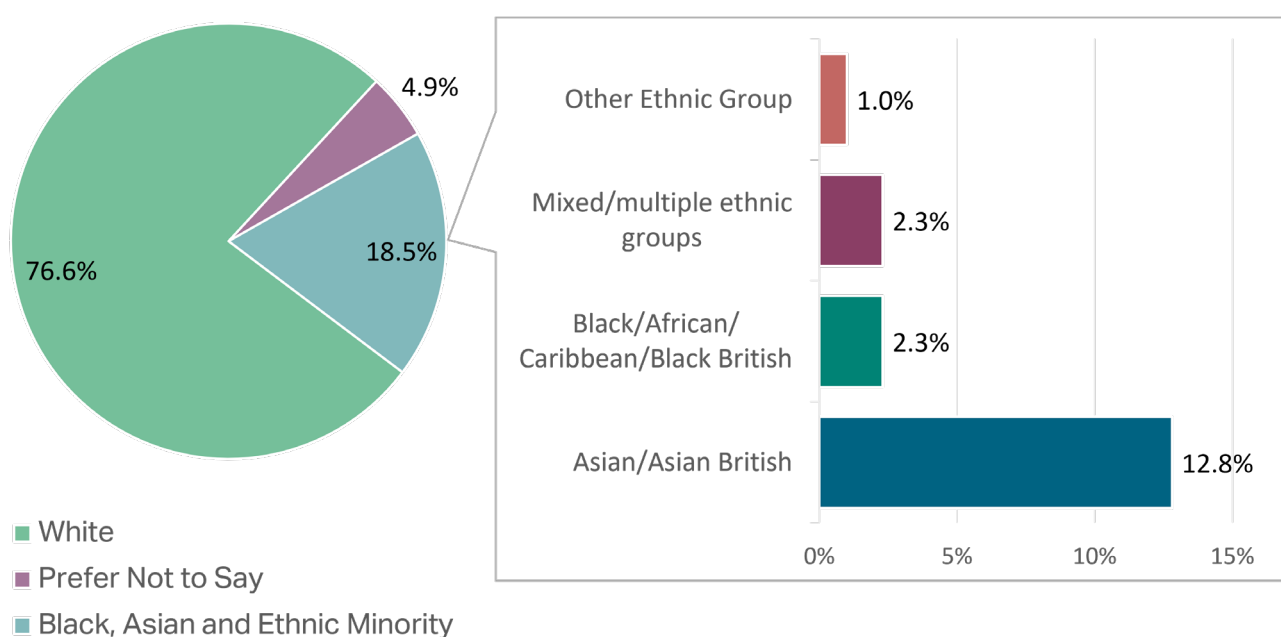


Figure 14: Proportional representation of the ethnicities of Staff Leavers in 2022/3, with the Black, Asian and Ethnic Minorities sector expanded to a representative bar chart.

6.2 Student EDI Profile

All data used within this section has been taken from the University's HESA Student Return for the year 2022/3. The datasets represented here are exclusively based on students attending courses on our Bailrigg campus, and no international partnerships, distance learning programmes, or franchised courses are included.



Figure 15: Graphic demonstrating the increase in students numbers between academic years 2018/9 and 2022/3.

Gender

Gender data is representative of students' legal sex, as reported to the institution, rather than Gender Identity, with any unknown values removed from reporting figures.

Since 2018/9, the University's female/male breakdown has remained balanced at a near 50:50 split, with only slight variances over the past five years.

Reporting of sex as 'other' has an overall upward trend over the past 5 years but is statistically insignificant for reporting. This is reflective of sector-wide reporting and suggests an increase in non-binary identities amongst students.

Age

The age demographic of our Undergraduate (UG) students remains relatively consistent over the last 5 years, with 94% of students aged 18-20 years at start of studies, 4% aged 21 or over, and 2% aged 17 or younger.

We do however, see a decline in the upper age ranges when exploring Postgraduate Taught (PGT) and Postgraduate Research (PGR) students, returning to pre-pandemic levels. Proportions of students under the age of 21 is insignificant.

