

Using Equality Charters and frameworks to support EDI

Our commitments to the Athena Swan Charter, Disability Confident Employer Scheme and as a Stonewall Diversity Champion were maintained during the year.

We strengthened the commitments in our **Race Equality Action Plan** in support of our existing **Race Equality Strategy** and expanded our Race Equality Steering Group to develop a wider formative Self-Assessment Team (RECSAT) to commence work towards the **Advance HE Race Equality Charter**. The University then became a signatory to the **Race Equality Charter** in September 2021. The new RECSAT has engaged interest from around 40 members across the institution and a first workshop was held in June 2021. A new post of Race Equity and Equality Charter Consultant was approved to be recruited in 2021/22.

Governance and reporting for EDI

The **Equality Diversity and Inclusion Advisory Group (EDIAG)** chaired by the Vice-Chancellor continued to provide central oversight and coordination of the University's commitments and responsibilities in relation to equality, diversity and inclusion for the institution. The EDIAG included representation from the leads for specific equality strategies and action plans linked to equality charters and frameworks, along with Student Support Services, our Staff Diversity Networks, trade union colleagues and Brookes Student Union.

The PVC for Student Experience and University Community, Professor Anne-Marie Kilday, is a key champion and sponsor for EDI initiatives and specifically for our race equality agenda as chair of the Race Equality Steering Group and Race Equality Charter Self-Assessment Team. The PVC for Research and Global Partnerships, Professor

Linda King, leads on Athena Swan as our gender equality champion. Dr Roger Dalrymple chairs our Stonewall Workplace Equality Index Steering Group working closely with the LGBTQ+ Staff Forum.

As PVC for Access and Participation, Dr Astrid Schloerscheidt leads the **Access and Participation Group (APG)** reporting directly to the Vice-Chancellor's Group, with representation on the EDIAG to ensure cohesion and linkage of work supporting student and staff diversity and inclusion. An **Inclusive Curriculum Enhancement Group** reports to the APG to support achievement of our Access and Participation Plan objectives and targets.

The **Multifaith Advisory Board** chaired by the Deputy Director of Academic and Student Administration and supported by the University Chaplain continued to provide a forum for the discussion of matters relating to faith within the University and in its community context. The board includes representatives from faith groups, faculties and Human Resources and student facing services and societies and reports to the EDIAG.

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

During 2020-21 we committed to the formation of a **Disability Confident Steering Group** to include Human Resources, our Staff Disability Network and other stakeholders to take forward work for our self-assessment to renew our Disability Confident Employer accreditation in 2021/22.

A further independent review of the structure, governance and resourcing of our EDI delivery and specialist functions is being undertaken in 2021/22.



Focus on Race Equality

During 2020-21 we made more substantive progress on priority areas of our Race Equality Action Plan. This included improved engagement with both staff and students to deepen understanding of the experiences of ethnic diversity and racial equity. Delivery was achieved through the Race Equality Steering Group working in collaboration with colleagues in the BAME Staff Network, Anti-racism Action Group, Brookes Union and student societies, Human Resources and many colleagues and allies across the University.

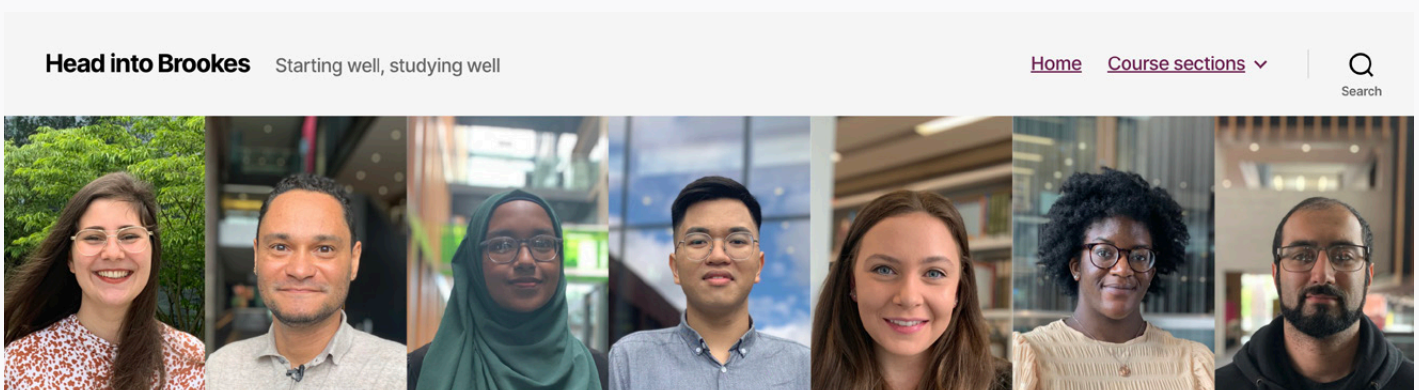
Some highlights from the year include:

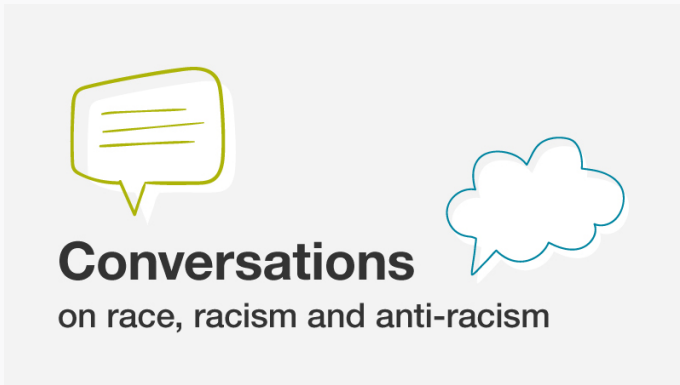
- Undertaking focus groups with 'BAME' colleagues across the University using an external consultant (Nous Group) to better understand the positive and negative aspects of the staff experience at Oxford Brookes, and integration of the outcomes from this into the Race Equality Action Plan for 2021-2023.
- Completion of a project to ensure all marketing campaigns (copy, videos and images) are ethnically diverse and inclusive prior to publishing, with consideration given to the recruitment of 'BAME' students and staff in all campaigns.
- Development of a more coordinated, accessible and inclusive student induction process, with bespoke support and information for 'BAME' students with the launch of the 'Head into Brookes' Moodle module to promote a more inclusive and accessible initial student experience.
- Delivery of campaign with Brookes' Union to ensure a healthy cohort of 'BAME' Student Reps appointed to promote and enhance the student experience at the University.

- Established, recruited and embedded a Race Equality Charter Self-Assessment Team (REC-SAT) with appropriate representation of staff and students from across the University (membership is currently 40) with two introductory workshops completed (one session with Dr Arun Verma from Advance HE and one with Dr Sammy Li from University of Birmingham) and working-groups identified.
- Establishing systematic data collection and trend analysis relating to staff and student ethnicity data aligned to the requirements of the Race Equality Charter. Ethnic diversity among our staff is gradually increasing each year, (now at 14.6%), but those staff who identify as from Black, Asian or other minority ethnic backgrounds remain under-represented in senior leadership roles
- Monitoring and publishing our Ethnicity Pay Gap, and we have seen a reduction over the past three years

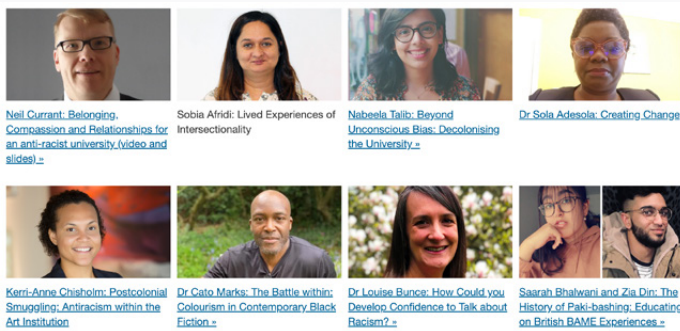
We now need to expand the reach of our initiatives, measure their impact and embed good practice, and build on the **significant shift in the awareness, appetite and motivation of individuals** and teams to **self-educate and take initiatives on anti-racism**. Our BAME Staff Network and Anti-racism Action Group have been central to support and drive this.

We have set up regular open **Race Equality Forum** sessions commencing in September 2021 to enable us to hold ourselves to account on our progress and foster dialogue with both staff and student communities.





