OXFORD BROOKES UNIVERSITY

Race Equality Action Plan 2025-2031

Key: The boxes shaded grey denote when actions will commence; an * denotes that actions will be repeated in future years.

Priority 1: Ensure that decisions are informed by evidence and equality analysis								
Objective *Rationale*	**Responsibility**	**2025-31**					**Action**	**Success measure**
		Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**		
1.1 Reinforce the use of diversity data and equality analysis to inform institutional and local decisions and action planning *We are at the early stages of introducing the systematic use of EqIAs and equality analysis to inform decision-making and action planning, and need to further reinforce this*	PD Data Project Team						a) Embed diversity data into quarterly people analytics reports shared with Faculty and Directorate executives;	Availability of data to inform institutional and local analysis Evidence that equality analysis is routinely informing decision making
	PD Data Analytics Team						b) Raise awareness and provide advice on how to access existing sources of quantitative and qualitative staff data, including experience surveys and consultations;	
	EDI Team						c) Continue to develop EqIA guidance, assess its effectiveness and develop resources within it to support the identification of potential impacts on students and staff on the basis of race, religion and intersectional factors;	
	EDI Team						d) Identify further development and / or guidance needs on carrying out effective	

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							equality analysis / EqIAs and how to use this to inform robust decision-making;	
	Strategic People Partners / EDI Team						e) Support each Faculty and Directorate to reflect on their data, identify race equality challenges specific to their context and formulate actions to address these.	EDI actions in place in each Faculty and Directorate
1.2 Improve availability of fully disaggregated student data and ensure systematic monitoring of student groups not captured within the current reporting framework *Fully disaggregated student data was not easily accessible to inform this application*	SCAP		*	*	*	*	a) Introduce monitoring data on diversity / ethnicity for international UG and PG student applicants into Business Intelligence products;	Availability of data to inform institutional and local analysis
	SCAP			*	*	*	b) Ensure availability of demographic analysis across all student surveys.	
	Ensure annual monitoring of engagement with student support services - see action 3.2 a)							
	Introduce routine monitoring of PGT awarding rates - see action 6.3 a)							
	Introduce routine monitoring of PGR student numbers - see action 6.4 a)							

Priority 2: Build a sense of community and belonging, where all students and staff feel able to be themselves								
Objective	**Responsibility**	**2025-31**					**Action**	**Success measure**
		Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**		
2.1 Celebrate and promote the diversity of the University community *A sense of belonging strongly influences student and staff experience; there is sometimes a lack of awareness of the current diversity of the University community*	EDI Team / EDIAG						a) Evaluate OBU's approach to Black History Month (and other history months) and propose a model that maximises engagement with events;	Programme of communications and events in place 85% of staff respond positively to the survey question: 'I feel able to be myself at work', with no differences by ethnicity >80% of students respond positively to the survey question: ''My course offers an inclusive learning experience', with no differences by ethnicity
	EDI Team / MRE			*	*	*	b) Work with the BAME Staff Network and OBSU to build and deliver a programme of communications and events to celebrate and raise awareness of different cultural and religious festivals that are important to our community;	
	EDI Team / MRE				*	*	c) Identify opportunities to raise the profile of the diversity of our students and staff through internal and external media channels;	
	RESG						d) Develop a proposal for the introduction of an institutional language policy that recognises the linguistic diversity of our community.	
2.2 Build the confidence of all staff and students to discuss issues relating to race and racism, and promote an anti-racist and inclusive culture	Internal Comms / EDI Team / OBBS EDI Group						a) Develop and promote a guide to inclusive language;	>90% of staff respond positively to the survey question: 'I actively take steps to create an inclusive culture at Oxford Brookes'

