

Athena Swan Silver Application

University of Lincoln



Applicant information

Name of university	University of Lincoln
Date of current application	January 2024
Level of previous award	Bronze
Date of previous award	2018
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An evaluation of the university's progress and success	1884
An assessment of the university's gender equality context	3249
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 8000 words

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Section 1: An overview of the university and its approach to gender equality

(2648 words)

1.1 Letter of endorsement from the Vice Chancellor



arch-related activities abroad for those with caring responsibilities since

Professor Neal Juster BSc PhD CEng FIMechE

Vice Chancellor

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Neal Juster

Professor Neal Juster
Vice-Chancellor

Professor Neal Juster BSc PhD CEng FIMechE
Vice Chancellor

1.2 Description of the University and its context

“Libertas per Sapientiam”
– freedom through knowledge –

The University of Lincoln, named the Time’s Modern University of the Year, 2021, was established in 2001 on a new campus at the heart of an historic city. We are ranked 53rd in the Times & Sunday Times Good University Guide 2023 and Top 30 for student satisfaction in the Guardian University Guide 2023. In November 2023, we were awarded the Queen's Anniversary Prize, the UK's highest award for universities, to recognise our work supporting the agri-food sector.

Dynamic and rapidly evolving, the University of Lincoln has 19,200 students and has grown over the last ten years from £119m income in 2013/14 to £240.4m in 2022/23. Conceived at the outset as a civic institution, our long-term mission is to be an outstanding small-city anchor institution, equally committed to excellence in teaching (awarded the TEF Gold in 2017 and again in 2023), research and knowledge exchange, with deep regional and international engagement. We are committed to broad civic engagement, exemplified by our role as a founding partner of the Greater Lincolnshire LEP, our contribution to the Local Industrial Strategy, our work with local and global employers and with voluntary and public sector bodies. We are the fifth largest revenue generator in the City and one of the largest organisations in the County. Lincolnshire contains deprived rural, industrial and coastal regions, which has shaped our ‘local to global’ research themes, most notably, a particular focus on global rural challenges. In 2010, the University opened the first UK purpose-built engineering school in 25 years; the College of Science was established in 2011, with new Schools in Life Sciences (2012), Pharmacy (2013), Chemistry (2014), Mathematics & Physics (2014), Geography (2016), a Medical School (2018), and the Bridge Advanced Engineering R&D Centre in 2022. With an investment of £220 million over the last ten years, the campus is now an award-winning, state-of-the-art learning environment. It has a thriving research culture, with 79% of the research submitted to the national REF2021 rated as internationally excellent (3*) or world leading (4*).

We are members of the Midlands Enterprise Universities.

The University has 21 academic schools which, until September 2023, were organised across four colleges (College of Arts, College of Science, College of Social Sciences, Lincoln International Business School). Following the appointment of a new Vice-Chancellor (Professor Neal Juster) in 2022, we now have a two-college structure: *College of Arts, Social Sciences and Humanities* (9 academic schools); and *College of Health and Science* (12 academic schools). The organisational structure before September 2023 is given (**Fig. 1.1**).

The University employs a total of 2378 staff (**Table 1.1** and **Figs. AD1, AD2**) across two academic colleges (**Fig.1.2**) and five professional service directorates: 1151 academics (46% Female / 23% EM); 1191 PSS staff (66% Female / 8% EM), and a student body in 2023/2024 (**Table 1.2**) of 18614 (58% Female / 30% EM: 12623 UG (58% Female / 15% EM); 5288 PGT (59% Female / 66% EM); 685 PGR (58% Female / 28% EM).

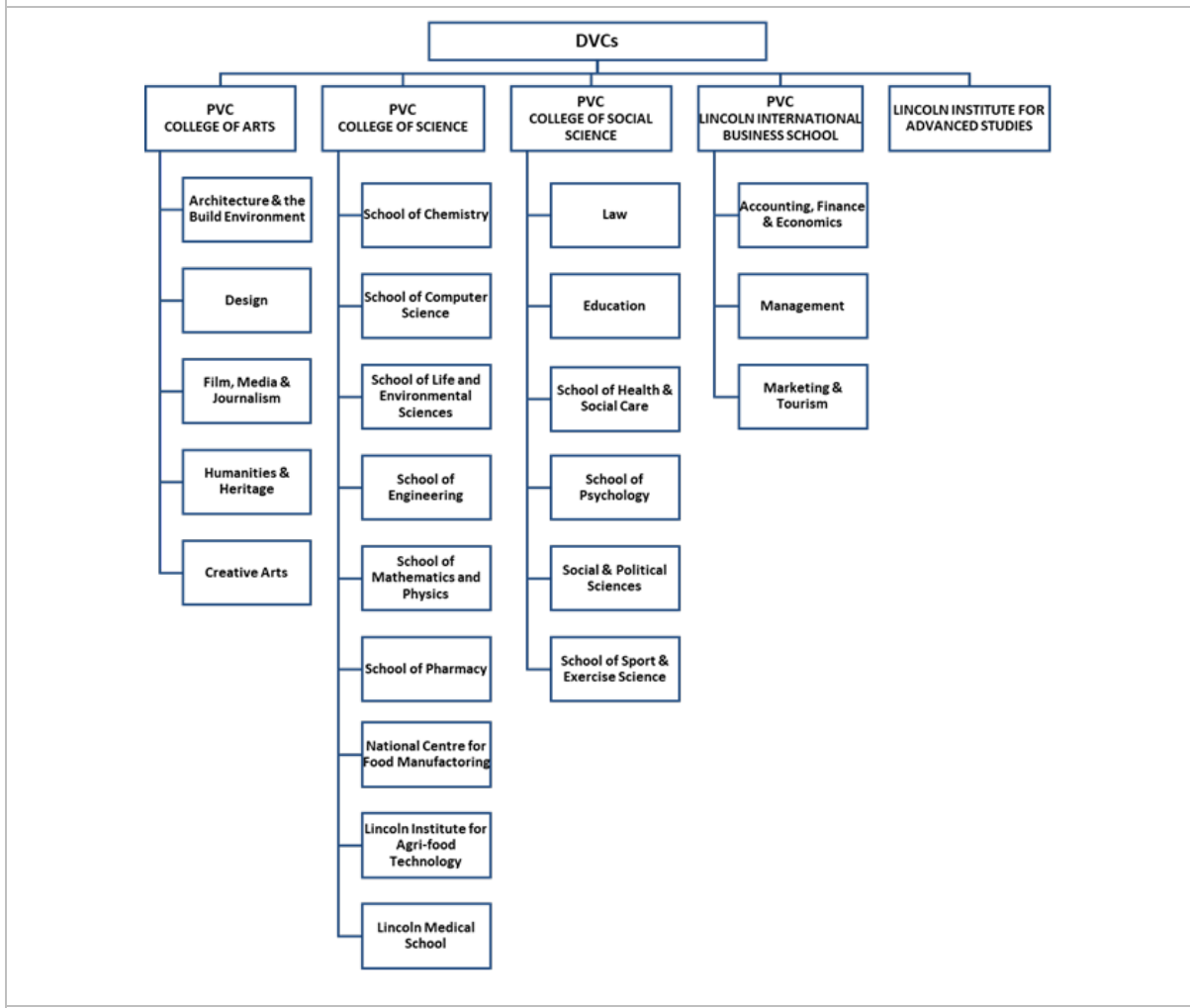
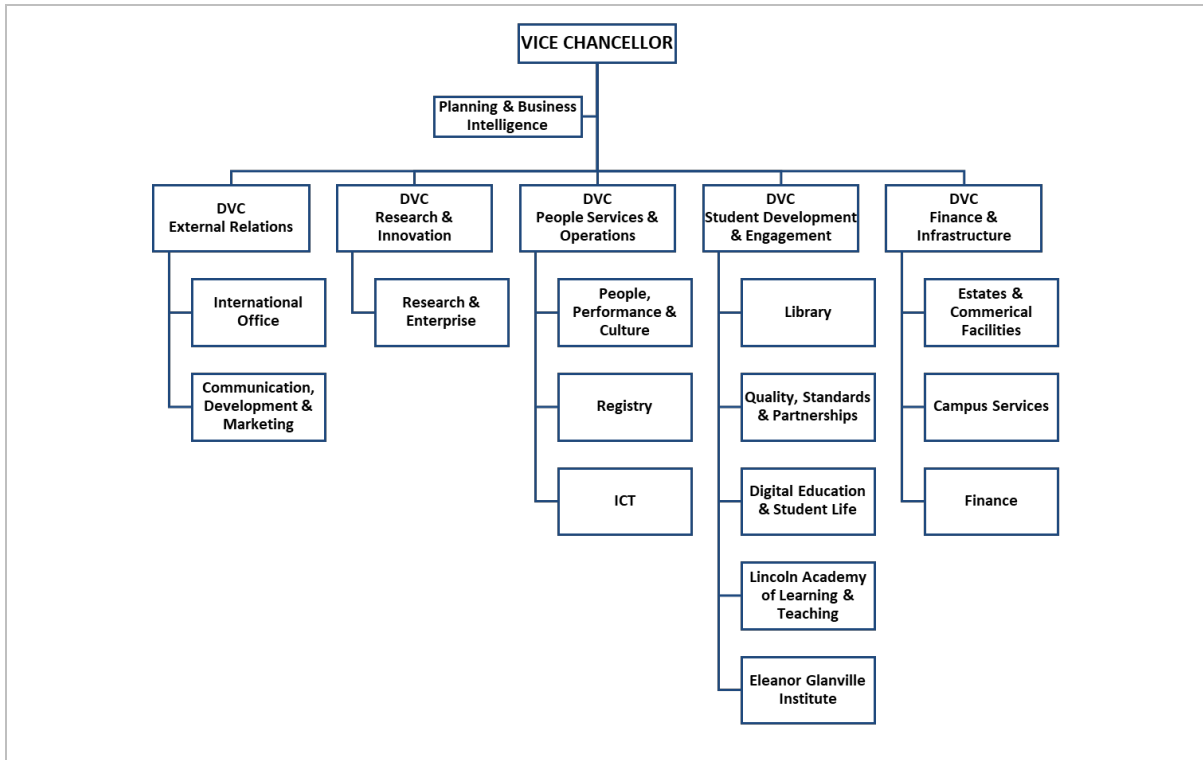


Figure 1.1 UoL organogram (simplified). Professional Services structure 2021 (top) and Academic structure 2023 (bottom). In the process of being re-structured (2023/24)

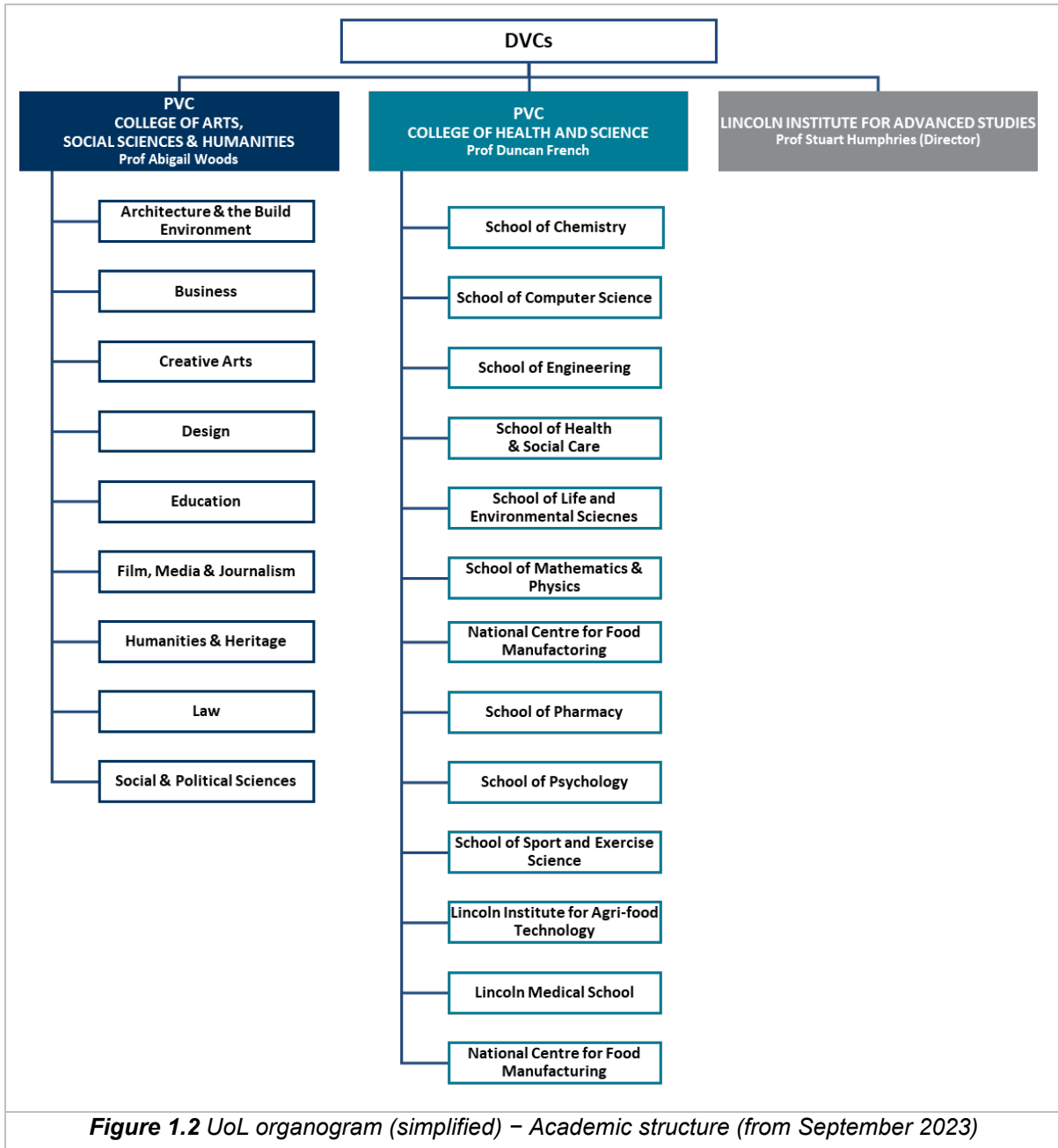


Figure 1.2 UoL organogram (simplified) – Academic structure (from September 2023)

Table 1.1 University community by gender and ethnicity (12 January 2024)

		W (%)	M (%)	Total	Proportion of total
ALL STAFF	Gender	57%	43%	2378	
	Ethnic minority	47%	53%	360	15%
	White	59%	41%	1961	
	Not disclosed	39%	61%	57	2%
ALL ACADEMIC STAFF	Gender	46%	54%	1151	
	Ethnic minority	38%	62%	265	23%
	White	49%	51%	850	
	Not disclosed	44%	56%	36	3%
CoASSH	Gender	50%	50%	530	
	Ethnic minority	49%	51%	118	22%
	White	51%	49%	396	
	Not disclosed	50%	50%	16	3%
CSH	Gender	43%	57%	621	
	Ethnic minority	29%	71%	147	24%
	White	47%	53%	454	
	Not disclosed	40%	60%	20	3%
ALL PROFESSIONAL SERVICES STAFF	Gender	66%	34%	1191	
	Ethnic minority	66%	34%	90	8%
	White	67%	33%	1080	
	Not disclosed	29%	71%	21	2%

Table 1.2 Student community by gender, ethnicity and study level (January 2024)

		UG			PGT			PGR		
		Total	W (%)	M (%)	Total	W (%)	M (%)	Total	W (%)	M (%)
UNIVERSITY	Gender	12623	58%	42%	5288	59%	41%	685	58%	40%
	Ethnic minority	1817	52%	48%	3507	56%	44%	198	48%	52%
	White	10664	59%	41%	1580	68%	32%	468	64%	34%
CoASSH	Gender	6437	56%	44%	3665	58%	42%	242	53%	46%
	Ethnic minority	875	48%	52%	2700	57%	43%	83	48%	52%
	White	5505	57%	42%	825	60%	40%	152	57%	42%
CHS	Gender	6061	61%	39%	1612	62%	37%	411	60%	36%
	Ethnic minority	940	56%	44%	807	50%	50%	97	45%	53%
	White	5071	62%	38%	755	75%	24%	306	66%	30%

All academic schools are engaged in the Athena Swan process and at various stages in their journey (**Table 1.3**). Professional Services departments established their EDI committees in 2023 and will be developing their EDI plans during 2024 [**ACTION 10.1**].

Table 1.3 School Athena Swan awards at January 2024

College of Arts, Social Science and Humanities		College of Health and Science	
2 awards (out of 9 Schools)		5 awards (out of 12 Schools)	
Architecture & the Built Environment	B	Chemistry	B
Film, Media & Journalism	B	Computer Science (Lapsed, being renewed)	B
Law (Submitted / revisions requested)		Life Sciences	B
Humanities & Heritage (Planned submission July 2024)		Health & Social Care	B
Design (EDI Action Plan in development)		Psychology	S
Education (EDI Action Plan in development)		Sport & Exercise Science	B
Creative Arts (EDI Action Plan in development)		National Centre for Food Manufacturing (Submitted / revisions requested)	
Social & Political Sciences (EDI Action Plan in development)		Engineering (Planned submission Nov 2024)	
Lincoln International Business School (EDI Action Plan in development)		Mathematics & Physics (Preparing for Juno submission)	
		Geography (EDI Action Plan in development)	
		Foundation Studies Centre (EDI Action Plan in development)	
		Medical School (EDI Action Plan in development)	

1.3 Governance and recognition of equality, diversity and inclusion work

Our first EDI Strategic Plan, established in 2012, was aimed at embedding gender equality across the University’s core business – and particularly in the STEM disciplines where gender inequalities were significant – and then embedding race equality from 2016. Ahead of the sector in 2016¹, our strategy evolved to recognise the need for a holistic, intersectional and sustainable approach to inequality and lack of inclusion in university culture – the Eleanor Glanville Centre was established as a centralised resource in 2017 to deliver this ambition.

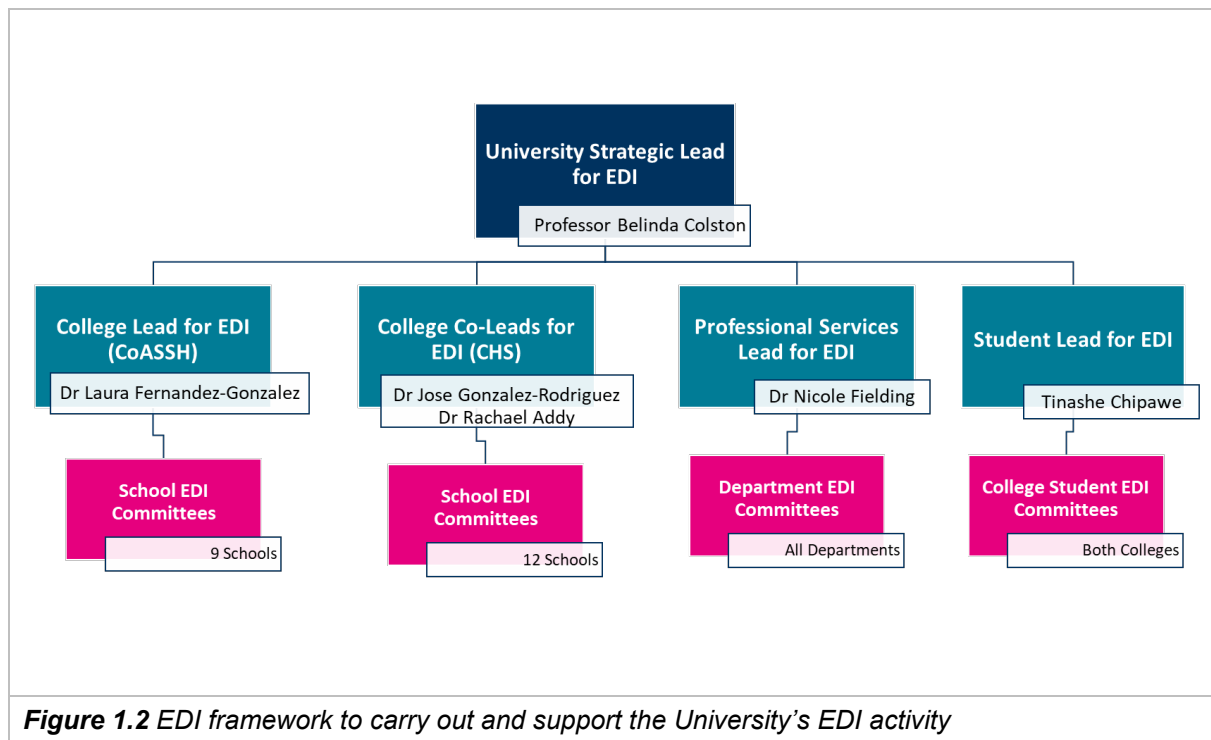
¹ LERU (2019) Position Paper, ‘Equality, diversity and inclusion at universities: the power of a systemic approach’.

Providing a unique researcher-practitioner ‘third space’, where research was translated into practical action, our approach to EDI changed, and the scientific method became central to our thinking – an evidence-based approach founded on the need to ask questions, to challenge, to seek solutions, to look for evidence of change, and to measure impact.

At an early stage in our EDI journey, we recognised the importance of ‘inclusion’ and its pivotal role in culture change, the importance of a whole-university (and systems) approach, the need to consider both staff and students together, and the need to make research and research-led/taught curricula more inclusive.

A step-change in our approach to EDI came in 2021 with the strategic decision to bring the HR EDI team into the **Eleanor Glanville Institute** (née Centre), forming a single, central EDI ‘function’ to drive culture change across the University.

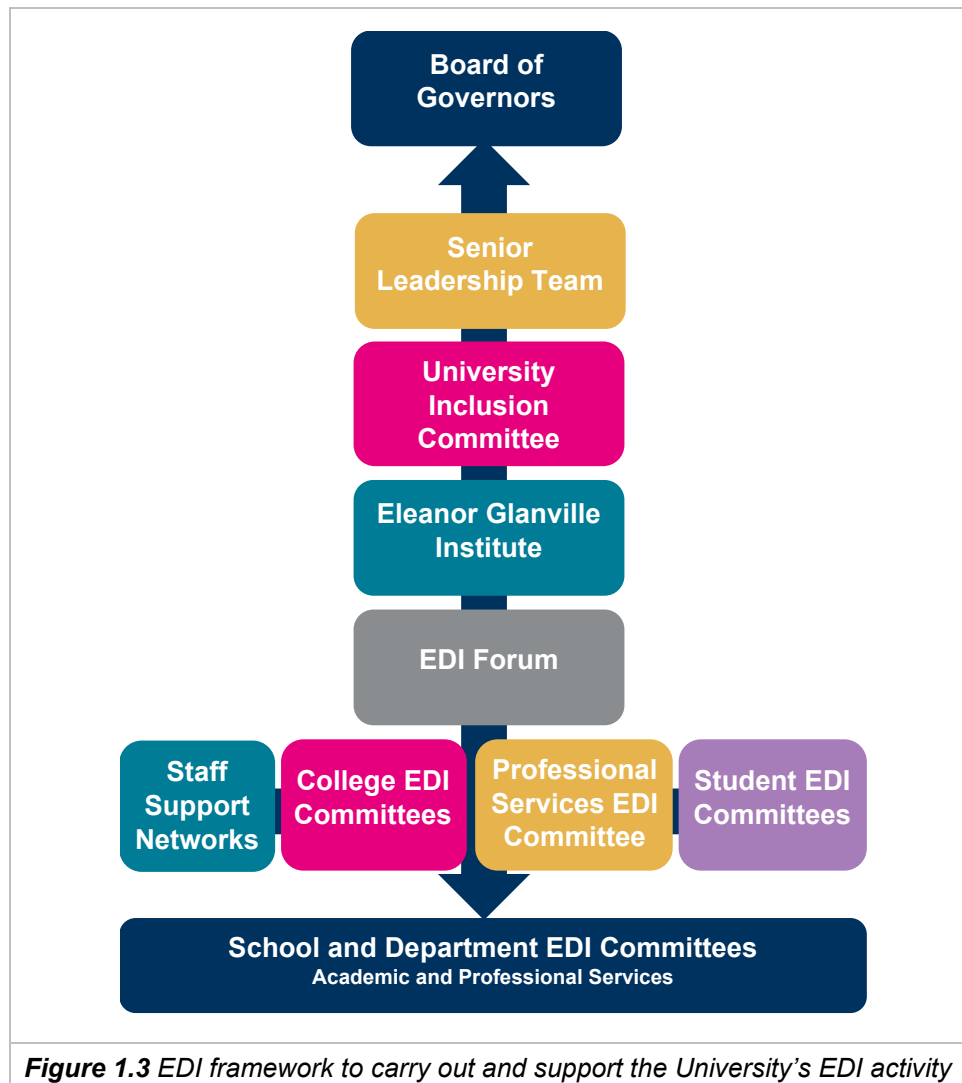
We have come a long way since 2012. We now have an established robust university-wide EDI framework led by the *University’s Strategic Lead for EDI* (**Fig.1.2**) to implement our strategic plan and effect change in a coordinated and collaborative way. We have active **staff networks** to support and empower minoritised groups, and a **Listening Strategy** to ensure we provide, at an organisational level, a platform for those aspiring to use their personal (lived) experience to cause meaningful change at Lincoln. This listening strategy has been critical to the development and growth of our EDI work.



The University has a specialist EDI Institute at the core of its organisational EDI infrastructure, the Eleanor Glanville Institute (EGI), providing a facility in which researchers and EDI practitioners work together to co-create robust research-informed EDI strategy, intervention and impact evaluation, to drive sector culture change. The EGI oversees and coordinates all EDI work at the University and is led by the *University’s Strategic Lead for EDI*. EDI work is reported upwards to the Inclusion Committee and downwards to the EDI Forum and College / School / Department / Student EDI Committees (See EDI governance structure, **Fig.1.3**).

The Inclusion Committee is a sub-group of the Senior Leadership Team (SLT). Until December 2023, it was chaired by the Provost and Senior Deputy Vice Chancellor. From January 2024 it will be chaired by the Chief People Officer. Membership (53%F) includes SLT decision makers to implement our EDI strategic plan and drive culture change across the University (including the Vice Chancellor, PVC Heads of College, and Chief Student Officer).

The University has invested significantly in EDI over the last 10 years (ca. £2.5M), providing central resource and support for equality charter and wider EDI work, including the *University Strategic Lead for EDI* (SMG, 1FTE), two *College EDI leads* (Grade 9, 0.8FTE), *Equalities Project Manager* (Grade 7, 1FTE), *EDI Compliance Manager* (Grade 7, 1FTE), *Equalities Portfolio Manager* (Grade 7, 1FTE), two *Equalities Research Assistants* (Grade 6, 2FTE) and administrative support. The University also provides an annual budget to support equality work, including funding initiatives and resourcing staff networks (e.g. POC Group, LGBTQI+ Network, Carers and Parents Club, Menopause Support Network, Women in Science, Engineering and Technology Group, International Staff Network etc.).



Athena Swan and related work at School/Department level is coordinated and supported by the *Equalities Project Manager*. Support includes an *Athena Swan Road Show* (delivered to all Professional Services departments who are just starting their AS journey in 2023/24) to

introduce the Athena Swan principles and the University's commitment, *AS Workshops* to focus on specific aspects of school self-evaluation and application writing, and monthly 'drop-in' sessions provide advice, guidance, and troubleshooting. Internal application review and submission support is also provided on a school-by-school basis.

EDI-related work at School / Department level is included in our workload model. Our current guidance is 90 hours allocation for those leading an application submission, and 30 hours for those involved in EDI committees. Our promotion exercises include EDI work under the 'good citizenship' criteria ensuring a mechanism for recognition and reward.

1.4 Development, evaluation and effectiveness of policies

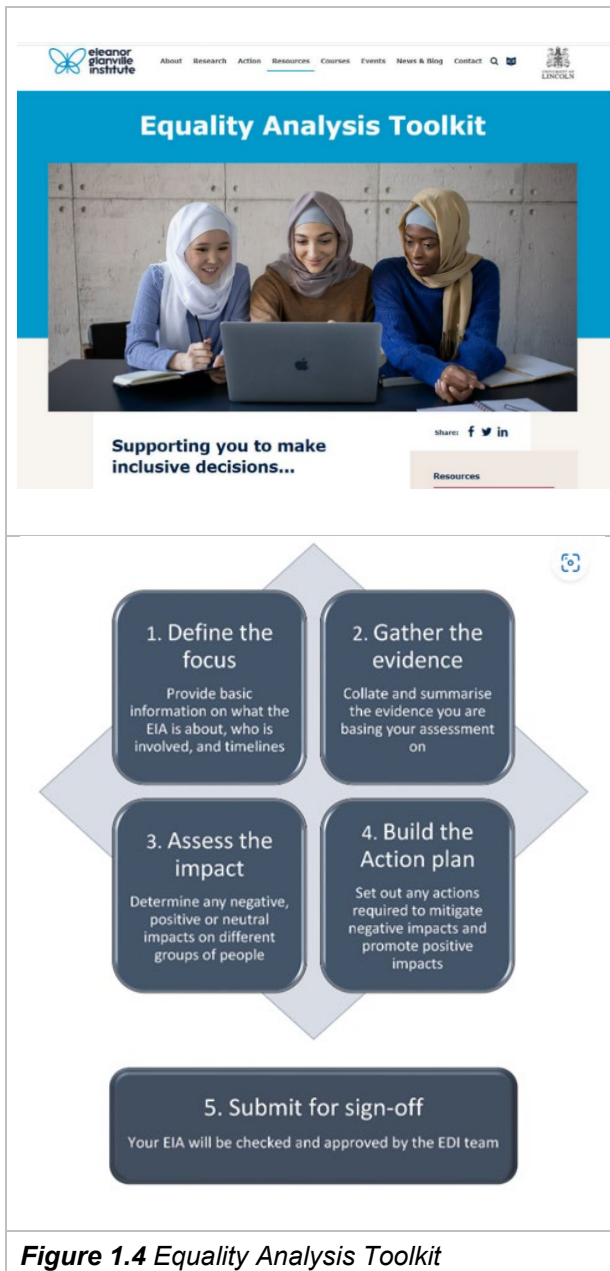


Figure 1.4 Equality Analysis Toolkit

The University has made consideration of EDI a key aspect of all policy and decision-making by using the Public Sector Equality Duty (PSED) as a tool and driver, supporting staff with a web-based **equality analysis toolkit (Fig. 1.4)** and an **electronic equality impact assessment (EIA)** process. Supporting our EDI strategy to ensure inclusion underpins our policies and practices, EIAs are required for all planning and strategic decision-making, and form part of our policy development and revision process. Training (group workshops and 1-2-1 sessions) are provided by the *EDI Compliance Manager*. Reviews of policy impact / effectiveness are a formal requirement of the EIA and occur at 3 months and then annually.

The **University Policy Framework** guides staff involved in the development, approval, publication and review of the University's policy documents, providing information on content, format and style, alongside development/review and approval steps (including the requirement for an EIA).

For EDI-related policies (for example: *Preventing and Responding to Gender-based Violence Policy (2019)*; *Menopause Policy (2022)*; *Trans+, Gender Identity and Non-binary Policy (2024)*), we have adopted an inclusive and co-creation approach to new policy development, engaging minoritised groups at the outset, and academics with relevant research expertise.

This ensures the policy will be fit-for-purpose, embraces state-of-the-art thinking, and fosters an inclusive culture. Consultation with staff and students is an integral part of the process

(including focus groups) and co-creation workshops empower minority groups to establish policy principles.

Our **Listening Strategy** (Including the Hear Our Voices Programme of focus groups and biennial culture survey for staff and students) informs policymaking and areas of improvement. Survey respondents are invited to share demographic data to support a full analysis, and results are disaggregated by protected characteristic and analysed by the EGI (including intersectional analysis) before being shared with all staff. The Inclusion Committee receives a full analysis, taking action when necessary.

“This is one of the best and most inclusive things about the university. Flexible working is fantastic and very well supported. I feel that it allows me to meet my personal responsibilities and do my job better than I could if I was not able to work flexibly. I think the University has taken a very modern and evidence informed approach on flexible working, especially following the pandemic.” **Woman, Academic, Primary Carer**

1.5 Athena Swan self-assessment process

Our self-assessment process has evolved over the last ten years from a central University Athena SWAN Committee (2012–14) to an extended, fully-representative, university-wide communication and evaluation network. Since 2015 Lincoln has adopted a co-creation approach to Athena Swan – where all schools work together towards Athena Swan goals for mutual benefit. Engaging with the extended Athena Swan principles, all schools across the University (both STEM and AHSSBL) were engaged in the process, and 20 Athena Swan self-evaluation teams (ASSETs) – becoming EDI committees (EDIC) in 2016 – were established across the University, comprising a total of 215 staff (ca. 30% of the academic community: 48% male / 52% female). With all schools participating in Athena Swan, it seemed appropriate, and more effective, to establish an embedded bottom-up approach to the University’s self-assessment.

The EDI Forum (**Fig.1.3**) was established as a central forum to bring together all EDIC chairs, college champions and central support, for **discussion, reflection and university-wide evaluation**, and **sharing of best-practice between schools**. From 2019 the EDI Forum included staff support network chairs and SU representation (**Table 1.5**). Chairs of PS EDICs and college-level student EDICs will join the Forum in 2024. In most cases, EDI Forum membership is *ex officio*, with each member representing their committees, schools/departments and networks. Membership is diverse in terms of job role and level, sex, trans status, gender identity and caring responsibilities, and includes those experiencing intersectional inequalities.

In February 2020 we launched the first annual Lincoln Inclusion and Diversity (LID) conference as a mechanism to bring the University EDI network together (currently 277 members; 43% male / 57% female) and provide a wider opportunity for staff and students to showcase work and engage in discussion and planning.

Table 1.5 EDI Forum membership (2023)





NAME	FORUM ROLE	UNIVERSITY ROLE	ROLE TYPE
Belinda Colston	Chair	University Strategic Lead for EDI / Director EGI / Professor of Analytical Chemistry	AC
Nicole Fielding	Chair PS EDI Committee Chair, iCAN - Living with cancer	Equalities Project Manager (Charters)	PS
Arya Madhavan	Chair College EDIC (CoA)	Senior Lecturer (LSCA)	AC
Jose Gonzalez-Rodriguez	Co-Chair College EDIC (CoS)	Associate Professor (SoC)	AC
Rachael Addy	Co-Chair College EDIC (CoS)	Senior Lecturer (FY)	AC
Kirsten McKenzie	Chair College EDIC (CoSS)	Senior Lecturer (PSYCH)	AC
Hanya Pielichaty	Chair College EDIC (LIBS)	Professor of Sport, Gender and Inclusive Education (LIBS)	AC
Zakkiya Khan	Chair School EDIC (LSABE)	Senior Lecturer (LSABE)	AC
Guzman Gil-Ramirez	Chair School EDIC (SoC)	Senior Lecturer (SoC)	AC
Simon Parsons	Chair School EDIC (CS)	Global Professor / Head of School of Computer Science	AC
Josh Heyes	Chair School EDIC (EDU)	Lecturer (EDU)	AC
Behnaz Sohani	Chair School EDIC (ENG)	Lecturer (ENG)	AC
Ann Lloyd	Chair School EDIC (NCFM)	Deputy Director of Apprenticeships and Skills (NCFM)	AC
Ian McGonagle	Chair School EDIC (SHSC)	Associate Professor (SHSC)	AC
Chloe Gilgan	Chair School EDIC (LSL)	Senior Lecturer (LSL)	AC
Iain Stott	Chair School EDIC (SLES)	Senior Lecturer (SLES)	AC
Kelly Jones	Chair School EDIC (LSCA)	Senior Lecturer (LSCA)	AC
Hannah Wroe	Chair School EDIC (LSD)	Senior Lecturer (LSD)	AC
Diane Charlesworth	Chair School EDIC (LSFMJ)	Senior Lecturer (LSD)	AC
Erin Bell	Chair School EDIC (LSHH)	Senior Lecturer (LSHH)	AC
Claire McIlroy	Chair School EDIC (SMP)	Senior Lecturer (SMP)	AC
Rachel Woods	Chair School EDIC (LSM)	Senior Lecturer (LSM)	AC
Taghread Hudaib	Chair School EDIC (PHARM)	Senior Lecturer (PHARM)	AC
Patrick Hilton	Chair School EDIC (PSYCH)	Associate Professor (PSYCH)	AC
Sureyya Sonmez Efe	Chair School EDIC (SPS)	Senior Lecturer (SPS)	AC
Hayley Parker	Chair Department EDIC (EGI)	EDI Compliance Manager	PS
Niall Clearly	Chair Department EDIC (CCS/EST/H&S)	Business Process Manager	PS
Tim Ingham	Chair Department EDIC (DT)	Head of Compliance (DT)	PS
Michelle Wardle-Cousins	Chair Department EDIC (PPC)	PPC Assistant Ops (PPC)	PS
Claire Wilkinson	Chair Department EDIC (FIN/COMMS)	Finance Business Partner (FIN)	PS
Dave Prichard	Chair Department EDC (LIB/LALT/QSP)	Assistant Director, LALT	PS
Maria Morgan	Chair Department EDIC (SRSA)	Business Partner Special Projects	PS
Susan Beck	Chair Department EDIC (GOV/CO/SP)	Planning Manager	PS
Pilar Pousada Solino	Chair Department EDIC (R&E)	Head of Research and industrial projects	PS
Sarah Hayne	Chair Department EDIC (GO)	Mobility Project Manager	PS
Mistrelle Ellmore	Chair, Carers and Parents Club	Senior Lecturer (SES)	AC
Ramy Hegab	Chair, International Staff Network	Regional Manager for MENA (IO)	PS
Alex Foxley-Johnson	Co-Chair, LGBTQI+ Staff Network	Estates Communications Officer (EST)	PS
Chris Breen	Co-Chair, LGBTQI+ Staff Network	Senior Lecturer (SHSC)	AC
Joy Knight	Co-Chair, Menopause Staff Network	PA /Senior Administrator (EGI)	PS
Helen Arnold	Co-Chair, Menopause Staff Network	Senior People Business Partner (PPC)	PS
Rhianne Sterling-Morris	Co-Chair, People of Colour Staff Network	Research Assistant (EGI)	AC
Patrick Hylton	Co-Chair, People of Colour Staff Network	Associate Professor (PSYCH)	AC
Susan Chipchase	Chair, Staff Disabilities Network	Senior Lecturer (PSYCH)	
Anna Wilkinson	Chair, Women in Science, Engineering & Technology	Professor of Animal Cognition (SLES)	AC
	Rep, LUSU	LUSU	EXT
Subash Chellaiah	Rep, MFC	Head of MFC	PS











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University progress against EDI goals is continually monitored by the EGI team, informed by our EDI network, EDI Forum, the Lincoln Inclusion and Diversity conference (LID), the outcomes and impact from the AS Action Plan (2018–23), and engagement with staff and students across the University through our listening activities (**Table 1.6**).

Over the last six months, in preparation for the silver application, university-wide data, routinely and centrally collected (quantitative and qualitative), and data from internal research reports, have been collated and analysed by the EGI team, and university-wide progress evaluated. The Action Plan builds on our wider EDI work across the University and will be integrated into our holistic and intersectional inclusion action plan, that recognises inequalities in gender, race, LGBTQIA+ and disability.

Table 1.6 Surveys, focus groups & workshops used to inform the self-assessment process (2018–23)

	ACTIVITY	DATE	OVERVIEW
	STAFF		
	ECU REC Staff Survey	2018	<ul style="list-style-type: none"> Academic and professional services 389 staff responses (22% of population) (+9% on 2016 survey) 17.5% (N=68) BAME staff (20.2% of the BAME staff population); 73.5% (N=286) white (20.5% of White population) – an improvement on 2016 survey 9% (N=35) chose not to disclose ethnicity (+6% on 2016 survey).
	Hear Our Voices	Feb 2018	Career Impact of parental leave (men academic staff only)
	Hear Our Voices	May 2019	Career support and progression (Professional Services staff only)
	Advance HE REC Staff Survey	Oct 2020	<ul style="list-style-type: none"> Academic and professional services 429 staff responses (17% of population) (-5% on 2018 survey) 8% (N=33) BAME (11% of the BAME population); 75% (N=323) white (15% of the white population) 17% (N=73) not disclosed (+89% on 2018 survey)
	UoL Staff EDI Culture Survey	2020	Cancelled due to Covid
	REC Staff Focus Groups	Dec 2020	<ul style="list-style-type: none"> 2 focus groups exploring key challenge themes. BAME staff only, international staff only. 6 participants (academic and professional services) 33% (N=2) BAME; 67% (N=4) white; 100% (N=6) non-UK
	Disabilities survey	2021	Addressing inequalities: staff with disabilities
	Hear Our Voices	May 2022	Barriers to promotion (Men academic staff only)
	Carers and Parents Survey	Jan 2023	The Balancing Act of Caring and Working at the University of Lincoln
	Hear Our Voices	March 2023	Supporting staff and students through menopause at the University of Lincoln
	Hear Our Voices	Apr/May 2023	Supporting Trans and Non-Binary Staff & Students at the University of Lincoln. Two focus groups
	Hear Our Voices	June 2023	The balancing act of working and caring in Higher Education
	UoL Staff Culture Survey	2023	<ul style="list-style-type: none"> Academic and professional services 492 staff responses (20% of population, +3% on 2020); incl. 2200 free text comments (+63% on 2020). Non-disclosure of ethnicity = 5% (N=27, -12% on 2020); Disability = 8% (N=40, -15% on 2020); Sexual orientation = 8% (N=39, -18% on 2020); Gender = 4% (N=18, -20% on 2020); Trans identity = 3% (N=13)

	ACTIVITY	DATE	OVERVIEW
	Menopause survey and focus groups	2023	Supporting staff and students through menopause at the University of Lincoln
	Co-creation workshop	Oct 2023	Supporting Trans and Non-Binary Staff & Students at the University of Lincoln Policy development
	Co-creation workshop	Dec 2023	Supporting Disabled Staff & Students at the University of Lincoln Disability Inclusion Commitments & Action Plan development
	Co-creation workshop	Nov 2023	Supporting LGBTQIA+ Staff & Students at the University of Lincoln LGBTQIA+ Equality Commitments & Action Plan development
STUDENTS			
	More Than A Number (MTAN) — Hear Our Stories	2018–19	<ul style="list-style-type: none"> Project exploring BAME student experiences across the University Fed into the interdisciplinary Lincoln Equality of Attainment Project (LEAP) Student participants from the College of Social Science, with a range of ethnicities.
	Student Survey: Engagement of Students with Student Services	2018–19	<ul style="list-style-type: none"> Survey participation across 15 core surveys disseminated during the 2018/19 academic year, such as the Accommodation Survey, Rep Review, Race Equality Charter, Recycling Survey (surveys excluding individual event feedback) 4466 student responses (26% of total student population) 10.1% (N=453) BAME (population 15%); 89.9% (N=4013) white (population 85%).
	Access and Participation Plan Student Consultation Group: The Impact of COVID-19	May 2021	<ul style="list-style-type: none"> Qualitative review of undergraduate students' experiences whilst at the University of Lincoln during the COVID-19 pandemic, focusing on the experiences of underrepresented students and those with characteristics of disadvantage. 8 student participants interviewed re. the impact of lockdowns on their student experiences
	Hear Our Voices	Dec 2022	The inclusive student pipeline: transitioning from statutory education through FE to HE
	Advance HE REC Student Survey	Jan 2021	<ul style="list-style-type: none"> 496 student responses (3% of population), incl. 1045 free text comments 29.4% (N=146) BAME (population 17%); 48.6% (N=241) white (population 83%). 22.0% (N=109) not disclosed
	Co-creation workshop	Oct 2023	Supporting Trans and Non-Binary Staff & Students at the University of Lincoln <ul style="list-style-type: none"> Policy development
	Co-creation workshop	Dec 2023	Supporting Disabled Staff & Students at the University of Lincoln <ul style="list-style-type: none"> Disability Inclusion Commitments & Action Plan development
	Co-creation workshop	Nov 2023	Supporting LGBTQIA+ Staff & Students at the University of Lincoln <ul style="list-style-type: none"> LGBTQIA+ Equality Commitments & Action Plan development
	= intersectional		

The action plan will remain a dynamic document, with intentions to update it annually in response to data, feedback and the University context. The Inclusion Committee will continue to act as the main oversight for the action plan, meeting three times a year.

The EGI will remain the day-to-day owner of the action plan and will coordinate with action owners across the University. The EDI network will ensure the actions remain relevant to key matters arising at department, school, college and university level.

Section 2: An evaluation of the university’s progress and success

(1884 words)

2.1 Evaluating progress against the previous action plan

The 2018 action plan is given in Appendix 1. As recommended by the panel feedback from the last application, the action plan was developed further to reduce the emphasis on ‘reviewing’ activity, rebalancing towards a more practical direction. Consideration of trans staff and students was implemented (leading to a new co-created trans, gender identity and non-binary policy – due June 2024) and the action plan extended to 2023.

Monitoring the 2018 action plan

The EGI took overall responsibility for monitoring actions, following up with action owners, facilitating university-wide actions, undertaking the annual data analysis, reviewing data annually to determine if actions or targets needed amending, and reporting to the Inclusion Committee. The EGI also ensured the Listening Strategy was implemented to provide a continual programme of staff and student engagement and feedback, informing the action plan and our progress. RAG rating of objectives was updated annually, and success evaluated against achieved outputs, demographic data analysis, lived experience, and supporting evidence from culture surveys.

Overview of 2018 action plan

The 2018 action plan was divided into 6 themes, with 76 main objectives. Our RAG-rated review (**Fig.2.1**) also included a blue (B) rating, where we felt we had gone beyond the initial objective.

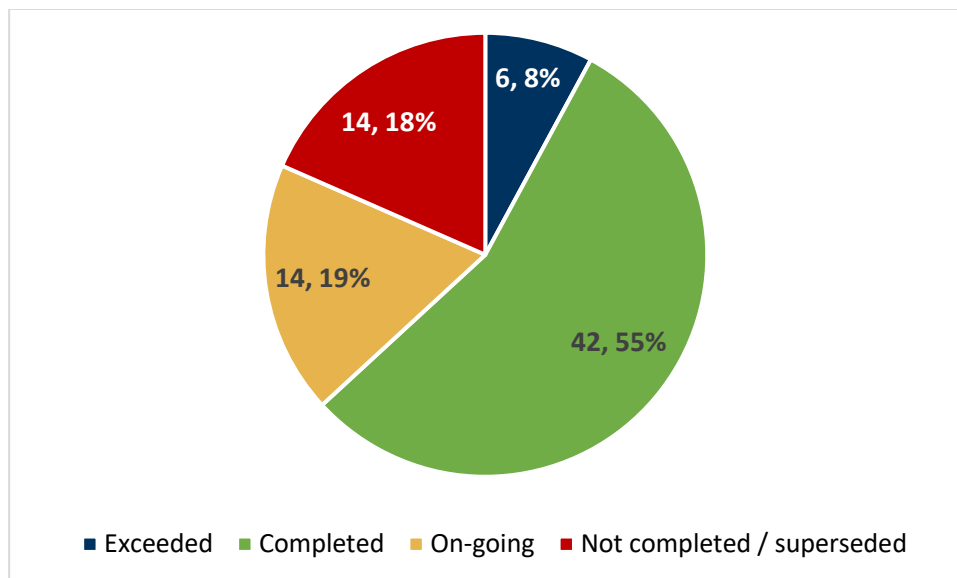


Figure 2.1 Progress against our 2018 action plan

‘Amber-rated’ objectives (14)

We divided these into three categories:

- a) *New actions added* – four of the objectives were new actions added and extend beyond the lifetime of the 2018 action plan. These objectives are transferred to the new action plan and will continue (A5.3,A7.2,A8.1, A9.2).
- b) *A lot of action undertaken, but where success measures were not quite met* – although we fell short in five of the objectives, nevertheless a lot of work was completed (B2.1, C10.1, C17, C25, E13.1). For example, whilst B2.1 was complete, we did not observe the increase in female applicants to male-dominated fields we wanted. We had some success in computer science and engineering, but not in the other two identified areas. In C10.1, the action was completed, but many staff remain unaware of our Concern Line.
- c) *Objectives where progress has been slow* – five objectives fell into this category (C12.1, C16, C32.2, C33.1, D3.1). In general, all but one of these objectives have progressed slowly due to Covid disrupting our programme and/or the action and will be taken forward. Objective C12.1, establishing breast-feeding facilities in each building on campus required more time and will also be taken forward to the new action plan.

Barriers to success for ‘red-rated’ objectives (14)

Most of these objectives (10) were superseded (A5, A6.1, A10.1, B4.1, B5, E6.1, E7.1, E10, F1.1, F2.1) for a number of reasons. For example, A6.1 was an objective around increasing uptake of unconscious bias training for staff, which was stopped in 2020 and a review of our EDI training provision carried out. B4.1 and B5, were both centred on improving recruitment processes, but we moved on to looking more holistically at de-biasing the whole process. Similarly, objectives E6.1, E7.1 and E10 were isolated research projects that became redundant when the EGI was established as a specialist EDI institute, under-taking much bigger and more focussed research, informing our policies and practices more widely.

The remaining objectives (4) we decided not to take forward. These were establishing a regional mentoring programme, an accredited mentor programme, and Action Learning Sets. Although the actions were not taken, the success measures were nevertheless met, which perhaps justifies the decision to not proceed!

Overall reflection

The last five years have seen a tremendous evolution in our approach to EDI. One of the main challenges we have had with the action plan as a whole, is the speed at which we outgrew it. Our move to a holistic, evidence- and systems-based approach, using inclusion as the driver for change requires larger (and fewer), more coordinated activities based around processes and systems and a very clear move away from ‘fixing’ the underrepresented individual. The collection of small, targeted actions that we established in 2018 didn’t sit happily within this model. Notwithstanding the successes we have had and the great progress we have made, it is with some relief we finally close the 2018 action plan and move on.

2.2 Evaluating success against the University’s key priorities (outcomes)

We have made significant progress in our journey towards inclusivity over the last 15 years (**Fig. 2.2**). Our approach to EDI has changed significantly over this time, evolving in recent years to a holistic, systems-based approach, that uses inclusion as the driving principle, and research to underpin our interventions, and measure impact.

