

# EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2016 – 2017 (staff)

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## **Introduction from the Vice-Chancellor**

At Oxford Brookes, equality, diversity and inclusion (EDI) are the foundation for all that we do. The University takes very seriously its duty to advance equality, diversity and inclusion, going beyond legal compliance and aspiring to be a sector-leader in these areas.

We are now in the third year of our three-year EDI Strategy and Action Plan. It is satisfying to see how our EDI work has developed and become embedded across the University, as well as to see the increasing range and number of staff and students engaged in this activity. We are not complacent and recognise there is more to be done. Our future priorities will be set out in our next EDI Strategy which will be finalised later in the year.

This report deals primarily with fostering EDI amongst our staff, although many of the engagement activities described are designed to promote diversity and inclusion across the whole Brookes community. A separate analysis of student data and student-focussed initiatives will be presented in the OFFA report.

Real progress is being made across all equality groups, particularly through our work under the Athena SWAN Charter, race equality strategy, Disability Confident Scheme and involvement in the Stonewall Diversity Champions Programme.

The engagement of staff and students in network groups and other activities to promote and support inclusivity continues to expand. This was particularly evident in the success of events celebrating International Women's day, Black History Month and LGBT History Month.

This report explains the governance of our EDI work through the Equality, Diversity and Inclusion Advisory Group, which I chair, and its sub-groups, and illustrates the range of work being undertaken. It describes progress towards achieving our EDI objectives, presents headline data for our staff profile, and summarises the main events. While the year-on-year changes in data are relatively small, the direction of travel shows steady advance towards a more diverse and inclusive organisation.

The challenge that lies ahead is to identify and focus on those key actions that will drive the EDI agenda forward across all the protected characteristics and make a real difference by ensuring that all staff, students and visitors feel welcomed and valued.

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.

Professor Alistair Fitt  
Vice-Chancellor  
February 2018

## Review of 2016 - 2017

Oxford Brookes University has adopted equality, diversity and inclusion as core values and is proud to be taking EDI forward in a way that goes beyond legal compliance. This is articulated in the University's EDI Strategy 2015 – 2018 and accompanying Action Plan (<https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/edi-at-brookes/>).

### EDI Governance Structure

The **Equality, Diversity and Inclusion Advisory Group** (EDIAG), chaired by the Vice-Chancellor, oversees the EDI Strategy and its implementation, and ensures the University complies with the requirements of the Public Sector Equality Duty. The EDIAG now has oversight of four sub-groups: Athena SWAN Steering Group, Race Equality Steering Group, Estates Disability Issues Group, and the Multifaith Advisory Board.

### EDIAG Meetings 2016 - 2017

The EDIAG met on three occasions during the academic year 2016-2017. As well as regular progress reports on the EDI objectives (see below), the group covered the following matters:

- Reviewed the Equal Pay Report 2016.
- Endorsed the revised Harassment and Bullying Policy and Procedure for approval by Executive Board.
- Contributed to the draft Race Equality Strategy and Action Plan.
- Endorsed the Transgender Equality and Gender Identity Policy for approval by Executive Board.
- Established a task and finish group to achieve accreditation under the Disability Confident Scheme (level 2 status).
- Reaffirmed the position that the University would not provide gender-specific spaces for worship or other purposes.
- Approved a submission to the Stonewall Workplace Equality Index.
- Received regular reports from the Estates Disabilities Issues Group on interventions to improve physical access and signage across the University's campuses.

### Athena SWAN Steering Group (ASSG)

The ASSG was established to oversee the delivery of the Institutional Athena SWAN action plan and to lead preparations for either a renewal of the Bronze award or an application for a Silver award. The group is chaired by Professor Linda King with Professor Anne-Marie Kilday as Vice-Chair. The group has representatives from the faculties and key directorates. The group is developing a "toolkit" to support faculties in making their own applications for Athena SWAN awards.

### Race Equality Steering Group

In March 2017, the Vice-Chancellor's Group endorsed the new Race Equality Strategy and annual Action Plan (see <https://www.brookes.ac.uk/staff/human-resources/equality-diversity-and-inclusion/race-equality/>). The Race Equality Steering Group will present an annual progress report to the EDIAG.

### Estates Disability Issues Group

This group was formed in 2015 to resolve issues raised primarily by disabled persons relating to the John Henry Brookes Building (JHBB). It has now expanded to cover the whole of the University's estate. The group comprises representatives from Brookes Union, Wellbeing, Learning Resources, Human Resources, EFM as well as a faculty Head of Operations and a representative from the Estates Communications Team. The group provides a regular update to the EDIAG and an annual report. A number of access improvements have been implemented including cobble-free access to the JHBB.

## **Multifaith Advisory Board (MAB)**

The MAB oversees the work of the Multifaith Chaplaincy and provides a forum where faith issues can be discussed. It includes representatives from faith groups, faculties, student-facing services and Human Resources. A regular report is made to the EDIAG and, where appropriate, issues are referred for consideration. In 2016 -17 a request for the provision for women-only space on campus was referred to the EDIAG and the Vice-Chancellor's Group reaffirmed its position that university spaces should remain accessible to both men and women.

## **Review of EDI Objectives 2016 - 2017**

The **Equality, Diversity and Inclusion Strategy 2015- 2018** provides the framework for our EDI work: it identifies key priorities, objectives and a supporting Action Plan. Achievements over the past year against the key objectives are summarised below.

## **Work towards a more diverse workforce and ensure opportunities for learning, personal development and employment promote EDI**

### *Gender Equality*

- The Faculty of Technology, Design and Environment achieved a Bronze Athena SWAN award under STEMM rules in 2016.
- An initial review of the Flexible Working Policy was completed with the revised policy now going through the consultation phase.
- 21 female staff participated in the Aurora leadership programme.

