

EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2019-2020

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 2019-20 academic year, along with a summary and analysis of diversity data relating to the University's workforce.

Towards the end of the year we were faced with the challenge of the global Covid-19 pandemic and we pledged to seek to maintain and where possible strengthen our commitment to equality, diversity and inclusion (EDI) during this time. One action was the introduction of Inclusivity as an additional guiding principle in our University Strategy 2035.

Along with the work of our established University groups which support our EDI goals, I am especially grateful for the voluntary work and creative energy of our Staff Diversity Networks. In addition to the valuable support activities and awareness-raising within and beyond their memberships, these networks have enriched and furthered efforts through their active contribution to a variety of initiatives.

Our **BAME Staff Network**, **LGBTQ+ Staff Forum** and **Staff Disability Network** are represented on the University EDI Advisory Group and other University level groups, providing valuable insight from their lived experiences, and supportive challenge to aid improvement to how these communities experience working at Brookes.

Our existing commitments to equality charters and accreditation frameworks continue to be maintained through our work under the Athena Swan Charter, our Race Equality Strategy, Disability Confident Scheme and involvement in the Stonewall Diversity Champions Programme.

In addition to EDI work relating to staff, our Access and Participation Plan is focussed on improving access, attainment and progression of our student body and together these initiatives ensure that we offer an inclusive place to work and study.

Our journey to build a truly inclusive culture of shared belonging and equitable opportunity will continue. Along with the leadership team, I am committed to listening to feedback, addressing the challenges, building relationships and fostering the open dialogue necessary to make this a reality for our student and staff communities.

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

Professor Alistair Fitt
Vice-Chancellor
June 2021

How we lead and support 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 and including our Staff Diversity Networks, trade union colleagues and Brookes Student Union.

The Pro Vice-Chancellor 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 Pro Vice-Chancellor for Research and Global Partnerships, Professor Linda King, leads on Athena Swan as our gender equality champion.

As Pro Vice-Chancellor for Access and Participation, Dr Astrid Schloerscheidt leads the **Access and Participation Group** (APG) reporting directly to the Vice-Chancellor's Group, with representation on the EDIAG to ensure cohesion and linkage of work across supporting student and staff groups.

An **Inclusive Curriculum Enhancement Group** was established during the year by APG in support of the Access and Participation Plan objectives and targets.

The **Multifaith Advisory Board** chaired by the Deputy Director of Academic and Student Administration 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 and Human Resources and student facing services and societies and reports to the EDIAG. A review of the Multifaith Chaplaincy by Churches Together in Oxfordshire progressed during the year, providing a report and recommendations which were taken forward in 2020/21.

IT Services and Estates and Campus Services are also represented on the EDIAG maintaining linkage with our strategies and service delivery for accessibility and inclusivity of the physical environment and facilities and our technology infrastructure.

Staff resourcing in support of EDI included a post within Human Resources working with the wider HR team, and the establishment of the post of Student EDI Manager in Student Services, within Academic and Student Admin, in addition to the holistic approach of the wider Student Support Services team.

At faculty level EDI structures were largely focused on gender equality and Athena Swan processes, with volunteer self-assessment teams operating in each of the four faculties. The Faculty of Humanities and Social Sciences (HSS) took forward the development of an HSS Faculty EDI Committee with continued dedicated time for Faculty EDI Coordinators as part of developments from their achievement of an **Athena Swan Bronze Award** in November 2019.

In addition volunteer EDI Champions in each faculty and directorate provided a focal point for sharing communications on events and connecting up EDI initiatives across the institution.

The role of Equality Charters and frameworks

The University continues to work with the key equality charters recognised within the sector, namely Athena Swan to support and transform gender equality, and from 2021 Advance HE's Race Equality Charter for identifying and removing institutional and cultural barriers standing in the way of Black, Asian and Minority Ethnic staff and students. The University also works with the Stonewall Workplace Equality Index and Disability Confident Employer Scheme.

BAME Staff Network

Wall of BAME

The profiles below are an initiative from the BAME Staff Network to help promote the diversity of our staff at Oxford Brookes.

We hope that profiling colleagues will show prospective and current staff and students that the University is an inclusive and positive place where you can feel confident and supported.



Adrian Thomas

What is your role at the university?

Director of Global Recruitment

How would other people describe you?



Amanda Selormey

What is your role at the university?

Project Coordinator for the Enterprise Support Department

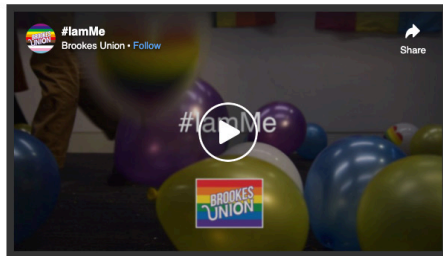
How would other people describe you?

LGBTQ+ Staff Forum



Help and support at Oxford Brookes

- [Sexual Orientation](#)
- [Transgender](#)
- [Harassment and bullying](#)
- [Transgender and Gender Identity Equality Policy](#) (download)
- [Support for Gender Identity and Transgender Equality](#) (download)
- [Information for students](#)
- [Oxford Brookes LGBTQ+ Society](#)



Staff Disability Network

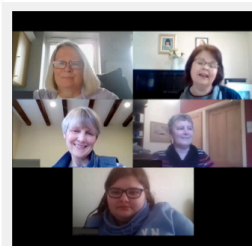
Hear from some of our staff

“Disabled role models are really important, as many young people have no expectation of how well they can actually do in life, without access to someone who can share their particular experiences.”

