

# EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2018 – 2019



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## Introduction from the Vice-Chancellor



I am delighted to share this report on key areas of our activity to support and advance equality, diversity and inclusion over the 2018-19 academic year, along with a summary and analysis of diversity data relating to the University's workforce.

I am personally committed to push forward further progress across all equality groups, particularly through our work under the Athena SWAN Charter, our race equality strategy, Disability Confident Scheme and involvement in the Stonewall Diversity Champions Programme.

I was pleased to work with colleagues in the Vice-Chancellor's group to champion our initiative to roll out University-wide e-learning on unconscious bias and engage all our senior staff in workshops and ongoing personal commitment to active challenge of potential biases in our thinking, planning and decision-making.

In addition to our overarching EDI work, our **Access and Participation Plan** also forms a central part of our whole institution approach to inclusivity, connecting actions and outcomes for staff and students.

We want Oxford Brookes to better reflect society at large, and be a place where people from many cultures and backgrounds live, work and learn alongside each other. Our ambition is to provide the best possible environment in which each person, regardless of background, can flourish and fulfil their potential.

During 2018-19 the engagement of staff and students in network groups and other activities to promote and support inclusivity continued to expand. This was particularly evident in the success of events for Black

History Month, LGBTQ+ History Month, and International Women's Day, as well as celebrating Disability History Month and taking part in **#PurpleLightUp** in December 2018.

Importantly, the University also maintained proactive promotion of the campaign, '**It's NOT OK, It's not Brookes**', to encourage students and staff to report sexual violence, hate crime and harassment relating to students.

Our EDI champions in every faculty and directorate provide a valuable network to help communicate and connect up our EDI initiatives across the institution.

Yet there's still much to do and I'm determined to build on the momentum. Our **EDI Strategy** outlines the key objectives and targets we set ourselves through to 2022.

I hope you will find this report both interesting and informative, and that it provides an opportunity to share in our celebration of the diverse communities that make up Oxford Brookes University and our work to develop a truly inclusive organisation.

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

**Professor Alistair Fitt**  
**Vice-Chancellor**  
**April 2020**



# Context for the 2018-19 Report

Our **Equality, Diversity and Inclusion (EDI) Strategy 2018-2022** has the following high level objectives.

- Effective governance and reporting
- Diversity confident staff and students
- Greater accessibility and inclusivity of our estates, facilities and services
- Diversity in and throughout our communities

This report covers a summary of University-wide activities in support of the EDI strategy during 2018-19, focusing on those led and coordinated by Human Resources, referencing other key initiatives and including detailed reporting on the diversity of the workforce.

Appendix 3 (see separate document) gives details of the initial actions identified for the first year of the new EDI strategy and the progress made during 2018-19.

## Effective governance and reporting

### Supporting equality, diversity and inclusion across the University

The **Equality Diversity and Inclusion Advisory Group (EDIAG)** chaired by the Vice-Chancellor has continued to operate as the central forum for coordination and oversight of the University's commitments and responsibilities in relation to equality, diversity and inclusion for the institution, with representation from the leads for specific equality strategies and action plans linked to equality charters and frameworks.

The PVC for Student and Staff Experience, Professor Anne-Marie Kilday, is a key champion and sponsor for EDI initiatives and specifically for our race equality agenda. The PVC for Research and Global Partnerships, Professor Linda King, leads on Athena SWAN as our gender equality champion.

During 2018-19 the appointment of Dr Astrid Schloerscheidt to the role of PVC for Access and Participation also led to the establishment of a new **Access and Participation Group** reporting directly to the Vice-Chancellor's Group, and with representation on the EDIAG to ensure cohesion and linkage of work supporting student and staff diversity and inclusion.



**Professor Anne-Marie Kilday**  
PVC for Student and Staff Experience



**Professor Linda King**  
PVC for Research and Global Partnerships



**Dr Astrid Schloerscheidt**  
PVC for Access and Participation

Brookes Union and the University trade unions are members of the EDIAG and liaison with University Staff Diversity Networks was provided through Human Resources EDI contacts.

The **Multifaith Advisory Board** chaired by the Head of Wellbeing and supported by the University Chaplain continued to provide a forum for the discussion of matters relating to faith within the University and in its community context. The board includes representatives from faith groups, faculties, Human Resources, student-facing services and student societies, and reports to the EDIAG.

An **Estates and Facilities Accessibility Advisory Group** was chaired by Christopher Tuck, Head of Wellbeing, working with colleagues in Estates and Campus Services and representatives from Human Resources and the Staff Disability Network. The group sought to ensure a proactive approach to improving and maintaining accessibility of the physical environment along with consideration of the wider inclusivity of our estates and facilities. For 2019-20 Estates and Campus Services will take a lead to embed this work within core business processes and practice of this directorate, and report to the Equality Diversity and Inclusion Advisory Group.

In support of a holistic approach to Student-facing EDI policy and practice the appointment to a new post of Student EDI Manager within Student Services was taken forward during the year, with a view to establish a Student EDI team during 2019-20.

## Equality Charters and frameworks

The University continued engagement with key equality charters and frameworks to support its work on equality, diversity and inclusion.

### Athena SWAN and gender equality

Work on the Athena SWAN Charter for gender equality was overseen by a **University Athena SWAN Steering Group (ASSG)** chaired by Professor Linda King with representation from each faculty, Human Resources, the Centre for Diversity Policy Research and Practice and University stakeholders for Student Experience and Wellbeing. The ASSG progressed work within the Athena SWAN Action Plan, supported faculties in their engagement with the charter and reviewed **Equality Impact Assessments** for the Code of Practice for the **Research Excellence Framework for 2021**.



Self-Assessment Teams to progress Athena SWAN were active in each faculty throughout the year. The **Faculty of Humanities and Social Sciences** undertook intensive work, including running a customised faculty Athena SWAN survey, in preparation for their first submission in November 2019.



The University **HR Excellence in Research Award** was maintained through the year as evidence of our fulfilment of the requirements of the Concordat to Support the Career Development of Researchers, and in support of the commitments of the Athena SWAN Charter and action plan.

The University published its second year of **Gender Pay Gap data for March 2018** in line with national reporting requirements. This showed an average mean hourly gender pay gap of 11.3% (11.9% in 2017) and median average hourly gender pay gap of 5.8% (13.7% in 2017).



Pictured (left to right): Lyn Waddington, University of Oxford; Debbie Forster MBE, CEO of Tech Talent Charter; Emma Barwell, IT Information and Communication Manager

Commitment to the **Tech Talent Charter** was continued by IT Services to support the attraction and retention of diverse talent, and specifically address the under-representation of women in technical roles. Review of job descriptions, person specifications and style of vacancy advertising was undertaken to support a refreshed and more inclusive approach to recruitment.

### Stonewall Diversity Champion and LGBTQ+ inclusion

The University continued its status as a **Stonewall Diversity Champion** and made a second submission to the **Stonewall Workplace Equality Index (WEI)** in September 2018. During the year a Stonewall Workplace Equality Index (WEI) Working Group was established through the EDIAG to provide increased University commitment and engagement with the WEI. The group will assist in identifying priority areas for action based on feedback across the WEI success measures and our self-assessment of LGBTQ+ inclusion.



The **WEI Working Group** is chaired by Dr Roger Dalrymple and includes representation from the LGBTQ+ Staff Forum. Its first phase of work focused on the WEI 2020 submission for September 2019, and securing University participation in the Stonewall Employee Survey to assist in understanding wider staff perceptions.

### Race Equality

Work on race equality was overseen by the **Race Equality Steering Group** chaired by Professor Anne-Marie Kilday and supported by a wider **Race Equality Action Group** with representation from the BAME Staff Network. These groups have progressed an annual action plan as part of the **University's Race Equality Strategy** and in preparation for formal engagement with the Race Equality Charter.

Work progressed across the **2018-19 action plan** which integrated student and staff focused activity and linked to key **Access and Participation** objectives. Improvements were made on systematising student and staff data collection with some increase in student declaration levels.





Staff participating in the Inclusive Sandpit - June 2019

Our programme of **Inclusive Teaching and Curriculum** work was taken forward through OCSLD<sup>1</sup>. Liaison was initiated with University of Hertfordshire for future collaboration as well as participation in the new Thames Valley Race Equity and Cultural Harmony Network.

To increase diversity in our leadership and governance and support progression of internal talent, University Committee chairs were requested to review diversity of membership and take positive action to increase BAME participation and representation. The diversity of major committees is included in our EDI data collection and fed into Athena SWAN and Race Equality Steering Groups.

The University also engaged with the Diversifying Leadership Programme run by Advance HE to set up an annual round of nominations for BAME colleagues aspiring to leadership roles. As part of diversifying staff recruitment, focus on securing diverse longlists was also established with the institutional Executive Search Firm.

1 Oxford Centre for Staff and Learning Development

### Disability Confident

The University maintained its commitment to the **Disability Confident Scheme** and reviewed progress and current practice to secure renewed confirmation as a **Disability Confident Employer** in July 2019, to run to July 2022. This work is led by Human Resources including Occupational



Health, working with colleagues across the University and engaging with the Staff Disability Network.

The **Centre for Diversity Policy Research and Practice**, (CDPRP) based in the Oxford Brookes Business School, continued and expanded its range of influential projects, research and publication activity and UK and international partnership work during the year.

As a leading centre of research excellence, the work of CDPRP continued both to benefit the sector and wider economy while also influencing and contributing to our internal practice and knowledge base. During the year an internal network of data specialists and providers was set up with the aim to increase consistency and capability among stakeholders in relation to diversity data analysis. Workshops have been run by CDPRP to share their expertise in approaches to equality and diversity research and data analysis.

# Diversity confident staff and students

## Supporting Diversity Confident Staff and Students

The Vice-Chancellor's Group sponsored the introduction of a **University-wide unconscious bias e-learning module** which was rolled out from June 2019. This was complemented by face to face workshops from Pearn Kandola for all senior staff as champions for the initiative. This formed part of our foundational commitment to support all students to develop and thrive during their time with us, and encourage all colleagues to work together as a whole institution across academic and professional services areas to create an inclusive institutional ethos.

The **Professional Services Staff Network** organised a number of activities during the year. During the first semester two lunchtime workshops with a focus on diversity and inclusion took place; the first covering Mental Health and the second on Awareness of Diversity and Inclusion, covering language and terminology and exploring privilege with interactive group activities.

The University supported a range of events, promotional activity and communications across the year to raise awareness and enhance engagement with diversity and inclusion.

Programmes of events and activities were organised for Black History Month, Disability History Month, LGBTQ+ History Month and International Women's Day/Athena SWAN and for Mental Health Awareness Week.

Details of the activities and links to recordings of key lectures are included in **Appendix 1**.



Images from the Professional Services Network workshop on Awareness of Diversity and Inclusion



## Staff Diversity Networks

The staff diversity networks continued active work in support of their members and allies, and in collaboration with colleagues and wider University initiatives.

The LGBTQ+ Staff Forum led on a range of events and activities for LGBTQ+ History Month as well as organising other social, educational and awareness raising activity during the year. This included commemorating Trans Day of Remembrance #TDOR and leading a joint network event ‘Body, mind, health - owning who you are’ during Mental Health Awareness Week in May 2019. The workshop focused on Body Image and was delivered by Zayna Ratty. The Forum also led on the University’s participation in Oxford Pride through taking part in the parade and holding a stall to promote the University as an LGBTQ+-inclusive place to work and study. Forum members received a Brookes People Team Award for ‘Connectedness’ in 2018 in recognition of their work as visible, connected champions for the LGBTQ+ community.



**NOMINATED FOR:**  
Team Award

**CATEGORY:**  
Connectedness

*“They played a leading role in LGBT History Month 2018 by being visible, connected champions for the LGBT+ community at Oxford Brookes.”*

Images from LGBTQ+ History Month, Oxford Pride, International Transgender Day of Visibility (TDOV) and the Brookes People Awards



The **BAME Staff Network** contributed to the organisation and promotion of events for **Black History Month 2018** and ran a number of networking activities for its members, also expanding engagement with BAME colleagues across the University and developing a new leadership team for network activity. Network members also contributed to the Race Equality Action Group and initiated work for events for Black History Month 2019.



Black History Month 2018 featuring Afua Hirsch as our guest speaker for the annual Black History Month Lecture

The **Staff Disability Network** initiated the University's engagement with **#PurpleLightUp** as part of Disability History Month and the International Day of Persons with Disabilities and led on the **Disability History Month Lecture**. The network also held a number of lunch events for disabled staff and those with both a professional and personal interest in supporting disability equality.



#PurpleLightUp and wear purple day for Disability History Month

### EDI Champions in faculties and directorates

Communication and awareness raising on EDI activity and events were supported by **EDI Champions** in each faculty and directorate. Many of the champions were also active in other local initiatives relating to equality charters or student support.



# Greater accessibility and inclusivity of our estates, facilities and services

## Inclusive Teaching and Curriculum

**OCSLD** led and collaborated with colleagues across the University on a range of initiatives to enhance inclusive teaching and curriculum approaches and established an **Inclusive Teaching Steering Group**. Guided by the **Inclusive Curriculum Framework**, this included the development and piloting of an **Inclusive Practice Benchmarking Tool** to assist course/programme leaders in self-assessment of the diversity of delivery methods, content and assessment processes and criteria. This work supports one of the major action points in the 2019-20 Access and Participation Plan.

An **Inclusive Sandpit event** held on 27 June 2019 was an opportunity for programme teams to come together to audit their programmes and share good practice. The day was run in conjunction with the Teaching Excellence Alliance (part of University Alliance), attended by 45 academic and professional services colleagues. The session enabled groups to create proposals to immediately develop and implement, as well as providing an opportunity to highlight ideas to senior managers to further improve inclusive practice across Brookes.

The **BAME Action Group** organised a number of lectures and events, contributed to Inclusive Teaching and Curriculum work, and produced further editions of 'Upstream', a newsletter featuring staff and student contributions discussing diversity and inclusion in the student experience at Oxford Brookes. This self-organised group involves academic and professional services staff with interest in exploring and questioning curriculum approaches and diversifying content, with particular focus on the experience of BAME students.



A working group on **Inclusive Conferences**, led by **Professor Peter Edge** in the School of Law, collaborated to create a draft protocol to support Brookes colleagues in taking a proactively inclusive approach to the design and organisation of research-related conferences and events. The protocol will be completed and **web-hosted** for internal and external users during 2019-20.

## Wellbeing Services and Student Support

The **Wellbeing Service** and **Student Transitions Team** in Academic and Student Administration took forward a range of measures to increase inclusive practice and support the induction and transition to higher education for targeted groups of students. During 2018-19 developments focused on estranged and care-experienced students and student carers, with the support of a dedicated adviser. The University signed up to the **Stand Alone Pledge** for estranged students, and established related bursary and accommodation access to be implemented in 2019-20.



A refreshed **Reasonable Adjustments Framework** was developed and published, which describes the range of reasonable adjustments disabled students can expect. This was linked to the development of **Inclusive Support Plans** for disabled students and student carers, which are now embedded in the system for use by academic staff. Additional internal system improvements to integrate and harmonise triage processes for the Disability and Dyslexia/SpLD teams were also progressed during the year.

Work was also undertaken on an overarching **Mental Health and Wellbeing Strategy** to encompass the University's approach to support for students and staff. An associated action plan is under development in order to launch the strategy in January 2020.

A new **Signposting Guide** covering a wide range of sources of advice and referral for staff supporting students was developed and promoted during the year.

The **Report and Support** online tool was launched in September 2018, linked to the campaign message 'It's NOT OK, It's not Brookes', to encourage students and staff to report incidents of sexual violence, hate crime and harassment relating to students. Further promotion of the communications messages and use of the tool will also be undertaken in 2019-20.

