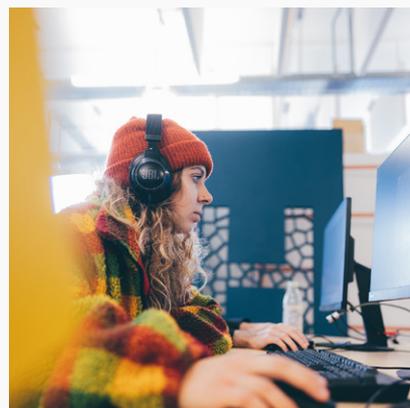


EQUALITY, DIVERSITY AND INCLUSION

Annual Report 2022-2023



Introduction from the Vice-Chancellor



Welcome to our report on key areas of our work to support and advance equality, diversity and inclusion (EDI) during the academic year 2022-23. The report also provides data on the diversity of our student body and workforce.

I am especially pleased to see the ways that the recent expansion of the Equality, Diversity and Inclusion Team is catalysing fresh engagement and encouraging new and open conversations around our wider ambitions for change, and our approach to make 'inclusivity' a lived reality across our communities.

This engagement has supported the drafting of a new **EDI Strategy for 2023-2028** which will be subject to further consultation during 2023-24. This will lay the foundation for future improvements and the streamlining of our governance structure for EDI.

Our EDI Strategy and future work will seek to respond to the challenges and priorities within the higher education sector and the wider external environment, including responding to new legislation and increased scrutiny in the areas of freedom of speech and harassment.

We will also ensure that EDI is fully embedded into the implementation of key initiatives, such as the Oxford Campus Vision and Digital Strategy, and into all four pillars of our Strategy 2035 as these evolve further.

In May 2023 we published a revised **Anti-Harassment and Discrimination Policy** after an extensive period of engagement and consultation with stakeholders across the University. The policy reinforces messages to students, staff and visitors that Oxford Brookes takes a zero tolerance approach to bullying, harassment and related misconduct. This aims to clarify behavioural expectations and advance our whole institution approach to culture and practice.

Our existing commitments to equality charters and frameworks were maintained and progressed during the year, including the renewal of our Bronze **Athena Swan award**, which recognises good practice in the promotion of gender equality, for the full **Faculty of Technology, Design and Environment**.

We are proud that gender equality is a particular strength. At Oxford Brookes women hold 65.8% of senior academic positions, and 48.8% of our professors are female, compared to a sector average of 29.7%.

This report illustrates the valuable and sustained contributions of groups and individuals across the University to building a culture of belonging and inclusion. This is particularly supported by our Staff Diversity Networks which play a key role in organising headline events, year-round engagement of their members and input to initiatives to benefit the wider community.

I look forward to working with the colleagues leading and actively contributing to our EDI agenda to accelerate progress and expand impact over the next year.

A handwritten signature in black ink, appearing to read 'A. Fitt'.

Professor Alistair Fitt
Vice-Chancellor
March 2024

Governance and support for our EDI work

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.

Supporting committees feeding into the EDIAG include:

- The Athena Swan Steering Group
- The Race Equality Steering Group
- The Disability Equality Steering Group¹
- The LGBTQ+ Equality Steering Group²

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 **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, student-facing services and student societies and reports to the EDIAG.

In addition, each Faculty has structures to support their internal focus on EDI and contributions to wider University initiatives. These committees and groups are developing from Faculty Athena Swan processes to bring together the breadth and intersections of diversity and inclusion considerations along with curriculum and student experience initiatives.

Development work and conversations in support of a **new EDI Strategy** began during the year, laying the ground for future improvements to the governance structure. Our EDI Strategy and future work will seek to respond to the challenges and priorities within the higher education sector and the wider external environment, including responding to new legislation and increased scrutiny in the areas of freedom of speech and harassment. We will also seek to ensure that EDI is fully embedded into the implementation of key initiatives, such as the Oxford Campus Vision and Digital Strategy, and into all four pillars of our Strategy 2035.



**University
Mental Health
Charter**

1 Title amended in 2023 from Disability Confident Steering Group.

2 Title amended in 2023 from Stonewall Workplace Equality Index Steering Group

Overview of highlights and progress

Our commitment to enhance specialist support and resourcing for our equality, diversity and inclusion agenda came to fruition with an **EDI Director and Deputy Director** taking up post from early in 2023.

These senior colleagues joined the existing post holders in the People Directorate, including the specialist role of EDI Data Analyst, to consolidate a central team and strengthen our capacity to support initiatives focused on staff and students across the University.

A key focus for the EDI Director in taking on leadership of the EDI agenda has been to open and encourage fresh conversations around our wider ambitions for change and our approach to make 'inclusivity' a lived reality across our communities. This engagement has supported the drafting of a new **EDI Strategy for 2023-2028** which will be subject to further consultation during 2023-24.

A revised **Anti-Harassment and Discrimination Policy** was published in May 2023 after an extensive period of engagement and consultation with stakeholders across the University. The policy reinforces messages to students, staff and visitors that Oxford Brookes takes a zero tolerance approach to bullying, harassment and related misconduct, and aims to clarify behavioural expectations. A programme of work to support implementation of the policy and further strengthen our response to harassment and discrimination will be taken forward in 2023-24.

In October 2022 Oxford Brookes signed the **Can't Buy My Silence** pledge, which commits the University to never using non-disclosure agreements (NDAs) to silence people who come forward to make complaints about sexual harassment, bullying and other forms of misconduct. Brookes does not and never will use an NDA for a complaint of this nature and this pledge is a public commitment to this.

Development work on our new **Access and Participation Plan for 2025** onwards, led by the Access and Participation Group, began during the academic year and includes a nuanced and customised theory of change, using the Equality of Opportunity Risk Register from the Office for Students.

A particular advance during 2022/23 was the development and approval of a new **Academic Advising Strategy and Policy**. The Strategy and Policy aim to ensure equality of access to Academic Advisors by committing two hours of timetabled Academic Advising sessions to students per academic year. Group sessions are automatically timetabled into student calendars and newly appointed Senior Faculty Academic Advisors ensure colleagues opting for 121 sessions have those sessions timetabled into student calendars. Monitoring of attendance is to be incorporated into the University's new Attendance Monitoring Policy.





During this academic year a comprehensive **Turnaround Programme** was also progressed to support intensive transformation of our undergraduate proposition and attractiveness. Changes to recruitment systems and processes are being implemented in conjunction with focus on our commitments to attract students from a much broader spread of geographical areas and a more diverse range of backgrounds.

During 2022-23 more work has taken place to encourage proactive equality analysis and formal **Equality Impact Assessments (EIA)** to support strategic developments and decisions. A review of the available guidance and resources commenced, while customised support was offered to colleagues developing EIAs relating to initiatives such as the Car Parking Management Strategy and external partnership developments. Requests to the EDI Team to support data analysis and stakeholder engagement for EIAs are increasing as managers recognise the importance and value of undertaking a meaningful EIA.

The introduction of a specialist **EDI Data Analyst** in the People Directorate has increased the availability and supported analysis of diversity data for work on equality charters, for service review and equality impact assessments and for annual reporting. Linkage and regular liaison with the Student Data specialists in Strategic Change and Planning has been established to support a more holistic overview of diversity data across the University communities and greater understanding of trends in staff and student data.

A current and future priority is to enhance and embed learning and development for competence and confidence in implementation of diversity and inclusive practice. The EDI components of the new starter induction programme were refreshed during the year and launched in September 2023. Approximately 24% of staff registered on Staff Learning had completed the module during the first semester of 2023-24. This provides a foundation for further review and consolidation during 2023-24 of our offer and expectations in relation to integrated and stand alone **EDI-focused learning and development**.

Athena Swan and gender equality

The Faculty of Technology Design and Environment were successful in renewing their Athena Swan Gender Equality Bronze Award. This was based on a revised submission following extensive previous work impacted by the pandemic.

This award now extends beyond the science, technology, engineering and maths departments to also include the School of Arts. The new award runs from May 2023 for five years.

This period will see the consolidation of the faculty on the Headington campus in collaborative facilities to enhance interdisciplinary working and integration for students and staff. The faculty are now establishing an EDI Committee to drive forward their Athena Swan Gender Equality Action Plan in conjunction with wider and intersectional diversity priorities.

As part of the self-assessment process to review and identify gaps for their Action Plan, achievements and good practice examples were also highlighted. The Athena Swan Panel commended an initiative to counter the loss of career velocity following family leave and career breaks by enhancing research allowances:

'Managers will adjust the research tariff for those returning from Family Leave in line with the TDE Workload Plan guidance...The benefits and impacts of this adjustment will be evaluated annually by the Faculty EDI group with lessons learnt shared with other faculties.'

The Faculty Action Plan has been designed to align with the Institutional Athena Swan Gender Equality Plan with four dimensions for which measurable objectives are defined:

1. Inclusive leadership and governance: Provide effective and strong leadership for gender equality at the faculty level
2. Inclusive staff recruitment, reward and career progression: Increase gender diversity and address under-representation in attraction and recruitment
3. Inclusive culture and working environment: Foster an inclusive culture which supports gender equity, belonging and psychological safety and zero tolerance of harassment
4. Inclusive student access, experience and progression pipeline: Increasing gender diversity among students at all levels of study, enhancing equity in experience and progression

Contact: Gary Mattingley and Lucy Turner

Menopause at Work

The Faculty of Health and Life Sciences (HLS) continued to lead University initiatives to promote awareness and support individuals by dispelling myths and normalising conversations around menopause in the workplace. Extensive resources and news were added to the **Menopause webpages**.

An online Menopause Talk Point enabled colleagues to share information and a monthly Menopause Cafe continued through the year along with promotional activity to coincide with World Menopause Day in October 2022.

The HLS Menopause Group organised a successful **Conference on Menopause in the Workplace on 20 April 2023** with external and internal expert practitioners including Jo Brewis, Nina Kuyper, and Henpicked, and featuring Fran Monks' portrait photography exhibition: 'Round-about fifty: What we cannot see.'



This initiative formed part of a range of beacon activities from the Faculty of Health and Life Sciences as they progressed work toward renewal of their **Athena Swan Gender Equality Silver Award**. The submission will be made in March 2024.

Health & Life Sciences: Menopause at Oxford Brookes University

Oxford Brookes University: Menopause and the Workplace

Contact: Maxine Fletcher and Jill Childs

Strengthening our commitment to race equality

The University continued to build its approach to addressing and promoting race equality through our Race Equality Steering Group and engagement with the Advance HE Race Equality Charter.

Initiatives and progress during the year included:

- Review of the priorities and scope of the University Race Equality Action Plan following feedback from Inclusive Employers and the evolution of the Race Equality Charter to focus our short term actions and objectives for 2023-24.
- Support for the BAME Staff Network through leadership transitions and establishing a new Network leadership committee.
- Increased collaboration with the Multifaith Chaplaincy and other faith stakeholders to enhance the integration of cultural and religious celebrations and promote events in support of the EDI agenda.
- Supporting the Brookes Culture and Behaviour in Sport Action Plan, including approval for diversity data analysis of Sport teams and societies, and focus groups with students on the inclusivity of Brookes Sport following events in Black History Month.
- Facilitating review and discussion of staff and student ethnicity data developed by EDI Data Specialist with the Race Equality Steering Group.
- Scoping the approach to staff and student surveys on race equality in the light of changes to the Race Equality Charter and integration with other institutional and equality-focused survey exercises.

Changes in the macro-environment of higher education as well as internal structural developments in the University led to a review of the membership and remit of the Race Equality Steering Group. This process was taken forward early in 2023-24. The review aims to ensure cross-university representation, with members who can influence and support race equality activity at the faculty and directorate level and also develop strong linkages with other related University committees.

Contact: Emrys Hughes and Yasmin Ahmed

Supporting our multifaith community

A number of changes and developments occurred within the Multifaith Chaplaincy along with ongoing challenges for the demands on the service.

This year, Churches Together in Oxfordshire and the Multifaith Chaplaincy (with the agreement of the Multifaith Advisory Board) dissolved the Local Ecumenical Project (LEP) agreement relating to the work of the chaplaincy. This did not fundamentally change our operation, but formally recognised:

- that our work has broadened beyond Christian ecumenism since the agreement was created
- that funding from parties that signed up to the LEP has ceased during the intervening period.

A Multifaith Chaplaincy celebratory event took place in May 2023. Students who spoke at the Inter Faith Week event in November gave updated contributions and several chaplains spoke about their experiences in inter faith work. The Deputy Director Academic and Student Administration (Student Services) and Chair of the Multifaith Advisory Board reflected on the role of chaplaincy in student support and wellbeing. It was a wonderful opportunity to share our achievements and celebrate students and staff which we aim to repeat every few years.



Space and resourcing challenges were experienced during 2022-23 and these are likely to worsen during 2023-24. The lack of suitable prayer space at Harcourt Hill campus was not resolved, and the pressure on space at Headington increased and will be exacerbated by the move from Wheatley campus.

The Multifaith Chaplaincy experienced a reduction in core staff resource over the year while continuing to be supported at no cost to the University by seven associate chaplains appointed by local or national organisations to offer services to Oxford Brookes staff and students. The University is extremely appreciative of the generosity of these relationships.

Contact: Kate Harford

Advancing LGBTQ+ equality and inclusion

The University was proud to achieve a Stonewall Gold employer award and enter the Stonewall Top 100 Employer list for the first time in the Workplace Equality Index 2023.



We achieved the ranking of 84th in the Index and 9th within education sector entrants.

The University uses the Stonewall Workplace Equality Index (WEI) as part of a range of measures to understand our progress on lesbian, gay, bi and trans inclusion in the workplace and ensure that LGBTQ+ inclusion is integrated into our wider equality, diversity and inclusion strategy to improve the experience of staff and students.

A steering group drawn from across the University reviewed our policy and practice against the revised criteria for the Stonewall Index to develop our submission.

The University is grateful for the work of our LGBTQ+ Staff Forum, Brookes Union and Student Societies for a range of activities which support LGBTQ+ inclusion and feedback on the lived experiences of those who identify as LGBTQ+.

Our scoring on the submission showed areas of good practice across several aspects of University culture and practice. This was evident in relation to:

- our policies and benefits relating to staff,
- the work of our LGBTQ+ Staff Forum and
- our approach to empowering individuals.