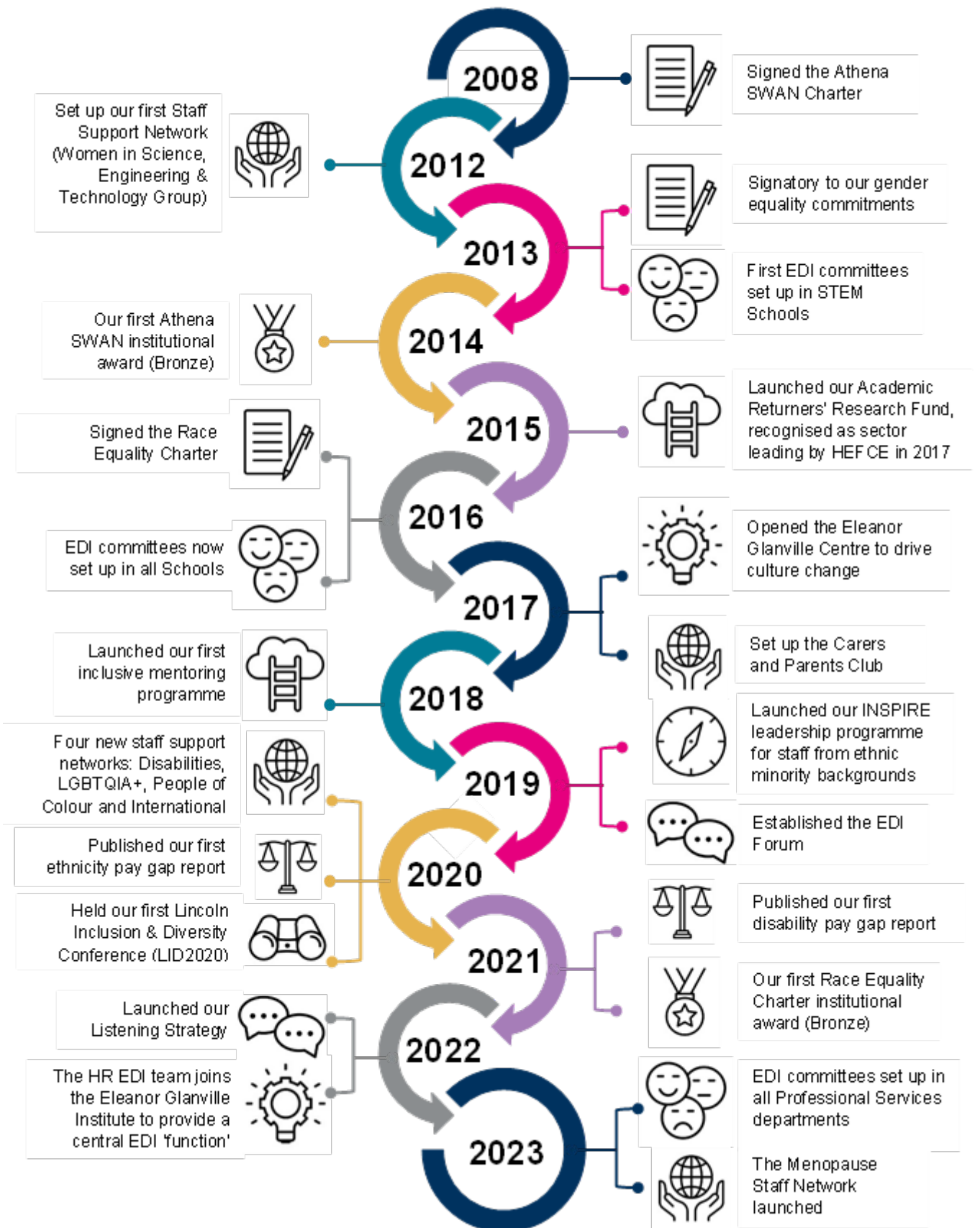


Figure 2.2 Our journey towards inclusivity

We have made demonstrable progress against three of the eight key gender-related concerns (KC) identified in our 2014 and 2018 applications:

- KC1 Low numbers of STEMM women at senior grades
- KC2 Relatively low numbers of AHSSBL women at senior grades
- KC3 Lack of support around maternity and caring responsibilities

2.2.1 Tackling female underrepresentation in the workforce at all levels (C1–C9, C15)

Sustaining the pipeline was a big focus in our 2018 application, and tackling underrepresentation in the workforce at all levels has been a priority area for the University since 2021. Over the last 10 years we have increased the overall proportion of female academics from **41%** to **46%** (Fig.2.3) and the overall proportion of academics from ethnic minorities from **8%** to **23%**. Whilst the female dominance in professional services has increased slightly, it is notable that we have increased the representation of those from ethnic minorities from 3% to 8% in the last three years (meeting our 2031 target in REC). The overrepresentation of women in professional services continues to be a challenge [ACTION 6.2].

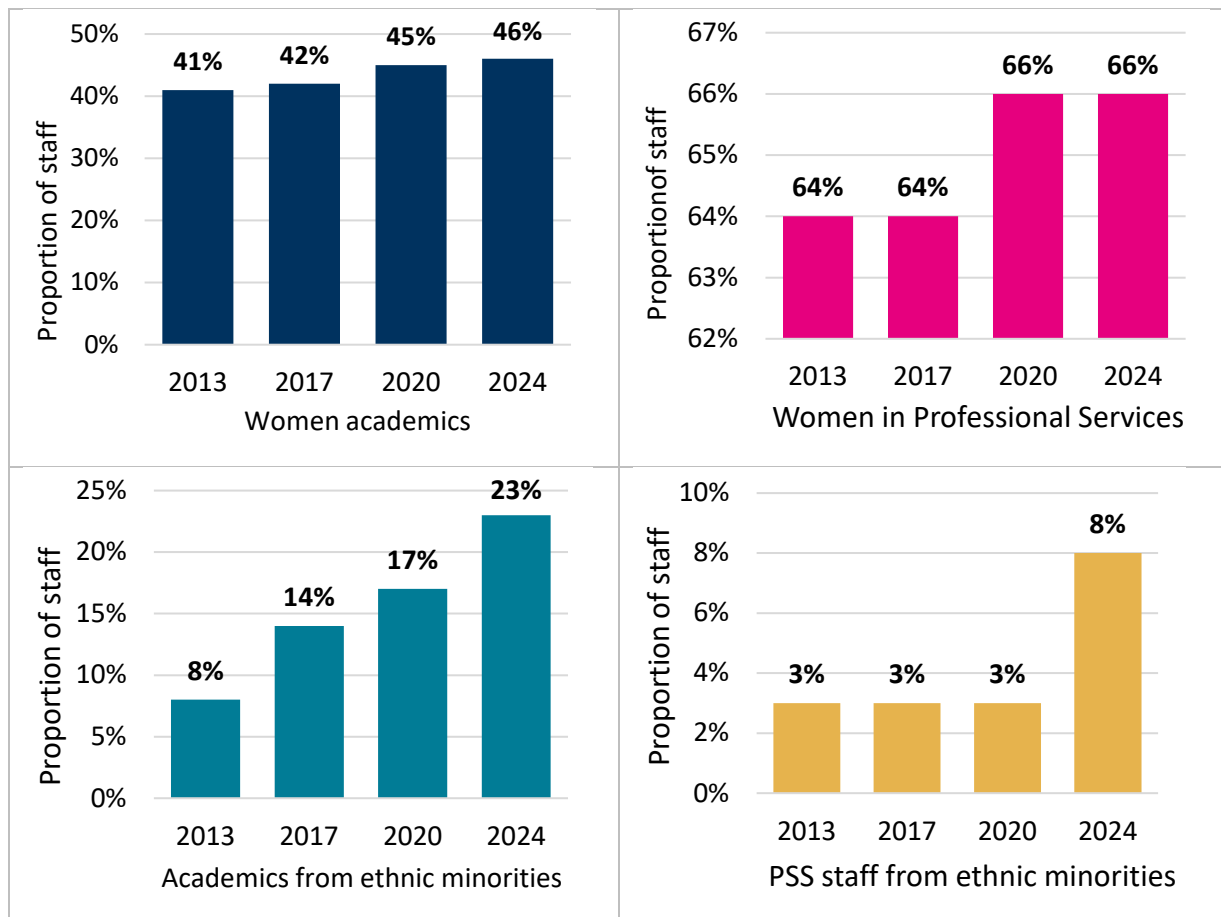


Figure 2.3 Female and ethnic minority representation in academic and professional services communities (2013–2024)

We have exceeded our target to achieve 35% female representation at all academic grades (Fig.2.4).

This success is due to a number of factors: together with our REC action plan (2021–2025) we have reviewed a number of our processes that impact key transition points for

underrepresented groups, and hence influence the academic pipeline. We have reviewed our recruitment strategy to attract a more diverse applicant pool, made our promotions processes more transparent and inclusive and have developed a range of support initiatives to meet the needs of our women academics (see later).

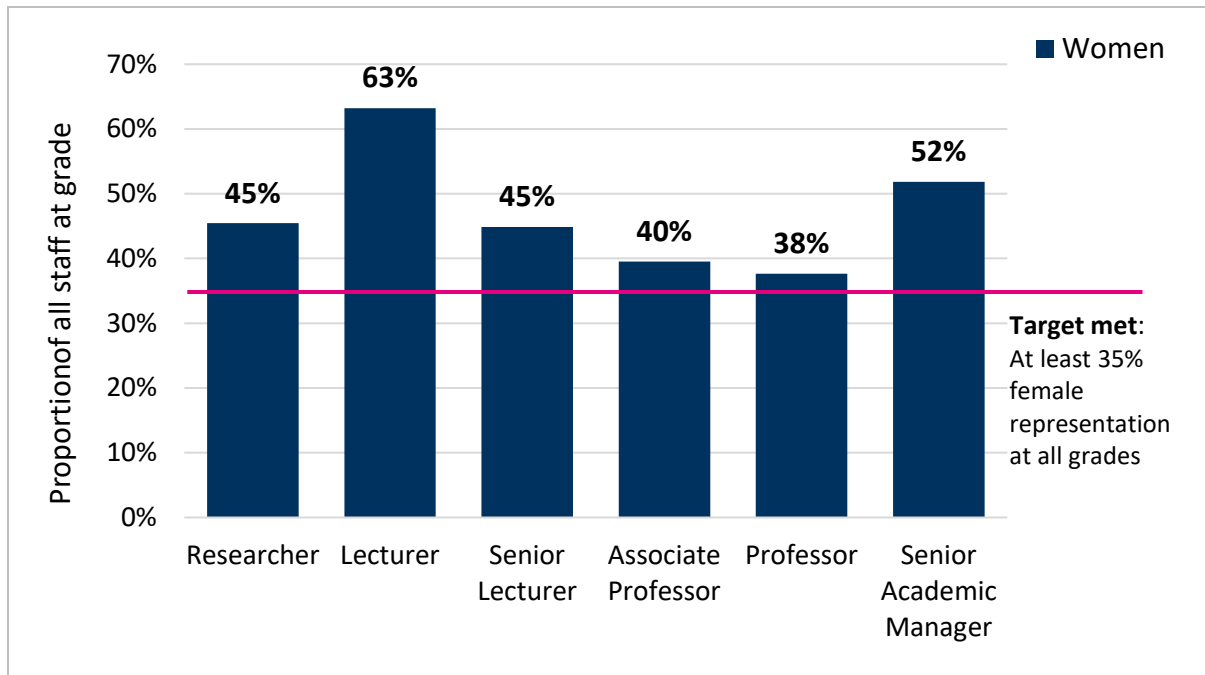


Figure 2.4 Female representation of academic staff by grade (2024)

2.2.2 Success in getting more women into senior roles

Our work around supporting the female academic pipeline has been particularly successful in terms of getting more women into senior roles. The proportion of women academics at Grade 9 (Associate Professor) and above has increased from 34% in 2018 to 40% in 2024 (Fig. 2.5).

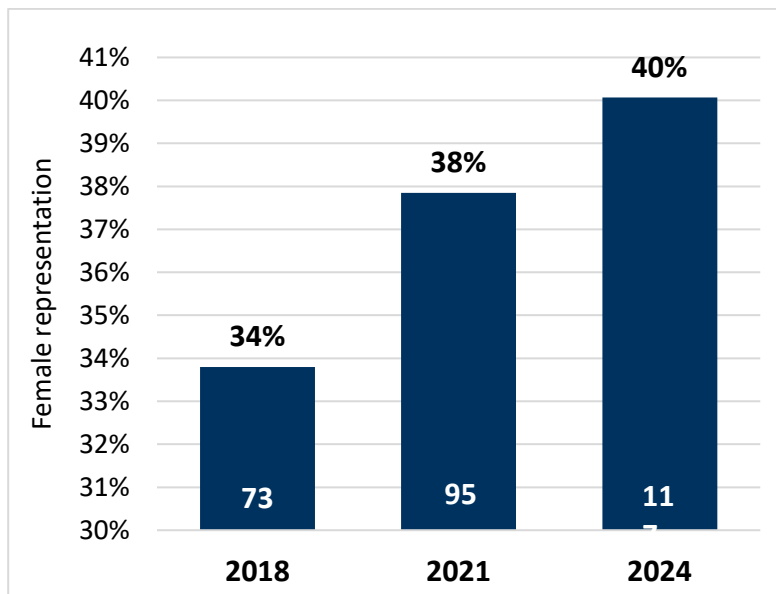


Figure 2.5 Female representation of academic staff at senior grades (Grade 9 and above)

The proportion of women Professors across the University has increased from **15%** in 2013 to **39%** (**cf. 30% sector**) in 2024 (**Fig.2.6**). Women Professors in STEMM has increased from **17%** in 2013 to **34%** in 2024 (**cf. 24% sector**), and women Professors in AHSSBL has increased from **13%** in 2013 to **46%** (**cf. 35% sector**) in 2024 (now equal to the proportion of women in the academic community).

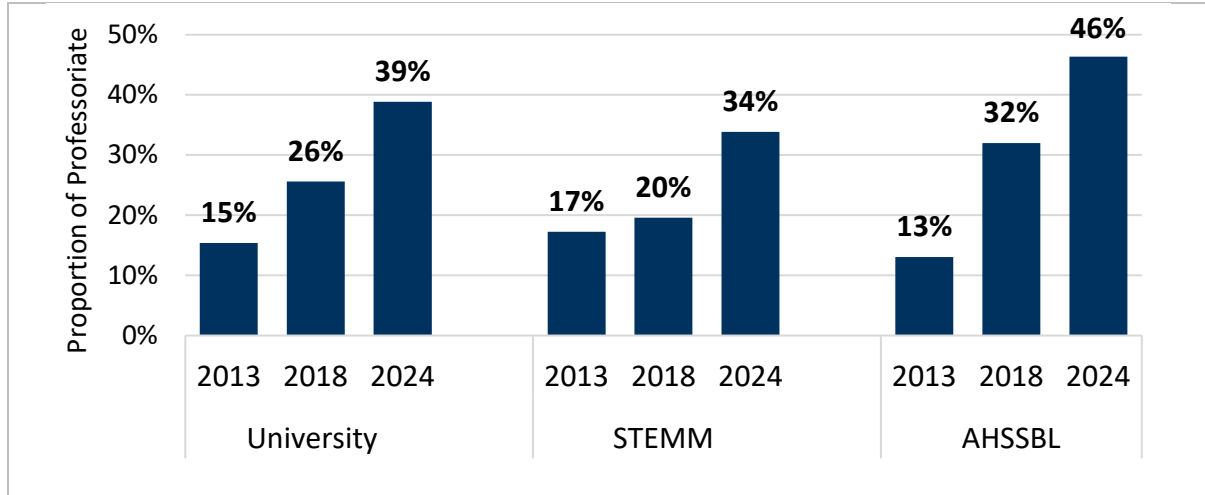


Figure 2.6 Increasing representation of women at Professor level

The proportion of minoritised ethnic women Professors across the University has increased from **2%** in 2018 to **12%** (**cf. 4% sector**) in 2024 (cf. minoritised ethnic men Professors has increased from **8%** in 2018 to **13%** (**cf. 8% sector**) in 2024 (**Fig.2.7**). Minoritised ethnic women Professors now represent **31%** of all women Professors at the University (cf. only **6%** in 2018).

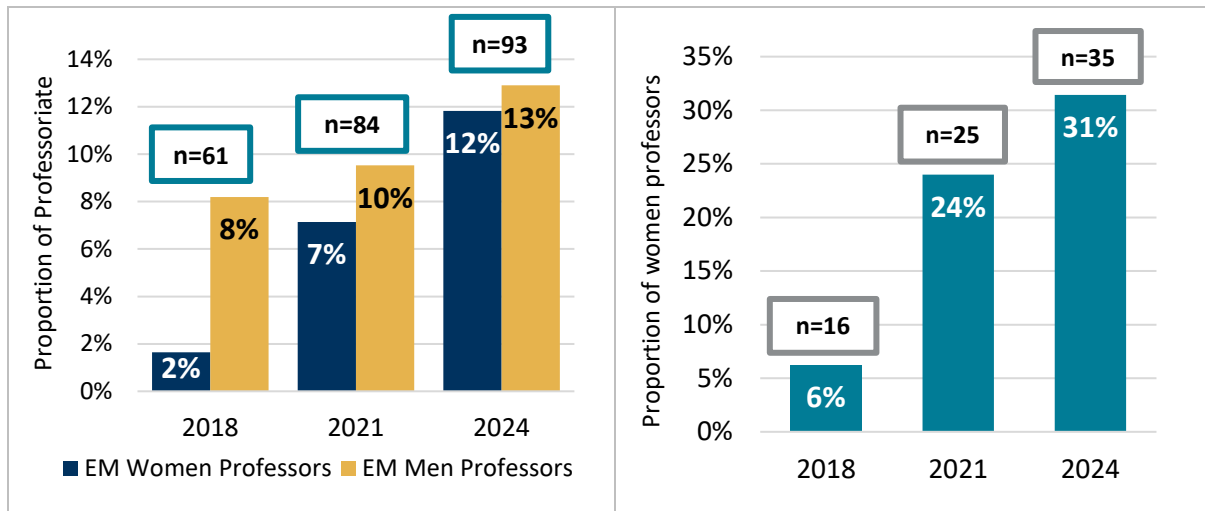
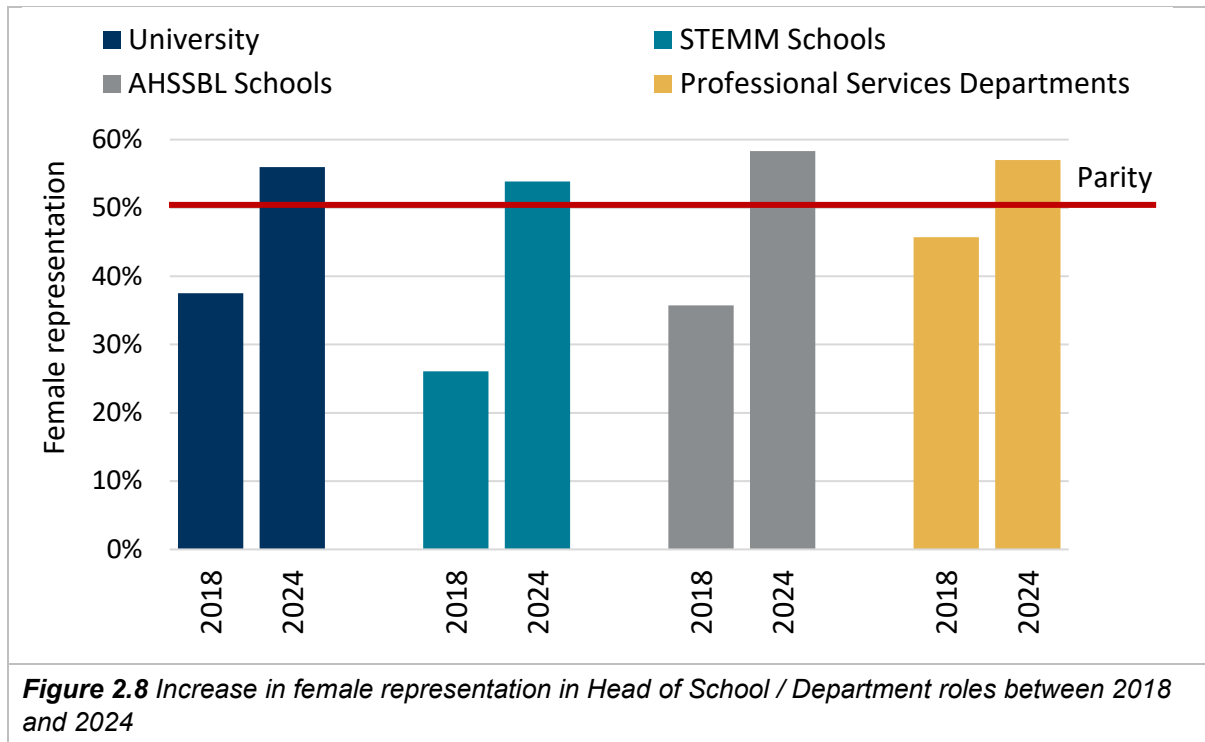


Figure 2.7a Increased representation of minoritised ethnic women Professors at the University

Figure 2.7b Proportion of women Professors from ethnic minority groups

Our progress towards getting more women into senior roles is also seen in the representation of Women Heads of School (academic) and Heads of Department (Professional Services). Women now represent greater than **50%** of all Heads across the University, in STEMM

schools, in AHSSBL schools, and in Professional Services. Marked increase has been observed since 2018 (**Fig.2.8**).



Finally, we see success in getting women into senior roles reflected in membership of the strategic decision-making committees (**Table 2.1**). Six of the seven strategic decision-making committees (86%) have a female representation of **40%** or more. Three of the committees (43%) have a female representation of **50%** or more. Whilst the diversity of SLT remains a challenge (36%F), it is recognised that there is no short-term solution. As part of REC, SLT appointed Diversity Champions among their membership to ensure commitment to diversity and inclusion is embedded in decision making.

Table 2.1 Female representation on strategic decision-making committees (2024)

SENIOR LEADERSHIP TEAM	36%
FINANCE AND RESOURCE COMMITTEE	50%
RESEARCH AND KNOWLEDGE EXCHANGE COMMITTEE	53%
TEACHING, LEARNING AND STUDENT EXPERIENCE COMMITTEE	48%
PEOPLE & CULTURE COMMITTEE	47%
STRATEGIC CHANGE COMMITTEE	40%
STUDENT RECRUITMENT COMMITTEE	53%

To support women in their career progression, and particularly those who are underrepresented in their field, we have put in place a number of initiatives that aim to level the playing field, including KPIs to increase applications from women to senior roles (2014–2016).

To be more inclusive (of everyone) and transparent in our promotions, we have published guidelines/expectations/videos/held workshops to support those applying. The DVC Research, and the Provost hold regular workshops to ensure applicants are clear on expectations for

both the T&R and TSPP routes for promotion. We have also removed the requirement for interview for all promotions to make the process more inclusive of those who are neurodivergent or suffer from anxiety.

We have seen a 70% increase in the number of promotion applications from women (cf. 31% increase from men) from 2017 (Fig. MD8a). Applications from women in 2023 represented 44% of all applications (cf.38% in 2017), and 49% of those successful (cf. 43% in 2017).

Our **Women into Research Network** was set up in 2009 to develop women researchers and increase the proportion of women submitted to the REF (Fig.2.9), and staff support networks were established to provide peer-support for those in minoritised and underrepresented groups. We now have nine staff support networks (Table 2.2).

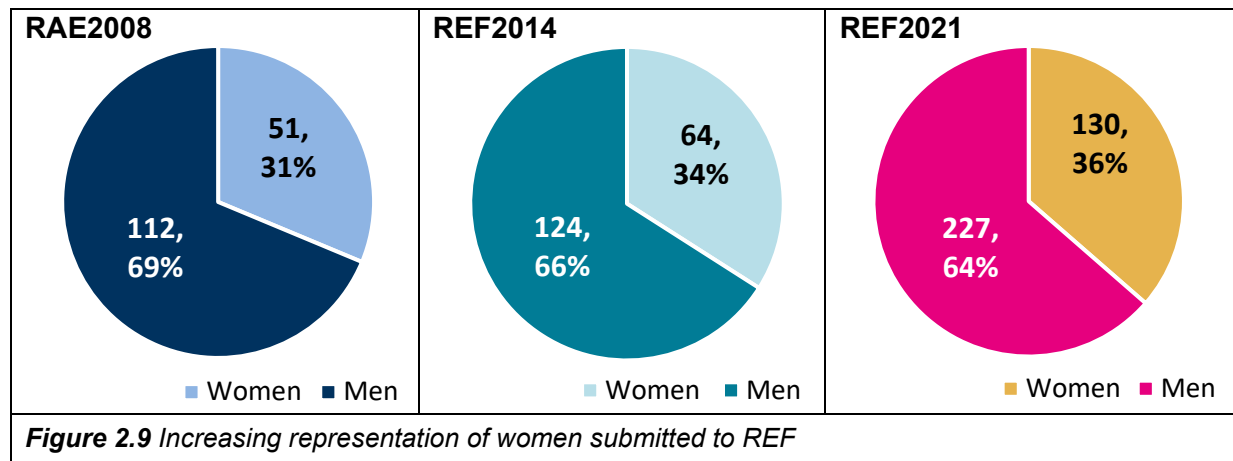


Table 2.2 Staff support networks

ASD staff network	People of Colour staff network
iCAN-living with cancer	Staff disabilities network
International staff network	Carers and Parents Club
LGBTQI+ staff network	Women in Science, Engineering and Technology Group
Menopause staff network	

Academic and PSS staff have a range of leadership programmes available to them (e.g. **INSPIRE** for minoritised ethnic staff and **AURORA**, specifically for women), and the **Pipeline Inclusive Mentoring Scheme** (PIMS) provides a number of different pathways, including promotion, research development and maternity.

We have developed a number of funded support programmes. The **Academic Returners' Research Fund** (AR²F) was setup in 2014 to provide the opportunity for researchers to plan how their research commitments and aspirations can be supported / sustained during and/or after maternity, parental, and from 2022, health-related leave to mitigate negative impact on their careers. The **COVID Impact Fund** (COIF) provided similar support for those whose research was impacted by the pandemic, and the **Worldw-IDE Fund**, set up in 2018, to support academics, across a range of research-related international activities, to mitigate career disadvantage in terms of Inclusion, Diversity and Equality.



*"Mentoring has played a crucial role in my career progression and in my applications for promotion to **Associate Professor** (2016) and then to **Professor** (2019). This has included suggestions to apply for internal and external roles such as membership of REF sub-panel, which would otherwise not have occurred to me. It is this pro-active support that makes me feel a valued member of the diverse University community"*

Prof Sundari Anitha
School of Social & Political Sciences, 2021



*"Like many of my friends that work in science, my scientific career has always been intertwined with my personal life. I am in a dual-career marriage, with two children born abroad, living far from my family. So, my participation in this three-weeks [field] trip to Hawai'i was conditioned on my ability to obtain funds to cover the expenses derived from the need to bring my children with me. I am indebted with the Eleanor Glanville Centre for their new **Worldw-IDE Fund** that has made this possible"*

Dr Mariona Segura Noguera
PDRA, School of Life Sciences, 2019

2.2.3 Lack of support around maternity and caring responsibilities

One area of consistent focus has been in support of those taking maternity leave and/or having caring responsibilities. In 2014 we established the **Academic Returners' Research Fund (AR²F)**, as above, providing funding (up to £10k per applicant) for activities to sustain research either during or after maternity/parental leave. Initially aimed at STEM women, this was recognised by HEFCE (2017) as '**Sector Leading**' and '**Innovative Practice in Advancing Equality and Diversity**'. At the same time, we set up the Mums' and Dads' (MaDs) Club – a peer-support network for working parents – and established (2019) a range of support resources (a maternity toolkit, checklist for managers, maternity checklist for employees, and keeping in touch guidance), and established a 'maternity mentoring' pathway (2021) in our flagship mentoring programme (PIMS).

Our work in promoting gender equality, seeking to understand the diversity and high intensity of caregiving commitments of our staff, highlighted through staff lived experience that the burden of care is highly gendered – a reality amplified by the CV-19 pandemic. The **Worldw-IDE Fund** was set up in 2018 (see above) and the **Covid Impact Fund (COIF)** set up post-pandemic to begin to redress gendered inequalities on research productivity, such as increased caring responsibilities, childcare and compulsory home-schooling. We expanded the AR²F (2022) to include all maternity and parental leavers whose research is impacted by their extended leave (STEMM and AHSSBL) and have now further expanded this (2023) to include health-related absence. The MaDs Club became the Carers and Parents (CaP) Club to reflect our growing appreciation of the different types of caring activities, whilst the University's Flexible Working Policy and Hybrid Working Guidance (2023) with an accompanying Hybrid Working Toolkit and Home Working Guidance, were developed to allow

staff to work in a way that better suits their needs. A new policy for Carers and Parents is currently being co-created [[ACTION 7.1](#)]

Since 2014, we have made 45 awards to staff and PGR (69% to women) through the AR²F, COIF and Worldw-IDE Fund.



*"I was able to carry out my project work thanks to the University's **AR²F fund**. I had limited opportunities to apply for external grants due to time constraints and at the time AR²F was the only funding for research that I was able to access in a way that enabled me to balance both my researcher and family needs during that critical period that followed my maternity leave"*

Dr Malgorzata Pilot
Senior Lecturer, School of Life Sciences, 2014



*"The [**Worldw-IDE**] fund was used to contribute towards my husband's care which enabled me to make the [research] trip to the Universities of Helsinki and Lapland. My husband requires night-time care and support at various times of the day, and, without the fund, I would have found it difficult to make the trip. I am so pleased to have had my application approved. I'm delighted to have the funds! Thank you for supporting me and recognising the challenges of doing this kind of thing when caring."*

Prof Mo Ray
Professor of Health & Social Care, 2023

Section 3: An assessment of the university's gender equality context

(3249 words)

Evidence comes from the Staff *EDI Culture Survey 2023 (SEDICS)*, University PPC data, and qualitative data from internal research reports: *'The Balancing Act of Caring and Working at the University of Lincoln'*; *'The Impact of COVID-19 on Disabled University Staff'*; *Supporting staff and students through menopause at the University of Lincoln*; the *Hear Our Voices Programme*.

3.1 Culture, inclusion and belonging

Please describe how the university ensures their culture and practices support inclusion and belonging.

3.1.1 Governance and leadership of equality, diversity and inclusion (EDI)

The University, through its **Strategic Plan (2022–2027): *Transforming lives and communities***, is committed to creating a purposeful community that will strive to make a positive difference and to building a diverse and inclusive culture where we attract, develop, and retain the best people.

In 2016 we recognised the importance of 'inclusion' and its pivotal role in culture change, the importance of a whole-university (and systems) approach, the need to consider both staff and students together, and the need to make research and research-led/taught curricula more inclusive.

A step-change in our journey came in 2021 with the strategic decision to bring the HR EDI team into the Eleanor Glanville Institute (EGI), forming a single, central EDI 'function' to drive culture change across the University. The EGI is a leading EDI institute specialising in research-informed transformational change, and a contemporary approach to EDI founded on the need to ask questions, to challenge, to seek solutions, to look for evidence of change, and to measure impact. The Institute is led by the University's Strategic Lead for EDI and has a team of EDI practitioners and academic researchers, who work together to ensure our policies, processes and practices are research-informed and underpinned with inclusion.

We now have a robust university-wide EDI framework embedded across all academic schools, colleges and professional services departments to implement our EDI strategic plan and effect change in a coordinated and collaborative way. We have active staff networks to support and empower minoritised groups. We have a Listening Strategy to ensure we provide, at an organisational level, a platform for those aspiring to use their personal (lived) experience to cause meaningful change at Lincoln.

"The One Community in my first two weeks had a huge impact on me. Everyone is so friendly, helpful, caring and not trying to score points off each other. I felt completely part of the University within the first ten days of joining, very impressive." **Professional Services Woman, with a disclosed disability**

3.1.2 Inclusion and institutional culture

There are five questions in the staff culture survey that reflect inclusion and sense of belonging across the institution (Appendix 2). In answering *'My contributions are valued in my department'* (**Fig.CSD1**) 80% of all staff agreed. Whilst women felt more valued overall (83% compared to 74% of men), white women (86%) felt more valued than women from ethnic

minorities (69%). On *'The University has an inclusive environment'* (**Fig.ASD2**), 72% of all staff agreed (no difference by sex). Of those identifying as LGBTQIA+ 66% agreed (compared to 75% HET); and of those with a disclosed disability (DDIS) 64% agreed (compared to 77% with no disability (NDIS)). Similar trends are reflected against *'I feel like I belong in my department'* (**Fig.ASD1**), where only 57% of academic LGBTQIA+ staff agreed (compared to 77% HET). Interestingly, positive responses were higher for PSS staff (83% LGBTQIA+, 88% HET). This was also observed among staff with disclosed disabilities, with only 57% of academics and 84% PSS staff responding positively. This is consistent with the observed trend that PSS staff generally feel more included and valued than academic staff. LGBTQIA+ staff responded less positively to *'I am accepted for who I am in my department and can bring my whole self to work'* than HET staff (68% and 81%, respectively; **Table ASD1**).

Responses from the 2023 EDI Staff Survey (**Fig. ASD3**) show that 80% of all staff consider UoL to be trans-inclusive, but this falls to 67% of staff identifying as LGBTQIA+, and only 65% of staff feel confident and competent supporting trans colleagues and students (**Fig.ADS4**).

"There is little guidance on being a trans staff member, there is little support with trans specific issues in mind, there are minimal gender-neutral facilities on campus which double as disabled facilities which is not acceptable. Staff are not trained on trans issues and are insensitive." **Professional Services, Non-binary person**

Giving staff with disabilities the opportunity to work in a way that meets their needs is fundamental to building their sense of inclusion and belonging. The proportion of positive responses to *'My manager is supportive of flexible working'* (**Table ASD2**) was very different between staff with DDIS and NDIS (62%, and 79% respectively). There were no observed differences between sex; academic / PS; or those with and without caring responsibilities.

70% staff with a disclosed disability agreed *'My mental health and/or wellbeing are supported in my department'* (74% NDIS; **Fig.CSD6**). Considerably less academics than PSS with a disclosed disability agreed that they were supported (58% AC, 81% PS). 21% of all staff with a disclosed disability felt that their mental health and/or wellbeing was not being supported. 64% DDIS staff (71% NDIS) agreed that they were able to talk to their manager regarding their wellbeing and feel confident asking for mental health and/or wellbeing support at work (**Fig.ASD6**).

To facilitate a sense of inclusion and belonging at the University, we aim to include our minoritised groups in the development of our policies and practices. We are using co-creation workshops and the Hear Our Voice programme to co-create a trans+/gender identity policy [**ACTION 1.3**], a Menopause Policy (published), and a carers and parents policy [**ACTION 7.1**]. We are using workshops to co-create the LGBTQIA+ equality commitments and implementation plan [**ACTIONS 1.1–1.2**], which have highlighted concerns around lack of gender-neutral facilities and queer-friendly spaces on campus for students and staff and the need for comprehensive guidance and training to support trans and transitioning individuals [**ACTIONS 1.5**]. We are using workshops to co-create our disability inclusion commitments and implementation plan [**ACTIONS 2.1–2.2**], which have identified key concerns of staff around accessibility (including assistive technologies, workplace adjustments, infrastructure design, and inclusive research environments), discrimination & ableism, staff training, and the need for clear communication of disability inclusion activities and progress [**ACTIONS 2.3–6**]. Student feedback has highlighted the need to challenge and change negative attitudes and perceptions, and effective ways to tackle and report discrimination [**ACTION 3.6**], to build diverse community (including accessible events), and accessible teaching and learning facilities [**ACTION 2.7**].

Disclosure of protected characteristics in staff surveys

A steady increase in participation in Staff EDI-themed Surveys has been observed since 2016 (including REC and Athena Swan). Whilst participation remains relatively low (20% of staff in 2023; cf. 17% in 2020), 2200 free text comments were supplied (up 63% on 2020), and non-disclosure rates were much lower than observed in previous years.

Following action taken, as part of REC, to build confidence and trust in survey anonymity and data confidentiality, non-disclosure of ethnicity decreased from **17.2%** in the *2020 REC Staff Survey* to **5.4%** in *2023 EDI Staff Culture Survey* (our Equality Commitment Target is 4% by 2025; *REC Action 1.10*). Non-disclosure rates in 2023 were low, having fallen significantly since 2020 across a range of protected characteristics (**Table 2.3**).

Table 3.1 Rates of non-disclosure for a range of protected characteristics in response to the demographic monitoring questions in the *REC Staff Survey 2020* and *EDI Staff Culture Survey 2023*. The number of 'Prefer to not to Say' responses received are given.

CHARACTERISTIC	2020 (n=429)	2023 (n=496)
Ethnicity	17.2% (74)	5.4% (27)
Disability	22.6% (97)	8.1% (40)
Sexuality	25.4% (109)	7.9% (39)
Gender	23.1% (99)	3.6% (18)
Trans/Trans History	-	2.6% (13)

Issue: Trans and non-binary staff and students are much less likely to feel a sense of belonging in the University

Objective 1 – Increase levels of satisfaction and inclusion amongst trans and non-binary staff and students

Actions

- 1.1 Co-create a series of University LGBTQIA+ equality commitments
- 1.2 Co-create and implement an institutional LGBTQIA+ equality action plan to ensure our LGBTQIA+ staff and student communities are supported, and their sense of belonging increased
- 1.3 Co-create a comprehensive Trans+ Policy
- 1.4 Continue to improve data quality on gender identity and gender reassignment to better understand gaps in support
- 1.5 Improve training and development for staff on gender identity and transgender issues and review impact

Issue: Staff and students with a disability are far more likely to feel excluded, and less likely to develop a sense of belong in the University

Objective 2: Increase levels of satisfaction and inclusion amongst staff and students with disabilities

Actions

- 2.1 Co-create a series of disability inclusion commitments

- 2.2 *Co-create and implement an Institutional disability inclusion action plan to ensure our staff and student with disabilities are supported, and their sense of belonging increased*
- 2.3 *Develop manager knowledge and confidence around supporting disabled employees*
- 2.4 *Create suitable support and accessible information for disabled staff*
- 2.5 *Review university policies, for example on reasonable adjustments and access to work, in consultation with disabled staff*
- 2.6 *Learn from the experience of the pandemic to inform future working practices*
- 2.7 *Review the accessibility of our teaching and learning facilities*

3.1.3 Tackling unacceptable behaviour [ACTIONS 3.1–3.4]

The University supports staff and students experiencing bullying and harassment through PPC and the Student Support Centre. We have a new *Bullying and Harassment Policy* (2023), and a *Preventing and Responding to Gender-based Violence Policy* (reviewed 2023). Mandatory training for staff (e.g. Active Bystander and Introduction to Anti-Bullying & Harassment) aims to raise awareness

A collaborative project between the EGI and the Women's safety Group is developing research-informed training for staff and students – 'It's Not OK – tackling bullying and harassment' [ACTION 3.5] as part of Our EDI Journey

Our **Don't tolerate hate!** project (HEFCE-funded, 2018–2020), led by the Student Support Centre, raised awareness of hate crime to the student community and encouraged students to challenge, report and get support, if they witness any form of hate incident or hate crime, either on campus or in the local community. As part of the project, the **Truth Booth** brought staff and students together to talk — on film — about abuse, harassment, and discrimination. Films (available on the EGI website) include:

- It's not OK
- Different in common
- What is a hate crime?

The impact was a substantial increase in the level of reporting (+75%) of both hate crime and bullying and harassment, and increasingly empowered students to say "It's not OK!". Student Support has continued to build on the initial project and we are further developing this work as part of our REC Action Plan [REC ACTIONS 2.19–2.27], extending its scope to include our staff, build confidence in the University's ability to tackle hate crime and gender-based violence on campus, and increase staff awareness and engagement with the Concern Line [ACTION 3.6].

In the 2023 SEDICS, 23% of staff responded that they had experienced bullying or harassment (B&H) in their department, and 30% stated that they had witnessed it (**Table ASD3**). No difference between sex was observed. Experiences of B&H were highest amongst LGBTQIA+ staff and staff with a disclosed disability (28% and 27% respectively, compared to 20% for both heterosexual and non-disabled participants), with a difference of 7% also seen between ME and White staff (16% ME; 23% White). Experiences of witnessing B&H was higher for LGBTQIA+ staff (36%, compared to 27% HET), and for DDIS staff 36% (26% NDIS).

Academic (37%) staff witnessed more incidents than PSS staff (23%), with academic women expressing that they were least satisfied with how B&H was addressed (AC Women 33%; AC Man 48%)

Just 39% of staff agreed that they were aware of the Concern Line (**Fig.ASD5**). This was lowest for ME (33%) and LGBTQIA+ staff (25%).

Qualitative data from the 2022 Staff Culture Survey detailed incidents of microaggressions, 'banter' and inappropriate comments, and expressed concerns over overlooked forms of B&H, and discrimination, such as ageism.

"I think that there is a culture of 'banter' particularly amongst the older male colleagues who have not learnt how to behave around younger, generally but not exclusively, female colleagues." **Academic, Women**

"Greater publicity should be given to The Concern Line, first time I have heard of its existence, despite being a regular reader of HR Line." **Academic, Man, LGBTQIA+**

In response to 'I am satisfied with how bullying and harassment are addressed in my department' (**Fig.CSD4**) only 40% of all staff agreed. The least satisfied were academic women, with only 33% agreeing (compared to 48% academic men).

Issue: Staff and students are under-reporting instances of bullying and harassment and sex, gender identity and ethnicity are factors leading to a higher likelihood of experiencing B&H

Objective 3 – Tackling bullying and harassment across the University

Actions

- 3.1 *Ensure a zero-tolerance approach to hate crime, harassment and bullying is widely communicated, and ensure effective reporting channels are trans-inclusive.*
- 3.2 *Ensure an effective response to incidences of bullying and harassment.*
- 3.3 *Ensure all staff and students are equipped with the knowledge, EDI literacy, and support to recognise, challenge and report incidents of harassment (including sexual), abuse and discrimination (including racism and xenophobia) both on campus and in the local community.*
- 3.4 *Continue to evaluate and improve effectiveness and impact of Equality, Diversity & Inclusion training.*
- 3.5 *Roll out our 'Our EDI Journey' to staff and students across the University*
- 3.6 *Increase staff awareness and engagement with the Concern Line*

3.2 Key priorities for future action

Please describe the university's key issues relating to gender equality and explain the key priorities for action.

3.2.1 Staff profile and culture

Not unlike the sector, we have a number of persistent pockets of underrepresentation across staff communities (**Table 3.2**), that we will continue to address [**ACTIONS 5.5–6.1**]. Our action plan also seeks to address male underrepresentation in women-dominated areas [**Objective 6**]. Male underrepresentation is identified as an issue within the School of Health & Social Care and also across Professional Services departments. For example, representation of men in administrative and manual roles, has remained fairly constant over the last 5 years at just 31% and 32%, respectively, although better than the sector (21%). In contrast, technical roles, traditionally male-dominated have become more balanced in recent years, with female representation reaching 46% in 2023 (**Fig.MD4a**). [**ACTION 6.2**]

Table 3.2 Female academic representation across schools identified with persistent gender imbalance

Academic School with persistent gender imbalance in staff	%F		National average (%)
	2018	2023	
Lincoln School of Architecture and Built Environment	28.6	28.6	47
Lincoln School of Film Media and Journalism	45.5	25	28.2
School of Computer Science	15.8	22.2	28
School of Engineering	27.8	24	26.9
School of Mathematics and Physics	21.4	6.7	29
School of Health and Social Care	75	73.1	64.6

In PSS, when comparing by grade, women tend to dominate the lower grades, although some improvement is observed over the last five years in the representation of women at higher levels in administrative roles (**Fig.MD4b**) [**ACTION 5.3**]

As already discussed (Section 2.2) we have met our target of achieving 35% female representation across all academic grades (Fig.2.4), but recognise we need to do more. Our action plan sets out new targets for our academic women representation [**ACTION 5.1**]

Recruitment

Evaluation of academic staff recruitment shows no overall trend across the five years. Women applicants across all grades (**Fig.MD6a**) has remained fairly constant constituting 30% of all applications received, with success rates for women (10%) being consistently twice that as for men (5%) (**Fig.MD6b**). With women generally performing better than men at each stage of the recruitment process (**Figs.MD6d–i**), our priority remains to increase the number of female applications received [**ACTION 5.2**].

Evaluation of PSS staff recruitment shows the proportion of applications from women generally falls with increased grade (**Fig.MD7a**), but the data show women still have higher success rates than men at all grades (**Fig.MD7b–f**). In 2022, the number of offers made to men and women at Grade 8–10 reached parity (**Fig.MD7e**), reflecting our observation of increased representation in women moving into the higher PS grades.

Academic Promotion

Over the last 5 years, women have represented approx. 40% of applications for promotion to Professor and 60% of the successes, which means we are consistently seeing more women being promoted to Professor than men (**Fig.MD8b**). This has been less consistently observed for promotion to Associate Professor (**Fig.MD8c**), but it is apparent in 3 of the last 5 years. Across the board, women's success rates have been twice as good as men (e.g. 55% and 29%, respectively, in 2022; **Figs.MD8d,e**). Generally, we see the same trends within STEM and AHSSBL disciplines. In STEM, women are equally as successful as men in promotion to AP, but twice as successful as men to Prof (**Fig.MD8i**). In AHSSBL, women are now more successful than men across all promotions (**Fig.MD8j**). These data are of course reflected in the great progress we have made in increasing the proportion of our academic women at senior levels (Section 2.2).

Career progression for those in PSS roles is usually through successful application to a higher graded role, or regrading following increased responsibility in an existing role.

In SEDICS, 73% of staff agreed with 'My line manager supports my career development' (76%F, 70%M), whilst white women felt more supported (78%) than ME women (65%)

(**Fig.CSD5**). Fewer women agreed with ‘I have been encouraged to apply for promotion’ (43% F, 49% M) (**Fig.ASD7**).

As outlined in Section 2.2, women academics have been particularly successful in their applications for promotion, and we will continue to support more women reaching senior levels [**Objective 5**]. Our action plan also seeks to build on the support already in place for those with maternity and caring responsibilities [**ACTION 5.6**] and extend our support to those struggling with menopause symptoms [**ACTION 5.7**]. This work has already begun, with the Menopause staff network being set up in 2022 to provide support to staff on their menopause journey and to raise awareness of the impact menopause can have on some women. The new Menopause Policy was co-created in 2023, and ‘menopause’ has been recently included in MyView as an option under sickness, with the aim of raising awareness of symptoms, giving more credibility, and providing more flexibility to colleagues.

Issue: Underrepresentation of women and ME academics in senior roles (particularly in STEMM disciplines), and underrepresentation of PSS women and ME PSS staff

Objective 5 – Continue to increase the proportion of women in senior roles

Actions

- 5.1 *Make a public and auditable institutional commitment to ensure equitable representation of staff at all levels*
- 5.2 *Strengthen recruitment processes to address gender and intersectional imbalances in senior academic roles*
- 5.3 *Develop support for career progression of PSS women into higher grades*
- 5.4 *Continue to provide effective support for progression of female staff, and minoritised ethnic staff, into senior academic roles*
- 5.5 *Develop strategies to support female academics in male-dominated disciplines*
- 5.6 *Build on support provided for staff with maternity and caring responsibilities*
- 5.7 *Build on support for staff going through the menopause*

Issue: Underrepresentation of men and ME academics and PSS staff in female-dominated schools and departments

Objective 6 – Increase the proportion of men in female-dominated schools and departments

Actions

- 6.1 *Develop strategies to recruit, support and retain male academics in female-dominated disciplines*
- 6.2 *Develop strategies to recruit, support and retain male PSS administrative staff*

Research culture

Whilst Lincoln is not a research-intensive University, increasing our world-leading research forms part of our Strategic Plan, and it is important that as the University grows, that all staff are provided with the opportunity to grow with it. For a number of years, we have nurtured progression routes from Lecturer to Professor via either a traditional teaching and research (T&R) route or a teaching, scholarship and professional practice (TSPP) route. When considering the gendered difference between these two routes, at Lecturer grade (**Fig.MD2b**) there is little difference. Both men and women have decreasing representation on T&R over the last 5 years, with only 13% of women and 15% of men on T&R in 2022. This is more than likely due to our REF-able ‘essential’ criteria at recruitment, which will disadvantage ECRs

who have not yet developed a track record or research profile. Being on TSPP does not prevent Lecturers from establishing their research careers, and mechanisms are in place to transfer between function types. As grade increases, the proportion of men and women on T&R also increases, although increasingly a greater proportion of men than women on T&R are observed (except at Prof) (Figs. MD2c-e) [ACTION 4.1]

In terms of research performance, University data (2019–2023) reveal that there is now gender parity in research funding success (i.e. number of grants awarded), which has been fairly consistent over the last three years. When looking at the proportion of total funding value, however, female staff account for a smaller proportion, representing 33% of total funding awarded (Fig.3.1). A UKRI study (2022) found a number of barriers to greater gender equality in research funding: vulnerabilities to bias within internal processes; funders not taking into account structural inequalities impacting on the ability to develop a track record; idealised career trajectories; the importance of support throughout the process; a limited understanding of EDI issues at decision-making level; lack of clear and transparent information; and the impacts of overly negative or confidence-draining feedback. Our action plan seeks to redress this disparity [ACTIONS 4.2–4.4].

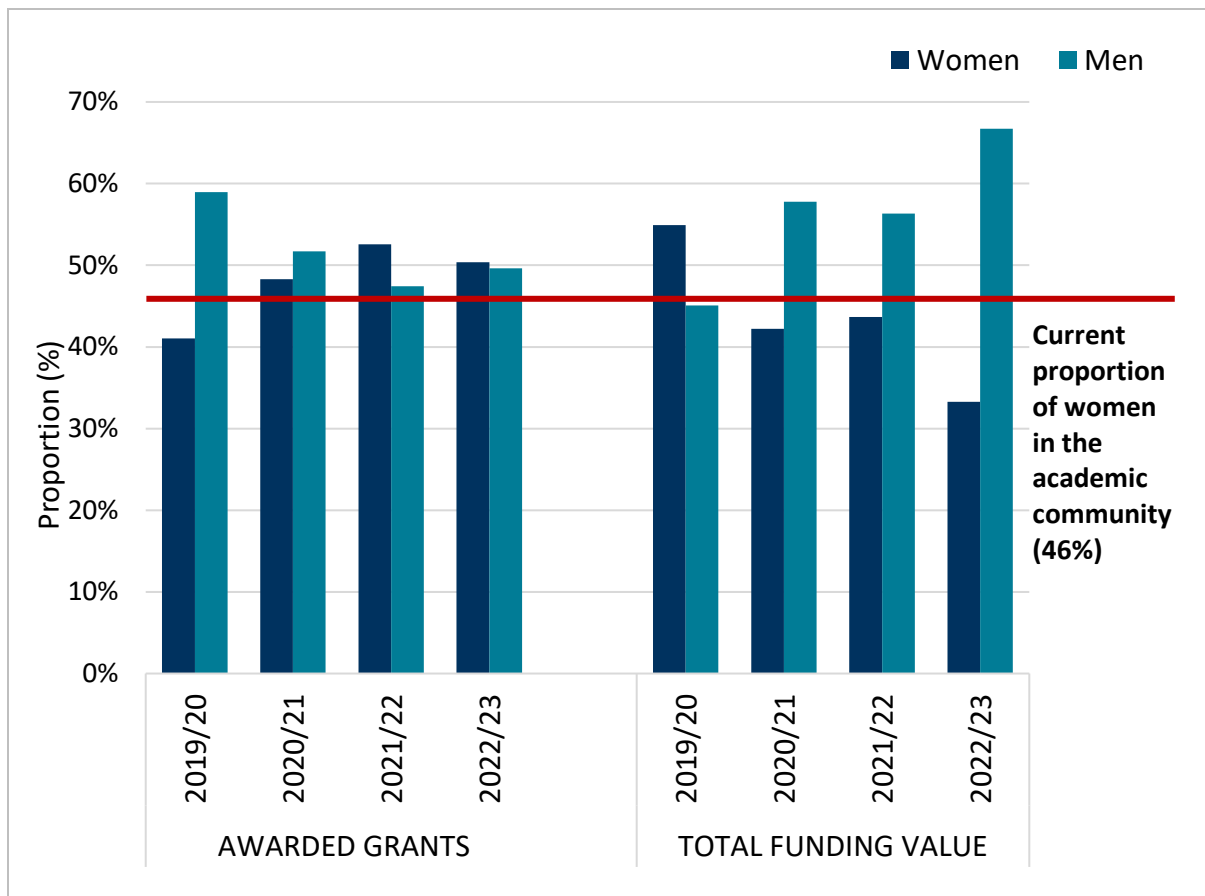


Figure 3.1 Awarded research grants by gender (2019–2023)

Issue: There are gendered inequalities in research funding impacting the career progression of female academic staff

Objective 4 – Embed inclusive research practices across the University

Actions

- 4.1 Tackle gender imbalances in division of teaching and research responsibilities
- 4.2 Further equip principal investigators and academic line managers with guidance and training on inclusive leadership
- 4.3 Tackle gendered imbalances in research funding
- 4.4 Ensure a holistic understanding of contributions to excellence in research and academia by piloting a narrative CV

3.2.2 Working parents and carers

Our 2023 Carers and Parents (CaP) Survey explored the challenges faced by working parents and carers and identified a number of key priorities and concerns, which we will address in our new action plan [[Objective 7](#)]:

- Relevant information and guidance on rights and entitlements of parents and carers is difficult to find.
- Inconsistency in how accommodations for carers and parents are granted were reported with clear variation in the types of support available to staff with caring responsibilities across the University.
- Staff work hard to balance their caregiving and work roles, and access to hybrid, remote and on-campus working is important to support this balance. Presentee culture and inflexible work patterns disadvantage caregivers, making it harder to manage unexpected care-related demands and potentially creating barriers to career progression.
- Flexible working policies, including the timetabling constraints process, do not always offer sufficient flexibility to caregivers.
- Caregiving may be perceived as stigmatised within academic environments which may lead staff to conceal challenges experienced in balancing work and care for fear of negative judgements about their competence and commitment.

“I was my mum’s full-time carer...to the best of my knowledge, there is no such policy that gives sole carers any flexibility when emergencies occur albeit on a semi regular basis. I felt constantly torn between attending home emergencies and keeping my job.”

Professional Services Staff Member

In the 2023 SEDICS, 74% of staff agreed that ‘my department enables flexible working’ (no difference between sex), with white women agreeing more (77%) than ME women (69%) (**Fig.CSD3**). 73% of staff with caring responsibilities agreed that their manager was supportive of flexible working, but only 60% agreed that they were aware of the University’s new Hybrid Working Guidance (**Table ASD2**).

“Senior management need to understand that the needs of carers of adults are just as important as those who care for children.” **Professional Service Staff Member**

Questions concerning the use of Annual Leave for caring responsibilities has been incorporated into **the Staff EDI Culture Survey** to better understand the impact of caring responsibilities on career progression and will allow for mitigation.

Issue: parents and carers face many different challenges that are not necessarily mitigated easily within usual University Policy and practice

Objective 7 - Tackling barriers for working parents and carers

Actions

- 7.1 *Supporting staff with care responsibilities: Ensure leaders, managers and peers are equipped to effectively support staff with caring responsibilities.*
- 7.2 *Understanding Care: Make sure leaders, managers and peers understand and respect the diversity, challenges, and benefits of working and caring.*
- 7.3 *Fairness and consistency: Improve transparency and consistency in the ways in which policies are implemented.*
- 7.4 *Balancing work and care: Develop policies and practices which support staff carers and parents to balance their professional and personal commitments without negatively impacting their mental, physical, or social wellbeing.*

3.2.3 Student profile and culture

Female representation at UG has remained fairly constant over the last five years, in STEMM (57% ± 0.8) and AHSSBL (51% ± 0.8). Similar trends and female representation are observed at PGT. At PGR, female representation has increased from 2018 to 2022, in STEMM (47% to 53%) and slightly decreased in AHSSBL (57% to 54%).

As experienced across the sector, a number of our schools find it challenging to attract female students to their male-dominated disciplines and vice versa (**Table 3.3**). Our action plan seeks to support strategies to start to redress these imbalances [**Objective 8**].

Table 3.3 Female UG representation across identified disciplines with persistent gender imbalance

Discipline	%F	National average (%)
Creative Arts	71	63.2
Computer Science	8	17.5
Engineering	8	19
Mathematics and Physics	27	37.2
Education	90	87.9
Health and Social Care	91	80
Psychology	83	81.5

The Lincoln Academy for Learning & Teaching LALT has been active in developing tools in inclusive teaching, including the development of the Inclusive Education Hub, and leads our Access and Participation Plan (APP) activities, which will be updated in 2024.

The Eleanor Glanville Institute has been running the Newton Academy: Science Club for Girls since 2014 which won the Alistair Graham-Bryce Prestige Award 2019 for inspiring the next generation of engineers. We also work closely with Primary Engineers and host the Regional ‘If you were an engineering, what would you do?’ competition for children aged 3 to 18 years.

Issue: Pockets of persistent underrepresentation of students in the pipeline

Objective 8 – Tackling underrepresentation in student groups across disciplines

Actions

- 8.1 *Build an understanding of the barriers to transitioning into and through HE for young people from minoritised and disadvantaged groups, and the challenges*
- 8.2 *Develop strategies to improve representation of female students in male dominated disciplines, and vice versa*

3.2.4 Governance and engagement with EDI

Co-creation workshops exploring the lived experiences of LGBTQIA+ staff and students and those with disabilities highlighted the importance of inclusive work and environment, where people feel safe, valued, heard, represented, and that they belong.

The 2023 SEDICS, revealed differences in positive responses to ‘*The senior leadership team is committed to delivering diversity and inclusion initiatives*’ between staff with protected characteristics and minoritised identities (51% LGBTQIA+, 69% HET; 52% ME, 70% White) (**Fig.ASD9**).

SEDICS qualitative data show a desire to see authentic commitment, visible SLT engagement, and the need to ensure that “rhetoric translates into practice”. Comments identified areas of focus for EDI work which participants felt needed more attention, and where more work was needed to create a fully inclusive culture for all staff. Common examples cited were disability, mental health, neurodiversity, support and inclusion for trans people, social class, staff with caring responsibilities, and ageism.

Issue: the need for an environment where people feel safe, valued, heard, represented, and that they belong.

Objective 9 - Ensure University decision-making and governance structures are representative of the University community and inclusive in practice and culture

Actions

- 9.1 *Promote inclusive decision-making in central committees*
- 9.2 *Continue to ensure underrepresented groups of staff and students are provided opportunities to have their voices heard*
- 9.3 *Quantitative and qualitative data are analysed annually and continue to inform progress and decision-making*

Engagement with equality, diversity and inclusion (EDI)

Whilst the majority of schools are actively engaged in EDI work and with the Athena Swan process, progress towards gaining AS awards has been slow. 2024 Baseline: 7 of 21 schools have Athena Swan awards (6 bronze and 1 silver). Support is provided centrally through the

EGI (**Table 3.4**) [**ACTION 10.1**] and through our robust EDI framework, where those involved with EDI activities can meet in the EDI Forum to discuss and share good practice [**ACTION 10.2**]

Table 3.4 Summary of Athena Swan support for schools, 2022/2023

Summary of Activity	Total
Meetings (1-2-1)	23
Workshops/Drop-ins	7
Schools/departments engaged	19
Staff in attendance	32
Department submissions	3

In the 2023 SEDICS, 73% of staff agreed that their ‘*Department leadership actively supports gender equality*’ (76%F, 71%M), although this was much lower for ME women (57%, compared to 78% White). (**Fig.CSD2**).

“EDI initiatives are not communicated via our department leadership - everything comes from HR and EGC [sic].” Professional Service, Woman

In answer to ‘*EDI work is communicated clearly to all staff*’, 72% of staff agreed (**Fig.ASD8**) [**ACTION 10.4**]

Issue: All schools need to continue to engage with Athena Swan and EDI and progress local-level intervention

Objective 10 - Strengthen school/department/college engagement and coordination of EDI work

Actions

- 10.1 *All schools / departments are supported to develop actions around inclusion and addressing inequalities*
- 10.2 *Promote learning and exchange to foster best practice in EDI across the University*
- 10.3 *Improve recognition for staff contributing to the development and implementation of EDI actions*
- 10.4 *Improve communication of EDI challenges, initiatives, progress and successes across the University*

Section 4: Future action plan

Please provide an action plan covering the five-year award period.

In 2022, the University identified four priority areas in EDI: (i) Facilitating inclusive cultures and environments; (ii) Tackling underrepresentation in the workforce at all levels; (iii) Supporting an inclusive student pipeline: from undergraduate admissions to postgraduate success; and (iv) Governance and accountability. Our 2024 action plan is structured around these four priority areas.

1

Priority Area 1: Facilitating inclusive cultures and environments

Rationale: Aligned with the University’s Strategic Plan (2022–27), our first priority area is to build a diverse and inclusive culture where we attract, develop, and retain the best people. We take a holistic and systems-based approach to addressing the inequalities experienced by those who are minoritised and disadvantaged, underpinning our systems, structures, and practices with inclusion.

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
Objective 1 – Increase levels of satisfaction and inclusion amongst trans and non-binary staff and students					
Rationale/Drivers: <ul style="list-style-type: none"> • Co-Creation workshops to develop the Trans and Non-Binary Policy and LGBTQIA+ Commitments highlighted concerns around lack of gender-neutral facilities and queer-friendly spaces on campus for students and staff and the need for comprehensive guidance and training to support trans and transitioning individuals. • Responses from the 2023 EDI Staff Survey show that 80% of all staff consider UoL to be trans-inclusive, but this falls to 67% of staff identifying as LGBTQIA+, and only 65% of staff feel confident and competent supporting trans colleagues and students. • Recent Home Office figures show the number of hate crimes committed against transgender people in Lincolnshire to be on the rise.² • While rates of disclosure of protected characteristics have risen year-on-year since 2018/19, especially for staff with disabilities and LGBTQIA+ identities, disclosure is voluntary and still low, limiting our ability to fully understand the experiences of those with different gender identities and action effectively. • Staff EDI Survey 2023: 57% of academic LGBTQIA+ staff responded positively to ‘I feel like I belong in my department’, compared to 77% HET. Positive responses were higher for PSS staff (83% LGBTQIA+, 88% HET). LGBTQIA+ staff responded less positively to ‘I am accepted for who I am in my department and can bring my whole self to work’, than HET staff (68%, compared to 81%). • 66% of LGBTQIA+ staff agreed that ‘the University has an Inclusive environment’, compared to 75% HET. • Recent external surveys found that 86% of trans staff and students have experienced barriers to their learning or work in relation to their trans identity or gender diversity, and that nearly a third of LGBT+ physical scientists considered leaving their job because they felt there was a climate of discrimination. Trans scientists were most likely to consider leaving their positions, with a fifth saying they regularly considered leaving their workplace. 					
1.1	Co-create a series of University LGBTQIA+ equality commitments	1.1.1 Listening activities to better understand the challenges	LGBTQIA+ commitments formally agreed by SLT. Increased proportion of LGBTQIA+ staff agreeing	Led by EGI	Commitments formally agreed Feb 2024

² [Rise in transphobic hate crime in Lincolnshire \(msn.com\)](https://www.msn.com)

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024-2029)
			with 'I feel like I belong in my department'. 2023 baseline: 89%		(LGBTQ+ History Month)
1.2	<i>Co-create and implement an institutional LGBTQIA+ equality action plan to ensure our LGBTQIA+ staff and student communities are supported, and their sense of belonging increased</i>	<p>1.2.1 Co-creation workshops to understand lived experiences and ensure student and staff voices are heard.</p> <p>1.2.2 Incorporate recommendations from EGI research project "BARRIERS WITHIN BARRIERS – MINORITIES WITHIN MINORITIES: the challenges for LGBTQ+ inclusion in the UK-US STEM landscape through an intersectional lens (Colston 2023-2024/RSC LGBT+ Inclusion is STEM/ 14695768)</p> <p>1.2.3 Consider staff and student feedback and implement recommendations of the consultation in the form of SMART Actions.</p>	<p>Actions developed and incorporated into our holistic 5-yr EDI Action Plan</p> <p>Increased proportion of LGBTQIA+ staff agreeing with 'I feel like I belong in my department'. 2023 baseline: 89%</p>	Led by EGI	<p>Co-creation workshops ongoing from Dec 2023</p> <p>Actions incorporated into EDI Action Plan, Dec 2024</p>
1.3	<i>Co-create a comprehensive Trans+ Policy</i>	<p>1.3.1 Co-create the Trans and Non-Binary Policy with LGBTQIA+ staff and students</p>	<p>Policy developed and launched.</p> <p>Increased proportion of LGBTQIA+ staff agreeing with 'I consider the University to be trans-inclusive'. 2023 baseline: 68%</p>	<p>Director EGI</p> <p>Chief People Officer</p>	<p>Feb 2024 (LGBTQ+ History Month)</p>
1.4	<i>Continue to improve data quality on gender identity and gender reassignment to better understand gaps in support</i>	<p>1.4.1 Consult with EDI groups, including the LGBTQIA+ staff network, on opportunities for addressing the data gap.</p> <p>1.4.2 Provide guidance for PPC teams across the University, to support higher data capture rates at induction, and explain to staff and students why we want to improve our data (e.g., to better understand experiences and ensure appropriate safety and support measures)</p>	<p>Rates of non-disclosure continue to fall. ND of sexual orientation & gender identity = >5% by 2025</p> <p>2023 benchmark = 8% (sexual orientation); 4% (gender)</p>	<p>Led by EGI</p> <p>With support from College EDI leads</p>	<p>Consultation with Network June 2024</p> <p>Guidance produced by Dec 2024</p>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
1.5	<i>Improve training and development for staff on gender identity and transgender issues and review impact</i>	1.5.1 Raise awareness of transgender people and people with different gender identities, to create a supportive and trans-inclusive work/study environment, and to ensure that policy, practice, and training development is informed by the LGBTQIA+ staff and student communities. 1.5.2 Develop training tools for line managers on support for trans and non-binary staff, including the use of inclusive language, confidence-building and supporting an inclusive working culture. 1.5.3 Run transgender workshops for staff to build knowledge and confidence to address gender identity and transgender challenges. 1.5.4 Develop strategy/campaign for encouraging take-up of training (as part of wider strategy for EDI training across the University) 1.5.5 Evaluate the impact of training and development for staff on gender identity and transgender issues.	By 2027, trans and non-binary staff agree with 'I feel able to be myself at work' in line with the average for all staff. 2023 Baseline: 67% trans & non-binary staff; 77% all staff population) Increased proportion of all staff agreeing that they feel confident and competent supporting trans colleagues and students. 2023 baseline: 65%	Led by EGI With support from OD Manager	First transgender workshop for staff during LGBT+ History Month 2024
<p>Objective 2: Increase levels of satisfaction and inclusion amongst staff and students with disabilities</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • Co-Creation workshops to develop Disability Inclusion Commitments identified key concerns of staff around accessibility (including assistive technologies, workplace adjustments, infrastructure design, and inclusive research environments), discrimination & ableism, staff training, and the need for clear communication of disability inclusion activities and progress. Student feedback has highlighted the need to challenge and change negative attitudes and perceptions, and effective ways to tackle and report discrimination, to build diverse community (including accessible events), and accessible teaching and learning facilities. • Staff EDI Survey 2023: 64% of staff with a disclosed disability (DDIS) agreed that 'the University has an Inclusive environment', compared to 77% with no disability (NDIS). • The proportion of positive responses to 'My manager is supportive of flexible working' differed between DDIS and NDIS staff (62%, and 79% respectively). • 70% staff with a disclosed disability agreed 'My mental health and/or wellbeing are supported in my department (74% NDIS). Considerably less academics than PSS with a disclosed disability agreed that they were supported (58% AC, 81% PS). 21% of all staff with a disclosed disability felt that their mental health and/or wellbeing was not being supported. 64% DDIS staff (71% NDIS) agreed that they were able to talk to their manager regarding their wellbeing and feel confident asking for mental health and/or wellbeing support at work. • 57% of academics with a disclosed disability, compared to 84% PSS staff with a disclosed disability, responded positively to 'I feel like I belong in my department'. 					
2.1	<i>Co-create a series of disability inclusion commitments</i>	2.1.1 Listening activities to better understand the challenges	Disability Inclusion commitments formally agreed by SLT. Increased proportion of staff with disabilities	Led by EGI	Commitments formally agreed, Feb 2023

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
			agreeing with 'I feel like I belong in my department'. 2023 baselines: 57% AC staff, 84% PSS staff.		
2.2	<i>Co-create and implement an Institutional disability inclusion action plan to ensure our staff and student with disabilities are supported, and their sense of belonging increased</i>	<p>2.2.1 Co-creation workshops to understand lived experiences and ensure student and staff voices are heard.</p> <p>2.2.2 Consider staff and student feedback and implement recommendations of the consultation in the form of SMART Actions.</p>	<p>Increased proportion of staff with a disclosed disability agreeing with 'I feel like I belong in my department'. 2023 baselines: 57% AC staff, 84% PSS staff.</p> <p>Increased proportion of staff with a disclosed disability agreeing with 'My mental health and/or wellbeing are supported in my department', 2023 baseline: 58% AC, 81% PS.</p> <p>Actions developed and incorporated into our holistic 5-yr EDI Action Plan</p>	Led by EGI	<p>Co-creation workshops ongoing from Dec 2023</p> <p>Actions incorporated into EDI Action Plan, Dec 2024</p>
2.3	<i>Develop manager knowledge and confidence around supporting disabled employees</i>	<p>2.3.1 Implement recommendations from our research report: <i>The Impact of COVID-19 on Disabled University Staff: A Qualitative Institutional Research Study</i>.</p> <p>2.3.2 Develop inclusive leadership case studies to reflect the issues raised by research participants.</p> <p>2.3.3 Create resources for managers to increase knowledge of reasonable adjustments and access to work.</p> <p>2.3.4. Raise awareness amongst managers of challenges for those with mobility impairments where in person meetings are scheduled or classes timetabled in</p>	<p>Recommendations implemented and resources for managers developed.</p> <p>Increased proportion of staff with a disclosed disability agreeing with 'My mental health and/or</p>	<p>Led by EGI</p> <p>With support from OD Manager</p>	Resources available by Jan 2025

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
		<p>inaccessible locations; provide clear communications about how to challenge inappropriate timetabling.</p> <p>2.3.5 Create resources for managers around sensitively managing conversations with employees about disability, including guidance on language.</p> <p>2.3.6 Create and widely communicate to all staff a process for staff to challenge decisions relating to their disability including reasonable adjustments and absence management.</p>	<p>wellbeing are supported in my department, 2023 baseline: 58% AC, 81% PS.</p>		
2.4	<p><i>Create suitable support and accessible information for disabled staff</i></p>	<p>2.4.1 Create dedicated webpages for disabled staff on the PPC (HR) portal, including information about relevant policies and support (including occupational health, and internal and external mental and physical health advice)</p> <p>2.4.2 Develop existing internal webpages on mental health to include information about complex mental health conditional and physical conditions and impairments.</p> <p>2.4.3 Continue to develop promotion of existing face to face and online support including the disabled staff network, mental health first aid, employee assistance and mentoring schemes through co-ordinated marketing campaigns.</p> <p>2.4.4 Seek feedback from disabled staff to ensure these resources meet the needs of staff stakeholders.</p> <p>2.4.5 Identify a named contact or contacts within HR with detailed knowledge of disability policies. Ensure these staff are supported with relevant training, e.g., ACAS.</p>	<p>Webpages developed and available.</p> <p>Increased proportion of staff with a disclosed disability agreeing with 'My mental health and/or wellbeing are supported in my department, 2023 baseline: 58% AC, 81% PS.</p> <p>Increased proportion of staff with a disclosed disability agreeing with 'The University has an inclusive environment'. 2023 baseline: 64%</p>	<p>Director EGI</p> <p>Chief People Officer</p>	<p>Webpages developed by Jun 2025</p>
2.5	<p><i>Review university policies, for example on reasonable adjustments and access to work, in consultation with disabled staff</i></p>	<p>2.5.1 Include a full review of disability policies within the existing PPC (HR) policy review, with reference to ongoing changes to working conditions and practices, and the impact of the pandemic on health and access to healthcare and support which disproportionately affect disabled staff.</p> <p>2.5.2 Ensure accessible opportunities to contribute to and shape the review are offered to disabled staff.</p>	<p>Increased proportion of staff with a disclosed disability agreeing with 'My mental health and/or wellbeing are supported in my department, 2023 baseline: 58% AC, 81% PS.</p>	<p>Chief People Officer</p>	<p>Review complete by Dec 2025</p>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
			Increased proportion of staff with a disclosed disability agreeing with 'The University has an inclusive environment'. 2023 baseline: 64%		
2.6	<i>Learn from the experience of the pandemic to inform future working practices</i>	<p>2.6.1 Ensure the diverse needs of disabled staff (including those who are clinically vulnerable to COVID-19 infection) are embedded within institutional decision making about future working practices and environments, including consideration of existing reasonable adjustments and providing access to both suitable and safe on campus workspaces and remote working options where legally feasible.</p> <p>2.6.2 Ensure Equality Impact Assessments are completed for all policies and institutional actions which could negatively impact upon disabled staff, and that appropriate mitigations are put in place.</p> <p>2.6.3 If remote working becomes an exceptional practice disabled staff could be disadvantaged if they need to continue working remotely. EDI professionals within the university should proactively consider the ways in which this disadvantage can be prevented.</p> <p>2.6.4 Create resources to support accessible and inclusive communications, including guidance about the use of technology in communications for example in relation to being inclusive to staff with hearing impairments, visual impairments, dyslexia and autism spectrum disorders. Disseminate guidance amongst all staff, targeting department managers to help raise awareness within teams.</p>	<p>Increased proportion of staff with a disclosed disability agreeing with 'The University has an inclusive environment'. 2023 baseline: 64%</p> <p>Increased proportion of staff with a disclosed disability agreeing with 'My manager is supportive of flexible (and Hybrid) working'. 2023 baseline: 62%</p> <p>Resources and guidance developed and available.</p>	<p>Director EGI</p> <p>Chief People Officer</p>	<p>Jan 2024, ongoing.</p> <p>Resources available by Dec 2024</p>
2.7	<i>Review the accessibility of our teaching and learning facilities</i>	<p>2.7.1 Carry out a full review of teaching and learning facilities, with particular focus on those which could impact negatively on disabled students.</p> <p>2.7.2 Create a Campus Map and make visible and digitally available to all students and staff.</p>	<p>Campus Map available to all students and staff.</p> <p>Positive feedback from students in surveys and focus groups. 80% of all students are aware of where to find information about campus facilities.</p> <p>Positive feedback from students in surveys and focus groups,</p>	<p>Director of EGI</p> <p>Space Manager, Estates</p>	<p>Review complete by Jun 2024</p> <p>Campus Map available by Dec 2024</p>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
			demonstrating an increased sense of belonging.		
<p>Objective 3 – Tackling bullying and harassment across the University</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • In the 2023 Staff EDI Survey, 23% of staff responded that they had experienced bullying or harassment (B&H) in their department, and 30% stated that they had witnessed it. Experiences of B&H were highest amongst LGBTQIA+ staff and staff with a disclosed disability (28% and 27% respectively, compared to 20% for both heterosexual and non-disabled participants), with a difference of 7% also seen between ME and White staff (16% ME; 23% White). Experiences of witnessing B&H was higher for LGBTQIA+ staff (36%, compared to 27% HET), and for Disabled staff 36% (26% NDIS). • Academic (37%) staff witnessed more incidents than PSS staff (23%), with academic women expressing that they were least satisfied with how B&H was addressed (AC Women 33%; AC Man 48%) • Just 39% of staff agreed that they were aware of the Concern Line. This was lowest for ME (33%) and LGBTQ+ staff (25%). More PSS staff than academics stated that they were aware of it. • Qualitative data from the 2022 Staff EDI Survey detailed incidents of microaggressions, ‘banter’ and inappropriate comments, and expressed concerns over overlooked forms of B&H, and discrimination, such as ageism. • New figures from the Home Office show Lincolnshire Police recorded more hate crimes committed against transgender people in 2022-23 than during the year before.³ 					
3.1	<i>Ensure a zero-tolerance approach to hate crime, harassment and bullying is widely communicated, and ensure effective reporting channels are trans-inclusive.</i>	<p>3.1.1 Continue to raise staff awareness of guidance, training, and reporting services (e.g. include information to new staff through the Lincoln Welcome induction programme)</p> <p>3.1.2 Ensure channels for reporting and support for harassment, for staff and students, are trans-inclusive and clearly communicated.</p>	<p>Increased proportion of staff awareness of the Concern Line.</p> <p>2023 baseline: 39%</p>	<p>Director of EGI</p> <p>Chief People Officer</p>	<p>Information incorporated into Lincoln Welcome, June 2024</p>
3.2	<i>Ensure an effective response to incidences of bullying and harassment.</i>	<p>3.2.1 Implement an online reporting tool to enable a more open and transparent way of reporting concerns for staff and students, and enhance reporting on incidences of harassment.</p>	<p>By 2027, 94% of staff agree that they are aware of the harassment policy and procedure for University staff .</p>	<p>Chief People Officer</p> <p>With support from the Director of EGI</p>	

³ [Rise in transphobic hate crime in Lincolnshire \(msn.com\)](https://www.msn.com)

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
		<p>3.2.2 Encourage early intervention and greater use of informal resolution through developing a tool on informal resolution and providing briefing sessions to relevant staff.</p> <p>3.2.3 Form a pool of trained, independent investigators, including specialist investigators in areas such as racial harassment and homophobia.</p> <p>3.2.4 Strengthen communication of the policy and procedure to improve their profile across the University and build staff and student confidence in their effectiveness</p> <p>3.2.5 Review the University’s social media guidelines for staff and ensure that these are communicated effectively</p> <p>3.2.6 Develop training for all staff and students on what constitutes harassment and victimisation and what to do if they experience or witness it</p> <p>3.2.7 Develop targeted training, induction materials and resources for those in leadership and management positions to ensure they understand their responsibilities and build their capacity to handle complaints effectively.</p>	<p>Gender-based violence policy launched</p> <p>(2021 baseline: 89%)</p>		<p>2024 – 2026</p> <p>Online reporting tool in place by Dec 2026</p>
3.3	<p><i>Ensure all staff and students are equipped with the knowledge, EDI literacy, and support to recognise, challenge and report incidents of harassment (including sexual), abuse and discrimination (including racism and xenophobia) both on campus and in the local community.</i></p>	<p>3.3.1 Establish ‘Our EDI Journey’ programme of staff and student education and awareness-raising activities, including guidance on how to be an upstander and active ally.</p> <p>3.3.2 Building on the successful student project, establish a staff-focussed campaign, Don’t Tolerate Hate, to ensure that all staff are aware of the support and reporting mechanisms in place – building confidence in using the Concern Line, where staff can anonymously discuss and/or report an incidences of discrimination, harassment or any inappropriate behaviour, and receive tailored support.</p> <p>3.3.3 Continue the student-focussed project, Don’t Tolerate Hate, to raise awareness of racism and xenophobia, reporting mechanisms, and the knowledge to access the support available.</p>	<p>Use of the Concern Line increases.</p> <p>Positive feedback from staff in surveys and focus groups. 80% of respondents are aware of the reporting mechanisms and support available for incidents of discrimination, and hate-crimes.</p> <p>Positive feedback from students in surveys and focus groups. 80% of respondents are aware of the reporting mechanisms and support available for victims of racism / xenophobia / hate-crimes.</p>	<p>Led by the EGI</p> <p>With support from OD Manager and Head of Student Wellbeing</p>	<p>EDI Journey for students and staff established by Sept 2024.</p> <p>Campaign for staff launched by Jan 2025</p> <p>Student campaign is ongoing.</p>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
3.4	<i>Continue to evaluate and improve effectiveness and impact of Equality, Diversity & Inclusion training.</i>	3.4.1 Evaluate EDI training, including impact on long-term attitudinal & behavioural change. 3.4.2 Carry out regular pulse surveys around key indicators of culture change (e.g., sense of belonging in minoritised staff groups)	Increased proportion of minoritised staff and students agreeing with 'The University has an inclusive environment' (staff baseline 2023: 72%) and 'I feel like I belong in my dept.' (staff baseline 2023: 88%). Aim to achieve parity in positive responses between those with a characteristic/identity and those without (e.g., LGBTQIA+ and Heterosexual)	Led by the EGI With support from OD Manager	Evaluation during academic year 2024-2025 Pulse surveys from Apr 2024
3.5	<i>Roll out our 'Our EDI Journey' to staff and students across the University</i>	3.5.1 Establish 'Our EDI Journey' programme of staff and student education and awareness-raising activities, including the development of novel training methods, such as board games, designed to increase understanding of the challenges faced by people with minoritised identities, the impact of active allyship, and the importance of work/study-place EDI. 3.5.2 Evaluate EDI training, and training methods, including impact on long-term attitudinal & behavioural change. 3.5.3 Consider avenues to make novel training methods available to the wider HE and other business sectors	EDI training for students and staff launched and evaluated, and findings incorporated into ongoing training development. Increased proportion of minoritised staff and students agreeing with 'The University has an inclusive environment' (staff baseline 2023: 72%) and 'I feel like I belong in my dept.' (staff baseline 2023: 88%).	Led by the EGI	EDI Journey for students and staff established by Sept 2024. Evaluation during academic year 2024-2025
3.6	<i>Increase staff awareness and engagement with the Concern Line</i>	3.6.1 Continue to raise staff awareness of the Concern Line – the University's anonymous reporting services, through established communication channels (UoL Staff News, PPC Line, the EDI Newsletter) 3.6.2 Include information to new staff through the Lincoln Welcome induction programme.	Increased proportion of staff awareness of the Concern Line. 2023 baseline: 39% Information CL included in Induction and in regular news updates.	Chief People Officer With support from Director of EGI	Awareness raising is ongoing from 2023. Information incorporated into

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
		<p>3.6.3 Continue to build confidence and trust in the service by reassurance of anonymity (non-identifiable, untraceable, and un-trackable), so staff feel better able to report incidents and more confident in the University’s response.</p> <p>3.6.4 Monitor use of the service, using data to inform about levels of B&H, ensuring reporting centres transparency, accountability, and clear communication.</p>	<p>Use of the Concern Line increases.</p> <p>Increase in satisfaction with how B&H is addressed. 2023 baseline: 39%F, 45%M</p>		Lincoln Welcome, June 2024
<p>Objective 4 – Embed inclusive research practices across the University</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • University data (2019–2023) reveal that there is now gender parity (at University level) in research funding success (i.e. number of grants awarded), which has been fairly consistent over the last three years. When looking at the proportion of total funding value, however, female staff account for a smaller proportion, representing 33% of total funding awarded. A 2022 UKRI⁴ study found a number of barriers to greater gender equality in research funding: vulnerabilities to bias within internal processes; funders not taking into account structural inequalities impacting on the ability to develop a track record; idealised career trajectories; the importance of support throughout the process; a limited understanding of EDI issues at decision-making level; lack of clear and transparent information; and the impacts of overly negative or confidence-draining feedback. • A greater emphasis on the need for gender analysis to be integrated into research is being placed by research funders, e.g. eligibility for Horizon Europe funding includes the requirement for institutions to have a gender equality plan in place which includes ‘Integration of the gender dimension into research and teaching content’ • The 2023 Staff EDI Survey: Proportion of positive responses from academics to the statement ‘<i>The University has enabled me to develop the skills to apply for promotional opportunities</i>’ is 59% (63% F, 56% M). This is lower for those with caring responsibilities (53%). • 2023 Staff EDI Survey: Proportion of academics who agree ‘My line manager supports my career development’ is 85% (88% F; 83% M) 					
4.1	Tackle gender imbalances in division of teaching and research responsibilities	<p>4.1.1 Routinely collect data (including lived data) on teaching and research responsibilities.</p> <p>4.1.2 Consult on feasibility / benefit of team-teaching approach in order to protect time for academics to focus on research/scholarship with a view to incorporate it into revised curricula as they are created.</p> <p>4.1.3 Ensure equality of opportunity for research sabbaticals, particularly in disciplines, with gender disparity, and monitor uptake.</p> <p>4.1.4 Carry out evaluation of research sabbatical impact.</p>	<p>Increased proportion of academic/research staff agreeing with ‘My line manager supports my career development’ (2023 baseline: 85%)</p> <p>Gender parity in number of research grant successes</p> <p>Proportion of total research income secured</p>	<p>Dean of Research Environment</p> <p>With support from Director EGI</p>	<p>Establish data collection methodology Sept 2024</p> <p>Consultation May 2025</p> <p>Ongoing</p>

⁴ [UKRI-020920-EDI-EvidenceReviewUK.pdf](#)

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
			by women is 40% or more		
4.2	<i>Further equip principal investigators and academic line managers with guidance and training on inclusive leadership</i>	<p>4.2.1 Complete the development of the Inclusive Research training programme, currently underway (EGI)</p> <p>4.2.2 Undertake (school-based) pilots or consultations with line-manager/PIs on real and perceived needs in areas of leadership and management training with a focus on inclusivity.</p> <p>4.2.3 Inductions for new PIs to include inclusive leadership and management essentials (piloted in CHS).</p>	<p>Inclusive Research training programme launched.</p> <p>Pilots undertaken and needs evaluated.</p> <p>Leadership and management included in PI inductions.</p>	<p>Dean of Research Environment</p> <p>With support from Director EGI</p>	<p>Training launched September 2025</p> <p>Pilots carried out 2025/26</p>
4.3	<i>Tackle gendered imbalances in research funding</i>	<p>4.3.1 Routinely collect data on research output by gender and other (protected) characteristics of relevance (e.g. caring responsibilities, disclosed disabilities)</p> <p>4.3.2 Ensure good communication of support and/or training availability (e.g. the Research First Hub), particularly for ECRs, either through appraisal process, or through more general routes</p> <p>4.3.3 Explicitly promote the PIMS mentoring programme</p>	<p>As a result of the awards analysis (4.3.1), we will establish a baseline and set targets in 2024, initially focusing on schools with the biggest gendered (or other) gaps.</p>	<p>Equalities Project Manager</p> <p>With support from Research & Enterprise</p>	<p>From August 2024 and annually</p>
4.4	<i>Ensure a holistic understanding of contributions to excellence in research and academia by piloting a narrative CV</i>	<p>4.4.1 Develop and pilot a narrative CV that values a broader range of contributions to research, and that includes contributions to society, to members of the research community and to improving diversity at Lincoln</p> <p>4.4.2 Evaluate the CV pilot by gathering feedback and understanding overall engagement</p> <p>4.4.3 Develop guidance to be rolled out across the University on using the narrative CV and assessing it properly</p>	<p>Evaluate the success of the pilot by assessing the extent to which the UKRI Shared Evaluation framework has been integrated in pilot departments. Methodology to be determined once pilot kicks off.</p>	<p>Equalities Project Manager</p> <p>With support from Research & Enterprise</p>	<p>March 2025</p>



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Priority Area 2: Tackling underrepresentation in the workforce at all levels

Rationale: Aligned with the University's Strategic Plan (2022–27), our second priority area is to harness the benefits of an inclusive and diverse team of staff, where staff are supported and enabled to thrive and develop. We take a holistic and systems-based approach to addressing the inequalities experienced by those who are minoritised and disadvantaged, underpinning our systems, structures, and practices with inclusion.

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
	Objective 5 – Continue to increase the proportion of women in senior roles				
	Rationale/Drivers:				
	<ul style="list-style-type: none"> • 2023 Staff EDI Survey: differences in the proportion agreeing 'My line manager supports my career development.' were seen between White and ME women (78% W, 65% ME) and between Academic and PSS women (74% AC, 79% PS). Fewer women agreed 'I have been encouraged to apply for promotion' (43% F, 49% M). • Qualitative data gathered in the 2023 Staff EDI Survey and REC staff Survey 2021 evidenced a perceived lack of transparency and unfairness (bias) around recruitment and promotion processes, and allocation of career development opportunities. • 2023 Staff EDI Survey: while little difference was seen in positive responses between men and women for questions regarding fair and transparent recruitment and selection, less agreement was seen for ME staff – in particular, ME women. 52% of ME women (66% White) agreed 'the University of Lincoln's recruitment and selection policies lead to the best candidates being recruited; 62% of ME women agreed 'From what I have seen, the University of Lincoln undertakes recruitment and selection fairly and transparently' (74% White). • 2023 Staff EDI Survey: 45% of all staff agreed 'Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently' (47% F, 46% M; 41% ME, 47% WH). • There remains a 'glass ceiling' for women professors – and especially STEM women professors. While this has reduced year-on-year, from 1.59 in 2018 to 1.37 in 2023, and from 1.95 to 1.40 for STEM, parity (1.00) has yet to be achieved. • External research has found that almost one in four women are forced to leave work as a result of menopause symptoms⁵, and this has equated to almost 1 million women leaving the workplace.³ • Whilst role-profiles include 'essential' and 'desirable' skills/criteria, we are aware that some of the 'essential' criteria are not actually essential to carry out the role. Women are less likely to apply for 'stretch' roles. LinkedIn's research shows that women on average apply for fewer positions, and in particular, fewer senior positions, suggesting women only apply once they are highly qualified for a given position. • Some applicants currently negotiate their salary, whilst others shy away from this. In general men, white and those applicants not declaring a disability are more likely to negotiate than women, ethnic minorities and those declaring a disability. This can increase the corresponding pay-gaps. • A survey carried out by the Fawcett Society suggests that 39% of those asked about their previous salary admitted to lying! In addition, 61% women who have been asked about salary history say it damaged their confidence to negotiate for better pay, and 58% of women said it made them feel as though a low past salary was 'coming back to haunt them'.⁵ 				

⁵ <https://www.fawcettsociety.org.uk/news/fawcett-society-calls-on-employers-to-stop-asking-salary-history>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
5.1	<p><i>Make a public and auditable institutional commitment to ensure equitable representation of staff at all levels</i></p> <p>REC action </p>	<p>5.1.1 Ensure the Lincoln Equality Commitment, which outlines our ambition to increase the diversity of our workforce across protected (and other) characteristics, and our aspirational targets for success, includes</p> <p>5.1.2 Progress against targets forms part of the annual planning process and actively informs planning decisions</p> <p>5.1.3 Progress against institutional targets is reported to SLT on an annual basis</p>	<p>By the end of the current action plan (2029), we aim to achieve at least the following levels of women representation at each grade:</p> <p>ACADEMIC STAFF:</p> <ul style="list-style-type: none"> • Researchers: 40% • Lecturers: 40% • Senior Lecturers: 40% • Associate Professors: 40% • Professors: 40% <p>PROFESSIONAL SERVICES & SUPPORT STAFF:</p> <ul style="list-style-type: none"> • Grades 2–4: 50% • Grades 5–7: 50% • Grade 8–10: 40% • SMG: 30% 	<p>Chief People Officer</p> <p>Director of EGI</p>	<p>Ongoing</p>
5.2	<p><i>Strengthen recruitment processes to address gender and intersectional imbalances in senior academic roles</i></p> <p>REC action </p>	<p>5.2.1 Actively seek to eliminate bias and to mitigate known issues that can enhance bias (e.g. enhance visibility of job opportunities to increase diversity of applicants; improve visibility of role models to help attract under-represented groups; introduce blind shortlisting and other de-biasing processes)</p> <p>5.2.2 Provide guidance on inclusive recruitment processes to schools, departments and colleges</p> <p>5.2.3 Embed Inclusive recruitment practices, working with colleges, schools, and departments to increase workforce diversity</p> <p>5.2.4 Publish guidelines to support the writing of job descriptions that ensure essential criteria are actually essential</p> <p>5.2.5 Adverts to include a clear statement encouraging application even if the applicant feels they do not meet every single one of the requirements perfectly.</p> <p>5.2.6 Include practical consideration of career-breaks.</p>	<p>% F to increase from 40 to 50%</p> <p>BAME F% applications for AHSSBL and BAME</p> <p>%M for P&S roles in line with applications for STEMM roles. >50%</p>	<p>Director of EGI</p> <p>With support from Head of People Operations</p>	<p>2024-2026</p> <p>Inclusive recruitment guidance by Dec 2024</p>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
5.3	<i>Develop support for career progression of PSS women into higher grades</i>	5.3.1 Use Hear Our Voices to understand the different needs of staff around progression in PSS roles 5.3.2 Establish a leadership programme to support the career progression of PSS women 5.3.3 Ensure opportunity to join existing programmes, such as AURORA, is widely circulated and forms part of PDR discussions and planning 5.3.4 Encourage more PSS women to engage with the PIMS mentoring programme 5.3.5 Monitor progress and uptake 5.3.6 Measure impact of programmes	PSS women representation at grades 8-10 increases each year	Equalities Portfolio Manager Manager, OD	Hear Our Voices Programme 2025/26
5.4	<i>Continue to provide effective support for progression of female staff, and minoritised ethnic staff, into senior academic roles</i>	5.4.1 Establish a Leadership Hub for researchers 5.4.2 Extend the Women Professors in Science Network to incorporate all women Professors across the University to provide a broad peer network 5.4.3 Ensure the funded support programmes (e.g. AR2F, Worldw-IDE Fund) are widely accessible and continue to meet the needs of researchers with maternity and caring responsibilities. Adapt/develop where/if necessary	Female representation at senior levels (and at STEM and AHSSBL) continues to increase, until community representation is achieved 2023 benchmark = 46%	Dean of Research Environment With support from the Director, EGI	Academic year 2024/25
5.5	<i>Develop strategies to support female academics in male-dominated disciplines</i>	5.5.1 Develop a better understanding of male-dominated spaces and the specific challenges it brings to the women in them 5.5.2 Explore and/or identify any discipline-specific challenges that need to be overcome 5.5.3 Use findings of studies to develop intervention strategies 5.5.4 Implement the strategies 5.5.5 Evaluate	Female representation increases above 2023 benchmark Targets to be set as strategies are developed	Led by EGI With support from HoS	2024–2026
5.6	<i>Build on support provided for staff with maternity and caring responsibilities</i>	5.6.1 Along with 5.4.3 (above) monitor the impact of the different support activities available 5.6.2 Implement recommendations 5.6.3 Monitor impact	Increased proportion of staff with a disclosed disability agreeing with 'My mental health and/or wellbeing are supported in my department, 2023 baseline: 58% AC, 81% PS.	Led by EGI	Ongoing

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
5.7	<i>Build on support for staff going through the menopause</i>	5.7.1 Implement recommendations from the Hear Our Voices research report, Supporting staff and students through menopause at the University of Lincoln 2023: 5.7.1 Develop a managers guide to accompany the Menopause Policy including information about the symptoms of menopause and suggested reasonable adjustments 5.7.2 Regularly monitor the effectiveness of reasonable adjustments put in place and adapt accordingly 5.7.3 Offer Display Screen Equipment Assessment for all menopausal women 5.7.4 Ensure agile working environments have suitable and easily accessible storage for personal items 5.7.5 Have free sanitary products available at reception desks across campus 5.7.6 Signage for toilets and sanitary facilities and products across campus (Campus map pointing to these facilities) 5.7.7 Continue awareness raising activities and materials (leaflets and toolkit)	Managers guide and toolkits developed. Facilities appropriately signposted. Sanitary products are available, and work environments have suitable storage facilities. Increased proportion of staff with a disclosed disability agreeing with 'My mental health and/or wellbeing are supported in my department, 2023 baseline: 58% AC, 81% PS.	Led by EGI With support from Space Manager, Estates	Managers guide and supporting materials available by Mar 2025 2024-2025
<p>Objective 6 – Increase the proportion of men in female-dominated schools and departments</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • Data show low numbers of men in a number of (typically more women-dominated) academic schools: Education (69%F, 31%M), Health & Social Care (68% F, 32% M), and Psychology (62%F, 38% M), and the Foundation Studies Centre (78% F, 22% M). Parity between genders has lessened since 2018 due to increased recruitment of women. • Professional Services areas remain largely female dominated (62%F, 38%M), in administrative and managerial roles in particular. 					
6.1	<i>Develop strategies to recruit, support and retain male academics in female-dominated disciplines</i>	6.1.1 Develop a better understanding of female-dominated spaces and the specific challenges it brings to the men in them 6.1.2 Explore and/or identify any discipline-specific challenges that need to be overcome 6.1.3 Use findings of studies to developed intervention strategies 6.1.4 Implement the strategies 6.1.5 Evaluate	Female representation increases above 2023 benchmark. Targets to be set as strategies are developed	Led by EGI With support from HoS	Consultation by Dec 2025 Strategies implemented and evaluated by Dec 2026

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
6.2	<i>Develop strategies to recruit, support and retain male PSS administrative staff</i>	6.2.1 Develop a better understanding of male-dominated spaces and the specific challenges it brings to the women in them. 6.2.2 Explore and/or identify any discipline-specific challenges that need to be overcome 6.2.3 Use findings of studies to developed intervention strategies. 6.2.4 Implement the strategies 6.2.5 Evaluate	Representation of men in PSS administrative roles increases above 2023 benchmark. Targets set within strategy.	Led by EGI With support from HoS	Consultation by Dec 2025 Strategies implemented and evaluated by Dec 2026
<p>Objective 7 - Tackling barriers for working parents and carers</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • There is growing external evidence that when men take parental leave, it has an impact on female staff’s career progression and retention and contributes to closing the gender pay gap.^{6,7} • Female staff act disproportionately as carers for older adults in the UK, with a March 2022 survey finding 65% of sole carers of older adults were female.⁸ • 2023 Staff EDI Survey showed 73% of staff with caring responsibilities agreed that their manager was supportive of flexible working , but only 60% agreed that they were aware of the University’s new Hybrid Working Guidance. • 2023 Carers and Parents (CaP) Survey explored the challenges faced by working parents and carers and identified a number of key priorities and concerns. 					
7.1	<i>Supporting staff with care responsibilities: Ensure leaders, managers and peers are equipped to effectively support staff with caring responsibilities.</i>	7.1.1 Implement recommendations from the EGI/CAP research report, The Balancing Act of Caring and Working at the University of Lincoln 2023: 7.1.2 Develop a carer and parent policy Study findings indicate that support, including access to alternative work patterns, is inconsistent across the organisation. Dedicated policy would begin to address this inconsistency, facilitating managers and their teams to understand their rights and entitlements. Consideration of the full range of challenges facing carers and parents is needed, for example, in relation to access to on-site parking for those with non-typical work hours. 7.1.3 Promote a choice of work mode (work from home/ hybrid/ office) without judgement, recognising the individual and organisational benefits. Staff work hard to balance their caregiving and work roles, and access to hybrid, remote and on-campus working is important to supporting this balance. Presentee culture and inflexible work patterns disadvantage caregivers, making it harder to	Increased proportion of staff with caring responsibilities agreeing that their manager is supportive of flexible working. 2023 baseline: 73% Increased awareness of hybrid working guidelines. 2023 baseline for carers: 60%	Director of EGI With support from Chief People Officer	2024-2025

⁶ <https://onlinelibrary.wiley.com/doi/full/10.1111/jomf.12507>

⁷ <https://www.econstor.eu/bitstream/10419/45782/1/623752174.pdf>

⁸ <https://www.bitc.org.uk/wp-content/uploads/2022/03/bitc-gender-report-whocares-march2022.pdf>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
		<p>manage unexpected care-related demands and potentially creating barriers to career progression.</p> <p>7.1.4 Review flexible working and related policies</p> <p>Flexible working policies, including the timetabling constraints process, do not always offer sufficient flexibility to caregivers. Reviewing these policies, making use of the new Equality Impact Assessment process, will identify areas for improvement. Where flexible work requests are refused, an appropriate review and appeal process should be implemented to help address inconsistencies in access.</p> <p>7.1.5 Improve access to information for caregivers.</p> <p>Relevant policies and information should be collated and presented together to ensure ease of access to information for managers and their teams. Examples of the various types of flexible work arrangements and case studies highlighting good practice would be helpful in increasing awareness of possible solutions where staff are struggling to find a good balance. Professional development reviews and 1-2-1s should encourage appraisers / managers to regularly review work patterns, ensuring carers and parents are able to raise issues and receive appropriate support if needed.</p> <p>7.1.6 Improve the visibility of care within the organisation.</p> <p>Caregiving may be perceived as stigmatised within academic environments which may lead staff to conceal challenges experienced in balancing work and care for fear of negative judgements about their competence and commitment. Formal and informal activities which raise the visibility of care and challenge negative stereotypes may include training for managers and communications from senior leaders.</p> <p>7.1.7 Encourage staff to indicate when Annual Leave is taken for caring responsibilities and monitor the amount of unpaid leave taken</p>			
7.2	<p><i>Understanding Care: Making sure leaders, managers and peers understand and respect the diversity, challenges, and benefits of</i></p>	<p>7.2.1 Make the CaP Report <i>'The Balancing Act of Caring and Working at the University of Lincoln'</i> widely available to managers and leaders.</p> <p>7.2.1 Prepare short information sheet from the report of the key messages.</p> <p>7.2.3 Review and improve visibility of guidance, support availability, policies, and schemes.</p>	<p>Increased proportion of staff with caring responsibilities agreeing that their manager is supportive of flexible working. 2023 baseline: 73%</p> <p>Increased awareness of hybrid working</p>	<p>Led by the EGI People Change and Policy Manager</p>	<p>CaP Report by Jun 2024</p> <p>Guidance and information by Dec 2024</p>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
	<i>working and caring.</i>	7.2.4 Develop, where appropriate new guidelines, information packs, podcasts, videos for managers and peers 7.2.5 Hold annual information sessions/webinars on the university’s family-friendly and caring policies, to provide information to anyone wishing to learn more and plan their career and family commitments.	guidelines. 2023 baseline for carers: 60%		
7.3	<i>Fairness and consistency: Improve transparency and consistency in the ways in which policies are implemented.</i>	7.3.1 Improve visibility of all available family-friendly benefits for new parents on the university website and divisional webpages, and feature the new toolkits in a university bulletin and departmental news blasts. 7.3.2 Create an outline of key family-friendly and caring benefits to be added to existing induction guidance/tools across all departments 7.3.4 Develop and promote case studies of a diverse set of staff in senior roles who have taken parental or caring career breaks (to be featured on the EGI website, and in University media (e.g. HR Line, staff news).	Increased proportion of staff with caring responsibilities agreeing that their manager is supportive of flexible working. 2023 baseline: 73% Increased awareness of hybrid working guidelines. 2023 baseline for carers: 60%	Led by the EGI People Change and Policy Manager	Website updated and guidance produced by Dec 2024
7.4	<i>Balancing work and care: Develop policies and practices which support staff carers and parents to balance their professional and personal commitments without negatively impacting their mental, physical, or social wellbeing.</i>	7.4.1 Co-create the Carers and Parents Policy and associate guidelines and support	The Carers and Parents Policy is published with accompanying guidance at implemented across the University Carers and Parents increase their sense of value and belonging at the University	Led by the EGI People Change and Policy Manager	Consultation by June 2024 Policy published by Dec 2024
7.5	<i>Increase awareness and uptake of caring and family-friendly benefits</i>	7.5.1 Strengthen the university-wide promotion and communication of funded support programmes (Academic Returners’ Research Fund; Worldw-IDE Fund). 7.5.2 Review and improve provision of breast-feeding facilities 7.5.3 Review and further improve visibility of the Childcare Voucher Scheme	Uptake of caring and family-friendly benefits increases above the 2023 benchmark	Led by the EGI People Change and Policy Manager	Reviews carried out 2024 – early 2025

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
		7.5.4 Extend manager training to include awareness of good practice in managing parental leave			Training extended by Mar 2025

3

Support an inclusive student pipeline: from undergraduate admissions to postgraduate success

Rationale: Aligned with the University’s Strategic Plan (2022–27), our third priority area is to enhance opportunities, experiences and outcomes of our students regardless of their background

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
	<p>Objective 8 – Tackling underrepresentation in student groups across disciplines</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • Low numbers of female UG students in disciplines where they are traditionally underrepresented: Creative Arts (28%F), Engineering (8%F), Computer Science (8%F), Mathematics & Physics (27%F) • Low numbers of female PGT and PGR students in Engineering (12%F PGT, 24%F PGR), Computer Science (28%F PGT, 22%F PGR), Mathematics & Physics (20%F PGT, 7%F PGR), Film & Media (44%F PGT, 25%F PGR) • The Science and Technology Committee 2023 report⁹ ‘Diversity and Inclusion in STEM’ evidenced that significant progress must still be made in terms of diversity and inclusion in STEM, and acknowledges the benefits of fostering an inclusive, diverse, and welcoming environment in STEM education, research, and employment settings, and that improving diversity and inclusion in STEM settings is a crucial to achieving the Government’s plan to confirm the UK’s status as a science and technology superpower, as reflected in the UK Science and Technology (S&T) Framework. • Low numbers of male UG and PG students in disciplines such as nursing: the cohort split across all Health & Social Care programmes is 91%F UG (76%F PGT, 73%F PGR). • Low numbers of UG males in Education and Psychology (10% and 16% respectively). Low numbers of male PG students in Life Sciences. 				

⁹ [Diversity and inclusion in STEM - Science and Technology Committee \(parliament.uk\)](https://www.parliament.uk/business/committees/committees-a-z/all-panels/s/ste/ste-2023-24/)

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
8.1	<p><i>Build an understanding of the barriers to transitioning into and through HE for young people from minoritised and disadvantaged groups, and the challenges</i></p>	<p>3.1.1 Working with students in ‘underrepresented’ disciplines (e.g. engineering, computer science, maths and physics, film and media).</p> <p>3.1.2 Utilise the evidence-based recommendations established through current EGI-led research to mitigate the inequalities observed (e.g., transitioning from statutory education through FE to HE (LiNCHigher/OfS); experiences of racism in Postgraduate Psychology Trainees (British Psychological Society) to inform our Access and Participation Plan (APP)</p>	<p>Increased numbers of female UG students in disciplines where they are underrepresented in line with national benchmarks. 2023 baselines: Creative Arts: 28% F Engineering: 8% F Computer Science: 8% F Maths & Physics: 27% F</p> <p>Increased numbers of PGT and PGR students in disciplines where they are underrepresented in line with national benchmarks. 2023 baselines: Engineering: (12% F PGT, 24% F PGR), Computer Science: (28% F PGT, 22% F PGR) Mathematics & Physics (20% F PGT, 7% F PGR), Film & Media (44% F PGT, 25% F PGR)</p>	<p>Led by EGI</p> <p>Working with PVC Education and Students and Chief Student Officer</p>	<p>In line with, or above, national benchmarks by 2029, for UG, PGT and PGR</p>
8.2	<p><i>Develop strategies to improve representation of female students in male dominated disciplines, and vice versa</i></p>	<p>8.2.1 Continue engagement with local schools, running Master Classes, Showcases and Exhibitions, and innovative competitions across a range of STEMM and AHSSBL subjects.</p> <p>8.2.2 Maintain gender balance of staff involved in outreach activities.</p> <p>8.2.3. Review student marketing materials to ensure representation of students with minoritised identities and from minoritised groups.</p> <p>8.2.4 Ensure diverse representation of staff present at UoL open day and applicant days.</p>	<p>Increased representation of female students in male dominated disciplines: Engineering, Computer Science, Mathematics & Physics (see 8.1 for 2023 baselines).</p>	<p>Led by EGI</p> <p>Working with PVC Education and Students and Chief Student Officer, and Heads of College</p>	<p>In line with, or above, national benchmarks by 2029, for UG, PGT and PGR</p>

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
		8.2.5 Encourage more underrepresented or minoritised students to successfully transition from UG to PG stud,y by building an understanding of what it means to be a student at this level, increased contact with academic staff, and visible role models.	Increased representation of male students in female dominated disciplines. 2023 baselines: Nursing (9% M) Education (10% M) Psychology (16% M)		

4

Priority Area 4: Governance & accountability

Ensuring accountability for and delivery of our inclusion & diversity action plan

Rationale: Reflection on the self-assessment process highlighted both the importance and complexity of embedding inclusion into the culture and workings of the institution. Our implementation structure aims to integrate EDI governance and accountability as a strategic priority and ensure our senior managers have direct ownership of the action plan.

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
	<p>Objective 9 - Ensure University decision-making and governance structures are representative of the University community and inclusive in practice and culture</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • The 2023 McKinsey & Company Report <i>Diversity matters even more: The case for holistic impact</i>¹⁰ argues that EDI is more important than ever in our current complex, uncertain, and rapidly changing landscape. • The EU Gender Equality Strategy 2020-2025¹¹ presents policy objectives and actions to make significant progress by 2025 towards a gender-equal Europe. One of its key objectives is achieving gender balance in decision-making. • 2023 Staff EDI Survey: differences in positive responses to ‘The senior leadership team is committed to delivering diversity and inclusion initiatives’ were seen between staff with protected characteristics and minoritised identities (51% LGBTQIA+, 69% HET; 52% ME, 70% White) 				

¹⁰ [Diversity matters even more: The case for holistic impact | McKinsey](#)

¹¹ [Gender equality strategy - European Commission \(europa.eu\)](#)

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
9.1	<i>Promote inclusive decision-making in central committees</i>	<p>4.1.1 Normalise Equality Impact Assessment to ensure all policies, practices and decision-making are viewed through an inclusion and intersectional lens. Provide the training and resources for implementation</p> <p>4.1.2 - Build on existing templates to ensure consideration of the Public Sector Equality Duty (PSED) in conducting committee business, reinforcing consideration of equality considerations, including requiring evidence of consultation, where relevant.</p>	<p>EIAs are routinely used for strategic planning and decision-making</p> <p>By 2027, 61% of staff agree with 'I have the opportunity to contribute my views before changes are made which affect me' (2021 baseline: 56%)</p>	EDI Compliance Manager	2024 – 2025, then ongoing
9.2	<i>Continue to ensure underrepresented groups of staff and students are provided opportunities to have their voices heard</i>	<p>4.2.1 Our listening strategy will continue to build understanding of the challenges and needs of minoritised and disadvantaged staff and students, through lived experience, and inform our policies, actions and practices.</p> <p>4.2.2 Regular Pulse Surveys (see also 3.4.2) will build a more continuous listening approach.</p>	<p>Increased proportion of staff agreeing 'The University has an Inclusive environment'. 2023 baseline: 71% M, 76% F</p> <p>Increased proportion of staff agreeing 'I feel like I belong in my department'. 2023 baseline: 75% M; 74% F</p>	EDI Project Manager	March 2024 – ongoing

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
9.3	<i>Quantitative and qualitative data are analysed annually and continue to inform progress and decision-making</i>	4.3.1 Annual analysis and reporting on progress against EDI ambition to inform further action. 4.3.2 Annual analysis of research output by ethnicity and gender 4.3.3 Annual impact evaluation of targeted initiatives	Trends are identified and discussed on a regular basis, and evidence that appropriate actions taken to address any issues	Director of EGI	2024 – ongoing
<p>Objective 10 - Strengthen school/department/college engagement and coordination of EDI work</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> •2023 Staff EDI Survey qualitative data showed varying degrees of support for and engagement with EDI, and evidenced EDI ‘pushback’ – resistance from staff who may not understand the importance of EDI. •2023 Staff EDI Survey: 73% of staff agreed ‘Department leadership actively supports gender equality’, although this was much lower for ME women (57%, compared to 78% White). Whilst the majority of schools are actively engaged in EDI work and with the Athena Swan process, progress towards gaining AS awards has been slow. 2024 Baseline: 7 of 21 schools have Athena Swan awards (6 bronze and 1 silver) •2023 Staff EDI Survey: 72% of staff agreed ‘Equality, diversity and inclusion work is communicated clearly to all staff’, although this was lower for LGBTQIA+ staff (63%) and ME staff (65%). Fewer staff (57%) agreed ‘The University pro-actively communicates progress on EDI initiatives with the workforce and students. This was also lower for LGBTQIA+ staff (45%), ME staff (51%), and for Non-binary staff (24% - although participant numbers were very small). 					
10.1	<i>All schools / departments are supported to develop actions addressing inequalities</i>	4.4.1 – Continue to support departments to retain and apply for Athena Swan awards (through webinars, guidance documents on the EDI Knowledge Hub including an Athena Swan toolkit, and support of Athena Swan Working Group) 4.4.2 – Continue to provide centralised support and guidance to schools/departments on change initiatives to embed EDI or EDI-focused change initiatives. 4.4.3 Embed student EDI committees at School and College level. 4.4.4 EDI committees in PS departments continue to develop their EDI plans. 4.4.5 Strengthen training for, and prominence of, EDI Chairs within schools and colleges, empowering them to challenge colleagues and set local agendas. 4.4.6 PVC Heads of College continue to meet College EDI leads regularly so that issues can be elevated and actioned. EDI is standing item on CLT committee agendas. 4.4.7 Ensure that University-wide actions are implemented at College level through the oversight of College EDI Committees. 4.4.8 Raise awareness and celebrate the last 10 years of Athena Swan successes across the University.	All academic schools have an Athena Swan award or EDI action plan. All PS departments have an EDI action plan. College-level EDI strategies are in place and aligned with the University’s EDI strategy (2022-27) >80% of staff agree that their school/department is committed to EDI work. 2023 baseline: 81% F; 76% M	Equalities Project Manager College EDI leads	2024 – ongoing

Ref	Action	Activities and outputs	Success Measures	Lead Responsibility	Timeframe (2024–2029)
10.2	<i>Promote learning and exchange to foster best practice in EDI across the University</i>	<p>10.2.1 EDI Forum continues to act as a central forum for discussion, reflection, university-wide evaluation of progress against EDI ambition, and sharing of best-practice.</p> <p>10.2.2 Encourage participation in the Diversity and Inclusion Showcase (part of the Annual Lincoln Inclusion & Diversity Conference), to share best practice and EDI initiatives taking place across the University.</p> <p>10.2.3 Create a digital exhibition of the Showcase to share best practice more widely across schools and departments.</p>	Best practice is shared ,and initiatives and practices are adopted more widely.	Director of EGI	2024 – ongoing, biannually
10.3	<i>Improve recognition for staff contributing to the development and implementation of EDI actions</i>	<p>4.5.1 – Undertake an updated review of how EDI is recognised and resourced across the University by gathering information from all schools/departments. To include both dedicated roles and time buyout.</p> <p>4.5.2 – Utilise the Hear Our Voices Programme to collect lived experience</p> <p>4.5.3 – Review findings of review, develop guidance note with options for resourcing and allocating EDI work. Share divisional models on the EDI Knowledge Hub and engage in discussion at an EDI Open forum event.</p>	Review to be finalised in 2023 and findings to inform new activities by end of 2024. Action plan to be updated with new activities and success measures in 2024.	To be led by EGI	Completed by Sept 2024
10.4	<i>Improve communication of EDI challenges, initiatives, progress and successes across the University</i>	<p>4.7.1 E-distribute the new EDI newsletter – The EDITION – to all staff and students</p> <p>4.7.2 The Lincoln Annual EDI Report, will communicate the University’s progress against EDI ambition (including progress against both Race and Gender Equality Action Plans in 2024, and disability and LGBT+ action plans from 2025)</p>	<p>Report explicitly distributed to all staff and students on an annual basis.</p> <p>Increased awareness in staff and students of EDI work progress.</p> <p>Increased confidence in staff and students that the University is committed to facilitating culture change.</p>	Report explicitly distributed to all staff and students on an annual basis	<p>Newsletter, Feb 2024</p> <p>Lincoln EDI Annual Report, Feb 2024</p>

Appendix 1: Athena Swan Action Plan (2018–23)

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
THEME A: ENABLING, ENGAGING & EMBEDDING									
POLICY & PRACTICE									
A1	Ensure the extended self-evaluation 'team' is embedded fully across the University and functions to inform our gender equality work, ensuring that all voices are heard and under-represented groups are empowered and enabled to co-create solutions to the inequalities they	Annual Conference proceedings are available on the EGC website. Action Plan is updated as appropriate.	1.1	Establish an annual conference, where the extended self-evaluation team (currently 225 members) can meet as a single group, reflect, discuss, and plan	Director, Eleanor Glanville Centre	1st Conference 2018/19 then annually		G	<ul style="list-style-type: none"> The annual Lincoln Diversity & Inclusion (LID) Conference brings together staff from across the Institution to showcase initiatives, practice, activities, progress, and the work that still needs to be done. The University's EDI framework forms an extended, fully-representative, university-wide communication and evaluation network and underpins all Lincoln's EDI activity. The EDI Forum (currently 277 members, academic & PSS staff) drives institution-wide evaluation and ensures all staff contribute to progress and share best-practice and experience. The Forum reports directly to the Inclusion Committee which provides top-level support to drive change. The Eleanor Glanville Institute provides leadership for all EDI Activity. Attendance: Feb 2019 (50); Feb 2020 (121); 2021 (No conference due to COVID); September 2022 (122) An annual Inclusion & Diversity Showcase raises awareness of, and celebrates, the work taking place at Lincoln. The University's EDI governance structure allows for, holistic continuous listening, and forms a key component of our dynamic and responsive EDI listening strategy.
			1.2	Incorporate an annual diversity and inclusion showcase to raise awareness of, and celebrate, the work taking place at Lincoln	Equalities Project Manager	Feb 2020	New action added	B	
			1.3	Establish the EDI Forum	Director, Eleanor Glanville Institute	2019-20	New action added		
			1.4	Embed the EDI Forum in our EDI Governance structure	Director, Eleanor Glanville Institute	2019-20	New action added		
			1.5	Establish our EDI Listening Strategy to provide mechanisms for continuous listening:	Equalities Portfolio Manager	2021-22	New action added		

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
	face/observe.								
A2	Ensure fair recognition and reward for all AS/EDI responsibilities and activities	All ASSET Chairs, Co-Chairs and AS committee members are given a standardised allocation according to role they play. These will be consistent across the University	2.1	Standardise the workload model tariff for Athena SWAN roles across the institution. Although the academic workload model already accommodates a tariff for Athena SWAN Committee work, Heads of School currently allocate different tariffs across the University	HR Equality Manager AS Coordinator	January 2019		G	<ul style="list-style-type: none"> The new workload model (2022) ensures fair and transparent allocation of time for all equality-related work across the institution. Role descriptors for EDI roles (including AS), for both academics and professional services staff, are developed and recognised at school, college and PS department level, ensuring workload can be aligned. EDI Chair and Champions Guidance clearly sets out roles and expectations. Questions on EDI workload allocation and EDI work recognition in the biennial Staff EDI Culture Survey ensure no staff are adversely impacted by EDI/AS duties. Embedded in criteria for promotion. Establish substantive roles for College EDI leads (0.4FTE)
			2.2	Develop role descriptors for AS and EDI roles to ensure workload can be aligned	Equalities Project Manager	2021-22	New action added	B	
			2.3	Enable EDI work to be recognised in promotion applications			New action added		
			2.4	Establish substantive roles for College EDI leads	PVC, Heads of College	2023-24	New action added		
A3	Ensure fair recognition and reward for all AS/EDI responsibilities	EDI incorporated into standard School Objectives EDI established	3.1	Include EDI objectives in ADA process	PVC Heads of College HoS	Nov 2019		G	<ul style="list-style-type: none"> Expectations around EDI are embedded at School level, and EDI work is considered as part of academic promotions criteria, ensuring appropriate recognition and reward. The appraisal process has been reviewed to ensure it is effective and includes discussions on mentoring opportunities, promotion (where applicable) and career path development. See Action C9: Annual Academic Planning Review (AAPR).

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
	ies and activities	as a standard Agenda item for staff meetings. EDI objectives discussed in appraisals							<ul style="list-style-type: none"> Embedded in criteria for promotion Conscious Inclusion Training for all staff (in development) will ensure awareness of unconscious biases and challenge stereotypical associations around role allocation (e.g., teaching vs research; pastoral care vs leadership).
A4	Ensure diverse representation on EDI (née Athena Swan) Committees across the University	Gender bias is not observed in committee membership	4.1	Ensure gender bias in committee membership on the E&D Committee through nominated positions	E&D Committee Chair	Ongoing		G	The Inclusion Committee (née E&D Committee) ensures diverse representation across a range of protected characteristics, including SLT EDI Champions. Balanced membership is role-led, limiting the impact of bias within the decision-making processes. <ul style="list-style-type: none"> 2018-2022 membership = 56% F 2023 membership = 53% F 2018 EDI Forum (all committees): 52%F 2023 EDI Forum (all committees): 57%F Guidance, EDI role descriptions and Terms of Reference available
			4.2	Provide guidance on diverse EDI committee membership at School and Department level	Equalities Project Manager	Ongoing	New action added		
A5	Students have opportunities to engage with EDI work and contribute to the development of an inclusive university.	Gender-balanced ASUG Committee established. Programme of Activities 2018-19 Annual Report to the University ASSET Committee	5.1	Establish an undergraduate Student Athena SWAN Committee (ASUG) to engage the student body in the Athena SWAN principles	AS Coordinator President of the SU	Committee established December 2018 1st Annual Report December 2019	Superseded	R	<ul style="list-style-type: none"> Superseded by the Student Hub to engage students in EDI work more generally (See Action A5.2)
			5.2	Establish a Student EDI Hub to raise awareness of EDI	Director Eleanor	2022/23	New action added		

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
				issues within the student body and allow development of mitigation strategies.	Glanville Institute				Advisory Committee. For example, students have worked on the 'Sense of Belonging project' developing a validated measure of belonging for monitoring changes in culture
			5.3	Embed student EDI committees at School and College level	College EDI leads	2023/24	New action added	A	
			5.4	Establish a funding pot to encourage and support student EDI activity		2018/19	New action added	B	<ul style="list-style-type: none"> • Empowering & Engaging (M&N) Fund for students • Activities supported: Free menstrual cups distributed to students; attendance at women in STEM conference
			5.5	Co-creation workshops		2023/24	New action added		<p>Workshops bring together students and staff to focus on particular EDI issues to ensure development of policy and practice is informed by lived experience. Workshops in 2023 have informed the development of:</p> <ul style="list-style-type: none"> • LGBTQIA+ commitments & Disability Commitments: formal principles (commitment statements) that represent the first output of our equality work and articulate positive statements that we as an institution demonstrate our support for. • Trans+ / Gender Identity/ Non-binary Policy
			5.6	Biennial Student EDI Culture Survey includes questions on the impact of EDI issues on the student experience, including diversity of the institution and wider community, perceived quality of education, and the biases impacting future study and careers.		2023/24	New action added		<ul style="list-style-type: none"> • Survey designed with ethical approval • Due to be launched Feb 2024

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
A6	Develop and evaluate EDI training that effectively drives thoughts, attitudes, and beliefs, and elicits long-term behavioural change.	Annual report to University ASSET All staff to have attended at least one course	6.1	Increase the staff uptake of unconscious bias training	HR Equality Manager Director, Eleanor Glanville Centre HoS	1 st Annual Report APRIL 2019, then ongoing	Superseded	R	<ul style="list-style-type: none"> Unconscious bias (UB) training replaced by Conscious Inclusion Training as part of Our EDI Journey (see Action A7). UB training stopped March 2020. UB uptake (Jan 2018 to March 2020): 944 recipients (65%F; 35%M) Our EDI Journey launched Autumn 2023
A7	Continue to evaluate and improve effectiveness and impact of Equality, Diversity & Inclusion training	An E&D training strategy established. Annual Report to E&D Committee Updated / improved E&D training reflecting staff feedback	7.1	Develop Conscious Inclusion training as a replacement to Unconscious Bias training	Director of Inclusive Development	2023/24	New action added	G	<ul style="list-style-type: none"> Conscious Inclusion Training developed. Training is based on the EGI's Conscious Inclusion microcredential and will see a progressive departure from a conventional UB training approach of simply raising awareness of the existence of bias, towards eliciting long-term behavioural change.
			7.2	Evaluation of training, including impact on long-term attitudinal & behavioural change	Director of Inclusive Development	2023/24, ONGOING	New action added	A	<ul style="list-style-type: none"> Evaluation of Conscious Inclusion microcredential pilot (2023) in progress, including uptake and incorporation of participant into course development.
			7.3	Establish a long-term EDI training strategy.	Director, Eleanor Glanville Centre	Develop 2022/23 Pilot 2023/24		G	<ul style="list-style-type: none"> Continual improvement of EDI training for all staff, and the adoption of a longer-term training strategy in the form of a new EDI Education Journey for both staff and students (piloted autumn 2023) to embed EDI values across the institution (A8)

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
A8	Establish Equality, Diversity & Inclusion training for all students	Provide all UG students with E&D training. Package for all first year UG students in place All PG students completed E&D training.	8.1	Extend Equality & Diversity training to all undergraduate students	Director, Eleanor Glanville Centre	2023/24	New action added	A	<ul style="list-style-type: none"> Developed a new 'EDI Education Journey' for both staff and students. Training based on the EGI's EDI Literacy microcredential, and builds understanding of EDI, the impact of discrimination and bias on self and others and develop the skills and practice of conscious inclusivity. Training for all students (UG/PGT/PGR) being piloted and evaluated (2023) An EDI briefing introduced into Welcome week for UG
			8.2	Mandatory EDI training in place for all PGR students	Director of Inclusive Development, Doctoral School	2023/24		G	<ul style="list-style-type: none"> Mandatory EDI training forms part of PGR induction
			8.3	Embed EDI into the PGR induction	Director of Research (EGI)	2023	New action added	B	<ul style="list-style-type: none"> EDI is embedded in the PGR induction.
A9	Improve training and development for staff on gender identity and transgender issues and review impact	100% HR staff training for E&D to include gender identity and transgender issues Impact report to E&D	9.1	Improve training and development for staff on gender identity and transgender issues and review impact	HR Equality Manager	2020		G	<ul style="list-style-type: none"> Transgender Awareness training in place (PPC) Improved training in development by the EGI, in conjunction with the Department of People, Performance and Culture (PPC, formerly HR), informed by the new Transgender Policy. Training development is also informed by questions on transgender inclusion in the Staff and Student EDI Culture Surveys.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		Committee to inform further action							
			9.2	Raise awareness of transgender people and people with different gender identities, to create a supportive and trans-inclusive work/study environment, and to ensure that policy, practice, and training development is informed by the LGBTQIA+ staff and student communities.	HR Equality Manager Chair, E&D Committee	OCT 2022 ONGOING	New action added	A	<ul style="list-style-type: none"> Extensive consultation with trans and non-binary students and staff through the Hear Our Voices programme and Co-Creation Workshops (A5.5) - key parts of our EDI Listening Strategy - have ensured awareness is raised of people with transgender and gender non-conforming identities.
A10	Ensure a nose-to-tail approach to inclusion, embedding EDI at all stages and key transition points in the staff and student lifecycle.	1. The staff induction EDI Pack incorporated into the Lincoln Welcome All new staff receive the EDI pack	10.1	Develop a new 'Athena SWAN' (EDI) pack as part of the induction materials to raise awareness of gender imbalances and development and progression opportunities for all staff	Organisational Development Coordinator EGC Equalities Administrator	EDI incorporated into the <i>Lincoln Welcome</i> JANUARY 2019 HIGH PRIORITY	Superseded	R	<p>EDI incorporated into the Lincoln Welcome</p> <ul style="list-style-type: none"> EDI is now a central component of the Welcome event. EGI colleagues use this time to listen to new colleagues and understand what EDI means to them and what they consider to be EDI challenges and priorities, and to share information about how they can get involved in all aspects of EDI, EDI activities and initiatives, and Equality Charter work (including Athena Swan).
A11	Understand and address barriers to	BEST PRACTICE Guidelines updated and		Monitor and review best-practice guidelines for internal research funding calls (e.g., timings of calls	Research Development &	NOVEMBER 2018 ONGOING		G	<ul style="list-style-type: none"> Annual analysis of research output by gender and ethnicity.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
	research output	made visible to all staff Timings of internal calls are appropriate and considerate of staff with caring responsibilities		and deadlines; selection criteria)	Operations Manager AS Coordinator				<ul style="list-style-type: none"> • The timing of internal calls for funding is considered by Research and Enterprise (e.g. avoiding school holidays, so as not to disadvantage parents of young children) • QR funding funds a suite of measures to support research activity across all Colleges, Schools, and Institutes across all disciplines and at different points of the 'research journey'. Awarding of funding is monitored by gender.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
A1 2	Ensure support and guidance is available for trans, and transitioning, students and staff, informed by best practice and student/staff lived experience	<i>Guidance Document</i> available for distribution and available to all staff	12.1	Produce a comprehensive guidance document focusing on supporting staff and students transitioning from one gender to another	HR Equality Manager	2023/24		G	<ul style="list-style-type: none"> • <i>Trans Equality Policy Statement for Staff and Students (2018)</i> establishes the University's commitment to providing a supportive environment for trans and transitioning staff and students (see A13). • Trans awareness and guidance available on EGI website • The Transgender Policy and guidance has been developed in conjunction with trans students, staff, and the wider trans community, to ensure awareness is raised of people with transgender and gender non-conforming identities, and to ensure a supportive and trans-inclusive work/study environment. • Consultation, including focus groups and group discussion at LID2023 has ensured diverse trans experiences are considered, barriers and challenges addressed, and suggestions for change have been listened to. • Responses from our <i>EDI Staff Culture Survey 2023</i> show that: <ul style="list-style-type: none"> ✓ 80.0% of all staff consider UoL to be trans-inclusive. ✓ 67.3% of staff identifying as LGBTQIA+ considered UOL to be trans-inclusive. ✓ 64.6% feel confident and competent supporting trans colleagues and students.
			12.2	Guidance for allies.	Equalities Project Manager	2023	New action added	B	<ul style="list-style-type: none"> • Allyship Guidance produced following consultation with LGBTQIA+ staff and students. This starter guide aims to help staff and students become more thoughtful and effective allies to marginalised people and groups.
			12.3	Glossary of EDI language and terms		2022	New action added	B	<ul style="list-style-type: none"> • The EGI's EDI Glossary sets out clear definitions and guidance on LGBTQIA+ terminology, helping to foster understanding, acceptance, and respect.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
A13	Ensure support and guidance is available for trans, and transitioning, students and staff, informed by best practice and student/staff lived experience	Best practices for supporting trans staff and students are in place Staff Survey 2019 reports that >75% staff consider UOL to be trans* inclusive	13.1	Review wider best practice for supporting trans staff and students	Director, EGI	JANUARY 2020		G	<ul style="list-style-type: none"> The Transgender Policy and guidance has been developed in conjunction with trans students, staff, and the wider trans community, to ensure awareness is raised of people with transgender and gender non-conforming identities, and to ensure a supportive and trans-inclusive work/study environment. Consultation, including focus groups and group discussion at LID2023 has ensured diverse trans experiences are considered, barriers and challenges addressed, and suggestions for change have been listened to. Responses from our <i>EDI Staff Culture Survey 2023</i> show that: <ul style="list-style-type: none"> ✓ 80.0% of all staff consider UoL to be trans-inclusive. ✓ 67.3% of staff identifying as LGBTQIA+ considered UOL to be trans-inclusive. ✓ 64.6% feel confident and competent supporting trans colleagues and students.
A14	Ensure detailed data collection and monitoring by encouraging disclosure of protected characteristics and other identities in staff and student surveys	Increase proportion of staff and students who declare gender identity status so that this can be included in EDI monitoring. Staff Survey 2019 reports that >75% staff consider UOL to be trans* inclusive	14.1	Encourage gender disclosure for existing staff and students to enable monitoring of data in future	HR Equality Manager	JANUARY 2020 ONGOING		G	<ul style="list-style-type: none"> Identities beyond the M/F binary are now routinely recorded and reported for students and staff. Rates of disclosure of protected characteristics have risen year-on-year since 2019, for both academics and PSS staff. This is especially the case for disability and sexuality.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		1.	14.2	Encourage gender disclosure in staff and student EDI surveys		JANUARY 2020 ONGOING		G	<ul style="list-style-type: none"> The importance and purpose of Staff and Student EDI Culture Surveys is promoted via multiple methods to encourage staff and students to engage and be confident to disclose their ethnicity/gender/sexuality etc. (anonymously). Data protection and survey confidentiality are made explicit. <ol style="list-style-type: none"> Responses from our <i>EDI Staff Culture Survey 2023</i> show that 96.7% (n=476) of staff chose to declare their gender identity status – a 19.5% reduction in non-disclosure since 2020. 92.1% (n=457) of staff respondents chose to disclose their sexuality – a 17.5% reduction in non-disclosure since 2020. Responses from our EDI Staff Culture Survey 2023 show that 80% of all staff consider UoL to be trans-inclusive.
A15	Ensure a zero-tolerance approach to hate crime, harassment and bullying is widely communicated, and ensure effective reporting channels are trans-inclusive.	Ensure channels for reporting and support for harassment, for staff and students, are trans-inclusive	15.1	Ensure channels for reporting and support for harassment, for staff and students, are trans-inclusive and clearly communicated	Chair, GBV Committee	2022		G	<ul style="list-style-type: none"> The Gender-Based Violence Committee convened in 2018 to review current policy and practice around reporting and support for gender-based violence, including transgender and non-binary people. Good practice for reporting GBV identified including anonymous reporting, online reporting, and an App is currently being produced. Reporting channels and support for harassment for staff and students are trans-inclusive

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
	Ensure a zero-tolerance approach to hate crime, harassment and bullying is widely communicated, and ensure effective reporting channels are in place.	New / amended Policy document and guidance on support for harassment and gender-based abuse Policy and guidance is trans-inclusive Policy and guidance clearly visible and available to all staff	15.2	Raise awareness of hate crime to the student community and encouraged students to challenge, report and get support.	Director, Eleanor Glanville Centre, Head of Student Support	Policy & Guidance documents DECEMBER 2019 Training DECEMBER 2020		G	<ul style="list-style-type: none"> The <i>Don't tolerate hate!</i> project (HEFCE-funded), led by the Student Support Centre, raised awareness of hate crime to the student community and encouraged students to challenge, report and get support, if they witness any form of hate incident or hate crime, either on campus or in the local community. As part of the project, the <i>Truth Booth</i> brought staff and students together to talk — on film — about abuse, harassment, and discrimination. The impact has been a <i>substantial increase in the level of reporting</i> (+75%) of both hate crime and bullying and harassment. New Anti-bullying and Harassment Policy (2023)
			15.3	Raise staff awareness of guidance, training, and reporting services	HR Director, Director, Eleanor Glanville Centre	2022/23		G	<ul style="list-style-type: none"> A new Preventing & Responding to Gender-based Violence Policy in place (2019) A staff-focussed campaign to build confidence in the <i>Concern Line</i>, where staff can anonymously discuss and/or report any incidences of discrimination, harassment, or any inappropriate behaviour. The EGI's <i>EDI newsletter</i> continues to raise awareness of this anonymous reporting service and clearly communicates its trans-inclusivity. <i>Reporting 'buttons'</i> now visible on EDI webpages (staff and students) Mandatory training on sexual harassment being piloted for students and staff (2023/24)

THEME B: ENHANCE RECRUITMENT

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
B1	Increase numbers of staff from underrepresented groups	Number of Schools better than national benchmark for female/male representation will increase from 48% (2018) to 57% (an additional 2 schools)	1.1	Current and planned recruitment drives will actively seek to attain national benchmarks for female (and male) representation across the institution	HR Director HoS	NOVEMBER 2021 ONGOING		G	<ul style="list-style-type: none"> The Lincoln Equality Commitment (2021–2025) requires a public and auditable institutional commitment to increase representation of minoritised staff at all levels, with clear Equality objectives in the form of specific targets, as well as qualitative ‘targets’ such as increased sense of belonging and other culture change indicators. Number of Schools better than national benchmark for female/male representation has risen from 48% in 2018 to 50% in 2022. 2018:48% 2019:59% 2020:60% 2021: 50% 2022: 50%
B2	Increase numbers of staff from underrepresented groups	<ol style="list-style-type: none"> Directory of relevant advertising locations for all Schools available to HoS and HR Business Partners 10% increase in female applicants in male-dominated fields 	2.1	Enhance visibility of job opportunities (e.g., on social media) to increase number of female applicants	<ol style="list-style-type: none"> HR Operations Manager EGC Equalities Administrator 	<ol style="list-style-type: none"> Directory available JANUARY 2019 Increase in applications received JANUARY 2021 ONGOING		A	<ul style="list-style-type: none"> Targeted advertising to reach under-represented groups (e.g., ME-specific media). Gender-neutral language is used in advertising material. <p>EQUALITY COMMITMENT TARGET PROGRESS Applications from female academic applicants in male-dominated fields:</p> <p>CHEMISTRY: 2017/18: 25%; 2021-22: 19% COMPUTER SCIENCE: 2017/18: 5%; 2021-22: 16% (+11%) ENGINEERING: 2017/17: 8%; 2021-22: 10% (+2%) MATHEMATICS & PHYSICS: 2016/17: 26%; 2021-22: 23%</p> <ul style="list-style-type: none"> The University’s commitment to EDI in job advertisements and on the UOL ‘job opportunities’ page is made clear, including relevant equality logos and awards (e.g., Athena SWAN, Disability Confident, REC, Stonewall etc.), Lincoln’s One Community philosophy and values, our Equality Commitment, and positive action statements for gender (where there is under-representation) and ethnicity in all cases. Career development opportunities (such as Inspire, PIMS, ILM3/5, Manager workshops etc.) are explicit on job advertisements and/or the University’s ‘job opportunities’.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
			2.2	Establish Commitment targets for gender and ethnicity representation	Director, Eleanor Glanville Centre	2021/22	New action added	B	<ul style="list-style-type: none"> Targets for representation of Female and ME staff at institutional level for each grade are agreed and published in the new Lincoln Equality Commitment (2021–2025)
B3	Increase numbers of staff from underrepresented groups	<ol style="list-style-type: none"> Increase in media engagement, high profile lectures, web-based profiles for under-represented groups. 10% increase in under-represented groups 	3.1	Improve visibility of role models to help attract under-represented groups	EGC Equalities Project Manager	<p>JANUARY 2021</p> <p>ONGOING</p>		G	<ol style="list-style-type: none"> The Eleanor Glanville Institute hosts a Diversity & Inclusion Lecture Series: <ul style="list-style-type: none"> Race Matters lectures: thought-provoking, lived-, and insightful narratives that aim to broaden attitudes toward the topic of race. Be Inspired! Lecture programme: inspirational lectures and thought-provoking talks by successful figures under-represented in their field. The EDI Wall: a permanent exhibition located centrally on campus showcasing EDI work at Lincoln and highlighting the achievements of diverse UOL staff. <p>EQUALITY COMMITMENT TARGET MET</p> <ul style="list-style-type: none"> There has been a small year-on-year increase in the number of staff with a Minoritised Ethnic identity from 2018: <ul style="list-style-type: none"> ALL STAFF: 2018/19: 10%; 2021/22: 12% (+2%) ACADEMIC: 2018/19: 17%; 2021/22: 18% (+1%) PROFESSIONAL SERVICES: 2018/19: 3%; 2021/22: 5% (+2%) 9.6% of staff were recorded as having a disability in 2021/22 – a 2.3% increase on 2020/21 and a continuing of the year-on-year rise in staff reporting having a disability since 2019 (HE Sector average = 6.0%) 6.1% of staff were recorded as LGBTQ+ in 2021/22 - a continuation of a small year-on-year increase since 2019. Rates of non-disclosure have fallen (from 13.6% in 2019 to 11.8% in 2022).

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
B4	Increase numbers of staff from underrepresented groups	Report: the effectiveness of positive actions within recruitment strategies Recommendations: informed improvements 10% increase in under-represented groups	4.1	Improve visibility of role models to help attract under-represented groups	HR Operations Manager	JANUARY 2021 ONGOING	Superseded	R	<ul style="list-style-type: none"> Inclusive recruitment guidelines in development, considering all stages of the recruitment process. Increase in recruitment applications in some under-represented disciplines (Computer Science, Engineering)

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
B5	Increase numbers of staff from underrepresented groups	Impact report to E&D Committee Recommendations: inform continued improvement of system Gender-equal probabilities of appointment continue to be observed		Review the effectiveness and impact of the e-recruitment system as a gender-neutral recruitment tool	HR Operations Manager	1 st REVIEW DECEMBER 2019 then annually	Superseded	R	<ul style="list-style-type: none"> De-biased inclusive recruitment developed and trialed (2022)
C1	Increase the number of female academics at higher grades.	Increased number of nominees and proportion of females elected to influential committees (e.g., Academic Board). Achieving the female population of the		Develop leadership potential in female academics by establishing a Women in Leadership programme. This includes continuing to engage with the LFHE AURORA programme. The progress and career progression of participants will be monitored and will inform development of the programme	HR Organisational Development Manager	AUGUST 2021 ONGOING		G	<ul style="list-style-type: none"> INSPIRE Leadership programme, supports the advancement of academic and professional services staff from ethnic minorities in leadership positions and aspiring minoritised female leaders. INSPIRE uptake (2020-2023): 34 participants (53%F; 43%M) AURORA uptake (2019-2023): 64 participants (100%F) <p>EQUALITY COMMITMENT TARGET MET We have Increased our female professors across all subjects by 13.1%, from 22.8% in 2013/14 to 33.3% in 2021/22, rising above the national benchmark of 28.5% (Advance HE, 2022)</p> <p>EQUALITY COMMITMENT TARGET MET We have increased our female professors in STEM schools by 19.7% (from 13.6% in 2013 to 33.4% in 2023) rising above the national benchmark of 24.2% (Advance HE 2022) and the WiSE target of 30%.</p>

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		University (±5%) 10% increase in women in senior positions and leadership roles							EQUALITY COMMITMENT TARGET MET We have increased the number of female professors in underrepresented subjects at the UOL (Chemistry; Architecture, Film and Media, Computer Science, Engineering, Maths and Physics) by 12.2% .
C2	Increase the number of female academics at higher grades.	<i>The Pipeline</i> available to all ECRs <i>The Pipeline</i> available to all staff 10% increase in women in senior positions and leadership roles	2.1	Expand the <i>Pipeline</i> mentoring scheme to include all staff across the university	Chair, The Pipeline Working Group	1. JUNE 2018 2. JANUARY 2019 3. AUGUST 2021		G	<ul style="list-style-type: none"> The <i>Pipeline Inclusive Mentoring Scheme (PIMS)</i> adopts an inclusive mentoring approach and is open to all staff (academic and professional services/support) and postgraduate students (PGR/PhD) at the University who wish to develop their career. DATA: uptake of PIMS (2018-2023): 102 mentees (89% AC; 11% PS; 100%F)
			2.2	Expand the <i>Pipeline</i> mentoring scheme to include progressive pathways and more tailored support	Chair, The Pipeline Working Group	2021	New action added	B	<ul style="list-style-type: none"> PIMS expanded to offer a range of both traditional and progressive pathways, providing tailored support for the challenges of contemporary HEI environments, including: <ul style="list-style-type: none"> Reverse mentoring Cultural challenges Maternity/returning from maternity. Research grant application Work-life balance Senior leadership <p>EQUALITY COMMITMENT TARGET MET The number of female professors across all subjects has increased from 27% in 2018 to 33% in 2022.</p>

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
									Since the start of our Athena Swan journey and first Bronze Award, our female professors across all grades have steadily increased year-on-year (see C1)
C3	Increase the number of female academics at higher grades.	<ol style="list-style-type: none"> The Midlands Academic Pipeline (MAP) launched Increased number (+50%) of female applicants for promotion to senior positions 10% increase in women in senior positions and leadership roles 	3.1	Develop a Regional Mentoring Scheme through the Midlands Athena SWAN Network to widen the pool of female senior academic mentors	Athena SWAN Coordinator	<ol style="list-style-type: none"> SEPT 2019 APRIL 2021 AUGUST 2021 		<p style="text-align: center;">R</p> <p>Superseded</p>	<ul style="list-style-type: none"> Due to low interest in a regional scheme, the decision was taken to expand the Pipeline Mentoring Scheme (PIMS) to increase the pool of experienced mentors and role models across all disciplines and career stages at Lincoln (see Action C2). <p><u>EQUALITY COMMITMENT TARGET MET</u></p> <p>As a result, we have seen the number of female applicants for promotion to senior positions (Grade 9 and above) across all disciplines rise from 33% in 2018 to 49% in 2022, and from 36% to 50% for STEMM disciplines (see also C5).</p>

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C4	Increase the number of female academics at higher grades.	An in-house fully-accredited Mentor-training programme to support the <i>Pipeline</i> and the <i>Midlands Academic Pipeline</i>	4.1	Develop an accredited Mentor training programme	1. AS Coordinator 2. HR Organisational Development Manager	APRIL 2021 ONGOING	Not taken forward	R	See Action C2, C3 and C5.
C5	Increase the number of female academics at higher grades.	Increased number (+50%) of female STEM applicants for promotion to senior positions	5.1	Enable supportive networking and build confidence in female academics through establishing <i>Action Learning Sets</i>	EGC Equalities Project Manager	Develop action sets OCTOBER 2017 Achieve target APRIL 2021	Not taken forward	R	<ul style="list-style-type: none"> The action to create Action Learning Sets has been superseded by the <i>INSPIRE, Women in Leadership Network</i>, which enables supportive networking and confidence building. The <i>Pipeline Mentoring Scheme</i> has also been expanded to include specific promotion support. <p><u>EQUALITY COMMITMENT TARGET MET</u></p> <p>As a result, Female STEM applicants for promotion to senior positions (all grades above 9) has increased steadily, from 36% in 2018 to 50% in 2022. Female applications for promotion to Professor have increased from 44% in 2018 to 55% in 2022.</p>

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C6	Increase the number of female academics at higher grades.	1. New academic support policies in place 2. Female representation at all grades to reach 35%	6.1	Develop new academic support policies to provide more targeted support for academic staff	1. Deputy Vice Chancellor (Research & Innovation) 2. HR Director	1. OCTOBER 2018 2. DECEMBER 2021		G	<ul style="list-style-type: none"> The University of Lincoln Research Strategy Implementation Plan (2018–2021) outlines broad activity streams to achieve the aims set out in the University Strategic Plan 2016-21 ‘Thinking Ahead’ Principle 3: Excellent Research with Impact. The Action Plan for the Research Strategy Implementation Plan is reviewed biannually by the Senior Leadership Team Research and Employer Engagement Group (REEG) The Lincoln Equality Commitment has explicit commitment to tackling gender under-representation. <p>EQUALITY COMMITMENT TARGET PROGRESS Female representation across all grades has risen steadily since 2018 and now exceeds 35% at all grades. The number of female professors continues to rise year-on-year and is currently above our Equality Commitment target of 35% (up to 37% in 2023/24 from 27% in 2018/19).</p>
C7	Increase the number of female academics at higher grades.	Clear policy/practice guidelines around: <ul style="list-style-type: none"> Individual Expectations Feedback on performance Support Recognition of success Female representation at all grades to reach 35%	7.1	Provide clear individual expectations and feedback on performance, effective and targeted development (including for improving output quality, bid and impact quality), and recognition of success via promotion opportunities and support (including workload, reward systems/prizes)	Deputy Vice Chancellor (Research & Innovation) HR Director	1. OCTOBER 2018 2. DECEMBER 2021		G	<ul style="list-style-type: none"> New research strategy developed. Associate Professor role has replaced Reader (research focus) and Principal Lecturer (teaching focus) for T&R and TSPP contracts at grade 9, to challenge the perception that teaching roles are second rate. Clear TSPP route to Professor Female representation across all grades has risen steadily since 2018 and now exceeds 35% at all grades, except for PDRA. The number of female professors continues to rise year-on-year (up to 37% in 2023/24 – up 10% since 2018/19). <p>EQUALITY COMMITMENT TARGET PROGRESS Female Representation at each academic grade –</p> <ul style="list-style-type: none"> Researcher: 56% PDRA: 33% Lecturer: 63% Senior lecturer: 45% Associate professor: 40% Professor: 37% Senior Academic Manager: 43%

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C8	Increase the number of female academics at higher grades.	<ol style="list-style-type: none"> Updated promotion procedures adopted. Female representation at all grades to reach 35% 	8.1	Update promotion procedures to ensure performance expectations are in place and performance indicators (e.g. deliverables) are clear and thoroughly evaluated at recruitment and promotion	<ol style="list-style-type: none"> Deputy Vice Chancellor (Research & Innovation) HR Director 	<ol style="list-style-type: none"> OCTOBER 2018 DECEMBER 2021 		G	<ul style="list-style-type: none"> Annual academic appraisals have been reviewed and improved and replaced with an Annual Academic Planning Review (AAPR). Promotions process improved to be more supportive and to have clearer criteria. Expanded criteria includes 'Citizenship'. <p><u>EQUALITY COMMITMENT TARGET PROGRESS</u> (See Action C7)</p>
C9	Increase the number of female academics at higher grades.	<ol style="list-style-type: none"> Best-practice guidelines for academic appraisal adopted. Increased number (+50%) of female applicants for promotion to senior positions 	9.1	Ensure all staff ADAs include discussions on mentoring opportunities, promotion, and career path development	<ol style="list-style-type: none"> HoS AS Coordinator 	<ol style="list-style-type: none"> AUGUST 2019 APRIL 2021 		G	<ul style="list-style-type: none"> The Annual Academic Planning Review (AAPR) provides academics with the opportunity to reflect on the previous year and relevant objectives, as well as plans and priorities for all areas of your role for the forthcoming academic year. The framework is tailored based on academic role profile, and discussions on mentoring opportunities and career development. <p><u>EQUALITY COMMITMENT TARGET PROGRESS</u> Female STEM applicants for promotion to senior positions (all grades above 9) has increased steadily, from 36% in 2018 to 50% in 2022.</p> <ul style="list-style-type: none"> Female applications for promotion to Professor has increased by 70%.
C10	Sustain the pipeline by addressing the barriers faced by working parents	<ol style="list-style-type: none"> Implementation plan for dissemination of guidance, support availability, policies, 	10.1	Review and improve visibility of guidance, support availability, policies, and schemes	<ol style="list-style-type: none"> HR Equality Manager EGC Equalities Project Manager 	<ol style="list-style-type: none"> DECEMBER 2018 DECEMBER 2019 		A	<ul style="list-style-type: none"> Policies are readily available on-line from the University Policy Framework <p><u>From EDI Staff Culture Survey 2023:</u></p> <ul style="list-style-type: none"> 68% of staff are aware of flexible working policies and arrangements. 62% of staff are aware of hybrid working guidance. 72% feel EDI work is communicated clearly to all staff. 77% of staff know where to seek support for mental health and wellbeing at work.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		and schemes 2. Better than 70% of staff surveyed aware of opportunities and policies							<ul style="list-style-type: none"> ○ 38% of staff are aware of the Concern Line (UoL’s anonymous reporting for bullying, harassment, and discrimination). ● CAP Survey 2023 respondents showed awareness of the existence of some University policies relevant to staff carers and parents.
C1 1	Sustain the pipeline for early career researchers	Report on feasibility to Senior Oversight Group	11.1	Review the wider adoption of open-ended contracts for externally funded research posts and mechanisms for providing bridging support to retain high-calibre researchers	Deputy Vice Chancellor (Research & Innovation) AS Coordinator	JULY 2019 ONGOING		G	<ul style="list-style-type: none"> ● QR funding – a suite of- measures to support research activity across all Colleges, Schools, and Institutes across all disciplines and at different points of the ‘research journey’ – is used to extend fixed-term contracts to retain high-calibre researchers and bridging the pipeline between PDRA to Lecturer. 1.1. In several institutes across the University (EGI, LIAT and IRH) open-ended contracts for PDRA have been introduced.
C1 2	Sustain the pipeline by addressing the barriers faced by working parents	1. A private space for breast-feeding in each building on campus	12.1	Review and improve provision of breast-feeding facilities	AS Coordinator	JAN 2020 ONGOING		A	<ul style="list-style-type: none"> ● Provision of breast-feeding facilities reviewed across campus as part of the development of the Campus Master Plan (12.2) ● Lawress Hall has a lockable breast-feeding room.
		2. All staff aware of available facilities	12.2	Review campus accessibility and facilities	Director, Eleanor Glanville Centre, Space Manager, Estates	2023/24	New Action Added	B	Campus Master Plan (Map) detailing accessible facilities for key campus buildings and spaces in development.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C13	Sustain the pipeline by addressing the barriers faced by working parents	1. A paternity package available for academic and support staff 2. All staff aware of the paternity package	13.1	Review the paternity package and arrangements in place for academic and professional/support staff	HR Equality Manager	OCTOBER 2018		G	<ul style="list-style-type: none"> New paternity package developed: Supporting New and Expectant Families Policy and Procedure (2021), goes above statutory requirements to include 4 weeks leave and paid time off work to attend with the expectant mother her antenatal appointments. Hear Our Voices focus groups explored the career impact of taking parental leave. Findings informed a Carers and Parents Policy (A13.2). New policy launches are communicated via the EGI's EDI Newsletter. The Development Hub has improved visibility of guidance, support availability, policies, and schemes via (C10) <p><u>Staff EDI Culture Survey 2023</u></p> <ul style="list-style-type: none"> 76% of staff with caring responsibilities believe their manager is supportive of flexible working. 60% of staff with caring responsibilities are aware of new hybrid working guidance.
			13.2	Review support available for working carers and parents and communication of carer-friendly initiatives.	EGC Portfolio Manager	2021-2023	New Action Added	B	<ul style="list-style-type: none"> Carers and Parents Policy developed following staff consultation (survey and focus groups). The EDI newsletter raises awareness initiatives for parents and carers and communicates carer-friendly activities and events. The Carers & Parents (CaP) Club provides networking opportunities for carers, parents and parents-to-be at the University to get together and share experiences of being a working carer/parent. Hybrid Working Guidance, with an accompanying Hybrid Working Toolkit and Home Working Guidance developed for all staff.
C14	Sustain the pipeline for early career researchers	Annual report to University ASSET to inform		Review and develop the ECR training and future support through the Lincoln Early Career Network	1. Deputy Vice Chancellor (Research &	1. Review complete OCTOBER 2018 2. 1st Report OCTOBER 2018 then annually HIGH PRIORITY		G	<ul style="list-style-type: none"> Reviewing and developing future support for our ECRs is an action stream within the Research Strategy Implementation plan (2018–2021). Progress will be reviewed bi-annually by the Senior Leadership Team through REEG