### *Race Equality*

- The new Race Equality Strategy and Action Plan were approved and the Race Equality Steering Group re-constituted.
- A successful programme of events was delivered to mark Black History Month, October 2016.

### *LGBT equality*

- Brookes organised a successful programme of events for LGBT History Month in February 2017 and the "Pride" flag was flown on all university campuses for the first time with positive feedback.
- The University submitted its first application under the Stonewall Workplace Equality Index in September 2017.
- A Transgender policy for staff and students was approved in May 2017.

### *Disability Equality*

- The University successfully transferred from the Two Ticks to the Disability Confident Scheme at Level 2 in 2017.
- The Estates Disability Group was formally recognised as having a reporting line to the EDIAG and has recommended some major improvements such as the access to JHBB for those with mobility impairment.

## **Ensure all employees, students and other individuals are treated with dignity and respect**

- The role of Staff Harassment Adviser was revised to support the new Harassment and Bullying Policy and Procedure. Nominations are being sought from faculties and directorates and advisers will be trained to provide initial support and information to those who feel they have experience harassment.
- Transgender awareness training was delivered.
- Network Groups for LGBT+, BME and disabled staff have continued to expand.

## **Reflect EDI values in our governance and decision-making**

- As vacancies arise in the governing body, applications are proactively sought from members of under-represented communities. As result the diversity of the governing body is increasing.

### **Promote awareness of our EDI values and policy**

- We have established a regular EDI newsletter, and articles and events continue to feature in Onstream.
- Bespoke EDI training has taken place and a one-day module on Inclusivity and Fairness featured in the Brookes Leadership Programme.
- Awareness of the EDI policy and family-friendly policies will be gauged in the 2018 staff survey.

### **Provide a safe, supportive and welcoming environment for students, staff and visitors**

- A calendar of EDI events has been firmly established.
- A web page for new staff has been established with information about EDI and staff network groups.

## Headline data 2016 – 2017

The following data are for regular staff as at 31 July 2017 and do not include Associate Lecturers or casual staff. The data set covers 2222 staff (headcount): an increase of 28 or 1.3% on the 2016 total of 2194<sup>1</sup>.

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. This year we have seen a small increase in the level of disclosure. 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 overall diversity profile is largely unchanged, save for a small increase in the proportion of BME staff and LGB staff.

**Table 1: Overall diversity profile Jul-16 and Jul-17**

	2016	2017	HE Benchmark
<b>Gender</b>			
Male	39.8%	40.0%	45.9%
Female	60.2%	60.0%	54.1%
<b>Ethnicity</b>			
BME	10.0%	10.7%	11.8%
White	83.7%	83.3%	81.7%
Prefer not to say	2.6%	2.3%	6.5%
No data	3.7%	3.8%	
<b>Disability</b>			
Disabled	6.4%	6.3%	4.6%
No disability	86.4%	89.0%	91.9%
Prefer not to say	6.4%	2.6%	3.5%
No data	4.2%	2.1%	
<b>Sexual Orientation</b>			
LGB	3.5%	3.8%	2.4%
Heterosexual	71.6%	72.9%	42.0%
Prefer not to say	12.1%	10.5%	55.6%
No data	12.8%	12.8%	
<b>Religion or Belief</b>			
Of a religion or belief	45.8%	45.0%	24.7%
No religion or belief	30.1%	32.0%	21.5%
Prefer not to say	12.3%	10.4%	53.8%
No data	11.8%	12.6%	

The key statistics for the protected characteristics are explored in more detail below. 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 2017*.

Please note that since the previous report the Directorate of Corporate Affairs has been re-organised into the Directorate of Marketing and Communications and the Directorate of Strategic Change and Planning.

<sup>1</sup> The diversity profile for students is reported separately in the report “Oxford Brookes’ performance against Widening Participation milestones” available on the Oxford Brookes website.

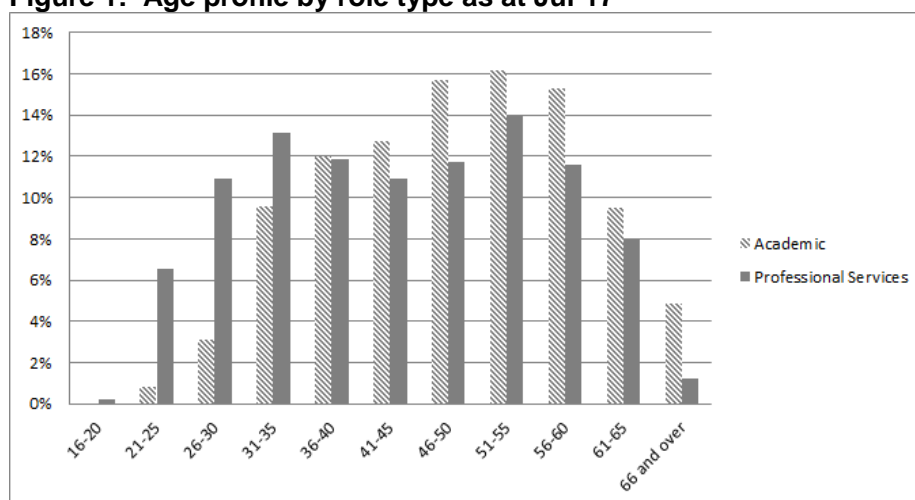
## AGE

The modal age group remains 51 – 55.

- The University employs fewer staff aged 30 or under (12.6% for Brookes compared to 16.8% for HE sector).
- The University employs a slightly higher proportion of staff aged 66 or over (2.6%) than the sector (2.2%).

Academic staff have an older age profile than professional services staff, as is the case across the HE sector. (Fig. 1)

**Figure 1: Age profile by role type as at Jul-17**



The proportion of academic staff aged 30 or under has increased slightly from 3.7% to 4% over the last year (34 staff). The entry requirements for lecturing positions mean that appointments in this lowest age group are limited. However, Brookes is recruiting younger staff into professional services positions, including our Brookes Graduate Interns.

