

Staff Equality, Diversity and Inclusion

Annual Report 2020/21



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Foreword from VC

Ensuring that Brunel is a fair and inclusive place to live, work and study should be at the very heart of everything we do as a university. It means we all have the same opportunity to develop and thrive in our education and our careers; and that dignity and respect are afforded to everyone. As an organisation, it means we can continue to attract the very best, most diverse community of staff and students - something I am incredibly proud of.

Our whole university approach to Equality, Diversity and Inclusion helps us work together to achieve these ambitions. Staff and students should know what a fair and equitable campus looks like and, where necessary, not be afraid to raise and help remove any barriers to opportunity.

The ED&I strategy challenges us as an institution - as it should - but we have already made good progress towards our target with just some of that focus on anti-racism, our reporting procedures, and our commitment to tackling all forms of unacceptable behaviour through initiatives like our Active Bystander programmes.

It's a good start and one on which we must now build. I believe we have the means and the drive to make even more significant change in this fundamental area and I'm looking forward to working with the whole Brunel community to achieve this.

Andrew Jones

Vice Chancellor & President



Introduction

Brunel University London is committed to its mission in bringing benefit to society through excellence in education, research and knowledge transfer.

In 2021 we launched the University's new 3-year rolling Equality, Diversity and Inclusion Strategy, '[Social Justice for All](#)'. We want this strategy to be bold, innovative and agile and aim to embed it into all aspects of the University's operations, and into the daily life and experiences of the University community.

At its core is our value “to be fair and inclusive”, to treat everyone with dignity and respect so that we all have the same opportunity to succeed and have an excellent employee experience.



Strategy aims and vision

04 May 2022

Our aim is to adopt a whole university approach to making Brunel a fairer and more inclusive place, with social justice at its heart. Equality, Diversity and Inclusion is an intrinsic part of the University's Mission, Brunel 2030 and we are committed to provide an inclusive culture and to remove any barriers or institutional and structural social inequalities to success.

We want to build a culture and community that is kind, committed to fairness and open to change. The strategy is underpinned by the six-key themes as appears in the diagram below:



Strategy, aims and vision

The University recognises that Brexit and Covid-19 has undoubtedly affected how we work and we need to constantly monitor any negative impact on staff who are from disadvantaged or marginalised communities and are at particular risk. Brunel has made every effort to adapt to the changes, continuing to place ED&I at the heart of its strategic decisions.

During the year, following the departure of the Vice Provost (Student, Staff and Civic Engagement) who previously held senior level accountability for ED&I, we appointed a new Dean for Culture and Inclusion who commenced duties on 1st January 2022.

This report presents our equality monitoring data for 2020/21, sets out the progress made over the past 12 months and outlines priorities for the year ahead as we continue to deliver our ED&I strategy. This report takes into consideration our monitoring obligations for our Public Sector Equality Duty requirements under the Equality Act 2010.

In year one of our strategy we set ourselves challenging targets and have made good progress towards these. Our key achievements and successes are outlined below.

Key achievements and successes

Anti-racism awareness and training

- We developed and delivered anti-racism training workshops for academic staff which focussed on embedding anti-racism into teaching practice as part of the wider access and participation initiative to reduce the ethnicity awarding gaps. The workshops have provided a structured platform to allow participants to engage in conversations about race inequality and the importance of acknowledging and identifying racism.
- We ran a Leading Race Equality Programme for senior leaders at Brunel delivered by Advance HE. Attended by 61 senior leaders, the programme took place over four sessions which explored the current culture, practices and experiences at the University, with an aim of raising awareness and understanding to develop a whole university approach to race equality.

Further training will be rolled out for all staff over the next year to increase awareness and understanding.

Anti-racism working group

- Our Anti-Racism Working Group was established in 2020-21. A consultative process with staff and students at Brunel led to a [statement](#) being published in June of its stance against racism. Our Anti-Racism Working Group continues to be a key advisory forum to oversee this work at the University.

Key achievements and successes

Be the Change - Active Bystander

- Brunel is committed to creating a respectful and inclusive culture for the whole University community and to tackling all forms of unacceptable behaviour such as harassment, abuse, violence, prejudice and micro-aggressions. Through a variety of initiatives, we aim to encourage a culture of intervening and/or reporting inappropriate behaviour; and demonstrate that safety in our community is everyone's responsibility. The Active Bystander programme is designed to give staff and students the skills to challenge unacceptable behaviours which may become normalised over time. Recognising the different forms of unacceptable behaviours is vital in creating a safe campus culture that is intolerant of violence and a society where everyone feels safe and welcome.

Equality impact assessment

- We provided a new framework for the Equality Impact Assessment (EqIA) and introduced a tracker to monitor all incoming EqIAs. A new training program has been designed based on the new framework which we will be rolling out this year. This will improve the EqIAs and the process to ensure they are completed in a timely manner.

Hybrid working

- The pandemic has led us to reconsider our ways of working. Brunel introduced hybrid working as a pilot in the Autumn term of 2021 and this will be reviewed in early 2022.



Key achievements and successes

Review of reporting procedures

- The level of reporting on unacceptable behaviours and incidents by both staff and students is low at Brunel. This review aims to understand why staff and students do not report, it also looks at how our policies and procedures can be improved and how our culture can enable people to come forward. We conducted a survey and facilitated a focus groups with staff, the same exercise will also be undertaken with students in 2022.

ED&I and PDR

- To ensure that ED&I sits in the heart of the organisation and is understood as a key priority for all roles, we have incorporated the requirement for all staff to have an ED&I objective in their Performance Development Review. We are developing a new performance management and development process and ED&I will remain a key element of this.