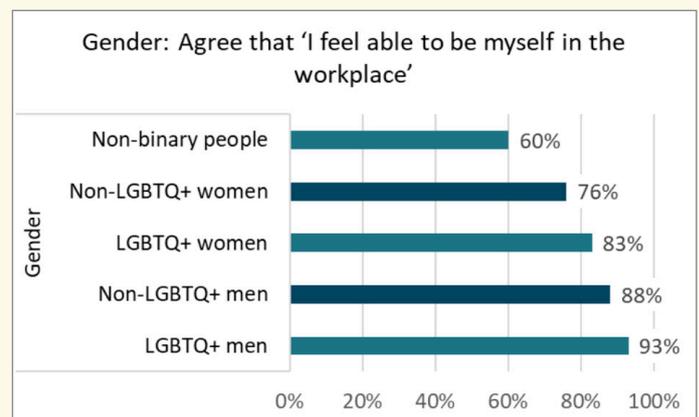
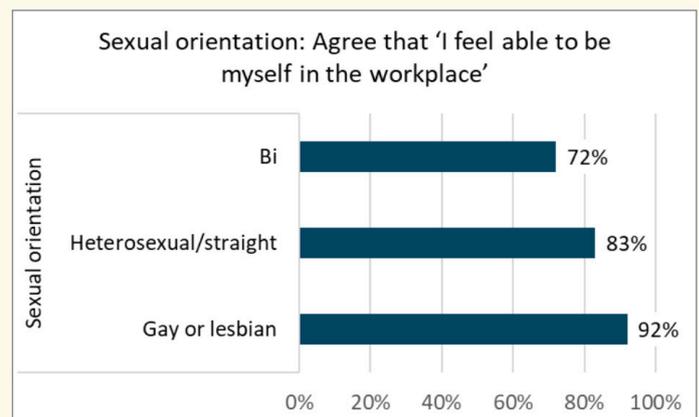
We received particularly encouraging and positive feedback on the initiatives of the LGBTQ+ Staff Forum to engage and support allies:

'It is great to see that the Forum has been holding events that specifically address the experiences of groups that are often underrepresented in LGBTQ+ inclusion work, such as the trans and gender non-conforming allies workshop that was offered.'

'You also have fantastic training initiatives in place to engage non-bi employees to become bi allies, and for cis employees to become trans allies. Well done! It is also really promising to hear that you are working to develop resources to support all employees to become allies to other marginalised LGBTQ+ communities through events and story sharing.'

The University participated in the Stonewall Employee Survey linked to the submission. This questionnaire aims to ensure the voices of LGBTQ+ employees are heard in the WEI. The survey covers key indicators of inclusion in the workplace – examining both LGBTQ+ and non-LGBTQ+ employee experiences, opinions and attitudes. There were 163 responses from Oxford Brookes staff.

Charts below show sample responses from the survey:



Areas to strengthen were also highlighted, including awareness and support for marginalised and intersectional LGBTQ+ identities, increasing the visibility of senior leadership commitment and inclusion of EDI related objectives in performance reviews.

During 2023-24 the LGBTQ+ Equality Steering Group will use internal insights and feedback from the WEI process to identify the areas for most benefit and impact to advance LGBTQ+ equality and inclusion in support of the new EDI Strategy.

Oxford Brookes was a proud sponsor of the 20th Oxford Pride which took place on 3 June 2023 and was a wonderful celebration of LGBTQIA+ identities. Led by the LGBTQ+ Staff Forum many colleagues took part in the parade.



Contact: Lindsay Williams

Enabling disability equality and accessibility

Following renewal of our accreditation as a Disability Confident Employer in July 2022 the Disability Confident Steering Group took forward development of a **Workplace Reasonable Adjustments Passport** which had been identified as beneficial in our self-assessment process. This builds on models from the trade unions UCU and UNISON and consolidates and enhances the existing approach taken by Occupational Health to support conversations and agreements on reasonable adjustments between employees and line managers. The **Workplace Reasonable Adjustments Passport** is hosted on the University website.

The EDI Director took on leadership for the Disability Confident Steering Group (now the Disability Equality Steering Group) from April 2023. The group has begun to engage more proactively with the wider accessibility agenda in advocating for accessibility audits and supporting holistic accessibility and inclusion considerations within new estates developments such as Headington Hill new buildings.

Going forward linkage with the **Digital Accessibility Working Group** in relation to document and website accessibility will enable a joined up approach to consistent support for colleagues for accessibility of documents and communications.

Contact: Adrienne Hopkins



People and Culture



The progress of the **People and Culture Strategy and operational plan** over the year, along with developments in the EDI Team, enabled work on related diversity and inclusion priorities to be initiated. This will be continued in 2023-24.

- Aligning an updated EDI induction module in Staff Learning with streamlining of the onboarding experience of new starters
- Supporting scoping for integration of inclusive recruitment practice improvements into attraction, recruitment and selection processes
- Input on diversity considerations to the Wellbeing survey and responses to Stress Management Risk Assessment
- Engagement with existing Staff Harassment Advisers and People Directorate colleagues on approaches for reporting and supporting incidents of harassment and bullying
- Establishing baselines for recording and reporting diversity aspects of People Directorate casework which will support the next stage of work linked to the Anti-Harassment and Discrimination Policy

A range of measures to support staff in response to financial and cost of living pressures were introduced and expanded during the year. These included access to a free, confidential **Financial Coaching service** with the charity Navigate, as well as continuation of the **Staff Assistance Fund** for non-repayable one-off grants, and the wider **Employee Assistance Programme** via Health Assured.

Initial diversity monitoring of applications and grants from the **Staff Assistance Fund** shows an approval rate of around 90%, with gender balance reflecting the University population and higher proportions of grants awarded to candidates identifying as disabled and from Black, Asian and minority ethnic backgrounds than their representation in the University community.

Priorities for collaborative work in 2023-24 will centre on enhancing and embedding EDI-focused learning and development, integration of inclusive practice in recruitment and selection process review, and contribution to the new Leadership and Management Framework.

www.brookes.ac.uk/staff/people/people-and-culture-strategy/delivery-plans-and-updates

Contact: Abigail Reilly

Celebrating and raising awareness

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 2022 our programme of events focused on different aspects of wellbeing and sought to enable staff, students and members of the public to come together in person to learn and socialise.



**19 OCTOBER, 5.00PM
HEADINGTON CAMPUS**

**Professor Jason Arday:
Mental Health, race and racism in
Higher Education**

**Followed by a panel discussion on
Overcoming Barriers to Black Wellness.**

Our keynote lecture on 'Mental Health, race and racism in higher education' was given by **Professor Jason Arday** on **Wednesday 19 October**. This was followed by a panel chaired by **Nina Epelle**, the then lead for the **Oxford Brookes BAME Staff Network** with:

- **Dr Reena Vohora** from the **Staff Diversity Network of Oxford NHS Trust**.
- **Professor Laura Serrant OBE**, **Manchester Metropolitan University**
- **Dr Stuart Whigham**, **Oxford Brookes**
- **Diana Wanjagi and Frankii Charles**, **Co-Founders Student Global Majority Collective in Social Work at Oxford Brookes**.

For Disability History Month 2022 we participated in #PurpleLightUp and welcomed back Brookes alumnus comedian Tom Skelton for our highlight show: **2020 Visions (What if I hadn't gone blind?)**.



www.brookes.ac.uk/disability-history-month

For LGBTQ+ History Month 2023 we raised the Progress Pride Flag and lit up buildings on Headington campus. Our main event featured Reeta Loi with **Community, healing and connection: finding a place to belong**. Centred on creativity and compassion Reeta shared a wealth of personal and comprehensively researched stories of LGBTQ+ South Asian lives and history.

**Community, healing and connection:
finding a place to belong**

LGBTQ+ History Month Lecture
with Reeta Loi

Wednesday 22 February, 6.00pm
John Henry Brookes Lecture Theatre,
Headington Campus
All welcome



**LGBTQ+ Research and
Practice Showcase**

Oxford Brookes staff and PhD students showcase their research on LGBTQ+ topics. All Brookes staff and students are welcome to attend.

Rescheduled due to strike action
Tuesday 28 March, 11.30am
Online



www.brookes.ac.uk/lgbtqhistorymonth

Staff Diversity Networks

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.

During the year discussion progressed on the commitment to recognition for the contribution of Network leads. This is being consolidated into a viable model for 2023-24. Each network maintained support for members and input to University structures and initiatives, including our events for History/Diversity Months, while also navigating challenges in turnover and engagement of leadership.

The Staff Disability Network issued a survey to explore member views. Changes to the operation of the network included the initiation of hybrid meetings and a regular newsletter. Feedback on wider concerns raised by members was shared with the Disability Confident Steering Group.

Members of the LGBTQ+ Staff Forum undertook a range of responsive engagement with colleagues across the University including input to the Department of Sport, Health Sciences and Social Work Away Day on LGBTQ+ Inclusion in June 2023.

Members of the BAME Staff Network Steering Committee participated in the Advance HE Diversifying Leadership programme during the year. The new Network committee commenced regular dialogue and communication with members, and collaboration with other Staff Diversity Networks.

A joint Network Development Day was trialled in July 2023 with an initial focus on discussion and input to the new EDI Strategy. Further cross-network development activities will be organised during 2023-24.

OXFORD
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BAME Staff
Network
INSPIRE | INFORM | INFLUENCE



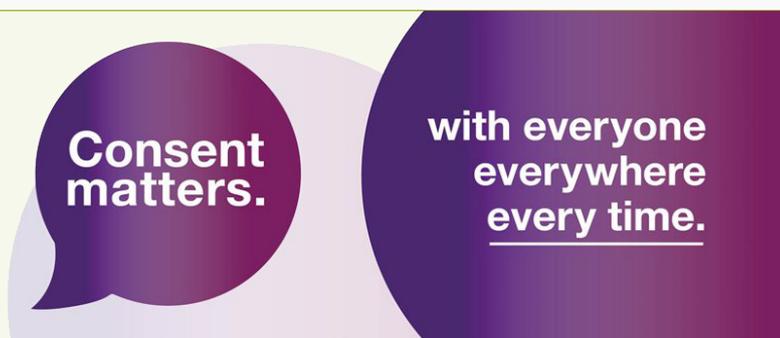
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LGBTQ+ STAFF FORUM

Sexual Consent Education

The **Sexual Consent Education Project** continued during the year as a collaborative University-wide initiative involving Brookes Union and a specialist project team, with engagement from a range of academic and professional services stakeholders and consultancy support from the sexual health charity **Brook**. The project uses trauma-informed research to develop, promote and evaluate the resources and services. The initiative has also benefited from ongoing collaboration with the Horizon 2020 **UniSAFE Project on Gender-based Violence** in which the University is a partner.



Developments included:

Delivery of a series of webinars on **Why, How, Who and When we talk about Consent** and discussion of **Positive Masculinities**.

Delivery of an online **Bystander Intervention workshop** for staff and students via the **UniSAFE** project.

Promotion and delivery of the **Sexual Consent Education Course** to students via Moodle. This course is now a **mandatory module** which is a direct result and call from the consultation process with Brookes students.

The course consists of five modules which support participants to:

- Understand the law as well as the gender norms, stereotypes and cultural factors which may affect someone's ability to consent
- Communicate about consent with partners
- Know what to do if they experience or witness harassment or violence

The appointment of an **Independent Sexual Violence Adviser (ISVA)** to provide emotional and practical support and advice to any student who has experienced sexual violence at any time. The ISVA is employed by Oxfordshire Sexual Abuse and Rape Crisis Centre (OSARCC) and funded by the University to provide support exclusively for Brookes students. The ISVA works alongside but independently of the University's Welfare team within **Student Support Services**.

The enhanced **Sexual Consent webpages** also provide direct links to specific areas of student support and the **University's portal** for online reporting of instances of sexual violence, hate crime and harassment involving students.

Contact: consent@brookes.ac.uk

Student Minds Mental Health Charter

In March 2023 the University announced its commitment to work towards the **Student Minds Mental Health Charter**.

An initiative by
**student
minds**



**University
Mental Health
Charter**

At the initiation of this work we:

- Have a newly formed **Student Welfare and Support Advice Team** that offers short term emotional and practical support
- Are appointing an external consultant to review our services and students' opinion of them. We will especially be seeking feedback from under-represented students
- Have had no waiting list for the **Student Counselling Service** (since October 2022)
- Are working to diversify our Chaplaincy representation
- Are working with faculties to embed support tools into the curriculum

Working towards the accreditation will help us to embed support for improved mental health in all aspects of the work of Student Support Services.

Contact: Tamsin Kershaw-Murphy



Research and Innovation



Research Innovation and Enterprise Directorate

The Directorate for Research, Innovation and Enterprise (RIE) was established in August 2022 to strengthen support for these activities. RIE has taken over all the functions covered by the former Research and Business Development Office (RBDO), which was located in the Directorate of Finance and Legal Services. Some of those functions have been reviewed and restructured. Responsibilities have also been added to RIE's brief to respond to the needs of our thriving and growing agenda on research and innovation.

The new directorate incorporates a strong focus on diversity and inclusion across all areas of work and by bringing expertise together supports internal and external knowledge sharing.



Women, STEM and investments: closing the gender gap

The University hosted a highly successful event on 5 June 2023, as part of the Women Backing Women campaign.

The event brought together women researchers in STEM, founders of university spinouts, women business angels and investors, and key figures from the enterprise ecosystem. Organisations such as Innovate UK, the Royal Academy of Engineering, the Royal Society of Chemistry, the Francis Crick Institute, UKBAA, British Business Bank, and the NatWest Group participated in the event.

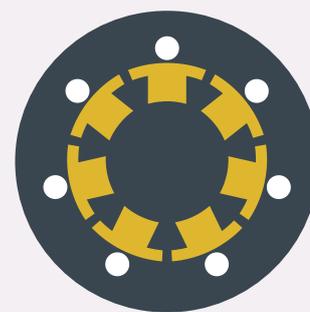
The event shed light on the gender gap in investment within university spinouts. While investment in university spinouts has increased significantly from £960 million in 2014 to £5 billion in 2021, only 18% of the 1,339 spinouts tracked by Beauhurst in May 2023 had at least one woman founder. Research conducted by Oxford Brookes University, funded by the Engineering and Physical Science Research Council, highlighted the challenges faced by women founders in securing investment to develop and grow their businesses. This **Times Higher** article expands on the issues (Sept 2023).

