

EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2013 – 2014: Employees

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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 2013-2014, highlighting continuing good work across a spectrum of activities, as well as achievements 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. I am extremely grateful to my predecessor, Professor Janet Beer, for the strong legacy she has left in using diversity to ensure an excellent staff and student experience.

The report sets out our headline equality-related data which supports our evidence-based approach to setting our equality objectives which are used to drive change. As a result, we have reviewed and revised our objectives for the next three years and have been encapsulated these in an EDI Strategy (a separate document) which focus on actions where we can make a significant difference. Further work will be undertaken to ensure a holistic approach to equality, diversity and inclusion across all areas of the University's operation. We have also carried forward the important objective of embedding EDI in decision-making processes through the better use and recording of equality impact assessments, where these are appropriate.

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.

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

Professor Alistair Fitt
Vice Chancellor
March 2015

Review of objectives 2013 -2014

The University had established equality objectives for the period 2013 – 2015. Last year, it was decided to prioritise these to ensure that good progress would be made across a broader range of equalities work. Excellent progress has been made against the key objectives identified for 2013 – 2014:

- 1 The University was successful in its application to take part in the trial of the Equality Challenge Unit's new **Race Equality Charter Mark** which covers both staff and students. Considerable work has taken place to put together an application for a bronze award which will be submitted in April 2015. The self-assessment team, which was chaired by Professor Anne-Marie Kilday, PVC/Dean of Humanities and Social Sciences, comprised a diverse range of colleagues from across the University. The application process has included developing an ambitious three-year plan. The outcome of the application is expected in summer 2015.
- 2 The HR Directorate has started a participative review process of the **Recruitment and Selection** procedures to ensure that the principles of equality and diversity are fully embedded. This will be complemented by a project under the Race Equality Charter to assess the success of career development progression for BME colleagues.
- 3 Training on **unconscious bias** has been incorporated in a revised Recruitment and Selection training programme. This will be monitored and, as appropriate, rolled out to other training interventions.
- 4 The **Equality Impact Assessment of the REF Submission** was completed and submitted to the Higher Education Funding Council for England in February 2014. The EIA identified that 46% of those returned had qualified under the "individual circumstances" provision and would previously have been excluded as having an insufficient number of outputs. 26% of eligible women were returned to the REF compared with 39% of men (with the difference largely being explained by the subject area/UoA in which women and men are represented). Proportionately, staff from BME groups were more likely to be returned than white academic staff (60% versus 45%). The results of the impact assessment will be used to inform staff development and preparations for REF 2020.
- 5 Arising from the equal pay review in 2012, a new **Associate Lecturer policy** was approved by Executive Board for full implementation from September 2015.
- 6 The University became a **Stonewall Diversity Champion** during the autumn 2014 and is working with Stonewall, and LGBT staff and students, to explore how best to exploit membership.



- 7 Further delays in the implementation of the new HR/Payroll database have resulted in some of the other actions relating to better monitoring being postponed until after the installation of the new system in May 2015.

Key activities and achievements 2013 -2014

ECU leadership research

The former Vice Chancellor, Professor Janet Beer, took part in research commissioned by the Equality Challenge Unit (ECU) and undertaken by Schneider-Ross, on ***The Rationale for equality and diversity: How Vice Chancellors and Principals are leading change***. The research, which was published in October 2014, was based on interviews with 12 university leaders and reinforced the idea that taking equality and diversity seriously in leadership is an integral part of being an excellent HEI.

Centre for Diversity Policy Research and Practice

The [Centre for Diversity Policy Research and Practice \(CDPRP\)](#) celebrated its 10th anniversary in May 2014. The Centre is a collaboration between the Faculty of Business and the Directorate of Human Resources. It aims 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.

The Centre was commissioned by the ECU and the Leadership Foundation for Higher Education to research the career trajectories of senior leaders in higher education who are alumni of the Leadership Foundation's Top Management Programme (TMP). The research, published in May 2014, explored alumni's experiences of how their gender, ethnicity, disability, and other equality-related characteristics may have influenced their career paths; and highlights factors that may have facilitated or hindered their career progression.

Athena Swan



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

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 already holds a Bronze Award, with the accolade identifying that the University has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

In November 2014, Oxford Brookes submitted two individual applications for the Faculties of Health and Life Sciences (silver), and Technology, Design and Environment (bronze). The outcomes will be announced during summer 2015.

