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2 Welcome to our sixth issue of the Equality, Diversity and Inclusion Newsletter highlighting recent activity and achievements, work in progress and future events. Please get in touch if you have ideas, feedback or news to share to help us promote a diverse and inclusive community of work and study at Oxford Brookes.

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Contact Jane Butcher  
[jane.butcher@brookes.ac.uk](mailto:jane.butcher@brookes.ac.uk)



## CHARTER MARKS

### ATHENA SWAN NEWS

The Self Assessment Teams in the Faculty of Health and Life Sciences and the Faculty of Humanities and Social Sciences have been preparing for their submissions.



[READ MORE ►](#)

### RACE EQUALITY DEVELOPMENT AT OXFORD BROOKES

The Race Equality Steering Group (RESG), chaired by Professor Anne-Marie Kilday, is working with a broader Race Equality Action Group to take forward the foundation actions set out in our Race Equality Action Plan for 2017/18.

[READ MORE ►](#)

### DISABILITY CONFIDENT AND ACCESSIBILITY

The University is a Disability Confident employer which recognises the University's actions and commitments to recruit, retain and develop disabled staff.

[READ MORE ►](#)

### ACCESS TO WORK

In many cases adjustments and support can be arranged at little or no cost. Where there are significant costs involved, external funding may also be available through the Access to Work Scheme (ATW), run by the Department for Work and Pensions.

[READ MORE ►](#)

### ACCESSIBILITY AT OXFORD BROOKES

The Estates Disability Issues Group has continued to promote accessibility improvements across all Brookes campus sites.

[READ MORE ►](#)

### STONEWALL WORKPLACE EQUALITY INDEX

As an active Stonewall Diversity Champion for some years, the University made its first self-assessment and submission to the Stonewall Workplace Equality Index 2018.

[READ MORE ►](#)

## POLICY AND PRACTICE

### EDI ANNUAL REPORT 2016/17

The EDI Annual Report 2016-17 for the year to 31 July 2017 is now available on the EDI webpages.

[READ MORE ►](#)

### EDI STRATEGY 2018-2021

Work is underway on a refreshed overarching Equality, Diversity and Inclusion Strategy for 2018-2021.

[READ MORE ►](#)

### GENDER PAY GAP REPORTING

In April 2017 regulations came into effect requiring employers with more than 250 staff to publish data on the gender pay gap.

[READ MORE ►](#)

### INCLUSIVITY PROJECT - CURRICULA - LEARNING - BELONGING - SUCCESS

A new Inclusivity initiative led by Neil Currant, Interim Head of OCSLD, is now getting underway.

[READ MORE ►](#)

### FACULTY INITIATIVES

In January 2018 the Faculty of Humanities and Social Sciences began an initiative to engage the whole faculty in sharing and improving practice in "Teaching and Talking about Diversity".

[READ MORE ►](#)

### STAFF HARASSMENT ADVISERS

Staff Harassment Advisers provide an information service to staff who feel they are experiencing unwanted behaviour, and staff who have been accused of inappropriate behaviour.

[READ MORE ►](#)

### STUDENT SAFETY AND RESPECT

The Students' Union and the University are undertaking a research study exploring students' thoughts and attitudes towards harassment, hate crime, sexual violence and reporting these types of behaviours to the University.

[READ MORE ►](#)

## BROOKES DIVERSITY AND INCLUSION NETWORKS

### LGBT+ STAFF FORUM

For more information or to sign up to the Forum contact Sebastian Blake [sblake@brookes.ac.uk](mailto:sblake@brookes.ac.uk) or email [hr-lgbtplus@brookes.ac.uk](mailto:hr-lgbtplus@brookes.ac.uk)

[READ MORE ►](#)

### BROOKES STAFF DISABILITY NETWORK

For more information or to join the mailing list contact Frances Jenkins [fjenkins@brookes.ac.uk](mailto:fjenkins@brookes.ac.uk)

[READ MORE ►](#)

### BROOKES BME STAFF NETWORK

Contact Sobia Afridi or Beverly Sesay for more information or to join the network list: [safриди@brookes.ac.uk](mailto:safриди@brookes.ac.uk) [bsesay@brookes.ac.uk](mailto:bsesay@brookes.ac.uk)

[READ MORE ►](#)

## ROUND-UP OF RECENT EVENTS

### DISABILITY HISTORY MONTH LECTURE 2017

Through the initiative of the Staff Disability Network, Oxford Brookes held its first public lecture to mark Disability History Month on 28 November 2017.

[READ MORE ►](#)

### LGBT+ HISTORY MONTH 2018

A wide ranging programme of events and activities for LGBT+ History Month 2018.

[READ MORE ►](#)

### INTERNATIONAL WOMEN'S DAY AND ATHENA SWAN LECTURE

On 7 March 2018 Tea Colaianni, Non-Executive Director of Mothercare plc, discussed the most pressing issues facing women in business.

[READ MORE ►](#)

### WOMEN IN UNIVERSITY SPINOUTS

On 13 March 2018 the Business School held a launch event: "University Spinouts: exploring women's participation."

[READ MORE ►](#)

### OXFORD HUMAN RIGHTS FESTIVAL

The 16th Oxford Human Rights Festival on the theme of Identity ran from 12 to 17 March 2018 at Oxford Brookes.

[READ MORE ►](#)

### BME/BAME STAFF ACTION GROUP

The BME/BAME staff action group is led by teaching and professional services staff and collaborates with Brookes students in a wide range of activities associated with Diversifying the Curriculum.

[READ MORE ►](#)

## DEVELOPMENT OPPORTUNITIES

### BROOKES COACHING POOL

OCSLD held a launch event for the Brookes Coaching Pool on 21 February 2018.

[READ MORE ►](#)

### SPRINGBOARD

The latest run of the award-winning Springboard Women's Development Programme was held at Brookes from October 2017 to January 2018 with 20 Brookes colleagues participating.

[READ MORE ►](#)

### AURORA - A LEADERSHIP FOUNDATION PROGRAMME

The Aurora Programme is designed to encourage more women to move into leadership positions in Higher Education.

[READ MORE ►](#)

## AND FOR A WIDER PERSPECTIVE... EVENTS, GROUPS, RESEARCH AND PUBLICATIONS

More on events and groups that may be of interest. We have also provided a pick of recent articles, publications and research on equality related topics.

[READ MORE ►](#)

## EVENTS

EDI events at Brookes, University of Oxford and in the wider community are listed on the [EDI Calendar](#). Key religious festivals and faith dates are included in the main [Brookes calendar](#).

[READ MORE ►](#)

## Charter Marks and equality frameworks

### Athena SWAN News

#### Athena SWAN across the Faculties: Health and Life Sciences



The Self Assessment Team (SAT) in the **Faculty of Health and Life Sciences (HLS)**, led by Professor Susan Brooks, has been working to measure progress, identify good practice and gather staff feedback in preparation for their submission for renewal of their Silver Award in April 2018.

The Athena SWAN champions making up the SAT represent academics and professional services staff across all career levels and all areas of the Faculty. The group met 10 times over the past year to look at feedback, review progress and propose and implement actions that will benefit both men and women. The Chair reports regularly to the Faculty Executive Team so that issues and proposals are heard – and receive support – from the highest level. Focus groups, ‘think tank’ meetings and, most recently a faculty staff survey have been used to gather views.

The new submission pulls together quantitative data on staff representation at different grades, figures for student and staff recruitment, promotion statistics and more and looks at this picture alongside qualitative data from the staff survey and discussion with staff.

