OXFORD BROOKES UNIVERSITY

EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2021-2022
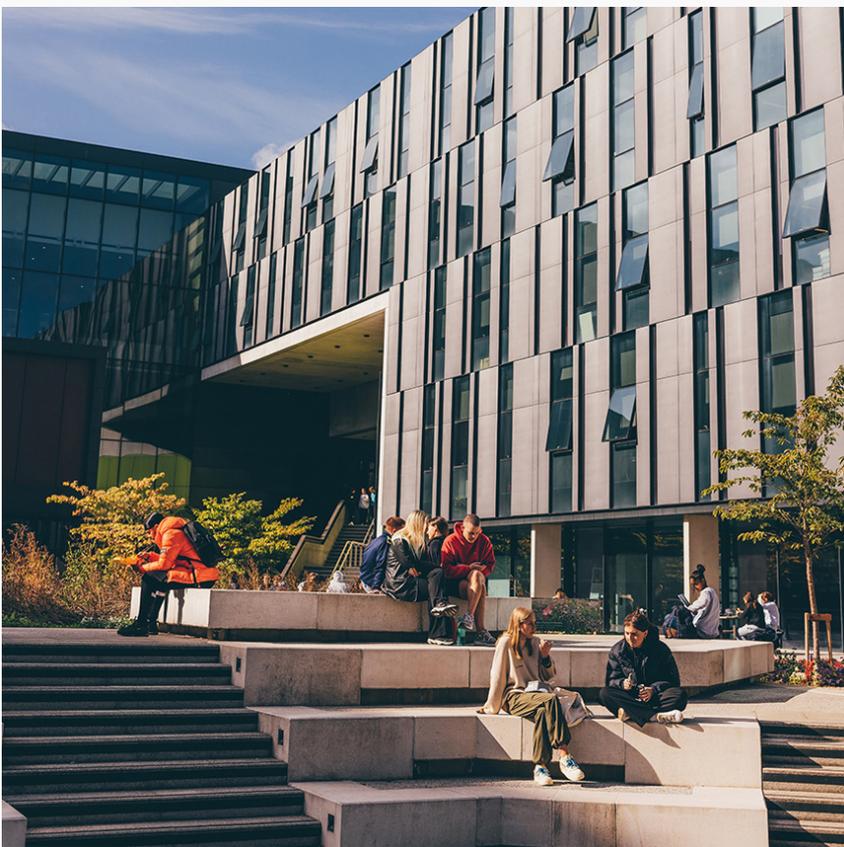
Introduction from the Vice-Chancellor

I am delighted to share this report, which provides information about our key areas of activity to support and advance equality, diversity and inclusion (EDI) during the academic year 2021-22, as well as data on the diversity of our student and staff body.

There has been plenty of good work for us to celebrate. Our existing commitments to equality charters and frameworks were maintained and progressed during the year. The University was successful in renewing our Athena Swan institutional Bronze award, which recognises our commitment to gender equality, and our Disability Confident Employer accreditation. Our efforts to make curriculum design and delivery more inclusive were supported by the further development and embedding of the IDEAS framework and by improvements to digital accessibility.

We can be proud of the valuable and sustained contributions of many groups and individuals across the University to building a culture of belonging and inclusion, examples of which are illustrated in the report. Our staff diversity networks play a key role in supporting these efforts through organising headline events, the year-round engagement of their members and their input to initiatives to benefit the wider community.

We recognise, though, that there is still much more for us to do and that we need to consolidate, connect and better integrate our priority areas of focus to achieve greater impact.

A review of the governance and resourcing of EDI work led to my senior team agreeing to invest in an expanded Brookes EDI Team. New roles of Director and Deputy Director of Equality, Diversity and Inclusion and a specialist EDI Data Analyst were created and the team came into effect in 2022-23.

The EDI Team will lead the development and implementation of a new EDI Strategy and will support stakeholders across the University to further embed our guiding principle of inclusivity and accelerate progress across all areas of EDI. I look forward to sharing many more positive examples of our work next year.

Professor Alistair Fitt
Vice-Chancellor
March 2023

1. Context

Transition to post-pandemic ways of working

2021-22 was characterised by a gradual resumption of onsite activities and transition to a 'new normal' by the end of the year. For both students and staff we sought to maintain and build on the positive developments arising from the experience of online learning delivery and remote working.

Hybrid working became further established for both academic and professional services staff across our services and functions, while access to quality and flexible teaching and learning spaces on campus was enhanced. An initial Equality Impact Assessment for the piloting of Agile Workspaces in some areas was undertaken in November 2021 to inform the future review and further development of hybrid models of working at the University.

The wider social and evolving policy context within and beyond higher education reinforced the need and opportunity for increased focus on mental health and wellbeing, tackling inappropriate behaviours and misconduct, and addressing persisting structural disparities for access and progression, which informed our approach across developments in service delivery and changes to culture and practice.

Governance

The **Equality, Diversity and Inclusion Advisory Group** (EDIAG), chaired by the Vice-Chancellor, provides central oversight and coordination of the University's commitments and responsibilities in relation to equality, diversity and inclusion (EDI). The EDIAG includes 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.

Other supporting committees feeding into the EDIAG include:

- The Athena Swan Steering Group

- The Race Equality Steering Group and Race Equality Charter Self-Assessment Team

- The Disability Confident Steering Group

- The Stonewall Workplace Equality Index Steering Group

The PVC for Access and Participation, Professor Astrid Schloerscheidt, leads the **Access and Participation Group** (APG), which reports directly to the Vice-Chancellor's Group. The APG is represented on the EDIAG to ensure cohesion and linkage of work supporting student and staff diversity and inclusion. The **Inclusive Curriculum Enhancement Group** reports to the APG and supports achievement of our Access and Participation Plan (APP) objectives and targets.

The **Multifaith Advisory Board**, chaired by the Deputy Director of Academic and Student Administration and supported by the University Chaplain, provides 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, the People Directorate and student facing services and societies and reports to the EDIAG.

An internal audit report in June 2022 recommended a review of the University's EDI governance arrangements to understand where there is overlap in activities and to determine how the governance structure can be best revised to support the University's equality objectives. The review will be conducted in 2023.

Resourcing

A restructure of the People Directorate commenced in June 2021 and continued throughout 2021-22, aimed at bringing a more strategic focus and organisational development approach to its work. Throughout implementation, inclusivity has been embedded into planning and ways of working.

A report was commissioned for the Vice-Chancellor's Group looking into the governance arrangements and resourcing of equality, diversity and inclusion work. The report's author was asked to include recommendations on how to speed up delivery and join up initiatives for greater impact. The recommendations led to the investment of

resources to create a new EDI team, joining the existing EDI Advisor. A Race Equality Charter Consultant started in January 2022; new roles of EDI Director, EDI Deputy Director and EDI Data Analyst were created and recruitment for these was launched, with new post holders starting in 2022-23. The team will provide greater capacity to support and implement EDI initiatives across the University, along with the further review of governance and development of our strategic approach.

Engaging with our community

The University has three **Staff Diversity Networks**, the BAME Staff Network, the Staff Disability Network and the LGBTQ+ Staff Forum, which connect and support staff based on shared identity or experience. The University benefits tremendously from the time of network members, who support the personal and professional development of their peers, organise events and activities, act as a sounding board for policy development and review, and provide a consultative forum for the University to gather views and feedback.

In October 2021, the University engaged external consultants to conduct an institution-wide culture survey. The results of the survey were intended to inform future work on People & Culture, one of the four pillars of the University Strategy 2035. Over 1,100 staff completed the survey. A number of interviews and group feedback discussions were held alongside the survey to inform future development of a People & Culture Strategy[1].

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1   Further information about the consultation process and survey outcomes can be found at: **www.brookes.ac.uk/staff/people/people-and-culture-strategy/**

Equal Pay and Pay Gap Reporting

The University conducted its triennial **equal pay audit** in 2022[2]. The 2022 audit found no evidence of any unexplained pay gaps, suggesting that the requirement of equal pay for work of equal value is being achieved. However, it made recommendations for actions to ensure that areas that are potentially problematic are well-managed and do not give rise to future inequalities. Information on previous salary was removed from job applications on the online system in March 2022. Further actions from the Equal Pay Audit will be implemented in 2022-23.

The University also publishes data on its **pay gaps** annually[3]. In addition to mandatory reporting on gender, we voluntarily publish data on our ethnicity, disability and sexual orientation pay gaps.

In 2021-22:

- The mean gender pay gap for all staff reduced from 10.9% to 10.5% and the median gap reduced from 6.0% to 4.5%. This compares to a sector benchmark of 15.4% (mean) and 12.2% (median).

- The mean gender pay gap for salaried staff reduced from 10.5% to 9.2% and the median gap increased from 10.3% to 13.2%.

- The mean ethnicity pay gap was unchanged at 12.3% and the median gap reduced from 4.9% to 3.0%. This compares to a sector benchmark of 5.6% (mean) and 3.0% (median).

- The mean disability pay gap increased from 6.6% to 8.3% and the median gap reduced from 2.9% to 0.1%.

- Sexual orientation pay gaps were calculated for the first time. The mean sexual orientation pay gap was 10.9% and the median was 2.9%.

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2   The full report is available at: **www.brookes.ac.uk/staff/working-at-brookes/equality-diversity-and-inclusion/reports/annual-reports**

3   Reports are available at: **www.brookes.ac.uk/staff/working-at-brookes/equality-diversity-and-inclusion/reports/gender-pay-gap**

There has been a general reduction in almost all pay gaps since reporting commenced in 2017, with some annual variations. This is primarily due to above average sector increases for lowest paid staff and work within the University to improve pay for staff on the lowest grades. The University introduced the Oxford Living Wage in April 2022 which is likely to continue this trend.

Our pay gaps are caused by differences in representation across different grades and occupational groups. Women[4] continue to be over-represented in the casual grades and at grades 6, 7 and 8, where a large percentage of our workforce is employed. Among BAME[5], disabled and LGB+ staff, there is a decrease in representation from the lower to upper pay quartiles. There are also intersections between different groups: there are large gaps of 21.5% (mean) and 21.7% (median) between BAME women and White men.

Actions to minimise the pay gaps are focused on inclusive recruitment and equitable career progression, with a particular emphasis on addressing the under-representation of BAME women in senior grades.

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4   This report uses the terminology of 'women' and 'men' in our narrative descriptions and analysis of gender differentials. 2021-22 data in the report is drawn from our People XD data sets disaggregated on the basis of binary sex. This is in line with **Advance HE Guidance on the Collection of Diversity Monitoring Data (2022)**.

5   This report uses the term 'BAME' as an umbrella category for staff identifying as from Black, Asian or other minority ethnic backgrounds as distinct from White backgrounds and the sub-categories within the White group. This aligns with HESA classifications and terminology to enable comparisons with national data sets where applicable. We acknowledge the inadequacy and contested nature of these terms in relation to the self-definitions of people from racially minoritised backgrounds, and the limitations of the usefulness of analysis at the level of the 'BAME' umbrella group.

2. Progress against objectives and commitments

The **Oxford Brookes University Strategy 2035** was launched in 2020 to set out the University's focus and priorities for the next 15 years. It introduced a new Guiding Principle of Inclusivity and reasserted the University's commitment to taking positive steps to create an environment in which we celebrate, value and provide equal opportunity for all.

The **EDI Strategy 2018-22** sets out the University's commitments and ambitions for equality, diversity and inclusion. A new EDI Strategy will be developed in 2023.

The University's **Access and Participation Plan 2020-2025** set out our strategic aims to address gaps in the access, success and progression of students from our local and regional communities, and to ensure that our student body is representative of the communities that we serve.

The University uses engagement with equality charters as a framework to guide its work and plan appropriate actions. Further specific objectives are identified in our **Athena Swan Action Plan** and **Race Equality Strategy and Action Plan**.

Enhancing capacity on race equality

During 2021-22 our race equality work was given added impetus through the appointment of a Race Equity and Equality Charter Consultant from January 2022. This role supports stakeholders to progress existing actions in the University's Race Equality Action Plan, and identify issues and new priorities to refresh our Race Equality Strategy, drawing on internal feedback and sector developments.