Staff networks

In meeting our aims, we continue to collaborate and work closely with our staff network groups. Here are some of their recent activities and initiatives:

Key achievements and successes

The LGBTQ+ staff network

Throughout the academic year, the network has led on coordination of LGBTQ+ History Month, Pride Month, Pride in London parade and other activities virtually and on campus to promote LGBTQ+ visibility at Brunel. Outlined below are some of the activities that took place:

- A series of virtual speaker events was hosted under the LGBTQ+ Changemakers banner in coordination with the LGBTQ+ Staff Network and the Alumni team. Our speakers consisted of some of our well-known alumni, DJ Ellie Prohan and Olympic gold medallist Kate Richardson-Walsh.
- The revision and approval of the Trans and Non-Binary Employee inclusion policy, including the public launch from the Provost in May. Prior to the launch, the network and key stakeholders spoke to all HR colleagues providing training on the content of the new policy.
- The network hosted a talk on lived experience from a trans man and advocate, to speak to Brunel senior leadership at a lunch briefing in July 2021. This talk was part of a regular series of educational talks and was attended by members of the Vice Chancellor's team as well as heads of colleges and departments and senior HR staff.
- In LGBTQ+ History month in February, IDAHOBIT in May, and Pride in June, at the request of the LGBTQ+ Staff Network, the university flew the rainbow, bi and trans flags at the flagpoles on the entrance of campus to demonstrate and promote our commitment to the LGBTQ+ community to the wider community of the borough of Hillingdon and West London.

Key achievements and successes

Black, Asian and Ethnic Minority staff network

In October, the University worked in collaboration with the Union of Brunel Students to put on several events and activities to celebrate Black History Month.

- Colleagues and students got involved in the range of events; more than 200 colleagues and students performed or attended the poetry evening and the showcase combined, and our online panel event “Shaping our Identity” had 46 staff, alumni and students engaging in the conversation surrounding the black identity, markers of success and the power of media representation.
- The theme for the month was ‘Proud to be’, a theme that ran through all the events and activities we put on this year. As part of this, nine Black staff, students and alumni shared their stories in a video which expressed their pride in their black identity, and celebrated their culture and achievements. Watch [#Proudtobe](#).
- Alongside this, we had the Liberated Library Project, social media takeovers and other events by departments and student societies. Perhaps the most visible part of this was the Black History Month banners, which replaced some of the alumni banners around campus to highlight the lives and achievements of various Black icons. These have received loads of positive feedback from famous personalities outside of Brunel, notably Emma Dabiri, author of *Don't Touch my Hair*.

Key achievements and successes

Carers staff network

- In June Brunel held a Virtual Carers' Forum for both staff and students. Members of the Carers Network were involved, sharing their personal experiences. In addition, we held some informal online chat meetings for carers network members – to share information and advice on dealing with caring during the pandemic.

Women's staff network

- Once a term the network met with invited speakers to share ideas and provide mutual support for career and personal development. Their aim is to provide a support network, a voice for women within Brunel, to encourage staff to engage with the gender equality agenda and provide a range of events and activities that support women's careers. The women's staff network liaise with the Menopause Action Group to explore menopause issues which continues to meet virtually on a regular basis.
- During the pandemic, the network discussed the impact of the current crisis on balancing work with health and wellbeing. Academics shared fresh perspectives and gave account of childcare in a time of coronavirus and a special monologue told through the voice of the Covid-19 virus from Professor Bernardine Evaristo. We welcomed colleagues work on writing for wellbeing in association with The Mass Observation Archive's call for day-diaries to help document everyday lives in the extraordinary experience of the Covid-19 pandemic.

Advancing equality and diversity

04 May 2022

We aim to strengthen and value the diversity and inclusivity of the University and our community where individuals feel a real sense of ownership. The University holds several charter awards to help promote our commitment to ED&I.

Athena Swan

The University holds the Athena SWAN Institutional Bronze Award. In addition to the institutional Award, Brunel currently holds five departmental awards: Clinical Sciences, Computer Sciences; Life Sciences, Mathematics and Law School



Stonewall Diversity Champion

Brunel has put forward the 2022 submission to the Stonewall Workplace Equality index, an independent assessment of the state of LGBTQ+ equality at Brunel. The University lays out a commitment to use the Stonewall Diversity Champion scheme to monitor the implementation and consistency of the ED&I commitments around LGBTQ+ equality.



Researcher Concordat

The University is fully committed to the Researcher Concordat which in general terms is an agreement put together by researcher to support the development and wellbeing needs of researcher and research staff. There are three main principles:

- Environment and Culture
- Employment
- Professional career development



Disability Confident

Brunel held a Silver level award for three years and was then awarded Disability Leader Status (Gold) in July 2019. We are one of the few universities to hold this nationally.



Working Families

Working closely with our staff networks, we continue to fly the flag for the working families to ensure that we embed a flexible/agile approach to work.



Looking ahead - next steps

In the coming year, we will build on our achievements. Some of our activities include:

Moving to a new governance structure for ED&I

The University is committed to and acknowledges its role in ensuring we are an organisation that puts Equality, Diversity and Inclusion at the core of our work. Council and the Executive Board have responsibility for setting out the direction and strategic commitment to Equality, Diversity and Inclusion. We will be reviewing our current governance structures for ED&I to enable a cross-university approach.

Academic promotions

Brunel has made progress in relation to the protected characteristic of gender and improved promotion outcomes for female academics and we need to continue this trajectory. Academics from ethnic minorities are still under-represented and in 2020/21 they were less successful than academics from white ethnic backgrounds. Therefore, a priority remains for us to encourage under-represented groups to apply for promotion.

Looking ahead - next steps

Relaunch of staff networks

The University values the input of staff networks and understands the vital role they play in helping to shape and embed our ED&I strategy. We have reviewed and revised the terms of reference for our staff networks and will relaunching our networks in 2022.

Race Equality Charter

Brunel has made strides in tackling race inequality. In the 2022/23 academic year we will commit to the Race Equality Charter Mark showing our commitment to championing race equality.

Review selection and recruitment processes

We will continue to review our recruitment and selection processes and methods and will regularly review recruitment equality data to identify areas for priority.

We will review and deliver updated recruitment and selection training for all those who are involved in the recruitment and selection process, including mandatory training for chairs of panels. This will incorporate inclusive recruitment practices throughout.