The proportions of staff aged 56 or over are highest in the Vice-Chancellor's Group Executive Office, Learning and Resources and Oxford Brookes Business School (Table 2).

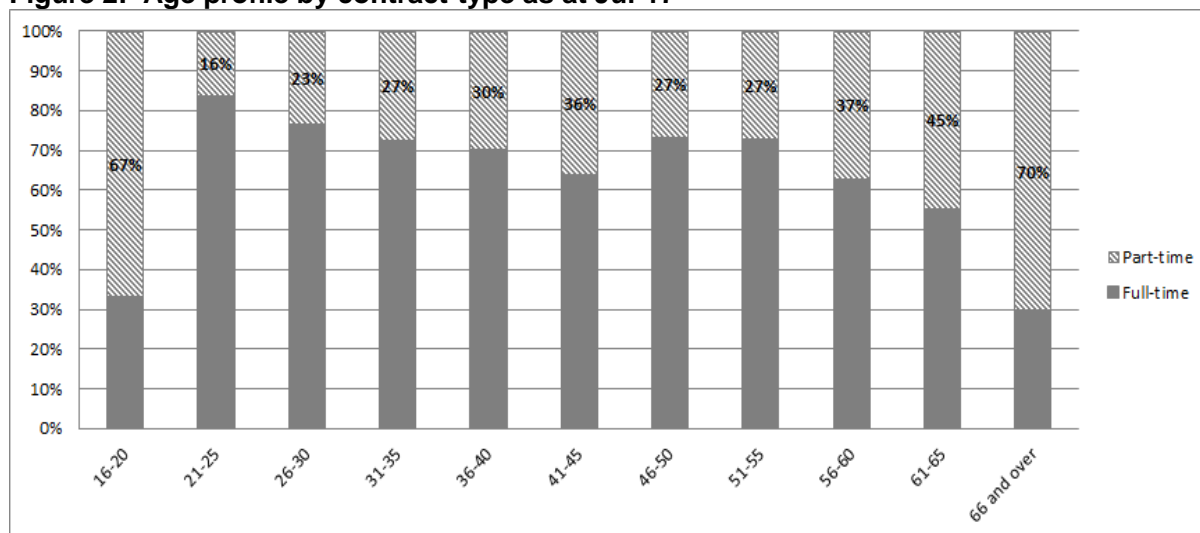
**Table 2: Age profile by faculty and directorate as at Jul-17**

	All staff	Average age	56 or over	% 56 or over
Health and Life Sciences	395	46	95	24.1%
Humanities and Social Sciences	285	47	74	26.0%
Oxford Brookes Business School	213	48	66	31.0%
Technology, Design and Environment	289	48	73	25.3%
Academic and Student Affairs	162	41	25	15.4%
Association for Learning Technology	4	39	0	0.0%
Brookes' Student Union	17	46	4	23.5%
Estates and Facilities Management	298	45	76	25.5%
Finance and Legal Services	69	44	15	21.7%
Human Resources	78	43	13	16.7%
IT Services	117	45	21	17.9%
Learning Resources	104	48	34	32.7%
Marketing and Communication	167	41	29	17.4%
Vice-Chancellor's Group Exec Office	12	51	7	58.3%
Strategic Change and Planning	12	44	2	16.7%
<b>Regular staff total</b>	<b>2222</b>	<b>46</b>	<b>534</b>	<b>24.0%</b>

The removal of the default retirement 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. During 2016-17, HR relaunched a retirement planning course (covering the financial, health and social aspects of retirement), supported by a web site and resources. These were very well received and will become an annual event.

Fig. 2 below shows that many older staff are now choosing the option of flexible retirement - with 70% 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 by contract-type as at Jul-17**



## DISABILITY

There has been a no significant change in the proportion of staff declaring a disability: 6.3% (140 staff) compared with 4.6% for the HE sector.

**Table 3: Proportion of employees with declared disabilities**

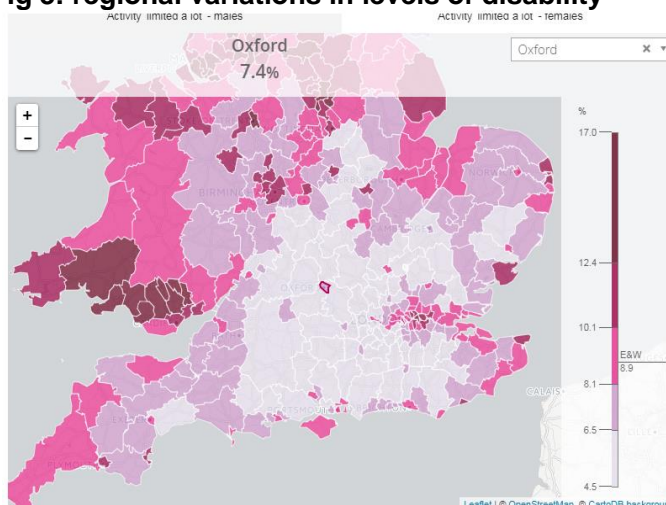
	Jul-13	Jul-14	Jul-15	Jul-16	Jul-17
Whole university (140)	6.1%	6.7%	6.2%	6.4%	6.3%

Office of National statistics data from the 2011 Census (Fig. 3) shows significant regional variation. Oxford (the key Brookes catchment area) reports 7.4% for men and 7.5% for women.

Rates in the surrounding areas are lower (5.6% – 6.9%).