The team welcome any views and suggestions. Contact Professor Susan Brooks, Chair of the HLS Athena SWAN SAT on anything related to Athena SWAN and look out for forthcoming new-look **faculty webpages**.

[sbrooks@brookes.ac.uk](mailto:sbrooks@brookes.ac.uk)



Susan Brooks comments:

We are beginning to see an overwhelmingly positive picture emerge with clear evidence that the Faculty values male and female staff equally. Many long-standing and innovative practices – such as supporting post docs into permanent academic jobs, and support for professional and support staff to undertake research degrees, as well as a flexible and supportive attitude to maternity and paternity provision – have really had an effect in making the Faculty an inclusive environment.

On 21 March 2018 Professor Susan Brooks gave a wide-ranging lecture, “A Professional Odyssey: from cancer research to developing the next generation of researchers”. This covered her research achievements and experience of encouragement in her research career journey from part-time PhD to professorial role and lead for Researcher Development, and featured her collaborations and support for others to grow and advance their careers.

[lecturecapture.brookes.ac.uk/Mediasite/Play/5348bfb80ffa48378f12c2a800fb1fd81d](https://lecturecapture.brookes.ac.uk/Mediasite/Play/5348bfb80ffa48378f12c2a800fb1fd81d)

## Athena SWAN in Humanities and Social Sciences

The **Faculty of Humanities and Social Sciences (HSS)** established their Self-Assessment Team (SAT) at the start of the academic year. This is chaired by Michelle Montgomery and supported by Jane Stevens Crawshaw (Vice Chair) and Sarah Matthews (Athena SWAN Champion). The team is working towards a submission of an Athena SWAN bronze award application in late 2019.

The HSS SAT has embarked on a comprehensive work programme addressing the key elements of the **Athena SWAN Charter principles** and have undertaken initial data gathering on staff and student representation and progression. Intersectional issues are embedded in their approach. Engagement in the SAT from potential student representatives has been especially positive and an Undergraduate Student Group has been formed to harness this interest. This group is chaired by the Undergraduate Representative on the SAT and meets bi-monthly, in line with the main group. So far, this group (along with Jane Stevens Crawshaw) has coordinated with Sofia Hussain and her project on harassment, hate crime and sexual violence. They have also met with the SU and Security to discuss lighting in on University campuses.

The SAT has been looking at how good practice in flexible working is implemented across the Faculty and has also considered the complex issues of career progression and promotion. Focused work is underway to improve communication about career trajectories, including examining the pathways and timescales for promotion. Detailed analysis has been undertaken of the make-up of the Faculty's professoriate and focus groups will be taking place over the coming months in order to learn from the experiences of current Professors with regard to career progression and gender equality. The Faculty is also running a focus group to learn more about the specific experience and perceptions of Programme Lead roles, which will feed into broader work being undertaken by the University. In May, the SAT will be considering analysis of our student data and also support for research careers.

Contact Sarah Matthews or Jane Stevens Crawshaw  
[smatthews@brookes.ac.uk](mailto:smatthews@brookes.ac.uk)  
[jane.stevens-crawshaw@brookes.ac.uk](mailto:jane.stevens-crawshaw@brookes.ac.uk)

## Athena SWAN in the Faculty of Technology Design and Environment (TDE)

The **Faculty of Technology Design and Environment (TDE)** Self-Assessment Team, led by Dr Larry Lynch, is focussed on delivering the action plan under its successful Bronze award. As the Faculty develops new activities and initiatives relating to Athena SWAN, the School of Arts will be included alongside the STEM departments, as well as all Professional Services Staff in the Faculty.

A refreshed SAT is now gearing up to review progress and planning an Away Day for the group in June.

Following their relocation to Headington, **Oxford Brookes Business School** are now establishing their Self-Assessment Team under the leadership of Professor Simonetta Manfredi and Andrew Halford.

The Business School hosted the Athena SWAN and International Women's Day Lecture on 7 March 2018 in which Tea Colaianni, Non-Executive Director of Mothercare plc, discussed the most pressing issues facing women in business with Professor Simonetta Manfredi.

On 13 March 2018 the Business School held a launch event for a new discussion paper "University Spinouts: exploring women's participation".

**Download the paper** from the Centre for Diversity Policy Research and Practice website.

Read more in **recent events**

The Institutional **Athena SWAN Steering Group**, chaired by Professor Linda King, oversees the delivery of initiatives identified in the University **Athena SWAN Action Plan** to drive improvements in institutional good practice. It is also supporting faculties with their individual award applications. The group meets quarterly with meetings scheduled in May, October and January.

Contact Helen Ellis-Jones with any suggestions for the group: [hellis-jones@brookes.ac.uk](mailto:hellis-jones@brookes.ac.uk)



## Race Equality Development at Oxford Brookes

The Race Equality Steering Group (RESG), chaired by Professor Anne-Marie Kilday, is working with a broader Race Equality Action Group to take forward the foundation actions set out in our [Race Equality Action Plan](#) for 2017/18.

Progress has been made in awareness-raising activity, establishment of an annual programme for Black History Month and support for the BME Staff Network. Questions on attainment gaps and inclusive curricula have been incorporated into Faculty Annual Review and Planning templates, and the effectiveness will be reviewed. Priorities for the remainder of the academic year include a deeper delve into staff recruitment data, and embedding approaches to reach a diverse talent pool into the staff recruitment strategy.

The RESG is currently refining and defining key actions from the [Race Equality Strategy](#) for 2018/19, with reference to the recommendations of the McGregor-Smith Review: [Race in the Workplace](#) one year on, and the current performance of the University's related work. Analysis of the University Staff Survey will also provide insights into differences in the experience and perception of Brookes staff according to diversity characteristics to inform priorities.

Following the latest Widening Participation Milestones/OFFA Report 2017 the University has committed to a range of actions to increase BME undergraduate applicants and entrants. The priority to close the attainment gap between BME and white students will be placed in the context of a year-long university-wide campaign integrating all attainment disparities as a theme of all relevant work. The RESG will link with the Widening Participation Advisory Group which will take the lead in coordinating the schemes relating to student participation to ensure visibility and dissemination of lessons learned.

Contact Anne-Marie Kilday  
[akilday@brookes.ac.uk](mailto:akilday@brookes.ac.uk)

## Disability Confident and Accessibility

### Disability Confident Employer - attracting and supporting disabled staff



Oxford Brookes is a [Disability Confident](#) employer which recognises the University's actions and commitments to recruit, retain and develop disabled staff. ([Disability Confident](#) has replaced the Two Ticks Scheme.)

By taking an organisational approach to making our environments and working practices genuinely inclusive and accessible, disabled people will experience fewer disabling barriers.

Our self-assessment for the Disability Confident Scheme provided insight to a number of areas where greater focus and communication would be beneficial, including ensuring access to our [Occupational Health Service](#) is well-publicised and taking more positive steps to attract disabled job applicants.

Line Managers play a central role in fostering inclusive practice and supporting new and existing staff with a disability or long term physical or mental health condition. Any **new starter** or **existing member of staff** who considers themselves to be disabled under the [Equality Act 2010](#) should discuss their needs in the first instance with their **line manager**. This helps to facilitate informed and inclusive team working and enables any reasonable workplace adjustments to be identified and put in place to support individuals to work effectively. The definition of disability is broad and includes a range of hidden impairments and health conditions which are likely to have a long term impact.

