

EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2012 - 2013

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Introduction from the Vice Chancellor

I am delighted to present the University's Annual Report for Equality, Diversity and Inclusion for 2012–13. This report highlights the rich variety of activities and achievements in the past year that have contributed to making Oxford Brookes a lively and stimulating working and learning environment for our diverse community of staff, students and collaborative partners.

The report also sets out our headline equality-related data which supports our evidence-based approach to setting and reviewing our equality objectives. As a result, we have revised our priorities for the coming year to focus on actions where there is most need and where we can make a significant difference, in particular, the representation and attainment of BME staff and students as well as a continued drive to support career progression opportunities into senior levels.

We are proud that we have adopted equality, diversity and inclusion as core values and place all our policy development in the context of the objectives of:

- Ensuring that all individuals who come into contact with the University, whether as employees, students or in other capacities, are treated with dignity and respect;
- Ensuring that the opportunities the University provides for learning, personal development and employment are made available on a non-discriminatory basis, and
- Providing a safe, supportive and welcoming environment for students, staff and visitors.

This is not just about compliance with legal requirements. The University seeks, through all its policies and actions, to be a genuinely inclusive organisation, and draws for this on good practice throughout the higher education sector and wider economy with a view to integrating the principles of equal treatment and the promotion of diversity into all aspects of the University's day-to-day life. It was, therefore, particularly pleasing that equality and diversity emerged as a strength in our 2012 Staff Survey with 86% of staff believing that the University is committed to equality of opportunity for all its staff.

I hope that you will find this report both interesting and informative and a celebration of all the different identities and cultures that make up Oxford Brookes University.

Professor Janet Beer
Vice Chancellor

Governance and responsibility

Responsibility for equality, diversity and inclusion (EDI) lies with each and every individual who is a member of the Oxford Brookes community and more formally with the Board of Governors, faculties and directorates. However, to ensure the University meets legal requirements and actively promotes good practice in EDI and monitors our progress, different areas of the University have special responsibility for developing and implementing EDI policy and practices.

The **EDI Advisory Group**, chaired by the Vice Chancellor and reporting to the Executive Board, is responsible for producing the University's Annual Report, recommendations for action and developing and monitoring equality objectives and other requirements under the Public Sector Equality Duty of the Equality Act 2010.

Support for the EDI Advisory Group is provided by the Human Resources Directorate. In particular:

- **HR Business Partnership Manager and team** take the lead in advancing EDI policy and practice, provide advice and guidance on EDI issues as they relate to the University workforce and ensuring effective communication and understanding.
- **The Centre for Diversity Policy Research and Practice (CDPRP)** is an interdisciplinary, cross-institutional centre which specialises in research and knowledge transfer in the area of equality and diversity management and carries out projects that will underpin policy developments and inform best practice in the workplace.
- **The Oxford Centre for Staff and Learning Development (OCSLD)** is one of the UK's largest and most established providers of staff and educational development for further and higher education. The Centre provides both a range of courses that develop an understanding of EDI issues, such as the Recruitment and Selection course and the EDI on-line course as well as undertake projects related to the enhancement of the student experience from a learning development perspective.

The **Widening Participation Advisory Group (WPAG)**, chaired by the Associate Dean (Student Experience), Faculty of Health and Life Sciences, and reporting to the Academic Enhancement and Standards Committee (AESC), draws on expertise from across the University's Faculties, Directorates and the Students' Union in order to help develop policies and provide leadership in widening participation at Brookes. The Group pays particular attention to investigating and promoting activities which will further the achievement of the University's ambitions set out in the Access Agreement, which is approved by the Office for Fair Access (OFFA)¹. The definition of widening participation at Brookes, and therefore the work of the group, extends throughout the student lifecycle: getting in, getting through, and moving on. The Group monitors University performance against OFFA milestones and commissions further research into areas of concern.