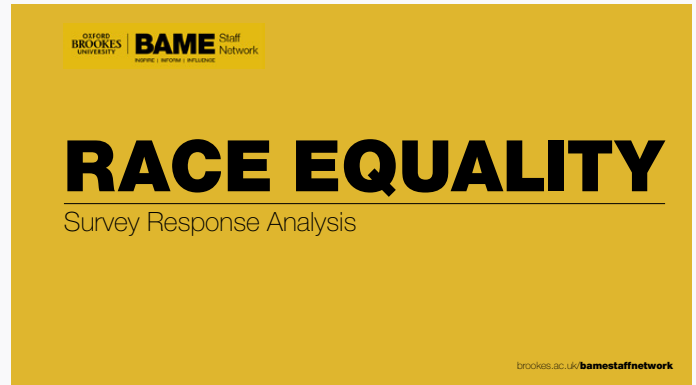
A series of Conversations on race, racism and anti-racism developed by the **Anti-Racism Action Group** ran in Semesters 1 and 2 of 2020-21.



These online sessions each featured members of the University discussing their lived experience and/or specific related expertise. The conversations and feedback generated then fed into collaboration with the BAME Staff Network and building dialogue for developing a **Race Equality Forum** with members of the Vice-Chancellor's Group.



The first **Race Equality Forum** open to all staff was then held in September 2021.



Workshops on BAME Staff Experience and Nous Group Consultancy Report

Our BAME Staff Network conducted a survey of staff identifying as from Black, Asian and other minority ethnic backgrounds, in June 2020. To deepen insights and provide nuanced recommendations for actions, we worked with external experts from the Nous Group to run consultation workshops in 2021 with three areas of focus:

- Recruitment and Selection - views and experiences
- Career Progression and Promotions
- Raising and Reporting Racism

Findings highlighted mixed experiences of support for progression, lack of transparency of pathways and lack of trust and confidence in raising and reporting incidents of racism.

While the staff recruitment process was viewed as accessible, there was concern with a lack of diversity on panels and the need to better communicate the University's commitment to race equity and inclusivity.

The report recommendations are being used to strengthen existing commitments in our Race Equality Action Plan and provide challenge and pointers for further actions to be explored during 2021-22.

This will link to new approaches in the restructured People Directorate and be supported by the appointment to a new Race Equity specialist role.

Supporting flexible and hybrid working and developing agile workspaces

The experience of working through the forced pivot to online learning and remote working has created a significant shift in expectations and understanding for managers and their teams for how we can effectively deliver our work.



Feedback from the **October 2020 Pulse Survey** showed the majority of respondents would appreciate continuing to do some remote working in the future. People reported the benefits of home working as: being more focused or productive at home; not having to commute; better work / life balance; improved wellbeing / mental health.

During the year work was set in motion for a focused **Agile Workspace Pilot project** for specific professional services teams and implementation of **hybrid working** as a model available more widely across the University in 2021-22.

These developments in organisational culture and practice build on the strong foundations of flexible working at Oxford Brookes to create an inclusive approach to working arrangements which reflect and respond to the diversity of our people's needs and circumstances in the context of the requirements of the business. Assessing the **equality impacts** of these changes and specific consultation through our **Staff Diversity Networks** will be an integral part of taking forward these developments.

Supporting Mental Health and Wellbeing

The impact of the pandemic on staff continued to feature strongly in the presentation of issues to the staff counselling service. This included the emotional impact of loss of family members and friends and COVID restrictions on normal supportive practices for grieving, issues relating to heightened caring responsibilities and increased social isolation for staff especially those living on their own and shielding due to health conditions.

Members of the Counselling team took part in the 'Conversations on race, racism and anti-racism' sessions during the year. The service is developing a new Counselling Handbook and an inclusive practice statement during 2021-22. This reflects the personal lived experiences of the team and their engagement with proactive professional development on meeting the needs of diverse clients and anti-racism awareness.



Usage of the Staff Counselling Service increased by 23% from 2019-20 to 95 service users in 2020-21. Anonymous diversity monitoring of the uptake of counselling service users across protected characteristics was included in Occupational Health reporting for the first time. This initial analysis showed no significant differences in the percentage of staff accessing the Staff Counselling Service by protected characteristic. However, themes arising from counselling relate to issues of diversity and inclusion.

The main work-related themes staff counsellors identified from colleagues accessing the service during 2020-21 were similar to those identified in the previous year:

High work pressure, heightened in some roles due to the pandemic.

Increased stress for some 'BAME' and international staff - for example a sense of being seen as 'other' or different from an unspoken 'norm', or of being overlooked in some circumstances.

Counsellors have seen a small number of people who report difficulties with their line management or a difficult workplace culture.

In 2020-21, 24.4% of total working days lost were due to mental health issues compared with 15.3% in 2018-2019 and 22.2% in 2019-2020, and 27.6% for the HE sector.

Available Services and Information: <ul style="list-style-type: none">▪ EAP Services Offered (PDF)▪ Legal Information and Guidance (PDF)▪ 2020 Wellbeing Calendar (PDF)	For Managers <ul style="list-style-type: none">▪ Support available for Managers (PDF) (please note any additional charges will need prior approval)▪ Managers Guide (PDF)▪ EAP Manager Referral Guidance Notes (PDF)	
My Healthy Advantage App (PDF) MHA ID CODE: MHA162456 My Healthy Advantage - Set Up & FAQs (PDF)	Visit the Health and Wellbeing Portal Visit the Portal here	Free 24 hour confidential helpline: 0800 028 0199 Calling the EAP Helpline - employee guide (PDF)

Support for staff was also provided through an independent **Employee Assistance Programme (EAP)** with Health Assured. The online portal received a total of 422 hits between September 2020 and August 2021. 93 calls were made to the EAP service of which 82 were counselling calls, with anxiety the most common reason, followed by low mood.

Domestic Abuse Guidance

New guidance to support managers and colleagues in awareness and response to concerns and issues of Domestic Abuse was developed within Human Resources and communicated and published on the website.



Photo by Marcus Aurelius from Pexels

It's OK to talk about.... Menopause at Work

As part of the Faculty of Health and Life Science's implementation of their action plan from their Silver Athena Swan Award a new theme is being developed to explore support needs and issues around menopause in the workplace. A dedicated sub-group is leading engagement within and beyond the faculty and an initial webinar to start the conversation was held with Jo Brewis from the Open University and Sharon Vibert of Henpicked in April 2021.

A central webpage has been developed with information and resources on Menopause and the Workplace and an online module on Menopause at Work added to the suite of EDI courses.

The Health and Life Sciences Menopause sub-group created a Menopause Talk Point for sharing news and informally connecting colleagues as part of the online Staff Connect fora. During 2021/22 the group will organise events to reach more colleagues across the University, develop awareness raising and supporting resources and communications, and look at the need for further guidance for managers to improve good practice.

Contact: Maxine Fletcher and Jill Childs

Focus on IT Services

Diversity and Inclusion in Recruitment and Employee Development

Over the past three years IT Services have been actively working on improving diversity and inclusion practices within the directorate, with a particular emphasis on recruitment and employee development. Their commitment to the **Tech Talent Charter** brings a focus on gender and diversity as part of their wider approach to inclusive practice across the team. A **Women in Technology (WIT) group** is supported within the directorate.

In 2020-21 IT Services team comprised 24% women and 13% BAME representation. This compares to 21% women and 16% from ethnic minorities in the **UK Tech Workforce (2021)**. In addition to statements in recruitment adverts to positively welcome applications from under-represented groups, IT Services also included broader messages:

‘We will encourage you to use your creativity to design and build innovative integrations. We know that sometimes people can be put off applying for a job, but we realise the ‘perfect candidate’ doesn’t exist. So, if you are excited about working for us, go ahead and apply. You could be exactly what we need.’

IT Services have ensured that all interview panels include at least one woman, and were the first area of the University to promote hybrid working on their adverts:

‘This post is available on a hybrid working from home and office working model’

In January 2021 two Lead Developer roles were filled by women. This is a first for IT Services.

This approach was continued in 2021-22 for successful recruitment of a woman to the Networks team.

They have also made proactive use of apprenticeships in their approach to workforce development with increase in gender and ethnic diversity in the participants on the two year programme for level 4-7 qualifications.

The IT Services intranet pages have been reviewed and expanded to be more accessible and inclusive and celebrate team diversity. Features include:

- A Warm Welcome to our New Starters
- ITS Collaborative Learning & Development for everyone!
- Wellbeing and Welfare
- Talent Management
- Apprenticeships in ITS

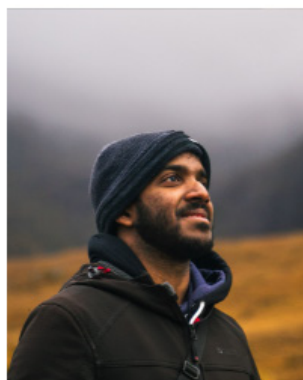
A Women in Technology (WIT) Group evolved as a result of signing up to the **Tech Talent Charter**. This group now has a chair to organise events and meetings and a dedicated webpage on the intranet to advertise upcoming events.