## Access to Work

In many cases adjustments and support can be arranged at little or no cost. Where there are significant costs involved, external funding may also be available through the **Access to Work Scheme (ATW)**, run by the Department for Work and Pensions.

Disabled staff are encouraged to talk to their **line manager** and **Occupational Health** before approaching **Access to Work** to request an external needs assessment. This will then ensure they can benefit from any external funding which may be available to support required adjustments and adaptations.

For existing staff some support is fully funded by Access to Work, however the scheme requires an employer to share the costs of Special Aids and Equipment and Adaptations to Premises. A large employer like the University is expected to pay the first £1,000 of costs and 20% costs above that threshold up to £10,000. These costs would normally be met by the employing department. Cost-sharing is not usually required for other types of ATW support. Contact Occupational Health in advance, so they are aware of Access to Work applications.

New starters and line managers should discuss specific needs as soon as the job offer is accepted. Early contact with Access to Work will then also help to ensure that any support is in place before starting work, and maximise the eligible costs which can be funded.

### Access to Work Factsheet for Customers (updated April 2018)

Access to Work can help pay for support individuals may need because of a disability or long term health condition, for example:

- aids and equipment in the workplace
- adapting equipment to make it easier to use
- money towards extra travel costs to and from work if public transport can't be used

- an interpreter or other support at a job interview to assist communication
- practical help at work, such as interpreter, note taker, lip speaker or job coach
- support plan for people with mental health conditions to remain in or return to work

The government has introduced a cap on Access to Work funding, now amended to £57,200 per year, from April 2018.

Advance HE/ECU have highlighted **Access to Work changes** in a **recent article**.

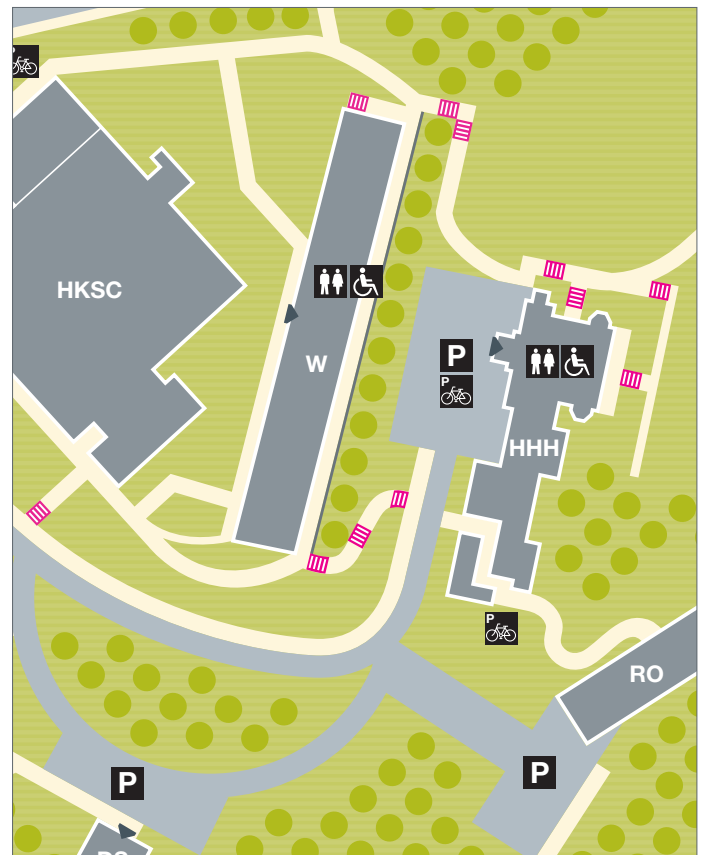
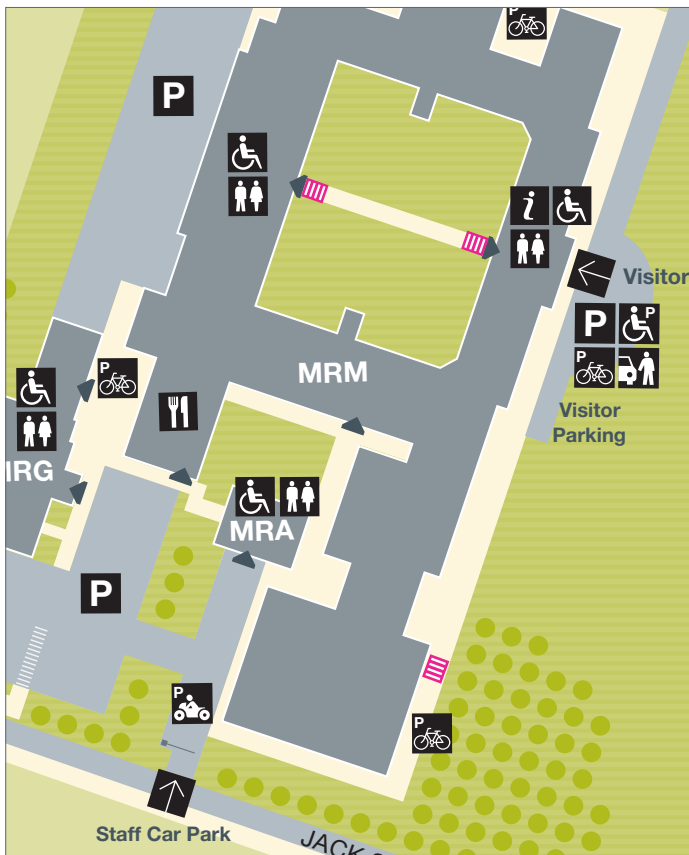
Disabled staff seeking individual advice can contact their line manager, **HR Link Adviser**, **Occupational Health** or HR/EDI via Jane Butcher: [jane.butcher@brookes.ac.uk](mailto:jane.butcher@brookes.ac.uk)

## Accessibility at Oxford Brookes

**The Estates Disability Issues Group** has continued to promote accessibility improvements across all Brookes campus sites. The group includes representatives from across the University. A central live log of access issues has been created to help in identifying priorities and enable the group to advise and track requests for action. This is shared with members of the Site Users Groups for each campus.

Updates on works are included on the **Space to Think** pages where you can sign up for regular bulletins.





Developments in progress include:

- Creating additional separate **site maps** for Gipsy Lane, Marston and Headington Hill with step icons
- Piloting of bookable accessible parking spaces at Clerici with a view to extend to other campuses
- Set up of lockers in Abercrombie for staff and students who have difficulty carrying books/ equipment
- Changes are planned to the screens in Sir Kenneth Wherea Hall to make viewing easier

The Estates Disability Issues Group is keen to ensure that any accessibility issues arising from new developments and refurbishments are proactively flagged up to Estates and Facilities Management. If you have concerns or suggestions about the accessibility of our estate and facilities, please contact Gordon Langford: [gordon.langford@brookes.ac.uk](mailto:gordon.langford@brookes.ac.uk)

Disabled students seeking individual advice should contact the **Disability Service** in Wellbeing.

Disabled staff seeking individual advice can contact their line manager, HR Link Adviser or HR/EDI via Jane Butcher: [jane.butcher@brookes.ac.uk](mailto:jane.butcher@brookes.ac.uk)

## Stonewall Workplace Equality Index

As an active **Stonewall Diversity Champion** for some years, the University made its first self-assessment and submission to the **Stonewall Workplace Equality Index 2018**. The exercise enabled us to examine policy and practice and gather evidence of our actions to promote LGBT+ equality across the institution.