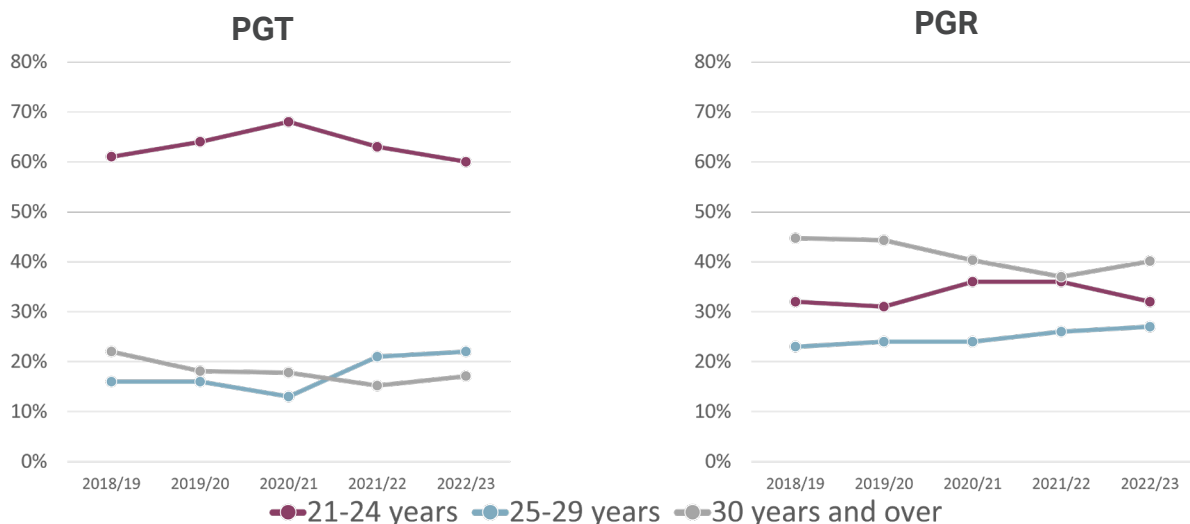


Figure 16: Two graphs demonstrating the change in proportion of age bands 21-24 years, 25-29 years, and 30 years and over, for both PGT (left) and PGR (right) student bodies at start of studies in 2022/3

Ethnicity

Our student data for ethnicity is sectioned into the following five categories: Asian, Black, Mixed, Other Ethnicity, and White. While this is not directly comparable to the data we hold for our staff workforce, it shows a distinct change in the ethnic demographics of our student bodies.

It is also important to note that ethnicity data is only reported for UK/Home students, and not for any of our large international student body (4785 students).

Since 2018/9, we have seen a decrease in proportion of White students in both UG (-6.3 percentage points) and PGR (-4.0 percentage points) datasets, in contrast to an increase of White students in our PGT (+4.4 percentage points) dataset.

Overall, the total proportion of White students at Lancaster University is now 78.4%, a decrease of 5.1 percentage points since 2018/9.

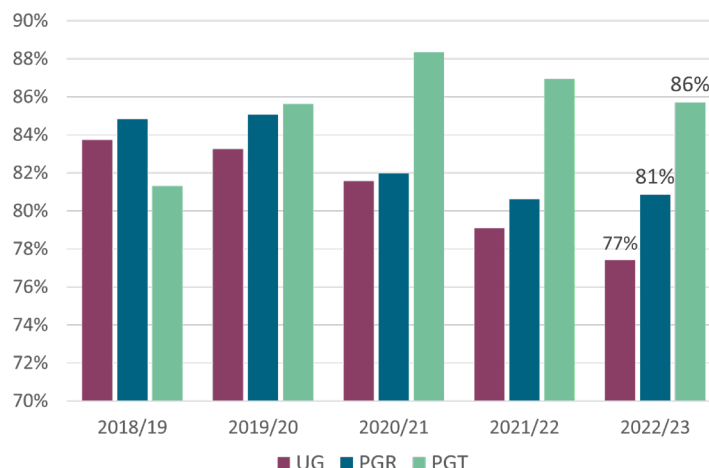


Figure 17: Proportion of UG, PGR, and PGT student bodies which are White ethnicity over the last 5 academic years.

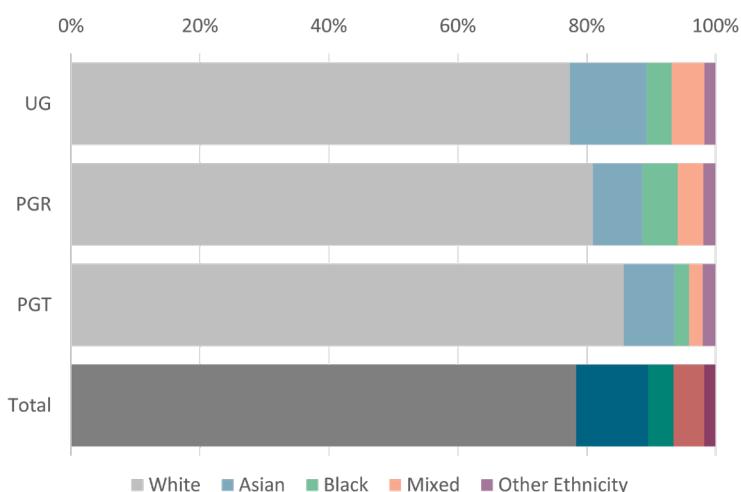


Figure 18: Visual percentage breakdown of ethnicity of students in UG, PGR, and PGT cohorts, as well as Total student population, in academic year 2022/3.