Following a wide call for expressions of interest in 2020-21, a cross-institution Self-Assessment Team to contribute to work towards the Advance HE Race Equality Charter was initiated. In 2021-22 these stakeholders engaged in development workshops with external sector experts to build shared understanding of current issues and good practice. Along with members of the People Directorate, these colleagues also participated in trialling of learning and development on race equity and anti-racism from leading external providers to inform our future offer to staff and students. Supported by consultant feedback and a toolkit for 'Building an Anti-Racist Culture' our Race Equality Action Plan was reviewed and restructured to improve the focus and impact of our activity.

RACE EQUALITY FORUM
#ACTIONNOTJUSTWORDS

Thursday 28 April 2022
12.30-2.00pm

Two Race Equality Forum events were held, the first for staff in September 2021 and a second with staff and students in April 2022, enabling conversation with members of the Vice-Chancellor's Group and other senior staff. These sessions were designed in collaboration with the BAME Staff Network and Anti-Racism Action Group to provide a space for open, critical and constructive discussion of the University's progress and challenges in changing culture, competence and lived experience in advancing racial equity.

The University successfully renewed its institutional Athena Swan award in May 2022. The renewal process included a review of the 2016-22 action plan, which identified that the large majority of actions had been successfully completed. A new set of objectives have been identified in the action plan 2022-27 and progress will be monitored on an annual basis. The five priority areas for action are:

- Develop an integrated and holistic approach to EDI, to support implementation and evaluation of Athena Swan action plans with focus on intersectional impact;

- Develop capacity to deliver evidence and research-led gender equality initiatives and to improve sharing and embedding of good practice across faculties;

- Further develop diverse academic career pathways for parity across research, teaching, practitioner and knowledge exchange tracks; with focus on developing indicators and support for key transition points; and improve career progression and development pathways for Professional Services and Technical support roles;

- Promote and evaluate gender equality in the implementation of hybrid and agile working to enhance flexibility and work-life balance;

- Develop gender inclusive approaches to increasing innovation, enterprise and entrepreneurship.

The University renewed our Disability Confident Employer level 2 accreditation in July 2022 to run for a further three years. This was supported by a process of review and self-assessment against the scheme criteria for the key themes of inclusive attraction and recruitment, and retention and progression for disabled staff.

Renewing and expanding our Disability Confident commitment

In preparation for renewal of our Level 2 employer accreditation in July 2022, the Disability Confident Steering Group identified a number of areas where further improvement would enhance recruitment and progression of disabled staff and wider disability awareness and inclusion. Particular priorities included:

- Maintaining regular dialogue between Occupational Health teams and the Staff Disability Network;

- Piloting the use of Reasonable Adjustments Passports, drawing on existing trade union models;

- Ensuring a proactive and integrated approach to implementing workplace adjustments and support from Access to Work as part of the staff onboarding process;

- Addressing disability confidence and awareness of neurodivergence in future staff learning and development on diversity and inclusive practice.

During the year the Stonewall Workplace Equality Index (WEI) Steering Group commenced work towards a submission to the WEI in September 2022, reviewing evidence and progress against the index criteria, which had been revised since our last submission in 2019.

The tables below summarise progress against key headline objectives in our strategies and action plans, where data is available. A more detailed analysis of staff and student data is included in the Annex to this report.

Access and Participation Plan 2020-25

Objective by 2024-25	Progress to 2021-22
Reduce the gap in entrants between the least and most represented groups (POLAR4 Q1 and Q5) from a ratio of 5.7 to 4	The ratio reduced to 5.1
Increase the proportion of entrants from low socioeconomic areas (IMD Q1) from 7.3% to 13%	The proportion of entrants from IMD Q1 was 7.1%
Increase the proportion of entrants from Black and Asian ethnicities to 10% and 12% respectively	4.7% of entrants were Black (milestone: 6.0%) 9.5% of entrants were Asian (milestone: 9.0%)
Reduce the gap in degree outcome between Black and White students from 20.4pp to 10pp	The degree outcome gap was 20.0pp
Reduce the gap in degree outcome between Asian and White students from 14.7pp to 7pp	The degree outcome gap was 14.0pp

Athena Swan Action Plan 2016-22

Objective by 2021-22	Progress to 2021-22
Successful submission or renewal of Departmental Athena Swan awards in each Faculty	Athena Swan awards held by three (of four) Faculties with one Silver, covering 15 (of 16) departments
Increase in female professors to 45%	50% of professors are women
Increased diversity (esp. BAME) in OBU senior roles to at least reflect that of the workforce overall (9.5%)	7.0% of senior managers and 4.2% of professors identify as BAME
Application rates for promotions are proportionate to pools of eligible staff (men and women, BAME and non-BAME)	From 2019-2022, women were more likely to apply for promotion and were more successful than men at all levels. In 2021-22 women were slightly less likely to apply for promotion to or within professorial roles, but those applying had a higher success rate. From 2019-2022, BAME staff were slightly more likely to apply for promotion to PLESE/Reader but less likely to apply at other levels than White staff.
BAME staff promotion success rates to reflect that of non-BAME staff	From 2019-2022, BAME applicants for promotion were less successful than White applicants at all levels. There were no successful applications to or within professorial roles from staff identifying as BAME over the 3 years. However, the eligible pool of BAME staff for professorial promotions increased from 13 to 18 in 2021-22.
Maintain gender balance and increase diversity of committee membership as compared with 2016 baseline	The senior leadership team comprises 60% women and 10% BAME staff

Race Equality Strategy 2017-25

Objective by 2024-25	Progress to 2021-22
Oxford Brookes will have a staff ethnicity profile which broadly reflects the diversity of its student body	15.5% of salaried staff and 21.0% of hourly paid staff identify as BAME, compared to 35% of the overall student population and 25.9% of UK-domiciled students
BAME staff will be represented at all levels and in all areas of the University	18.3% of academic staff and 13.3% of professional services staff identify as BAME, with variations across departments and Faculties
The attainment gap for BAME students will continue to narrow	*See table on Access and Participation Plan objectives*

3. Highlights

Student access and admissions

During 2021-22, 391 students took part in the University's three sustained and targeted outreach programmes (Brookes Engage, Discover Brookes and Brookes and Beyond) and summer schools, reaching a growing number of students from all APP target groups. Over 20% of outreach participants went on to apply to Brookes. For 2021 entry, 54 offer-holders from APP groups took part in our 1:1 transition mentoring programme - these students were more likely to enrol than those who were invited but chose not to sign up (6.6p.p. difference). The programme was expanded in 2022.

HESA tracking data shows that overall 50% of students who attended our outreach activities progressed to university compared with 44% nationally (total HE entry). The proportion of our outreach students progressing immediately to university has consistently increased year-on-year from 35% for expected entry in 2017-18 to 43% in 2020-21, which suggests our outreach activities are effective in supporting progression.

106 school/college workshops and interactive sessions were delivered to a total of 36 schools, which included delivering three or more interactions to 19 schools/colleges. These particular schools/colleges were targeted based on the proportion of students from APP groups rather than at student level. Where student demographic data was collected (415 students), 63% (n=263) of students met one or more APP groups. Applications from our partner schools/colleges have continued to increase. As of late August 2022, we had received 2,478 applicants from our partner schools/colleges for autumn 2022 entry, which represents year-on-year growth of 4%. In 2021-22, 24.6% of applicants from partner schools/colleges enrolled, compared to a conversion rate for the general UK undergraduate population of 18.5%.

The University's contextual admissions policy has been in place for two academic years. A survey of offer holders showed that awareness of the policy appears to be growing and there were high levels of agreement (75% agree or strongly agree) that applicant background and contextual factors should be considered alongside grades in the admissions process.

Student experience, curriculum and attainment

Development of the **IDEAS model and toolkit** progressed through the year with a soft launch in September 2022. IDEAS is a curriculum model and design tool that supports programme teams at Brookes with inclusive, digitally enabled curriculum development. Support for inclusive teaching and learning was further enhanced through the launch of the **Digitally Enabled Teaching Toolkit** and efforts to diversify learning resources.

Bringing our IDEAS framework to life

IDEAS is a model of curriculum design that incorporates five elements into a process of staff-student curricula co-creation: Inclusive Learning; Digital Inclusion; Employability Learning; Assessment for Learning and Sustainability Mindset. Ensuring that the five elements are central to what and how we teach will:

- Make our curriculum more attractive and relevant to a diverse range of prospective students.
- Ensure progression and good outcomes for all students, achieving the commitments and milestones in our Access and Participation Plan.
- Produce graduates who create positive social impact.

IDEAS: The Brookes Inclusive Curriculum Model

Evaluation tells us using the IDEAS model in programme redesign and enhancement has a positive impact on student experience. For example, the BA/BSc Digital Media Production made National Student Survey gains of 25% in 'overall satisfaction'.

In 2021-22 the Oxford Centre for Academic Enhancement and Development (OCAED):

- Appointed a strategic and operational lead responsible for developing resources, activities and processes to support staff engagement with the IDEAS model and a part-time Student-Staff Partnership Officer to support the development of a model and toolkit for partnership working at Brookes;

- Offered 11 IDEAS workshops to nine programmes across all four faculties and one Transnational Education partner;

- Supported seven programmes in redesign in readiness for revalidation.

In 2022-23 to support the IDEAS initiative:

- A Student IDEAS Partnership Fund will support a central Brookes bank of paid student curriculum consultants, representative of students with protected characteristics, who will work with programme design teams in a programme of IDEAS workshops;

- A Student Partnership Strategy will be developed with the learning community;

- An IDEAS toolkit and suite of workshops will be launched.

IDEAS is now systematically integrated into annual programme review and validation which will ensure that every programme at Brookes will engage significantly with the model from 2022-23.

Inclusion and accessibility in Digitally Enabled Teaching and Learning

An enhanced toolkit for **Digitally Enabled Teaching and Learning** showcases the range of digital tools, services and support available at Brookes for teaching and supporting learners online and on-campus and to design accessible learning resources. The guidance has been developed in collaboration with Digital Services and teaching staff in the Faculties who are members of the teaching and learning community. The guidance aligns to the four key features of Brookes' Framework for Digitally Enabled Programmes: Coherence, Community, Consistency and Choice.

The toolkit is complemented by the **Inclusive Digital Teacher**, a self-paced online course to support inclusive digitally enabled teaching and learning. In 2021-22, the course was accessed by more than 280 teaching staff with 93 completing optional topic assessment tasks involving a total of 1,197 activities.

Inclusivity and diversity in learning resources

The **Mind the Gap** survey and **report**, undertaken by Brookes Union, researched the experiences of Black students at Brookes. Students reported a lack of diversity in their course content and a desire to engage with diverse literature.

The results of this survey – together with feedback from previous collection development initiatives around activism, anti-racism, LGBTQ+, neurodiversity and wellbeing – proved to be a catalyst for a more structured approach and a **Library Equality, Diversity and Inclusion Group** was created to look at decolonising and diversifying our collections.

The Group looks at ways to ensure our collections more fully represent all marginalised voices. This covers a number of aspects of the Library Service, from identifying new material, to the amplification of marginalised voices already within our collection, to acknowledging outdated and offensive language within our catalogues.

In beginning to counter the structural and selection biases within the collection, the Library is taking steps to increase awareness of resources such as the **Journals Online Project** and **Global Index Medicus** which promote quality research originating from the Global South, integrating these into Library training for all students.

THINK BEFORE YOU SPEAK. READ BEFORE YOU THINK.

Suggest a resource

Use this form to suggest a resource.
Let us know if your suggestion is for our reading lists on Activism, Anti-racism, Bibliotherapy, LGBTQ+, Neurodiversity or Wellbeing at University.
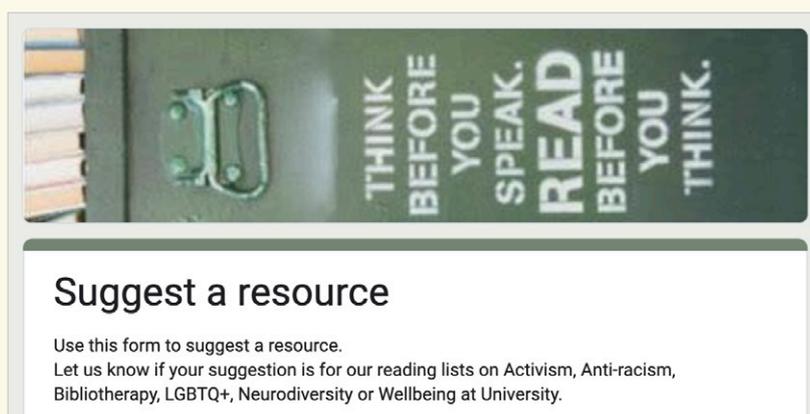
In addition, the Library has created a number of **reading lists** highlighting resources from underrepresented groups, such as authors and scholars from Black, Asian and minority ethnic backgrounds and LGBTQ+ identities. Book suggestions were sought from members of staff diversity networks and through the student suggestion scheme 'More Books'.