The University was placed at 259 in the overall index ranking of over 434 participating organisations and 36 out of 52 in the education sector. This gives us a solid base to build on for the future. Positive feedback from Stonewall highlights the University's policies and benefits; the work of the LGBT+ Staff Forum; LGBT+ History Month and engagement with students as our service users.

Contact Elaine Dagnall  
[edagnall@brookes.ac.uk](mailto:edagnall@brookes.ac.uk)





## Policy and Practice

### EDI Annual Report 2016/17

The **EDI Annual Report 2016-17** presenting staff data for the year to 31 July 2017 is now available on the EDI webpages. It provides an overview of EDI governance within the University, a summary of progress against the EDI Strategy and Action Plan, headline data for each of the protected characteristics, an overview of key events during the year, and outline objectives for 2017-18. This includes more focused work on recruitment.

Based on headcount of 2,222 staff, (2,194 in 2016 Report) headlines include:

- Increase in staff identifying their ethnicity from BME groups from 10% to 10.7%
- Increase in staff identifying as lesbian, gay or bisexual from 3.5% to 3.8%
- No change in the proportion of staff declaring a disability - 6.3% compared to 6.4% in 2016
- No change in overall gender balance at 60% female, with IT Services 25.6% and TDE 42.9% continuing to have the lowest proportion of female staff.
- Women make up 47.5% of our professoriate compared with 23.9% nationally in the sector

Details of staff and student diversity data across the HE Sector is available in the **Equality in Higher Education: Statistics Reports 2017 on Staff and Students**. Produced by the Equality Challenge Unit and using data from the Higher Education Statistics Agency (HESA), the reports published in November 2017 provide a snapshot of the age, disability, ethnicity and gender of staff and students in higher education for the 2015/16 academic year, as well as the interplay of these identities (for example, female black students or male disabled staff). Anyone with an @brookes.ac.uk address can register to access ECU publications. The **reports** are directly accessible on Google drive.

### EDI Strategy 2018-2021

Work is underway on a refreshed overarching Equality, Diversity and Inclusion Strategy for 2018-2021. This is being led and coordinated by Human Resources in consultation with key stakeholders involved in student-facing EDI activity, widening participation and inclusivity in teaching and learning. Intersectional equalities issues will be integrated into key strategic outcome themes, enabled by effective governance and monitoring/ reporting.

The Strategy will be accompanied by an initial one year action plan, specifying ownership and KPIs, to lay the foundation for work in years two and three. The next stage of development will be discussed at the Equality Diversity and Inclusion Advisory Group in June.

Contact: Helen Ellis-Jones  
[hellis-jones@brookes.ac.uk](mailto:hellis-jones@brookes.ac.uk)

### Gender Pay Gap Reporting

In April 2017 regulations came into effect requiring employers with more than 250 staff to publish data on the gender pay gap. The **University report** is available on the University website. You can see the results for Oxford Brookes and other organisations on the government **Gender Pay Reporting Website**



The headline figures are that Brookes has a mean hourly gender pay gap of 11.9% and a median hourly gender pay gap of 13.7%. **UCEA** report the HE sector median average as 15.6% and the mean average as 14.8%.

There are two key contributing factors. Brookes has achieved good progress on employing women in many senior positions, with 51.3% of staff in the upper quartile being women. However this is lower than the 60% figure which is the overall proportion of women in our workforce. Secondly, a larger proportion of jobs in the two lower quartiles of pay are held by women. A number of these are administrative positions, and include a large number of student casual positions (predominantly female reflecting the gender balance of the student population).

The report highlights areas of focus to close the gap:

- career development,
- recruitment and selection,
- leadership and influence,
- data and monitoring,

Our actions will particularly address the progression of women in early and mid-career, ensuring that flexible working does not in itself become a barrier to advancement and paying particular attention to part-time working for women and men at all levels of the organisation.

### What’s the difference between equal pay and the gender pay gap?

Whilst both equal pay and the gender gap deal with the disparity of pay women receive in the workplace, they are two different issues:

Equal pay means that men and women in the same employment performing equal work or work of equivalent value must receive equal pay, as set out in the Equality Act 2010.

At Brookes we have no significant gaps in pay between men and women at the same grade.

The gender pay gap is a measure of the difference between men’s and women’s average earnings across an organisation. It is expressed as a percentage of men’s earnings. The gender pay gap is therefore influenced by the proportions of men and women at different levels of the organisation. In Britain, there is an overall average median hourly gender pay gap of 18.4%.

A number of people have asked why there is gender pay gap, when we do not have an equal pay gap? This is because the gender pay gap looks vertically through the organisation, whereas equal pay looks at jobs of the same size horizontally, ensuring that men and women are paid the same for jobs of equal value. The diagram below illustrates the difference.

#### Gender pay gap example

Company A employs people at two grades in the proportions shown below. There are an equal number of men and women in higher paid roles and more women in lower paid roles.



**People Management** comment on the overall picture of employers’ response to the reporting requirement which reveals an overall national average median pay gap of 18.4% for both full-time and part-time workers and of 9.1% for full-time workers alone.

This blog from Wonk HE **Digging beneath the Gender Pay Gap Headlines** includes comparative data on the HE sector in a tableau presentation.

Contact Helen Ellis-Jones  
[hellis-jones@brookes.ac.uk](mailto:hellis-jones@brookes.ac.uk)





The **Think Human Festival** organised by the Faculty of Humanities and Social Sciences runs from 21 to 26 May 2018.

This features **Understanding Intersectional Oxford** with This workshop, facilitated by journalist Shaista Aziz, will introduce and explore the notions of ‘intersectional’ identities. Intersectionality may be defined as the way in which people’s experiences are shaped by their ethnicity, class, sex, gender, and sexuality all at the same time and to varying degrees.



As a city, Oxford is also prey to stereotype: white, scholarly, privileged, elite even. But Oxford is also the product of its intersectional histories, cultures and inhabitants, and we perhaps need to do more to recognise and understand the complex inter-relations that have always defined it and continue to shape it.

Shaista is a freelance journalist and writer specialising on identity, race, gender and Muslim women. Her work has appeared in The Guardian, Globe and Mail, New York Times, BBC and Huffington Post.

## Staff Harassment Advisers

At Oxford Brookes we believe people flourish in a culture of respect and support, where we celebrate difference and thrive on each other’s success. Our **Policy and Procedure on Harassment and Bullying** (Regulation E23) makes it clear that harassment and bullying are never acceptable and are not tolerated by the University.

All members of the University community should feel able to recognise, challenge and, where necessary, complain about harassment and bullying, with confidence that their concerns will be treated seriously and investigated promptly and fairly. The policy explains how staff and students who feel they have been subject to harassment or bullying can raise a complaint and how these will be addressed in a practical and timely way.

Staff Harassment Advisers (SHA) are staff who have volunteered to provide an information service to staff who feel they are experiencing unwanted behaviour, as well as staff who have been accused of inappropriate behaviour. SHAs offer an impartial, confidential listening ear and can help clarify possible courses of action and explain the University’s procedures.

The list of SHAs has recently been refreshed. SHAs are drawn from a variety of areas and roles across the University and have received appropriate training. They work on a cross-University basis so if you need to speak to someone, it is not necessary to contact someone from your own faculty or directorate.

The **list of SHAs** can be found on the Equality, Diversity and Inclusion webpages.