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



Past events



Talking about disability inclusion and accessibility: how are we doing?

Staff Disability Network webinar, 18 January 2021

Members of the Network lead an online conversation about staff experiences and existing support and solutions. This explores pointers for future flexible approaches to a hybrid model of remote and onsite working from a disability inclusion perspective.

Staff Diversity Networks

Our Staff Diversity Networks play a significant and important role in the University’s approach to equality, diversity and inclusion. These self-organised and volunteer-led networks continued active work throughout the year in support of their members and in collaboration with allies, colleagues and wider University initiatives. From the first lockdown and the shift to remote working the Networks moved their regular events online to maintain connection, reduce isolation and support members in issues arising from the onset of the pandemic and the changed working arrangements.

Each network has a dedicated web-presence with features, staff profiles and resources, and undertakes proactive promotion of their activity and related issues. Membership of each network expanded over the year, and further steps were taken to ensure that all new starters are aware of the networks as part of the ‘Welcome to Brookes’ programme.

Activity and achievements for the year arising from the staff networks and related to the charters and frameworks can be found at the end of this report.

Student Inclusivity and Accessibility

The University has a strategic aim and specific targets within our **Access and Participation Plan** to increase the ethnic diversity of our student communities. Our targets for UK undergraduate entrants of 10% Black and 12% Asian students by 2024/25 provide context for increasing representation across the whole student body.

For 2019-20, Black, Asian and other minority ethnic students were 19% of those UK domiciled students for whom ethnicity was known, with 18.5% at undergraduate level, 21.4% at postgraduate taught level and 14% in postgraduate research programmes.

A number of workstreams are currently in place to deliver on the University's commitment to provide equality of opportunity in terms of access and attainment, as well as an inclusive learning and teaching offer and wider student experience. Much of this work, led by the PVC Student and Staff Experience, Professor Anne-Marie Kilday, and the PVC for Access and Participation, Dr Astrid Schloerscheidt, is developing synergy and mutually reinforcing activity in support of the institutional commitment to equality, diversity and inclusion.

During 2019/20 the cornerstones of our work to improve access to the University were the implementation of a Contextual Admissions Policy and the launch of a new Brookes Bursary, designed to provide a higher level of individual funding

“I loved the experience and it definitely helped me with stepping into uni life. I did actually get accepted into my firm choice of uni, I can't stop smiling!”

Brookes Engage graduate, 2020

to students who may face the most significant financial barriers to enrolling from 2020/21 onwards. This work is complemented through substantial outreach programmes such as our Brookes Engage programme targeted at Oxfordshire level 3 learners, which involved over 100 participants in 2019/20. During 2019-20 around half of our participants were students identifying from BAME backgrounds, with over two thirds from an area of low participation in HE. Just under 60% were first generation in HE.

In July 2020 a new strategy was agreed to support the access, participation and success of care experienced students with a target to increase the number of entrants who are care experienced by 2024/25. This strategy complements the wider work in support of the Stand Alone Pledge for estranged students.



Development was undertaken for a new national sustained access programme, '**Discover Brookes**', which aims to support and encourage participants to progress onto a Brookes degree, to launch in 2020/21. The 18-month programme will include subject streams in Business & Management, Engineering & Design, Healthcare, and Teaching & Education. Student voice will be a key element of the programme, with input and engagement from subject relevant Student Ambassadors.



To enhance the inclusivity of our teaching offer, work continued to embed the principles of inclusivity into course design through the use of the Inclusive Benchmarking Tool, launched in 2018-19. The tool, used as part of the annual review process and as part of new programme development, is designed to assist course/programme leaders in self- assessment of the diversity of delivery methods, content, and assessment processes and criteria. In addition, the Oxford Centre for Staff and Learning Development (OCSLD) provides a range of resources to support inclusive teaching and curriculum.

Quicklinks to pages popular with Brookes staff



To support the necessity to pivot to remote teaching in spring of 2020, the OCSLD provided a series of webpages, “Moving Teaching Online”, to support academic staff to adapt their teaching and assessment practices for remote, online delivery. This work was complemented by a short self- directed learning course in Moodle covering aspects of online teaching, feedback and assessment. The Inclusive Digital Teacher course was designed during the year to highlight effective, evidence-informed online asynchronous teaching to support staff in preparation for teaching in 2020/21.

