



RACE EQUALITY CHARTER APPLICATION

Name of institution	University of Lincoln
Date of application	February 2021
Award Level	BRONZE
Contact for application	Professor Belinda Colston
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WORD COUNT

INSTITUTION BRONZE APPLICATION	WORD COUNT
	14,773
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* Includes additional 500 words for BLM/Covid

LIST OF ACRONYMS USED IN THE APPLICATION

ADA	Achievement Development Appraisal	LIAT	Lincoln Institute for Agri-food Technology
AP	Associate Professor	LIBS	Lincoln International Business School
APP	Access & Participation Plan	MFC	Multi-faith Chaplaincy
AS	Athena SWAN	OD	Organisational Development
BAME*	Black, Asian and Minority Ethnic groups	PDR	Performance & Development Review
CDM	Communications, Development & Marketing	PDRA	Post-doctoral research associate
CoA	College of Arts	PEARL	Public Engagement for All with Research at Lincoln
CoS	College of Science	PO	Priority Objectives
CoSS	College of Social Science	POC	People of Colour
(L)CG	(Lincoln) Comparator Group	PSO	People, Services & Operations
DVC	Deputy Vice Chancellor	PSS	Professional Services & Support
EGC	Eleanor Glanville Centre	PVC	Pro Vice Chancellor
ER	External Relations	REC	Race Equality Charter
FI	Finance & Infrastructure	RECAP	Race Equality Charter Action Plan
FTC	Full-time Contracts	RECSAT	Race Equality Charter Self-Assessment Team
GCI	Glass Ceiling Index	REP(T)	Race Equality Project (Team)
HR	Human Resources	RI	Research & Innovation
IoD	Indices of Deprivation	SAM	Senior Academic Manager
IRP	Individual Research Plans	SDE	Student Development & Engagement
JEDI	Joint EDI Partnership	SL	Senior Lecturer
KC	Key Challenge	SLT	Senior Leadership Team
KPI	Key Performance Indicator	SMG	Senior Management Group
LALT	Lincoln Academy for Learning & Teaching	SU	Students' Union
LEAP	Lincoln Equality of Attainment Project	UB	Unconscious bias
LHERI	Lincoln Higher Education Research Institute	UoL	University of Lincoln
LIAS	Lincoln Institute for Advanced Studies	VCO	Vice Chancellor's Office

* Whilst the acronym BAME is used throughout the application to present statistical data that can be benchmarked directly against published sources, it is noted that it is not a widely accepted term. **As an institution we accept and recognise the individuality regarding race and ethnicity of both staff and students.**

1 LETTER OF ENDORSEMENT FROM VICE-CHANCELLOR

14 April 2021



UNIVERSITY OF
LINCOLN

Letter of Support: Race Equality Charter

It gives me great pleasure, as Vice Chancellor, to endorse Lincoln's REC application. Although this is by no means the beginning of our work to tackle race-based inequalities across the institution, we have welcomed wholeheartedly the opportunity provided through the Charter to reflect on our current position and advocate the transformation that is needed. I am committed to the Principles set out in the Charter, and to embedding equality, diversity and inclusion in everything we do. Creating excellent working conditions and promoting equality of opportunity are at the heart of our strategic plan – to recruit and retain the very best staff and to become recognised as a university of quality and distinction.

Over the last few years, our academic community has been growing in diversity year on year, with representation of staff from ethnic minority groups higher than the sector average. Fifty percent of all applicants to academic posts are from ethnic minorities, which is encouraging, but we recognise that more work needs to be done in converting those applications into offers. This is particularly true for international applicants who are disadvantaged by our recruitment processes. We will provide better support for those impacted. Attracting more UK applicants from ethnic minority groups, and particularly those identifying as Black, remains a challenge for us, but it is reassuring to see that these applicants are by no means disadvantaged by our recruitment processes. We must ensure that we are recognised as an attractive employer to the Black, Asian and ethnic minority communities, and that the local communities are welcoming and open to greater diversity. We have long recognised the importance of our local communities and will continue to work with them in our capacity as a Civic University.

Addressing the lack of diversity within our professional services staff is a priority, and very challenging given the lack of diversity in our local workforce. Our commitment is to equal the diversity of the sector average in 15 years, increasing the ethnic minority representation at all grades. This is an ambitious aspiration and we will need to be more creative with our recruitment practices if we are to succeed, seeking ways to extend our recruitment pool into the more diverse communities of the wider Midlands area.


We are conscious that we need to continue to deepen our understanding of the ways in which race-based inequalities play out in the everyday experiences of our students and staff, and how these experiences impact on sense of belonging, and confidence that institutional practices are fair and just. We are determined to foster a supportive and inclusive environment in which all of our students and staff are enabled to thrive. We have set stretching targets through our Access and Participation Plan to increase diversity in our undergraduate entrants and eliminate the attainment gap by 2025 – we are already ahead of these targets. We will set KPIs to drive diversity at all grades among our staff, but particularly to increase the diversity at senior levels.

We are wholly committed to achieving our equality and diversity goals by adopting a holistic approach to inclusion. Our newly formed central department for diversity and inclusion (the Eleanor Glanville Centre), working in partnership with the HR EDI team, and under the guidance of the University Inclusion Committee, is resourced to support the delivery of the action plan, and we have taken steps to ensure that actions are mainstreamed into core committee structures.

In order to ensure progress continues, we will increase our efforts across the University. This requires not only strategic leadership from me, but from all senior staff working together to embed race equality across the University.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'M Stuart', with a horizontal line underneath.

Professor Mary Stuart CBE, Vice Chancellor

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DIVISIONAL LETTERS OF SUPPORT

9 April 2021



Letter of Support: Race Equality Charter

As Leaders of the University Professional Services Directorates we give our full support for the University's participation in the REC. The analysis of staff ethnicity data has provided an opportunity for us to undertake a systematic assessment of our Directorates and to identify areas for action.

Our Professional Service and Support staff serve increasingly diverse student and academic communities. Currently, however, only 3% of these staff identify as either Black, Asian or from other ethnic minority groups – reflective of the low ethnic diversity within the local labour force (3.1% Lincoln, 1.6% Lincolnshire). Our ambition to increase our ethnic diversity in the longer term, to mirror the national benchmark (11.5%), is challenging for us and we will need to be creative in our recruitment strategies, finding ways to tap into a wider, more diverse, recruitment pool. Opening recruitment channels along the Midlands corridor, for example, where communities are far more diverse than Lincoln, forms part of our Action Plan.

With respect to staff recruitment into professional service roles, it is pleasing to see that our processes are not disadvantaging applicants from Black, Asian and ethnic minority groups, and indeed encouraging to see that they are equally as successful as white applicants. These successes, however, are observed for UK applicants only, and more work is needed to support applicants from outside the UK.

The low proportion of BAME staff in senior Professional Services roles is a concern and improving representation at senior grades will be a key priority over the next three years.

We have discussed this matter at length at SLT level and welcome the practical steps detailed in the REC Action Plan to improve this situation.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'J Free'.

Julian Free CBE
DVC People, Services & Operations

A handwritten signature in blue ink, appearing to read 'A Hunter'.

Professor Andrew Hunter
DVC Research & Innovation

A handwritten signature in blue ink, appearing to read 'L Mossop'.

Professor Liz Mossop
DVC Student Development & Engagement

A handwritten signature in blue ink, appearing to read 'S Parkes'.

Simon Parkes
DVC Finance & Infrastructure

Vice Chancellors Office

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7 April 2021

Letter of Support: Race Equality Charter

We write this letter jointly because this reflects our ethos at Lincoln which is always based on staff and students working in partnership: we are stronger together. This has been particularly true of our work on the Race Equality Charter. The Students Union has been a prominent part of the REC teams which is a core part of their work on issues of equality for students. This has picked up pace since the Black Lives Matter protests and listening to our students of colour and their perspectives has been a key element. Listening, however, is not enough. Action is required, and the REC has provided an excellent framework to crystallise voices and prioritise activities. We believe working together on these challenges ensures we reach a broader range of students, and through our 'One Community' values we are actively demonstrating our shared beliefs.

We have been working together on a number of projects to date. Recognising the challenge of our awarding gaps for BAME students and others, the Lincoln Equality of Attainment Project has wide engagement from across all areas of the University, including students, who also feed in via the Access and Participation Plan Oversight Group. Outcomes to date include toolkits for lecturers and upskilling of staff and students to adapt curricula and assessments. The Student Union BAME focus groups have also fed back into these activities. The LEAP project overlaps with activity led by the Decolonising the Curriculum working group and this is another example of staff and students working together. A decolonisation action plan around curricular and pedagogical actions will shortly be approved.

We are both delighted to offer our full support to the University's submission of the REC and will engage fully with the action plan. We will hold each other accountable for the activities to ensure implementation.

A handwritten signature in black ink, appearing to read 'Bailey Marchant'.

Bailey Marchant

Vice President Campaigns and Environment, Lincoln SU

A handwritten signature in black ink, appearing to read 'Liz Mossop'.

Professor Liz Mossop

Deputy Vice Chancellor Student Development and Engagement

14 April 2021



Letter of Support: Race Equality Charter

As PVC / Head of College of Arts, and the SLT champion for race equality, I recognise the value and importance of the Race Equality Charter self-assessment and lend my full support to the exercise. Understanding our baseline position with respect to ethnic diversity and race equality is a vital first step in making progress against its objectives.

The College has a very low percentage of BAME staff and students and a culture that reflects our predominantly white community. Our challenge is to not only increase our BAME representation across staff and student bodies, but also to build a culture that is more supportive of ethnic diversity. We aim to create an environment in which race is openly acknowledged and discussed; where initiatives to promote race equality are incentivised, publicised and rewarded; and where partnerships with the black arts sector are prioritised. This work is already underway, driven primarily by the College and School EDI committees, and the leadership of CLT.

The College EDI Committee will continue to work to ensure that the institutional REC action plan is implemented and that efforts to promote race equality are embedded in every aspect of CoA business.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Abigail Woods', written in a cursive style.

Professor Abigail Woods, PVC / Head of College of Arts

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12 April 2021



Letter of Support: Race Equality Charter

The College of Science has successfully taken forward the University's work on gender equality through Athena SWAN. As our knowledge has grown, the interest in intersectionality and race equality has also grown, along with a desire to improve the working lives of our staff and students wherever possible. The College of Science fully supports the University's work in preparing the REC submission and is committed to developing local responses.

The growth in the BAME academic population across the College of Science over recent years is highly encouraging. However, we recognise a significant issue in progression and appointment of BAME colleagues at senior levels. At our College Leadership Team, we will encourage conversations about race and the particular support that BAME colleagues might need through their academic journey. We must also consider the experiences of our BAME students. Work will continue to increase their representation within the College, and to reduce the attainment gaps they experience in their outcomes. STEM disciplines face the dual challenge of under-representation of women and BAME colleagues at senior levels and we need to pay particular attention to issues of intersectionality and the experiences of BAME women (staff and students) in our College.

The College Inclusion Committee has ensured representation from the BAME community and is committed to delivering the University action plan to address the priority objectives.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Libby John', is written over a faint, illegible printed name.

Professor Libby John, PVC / Head of College of Science

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14th April 2021

Letter of Support: Race Equality Charter

The College of Social Science strongly endorses the principles that underpin the Race Equality Charter. We have embraced the opportunity to engage in critical self-assessment of the College-specific data that have been generated through this work.

There is a mixed picture regarding diversity within the College of Social Science. Whilst UK BAME staff are better represented at Professor level than their white colleagues, the overall representation of BAME staff throughout the College is something that requires serious attention. The importance of strengthening and supporting the pipeline from researcher through to academic staff on the permanent establishment, especially at management levels, must be a primary objective. Within our student body, we will continue to increase the BAME representation, and are committed to removing the observed attainment gaps by 2025.

The College Inclusion Committee will work alongside the College Management Team to ensure that both the institution Athena SWAN and REC action plans are implemented, and monitored effectively, ensuring Schools implement School-level actions timely and comprehensively.

Yours faithfully

A handwritten signature in black ink, appearing to read 'D French', with a horizontal line underneath.

Professor Duncan French
Pro Vice Chancellor/Head of College

College of Social Science

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6 April 2021



Letter of Support: Race Equality Charter

The Lincoln International Business School welcomes the opportunity to be involved in the university-wide approach of the self-assessment and action plan implementation relating to the Race Equality Charter. This has provided us with the opportunity to examine our own profile of staff and students and ascertain areas for improvement.

It is gratifying to note – and is a source of pride to me as Head of College – that our BAME representation among staff is above the national benchmarks on all criteria. Recent academic recruitment campaigns have continued to demonstrate that LIBS is considered a destination of choice for staff with a BAME background as we tend to attract a higher proportion of BAME candidates than non-BAME. Nevertheless, we recognise there are still barriers to promotion of BAME staff and have prioritised this for action over the next three years, and will ensure that all BAME staff who desire progression are provided with specific mentoring to assist them with their promotion ambitions. There is also work to be done in relation to the under-representation of BAME students on our programmes, particularly among our UK students, and significant attainment gaps with respect to student outcomes.

The institution action plan that we are embracing in the College will help us to share the good practice that underpins our successes and make significant progress in relation to the challenges we have identified.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'C Marsh', with a stylized flourish at the end.

Dr Craig Marsh, PVC / Director of Lincoln International Business School

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SECTION 1 WORD COUNT: 1950

2 THE SELF-ASSESSMENT PROCESS

2a Description of the self-assessment team

Lincoln signed up to the REC in August 2016. The initial RECSAT (**Table 2.1**), was built around key stakeholders to facilitate development and promotion of best-practice and implementation of policy change. The focus of RECSAT in 2017 was to engage with the self-assessment process (2017–19), positioning the University for an institutional bronze award submission, and to establish underpinning initiatives to facilitate long-term change across the institution.

Table 2.1 Race Equality Charter Self-Assessment Team (RECSAT) (2017–19)

NAME	ETHNICITY	GENDER	POSITION	ROLE
SIMON PARKES	White UK	M	Deputy Vice Chancellor	Chair
PROF MARY STUART	White	F	Vice Chancellor	SLT representation
PROF DUNCAN FRENCH	White UK	M	Head, Lincoln Law School	College of Social Science Representation
DR AMIRA ELNOKALY	White-Mediterranean Non-UK	F	Associate Professor/Programme Leader, Lincoln School of Architecture & Built Environment	College of Arts Representation
PROF WAQAR AHMED		M	Deputy Head of School of Mathematics & Physics	College of Science Representation
DR PAULA O'BRIEN	White UK	F	Senior Lecturer	Lincoln International Business School Representation
CAROLINE CONNELL	White UK	F	Deputy Head of Student Administration	Student Administrative policy and practice
JACQUELINE MAYER	White UK	F	Head of Student Services and Deputy Director of Student Affairs	Core service provisions to students and policy in services offered and delivered
AMAL ALI		F	Senior Lecturer, Lincoln Law School	Staff Voice (Academic) Interest in intersectionality and women's rights within the broader field of law, gender and religion.
SUKHY JOHAL	Indian, UK	M	Director of the Centre for Culture & Creativity	Staff Voice (Academic) Interest in the field
NGUYEN GRACE	BAME Non-UK	F	Project Assistant	Staff Voice (Professional Services)
CHAVAN KISSOON		M	Digital Education Developer	Staff Voice (Professional Services)
LESLEY THOMPSON	White UK	F	Assistant Director – User experience and learning, University Library	Student Experience
MARK STOW	White UK	M	Head of Careers and Employability	Student Careers
LAUREN ISHERWOOD	White UK	F	Student	Student Voice
JENNIFER BARNES		F	Head of Student Voice and Insight, Students' Union	Student Voice
ADAM KELBY	White UK	M	Senior Business Intelligence Officer	Student Data & Analysis
PAULINA BABUCHOWSKA	White Polish	F	Equalities Manager, HR	Race Equality Charter Project Co-ordinator

In 2020, the REC work became part of a wider **Race Equality Project**, emphasising that the charter mark was not the ultimate aim, but a stepping-stone within a much broader framework towards an 'Inclusive University'. To this end, ensuring coherence of equality work and providing an intersectional voice, the REC was led jointly by the Director of the Eleanor Glanville Centre (Colston) and the Head of EDI (Anim). This has been supported through the Joint EDI (JEDI) partnership, where professional services, academics and administration work together.

The focus of the Race Equality Project Team (2020–21) was to evaluate the results of the self-assessment, build an Action Plan to effect change, and prepare and submit the REC bronze award application. Key stakeholders were invited to join the Team to ensure full representation of key stakeholder groups (**Table 2.2**). This included all Heads of College and Heads of relevant central departments, and diversity across a range of variables was maintained (**Table 2.3**).

Table 2.2 Key stakeholder groups used to construct the Race Equality Project Team (2020–21)

KEY STAKEHOLDER CATEGORY	REPRESENTATION
Oversight and Lead for Application Preparation	1
HR Policy & Practice (Head of EDI)	1
SLT Representation (Including all College PVCs)	6
Students' Union	1
Chairs, College EDI Committees	3
Chairs/Co-Chairs, Staff Networks (POC; International)	5
Student Support	4
Academic Staff Culture & Experience	9
Professional Services Staff Culture & Experience	5
Student Voice	3
Chairs, REC Focus Groups	2
Race/Ethnicity-Related Research	8
Curriculum & Pedagogy	3
Lincoln Equality of Attainment Project (LEAP)	1
Student Recruitment, Access & Participation	1
Athena Swan Process Expertise	1
Communication & PR	1
Survey / Focus Group Analysis	1
Staff Data & Analysis	1
Student Data & Analysis	1

Table 2.3 Diversity in Race Equality Project Team (2020–date)

CATEGORY	REPRESENTATION
Gender	69% F / 31% M
BAME	58%
Non-UK	31%
ACADEMIC representation (PDRA to Professor)	48%
PROFESSIONAL SERVICES & SUPPORT representation (range of grades)	33%
SLT Representation	13%
STUDENT representation	6%
CONTRACT TYPE (open-ended or fixed-term)	88% Open / 12% Fixed
WORKING MODE (part-time or full-time)	12% P/T / 88% F/T

An all-staff email from the Chair of the Inclusion Committee (DVC), outlining the University’s race equality work, extended an invitation to all members of staff who wanted to be involved (4 members of staff requested to join the Team through this route). The Race Equality Project Team (2020–21) is summarised in **Table 2.4**.

Our workload model includes an allocation for equality-related work (established through our **Gender Equality Project**). Our current recommendation is 90 hours for those leading an application submission, and 30 hours for those involved in EDI committees. This is currently being reviewed [**ACTION 2.1**]. We will also review our generic job descriptions to ensure EDI is embedded within role responsibilities [**ACTION 2.2**].

SUPPORT

The University has invested significantly in EDI over the last 8 years, providing resource and support for equality charter work. The **Eleanor Glanville Centre** was established in 2017 (central department for diversity and inclusion) and is led by a senior academic (0.5FTE). An Equalities Project Manager (1FTE) and Equalities Project Officer (1FTE) are engaged full-time in the EGC. The EGC works in partnership with the EDI team in HR, which provides additional resource for race and gender equality charters: Head of EDI (0.25FTE), Equalities Manager (0.25FTE), Race Equality Officer (1FTE) and an EDI Research Officer (0.5FTE). The University also provides an annual budget to support equality work, including funding initiatives and resourcing staff networks (e.g. POC group, International Staff Network etc.).

SUMMARY OF PROPOSED ACTIONS
OBJECTIVE: Ensure equality-related work is recognised and transparent across the institution
ACTION 2.1: Review the workload model to ensure consistent and transparent allocation of time for equality-related work across Colleges and Schools
ACTION 2.2: Review generic job descriptions (academic and PSS) to make explicit a responsibility towards EDI

Table 2.4 The Race Equality Project Team (2020–date)

Name	Ethnicity	Gender	Nationality	Contract	Mode	Position	Role in REC	Motivation / interest in being involved in REC
STAFF-FOCUSED TEAM								
PROF BELINDA COLSTON	White	F	UK	OPEN	P/T	Director, Eleanor Glanville Centre Institution lead for Athena SWAN	Co-Chair Oversight & lead for application preparation	Keen to use my research to inform policy and practice at UoL. Current research is around development of strategies to mitigate inequalities and discrimination and methodologies to measure their impact.
BEN ANIM	Black African	M	UK	OPEN	F/T	Head of EDI (HR)	Co-Chair EDI Policy & Practice	As a Black British Male of African descent, I'm interested in developing initiatives to address racism and discrimination. As Head of EDI my role is to create inclusive working environments for all.
SUKHY JOHAL	Indian	M	UK	OPEN	F/T	Director, Centre for Culture & Creativity	Academic Staff Culture & Experience	I have background in third sector, social and civic organisations, many have social inclusion and diversity at their heart. I have expertise in organisational change and visioning.
PROF SUNDARI ANITHA	Asian - Indian	F	UK	OPEN	F/T	Professor of Gender, Violence & Work (School of Social & Political Sciences)	Race/Ethnicity-related Research Academic Staff Culture & Experience	Research and practitioner experience (with charities, campaigning) on issues related to race, discrimination, equalities and intersectionality
DR AMIRA ELNOKALY	White-Mediterranean	F	Egypt/UK	OPEN	F/T	Associate Professor (School of Architecture & the Built Environment)	Academic Staff Culture & Experience	I research issues related to holistic sustainable development and social inclusion. My role at UoL over the last 12 years has involved EDI and its true implementation at our University.
DR ADEGBOLA OJO	Black	M	UK	OPEN	F/T	Senior Lecturer (School of Geography)	Academic Staff Culture & Experience	I am currently part of the Decolonisation of the Curriculum Oversight Group. Involvement in REC will feed into my work with the group.
DR AGNIESZKA RYDZIK	White – European	F	Polish	OPEN	F/T	Senior Lecturer (LIBS)	Race/Ethnicity-related Research	I research issues related to gender, work and migration, in particular workplace

Name	Ethnicity	Gender	Nationality	Contract	Mode	Position	Role in REC	Motivation / interest in being involved in REC
							Academic Staff Culture & Experience	discrimination, social inequalities, and racialisation of migrant workers. I'm committed to creating more just and inclusive working environments.
DR SUREYYA SONMEZ EFE	White	F	UK/Turkey	FIXED	P/T	Lecturer in International Relations (School of Social and Political Sciences)	Race/Ethnicity-related Research Academic Staff Culture & Experience	I wish the institution ensures safeguarding a fair and just approach to recruitment and retainment of the community at the University and prioritise well-being of all.
DR BUKOLA ONARINDE	Black	F	UK	OPEN	F/T	Associate Professor (National Centre for Food Manufacturing)	Academic Staff Culture & Experience	I wish to support the effort of our institution towards eliminating the barriers that prevent racial equality.
DR DIEU HACK-POLAY	Black	M	UK	OPEN	P/T	Associate Professor (LIBS)	Academic Staff Culture & Experience	I was motivated by the desire to contribute ideas to improve equality in the University, particularly as affecting Black academics.
NICOLA CHANAMUTO		F				Associate Lecturer (School of Social and Political Sciences)	Race/Ethnicity-related Research Academic Staff Culture & Experience	My doctoral research is on migrants' experiences of work
DR KIRSTEN MCKENZIE	NZ Pakeha	F	New Zealand	OPEN	F/T	Senior Lecturer & EDI lead (School of Psychology)	Chair, International Staff Network Co-Chair REC Focus Groups	I have worked at universities in the UK, Malaysia and NZ, and been involved in EDI work across several countries. I am committed to ensuring equality of opportunity for all.
DR UDENI SALMON	Asian (Sri Lankan)	F	UK	FIXED	F/T	PDRA (Eleanor Glanville Centre)	Race/Ethnicity-related Research	I was a member of the REC Committee in my previous role at the University of Keele and would like to share my knowledge of the REC process.

Name	Ethnicity	Gender	Nationality	Contract	Mode	Position	Role in REC	Motivation / interest in being involved in REC
							Co-Chair, People of Colour Staff Network Co-Chair REC Focus Groups	
DR NIKOLAS DICKERSON	Black American	M	American	OPEN	F/T	Senior Lecturer (School of Sport & Exercise Science)	Co-Chair, People of Colour Staff Network	My research examines representations of race, gender, and nation with sport and popular culture. Thus, my research, personal experience, and overall goals are to address issues of inequity of race and its intersections.
MARIA GURKOVA	White	F	Bulgarian	FIXED	P/T	Finance Project Officer (Finance)	Professional Services Staff Culture & Experience	I have lived in different countries and have friends and colleagues of many backgrounds, so I am very motivated to be surrounded by diverse individuals.
JOCELYN ACQUAYE	Black	F	UK	OPEN	F/T	Governance Officer (Secretariat, Registry)	Professional Services Staff Culture & Experience	To support the development of a robust and tangible culture of race equality across the University that would facilitate staff engagement and cohesion.
REBECCA SANDERSON	White	F	UK	OPEN	P/T	EDI Research Assistant (LHERI & HR)	Survey Analysis	I want to support efforts to create a more welcoming environment in which everyone can thrive and use my experience to identify 'what works' in relation to race equality interventions.
DR NICOLE FIELDING	White	F	UK	OPEN	F/T	Equalities Project Manager (Eleanor Glanville Centre)	Athena SWAN process expertise	I am committed to working towards creating inclusive working and learning environments where all staff and students can thrive. I believe the REC is an important part of this process.
LEWIS PERKINS	Male	M	UK	OPEN	F/T	HR Information Analyst	Staff Data & Analysis Survey Analysis	To support and contribute towards creating equality of opportunity and experience for all aspects of the University workforce in any way I can.

University of Lincoln Race Equality Charter BRONZE Award Application (February 2021)

Name	Ethnicity	Gender	Nationality	Contract	Mode	Position	Role in REC	Motivation / interest in being involved in REC
PROF GRAHAM LAW	White	M	UK	OPEN	F/T	Professor in Medical Statistics (College of Social Science)	Chair CoSS EDI Committee	My care values, speaking the truth, kindness and thinking carefully fit clearly into the motivation for inclusion and equality which leads to diversity.
PROF MINI C SAAJ	Asian - Indian	F	UK	OPEN	F/T	Global Chair in Robotic Engineering (School of Engineering)	Chair CoS EDI Committee	I'm committed to supporting all initiatives to ensure equality and promote inclusivity independent of our race, ethnicity, religion, gender, age, language, culture, disability and sexuality.
IAN RICHARDS	White	M	UK	OPEN	F/T	Assistant Director of Communications, Development & Marketing	Communication & PR	Ensuring our website, social media and marketing material is fully inclusive, and that we attract a diverse staff body.
SIMON PARKES	White	M	UK	OPEN	F/T	DVC (Finance & Infrastructure) / Chair, Inclusion Committee	SLT Representation	I have long believed that organisations will not reach their full potential if they ignore the talent that is available to them. Everyone, regardless of their background, ethnicity, gender etc must be able to thrive and feel at home.
PROF LIBBY JOHN	White	F	UK	OPEN	F/T	PVC, Head of College of Science	SLT Representation	I wish to ensure the College of Science is a supportive and inclusive environment for all colleagues and students.
PROF DUNCAN FRENCH	White	M	UK	OPEN	F/T	PVC, Head of College of Social Science	SLT Representation	Determination to push forward a positive change agenda, leading from the front, within CoSS, across the EDI agenda, with a particular focus on race equality and related issues of intersectionality.
PROF ABIGAIL WOODS	White	F	UK	OPEN	F/T	PVC, Head of College of Arts	SLT Representation /	Bringing prior learning from a more ethnically diverse institution (KCL); Current role in leading and supporting EDI initiatives across the CoA, and

Name	Ethnicity	Gender	Nationality	Contract	Mode	Position	Role in REC	Motivation / interest in being involved in REC
							SLT Race Equality Champion	as leader of the 'Decolonising the Curriculum' group.
DR CRAIG MARSH	White	M	UK	OPEN	F/T	PVC, Head of the Lincoln International Business School	SLT Representation	Ensuring that all remaining barriers to a fully diverse staff and student body is a morally and pragmatically worthwhile aim that I am fully committed to.
STUDENT-FOCUSED TEAM								
PROF BELINDA COLSTON	White	F	UK	OPEN	P/T	Director Eleanor Glanville Centre Institution lead for Athena SWAN	Co-Chair Oversight and lead for application preparation	Keen to use my research to inform policy and practice at UoL. Current research is around development of strategies to mitigate inequalities and discrimination and methodologies to measure their impact.
BAILEY MARCHANT	White	F	UK	FIXED	F/T	VP Campaigns and Environment (Students' Union)	Co-Chair Student Voice	I bring student perspective by collecting student feedback for the team. I also support the BAME Officer in her role to represent the BAME students of Lincoln who elected her.
KONSTANTINA F ALIFIERAKI SEKONI	Black	F	UK	FIXED	F/T	BAME Officer (Students' Union)	Student Voice	As BAME officer one of my goals is to make a better change for marginalised groups while at university, feeding back on race equality and ways it can be improved.
RHIANNE STERLING-MORRIS	Black	F	UK	FIXED	F/T	Graduate Intern, Student Engagement & Experience (College of Social Science)	Student Voice Co-Chair, People of Colour Staff Network	The opportunity to create an environment for future students to feel a sense of belonging and create a space where they can succeed to their fullest potential regardless of background.
JUDITH CAREY	White	F	UK	OPEN	F/T	Academic Registrar	Student Support	In my work, I am closely involved with students who have difficulties whilst studying at UoL. I am committed to helping and supporting these

Name	Ethnicity	Gender	Nationality	Contract	Mode	Position	Role in REC	Motivation / interest in being involved in REC
								students in inclusive and non-discriminatory ways.
OONAGH MONAGHAN	White	F	UK	OPEN	F/T	Academic Subject Librarian (Library)	Student Support	I am passionate about the Library as a diverse physical and virtual space and, as Subject Librarian, I am keen to collaborate on initiatives which create inclusive learning experiences.
PENG ISITT	Chinese	F	UK	OPEN	F/T	Head of International (International Office)	Student Support	In my role, I am keen to ensure the International Office is an inclusive environment for all colleagues and supporting the continual diversity of future students and their student experience pre-arrival.
SUBASH CHELLAIAH	Asian - Indian	M	India	OPEN	F/T	Multi-faith Chaplaincy co-ordinator, Student Wellbeing Service (Registry)	Student Support	My motivation for being part of REC is addressing racial challenges and inequalities and discrimination and my particular interest is community cohesion – working together to unite community despite differences.
KAYLEIGH TEAGUE	White	F	UK	OPEN	F/T	Assistant Membership Services Manager (Students' Union)	Students' Union Representation	I am passionate about improving students' experience and creating a diverse university which welcomes all students. I also provide continuity for SU Officers/VPs in upcoming years.
DR PAULA O'BRIEN	White	F		OPEN	F/T	Associate Professor (LIBS)	Race/Ethnicity-related Research	Involved in the Inclusive Curriculum Project in LIBS
DR PATRICK HYLTON	Black	M	UK	OPEN	F/T	Senior Lecturer (School of Psychology)	Co-Chair, People of Colour Staff Network Race/Ethnicity-related Research	I am the School of Psychology's Equality and Diversity Champion and coordinating the School's decolonisation project. Current research uses story completion to imagine the experience/perception of BAME students.

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Name	Ethnicity	Gender	Nationality	Contract	Mode	Position	Role in REC	Motivation / interest in being involved in REC
DR CHRISTINE GRANDY	White	F	Canadian	OPEN	F/T	Associate Professor (School of History & Heritage)	Co-Chair CoA EDI Committee Race/Ethnicity-related Research	My research and teaching uses Critical Race Theory and historical methodologies to examine anti-Black racism in 20 th century Britain. I formed the History & Heritage Race, Ethnicity, Equality Committee in 2019.
JASPER SHOTTS	White	M	UK	OPEN	F/T	Dean, Lincoln Academy for Learning & Teaching	Curriculum & Pedagogy	I am keen to give a more diverse student voice and influence and have established a diverse student experience panel to provide student feedback on teaching practice.
DR MARIA LOPEZ ROMERO		F	Mexican	OPEN	F/T	Lecturer (School of Education)	Curriculum & Pedagogy	
DAVID RUGARA	Black	M	UK	OPEN	F/T	Head of International (LIBS)	Curriculum & Pedagogy	I have worked closely with various university strands and committees to address EDI issues, including decolonisation of university curricula and pedagogy and am motivated to bring these elements together for the REC
DR XIAOTONG ZHU	Asian - Chinese	F	Chinese	OPEN	F/T	PDRA (Lincoln Higher Education Research Institute)	Lincoln Equality of Attainment Project (LEAP) Representation	I want to understand and remove barriers to learning and assessment, to improve our BAME students' experience, support their academic success and address race inequality in terms of the attainment gap.
Dr LISA WHITE	White	F	UK	OPEN	F/T	Senior Lecturer (School of Social & Political Sciences)	Race/Ethnicity-related Research	
ELLY SAMPLE	White	F	UK	OPEN	F/T	Director of Communications, Development & Marketing	Student Recruitment, Access & Participation	Strategic oversight of all marketing and portfolio review - being inclusive, and ensuring we attract a diverse student body

Name	Ethnicity	Gender	Nationality	Contract	Mode	Position	Role in REC	Motivation / interest in being involved in REC
SIMON HEARN	White	M	UK	OPEN	P/T	Insight and Benchmarking Manager (Planning & Business Intelligence)	Student data provision	Part of my role in PBI is to provide and analyse data to support various EDI strands in the University. These include Access and Participation Planning, the LEAP, and REC.
DR NICOLE FIELDING	White	F	UK	OPEN	F/T	Equalities Project Manager (Eleanor Glanville Centre)	Athena SWAN process expertise	I am committed to working towards creating inclusive working and learning environments where all staff and students can thrive. I believe the REC is an important part of this process.
PROF LIZ MOSSOP	White	F	UK	OPEN	F/T	DVC (Student Development & Engagement)	SLT Representation	My wish for Lincoln to be a more inclusive institution – not just through words but through actions. I am determined to ensure a strong voice for race equality is heard at the highest level.

2b The self-assessment process

Prior to commencement, training was provided to RECSAT members (**Table 2.5**). RECSAT met six times from 2017–19 (average attendance = 71%). Members considered, discussed, monitored, and reviewed data and recommended mitigation actions. The two Race Equality Project sub-teams met seven times from 2020 (average attendance = 69% and 71%). They focussed on staff- and student-related issues and developed the Action Plan. A total of twenty face-to-face meetings were held during the REC process (**Table 2.6**). RECSAT/REPT sits within the Joint EDI Partnership (**Fig. 2.1**) and reports to the Inclusion Committee (standard agenda item at all meetings) and to SLT on a 6-weekly basis 2020–21.

Table 2.5 Training for key staff prior to commencement of the self-assessment process

DATE	TRAINING	PROVIDER
DEC 2016	Introduction to Race Equality (WORKSHOP)	Equality Challenge Unit
MARCH 2017	Achieving Race Equality in HE (Part I) (WORKSHOP)	Equality Challenge Unit
APRIL 2017	Achieving Race Equality in HE (Part II) (WORKSHOP)	Equality Challenge Unit

Table 2.6 Face-to-face meetings of RECSAT/REPT during the REC process

DATE (ATTENDANCE)	AGENDA	OUTCOME
PHASE I: Self-Assessment Team Meetings (2016–2019)		
1	23-MAY-2017 (85%) Introduction to the Race Equality Charter WORKSHOP for all REC SAT members (Facilitated by ECU)	<ul style="list-style-type: none"> All REC SAT team members familiar with the REC process
2	20-SEPT-2017 (56%) <ul style="list-style-type: none"> The Race Equality Charter <ul style="list-style-type: none"> What Are We Aiming For? What Others Have Achieved University of Lincoln Data <ul style="list-style-type: none"> Comparator group for benchmarking What We Know So Far: <ul style="list-style-type: none"> Report on Staff & Student Surveys (Nov 2016) Report on Student Focus Groups (March 2017) Report on Staff Focus Groups (April 2017) Work in Action: <ul style="list-style-type: none"> Advisory Group Recommendations for Inspirational Speakers Additional Academic Focus Group Work Challenging Perceptions Summit 	<ul style="list-style-type: none"> COMPARATOR GROUP identified for benchmarking purposes (based on similar size, rural location, portfolio of course): <ul style="list-style-type: none"> Bangor University Keele University University of East Anglia Sunderland University Chester University CHALLENGING PERCEPTIONS SUMMIT in collaboration with <i>Just Lincolnshire</i>¹ (Oct 2017)
3	04-OCT-2017 (78%) <ul style="list-style-type: none"> What We Know So Far: <ul style="list-style-type: none"> Report on Staff Focus Groups (Oct 2017) Work in Action: <ul style="list-style-type: none"> Advisory Group Recommendations for Inspirational Speakers LHERI application (Let's Talk About Race) Challenging Perceptions Summit 18-Oct-2017 	<ul style="list-style-type: none"> LET'S TALK ABOUT RACE Project (Nov 2017)

¹ A local equality organisation tackling discrimination

DATE (ATTENDANCE)		AGENDA	OUTCOME
		<ul style="list-style-type: none"> Introduction to the Race Equality at Lincoln WordPress Site 	
4	08-FEB-2018 (75%)	<ul style="list-style-type: none"> Staff and Student Data – key observations and action planning Group work: <ul style="list-style-type: none"> identify good practice and areas for further consideration summarise key actions and interventions to influence future change Updates: <ul style="list-style-type: none"> LHERI research project (Let's Talk About Race) HEFCE Catalyst Fund Phase 2 	<ul style="list-style-type: none"> Primary themes from the LET'S TALK ABOUT RACE Project: <ul style="list-style-type: none"> Understanding of diversity Lack of confidence in engaging in race discussions Institutional support in facilitating race conversations Diversity in the curriculum
5	24-APR-2018 (50%)	<ul style="list-style-type: none"> Draft REC Action Plan – discussion National Education Opportunities Network (NEON) BME Working Group – meeting in Lincoln on 13th July 2018 Diversity Festival 2018 University Advisory Group on Tackling Hate Crime HEFCE Catalyst Fund Phase 2 (JM) 	<ul style="list-style-type: none"> Workshop in collaboration with NEON²: INSTITUTIONAL CHANGE AND CHALLENGES IN THE JOURNEY TOWARDS ADDRESSING DIFFERENTIAL OUTCOMES FOR THE BME GROUP (July 2018) LINCOLN EQUALITY OF ATTAINMENT PROJECT (LEAP) (2018–) DON'T TOLERATE HATE! CAMPAIGN Student Support Centre (2018) DIVERSITY FESTIVAL 2018
6	28-MAY-2019 (83%)	<p>Report on the Staff & Student Survey results (Nov 2018)</p> <p>New on-line REC Resource Centre – demonstration & training:</p> <p>Survey Dashboards (staff & students)</p> <p>New Data Resource (staff data)</p>	<ul style="list-style-type: none"> BAME LEADERSHIP PROGRAMME
PHASE II: Race Equality Project (Staff-focused) Team Meetings (2020–date)			
DATE (ATTENDANCE)		AGENDA	OUTCOME
7	12-AUG-2020 (77%)	<p>Presentation of diversity data for the University and local area (Lincoln and Lincolnshire)</p> <p>Presentation of staff surveys and focus group results from 2016 & 2018.</p>	Key Challenge (KC) themes identified for more in-depth discussion
9	27-AUG-2020 (81%)	Discussions on KC1 Diversity and KC2 Belonging . Mitigation strategies considered.	Issues identified under KC1 and KC2. Discussion around mitigation
11	17-SEPT-2020 (65%)	Discussions on KC6 Bias and Fairness . Mitigation strategies considered.	Issues identified under KC6. Discussion around mitigation
13	1-OCT-2020 (73%)	Discussions on KC7 Transparency . Mitigation strategies considered.	Issues identified under KC7. Discussion around mitigation

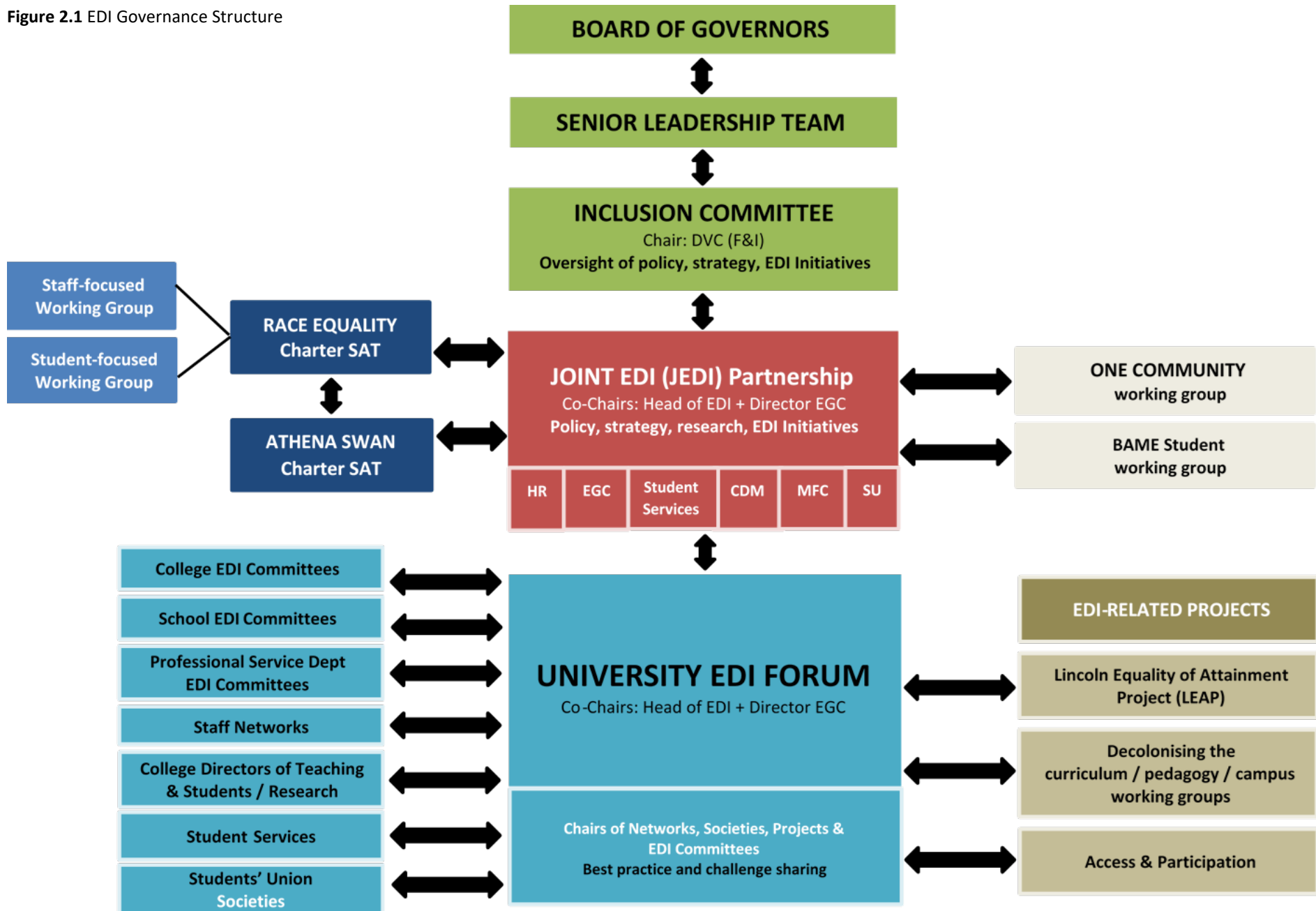
² NEON is the professional organisation supporting those involved in widening access to higher education

DATE (ATTENDANCE)		AGENDA	OUTCOME
15	15-OCT-2020 (77%)	Discussions on KC4 Racism & Xenophobia . Mitigation strategies considered.	Issues identified under KC4. Discussion around mitigation
17	29-OCT-2020 (65%)	Discussions on KC8 Working Environment . Mitigation strategies considered.	Issues identified under KC8. Discussion around mitigation
19	20-NOV-2020 (46%)	Building our mitigation Action Plan (2021–2025)	Priority Objectives (PO). Mitigation strategies discussed
PHASE II: Race Equality Project (Student-focused) Team Meetings (2020–date)			
DATE (ATTENDANCE)		AGENDA	OUTCOME
8	13-AUG-2020 (81%)	Consideration of student surveys and focus group results from 2016 & 2018 Consideration of results from the More than a Number Project – hear our voices (2019)	Key Challenge (KC) themes identified for more in-depth discussion
10	27-AUG-2020 (86%)	Discussions on KC1 Diversity . Mitigation strategies considered.	Issues identified under KC1. Discussion around mitigation
12	17-SEPT-2020 (67%)	Discussions on KC2 Belonging . Mitigation strategies considered.	Issues identified under KC2. Discussion around mitigation
14	1-OCT-2020 (57%)	Discussions on KC3 Isolation . Mitigation strategies considered.	Issues identified under KC3. Discussion around mitigation
16	15-OCT-2020 (52%)	Discussions on KC4 Racism . Mitigation strategies considered.	Issues identified under KC4. Discussion around mitigation
18	29-OCT-2020 (67%)	Discussions on KC5 Support . Mitigation strategies considered.	Issues identified under KC5. Discussion around mitigation
20	20-NOV-2020 (86%)	Building our mitigation Action Plan (2021–2025)	Priority Objectives (PO). Mitigation strategies discussed

EXTERNAL CONSULTATION

As part of the application development process, we consulted externally with Dr Karen Lipsedge, Associate Professor, **Kingston University** (REC lead) and Prof Shane O’Neill, Pro Vice-Chancellor for Advancement & Global Engagement and Executive Dean of the Faculty of Humanities & Social Sciences, **Keele University**.

Figure 2.1 EDI Governance Structure



2c Involvement, consultation and communication

STAFF AND STUDENT SURVEY

The ECU/Advance HE REC Staff Survey has been run on a biennial basis since 2016 (**Table 2.7**) to identify cultural challenges and racial inequalities in our staff community. The surveys were promoted via all-staff e-mails from the Co-Chairs of the RECSAT/REPT (with follow-up emails during the open survey), through the EDI Forum, the People of Colour group (POC) and the International Staff Network. Student surveys were promoted via all-student emails, and via the Students' Union communication lines (newsletter, Facebook, Twitter).

Survey responses (analysed by ethnicity, nationality and gender) highlighted a number of key challenge themes (**Table 2.8**), which formed the focus of the REPT staff- and student-focussed discussions (**Table 2.6**). Survey results and other quantitative data were presented to the RECSAT/REPT and to SLT.

KEY CHALLENGE THEMES		GROUP	
		STAFF	STUDENTS
KC1	Diversity	✓	✓
KC2	Belonging	✓	✓
KC3	Isolation		✓
KC4	Racism & Xenophobia	✓	✓
KC5	Support		✓
KC6	Bias & fairness	✓	
KC7	Transparency	✓	
KC8	Working environment	✓	

Table 2.8 Key challenge themes highlighting through the staff and student surveys 2016 and 2018

Survey findings informed a series of follow-up focus groups (**Table 2.7**) to explore experiences of BAME administrative staff, academics and researchers in more depth and informed subsequent actions.

Table 2.7: Surveys, Focus Groups and Projects used to inform the self-assessment process (2016–20)

ACTIVITY	DATE	OVERVIEW
STAFF		
ECU REC Staff Survey	Nov 2016	<ul style="list-style-type: none"> Academic and professional services 213 staff responses (13% of population), incl. 281 free text comments 23% (N=48) BAME (18.5% of BAME population); 74% (N=158) white (12.8% white staff population) 3% (N=7) chose not to disclose their ethnicity.
REC Staff Focus Groups	Mar–Apr 2017	<ul style="list-style-type: none"> 3 focus groups exploring emergent themes from the 2016 staff survey 18 participants (academic, professional services staff, incl. line managers). Diverse in gender and ethnicity.
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).
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)
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
STUDENTS		
ECU REC Student Survey	Nov 2016	<ul style="list-style-type: none"> 1475 student responses (10% of population), incl. 2053 free text comments 15% (N=217) BAME (population 16%); 85% (N=1258) white (population 84%).
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%).
National Student Satisfaction Survey	2019	<ul style="list-style-type: none"> Data from the contribution of BAME students to NSS 2019
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

BAME STAFF AND STUDENT FURTHER CONSULTATION

The initiation of a **People of Colour** group and the **International Staff Network** was supported by the RECSAT. The Co-Chairs of these groups were all invited to join the RECSAT/REPT, to ensure the groups and their members played an active part in the REC assessment process. Leads of the **Race Equality Student Advisory Group** sit on RECSAT/REPT, along with the Lincoln SU VP for Campaigns and Environment, the SU **BAME Officer**, and the SU Assistant Membership Services Manager, to ensure continuity in engagement with the SU moving forwards.

Staff consultation was additionally effected through the **EDI Forum**, established as a central forum for discussing EDI challenges across the institution (all School- and College-level EDI Committees report into this), the **Challenging Perceptions Summit** (Oct 2017), the **Let's Talk About Race** project (Nov 2017) and the **Lincoln Inclusion & Diversity Conference** (LID2020, Feb 2020). The Vice-Chancellor, together with other senior leaders, met with the People of Colour Group on two occasions (Sept2020 and Nov2020) to listen to their lived-experiences and ensure our actions addressed their concerns.

Student consultation has been extended through the **Lincoln Equality of Attainment project** (LEAP), including analysis of BAME **NSS data**, the **Race Equality Student Advisory Group**, and initiatives led by the Students' Union.



Further staff consultation through the Challenging Perceptions Summit 2017 (top), and LID2020 (bottom)



EXTERNAL INTEREST GROUPS

Engagement with external groups on the REC process included Neon, HERAG, and the National EDI Network (NEDIAL). Regular engagement with local groups took place on specific projects. We work closely with JUST Lincolnshire, a local equality organisation, who partnered our Challenging Perceptions Summit, along with the Lincoln Students' Union.

ESTABLISHED PRIORITY OBJECTIVES

The self-assessment process highlighted a number of strengths and **PRIORITY OBJECTIVES** (Tables 2.9a, b) that are addressed within the REC **Action Plan**.

Table 2.9a Key findings of the self-assessment process – STRENGTHS

STRENGTHS (practices to be continued)
• BAME representation within academic communities is consistently higher than national averages, particularly in LIBS and CoS
• A centralised department for diversity and inclusion (EGC)
• EDI Governance structure – particularly the JEDI partnership
• Race Equality Student Advisory Group in place
• SU BAME Officer in post
• Intersectional and holistic approach to EDI is taken approach (AS-REC)
• 50% of all applicants to academic posts are BAME
• 53% of all offers made in 2020 in CoS were to BAME applicants
• Recruitment process does not disadvantage UK BAME applicants (both academic and PSS)

Table 2.9b Key findings of the self-assessment process – PRIORITY OBJECTIVES (PO)

PRIORITY OBJECTIVES (addressed in the Action Plan)		KEY CHALLENGE THEMES
PO1	Effective communication	KC1–KC8
PO2	Talking about race	KC2, KC4, KC8
PO3	Inclusive recruitment	KC1, KC6, KC7
PO4	Proportionate representation	KC1, KC2, KC6
PO5	Better engagement	KC4, KC8
PO6	Tackling racism, discrimination & hate crime	KC1, KC2, KC4
PO7	Building community	KC2, KC3, KC4
PO8	Inclusive student admissions	KC1, KC2, KC3
PO9	Inclusive classrooms	KC2, KC3, KC5
PO10	Removing awarding differentials ('degree attainment gaps')	KC2, KC3, KC4
PO11	Ensuring student wellbeing	KC1, KC3, KC4, KC5
PO12	Inclusive postgraduate experience	KC1, KC2, KC3, KC4, KC5

STAFF AND STUDENT ENGAGEMENT

Consultation through the biennial staff surveys has had mixed success.

- From 2016–20, we have seen a steady increase in the participation numbers (213 to 429), but a persistently low representation of staff population (**13%–22%**);
- A concerning increase is observed in the proportion of participants' non-disclosure of ethnicity (3% to 17%; cf 4% formal disclosure to the University); and
- A particularly poor engagement with consultation processes (including focus group participation) is observed in 2020 (although this must be considered in the context of COVID-19).

- The above trends are mirrored in the student survey responses, with a particularly low response rate (3%) in the 2020 Student Survey, and a high ethnicity non-disclosure rate of 22%.

The lack of engagement with consultation processes is a concern. Not least because staff and student engagement is key to facilitating sustainable change across the institution, but also because low participation rates impact on the analysis and evaluation of data and our ability to benchmark progress appropriately.

Our **Action Plan** seeks to build confidence amongst staff and students in our consultation processes, increasing survey participation [**ACTIONS 1.10–1.12**], and expanding our methodology to encourage more sustained engagement. It is hoped that the longer-term **Race Equality Project**, collating lived experiences of all BAME staff and students through projects, roundtable discussions, focus groups, interviews etc, will build a community ownership to drive change across the institution [**ACTIONS 2.3–2.5**].

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: To increase the confidence of staff and students in the University's commitment to delivery of the REC action plan, and facilitating culture change

ACTION 1.10: Continue biennial REC surveys and promote their importance via multiple methods to encourage staff and students to engage better with the survey and be confident to disclose (anonymous) personal characteristics.

ACTION 1.11: Work with Ethics to highlight data protection and survey confidentiality, as well as the importance of collecting personal characteristics data for research purposes, through the use of survey participant information sheets and survey consent forms.

ACTION 1.12: Establish the **Lincoln Annual EDI Report**, to communicate the University's progress against EDI ambition (including progress against both Race and Gender Equality Action Plans).

OBJECTIVE: Better understand the lived experiences of our BAME and international staff and students that underpin issues emerging from consultation processes

ACTION 2.3: Conduct further qualitative research into the lived experiences of BAME staff, via the *TalkBack Tuesday Programme*, focussing on issues emerging from the 2020 survey data

ACTION 2.4: Extend the *Hear Our Voices* project into a campus-wide study of the lived-experiences of our BAME and international students

ACTION 2.5: Utilise our *Race Research Roundtable* and *Migration Research Roundtable* Programmes to establish projects that impact on UoL staff and student communities

PRIORITY OBJECTIVE ADDRESSED

PO5: BETTER ENGAGEMENT

2d Future of the self-assessment team

The implementation of the Action Plan will be overseen by a new group, RECAP [ACTION 1.2]. This will sit formally within JEDI and be led by the current Co-Chairs of the REPT [ACTION 1.1].

Membership will include those accountable for delivering specific actions and members of the BAME and international communities. RECAP will be embedded within our EDI governance structure and utilise well-defined engagement and reporting routes (Fig. 2.1), reporting to the Inclusion Committee (as a standard agenda item), to SLT annually, and disseminating progress through the EDI Forum [ACTIONS 1.3, 1.4]. It will also sit alongside our Gender Equality Action Plan, thus ensuring a holistic, intersectional approach to EDI is maintained.

The REPT will continue to meet twice a year, monitoring progress, and preparing for the renewal application in 2024 [ACTION 1.5].

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Ensure we have a robust, sustainable structure to drive and deliver our REC action plan

ACTION 1.1: JEDI partnership will continue to provide leadership for the REC within the wider Race Equality Project

ACTION 1.2: RECAP group set up, co-chaired by the Director of the EGC and the Head of EDI, and with key action owners as members, will oversee delivery of the REC action plan

ACTION 1.3: Inclusion Committee receives quarterly reports from the RECAP group (standing agenda item) on progress against the REC action plan

ACTION 1.4: A REC progress summary will be submitted by the Inclusion Committee to SLT as part of the University's annual equality assurance.

ACTION 1.5: Current REC Self-Assessment Team (Race Equality Project Team) to prepare for Charter renewal

3 INSTITUTION AND LOCAL CONTEXT

3a Overview of your institution

“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. Dynamic and rapidly evolving, it has 16,500 students and has grown over the last six years from £119m income in 2013/14 to £179m in 2019/20. 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), 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), and Geography (2016), and most recently a Medical School (2018). With an investment of around £200 million, the campus is now an award-winning, state-of-the-art learning environment, and a further £130 million planned investment will ensure our sustained growth over the coming years (COVID notwithstanding). We are members of the Midlands Enterprise Universities.

The University employs a total of 2010 staff (**Table 3.1** and **Fig. 3.1a**, snapshot on 23 October 2020) across four academic colleges (**Fig. 3.1b**) and five professional service directorates (**Fig. 3.1c**): 1020 academics (45% Female / 17% BAME); 990 PSS staff (66% Female / 3% BAME), and a student body in 2019/2020 of 16,982: 14,399 UG (15% BAME); 2014 PGT (27% BAME); 549 PGR (25% BAME). It has a thriving research culture, with over half (53%) of the research submitted to the national REF2014 rated as internationally excellent (3*) or world leading (4*).



International students in the heart of historic Lincoln

Table 3.1 University of Lincoln staff community by ethnicity and gender (1 September 2020)

YEAR	GRAND TOTAL	ETHNICITY				GENDER				INTERSECTIONAL															
		White		BAME		Male		Female		WHITE		BAME		MALE		FEMALE									
		M	F	M	F	M	F	M	F	White	BAME	White	BAME												
ALL NATIONALITIES																									
All staff	2010	1762	88%	203	10%	894	45%	1110	55%	747	42%	1015	58%	122	60%	81	40%	747	84%	122	14%	1015	91%	81	7%
Academic	1020	824	81%	171	17%	559	55%	461	45%	438	53%	386	47%	107	63%	64	37%	438	78%	107	19%	386	84%	64	14%
CoA	248	231	93%	17	7%	145	58%	103	42%	135	58%	96	42%	10	59%	7	41%	135	93%	10	7%	96	93%	7	7%
CoS	316	234	74%	82	26%	213	67%	103	33%	158	68%	76	32%	55	67%	27	33%	158	74%	55	26%	76	74%	27	26%
CoSS	275	244	89%	31	11%	118	43%	157	57%	99	41%	145	59%	19	61%	12	39%	99	84%	19	16%	145	92%	12	8%
LIBS	127	89	70%	38	30%	63	50%	64	50%	40	45%	49	55%	23	61%	15	39%	40	63%	23	37%	49	77%	15	23%
Professional support	33	30	91%	3	9%	9	27%	24	73%	9	30%	21	70%	0	-	3	100%	9	100%	0	-	21	88%	3	12%
Professional Services	990	944	95%	32	3%	336	34%	654	66%	310	33%	634	67%	15	47%	17	53%	310	92%	15	4%	634	97%	17	3%
UK ONLY																									
All staff	1693	1560	92%	103	6%	728	43%	960	57%	651	42%	909	58%	59	57%	44	43%	651	89%	59	8%	909	95%	44	5%
Academic	749	658	88%	79	11%	403	54%	346	46%	347	53%	311	47%	48	61%	31	39%	347	86%	48	12%	311	90%	31	9%
CoA	207	194	94%	13	6%	129	62%	78	38%	122	63%	72	37%	7	54%	6	46%	122	95%	7	5%	72	92%	6	8%
CoS	198	170	86%	28	14%	125	63%	73	37%	110	65%	60	35%	15	54%	13	46%	110	88%	15	12%	60	82%	13	18%
CoSS	224	206	92%	18	8%	92	41%	132	59%	79	38%	127	62%	13	72%	5	28%	79	86%	13	14%	127	96%	5	4%
LIBS	86	68	79%	18	21%	43	50%	43	50%	30	44%	38	56%	13	72%	5	28%	30	70%	13	30%	38	88%	5	12%
Professional support	26	24	92%	2	8%	9	35%	17	65%	9	38%	15	63%	0	-	2	100%	9	100%	0	-	15	88%	2	12%
Professional Services	944	907	96%	24	3%	326	35%	618	65%	305	34%	602	66%	11	46%	13	54%	305	94%	11	3%	602	97%	13	2%
NON-UK ONLY																									
All staff	316	201	64%	100	32%	165	52%	150	47%	95	47%	106	53%	63	63%	37	37%	95	58%	63	38%	106	71%	37	25%
Academic	270	165	61%	92	34%	155	57%	115	43%	90	55%	75	45%	59	64%	33	36%	90	58%	59	38%	75	65%	33	29%
CoA	41	37	90%	4	10%	16	39%	25	61%	13	35%	24	65%	3	75%	1	25%	13	81%	3	19%	24	96%	1	4%
CoS	118	64	54%	54	46%	88	75%	30	25%	48	75%	16	25%	40	74%	14	26%	48	55%	40	45%	16	53%	14	47%
CoSS	50	37	74%	13	26%	25	50%	25	50%	19	51%	18	49%	6	46%	7	54%	19	76%	6	24%	18	72%	7	28%
LIBS	41	21	51%	20	49%	20	49%	21	51%	10	48%	11	52%	10	50%	10	50%	10	50%	10	50%	11	52%	10	48%
Professional support	7	6	86%	1	14%	0	-	7	100%	0	-	6	100%	0	-	1	100%	0	-	0	-	6	86%	1	14%
Professional Services	46	37	80%	8	17%	10	22%	36	78%	5	14%	32	86%	4	50%	4	50%	5	50%	4	40%	32	89%	4	11%

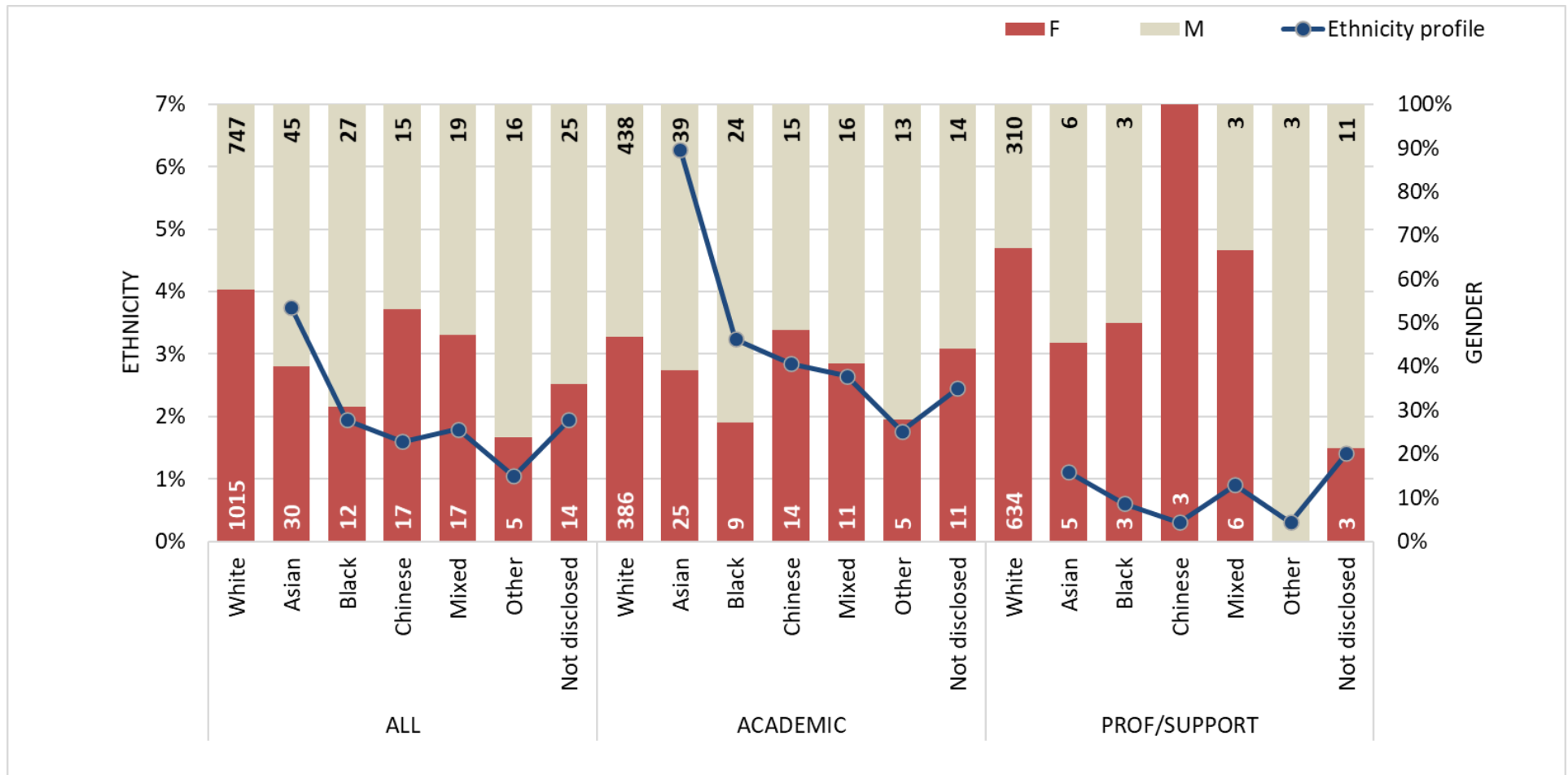


Figure 3.1a The University of Lincoln staff profile by ethnicity (given as a pattern profile for ease of comparison) and gender (October 2020). Ethnicity data for the white majority are omitted for graphic clarity. These data are 88% (all staff); 81% (academic staff); 95% (professional services and support staff)

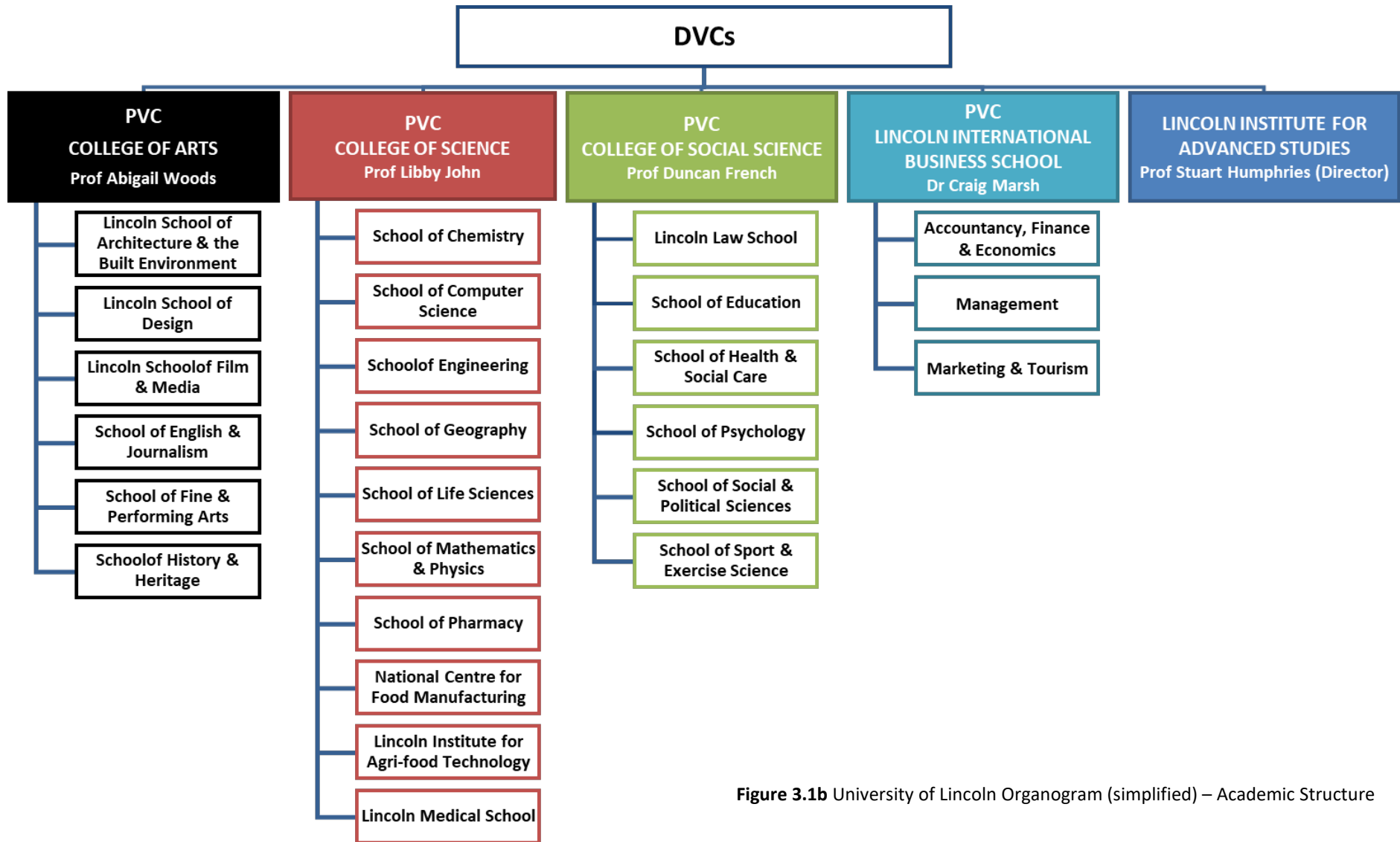


Figure 3.1b University of Lincoln Organogram (simplified) – Academic Structure

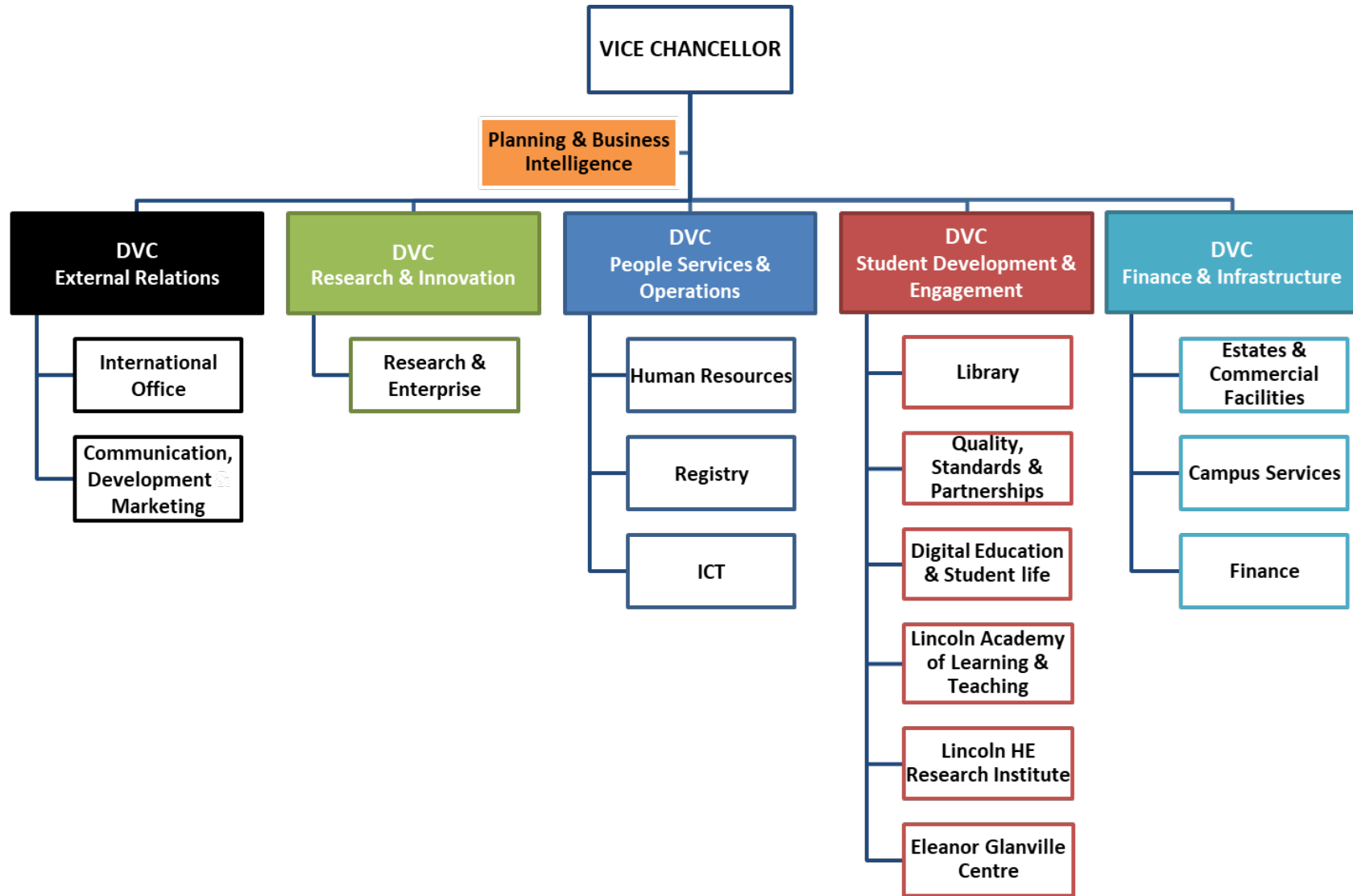


Figure 3.1c University of Lincoln Organogram (simplified) – Professional Services & Support Structure

3b Overview of the local population and context

POPULATION DEMOGRAPHICS

Lincolnshire is a particularly rural county lying along the eastern coast of England. The English Indices of Deprivation (2019)³ shows Lincolnshire's coastal areas as being amongst the most deprived 10 percent of neighbourhoods in the UK. In comparison to the rural areas of the County, the urban and coastal areas show relatively higher levels of multiple deprivation.

As recorded in the 2011 Census, the size of Lincolnshire's minority ethnic population is small, compared to both the regional and national averages (**Table 3.2**), but covers a wide spread of ethnic groups which have diverse needs. The 2011 Census does not, however, identify the large 'non-visible' ethnic minority of White migrants predominantly from the Eastern European Accession Countries which joined the European Union in 2004/2006. At the time of the Census these were estimated to account for 10–15% of the local population in some parts of the County (**Table 3.3**)⁴.

Table 3.2 Local population by ethnic group (2011 Census)⁵

LOCAL AUTHORITY	ETHNICITY							
	Population	White British	White Other	White Gypsy / Irish traveller	People of Colour	Asian	Black	Multiple ethnicity
Lincoln	93,541	89.4%	5.3%	0.1%	3.1%	1.9%	0.8%	0.3%
Boston	64,637	83.9%	12.5%	0.1%	2.2%	1.4%	0.4%	0.3%
South Holland	88,270	90.1%	7.3%	0.1%	1.3%	0.8%	0.3%	0.2%
Newark & Sherwood	114,817	94.2%	2.5%	0.2%	1.5%	0.9%	0.4%	0.2%
Lincolnshire	713,653	93.0%	4.0%	0.1%	1.6%	1.0%	0.4%	0.2%
East Midlands	4,533,222	85.4%	3.2%	0.1%	8.6%	6.5%	1.8%	0.3%
England	53,012,456	79.8%	4.6%	0.1%	11.8%	7.8%	3.5%	0.5%

Table 3.3 Local population by nationality (2011 Census)⁴

LOCAL AUTHORITY	COUNTRY OF BIRTH				
	Population	UK	Non-UK	EU	Non-EU
Lincoln	93,541	90.2%	9.8%	5.6%	4.2%
Boston	64,637	84.9%	15.1%	12.2%	3.0%
South Holland	88,270	90.4%	9.6%	7.3%	2.3%
Newark & Sherwood	114,817	92.3%	7.7%	2.5%	5.2%
Lincolnshire	713,653	92.9%	7.1%	4.3%	2.8%
East Midlands	4,533,222	90.1%	9.9%	3.1%	6.8%
England	53,012,456	83.5%	16.5%	3.7%	12.8%

³ <http://www.research-lincs.org.uk/UI/Documents/2019.pdf>

⁴ <https://www.justlincolnshire.org.uk/resources/race-ethnicity/>

⁵ <http://www.research-lincs.org.uk/UI/Documents/country-of-birth-ethnicity-and-nationality-of-lincolnshire-residents-census2011-112013.pdf>

RECRUITMENT GEOGRAPHY

In 2020, Lincoln recruited 60.3% of academic staff from within the UK – 13.9% from Lincolnshire (a downward trend from 2017: 67.5% and 16.5%, respectively). Conversely, 75% of all PSS were recruited from Lincolnshire; only 4.8% were international appointments (**Table 3.4**). Of our undergraduates (2020), 16.2% are from Lincolnshire and 8.5% from outside the UK. For PGT and PGR, the proportion of students from outside the UK is significantly higher (23.8% and 25.7%, respectively) (**Table 3.5**).

Table 3.4 Recruitment geography for staff (2017–20)

STAFF GROUP	2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%
Professional Services & Support	3280		5013		3374	
Home	3144	95.9%	4852	96.8%	3212	95.2%
Lincolnshire	2536	77.3%	3841	76.6%	2531	75.0%
UK	608	18.5%	1011	20.2%	681	20.2%
EU	36	1.1%	37	0.7%	25	0.7%
Overseas	50	1.5%	118	2.4%	137	4.1%
Not known	50	1.5%	6	0.1%	0	0.0%
Academic	2614		3130		2192	
Home	1765	67.5%	2004	64.0%	1322	60.3%
Lincolnshire	431	16.5%	512	16.4%	304	13.9%
UK	1334	51.0%	1492	47.7%	1018	46.4%
EU	236	9.0%	272	8.7%	211	9.6%
Overseas	544	20.8%	799	25.5%	588	26.8%
Not known	69	2.6%	55	1.8%	71	3.2%

Table 3.5 Recruitment geography of the student body (2017–20)

STUDENT GROUP	2017/18		2018/19		2019/20	
	No.	%	No.	%	No.	%
Undergraduate	13380		14305		14399	
Home	12319	92.1	13179	92.1	13169	91.5
Lincolnshire	2458	18.4	2547	17.8	2338	16.2
Other UK	9861	73.7	10632	74.3	10831	75.3
EU	342	2.6	422	3.0	478	3.3
Overseas	719	5.4	704	4.9	752	5.2
Postgraduate Taught	1967		2153		2014	
Home	1580	80.3	1697	78.8%	1535	76.2
Lincolnshire	718	36.5	744	34.5	637	31.6
Other UK	862	43.8	953	44.3	898	44.6
EU	57	2.9	79	3.7	57	2.8
Overseas	330	16.8	377	17.5	422	21.0
Postgraduate Research	531		534		549	
Home	366	68.9	398	74.5	408	74.3
Lincolnshire	152	28.6	177	33.1	175	31.9
Other UK	214	40.3	221	41.4	233	42.4
EU	62	11.7	54	10.1	58	10.6
Overseas	103	19.4	82	15.4	83	15.1

EU REFERENDUM

Lincolnshire voters were amongst the most Eurosceptic in the UK (**Table 3.6**), with the town of Boston recording the highest proportion of Brexit voters in Britain (75%). The impact of Brexit has been felt by both students and staff.

Table 3.6 Local voting response to the EU Referendum⁶

LINCOLNSHIRE AUTHORITY	BREXIT VOTE	
	LEAVE	REMAIN
Lincoln	56.9%	43.1%
Boston*	75.6%	24.4%
South Holland*	73.6%	26.4%
East Lindsey*	70.7%	29.3%
North Kesteven	62.3%	37.7%
South Kesteven	59.9%	40.1%
West Lindsey	61.8%	38.2%
NE Lincolnshire	69.9%	30.1%
North Lincolnshire	66.3%	33.7%
East Midlands	58.8%	41.2%
National	51.9%	48.1%

*Nine areas in the UK voted by over 70% to leave; 3 of which were within Lincolnshire. Boston registered the highest leave vote in the UK; South Holland the second highest

Lived experiences (2016–2020)

"BREXIT has had a noticeable impact in terms of tolerance."
BAME staff member
REC Staff Survey 2016

"I was employed pre-BREXIT and now the fact that I have colleagues from diverse backgrounds is more important for my sense of belonging than it was when I was recruited. The mood changed for EU citizens, something BME colleagues probably felt all along."
EU staff member
REC Staff Survey 2020

⁶ <https://www.electoralcommission.org.uk/who-we-are-and-what-we-do/elections-and-referendums/past-elections-and-referendums/eu-referendum/results-and-turnout-eu-referendum>

HATE CRIME IN LINCOLNSHIRE (2016–19)⁷

Hate crime incidents in Lincolnshire increased by 49% between 2017 and 2019; from 432 incidents in the County in 2017/18 to 643 in 2018/19. During this period, disability-related hate crimes increased by 20% and racially aggravated offences by 50%. Offences relating to sexuality or transgender identity increased by 76% and 71% respectively.

REC Staff and Student Surveys 2020

- **23.5%** of staff respondents (54.4% BAME; 21.7% white) have witnessed, or been a victim of, racial discrimination **within the local area** (down 17.4% since 2018). This was also true for **20.4%** of BAME student respondents (+6.0% since 2016).
- **33.3%** of BAME staff respondents have witnessed, or been a victim of, racial discrimination **on campus** (+6% from 2018). This was also true for **21.9%** of BAME student respondents (+4.8% since 2016).
- **12%** BAME and **21.7%** white staff respondents believed the University would take appropriate action if they reported a race-related incident. This was true for **15.1%** BAME and **13.3%** white students.

Lived experiences (2016–2020)

"I have witnessed multiple blatant racist incidents in Lincoln high street, including a group of adult white men throwing rubbish and shouting slurs at an elderly black woman."

White student
REC Staff Survey 2020

"I have been racially abused in the streets of Lincolnshire."

BAME student
REC Student Survey 2020

"I'm worried for future placements. In some areas of Lincolnshire, they're really racist and do not want to receive care from people of colour."

BAME student
MTAN 2019

"There is a very strong 'anti-foreigner' sentiment in the local community. As I am a passing white, I am often told that I am an 'acceptable foreigner' because I am 'white and speak English'. I feel deeply uncomfortable about this but am not sure how this could be addressed at present."

BAME staff member
REC Staff Survey 2016

⁷ <https://thelincolnite.co.uk/2019/10/hate-crime-spikes-in-lincolnshire-by-50/>

Don't Tolerate Hate! (2018–2020)



Our **Don't tolerate hate!** 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 **Truth Booth** brought staff and students together to talk — on film — about abuse, harassment, and discrimination. Films (available on the [EGC website](#)) include:

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

The impact has been a **substantial increase in the level of reporting** (+75%) of both hate crime and bullying and harassment, and has increasingly empowered students to say "**It's not OK!**". Student Support has continued to build on the initial project and we intend to further develop this work as part of our Action Plan, extending its scope to include our staff, and build confidence in the University's ability to tackle race-related hate crime on campus, in line with UUK recommendations⁸ [**ACTIONS 2.19–2.27**].

ETHNIC TENSIONS IN THE LOCAL COMMUNITY

Significant differences between the ethnic diversity of the University and the local community (**Table 3.7**) impact negatively on the day-to-day life of both our staff and students (REC Staff and Student Surveys, 2020).

REC Staff and Student Surveys 2020

- **52.7% of staff** surveyed and **45.4% of students** were aware of ethnic/racial tensions within the local community. While this is a slight reduction on previous years for staff (54.0% in 2016; 57.6% in 2018), for students this is a rise of 7.4% since 2016.
- Ethnic tensions impact on **BAME staff (63.6%)** more than **white staff (54.2%)**; and on **BAME students (54.1%)** more than **white students (44.4%)**.

⁸ [Universities UK \(2020\). Tackling racial harassment in higher education.](#)

Building community, both within the University, and more broadly across the City and County is one of our Priority Objectives [PO7]. Our **Action Plan** seeks to raise local awareness, promote local inclusivity, and increase our engagement with local ethnic minority community groups [ACTIONS 2.7–2.18].

Table 3.7 BAME representation across the University (1 September 2020)

GROUP	BAME REPRESENTATION	UK HEI (mean)
Academic Staff	17%	13.7%
Professional Services & Support Staff	3%	11.5%
Students	16.7%	–
Undergraduate Students	15%	23.6%*
Postgraduate (Taught) Students	27%	22.7%*
Postgraduate (Research) Students	25%	17.1%*
Lincoln	3.1%	–
Lincolnshire	1.6%	–

*UK domiciled students only

There are existing links between the University and local ethnic groups. For example, the **Inclusive Boston** project (2018–20) worked with local communities (both established and migrant residents) to explore ways to support community cohesion and integration in Boston, where the migrant population is the highest in the County (12%). Our action plan seeks to develop a new community research programme to better engage local communities [ACTIONS 2.8, 2.18].

Our Multi-faith Chaplaincy (MFC) has a team of volunteer **Chaplains** who have strong connections with local communities. These connections feed into JEDI, through the MFC coordinator, who is part of the JEDI team.



Volunteer Chaplains/Faith Advisors from a range of religions and denominations at the Multi-Faith Chaplaincy

CIVIC UNIVERSITY

In 2019, Vice Chancellor Professor Mary Stuart set out her vision for the purpose of universities at this time of significant upheaval and change. *The Permeable University*⁹ manifesto recognises the impact of 21st century challenges on both campus and surrounding communities. In 2020, UoL signed a **Civic University Agreement** pledging its support to work in partnership with City of Lincoln Council, local institutions, businesses and community organisations and authorities, to deliver a unified vision for the City. Involvement with the community is also the central focus for the University's **corporate social responsibility agenda**.

"The University of Lincoln exists because of the overwhelming support of our local communities so we understand completely our responsibility to the City and County."

Vice Chancellor Professor Mary Stuart

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Enhance the visibility of BAME cultural identities on campus and within the local community

ACTION 2.7: EDI is built into the briefing for all exhibitions and public programmes on campus and a work programme developed to embed EDI in the University's cultural offerings

ACTION 2.8: Build on our community engagement with specific focus to increase understanding and tolerance, and promote inclusivity in the community

ACTION 2.9: Establish the **Race Matters** Public Lecture Series

ACTION 2.10: Develop a permanent resource for The Collection / Usher Gallery (museum/art gallery) and the Library, using collections to explore themes of whiteness and privilege

ACTION 2.11: Build on our current work to develop an expanded range of centrally and locally organised events (BAME specific and intersectionality focus) in collaboration with community partners for History Months and other cultural/diversity days (e.g. Diwali, Community Iftar on campus) to showcase and share awareness of other cultures

ACTION 2.12: Continue and broaden our **Decolonising the Campus** project to ensure our campus is inclusive and inviting to all

ACTION 2.13: Develop 'Who we are' infographics giving an overview of the staff and student bodies by protected characteristic

ACTION 2.14: The creation of a 'Lincoln Culture Map' for new staff and students

ACTION 2.15: Catering outlets across the campus introduce a wider and long-term selection of world foods on campus in recognition of different cultural/dietary requirements. An accompanying *Lincoln Cultural Cookbook* is compiled and available at all catering outlets.