RIE supports the university-wide Research, Innovation and Knowledge Exchange (RIKE) networks which bring together researchers from different disciplines across the four faculties and professional staff, as well as external stakeholders, with an interest in a particular area.

Contact: Simonetta Manfredi

EDI Research and Knowledge Exchange Network

The **EDI Research Network** expanded its reach and membership to attract academics and researchers across disciplines and career stages. The Network also connects these colleagues with professional services staff with an interest in research and knowledge exchange on diversity and inclusion. Overall membership now stands at around 250.



**Equality, Diversity and
Inclusion Research Network**

Highlights and developments over the year included:

- Progress of projects supported by the EDIN Small Grants fund and sharing of outputs. These included the collaborative project '**Diversifying Creative Spaces in Oxford**' which brings together researchers, creatives, archivists and activists from Oxford Brookes University and local African Caribbean and Afrikan heritage organisations.
- Providing sponsorship of a panel as part of the hybrid **Creative Industries Festival** at Oxford Brookes in May 2023. This focused on **Neurodivergence in the Creative Industries** run by the producers of Square Hole, a podcast investigating neurodiversity, employment and the creative industries. Project collaborations will continue into 2023-2024.
- Hosting and disseminating access to webinars, lectures, and research workshops with a particular focus on decolonisation of research models and methods, and good practice in implementing equality, diversity and inclusion in research design and delivery. The network's landmark event for 2022-2023 was the publicly-facing hybrid lecture entitled **Decolonising Research: A Debate**, held in June 2023 with audiences from around the world - the recording is available [here](#).
- The EDI Research Network contributed to research-focused activities for Black History Month and LGBTQ+ History Month. The Network also ran a successful Grant Capture Cohort, which resulted in submissions to funding bodies such as the AHRC and the British Academy.
- The creation of an expanded **Google intranet site** as a dedicated resource space for EDIN members. This will facilitate linking colleagues working in the field of equality and diversity research and knowledge exchange across the University.

www.brookes.ac.uk/research/networks/equality-diversity-and-inclusion-rike-network

Contact: Lindsay Steenberg (Chair), Sola Adesola (Network Lead), Fabian Frenzel (Network Lead), and Hanna Klien-Thomas (Research Fellow)

Education and Enterprise



Student Access, Participation and Progression

We continue to make progress against the commitments made in our 2020-25 Access and Participation Plan (APP) in order to create a more inclusive university experience and achieve the targets that we have set ourselves in the current APP.

Our University 2035 Strategy supports these objectives, with APP being embedded within each of the four strategic pillars and specifically relevant to activities associated with Student Experience and Student Success, namely Transitions, Academic Advising and the new Attendance Monitoring Policy.

We are currently working to review each pillar in terms of what this means for students from underrepresented and disadvantaged backgrounds.

A crucial part of our remit is to engage colleagues across all parts of the university with the APP agenda. We are working to submit our 2025-29 APP in the Spring of 2024, identifying gaps in our provision through the development of robust Theory of Change models.

The table below summarises progress against key headline objectives in our 2020-25 APP.

Objective	From	To	2022 milestone	2022 performance	Trend
Reduce the gap in entrants between the least and most represented groups (POLAR4 Q1 and Q5)	5.7:1	4:1	4.8:1	5.2:1	Unclear
Increase the proportion of entrants from IMDQ1	7.3%	13.0%	10.5%	7.1%	No change
Increase the proportion of entrants from Black ethnic groups	4.1%	10.0%	7.0%	5.5%	Increasing
Increase the proportion of entrants from Asian ethnic groups	7.4%	12.0%	10.0%	10.6%	Increasing
To increase the number of entrants who are care experienced	27	60	43	Data not yet available	Unclear
Reduce the gap in good degree outcomes between Black and White students	20.4pp	10pp	18.0pp	18.3pp	Gap decreasing
Reduce the gap in good degree outcomes between Asian and White students	14.7pp	7pp	13.0pp	19.4pp	Gap increasing

The targets within our current APP are based on our institutional self-assessment data, undertaken in 2018-19, that directly responded to national key performance indicators on access, success and progression for students from underrepresented and disadvantaged groups defined by OfS at the time.

Work on our Theory of Change and to support the new APP has reinforced and deepened understanding of the intersectional factors influencing student recruitment and thereby the risks to equality of opportunity and achievement of targets. Priorities for future interventions are indicated for young and mature Black students and those from low socio-economic backgrounds.

We know that a sense of belonging is important to all students, but is more important in driving decisions among Black and Asian students, as well as those from low socioeconomic backgrounds. This has been an area of focus for our Open Day provision and in autumn 2022, 97% of BAME attendees surveyed said they could see themselves studying at Brookes.

In our 2022 decliners' survey, students from low socioeconomic backgrounds were more likely to find accommodation costs, cost of travelling to university and options to live at home important in their final choice of university. BAME respondents were more likely to find graduate earning potential and league table position more important than White respondents. Employability is an increasingly important influencer on university choice for all prospective students, however previous research indicated this was even more important for BAME students and particularly some Black ethnic groups. Our new student surveys in 2021 and 2022 showed that employability factors are not a dominant factor in why applicants choose Oxford Brookes, indicating that prospective students may not be identifying our strengths in this area.

Contact: Astrid Schloerscheidt and Wendy Fowle



Inclusive Curriculum and IDEAS Framework

Following a soft launch in September 2022, the IDEAS Toolkit was formally launched at the Transformational Academic Practice symposium in January 2023. **IDEAS is a model of curricula design** that aims to enable students, staff and stakeholders to co-create attractive, proportionately assessed, future-fit curricula, to ensure every student can achieve to the best of their ability and be prepared for their graduate destination (further study, work, enterprise).

It incorporates staff-student curricula co-creation of the following elements: Inclusive Learning; Digital Inclusion; Employability Learning; Assessment for Learning and Sustainability Mindset.

Governed through the IDEAS Steering Group, co-chaired by the Pro Vice-Chancellors for Access and Participation and Education, the model has:

1. Supported 11 programme design teams through 1 Sprint (3-day workshop) and 2 Sprint Lites (Sprites - 3 x 90 min workshops);
2. Assisted a further 20 programmes via bespoke Sprite workshops and/or Programme Development Team support;
3. Provided faculty and school level IDEAS training to programme leads

Evaluation tells us that staff appreciate the opportunity to workshop IDEAS through the Sprints and Sprites.

In particular they value:

- Working collaboratively with our student partners (Curriculum Consultants);
- Working with colleagues from different faculties and disciplines;
- The dedicated time and space to focus on developing their programme;
- The creation of an action plan to guide their work.



Participants also tell us they:

- Identified useful approaches to support the design of assessment.
- Increased confidence in developing inclusive learning.
- Gained a better understanding of a sustainability mindset.
- Would identify and consider characteristics of their student cohort more closely.

In 2022/23, OCAED published Brookes Briefings to support the IDEAS model and toolkit:

- **Inclusive Learning**
- **Digital Inclusivity**
- **Employability Learning**
- **Assessment and Learning**
- **Sustainability Mindset**

In 2023/24 we will develop understanding of, engagement with and adoption of the IDEAS model, prioritising those programmes where impact might be greatest. Priority programmes have been identified by the IDEAS Steering Group.

Contact: Jenny Louise Lawrence and Nik Beer

Digital inclusion and accessibility

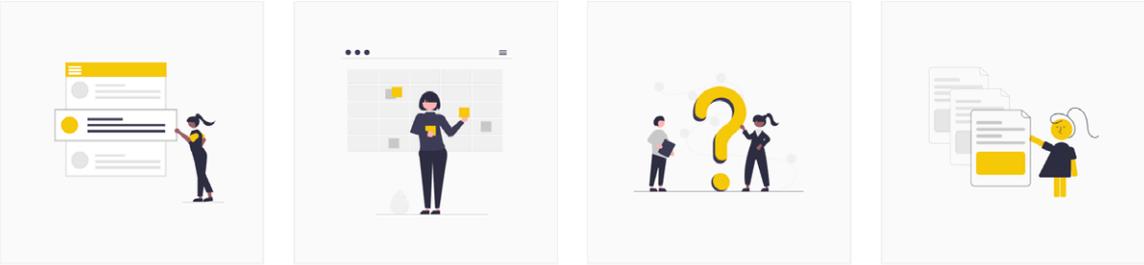
In July 2023 the Brookes Virtual Learning Environment (VLE) was upgraded to Moodle 4 and a consistent 'Brookes VLE template' was simultaneously implemented on all academic Moodle courses to commence in September 2023.

This collaborative project involved the Oxford Centre for Academic Enhancement and Development (OCAED), Learning Resources, and IT Services and aimed to ensure equity in a high-quality, inclusive and accessible digitally enabled learning experience across all four faculties at Oxford Brookes.

The Research and Development phase included:

- Co-design with the learning community (teaching and professional service staff and students) of an 'Inclusive Digitally Enabled Teaching Template' that embeds the Brookes' framework for digitally enabled teaching and learning (Coherence, Community, Consistency, Choice) within the VLE.
- Collaboration in hosting a **dynamic project microsite**, delivery of five Moodle template workshops and creation of **asynchronous guidance**.

Project updates



The image shows four icons representing different sections of a project updates microsite. Each icon is contained within a light gray square. From left to right: 1. 'Latest updates' icon: A person in a dark uniform pointing at a large document with a yellow header and a yellow circle. 2. 'Latest events' icon: A person in a dark uniform holding a yellow card, standing in front of a calendar grid. 3. 'FAQs' icon: Two people in dark uniforms standing next to a large yellow question mark. 4. 'Rollover' icon: A person in a dark uniform pointing at a document with a yellow header, with a yellow lightbulb above their head.

[Latest updates](#) [Latest events](#) [FAQs](#) [Rollover](#)

The Brookes VLE was rolled out to all Moodle Modules in September 2023.

Contact: Nik Beer

Students as partners

A model was developed within Oxford Centre for Academic Enhancement and Development (OCAED) to enable effective partnership working with students. This has supported the engagement of Student Curricula Consultants and Student Access and Participation Consultants, and has also been a vehicle for supporting other students as partners in initiatives across the University. Applications from students with diverse lived experiences are encouraged.

Curriculum Consultants

Curriculum consultants are a team of fifteen student partners, with diverse lived experience, employed by OCAED. They work with academic staff and programme designers from a wide range of faculties, departments and roles in a collaborative and reciprocal way, without hierarchy. In relation to IDEAS, our Student Curriculum Consultants have engaged in the Sprints (Design Workshops), which help academic teams to change, improve or create undergraduate and postgraduate courses. Involving our student partners in this design process, from the start is important to promote equality and inclusivity. Crucially, the students' voices can challenge traditional or outdated learning techniques and help ensure that different learners' needs are appreciated and considered. To date they have worked on 25 projects across the institution, including supporting 31 programmes through IDEAS redesign.

In addition to programme design workshops, the consultants have been involved in various student-led projects designed to enhance our teaching and learning offer, and to develop their own employability skills, including advising on the overhaul of the University's digital learning platform.

Recent projects include the creation of **Student Personas** which visualise various student experiences, enabling empathic and inclusive experiences at Brookes. This supports the Design Thinking methodology which is central to the IDEAS Framework. The Curriculum Consultants interviewed their peers and also provided their own life experiences in order to compile the narratives, so they are based on real student experiences and feature a range of diverse and intersecting protected characteristics and identities.



They are used in curriculum design to support staff with understanding a whole variety of different student experiences and perspectives, so that they can design curricula and learning experiences that support and nurture all students. They are also available for wider use in any scenario beyond curriculum design.

We are also currently working on creating **staff personas** to help ensure that our learning offer to staff is as inclusive as we want the student offering to be.

The team also regularly contributes to research projects, including a recent collaboration with the Quality Assurance Agency for Higher Education (QAA), and are frequently invited to speak at conferences and events to enhance our teaching and learning offer.

Our Curriculum Consultant team says:

"I have developed problem solving and critical thinking skills"

"I have started to adapt new creative processes and learning practices beyond my role, and I have been applying them everywhere personally and professionally. It has proved to be a real game changer."

"I've learned a lot about the process of coming up with a clear problem and ideas to solve it."

"I've gained confidence and communication skills as I'm sharing experiences and ideas in different settings."

"I've learnt how to confidently present ideas to academic staff".

"I am enjoying giving students a voice and empowering my peers"

Student APP Consultants

In May 2023, three Student APP Consultants were recruited to support the development of the University's 2025-29 Access and Participation Plan (APP) and the delivery of the 2020-25 APP. The students engage in co-creation workshops with staff, focused on identifying the challenges that students from underrepresented and marginalised backgrounds face when applying to our University, when studying with us and when progressing to graduate employment or further study.

This work supports the overarching ambitions of the APP, to remove the risk to equality of opportunity across all stages of the student lifecycle. Student APP Consultants have also been involved in wider strategic meetings, which mirror the University's Access and Participation Group, contributing to wider strategic decisions in relation to APP.

We continue to recruit to the Curricula Consultants and APP Consultants roles, with a recent campaign resulting in 76 applications and 14 offers of appointment covering a range of postgraduate, undergraduate and international students.

Level 3 Student Partners initiative

During the 2022/23 academic year, the Access and Outreach team ran a Level 3 Student Partners initiative. The initiative sought to work with prospective students, from diverse backgrounds, as partners to discover ways in which we can:

- meet the needs and reflect the lived experiences of a diverse range of prospective students
- make the content and delivery of activity attractive and appealing to a diverse range of students.

This approach to partnership working has several benefits for staff and students.

Students

- shaping content for future students
- confidence to share thoughts and ideas
- experience working as part of a team
- explore their own decisions around HE
- working with university staff as equals
- earning money!

Staff

- greater insight into prospective students
- ability to inform your area of work
- taking part in something new for HEIs
- cross team working and learnings
- ability to feed insights into our APP.

