

**OXFORD BROOKES UNIVERSITY RACE EQUALITY ACTION PLAN 2021/23
PROGRESS REPORT**

Key activities	Person/s Responsible	Progress Made	Action Completed Yes/No
<p><i>A1 Ensure OBU has appropriate data to implement, monitor and enhance its strategy on race equality.</i></p> <p>A1.2 Continue to 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 Continue to systematically collect data relating to pay amongst BAME colleagues across the University and compare to the sector and beyond on an annual basis.</p> <p>A1.5 Once the REECC is in place, form a working group to draft questions for the first REC survey of staff and students by Oct 2022.</p> <p>A1.6 Introduce an institutional policy where any forms which</p>	<p>A1.2-A1.4 Race Equality Steering Group, Strategic Change and Planning Team, People Directorate</p> <p>A1.5 RECC, PVCSUEC, CPO, EDI Staff Advisor</p> <p>A1.6 PVCSEUC,</p>	<p>A1.2-A1.4 – Completed.</p> <p>A1.5 - Comments were made on the mandatory Advance HE Race Equality Questions at a University RECSAT session by the embedded team. Suggestions for additional questions or queries on existing questions have been collated for RESG to review. RESG meeting in June 2022 to review.</p> <p>A1.6 - Enrolment pages on schedule to be updated as part of work already underway. Raised and resolved as a request</p>	<p>Yes but ongoing.</p> <p>Yes but ongoing.</p> <p>Yes.</p>

<p>capture ethnicity data, should alphabetise the list of ethnicities</p> <p>B1 <i>Set up infrastructures to promote race equality at OBU.</i></p> <p>B1.2a Continue to 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 2021.</p> <p>B1.2b Meet with the BAMESN and the ARAG to listen and respond to general issues and to detail responses to specific items raised at the Race Equality Forums in 2021/22 in order to shape strategy and action plan development.</p> <p>B1.5 Make semesterly recommendations for appropriate honorary graduates to promote race equality from Oct 2021.</p> <p>B1.6a Learn from good practice in other HEIs re promotion and practice of race equality.</p>	<p>CPO, RECC</p> <p>B1.2a RESG, REAG</p> <p>B1.2b CPO, PVCSEUC, DD OE&D PD, EDI Staff Adviser, RECC</p> <p>B1.5 PVCSEUC, EDI Staff Adviser and RECC</p> <p>B1.6a/b RECC</p>	<p>through SNOW in February 22.</p> <p>B1.2a - Completed.</p> <p>B1.2b - Answers were provided for all questions submitted by both ARAG and the BSN at the RE Forum in April 22. Everyone that submitted a question received a response. Dialogue has been ongoing between senior colleagues and network colleagues since that time.</p> <p>B1.5 - Nominations were sent to the HCC as part of a rolling process. These are all being worked up with specific nominators and overseen by the Vice-Chancellor.</p> <p>B1.6a As well as working with our institutional partner Manchester University RECC has also been sharing best practice and gathering critical friends. These include Leeds Trinity, Brighton University, UWE, Solent University and all members of the Race equality Charter through Advance HE Connect.</p>	<p>Yes and ongoing.</p> <p>Yes and ongoing.</p> <p>Yes and ongoing.</p> <p>Yes and ongoing.</p>
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<p>B1.6b Develop relationship with race equality institutional partner and learn good practice re promotion of race equality through invitation of senior colleagues to OBU by Dec 2022.</p>		<p>B1.6b Manchester University was identified due to its local population and student demographics. RECC made contact with their EDI unit as well as their TU branches. RESG passed the motion to use Manchester University as our institutional partner and critical friend for Race Equality work.</p>	<p>Yes and ongoing.</p>
<p>B1.7a Recruit Race Equity and Equality Charter Consultant to support cross-institutional work on the Race Equality Charter by Dec 2021.</p>	<p>B1.7a PVCSEUC, CPO</p>	<p>B1.7a RECC was appointed in December 2021.</p>	<p>Yes.</p>
<p>B1.7b Establish, develop and embed Self-Assessment Team by Nov 2021.</p>	<p>B1.7b PVCSEUC, CPO, EDI Staff Adviser</p>	<p>B1.7b - RECSAT Teams were recruited to and established by November 2021. Repeated attempts have been made for UCU engagement on behalf of their members which has been ignored. Proceeding with no academic TU representation.</p>	<p>Yes.</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>B1.8 EDI Staff Advisor, RECC</p>	<p>A working draft document has been created which shows key dates for the REC process.</p>	<p>Yes.</p>
<p>B1.9a Investigate best practice and market-leading options within HE and beyond for effective baseline e-learning on race equity awareness and language and anti-racist practice for staff (and potentially related offer for</p>	<p>B1.9a-B1.9c DD OE&D, PVCSEUC, EDI Staff Adviser, RECC</p>	<p>B1.9a/c Inclusive Employers are providing a workshop in June 2022 showcasing the practical use of their employer toolkit to key PD and senior colleagues. Advance HE will be presenting a workshop to the RECSAT in July 2022. A decision on our future development offer will be made when the EDI director is in post.</p>	<p>Ongoing.</p>