⁹ https://cpb-eu-w2.wpmucdn.com/blogs.lincoln.ac.uk/dist/9/8300/files/2019/11/J22424_UNIL_21st-Century-Lab_Publication_Web-Version.pdf

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Raise local awareness, promote local inclusivity, and increase our engagement with local ethnic minority community groups

ACTION 2.16: Through our Civic University Agreement, work with the City of Lincoln to create a joined-up approach to workforce diversity in the City establishing a Lincolnshire Inclusive Leadership pledge

ACTION 2.17: Build networks of local employers, and work with them to support development of inclusive recruitment practices, and inclusive working environments

ACTION 2.18: Utilise our *Race Research Roundtable* and *Migrant Research Roundtable* Programmes to establish a community research programme that impacts on local communities

OBJECTIVE: Ensure all staff and students are equipped with the knowledge, racial literacy, and support to recognise, challenge and report incidents of racism and xenophobia both on campus and in the local community.

ACTION 2.19: 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

ACTION 2.20: 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 any incidences of discrimination, harassment or any inappropriate behaviour, and receive tailored support

ACTION 2.21: Develop and implement anti-racist training for staff and students to improve awareness and understanding of racism, racial harassment, white privilege and microaggressions

ACTION 2.22: Review current policies and procedures and develop new institution-wide strategies for tackling racial harassment

ACTION 2.23: Ensure expected behaviours for online behaviour are clearly communicated to students and staff, as well as sanctions for breaches

ACTION 2.24: Explicitly commit priority status to tackling racial harassment

ACTION 2.25: Ensure the newly developed E-learning resources designed to address racism, *The Uncomfortable Truth* and *The Uncomfortable Conversation*, are embedded in our staff and student training, and form the foundation for increasing knowledge and awareness of racism and discrimination across the University

ACTION 2.26: Expand and continue the *Let's Talk About Race* project (established in 2017) across staff and student communities

ACTION 2.27: Establish the *Anti-Racist Alliance Group*

PRIORITY OBJECTIVES ADDRESSED

PO6: Tackling racism, discrimination & hate crime

PO7: Building community

PO11: Ensuring student well-being

SECTION 3 WORD COUNT: 1,025

4 STAFF PROFILE

LINCOLN DATA

- Unless otherwise stated, all staff data relate to substantive University staff as at 1 September 2018, 2019 and 2020. The data are presented as headcount.
- We have made continued efforts to reduce the proportion of staff with an unknown or undisclosed ethnicity, which remains low at 1.9%.

Table 4.1 Staff with unknown / undisclosed ethnicity

YEAR	All Staff		Academic Staff		Professional Services / Support staff	
	Count	Percentage	Count	Percentage	Count	Percentage
2017/18	29	1.6%	17	1.9%	12	1.4%
2018/19	30	1.6%	18	1.9%	12	1.2%
2019/20	39	1.9%	25	2.4%	14	1.4%
Lincoln CG (mean)		3.4%		4.8%		1.9%

- Staff with unknown ethnicity are included in all staff totals (including survey data)
- Data at an institutional level have been provided for the most detailed ethnicity available. To preserve anonymity, however, where numbers are small the data are aggregated to BAME and non-BAME following analysis.

BENCHMARKING

- In 2017, the REC SAT identified a **comparator group** for benchmarking purposes (CG). A group of five universities were identified based on similar size, rural location, and portfolio of course:
 - Bangor University
 - Keele University
 - University of East Anglia
 - Sunderland University
 - Chester University
- The sector (UK HEI) is used for wider comparison.
- Benchmarking data are taken from:
 - HeidiPlus
 - HESA (Advance HE (2020). *Equality in higher education: staff statistical report 2020*)
 - HESA (Advance HE (2020). *Equality in higher education: student statistical report 2020*)
 - HEFCE (2015) Selection of Staff for Inclusion in REF2014
- Benchmarking at College level is calculated from HESA data (mean values across Schools). See **Tables 4.2 and 4.3**.

Table 4.2 Bespoke benchmarking for College Level comparisons*

SCHOOL	Subject Area*	All Staff		UK Only		Non-UK	
		White (%)	BAME (%)	White (%)	BAME (%)	White (%)	BAME (%)
COLLEGE OF ARTS	CALCULATED BENCHMARKS	91.2%	8.8%	93.8%	6.2%	81.8%	18.2%
Architecture & the Built Environment	Architecture, built environment, planning	83.6	16.4	89.3	10.7	69.6	30.4
English & Journalism	English language, literature	91.8	8.2	93.9	6.1	84.0	16.0
Film & Media	Media Studies	91.5	8.5	93.6	6.4	82.8	17.2
Fine & Performing Arts	Music, dance, drama, performing arts	93.6	6.4	95.0	5.0	86.8	13.2
History & Heritage	History	93.5	6.5	96.0	4.0	87.0	13.0
COLLEGE OF SCIENCE	CALCULATED BENCHMARKS	81.2%	18.8%	88.0%	12.0%	69.3%	30.7%
Chemistry	Chemistry	82.5	17.5	92.1	7.9	67.7	32.3
Computer Science	IT, systems sciences, computer software engineering	75.1	24.9	85.8	14.2	60.5	39.5
Engineering	General engineering	69.9	30.1	86.0	14.0	50.1	49.9
Geography	Geography, environmental studies	89.4	10.6	95.4	4.6	73.8	26.2
Life Sciences	Biosciences	84.8	15.2	91.2	8.8	73.2	26.7
LIAT	Agriculture, forestry, food science	90.3	9.7	95.5	4.5	73.7	26.3
Lincoln Medical School	Clinical medicine	80.7	19.3	84.6	15.4	72.1	27.9
Mathematics & Physics	Mathematics	84.2	15.8	91.4	8.6	75.6	24.4
	Physics	84.3	15.7	92.5	7.5	74.4	25.6
National Centre for Food Manufacturing	Agriculture, forestry, food science	90.3	9.7	95.5	4.5	73.7	26.3
Pharmacy	Pharmacy, pharmacology	76.4	23.6	82.3	17.7	61.6	38.4
COLLEGE OF SOCIAL SCIENCE	CALCULATED BENCHMARKS	89.2%	10.8%	92.6%	7.4%	79.7%	20.3%
Education	Education	92.9	7.1	94.6	5.4	78.3	21.7
Health & Social Care	Nursing, allied health professions	92.3	7.7	92.9	7.1	73.4	26.6
	Social work, social policy	75.3	24.7	90.1	9.9	78.8	21.2
Law	Law	86.0	14.0	89.4	10.6	77.3	22.7
Psychology	Psychology, behavioural sciences	90.8	9.2	93.1	6.9	84.5	15.5
Social & Political Sciences	Politics, international studies	85.6	14.4	89.6	10.4	80.6	19.4
	Sociology	73.1	26.9	89.7	10.3	78.4	21.6
Sport & Exercise Science	Sports science, leisure studies	95.2	4.8	96.7	3.3	84.7	15.3
LIBS	Business, administrative studies	75.2%	24.8%	84.8%	15.2%	58.0%	42.0%

*Calculations from data in Advance HE (2020). *Equality in higher education: staff statistical report 2020*

Table 4.3 Bespoke benchmarking for College Level comparisons. BAME representation in senior roles*

COLLEGE	ALL NATIONALITIES				UK ONLY				NON-UK ONLY			
	Professor		SAM		Professor		SAM		Professor		SAM	
	WHITE	BAME	WHITE	BAME	WHITE	BAME	WHITE	BAME	WHITE	BAME	WHITE	BAME
College of Arts	90%	10%	95%	5%	92%	8%	95%	5%	86%	14%	86%	14%
College of Science	89%	11%	92%	8%	90%	10%	93%	7%	85%	15%	87%	13%
College of Social Science	90%	10%	94%	6%	91%	9%	95%	5%	85%	15%	87%	13%
Lincoln International Business School	91%	9%	95%	5%	92%	8%	96%	4%	86%	14%	86%	14%

*Calculations from data in Advance HE (2020). *Equality in higher education: staff statistical report 2020*

4a Academic staff

ETHNIC PROFILE AT INSTITUTION LEVEL (ACADEMIC STAFF)

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 4.3–4.5**).

KEY OBSERVATIONS & CONCERNS

Lincoln's BAME academic staff population has been steadily increasing over the last three years (+3% from 2017/18). In 2020, 17% of academics identified as BAME (**Table 4.4**): 11% of UK academics (**Table 4.5**) and 34% of non-UK academics (**Table 4.6**). HESA data demonstrate that Lincoln compares well with the sector – consistently higher than both the UK HEI benchmarks (+3.3%, +1.2% and +4.7%, respectively) and the Lincoln CG (+6.8% across all academics).

In common with other universities, Asian staff make up the largest proportion of Lincoln's UK and non-UK BAME staff (5.5% and 19%, respectively), with Black staff (2% and 7%) and those of mixed heritage (2% and 5%) showing lower representation. For UK staff, the data are comparable to the UK HEI benchmarks (within +1%). For our non-UK staff (54% of all BAME staff), the data for staff identifying as Asian, Black and mixed heritage are higher than national averages (+1%, +2.9% and +1.9%, respectively).

Whilst we are pleased to be consistently higher than both the national benchmarks and our comparator group, we recognise that the BAME representation (both in number and percentage) amongst our academic community needs to improve. We will address this through our recruitment strategies (Section 5a) and through ensuring supportive and inclusive environments [**ACTIONS 3.13–3.22, 3.28–3.30, 2.19–2.27**]. Annual analysis and reporting will be undertaken to guide targeted actions and inform ongoing monitoring and impact evaluation [**ACTIONS 3.33, 3.35**].

Staff surveys have identified significant differences in BAME and white responses to questions around the diversity of the University (**Table 4.7**). A high proportion of BAME respondents linked a lack of diversity to negative impacts on their sense of belonging and desire to remain in the University's employment, with BAME respondents affected to a much greater degree than white staff. A greater number of BAME staff also considered the ethnic/racial diversity of the University before applying to work here.

Table 4.7 Selected Staff Survey responses (academic staff only)

SURVEY QUESTION	2018 (% agree)		2020 (% agree)	
	BAME (n=68)	WHITE (n=286)	BAME (n=33)	WHITE (n=323)
<i>"The ethnic/racial diversity of the University of Lincoln impacts on my sense of belonging."</i>	66.7%	37.9%	75.6%	44.0%
<i>"The ethnic/racial diversity of the University of Lincoln impacts on my desire to stay."</i>	59.1%	46.0%	60.6%	50.2%
<i>"I considered the ethnic/racial diversity of the University of Lincoln before applying to work here."</i>	30.3%	16.9%	30.4%	17.0%

Table 4.4 Ethnic profile of academic staff at the University of Lincoln (all nationalities)

YEAR	ACADEMIC STAFF by ETHNICITY												
	Total	White		BAME		Black		Asian		Other		Mixed	
2017/18	907	761	84%	129	14%	27	3%	66	7%	18	2%	18	2%
2018/19	944	778	82%	148	16%	26	3%	80	9%	21	2%	21	2%
2019/20	1023	824	81%	171	17%	33	3%	93	9%	18	2%	27	3%
Lincoln CG (mean)			85%		10.2%		2.1%		5.8%		1.0%		1.3%
UK HEI (mean)			86%		13.7%		2.5%		7.8%		2.0%		1.4%
Local Community – Lincoln			95%		3.1%		0.8%		1.9%		–		0.3%
Local – Lincolnshire			97%		1.6%		0.4%		1.0%		–		0.2%

Table 4.5 Ethnic profile of academic staff at the University of Lincoln (UK only)

YEAR	ACADEMIC STAFF by ETHNICITY												
	Total	White		BAME		Black		Asian		Other		Mixed	
2017/18	661	602	91%	52	8%	11	2%	23	3%	8	1%	10	2%
2018/19	688	621	90%	60	9%	11	2%	28	4%	9	1%	12	2%
2019/20	749	658	88%	79	11%	15	2%	41	5.5%	9	1.2%	14	2%
Lincoln CG (mean)			–		–		–		–		–		–
UK HEI (mean)			90%		9.8%		2.1%		5.2%		0.8%		1.7%
Local Community – Lincoln			95%		3.1%		0.8%		1.9%		–		0.3%
Local – Lincolnshire			97%		1.6%		0.4%		1.0%		–		0.2%

Table 4.6 Ethnic profile of academic staff at the University of Lincoln (non-UK only)

YEAR	ACADEMIC STAFF by ETHNICITY												
	Total	White		BAME		Black		Asian		Other		Mixed	
2017/18	243	157	65%	77	32%	16	7%	43	18%	10	4%	8	3%
2018/19	252	155	62%	87	35%	14	6%	52	21%	12	5%	9	4%
2019/20	270	165	61%	92	34%	18	7%	52	19%	9	3%	13	5%
Lincoln CG (mean)			–		–		–		–		–		–
UK HEI (mean)			71%		29.3%		4.1%		18.0%		4.1%		3.1%
Local Community – Lincoln			95%		3.1%		0.8%		1.9%		–		0.3%
Local – Lincolnshire			97%		1.6%		0.4%		1.0%		–		0.2%

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Ensure all staff and students are equipped with the knowledge, racial literacy, and support to recognise, challenge and report incidents of racism and xenophobia both on campus and in the local community

ACTION 2.19: 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

ACTION 2.20: 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.

ACTION 2.21: Develop and implement anti-racist training for staff and students to improve awareness and understanding of racism, racial harassment, white privilege and microaggressions.

ACTION 2.22: Review current policies and procedures and develop new institution-wide strategies for tackling racial harassment.

ACTION 2.23: Ensure expected behaviours for online behaviour are clearly communicated to students and staff, as well as sanctions for breaches.

ACTION 2.24: Explicitly commit priority status to tackling racial harassment.

ACTION 2.25: Ensure the newly developed E-learning resources designed to address racism, The Uncomfortable Truth and The Uncomfortable Conversation, are embedded in our staff and student training, and form the foundation for increasing knowledge and awareness of racism and discrimination across the University.

ACTION 2.26: Expand and continue the Let's Talk About Race project (established in 2017), providing workshops and focus groups across staff and student communities. Programme co-developed between staff and students.

ACTION 2.27: Establish the *Anti-Racist Alliance Group*.

OBJECTIVE: Review our recruitment strategy

ACTION 3.13: Established a new Key Performance Indicator (KPI): Increase the number of BAME applicants to both academic and professional service roles.

ACTION 3.14: Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools.

ACTION 3.15: Negotiate with East Midlands Railway to align train timetables with the working day

ACTION 3.16: More explicit brief to 'Headhunters' for Senior Leadership positions, requiring short-lists to be diverse (50% BAME and 50% female).

ACTION 3.17: Update training and guidance for recruitment panels.

ACTION 3.18: Include targeted advertising to reach under-represented groups (e.g. BAME-specific media).

ACTION 3.19: Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting).

ACTION 3.20: Provide support to non-UK applicants to increase their rate of success in being shortlisted.

ACTION 3.21: Establish a BAME Recruitment Panel Register to ensure all recruitment panels have BAME representation, without over-burdening staff

ACTION 3.22: Where possible when hiring, prioritise skill sets or specialisms where BAME colleagues are well represented, and make explicit the willingness to consider candidates with unconventional career paths. This will help address the under-representation of BAME staff at levels below professor.

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Increase the proportion of BAME candidates applying for posts at the University across all staff groups

ACTION 3.28: Review our branding and attractiveness as an employer to BAME.

ACTION 3.29: Be explicit about career development opportunities (such as Inspire, PIMS, ILM3/5, Manager workshops etc) on job advertisements and/or the University's 'job opportunities'.

ACTION 3.30: Be explicit about the University's commitment to diversity and inclusion in job advertisements and on the UoL 'job opportunities' page. Include 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.

OBJECTIVE: Data collection, analysis and impact evaluation

ACTION 3.33: Annual analysis and reporting to guide targeted actions and inform ongoing monitoring

ACTION 3.35: Annual impact evaluation of targeted initiatives

PRIORITY OBJECTIVES ADDRESSED

PO4: Proportionate representation

ETHIC PROFILE AT COLLEGE LEVEL (ACADEMIC STAFF)

Staff-in-post data are provided for three years ending 1 September 2020 (**Figures 4.1–4.3** and **Tables 4.8–4.10**).

KEY OBSERVATIONS & CONCERNS

In line with the University-wide trend, there has been a steady increase in BAME representation across all four Colleges in the last three years (**Fig.4.1**). Today, BAME representation within LIBS (**30.0%**), CoS (**25.9%**), and CoSS (**11.3%**) exceeds national benchmarks (+5.2%, +8.2%, and +0.5%, respectively), whilst CoA (**6.9%**) sits just below (–1.9%).

Among UK staff, BAME representation in all four colleges is above the national benchmarks (**Fig.4.2**): LIBS (**20.9%** / +5.8%); CoS (**14.1%** / +2.1%); CoSS (**8.0%** / +0.6%) and CoA (**6.3%** / +0.1%).

Across international staff, similar college-wide trends are observed (**Fig.4.3**), with BAME representation in LIBS (**48.8%**), CoS (**45.8%**), and CoSS (**26.0%**) exceeding national benchmarks (+6.8%, +14.9%, and +5.7%, respectively), and CoA (**9.8%**) below (–8.4%).

It is difficult to identify any group trends within the BAME community due to small numbers. Among our UK BAME staff, however, it is noted that Asian staff form the majority group across all colleges (**Tables 4.8**). Whilst this is also true for non-UK BAME staff in the CoS and LIBS (**28%** and **32%**, respectively), Black staff are the majority group in both CoA (**5%**) and CoSS (**13%**) (**Table 4.9**).

Our **Action Plan** seeks to understand the different challenges within our Colleges (**Table 4.10**), and the factors that have facilitated the successes in LIBS and CoS, and to ensure that good practice is shared to support improved diversity in CoA [**ACTIONS 3.5–3.6**].

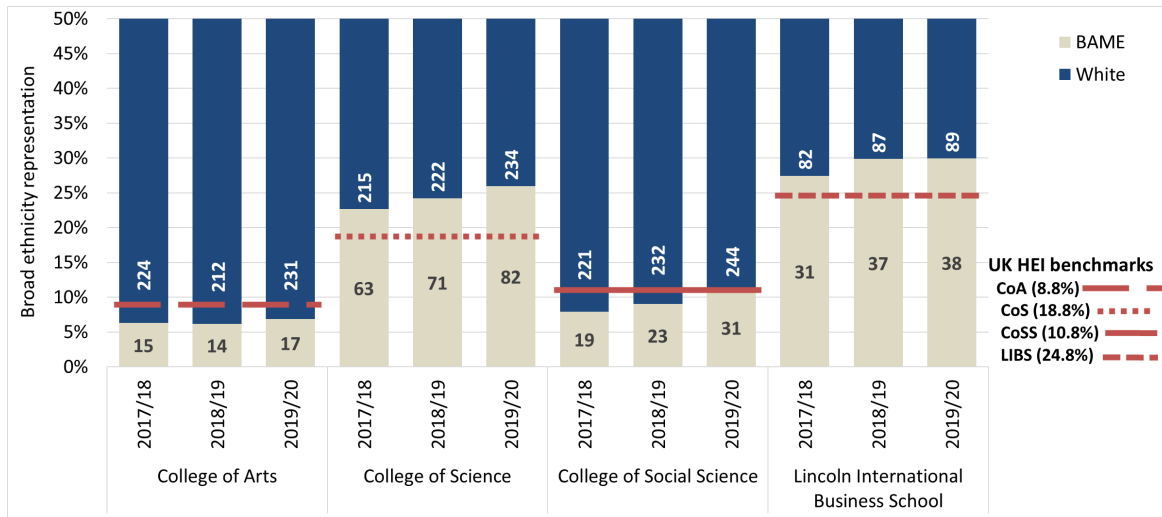


Figure 4.1 Broad ethnicity (BAME) representation (academic staff) across Colleges (all nationalities). Benchmarks are calculated from national data according to the discipline portfolio of each College (see Table 4.2)

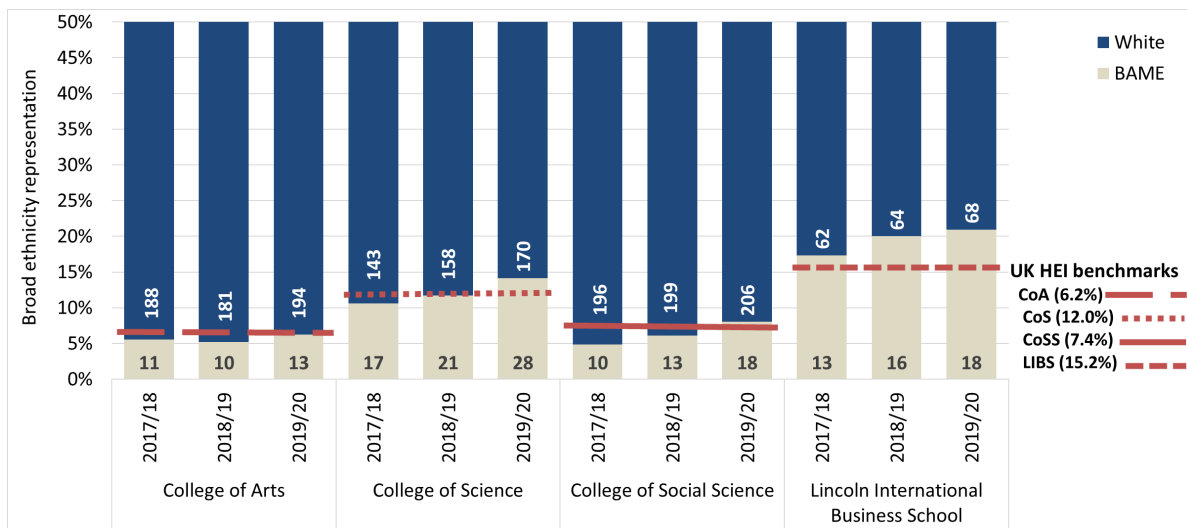


Figure 4.2 Broad ethnicity (BAME) representation (academic staff) across Colleges (UK only). Benchmarks are calculated from national data according to the discipline portfolio of each College (see Table 4.2)

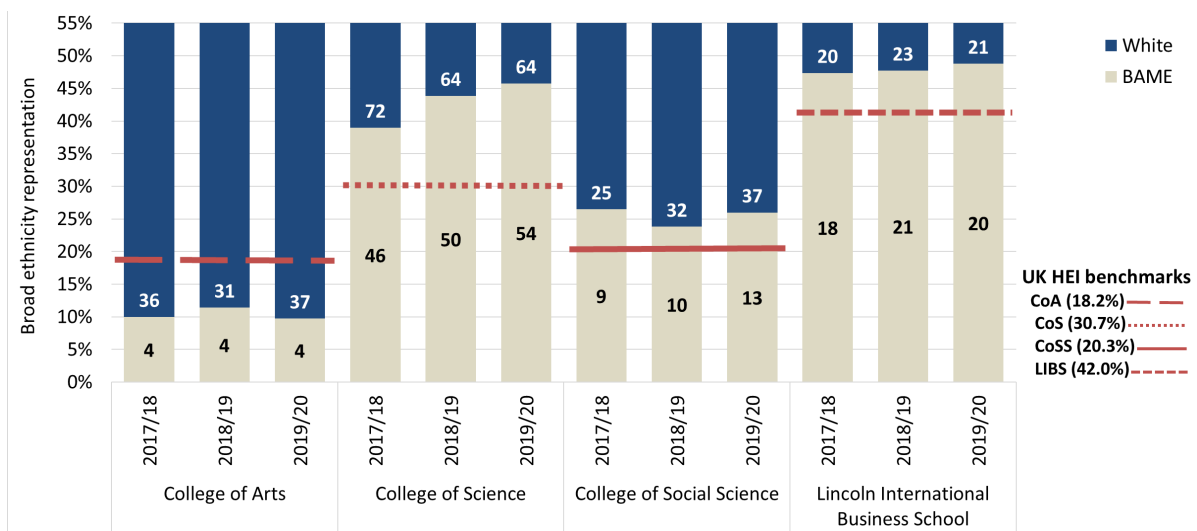


Figure 4.3 Broad ethnicity (BAME) representation across Colleges (non-UK only). Benchmarks are calculated from national data according to the discipline portfolio of each College (see Table 4.2)

Table 4.8 Ethnic diversity within the BAME group across Colleges (2017–20) UK only

YEAR	BAME		Black		Asian		Other		Mixed		
College of Arts											
2017/18	11	5%	3	1%	3	1%	2	1%	3	1%	
2018/19	10	5%	2	1%	4	2%	2	1%	2	1%	
2019/20	13	6%	3	1%	6	3%	2	1%	2	1%	
College of Science											
2017/18	17	11%	2	1%	8	5%	5	3%	2	1%	
2018/19	21	12%	2	1%	11	6%	5	3%	3	2%	
2019/20	28	14%	3	2%	17	9%	5	3%	3	2%	
College of Social Science											
2017/18	10	5%	1	0.5%	5	2%	1	0.5%	3	1%	
2018/19	13	6%	1	0.5%	5	2%	2	1%	5	2%	
2019/20	18	8%	3	1%	7	3%	2	1%	6	3%	
Lincoln International Business School											
2017/18	13	17%	5	7%	7	9%	0	–	1	1%	
2018/19	16	20%	6	8%	8	10%	0	–	2	3%	
2019/20	18	21%	6	7%	10	11%	0	–	2	2%	

Table 4.9 Ethnic diversity within the BAME group across Colleges (2017–20) Non-UK only

YEAR	BAME		Black		Asian		Other		Mixed		
College of Arts											
2017/18	4	9%	0	–	3	7%	0	–	1	2%	
2018/19	4	11%	1	3%	2	5%	0	–	1	3%	
2019/20	4	9%	2	5%	1	2%	0	–	1	2%	
College of Science											
2017/18	46	37%	5	4%	27	22%	10	8%	4	3%	
2018/19	50	41%	3	2%	32	26%	10	8%	5	4%	
2019/20	54	43%	4	3%	35	28%	8	6%	7	6%	
College of Social Science											
2017/18	9	26%	5	14%	2	6%	0	–	2	6%	
2018/19	10	23%	5	12%	2	5%	1	2%	2	5%	
2019/20	13	25%	7	13%	2	4%	1	2%	3	6%	
Lincoln International Business School											
2017/18	18	47%	6	16%	11	29%	0	–	1	3%	
2018/19	21	48%	5	11%	15	34%	1	2%	0	–	
2019/20	20	49%	5	12%	13	32%	0	–	2	5%	

Table 4.10 Comparison between staff communities at College level

COLLEGE	TOTAL STAFF	UK STAFF			INTERNATIONAL STAFF		
		Proportion of all staff	BAME staff	UK HEI	Proportion of all staff	BAME staff	UK HEI
LIBS	127	67%	20.9%	15.2%	33%	48.8%	42.0%
CoS	316	63%	14.1%	12.0%	37%	45.8%	30.7%
CoSS	275	82%	8.0%	7.4%	18%	26.0%	20.3%
CoA	248	83%	6.3%	6.2%	17%	9.8%	18.2%

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Understand the different challenges faced across Colleges and Directorates in establishing diverse communities

ACTION 3.5: Study the recruitment practices within our Colleges and identify factors that have led to more diverse staff communities in LIBS and CoS.

ACTION 3.6: Monitor and evaluate recruitment campaigns (including the effectiveness of positive actions).

PRIORITY OBJECTIVE ADDRESSED

PO4: Proportionate representation

ETHNIC PROFILE BY GRADE (ACADEMIC STAFF)

Staff-in-post data are provided for three years ending 1 September 2020: University-wide (**Figs. 4.4–4.6**) and College-wide (**Figs. 4.9–4.20**)

KEY OBSERVATIONS & CONCERNS

Lived experiences (2017–18)

'It is something you do find a lot (...): more ethnic and gender diversity in the lower levels (...), and as you go up: more male, more white, more British. Regardless of promotion or hiring directly.'

Staff Focus Group 2017

"There is an absence of minority faces in senior positions and this to me is an urgent matter"

White British academic (female)

REC Staff Survey 2018

- In line with the University-wide trend, there has been a steady increase in both number and representation of BAME staff across all grades (2017–20) (**Fig. 4.4**). BAME academics have the highest representation (**30.0%**) at Researcher level (Grade 7), significantly higher than the national average (UK HEI **19.3%**). At the SL–AP transition point¹⁰ (Grade 8–Grade 9), we observe a drop in BAME

¹⁰ At Lincoln, there is no bar between Lecturer and Senior Lecturer grades

representation (16.4% to 9.8%), more significant than observed nationally (12.7% to 10.3%), but a rise in representation (9.8% to 14.8%) at the AP–Prof transition (cf. UK HEI, 10.3% to 10.4%).

- Among our UK staff (Fig. 4.5), representation of BAME academics is fairly evenly distributed across grades, with most grades reflecting the overall academic population (17.2%). Exceptions are Researchers (+5.9%) and SAMs (-5.0%). All grades show BAME representation equal to, or higher than, the national average. There is a steady increase in BAME representation across the key transition points, from 10.1% (SL/Grade 8) to 10.8% (AP/Grade 9) to 14.3% (Prof) (cf. UK HEI, 10.1% to 9.9% to 9.1%).
- Among Lincoln’s non-UK BAME academics (Fig. 4.6), Researchers (Grade 7) have the highest representation (51.1%), exceeding the national average (cf. UK HEI, 34.2%). Across the key transition points, however, there is a significant under-representation of BAME academics at Grade 9 (AP) in 2019/20, although representation at both Grade 8 (SL) and Prof levels is higher than UK HEI: SL–AP transition point (36.5% to 5.3%; cf. UK HEI 24.3% to 15.5%); AP–Prof transition (5.3% to 16.7%; cf. UK HEI 15.5% to 14.7%). It is noted that in previous two years, Grade 9 (AP) BAME representation was higher (16% and 17%, respectively), although the numbers remain small. This is further discussed alongside turnover (Section 4d) and promotion data (Section 5d).
- Comparing with our BAME academic population (17.2%), and consistent with staff survey and focus group feedback, it is evident that BAME academic leadership (AP, Prof, SAM) is under-represented (Fig. 4.4, Table 4.11). With the exception of SAM (which is at parity), the under-representation sits within our non-UK community (Fig. 4.6, Table 4.13), and is not observed within the UK staff body (Fig. 4.5).
- Asian staff are better represented than other minority groups at all grades (Figs. 4.7a and b). At SL and AP (Grades 8 and 9, respectively) Black staff are the next highest represented group.
- **Of concern, is the absence of Black professors**, although we do have Black staff at Grade 9. Our **Action Plan** seeks to support those staff in their application for promotion to professor (Section 5d) [ACTION 3.44].
- Our UK BAME AP represent 13% of the BAME academic community – the same representation observed for white APs, as illustrated in the Glass Ceiling Indices¹¹ (GCI = 0.99 and 1.00, respectively) (Fig. 4.8). At Professor level, UK BAME professors represent 11% of the BAME community, compared to only 8% for UK white professors (Table 4.12). Although representation at these levels within the UK BAME community is good, the number of BAME staff is low and needs to increase [ACTION 3.1–3.4].
- Among non-UK BAME staff (Fig. 4.9), we observe lower representation than non-UK white staff at both AP (GCI = 7.01 and 0.66) and Professor (GCI = 2.15 and 0.77, respectively). We recognise the need to understand the differential pipeline [ACTION 3.47] and address these barriers, as well as increase overall numbers of staff.

Our **Action Plan** seeks to mitigate observed differences through our recruitment strategies (Section 5a), internal promotions (Section 5d), and additional support to our non-UK academic community [ACTIONS 3.13–3.22, 3.39–3.49].

¹¹ Adapted from: *European Commission, She Figures 2018*

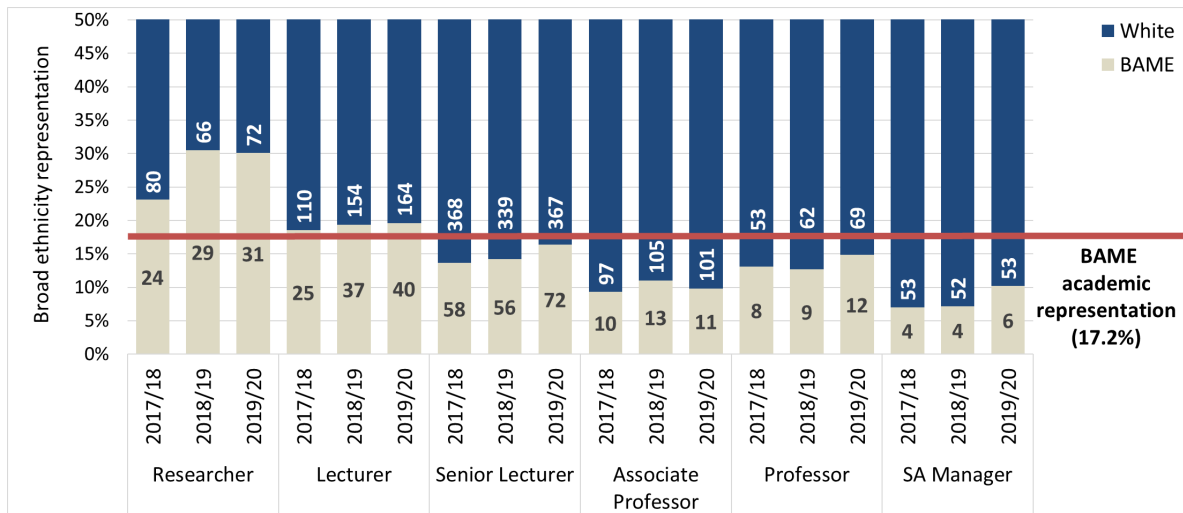


Figure 4.4 Broad ethnicity (BAME) representation across academic grades (all nationalities) at institution level. The overall BAME academic representation at Lincoln is given for comparison

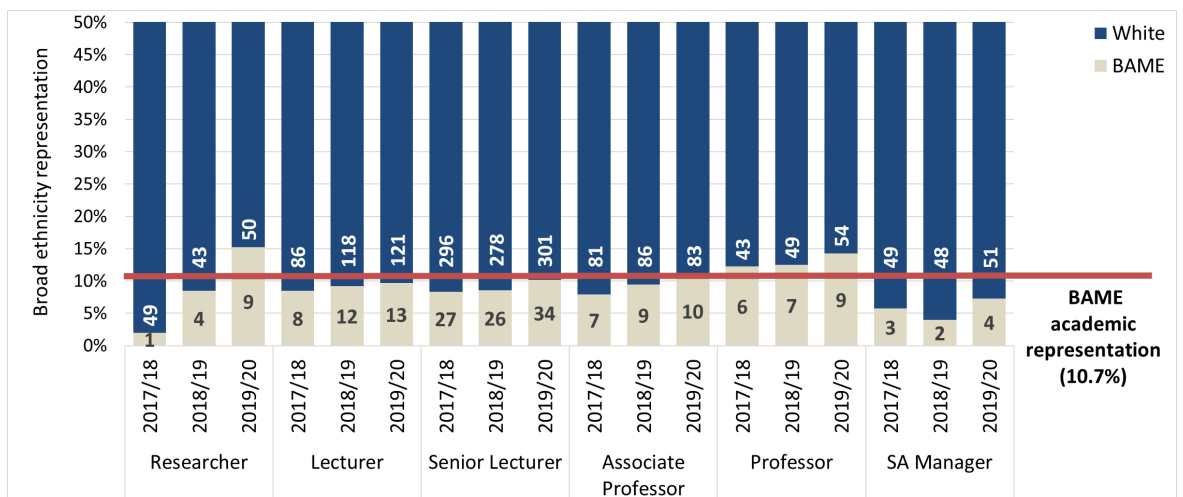


Figure 4.5 Broad ethnicity (BAME) representation across academic grades (UK only) at institution level. The overall BAME academic representation among UK staff at Lincoln is given for comparison

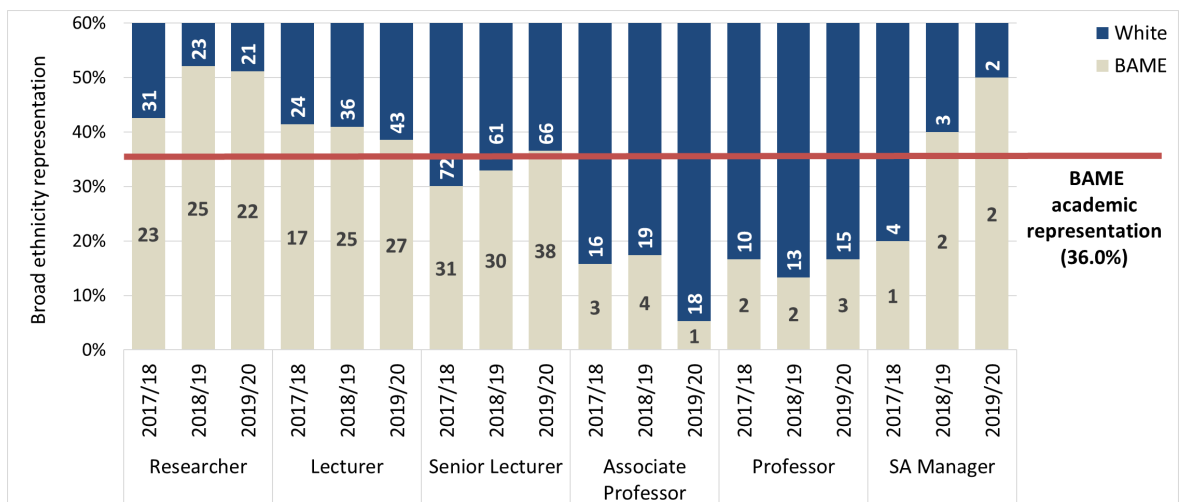


Figure 4.6 Broad ethnicity (BAME) representation across academic grades (non-UK) at institution level. The overall BAME academic representation among non-UK staff at Lincoln is given for comparison

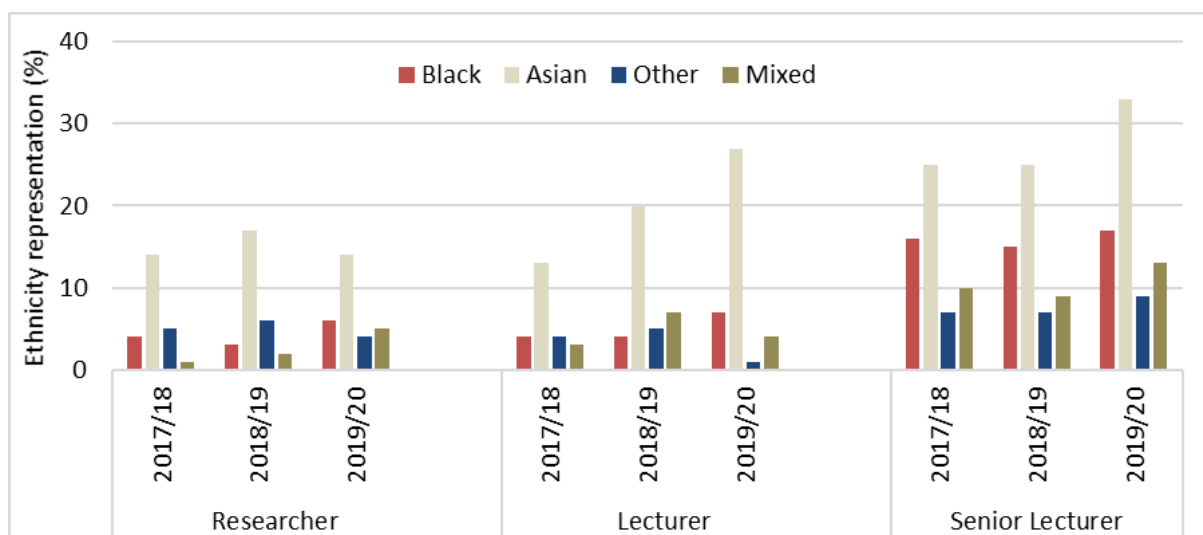


Figure 4.7a Ethnicity representation across academic grades (Researcher to Senior Lecturer) at institution level (all nationalities)

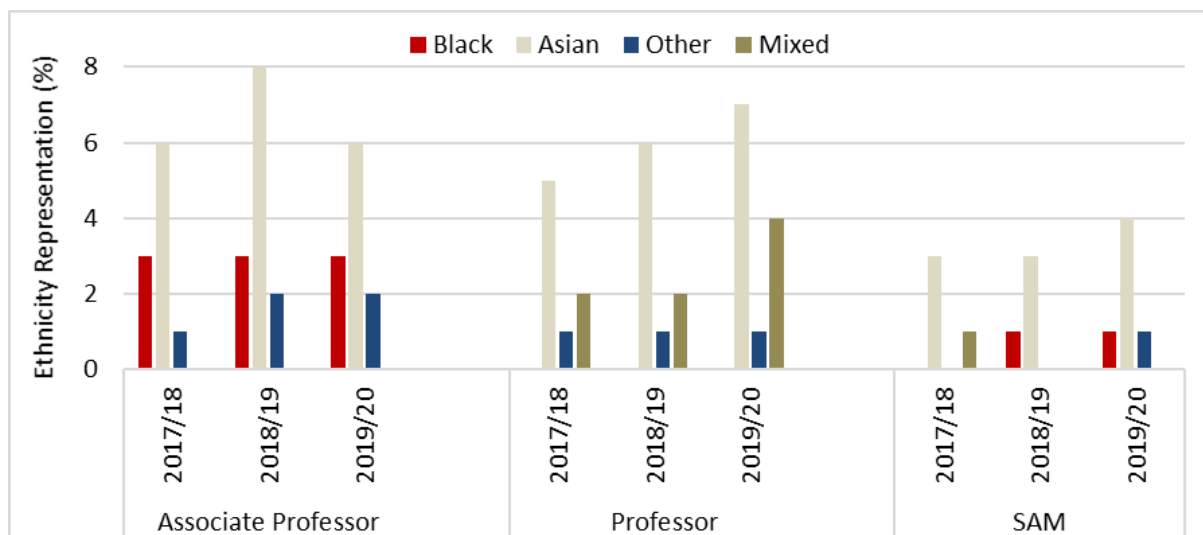


Figure 4.7b Ethnicity representation across academic grades (Grade 9 and above) at institution level (all nationalities)

Table 4.11 Broad ethnicity (BAME) representation across senior grades (all nationalities) at institution level, and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group)

YEAR	ASSOCIATE PROFESSOR				PROFESSOR				SENIOR ACADEMIC MANAGER			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	97	91%	10	9%	53	87%	8	13%	53	93%	4	7%
2018/19	105	89%	13	11%	62	87%	9	13%	52	93%	4	7%
2019/20	101	90%	11	10%	69	85%	12	15%	53	90%	6	10%
UK HEI (mean)		89%		11%		90%		10%		94%		6%

YEAR	ASSOCIATE PROFESSOR WITHIN ETHNICITY GROUP				PROFESSORS WITHIN ETHNIC GROUP				SENIOR ACADEMIC MANAGERS WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	97/761	13%	10/129	8%	53/761	7%	8/129	6%	53/761	7%	4/129	3%
2018/19	105/778	13%	13/148	9%	62/778	8%	9/148	6%	52/778	7%	4/148	3%
2019/20	101/824	12%	11/171	6%	69/824	8%	12/171	7%	53/824	6%	6/171	4%
UK HEI (mean)		-		-		11%		6%		0.7%		0.2%

Table 4.12 Broad ethnicity (BAME) representation across senior grades (**UK only**) at institution level, and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group)

YEAR	ASSOCIATE PROFESSOR				PROFESSOR				SENIOR ACADEMIC MANAGER			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	81	92%	7	8%	43	88%	6	12%	49	94%	3	6%
2018/19	86	91%	9	9%	49	88%	7	12%	48	96%	2	4%
2019/20	83	89%	10	11%	54	86%	9	14%	51	93%	4	7%
UK HEI (mean)		90%		10%		91%		9%		95%		5%

YEAR	ASSOCIATE PROFESSOR WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SENIOR ACADEMIC MANAGERS WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	81/604	13%	7/52	14%	43/604	7%	6/52	12%	49/604	8%	3/52	6%
2018/19	86/623	14%	9/60	15%	49/623	8%	7/60	12%	48/623	8%	2/60	3%
2019/20	83/660	13%	10/79	13%	54/660	8%	9/79	11%	51/660	8%	4/79	5%
UK HEI (mean)		–		–		11%		10%		0.8%		0.3%

Table 4.13 Broad ethnicity (BAME) representation across senior grades (**non-UK only**) at institution level, and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group)

YEAR	ASSOCIATE PROFESSOR				PROFESSOR				SENIOR ACADEMIC MANAGER			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	16	84%	3	16%	10	83%	2	17%	4	80%	1	20%
2018/19	19	83%	4	17%	13	87%	2	13%	3	60%	2	40%
2019/20	18	95%	1	5%	15	83%	3	17%	2	50%	2	50%
UK HEI (mean)		85%		15%		85%		15%		86%		14%

YEAR	ASSOCIATE PROFESSORS WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SENIOR ACADEMIC MANAGERS WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	16/157	10%	3/77	4%	10/157	6%	2/77	3%	4/157	3%	1/77	1%
2018/19	19/155	12%	4/88	5%	13/155	8%	2/88	2%	3/155	2%	2/88	2%
2019/20	18/165	11%	1/93	1%	15/165	9%	3/93	3%	2/165	1%	2/93	2%
UK HEI (mean)		–		–		9%		3.6%		0.2%		0.1%

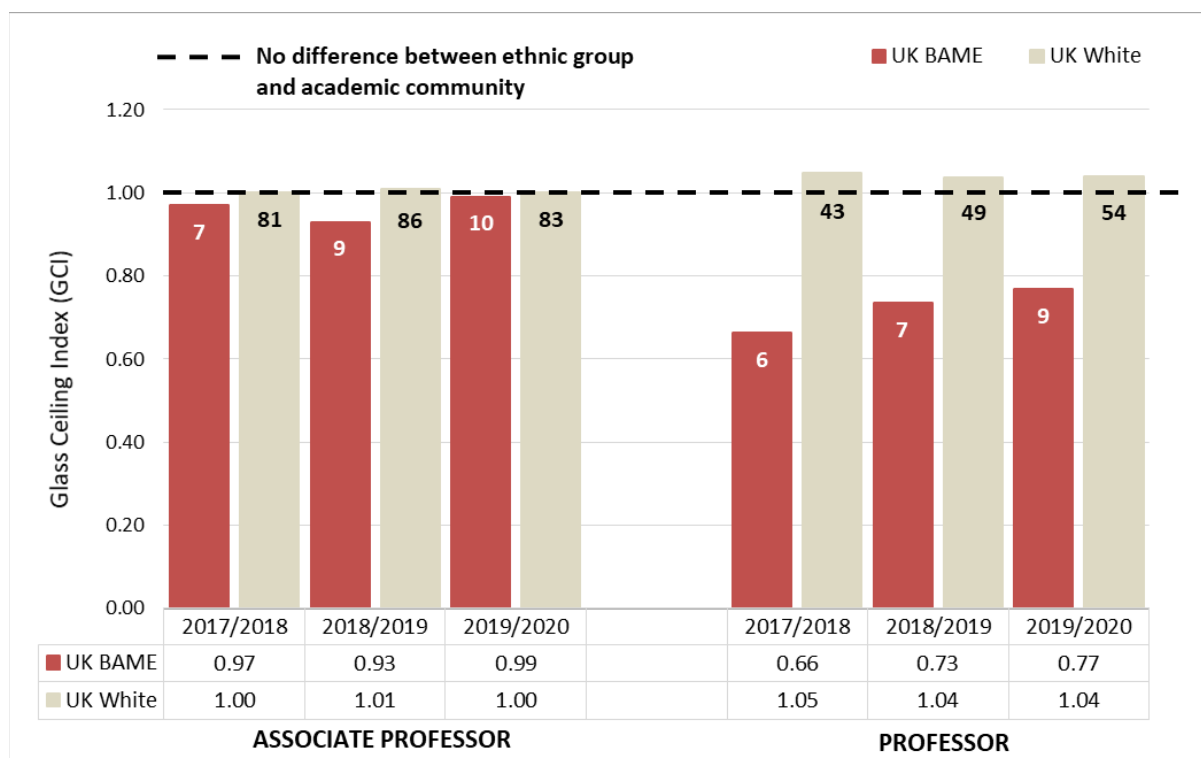


Figure 4.8 A comparison of Glass Ceiling Indices for BAME and UK white academic staff (**UK only**) across the institution. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

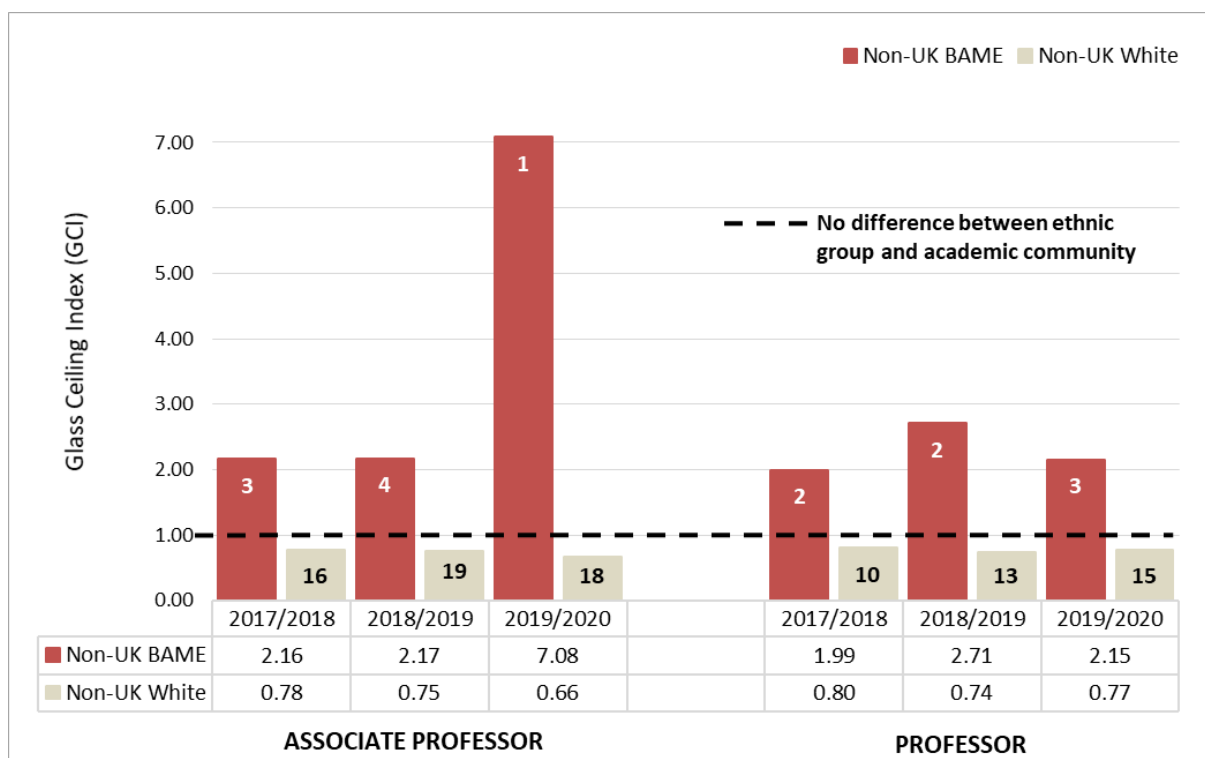


Figure 4.9 A comparison of Glass Ceiling Indices for BAME and white academic staff (**non-UK only**) across the institution. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

At College level, data evidence the challenges around the SL–AP transition point, particularly for our non-UK academic community, and highlight different priorities. College priorities are summarised in **Table 4.26**.

College of Arts (Figs. 4.10–4.14; Tables 4.14–4.16):

- Although CoA has a low BAME population (**6.9%**), UK BAME representation reflects the College population across the majority of grades (**Fig. 4.11**).
- Of note is the high representation at Professor (**16.7%**), representing **15%** of all BAME staff in the College (cf. only **5%** of UK white staff are at Professor level) (**Table 4.15**).
- The GCI (**Figs. 4.13, 4.14**) illustrate the barrier at the SL–AP transition for UK and non-UK BAME staff (GCI=1.19 and ∞ , respectively) and the higher representation among UK BAME staff at Professor level (GCI=0.4).
- There are no non-UK BAME staff above SL (**Fig. 4.12**).

College of Science (Figs. 4.15–4.19; Tables 4.17–4.19):

- The number and representation of BAME staff have increased steadily (2017–20).
- There is a marked division in representation across the grades (**Fig. 4.15**), and a barrier to BAME progression beyond SL (Grade 8) for both UK and non-UK staff (GCI = 1.17 and 3.37, respectively). The barrier is more pronounced for non-UK staff (**Figs. 4.18, 4.19**).
- For UK staff, there is equal representation among BAME and white staff at Professor level (**Table 4.18**) (GCI = 0.97 and 1.01, respectively).

College of Social Science (Figs. 4.20–4.24; Tables 4.20–4.22):

- Researcher level has the highest BAME representation within the College (**26.7%**), exceeding the overall BAME population (**11.3%**).
- There is a marked BAME under-representation at both AP (**3.2%**) and SAM (**0.0%**), but good representation at Professor (**14.3%**).
- UK BAME staff are better represented at Professor level (**17%**; GCI=0.46) than their white colleagues (**6%**; GCI=1.13) (**Table 4.21; Fig. 4.23**).
- There are no non-UK BAME staff above SL (Grade 8) (**Table 4.22; Fig. 4.24**).

Lincoln International Business School (Figs. 4.25–4.29; Tables 4.23–4.25):

- Researchers in LIBS are the least BAME-represented group (**Fig. 4.25**). In 2019/20, there were no BAME researchers. Other grades are well represented, and generally close to the College BAME population (**29.9%**).
- The SL–AP transition point is good for UK BAME (**Fig. 4.26**), but a barrier is observed for AP–Prof progression (**Fig. 4.28**, GCI= ∞). Conversely, there are no non-UK BAME APs (**Fig. 4.27**), but **50%** of non-UK Professors are BAME.

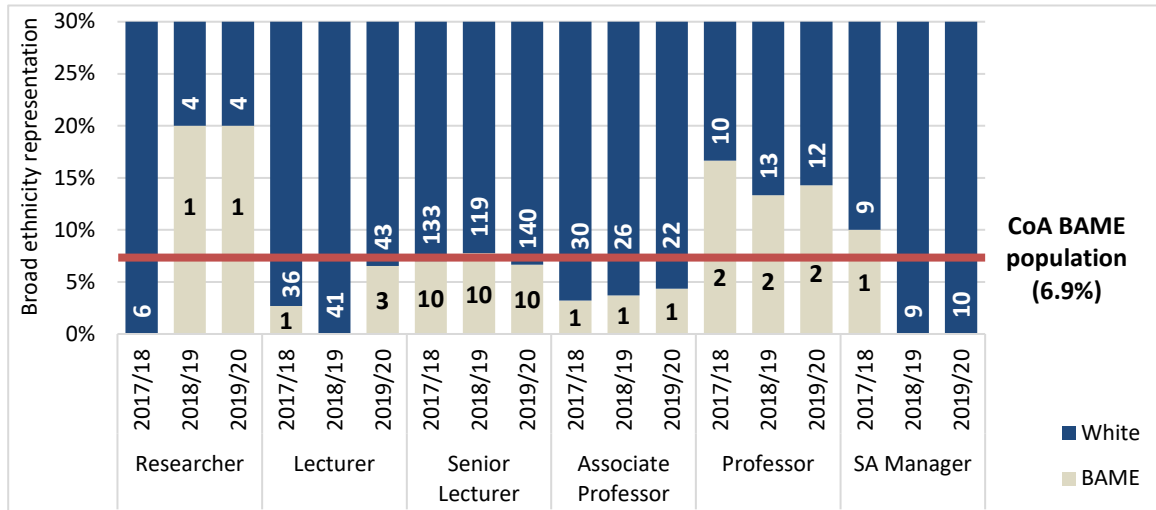


Figure 4.10 Broad ethnicity (BAME) representation across academic grades (all nationalities). College of Arts. The College BAME population is mean ethnicity representation and not grade specific

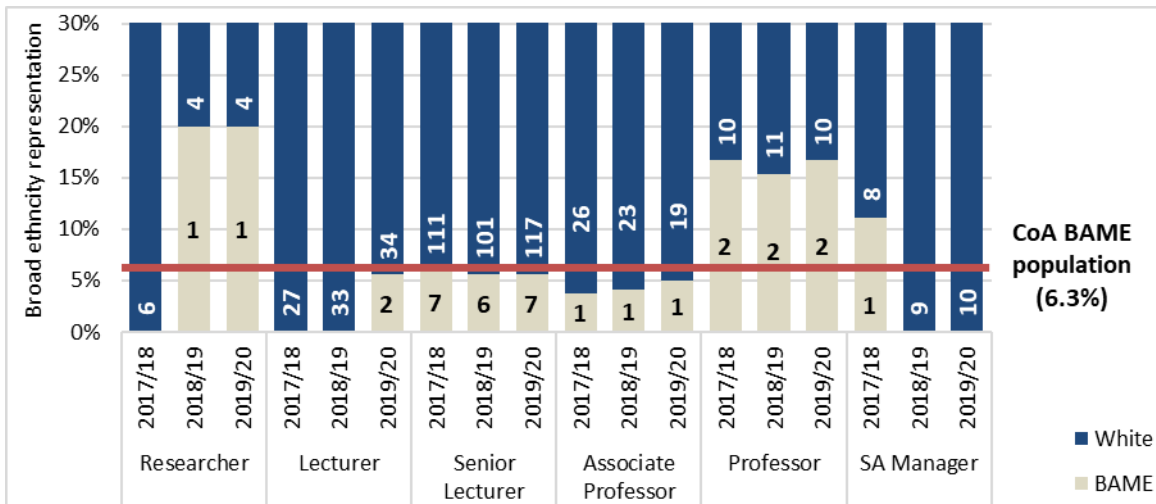


Figure 4.11 Broad ethnicity (BAME) representation across academic grades (UK only). College of Arts. The College BAME population is mean ethnicity representation and not grade specific

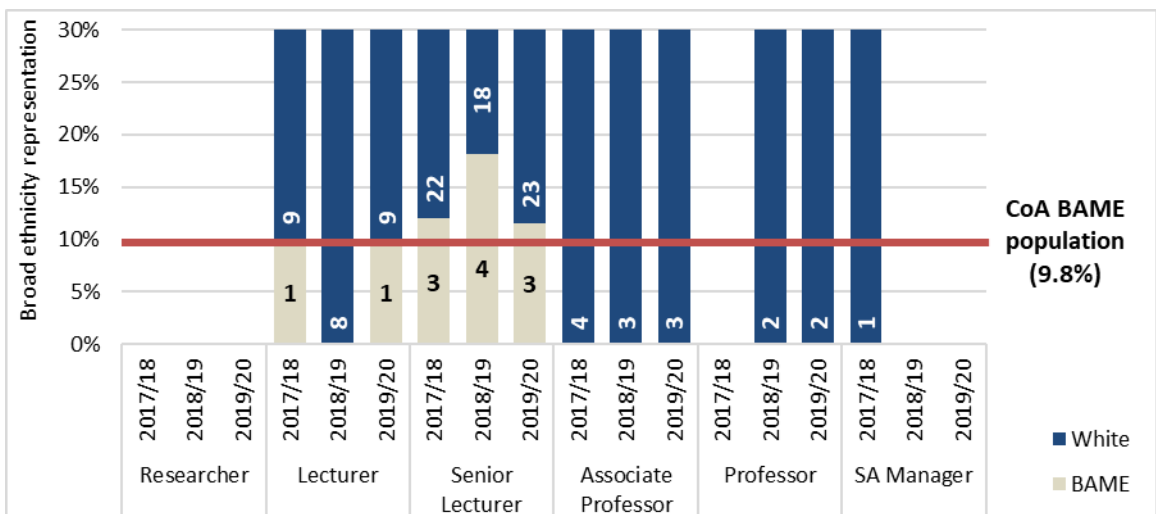


Figure 4.12 Broad ethnicity (BAME) representation across academic grades (non-UK only). College of Arts. The College BAME population is mean ethnicity representation and not grade specific

Table 4.14 Broad ethnicity (BAME) representation across senior grades (**all nationalities**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Arts**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	30	97%	1	3%	10	83%	2	17%	9	90%	1	10%
2018/19	26	96%	1	4%	13	87%	2	13%	9	100%	0	-
2019/20	22	96%	1	4%	12	86%	2	14%	10	100%	0	-
UK HEI (mean)		-		-		90%		10%		95%		5%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	30/224	13%	1/15	7%	10/224	4%	2/15	13%	9/224	4%	1/15	7%
2018/19	26/212	12%	1/14	7%	13/212	6%	2/14	14%	9/212	4%	0	-
2019/20	22/231	10%	1/17	6%	12/231	5%	2/17	12%	10/231	4%	0	-
UK HEI (mean)		-		-		10%		6%		0.9%		0.3%

Table 4.15 Broad ethnicity (BAME) representation across senior grades (**UK only**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Arts**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	26	96%	1	4%	10	83%	2	17%	8	89%	1	11%
2018/19	23	96%	1	4%	11	85%	2	15%	9	100%	0	-
2019/20	19	95%	1	5%	10	83%	2	17%	10	100%	0	-
UK HEI (mean)		-		-		92%		8%		95%		5%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	26/188	14%	1/11	9%	10/188	5%	2/11	18%	8/188	4%	1/11	9%
2018/19	23/181	13%	1/10	10%	11/181	6%	2/10	20%	9/181	5%	0/10	-
2019/20	19/194	10%	1/13	8%	10/194	5%	2/13	15%	10/194	5%	0/13	-
UK HEI (mean)						10%		8%		1.1%		0.5%

Table 4.16 Broad ethnicity (BAME) representation across senior grades (**Non-UK only**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Arts**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	4	100%	0	-	0	-	0	-	1	100%	0	-
2018/19	3	100%	0	-	2	100%	0	-	0	-	0	-
2019/20	3	100%	0	-	2	100%	0	-	0	-	0	-
UK HEI (mean)		-		-		86%		14%		86%		14%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	4/36	11%	0/4	-	0/36	-	0/4	-	1/36	3%	0/4	-
2018/19	3/31	10%	0/4	-	2/31	6%	0/4	-	0/31	-	0/4	-
2019/20	3/37	8%	0/4	-	2/37	5%	0/4	-	0/37	-	0/4	-
UK HEI (mean)		-		-		10%		6%		0.3%		0.1%

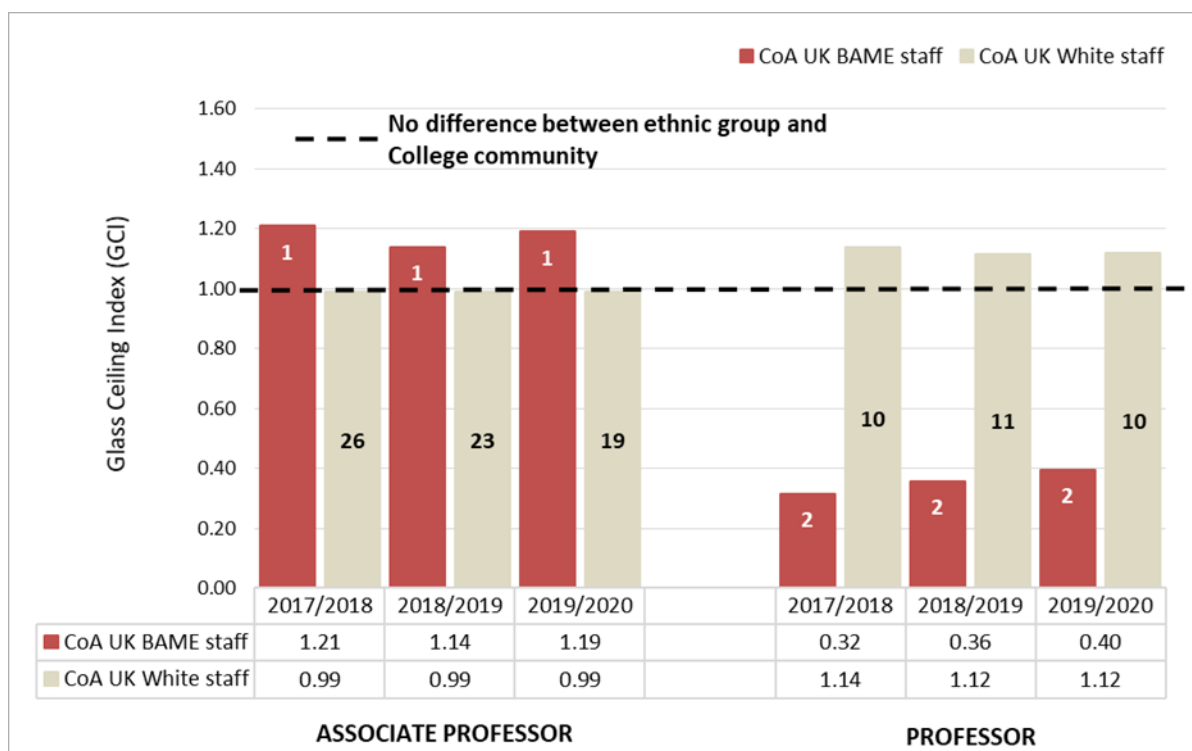


Figure 4.13 A comparison of Glass Ceiling Indices for BAME and white academic staff (UK only) in the College of Arts. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

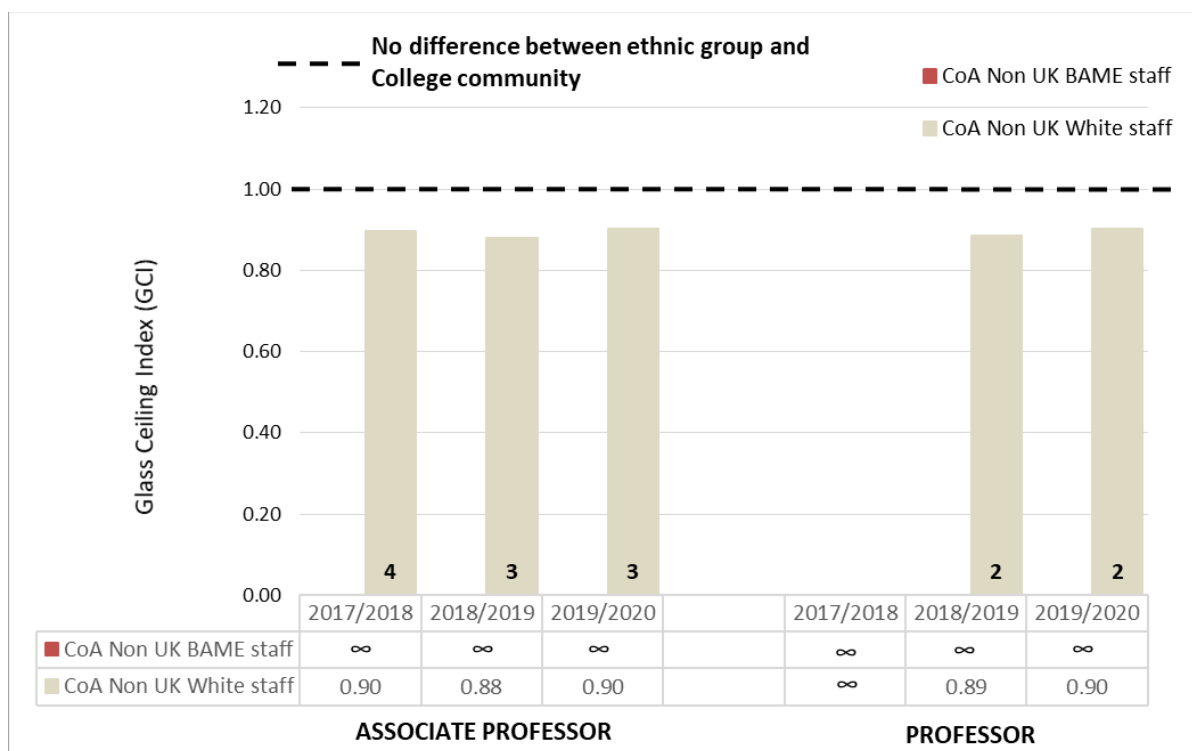


Figure 4.14 A comparison of Glass Ceiling Indices for BAME and white academic staff (non-UK only) in the College of Arts. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

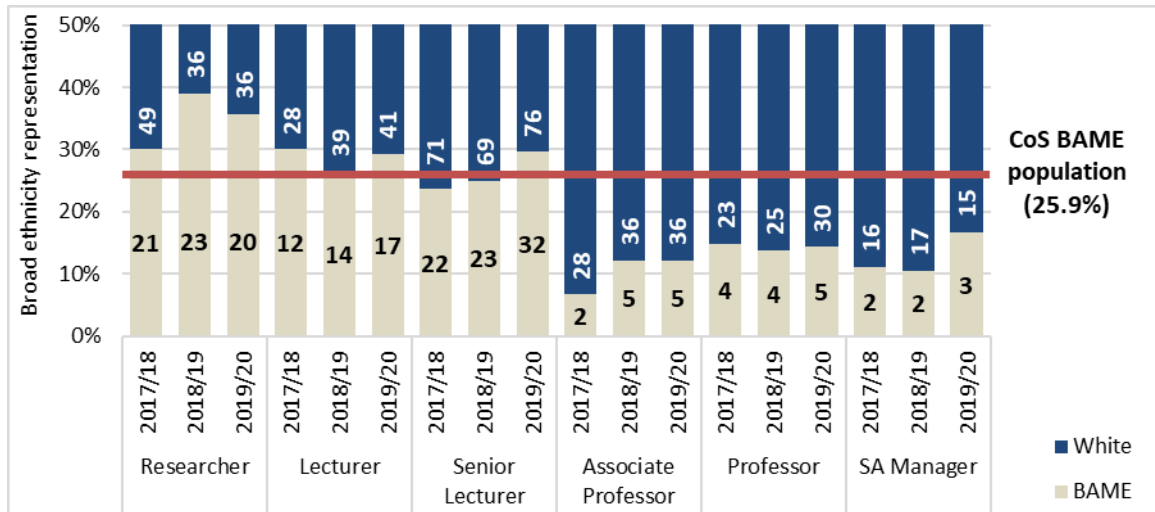


Figure 4.15 Broad ethnicity (BAME) representation across academic grades (all nationalities). College of Science. The College BAME population is mean ethnicity representation and not grade specific

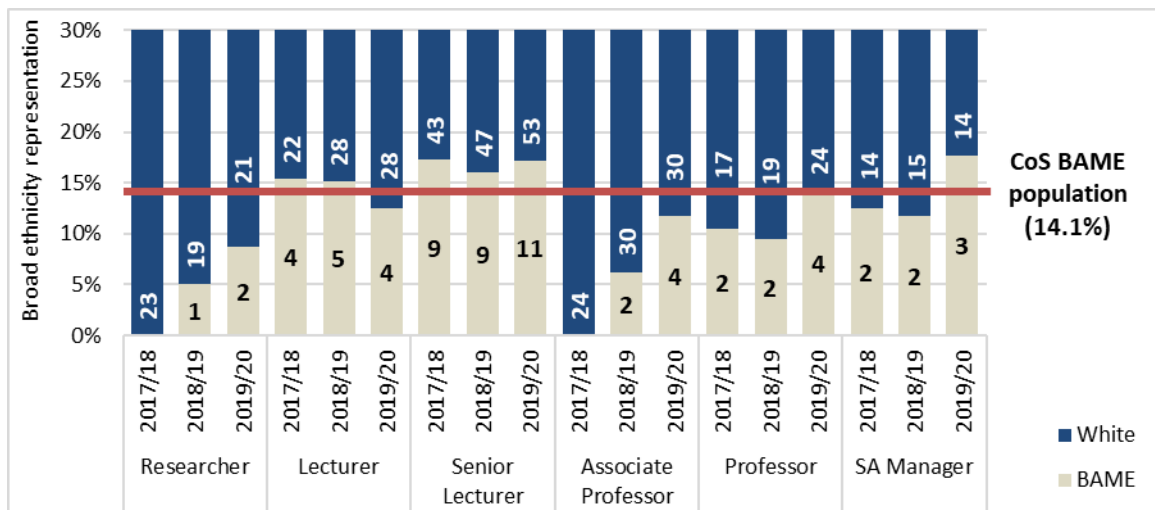


Figure 4.16 Broad ethnicity (BAME) representation across academic grades (UK only). College of Science. The College BAME population is mean ethnicity representation and not grade specific

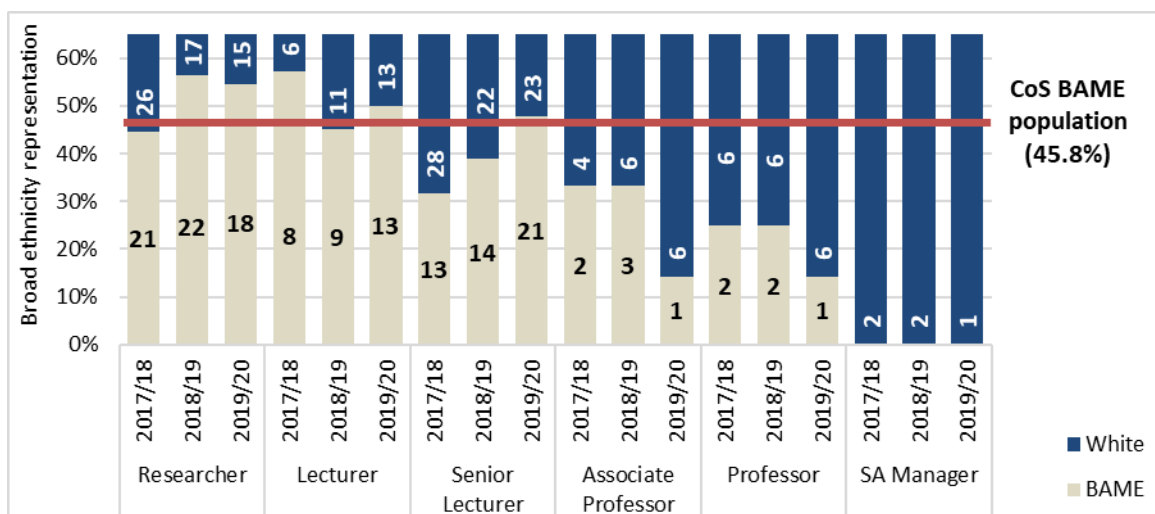


Figure 4.17 Broad ethnicity (BAME) representation across academic grades (non-UK only). College of Science. The College BAME population is mean ethnicity representation and not grade specific

Table 4.17 Broad ethnicity (BAME) representation across senior grades (**all nationalities**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Science**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	28	93%	2	7%	23	85%	4	15%	16	89%	2	11%
2018/19	36	88%	5	12%	25	86%	4	14%	17	89%	2	11%
2019/20	36	88%	5	12%	30	86%	5	14%	15	83%	3	17%
UK HEI (mean)		–		–		89%		11%		92%		8%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	28/215	13%	2/63	3%	23/215	11%	4/63	6%	16/215	7%	2/63	3%
2018/19	36/222	16%	5/71	7%	25/222	11%	4/71	6%	17/222	8%	2/71	3%
2019/20	36/234	15%	5/82	6%	30/234	13%	5/82	6%	15/234	6%	3/82	4%
UK HEI (mean)		–		–		12%		6%		0.4%		0.1%

Table 4.18 Broad ethnicity (BAME) representation across senior grades (**UK only**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Science**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	24	92%	0	–	17	89%	2	11%	14	88%	2	12%
2018/19	30	94%	2	6%	19	90%	2	10%	15	88%	2	12%
2019/20	30	88%	4	12%	24	86%	4	14%	14	82%	3	18%
UK HEI (mean)		–		–		90%		10%		93%		7%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	24/143	17%	0/17	–	17/143	12%	2/17	12%	14/143	10%	2/17	12%
2018/19	30/158	19%	2/21	10%	19/158	12%	2/21	10%	15/158	9%	2/21	10%
2019/20	30/170	18%	4/28	14%	24/170	14%	4/28	14%	14/170	8%	3/28	11%
UK HEI (mean)		–		–		13%		11%		0.5%		0.3%

Table 4.19 Broad ethnicity (BAME) representation across senior grades (**non-UK only**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Science**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	4	67%	2	33%	6	75%	2	25%	2	100%	0	–
2018/19	6	67%	3	33%	6	75%	2	25%	2	100%	0	–
2019/20	6	86%	1	14%	6	86%	1	14%	1	100%	0	–
UK HEI (mean)		–		–		85%		15%		87%		13%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	4/72	6%	2/46	4%	6/72	8%	2/72	3%	2/72	3%	0/72	–
2018/19	6/64	9%	3/50	6%	6/64	9%	2/64	3%	2/64	3%	0/64	–
2019/20	6/64	9%	1/54	2%	6/64	9%	1/64	2%	1/64	2%	0/64	–
UK HEI (mean)		–		–		9%		3%		0.1%		0.04%

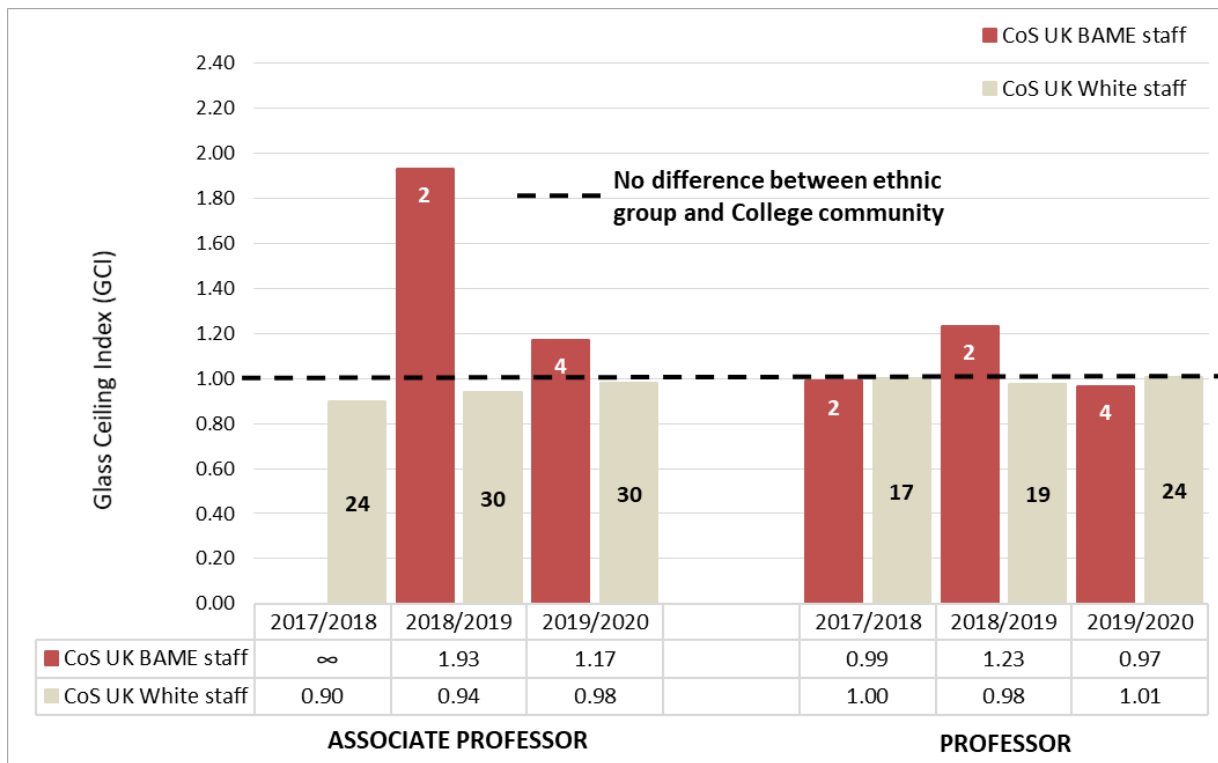


Figure 4.18 A comparison of Glass Ceiling Indices for BAME and white academic staff (**UK only**) in the **College of Science**. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

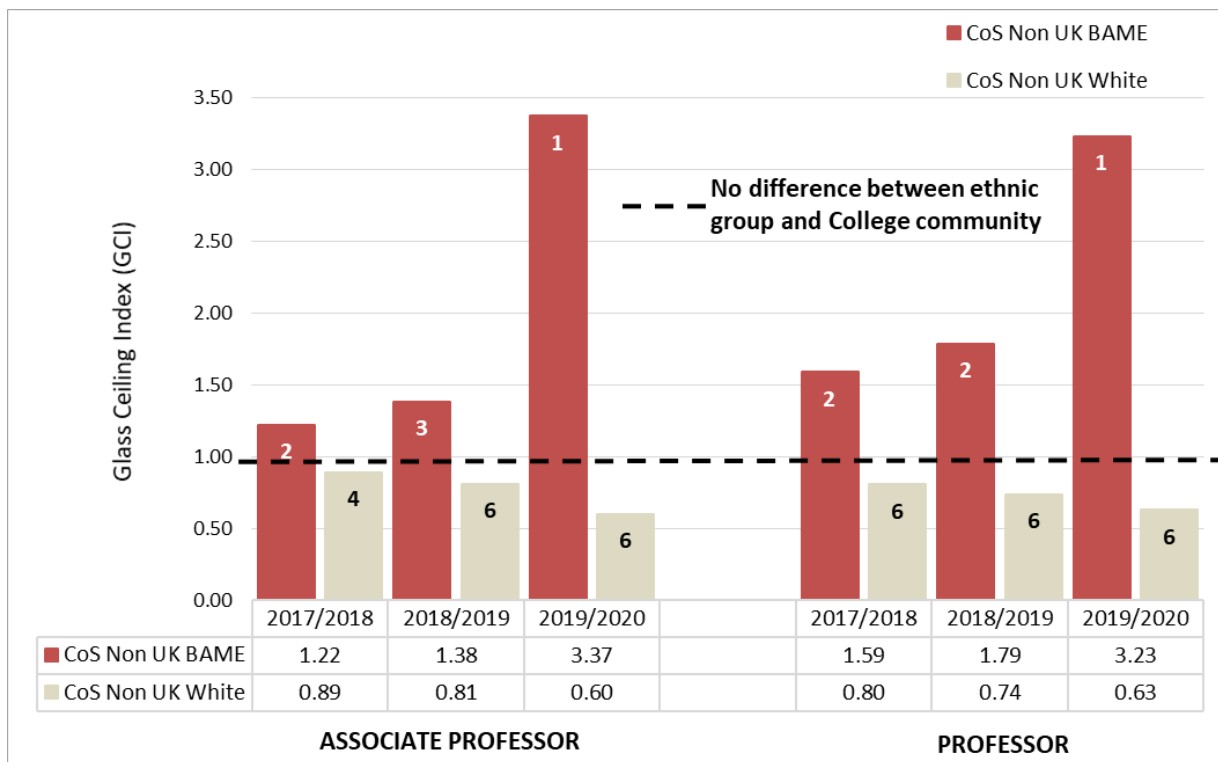


Figure 4.19 A comparison of Glass Ceiling Indices for BAME and white academic staff (**non-UK only**) in the **College of Science**. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

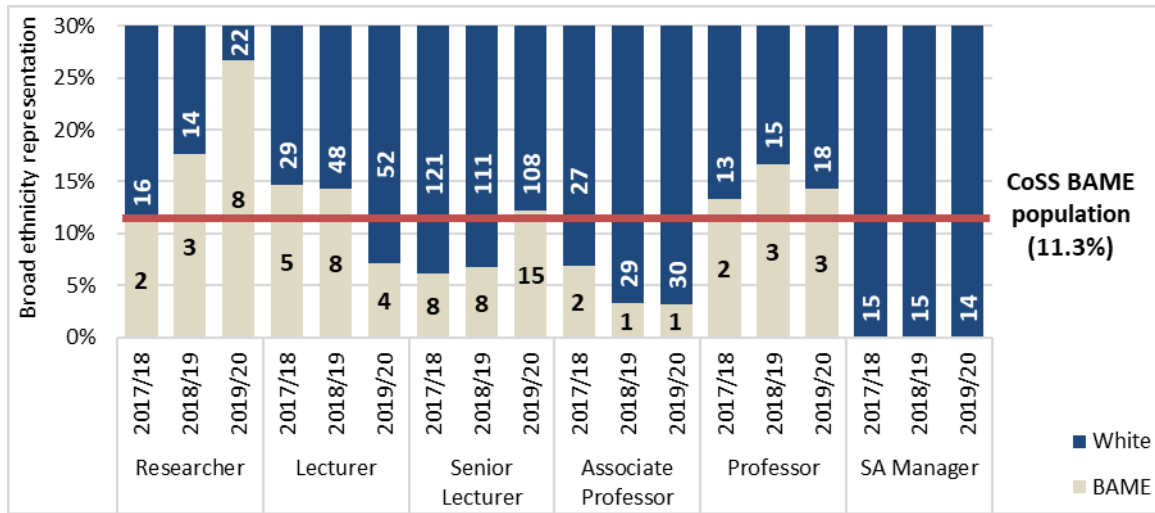


Figure 4.20 Broad ethnicity (BAME) representation across academic grades (all nationalities). College of Social Science. The College BAME population is mean ethnicity representation and not grade specific

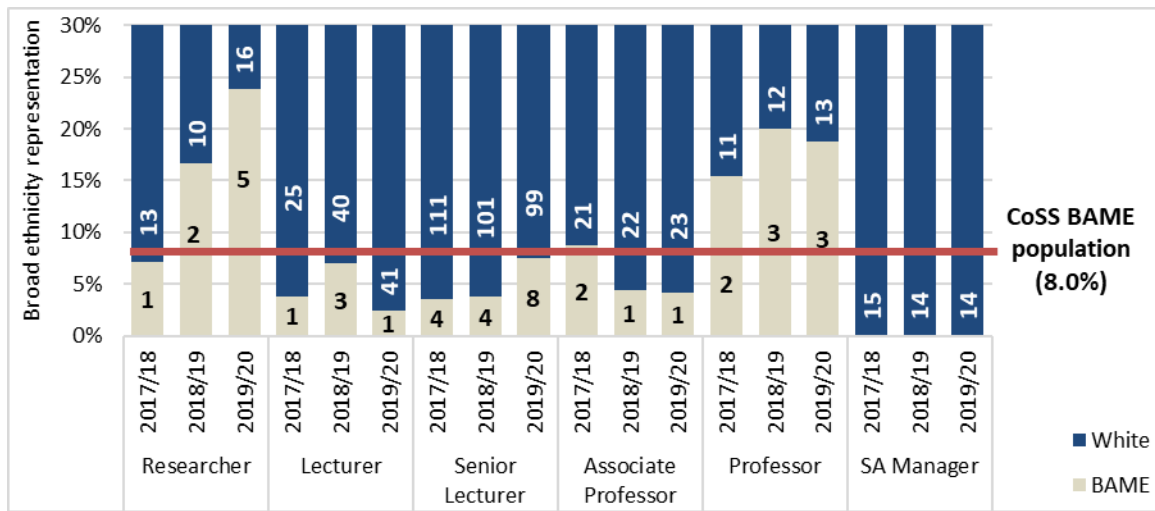


Figure 4.21 Broad ethnicity (BAME) representation across academic grades (UK only). College of Social Science. The College BAME population is mean ethnicity representation and not grade specific