Looking ahead - next steps

Data intelligence, analysis and reporting

We recognise the importance of good and robust data in moving forward our ED&I plans. We will continue to improve the availability of data and reports, which will enable the University to identify and agree measurable targets for improvement for staff ED&I.

We have made some positive steps in reviewing our reporting processes for 2021/22. These will be further improved in line with our governance for ED&I.

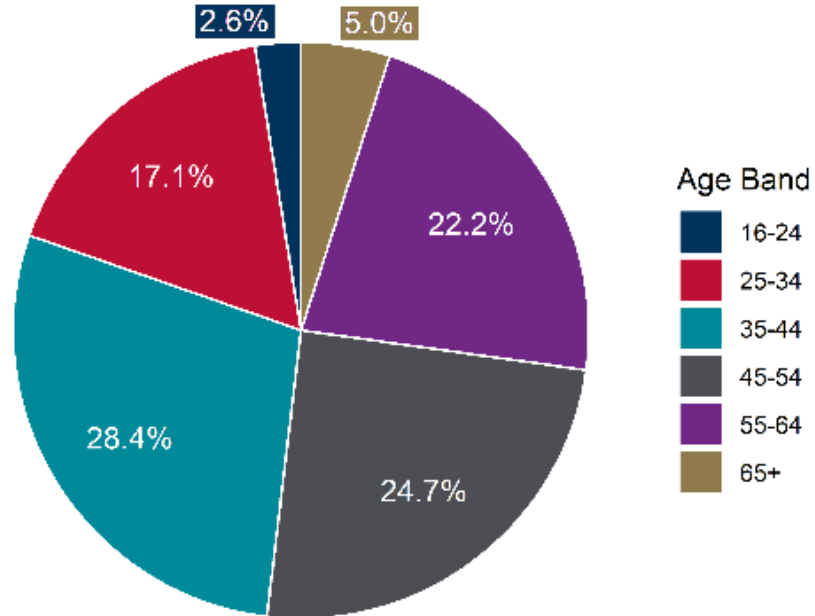
We need to develop a culture where staff feel confident to declare sexual orientation, disability and religion. The statistics below show large numbers of staff who have not disclosed in these areas. We will work with staff over the next year to encourage them to disclose and to improve our data reporting and action planning.

Communication

In 2021/22 we moved to a new intranet site and we have improved accessibility to equality and diversity information. Further work is now required to improve our external website and this will be a key priority for 2022. We also need to ensure that we celebrate the success of activities, initiatives and events both internally and externally.

Equality Monitoring Data 2020/2021

Staff composition - % staff by age (2020/21)

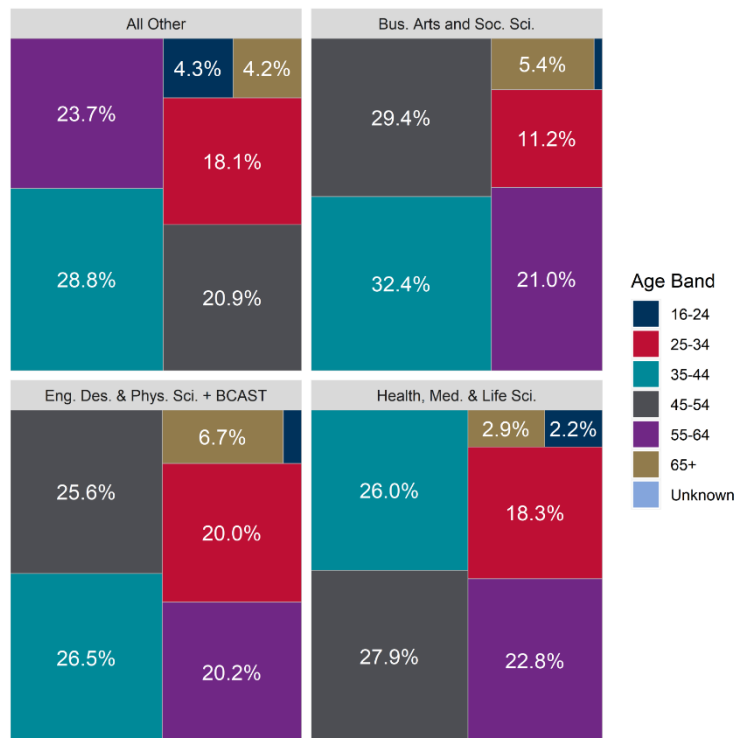


Staff composition - % staff by age (2020/21)

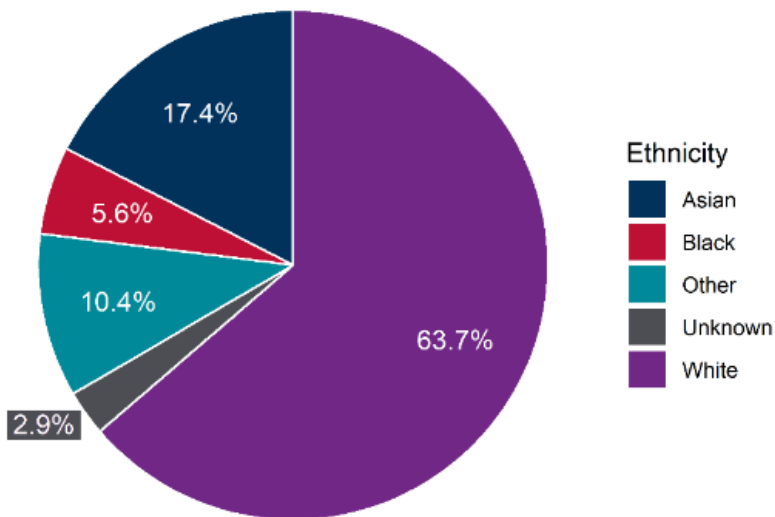
	2018/19		2019/20		2020/21	
	FTE	%	FTE	%	FTE	%
16-24	46.0	2.4%	55.1	2.7%	53.2	2.6%
25-34	292.1	15.1%	337.4	16.3%	353.7	17.1%
35-44	514.0	26.5%	575.5	27.9%	588.8	28.4%
45-54	477.7	24.7%	508.2	24.6%	510.9	24.7%
55-64	475.9	24.6%	470.9	22.8%	459.8	22.2%
65+	130.5	6.7%	117.5	5.7%	103.3	5.0%
Grand Total	1936.3	99.9%	2064.6	100.0%	2069.7	100.0%

Over the past three years we have seen consistency in staff populations across all age bands. The staff population of 65+ age band, although much lower than the others, remains steady over three years.