For Library staff, responding to the needs identified by the Mind the Gap survey has raised awareness of resources and changed professional practice to actively promote such resources and continue to identify and fill gaps in our collections.

We have been greatly encouraged to see engagement with the lists that we have created:

- The **Anti-racism Reading List** was the 10th most used reading list for the whole University.
- Material purchased for **Anti-Racism, Neurodiversity and LGBTQ+ lists** has since been put onto other University reading lists.

The Department of Sport, Health Sciences and Social Work progressed work on **creating an anti-racist university experience**. Their ambitious and challenging aim has been to tackle racial disparities within the curriculum and wider experience and create a new model that supports achievement for students from diverse backgrounds. The model is called 'Creating a place to inhabit' and its goal is to change our curriculum to make it more inclusive, using indigenous voices. Work has focused on developing solutions to overcome degree outcome gaps.

A **review of international student experience** took place from November 2021 to August 2022 and made a number of recommendations for improvement. A dedicated steering group, chaired by the PVC Dean, International Students, has been set up to take forward the recommendations.

Faculties have introduced a number of measures to support international students, including (but not limited to):

- Oxford Brookes Business School: Online Student Community Advisor (OSCA) offering direct support to international students arriving late. Initial research carried out by the faculty leadership team also suggested a positive impact on outcomes;

- Faculty of Technology, Design and Environment: development of bespoke language uplift (in partnership with the Centre for Academic Development) for programmes in the area of Architecture and the Built Environment;

- Faculty of Humanities and Social Sciences: Peer Mentoring for Level 6 Advanced Entry students going into the area of Law, and boosted induction activity for this cohort;

- Faculty of Health and Life Sciences: development of contact superhighway information on the website to clarify with international students who their main points of contact are. Additional consideration of rubrics to ensure clarity for students who are less used to being assessed through coursework and exploring alternative ways to garner individual student feedback.

Staff recruitment

In 2021-22 we advertised 550 vacancies, an increase of 74% on the 316 vacancies advertised in 2020-21. Although the number of vacancies fell during the pandemic due to cost saving measures, this figure was also significantly higher than the 460 vacancies advertised in 2018-19 prior to the pandemic. The increase in vacancies was greatest in professional services roles.

In contrast, the total number of applicants fell by 26% from 5,007 in 2020-21 to 3,687 in 2021-22. The number of applicants was also 33% lower than the 2018-19 figure of 5,509. Accordingly, the average number of applicants per vacancy in 2021-22 was 7, compared with 16 in 2020-21 and 12 in 2018-19. Further analysis of staff recruitment diversity data is included in the Data Annex.

During 2021-22 the People Directorate took steps to increase diversity on interview panels and stakeholder engagement in the selection process for roles in the directorate restructure and key senior appointments, working with the BAME Staff Network and members of other staff diversity networks.

A new specialist Resourcing Partner joins the People Directorate in 2022-23 to accelerate and focus work on inclusive recruitment practice in support of actions in our Race Equality Action Plan and broader EDI and People & Culture Strategies.
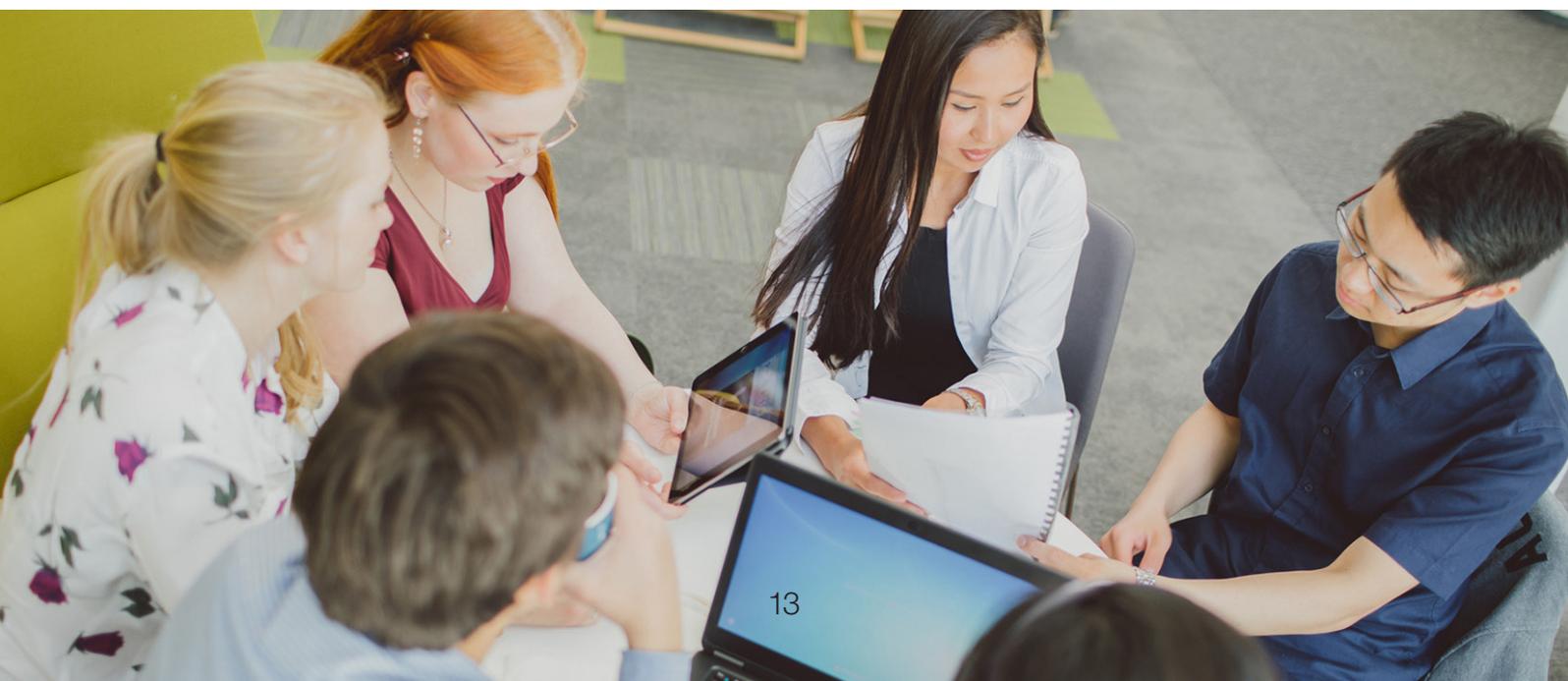
EDI in the Faculty of Humanities and Social Sciences

Within the Faculty of Humanities and Social Sciences (HSS), EDI Group representatives, EDI leads for academic and professional services staff and the Chair of the EDI Group worked across a range of EDI issues and initiatives in 2021-22. Particular areas of achievement and impact included:

Inclusive staff recruitment. HSS introduced new **guidance** and a checklist for staff recruitment panels and Chairs. The faculty also produced an example job pack for Faculty job vacancies with a focus on inclusive language and imagery. HSS EDI leads worked collaboratively with the Chair of the BAME Staff Network to enhance diversity in recruitment panel make-up. This was highlighted at the University's Race Equality Forum and is now shared as an example of best practice for participants on OCAED programmes.

HSS EDI Survey. A Faculty-wide survey was run in Spring 2022. It was the Faculty's first EDI survey (building on the 2019 Athena Swan survey focused on gender equality) and achieved a response rate of 64%. Analysis and actions arising from the responses were shared with the Faculty EDI Group, informed a Faculty Executive workshop in June 2022 and were communicated via an EDI-themed Faculty forum. Key themes identified were:

- Supporting colleagues returning from periods of leave;
- Developing the Faculty's culture of belonging;
- Enhancing awareness and communication around EDI.

Career progression and promotions. HSS revised their structure and process to ensure Faculty-level critical review for academic promotions is clear and transparent, introducing an 'intention to submit' process to assist with planning critical review and a promotions cover sheet (with an optional question on issues related to protected characteristics). HSS also enhanced mentoring structures within the Faculty to support promotions activity.

Awareness raising and communications

The University celebrates Black History Month, Disability History Month, LGBTQ+ History Month, International Women's Day and Mental Health Awareness Week, organising a range of events and activities for staff and students to raise awareness and bring our community together.

For **Black History Month** in October 2021 a programme of online educational, participative and celebratory events was organised and curated by our BAME Staff Network. These included lectures from Professor David Olusoga and Ambassador Andrew J Young, an 'In Conversation' event with Amani Simpson, a panel event with **Black Entrepreneurs**, **A Musical Celebration of the African Continent**, and poetry and performance **'Belonging: In Emergency, Break Glass'** from local activists Amantha Edmead and Euton Daley.

Disability History Month in December 2021 featured participation in **#PurpleLightup** and an online lecture from Dr Nicole Brown on **'Ableism and Inclusive Futures in Higher Education'**, along with a new workshop on **Allyship with Disabled People** led by the Staff Disability Network.

LGBTQ+ History Month in February 2022 incorporated a mix of online and in person events led by the LGBTQ+ Staff Forum. The Progress Pride Flag raising, Brookes Union Quiz and our annual quiz in collaboration with Oxford City Amnesty Group took place in person. Our online keynote lecture with Sara Ahmed as part of her Complaint! series, explored how complaints about hostile environments (such as transphobia and racism) are often made in hostile environments, intensifying the problems being complained about.

Tacking harassment, bullying and sexual violence

Harassment and bullying are never acceptable and the University takes a zero-tolerance approach to any form of harassment, bullying and victimisation. We will take steps to ensure that all members of the University community are able to recognise and, where necessary, complain about any instances of harassment, bullying or victimisation with confidence that their concerns will be treated seriously and sensitively and investigated promptly and fairly. The **Policy and Procedure on Harassment and Bullying** explains how staff and students who feel they have been subject to harassment or bullying can raise a complaint and how these will be addressed in a practical and timely way.

A network of Staff Harassment Advisers (SHAs) provide an information service to staff who feel they are experiencing unwanted behaviour as well as staff who have been accused of inappropriate behaviour. SHAs offer an impartial, confidential, listening ear and can help clarify possible courses of action and explain University procedures.

Support for students who feel they have been subjected to harassment or bullying is available from Student Support Services via the Student Welfare team and the Student Counselling Service.

During 2021-22 a range of engagement activities with key stakeholders, including members of our Staff Diversity Networks, were initiated to support development of a new policy, related communications and improved channels for reporting and supporting incidents for staff and students.

New sexual consent education modules were launched, aimed at improving understanding of the importance of consent in an HE setting, which reached 1,500 students. The project, supported by the teaching and learning innovation fund, worked in partnership with a national charity, the Student Union and students, and used trauma-informed research to develop the resources. The project lead has shared the outcomes of the project nationally, including in a webinar for Universities UK, and is advising other institutions. Evaluation of the project is positive, and has led to the course being made available to staff and the University investing in recruitment of an Independent Sexual Violence Advisor.

The University signed the **Can't buy my silence pledge** and made a public commitment to never using non-disclosure agreements (NDAs) to prevent people from making complaints about sexual harassment, bullying and other forms of misconduct. Communication on the pledge was shared early in 2022-23.

Support for staff and students

Staff health and wellbeing

Oxford Brookes is committed to creating a vibrant and inclusive working environment which supports colleagues to flourish and to enjoy what they do. It has a range of provision to support employee health and wellbeing including:

- The **Occupational Health** department, which provides a high quality, responsive advice and support service to managers and employees;

- An **Employee Assistance Programme** (EAP), which provides counselling, legal advice, bereavement support, general advice on medical problems and a range of information resources and self-help tools on a broad range of topics including finance, childcare, eldercare and other life issues. Support is available by phone 24/7, 365 days a year;

- Resources and information to support employees and managers to **manage stress at work**;

- Sports facilities and **Brookes Active**, a collection of activities, events and campaigns to help staff enjoy an active and healthy lifestyle.

The University recognises the impact of the **cost of living crisis** on staff wellbeing and has developed web pages to signpost sources of support. From 2022-23 we have established a **Staff Assistance Fund** that will make grants of up to £1,000 to employees facing unexpected pressures that have resulted, or will result, in severe financial difficulty and where support is not available elsewhere.