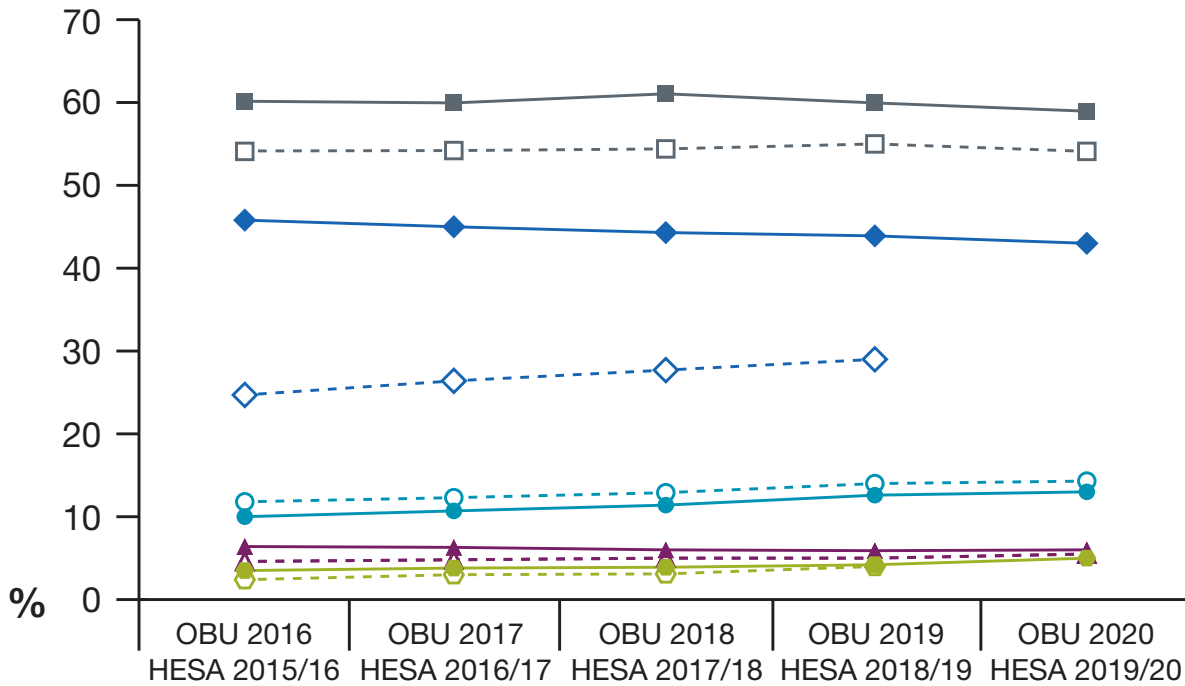
To meet the quality expectations of the Accessibility regulations, a three-year project to embed changes to the threshold quality of all online teaching materials and Moodle (VLE) web pages was started in summer 2020. The first step was the launch of Blackboard Ally in July 2020. The tool allows institutional monitoring and reporting of accessibility indicators to provide teaching staff with an indicator dashboard of the accessibility of their webpages and resources.

Our Careers and Student Development Service have taken forward actions to integrate equality, diversity and inclusion as part of the delivery of our Employability Strategy. This included careers registration as part of enrolment for all students from the beginning of the academic year. In response to student feedback the service developed a Three Stage Careers Model: “**Discover, Plot, Action**”, to support students in their employability journey and to commence in 2020/21. Increased demographic data is now available from the registration process to enable improved targeting of interventions for specific groups, such as Coach Yourself provision tailored for final year students, BAME students, and disabled students and mature students. An Inclusivity Checklist has also been devised to support the organisation of events.

As part of Inclusive Support provision for disabled students a review panel was established to consider adjustments for disabled students who were unable to access external funding, and linked to the Reasonable Adjustments Framework which describes the range of reasonable adjustments which disabled students can expect.

Our staff diversity profile for 2019-20

Salaried staff diversity profile Jul-16 to Jul-20: comparison between profiles at Oxford Brookes and sector data from HESA



Key

- | | | | |
|-----|--|-------|----------------------------------|
| —■— | Female (Oxford Brookes) | - □ - | Female (Sector) |
| —●— | BAME (Oxford Brookes) | - ○ - | BAME (Sector) |
| —▲— | Disabled (Oxford Brookes) | - △ - | Disabled (Sector) |
| —◆— | LGB (Oxford Brookes) | - ◇ - | LGB (Sector) |
| —◆— | Of a religion or belief (Oxford Brookes) | - ◇ - | Of a religion or belief (Sector) |

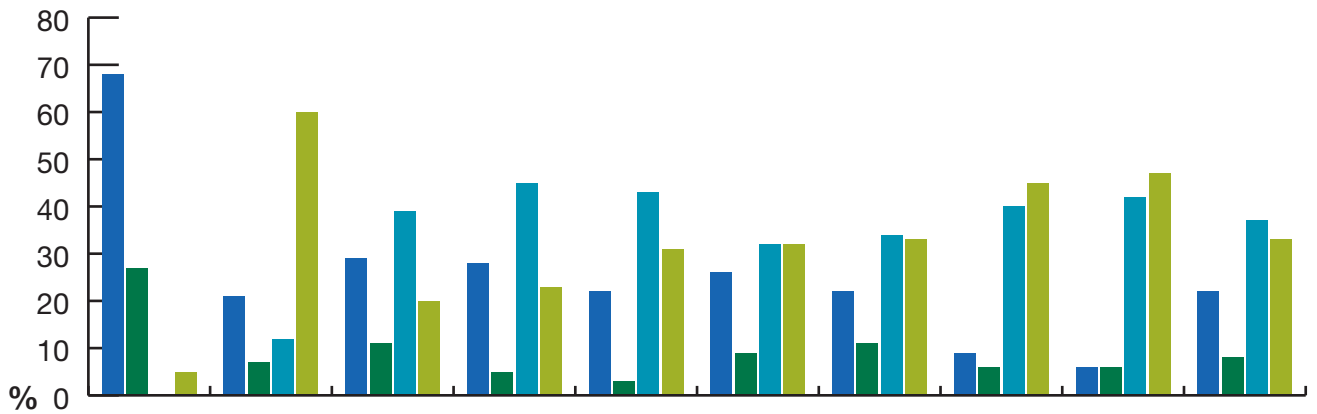
Gender

Overall the University continues to employ more women (59%) than men (41%) which is higher than the sector average of 54%.