Year 12 students within our partner schools were invited to participate in a series of workshops with the aim of producing student personas, based on participant discussions, that reflected diversity of experiences. These personas were to be used to inform the University's recruitment processes. The project culminated in a final celebratory session, where students presented their personas and received certificates for their participation, including key skills and competencies developed through the project. Students met every two months on campus, with additional engagement in online asynchronous content. Students were paid for their time and their travel costs were covered.

Student as partners: next steps

Our student partnership work promotes the student voice and diverse experience, advocating for their peers and helping ensure that students are always at the front of what we say and do at Oxford Brookes. We are currently evaluating the Level 3 Student Partners project.

Contact: Jenny Louise Lawrence and Wendy Fowle



Academic Advising

The interim PVC Education and Director of OCAED co-authored an **Academic Advising Strategy** at the request of the Vice-Chancellor's Group. The strategy aims to increase engagement, enhance practice, and mitigate risk, and secure additional funding to 'pump prime' a new and more rigorous **Academic Advising** offer.

A cross-university Steering Group provides strategic oversight to realise key objectives.

1. Establish governance structures, reporting protocols, and lines of accountability:
 - a. The PVC Education appointed a designated Officer to take strategic responsibility for this major academic function;
 - b. An Advising Policy was ratified in June 2023;
 - c. Senior Faculty Advisers were appointed (to commence duties in September 2023).
2. Introduce comprehensive guidance and professional development for those involved:
 - a. 161 Academic Advisers attended development sessions;
 - b. Academic Advising webpages and guidance documents were updated and template emails for advisers were introduced, securing 5,210 unique page views;
 - c. A series of Academic Advising briefings were delivered to Faculty and Programme Leaders, reaching approximately 200 staff. This professional development guides staff in considering protected characteristics in supporting students, and advises on delivery of in person and online, one to one and group tutorials so advising is accessible to all.

A third objective, to establish student engagement, monitoring and risk management protocols, is rolled forward into the next phase of the work.

Contact: Jenny Louise Lawrence

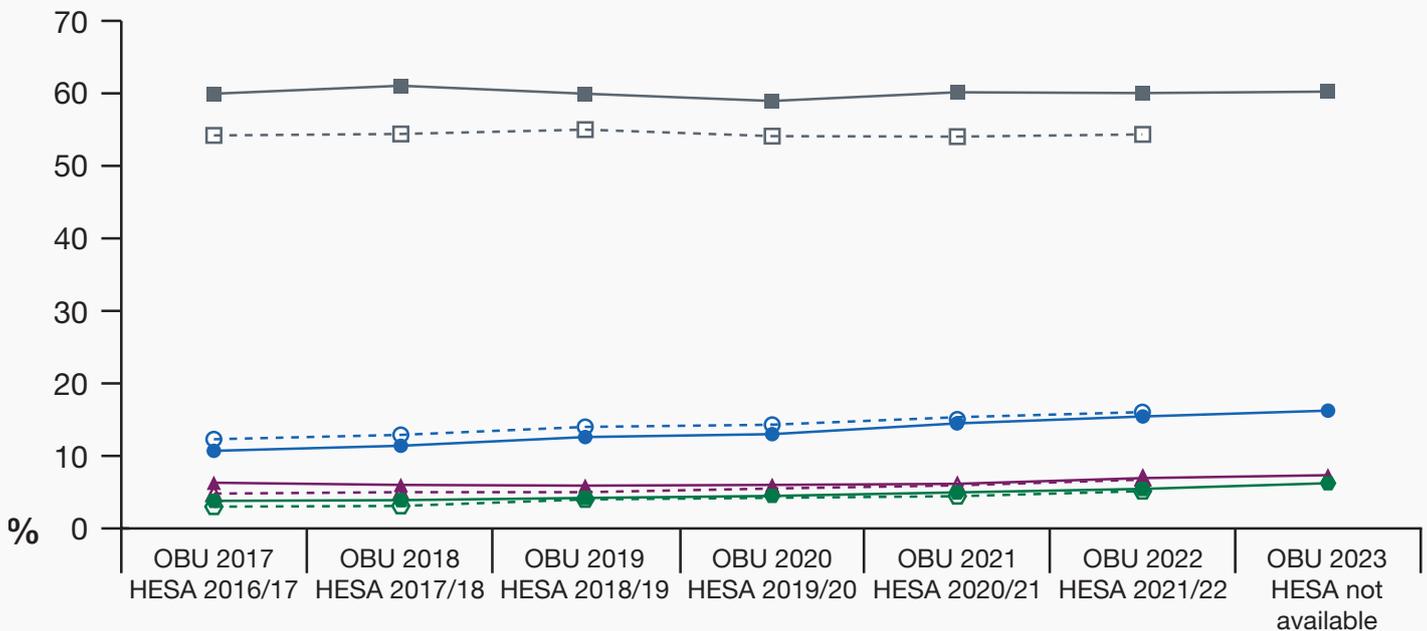
Staff and Student Diversity Data 2023

Staff diversity profile and pay gaps

Methodology

Staff data included in this report was extracted from People XD with the reference date 31 July 2023. This procedure is consistent for all staff data reporting for the academic year 2022-2023, allowing for continuity across reports. The report focuses primarily on salaried employees, hourly paid staff data is displayed where available. HESA data is used for benchmarking purposes and the most recent figures available at the time of publication were of the 2021-2022 submissions. Pay gap data is extracted from the University's **Pay Gap Report 2023**. As of July 2023, the total number of salaried staff was 2,259 and there were 2,191 employees on casual contracts.

Overview



Key

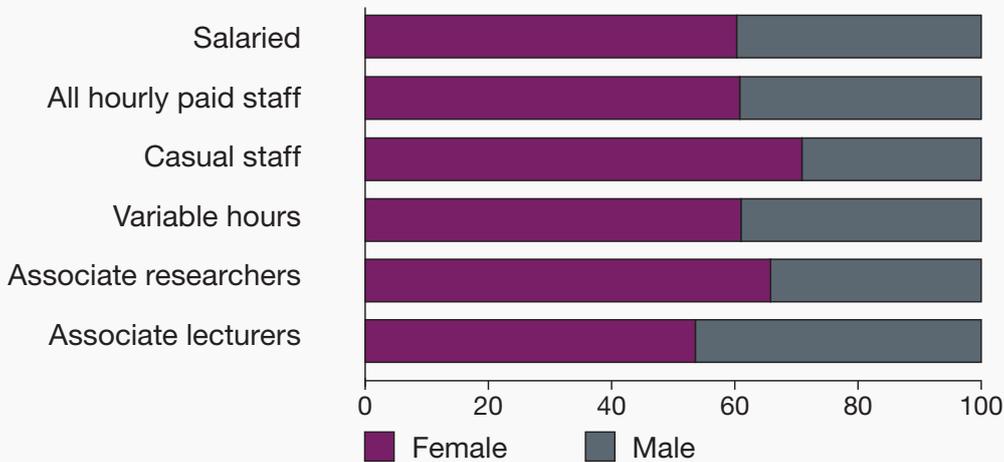
- Female (Oxford Brookes) - □ - Female (Sector)
- BAME (Oxford Brookes) - ○ - BAME (Sector)
- ▲— Disabled (Oxford Brookes) - △ - Disabled (Sector)
- ◆— LGB (Oxford Brookes) - ◇ - LGB (Sector)

	OBU 2023	Sector 2022
Female	60.3%	54.6%
BAME	16.3%	16.1%
Disability	7.4%	6.8%
LGB+	6.3%	5.2%

Sex and Gender

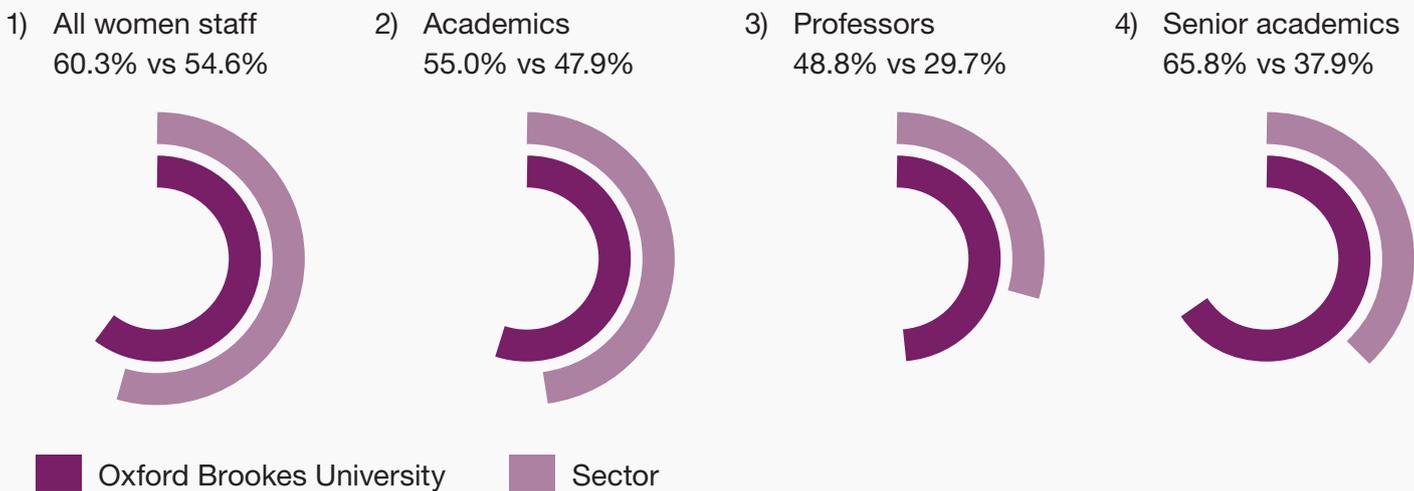
The proportion of women³ employees at Brookes has remained fairly consistent over the past few years (see graph above) and with 60.3% in 2023 continues to be higher than the sector average of 54.6%. Across hourly paid staff, the ratio of women to men is almost identical to that of salaried staff (60.8%). However, there are variations between the different contract types within the hourly paid workforce: the proportion of women ranges from 53.6% for associate lecturers to 70.9% for casual staff.

Staff profile by sex and contract type



In 2023 the ratio of women professors (48.8%) is negligibly below last year's par figure (50.0%) and remains substantially higher than the sector average (29.7%). The percentage of women in senior academic⁴ positions continues to rise and has reached 65.8% in 2023. This reflects a surge of over 10 percentage points (p.p.) compared to the previous year (55.0% in 2022) and translates into being almost 30 p.p. above the sector average (37.9%).

Oxford Brookes University vs sector for women in academic roles



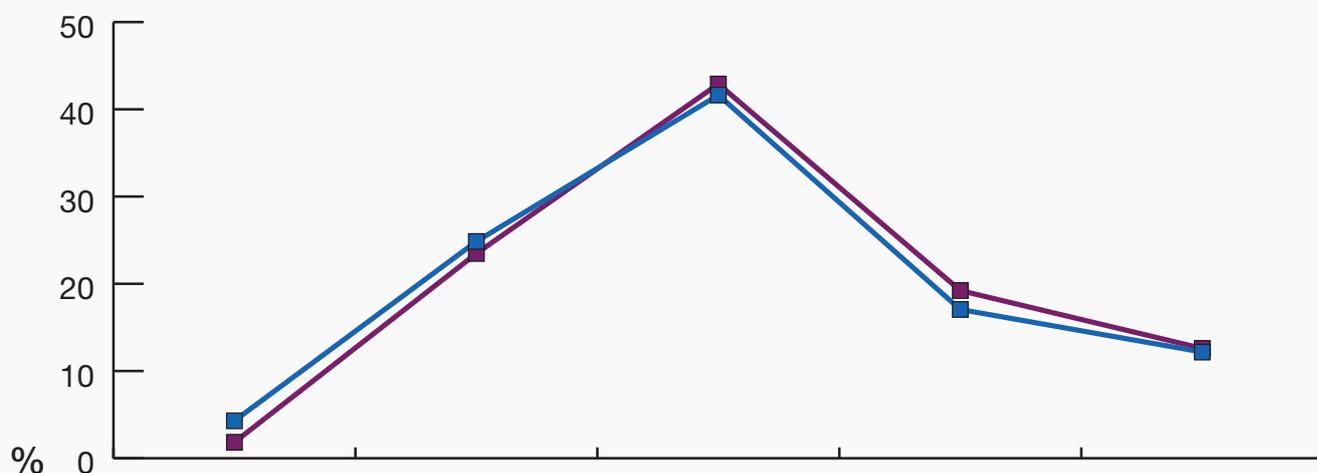
3 This report uses the terminology of 'women' and 'men' in our narrative descriptions and analysis of gender differentials. 2022-23 data in the report is drawn from our People XD data sets disaggregated on the basis of binary sex. This is in line with Advance HE Guidance on the Collection of Diversity Monitoring Data (2022).

Within our People XD Staff Portal, we also enable self-reporting of gender with the option to identify beyond the binary categories of sex (expressed as 'Female', 'Male', 'Other'). 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.