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		future development Implementation of recommendations and feedback Updated training / support provision			Innovation) 2. Research development & Operations Manager				
C1 5	Increase the number of female academics at higher grades.	<ol style="list-style-type: none"> 1. A new programme of targeted career development workshops on offer 2. Increased number (+50%) of female applicants for promotion to senior positions 3. 10% increase in women in senior positions and 		Expand the portfolio of career development workshops available through the <i>Women into Research Network</i> (e.g. the <i>Thinking Aloud Seminars</i>), and introduce new workshops specifically aimed at the transitions from SL to PL and SL to Reader for STEMM and AHSSBL disciplines	Director (Business), Eleanor Glanville Centre	<ol style="list-style-type: none"> 1. SEPT 2018 2. APRIL 2021 3. AUGUST 2021 <p>MEDIUM PRIORITY</p>		G	<ul style="list-style-type: none"> • Research First Hub • <i>INSPIRE, Women in Leadership Network</i> provides targeted support and training around key transition points to increase the number of female academics applying for, and achieving, promotion to senior positions. <p><u>EQUALITY COMMITMENT TARGET</u> See Actions C2, C3, and C5</p> <ul style="list-style-type: none"> • Female applications for promotion to Professor has increased by 70%. • Exceeded our women in senior positions targets 2023

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		leadership roles							
C16	Sustain the academic pipeline for women by addressing barriers at key transition points	1. Annual writers' retreats as part of the ECR network Research output increased (+10% in both grant applications and research papers)		Using the College of Social Science model, develop more writers' retreats across the University	1. Research Development and Operations Manager 2. College Directors of Research	UP AND RUNNING BY APRIL 2018 ONGOING		A	<ul style="list-style-type: none"> College of Social Science writer's retreats were impacted due to COVID. A new online women's writing retreat series was set up post-covid (2022), supported by the EGI, to specifically address the impact of Covid and the gendered nature of caregiving during the pandemic on women's research productivity, authorship of papers and initiation of research projects.
C17	Sustain the pipeline by addressing the barriers faced by working parents	1. Updated Manager's training rolled out to staff 2. Better than 70% of staff surveyed have positive experiences of parental		Extend manager training to include awareness of good practice in managing parental leave	1. HR Equality Manager 2. EGC Equalities Project Manager	1. OCTOBER 2019 2. OCTOBER 2020 HIGH PRIORITY		A	<ul style="list-style-type: none"> Good practice guidance in managing parental leave and transitioning back to work established. CAP Survey 2023 respondents showed awareness of the existence of some University policies relevant to staff carers and parents. Some institutional policies, however, were less well known (See Actions C10 and C13)

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		leave and transitioning back to work							
C18	Sustain the pipeline by addressing the barriers faced by working parents	1. A fair and comprehensive AR ² F Programme to support all maternity leavers	18.1	Extend the Academic Returners' Research Fund to include all female academic staff at the University	Chair, EGC Management Board	OCT 2018		G	<ul style="list-style-type: none"> • Expansion of the AR²F scheme (2022) includes all maternity and parental leavers whose research is impacted by the extended leave, across all academic disciplines. • AR²F scheme promoted via EGI Newsletter, Staff News and emails to Heads of School • Five awards made since 2018 (impacted by Covid)
		2. All female academic	18.2	COVID Impact Fund set up to support staff and research students mitigate negative impact of pandemic on their research	Chair, EGC Management Board	2022	New Action Added	B	<ul style="list-style-type: none"> • The Covid Impact Fund (CoIF) has been set up to begin to redress inequalities amplified by the COVID pandemic on research productivity, such as increased caring responsibilities, childcare and compulsory home-schooling, and to mitigate the longer-term impacts on their career progression. • 17 awards to staff (65% women); 15 awards to PGR (47% women)
			18.3	AR ² F extended to include impact of long-term health issues and is accessible to all staff across the University			2023	New Action Added	B

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C19	Sustain the pipeline by addressing the barriers faced by working parents	New AHSSBL programme in place for academics wishing to return to academia following an extended career break	19.1	Develop a new AHSSBL version of Back to Science Programme (open to both women and men)	Director, Eleanor Glanville Centre	AUGUST 2020 ONGOING	Not taken forward	R	<ul style="list-style-type: none"> The Scheme was put on hold due to COVID
C20	Sustain the academic pipeline for women by addressing barriers at key transition points	<ol style="list-style-type: none"> A full resource available online to staff and students Better than 70% of staff surveyed aware of the resource, opportunities, and support 	20.1	Extend the wise@lincoln support resource to include AHSSBL and integrate with the Eleanor Glanville Centre website	EGC Equalities Project Manager	1. APRIL 2019 2. OCTOBER 2020 ONGOING	Superseded	B	<ul style="list-style-type: none"> INSPIRE, Women in Leadership Network provides targeted support and training around key transition points to increase the number of female academics applying for, and achieving, promotion to senior positions. The University offers a range of training and support opportunities for researchers at all stages of their career, across all disciplines, enhancing our research environment and providing the necessary support at differing stages in the academic career path – from post-doctoral researchers through to our research chairs and professors. ECRs are at the centre of our Research Plan, ensuring that new academics, and those making the transition from postdoctoral research, receive the guidance and support they need to establish themselves as independent and confident researchers. Research and Knowledge Exchange Strategy (2022) – EIA carried as part of the strategy development process. Uptake of internal funding opportunities by protected characteristic, including gender, are routinely monitored. Launch of an ECR forum where dialogue, discussion and debate are evidenced and there is information on funding, bid writing and gaining peer-to-peer mentoring and support. EDI resources, toolkits, inclusive guidelines, and frameworks all established and available on the EGL website

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C2 1	Increase the visibility of diverse staff and staff from underrepresented groups	1. Extended programme of Be Inspired! Lectures;	21.1	Extend activities for increasing visibility of role models to include role models for both men and women in under-represented disciplines	EGC Equalities Project Manager	In place and ONGOING		G	<ul style="list-style-type: none"> The achievements of diverse staff, and initiatives to promote race/gender equality are celebrated and publicised by schools, colleges, and university wide, including the <i>EDI newsletter</i>, and via <i>EGI website and social media</i>.
		2. Profiles and achievements of under-represented groups highlighted on the EGC web-site							
		3.							21.2
		4.	21.3	Expand EDI lecture series to highlight the experiences of diverse under-represented groups	EGI Equalities Portfolio Manager	In place and ONGOING	New Action Added	B	<ul style="list-style-type: none"> A new <i>Diversity & Inclusion Lecture Series</i> includes the <i>Race Matters Lecture Series</i> and <i>Be Inspired! Lecture Programme</i>. We ensure these invited speaker programmes are diverse.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C2 2	Sustain the pipeline by addressing the barriers faced by working parents and carers	1. All managers are aware of best practices, policies and provisions Better than 70% of staff surveyed are aware of the policies and provisions around parental leave, and feel supported by their managers	22. 1	Produce a simple guide for managers on managing flexible working and maternity policies	1. HR Equality Manager 2. EGC Equalities Project Manager	1. DECEMBER 2018 2. DECEMBER 2019		G	<ul style="list-style-type: none"> Alongside a Formal Flexible Working Requests Policy, a Hybrid Working Guidance, a Hybrid Working Toolkit and Home Working Guidance has been produced and made available to all staff in response to changing post-COVID working patterns. A hybrid working Equality Impact Assessment (EIA) was carried out. Questions on hybrid/agile working are included in the new EDI Staff Culture Survey 2023. <p><u>From EDI Staff Culture Survey 2023:</u></p> <ul style="list-style-type: none"> 68% of staff are aware of flexible working policies and arrangements. 62% of staff are aware of hybrid working guidance. 76% of staff with caring responsibilities believe their manager is supportive of flexible working. 60% of staff with caring responsibilities are aware of hybrid working guidance.
C2 3	Sustain the pipeline by addressing the barriers faced by working parents and carers	All staff taking parental leave are aware of best practices, policies and provisions Better than 80% of staff surveyed are aware of the	23. 1	Produce an easy-to-use-guide for maternity leavers	1. HR Equality Manager 2. EGC Equalities Project Manager	DEC 2017		B	<ul style="list-style-type: none"> A Maternity Toolkit is available for all staff who wish to access it. This has been produced following consultation with Carers and Parents Staff Support group. Maternity/returning from long-term leave is a specific mentoring pathway on PIMS. Maternity Checklist for Managers, Maternity Checklist for Employees, and Keeping in Touch Guidance available for all staff.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		policies and provisions around parental leave, and feel supported by their managers							
C2 4	Sustain the pipeline by addressing the barriers faced by working parents and carers	Guidance and support documentation readily accessible via the HR portal and the Eleanor Glanville resource	24.1	Promote opportunities and support for paternity, shared parental and adoption leave and monitor uptake	HR Equality Manager	JUNE 2019		G	<ul style="list-style-type: none"> Support for new parents is laid out in the Supporting New and Expectant Families Policy and Procedure. A Carers and Parents Policy is currently being developed to ensure awareness of entitlements and support prior to making decisions around paternity and shared parental leave. These decisions impact on both men and women and may be important for both parents in terms of balancing the needs of careers and caring responsibilities. Shared parental, paternity, and adoption leave uptake are routinely monitored.
C2 5	Sustain the pipeline by addressing the barriers faced by working parents	All staff are aware of the scheme Further increase in uptake of the vouchers, continuing the trend of recent years (+5%)	25.1	Review and further improve visibility of the Childcare Voucher Scheme	HR Operations Manager	In place and ONGOING		A	<ul style="list-style-type: none"> The Childcare Voucher Scheme is promoted biannually on staff news and on the HR Line newsletter. Uptake of the Scheme is routinely monitored, with a steady year-on-year increase seen from 2014/15 (62) up until 2019/2020 (97) due to ongoing promotion efforts. There has been a decline in uptake since 2020, most likely due to changes in working patterns during and post-pandemic (54 in 2020/21 and 44 in 2021/22) and the widespread adoption of hybrid/remote working.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C2 6	Ensure new and existing initiatives, training, guidance and support are effective.	Impact evaluation report and recommendations implemented (as necessary)	26.1	Assess the impact of existing initiatives that provide career support, guidance, and training.	Organisational Development Manager AS Coordinator	1. AUGUST 2020 2. AUGUST 2021		G	<ul style="list-style-type: none"> Needs analysis undertaken across academic and professional services staff (REC Action 3.1) EDI Training dashboard has been created, to monitor trends in attendance across all training and development across the institution terms of ethnicity and gender and to address any issues (REC 3.31-2) Evaluation Team in the EGI assesses the impact of EDI-focused initiatives and training, including EDI microcredentials.
C2 7	Ensure new and existing initiatives, training, guidance and support are effective.	Impact evaluation report and recommendation Recommendations implemented (as necessary)	27.1	Assess the impact of existing initiatives that provide support for returning to work after career breaks.	Chair, Eleanor Glanville Centre Management Board	1. APRIL 2020 2. APRIL 2021		G	<ul style="list-style-type: none"> CAP Survey 2023 investigated the experiences of staff members (academic and PSS) with caring responsibilities working at the University to gain an understanding of the support needs staff members with caring responsibilities, and the effectiveness of existing initiatives.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C28	Ensure new and existing initiatives, training, guidance and support are effective.	<ol style="list-style-type: none"> 1. Report to University ASSET 2. Report findings acted upon by HoS (as necessary) 3. Evenly distributed workloads across genders, and balanced across each grade 	28.1	Continue to analyse and evaluate gender data from the Academic Workload Model for each school.	Chairs of ASSETs supported by HR	1 st Report April 2019 and then annually Target met APRIL 2020 ONGOING		G	<ul style="list-style-type: none"> • The new workload model ensures fair and transparent allocation of time for all equality-related work across the institution. • Workload data routinely monitored by gender and evaluated at School/Dept. level as part of the Athena Swan self-assessment process. • Workload issues are brought to the EDI Forum (formerly University ASSET) by School EDI Leads and Athena Swan Champions. Identified challenges are taken to the Inclusion Committee for actioning.
C29	Understand and address barriers to career progression	<ol style="list-style-type: none"> 1. Report to University ASSET 2. Implement recommendations (as necessary) 3. Equal proportion of staff being promoted on both research and teaching contracts 	29.1	Seek to understand the gender-distribution between academic contract types (e.g. teaching & research, teaching-only)	Director, Eleanor Glanville Centre	Report JANUARY 2019 Target met DECEMBER 2021 ONGOING		G	<ul style="list-style-type: none"> • The University supports promotion through both a research (T&R) and teaching/professional practice (TSPP) route. • A single Associate Professor grade (grade 9) replaced Principal Lecturer and Reader in 2018 • Staff feedback and opinion is gathered via the Staff EDI Culture Survey and the Hear Our Voices focus groups programme. Findings are presented as reports and made available to all staff.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
C30	Ensure detailed data collection and monitoring to inform evidence-based initiatives and evaluation	Data for support / professional staff uploaded to the AS community data site, along with academic data	30.1	More detailed collection and analysis of support staff data by gender and grade	1. HR Equality Manager 2. AS Coordinator	FEBRUARY 2019 and then annually ONGOING		G	<ul style="list-style-type: none"> Data across a range of protected characteristics is routinely collected, for professional and support staff within academic colleges and all professional services areas, including by job family, contract type, and recruitment. Training attendance data for PSS staff is monitored via the EDI Training dashboard. Staff EDI Culture Survey data is collected and analysed for staff across all grades and departments.
			30.2	Develop an EDI data dashboard	Director, Eleanor Glanville Centre	2023/2024	New Action Added	B	<ul style="list-style-type: none"> An EDI data dashboard in development (launch due in spring 2024) to provide information about the protected characteristics of Lincoln's students and staff, as well as potential students and employees. Internally and externally visible landing pages showing data relating to Lincoln's Equality Commitment Targets will ensure transparency and accountability and assist a greater understanding of the barriers faced by marginalised individuals and groups, the intersectional nature of disadvantage, and inform policy development and decision-making.
C31	Sustain the pipeline by addressing the barriers faced by working parents and carers	Annual report to University ASSET Committee Better than 80% of staff surveyed are aware of flexible working practices and	31.1	Continue to monitor uptake of flexible working practices	HR Equality Manager	1 st Report FEBRUARY 2019 ONGOING		G	<ul style="list-style-type: none"> Formal flexible working uptake is routinely monitored. A Formal Flexible Working Requests Policy is visible to all staff. Hybrid Working Guidance, a Hybrid Working Toolkit and Home Working Guidance has been produced and made available to all staff, reflecting the shift to hybrid/agile modes of working, post-COVID. Questions on hybrid/agile working have been incorporated into the new Staff EDI Culture Survey.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		feel able to request it							
C3 2	Sustain the pipeline by addressing the barriers faced by working parents and carers	<ol style="list-style-type: none"> 1. Report to University ASSET 2. Recommendations from report implemented 3. Mechanism for monitoring data in place and data routinely collected 	32. 2	Encourage staff to indicate when Annual Leave is taken for caring responsibilities and monitor the amount of unpaid leave taken	<ol style="list-style-type: none"> 1. EGC Equalities Project Manager 2. HoS / line-managers 	ONGOING		A	<ul style="list-style-type: none"> • This was delayed due to COVID • Questions concerning the use of Annual Leave for caring responsibilities has been incorporated into the Staff EDI Culture Survey to better understand the impact of caring responsibilities on career progression and will allow for mitigation. • Survey findings are reported to the Inclusion Committee • Mechanism for monitoring data is being developed
C3 3	Sustain the pipeline for early career researchers	<p>Report to University ASSET</p> <p>Clear guidelines around provision of teaching opportunities</p>	33. 1	Monitor take-up of teaching opportunities for PDRAs across the institution	ASSET Chairs	<p>October 2019 May 2020</p> <p>ONGOING</p>		A	<ul style="list-style-type: none"> • Delayed by COVID • A package of support for PDRAs is in place. • Lack of teaching experience has been identified as a barrier for PDRAs to progress to permanent academic posts. Our Research Plan ensures that new academics, and those making the transition from postdoctoral research, receive the guidance and support they need to establish themselves as independent and confident researchers. • Research and Knowledge Exchange Strategy (2022) –uptake of internal funding opportunities by protected characteristic, including gender, are routinely monitored.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
									<ul style="list-style-type: none"> Launch of an ECR forum where dialogue, discussion and debate are evidenced and there is information on funding, bid writing and gaining peer-to-peer mentoring and support.
D: OUTREACH									
D1	Address the low numbers of students in disciplines where they are traditionally underrepresented	<ol style="list-style-type: none"> Outreach activities across all Schools Directory of activity available on the website 	1.1	Continue the extensive programme of engagement with local schools, running Master Classes and innovative competitions across a range of STEMM and AHSSBL subjects.	<ol style="list-style-type: none"> EGC Heads of School 	In place and ONGOING		G	<ul style="list-style-type: none"> Programmes, including Newton Academy, Summer Scientist, and Young Physicist of the Year Award continue, having resumed after hiatus due to COVID. The Newton Academy received the Alastair Graham-Bryce Award 2019— a Prestige Award from the Institution of Mechanical Engineers, for outstanding contributions to engage, inspire and enthuse the next generation of female scientists and engineers. Newton-Plus to be established for 14–16-year olds.
D2	Address the low numbers of students in disciplines where they are traditionally underrepresented	Gender balance maintained in staff involved in outreach activities	2.1	Record staff participation in outreach at institution level to monitor for any gender bias	Chair, University ASSET	ON-GOING		G	<ul style="list-style-type: none"> Outreach participation data is routinely collected across all academic schools. Gender balance is maintained.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
D3	Address the low numbers of students in disciplines where they are traditionally underrepresented	1. REPORT: Analysis and evaluation of participant s’ career aspirations and GCSE study choices 2. Report made visible via the EGC website	3.1	Conduct a five-year longitudinal study of how the <i>Newton Academy</i> girls’ attitudes and expectations are influenced regarding science career aspirations, using surveys of pupil (and parent/guardian) participants.	Chair, Newton Academy Working Group	JUNE 2023		A	<ul style="list-style-type: none"> • Study delayed due to COVID – to be resumed 2024. • Newton Academy won the Alistair Graham-Bryce Prestige Award 2019 from the Institution of Mechanical Engineers for inspiring the next generation of engineers • Funding award received from the Institution of Mechanical Engineers to extend the Newton Academy to include Newton Plus (14-16yo) • EGI set up to carry out research that informs our practice. • A dedicated research/evaluation team in place to carry out the study.

E: RESEARCH

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
E1	Ensure detailed data collection and monitoring to inform evidence-based initiatives and evaluation of progress	<ol style="list-style-type: none"> 1. Athena SWAN database (staff and student) updated annually 2. Reporting annually to inform the action plan 3. A year-on-year reduction in gender-related disparities 	1.1	Continue to monitor key metrics informing the action plan (e.g., on senior promotions and new staff recruitment)	<ol style="list-style-type: none"> 1. HR Equality Manager (staff data) 2. Head of Planning (student data) 	In place and ON-GOING		B	<ul style="list-style-type: none"> Monitoring the key metrics across the university on an annual basis is routine and allows for progress to be assessed and informs development of the EDI Action Plan. Data is made available to all EDI Committees through our EDI Community Blackboard site. An EDI Dashboard (in development – Action C30.2). Analysis of data is carried out by EGI academics and professional practitioners, School and department EDI Chairs and Equality Champions, and observed trends / concerns are discussed at the monthly EDI Committee meetings and the EDI Forum. Recommendations are implemented through the EDI Committees (school/department) and the Inclusion Committee. We have committed to a series of targets across staff and student communities, which are published in our Lincoln Equality Commitment. Each year we review and identify our key supporting actions. The Lincoln Annual EDI Report is produced annually and reports qualitative and quantitative data across a range of protected characteristics, presenting an intersectional analysis of the University’s key EDI challenges and achievements.
E2	Ensure detailed data collection and monitoring to inform evidence-based initiatives and evaluation of progress	Annual data uploaded to AS community site	2.1	Extend the portfolio of staff data being routinely collected on an annual basis to include visiting lecturers and honorary contract staff	Chair, University ASSET	In place by DECEMBER 2018 then ONGOING		G	<ul style="list-style-type: none"> Staff data (quantitative and qualitative) is collected across a range of protected characteristics, including gender, race and ethnicity, disability, gender identity, age, sexuality, and other disadvantaged groups such as parents and carers. EDI data dashboard in development (Action C30.2)

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
E3	Ensure detailed data collection and monitoring to inform evidence-based initiatives and evaluation of progress	BAME data uploaded to AS community site, annually, along with gender data	3.1	Together with gendered data, routinely collect data on BAME to allow consideration, at both institution and school level, of the role of the intersection between gender and ethnicity in both academic and professional/support staff. This data will be uploaded annually to the ASSETs community site (via 'Blackboard')	HR Equality Manager	Data collected from JANUARY 2019 and then ONGOING		G	<ul style="list-style-type: none"> Gendered data is made available on the EDI Community Blackboard site. The EDI Dashboard (Action C30.2) will make data across a range of protected characteristics and identities, both student and staff, available and accessible.
E4	Ensure detailed data collection and monitoring to inform evidence-based initiatives and evaluation of progress	Increase in exit interviews / surveys undertaken (+10%)	4.1	Explore ways to better monitor and evaluate the underlying reasons for staff turnover trends, particularly at the SL level	HR Operations Manager AS Coordinator	APRIL 2020 ONGOING		G	<ul style="list-style-type: none"> We continue to monitor leavers by gender and ethnicity and increase the take-up of exit interviews (optional) to establish the underpinning reasons for leaving. We collect data on reasons for leaving through the core HR system and present these to the Inclusion Committee on an annual basis [REC Action 3.12] Staff turnover trends will be investigated through our EDI Listening Strategy (in development).

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
E5	Better understand staff experiences with regards to barriers to career progression	Report to DVC (Research & Innovation) Recommendations inform development of targeted support (ACTION C7) Increased number (+50%) of female applicants for promotion to senior positions 10% increase in women in senior positions and leadership roles	5.1	Seek to understand gender-related issues around research productivity	Director, EGC Management Board	1 st Report OCTOBER 2018 ON-GOING		G	<ul style="list-style-type: none"> Research output by ethnicity and gender is analysed annually. The University's new Research Strategy Implementation Plan (2018–2021) included a work stream in its associated Action Plan around EDI, to ensure and support appropriate intervention, and adoption of best practice. This was developed and led by the Eleanor Glanville Institute and extended beyond gender with aim to develop an inclusive research environment. The Lincoln Equality Commitment has explicit commitment to tackling gender under-representation in research. EDI Training dashboard has been created, to monitor trends in attendance across all training and development across the institution terms of ethnicity and gender and to address any issues. INSPIRE, Women in Leadership Network, which enables supportive networking and confidence building. Awarding of QR funding – a suite of- measures to support research activity across all Colleges, Schools, and Institutes across all disciplines and at different points of the 'research journey' – is monitored by gender. Inclusive Research Training in development <p>EQUALITY COMMITMENT TARGET MET</p> <p>The number of female applicants for promotion to senior positions (Grade 9 and above) across all disciplines rise from 33% in 2018 to 49% in 2022, and from 36% to 50% for STEMM disciplines (see also C5).</p>
E6	Ensure new and existing initiatives, training, guidance and support	1. RESEARCH REPORT to the Eleanor Glanville Centre	6.1	Carry out an impact assessment of mentoring, leadership, and senior management programmes at UK Universities	EGC Equalities Project Manager	AUG 2019 ONGOING	Superceded	R	<ul style="list-style-type: none"> Research undertaken by the Eleanor Glanville Institute challenges social exclusion and inequality and builds evidence to argue for transformative change, with aim to transforming policy and EDI practice. As a unique 'hybrid' department, academics and EDI practitioners work together to ensure all EDI practice is underpinned by research, building researcher–practitioner collaborations that ask

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
	are effective.	Management Board 2. Recommendations implemented (as necessary)							the questions, develop disruptive and transformative solutions to the inequalities that exist, and develop the mechanisms to measure change and impact and evaluate our progress. <ul style="list-style-type: none"> Current research projects (<i>Sense of Belonging Project 2022/23</i> and <i>ASPIRE</i>) seek to develop new methods of measuring culture change.
E7	Ensure new and existing initiatives, training, guidance and support are effective.	1. RESEARCH REPORT to the Eleanor Glanville Management Board 2. Recommendations implemented (as necessary)	7.1	Establish the effectiveness and impact of profile-raising activities on career progression	EGC Equalities Project Manager	DEC 2019 ONGOING	Superceded	R	See Action E6.1
E8	Ensure detailed data collection and monitoring to inform evidence-based initiatives and evaluation of progress	1. Talkback Tuesday Annual Report to the University ASSET Committee 2. Recommendations implemented through the EGC		Continue to develop the Tuesday Talkback Focus Group programme through the Eleanor Glanville Centre to explore key gender-related issues and concerns	EGC Equalities Project Manager	In place and ongoing.		B	<ul style="list-style-type: none"> The Hear Our Voices programme (formerly Talkback Tuesday) provides a route for all staff to share their views and actively effect change at the University. Staff experiences inform our EDI Action Plans and the development of new initiatives for support and career development. 2023/24 HOV focus groups have captured the lived experiences of students and staff and informed the new Transgender and Non-Binary, Carers and Parents, and Menopause Policies. The Hear Our Views programme forms part of the EDI Listening Strategy that ensures top-down continuous listening to all staff and students at Lincoln. Co-Creation workshops (Action A5.5) bring together students and staff to focus on specific EDI issues to ensure development of policy and practice is informed by lived-experience.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
		Management Board							
E9	Better understand staff experiences with regards to career progression	1. RESEARCH REPORT to the Eleanor Glanville Management Board 2. Recommendations implemented through the EGC Management Board		Seek to understand whether full-/part-time working is regarded as opportunity or restriction to career progression (academic and professional/support staff).	EGC Equalities Project Manager	Focus Groups MAY 2019 Report SEPT 2019 ONGOING		G	<ul style="list-style-type: none"> The Hear Our Voices Programme has broadened the range of career and cultural challenges that it seeks to understand and has given staff and students the opportunity to discuss. These have included: <ul style="list-style-type: none"> Career support and progression Barriers to promotion Career impact of parental leave Decisions around paternity and shared parental leave Impacts of maternity leave on career aspirations
E10	Better understand staff experiences with regards to career progression	RESEARCH REPORT to the Eleanor Glanville Steering Group		Evaluate gender trends (STEMM and AHSSBL) in the length of time staff stay on grade before applying for promotion	EGC Equalities Project Manager	Stopped		R	Study postponed due to COVID

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
E11	Better understand the experiences of diverse staff and staff from underrepresented groups	<ol style="list-style-type: none"> RESEARCH REPORT to the Eleanor Glanville Management Board Recommendations implemented through the EGC Management Board 		Continue to develop the <i>EGC Survey Series</i> to provide consultative opportunities across all disciplines (academic and professional/support staff) to identify where policy and practice can be improved	EGC Equalities Project Manager	In place and ongoing		B	<p>Biannual comprehensive Staff and Student EDI Culture Surveys, along with the <i>Hear Our Voices</i> programme, <i>Co-Creation Workshops</i>, <i>LID</i> and the <i>EDI Forum</i> form our dynamic and responsive <i>EDI Listening Strategy</i>, providing feedback opportunities and continuous listening across the employee lifecycle.</p> <p>Appropriate actions and recommendations inform our EDI Action Plans through the senior Inclusion Committee.</p>
E12	Better understand staff experiences with regards to career progression	<ol style="list-style-type: none"> Review of current practices to University ASSET Committee Recommendations implemented through the AS ASSET Committee, working with HR 	12.1	Review the use and effectiveness of the workload model and the mechanisms adopted by HoS to address any imbalances in distribution of duties	AS Coordinator HR Change & Transformation Manager	<p>1.JUNE 2020</p> <p>2.JUNE 2021</p>		G	<ul style="list-style-type: none"> The <i>new workload model</i> (2022) ensures fair and transparent allocation of time for all equality-related work across the institution. Workload data routinely monitored by gender and evaluated at School/Dept. level as part of the Athena Swan self-assessment process. Workload issues are brought to the <i>EDI Forum</i> (formerly University ASSET) by School EDI Leads and Athena Swan Champions. Identified challenges are taken to the <i>Inclusion Committee</i> for actioning.

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
E13	Better understand staff experiences with regards to career progression	<ol style="list-style-type: none"> 1. Report to University ASSET Committee 2. Recommendations (as necessary) implemented through the AS ASSET Committee 	13.1	Review the distribution and practice of pastoral care activities across academic and support staff communities	EGC Equalities Project Manager	<ol style="list-style-type: none"> 1. OCTOBER 2019 2. APRIL 2020 ONGOING		A	<ul style="list-style-type: none"> • Recommendations reviewed and incorporated from the 2018 Pastoral Care Survey which focussed on workload issues and emotional labour. • ‘Citizenry’ included in new promotions criteria.
E14	Increase the visibility of diverse staff and staff from underrepresented groups	<ol style="list-style-type: none"> 1. Report to University ASSET Committee on an annual basis, and report made visible on website 2. All seminar series are gender-balanced 		Maintain gender balance in the invited speaker programmes across the institution	ASSET Chairs	<ol style="list-style-type: none"> 1. OCTOBER 2018 2. OCTOBER 2019 ONGOING		G	<ul style="list-style-type: none"> • Gender balance is maintained on all EGI Diversity and Inclusion Lectures. • Best practice regarding diverse role models and visible representation is shared across all school/department EDI Committees via LID and the EDI Forum.
F: REVIEW									

ID	Objective	Success Measures	No	Action	Responsibility	Timescale / Priority	Change In Action	RA GB	Progress Record
F1		Report to E&D Committee Athena SWAN Action Plan 2017-2021 completed, and all targets met	1.1	The University ASSET and Senior Oversight Group to continue the established routine of regular meetings, maintaining the self-assessment process at university level	AS Coordinator	ON-GOING / COMPLETED APRIL 2021	Superseded	R	<ul style="list-style-type: none"> The EDI Governance structure is a bottom-up process that allows all school/department EDI committees to feed into the university-wide evaluation process via LID, the EDI Forum, and other continuous listening mechanisms (see Action A1). All initiatives are developed through staff consultation, and embedded across the institution.
F2		REPORT: The University of Lincoln Athena SWAN Annual Report; 2018; 2019; 2020; 2021	2.1	Athena SWAN Annual Reports summarizing progress will continue to be published and inform development of the Action Plan	AS Coordinator	In place and ANNUALLY	Superseded	R	The Lincoln EDI Report presents an intersectional analysis of the University's key EDI challenges and achievements is published annually and informs the development of all EDI Action Plans, including Athena Swan.
			2.2	The Lincoln EDI Report			New action added	B	<ul style="list-style-type: none"> Report published annually summarises progress against Equality Commitment Targets and Equality Charter work and informs ongoing and future EDI work. The Report communicates progress to students and staff in an accessible manner and celebrates key EDI achievements, milestones, and activities from the previous year
F3		Athena SWAN Action Plan 2021-2025		Identify priorities and develop the new Athena SWAN Action Plan (2021-2025)	Athena SWAN Coordinator	APRIL 2021		G	<ul style="list-style-type: none"> Emerging impact from the (2014–2017) and (2017–2021) Action Plans has informed the development of a Silver Award application

Appendix 2: Culture survey data

Please present the results of the core culture survey question for sub-units (e.g. academic department, PTO directorate or equivalent) where available, and if desired, the results of any additional survey questions or consultation.

A2.1 Core Survey Data

Core Questions

1. My contributions are valued in my department.
2. Department leadership actively supports gender equality.
3. The department enables flexible working.
4. I am satisfied with how bullying, and harassment are addressed in my department.
5. My line manager supports my career development.
6. My mental health and wellbeing are supported in my department.
7. My department has taken action to mitigate the impact of the Covid-19 pandemic on staff.

Q1: My contributions are valued in my department.

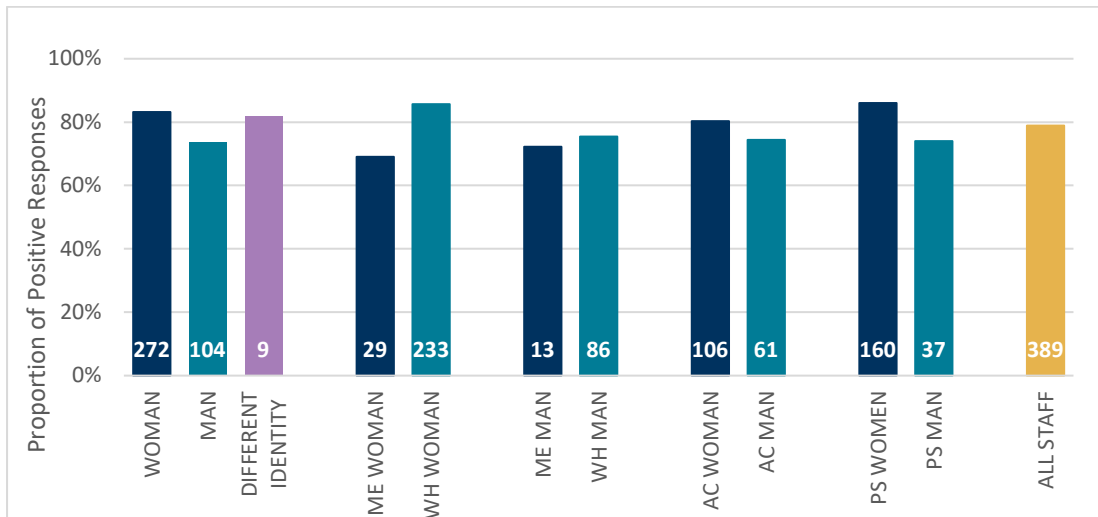


Figure CSD1 Percentage of positive responses given to the statement 'My contributions are valued in my department' across a range of characteristics, for academic and professional services staff. The number of responses is given.

"I am told my work is appreciated, but actions sometimes give a different message."

Academic, Woman

As a white heterosexual male, it is easy to feel included and valued - what matters is an awareness of my privilege and what I am doing to support and address the needs of others.

Academic, Man

Q2: Departmental leadership actively supports gender equality.

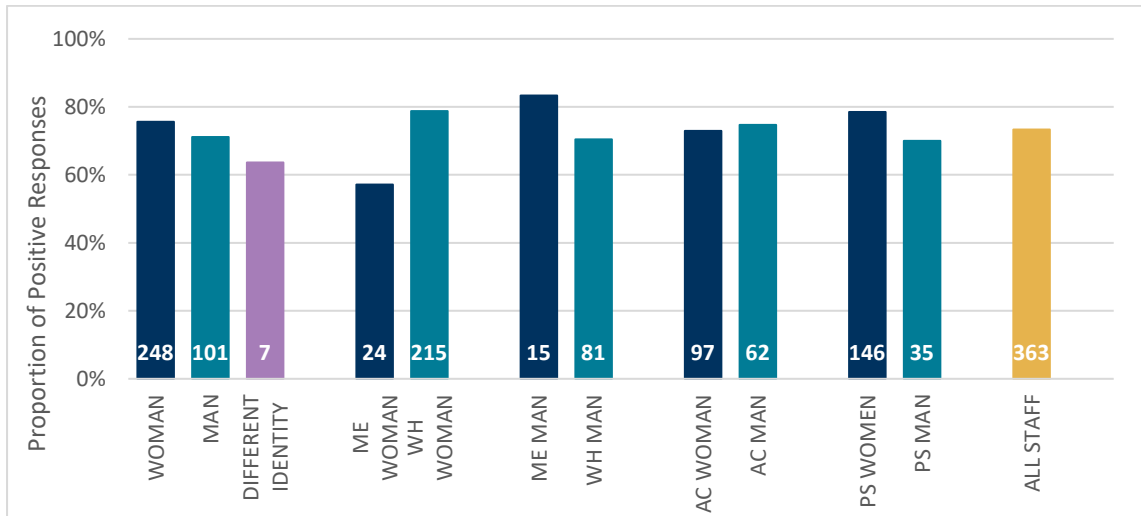


Figure CSD2 Percentage of positive responses given to the statement 'Departmental leadership actively supports gender equality' across a range of characteristics, for academic and professional services staff. The number of responses is given.

Q3: My department enables flexible working.

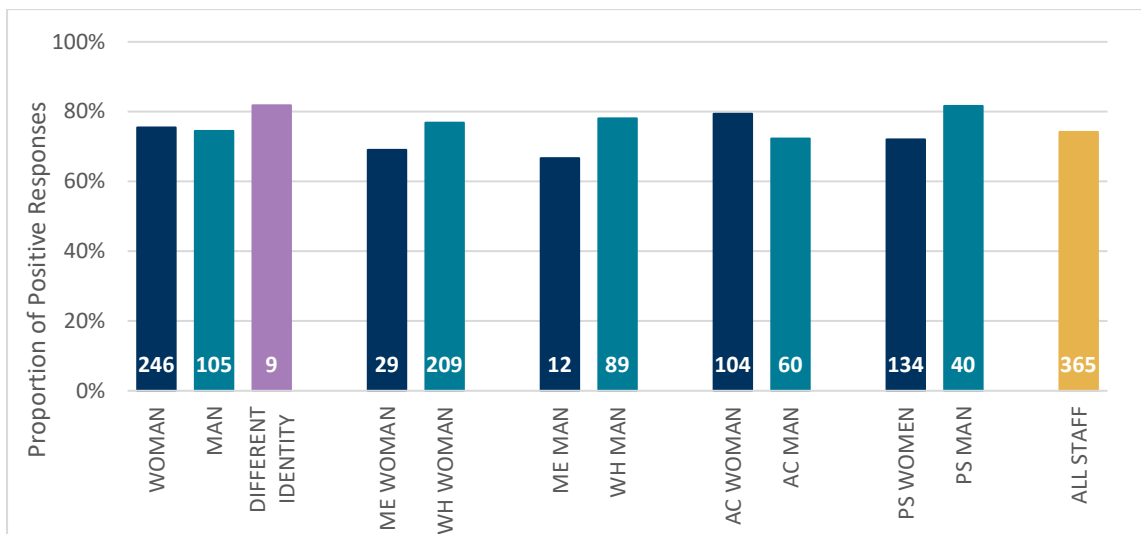


Figure CSD3 Percentage of positive responses given to the statement 'My department enables flexible working' across a range of characteristics, for academic and professional services staff. The number of responses is given.

Q4: I am satisfied with how bullying, and harassment are addressed in my department.

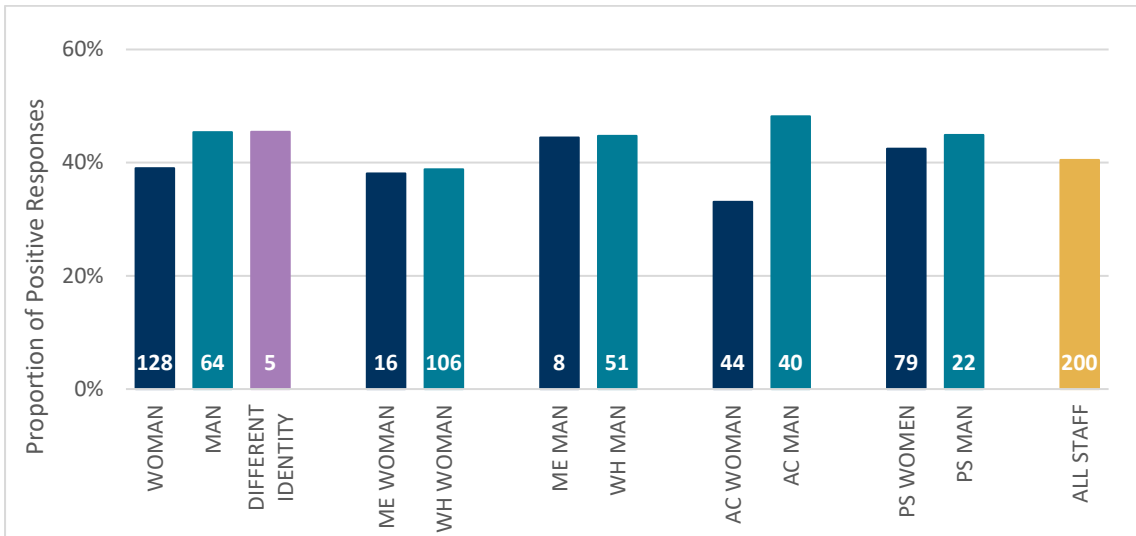


Figure CSD4 Percentage of positive responses given to the statement ‘I am satisfied with how bullying, and harassment are addressed in my department’ across a range of characteristics, for academic and professional services staff. The number of responses is given.

“I have witnessed and experienced different forms of ‘othering’ both at university and in the area.” Academic, Woman

Q5: My line manager supports my career development.

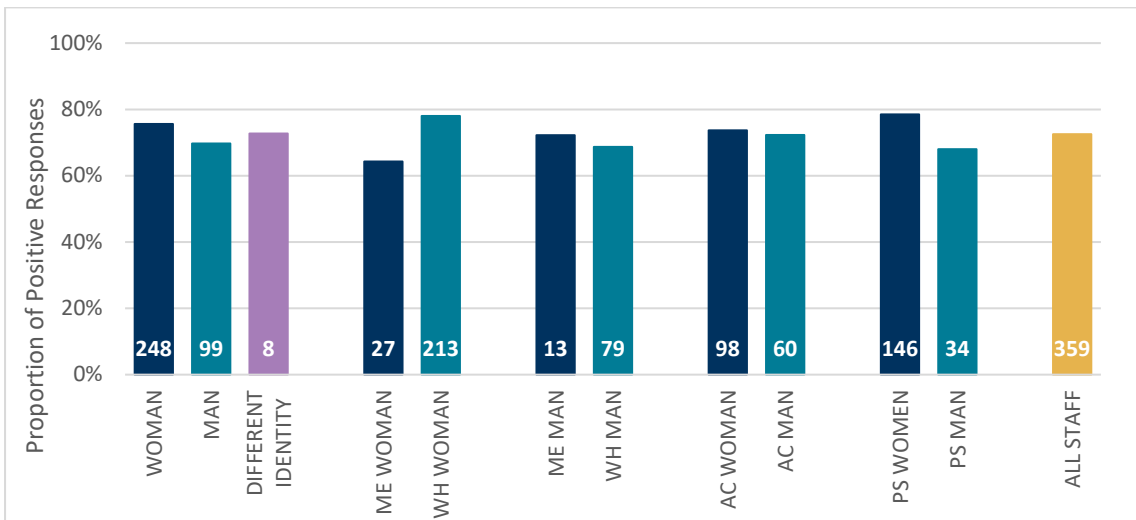


Figure CSD5 Percentage of positive responses given to the statement ‘My line manager supports my career development’ across a range of characteristics, for academic and professional services staff. The number of responses is given.

Q6: My mental health and/or wellbeing are supported in my department.

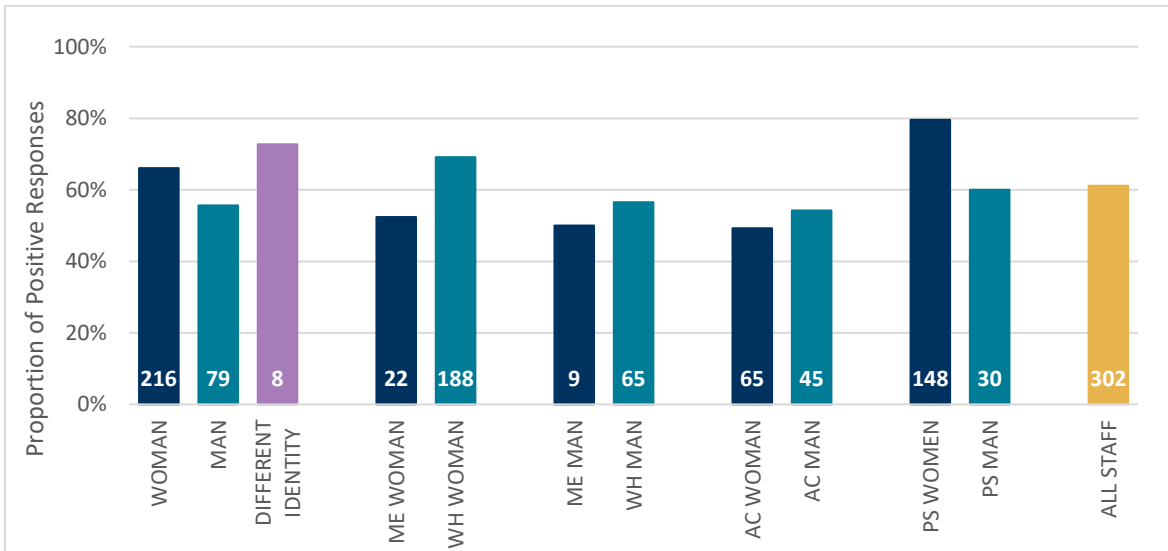


Figure CSD6 Percentage of positive responses given to the statement ‘My mental health and/or wellbeing are supported in my department’ across a range of characteristics, for academic and professional services staff. The number of responses is given.

“My line manager has been amazing at supporting my mental health and well-being in my school. My line manager is the leading example for SLT - an extremely positive role model of effective leadership and management.” Academic, Woman

Q7: My department has taken action to mitigate the adverse gendered impacts of the Covid-19 pandemic on staff.

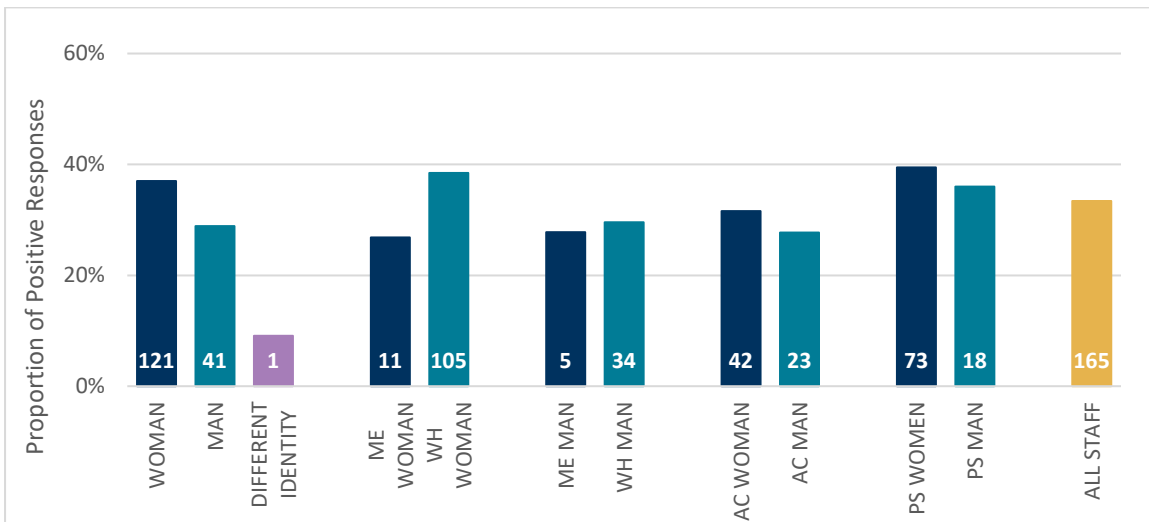


Figure CSD7 Percentage of positive responses given to the statement ‘My department has taken action to mitigate the adverse gendered impacts of the Covid-19 pandemic on staff’ across a range of characteristics, for academic and professional services staff. The number of responses is given.