The University has a significantly higher proportion of women in academic roles (54.7%) than the sector average of 46.2%. This is positively reflected in the professoriate where women make up 46%, compared to 28% in the sector. Women held 63% of all professional services roles and 48% of all senior staff roles.

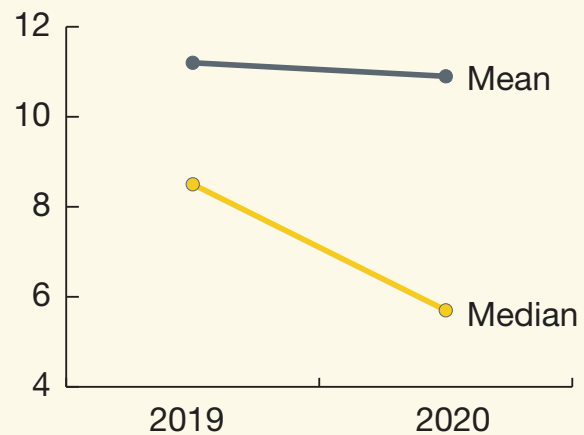
Overall 30% of salaried staff worked part-time, and women made up 74% of this group. The lower proportion of women in senior roles may be influenced by the perception of feasibility of part-time working at senior levels.

Part-time and Full-time working by gender and grade



HESA Level Obu Grade	P 2	O 3/4	N 5	M 6	L 7/8	K 9	J 10/11	I 12	Senior	All staff
Female Part time	68%	21%	29%	28%	22%	26%	22%	9%	6%	22%
Male Part time	27%	7%	11%	5%	3%	9%	11%	6%	6%	8%
Female Full time	0%	12%	39%	45%	43%	32%	34%	40%	42%	37%
Male Full time	5%	60%	20%	23%	31%	32%	33%	45%	47%	33%

The Gender Pay Gap has maintained a downward trend moving from 11.9% mean and 13.7% median in 2017 to 10.9% mean and 5.7% median in 2020.

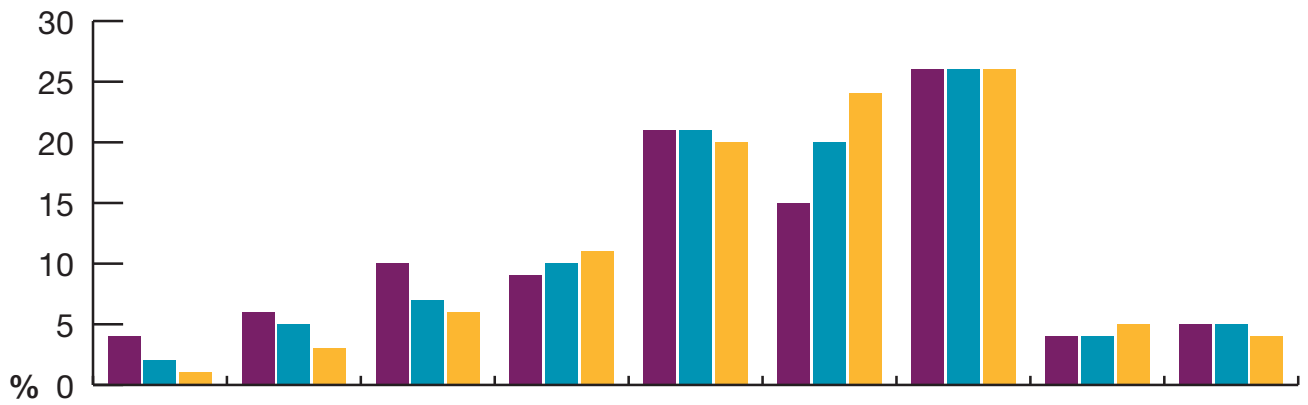


Ethnicity

The ethnic diversity of the workforce has increased from 11.4% identifying as BAME in 2018 to 13.2% in 2020. This is in line with the working population and slightly below the sector average of 14.3%. BAME representation is higher among academic staff at 14.9%, than among professional services at 11.9%. BAME representation within staff on hourly paid contracts ranges from 12% to 24% across the different contract types.

The senior management community comprises 172 staff of which 7% of staff identify as BAME. In the professoriate BAME staff hold 4.2% of roles which is below the sector average of 10%.