Staff composition - age by college vs. all other staff



Staff composition - % staff by ethnicity (2020/21)



Although we have one of the most diverse student populations in the country, this is not reflected in our staff population. Over 60% of our workforce is white, followed by Asian at 17.4%, others at 10.4% with black at 5.6%. This recurring pattern is also demonstrated within our senior leadership team. It is important that we continue to review the disparity in the staff ethnicity population and take the required steps to improve representation at all levels.

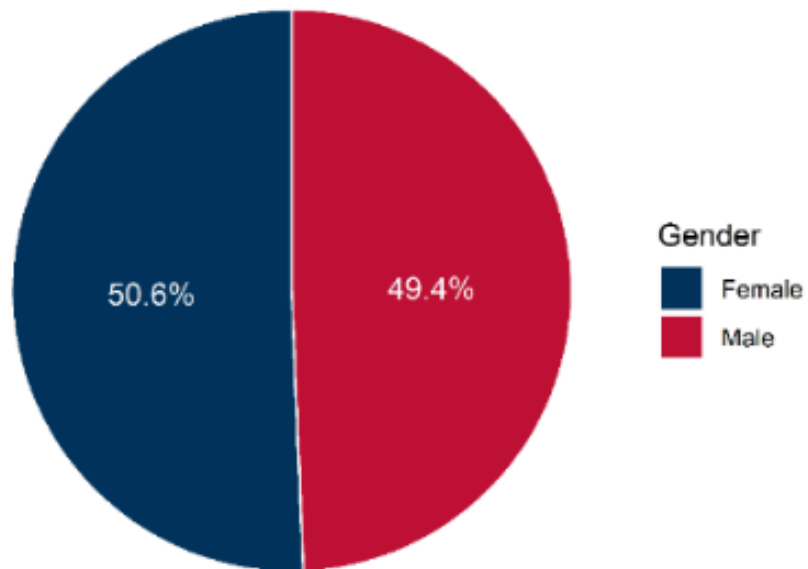
Staff composition – % staff by ethnicity (2020/21)

	2018/19		2019/20		2020/21	
	FTE	%	FTE	%	FTE	%
Asian	315.4	16.3%	346.5	16.8%	361.1	17.4%
Black	106.3	5.5%	121.9	5.9%	115.5	5.6%
Other	188.4	9.7%	210.3	10.2%	215.3	10.4%
Unknown	53.6	2.8%	63.4	3.1%	59.7	2.9%
White	1273.6	65.7%	1323.6	64.1%	1318.1	63.7%
Grand Total	1937.3	100.0%	2065.6	100.0%	2069.7	100.0%

Staff composition – ethnicity by college vs. all other staff



Staff composition - % staff by gender (2020/21)

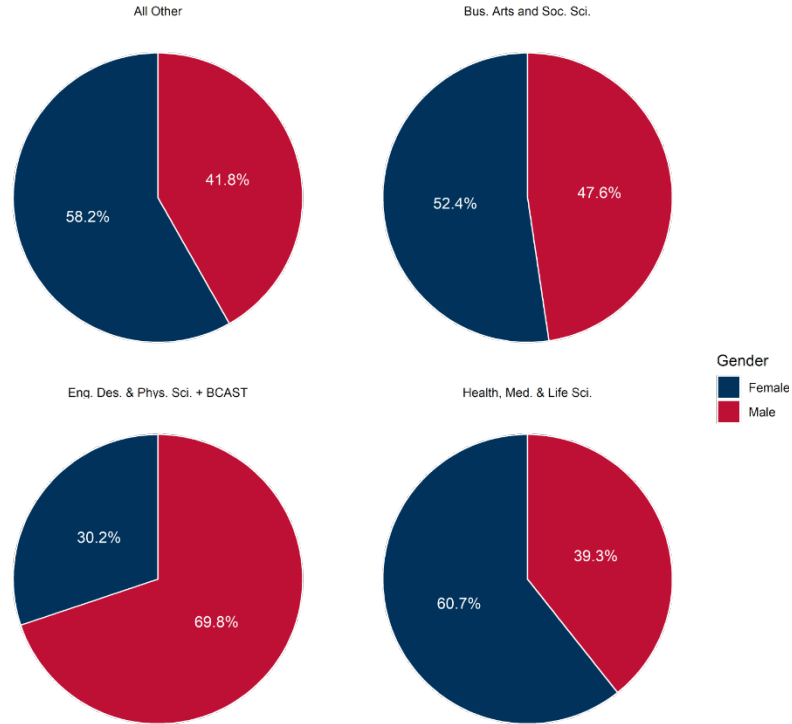


Staff composition – % staff by gender (2020/21)