“This is one of the best and most inclusive things about the university. Flexible working is fantastic and very well supported. I feel that it allows me to meet my personal responsibilities and do my job better than I could if I was not able to work flexibly. I think the University has

taken a very modern and evidence informed approach on flexible working, especially following the pandemic.” Woman, Academic, Primary Carer

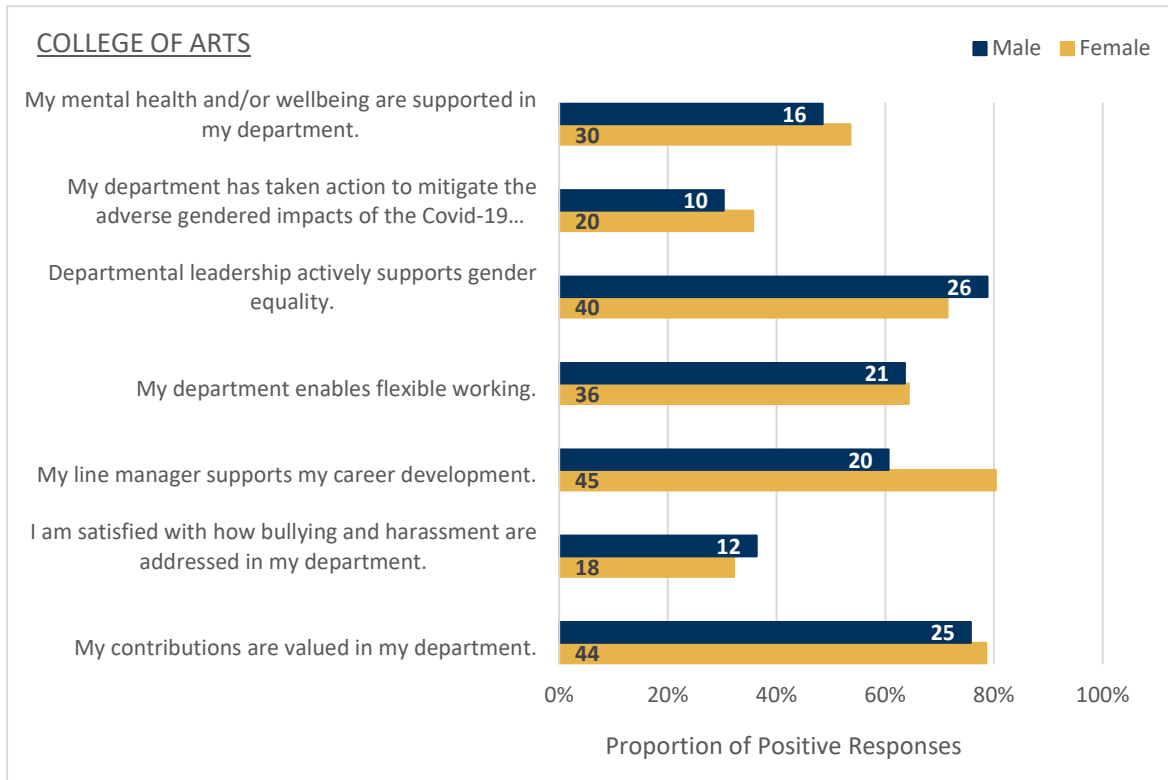


Figure CSD8a Percentage of positive responses given to the core survey questions for the College of Arts. The number of responses is given.

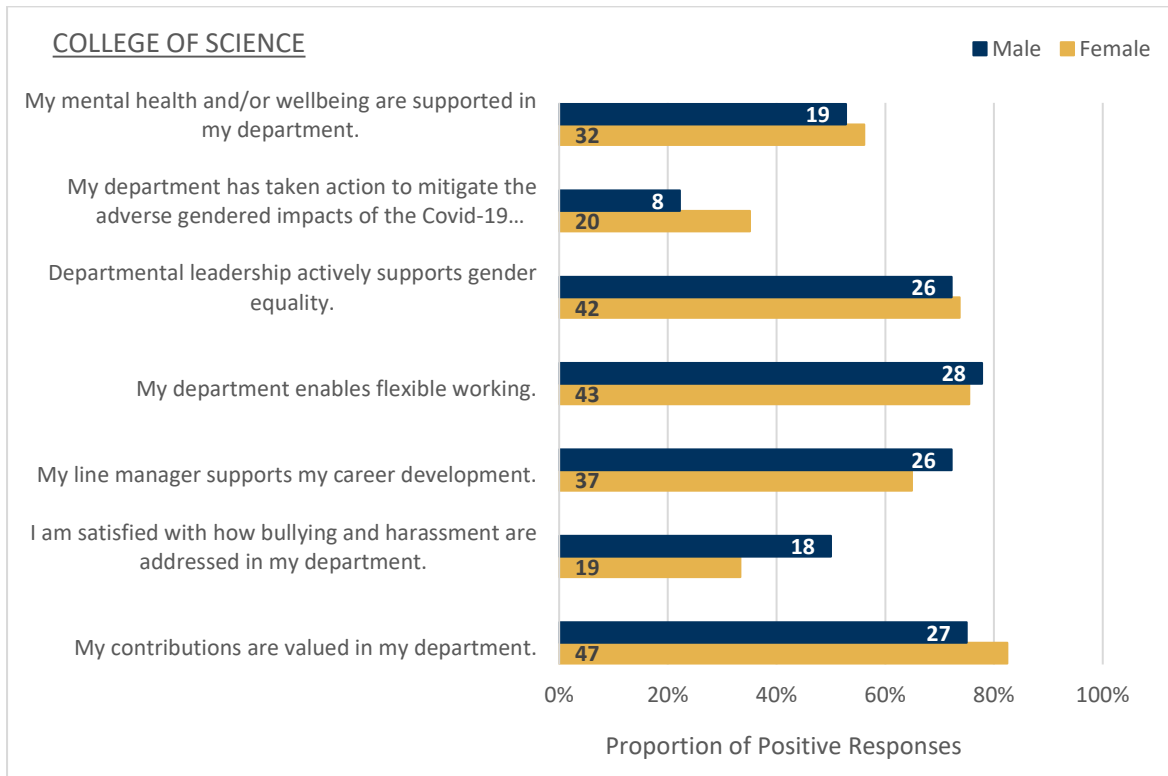


Figure CSD8b Percentage of positive responses given to the core survey questions for the College of Science. The number of responses is given.

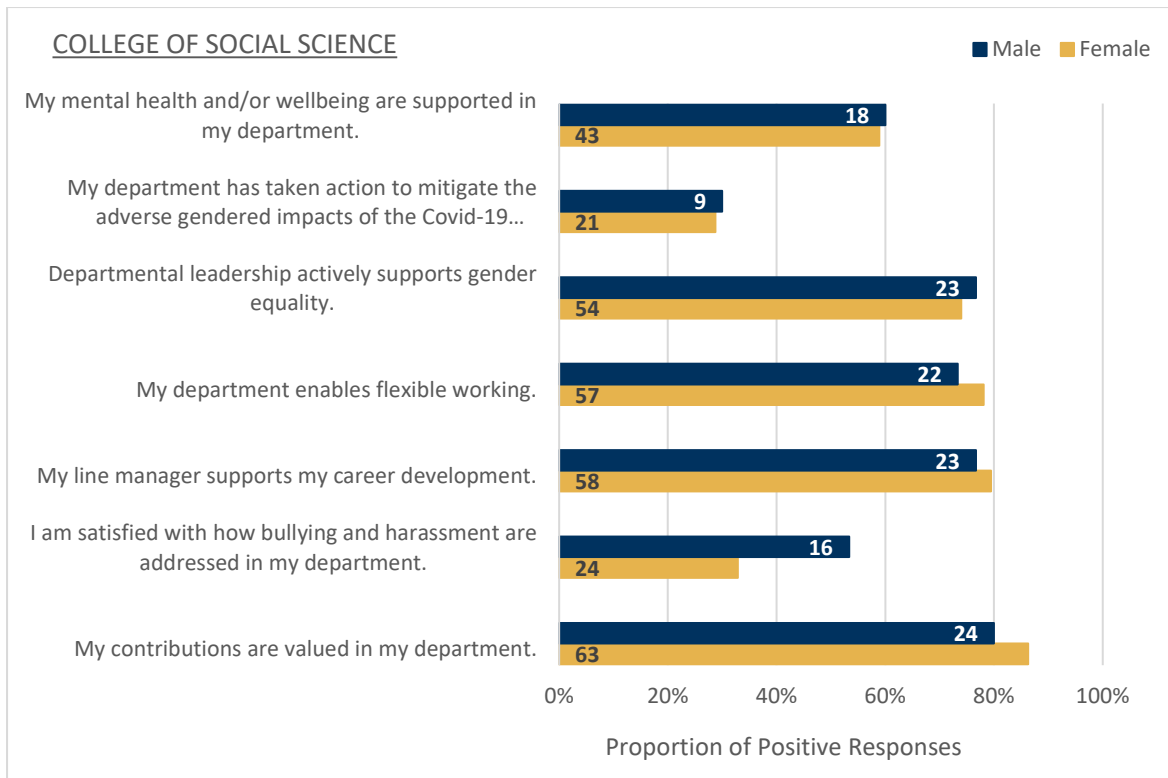
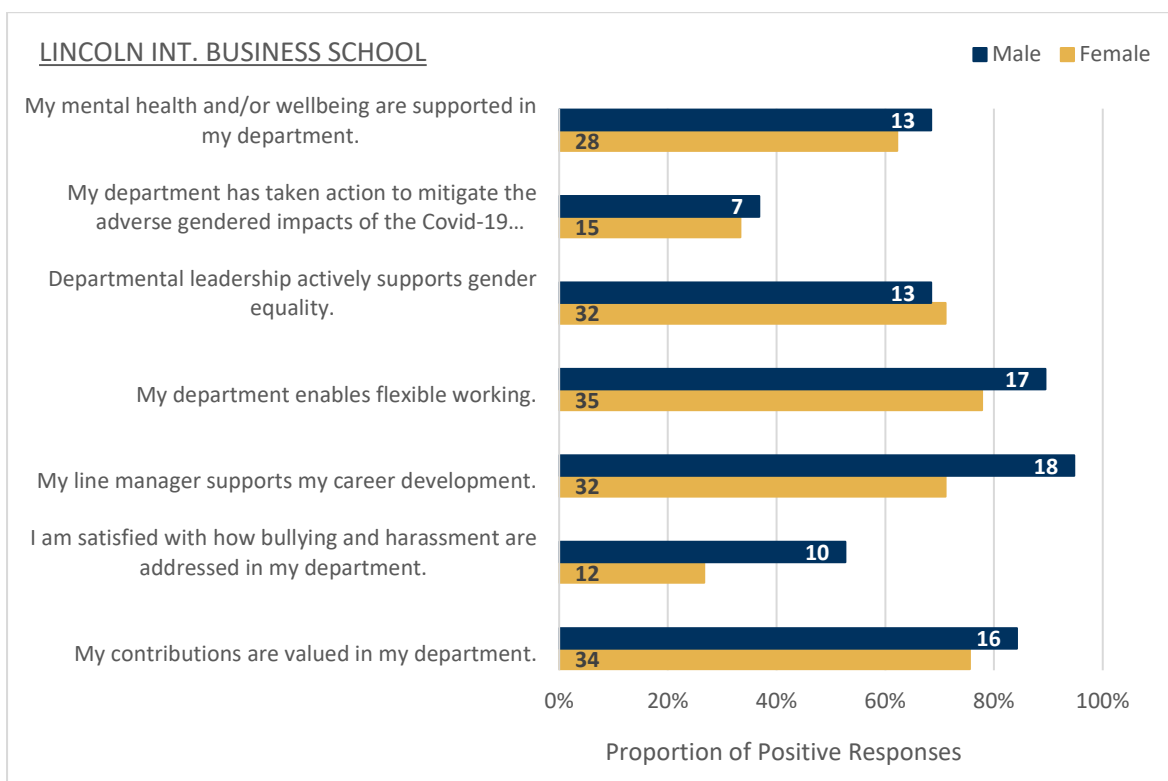
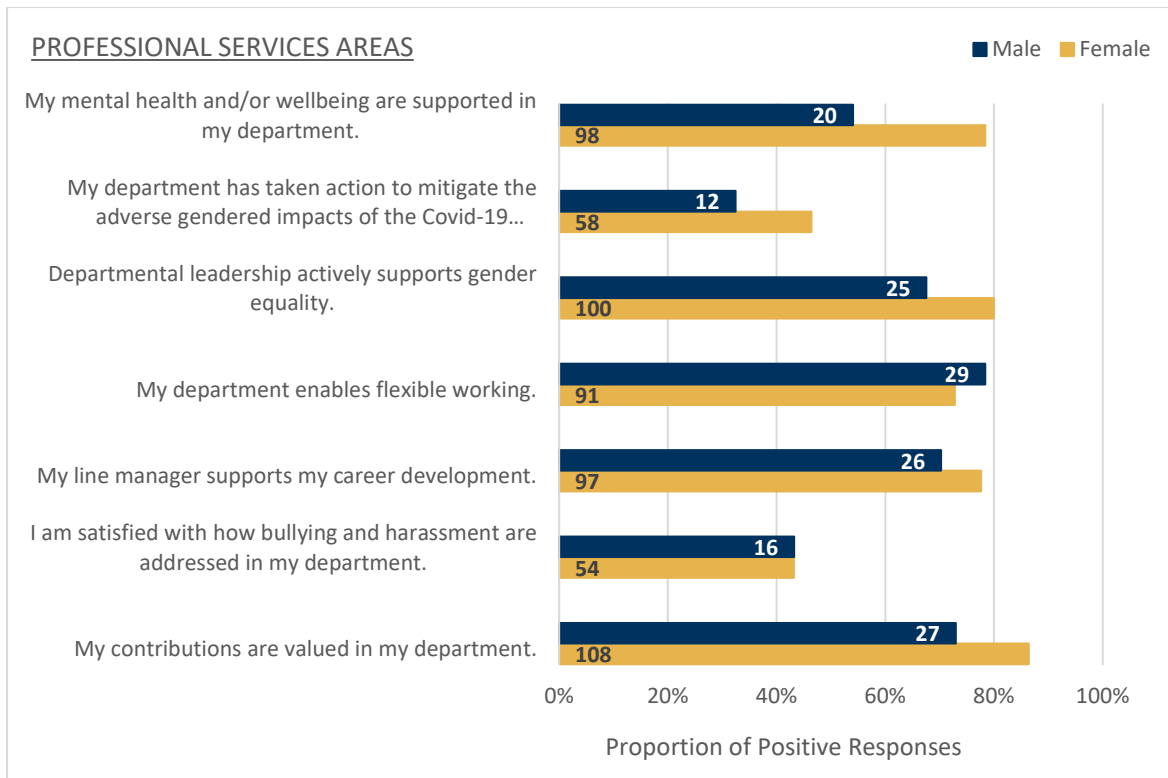


Figure CSD8c Percentage of positive responses given to the core survey questions for the College of Social Science. The number of responses is given.



CSD8d Percentage of positive responses given to the core survey questions for the Lincoln International Business School. The number of responses is given.



CSD8e Percentage of positive responses given to the core survey questions for Professional Services Areas. The number of responses is given.

A2.2 Additional Survey Data

Additional Questions

9. I feel like I belong in my department.
10. I am accepted for who I am in my department and can bring my whole self to work.
11. I feel connected to the University's One Community values.
12. The University has an inclusive environment.
13. I consider the University to be trans-inclusive.
14. I feel confident and competent supporting trans, and transitioning, colleagues and students.
15. My manager is supportive of flexible working.
16. I am aware of the University's Hybrid Working guidance.
17. I have experienced bullying and/or harassment in my department.
18. I have witnessed bullying and/or harassment in my department.
19. I am aware of the University's anonymous reporting service for staff (The Concern Line).
20. I am able to talk to my manager regarding my wellbeing and feel confident asking for mental health and/or wellbeing support at work.
21. [For academics] I have been encouraged to apply for promotion.
22. Equality, diversity, and inclusion work is communicated clearly to all staff.
23. The senior leadership team is committed to delivering diversity and inclusion initiatives.
24. The University pro-actively communicates progress on EDI initiatives with the workforce and students

Q9: I feel like I belong in my department.

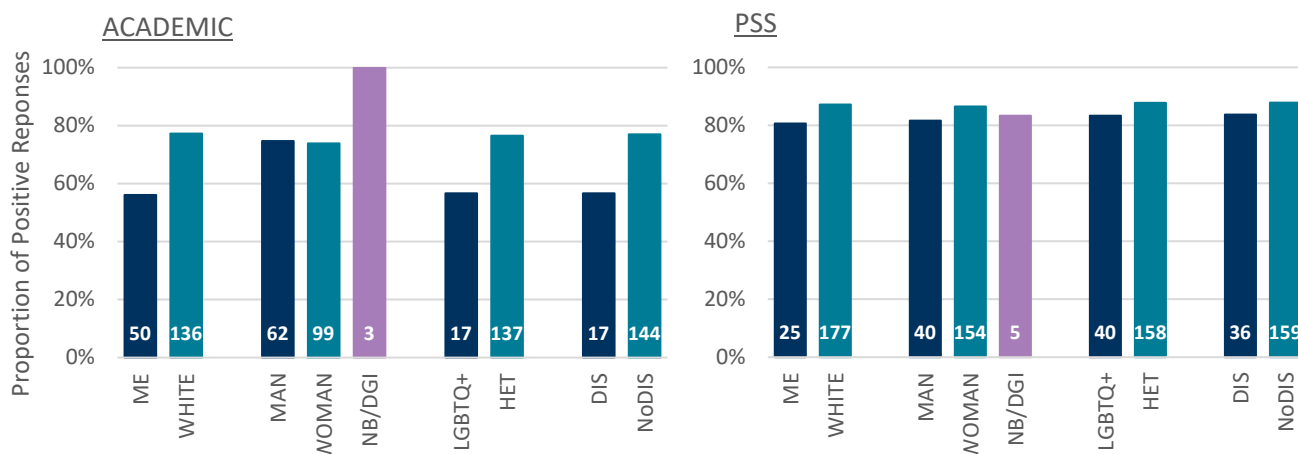


Figure ASD1 Percentage of positive responses given to the statement ‘I feel like I belong in my department’, for academic staff (left) and professional services, across a range of characteristics. The number of responses is given.

“The University community has become progressively diverse over recent years... but I am not sure how that translates into the lived experience of those from non-white communities.”
Academic, White, Man

Q10: I am accepted for who I am in my department and can bring my whole self to work.
 Q11: I feel connected to the University’s One Community values.

QUESTION	% OF POSITIVE RESPONSES (N=X)								
	AC	PS	LGBTQ+	HET	M	W	NB/DGI	ME	WH
Q10	72 (165)	85 (203)	68 (80)	81 (303)	73 (143)	79 (258)	41 (7)	72 (75)	81 (313)
Q11	62 (142)	70 (167)	54 (80)	67 (252)	53 (143)	86 (202)	24 (4)	51 (75)	70 (271)

Table ASD1 Percentage of positive responses given to the statements indicative of staff sense of belonging across of a range of characteristics and identities, and for academic and professional services staff.

“The One Community in my first two weeks had a huge impact on me. Everyone is so friendly, helpful, caring and not trying to score points off each other. I felt completely part of the University within the first ten days of joining, very impressive.” **Professional Services, Woman, with a disclosed disability.**

“I would like to take this opportunity to express how much first time in my work life I feel inclusive at work. I was born in Poland and moved to UK 15 years ago, I hold now dual citizenship (Polish and British) and I am finally proud and not being ashamed when I speak English I speak with an accent. At University of Lincoln I feel it doesn’t matter and I am as equal as everyone else.” **Professional Services, Woman**

Q12: The University has an inclusive environment.

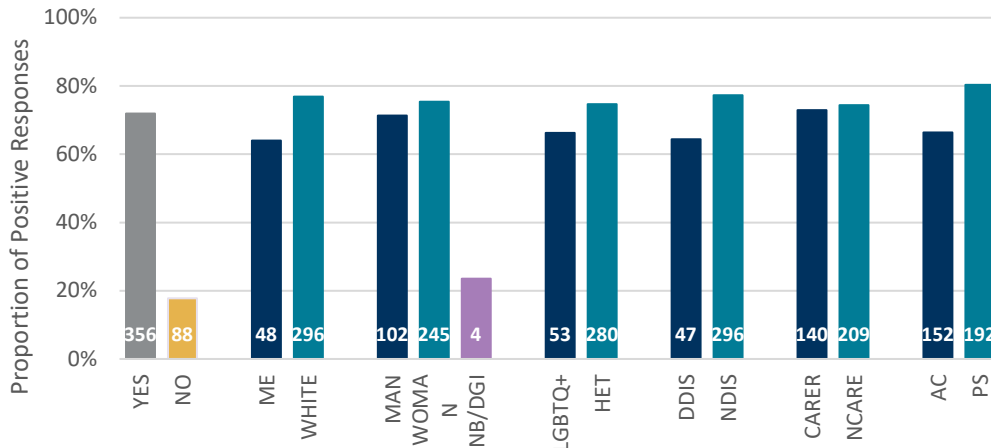


Figure ASD2 Percentage of positive responses given to the statement 'The University has an inclusive environment' across a range of characteristics. The number of responses is given.

Q13: I consider the University to be trans-inclusive.

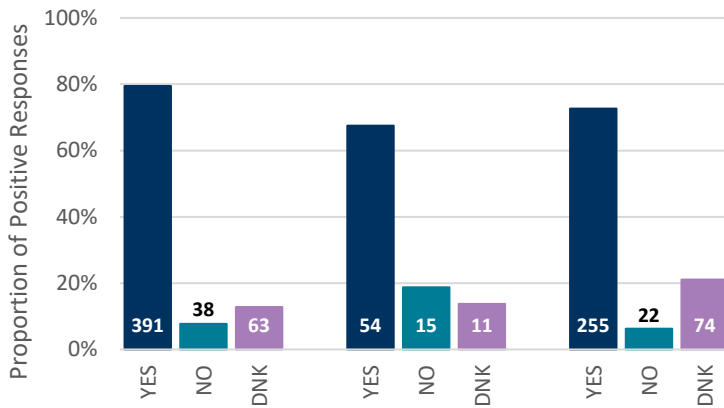


Figure ASD3 Percentage of positive responses given to the statement 'I consider the University to be trans-inclusive', across a range of characteristics for professional services staff. The number of responses is given.

Q14: I feel confident and competent supporting trans, and transitioning, colleagues and students.

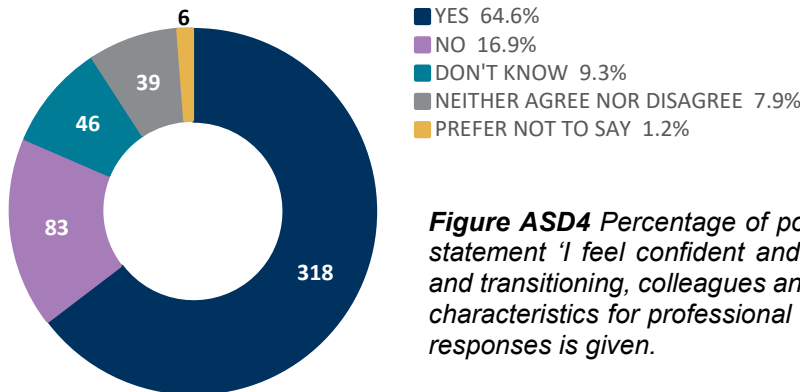


Figure ASD4 Percentage of positive responses given to the statement ‘I feel confident and competent supporting trans, and transitioning, colleagues and students’, across a range of characteristics for professional services staff. The number of responses is given.

“This is a relatively new issue for many in the university community to address and comprehend, and much more needs to be done in terms of awareness raising.” Academic, Man

“I find the university to be supportive of trans people which I agree with. I agree that people should be able to add their pronouns to IT systems, emails etc if they wish, but I do not agree that people should have to do so as I believe this goes against people being able to be open about this against their wishes.” Professional Services, Woman

Q15: My manager is supportive of flexible working.

Q16: I am aware of the University’s Hybrid Working guidance.

QUESTION	% OF POSITIVE RESPONSES (n=X)							
	DDIS	NDIS	CARER	NCARE	M	W	AC	PS
Q15	62 (45)	79 (301)	76 (147)	74 (208)	73 (105)	75 (242)	75 (171)	74 (177)
Q16	66 (48)	63 (241)	60 (116)	61 (171)	52 (75)	66 (213)	47 (107)	77 (184)

Table ASD2 Percentage of positive responses given to statements concerning staff experiences of flexible- and hybrid-working, across of a range of characteristics and identities.

“Hybrid working has saved my mental health. I now have a work/life balance that works for me and my family.” Professional Services, Woman, with caring responsibilities

“Workload is an issue, but the flexibility of hybrid working is welcome.” Academic, Man, with caring responsibilities

Q17: I have experienced bullying and/or harassment in my department.

Q18: I have witnessed bullying and/or harassment in my department.

QUESTION	% OF POSITIVE RESPONSES (N=X)								
	DDIS	NDIS	LGBTQ+	HET	M	W	NB/DGI	ME	WH
Q17	27 (20)	20 (75)	28 (22)	20 (74)	22 (31)	22 (71)	12 (2)	16 (75)	23 (89)
Q18	36 (26)	26 (100)	36 (29)	27 (100)	29 (42)	29 (95)	12 (2)	23 (17)	31 (120)

Table ASD3 Percentage of positive responses given to statements concerning staff experiences of bullying and harassment within their department, across of a range of characteristics and identities.

Q19: I am aware of the University’s anonymous reporting service for staff (The Concern Line).

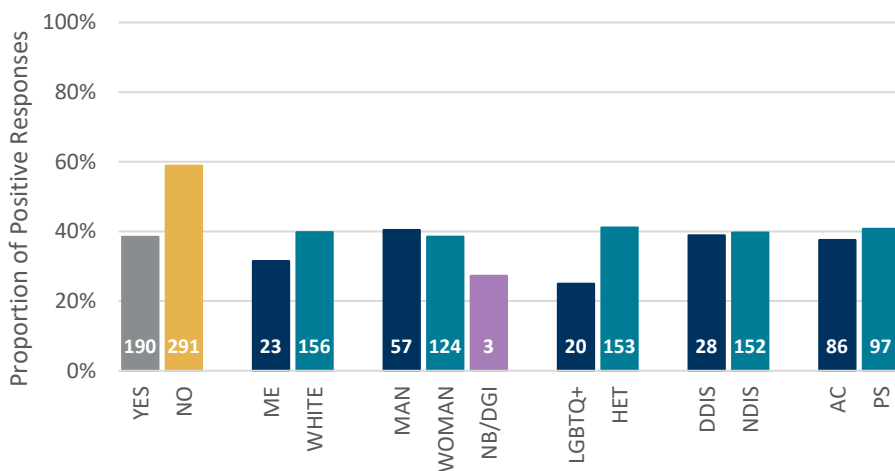


Figure ASD5 Percentage of positive responses given to the statement ‘I am aware of the University’s anonymous reporting service for staff (The Concern Line)’ across a range of characteristics. The number of responses is given.

Q20. I am able to talk to my manager regarding my wellbeing and feel confident asking for mental health and/or wellbeing support at work.

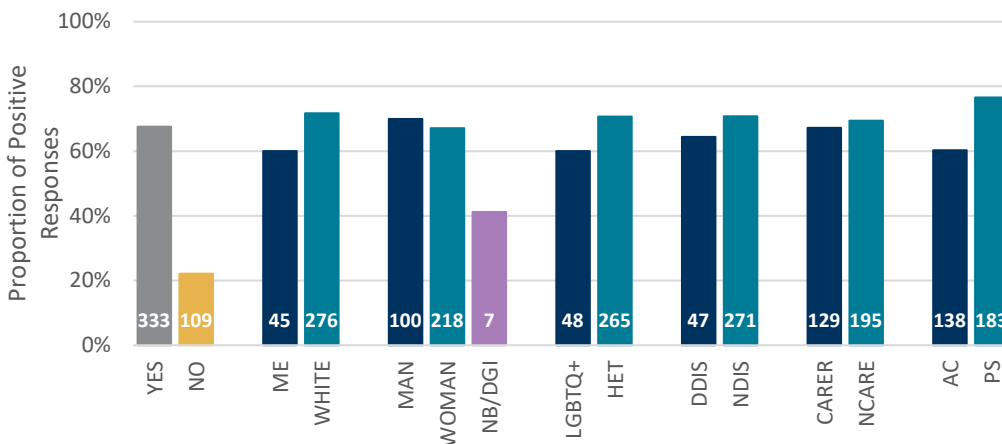


Figure ASD6 Percentage of positive responses given to the statement ‘I am able to talk to my manager regarding my wellbeing and feel confident asking for mental health and/or wellbeing support at work’ across a range of characteristics. The number of responses is given.

Q21: [For academics] I have been encouraged to apply for promotion.

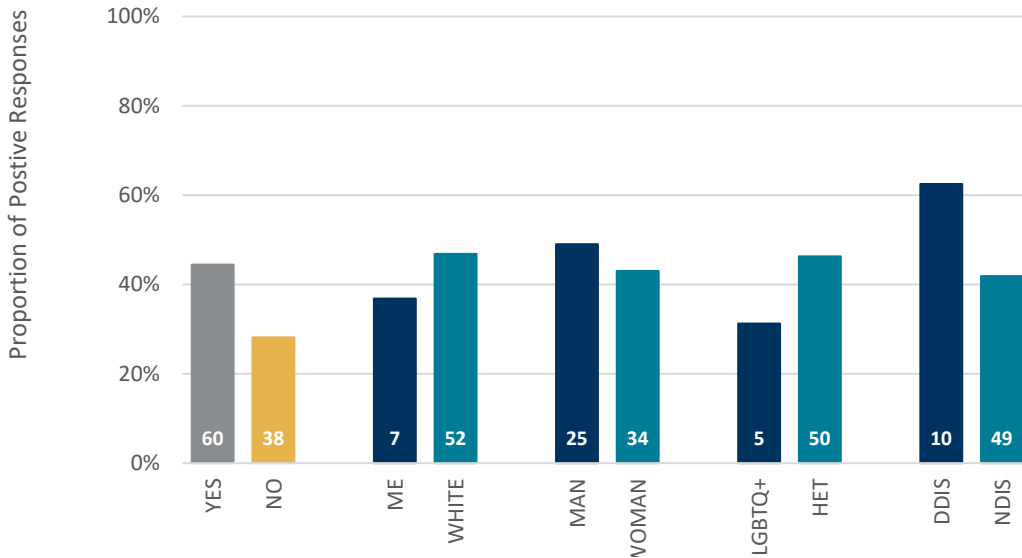


Figure ASD7 Percentage of positive responses given to the statement ‘I have been encouraged to apply for promotion’, across a range of characteristics for academic staff. The number of responses is given.

Q22: Equality, diversity and inclusion work is communicated clearly to all staff.

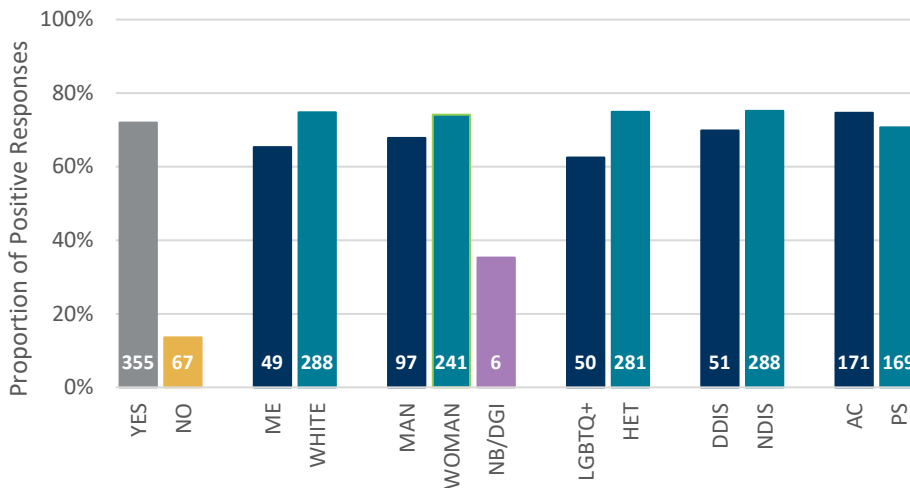


Figure ASD8 Percentage of positive responses given to the statement ‘Equality, diversity and inclusion work is communicated clearly to all staff’, across a range of characteristics. The number of responses is given.

“EDI initiatives are not communicated via our department leadership - everything comes from HR and EGC [sic].” Professional Service, Woman

Q23: The senior leadership team is committed to delivering diversity and inclusion initiatives.

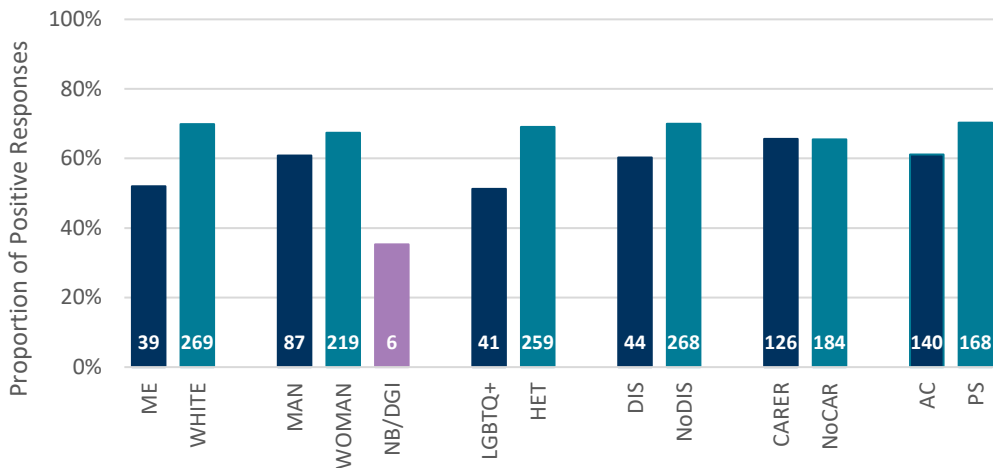


Figure ASD9 Percentage of positive responses given to the statement ‘The University has an inclusive environment’ across a range of characteristics. The number of responses is given.

Q24: The University pro-actively communicates progress on EDI initiatives with the workforce and students.

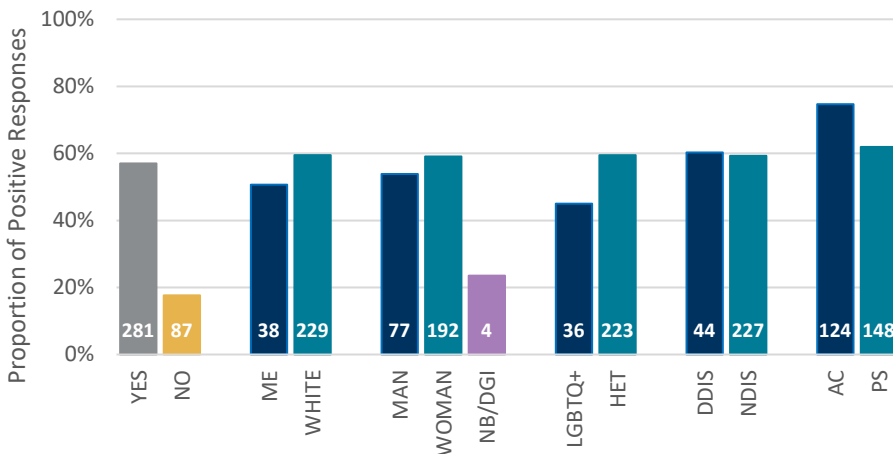


Figure ASD10 Percentage of positive responses given to the statement ‘The University pro-actively communicates progress on EDI initiatives with the workforce and students’, across a range of characteristics. The number of responses is given.

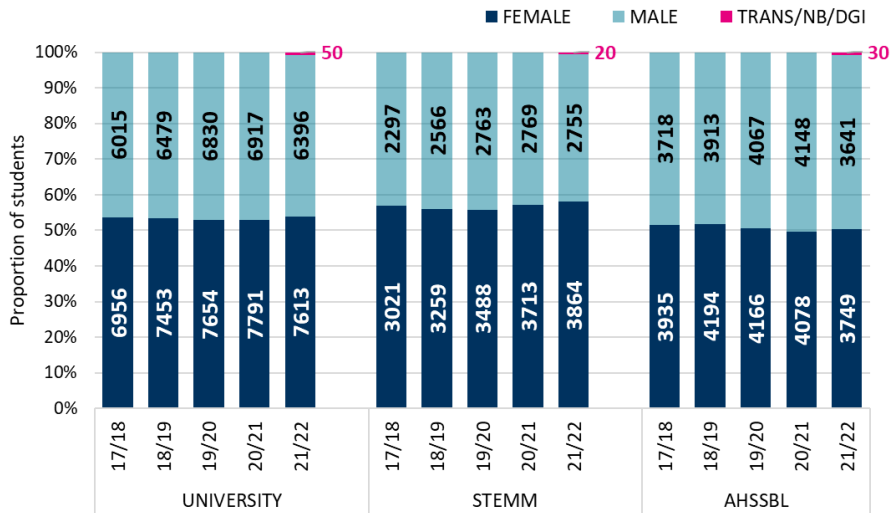
“Whilst it is important to share information about EDI initiatives and news of success across the whole community, the pitch and tone of these communications make the university look desperate to appear inclusive, whilst may not truly represent the day-to-day challenges of the current working environment which negatively impact on all staff irrespective of race, gender or ability.” Academic, Man, Carer

“There could definitely be better communication.” Professional Services, Woman, with a disclosed disability

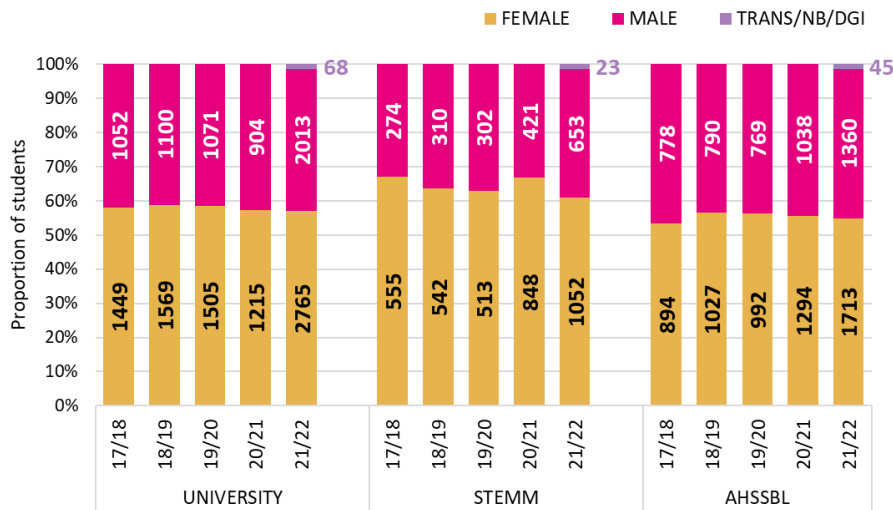
Appendix 3: Data tables

A3.1 Mandatory data

UG



PGT



PGR

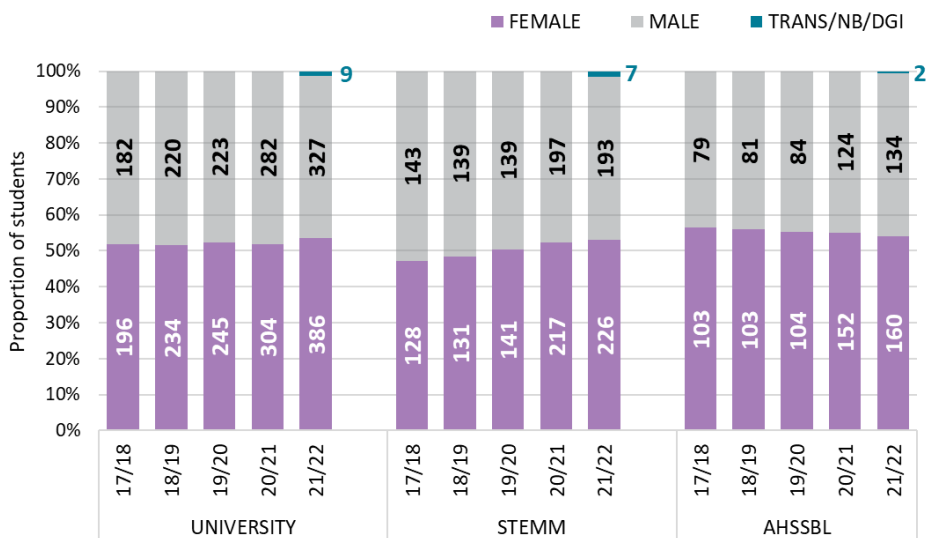


Figure MD1a Students at UG, PGT and PGR level by sex / gender identity (2017–2022)

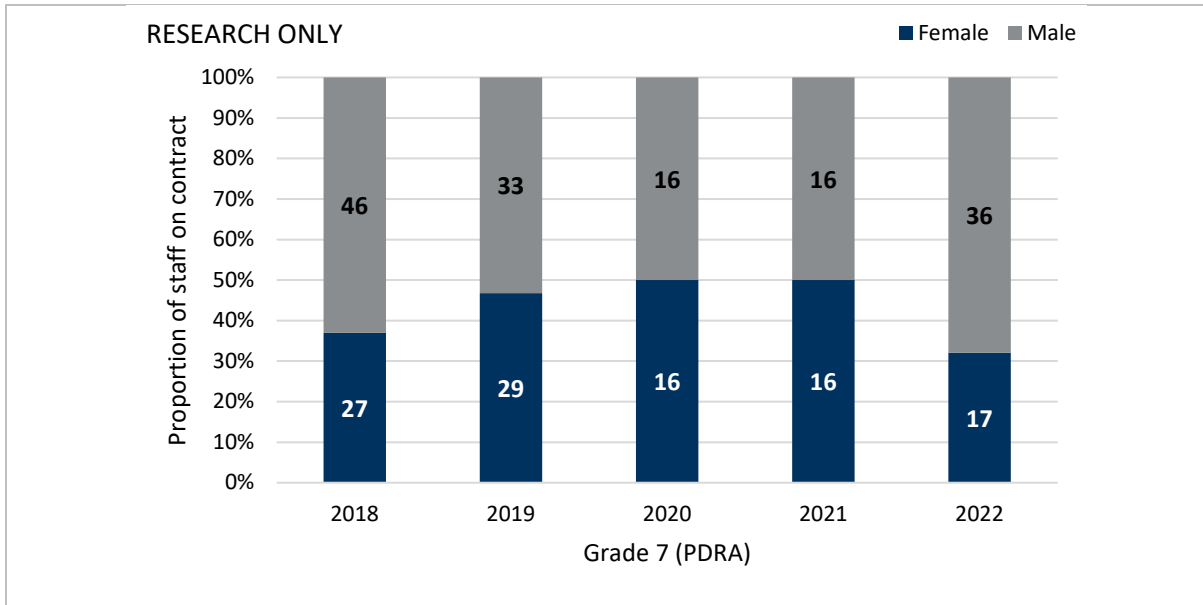


Figure MD2a Academic staff by grade and contract function (Grade 7 / PDRA)

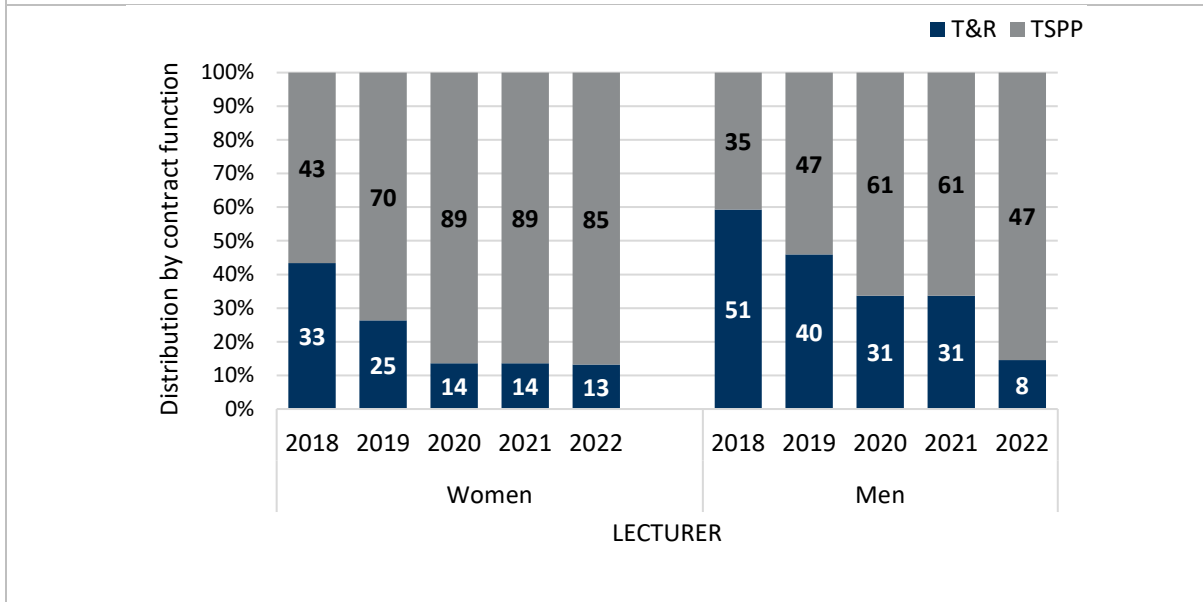


Figure MD2b Academic staff by grade and contract function (Grade 7 / Lecturer)

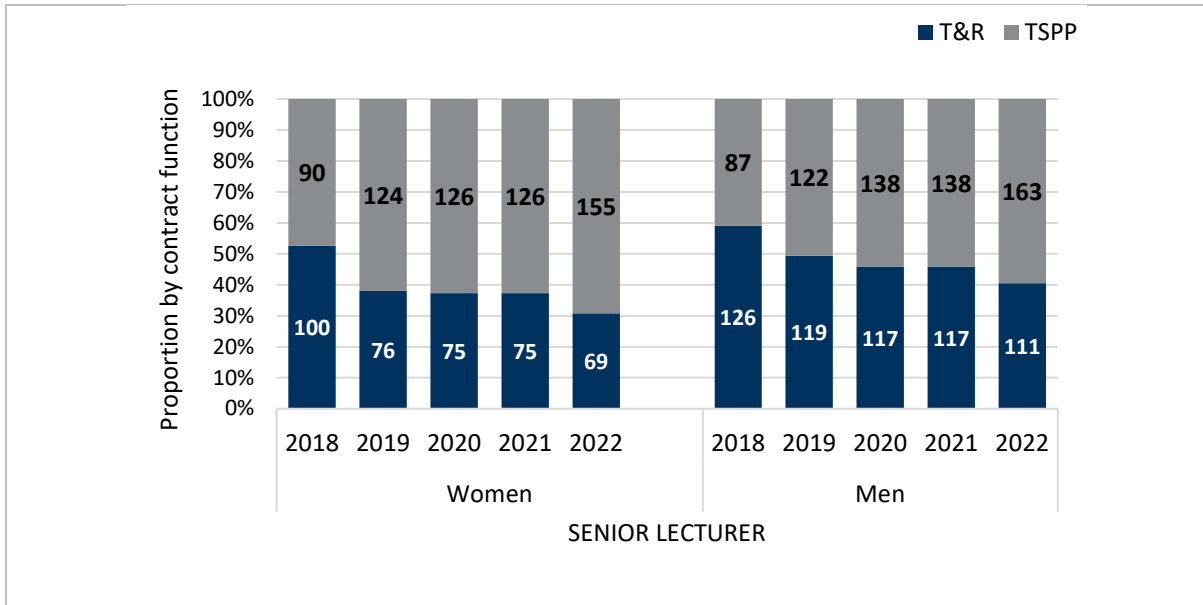


Figure MD2c Academic staff by grade and contract function (Grade 8 / Senior Lecturer)

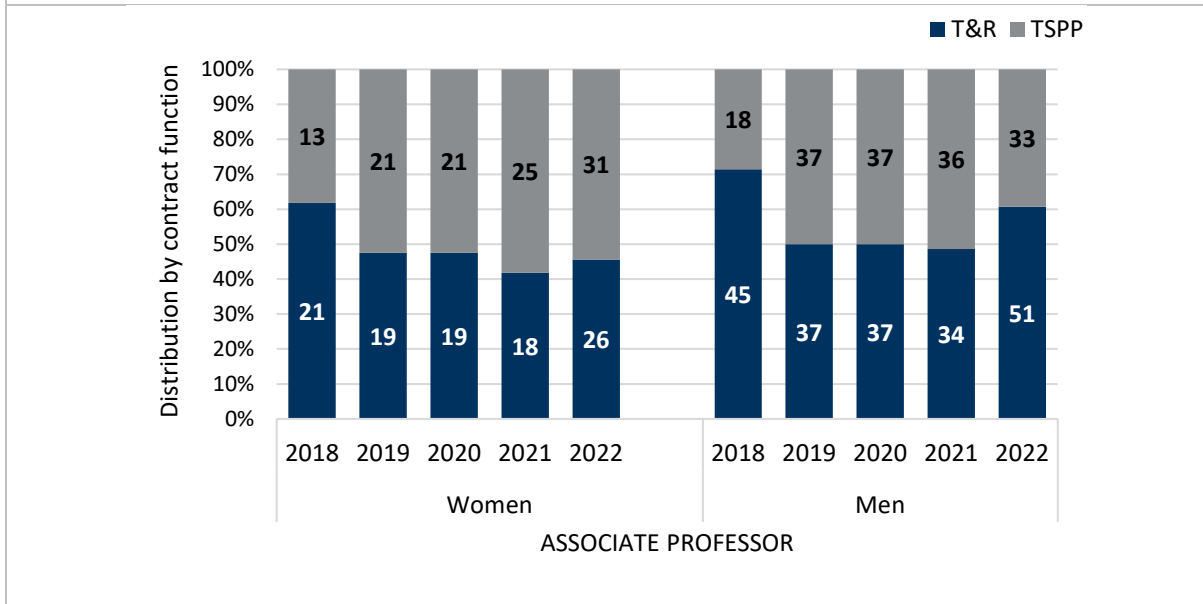


Figure MD2d Academic staff by grade and contract function (Grade 9 / Associate Professor)