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

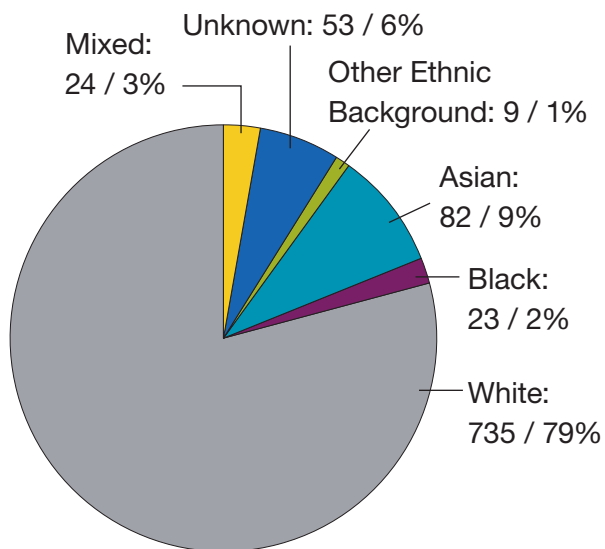


HESA Level OBU Grade	P 2	O 3/4	N 5	M 6	L 7/8	K 9	J 10/11	I 12	Senior
2018	4%	6%	10%	9%	21%	15%	26%	4%	5%
2019	2%	5%	7%	10%	21%	20%	26%	4%	5%
2020	1%	3%	6%	11%	20%	24%	26%	5%	4%

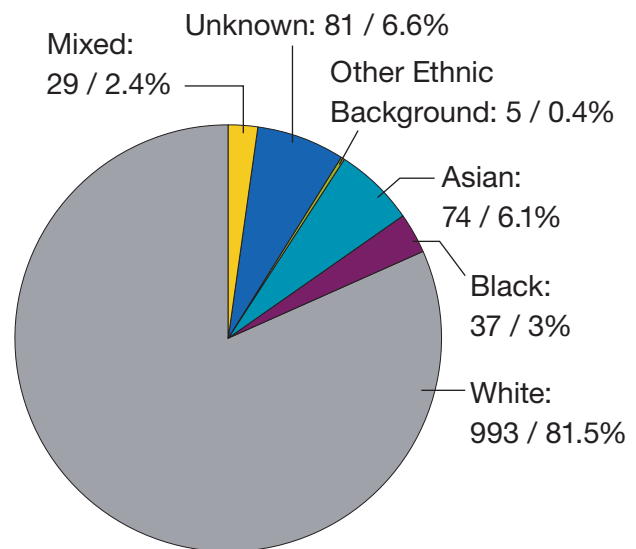
Among academic staff, BAME representation is disproportionately clustered at Lecturer and Senior Lecturer levels. A recent review of the academic promotions process indicates lower success rates for BAME applicants across the past three years. Further analysis of promotions data is being undertaken by the Centre for Diversity Policy Research and Practice. This highlights the need to take action to support our internal talent pipeline in relation to academic promotions.

Our ambitions to increase ethnic diversity within our workforce are reflected in the objectives set in our Race Equality Strategy. We particularly need to increase the numbers of BAME staff in senior roles in both academic and professional services areas through recruitment and promotion.

Ethnicity breakdown by Academic and Professional Services staff groups

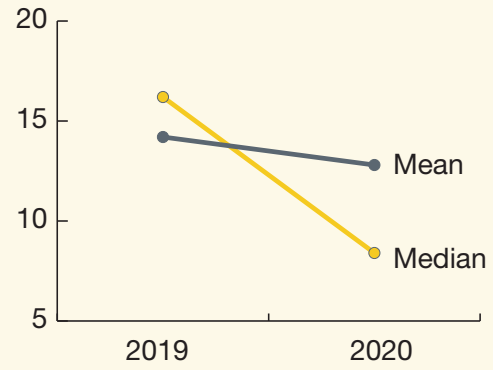


Academic



Professional Services

Analysis of the Ethnicity Pay Gap shows a downward trend, moving from 14.1% mean and 12.5% median in 2018 to 12.8% mean and 8.4% median in 2020.

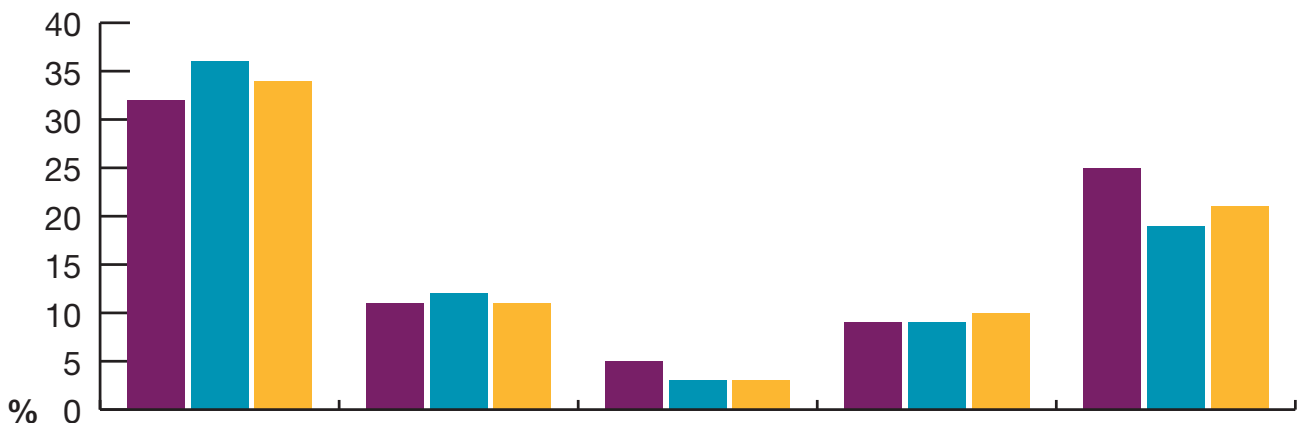


Disability

The proportion of salaried staff who have shared information about disability was 5.83% compared to 5.5% for the sector. The proportion of the hourly paid workforce ranged between 5% and 9%.