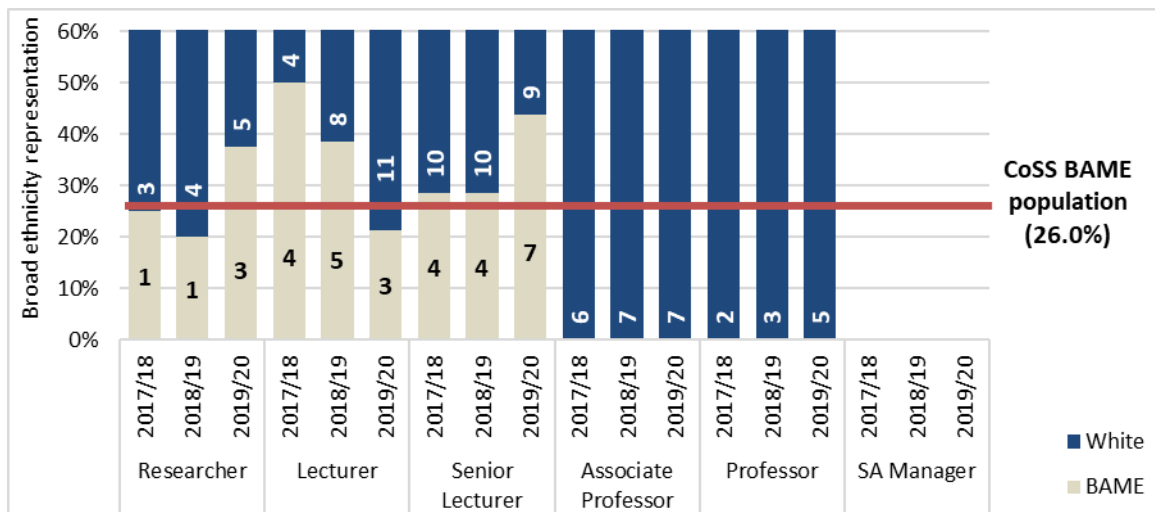


Figure 4.22 Broad ethnicity (BAME) representation across academic grades (non-UK only). College of Social Science. The College BAME population is mean ethnicity representation and not grade specific

Table 4.20 Broad ethnicity (BAME) representation across senior grades (**all nationalities**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Social Science**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	27	93%	2	7%	13	87%	2	13%	15	100%	0	-
2018/19	29	97%	1	3%	15	83%	3	17%	15	100%	0	-
2019/20	30	97%	1	3%	18	86%	3	14%	14	100%	0	-
UK HEI (mean)						90%		10%		94%		6%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	27/221	12%	2/19	11%	13/221	6%	2/19	11%	15/221	7%	0/19	-
2018/19	29/232	13%	1/23	4%	15/232	6%	3/23	13%	15/232	6%	0/23	-
2019/20	30/244	12%	1/31	3%	18/244	7%	3/31	10%	14/244	6%	0/31	-
UK HEI (mean)		-		-		11%		6%		0.7%		0.2%

Table 4.21 Broad ethnicity (BAME) representation across senior grades (**UK only**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Social Science**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	21	91%	2	9%	11	85%	2	15%	15	100%	0	-
2018/19	22	96%	1	4%	12	80%	3	20%	14	100%	0	-
2019/20	23	96%	1	4%	13	81%	3	19%	14	100%	0	-
UK HEI (mean)		-		-		91%		9%		95%		5%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	21/196	11%	2/10	20%	11/196	6%	2/10	20%	15/196	8%	0/10	-
2018/19	22/199	11%	1/13	8%	12/199	6%	3/13	23%	14/199	7%	0/13	-
2019/20	23/206	11%	1/18	6%	13/206	6%	3/18	17%	14/206	7%	0/18	-
UK HEI (mean)		-		-		11%		9%		0.9%		0.4%

Table 4.22 Broad ethnicity (BAME) representation across senior grades (**non-UK only**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **College of Social Science**

YEAR	ASSOCIATE PROFESSOR				PROFESSOR				SENIOR ACADEMIC MANAGER			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	6	100%	0	-	2	100%	0	-	0	-	0	-
2018/19	7	100%	0	-	3	100%	0	-	0	-	0	-
2019/20	7	100%	0	-	5	100%	0	-	0	-	0	-
UK HEI (mean)		-		-		85%		15%		87%		13%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	6/25	24%	0/9	-	2/25	8%	0/9	-	0/25	-	0/9	-
2018/19	7/32	22%	0/10	-	3/32	9%	0/10	-	0/32	-	0/10	-
2019/20	7/37	19%	0/13	-	5/37	14%	0/13	-	0/37	-	0/13	-
UK HEI (mean)		-		-		9%		5%		0.3%		0.1%

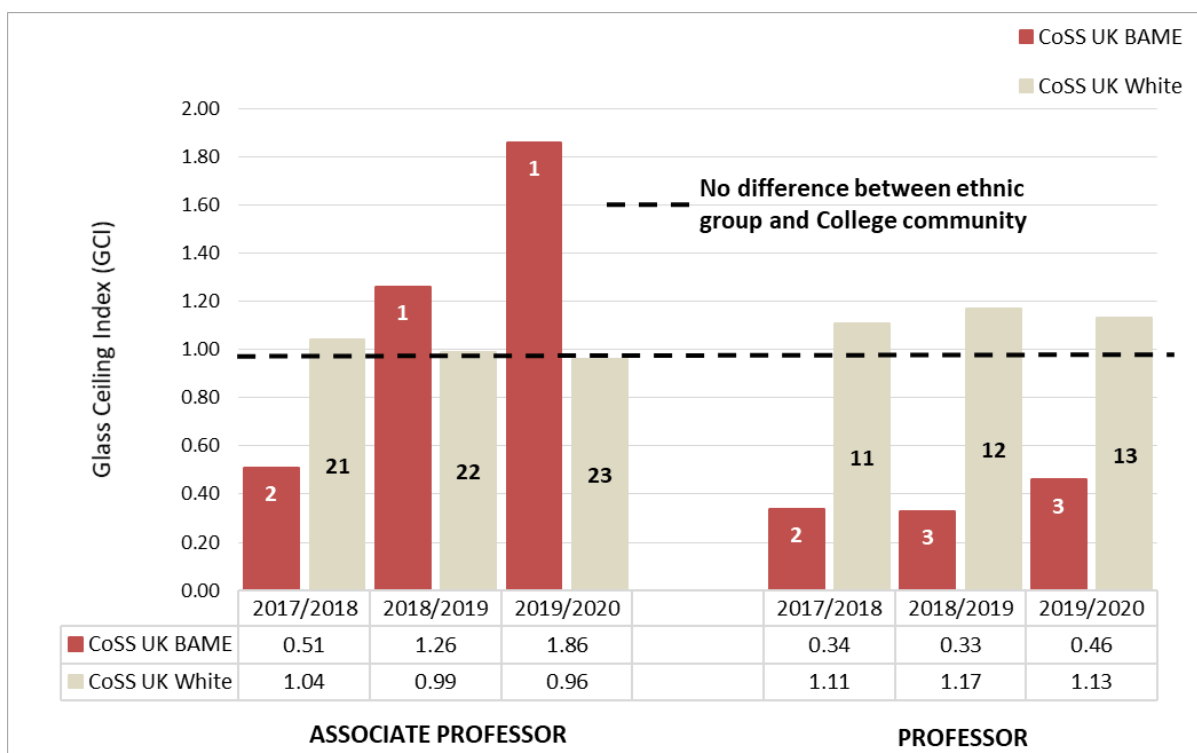


Figure 4.23 A comparison of Glass Ceiling Indices for BAME and white academic staff (UK only) in the College of Social Science. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

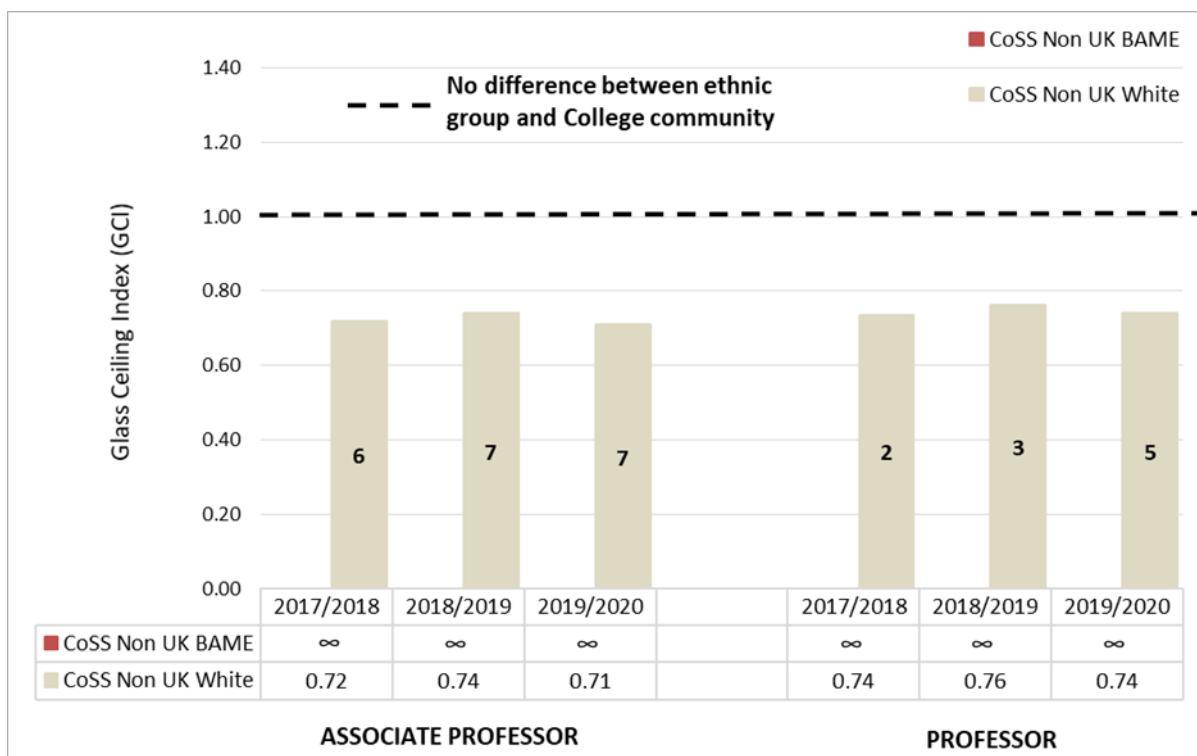


Figure 4.24 A comparison of Glass Ceiling Indices for BAME and white academic staff (non-UK only) in the College of Social Science. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

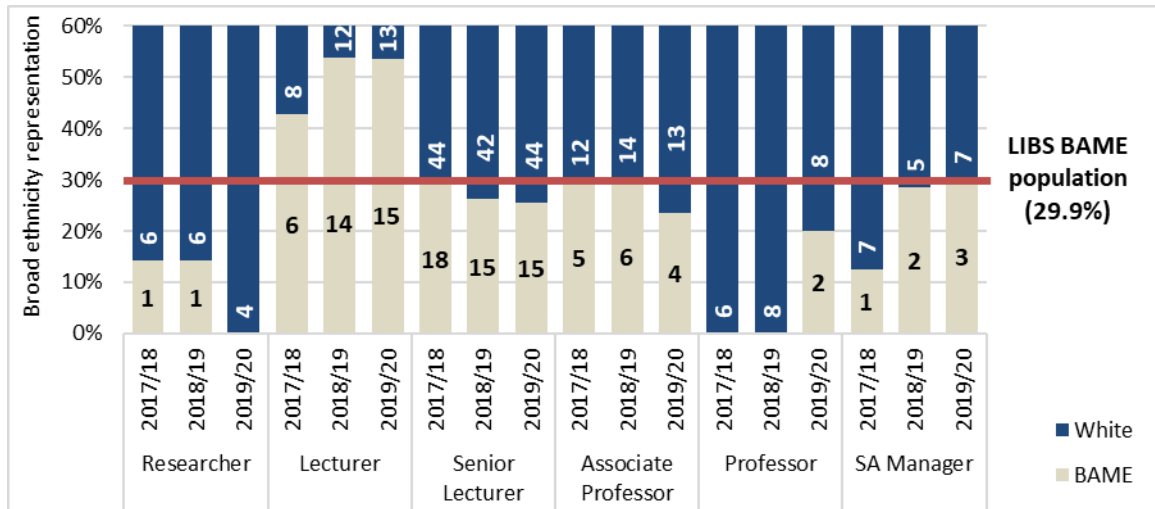


Figure 4.25 Broad ethnicity (BAME) representation across academic grades (all nationalities). Lincoln International Business School. The College BAME population is mean ethnicity representation and not grade specific

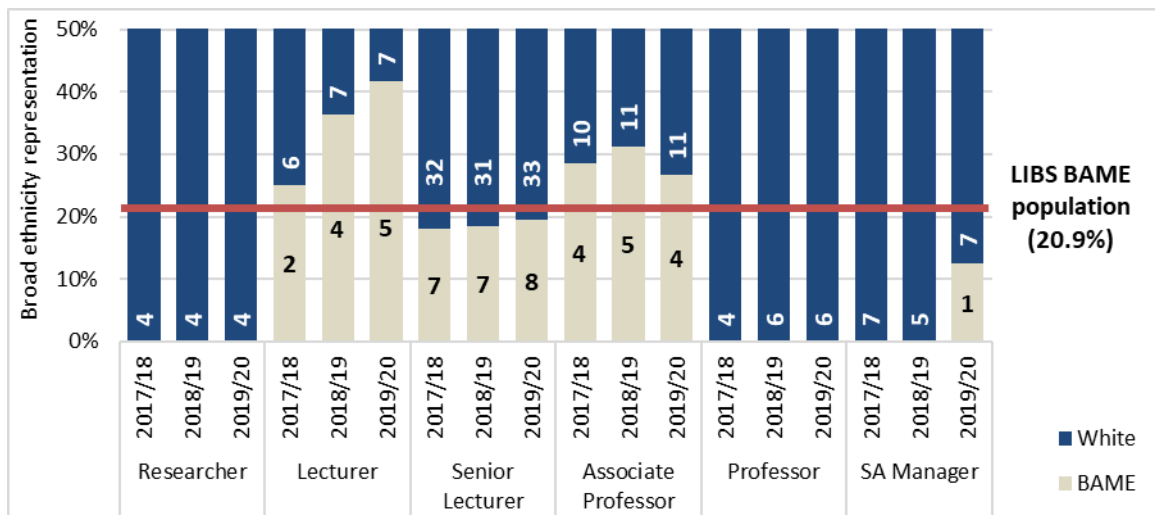


Figure 4.26 Broad ethnicity (BAME) representation across academic grades (UK only). Lincoln International Business School. The College BAME population is mean ethnicity representation and not grade specific

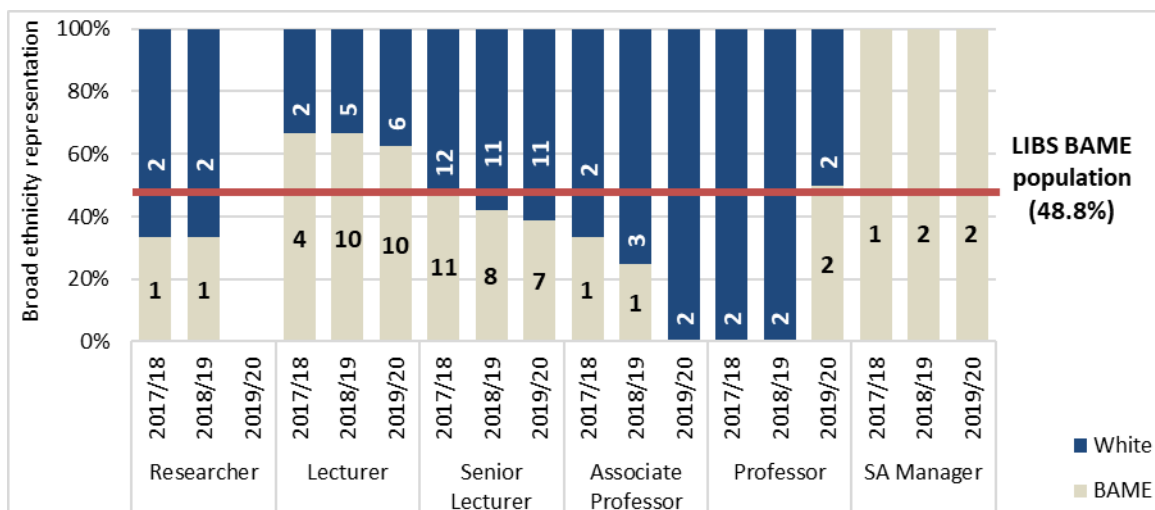


Figure 4.27 Broad ethnicity (BAME) representation across academic grades (non-UK only). Lincoln International Business School. The College BAME population is mean ethnicity representation and not grade specific

Table 4.23 Broad ethnicity (BAME) representation across senior grades (**all nationalities**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **Lincoln International Business School**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	12	71%	5	29%	6	100%	0	–	7	88%	1	12%
2018/19	14	70%	6	30%	8	100%	0	–	5	71%	2	29%
2019/20	13	76%	4	24%	8	80%	2	20%	7	70%	3	30%
UK HEI (mean)						91%		9%		95%		5%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	12/82	15%	5/31	16%	6/82	7%	0/31	–	7/82	9%	1/31	3%
2018/19	14/87	16%	6/37	16%	8/87	9%	0/37	–	5/87	6%	2/37	5%
2019/20	13/89	15%	4/38	11%	8/89	9%	2/38	5%	7/89	8%	3/38	8%
UK HEI (mean)						9%		6%		1.0%		0.3%

Table 4.24 Broad ethnicity (BAME) representation across senior grades (**UK only**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **Lincoln International Business School**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	10	71%	4	29%	4	100%	0	–	7	100%	0	–
2018/19	11	69%	5	31%	6	100%	0	–	5	100%	0	–
2019/20	11	73%	4	27%	6	100%	0	–	7	88%	1	12%
UK HEI (mean)						92%		8%		96%		4%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	10/62	16%	4/13	31%	4/62	6%	0/13	–	7/62	11%	0/13	–
2018/19	11/64	17%	5/16	31%	6/64	9%	0/16	–	5/64	8%	0/16	–
2019/20	11/68	16%	4/18	22%	6/68	9%	0/18	–	7/68	10%	1/18	6%
UK HEI (mean)						9%		8%		1.2%		0.5%

Table 4.25 Broad ethnicity (BAME) representation across senior grades (**non-UK only**), and (below) proportion of senior posts by ethnicity (denominators are total staff in ethnic group). **Lincoln International Business School**

YEAR	ASSOCIATE PROFESSOR (AP)				PROFESSOR				SENIOR ACADEMIC MANAGER (SAM)			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	2	67%	1	33%	2	100%	0	–	0	–	1	100%
2018/19	3	75%	1	25%	2	100%	0	–	0	–	2	100%
2019/20	2	100%	0	–	2	50%	2	50%	0	–	2	100%
UK HEI (mean)						86%		14%		86%		14%

YEAR	AP WITHIN ETHNIC GROUP				PROFESSORS WITHIN ETHNIC GROUP				SAM WITHIN ETHNIC GROUP			
	WHITE		BAME		WHITE		BAME		WHITE		BAME	
2017/18	2/20	10%	1/18	6%	2/20	10%	0/18	–	0/20	–	1/18	6%
2018/19	3/23	13%	1/21	5%	2/23	9%	0/21	–	0/23	–	2/21	10%
2019/20	2/21	10%	0/20	–	2/21	10%	2/20	10%	0/21	–	2/20	10%
UK HEI (mean)						10%		6%		0.4%		0.2%

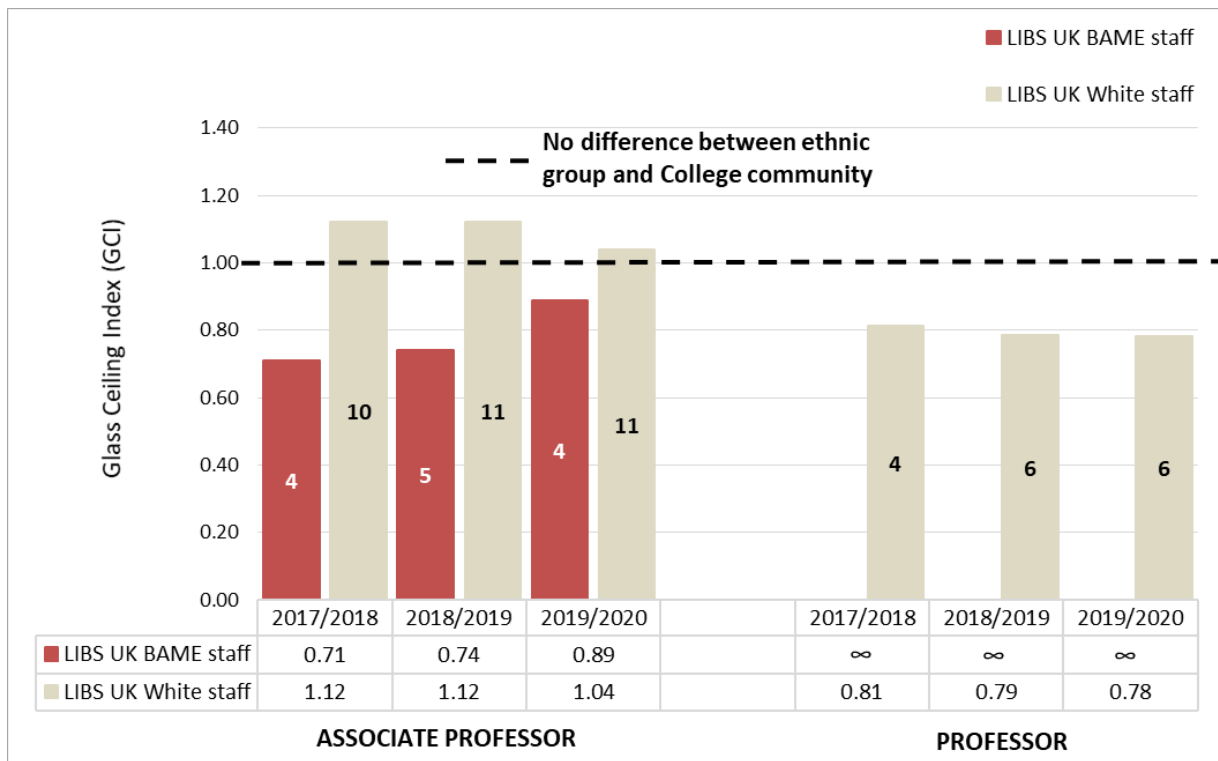


Figure 4.28 A comparison of Glass Ceiling Indices for BAME and white academic staff (UK only) in the Lincoln International Business School. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

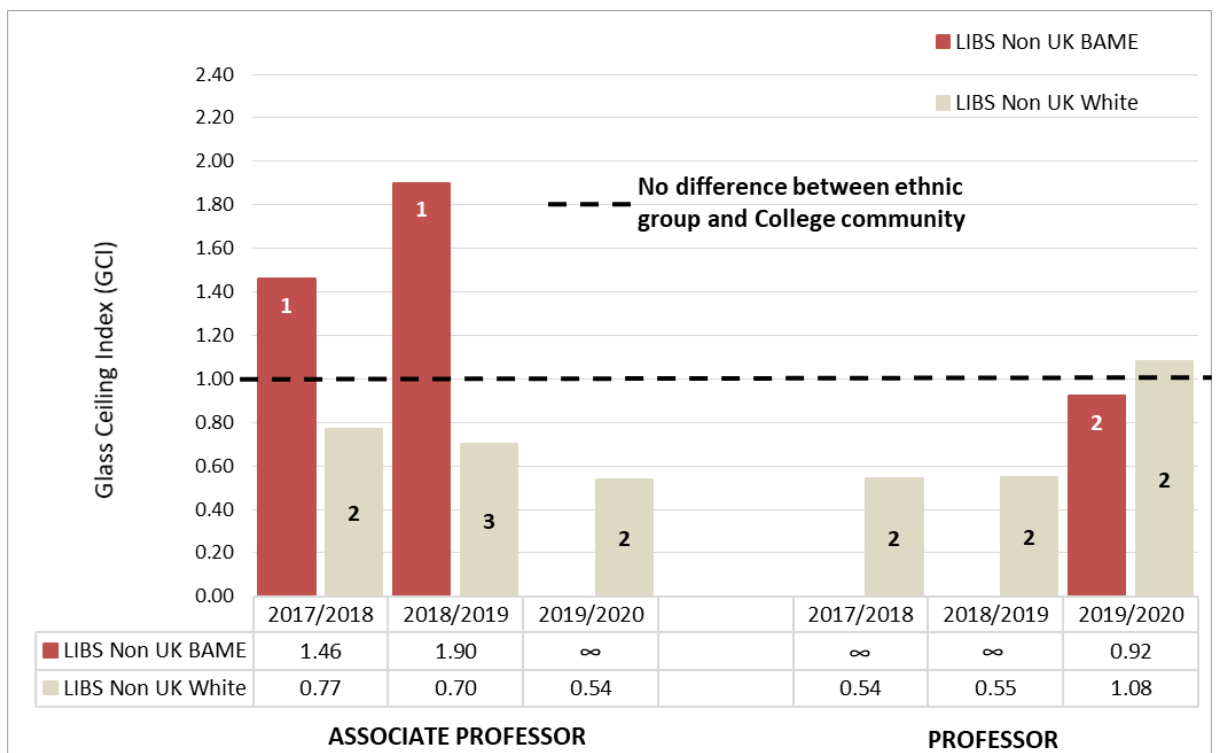


Figure 4.29 A comparison of Glass Ceiling Indices for BAME and white academic staff (non-UK only) in the Lincoln International Business School. A GCI=1 represents no pipeline bias; a GCI>1 is indicative of a barrier (a glass ceiling) to progression; a GCI<1 is indicative of a positive bias (a higher probability of achieving the grade)

Table 4.26 College priorities

COLLEGE	COLLEGE PRIORITIES	ACTIONS
CoA	<ul style="list-style-type: none"> College and School EDI committees to prioritise (intersectional) actions on race and ethnicity equality. 	2.29–2.31
	<ul style="list-style-type: none"> Build a culture that is attractive and supportive to BAME staff, and an environment in which race is openly acknowledged and discussed; where initiatives to promote race equality are incentivised, publicised and rewarded. 	2.34 3.47–2.48
	<ul style="list-style-type: none"> Build partnerships with the Black arts sector, and provide encouragement, guidance and incentives for involving BAME people and organisations as partners in research, professional practice and public engagement 	2.37
	<ul style="list-style-type: none"> Promote race equality and embed in all aspects of CoA business. 	2.32–2.33 3.21, 3.25–3.26 3.39–3.40
CoS	<ul style="list-style-type: none"> Ensure transparency of opportunity, and that support and encouragement for promotion applications are available to all eligible colleagues. 	3.25, 3.39–3.40 3.42
	<ul style="list-style-type: none"> Encourage conversations about race at CLT and the support that BAME colleagues might need through their academic journey. 	2.35, 3.43
	<ul style="list-style-type: none"> Provide spaces specifically for STEMM BAME colleagues to discuss and compare their experiences. 	2.38
	<ul style="list-style-type: none"> Pay particular attention to issues of intersectionality and the experiences of BAME women in our College. 	2.31
CoSS	<ul style="list-style-type: none"> Strengthening and supporting the pipeline from researcher (both fixed-term and permanent) through to academic staff on permanent establishment, especially at senior levels. 	3.22–3.24
	<ul style="list-style-type: none"> Providing opportunities for progression, both discreet and general training and confidence building activities. 	3.39, 3.42
	<ul style="list-style-type: none"> Embedding (and owning) institutional-wide action plans. 	2.36
LIBS	<ul style="list-style-type: none"> Actual implementation of HR processes – scrutinise the way our teams apply HR processes to recruitment and promotion. 	3.23
	<ul style="list-style-type: none"> Ensure all BAME staff who desire progression are provided with specific mentoring to assist with their promotion ambition. 	3.24–3.25, 3.42

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Facilitate and implement College-based EDI work

ACTION 2.29: Strengthen training for, and prominence of, EDI Chairs within Schools and Colleges, empowering them to challenge colleagues and set local agendas.

ACTION 2.30: Ensure appointment and support training of School-level Champions.

ACTION 2.31: College and School EDI committees to prioritise (intersectional) actions on race and ethnicity equality.

ACTION 2.32: Dedicated EDI budget in Colleges to Support EDI work.

ACTION 2.33: PVC meets College EDI leads regularly so that issues can be elevated and actioned. EDI is standing item on CLT committee agendas.

SUMMARY OF PROPOSED ACTIONS

ACTION 2.34: Ensure that BAME views are specifically invited and represented in all college/school activities (e.g. curriculum development, student engagement, research assessment, staff recruitment) without adding disproportionately to BAME colleague workloads.

ACTION 2.35: Implement HR training on difficult conversations across the College extended management team (first) and all staff (second).

ACTION 2.36: Ensure that agreed University-wide actions are implemented at College level through the oversight of College EDI Committees

ACTION 2.37: Provide encouragement, guidance and incentives for involving BAME people and organisations as partners in research, professional practice and public engagement

ACTION 2.38: Determine whether the current staff support networks meet the needs of College staff – providing safe spaces for BAME staff to share their experiences (e.g. PoC, International, LGBTQ+, LincolnWiSE). Where a need is identified, facilitate a new network (e.g. STEMM PoC group)

OBJECTIVE: Make a public and auditable institutional commitment to increase representation of BAME staff at all levels

ACTION 3.1: Targets for BAME representation at institutional level for each grade are agreed and published in the new Lincoln Equality Scheme (2021-2025)

ACTION 3.2: Amend workforce planning template to include ethnicity at each grade

ACTION 3.3: Progress against targets forms part of the annual planning process in Colleges and actively informs planning decisions

ACTION 3.4: Progress against institutional targets is reported to SLT on an annual basis

OBJECTIVE: Understand the different challenges faced across Colleges and Directorates in establishing diverse communities

ACTION 3.5: Study the recruitment practices within our Colleges and identify factors that have led to more diverse staff communities in LIBS and CoS.

ACTION 3.6: Monitor and evaluate recruitment campaigns (including the effectiveness of positive actions)

OBJECTIVE: Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge

ACTION 3.7: PRP reward, promotions, recruitment processes, and access to training to be widely monitored by ethnicity – at College and cost centre level and reported to RECAP on an annual basis

ACTION 3.8: Continue to monitor part-time working by ethnicity

ACTION 3.9: Promote the flexible working policy to increase awareness within the BAME community

ACTION 3.10: Ensure consistency of implementing the flexible working policy in practice across academic schools and professional service departments, through training for managers / Heads of School / Heads of Department

ACTION 3.11: Continue to monitor leavers by ethnicity and increase the take-up of exit interviews (optional) to establish the underpinning reasons for leaving

ACTION 3.12: Continue to monitor leavers by ethnicity and increase the take-up of exit interviews (optional) to establish the underpinning reasons for leaving

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Review our Recruitment Strategy

ACTION 3.13: Established a new Key Performance Indicator (KPI): Increase the number of BAME applicants to both academic and professional service roles.

ACTION 3.14: Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools.

ACTION 3.15: Negotiate with East Midlands Railway to align train timetables with the working day

ACTION 3.16: More explicit brief to 'Headhunters' for Senior Leadership positions, requiring short-lists to be diverse (50% BAME and 50% female).

ACTION 3.17: Update training and guidance for recruitment panels.

ACTION 3.18: Include targeted advertising to reach under-represented groups (e.g. BAME-specific media).

ACTION 3.19: Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting).

ACTION 3.20: Provide support to non-UK applicants to increase their rate of success in being shortlisted.

ACTION 3.21: Establish a BAME Recruitment Panel Register to ensure all recruitment panels have BAME representation, without over-burdening staff

ACTION 3.22: Where possible when hiring, prioritise skill sets or specialisms where BAME colleagues are well represented, and make explicit the willingness to consider candidates with unconventional career paths. This will help address the under-representation of BAME staff at levels below professor.

OBJECTIVE: Review local practices and implementation of HR policies relating to recruitment, career development and promotion

ACTION 3.23: Review College and School practices to ensure they are as fully inclusive and supportive as possible, including recruitment processes and wording

ACTION 3.24: Conduct reviews of the implementation of HR policies relating specifically to recruitment and promotion to ensure that there is no inherent bias in their implementation.

ACTION 3.25: Review the ADA process (in practice) ensuring they are effective and include discussions on mentoring opportunities, promotion and career path development

ACTION 3.26: Prioritise the mapping of a timeline to promotion and what needs to be done to achieve it. Provide college-wide support for candidates to strengthen their written promotion applications

ACTION 3.27: Ensure efforts to promote race and ethnicity equality are valued by promotions panels

OBJECTIVE: Ensure opportunities for career development are appropriate, inclusive and visible

ACTION 3.39: Carry out a needs analysis across academic and professional services staff

ACTION 3.40: Specifically consider the needs of BAME colleagues when nominating staff for training and development courses (e.g. Aurora, ILM) and when appointing to internal leadership roles

ACTION 3.41: Internal leadership roles should be rotated every 2–4 years to ensure more staff get leadership development opportunities

SUMMARY OF PROPOSED ACTIONS

ACTION 3.42: Establish a central 'development hub' to ensure visibility of training and development courses and provide the opportunity for staff to plan around their development needs.

ACTION 3.43: Encourage more staff to engage with mentoring programmes (e.g. PIMS)

ACTION 3.44: Ensure all staff identifying as Black, and eligible for promotion, engage with a mentoring programme to develop and prepare their promotion application.

ACTION 3.45: Work with BAME colleagues to understand perceived barriers to promotion and develop a 'glass ceiling busting strategy' to ensure parity of promotion outcomes.

ACTION 3.46: Develop a system to monitor the allocation / provision of support for profile-raising opportunities (e.g. funds for conference attendance) to ensure transparency and equitable opportunity for BAME staff.

OBJECTIVE: Ensure our non-UK staff are fully supported

ACTION 3.47: Comparison between UK and non-UK academic communities, to better understand the differential pipeline

ACTION 3.48: Ensure our non-UK staff are equipped with the knowledge and skills to navigate our promotions procedures. Provide better support through ADA processes

OBJECTIVE: Enhance the visibility of BAME cultural identities on campus and within the local community

ACTION 3.49: Ensure that achievements of BAME staff, and initiatives to promote race equality are celebrated and publicised by schools, the CoA and university wide.

ACTION 3.50: Celebrate diversity within the college both at school and college level, ensuring visible role models at all levels of progression.

ACTION 3.51: Ensure invited speaker programmes are diverse.

OBJECTIVE: Ensure opportunities for development of inclusive leadership competences are available to SLT and senior managers

ACTION 3.52: Inclusive Leadership training programme for SLT and senior managers.

ACTION 3.53: A Reverse Mentoring pilot to be run for SLT and senior managers through the Pipeline Inclusive Mentoring Scheme (PIMS).

PRIORITY OBJECTIVES ADDRESSED

PO4: Proportionate representation

ETHNIC PROFILE BY CONTRACT TYPE (ACADEMIC STAFF)

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 4.27–4.32**)

KEY OBSERVATIONS & CONCERNS

- The percentage of BAME academic staff on FTCs has reduced over the last three years (**24.8%–20.0%**), significantly below UK HEI (**42.4%**), but higher than white colleagues (**12.2%–11.1%**) over the same period.
- BAME represent **26.4%** of all FTC (cf. Lincoln's **17.4%** BAME academic population). In context, however, **91%** of all BAME FTC, and **81%** of all white FTC, are PDRA. Excluding PDRA, BAME represent only **12%** of all FTC, whilst white staff represent **65%** (**Table 4.28**).
- In line with a year-on-year (2017–20) increase in UK BAME PDRA (**2%–15%**; **Fig.4.5**), the percentage of UK BAME on FTC has increased over the last three years (**11.5%–14.1%**), remaining below UK HEI (**31.4%**). Excluding PDRA, UK BAME represent **14%** of all FTC, whilst UK white staff represent **86%** (**Table 4.30**).
- There has been a reduction (**33.8%–25.0%**) in the proportion of non-UK BAME staff on FTCs (2017–20), remaining lower than UK HEI (**50.8%**). Excluding PDRA, non-UK BAME represent **14%** of all FTC, whilst non-UK white staff represent **86%** (**Table 4.32**), the same distribution as observed in our UK academic communities.

Table 4.27 Ethnic profile of academic staff by contract type 1 (fixed-term/open-ended)* (all nationalities)

CONTRACT TYPE 1	NUMBER		GRAND TOTAL	%		UK HEI	
	FIXED	OPEN		FIXED	OPEN	FIXED	OPEN
All nationalities							
ALL							
2017/18	128	778	906	14.1%	85.9%		
2018/19	128	814	942	13.6%	86.4%		
2019/20	129	876	1005	12.8%	87.2%	32.4%	67.6%
WHITE							
2017/18	93	667	760	12.2%	87.8%		
2018/19	92	685	777	11.8%	88.2%		
2019/20	89	720	809	11.0%	89.0%	30.1%	69.9%
BAME							
2017/18	32	97	129	24.8%	75.2%		
2018/19	34	113	147	23.1%	76.9%		
2019/20	34	136	170	20.0%	80.0%	42.4%	57.6%
Black							
2017/18	7	20	27	25.9%	74.1%		
2018/19	3	22	25	12.0%	88.0%		
2019/20	6	27	33	18.2%	81.8%	-	-
Asian							
2017/18	16	50	66	24.2%	75.8%		
2018/19	21	59	80	26.3%	73.8%		
2019/20	19	74	93	20.4%	79.6%	-	-
Other							
2017/18	7	11	18	38.9%	61.1%		
2018/19	6	15	21	28.6%	71.4%		
2019/20	4	14	18	22.2%	77.8%	-	-
Mixed							
2017/18	2	16	18	11.1%	88.9%		
2018/19	4	17	21	19.0%	81.0%		
2019/20	5	21	26	19.2%	80.8%	-	-

*Atypical contract type excluded

Table 4.28 Ethnicity distribution across academic fixed-term contracts (2017–20) (all nationalities)

YEAR	ALL FIXED-TERM CONTRACTS					PDRA FIXED-TERM CONTRACTS		FIXED-TERM CONTRACTS EXCLUDING PDRA				
	ALL	BAME		WHITE		BAME	WHITE	TOTAL	BAME		WHITE	
2017/18	128	32	25%	93	73%	24	80	24	8	33%	13	54%
2018/19	128	34	27%	92	72%	29	66	33	5	15%	26	79%
2019/20	129	34	26%	89	69%	31	72	26	3	12%	17	65%

Table 4.29 Ethnic profile of academic staff by contract type 1 (fixed-term/permanent)* (UK only)

CONTRACT TYPE 1	NUMBER		GRAND TOTAL	%		UK HEI	
	FIXED	OPEN		FIXED	OPEN	FIXED	OPEN
UK only							
ALL							
2017/18	64	598	661	9.7%	90.3%		
2018/19	69	619	687	10.0%	90.0%		
2019/20	74	664	736	10.0%	90.0%	28.1%	71.9%
WHITE							
2017/18	58	545	602	9.6%	90.4%		
2018/19	63	558	620	10.1%	89.9%		
2019/20	62	586	646	9.6%	90.4%	27.7%	72.3%
BAME							
2017/18	6	46	52	11.5%	88.5%		
2018/19	6	54	60	10.0%	90.0%		
2019/20	11	67	78	14.1%	85.9%	31.4%	68.6%
Black							
2017/18	1	10	11	9.1%	90.9%		
2018/19	1	10	11	9.1%	90.9%		
2019/20	2	13	15	13.3%	86.7%	-	-
Asian							
2017/18	3	20	23	13.0%	87.0%		
2018/19	3	25	28	10.7%	89.3%		
2019/20	7	34	41	17.1%	82.9%	-	-
Other							
2017/18	1	7	8	12.5%	87.5%		
2018/19	0	9	9	0.0%	100.0%		
2019/20	0	9	9	0.0%	100.0%	-	-
Mixed							
2017/18	1	9	10	10.0%	90.0%		
2018/19	2	10	12	16.7%	83.3%		
2019/20	2	11	13	15.4%	84.6%	-	-

*Atypical contract type excluded

Table 4.30 Ethnicity distribution across academic fixed-term contracts (2017–20) (UK only)

YEAR	ALL FIXED-TERM CONTRACTS					PDRA FIXED-TERM CONTRACTS		FIXED-TERM CONTRACTS EXCLUDING PDRA				
	ALL	BAME		WHITE		BAME	WHITE	TOTAL	BAME		WHITE	
2017/18	64	6	9%	58	91%	1	49	11	5	45%	6	55%
2018/19	69	6	9%	63	91%	4	43	8	2	25%	6	75%
2019/20	74	11	15%	62	84%	9	50	14	2	14%	12	86%

Table 4.31 Ethnic profile of academic staff by contract type 1 (fixed-term/permanent)* (**Non-UK only**)

CONTRACT TYPE 1	NUMBER		GRAND TOTAL	%		UK HEI	
	FIXED	OPEN		FIXED	OPEN	FIXED	OPEN
Non-UK only							
ALL							
2017/18	63	180	243	25.9%	74.1%		
2018/19	59	193	252	23.4%	76.6%		
2019/20	54	212	266	20.3%	79.7%	42.0%	58.0%
WHITE							
2017/18	35	122	157	22.3%	77.7%		
2018/19	29	126	155	18.7%	81.3%		
2019/20	27	134	161	16.8%	83.2%	38.0%	62.0%
BAME							
2017/18	26	51	77	33.8%	66.2%		
2018/19	28	59	87	32.2%	67.8%		
2019/20	23	69	92	25.0%	75.0%	50.8%	49.2%
Black							
2017/18	6	10	16	37.5%	62.5%		
2018/19	2	12	14	14.3%	85.7%		
2019/20	4	14	18	22.2%	77.8%	-	-
Asian							
2017/18	13	30	43	30.2%	69.8%		
2018/19	18	34	52	34.6%	65.4%		
2019/20	12	40	52	23.1%	76.9%	-	-
Other							
2017/18	6	4	10	60.0%	40.0%		
2018/19	6	6	12	50.0%	50.0%		
2019/20	4	5	9	44.4%	55.6%	-	-
Mixed							
2017/18	1	7	8	12.5%	87.5%		
2018/19	2	7	9	22.2%	77.8%		
2019/20	3	10	13	23.1%	76.9%	-	-

*Atypical contract type excluded

Table 4.32 Ethnicity distribution across academic fixed-term contracts (2017–20) (**non-UK only**)

YEAR	ALL FIXED-TERM CONTRACTS					PDRA FIXED-TERM CONTRACTS		FIXED-TERM CONTRACTS EXCLUDING PDRA				
	ALL	BAME		WHITE		BAME	WHITE	TOTAL	BAME		WHITE	
2017/18	63	26	41%	35	56%	23	31	7	3	43%	4	57%
2018/19	59	28	48%	29	49%	25	23	9	3	33%	6	67%
2019/20	54	23	43%	27	50%	22	21	7	1	14%	6	86%

ETHNIC PROFILE BY MODE OF EMPLOYMENT (ACADEMIC STAFF)

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 4.33–4.35**).

KEY OBSERVATIONS & CONCERNS

- There has been a steady increase in the number and percentage of BAME and white part-time working over the last three years (**Table 4.33**).
- Part-time working is equally likely among UK BAME (**19.2%**) and UK white (**19.5%**) academics (**Table 4.34**), both lower than the UK HEI (**32.2%** and **37.7%**, respectively).
- UK staff (**19.2%** BAME; **19.5%** white) are more likely to work part-time than non-UK (**5.4%** BAME; **11.8%** white), attributable to visa requirements which restrict non-EEA migrants' ability to work part-time (**Table 4.35**).
- It is a concern that the part-time mode at Lincoln is less represented than national averages. Part-time working and flexible working are seen as a benefit for some. **2020 Staff Survey** data (**Table 4.36**) have shown there to be inequality in relation to flexible working, with differences in responses between BAME and white academics. Fewer BAME staff (**69.2%**, compared to **81.9%**) felt that their manager is supportive of flexible working or would grant flexible working requests (**46.2%** BAME; **68.1%** white), or who felt they were able to take advantage of flexible working on an informal basis. Comments also highlighted inconsistencies in the degree to which flexible working policies are understood and enacted in practice, although where these indicated that flexible working is supported, this is positively received, beneficial and enabling to staff, often making the difference between allowing staff to continue working full-time [**ACTIONS 3.9, 3.10**].
- Part-time working will continue to be monitored, particularly as we work towards increasing BAME academic representation [**ACTION 3.8**].

"When there is a reasonable manager you are fine, but when left at the mercy of bad managers there is nobody to ensure the Law and reasonable in-house processes are followed."
BAME Academic
REC staff survey 2020

"My line manager is supportive of flexible working and also communicates a focus upon well-being and work/life balance whilst working from home."
Academic
REC Staff Survey 2020

Lived experiences 2020

Table 4.33 Ethnic profile of academic staff by contract type 2 (full-time/part-time)* (All nationalities)

CONTRACT TYPE 2	NUMBER		GRAND TOTAL	%		UK HEI	
	F/T	P/T		F/T	P/T	F/T	P/T
All nationalities							
ALL							
2017/18	780	125	905	86.2%	13.8%		
2018/19	791	150	941	84.1%	15.9%		
2019/20	835	168	1003	83.3%	16.7%	67.0%	33.0%
WHITE							
2017/18	641	118	759	84.5%	15.5%		
2018/19	641	135	776	82.6%	17.4%		
2019/20	662	146	808	81.9%	18.1%	65.7%	34.3%
BAME							
2017/18	122	7	129	94.6%	5.4%		
2018/19	133	14	147	90.5%	9.5%		
2019/20	150	20	170	88.2%	11.8%	73.7%	26.3%
Black							
2017/18	25	2	27	92.6%	7.4%		
2018/19	23	2	25	92.0%	8.0%		
2019/20	28	5	33	84.8%	15.2%	-	-
Asian							
2017/18	63	3	66	95.5%	4.5%		
2018/19	72	8	80	90.0%	10.0%		
2019/20	83	10	93	89.2%	10.8%	-	-
Other							
2017/18	17	1	18	94.4%	5.6%		
2018/19	19	2	21	90.5%	9.5%		
2019/20	16	2	18	88.9%	11.1%	-	-
Mixed							
2017/18	17	1	18	94.4%	5.6%		
2018/19	19	2	21	90.5%	9.5%		
2019/20	23	3	26	88.5%	11.5%	-	-

*Atypical Contract Type Excluded

Table 4.34 Ethnic profile of academic staff by contract type 2 (Full-time/part-time)* (UK only)

CONTRACT TYPE 2 UK only	NUMBER		GRAND TOTAL	%		UK HEI	
	F/T	P/T		F/T	P/T	F/T	P/T
ALL							
2017/18	555	106	661	84.0%	16.0%		
2018/19	560	127	687	81.5%	18.5%		
2019/20	593	143	736	80.6%	19.4%	62.9%	37.1%
White							
2017/18	502	100	602	83.4%	16.6%		
2018/19	501	119	620	80.8%	19.2%		
2019/20	520	126	646	80.5%	19.5%	62.3%	37.7%
BAME							
2017/18	46	6	52	88.5%	11.5%		
2018/19	52	8	60	86.7%	13.3%		
2019/20	63	15	78	80.8%	19.2%	67.8%	32.2%
Black							
2017/18	9	2	11	81.8%	18.2%		
2018/19	10	1	11	90.9%	9.1%		
2019/20	12	3	15	80.0%	20.0%	-	-
Asian							
2017/18	20	3	23	87.0%	13.0%		
2018/19	24	4	28	85.7%	14.3%		
2019/20	32	9	41	78.0%	22.0%	-	-
Other							
2017/18	8	0	8	100.0%	0.0%		
2018/19	7	2	9	77.8%	22.2%		
2019/20	8	1	9	88.9%	11.1%	-	-
Mixed							
2017/18	9	1	10	90.0%	10.0%		
2018/19	11	1	12	91.7%	8.3%		
2019/20	11	2	13	84.6%	15.4%	-	-

*Atypical Contract Type Excluded

Table 4.35 Ethnic profile of academic staff by contract type 2 (Full-time/part-time)* (Non-UK only)

CONTRACT TYPE 2 Non-UK only	NUMBER		GRAND TOTAL	%		UK HEI	
	F/T	P/T		F/T	P/T	F/T	P/T
Total							
2017/18	224	19	243	92.2%	7.8%		
2018/19	229	23	252	90.9%	9.1%		
2019/20	242	24	266	91.0%	9.0%	76.4%	23.6%
WHITE							
2017/18	139	18	157	88.5%	11.5%		
2018/19	139	16	155	89.7%	10.3%		
2019/20	142	19	161	88.2%	11.8%	75.6%	24.4%
BAME							
2017/18	76	1	77	98.7%	1.3%		
2018/19	81	6	87	93.1%	6.9%		
2019/20	87	5	92	94.6%	5.4%	78.1%	21.9%
Black							
2017/18	16	0	16	100.0%	0.0%		
2018/19	13	1	14	92.9%	7.1%		
2019/20	16	2	18	88.9%	11.1%	-	-
Asian							
2017/18	43	0	43	100.0%	0.0%		
2018/19	48	4	52	92.3%	7.7%		
2019/20	51	1	52	98.1%	1.9%	-	-
Other							
2017/18	9	1	10	90.0%	10.0%		
2018/19	12	0	12	100.0%	0.0%		
2019/20	8	1	9	88.9%	11.1%	-	-
Mixed							
2017/18	8	0	8	100.0%	0.0%		
2018/19	8	1	9	88.9%	11.1%		
2019/20	12	1	13	92.3%	7.7%	-	-

*Atypical Contract Type Excluded

Table 4.36 Selected 2020 Staff Survey responses (academic staff only)

SURVEY QUESTION	ACADEMIC (% Agree)	
	BAME (n=26)	WHITE (n=182)
<i>"I am aware of the formal flexible working policies and arrangements at the University, for example, part-time working or condensed hours."</i>	65.4	72.5
<i>"If I formally requested flexible working arrangements, I am confident that the request would be granted if at all possible."</i>	46.2	68.1
<i>"I am able to take advantage of flexible working on an informal basis, for example, starting work later or outside of normal working hours."</i>	61.5	80.2
<i>"My manager is supportive of flexible working."</i>	69.2	81.9

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge

ACTION 3.8: Continue to monitor part-time working by ethnicity

ACTION 3.9: Promote the flexible working policy to increase awareness within the BAME community

ACTION 3.10: Ensure consistency of implementing the flexible working policy in practice across academic schools and professional service departments, through training for managers / Heads of School / Heads of Department, through training for managers / Heads of Schools

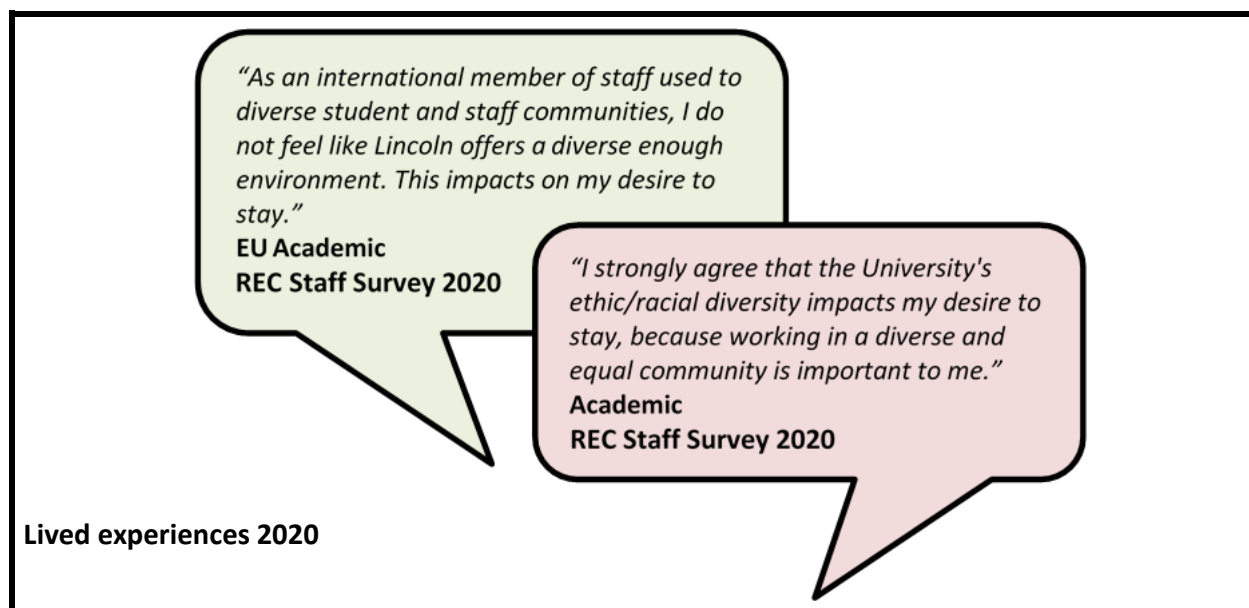
PRIORITY OBJECTIVES ADDRESSED

PO4: Proportionate representation

ETHNIC PROFILE OF TURNOVER (ACADEMIC STAFF)

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 4.37–4.42**).

KEY OBSERVATIONS & CONCERNS



- Turnover rates have increased over the last three years (**Table 4.39**).
- Turnover is higher among Lincoln’s BAME academics (**18.0%**) than white (**11.0%**).
- All non-UK staff have higher turnover than UK staff, with BAME staff more likely to leave in both groups. Reflected, perhaps, in the observed drop in non-UK BAME APs in 2019/20 (**Fig.4.6**).
- In 2019/20, **90%** of all BAME leavers had worked <5 years, and **3%** >10 years, at the point of leaving (cf. **76%** and **12%**, respectively, for white staff) (**Table 4.40**).
- In 2019/20, departure due to end of fixed-term contract is lower among white staff (23/86; **27%**) than BAME staff (16/29; **55%**) (**Table 4.42**), whilst resignation is lower among BAME staff (13/29; **45%**) than white staff (49/86; **57%**).

Turnover at College level is not analysed due to the small numbers involved.

Our Action Plan seeks to continue to monitor leavers to better understand their motivation and inform our policies and practices [**ACTIONS 3.11. 3.12**].

Table 4.37 Academic leavers by ethnicity and gender (2017–20)

YEAR	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
2017/18	80	66	83%	12	15%	55%	45%	50%	50%
2018/19	139	115	83%	20	14%	54%	46%	65%	35%
2019/20	116	86	74%	29	25%	51%	49%	55%	45%

Table 4.38 Ethnicity distribution (academics) across nationality domicile (2017–20)

NATIONALITY / YEAR	TOTAL	WHITE		BAME		Black		Asian		Other		Mixed	
Non-UK													
2017/18	243	157	65%	77	32%	16	7%	43	18%	10	4%	8	3%
2018/19	252	155	62%	87	35%	14	6%	52	21%	12	5%	9	4%
2019/20	270	165	61%	92	34%	18	7%	52	19%	9	3%	13	5%
UK													
2017/18	661	602	91%	52	8%	11	2%	23	3%	8	1%	10	2%
2018/19	688	621	90%	60	9%	11	2%	28	4%	9	1%	12	2%
2019/20	749	658	88%	79	11%	15	2%	41	5%	9	1%	14	2%

Table 4.39 Turnover of academic staff by ethnicity and nationality (2017–20)

NATIONALITY / YEAR	TOTAL	WHITE		BAME		Black		Asian		Other		Mixed	
All													
2017/18	9.1%	8.8%	10.1%	4.1%	6.7%	23.6%	16.7%						
2018/19	14.9%	14.9%	14.0%	15.1%	13.4%	14.9%	14.0%						
2019/20	12.0%	11.0%	18.0%	13.0%	18.2%	26.1%	17.2%						
Non-UK													
2017/18	12.8%	13.0%	12.7%	6.9%	10.2%	41.7%	0.0%						
2018/19	20.5%	21.0%	19.3%	20.9%	20.4%	17.9%	11.8%						
2019/20	16.9%	16.2%	20.4%	11.3%	23.7%	29.5%	9.5%						
UK													
2017/18	7.6%	7.6%	6.2%	0.0%	0.0%	0.0%	28.6%						
2018/19	12.8%	13.2%	6.7%	8.3%	0.0%	11.2%	15.4%						
2019/20	10.1%	9.7%	14.7%	15.2%	9.0%	22.2%	23.5%						

Table 4.40 Length of service at point of leaving by ethnicity and gender (academic staff)

YEAR / LENGTH OF SERVICE	TOTAL	WHITE		BAME		WHITE		BAME		
		M	F	M	F	M	F	M	F	
0–5 YEARS										
2017/18	62	50	81%	10	16%	52%	48%	60%	40%	
2018/19	87	68	78%	15	17%	56%	44%	67%	33%	
2019/20	91	65	71%	26	29%	49%	51%	58%	42%	
6–10 YEARS										
2017/18	8	8	100%	0	0%	75%	25%	0%	0%	
2018/19	20	18	90%	2	10%	56%	44%	100%	0%	
2019/20	14	11	79%	2	14%	45%	55%	50%	50%	
> 10 YEARS										
2017/18	10	8	80%	2	20%	50%	50%	0%	100%	
2018/19	32	29	91%	3	9%	48%	52%	33%	67%	
2019/20	11	10	91%	1	9%	50%	50%	0%	100%	

Table 4.41 Voluntary and non-voluntary leaving of academic staff by ethnicity and gender (2017–20)

YEAR / REASON	TOTAL	WHITE		BAME		WHITE		BAME		
		M	F	M	F	M	F	M	F	
NON-VOLUNTARY										
2017/18	22	16	73%	6	27%	50%	50%	50%	50%	
2018/19	44	38	86%	5	11%	58%	42%	60%	40%	
2019/20	49	33	67%	16	33%	48%	52%	63%	38%	
VOLUNTARY										
2017/18	58	50	86%	6	10%	56%	44%	50%	50%	
2018/19	95	77	81%	15	16%	52%	48%	67%	33%	
2019/20	67	53	79%	13	19%	49%	51%	46%	54%	

Table 4.42 Ethnicity distribution of academic staff across gender and leaving reason (2017–2020)

YEAR / REASON	TOTAL	WHITE		BAME		WHITE		BAME		
		M	F	M	F	M	F	M	F	
DEATH IN SERVICE										
2017/18	1	1	100%	0	0%	0%	100%	0%	0%	
2019/20	1	1	100%	0	0%	100%	0%	0%	0%	
DISMISSED										
2017/18	1	1	100%	0	0%	100%	0%	0%	0%	
2018/19	2	1	50%	1	50%	0%	100%	100%	0%	
2019/20	1	1	100%	0	0%	100%	0%	0%	0%	
END OF CONTRACT										
2017/18	16	11	69%	5	31%	45%	55%	40%	60%	
2018/19	38	33	87%	4	11%	61%	39%	50%	50%	
2019/20	39	23	59%	16	41%	39%	61%	63%	38%	
MUTUAL CONSENT										
2017/18	3	3	100%	0	0%	67%	33%	0%	0%	
2018/19	3	3	100%	0	0%	33%	67%	0%	0%	
2019/20	8	8	100%	0	0%	63%	38%	0%	0%	
NON-STARTER										
2017/18	1	0	0%	1	100%	0%	0%	100%	0%	
REDUNDANCY										
2017/18	0	0	0%	0	0%	0%	0%	0%	0%	
2018/19	1	1	100%	0	0%	100%	0%	0%	0%	
2019/20	0	0	0%	0	0%	0%	0%	0%	0%	
RESIGNATION										
2017/18	54	47	87%	5	9%	55%	45%	60%	40%	
2018/19	57	43	75%	12	21%	51%	49%	75%	25%	
2019/20	63	49	78%	13	21%	49%	51%	46%	54%	
RETIREMENT										
2017/18	4	3	75%	1	25%	67%	33%	0%	100%	
2018/19	6	5	83%	0	0%	20%	80%	0%	0%	
2019/20	4	4	100%	0	0%	50%	50%	0%	0%	
VOLUNTARY SEVERANCE										
2018/19	32	29	91%	3	9%	59%	41%	33%	67%	

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge

ACTION 3.11: Continue to monitor leavers by ethnicity and increase the take-up of exit interviews (optional) to establish the underpinning reasons for leaving.

ACTION 3.12: Collect data on reasons for leaving through core HR system and present these to RECAP on an annual basis.

PRIORITY OBJECTIVES ADDRESSED

PO4: Proportionate representation

4b Professional and support staff

ETHNIC PROFILE AT INSTITUTION LEVEL (PROFESSIONAL AND SUPPORT STAFF)

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 4.43–4.45**).

KEY OBSERVATIONS & CONCERNS

- Lincoln’s BAME PSS staff population has remained low over the last three years. In 2020, **3.2%** of PSS staff identified as BAME (**Table 4.43**): **2.5%** of UK PSS (**Table 4.44**) and **20%** of non-UK PSS (**Table 4.45**). HESA data demonstrate that Lincoln does not compare well with the sector – consistently lower than the UK HEI benchmarks (–8.3%, –7.5% and –10.0%, respectively). Data do compare, however, with the Lincoln CG (**3.4%** across all PSS).
- BAME PSS representation (**3.2%**) is comparable to the local population (**3.4%**) and higher than the surrounding area (**1.6%**).
- A drop in representation is observed in 2019/20, in comparison to the previous two years (**4.6%–3.2%**).
- Within the minority groups, Asian staff have the highest representation (**1.4%**), followed by mixed ethnic (**0.9%**) and Black (**0.6%**) staff. These reflect the local population (1.6%, 0.8%, 0.8%, respectively).

The low representation of BAME PSS compared to national benchmarks is of concern, and a key focus for Lincoln. We recognise that the BAME representation (both in number and percentage) amongst our PSS community needs to improve significantly [ACTIONS 3.13–3.22, 3.28–3.30].

Although the PSS staff response rate to the 2020 Staff Survey is very low [**ACTIONS 1.10–1.12**], the majority of BAME PSS respondents (80%, cf. 34.8% of white respondents) link a lack of ethnic/racial diversity at the University to negative impacts on their sense of belonging (**Table 4.46**). This is in common with the academic BAME community (**Table 4.7**). Unlike the academic community, however, none of the BAME PSS respondents think the University’s ethnic/racial diversity impacts their desire to stay, and only 20% consider the ethnic/racial diversity before applying to work here.

“Perhaps we should invest more time into advertising for our roles further afield. Particularly with working from home becoming more normal, perhaps a flexible approach to work would widen our pool of candidates.”

**PSS staff member
REC Staff Survey 2020**

“The University could advertise wider – look at positive ways of wider advertising and inclusion.”

**PSS staff member
REC Staff Survey 2020**

As reflected in the demographics, recruitment of our PSS staff (**Table 3.4**) is predominantly from Lincoln and the wider County (77.3%). Informed by staff consultation, we will review our recruitment strategy to provide more flexibility – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. In particular, exploring the Midlands corridor – Nottingham, Leicester, Birmingham – where BAME population (**14% BAME; 3.3% Black**) is significantly higher than Lincolnshire (**1.6% BAME; 0.4% Black**) will provide far more diverse recruitment pools, and a good mechanism to increase the diversity of our PSS community [**ACTION 3.14**]. Our ambition is to significantly increase our BAME PSS staff representation to align with the sector (**11.5%**). An ambitious target, which is consequently set over a 15-year period. Recruitment (**Section 6a**) and turnover (**below**) will be key to achieving this [**ACTIONS 3.13–3.22**].

Table 4.43 Ethnic Profile of Professional Services & Support Staff, 2017–20 (all nationalities)

YEAR	No. of STAFF by ETHNICITY													
	Total	White		BAME		Black		Asian		Other		Mixed		
2017/18	888	837	94%	39	4.4%	3	0.3%	23	2.6%	4	0.5%	9	1.0%	
2018/19	973	916	94%	45	4.6%	4	0.4%	25	2.6%	4	4.1%	12	1.2%	
2019/20	990	944	95%	34	3.4%	6	0.6%	15	1.5%	3	0.3%	10	1.0%	
BENCHMARKS														
Lincoln CG (mean)			95%		3.4%		0.8%		1.6%		0.8%		0.1%	
UK HEI (mean)			83%		11.5%		3.0%		5.8%		1.9%		0.8%	
Local Community – Lincoln			95%		3.4%		0.8%		1.6%		0.1%		0.8%	
Local – Lincolnshire			97%		1.6%		0.4%		1.0%		-		0.2%	

Table 4.44 Ethnic Profile of Professional Services & Support Staff, 2017–20 (UK only)

YEAR	No. of STAFF by ETHNICITY													
	Total	White		BAME		Black		Asian		Other		Mixed		
2017/18	841	805	96%	25	3.0%	2	0.2	13	1.6%	2	0.2	8	1.0%	
2018/19	921	879	95%	31	3.4%	3	0.3	16	1.7%	2	0.2	10	1.1%	
2019/20	951	914	96%	24	2.5%	4	0.4	9	0.9%	2	0.2	9	0.9%	
BENCHMARKS														
Lincoln CG (mean)			-		-		-		-		-		-	
UK HEI (mean)			90%		10%		-		-		-		-	
Local Community –			95%		3.4%		0.8		1.6%		0.1		0.8%	
Local – Lincolnshire			97%		1.6%		0.4		1.0%		-		0.2%	

Table 4.45 Ethnic Profile of Professional Services & Support Staff, 2017–20 (Non-UK only)

YEAR	No. of STAFF by ETHNICITY													
	Total	White		BAME		Black		Asian		Other		Mixed		
2017/18	51	36	71%	14	27%	1	2.0%	9	17%	2	4.0%	2	4.0%	
2018/19	50	39	78%	10	20%	2	4.0%	6	12.0%	1	2.0%	1	2.0%	
2019/20	50	39	78%	10	20%	2	4.0%	6	12.0%	1	2.0%	1	2.0%	
BENCHMARKS														
Lincoln CG (mean)			-		-		-		-		-		-	
UK HEI (mean)			70%		30%		-		-		-		-	
Local Community –			95%		3.4%		0.8%		1.6%		0.1%		0.8%	
Local – Lincolnshire			97%		1.6%		0.4%		1.0%		-		0.2%	

Table 4.46 Selected 2020 Staff Survey responses (professional services and support staff)

SURVEY QUESTION	PROFESSIONAL SERVICES (% Agree)	
	BAME (n=5)	WHITE (n=135)
<i>"The ethnic/racial diversity of the University of Lincoln impacts on my sense of belonging."</i>	80.0	34.8
<i>"The ethnic/racial diversity of the University of Lincoln impacts on my desire to stay."</i>	0.0	45.2
<i>"I considered the ethnic/racial diversity of the University of Lincoln before applying to work here."</i>	20.0	11.0
<i>"I believe I am treated equally by colleagues, irrespective of my ethnicity or race."</i>	60.0	88.1
<i>"I believe I am treated equally by students, irrespective of my ethnicity or race."</i>	80.0	70.4

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: To increase the confidence of staff and students in the University's commitment to delivery of the REC action plan, and facilitating culture change

ACTION 1.10: Continue biennial REC surveys and promote their importance via multiple methods to encourage staff and students to engage better with the survey and be confident to disclose (anonymous) personal characteristics.

ACTION 1.11: Work with Ethics to highlight data protection and survey confidentiality, as well as the importance of collecting personal characteristics data for research purposes, through the use of survey participant information sheets and survey consent forms.

ACTION 1.12: Establish the Lincoln Annual EDI Report, to communicate the University's progress against EDI ambition (including progress against both Race and Gender Equality Action Plans).

OBJECTIVE: Review our Recruitment Strategy

ACTION 3.13: Establish a new Key Performance Indicator (KPI): Increase the number of BAME applicants to both academic and professional service roles.

ACTION 3.14: Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools.

ACTION 3.15: Negotiate with East Midlands Railway to align train timetables with the working day

ACTION 3.16: More explicit brief to 'Headhunters' for Senior Leadership positions, requiring short-lists to be diverse (50% BAME and 50% female).

ACTION 3.17: Update training and guidance for recruitment panels.

ACTION 3.18: Include targeted advertising to reach under-represented groups (e.g. BAME-specific media).

ACTION 3.19: Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting).

ACTION 3.20: Provide support to non-UK applicants to increase their rate of success in being shortlisted.

ACTION 3.21: Establish a BAME Recruitment Panel Register to ensure all recruitment panels have BAME representation, without over-burdening staff

ACTION 3.22: Where possible when hiring, prioritise skill sets or specialisms where BAME colleagues are well represented, and make explicit the willingness to consider candidates with unconventional career paths.

OBJECTIVE: Increase the proportion of BAME candidates applying for posts at the University across all staff groups

ACTION 3.28: Review our branding and attractiveness as an employer to BAME

ACTION 3.29: Be explicit about career development opportunities (such as *Inspire*, PIMS, ILM3/5, Manager workshops etc) on job advertisements and/or the University's 'job opportunities'.

ACTION 3.30: Be explicit about the University's commitment to diversity and inclusion in job advertisements and on the UoL 'job opportunities' page. Include 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 are included for gender (where there is under-representation) and ethnicity in all cases.

PRIORITY OBJECTIVES ADDRESSED

PO3: Inclusive recruitment

PO4: Proportionate representation

ETHNIC PROFILE ACROSS PSS DIRECTORATES

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 4.47–4.48**).

KEY OBSERVATIONS & CONCERNS

- Within the Colleges, all but one of PSS staff are from the UK (**Table 4.47**).
- BAME PSS representation is highest in LIBS (**6.1%**), followed by CoA (**3.0%**), CoS (**1.7%**) and CoSS (**1.4%**). In all cases, the numbers are very low (1–4), and trends cannot be identified.
- All Colleges are below the UK HEI mean (**11.5%**).
- Across the Directorates (**Table 4.48**), the highest representation of BAME PSS staff is observed in ER (**9.7%**), followed by SDE (**5.9%**), PSO (**3.0%**) and FI (**2.1%**). RI and VCO have no BAME staff. All are below the national benchmark (**11.5%**).
- Among UK staff, BAME representation is highest in SDE (**4.4%**).
- Only three Directorates have BAME representation across international staff: ER (**100%**), SDE (**18.2%**) and PSO (**14.3%**). In all cases, the numbers are very low (1–4).

In order to achieve our ambition to align PSS representation with the sector, it is recognised that we need both an institution and local analysis of practice [**ACTIONS 3.13–3.22**]. Annual analysis and reporting will be undertaken to guide targeted actions and inform ongoing monitoring and impact evaluation [**ACTION 3.33, 3.35**].

Table 4.47 Broad ethnicity (BAME) representation among Professional Service & Support staff across Colleges

COLLEGE / YEAR	ALL		UK TOTAL	UK ONLY				Non-UK TOTAL	NON-UK ONLY			
	TOTAL	BAME		BAME	WHITE	BAME	WHITE		BAME	WHITE		
College of Arts (CoA)												
2017/18	95	3.2%	93	3	3.2%	90	96.8%	2	0	–	2	100%
2018/19	87	2.3%	86	2	2.3%	83	96.5%	1	0	–	1	100%
2019/20	100	3.0%	99	3	3.0%	96	97.0%	1	0	–	1	100%
College of Science (CoS)												
2017/18	107	5.6%	98	4	4.1%	92	93.9%	9	2	22.2%	7	77.8%
2018/19	126	4.0%	112	3	2.7%	107	95.5%	14	2	14.3%	12	85.7%
2019/20	129	2.3%	118	2	1.7%	113	95.8%	11	1	9.1%	10	90.9%
College of Social Science (CoSS)												
2017/18	74	4.1%	69	2	2.9%	66	95.7%	5	1	20.0%	4	80.0%
2018/19	79	5.1%	75	3	4.0%	71	94.7%	4	1	25.0%	3	75.0%
2019/20	74	1.4%	72	1	1.4%	71	98.6%	2	0	–	2	100%
Lincoln International Business School (LIBS)												
2017/18	37	8.1%	36	3	8.3%	33	91.7%	1	0	–	1	100%
2018/19	49	8.2%	48	4	8.3%	44	91.7%	1	0	–	1	100%
2019/20	50	6.0%	49	3	6.1%	46	93.9%	1	0	–	1	100%
BENCHMARKS												
UK HEI		11.5%			10%					30%		
Lincoln		3.4%			3.4%					3.4%		
Lincolnshire		1.6%			1.6%					1.6%		

Table 4.48 Broad ethnicity (BAME) representation among professional service & support staff across Directorates (see Fig. 3.1c)

DIRECTORATE / YEAR	ALL		UK TOTAL	UK ONLY				Non-UK TOTAL	NON-UK ONLY			
	TOTAL	BAME		BAME	WHITE	BAME	WHITE		BAME	WHITE		
External Relations (ER)												
2017/18	46	10.9%	41	1	2.4%	39	95.1%	5	4	80.0%	1	20.0%
2018/19	64	10.9%	61	4	6.6%	56	91.8%	3	3	100.0%	0	-
2019/20	62	9.7%	58	2	3.4%	56	96.6%	4	4	100.0%	0	-
Research and Innovation (RI)												
2017/18	49	6.1%	45	0	-	45	100.0	4	3	75.0%	1	25.0%
2018/19	57	3.5%	52	0	-	52	100.0	5	2	40.0%	3	60.0%
2019/20	58	-	54	0	-	53	98.1%	4	0	-	4	100.0%
People Services and Operations (PSO)												
2017/18	260	3.5%	252	7	2.8%	240	95.2%	8	2	25.0%	5	62.5%
2018/19	266	4.1%	258	9	3.5%	244	94.6%	8	2	25.0%	6	75.0%
2019/20	269	3.0%	262	7	2.7%	248	94.7%	7	1	14.3%	6	85.7%
Student Development & Engagement (SDE)												
2017/18	86	3.5%	77	1	1.3%	74	96.1%	9	2	22.2%	7	77.8%
2018/19	90	5.6%	79	3	3.8%	75	94.9%	11	2	18.2%	9	81.8%
2019/20	102	5.9%	91	4	4.4%	86	94.5%	11	2	18.2%	9	81.8%
Finance & Infrastructure (FI)												
2017/18	115	3.5%	111	4	3.6%	107	96.4%	4	0	-	4	100%
2018/19	131	3.1%	127	4	3.1%	123	96.9%	4	0	-	4	100%
2019/20	142	2.1%	136	3	2.2%	132	97.1%	6	0	-	6	100%
Vice Chancellor's Office (VCO)												
2017/18	13	-	13	0	-	13	100.0	0	0	-	0	-
2018/19	12	-	12	0	-	12	100.0	0	0	-	0	-
2019/20	10	-	10	0	-	10	100.0	0	0	-	0	-
BENCHMARKS												
UK HEI		11.5%			10%					30%		
Lincoln		3.4%			3.4%					3.4%		
Lincolnshire		1.6%			1.6%					1.6%		

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Review our recruitment strategy

ACTION 3.13: Established a new Key Performance Indicator (KPI): Increase the number of BAME applicants to both academic and professional service roles.

ACTION 3.14: Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools.

ACTION 3.15: Negotiate with East Midlands Railway to align train timetables with the working day

ACTION 3.16: More explicit brief to 'Headhunters' for Senior Leadership positions, requiring short-lists to be diverse (50% BAME and 50% female).

ACTION 3.17: Update training and guidance for recruitment panels.

ACTION 3.18: Include targeted advertising to reach under-represented groups (e.g. BAME-specific media).

ACTION 3.19: Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting).

ACTION 3.20: Provide support to non-UK applicants to increase their rate of success in being shortlisted.

ACTION 3.21: Establish a BAME Recruitment Panel Register to ensure all recruitment panels have BAME representation, without over-burdening staff

ACTION 3.22: Where possible when hiring, prioritise skill sets or specialisms where BAME colleagues are well represented, and make explicit the willingness to consider candidates with unconventional career paths.

OBJECTIVE: Data collection, analysis and impact evaluation

ACTION 3.33: Annual analysis and reporting to guide targeted actions and inform ongoing monitoring

ACTION 3.35: Annual impact evaluation of targeted initiatives

PRIORITY OBJECTIVES ADDRESSED

PO3: Inclusive recruitment

PO4: Proportionate representation

ETHNIC PROFILE BY GRADE (PROFESSIONAL & SUPPORT STAFF)

Staff-in-post data are provided for three years ending 1 September 2020 (Figs. 4.30–4.32).

KEY OBSERVATIONS & CONCERNS

- In line with our BAME PSS population, all grades are significantly lower than the sector (Fig. 4.30).
- BAME representation across all grade groups meets the PSS BAME population of UoL (3.4%). One exception in 2019/20 is at the lower grades (2–4), although it is noted that the benchmark was achieved in the previous two years (Fig. 4.30).
- Representation within the senior grades (8–10) has steadily increased over the last three years (NB. numbers are small). Representation at SMG (9.5%) has remained above the UoL benchmark (3.4%) over the last three years.
- These observations are reflected among UK BAME PSS staff (Fig 4.31), with a slight under-representation at Grades 8–10 (2.0%; cf. 2.5%).
- Among the non-UK BAME PSS staff (Fig. 4.32), representation is close to UK HEI mean (30%), exceeding it at both the lowest and highest grades (NB. Numbers are very small).
- We do not observe the sector trend of reduced representation at higher grades, neither across the UK staff nor the non-UK staff.

Whilst we are pleased that BAME representation across grades is consistent and in line with the overall BAME PSS population, the low numbers of BAME PSS staff remain a concern. We recognise that the BAME representation (both in number and percentage) across all grades needs to improve significantly [ACTIONS 3.1–3.4, 3.13–3.22, 3.28–3.30].

There is no formal promotion route for PSS staff at Lincoln. Representation across the grades, therefore, is driven through recruitment (addressed in **Section 6a**), and through our ‘**Career Pathways**’ initiative, which supports career progression to a higher grade through internal movement across departments (**Sections 6b** and **6d**).

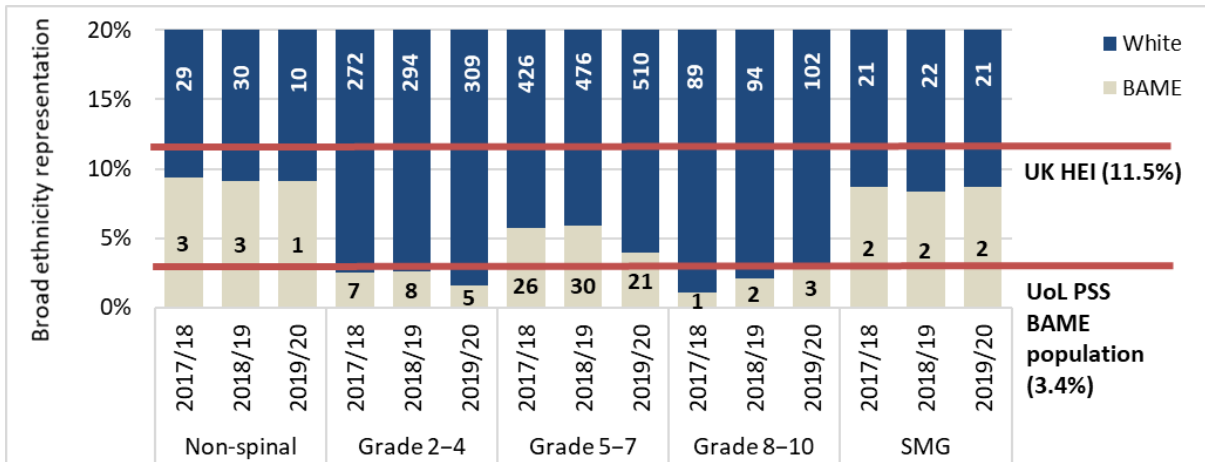


Figure 4.30 Broad ethnicity (BAME) representation across professional services grades, 2017–2020 (all nationalities). The benchmarks are mean ethnicity representation and not grade specific

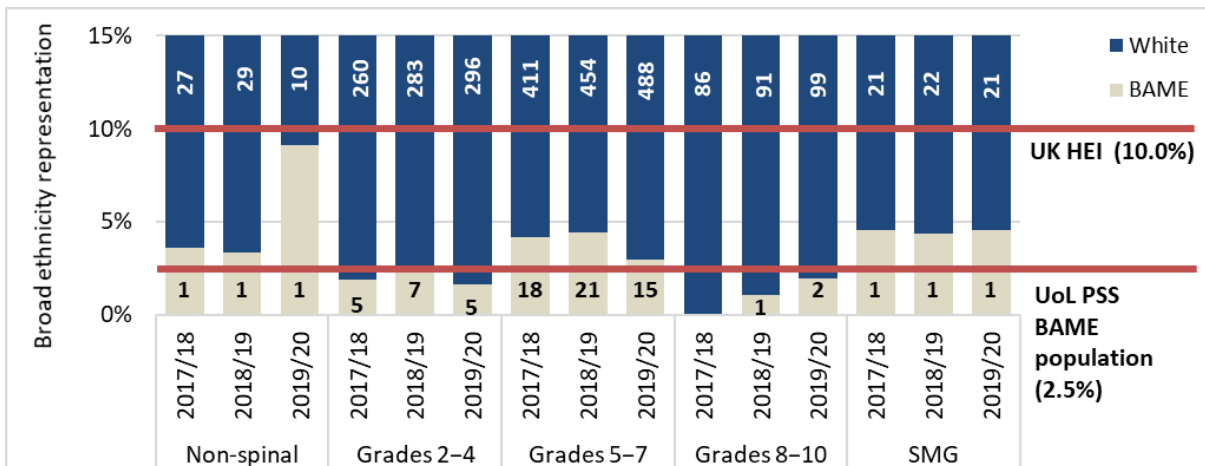


Figure 4.31 Broad ethnicity (BAME) representation across professional services grades, 2017–2020 (UK only). The benchmarks are mean ethnicity representation and not grade specific

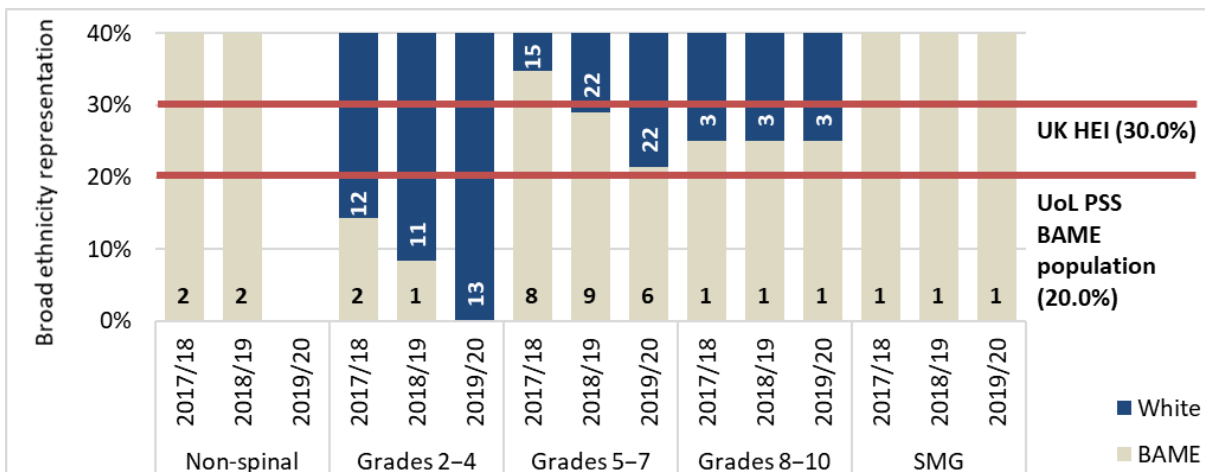


Figure 4.32 Broad ethnicity (BAME) representation across professional services grades, 2017–2020 (non-UK only). The benchmarks are mean ethnicity representation and not grade specific

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Make a public and auditable institutional commitment to increase representation of BAME staff at all levels

ACTION 3.1: Targets for BAME representation at institutional level for each grade are agreed and published in the new Lincoln Equality Scheme (2021-2025)

ACTION 3.2: Amend workforce planning template to include ethnicity at each grade

ACTION 3.3: Progress against targets forms part of the annual planning process and actively informs planning decisions

ACTION 3.4: Progress against institutional targets is reported to SLT on an annual basis

OBJECTIVE: Review our Recruitment Strategy

ACTION 3.13: Established a new Key Performance Indicator (KPI): Increase the number of BAME applicants to both academic and professional service roles.

ACTION 3.14: Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools.

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ACTION 3.18: Include targeted advertising to reach under-represented groups (e.g. BAME-specific media).

ACTION 3.19: Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting).

