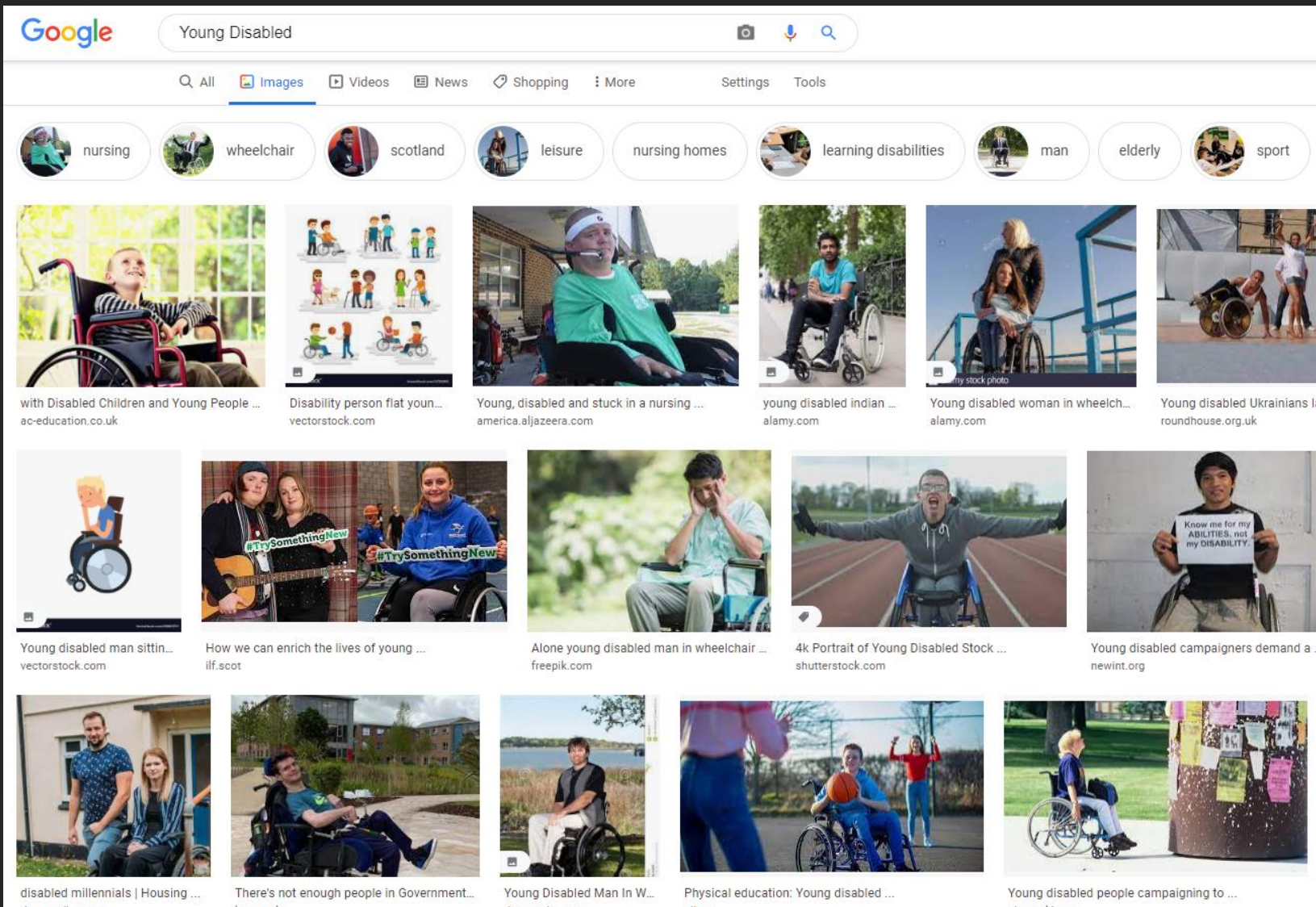




YOUNG, DISABLED AND LACKING LEADERSHIP – FACILITATING CHANGE

PARIS GRAHAM



RECENT GOOGLE SEARCH USING THE WORDS YOUNG AND DISABLED

- Bullied throughout school for being different
- Lower set of class
- Diagnosed with Dyslexia in Primary school.
- Told I could not do a higher level of GCSE due to my disability.
- In out of the hospital, NHS ‘unique case’.
- “You will never get into university let alone get a 1:1”
- Diagnosed with Autism at 22
- Ticking that box – the label of disability
- “Are you sure you capable of doing that role?”
- Isolated, ambitious and determined.