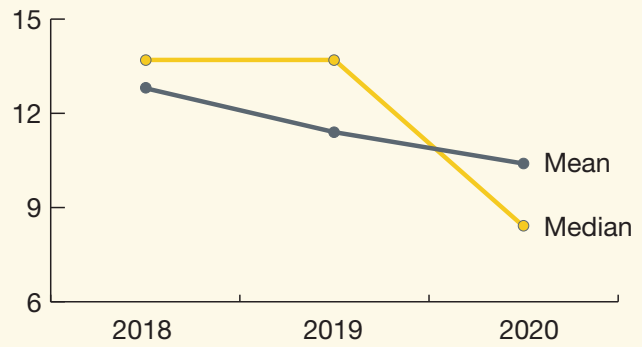
Overall, specific learning difficulty/difference is the most common type of reported disability, representing a third of the total, followed by long standing illness or health condition.

Disability by type Jul-18 – Jul-20



	Specific Learning Difficulty	Mental Health Condition	Deaf or serious hearing impairment	Physical impairment or mobility issues	Long-standing illness or health condition
2018	32%	11%	5%	9%	25%
2019	36%	12%	3%	9%	19%
2020	34%	11%	3%	10%	21%

The Disability Pay Gap data shows a continuing downward trend moving to 10.4% mean and 8.4% median from 11.4% and 13.7% respectively in the previous year.



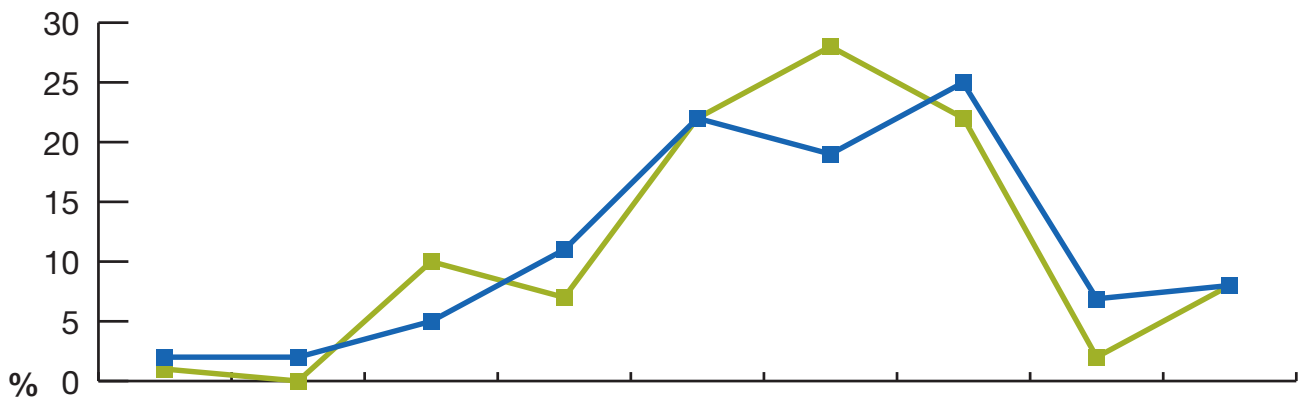
Sexual Orientation

Amongst salaried staff, 4.6% have shared that they are LGB+, a slight increase since 2019 which in turn saw an increase from 3.8% in 2017. This is slightly above the sector figure of 4% for the same period. The proportion of staff for whom sexual orientation is unknown is 20.6%. This compares to 44.4% unknown for those institutions returning sexual orientation to HESA. Among hourly paid contracts those identifying as LGB+ ranges from 5% to 8% across the different contract types.

Within those salaried staff sharing information there is a fairly even distribution across those identifying as gay man, gay woman/lesbian and bisexual, with 12% identifying as other sexual orientation.

While the level of reporting of sexual orientation is positive in comparison to the sector we continue to make efforts to promote the value of providing diversity data via the HR portal. Our collaborative activity with the LGBTQ+ Staff Forum and work on the Stonewall Workplace Equality Index seeks to ensure that staff are confident to share information about their sexual orientation and able to be their authentic selves at work.

Grade profile by sexual orientation – Jul-20

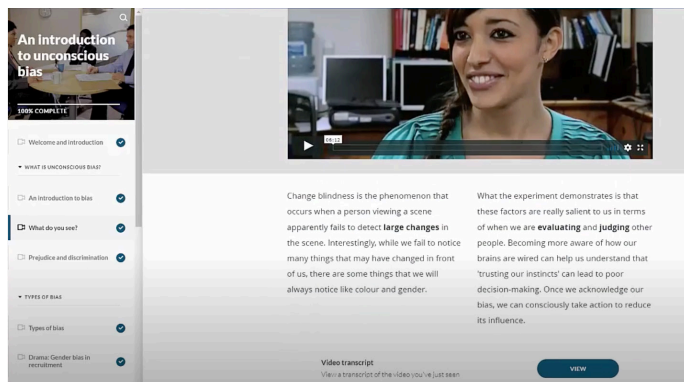


HESA Level OBU Grade	P 2	O 3/4	N 5	M 6	L 7/8	K 9	J 10/11	I 12	Senior
Heterosexual	2%	2%	5%	11%	22%	19%	25%	6%	8%
LGB	1%	0%	10%	7%	22%	28%	22%	2%	8%

Supporting activity undertaken in 2019-20

Diversity Confident Staff and Students

An online module in Unconscious Bias continued to be delivered as essential development for all staff. During the year 348 colleagues completed the course, bringing overall completions to 1269, which includes over 50% of salaried staff, although a much lower proportion of hourly paid Associate Lecturers.