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PRIORITY OBJECTIVES ADDRESSED

PO3: Inclusive recruitment / **PO4:** Proportionate representation

ETHNIC PROFILE BY CONTRACT TYPE & MODE OF EMPLOYMENT (PROFESSIONAL & SUPPORT STAFF)

Staff-in-post data are provided for three years ending 1 September 2020:

- Contract type 1 – Fixed term (FTC) or open (**Tables 4.49–4.52**)
- Contract type 2 – Full-time or part-time (**Tables 4.53–4.57**)

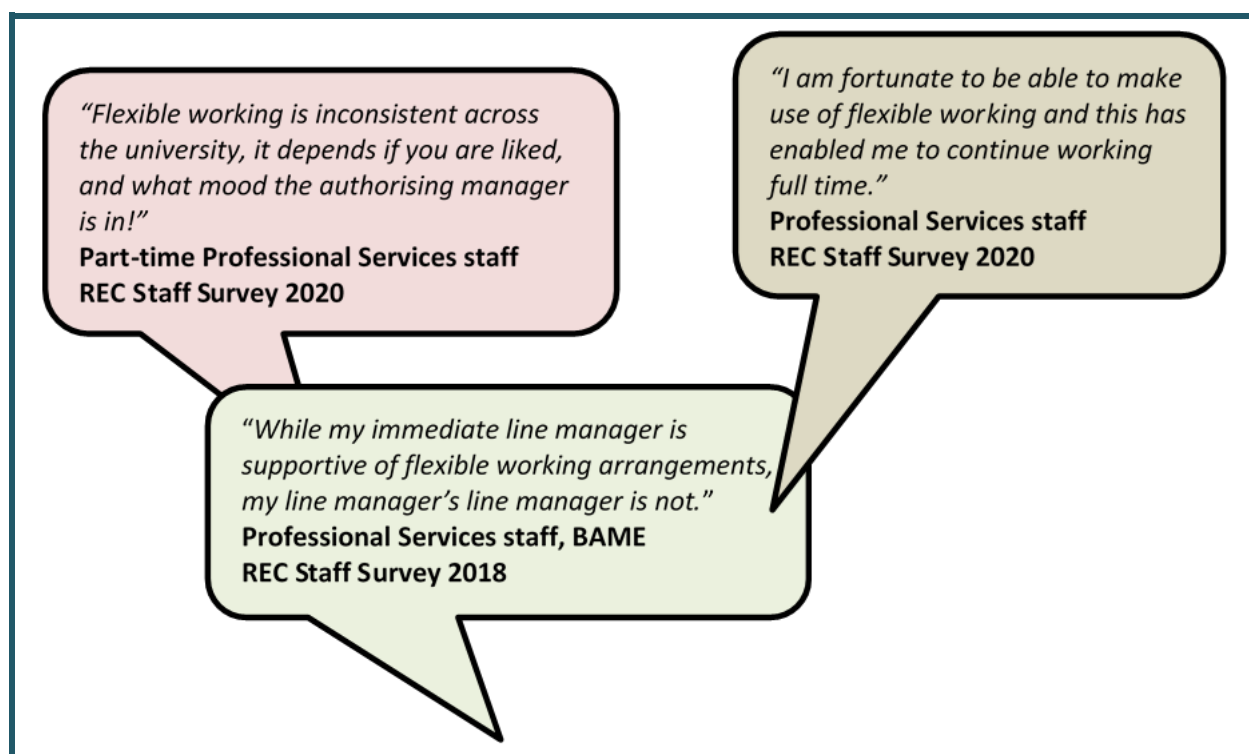
KEY OBSERVATIONS & CONCERNS

Contract type 1

- The percentage of BAME PSS staff on FTCs has reduced over the last three years (**23.7%–6.3%**), significantly below UK HEI (**20.1%**). In 2020, the percentage of BAME PSS staff on FTCs was almost half that of white colleagues (**6.3%** and **11.1%**, respectively).
- BAME represent **1.9%** of all PSS FTC (cf. Lincoln's **3.4%** BAME PSS population; and UK HEI of **16.6%**) (**Table 4.52**).

Contract type 2

- Part-time working was comparable among BAME (mean=**19.7%**) and white (mean=**21.9%**) PSS staff from 2017–2019 (**Table 4.53**), both lower than the UK HEI (**31.2%** and **31.2%**, respectively).
- UK BAME PSS staff (**12.5%**) are equally likely as non-UK BAME PSS staff (**12.5%**) to work part-time (**Table 4.35**). Both lower than the UK HEI (**27.1%** and **43.1%**, respectively).
- BAME represent **1.8%** of all PSS part-time contracts (cf. Lincoln's **3.4%** BAME PSS population; and UK HEI of **12.3%**) (**Table 4.56**).



It is a concern that the part-time mode at Lincoln is less represented than national averages. Part-time working and flexible working are seen as a benefit for some. **2020 Staff Survey** data (**Table 4.57**) have indicated inequality in relation to flexible working (NB. very low numbers), with differences in responses between BAME and white PSS staff. Fewer BAME staff (**40.0%**, compared to **84.4%**) felt that their manager is supportive of flexible working or would grant flexible working requests (**20.0%** BAME; **72.6%**

white). Comments also highlighted inconsistencies in the degree to which flexible working policies are understood and enacted in practice, although where these indicated that flexible working is supported, this is positively received, beneficial and enabling to staff, often making the difference between allowing staff to continue working full-time [ACTIONS 3.9, 3.10].

Part-time working will continue to be monitored, particularly as we work towards increasing BAME PSS representation [ACTION 3.8]

Table 4.49 Ethnic profile (2017–2020) of professional services & support staff by contract type 1 (fixed-term/open)* (All nationalities)

CONTRACT TYPE 1	NUMBER		GRAND TOTAL	%		UK HEI	
	FIXED	OPEN		FIXED	OPEN	FIXED	OPEN
All nationalities							
TOTAL							
2017/18	109	766	875	12.5%	87.5%		
2018/19	132	823	955	13.8%	86.2%		
2019/20	108	882	990	10.9%	89.1%	14.9%	85.1%
WHITE							
2017/18	101	725	826	12.2%	87.8%		
2018/19	125	775	900	13.9%	86.1%		
2019/20	105	839	944	11.1%	88.9%	14.2%	85.8%
BAME							
2017/18	9	29	38	23.7%	76.3%		
2018/19	6	38	44	13.6%	86.4%		
2019/20	2	30	32	6.3%	93.8%	20.1%	79.9%
Black							
2017/18	2	1	3	66.7%	33.3%		
2018/19	2	2	4	50.0%	50.0%		
2019/20	1	5	6	16.7%	83.3%	-	-
Asian							
2017/18	4	18	22	18.2%	81.8%		
2018/19	3	21	24	12.5%	87.5%		
2019/20	0	14	14	0.0%	100.0%	-	-
Other							
2017/18	0	4	4	0.0%	100.0%		
2018/19	0	4	4	0.0%	100.0%		
2019/20	0	3	3	0.0%	100.0%	-	-
Mixed							
2017/18	3	6	9	33.3%	66.7%		
2018/19	1	11	12	8.3%	91.7%		
2019/20	1	8	9	11.1%	88.9%	-	-

*Atypical Contract Type Excluded

Table 4.50 Ethnic profile (2017–2020) of professional services & support staff by contract type 1 (fixed-time/open)* (UK only)

CONTRACT TYPE 1 UK only	NUMBER		GRAND TOTAL	%		UK HEI	
	FIXED	OPEN		FIXED	OPEN	FIXED	OPEN
TOTAL							
2017/18	99	731	827	11.9%	88.1%		
2018/19	124	781	902	13.7%	86.3%		
2019/20	105	839	942	11.1%	88.9%	13.8%	86.2%
WHITE							
2017/18	94	700	791	11.8%	88.2%		
2018/19	120	743	860	13.9%	86.1%		
2019/20	102	805	905	11.2%	88.8%	13.3%	86.7%
BAME							
2017/18	5	20	25	20.0%	80.0%		
2018/19	2	29	31	6.5%	93.5%		
2019/20	2	22	24	8.3%	91.7%	18.0%	82.0%
Black							
2017/18	1	1	2	50.0%	50.0%		
2018/19	1	2	3	33.3%	66.7%		
2019/20	1	3	4	25.0%	75.0%	–	–
Asian							
2017/18	2	11	13	15.4%	84.6%		
2018/19	1	15	16	6.3%	93.8%		
2019/20	0	9	9	0.0%	100.0%	–	–
Other							
2017/18	0	2	2	0.0%	100.0%		
2018/19	0	2	2	0.0%	100.0%		
2019/20	0	2	2	0.0%	100.0%	–	–
Mixed							
2017/18	2	6	8	25.0%	75.0%		
2018/19	0	10	10	0.0%	100.0%		
2019/20	1	8	9	11.1%	88.9%	–	–

*Atypical Contract Type Excluded

Table 4.51 Ethnic profile (2017–2020) of professional services & support staff by contract type 1 (fixed-time/open)* (Non-UK only)

CONTRACT TYPE 1	NUMBER		GRAND TOTAL	%		UK HEI	
	FIXED	OPEN		FIXED	OPEN	FIXED	OPEN
Non-UK only							
TOTAL							
2017/18	10	35	45	22.2%	77.8%		
2018/19	8	42	50	16.0%	84.0%		
2019/20	3	43	46	6.5%	93.5%	24.1%	75.9%
WHITE							
2017/18	6	25	31	19.4%	80.6%		
2018/19	4	32	36	11.1%	88.9%		
2019/20	3	34	37	8.1%	91.9%	23.1%	76.9%
BAME							
2017/18	4	9	13	30.8%	69.2%		
2018/19	4	9	13	30.8%	69.2%		
2019/20	0	8	8	0.0%	100.0%	26.3%	73.7%
Black							
2017/18	1	0	1	100.0%	0.0%		
2018/19	1	0	1	100.0%	0.0%		
2019/20	0	2	2	0.0%	100.0%	-	-
Asian							
2017/18	2	7	9	22.2%	77.8%		
2018/19	2	6	8	25.0%	75.0%		
2019/20	0	5	5	0.0%	100.0%	-	-
Other							
2017/18	0	2	2	0.0%	100.0%		
2018/19	0	2	2	0.0%	100.0%		
2019/20	0	1	1	0.0%	100.0%	-	-
Mixed							
2017/18	1	0	1	100.0%	0.0%		
2018/19	1	1	2	50.0%	50.0%		
2019/20	0	0	0	0.0%	0.0%	-	-

*Atypical contract type excluded

Table 4.52 Proportion of all fixed-term contracts (FTC) held by BAME PSS staff (2017–20)

YEAR	ALL NATIONALITIES				UK ONLY			NON-UK ONLY		
	Total FTC	BAME		Total FTC	BAME		Total FTC	BAME		
		No.	%		No.	%		No.	%	
2017/18	109	9	8.3	99	5	5.1	10	4	40.0	
2018/19	132	6	4.5	124	2	1.6	8	4	50.0	
2019/20	108	2	1.9	105	2	1.9	3	0	0	
UoL PSS BAME population			3.4			2.5			20.0	
UK HEI			16.6			13.3			32.3	

Table 4.53 Ethnic profile (2017–2020) of professional services & support staff by contract type 2 (full-time/part-time)*, (All nationalities)

CONTRACT TYPE 2	NUMBER		GRAND TOTAL	%		UK HEI	
	F/T	P/T		F/T	P/T	F/T	P/T
All nationalities							
TOTAL							
2017/18	673	200	873	77.1%	22.9%		
2018/19	760	194	953	79.7%	20.3%		
2019/20	767	221	988	77.6%	22.4%	68.8%	31.2%
WHITE							
2017/18	632	191	823	76.8%	23.2%		
2018/19	713	185	897	79.4%	20.6%		
2019/20	726	216	942	77.1%	22.9%	68.8%	31.2%
BAME							
2017/18	30	8	38	78.9%	21.1%		
2018/19	36	8	44	81.8%	18.2%		
2019/20	28	4	32	87.5%	12.5%	68.8%	31.2%
Black							
2017/18	3	0	3	100.0%	0.0%		
2018/19	4	0	4	100.0%	0.0%		
2019/20	6	0	6	100.0%	0.0%	-	-
Asian							
2017/18	16	6	22	72.7%	27.3%		
2018/19	19	5	24	79.2%	20.8%		
2019/20	11	3	14	78.6%	21.4%	-	-
Other							
2017/18	3	1	4	75.0%	25.0%		
2018/19	3	1	4	75.0%	25.0%		
2019/20	3	0	3	100.0%	0.0%	-	-
Mixed							
2017/18	8	1	9	88.9%	11.1%		
2018/19	10	2	12	83.3%	16.7%		
2019/20	8	1	9	88.9%	11.1%	-	-

*Atypical Contract Type Excluded

Table 4.54 Ethnic profile of professional services & support staff by contract type 2 (full-time/part-time)*
 (UK only)

CONTRACT TYPE 2	NUMBER		GRAND TOTAL	%		UK HEI	
	UK only	F/T		P/T	F/T	P/T	F/T
TOTAL							
2017/18	642	185	827	77.6%	22.4%		
2018/19	721	182	902	79.8%	20.2%		
2019/20	731	211	942	77.6%	22.4%	69.3%	30.7%
WHITE							
2017/18	611	180	791	77.2%	22.8%		
2018/19	684	177	860	79.4%	20.6%		
2019/20	698	207	905	77.1%	22.9%	68.9%	31.1%
BAME							
2017/18	21	4	25	84.0%	16.0%		
2018/19	27	4	31	87.1%	12.9%		
2019/20	21	3	24	87.5%	12.5%	72.9%	27.1%
Black							
2017/18	2	0	2	100.0%	0.0%		
2018/19	3	0	3	100.0%	0.0%		
2019/20	4	0	4	100.0%	0.0%	-	-
Asian							
2017/18	10	3	13	76.9%	23.1%		
2018/19	13	3	16	81.3%	18.8%		
2019/20	7	2	9	77.8%	22.2%	-	-
Other							
2017/18	2	0	2	100.0%	0.0%		
2018/19	2	0	2	100.0%	0.0%		
2019/20	2	0	2	100.0%	0.0%	-	-
Mixed							
2017/18	7	1	8	87.5%	12.5%		
2018/19	9	1	10	90.0%	10.0%		
2019/20	8	1	9	88.9%	11.1%	-	-

*Atypical Contract Type Excluded

Table 4.55 Ethnic profile (2017–2020) of professional services & support staff by contract type 2 (full-time/part-time)* (**Non-UK only**)

CONTRACT TYPE 2 Non-UK only	NUMBER		GRAND TOTAL	%		UK HEI	
	F/T	P/T		F/T	P/T	F/T	P/T
TOTAL							
2017/18	30	15	45	66.7%	33.3%		
2018/19	38	12	50	76.0%	24.0%		
2019/20	36	10	46	78.3%	21.7%	64.8%	35.2%
WHITE							
2017/18	20	11	31	64.5%	35.5%		
2018/19	28	8	36	77.8%	22.2%		
2019/20	28	9	37	75.7%	24.3%	68.1%	31.9%
BAME							
2017/18	9	4	13	69.2%	30.8%		
2018/19	9	4	13	69.2%	30.8%		
2019/20	7	1	8	87.5%	12.5%	56.9%	43.1%
Black							
2017/18	1	0	1	100.0%	0.0%		
2018/19	1	0	1	100.0%	0.0%		
2019/20	2	0	2	100.0%	0.0%	-	-
Asian							
2017/18	6	3	9	66.7%	33.3%		
2018/19	6	2	8	75.0%	25.0%		
2019/20	4	1	5	80.0%	20.0%	-	-
Other							
2017/18	1	1	2	50.0%	50.0%		
2018/19	1	1	2	50.0%	50.0%		
2019/20	1	0	1	100.0%	0.0%	-	-
Mixed							
2017/18	1	0	1	100.0%	0.0%		
2018/19	1	1	2	50.0%	50.0%		
2019/20	0	0	0	0.0%	0.0%	-	-

*Atypical Contract Type Excluded

Table 4.56 Proportion of all part-time (P/T) contracts held by BAME PSS staff (2017–20)

YEAR	ALL NATIONALITIES				UK ONLY			NON-UK ONLY		
	Total P/T	BAME		Total P/T	BAME		Total P/T	BAME		
		No.	%		No.	%		No.	%	
2017/18	200	8	4.0	185	4	2.2	15	4	26.7	
2018/19	194	8	4.1	182	4	2.2	12	4	33.3	
2019/20	221	4	1.8	211	3	1.4	10	1	10.0	
UoL PSS BAME population			3.4			2.5			20.0	
UK HEI			12.3			9.0			36.2	

Table 4.57

Selected 2020 Staff Survey responses (PSS staff only)

SURVEY QUESTION	PROFESSIONAL SERVICES (% Agree)	
	BAME (n=5)	WHITE (n=135)
<i>"I am aware of the formal flexible working polices and arrangements at the University, for example, part time working or condensed hours."</i>	80.0	75.6
<i>"If I formally requested flexible working arrangements, I am confident that the request would be granted if at all possible."</i>	20.0	72.6
<i>"I am able to take advantage of flexible working on an informal basis, for example, starting work later or outside of normal working hours."</i>	60.0	79.9
<i>"My manager is supportive of flexible working."</i>	40.0	84.4

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge

ACTION 3.8: Continue to monitor part-time working by ethnicity

ACTION 3.9: Promote the flexible working policy to increase awareness within the BAME community

ACTION 3.10: Ensure consistency of implementing the flexible working policy in practice across academic schools and professional service departments, through training for managers / Heads of School / Heads of Department

PRIORITY OBJECTIVES ADDRESSED

PO4: Proportionate representation

ETHNIC PROFILE OF STAFF TURNOVER (PROFESSIONAL & SUPPORT STAFF)

Staff-in-post data are provided for three years ending 1 September 2020 (Tables 4.58–4.63).

KEY OBSERVATIONS & CONCERNS

- Turnover rates for BAME PSS staff have increased over the last three years, for both UK (4.7%–41.1%) and non-UK staff (50.3%–64.2%). In the last year, turnover of all BAME PSS staff more than doubled (22.7%–48.1%). In contrast, rates for white PSS staff have decreased (Table 4.60).
- Among BAME PSS staff identifying as black, turnover has decreased over the last three years (85.7%–17.9%).
- In 2019/20, **94%** of all BAME leavers had worked <5 years, and **6%** >10 years, at the point of leaving (cf. **78%** and **10%**, respectively, for white staff) (Table 4.61).
- The main reason for leaving is resignation, followed by end of contract (Table 4.63).
- Over the last three years resignation has been slightly lower among BAME staff (23/34; **68%**) than white staff (232/330; **70%**).
- In line with the observed drop in BAME PSS on FTC over the last three years (23.7%–6.3%) (Table 4.49), more BAME than white PSS staff have left at end of contract in 2019/20 (**28%** BAME; **19%** white).

Turnover at Directorate level is not analysed due to the small numbers involved.

Our **Action Plan** seeks to continue to monitor leavers to better understand their motivation and inform our policies and practices [**ACTIONS 3.11, 3.12**].

Table 4.58 PSS leavers by ethnicity and gender (2017–20)

YEAR	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
2017/18	121	114	94%	6	5%	38%	62%	50%	50%
2018/19	135	122	90%	9	7%	35%	65%	22%	78%
2019/20	116	94	81%	18	16%	38%	62%	67%	33%

Table 4.59 Ethnicity distribution (professional services & support staff) across nationality domicile (2017–20)

NATIONALITY / YEAR	TOTAL	WHITE		BAME		Black		Asian		Other		Mixed	
Non-UK													
2017/18	45	31	69%	13	29%	1	2%	9	20%	2	4%	1	2%
2018/19	50	36	72%	13	26%	1	2%	8	16%	2	4%	2	4%
2019/20	46	37	80%	8	17%	2	4%	5	11%	1	2%	0	–
UK													
2017/18	828	792	96%	25	3%	2	0%	13	2%	2	0%	8	1%
2018/19	904	862	95%	31	3%	3	0%	16	2%	2	0%	10	1%
2019/20	944	907	96%	24	3%	4	0%	9	1%	2	0%	9	1%

Table 4.60 Turnover of professional services & support staff by ethnicity and nationality (2017–20)

NATIONALITY / YEAR	TOTAL	WHITE	BAME	Black	Asian	Other	Mixed
All							
2017/18	14.1%	13.9%	21.1%	85.7%	0.0%	0.0%	60.0%
2018/19	14.7%	14.1%	22.7%	124.1%	17.5%	0.0%	19.4%
2019/20	11.8%	10.1%	48.1%	17.9%	58.0%	50.0%	47.2%
Non-UK							
2017/18	30.2%	20.1%	50.3%	160.0%	0.0%	0.0%	342.9%
2018/19	14.4%	8.7%	23.4%	100.0%	25.0%	0.0%	0.0%
2019/20	26.5%	16.1%	64.2%	48.0%	49.3%	75.0%	142.9%
UK							
2017/18	13.3%	13.6%	4.7%	0.0%	0.0%	0.0%	14.0%
2018/19	14.7%	14.3%	22.0%	109.1%	13.4%	0.0%	23.5%
2019/20	11.0%	9.9%	41.1%	0.0%	62.7%	37.5%	31.9%

Table 4.61 Length of service at point of leaving by ethnicity and gender (professional service and support staff)

YEAR / LENGTH OF SERVICE	TOTAL	WHITE		BAME		WHITE		BAME		
		M	F	M	F	M	F	M	F	
0–5 YEARS										
2017/18	88	81	92%	6	7%	35%	65%	50%	50%	
2018/19	105	95	90%	8	8%	36%	64%	25%	75%	
2019/20	94	73	78%	17	18%	34%	66%	71%	29%	
6–10 YEARS										
2017/18	10	10	100%	0	0%	50%	50%	0%	0%	
2018/19	10	8	80%	1	10%	13%	88%	0%	100%	
2019/20	12	12	100%	0	0%	50%	50%	0%	0%	
> 10 YEARS										
2017/18	23	23	100%	0	0%	43%	57%	0%	0%	
2018/19	20	19	95%	0	0%	42%	58%	0%	0%	
2019/20	10	9	90%	1	10%	56%	44%	0%	100%	

Table 4.62 Voluntary and non-voluntary leaving of professional services and support staff by ethnicity and gender (2017–20)

YEAR / REASON	TOTAL	WHITE		BAME		WHITE		BAME		
		M	F	M	F	M	F	M	F	
NON-VOLUNTARY										
2017/18	35	31	89%	3	9%	32%	68%	67%	33%	
2018/19	24	23	96%	1	4%	48%	52%	0%	100%	
2019/20	30	22	73%	6	20%	18%	82%	83%	17%	
VOLUNTARY										
2017/18	86	83	97%	3	3%	40%	60%	33%	67%	
2018/19	111	99	89%	8	7%	32%	68%	25%	75%	
2019/20	86	72	84%	12	14%	44%	56%	58%	42%	

Table 4.63 Ethnicity distribution of professional services staff across gender and leaving reason (2017–2020)

YEAR / REASON	TOTAL	WHITE		BAME		WHITE		BAME		
		M	F	M	F	M	F	M	F	
DEATH IN SERVICE										
2017/18	1	1	100%	0	0%	100%	0%		0%	0%
2019/20	1	1	100%	0	0%	0%	100%		0%	0%
DISMISSED										
2017/18	4	3	75%	1	25%	67%	33%		100%	0%
2018/19	4	3	75%	1	25%	0%	100%		0%	100%
2019/20	2	1	50%	0	0%	0%	100%		0%	0%
END OF CONTRACT										
2017/18	22	19	86%	2	9%	32%	68%		50%	50%
2018/19	18	18	100%	0	0%	61%	39%		0%	0%
2019/20	24	18	75%	5	21%	22%	78%		80%	20%
MUTUAL CONSENT										
2017/18	6	6	100%	0	0%	17%	83%		0%	0%
2018/19	2	2	100%	0	0%	0%	100%		0%	0%
2019/20	2	2	100%	0	0%	0%	100%		0%	0%
NON-STARTER										
2017/18	1	0	0%	1	100%	0%	0%		100%	0%
REDUNDANCY										
2017/18	2	2	100%	0	0%	0%	100%		0%	0%
2018/19	0	0	0%	0	0%	0%	0%		0%	0%
2019/20	1	0	0%	1	100%	0%	0%		100%	0%
RESIGNATION										
2017/18	75	72	96%	3	4%	38%	63%		33%	67%
2018/19	101	90	89%	8	8%	31%	69%		25%	75%
2019/20	84	70	83%	12	14%	44%	56%		58%	42%
RETIREMENT										
2017/18	11	11	100%	0	0%	55%	45%		0%	0%
2018/19	9	8	89%	0	0%	38%	63%		0%	0%
2019/20	2	2	100%	0	0%	50%	50%		0%	0%
VOLUNTARY REDUNDANCY										
2018/19	1	1	100%	0	0%	100%	0%		0%	0%

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge

ACTION 3.11: Continue to monitor leavers by ethnicity and carry out exit interviews to establish the underpinning reasons for leaving.

ACTION 3.12: Collect data on reasons for leaving through core HR system and present these to RECAP on an annual basis.

PRIORITY OBJECTIVES ADDRESSED

PO4: Proportionate representation

4c Grievances and disciplinaries

Staff-in-post data are provided for three years ending 1 September 2020 (Tables 4.64–4.65).

KEY OBSERVATIONS & CONCERNS

- Combining the last three year’s data (Table 4.64), BAME staff are not unfairly represented in University disciplinary processes (4.7% BAME; 5.7% white).
- Two race-related grievances/disciplinaries are recorded in 2017/18 (Table 4.65).
- Qualitative data (staff surveys and focus groups) show that BAME staff have experienced discrimination on campus and have less confidence that Lincoln would deal appropriately if it was reported (Section 3b).

We are committed to do more to promote an inclusive and supportive environment and culture for BAME staff [ACTIONS 2.19–2.27].

Table 4.64 All grievances and disciplinaries by ethnicity (2017–2020)

YEAR	NUMBER		GRAND TOTAL	%		COMPARED TO OVERALL STAFF POPULATION				
	BAME	WHITE		BAME	WHITE	BAME		WHITE		
						Total staff	%	Total staff	%	
GRIEVANCE										
2017/18	1	8	9	11%	89%	129	0.8%	761	1.1%	
2018/19	0	11	11	–	100%	148	0	778	1.4%	
2019/20	1	0	1	100%	–	171	0.6%	824	0	
DISCIPLINARY										
2017/18	0	11	11	–	100%	129	0	761	1.4%	
2018/19	1	9	10	10%	90%	148	0.7%	778	1.2%	
2019/20	4	6	10	40%	60%	171	2.3%	824	0.7%	
GRAND TOTAL	7	45	52	13.5%	86.5%	149*	4.7%	788*	5.7%	

*3-year mean

Table 4.65 Race-related grievances and disciplinaries (2017–2020)

YEAR	NUMBER		GRAND TOTAL	%	
	NOT RACE-RELATED	RACE-RELATED		NOT RACE-RELATED	RACE-RELATED
2017/18	18	2	20	90%	10%
2018/19	21	0	21	100%	–
2019/20	11	0	11	100%	–
GRAND TOTAL	50	2	52	96.2%	3.8%

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Ensure all staff and students are equipped with the knowledge, racial literacy, and support to recognise, challenge and report incidents of racism and xenophobia both on campus and in the local community.

ACTION 2.19: 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

ACTION 2.20: 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

ACTION 2.21: Develop and implement anti-racist training for staff and students to improve awareness and understanding of racism, racial harassment, white privilege and microaggressions

ACTION 2.22: Review current policies and procedures and develop new institution-wide strategies for tackling racial harassment

ACTION 2.23: Ensure expected behaviours for online behaviour are clearly communicated to students and staff, as well as sanctions for breaches

ACTION 2.24: Explicitly commit priority status to tackling racial harassment

ACTION 2.25: Ensure the newly developed E-learning resources designed to address racism, *The Uncomfortable Truth* and *The Uncomfortable Conversation*, are embedded in our staff and student training, and form the foundation for increasing knowledge and awareness of racism and discrimination across the University

ACTION 2.26: Expand and continue the *Let's Talk About Race* project (established in 2017) across staff and student communities

ACTION 2.27: Establish the *Anti-Racist Alliance Group*

PRIORITY OBJECTIVES ADDRESSED

PO6: Tackling racism, discrimination & hate crime

4d Decision-making boards and committees

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 4.66–4.73**).

KEY OBSERVATIONS & CONCERNS

- **University leadership:** Board of Governors (**Table 4.66**) and SLT (**Table 4.67**) are under-represented in ethnicity (balanced in gender). Lack of diversity in SLT was a concern voiced by staff in all of our REC Staff Surveys. In recognising that there is no short-term solution, SLT have recently:
 - appointed **Diversity Champions** among their membership (**Table 4.74**) to ensure commitment to diversity and inclusion is embedded in decision making.
 - established the **Equality Advisory Group** to ensure **Equality Impact** is considered alongside decision-making processes and policy development, [**ACTION 2.28**].
- **College leadership:** Both LIBS and CoS leadership teams reflect College diversity (**Table 4.68**). CoSS and CoA has no BAME representation on their CLT.
- **School/Department leadership (academic and PSS) (Tables 4.69–4.71):** BAME representation is generally better than the University population (**12%** in 2020; cf. 10% UoL), particularly noted for PSS (**7%** in 2020; cf. 3% UoL). Academic Schools are slightly behind PSS Departments (**15%**; cf. 17% UoL). Also noted is the balanced intersectional representation (ethnicity/gender). These trends are observed across UK and non-UK staff.
- **Academic Board** reflects UoL ethnic diversity (9% vs 10%), is gender balanced across ethnic groups, and no difference is observed between the appointed (by role) and elected membership (**Table 4.72**).
- **Research & Enterprise Committee** reflects UoL diversity (11% vs 10%).

Our **Action Plan** also incorporates **Inclusive Leadership Training** for SLT and Senior Managers, and **Reverse Mentoring** will be piloted through our **Pipeline Inclusive Mentoring Scheme** [**ACTIONS 3.52, 3.53**]. In the longer term, the University is committed to improving the diversity of the University leadership through more inclusive recruitment practices [**ACTIONS 3.16, 3.19**].

Table 4.75 Diversity Champions in SLT

SLT Member	Diversity Champion
PVC, Head of College of Arts	Race Champion
PVC, Head of College of Science	Gender Champion
HR Director	Caring responsibilities Champion
DVC, Student Development & Engagement	Disabilities Champion
DVC, Finance & Infrastructure	Faith & belief Champion
PVC, Head of Social Science	LGBTQ+ Champion

Table 4.66 Diversity within the Board of Governors (2018–2021)

YEAR	GRAND TOTAL	ETHNICITY				GENDER			
		BAME		White		Male		Female	
2018/19	23	1	4%	22	96%	13	57%	10	43%
2019/20	22	1	5%	21	95%	12	55%	10	45%
2020/21	21	1	5%	20	95%	11	52%	10	48%

Table 4.67 Diversity within the Senior Leadership Team (2018–2021)

YEAR	GRAND TOTAL	ETHNICITY				GENDER			
		BAME		White		Male		Female	
2018/19	15	0	–	15	100%	8	53%	7	47%
2019/20	15	0	–	15	100%	9	60%	6	40%
2020/21	15	0	–	15	100%	8	53%	7	47%

Table 4.68 Diversity within the College Leadership Teams (2018–2021), benchmarked against College population (2020) (Table 3.1)

YEAR	GRAND TOTAL	ETHNICITY				GENDER				INTERSECTIONAL							
		BAME		White		Male		Female		WHITE		BAME					
		M	F	M	F	M	F	M	F	M	F						
College of Arts																	
2018/19	13	0	–	13	100%	7	54%	6	46%	7	54%	6	46%	0	–	0	–
2019/20	15	0	–	15	100%	6	40%	9	60%	6	40%	9	60%	0	–	0	–
2020/21	14	0	–	14	100%	6	43%	8	57%	6	43%	8	57%	0	–	0	–
CoA			6%		94%		58%		42%		58%		42%		59%		41%
College of Science																	
2018/19	15	0	–	15	100%	11	73%	4	27%	11	73%	4	27%	0	–	0	–
2019/20	18	1	6%	17	94%	14	78%	4	22%	13	76%	4	24%	1	100%	0	–
2020/21	16	2	13%	14	87%	11	69%	5	31%	10	71%	4	29%	1	50%	1	50%
CoS			14%		86%		67%		33%		68%		32%		67%		33%
College of Social Science																	
2018/19	16	0	–	16	100%	10	63%	6	37%	10	63%	6	37%	0	–	0	–
2019/20	13	0	–	13	100%	7	54%	6	46%	7	54%	6	46%	0	–	0	–
2020/21	12	0	–	12	100%	6	50%	6	50%	6	50%	6	50%	0	–	0	–
CoSS			8%		82%		43%		57%		41%		59%		61%		39%
Lincoln International Business School																	
2018/19	14	2	14%	12	86%	6	43%	8	57%	5	42%	7	58%	1	50%	1	50%
2019/20	14	2	14%	12	86%	6	43%	8	57%	5	42%	7	58%	1	50%	1	50%
2020/21	14	3	21%	11	89%	6	43%	8	57%	4	36%	7	64%	2	67%	1	33%
LIBS			21%		79%		50%		50%		45%		55%		61%		39%

Table 4.69 Diversity across academic and professional services Heads & Deputy Heads (2017–2020) (all nationalities). Benchmarked against University of Lincoln populations (2020)

YEAR	GRAND TOTAL	ETHNICITY				GENDER				INTERSECTIONAL							
		WHITE		BAME		MALE		FEMALE		WHITE				BAME			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		
ALL																	
2017/18	75	63	84%	8	11%	38	51%	33	44%	35	56%	28	44%	3	38%	5	62%
2018/19	75	66	88%	7	9%	37	49%	36	48%	34	52%	32	48%	3	43%	4	57%
2019/20	75	62	83%	9	12%	31	41%	40	53%	26	42%	36	58%	5	56%	4	44%
UoL			88%		10%		45%		55%		42%		58%		60%		40%
ACADEMIC																	
2017/18	53	45	85%	6	11%	28	53%	23	43%	26	58%	19	42%	2	33%	4	67%
2018/19	48	42	88%	5	10%	25	52%	22	46%	23	55%	19	45%	2	40%	3	60%
2019/20	48	38	79%	7	15%	21	44%	24	50%	17	45%	21	55%	4	57%	3	43%
UoL			81%		17%		55%		45%		42%		58%		60%		40%
PROFESSIONALSERVICES / SUPPORT																	
2017/18	22	18	82%	2	9%	10	45%	10	45%	9	50%	9	50%	1	50%	1	50%
2018/19	27	24	89%	2	7%	12	44%	14	52%	11	46%	13	54%	1	50%	1	50%
2019/20	27	24	89%	2	7%	10	37%	16	59%	9	38%	15	62%	1	50%	1	50%
UoL			95%		3%		34%		66%		33%		67%		47%		53%

Table 4.70 Diversity across academic and professional services Heads / Deputy Heads (2017–2020) (UK only). Benchmarked against University of Lincoln populations (2020)

YEAR	GRAND TOTAL	ETHNICITY				GENDER				INTERSECTIONAL							
		WHITE		BAME		MALE		FEMALE		WHITE				BAME			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		
ALL																	
2017/18	67	59	88%	6	9%	36	54%	29	43%	33	56%	26	44%	3	50%	3	50%
2018/19	66	60	91%	4	6%	35	53%	29	44%	33	55%	27	45%	2	50%	2	50%
2019/20	66	57	86%	6	9%	30	45%	33	50%	26	46%	31	54%	4	67%	2	33%
UoL (All)			92%		6%		38%		62%		42%		58%		57%		43%
ACADEMIC																	
2017/18	47	41	87%	5	11%	26	55%	20	43%	24	59%	17	41%	2	40%	3	60%
2018/19	41	37	90%	3	2%	23	56%	17	41%	22	59%	15	41%	1	33%	2	67%
2019/20	41	34	83%	5	12%	20	49%	19	46%	17	50%	17	50%	3	60%	2	40%
UoL			88%		11%		54%		46%		53%		47%		61%		39%
PROFESSIONALSERVICES / SUPPORT																	
2017/18	20	18	90%	1	5%	10	50%	9	45%	9	50%	9	50%	1	100%	0	0%
2018/19	25	23	92%	1	4%	12	48%	12	48%	11	48%	12	52%	1	100%	0	0%
2019/20	25	23	92%	1	4%	10	40%	14	56%	9	39%	14	61%	1	100%	0	0%
UoL (PSS)			96%		3%		35%		65%		34%		66%		46%		54%

Table 4.71 Diversity across academic and professional services Heads / Deputy Heads (2017–2020) (non-UK only). Benchmarked against University of Lincoln populations (2020)

YEAR	GRAND TOTAL	ETHNICITY				GENDER				INTERSECTIONAL							
		WHITE		BAME		MALE		FEMALE		WHITE				BAME			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		
ALL																	
2017/18	8	4	50%	2	25%	2	25%	4	50%	2	50%	2	50%	0	0%	2	100%
2018/19	8	5	63%	3	37%	2	25%	6	75%	1	20%	4	80%	1	33%	2	67%
2019/20	8	5	63%	3	37%	1	13%	7	87%	0	0%	5	100%	1	33%	2	67%
UoL (All)			64%		32%		52%		47%		47%		53%		63%		37%
ACADEMIC																	
2017/18	6	4	67%	1	17%	2	33%	3	50%	2	50%	2	50%	0	0%	1	100%
2018/19	6	4	67%	2	33%	2	33%	4	67%	1	25%	3	75%	1	50%	1	50%
2019/20	6	4	67%	2	33%	1	17%	5	83%	0	0%	4	100%	1	50%	1	50%
UoL (Academic)			61%		34%		57%		43%		55%		45%		64%		36%
PROFESSIONALSERVICES / SUPPORT																	
2017/18	2	0	0%	1	50%	0	0%	2	100%	0	0%	1	100%	0	0%	1	100%
2018/19	2	1	50%	1	50%	0	0%	2	100%	0	0%	1	100%	0	0%	1	100%
2019/20	2	1	50%	1	50%	0	0%	2	100%	0	0%	1	100%	0	0%	1	100%
UoL (PSS)			80%		17%		22%		78%		14%		86%		50%		50%

Table 4.72 Diversity within Academic Board (2017–2020). Benchmarked against the University academic population (2020)

YEAR	GRAND TOTAL	ETHNICITY				GENDER				INTERSECTIONAL							
		WHITE		BAME		Male		Female		WHITE				BAME			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		
2018/19	59	56	95%	3	5%	36	61%	23	39%	34	61%	22	39%	2	67%	1	33%
2019/20	60	57	95%	3	5%	32	53%	28	47%	31	54%	26	46%	1	33%	2	67%
2020/21	57	52	91%	5	9%	29	51%	28	49%	27	52%	25	48%	2	40%	3	60%
2020/21																	
APPOINTED	46	42	91%	4	9%	24	52%	22	48%	22	52%	20	48%	2	50%	2	50%
ELECTED	11	10	91%	1	9%	5	45%	6	55%	5	50%	5	50%	0	0%	1	100%
UoL (All)			88%		10%		45		55%		42		58		60		40%

Table 4.73 Diversity within the Research & Enterprise Committee (2018–2021). Benchmarked against the University academic population (2020)

YEAR	GRAND TOTAL	ETHNICITY				GENDER				INTERSECTIONAL							
		WHITE		BAME		Male		Female		WHITE				BAME			
		M	F	M	F	M	F	M	F	M	F	M	F	M	F		
2018/19	16	15	94%	1	6%	9	56%	7	44%	9	60%	6	40%	0	0%	1	100%
2019/20	16	16	100%	0	0%	10	38%	6	62%	10	63%	6	37%	0	0%	0	0%
2020/21	19	17	89%	2	11%	10	53%	9	47%	9	53%	8	47%	1	50%	1	50%
UoL (All)			88%		10%		45%		55%		42%		58%		60%		40%

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Ensure inclusive decision-making is embedded in our practices

ACTION 2.28: Equality Impact Assessments to be completed and considered alongside decision-making processes and policy development to enhance attention to EDI issues

OBJECTIVE: Review our Recruitment Strategy

ACTION 3.16: More explicit brief to ‘Headhunters’ for Senior Leadership positions, requiring short-lists to be diverse (50% BAME and 50% female)

ACTION 3.19: Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting)

OBJECTIVE: Ensure opportunities for development of inclusive leadership competences are available to SLT and senior managers

ACTION 3.52: Inclusive Leadership training programme for SLT and senior managers

ACTION 3.53: A Reverse Mentoring pilot to be run for SLT and senior managers through the Pipeline Inclusive Mentoring Scheme (PIMS)

PRIORITY OBJECTIVES ADDRESSED

PO3: Inclusive recruitment

PO4: Proportionate representation

4e Equal pay

Staff-in-post data are provided for three years, where available (**Tables 4.74**). Snapshot data for 2020 by job family, grade and mode of employment are given (**Tables 4.75–4.79**).

We have monitored the ethnic pay gap data since 2017 – produced alongside the yearly Gender Pay Gap report and are currently completing our first Ethnicity Pay Gap review/report for publication in 2021 [**ACTION 3.36**]. Gender and ethnicity pay gap reviews are reported to the Inclusion Committee.

KEY OBSERVATIONS & CONCERNS

- From our data to date (**Table 4.74**), both the mean and median ethnicity pay gaps have been in favour of BAME employees since 2018 (**-2.98%** and **-2.99%**, respectively in 2020). This can be misleading as we have a higher BAME representation in academic roles (i.e. from Grade 7 and above), which skews the data. Our **Action Plan** reflects the need to carry out annual reviews across grades/roles and ethnic group in order to identify and address any issues [**ACTION 3.36**].
- **Academics** – where there are >10 members of BAME staff (Grade 6–9) ethnicity pay gap (whether favouring BAME or white) is <**2%** (mean = **1.33%**) (**Table 4.76**). The highest pay gaps are observed in SMG (in favour of white), where there are no annual incremental increases [**ACTION 3.37**].
- **PSS** – where there are >5 members of BAME staff (up to Grade 7) ethnicity pay gap (whether favouring BAME or white) is <**3%** (mean = **1.4%**) (**Table 4.77**). The highest pay gaps are again observed in SMG (in favour of BAME at SMG1) [**ACTION 3.37**].
- Across all **full-time** employees (Grade 4–10), pay gaps are <**1.5%** (mean = **0.55%**), with SMG higher (mean = **3.59%**) (**Table 4.78**).
- Pay gaps across **part-time** employees are much more varied (**0.6%–18.38%**), but staff numbers are low and meaningful trends difficult to identify [**ACTION 3.38**].
- The 2020 Staff Survey indicated there is scepticism amongst University staff – in particular amongst BAME staff – that pay awards and increases are allocated fairly and transparently (**Table 4.80**). BAME staff were also considerably less likely to agree that they are paid the same as colleagues who do the same job (**21.2%** BAME; **44.3%** white) [**ACTION 3.36**, **ACTION 1.12**].

Table 4.74 Ethnicity pay gap (2017–2020). The data (a snapshot on 31 March annually) include all employees of the University (a -ve value is in favour of BAME staff)

METRIC	2017	2018	2019	2020
Mean ethnicity pay gap	0.43%	-1.34%	-3.76%	-2.98%
Median ethnicity pay gap	-2.98%	-2.99%	-2.55%	-2.99%

Table 4.75 Mean ethnicity pay gap (31 March 2020). The data include all employees of the University

JOB FAMILY	HEADCOUNT		PAY GAP	IN FAVOUR OF
	BAME	White		
Academic and Research	210	1085	8.33%	White
Professional Services & Support	67	1103	4.72%	White
All staff	277	2188	2.98%	BAME

Table 4.76 Academic and Research staff ethnicity pay gap by Grade (31 March 2020)

GRADE	HEADCOUNT		AVERAGE LENGTH OF SERVICE (YEARS)		PAY GAP	IN FAVOUR OF
	BAME	White	BAME	White		
Grade 5	3	13	2.22	2.14	0.32%	White
Grade 6	16	34	1.95	2.13	1.73%	BAME
Grade 7	53	178	1.73	2.67	1.27%	White
Grade 8	68	375	5.19	7.52	0.81%	White
Grade 9	11	100	10.84	10.48	1.51%	White
Grade 10	3	11	4.15	14.07	6.38%	White
SMG 1	3	21	11.20	6.65	6.33%	White
SMG 2	4	23	12.16	9.89	2.68%	White
SMG 3	1	30	3.16	7.15	3.57%	White
SMG 4	0	8	-	12.48	-	-
SMG 5	3	14	4.61	4.59	8.71%	White
SMG 6	0	3	-	6.98	-	-
SMG 7	0	1	-	10.41	-	-

Table 4.77 Professional Services ethnicity pay gap by grade (31 March 2020)

GRADE	HEADCOUNT		AVERAGE LENGTH OF SERVICE (YEARS)		PAY GAP	IN FAVOUR OF
	BAME	White	BAME	White		
Grade 2	5	75	1.65	3.59	1.04%	White
Grade 3	0	68	-	4.94	-	-
Grade 4	4	220	2.40	4.63	2.61%	White
Grade 5	10	203	2.67	5.23	1.36%	White
Grade 6	8	197	9.16	8.07	1.77%	BAME
Grade 7	7	112	7.72	7.32	0.39%	BAME
Grade 8	2	62	3.78	10.58	7.80%	White
Grade 9	1	22	0.04	10.02	1.43%	BAME
Grade 10	0	21	-	9.44	-	-
SMG 1	1	7	3.78	12.69	13.58%	BAME
SMG 2	1	3	7.94	5.33	12.01%	White
SMG 3	0	4	-	7.94	-	-
SMG 4	0	1	-	18.09	-	-
SMG 5	0	5	-	12.42	-	-
SMG 6	0	2	-	3.06	-	-

Table 4.78 Ethnicity pay gap by grade (full-time employees only, 31 March 2020)

GRADE	HEADCOUNT		AVERAGE LENGTH OF SERVICE (IN YEARS)		PAY GAP	IN FAVOUR OF
	BAME	White	BAME	White		
Grade 2	0	6	N/A	8.53	-	-
Grade 3	0	43	N/A	4.15	-	-
Grade 4	3	142	2.76	3.47	0.13%	White
Grade 5	5	164	2.85	5.04	0.20%	White
Grade 6	20	174	4.80	7.99	0.34%	BAME
Grade 7	55	239	2.50	4.41	1.10%	White
Grade 8	69	364	5.02	7.94	1.42%	White
Grade 9	11	113	10.42	10.77	0.59%	White
Grade 10	2	29	3.91	12.09	0.06%	White
SMG 1	4	23	9.35	8.61	2.40%	BAME
SMG 2	4	21	11.00	8.94	4.49%	White
SMG 3	1	28	3.16	7.52	3.89%	White
SMG 4	0	5	-	16.62	-	-
SMG 5	2	16	0.40	6.84	10.73%	White
SMG 6	0	5	-	5.41	-	-
SMG 7	0	1	-	10.41	-	-

Table 4.79 Ethnicity pay gap by grade (part-time employees only, 31 March 2020)

GRADE	HEADCOUNT		AVERAGE LENGTH OF SERVICE (IN YEARS)		PAY GAP	IN FAVOUR OF
	BAME	White	BAME	White		
Grade 2	5	69	1.65	3.16	1.21%	White
Grade 3	0	25	-	6.31	-	-
Grade 4	1	78	1.31	6.75	8.23%	White
Grade 5	8	52	2.38	5.05	2.12%	White
Grade 6	4	57	2.12	4.77	6.99%	White
Grade 7	5	51	1.64	4.76	7.66%	White
Grade 8	1	73	13.53	8.01	11.14%	BAME
Grade 9	1	9	4.60	5.68	5.95%	White
Grade 10	1	3	4.62	0.75	18.38%	White
SMG 1	0	5	-	6.10	-	-
SMG 2	1	5	12.58	11.15	3.70%	White
SMG 3	0	6	-	5.91	-	-
SMG 4	0	4	-	8.72	-	-
SMG 5	1	3	13.02	5.61	0.62%	White

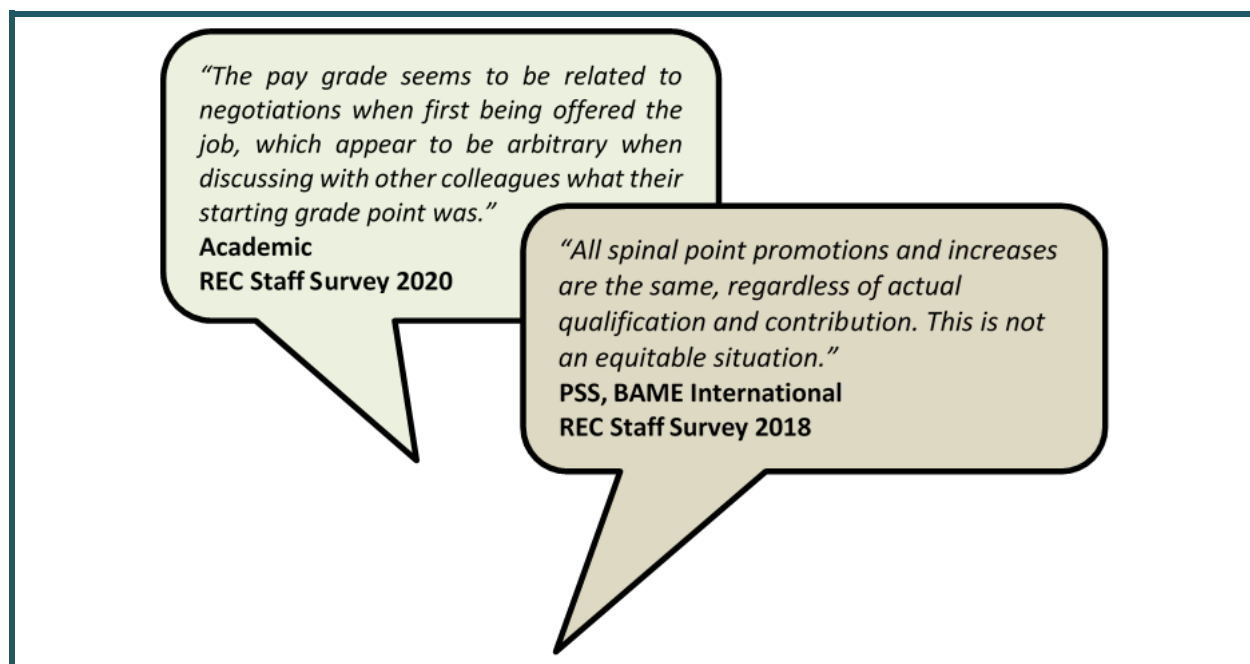


Table 4.80 Selected 2020 Staff Survey responses (Academic and PSS staff)

SURVEY QUESTION	ACADEMIC (% Agree)		PROFESSIONAL SERVICES (% Agree)	
	BAME (n=26)	WHITE (n=182)	BAME (n=5)	WHITE (n=135)
<i>“Pay awards and increases are allocated fairly and transparently.”</i>	45.5	56.7	40.0	53.3
<i>“I think I am paid the same as my colleagues who do the same job.”</i>	21.2	44.3	40.0	65.2

SUMMARY OF PROPOSED ACTIONS
<p>OBJECTIVE: Monitor, minimise and maintain Ethnicity Pay Gaps</p> <p>ACTION 3.36: An in-depth Ethnicity Pay Gap review (disaggregated by ethnic group and including thorough analysis of salaries in comparative grades/roles) will be undertaken on an annual basis, alongside the established Gender Pay Gap review</p> <p>ACTION 3.37: Ensure all SMG staff are aware of the process for applying for pay awards</p> <p>ACTION 3.38: Consider the ethnic pay gap for part-time employees, particularly regarding length of time at grade, to understand the large variation in observed pay gaps</p>
<p>OBJECTIVE: To increase the confidence of staff and students in the University’s commitment to delivery of the REC action plan, and to facilitating culture change</p> <p>ACTION 1.12: Establish the Lincoln Annual EDI Report, to communicate the University’s progress against EDI ambition (including progress against both Race and Gender Equality Action Plans)</p>

SECTION 4 WORD COUNT: 4.018

5 ACADEMIC STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT

5a Academic recruitment

RECRUITMENT PROCESSES

Recruitment processes are devolved to Schools/Departments but must adhere to University procedures. The University adopts an industry best-practice **e-recruitment system** which helps mitigate bias at the short-listing stage by imposing assessment of applications against explicit criteria.

Each College has a dedicated HR Business Partner, who checks diversity of all recruitment panels (gender and ethnicity). This is quite challenging where BAME (and gender) numbers are low (particularly in ensuring staff from under-represented groups are not over-burdened) but is possible through inter-school collaboration. Our Action Plan seeks to establish a **BAME Recruitment Panel Register** to facilitate BAME representation on all recruitment panels [**ACTION 3.21**]. Whilst Panel Chairs receive guidance on good practice in selection processes, a new **Chair's Briefing** will require them to remind panellists at the outset of the process that BAME representation is low (and gender where appropriate) [**ACTION 3.17**]. This forms part of our planned **Recruitment Strategy** review to address the under-representation of BAME staff [**ACTIONS 3.13–3.22**] and enhance our attractiveness as an employer to under-represented groups [**ACTIONS 3.28–3.30**].

It is mandatory for all panellists to attend the **Recruitment & Selection Workshop (Table 5.8)**, which incorporates EDI-related issues, including unconscious bias.

Recruitment campaigns are monitored and evaluated (including the effectiveness of positive actions taken) and our Action Plan seeks to continue this practice [**ACTION 3.6**].

KEY OBSERVATIONS & CONCERNS

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 5.1–5.7** and **Figs. 5.1–5.21**).

Institution level (Table 5.1 and Figs. 5.1–5.5)

- Over the last three years (**Table 5.1**), the proportion of BAME applicants to academic posts has increased (**39%–50%**); those shortlisted have increased (**30%–37%**); and those offered posts have increased (**23%–33%**).
- In 2020, **50%** of all applications received were from BAME candidates – the majority from outside the UK (83%). Only **33%** of offers made, however, were to BAME candidates (**Table 5.1**).
- UK BAME applicants are not disadvantaged, representing **9%** of all applications received, and **10%** of all offers made (**Fig.5.1**).
- Non-UK BAME candidates are the most disadvantaged (**41%** of applicants / **24%** of offers made), followed by the non-UK white candidates (**Fig.5.1**). Conversely, UK white candidates are the most advantaged group (**29%** of applicants / **48%** of offers made).
- The **success differential is largely associated with the non-UK BAME candidates**, and particularly those identifying as Black (**Fig.5.2**).

- Comparing success rates across recruitment stages (**Fig. 5.3**), **18%** of BAME candidates were shortlisted (cf. **30%** white), and **28%** of those shortlisted were offered posts (cf. **34%** white). With parity in the applications received, and comparable success for those shortlisted, the **success differential is associated with the shortlisting stage**.

College level (Tables 5.2–5.6 and Figs. 5.6–5.21)

- Both CoS and CoSS have shown an increasing trend over the last three years in the proportion of BAME applications, those shortlisted and those offered posts (**Tables 5.3 and 5.4**).
- Across all Colleges, BAME candidates are generally less successful than white at each stage of the recruitment process (**Figs. 5.7–5.9, 5.11–5.13, 5.15–5.17, 5.19–5.21**). This is true for both UK and non-UK BAME applicants. Exceptions to this in 2020 are seen in CoA, where BAME candidates are equally successful from application to offer (**7%**, **Fig.5.7**), with UK BAME are more successful than white (**13%** vs **8%**; **Fig. 5.8**), and in CoS, where UK BAME are equally as successful from application to offer as white (**11%**, **Fig. 5.12**).
- In CoA, CoS and LIBS, UK BAME candidates are not disadvantaged by our recruitment processes (**Table 5.6**).
- Although CoA has significantly fewer applications from BAME candidates than other Colleges (**Table 5.6**), they are not disadvantaged by our recruitment processes (**18%** of all applications; **20%** of all offers made in 2020).
- In 2020, **53%** of all offers made in CoS were to BAME applicants (**Table 5.6**). Whilst UK BAME are not disadvantaged by the recruitment processes (**6%** of applications; **9%** of offers), the non-UK BAME candidates are less successful (**56%** of applications; **42%** of offers).

Recruitment will be the key enabler to meet our aspirational increase in BAME representation. An immediate priority will be to understand the poor success rate of our non-UK BAME applicants – a significant applicant pool (41%) – and provide support during the application process to increase their rate of success in being shortlisted [**ACTIONS 3.20**]. Many international applicants will be unfamiliar with our recruitment approach in assessing against explicit criteria (answering specific questions (scored), as opposed to simply providing a cv). This may disadvantage many of them. With only **9%** of applications coming from UK BAME candidates, our Action Plan also seeks to attract more UK candidates through a variety of approaches [**ACTIONS 3.28–30**]. These considerations are integrated with our **Recruitment Strategy** review [**ACTIONS 3.13–3.22**]. Staff perceptions of the recruitment processes (**Table 5.7**) indicate that BAME staff are more likely than white to believe our processes are not fair or transparent, and do not lead to the best candidate being appointed [**ACTION 3.23–24**].

Table 5.6: Comparison in recruitment profiles for BAME candidates across Colleges in 2020

	All BAME		UK BAME		Non-UK BAME		DATA
	% of all Applied	% of all Offered	% of all Applied	% of all Offered	% of all Applied	% of all Offered	
CoA	18%	20%	7%	15%	11%	5%	Table 5.2 Fig. 5.6
CoS	64%	53%	6%	9%	56%	42%	Table 5.3 Fig. 5.7
CoSS	44%	20%	7%	5%	36%	15%	Table 5.4 Fig. 5.8
LIBS	50%	18%	15%	18%	35%	0	Table 5.5 Fig. 5.9
	cf. 62% / 44% in 2019		cf. 10% / 15% in 2019		cf. 52% / 30% in 2019		

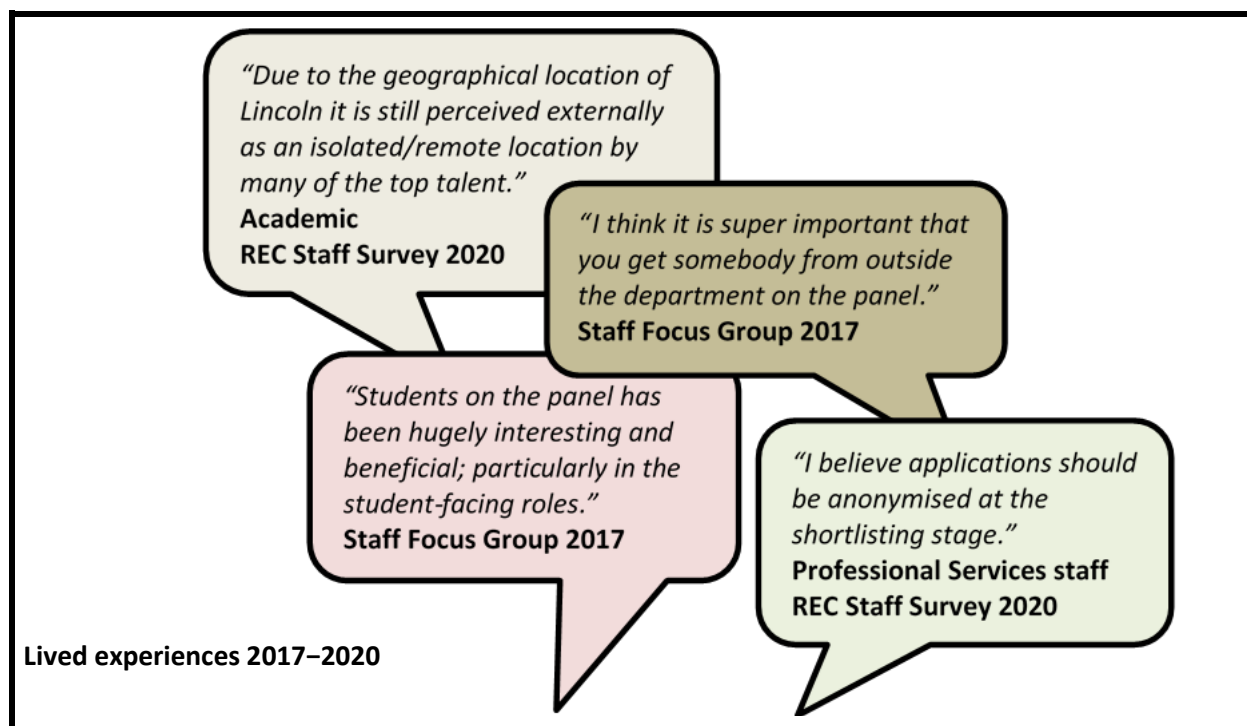


Table 5.7: Selected 2020 Staff Survey responses (academic staff only)

SURVEY QUESTION	ACADEMIC (% Agree)	
	BAME (n=26)	WHITE (n=182)
"From what I have seen, the University of Lincoln undertakes recruitment and selection fairly and transparently."	57.6	66.7
"The University of Lincoln's recruitment and selection policies lead to the best candidates being recruited."	36.4	75.7

Table 5.1 Broad ethnicity distribution across stages in the academic recruitment process (2017–2020). **Institution level**

MEASURE / YEAR	ALL NATIONALITIES				UK ONLY				NON-UK ONLY						
	TOTAL	BAME	White		TOTAL	BAME	White		TOTAL	BAME	White				
Applications received															
2017/18	2487	967	39%	1404	56%	1139	198	17%	886	78%	1348	769	57%	518	38%
2018/19	3016	1476	49%	1372	45%	1182	263	22%	858	73%	1834	1213	66%	514	28%
2019/20	2113	1052	50%	963	46%	820	184	22%	608	74%	1293	868	67%	355	27%
Shortlisted															
2017/18	721	215	30%	478	66%	401	49	12%	335	84%	320	166	52%	143	45%
2018/19	832	311	37%	487	59%	440	78	18%	345	78%	392	233	59%	142	36%
2019/20	507	189	37%	293	58%	257	42	16%	210	82%	250	147	59%	83	33%
Offers made															
2017/18	226	53	23%	161	71%	146	15	10%	123	84%	80	38	48%	38	48%
2018/19	243	65	27%	167	69%	144	16	11%	122	85%	99	49	49%	45	45%
2019/20	156	52	33%	99	63%	90	15	17%	75	83%	66	37	56%	24	36%

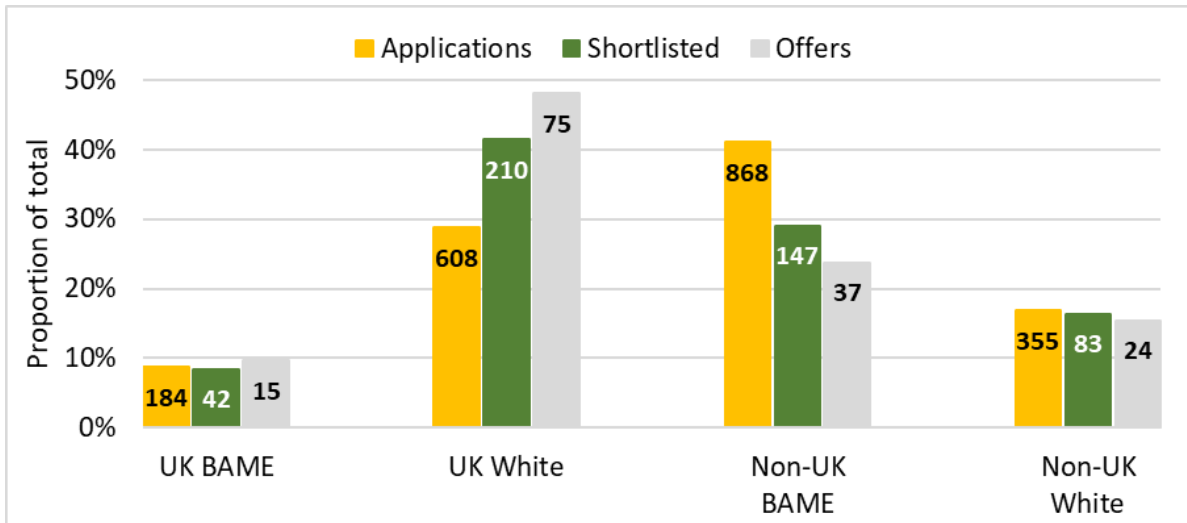


Figure 5.1 Ethnicity profile of the recruitment stages across the institution in 2020. Count at each stage is annotated. [Total applications = 2113; shortlisted = 507; offers = 156]



Figure 5.2 Detailed ethnicity profile of the recruitment stages across the institution in 2020 for both UK (above) and Non-UK BAME candidates.

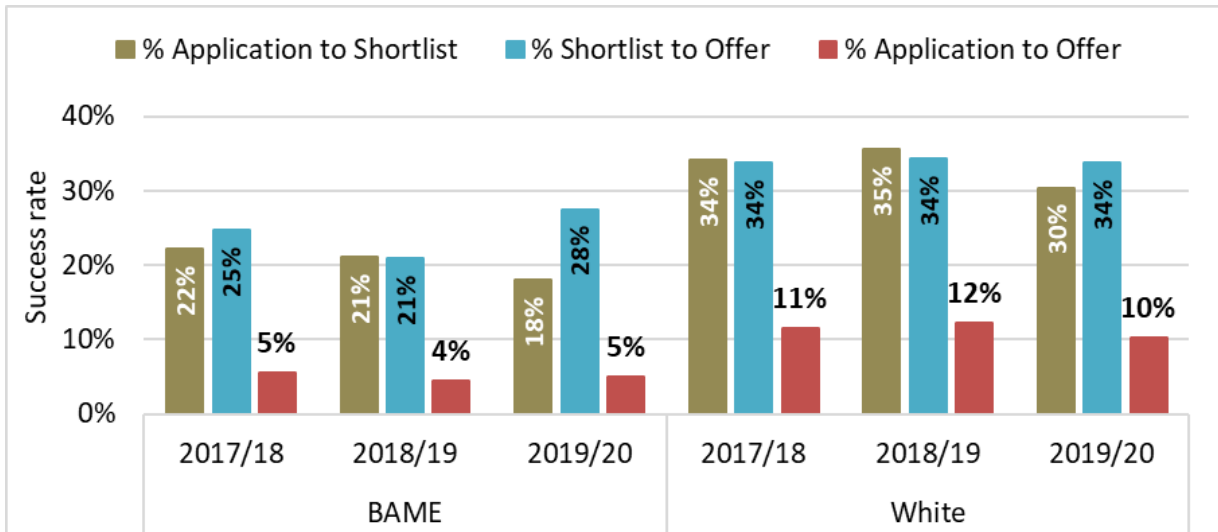


Figure 5.3 Comparison by ethnicity of success rates across recruitment processes (all nationalities). Institution level

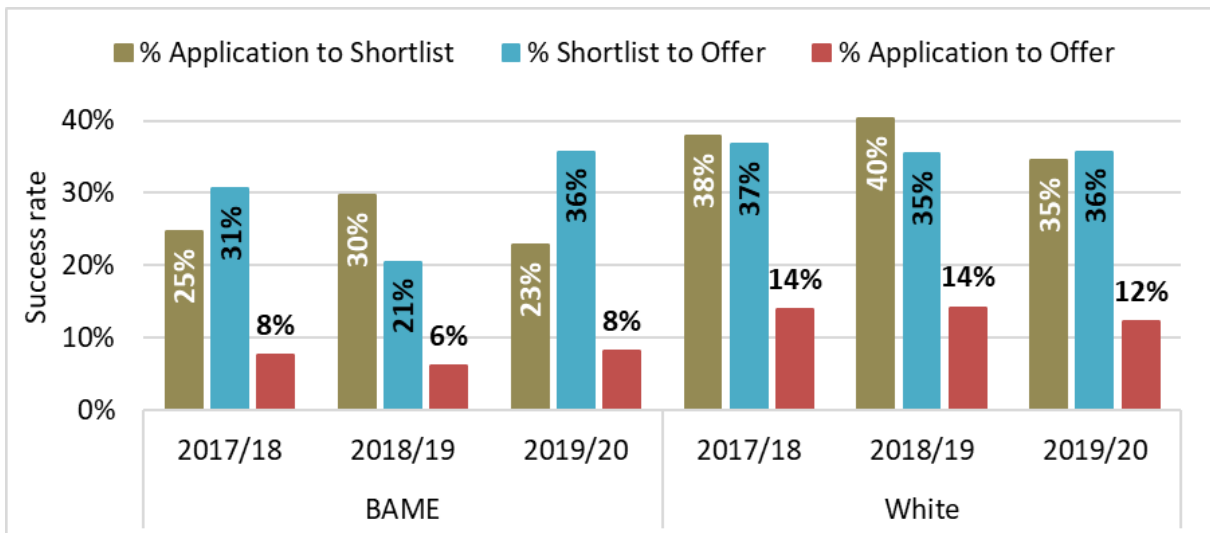


Figure 5.4 Comparison by ethnicity of success rates across recruitment processes (UK only). Institution level

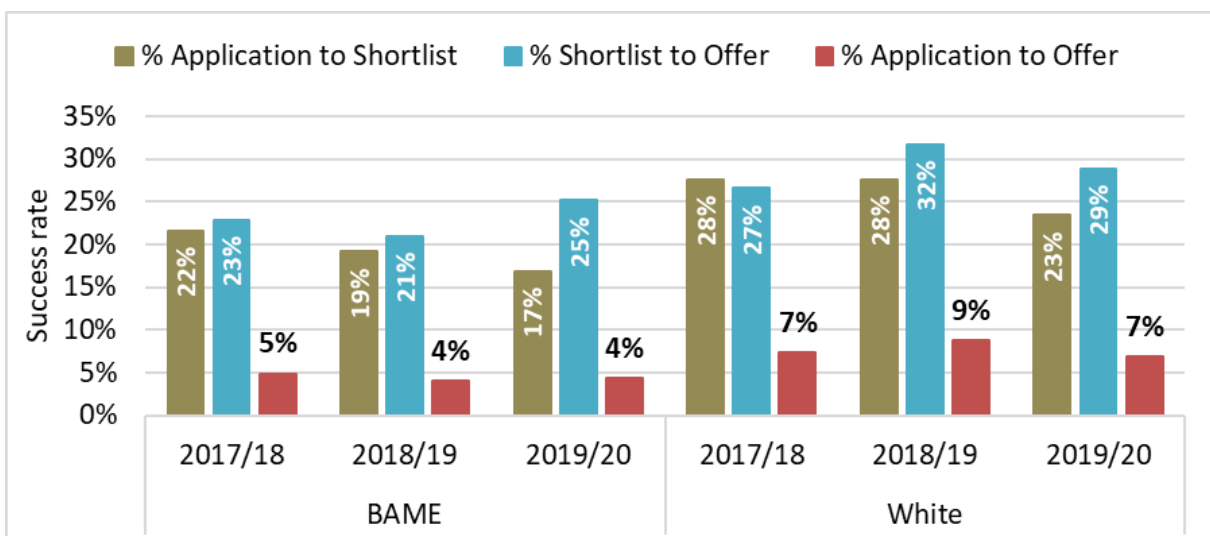


Figure 5.5 Comparison by ethnicity of success rates across recruitment processes (non-UK only). Institution level

Table 5.2 Broad ethnicity distribution across stages in the academic recruitment process (2017–2020). **College of Arts**

MEASURE / YEAR	ALL NATIONALITIES					UK ONLY					NON-UK ONLY				
	TOTAL	BAME	White	TOTAL	BAME	White	TOTAL	BAME	White	TOTAL	BAME	White			
Applications received															
2017/18	459	60	13%	344	75%	246	18	7%	228	93%	158	42	27%	116	73%
2018/19	641	145	23%	432	67%	305	29	10%	276	90%	272	116	43%	156	57%
2019/20	337	61	18%	219	65%	189	23	12%	166	88%	91	38	42%	53	58%
Shortlisted															
2017/18	78	5	6%	69	88%	56	4	7%	52	93%	18	1	6%	17	94%
2018/19	181	28	15%	144	80%	109	8	7%	101	93%	63	20	32%	43	68%
2019/20	70	11	16%	55	79%	52	7	13%	45	87%	14	4	29%	10	71%
Offers made															
2017/18	14	0	0%	14	100%	11	0	0%	11	100%	3	0	0%	3	100%
2018/19	50	4	8%	45	90%	33	2	6%	31	94%	16	2	13%	14	88%
2019/20	20	4	20%	16	80%	16	3	19%	13	81%	4	1	25%	3	75%

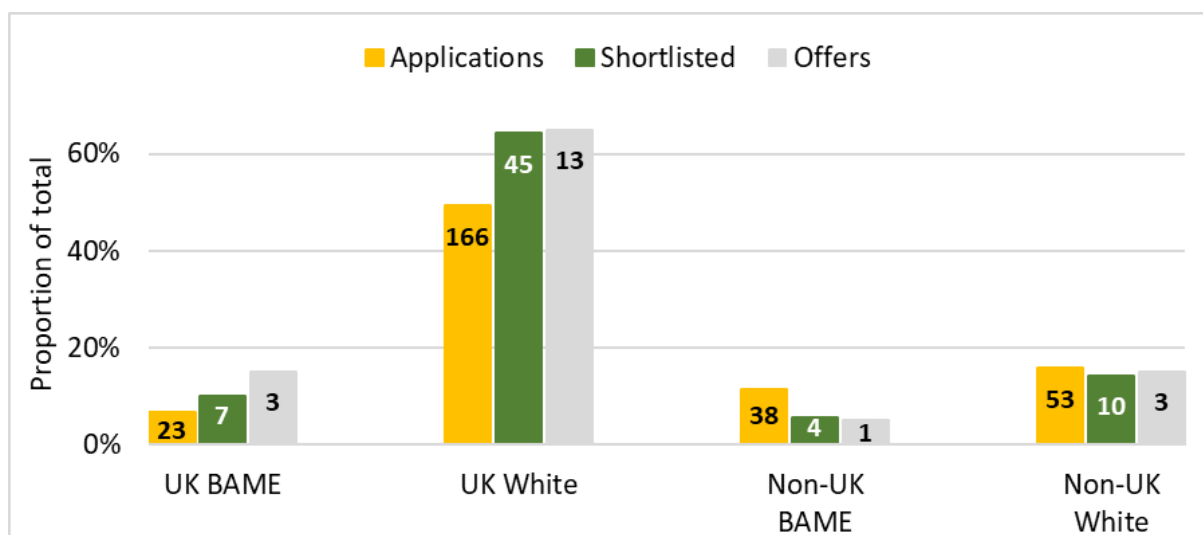


Figure 5.6 Ethnicity profile of the recruitment stages (**College of Arts**) in 2020. Count at each stage is annotated. [Total applications = 337; shortlisted = 70; offers = 20]

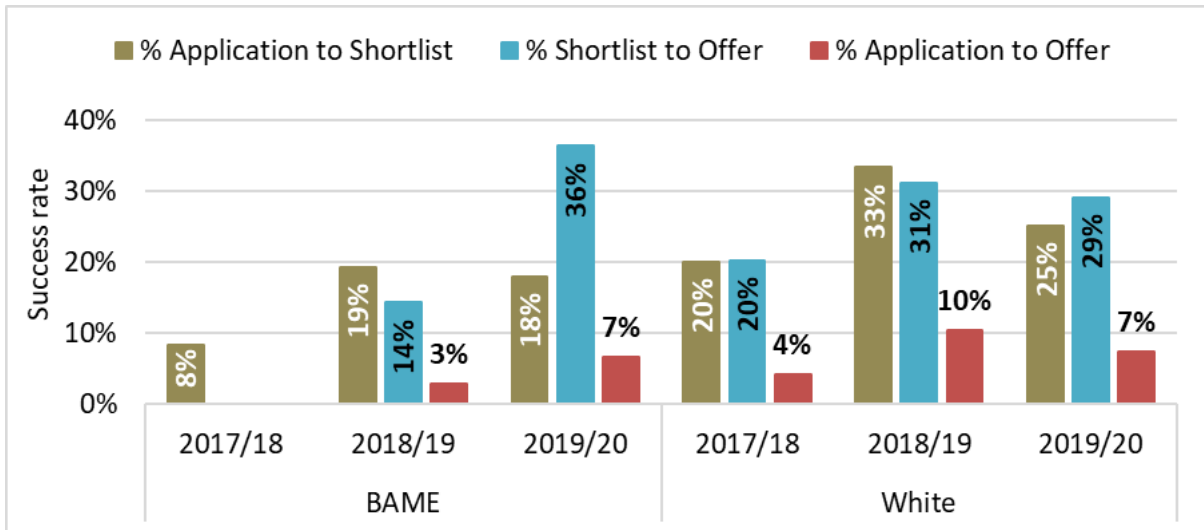


Figure 5.7 Comparison by ethnicity of success rates across recruitment processes (all nationalities). College of Arts

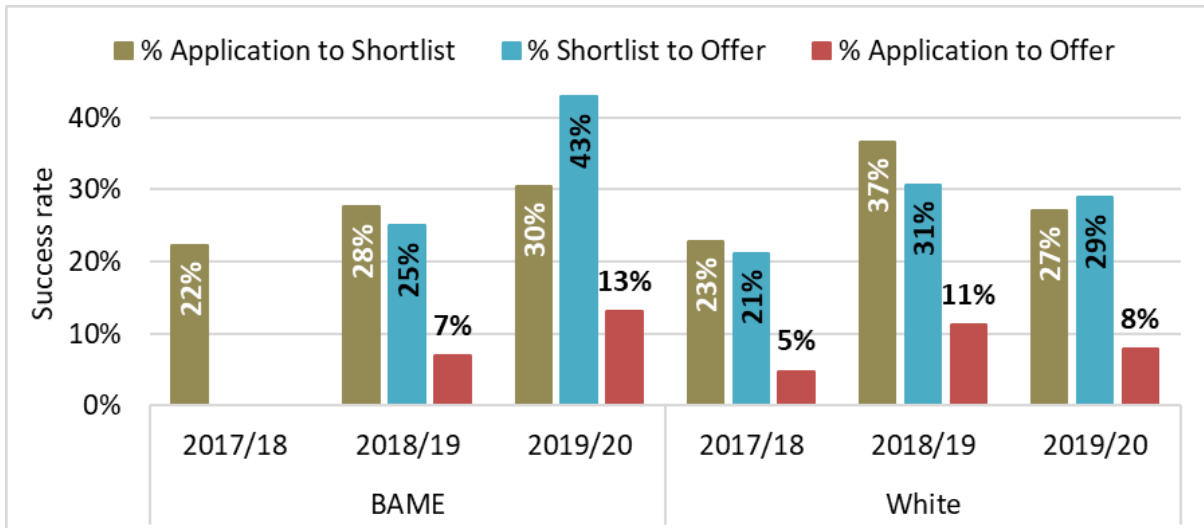


Figure 5.8 Comparison by ethnicity of success rates across recruitment processes (UK only). College of Arts

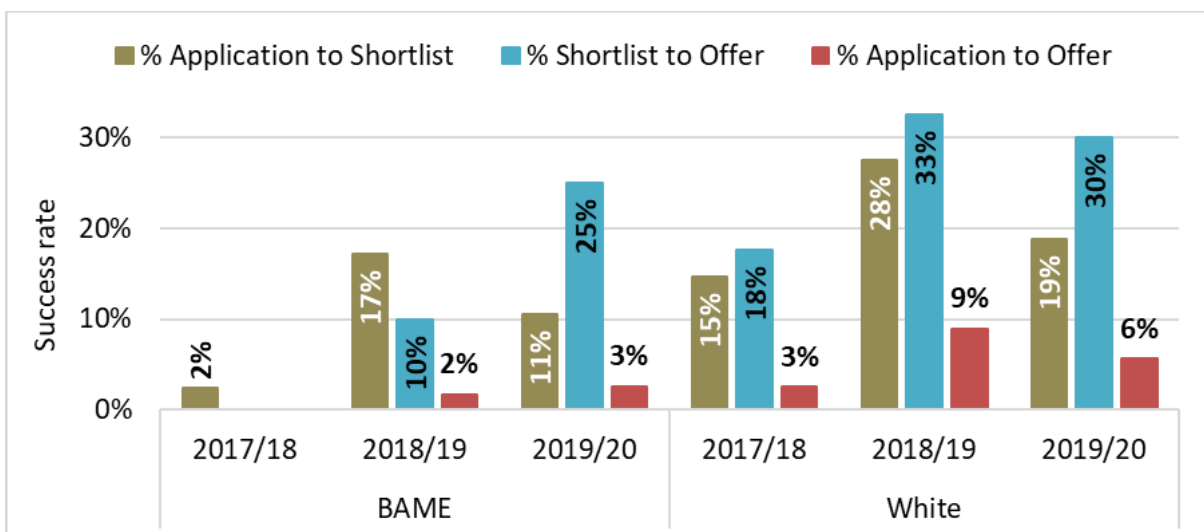


Figure 5.9 Comparison by ethnicity of success rates across recruitment processes (non-UK only). College of Arts

Table 5.3 Broad ethnicity distribution across stages in the academic recruitment process (2017–2020). **College of Science**

MEASURE / YEAR	ALL NATIONALITIES				UK ONLY				NON-UK ONLY						
	TOTAL	BAME	White		TOTAL	BAME	White		TOTAL	BAME	White				
Applications received															
2017/18	1113	571	51%	486	44%	347	64	18%	283	82%	699	496	71%	203	29%
2018/19	1575	995	63%	492	31%	395	126	32%	269	68%	1065	842	79%	223	21%
2019/20	850	541	64%	250	29%	179	53	30%	126	70%	601	477	79%	124	21%
Shortlisted															
2017/18	336	134	40%	188	56%	120	10	8%	110	92%	198	120	61%	78	39%
2018/19	393	60	15%	179	46%	150	33	22%	117	78%	222	160	72%	62	28%
2019/20	229	121	53%	93	41%	67	14	21%	53	79%	144	104	72%	40	28%
Offers made															
2017/18	95	33	35%	56	59%	36	3	8%	33	92%	51	28	55%	23	45%
2018/19	108	43	40%	61	56%	49	5	10%	44	90%	54	37	69%	17	31%
2019/20	64	34	53%	27	42%	20	6	30%	14	70%	40	27	68%	13	33%

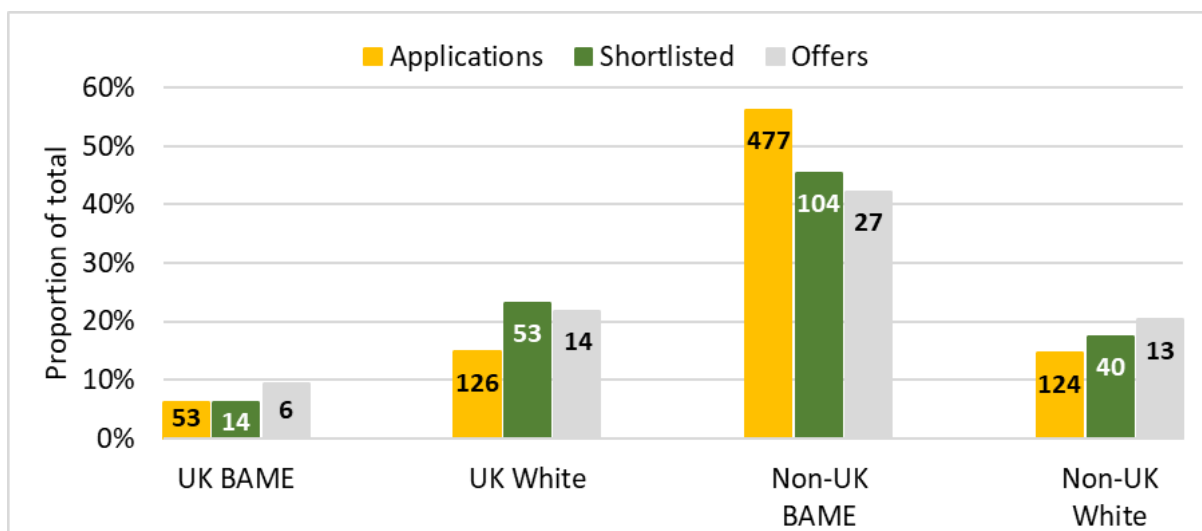


Figure 5.10 Ethnicity profile of the recruitment stages (College of Science) in 2020. Count at each stage is annotated. [Total applications = 850; shortlisted = 229; offers = 64]

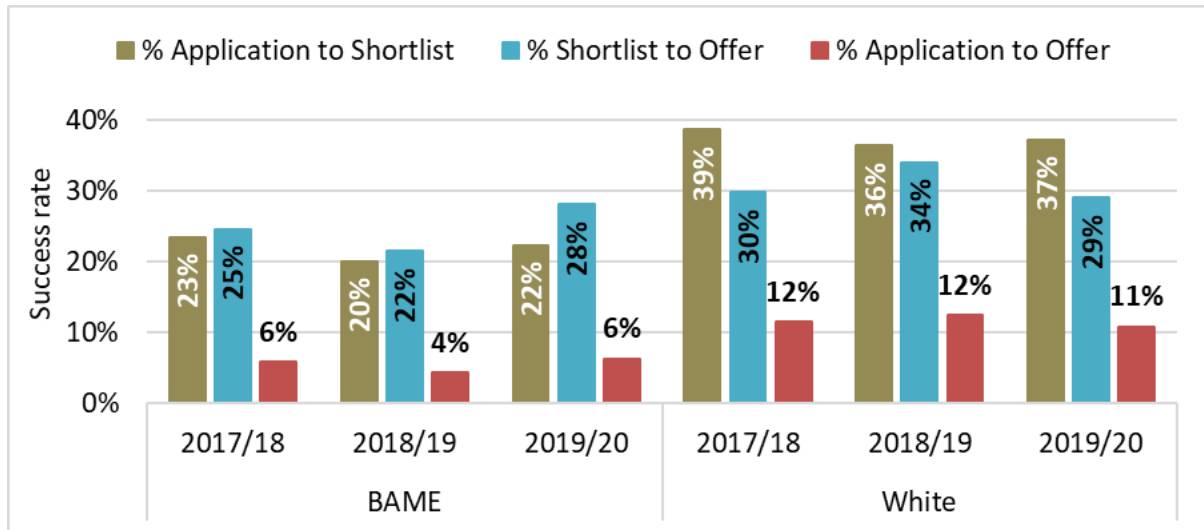


Figure 5.11 Comparison by ethnicity of success rates across recruitment processes (all nationalities). College of Science

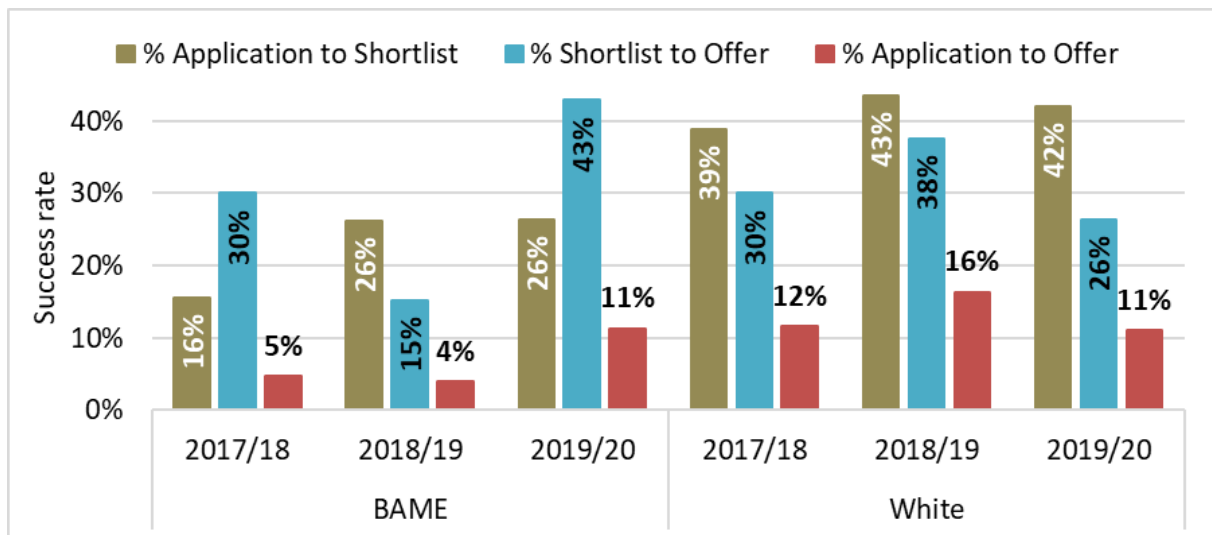


Figure 5.12 Comparison by ethnicity of success rates across recruitment processes (UK only). College of Science