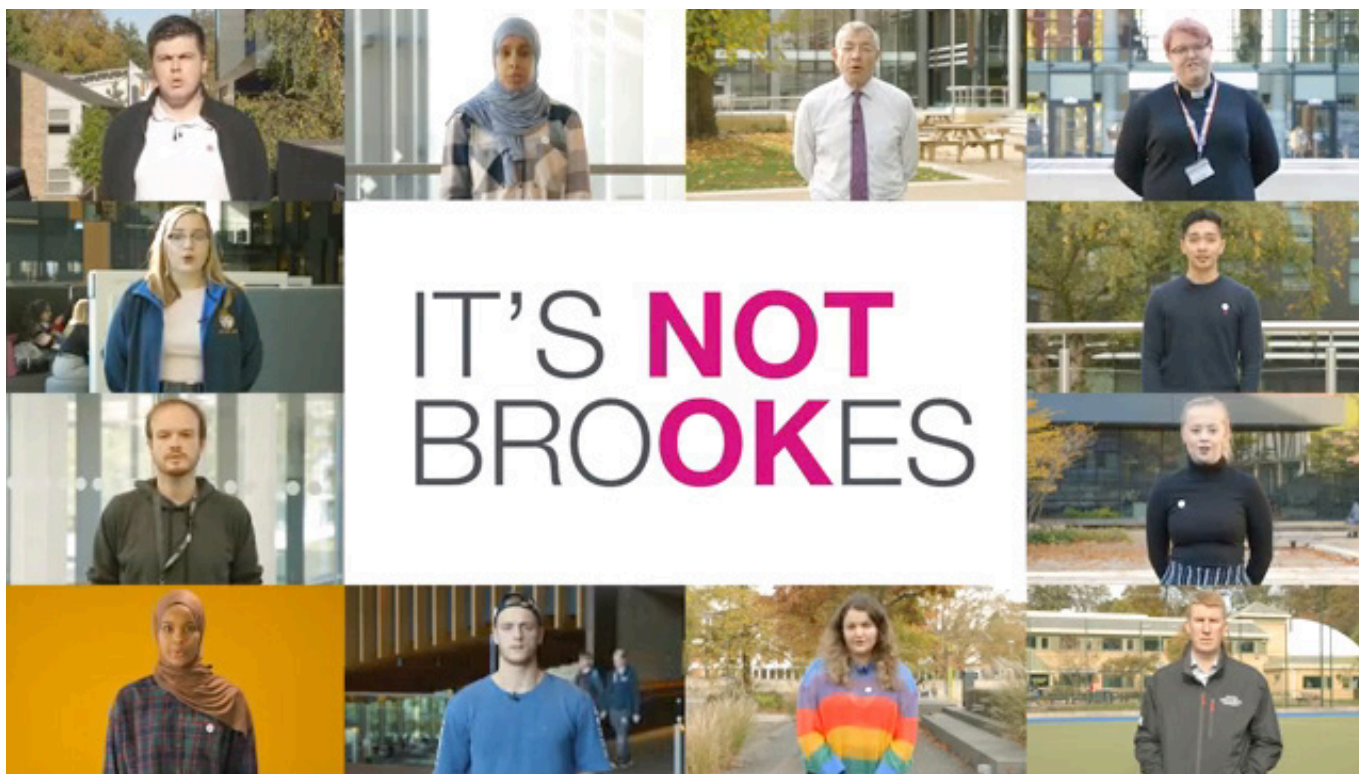
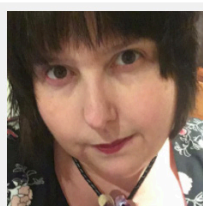


Image from the 'It's NOT OK, It's not Brookes' video



## Diversity in and throughout our communities

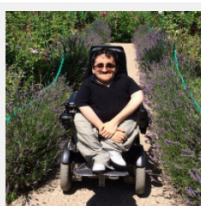
A positive action statement is in place on the staff recruitment portal. The profiles of **Disabled Staff** and **LGBTQ+ Staff Forum** members are promoted and a web presence for the **BAME Staff Network** has been developed. Targeted advertising has been placed in 'Living with Disability' magazine. Benchmarking of anonymous shortlisting approaches across the sector has been undertaken and testing is planned for 2019-20.



**Liz Drewett**  
Web & DTP Administrator  
Human Resources  
As there is still a stigma attached to mental health issues it is important to help



**Rose Scofield**  
Course Leader for BSc Equine Science/Equine Science and Thoroughbred Management  
UK Associated Colleges & Apprenticeships



**Sahand Parvizi**  
Information Adviser  
Academic and Student Administration  
I believe it is vital disability is not treated as taboo and that

The University took forward work associated with the 2018-19 **Access and Participation plan** led by the new **PVC for Access and Participation**, Dr Astrid Schloerscheidt, and overseen by a new **Access and Participation Group**, reporting directly to the Vice-Chancellor's Group.

Work undertaken in 2018-19 is detailed in the **Access and Participation Plan** and focuses on:

- improved access for Black and Asian minority ethnic groups as well as entrants from areas of multiple deprivation (IMD Quintiles 1&2) and those from areas with low progression to higher education (POLAR Quintiles 1&2)
- the reduction of the degree outcome gap between White and Black students
- improved progression into graduate level employment for Black and Asian students.

We have implemented a new strategy to target schools and colleges, reshaped our financial support, and are launching a new contextual admissions policy.

The University engaged in the national **Aurora Women in HE Leadership programme** for the sixth year, sponsoring a further 19 women from across faculties and directorates. Aurora participants are supported by in-house mentors

and connection with an internal network of Aurora alumnae at Oxford Brookes.

The Springboard Women's Development Programme was also run in-house with 15 participants, led by Professor Jackie Potter, Head of OCSLD.

The University took part in the **Advance HE Diversifying Leadership programme** designed to accelerate career progression for BAME academic and professional services staff seeking to take their first step into leadership roles. Two participants were sponsored during the year and the initiative was further promoted to Heads of Department to encourage nominations for 2019/20.

The Centre for Diversity Policy Research and Practice (CDPRP) hosted a partner exchange visit at Oxford Brookes in June 2019 as part of the **GEARING-Roles Project**. This enabled Brookes colleagues from Human Resources and Athena SWAN stakeholders to participate in workshops to learn from EU partners and gain insight into the gender equity culture audit tools and processes being developed and implemented in the project. These will be applied to benefit the University as part of the development of a Gender Equality Plan specific to the issues identified for Oxford Brookes.



The CDPRP team also took forward a range of other projects to advance diversity practice and knowledge within higher education and the wider economy, and to benefit learning and practice within Oxford Brookes. These included research on **Women and Spinouts** funded by EPSRC, **Violence Regimes** funded by the Swedish Research Council, and a **gender and pay project** with the Royal College of Nursing.

A data report of diversity in and throughout our staff community is included as **Appendix 2**.



## Next steps and key objectives for 2019-20

The EDI Strategy will guide work to be undertaken during 2019-20 from the EDI Action Plan. During the coming year a new overarching University Strategy for 2020-2035 will be agreed, with an associated first stage People and Culture Strategy, along with further developments in support of our EDI work relating to students and Access and Participation. The priorities in implementation of the EDI Strategy for 2020-21 onwards will reflect these developments.

### Further information

Comments or queries on this report are welcomed. Please send them to:

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Email: [jane.butcher@brookes.ac.uk](mailto:jane.butcher@brookes.ac.uk)

See our EDI webpages for more information on Oxford Brookes' EDI work:

[www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion](http://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion)

Appendix 1: EDI Events and Oxford Brookes University support for national diversity and history months during 2018-19

Appendix 2: Data report of diversity in and throughout our staff community

Appendix 3: EDI Action Plan Progress Update for 2018-19

## Appendix 1:

# EDI Events and Oxford Brookes University support for national diversity and history months during 2018-19

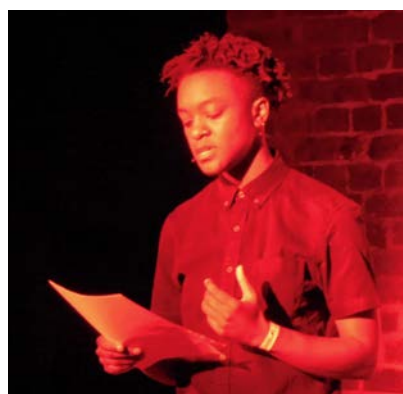
## Black History Month in October 2018

A varied programme was organised for Black History Month 2018 with public lectures from high profile speakers and internal and external collaborations.



Afua Hirsch, writer and broadcaster, gave a powerful talk ‘**Brit (ish)**’ drawing on her recent prize winning book. This discussed the search for identity, the everyday racism that plagues British society and our awkward, troubled relationship with our history. Afua explored why liberal attempts to be ‘colour-blind’ have caused more problems than they have solved and why we continue to avoid talking about race.

Lecture Capture: **Brit(ish... Where are you really from?**



Cecilia Anim CBE, President of the Royal College of Nursing, joined us for ‘**My journey from Ghana to RCN President.**’ Cecilia shared her experiences as the first BAME President of the RCN; her inspiration throughout her four decades in the NHS; and the challenges and opportunities facing a new generation of nursing staff.

Lecture Capture: **My journey from Ghana to RCN President**

Jay Bernard, writer and film programmer, gave us opportunity with ‘**Surge**’ to be part of the evolution through performance of their award-winning multimedia project. Surge responds to the 1981 New Cross Fire – a fire at a birthday party in south London which killed 13 young black people - and addresses a new generation encountering this afresh, with its painful echoes and resonances in more recent events.

Dave Ellis, Interim Dean of the Faculty of Humanities and Social Sciences, gave a lecture, **Welcome Home: Narratives of Arrival from the Windrush Generation**, exploring the sentiments and experiences of Caribbean migrants popularly known as the Windrush generation, describing the reactions they encountered from Britain’s white population and their own troubled sense of belonging to a nation that they had not previously encountered in its physical reality.

Lecture Capture: **Welcome Home: Narratives of Arrival from the Windrush Generation**

## Multifaith Chaplaincy Events

In September 2018 Brookes Multifaith Chaplaincy, in association with Brookes Union, Brookes Union LGBTQ+ Society and Oxford Brookes LGBTQ+ Staff Forum, organised **Everything is Connected: A lively discussion about peace, justice, and climate change**. This featured **Ruth Wilde** - a UK outreach worker for Christian Peacemaker Teams and National Coordinator for Inclusive Church, along with **Peterson Toscano**, a quirky queer Quaker performance artist and scholar from the USA, well-known at the Greenbelt Festival.

In Inter Faith Week, on 7 November 2018, the Multifaith Chaplaincy hosted a conversation between women of faith, featuring Brookes community members **Smita Akale** and **Stephanie Moralee**, followed by a multifaith Diwali meal.

Lecture Capture: **Faith in the Lives of Young Women in 2018**

## Disability History Month in November-December 2018

Our celebration of Disability History Month was supported by taking part in **#PurpleLightUp** providing a visible statement to raise awareness by lighting buildings at Headington Campus and backed by a **video clip from Professor Anne-Marie Kilday** in support of the campaign.



**Ossie Stuart** and **Alex Donnelly** came together for an important conversation on **Leadership and (dis)ability** as our Disability History Month Lecture. Ossie is an Equality & Diversity Consultant, experienced trainer and specialist advisor. Alex is a founding director of the Oxford University Disability Law and Policy Project. They addressed the important questions of how we think of leadership and disability, and how organisations can shift the mindset and culture in how leadership is viewed and understood.

Lecture Capture (Audio): **Leadership and (dis)ability - in public life and the workplace**



## LGBTQ+ History Month in February 2019

Our lecture for LGBTQ+ History Month featured **Susie Green**, CEO of Mermaids in conversation with **Dame Katherine Grainger**, **Brookes Chancellor**. They discussed **Changing Tides: Trans journeys together** - as parents, allies, advocates.

Lecture Capture: **Changing Tides: Trans journeys together**

Along with flying the rainbow Pride flag at each campus, we were proud to also light up buildings at Headington Campus in rainbow colours to symbolise our solidarity and commitment to LGBTQ+ inclusion.

Led by the **LGBTQ+ Staff Forum** and in collaboration with local community organisations we organised a varied exhibition of local and national history and current stories of **LGBTQ+ Activism** as part of the Human Rights Festival in March 2019.



Images: Anne-Marie Kilday, Susie Green and Katherine Grainger took part in the LGBTQ+ History Month Lecture; Lloyd building lit up at Headington Campus; Katherine Grainger meets students and staff during LGBTQ+ History Month; LGBTQ+ Activism exhibition featuring Queer Britain and Oxford Pride.

## International Women’s Day in March 2019

In celebration of International Women’s Day and as our Athena SWAN Lecture for 2019, Karen Perkins, Director of Culture & Engagement at Luton Culture, and Yasmin Sidhwa, Artistic Director, Mandala Theatre Company, were in conversation about ‘Being and Making Change in Arts, Culture and Heritage.’ Drawing on their extensive experience in theatre, culture and heritage and community engagement, Karen and Yasmin provided insights on diversifying audiences and management and leadership within these sectors.



Lecture Capture: **Being and Making Change in Arts, Culture and Heritage**

**Mental Health Foundation** **OXFORD BROOKES UNIVERSITY**

**MENTAL HEALTH AWARENESS WEEK**  
13-19 May 2019

**BODY IMAGE**

Monday 13 May, 12:00 to 13:00  
JHB128 - Executive Suite  
**Mental health awareness workshop**

Wednesday 15 May, 13:00 to 14:00  
Gate House, Headington Hill Hall  
**Natural mindfulness**

Tuesday 14 May, 12:00 to 13:30  
JHB128 - Executive Suite  
**Zayna Ratty: Body, mind, health... owning who you are**  
Lunch included

Thursday 16 May, from 13:30  
**Better understanding & management of emotions**

Thursday 16 May, 12:00 to 13:00  
JHB128 - Executive Suite  
**Mental health workshop**

For event details see [www.brookes.ac.uk/about-brookes/events/](http://www.brookes.ac.uk/about-brookes/events/)

Regular events and activities from the Multifaith Chaplaincy will also run through the week - [www.brookes.ac.uk/chaplaincy/](http://www.brookes.ac.uk/chaplaincy/)

The services of Occupational Health are in place to support staff health and wellbeing in the workplace all year round.

## Mental Health Awareness Week in May 2019

Our Staff Diversity Networks collaborated to organise an open workshop with Zayna Ratty, LGBTQIA+ psychotherapist and trainer, on **Body Image: Body, mind, health... owning who you are**. Student Wellbeing Services also organised a range of workshops on mental health awareness, and natural mindfulness open to students and staff during the week.

## Windrush Weekend in June 2019

As part of the events over the **Windrush Weekend** local community organisations worked with the Ashmolean Museum for a ‘takeover day’ on 22 June 2019 with exhibits, music, dance, workshops and performance. **Brookes Foundation Arts students and staff** took part to display and build on their earlier collaborative work in the i-Creative project with community partners and Oxford residents connected with the Windrush generation.



## Appendix 2:

### Data report of diversity in and throughout our staff community

#### Headline staff diversity data 2018 – 2019

The following data are for regular staff as at 31 July 2019 and do not include Associate Lecturers or casual staff. The data set covers 2,147 staff (headcount): a decrease of 81 on the 2018 total of 2,228.

The University monitors staff against the protected characteristics defined in the Equality Act 2010. Data are collected during the recruitment process and staff are encouraged to update their diversity profile via the HR portal. Data collection for religion or belief, and sexual orientation still remain lower than for other categories with a much larger proportion of staff returning 'prefer not to say' in these categories.

The proportion of known data is nevertheless significantly better than sector for religion and sexual orientation; however the University is slightly behind sector for known disability data. Efforts will continue to be made to encourage staff to share this information.

Positive progress has been made with increasing the proportion of Black, Asian and Minority Ethnic (BAME) staff employed at the University from 10% in 2016 to 12.6% in 2018. Similar growth has been reported in the proportion of BAME staff within the overall sector workforce. As a result BAME representation at Oxford Brookes continues to be below the sector average.