Overall workforce composition, by declared Disability, 2015/16 – 2019/20					
Type	2015/16	2016/17	2017/18	2018/19	2019/20
Female	64.90%	63.70%	63.80%	63.40%	63.90%
BAME	9.70%	10.30%	10.60%	11.90%	12.30%
Declared Disabled	6.90%	6.70%	6.20%	6.70%	6.10%

Promotions, 2015/16 to 2019/20					
Type	2015/16	2016/17	2017/18	2018/19	2019/20
Female	64%	64%	64%	72%	66%
BAME	9%	12%	12%	11%	12%
Declared Disability	5%	6%	3%	8%	8%

Grievances, Bullying & Harassment
based on averages from 2015/16 to
2019/20

Type	Avg
Female	0.65%
BAME	0.20%
Declared Disabled	1.30%

Disciplinary cases, based on
averages from 2015/16 to
2019/20

Type	Avg
Female	1.20%
BAME	1.00%
Declared Disabled	15.90%

CURIOSITY
KILLED THE CAT...
OR RATHER MY SANITY.

SENIOR STAFF COMPOSITION FROM 2016/17 TO 2019/20 FOR THE OPEN UNIVERSITY

Type	2016/17	2017/18	2018/19	2019/20
Female	37.60%	40.20%	42.30%	44.80%
BAME	6.60%	8.90%	9.40%	9.50%
Declared Disabled	4.00%	3.60%	3.80%	3.20%



Athena Bronze
Renewal



Race Equality
Charter

THE ROTATIONAL
SYSTEMS OF
FOCUS

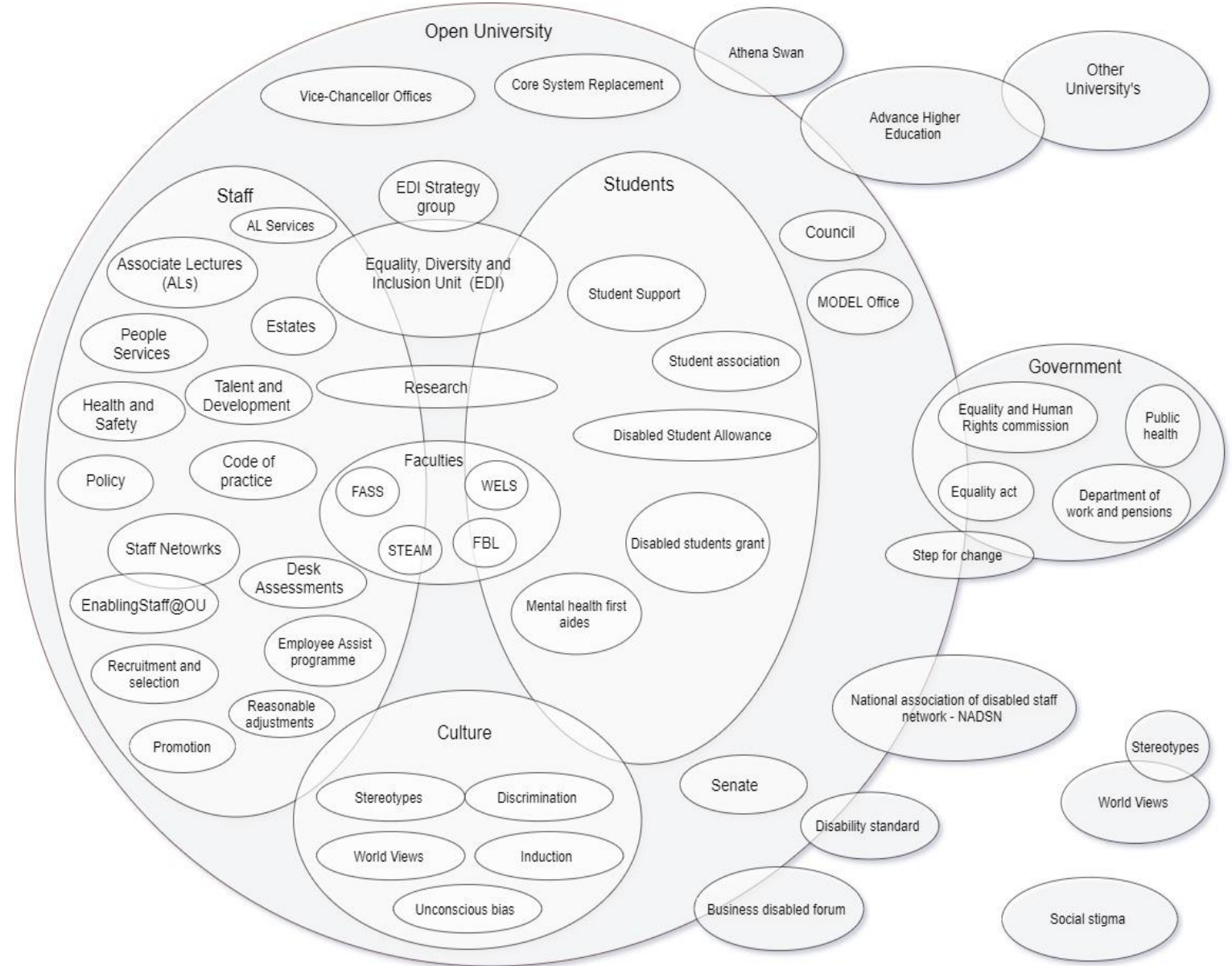
“[Disability] not a priority in my workplace, my employer actively discriminated against such employees”