Support for the WPAG is provided by a range of colleagues across the institution but particularly in Student and Academic Affairs and OCSLD.

¹ Office of Fair Access – sets performance targets for disabled students, students from low socio-economic groups, from ethnic minority groups, for mature students without a degree, students from low income households and students whose parent or guardian has no HE background.

Key activities and achievements 2012 -2013

Review of objectives 2012 - 15

The University is making good progress against its objectives for 2012 – 2015. The 2012 Staff Survey showed a good level of awareness and understanding of equality and diversity issues with 86% of staff believing that the University is committed to equality of opportunity for all its staff. This, however, is not a cause for complacency and there is still a need to maintain/increase the level of awareness in order to meet the key objective of a 10% increase of those agreeing with the statement in the 2014 Staff Survey.

For very practical reasons, with the impending implementation of the new HR/Payroll database, some of the actions have been postponed until after the installation of the new system in May 2014. Our evidence-based approach to monitoring the actions will also allow us to revise our priorities for the coming year to focus on actions where there is most need and where we can make the most difference.

Objectives in relation to students will continue to be monitored against OFFA milestones for widening participation under the auspices of the Widening Participation Advisory Group and the new Head of Wellbeing.

A full progress report against objectives is given in Annex 1.

Training and Development

The Oxford Centre for Staff and Learning Development (OCSLD) continues to support the University through the provision of high quality internal and external staff and educational development. In particular the Centre increasingly works in partnership with faculties and directorates and much of its work is driven by the Strategy for Enhancing the Student Experience.

Valuing diversity and promoting equality of opportunity underpins the work of the OCSLD and as well as being embedded throughout its programmes, the Centre, in conjunction with Human Resource Management, provides specific equality and diversity training for staff:

- The **Welcome to Brookes** induction event for staff includes an interactive session on understanding equality and diversity and how they relate to our roles at the University;
- In addition, from May 2013, the Centre started the pilot of the new online course “**Equality and Diversity Essentials**” as part of colleagues’ induction to the University, to further develop the discussion around the Values of Brookes in the Welcome session. Since its inception in May 2013, 201 staff have been enrolled on the course, of which just over half have completed.
- The two-day **Introduction to Recruitment and Selection** course is mandatory for all staff who are required to sit on interview panels and heavily focuses on equality issues.
- In 2013/14 OCSLD are running the acclaimed **Springboard Women’s Development Programme** to further support thinking and action around career development.

Centre for Diversity Policy Research and Practice

The [Centre for Diversity Policy Research and Practice \(CDPRP\)](#) is a collaboration between the Faculty of Business and the Directorate of Human Resources. Its aim is to bring together academic and practitioner expertise to undertake research into equality and diversity issues in employment and to carry out projects that will underpin policy developments and inform best practice in the workplace.

In January 2013, Professor Simonetta Manfredi, Director of the CDPRP, was recognised with the Chartered Management Institute's (CMI) Management and Leadership Textbook of the Year Award 2013. Professor Manfredi co-authored *Managing Diversity and Equality: Theory and Practice* with Dr Savita Kumra, who is formerly of the University's Business School and now a Senior Lecturer at Brunel Business School. This CMI accolade is given to the entry which most effectively supports a course of study on management and leadership. The award was presented at the third annual awards evening held at the British Library Conference Centre on 28 January 2013.

Athena Swan



Charter for women in science
Recognising commitment to advancing
women's careers in STEMM academia

In April 2013, the University received an award from the Equality Challenge Unit (ECU) for its work in helping to reduce gender bias. The [Athena SWAN Awards](#), which are led by the ECU, recognise success in developing employment practices to further and support the careers of women in science, technology, engineering, maths and medicine departments in higher education. Oxford Brookes was announced as a Bronze Award winner, with the accolade identifying that the University has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff. Professor Janet Beer, OBU Vice-Chancellor and Chair of the Board of the Equality Challenge Unit, said: "This award is recognition for Oxford Brookes' efforts in tackling gender inequality. However, we also recognise that there is further progress to be made both within the University and across the sector. The Centre for Diversity Policy Research, which is based here at Oxford Brookes, continues to conduct important research which is helping to improve issues related to equality and diversity."

The Athena SWAN Charter awards have been running since 2005, recognising the commitment of the higher education sector to address gender inequalities, tackle the unequal representation of women in science and to improve career progression for female academics.

Research Excellence Framework (REF2014)

The Research Excellence Framework (REF) is the new system for assessing the quality of research in UK higher education institutions. Each institution has been required to produce a Code of Practice on how it will select staff to be submitted in the return, taking into account principles of equality and diversity and also undertake an Equality Impact Assessment, which was carried out early in 2012. In particular, new rules have been introduced that recognise situations where there is clear evidence that individual circumstances have reduced a person's capacity to produce the required four suitable outputs. These will cover, for instance, early career researchers who became eligible researchers later in the assessment period, part-time staff or those who have taken maternity, paternity, parental or adoption leave and other circumstances relating to disability, ill-health or caring responsibilities. A full EDI analysis of those submitted to the REF will take place after submission in December 2013.

OCSLD project on BME student attainment

The OCSLD and the Strategic and Business Planning Office (SBPO) instigated research, commissioned by the Academic Enhancement and Standards Committee (AESC), to help the University understand, and to provide recommendations to address, the fact that BME students are less likely to complete their degrees and less likely to get a first or a 2:1. The report is due at the end of October 2013.

Findings suggest that BME students with lower entry tariffs and non-traditional entry and qualifications are most disadvantaged. The report will recommend a clear statement about inclusive/diverse teaching in SESE2, the development of online resources for inclusive teaching, and specific support for BME students. In addition, faculty-based academic skills intervention will be trialed and evaluated in two faculties.

The project was the first in the University to use the new Student Assistant role in a research capacity. This proved to be an effective means of engaging students with the project. The methodology of student engagement used in the project has already been presented at the Researching, Advancing & Inspiring Student Engagement (RAISE) conference.

Support for Disabled students and staff:

Two Ticks



The University holds the Two Ticks positive about Disabled People symbol, awarded by Jobcentre Plus to employers who have committed to employ, retain and develop the abilities of disabled staff.

Disabled Go

DisabledGo is an award-winning disability organisation which produces online access guides with the aim of breaking down barriers which disabled people face when trying to access leisure, education, employment and



Providing independence and choice

services in their community. The University is in its second term of membership. DisabledGo is unique in sending a surveyor to visit every single venue featured on www.disabledgo.com. All the questions the surveyors ask and the data they collect has been decided by disabled people through ongoing consultation and feedback sessions. Each organisation has its own dedicated web pages with detailed information about its sites and services. For the twelve months up to September 2013, Oxford Brookes received 2,200 visitors to the site with 5,100 pages views, the most popular being University accommodation and transport and parking.

Disability and Dyslexia Service

The Disability and Dyslexia Service provides advice, information and practical support to students and staff with disabilities, medical conditions and Specific Learning Difficulties (SpLDs) at Oxford Brookes University. The service is also very happy to be contacted by members of University staff for advice, information and guidance to help support students with disabilities.

Religion and Belief Policy

In July 2013, the new Religion and Belief Policy was approved by the Academic Board and the Executive Board which sets out the University's responsibilities and expectations regarding respect for and obligations to religious and non-religious beliefs. As well as maintaining the Ecumenical Chaplaincy Council, the policy also sets the framework for a Multi-faith Advisory Board and Faith Advisors which will support the work of the Chaplaincy. The Chaplaincy is moving forward with its multi-faith work and values the input of staff of any faith.

Oxford Area LGBT University Staff Social Group

This established group is intended for all lesbian, gay, bisexual or transgender (LGBT) staff at Oxford Brookes University, the University of Oxford (and its colleges) and the Oxford University Press. The group meets regularly on the 1st Thursday and 3rd Sunday of every month and events are organized by different members of the group. They also have an active mailing list. For more information visit: www.ox-lgbt-acad.org.uk.

Carers' Network

Great progress has been made around establishing a network for those members of staff with caring responsibilities outside of work. We have forged strong connections with Carers Oxfordshire and have been running monthly carer support groups since September 2013. At each session there is an Outreach worker from Carers Oxfordshire present who is on hand to give specific advice depending on people's circumstances and to also provide general information as well as encouraging an environment in which those that attend feel able to talk to others about their situation. Feedback from those attending have found these sessions extremely helpful. The sessions are always announced in *OnStream* to catch the attention of those carers who have yet to make contact with the group.

Bullying and Harassment

Oxford Brookes University is committed to providing a working environment free from harassment and bullying and which supports the right of all staff to be treated with respect.

As part of that commitment, the bullying and harassment policy was reviewed and a new [Dignity and Respect at Work Policy](#) was approved in August 2013. Trained Harassment Advisers are available to act as a first point of contact for staff who are concerned about harassment or bullying. Their role is to offer general support and guidance to staff who are worried that they may have witnessed harassment, feel they are being harassed or who have been accused of harassing behaviour.

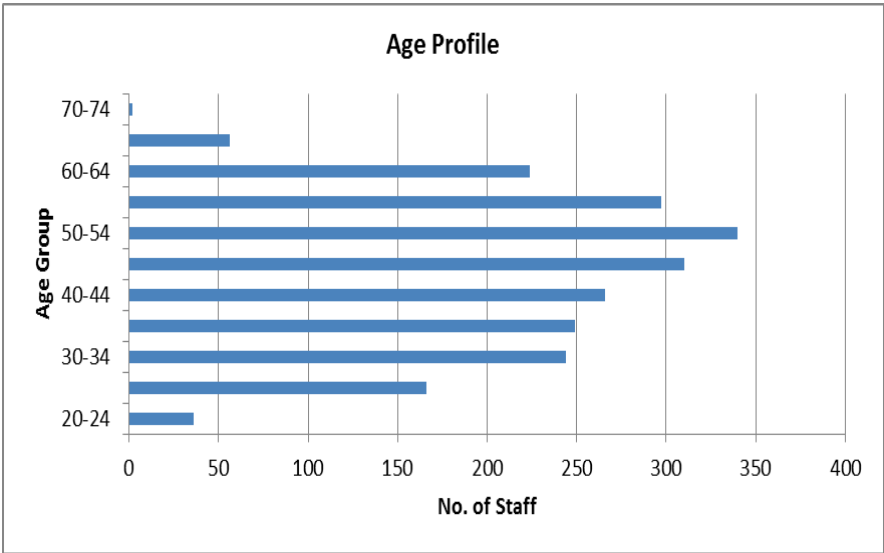
Headline Statistics 2012-2013

We monitor staff against all the “protected characteristics” as defined in the Equality Act 2010². However, for students, the Higher Education Statistics Agency (HESA) only introduced the (optional) fields for religion and belief, sexual orientation and gender identity for the 2012/13 Student Record. The outcomes of this data collection will not be available until 2014, so for now student monitoring data will cover only age, disability, ethnicity and gender. There has been a concerted effort to encourage staff to disclose equalities data which has resulted in fewer “unknowns” but has not significantly changed the diversity profile of the workforce from the previous year. Highlights against protected characteristics are outlined below.

Age

Staff:

The modal age group remains unchanged from 50 – 54 despite a slight increase in staff age 20 – 24. There are slightly more staff over age 60: 12.88% compared with 9.8% last year; a possible cause is the removal of default retirement age resulting in staff remaining in employment longer.



Students:

The age profile of students is not significantly different from 2011/12 with 32% of undergraduates over age 21 and 22% of students overall over age 30 (37.8% and 25% respectively in 2012/13) although this indicates a continued downward trend towards a younger cohort. This will need to be monitored.

All Students by Age Group and Study Level									
Study Level	U21		21-24		25-29		30+		Total All Students
	Number	%	Number	%	Number	%	Number	%	
Undergraduate	8,627	67.3	1,754	13.7	803	6.3	1,639	12.8	12823
Postgraduate	19	0.4	1,250	29.0	862	20.0	2,185	50.6	4317
All	8,646	50.4	3,004	17.5	1,665	9.7	3,824	22.3	17140

² Protected characteristics under the Equality Act 2010 are Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief (including lack of belief), sex and sexual orientation.

Disability

Staff:

5.94% of staff declared a disability: this is a slight increase compared with 2011/12 at 4.95%. However, there are more disabled staff in lower grades and support services compared to academic departments and more disabled part-time employees than full-time.

Students:

12% of students declared a disability, a slight increase on 11.5% in 2011/12. The highest proportion continues to be those with a specific learning difficulty, such as dyslexia.

Disabled Student Levels by Disability Category and Study Level				
Disability Category		Study Level		
		Undergraduate	Postgraduate	All
Unseen Disability	Number	156	58	214
	%	1.2	1.3	1.2
Specific Learning Disability	Number	1,314	150	1,464
	%	10.2	3.5	8.5
Multiple Disabilities	Number	41	3	44
	%	0.3	0.1	0.3
Other Disability	Number	82	30	112
	%	0.6	0.7	0.7
Blind/Partially Sighted	Number	16	5	21
	%	0.1	0.1	0.1
Mobility Difficulties/Wheelchair	Number	29	7	36
	%	0.2	0.2	0.2
Mental Health Difficulties	Number	96	17	113
	%	0.7	0.4	0.7
Deaf/Hearing Impairment	Number	35	26	61
	%	0.3	0.6	0.4
Personal Care Support	Number	1	0	1
	%	0.0	0.0	0.0
Registered Disabled (Unknown Type)	Number	0	5	5
	%	0.0	0.1	0.0
Autistic Spectrum Disorder	Number	30	0	30
	%	0.2	0.0	0.2

Gender

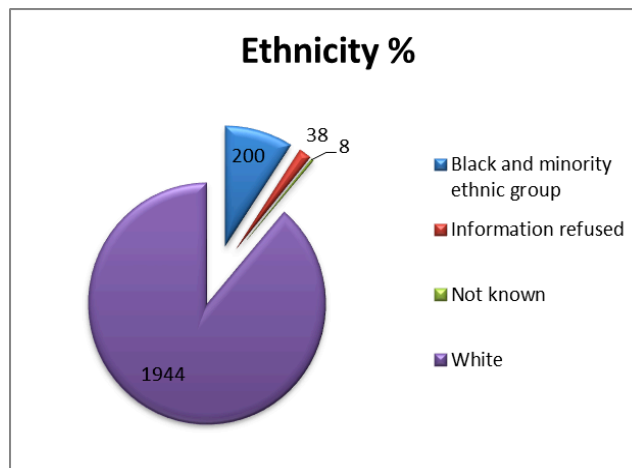
Staff:

The gender balance for staff remains at 60% female, 40% male. Women continue to make up the significant proportion of part-time staff at 76%.

Students:

The gender balance is 59% female, 41% male overall. This is consistent with the profile over the past few years. Health and Life Sciences continue to have the largest percentage of female students at 77%, Technology, Design and Environment the smallest at 34%.

Race
Staff:



There was a slight improvement in representation of BME staff from last year giving a total of 9%. However, the proportion of BME employees still falls short of comparator groups: 13.9% of students in 2012/13 identified as belonging to a BME group (see below) and 22% of residents in Oxford local authority district. Of particular note is that BME employees are concentrated predominantly in lower grades for support staff. There is the highest representation of BME employees amongst Research staff at 18% but this may be due to the higher incidence of migrant workers in this category, many of whom were recruited to support REF effort and as a result more temporary staff are likely to be from BME groups (11% BME compared with 9% white). Representation of BME employees amongst senior and academic staff remains small at 2.5% and 9% respectively.

There is no one way to increase representation of BME people but there are a number of approaches that may serve to varying degrees, for instance targeting recruitment advertising to specific media and websites used by black and ethnic minority people. However, given BME applicants would be drawn from a limited labour pool, consideration should be given to greater career development support for students and junior staff from BME backgrounds within the institution. In particular, it is important to engage with our BME staff to gain insight into their experiences here and develop appropriate strategies to address the issue. It is suggested that we:

- Set up a BME network group involving BME staff/students in its development and leadership. This has proved successful in other universities as a way of involving and developing BME staff/students.
- Make use of networks such as the Higher Education Race Action Group (HERAG) and other national initiatives such as: ECU Race charter mark; black academics forum.
- Highlight the link between successful academic staff and student attainment, especially the importance of BME staff serving as role models for students.

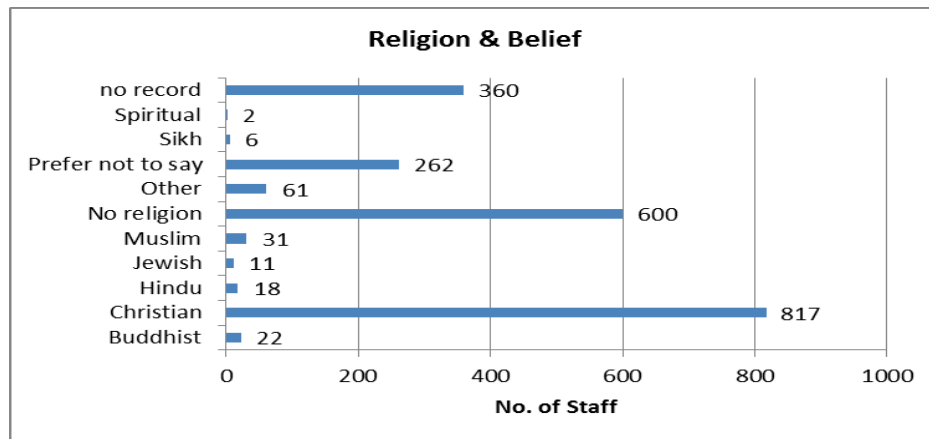
Students:

13.9% of UK domicile students were from BME backgrounds. This is slightly higher than the OFFA target of 12% for entrants (2013/14) but below the sector average 21.4% (HESA, 2011). Student progression and attainment is monitored by the AESC who commissioned the project on BME student attainment mentioned above.

Religion and Belief

Staff:

Christians still have the largest representation at 37%. Overall 44% of employees declared as having a religious belief; 28% no religion; 12% preferred not to say and 16% unknown, so there is still a need to encourage greater disclosure. Religious belief is fundamental to the identity of many people and how well this is recognized and supported can have a significant impact on their experience as employees or students.



Student data in this field will only be collected by HESA from 2012/13.

Sexual Orientation

Staff:

Declared LGB people represent 2.6% of the workforce. Again, there is more work to do in encouraging staff to disclose in this category as 29.63% are still not known (12.46% prefer not to say and 17.16% unknown). However, this is the most sensitive area to encourage disclosure: people need to feel that it is a safe environment to disclose and that there is respect for confidentiality.

There are more LGB people amongst part-time and temporary staff. According to the Office for National Statistics (ONS), younger people are more likely to identify as gay or lesbian (2.7% of 16 – 24 year olds). This data is not yet available for students but again it is important for students to have visible role models. Interestingly, Oxford Brookes scores well in the Stonewall (the leading LGB charity) “Gay-by-Degree” University Guide achieving seven of the ten criteria. It is worth exploring the merits of becoming a Stonewall Diversity Champion to give prospective and actual staff and students confidence that people at Oxford Brookes feel the work and learning environment is safe for them to be themselves and accepted rather than pass as other identities.

HESA will collect data on LGB students from 2012/13.

Other protected characteristics

Responses in other categories are too small to provide anonymous reports. However, the University is keen to ensure that any concerns and issues are addressed. For example, work has been taking place to ensure the new HR information system is both compliant with the law and reassuring to staff about confidentiality such as in the case of gender reassignment where disclosure is legally protected under the Gender Recognition Act 2004.

Equal Pay Review 2012

The equal pay review for staff was carried out using data as at 1 September 2012. The review covered gender, disability, age and ethnicity. The review followed guidance on equal pay reviews produced by the Joint National Committee for Higher Education Staff (JNCHES), the Equality and Human Rights Commission (EHRC) and the Equality Challenge Unit (ECU). In line with the JNCHES guidance, the review followed a three-stage process: analysis, diagnosis and action. Significant differences in pay are defined as 5% or more, or patterns of 3% or more which would indicate *prima facie* that further exploration and explanation are required. Such differences do not necessarily indicate the presence of pay discrimination but they may indicate features of the pay system that have an indirectly discriminatory effect.

The review found that there were no significant pay gaps within grades. However, it highlighted that there were a greater proportion of BME staff in the lower grades of the pay structure both within the Professional & Support Staff group and the Academic & Research group.

BME staff made up 8% of Professors which, whilst in line with the 7.3% found nationally in HE, nevertheless is cause for concern in the sector. However, 35% of Professors at Oxford Brookes are female, a significantly higher proportion than the national HE figure of 19.1% (ECU, Equality in HE report 2011) and recent data indicate that this is the fifth highest percentage in the sector. The review also revealed that a higher number of disabled people are employed in support jobs (6%) than in academic jobs (4%) and even fewer amongst senior staff (1%).

The review highlighted that there was evidence to suggest there is a lack of clarity and transparency in the way Associate Lecturers (ALs) are remunerated which could lead to inequity in pay. It was therefore recommended to review separately the contractual status and reward strategy for AL staff to ensure equity of payment. The review will take place during the early part of 2013/14. It was also recommended that career development support available to disabled staff and staff identifying themselves as belonging to a BME group should be reviewed to provide greater opportunities for career progression.

Looking ahead to 2013 – 2014

The University will continue to develop the EDI Advisory Group as a vehicle to give a strategic lead to its actions to advance equality of opportunity. However, it will also be vitally important to strengthen links with other University fora, such as the Widening Participation Advisory Group, to develop a more collaborative and collegiate approach to EDI across the University. Greater collaboration between academic and support departments will result in a more holistic and effective approach to EDI.

Over the coming year, the EDI Objectives will be redefined to focus on the following priority areas:

- Develop an appropriate strategy to increase the representation and distribution of BME people amongst its academic and senior staff. This will complement the work currently being undertaken to address attainment and participation levels of BME students. In particular, steps will be taken to involve and support BME staff through a network group facilitated by HR.
- Recruitment and Selection activities will be reviewed to increase participation by BME and disabled candidates.
- The equality impact assessment (EIA) on the REF submission will also be completed and appropriate actions determined to take us to the next REF submission in 2020.
- EDI training and development activities will be reviewed to ensure they are fully effective.
- A policy for staff support through the Disability and Dyslexia Service will be developed and approved.
- The University will continue to embed EDI in the processes and decision making of the organisation through the review of the equality impact assessment tool (now known as “equality analysis”).
- The review of Associate Lecturers will be completed and actions agreed.
- The merits of becoming a Stonewall Diversity Champion will be considered.

Further information

Comments or queries about this report are welcomed. These, and any requests for further information, should be sent to the post or e-mail address below:

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