<p>students). Link to business case for investment in development of customised e-learning and face-to-face provision for September 2022.</p> <p>B1.9b Initiate discussions in the Spring of 2022 with the new Organisational Development team in HR on the creation of a programme of staff development on race equality - addressing relevant theoretical and conceptual approaches to behavioural, cultural and practice change. Use this to design and build a suite of learning provision for all colleagues - with appropriate targeting or customisation for differing needs and audiences. Ensure this includes training relating to supporting colleagues to deal with racial trauma. Implementation of a first programme in 2022/23 and enhanced and integrated with other mainstream CPD offer for 2023/24.</p> <p>B1.9c Ensure the package and programme at B1.9a and B1.9b is appropriate to build the competence of line managers to</p>			
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<p><i>applicants.</i></p> <p>C1.1 Once the HR restructure is completed, analyse data regarding success of BAME applicants in recruitment and selection process since 2017 and extend the analysis to identify differences by grade/role by July 22.</p> <p>C1.2a Once the HR restructure is completed, review the recommendations from the Nous Group Consultancy Report on the Experiences of BAME Staff and incorporate actions into the REAP from Mar 2022</p> <p>C1.2b Investigate partnering with another university, which is more ethnically diverse than OBU, to facilitate staff exchanges in order to share good practice and enhance cultural diversity and inclusion across the institution.</p> <p>C1.3 Once the HR restructure is completed, review placement of vacancy advertising to ensure appropriate encouragement is given to potential BAME candidates. Agree and include a</p>	<p>C1.1 CPO, RESG, EDI Data Analyst, PDRS</p> <p>C1.2a CPO, EDI Director, RESG, DD OE&D</p> <p>C1.2b RECC, CPO and PVCSEUC</p> <p>C1.3 CPO, PDRS</p>	<p>C1.1 RECC has been shared some base level data from the PD. Waiting on appointment of the EDI Data Analyst, EDI Director and PDRS in order to proceed.</p> <p>C1.2a Completed.</p> <p>C1.2b Manchester University was identified due to its local population and student demographics. RECC made contact with their EDI unit as well as their TU branches. RESG passed the motion to use Manchester University as our institutional partner and critical friend for Race Equality work.</p> <p>C1.3 Awaiting confirmation that the PD restructure has been completed. One of a number of outstanding PD actions that has been waiting for colleagues to be appointed into roles to complete.</p>	<p>No.</p> <p>Yes.</p> <p>Yes.</p> <p>No.</p>
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<p>'positive action statement' in all recruitment advertising.</p> <p>C1.5 Once the HR restructure is completed, review the vacancy website to ensure inclusion of information for candidates on how to make a successful application and prepare for interview.</p> <p>C1.6 Investigate use of research fellowships and research traineeships to foster progression of BAME post-graduates into research and teaching and work with Careers Service to ensure support for individuals applying for internal vacancies.</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 in all campaigns.</p> <p>C1.9 Consider use of case studies to promote the opportunities available at OBU via the EDI website and promote positive media coverage of BAME</p>	<p>C1.5 CPO, PDRS</p> <p>C1.6 PVCSEUC, PVCRGP, RECC, Careers Team</p> <p>C1.8c DD OE&D, Director MRE, Head of Strategic Marketing and Digital, PDRS</p> <p>C1.9 PVCSEUC, EDI Staff Adviser, RECC and BSN</p>	<p>C1.5 Awaiting confirmation that the PD restructure has been completed. One of a number of outstanding PD actions that has been waiting for colleagues to be appointed into roles to complete.</p> <p>C1.6 PVCRGP has updated RECC. When the University is notified of QR funding decisions will be made on studentships. At least one will be exclusively for BAME students.</p> <p>C1.8c Head of Strategic Marketing and Digital is confident that marketing channels have achieved an 'above the BBC standard' representation of BAME students in print and digital assets. Some individual courses have more to do. Neil in the content team benchmarked content in 2019 and stated we do not currently undertake staff recruitment campaigns but try to use other campaigns to showcase Brookes as a rewarding and inclusive workplace.</p> <p>C1.9 RECC to compare practice to other HEIs. Awaiting confirmation of timetable of web page migration before revamping.</p>	<p>No.</p> <p>No.</p> <p>Yes but ongoing.</p> <p>Ongoing.</p>
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<p>staff internally and externally via media.</p> <p>C1.10 Review applicant journey for international staff applicants. Seek continuous feedback on recruitment pain points.</p> <p>D1. Improve support for progression to leadership for BAME academics and professional services staff.</p> <p>D1.1 Once the HR restructure is completed, emphasise 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) beginning in July 22.</p> <p>D1.2 Once the HR restructure is completed, develop a strategy to ensure increased BAME membership of promotion and recognition panels and report BAME participation and success to BAMESN and wider University beginning in July 22.</p>	<p>C1.10 PDRS, RESG</p> <p>D1.1 DD OE&D, PVCSEUC, EDI Staff Adviser, BSN</p> <p>D1.2 DD OE&D, BSN</p>	<p>C1.10 Action added to the REAP by the RESG in May 2022 as part of a group of proposed actions stemming from the NOUS and other reports. Awaiting appointment of the PDRS to progress further.</p> <p>D1.1 There is a need to make promotion routes and criteria clearer to colleagues and this is being undertaken by the CPO at present. A mentoring process for promotion does exist, but it is currently only available for those on a 'research' pathway. The CPO will consider how to broaden the mentoring process, so that all interested colleagues can benefit. Promotion roadshows will be conducted once the revised process is in place. The new CPO will also consider the ACE awards process with a view to making it as inclusive as possible.</p> <p>D1.2 A draft proposal for a 'Brookes Equality Advisory Board' of internal/external race equality experts who could sit on promotion and recognition panels was submitted to VCG for consideration. VCG liked the idea but asked that further work to expand the proposal be done and brought back to them in due course.</p>	<p>No.</p> <p>Ongoing.</p> <p>Ongoing.</p>