Contact: Tanja Dawber and Orinta Ringiene

Some of our staff on apprenticeships



Ameena Khan, Technical Analyst (Databases)
Level 7 MSc Digital Technology Solutions Specialist- Enterprise Architect
(Duration 24 months)



Eric Hettiaratchi, Application Developer
Level 7 MSc Digital and Technology Solutions Specialist - Software Engineer
(Duration 24 months)



Bel Rabia, IT & AV Support Officer
Level 6 Digital and Technology Solutions Professional - Network Engineer
(Duration 48 months)



Rohan Caroicar, Cyber Security Officer
Level 4 Cyber Security Technologist
(Duration 18 months)

Making our Technician Commitment visible and active

During the year we developed our work on the **Technician Commitment** with a Steering Group drawing on colleagues from Human Resources, OCSLD and the faculties of Technology, Design and Environment, Health and Life Sciences and Humanities and Social Sciences with representatives from technical roles.



This led to consolidation of our Action Plan to raise the profile, visibility and recognition of the contribution of our technical staff community. The Two Year Action Plan covers communication and voice in faculty decision-making, and addresses the distinct issues for career development and progression for this staff group. This includes exploration of apprenticeship routes and focus on addressing diversity and under-representation in recruitment and progression.

A further focus group was held with Technical Staff in June 2021 to engage, test and refine the plan. Our self-assessment and Action Plan was then submitted to the Science Council and published on our website in support of our status as signatory to the Technician Commitment.

A Technician Commitment Impact Award was received in November 2021.

Contact: David Evans

Mainstreaming good practice from Athena Swan for holistic EDI implementation

Strengthening local focus and intersectional lens for delivery in the faculties

At the Faculty level in Humanities and Social Sciences (HSS), a **Faculty EDI Group** was introduced. This arose out of developments from the Athena Swan Charter process and award combined with faculty members' involvement in the Race Equality Steering Group and Inclusive Curriculum Enhancement Group.

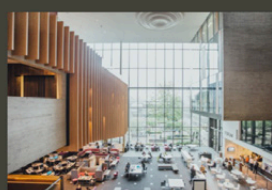
This was facilitated by the continuation of HSS Faculty EDI Leads who had supported the Athena Swan award and implementation. These roles have now been extended in scope and tenure to support broader EDI initiatives in the faculty.

The HSS EDI Group comprises representatives from Faculty Schools and Professional Services, as well as Associate Members who bring research or professional expertise. The approach seeks to enable a more integrated view of gender

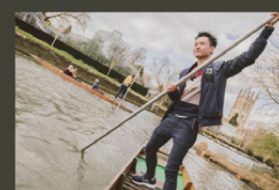
Welcome! Here colleagues in HSS can find information about the Faculty's Equality, Diversity and Inclusion initiatives, events, research and resources and Athena Swan Gender Equality work.

[Click here](#) to see a short video from the HSS EDI leads, Jane Stevens Crawshaw and Sarah Matthews talking about the Faculty approach, priorities and planned activities for EDI 2021/2.

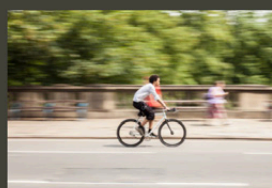
(Work on this site is always in progress - we are doing our best to keep it current and are open to suggestions or help)



EDI in HSS



EDI at Brookes



Resources, Events



Athena Swan

EQUALITY, DIVERSITY & INCLUSION IN HSS AND OBU



and diversity and intersectional considerations specific to the disciplines and context of the faculty. Focused Faculty EDI webpages and regular communications and updates are also maintained.

The Group analyses HSS staff and student data annually to identify appropriate actions. In 2020-21, the Group developed a priority around inclusive staff recruitment practices, and will be exploring opportunities to provide good practice influence at Faculty level during 2021-22.

The Group oversees the Faculty's Athena Swan implementation. In 2020-21 Athena Swan work focused on career progression and the impact of PDRs, including supporting PDR reviewers across the Faculty. Efforts were made to increase take up of PDR training, with 28 reviewers taking part during the year, and surveys showed an improvement in reviewer confidence. HSS have developed a holistic Faculty Culture and EDI Survey drawing on the new Athena Swan Culture Survey model, and will be piloting this during 2021-22.

HSS has resourced dedicated time for **Faculty EDI Coordinators** since commencing their Athena Swan work. From 2021-22 enhanced time will also be allocated for the new Chair of the EDI Group for a three year term with reporting into the Faculty Executive. This creates a good practice model for other faculties in evolving their Athena Swan work.

Contact: Jane Stevens-Crawshaw and Sarah Matthews

Inclusivity and accessibility in teaching, learning and student experience

OBU inclusive IDEAS

^ Home

INCLUSIVE LEARNING & TEACHING

DIGITAL INCLUSION

EMPLOYABILITY LEARNING

ASSESSMENT FOR LEARNING

SUSTAINABLE STUDENT SUCCESS

IDEAS: The Brookes Inclusive Curriculum Model

The Oxford Brookes Inclusive IDEAS inclusive curriculum model is a 'travelling companion' model designed to support programme teams with inclusive practice development from PDT stage through to annual review, quinquennial review and beyond. IDEAS aims to promote a whole university community approach to inclusive practice and to progress the commitments and milestones of our [Access and Participation Plan 2020-25](#).

Please see below for an introduction to the rationale and philosophy for the model and its different dimensions of Inclusive teaching, Digital inclusion, Employability learning, Assessment for learning, and Sustainable student success.

Please navigate through the features of the IDEAS model using the menu at the left of your screen.

IDEAS for an Inclusive Curriculum

A major development during 2020/21 was the evolution of the **Oxford Brookes IDEAS inclusive curriculum model**. This was initiated as part of our Access and Participation delivery and led by the Inclusive Curriculum Enhancement Group chaired by Dr Roger Dalrymple collaborating with colleagues in OCSLD.

The five focal areas of the framework are:

- **Inclusive Teaching**
- **Digital Inclusion**
- **Employability Learning**
- **Assessment for Learning**
- **Sustainable Student Success**

The model serves as a 'travelling companion' designed to support programme teams with inclusive practice development from the Programme Development Team stage through to annual review, five year review and beyond.

IDEAS aims to promote a whole university community and lifecycle approach to inclusive practice and to progress the commitments and milestones of our **Access and Participation Plan 2020-25**.

The **full framework and resources** will be launched during 2021-22.

The IDEAS model is being extensively piloted with programmes from all four faculties, with Associate College Partnerships (ACP), and Transnational Education (TNE) partnerships. The question sets for each domain of the model are being refined and updated in the light of these pilots and the resulting feedback from programme teams.

An implementation group will oversee final revisions to the model during 2021/22 with related updates to internal processes by the Academic Policy and Quality Office, to position the framework at the heart of quality enhancement activity from the autumn of 2022.

Contact: Astrid Schloerscheidt

Access and Participation Plan developments

Our **Access and Participation Plan** drives and supports a range of interconnected interventions across the University to enhance equality, diversity and inclusion.

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

Sustained outreach (Brookes Engage & Discover Brookes)

In March 2021 we launched a new national sustained access programme, 'Discover Brookes' which aims to support and encourage participants to progress onto a Brookes degree. The 18 month programme now includes subject streams focussed on Identity & Difference, and Environment & Community. Student voice is a key element of the programme, with input and engagement from subject relevant Student Ambassadors forming a hugely important part.



We also continued to deliver Brookes Engage for Oxfordshire level 3 learners. Impact data from this programme is positive, particularly in preparing students to apply to university by equipping them with essential university knowledge of the application process and reducing anxieties.

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

Brookes Engage graduate, 2020

Care Experienced Students

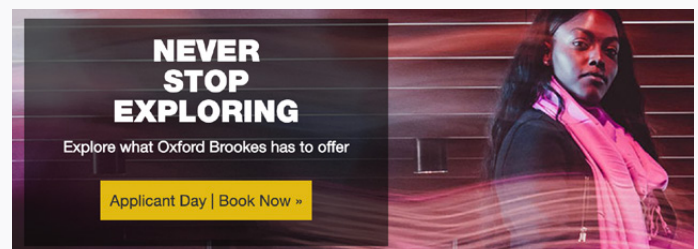
We also launched our new **Care Leavers Strategy** which will support the doubling of the number of care-experienced students who join Oxford Brookes by the end of the current Access and Participation Plan period. The strategy and targets were approved in May 2021 and delivery will be overseen by the Access and Participation Group. Targets have been communicated to the Office for Students.