Source: [2011 Census Analysis, Office for National Statistics](#)

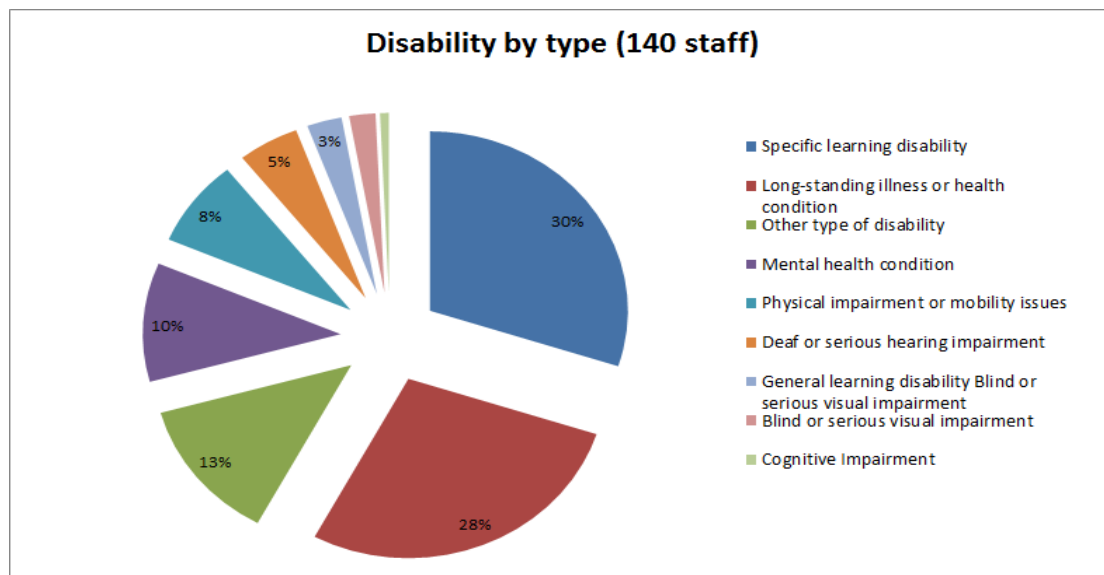
**Fig 3: regional variations in levels of disability**



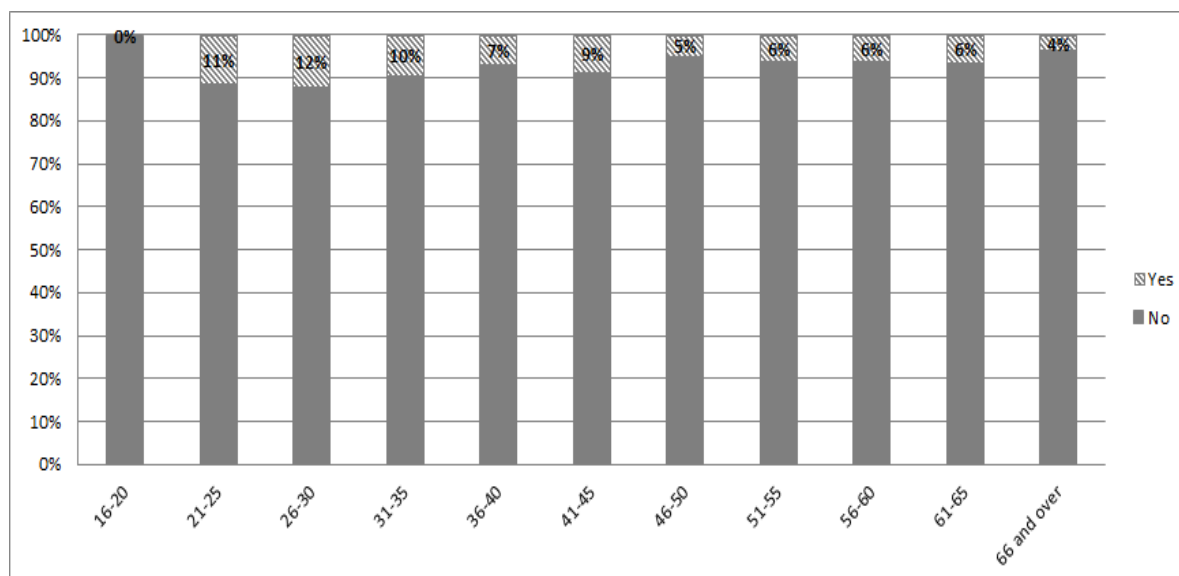


The directorates continue to have a higher proportion of staff with a declared disability than faculties. Of the 140 who have declared a disability the most common disability is specific learning disability (42 staff), followed by long standing illness or health condition (39 staff). Younger staff are more likely to declare a disability, and 44% of all cognitive, learning and mental disabilities are declared by staff aged 35 and under. This probably reflects the support provided to disabled students at school and at university and highlights the growing demand from staff for support with cognitive, as well as physical, disabilities.

**Fig 4: Disability type as at Jul-17**



**Figure 5: Disability by age group as at Jul-17**



Brookes has transferred from the (now defunct) Two Ticks Scheme to Disability Confident Scheme. We have established an advisory group to deal with the physical access of our estate, as well as staff disability network. A particular focus will be on supporting staff with mental health and wellbeing through awareness events such as the annual Feel Good Festival, and ongoing provision through occupational health, and the Multifaith chaplaincy.

## GENDER

The proportion of women and men in the Brookes workforce has remained stable at 60.0% and 40.0% respectively. The proportion of women is higher than the HE sector overall (54.1%). Women make up 62.9% of professional services staff and 55.1% of academic staff. This mirrors the national HE picture, although Brookes has higher proportions of women in senior management positions and the professoriate.

The proportions of female and male staff by faculty and directorate are shown in Table 4 below. The distribution reflects the gendered patterns across academic subject areas and professional specialisms seen in other universities, and in the wider economy.

The University is actively engaged in the Athena SWAN charter, which is an HE sector initiative to promote gender equality at all levels. Originally focused on women in STEMM subjects, the Athena charter has broadened to include all disciplines and professional services staff. The 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 Engineering a Bronze award; and Health and Life Sciences a Silver award. The Business School and Humanities and Social Sciences are working towards Bronze awards.