Table 1: Overall diversity profile Jul-16 and Jul-19

|                    |                         | Oxford Brookes |       |       |       | Sector data from HESA * |         |         |
|--------------------|-------------------------|----------------|-------|-------|-------|-------------------------|---------|---------|
|                    |                         | 2016           | 2017  | 2018  | 2019  | 2015/16                 | 2016/17 | 2017/18 |
| Gender             | Male                    | 39.8%          | 40.0% | 38.9% | 40%   | 45.9%                   | 45.8%   | 45.6%   |
|                    | Female                  | 60.2%          | 60.0% | 61.1% | 60%   | 54.1%                   | 54.2%   | 54.4%   |
| Ethnicity          | BAME                    | 10.0%          | 10.7% | 11.4% | 12.6% | 11.8%                   | 12.3%   | 12.9%   |
|                    | White                   | 83.7%          | 83.3% | 82.2% | 81.8% | 81.7%                   | 81.2%   | 80.7%   |
|                    | Prefer not to say       | 2.6%           | 2.3%  | 2.6%  | 2.2%  | 6.5%                    | 6.5%    | 6.4%    |
|                    | No data                 | 3.7%           | 3.8%  | 3.8%  | 3.4%  |                         |         |         |
| Disability         | Disabled                | 6.4%           | 6.3%  | 6.0%  | 5.9%  | 4.6%                    | 4.8%    | 5.0%    |
|                    | No disability           | 86.4%          | 89.0% | 87.7% | 87.4% | 91.9%                   | 92.4%   | 92.2%   |
|                    | Prefer not to say       | 6.4%           | 2.6%  | 1.3%  | 4.1%  | 3.5%                    | 2.8%    | 2.8%    |
|                    | No data                 | 4.2%           | 2.1%  | 5.0%  | 2.6%  |                         |         |         |
| Sexual Orientation | LGB                     | 3.5%           | 3.8%  | 3.9%  | 4.2%  | 2.4%                    | 3.0%    | 3.1%    |
|                    | Heterosexual            | 71.6%          | 72.9% | 72.9% | 73.7% | 42.0%                   | 46.2%   | 49.0%   |
|                    | Prefer not to say       | 12.1%          | 10.5% | 10.2% | 10.1% | 55.6%                   | 50.8%   | 47.9%   |
|                    | No data                 | 12.8%          | 12.8% | 12.9% | 12.0% |                         |         |         |
| Religion or Belief | Of a religion or belief | 45.8%          | 45.0% | 44.3% | 43.9% | 24.7%                   | 26.4%   | 27.7%   |
|                    | No religion or belief   | 30.1%          | 32.0% | 32.3% | 34.2% | 21.5%                   | 24.1%   | 26.6%   |
|                    | Prefer not to say       | 12.3%          | 10.4% | 10.6% | 10.1% | 53.8%                   | 49.5%   | 45.8%   |
|                    | No data                 | 11.8%          | 12.6% | 12.8% | 11.8% |                         |         |         |

\*HESA provide data collected from across the sector and is the best available source of benchmark data. It is however not a direct like for like comparison due to small differences in the data collection methodology and a delay in the processing and publication of data. Where references are made to statistics for the HE sector as a whole, these are taken from the Equality Challenge Report, Equality in Higher Education: Statistical Report 2019 based on HESA data for 2017/18 or direct from published [HESA data](#).

## AGE

The average age of the University's salaried workforce is 45.7 years old, a decrease from 45.9 in 2018. The academic staff population has an older age profile than professional services staff, but the average age of this group has fallen since the last report. (Table 2)

**Table 2: Average age by occupational group**

|        | Academic | Professional Services | All Staff |
|--------|----------|-----------------------|-----------|
| Jul-17 | 48.7     | 43.7                  | 45.5      |
| Jul-18 | 48.8     | 44.1                  | 45.9      |
| Jul-19 | 48.2     | 44.0                  | 45.7      |

Figure 1 shows that there has been growth in the age groups of 26-35 and 36-45, and a fall in the age groups of 46-55 and 56-65.

**Figure 1: Age profile for academic staff from Jul-17 and Jul-19**

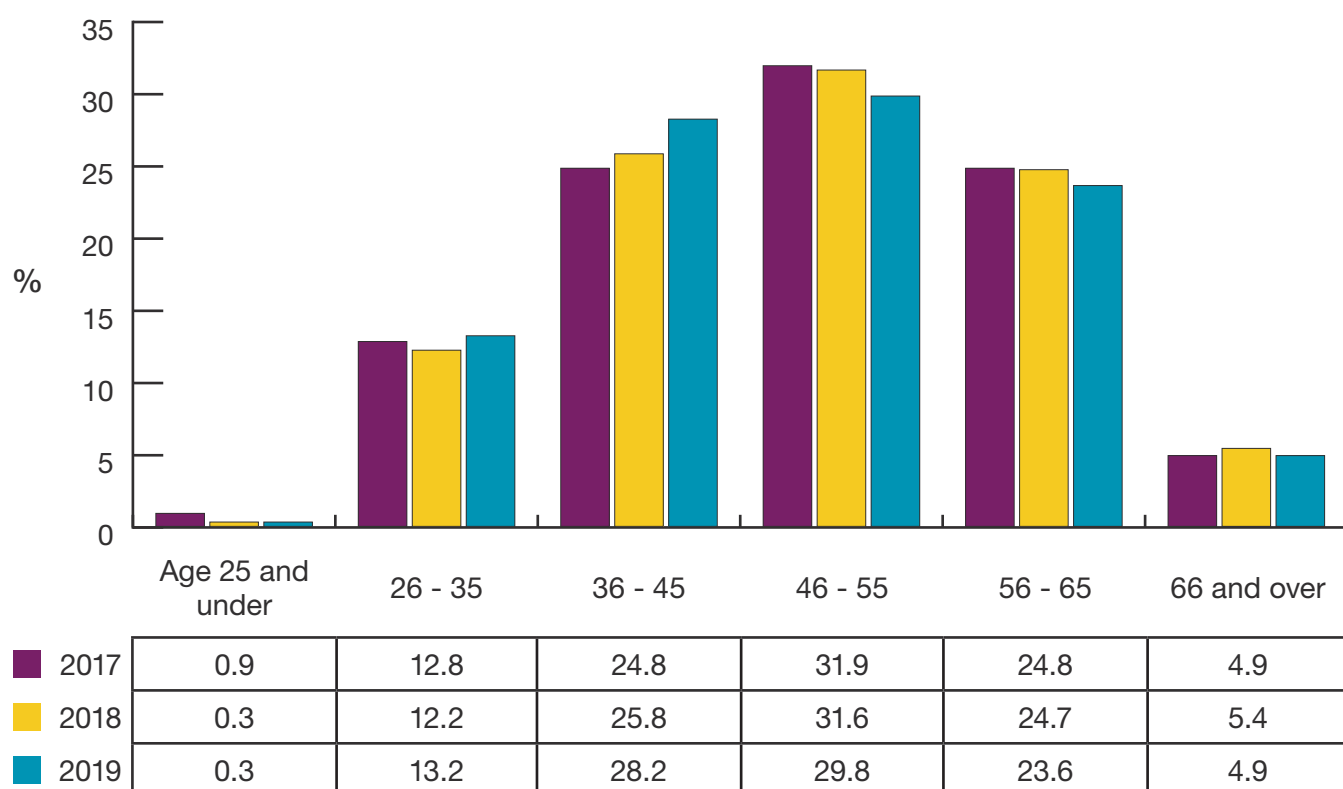
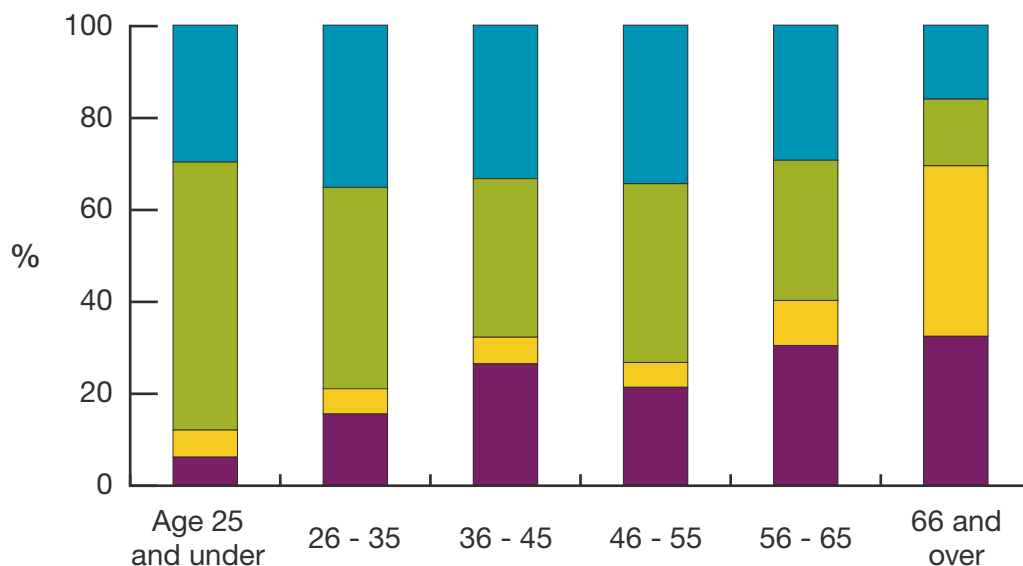


Figure 2 shows that many older staff are now choosing the option of flexible retirement - with 69% of staff aged 66 and over working part time. This can be helpful to smooth the transition to retirement and manage succession. The other age groups with a higher proportion of part time working are 36-45 year olds and 56-65 year olds. This is understood to relate to caring needs recognising that those needs can be for aging parents, younger children or both.

Work in this area is less about avoiding direct discrimination in the workplace and more about managing and supporting the impact that wider societal pressures relating to age and generational differences have in the workplace. This includes work to support maternity returners and understanding how flexible working can be effectively managed to the benefit of both individuals and the University.



Figure 2: Age profile for all staff by gender and contract-type as at Jul-19



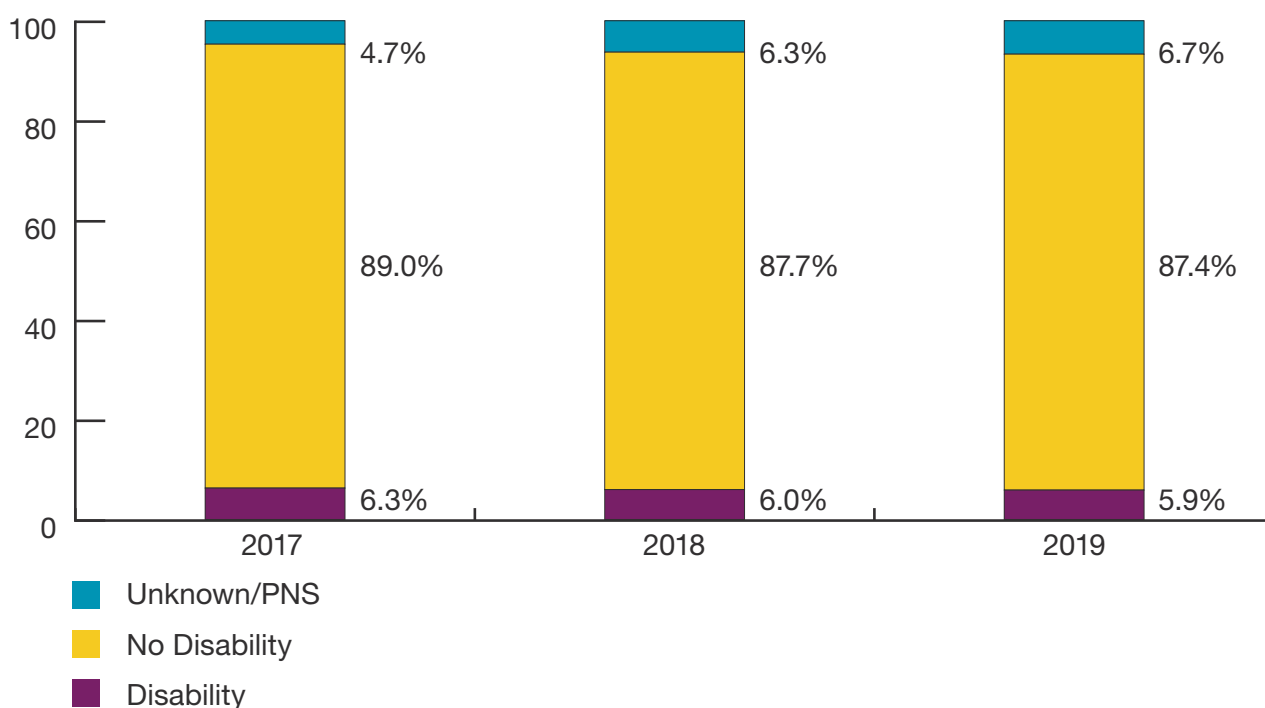
|                  |    |     |     |     |     |    |
|------------------|----|-----|-----|-----|-----|----|
| Female part time | 5  | 65  | 137 | 125 | 142 | 20 |
| Male part time   | 5  | 23  | 30  | 32  | 46  | 23 |
| Female full time | 49 | 185 | 180 | 229 | 143 | 9  |
| Male full time   | 25 | 149 | 174 | 203 | 138 | 10 |

Table includes number of staff rather than percentages

### DISABILITY

126 current staff have shared that they have a disability. Both the proportion of staff sharing that they have a disability and the proportion of staff sharing that they have no disability have fallen over the past three years. The growth in unknown data has been due to more people preferring not to share information about disability. This has increased from 1.3% to 4.1% in the last year.

Figure 3: Proportion of employees by disability status Jul-17 – Jul-19



Overall, specific learning difficulty is the most common type of disability followed by long standing illness. The proportion of staff reporting specific learning difficulty is growing and now represents over one third of all reported disabilities. The proportion of staff reporting long term health condition, on the other hand, is reducing (Figure 4).

Figure 4: Disability by type as at Jul-17, Jul-18 and Jul-19

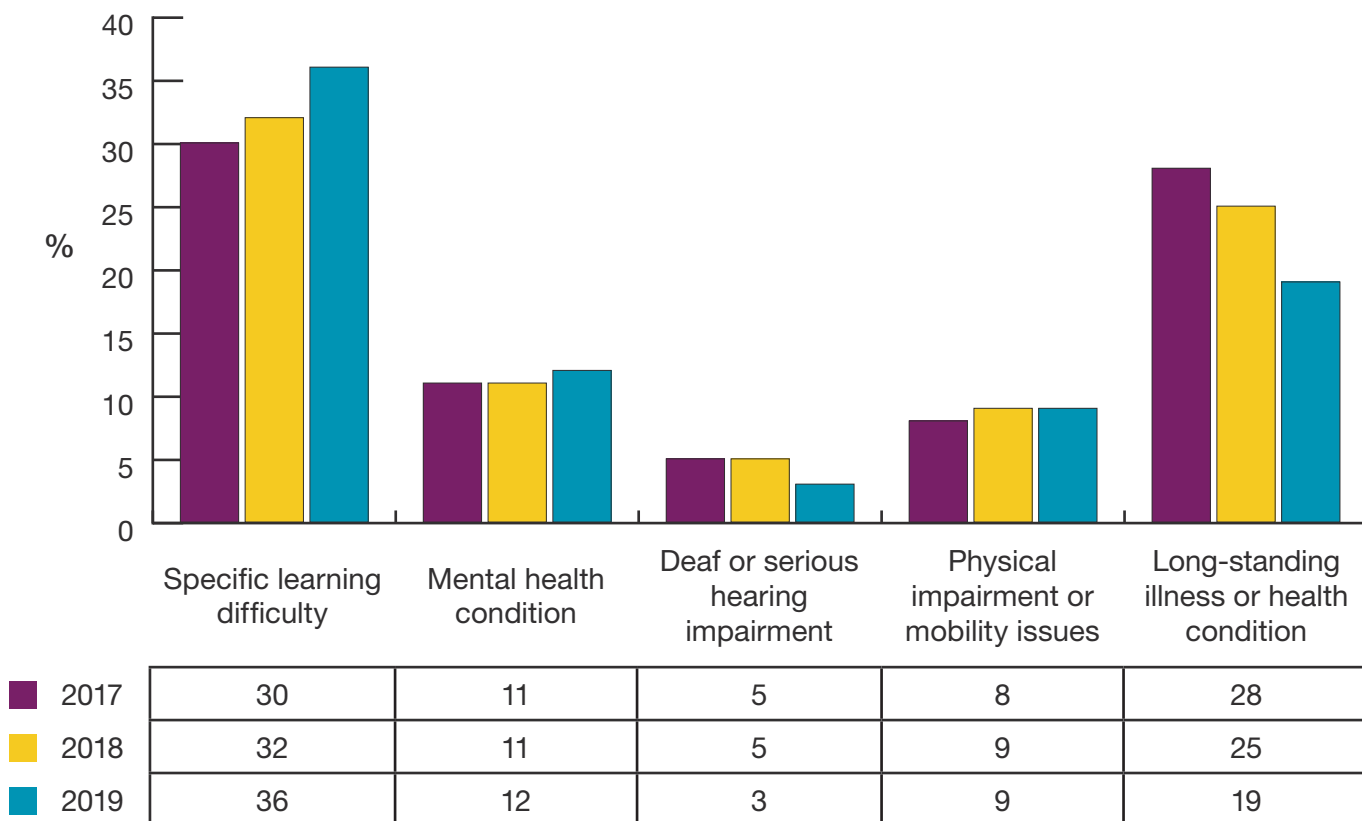
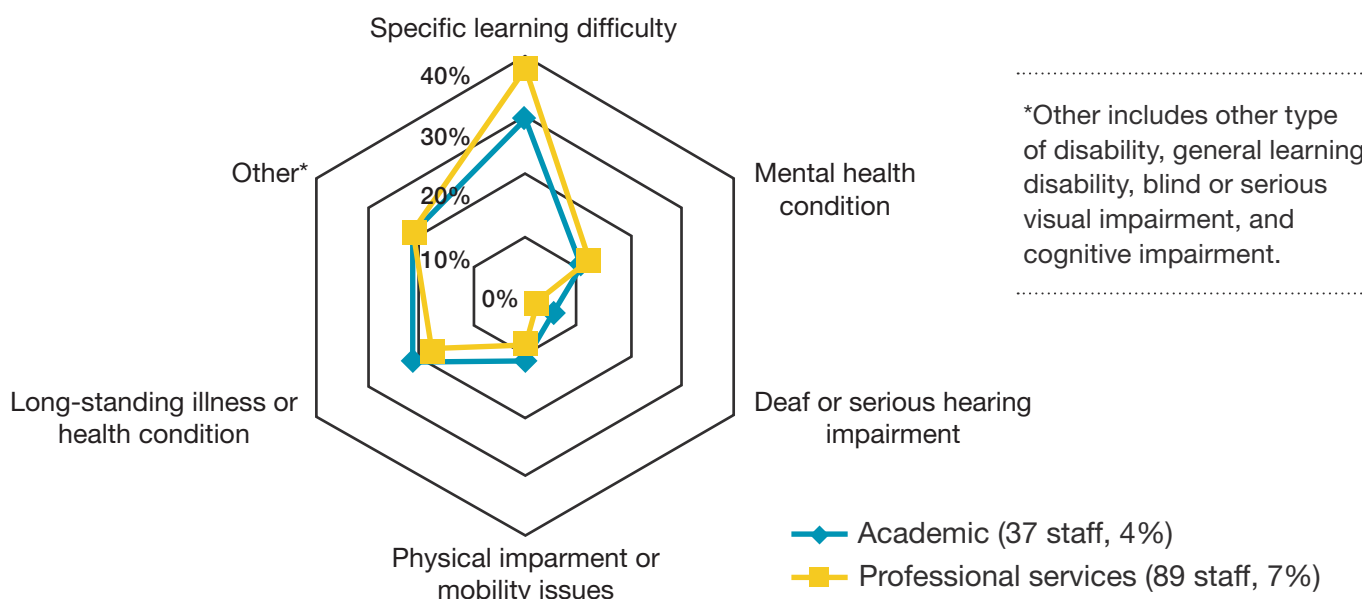