As part of Athena Swan work in the Faculty of Health and Life Sciences (HLS) a **Menopause Group developed web resources** to complement existing **University information**. The HLS Menopause Group is leading a programme of activity to raise awareness of menopause in the workplace and support managers and colleagues in inclusive practice and support. New **Menopause in the Workplace: Good Practice Guidelines** were approved in October 2022.

Student welfare

Student Support Services offer services for students including disability support, mental health and wellbeing support, transitions and induction, financial aid and student advice.

The University recognises that the student experience will vary greatly for each individual and has a team of advisers who are available to discuss the individual circumstances of students from different backgrounds, and ensure that students have the necessary and relevant support in place to make the most of their studies and have a great experience too. Targeted support is available for care experienced students, estranged students, students from different faith communities, international students, LGBTQ+ students, mature students and student carers.

Oxford Brookes is proud to continue as a signatory to the **Stand Alone Pledge** demonstrating our commitment to support estranged students at Oxford Brookes. The Stand Alone Pledge requires an institution to submit a letter of support from the Vice-Chancellor and an action plan detailing what resources and commitments the University intends to make in order to support its estranged students.

Family-friendly

The University recognises that employees need to be able to balance their working life together with their family commitments, and to fulfil both their family and work obligations. Oxford Brookes offers policies and support to help employees to achieve the optimum work-life balance which best meets their individual circumstances.

The University runs its own nursery in Headington, offering high-quality childcare for children aged 4 months to 5 years.

Leading on research and knowledge exchange

The **Centre for Diversity Policy Research and Practice** (CDPRP), based in the Business School, specialises in interdisciplinary research and knowledge exchange on gender, diversity and inclusion and continued to apply its expertise in a number of international projects and collaborations.

The **GEARING-Roles Horizon 2020 project** drew to a close during the year, with the launch of the **Handbook for Creating a Gender Sensitive Curriculum: Teaching and Learning Strategies** and a final conference held in Brussels in October 2022. Insights from the project provided an important foundation for the University's Athena Swan self-assessment process and new 2022-27 Action Plan.

Learning from the **Women and Spinouts project** and our strategic focus on enterprise and entrepreneurship informed a new priority area on gender inclusive approaches to increasing innovation, enterprise and entrepreneurship in the Athena Swan action plan.

CDPRP led a **partnership project with Brazilian universities** to support the approach to gender equality for women in science, technology, engineering and mathematics (STEM) in the Brazilian higher education context. This drew on cross-faculty expertise and experience and wider Athena Swan involvement and research, to develop **capacity building materials and activities** for Brazilian partners in Fluminense Federal University and Federal University of Rio Grande do Sul.

Work on the European **UniSAFE partnership project** on gender-based violence and sexual harassment in higher education and research organisations continued through the year. CDPRP contributed to a Europe-wide survey on the prevalence of gender-based violence in universities and research organisations led by the Centre of Excellence Women and Science at GESIS, the Leibniz Institute for the Social Sciences. The survey examined experiences of gender-based violence and related attitudes and behaviours among staff and students in 15 countries and 46 institutions, with responses from over 42,000 people.

Through the **RESISTIRE Project** CDPRP led the mapping and analysis of quantitative indicators across Europe that provide key insights into how COVID-19 has affected socio-economic and health inequalities from an intersectional perspective. Quantitative, qualitative and policy **insights** from 30 countries across Europe are feeding into the development of **recommendations** for European policy makers and **piloting interventions** to mitigate inequalities.

Research in the wider Business School included **Exploring women's participation in Nigerian universities**, with attention focused on Nigerian women researchers' progression from research to spinout leadership. The study built on UK research on women in spinouts in the higher education sector and complemented it by providing a more international perspective.

Linked to work around the Research Excellence Framework 2021, an **EDI Research, Innovation and Knowledge Exchange Network** was expanded and strengthened. This created a community for researchers, practitioners and those with interest in learning from and contributing to partnerships and research activity focused on diversity and inclusion. The cross-disciplinary and collaborative network explores critical issues and key themes for progress to a more inclusive society, including social class and mobility, gender inequalities, sexuality, disabilities, parenthood, national identity and race.

Overview of key staff and student data

Staff diversity profile and pay gaps 2022

Methodology

Staff data is extracted from People XD and is accurate as of 31 July 2022. This allows for continuity across all staff data reporting for the academic year 2021-22. People XD holds information on salaried staff only and so data for hourly paid staff are displayed separately where available. The most recent HESA data is used for benchmarking purposes and at the time of publication the current figures refer to sector submissions from 2021. Pay gap data is extracted from the **University's Pay Gap Report 2022**. The total number of salaried staff at July 2022 was 2,182.

Overview
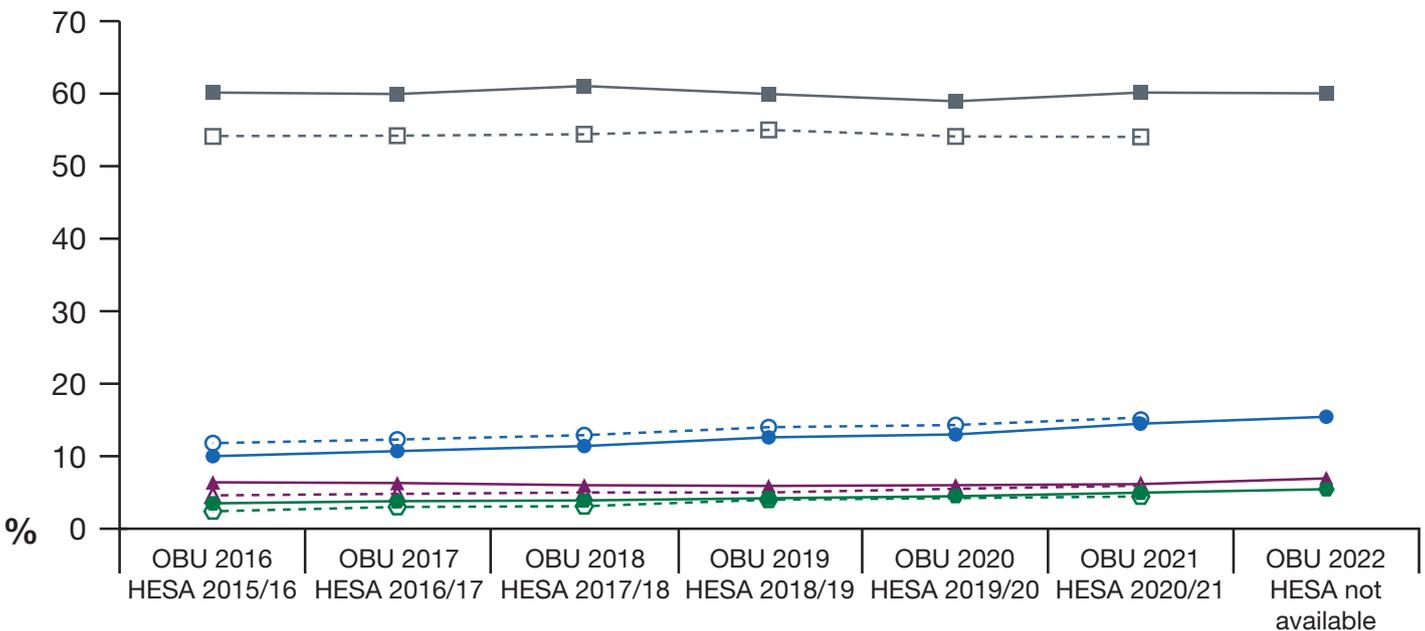
Key

Female (Oxford Brookes)	Female (Sector)
BAME (Oxford Brookes)	BAME (Sector)
Disabled (Oxford Brookes)	Disabled (Sector)
LGB (Oxford Brookes)	LGB (Sector)

	OBU 2022	**Sector 2021**
Female	60.1%	54.1%
BAME	15.5%	15.1%
Disability	7.0%	6.0%
LGB+	5.5%	4.5%

Sex and Gender

The ratio of women[6] to men employees has remained relatively consistent over the past few years (see above), continuing to be higher than the sector average in 2021-22 - 60.1% at Oxford Brookes compared to 54.1% across the sector. This ratio of women to men is replicated across the hourly paid workforce but with variations according to contract type. For example, almost three quarters (72.2%) of student casual staff are women compared to just over half (53.2%) of Associate Lecturers.

Hourly paid staff profile by sex and contract type
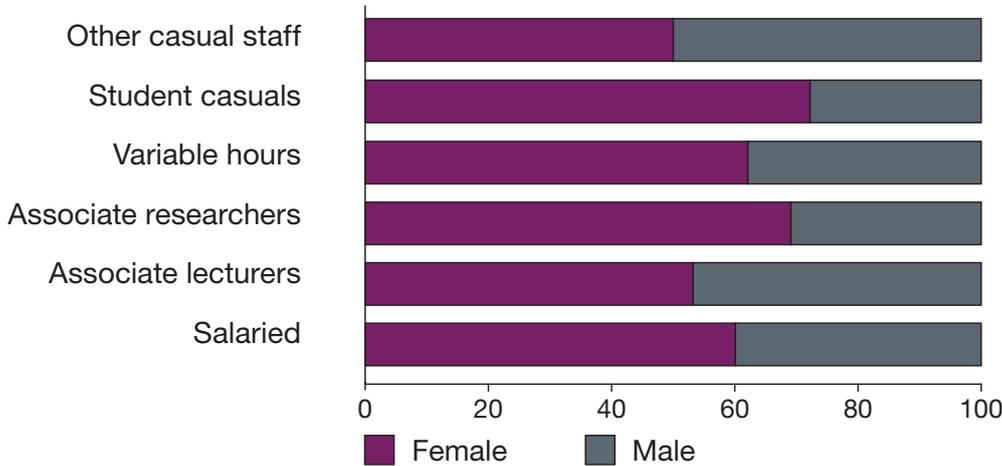
The University also has a much higher proportion of women in academic roles (54.9%) than the sector average of 47.0%. For the first time this year, Brookes achieved gender parity within the professoriate (50.0% women professors) and surpassed it in senior academic roles (55.0%). For comparison, across the sector only 28.5% of professors are women.

Oxford Brookes University vs sector for women in academic roles

1) All women staff
   60.1% vs 54.1%

2) Academics
   54.9% vs 47.0%

3) Professors
   50.0% vs 28.5%

4) Senior academics
   55.0% vs 36.1%

Oxford Brookes University   Sector

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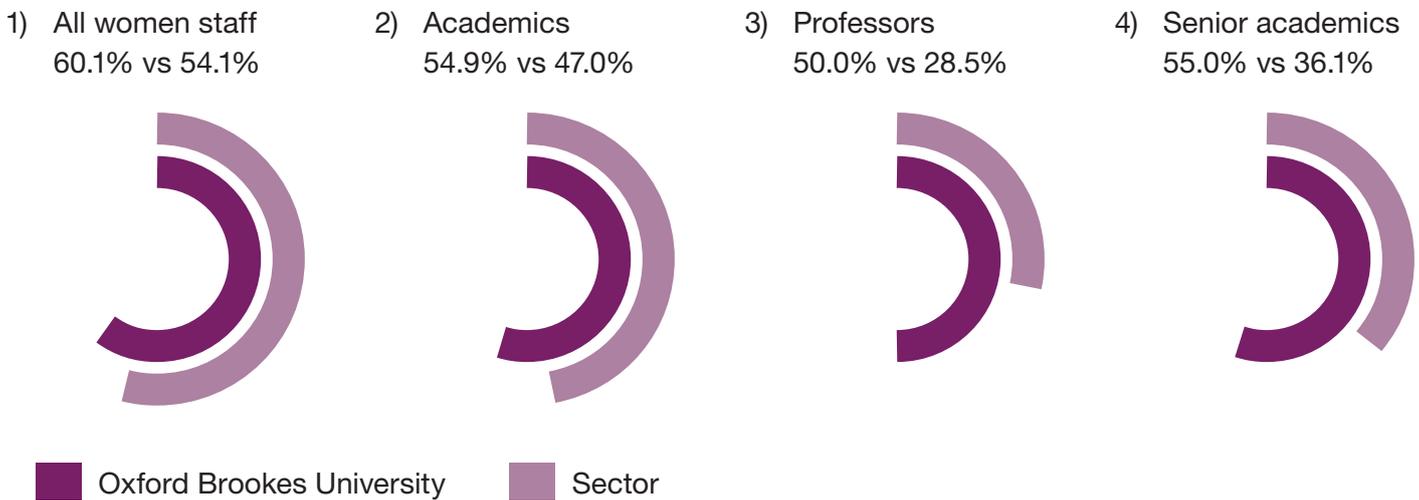
6   This report uses the terminology of 'women' and 'men' in our narrative descriptions and analysis of gender differentials. 2021-22 data in the report is drawn from our People XD data sets disaggregated on the basis of binary sex. This is in line with Advance HE Guidance on the Collection of Diversity Monitoring Data (2022).