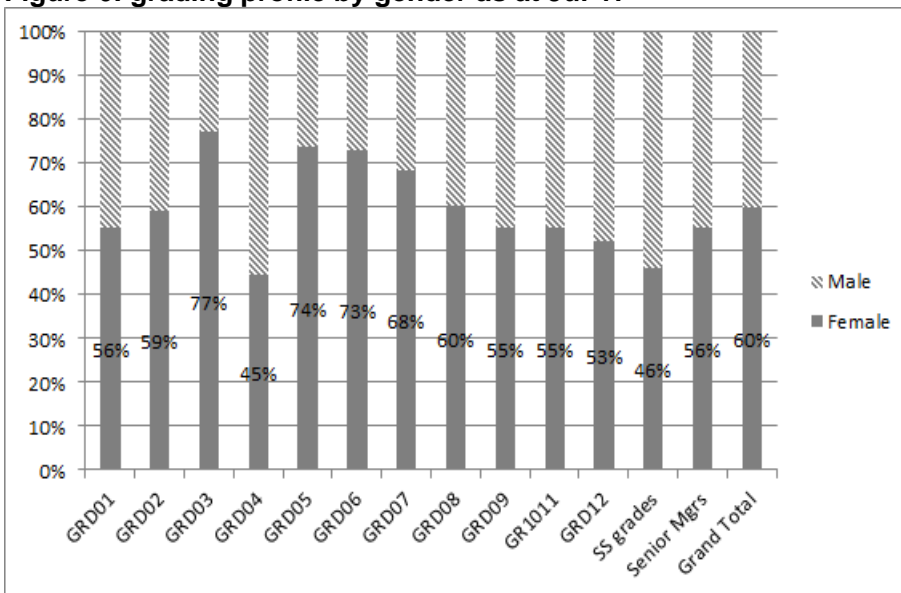
**Table 4: Gender by Faculty / Directorate as at Jul-17**

Faculty / Directorate	Female		Male		Total
	#	%	#	%	#
Health and Life Sciences	269	68.1%	126	31.9%	395
Humanities and Social Sciences	174	61.1%	111	38.9%	285
Oxford Brookes Business School	135	63.4%	78	36.6%	213
Technology, Design and Environment	124	42.9%	165	57.1%	289
<b>Faculty total</b>	<b>702</b>	<b>59.4%</b>	<b>480</b>	<b>40.6%</b>	<b>1182</b>
	Female		Male		Total
	#	%	#	%	#
Academic and Student Affairs	119	73.5%	43	26.5%	162
Association for Learning Technology	2	50.0%	2	50.0%	4
Brookes' Student Union	10	58.8%	7	41.2%	17
Estates and Facilities Management	144	48.3%	154	51.7%	298
Finance and Legal Services	47	68.1%	22	31.9%	69
Human Resources	63	80.8%	15	19.2%	78
IT Services	30	25.6%	87	74.4%	117
Learning Resources	78	75.0%	26	25.0%	104
Marketing and Communications	122	73.1%	45	26.9%	167
Vice-Chancellor's Group Exec Office	7	58.3%	5	41.7%	12
Strategic Change and Planning	10	83.3%	2	16.7%	12
<b>Directorate total</b>	<b>632</b>	<b>60.8%</b>	<b>408</b>	<b>39.2%</b>	<b>1040</b>
<b>Regular staff total</b>	<b>1334</b>	<b>60.0%</b>	<b>888</b>	<b>40.0%</b>	<b>2222</b>

At Brookes we are interested not only in the overall proportions of men and women, but in their representation at all levels. At 46%, female staff have a slightly lower representation in Senior Staff positions (SS grades), although this rises to 56% at VCG and director level (Senior Mgrs). (Fig. 6). These figures are higher than the rest of the HE sector. Women make up 47.5% of the professoriate at Brookes compared with 23.9% nationally.

Brookes equal pay data shows no significant pay gaps between staff at the same level. However, the preponderance of women in the lower half of the pay distribution creates an overall mean gender pay gap of 11.9%. This reinforces the need to support mid-career progression.

**Figure 6: grading profile by gender as at Jul-17**

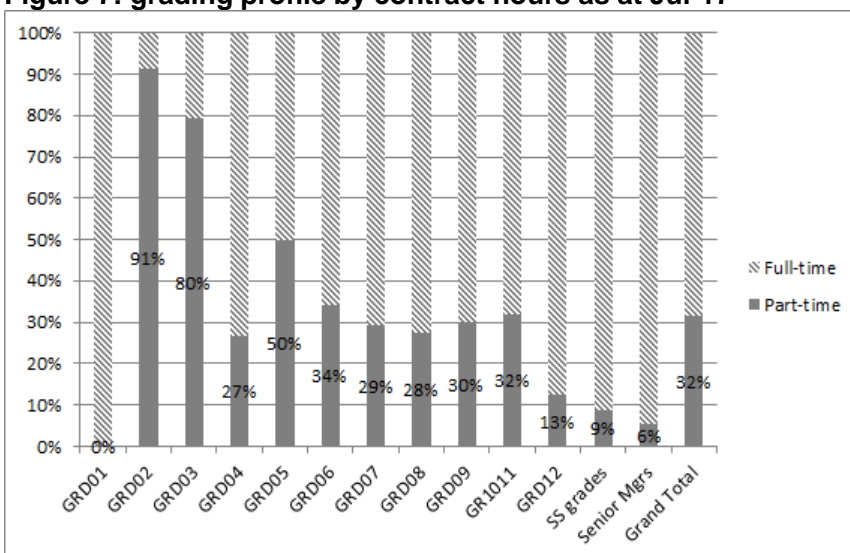


Female staff are much more likely to work part-time with 40% working on part-time contract compared with 19% of male staff (Table 5). Part-time working is less common at higher grades (Fig. 7). 98% of professional services part-time staff are grade 10/11 or below and 88% of academic part-time staff are grade 10/11 or below. Work is planned within Athena SWAN to investigate barriers that prevent part-time staff working at higher grades as this is likely to disproportionately affect female staff.