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<p>D1.4 Once the HR restructure is completed, consider increasing the number of mentoring, shadowing and secondment opportunities for colleagues across OBU alongside other personal and professional development schemes beginning in July 22 after consultation with BAME Staff Network.</p>	<p>D1.4 DD OE&D, RECC, BSN, CPO</p>	<p>D1.4 The CPO and RECC are in agreement that something needs to be done to support professional services colleagues with career advancement and the CPO will discuss this with colleagues to find a way forward. With regard to mentoring specifically, the CPO has suggested trying this action in with students undertaking coaching and mentoring who may be more ethnically diverse and who need case studies to complete their studies. The CPO will talk to the PVC Dean of OBBS about this in the first instance.</p>	<p>Yes and ongoing</p>
<p>D1.5 Continue to promote and embed Advance HE Diversifying Leadership Programme in 2021/22 and support alumni in their personal/professional development.</p>	<p>D1.5 DD OE&D</p>	<p>D1.5 Over the past 3 years a total of 13 colleagues have participated in the Diversifying Leadership programme. Two participants in 2021/22 so far. No new participants were submitted in the March intake. Next Cohort starts Autumn 2022 but participation is dependent on EDI budget.</p>	<p>Yes.</p>
<p>D1.8 Initiate a more formalised and structured mentoring scheme to support the career progression of BAME colleagues.</p>	<p>D1.8 PVCSEUC, EDI Staff Adviser, BSN Chair</p>	<p>D1.8 Project paused in 2021 due to COVID and staff changes. One of the BAMESN steering group members will take it forward after discussions with the CPO. Sola Adesola to guide them in moving the project forward.</p>	<p>Ongoing.</p>
<p>D1.9 More visible celebration (eg signage) of black achievements by our staff, students, alumni and more widely.</p>	<p>D1.9 Student Communications Project Officer</p>	<p>D1.9 This was a new action proposed and approved by the RESG to be added into the REAP in May 2022. RECC has contacted the BSN and BU to establish how they want to nominate and capture events or people they wish to promote. Once this is determined a process can be created to build and promote associated comms and materials. BAMESN to work with colleagues to progress the action.</p>	<p>Ongoing.</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 Extend implementation of diversifying leadership policy to improve diversity on University groups and committees from Oct 2021. 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 the profile of BAME colleagues is raised across the University by celebrating their successes more regularly in central communications.</p> <p>E1.4 Continue to ensure members of the BAME Staff Network are consulted on institutional communications that relate to race equality.</p>	<p>E1.1 PVCSEUC, DD OE&D</p> <p>E1.3 PVCSEUC, EDI Staff Adviser, Director MRE, RECC, BSN</p> <p>E1.4 PVCSEUC, EDI Staff Adviser, Director MRE, RECC, BSN</p>	<p>E1.1 A draft proposal for a ‘Brookes Equality Advisory Board’ of internal/external race equality experts who could sit on promotion and recognition panels was submitted to VCG for consideration. VCG liked the idea but asked that further work to expand the proposal be done and brought back to them in due course.</p> <p>E1.3 This was a new action proposed and approved by the RESG to be added into the REAP in May 2022. RECC has contacted the BSN and BU to establish how they want to nominate and capture events or people they wish to promote. Once this is determined a process can be created to build and promote associated comms and materials. BAMESN to work with colleagues and contact Emma Canham to progress the action.</p> <p>E1.4 Since the RECC has been appointed, any central communication that has involved Race Equity has had consultation with the BSN on its content and format. This includes promotion of the Race Equality Forum in April and the recent University support for the ‘Hear My Name’</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Yes and ongoing.</p>
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<p>E1.5 Review and ensure that BAME colleagues are represented amongst Faculty and Directorate Equality Champions.</p> <p>E1.6 Initiate regular BAMESN forum meetings with VCG so there is a shared understanding and appreciation of BAME staff experience.</p> <p>E2. Enhance BAME staff experience in relation to social and cultural opportunities in order to diversify the institutional culture more generally.</p> <p>E2.1 Ensure continued support for existing staff groups and networks in order to maximise inclusivity and create opportunities for social/cultural interaction from Oct 2021.</p> <p>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 2021 using nominations at B1.5.</p>	<p>E1.5 PVCSEUC, EDI Staff Adviser, RECC and BSN</p> <p>E1.6 PVCSEUC, EDI Staff Adviser, RECC and BAMESN</p> <p>E2.1 PVCSEUC and EDI Staff Advisor</p> <p>E2.3 PVCSEUC, RESG, Head of Stewardship and Events</p>	<p>initiative.</p> <p>E1.5 When the People Directorate restructure has been completed, a review of the role and function of EDI Champions will be considered.</p> <p>E1.6 Complete in the form of the Race Equality Forum.</p> <p>E2.1 Completed but may be enhanced by proposals for Network engagement recognition currently being discussed.</p> <p>E2.3 Completed</p>	<p>Ongoing.</p> <p>Yes and ongoing</p> <p>Yes and ongoing.</p> <p>Yes and ongoing.</p>