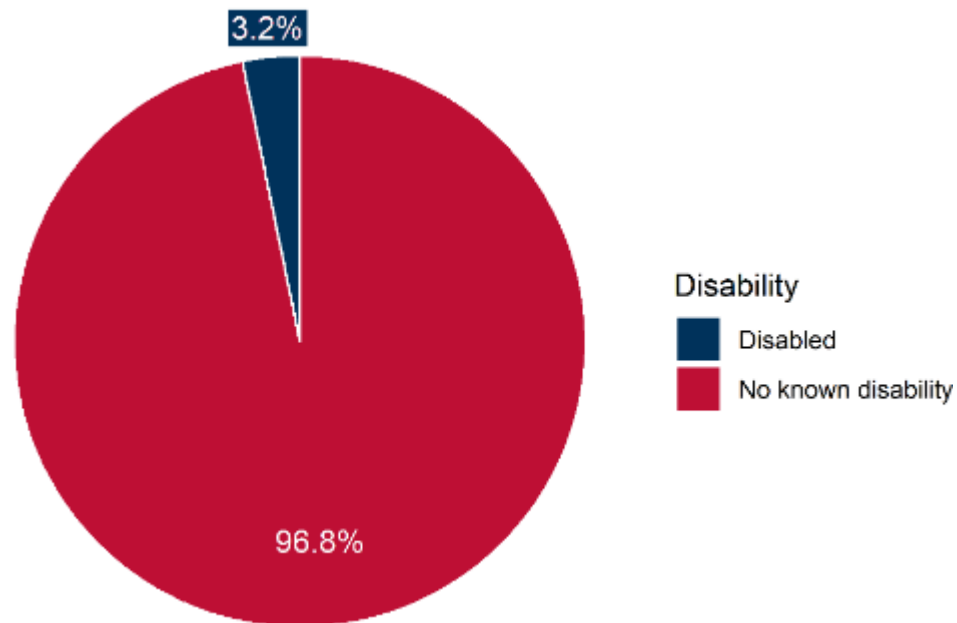
	2018/19		2019/20		2020/21	
	FTE	%	FTE	%	FTE	%
Female	955.7	49.3%	1032.4	50.0%	1048.3	50.6%
Male	981.6	50.7%	1033.2	50.0%	1021.4	49.4%
Grand Total	1937.3	100.0%	2065.6	100.0%	2069.7	100.0%

The data shows there is an even split year on year over the past three years between male and female staff demonstrating that the University does well in attracting both genders.

Staff composition – gender by college vs. all other staff



Staff composition - % staff by disability (2020/21)

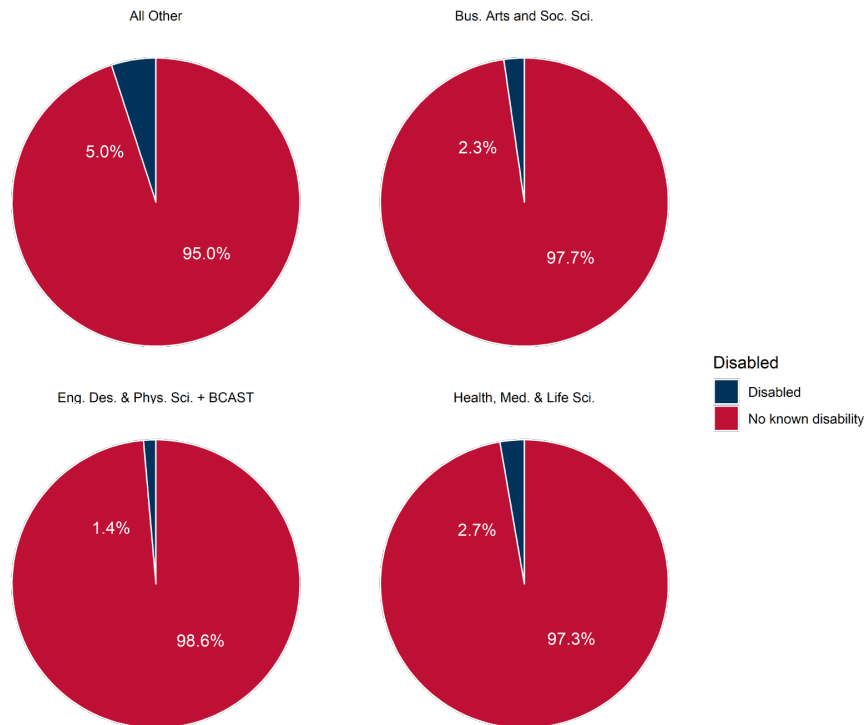


Staff composition – % staff by disability (2020/21)

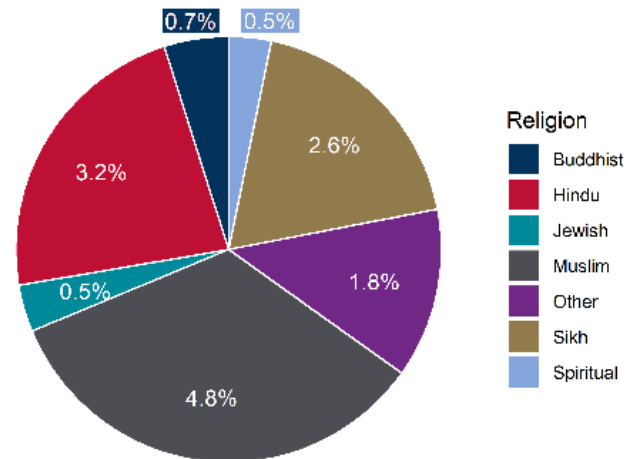
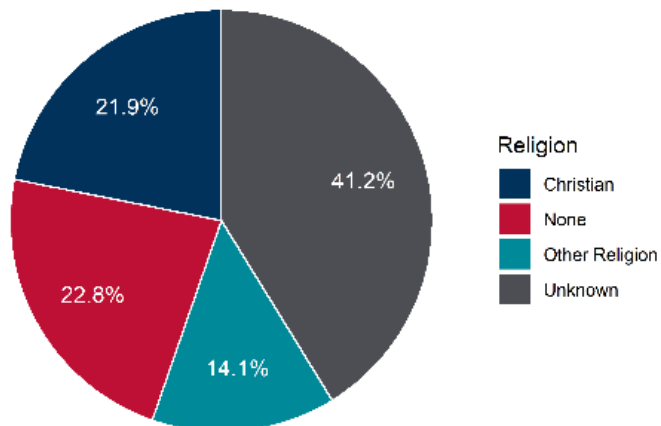
	2018/19		2019/20		2020/21	
	FTE	%	FTE	%	FTE	%
Disabled	70.4	3.6%	72.7	3.5%	66.8	3.2%
No known disability	1867.0	96.4%	1992.9	96.5%	2002.9	96.8%
Grand Total	1937.3	100.0 %	2065.6	100.0 %	2069.7	100.0 %

In 2020/21, 3.2% of the staff declared a disability. The data shows a consistency year on year over the past three years. We recognise that some staff may not wish to declare a disability and the low declaration rate remains a concern as we remain below the HE average. Further work will be undertaken to enable staff to feel confident in providing this information.