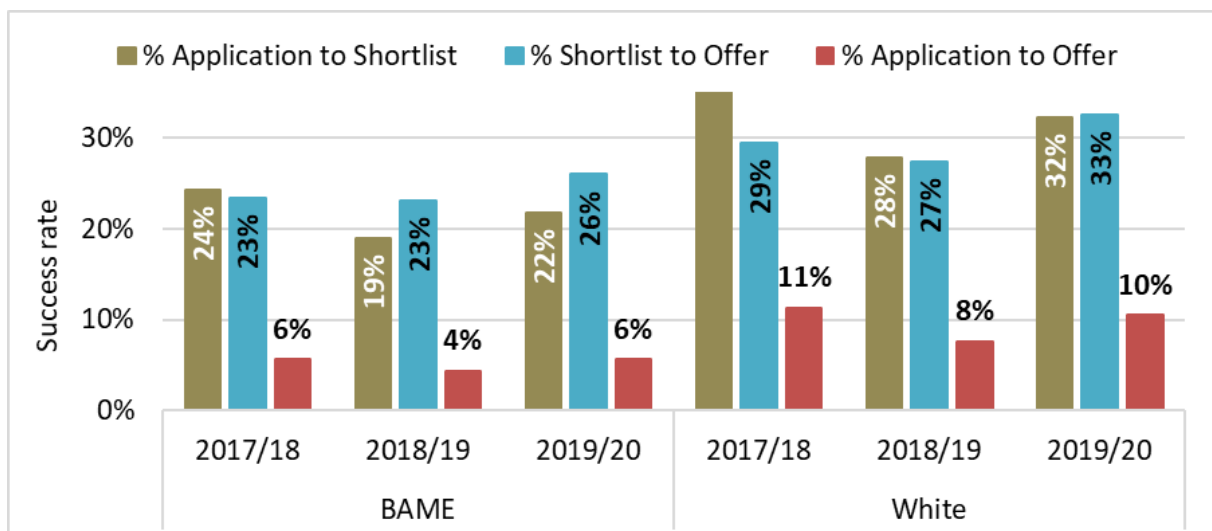


Figure 5.13 Comparison by ethnicity of success rates across recruitment processes (non-UK only). College of Science

Table 5.4 Broad ethnicity distribution across stages in the academic recruitment process (2017–2020). **College of Social Science**

MEASURE / YEAR	ALL NATIONALITIES					UK ONLY					NON-UK ONLY				
	TOTAL	BAME	White	TOTAL	BAME	White	TOTAL	BAME	White	TOTAL	BAME	White			
Applications received															
2017/18	652	174	27%	436	67%	339	49	14%	290	86%	266	120	45%	146	55%
2018/19	501	139	28%	303	60%	264	39	15%	225	85%	165	87	53%	78	47%
2019/20	730	318	44%	377	52%	294	52	18%	242	82%	395	260	66%	135	34%
Shortlisted															
2017/18	210	29	14%	175	83%	153	13	8%	140	92%	50	15	30%	35	70%
2018/19	151	28	19%	115	76%	103	12	12%	91	88%	37	13	35%	24	65%
2019/20	172	44	26%	124	72%	107	13	12%	94	88%	59	29	49%	30	51%
Offers made															
2017/18	84	9	11%	72	86%	67	4	6%	63	94%	14	5	36%	9	64%
2018/19	52	5	10%	40	77%	35	3	9%	32	91%	9	1	11%	8	89%
2019/20	60	12	20%	47	78%	43	3	7%	40	93%	16	9	56%	7	44%

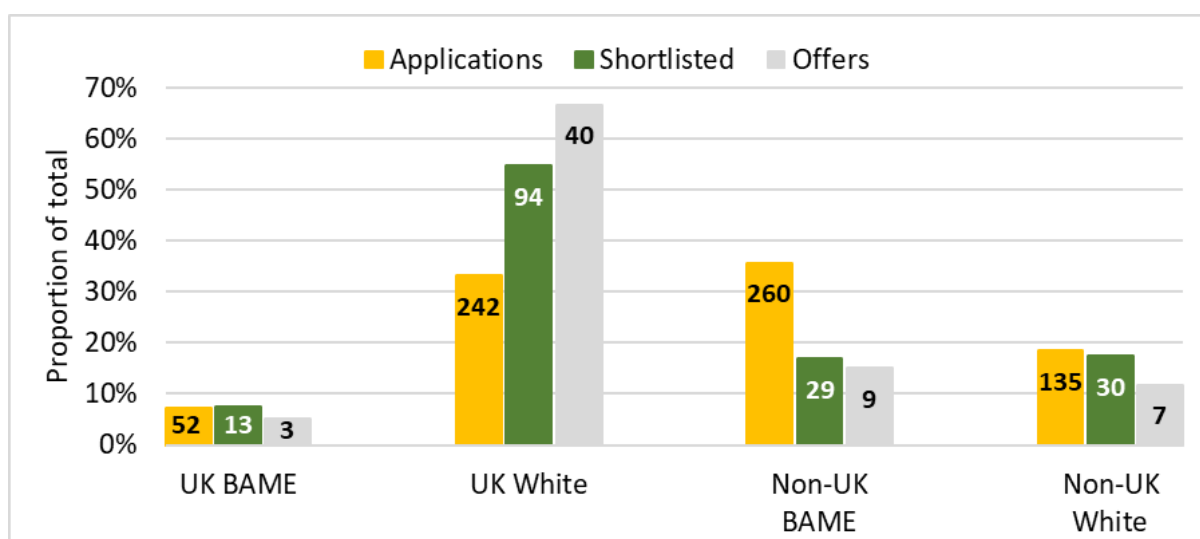


Figure 5.14 Ethnicity profile of the recruitment stages (College of Social Science) in 2020. Count at each stage is annotated. [Total applications = 730; shortlisted = 172; offers = 60]

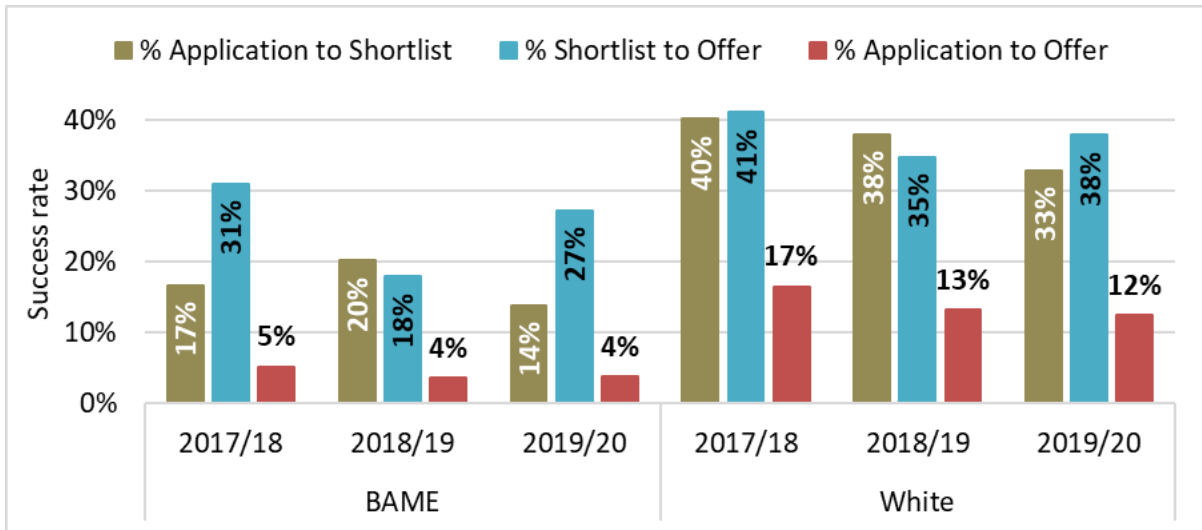


Figure 5.15 Comparison by ethnicity of success rates across recruitment processes (all nationalities). College of Social Science

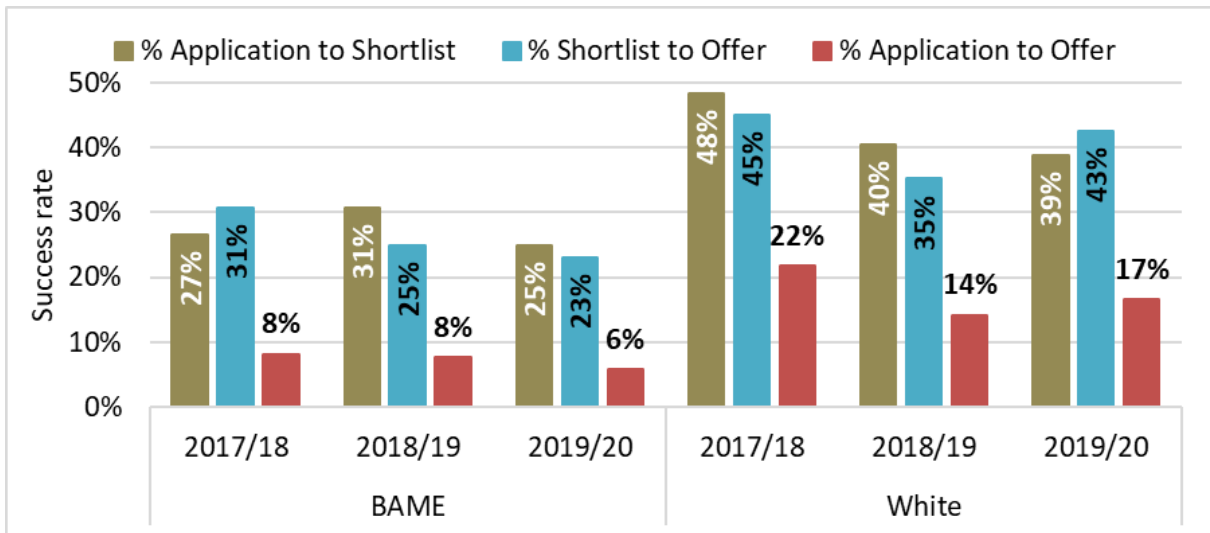


Figure 5.16 Comparison by ethnicity of success rates across recruitment processes (UK only). College of Social Science

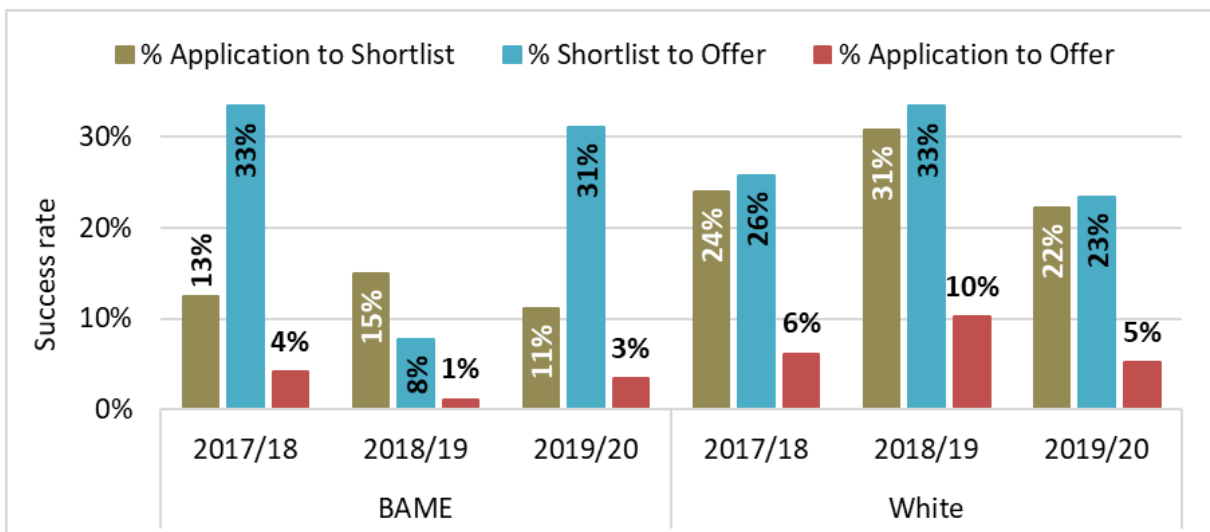


Figure 5.17 Comparison by ethnicity of success rates across recruitment processes (non-UK only). College of Social Science

Table 5.5 Broad ethnicity distribution across stages in the academic recruitment process (2017–2020). **Lincoln International Business School**

MEASURE / YEAR	ALL NATIONALITIES					UK ONLY					NON-UK ONLY				
	TOTAL	BAME	White	TOTAL	BAME	White	TOTAL	BAME	White	TOTAL	BAME	White			
Applications received															
2017/18	278	148	53%	124	45%	116	45	39%	71	61%	155	103	66%	52	34%
2018/19	285	176	62%	101	35%	82	28	34%	54	66%	195	148	76%	47	24%
2019/20	266	132	50%	110	41%	106	39	37%	67	63%	136	93	68%	43	32%
Shortlisted															
2017/18	92	45	49%	43	47%	47	17	36%	30	64%	41	28	68%	13	32%
2018/19	88	54	61%	31	35%	34	15	44%	19	56%	51	39	76%	12	24%
2019/20	36	12	33%	17	47%	16	2	13%	14	88%	13	10	77%	3	23%
Offers made															
2017/18	31	11	35%	17	55%	20	6	30%	14	70%	8	5	62%	3	38%
2018/19	27	12	44%	15	56%	13	4	31%	9	69%	14	8	57%	6	43%
2019/20	11	2	18%	7	64%	8	2	25%	6	75%	1	0	0%	1	100%

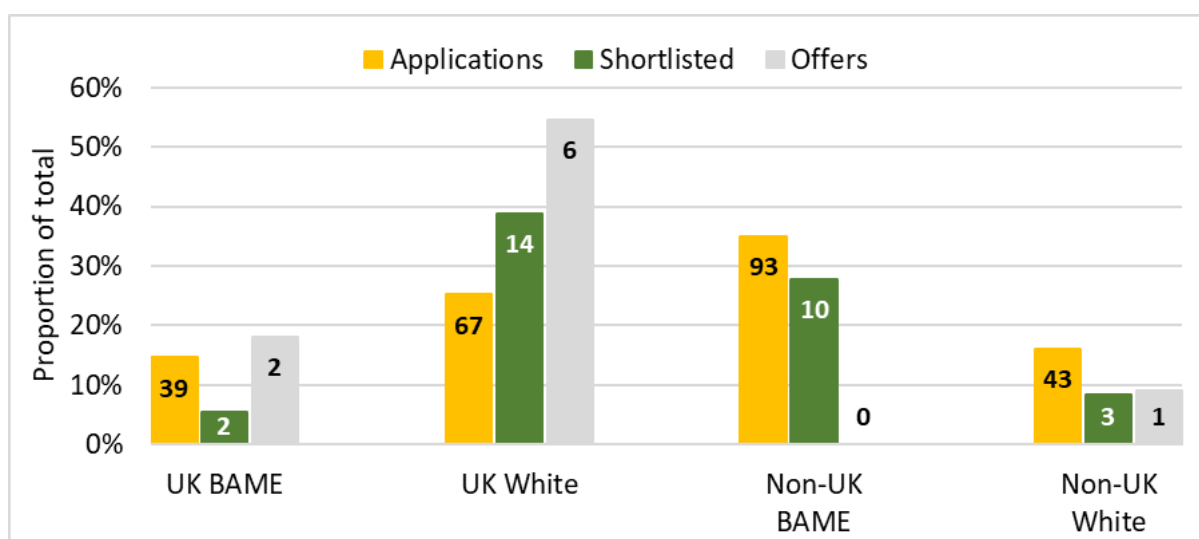


Figure 5.18 Ethnicity profile of the recruitment stages (Lincoln International Business School) in 2020. Count at each stage is annotated. [Total applications = 266; shortlisted = 36; offers = 11]

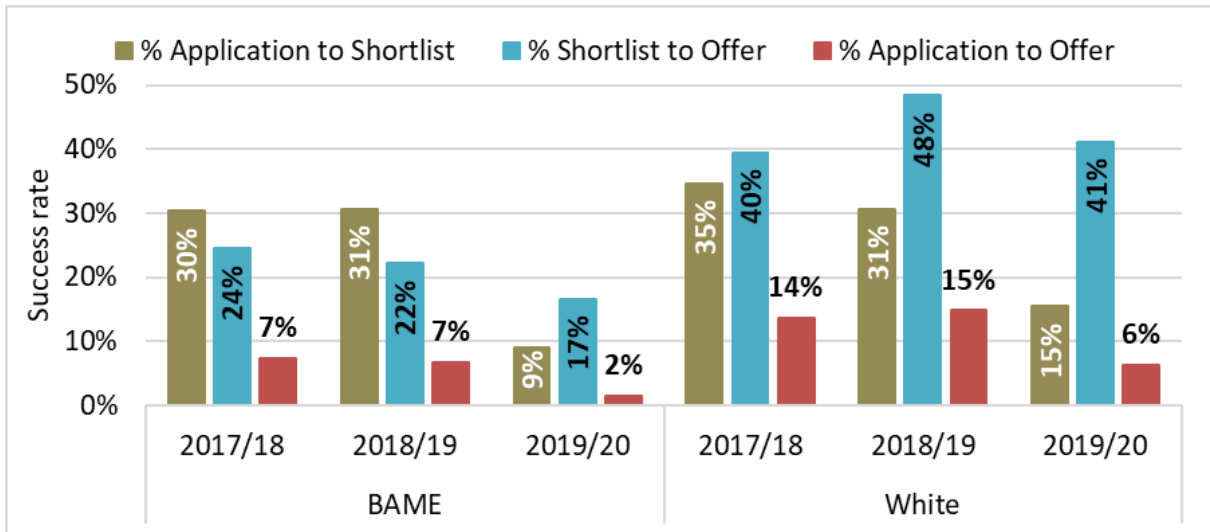


Figure 5.19 Comparison by ethnicity of success rates across recruitment processes (all nationalities). Lincoln International Business School

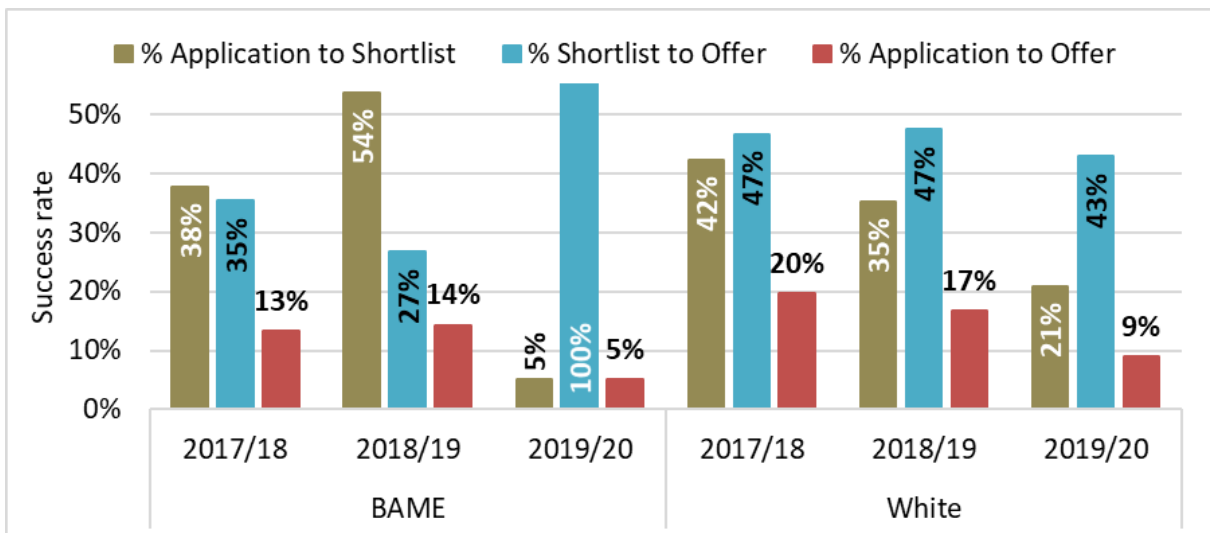


Figure 5.20 Comparison by ethnicity of success rates across recruitment processes (UK only). Lincoln International Business School

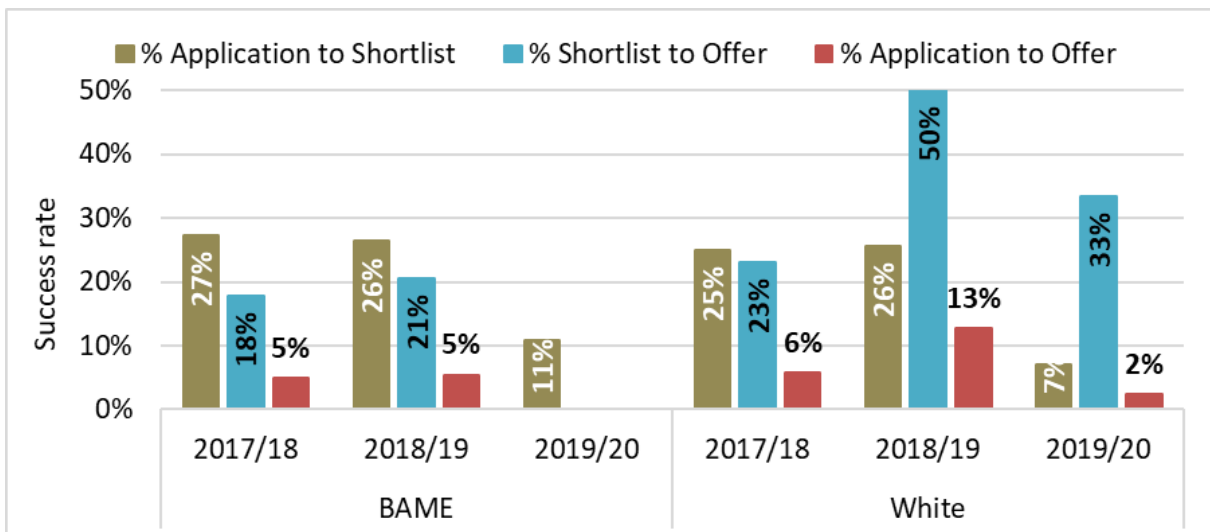


Figure 5.21 Comparison by ethnicity of success rates across recruitment processes (non-UK only). Lincoln International Business School

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Understand the different challenges faced across Colleges and Directorates in establishing diverse communities

ACTION 3.6: Study the recruitment practices within our Colleges and identify factors that have led to more diverse staff communities in LIBS and CoS

OBJECTIVE: Review our Recruitment Strategy

ACTION 3.13: Established a new Key Performance Indicator (KPI): Increase the number of BAME applicants to both academic and professional service roles.

ACTION 3.14: Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools.

ACTION 3.15: Negotiate with East Midlands Railway to align train timetables with the working day

ACTION 3.16: More explicit brief to 'Headhunters' for Senior Leadership positions, requiring short-lists to be diverse (50% BAME and 50% female).

ACTION 3.17: Update training and guidance for recruitment panels.

ACTION 3.18: Include targeted advertising to reach under-represented groups (e.g. BAME-specific media).

ACTION 3.19: Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting).

ACTION 3.20: Provide support to non-UK applicants to increase their rate of success in being shortlisted.

ACTION 3.21: Establish a BAME Recruitment Panel Register to ensure all recruitment panels have BAME representation, without over-burdening staff

ACTION 3.22: Where possible when hiring, prioritise skill sets or specialisms where BAME colleagues are well represented, and make explicit the willingness to consider candidates with unconventional career paths.

OBJECTIVE: Review local practices and implementation of HR policies relating to recruitment and promotion

ACTION 3.23: Review College and School practices to ensure they are as fully inclusive and supportive as possible, including recruitment processes and wording.

ACTION 3.24: Conduct reviews of the implementation of HR policies relating specifically to recruitment and promotion to ensure that there is no inherent bias in their implementation.

OBJECTIVE: Increase the proportion of BAME candidates applying for posts at the University across all staff groups

ACTION 3.28: Review our branding and attractiveness as an employer to BAME

ACTION 3.29: Be explicit about career development opportunities (such as *Inspire*, PIMS, ILM3/5, Manager workshops etc) on job advertisements and/or the University's 'job opportunities'.

ACTION 3.30: Be explicit about the University's commitment to diversity and inclusion in job advertisements and on the UoL 'job opportunities' page. Include 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.

5b Training

We interpret ‘training’ to denote professional development in the widest sense, from face-to-face training to online resources to on-the-job learning. Much of this takes place at College, School, or Group level, through discipline-specific training courses, writing retreats, and talks/seminars in Schools, or on-the-job experience. This is supplemented by OD in HR, which provides both face-to-face programmes and online courses on leadership and management and core transferable skills; LALT which provides training for teaching & learning (e.g. through HEA recognition), and the Research & Enterprise Office, which provides research-related training (See **Section 5f**).

The appraisal (ADA) process (**Section 5c**) is used to identify staff developmental needs and inform the formal training on offer. A wider annual review of all programmes is undertaken by OD. Courses are advertised via the intranet and via the quarterly HR Line newsletter. Bookings are made through the self-service portal. Attendance is monitored by both gender and ethnicity.

MANAGEMENT AND LEADERSHIP TRAINING

Management and Leadership Training (Table 5.8) and related skills development (**Table 5.10**) is available to all academic staff on an annual basis and delivered through OD. For example:

- INSPIRE Programme (for BAME staff)
- AURORA (Advance HE) Programme (for women)
- ILM-3 Certificate in Leadership & Management
- ILM-5 Diploma in Leadership & Management
- Coaching and mentoring skills
- Influencing, assertiveness and negotiation
- Dealing with challenging situations
- Emotional intelligence
- Personal resilience

Table 5.8 Academic take-up of Management & Leadership Programmes (2018–2020)



PROGRAMMES	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
Aurora	8	8	100%	0	0%	n/a	100%	n/a	0%
ILM - 3	13	12	92%	1	8%	62%	31%	8%	0%
ILM - 5	9	8	89%	1	11%	33%	56%	11%	0%
INSPIRE	5	n/a	–	5	100%	n/a	n/a	80%	20%
TOTAL (2018-2020)	35	28	80%	7	20%	34%	46%	17%	3%
Academic Community (Sept 2020)	1020	824	81%	171	17%	43%	38%	10%	6%

PROGRAMMES	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
Aurora	19	19	100%	0	0%	0%	100%	0%	0%
ILM - 3	54	51	94%	3	6%	43%	52%	2%	4%
ILM - 5	23	21	91%	2	9%	35%	57%	4%	4%

TOTAL (2018-2020)	95	90	95%	5	5%	33%	62%	2%	3%
Academic Community (Sept 2020)	1020	824	81%	171	17%	43%	38%	10%	6%

The INSPIRE Programme – leadership development for BAME staff

New in 2019, and open to both academic and professional service & support staff, **INSPIRE** aims to realise the potential of staff from minority ethnic backgrounds to become future outstanding, inclusive leaders. The programme supports participants at Grade 6 and above. In 2019, 10 staff participated in the **Programme pilot** (5 academics/5 PSS staff; 7 male/3 female), all of whom were given a mentor upon completion (a senior manager, some of whom are SLT). A second cohort will join the Programme in March/April 2021.

	<p><i>"I was very impressed by this programme and the quality of materials and attention afforded to it. It was nothing like I have previously experienced at the University – so my thanks!"</i></p>
<p>Farhan Ahmed Head of Department – Marketing and Tourism</p>	
<p><i>"I highly recommend this course to be the first stepping-stone in your journey to explore the new horizons of leadership pathways."</i></p>	
<p>Dr Keivan Ahmadi Associate Professor in Pharmacology & Therapeutics</p>	
	

MENTORING OPPORTUNITIES

There are a number of mentoring opportunities across the institution for subject-specific career development. The **Pipeline Inclusive Mentoring Scheme (PIMS)** is a central programme that adopts an inclusive mentoring approach (e.g. reverse mentoring, peer mentoring: cultural challenges, maternity mentoring, work-life balance) and is open to all staff (academic and PSS) and postgraduate students. Since 2018, the proportion of BAME mentees and mentors engaging with PIMS (**9% and 13%, respectively**) (**Table 5.9**) has been less than the academic population (**17%**). Encouraging more BAME academics to enrol on the Scheme forms part of our Action Plan [**ACTION 3.43**].

Table 5.9 Academic staff engagement with PIMS (2017–20)

	ETHNICITY				GENDER				INTERSECTIONAL							
	White		BAME		Male		Female		White				BAME			
	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
MENTEES																
2018–21	52	91%	5	9%	9	16%	48	84%	6	11%	46	81%	3	5%	2	3%
MENTORS																
2018–21	39	87%	6	13%	19	42%	26	58%	15	33%	24	53%	4	9%	2	5%

UPTAKE, EVALUATION & FEEDBACK

The new **Inspire** programme has impacted positively on the BAME staff engagement with management & leadership courses, increasing the BAME uptake from **5%** (previously) to **20%** (**Table 5.9**) (cf. overall academic BAME population, **17%**). There have been no BAME women, however, on the AURORA or ILM programmes [**ACTION 3.40**]. Overall, developmental training take-up is in line with academic population (**Table 5.10**). From staff survey responses (**Table 5.11**), less than half of BAME respondents (**38.5%**) believe they are given development opportunities (cf. **56%** of white). This is further explored in **Section 5f** [**ACTION 3.39–3.46**].

Table 5.10: Academic take-up of personal development courses (2018–2020)

COURSE TYPE/TITLE	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
MANDATORY	3418	2778	81%	640	19%	40%	41%	11%	8%
Active Bystander	357	278	78%	79	22%	38%	40%	13%	9%
Equality in the Workplace	1102	909	82%	193	18%	42%	40%	10%	7%
Inclusive Practices in Modern HE	48	41	85%	7	15%	35%	50%	8%	6%
Intro to Anti-Bullying & Harassment	33	26	79%	7	21%	45%	33%	18%	3%
Recruitment & Selection Workshop	59	53	90%	6	10%	46%	44%	7%	3%
Staff Induction Session	342	242	71%	100	29%	32%	38%	18%	11%
Stress Awareness	1171	975	83%	196	17%	42%	41%	10%	7%
Understand Unconscious Bias – All Staff	306	254	83%	52	17%	34%	49%	9%	8%
ONLINE MODULES	62	53	85%	9	15%	18%	68%	5%	10%
Influencing, Assertiveness & Negotiation	30	26	87%	4	13%	27%	60%	7%	7%
Mental Health Awareness	8	7	88%	1	13%	13%	75%	0%	13%
Mentoring for Mentors	16	13	81%	3	19%	13%	69%	6%	13%
Personal Resilience	8	7	88%	1	13%	0%	88%	0%	13%
WORKSHOPS	64	59	92%	5	8%	14%	78%	3%	5%
Dealing with Challenging Situations	5	4	80%	1	20%	20%	60%	0%	20%
Emotional Intelligence – All Staff	20	18	90%	2	10%	10%	80%	5%	5%
Personal Effectiveness & Assertiveness	39	37	95%	2	5%	15%	79%	3%	3%
TOTAL (2018-2020)	3544	2890	82%	654	18%	39%	42%	11%	8%
Academic Community (Sept 2020)	1020	824	81%	171	17%	43%	38%	10%	6%

COURSE TYPE/TITLE	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
MANDATORY	3494	3112	89%	382	11%	41%	59%	59%	41%
Active Bystander	979	872	89%	107	11%	36%	64%	56%	44%
Equality in the Workplace	2331	2080	89%	251	11%	42%	58%	56%	44%
Inclusive Practices in Modern Higher Edu	55	47	85%	8	15%	45%	55%	50%	50%
Intro To Anti-Bullying & Harassment	52	44	85%	8	15%	52%	48%	75%	25%
Recruitment & Selection Workshop	161	151	94%	10	6%	34%	66%	60%	40%
Staff Induction Session	799	669	84%	130	16%	39%	61%	59%	41%
Stress Awareness	2409	2153	89%	256	11%	42%	58%	58%	42%
Understand Unconscious Bias - All Staff	804	740	92%	64	8%	32%	68%	55%	45%

ONLINE MODULES	163	155	95%	8	5%	23%	77%	50%	50%
Influencing, Assertiveness and Negotiation	97	90	93%	7	7%	28%	72%	57%	43%
Mental Health Awareness	38	37	97%	1	3%	11%	89%	0%	100%
Mentoring for Mentors	25	22	88%	3	12%	23%	77%	33%	67%
Personal Resilience	26	25	96%	1	4%	8%	92%	0%	100%
WORKSHOPS	163	156	96%	7	4%	16%	84%	43%	57%
Dealing with Challenging Situations	35	33	94%	2	6%	18%	82%	0%	100%
Emotional Intelligence - All Staff	87	83	95%	4	5%	16%	84%	50%	50%
Handling Challenging Conversations	13	13	100%	0	0%	15%	85%		
Personal Effectiveness And Assertivness	39	37	95%	2	5%	16%	84%	50%	50%
TOTAL (2018-2020)	3820	3245	89%	386	11%	36%	53%	6%	4%
Academic Community (Sept 2020)	1020	824	81%	171	17%	43%	38%	10%	6%

Table 5.11: Selected 2020 Staff Survey responses (academic staff only)

SURVEY QUESTION	ACADEMIC (% Agree)	
	BAME (n=26)	WHITE (n=182)
<i>"There are opportunities for me to develop within my role."</i>	38.5	56.0
<i>"My line manager makes time to discuss my personal development and progression."</i>	46.2	70.3

Evaluation and feedback on Programmes/courses is carried out at various levels:

- Online evaluation and feedback after each training event, analysed by the OD team and trainer where appropriate. Amendments are made where trends are observed.
- Post-programme review (at 6 months) for INSPIRE and AURORA participants, to analyse impact.
- Career development monitoring for ILM, AURORA and INSIPRE participants.

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Ensure opportunities for career development are appropriate, inclusive and visible

ACTION 3.39: Carry out a needs analysis across academic and professional services staff.

ACTION 3.40: Specifically consider the needs of BAME colleagues when nominating staff for training and development courses (e.g. AURORA, ILM) and when appointing to internal leadership roles.

ACTION 3.41: Internal leadership roles should be rotated every 2–4 years to ensure more staff get leadership development opportunities.

ACTION 3.42: Establish a central 'development hub' to ensure visibility of training and development courses and provide the opportunity for staff to plan around their development needs.

ACTION 3.43: Encourage more staff to engage with mentoring programmes (e.g. PIMS)

SUMMARY OF PROPOSED ACTIONS

ACTION 3.44: Ensure all staff identifying as Black, and eligible for promotion, engage with a mentoring programme to develop and prepare their promotion application.

ACTION 3.45: Work with BAME colleagues to understand perceived barriers to promotion and develop a ‘glass-ceiling busting strategy’ to ensure parity of promotion outcomes.

ACTION 3.46: Develop a system to monitor the allocation / provision of support for profile-raising opportunities (e.g. funds for conference attendance) to ensure transparency and equitable opportunity for BAME staff.

PRIORITY OBJECTIVES ADDRESSED

PO4: Proportionate representation

PO5: Better engagement

5c Appraisal/development review

The University runs a formal mandatory annual **Achievement Development Appraisal (ADA)** scheme to inform objectives, personal and professional development plans, and support all academic staff in their career aspirations. The ADA also facilitates a better understanding and management of the distribution of duties that often impact on researchers’ careers.

Mandatory **Appraisers’ training** includes diversity management. Additional **ADA Appraiser and Appraisee Workshops** are available to all University staff (**Table 5.12**). Ethnicity attendance data are collected (**Table 5.13**) and will continue to be monitored [**ACTION 3.31**].

From staff survey responses (**Table 5.14**), less than half of BAME (**42.3%**) and white (**47.5%**) respondents find the ADA process useful. The University is committed to ensuring that all ADAs are effective and include discussions on mentoring, promotion and career path development, and our Action Plan seeks to review implementation and local practice [**ACTIONS 3.25–3.26**].

Table 5.12: Key objectives for ADA Appraisee and ADA Appraiser training workshops, available to all University staff (academic and support).

ADA APPRAISEE WORKSHOP	ADA APPRAISER WORKSHOP
<ul style="list-style-type: none"> Understand the aim, process and documentation of the appraisal 	<ul style="list-style-type: none"> Describe the benefits of appraisal to the individual, School and University
<ul style="list-style-type: none"> Identify your responsibilities within the scheme 	<ul style="list-style-type: none"> Understand the process, documentation and responsibilities within the scheme
<ul style="list-style-type: none"> Be able to prepare effectively for your appraisal 	<ul style="list-style-type: none"> Use a systematic framework for effective appraisal discussions
<ul style="list-style-type: none"> Understand development and career planning 	<ul style="list-style-type: none"> Set relevant and effective objectives with the appraisee
<ul style="list-style-type: none"> Practice SMART objective setting 	<ul style="list-style-type: none"> Identify the appraiser skills that contribute to effective appraisals

Table 5.13: Attendance on ADA-related Training (2018–2020)

TRAINING	TOTAL	WHITE	BAME	WHITE		BAME	
				M	F	M	F

ADA Appraisee Workshop	59	49	83%	10	17%	25%	58%	12%	5%
ADA Appraiser Training	69	63	91%	6	9%	48%	43%	3%	6%
TOTAL (2018-2020)	128	112	88%	16	13%	38%	50%	7%	5%
Academic Community (Sept 2020)	1020	824	81%	171	17%	43%	38%	10%	6%

Table 5.14: Selected 2020 Staff Survey responses (academic staff only)

SURVEY QUESTION	ACADEMIC (% Agree)	
	BAME (n=26)	WHITE (n=182)
<i>"My manager/appraiser ensures my appraisal is evidence-based and transparent."</i>	57.7	76.0
<i>"I find the appraisal process useful."</i>	42.3	47.5

"I do feel the ADA process is a tick box exercise rather than a chance to look at development and progression."

**BAME Academic,
REC Staff Survey 2020**

"The appraisal process enables a discussion to take place, but it sometimes stops there, and no action is taken to motivate you to advance to a higher position."

**BAME Academic
REC Staff Survey 2020**

Lived experience 2020

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Review local practices and implementation of HR policies relating to recruitment, career development and promotion

ACTION 3.25: Review the ADA process (in practice) ensuring they are effective and include discussions on mentoring opportunities, promotion and career path development.

ACTION 3.26: Prioritise the mapping of a timeline to promotion and what needs to be done to achieve it. Provide college-wide support for candidates to strengthen their written promotion applications.

OBJECTIVE: Data collection, analysis and impact evaluation

ACTION 3.31: Continue to collect ethnicity and gender data to monitor attendance at training events.

PRIORITY OBJECTIVES ADDRESSED

PO4: Proportionate representation

5d Academic promotion

There are two routes for promotion to both AP and Prof:

- **excellence in research**
- **excellence in teaching, scholarship and professional practice.**

There is scope in both routes for wider work-related activities (e.g. administrative, pastoral and outreach) to be considered under criteria for **Citizenship** or **Leadership**.

The University has operated an **open annual academic promotions** process for many years, to cover progression from Senior Lecturer¹² (Grade 8) to Associate Professor (Grade 9) and from Associate Professor (Grade 9) to Professor (SMG) to encourage the development and retention of dynamic engaged people. Development needs, career aspirations and academic promotion are discussed on an individual level as part of the ADA process. All staff have access to mentoring programmes (e.g. Pipeline Inclusive Mentoring Scheme), and support networks, where relevant (e.g. People of Colour network, International Staff Network, LGBTQI+ Network, Disabilities Network, Carers and Parents Club, Women in Science, Engineering & Technology, iCan – living with cancer support network).

All eligible staff are sent an email from HR and information is also published on **Staff News**. Staff on maternity/parental leave and long-term sick leave are also contacted to ensure they are aware of the process. Criteria are published on the **Academic Promotions portal page**. The **DVC for Research** and **DVC for Student Development and Engagement** hold annual information sessions for staff, with recordings uploaded to the portal page for those who are unable to attend.

Academics submit an in-depth application and CV for consideration by a shortlisting panel, based on published criteria which are reviewed annually. In 2019 the shortlisting process was revised to give the Colleges more ownership of the process and shortlisting is now carried out by a College panel (**Table 5.15**). Shortlisted candidates progress to interview.

Table 5.15: Make-up of Promotion decision-making panels

COLLEGE SHORTLISTING PANEL	INTERVIEW PANELS	
	PROMOTION TO ASSOCIATE PROFESSOR	PROMOTION TO PROFESSOR
CHAIR: PVC Head of College	CHAIR: DVC	CHAIR: VC
Director of Education and Students	2 x PVC	DVC
College Director of Research	HR Support	At least 1 PVC
Heads of School		External Professor
HR support		HR support

There was no process in 2020 due to the Coronavirus pandemic.

The interview stage for promotion to AP will be removed for the 2021 promotion round (9 April 2021–17 May 2021). This will ensure a more objective process, particularly for candidates for whom English is not their first language and who may find it more difficult in an interview situation.

¹² NB. There is no bar between Lecturer and Senior Lecturer at Lincoln

KEY OBSERVATIONS & CONCERNS

Staff-in-post data are provided for three years ending 1 September 2020 (Tables 5.16–5.19 and Fig. 5.22).

Institution level (Table 5.16–5.17, 5.19 and Fig. 5.22)

- In 2020, eligible pools for promotion to AP are comparable to overall academic population (16% BAME / 84% white cf. 17% BAME / 83% white population). Eligible pool for Prof, however, is below the academic population for BAME (10%) (Table 5.16).
- Over the last three years, the proportion of eligible BAME staff applying for promotion (Table 5.17) is almost twice that of eligible white staff (19% and 10%, respectively). As too is the proportion of eligible BAME staff being awarded promotion (5%, cf. 3% white). The same trend is observed for applications to both AP and Prof (19% vs 11% and 21% vs 10%, respectively). The proportion of eligible BAME and white staff promoted to AP is equal (3%), whereas the proportion of eligible BAME staff promoted to Prof is 4 times higher than for white (12% and 3%, respectively).
- Application rates for promotion to AP are comparable between eligible Asian and Black academics (25% and 23%, respectively), as too is the proportion of those promoted to AP (4.8% and 4.1%, respectively).
- **Of concern, is the lack of applications for promotion to Professor from academics identifying as Black – no applications have been received over the last three years.** Our **Action Plan** seeks to encourage all APs identifying as Black to engage in our mentoring programme in preparation for future promotion rounds [ACTION 3.44].



*“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”.*

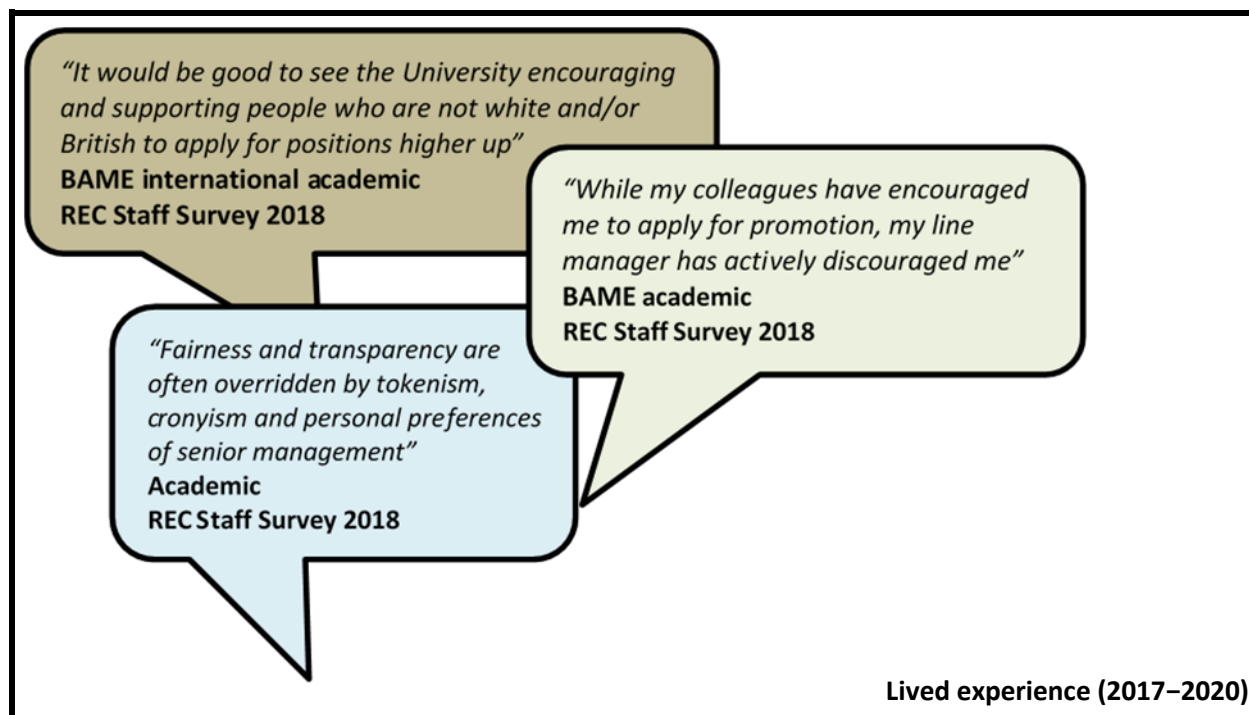
Prof Sundari Anitha
School of Social & Political Sciences

- In terms of success rates (Fig. 5.22), white academics are more successful overall (application to award) than BAME staff (31% and 24%, respectively), but BAME staff are significantly more successful at promotion to Prof (27% and 57%, respectively).

College level (Table 5.15)

- With the exception of CoA, Colleges generally reflect institutional trends (Table 5.18).
- CoA has promoted no BAME staff over the last three years.
- CoSS has promoted no Black staff to AP, and indeed has no Black staff at AP level, highlighting a pipeline issue for this ethnic minority group.

- Although LIBS has promoted no BAME staff to Prof over the last three years, a moving pipeline for BAME staff is evident, with proportionately more BAME staff than white being promoted to AP (11% and 3%, respectively).
- Of note, within CoS, the ethnic group with the highest proportion of eligible academics successfully promoted to AP, is those identifying as Black (8%, cf. 5% white). Numbers are small, but the eligible pool for promotion to Prof among Black staff is growing.



Despite many positive aspects to the promotion picture regarding the BAME community across the institution, staff perception around the promotion process is poor (Table 5.19), with few respondents (BAME and white) agreeing that they have been encouraged to apply for promotion (11.5% and 15.9%, respectively). This impacts on staff sense of belonging. Our Action Plan seeks to address this in a number of ways [ACTIONS 3.7, 3.23-3.27, 3.31-3.35, 3.48].

Table 5.16 Ethnic profile of eligible promotion pools (2017-2020)

YEAR	TOTAL	WHITE	BAME	Black	Asian	Other	Mixed
ELIGIBLE POOL FOR PROMOTION TO PROFESSOR (i.e. Associate Professors)							
2017/18	107	97	91%	10	9%	3	3%
2018/19	118	105	89%	13	11%	3	3%
2019/20	112	101	90%	11	10%	3	3%
2017-2020	337	303	90%	34	10%	9	3%
ELIGIBLE POOL FOR PROMOTION TO ASSOCIATE PROFESSOR (i.e. Senior Lecturers)							
2017/18	426	368	86%	58	14%	16	4%
2018/19	395	339	86%	56	14%	15	4%
2019/20	439	367	84%	72	16%	17	4%
2017-2020	1260	1074	85%	186	15%	48	4%

Table 5.17 Comparison of staff by ethnicity across the stages of the promotion process (2017–2020)*

	ETHNICITY	APPLIED	SHORTLISTED	PROMOTED	ELIGIBLE POOL	APPLIED (%)	PROMOTED (%)
All Promotions	BAME	42	17	10	220	19%	5%
	Black	11	3	2	57	19%	4%
	Asian	26	13	7	103	25%	7%
	Other	2	–	–	23	9%	–
	Mixed	3	1	1	37	8%	3%
	White	144	70	44	1377	10%	3%
Promotion to Professor	BAME	7	5	4	34	21%	12%
	Black	–	–	–	9	–	–
	Asian	5	4	3	20	25%	15%
	Other	–	–	–	0	–	–
	Mixed	2	1	1	5	40%	20%
	White	30	14	8	303	10%	3%
Promotion to Associate Professor	BAME	35	12	6	186	19%	3%
	Black	11	3	2	48	23%	4%
	Asian	21	9	4	83	25%	5%
	Other	2	–	–	23	9%	–
	Mixed	1	–	–	32	3%	–
	White	114	56	36	1074	11%	3%

* 3-year totals are given due to small numbers

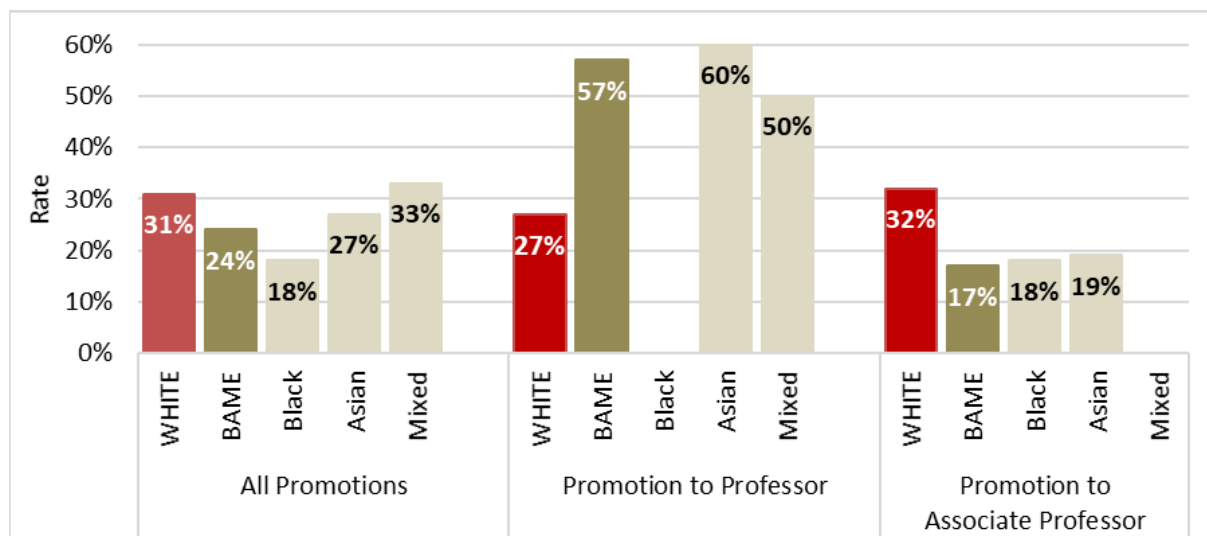


Figure 5.22 Success rate (applied to award) of promotion rounds (2017–2020) by ethnicity

Table 5.18 Staff by ethnicity applying for (APP) and being awarded (PRM) promotion (2017–2020), compared to the eligible pool (POOL). **Comparison across Colleges**

Ethnicity	CoA			CoS			CoSS			LIBS		
	POOL	APP (%)	PRM (%)	POOL	APP (%)	PRM (%)	POOL	APP (%)	PRM (%)	POOL	APP (%)	PRM (%)
ALL PROMOTIONS												
BAME	34	9%	–	89	19%	4%	36	17%	6%	63	25%	6%
Black	9	–	–	15	20%	7%	9	11%	–	24	25%	4%
Asian	17	12%	–	44	25%	5%	8	50%	25%	35	26%	9%
Other	3	–	–	20	15%	5%	5	20%	–	–	–	–
Mixed	4	25%	–	10	–	–	14	–	–	4	–	–
White	470	10%	3%	316	10%	3%	426	7%	2%	169	11%	3%
PROMOTION TO PROFESSOR												
BAME	4	25%	–	12	25%	17%	5	60%	40%	15	–	–
Black	3	–	–	3	–	–	–	–	–	3	–	–
Asian		–	–	7	29%	14%	2	100%	100%	12	8%	–
Other		–	–	2	50%	50%	3	33%	–	–	–	–
Mixed	1	100%	–	–	100%	100%	–	–	–	–	–	–
White	78	9%	3%	100	14%	6%	86	5%	–	39	13%	3%
PROMOTION TO ASSOCIATE PROFESSOR												
BAME	30	7%	–	77	18%	3%	31	10%	–	48	31%	11%
Black	6	–	–	12	25%	8%	9	11%	–	21	29%	5%
Asian	17	12%	–	37	24%	3%	6	33%	–	23	35%	13%
Other	3	–	–	18	11%	–	2	–	–	–	–	–
Mixed	4	–	–	10	–	–	14	–	–	4	25%	–
White	392	10%	4%	216	17%	5%	340	3%	2%	130	11%	3%

Table 5.19: Selected 2020 Staff Survey responses (academic staff only)

SURVEY QUESTION	ACADEMIC (% Agree)	
	BAME (n=26)	WHITE (n=182)
<i>"I have been encouraged to apply for promotion."</i>	11.5	15.9
<i>"I believe I am treated equally by colleagues, irrespective of my ethnicity or race."</i>	39.4	86.1

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge

ACTION 3.7: PRP reward, promotions, recruitment processes, and access to training to be widely monitored by ethnicity – at College and cost centre level and reported to RECAP on an annual basis.

OBJECTIVE: Review local practices and implementation of HR policies relating to recruitment, career development and promotion

ACTION 3.23: Review College and School practices to ensure they are as fully inclusive and supportive as possible.

ACTION 3.24: Conduct reviews of the implementation of HR policies relating specifically to recruitment and promotion to ensure that there is no inherent bias in their implementation.

ACTION 3.25: Review the ADA process (in practice) ensuring they are effective and include discussions on mentoring opportunities, promotion and career path development.

ACTION 3.26: Prioritise the mapping of a timeline to promotion and what needs to be done to achieve it. Provide college-wide support for candidates to strengthen their written promotion applications.

ACTION 3.27: Ensure efforts to promote race and ethnicity equality are valued by promotions panels.

OBJECTIVE: Data collection, analysis and impact evaluation

ACTION 3.31: Continue to collect ethnicity and gender data to monitor attendance at training events.

Action 3.32: Ensure processes are in place to collect ethnicity (and gender) data for attendance on all development and training courses across the institution.

ACTION 3.33: Annual analysis and reporting to guide targeted actions and inform ongoing monitoring.

ACTION 3.34: Annual analysis of research output by ethnicity and gender.

ACTION 3.35: Annual impact evaluation of targeted initiatives.

OBJECTIVE: Ensure opportunities for career development are appropriate, inclusive and accessible

ACTION 3.44: Ensure all staff identifying as Black, and eligible for promotion, engage with a mentoring programme to develop and prepare their promotion application.

OBJECTIVE: Ensure our non-UK staff are fully supported

ACTION 3.48: Ensure our non-UK staff are equipped with the knowledge and skills to navigate our promotions procedures. Provide better support through ADA processes.

PRIORITY OBJECTIVES ADDRESSED

PO3: Inclusive recruitment

PO4: Proportionate representation

5e Research Excellence Framework (REF)

Eligibility for REF2014 (**Table 5.20**) was comparable between BAME (**65%**) and white academics (**68%**). Of those submitted, BAME academics were better represented (**42%**) compared to white colleagues (**33%**). Taken together, the percentage of eligible staff submitted was higher for BAME academics (**64%**) compared to white (**48%**). Data disaggregated by nationality were not available. In comparison with the sector, Lincoln submitted a greater proportion of BAME staff (**64%**; cf. **60%** UK HEI), but a smaller proportion of white staff (**48%**; cf. **60%** UK HEI).

The REF2021 submission (**Table 5.21**) – all eligible staff submitted – consisted of **17%** BAME (with 2% non-disclosed). This is higher than in the REF2014 submission (**12%**), and equal to the BAME academic population. Representation of both BAME women and men are comparable to the academic population. Representation of non-UK BAME staff (both men and women) is slightly lower (**-3%**) than the academic population, but not a significant difference (non-disclosed ethnicity=7%).

As part of REF2021 preparation, we have carried out **Equality Impact Assessments** of all decision-making processes, as an integral part of the institution’s REF2021 Code of Practice. All staff involved in REF decision making have undergone REF-specific EDI training.

Table 5.20: Eligible and submitted staff for REF2014 (all nationalities). Those eligible and submitted are expressed as a percentage of the relevant population

ACADEMIC POPULATIONS		ELIGIBLE				SUBMITTED				% ELIGIBLE SUBMITTED		UK HEI	
White	BAME	White	BAME	White	BAME	White	BAME	White	BAME	White	BAME	White	BAME
500	55	340	68%	36	65%	163	33%	23	42%	48%	64%	60%	60%

Table 5.21: Demographic for the REF2021 submission (as % of total submitted)

	ETHNICITY		GENDER		INTERSECTIONAL			
	White	BAME	Male	Female	White		BAME	
					M	F	M	F
All nationalities	80%	17%	65%	35%	51%	29%	11%	6%
UK only	88%	12%	64%	36%	56%	32%	7%	4%
Non-UK only	65%	28%	63%	37%	40%	25%	19%	9%
UoL Academic Population								
All nationalities	81%	17%	55%	45%	43%	38%	10%	6%
UK only	88%	11%	54%	46%	46%	42%	6%	4%
Non-UK only	61%	34%	57%	43%	33%	28%	22%	12%

5f Support given to early career researchers

Analysis of the use of fixed-term contracts (FTC) is in Section 4a. The majority of FTC (**91%** of BAME and **81%** of white) are for externally-funded PDRA posts. Of the remaining FTCs only **12%** are to BAME staff.

There are two career pathways supported at Lincoln: Teaching & Research (T&R), and Teaching, Scholarship & Professional Practice (TSPP). Over the last three years the representation of BAME academics has increased on both pathways (**Table 5.22**), with BAME staff better represented on T&R than TSPP (**20%** and **12%**, respectively in 2020). Pathway distribution is fairly even for both UK (**Table 5.23**) and non-UK BAME staff (**Table 5.24**), with a slight preference for T&R among non-UK community.

Table 5.22: Broad ethnic profile across career pathways (all nationalities)

YEAR	Total	BAME		White		INTERSECTIONAL							
						White				BAME			
						M		F		M		F	
Teaching and Research													
2017/18	475	77	16%	387	81%	243	51%	144	30%	47	10%	30	6%
2018/19	395	66	17%	316	80%	206	52%	110	28%	40	10%	26	7%
2019/20	385	76	20%	297	77%	193	50%	104	27%	49	13%	27	7%
Teaching, Scholarship & Professional Practice													
2017/18	326	28	9%	294	90%	138	42%	156	48%	17	5%	11	3%
2018/19	445	51	11%	391	88%	188	42%	203	46%	30	7%	21	5%
2019/20	527	62	12%	455	86%	211	40%	244	46%	40	8%	22	4%

Table 5.23: Broad ethnic profile across career pathways (UK only)

YEAR	TOTAL	BAME		White		INTERSECTIONAL							
						White				BAME			
						M		F		M		F	
Teaching & Research													
2017/18	322	32	10%	286	89%	182	57%	104	32%	17	5%	15	5%
2018/19	254	30	12%	220	87%	146	57%	74	23%	15	5%	15	5%
2019/20	245	35	14%	206	84%	138	56%	68	28%	20	8%	15	6%
Teaching, Scholarship & Professional Practice													
2017/18	291	19	7%	269	92%	128	44%	141	48%	13	4%	6	2%
2018/19	384	26	7%	355	92%	172	46%	183	48%	19	5%	7	2%
2019/20	447	35	8%	403	90%	192	43%	211	47%	24	5%	11	2%

Table 5.24: Broad ethnic profile across career pathways (Non-UK only)

YEAR	TOTAL	BAME		White		INTERSECTIONAL							
						White				BAME			
						M		F		M		F	
Teaching & Research													
2017/18	153	45	29%	101	66%	61	40%	40	26%	30	20%	15	10%
2018/19	140	36	26%	96	69%	60	43%	36	26%	25	18%	11	8%
2019/20	140	41	29%	91	65%	55	39%	36	26%	29	21%	12	9%
Teaching, Scholarship & Professional Practice													
2017/18	34	9	26%	25	74%	10	29%	15	44%	4	12%	5	15%
2018/19	60	25	42%	35	58%	16	27%	19	32%	11	18%	14	23%
2019/20	80	27	34%	52	65%	19	24%	33	41%	16	20%	11	14%

SUPPORT FOR RESEARCH

The University of Lincoln became a signatory of the Concordat to Support the Career Development of Researchers in February 2020 and gained the European Commission's HR Excellence in Research Award in October 2020.

Although development needs are informed through the ADA process (**Section 5c**), wider research-career development and support is effected through the annual **Individual Research Planning (IRP)** process. This is governed centrally, reviewed locally within Schools, and is mandatory for all T&R staff.

In addition to **professional development** support (**Section 5b**), **research-specific development** opportunities are provided by the Research & Enterprise Office (**Table 5.25**), which includes the annual **Research FIRST Week** programme (a week-long training event specifically developed for our ECRs), and weekly research funding bulletins (email) to all T&R staff. Attendance (including ethnicity/gender data) at training events is not routinely monitored, and forms part of our Action Plan [**ACTION 3.32**].

LIAS supports academic staff in developing their interdisciplinary research interests, profile and outputs, as well as identifying opportunities for collaboration. This is delivered through targeted support in the form of training, networking events and professional development opportunities.

Training in **public engagement** is available to all staff through **PEARL**, including for 2021:

- Public engagement – tools for online engagement
- Introduction to Public Engagement with Research
- Audiences and Public
- Activity planning
- Evaluation

There are a growing number of **networking opportunities** for academic and research staff across the University, including:

- People of Colour Staff Network
- International Staff Network
- Women Professors Group (CoS)
- Women in Science, Engineering and Technology
- Carers and Parents Club
- LGBTQI+ Staff Network
- Disabilities Staff Network

We provide considerable support to grant applicants through the central Research & Enterprise Office and provide post-award support through College research managers. We routinely monitor and analyse grant application and success rates to identify gender differences. We will now extend this analysis to ethnicity to develop an understanding of any differences in research grant application and success rates [**ACTION 3.34**]. We will continue to consolidate and strengthen inclusive support for research grant applications through IRP, targeted development opportunities (e.g. **Table 5.25**), and tailored support through research development mentoring (PIMS) [**ACTION 3.43**].

Table 5.25: Research development opportunities for early career researchers

RESEARCH DEVELOPMENT OPPORTUNITY	PARTICIPATION		
	2018	2019	2020
Research induction (new staff)			11
Introduction to research development			18
IRP reviewee training		13	13
Research integrity and ethics training	34	42	65
The pre-award journey		13	13
Costing a project			21
Bid writing	13	19	
Post-award process			32
Introduction to consultancy			21
Impact and open access		19	13
BA small grant drop-in clinic	5	21	9
Research supervisors training	81	57	15
Research FIRST Week (ECR-specific training)			
Research FUNDERmentals			28
From idea to funding		27	43
Costing a project		21	32
Joint Electronic Submission (Je-S) System Introduction & Walk Through	No data available [ACTION 3.32]		
Preparing your Justification of Resources (JoR)			
British Academy 'Small Grant Scheme' Funder Workshop			
European Research Council (ERC) Funding Opportunities & Reflections			
Leverhulme Trust Research Project Grant Workshop			
How to maximise working in partnership: From building your network to commercial gain			26
Introduction to the Research Excellence Framework			20

SUPPORT FOR TEACHING

In addition to **professional development** support (**Section 5b**), all staff are supported in teaching and learning through LALT and the Digital Education team. These provide a range of teaching-related development opportunities (e.g. **Academic Professional Apprenticeship**, and **Higher Education Academy Recognition**), learning & teaching skills, as well as support to get the most out of the available digital technologies – webinars (recorded), 1-2-1 drop-in clinics – and sharing real practice to inspire and inform (**Table 5.26**).

Participation monitoring at these training events is not consistent, and no gender/ethnicity data are routinely collected [**ACTION 3.32**].

Table 5.26: Teaching development opportunities for academic staff

TEACHING DEVELOPMENT OPPORTUNITY	PARTICIPATION											
	2017/18				2018/19				2019/20			
	White		BAME		White		BAME		White		BAME	
Academic Professional Apprenticeship	n/a				5	71%	2	29%	17	74%	6	26%
Higher Education Academy Recognition	Total (March 2021) = 604								506	84%	88	15%
Academic Induction (new)	n/a								50			
Personal Tutoring (on-line) <i>Mandatory for all new academics</i>	n/a				14	82%	3	18%	17	85%	3	15%
Marking fast & fair Assessment framework	Not collected [ACTION 3.32]											
Working with International Students	259	86%	41	14%	8	100%	0	–	8	80%	2	20%
Giving and receiving feedback	16	94%	1	6%	35	95%	2	5%	12	92%	1	8%
PGCHE (new – subject to validation)	Data not collected. Will be monitored as part of our Action Plan [ACTION 3.32]											
Programme Leaders Leadership course (new September 2021)												
External Examiner training (new September 2021)												
On-line training webinars (full suite)	Data not collected. Will be monitored as part of our Action Plan [ACTION 3.32]								900			
Recorded webinar access									630			
DigiEd drop-in clinics (1-2-1)									683			

STAFF PERCEPTION

Despite the broad range of development opportunities available for all academic staff – whether following a T&R or TSPP career pathway – academic respondents from the 2020 Staff Survey felt they were not offered opportunities to develop within their role (Table 5.27). Only 38.5% of BAME, and 56.0% of white respondents were happy with the development opportunities on offer. There is clearly a disconnect between development opportunities and communication to staff. One issue may be the dispersed source of training opportunities (from R&E, OD, LALT etc.) and the lack of a central development ‘hub’. Our Action Plan seeks to develop a clearer communication and participation strategy for academic staff development [ACTION 3.42].

Table 5.27: Selected 2020 Staff Survey responses (academic staff only)

SURVEY QUESTION	ACADEMIC (% Agree)	
	BAME (n=26)	WHITE (n=182)
<i>“There are opportunities for me to develop within my role.”</i>	38.5	56.0

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Data collection, analysis and impact evaluation

ACTION 3.32: Ensure processes are in place to collect ethnicity (and gender) data for attendance on all development and training courses across the institution.

ACTION 3.34: Annual analysis of research output by ethnicity and gender.

OBJECTIVE: Ensure opportunities for career development are appropriate, inclusive and accessible

ACTION 3.42: Establish a central 'development hub' to ensure visibility of training and development courses and provide the opportunity for staff to plan around their development needs.

ACTION 3.43: Encourage more staff to engage with mentoring programmes (e.g. PIMS).

PRIORITY OBJECTIVES ADDRESSED

PO1: Effective communication

PO4: Proportionate representation

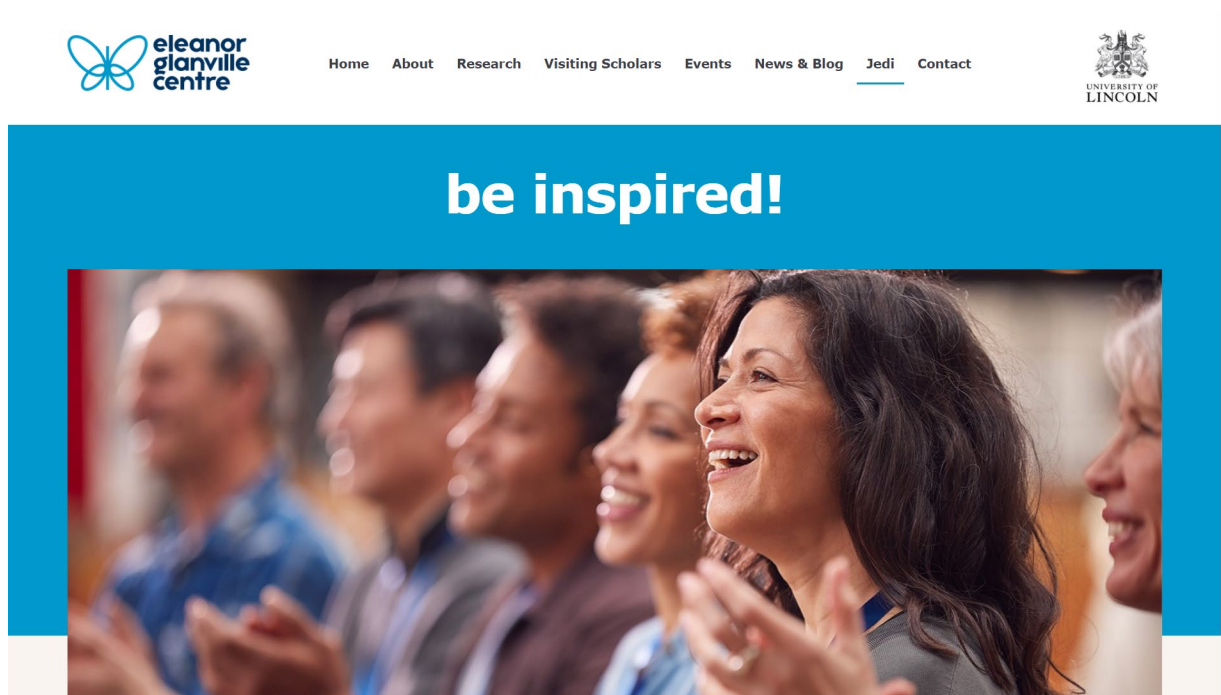
PO5: Better engagement

5g Profile-raising opportunities

The University does not have systems in place to formally promote or allocate profile-raising opportunities. While this is a general issue rather than one of ethnicity per se, we are aware of the potential for informal opportunities to impact BAME staff disproportionately, and ultimately impact on promotion 'readiness'.

Most such opportunities are at School or Research Group level. Developing anti-racist / race-awareness training [ACTION 2.21], inclusive leadership training [ACTION 3.52] and reverse mentoring opportunities [ACTION 3.53] will ensure that managers and group leaders are aware of the potential for bias and the need to be consciously inclusive in providing access to development opportunities.

Many events, seminars, conferences and lectures take place each year, both centrally and through Colleges/Schools, providing opportunities for a diverse range of staff to raise the profile of their work and for equality issues to be highlighted; these include the **Inaugural lecture series (LIAS)**, providing an opportunity for newly-appointed professors to celebrate their research; the **Be Inspired! Lecture Series (EGC)** providing the opportunity for speakers, under-represented in their field, to discuss their research/teaching innovation (since 2018, there have been 16 Be Inspired! speakers – **75% female; 13% BAME**). Our **Action Plan** recognises the need to improve the diversity of our speakers and increase the visibility of role models from ethnic minority groups [ACTIONS 3.49–3.51].



The Be Inspired! Lectures are advertised on the EGC website

Our **2020 REC Staff Survey** showed that just 15.4% of BAME academics (compared to 42.9% of their white colleagues), believe work-related opportunities, such as profile-raising, are allocated fairly and transparently (**Table 5.28**). We intend to monitor this allocation to ensure equality of opportunity for all staff, identify any inequalities and mitigate where necessary [ACTION 3.46].

Support is provided to help those running events consider equality and diversity. CDM joined JEDI in 2020 to facilitate a better awareness of EDI issues within communications, development & marketing, and to ensure visibility of academic role models from under-represented groups (BAME, women etc).

Table 5.28: Selected 2020 Staff Survey responses (academic staff only)

SURVEY QUESTION	ACADEMIC (% Agree)	
	BAME (n=26)	WHITE (n=182)
<i>“Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.”</i>	15.4	42.9

SUMMARY OF PROPOSED ACTIONS
<p>OBJECTIVE: Ensure all staff and students are equipped with the knowledge, racial literacy, and support to recognise, challenge and report incidents of racism and xenophobia both on campus and in the local community</p> <p>ACTION 2.21: Develop and implement anti-racist training for staff and students to improve awareness and understanding of racism, racial harassment, white privilege and microaggressions.</p>
<p>OBJECTIVE: Ensure opportunities for career development are appropriate, inclusive and visible</p> <p>ACTION 3.46: Develop a system to monitor the allocation / provision of support for profile-raising opportunities (e.g. funds for conference attendance) to ensure transparency and equitable opportunity for BAME staff.</p>
<p>OBJECTIVE: Enhance the visibility of role models from ethnic minority groups</p> <p>ACTION 3.49: Ensure that achievements of BAME staff, and initiatives to promote race equality are celebrated and publicised by schools, colleges and university wide</p> <p>ACTION 3.50: Celebrate diversity within the college both at school and college level, ensuring visible role models at all levels of progression.</p> <p>ACTION 3.51: Ensure invited speaker programmes are diverse</p>
<p>OBJECTIVE: Ensure opportunities for development of inclusive leadership competences are available to SLT and senior managers</p> <p>ACTION 3.52: Inclusive Leadership training programme for SLT and senior managers.</p> <p>ACTION 3.53: A Reverse Mentoring pilot to be run for SLT and senior managers through the Pipeline Inclusive Mentoring Scheme (PIMS).</p>

PRIORITY OBJECTIVES ADDRESSED
<p>PO4: Proportionate representation</p> <p>PO6: Tackling racism, discrimination & hate crime</p>

6 PROFESSIONAL AND SUPPORT STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT

6a Professional and support staff recruitment

Staff-in-post data are provided for three years ending 1 September 2020 (**Tables 6.1–6.3** and **Figs. 6.1–6.11**).

The recruitment processes for PSS staff are the same as for academic staff (**Section 5a**).

KEY OBSERVATIONS & CONCERNS

Institution level (**Table 6.1** and **Figs. 6.1–6.5**)

- Over the last three years, we have seen an increasing trend in BAME applications (8–12%) and short-listed BAME candidates (5–8%) (**Table 6.1**). This trend was observed for both UK and non-UK applicants.
- Offers made have remained fairly constant (6% all nationalities), with an increasing trend for UK applicants (4–5%) but decreasing for non-UK (30–22%).
- UK BAME applicants are not disadvantaged, representing **4%** of all applications received and **4%** of all offers made (**Fig. 6.1**). There is a +ve bias for white candidates, representing **84%** of all applications received and **88%** of all offers made. However, UK BAME and white applicants are equally successful from application to offer (**6%** in 2020), with BAME candidates generally being better at interview (**Fig. 6.4**).
- UK Asian and UK Black applicants have been equally represented over the last three years (**1%** of all applications received) and equally successful (**1%** of all offers made) (**Fig. 6.2**).
- For non-UK candidates, those identifying as white are more successful (**7%** success rate from application to offer in 2020; cf. **2%** for BAME) (**Fig. 6.5**).

Directorate level (**Tables 6.2–6.3** and **Figs. 6.6–6.11**)

- Trends within the Directorates are similar as those observed across the institution (**Table 6.2**).
- Of note, PSO doubled the proportion of offers made to BAME candidates in 2019/2020 compared to 2018/19 (**5%** and **10%**, respectively) (**Table 6.2**).
- Four of the six Directorates offered posts to a higher proportion of BAME staff than the current population (**3%**) (**Table 6.2**). This is positive, particularly in light of our ambition to achieve the national benchmark (**11.5%**) by 2036 (**Section 4b**).

