OXFORD BROOKES UNIVERSITY RACE EQUALITY ACTION PLAN 2018/19

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 submitted to the Office for Students (December 2018). [N.B. Actions already completed in the previous academic year have not been included, but are evident from the Progress Report document and should now be considered business as usual.]

Planned action or objective	Key activities and deadlines	Person/s Responsible	Success criteria and outcome
A1 Ensure OBU has appropriate data to implement, monitor and enhance its strategy on race equality.	A1.1 Review student data picture by November 2018 to check on declaration levels after changes introduced in 2017/18. A1.2 Systematic data collection in relation to ethnicity of postgraduate students from January 2019. A1.3 Collate and review three years of staff and student ethnicity/gender data at institutional level (aligned with REC) to show Faculty trends in comparison with the institutional context by January 2019. A1.4 Use results of the NSS and the University Staff Survey to explore any differences in response rates of BAME staff/students compared to non-	A1.1-A1.2: Head of Student Central. A1.3: HR colleagues on RESG. A1.4: PVCSSE and Strategic and SCaP.	Statistical decrease in students with 'unknown' ethnicity status. Quality and completeness of data improved. Intersectionality data explored.

	BAME staff/students by November 2018.		
B1 Set up infrastructures to promote race equality at OBU.	B1.1 Provide proactive support for BAME staff networks and ensure joint meetings between RESG and the leaders of the networks at least once a year from September 2018. B1.2 Make annual recommendations for appropriate honorary graduates to help us enhance our race equality profile by the end of October 2018. B1.3 Identify and establish race equality institutional partner and learn good practice re promotion of race equality by October 2018. [Either Hertfordshire, De Montfort or Royal Holloway]	B1.1-B1.2: Members of RESG and REAG. B1.3: PVCSSE	More visible and transparent commitment to race equality with senior-level commitment.
C1. Improve OBU profile as employer of choice for BAME candidates through targeted action to diversify the pool of applicants.	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 December 2018. C1.2 HR recruitment team to identify targeted support for recruiting managers in priority areas for addressing BAME applicant success by December 2018.	C1.1-C1.2: HR colleagues on RESG.	A statistical increase in the number of job applications received from BAME applicants. BAME applicants shortlisted and appointed in proportion to number that apply.

	C1.3 Encourage BAME colleagues to undertake recruitment and selection training and ensure (where practicable) line managers to make recruitment panels or processes (including the appointment of external examiners) as diverse as possible from September 2018.	C1.3: All Deans of Faculties and Heads of Directorates.	
	C1.4 Review placement of vacancy advertising to ensure appropriate encouragement is given to potential BAME candidates. Agree and include a 'positive action statement' in all recruitment advertising from September 2018.	C.1.4: HR colleagues on RESG; all Deans of Faculties and Heads of Directorates.	
	C1.5 Use role model case studies opportunities available at OBU and promote positive media coverage of BAME staff internally and externally via a range of media channels by October 2018.	C1.5: PVCSSE and the EDI Adviser for Staff.	
D1. Improve support for progression to leadership for BAME academics and professional services staff.	D1.1 Promote an inclusive approach to promotion opportunities through the positive use of role models (via promotion roadshows, HR website) from Semester 1 2018/19 onwards.	D1.1: Director of HR, PVCRGP and PVCSSE.	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 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
	D1.2 Ensure increased BAME membership of promotion panels	D1.2: Director of HR and PVCSSE.	

	from September 2018. D1.3 Initiate data collection on promotion success/failure (including ACE awards) with regard to all protected characteristics from September 2018 onwards.	D1.3: Director of HR.	
	D1.4 Include Race Equality awareness in PDR training for reviewers and reviewees from September 2018 onwards.	D1.4: Head of OCSLD.	
	D1.5 Increase number of mentoring, shadowing and secondment opportunities for colleagues across OBU alongside other skills development schemes from January 2019.	D1.5: PVCSSE, PVCRGP, Head of OCSLD and Director of HR.	
E1. Enhance BAME staff experience in relation to their inclusion in the discussion of institutional and sector-wide issues.	E1.1 Increase representation of BAME staff on key university committees by reviewing nomination procedures, providing shadowing opportunities and raising awareness of staff development opportunities with regard to leadership from October 2018.	E1.1: PVCSSE and EDI Adviser for Staff.	Enhanced inclusivity across institution. Improved awareness and access to staff development opportunities.
	E1.2 At the annual review of all terms of reference and membership, chairs to ensure that there is diversity on institutional committees from October 2018.	E1.2: All chairs of University committees.	