For further information on the SHA network or on the Policy and Procedure on Harassment and Bullying, please contact Elaine Dagnall, HR Business Partnership Manager via [edagnall@brookes.ac.uk](mailto:edagnall@brookes.ac.uk)

Students who feel that they have been subjected to harassment or bullying may contact Wellbeing Advisers and/or counsellors, the Student Welfare Manager and/or the Head of Wellbeing in the first instance.

Read more about Wellbeing [here](#)

### Student Safety and Respect - Staysafe initiative

The Students' Union and the University are undertaking a **research study** exploring students' thoughts and attitudes towards harassment, hate crime, sexual violence and reporting these types of behaviours to the University.



The research study is an opportunity for Brookes students to directly inform the university of their views on what we could do to improve student safety; reduce and prevent incidents of harassment, hate crime and gender based violence; and also directly inform the development of a reporting tool for students to use, whether that be a website, app or something else.

#### Online questionnaire

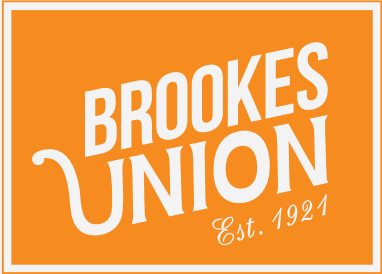
The **online questionnaire** is anonymous and confidential. Participants can enter a prize draw for a chance to win one of three £50 **Love To Shop** vouchers. The online questionnaire includes free text spaces within each section for students to freely express their views on these important topics.

#### Focus Groups

The **focus groups** will consist of questions about students' views on harassment, hate crime, gender based violence and reporting of these types of incidents. For example, students will be asked what the university could do to make it easier for students to report these types of incidents to us. **Participants of the focus groups will be provided with a free lunch.**

Further information on the research study and links to the online questionnaire and focus group registration pages can be found [here](#).

Contact: [staysafe@brookes.ac.uk](mailto:staysafe@brookes.ac.uk)



## Brookes Diversity and Inclusion Networks



We are proud to have a number of staff diversity networks at Oxford Brookes. These groups are self-organised and volunteer-led. They are based on shared identity, interest or experience. The groups connect and support staff by organising social events and activities, promoting personal and professional development, as well as providing peer support.

The **Staff Diversity Networks** also play a valuable role in assisting the University to hear the views and voices of colleagues with specific protected characteristics, contributing suggestions and providing informed feedback to the University on proposed or potential new developments.

The coordinators/chairs of the networks liaise to foster collaborative working and support for intersectional identities. The HR EDI team also meet regularly with the networks to discuss joint concerns and the issues arising from the consultative aspect of the networks.

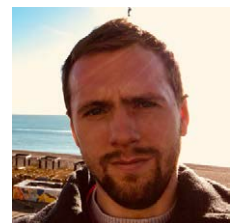
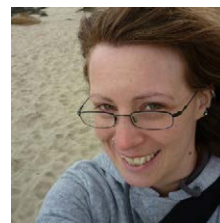
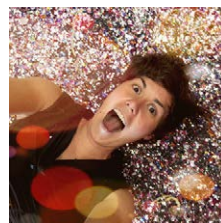
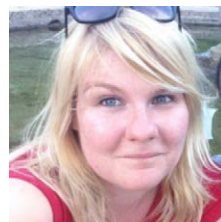
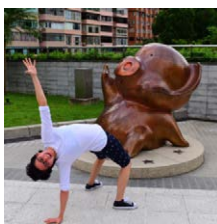
## LGBT+ Staff Forum

For more information of to sign up to the Forum, contact Sebastian Blake: [sblake@brookes.ac.uk](mailto:sblake@brookes.ac.uk) or [hr-lgbtplus@brookes.ac.uk](mailto:hr-lgbtplus@brookes.ac.uk)



The LGBT+ Forum has been active in social activities, awareness-raising and played a central role in organising LGBT+ History Month activities. Sharing rainbow lanyards across the University for colleagues to show their support as allies for LGBT+ inclusion has been very popular and positive. This has also sparked wider conversations about inclusive language and understanding different experiences of coming out and being yourself in the workplace.

Following a role models workshop in December 2017 the LGBT+ Staff Forum have gathered **Staff Profiles** from colleagues in a wide range of roles who identify as LGBT+. These are now proudly hosted on the website to help promote the diversity of Brookes community to staff and students. An initial workshop for allies is being held on Thursday 3 May 2018.



## Brookes Staff Disability Network

For more information or to join the mailing list contact Frances Jenkins: [fjenkins@brookes.ac.uk](mailto:fjenkins@brookes.ac.uk)

The network is open and inclusive of disabled staff and those who have a connection or interest, professional or otherwise, in disability issues and equality.

The network aims to provide peer support and communication to improve the experience of disabled staff and assist in raising awareness of disability issues across the University. It will also organise social events for members to get together.

The network lunchtime meeting on Thursday 1 March 2018 focused on discussion of inclusive design and feedback on recent building developments. Frances Jenkins shared learning from the Calibre Leadership programme about positive approaches to empowerment and authentic leadership style and behaviours.

Members of the network are currently developing a range of profiles and stories from disabled staff across the University.

Please contact Frances Jenkins if you would be interested in sharing your experiences or to find out more.

## BME Staff Network

Contact Sobia Afridi or Beverly Sesay for more information or to join the mailing list: [safриди@brookes.ac.uk](mailto:safриди@brookes.ac.uk) or [bsesay@brookes.ac.uk](mailto:bsesay@brookes.ac.uk)

The BME Staff Network is focused on improving the experience and enhancing progression for black and minority ethnic (BME) staff at Brookes, supporting members in their working lives and promoting awareness of issues relating to the experience of BME Staff.

Sobia comments that: "This is a safe place to chat about any issues you wish, I feel we are a developing little community. We hope to grow, so if you are not on the list please do contact us."

Meetings are held quarterly and ideas for topics and activities are welcome.

## Round-up of recent events

### Disability History Month Lecture 2017



Through the initiative of the [Staff Disability Network](#), Oxford Brookes held its first public lecture to mark [Disability History Month](#) on 28 November 2017 with Dr Hannah Thompson, Reader in French prose and critical disability studies at Royal Holloway, University of London.

Hannah's talk "Blindness Art and Disability Gain" discussed art appreciation in the context of the social model of disability. She highlighted how resources such as inclusive audio description for example can enhance access and new perspectives on art for everyone.

Plans are underway for Disability History Month 2018.

<https://lecturecapture.brookes.ac.uk/Mediasite/Play/f9a0b56988cb48f791b8b7c500ef49331d>



## LGBT+ History Month 2018

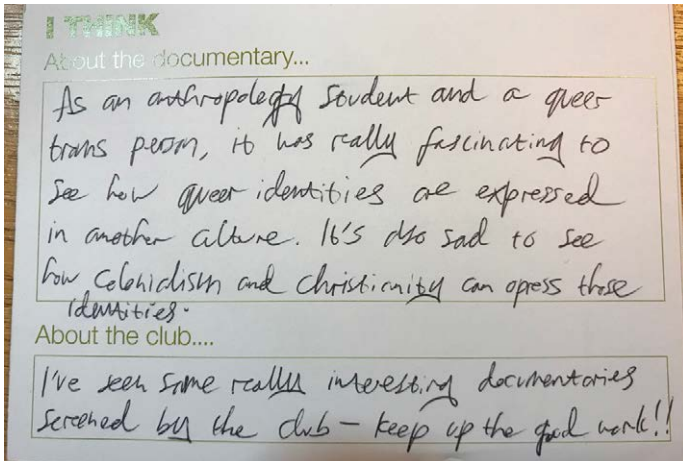
A wide ranging **programme of events** and activities for **LGBT+ History Month 2018** was put together by the LGBT+ Staff Forum, Brookes Union and Student LGBTQ+ groups and EDI teams. The theme for 2018 was Geography: Mapping our World.

