

OXFORD BROOKES UNIVERSITY RACE EQUALITY ACTION PLAN 2020/21

This document pulls out the key race equality actions to be initiated or completed over a given academic year to ensure that the broader institutional Race Equality Strategy (RES) is successfully managed and achieves all of its objectives. By creating the action plan in this way it is hoped that the objectives will be more manageable and realistic, whilst still emphasising the commitment of Oxford Brookes to race equality as part of its equality, inclusion and diversity agenda. This strategy is also aligned to the institutional Access and Participation Plan and contains preparations for applying for the Race Equality Charter.

**[N.B. Actions completed/ongoing from last academic year are not included, but are monitored in the Progress Report.
Starred (**) activities are new and specific recommendations from the BAMESN (BAME Staff Network) are highlighted pink.]**

Planned action or objective	Key activities and deadlines	Person/s Responsible	Success criteria and outcome
<p>A1 Ensure OBU has appropriate data to implement, monitor and enhance its strategy on race equality.</p>	<p>A1.2 Collate/review 3 years of staff ethnicity data at institutional level (aligned with REC) to show Faculty trends in comparison with the institutional context by Jan 2021.</p> <p>**A1.4 Systematically collect data relating to pay amongst BAME colleagues across the University and compare to the sector and beyond on an annual basis. [BAMESN]</p> <p>**A1.5 Begin preparations to undertake RE survey of staff and students by Jan 2021.</p>	<p>A1.2 and A1.4: HR colleagues on RESG with the support of SCAP and APG</p> <p>A1.5 PVCSSSE and EDI Staff Adviser</p>	<p>Statistical decrease in students with 'unknown' ethnicity status.</p> <p>Quality and completeness of data improved.</p> <p>Intersectionality data explored.</p> <p>Preparations for Race Equality Charter application initiated.</p>
<p>B1 Set up infrastructures to promote race equality at OBU.</p>	<p>B1.2a Provide proactive support for BAME staff networks and ensure joint meetings between RESG and the leaders of the networks at least once a semester from Sep 2020.</p> <p>**B1.2b Meet with BAME Staff Network to listen and respond to findings of BAME Staff Experience Survey. Work with the Network leads on</p>	<p>B1.2a: Members of RESG and REAG</p> <p>B1.2b: PVCSSSE and EDI Staff Adviser</p>	<p>More visible and transparent commitment to race equality with senior-level commitment.</p>

	<p>communication and messages from the survey and use the findings to influence targeted actions in the Race Equality Action Plan for 2020/21.</p> <p>B1.5 Make semesterly recommendations for appropriate honorary graduates to promote race equality from Oct 2020.</p> <p>** B1.6a Learn from good practice in other HEIs re promotion and practice of race equality. [BAMESN]</p> <p>B1.6b Develop relationship with race equality institutional partner (Keele University) and learn good practice re promotion of race equality through invitation of senior colleagues (such as Professor Shane O’Neill, PVC Planning and Advancement) to OBU by Aug 2020.</p> <p>** B1.7 Establish, develop and embed Self-Assessment Team by November 2020.</p> <p>** B1.8 Develop milestones for REC submission preparation (over three years) including launch and communications relating to the ‘sign-up’ and weave into RE Action Plans going forward.</p> <p>** B1.9a Initiate and develop a programme of staff development and workshops on race equality/critical race theory and conceptual approaches to behaviour, cultural and practice change; building to a suite of provision for all colleagues which includes training relating to supporting colleagues to deal with racial trauma by May 2021. [BAMESN]</p> <p>** B1.9b Ensure line managers are properly trained to deal with issues relating to racial inequality and in how to promote and practice racial equality. [BAMESN]</p>	<p>B1.5: PVCSSSE and EDI Staff Adviser</p> <p>B1.6a-B1.8: PVCSSSE and members of RESG</p> <p>B1.9: HR Director, PVCSSSE and EDI Staff Adviser</p>	
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<p>C1. Improve OBU profile as employer of choice for BAME candidates through targeted action to diversify the pool of applicants.</p>	<p>C1.1 Analyse data regarding success of BAME applicants in recruitment and selection process since 2016 and extend the analysis to identify differences by grade/role by Dec 2020.</p> <p>**C1.2-C1.7a HR recruitment team to initiate project with external consultants 'A New Normal' to review and improve the University's recruitment and selection practices and in particular, to take steps to increase the number of BAME applicants and recruits from June 2020.</p> <p>**C1.7b Investigate the priority issues and propose actions to improve access and participation of BAME graduates into research study and research pathways. Including support mechanisms and use of research studentships, fellowships and research traineeships to foster progression of BAME post-graduates into research and teaching. Work with Careers Service and faculty stakeholders to identify and design improvements to existing systems and processes and widen opportunities.</p> <p>**C1.8a Initiate and support focus groups from members of BAMESN with an external facilitator to better understand the barriers to recruitment at OBU. [BAMESN]</p> <p>**C1.8b Ensure any BAME colleagues leaving the institution have an exit interview with HR and publicise that a member of the BAMESN can accompany them. [BAMESN]</p> <p>**C1.8c Initiate a project to ensure all marketing campaigns (copy, videos and images) are ethnically diverse and inclusive prior to publishing, with consideration given to the recruitment of BAME staff</p>	<p>C1.1-C1.7a: HR Director and members of RESG</p> <p>C1.7b: PVC RGP</p> <p>C1.8a-b: PVC SSE, EDI Staff Adviser and Chair BAMESN</p> <p>C1.8c: Director MarComms</p>	<p>A statistical increase in the number of job applications received from BAME applicants.</p> <p>BAME applicants shortlisted and appointed in proportion to number that apply.</p>
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	<p>in all campaigns. [BAMESN]</p> <p>C1.9 Use role model case studies to promote the opportunities available at OBU via the EDI website and promote positive media coverage of BAME staff internally and externally via media.</p> <p>C1.10 Identify and expand pool of trained BAME staff and externals from other institutions (where required) in order to diversify recruitment panels.</p> <p>**C1.11 Initiate and embed positive action and appropriate guidance in recruitment practices in tiebreak situations to enhance BAME staff recruitment at OBU.</p>	<p>C1.9: PVCSSSE, EDI Staff Adviser and Chair BAMESN</p> <p>C1.10-C1.11: Director of HR, PVCSSSE and EDI Staff Adviser</p>	
<p>D1. Improve support for progression to leadership for BAME academics and professional services staff.</p>	<p>D1.1 Promote an inclusive approach to promotion opportunities through the positive use of role models (via promotion roadshows, ACE award workshops, HR website, BAME Staff Network activities) from Sep 2020.</p> <p>**D1.2 Ensure increased BAME membership of promotion/recognition panels and report BAME participation and success to BAMESN and wider University from Sep 2020. [BAMESN]</p> <p>D1.3 Include Race Equality awareness in PDR training for reviewers and reviewees from Sep 2020 onwards.</p> <p>D1.4 Increase number of mentoring, shadowing and secondment opportunities for colleagues across OBU alongside other personal and professional development schemes from Sep 2020 after consultation with BAME Staff Network.</p> <p>**D1.5 Continue to promote and embed Advance HE Diversifying Leadership Programme in 2020/21 and support alumni in their personal/professional</p>	<p>D1.1: Director of HR, PVCSSSE, EDI Staff Adviser and Chair of BAMESN</p> <p>D1.2: Director of HR and PVCSSSE</p> <p>D1.3: Head of OCSLD</p> <p>D1.4-D1.5 Director of HR, PVCSSSE, EDI Staff Adviser and all PVC Deans and Directors</p>	<p>Statistical increase in number of BAME academic colleagues attaining promotion to Reader/PL Grade and above to at least equivalent to the proportion in the pool at the grade below by 2022.</p> <p>Statistical increases in number of BAME professional services colleagues at Grades 8 and above to at least equivalent to the proportion in the pool at the grade.</p>