**Table 5: Proportion of male and female staff working part-time as at Jul-17**

	Female	Male	All
Full-time	60%	81%	68.4%
Part-time	40%	19%	31.6%

**Figure 7: grading profile by contract hours as at Jul-17**



## ETHNICITY

The proportion of staff describing themselves as Black or Minority Ethnic (BME) has increased slightly again over the last year to 10.7% (237 staff).

**Table 6: Proportion of BME staff by year**

	Jul-13	Jul-14	Jul-15	Jul-16	Jul-17
Whole University (237)	8.9%	9.2%	9.9%	10.0%	10.7%

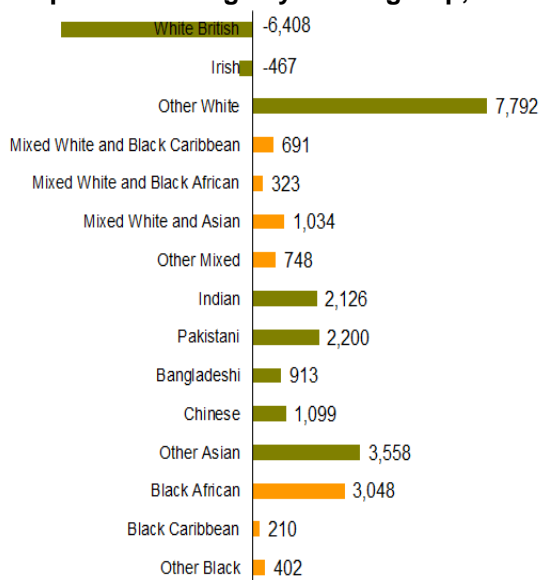
This is lower than the HE sector average of 11.8% (HESA). In the 2011 Census 9.4 % of Oxfordshire working age residents (18-64) identified as BME, with the figure for the Oxford City being 21.4%.

Data from the same source also showed a growing number of the Oxford population within BME groups. A trend it is expected to see again in the next Census.

Source:

<http://www.ons.gov.uk/census>

**Figure 8: Population change by ethnic group, Oxford 2001-11**



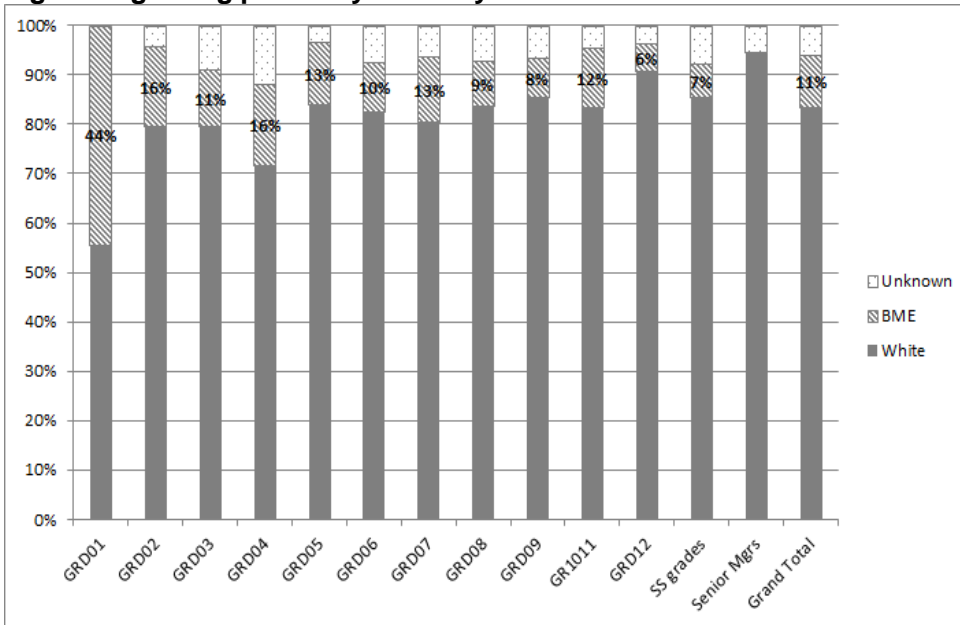
**Table 7: Proportion of staff by ethnicity and faculty/directorate as at Jul-17**

Faculties	White	BME	Unknown
Faculty of Health and Life Sciences	86%	9%	5%
Faculty of Humanities and Social Sciences	87%	7%	6%
Faculty of Technology, Design and Environment	78%	15%	7%
Oxford Brookes Business School	79%	14%	7%
<b>Directorates</b>			
Academic and Student Affairs	88%	8%	4%
Brookes Student Union	76%	12%	12%
Marketing and Communications	80%	15%	5%
Estates and Facilities Management	82%	9%	9%
Finance and Legal Services	78%	19%	3%
Human Resources	87%	5%	8%
IT Services	79%	14%	8%
Learning Resources	92%	5%	3%
Vice-Chancellor's Group and Exec Office	83%	0%	17%
Strategic Change and Planning	83%	17%	0%