Contributions also came from the Documentary Club, Brookes Poetry Centre and collaboration with the Oxford Human Rights Festival and staff across faculties and directorates. The programme was supported by Brookes Staff Experience and Brookes UNISON and UCU and included engagement with Oxford Amnesty International and local community organisations.

We flew the pride flag at all sites and Coffee Mornings were held early in February across all our campuses to support communication and promotion. A lively session with rainbow cakes and exhibition resources was held at Swindon campus, and libraries showcased LGBT+ authors and perspectives. A popular quiz was held in the Sports Centre in collaboration and support of Oxford Amnesty International. Sharing and wearing of rainbow lanyards by allies and supporters was an extremely popular and continuing initiative from the LGBT+ Forum, coupled with highlighting LGBT+ Staff Profiles on the website.







**Oxford Brookes Documentary Club** showed *Two Soft Things, Two Hard Things* on 15 February.

As a small group in Nunavut, Canada prepare for a seminal LGBT Pride celebration in the Arctic, the film explored how colonization and religion have shamed and erased traditional Inuit beliefs about sexuality and family structure and how, 60 years later, a new generation of Inuit are actively 'unshaming' their past. The film raised some thought-provoking discussion about cultural perspectives on LGBT+ pride.

### Asylum in the UK: LGBT+ experience of the asylum system

On 21 February 2018 Brookes was proud to welcome speakers from **Movement for Justice** to highlight issues and share experiences of the UK Asylum system for LGBT+ asylum seekers. Antonia Bright and four members of the movement with direct and ongoing experience gave powerful, personal accounts of the vulnerability, isolation and psychological impacts of the limbo of detention after fleeing to a place of safety from persecution based on sexuality. The importance of network support through activism and of protest as a source of strength was clearly shown. The discussion looked at ways to organise for solidarity and encouraged ongoing engagement with the work of Movement for Justice.



Please find here the link to the Lecture Capture: <https://lecturecapture.brookes.ac.uk/Mediasite/Play/5e58b01441d44241b42b03f2eb38e50c1d>

### Poetry Night 6 March 2018 - Identity

In collaboration with Brookes Poetry Centre, the Human Rights Festival and the LGBT+ Staff Forum, this event featured readings by Ceri Lloyd (pictured left), Dan Holloway and a range of Brookes student and staff contributors.



### Lunchtime Identity/Intersectionality seminar - 15 March 2018

As part of the Human Rights Festival series of lunchtime seminars, members of the Staff Diversity Networks, Brookes Union and the Chaplaincy shared personal perspectives on intersectional identities in a lively discussion with staff and students.



## International Women's Day and Athena SWAN Lecture



### Why gender diversity matters in corporate Britain

On 7 March 2018 Tea Colaianni, Non-Executive Director of Mothercare plc, discussed the most pressing issues facing women in business with Professor Simonetta Manfredi, Associate Dean for Research and Knowledge Exchange of Oxford Brookes Business School.

Tea and Simonetta explored the Davies report and Hampton-Alexander review that have set a target of 33% female representation among Board Directors and Executives of FTSE 100 companies by 2020.

This fascinating conversation brought about questions such as:

- Are businesses likely to reach this target?
- Why is it important to achieve greater gender diversity on company boards?
- What is the experience of women who already sit on these boards?
- Do they have a role in promoting change from within the corporate sector?

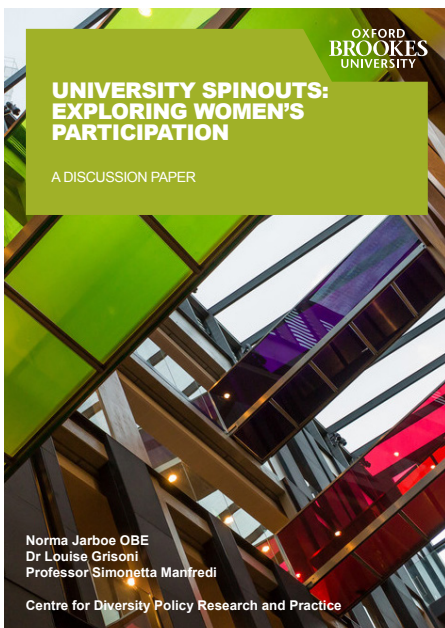
This event was an Athena SWAN and International Women's Day Lecture 2018 and was hosted by Oxford Brookes Business School.

Lecture Capture Link:

<https://lecturecapture.brookes.ac.uk/Mediasite/Play/a3e2125391b34691aa750c967ef0ecf51d>



## Women in University Spinouts



On 13 March 2018 the Business School held a launch event: **University Spinouts: exploring women's participation**. This featured **Professor Linda King**, PVC Research and Global Partnerships and co-founder and Director of a spinout company and **Dr Michele Barbour**, Reader in Biomaterials and Deputy Head of Bristol Dental School as well as academic founder and CEO of a spinout company.

The conversation was hosted by Professor Simonetta Manfredi, with Norma Jarboe OBE, Director of Women Count and leading author of the topic discussion paper introducing the findings.

The research found that, between 2015 and 2016, 131 spin-off companies were incorporated in the UK and only 20 women were identified as founders or co-founders. In this group most women were co-founders with male colleagues, with whom they worked on research leading to the establishment of the spin-off. After the spin-off companies

were formed, women appeared to have taken active roles as directors, chief executive officers or members of the executive team.

Sixteen out of the 20 women founders or co-founders worked in institutes or departments that have achieved Athena SWAN silver or bronze status.

Professor Manfredi writes in the [Times Higher Education](#) about the issues and solutions covered in the paper. Simonetta comments: “it is not all doom and gloom, and several women scientists who successfully founded or co-founded spin-offs are featured in our paper with disciplinary backgrounds spanning chemistry, biosciences, mechanical engineering and physics.”

The paper is available on the [Centre for Diversity Policy Research and Practice](#) webpage.

## Oxford Human Rights Festival

The 16th [Oxford Human Rights Festival](#) on the theme of Identity ran from 12 to 17 March 2018 at Oxford Brookes. Here are a couple of highlights:

### Loving Vincent - screening

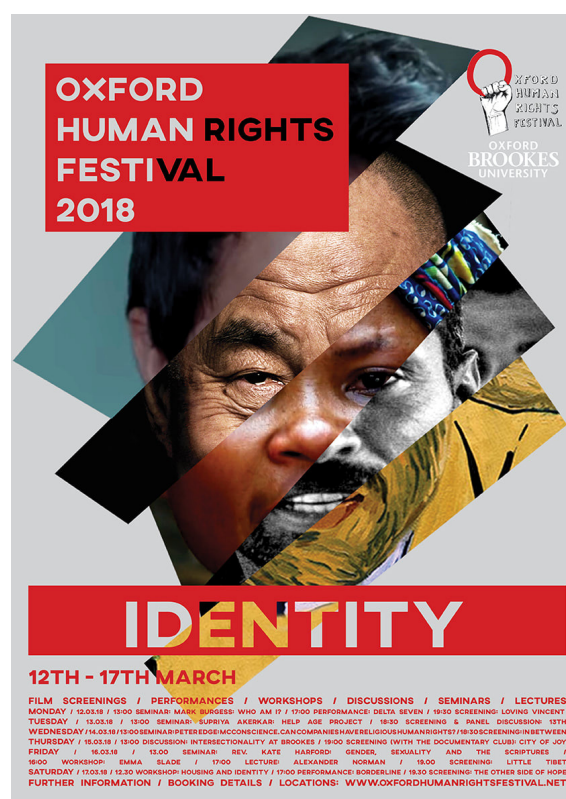
This animation explores the life of Vincent Van Gogh and the circumstances surrounding his death. Vincent experienced mental health problems throughout his life. Charlotte Yeatman, Teaching Fellow in Nursing (Mental Health) represented the Department of Nursing on a panel about mental health following the screening. Other panelists were Amy Enticknap, actor and co-founder of the Human Story Theatre, a pop-up theatre company focusing on health and social care issues, and Andi Reiss, filmmaker and Trustee of mental health organisation, Mind. The discussion was facilitated by Clara Blackings, Marketing Officer at Oxford Brookes.