Contextual offers and admissions

Our contextual offer scheme is now fully embedded within the main undergraduate application cycle. Initial evaluation of the implementation in the first year indicated that the scheme was received positively by applicants, with the potential to impact on the likelihood of an applicant choosing Oxford Brookes as their firm choice. There is some evidence that the scheme is making a positive contribution to attracting more students from our under-represented target groups. During 2021/22 we will gather more qualitative feedback. Students eligible for a contextual offer will receive a survey and be invited to an interview, which will shed light on the impact of the scheme for these students.

An inclusive brand

During 2020-21 we continued to develop a proposition for prospective students focussed on supportive challenge, belonging, and financial support. This complements a global brand campaign pilot which begins to reposition 'our Oxford' as challenging some of the 'white middle-class' tropes. This approach to content creation is becoming further embedded within our recruitment marketing.



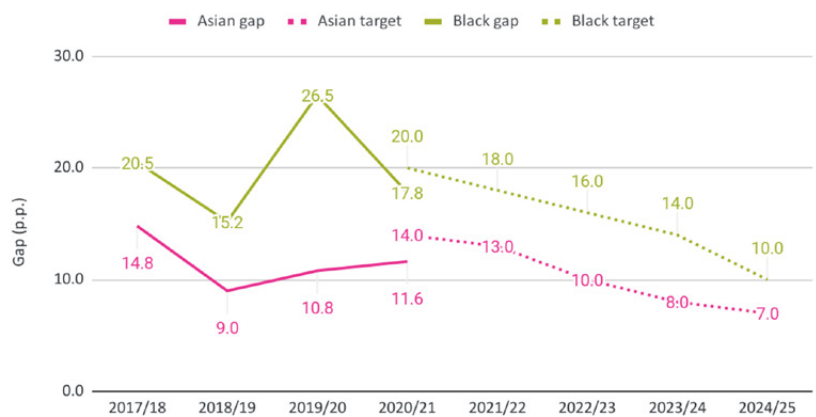
The Content, Brand and Campaigns teams, working with Faculty teams are continuing to develop and produce a suite of content that focuses on inclusivity and authentic representation of our students, for use across the Enquiry-to-Enrolment journey.

For 2020-21, Black, Asian and other minority ethnic students were 19.2% (19.0% for 2019-20) of those UK domiciled students for whom ethnicity was known, with 18.8% (18.6% for 2019-20) at undergraduate level, 20.9% (21.2% for 2019-20) at postgraduate taught level and 15.8% (14.5% for 2019-20) in postgraduate research programmes.

[Source: HESA student record, UK domiciled new and continuing students at Oxford Brookes University].

Our focus on reducing **degree outcome gaps** between Black and Asian and White students shows fluctuations over the past three years. Following a positive reduction in 2018-19, we saw a concerning widening in 2019-20 in the midst of the pandemic. Our data for 2020-21 now show an improving trajectory, with a narrowing of the awarding gap between Black and White students and stabilising of the awarding gap between Asian and White students, in line with current targets in our Access and Participation Plan.

Gaps in good degree outcomes relative to white students, actuals vs APP (2020/21) target/milestones



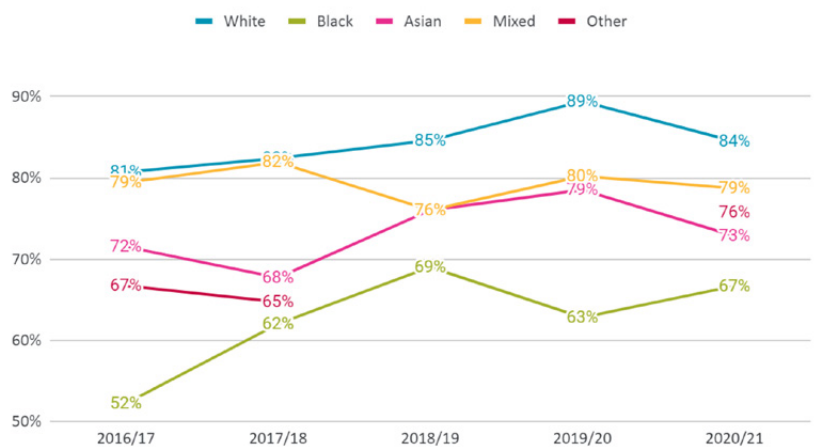
Exploring the experiences of Black, Asian and minority ethnic students

All work in this area is underpinned by a robust evaluation and engagement strategy. In particular during 2020-21 we undertook a series of interviews and focus groups with students from specific undergraduate programmes who identified as from Black, Asian and minority ethnic backgrounds on their experiences of the University.

The results of the study confirmed many of the assumptions underlying our existing action plan and resulted in a number of recommendations in the areas of transition into HE, teaching and learning, institutional culture and enhancement of equality and inclusion.

Central themes that emerged were the need to increase a sense of belonging, development of inclusive practice in teaching and learning (including decolonisation of the curriculum), review and improvement of academic advising,

Proportion of Brookes qualifiers achieving a 1st or 2.1 by ethnicity



increasing the diversity of both the staff and student body and improvement of EDI competence, and particularly racial literacy amongst students and staff.

Many of the recommendations are reflected in actions that are part of our **Access and Participation Plan** and supported by initiatives and programmes of activity within our **Race Equality Action Plan**. This work generated powerful insights to support, reinforce and challenge long term changes in institutional culture.

Contributing to sector knowledge and good practice and influencing change

During the year a team of Brookes colleagues worked with Advance HE to contribute to the **Student Success longitudinal project focusing on employability**. The research team included Dr Roger Dalrymple, Associate Dean: Student Outcomes; Dr Andrea Macrae, Principal Lecturer, Stylistics and Student Experience; Dr Maia Pal, Senior Lecturer in International Relations; and Dr Shirley Shipman, Principal Lecturer (Student Experience) and Programme Lead (Law). The outputs include a literature review focusing on peer-reviewed journal articles on employability within higher education which present and/or discuss evidence of 'what works'. Webinars discussing the findings are also hosted on the Advance HE website.

Within OCSLD, Educational Researcher Kat Kwok led the completion of a project on 'Access to Attainment: What are the responsibilities of universities towards their diverse student communities?' in collaboration with Dr Sian Alsop from Coventry University. The resulting report and novel methodology is now being used internally and shared in the HE sector to inform insights relating to reducing degree outcome awarding gaps.

Brookes colleagues from OCSLD and Humanities are also involved in a collaborative project led by Teesside University with seven partner universities and funded by the Quality Assurance Agency which explores how assessment practices during the Covid-19 pandemic have helped address awarding gaps relating to ethnicity and other factors.

The **Centre for Diversity Policy Research and Practice** continued to expand its portfolio of leading edge projects and partnerships of value to the sector and wider economy while also supporting internal knowledge and practice development. The **GEARING-Roles** Horizon 2020 project delivered particular benefits to our Athena Swan and gender equality work during the year. Drawing on innovative culture assessment tools developed through the project, the team developed a Gender Equality Plan in collaboration with members of the Athena Swan Steering Group. This plan is now being used as the foundational work to inform our self-assessment for submission for renewal of our Institutional Athena Swan award during 2021/22.

As part of the GEARING-Roles project, OCSLD colleagues led on the development of a handbook featuring 54 international peer-reviewed case studies for mainstreaming gender equity in the curriculum across diverse institutional settings. These case studies outline activities relating to gender-sensitive content, gender-sensitive pedagogy, gender-sensitive structures, as well as the ecosystems that higher education institutions need to put into place for a gender-sensitive curriculum. The international publication, **Handbook for Creating a Gender-Sensitive Curriculum: Teaching and Learning Strategies Activities**, will be available in both ebook and hard copy in 2022.



Staff Diversity Networks and History Month Events

Throughout the year our **Staff Diversity Networks** continued to play a central role in catalysing and delivering initiatives as well as supporting their members and allies through workshops, events and regular communications.

Our Networks are self-organised and volunteer-led with support from staff working on EDI, and are represented on our central EDI Advisory Group, along with other steering groups for specific charters and frameworks. Each network sustained and developed their web presence to host resources along with use of dedicated social media channels.

Each network had leadership for the University events and activities included in our programmes for Diversity/History Months. In line with restrictions in place, these events were delivered online. While this limited some of the social benefits for connection and exchange, virtual events also allowed us to engage more colleagues and friends from the wider community.