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All members of our community, and our leaders in particular, have a responsibility to promote an inclusive culture but may lack the knowledge and confidence to do so	OE&D Team / EDI Team						b) Collate and promote resources to support self-guided learning on anti-racism and allyship for i) all staff, ii) line managers, and iii) senior leaders;	85% of staff respond positively to the survey question: 'I feel able to be myself at work', with no differences by ethnicity >80% of students respond positively to the survey question: ''My course offers an inclusive learning experience', with no differences by ethnicity
	OE&D Team / EDI Team						c) Develop resources for line managers to lead discussions within their teams on anti-racism and inclusion;	
	OE&D Team / EDI Team						d) Collate resources and training for staff and line managers on psychological safety, to build confidence to create a safe space for discussion;	
	CPO						e) Establish opportunities for members of VCG and Faculty Executive Teams to speak openly about challenges relating to race and racism, and invite feedback from students and staff on the issues that affect them.	
2.3 Address the sense of isolation among international students *Our community of international students has grown rapidly in recent years, and they may experience*	Academic Registrar & Director of ASA						a) Reestablish the International Steering Group, or agree which existing committee should assume ownership of the oversight of international student experience;	88% of students respond positively to the ISB question: 'I feel a sense of belonging'
	Academic Registrar & Director of ASA						b) Review, reprioritise and reinforce the previous International Steering Group Action Plan, to focus on actions that will maximise	

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distinct barriers to feeling a sense of belonging							students' sense of belonging;	
	Academic Registrar & Director of ASA						c) Work with OBSU to increase opportunities for students to meet other students from the same cultural background;	
	Academic Registrar & Director of ASA						d) Continue to review and improve onboarding and induction processes for international students.	
2.4 Understand and address disparities in staff experience on the basis of ethnicity and nationality *Survey data consistently shows that staff of mixed ethnicity feel less positive about their experience; Black staff were less positive in their response to the questions 'I feel able to be myself at work' but not to other questions*	Data Analytics Team						a) Undertake further research to better understand the factors that have a negative impact on the experience of staff from Black, mixed and other ethnic backgrounds;	85% of staff respond positively to the survey question: 'I feel able to be myself at work', with no differences by ethnicity
	RESG						b) Introduce further actions on the basis of this.	
2.5 Positively engage staff employed by our on-campus	ECS / EDI Team			*	*	*	a) Develop and implement strengthened induction materials, to include information about our values and EDI objectives, and an	Evidence of engagement of service partners with OBU events and activities

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service providers as members of the Brookes community *Around 180 staff are employed on campus through contracted service providers but are not currently actively engaged as valued members of our community*							invitation to join our networks and activities;	
							b) Work with relevant contract managers to engage with service partners and identify what further actions they would welcome.	

Priority 3: Ensure that BAME students and staff are able to access appropriate support and services								
Objective	**Responsibility**	**2025-31**					**Action**	**Success measure**
		Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**		
3.1 Increase the engagement of BAME students with support services *BAME students are less likely to access student mental health and other support services, and may experience unique barriers to do so*	Academic Registrar & Director of ASA						a) Establish annual monitoring for core student support services, disaggregated by ethnicity, to determine whether the profile of users is proportionate to the demographics of the student population;	Annual monitoring in place
	Head of Mental Health and Wellbeing / Head of Inclusive Support						Implement the findings of the Cosmos report to develop the University's student support services: b) Demystify processes through providing more information on what the overall journey of seeking support looks like from start to finish;	Engagement with student support services (mental health and wellbeing, and inclusive support) by ethnicity is proportionate to the student population
							c) Provide a wider range of general mental health and wellbeing initiatives;	
							d) Offer communications throughout the year on the ways that students can care for their wellbeing, and which show students from diverse backgrounds talking about their own mental health struggles;	
							e) Provide opportunities for students to meet up and speak with others from their own cultural backgrounds;	
							f) Provide training for all support services staff	