### Human Rights Festival opening night event with Delta 7 on 12 March 2018

“Advocates for social change disguised as Rock Stars,”

**Delta 7** is a seven-piece rock band from Eastbourne, who write and perform all their own material. In an article in Disability Arts Online, 23 March 2018 the band comment on the experience.

“Oxford Brookes University contacted us via our Delta 7 Facebook page. Someone at the University had seen our film, We Rise, and asked if we would like to play at the Oxford Human Rights Festival. The band were very excited to be given this opportunity. I think it is especially great that the band were invited when the theme of the festival is ‘identity’. It is important to acknowledge how important it is that people have opportunities to choose their own identity. Delta 7 are a band, disability is only a part of a person’s identity, not the whole of it.”



## BAME Staff Action Group and Diversifying the Curriculum

The **BME/BAME staff action group** is led by teaching and professional services staff and collaborates with Brookes students in a wide range of activities associated with **Diversifying the Curriculum**.

The work of the group includes the new **Upstream Newsletter**, Issue 3 is now available. The group welcome contributions from staff and students to highlight how people at Brookes are responding to the call to diversify the curriculum.

Contact Mariama Sheriff: [msheriff@brookes.ac.uk](mailto:msheriff@brookes.ac.uk)

A **Social Mobility Research Group (SMRG)** was launched on 23 November 2017 with an event where Catherine Dilnot from the School of Education presented her **research findings** on the relationship between A-level subject choice and social background, and why this relationship might matter in a widening participation context.

A second event on 8 March 2018 with Dr Michelle Kempson from Solihull College focused on sharing innovative models and consultation methods for student voice such as graphic facilitation.

The SMRG brings together academics, researchers and policy-makers across the University with an interest in social mobility. A series of lunchtime lectures and seminars will provide a space for the debate and analysis of current issues affecting social mobility policy, practice and research.

Contact Emily Warwick: [ewarwick@brookes.ac.uk](mailto:ewarwick@brookes.ac.uk)



## Development opportunities

### Brookes Coaching Pool

OCSLD held a launch event for the Brookes Coaching Pool on 21 February 2018. This brought together 24 volunteer coaches from across the University and colleagues who have benefited and are interested in accessing coaching for work-related issues and goals and career development questions.

Brookes Coaches have completed the Institute of Leadership and Management (ILM) Coaching and

Mentoring Level 5 Certificate programme through OCSLD or other routes.

If you would like to be coached by an internal coach, you will need to **register online** first. You will be able to find out more about our coaches and choose a coach to work with.

**OCSLD website** has information on coaching opportunities and services with details of how to register for the online coach matching system. Contact: [coaching@brookes.ac.uk](mailto:coaching@brookes.ac.uk)



## Springboard

The latest run of the award-winning **Springboard Women's Development Programme** was held at Brookes from October 2017 to January 2018 with 20 Brookes colleagues participating. The programme is designed for women from all backgrounds, ages and stages of their lives, but specifically aimed at those in non-managerial roles. See recent **Onstream article** on the benefits of the Springboard programme.

If you are interested in attending the next Springboard course, please contact Roy Grant via [ocslid@brookes.ac.uk](mailto:ocslid@brookes.ac.uk) for further information.

## Aurora - a Leadership Foundation Programme



The **Aurora Programme** is designed to encourage more women to move into leadership positions in Higher Education. It consists of four workshops and an action-learning set spread over a five-month period. Oxford Brookes provides opportunities each year for female staff in either academic or support roles to attend the programme.

Further information is available on the **Aurora** website.

## And for a wider perspective... events, groups, research and publications

More on events and groups that may be of interest. We have also provided a pick of recent articles, publications and research on equality related topics.

### Diversity and inclusion talks, events and groups

University of Oxford, TORCH | The Oxford Research Centre in the Humanities stimulates, supports and promotes research activity that transcends disciplinary and institutional boundaries, and engages with wider audiences. The **Humanities & Identities** series includes talks, workshops, performances, conversations.



**TORCH - Humanities and Identities Talks and Lectures**

<http://torch.ox.ac.uk/events>

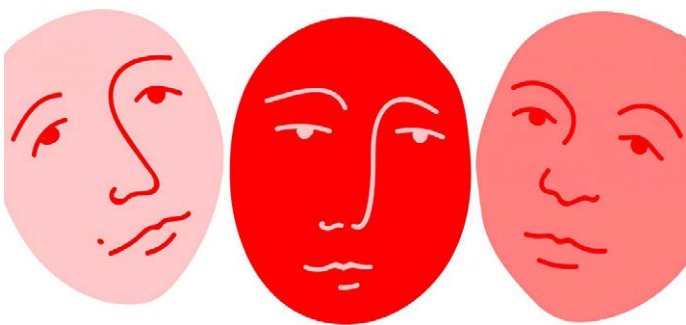


### University of Oxford latest Annual Equality Report (2016-17)

The **report** sets out key equality data and summarises the University's main equality-related activity during 2016-17.

<http://bit.ly/2Ht6pyt>

### Common Ground - Race, Class and Oxford Symposium - 4 - 11 May 2018



The **symposium** will focus on the intersection of race and class at Oxford, and the relationship of each to colonialism. Through poetry, film, panel discussions, and anything and everything in between, the symposium will provoke discussion, stimulate debate and inspire change.



**UNISON Oxfordshire Black Members Group - Oxfordshire-wide self-organised UNISON Black members group**

This group brings together colleagues from local authorities, health, education and other public sector employers. Contact Beverly Sesay:

[bsesay@brookes.ac.uk](mailto:bsesay@brookes.ac.uk)

More information on UNISON activity is available [here](#)



**HERAG (Higher Education Race Action Group) - Think Tank - 20 June 2018**

Making a difference, making it count

### Advocating for Race Equality in Higher Education

Mary Ward House, 5-7 Tavistock Place, London WC1H 9SN

Cost per delegate: £90

The Higher Education Race Action Group's (HERAG's) fifth think tank will focus on current perspectives of senior leaders on race in higher education, strategies for engagement with race equality ('what works'), approaches to facilitate constructive conversations about race in a university setting, and how to promote institutional engagement with the Race Equality Charter.