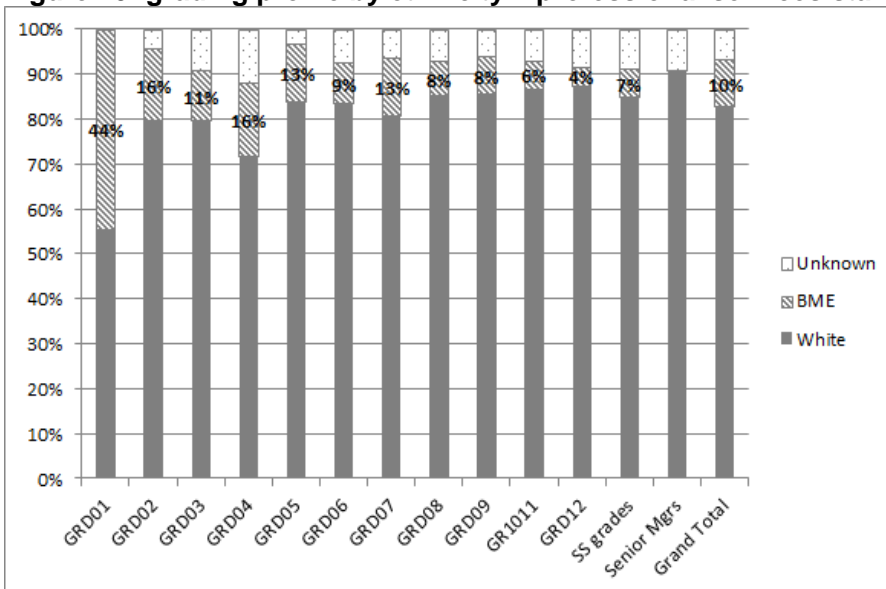
Ethnicity by gender shows no significant difference with 10.7% of female staff being BME and 10.6% of male staff.

Looking at ethnicity and career progression, there is proportionate representation of BME colleagues at grade 10/11 but under-representation at grade 12 and Senior Staff grades, and currently no BME on the Vice-Chancellor's Group or amongst the Directors. (Fig. 9) There is a similar pattern among BME professional services staff with under-representation present from grade 8. (Fig. 10)

**Figure 9: grading profile by ethnicity – all staff as at Jul-17**



**Figure 10: grading profile by ethnicity – professional services staff as at Jul-17**



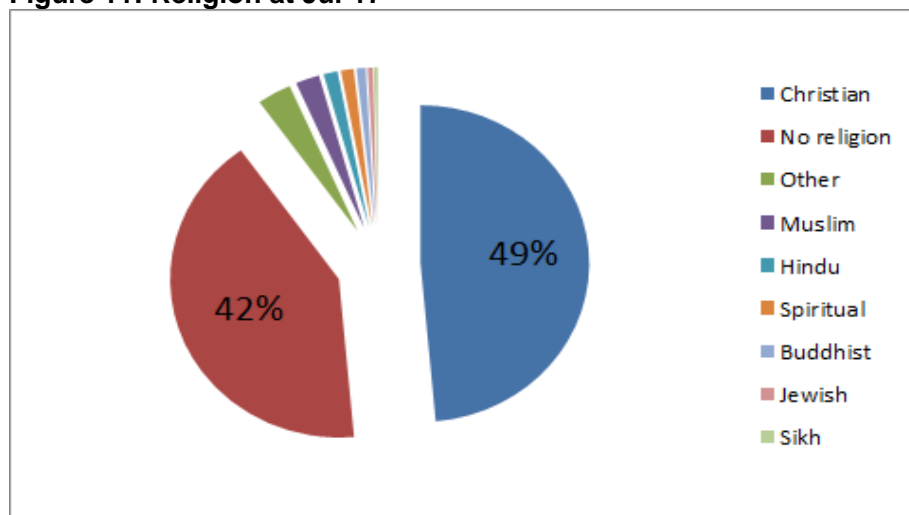
Our work on ethnicity is led through the Race Equality Steering Group (chaired by Professor Anne-Marie Kilday) and includes work to promote Brookes as an inclusive employer to increase the pool of BME applicants, as well as ensuring that selection processes are free of unconscious bias.

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

23% of all staff have either not provided information or chosen not to declare their religion or belief. Analysing the known data the majority of staff are Christian (49%) or have no religion (42%). (Fig. 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.

**Figure 11: Religion at Jul-17**



**SEXUAL ORIENTATION**

23% of all staff have either not provided information or chosen not to declare their sexual orientation. Staff who identify as LGB has seen a small increase to 3.8% from 3.5% last year. Within the known data, 95% of staff are heterosexual with the remaining 5% declaring as gay man, gay woman and bisexual.

**OTHER PROTECTED CHARACTERISTICS**

Responses in other categories are too small to provide anonymous reports.

**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. It is used for monitoring purposes and it is not seen by selection panels.

A high-level analysis and observations are:

- More applications are received from women than men.
- Women are more likely than men to be appointed.
- BME candidates make up 28% of all applicants but are less likely to be appointed, making up only 15% of all appointees.
- Disabled candidates make up 6% of all applicants and are slightly less likely to be appointed than applicants who have not declared a disability.

**Table 8: Analysis of recruitment data Aug-16 to Jul-17**

Gender	Applied		appointed	
	F	M	F	M
Faculty	48%	52%	64%	36%
Directorate	63%	37%	65%	35%
All	54%	46%	65%	35%

Ethnicity	applied		appointed	
	BME	White	BME	White
Faculty	30%	70%	17%	83%
Directorate	26%	74%	14%	86%
All	28%	72%	15%	85%

Disability	applied		appointed	
	Disabled	Not disabled	Disabled	Not disabled
Faculty	5%	95%	3%	97%
Directorate	7%	93%	5%	95%
All	6%	94%	4%	96%

Male applicants applying for faculty-based jobs are less likely than women to be shortlisted or appointed. 19% of male applicants are shortlisted compared to 24% for female applicants. 12% of male applicants who were interviewed were offered a job compared to 18% of women.

For BME candidates, the data show that they are less likely to be shortlisted or appointed than white applicants. 20% of BME applicants were shortlisted compared to 28% of white applicants. Following interview, 13% of BME applicants were offered the position compared to 20% of all interviewed white applicants.

In order to develop focussed interventions further detailed analysis will be undertaken to understand the reasons for the differences in shortlisting and appointment decisions.