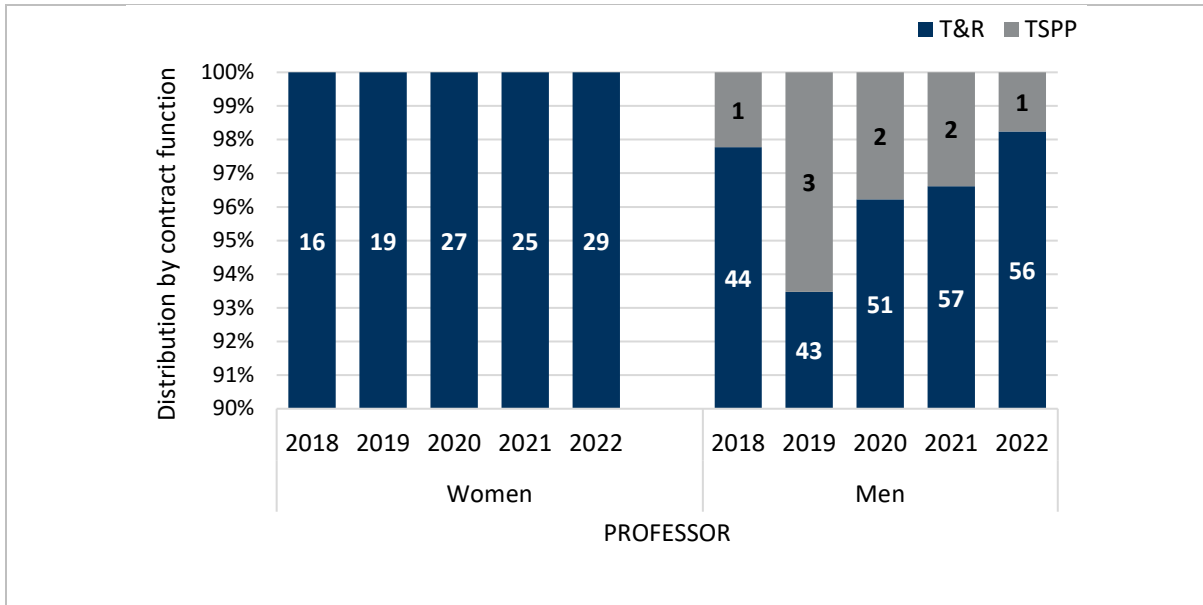


Figure MD2e Academic staff by grade and contract function (SMG / Professor)

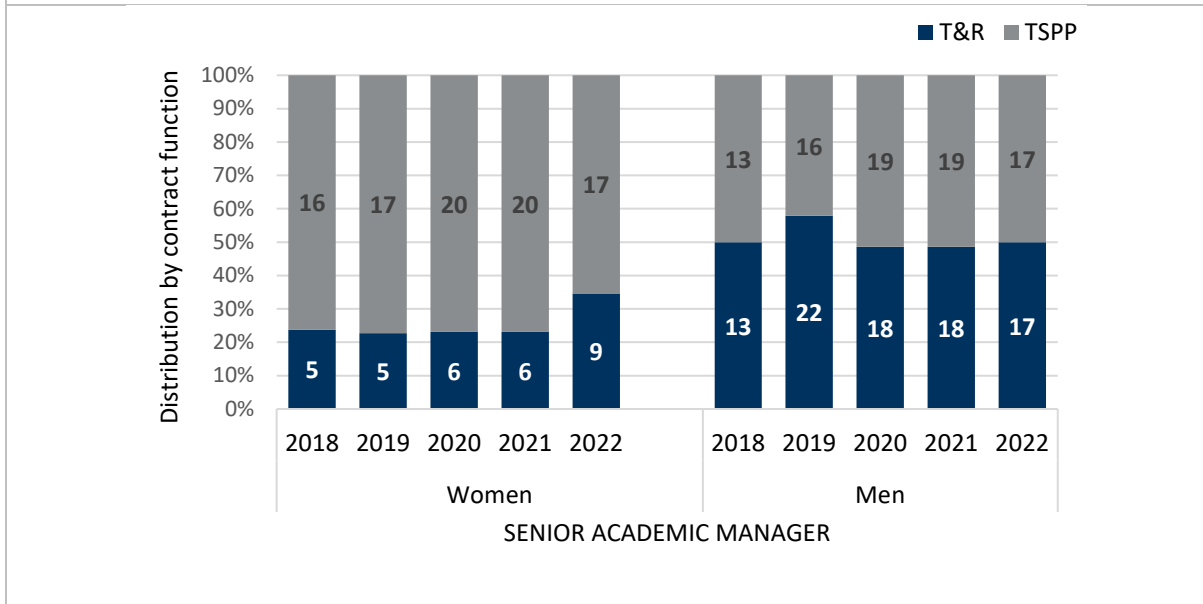


Figure MD2f Academic staff by grade and contract function (Senior Academic Manager)

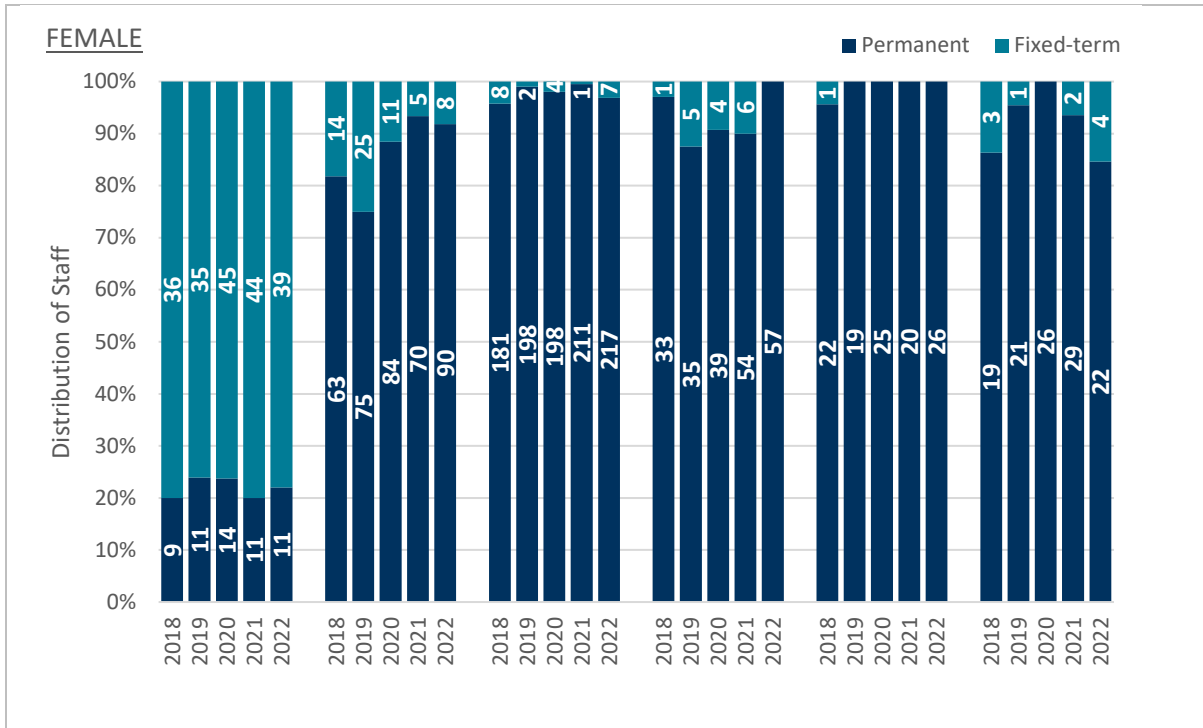


Figure MD3a Academic staff by grade and contract type (Female)

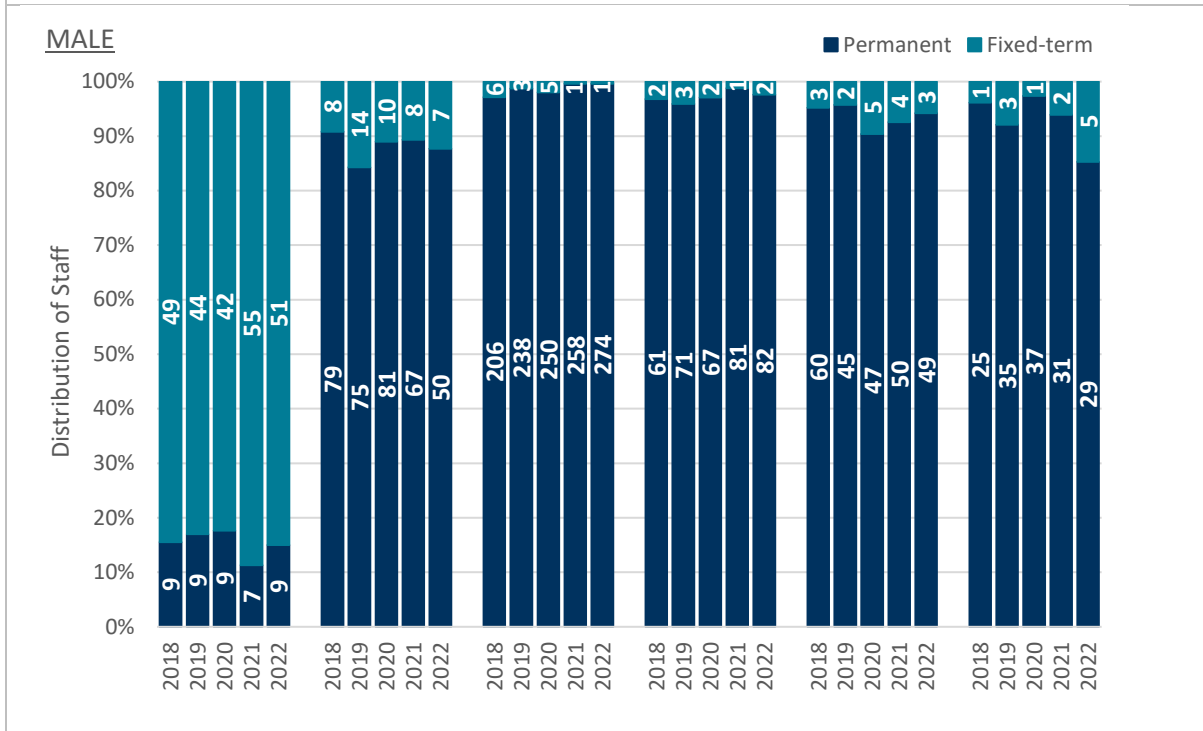
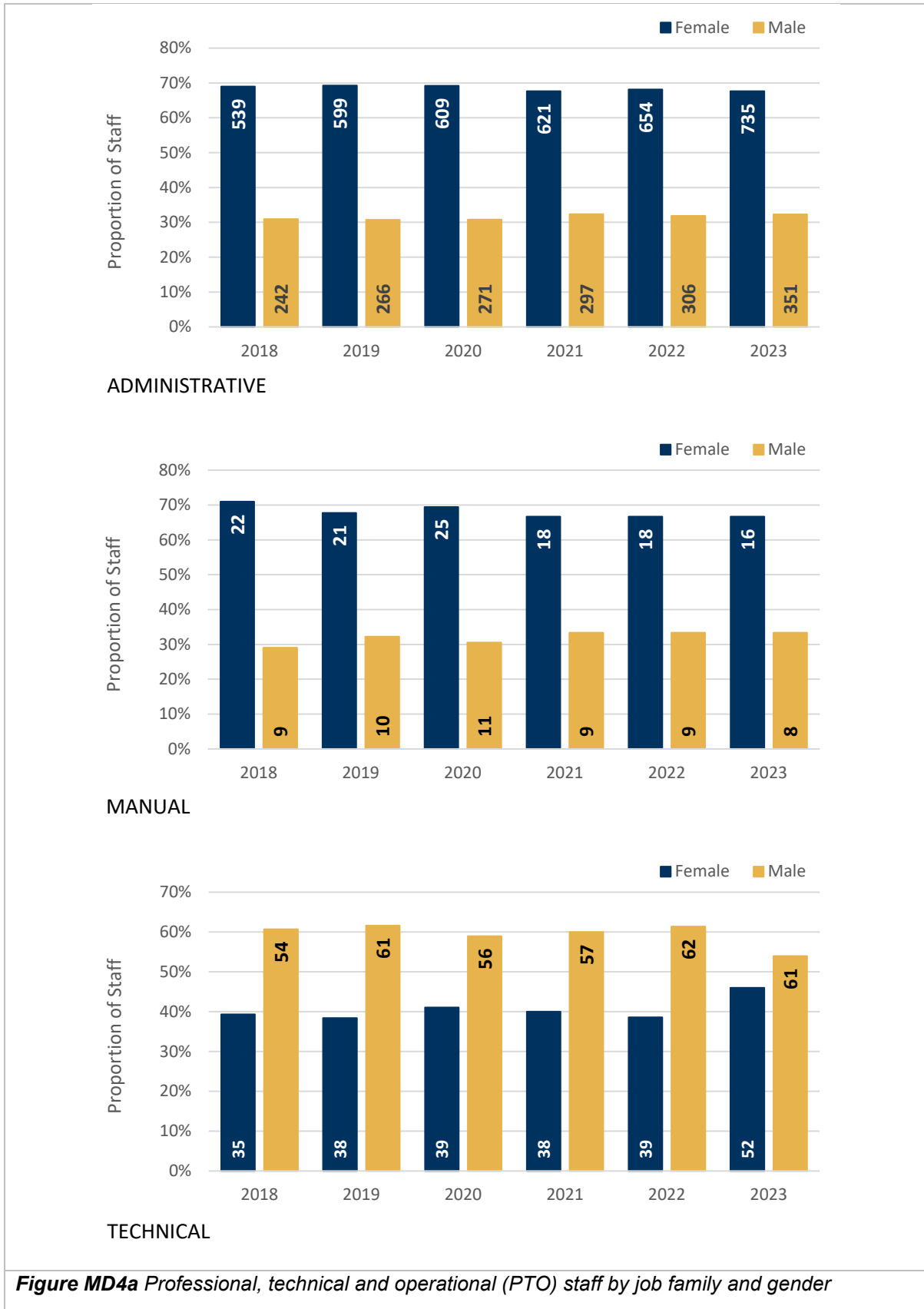


Figure MD3b Academic staff by grade and contract type (Male)



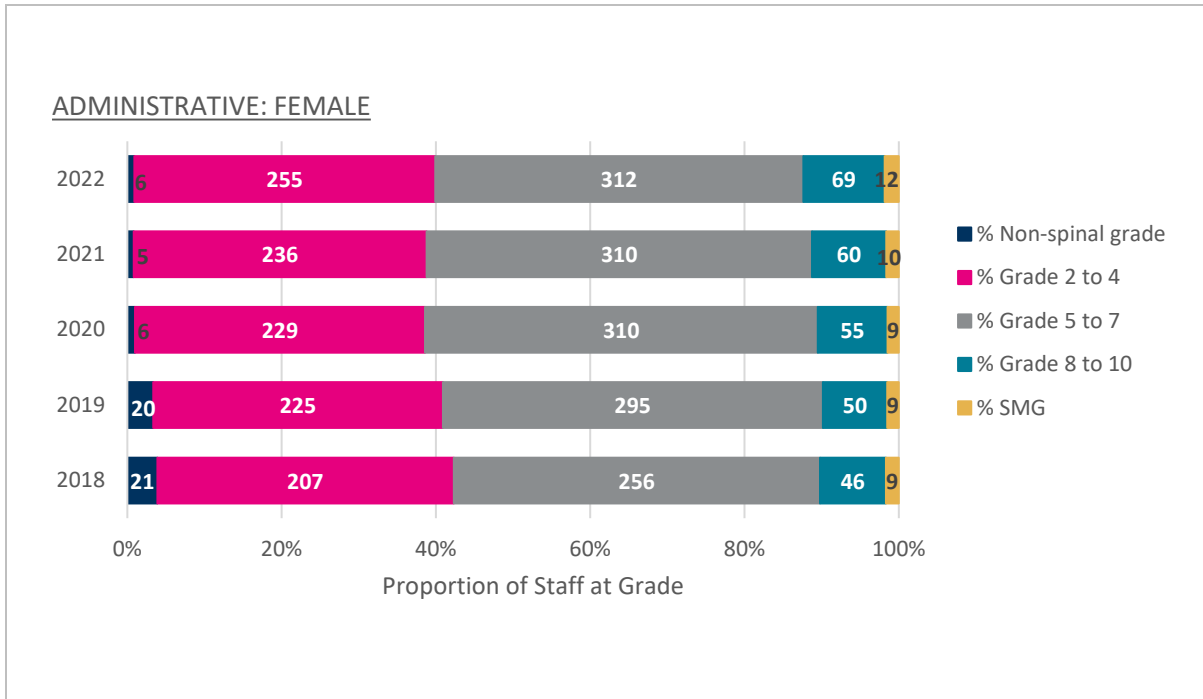


Figure MD4b Professional, technical and operational (PTO) staff by job family, gender, and grade (administrative; female)

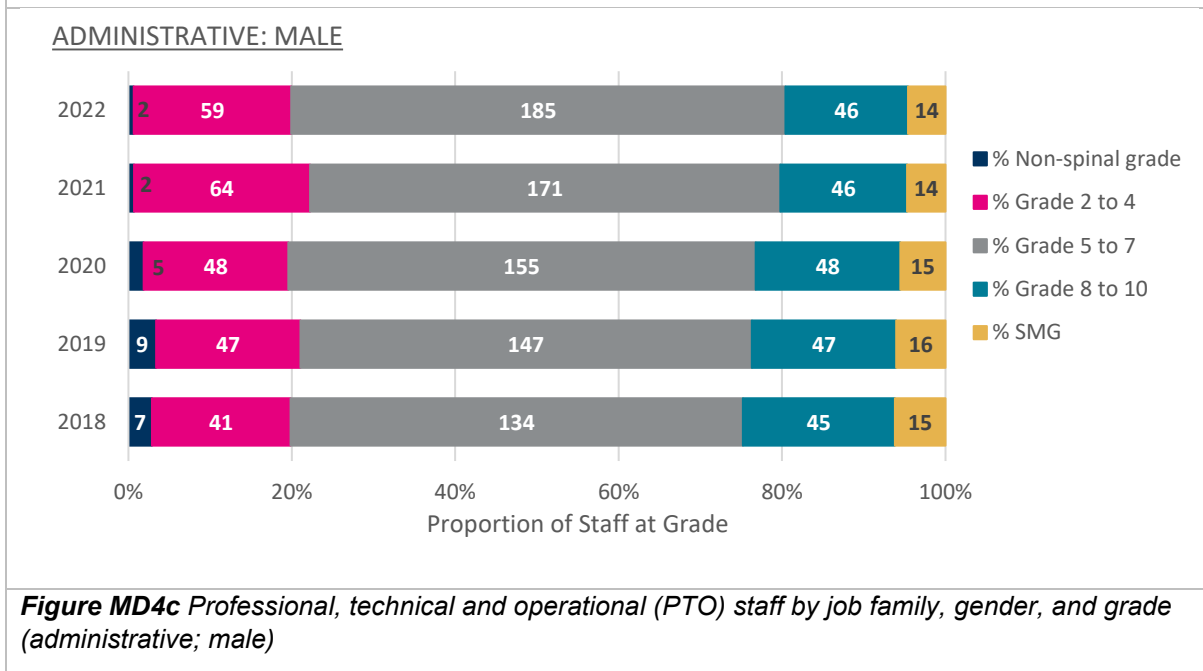


Figure MD4c Professional, technical and operational (PTO) staff by job family, gender, and grade (administrative; male)

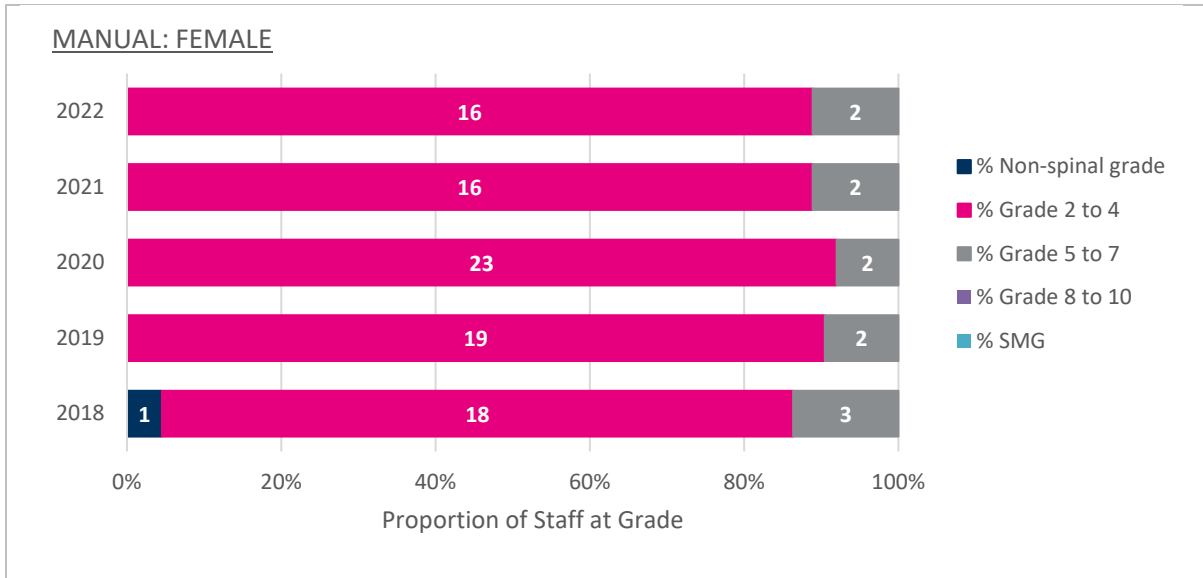


Figure MD4d Professional, technical and operational (PTO) staff by job family, gender, and grade (manual; female)

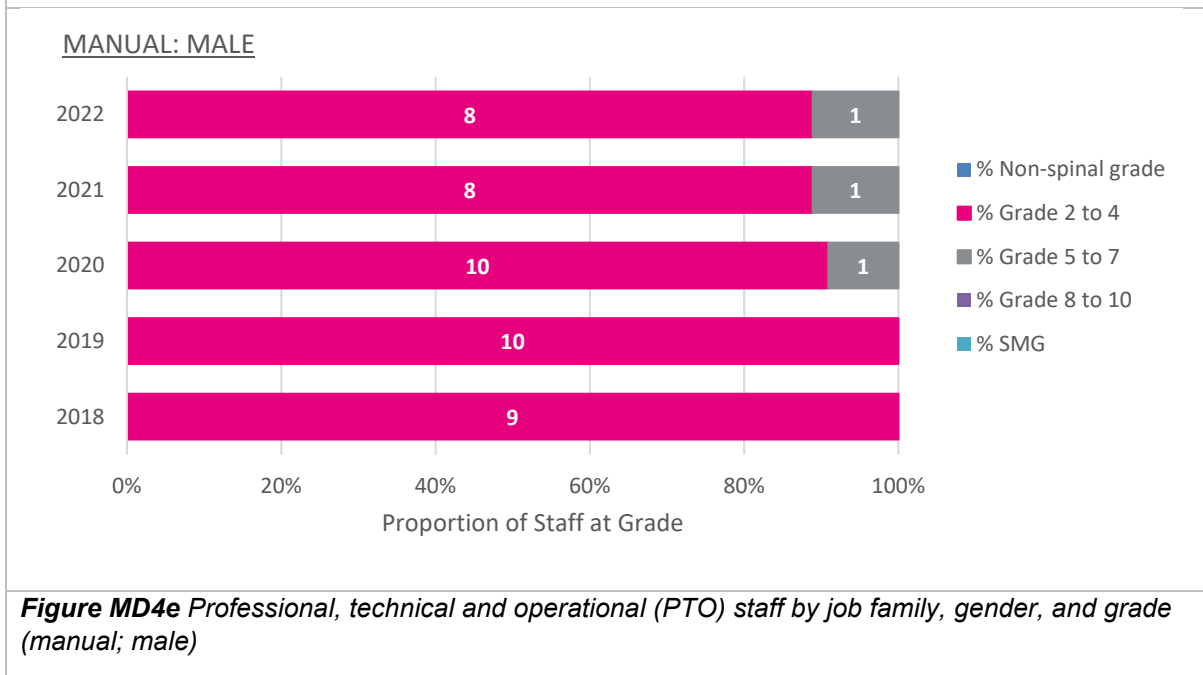


Figure MD4e Professional, technical and operational (PTO) staff by job family, gender, and grade (manual; male)

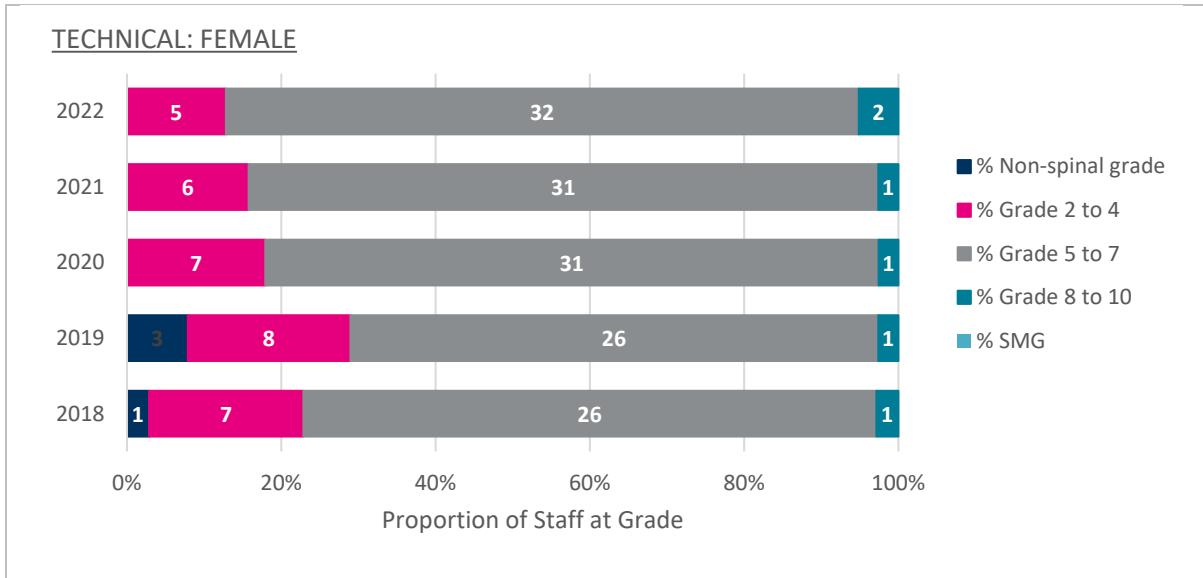


Figure MD4f Professional, technical and operational (PTO) staff by job family, gender, and grade (technical; female)

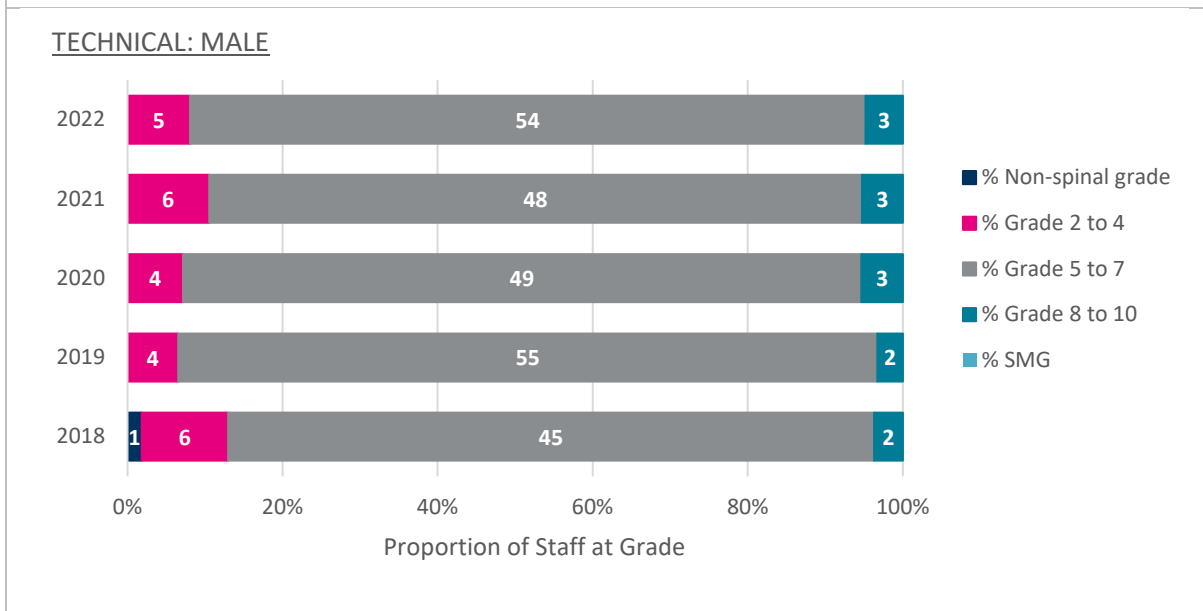


Figure MD4g Professional, technical and operational (PTO) staff by job family, gender, and grade (technical; male)

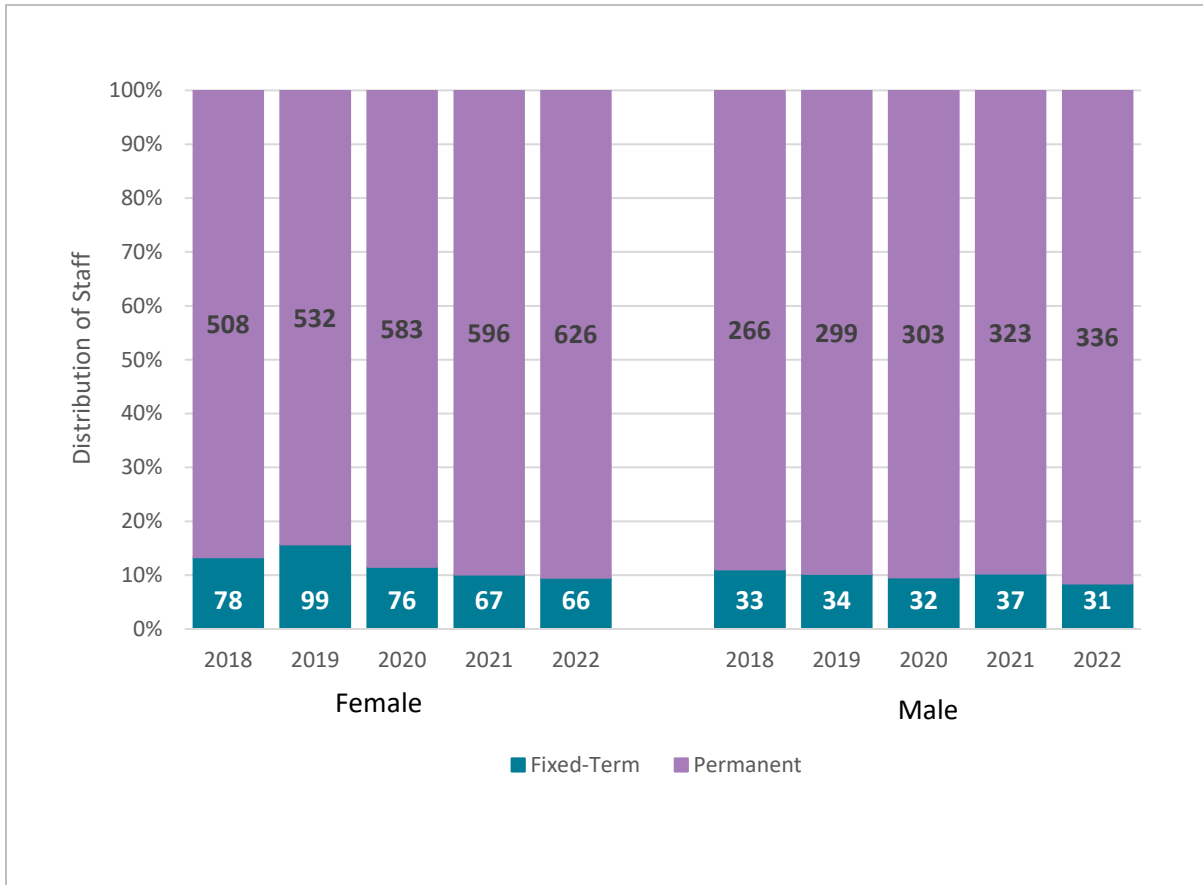


Figure MD5 PTO staff by contract type

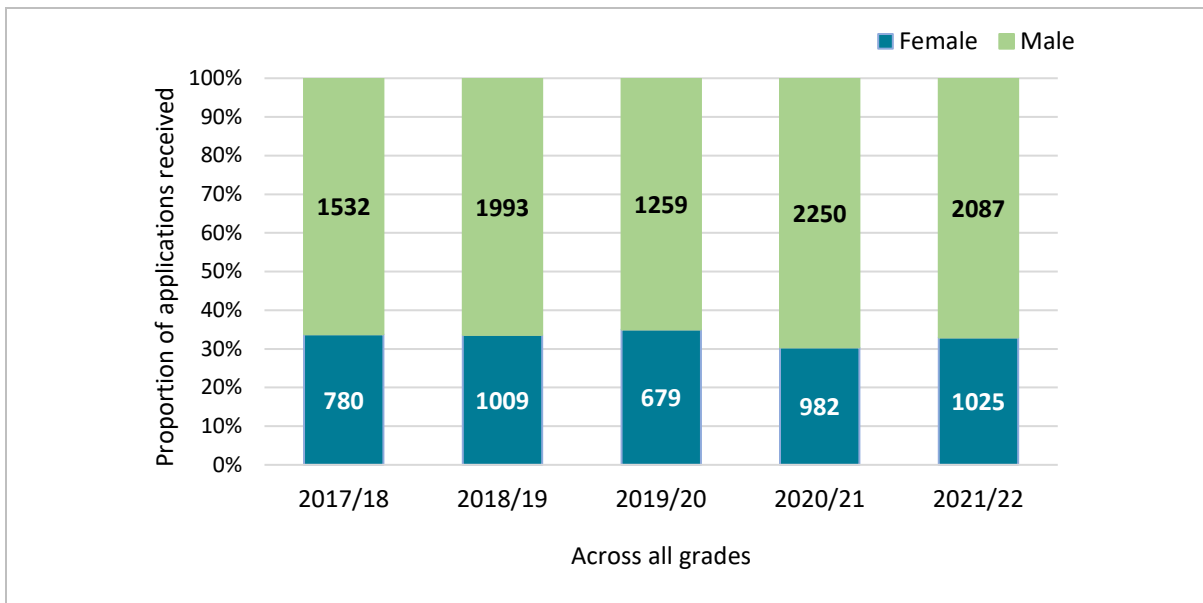


Figure MD6a Applications received for academic posts across all grades

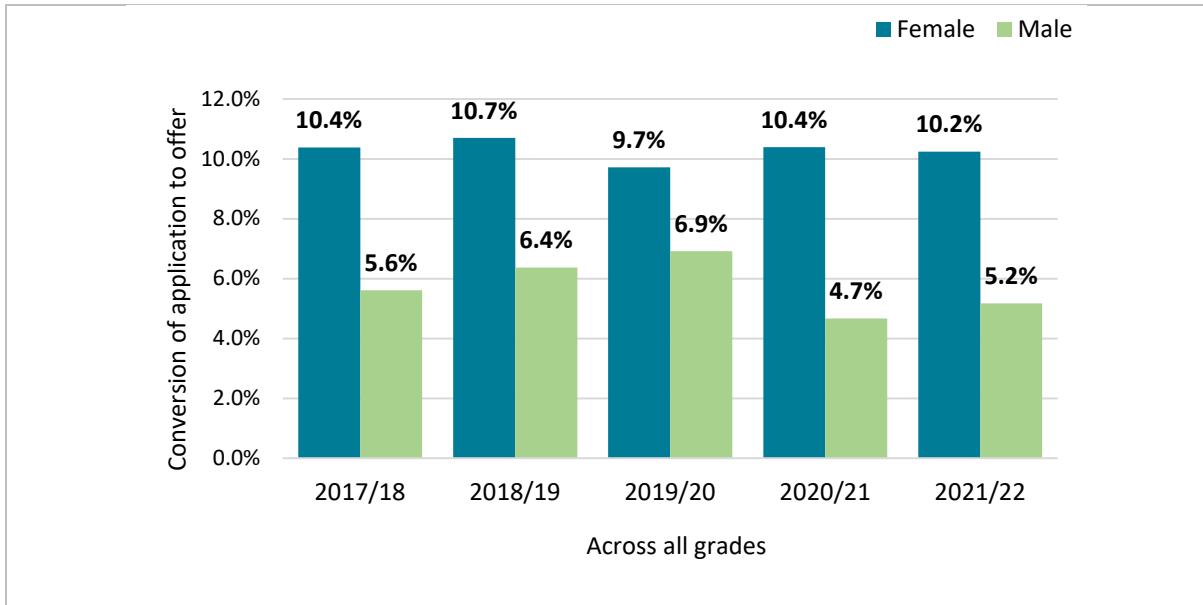


Figure MD6b Conversion rates from application to offer for academic posts across all grades

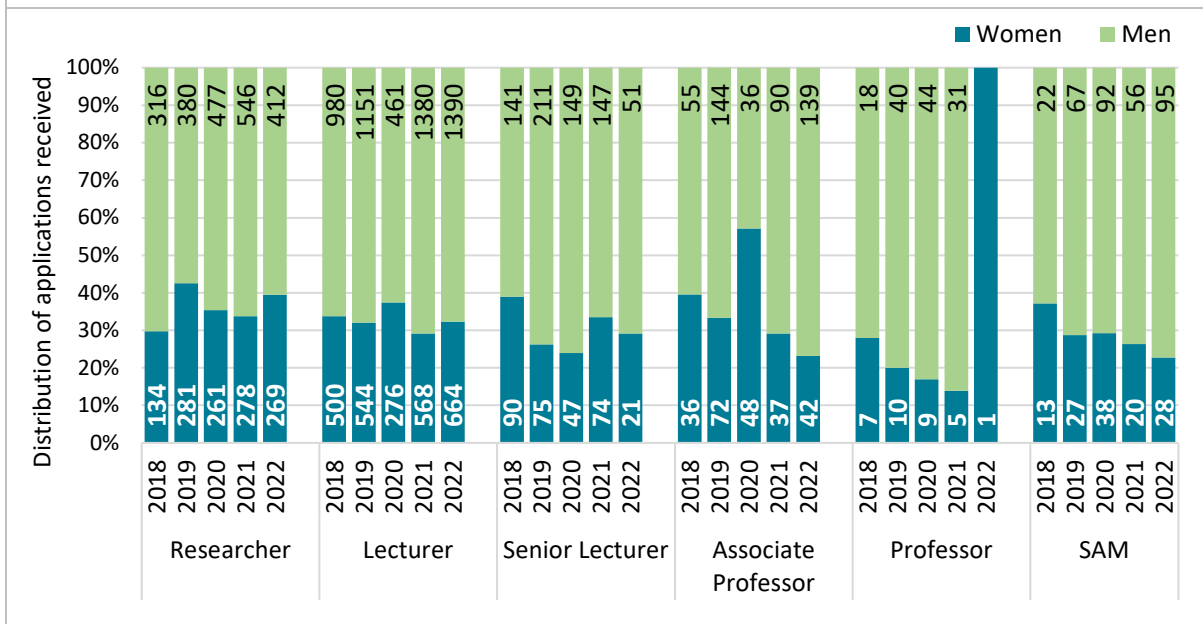


Figure MD6c Applications received by grade

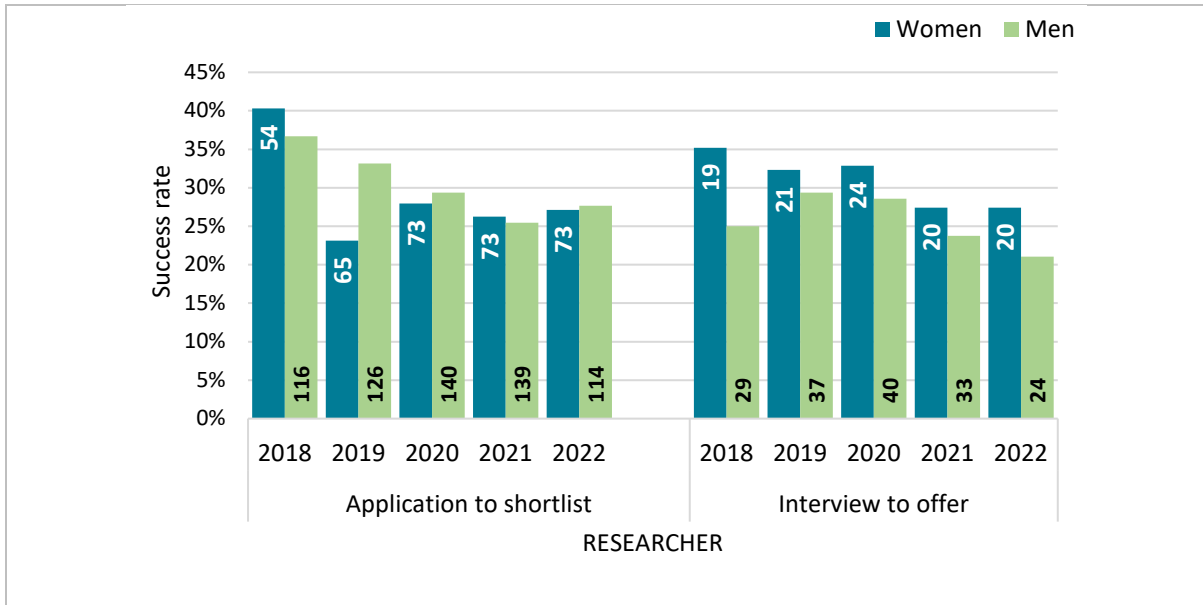


Figure MD6d Success rates through the application process (Researcher)

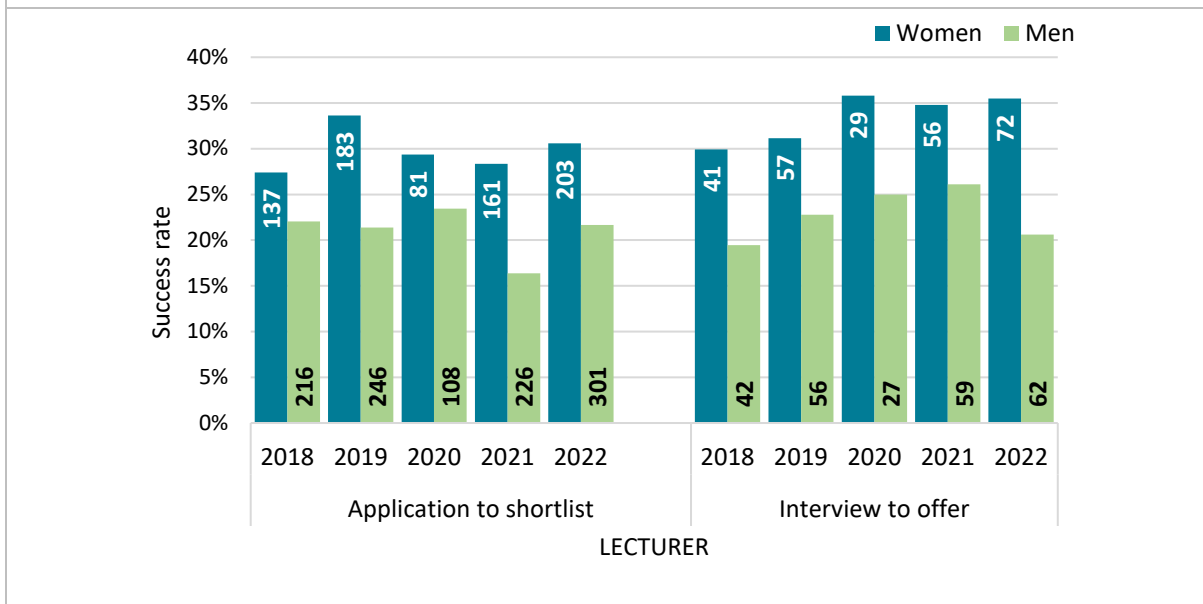


Figure MD6e Success rates through the application process (Lecturer)

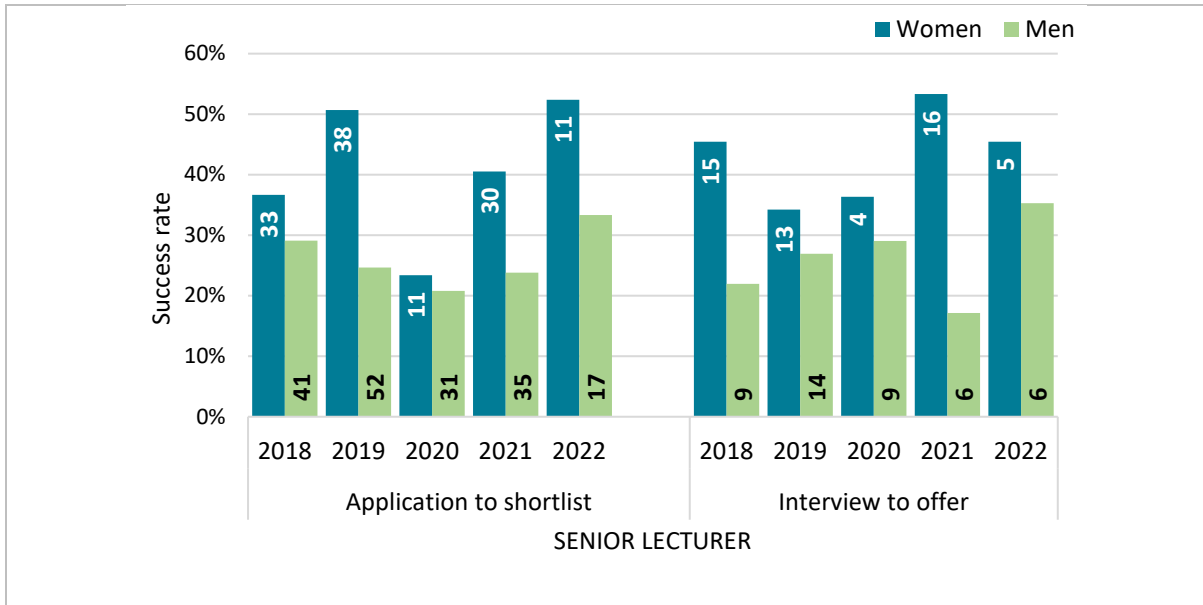


Figure MD6f Success rates through the application process (Senior Lecturer)

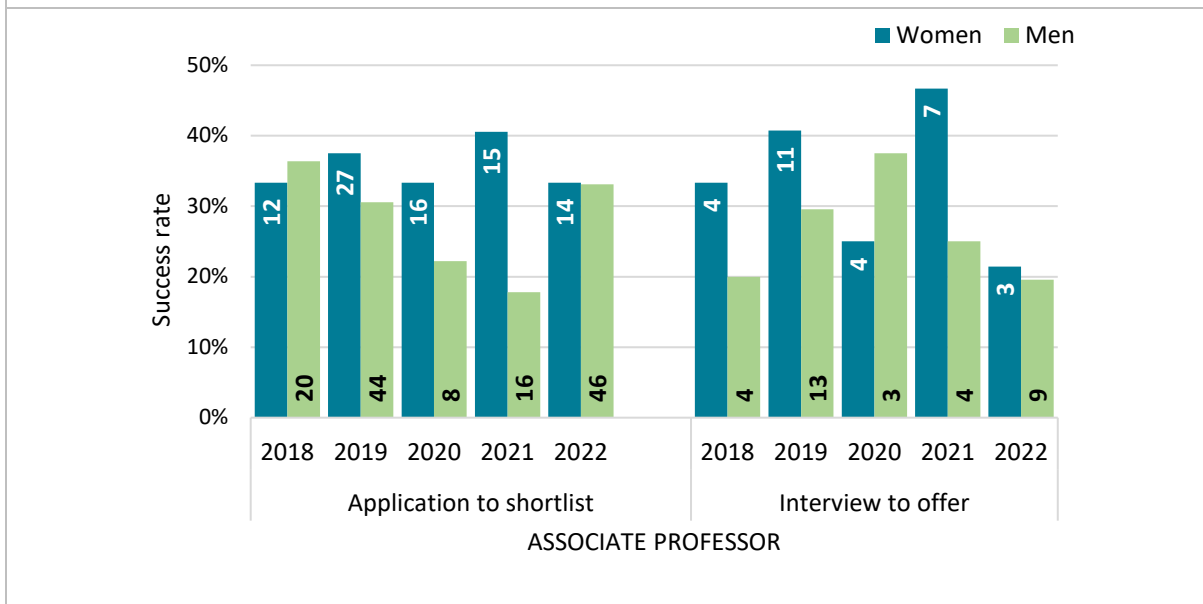


Figure MD6g Success rates through the application process (Associate Professor)

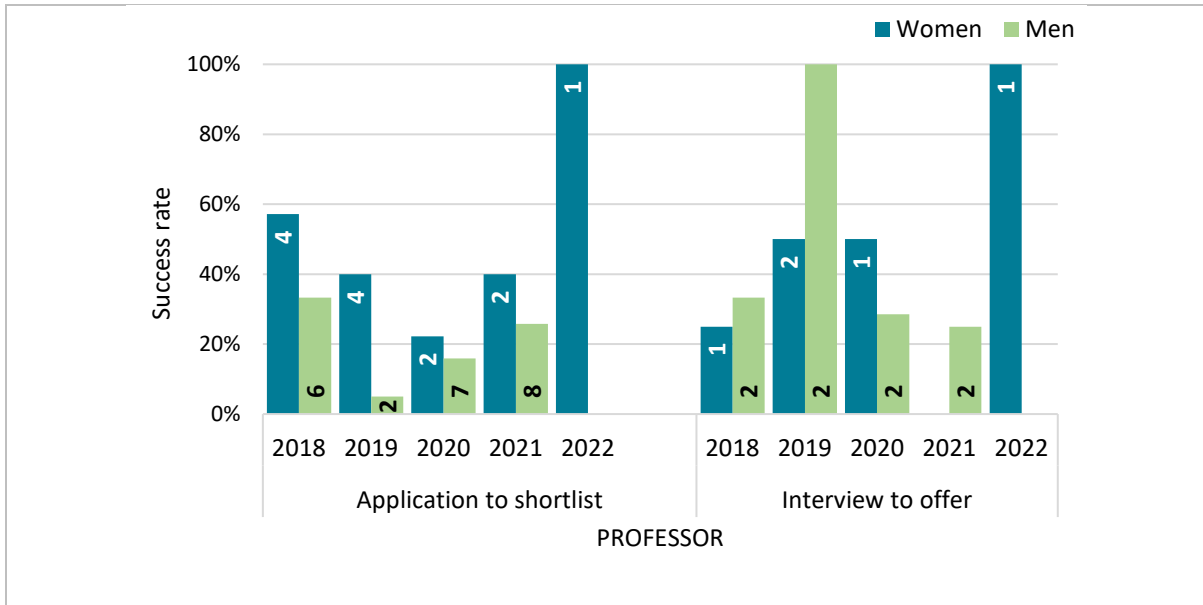


Figure MD6h Success rates through the application process (Professor)