Booking link:

[www.eventbrite.co.uk/e/herag-thinktank-5-advocating-for-race-equality-in-higher-education-tickets-44219046358](http://www.eventbrite.co.uk/e/herag-thinktank-5-advocating-for-race-equality-in-higher-education-tickets-44219046358)

### The Higher Education Race Action Group (HERAG)

(HERAG) is supported by the Equality Challenge Unit and made up of equality and diversity professionals, academics, students and other individuals interested in advancing race equality in higher education. HERAG holds regular meetings and conference/Think Tanks and shares information through a jiscmailist.

Equality news and research

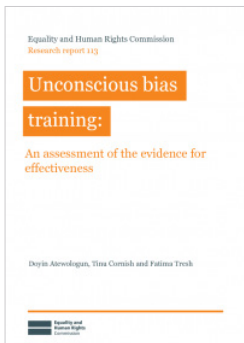
Launch of Advance HE

**Advance HE**, the new sector agency formed from the merger of the Equality Challenge Unit, Higher Education Academy and the Leadership Foundation for Higher Education, was formally launched on Wednesday 21 March.



**FAQs** on the website clarify that Advance HE will continue the work of the Equality Challenge Unit (ECU) on equality, diversity and inclusion across all four nations of the UK, including colleges in Scotland, as well as its international partnerships. The Athena SWAN and Race Equality Charters will remain a key focus of these efforts.

Unconscious bias training: an assessment of the evidence for effectiveness



**Report from EHRC** evaluates the available evidence to help determine whether, when and how Unconscious Bias Training (UBT) works. It makes clear the pressing need for evaluation of UBT programmes to better understand its effectiveness as an intervention. The research

was carried out for the EHRC by Tinu Cornish of ECU in partnership with Dr Doyin Atewologun (QMUL) and Fatima Tresh (Essex).

Caroline Waters, discusses the issues in this EHRC Blog: **Unconscious Bias Training: no such thing as a quick fix**

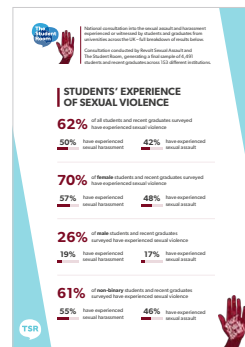


Tackling sexual misconduct and harassment

**Universities UK report** (24 March 2018) looking at progress made in tackling sexual misconduct and harassment affecting university students.

Universities have made progress in addressing student-to-student harassment, according to a UUK report. Based on research carried out by the Leadership Foundation for Higher Education, **Changing the culture: one year on** surveyed a range of institutions on their implementation of the recommendations from the 2016 Taskforce report, **Changing the culture**. It found that progress has been made in tackling student-to-student harassment, particularly where there is active senior leadership, but less progress has been made in tackling hate crime, hate-based harassment and staff-to-student sexual misconduct. The analysis reflects similar findings from a recent **NUS report**.

Student Room Survey on Sexual assault and harassment on university campuses



**The Student Room** recently consulted over 4,500 students in partnership with Revolt Sexual Assault, to better understand sexual assault and harassment experienced or witnessed by students and graduates from across UK universities.

70% of female and 26% of male students and recent graduates surveyed had experienced sexual violence (defined as sexual harassment and/or sexual assault), with groping and unwelcome/unnecessary touching in a sexual manner being the most commonly experience form of sexual assault. **The survey** also found that 39% of students that have been sexually assaulted or harassed were made to feel responsible for the incidences and 6% of those who had experienced sexual assault or harassment reported their experience of sexual violence to the university.

You can read the report here: [www.thestudentroom.co.uk/life/health/sexual-health/sexual-assault-and-harassment-on-university-campuses](http://www.thestudentroom.co.uk/life/health/sexual-health/sexual-assault-and-harassment-on-university-campuses)

**EHRC Report: Turning the Tables: Ending Sexual Harassment at Work (27 March 2018)**



**This report** shares evidence about sexual harassment in the workplace gathered from individuals and employers. It makes recommendations about how to end sexual harassment at work.

- Progression
- Recruitment
- Workplace bullying and harassment

Business in the Community is keen for people from all ethnicities to complete the short survey, everyone aged 16 and over, employed or self-employed in the UK (England, Scotland, Wales and Northern Ireland) are encouraged to participate. Completion of the survey will take approximately 13 minutes.

Click on the **link** to access the survey which is open to **18 May 2018**.

**The Experience of Muslim Students in 2017-18**

**NUS research** into the experiences of Muslim students in further and higher education in the UK.



In November 2017, NUS Women's and Black Students' campaigns undertook research to understand the experiences of Muslims in further and higher education in the UK. This report outlines those findings and recommendations that arose from them.

Contact: [women@nus.org.uk](mailto:women@nus.org.uk)



**Race at Work Survey 2018**



**The Race at Work survey 2018**, sponsored by the Department for Business, Energy and Industrial Strategy (BEIS) and delivered in partnership with YouGov is designed to build further on the findings of the 2015 survey, the largest survey of its kind in the UK that received over 24,000 respondents.

The survey questions examine the following workplace issues:

- How to talk about race
- Pay gap monitoring and reporting

Professor Kalwant Bhopal article in the Guardian (April 2018): **Towards a post-racial society: how to make universities more inclusive**

Chris Millward article in the Guardian (April 2018): **Wealthy, white students still do best at university. We must close the gap**

Afua Hirsch article in the Guardian (January 2018): **I've had enough of white people who try to deny my experience**

Guardian Higher Education Network (Nov 2017) **Do universities have a problem promoting their BAME staff?**

Guardian Higher Education Network (Nov 2017) **'I've been mistaken for the coffee lady': experiences of black female academics**



## Events

EDI events at Brookes, University of Oxford and in the wider community are listed on the EDI Calendar. Key religious festivals and faith dates are included in the main Brookes calendar.

Date	Focus	What	Where
3 May 2018	LGBT+	<b>Allies Workshop</b>	JHB 406, John Henry Brookes Building, Headington Campus
14-20 May 2018	Mental Health	<b>Mental Health Awareness Week</b>	See <b>Occupational Health Resources</b>
21 May 2018 14.00 to 15.30	Think Human Festival Intersectionality	<b>Understanding Intersectional Oxford with Shaista Aziz</b> This workshop, facilitated by journalist Shaista Aziz, will introduce and explore the notions of 'intersectional' identities. Intersectionality may be defined as the way in which people's experiences are shaped by their ethnicity, class, sex, gender, and sexuality all at the same time and to varying degrees.	Union Hall, John Henry Brookes Building, Headington Campus
14 June 2018 All day	Learning and Teaching	<b>Brookes Learning and Teaching Conference Theme: Transformation</b> The Brookes Learning and Teaching Conference is a place where innovation, creativity and alternative perspectives on teaching are openly exchanged.	Headington Campus venues
14 June 2018 17.00 to 19.00	Race Equality	<b>Reni Eddo-Lodge - Why I'm no longer talking to white people about race</b> Reni Eddo-Lodge (author of <i>Why I'm No Longer Talking to White People About Race</i> and winner of the Jhalak Prize 2018), will be in conversation with Dr Rebecca Surender (Pro Vice-Chancellor and Advocate for Diversity, University of Oxford).	University of Oxford, Faculty of English, Manor Road, Oxford
20 June 2018 10.00 to 16.00	Race Equality	<b>HERAG Think Tank</b> The Higher Education Race Action Group's (HERAG's) fifth think tank will focus on current perspectives of senior leaders on race in higher education, strategies for engagement with race equality ('what works'), approaches to facilitate constructive conversations about race in a university setting, and how to promote institutional engagement with the Race Equality Charter.	Mary Ward Centre, London