## PROMOTIONS DATA

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

Progression from Lecturer to Senior Lecturer, to Reader or Principal Lecturer Student Experience, and to Professor 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.

Brookes monitors the number of applications and success rates for each of these promotion routes. The 2016/17 data showed a higher proportion of female applicants being successful than men at reader and professor level, as well as in promotion within the professor grade.

## COMMITTEE REPRESENTATION

Current monitoring of committee membership is by gender only and it is intended that we will extend this to other characteristics in 2017-18. 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 9)

**Table 9: Committee gender profile as at end of Jul-17**

	July 2017	
	M:F	% female
Executive Board (now defunct replaced by VCG)	9:12	57%
VCG (from July 2017)	4:6	60%
Academic Board	15:16	52%
Research & Knowledge Exchange	7:8	53%
Academic Enhancement & Standards	7:6	46%
Senior Academic Promotions Panel	3:6	67%
Board of Governors	6:7	54%

Although BME representation has not historically been reported Brookes has worked, with some success, to appoint quality candidates from more diverse backgrounds to key committees.

### OVERVIEW OF EDI EVENTS IN 2016 - 17

Raising awareness of EDI and celebrating diversity has largely been delivered through an exciting programme of events. It has been encouraging that so many staff and students are proposing events and activities. A summary of events is shown in the table with a fuller explanation below.

October 2016	Black History Month
November 2016	Chaplaincy Interfaith Lecture
February 2017	LGBT History Month
March 2017	International Women's Day Athena SWAN Lecture
June 2017	Participation in Oxford Pride

### Black History Month (BHM)

Oxford Brookes hosted a wide programme of events to mark BHM for the first time. Feedback from staff and students was immensely positive. Events included:

- A well-attended open lecture, "Politics in Britain - Self Fulfilling Prophecy", by Simon Woolley, Director of Operation Black Vote.
- An enthralling talk by award-winning Hip-hop artist, writer, poet and historian Akala on "Hip-hop and Shakespeare - Decolonising our curriculums".
- Various workshops including an African Performance and Dance workshop.
- A lunchtime showcase at which Brookes' researchers and other colleagues presented their work on race equality and inclusive practice.
- Coffee mornings at each of the campuses.

### LGBT History Month

February 2017 saw another successful programme on the theme of "Law, Citizenship and PSHE" as well as marking the 50th anniversary of the partial decriminalisation of homosexuality. The Faculty of Technology, Design and Environment and the Glass Tank sponsored the launch event as part of the private view of an exhibition of the photographic work of the transgender artist, Claude Cahun, including a talk by Lizzie Thynne from the University of Sussex. Other events and activities included:

- A panel conversation on "Being who you are today" chaired by Visiting Professor Nick Rumens and featuring leading activists Phyll Opoku-Gyimah, Executive Director of UK Black Pride, Dr Jay Stewart, Director of Gendered Intelligence and Tom Guy, President of National Student Pride and a Brookes' alumnus.
- A quiz night arranged by the LGBT+ Forum and Amnesty International Oxford City group.
- A documentary club screening of "Born this Way", a documentary portrait of the gay and lesbian underground in Cameroon.



- Coffee mornings on each campus and a lunchtime showcase of research and projects undertaken by Brookes' staff.
- Trans awareness workshops were delivered by Gendered Intelligence.

An important feature of LGBT History Month was flying the rainbow "Pride" flags at all our campuses for the first time with very positive feedback. A special "flag raising ceremony" took place led by Professor Anne-Marie Kilday at Headington Hall.

The Trans Day of Remembrance was commemorated with a short and moving service hosted in the Multifaith Chaplaincy on 21 November 2016.

Brookes also participated again in **Oxford Pride** in June 2017 and staff and students took part in the parade.

In celebration of **International Women's day** in March 2017 and for our **Athena SWAN Lecture**, we welcomed Karen Mattison MBE, Director of the Timewise Foundation, who gave a talk entitled "Smashing another Glass Ceiling - how to be ambitious and work part-time". Karen was in conversation with Paul Inman, PVC Dean of the Faculty of Technology, Design and Environment, who hosted the popular event.

On 16 March 2017, the Brookes Centre for Diversity Policy Research and Practice hosted an event with Melanie Richards, Vice Chair and Partner at KPMG. Melanie was in conversation with Professor Simonetta Manfredi and discussed her distinguished career in banking and her work to promote gender equality in the workplace. Melanie received an Honorary Doctorate from Brookes in June 2016.

The Chaplaincy Lecture took place on 23 November 2016 during **Interfaith Week**. This was a talk on "Hospitality and Sanctuary: A faith-based response to refugees" by the Rev. Dr Inderjit Bhogal, a Christian theologian who was born to a Sikh family and emigrated from Nairobi as a young man. He offered insight into how we can respond to a serious social and humanitarian issue.

### Looking ahead to 2017 - 2018 and beyond

We recognise there is still more to be done to make Brookes a diverse and fully inclusive organisation. We will be revising our EDI strategy for 2018 – 2021 to bring together into a single framework our diverse work under the various charter marks (Athena SWAN, Race Equality Charter, Disability Confident, Stonewall, etc.)

Our key objectives for 2017- 18 are:

- Complete more detailed recruitment data analysis to identify actions to broaden the pool of underrepresented applicants and review our recruitment and selection practices to ensure there is no unconscious bias.
- Continue work to raise awareness of promotion opportunities and remove any barriers to progression amongst under-represented groups to develop a more diverse pipeline of future talent.
- Strengthen understanding and support for mental health and learning disabilities.
- Ensure arrangements for planning, coordinating, delivering and reporting on EDI activity create opportunity for engagement with our staff, identifying synergies across protected characteristics and identify opportunities for collaborative work with peers focussed on progressing EDI for our students.
- Respond to feedback provided through the 2018 staff survey as it relates to EDI generally and differences in the experiences and views expressed by staff in different groups.

**Further information**

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

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