E2. Enhance BAME staff experience in relation to social and cultural opportunities in order to diversify the institutional culture more generally.	E2.1 Ensure greater support for existing staff groups and networks in order to maximise inclusivity and create opportunities for social/cultural interaction from September 2017. E2.2 Establish annual social event for staff to facilitate interactions and raise profile of equality and diversity issues to coincide with One World Week in February. 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 February 2019.	E2.1 PVC SSE/EDI Adviser for Staff. E2.2: PVCSSE, VP for Societies (Brookes Union) and OBU Head of Stewardship & Events. E2.3: PVCSSE, 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.
F1. Increase the ethnic diversity on programmes where student diversity is particularly low.	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	F1.1-F1.2 Director of SCaP F1.3-F1.4 UK R&P Director	Increase in BAME student recruitment by 2022/23 from 2016/17 position of 11.8% of the whole student body to 17.1%.

	this, implement new schools and colleges targeting which focusses on institutions with a relatively high proportion of BAME students. F1.4 Departments to consider ethnic diversity on programmes in conjunction with faculty widening participation assistants, and produce action plans. 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. F1.6 Undertake a broad piece of research to understand the reasons a diverse range of students are not currently applying to Oxford Brookes.	F1.5-F1.6 Director of SCaP	
G1. Improve degree attainment scores amongst BAME students over next three years	G1.1 Establish university-level targets and KPIs on progression and attainment, (with regard to race and ethnicity) with performance being reported annually to VCG. G1.2 Commission and external consultant to undertake further research with students, staff and	G1.1 Director of SCaP G1.2 PVC SSE	More academic staff aware of pertinent issues. Measured by the quality of completed templates. Aim to have 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

	the wider sector, make recommendations on the attainment gap in particular, and support embedded cultural change.		between Black and White students from 28.6 to 17.0 by the same deadline. Reduction in the number of appeals relating to assessment.
	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.	G1.3 Head of OCSLD	By the end of academic year 2018/19, we see a 50% increase in the number of BAME students declaring a disability upon induction.
	G1.4 Creation of new academic roles of Outreach Champions and academic and professional services roles of Equality Champions.	G1.4 PVC SSE	
	G1.5 Deliver an initial, pilot intervention working with a number of programmes where the attainment gap is particularly large.	G1.5 PVC A&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.	G1.6 Faculty ADSEs/ Head of APQO.	
	G1.7 Propagate successful staff development activities linked to decreasing BAME attainment gap (e.g. roll out inclusive teaching	G1.7 Head of OCSLD	

	workshop piloted in FoB). G1.8 Introduce anonymous marking across the University to reduce appeals associated with perceived bias in the assessment process. G1.9 Produce specific materials to promote the advantages of declaring a disability amongst BAME students. G1.10 Investigate data on resits taken by BAME and non-BAME students to ascertain any differences between the two cohorts.	G1.8 PVC SSE/ Faculty ADSEs. G1.9 Head of Wellbeing. G1.10 PVC SSE/ Faculty ADSEs.	
H1. Improve the initial student experience for BAME students new to the institution	H1.1 Strengthen aspects of PCTHE re inclusive teaching and challenging student perceptions and behaviours in relation ethnicity and race from October 2018. H1.2 Diversify and promote resources for inclusive teaching from October 2018.	H1.1: PVCSSE and Head of OCSLD H1.2: PVC A&P and Head of OCSLD	Reduced first-year retention gap between BAME and non-BAME students. Improved scores in the Race Equality (REC) Survey.
H2. Ensure our curricula maximises opportunities for inclusivity and the promotion of diversity in the classroom	H2.1 Establish a working group in October 2018 to further embed the PESE Inclusivity Project to embed BAME content into the curricula across the University and gather data on this to ascertain progress to date.	H2.1: Head of OCSLD and PVC A&P	No statistically significant difference in NSS results between BAME and non-BAME students. Improved scores in the REC Survey.

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H3. Maintain and enhance (where possible) the high standards of academic support for BAME students	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 Br**ok**es.]	H3.1 PVC SSE and Director of ASA	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.
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 from September 2018 to ensure healthy cohort of BAME Student Reps appointed to promote and enhance the student experience at the University.	H4.1: GM of Brookes Union, PVCSSE and Ethnic Minority Students' Officer from Brookes Union.	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 in the REC Survey.
H5. Enhance BAME student experience in relation to social and cultural opportunities and the general culture of the institution	H5.2 Support Brookes Union from September 2018 in enhancing student engagement with programme of social and educational activities promoting and celebrating racial and ethnic diversity.	H5.2: GM of Brookes Union, PVCSSE, Ethnic Minority Students' Officer from Brookes Union 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.