4 Senior Academic roles include PVC Deans, Associate Deans and Heads of Department.

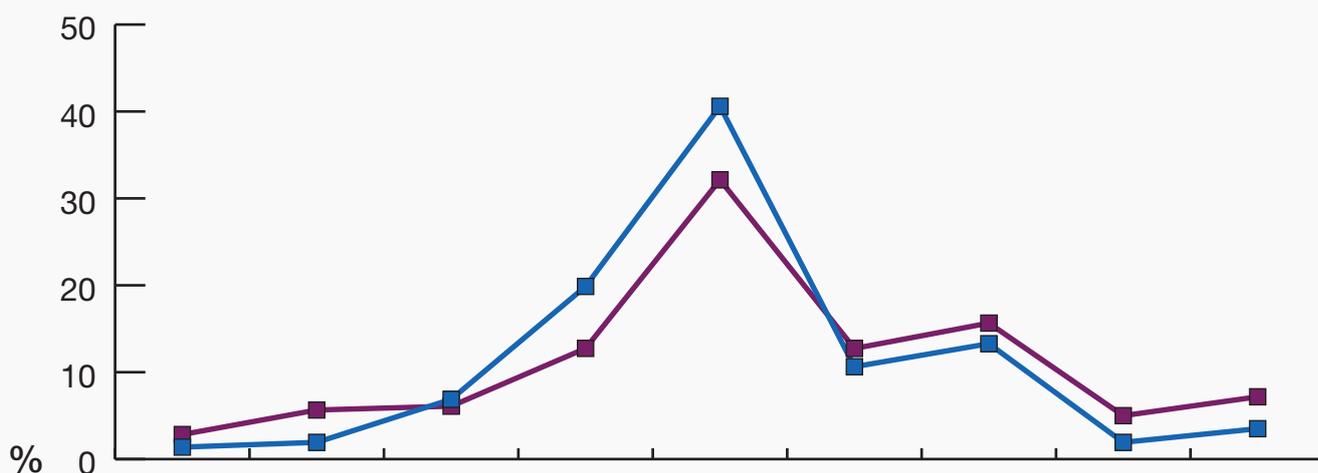
The strong and increasing representation of women academics in senior roles has led to a nearly identical distribution of women and men across all academic grades, closing the previous gap for senior staff. While the disparities in the grade distribution between women and men for professional services staff - particularly for senior roles - persist, the mean gender pay gap of Brookes sustained the downward trend of the past six years and has reduced to 9.5% in 2023 (10.5% in 2022). The median gender pay gap shows fluctuations against previous progress, moving up again in 2023 to 5.6% (4.5% in 2022).

Grade profile by sex and occupational group - academic staff



HESA Level OBU Grade	L0 6/7	K0 8/9	J0 10/11	I0 12	Senior
— Women	4.3%	24.9%	41.6%	17.1%	12.2%
— Men	1.8%	23.5%	42.9%	19.2%	12.6%

Grade profile by sex and occupational group - professional staff

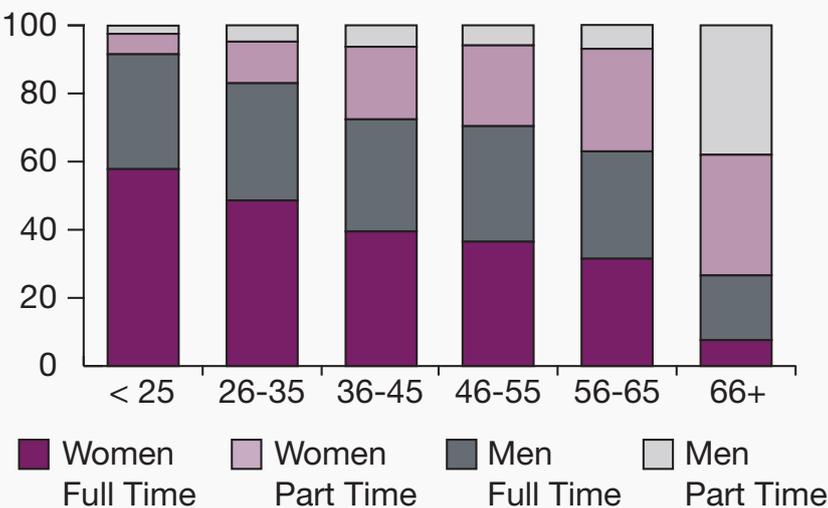


HESA Level OBU Grade	P0 4	O0 4	N0 5	M0 6	L0 7/8	K0 9	J0 10/11	I0 12	Senior
— Women	1.4%	1.9%	6.9%	19.9%	40.6%	10.6%	13.3%	1.9%	3.5%
— Men	2.8%	5.7%	6.1%	12.7%	32.1%	12.7%	15.7%	5.0%	7.2%

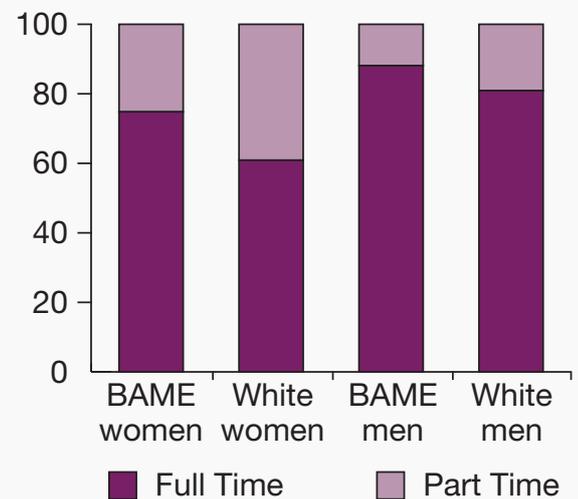
Despite the overall progress in gender equality at senior level, there are still indications of horizontal gender segregation across both academic faculties and professional services. For example, in Technology, Design and Environment at professorial level only one-third (36.4%) are women, whereas the proportion of women professors in Health and Life Sciences is almost double (70.6%). Similarly, senior positions in some professional services departments are solely or predominantly occupied by women (e.g., Marketing Recruitment & Engagement 100%, People Directorate 71.4%) and other areas in contrast lack representation of women in senior management roles (e.g., Estate and Campus Services 20%, IT Services 20%). These disparities reflect general social trends for gender and career path.

There has been no change in the ratio of salaried staff working part-time (29.3%), and women continue to make up the majority (76.0%) 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 38% compared to an average of 5.3% for men aged 25-65. There also appear to be differences between ethnic groups: while White women are most likely to work part-time, BAME⁵ men are least likely to work part-time (39.1% of White women work part-time and only 11.9% of BAME men).

Age and sex profile by contract-type



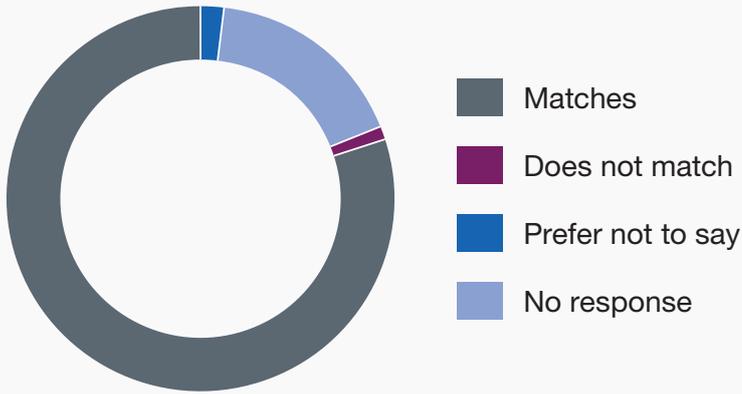
Ethnicity and sex profile by contract-type



In 2022-23 the number of salaried staff declaring their gender identity is different from their sex assigned at birth has slightly increased to 20 employees (15 in 2021-22). This figure represents 0.9% of total salaried staff, whereas the proportion of employees stating their gender identity matches their sex assigned at birth is 80.3% in 2023. Disclosure rates on gender reassignment and trans status have overall improved compared to the previous year, with the ratio of staff not providing data reducing by over 1 p.p. to 17.3%.

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.

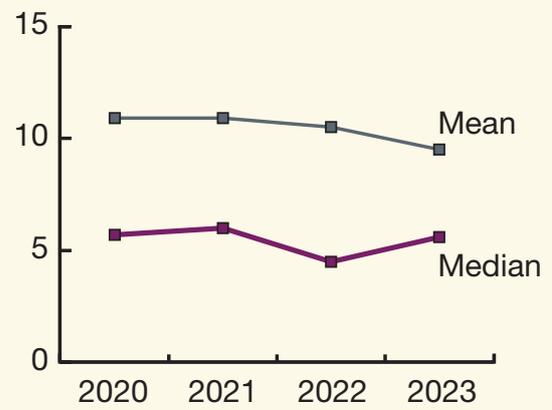
Does your gender identity match your sex assigned at birth?



The **mean** gender pay gap as of March 2023 is **9.5%**

The **median** gender pay gap as of March 2023 is **5.6%**

Gender pay gap - gross pay



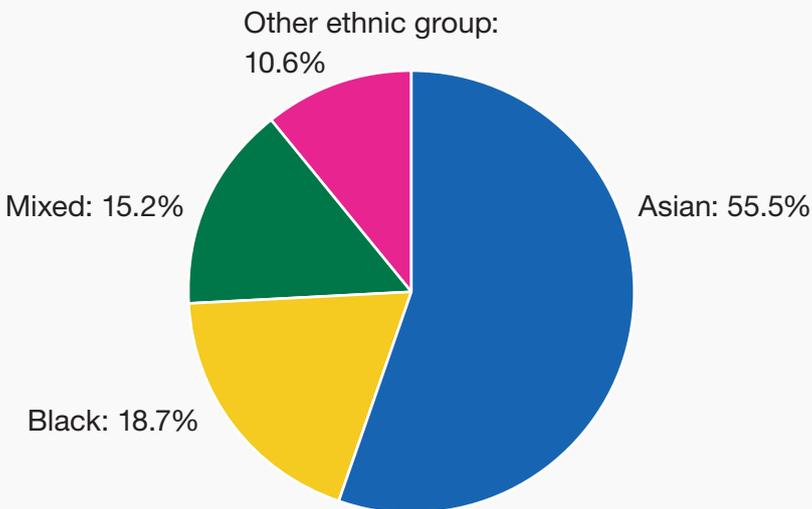
Ethnicity

The workforce at Brookes has become more ethnically diverse over the past years and the year-on-year increments of around 1 p.p. since 2020 are in line with the general upward trend in the sector. The proportion of salaried staff identifying as BAME has reached 16.3% in 2023 (13.2% in 2020), whereas the sector average rose from 14.3% in 2020 to 16.1% in 2022.

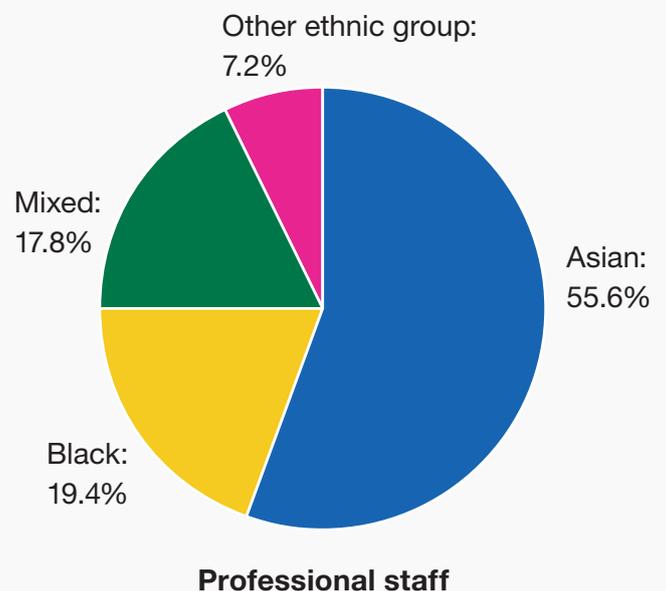
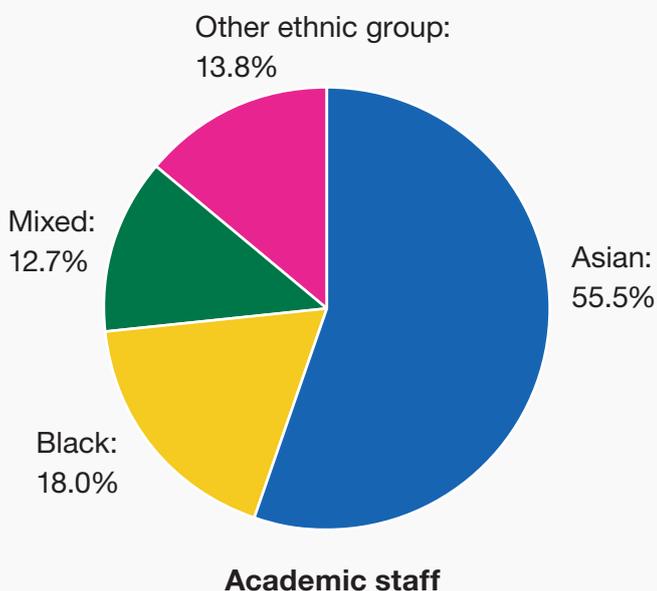
The ratio of people identifying as BAME is higher for hourly paid staff and has increased by almost 3 p.p. compared to previous year, reaching 23.9% in 2023. Amongst the hourly paid workforce, the key drivers behind the higher BAME representation are casual staff (33.9%) - which includes student casuals - and associate researchers (25.0%).

Across all salaried staff who identify as BAME, the largest group of employees classifies as of Asian origin (55.5%). The second biggest category within BAME are reporting to be of Black heritage (18.7%), closely followed by employees who declare being of mixed ethnicity (15.2%). The figures include both UK and non-UK national staff and vary slightly for academic and professional services roles, however, the order of the different groups is consistent for both.