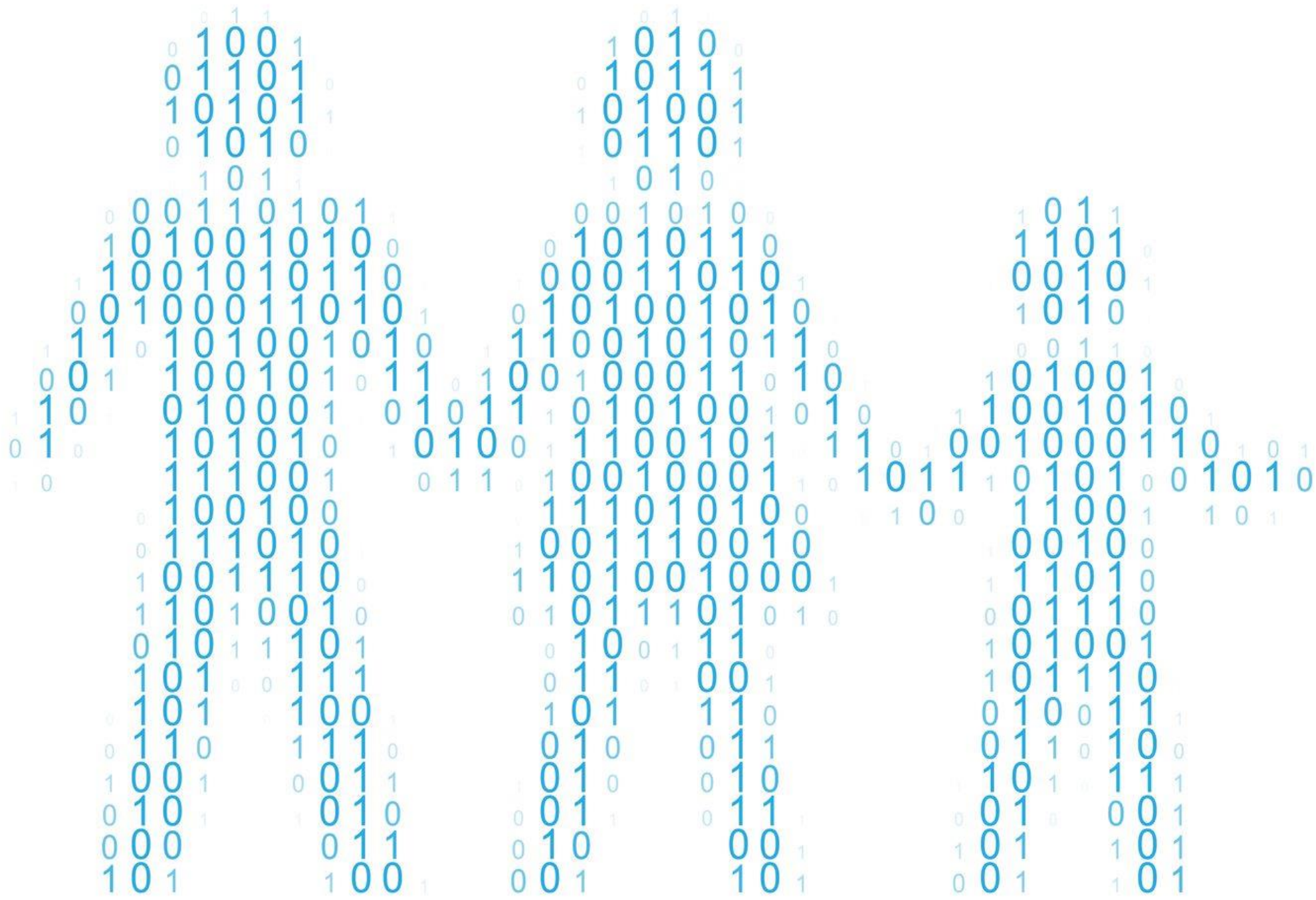
The Institute of Leadership & Management
(2020)

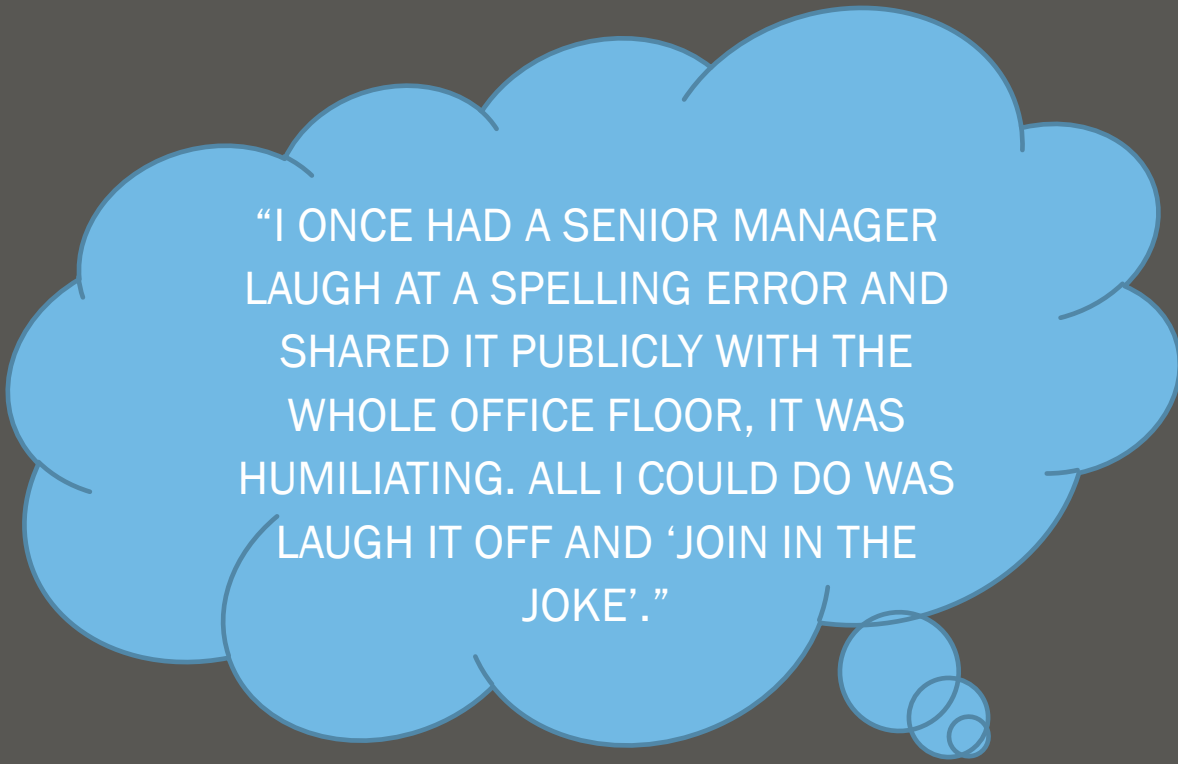
THE COMPLEXITY

System map shows stakeholders and their boundaries within the OU from my own perspective.

- The benefits of a diverse workforce
- Complexity of the problem
- Levels of organisations and society
- Moveing beyond just HR policy
- Leaders
- Identities
- The need to learn
- Use of terminology

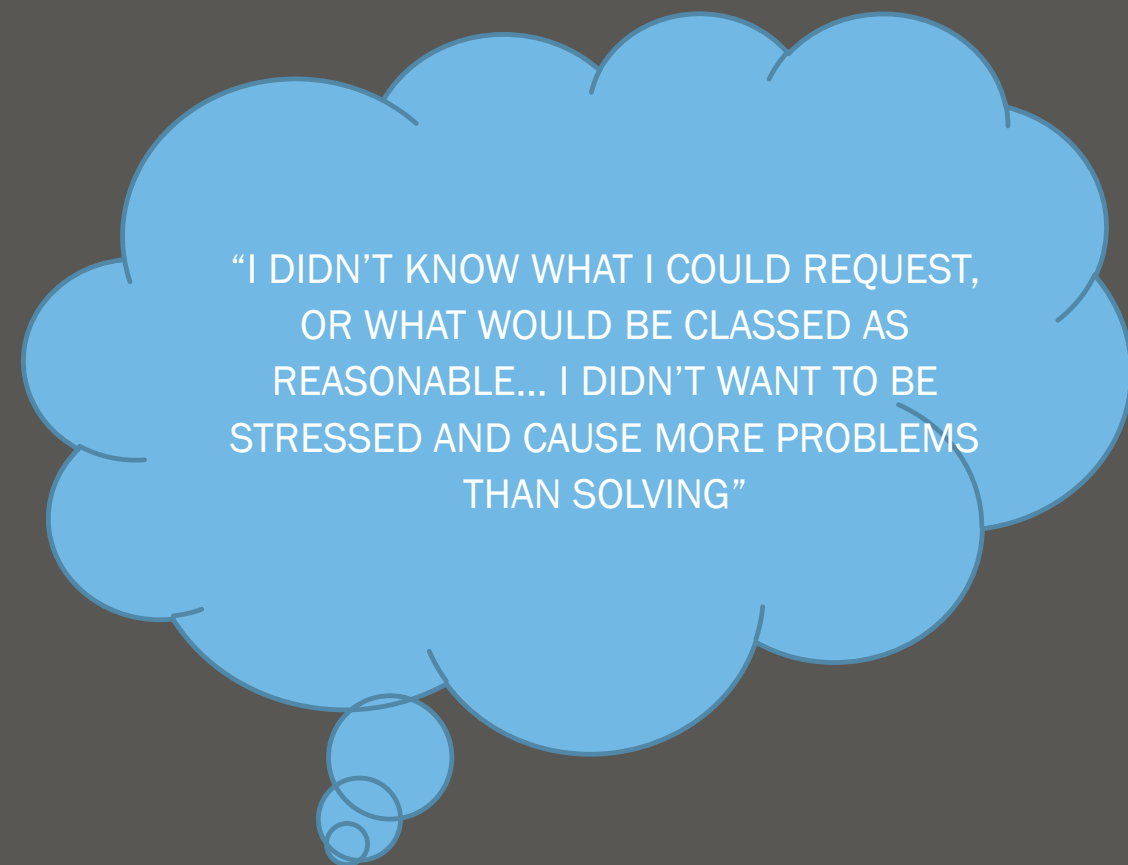






“I ONCE HAD A SENIOR MANAGER
LAUGH AT A SPELLING ERROR AND
SHARED IT PUBLICLY WITH THE
WHOLE OFFICE FLOOR, IT WAS
HUMILIATING. ALL I COULD DO WAS
LAUGH IT OFF AND ‘JOIN IN THE
JOKE’.”

1 in 3 people reported their disability
had been treated as a ‘joke’
(TUC, 2018).



“I DIDN’T KNOW WHAT I COULD REQUEST,
OR WHAT WOULD BE CLASSED AS
REASONABLE... I DIDN’T WANT TO BE
STRESSED AND CAUSE MORE PROBLEMS
THAN SOLVING”

1 in 10 feel it’s impossible to make reasonable
adjustments to the working environment or culture for
neurodiverse staff.

The Institute of Leadership & Management (2020)

Ableist views

“You don’t look
autistic/disabled”

“We are all on the
spectrum”

“You where fine
yesterday”

“There are others
that have it worse”

“We cannot abandon this rabbit hole for a fear of
a traumatic encounter with our own culture”

-Elif Şafak



We do that for student's
so why can't we do that
for staff?



I'm sorry but that's
not good enough.



The polite pest

WHAT'S NEXT?

Support and include your staff networks – they want to bring about the positive change.

Go beyond the basics

More research within HE setting that's not just student focused

A disability focused charter for HE.

“A commitment is needed at the highest levels to creating an inclusive and welcoming environment for all staff.”