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<p>E2.4 Initiate conversations with potential collaborators to adopt a more Oxon approach to Black History Month in order to facilitate networking opportunities for colleagues and to enhance the nature and attendance of planned events.</p>	<p>E2.4 PVCSEUC, EDI Staff Advisor, RECC, BAMESN</p>	<p>E2.4 Working group for BHM formed and shared a document created for ideas and a schedule. RECC reached out to Oxford Cultural Anti Racism Alliance. Also liaising with the Oxford Windrush Group and the local NHS trust.</p>	<p>Yes and ongoing.</p>
<p>E2.5 Celebrate cultural events important to students and staff and add them to the University events calendar. EDI unit to form its own calendar when the unit is complete.</p>	<p>E2.5 PVCSEUC, RECC, BSN, SU, Events Team</p>	<p>E2.5 New action approved and added to the action plan. Google form submission to go out in next issue of the staff news and slated to go out in student news in September 2022. Working groups and actions need to be firmed up.</p>	<p>Ongoing.</p>
<p>E2.6 More visible signage around University buildings, especially halls of residence, on different forms and levels of race hate and how it is viewed by the University.</p>	<p>E2.6 ECS, Comms Team, EDI Director, SU</p>	<p>E2.6 This was a new action proposed and approved by the RESG to be added into the REAP in May 2022 in the wake of the Unite Report on 'Living Black at University'. The RECC has a meeting diaried with Unite colleagues to talk over this action.</p>	<p>Ongoing.</p>
<p>E3. <i>Enhance minority ethnic staff confidence in University processes and procedures.</i></p>	<p>E3.2 CPO and TL ER&P</p>	<p>E3.2 The redrafted policy, now retitled the 'Dignity at Work Policy' is under review and a working group has been established and is led by DD OE&D. This work will also consider agreeing using KPIs which can be reported on in the future. PD has a case log for bullying and harassment, formal grievance and disciplinary that captures equality type metrics.</p>	<p>Ongoing.</p>
<p>E3.2 Once the new Team Leader for Employee Relations and Policy is in place, review the Harassment and Bullying Policy by July 2022 to ensure it is fit for purpose and sensitive in relation</p>	<p>E3.2 CPO and TL ER&P</p>	<p>E3.2 The redrafted policy, now retitled the 'Dignity at Work Policy' is under review and a working group has been established and is led by DD OE&D. This work will also consider agreeing using KPIs which can be reported on in the future. PD has a case log for bullying and harassment, formal grievance and disciplinary that captures equality type metrics.</p>	<p>Ongoing.</p>

<p>to race equality; review and publicise procedures for raising a grievance (with specific reference to race equality); and ensure policy use is monitored by submitting an annual report to EDIAG, RESG and the BAMESN</p> <p>E3.3 Once the new Team Leader for Employee Relations and Policy is in place, 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 July 2022; ensure that there are BAME colleagues in this role.</p> <p>E3.4 Continue to monitor complaints and grievances raised by staff (with respect to issues of race equality) and present results in the annual EDI report by May 2022.</p> <p>E3.5 Once the new Team Leader for Employee Relations and Policy is in place, review uptake of the Employee Assistance Programme which offers independent support and advice</p>	<p>E3.3 TL ER&P</p> <p>E3.4 Senior PD Adviser</p> <p>E3.5 TL ER&P</p>	<p>E3.3 Initial discussion on Harassment Advisers has taken place as part of wider discussions relating to a new bullying and harassment policy (see E3.2 above). In the working group on the policy we discussed how to recruit more people to the Staff Harassment Roles and whether these roles need to be combined with professional development/training. This is in progress but will take some time to put in place to ensure we have BAME staff in these roles and training in place to support all the Advisers.</p> <p>E3.4 Staff EDI Advisor hopes to include this data in the 2021/22 report. Also to include an overview of student complaints. No data gathered for EDI Report 2020/21. Progress this for 2021/22 EDI Report and look to include previous years' comparator.</p> <p>E3.5 EAP portal received 422 hits between Sept 2020 and Aug 2021. 93 calls were made to the EAP service of which 82 were counseling calls, with anxiety the most common reason, followed by low mood. (No diversity data). RECC to engage with TUs more about the EAP if UCU sends a representative to RECSAT. No response or engagement from UCU,</p>	<p>Ongoing.</p> <p>Yes and ongoing.</p> <p>Yes and ongoing.</p>