BAME ethnicity profiles - all staff

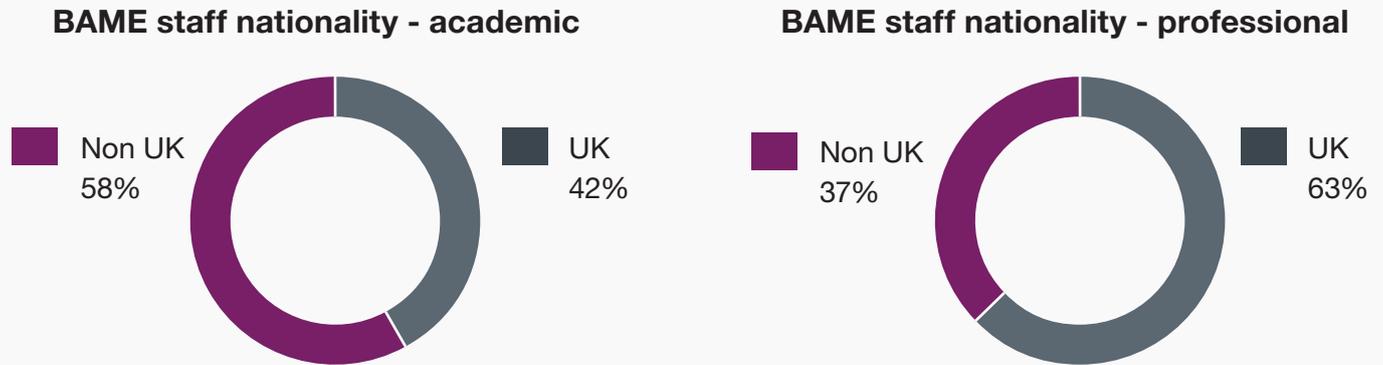


Ethnicity breakdown by Academic and Professional Services staff groups



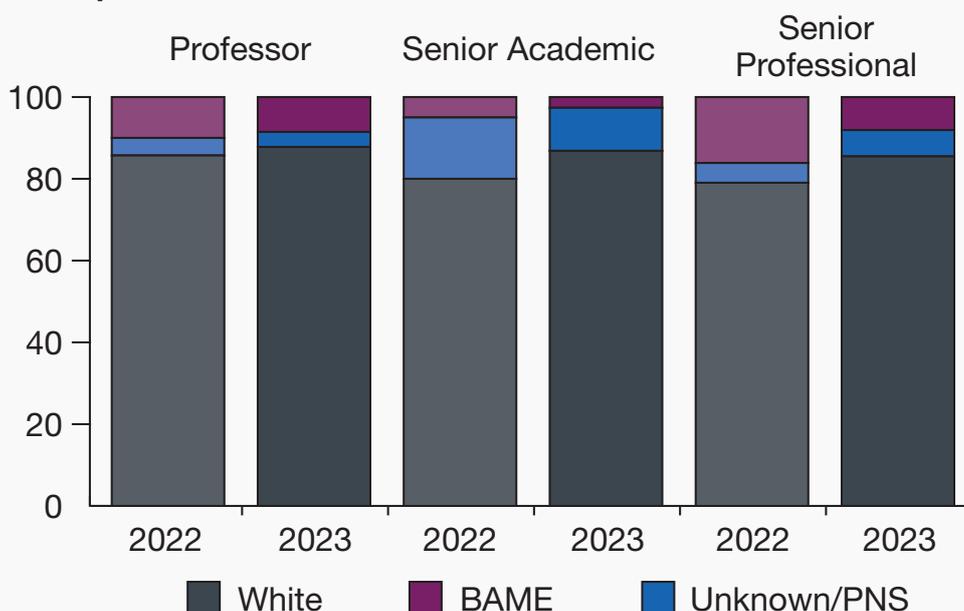
Among salaried staff, academics continue to have a higher BAME representation (19.5%) compared to professional services staff (14.0%). BAME academics tend to predominantly stem from a non-UK background (58.2%), whereas professional services BAME employees are more likely to be from the UK (63.3%).

There is some variation in BAME representation across faculties and departments. For example, in the Business School almost one-third of employees (28.2%) identify as BAME compared to just 7.7% in Humanities and Social Sciences. Among professional services, Marketing, Recruitment and Engagement has the highest proportion of BAME staff (21.5%), whereas in Estate and Campus Services less than 1 in 10 staff disclosed to be BAME (8.6%).



In 2023 the total number of BAME employees holding a senior position is the same as in 2022 (11). However, simultaneously the total number of senior staff at Brookes increased by 10 to 182, reducing the proportion of BAME senior staff to 6.0%. The widest gap continues to be at professorial level: in 2023 the number of professors disclosing to be BAME (less than 5) or stating 'prefer not say' (7) has remained unchanged, whereas the number of White employees who are part of the professoriate has increased by 12 to 72. In 2023 – for the second time in a row – no eligible candidate of BAME background (18) has applied for promotion to professor. Simultaneously, there were 21 applicants of White ethnicity (173 eligible), 15 of whom were successful. Consequently, the gap between the sector benchmark⁶ (12.0% of professors identify as BAME) and Brookes (3.7% of professors identify as BAME) has further widened in 2023.

Ethnic profile of senior staff

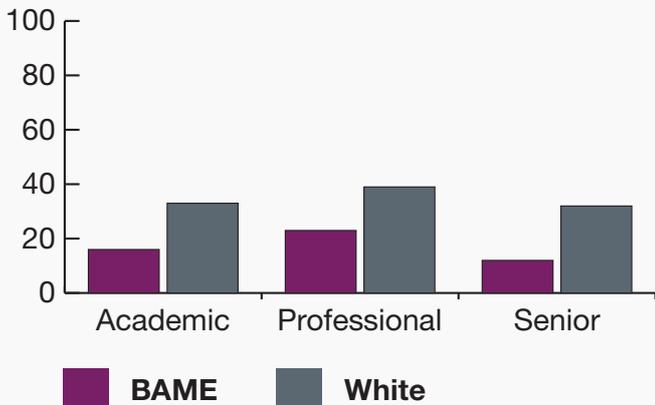


⁶ The HESA benchmark (2021-22) excludes staff of unknown ethnicity and may not be directly comparable.

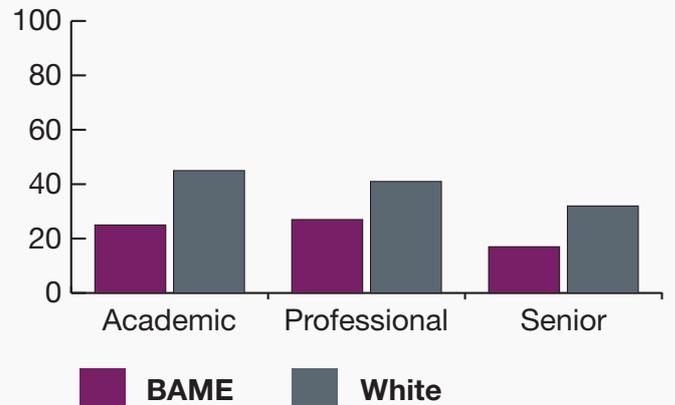
Salaried staff recruitment and selection data show that for the first time ever, in the academic year 2022-23, overall, Brookes attracted more BAME (56.2%) than White applicants (where ethnicity is known). The ratio of BAME applicants has increased across all job roles in 2023 by 9 p.p. or more. However, this milestone is overshadowed by the persisting low success rates of BAME candidates in contrast to White applicants. BAME candidates continue to be less likely to be shortlisted and made offers across all roles: in 2023 only 19% of BAME candidates were shortlisted compared to 37% of White applicants. Simultaneously, success rates for shortlisted BAME candidates (26%) are far below White applicants (42%). The widest gaps in success rates are between BAME men and their White counterparts, where BAME men are only half as likely to be shortlisted (18% vs. 37%) and consequently offered roles after shortlisting (20% vs. 41%).

Despite the lower success rates, it should be positively noted that the proportion of new starters of BAME background (27.8%) is still 11 p.p. higher than the current ratio of salaried BAME staff across the university.

Ethnicity of shortlisted applicants



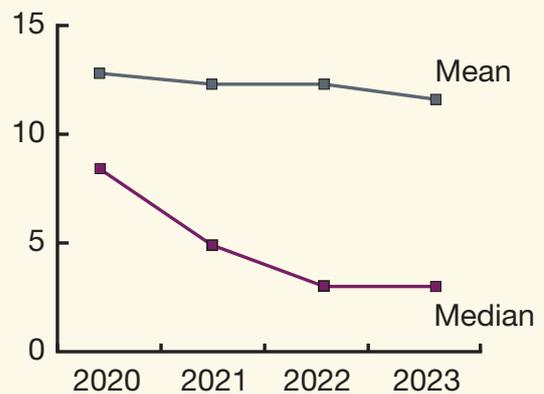
Ethnicity of shortlisted applicants offered roles



The **mean** ethnicity pay gap as of March 2023 is **11.6%**

The **median** ethnicity pay gap as of March 2023 is **3.0%**

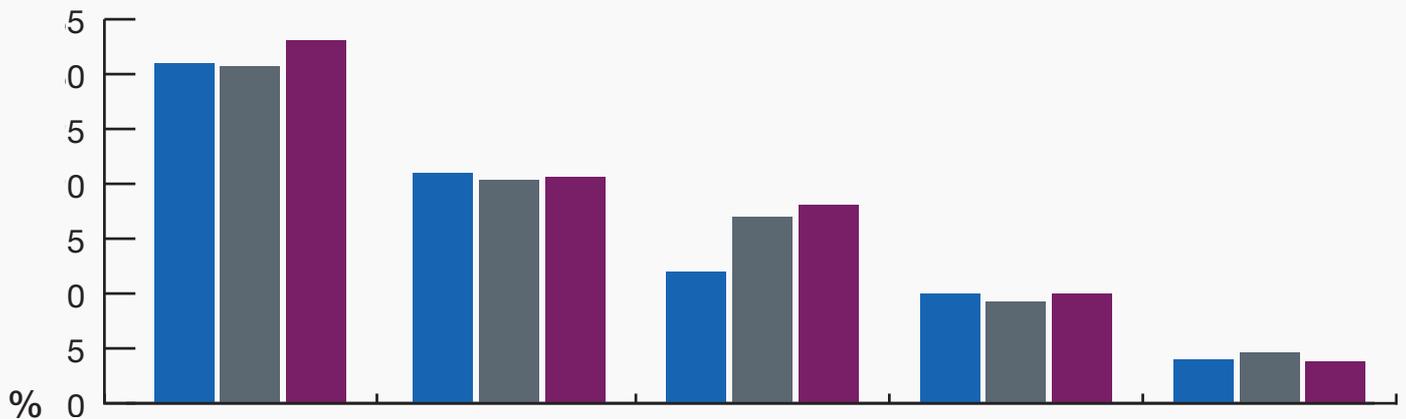
Ethnicity pay gap - gross pay



Disability

The proportion of salaried staff identifying as disabled in 2023 is 7.4%. This is in line with the previous year's figure (7.0% in 2022) and slightly above the sector average of 6.8% in 2022. Amongst hourly paid staff the ratio of employees who declare a disability ranges from 4.9% for variable hour contracts to 11.4% for casual staff. The fluctuation across the hourly paid workforce is partially driven by the variation in disclosure rates, whereby there is a much higher percentage of variable hour staff indicating 'prefer not to say/ unknown' (14.0%) compared to casual staff (5.5%).

The most frequently reported disability type by salaried staff continues to be a specific learning disability (33.1%), followed by long standing illness or health condition (20.6%) and mental health condition (18.1%). This order diverges slightly from the sector data, whereby the most common impairment type disclosed is long standing illness or health condition (21.2%), closely succeeded by specific learning difficulty (21.0%) and mental health condition (15.4%).

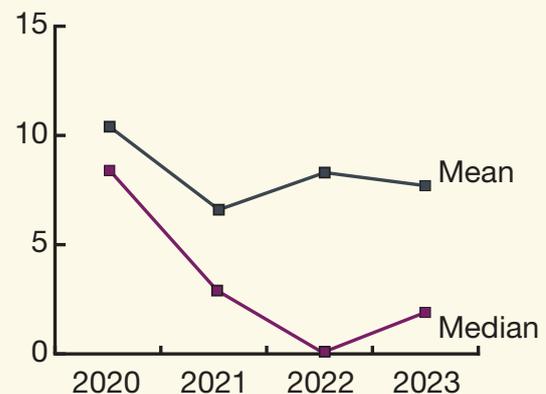


	Specific Learning Difficulty	Long-standing illness or health condition	Mental Health Condition	Physical impairment or mobility issues	Deaf or serious hearing impairment
■ 2021	31%	21%	12%	10%	4%
■ 2022	30.7%	20.3%	17%	9.2%	4.6%
■ 2023	33.1%	20.6%	18.1%	10%	3.8%

The **mean** disability pay gap as of March 2023 is **7.7%**

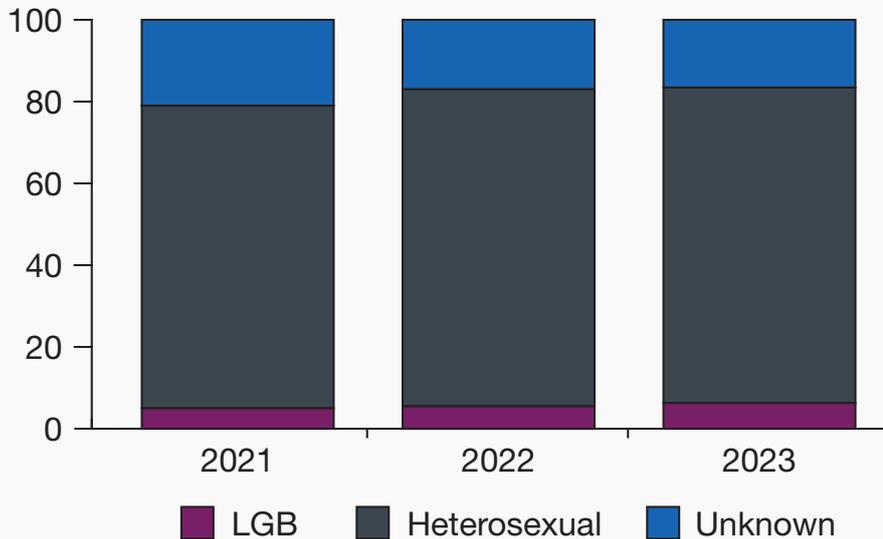
The **median** disability pay gap as of March 2023 is **1.9%**

Disability pay gap - gross pay



Sexual orientation

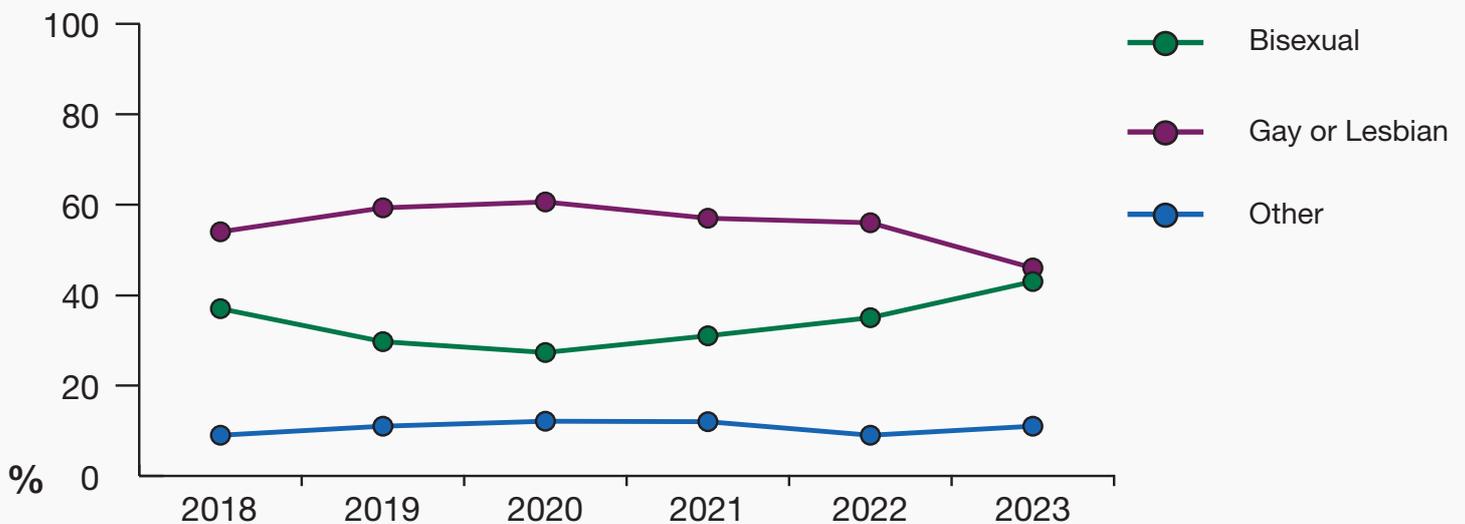
Over the past three years the proportion of salaried staff sharing their sexual orientation has steadily increased, hence the ratio of 'prefer not to say/ unknown' has reduced to 16.6% in 2023. Throughout the same period, the ratio of salaried employees disclosing that they are LGB+ also steadily increased year-on-year and has surpassed the 6% mark in 2023. HESA data on sexual orientation is incomplete as it is not compulsory for all institutions to return this information; of universities who reported figures for this protected characteristic on average 5.2% of employees identify as LGB+.