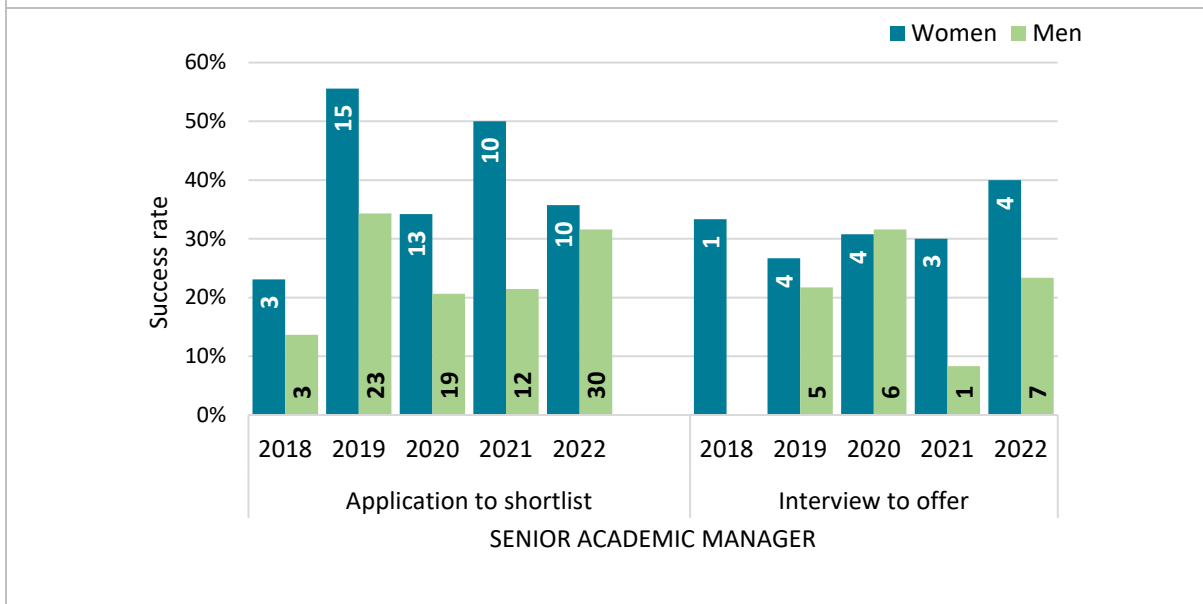


Figure MD6i Success rates through the application process (Senior Academic Manager)

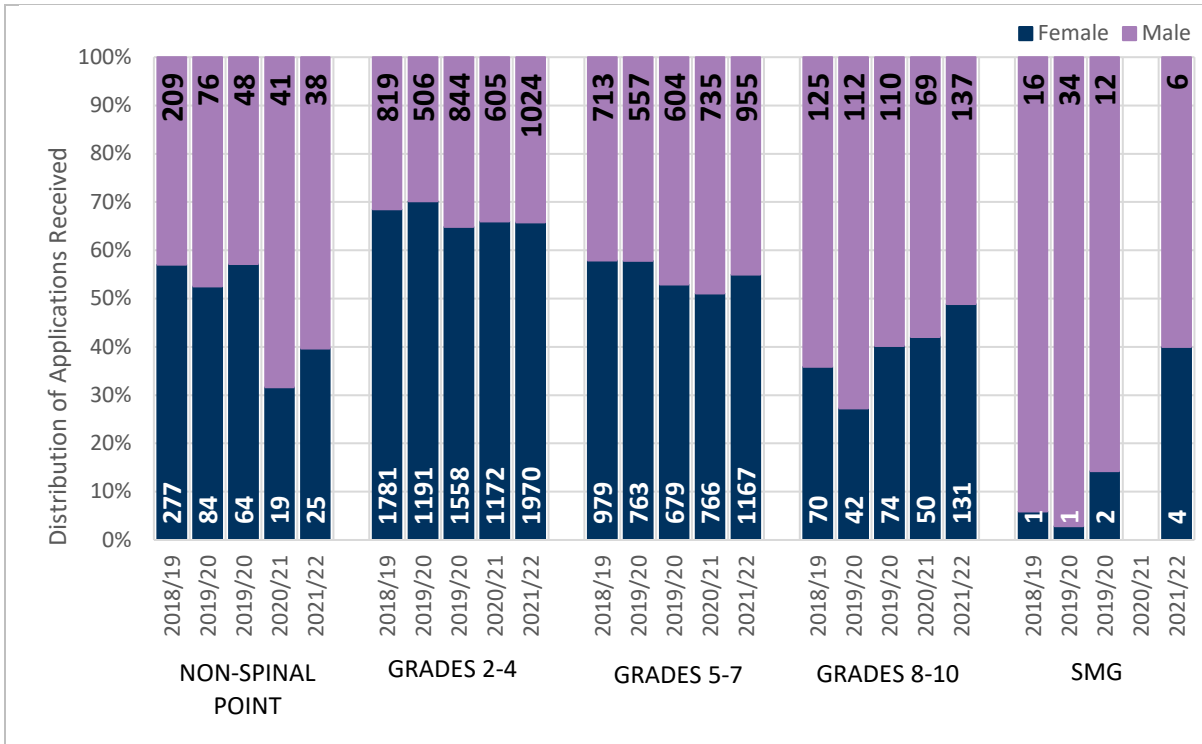


Figure MD7a Applications, shortlist and appointments made in recruitment to PTO posts by grade

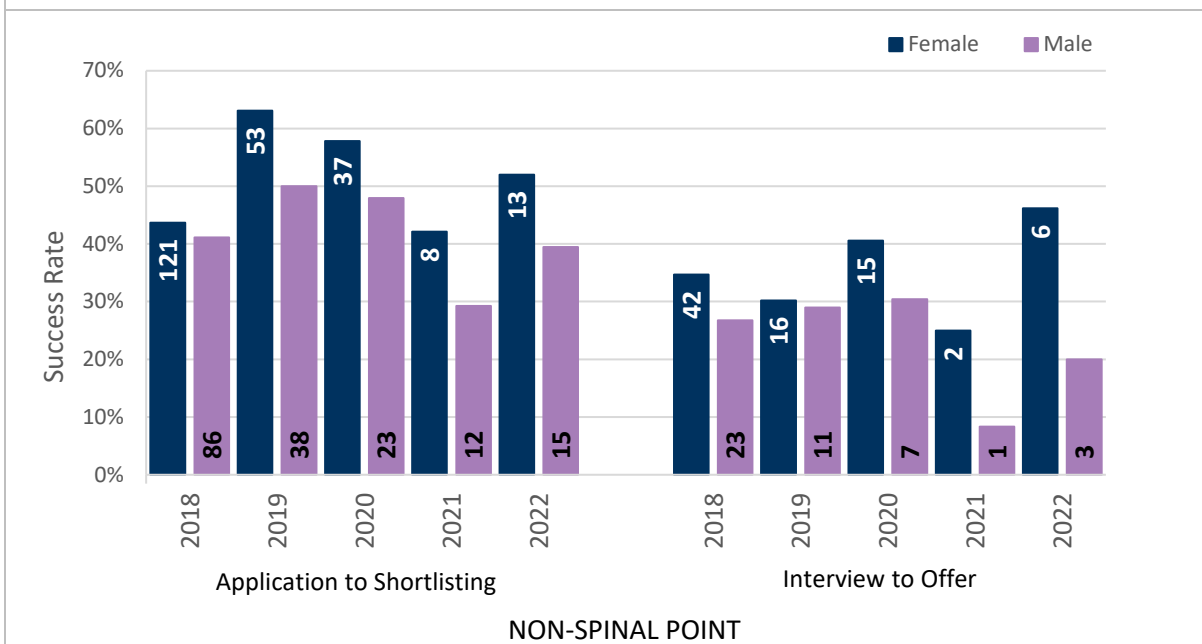


Figure MD7b Success rates through the application process (Non-spinal Point)

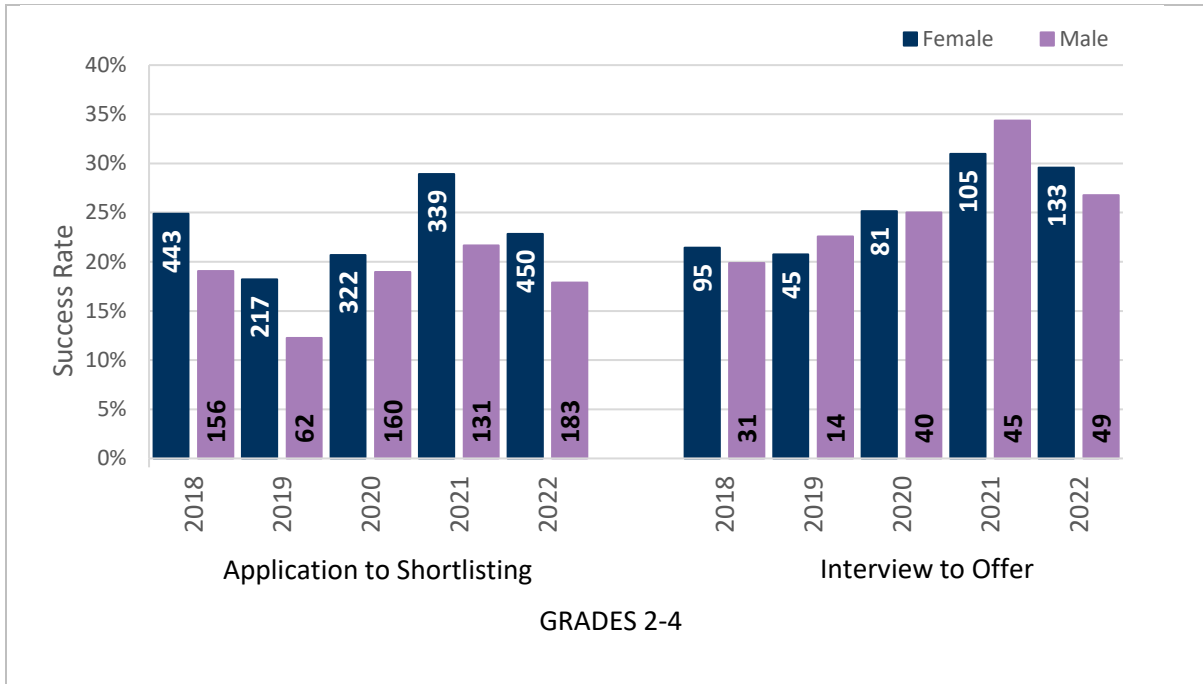


Figure MD7c Success rates through the application process (Grades 2-4)

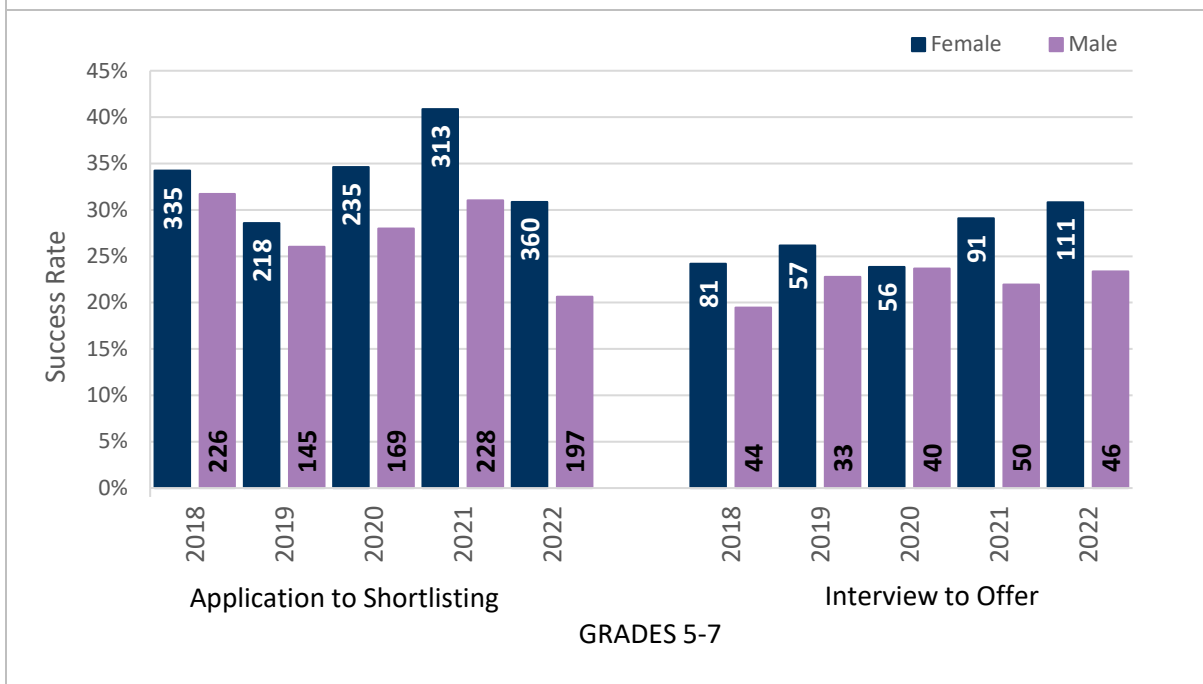


Figure MD7d Success rates through the application process (Grades 5-7)

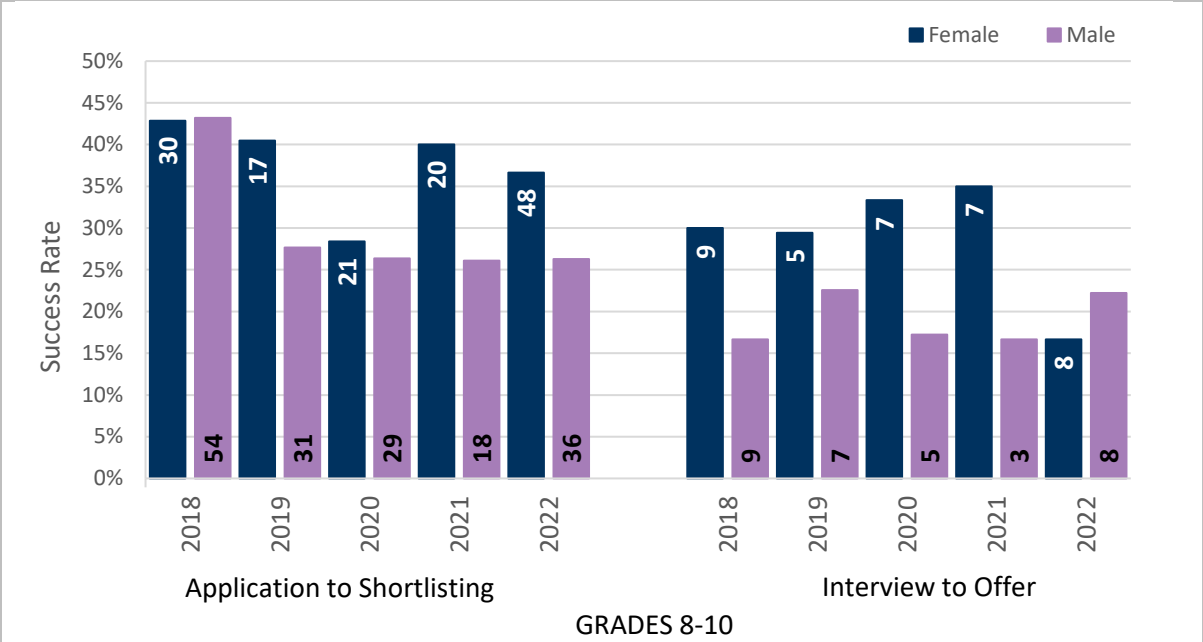


Figure MD7e Success rates through the application process (Grades 8-10)

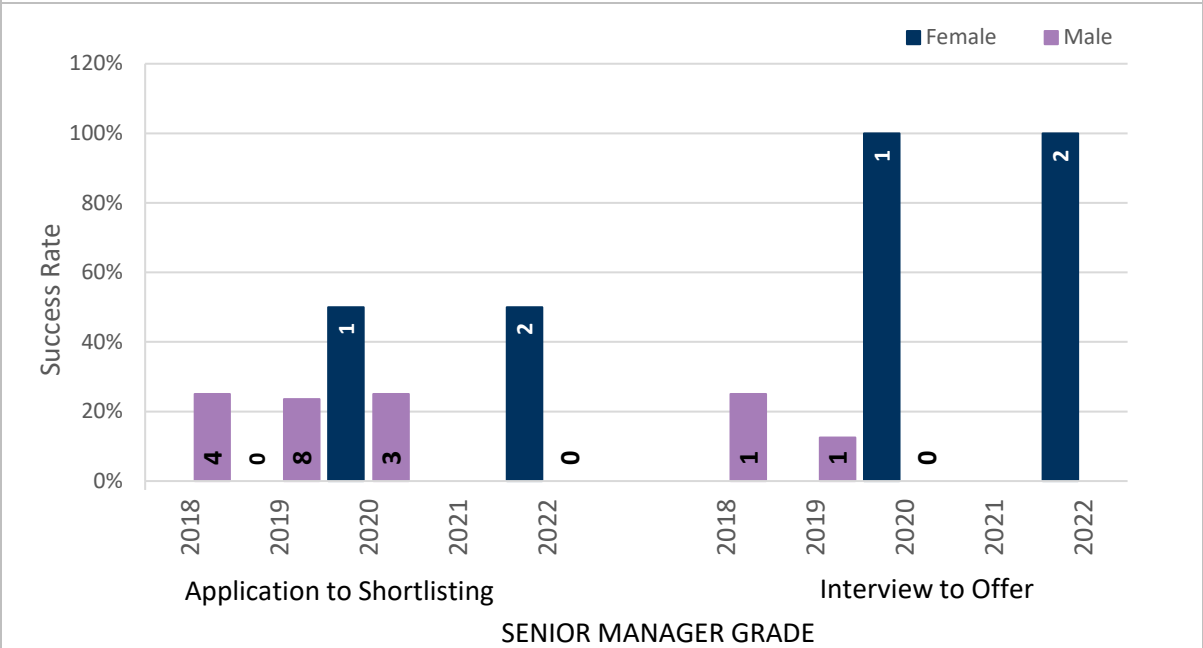


Figure MD7f Success rates through the application process (Senior Manager Grade)

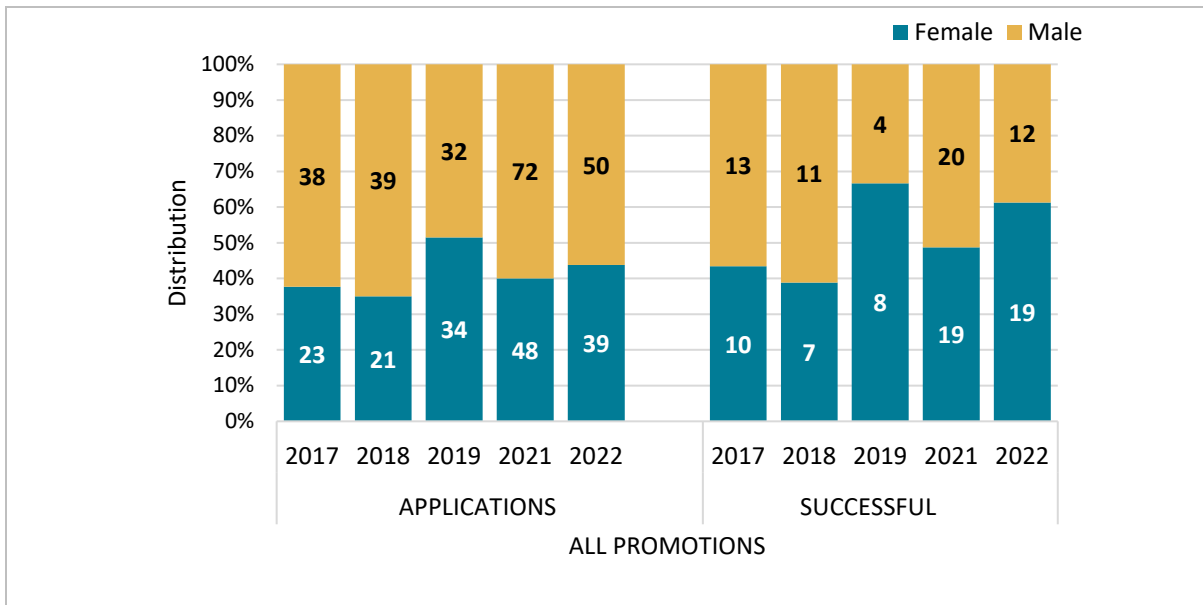


Figure MD8a Distribution of applications made and successful outcomes for all academic promotions (2017–2022)

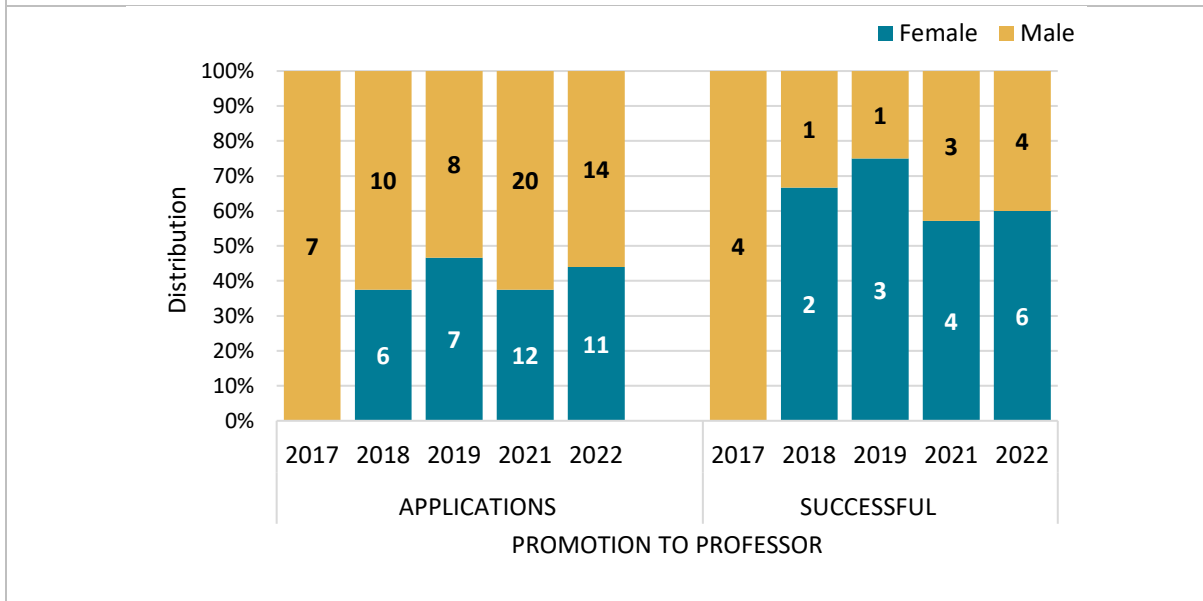


Figure MD8b Distribution of applications made and successful outcomes for promotion to Professor (2017–2022)

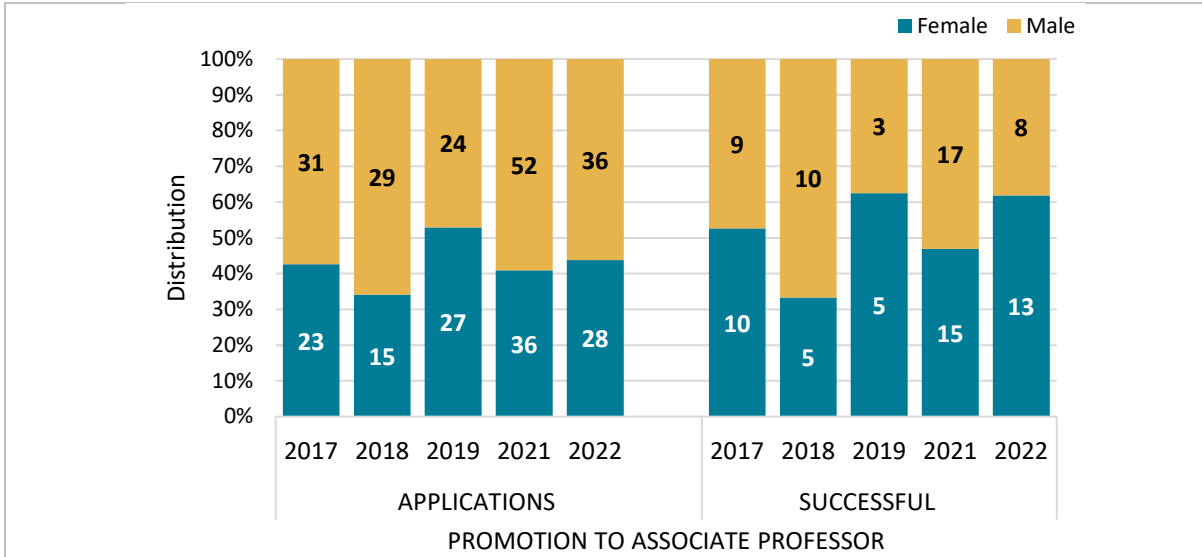


Figure MD8c Distribution of applications made and successful outcomes for promotion to Associate Professor (2017–2022)

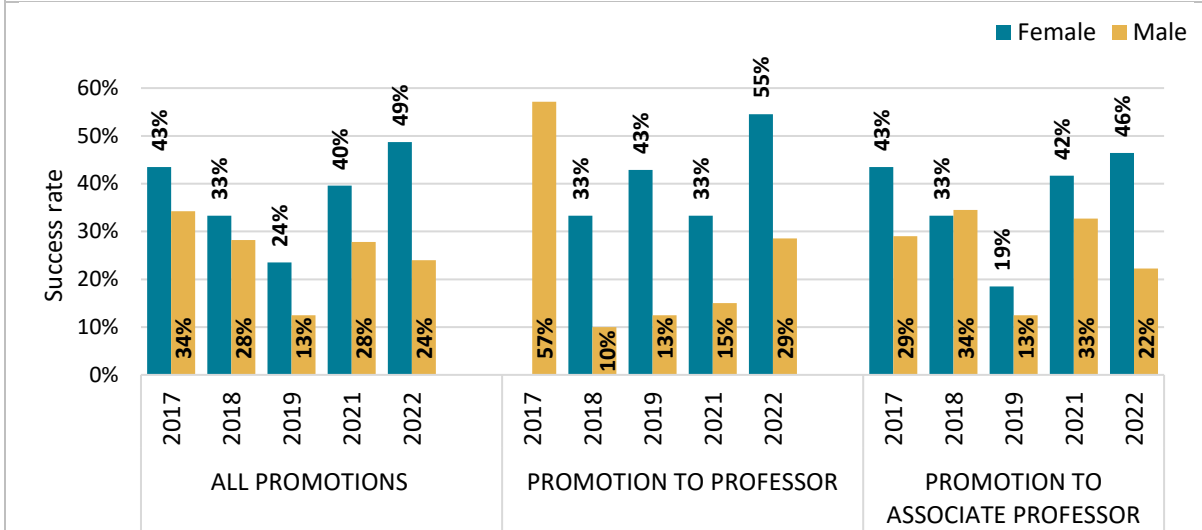


Figure MD8d Success rates for academic promotions by gender (2017–2022)

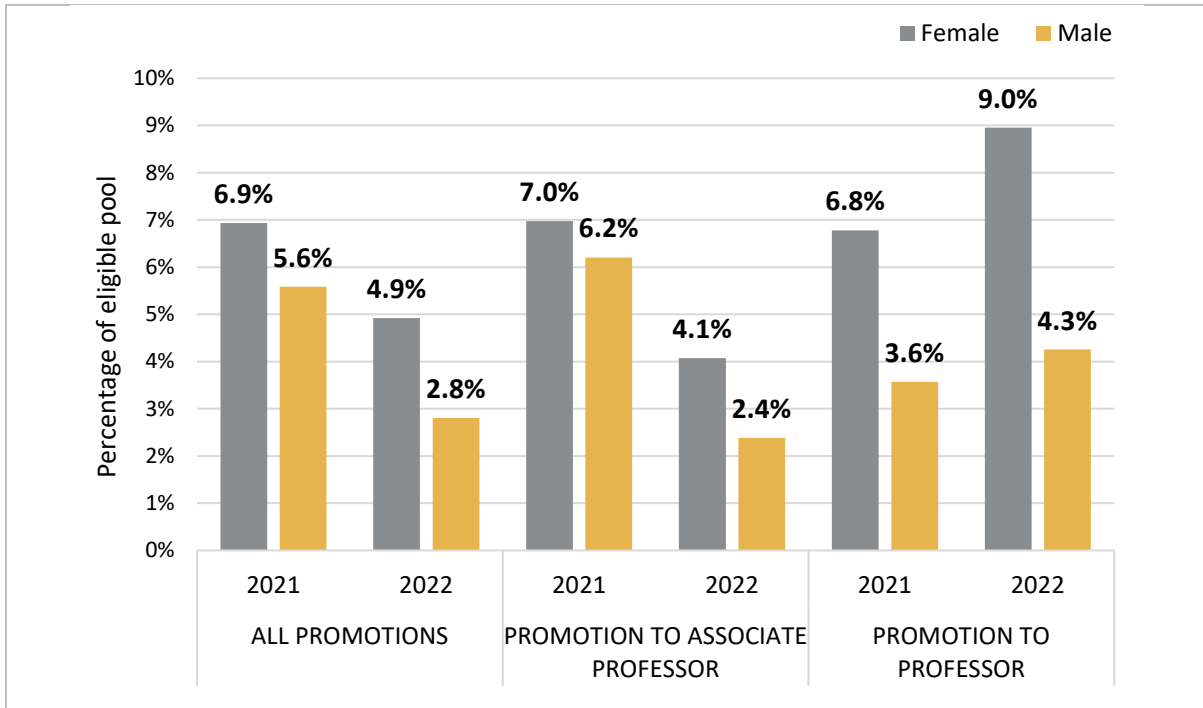


Figure MD8e Successful promotions as a proportion of all eligible staff

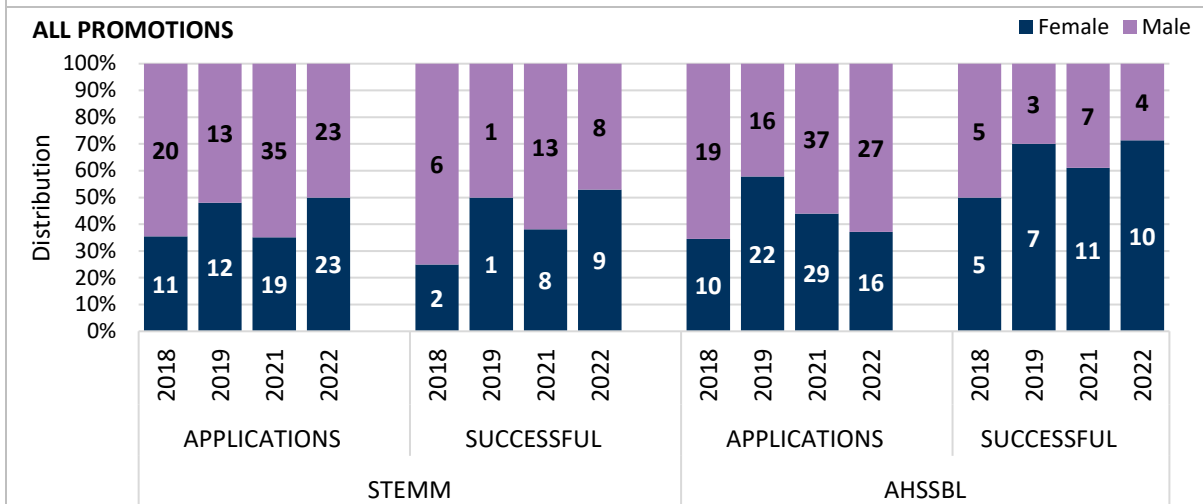


Figure MD8f Distribution of applications made and successful outcomes for all academic promotions across STEMM and AHSSBL disciplines (2017-2022)

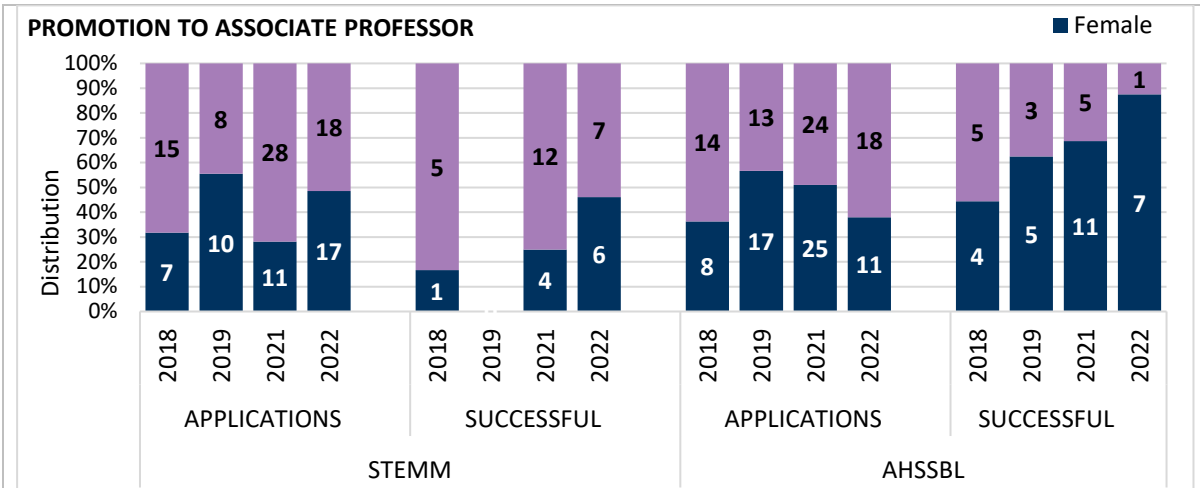


Figure MD8g Distribution of applications made and successful outcomes for promotion to Associate Professor across STEM and AHSSBL disciplines (2017–2022)

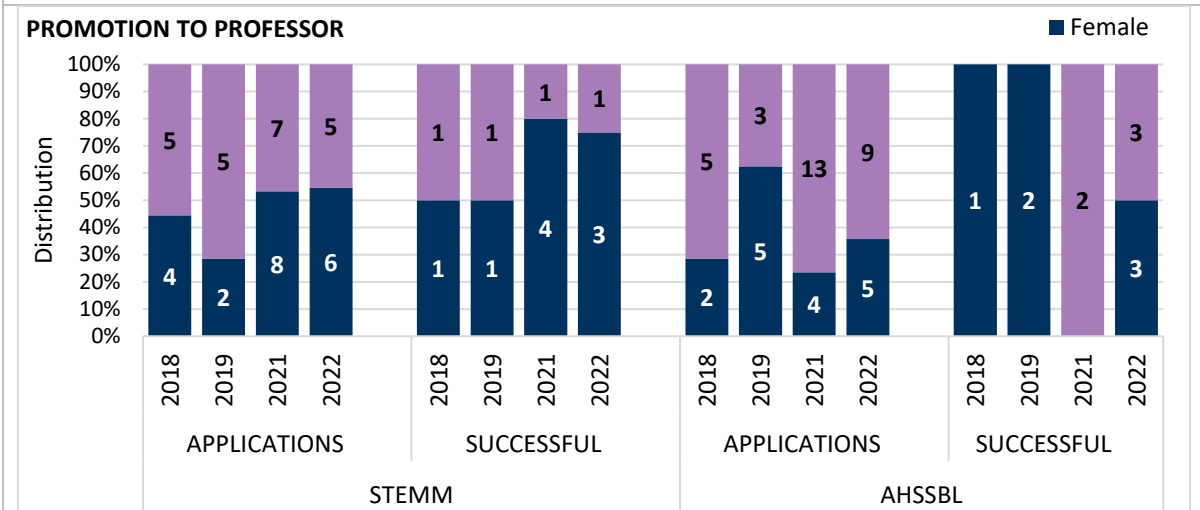


Figure MD8h Distribution of applications made and successful outcomes for promotion to Professor across STEM and AHSSBL disciplines (2017–2022)

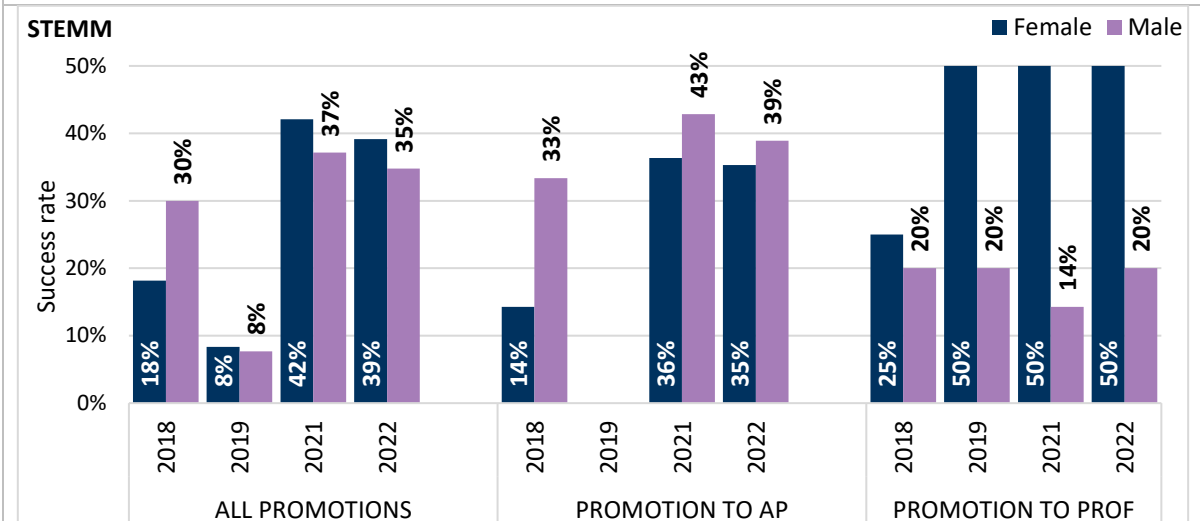
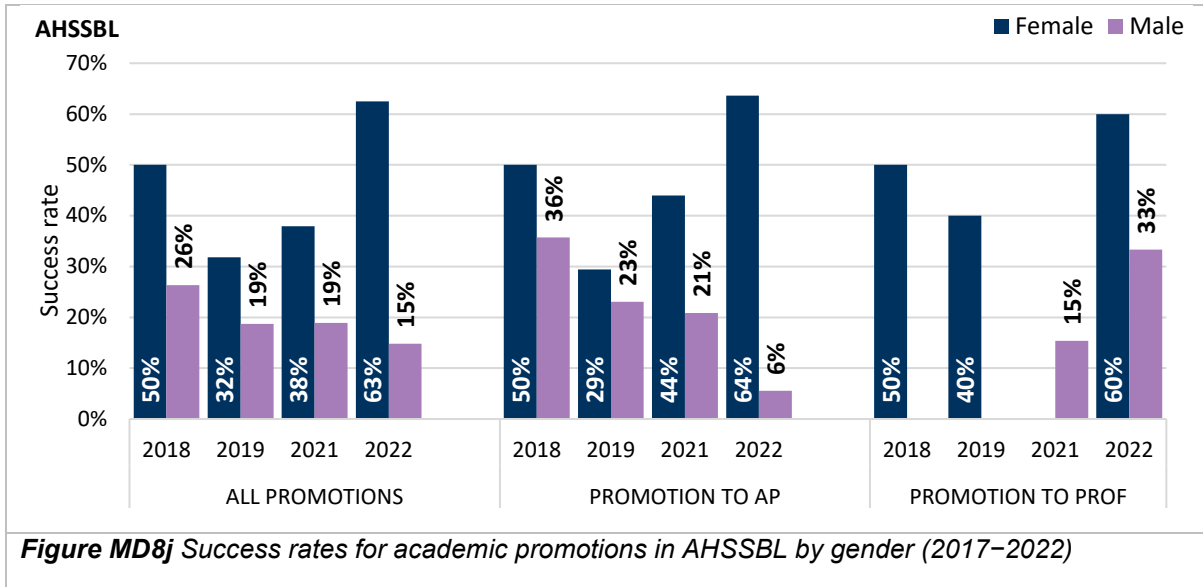


Figure MD8i Success rates for academic promotions in STEM by gender (2017–2022)



A2.2 Additional data

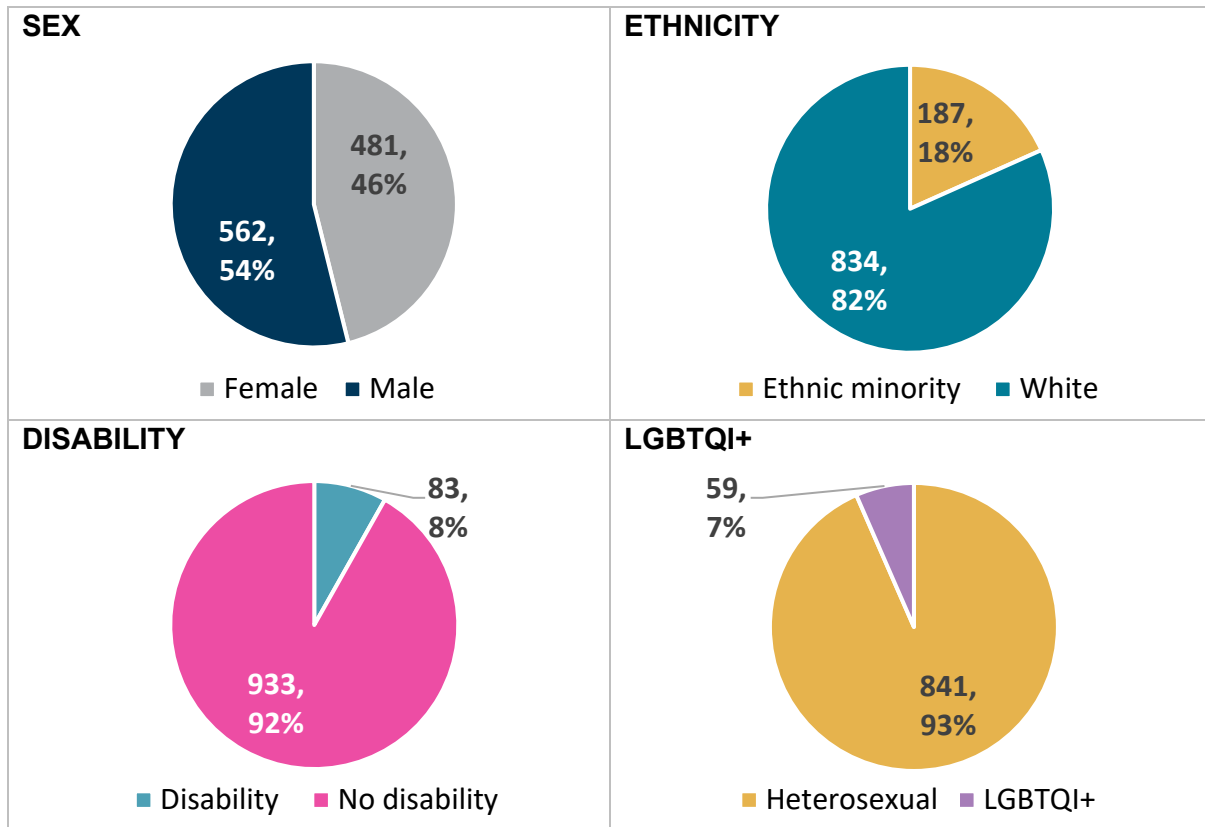


Figure AD1 Diversity of the academic community 2021/22 (disclosed)

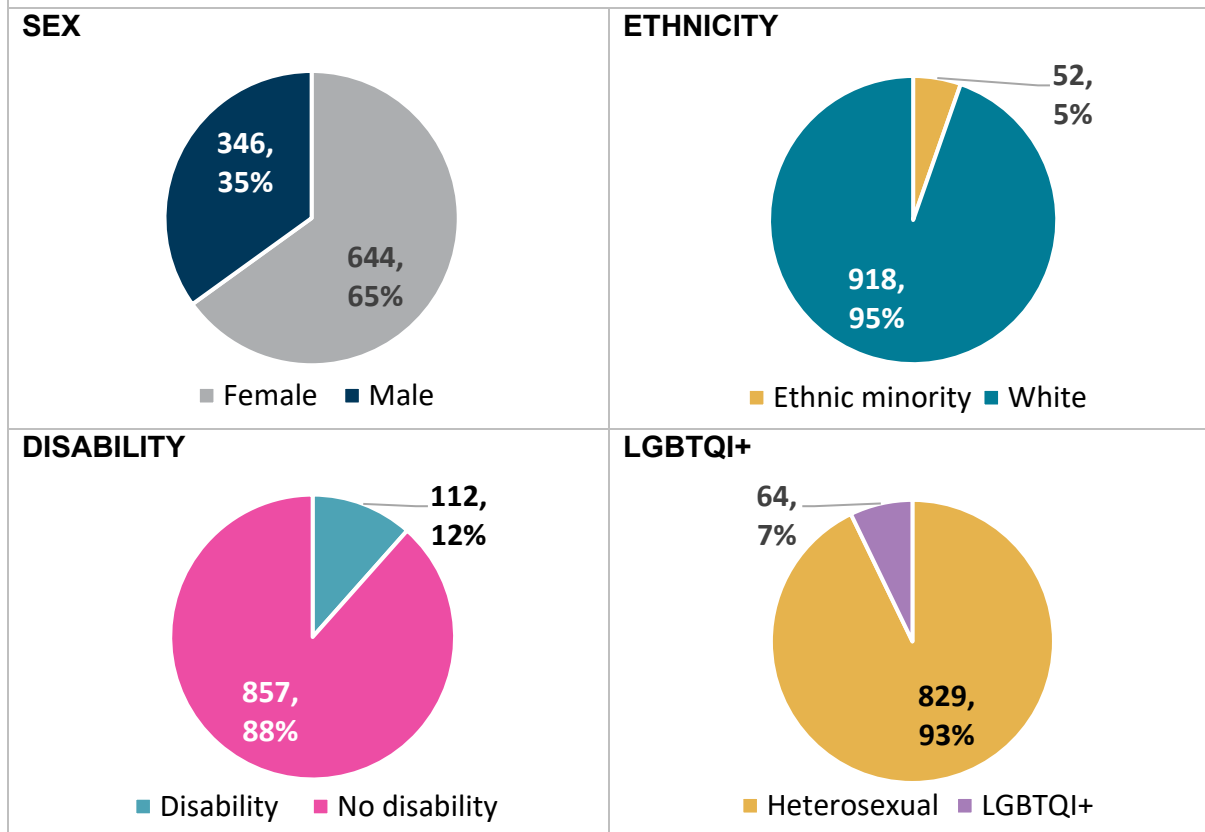


Figure AD2 Diversity of the professional services community 2021/22 (disclosed)

Table AD2a Student community by gender and ethnicity (January 2024)

	Women	Men	Trans, non-binary & gender diverse	Total	Proportion of Total
UNIVERSITY	10863 (58%)	7692 (41%)	49	18614	
Ethnic minority	2999 (54%)	2523 (46%)	8	5531	30%
White	7702 (60%)	5010 (39%)	38	12754	
Not disclosed	160	157	3	325	2%
CoASSH					
CoASSH	5882 (56%)	4494 (43%)	20	10400	
Ethnic minority	2022 (55%)	1654 (45%)	4	3680	35%
White	3762 (58%)	2734 (42%)	15	6512	
Not disclosed	98	106	1	205	2%
CHS					
CHS	4981 (61%)	3198 (39%)	29	8214	
Ethnic minority	977 (53%)	869 (47%)	4	1850	23%
White	3942 (63%)	2293 (37%)	23	6261	
Not disclosed	62	46	2	110	1%

Appendix 4: Glossary

AC	Academic
AD	Administrators
CAP	Carers and Parents Club
CARER	Staff with caring responsibilities
CCS	Commercial & Campus Services
CHS	College of Health and Science
CoA	College of Arts
CoASSH	College of Arts, Social Science and Humanities
COMMS	Communications
CoS	College of Science
CoSS	College of Social Sciences
DDIS	Staff with a disclosed disability
DT	Digital Technologies
EDIC	Equality, Diversity & Inclusion Committee
EDU	School of Education
EGI	Eleanor Glanville Institute
EIA	Equality Impact Assessment
EM	Ethnic minority
ENG	School of Engineering
EST	Estates
EXT	External
FIN	Finance
FY	Foundation Year
GO	Global Office
GOV	Governance
H&S	Health & Safety
HET	Heterosexual/straight identifying staff.
IO	International Office
IRH	Institute of Rural Health
LALT	Lincoln Academy of Learning & Teaching
LGBTQIA+	Lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual
LIB	Library
LIAT	Lincoln Institute for Agri-food Technology
LIBS	Lincoln International Business School
LSABE	Lincoln School of Architecture and the Built Environment
LSCA	Lincoln School of Creative Arts
LSD	Lincoln School of Design
LSFMJ	Lincoln School of Film, Media and Journalism
LSHH	Lincoln School of Humanities and Heritage
LSL	Lincoln School of Law
LSM	Lincoln School of Medicine
M	Man/Men
MA	Manual0
ME	Minoritised ethnic identity
MENA	Middle East and North Africa
MFC	Multi-faith Chaplaincy
NB/DGI	Non-binary/different gender identity
NCARE	Staff with no caring responsibilities
NCFM	National Centre of Food Manufacturing
NDIS	No disclosed disability
PGR	Postgraduate Research
PGT	Postgraduate Taught
PHARM	School of Pharmacy
PIMS	Pipeline Inclusive Mentoring Scheme
POC	People of Colour
PPC	People, Performance & Culture (HR)

PSS	Professional Services and Support
PSYCH	School of Psychology
QSP	Quality, Standards & Partnerships
R&E	Research & Enterprise
SCS	School of Computer Science
SEDICS	Staff EDI Culture Survey
SES	School of Sport and Exercise Science
SHSC	School of Health and Social Care
SLES	School of Life and Environmental Sciences
SLT	Senior Leadership Team
SMG	Senior Management Group
SMP	School of Mathematics and Physics
SoC	SoC School of Chemistry
SP	Strategy & Planning
SPS	SPS School of Social and Political Sciences
SRSA	Student Recruitment, Support & Admin
TECH	Technicians
T&R	Teaching & Research
TSPP	Teaching, Scholarship & Professional Practice
UG	Undergraduate
VCO	Vice Chancellor's Office
W	Woman/Women
WH	White