Staff composition – disability by college vs. all other staff



Staff composition - % staff by religion (2020/21)



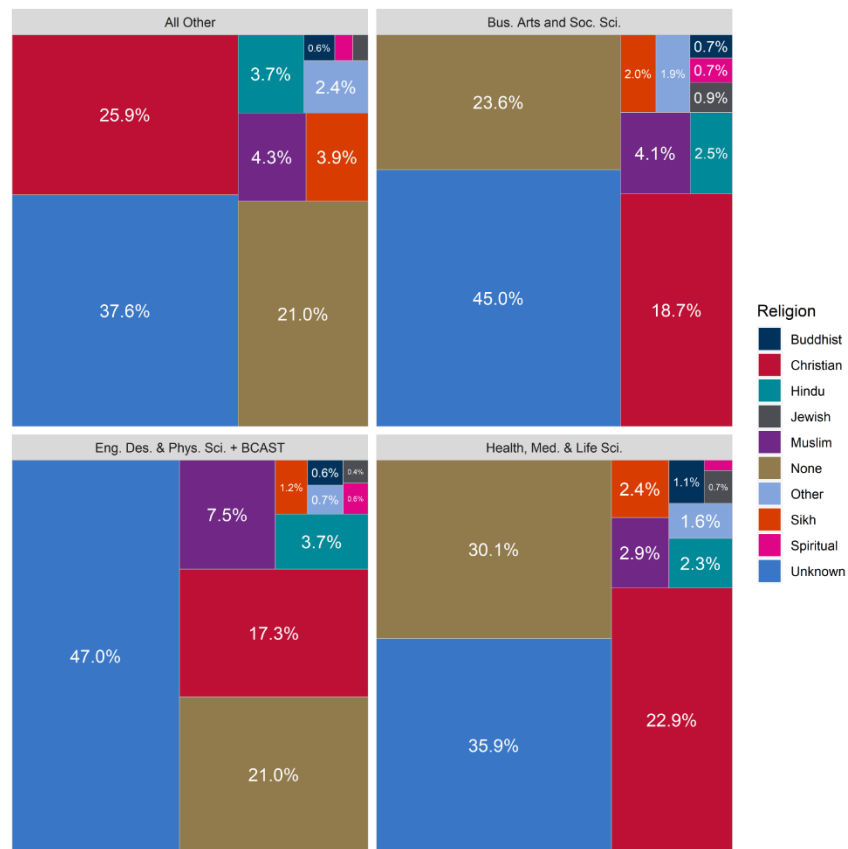
This chart shows the breakdown of the 'other religion' section

Staff composition – % staff by religion (2020/21)

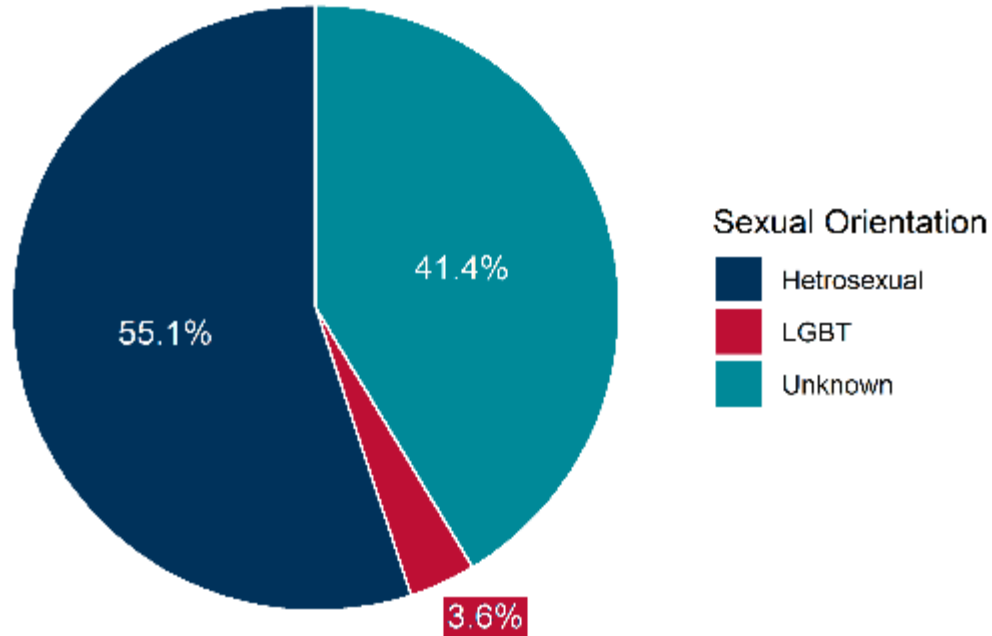
	2018/19		2019/20		2020/21	
	FTE	%	FTE	%	FTE	%
Buddhist	9.1	0.5%	12.0	0.6%	14.3	0.7%
Christian	396.5	20.5%	443.6	21.5%	452.6	21.9%
Hindu	51.3	2.7%	63.4	3.1%	66.6	3.2%
Jewish	7.5	0.4%	9.5	0.5%	10.4	0.5%
Muslim	86.5	4.5%	96.2	4.7%	98.9	4.8%
None	356.8	18.4%	442.5	21.4%	472.4	22.8%
Other	35.8	1.8%	39.1	1.9%	37.6	1.8%
Sikh	36.8	1.9%	50.2	2.4%	54.7	2.6%
Spiritual	4.6	0.2%	8.3	0.4%	9.4	0.5%
Unknown	952.4	49.2%	900.8	43.6%	852.8	41.2%
Grand Total	1937.3	100.0%	2065.6	100.0%	2069.7	100.0%

We have seen over half our staff population declare their religion. However, 41% choose not to declare their religion. The religious staff composition varies where we see Christianity as the most prominent religion amongst all other declared religions.