Although hourly paid staff are marginally less likely to disclose their sexual orientation (81.7%) compared to salaried employees (83.4%), across all contract types they are more likely to declare to be LGB+ (9.7%). The ratios range from 7.1% for variable hours staff to 14.6% for casual staff contracts (includes student casuals).

Over the past 4 years - within salaried LGB+ staff - the proportion of employees who share they are bisexual has steadily increased and simultaneously the ratio of 'gay or lesbian'⁷ has slightly decreased. In 2023 therefore, both groups have reached almost equal ratios, each representing over 2/5 of the LGB+ community at Brookes.

Profile of staff identifying as LGB+

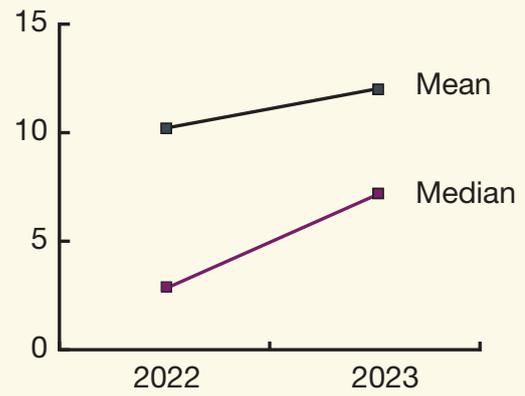


⁷ HESA and hence Brookes has changed the breakdown of LGB+ categories in 2023. In previous reporting gay men and gay women/lesbian were displayed separately, but now figures have been merged into 'gay or lesbian'.

Sexual orientation pay gap - gross pay

The **mean** sexual orientation pay gap as of March 2023 is **12.0%**

The **median** sexual orientation pay gap as of March 2023 is **7.2%**



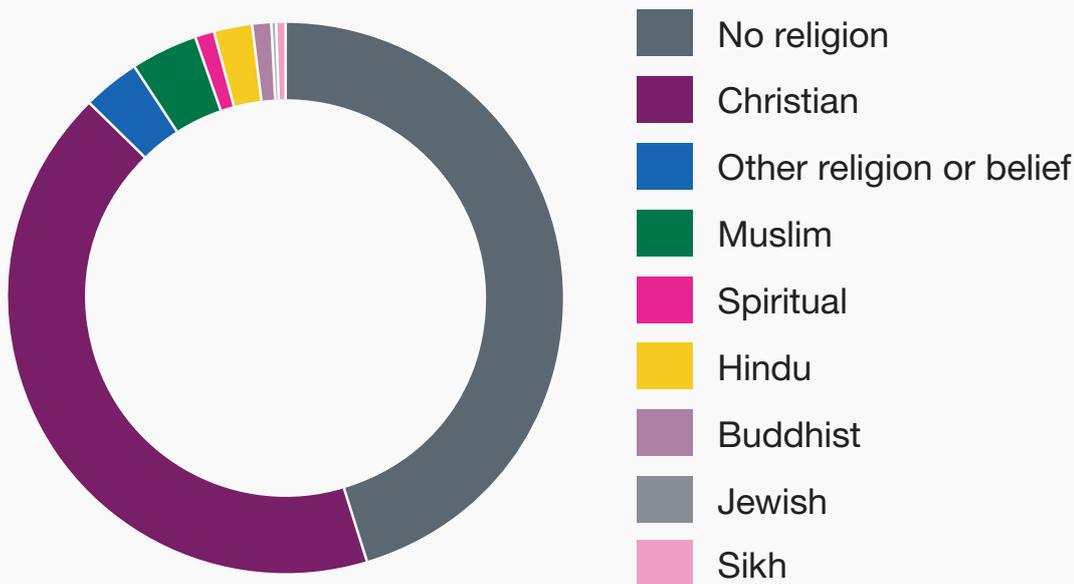
Staff and students attending the flag raising and light-up event for LGBTQ+ History Month 2023

Religion

In 2023 there have not been any major changes in the proportion of salaried staff declaring a religious belief (44.9%) and those with no religion (37.4%) compared to 2022 (45.6% and 36.6% respectively), simultaneously the ratio of employees who 'prefer not to say' or have not provided any data remained at the same level (17.8%). These figures are in line with hourly paid staff, where 37.2% declare they do not follow a religion and 43.4% state they do.

The largest religious group amongst salaried employees who state a belief remains the Christian faith (42.1%). Whilst the proportion of the top three non-Christian religious groups Muslim (3.8%), Other (3.4%) and Hindu (2.2%) are substantially smaller, the ratios have been consistently increasing over the past years (2.0%, 3.2% and 1.6% respectively in 2018).

Profile of staff reporting a religious belief

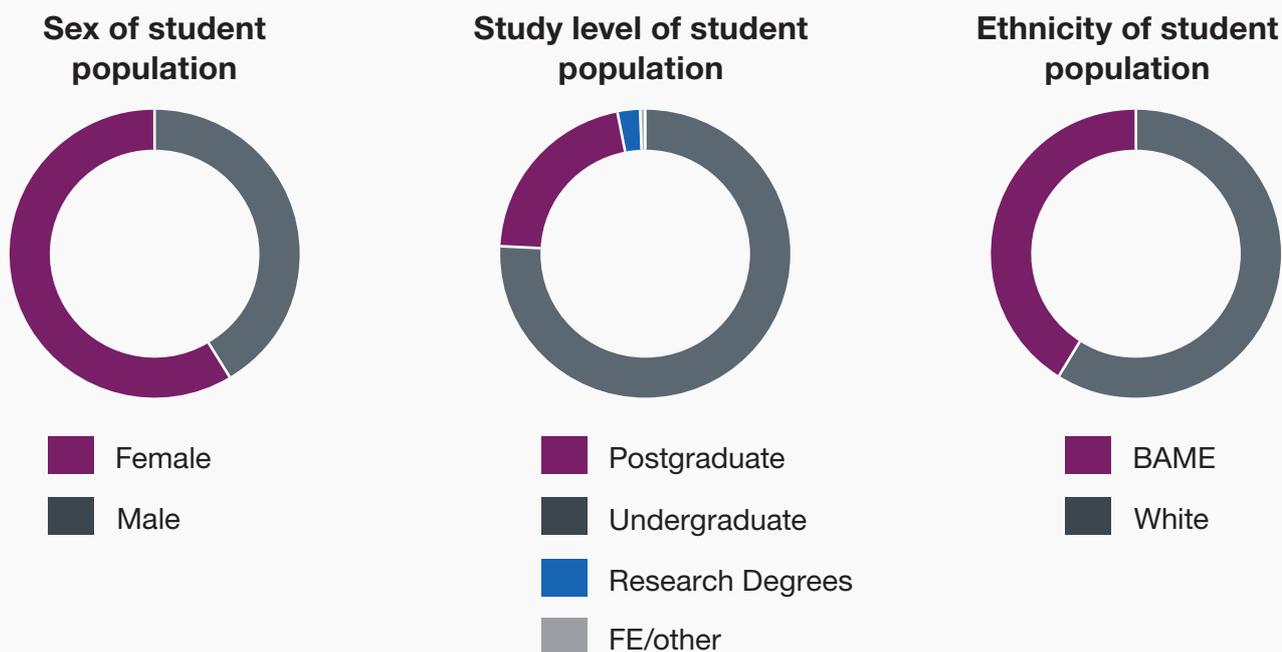


Student diversity profile 2023

Methodology

Student data is extracted from the SMART enrolments dashboard and is accurate as of 1st December 2023. The data set represents the main study body at Oxford Brookes. It includes all new and continuing students studying at the main Oxford Brookes campuses (including Oxford and Swindon) as well as distance learners and students who are registered with Oxford Brookes on programmes delivered by our Associated College Partnerships and the Global Banking School. The analysis excludes associates, students studying short courses (such as CPD courses) and students taught at our international partner institutions. Where benchmarking has been included, this is based on HESA 2021-2022 data.

Overview



In the academic year 2022/2023 there were 20,248 students enrolled at Oxford Brookes, 76.1% of whom are undergraduates, 20.9% postgraduates, 2.5% research students and 0.5% on Further Education/Other⁸ courses. The student body at the university is diverse. Across all subjects, 58.5% of students are women (of those whose sex was known), 4 out of 10 (41.1%) identify as BAME (of those whose ethnicity was known) and almost half (47.0%) are classed as mature students⁹.

In November 2022 the university entered a new partnership with the Global Banking School (GBS), offering a new course in BSc (Hons) Health, Wellbeing, and Social Care. The first student intake started in February 2023 and as of 1st December 2023 there are over 4,000 students enrolled across 7 courses. GBS takes an inclusive approach to recruiting students, with an aim to widening access to higher education among groups currently under-represented in the higher education sector. Students currently enrolled under the partnership scheme tend to be mature (98.9%), predominantly female (60.5% of those whose sex is known) and of BAME background (60.4% of those whose ethnicity is known), leading to a more diverse undergraduate student body at Brookes.

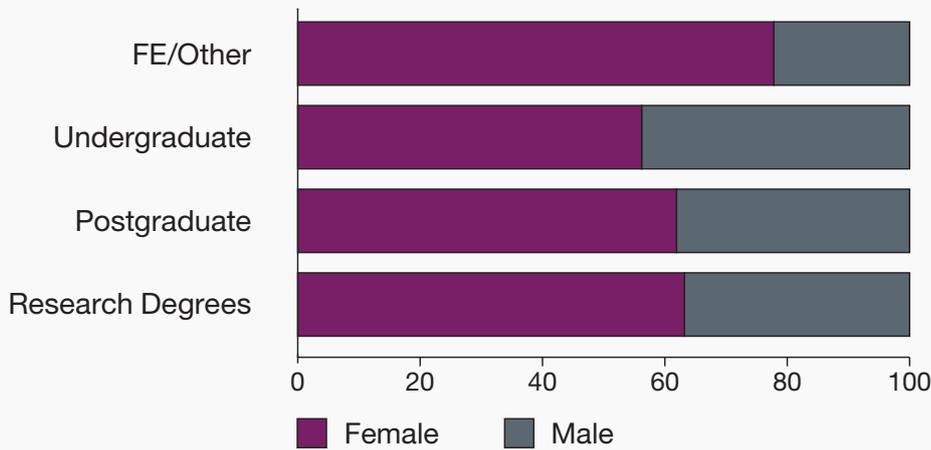
8 Further Education/Other: Foundation Degrees or pre-sessional English and pre-Master programmes.

9 Undergraduate students (including Foundation Degree) are considered Mature if 21+ and Postgraduate and Research Degree students are Mature if 25+.

Sex

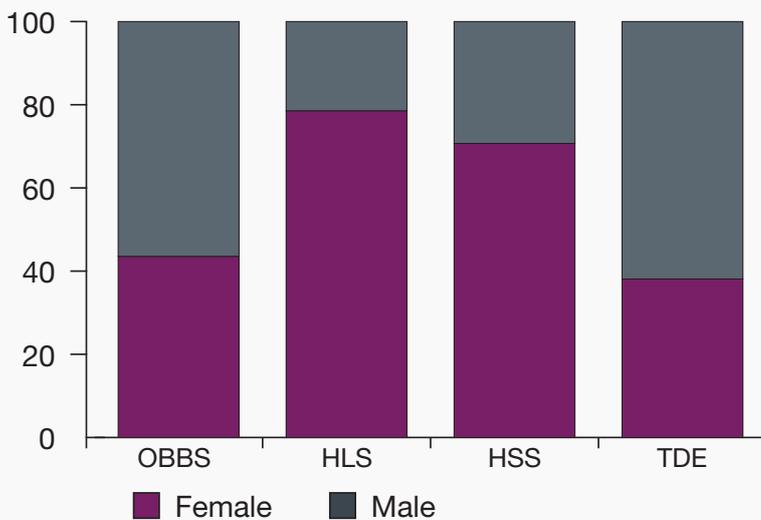
The overall ratio of women to men students (58.5%) at Brookes is in line with sector average (57.3% women). Comparing all levels of study, women's representation is highest (77.8%) amongst further education/other courses, however these only constitute a marginal proportion of the student population (0.5%). The majority of students are enrolled at undergraduate level (76.1%) and 56.2% of those are women. At postgraduate and doctoral level women represent around two thirds of the student body, which is noticeably higher than the sector average where women make up 58.5% of taught postgraduate courses and just slightly more than half of all research degrees (51.3%).