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							on cultural awareness and sensitivity.	
3.2 Ensure appropriate provision for religiously observant staff and students *Muslim students have expressed that the insufficient capacity of our current prayer room and inconsistent provision of halal food in our catering outlets contributes to a sense that they don't belong at Brookes.*	Academic Registrar & Director of ASA / University Chaplaincy						a) Identify and establish an appropriate space for Friday prayer that meets the need for expanded capacity;	Prayer space available Catering provision established Positive feedback from Muslim students
	CPO / Director of Commercial						b) As part of our catering contract negotiation process, establish a clear understanding of our expectations around meeting the dietary requirements of religiously observant staff and students in our on-campus catering outlets;	
	Internal Comms		*	*	*	*	c) Ensure that information about this provision is clearly communicated to students, staff and visitors.	
3.3 Address students' concerns about financial security *We have identified an intersection between low socioeconomic background and ethnicity*	Associate Dean (Student Outcomes)						a) Expand the range and quality of part-time work opportunities provided by OBU for students;	Increased numbers of students taking up part-time work opportunities (# of student casual contracts) Increased uptake of financial advice
							b) Effectively communicate roles to students from target demographics;	

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							c) Expand our Money Advice Team to extend financial advice support to targeted applicants;	
							d) Develop a pre- and post-enrolment financial literacy programme.	
3.4 Address factors that disproportionately impact on the wellbeing of minoritised staff *Staff from minoritised ethnic backgrounds are disproportionately concentrated in lower grades; they may experience distinct barriers to accessing staff support*	Reward & Progression Partner		*	*	*	*	a) Continue to provide staff with the skills, knowledge and tools to navigate the cost of living crisis through access to financial coaching and access to staff assistance fund;	Awareness of and uptake of available advice and support
	Reward & Progression Partner						b) Assess the effectiveness of these interventions and consider whether further support is needed;	
	Director of OE&D / EDI Team						c) Ensure that wellbeing provision is inclusive and accessible for BAME staff, addressing the unique challenges they face in the university environment.	

Priority 4: Continue to address harassment and discrimination, including on the basis of ethnicity, nationality and / or religion								
Objective	**Responsibility**	**2025-31**					**Action**	**Success measure**
		Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**		
4.1 Encourage increased reporting of harassment and discrimination *Student and staff survey and consultation responses underline that incidents of harassment are underreported*	EDI Team						a) Review and relaunch the online harassment reporting tool, ensuring that it uses trauma-informed language, and extending its use to support reports of harassment by staff against staff;	Increase in the number of reports >85% of staff respond positively to the survey question: 'I know how to report instances of bullying or harassment'
	Internal Communications / EDI Team		*	*	*	*	b) Run a communications campaign to raise the visibility of the harassment reporting tool and other reporting routes, and disseminate communications on at least an annual basis.	
4.2 Strengthen support for those experiencing harassment and discrimination *Alongside encouraging increased reporting of harassment, we need to ensure that appropriate support is in place*	EDI Team						Develop and strengthen the Anti-Harassment Advisor Network: a) Provide training on intersectional experiences of harassment;	Training delivered annually Increase in the diversity of advisors Increase in # enquiries to harassment advisor network
							b) Increase the number and diversity of advisors;	
			*	*	*	*	c) Develop communications to promote awareness of the network and encourage staff to seek support.	
							d) Integrate materials to promote awareness of the network into the induction process.	
	EDI Team						e) Review reporting procedures and support for	Robust procedures in place

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							students experiencing harassment whilst on placement.	
4.3 Review and reinforce anti-harassment and discrimination training *We need to ensure that all staff who may be involved in cases are appropriately trained, and understand issues relating to racial harassment*	EDI Team / OE&D Team						a) Develop and deliver anti-harassment training for line managers which includes intersectional and anti-racist content;	70% of staff respond positively to the survey question: 'I have confidence that reports of bullying and/or harassment are dealt with fairly and effectively' Robust training and communications in place for third-party staff working on-campus
	OE&D Team / EDI Team / People Managers						b) Develop and deliver training for grievance case investigators which includes intersectional and anti-racist content;	
	EDI Team / OE&D Team						c) Provide training and guidance to support those receiving reports of harassment to understand and deal sensitively with different forms of racial and religious harassment;	
	Director of Commercial / EDI Director						d) Build clear expectations around the communication of our policies and training of service partners into the contract negotiation process for our catering provider;	
	ECS / EDI Director						e) Build clear expectations around the communication of our policies and training of service partners into the contract negotiation process for our security and cleaning providers	