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<p>for colleagues that is separate from University systems and procedures, in relation to Race Equality issues.</p> <p>E3.6 Ensure all new policies and processes have been subjected to an Equality Impact Assessment to ensure considerations have been made regarding their impact upon BAME staff/students</p> <p>E3.7 Initiate a series of workshops for BAME colleagues run by process owners to make what they do is more transparent and allow for questions to be asked/answered.</p> <p>F1. Increase the ethnic diversity on programmes where student diversity is particularly low.</p> <p>F1.1 Continue collation of Student RE recruitment dataset with four years' data in line with A&P and REC requirements and review recruitment strategy as appropriate/required by Nov 2021 with a particular focus on building links with schools and colleges that are ethnically diverse and are in areas of ethnic diversity.</p>	<p>E3.6 Academic Registrar</p> <p>E3.7 RECC, BSN</p> <p>F1.1 Deputy Director of ASA (SCAP) and PVC A&P</p>	<p>proceeding without their involvement.</p> <p>E3.6 RECC requested a copy of the policy and will work with JK to establish when is its use appropriate and what can be done to make it more user friendly. EIA templates drafted by EDI Adviser/People Dir. EIA templates being piloted for People Directorate developments including Agile Workspace project with ECS.</p> <p>E3.7 RECC is checking with the BSN for the progress update and idea of the scope of University processes to be included. Awaiting formal feedback.</p> <p>F1.1 Completed but a rolling process.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Yes and ongoing.</p>
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<p>F1.2 Continue to ensure all marketing campaigns are ethnically diverse and inclusive prior to publishing, with consideration given to the recruitment of BAME students in all campaigns.</p> <p>F1.3 Review applicant journey for international students. Seek continuous feedback on recruitment pain points.</p> <p>G1. Improve degree attainment scores amongst BAME students over next three years</p> <p>G1.1 Continue to collate Student RE outcomes 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/ethnicity) and review the programmatic approach as required by Nov 2021.</p>	<p>F1.2 HSMDC</p> <p>F1.3 Recruitment and Admissions Group (RAG), RESG</p> <p>G1.1 Deputy Director of ASA (SCAP), ADESE (SO), PVCA&P and PVCSEUC</p>	<p>F1.2 Head of Strategic Marketing and Digital Confident that marketing channels have achieved an 'above the BBC standard' representation of BAME students in print and digital assets. Some individual courses have more to do.</p> <p>F1.3 New actions approved and added to the REAP in May 2022. Director of UK Recruitment and Partnerships has shared some dashboards and contact information for those colleagues responsible for surveying applicants and new students. RECC to make contact and work with the EDI data analyst to assess.</p> <p>G1.1 Completed but ongoing.</p>	<p>Yes and ongoing.</p> <p>No.</p> <p>Ongoing.</p>
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<p>G1.5 Monitor sections on Programme Annual Review templates regarding actions to improve inclusivity to ensure auditing of faculty actions relating to BAME student outcomes by Feb 2022.</p> <p>G1.8 Initiate project to understand and overcome potential cultural barriers and perceptions which may deter some BAME students from identifying and sharing information on disability and accessing related support by July 22.</p> <p>G1.9 Investigate data on resits taken by BAME and non-BAME students to ascertain any differences between the two cohorts by Nov 2021.</p> <p><i>H1. Improve the initial student experience for BAME students new to the institution</i></p> <p>H1.1 Share and embed good practice insights from the</p>	<p>G1.5 PVCSEUC, ADESEs and Head of APQO</p> <p>G1.8 Deputy Director of ASA (Student Services), Head of Mental Health and Wellbeing Support, Student Services Project Delivery Manager</p> <p>G1.9 PVCSEUC and ADESEs</p> <p>H1.1 PVCSEUC, PVC A&P,</p>	<p>G1.5 Completed but ongoing and is actively monitored by PVCSEUC and ADESEs.</p> <p>G1.8 The University is aware of the number of BAME students and the number of declared disabilities but the totals don't reflect demographics. Aindreas Head of Mental Health and Wellbeing Support is looking at other options including employing freelance therapists within the counseling service. This allows Brookes to maintain clinical oversight compared to using external organisations. Other services being explored include this model from Bristol with work continuing over the summer. Frances Jenkins has been appointed as Student Services Project Delivery Manager as a liaison and I am due an update from them shortly.</p> <p>G1.9 Completed in relation to the pandemic period. However, as this was deemed to be valuable analysis, it has been decided to continue this evaluation.</p> <p>H1.1 The team can't target ethnicity as the data is anonymised on UCAS. MRE use POLAR and IMD based on</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Cannot proceed with action.</p>
