



University of
Central Lancashire
UCLan Cyprus

Belonging at UCLan Cyprus

Statement of our
Equality, Diversity & Inclusion
ambition to 2028

Introduction

At the University of Central Lancashire, Cyprus (UCLan Cyprus), we believe in helping people to seize every opportunity to flourish in education, at work and for life. This spirit of 'opportunity for all' has remained at the heart of our mission since our inception in 1828. We are proud to be a force for positive change, championing equality and enriching the lives of our learners, colleagues and the communities we serve across frontiers. We help people to realise their potential - whoever they are and wherever they are in life, we enable them to achieve their goals and set them on course for a brighter future. To succeed in our life-changing work, we need to continuously foster a culture that is welcoming and open to everyone, ensuring that no-one is excluded or left behind, in line with UN SDGs and other general principles of equality, diversity and inclusion.

We do of course recognise that inequalities exist and are present not only across the HE sector, but also here at UCLan Cyprus and in Cyprus more generally. Examples of challenges include under-representation of female learners in some of our STEM areas, award gaps that stubbornly exist for some groups of learners or the need to improve diversity in areas of our staff workforce. Campaigns such as Black Lives Matter, the #metoo campaign, as well as the Covid-19 pandemic, have highlighted some of the entrenched and structural inequalities that persist across society.

This document sets out our ambitions in relation to equality, diversity and inclusion (EDI), ensuring fair treatment and opportunity for all. It aligns with and supports the University's strategic plan and details the long-term EDI goals that we are determined to achieve by 2028. It will be backed up by a comprehensive set of actions through dedicated workstreams to achieve those goals. Additionally, local actions will be developed within Faculties and Services to ensure that EDI is being monitored and advanced across all areas of the University.

It is our collective responsibility across both academic and professional service areas to make sure that everybody is treated equally, has equality of opportunity and feels as though they belong within the University.

Enhancing sense of belonging is core to our aspiration to eliminate or significantly narrow disparities and inequalities that are currently present in our staff and learner groups. We will strengthen our efforts to support social mobility across all of our communities.

As part of our root and branch review of EDI we are undertaking detailed data analysis of key areas of our work to identify benchmarks, what needs to change and how this can be achieved over the next seven years. Further details of our current position and progress will be announced in a specially dedicated space.

Our ongoing work across EDI will focus on the following four pillars. These are to:

1. Diversify our people profile.
2. Eliminate or significantly narrow gaps within the learner body relating to recruitment, progression, awards and graduate outcomes in relation to protected characteristics.
3. Develop an enhanced inclusive culture and mindset within the staff and learner body, leading to a stronger sense of belonging for all.
4. Develop a national and international research profile in relation to EDI.

In working towards these overarching pillars, we commit to:

1. Taking anti-discriminatory approaches that will foster a culture of real change.
2. Taking a data-led approach to identifying where our key EDI challenges lie.
3. Implementing long-term and real, sustained approaches to achieving our EDI goals, backed with appropriate resources to support initiatives.
4. Calling out and challenging discrimination and inequality where we find it.
5. Working with our people, learner body and wider stakeholders to advance and embed an enhanced inclusive culture and environment that allows all to understand, develop and flourish.
6. Reviewing all goals by 2024 to ensure they remain appropriate and relevant.

Based on the data collected across cycles, we therefore commit to achieving a series of goals as set out in the Gender Equality Plan reaching out to equality, diversity and inclusion across the following Strategic Areas and Objectives.

Organisation, Governance and Operations

- Policy making
- Student recruitment
- Staff recruitment and promotions
- Membership and leadership
- Awareness
- Culture
- Security