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							when these come up for renewal;	
	Head of Sports Development / Deputy Director People Operations						f) Review and update contracts and clarify expectations around training for sports coaches.	
4.4 Take action to reduce incidences of harassment and discrimination *As well as dealing effectively with incidents of harassment, we wish to stop it from happening in the first place*	EDI Team			*	*	*	a) Regularly monitor data from the online harassment reporting tool and other sources to identify and act on emerging trends.	70% of staff respond positively to the survey question: 'I have confidence that reports of bullying and/or harassment are dealt with fairly and effectively'
	EDI Team						b) Pilot harassment prevention approaches in Faculties and Directorates;	
							c) Disseminate lessons and good practice.	
	Internal Comms / EDI Team						d) Develop communications and awareness raising around different forms of harassment and discrimination and the impact they have.	

Priority 5: Continue to increase the proportion of BAME staff, with a particular focus on the recruitment, retention and progression of UK BAME staff and BAME staff in senior academic and professional services roles								
Objective	**Responsibility**	**2025-31**					**Action**	**Success measure**
		Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**		
5.1 Address areas of disparity in the recruitment of BAME staff *Staff of different ethnicities and nationalities have different success rates at recruitment; roles in some areas and at senior grades receive low levels of applications from BAME candidates*	Resourcing Partner						a) Implement the findings of an external review of the University's approach to inclusive recruitment (review in progress).	Overall proportion of BAME staff increased to 25% Proportion of BAME staff in senior roles increased to 20% Increased proportion of BAME staff in individual Faculties and Directorates Increased representation of BAME staff in core student-facing professional services roles
	Data Analytics Team						b) Carry out a detailed analysis of recruitment data from application to appointment to fully understand trends in recruitment, including at Faculty and Directorate level, where this has not been addressed by 5.1 a);	
	Resourcing Partner						c) Introduce any additional actions, as necessary, in response to findings.	
	PD Data Project Team		*	*	*	*	d) Provide data to Faculties and Directorates, to support them to understand their own recruitment priorities and areas of underrepresentation;	
	Resourcing Partner						e) Work with Faculties and Directorates to pilot positive action initiatives, with a focus on student-facing roles and areas with the largest imbalances;	
	Resourcing Partner						f) Disseminate lessons about successful positive action approaches.	

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		Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**		
5.2 Support BAME academic staff to progress in their careers *BAME academics are disproportionately concentrated in Lecturer and Senior Lecturer roles*	Chief People Officer						a) Create a communications strategy to i) consistently reinforce messages about improvements made to the promotions process and steps taken to ensure transparency; ii) report on outcomes and celebrate those who are successful; and iii) showcase diverse pathways to promotion;	Applications for promotion by ethnicity are proportionate to the staff population Success rates in promotions are equal across all ethnicities Proportion of BAME staff in senior roles increased to 20%
							b) Minimise the potential for bias in the promotions process by i) providing an annual briefing for members of the SAPC; and ii) introducing an Equality Observer to the panel;	
							c) Ensure robust support to applicants through i) promotions mentoring for all prospective applicants; and ii) effective and supportive feedback for those who are unsuccessful from a member of the SAPC;	
			*	*	*	*	d) Monitor application and success rates following each promotions round and consider whether further improvements are necessary.	
	Director of OCAED						e) Identify and implement changes to the process for inviting applications to and	Application and success rates for Fellowships by ethnicity are

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		Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**		
							supporting applications for Fellowships to ensure that the applicant pool reflects the diversity of the wider academic community;	proportionate to the staff population
	Deputy Director RIE / Data Analytics Team						f) Establish a mechanism to conduct analysis of research grant application and success rates by ethnicity;	Monitoring in place
	RKEC			*	*	*	g) Introduce annual monitoring of data and use this to identify any areas of disparity that may require action.	
5.3 Support BAME professional services staff to progress in their careers *There are very low numbers of BAME staff in senior professional services roles*	Director of OE&D						a) Identify and implement activities to enhance representation and career progression opportunities for BAME staff, including leadership development, within the Personal & Organisational Development Strategy;	Proportion of BAME staff in senior roles increased to 20%
	Data Analytics Team						b) Examine whether there any differences in progression rates between staff of different ethnicities;	
	RESG						c) Introduce actions to address these, as appropriate.	