Within our People XD Staff Portal we also enable self-reporting of gender identity with the option to identify beyond the binary categories of sex (expressed as 'Female', 'Male', 'Other'). In 2021-22 0.1% of salaried staff identified as 'other' gender. Diversity monitoring data in surveys and engagement exercises include self-identified gender and non-binary options wherever possible. We seek to use this data for our wider understanding and recognition of gender diversity in our University community.

Reflecting wider social trends in gender and career paths, there is evidence of horizontal gender segregation across both academic faculties and professional services departments. The Faculty of Health and Life Sciences (HLS) has an overrepresentation of women (69.9%) compared to the Faculty of Technology, Design and Environment (TDE) where women are in the minority (42.5%). This disparity continues into the professorial level: two-thirds (66.7%) of professors in HLS are women compared to 38.1% in TDE.

Similarly, across professional services, three quarters (75.7%) of Academic and Student Administration (ASA) staff and 84.6% of People Directorate staff are women but they represent only 21.8% of IT Services and 35.8% of Estates and Campus Services staff. Overall, women make up 48.4% of senior professional roles, potentially just shy of gender parity by one female appointment[7].

Overall, 29.3% of salaried staff are working part-time which is consistent with previous years, and women make up 77.0% of this group. Women across all age groups are more likely to work part-time than men up until the age of 66. At this point, the percentage of men working part-time significantly increases to 32.9% compared to an average of 5.1% for men aged 25-65.

Age and sex profiles of part-time staff

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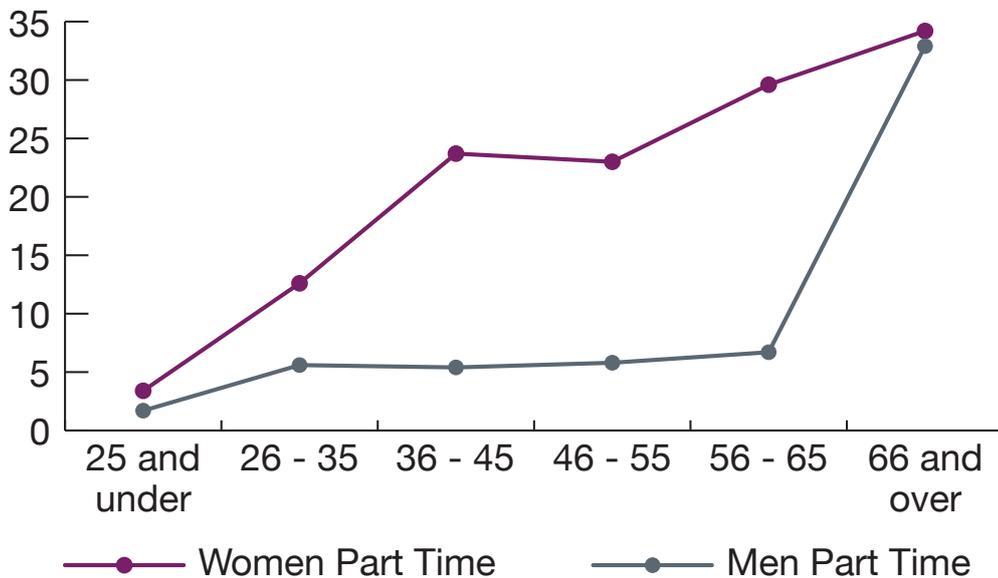
7   If a man currently in a senior role is replaced by a woman.

Data relating to gender reassignment and trans status indicates that 0.7% (0.6% in 2021) of salaried staff report that their gender identity is different from the sex they were assigned at birth. There was no data available for 18.6% staff and 1.4% 'prefer not to say' with the remainder saying their gender identity is the same as the sex assigned at birth.

**Does your gender identity match your sex assigned at birth?**

- Matches
- Does not match
- Prefer not to say
- No response
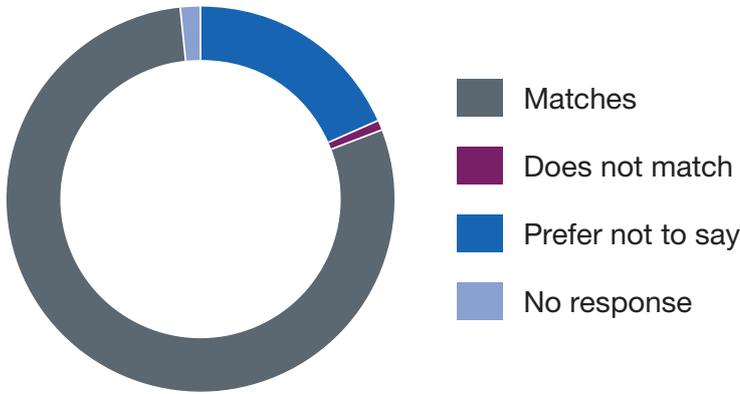
The **mean** gender pay gap[8] as of March 2022 is **10.5%**

The **median** gender pay gap as of March 2022 is **4.5%**

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8   See Pay Gap Report 2022 for in depth analysis of all pay gap figures.

Gender pay gap - gross pay
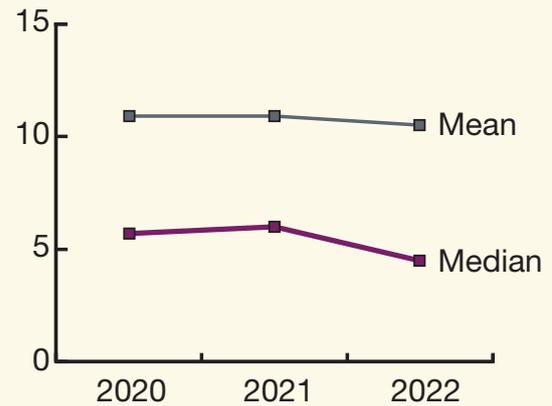
Ethnicity

The proportion of salaried staff identifying as BAME[9] is up almost 1 percentage point (p.p.) since 2021 (14.6% in 2021 vs 15.5% in 2022) bringing Brookes into line with a general upward trend in the sector. The proportion of BAME staff at the University has been steadily increasing by approximately 1 p.p. per year since 2020. However, the proportion of those whose ethnicity is undisclosed or unknown has fluctuated over this period which may partially explain some of this increase.

Amongst hourly paid staff, the proportion of people identifying as BAME is slightly higher at 21.0%, a figure which is mostly driven by higher representation amongst student and other casual staff (32.1% and 37.5% respectively).

The representation of salaried BAME staff is 5 p.p. higher in academic roles (18.3%) than in professional services (13.3%) with BAME professional services staff considerably more likely to be from the UK than BAME academics (69.5% and 44.3% respectively).

BAME staff nationality - academic

UK
44.3%

Non UK
55.7%
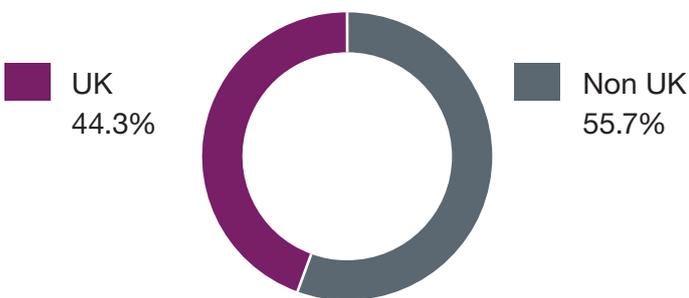
BAME staff nationality - professional

UK
69.5%

Non UK
30.5%
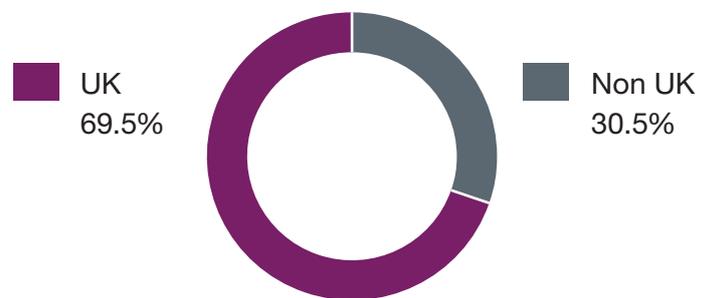
Ethnicity breakdown by Academic and Professional Services staff groups

Asian: 10% Black: 3% Mixed: 3%

Other ethnic group: 2%

Unknown: 5%

White: 77%

Academic staff

Asian: 7% Black: 3% Mixed: 2%

Other ethnic group: 1%

Unknown: 6%

White: 81%
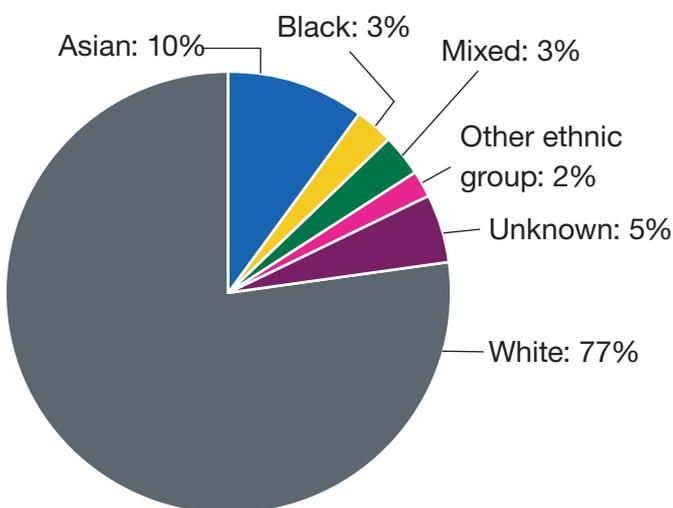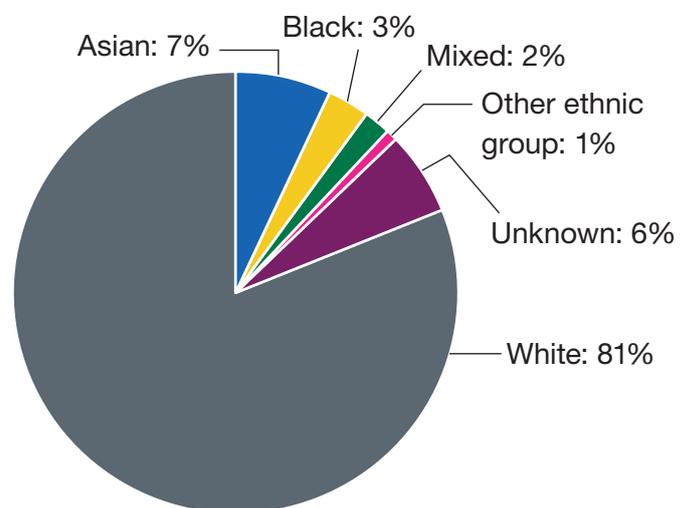
Professional staff

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9   This report uses the term 'BAME' as an umbrella category for staff identifying as from Black, Asian or other minority ethnic backgrounds as distinct from White backgrounds and the sub-categories within the White group. This aligns with HESA classifications and terminology to enable comparisons with national data sets where applicable. We acknowledge the inadequacy and contested nature of these terms in relation to the self-definitions of people from racially minoritised backgrounds, and the limitations of the usefulness of analysis at the level of the 'BAME' umbrella group.

Across all salaried staff who identify as BAME, over half (54.9%) say they are of Asian origin. It is worth noting that this category includes a wide range of ethnicities. Just under 1 in 5 (18.7%) of staff report their ethnicity as Black African or Black Caribbean and slightly fewer (16.9%) as mixed ethnicity. These figures include both UK and non-UK domiciled staff but do vary slightly across academic and professional services roles.