Knowledge Transfer

- Course planning
- Teaching planning
- Teaching delivery

Transparency and Accountability

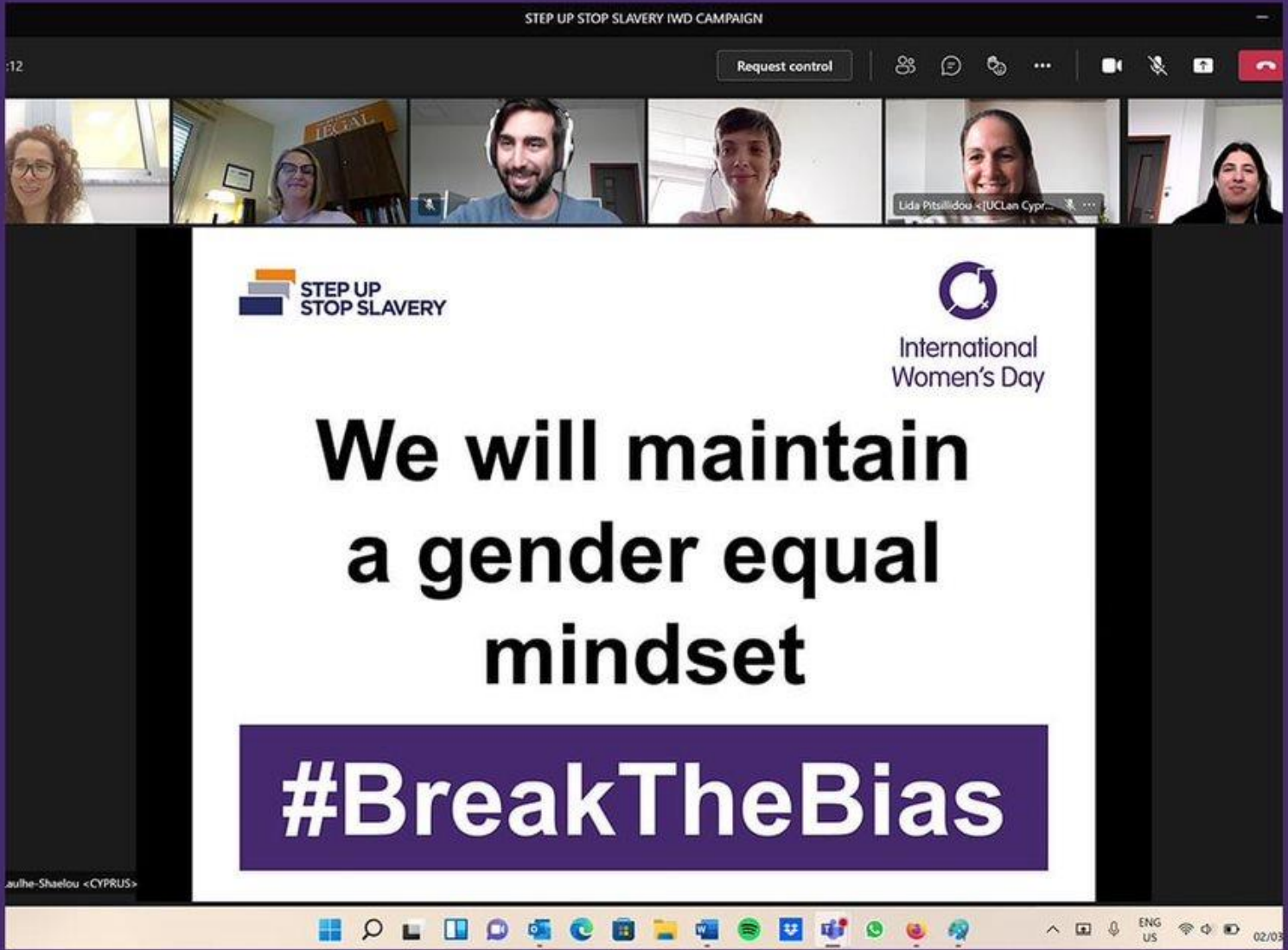
- Core Values
- Communication and Dissemination
- Social Innovation

Research and Innovation

- Committee membership and participation
- Gender and diversity inclusion
- Innovation and enterprise

Monitoring and Assessment

- Data management
- Data analytics
- Learning and evolving



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Pillar 1: People profile

To develop a people profile that better reflects the learner profile and where people have the knowledge, cultural intelligence and capabilities to meet the needs of our diverse learner population, stakeholders and communities to better reflect our student population

Developing a people profile, that better reflects our learner profile, will enable us to better connect with our learners, broader staff body and communities. It will also enhance creativity, innovation and sense of belonging for all. Our data, along with staff and learner feedback, will be used to indicate areas where more work is needed, such as on the representation of staff and learners from diverse heritage and under-represented groups. We are also aware that we need to continue to build trust and understanding within the staff and learner body so that they feel confident in disclosing their personal information to us. This in turn will enable us to better understand our people needs and address them accordingly.