Priority 6: Continue to build a diverse student community, which supports every individual to succeed and thrive								
Objective	**Responsibility**	**2025-31**					**Action**	**Success measure**
		Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**		
6.1 Increase the proportion of UK-domiciled UG students from Black and mixed ethnicities *Compared to our recruitment region, we have disproportionately low numbers of 18-year old entrants from Black and mixed ethnicities*	Director of UK Recruitment & Admissions						a) Encourage students of Black and mixed ethnicities to make an informed choice about Oxford Brookes as an affordable HE destination through implementation of a pre- and post- enrolment financial literacy information, advice and guidance programme.	Increase the proportion of new students from Black and mixed ethnicities to 11.5% by 2028/29 Eliminate unexplained differences in offer rates
	Celebrate and promote the diversity of the University community - see actions 2.1 a-d							
	Address students' concerns about financial security - see actions 3.3 a-d							
	Director of UK Recruitment & Admissions						b) Building on the findings from our analysis of differential offer rates and our existing processes for fair and transparent admissions, implement improvements to our additional assessment processes to mitigate and ultimately eliminate the identified underlying causes of differential offer rates.	
	Director of UK Recruitment & Admissions		*	*	*	*	c) Support students to navigate the admissions process and successfully transition into higher education, through the targeted use of contextual offers and provision of transition mentoring.	
6.2 Reduce the degree	Associate Dean						a) Undertake further analysis to understand the	Halve the gap in degree

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awarding gaps among UK-domiciled students at UG level *There is a persistent gap in degree outcomes (2:1 or above) between Black and White students, and Asian and White students*	(Student Outcomes)						drivers behind the degree awarding gap;	outcomes between Asian and Black students, and White students to 9.5% by 2028/29 # of programmes supported through the IDEAS framework >80% of students respond positively to the survey question: ‘‘My course offers an inclusive learning experience’, with no differences by ethnicity
							b) Drawing on the outcomes of this analysis, identify additional activities to support our overarching student success objective;	
							c) Pilot a buddying scheme, Brookes Pioneering Peers, to provide tailored support that meets the needs of all students of Black and Asian ethnicities;	
							d) Introduce the Brookes Bridges initiative to provide targeted transitions support for students from Black and Asian ethnicities across the whole student lifecycle;	
	OCAED						e) Continue to roll out the IDEAS inclusive curriculum framework.	
	Build a sense of community and belonging, where all students feel able to be themselves - see Objectives 2.1 and 2.2							
	Increase the engagement of BAME students with support services - see actions 3.2 b)-f)							
6.3 Reduce the awarding gaps at PGT level	PVC Education / Deans for				*	*	a) Introduce routine monitoring of PGT awarding rates at programme, School and institutional	Full dataset available and monitored

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PGT attainment data is not consistently monitored; there are awarding gaps by ethnicity	Education						level to include disaggregation by ethnicity and domicile status.	Reduction in awarding gaps
							b) Use monitoring data to interrogate gaps and identify areas for targeted interventions.	
	Build a sense of community and belonging, where all students feel able to be themselves - see Objectives 2.1 and 2.2							
	Address the sense of isolation among international students - see Objective 2.3							
	Increase the engagement of BAME students with support services - see actions 3.2 b)-f)							
6.4 Increase the proportion of BAME PGR students *PGR data is not consistently monitored by ethnicity; the proportion of UK-domiciled BAME students is lower at PGR level than at UG level*	RDC		*	*	*	*	a) Introduce routine monitoring of PGR student numbers to include disaggregation by ethnicity and domicile status;	Regular monitoring of data Proportion of UK-domiciled BAME PGR students in line with proportion at UG level
	Research Degrees Team / RDC						b) Develop and implement a comprehensive strategy to attract and recruit a higher number of BAME applicants to PGR courses, in the context of a planned expansion of numbers;	
	EDIN / CDPRP			*	*	*	c) Organise regular research showcases to raise the profile of BAME researchers and research students, and promote PG research as a pathway to OBU students.	