

## OXFORD BROOKES UNIVERSITY: RACE EQUALITY STRATEGY 2017-2025.

Oxford Brookes University (OBU) is committed to the promotion of racial equality as part of its equality, diversity and inclusion agenda, alongside ensuring excellence in relation to both the staff and student experience. The University has had considerable success in promoting gender equality and we now wish to focus more explicitly on the promotion of race equality with a view to preparing the ground for a submission to the Equality Challenge Unit for the Race Equality Charter by 2025. This strategy is also aligned to the institutional Access and Participation Plan submitted to the Office for Students (December 2018).

The broad, long-term objectives upon which this strategy is based are:

1. That Oxford Brookes will have a staff ethnicity profile which broadly reflects the diversity of its student body
2. That BAME staff will be represented at all levels and in all areas of the University
3. That BAME students will be participating in all subject areas at least in the same proportion as the benchmark
4. That the attainment gap for BAME students will continue to narrow
5. That satisfaction levels for BAME students and staff will be equivalent to those of their white counterparts
6. That Oxford Brookes will establish efficient and effective mechanisms to gather accurate internal and external benchmark data by which to measure the success and effectiveness of its strategy on race equality

The broad objectives and activities listed below will be supported by an annual Race Equality Action Plan which will identify key objectives and actions in any given year. The action plan will be monitored by the Race Equality Steering Group (RESG) which will present an annual progress report to the Equality, Diversity and Inclusion Advisory Group (EDIAG) and Executive Board.

Planned action or objective	Rationale	Key activities	Timeframe	Person/s Responsible	Success criteria and outcome
<b>Section A – Data Collection and Analysis</b>					
<b>A1.</b> Ensure OBU has appropriate data to implement, monitor and enhance its strategy on race equality.	We need to have accurate ethnicity data for staff and students in order to maximise the	A1.1 Cross-institutional promotion of self-declaration of protected characteristics. A1.2 Systematic data	A1.1-A1.3 Ongoing	A1.1-A1.3 Director of HR/Chair of RESG/SCaP.	A1.1-A1.3 Raise awareness and confidence in disclosure. Statistical decrease in staff and students with

	effectiveness of our race equality strategy.	collection conducted in relation to ethnicity of staff and students A1.3 Annual report of ethnicity data provided to VCG and all Faculties and Directorates which in turn feeds into action plan and broader race equality strategy.			'unknown' ethnicity status. Quality and completeness of data improved. Increased understanding of any disparities in recruitment and selection for BAME candidates (staff and students), and ownership of actions by recruiting departments.
<b>Section B – Profile Raising of Race Equality Work (Staff and Students)</b>					
<b>B1.</b> Set up infrastructures for promoting race equality at OBU	Survey results have shown that OBU needs to raise the profile of race equality across the institution.	B1.1 Review and enhance membership of RESG and REAG. B1.2 Establish and enhance BAME staff and student networks via an e-mail campaign. B1.3 Dedicated promotion of Black History Month and associated activities and encouragement of events to celebrate ethnic diversity across OBU. B1.4 Active promotion and widespread circulation of EDI	B1.1-B1.6 Ongoing	B1.1-B1.6 Chair of RESG/EDI Adviser for Staff.	B1.1-B1.6 More visible and transparent commitment to race equality with senior-level commitment. Improved scores in staff and student satisfaction surveys. Greater awareness of issues affecting BAME staff and students in universities.