BAME ethnicity profiles

Academic staff — Asian: 54%, Other ethnic group: 12.6%, Mixed: 16.1%, Black: 17.2%

Professional staff — Asian: 55.8%, Other ethnic group: 6.1%, Mixed: 17.8%, Black: 20.2%
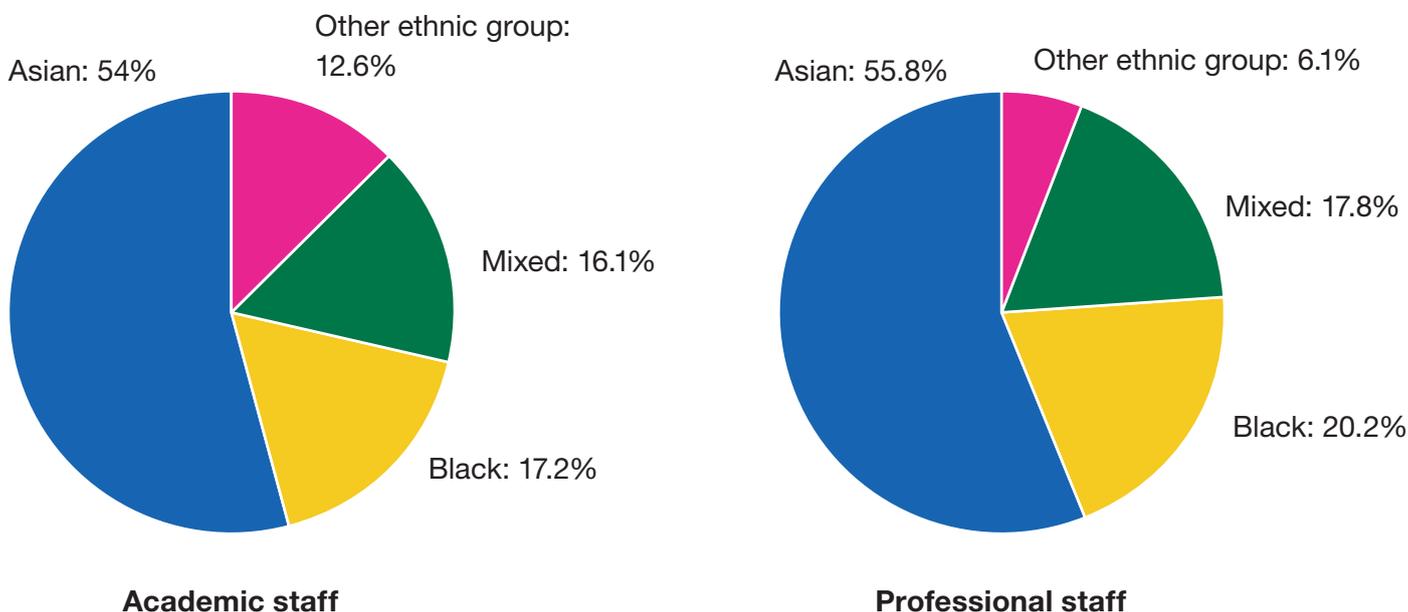
Brookes has 172 senior managers of whom 7.0% identify as BAME, a figure which has remained fairly consistent over the past three years. In the professoriate, BAME staff hold 4.3% of roles which remains below the sector average of 9.3%[10] and represents a very small number. In fact, there are twice as many professors not disclosing their ethnic background than there are identifying as BAME.

There is still some variation in BAME representation across faculties and departments. For example, 25.2% of staff in the Business School (OBBS) identify as BAME compared to just 8.6% in Humanities and Social Sciences (HSS), with both faculties being of a similar size. In professional services, almost a quarter (23.7%) of staff in Marketing, Recruitment and Engagement (MRE) are BAME compared to 9.1% in Estates and Campus Services (ECS), with both faculties employing a similar number of salaried staff.

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10   The HESA benchmark (2019-20) excludes staff of unknown ethnicity and may not be directly comparable.

Data on recruitment continues to show that the University attracts a high proportion of BAME applicants with 47.0% of all vacancy applications made by those from a BAME background (where ethnicity is known). However, BAME applicants are less likely to be shortlisted and offered roles than White applicants. Across all levels, 17% of BAME applicants were shortlisted compared to 35% of White applicants, and just over a third (35%) of BAME shortlisted candidates were offered roles compared to over half (53%) of White shortlisted candidates.

Ethnicity of shortlisted applicants
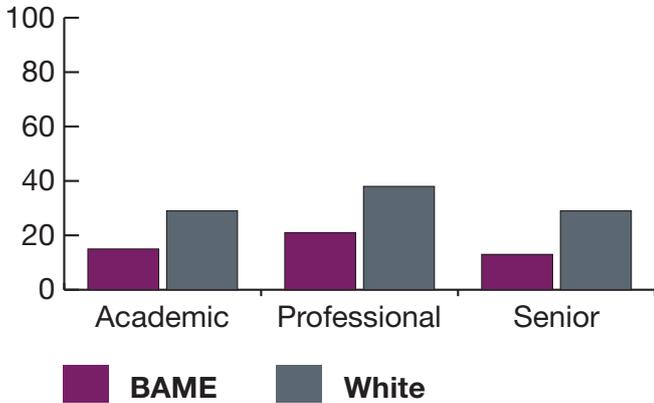
Ethnicity of shortlisted applicants offered roles
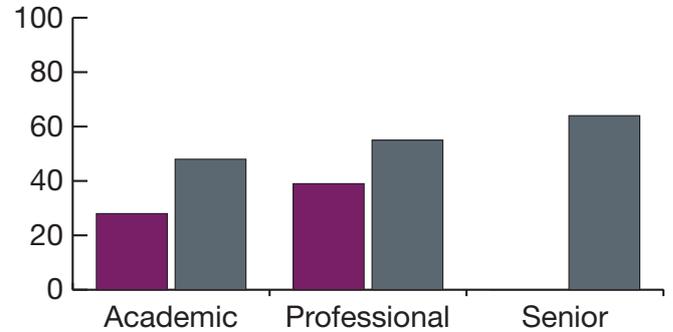
One of the widest gaps in success rates is between BAME women applicants for academic roles and their White counterparts with 5.0% of BAME women applicants offered roles compared to 16.7% of White women applicants.

There are, however, signs that ambitions to increase ethnic diversity across the workforce are starting to create change. In 2021-22, over a quarter (27.1%) of new starters were from a BAME background, which is almost 12 p.p. higher than current levels of salaried BAME staff.

The **mean** ethnicity pay gap as of March 2022 is **12.3%**

The **median** ethnicity pay gap as of March 2022 is **3.0%**

Ethnicity pay gap - gross pay
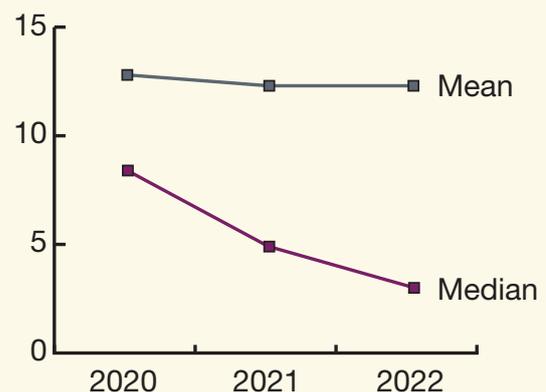
Sex and ethnicity

Of the 94.4% of salaried staff who have confirmed their ethnicity, 1 in 10 (9.6%) are BAME women which accounts for 1 in 6 (15.8%) of all women employees and is broadly in line with the sector average (15.2%). BAME women represent 1 in 7 (13.6%) of senior women academics but only 2.9% of women professors.

There is, however, a strong pipeline of BAME women academics that could be nurtured to improve representation. From the pool of women currently eligible for promotion to professor, 9.3% are from a BAME background, as are 15.8% of those eligible to apply for promotion to Principal Lecturer Education and Student Experience (PLESE) and Reader.

Women Senior Staff

Total Senior staff = 172

Total Women Senior Staff = 87
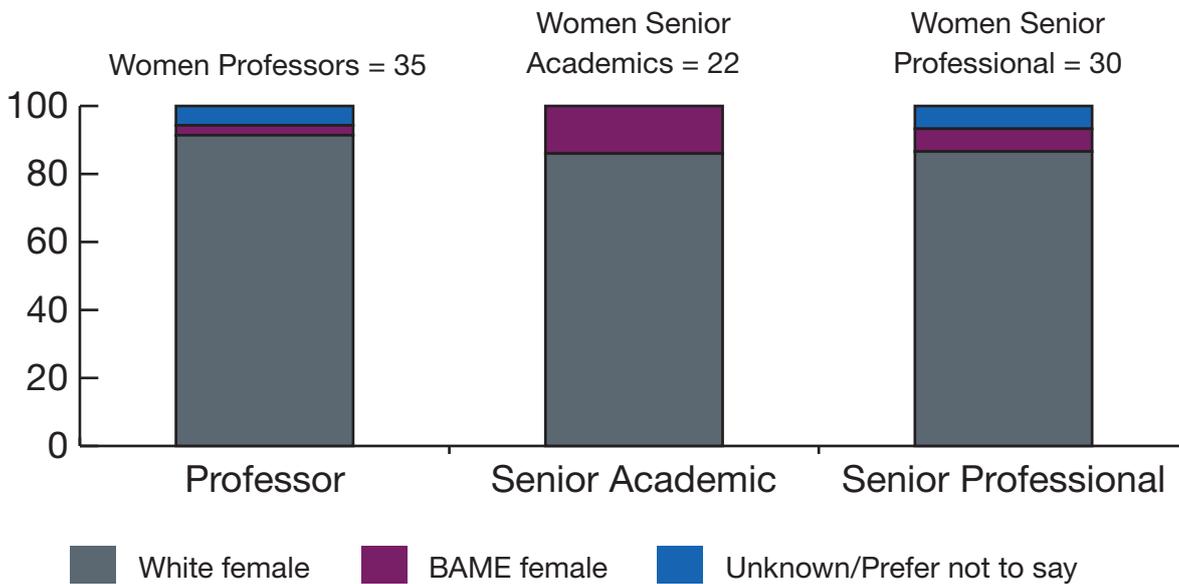
We have begun to recognise intersectional inequalities in our pay gap analysis and as such we analyse the pay gap between BAME women and White men:

> The **mean** gender and ethnicity pay gap between BAME women and White men as of March 2022 is **21.5%**
>
> The **median** gender and ethnicity pay gap between BAME women and White men as of March 2022 is **21.7%**

Disability

The proportion of salaried staff who have disclosed a disability has increased slightly from 6.2% in 2021 to 7.0% in 2022. Across the sector, the average in 2021 was 6.0%. Hourly paid staff report a slightly lower level of disability at 6.2% but there is variation amongst contract types with student casuals more likely to share a disability than Associate Lecturers (8.5% and 5.2% respectively).