Table 6.1 Broad ethnicity distribution across stages in the PSS recruitment process (2017–2020). Institution level

MEASURE / YEAR	ALL NATIONALITIES					UK ONLY					NON-UK ONLY				
	TOTAL	BAME		White		TOTAL	BAME		White		TOTAL	BAME		White	
Applications received															
2017/18	3225	249	8%	2891	90%	2894	124	4%	2696	93%	331	125	38%	195	59%
2018/19	5001	514	10%	4376	88%	4431	228	5%	4113	93%	570	286	50%	263	46%
2019/20	3372	388	12%	2921	87%	2911	136	5%	2728	94%	461	252	55%	193	42%
Shortlisted															
2017/18	966	50	5%	892	92%	896	31	3%	845	94%	70	19	27%	47	67%
2018/19	1458	104	7%	1321	91%	1351	63	5%	1258	93%	107	41	38%	63	59%
2019/20	787	63	8%	706	90%	713	33	5%	664	93%	74	30	41%	42	57%
Offers made															
2017/18	261	16	6%	237	91%	238	9	4%	222	93%	23	7	30%	15	65%
2018/19	336	23	7%	303	90%	318	17	5%	292	92%	18	6	33%	11	61%
2019/20	189	12	6%	172	91%	171	8	5%	158	92%	18	4	22%	14	78%

Table 6.2 Broad ethnicity distribution across stages in the PSS recruitment process (2017–2020) by Directorate

MEASURE / YEAR	COLLEGES					EXTERNAL RELATIONS					RESEARCH & INNOVATION				
	TOTAL	BAME		White		TOTAL	BAME		White		TOTAL	BAME		White	
Applications received															
2017/18	3280	249	8%	2891	88%	91	20	22%	69	76%	361	32	9%	283	78%
2018/19	5013	514	10%	4376	87%	632	132	21%	485	77%	500	38	8%	269	54%
2019/20	3374	390	12%	2921	87%	354	102	29%	245	69%	262	50	19%	126	48%
Shortlisted															
2017/18	977	50	5%	892	91%	35	6	17%	29	83%	140	7	5%	129	92%
2018/19	1460	104	7%	1321	90%	192	33	17%	154	80%	166	9	5%	154	93%
2019/20	787	63	8%	706	90%	70	9	13%	61	87%	97	10	10%	84	87%
Offers made															
2017/18	265	16	6%	237	89%	10	2	20%	8	80%	27	1	4%	26	96%
2018/19	337	23	7%	303	90%	35	4	11%	30	86%	33	0	–	33	100%
2019/20	189	12	6%	172	91%	11	1	9%	10	91%	22	0	–	22	100%
MEASURE / YEAR	PEOPLE, SERVICES & OPERATIONS					STUDENT DEVELOPMENT & ENGAGEMENT					FINANCE & INFRASTRUCTURE				
	TOTAL	BAME		White		TOTAL	BAME		White		TOTAL	BAME		White	
Applications received															
2017/18	994	73	7%	890	90%	267	25	9%	237	89%	202	15	7%	182	90%
2018/19	1622	134	8%	1445	89%	697	71	10%	603	87%	354	27	8%	321	91%
2019/20	1250	103	8%	1126	90%	439	37	8%	395	90%	225	23	10%	200	89%
Shortlisted															
2017/18	291	16	5%	265	91%	65	3	5%	61	94%	98	2	2%	92	94%
2018/19	418	23	6%	382	91%	146	9	6%	134	92%	149	5	3%	141	95%
2019/20	283	26	9%	250	88%	64	8	13%	52	81%	56	1	2%	54	96%
Offers made															
2017/18	86	4	5%	80	93%	22	2	9%	19	86%	28	1	4%	24	86%
2018/19	112	7	6%	98	88%	28	3	11%	24	86%	35	2	6%	33	94%
2019/20	68	7	10%	59	87%	15	1	7%	13	87%	12	0	–	12	100%

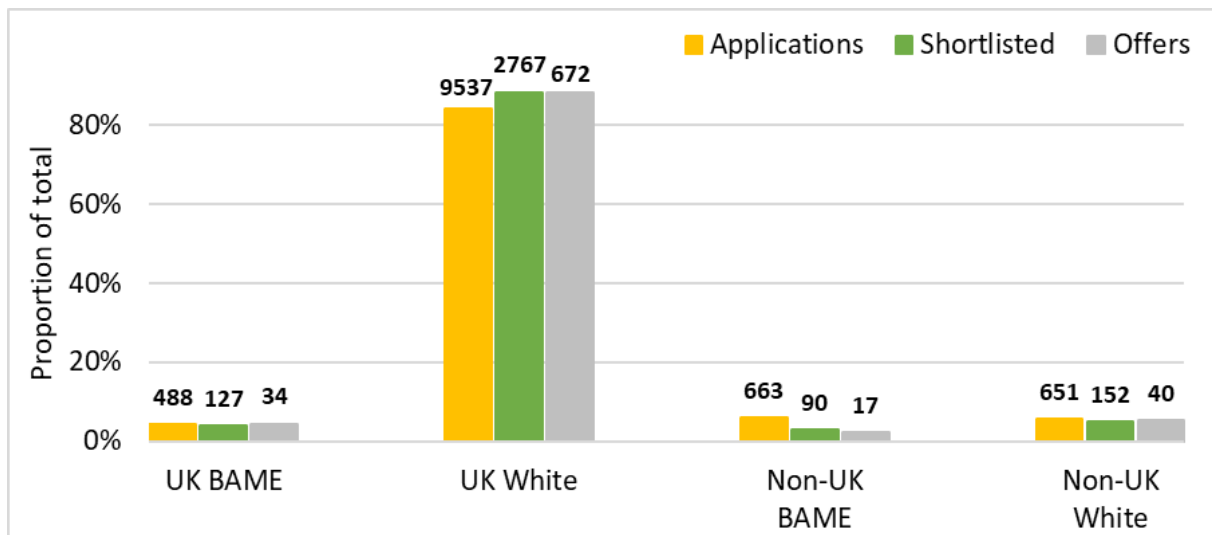


Figure 6.1 Ethnicity profile of the recruitment stages across the institution in 2018–2020 (3-year totals). Count at each stage is annotated. [Total applications = 11339; shortlisted = 3136; offers = 763]

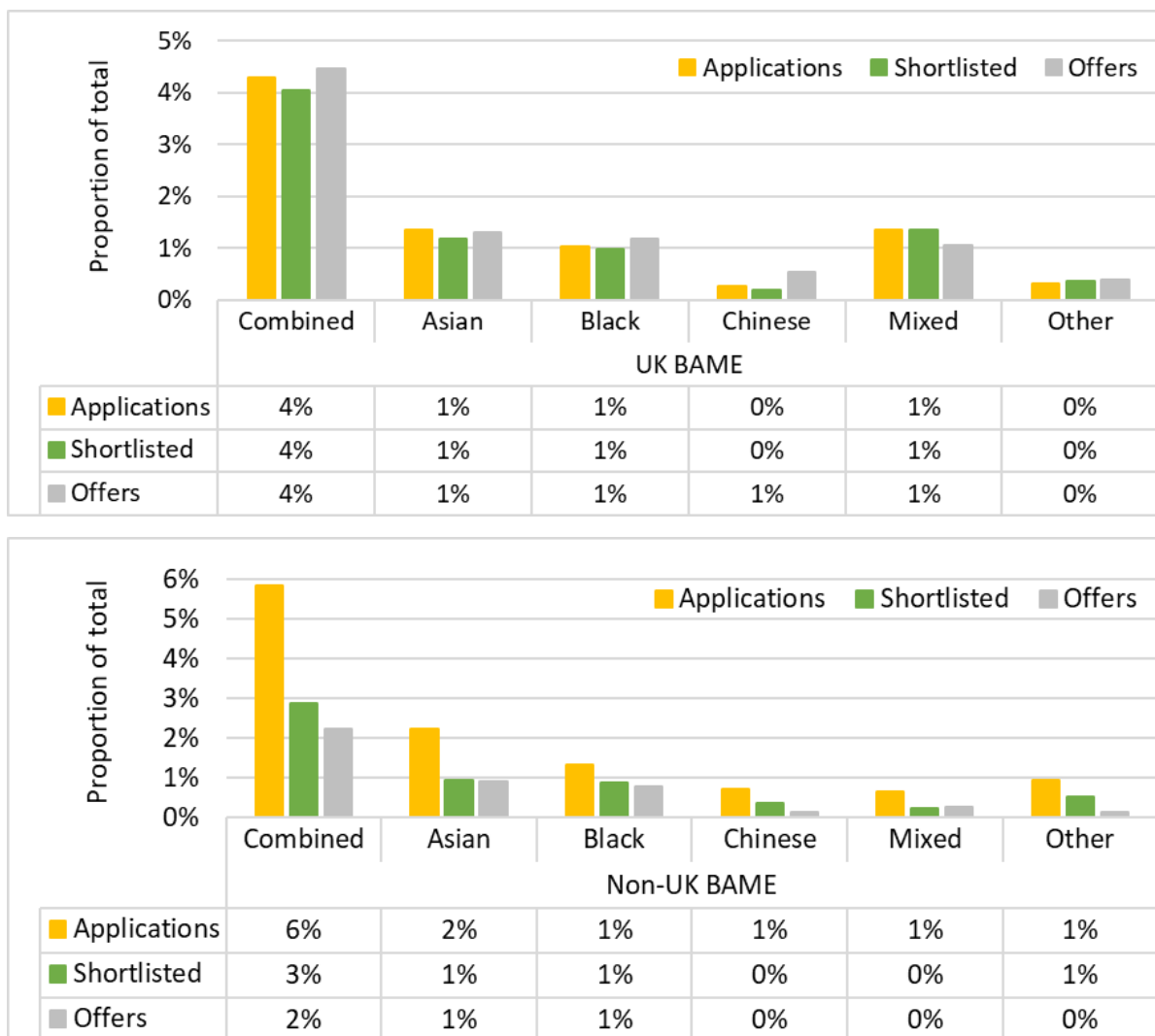


Figure 6.2 Detailed ethnicity profile of the recruitment stages across the institution in 2018–2020 (3-year totals) for both UK BAME (above) and non-UK BAME

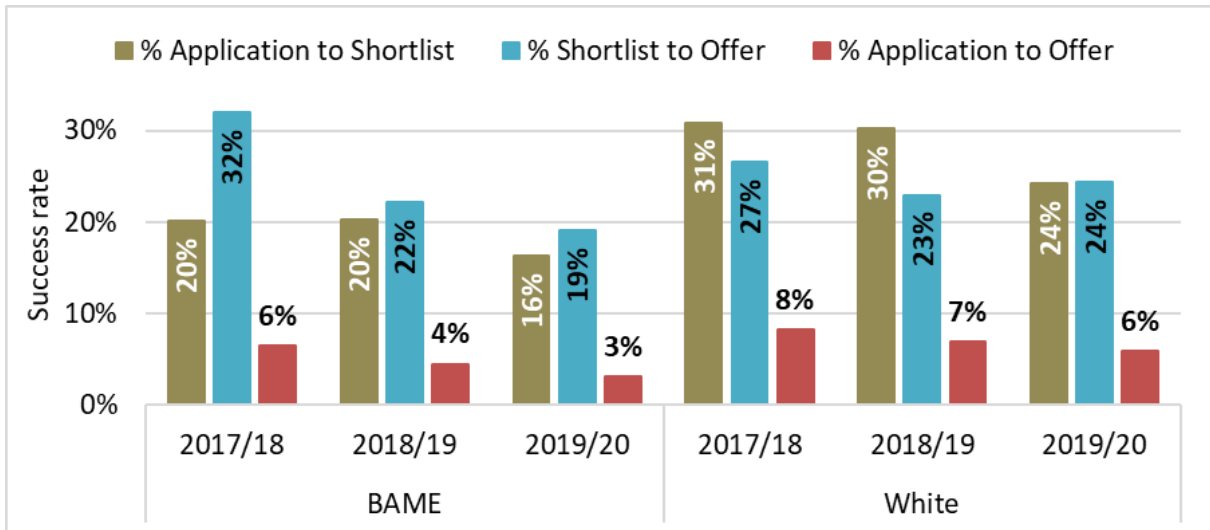


Figure 6.3 Comparison by ethnicity of success rates across PSS recruitment processes (all nationalities). Institution level

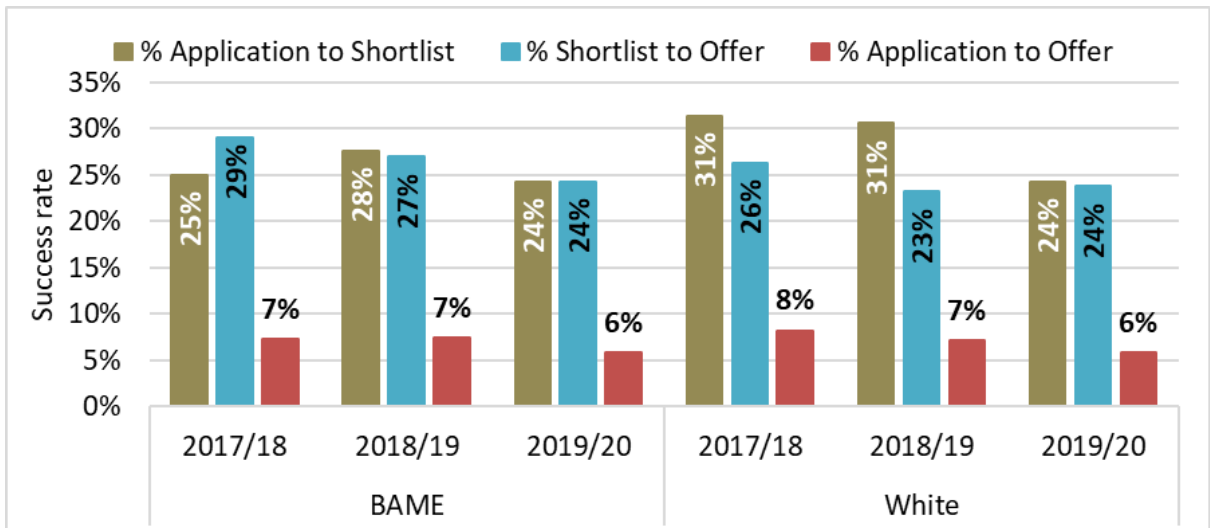


Figure 6.4 Comparison by ethnicity of success rates across PSS recruitment processes (UK only). Institution level

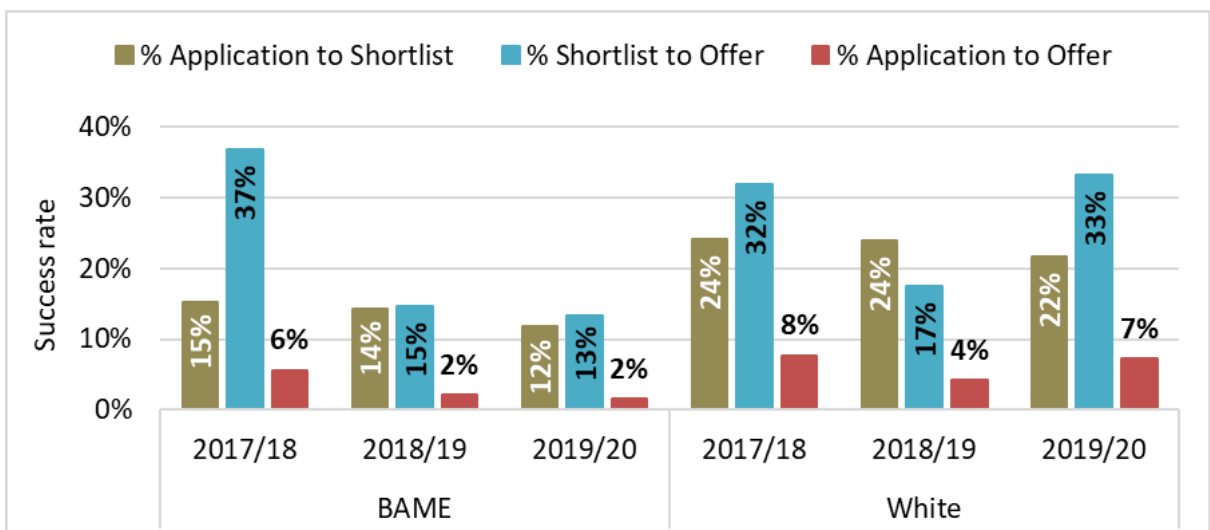


Figure 6.5 Comparison by ethnicity of success rates across PSS recruitment processes (non-UK only). Institution level

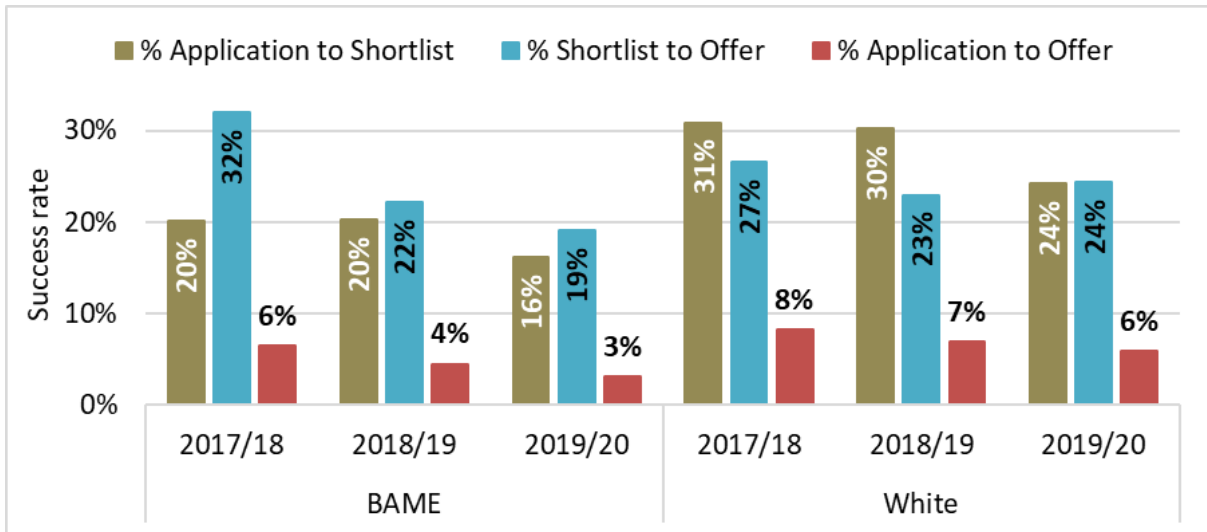


Figure 6.6 Comparison by ethnicity of success rates across PSS recruitment processes (Colleges)

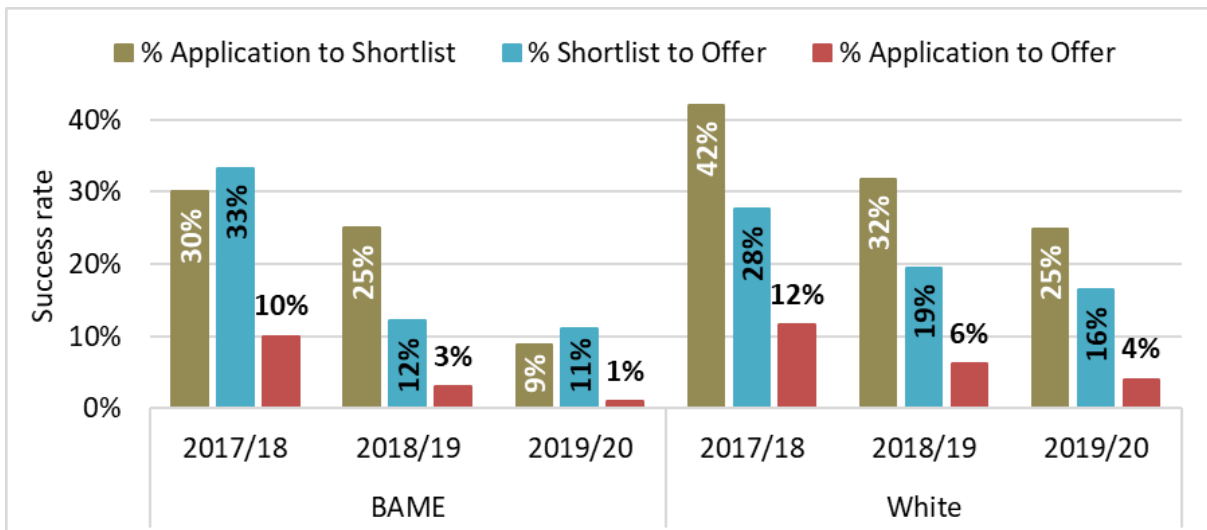


Figure 6.7 Comparison by ethnicity of success rates across PSS recruitment processes (External Relations)

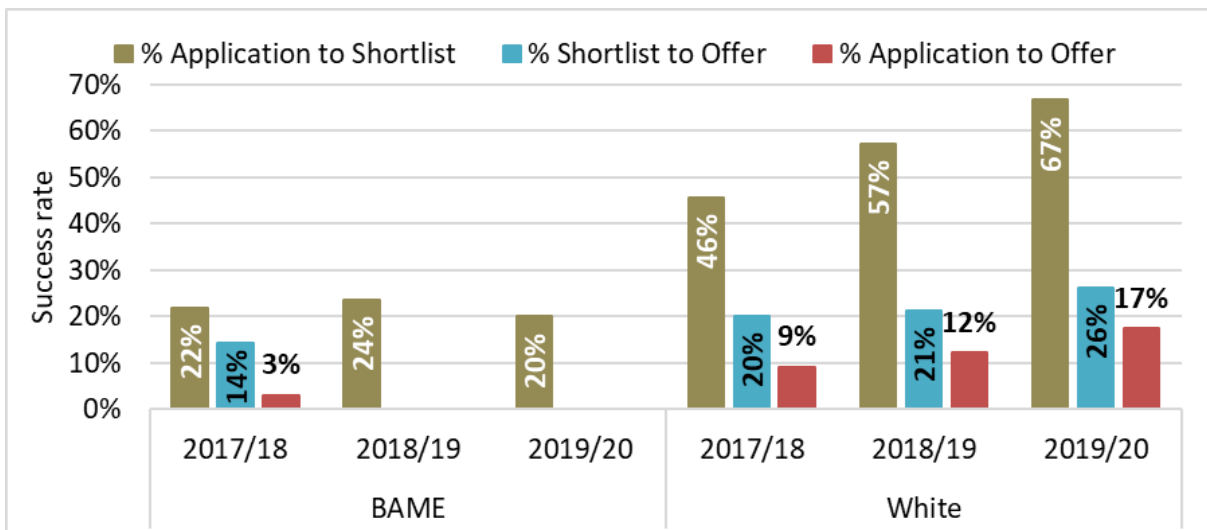


Figure 6.8 Comparison by ethnicity of success rates across PSS recruitment processes (Research & Innovation)

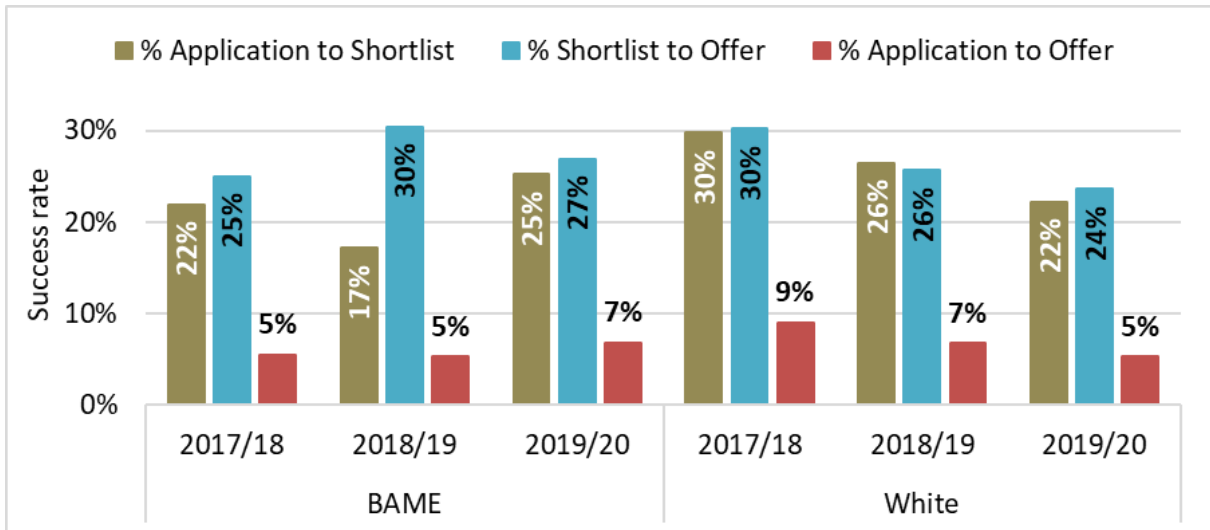


Figure 6.9 Comparison by ethnicity of success rates across PSS recruitment processes (People, Services & Operations)

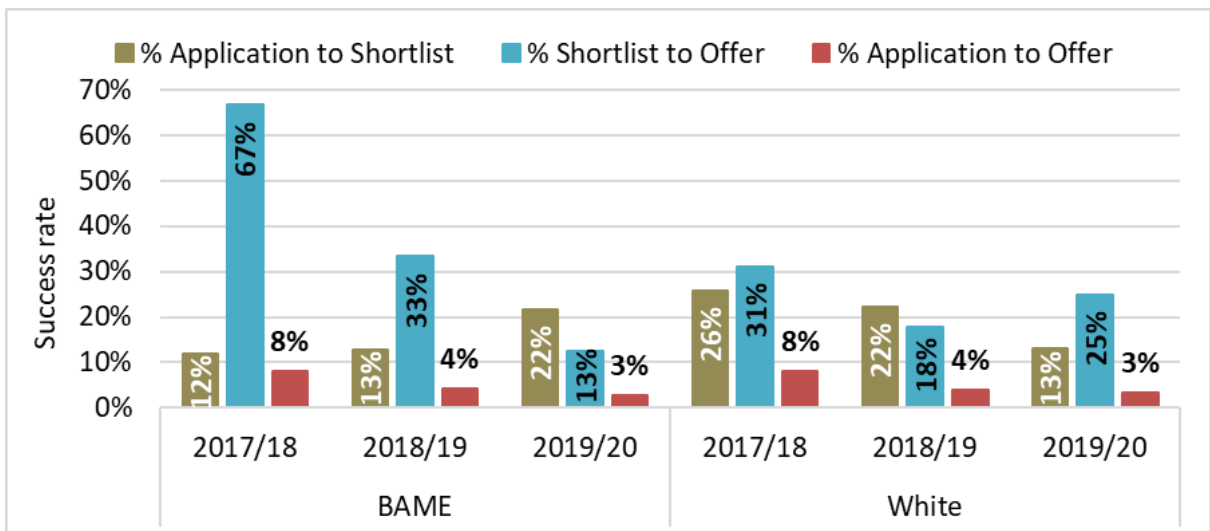


Figure 6.10 Comparison by ethnicity of success rates across PSS recruitment processes (Student Development & Engagement)

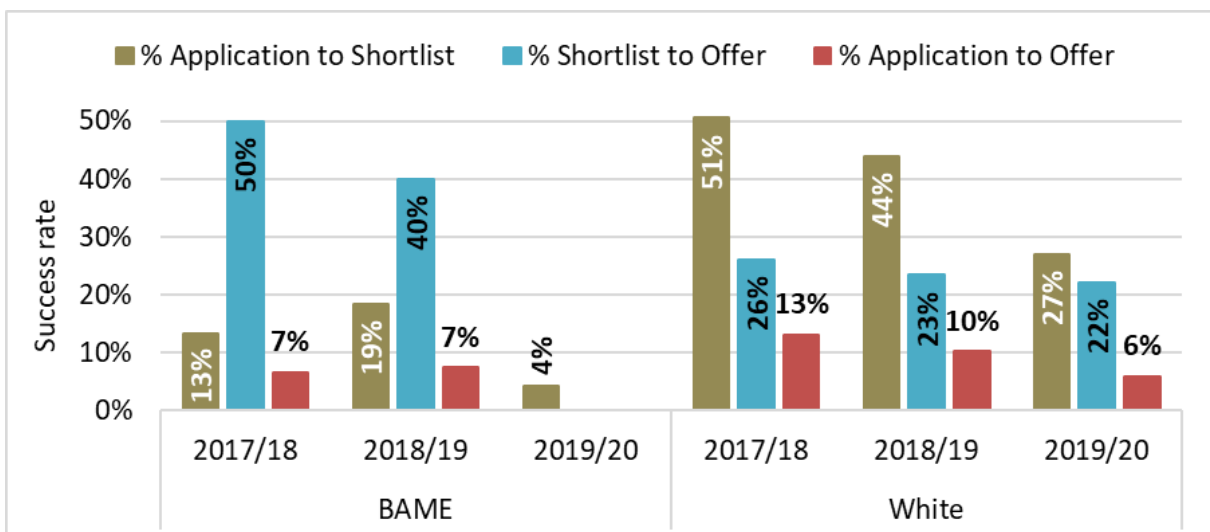


Figure 6.11 Comparison by ethnicity of success rates across PSS recruitment processes (Finance & Infrastructure)

AMBITION

Recruitment will be the key enabler to meet our aspirational increase in BAME representation within our PSS community (from **3%** to **11.5%** by 2036). Over the last three years our PSS recruitment activities have consistently offered posts to BAME staff (Asian and Black equally) at a higher rate (**6%**) than our current BAME population (**3%**). Although numbers are small, the data show that BAME staff are not disadvantaged by the processes, BAME and white applicants are equally successful, and Asian and Black applicants are equally likely to be made an offer. The number of applications we receive from BAME candidates, however, remains low (**12%** of all applications in 2020, and only **5%** from the UK).

Our **Action Plan** seeks to enhance recruitment of BAME PSS staff through a variety of activities, including a wider review of our recruitment strategy [**ACTIONS 3.13–3.22**]:

- Provide support for non-UK applicants to increase their chance of being shortlisted [**ACTION 3.19**]
- Attract more UK BAME candidates [**ACTIONS 3.28–3.30**]
- Establish a University KPI to increase the number of BAME applicants, and motivate change (we successfully utilised this approach to attract more female applicants to STEMM areas, and it played an important role in increasing our body of STEMM female professors (from 11% in 2013 to 30% in 2018). Our **Action Plan** seeks to replicate this success by establishing a KPI to increase the number of BAME applicants to advertised posts, particularly in the professional services areas [**ACTION 3.13**].
- Low BAME representation in our PSS workforce (**3%**) reflects the predominantly local nature of our PSS recruitment. In order to support the increase in BAME PSS recruitment, within the context of increasing racial tensions and intolerances within the local communities (**Section 3**), our **Action Plan** seeks to raise local awareness, promote local inclusivity, and increase our engagement with local ethnic minority community groups. [**ACTIONS 2.7–2.18**].
- To provide a more diverse recruitment pool, and through providing more flexibility to work remotely, we aim to explore the Midlands corridor – Nottingham, Leicester, Birmingham – which is significantly more diverse than Lincoln (14% BAME and 3% Black), and readily accessible by rail network [**ACTION 3.14**].
- Our **Action Plan** also seeks to set aspirational targets for BAME representation at all levels to drive improved diversity through workforce planning [**ACTIONS 3.1–3.4**].

PSS staff perceptions of the recruitment processes (**Table 6.3**) indicate that BAME staff are more likely than white to believe our processes are not fair or transparent, and do not lead to the best candidate being appointed [**ACTION 3.23–24**].

Table 6.3: Selected 2020 Staff Survey responses (professional services and support staff)

SURVEY QUESTION	PROFESSIONAL SERVICES (% Agree)	
	BAME (n=5)	WHITE (n=135)
<i>“The University of Lincoln’s recruitment and selection policies lead to the best candidates being recruited.”</i>	40.0	74.8
<i>“From what I have seen, the University of Lincoln undertakes recruitment and selection fairly and transparently.”</i>	40.0	88.2
<i>“I would recommend the University of Lincoln to a prospective staff member.”</i>	100.0	96.3

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Enhance the visibility of BAME cultural identities on campus and within the local community

ACTION 2.7: EDI is built into the briefing for all exhibitions and public programmes on campus and a work programme developed to embed EDI in the University's cultural offerings

ACTION 2.8: Build on our community engagement with specific focus to increase understanding and tolerance, and promote inclusivity in the community

ACTION 2.9: Establish the **Race Matters Public Lecture Series**

ACTION 2.10: Develop a permanent resource for The Collection / Usher Gallery (museum/art gallery) and the Library, using collections to explore themes of whiteness and privilege

ACTION 2.11: Build on our current work to develop an expanded range of centrally and locally organised events (BAME specific and intersectionality focus) in collaboration with community partners for History Months and other cultural/diversity days (e.g. Diwali, Community Iftar on campus) to showcase and share awareness of other cultures

ACTION 2.12: Continue and broaden our *Decolonising the Campus* project to ensure our campus is inclusive and inviting to all

ACTION 2.13: Develop 'Who we are' infographics giving an overview of the staff and student bodies by protected characteristic

ACTION 2.14: The creation of a 'Lincoln Culture Map' for new staff and students

ACTION 2.15: Catering outlets introduce a wider and long - term selection of world foods on campus in recognition of different cultural/dietary requirements. An accompanying **Lincoln Cultural Cookbook** is compiled and available at all catering outlets.

OBJECTIVE: Raise local awareness, promote local inclusivity, and increase our engagement with local ethnic minority community groups

ACTION 2.16: Through our Civic University Agreement, work with the City of Lincoln to create a joined-up approach to workforce diversity in the City, establishing a Lincolnshire Inclusive Leadership pledge

ACTION 2.17: Build networks of local employers, and work with them to support development of inclusive recruitment practices, and inclusive working environments

ACTION 2.18: Utilise our **Race Research Roundtable** and **Migrant Research Roundtable** Programmes to establish a community research programme that impacts on local communities

OBJECTIVE: Make a public and auditable institutional commitment to increase representation of BAME staff at all levels

ACTION 3.1: Targets for BAME representation at institutional level for each grade are agreed and published in the new Lincoln Equality Scheme (2021-2025)

ACTION 3.2: Amend workforce planning template to include ethnicity at each grade

ACTION 3.3: Progress against targets forms part of the annual planning process in Colleges and actively informs planning decisions

ACTION 3.4: Progress against institutional targets is reported to SLT on an annual basis

OBJECTIVE: Review our Recruitment Strategy

ACTION 3.13: Established a new Key Performance Indicator (KPI): Increase the number of BAME applicants to both academic and professional service roles.

SUMMARY OF PROPOSED ACTIONS

ACTION 3.14: Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools.

ACTION 3.15: Negotiate with East Midlands Railway to align train timetables with the working day

ACTION 3.16: More explicit brief to ‘Headhunters’ for Senior Leadership positions, requiring short-lists to be diverse (50% BAME and 50% female).

ACTION 3.17: Update training and guidance for recruitment panels.

ACTION 3.18: Include targeted advertising to reach under-represented groups (e.g. BAME-specific media).

ACTION 3.19: Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting).

ACTION 3.20: Provide support to non-UK applicants to increase their rate of success in being shortlisted.

ACTION 3.21: Establish a BAME Recruitment Panel Register to ensure all recruitment panels have BAME representation, without over-burdening staff

ACTION 3.22: Where possible when hiring, prioritise skill sets or specialisms where BAME colleagues are well represented, and make explicit the willingness to consider candidates with unconventional career paths.

OBJECTIVE: Review local practices and implementation of HR policies relating to recruitment and promotion

ACTION 3.23: Review College and School practices to ensure they are as fully inclusive and supportive as possible, including recruitment processes and wording.

ACTION 3.24: Conduct reviews of the implementation of HR policies relating specifically to recruitment and promotion to ensure that there is no inherent bias in their implementation.

OBJECTIVE: Increase the proportion of BAME candidates applying for posts at the University across all staff groups

ACTION 3.28: Review our branding and attractiveness as an employer to BAME

ACTION 3.29: Be explicit about career development opportunities (such as *Inspire*, PIMS, ILM3/5, Manager workshops etc) on job advertisements and/or the University’s ‘job opportunities’.

ACTION 3.30: Be explicit about the University’s commitment to diversity and inclusion in job advertisements and on the UoL ‘job opportunities’ page. Include 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.

PRIORITY OBJECTIVES ADDRESSED

PO3: Inclusive recruitment

PO4: Proportionate representation

PO7: Building community

6b Training

Professional services staff are provided with training opportunities through OD. The performance & development review (PDR) process (**Section 6c**) is used to identify staff developmental needs and inform the formal training on offer. A wider annual review of all programmes is undertaken by OD. Courses are advertised via the intranet and via the quarterly HR Line newsletter. Bookings are made through the self-service portal. Attendance is monitored by both gender and ethnicity.

MANAGEMENT & LEADERSHIP TRAINING

Management and Leadership Training (Table 6.4) and related skills development (**Table 6.5**) is available to all professional services staff on an annual basis. For example:

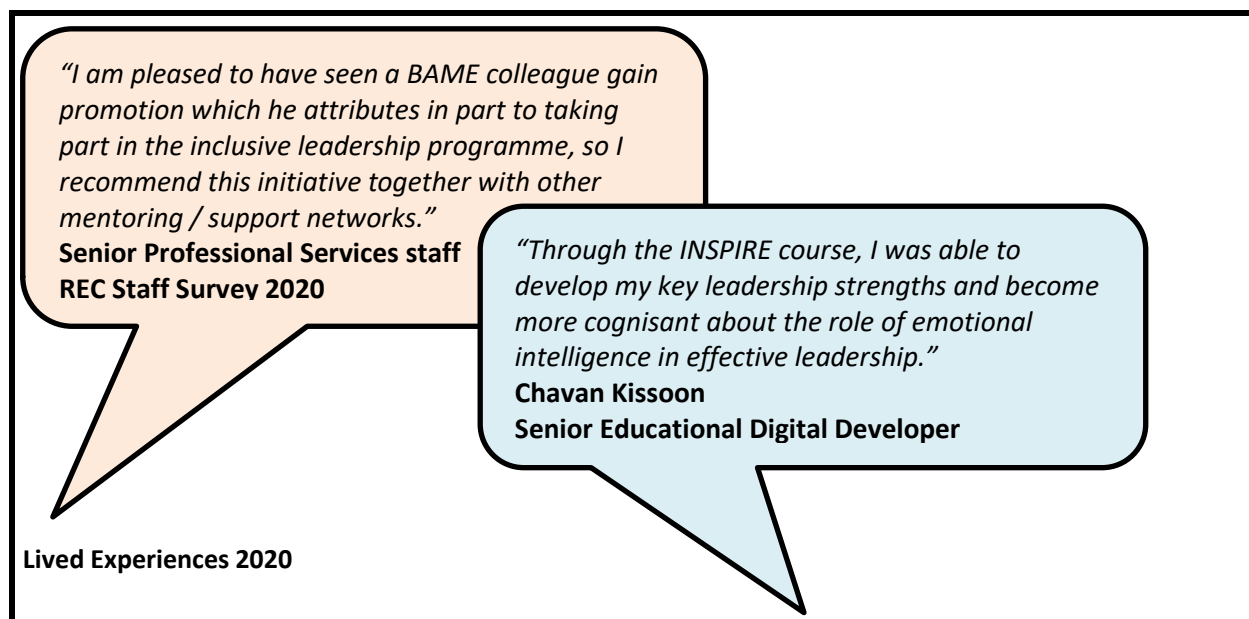
- INSPIRE Programme (for BAME staff)
- AURORA (Advance HE) Programme (for women)
- ILM-3 Certificate in Leadership & Management
- ILM-5 Diploma in Leadership & Management
- Introduction to Management
- Supervising individuals & teams
- Dealing with challenging situations
- Emotional intelligence

Table 6.4: Take-up of Management & Leadership Training by PSS staff (2018–2020)

PROGRAMMES	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
Aurora	11	11	100%	0	–	n/a	100%	n/a	–
ILM – 3	41	39	95%	2	5%	37%	59%	–	5%
ILM – 5	14	13	93%	1	7%	36%	57%	–	7%
INSPIRE	5	n/a	–	5	100%	n/a	n/a	60%	40%
Introduction to Management	9	9	100%	0	–	33%	67%	–	–
TOTAL (2018-2020)	71	63	89%	8	11%	23%	66%	4%	7%
PSS Community (Sept 2020)	990	944	95%	32	3%	31%	64%	2%	2%

The INSPIRE Programme – leadership development for BAME staff

See **Section 5b** for details. In 2019, five PSS staff participated in the **Programme pilot** (50% of pilot cohort), all of whom were given a mentor upon completion (a senior manager, including SLT). A second cohort will join the Programme in March/April 2021.



MENTORING OPPORTUNITIES

The **Pipeline Inclusive Mentoring Scheme** (PIMS) (see **Section 5b**) was formally opened to PSS staff in 2020. No PSS staff have yet enrolled. Encouraging PSS engagement with PIMS forms part of our Action Plan (**ACTION 3.43**).

UPTAKE, EVALUATION & FEEDBACK

The introduction of the new **Inspire leadership** programme has impacted positively on the leadership training uptake by BAME PSS staff (**Table 6.4**), particularly male staff (**4%**, cf. **2%** in PSS population), who previously had not engaged in the management and leadership opportunities on offer [**ACTION 3.40**]. There have been no BAME women on the AURORA programme [**ACTION 3.40**]. Generally, uptake of training and development opportunities is in-line with the population (**Table 6.5**). From staff survey responses (**Table 6.6**), less than half of BAME respondents (**40.0%**) believe they are given development opportunities (cf. **52.6%** of white), although the majority of staff (**80.0%** BAME / **79.3%** white) agree their line manager makes time to discuss personal development and progression. Our Action Plan seeks to ensure that development opportunities are visible and accessible to all [**ACTION 3.39–3.46**].

Table 6.5: Take-up of professional service staff training (2018–2020)

COURSE TYPE/TITLE	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
MANDATORY	4165	3972	95%	193	5%	32%	64%	2%	2%
Active Bystander	622	594	95%	28	5%	29%	67%	2%	2%
Equality in the Workplace	1229	1171	95%	58	5%	34%	62%	2%	2%
Intro To Anti-Bullying & Harassment	19	18	95%	1	5%	42%	53%	0%	5%
Recruitment & Selection Workshop	102	98	96%	4	4%	25%	72%	2%	2%
Staff Induction Session	457	427	93%	30	7%	33%	60%	3%	4%
Stress Awareness	1238	1178	95%	60	5%	33%	62%	2%	2%
Understand Unconscious Bias – All Staff	498	486	98%	12	2%	27%	71%	1%	1%
ONLINE MODULES	158	154	97%	4	3%	20%	77%	0%	3%
Conflict Resolution	26	25	96%	1	4%	19%	77%	0%	4%
Managing Your Priorities	33	32	97%	1	3%	27%	70%	0%	3%
Managing Yourself and Your Time	36	35	97%	1	3%	28%	69%	0%	3%
Mental Health Awareness	30	30	100%	0	–	10%	90%	0%	–
Supervising Individuals & Teams	33	32	97%	1	3%	15%	82%	0%	3%
WORKSHOPS	767	741	97%	26	3%	20%	78%	1%	2%
Career Pathways for Managers	31	30	97%	1	3%	23%	74%	3%	–
Career Pathways for Staff	57	56	98%	1	2%	26%	72%	0%	2%
Interview Skills & Career Development	47	46	98%	1	2%	17%	81%	0%	2%
Dealing with Challenging Situations	30	29	97%	1	3%	17%	80%	0%	3%
Emotional Intelligence – All Staff	67	65	97%	2	3%	16%	81%	1%	1%
Handling Challenging Conversations	13	13	100%	0	–	15%	85%	0%	–
Personal Effectiveness & Assertiveness	33	31	94%	2	6%	15%	79%	3%	3%
Giving & Receiving Feedback	85	84	99%	1	1%	31%	68%	1%	–
Working with International Students	404	387	96%	17	4%	35%	61%	3%	1%
TOTAL (2018-2020)	4610	4405	96%	205	4%	31%	65%	2%	2%
PSS Community (Sept 2020)	990	944	95%	32	3%	31%	64%	2%	2%

Table 6.6: Selected 2020 Staff Survey responses (professional services and support staff)

SURVEY QUESTION	PROFESSIONAL SERVICES (% Agree)	
	BAME (n=5)	WHITE (n=135)
<i>“There are opportunities for me to develop within my role.”</i>	40.0	52.6
<i>“My line manager makes time to discuss my personal development and progression.”</i>	80.0	79.3
<i>“Work-related opportunities for development, such as temporary promotions or profile-raising opportunities, are allocated fairly and transparently.”</i>	40.0	48.2

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Ensure opportunities for career development are appropriate, inclusive and visible

ACTION 3.39: Carry out a needs analysis across academic and professional services staff

ACTION 3.40: Specifically consider the needs of BAME colleagues when nominating staff for training and development courses (e.g. Aurora, ILM) and when appointing to internal leadership roles

ACTION 3.41: Internal leadership roles should be rotated every 2–4 years to ensure more staff get leadership development opportunities

ACTION 3.42: Establish a central 'development hub' to ensure visibility of training and development courses and provide the opportunity for staff to plan around their development needs.

ACTION 3.43: Encourage more staff to engage with mentoring programmes (e.g. PIMS)

ACTION 3.44: Ensure all staff identifying as Black, and eligible for promotion, engage with a mentoring programme to develop and prepare their promotion application.

ACTION 3.45: Work with BAME colleagues to understand perceived barriers to promotion and develop a 'glass ceiling busting strategy' to ensure parity of promotion outcomes.

ACTION 3.46: Develop a system to monitor the allocation / provision of support for profile-raising opportunities (e.g. funds for conference attendance) to ensure transparency and equitable opportunity for BAME staff.

PRIORITY OBJECTIVES ADDRESSED

PO1: Effective communication / **PO4:** Proportionate representation / **PO5:** Better engagement

6c Appraisal/development review

The University runs a formal mandatory annual **Performance & Development Review (PDR)** scheme which reflects on achievements in the previous year and identifies goals for the forthcoming year, including career aspirations and development opportunities individuals may have.

Mandatory **Reviewers' training** includes diversity management. Additional **PDR Reviewer and Reviewee Workshops** are available to all University staff (**Table 6.7**). Ethnicity attendance data are collected and will continue to be monitored [**ACTION 3.31**].

From staff survey responses (**Table 6.8**), PSS staff are generally happier than academics with the appraisal process (cf. **Section 5c**), and BAME respondents are more likely than their white colleagues to find their appraisals useful (**60.0%** and **51.9%**, respectively). Some staff believe the PDR process could be more effective. We are committed to ensuring that all PDRs are effective and include discussions on mentoring and career path development, and our **Action Plan** seeks to review implementation and local practice [**ACTION 3.25**].

Table 6.7: Attendance on PDR-related Training (2018-2020)

TRAINING	TOTAL	WHITE		BAME		WHITE		BAME	
		M	F	M	F	M	F	M	F
PDR Reviewees Workshop	84	81	96%	3	4%	23%	74%	2%	1%
PDR Reviewers' Training	100	97	97%	3	3%	29%	68%	0%	3%
TOTAL (2018-2020)	184	178	97%	6	3%	26%	71%	1%	2%
PSS Community (Sept 2020)	990	944	95%	32	3%	31%	64%	2%	2%

Table 6.8: Selected 2020 Staff Survey responses (professional services and support staff)

SURVEY QUESTION	PROFESSIONAL SERVICES (% Agree)	
	BAME (n=5)	WHITE (n=135)
<i>"My manager/appraiser ensures my appraisal is evidence-based and transparent."</i>	60.0	77.8
<i>"I find the appraisal process useful."</i>	60.0	51.9

"I think the appraisal process is useful but not necessarily in its current format."
Professional Services
REC Staff Survey 2020

"PDRs are tick boxing exercises. They don't help staff improve or help us understand UoL mission or values."
Professional Services
REC Staff Survey 2020

"Appraisal systems can only do so much – mentoring and support events can enhance the support available to staff and provide more impartial support beyond their role/service area."
BAME Professional Services
REC Staff Survey 2020

"It is seen as an annual paperwork exercise. It would be more helpful if there were PDR incentives and tangible target driven reviews."
Professional Services
REC Staff Survey 2020

Lived Experiences 2020

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Review local practices and implementation of HR policies relating to recruitment, career development and promotion

ACTION 3.25: Review the appraisal processes (in practice) ensuring they are effective and include discussions on mentoring opportunities, promotion (where applicable) and career path development.

OBJECTIVE: Data collection, analysis and impact evaluation

ACTION 3.31: Continue to collect ethnicity and gender data to monitor attendance at training events.

PRIORITY OBJECTIVES ADDRESSED

PO1: Effective communication

PO4: Proportionate representation

PO5: Better engagement

6d Professional and support staff promotions


There is no formal promotion route for PSS staff at Lincoln.

"The opportunities are much more limited for Professional Services than they are for academic staff (...) In Professional Services, you don't have promotion: you don't get promoted in your role. You have to apply for another job to go up."

PSS staff member

REC Focus Groups 2017

In response to Lincoln's **Staff Satisfaction Survey 2017**, the '**Career Pathways**' initiative was created to provide clarity and transparency in the career development of PSS staff across Grades 2–10. The aim of the initiative is to highlight the generic transferable skills at each grade, giving greater awareness of career opportunities across the wider organisation. Competencies and behaviours required for each grade are explicit and provide a benchmarking development tool for staff and managers to explore during PDR conversations. Recommended development activities are also given (e.g. shadowing and mentoring opportunities) to help support any knowledge gaps. **Career pathways** is designed to enhance an individual's chances of success through improved career planning processes, and constructive development conversations.



"I have been at UoL since 2013. While there is not yet any formal promotion route for PSS staff, the University has, for me, been full of opportunities for broader professional development and less obvious routes to promotion. I started as an e-Learning Content Developer in the Business School, and within a year moved up to Digital Education Developer in a newly-established central department.

*In 2020 I attended UoL's inaugural BAME leadership programme, **Inspire**, which gave me an opportunity to network with other talented BAME colleagues. Since then, I have been promoted into a new role – Senior Digital Education Developer, and now line-manage a team of four learning technologists".*

Chavan Kissoon
Senior Digital Education Developer

From 2020 REC Staff Survey responses (**Table 6.9**), more BAME than white staff (**60%** and **31.1%**, respectively) have been encouraged to apply for jobs at higher grade across the institution, and few staff have been encouraged to have their role regraded. Although this is in line with the principles of the career pathway initiative, more work needs to be done to convey the concept across the PSS staff community [**ACTION 3.42**].

Table 6.9: Selected 2020 Staff Survey responses (professional services and support staff)

SURVEY QUESTION	PROFESSIONAL SERVICES (% Agree)	
	BAME (n=5)	WHITE (n=135)
<i>"I have been encouraged to apply for jobs at a higher grade."</i>	60.0	31.1
<i>"I have been encouraged to have my role regraded."</i>	0.0	14.1

"I have been told by multiple people my job should be the grade above however I am not able to be regraded due to budget."

**Professional Services
REC Staff Survey 2020**

"When the subject of regrading was raised with our line manager, as a team we were strongly advised not to pursue this."

**Professional Services
REC Staff Survey 2020**

Lived Experiences 2020

SUMMARY OF PROPOSED ACTIONS
OBJECTIVE: Ensure opportunities for career development are appropriate, inclusive and visible
ACTION 3.42: Establish a central 'development hub' to ensure visibility of training and development courses and provide the opportunity for staff to plan around their development needs.

<u>PRIORITY OBJECTIVES ADDRESSED</u>
PO1: Effective communication
PO4: Proportionate representation
PO5: Better engagement

7 STUDENT PIPELINE

7a Admissions

KEY OBSERVATIONS & CONCERNS

There is a difference between the offer rate and average offer rate in favour of white applicants (**Table 7.1, Fig. 7.1**), with Black, Asian and Other applicants at a disadvantage. The disparity has increased over the last three years for Asian applicants; no clear trend observed for Black applicants; and for Other applicants the disadvantage has been removed (2019/20). These disparities are consistent with other English HE providers. In line with Lincoln's APP targets, our **Action Plan** seeks to reduce racial differences in offers [**ACTIONS 4.1, 4.3–4.7**].

Table 7.1 Applications and offers (2017–2021) as at 30 June (UK Domicile)

ETHNIC GROUP	2017/18		2018/19		2019/20		2020/21	
	APPS	OFFERS	APPS	OFFERS	APPS	OFFERS	APPS	OFFERS
Asian	510	460	725	635	700	595	623	513
Black	330	280	420	365	360	305	376	317
Mixed	360	325	465	430	435	410	433	398
White	9,390	8,650	10,705	9,895	10,290	9,600	9548	8685
Other	65	60	105	95	95	80	86	72

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Make a public and auditable institutional commitment to increase representation of UK BAME students at both undergraduate and postgraduate levels

ACTION 4.1: Targets for UK BAME representation at undergraduate level are agreed and published in the new Lincoln Equality Scheme (2021–2025).

OBJECTIVE: To increase the offer rate to undergraduate students from ethnic minority groups

ACTION 4.3: Targets for reducing racial differences in offer rates for undergraduate courses are agreed and published in the new Lincoln Equality Scheme (2021–2025).

ACTION 4.4: Conscious inclusion training for all staff with decision-making responsibility in the admissions process, both centralised and within Schools.

ACTION 4.5: Conscious inclusion in admission guidance produced for all staff who have occasional involvement in admissions decision-making, both centralised and within Schools.

ACTION 4.6: Conscious inclusion information leaflet produced and made available to all staff who are involved in the wider admissions processes (e.g. clearing, open days, offer-holder days).

ACTION 4.7: Undertake further analysis of admissions data – UCAS tariff points vs Offer at College level by ethnicity (and gender).

PRIORITY OBJECTIVES ADDRESSED

PO8: Inclusive student admissions

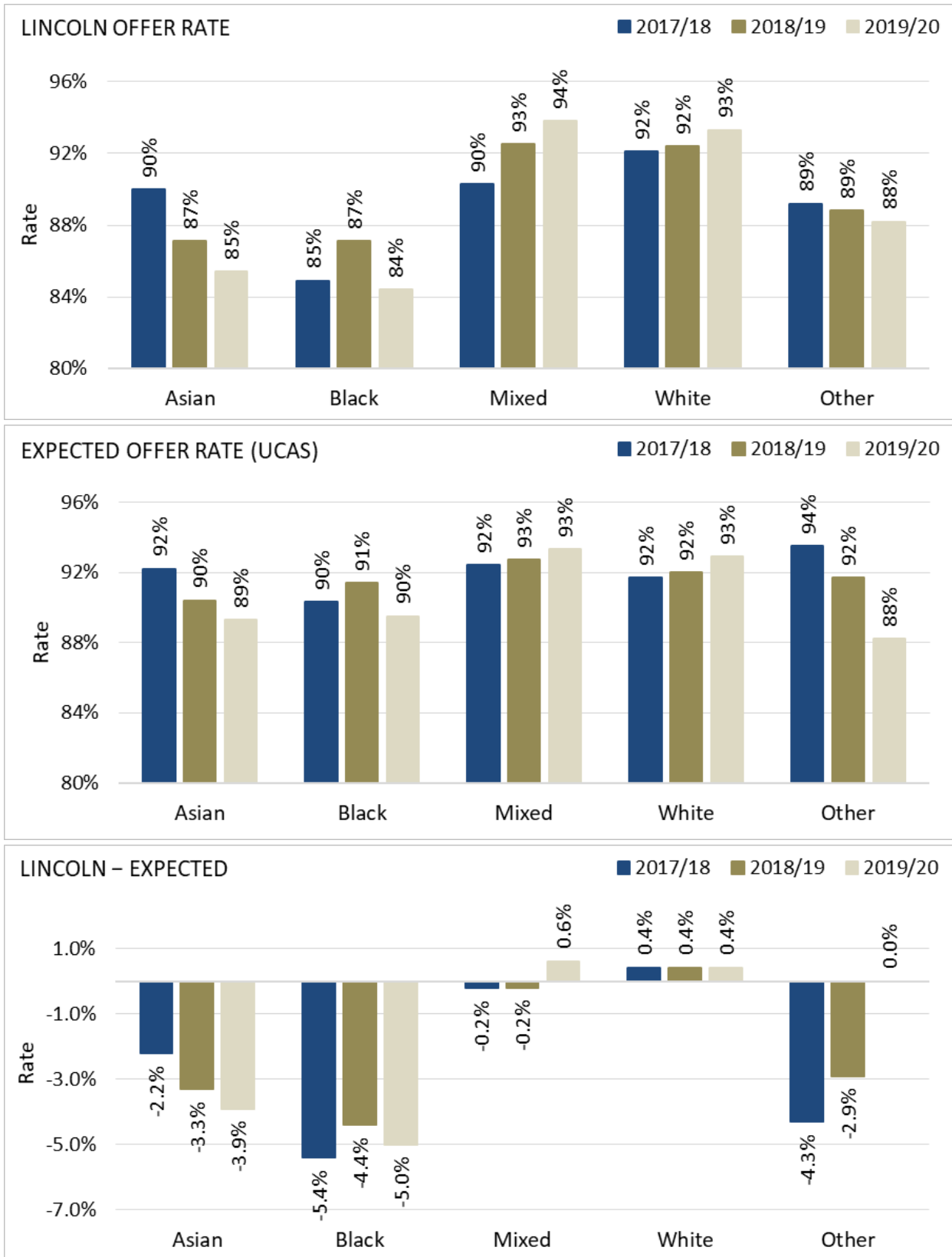


Figure 7.1 Lincoln undergraduate offer rates compared to UCAS-expected (average) offer rates (2017–2020)

7b Undergraduate student body

LINCOLN DATA

Student data and benchmarking is as given in **Section 4**. Students with undisclosed ethnicity (0.5%) are included in calculations of total population.

KEY OBSERVATIONS & CONCERNS

Student data are provided for three years (**Tables 7.2–7.6** and **Figs. 7.2–7.3**).

Institution level

- The overall undergraduate student population has been increasing over the last three years (**Table 7.2**). Although an upward trend (in both number and representation), students from ethnic minority groups remain under-represented (**13.9%**), significantly below the sector (**23.6%**) and our comparator group (**17.1%**), and significantly higher than the local community (**Section 3**). Within the UK student population, mean minority representation is **9.6%**, and **54.2%** within our international BAME student population.
- Within ethnic groups, representation is fairly even (**3.0±0.3%**), with those identifying as Other slightly lower (**1.8%**). Chinese and Other groups are underrepresented in our UK student population (**0.5%** and **0.7%**, respectively), but dominate our international student population (**28.0%** and **13.2%**, respectively).

College level

- The UG student population data across the four Colleges (**Tables 7.3–7.6**) reflect the university-wide trends, with increasing numbers and representation of BAME students over the last three years (**Fig. 7.3**). All Colleges are below sector benchmarks.
- Asian students comprise the highest percentage of BAME students in CoS (**5.0%**), followed by Mixed (**3.1%**) and Black (**2.6%**). CoSS has low Chinese representation (**0.4%**), but Asian and Black students are equally represented (**2.3%** and **2.4%**, respectively). In LIBS, Chinese students are the highest represented group (**7.0%**), followed by Black (**5.3%**) and Asian (**4.2%**) students.

The underrepresentation of BAME students in our undergraduate community (particularly UK students) is a concern. Our **Action Plan**, in line with Lincoln's APP targets, seeks to increase number and representation of students from ethnic minority groups to align with sector norms [**ACTIONS 4.1, 4.3, 4.8–4.9**], and will include facilitating culture change, providing safe and supportive environments to enhance the sense of belonging in our minority students [e.g. **ACTIONS 2.4, 2.9, 2.11, 2.12, 2.14, 2.15, 2.19, 2.21, 2.26**], and improved academic outcomes around course progression (**Section 7c**) and attainment (**Section 7d**).

Table 7.2 Ethnic profile of undergraduate students at the University of Lincoln (all nationalities)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	13,380		14,305		14,399		14,028			
White	11,563	86.4%	12,355	86.4%	12,258	85.1%	12,059	86.0%	76.4%	82.1%
BAME	1,716	12.8%	1,834	12.8%	2,006	13.9%	1,852	13.2%	23.6%	17.1%
Asian	426	3.2%	449	3.1%	490	3.4%	455	3.2%	10.0%	
Black	408	3.0%	407	2.8%	394	2.7%	403	2.9%	7.2%	
Chinese	314	2.3%	313	2.2%	416	2.9%	348	2.5%	0.8%	
Mixed	355	2.7%	419	2.9%	451	3.1%	408	2.9%	3.9%	
Other	213	1.6%	246	1.7%	255	1.8%	238	1.7%	1.6%	
UK ONLY										
TOTAL	12,319		13,179		13,169		12,888			
White	11,120	90.3%	11,860	90.0%	11,743	89.2%	11,574	89.8%		
BAME	1,130	9.2%	1,236	9.4%	1,340	10.2%	1,235	9.6%		
Asian	366	3.0%	392	3.0%	427	3.2%	395	3.1%		
Black	328	2.7%	330	2.5%	339	2.6%	332	2.6%		
Chinese	53	0.4%	54	0.4%	71	0.5%	59	0.5%		
Mixed	320	2.6%	383	2.9%	410	3.1%	371	2.9%		
Other	63	0.5%	77	0.6%	93	0.7%	78	0.6%		
INTERNATIONAL										
TOTAL	1,061		1,126		1,230		1,138			
White	443	41.8%	495	44.0%	515	41.9%	484	42.5%		
BAME	586	55.2%	598	53.1%	666	54.1%	617	54.2%		
Asian	60	5.7%	57	5.1%	63	5.1%	60	5.3%		
Black	80	7.5%	77	6.8%	55	4.5%	71	6.2%		
Chinese	261	24.6%	259	23.0%	345	28.0%	288	25.3%		
Mixed	35	3.3%	36	3.2%	41	3.3%	37	3.3%		
Other	150	14.1%	169	15.0%	162	13.2%	160	14.1%		

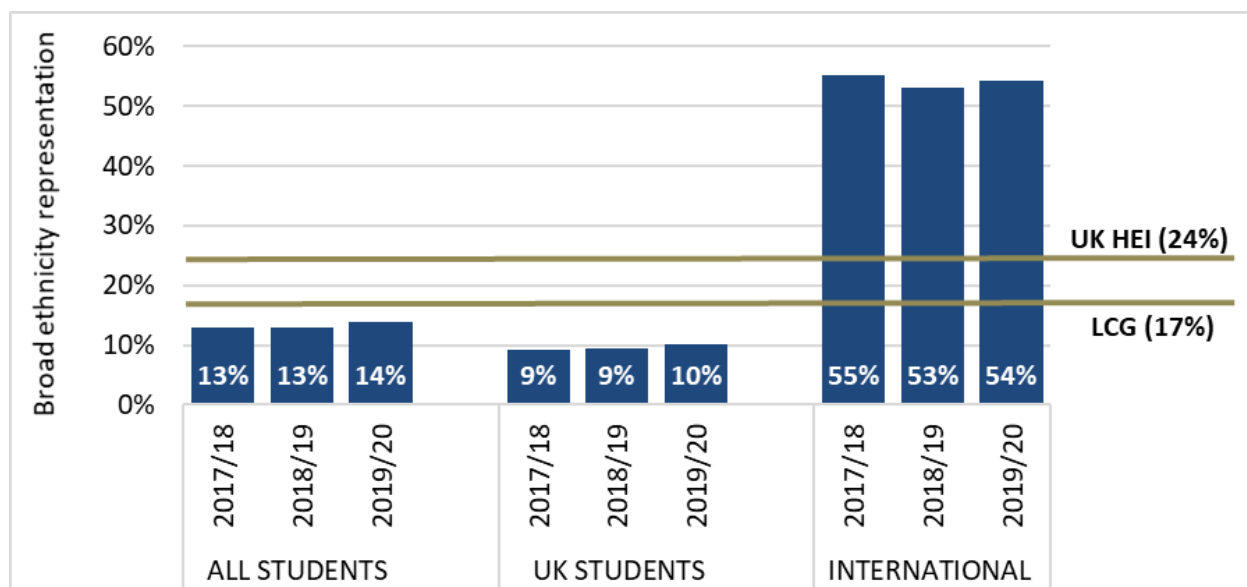


Figure 7.2 Ethnic profile of undergraduate students at the University of Lincoln (2017–2020)

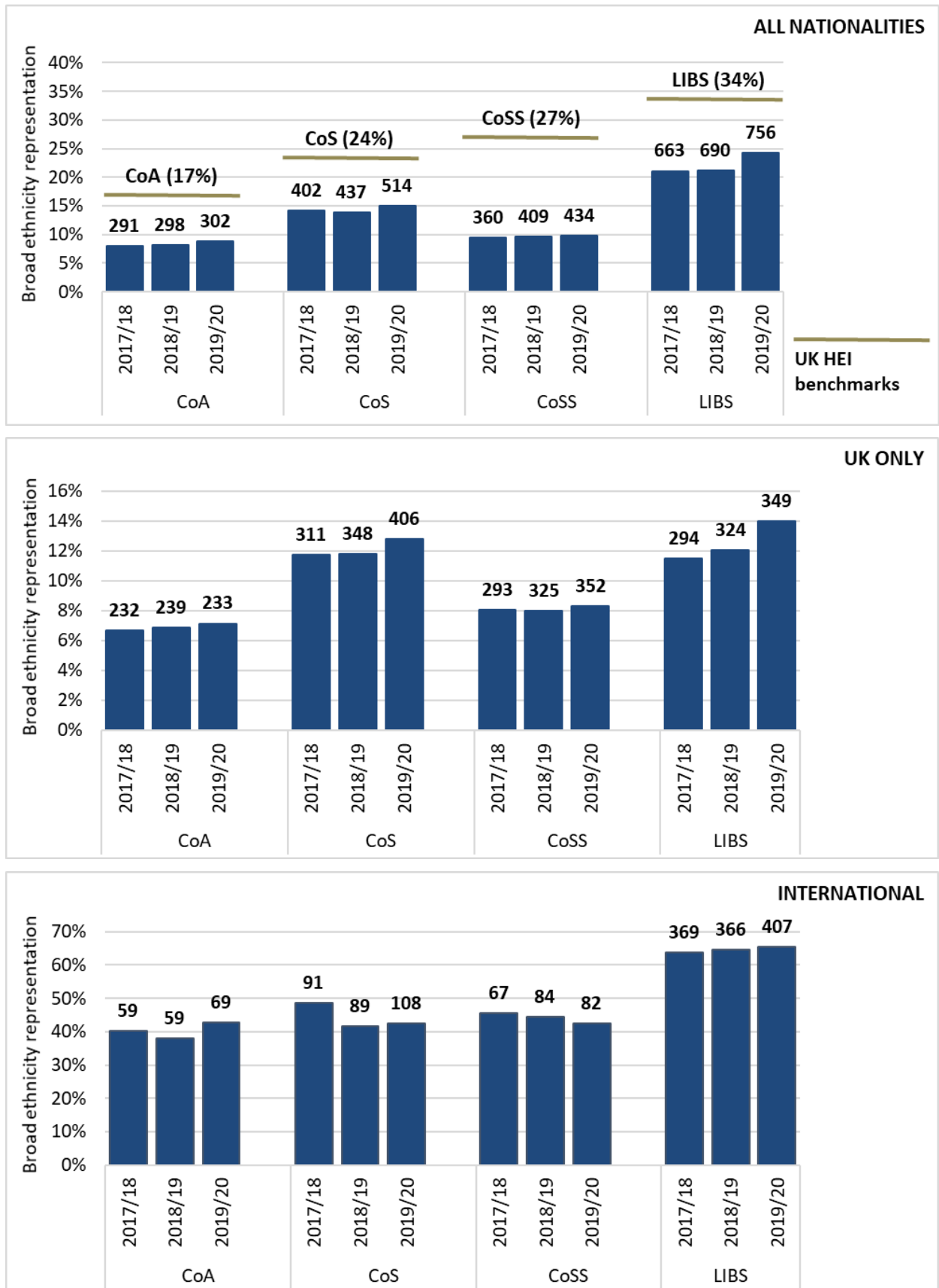


Figure 7.3 Broad ethnicity (BAME) representation of undergraduate students across Colleges and nationality (2017–2020)

Table 7.3 Ethnicity profile of undergraduate students in **College of Arts** (2017–2020). Benchmarked against subject-specific UK HEI. LCG benchmark is not subject specific

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	3626		3629		3421		3559			
White	3313	91.4%	3307	91.1%	3106	90.8%	3242	91.1%	83%	82.1%
BAME	291	8.0%	298	8.2%	302	8.8%	297	8.3%	17%	17.1%
Asian	73	2.0%	69	1.9%	58	1.7%	67	1.9%		
Black	57	1.6%	54	1.5%	47	1.4%	53	1.5%		
Chinese	43	1.2%	44	1.2%	59	1.7%	49	1.4%		
Mixed	97	2.7%	104	2.9%	104	3.0%	102	2.9%		
Other	21	0.6%	27	0.7%	34	1.0%	27	0.8%		
UK ONLY										
TOTAL	3479		3474		3260		3404			
White	3233	92.9%	3217	92.6%	3017	92.5%	3156	92.7%		
BAME	232	6.7%	239	6.9%	233	7.1%	235	6.9%		
Asian	65	1.9%	63	1.8%	53	1.6%	60	1.8%		
Black	53	1.5%	50	1.4%	44	1.3%	49	1.4%		
Chinese	11	0.3%	13	0.4%	19	0.6%	14	0.4%		
Mixed	94	2.7%	101	2.9%	99	3.0%	98	2.9%		
Other	9	0.3%	12	0.3%	18	0.6%	13	0.4%		
INTERNATIONAL										
TOTAL	147		155		161		154			
White	80	54.4%	90	58.1%	89	55.3%	86	55.9%		
BAME	59	40.1%	59	38.1%	69	42.9%	62	40.3%		
Asian	8	5.4%	6	3.9%	5	3.1%	6	4.1%		
Black	4	2.7%	4	2.6%	3	1.9%	4	2.4%		
Chinese	32	21.8%	31	20.0%	40	24.8%	34	22.2%		
Mixed	3	2.0%	3	1.9%	5	3.1%	4	2.4%		
Other	12	8.2%	15	9.7%	16	9.9%	14	9.3%		

Table 7.4 Ethnicity profile of undergraduate students in **College of Science** (2017–2020). Benchmarked against subject-specific UK HEI. LCG benchmark is not subject specific

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	2835		3165		3428		3143			
White	2420	85.4%	2712	85.7%	2893	84.4%	2675	85.1%	76%	82.1%
BAME	402	14.2%	437	13.8%	514	15.0%	451	14.3%	24%	17.1%
Asian	137	4.8%	157	5.0%	178	5.2%	157	5.0%		
Black	79	2.8%	77	2.4%	89	2.6%	82	2.6%		
Chinese	53	1.9%	50	1.6%	78	2.3%	60	1.9%		
Mixed	77	2.7%	99	3.1%	113	3.3%	96	3.1%		
Other	56	2.0%	54	1.7%	56	1.6%	55	1.8%		
UK ONLY										
TOTAL	2648		2951		3174		2924			
White	2328	87.9%	2591	87.8%	2750	86.6%	2556	87.4%		
BAME	311	11.7%	348	11.8%	406	12.8%	355	12.1%		
Asian	129	4.9%	147	5.0%	167	5.3%	148	5.0%		
Black	77	2.9%	68	2.3%	79	2.5%	75	2.6%		
Chinese	17	0.6%	22	0.7%	23	0.7%	21	0.7%		
Mixed	68	2.6%	90	3.0%	106	3.3%	88	3.0%		
Other	20	0.8%	21	0.7%	31	1.0%	24	0.8%		

INTERNATIONAL									
TOTAL	187		214		254		218		
White	92	49.2%	121	56.5%	143	56.3%	119	54.4%	
BAME	91	48.7%	89	41.6%	108	42.5%	96	44.0%	
Asian	8	4.3%	10	4.7%	11	4.3%	10	4.4%	
Black	2	1.1%	9	4.2%	10	3.9%	7	3.2%	
Chinese	36	19.3%	28	13.1%	55	21.7%	40	18.2%	
Mixed	9	4.8%	9	4.2%	7	2.8%	8	3.8%	
Other	36	19.3%	33	15.4%	25	9.8%	31	14.4%	

Table 7.5 Ethnicity profile of undergraduate students in **College of Social Science** (2017–2020). Benchmarked against subject-specific UK HEI. LCG benchmark is not subject specific

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	3776		4262		4435		4158			
White	3402	90.1%	3832	89.9%	3978	89.7%	3738	89.9%	73%	82.1%
BAME	360	9.5%	409	9.6%	434	9.8%	401	9.6%	27%	17.1%
Asian	100	2.7%	94	2.2%	97	2.2%	97	2.3%		
Black	91	2.4%	100	2.4%	107	2.4%	100	2.4%		
Chinese	15	0.4%	13	0.3%	19	0.4%	16	0.4%		
Mixed	96	2.5%	118	2.8%	131	3.0%	115	2.8%		
Other	57	1.5%	84	2.0%	79	1.8%	73	1.8%		
UK ONLY										
TOTAL	3629		4072		4242		3981			
White	3328	91.7%	3735	91.7%	3875	91.3%	3646	91.6%		
BAME	293	8.1%	325	8.0%	352	8.3%	323	8.1%		
Asian	91	2.5%	84	2.1%	88	2.1%	88	2.2%		
Black	84	2.3%	94	2.3%	100	2.4%	93	2.3%		
Chinese	9	0.2%	8	0.2%	12	0.3%	10	0.2%		
Mixed	94	2.6%	112	2.7%	123	2.9%	110	2.8%		
Other	14	0.4%	27	0.7%	28	0.7%	23	0.6%		
INTERNATIONAL										
TOTAL	147		189		193		177			
White	74	50.4%	97	51.4%	103	53.4%	92	51.9%		
BAME	67	45.6%	84	44.4%	82	42.5%	78	44.1%		
Asian	9	6.1%	10	5.3%	9	4.7%	9	5.3%		
Black	7	4.8%	6	3.2%	7	3.6%	7	3.8%		
Chinese	6	4.1%	5	2.6%	7	3.6%	6	3.4%		
Mixed	2	1.4%	6	3.2%	8	4.1%	5	3.0%		
Other	43	29.2%	57	30.1%	51	26.4%	50	28.5%		

Table 7.6 Ethnicity profile of undergraduate students in **Lincoln International Business School** (2017–2020). Benchmarked against subject-specific UK HEI. LCG benchmark is not subject specific

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	3143		3250		3115		3169			
White	2428	77.2%	2504	77.1%	2281	73.2%	2404	75.9%	66%	82.1%
BAME	663	21.1%	690	21.2%	756	24.3%	703	22.2%	34%	17.1%
Asian	116	3.7%	129	4.0%	157	5.0%	134	4.2%		
Black	181	5.7%	176	5.4%	151	4.8%	169	5.3%		
Chinese	203	6.5%	206	6.3%	260	8.3%	223	7.0%		
Mixed	85	2.7%	98	3.0%	103	3.3%	95	3.0%		
Other	79	2.5%	81	2.5%	86	2.8%	82	2.6%		
UK ONLY										
TOTAL	2563		2682		2493		2579			
White	2231	87.0%	2317	86.4%	2101	84.3%	2216	85.9%		
BAME	294	11.5%	324	12.1%	349	14.0%	322	12.5%		
Asian	81	3.1%	98	3.6%	119	4.8%	99	3.8%		
Black	114	4.4%	118	4.4%	116	4.6%	116	4.5%		
Chinese	16	0.6%	11	0.4%	17	0.7%	15	0.6%		
Mixed	64	2.5%	80	3.0%	82	3.3%	75	2.9%		
Other	20	0.8%	17	0.6%	16	0.6%	18	0.7%		
INTERNATIONAL										
TOTAL	580		568		622		590			
White	197	33.9%	187	32.9%	180	28.9%	188	31.8%		
BAME	369	63.6%	366	64.4%	407	65.4%	381	64.6%		
Asian	35	6.0%	31	5.5%	38	6.1%	35	5.9%		
Black	67	11.6%	58	10.2%	35	5.6%	53	9.0%		
Chinese	187	32.3%	195	34.3%	243	39.1%	208	35.3%		
Mixed	21	3.6%	18	3.2%	21	3.4%	20	3.4%		
Other	59	10.2%	64	11.3%	70	11.3%	64	10.9%		

From the student survey responses (**Table 7.7**) more BAME students (**37%**) than white (**17%**) considered the diversity of Lincoln before applying here. Although our changing culture has been recognised by some, a greater proportion of BAME respondents (**61%**) still believe our ethnic diversity will impact on their desire to remain.

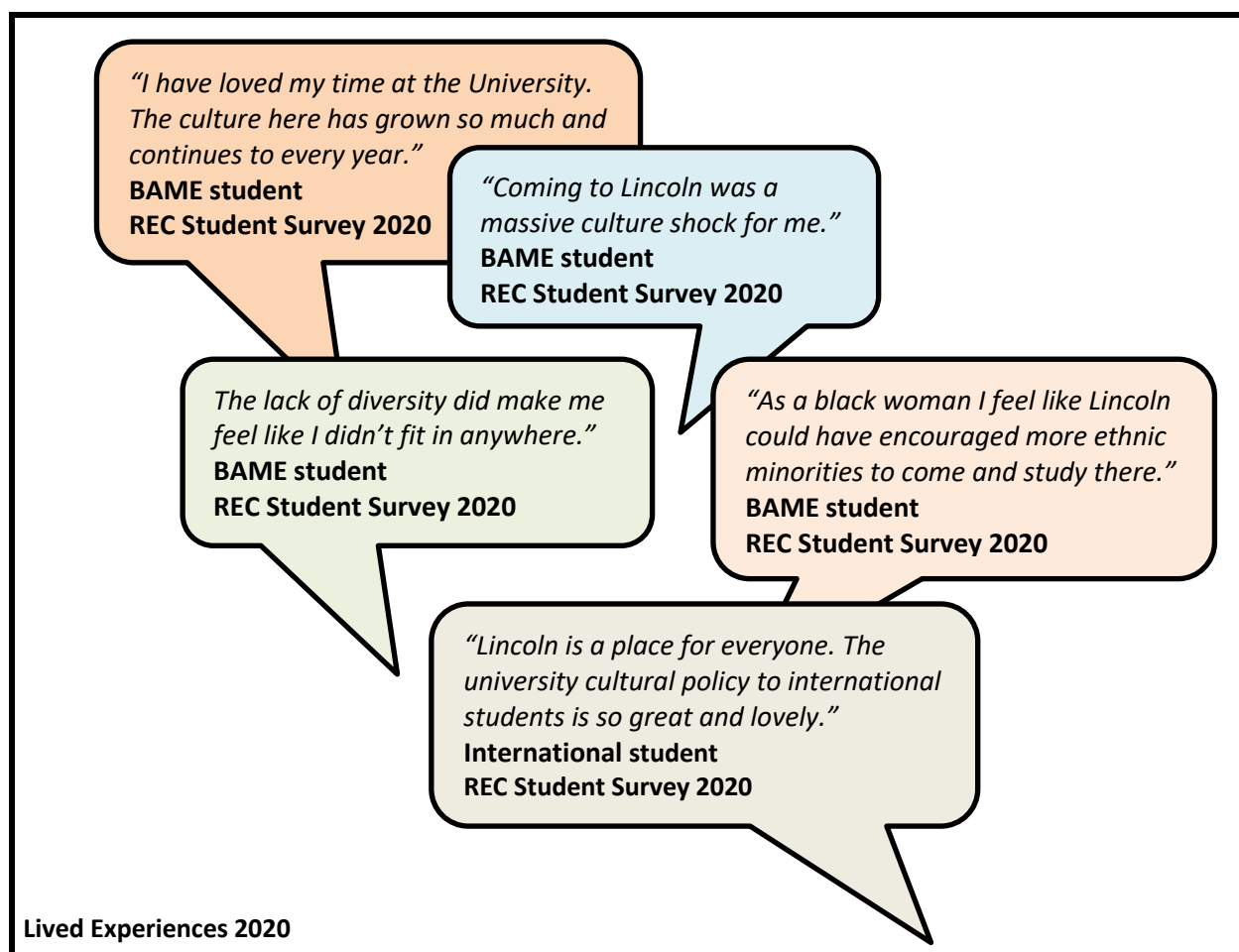


Table 7.7: Selected student survey responses (2020)

SURVEY QUESTION	STUDENT (% Agree)	
	BAME (n=146)	WHITE (n=241)
<i>"I considered the ethnic/racial diversity of the University of Lincoln before applying to study here."</i>	37.0	16.6
<i>"The ethnic/racial diversity of the University of Lincoln impacts on my sense of belonging."</i>	37.0	27.0
<i>"The ethnic/racial diversity of the University of Lincoln impacts on my desire to stay."</i>	60.6	50.2

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Better understand the lived experiences of our BAME and international staff and students that underpin issues emerging from consultation processes

ACTION 2.4: Extend the Hear Our Voices project into a campus-wide study of the lived-experiences of our BAME and international students.

OBJECTIVE: Enhance the visibility of BAME cultural identities on campus and within the local community

ACTION 2.9: Establish the **Race Matters** Public Lecture Series.

ACTION 2.11: Build on our current work to develop an expanded range of centrally and locally organised events (BAME specific and intersectionality focus) in collaboration with community partners for History Months and other cultural/diversity days (e.g. Diwali, Community Iftar on campus) to showcase and share awareness of other cultures. Attendance to be monitored.

ACTION 2.12: Continue and broaden our Decolonising the Campus project to ensure our campus is inclusive and inviting to all.

ACTION 2.14: The creation of a **Lincoln Culture Map** for new staff and students.

ACTION 2.15: Catering outlets introduce a wider and long-term selection of world foods on campus in recognition of different cultural/dietary requirements. An accompanying **Lincoln Cultural Cookbook** is compiled and available at all catering outlets.

OBJECTIVE: Ensure all staff and students are equipped with the knowledge, racial literacy, and support to recognise, challenge and report incidents of racism and xenophobia both on campus and in the local community

ACTION 2.19: 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.

ACTION 2.21: Develop and implement anti-racist training for staff and students to improve awareness and understanding of racism, racial harassment, white privilege and microaggressions.

ACTION 2.26: Expand and continue the **Let's Talk About Race** project (established in 2017), providing workshops and focus groups across staff and student communities. Programme co-developed between staff and students.

OBJECTIVE: Make a public and auditable institutional commitment to increase representation of UK BAME students at both undergraduate and postgraduate levels

ACTION 4.1: Targets for UK BAME representation at undergraduate level are agreed and published in the new Lincoln Equality Scheme (2021–2025).

OBJECTIVE: To increase the offer rate to undergraduate students from ethnic minority groups

ACTION 4.3: Targets for reducing racial differences in offer rates for undergraduate courses are agreed and published in the new Lincoln Equality Scheme (2021–2025).

OBJECTIVE: Increase the representation of students from ethnic minority groups in our undergraduate and postgraduate communities

ACTION 4.8: College & School level data to be analysed annually to inform targeted actions.

ACTION 4.9: Increase number of BAME student ambassadors to better reflect student profile.

PRIORITY OBJECTIVES ADDRESSED

- PO6:** Tackling racism, discrimination & hate crime
- PO7:** Building community
- PO8:** Inclusive student admissions
- PO11:** Ensuring student wellbeing

7c Course progression

Student data are provided for three years, where available (**Table 7.8–7.9** and **Fig. 7.4**).

KEY OBSERVATIONS & CONCERNS

Institution level

- Overall, there has been an increase in the progression rate of both BAME and white students over the last three years (**Fig. 7.4**).
- Progression rates for all students are better from Year 2–3 than from Year 1–2 (**+6%**). All ethnic groups (including white) are below the sector benchmarks (**Fig. 7.4**).
- UK students are more likely to progress than international students (**Table 7.8**).
- The disparity in progression rates between BAME and white students is **6%** in favour of white students (cf. **4.5%** for UKHEI). This is reduced to **5%** for UK students, and increased to **8%** for international students (**Table 7.8**).
- Among UK students, those identifying as ‘Other’ have the lowest progression rate (**68%**). Among international students, those identifying as Black have the lowest rate (**59%**) (**Table 7.8**).

College level

- Trends across Colleges are similar to those observed at institution level (NB. College level data are only available from 2019/20. Data are not disaggregated by UK and international).
- Overall, the differential in progression rates (**Table 7.9**) ranges from **4%** (CoSS and LIBS) to **6%** (CoA) to **9%** (CoS). All in favour of white students.

Lincoln is committed to increase progression rates across all groups [ACTIONS 4.14–4.20].

Table 7.8 Course progression of undergraduate students by ethnicity and nationality at institution level (**2019/20**)

ETHNIC GROUP	UK						INTERNATIONAL					
	YEAR 1-2		YEAR 2-3		OVERALL		YEAR 1-2		YEAR 2-3		OVERALL	
Asian	85	79%	84	82%	169	81%	7	88%	8	100%	15	94%
Black	58	71%	58	83%	116	77%	6	67%	3	50%	9	59%
Chinese	16	89%	21	100%	37	95%	29	78%	74	82%	103	80%
Mixed	101	80%	98	91%	199	86%	4	57%	8	80%	12	69%
Other	20	69%	14	67%	34	68%	37	74%	55	74%	92	74%
BAME	280	77%	275	85%	555	81%	83	75%	148	79%	231	77%
White	2829	83%	2923	89%	5752	86%	106	82%	55	74%	161	79%

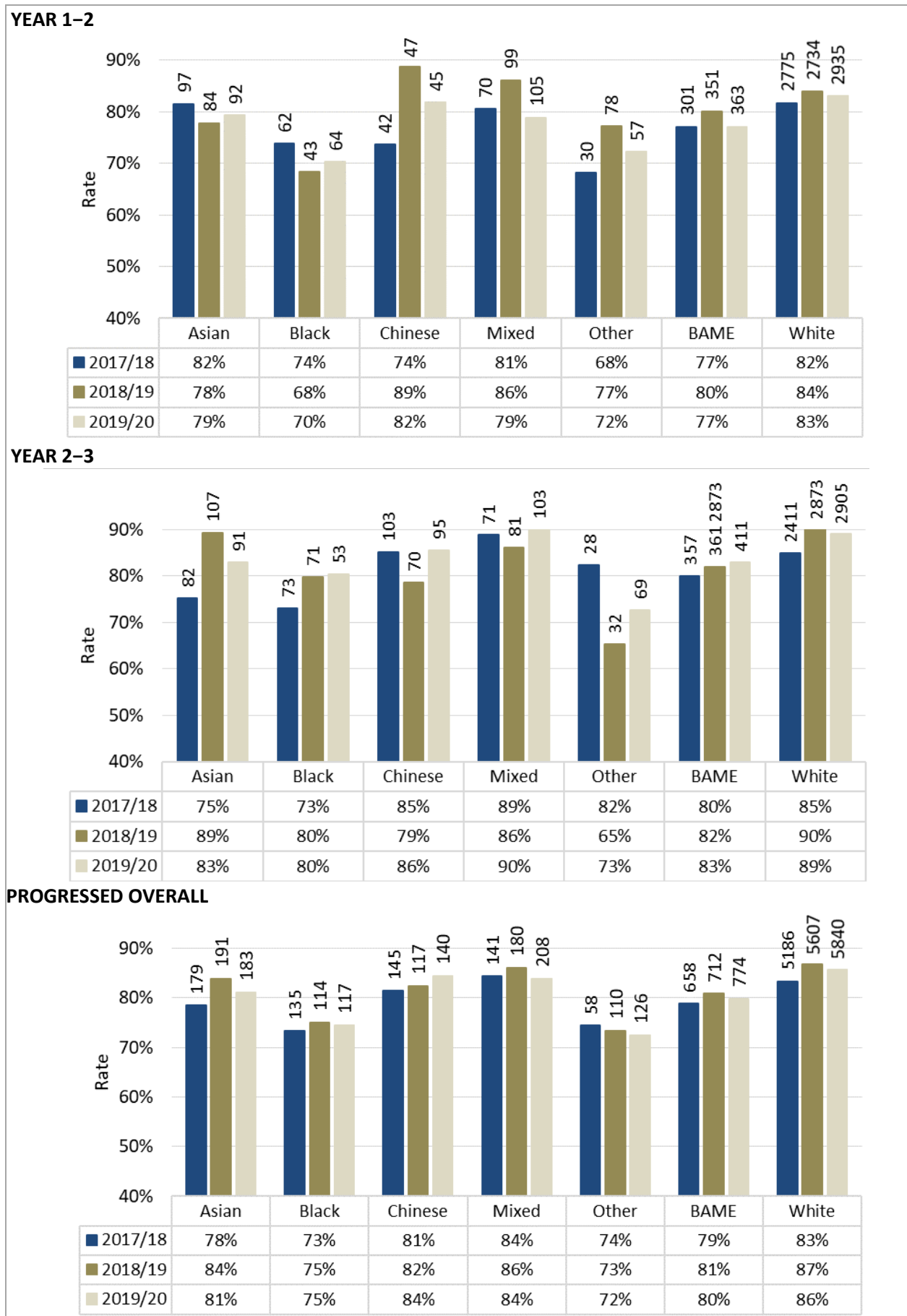


Figure 7.4 Course progression of UK domiciled undergraduate students by ethnicity at institution level (2017–2020). UK HEI benchmark: 91.3% white / 86.8% BAME (illustrative only)

Table 7.9 Progression rates by ethnicity at College level (2019/20). UKHEI benchmarks are not subject specific and are illustrative only)

COLLEGE	No. PROGRESSED Year 1–2		No. PROGRESSED Year 2–3		PROGRESSED OVERALL	
CoA						
Asian	17	71%	16	100%	33	83%
Black	14	64%	9	64%	23	64%
Chinese	10	71%	13	87%	23	79%
Mixed	27	77%	31	100%	58	88%
Other	8	80%	10	91%	18	86%
BAME	76	72%	79	91%	155	81%
White	881	84%	930	90%	1811	87%
UKHEI (BAME)						87%
UKHEI (White)						91%
CoS						
Asian	29	74%	28	72%	57	73%
Black	16	76%	8	62%	24	71%
Chinese	11	79%	13	62%	24	69%
Mixed	26	79%	26	81%	52	80%
Other	8	62%	9	45%	17	52%
BAME	90	75%	84	67%	174	71%
White	637	79%	657	82%	1294	80%
UKHEI (BAME)						87%
UKHEI (White)						91%
CoSS						
Asian	25	83%	27	94%	52	88%
Black	25	76%	25	94%	50	84%
Chinese	4	100%	8	100%	12	100%
Mixed	34	82%	32	90%	66	86%
Other	24	67%	29	81%	53	74%
BAME	112	78%	121	90%	233	84%
White	1063	84%	992	92%	2055	88%
UKHEI (BAME)						87%
UKHEI (White)						91%
LIBS						
Asian	21	91%	21	77%	42	83%
Black	9	60%	19	85%	28	75%
Chinese	20	87%	61	91%	81	90%
Mixed	18	77%	17	88%	35	82%
Other	17	85%	21	75%	38	79%
BAME	85	81%	139	85%	224	83%
White	354	84%	444	90%	798	87%
UKHEI (BAME)						87%
UKHEI (White)						91%

"I feel very singled out being one of the only POC students on my course."
BAME student
REC Student Survey 2020

"The University of Lincoln has a very small mixed-race community. Sometimes it makes me feel out of place."
BAME student
More than a Number 2019

"Since I don't drink, I felt quite left out socially and barely had friends in first year."
BAME student
More than a Number 2019

"I would recommend people to come here but I would warn them that the diversity isn't like in big cities."
BAME Student
REC Student Survey 2020

Lived Experiences 2019–2020

Table 7.10: Selected student survey responses (2020)

SURVEY QUESTION	2016 (% Agree)		2020 (% Agree)	
	BAME (n=217)	WHITE (n=1258)	BAME (n=146)	WHITE (n=241)
<i>"I am progressing well in my course."</i>	86.4	91.0	29.5	22.8
<i>"I anticipate that I will graduate with a 2:1 or above."</i>	87.7	86.7	25.3	19.5

From responses to the student survey (**Table 7.10**) a marked change was observed in students' confidence to do well in their course, compared to responses received in 2016. This is mainly due to the impact of COVID, with both BAME and white students feeling impacted (see **Section 9** for our mitigation).

"COVID has brought uncertainty to my course. I am struggling much more than previous years and so there may be a significant impact on grades."
REC Student Survey 2020

"I learn better in person so online lectures aren't how I learn best."
REC Student Survey 2020

Lived Experiences 2020

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Increase progression rates of undergraduate students from all groups, but particularly those from ethnic minority groups

ACTION 4.14: Targets for increasing progression rates for undergraduate courses, and decreasing observed differences between groups, are agreed and published in the new Lincoln Equality Scheme (2021–2025).

ACTION 4.15: Collate more detailed qualitative data, including reasons for non-progression, and analyse by ethnicity. Update process for f2f exit interviews to include choice of interviewer. Ensure exit interview questionnaires are designed to include inclusivity and culture at Lincoln.

ACTION 4.16: Ensure all personal tutors receive guidance each new semester. Reminder to all students to meet with personal tutors.

ACTION 4.17: Provide inclusivity training and cultural awareness for societies and clubs to increase engagement of BAME students.

ACTION 4.18: Continue promotion and improvement of BAME student engagement with extra-curricular activities, including social, and sport.

ACTION 4.19: Increase the provision of BAME counsellors within Student Services.

ACTION 4.20: Conscious inclusion / EDI / cultural awareness training for all undergraduate and PGT students in Welcome Week.

ACTION 4.21: Explore the potential of Intercultural Ambassadors to promote and facilitate diversity and inclusion.

PRIORITY OBJECTIVES ADDRESSED

PO11: Ensuring student wellbeing

7d Attainment

Student data are provided for three years (**Table 7.11** and **Fig. 7.5–7.9**).

KEY OBSERVATIONS & CONCERNS

Institution level

- Over the last three years, the proportion of students awarded a good honours degree (1st and 2(i)) has increased for all ethnic groups (**Fig.7.5**).
- For UK students (**Table 7.11**), the differential in awarding good honours degrees (**13.8%**) in 2019/20 is higher than both UKHEI (**+0.6%**) and LCG (**+2.7%**). This is mainly due to the high attainment gap observed in LIBS (**26.1%**)
- UK students identifying as Black were the least represented (**53%**), with white and those of mixed ethnicity the most (**84%**) (**Fig. 7.5**).
- High ‘attainment gaps’ for international students (**45%–36%**), is driven by a low proportion of Chinese students gaining good honours degrees (**31–33%**). This is of concern and is addressed in our Action Plan [**ACTIONS 4.27, 4.29**].

Table 7.11 Proportion of UK domiciled undergraduate students awarded a ‘good honours degree’ at UoL (2017–2020)

	2017/18			2018/19			2019/20		
	White	BAME	GAP	White	BAME	GAP	White	BAME	GAP
INSTITUTION	78.5%	63.3%	15.2%	79.5%	62.4%	17.1%	84.3%	70.5%	13.8%
CoA	79.3%	62.8%	16.5%	79.2%	63.3%	15.9%	82.6%	80.0%	2.6%
CoS	80.1%	65.7%	14.4%	77.1%	67.5%	9.6%	84.3%	74.7%	9.6%
CoSS	74.6%	58.7%	15.9%	80.9%	69.3%	11.6%	86.0%	72.5%	13.5%
LIBS	81.6%	67.2%	14.4%	80.2%	51.2%	29.0%	84.0%	57.9%	26.1%
UKHEI							80.9%	67.7%	13.2%
Lincoln CG	79.7%	65.8%	13.9%	79.5%	67.4%	12.1%	83.3%	72.2%	11.1%

College level

- Similar trends are observed at College level (**Figs. 7.6–7.9**). Of note is the significant drop in attainment gap (**–13.3%**) to just **2.6%** in CoA in 2019/20 (**Table 7.11**). Reducing attainment gaps are also observed in CoS (**–4.8%**) and CoSS (**–2.4%**) from 2017/18 to 2019/20.
- LIBS has the highest ‘attainment gap’ (**26.1%**), which has increased from 2017/18 to 2019/20 (**+11.7%**). This is a concern. Understanding and addressing this increase forms part of our Action Plan [**ACTION 4.29**].

In line with Lincoln’s ambitious APP targets, our **Action Plan** aims to eliminate the UK race attainment gap by 2025. [**ACTIONS 4.22–4.28, 4.30–4.32**] and increase attainment for international students [**ACTIONS 4.27, 4.29**].