Examples of Staff Diversity Network support activities

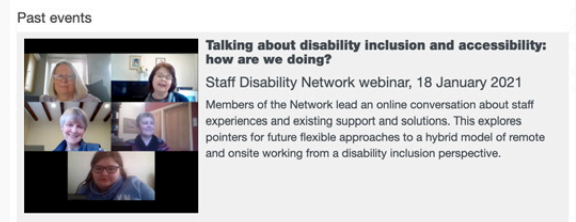
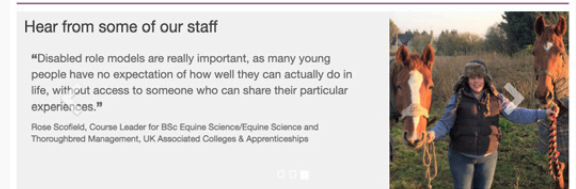
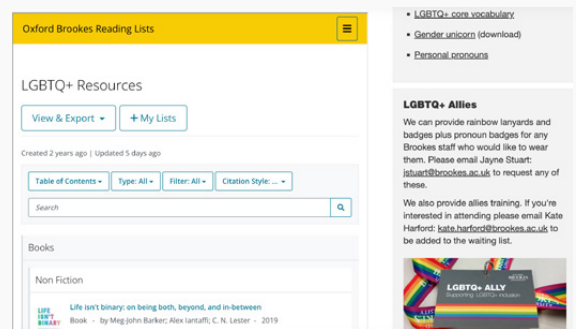
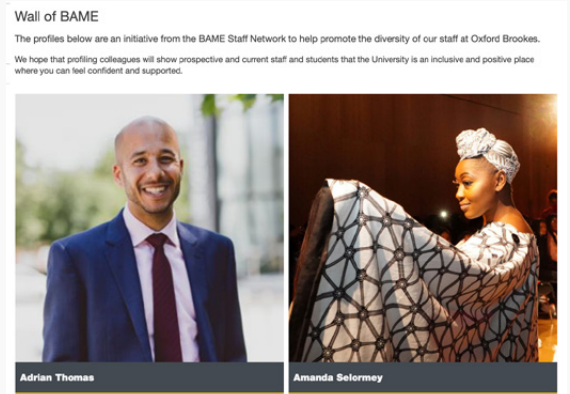
Black History Month October 2020

Our BAME Staff Network designed an impactful online programme which included artistic and cultural events from Kuumba Nia Arts and Unlock the Chains Collective, AfroFusion Dance and a Black History Month Quiz. Louisa Joseph the founder of BAME to Boardroom gave a talk themed 'Be Visible, Be Confident', and colleagues from across the University shared their research and projects through a Lunchtime Showcase. A discussion event on race equality 'Beyond Black History Month' was held with senior leaders and the BAME Staff Network.

Race Equality Week February 2021

Organised by our BAME Staff Network, the University participated in the new national initiative of Race Equality Week led by Race Equality Matters. Two high profile online events were hosted in the week.

Our **Be Ambitious and Model Excellence (BAME) Panel** sought to redefine "BAME" by celebrating renowned black figures who dare to [B]e [A]mbitious and [M]odel [E]xcellence highlighting their goals and achievements. We were joined by the CEO and founder of the iconic MOBO platform Kanya King and Euton Daley MBE, former CEO of Pegasus Theatre, Oxford.



An Evening with Dr Leroy Logan MBE who overcame a hostile and racist environment, to become one of the UK's most outstanding police officers.

Disability History Month December 2020

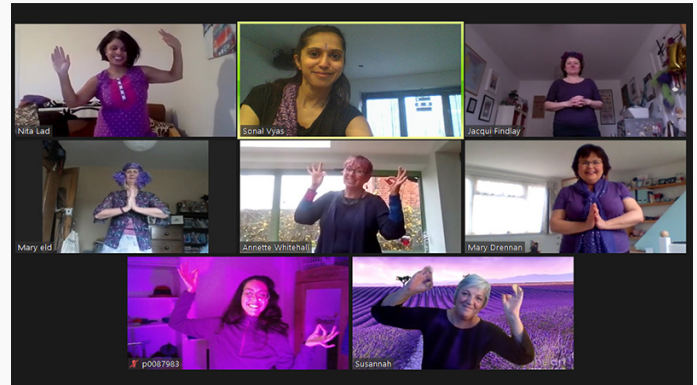
We showed our support and solidarity with **#Purple Light Up** and **International Day of People with Disabilities** again in December 2020. Staff from Human Resources, Learning Resources, Brookes Sport and the Bollywood Dance Group shared their support via social media and videos.

The **Staff Disability Network** then organised webinars for January and June 2021 to discuss the challenges and benefits of changes to working practices during the pandemic, and lessons for disability inclusion for new hybrid working models. Members of the network shared their experiences of finding solutions and overcoming barriers to sharing information on disability and long term health conditions.

LGBTQ+ History Month February 2021

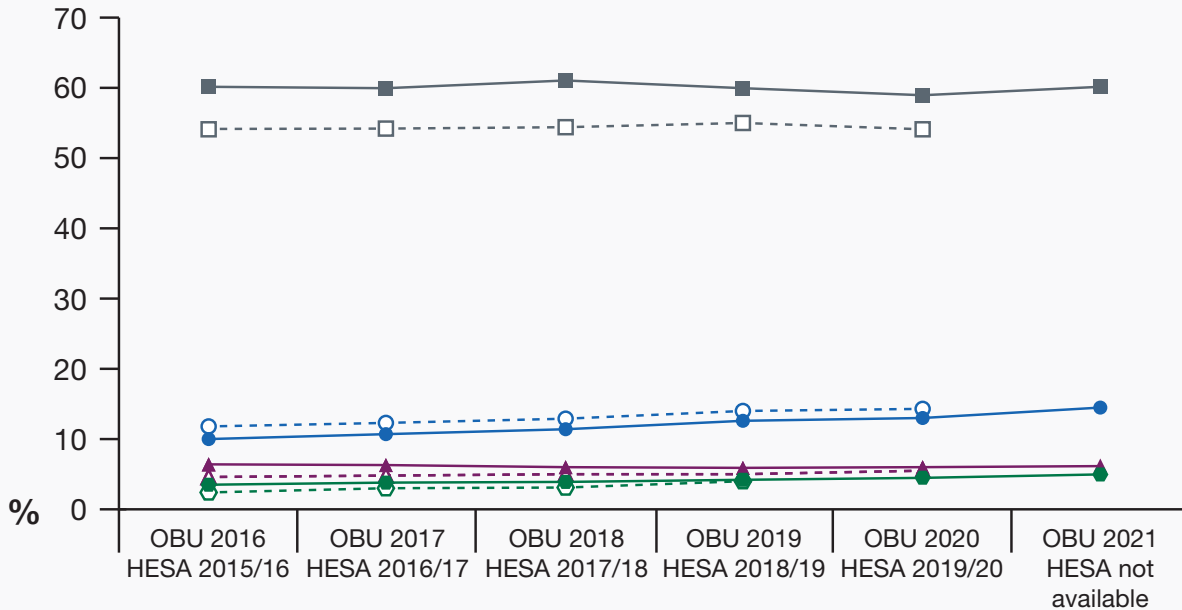
The LGBTQ+ Staff Forum developed and led a varied programme of online events during February 2021. We were delighted to bring Liv Little, the co-founder of gal-dem into our virtual community for **'A Little More Conversation: takeovers and untold stories in the media industry.'** Liv was in dialogue with Celine Bagtas, lead for the Student LGBTQ+ Society and Kate Harford, University Chaplain and Pastoral Care Lead.

The month also included a lively Lunchtime Research Showcase hosted by Dr Yue Ang which brought together a range of academic researchers and professional services colleagues engaged in research on themes relating to LGBTQ+ identities and equality. Other activities organised included: screenings of documentaries 'No Box for Me: an Intersex Story' and 'A Secret Love', and an online version of our popular LGBTQ+ themed fundraising quiz in support of Amnesty Oxford City Group.



Our staff diversity profile and pay gaps - 2020-21

Salaried staff diversity profile Jul-16 to Jul-21: comparison between profiles at Oxford Brookes and sector data from HESA



Key

- Female (Oxford Brookes)
- BAME (Oxford Brookes)
- ▲— Disabled (Oxford Brookes)
- ◆— LGB (Oxford Brookes)
- □ - Female (Sector)
- ○ - BAME (Sector)
- △ - Disabled (Sector)
- ◇ - LGB (Sector)

Gender

Overall the University continues to employ more women¹ (60.2% in 2021 and 59% in 2020) than men (39.6% in 2021 and 41% in 2020) which is higher than the sector average of 54% (HESA 2020). Staff identifying as Other Gender were 0.1%.