Staff composition – religion by college vs. all other staff



Staff composition - % staff by sexual orientation (2020/21)

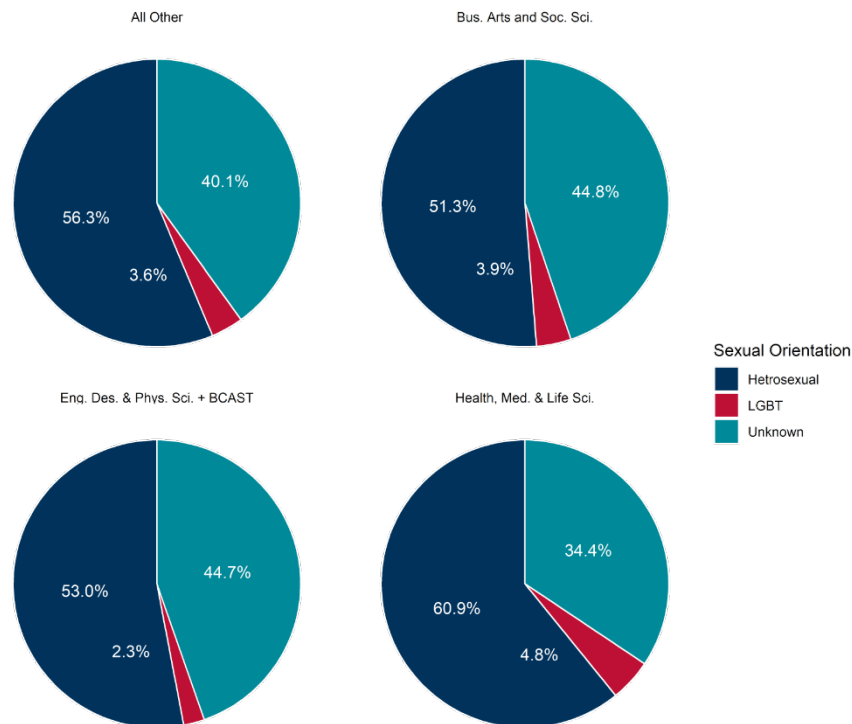


Staff composition – % staff by sexual orientation (2020/21)

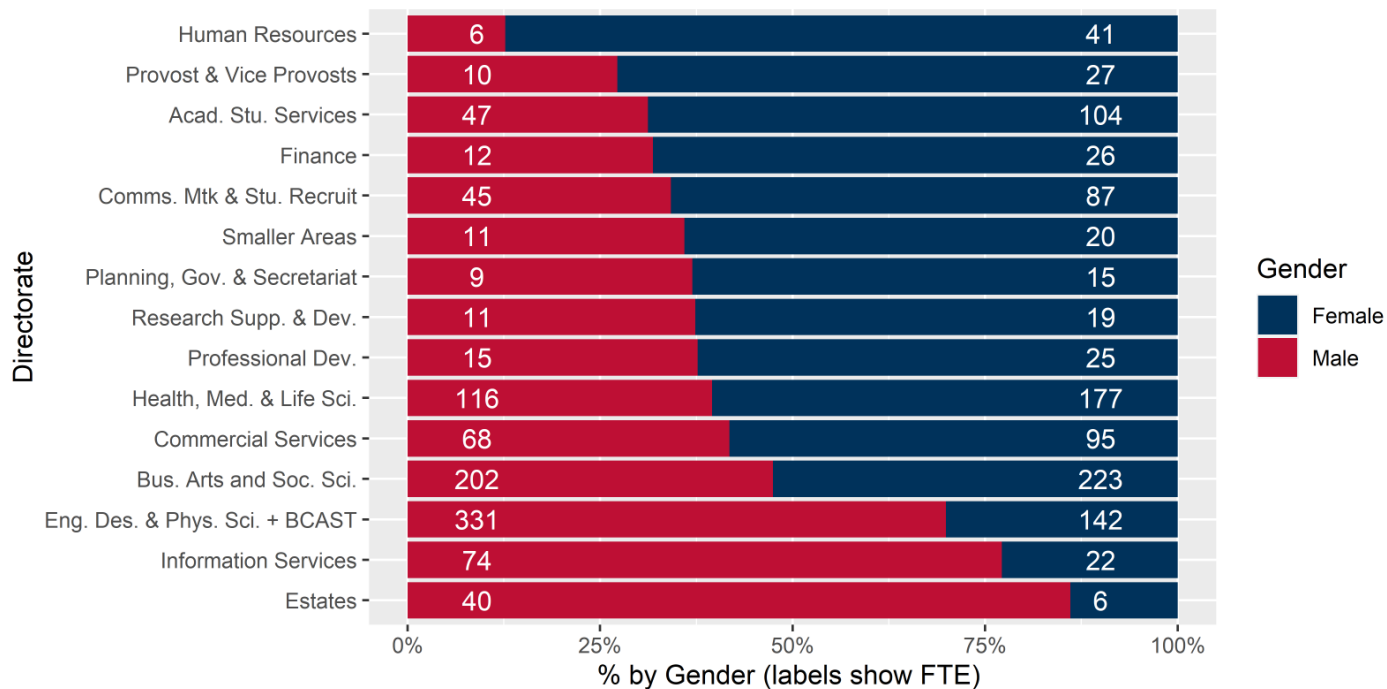
	2018/19		2019/20		2020/21	
	FTE	%	FTE	%	FTE	%
Heterosexual	906.0	46.8%	1088.8	52.7%	1140.0	55.1%
LGBT	60.7	3.1%	68.3	3.3%	73.7	3.6%
Unknown	970.6	50.1%	908.4	44.0%	856.1	41.4%
Grand Total	1937.3	100.0%	2065.6	100.0%	2069.7	100.0%

A significant proportion of staff choose not to declare their sexuality at 41%, with only 3.6 self-declaring LGBTQ+, a trend that has been consistent over the last 3 years. Our aim is to ensure that staff feel confident and comfortable in declaring their sexuality which will provide a more accurate representation of sexual orientation across the institution.