Alongside enhancing the diversity within our people profile, we will support the continued development of staff so that they are better able to understand, respect and form stronger connections with learners, each other and the communities we serve, in pursuit of our goals. This will be achieved through teamwork and collaboration, and we see this as being critical in contributing to a positive, safe and vibrant academic environment and culture, where all can flourish.

Pillar 2: Learner outcomes

To have eliminated gaps in relation to the recruitment, continuation, awards and graduate outcomes for the learner body.

We pride ourselves as being a widening participation University and have developed an outstanding track record in supporting learners from all walks of life to achieve their goals since our inception in 1828. However, our preliminary data demonstrates that we still have inequalities that persist in some areas, and that have significance, in the learner lifecycle. These include the number of women learners accessing our STEM programmes, the award gap between students from different backgrounds and between non-disabled and disabled learners.

We recognise that access to and success on the learner journey impacts on progression beyond university and in relation to social mobility. We are committed to ensure that all learners not only have the opportunity to access higher education but also in creating a learning environment that facilitates the achievement of equality of outcomes for all in terms of being successful on programmes of study and progressing to graduate level destinations in line with our mission and values.

All Faculties will review their subject areas to determine any localised goals in undergraduate and postgraduate student recruitment and outcomes and develop actions to address any identified disparities.

Pillar 3: Sense of belonging

To have developed an enhanced sense of belonging through strengthening our inclusive culture and environment

We recognise that significant progress in relation to the elimination of inequalities cannot be achieved without ensuring an inclusive culture and safer environment are provided, so that everyone feels they belong and are valued and respected. Moving forward it will be important to enhance our positive working/learning environment, where the values of the University are clearly embedded, understood and accepted by all. We are committed to removing barriers to belonging in both the physical and psychosocial environment so that everyone at UCLan Cyprus can feel safe, valued, included and comfortable in raising any EDI issues.

Belonging can be understood in a number of ways and it will differ from one person to another depending upon their particular role within the institution and their own backgrounds and experiences. We have a significant number of international learners as part of our overall learner community and we particularly wish to ensure that learners from overseas develop a positive sense of belonging whilst at UCLan Cyprus.

Our working definition of sense of belonging is that:

All staff and learners should feel comfortable and confident bringing their personal gifts and characteristics to the institution and should feel safe, valued, welcomed, and included within the UCLan community.

In order to measure the extent to which sense of belonging is being enhanced we will:

Goal 1: Identify and utilise an appropriate self-report measure which can be used to establish a baseline measurement of sense of belonging.

Goal 2: Identify an appropriate set of objective environmental markers which might indicate physical barriers to a sense of belonging.

Goal 3: Enhance staff and learners' (including those from overseas) sense of belonging through identified interventions.

Pillar 4: EDI Research

To have strengthened our national and international research impact in areas relating to EDI

We have a diverse and vibrant research environment that has real-world impact across the globe in a range of disciplines including the arts, humanities and STEM. We are mindful that persistent inequalities are prevalent locally, nationally and internationally across societies, institutions and at the level of each individual.

As a teaching and research institution we believe that we have an important role to play in better understanding those inequalities and working collaboratively with our staff, students and stakeholders to find solutions that will lead to positive impact. We have strength in our research community who have undertaken significant research projects in relation to inequalities and who are committed to seeking understanding and solutions in their respective fields. With our ambition to improve our approaches to EDI in all business areas we will ensure that our EDI research impact is strengthened in the coming years.

Our approach and ethos will be to continue working with stakeholders and communities to identify and prioritise focussed areas of EDI related research, building on our strengths to influence change. We are committed to developing a long-term approach to bring about positive change in these areas. In summary we are committed to developing world-leading research impact in EDI related matters.

What does it mean?

Goal: To identify and develop a minimum of three focussed areas of EDI related research that will lead to significant impact at national or international level.





Where opportunity creates success