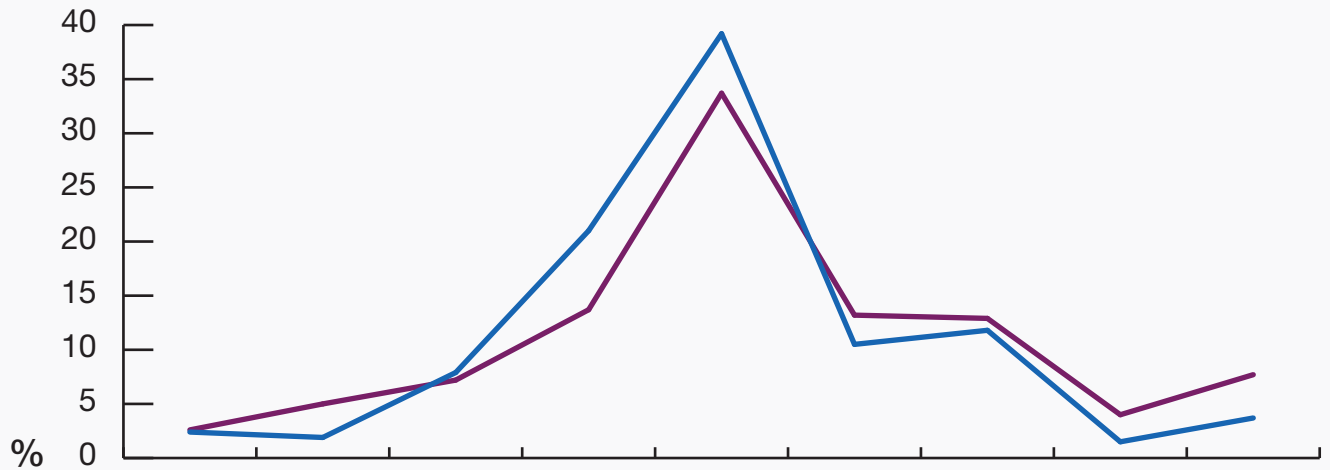
The University has a significantly higher proportion of women in academic roles (54.7% in 2021 and 2020) than the sector average of 47%. This is positively reflected in the professoriate where women make up 48%, compared to 28% in the sector. Women held 64.6% (63% in 2020) of all professional services roles and 48% of all senior staff roles.

Overall 29.1% (30% in 2020) of salaried staff worked part-time, and women made up 75% (74% in 2020) of this group. The lower proportion of women working part-time in senior roles may be influenced by the perception of feasibility of part-time working at senior levels. Among hourly paid contracts the proportion of women ranged from 54% to 72% across the different contract types.

¹ This report uses the terminology of **women and men** in relation to data analysis, recognising that historic data has been drawn from data sets disaggregated on the basis of sex. We enable self-identification of gender and the option to identify beyond the binary categories of sex (expressed as 'Female', 'Male', 'Other') within our HR Staff Portal for self-reporting diversity data.

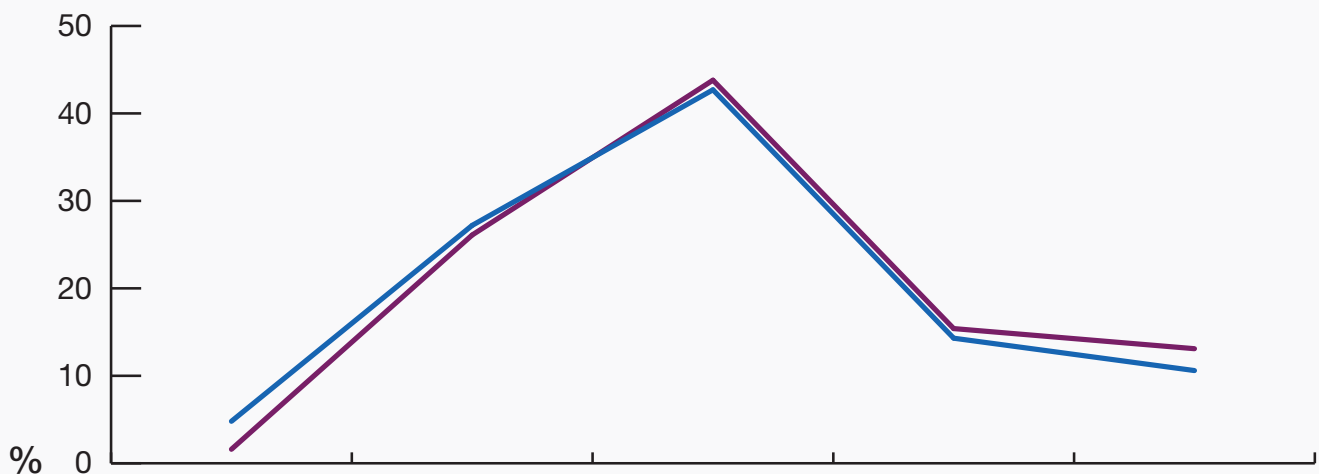
Our Gender Pay Gap data for 2021 data shows fluctuations in our progress. While the overall mean gender pay gap was unchanged from 2020, the median widened slightly. This was due to an increase in both mean and median gender pay gaps for salaried staff, against the downward trend since 2017. In 2021 the mean gender pay gap was 10.9% and median 6.0%.

Grade profile by gender and occupational group - professional staff



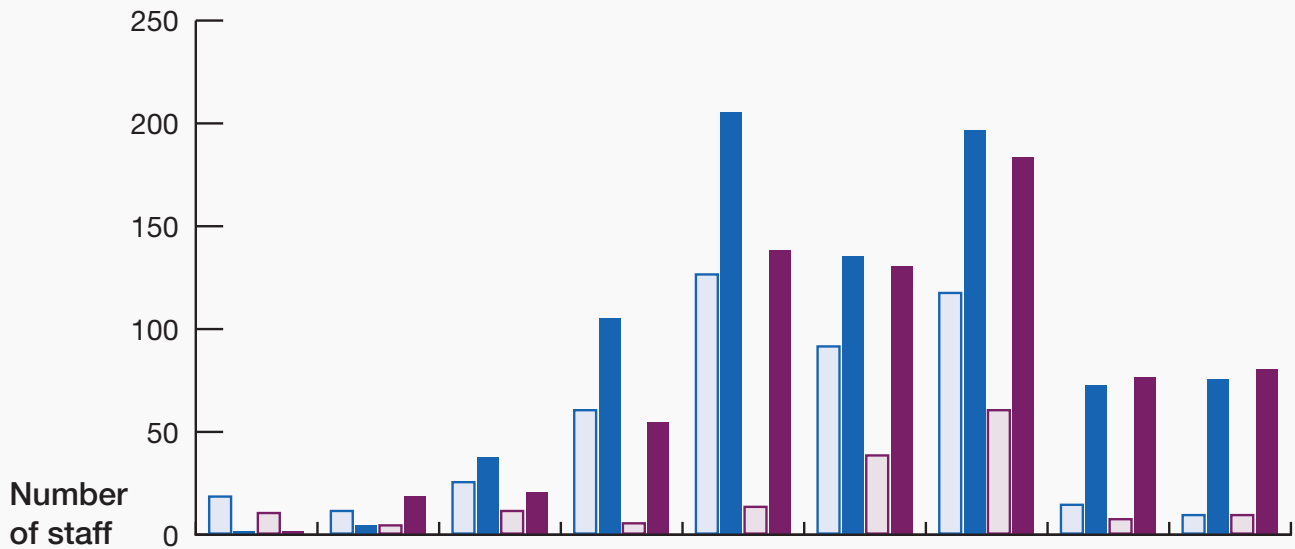
HESA Level OBU Grade	P 2	O 3/4	N 5	M 6	L 7/8	K 9	J 10/11	I 12	Senior
— Women	2.4%	1.9%	7.9%	21.0%	39.2%	10.5%	11.8%	1.5%	3.7%
— Men	2.6%	5.0%	7.2%	13.7%	33.7%	13.2%	12.9%	4%	7.7%

Grade profile by gender and occupational group - academic staff



HESA Level OBU Grade	L 7/8	K 9	J 10/11	I 12	Senior
— Women	4.8%	27.7%	42.7%	14.3%	10.6%
— Men	1.6%	26.1%	43.8%	15.4%	13.1%

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

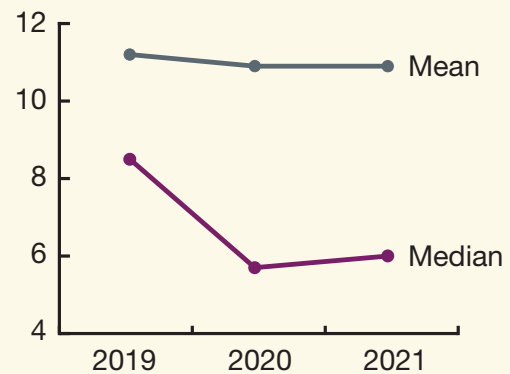


HESA Level OBU Grade	P 2	O 3/4	N 5	M 6	L 7/8	K 9	J 10/11	I 12	Senior	All staff
Women Part time	18	11	25	60	126	91	117	14	9	471
Men Part time	1	4	37	105	205	135	196	72	75	829
Women Full time	10	4	11	5	13	38	60	7	9	157
Men Full time	1	8	20	54	138	130	183	76	80	698

The **mean** average gross hourly gender pay gap is **10.9%** (10.9% in 2020 and 11.2% in 2019)

The **median** average gross hourly gender pay gap is **6.0%** (5.7% in 2020 and 8.5% in 2019)

Gender pay gap - gross pay



Our upcoming **Equal Pay Audit in 2022** will enable closer examination of any contributing factors within specific grades or other aspects of the pay system.