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. As well as being embedded throughout its programmes, the Centre, in conjunction with Human Resource Management, has been updating its equality and diversity training for staff. In particular, the two-day **Introduction to Recruitment and Selection** course, which is mandatory for all staff who are required to sit on interview panels, has been given a complete overhaul and now features an online module, produced in-house by Alison Cumpsty aided by a team of Brookes' interns, which covers, amongst other issues, equality legislation and the one-day skills based workshop now includes a session on unconscious bias.

OCSLD also developed revised training for the **Bullying and Harassment Advisers**, which took place during February 2014. Ongoing support for the team is being developed through a google site and regular meetings.

Support for Disabled students and staff

Two Ticks



In January 2014, the University was successfully re-accredited under Job Centre Plus Two Ticks scheme. This confirms our commitment to employ, retain and develop disabled staff.

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 happy to be contacted by members of University staff for advice, information and guidance to help support students with disabilities.

Religion and Belief

During 2014, the new Multi-faith Advisory Board, chaired by Marion Casey, Head of Wellbeing, and comprising representatives of the main faiths as well as faculty and directorate representatives, has been developing its role in supporting the work of the Chaplaincy. The Chaplaincy is moving forward with its multi-faith work and values the input of staff of any faith. In June 2014, the University hosted a meeting of the Oxford Council of Faiths attended by representatives of the various faith groups in the City.

Oxford Area LGBT University Staff Social Group

This long-standing 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. The University will be working with the LGBT group to maximize the benefits of our new status as a Stonewall Champion.

Carers' Network

Great progress has been made around establishing a network for 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 an outreach worker from Carers Oxfordshire is on hand to give specific advice depending on people's circumstances, and to provide general information, as well as encouraging an environment in which those who attend feel able to talk to others about their situation. Feedback from those attending suggests that these sessions are 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.

Legislative changes during 2014

Flexible Working

From June 2014, every employee gained a statutory right to request flexible working after 26 weeks' employment. Before 30 June, the right only applied to parents of children under the age of 17 (18 if a disabled child) and certain carers. This change meant that legislation finally caught up with Brookes' policy, as we had already afforded all staff this right for several years.

Shared Parental Leave

The Shared Parental Leave Regulations 2014 were published on 18 November 2014. These Regulations introduce a new entitlement for eligible employees who are mothers, fathers, adopters, or prospective adopters, or the partners of mothers or adopters, or prospective adopters, to take shared parental leave in the first year of their child's life or in the first year after the child's placement for adoption. The new provisions apply to parents of babies due on or after 5 April 2015. The University has responded with its Shared Parental Leave Policy which gives paid shared parental leave equivalent to our current contractual maternity provisions, which are more generous than the statutory minima.

Headline Statistics 2013 - 2014

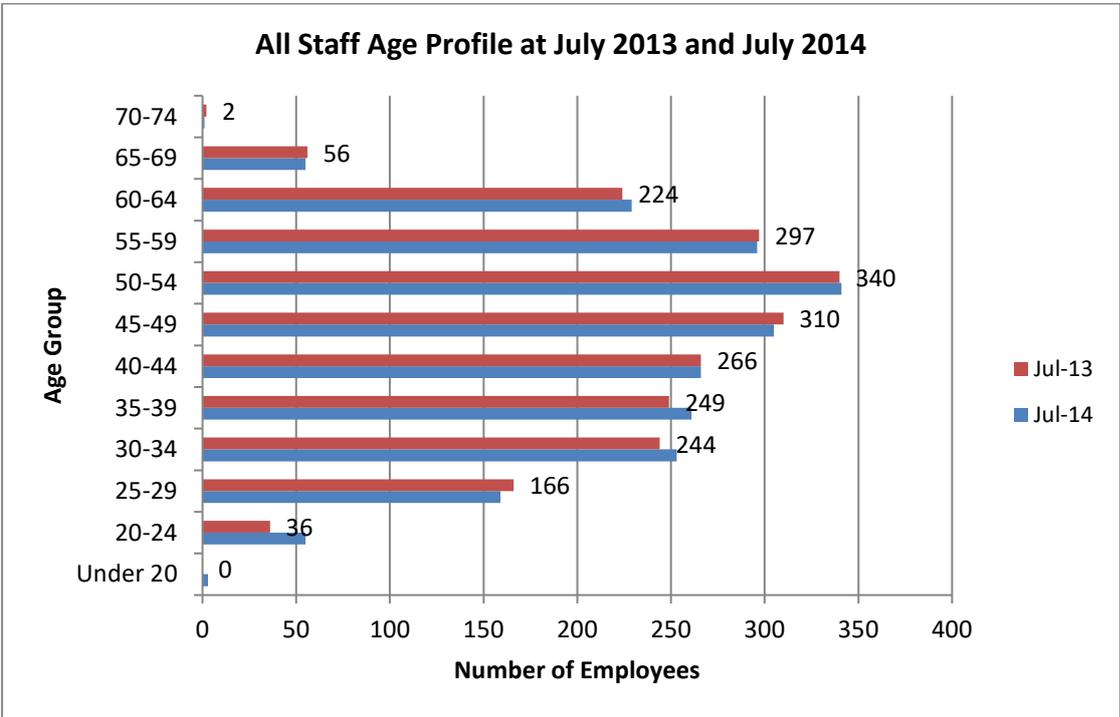
We monitor staff against all the “protected characteristics” as defined in the Equality Act 2010¹. There has been a concerted effort to encourage staff to disclose equalities data which has resulted in fewer “unknowns” but has not significantly changed the diversity profile of the workforce from the previous year. Highlights against protected characteristics are outlined below. A full breakdown of staff was provided in the annual report on workforce statistics (FR141028/07a).