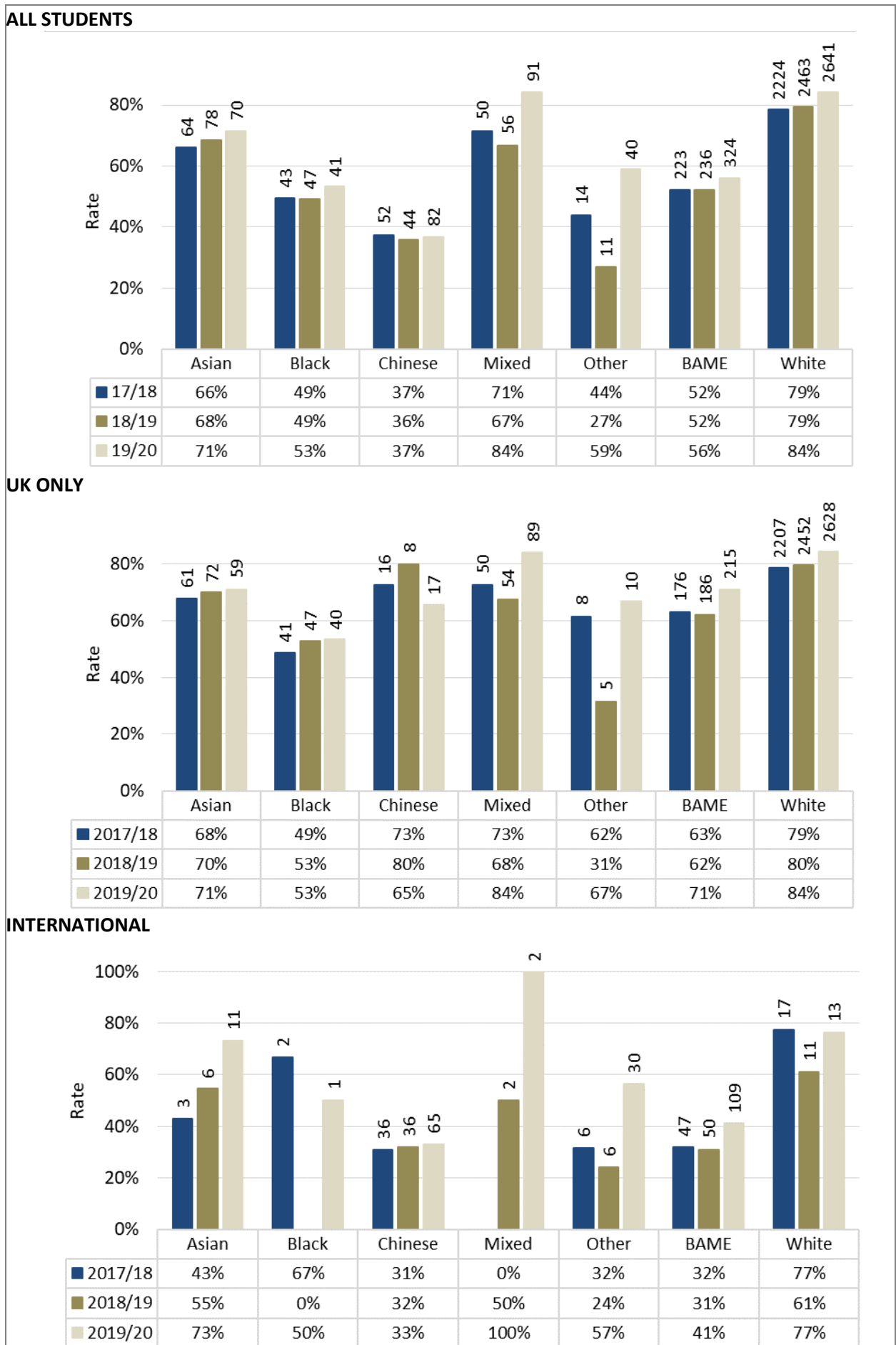


Figure 7.5 'Good Degree' award by ethnicity at institution level (2017–2020)

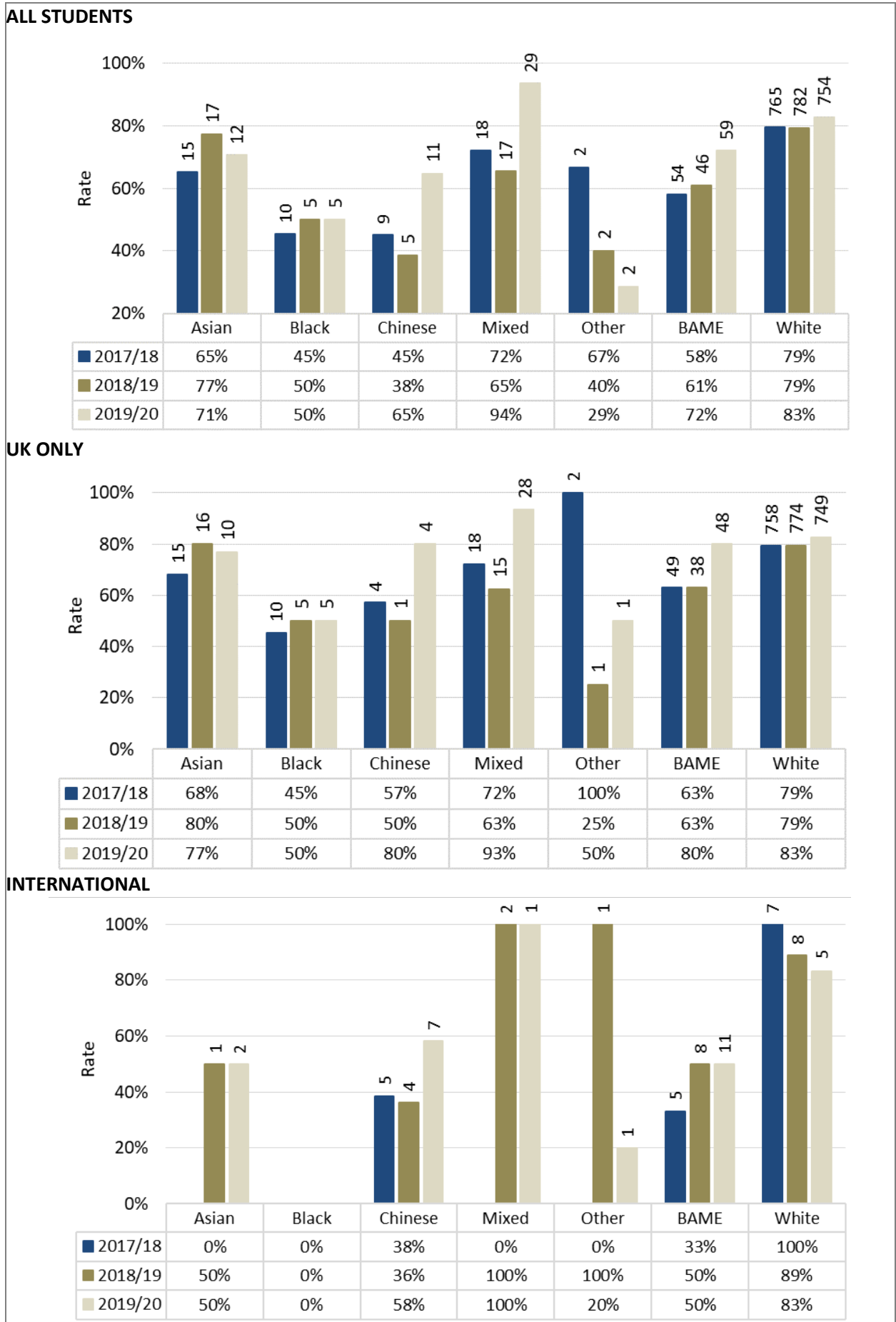


Figure 7.6 'Good Degree' award by ethnicity CoA (2017–2020)

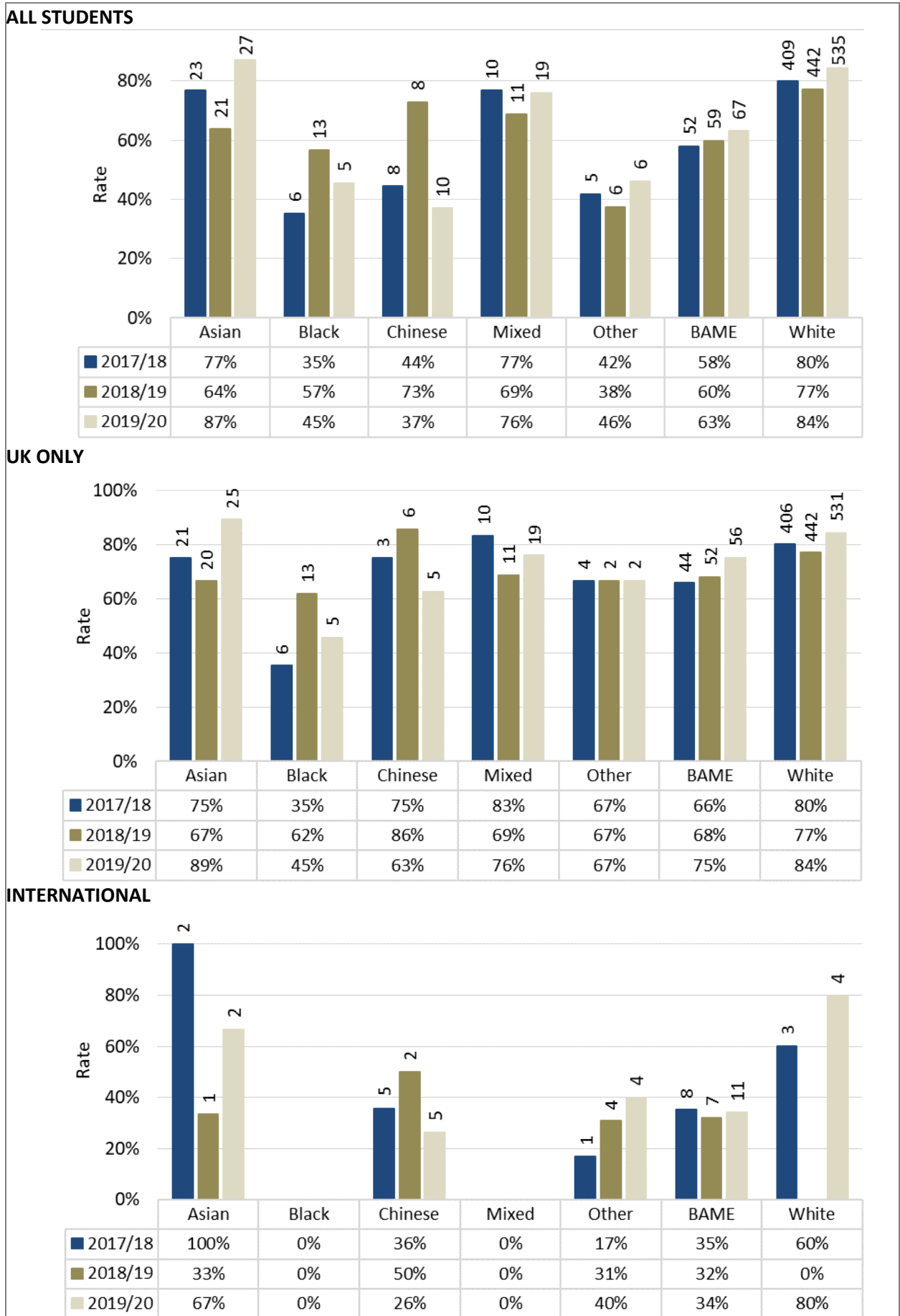


Figure 7.7 'Good Degree' award by ethnicity CoS (2017–2020)

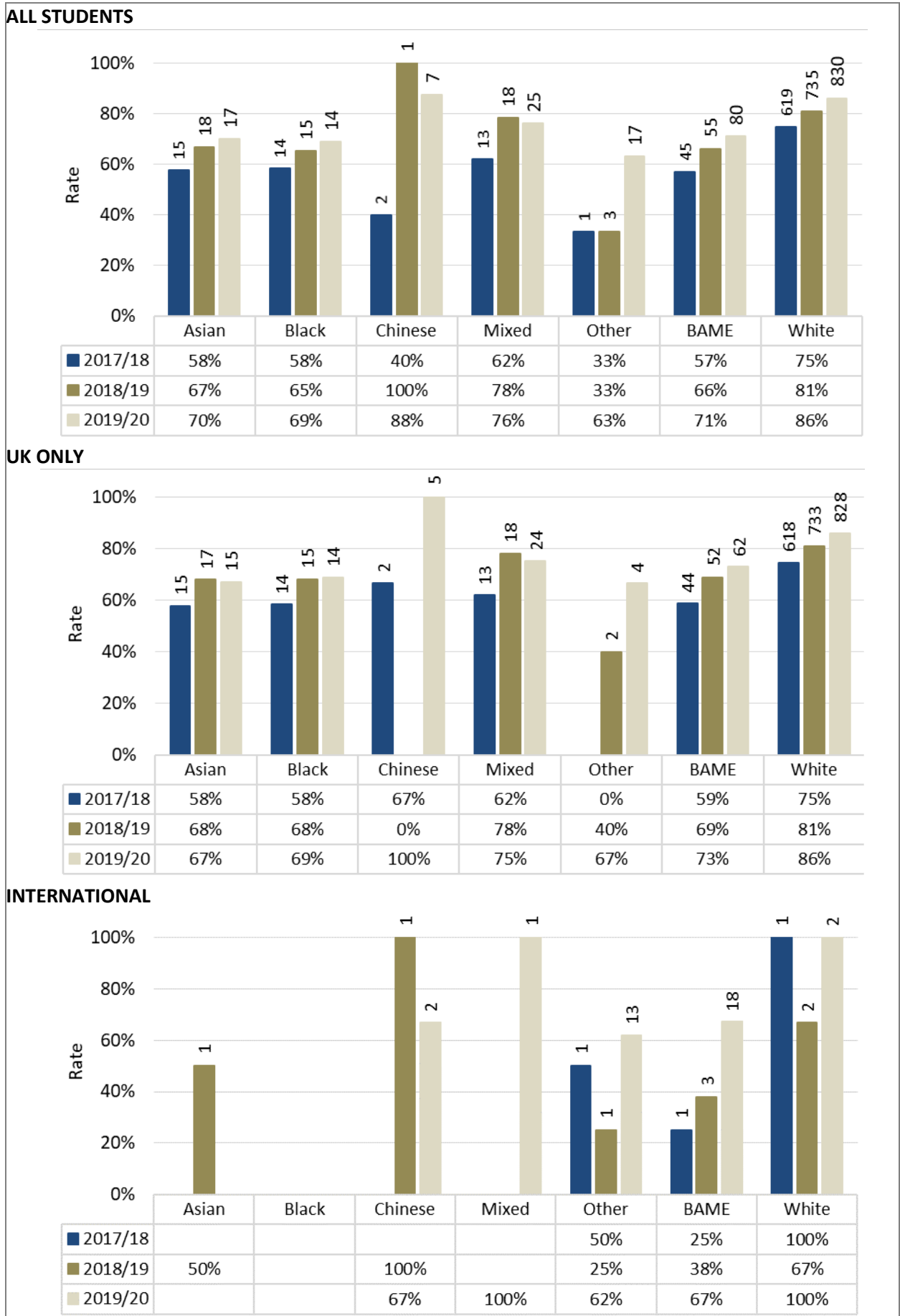


Figure 7.8 'Good Degree' award by ethnicity CoSS (2017–2020)

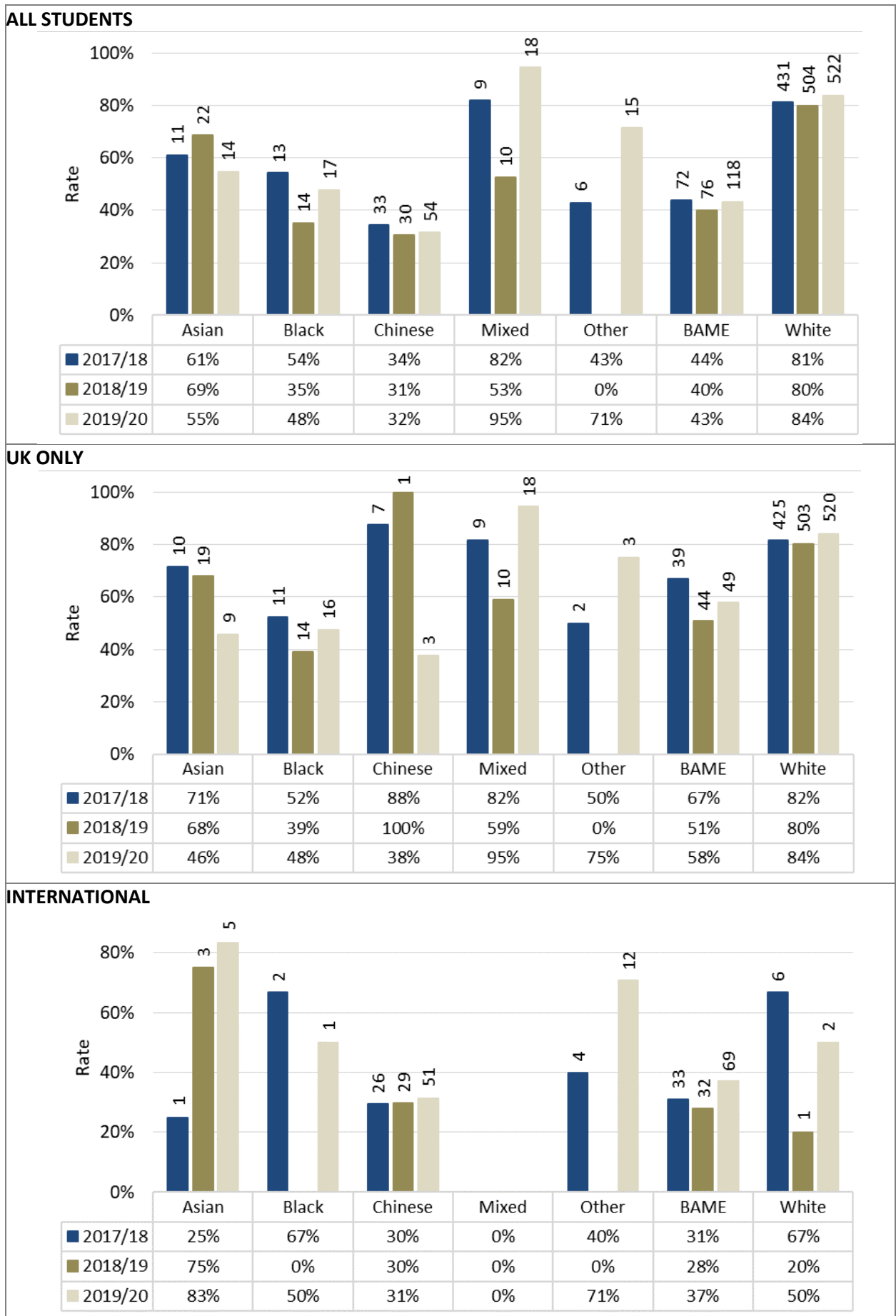
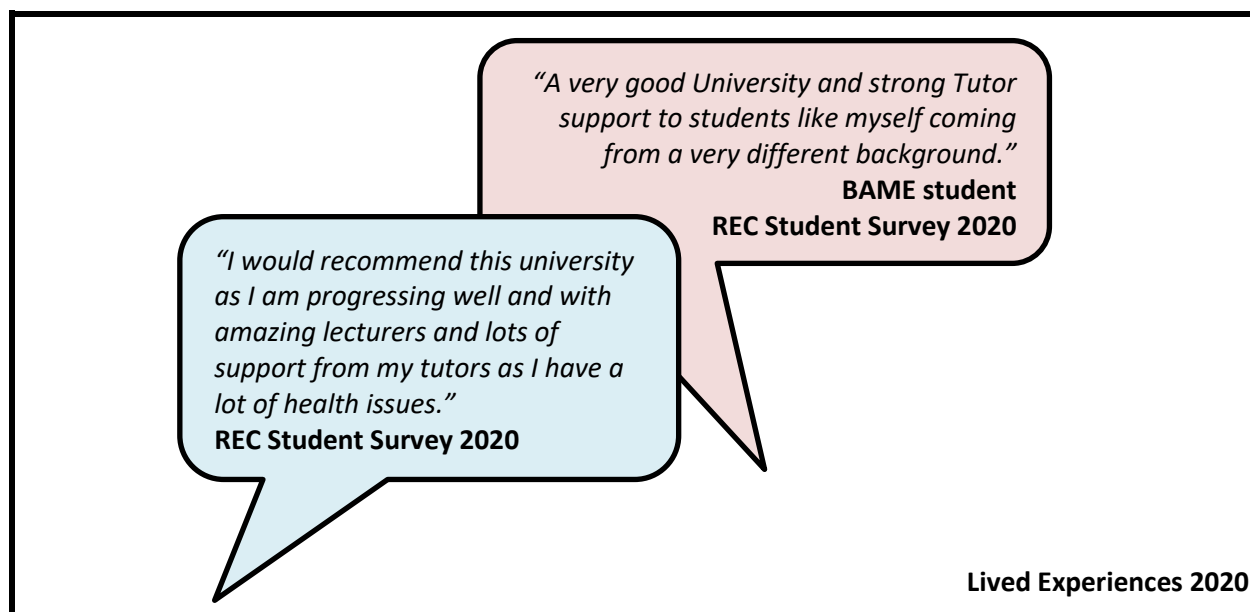


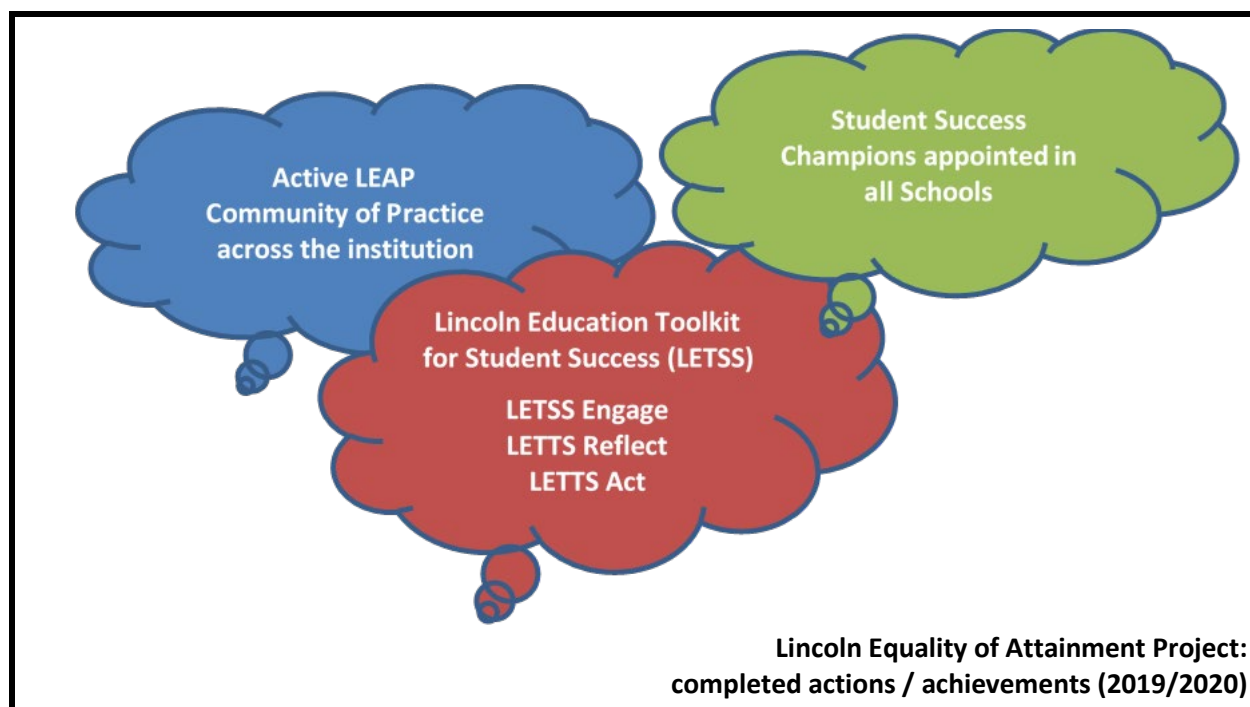
Figure 7.9 'Good Degree' award by ethnicity LIBS (2017–2020)



CURRENT INITIATIVES

Lincoln Equality of Attainment Project (LEAP)

LEAP was initiated in 2018/19 in response to our attainment gaps across the board, but with a specific remit to focus on BAME in the first phase (see **Section 8**). Following extensive consultation across the University (students and staff), and the establishment of the **Race Equality Student Advisory Group**, it now provides a framework for research-informed / evidence-based guidance to mitigate **differential student outcomes** for ethnic minority groups across our Schools and programmes. Initially engaging twelve Schools and eight undergraduate programmes, LEAP is now integrated across the University, and has produced a set of recommendations and resources that are embedded in our **Action Plan** and wider Race Equality Project [**ACTIONS 4.24–4.28**].



SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Reduce / eliminate the attainment gap between BAME and white students

ACTION 4.22: Targets for reducing / eliminating the attainment gap between BAME and white students (UK and international) are agreed and published in the new Lincoln Equality Scheme (2021–2025).

ACTION 4.23: Research project to examine students' sense of belonging and everyday course experiences in connection with gender and race. Data evaluated alongside institutional Access Participation Plan (APP) data (i.e. attainment and retention) to better understand the challenges and experiences our students have.

ACTION 4.24: Embed the **Student Success Champion Network** into our EDI Governance structure

ACTION 4.25: Further co-develop, disseminate, embed and evaluate the **Lincoln Education Toolkit for Student Success (LETSS)** to provide resources on relevant policies, key concepts, literature and examples of good professional practice.

ACTION 4.26: Differential student success to be a standing agenda item in School Academic Committees

ACTION 4.27: Develop a BAME support group – BAME staff and students to support BAME students. Identify and recruit academic BAME staff and final year BAME students / SU Officers etc. to volunteer to provide an open BAME support group across the student population.

ACTION 4.28: Interventions which raise the profile of successful students, alumni and staff (e.g. video case studies / podcasts) from non-traditional backgrounds.

ACTION 4.29: College Directors of Education and Students to work with Schools to identify interventions to improve the attainment of international students (BAME and white)

ACTION 4.30: Revise validation policy and practice for new programmes, including the requirement for student consultation and embedding EDI (with particular attention to race equality) in all aspects

ACTION 4.31: Decolonise our curricula and pedagogy

ACTION 4.32: Provide support for students from ethnic minority groups who are on placements in diversity-challenged locations

PRIORITY OBJECTIVES ADDRESSED

PO10: Removing awarding differentials (attainment gaps)

7e Postgraduate pipeline

Student data are provided for three years (**Table 7.12–7.20** and **Fig. 7.10–7.11**).

KEY OBSERVATIONS & CONCERNS

Institution level

- Over the last three years our minority ethnic postgraduate representation has been increasing (**Table 7.12, Fig. 7.10**) and is currently at **24%** (2019/20). The postgraduate community is more diverse than our undergraduate (cf. **13.9%**). Among UK postgraduates, mean minority representation is **8.3%**, significantly lower than UKHEI (**22%**) and our comparator group (**16%**). The majority of international postgraduates identify as BAME (**74%**).
- Chinese students are the highest represented overall (**8.5%**) (also among UK (**10%**) and international (**36%**) students), followed by Asian (**8.1%**) and Black (**3.9%**).
- Our PGT community has become more diverse over the last three years (**Table 7.13**) with BAME representation **24.1%** in 2019/20. Among UK PGT, mean minority representation is **7.3%**, significantly below the sector (**23%**). The majority of international PGT identify as BAME (**79%**).
- Relative representation of different groups is similar to the whole PG population (above).
- Mean BAME representation within our PGR community is **24.9%** (**22.7%** PhD; **2.2%** MA) (**Table 7.14**). Among UK PGR (**Table 7.15**), mean minority representation is **16.7%** (**13.4%** PhD; **3.3%** MA), equal to the sector benchmark (**17%**). Among international students, ethnic minority groups represent **59.8%** (**57.7%** PhD; **2.1%** MA) of the population.
- Asian students are the highest represented group at PhD (**6.2%**) followed by Other (**5%**) and Black (**4.6%**). Asian (**3.2%**) and Black (**2.9%**) are similarly represented among UK PhDs, whilst Other (**14.7%**), Asian (**14.3%**) and Chinese (**14.0%**) are similarly represented among international PhDs. Numbers are too small at MA to identify trends.

College level

- Trends within Colleges reflect those observed across the University.
- All postgraduate minority representation is below the national benchmarks.
- Overall, LIBS has the highest proportion of BAME postgraduates (**51.9%**), followed by CoS (**23.7%**), CoA (**14.7%**) and CoSS (**10.0%**), with BAME representation among UK students being significantly lower (**12.4%**, **10.0%**, **5.9%** and **6.1%**, respectively).
- PGR representation is highest in LIBS (**58.7%**) and lowest in CoA (**12.7%**), with similar trends observed among UK PGR. LIBS UK PGR BAME representation (**32.0%**) is above the sector average (**29.9%**) and in CoS UK representation (**15.0%**) is just below the sector (**16.2%**).
- For PGT, LIBS has the highest overall BAME representation (**51.4%**) and CoSS (**8.2%**) the lowest, whilst among UK PGT LIBS has the highest representation (**10.8%**), and CoS (**4.8%**) the lowest.

Table 7.12 Ethnic profile of postgraduate students at the University of Lincoln

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	2498		2687		2563		2582			
White	1895	75.9%	2023	75.3%	1879	73.3%	1932	74.8%	78%	84%
BAME	563	22.5%	621	23.1%	615	24.0%	600	23.2%	22%	16%
Asian	147	5.9%	181	6.7%	207	8.1%	178	6.9%		
Black	103	4.1%	102	3.8%	101	3.9%	102	4.0%		
Chinese	213	8.5%	231	8.6%	217	8.5%	220	8.5%		
Mixed	52	2.1%	52	1.9%	46	1.8%	50	1.9%		
Other	48	1.9%	55	2.0%	44	1.7%	49	1.9%		
UK ONLY										
TOTAL	1946		2095		1943		1995			
White	1758	90.3%	1879	89.7%	1741	89.6%	1793	89.9%	78%	84%
BAME	160	8.2%	189	9.0%	148	7.6%	166	8.3%	22%	16%
Asian	39	2.0%	51	2.4%	44	2.3%	45	2.3%		
Black	56	2.9%	70	3.3%	55	2.8%	60	3.0%		
Chinese	8	0.4%	6	0.3%	5	0.3%	6	10.0%		
Mixed	42	2.2%	44	2.1%	36	1.9%	41	2.1%		
Other	15	0.8%	18	0.9%	8	0.4%	14	0.7%		
INTERNATIONAL										
TOTAL	552		592		620		588			
White	137	24.8%	144	24.3%	138	22.3%	140	23.8%		
BAME	403	73.0%	432	73.0%	467	75.3%	434	73.8%		
Asian	108	19.6%	130	22.0%	163	26.3%	134	22.8%		
Black	47	8.5%	32	5.4%	46	7.4%	42	7.1%		
Chinese	205	37.1%	225	38.0%	212	34.2%	214	36.4%		
Mixed	10	1.8%	8	1.4%	10	1.6%	9	1.5%		
Other	33	6.0%	37	6.3%	36	5.8%	35	6.0%		

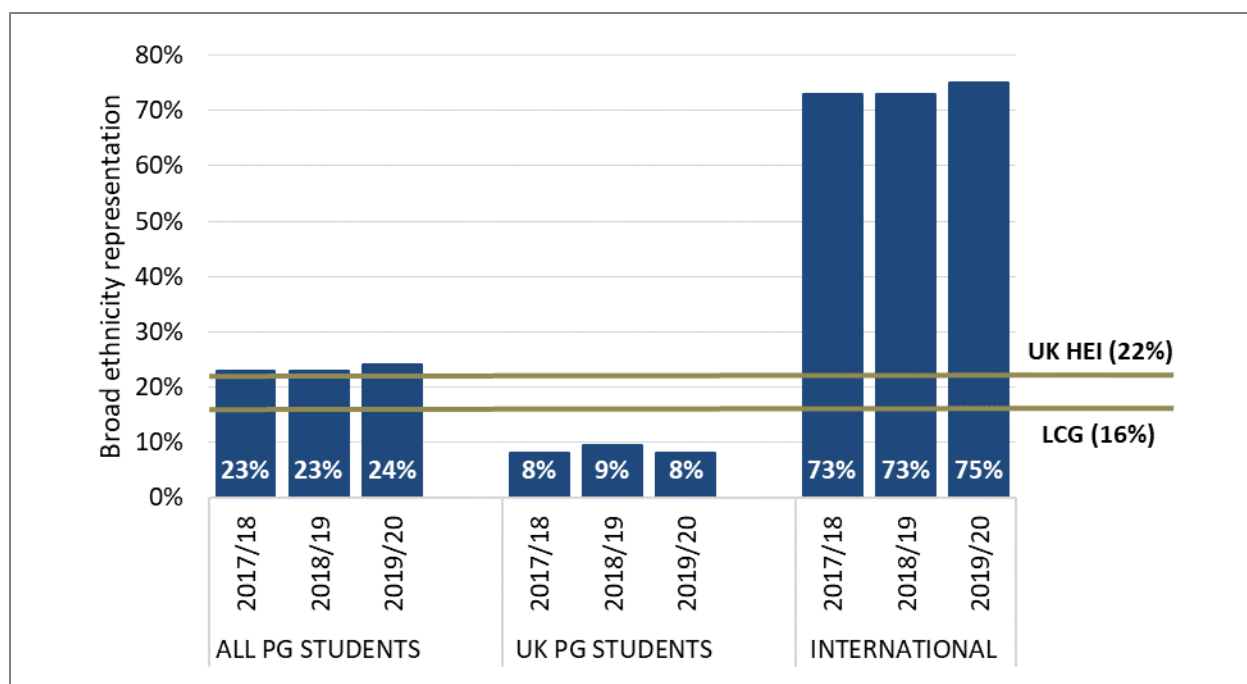


Figure 7.10 Broad ethnicity representation across the postgraduate population at institution level (2017–2020)

Table 7.13 Ethnic profile of PGT students at the University of Lincoln

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	1967		2153		2014		2045			
White	1512	76.9%	1628	75.6%	1465	72.7%	1535	75.1%		
BAME	425	21.6%	487	22.6%	485	24.1%	466	22.8%		
Asian	116	5.9%	147	6.8%	165	8.2%	143	7.0%		
Black	73	3.7%	78	3.6%	70	3.5%	74	3.6%		
Chinese	189	9.6%	205	9.5%	198	9.8%	197	9.7%		
Mixed	29	1.5%	34	1.6%	32	1.6%	32	1.5%		
Other	18	0.9%	23	1.1%	20	1.0%	20	1.0%		
UK ONLY										
TOTAL	1580		1697		1535		1604			
White	1440	91.1%	1541	90.8%	1387	90.4%	1456	90.8%	77.4%	
BAME	118	7.5%	133	7.8%	98	6.4%	117	7.3%	22.6%	
Asian	26	1.6%	36	2.1%	28	1.8%	30	1.9%		
Black	49	3.1%	54	3.2%	34	2.2%	46	2.8%		
Chinese	8	0.5%	4	0.2%	4	0.3%	5	0.3%		
Mixed	26	1.6%	30	1.8%	27	1.8%	28	1.7%		
Other	9	0.6%	9	0.5%	5	0.3%	8	0.5%		
INTERNATIONAL										
TOTAL	387		456		479		441			
White	72	18.6%	87	19.1%	78	16.3%	79	17.9%		
BAME	307	79.3%	354	77.6%	387	80.8%	350	79.4%		
Asian	90	23.3%	111	24.3%	137	28.6%	113	25.6%		
Black	24	6.2%	24	5.3%	36	7.5%	28	6.4%		
Chinese	181	46.8%	201	44.1%	194	40.5%	192	43.6%		
Mixed	3	0.8%	4	0.9%	5	1.0%	4	0.9%		
Other	9	2.3%	14	3.1%	15	3.1%	13	2.9%		

Table 7.14 Ethnic profile of PGR students (PhD / MA by research) at the University of Lincoln (all nationalities)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL PGR	531		534		549		538			
TOTAL PhD	456	86%	440	82%	448	82%	448	83%		
White	324	61.0%	312	58.4%	325	59.2%	320	59.50%	82.8%	
BAME	124	23.4%	123	23.0%	118	21.5%	122	22.7%	17.2%	
Asian	30	5.6%	32	6.0%	38	6.9%	33	6.2%		
Black	28	5.3%	21	3.9%	26	4.7%	25	4.6%		
Chinese	22	4.1%	25	4.7%	18	3.3%	22	4.0%		
Mixed	16	3.0%	15	2.8%	13	2.4%	15	2.7%		
Other	28	5.3%	30	5.6%	23	4.2%	27	5.0%		
TOTAL MA	75	14%	94	18%	101	18%	90	17%		
White	59	11.1%	83	15.5%	89	16.2%	77	14.3%		
BAME	14	2.6%	11	2.1%	12	2.2%	12	2.2%		
Asian	1	0.2%	2	0.4%	4	0.7%	2	0.4%		
Black	2	0.4%	3	0.6%	5	0.9%	3	0.6%		
Chinese	2	0.4%	1	0.2%	1	0.2%	1	0.2%		
Mixed	7	1.3%	3	0.6%	1	0.2%	4	0.7%		
Other	2	0.4%	2	0.4%	1	0.2%	2	0.3%		

Table 7.15 Ethnic profile of PGR students (PhD / MA by research) at the University of Lincoln (**UK only**)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
	Count	%	Count	%	Count	%	Count	%		
ALL PGR	366		398		408		391			
TOTAL PhD	296	81%	309	78%	313	77%	306	78%		
White	259	70.8%	257	64.6%	268	65.7%	261	66.9%	82.8%	
BAME	33	11.1%	48	15.5%	41	13.1%	41	13.4%	17.2%	
Asian	12	3.3%	13	3.3%	12	2.9%	12	3.2%		
Black	5	1.4%	13	3.3%	16	3.9%	11	2.9%		
Chinese		0.0%	2	0.5%	1	0.2%	2	0.3%		
Mixed	11	3.0%	12	3.0%	9	2.2%	11	2.7%		
Other	5	1.4%	8	2.0%	3	0.7%	5	1.4%		
TOTAL MA	70	19%	89	22%	95	23%	85	22%		
White	59	16.1%	81	20.4%	86	21.1%	75	19.3%		
BAME	9	3.0%	8	2.6%	9	2.9%	10	3.3%		
Asian	1	0.3%	2	0.6%	4	1.3%	2	0.7%		
Black	2	0.7%	3	1.0%	5	1.6%	3	1.0%		
Chinese										
Mixed	5	1.7%	2	0.6%		0.0%	4	1.3%		
Other	1	0.3%	1	0.3%		0.0%	1	0.3%		

Table 7.16 Ethnic profile of PGR students (PhD / MA by research) at the University of Lincoln (**International**)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
	Count	%	Count	%	Count	%	Count	%		
ALL PGR	165		136		141		147			
TOTAL PhD	160	97%	131	96%	135	96%	142	97%		
White	65	39.4%	55	40.4%	57	40.4%	59	40.0%		
BAME	91	56.9%	75	57.3%	77	57.0%	82	57.7%		
Asian	18	10.9%	19	14.0%	26	18.4%	21	14.3%		
Black	23	13.9%	8	5.9%	10	7.1%	14	9.3%		
Chinese	22	13.3%	23	16.9%	17	12.1%	21	14.0%		
Mixed	5	3.0%	3	2.2%	4	2.8%	4	2.7%		
Other	23	13.9%	22	16.2%	20	14.2%	22	14.7%		
TOTAL MA	5	3%	5	4%	6	4%	5	3%		
White	0	-	2	1.5%	3	2.1%	3	1.1%		
BAME	5	3.1%	3	2.3%	3	2.2%	3	2.1%		
Asian	-	-	-	-	-	-	-	-		
Black										
Chinese	2	1.2%	1	0.8%	1	0.7%	1	0.7%		
Mixed	2	1.2%	1	0.8%	1	0.7%	1	0.7%		
Other	1	0.6%	1	0.8%	1	0.7%	1	0.7%		

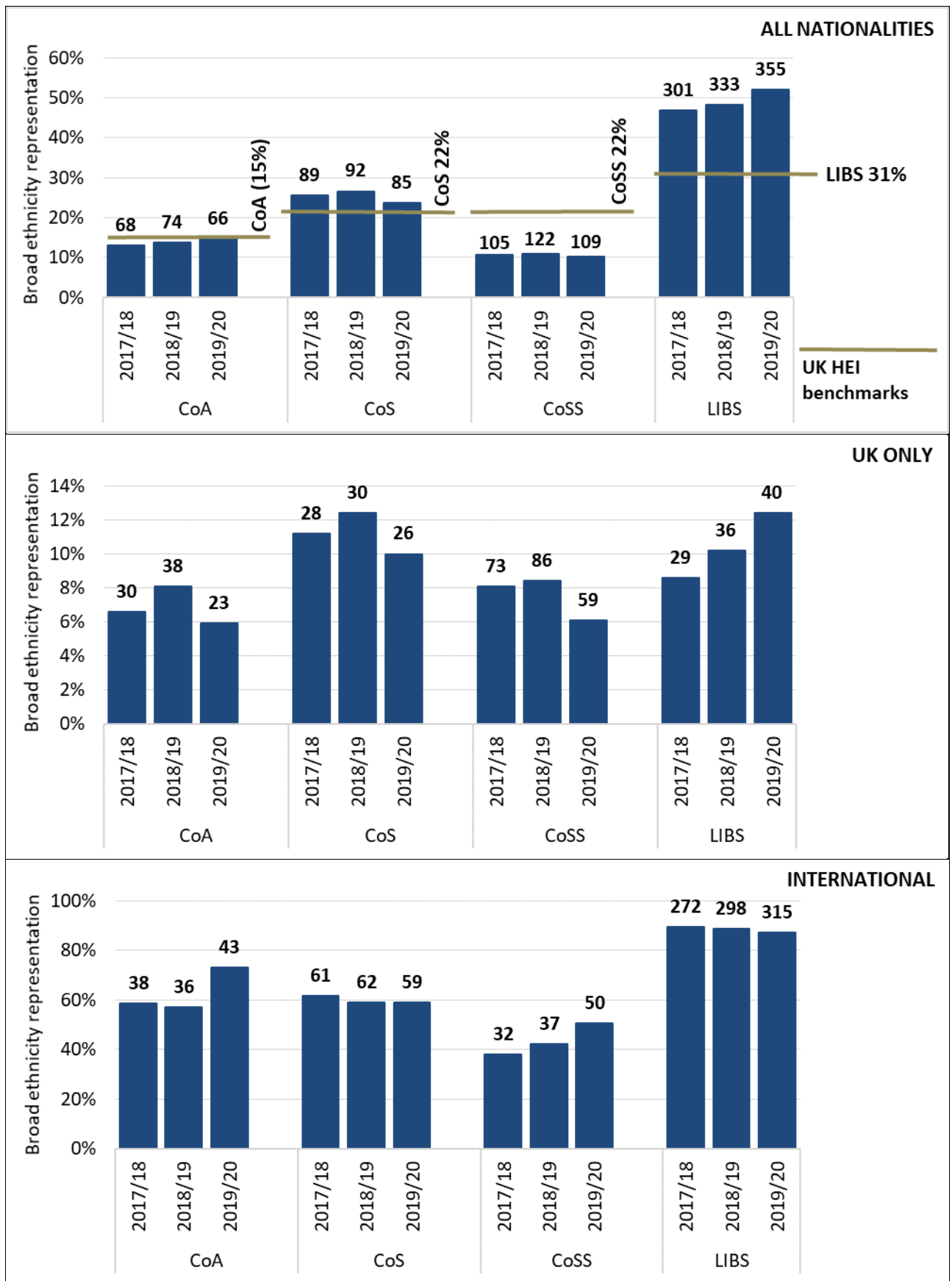


Figure 7.11 Broad ethnicity representation across the postgraduate population at College level (2017–2020)

Table 7.17 Ethnicity profile of postgraduate students in **College of Arts** (2017–2020)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	519		535		448		501			
White	443	85.4%	455	85.0%	372	83.0%	212	84.6%		82.1%
BAME	68	13.1%	74	13.8%	66	14.7%	69	13.8%		17.1%
Asian	25	4.8%	18	3.4%	21	4.7%	13	4.3%		
Black	11	2.1%	17	3.2%	13	2.9%	8	2.7%		
Chinese	15	2.9%	16	3.0%	14	3.1%	9	3.0%		
Mixed	10	1.9%	17	3.2%	13	2.9%	8	2.7%		
Other	7	1.3%	6	1.1%	5	1.1%	4	1.2%		
UK ONLY										
TOTAL	454		472		389		438			
White	418	92.1%	429	90.9%	358	92.0%	201	91.6%	85.2%	
BAME	30	6.6%	38	8.1%	23	5.9%	30.3	6.9%	14.8%	
Asian	8	1.8%	6	1.3%	5	1.3%	4	1.4%		
Black	7	1.5%	9	1.9%	4	1.0%	4	1.5%		
Chinese	2	0.4%	3	0.6%	1	0.3%	1	0.5%		
Mixed	9	2.0%	17	3.6%	13	3.3%	8	3.0%		
Other	4	0.9%	3	0.6%		0.0%	2	0.5%		
INTERNATIONAL										
TOTAL	65		63		59		62			
White	25	38.5%	26	41.3%	14	23.7%	11	34.8%		
BAME	38	58.5%	36	57.1%	43	72.9%	39	62.9%		
Asian	17	26.2%	12	19.0%	16	27.1%	9	24.1%		
Black	4	6.2%	8	12.7%	9	15.3%	4	11.2%		
Chinese	13	20.0%	13	20.6%	13	22.0%	8	20.9%		
Mixed	1	1.5%		0.0%		0.0%	0	0.5%		
Other	3	4.6%	3	4.8%	5	8.5%	2	5.9%		

Table 7.18 Ethnic profile of PGR students (PhD / MA by research) within CoA (all nationalities)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL PGR	65		69		63		66			
White	53	81.5%	55	79.7%	51	81.0%	44	80.7%		
BAME	9	13.8%	11	15.9%	8	12.7%	11	14.1%		
TOTAL PhD	58	89.2%	62	89.9%	56	88.9%	36	54.1%		
White	46	70.8%	48	69.6%	44	69.8%	35	70.1%		
BAME	9	13.8%	11	15.9%	8	12.7%	11	14.1%		
Asian	1	1.5%	1	1.4%	2	3.2%	1	2.0%		
Black	2	3.1%	3	4.3%	4	6.3%	2	4.6%		
Chinese	1	1.5%	1	1.4%		0.0%	1	1.0%		
Mixed	2	3.1%	4	5.8%	2	3.2%	2	4.1%		
Other	3	4.6%	2	2.9%		0.0%	1	2.5%		
TOTAL MA	7	10.8%	7	10.1%	7	11.1%	7	10.7%		
White	7	10.8%	7	10.1%	7	11.1%	9	10.7%		
BAME	0		0		0		0			
Asian	n/a		n/a		n/a		n/a			
Black	n/a		n/a		n/a		n/a			
Chinese	n/a		n/a		n/a		n/a			
Mixed	n/a		n/a		n/a		n/a			
Other	n/a		n/a		n/a		n/a			

Table 7.19 Ethnic profile of PGR students (PhD / MA by research) within CoA (UK)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
	Count	%	Count	%	Count	%	Count	%		
ALL PGR	50		57		56		54			
White	46	92.0%	49	86.0%	49	87.5%	48	90.4%	88.0	
BAME	3	6.0%	6	10.5%	4	7.1%	4	7.4%	12.0	
TOTAL PhD	43	86%	51	90%	50	89%	29	54%		
White	39	78.0%	43	75.4%	43	76.8%	42	76.7%		
BAME	3	6.0%	6	10.5%	4	7.1%	4	7.4%		
Asian	–		–		–		–			
Black	–	0.0%	1	1.8%	2	3.6%	1	1.9%		
Chinese	–		–		–		–			
Mixed	2	4.0%	4	7.0%	2	3.6%	3	4.9%		
Other	1	2.0%	1	1.8%	–	0.0%	1	1.2%		
TOTAL MA	7	14%	6	11%	6	11%	6	12%		
White	7	14.0%	6	10.5%	6	10.7%	9	11.7%		
BAME	0		0		0		0			
Asian	n/a		n/a		n/a		n/a			
Black	n/a		n/a		n/a		n/a			
Chinese	n/a		n/a		n/a		n/a			
Mixed	n/a		n/a		n/a		n/a			
Other	n/a		n/a		n/a		n/a			

Table 7.20 Ethnic profile of PGR students (PhD / MA by research) within CoA (international)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
	Count	%	Count	%	Count	%	Count	%		
ALL PGR	15		12		7		11			
White	7	46.7%	6	50.0%	2	28.6%	5	45.5%		
BAME	6	40.0%	5	41.7%	4	57.1%	5	45.5%		
TOTAL PhD	15	100%	11	92%	6	86%	7	60%		
White	7	46.7%	5	41.7%	1	14.3%	4	36.4%		
BAME	6	40.0%	5	41.7%	4	57.1%	5	52.9%		
Asian	1	6.7%	1	8.3%	2	28.6%	1	11.8%		
Black	2	13.3%	2	16.7%	2	28.6%	1	17.6%		
Chinese	1	6.7%	1	8.3%	–	0.0%	1	5.9%		
Mixed	–	–	–	–	–	–	–	–		
Other	2	13.3%	1	8.3%	–	0.0%	1	8.8%		
TOTAL MA	0		1	8.3%	1	14.3%	1	5.9%		
White	0		1	8.3%	1	14.3%	1	5.9%		
BAME	0		0		0		0			
Asian	n/a		n/a		n/a		n/a			
Black	n/a		n/a		n/a		n/a			
Chinese	n/a		n/a		n/a		n/a			
Mixed	n/a		n/a		n/a		n/a			
Other	n/a		n/a		n/a		n/a			

Table 7.21 Ethnic profile of PGT within CoA (2017–2020)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
All nationalities										
TOTAL	454		466		385		435			
White	390	85.9%	400	85.8%	321	83.4%	186	85.1%		
BAME	59	13.0%	63	13.5%	58	15.1%	60	13.8%		
Asian	24	5.3%	17	3.6%	19	4.9%	12	4.6%		
Black	9	2.0%	14	3.0%	9	2.3%	6	2.5%		
Chinese	14	3.1%	15	3.2%	14	3.6%	9	3.3%		
Mixed	8	1.8%	13	2.8%	11	2.9%	6	2.5%		
Other	4	0.9%	4	0.9%	5	1.3%	3	1.0%		
UK										
TOTAL	404		415		333		384			
White	372	92.1%	380	91.6%	309	92.8%	177	92.1%	84.5%	
BAME	27	6.7%	32	7.7%	19	5.7%	27	7.0%	15.5%	
Asian	8	2.0%	6	1.4%	5	1.5%	4	1.6%		
Black	7	1.7%	8	1.9%	2	0.6%	3	1.5%		
Chinese	2	0.5%	3	0.7%	1	0.3%	1	0.5%		
Mixed	7	1.7%	13	3.1%	11	3.3%	6	2.7%		
Other	3	0.7%	2	0.5%		0.0%	1	0.4%		
International										
TOTAL	50		51		52		51			
White	18	36.0%	20	39.2%	12	23.1%	8	32.7%		
BAME	32	64.0%	31	60.8%	39	75.0%	35	68.6%		
Asian	16	32.0%	11	21.6%	14	26.9%	14	26.8%		
Black	2	4.0%	6	11.8%	7	13.5%	5	9.8%		
Chinese	12	24.0%	12	23.5%	13	25.0%	12	24.2%		
Mixed	1	2.0%		0.0%		0.0%	0	0.7%		
Other	1	2.0%	2	3.9%	5	9.6%	2	5.2%		

Table 7.22 Ethnicity profile of postgraduate students in **College of Science** (2017–2020)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	348		346		359		351			
White	250	71.8%	246	71.1%	266	74.1%	254	72.4%		82.1%
BAME	89	25.6%	92	26.6%	85	23.7%	89	25.4%		17.1%
Asian	19	5.5%	26	7.5%	35	9.7%	27	7.6%		
Black	15	4.3%	10	2.9%	15	4.2%	13	3.8%		
Chinese	21	6.0%	23	6.6%	15	4.2%	20	5.6%		
Mixed	15	4.3%	11	3.2%	6	1.7%	11	3.0%		
Other	19	5.5%	22	6.4%	14	3.9%	18	5.2%		
UK ONLY										
TOTAL	249		241		259		250			
White	215	86.3%	205	85.1%	226	87.3%	215	86.2%	78.5%	
BAME	28	11.2%	30	12.4%	26	10.0%	28	11.2%	21.5%	
Asian	7	2.8%	9	3.7%	10	3.9%	9	3.5%		
Black	6	2.4%	9	3.7%	10	3.9%	8	3.3%		
Chinese	1	0.4%		0.0%	1	0.4%	1	0.3%		
Mixed	9	3.6%	5	2.1%	2	0.8%	5	2.1%		
Other	5	2.0%	7	2.9%	3	1.2%	5	2.0%		
INTERNATIONAL										
TOTAL	99		105		100		101			
White	35	35.4%	41	39.0%	40	40.0%	39	38.2%		
BAME	61	61.6%	62	59.0%	59	59.0%	61	60.4%		
Asian	12	12.1%	17	16.2%	25	25.0%	18	17.8%		
Black	9	9.1%	1	1.0%	5	5.0%	5	4.9%		
Chinese	20	20.2%	23	21.9%	14	14.0%	19	18.8%		
Mixed	6	6.1%	6	5.7%	4	4.0%	5	5.3%		
Other	14	14.1%	15	14.3%	11	11.0%	13	13.2%		

Table 7.23 Ethnic profile of PGR students (PhD / MA by research) within CoS (all nationalities)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL PGR	194		196		186		192			
White	78	40.2%	71	36.2%	65	34.9%	71	37.2%		
BAME	53	27.3%	53	27.0%	42	22.6%	49	25.5%		
TOTAL PhD	133	69%	125	64%	108	58%	122	64%		
White	78	40.2%	71	36.2%	65	34.9%	71	37.2%		
BAME	53	27.3%	53	27.0%	42	22.6%	49	25.5%		
Asian	13	6.7%	14	7.1%	13	7.0%	13	6.9%		
Black	8	4.1%	5	2.6%	8	4.3%	7	3.6%		
Chinese	14	7.2%	12	6.1%	5	2.7%	10	5.4%		
Mixed	4	2.1%	4	2.0%	4	2.2%	4	2.1%		
Other	14	7.2%	18	9.2%	12	6.5%	15	7.6%		
TOTAL MA	61	31%	71	36%	78	42%	70	36%		
White	45	23.2%	60	30.6%	67	36%	57	29.9%		
BAME	14	7.2%	11	5.6%	11	5.9%	12	6.3%		
Asian	1	0.5%	2	1.0%	4	2.2%	2	1.2%		
Black	2	1.0%	3	1.5%	4	2.2%	3	1.6%		
Chinese	2	1.0%	1	0.5%	1	0.5%	1	0.7%		
Mixed	7	3.6%	3	1.5%	1	0.5%	4	1.9%		
Other	2	1.0%	2	1.0%	1	0.5%	2	0.9%		

Table 7.24 Ethnic profile of PGR students (PhD / MA by research) within CoS (UK)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
	Count	%	Count	%	Count	%	Count	%		
ALL PGR	119		135		133		129			
White	98	82.4%	110	81.5%	112	84.2%	106	82.2%	83.8	
BAME	19	16.0%	24	17.8%	20	15.0%	23	17.8%	16.2	
TOTAL PhD	63	53%	68	50%	60	45%	64	49%		
White	53	44.5%	51	37.8%	47	35.3%	50	39.0%		
BAME	10	8.4%	16	11.9%	12	9.0%	13	10.0%		
Asian	5	4.2%	4	3.0%	3	2.3%	4	3.1%		
Black	1	0.8%	5	3.7%	5	3.8%	4	2.8%		
Chinese	-	-	-	-	-	-	-	-		
Mixed	1	0.8%	1	0.7%	1	0.8%	1	0.8%		
Other	3	2.5%	6	4.4%	3	2.3%	4	3.1%		
TOTAL MA	56	47%	67	50%	73	55%	65	51%		
White	45	37.8%	59	43.7%	65	48.9%	56	43.7%		
BAME	9	7.6%	8	5.9%	8	6.0%	10	7.8%		
Asian	1	0.8%	2	1.5%	4	3.0%	2	1.8%		
Black	2	1.7%	3	2.2%	4	3.0%	3	2.3%		
Chinese	-	-	-	-	-	-	-	-		
Mixed	5	4.2%	2	1.5%	-	0.0%	4	1.8%		
Other	1	0.8%	1	0.7%	-	0.0%	1	0.5%		

Table 7.25 Ethnic profile of PGR students (PhD / MA by research) within CoS (international)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
	Count	%	Count	%	Count	%	Count	%		
ALL PGR	75		61		53		63			
White	25	33.3%	21	34.4%	20	37.7%	22	34.9%		
BAME	48	64.0%	40	65.6%	33	62.3%	41	65.1%		
TOTAL PhD	70	93%	57	93%	48	91%	58	93%		
White	25	33.3%	20	32.8%	18	34.0%	21	33.3%		
BAME	43	57.3%	37	60.7%	30	56.6%	38	60.3%		
Asian	8	10.7%	10	16.4%	10	18.9%	9	14.8%		
Black	7	9.3%	-	0.0%	3	5.7%	5	5.3%		
Chinese	14	18.7%	12	19.7%	5	9.4%	10	16.4%		
Mixed	3	4.0%	3	4.9%	3	5.7%	3	4.8%		
Other	11	14.7%	12	19.7%	9	17.0%	11	16.9%		
TOTAL MA	5	7%	4	7%	5	9%	5	8%		
White	0		1	1.6%	2	3.8%	2	1.6%		
BAME	5	6.7%	3	4.9%	3	5.7%	3	4.8%		
Asian	-	-	-	-	-	-	-	-		
Black	-	-	-	-	-	-	-	-		
Chinese	2	2.7%	1	1.6%	1	1.9%	1	2.1%		
Mixed	2	2.7%	1	1.6%	1	1.9%	1	2.1%		
Other	1	1.3%	1	1.6%	1	1.9%	1	1.6%		

Table 7.26 Ethnic profile of PGT within CoS (2017–2020)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
All nationalities										
TOTAL	154		150		173		159			
White	127	82.5%	115	76.7%	134	77.5%	125	78.8%		
BAME	22	14.3%	28	18.7%	32	18.5%	27	17.0%		
Asian	5	3.2%	10	6.7%	18	10.4%	11	6.9%		
Black	5	3.2%	2	1.3%	3	1.7%	3	2.1%		
Chinese	5	3.2%	10	6.7%	9	5.2%	8	5.0%		
Mixed	4	2.6%	4	2.7%	1	0.6%	3	1.9%		
Other	3	1.9%	2	1.3%	1	0.6%	2	1.3%		
UK										
TOTAL	130		106		126		121			
White	117	90.0%	95	89.6%	114	90.5%	109	90.1%	76.2%	
BAME	9	6.9%	6	5.7%	6	4.8%	8	6.6%	23.8%	
Asian	1	0.8%	3	2.8%	3	2.4%	2	1.9%		
Black	3	2.3%	1	0.9%	1	0.8%	2	1.4%		
Chinese	1	0.8%		0.0%	1	0.8%	1	0.6%		
Mixed	3	2.3%	2	1.9%	1	0.8%	2	1.7%		
Other	1	0.8%		0.0%		0.0%	1	0.3%		
International										
TOTAL	24		44		47		38			
White	10	41.7%	20	45.5%	20	42.6%	17	43.5%		
BAME	13	54.2%	22	50.0%	26	55.3%	22	57.4%		
Asian	4	16.7%	7	15.9%	15	31.9%	9	22.6%		
Black	2	8.3%	1	2.3%	2	4.3%	2	4.3%		
Chinese	4	16.7%	10	22.7%	8	17.0%	7	19.1%		
Mixed	1	4.2%	2	4.5%		0.0%	2	2.6%		
Other	2	8.3%	2	4.5%	1	2.1%	2	4.3%		

Table 7.27 Ethnicity profile of postgraduate students in **College of Social Science** (2017–2020)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	989		1116		1073		1,059			
White	872	88.2%	979	87.7%	932.5	86.9%	464	87.6%		82.1%
BAME	105	10.6%	122	10.9%	109	10.2%	112	10.6%		17.1%
Asian	23	2.3%	39	3.4%	38	3.5%	20	3.1%		
Black	45	4.6%	45	4.0%	29	2.7%	24	3.7%		
Chinese	7	0.7%	11	1.0%	15	1.4%	7	1.0%		
Mixed	18	1.8%	17	1.5%	16	1.5%	10	1.6%		
Other	12	1.2%	11	1.0%	11	1.0%	7	1.1%		
UK ONLY										
TOTAL	905		1029		974		969			
White	822	90.8%	933	90.7%	884	90.8%	440	90.8%	78.2%	
BAME	73	8.1%	86	8.4%	59	6.1%	73	7.5%	21.8%	
Asian	16	1.8%	27	2.6%	20	2.1%	13	2.2%		
Black	35	3.9%	37	3.5%	20	2.1%	18	3.1%		
Chinese	2	0.2%	3	0.3%	2	0.2%	1	0.2%		
Mixed	17	1.9%	16	1.6%	14	1.4%	9	1.6%		
Other	3	0.3%	3	0.3%	3	0.3%	2	0.3%		
INTERNATIONAL										
TOTAL	84		88		99		90			
White	50	59.5%	46	52.6%	49	49.5%	24	53.6%		
BAME	32	38.1%	37	42.3%	50	50.5%	40	44.4%		
Asian	7	8.3%	12	13.1%	18	18.2%	7	13.5%		
Black	10	11.9%	8	9.1%	9	9.1%	5	10.0%		
Chinese	5	6.0%	8	9.1%	13	13.1%	5	9.6%		
Mixed	1	1.2%	1	1.1%	2	2.0%	1	1.5%		
Other	9	10.7%	8	9.1%	8	8.1%	5	9.2%		

Table 7.28 Ethnic profile of PGR students (PhD / MA by research) within CoSS (**all nationalities**)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL PGR	221		226		254		234			
White	178	80.5%	175	77.4%	197	77.6%	183	78.5%		
BAME	33	14.9%	34	15.0%	41	16.1%	36	15.4%		
TOTAL PhD	214	96.8%	210	92.9%	238	93.7%	221	94.4%		
White	178	80.5%	175	77.4%	197	77.6%	183	78.5%		
BAME	33	14.9%	34	15.0%	41	16.1%	36	15.4%		
Asian	6	2.7%	10	4.4%	14	5.5%	10	4.3%		
Black	7	3.2%	4	1.8%	6	2.4%	6	2.4%		
Chinese	2	0.9%	6	2.7%	8	3.1%	5	2.3%		
Mixed	8	3.6%	6	2.7%	6	2.4%	7	2.9%		
Other	10	4.5%	8	3.5%	7	2.8%	8	3.6%		
TOTAL MA	7	3.2%	16	7.1%	16	6.3%	13	5.6%		
White	7	3.2%	16	7.1%	15	5.9%	13	5.4%		
BAME	0		0		1	0.4%	1	0.1%		
Asian	n/a		n/a		-		-			
Black	n/a		n/a		1	0.4%	1	0.1%		
Chinese	n/a		n/a		-		-			
Mixed	n/a		n/a		-		-			
Other	n/a		n/a		-		-			

Table 7.29 Ethnic profile of PGR students (PhD / MA by research) within CoSS (UK)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
	Count	%	Count	%	Count	%	Count	%		
ALL PGR	172		181		194		182			
White	154	89.5%	163	90.0%	176	90.7%	165	90.1%	82.8%	
BAME	15	8.7%	17	9.4%	18	9.3%	17	9.3%	17.2%	
TOTAL PhD	165	96%	165	91%	178	92%	169	93%		
White	147	85.5%	147	81.2%	161	83.0%	152	83.2%		
BAME	15	8.7%	17	9.4%	17	8.8%	18	9.9%		
Asian	4	2.3%	6	3.3%	7	3.6%	6	3.1%		
Black	3	1.7%	2	1.1%	4	2.1%	3	1.6%		
Chinese		0.0%	2	1.1%	1	0.5%	2	0.5%		
Mixed	7	4.1%	6	3.3%	5	2.6%	6	3.3%		
Other	1	0.6%	1	0.6%		0.0%	1	0.4%		
TOTAL MA	7	4%	16	9%	16	8%	13	7%		
White	7	4.1%	16	8.8%	15	7.7%	13	6.9%		
BAME	0		0		1	0.5%	1	0.2%		
Asian	-		-		-		-			
Black	-		-		1	0.5%	1	0.2%		
Chinese	-		-		-		-			
Mixed	-		-		-		-			
Other	-		-		-		-			

Table 7.30 Ethnic profile of PGR students (PhD / MA by research) within CoSS (international)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
	Count	%	Count	%	Count	%	Count	%		
TOTAL PhD	49	100%	45	100%	60	100%	51	100%		
White	31	63.3%	28	62.2%	36	60.0%	32	61.7%		
BAME	18	36.7%	17	37.8%	24	40.0%	20	39.0%		
Asian	2	4.1%	4	8.9%	7	11.7%	4	8.4%		
Black	4	8.2%	2	4.4%	2	3.3%	3	5.2%		
Chinese	2	4.1%	4	8.9%	7	11.7%	4	8.4%		
Mixed	1	2.0%		0.0%	1	1.7%	1	1.3%		
Other	9	18.4%	7	15.60%	7	11.70%	8	14.9%		

Table 7.31 Ethnic profile of PGT within CoSS (2017–2020)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
All nationalities										
TOTAL	768		890		819		826			
White	687	89.5%	788	88.5%	721	88.0%	732	88.7%		
BAME	72	9.4%	89	10.0%	67	8.2%	76	9.2%		
Asian	17	2.2%	29	3.2%	24	2.9%	23	2.8%		
Black	38	4.9%	41	4.6%	22	2.7%	34	4.1%		
Chinese	5	0.7%	5	0.6%	7	0.9%	6	0.7%		
Mixed	10	1.3%	11	1.2%	10	1.2%	10	1.3%		
Other	2	0.3%	3	0.3%	4	0.5%	3	0.4%		
UK										
TOTAL	733		848		780		787			
White	668	91.1%	770	90.8%	708	90.8%	715	90.9%	77.5%	
BAME	58	7.9%	69	8.1%	41	5.3%	55	7.0%	22.5%	
Asian	12	1.6%	21	2.5%	13	1.7%	15	1.9%		
Black	32	4.4%	35	4.1%	15	1.9%	27	3.5%		
Chinese	2	0.3%	1	0.1%	1	0.1%	1	0.2%		
Mixed	10	1.4%	10	1.2%	9	1.2%	10	1.2%		
Other	2	0.3%	2	0.2%	3	0.4%	2	0.3%		
International										
TOTAL	35		43		39		39			
White	19	54.3%	18	41.9%	13	33.3%	17	42.9%		
BAME	14	40.0%	20	46.5%	26	66.7%	20	51.5%		
Asian	5	14.3%	8	17.6%	11	28.2%	8	20.2%		
Black	6	17.1%	6	14.1%	7	17.9%	6	16.3%		
Chinese	3	8.6%	4	9.4%	6	15.4%	4	11.2%		
Mixed		0.0%	1	2.4%	1	2.6%	1	1.7%		
Other		0.0%	1	2.4%	1	2.6%	1	1.7%		

Table 7.32 Ethnicity profile of postgraduate students in **Lincoln International Business School** (2017–2020)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL NATIONALITIES										
TOTAL	642		690		684		672			
White	330	51.4%	343	49.7%	309	45.1%	164	48.7%		82.1%
BAME	301	46.9%	333	48.3%	355	51.9%	330	49.1%		17.1%
Asian	80	12.5%	99	14.3%	113	16.5%	58	14.5%		
Black	32	5.0%	31	4.4%	44	6.4%	21	5.3%		
Chinese	170	26.5%	181	26.2%	173	25.3%	105	26.0%		
Mixed	9	1.4%	7	1.0%	11	1.6%	5	1.3%		
Other	10	1.6%	16	2.3%	14	2.0%	8	2.0%		
UK ONLY										
TOTAL	338		354		322		338			
White	303	89.6%	312	88.3%	274	85.1%	149	87.7%	68.7%	
BAME	29	8.6%	36	10.2%	40	12.4%	35	10.4%	31.3%	
Asian	8	2.4%	9	2.5%	9	2.8%	5	2.6%		
Black	8	2.4%	15.5	4.4%	21	6.5%	9	4.4%		
Chinese	3	0.9%		0.0%	1	0.3%	1	0.4%		
Mixed	7	2.1%	6	1.7%	7	2.2%	4	2.0%		
Other	3	0.9%	5	1.4%	2	0.6%	2	1.0%		
INTERNATIONAL										
TOTAL	304		337		362		334			
White	27	8.9%	31	9.2%	35	9.7%	16	9.3%		
BAME	272	89.5%	298	88.6%	315	87.0%	295	88.3%		
Asian	72	23.7%	90	26.6%	104	28.7%	53	26.5%		
Black	24	7.9%	15	4.5%	23	6.4%	12	6.2%		
Chinese	167	54.9%	181	53.8%	172	47.5%	104	51.9%		
Mixed	2	0.7%	1	0.3%	4	1.1%	1	0.7%		
Other	7	2.3%	11	3.3%	12	3.3%	6	3.0%		

Table 7.33 Ethnic profile of PGR students (PhD / MA by research) within LIBS (all nationalities)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL PGR	51		43		46		47			
TOTAL PhD	51	100%	43	100%	46	100%	47	100%		
White	22	43.1%	18	41.9%	19	41.3%	20	42.1%		
BAME	29	56.9%	25	58.1%	27	58.7%	27	57.9%		
Asian	10	19.6%	7	16.3%	9	19.6%	9	18.6%		
Black	11	21.6%	9	20.9%	8	17.4%	9	20.0%		
Chinese	5	9.8%	6	14.0%	5	10.9%	5	11.4%		
Mixed	2	3.9%	1	2.3%	1	2.2%	1	2.9%		
Other	1	2.0%	2	4.7%	4	8.7%	2	5.0%		

Table 7.34 Ethnic profile of PGR students (PhD / MA by research) within LIBS (UK)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL PGR	25		25		25		25			
TOTAL PhD	25	100%	25	100%	25	100%	25	100%		
White	20	80.0%	16	64.0%	17	68.0%	18	70.7%	70.0%	
BAME	5	20.0%	9	36.0%	8	32.0%	8	32.0%	29.9%	
Asian	3	12.0%	3	12.0%	2	8.0%	3	10.7%		
Black	1	4.0%	5	20.0%	5	20.0%	4	14.7%		
Chinese	-	-	-	-	-	-	-	-		
Mixed	1	4.0%	1	4.0%	1	4.0%	1	4.0%		
Other	-	-	-	-	-	-	-	-		

Table 7.35 Ethnic profile of PGR students (PhD / MA by research) within LIBS (international)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
ALL PGR	26		18		21		22			
TOTAL PhD	26	100%	18	100%	21	100%	22	100%		
White	2	7.7%	2	11.1%	2	9.5%	2	9.2%		
BAME	24	92.3%	16	88.9%	19	90.5%	20	92.3%		
Asian	7	26.9%	4	22.2%	7	33.3%	6	27.7%		
Black	10	38.5%	4	22.2%	3	14.3%	6	26.2%		
Chinese	5	19.2%	6	33.3%	5	23.8%	5	24.6%		
Mixed	1	3.8%		0.0%		0.0%	1	1.5%		
Other	1	3.8%	2	11.1%	4	19.0%	2	10.8%		

Table 7.36 Ethnic profile of PGT within LIBS (2017–2020)

ETHNIC GROUP	2017/18		2018/19		2019/20		3-YEAR MEAN		UK HEI	LCG
All nationalities										
TOTAL	591		647		638		625			
White	308	52.1%	325	50.2%	290	45.4%	308	49.2%		
BAME	272	46.0%	309	47.8%	328	51.4%	303	48.4%		
Asian	70	11.8%	92	14.1%	104	16.3%	89	14.2%		
Black	21	3.6%	22	3.3%	36	5.6%	26	4.2%		
Chinese	165	27.9%	175	27.0%	168	26.4%	169	27.1%		
Mixed	7	1.2%	6	0.9%	10	1.6%	8	1.2%		
Other	9	1.5%	14	2.2%	10	1.6%	11	1.8%		
UK										
TOTAL	313		328		297		312			
White	283	90.4%	296	90.2%	257	86.5%	279	89.4%	68.6%	
BAME	24	7.7%	27	8.2%	32	10.8%	28	9.0%	31.4%	
Asian	5	1.6%	6	1.8%	7	2.4%	6	1.9%		
Black	7	2.2%	11	3.4%	16	5.4%	11	3.5%		
Chinese	3	1.0%	0	-	1	0.3%	1	0.3%		
Mixed	6	1.9%	5	1.5%	6	2.0%	6	1.9%		
Other	3	1.0%	5	1.5%	2	0.7%	3	1.0%		
International										
TOTAL	278		319		341		313			
White	25	9.0%	29	9.1%	33	9.7%	29	9.3%		
BAME	248	89.2%	282	88.4%	296	86.8%	275	88.1%		
Asian	65	23.4%	86	26.8%	97	28.4%	83	26.4%		
Black	14	5.0%	11	3.5%	20	5.9%	15	4.8%		
Chinese	162	58.3%	175	54.9%	167	49.0%	168	53.8%		
Mixed	1	0.4%	1	0.3%	4	1.2%	2	0.6%		
Other	6	2.2%	9	2.8%	8	2.3%	8	2.5%		

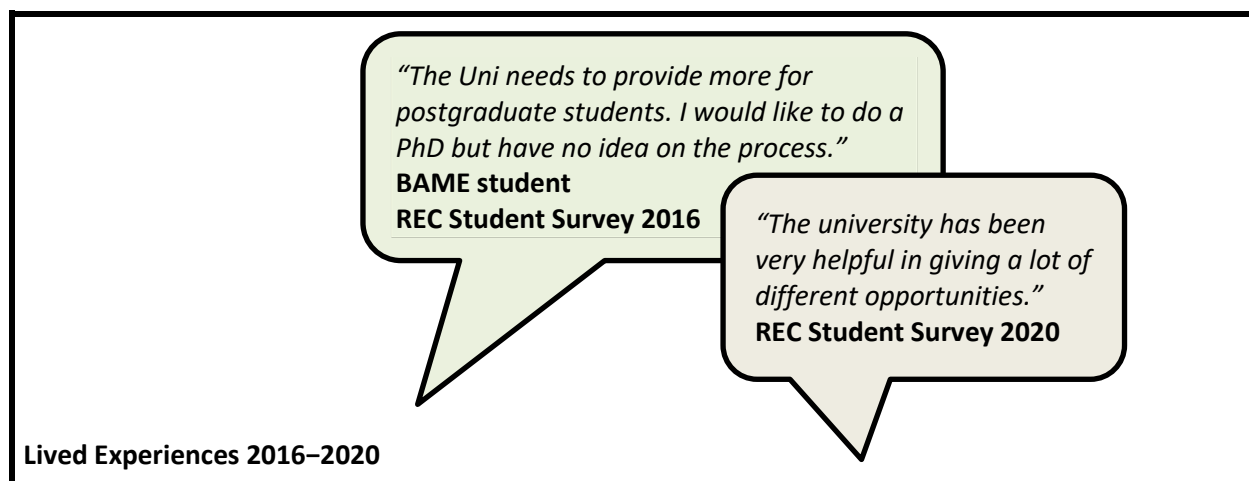


Table 7.20 Selected student survey responses (2020)

SURVEY QUESTION	STUDENT (% Agree)	
	BAME (n=146)	WHITE (n=241)
<i>“Where relevant, I would consider a postgraduate course.”</i>	19.9	20.7
<i>“Where relevant, I would consider a PhD once I have completed my masters’ degree.”</i>	15.1	12.5
<i>“I would consider a career in academia.”</i>	12.3	14.5

SUMMARY OF PROPOSED ACTIONS

OBJECTIVE: Increase the representation of students from ethnic minority groups in our undergraduate and postgraduate communities

ACTION 4.5: College & School level data to be analysed annually to inform targeted actions.

ACTION 4.6: Increase number of BAME student ambassadors to better reflect student profile.

ACTION 4.7: Establish PGR admission support for ethnic minority groups.

ACTION 4.8: Continue and extend the inclusive recruitment pilots currently underway for PGR (PhD).

ACTION 4.9: Review and update the mandatory research supervisors training / training material to include content on conscious inclusion.

ACTION 4.10: Monitor and analyse PGR submission, completion and award outcome data by ethnicity and gender.

PRIORITY OBJECTIVES ADDRESSED

PO8: Inclusive student admissions

PO10: Removing awarding differentials

PO12: Inclusive postgraduate experience

7f Postgraduate employment

Student data are provided for three years (**Table 7.21–7.2**).

KEY OBSERVATIONS & CONCERNS

- Percentage of UK students gaining any employment (**Table 7.21**) is highest amongst the Mixed ethnicity alumni body (**97.7%**) and lowest amongst the Chinese alumni body (**90.2%**).
- Percentage of UK students gaining graduate level jobs (**Table 7.22**) is highest amongst the Chinese ethnicity alumni body (**82.9%**) and lowest amongst the White background ethnicity alumni body (**76.3%**).
- Observed trends are consistent with the sector.

Table 7. 21 All student employability (students graduating 2015–2017)

ETHNIC GROUP	2014/15	2015/16	2016/17	3 years Overall
Asian	81.3%	96.5%	91.7%	91.2%
Black	93.0%	98.0%	86.0%	92.4%
Chinese	75.0%	100.0%	93.8%	90.2%
Mixed	94.6%	98.0%	100.0%	97.7%
Other	100.0%	83.3%	100.0%	94.1%
BAME (LCG)	89.3% (92.6%)	97.2% (94.3%)	92.9% (93.7%)	93.1%
White (LCG)	95.4% (94.9%)	94.7% (94.9%)	95.8% (94.9%)	95.3%

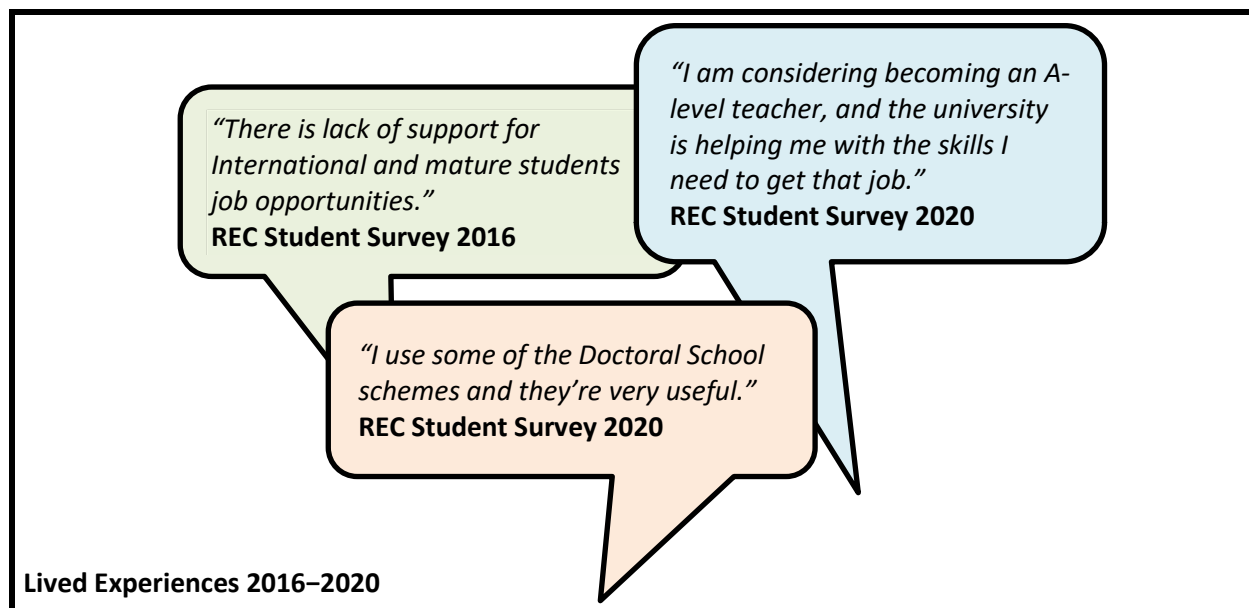
Table 7. 22 Students gaining graduate level jobs (students graduating 2015–2017)

ETHNIC GROUP	2014/15	2015/16	2016/17	3 years Overall
Asian	75.0%	71.9%	85.7%	76.6%
Black	78.0%	82.4%	72.0%	77.5%
Chinese	66.7%	92.3%	87.5%	82.9%
Mixed	81.1%	73.5%	90.9%	81.5%
Other	100.0%	66.7%	71.4%	76.5%
White	71.4%	76.1%	81.3%	76.3%

Table 7.23 Selected student survey responses (2020)

SURVEY QUESTION	STUDENT (% Agree)	
	BAME (n=146)	WHITE (n=241)
<i>“I have a good understanding of the graduate-level employment opportunities available to me.”</i>	21.9	17.8
<i>“The University of Lincoln has helped me develop the skills I need to apply for graduate-level jobs.”</i>	16.4	17.8

There is no significant difference in survey responses (**Table 7.23**) between students from ethnic minority groups and their white peers.



CURRENT INITIATIVES

Our **Access & Participation Careers Advisor** provides support for students from minority ethnic groups.

Breaking Barriers (2021) – a week of careers support to help students celebrate diversity and confront the barriers they feel they may encounter in the world of work. Open to all students, events give students the opportunity to hear from experts in their fields, develop their skills, and spotlight inclusive careers. Attendance at these events is not routinely monitored [**ACTION 3.32**].

Finalist Career Launch ✓

The **Finalist Career Launch** was informed by final year student feedback, and provides a checklist of information, opportunities and special events to support final year career planning. The checklist is designed for both final year undergraduate students and postgraduate students, looking for their next steps. Engagement is not routinely monitored [**ACTION 3.32**].



"The Lincoln Award is a fantastic tool for career progression."
REC Student Survey 2020

The **Lincoln Award** is an employability framework to support, enhance and recognise extracurricular activity, identify skills and competencies, and learn how to demonstrate employability skills. A new pathway, the **Lincoln Award Global** explores global career opportunities, global skills, the global mind-set, cross-cultural working in the UK, and intercultural communication. Participation is not routinely monitored [**ACTION 3.32**].

OBJECTIVE: Data collection, analysis and impact evaluation

Action 3.32: Ensure processes are in place to collect ethnicity (and gender) data for attendance on all development and training courses across the institution.

SECTION 7 WORD COUNT: 1042

8 TEACHING AND LEARNING

8a Course content/syllabus

Processes are in place to annually monitor and review existing degree programmes at all levels, which consider EDI issues. Our policy and guidance on new programmes, which already includes a requirement to consult students, will be revised (2021) to also include consideration of EDI, and explicitly race equality [ACTION 4.30].

We view diversity in course content as resulting from two issues: diversifying our curricula and increasing the diversity of our academics (Section 5a). Debate around development of inclusive curricula, and particularly race in the curriculum, has increased in recent years across the University, with initiatives such as the **Inclusive Curriculum Project** (2018), **LEAP** (2019) and the **Decolonising the Curriculum** and **Decolonising our Pedagogy** Projects (2020). A working group, under the leadership of the Pro-Vice-Chancellor / Head of College of Arts, is currently establishing a university-wide implementation plan to develop an inclusive classroom culture and promote and instigate curricula review at School level, specifically aimed at tackling issues of race, with the support of College Directors of Education and **Student Success Champions** [ACTION 4.31]. Work at local level to review and decolonise curricula is varied between disciplines, but some examples of recent initiatives are given in **Table 8.1**. It is interesting to note that the CoA is particularly engaged in this work and to reflect on whether this has played any part in the significant drop in the attainment gap observed across the College in 2019/2020 (Section 7d).

Student survey responses (**Table 8.2**) regarding course content show little difference between BAME and white students. Of note is the majority of students, regardless of ethnicity, feel that issues of ethnicity and race are rarely included in academic discussions, and that the course content does not reflect the opinions of a wide variety of people. Furthermore, student comments, although mixed, indicate that further work to decolonise the curricula is needed and would be welcomed [ACTION 4.31].

Table 8.1 Examples of work around decolonising the curriculum

SCHOOL / DEPT / COLLEGE	DECOLONISING INITIATIVE
School of History & Heritage / CoA	<ul style="list-style-type: none"> School-wide conversations to raise awareness and develop a more inclusive curriculum, including the validation of a 2nd year module – Decolonising the Past (2020–21). Staff, in conjunction with the library, have focused on increasing the presence of BAME historians in the library's monograph holdings. A student-led EDI committee suggests activities and approaches for the School.
School of English & Journalism / CoA	<ul style="list-style-type: none"> School EDI committee (staff and student representation) reviews all aspects of curricula development and provision BAME texts and writers have been fully explored in the Level 2 core module Postcolonialism English
School of Architecture & the Built Environment / CoA	<ul style="list-style-type: none"> All design colleagues are compelled to source multiple references for building precedent beyond the British Isles and Europe in order to promote the realisation that there is a greater world.
The Library	<ul style="list-style-type: none"> Library staff have created an anti-racism reading list to support the university community in utilising and diversifying reading lists.
CoS	<ul style="list-style-type: none"> Reflecting on how race is portrayed in forensic anthropology
CoSS	<ul style="list-style-type: none"> EDI is embedded early in course development (planned through to assessment)
LIBS	<ul style="list-style-type: none"> The Inclusive Curriculum Project has developed pilot programmes in Intercultural Competence and Social Enrichment to be rolled out across the Institution.