	<p>development.</p> <p>**D1.6 Initiate and support focus groups from members of BAMESN with an external facilitator to understand the barriers to promotion at OBU. [BAMESN]</p> <p>**D1.7 Conduct a review of career progression routes across the HE sector to benchmark against practice at OBU and learn from good practice in relation to academic and professional services colleagues. [BAMESN]</p> <p>**D1.8 When resources are available, initiate a more formalised and structured mentoring scheme to support the career progression of BAME colleagues. [BAMESN]</p>	<p>D1.6 PVCSSSE, EDI Staff Adviser and Chair BAMESN</p> <p>D1.7-D1.8 Director of HR, PVCSSSE and EDI Staff Adviser</p>	
<p>E1. Enhance BAME staff experience in relation to their inclusion in the discussion of institutional and sector-wide issues.</p>	<p>**E1.1 Extended implementation of diversifying leadership policy to improve diversity on University groups and committees from Sep 2020. Collect data on the impact of the initiative and seek feedback from new members on their experience to inform recommendations for inclusive practice in leadership and decision-making.</p> <p>**E1.3 Ensure profile of BAME colleagues is raised across the University by celebrating their successes more regularly in central communications. [BAMESN]</p> <p>**E1.4 Ensure members of the BAME Staff Network are consulted on institutional communications that relate to race equality. [BAMESN]</p> <p>**E1.5 Review and ensure that BAME colleagues are represented amongst Faculty and Directorate Equality Champions. [BAMESN]</p> <p>**E1.6 Initiate regular BAMESN forum meetings with</p>	<p>E1.1: PVCSSSE and EDI Staff Adviser</p> <p>E1.3-E1.4: PVCSSSE, EDI Staff Adviser and Staff Comms Lead</p> <p>E1.5-E1.6: PVCSSSE, EDI Staff Adviser and Chair BAMESN</p>	<p>Enhanced inclusivity for BAME colleagues across institution. Greater celebration of, and attention given to, the successes of BAME colleagues amongst peers. Improved awareness and access to staff development opportunities amongst BAME colleagues. Improved dialogue between members of VCG and BAME colleagues.</p>

	members of VCG so there is a shared understanding and appreciation of the BAME staff experience. [BAMESN]		
E2. Enhance BAME staff experience in relation to social and cultural opportunities in order to diversify the institutional culture more generally.	E2.1 Ensure continued support for existing staff groups and networks in order to maximise inclusivity and create opportunities for social/cultural interaction from Sep 2020. E2.3 Ensure appropriate diversity and inclusivity in the OBU Public Lecture series and build a further two open (or memorial) lectures into the university calendar by Nov 2020 using nominations at B1.2.	E2.1: PVCSSSE and EDI Staff Adviser E2.3: PVCSSSE, RESG members and OBU Head of Stewardship & Events	Enhanced inclusivity across institution. Greater number of opportunities created for social and cultural interactions. Improved staff survey results.
E3. **Enhance minority ethnic staff confidence in University processes and procedures.	**E3.2 Review and relaunch the Harassment and Bullying Policy to ensure it is fit for purpose and sensitive in relation to race equality; review and publicise procedures for raising a grievance (with specific reference to race equality) by Jan 2021; and ensure policy use is monitored by submitting a bi-annual report to BAMESN. [BAMESN] **E3.3 Review the role and profile of University Staff Harassment Advisers to ensure a safe environment for the reporting of concerns (with specific reference to race equality) and advise on next steps by Jan 2021; ensure that there are BAME colleagues in this role. [BAMESN] **E3.4 Continue to monitor complaints and grievances raised by staff (with respect to issues of race equality) and present results in annual EDI report by May 2021. **E3.5 Introduce, implement and monitor an Employee Assistance Programme to offer independent support and advice for colleagues that	E3.2 and E3.6: PVCSSSE, Director of HR and EDI Staff Adviser	Greater confidence in university procedures amongst staff. Easier interventions related to grievances if required. Improved staff survey results.

	<p>is separate from University systems/procedures.</p> <p>**E3.6 Ensure that all new policies and processes introduced at the University have been subjected to an Equality Impact Assessment to ensure considerations have been made regarding their specific impact upon BAME staff and students.</p> <p>[BAMESN]</p>		
<p>F1. Increase the ethnic diversity on programmes where student diversity is particularly low.</p>	<p>**F1.1 Initiate request for Student RE recruitment dataset with four years' data in line with REC requirements and review recruitment strategy as appropriate/required by Mar 2021.</p> <p>**F1.2 Initiate a project to ensure all marketing campaigns (copy, videos and images) are ethnically diverse and inclusive prior to publishing, with consideration given to the recruitment of BAME students in all campaigns. [BAMESN]</p> <p>F1.3 Embed Equality Impact Assessments into the annual student recruitment target setting processes by Dec 2020.</p>	<p>F1.1: Deputy Director of ASA (SCaP), PVC A&P and EDI Student Adviser</p> <p>F1.2: Director of MarComms.</p> <p>F1.3: F1.1: Deputy Director of ASA (SCaP), PVC A&P and EDI Student Adviser</p>	<p>Increase in BAME student recruitment by 2022/23 from 2016/17 position of 11.8% of the whole student body to 17.1%.</p>
<p>G1. Improve degree attainment scores amongst BAME students over next three years</p>	<p>**G1.1 Initiate request and for Student RE outcomes dataset with four years' data in line with REC requirements, analyse performance against university-level targets and KPIs on progression and attainment, (with regard to race and ethnicity) and review the programmatic approach as appropriate/required by Mar 2021.</p> <p>G1.2 Continuation of three-year project by external consultant undertaking research with students, staff and the wider sector, enabling her to make targeted recommendations on how to resolve the attainment gap and how to action embedded institutional</p>	<p>G1.1: Deputy Director of ASA (SCaP), ADSE (SO), PVC A&P and PVCSSSE</p> <p>G1.2: PVC A&P and EDI Student Adviser</p>	<p>More academic staff aware of pertinent issues, measured by the quality of completed templates. Reduced attainment gap between BAME and non-BAME students and aim to reduce the percentage point gap between Asian and White students currently at 9.3 to 7.0 by 2022/23 and the gap between Black and White students from 28.6 to 17.0 by the same deadline. Reduction in</p>

	<p>cultural change.</p> <p>**G1.3 Complete university-wide unconscious bias training for <u>all</u> colleagues by Feb 2021.</p> <p>G1.4 Deliver an initial pilot study, working with a number of programmes where the attainment gap is particularly significant by Jan 2021.</p> <p>G1.5 Monitor sections on Programme Annual Review and Annual Planning templates regarding actions to improve inclusivity to ensure auditing of faculty actions relating to BAME student performance by Feb 2021.</p> <p>G1.8 Produce specific materials to promote the advantages of declaring a disability amongst BAME students by Oct 2020.</p> <p>G1.9 Investigate data on resits taken by BAME and non-BAME students to ascertain any differences between the two cohorts by Oct 2020.</p>	<p>G1.3: Head of OCSLD and ADSE (SO)</p> <p>G1.4: ADSE (SO) and PVC A&P</p> <p>G1.5: PVCSSSE, ADSEs and Head of APQO</p> <p>G1.8: Deputy Director of ASA (Student Services) and EDI Student Adviser</p> <p>G1.9: PVCSSSE and ADSEs</p>	<p>the number of appeals relating to assessment.</p> <p>By the end of academic year 2020/21, we see a 50% increase in the number of BAME students declaring a disability upon induction.</p>
<p>H1. Improve the initial student experience for BAME students new to the institution</p>	<p>**H1.3 Develop a more co-ordinated, accessible and inclusive student induction process, with bespoke support and information for BAME students.</p> <p>**H1.6 Use the development of the 'Head into Brookes' project to promote a more inclusive and accessible initial student experience.</p>	<p>H1.3: PVCSSSE and Student Transitions & Engagement Team Manager</p> <p>H1.6: PVCSSSE and the Head of Upgrade</p>	<p>Reduced first-year retention gap between BAME and non-BAME students.</p> <p>Improved scores in the Race Equality (REC) Survey.</p>
<p>H2. Ensure our curricula maximises opportunities for inclusivity and the promotion of diversity in the classroom</p>	<p>H2.1 Diversify and promote resources for inclusive teaching from Sep 2020.</p> <p>H2.2 Embed the use of the Inclusive Curriculum Framework and benchmarking tool used for creating new curriculum, validation panels and subject reviews and review the impact of this by Dec 2020.</p> <p>**H2.5 Enhance and embed actions from the 'Inclusive Curriculum Enhancement Group' to embed BAME content into the curricula across the</p>	<p>H2.1-H2.2 and H2.5: ADSE (SO), Head of OCSLD and PVCSSSE</p>	<p>No statistically significant difference in NSS results between BAME and non-BAME students.</p> <p>Improved scores in the REC Survey.</p>

	University and gather data on this to ascertain progress to date.		
H3. Maintain and enhance (where possible) the high standards of academic support for BAME students	<p>**H3.1 Review effectiveness of tool to enable students to report episodes of sexual harassment, hate crime or harassment (It's Not Okay. It's Not BroOKes) and suggest appropriate actions and interventions to maximise confidence in institutional processes which support vulnerable students.</p> <p>H3.2 Strengthen aspects of new OCSLD <i>EXPLORE</i> programme re inclusive teaching and challenging student perceptions and behaviours in relation ethnicity and race amongst academic colleagues from Sep 2020.</p>	<p>H3.1: EDI Student Adviser</p> <p>H3.2: Head of OCSLD</p>	<p>Better support for students to fulfil their potential.</p> <p>No statistically significant difference in NSS results between BAME UK and BAME non-UK compared to white UK and white non-UK students.</p>
H4. Enhance BAME student experience in relation to their inclusion in the discussion of institutional and sector-wide issues.	H4.1 Work with Brookes' Union (BU) from Aug 2020 to ensure healthy cohort of BAME Student Reps appointed to promote and enhance the student experience at the University.	H4.1: GM of BU, PVCSSSE and VP Student Voice (BU)	Enhanced representation of BAME students at OBU alongside greater inclusivity and the facilitation of improved channels of communication between the institution and its student body as evidenced by improved scores to above sector average in the NSS and REC Survey.
H5. Support BAME students to progress to highly skilled employment.	<p>H5.1 Gather and analyse data from the Graduate Outcomes Survey to determine any difference in outcomes between students studying on specific programmes and between specific groups of students and make targeted interventions where appropriate.</p> <p>**H5.1b Undertake early career intention surveys as part of registration for all students, monitor response from BAME students and proactively follow up with and support any students who have uncompleted or insufficient plans.</p>	H5.1: Head of Student Development Services	Enhanced outcomes for BAME graduates across the institution. Improved student experience as evidenced by improved scores to above sector average in the NSS and REC Survey.

	**H5.2 Work with Enterprise Support to create targeted leadership development programmes and entrepreneurial opportunities for BAME students once data at H5.1 has been gathered and analysed.	H5.2 Director of Enterprise Support and PVCSSSE	
H6. Enhance BAME student experience in relation to social and cultural opportunities and the general culture of the institution	H6.2 Support Brookes Union from July 2020 in enhancing student engagement with programme of social and educational activities promoting and celebrating racial and ethnic diversity.	H6.2: GM of BU, PVCSSSE, VP Student Activities (BU) and Faculty ADSEs	Enhanced inclusivity across OBU and more opportunities created for social and cultural interactions evidenced by improved scores in the NSS and REC Survey. Greater awareness of work of BU in the promotion and facilitation of discussion related to race and ethnicity.
**I1. Provide opportunities for wellbeing and support with reference to equality and diversity issues affecting BAME staff and students.	**I1.1 Enhance and publicise the on-going provision of wellbeing and support available to both staff and students at the University from Sep 2020 building on the work initiated by the B-WELL group in May 2020. **I1.1b Complete work on Mental Health Strategy for students by Dec 2020 ensuring appropriate provision to ensure inclusivity and accessibility and begin pilots and roll out in time for Sep 2021. **I1.3 Create a new section within the Inclusive Support Team, with a remit for supporting and advocating on behalf of students with the full range of protected characteristics.	I1.1: Deputy Director of ASA (Student Services), Director of HR and PVCSSSE I1.1b: Deputy Director of ASA (Student Services) and PVCSSSE I1.3: Deputy Director of ASA (Student Services) and EDI Student Adviser	Improved staff and student experience measured by various surveys including the institutional Staff Survey, NSS/BSS/PTES and the REC Survey.

RESG with the BAMESN, November 2020.