(Please note that student statistics will for this year be reported separately and have been encapsulated in the “Celebrating Diversity” leaflet from Corporate Affairs.)

The following data is for staff as at 31 July 2014.

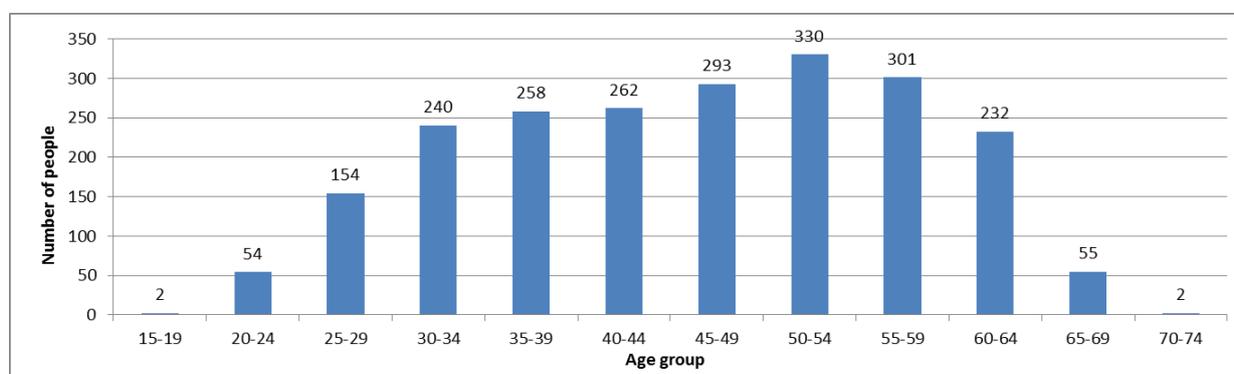
Age:

Overall, the age profile of the University remains well balanced and fairly static over the year, although the Directorate of Learning Resources stands out as having a noticeably older workforce. Despite the removal of the Default Retirement Age in 2011, the proportion of academic staff aged 60 or over has declined from 20.8% to 15.9%; amongst senior staff the proportion has declined from 33% to 12.7%; and even amongst support staff the proportion of support staff over 65 has declined from c. 20% to c. 16%. Overall, the proportion of staff age over 65 has reduced from 6.6% in 2011 to 2.6%.



¹ 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.

FACULTY/DIRECTORATE % AGE PROFILE AT 31.07.14												
	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 plus	TOTAL NO.
ALT			16.7	50.0	33.3							6
ASA		3.6	14.2	19.2	11.4	9.2	11.4	12.8	11.4	6.4	0.7	141
CA		2.4	7.9	19.4	12.7	18.2	15.2	7.9	7.9	5.5	3.0	165
EFM	0.3	6.1	8.6	11.0	8.8	10.4	11.6	13.1	14.3	12.8	3.1	328
FL		5.1	7.6	17.7	10.1	16.5	7.6	16.5	12.7	6.3		79
HR		9.1	13.4	17.9	10.5	10.5	9.0	14.9	10.5	4.5		67
LR	0.8	0.8	6.7	3.4	6.7	4.2	13.5	16.0	23.5	19.3	5.0	119
OBIS		1.0	10.3	5.2	9.3	10.3	19.6	21.7	9.3	12.4	1.0	97
SMT				6.3		6.3	12.5	31.3	31.3	12.5		16
SU		5.6	22.2		27.8	5.6	11.1	11.1	5.6	11.1		18
FOB	0.4	0.9	7.1	7.1	11.5	10.6	15.0	14.1	20.7	10.1	2.6	227
HLS		1.1	5.1	13.4	10.5	11.7	16.2	18.5	11.9	9.9	1.7	352
HSS		1.0	3.6	11.2	15.5	14.5	12.9	15.5	14.2	9.2	2.3	303
TDE		1.3	4.9	7.2	15.0	14.1	14.8	17.4	9.2	11.5	4.6	305



Disability:

Overall, 6.7% of employees now identify themselves as disabled as compared with 4.5% in 2010, which is slightly higher than the sector (3.4%)². This may partly reflect the support provided to staff with disabilities in recruitment and employment, as well as a greater confidence amongst staff to declare disability.

Gender:

The proportion of women and men in the workforce at Brookes has remained stable at around 60% and 40% since mid-2010. This is higher than the Higher Education sector as a whole³, where the proportion of women is c. 54%. There are more women than men in all staff groups except professors, where women make up 37.3%. Nationally, women make up 21.7% of the professoriate. Across the University as a whole, women make up 44.1% of senior posts – an increase of 4% since 2010. It is notable that OBIS does not yet have a female member of senior staff. The University is promoting women in STEM subjects through Athena SWAN and is actively involved in developing women for leadership roles, for example through Aurora.

² Equality in higher education: statistical report 2013, Equality Challenge Unit

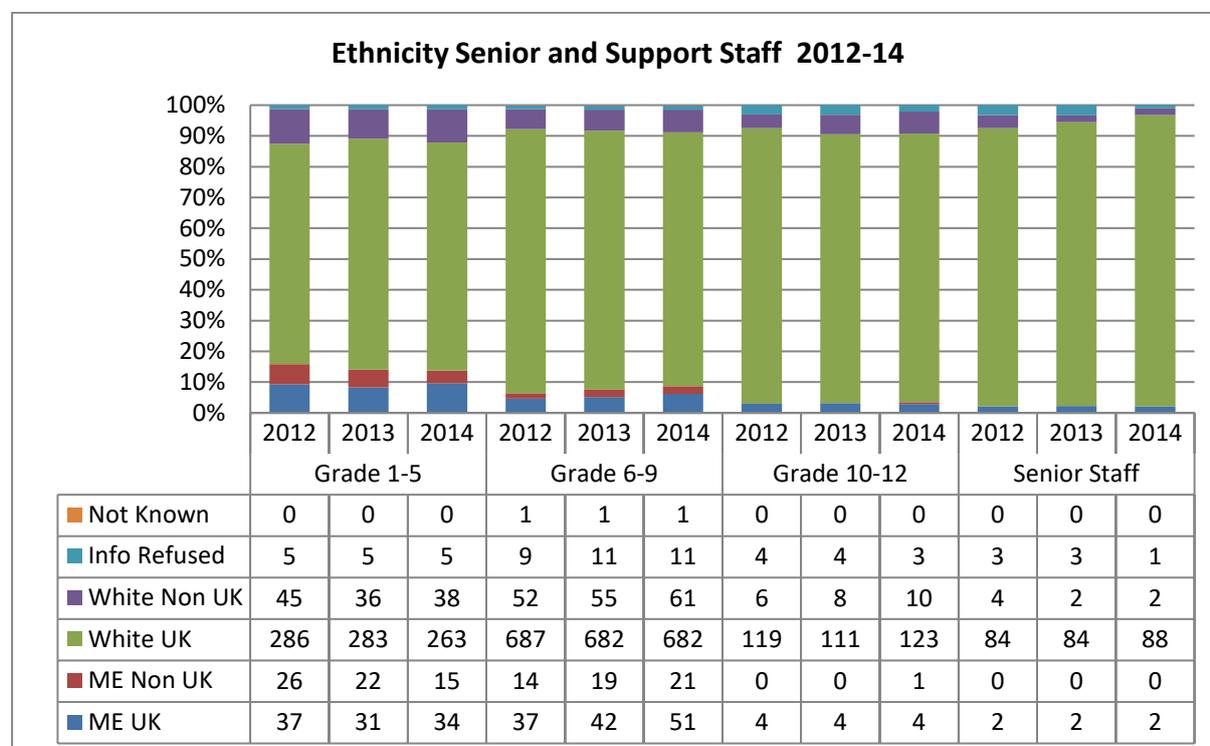
³ HESA 2012-13

Staff group	Female	% of staff in group	Male	% of staff in group	Headcount
Support	837	64.0%	471	36.0%	1308
Research	64	55.7%	51	44.3%	115
Lecturer	34	53.1%	30	46.9%	64
Senior Lecturer	225	58.1%	162	41.9%	387
Principal Lecturer	74	58.3%	53	41.7%	127
Professor	28	37.3%	47	62.7%	75
Total	1262	60.8%	814	39.2%	2076