The most common disability type reported by salaried staff continues to be a specific learning disability (30.7%) but this year has seen an increase in staff disclosing a mental health condition (17.0% in 2022 compared to 12.0% in 2021). This increase does, however, only represent a small number of staff and, overall, those with a mental health condition represent just over 1% of all salaried staff.
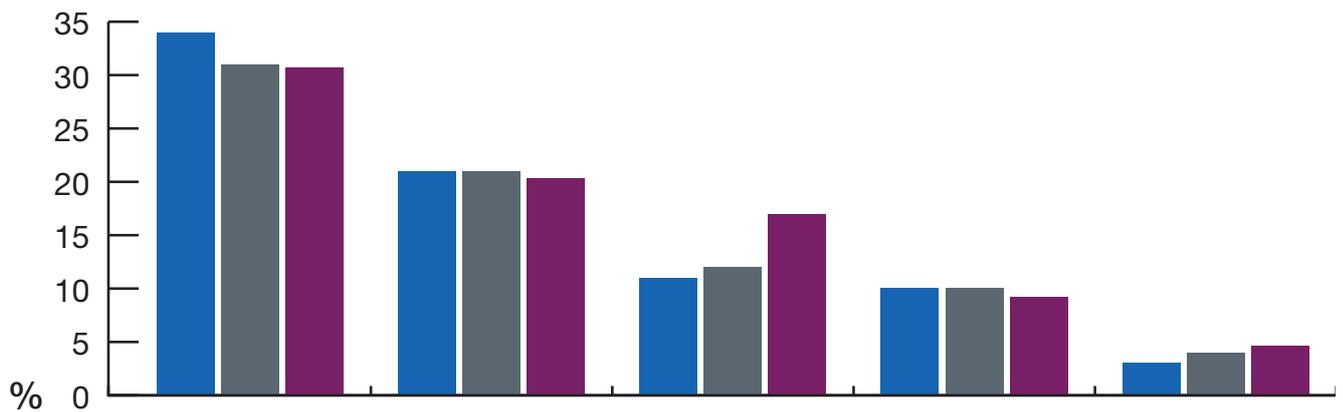
	Specific Learning Difficulty	Long-standing illness or health condition	Mental Health Condition	Physical impairment or mobility issues	Deaf or serious hearing impairment
2020	34%	21%	11%	10%	3%
2021	31%	21%	12%	10%	4%
2022	30.7%	20.3%	17%	9.2%	4.6%

The **mean** disability pay gap as of March 2022 is **8.3%)**

The **median** disability pay gap as of March 2022 is **0.1%**

**Disability pay gap - gross pay**
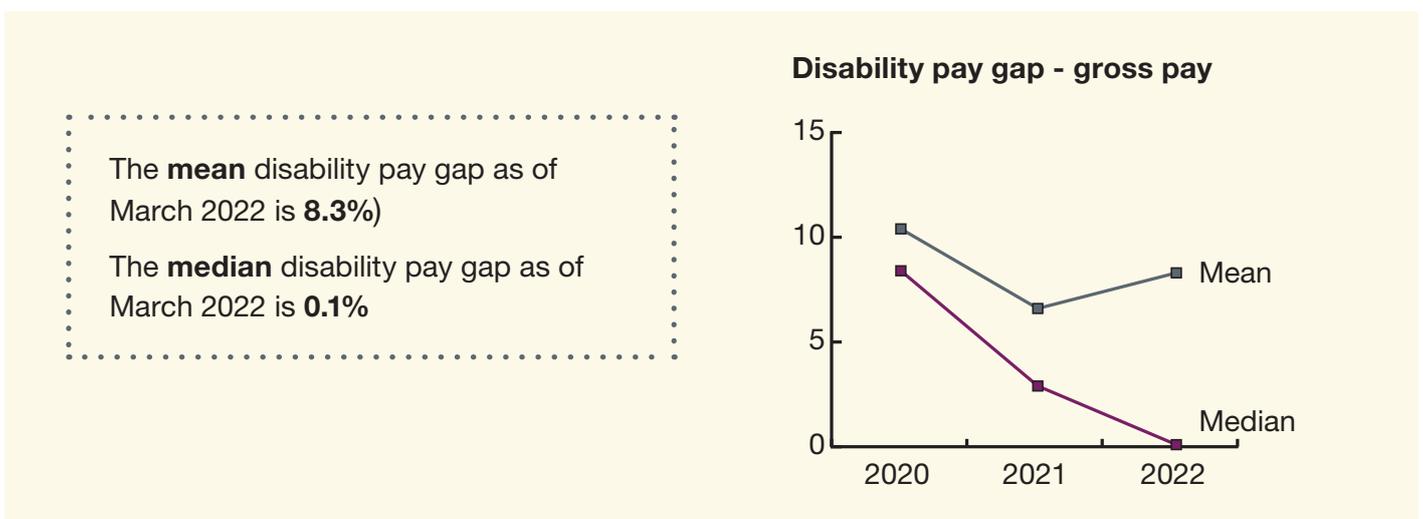
Sexual orientation

The proportion of salaried staff sharing that they are LGB+ has steadily increased since 2016, with 5.5% of salaried staff identifying as LGB+ in 2022. Overall, the number of staff sharing their sexual orientation also increased this year to 83.0% from 79.0% in 2021. HESA data on sexual orientation is incomplete as it is not compulsory for institutions to return this information but, where sexual orientation is known, 4.5% of staff identify as LGB+.

Hourly paid staff are slightly less likely to share their sexual orientation (80.1%) but there are more LGB+ people in this group (7.2%), mostly because 1 in 10 (9.9%) of student casual staff are LGB+ which increases the average because of the larger sample size.

Of those salaried staff sharing they are LGB+ there is a fairly even distribution of staff identifying as either a gay man, gay woman/lesbian or bisexual, although these numbers have fluctuated slightly over the last five years.

Profile of staff identifying as LGB+
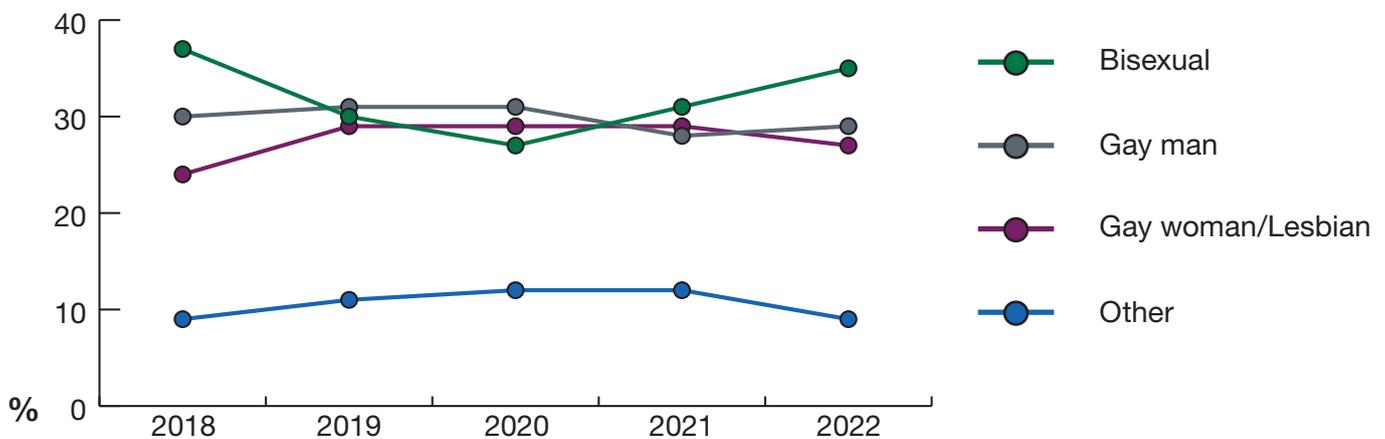
The sexual orientation pay gaps have been calculated for the first time this year.

> The **mean** sexual orientation pay gap as of March 2022 is **10.2%**
>
> The **median** sexual orientation pay gap as of March 2022 is **2.9%**

Religion

The proportion of salaried staff with a religious belief increased slightly this year from 44.0% in 2021 to 45.6%. Those with no religion or belief also increased to 36.6% meaning that more people are disclosing their religious status than in previous years (82.2% in 2022 compared to 79.0% in 2021 and 2020). Slightly fewer hourly paid staff have a religious belief (42.8%) and this group are also less likely to disclose their religion (78.9%).

44.6% of salaried staff report having no religion. The largest religious group is Christian (43.0%), a decline from 47.9% in 2018. This is substantially higher than the three largest non-Christian religious groups which are Muslim (3.5%), Other (3.4%) and Hindu (2.1%), although the number of staff of these religions have all increased, with the largest increases over the last 12 months. In total, 12.4% of staff have a religion other than Christianity.

**Profile of staff reporting a religious belief**

- No religion
- Christian
- Other religion or belief
- Muslim
- Spiritual
- Hindu
- Buddhist
- Jewish
- Sikh
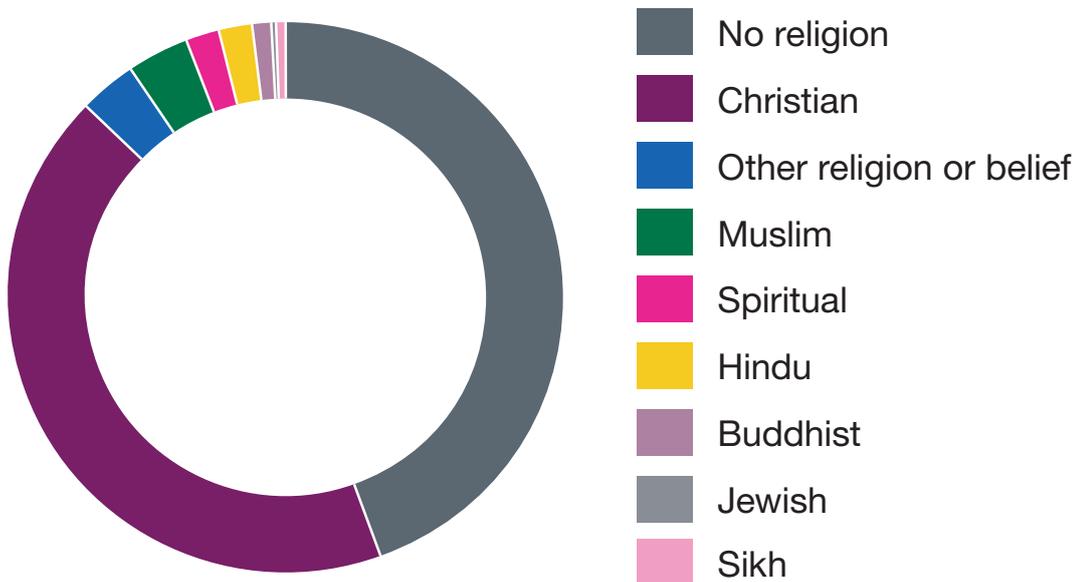
Student diversity profile 2022

Methodology

Student data is extracted from the SMART enrolments dashboard and includes all enrolments and re-enrolments as of September 2022. The entire student body has been included in this data set, representing not only those on the Oxford and Swindon campuses but also distance learners and students studying for Brookes accreditations at Associated College Partnerships in the UK and internationally. The only group of students excluded from the analysis is a small number studying short courses within Academic and Student Administration. For continuity with the majority of student reporting, further degrees have been combined within the undergraduate study level data but students on postgraduate research degree courses are shown as distinct from postgraduate taught students. Where benchmarking has been included, this is based on HESA data which tends to focus on UK-domiciled students, whereas this overview includes our domestic and international non-UK-based students.

Overview

Sex of student population

- Male
- Female

Study level of student population
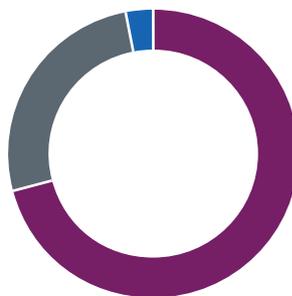
- Postgraduate
- Undergraduate
- Research Degrees

Ethnicity of student population
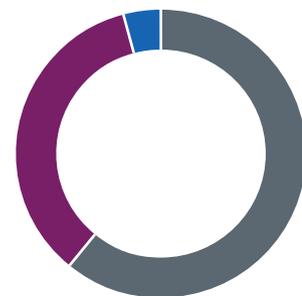
- White
- BAME
- Unknown/ Prefer not to say

The University currently has around 16,700 students, of whom 71% are undergraduates, 26% are postgraduate taught students and 3% are postgraduate research students. The student body includes 59% women, which is slightly higher than the UK average student population (57.2%). Over a third (35%) of all students identify as BAME and 38% are classed as mature students[11]. A third (33%) of students are international domiciles coming from over 150 countries - this is considerably higher than the sector average which is currently 22%.

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11   Undergraduate students (including those on foundation degrees) are considered mature if 21+ and postgraduate students are mature if 25+.

Sex and Gender

Across the whole student population, 59% are women and 41% are men. The majority of students (71%) study at undergraduate level and of those 56.7% are women and 42.8% are men (0.5% unknown), which is close to the sector average (56.3% women).

The University's HESA submission indicates that 0.1% of students identified as a gender 'other' than the binary options of male and female, a figure that has remained stable over the past five years. The same dataset shows that 0.9% of students say that their gender identity does not match the sex they were assigned at birth, a figure that has gradually increased by 0.1 p.p. over the past three years and is broadly in line with the staff population for the first time this year.

The ratio of women to men amongst students increases at postgraduate and doctoral level with women representing 64.9% and 61.9% of students respectively. This is considerably higher than the sector average where women make up 59.1% of taught postgraduate students and just over half (50.3%) of all postgraduate research students.