In addition, colleagues in OCLSD have curated further online content to support wider EDI learning and development. The training suite “Equality Diversity and Inclusion – building confidence and know-how” comprising a range of modules was developed in 2019/20 and made available through the online staff learning portal from September 2020. Topics include: Tackling race bias at work, challenging behaviour and bullying and harassment, disability awareness, as well as Trans and non-binary awareness and sexual orientation.

— Equality, Diversity and Inclusion - building confidence and know-how

- [Unconscious Bias](#)
Unconscious bias takes an in-depth look at the nature of bias and how it impacts on the workplace. The course provides psychological insights into how our own behaviour might be affected by prejudice and looks at what we can do to reduce or eliminate its influence in the decisions that we make.
- [Challenging Behaviour](#)
Combining original drama with personal testimony and expert analysis, this course covers a wide range of bullying and harassment issues, giving employees the tools for recognising and tackling inappropriate behaviour and the skills for working successfully as part of a diverse team.
- [Tackling race bias at work](#)
While there has been a significant decline in overt racist behaviours over the past 40 or 50 years, subtle manifestations of racial bias continue to have a negative impact on people from a black, Asian and minority ethnic (BAME) background.
- [Disabled adventures in customer service](#)
In this course, we take a wry look at customer service from the perspective of disabled customers and service users through the experiences of a group of disabled professional comedians from the comedy collective Abnormally Funny People.
- [Disabled adventures in work and recruitment](#)
Employers often tend to see the disability before the person and make assumptions about their needs and capabilities – and this can mean that the skills and potential of disabled job applicants and staff are not being properly recognised.
- [Sexual orientation](#)
The limited information available suggests that around 1 in 20 people in the UK are lesbian, gay or bisexual – but the real figure may be significantly higher.

A series of development workshops for Senior Staff on Unconscious Bias with Pearn Kandola took place early in 2019 and this was followed by a workshop on inclusive leadership at the Senior Management Conference in December 2019. Groups of senior managers then collaborated on areas for action to build a more inclusive culture for students and staff, for which activity will be resumed in the post-pandemic period.

The Staff Diversity Networks were central to designing and organising programmes of events and activities for Black History Month, Disability History Month and LGBTQ+ History Month with events taking place on campus prior to the first impacts of the pandemic. Events were also organised for International Women’s Day as the Athena Swan Annual Lecture. Delivery then moved online with a programme of activities for staff and students for Mental Health Awareness Week in May 2020, involving collaboration between the Staff Diversity Networks and Brookes Chaplaincy and Student Support Services.



Communications and engagement around these programmes and on other topics specific to diversity and inclusion were supported via central Marketing and Communications teams to extend the reach and awareness across the University via Staff Updates and social media.

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

Research and influencing practice

The Oxford Centre for Staff and Learning Development (OCSLD) within the Human Resources Directorate undertook a range of internal and externally funded research activity. These included, 'Access to attainment: What are the responsibilities of universities towards their diverse student communities?', in collaboration with Coventry University, funded by the Society for Research into Higher Education (SRHE). This research informed the direction of a University-wide project relating to the Access and Participation Plan, which investigates differences and similarities between the learning experiences of Black, Asian and minority ethnic (BAME) students and White students.

The Centre for Diversity Policy Research and Practice (CDPRP) based in the Oxford Brookes Business School continued its support 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.



6 February 2020

As white sports lecturers, we're learning how to make our classroom less racist



29 January 2020

Nurses are undervalued because most of them are women, a new study finds

During the year an Inclusion Diversity and Gender Network was established to connect researchers and practitioners working on internal and external facing projects, facilitate knowledge sharing and collaboration and encourage the application of learning from research activity to benefit the University's EDI work.

Through the **GEARING-Roles** project, in which CDPRP leads the University's contribution to an international

research partnership, a number of workshops were organised in October 2019 to explore gender issues in career progression and leadership with a focus on flexible and part-time working and the interconnecting barriers and solutions. These insights were fed into the work of the Athena Swan Steering Group and a plan to further embed gender equity within institutional culture and management practice is in development.



Charters and Framework activity in 2019-20

Athena Swan and gender equality

The Athena Swan Steering Group (ASSG) progressed work within the Athena Swan Action Plan which was extended to run to November 2021 in light of the effects of the Covid-19 pandemic. Meetings moved online and some were also conducted through extended asynchronous collaboration within shared working folders to accommodate the differing pressures and demands on colleagues for balancing work, caring, home-schooling and mental health and wellbeing.

The Faculty of Humanities and Social Sciences (HSS) gained an Athena Swan Bronze Award in November 2019. From this HSS progressed the development of an integrated approach through the establishment of an EDI Committee to oversee implementation of Athena Swan/gender equality actions within a broader and intersectional context and engaging all schools in the faculty.