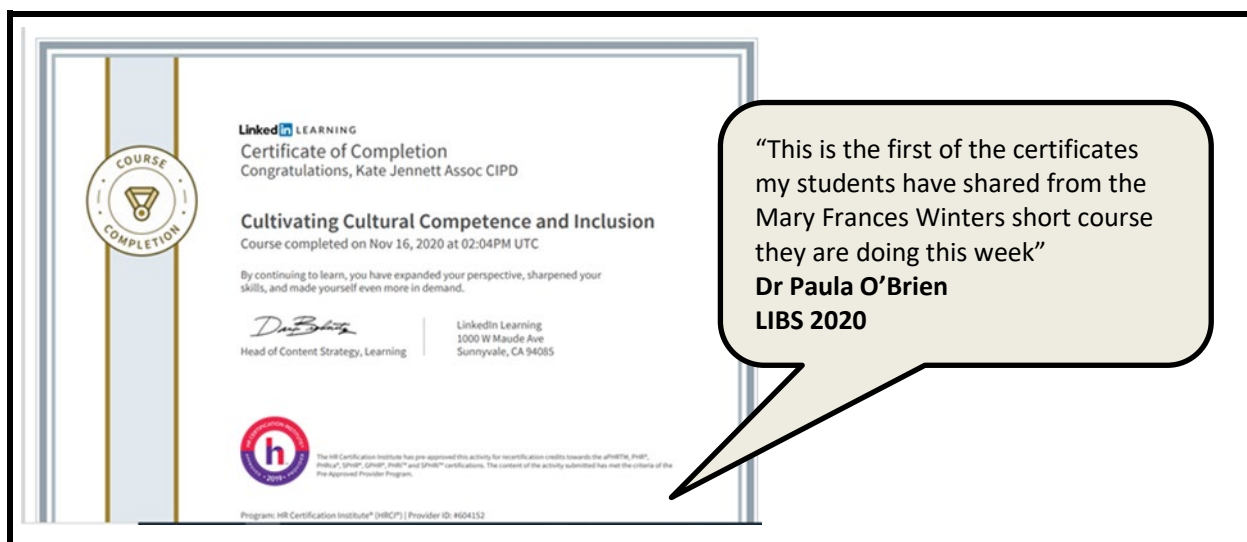
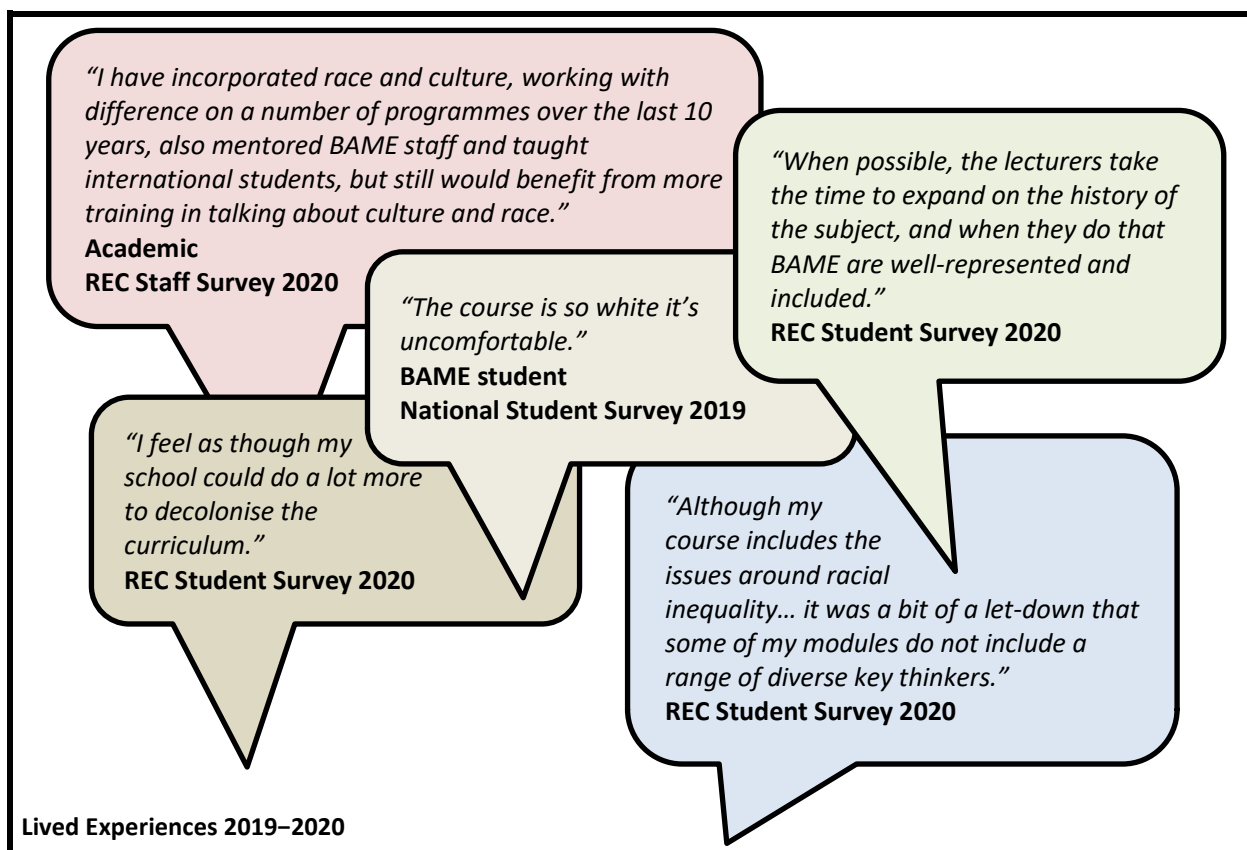


Table 8.2: Selected 2020 Student Survey responses

SURVEY QUESTION	STUDENT (% Agree)	
	BAME (n=146)	WHITE (n=241)
<i>"The content of my course matches my expectations and includes what I thought it would include."</i>	25.3	24.5
<i>"The content of my course reflects the opinions of a wide variety of people."</i>	14.4	12.0
<i>"When relevant, issues of ethnicity and race are included in academic discussions."</i>	17.1	20.8



Lived Experiences 2019–2020

8b Teaching and assessment methods

TEACHING

‘Student as Producer’ is the underpinning principle of teaching and learning at Lincoln and encourages research-informed teaching practices across the institution. In most schools, teaching takes place face-to-face (usually), and depending on discipline will comprise a mix of delivery modes: lectures, seminars, practicals, project work etc. and involve both whole cohort and small group sessions. From student feedback, the group work is the most likely teaching format to impact our ethnic minority students negatively, and we should ensure that measures are in place to mitigate this. Conscious inclusion and race-awareness training for our students forms part of our Action Plan [ACTION 4.20].

Placements also have the potential to impact minority students, particularly when in the Lincolnshire area, and better support for our ethnic minority students should be provided [ACTION 4.32].

Learning support for our ethnic minority students is provided through a variety of avenues. For example, In the College of Science, the Science Foundation has developed resources to support the development of study skills – **Skills for Success**. This forms part of a wider student-led campaign, **STEMM for All. Student Success Champions** in each school further support BAME student experience and success at School level. Responses from the student surveys show that more than twice as many BAME respondents than white know how to access additional support, should it be needed (Table 8.3).

Table 8.3 Selected 2020 Student Survey responses

SURVEY QUESTION	STUDENT (% Agree)	
	BAME (n=146)	WHITE (n=241)
<i>“I enjoy the way my course is taught.”</i>	19.9	20.7
<i>“I know where to go to get additional academic support if and when I need it.”</i>	34.9	15.4



ASSESSMENT

Assessment is usually comprised of a portfolio of assessment methods, including coursework, practical assessment, projects and exam, with undergraduate exams taking place towards the end of each academic year. Diversification of assessment is encouraged, and modules will normally have two or more different types of assessment.

Our assessment policies and procedures were updated in 2019. All programmes/modules must formally communicate requirements and processes, specifically for assessment load and overall management. Marking, moderation and examination processes are monitored by an examination board.

Moderation (via double or second marking) is required for all credit-bearing summative assessment to ensure the outcome is fair, valid and reliable. Where feasible, marking processes are anonymised (e.g. examinations). A formal feedback policy ensures timely assessment feedback is provided through a diversity of formats.

Our assessment policy is underpinned by an assessment charter which was developed in consultation with our students. This sets out the importance of appropriate design, communication, transparency and fairness, integrity and feedback for assessments. These principles and our policy help assure us that we have reduced the scope for bias in examination assessment. There may be potential, however, for bias in other types of assessment e.g. in a student's performance. Unconscious bias training is mandatory for all staff and developing race-awareness / anti-racist and conscious inclusion training forms part of our Action Plan [**ACTIONS 2.21, 4.4**].

From analysis of UoL NSS responses around assessment and feedback (**Table 8.4**), more white than BAME students agreed that the criteria for marking were clear and assessments were fair [**ACTIONS 2.21, 4.4**].

Table 8.4 NSS assessment and feedback responses by ethnicity (2018–2019)

NSS QUESTION		UoL Overall		White		BAME		White vs BAME	
		2018 (n=2328)	2019 (n=2562)	2018 (n=2029)	2019 (n=2257)	2018 (n= 284)	2019 (n= 294)	2018	2019
Assessment and Feedback		75.0%	70.4%	75.5%	70.3%	72.2%	71.3%	3.3%	-1.0%
8	The criteria used in marking have been clear in advance.	74.9%	67.9%	75.6%	68.0%	70.0%	67.4%	5.6%	0.6%
9	Marking and assessment has been fair.	75.5%	70.9%	76.2%	71.2%	70.4%	68.7%	5.8%	2.5%
10	Feedback on my work has been timely.	73.0%	69.8%	73.1%	69.3%	72.5%	74.2%	0.6%	-4.9%
11	I have received helpful comments on my work.	76.8%	73.1%	76.9%	72.9%	75.6%	75.2%	1.3%	-2.3%

Guided by the NSS responses, and informed through staff and student consultation (n=105) the LEAP team has developed an inclusive assessment checklist to help academics with the development of inclusive assessment practices and build on the assessment charter, consisting of eight main themes: (1) Diversity of assessment type; (2) Balance; (3) Flexibility; (4) Transparency; (5) Assessment support; (6) Student engagement; (7) Clarity and accessibility; (8) Constructive feedback.

The School of Education is currently developing inclusive assessment strategies, and the College of Science is looking to introduce student-chosen assessments, allowing students to make choices that reflect their culture. These practices, once developed, will be shared across the institution through project groups, the **Student Support Champion Network**, and the **EDI Forum**.

8c Academic confidence

Support for development of inclusive teaching and learning practices is provided through **LALT**. New academics undertake the academic apprenticeship (PGDip) and several learning outcomes cover inclusive teaching practice and the ability to consider a range of equality issues including race. For example, within the assessment module students are encouraged to explore the importance of different approaches to assessment, moving beyond the traditional and thinking about students' previous educational experiences. Assessment literacy is a key consideration as well. Other modules cover inclusive teaching and learning practice, awarding gaps and contemporary issues in HE, including EDI.

All members of teaching staff are expected to seek HEA recognition as part of their development, and are asked to consider their practice in two distinct areas and provide evidence of their pedagogy:

- Respect for individual learners
- Promote participation in Higher Education and equality of opportunity for learners

Developed through LEAP, the **Lincoln Education Toolkit for Student Success** (LETSS) provides resources and activities for staff to facilitate the application and promotion of EDI (race equality in particular) in their teaching and assessment and other professional activities. LEAP also provides workshops on inclusive curricula and pedagogy.

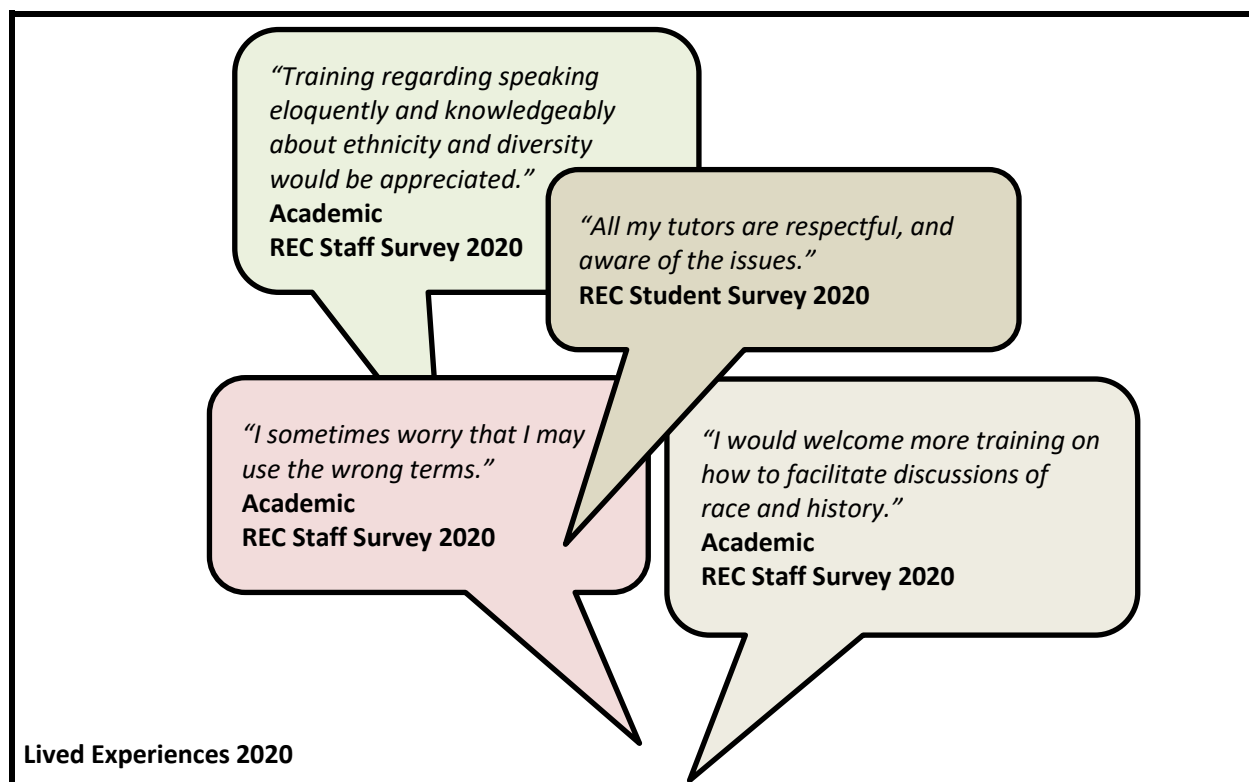
From staff surveys (**Table 8.5**), there are some observed differences between BAME and white staff in their confidence to discuss race and ethnicity. BAME staff are more confident to discuss with students, whilst white staff are more confident to discuss with other staff. Among students, however (**Table 8.6**) there is less confidence to talk about race at all, and little difference between responses from BAME and white students. Our Action plan seeks to build confidence in talking about race [**ACTIONS 2.25, 2.26**].

Table 8.5 Selected 2020 Staff Survey responses (academic staff only)

SURVEY QUESTION	ACADEMIC (% Agree)	
	BAME (n=26)	WHITE (n=182)
<i>"I feel confident and competent in facilitating discussions around ethnicity and race with students."</i>	65.4	57.7
<i>"I feel comfortable having discussions around race and ethnicity with colleagues."</i>	57.7	79.1
<i>"I believe I am treated equally by students, irrespective of my ethnicity or race."</i>	65.4	80.2

Table 8.6: Selected Student Survey responses (2020)

SURVEY QUESTION	STUDENT (% Agree)	
	BAME (n=146)	WHITE (n=241)
<i>"When relevant, my course tutors and lecturers are confident and competent in facilitating discussions around ethnicity and race."</i>	19.2	21.6
<i>"I feel confident and comfortable discussing issues around ethnicity and race with other students."</i>	22.6	25.3
<i>"I feel comfortable having discussions around race and ethnicity with my course tutors and lecturers."</i>	21.2	23.2



OBJECTIVE: Ensure all staff and students are equipped with the knowledge, racial literacy, and support to recognise, challenge and report incidents of racism and xenophobia both on campus and in the local community

ACTION 2.21: Develop and implement anti-racist training for staff and students to improve awareness and understanding of racism, racial harassment, white privilege and microaggressions.

ACTION 2.25: Ensure the newly developed E-learning resources designed to address racism, *The Uncomfortable Truth* and *The Uncomfortable Conversation*, are embedded in our staff and student training, and form the foundation for increasing knowledge and awareness of racism and discrimination across the University

ACTION 2.26: Expand and continue the *Let's Talk About Race* project (established in 2017) across staff and student communities

OBJECTIVE: To increase the offer rate to undergraduate students from ethnic minority groups

ACTION 4.4: Conscious inclusion training for all staff with decision-making responsibility.

OBJECTIVE: Increase progression rates of undergraduate students from all groups, but particularly those from ethnic minority groups

ACTION 4.20: Conscious inclusion / EDI / cultural awareness training for all undergraduate and PGT students in Welcome Week.

ACTION 4.30: Revise validation policy and practice for new programmes, including the requirement for student consultation and embedding EDI (with particular attention to race equality) in all aspects

ACTION 4.31: Decolonise our curricula and pedagogy

ACTION 4.32: Provide support for students from ethnic minority groups who are on placement in diversity-challenged locations

9 ANY OTHER INFORMATION

Black Lives Matter

Like many people and organisations, the University was profoundly shocked by the death of George Floyd. The wave of revulsion that spread around the World affected staff and students. It felt like a point of inflection; a moment when the World would begin to see that change was necessary and that, for all lives to matter, black lives had to matter.

Working with our staff and student groups, including the Students' Union, the University resolved both to recognise the legitimacy of the black lives matter campaign and to move towards a clear stance of anti-racism as an institution. It is important to stress that the University does not endorse the Black Lives Matter Movement, but it absolutely shares the view that people of colour are confronted with prejudice, bigotry, hatred and micro-aggressions in their everyday lives.

Practically, the University's leaders took the knee, alongside the student leaders, in a demonstration of solidarity with the black lives matter campaign. We have committed to redoubling our efforts to close the attainment gap, which sees black students far less likely to achieve a good honours degree than their white counterparts [ACTIONS 4.22–4.32]. We have also made a strong commitment to decolonising the curriculum, which involves changing what we teach, how we teach and how we assess our students [ACTION 4.31].

Alongside these practical steps, the Vice Chancellor has personally committed to working to remove racial injustice at the University. Equality, Diversity and Inclusion is now on the Senior Leadership Agenda at least every 6 weeks and every paper sent to the Senior Leadership Team and/or the Board has to consider the equality impacts that arise.

The steps set out in our action plan are the start of a concerted effort to ensure that the University is truly a place of equality of opportunity and where outcomes do not depend on your ethnicity, gender, sexuality, or disability but on your talent and determination to succeed.

COVID-19

To mitigate the impact of COVID-19 on staff and students, we established the **Equality Impact Group** in April 2020 to ensure all SLT decisions during the pandemic were fair and equitable and did not impact differentially on different groups of people. The EIG included all staff support network Chairs and a diversity of staff and student reps and was co-chaired by the Director of EGC and the Head of EDI. Equality impact assessments were carried out on all activities.

A safety net was set up for our students, ensuring that their attainment could not be negatively impacted, using past performance as a benchmark that they could not fall below. All assessment moved online and extensive communication ensured students were comfortable with changes. Students were closely counselled via personal tutors and the Student Wellbeing Centre if they were unable to attend campus due to a change in circumstances brought about by the pandemic, and individualised support plans were put in place to allow them to continue their studies. An equality impact assessment was carried out on the Safety Net Policy to ensure no group of students were disproportionately disadvantaged.

SECTION 9 WORD COUNT: 505

9 ACTION PLAN (2021–24)

- 1. Governance: Ensuring accountability for and delivery of the Race Equality Action Plan**
- 2. Facilitating Culture Change and progressing conversations around race equality**
- 3. Addressing the underrepresentation of BAME staff**
- 4. Support an inclusive student pipeline: from undergraduate admissions to postgraduate success**

<h1>1</h1>	<p>Governance: Ensuring accountability for and delivery of the Race Equality Action Plan</p> <p>Rationale: Reflection on the self-assessment process highlighted both the importance and complexity of embedding race equality work into the culture and workings of the institution. Our implementation structure aims to integrate REC as a strategic priority and ensure our senior managers have direct ownership of the action plan.</p>				
Ref	Objective and Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility
1.1	A robust, sustainable structure to drive the delivery of our REC Action Plan	JEDI partnership will continue to provide leadership for the REC within the wider Race Equality Project	Ongoing Standing agenda item at monthly JEDI committee meetings from Sept 2021 REC initiatives incorporated into Annual Programme Oct 2021 , then annually	Initiatives from REC Action Plan implemented according to Action Plan timescale 5 new REC initiatives established across the institution over the duration of the Action Plan (Aim: one new initiative per annum, or in response to feedback / survey responses) Progress reported quarterly to RECAP and Inclusion Committee	Director of the EGC / Head of EDI
1.2		RECAP group set up, co-chaired by the Director of the EGC and the Head of EDI, and with key action owners as members, will oversee delivery of the REC action plan	Termly, beginning Summer 2021 and then for the life cycle of the action plan	<ul style="list-style-type: none"> • Membership and terms of reference are agreed • Termly meetings take place • Timely progress against action plan timeframes is demonstrated 	Director of the EGC / Head of EDI
1.3		Inclusion Committee receives quarterly reports from the RECAP group (standing agenda item) on progress against the REC action plan	Quarterly, beginning Summer 2021	<ul style="list-style-type: none"> • Inclusion Committee terms of reference include oversight of the REC • Inclusion Committee receives quarterly reports on progress against the action plan (minuted) 	Chair of the Inclusion Committee (DVC)

				<ul style="list-style-type: none"> Progress against the REC action plan is embedded in Inclusion Committee reports to SLT and the Board of Governors 	
1.4		A REC progress summary will be submitted by the Inclusion Committee to SLT as part of the University's annual equality assurance.	Annually, beginning Autumn 2021	SLT are engaged with and have accountability for delivery of the REC action plan	Director of the EGC / Head of EDI / Chair of the Inclusion Committee (DVC)
1.5		Current REC Self-Assessment Team (Race Equality Project Team) to prepare for Charter renewal	RECSAT meetings twice a year 2021–2024	<ul style="list-style-type: none"> Race Equality charter is established as a process of continuous improvement within the wider Race Equality Project Composition of the RECSAT is broad-based including a range of different roles (including student representation) and ethnicities. All RECSAT members have workload acknowledged either through workload model, through negotiation with line manager, or embedded in their job description. REC action plan (2024–27) Submission of REC renewal application 	Director of the EGC / Head of EDI
1.6	REC objectives and actions are embedded in relevant institutional strategic frameworks	Equality and Diversity will be reflected in the University's new Strategic Plan 2022.	<p>Consultation and development scheduled for 2021–22.</p> <p>New Strategic Plan, June 2022</p>	<ul style="list-style-type: none"> Strategy consultations include engagement on EDI issues. SLT discussions facilitated by SLT EDI Champions (already in place, and include champions for race, gender, LGBT, disability, caring responsibilities, age, religion) 	Vice-Chancellor

			<ul style="list-style-type: none"> The Strategic Plan clearly articulates institutional engagement with and commitment to EDI 	
1.7	Institution KPIs to include alignment with EDI priorities	August 2021, then annually	<ul style="list-style-type: none"> College Annual Plans will explicitly address EDI priorities School Annual Plans will explicitly address EDI priorities REC and AS objectives and actions are embedded in the activities of Academic Colleges and Schools and key Professional Services divisions, and their progress monitored 	Vice-Chancellor
1.8	Common issues and projects in the REC and AS action plans are identified and taken forward as joint projects	Reviewed/ actioned/ reported every two months 2021–24	<ul style="list-style-type: none"> Standing item on Inclusion Committee Agenda for discussion and action The University’s EDI Strategy – Towards an Inclusive University – incorporates a holistic and intersectional inclusion of REC and AS priorities Proposed changes to improve gender and ethnic diversity in processes and practices (e.g. recruitment and promotion) are taken forward holistically 	Director of the EGC / Head of EDI / Chair of the Inclusion Committee (DVC)
1.9	REC actions are embedded in the UoL Access and Participation Plans 2021/22 to 2024/25	Annually 2021–2024	The Access and Participation Plan and REC action plan are aligned and mutually support the delivery of the institution’s race equality objectives	DVC (Student Experience and Engagement)

<p>1.10</p>	<p>To increase the confidence of staff and students in the University’s commitment to delivery of the REC action plan, and to facilitating culture change</p> <p><i>Rationale - There was a lack of engagement with the staff survey, particularly in the high proportion of staff and students preferring not to give their ethnicity. The proportion of non-disclosure is much higher than observed across the institution as a whole, and may denote a lack of confidence in the REC process</i></p>	<p>Continue biennial REC surveys and promote their importance via multiple methods to encourage staff and students to engage better with the survey and be confident to disclose their ethnicity (anonymously)</p>	<p>REC survey information incorporated into staff and student induction Jan 2022 and then annually</p> <p>Launch of Lincoln Annual EDI Report (Action 1.12) will increase confidence that data are used, and encourage participation and disclosure Sept 2022</p> <p>Survey implemented every two years</p>	<ul style="list-style-type: none"> • Staff Survey response rate increases from 17% to at least 50% by 2024 survey • Non-disclosure of ethnicity from staff will decrease (from 17% to the University norm (currently 4%)) • Student responses increase from benchmark figure of 26% to 50% by 2024 survey 	<p>Director of the EGC / Head of EDI</p>
<p>1.11</p>		<p>Increase confidence in survey by working with Ethics to make explicit the data protection and survey confidentiality, as well as the importance of collecting personal characteristics data for research purposes, through the use of survey participant information sheets and survey consent forms.</p>	<p>Completed by Dec 2021</p> <p>Implemented Oct 2022 and then biennially</p>	<ul style="list-style-type: none"> • Guidance document for inclusive survey design is available • Improved engagement with future surveys: staff survey response rate is at least 50% in the 2024 survey; student response rate is >26% in the 2024 survey • Non-disclosure of ethnicity from staff will equal the University norm 	<p>Equality Project Manager / Research Governance Manager</p>

1.12		Establish the Lincoln Annual EDI Report, to communicate the University's progress against EDI ambition (including progress against both Race and Gender Equality Action Plans)	First report in Sept 2022 , then annually	<ul style="list-style-type: none"> • Report explicitly distributed to all staff on an annual basis • Increased awareness in staff of EDI work progress • Increased confidence in staff that the University is committed to facilitating culture change 	Co-Chairs, JEDI
2	<h3>Facilitating Culture Change</h3> <p>Rationale: Interactions and dialogue are key for fostering good relations between people of different ethnicities. Therefore, we will create more opportunities to empower students, staff and members of our local communities to have constructive conversations about race equality and to challenge inequalities with confidence. If we can start the conversations, this will serve as a catalyst towards a wider culture change.</p>				
Ref	Objective and Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility
2.1	Ensure equality-related work is recognised and transparent across the institution	Review the workload model to ensure a consistent and transparent allocation of time for equality-related work across the institution	Completed by Sept 2022	All academic staff involved in EDI projects have workload acknowledged through workload model. [Note: PSS staff do not use the workload model. REC contribution/recognition is instigated through annual planning with line-manager or is an integral part of the role/job description].	Head of EDI / HR Change & Transformation Manager
2.2		Review generic job descriptions (academic and PSS) to include a responsibility towards EDI	Completed by Sept 2023	100% generic job descriptions include a responsibility to EDI	

2.3	Better understand the lived experiences of our BAME and international staff and students that underpin issues emerging from consultation processes	Conduct further qualitative research into the lived experiences of BAME staff, via the TalkBack Tuesday Programme , focussing on issues emerging from the 2020 survey data	Jan 2022–Dec 2022 Report Presented to the Inclusion Committee in April 2023	<ul style="list-style-type: none"> • 2022 Race-related Talkback Tuesday Programme in place • 8 focus groups held • 80 participants 	EGC Portfolio Manager / Equalities Project Manager
2.4		Broaden the Hear Our Voices project (initially based in the College of Social Science) into a campus-wide study of the lived-experiences of our BAME and international students	2021/22–2022/23 academic years New initiatives addressing emerging issues identified and actioned 2023/24 academic year, and then annually	<ul style="list-style-type: none"> • 80% of our BAME student community engaged with/contributed to the project • Hear Our Voices research report presented to the Inclusion Committee • Recommendations for action to RECAP, and all actions implemented • Increased sense of belonging in our BAME student community. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey 	Co-Chairs JEDI
2.5		Utilise our Race Research Roundtable and Migration Research Roundtable Programmes to establish projects that impact on UoL staff and student communities	5-year project plan developed Sept 2022 At least 1 project run annually from Sept 2022	<ul style="list-style-type: none"> • Roundtable discussions have identified a number of UoL community-focused research questions related to race and ethnicity (2021–22) • Projects are developed and leads identified (2022) • Outcomes and recommendations are reported to the Inclusion Committee and RECAP (2025) • Recommendations are implemented 	Director of EGC / EGC Director of Student Inclusion

2.6				<ul style="list-style-type: none"> Increased sense of belonging in staff and students at Lincoln: the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey 	
	Actively promote the reverse mentoring pathway in the Pipeline Inclusive Mentoring Scheme (PIMS) without over-burdening BAME staff	<p>Mentors in place Dec 2021</p> <p>Initial mentoring partnerships completed Dec 2022</p> <p>Increased mentor pool April 2023</p> <p>Senior leader programme complete Dec 2024</p> <p>Managers programme complete Dec 2025</p>	<ul style="list-style-type: none"> 10 BAME mentors from across the institution are registered with PIMS (Dec 2021). A series of short (no longer than 1 month) mentoring partnerships are completed (Dec 2022) Number of BAME mentors registered with PIMS increased to >30 (by April 2023) 100% senior leaders completed programme (Dec 2024) 100% managers completed programme (Dec 2025) 	EGC Portfolio Manager	

<p>2.7</p>	<p>Enhance the visibility of BAME cultural identities on campus and within the local community</p> <p><i>Rationale – The staff and student surveys and focus groups showed that many staff and students find our campus unwelcoming or un-inclusive of BAME cultural identities. We need to find ways of balancing the historical legacy of our campus buildings and collections with reflecting our ambition to be a diverse and inclusive community</i></p>	<p>EDI is built into the briefing for all events, exhibitions and public programmes on campus and a work programme (plan) developed to embed EDI in the University’s cultural offerings</p>	<p>Briefing document and guidance written for all UoL events (Oct 2023)</p> <p>Workshop for event planners Oct 2023 and annually</p> <p>Reporting/ monitoring mechanisms established to ensure all School/College/ Central events are diverse and inclusive Oct 2023</p> <p>Annual EDI audit process in place Oct 2023, and annually</p>	<ul style="list-style-type: none"> • Diversity and inclusion is considered at the planning phase of all activities/events across the University (2023) • Positive feedback from staff and student focus groups / surveys on cultural diversity on campus (2025). For example, the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted by the lack of diversity at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted by the lack of diversity at Lincoln decreases (from 37%) to < 10% in the 2024 student survey • EDI ‘audit’ forms part of the EDI annual reporting • All events, exhibitions and public programmes are demonstrably diverse, with broad representation across BAME cultural identities (50% BAME) 	<p>JEDI / CDM Events Team</p>
<p>2.8</p>		<p>Build on our community engagement with specific focus to increase understanding and tolerance, and promote inclusivity in the community <i>e.g. our public history project: Reimagining Lincolnshire</i></p>	<p>Underway (2021)</p> <p>A new community project established</p>	<ul style="list-style-type: none"> • Our Reimagining Lincolnshire public history project is established • Resources co-created, such as materials for schools and museum exhibits. • New projects are in place informed by the above 	<p>Professor of Cultural Heritage Studies / Director EGC</p>

2.9			<p>biennially from Jan 2023</p> <ul style="list-style-type: none"> • BAME and international staff and student experiences in the local community have a more positive outcome: Increased sense of belonging in staff and students in Lincoln: the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey; Fewer cases of racial discrimination/harassment among staff and students: a reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination / harassment in the local area from 54.4% (BAME staff) and 20.4% (BAME students) to < 30% and <10%, respectively, in the 2026 surveys 	
	Establish the Race Matters Public Lecture Series	Develop 2022 Speaker Programme by Oct 2021	<ul style="list-style-type: none"> • The Race Matters 2022 Programme is completed with confirmed speakers across diverse topics 	Co-Chairs, JEDI

			<p>First Lecture Jan 2022 and then quarterly</p>	<ul style="list-style-type: none"> • Marketing material is prepared and the Lecture Series well-advertised in the community • First lecture is well-attended by staff, students and the public (>50 attendees) • Attendance is monitored 	
2.10		<p>Develop a permanent resource for The Collection / Usher Gallery (museum/art gallery) and the Library, using collections to explore themes of whiteness and privilege</p>	<p>Consultation complete Dec 2022</p> <p>Resource launched Oct 2024</p>	<ul style="list-style-type: none"> • Four consultation workshops held with Staff Network and Student Groups • Resource launched • Proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey 	<p>Director EGC / SLT Race Equality Champion</p>
2.11		<p>Build on our current work to develop an expanded range of centrally and locally organised events (BAME specific and intersectionality focus) in collaboration with community partners for History Months and other cultural/diversity days (e.g. Diwali, Community Iftar on campus) to showcase and share awareness of other cultures. Attendance to be monitored.</p>	<p>Ongoing 2021–2024</p>	<ul style="list-style-type: none"> • Dissemination of the University's Black History Month programme to all staff and students • At least 30% of events to include content about race equality issues • Each SLT member commits to attending a Black History Month event • Increase number of staff and students attending key events (e.g. Black History Month and other race-relevant events). At least a 	<p>JEDI</p>

2.12				<p>10% increase in attendance year on year</p> <ul style="list-style-type: none"> • Proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey 	
	Continue and broaden our <i>Decolonising the Campus</i> project to ensure our campus is inclusive and inviting to all.	<p>Building plaques in place Sept 2021</p> <p>Portraits are diverse and representative of different cultures Sept 2025</p>	<ul style="list-style-type: none"> • Plaques have been introduced on buildings to explicitly highlight historic links between the person the building is named after and the Slave Trade (completed) • Portraits that appear around the campus reflect a diverse community (BAME representation at least 30% of all portraits) • Proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey 	SLT Race Equality Champion	

2.13		Develop 'Who we are' infographics giving an overview of the staff and student bodies by protected characteristic	Completed by August 2022	<ul style="list-style-type: none"> • Infographics produced and promoted as a training aid 	JEDI
2.14		The creation of a Lincoln Culture Map for new staff and students	In progress To be completed by August 2022	<ul style="list-style-type: none"> • Web-based culture map on EGC website and Student Life Website • Information leaflet for Welcome Week and new staff induction • Positive feedback from staff and students in surveys / focus groups in terms of increased sense of belonging. For example, the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey 	JEDI / SU / Director of Digital Student Life
2.15		Catering outlets introduce a wider and long-term selection of world foods on campus in recognition of different cultural/dietary requirements. An accompanying Lincoln Cultural Cookbook is compiled and available at all catering outlets.	Menus developed by Dec 2021 World food available from outlets by Mar 2022	<ul style="list-style-type: none"> • Positive feedback from staff and student focus groups / surveys on cultural diversity on campus • Lincoln Cultural Cookbook is available to all 	EGC / Head of Catering

2.16	Raise local awareness, promote local inclusivity, and increase our engagement with local ethnic minority community groups	Through our Civic University Agreement, work with the City of Lincoln to create a joined-up approach to workforce diversity in the City, establishing a Lincolnshire Inclusive Leadership pledge	In place by Sept 2025	<ul style="list-style-type: none"> Lincolnshire Inclusive Leadership Pledge is developed through collaboration with the City of Lincoln Council 	
2.17		Build networks of local employers, and work with them to support development of inclusive recruitment practices, and inclusive working environments	<p>Annual programme of roundtable discussions starting April 2022</p> <p>Collaborative projects in place by Sept 2025</p>	<ul style="list-style-type: none"> A series of roundtable discussions have taken place with a range of local employers Local employers are more aware of inclusive recruitment practices and the benefits to them of a more diverse workforce Collaborations are fostered with at least four ten local employers by 2025 	Director EGC, EGC Portfolio Manager
2.18		Utilise our Race Research Roundtable and Migrant Research Roundtable Programmes to establish a community research programme that impacts on local communities	<p>5-year project plan developed Sept 2023</p> <p>At least 1 project run annually from Sept 2023</p> <p>Public conference Sept 2025</p>	<ul style="list-style-type: none"> A multi-disciplinary research team established (2022) A community research programme is established using existing links with local communities (2022–23) Funding secured (2022–23) Projects are developed and launched (2023–25) Local communities are engaged, and at least 10 members of the public have signed up in the first phase (2023) A public conference is held to share the research results (2025) Outcomes and recommendations are reported to the Inclusion Committee and RECAP (2025) 	EGC Director of Research / Equalities Project Manager

<p>2.19</p>	<p>Ensure all staff and students are equipped with the knowledge, racial literacy, and support to recognise, challenge and report incidents of racism and xenophobia both on campus and in the local community</p>	<p>Continue the student-focussed project, <i>Don't Tolerate Hate</i>, to raise awareness of racism and xenophobia, reporting mechanisms, and the knowledge to access the support available</p>	<p>Jan 2022–Dec 2022</p>	<ul style="list-style-type: none"> • Promotional material is designed and produced • 3 new videos are produced for the Trooth Booth • 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>Head of Student Services / Director of Digital Student Life</p>
<p>2.20</p>	<p><i>Rationale – feedback from staff and students suggests that people do not engage in discussions about race for fear of causing offence or saying the wrong thing. We need to give staff and students more knowledge of race equality issues, normalise discussions of race, and embed anti-racist behaviours in all areas of our work</i></p>	<p>Building on the successful student project, establish a staff-focussed campaign, <i>Don't Tolerate Hate</i>, 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>June 2022–May 2023</p>	<ul style="list-style-type: none"> • Promotional material is designed and produced • 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, harassment, racism, xenophobia, hate-crimes. • Use of the Concern Line increases 	<p>JEDI</p>
<p>2.21</p>		<p>Develop and implement anti-racist training for staff and students to improve awareness and understanding of racism, racial harassment, white privilege and microaggressions</p>	<p>Work started in 2020 Ongoing</p> <p>Training In place by Jan 2022</p> <p>Included in mandatory training requirement for all staff</p>	<ul style="list-style-type: none"> • A range of anti-racist materials is available • Guidance on hate speech is available • A new anti-racist training programme is launched (external provider) • 80% staff and 50% students completed training by Dec 2025 • An increased sense of belonging in staff and students as evidenced through analysis of survey responses. For example, the 	<p>JEDI / SU / OD Manager</p>

			<p>Sept 2022</p> <p>Incorporated into student induction programmes</p> <p>Sept 2022</p>	<p>proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey</p> <ul style="list-style-type: none"> • A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination / harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to < 10% in the 2024 surveys and zero in the 2026 surveys 	
2.22	Review current policies and procedures and develop new institution-wide strategies for tackling racial harassment.	Completed by	Dec 2021	<ul style="list-style-type: none"> • 100% policies reviewed (by Dec 2021) • Strategy for tackling racial harassment developed as part of the new EDI strategy • Implementation plan with identified impact indicators to monitor progress 	Chair, Inclusion Committee
2.23	Ensure expected behaviours for online behaviour are clearly communicated to students and staff, as well as sanctions for breaches	Code of conduct established	Sept 2022	A code of conduct is established that clearly defines acceptable and unacceptable behaviours, particularly with respect to on-line and social media activity.	Director of HR / Head of Student Affairs
		Code of conduct visible			

			to all staff and students from Dec 2022	The code of conduct is prominent and readily accessible to all staff and students	
2.24		Explicitly commit priority status to tackling racial harassment	Priority status established Sept 2021	<ul style="list-style-type: none"> • School and College EDI Committees prioritise activity that addresses issues relating to race and ethnicity, and establish annual race and ethnicity initiatives as part of their EDI plans • Tackling racial harassment is a regular discussion point of the EDI Forum. Schools and Colleges report initiatives and share good practice across the institution Activities and outcomes are reported to the Inclusion Committee • A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination / harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to <10% in the 2024 surveys and zero in the 2026 surveys 	Chair, Inclusion Committee
2.25		Ensure the newly developed E-learning resources designed to address racism, The Uncomfortable Truth and The Uncomfortable Conversation , are embedded in our staff and student training, and form the foundation	Underway Embedded by Dec 2021 Established within our staff	<ul style="list-style-type: none"> • 100% managers completed the e-learning resources (Dec 2022) • 80% of all staff have completed the e-learning resources (Dec 2022). 100% by Dec 2024 • 50% of all students have completed the e-learning resources (Dec 2023) 	Head of EDI / OD Manager / Director EGC

		<p>for increasing knowledge and awareness of racism and discrimination across the University</p>	<p>and student training / development provision from Dec 2021</p> <p>Uptake monitored annually</p>	<ul style="list-style-type: none"> • A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination / harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to < 10% in the 2024 surveys and zero in the 2026 surveys. 	
<p>2.26</p>		<p>Expand and continue the Let's Talk About Race project (established in 2017), providing workshops and focus groups across staff and student communities. Programme co-developed between staff and students</p>	<p>2021–22 Develop programme</p> <p>2022–25 Embed</p>	<ul style="list-style-type: none"> • 4 workshops and 4 focus groups (for staff / students) run annually • Good attendance: Year 1 – 20 staff and 20 students per workshop (increasing to 50 in three years) and 10 participants per focus group • 80% of staff and 80% student attendees considered the workshop/training to have increased their confidence to talk about race • A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination/ harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to < 10% in the 2024 surveys and zero in the 2026 surveys 	<p>Co-Chairs JEDI / BAME Student Advisory Group</p>
<p>2.27</p>		<p>Establish the Anti-Racist Alliance Group</p>	<p>Underway</p> <p>Fully operational by June 2021</p>	<ul style="list-style-type: none"> • Chair elected • Terms of reference defined • Membership established 	<p>JEDI</p>

2.28	<p>Ensure inclusive decision-making is embedded in our practices</p>	<p>Equality Impact Assessments to be completed and considered alongside decision-making processes and policy development to enhance attention to EDI issues, particularly in committees that lack diversity</p>	<p>EIA template developed (completed July 2020)</p> <p>EIAs routinely completed alongside decision-making processes by Aug 2022</p>	<p>100% policies have an EIA before being sent for approval</p> <p>EIAs are published on the website</p>	<p>Director HR / Head of EDI</p>
2.29	<p>Facilitate and implement College-based EDI work</p> <p><i>Rationale: from consideration of data in Sections 4 and 5, Heads of College have prioritised a number actions to accelerate culture change within their staff communities</i></p>	<p>Strengthen training for, and prominence of, EDI Chairs within Schools and Colleges, empowering them to challenge colleagues and set local agendas.</p>	<p>Mentoring and coaching provision in place by June 2022</p> <p>Roll out through EDI Forum June 2022 and annually thereafter</p>	<p>Personal coaching and mentoring offered to College EDI leads.</p> <p>75% of EDI Chairs have taken up the training</p> <p>Positive post-training feedback</p>	<p>PVC Heads of College</p>
2.30		<p>Ensure appointment and support training of School-level diversity Champions.</p>	<p>Oct 2021</p>	<ul style="list-style-type: none"> • 100% of Schools have appointed diversity Champions • Role descriptions are developed in common • All Champions have received training 	<p>HoS / JEDI</p>

2.31		College and School EDI committees to prioritise (intersectional) actions on race and ethnicity equality	Equality plans developed by Jan 2022 and updated annually	<ul style="list-style-type: none"> • College and School EDI committees have developed race and ethnicity equality plans • Plans are discussed at the EDI Forum, and shared with other Schools • Activities and outcomes are reported to the Inclusion Committee 	Chair, Inclusion Committee
2.32		Dedicated EDI budget in Colleges to Support EDI work.	Feb 2022	EDI budgets established during the annual planning rounds	PVC Heads of College
2.33		PVC meets College EDI leads regularly so that issues can be elevated and actioned. EDI is standing item on CLT committee agendas.	Ongoing	<ul style="list-style-type: none"> • Regular meetings planned in advance between PVC and College EDI lead • Notes from meetings are presented at CLT • Issues arising are actioned 	PVC Heads of College
2.34		Ensure that BAME views are specifically invited and represented in all college/school activities (e.g. curriculum development, student engagement, research assessment, staff recruitment) without adding disproportionately to BAME colleague workloads.	Diverse and representative committees and working groups in place by August 2022	<ul style="list-style-type: none"> • All College-/School-based committees are diverse, with minority ethnic representation (reflecting diversity of College/School/Department, without over-burdening staff) • All working groups and teams are diverse, with minority ethnic representation (reflecting diversity of College/School/Department without over-burdening staff) • All ethnic minority staff are given the opportunity to contribute to 	PVC Heads of College

2.35				the activities of the School / College / Department	
	Implement HR training on difficult conversations across the College extended management team (first) and all staff (second).	Incorporate training into annual plans Mar 2022 Monitor uptake (ongoing)	<ul style="list-style-type: none"> • 100% managers completed the e-learning resources (Dec 2022) • 100% of all staff have completed the e-learning resources (Dec 2024). • An increased sense of belonging in staff and students as evidenced through analysis of survey responses. For example, the proportion of BAME staff (academic and PSS) stating in the staff survey that their sense of belonging is negatively impacted at Lincoln decreases (from 75.6% and 80.0%, respectively) to < 50% in the 2024 staff survey. The proportion of BAME students stating in the student survey that their sense of belonging is negatively impacted at Lincoln decreases (from 37%) to < 10% in the 2024 student survey • A reduction in the number of BAME staff and student survey respondents who have (recently) witnessed or been a victim of racial discrimination/ harassment on campus from 33.3% (BAME staff) and 21.9% (BAME students) to < 10% in the 2024 surveys and zero in the 2026 surveys. 	PVC Heads of College	

2.36		Ensure that agreed University-wide actions are implemented at College level through the oversight of College EDI Committees.	Ongoing 2021–2025	<ul style="list-style-type: none"> • University-wide actions from the REC Action Plan are embedded in the College EDI Committee’s annual planning • Actions are implemented within the College • Progress on actions is reported to RECAP 	College EDI Chairs
2.37		Provide encouragement, guidance and incentives for involving BAME people and organisations as partners in research, professional practice and public engagement	Jan 2022 and thereafter ongoing Monitored annually	<ul style="list-style-type: none"> • College level incentivisation plan developed and implemented • Impact is monitored in terms of increasing engagement with ethnic minority people. Collaboration Pools in each College increase diversity by 10% each year 	
2.38		Determine whether the current staff support networks meet the needs of College staff – providing safe spaces for BAME staff to share their experiences (e.g. PoC, International, LGBTQI+, LincolnWiSE). Where a need is identified, facilitate a new network (e.g. STEMM PoC group)	Oct 2021	<ul style="list-style-type: none"> • Staff consultation through survey / focus groups • Report on analysis • Needs identified are translated to action 	Co-Chairs JEDI
3	<p>Underrepresentation of BAME Staff: Rationale: Whilst the University has a higher proportion of BAME staff than the sector average and our BAME staff population is growing year on year, certain groups of staff remain significantly underrepresented.</p>				
Ref	Objective and Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility

<p>3.1</p>	<p>Make a public and auditable institutional commitment to increase representation of BAME staff at all levels.</p> <p><i>Rationale - Our proportion of BAME staff declines as seniority increases. The use of institutional targets for female staff has proven to be an effective tool.</i></p>	<p>Targets for BAME representation at institutional level for each grade are agreed and published in the new Lincoln Equality Scheme (2021–2025).</p> <p><i>We will initially aim to increase BAME staff at each grade so that representation becomes at least equal to the grade below (where higher)</i></p>	<p>KPIs established annually</p> <p>Lincoln Equality Scheme established July 2022</p>	<ul style="list-style-type: none"> • KPIs in place • By the end of the current action plan (2025), we aim to achieve at least the following levels of BAME representation at each grade: <p>ACADEMIC STAFF: Researchers: 30% Lecturers: 20% Senior Lecturers: 20% Associate Professors: 16% Professors: 17%</p> <p>PROFESSIONAL SERVICES & SUPPORT STAFF: Grades 2–4: 3.5% Grades 5–7: 5.0% Grade 8–10: 4.0% SMG: 9.0%</p> 	<p>Director HR / Director of Planning and Corporate Strategy / Head of EDI / Director EGC</p>
<p>3.2</p>		<p>Amend workforce planning template to include ethnicity at each grade.</p>	<p>August 2023</p>	<ul style="list-style-type: none"> • Diversity is embedded in management pipeline 	<p>Director HR / Director of Planning and Corporate Strategy</p>
<p>3.3</p>		<p>Progress against targets forms part of the annual planning process and actively informs planning decisions</p>	<p>Annually, starting March 2022 (next planning round)</p>	<ul style="list-style-type: none"> • Targeted actions are implemented to attract BAME candidates as part of the workforce planning process (e.g. a specific recruitment campaign) • BAME grade targets are achieved in the lifetime of the scheme 	<p>Heads of College</p>

3.4		Progress against institutional targets is reported to SLT on an annual basis	June 2022 and annually	<ul style="list-style-type: none"> Annual Progress report 	Co-Chairs RECAP
3.5	Understand the different challenges faced across Colleges and Directorates in establishing diverse communities	Study the recruitment practices within our Colleges and identify factors that have led to more diverse staff communities in LIBS and CoS	Underway Ongoing Complete by Dec 2021	<ul style="list-style-type: none"> College-level analysis of recruitment practices complete Report presented to the Inclusion Committee Recommendations made 	Co-Chairs JEDI
3.6	<i>Rationale: by understanding the factors that have facilitated the successes observed in LIBS and CoS, we will ensure that good practice is shared to support improved diversity across the institution</i>	Monitor and evaluate recruitment campaigns (including the effectiveness of positive actions)	Annually 2021–2025	<ul style="list-style-type: none"> Report findings to Inclusion Committee (annually) Recommendations made re. growing diversity Results inform our recruitment strategy 	Director, HR
3.7	Consideration of outcomes by ethnicity is embedded in key employment processes and actions are implemented to address any issues that emerge	PRP reward, promotions, recruitment processes, and access to training to be widely monitored by ethnicity – at College and cost centre level and reported to RECAP on an annual basis	Annually from Feb 2022 (2021 data)	Increased awareness of areas where race inequality may be apparent and scrutiny of key processes, which informs our REC Action Plan and renewal	Chairs, RECAP
3.8	<i>Rationale: we routinely collect an extensive range of data that enables us to centrally assess outcomes by ethnicity. These data now</i>	Continue to monitor part-time working by ethnicity	Annually (Feb) 2021–2025	Trends in working mode are picked up at College level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. over-representation of BAME candidates)	Heads of College

3.9	<i>need to be embedded into relevant processes so that it informs decision-making and supports better outcomes for BAME staff</i>	Promote the flexible working policy to increase awareness within the BAME community	<p>Raise visibility of the policy Dec 2021</p> <p>Monitor awareness and confidence through staff surveys Oct 2022 and biennially thereafter</p>	<ul style="list-style-type: none"> • 100% BAME staff are aware of the flexible working policy, as evidenced in survey results – increased proportion of BAME staff survey respondents aware of flexible working policy from 65.4% (academic) and 80.0% (PSS) (Oct 2022) • Increased confidence among staff that requests for flexible working would be granted – increased proportion of BAME staff survey respondents confident a request would be granted from 20.0% (PSS) and 46.2% (academic) to >50% and 70%, respectively (Oct 2024). 	Head of EDI, HR
3.10		Ensure consistency of implementing the flexible working policy in practice across academic schools and professional service departments, through training for managers / Heads of School / Heads of Department	Training materials updated for delivery by Oct 2022	<ul style="list-style-type: none"> • Implementing the flexible working policy is included in training materials for managers / Heads of School, Heads of Department (Oct 2022) • 100% of managers / Heads of School, Heads of Department have received the training (Oct 2025) • Increased confidence among staff that requests for flexible working would be granted – increased proportion of BAME staff survey respondents confident a request would be granted from 20.0% (PSS) and 46.2% (academic) to >50% and 70%, respectively (Oct 2024). 	OD Manager

3.11		Continue to monitor leavers by ethnicity and increase the take-up of exit interviews (optional) to establish the underpinning reasons for leaving	Annually (Feb) 2021–2025	Trends in leaving the institution are picked up at College level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. over-representation of BAME candidates)	Heads of College
3.12		Collect data on reasons for leaving through core HR system and present these to RECAP on an annual basis	Annually from 2021	Annual report is considered by RECAP and informs REC renewal	Head of EDI
3.13	<p>Review our Recruitment Strategy</p> <p><i>Rationale: actively seek to eliminate racial bias and to mitigate known issues that can enhance bias</i></p>	Establish a new Key Performance Indicator (KPI): <i>Increase the number of BAME applicants to both academic and professional service roles</i>	Annually 2022–25	<ul style="list-style-type: none"> • KPI established to effect a 1% year on year increase in the number of BAME applicants to PSS advertised positions. • KPI established to effect a 1% year on year increase in the number of BAME applicants to academic advertised positions. • KPI is monitored annually 	Head of Planning
3.14		Provide more flexibility to work remotely – COVID experience has shown less need for staff to be in Lincoln 5-days-a-week. This will allow us to explore the Midlands corridor – Nottingham, Leicester, Birmingham – to provide more diverse recruitment pools	<p>‘Agile working’ policy developed by June 2022</p> <p>New policy rolled out from Oct 2022</p> <p>Monitoring impact on recruitment diversity</p>	<p>PSS representation increases to align with sector (11.5%) by 2036: (2021: 3.4%)</p> <p>By end of action Plan (2025): 4.5%</p> <p>2026: 5.0%</p> <p>2031: 8.0%</p> <p>2036: 11.5%</p> <p>PSS representation against targets reported annually</p>	Director of HR / Head of EDI

		annually from Oct 2022		
3.15	Negotiate with East Midlands Railway to align train timetables with the working day	June 2022	Trains from Nottingham and the Midlands corridor arrive in Lincoln (end of line) before 9am and leave after 5pm, to provide staff with a workable public transport option	DVC Finance & Infrastructure
3.16	More explicit brief to 'Headhunters' for Senior Leadership positions, requiring short-lists to be diverse (e.g. 50% BAME and 50% female)	Briefing document and implementation April 2022	<ul style="list-style-type: none"> • Briefing document for Recruitment Agencies outlining the core principles of inclusive recruitment • 100% shortlists for senior roles are diverse/representative in both ethnicity and gender (by Dec 2025) and appointments equally likely to be diverse 	Director of HR
3.17	Update training and guidance for recruitment panels, including a new Chair's Briefing	By Oct 2021	Enhanced awareness of potential UB. Diversity statement read to all panel members explicitly underlining the BAME under-representation (and gender if appropriate)	OD Manager
3.18	Include targeted advertising to reach under-represented groups (e.g. BAME-specific media)	By Oct 2021	Guidance on targeted advertising to reach under-represented groups forms part of the Panel Chair's Guidance	Head of EDI
3.19	Inclusive recruitment processes to be considered and developed (e.g. blind shortlisting)	Staff consultation Oct-Dec 2022 Proposal submitted June 2023	<ul style="list-style-type: none"> • Review of literature to inform discussion • Guidance and methodology informed by current pilot study on the inclusive recruitment of PhD students • Consultation with staff • Informed proposal presented to the Inclusion Committee 	Director, HR

3.20		Provide support to non-UK applicants to increase their rate of success in being shortlisted	Pilot study Sept 2023 Monitor impact annually from Sept 2023	<ul style="list-style-type: none"> • Completed needs analysis • Recommendations on how best to support • Implementation of support (pilot study) • An increase is observed (from baseline data) in the success rate of non-UK applicants being shortlisted and appointed 	Director, HR
3.21		Establish a BAME Recruitment Panel Register to ensure all recruitment panels have BAME representation, without over-burdening staff	Register established Sept 2023 Annual calls for membership from Sept 2024 Monitor engagement with scheme and ethnic diversity of recruitment panels annually	<ul style="list-style-type: none"> • Year on year increase in number of requests to the scheme • Requests cover all Colleges and Professional Services Directorates • Recruitment panels engaging with the scheme show higher levels of BAME applicants progressing through the recruitment processes, than those who do not • Ethnic diversity of panels becomes standard recruitment and selection practice on the basis of this evidence 	Head of EDI
3.22		Where possible when hiring, prioritise skill sets or specialisms where BAME colleagues are well represented, and make explicit the willingness to consider candidates with unconventional career paths. This will help address the under-representation of BAME staff at levels below professor	Ongoing with recruitment activities 2021–25	<ul style="list-style-type: none"> • BAME colleagues are explicitly considered when writing job descriptions and person specifications • An increase (from baseline data) in recruitment diversity 	Director, HR

3.23	Review local practices and implementation of HR policies relating to recruitment, career development and promotion	Review College, School and PSS Department practices to ensure they are as fully inclusive and supportive as possible.	Review completed during academic year 2021/22	<ul style="list-style-type: none"> • A review of university-wide practices is presented to the Inclusion Committee • Recommendations are made • Actions taken where necessary 	Chair, Inclusion Committee
3.24	<i>Rationale: from Staff Surveys it is clear that staff (particularly BAME staff) do not believe our practices are fair and transparent</i>	Conduct reviews of the implementation of HR policies relating specifically to recruitment and promotion to ensure that there is no inherent bias in their implementation	Review completed during academic year 2021/22	<ul style="list-style-type: none"> • Review of HR policy implementation are presented to the Inclusion Committee • Recommendations are made • Actions taken where necessary 	PVC, Heads of College / DVC, Heads of Directorates / Co-Chairs JEDI
3.25		Review the appraisal processes (in practice) ensuring they are effective and include discussions on mentoring opportunities, promotion (where applicable) and career path development	<p>Consultation with staff following the 2021/22 appraisal rounds.</p> <p>Review completed Dec 2022</p>	<ul style="list-style-type: none"> • Comprehensive review of appraisals is presented to the Inclusion Committee • Recommendations are made • Actions taken where necessary 	PVC Heads of College
3.26		Prioritise the mapping of a timeline to promotion and what needs to be done to achieve it. Provide college-wide support for candidates to strengthen their written promotion applications	<p>Support in place Feb 2022</p> <p>Continue to monitor promotions success annually</p>	<p>Increased proportion of academics feeling supported in their career progression, as evidenced by responses in staff surveys (Oct 2022 and Oct 2024).</p> <p>Targets: gain increase from 11.5% (Oct 2020 survey) to 50% (Oct 2022) to 80% (Oct 2024)</p>	PVC Heads of College

3.27		Ensure efforts to promote race and ethnicity equality are valued by promotions panels	Guidance document Feb 2022	A guidance document on race/ethnicity and gender equality is provided for all promotion panels	JEDI
3.28	<p>Increase the proportion of BAME candidates applying for posts at the University across all staff groups</p> <p><i>Rationale: Our Professional Services BAME staff population is significantly below national benchmarks</i></p>	Review our branding and attractiveness as an employer to BAME	Dec 2022	<ul style="list-style-type: none"> • Revised 'Working at UoL' resources on our website • Revised marketing material • A year on year increase (from baseline data) in the proportion of BAME applicants to advertised posts: Increase in UK Academic applicants from 9% to 20% by Oct 2025 Increase in PSS staff applicants (all) from 12% to 20% by Oct 2025. 	Head of EDI
3.29		Be explicit about career development opportunities (such as <i>Inspire</i> , PIMS, ILM3/5, Manager workshops etc) on job advertisements and/or the University's 'job opportunities'	Dec 2022	<ul style="list-style-type: none"> • Revised 'Working at UoL' resources on our website • Revised marketing material • A year on year increase (from baseline data) in the proportion of BAME applicants to advertised posts: Increase in UK Academic applicants from 9% to 20% by Oct 2025 Increase in PSS staff applicants (all) from 12% to 20% by Oct 2025. 	Head of EDI
3.30		Be explicit about the University's commitment to diversity and inclusion in job advertisements and on the UoL 'job opportunities' page. Include relevant equality logos and awards (e.g. Athena SWAN, Disability Confident, REC, Stonewall etc), Lincoln's One	Dec 2022	<ul style="list-style-type: none"> • Revised 'Working at UoL' resources on our website • Revised marketing material • A year on year increase (from baseline data) in the proportion of BAME applicants to advertised posts: 	Head of EDI

		Community philosophy and Values, our Equality commitment, and positive action statements for gender (where there is under-representation) and ethnicity in all cases		Increase in UK Academic applicants from 9% to 20% by Oct 2025 Increase in PSS staff applicants (all) from 12% to 20% by Oct 2025.	
3.31	Data collection, analysis and impact evaluation	Continue to collect ethnicity and gender data to monitor attendance at training events	Ongoing	Data are available for annual reporting	OD Manager, HR
3.32		Ensure processes are in place to collect ethnicity (and gender) data for attendance on all development and training courses across the institution	Ongoing	Data are available for annual reporting	Co-Chairs JEDI / OD Manager
3.33		Annual analysis and reporting to guide targeted actions and inform ongoing monitoring	Annually 2021–2025	Trends in recruitment, promotion, turnover are picked up at College/Directorate level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. under-representation of BAME candidates)	Director of EGC
3.34		Annual analysis of research output by ethnicity and gender	Annually 2021–2025	Trends in research output (grant applications, success rates etc.) by ethnicity and gender are picked up at College level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. under-representation of BAME candidates)	Director of EGC

3.35		Annual impact evaluation of targeted initiatives	Annually 2021–2025	The level of success of initiatives is picked up at University/College level and discussed on a regular basis, informing decisions on whether initiatives should continue or be changed	Director of EGC
3.36	<p>Monitor, 255inimize and maintain Ethnicity Pay Gaps</p> <p><i>Rationale: addressing pay gaps is a complex and long-term activity. Working on both gender and ethnicity pay gaps will help us to take an holistic approach as well as identifying any intersectional issues</i></p>	An in-depth Ethnicity Pay Gap review (disaggregated by ethnic group and including thorough analysis of salaries in comparative grades/roles) will be undertaken on an annual basis, alongside the established Gender Pay Gap review. These will identify broader issues underpinning pay gaps	Oct 2021 and annually	<ul style="list-style-type: none"> • Annual Ethnicity Pay Gap review and analysis is embedded in our practices • Ethnicity Pay Gap report is presented to the Inclusion Committee, together with the Gender Pay Gap report, issues discussed, and mitigation identified and actioned where necessary • Ethnicity Pay Gap will be included in the Institution’s Annual EDI report, accessible to all staff (ACTION 1.12) 	Director of HR
3.37		Ensure all SMG staff are aware of the process for applying for pay awards	Oct 2022	<ul style="list-style-type: none"> • 100% SMG staff are aware of the procedures for applying for a pay award 	Head of Reward
3.38		Consider the ethnic pay gap for part-time employees, particularly regarding length of time at grade, to understand the large variation in observed pay gaps	Oct 2022	<ul style="list-style-type: none"> • Annual Ethnicity Pay Gap review and analysis is embedded in our practices • Ethnicity Pay Gap report is presented to the Inclusion Committee, together with the Gender Pay Gap report, issues discussed, and mitigation identified and actioned where necessary • Ethnicity Pay Gap will be included in the Institution’s Annual EDI report, accessible to all staff (ACTION 1.12) 	Director, HR

3.39	Ensure opportunities for career development are appropriate, inclusive and visible	Carry out a needs analysis across academic and professional services staff	Dec 2022	<ul style="list-style-type: none"> • A development strategy that meets the needs of all staff • A 10% increase in the proportion of BAME staff who feel supported in their career development, as evidenced in staff surveys 	Director of Inclusive Development, EGC
3.40		Specifically consider the needs of BAME colleagues when nominating staff for training and development courses (e.g. AURORA, ILM) and when appointing to internal leadership roles	Annually 2021–2025 Continue to monitor participation annually	<ul style="list-style-type: none"> • More diverse cohorts on leadership programmes • More diversity in leadership roles 	PVC Heads of College
3.41		Internal leadership roles should be rotated every 2–4 years to ensure more staff get leadership development opportunities	Amended practices in place Dec 2022	<ul style="list-style-type: none"> • Internal leadership roles become a stepping-stone to promotion • Increased diversity in leadership roles 	PVC Heads of College
3.42		Establish a central ‘development hub’ to ensure visibility of training and development courses and provide the opportunity for staff to plan around their development needs	Completed Academic year 2021/22	<ul style="list-style-type: none"> • Clearer communication and participation strategy for development needs • Greater awareness among PSS staff of the Career Pathways initiative 	Co-Chairs JEDI / OD Manager / Director LALT / R&E Office
3.43		Encourage more staff to engage with mentoring programmes (e.g. PIMS)	Dec 2021	<ul style="list-style-type: none"> • 6 more BAME staff registered as mentees in 2021 • 6 more PSS staff registered as mentees in 2021 	EGC Portfolio Manager

3.44		Ensure all staff identifying as Black, and eligible for promotion, engage with a mentoring programme to develop and prepare their promotion application.	Academic year 2021/22	<ul style="list-style-type: none"> 100% of Black staff eligible for promotion are engaged in a mentoring programme to support a promotion application 	HoS
3.45		Work with BAME colleagues to understand perceived barriers to promotion and develop a 'glass-ceiling busting strategy' to ensure parity of promotion outcomes.	2022 programme published Dec 2021	<ul style="list-style-type: none"> Talkback Tuesday Programme has completed 2 focus groups with 20 participants in 2022. Report of findings presented to the Inclusion Committee 	EGC Portfolio Manager
3.46		Develop a system to monitor the allocation / provision of support for profile-raising opportunities (e.g. funds for conference attendance) to ensure transparency and equitable opportunity for BAME staff	Completed June 2024	<ul style="list-style-type: none"> A system distributed to all schools that meets the need to monitor access to profile-raising opportunities by ethnicity and gender 50% of schools are routinely monitoring the allocation of opportunity Actions are implemented where inequality is observed 	Co-Chairs JEDI / School EDI leads
3.47	Ensure our non-UK staff are fully supported	Comparison between UK and non-UK academic communities, to better understand the differential pipeline	Jan–Oct 2022	<ul style="list-style-type: none"> Research report presented to the Inclusion Committee Recommendations given Actions implemented where inequalities are identified 	Director, EGC
3.48		Ensure our non-UK staff are equipped with the knowledge and skills to navigate our promotions procedures. Provide better support through ADA processes	June 2023	<ul style="list-style-type: none"> Increase (against baseline data) in proportion of non-UK staff successfully promoted 10% increase in staff who believe they are well supported in their career progression, as evidenced through the staff surveys 	HoS

3.49	Enhance the visibility of role models from ethnic minority groups	Ensure that achievements of BAME staff, and initiatives to promote race equality are celebrated and publicised by schools, colleges and university wide	Ongoing 2021–2025 Diversity monitored annually	<ul style="list-style-type: none"> • BAME role models are visible across the institution • BAME staff feature more often in Staff News, and in the local media (e.g. the Lincolnite) 	JEDI
3.50		Celebrate diversity within the college both at school and college level, ensuring visible role models at all levels of progression.	Ongoing 2021–2025	<ul style="list-style-type: none"> • Diversity events take place across all four Colleges • BAME role models are visible in all four Colleges 	PVC Heads of College
3.51		Ensure invited speaker programmes are diverse	Ongoing 2021–2025 Diversity monitored annually	<ul style="list-style-type: none"> • 50% of invited speakers are from ethnic minority groups 	CDM - Events Team
3.52	Ensure opportunities for development of inclusive leadership competences are available to SLT and senior managers	Inclusive Leadership training programme for SLT and senior managers	Training developed by Dec 2021 Roll out to senior leadership team Academic year 2022/23	<ul style="list-style-type: none"> • 100% SLT engage with the training • Uptake is monitored by ethnicity and gender 	OD Manager
3.53		A Reverse Mentoring pilot to be run for SLT and senior managers through the Pipeline Inclusive Mentoring Scheme (PIMS)	Jan–June 2022	Senior leaders cascade learning, and share their experiences across the institution via EGC blog Increased staff awareness of race issues and increased confidence in the University to facilitate culture	Co-Chairs, JEDI

				change (via Staff Survey). Reduced difference between responses from BAME and white staff	
				Reverse mentoring is embedded in the Pipeline Inclusive Mentoring Scheme	
<h1>4</h1>	Support an inclusive student pipeline: from undergraduate admissions to postgraduate success				
Ref	Objective and Rationale	Action	Timeframe (2021–2025)	Success Measure	Lead Responsibility
4.1	<p>Make a public and auditable institutional commitment to increase representation of UK BAME students at both undergraduate and postgraduate levels.</p> <p><i>Rationale - Our proportion of UK BAME students is significantly below national benchmarks. In line with Lincoln’s Access & Participation Plan (APP) we aim to increase the representation of BAME students to align with regional benchmarks by 2027.</i></p>	<p>Targets for UK BAME representation at undergraduate level are agreed and published in the new Lincoln Equality Scheme (2021–2025).</p> <p><i>We will initially aim to increase UK BAME undergraduate representation by the mean year-on-year increase we have observed over the last three years (0.5% per annum).</i></p> <p><i>Our APP target is to achieve 14.3% UK BAME representation in undergraduate population in the 2027/28 intake.</i></p>	<p>KPIs established annually</p> <p>Lincoln Equality Scheme established July 2022</p>	<ul style="list-style-type: none"> • KPIs in place • By the end of the current action plan (2025), we aim to increase our UK BAME undergraduate representation to 12.8%: 2020/21: 10.2% (current) 2021/22: 10.5% 2022/23: 11.0% 2023/24: 11.5% 2024/25: 12.1% 2025/26: 12.8% 2026/27: 13.5% 2027/28: 14.3% 	DVC Student Development & Engagement
4.2		<p>Targets for BAME representation at postgraduate level are agreed and published</p>	<p>KPIs established annually</p>	<ul style="list-style-type: none"> • KPIs in place • By the end of the current action plan (2025), we aim to increase our 	DVC Student Development & Engagement / DVC Research & Enterprise

		<p>in the new Lincoln Equality Scheme (2021–2025).</p> <p><i>We will initially aim to increase BAME postgraduates by 1% per annum.</i></p>	<p>Lincoln Equality Scheme established July 2022</p>	<p>UK BAME postgraduate representation as follows:</p> <p>PGT: 2020/21: 6.4% (current) 2021/22: 7.4% 2022/23: 8.4% 2023/24: 9.4% 2024/25: 10.4%</p> <p>PGR: 2020/21: 16.0% (current) 2021/22: 16.2% 2022/23: 16.5% 2023/24: 16.8% 2024/25: 17.2% (UKHEI)</p>																					
<p>4.3</p>	<p>To increase the offer rate to undergraduate students from ethnic minority groups</p> <p><i>Rationale: the offer rate to students from ethnic minority groups is lower than the average rate expected. The group impacted the most are students identifying as Black</i></p>	<p>Targets for reducing racial differences in offer rates for undergraduate courses are agreed and published in the new Lincoln Equality Scheme (2021–2025).</p> <p><i>We will initially aim to decrease the ethnicity gap between the offers we make and the UCAS average at the same rate we intend to increase BAME representation (–0.5% per annum).</i></p>	<p>KPIs established annually</p> <p>Lincoln Equality Scheme established July 2022</p>	<ul style="list-style-type: none"> • KPIs in place • By the end of the current action plan (2025), we aim to decrease our ethnicity gap in offer rates by ethnic group: <table border="0"> <tr> <td>Black</td> <td>Asian</td> </tr> <tr> <td>2021/22: –4.5%</td> <td>2021/22: –3.5%</td> </tr> <tr> <td>2022/23: –4.0%</td> <td>2022/23: –3.0%</td> </tr> <tr> <td>2023/24: –3.5%</td> <td>2023/24: –2.5%</td> </tr> <tr> <td>2024/25: –3.0%</td> <td>2024/25: –2.0%</td> </tr> <tr> <td>Other</td> <td>Mixed</td> </tr> <tr> <td>2021/22: –2.5%</td> <td>2021/22: 0%</td> </tr> <tr> <td>2022/23: –2.0%</td> <td>2022/23: 0%</td> </tr> <tr> <td>2023/24: –1.5%</td> <td>2023/24: 0%</td> </tr> <tr> <td>2024/25: –1.0%</td> <td>2024/25: 0%</td> </tr> </table>	Black	Asian	2021/22: –4.5%	2021/22: –3.5%	2022/23: –4.0%	2022/23: –3.0%	2023/24: –3.5%	2023/24: –2.5%	2024/25: –3.0%	2024/25: –2.0%	Other	Mixed	2021/22: –2.5%	2021/22: 0%	2022/23: –2.0%	2022/23: 0%	2023/24: –1.5%	2023/24: 0%	2024/25: –1.0%	2024/25: 0%	<p>Admissions</p>
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4.4		Conscious inclusion training for all staff with decision-making responsibility	Develop by Dec 2021 Launch in Jan 2022	<ul style="list-style-type: none"> • New training (f2f) is developed to proactively encourage inclusive behaviours in practice. • Training is in place and completed by 100% of decision-makers within the first year. • Training feedback shows at least 75% of attendees feel more able to actively identify and mitigate inequalities in admission (and other) processes. 	Director, EGC / OD Manager / Admissions
4.5		Conscious inclusion in admission guidance produced for all staff who have occasional involvement in admissions decision-making, both centralised and within Schools	Develop in Dec 2021 Available from Jan 2022	<ul style="list-style-type: none"> • A guidance document and additional on-line training is developed. • Guidance document included in induction pack for 100% new staff. • The f2f training made available to those who wish to develop awareness. Aim for 25% of these staff. 	Director, EGC / OD Manager / Admissions
4.6		Conscious inclusion information leaflet produced and made available to all staff who are involved in the wider admissions processes (e.g. clearing, open days, offer-holder days)	Develop in Dec 2021 Available from Jan 2022	<ul style="list-style-type: none"> • An information leaflet to be included in existing clearing / open day training. • 100% of staff involved in clearing, open days, offer-holder days), including student ambassadors have received this guidance. 	Director, EGC / OD Manager / Admissions
4.7		Undertake further analysis of admissions data – UCAS tariff points vs Offer at College level by ethnicity (and gender)	Sept 2021	<ul style="list-style-type: none"> • Inequalities / potential bias identified within the admissions process and College-specific actions developed. • Report for each College produced and considered at CLT for specific action identification. 	Admissions / College EDI leads

				<ul style="list-style-type: none"> Four actions developed and embedded in each College (one in each College). 	
4.8	<p>Increase the representation of students from ethnic minority groups in our undergraduate and postgraduate communities</p> <p><i>Rationale: our ethnic minority students are less represented than the sector benchmark and our competitor group universities. We are committed to supporting students from ethnic minority groups progress through the student pipeline, into postgraduate study and into academia</i></p>	College & School level data to be analysed annually to inform targeted actions	Annually 2021–2025	Trends in the student pipeline (admissions, progression, awarding differentials etc) are picked up at College/Directorate level and discussed on a regular basis, and evidence that appropriate actions taken to address any issues (e.g. under-representation of BAME candidates)	Director, EGC
4.9		Increase number of BAME student ambassadors to better reflect student profile	Recruit Sept–Dec 2021	10 BAME student ambassadors in 2021/22 academic year	HoS
4.10		<p>Establish PGR admission support for ethnic minority groups.</p> <p>Deliver an annual conference/workshop designed to support and encourage BAME students to progress to postgraduate study/research. Targeted at BAME undergraduates.</p>	In place for Jan 2022 and then annually	<ul style="list-style-type: none"> Increased postgraduate taught and research applications from BAME students <p>Targets: Increase in PGT UK BAME from 7.3% to 12% by 2025 Increase PGR UK BAME from 16.7% to 20% by 2025.</p> <ul style="list-style-type: none"> Applications monitored annually 	Director of EGC / Director of Doctoral School
4.11		Continue and extend the inclusive recruitment pilots currently underway for PGR (PhD)	<p>Pilots completed Oct 2021</p> <p>Protocols in place Oct 2022</p>	<ul style="list-style-type: none"> CDT pilot completed, data analysed and report to Inclusion Committee. Inclusive recruitment protocols established and rolled out to research centres. 	EGC

4.12		Review and update the mandatory research supervisors training / training material to include content on conscious inclusion.	Completed by Sept 2022	<ul style="list-style-type: none"> • Delivery of new supervisor training materials with amendments made to reflect topics around conscious inclusion • Completion rates of training monitored and reported to CLT annually 	Director of EGC / Director of Doctoral School																																		
4.13		Monitor and analyse PGR submission, completion and award outcome data by ethnicity and gender.	Annually 2021–25	<ul style="list-style-type: none"> • Annual report to be considered by College Research Degree Boards 	Director of Doctoral School																																		
4.14	<p>Increase progression rates of undergraduate students from all groups, but particularly those from ethnic minority groups</p> <p><i>Rationale:</i> There are a number of disparities in our progression rate data which we need to address: (i) Lower progression rates from students from ethnic minority groups than white students; (ii) Lower progression rates of international students to UK students; (iii) Lower progression rates of all students than the sector average</p>	<p>Targets for increasing progression rates for undergraduate courses, and decreasing observed differences between groups, are agreed and published in the new Lincoln Equality Scheme (2021–2025).</p> <p><i>We will initially aim to increase the progression rates in line with observed increases over the last three years (+1–3% per annum).</i></p>	<p>KPIs established annually</p> <p>Lincoln Equality Scheme established July 2022</p>	<ul style="list-style-type: none"> • KPIs in place • By the end of the current action plan (2025), we aim to increase our overall progression rates to 88% (BAME) and 91% (white): <table border="0"> <tr> <td>Black</td> <td>Asian</td> </tr> <tr> <td>2021/22: 77%</td> <td>2021/22: 82%</td> </tr> <tr> <td>2022/23: 80%</td> <td>2022/23: 84%</td> </tr> <tr> <td>2023/24: 83%</td> <td>2023/24: 86%</td> </tr> <tr> <td>2024/25: 86%</td> <td>2024/25: 88%</td> </tr> <tr> <td>2025/26: 89%</td> <td>2025/26: 90%</td> </tr> <tr> <td>Chinese</td> <td>Mixed</td> </tr> <tr> <td>2021/22: 85%</td> <td>2021/22: 85%</td> </tr> <tr> <td>2022/23: 86%</td> <td>2022/23: 86%</td> </tr> <tr> <td>2023/24: 87%</td> <td>2023/24: 87%</td> </tr> <tr> <td>2024/25: 88%</td> <td>2024/25: 88%</td> </tr> <tr> <td>2025/26: 89%</td> <td>2025/26: 89%</td> </tr> <tr> <td>Other</td> <td>White</td> </tr> <tr> <td>2021/22: 73%</td> <td>2021/22: 87%</td> </tr> <tr> <td>2022/23: 75%</td> <td>2022/23: 89%</td> </tr> <tr> <td>2023/24: 77%</td> <td>2023/24: 89%</td> </tr> <tr> <td>2024/25: 79%</td> <td>2024/25: 90%</td> </tr> </table>	Black	Asian	2021/22: 77%	2021/22: 82%	2022/23: 80%	2022/23: 84%	2023/24: 83%	2023/24: 86%	2024/25: 86%	2024/25: 88%	2025/26: 89%	2025/26: 90%	Chinese	Mixed	2021/22: 85%	2021/22: 85%	2022/23: 86%	2022/23: 86%	2023/24: 87%	2023/24: 87%	2024/25: 88%	2024/25: 88%	2025/26: 89%	2025/26: 89%	Other	White	2021/22: 73%	2021/22: 87%	2022/23: 75%	2022/23: 89%	2023/24: 77%	2023/24: 89%	2024/25: 79%	2024/25: 90%	DVC Student Development & Engagement
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			2025/26: 81%	2025/26: 91%	
4.15	<p>Collate more detailed qualitative data, including reasons for non-progression, and analyse by ethnicity.</p> <p>Update process for f2f exit interviews to include choice of interviewer.</p> <p>Ensure exit interview questionnaires are designed to include inclusivity and culture at Lincoln.</p>	Annually 2021–25	<ul style="list-style-type: none"> • A deeper understanding of reasons for students leaving the University to inform further action • Exit interviews analysed by key groups (including ethnicity, gender) and reasons for leaving. • Uptake of f2f exit interviews monitored and analysed by ethnicity • The percentage of students leaving who engage with the exit interview process assessed, comparing ethnic minorities with white populations • Aim to reach comparable percentage of BAME and white student participation • Develop a targeted approach for groups less likely to engage 		Academic Registrar / Head of Planning
4.16	<p>Ensure all personal tutors receive guidance each new semester.</p> <p>Reminder to all students to meet with personal tutors</p>	Annually	<ul style="list-style-type: none"> • Consistent support from personal tutors for all students to support attainment. • 100% of personal tutors and students receive a guidance reminder • An increase in BAME student satisfaction with support from personal tutors is evidenced in student survey and further qualitative focus groups by December 2022 		Senior Tutors
4.17	<p>Provide inclusivity training and cultural awareness for societies and clubs to increase engagement of BAME students</p>	Sept 2021–Jan 2022	<ul style="list-style-type: none"> • 100% of student society Chairs/leads (or named representative) have received the training 		JEDI / SU

4.18		Continue promotion and improvement of BAME student engagement with extra-curricular activities, including social, and sport	Ongoing 2021–25	<ul style="list-style-type: none"> • Annual report to the Inclusion Committee • Action plan informed by report • Proportion of BAME students engaging with extra-curricula activities is increased. Aim to align with white student engagement by 2025 • Student survey shows improvement in BAME student satisfaction with SU events. 	JEDI / SU
4.19		Increase the provision of BAME counsellors within Student Services	Sept 2022	<ul style="list-style-type: none"> • Better engagement of BAME students with the counselling service • A more diverse counselling service 	Head of Student Services
4.20		<p>Conscious inclusion / EDI / cultural awareness training for all undergraduate and PGT students in Welcome Week.</p> <p>EDI training is already mandatory for PGR students as part of their induction programme.</p>	<p>Develop 2021</p> <p>Delivered to students in the 2022/23 academic year</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • A training programme developed • 75% of students receive training in first year • Reduction in BAME student experiences of racial harassment from 33% to 0% 	EGC / SU / Student Services
4.21		<p>Explore the potential of Intercultural Ambassadors to promote and facilitate diversity and inclusion.</p> <p>Trial a pilot scheme.</p>	2021/22 academic year	<ul style="list-style-type: none"> • Pilot scheme evaluated to determine positive impact on student experience and engagement. 	Director of EGC / EGC Director of Student Inclusion

<p>4.22</p>	<p>Reduce / eliminate the attainment gap between BAME and white students</p> <p><i>Rationale: Addressing the international BAME/white attainment gap will also address the International/UK attainment gap</i></p>	<p>Targets for reducing / eliminating the attainment gap between BAME and white students (UK and international) are agreed and published in the new Lincoln Equality Scheme (2021–2025).</p>	<p>KPIs established annually</p> <p>Lincoln Equality Scheme established July 2022</p>	<ul style="list-style-type: none"> • KPIs in place • By the end of the current action plan (2025), we aim to decrease our attainment gap for UK domiciled students to 3%, and for international students to 27%: <table border="1" data-bbox="1317 443 1697 639"> <thead> <tr> <th>UK domiciled</th> <th>International</th> </tr> </thead> <tbody> <tr> <td>2021/22: 14%</td> <td>2021/22: 34%</td> </tr> <tr> <td>2022/23: 10%</td> <td>2022/23: 32%</td> </tr> <tr> <td>2023/24: 7%</td> <td>2023/24: 30%</td> </tr> <tr> <td>2024/25: 3%</td> <td>2024/25: 27%</td> </tr> <tr> <td>2025/26: 0%</td> <td>2025/26: 24%</td> </tr> </tbody> </table>	UK domiciled	International	2021/22: 14%	2021/22: 34%	2022/23: 10%	2022/23: 32%	2023/24: 7%	2023/24: 30%	2024/25: 3%	2024/25: 27%	2025/26: 0%	2025/26: 24%	
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<p>4.23</p>		<p>Research project to examine students’ sense of belonging and everyday course experiences in connection with gender and race</p> <p>Data evaluated alongside institutional Access Participation Plan (APP) data (i.e. attainment and retention) to better understand the challenges and experiences our students have.</p>	<p>Started May 2021</p> <p>Completed by April 2022</p>	<ul style="list-style-type: none"> • Gain a deeper understanding of students’ personal experiences vis-à-vis student identity, belongingness, course content and career prospects • Inform and shape teaching and learning strategies and practices • Increased student satisfaction (survey) where personal identities are valued and celebrated 	<p>EGC Director of Student Inclusion</p>												
<p>4.24</p>		<p>Embed the Student Success Champion Network into our EDI Governance structure</p>	<p>Started Mar 2021</p> <p>Completed by Feb 2022</p>	<ul style="list-style-type: none"> • All Student Success Champions sit on their School EDI Committees 	<p>College Directors of Education and Students / LEAP Project Manager</p>												
<p>4.25</p>		<p>Further co-develop, disseminate, embed and evaluate the Lincoln Education Toolkit for Student Success (LETSS) to provide resources on relevant policies, key concepts, literature and examples of good professional practice.</p>	<p>Ongoing 2021–2025</p>	<ul style="list-style-type: none"> • All Schools and academic departments engage with the toolkit 	<p>College Directors of Education / LEAP Project Manager</p>												

4.26		Differential student success to be a standing agenda item in School Academic Committees	Sept 2021 ongoing	<ul style="list-style-type: none"> Differential success is addressed and eliminated in UK students by 2025 	All HoS
4.27		<p>Develop a BAME support group – BAME staff and students to support BAME students.</p> <p>Identify and recruit academic BAME staff and final year BAME students / SU Officers etc. to volunteer to provide an open BAME support group across the student population.</p> <p>To support and increase confidence of BAME students in academic and wider cultural issues to increase attainment (and progression)</p>	Group set up by Sept 2022	<ul style="list-style-type: none"> 25% of BAME students have accessed the support group Student survey shows an increase in satisfaction of 50% in identified areas by 2023 	PoC Network / SU BAME Officer
4.28		<p>Interventions which raise the profile of successful students, alumni and staff (e.g. video case studies / podcasts) from non-traditional backgrounds.</p> <p>This will provide social role models for students from diverse backgrounds, raise community awareness of diversity, and create a community which is celebrated.</p>	Carried out during academic year 2023/24	<ul style="list-style-type: none"> Social role models for students from non-traditional backgrounds are visible 	

4.29		College Directors of Education and Students to work with Schools to identify interventions to improve the attainment of international students (BAME and white)	2021–2025 Actions in place by Dec 2021 Actions implemented Jan 2022	<ul style="list-style-type: none"> • Interventions are incorporated into the REC Action Plan • School/College reports provided annually • Attainment reviewed annually • Analysis of good degree outcome data by different indicators e.g. (ethnicity, gender, domicile country) 	College Directors of Education and Students
4.30		Revise validation policy and practice for new programmes, including the requirement for student consultation and embedding EDI (with particular attention to race equality) in all aspects	Policy and guidance documents Jan 2022 Ongoing	<ul style="list-style-type: none"> • Revised Policy and guidance documents • Student consultation document • All new programmes show embedded EDI, including race equality 	Director of Quality, Enhancement and Standards / Director EGC / EGC Director for Student Inclusion
4.31		Decolonise our curricula and pedagogy	Plans in place Dec 2021 Reviews complete 2022–2023 New curricula incorporated 2022–2025	<ul style="list-style-type: none"> • Action and implementation plan to develop inclusive classroom culture, including pedagogy • 100% of schools have carried out a curriculum review of all programmes • 100% of programmes have enhanced curricula 	PVC Head of College of Arts / HoS / Programme Leaders
4.32		Provide support for students from ethnic minority groups who are on placements in diversity-challenged locations	Ongoing 2021–2025	<ul style="list-style-type: none"> • Students on placement feel better supported, evidenced by survey responses • Students attainment is not negatively impacted by placement experiences 	HoS / Programme Leaders