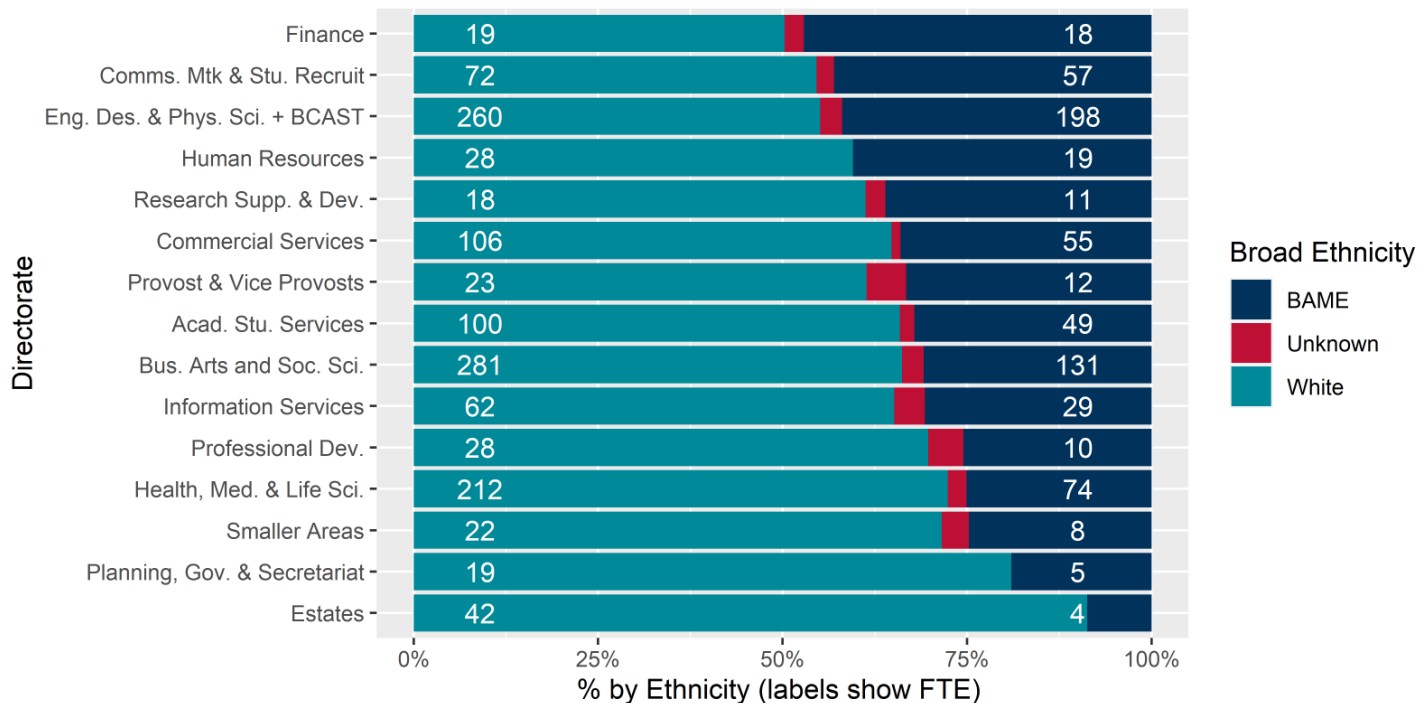
Staff composition – sexual orientation by college vs. all other staff



Staff composition - by directorate and gender



Staff composition - by directorate and ethnicity



Definitions and background information

Headcount: number of employees. Each employee counts as one, irrespective of how many hours they are contracted to work.

2018/19		2019/20		2020/21	
Leaver Count	Head count	Leaver Count	Head count	Leaver Count	Head count
316	2524	292	2644	247	2557

Fulltime hours: 35 hours at BUL

Full Time Equivalent (FTE): For an individual FTE is the hours they are contracted to work, expressed as proportion of full-time hours (35 hours at BUL). For an organisation it is the sum of these individual FTEs for all its employees. FTE is a measure of the total workload, expressed as a headcount.

Full Person Equivalent (FPE): For an individual FPE is the time they are contracted to work on distinct activities, expressed as a proportion of the total time they are contracted to work. Individuals contracted to work on different activities are therefore expressed as multiple fractional FPE figures that add up to one. For an organisation, FPE is the sum of these FPE figures for all its employees. This provides a headcount figure that avoids double counting in HEIs where staff are shared across different departments and different job functions within the HEI. (e.g., a person who is 50% research assistant and 50% administrator is counted as two halves, half research, half support).

Functional Groups: Functional groups are defined in terms of job family and academic function as follows:

Administrative: Administrative, Apprentice, Graduate Intern, Work Placement

Excluded: PGCE Student (Non-employee)

Other: Examiner, Governor, Honorary Appointment, Job Shop Recruit, One Off Payments

Professional: Professional, Contractors (Directly employed)

Support: Ancillary Maintenance Miscellaneous, Casual, Technical

Teaching and Research: Lecturers, Senior Lecturers, Professors & Readers

Research only: All Research employees (Inc. Research Assistants and Fellows, International Researchers, Research Professors)

Teaching only: Educational Academic/Teaching Fellow, Educational Professor, Educational Reader, Professional Practice Academic, Professional Academic Professor

Teaching only (HP): Hourly Paid Lecturer/Link Tutors