Race:

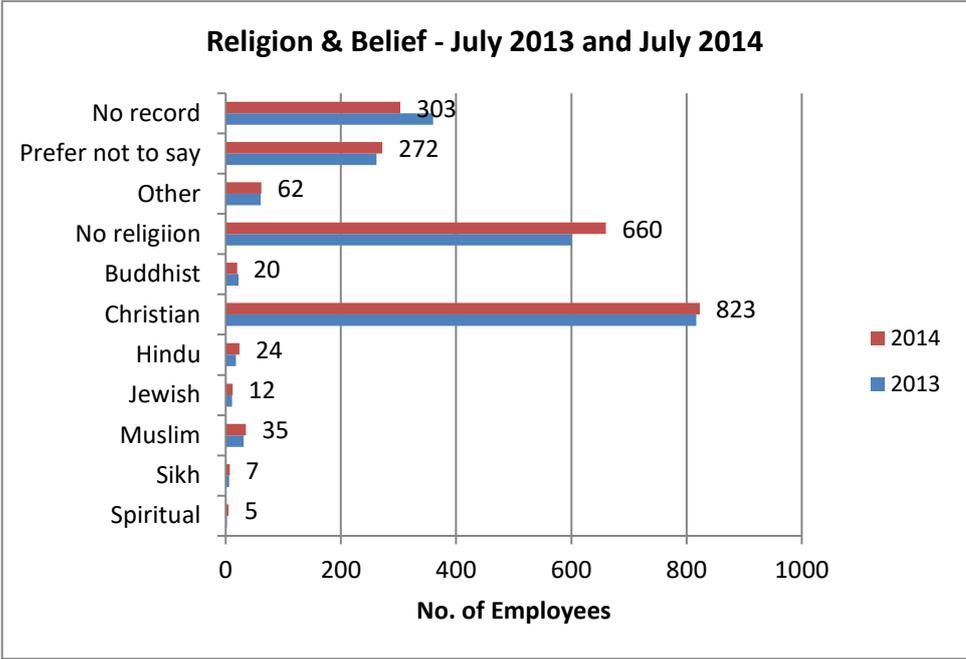
The proportion of staff describing themselves as Black or Ethnic Minority (BME) has risen very slowly in the past few years and now stands at 9.2%, which is the same as the proportion for Oxfordshire⁴, but lower than the BME population of the City of Oxford (22%), and lower than the sector as whole (11.4%). There is some variation in the proportion of BME staff at Faculty and Directorate level, with the highest proportions being employed in TDE, Corporate Affairs and EFM.

Whilst there is some debate about appropriate benchmarks in each of the categories, there is a disparity between the student diversity profile and that of our staff, especially in relation to BME groups. A key objective will be to try and bridge the gap between profiles to ensure a better student experience by having a more diverse staff in the areas of key student interaction. The University is seeking to increase the proportion of BME staff in the workforce and has recently been accepted to take part in the trial of the Equality Challenge Unit's new **Race Equality Charter Mark**. A self-assessment team, chaired by Professor Anne-Marie Kilday, PVC/Dean of Humanities and Social Sciences, has been set up and will be submitting an application and action plan April 2015.



⁴ 2011 Census

Religion or belief:



An increase in disclosure has made the most difference to the “no religion” category, which now represents the second largest group after Christian. It is important that this group is not overlooked when trying to establish provisions for religion and belief.

Sexual orientation:

The proportion of declared Lesbian, Gay and Bisexual people has slightly increased to 2.8% (compared with 2.6% in 2013) with a small reduction (by 3%) of unknowns. Now that the University has joined the Stonewall Diversity Champion’s programme, it is hoped that this will have a more positive impact on the number of staff willing to declare their sexual orientation.

Other protected characteristics

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

Looking ahead to 2015 - 2018

The University will continue to develop the EDI Advisory Group, under the chairmanship of the Vice Chancellor, as a vehicle to give a strategic lead to its actions to advance equality of opportunity. Over the coming year, the EDI objectives will be reviewed and redefined to focus on the key priority areas. However, it will also continue to strengthen links with the Widening Participation Advisory Group, through cross-membership, to develop a more collaborative and collegiate approach to EDI across the University for staff and students. The objectives will be held together in an overall **EDI Strategy and Action Plan**.

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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