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<p>evaluation of transition mentoring at OBU to support new students to build networks and friendships, especially cross-culturally and ethnically diverse bonds.</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 Review and enhance the student induction process, with bespoke support and information for BAME students to ensure a more coordinated, accessible and inclusive transition to University.</p> <p>H1.6 Continue to use and improve the 'Head into Brookes' Moodle module to promote a more inclusive and accessible initial student experience.</p>	<p>Student Transitions and Engagement Team Manager</p> <p>H1.2 Head of Student Life, Head of Access and Outreach</p> <p>H1.3 Head of Student Life</p> <p>H1.6 Head of Centre for Academic Development</p>	<p>postcodes. Can also be targeted on self declared disabilities. Only available to firm offer holders and split into 22 groups, one for mature applicants. Applicants are matched with students using a list of desirable criteria including course and ethnicity.</p> <p>Transition mentoring took place between June-September. Groups targeted were POLAR 1 and 2, IMD 1 and 2, care experience students, students with disabilities, students with refugee status.</p> <p>H1.2 After talking to BAME students, the team adjusted their focus on local and commuter students. Unable to target BAME students directly with UCAS data. Information, support and activities (BU) were put in place for these students.</p> <p>H1.3 Completed.</p> <p>H1.6 As well as the Moodle course, the University now runs workshops that span from a week before students arrive and right throughout the year. The plan is to cut back the number of titles offered for next year. Students are encouraged to help lead the sessions on themes about settling into University accommodation and meeting new people.</p>	<p>Cannot proceed with action.</p> <p>Yes and ongoing.</p> <p>Ongoing.</p>
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<p>H2. <i>Ensure our curricula maximises opportunities for inclusivity and the promotion of diversity in the classroom</i></p> <p>H2.1 Embed the use of the IDEAS Framework used for inclusive curriculum design with regard to validation panels and subject reviews by May 2022.</p>	<p>H2.1 ADESE(S), PVCA&P and PVCSEUC</p>	<p>H2.1</p> <p>a) Development and ongoing implementation of the IDEAS model (Inclusive learning and teaching, Digital inclusion, Employability learning, Assessment for learning, Sustainable student success). The model has now been widely piloted in a number of programme areas now from all faculties and has informed the programme development team process for several new or revalidated programmes (most recently Digital Media Production in TDE.</p> <p>2) Scoping of additional student representation models to support the development of the curriculum in the light of global majority perspectives and experiences. The scoping has identified student diversity champions/ambassadors, and race equality advocates/support coordinators as two potential models for taking forward in the next academic year (recommendations being put to the Inclusive Curriculum Enhancement Group in April 2022).</p> <p>Relatedly, each domain of the IDEAS model comprises the categories of 'Threshold' and 'Threshold plus'. The former category invites curriculum teams to reflect on the core principles of inclusion, belonging and affiliation as reported in the literature and as successfully piloted in comparable inclusive curriculum frameworks (cf. Kingston University). These threshold category items have also been developed in close dialogue with the relevant OBU directorates and student support teams to ensure good fit (e.g. Careers, Digital and</p>	<p>Ongoing.</p>
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<p>H3. Maintain and enhance (where possible) the high standards of academic support for BAME students</p> <p>H3.1 Review effectiveness of tool to enable students to report sexual harassment, hate crime or harassment (It's Not Okay. It's Not BroOKes) by April 2022 and suggest appropriate actions and interventions to maximise confidence in institutional processes supporting vulnerable students.</p> <p>H3.2 Continue to strengthen aspects of the new OCSLD <i>EXPLORE</i> programme re inclusive teaching and challenging student perceptions and behaviours in relation to ethnicity and race amongst academic colleagues from Sep 2021. [Linked to developments at B1.9a-c]</p> <p>H3.3 Diversify and promote resources for inclusive teaching</p>	<p>H3.1 PVCSEUC, RECC, Academic Registrar, BU</p> <p>H3.2 Head of OxCAED and PVCSEUC</p> <p>H3.3 Head of OCSLD and</p>	<p>Learning Resources, members of Pathways Team, Centre for Academic Development etc).</p> <p>H3.1 Academic registrar completed a report to discuss the report and support tool. 7000 students were asked to participate and 600 responded. A key finding was that under 50% of students were aware of the reporting tool. Proposed recommendations going forward include a case management system that allows individuals to track the progress of their case and identify key contacts at each stage of the process. It was also noted that the University does not currently have any specialised support for race equality incidents.</p> <p>H3.2 Completed but ongoing.</p> <p>H3.3 A selection resources have been collated and are available via the Oxford Brookes website here.</p>	<p>Ongoing.</p> <p>Yes and ongoing.</p> <p>Yes and ongoing.</p>