Figure 5 shows the variation by occupational group with professional services having a higher proportion of mental health and learning related disabilities and academics a higher proportion related to physical disability and long-standing health conditions.

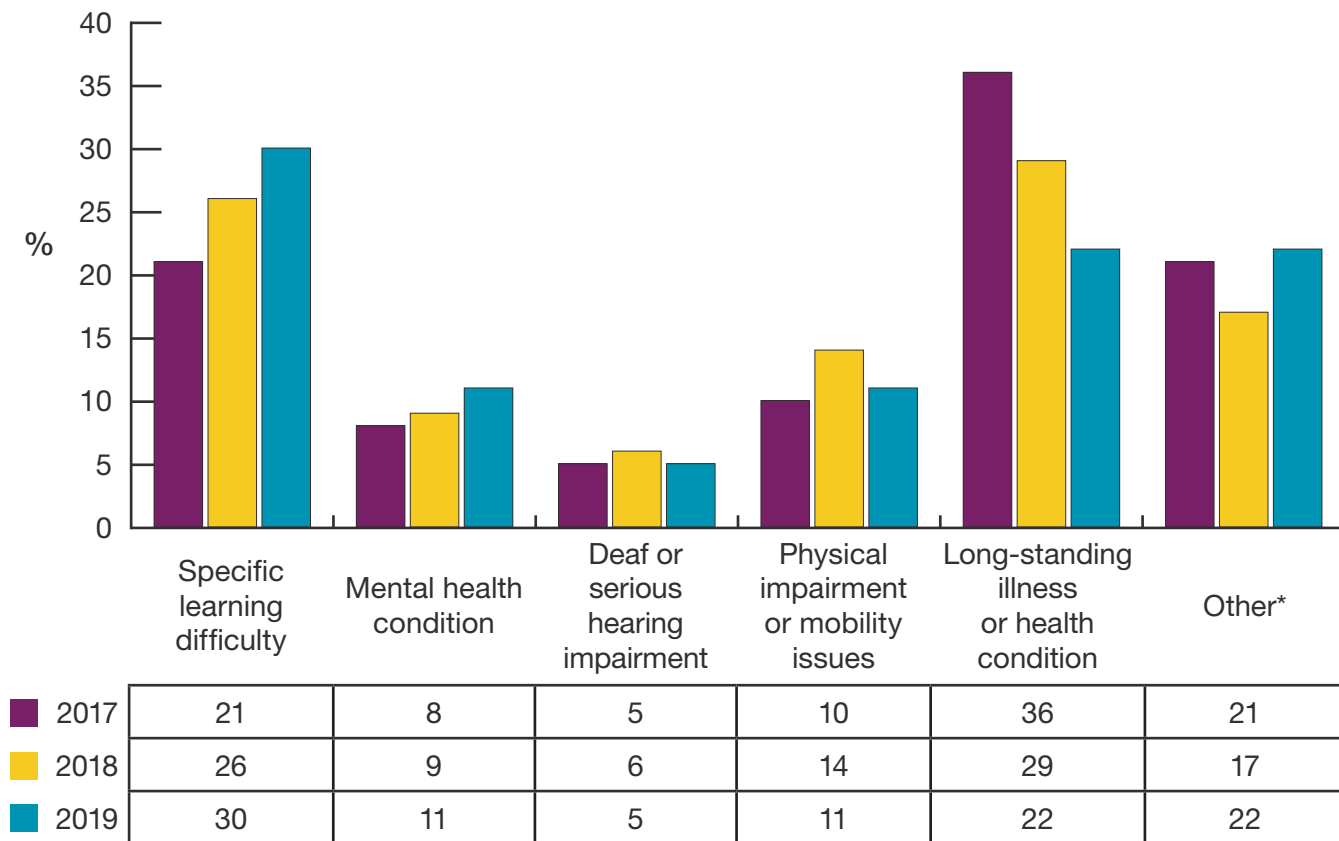
Figure 5: Disability profile by occupational group





The trend for academic staff shown in figure 6 is leading to a closing of the difference in disability profile shown above. Managers across the institution will increasingly need to understand and know how to effectively make adjustments for disabilities of this nature. This work will be led by colleagues in OCSLD and HR and will draw on the expertise and experience colleagues in Academic and Student Administration have gained by supporting these disabilities amongst our student body.

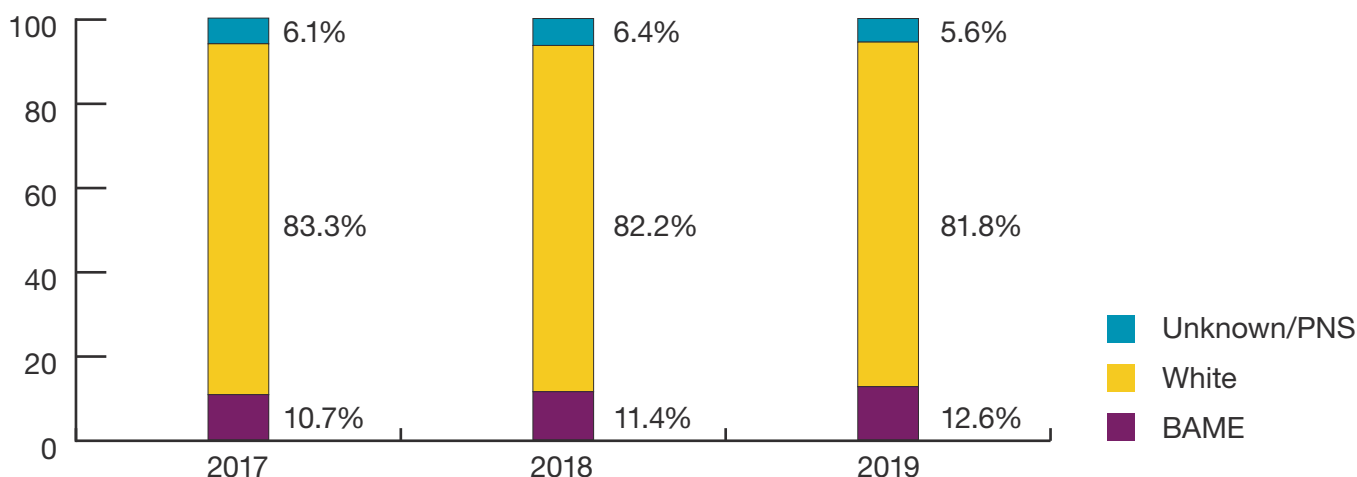
Figure 6: Disability profile for academic staff (37 staff)



## ETHNICITY

270 current staff have shared that they are BAME. The proportion of BAME staff has increased from 10.7% in 2017 to 12.6% in 2019. (Figure 7)

Figure 7: Proportion of employees by ethnicity group Jul-17 – Jul-19



The more detailed benchmark analysis carried out within the Athena SWAN charter and the Race Equality Charter requires data to be comparable to HESA data. The main implication this has is the way

in which grade or seniority levels are reported. Table 3 below provides a broad mapping framework to aid understanding of this mapping. To avoid potentially different figures being used, this report has adopted the same methodology for presenting grade analysis.

**Table 3: HESA Levels mapped to Oxford Brookes pay and grading structure**

| Typical roles and/or grades   | Reference in Brookes analysis  | Salary band 2019 |
|---|--|------------------|
| Vice Chancellor   | In the analysis these are reported as <b>senior staff</b> . To note is that some academic senior management also hold the title of professor, but under the HESA coding are not counted as professors. | £62k upwards     |
| Vice Chancellors Group  |  |                  |
| Senior graded staff including Associate Deans and Professional services Directors |  |                  |
| Professors (not included in the above)  |  |                  |
| Grade 12 (incl. PL/Reader)  | Level I  | £52k - £64k      |
| Grade 10/11 (incl. SL)  | Level J  | £41k - £56k      |
| Grade 9 (incl. L)   | Level K  | £36k - £43k      |
| Grade 7 and 8   | Level L  | £27k - £38k      |
| Grade 6   | Level M  | £25k - £29k      |
| Grade 5   | Level N  | £21k - £25k      |
| Grade 3 and 4   | Level O  | £18k - £23k      |
| Grade 2   | Level P  | £17k - £19k      |

The analysis in figure 8 is based on the 270 BAME staff and 1,757 White staff and explores how each group are represented at the different levels within the University.

Looking at the grading profile for BAME staff compared to White staff shows that there is a higher proportion of BAME staff employed in Level P-N roles (Brookes grades 2-5). These include library and shelving assistants, nursery nurses, domestic and catering assistants, entry level administrative roles and University interns. A higher proportion of BAME staff hold roles at Level K (Brookes grade 9), but BAME staff are under-represented at the most senior grades.

**Figure 8: Grade profile by ethnicity group (all occupational groups)**

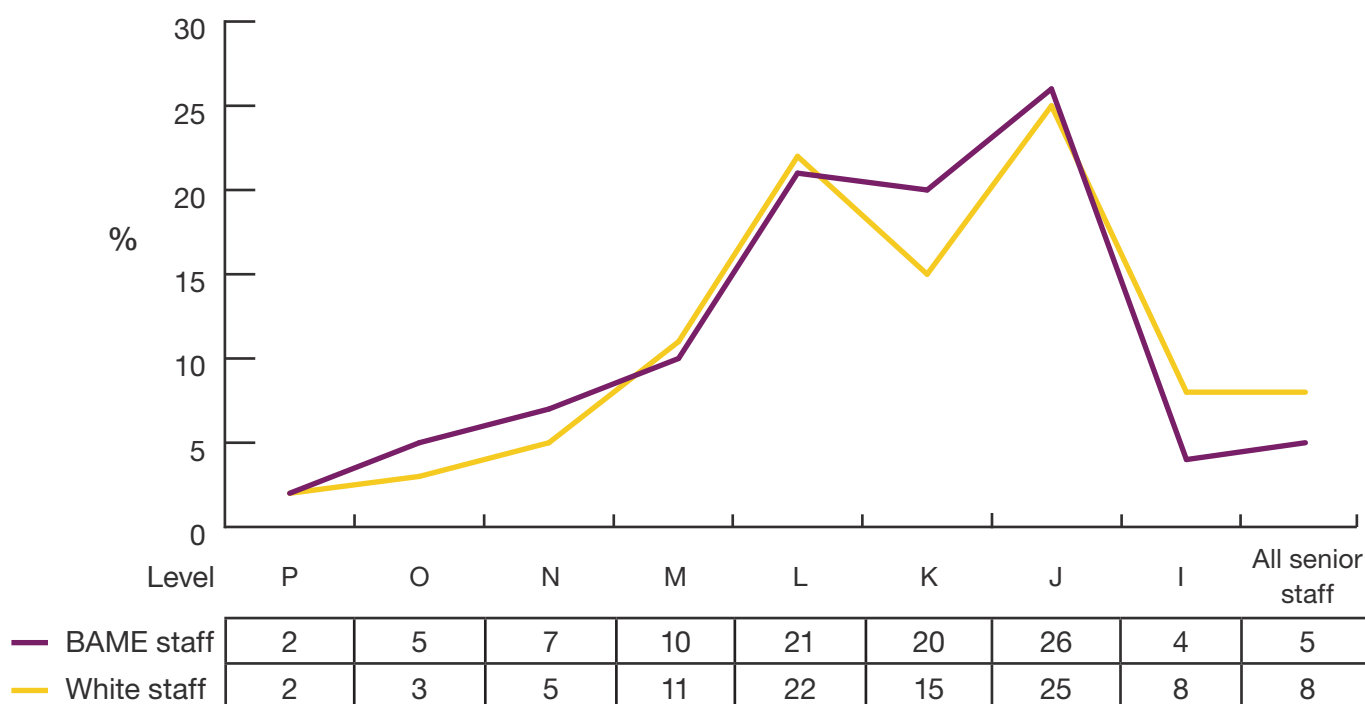
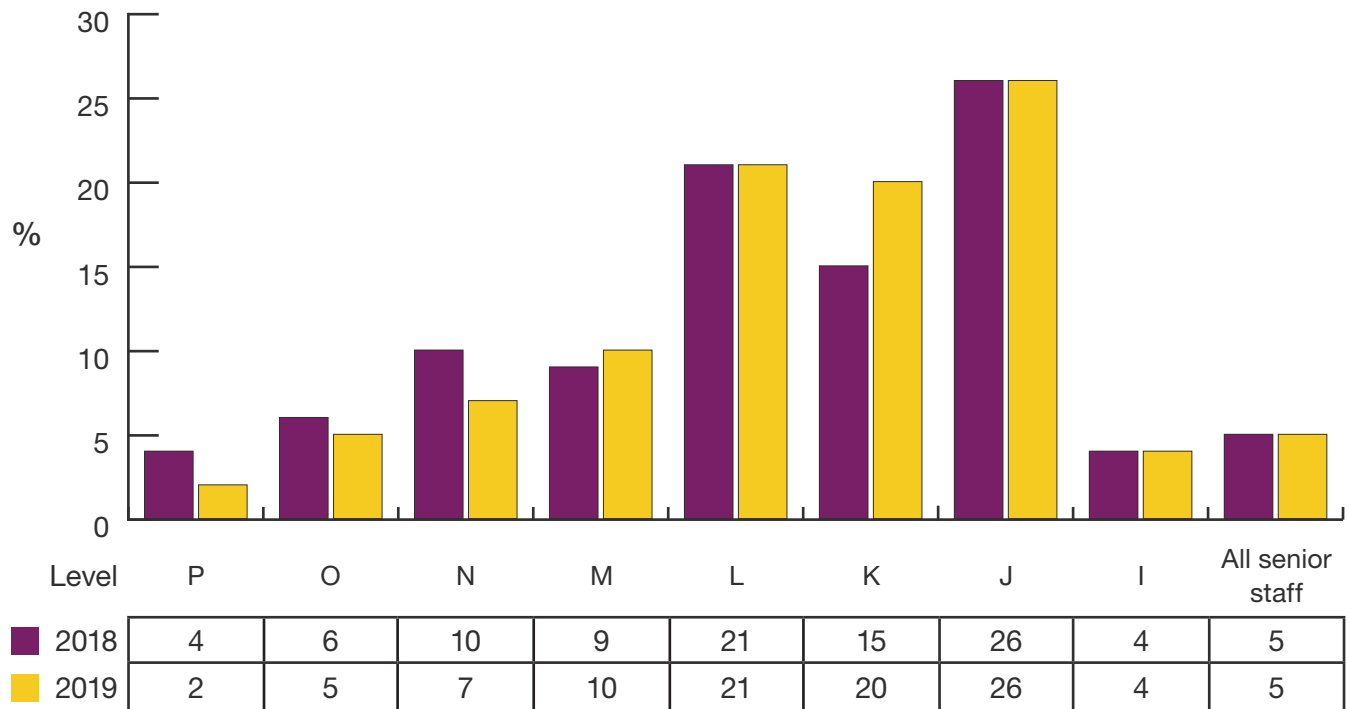


Figure 9 below shows the change in grade profile for BAME staff over the last year; this being a reduction in BAME representation in the lowest grades (P-N) and an increase in Level K. The University has taken steps to develop the pipeline of future BAME talent; two cohorts of BAME mid-career staff have attended the Diversifying Leadership course with a further three staff commencing in this academic year. Workshops are also planned for later this year to explore with BAME staff what influences their career choices and how they can be supported with those choices.

Figure 9: Change in grade profile for BAME staff (all occupational groups)



Looking at differences by occupation group highlights that the difference at senior grades is larger within the academic staff group than the professional services staff group. (Figure 10)

Figure 10: Grade profile by ethnicity and occupational type

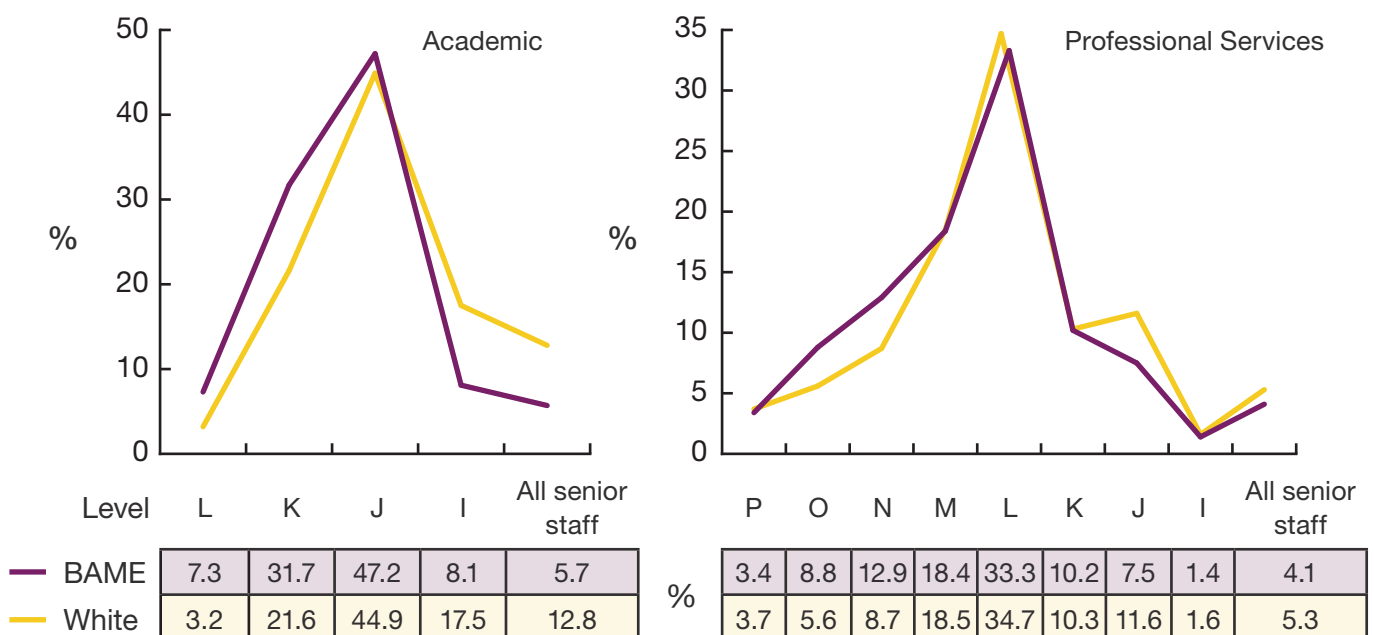
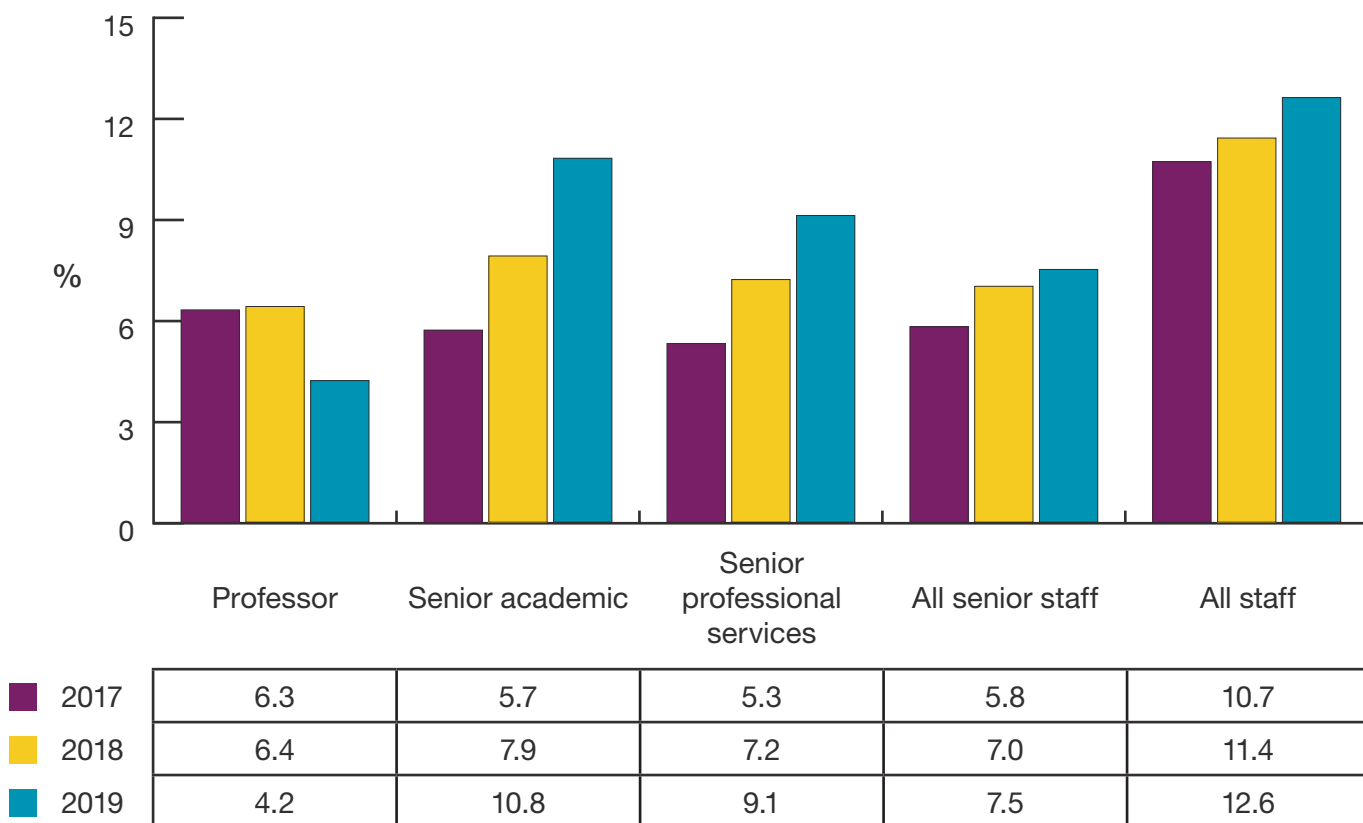




Figure 11 looks in more detail at the BAME senior management community and how the diversity of that community has changed over time. The population size is 13 and therefore observations are limited. It is positive to recognise that the overall growth in BAME staff is also being seen at senior levels. The challenge for the University is accelerating this growth and this work is led through the Race Equality Steering Group, chaired by Professor Anne-Marie Kilday.

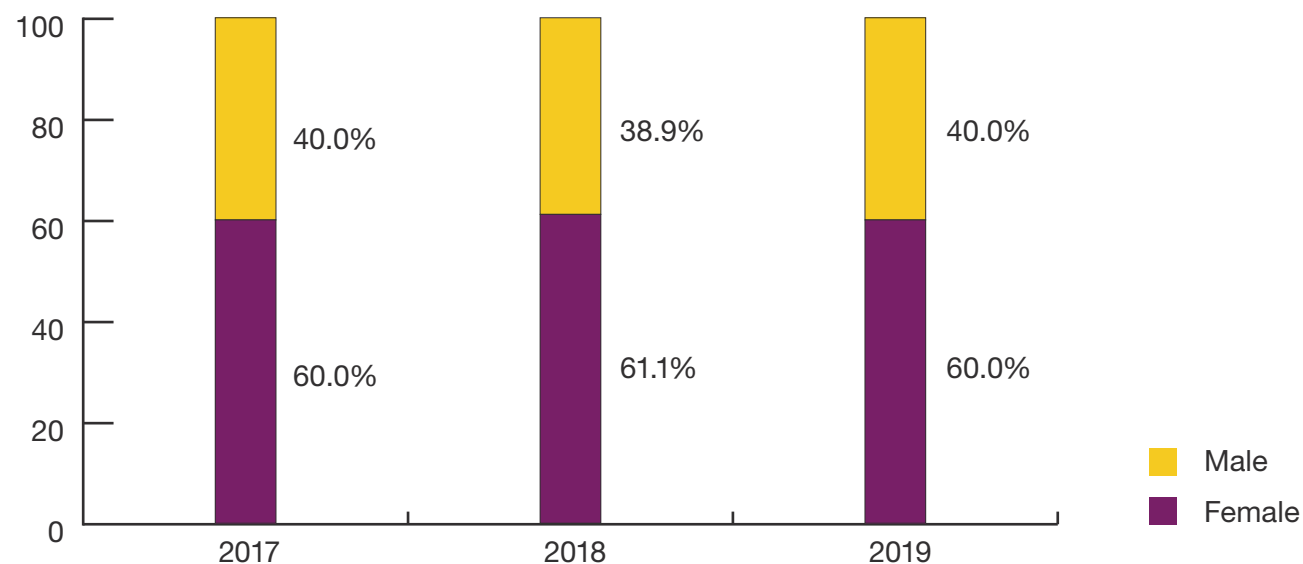
**Figure 11: Change in proportion of BAME senior managers**



## GENDER

The proportion of women in the Oxford Brookes workforce has decreased from 61.1% to 60.0%. This is a higher proportion of women than in the HE sector overall (54.2%).

**Figure 12: Proportion of employees by gender Jul-17 – Jul-19**



The overall reduction in staff numbers at the University was accounted for by a reduction in professional services roles, particularly administrative roles. As these roles are typically held by female staff this structural change has impacted on the gender balance.

Looking at the overall grading profile for female staff compared to male staff shows that there is a higher proportion of female staff employed up to and including Level N-L roles (Brookes grades 7 and 8). Figure 13 looks at each occupational group and shows that whilst there is a difference at senior grades for both occupational groups, there is no difference at any other grade for academic staff. Professional services does show a different profile with over-representation in grades M and L, and under representation from level K upwards.

**Figure 13 Grade profile by gender and occupational group**

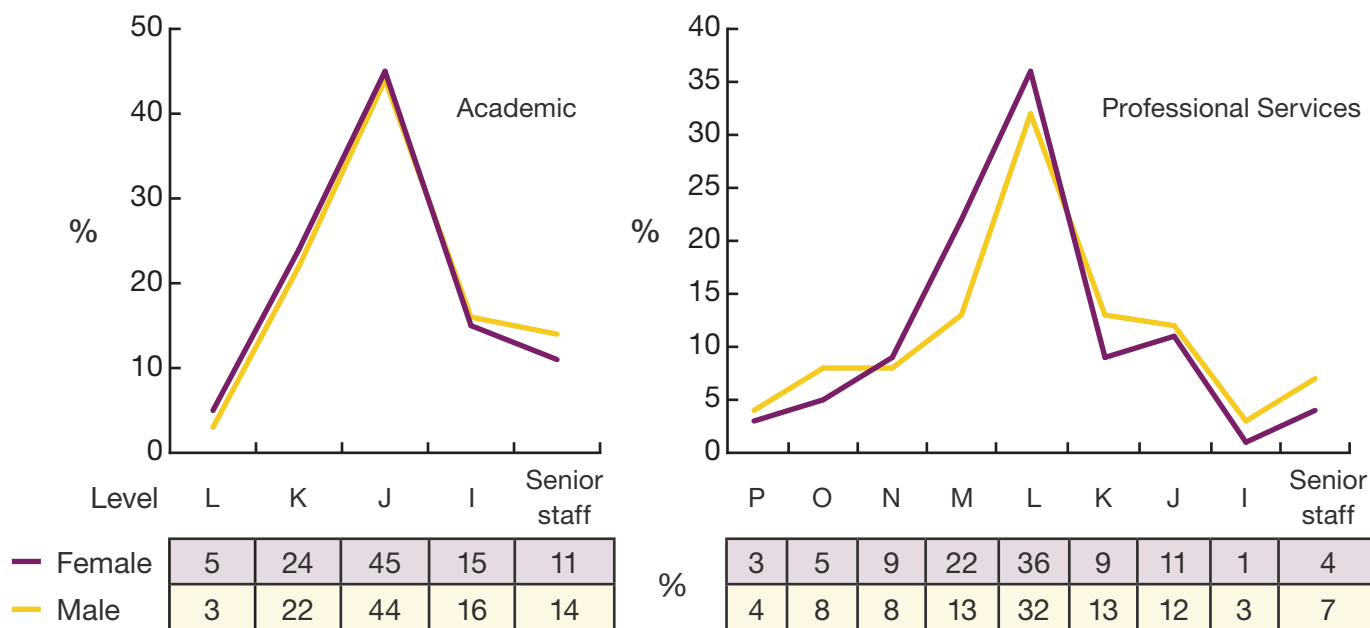
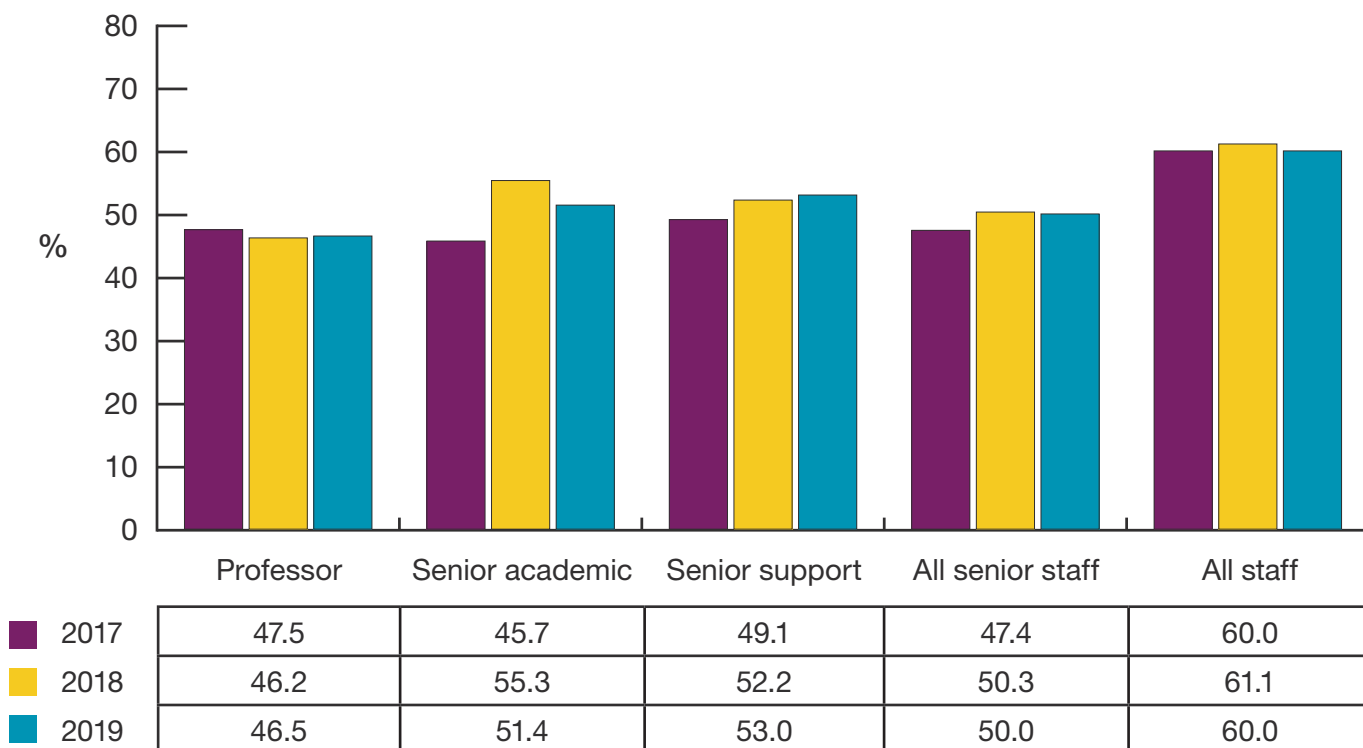


Figure 14 looks in more detail at the female senior management community and how the diversity of that community has changed over time. The population size is 87. There has been very little change over the last three years. Although many of these figures compare very favourably to the sector (eg % female professors at Oxford Brookes are 46% compared to 26% for the sector), this under-representation does contribute to the gender pay gap at the University.

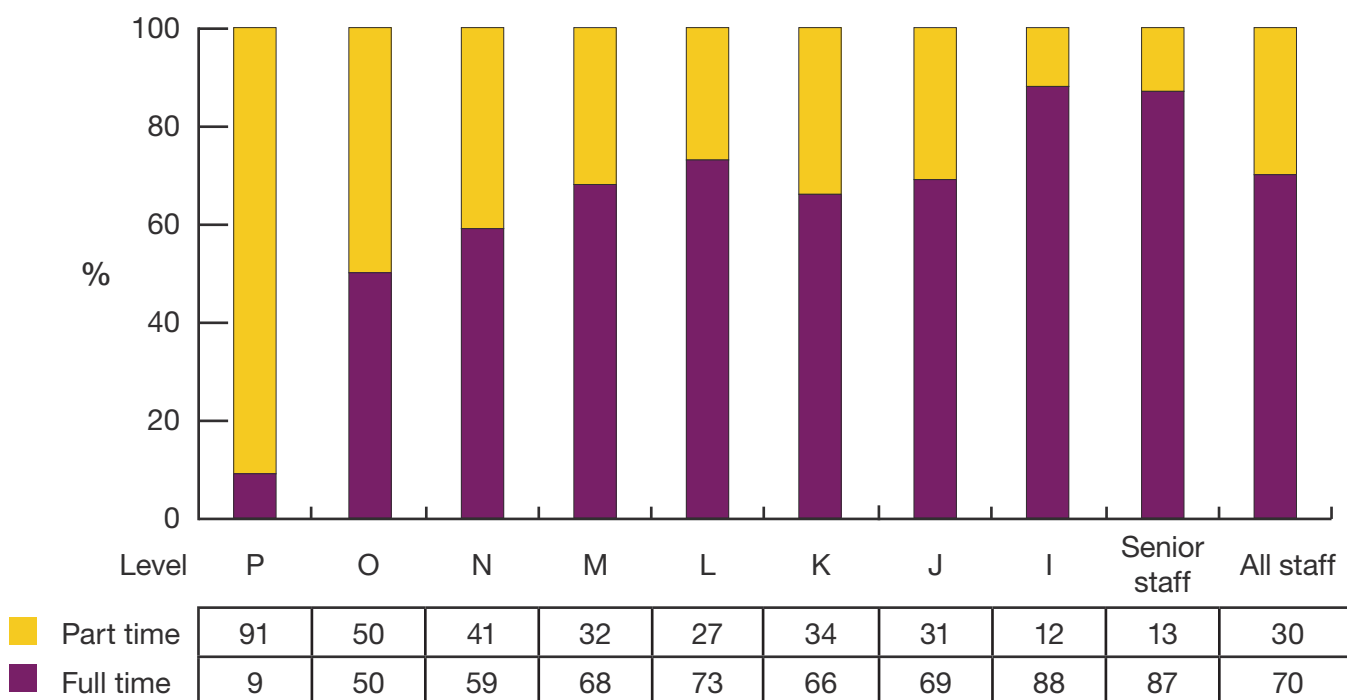
Figure 14: Change in proportion of female senior managers



The proportion of female staff in senior roles is understood to be influenced by the proportion of part time roles available at that level. 30% of all staff work part time and this proportion is broadly similar across levels N to J (Brookes grades 5 to 10/11). However, this falls significantly in grades 12 and senior positions. (Figure 15).

There has been some change in the proportion of senior roles that are part time rising from 10% in 2018 to 13% in 2019. However, this has been entirely in professorial contracts and there remain no part time senior academic management roles.

Figure 15: Proportion of part time contracts by grade (all occupational groups) Jul-19





Focus groups have recently been run with staff to better understand the contribution that a requirement or preference for part time working has on the career options available to staff. The feedback has identified some further actions that will be explored, but also provided some feedback that it is a preference to pursue job satisfaction and work life balance over promotion. This is informed by a negative perception about the time and emotional demands holding a senior position places on an individual.

Considering the gender balance at a discipline or professional level highlights some areas of under-representation. Overall 54% of academic staff are female, with 55% of academics working in Arts, Humanities, Social Sciences, Business and Law (AHSSBL) being female, and 53% of academics working in Science, Technology, Engineering, Maths and Medicine (STEMM) being female. The overall STEMM figure however hides a female over-representation in the Health and Life Sciences disciplines (particularly nursing) and a female under-representation in the Science and Technology disciplines. Addressing this is the focus of the faculty level Athena SWAN working groups.

Differences within the Directorates are more pronounced with the majority having a high proportion of female staff (72% - 83%). The exceptions are Estates and Campus Services, 44% female, and IT Services, 24% female. These proportions are not uncommon for these professions but nonetheless they pose a challenge to attracting and nurturing talent. (Table 4)

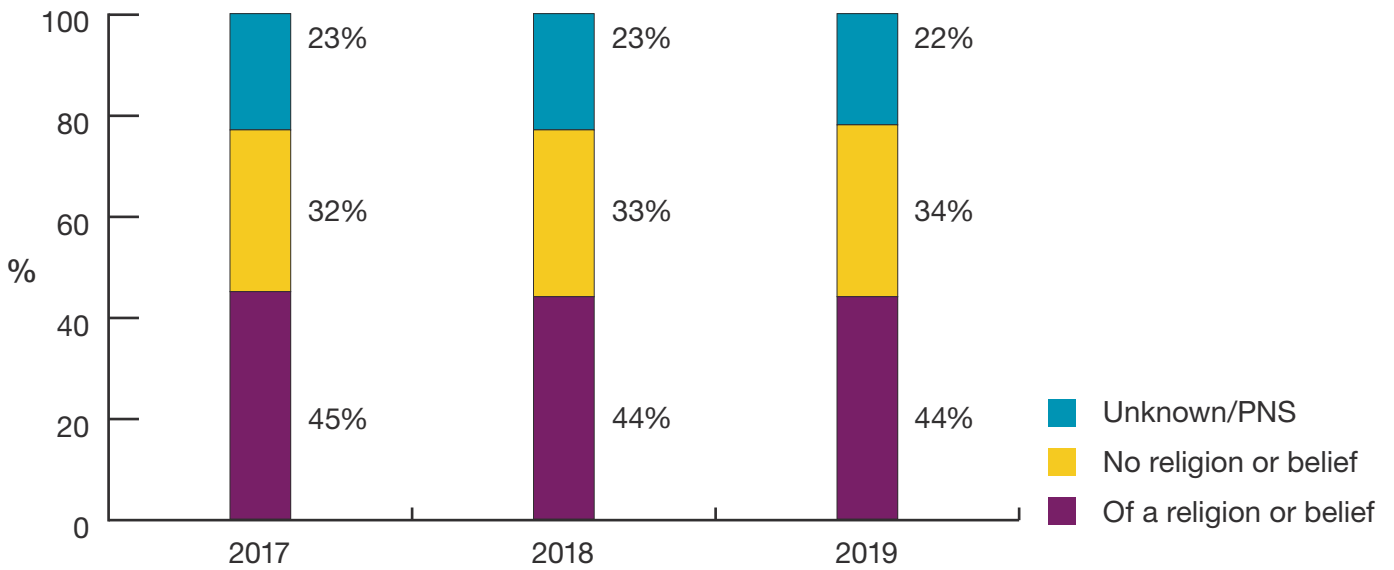
**Table 4: Gender by Faculty / Directorate as at Jul-19**

| Faculty                             | Female      |            | Male       |            | Total       |
|-------------------------------------|-------------|------------|------------|------------|-------------|
|                                     | #           | %          | #          | %          | #           |
| Health and Life Sciences            | 282         | 68%        | 133        | 32%        | 415         |
| Humanities and Social Sciences      | 172         | 61%        | 111        | 39%        | 283         |
| Oxford Brookes Business School      | 137         | 64%        | 78         | 36%        | 215         |
| Technology, Design and Environment  | 117         | 40%        | 178        | 60%        | 295         |
| <b>Faculty total</b>                | <b>708</b>  | <b>59%</b> | <b>499</b> | <b>41%</b> | <b>1207</b> |
| Directorate                         | Female      |            | Male       |            | Total       |
|                                     | #           | %          | #          | %          | #           |
| Academic and Student Admin          | 155         | 78%        | 44         | 22%        | 199         |
| Brookes' Student Union              | 9           | 56%        | 7          | 44%        | 16          |
| Estates and Campus Services         | 109         | 44%        | 137        | 56%        | 246         |
| Finance and Legal Services          | 55          | 72%        | 22         | 28%        | 76          |
| Human Resources                     | 60          | 83%        | 12         | 17%        | 72          |
| IT Services                         | 25          | 24%        | 77         | 76%        | 102         |
| Learning Resources                  | 63          | 75%        | 21         | 25%        | 87          |
| Marketing and Communications        | 98          | 72%        | 37         | 28%        | 135         |
| Vice-Chancellor's Group Exec Office | 9           | 75%        | 3          | 25%        | 12          |
| <b>Directorate total</b>            | <b>582</b>  | <b>62%</b> | <b>359</b> | <b>38%</b> | <b>940</b>  |
| <b>Salaried staff total</b>         | <b>1289</b> | <b>60%</b> | <b>858</b> | <b>40%</b> | <b>2147</b> |

## RELIGION OR BELIEF (INCLUDING LACK OF BELIEF)

78% of all staff have chosen to share information about their religion or belief.

Figure 16: Proportion of employees by religion or belief (or lack of belief) Jul-17 – Jul-19



Analysing the known data, the majority of staff are Christian (46%) or have no religion (44%). There has been no real change since 2017 (Table 5).

The Multifaith Chaplaincy offers friendship and spiritual care to all members of the University. It runs regular events including Bible study, Friday prayer, meditation and relaxation. The chaplaincy offers prayer and quiet space and the team provide pastoral support.

Table 5: Profile of staff reporting a religion or belief (including lack of belief) Jul-17 to Jul-19

|   | Jul-17 | Jul-18 | Jul-19 |
|---|--------|--------|--------|
| % of staff with a reported faith (or lack of) | 77%    | 77%    | 78%    |
| <b>of which:</b>                              |        |        |        |
| Christian                                     | 49%    | 48%    | 46%    |
| No religion                                   | 42%    | 42%    | 44%    |
| Other religion                                | 3%     | 3%     | 3%     |
| Muslim  | 2%     | 2%     | 2%     |
| Hindu   | 1%     | 2%     | 1%     |
| Spiritual                                     | 1%     | 1%     | 2%     |
| Buddhist                                      | 1%     | 1%     | 1%     |
| Jewish  | 1%     | 0.5%   | 0.5%   |
| Sikh  | 0.4%   | 0.4%   | 0.2%   |

## SEXUAL ORIENTATION

91 current staff have shared that they are lesbian, gay or bisexual (LGB). The proportion of LGB staff has increased from 3.8% in 2017 to 4.2% in 2019. (Figure 17) 22% of all staff have either not provided information or chosen not to declare their sexual orientation. Whilst there is some scope to improve data capture, almost half of the staff for whom no data is held have actively opted not to share it.

Figure 17: Proportion of employees by sexual orientation Jul-17 – Jul-19

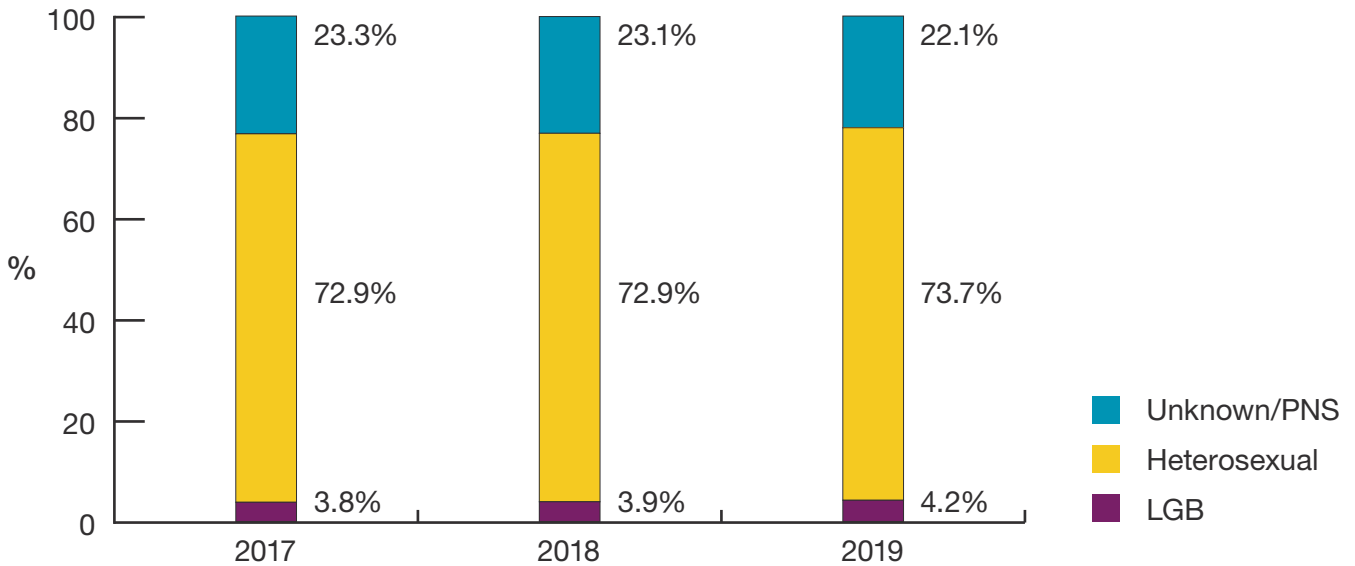


Table 6 below is based on the data provided by the 91 staff who reported as LGB and shows a broadly stable position divided in almost equal proportions between Bisexual, Gay Man and Gay Woman.

Table 6: Profile of staff reporting sexual orientation Jul-17 to Jul-19

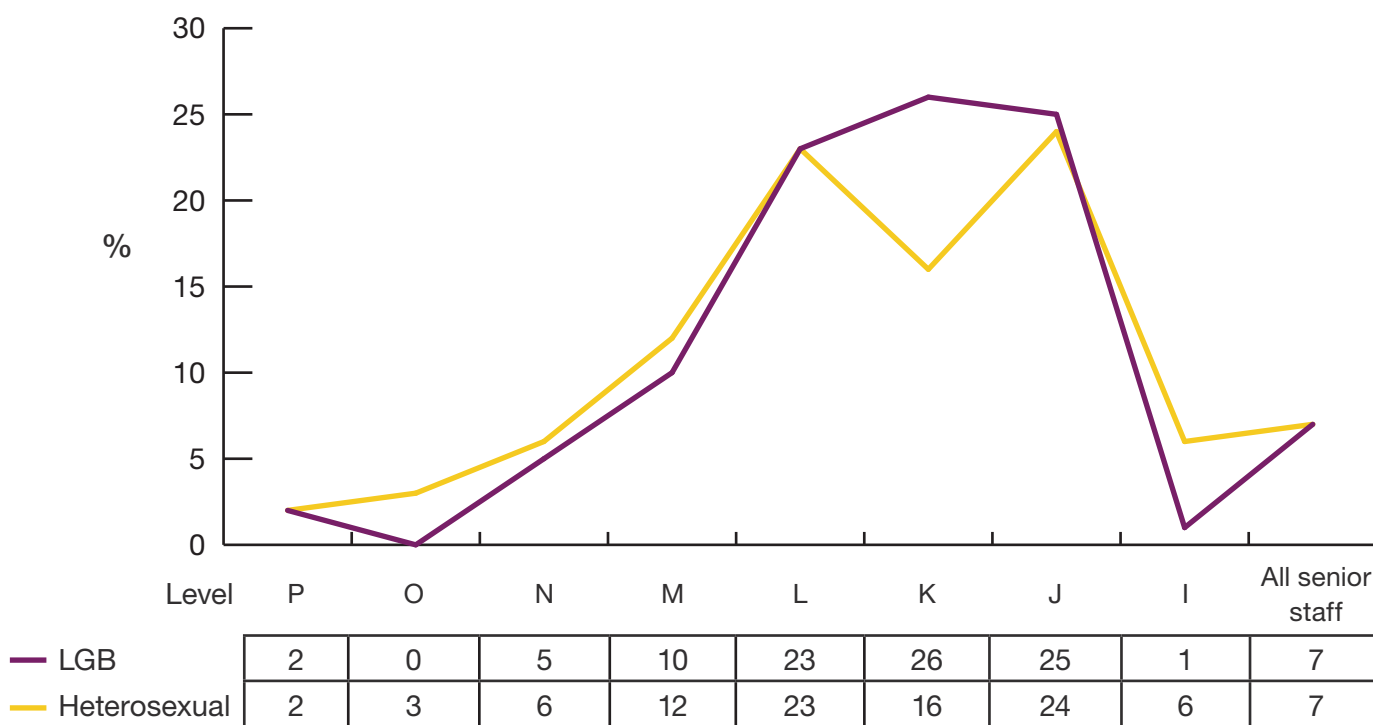
|                             | Jul -17 | Jul -18 | Jul-19 |
|-----------------------------|---------|---------|--------|
| % of staff reporting as LGB | 3.8%    | 3.9%    | 4.2%   |
| Of which:                   |         |         |        |
| Bisexual                    | 31%     | 37%     | 30%    |
| Gay Man                     | 32%     | 30%     | 31%    |
| Gay Woman                   | 27%     | 24%     | 29%    |
| Other                       | 11%     | 9%      | 11%    |

The analysis by grade in Figure 18 shows some variation, however there is not a pattern of under representation. Oxford Brookes University takes part in the Stonewall Workplace Equality Index and has improved its position over the two years that it has participated in the programme. The University is not in the published Top 100.

Human Resources and the LGBTQ+ Staff Forum have discussed how the level of inclusion that LGBTQ+ staff and students experience across the University can vary, and the need to continue to raise awareness and understanding of difference.



Figure 18: Grade profile by sexual orientation



## OTHER PROTECTED CHARACTERISTICS

70% of staff have chosen to answer the question, “Does your gender identity match your sex as registered at birth”, with less than one percent sharing that their gender identity did not match their sex as registered at birth. Of the 30% for whom no data is held only 1% have actively responded prefer not to say; the remaining staff have provided no answer.

## RECRUITMENT MONITORING DATA

In 2016, Brookes implemented online recruitment, asking applicants to provide equalities data as part of the process. This information is held separately and anonymously and is used for monitoring purposes; it is not seen by selection panels.

Analysis of recruitment data is focussed on exploring two questions:

- Is Oxford Brookes attracting a diverse pool of applicants?
- How successful are applicants with differing protected characteristics?

The analysis in Table 7 is based on applications to salaried jobs at the University. It excludes hourly paid positions and applications for the 2018 intern scheme. In total 5,297 applications were received for 446 advertised positions.

The data on applicants broken down by gender follows the patterns observed in the overall staff population, in that there is higher proportion of female applicants for professional services positions than academic or senior positions. There were two particular senior level jobs which attracted a high volume of male applicants, and contributed to the change in gender balance in applications for senior roles.

For ethnicity the proportion of BAME applicants, particularly for academic roles, is high relative to the proportion of current employees. The academic proportion is influenced upwards by research roles,

which typically attract a higher proportion of BAME applicants. 45% of applicants for research roles in 2019 were BAME. This indicates that BAME applicants are attracted to working at the University across a range of roles and provides a positive base for further diversifying the University workforce.

Disabled applicant proportions mirror the staff base and also mirror the local area population. LGB applications are higher than the proportion of LGB employees but this may be down to a higher level of data capture rather than a real difference – only 10% of applications had no sexual orientation data compared to 22% for all employees.

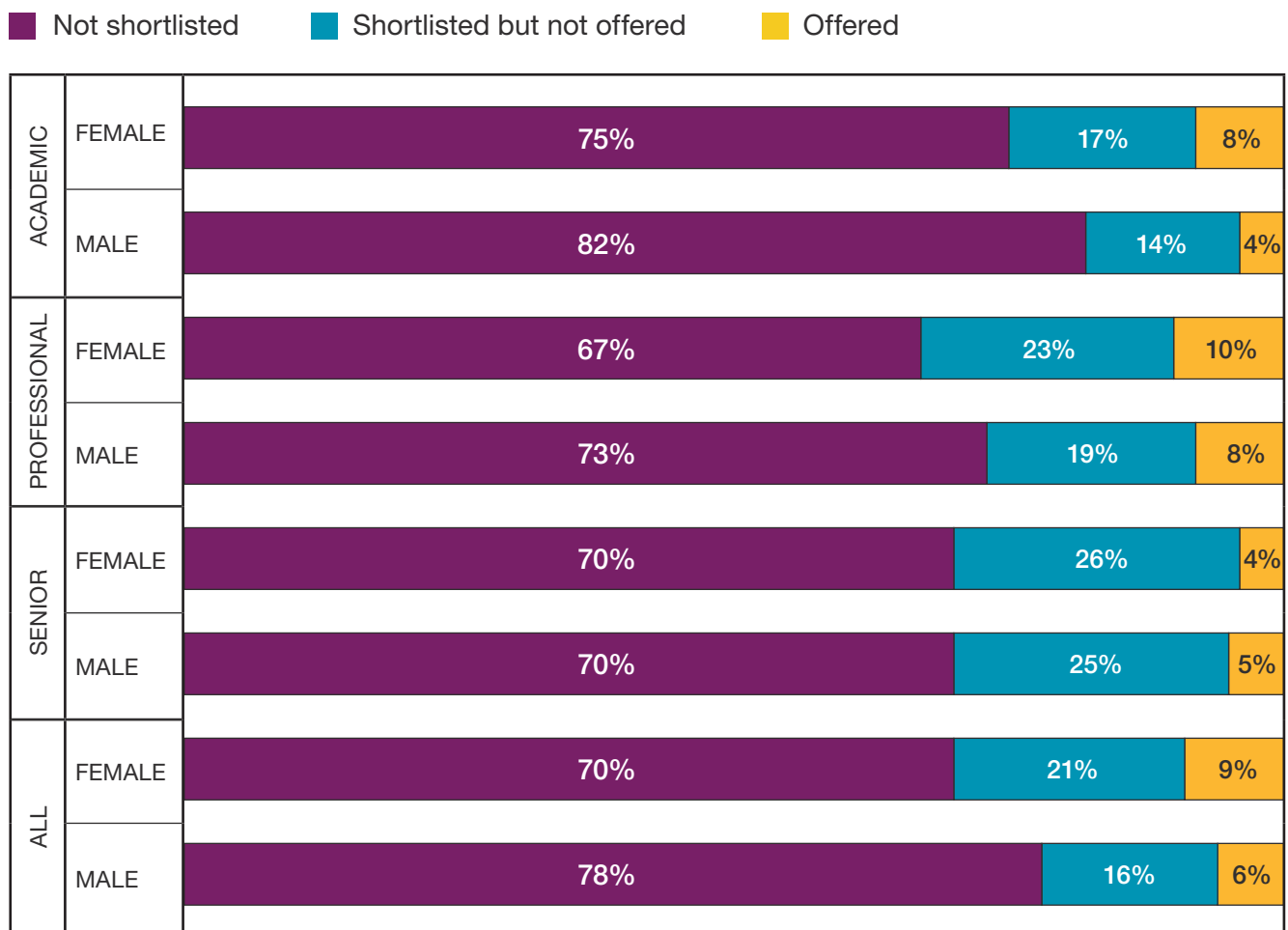
**Table 7: Analysis of applications data Aug-17 to Jul-19 (excludes unknown/prefer not to say)**

|                           |              | 2017/18    |              | 2018/19    |              |
|---------------------------|--------------|------------|--------------|------------|--------------|
|                           |              | Applicants | % applicants | Applicants | % applicants |
| <b>Gender</b>             |              |            |              |            |              |
| Academic                  | Female       | 576        | 41%          | 1104       | 47%          |
|                           | Male         | 819        | 59%          | 1245       | 53%          |
| Professional              | Female       | 1361       | 61%          | 1586       | 60%          |
|                           | Male         | 884        | 39%          | 1046       | 40%          |
| Senior                    | Female       | 86         | 41%          | 23         | 28%          |
|                           | Male         | 122        | 59%          | 60         | 72%          |
| All                       | Female       | 2023       | 53%          | 2768       | 54%          |
|                           | Male         | 1825       | 47%          | 2375       | 46%          |
| <b>Ethnicity</b>          |              |            |              |            |              |
| Academic                  | BAME         | 605        | 44%          | 866        | 37%          |
|                           | White        | 767        | 56%          | 1451       | 63%          |
| Professional              | BAME         | 613        | 26%          | 708        | 26%          |
|                           | White        | 1774       | 74%          | 2024       | 74%          |
| Senior                    | BAME         | 66         | 31%          | 21         | 25%          |
|                           | White        | 150        | 69%          | 63         | 75%          |
| All                       | BAME         | 1284       | 32%          | 1595       | 31%          |
|                           | White        | 2691       | 68%          | 3538       | 69%          |
| <b>Disability</b>         |              |            |              |            |              |
| Academic                  | Disabled     | 69         | 5%           | 137        | 6%           |
|                           | Not disabled | 1322       | 95%          | 2191       | 94%          |
| Professional              | Disabled     | 212        | 9%           | 157        | 6%           |
|                           | Not disabled | 2156       | 91%          | 2513       | 94%          |
| Senior                    | Disabled     | 6          | 3%           | 6          | 7%           |
|                           | Not disabled | 219        | 97%          | 77         | 93%          |
| All                       | Disabled     | 287        | 7%           | 300        | 6%           |
|                           | Not disabled | 3697       | 93%          | 4781       | 94%          |
| <b>Sexual orientation</b> |              |            |              |            |              |
| Academic                  | LGB          | 119        | 9%           | 188        | 9%           |
|                           | Heterosexual | 1185       | 91%          | 1989       | 91%          |
| Professional              | LGB          | 174        | 7%           | 208        | 8%           |
|                           | Heterosexual | 2205       | 93%          | 2395       | 92%          |
| All                       | LGB          | 305        | 8%           | 396        | 8%           |
|                           | Heterosexual | 3591       | 92%          | 4465       | 92%          |

The following analysis looks at data once an application has been made. It explores the outcome for those applications by gender (Figure 19), by ethnicity (Figure 20) and the intersectionality of ethnicity and gender (Figure 21) by disability (Figure 22) and sexual orientation (Figure 23).

Overall 9% of female applications lead to an offer compared to 6% of male applications, with 30% of female applications reaching shortlist stage compared to 24% of male applications. (Figure 19) The pattern of slightly higher success rates for female applicants is observable when the data is broken down by occupational group. A positive observation for the gender pay gap and Athena SWAN is the data for recruitment to senior positions which shows equal proportions at all stages.

**Figure 19: Selection decisions by gender**





Overall all 5% of BAME applications lead to an offer compared to 9% of White applications, with 20% of BAME applications reaching shortlist stage compared to 31% of White applications. (Figure 20) For both Academic and Professional Services roles BAME applicants are less likely to be shortlisted and less likely to be offered a position than White applicants.

Figure 20: Selection decisions by ethnicity

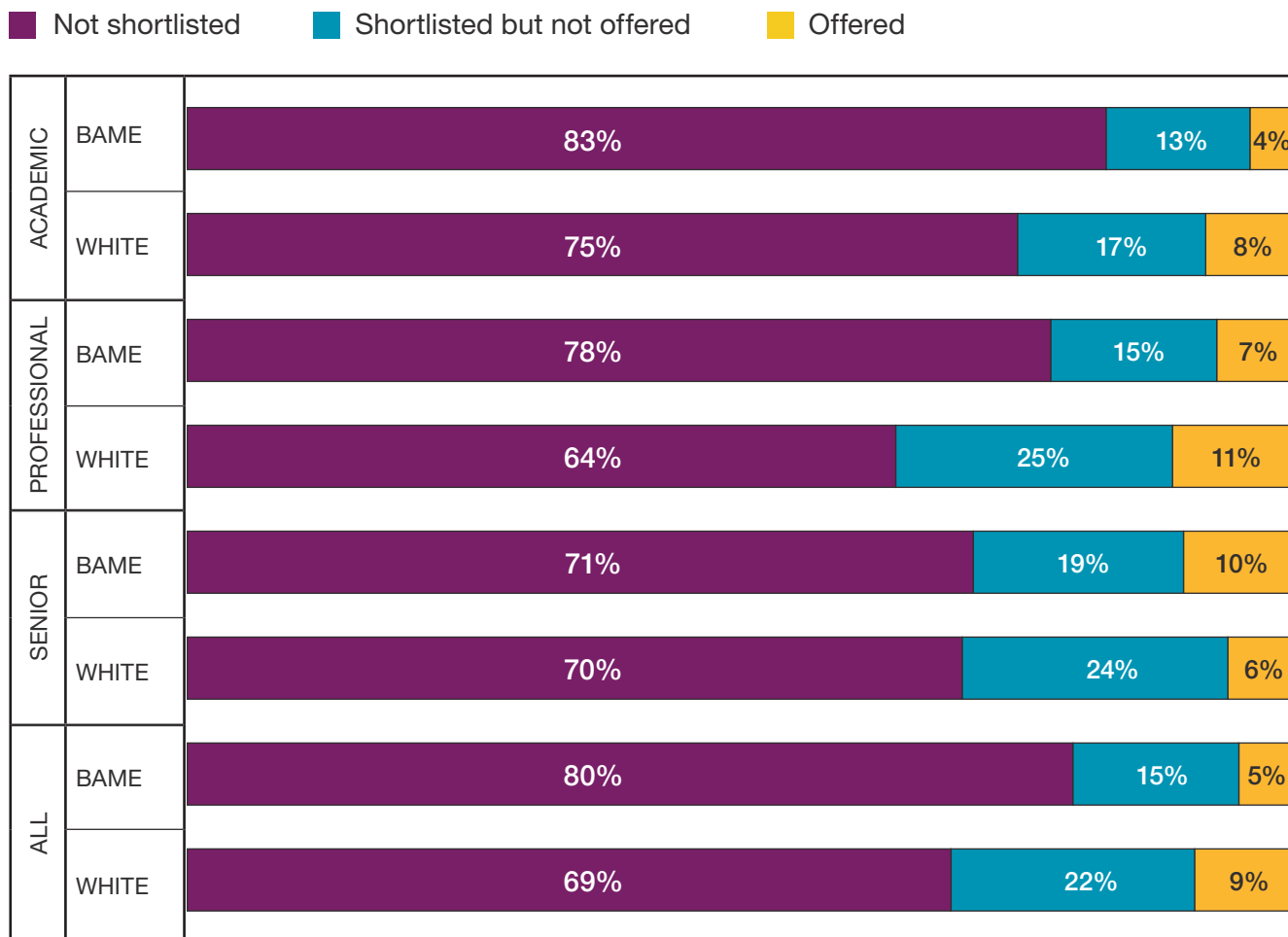


Table 8 explores the relative success of BAME and White applicants at interview stage. The analysis is based on the 315 BAME applicants who were shortlisted. The data show that once shortlisted BAME applicants are as likely to be offered the role as White applicants for professional services and senior roles, and slightly less likely for academic roles.

Benchmark research has been undertaken to explore anonymous shortlisting, its use and effectiveness. Many universities are not currently using anonymous shortlisting but are looking at it. Currently only specialist recruitment software offers a technology solution; users of general HR and payroll systems are manually removing names. A number of universities also reported that they are not using it for academic roles due to CVs holding other data from which selection panels can make assumptions about ethnicity or nationality.

**Table 8: Further analysis of selection success rates by ethnicity**

|              |       | % shortlisted | % of shortlisted applicants who are offered |
|--------------|-------|---------------|---|
| Academic     | BAME  | 17%           | 25%   |
|              | White | 25%           | 30%   |
| Professional | BAME  | 22%           | 30%   |
|              | White | 36%           | 30%   |
| Senior       | BAME  | 29%           | 33%   |
|              | White | 30%           | 31%   |
| All          | BAME  | 20%           | 27%   |
|              | White | 31%           | 30%   |

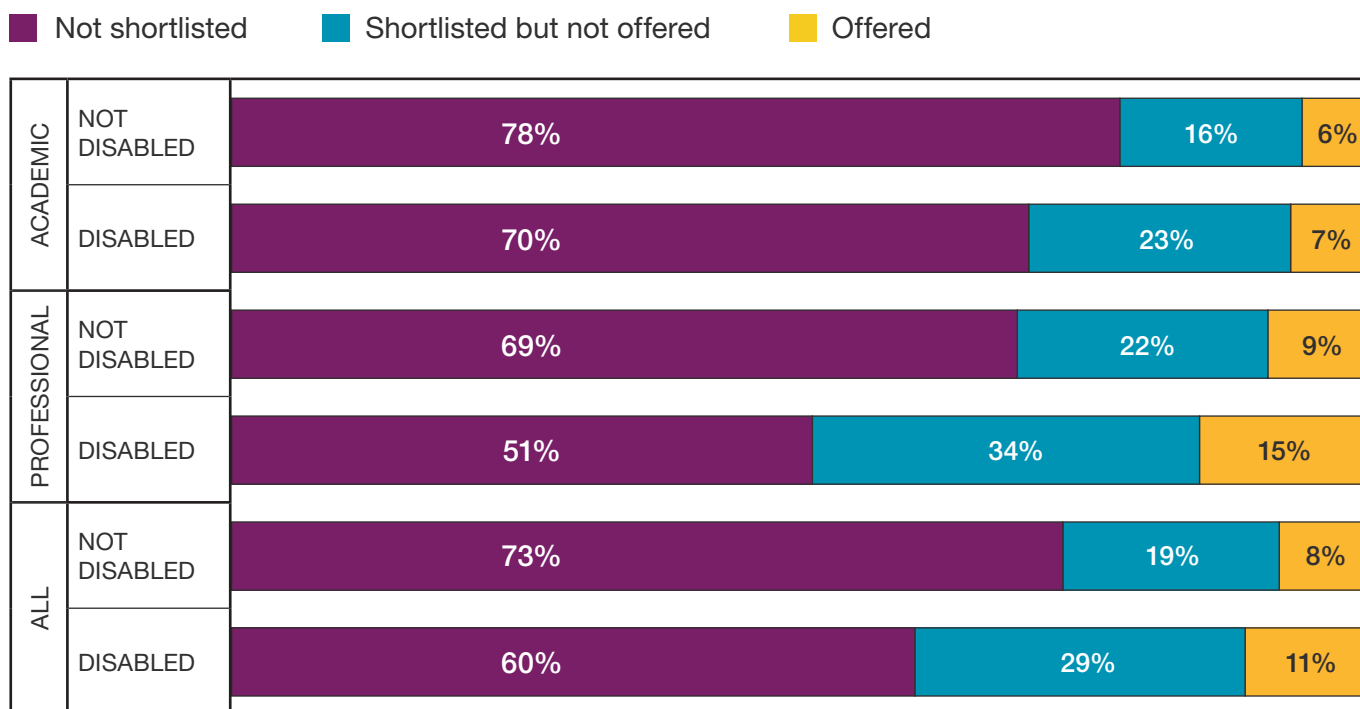
Intersectionality analysis shows that both male and female BAME applicants are less successful than White applicants. There are larger differences between BAME male applications compared to White male applications than between BAME female and White female applications.

**Figure 21: Selection decisions by ethnicity and gender**



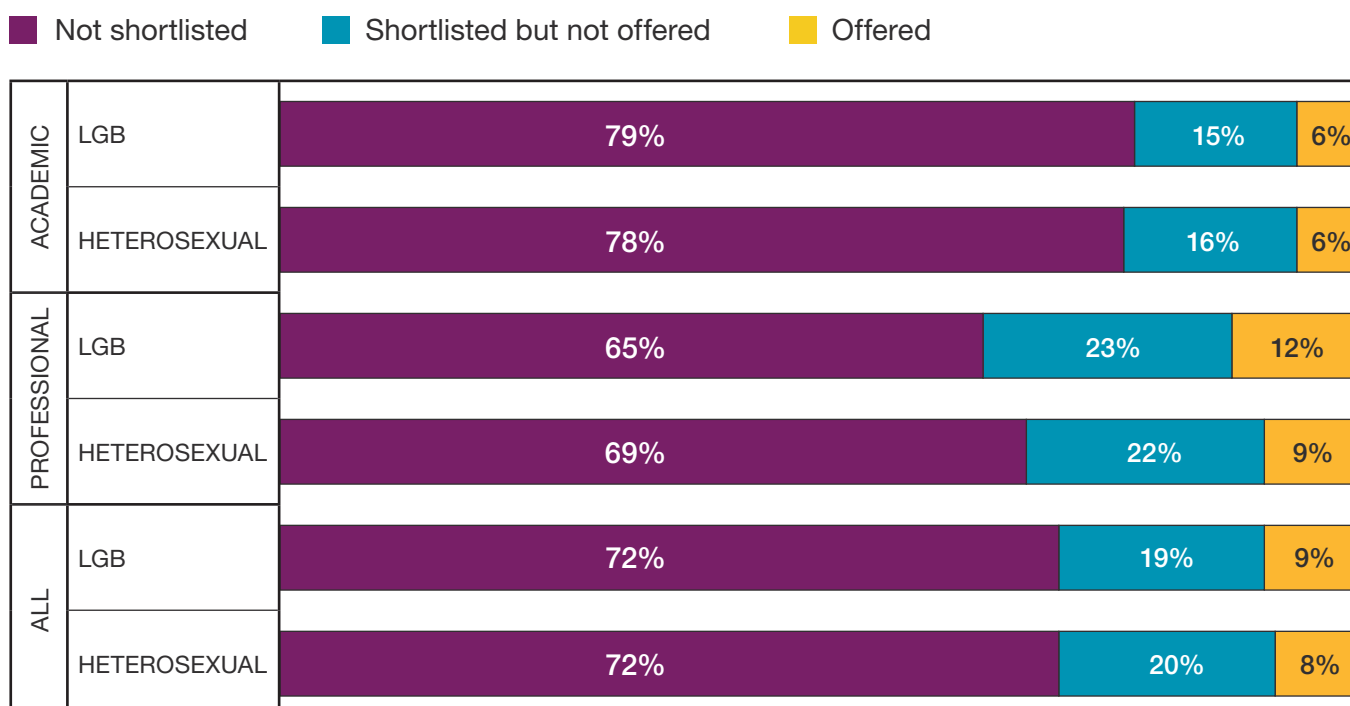
Looking at all positions, disabled applicants are more likely to be shortlisted than non-disabled applicants (40% compared to 27%) and more likely to be offered (11% compared to 8%). This pattern is also present when the data is broken down by occupational group. The shortlisting decisions will be influenced by the guaranteed interview offered under Disability Confident.

**Figure 22: Selection decisions by disability**



The analysis of applications by sexual orientation has been included for the first time in this report. There were 396 LGB applicants and analysis showed that these applicants were as likely to be shortlisted and offered as heterosexual applicants.

**Figure 23 : Selection decisions by sexual orientation**



## PROMOTIONS DATA

Promotion to professional services positions and some academic positions is managed through a standard competitive recruitment and selection process, and the relevant data are reported above within the recruitment analysis.

Progression from Lecturer to Senior Lecturer, to Reader or Principal Lecturer Student Experience (PLSE), and to Professor is managed through annual, central promotions exercises. The applications are judged against published criteria and, with the exception of lecturer to senior lecturer, independent external references are sought as part of the process. The promotions criteria are regularly reviewed and workshops held to support colleagues considering making an application for promotion. All unsuccessful applicants are given 'critical friend' feedback and offered a mentor.

Table 9 summarises data on applications for promotion and the outcome of those applications for the previous three years by gender. There are variations year on year, but over the four year dataset, female staff are slightly less likely to apply for promotion from Lecturer to Senior Lecturer and to PLSE/Reader. With the exception of Lecturer to Senior lecturer there is no real difference in the proportion of the eligible pool gaining promotion when viewed by gender.

**Table 9: Application and promotion outcomes by gender 2015-16 to 2018-19 (4 years)**

|                                  |            | L to SL |      | SL to PLSE/Reader |      | To or within professor |      |
|----------------------------------|------------|---------|------|-------------------|------|------------------------|------|
|                                  |            | Female  | Male | Female            | Male | Female                 | Male |
| <b>2018/19</b>                   | Eligible   | 50      | 42   | 236               | 178  | 105                    | 99   |
|                                  | Applied    | 7       | 16   | 13                | 13   | 5                      | 4    |
|                                  | Successful | 5       | 12   | 4                 | 5    | 3                      | 3    |
| <b>2017/18</b>                   | Eligible   | 44      | 40   | 221               | 175  | 111                    | 99   |
|                                  | Applied    | 9       | 8    | 15                | 20   | 5                      | 5    |
|                                  | Successful | 6       | 7    | 6                 | 7    | 1                      | 2    |
| <b>2016/17</b>                   | Eligible   | 39      | 27   | 217               | 170  | 110                    | 103  |
|                                  | Applied    | 14      | 10   | 18                | 12   | 8                      | 8    |
|                                  | Successful | 11      | 9    | 2                 | 1    | 4                      | 3    |
| <b>2015/16</b>                   | Eligible   | 38      | 24   | 204               | 162  | 114                    | 97   |
|                                  | Applied    | 10      | 3    | 10                | 16   | 12                     | 15   |
|                                  | Successful | 7       | 3    | 2                 | 6    | 7                      | 7    |
| <b>% eligible applied</b>        |            | 23%     | 28%  | 6%                | 9%   | 7%                     | 8%   |
| <b>% applications successful</b> |            | 73%     | 84%  | 25%               | 31%  | 50%                    | 47%  |
| <b>% eligible successful</b>     |            | 17%     | 23%  | 2%                | 3%   | 3%                     | 4%   |

Table 10 summarises data on applications for promotion, and the outcome of those applications for the previous three years by ethnicity. Unlike the data analysed for gender, data for ethnicity includes unknown data records and it is known that successful applications include BAME staff who have chosen not to share their ethnicity. In these cases the successful BAME application will be included within the unknown category. For this reason and the small data set, the presentation of this data is most useful for transparency purposes. Despite the challenges in analysing the data for ethnicity, it is important that we continue to monitor this data and provide encouragement and support to under-represented groups to apply for promotion.



Table 10: Application and promotion outcomes by ethnicity 2015-16 to 2018-19 (4 years)

|                           |            | L to SL |      |         | SL to PLSE/Reader |      |         | To or within professor |      |         |
|---------------------------|------------|---------|------|---------|-------------------|------|---------|------------------------|------|---------|
|                           |            | White   | BAME | Unknown | White             | BAME | Unknown | White                  | BAME | Unknown |
| 2018/19                   | Eligible   | 75      | 9    | 8       | 341               | 56   | 17      | 183                    | 13   | 8       |
|                           | Applied    | 18      | 4    | 1       | 20                | 5    | 1       | 8                      | 0    | 1       |
|                           | Successful | 13      | 3    | 1       | 8                 | 1    | 0       | 5                      | 0    | 1       |
| 2017/18                   | Eligible   | 71      | 6    | 7       | 324               | 57   | 15      | 187                    | 13   | 10      |
|                           | Applied    | 15      | 1    | 1       | 30                | 3    | 2       | 7                      | 0    | 3       |
|                           | Successful | 13      | 0    | 0       | 12                | 1    | 0       | 1                      | 0    | 2       |
| 2016/17                   | Eligible   | 55      | 7    | 4       | 322               | 50   | 16      | 190                    | 10   | 13      |
|                           | Applied    | 22      | 0    | 2       | 25                | 5    | 0       | 13                     | 1    | 2       |
|                           | Successful | 18      | 0    | 2       | 2                 | 1    | 0       | 6                      | 0    | 1       |
| 2015/16                   | Eligible   | 53      | 8    | 1       | 302               | 39   | 11      | 187                    | 11   | 10      |
|                           | Applied    | 12      | 1    | 0       | 21                | 5    | 0       | 23                     | 1    | 3       |
|                           | Successful | 9       | 1    | 0       | 7                 | 1    | 0       | 15                     | 0    | 0       |
| % eligible applied        |            | 26%     | 20%  | 20%     | 7%                | 9%   | 5%      | 7%                     | 4%   | 22%     |
| % applications successful |            | 79%     | 67%  | 75%     | 30%               | 22%  | 0%      | 53%                    | 0%   | 44%     |
| % eligible successful     |            | 21%     | 13%  | 15%     | 2%                | 2%   | 0%      | 4%                     | 0%   | 10%     |

## TURNOVER

Table 11 shows that turnover is slightly higher for male staff than female staff. It is also higher for BAME staff than White staff. The higher representation of BAME staff in research roles will contribute to the difference seen in involuntary turnover. Further analysis is needed to understand the reasons for leaving.

Table 11: Turnover by protected characteristic

|                        | Voluntary Turnover | Involuntary Turnover | All Turnover |
|------------------------|--------------------|----------------------|--------------|
| <b>Gender</b>          |                    |                      |              |
| Male (131)             | 15%                | 2%                   | 17%          |
| Female (227)           | 13%                | 2%                   | 15%          |
| <b>Ethnicity</b>       |                    |                      |              |
| White (266)            | 13%                | 2%                   | 15%          |
| BAME (58)              | 18%                | 4%                   | 22%          |
| <b>All staff (358)</b> | <b>14%</b>         | <b>2%</b>            | <b>16%</b>   |

## COMMITTEE REPRESENTATION

Data sets are very small and therefore prone to fluctuation on the movement of a single staff member. Despite these statistical limitations it is useful to understand the diversity of these key committees. (Table 12)

Table 12: Committee gender and ethnicity profile as at Jul-17 and Jul-18

|   | Jul-17 |     |         | Jul-18 |     |           | Jul-19 |     |        |
|---|--------|-----|---------|--------|-----|-----------|--------|-----|--------|
|   | Total  | % F | % BAME  | Total  | % F | % BAME    | Total  | % F | % BAME |
| <b>VCG</b> (from July 2017)                     | 10     | 60% | -       | 10     | 50% | -         | 10     | 50% | 0%     |
| Academic Board                                  | 31     | 52% | 10%     | 31     | 58% | 16%       | 32     | 47% | 16%    |
| Research & Knowledge Exchange                   | 15     | 53% | 0%      | 17     | 53% | 0%        | 16     | 56% | 0%     |
| Academic Enhancement & Standards*               | 13     | 46% | 0%      | 13     | 69% | 8%        | -      | -   | -      |
| Quality and Learning Infrastructure Committee   | -      | -   | -       | -      | -   | -         | 18     | 50% | 6%     |
| Teaching and Learning Enhancement Committee     | -      | -   | -       | -      | -   | -         | 11     | 45% | 9%     |
| Access and Participation Group                  | -      | -   | -       | -      | -   | -         | 7      | 71% | 0%     |
| Equality Diversity and Inclusion Advisory Group | -      | -   | -       | -      | -   | -         | 18     | 66% | 0%     |
| Board of Governors                              | 13     | 54% | No data | 12     | 42% | Due 19/20 | 13     | 38% | 8%     |

\*AESC was replaced by Quality and Learning Infrastructure Committee and Teaching and Learning Enhancement Committee in 2018-19.

### Looking ahead to 2019 - 2020 and beyond

Our EDI Strategy 2018-2022 will continue to guide work over the coming year, and we recognise there is more to be done to make Brookes the diverse and fully inclusive organisation we aspire to be.

### **Further information**

Comments or queries about this report are welcomed.  
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[www.brookes.ac.uk/staff/human-resources/  
equality-diversity-and-inclusion](http://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion)