

# EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2017 – 2018 (staff)

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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 2017-18 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.

Our [Access and Participation Plan](#) also articulates 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 2017-18 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 International Women's Day, Black History Month and LGBT History Month, as well as celebrating Disability History Month for the first time in November 2017. Importantly, the University also launched a campaign in 2018 to encourage students and staff to report sexual violence, hate crime and harassment relating to students.

I am very pleased that we now have EDI champions in every faculty and directorate 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 new [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.

Professor Alistair Fitt  
Vice-Chancellor  
April 2019

## Summary of activity in 2017-18

Our Equality, Diversity and Inclusion Strategy 2015 - 2018 had the following high level objectives.

- Work towards a more diverse workforce and ensure opportunities for learning, personal development and employment promote EDI
- Ensure all employees, students and other individuals are treated with dignity and respect
- Reflect EDI in our governance and decision making
- Promote awareness of our EDI values and policy
- Provide a safe, supportive and welcoming environment for our staff and students.

The University is proud of what has been achieved in taking forward this current Equality, Diversity and Inclusion Strategy. We have made good progress in many areas, particularly in promoting awareness of our EDI values and policy, working towards a more diverse workforce and providing a safe, supportive and welcoming environment. These achievements are reflected in the summary below and in previous reports. As the EDI environment becomes ever more complex it is recognised that more needs to be done in relation to governance and this will carry forward into the next strategy.

## Highlights and achievements during 2017-18

The academic year 2017-18 has seen a wide range of activities and developments in support of our ongoing commitment to equality, diversity and inclusion at the University as well as preparations for our future strategy. These include:

The Equality Diversity and Inclusion Advisory Group (EDIAG) chaired by the Vice-Chancellor met in November 2017 and March 2018. Brookes Union and the University trade unions are members of the group and liaison with University Staff Diversity Networks was provided through Human Resources EDI contacts. The new Head of the Oxford Centre for Staff and Learning Development (OCSLD), Professor Jackie Potter, joined the group in the summer of 2018. Linkage with work focusing on student inclusion and experience was provided through representation from the Chair of the Widening Participation Advisory Group.

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 and Human Resources and student facing services and societies.

The new combined role of PVC Student and Staff Experience in the summer of 2018 gave a focus for increased strategic cohesion, and integration of how EDI activity supports both staff and student representation and voice in the operation and development of the University.

Stakeholders across the University were consulted with and engaged in the development of our [Equality, Diversity and Inclusion Strategy 2018 - 2022](#).

New arrangements were introduced to improve support for Staff Diversity Networks, encourage collaboration across networks and strengthen liaison with the Human Resources leads. This included the development of the new [Staff Disability Network](#) as an inclusive forum for disabled staff and those with personal and professional interest in supporting disability equality at the University.

The Staff Survey 2018 ran in March 2018 and was designed to enable diversity of responses across protected characteristics to be identified and explored.

The work of the University's volunteer champions from the LGBTQ+ Team/ LGBTQ+ Staff Forum was recognised in their winning the [Brookes People Team Award for 'Connectedness'](#) in 2018.

## **Charters and awards**

The [Gender Pay Gap Report 2017](#) was published and identified an average mean hourly gender pay gap of 11.9% and average median hourly gender pay gap of 13.7%.

The University [Athena SWAN Steering Group](#) chaired by Professor Linda King, PVC for Research and Global Partnerships continued to oversee progress with the institutional commitments on Athena SWAN and ensure charter activity was extended across all faculties.

The [Faculty of Health and Life Sciences](#) successfully renewed their Athena SWAN Silver award. This was led by Professor Susan Brooks and included running a customised Athena SWAN Faculty Survey in the autumn of 2017, along with a range of engagement activity to assess progress and experience of gender equality in the Faculty.

Self-Assessment Teams (SATs) and Athena SWAN processes and structures have been established within the Faculties of Humanities and Social Sciences and Oxford Brookes Business School. Both faculties are now preparing to make submissions for Bronze awards during the 2019/20 academic year.

The Athena SWAN SAT for the [Faculty of Technology Design and Environment](#) has been extended to include the School of Arts and professional services staff in preparation for renewal of the faculty award during the 2019/20 academic year.

The University sponsored a further 21 women from across faculties and directorates to participate in the national [Aurora Women in HE Leadership Programme](#). Attendees are further supported by in-house mentoring support and connection to the internal network of Aurora alumnae at Oxford Brookes.

The [HR Excellence in Research](#) award was successfully revalidated in 2018. This is evidence of our fulfilment of the requirements of the Concordat to Support the Career Development of Researchers and links to our Athena SWAN Action Plan.

Human Resources and the Research and Business Development Office began collaboration to ensure equality and diversity considerations and impacts are foregrounded in the [REF 2021](#) submission through development of the University REF Code of Practice and Equality Impact Assessments.

The University [Race Equality Steering Group](#) and wider Race Equality Action Group, chaired by Professor Anne-Marie Kilday, PVC for Student and Staff Experience, has overseen work to understand where progress can be made for staff and students. This work has led to the creation and approval of a Race Equality Strategy and annual action plan.

The University was confirmed as a [Disability Confident Employer](#) in September 2017, with initial actions to improve [guidance for disabled applicants](#) on our recruitment webpages.

The Estates Disability Issues Group has continued work to identify accessibility issues and support progress in improvements to the physical environment and estate including creating site maps for Gipsy Lane, Marston and Headington Hill with icons to show external steps. This group has now been renamed the Estates and Facilities Accessibility Advisory Group to reflect the inclusive approach and is chaired by the Head of Wellbeing.

The University participated in the Stonewall Workplace Equality Index for the first time in September 2017.

[LGBTQ+ Staff Profiles](#) have been developed and promoted, and with support from [LGBTQ+ Staff Forum](#) there has been wide sharing and wearing of rainbow lanyards and expression of Allies commitment amongst staff. A Role Models Workshop ran in December 2017 and further Workshops for LGBTQ+ Allies in key student-facing roles ran in May and July 2018.

### **Events and communication**

[Black History Month](#) in October 2017 saw Professor Udy Archibong and Zamzam Ibrahim giving an inspirational talk on the Power of Diversity in Education, and Amma Asante discussing her career and perspectives on the film industry.

[Power of Diversity in Education Lecture Capture](#)

[Disability History Month](#) was marked for the first time at Oxford Brookes in November 2017 with a lecture from Professor Hannah Thompson of Royal Holloway University of London on Blindness, Art and Disability Gain.

[Professor Hannah Thompson Lecture Capture](#)

The LGBTQ+ Staff Forum also led activity to raise awareness for Bi-visibility Day in September 2017 and Trans Day of Remembrance in November 2017.

In January 2018 the Faculty of Humanities and Social Sciences began an initiative to engage the whole faculty in sharing and improving practice in “Teaching and Talking about Diversity” which involved collaboration with colleagues supporting EDI across the University.

[LGBT+ History Month](#) in February 2018 included a talk on Asylum in the UK: LGBT+ Experiences of the Asylum System from members of Movement for Justice, along with poetry events, workshops and film showings.

[Movement for Justice Lecture Capture](#)

Athena SWAN and International Women’s Day Lecture was hosted by Oxford Brookes Business School in March 2018 with Tea Colaianni, Non-Executive Director of Mothercare plc in conversation with Professor Simonetta Manfredi.

[Tea Colaianni Lecture Capture](#)

Professor Susan Brooks delivered “A Professional Odyssey: from cancer research to developing the next generation of researchers” on 21 March 2018.

[Professor Susan Brooks Lecture Capture](#)

EDI Staff and the LGBTQ+ Staff Forum delivered a responsive EDI and Inclusive Language Awareness Workshop for team leaders in Estates and Facilities Management in May 2018.

[EDI Newsletters](#), Onstream articles and direct mailing to Faculties and Directorates were used to aid communication and awareness of EDI activity across the University. During the summer of 2018, new roles of volunteer EDI Champions were created in each Faculty and Directorate to support two way communication and engagement at the local level.

### **External work**

The [Centre for Diversity Policy Research and Practice](#), based in the Oxford Brookes Business School, maintained and developed its range of high profile research and publication activity and UK and international partnership work during the year. Dr Anne Laure Humbert joined the Centre as Director in March 2018.

A discussion paper from an EPSRC funded project on [Women and Spinouts](#) with University of Oxford and Vitae was launched in June 2018 and [Making a Difference - a Report on the Work Life Experiences of Oxford Brookes academics](#) was launched on 13 June 2018.

New project partnerships commenced including GEDII (Gender Diversity Impact) funded by Horizon 2020 and [Violence Regimes](#) funded by the Swedish Research Council, in collaboration with colleagues at the University of Orebro.

Projects for 2018/19 include continued work on [Women and Spinouts](#) funded by EPSRC, a 4-year Horizon 2020 project, [GEARING-Roles](#), to support research institutions with the implementation of gender equality plans, a gender and pay project with the [Royal College of Nursing](#) and another EPSRC project, ASPIRE with the University of Lincoln.

## Headline staff data 2017 – 2018

The following data are for regular staff as at 31 July 2018 and do not include Associate Lecturers or casual staff. The data set covers 2,228 staff (headcount): an increase of 6 on the 2017 total of 2,222.

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 ethnicity and 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 BAME staff employed at the University from 10% in 2016 to 11.4% 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 (11.4%) continues to be below the sector average (13.4%).

**Table 1: Overall diversity profile Jul-16 and Jul-18**

	Oxford Brookes			Sector data from HESA *	
	2016	2017	2018	2017	2018
<b>Gender</b>					
Male	39.8%	40.0%	38.9%	45.9%	45.8%
Female	60.2%	60.0%	61.1%	54.1%	54.2%
<b>Ethnicity</b>					
BAME	10.0%	10.7%	11.4%	11.8%	13.4%
White	83.7%	83.3%	82.2%	81.7%	80.7%
Prefer not to say	2.6%	2.3%	2.6%	6.5%	5.9%
No data	3.7%	3.8%	3.8%		
<b>Disability</b>					
Disabled	6.4%	6.3%	6.0%	4.6%	4.8%
No disability	86.4%	89.0%	87.7%	91.9%	92.4%
Prefer not to say	6.4%	2.6%	1.3%	3.5%	2.8%
No data	4.2%	2.1%	5.0%		
<b>Sexual Orientation</b>					
LGB	3.5%	3.8%	3.9%	2.4%	3.0%
Heterosexual	71.6%	72.9%	72.9%	42.0%	46.2%
Prefer not to say	12.1%	10.5%	10.2%	55.6%	50.8%
No data	12.8%	12.8%	12.9%		
<b>Religion or Belief</b>					
Of a religion or belief	45.8%	45.0%	44.3%	24.7%	26.4%
No religion or belief	30.1%	32.0%	32.3%	21.5%	24.1%
Prefer not to say	12.3%	10.4%	10.6%	53.8%	49.5%
No data	11.8%	12.6%	12.8%		

\*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 2018 based on HESA data for 2016/17 or direct from published [HESA data](#).

## AGE

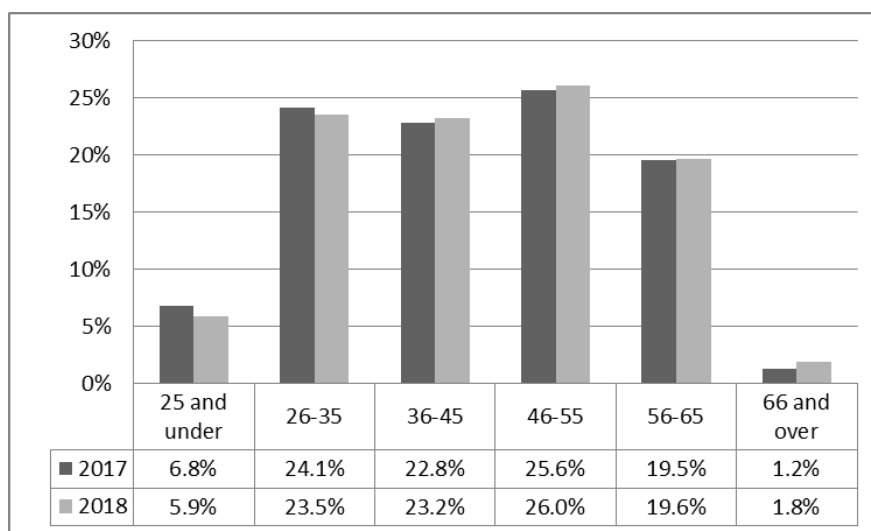
The average age of the University's salaried workforce is 45.9 years old an increase from 45.5 in 2017 with academics having an older age profile than professional services staff. The overall increase reflects changes within the professional services staff group (Table 2).

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

	Academic	Professional Services	All Staff
Jul-17	48.7	43.7	45.5
Jul-18	48.8	44.1	45.9

The change contributing to this increase in the average age for professional services staff from 43.7 to 44.1 is a fall in the proportion of staff in the 25 and under and 26-35 age groups as shown in Fig 1.

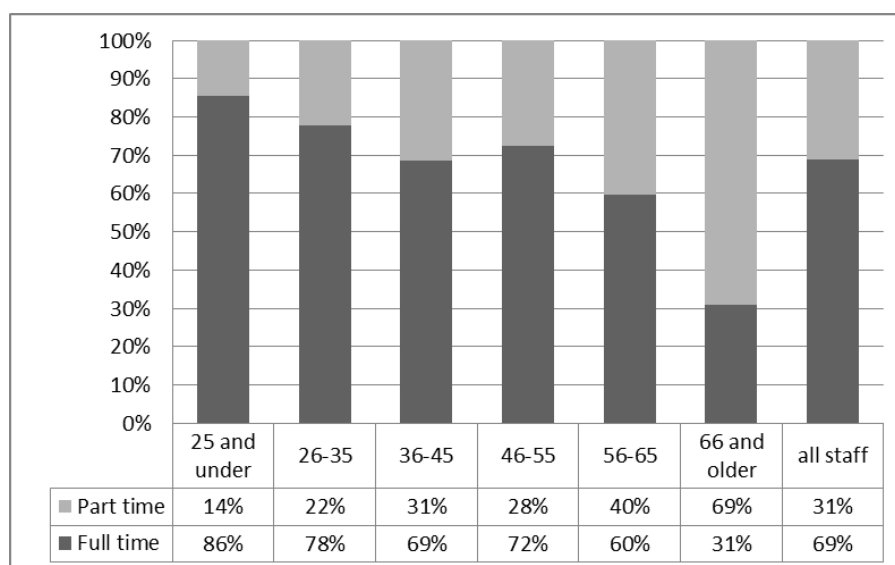
**Figure 1: Age profile for professional services staff as at Jul-17 and Jul-18**



The removal of the default retirement age means that individual staff must now decide when to retire. This is not always a straightforward decision as pension schemes become more complex and longevity continues to increase.

Fig. 2 below 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.

**Figure 2: Age profile for all staff by contract-type as at Jul-18**





The University will consider how to appeal to the younger generations (Y and Z) in order to maintain an age-diverse workforce as part of the development of a recruitment strategy. Ensuring that communication approaches remain inclusive will require Oxford Brookes to consider the differing preferences an increasingly inter-generational workforce will have.

## DISABILITY

There has been a small reduction in the proportion of staff sharing that they have a disability however this remains higher than the 4.7% reported for the HE sector (Table 3).

**Table 3: Proportion of employees reporting a disability Jul-13 – Jul-18**

	Jul-13	Jul-14	Jul-15	Jul-16	Jul-17	Jul-18
All staff (133 staff)	6.1%	6.7%	6.2%	6.4%	6.3%	6.0%

The 2011 census gives an indication of the proportion of people with a disability in the catchment area. This ranges from 5.6% - 7.4%. Despite the increased media attention on mental health awareness this has not led to more people reporting this as a disability.

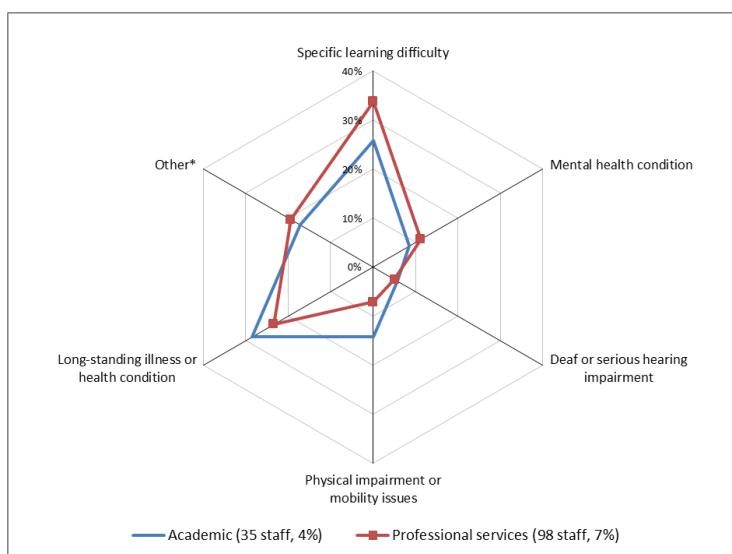
Overall specific learning difficulty is the most common type of disability followed by long standing illness. The proportion of staff reporting specific learning difficulty is growing and now represents almost one third of all reported disabilities. The proportion reporting long term health condition,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

**Table 4: Reported disabilities by type as at Jul-17 and Jul-18**

Disability	Jul-17	Jul-18
Specific learning difficulty	30.0%	31.6%
Long standing illness/health condition	27.8%	24.8%
Other disability	12.9%	13.5%
Mental health condition	10.7%	10.5%
All other types of disability	18.6%	19.6%
	100%	100%

Fig. 3 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.

**Figure 3: Disability profile by occupational group**



\*Other includes other type of disability (18), general learning disability (3), blind or serious visual impairment (2), and cognitive impairment (2).

In seeking to explore the pattern showing in Fig. 3 we understand:

- 36 % of all staff reporting a specific learning difficulty are in age group 26-35.
- 75% of 26-35 year olds work in professional services roles.

Oxford Brookes has established an Estates and Facilities Accessibility Advisory Group, as well as a Staff Disability Network. There will be a continued focus on supporting staff mental health and wellbeing through awareness events such as the annual Feel Good Festival, and ongoing provision through Occupational Health, and the Multifaith Chaplaincy.

## ETHNICITY

The proportion of staff describing themselves as Black, Asian or Minority Ethnic (BAME) has increased slightly again over the last year to 11.4% (253 staff). This is positive but needs to be considered against the context of increased BAME representation across the sector as a whole and also within the UK working age population.

**Table 5: Proportion of BAME staff Jul-13 – Jul-18**

	Jul-13	Jul-14	Jul-15	Jul-16	Jul-17	Jul-18
All staff	8.9%	9.2%	9.9%	10.0%	10.7%	11.4%

As important as the proportion of BAME staff, is our work to ensure that the careers and career prospects of these staff are nurtured and supported. A decision has been made to adopt the approach to understanding hierarchy position as used in the HESA return as this will allow data to be more easily compared. The table below indicates how levels and Oxford Brookes gradings relate.

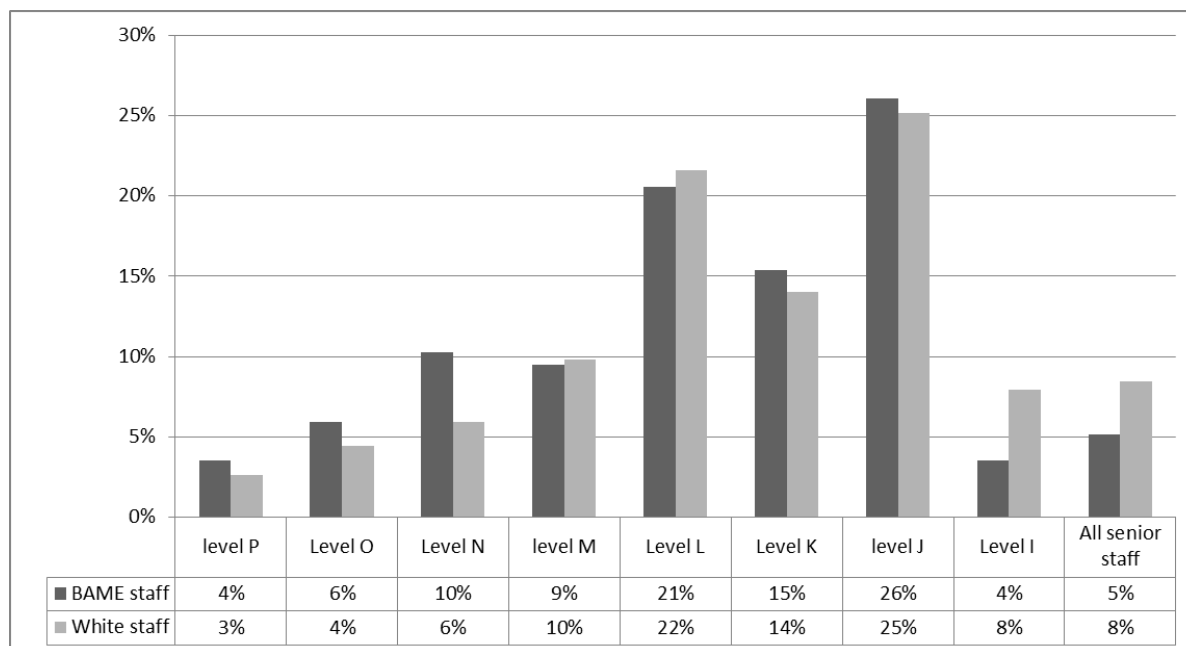
**Table 6: HESA Levels mapped to Oxford Brookes gradings**

Code	Typical roles and/or grades	Reference in Brookes analysis
A0	Vice Chancellor	In the analysis these are reported as <b>senior staff</b> . Where <b>Professors</b> are referred to this uses data coded F1. To note is that other senior staff also hold the title of Professor.
B0	Vice Chancellor's Group	
C –F (excluding F1)	Senior graded staff including Associate Deans and Professional Services Directors	
F1	Professors (not otherwise included in the above)	
I0	Grade 12 roles incl. Principal Lecturers, Readers,	Level I
J0	Grade 10/11 Senior Lecturer	Level J
K0	Grade 9 Lecturer	Level K
L0	Grade 7 and 8	Level L
M0	Grade 6	Level M
N0	Grade 5	Level N
O0	Grade 3 and 4	Level O
P0	Grade 2 largely interns	Level P

The analysis in Fig. 4 and Table 7 is based on the 253 BAME staff and 1831 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 interns. There is no real difference in the proportion of BAME staff and White staff holding positions at Levels M – J (Brookes grades 6 – 10/11). The main under-representation is at level I (grade 12) roles.

**Figure 4: Grade profile for BAME staff compared to White staff (all occupational groups)**



82% of all grade I positions are academic (Reader, Principal Lecturer). Increasing representation in this level will therefore require action to support the career progression of talented BAME senior lecturers. The continued sponsorship of our BAME staff to participate in leadership development programmes (such as Diversifying Leadership) will play a key role in supporting this change and increase momentum for the healthy pipeline of BAME talent in grades M-J to progress to senior positions should they wish.

Figure 4 shows that 5% of BAME staff hold senior positions which is a lower proportion than the 8% of White staff holding these roles. Table 7 explores whether this difference is present for both professional services staff and academic staff, and within the latter group for Professors as well as other senior academic positions. From all BAME academic staff, 8% hold senior positions compared to 14% of all White academic staff. Likewise from all BAME professional services staff, 3% hold senior positions compared to 5% of White professional services staff. Whilst the figures are small it suggests that there is need to improve BAME representation in each grouping.

**Table 7: Proportion of BAME and White staff in senior positions**

		BAME	WHITE
All senior	All senior staff	5% (13)	8% (155)
Academic	All senior academic	8% (8)	14% (98)
	- Professors only	5% (5)	9% (65)
	- Senior academic (excl. Professor)	3% (3)	5% (33)
Prof Services	All senior professional services	3% (5)	5% (57)

The University's work on race equality as it relates to staff is co-ordinated through the Race Equality Steering Group.

## GENDER

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

The University's work on gender equality has been largely guided through the Athena SWAN Steering Group. The Athena SWAN charter requires universities to examine their data and develop action plans to address barriers in the 'pipeline' which impede the career progression of women (and men). The University holds a Bronze institutional award; the Faculty of Technology, Design and Environment a Bronze award; and Health and Life Sciences a Silver award. The Business School and Humanities and Social Sciences are working towards Bronze awards.

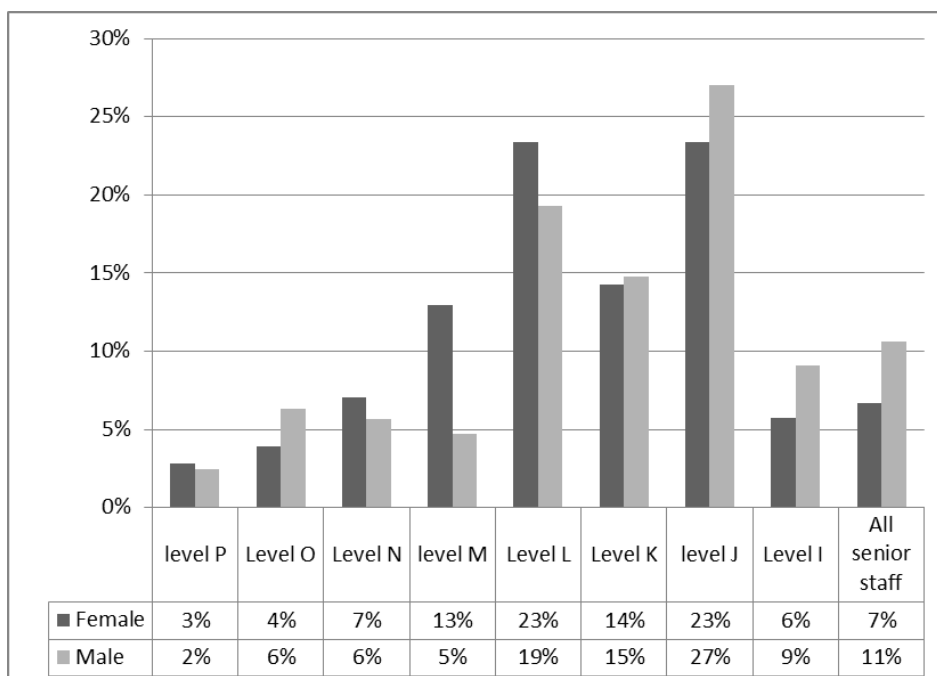
Work under the charter has included creating better transparency and understanding of career paths and promotion routes, events by inspirational and motivational female leaders and sponsoring future female leaders to attend leadership training. These activities have been aimed at increasing the proportion of female staff in senior positions including professorial grades. Table 8 reports a very positive picture for gender equality at Brookes with 50% of all senior positions held by female staff. Within that 46% of Professors are female, which is an impressively high proportion compared to the overall sector at 24.6%, and the majority (52%) of other senior positions are also held by female staff.

**Table 8: Proportion of senior positions held by female and male staff**

	Female	Male
All senior positions (183)	50%	50%
- Professors (78)	46%	54%
- Other senior positions (105)	52%	48%

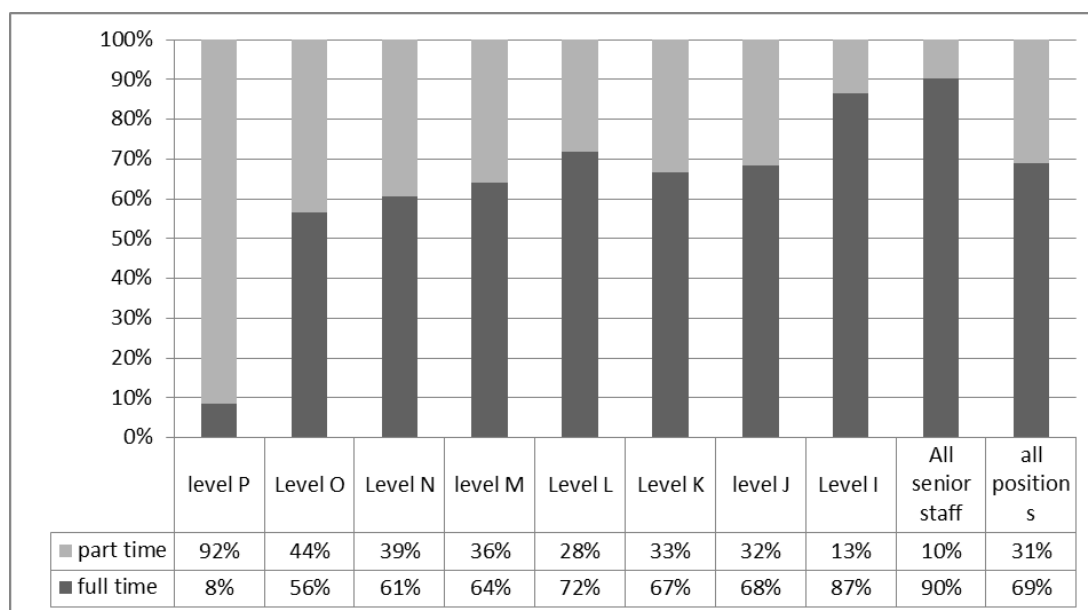
These figures do need to be considered in the context of 61% of the overall University staff base being female. Fig. 5 shows the grade profile for male and female staff and highlights that whilst female staff have equal representation in senior positions there is still work needed to achieve proportionate representation. Fig. 5 also shows how male staff are underrepresented in level M (grade 6) a level dominated by administrative positions.

**Figure 5: Grade profile for Female staff compared to Male staff (all occupational groups)**



Analysis of the gender pay gap identified that part time contracts (the majority of which are held by female staff) are less common in senior grades. Fig. 6 shows that whilst 31% of all positions are undertaken on part-time contracts, part-time working is far less likely at level I and in senior positions where the proportion falls to 13% and 10% respectively.

**Figure 6: Proportion of part-time contracts by grade (all occupational groups)**



Analysis of staff survey data was carried out to understand whether lower representation in higher graded jobs was a source of dissatisfaction for staff. Key questions relating to pay, development and satisfaction were reviewed and the findings showed more positive results for part-time staff than full-time staff. The exception was the question “I am hoping to progress my career at the University” (Table 9). Work will be undertaken through the faculty Athena SWAN SATs to explore this subject further through focus groups.

**Table 9: Analysis of response from 2018 staff survey by contract type and occupational group**

Question	Academic staff		Professional Services	
	part time (182)	All (686)	part time (198)	All (932)
I am satisfied with my current level of responsibility	81	74	78	76
I would recommend the University to a friend as a place to work	67	64	90	84
I feel that I am given the same opportunities to develop as other staff	73	72	81	76
I am hoping to progress my career at the University	66	73	66	71
I feel fairly paid in relation to other staff in the University doing similar jobs	69	69	71	66
I feel I have a good work life balance	58	49	85	78
I am happy with my current pattern of work	69	58	91	84

Looking at gender balance within directorates and faculties reflects wider professional norms with the Faculty of Technology, Design and Environment and the Directorate of IT Services showing lower proportions of female staff, and Human Resources, Learning Resources and Academic and Student Affairs having far higher proportion of female staff. (Table 10) The University has signed up to the Technician Commitment and will explore other frameworks focussed on occupational segregation to address both male and female under-representation.

**Table 10: Gender by Faculty / Directorate as at Jul-18**

Faculty / Directorate	Female		Male		Total
	#	%	#	%	#
Health and Life Sciences	279	69%	123	31%	402
Humanities and Social Sciences	184	64%	105	36%	289
Oxford Brookes Business School	135	65%	74	35%	209
Technology, Design and Environment	115	40%	170	60%	285
<b>Faculty total</b>	<b>713</b>	<b>60%</b>	<b>472</b>	<b>40%</b>	<b>1185</b>
	Female		Male		Total
	#	%	#	%	#
Academic and Student Affairs	133	79%	35	21%	168
Brookes' Student Union	12	60%	8	40%	20
Estates and Facilities Management	130	47%	148	53%	278
Finance and Legal Services	54	75%	18	25%	72
Human Resources	57	80%	14	20%	71
IT Services	26	24%	81	76%	107
Learning Resources	83	78%	24	22%	107
Marketing and Communications	130	70%	57	30%	187
Vice-Chancellor's Group Exec Office	10	71%	4	29%	14
Strategic Change and Planning	14	74%	5	26%	19
<b>Directorate total</b>	<b>649</b>	<b>62%</b>	<b>394</b>	<b>38%</b>	<b>1043</b>
<b>Regular staff total</b>	<b>1362</b>	<b>61%</b>	<b>866</b>	<b>39%</b>	<b>2228</b>

**RELIGION OR BELIEF (INCLUDING LACK OF BELIEF)**

77% of all staff have chosen to share information about their religion or belief. Analysing the known data the majority of staff are Christian (48%) or have no religion (42%). There has been no real change since 2017 (Table 11).

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 11: Profile of staff reporting a religion or belief (including lack of belief) Jul-17 and Jul-18**

	Jul-17	Jul-18
% of staff with a reported faith (or lack of)	77%	77%
of which:		
Christian	49%	48%
No religion	42%	42%
Other religion	3%	3%
Muslim	2%	2%
Hindu	1%	2%
Spiritual	1%	1%
Buddhist	1%	1%
Jewish	1%	0.5%
Sikh	0.4%	0.4%

Looking at the population of our staff who have a faith (excluding those staff reporting no religion or not providing information) compared with the overall population we understand that within the staff population who reported a faith or belief there is a higher proportion of staff:

- in age groups 46 and above
- who are BAME
- who are female
- who are not disabled,
- who are heterosexual
- who work in professional services

## SEXUAL ORIENTATION

23% of all staff have either not provided information or chosen not to declare their sexual orientation. The proportion of staff who identify as LGB has seen a small increase to 3.9% from 3.8% in 2017 and 3.5% in 2016. Since July 2017 there has been an increase in staff reporting as Bisexual and a decrease in staff reporting as either Gay Man or Gay Woman.

**Table 12: Profile of staff reporting sexual orientation Jul-17 and Jul-18**

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

Almost 70% of all staff reporting as LGB are aged 45 and under and 45% are male. These are higher proportions than across the University as a whole.

Oxford Brookes University takes part in the Stonewall Workplace Equality Index and whilst not in the published top 100 companies has improved its position over the two years that it has participated in the programme.

## OTHER PROTECTED CHARACTERISTICS

Responses in other categories are too small to enable anonymous reporting.

The University secured a response rate of 52% for 2017/18 (54% in 2016/17) across the available options for the HESA data collection on Gender Identity/Gender Reassignment.

## 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:

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

The analysis in Table 13 is based on applications to salaried jobs at the University. It excludes hourly paid positions and applications for the 2017 intern scheme. In total 4,206 applications were received for 376 positions.

The data on applications 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. For ethnicity the proportion of BAME applicants, particularly for academic roles, is high relative to the proportion of current staff and local working age population. This indicates that potential BAME candidates are attracted to working at the University across a range of roles and provides a positive base for further diversifying the University workforce.

**Table 13: Analysis of applications data Aug-17 to Jul-18 (excludes unknown/prefer not to say)**

		Applicants	% applicants
<b>Gender</b>			
Academic	Female	576	41%
	Male	819	59%
Professional	Female	1361	61%
	Male	884	39%
Senior	Female	86	41%
	Male	122	59%
All	Female	2023	53%
	Male	1825	47%
<b>Ethnicity</b>			
Academic	BAME	605	44%
	White	767	56%
Professional	BAME	613	26%
	White	1774	74%
Senior	BAME	66	31%
	White	150	69%
All	BAME	1284	32%
	White	2691	68%
<b>Disability</b>			
Academic	Disabled	69	5%
	Not disabled	1322	95%
Professional	Disabled	212	9%
	Not disabled	2156	91%
Senior	Disabled	6	3%
	Not disabled	219	97%
All	Disabled	287	7%
	Not disabled	3697	93%

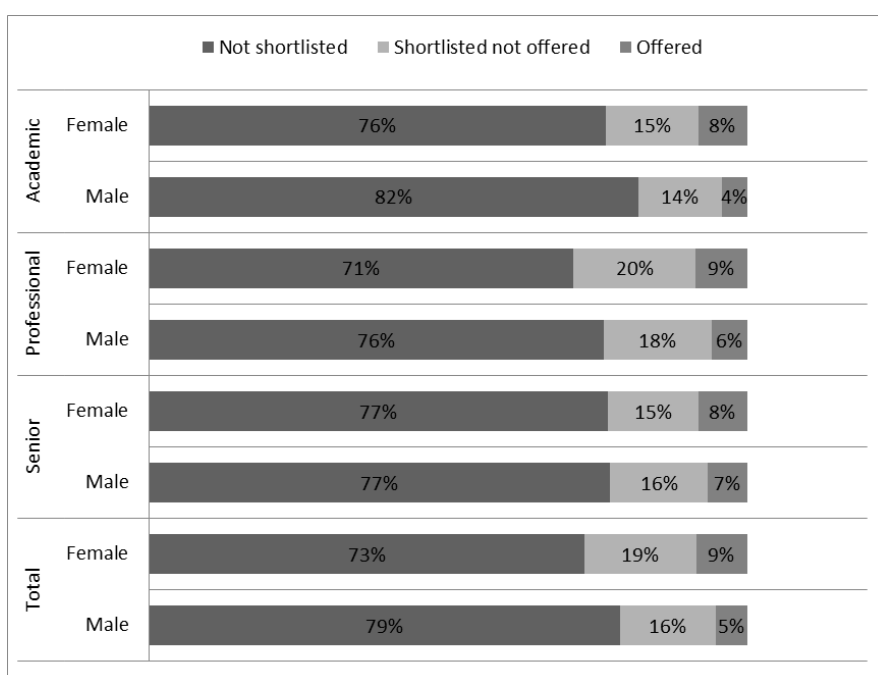


Research positions typically attract a more diverse applicant pool and this shows in the high proportion of BAME applicants for academic positions. The proportion of applications from candidates reporting that they are disabled is in line with the proportion of staff currently working at Brookes who have reported a disability and the local catchment area.

The following analysis looks at data once an application has been made. It explores the outcome for those applications by gender (Figure 7), by ethnicity (Figure 8) and the intersectionality of ethnicity and gender (Figure 9) and by disability (Figure 10).

Overall 9% of female applications lead to an offer compared to 5% of male applications, with 27% of female applications reaching shortlist stage compared to 21% of male applications (Fig. 7). 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 7: Selection decisions by gender**



Overall all 5% of BAME applications lead to an offer compared to 10% of White applications with 19% of BAME applications reaching shortlist stage compared to 30% of White applications (Fig. 8) Looking by occupational group presents a varied picture. There is a higher proportion of unsuccessful applications from BAME applicants overall, but this appears to be particularly the case with applications for professional services where 79% of BAME applications do not reach shortlist stage compared to 67% of White applications and senior positions where the corresponding figures are 85% of BAME applications failing to reach shortlist and 67% of White shortlisted applications.

This data prompts the need for a deeper consideration of how shortlisting decisions are made; the content and use of the person specification as well as who is involved and how differing views are compared and reflected in the final decision. We will also explore anonymous shortlisting. This will build on current work to remove bias from recruitment which is focussed on training in selection practices and unconscious bias.

**Figure 8: Selection decisions by ethnicity**

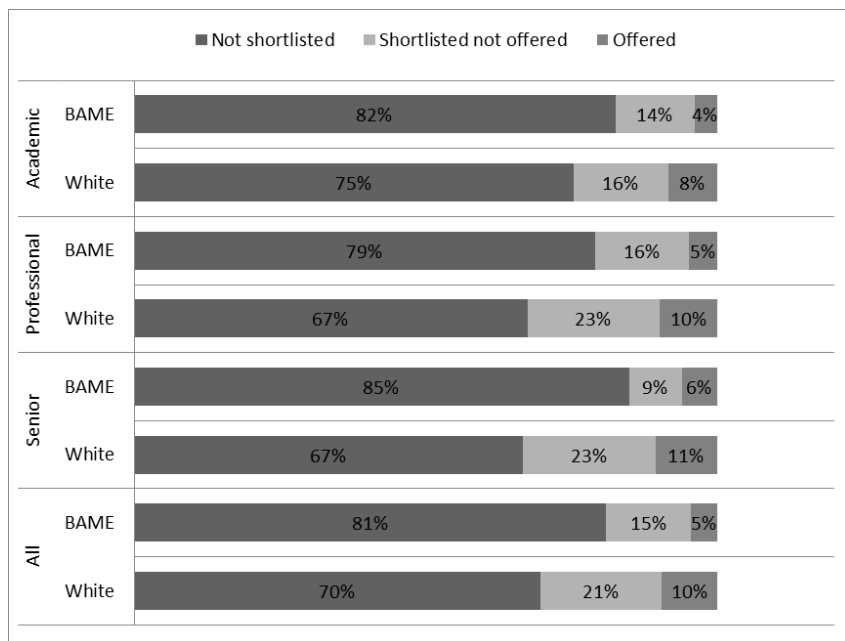


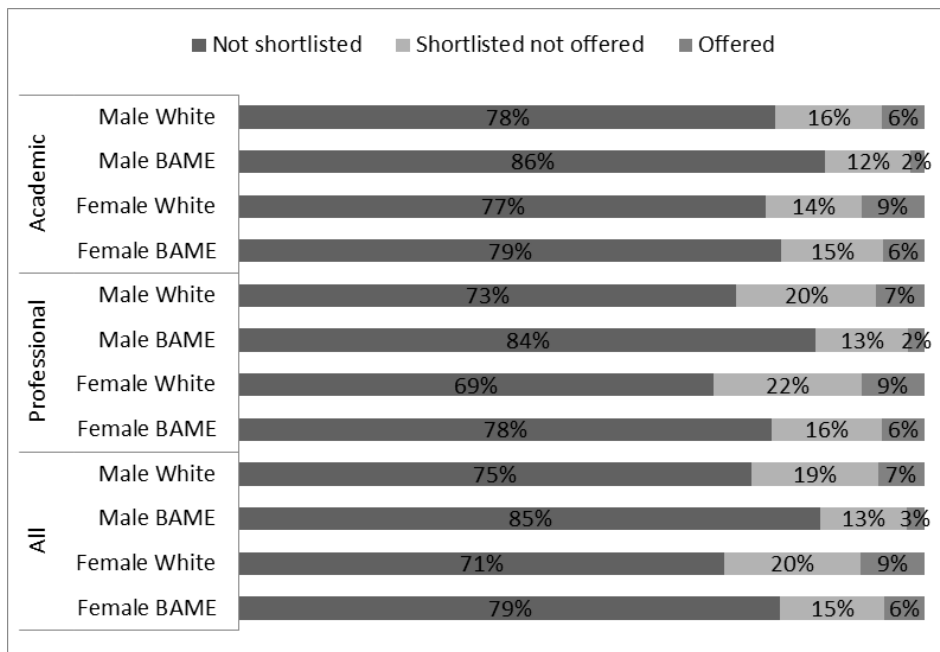
Table 14 explores the relative success of BAME and White applicants who are interviewed. The data set for senior positions is small (10 BAME applicants were interviewed) but does show a positive outcome for BAME applicants. For professional services roles it also appears that there is a larger drop at shortlisting. The focus of work should be on decision making at the shortlisting stage.

**Table 14: Further analysis of selection success rates by ethnicity**

		% shortlisted	% of shortlisted applicants who are offered
Academic	BAME	18%	23%
	White	25%	34%
Professional	BAME	21%	23%
	White	33%	30%
Senior	BAME	15%	40%
	White	33%	32%
All	BAME	19%	24%
	White	30%	31%

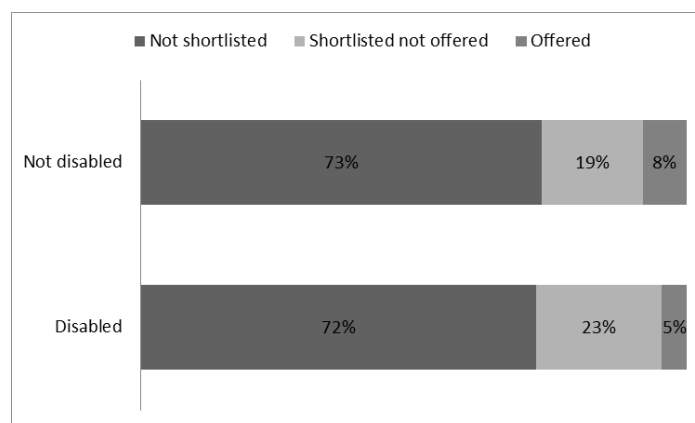
Intersectionality analysis shows that both male and female BAME applicants are less successful than White applicants. There are larger differences between BAME male applications compared to White male applications (Fig 9) than between female BAME and female White applications.

**Figure 9: Selection decisions by ethnicity and gender**



Looking at all positions, applications from disabled applicants are as likely to be shortlisted as applicants from non-disabled applicants (27% compared to 28%) and slightly less likely to be offered (5% compared to 8%). The disaggregation by type of occupational group has been looked at for shortlisting only as the data set is too small. This shows that for professional services vacancies applications from disabled applicants are as likely to be shortlisted as non-disabled applicants (31% compare to 30%). For academic positions the proportion of applications from disabled applicants is lower (17% compared to 21%). The shortlisting decisions will be influenced by the guaranteed interview offered under Disability Confident.

**Figure 10: Selection decisions by disability**



Actions to address under-representation and differentials in attraction and success for BAME and disabled applicants will be taken forward within our race equality work led by the Race Equality Steering Group and through our work on the Disability Confident scheme led by Human Resources.

## PROMOTIONS DATA

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

Progression from Lecturer to Senior Lecturer, to Reader or Principal Lecturer Student Experience (PLSE), and to and within professorial grades is managed through annual, central promotions exercises. The applications are judged against published criteria, and 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 15 summarises data on applications for promotion and the outcome of those applications for the previous three years by gender. Female staff are more likely to apply for promotion from Lecturer to Senior Lecturer, but less likely than male peers to apply for other promotions. Female applications are more successful for promotions to or within the professorial grades, but less successful for other promotions.

There is little difference in the proportion of the eligible pool gaining promotion when viewed by gender.

**Table 15: Application and promotion outcomes by gender 2015-16 to 2017-18 (3 years)**

		L to SL		SL to PLSE/Reader		To or within professor	
		Female	Male	Female	Male	Female	Male
2017/18	Eligible	44	40	221	175	111	99
	Applied	9	8	15	20	5	5
	Successful	6	7	6	7	1	2
2016/17	Eligible	39	27	217	170	110	103
	Applied	14	10	18	12	8	8
	Successful	11	9	2	1	4	3
2015/16	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>		<b>27%</b>	<b>23%</b>	<b>7%</b>	<b>9%</b>	<b>7%</b>	<b>9%</b>
<b>% applications successful</b>		<b>73%</b>	<b>90%</b>	<b>23%</b>	<b>29%</b>	<b>48%</b>	<b>43%</b>
<b>% eligible successful</b>		<b>20%</b>	<b>21%</b>	<b>2%</b>	<b>3%</b>	<b>4%</b>	<b>4%</b>

Table 16 summarises data on applications for promotion and the outcome of those applications for the previous three years by ethnicity. With only two applications from BAME staff for promotion from Lecturer to Senior Lecturer in the three year data set it is impossible to draw conclusions. This is also true for promotion to or within Professor grade which again had only two BAME applications. Unlike the data analysed for gender, data for ethnicity includes unknown data records and it is possible that successful applications include BAME staff who have chosen not to share their ethnicity and so are included within the unknown category.

Data for promotion from Senior Lecturer to PLSE or Reader shows that BAME staff are as likely to apply as White staff. The proportion of successful applications from BAME staff is lower than for applications for White staff, however this is not statistically significant due to the small sample size.

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 16: Application and promotion outcomes by ethnicity 2015-16 to 2017-18 (3 years)**

		L to SL			SL to PLSE/Reader			To or within professor		
		White	BAME	Unknown	White	BAME	Unknown	White	BAME	Unknown
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
<b>% eligible applied</b>		<b>27%</b>	<b>10%</b>	<b>25%</b>	<b>8%</b>	<b>9%</b>	<b>5%</b>	<b>8%</b>	<b>6%</b>	<b>24%</b>
<b>% applications successful</b>		<b>82%</b>	<b>50%</b>	<b>67%</b>	<b>28%</b>	<b>23%</b>	<b>0%</b>	<b>51%</b>	<b>0%</b>	<b>38%</b>
<b>% eligible successful</b>		<b>22%</b>	<b>5%</b>	<b>17%</b>	<b>2%</b>	<b>2%</b>	<b>0%</b>	<b>4%</b>	<b>0%</b>	<b>9%</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 17)

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

	Jul-17			Jul-18		
	Total	% F	% BAME	Total	% F	% BAME
VCG (from July 2017)	10	60%	-	10	50%	-
Academic Board	31	52%	10%	31	58%	16%
Research & Knowledge Exchange	15	53%	0	17	53%	0%
Academic Enhancement & Standards	13	46%	0	13	69%	8%
Board of Governors	13	54%	No data	12	42%	Due 19/20

### Looking ahead to 2018 - 2019 and beyond

We recognise there is still more to be done to make Brookes the diverse and fully inclusive organisation described in the [EDI Strategy for 2018 – 2022](#). The immediate priorities for 2018-2019 are set out in the action plan that accompanies the strategy.

### 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 (<https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/>)