Ethnicity

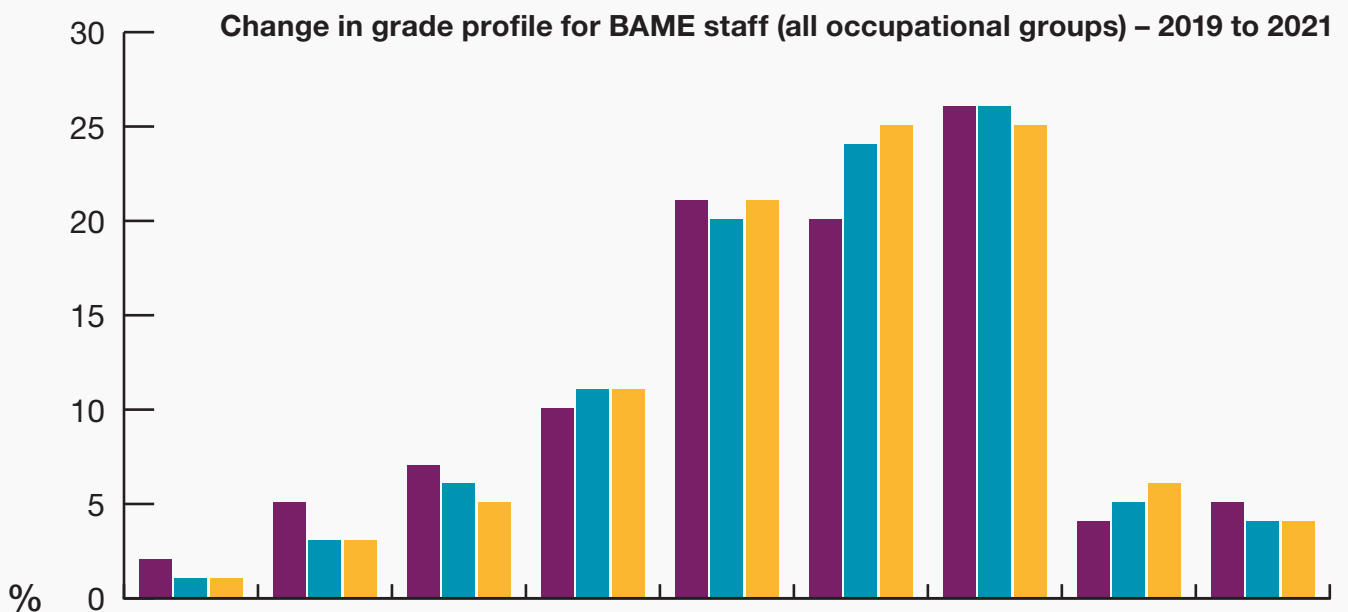
The ethnic diversity of the workforce has increased from 11.4% identifying as BAME² in 2018 to 14.6% in 2021. This is in line with the working population and in line with the sector average of 14.3% (2020). BAME representation is higher among academic staff at 17% (14.9% in 2020), than among professional services at 12.6% (11.9% in 2020). BAME representation within staff on hourly paid contracts ranged from 14% to 27% across the different contract types.

The senior management community comprises 175 staff of which 7.4% of staff identify as BAME (7% in 2020). In the professoriate BAME staff hold 4.2% of roles, unchanged from 2020, which is below the sector average of 10%.

There is still wide variation across our faculties. So for example 24% of staff in our Business School are from BAME groups compared to only 8.3% in the Faculty of Humanities and Social Sciences, with 13.2% in Health and Life Sciences and 20.8% in Technology Design and Environment.

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

Improvements to academic promotions guidance and the approach to feedback have been put in place for 2021/22 and further analysis of trends in promotions data will be undertaken by the Centre for Diversity Policy Research and Practice.

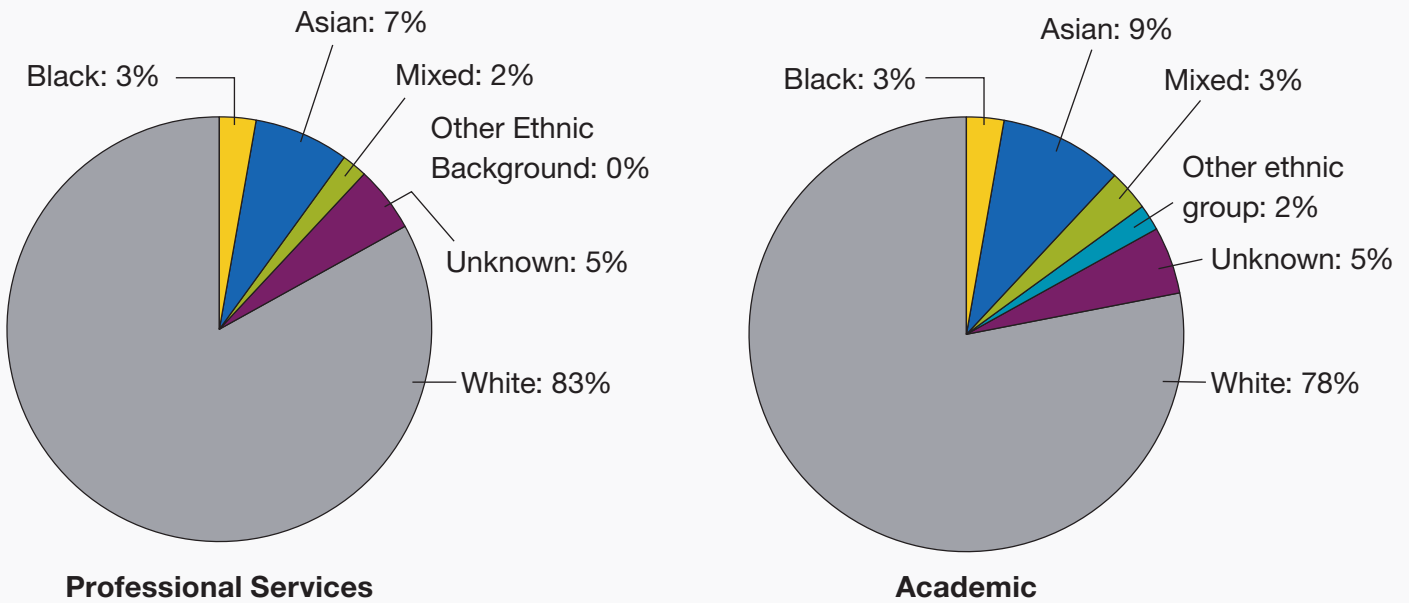


HESA Level OBU Grade	P 2	O 3/4	N 5	M 6	L 7/8	K 9	J 10/11	I 12	Senior
2019	2%	5%	7%	10%	21%	20%	26%	4%	5%
2020	1%	3%	6%	11%	20%	24%	26%	5%	4%
2021	1%	3%	5%	11%	21%	25%	25%	6%	4%

² This report uses the term '**BAME**' as an umbrella category for staff identifying as from Black, Asian or other minority ethnic backgrounds. This aligns with HESA classifications and national data sets. We acknowledge the inadequacy of these terms in relation to the self-definitions of people from racially minoritised backgrounds, and the limitations of analysis at the level of the 'BAME' umbrella group.