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<p>for academic colleagues to utilise. [Linked to developments at B1.9a-c]</p> <p>H3.4 Provide specific guidance and training to academic advisers, ensure records are kept of academic adviser meetings, and follow up on non-attendance as part of review of this support taking place in 2021/22.</p> <p>H3.5 Discuss the potential for 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 (see G1.2 in strategy), to design positive interventions to encourage student engagement.</p> <p>H3.7 Provide training and support for new students on inclusivity</p>	<p>PVCSEUC</p> <p>H3.4 Academic Advising Task and Finish Group</p> <p>H3.5 Academic Registrar, PVCSEUC, RECC, SCAP ADESE (SO)</p> <p>H3.6 PVCSEUC and ADESEs</p> <p>H3.7 PVCSEUC</p>	<p>H3.4 Report completed and will go to VCG for consideration. Specific guidance on contact time for academic advisers was determined. Confirmation that records of meetings should be kept as well as a summary and any goals or targets recorded in Moodle. Attendance to be recorded and followed up.</p> <p>H3.5 RECC met with Gina Dalton in TDE to discuss their pilot DigiReg. Attendance is one aspect of engagement, it is not the defining factor. PVCSEUC and Academic Registrar working to develop a portfolio of engagement factors. Tutor facing dashboards for student engagement are operational. Awaiting funding bid to include data relating to Panopto and Zoom. Intention to bring on board if a student has had contact with SSC. Institutional dashboard in development that will show programme/module breakdowns. Alerts added for students with deviant engagement patterns</p> <p>H3.6 Student Engagement was discussed at the recent TLEC/QLIC strategy afternoon and a list of ideas drawn together. These will be considered by the new PVC Education when in post.</p> <p>H3.7 To be discussed with the new PVC Education when in post.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p>
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<p>H4. <i>Enhance BAME student experience in relation to their inclusion in the discussion of institutional and sector-wide issues.</i></p> <p>H4.1 Work with BU from Aug 2021 to ensure a healthy cohort of BAME Student Reps appointed to promote and enhance the student experience at the University</p> <p>H4.2 Work with BU to ensure BAME student membership on key University committees</p> <p>H4.3 Establish and support a network where BAME students can discuss and debate institutional and sector-wide issues.</p> <p>H5. <i>Support BAME students to progress to highly skilled employment.</i></p>	<p>H4.1 GM of BU, PVCSEUC, VP Student Voice, RECC</p> <p>H4.2 GM of BU, PVCSEUC, VP Student Voice, RECC</p> <p>H4.3 GM of BU, PVCSEUC, VP Student Voice, RECC</p>	<p>H4.1 Some sabbatical officers are staying on in the same or different roles within the BU. BU will receive data on last year's reps in the near future for analysis. BU has not yet recruited reps for next year. From September 2022 SU should have a live data feed to monitor this. By-election to be held in October 2022 to appoint to the Black Students and BIPOC Students Officer roles as neither were recruited to during the regular campaign period and processes.</p> <p>H4.2 BU sits in on 46 University meetings, panels and committees. BU has been asked to update RECC with the number of BAME representatives as above in action H4.1. This action is heavily affected by the number of BAME reps who run for and are elected into office.</p> <p>H4.3 This was discussed with current BU officers and a network was thought not to be the best way forward. Instead additional support was provided for the Afro-Caribbean Society and the Black Students Network by BU. A Black students common room was created. Provision will need to be revisited when the new cohort of BU reps start their tenure in September 2022.</p>	<p>Ongoing.</p> <p>Ongoing.</p> <p>Yes but ongoing.</p>
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<p>H5.1a 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>H5.1a Head of Student Development Services</p>	<p>H5.1a Graduate outcome data analysis for 2019/20 is being finalised. Once complete this will be added to the Graduate outcomes google site. SCAP and EDI Data Analyst will use this to identify specific programmes or groups of students that might require targeted interventions.</p>	<p>Ongoing.</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 incomplete or insufficient plans.</p>	<p>H5.1b Head of Student Development Services</p>	<p>H5.1b The early career intention survey is now a mandatory element of enrolment/registration for all students. Targeted activity includes: Targeted internship- BAME students, Careers coaching support, Monthly careers lounge and Black Students careers week. Black students careers week was run in 2021 in conjunction with the ACS who did not host this event in 2022. Dependent on each year's cohort representation. Bespoke interventions for BAME students continue. Most recently a programme offering taster interviews for final year BAME students was run.</p>	<p>Ongoing.</p>
<p>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.</p>	<p>H5.2 Director of Enterprise Support and PVCSEUC</p>	<p>H5.2 RECC has contacted the Director for Research Innovation and Enterprise for an update and await their response.</p>	<p>No.</p>
<p>H5.3 Develop a Brookes Alumni</p>	<p>H5.3 Head of</p>	<p>H5.3 Alumni team going through a restructure of roles and</p>	<p>No.</p>