Sex of student population
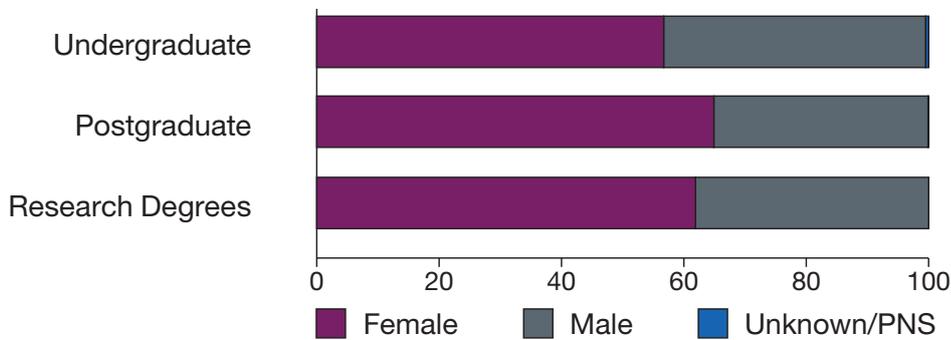
Across the four faculties, the ratio of women to men students varies, with an overrepresentation of women in Health and Life Sciences and an overrepresentation of men in Technology, Design and Environment (TDE), which broadly matches the sex profile of staff across these two faculties. Interestingly, in the Business School and TDE the proportion of women increases as students progress to higher levels of study.

Sex of students by faculty
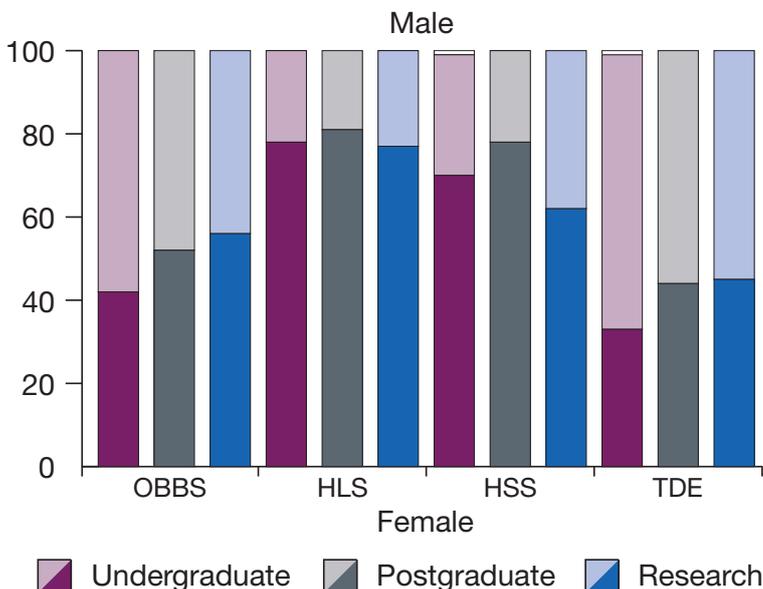
Ethnicity

Across the whole student population, over a third (35%) identify as BAME, with 63% of those being non-UK domiciles. Looking into ethnicity categories, the majority (61%) of students are White, 1 in 5 (21%) are from an Asian background (including Chinese), 8% are Black and 4% are of Mixed ethnic background (with 2% of Other ethnic background).

Sector benchmarking data on ethnicity only includes students with permanent residency in the UK. Of those, HESA report that 25.9% identify as BAME; 42.6% were from an Asian background, 30.2% were Black, 16.7% were of Mixed ethnicity and 10.5% were Chinese or Other ethnic background.

The domicile status of BAME students varies across the level of study with more UK-domiciled students studying at undergraduate than postgraduate level. For example, at undergraduate level, 52.2% of all Black students are from the UK compared to just 17.1% at postgraduate level. Similarly, 43.3% of Asian undergraduate students are from the UK compared to 8.6% of postgraduates.

Undergraduate ethnicity and domicile
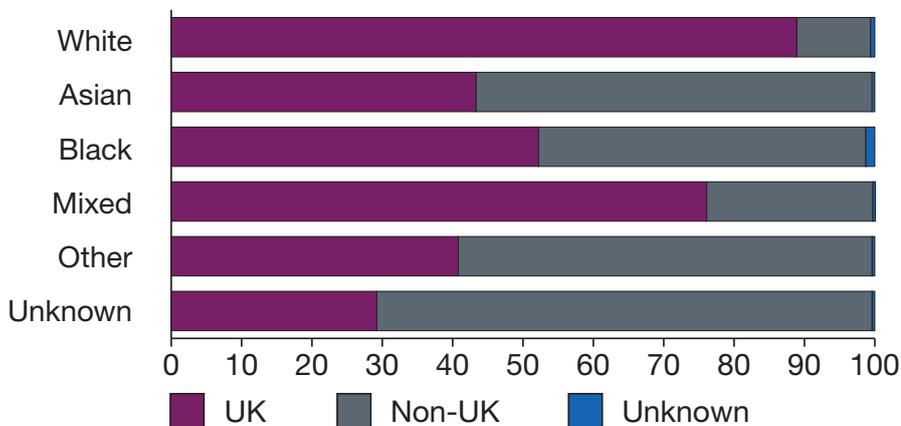
**Postgraduate ethnicity and domicile**
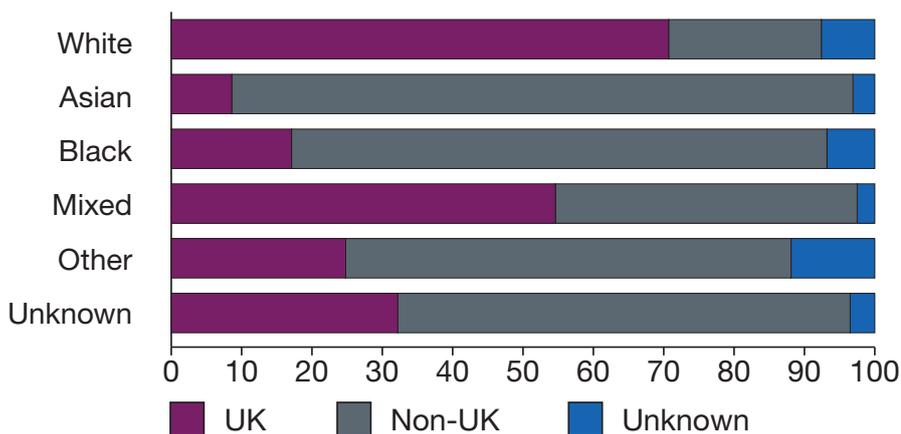
Sex and ethnicity

Across the whole student population, the proportion of BAME women and White women compared to BAME and White men is very similar at 60% to 58% respectively. Again, this is slightly higher than the sector average where women make up 56.7% of BAME students[12] and 59.4% of White students.

Black undergraduate women outnumber Black undergraduate men by almost 2 to 1 (64.2% and 34.6% respectively[13]) with a similar picture for Asian women (61.6%).

Sex and ethnicity of Undergraduates
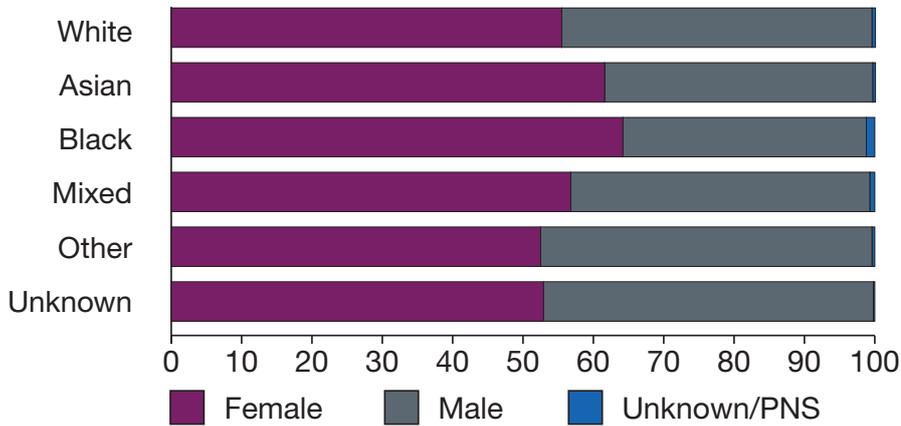
Disability

1 in 5 (20%) of all students shared they have a disability which is considerably higher than the rate shared by staff (7%). It is also higher than the sector average where 15.2% students shared a disability.

As students progressed through the levels of learning they were less likely to share information about a disability. Almost a quarter (23.8%) of undergraduates have a disability compared with fewer than 1 in 10 (9.0%) postgraduate taught students and 1 in 6 (16.0%) of those on postgraduate research degrees.

Student level and disability status

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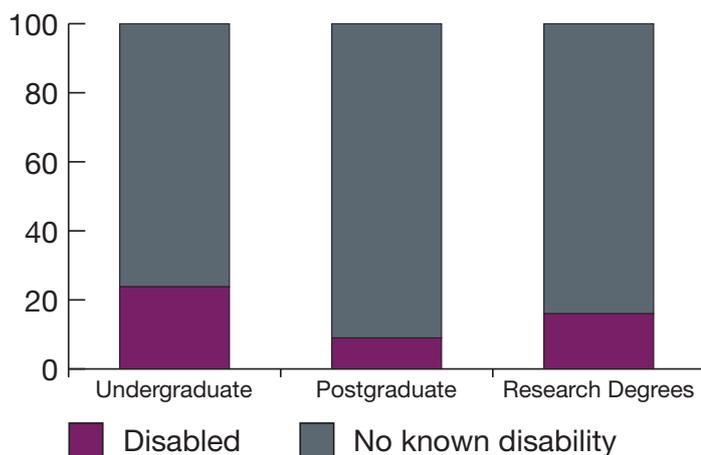
12   UK-domiciled students only, see previous section.

13   Sex of 1.2% of Black students is unknown.

Sexual orientation

The following data on student sexual orientation comes from the University's 2022 HESA submission and shows a relatively consistent picture over the past three years. The demographic of students' sexual orientation varies only slightly from the staff body with 80.9% identifying as heterosexual and 7% as LGB+. The disclosure rate for students is 87.9% which is slightly lower than last year but on par with 2019-20. The most notable trends over the past three years are the gradual increase in students identifying as bisexual and the decrease of those with a sexual orientation classified as 'Other'.

Student sexual orientation	2019-20	2020-21	2021-22
Bisexual	2.7%	3.0%	3.3%
Gay man	1.0%	1.0%	1.0%
Gay woman / lesbian	0.6%	0.7%	0.6%
Heterosexual	79.3%	82.8%	80.9%
Other	3.9%	2.8%	2.1%
Information refused	10.9%	9.3%	8.0%
Not available	1.6%	0.4%	3.9%
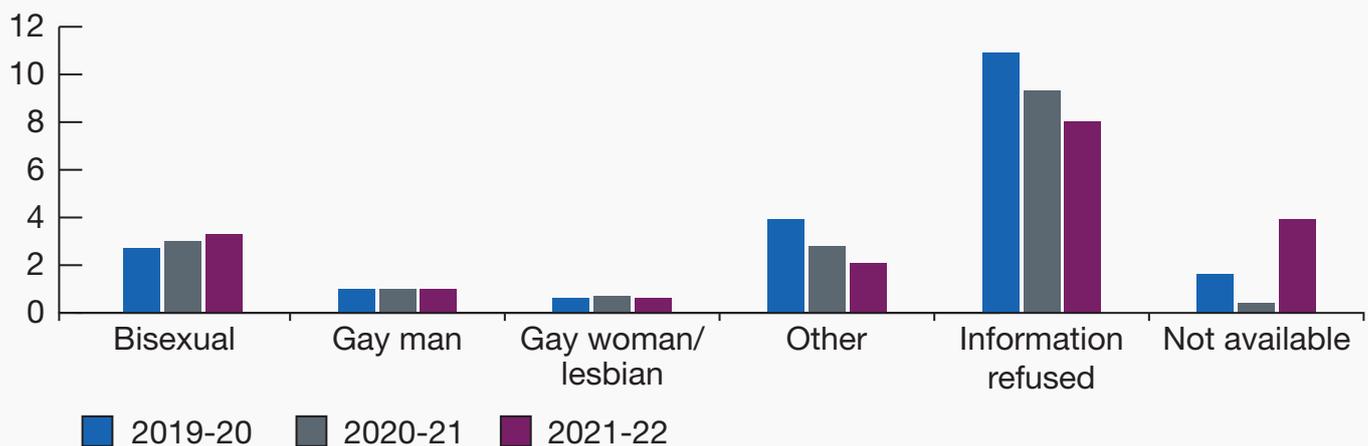
Further information

Comments or queries about this report are welcomed.

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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**