Sex of student population



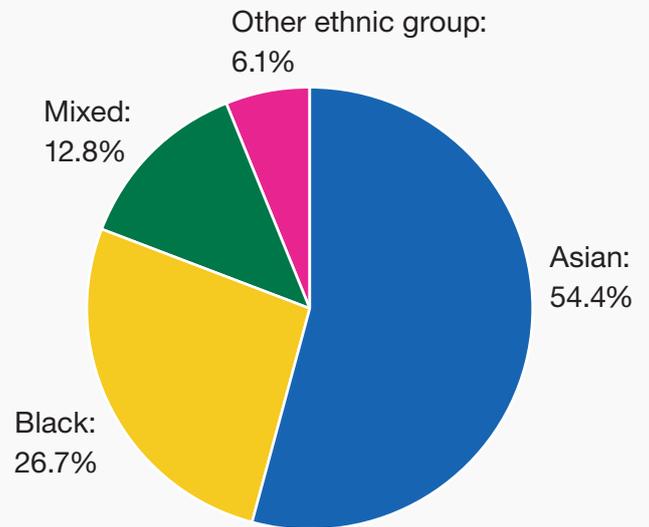
Despite women being in the majority across the University as a whole, there are sex imbalances at faculty level. Almost two thirds (61.9%) of students in the faculty of Technology, Design and Environment (TDE) are male. Conversely, women are significantly overrepresented in Health and Life Sciences (HLS) (78.5%) and in Humanities and Social Sciences (HSS) subjects (70.7%). The student sex profile across the faculties reflects general social trends for gender and career path and resembles Brookes staff demographics, where women constitute the majority of employees in HLS (69.0%) as well as HSS (63.1%) and are underrepresented in TDE (42.5%).

Sex of students by faculty



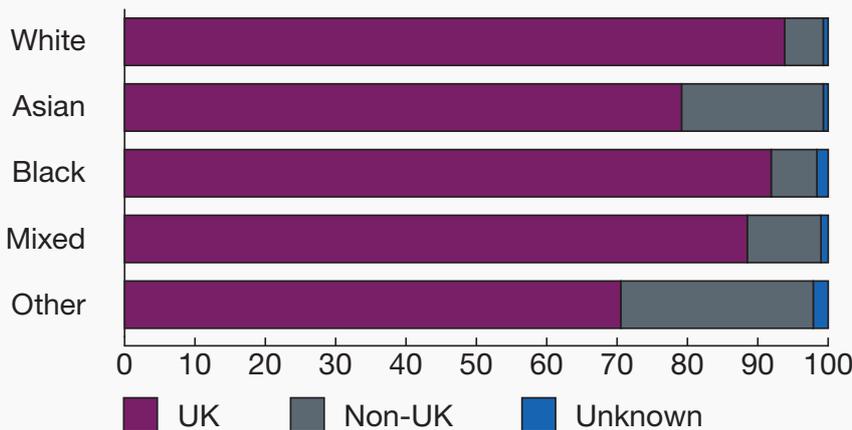
Ethnicity

Out of the entire student population 41.1% identify as BAME (of those whose ethnicity is known). More than half of BAME students at Brookes declare to be of Asian (54.4%) origin and over one fourth (26.7%) share to be of Black ethnicity. The figures include both UK and non-UK domiciled students and the order of BAME student categories resembles the staff ethnicity profile, where the majority of BAME staff also identify as of Asian background (55.5%), followed by Black employees with 18.7%. Of UK domiciled students, 32.9% identify as BAME, which is above the sector average of 27.0% (of those whose ethnicity is known).¹⁰

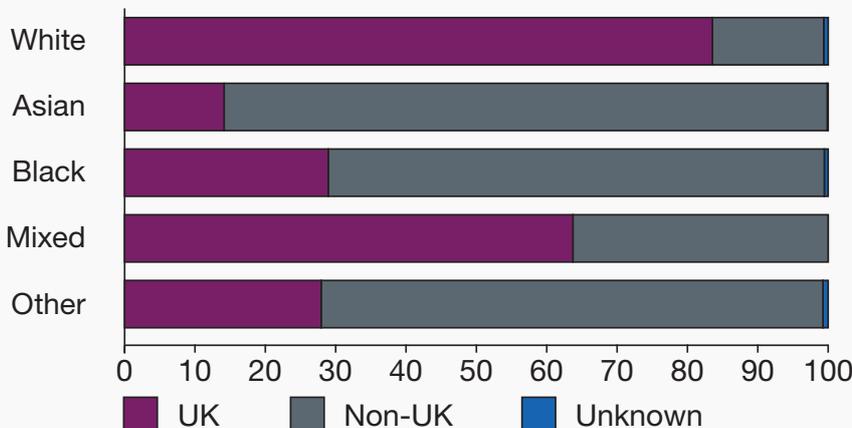


The domicile status of BAME students varies depending on the level of study, with the majority of undergraduates being UK domiciled and students at postgraduate level predominantly non-UK domiciled. Across all ethnicities 9 out of 10 undergraduates are UK-domiciled, with proportions ranging from 70.5% for 'Other' ethnicities to 93.8% for White ethnicities. While White postgraduates are still predominantly UK-domiciled (83.5%), more than three quarters of BAME students at postgraduate level hold a non-UK domicile status (78.9%).

Undergraduate ethnicity and domicile



Postgraduate ethnicity and domicile

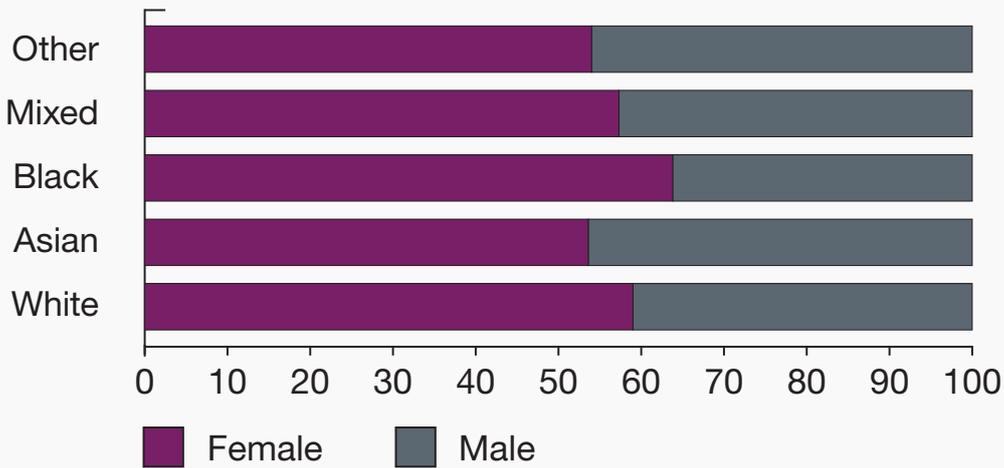


¹⁰ The HESA sector benchmark (2021-22) only includes BAME students with permanent residency status in the UK, hence comparison is drawn to Brookes UK domiciled student proportion.

Sex and ethnicity

Comparing the intersectional ratios of gender and ethnicity, little difference between the proportion of BAME women to men (56.9%) and White women to men (59.0%) can be observed. For UK domiciled students the proportion of BAME women to men (59.6%) and White women to men (59.3%) are in line with the sector average, where women make up 57.1% of BAME and 60.0% of White students. Within the various BAME ethnic groups the sex difference was largest for Black students, with two thirds (63.4% of UK domicile students) being female and smallest for Asian students, where 58.0% are women (of UK domicile students). Again, this is similar to HESA statistics, where 61.0% of Black and 54.3% of Asian students are women.¹¹

Sex and ethnicity of students

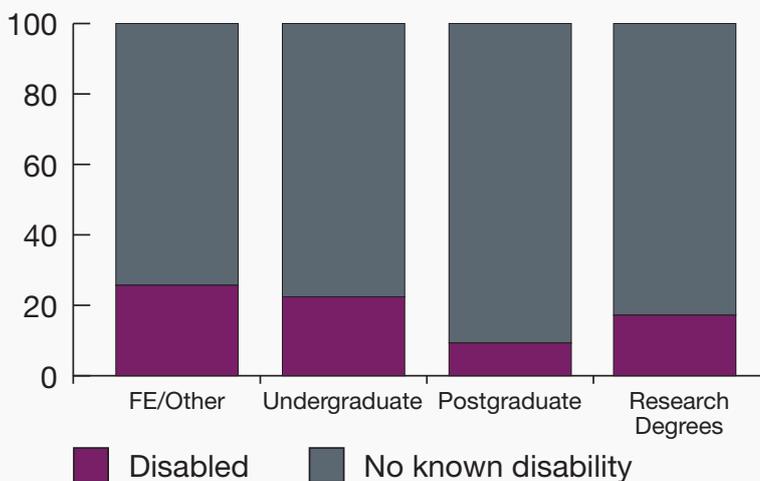


Disability

Almost 1 in 5 students at Brookes (19.6%) have disclosed a disability in 2023. This figure is considerably higher than the staff disability ratio (7.4%) and simultaneously exceeds the sector average of 15.9%.

Across the sector, as well as at Brookes, disability disclosure rates are higher among undergraduate students than postgraduate students. Almost a quarter of the undergraduate population (22.4%) has declared a disability in 2023, whereas at postgraduate level less than 1 in 10 students (9.3%) is likely to share a disability.

Student level and disability status

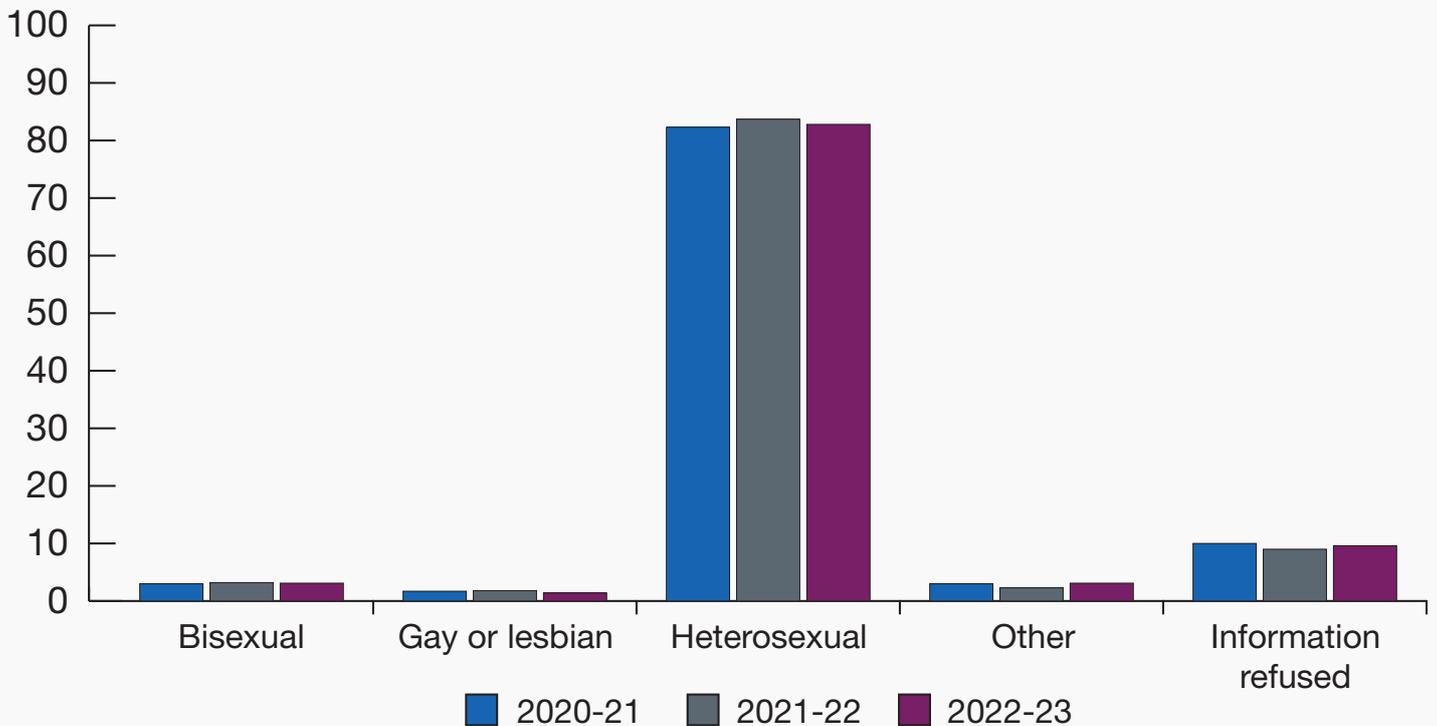


¹¹ The HESA sector benchmark (2021-22) only includes BAME students with permanent residency status in the UK, hence comparison is drawn to Brookes UK domiciled student proportion.

Sexual orientation

The following data on student sexual orientation was obtained from the University's HESA submission. Over the past three years, the demographic of students' sexual orientation shows a fairly consistent picture, with the ratio of students identifying as LGB+ ranging between 7.2% and 7.7% (of those who declared their sexual orientation). In 2022/23 the proportions of students identifying as LGB+¹² (7.6%) is slightly above the Brookes staff figure (6.3% declaring to be LGB+).

Student sexual orientation	2020-21	2021-22	2022-23
Bisexual	3.0%	3.2%	3.1%
Gay or lesbian	1.7%	1.8%	1.4%
Heterosexual	82.3%	83.7%	82.8%
Other	3.0%	2.3%	3.1%
Information refused	10.0%	9.0%	9.6%



¹² HESA and hence Brookes has changed the breakdown of LGB+ categories in 2023. In previous reporting gay men and gay women/lesbian were displayed separately, but now figures have been merged into 'gay or lesbian'.

Further information

Comments or queries about this report are welcomed.

Contact:

Jane Butcher, EDI Adviser (Staff)

People Directorate

Oxford Brookes University

Headington Campus

Oxford, OX3 0BP

Email: jane.butcher@brookes.ac.uk

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