The overall proportion of Black, Asian and Ethnic Minority students (21.6%) has grown over the past five years (+5.1 percentage points), accounting for overall student headcount increasing in line with university growth.

The ethnic breakdown of Black, Asian and Ethnic Minority students is relatively consistent across points of study, with around half of our Black, Asian and Ethnic Minority students identifying as Asian (11.2%), one fifth as Black (4.0%), and Mixed (4.8%), and one tenth as from 'Other' ethnic backgrounds (1.7%).

Disability

Finally, as of 2022/3, the University is supporting almost 1000 more disabled students on a yearly basis, comprising 17% of our total student population, compared to 2018/9.

The proportion of students with declared disabilities in each study group has increased significantly in the past 5 years, with 27 percentage point increase in UG students, 43 percentage point increase in PGT students, and 50 percentage point increase in PGR students with declared disabilities, when compared to figures from 2018/9.

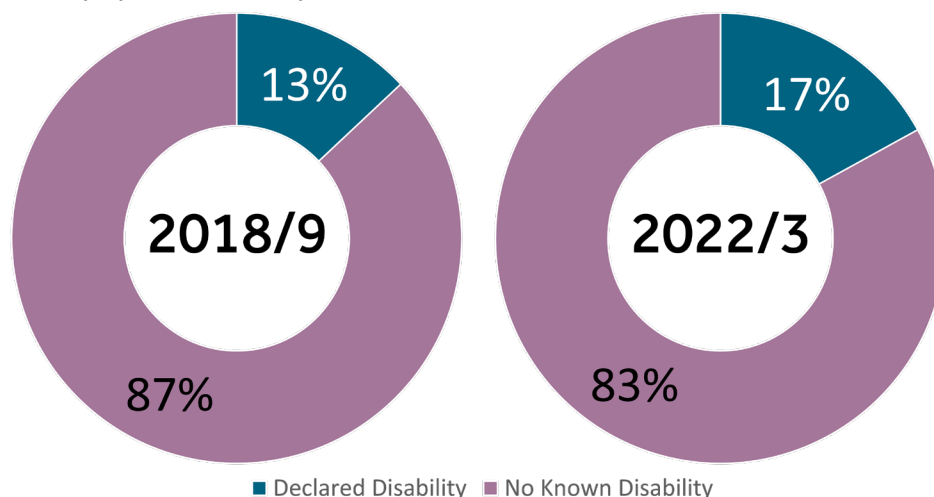


Figure 19: Visual comparison of percentage of students with 'Declared Disabilities', and those with 'No Known Disability' in academic years 2018/9 and 2022/3.

7 Future and Ongoing Plans

This section outlines key University EDI projects/initiatives over the next 12 months. This work will also be informed by ongoing themes emerging from LU staff and students EDI data analysis and other EDI activities/work:

- Agree and implement the delivery mechanism for the University Equality Objectives Action Plan.
- Prepare for application submission for the Race Equality Charter Bronze Award in 2024.
- Continue to deliver our Institutional Athena Swan action plan focussing on our EDI culture, academic career pipeline, Professional Services staff progression and family friendly support.
- Submission to Stonewall Workplace Equality Index 2023.
- Implement actions identified in Disability Confident review 2023.
- Continue provision of EDI online training modules to cover specific protected characteristics as supplement to the existing Lancaster University EDI mandatory training.
- Continue investment in learning and development for recruiting managers.
- Implement and deliver the Recruitment and Selection Review Project incorporating recommendations for improvements from an EDI lens.
- Complete review and implementation of the revised University Equality Impact Assessment (EIA) Framework.
- Roll out of an initiative to address staff protected characteristic declaration rates, specifically for ethnicity, disability, sexual orientation and religion/belief.
- Continue to develop, support and promote University EDI Staff Networks.
- Develop and roll out the University Equality Staff Networks Framework.