Race Equality Update, December 2016

**Equality Diversity and Inclusion (EDI)** updates aim to communicate developments relating to the implementation of the University’s EDI Strategic Vision 2020.

**Lancaster Equality News on-line**, developed and maintained by Dr Cherry Canovan, EDI Advisor, is updated weekly with a wide range of news and information relating to EDI in higher education and beyond. There are over 135 subscribers so far.
To view and sign up, see: [http://www.lancaster.ac.uk/gender-equality/lancaster-equality-news/](http://www.lancaster.ac.uk/gender-equality/lancaster-equality-news/)

**Race Equality Charter (REC)**

The University’s EDI Strategic Vision 2020 includes as one of its strategic objectives to progress:
- University membership of the Race Equality Charter (REC) from 2017, involving: producing ethnicity analysis of staff and student data, setting up a Self-Assessment Team, conducting surveys/focus groups, forming a three-year Action Plan. REC bronze award by 2020.

To begin carrying this forward, a small working group is being formed comprising representatives from areas relating to student recruitment, academic departments, colleges, Student Based Services and Human Resources. The remit of the group is to undertake an assessment of requirements and to report to the May 2017 EDI Committee with proposals for how to go about addressing this strategic objective.

REC is underpinned by five fundamental guiding principles:

1. Racial inequalities are a significant issue within higher education. Racial inequalities are not necessarily overt, isolated incidents. Racism is an everyday facet of UK society and racial inequalities manifest themselves in everyday situations, processes and behaviours.
2. UK higher education cannot reach its full potential unless it can benefit from the talents of the whole population and until individuals from all ethnic backgrounds can benefit equally from the opportunities it affords.
3. In developing solutions to racial inequalities, it is important that they are aimed at achieving long-term institutional culture change, avoiding a deficit model where solutions are aimed at changing the individual.
4. Minority ethnic staff and students are not a homogenous group. People from different ethnic backgrounds have different experiences of and outcomes from/within higher education, and that complexity needs to be considered in analysing data and developing actions.
5. All individuals have multiple identities, and the intersection of those different identities should be considered wherever possible.

See more about REC at: [http://www.ecu.ac.uk/equality-charters/race-equality-charter/](http://www.ecu.ac.uk/equality-charters/race-equality-charter/)
What is Race?

Race is one of the protected characteristics covered by the Equality Act 2010, and it covers any individual or group of a particular colour, nationality, caste, ethnic origin or national origin.

About the ethnic diversity of our staff

<table>
<thead>
<tr>
<th>UK staff ethnicity</th>
<th>Non-UK staff ethnicity</th>
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<tbody>
<tr>
<td>□ Black &amp; Minority Ethnic staff</td>
<td>□ Black &amp; Minority Ethnic staff</td>
</tr>
<tr>
<td>□ White staff</td>
<td>□ White staff</td>
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<tr>
<td>3%</td>
<td>25%</td>
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<tr>
<td>97%</td>
<td>75%</td>
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About the ethnic diversity of our students

<table>
<thead>
<tr>
<th>UK student ethnicity</th>
<th>Non-UK student ethnicity</th>
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<tbody>
<tr>
<td>□ Black &amp; Minority Ethnic students</td>
<td>□ Black &amp; Minority Ethnic students</td>
</tr>
<tr>
<td>□ White students</td>
<td>□ White students</td>
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<tr>
<td>14%</td>
<td>38%</td>
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<tr>
<td>86%</td>
<td>62%</td>
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The categories of ethnicity, defined for use by Higher Education as a whole are:

- Arab
- Asian or Asian British (Bangladeshi / Indian / Pakistani)
- Black or Black British (African / Caribbean)
- Chinese
- Gypsy or Traveller
- Mixed (White and Asian / Black African / Black Caribbean)
- Other Background (Asian/Black / Mixed/White)
- White (British / Irish)