		<p>newsletter ensuring race equality features in this.</p> <p>B1.5 Make annual recommendations for appropriate honorary graduates and role models to help us enhance our race equality profile.</p> <p>B1.6 Learn from good practice in other HEIs re promotion of race equality.</p>			
<b>Section C – Recruitment and Selection (Staff)</b>					
<p><b>C1.</b> Improve OBU profile as employer of choice for BAME candidates through targeted action to diversify the pool of applicants.</p>	<p>To date there has been no systematic action to increase recruitment of BAME staff to academic and professional and services roles.</p>	<p>C1.1 Analyse recruitment and selection monitoring data from e-recruitment system and, identify any key areas where potential bias is evident.</p> <p>C1.2 Based on C1.1 above, undertake review of sample of recruitment decisions paperwork and report to VCG on findings and recommendations.</p> <p>C1.3 Review placement of vacancy advertising to ensure appropriate encouragement is given</p>	<p>C1.1-C1.2 By June 2019</p> <p>C1.3-C1.9 From Oct 2018 onwards</p>	<p>C1.1-C1.2 Director of HR and EDI Adviser</p> <p>C1.3-C1.6 Director of HR/ all PVC Deans, Directors and</p>	<p>C1.1-C1.19 A statistical increase in the number of job applications received from BAME applicants. BAME applicants shortlisted and appointed in proportion to number that apply.</p>



		<p>BAME post-graduates into research and teaching and work with Careers Service to ensure support individuals applying for internal vacancies.</p> <p>C1.8 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 local press.</p> <p>C1.9 Identify and expand pool of trained BAME staff and externals from other institutions (where required) in order to diversify recruitment panels.</p>		<p>C1.8 Director of Marketing and Comms.</p> <p>C1.9 Director of HR/ all PVC Deans, Directors and Faculty Head of Operations.</p>	
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**Section D – Progression and Promotion (Staff)**

<b>D1.</b> Improve support for progression to leadership for BAME academics and professional services staff.	Data from our institutional Athena Swan submissions suggests few BAME colleagues attain promoted positions within the institution.	D1.1 Promote an inclusive approach to promotion opportunities through the positive use of role models (via promotion roadshows, HR website).	D1.1-D1.2 From April 2019 onwards	D1.1-D1.4 Director of HR/ Head of OCSLD and all PVC Deans and Directors.	D1.1-D1.4 Statistical increase in number of BAME academic colleagues attaining promotion to Reader/PL Grade and above to at least equivalent to the
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		<p>D1.2 Ensure increased BAME membership of promotion panels.</p> <p>D1.3 Include BAME awareness in PDR training for reviewers and reviewees.</p> <p>D1.4 Increase number of mentoring, shadowing and secondment opportunities for colleagues across OBU alongside other skills development schemes.</p> <p>D1.5 More visible celebration (e.g. signage) of black achievements by our staff, students, alumni and more widely.</p> <p>D1.6 Initiate a more formalised and structured mentoring scheme to support the career progression of BAME colleagues. [BAMESN]</p> <p>D1.7 More visible celebration (eg signage) of black achievements by our staff, students, alumni and more widely.</p>	<p>D1.3-D1.4 From academic year 2017/18 onwards</p> <p>D1.6 PVCSEUC, EDI Staff Adviser and Chair BAMESN.</p> <p>D1.9: PVC SSE</p>		<p>proportion in the pool at the grade below by 2021. 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 below by 2021.</p> <p>D1.7 Increase in visible celebration of black achievements across the University.</p>
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Section E – Staff Experience					
<p><b>E1.</b> Enhance BAME staff experience in relation to their inclusion in the discussion of institutional and sector-wide issues.</p>	<p>To ensure the voice of BAME staff is represented in all decision making bodies across the institution.</p>	<p>E1.1 Increase the representation of BAME staff on key university committees by reviewing nomination procedures and providing shadowing opportunities. E1.2 Ensure voice of BAME staff is represented on appropriate University-level working groups and other such fora.</p>	<p>E1.1-E1.2 Ongoing</p>	<p>E1.1-E1.2 PVC SSE/ Director of HR.</p>	<p>E1.1-E1.2 Enhanced inclusivity across institution. Improved staff survey results.</p>
<p><b>E2.</b> Enhance BAME staff experience in relation to social and cultural opportunities in order to diversify the institutional culture more generally</p>	<p>OBU needs to raise awareness of racial and ethnic diversity across the institution in order to celebrate it, and to ensure it is respected by staff and students alike.</p>	<p>E2.1 Ensure greater support for and enhanced promotion of existing staff groups and networks in order to maximise inclusivity and create opportunities for social/cultural interaction. E2.2 Populate and update EDI events calendar with links to local community events and networks and encourage BAME staff to contribute to events accessible to all.</p>	<p>E2.1-E2.4 From Nov 2016 onwards</p>	<p>E2.1-2.3 PVC SSE/ EDI Adviser for Staff.</p>	<p>D2.1-D2D2.1-D2.4 Enhanced inclusivity across institution. Greater number of opportunities created for social and cultural interactions. Improved staff survey results.</p>

		<p>E2.3 Establish annual social event for staff to facilitate social/cultural interactions and raise awareness of equality and diversity issues.</p> <p>E2.4 Ensure appropriate diversity and inclusivity is evident in the OBU Public Lecture programme.</p>		E2.4 OBU Events Manager.	
<p><b>E3.</b> Enhance minority ethnic staff confidence in University processes and procedures.</p>	<p>Colleagues have indicated a lack of clarity exists regarding how to go about lodging a complaint about racial inequality in the institution.</p>	<p>E3.1 Review and publicise procedures for raising a grievance (with specific reference to concerns regarding race and ethnicity).</p> <p>E3.2 Revise and relaunch the Harassment and Bullying Policy to ensure it is fit for purpose in relation to race equality.</p> <p>E3.3 Review the role and profile of University Staff Harassment Advisers which will contribute to a safe environment for the reporting of concerns and advice on next steps.</p> <p>E3.4 Continue to monitor complaints/grievances raised by staff (with</p>	E3.1-E3.4 Ongoing	E3.1-E3.4 Director of HR/ Chair of RESG.	E3.1-E3.4 Greater confidence in university procedures amongst staff. Easier interventions related to grievances if required. Improved staff survey results.



		respect to issues of race and ethnicity) and present results in the annual EDI report.			
<b>Section F – Recruitment and Selection (Students)</b>					
<b>F1.</b> Increase the ethnic diversity on programmes where student diversity is particularly low	Ethnic diversity is quite broad at Oxford Brookes given its geographic location, however there are relatively low numbers of some ethnic groups and some programmes have very low diversity amongst students.	F1.1 Establish university-level targets and KPIs on recruitment, (with regard to race and ethnicity) with performance being reported annually to VCG. F1.2 Embed Equality Impact Assessments into the annual student recruitment target setting processes. F1.3 Implement the new UK Recruitment Strategy which has diversifying the student intake as a core component and evaluate the impact annually. As part of this, implement new schools and colleges targeting which focusses on institutions with a relatively high proportion of BAME students.	F1.1-F1.2 From Feb 2019 onwards  F1.3-F1.4 From Aug 2018 onwards	F1.1-F1.2 Director of SCaP  F1.3-F1.4 UK R&P Director	F1.1-F1.6 Increase in BAME student recruitment by 2022/23 from 2016/17 position of 11.8% of the whole student body to 17.1%.

		<p>F1.4 Departments to consider ethnic diversity on programmes in conjunction with faculty widening participation assistants, and produce action plans.</p> <p>F1.5 As part of a demand assessment exercise, undertake market research to understand the attractiveness of new programmes to BAME students and ensure inclusivity features as an important consideration in the Marketing toolkit.</p> <p>F1.6 Undertake a broad piece of research to understand the reasons a diverse range of students are not currently applying to Oxford Brookes.</p>	<p>F1.5-F1.6 From Jan 2019 onwards</p>	<p>F1.5-F1.6 Director of SCaP</p>	
<b>Section G – Degree Attainment</b>					
<p><b>G1.</b> Improve degree attainment scores amongst BAME students over next three years</p>	<p>Our data indicate that at OBU the achievement gap widens as student's prior educational achievement decreases.</p>	<p>G1.1 Establish university-level targets and KPIs on progression and attainment, (with regard to race and ethnicity) with</p>	<p>G1.1 From Feb 2019 onwards</p>	<p>G1.1 Director of SCaP</p>	<p>G1.1-G1.10 More academic staff aware of pertinent issues. Measured by the quality of completed templates. Aim to have</p>

	<p>Our data also suggests proportionately, fewer BAME students declare a disability at the point of induction compared to their white counterparts.</p>	<p>performance being reported annually to VCG.  G1.2 Commission and external consultant to undertake further research with students, staff and the wider sector, make recommendations on the attainment gap in particular, and support embedded cultural change.  G1.3 Deliver university-wide unconscious bias training for staff and raise awareness of unconscious bias through the use of data and conversations at teaching and learning planning days.  G1.4 Creation of new academic roles of Outreach Champions and academic and professional services roles of Equality Champions.  G1.5 Plan an initial, pilot intervention working with a number of programmes where the attainment gap</p>	<p>G1.2 Completed Nov 2018</p> <p>G1.3 From Jan 2019 onwards</p> <p>G1.4 Completed Oct 2018</p> <p>G1.5 From Jan 2019 until June 2019</p>	<p>G1.2 PVC SSE</p> <p>G1.3 Head of OCSLD</p> <p>G1.4 PVC SSE</p> <p>G1.5 PVC A&amp;P</p>	<p>unconscious bias training delivered to 80% of senior staff by the end of 2018/19. 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 the number of appeals relating to assessment. By the end of academic year 2018/19, we see a 50% increase in the number of BAME students declaring a disability upon induction.</p>
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		<p>is particularly large.</p> <p>G1.6 Section to be added to Faculty Annual Review and Annual Planning template to ensure auditing of faculty actions relating to BAME student performance.</p> <p>G1.7 Propagate successful staff development activities linked to decreasing BAME attainment gap (e.g. roll out inclusive teaching workshop piloted in FoB).</p> <p>G1.8 Introduce anonymous marking across the University to reduce appeals associated with perceived bias in the assessment process.</p> <p>G1.9 Produce specific materials to promote the advantages of declaring a disability amongst BAME students.</p> <p>G1.10 Investigate data on resits taken by BAME and non-BAME students to</p>	<p>G1.6 Completed Sept 2017. Monitoring of outcomes ongoing.</p> <p>G1.7 From Sep 2019</p> <p>G1.8 Completed July 2016. Monitoring of appeals ongoing.</p> <p>G1.9 Ongoing.</p> <p>G1.10 Ongoing</p>	<p>G1.6 Faculty ADSEs/ Head of APQO.</p> <p>G1.7 Head of OCSLD</p> <p>G1.8 PVC SSE/ Faculty ADSEs.</p> <p>G1.9 Head of Wellbeing.</p> <p>G1.10 PVC SSE/ Faculty ADSEs.</p>	
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		ascertain any differences between the two cohorts.			
<b>Section H – Student Experience</b>					
<b>H1.</b> Improve the initial student experience for BAME students new to the institution	Data from student surveys reveal that some BAME students feel isolated during their initial interactions with OBU.	<p>H1.1 Explore aspects of the initial student experience for BAME students new to the institution.</p> <p>H1.2 Expand existing mentoring/buddy programmes to include more students from target groups, in order to encourage a sense of belonging prior to starting university.</p> <p>H1.3 Develop more coordinated student induction process, with bespoke support and information for BAME students.</p> <p>H.1.4 Roll out transitions project based currently in ASA, University-wide.</p> <p>H1.5 Engage with HEIs piloting HEA’s Retention and Attainment Strategy Enhancement Project.</p>	<p>H1.1 From Sep 2016 onwards</p> <p>H1.2 From May 2019 onwards</p> <p>H1.3 From Sep 2019 onwards</p> <p>H1.4-H1.5 From Sep 2016 onwards</p> <p>H1.6</p>	<p>H1.1 OBU Induction Coordinator</p> <p>H1.2 UK R&amp;P Director</p> <p>H1.3 Director of ASA/ BU President</p> <p>H1.4-H1.5 OBU Induction Coordinator</p> <p>H1.6</p>	H1.1-H1.4 Reduced first-year retention gap between BAME and white students to university average. Improved results in student induction survey.

		H1.6 Consider the development of an online pre-arrival transitions module to support students from all backgrounds with the move to university.	Begin initial scoping work Sep 2019	PVC SSE & PVC A&P	
<b>H2.</b> Ensure curricula maximise opportunities for inclusivity and the promotion of diversity in the classroom	Our data suggests that some aspects of our institutional curricula may not be sufficiently inclusive.	H2.1 Enhance programme design process so that academic staff consider inclusive content, assessment mechanisms and delivery models at the design stage, embedding it into the curriculum following the ethos of Universal Design for Learning. H2.2 Create an Inclusive Curriculum Framework and benchmarking tool, to be used for creating new curriculum, validation panels and subject reviews (in line with recommendations from the BAME transition experiences report). H2.3 Put a greater focus on addressing the outcomes of Equality	H2.1 From Apr 2019 to July 2019  H2.2 From April 2019 to Sep 2019  H2.3 From Dec 2018 onwards	H2.1-H2.2 Head of OCSLD  H2.3 Director of ASA	H2.1-H2.2 More diverse curricula offer at programme level and the provision of a straightforward way for academic teams to understand whether students are falling behind.

		<p>Impact Assessments on all new student-focused policies.</p> <p>H2.4 As part of the Annual and Periodic Quality Reviews, ensure programme teams have access to data on the backgrounds of their students so that they can target interventions appropriately.</p>	<p>H2.4 From July 2019 to Dec 2019</p>	<p>H2.4 Director of SCaP</p>	
<p><b>H3.</b> Maintain and enhance (where possible) the high standards of academic support for BAME students</p>	<p>NSS data suggests some differences between BAME and non-BAME students with regard to perceived quality of teaching on course (85% vs 89%). Other OBU data suggests concern from students regarding staff commitment to inclusivity and their ability to discuss issues relating to ethnicity.</p>	<p>H3.1 Introduce and embed a new tool to enable students to report episodes of sexual harassment, hate crime or harassment and provide support for the students who use the tool and who are the victims of such instances. [Project: It's Not Okay. It's Not Brookes.]</p> <p>H3.2 Strengthen aspects of PCTHE relating to inclusive teaching and challenging student perceptions and behaviours in relation ethnicity and race.</p>	<p>H3.1 From Sept 2018 and ongoing.</p> <p>H3.2 Ongoing.</p>	<p>H3.1 PVC SSE and Director of ASA</p> <p>H3.2-H3.3 PVC SSE/ Faculty ADSEs/ Head of OCSLD.</p>	<p>H3.1-H3.3 Better support for students to fulfil their potential will result in improved attainment gap scores. No statistically significant difference in NSS results between BAME UK and BAME non-UK compared to white UK and white non-UK students.</p>

		<p>H3.3 Diversify and promote resources for inclusive teaching for academic colleagues to utilise.</p> <p>H3.4 Provide specific guidance and training to academic advisors, ensure records are kept of academic advisor meetings, and follow up on non-attendance.</p> <p>H3.5 Create a student engagement dashboard for staff and students; develop learner analytics work into a one-stop online shop for students to monitor their own performance and sign up for opportunities to enhance their learning and student experience.</p> <p>H3.6 Build on the findings from the consultancy project mentioned at G1.2 above, to design positive interventions to encourage students' engagement in learning.</p> <p>H3.7 Provide training and</p>	<p>H3.3 PESE2 project since 09/15.</p> <p>H3.4 From July 2019 to Dec 2019</p> <p>H3.5 From July 2019 to July 2020</p> <p>H3.6 From Apr 2019 onwards</p> <p>H3.7</p>	<p>H3.4 Director of ASA</p> <p>H3.5 Director of SCaP</p> <p>H3.6 PVC A&amp;P</p> <p>H3.7</p>	
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		support for new students on inclusivity	Sep 2023	PVC SSE	
<b>H4.</b> Enhance BAME student experience in relation to their inclusion in the discussion of institutional and sector-wide issues.	OBU data indicates that some students felt adrift from developments across the institution and that they had little say in changes made to the student experience in particular.	H4.1 Work with Brookes' Union (BU) to ensure healthy cohort of BAME Student Reps appointed to defend, promote and enhance the student experience at the University. H4.2 Work with BU to ensure the Ethnic Minority Students' Officer holds membership of key University committees. H4.3 Establish and support a network where BAME students can discuss and debate institutional and sector-wide issues.	H4.1-H4.3 From Jan 2017 onwards.	H4.1-H4.3 General Manager of BU/BU Ethnic Minority Students' Officer/PVC SSE.	H4.1-H4.3 Enhanced representation of BAME students at the University 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.
<b>H5.</b> Support BAME students to progress to highly skilled employment.	OBU data relating to the institutional attainment gap suggests that we need to proactively assist students who may find progression to highly skilled employment more challenging.	H5.1 Undertake early career intention surveys as part of registration for all students, and proactively follow up with students who have less clear career plans. H5.2 Work with the Oxford Hub to create	H5.1 From Sep 2019 onwards  H5.2	H5.1-H5.2 Head of Careers	

		leadership development programmes with targeted students.	From Oct 2019 onwards		
<b>H6.</b> Enhance BAME student experience in relation to social and cultural opportunities and the general culture of the institution	OBU data suggests that students believe BU could do more to advance race equality and inclusivity through its events and communications.	H6.1 BU to develop an inclusivity strategy and supporting campaign; establish student equivalent of 'Dignity and Respect at Work Policy' as part of Student Charter; and link with local community events/ networks promoting racial equality. H6.2 Work to support BU in enhancing student engagement with its programme of social and educational activities which promote and celebrate racial and ethnic diversity at OBU and link these initiatives to those of Oxford University. H6.3 More visible celebration (e.g. signage) of black achievements by our staff, students, alumni and more widely.	H6.1-H6.2 From Jan 2017 onwards.	H6.1-H6.2 General Manager of BU /PVC SSE/BU Ethnic Minority Students' Officer/Faculty ADSEs.	H6.1-H6.2 Enhanced inclusivity across the institution and more opportunities created for social and cultural interactions as evidenced by improved scores in the NSS to above sector average. Greater awareness of the work of BU in the promotion and facilitation of discussion related to race and ethnicity. Modified to include linking to Oxford University. May 22

<b>Section I – Wellbeing and Support (Staff and Students)</b>					
Provide opportunities for wellbeing and support with reference to equality and diversity issues affecting BAME staff and students.	OBU data suggests BAME staff and students were unclear about where to access support to maintain their personal health and wellbeing.	I1.1 Enhance and better publicise the on-going provision of wellbeing and support available to both staff and students at the University. I1.2 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 From Jan 2017 onwards.  I1.2 From Jan 2019 onwards	I1.1 Director of HR/ Head of Wellbeing.  I1.2 Director of ASA	I1.1-I1.2 Improved staff and student experience measured by surveys.
<b>Section L - University Accommodation</b>					
J1. Universities and Accommodation providers should work together to create internationally diverse and inclusive student accommodation	UNITE Report recommendations 'Living Black at University'	J1.1 University owned accommodation and third party accommodation providers (Oxford Brookes, UNITE, A2Dominion) should routinely analyse, collect and publish relevant data on the racial diversity of its residents and employees as well as outcomes of reporting and investigation of complaints. Data should		J1.1-.2Head of Accommodation, third party accommodation providers A2Dominion,Host, UNITE & RECC	J1.1 Regular publication of diversity information of residents and accommodation staff as well as disciplinary statistics.  J1.2 Development and implementation of a reporting mechanism that deals explicitly with racism in accommodation

		<p>be published on the accommodation and EDI web pages.</p> <p>J1.2 Ensure that there are clear and accessible policies and procedures (including anonymous reporting) to deal explicitly with racism in accommodation.</p>			
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*Revised version: 8th June 2022.*