<p>support group, where students can talk to and receive advice from past Brookes students. Ensuring our Alumni support is aimed at and caters for the diverse student and graduate body of the University.</p> <p>H5.4 Provide training and support for new students about inclusivity</p> <p>H6. Enhance BAME student experience in relation to social and cultural opportunities and the general culture of the institution</p> <p>H6.2 Support Brookes Union in enhancing student engagement with a programme of social and educational activities promoting and celebrating racial and ethnic diversity.</p> <p>H6.3 More visible celebration (e.g. signage) of black achievements by our staff, students, alumni and more widely.</p>	<p>Alumni Operations</p> <p>H5.4 Academic Registrar, BU, PVCSEUC</p> <p>H6.2 GM of BU, PVCSEUC, VP Student Voice (BU), Faculty ADSEs</p> <p>H6.3 PVCSEUC</p>	<p>key priorities. Due to be completed July-August 2022. Met with the alumni team to discuss a model favoured by the BU in use at Manchester University. Loredana to update RECC after restructure completed July-August 2022</p> <p>H5.4 New action proposed and added to the REAP in May 2022. RECC has contacted the academic registrar for an update and awaits their response.</p> <p>H6.2 Members of BU were actively involved in the preparation of and in engaging with the Race Equality Forum and the plans for Black History Month in 2022. This will continue.</p> <p>H6.3 This was a new action proposed and approved by the RESG to be added into the REAP in May 2022. RECC has contacted the BSN and BU to establish how they want to nominate and capture events or people they wish to promote. Once this is determined a process can be created to build and promote associated comms and materials. BU to work with colleagues to progress the action.</p>	<p>No.</p> <p>Ongoing.</p> <p>Ongoing.</p>
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<p>11. Provide opportunities for wellbeing and support with reference to equality and diversity issues affecting BAME staff and students.</p> <p>11.1a Enhance and publicise the on-going provision of wellbeing and support available to both staff and students at the University from Oct 2021 building on the work initiated by the B-WELL group in May 2020.</p> <p>11.1b Complete work on Mental Health Strategy for students by Dec 2021 ensuring appropriate provision to ensure inclusivity and accessibility and begin pilots and roll out in time for Sep 2022.</p> <p>11.3 Advocate for a new section within ASA, with a remit for supporting and advocating on behalf of students with the full range of protected characteristics as part of review of EDI provision across the University in 2021/22.</p>	<p>11.1a Deputy Director of ASA (Student Services), CPO and PVCSEUC</p> <p>11.1b Deputy Director of ASA (Student Services) and PVCSEUC</p> <p>11.3 EDI Director, EDI Staff Advisor, RECC, PVCSEUC</p>	<p>11.1a. From the staff perspective, this is something the new CPO will look at with People Directorate colleagues, particularly those in Occupational Health. Certainly the online support systems that were available during the pandemic could be reintroduced or enhanced if that was thought appropriate.</p> <p>From a student perspective, there is more of a push to return to face-to-face support (with online systems as back-up) and so the provision offered will be reviewed and advertised for the new academic year.</p> <p>11.1b. A draft Mental Health Strategy was created and submitted to VCG for consideration. It was felt that a staged-approach to the implementation of a new strategy was warranted, with additional expert advice from around and outside of the University shaping this. VCG will be updated on the progress of the new strategy.</p> <p>11.3 Waiting on implementation of funded EDI provision before can assign to the director role for action.</p>	<p>Ongoing.</p> <p>No, but ongoing.</p> <p>No.</p>
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<p>J1. Universities and Accommodation providers should work together to create internationally diverse and inclusive student accommodation.</p> <p>J1.1 University owned accommodation and third party accommodation providers (UNITE, Host, UPP, 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 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>	<p>J1.1 Accommodation Bureau, RECC, EDI Director, EDI Data Analyst</p> <p>J1.2 Accommodation Bureau, CPO, RECC, EDI Director, BU</p>	<p>J1.1 RECC has already had discussions with third party accommodation providers and the accommodation bureau. There may be issues with the third party providers implementing the policy. RECC and PVSECU have met with the information compliance team to discuss processes for collecting and publishing the data. Text for question has been approved and provided to the accommodation bureau to be added to the accommodation application form going forwards.</p> <p>J1.2 Initial meeting with the accommodation bureau has taken place. Needs further discussion in line with the ongoing review of the various aspects of report and support. RECC to meet with the BU to establish what a dedicated accommodation reporting tool should look and operate like.</p>	<p>Ongoing.</p> <p>Ongoing.</p>
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List of Abbreviations:

PVCSEUC - Pro Vice Chancellor Student/Staff Experience and University Community
DD OE&D PD - Deputy Director Organisational Effectiveness and Development People Directorate
RECC - Race Equality Charter Consultant
CPO - Chief People Officer
BSN - BAME Staff Network
ARAG - Anti Racism Action Group
SNOW - Service Now
PDRS - People Directorate Recruitment Specialist
PVC RGP - Pro Vice Chancellor Research and Global Partnerships
TL ER&P - Team Leader Employment Relations and Policy Development
PVC A&P - Pro Vice Chancellor Access and Participation
ADESE (SO) - Associate Dean for Education and Student Experience (Student Outcomes)
Head of APQO - Academic Policy and Quality Office
ADESE(S) - Associate Dean for Education and Student Experience
HSMDC - Head of Strategic Marketing and Digital
OxCAED - Oxford Centre for Academic and Educational Development