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

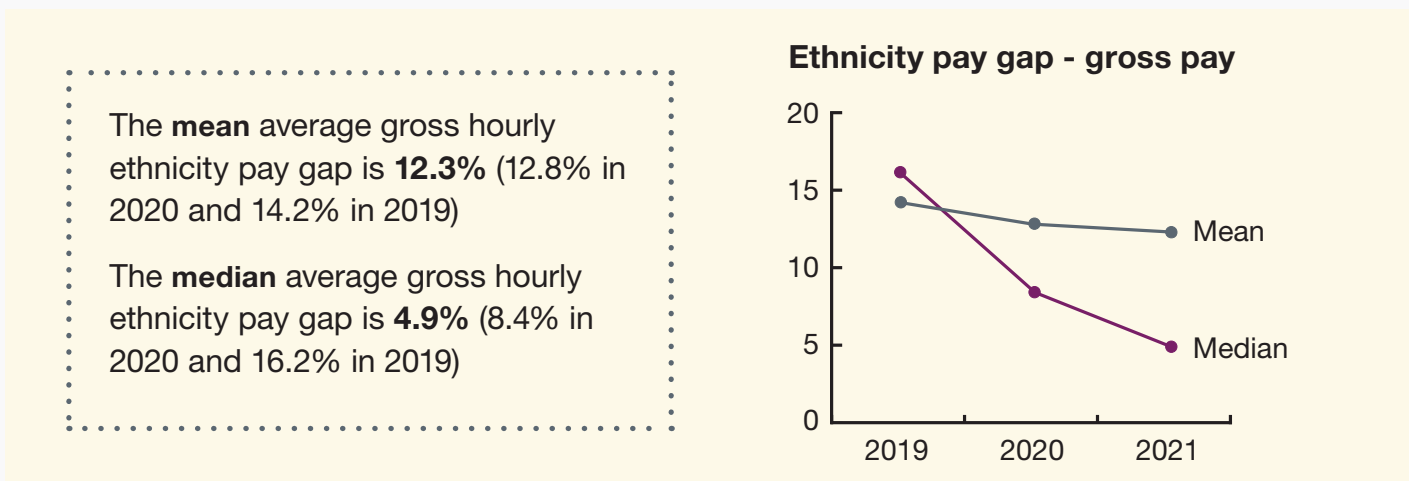
Ethnicity breakdown by Academic and Professional Services staff groups



Ethnicity Profile 2021 - (5 category)

	Academic	Professional	All staff
Black	28	34	62
Asian	85	83	168
Mixed	30	30	60
Other ethnic group	19	5	24
White	741	996	1737
Prefer not say/unknown	48	59	107

Analysis of our Ethnicity Pay Gap shows a downward trend, moving from 14.1% mean and 12.5% median in 2018 to 12.3% mean and 4.9% median in 2021.



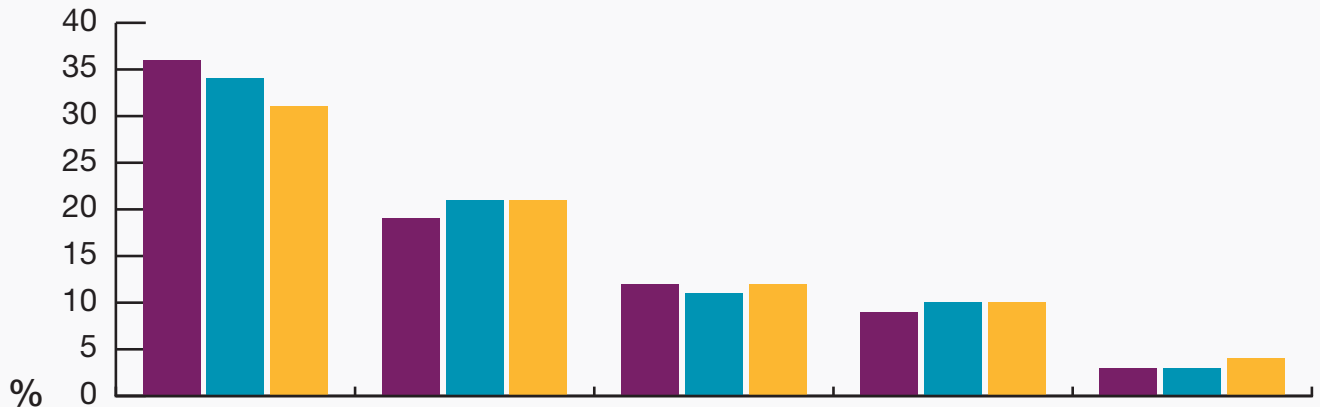
Disability

The proportion of salaried staff who have shared information about disability was 6.2% (5.83% in 2020) compared to 5.5% for the sector. The proportion of the hourly paid workforce identifying as disabled ranged between 6% and 9%.

Overall, specific learning difficulty/difference continued to be the most common type of reported disability, representing 31% of the total, followed by long standing illness or health condition.

The Disability Pay Gap data shows a continuing downward trend moving to 6.6% mean and 2.9% median from 10.4% mean and 8.4% median in the previous year.

Disability profile by type July 19 to July 21 – all salaried staff

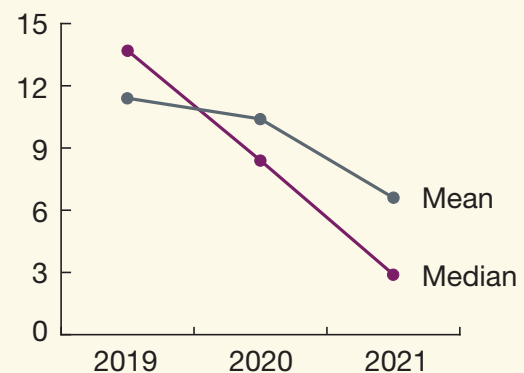


	Specific Learning Difficulty	Long-standing illness or health condition	Mental Health Condition	Physical impairment or mobility issues	Deaf or serious hearing impairment
2019	36%	19%	12%	9%	3%
2020	34%	21%	11%	10%	3%
2021	31%	21%	12%	10%	4%

The **mean** average gross hourly disability pay gap is **6.6%** (10.4% in 2020 and 11.4% in 2019)

The **median** average gross hourly disability pay gap is **2.9%** (8.4% in 2020 and 13.7% in 2019)

Disability pay gap - gross pay



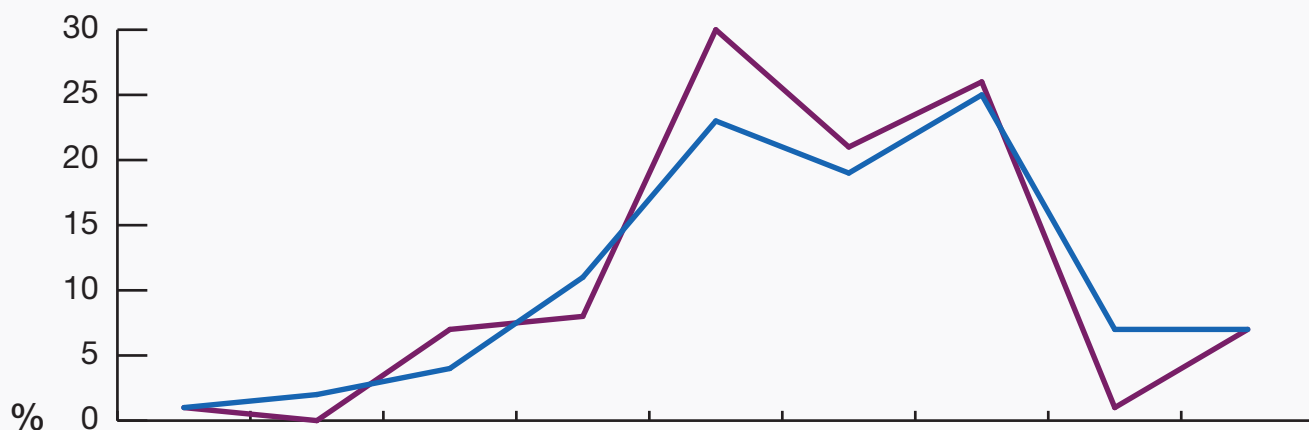
Sexual Orientation

Amongst salaried staff, 5.0% (4.6% in 2020) have shared that they are LGB+, an increase year on year from 2016. This is slightly above the sector figure of 4% in 2020. The proportion of staff for whom sexual orientation is unknown is 21.1% (20.6% in 2020). This compares to 44.4% unknown for those institutions returning sexual orientation to HESA. Among hourly paid contracts those identifying as LGB+ ranged from 4% to 9% across the different contract types.

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

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

Grade profile by sexual orientation - Jul-21



HESA Level OBU Grade	P 2	O 3/4	N 5	M 6	L 7/8	K 9	J 10/11	I 12	Senior
Heterosexual	1%	2%	4%	11%	23%	19%	25%	7%	7%
LGB	1%	0%	7%	8%	30%	21%	26%	1%	7%

Profile of staff identifying as LGB+ - Jul-18 to Jul-21

	Jul-18	Jul-19	Jul-20	Jul-21
% of staff identifying as LGB+	3.9%	4.2%	4.6%	5.0%
Of which:				
Bisexual	37%	30%	27%	31%
Gay man	30%	31%	31%	28%
Gay woman	24%	29%	29%	29%
Other	9%	11%	12%	12%

Further information

Comments or queries about this report are welcomed.

Contact:

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