The Faculty of Health and Life Sciences have expanded their self-assessment team to support implementation of their Action Plan with an intersectional approach addressing gender and ethnicity, and agreed additional areas of focus around:

- Early Career Support and inclusion of Professional and Technical Staff
- Caring responsibilities to address intergenerational caring
- Menopause in the Workplace

The Faculty of Technology Design and Environment undertook a gender equity survey covering the whole faculty as part of their work to integrate the School of Arts into their Athena Swan self-assessment which had previously covered their STEM departments, and in preparation for renewal of their Bronze award which is now scheduled for November 2021.

The Oxford Brookes Business School progressed work towards submission for their initial Bronze award including conducting a survey and adapting engagement activity to the pandemic context. The

Business School is continuing their self-assessment process informed by feedback during 2020-21.

The ASSG gave a particular focus to review of the Equality Impact Assessments for the Research Excellence Framework for 2021.

To maintain the HR Excellence in Research Award a further gap analysis was undertaken and refreshed action plan created in May 2020. This award demonstrates fulfilment of the requirements of the Concordat to Support the Career Development of Researchers and also support of the commitments of the Athena Swan Charter and action plan.

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. Initiatives undertaken include reviewing job descriptions, person specifications and style of vacancy advertising 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. The WEI Working Group, chaired by Dr Roger Dalrymple, working collaboratively with the LGBTQ+ Staff Forum, led on our third submission to the Stonewall Workplace Equality Index (WEI) in September 2019 along with participation in the Stonewall Employee Survey during autumn 2019.

The University improved its scoring within the Index and feedback identified key areas for further work to increase the explicit visibility of our commitment to LGBTQ+ inclusion at all stages of the employee lifecycle and throughout human resources policies, processes and training delivery. This included recommendations to address specific identities within the LGBTQ+ umbrella in more detail within staff development content and policy language.

The Stonewall Survey provided some indication of lower sense of inclusion and levels of confidence in raising issues from those identifying as bisexual

compared to other LGBTQ+ and non-LGBTQ+ respondents. The LGBTQ+ Staff Forum now includes a Bi/Pan representative and a focused Bi/Pan Allies Workshop will be offered during 2020/21.

Race Equality

For the University, as for wider society, the disproportionate impacts of the Covid-19 pandemic on BAME communities, the killing of George Floyd and the Black Lives Matter Movement served to shine a light on persisting structural and systemic racial inequities and injustices.

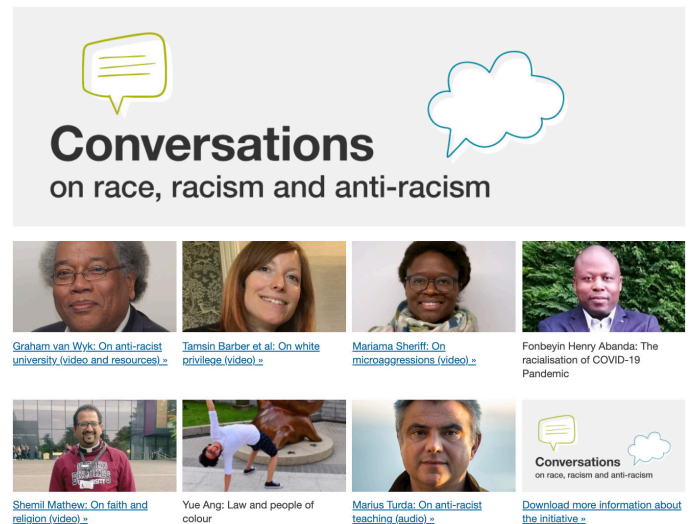
This context gave added challenge to the level of ambition in the University's Race Equality Strategy and the related action plan and provided impetus for progress to formal engagement with the Advance HE Race Equality Charter to drive and measure change.

Significant developments during the year came from the initiative of the BAME Staff Network in June 2020 to design and analyse a survey of the experience of network members and the wider BAME community with the University. The feedback from this survey highlighted a number of priority themes for discussion with senior leaders which then fed into the development of the Race Equality Action Plan for 2020-21.



The BAME Staff Network survey also highlighted a number of areas for further exploration of the lived experiences of BAME staff. A series of focus groups and workshops on Recruitment and Selection, Career Progression and Promotions, and Raising and Reporting issues of Racism, are being designed with external facilitation during 2020/21.

The self-organised Anti-Racism Action Group, involving academic and professional services colleagues active in supporting curriculum and culture change, also set in motion preparation for a series of 'Conversations on race, racism and anti-racism' to run in 2020-21. These would be led by colleagues with lived experience and/or related expertise to engage and support the whole University community in learning and building confidence in discussing race and developing anti-racist practice.



The University also increased its sponsorship for the Advance HE Diversifying Leadership Programme, supporting 7 colleagues from BAME backgrounds in both academic and professional services roles to access the programme during the year.

Disability Confident

The University maintained its commitment as a Disability Confident Employer. This work is led by Human Resources including Occupational Health, working with colleagues across the University and engaging with the Staff Disability Network. The University participated in #PurpleLightUp in conjunction with celebrating Disability History Month and International Day of People with Disabilities in December 2019.

Further information

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

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Further information on all aspects of Oxford Brookes' EDI work can be found on the EDI webpages:
www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion