10 ACTION PLAN

This ongoing action plan is a result of rigorous institution-wide consultation and consensus building with each of our divisions on key race equality objectives for the next three years. Our objectives are goals designed to intentionally stretch us and indicate the general direction of travel we are taking towards race equality. In this, our first REC application, these objectives act as a foundation for us to build long-lasting change. Our 11 objectives (highlighted in green) are not exhaustive, but reflect the areas of initial need indicated by data described in the previous sections of our application

No.	Objective	Actions	Lead	Timeframe	Action Success measure
1. Establish a Race Equality Action Plan Delivery Group Through the Race Equality Charter (REC) process, the Self-Assessment Team (SAT) has identified a need for a high-level working group to oversee the process of delivering the REC's action plan across the collegiate University. This group will be the new SAT for future REC submissions. The group will report to the University's most senior committee overseeing equality and diversity, the Equality and Diversity Panel (EDP), on a termly basis.					
1.1	**Create a new high-level group to oversee the delivery of the REC actions across the collegiate University**	The new SAT, the Race Equality Action Plan Delivery Group (RECAP) to provide termly reviews of the REC actions to the EDP	PVC for Equality and Diversity (E&D) overseeing RECAP	2018-ongoing	All REC actions (staff and student) are enacted Work towards renewals is ongoing with the longer-term aim of achieving a silver award

No.	Objective	Actions	Lead	Timeframe	Action Success measure
2. Increase the ethnic diversity of the academic and research staff body As described in section four of the application, Oxford does not have a formalized internal academic career path, nor do we have assistant professor or senior lecturer positions. This makes benchmarking against other institutions difficult. Actions in this section will begin with plans to determine appropriate targets to achieve in the next three years. 19% of our researchers self-identify as Black and minority ethnic (BME). We would like to see higher proportions of BME academics in associate professor (AP) and statutory professor (SP) roles. The actions in this section aim to increase application and success rates for BME academics and researchers during recruitment and to support and encourage researchers to progress in their careers in order to address the weakening of the pipeline into more senior roles.					
2.1	**Determine appropriate success measures to assess progress towards increasing the ethnic diversity of our academic and research staff body**	Determine appropriate success measures to assess progress towards increasing the ethnic diversity of our academic and research staff body for each academic division RECAP to act as a working group, with the assistance of advisors in the Equality and Diversity Unit (EDU), coordinating this work.	EDU race equality advisor	2018-19	Success measures for the percentage proportion of BME researchers and Associate Professors are agreed on by each division (2019)
2.2	**Increase the proportion of BME statutory professors (SP) in post**	Reduce the risk of bias in the recruitment process by: a) EDU providing staff data on the ethnic diversity of the relevant division through information packs for electoral boards; also circulating the data to HR divisional offices with a request to forward it to departments and faculties	HR Director	Annually	Information packs updated (2019) Annual training and review discussion for internal electoral board members

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		b) providing regular implicit bias (IB) and race awareness (RA) training for new and existing internal members of electoral boards c) holding annual reviews with electoral board chairs to focus on discussions of diversity issues and good practice			80% of participants report their understanding of Implicit Bias and Race Awareness has improved or is good (2020) The proportion of BME SPs in post increases from the current 4.4% to grow in parallel with our current proportion of BME Aps to 7%
		d) gathering evidence on i.e. SP recruitment processes with divisions, the pool for BME academics at SP level, and produce guidance on potential barriers for BME SP applications and successful appointments		2019	Evidence gathered Guidance produced, shared and materials reviewed
		e) communicating (d) to departmental administrators and HR staff in all departments to embed understanding of good practice in relation to race and recruitment		2020	

No.	Objective	Actions	Lead	Timeframe	Action Success measure
2.3	**Increase the proportion of BME applicants and appointments to associate professor posts**	a) Revise procedures and guidance for AP recruitment, building on the procedures successfully introduced for gender for SP recruitment and the 2016 consultation on AP recruitment, to ensure: i) roles are focused on disciplinary areas that attract a wider range of candidates ii) recruitment panels take into consideration ethnicity data of their own discipline nationally iii) all recruitment panels conduct an Equality Impact Analysis (EIA)	Personnel Committee, with Conference of Colleges and Heads of Divisions	2018-19	Procedures revised (2019) The proportion of BME staff in AP roles increases (2017 at 7%) to better reflect the proportion of our BME researchers in post (20% in 2017)
		b) Once procedures are in place, run workshops and briefings (which includes implicit bias training and approval of diverse shortlist) for all chairs of AP appointment panels	EDU and OLI	2019-20	All Chairs of AP appointment panels have received briefing

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		c) Undertake consultation with current BME academics to understand experiences and perceptions of recruitment process d) Formulate recommendations to improve recruitment process e) Disseminate advice and guidance	Head of EDU	2019 2020 2021	Evidence-based guidance produced and disseminated to departments

No.	Objective	Actions	Lead	Timeframe	Action Success measure
2.4	**Support outstanding researchers and departmental lecturers (DLs) to transition internally or externally to AP roles**	a) Undertake a mapping exercise to identify: i) existing career development posts used by departments (including DLs) ii) evidence of successful initiatives at other universities	Social Sciences Division (SSD) E&D lead, with Senior Equality Advisor	2018-19	The proportion of BME staff in AP roles increases from 7% (2017) to be determined by 2.1 Mapping exercise completed (2019)
		b) On the basis of this information, develop guidance and good practice examples on how such initiatives could be established more widely		2019-20	Good practice developed (2020) 30 departments implement measures (2021)
		c) Provide structured support for the development of research and teaching by: i) investigating the use of the Apprenticeship Levy to fund the 'Aspiring Academic' programme ii) running a pilot programme iii) rolling out programme, pending successful pilot	Head of Professional Development/ Head of Educational Development	2019–20 2020–21	Increased percentage of researchers agreeing that they feel supported to think about their career development from 78% (BME) and 67% (White) to 90% in both groups (*staff experience survey*)
2.5	**Support outstanding researchers and DLs to transition internally or externally to senior research roles**	a) Explore the options for a Development Centre to provide additional support and development for all researchers while targeting rising stars with more focused	OLI, MSD Assistant Registrar	Ongoing from 2018	**For all of 2.5 actions** - Proportion of BME staff in senior research roles (Grade

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		and intense support; make specific efforts to target BME researchers	Research and PVC E&D		8+) increases towards the same proportion as those in Grade 7 (23% in 2017) Development Centre discussed and included in ECR strategy; percentage of BME researchers engaging in line with percentage in population
		b) Pilot the Development Centre activity in a small number of departments in MSD (which has the greater proportion of BME researchers)		2020	Pilot launched and evaluated
		c) Launch the Development Centre University-wide		2021	If pilot successful, Development Centre implemented
		d) Reduce pipeline attrition from doctorate to early career researcher (ECR) stage for UK-BME researchers by improving pre-application information and guidance for applying to Oxford, to demystify Oxford to external candidates	HR Director	Summer 2018	Guidance updated (summer 2018)
		e) Review training materials for PIs (including, 'The new principal investigator: the challenges of managing research', 'Managing researchers: an introduction	Head of Professional Development	2018–19	Materials reviewed (2019) and amendments made (2020)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		for postdocs' and 'Research group leadership: leading a productive research group') to assess for inclusion of awareness of the potential for bias in allocating development opportunities f) Implement any recommendations arising from review in (e)		2020	
		g) Develop an understanding of any differences in research grant application and success rates by ethnicity by building on work with RCUK, Wellcome and the NIHR on gender to extend analysis of grant applications, including by co-PIs, to include ethnicity	Director of Research Services	Every two years, from 2017-18	A full set of data on research grant applications available for analysis (2018)
		h) Provide consistent support for research grant applications by: i) auditing the current support that is provided to those making grant applications in order to identify gaps; on the basis of this, take action to ensure consistent minimum levels of support across MSD ii) establishing a network to provide training, updates and peer support for grants administrators in clinical departments	MSD Assistant Registrar Research	2018–19 2018–19	Percentage of researchers saying they feel supported in making the next step in their career increased from 72% (2016 Staff Experience Survey) to 80% (2018) to 90% (2020)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		iii) (iii) extending lessons to all divisions as appropriate to their context		2019-20	
		i) Share and learn from best practice in supporting research grant applications through participating in the pilot RCUK University Partnership Framework for Equality, Diversity and Inclusion	Director of Research Services	2018–19	Framework produced and published
		j) Learn from department good practice to develop a framework to build the experience of early career researchers as co-PIs	Director of Research Services, with divisional E&D leads	2018–19	Framework produced and published
		k) Pilot a library of resources in SSD to support those preparing grant applications and avoid reliance on personal networks	Head of Research Systems, with SSD E&D lead	2018–19	Library piloted
		l) Pilot a web application with details of all researchers to facilitate collaboration and building of interdisciplinary teams	Head of Research Services	2018–19	Web application published
		m) Pilot a visiting programme scheme for BME graduate students and postdocs to establish stronger links with local and international partners, and promote Oxford as the destination of choice for talented researchers	MPLS Division	2018–19	Visiting programmes established and students attend

No.	Objective	Actions	Lead	Timeframe	Action Success measure
2.6	**Consider progression and retention of UK-BME researchers to fuel the academic pipeline**	a) Consider progression of UK-BME PGRs by: i) conducting further analysis of UK-BME and UK-White PGR destinations (in selected disciplines), assessing how many proceed towards postdoctoral or other academic roles. ii) (ii) undertaking actions to address any disparities	Academic Registrar	2018–19 2018–20	Proportion of UK-BME PGRs progressing to research roles mirrors that of UK-White
2.7	**Ensure visibility of BME academic role models**	a) Ensure media engagement is representative of the research staff body by: i) collecting and analysing ethnicity data on members of the Find An Expert database ii) introducing mechanism to increase number of BME contributors, if necessary	Public Affairs Directorate (PAD)	Spring 2018 Autumn 2018	Data collected The percentage BME contributors reflects eligible population (19%)
		b) Central communications team to participate in implicit bias and race awareness workshop	PAD	Spring 2018	Workshop delivered; 100% participants say their understanding of RA/IB has improved or is good
2.8	**Reduce attrition of UK- BME researcher applicants throughout the recruitment process**	a) Gain a thorough understanding of attrition throughout the recruitment process to target actions effectively by: i) undertaking qualitative research project using case study posts	HR Director	From Spring 2018 to Autumn 2020	The proportion of UK BME researchers' appointment increases from 13% towards

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		(covering a range of departments) and complete shortlisting data (see action 4.3) to investigate reasons for ii) using results from (i) to formulate actions			19% (mirroring UK PGR recruitment) Research reveals reasons for UK-BME attrition (2020) Actions formulated for 2021 REC
**3. Achieve stronger representation of BME staff in decision-making at all levels across the University** We have identified low representation of BME staff on the decision-making bodies of the University, in part as a function of the fact that committees comprise senior staff (in many cases in the capacity of their specific role i.e. Head of Department). We expect BME representation to rise as the proportion of BME staff in senior roles increases. Actions in this section address both issues of seniority and as well more general mechanisms to diversify committee membership. This includes supporting BME individuals to assume leadership roles and making processes more transparent.				
3.1	**Improve representation of BME staff on the main University and divisional committees**	a) Review governance of committees by: i) working with relevant bodies to make IAG on committee membership more transparent and user friendly ii) (ii) working with BME Staff Network to look at current terms of reference and information and advertising, including conducting focused interviews on barriers to participation	PVC E&D with Council Secretariat	Summer 2018 Autumn 2019	**For all 3.1**. At least two BME staff are on each committee Evidence suggests that having more than one BME individual enhances the value of diversity on committee membership Guidance updated (2018)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					Process reviewed, and nominations/interest monitored (2020)
					Interest increased from 2020 benchmark (2021)
		b) Update terms of reference to include Oxford Research Staff Society (OxRSS) or researcher membership in key divisional committees, increasing diversity by tapping into the diverse researcher population, by: i) having SSD, Humanities and MSD to follow MPLS' lead of updating their terms of reference to include an OxRSS representative or alternative representative researcher to give voice to the diverse researcher community ('…a person appointed, for a three-year term, under the procedures of OxRSS from among its members, being members of a department in the division') ii) Committees of Council reviewing (and if necessary amending) current policy on co-options and wording of existing	Divisions	Summer 2018	Terms of reference are updated New members co-opted, and ethnicity make-up monitored
			Council Secretariat, Divisions	2018	Increased interest in and recruitment from potential BME committee members

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		terms of reference to be explicit about diversifying membership c) Committees of Council and divisional boards to review attraction and recruitment policies to ensure transparent, inclusive, attractive (and possibly pro-active) processes and procedures			
3.2	**Ensure that BME staff at all grades are supported to pursue their leadership aspirations**	a) Map and document approaches used within departments to create opportunities for early career researchers and academics to gain leadership experience	Senior Equality Advisor, with Divisional Equality and Diversity Coordinators	2018–19	**For all 3.2** Percentage of BME staff agreeing they have had opportunity to develop leadership reflects percentage saying they are interested in a leadership role (no benchmark available as new question added to Staff Experience Survey; increase shown between 2018 and 2020 results) Guidance published on developing leadership experience at all career stages
		b) Facilitate discussion groups for staff at different career stages to explore what leadership means to them, what opportunities to develop experience might be available and how the University can better support them to achieve their aspirations		2019–20	
		c) On the basis of discussions in (b) and existing good practice, provide guidance on what type of leadership experience is feasible and most beneficial at each career stage		2019–20	

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		d) Work with divisional and departmental contacts to explore ways to increase the number of BME participants on the Academic Leadership Development Programme (ALDP)	Head of Professional Development with EDU	2018–19	The percentage of BME ALDP participants mirrors eligible population (currently 7%)
		e) Increase participation in Pivot Pathway B to facilitate links with senior staff and increase visibility within the University, as well as support career development, particularly of those at Grade 5 and above	Head of EDU		Number of participants on Pivot Pathway B increases from nine (2016) to 20 (2018) to 30 (2021)
4. Increase the proportion of BME professional and support staff, particularly at Grades 8 and above					
We would like to increase the proportion of BME P&S staff from 9% to 22% to more closely reflect the population of Oxford city and surrounding areas (with an action to ascertain a precise % increase); and in particular to increase the proportion of those in senior roles. Actions in this section address attraction and success rates during recruitment and supporting the progression of BME P&S staff once in post.					
4.1	**Raise the profile of the University as an employer among the local BME community**	a) Build on research being run by PAD, engage in qualitative research with the local BME community to explore reasons they may not apply to work at Oxford	Head of EDU	Spring 2018	**For all 4.1** The proportion of UK-BME applicants increases in those areas of the University where they are currently under-presented Identify the areas of the University where BME applications are low

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					Research report with recommendations published
		b) Draw on the outcomes of the research project, join the University's Community Outreach service to host a table of Open Days or at local community events (2018-2019) showcasing the University as a diverse employer	EDU and Community Outreach Services	2018 - 2019	Host information tables at four Open Days or community events
		c) Use research project outcomes, produce guidance on increasing BME applicants to P&S roles	Head of EDU	Autumn 2018	Guidance produced
		d) Explore a collaboration with Oxford City Council's community engagement team to better target job adverts to the local BME community			
		e) Redirect adverts as informed by (d)			
		f) Raise the profile and attractiveness of Oxford as an employer by engaging with the local community through GLAM by: i) engaging and attracting diverse visitors across the University museums by [content of exhibitions etc.] ii) diversifying volunteer base by targeting adverts for volunteers to	Gardens, Libraries and Museums (GLAM)	Ongoing from 2018	Increase in proportion of UK-BME applicants to GLAM roles from 9% to 12% (2021)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		school careers fairs, community volunteer fairs, job centres iii) (iii) targeting job adverts to a wide range of advertisers			
4.2	**Increase the proportion of UK-BME applicants in professional and support (P&S) roles via the apprenticeships scheme**	a) Access local community hubs in partnership with the University's apprenticeship provider to conduct outreach activities (roadshows, etc.) to attract BME apprentices	Apprenticeship Manager	Autumn 2018	**For all 4.2**. Percentage of BME apprentice's mirrors that of eligible local Oxford population (percentage to be determined in action 5.1(e))
		b) Implement systematic recruitment monitoring data for apprenticeships through the main provider			Measurement and monitoring of BME apprentices recruited
4.3	**Improve the success rates of UK-BME applicants to professional and support roles**	a) Ensure equality of opportunity throughout the shortlisting process by: i) undertaking qualitative research project using case study posts (covering a range of departments and role types), completing shortlisting data (action 5.1) to investigate reasons for disproportionate attrition of BME applicants, and making recommendations for action ii) (ii) implementing actions	HR Director	Autumn 2018 2019–20	Research undertaken; actions proposed and implemented
		b) Require all members of UAS selection panels to undertake recruitment and selection training	Registrar	2018–19	75% of panel members have been trained (2020); 100% (2021)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
4.4	**Provide relevant and accessible professional development opportunities for existing BME P&S staff to improve career progression**	a) Ensure the Careers Support Network is benefitting BME staff by: i) undertaking monitoring of take-up by ethnicity ii) undertaking targeted advertising and encouragement of BME participants if uptake by BME staff is lower than proportion of staff in post	Head of Professional Development	2018–19 2019–20	**For all 4.4** Percentage of BME staff in the Staff Experience Survey agreeing they feel supported increases from 80% to 85% (2018) and 90% (2020) Proportion of BME staff accessing Careers Support Network reflects at least the percentage of staff in post (currently 9%)
		b) Expand the Pivot BME mentoring scheme amongst professional and support staff	Head of EDU	Annually from 2018	P&S staff participating in Pivot increases from 15 to 20 (2018) to 30 (2021)
		c) ensure BME P&S staff are aware of and accessing development opportunities, including Work, Learn, Develop scheme by: i) working with BME Staff Network to consider ways to raise awareness	Head of Professional Development/Research & Development	Autumn 2018	Percentage of BME P&S staff agreeing they are clear about development opportunities available increases from 53% to 70%

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		ii) implementing suggested targeted communications		Spring 2019	BME participation in courses and initiatives mirrors eligible population
		d) Monitor the new gathered-field process for allocating course places to ensure lack of bias	Head of Professional Development	2019	Percentage of BME participants on courses proportionate to percentage in relevant staff group
		a) Illustrate and promote the range of career development opportunities at the University highlighting possible career routes by: i) continuing to offer professional development sessions as part of the UAS Conference (or equivalent) ii) (ii) exploring ways to increase the visibility of senior BME P&S staff, such as via profiles on staff development webpages	Head of R&D Head of EDU PAD	Ongoing from 2018 2018-19	Sessions delivered Review undertaken (2019) and changes made (2020)
5.	**Ensure consistency of HR practice across all departments and faculties** There is a wealth of good practice in recruitment, management and data collection across the University, but our devolved nature means this can vary between departments and faculties. Actions in this section address this issue in two respects: one, by ensuring that data collection is consistently carried out so that records can be collated and analysed centrally; and two, by making sure that the staff experience is consistent and transparent wherever they are applying, or are employed, in the University.				
5.1		a) Ensure equal proportions of applicants are retained throughout recruitment by:	HR	2018	Short-listing data available

No.	Objective	Actions	Lead	Timeframe	Action Success measure
	Ensure availability of accurate data and use it to drive increase in BME recruitment in identified areas	i) streamlining reporting mechanism in Core to ensure data is captured at shortlisting stage ii) analysing resulting data and formulating actions if necessary	Information Team	2019	Data analysed, and actions devised
		b) Run annual data quality reports to ensure that short-listing data are captured for all posts	HR Information Team with Divisional Offices	Ongoing from Spring 2018	Short-listing data available
		c) Introduce a mechanism to capture monitoring data for college-led AP appointments	Conference of Colleges with Head of R&D	2018–19	Short-listing data available for college-led AP posts
		d) Following introduction of employee self-service: i) encourage staff to update their records ii) analyse updated postcode data to gain a more accurate picture of how we compare with the local Oxford and Oxfordshire population, and to inform success measure	HR Director	Autumn 2018 2019–20	50% of records updated by 2018 75% of records updated by 2019 Data analysed, and success measure identified
		e) Using data gathered in 5.1(d):	EDU	2020-21	Targets identified and included in next REC

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		i) establish methodology to ascertain way of identifying suitable benchmarking ii) undertake analysis iii) (ii) set realistic targets for recruitment			
		f) Implement case management system to enable better reporting of grievances by ethnicity	HR Director	2019–20	Enough data collected to allow patterns to be identified
5.2	**Reduce the potential for bias in recruitment and professional development**	a) Pilot anonymised recruitment for P&S roles by 2020	HR Director	2020	**For all 5.2** Application success rate for BME applicants mirrors that of White applicants in equivalent roles
		b) Raise general awareness of implicit bias by: i) developing a new online course tailored to the Oxford context ii) promoting it widely to all staff iii) monitoring uptake	OLI and divisional leads	Spring 2018	50% of staff have accessed the course (2021) 100% of participants say their understanding of IB is good or has improved (2021)
		c) Continue to roll out face-to-face implicit bias and race awareness training in all departments using internal facilitators	Head of EDU and Divisional Secretaries	Ongoing	30 departments have delivered training 100% of participants say their understanding of IB is good or has improved (2021)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		d) Increase engagement and awareness by including information on recruitment data by ethnicity into recruitment and selection course	EDU/Head of R&D	Autumn 2018	Ethnicity data added
5.3	**Ensure that all staff have a regular PDR that they consider to be useful**	a) Review implementation of existing PDR schemes for researchers to identify good practice and extend it across all divisions	Head of HR Policy		**For all of 5.3** 100% of eligible staff report having been offered a PDR (Staff Experience Survey) Less than 10% (17% in 2017 Staff Experience Survey) of staff report having found their PDR 'not at all useful' (Staff Experience Survey in 2020
				2018–19	Review undertaken
		b) Ensure that a programme of annual PDR for researchers is established in all	Heads of Divisions	2019–20	

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		faculties/departments in Humanities and SSD			HR audit shows 100% of researchers in Hums/SSD are offered a PDR Schemes reviewed, and pilots rolled out
		c) Consider academic appraisal by: i) conducting a thorough review of the academic appraisal scheme and how it is implemented ii) using the outcomes of the review to pilot a renewed annual career development iii) rolling out the scheme across all divisions	Head of HR Policy, with Divisional Secretaries	2018–19	
		d) Review implementation of the PDR schemes for professional and support staff to identify good practice and extend it across UAS, GLAM and all divisions	Head of HR Policy	2019–20	Percentage of managers confident conducting PDR increases from 82% to 87% (2018)
		e) Build positive attitudes towards PDR through: i) encouraging senior sponsorship ii) developing stronger messaging about its purpose and value iii) (iii) providing case study examples of good practice	Head of HR Policy, with Human Resource's Business Partners (HRBPs)	2018–19	
		f) Run workshops at department level to improve managers'/supervisors' confidence in conducting PDR	Head of Professional Development	Ongoing	Workshops run

No.	Objective	Actions	Lead	Timeframe	Action Success measure
5.4	**Ensure that access to contract type and desired working pattern is not restricted by ethnicity**	a) Reduce the possibility of bias in allocation of permanent contracts by embedding data about contract type disparity into: i) management programmes ii) race awareness workshops	Head of Professional Development/Head of EDU	Autumn 2019	Data embedded into courses
		b) Address ethnicity gap in contract type and working pattern for researchers and P&S staff by: i) undertaking more detailed analysis to ascertain reasons for disparity e.g. whether this is linked to role type, age, department etc. and make recommendations if relevant ii) implementing recommendations arising from (a)	HR Director	Summer 2018 Autumn 2018	Analysis undertaken, and recommendations made
5.5	**Ensure that all staff with responsibility for managing people have relevant support and training**	a) Review the induction for new managers/supervisors piloted in spring 2017	Human Resources Senior Management Team (HR SMT)	Summer 2018	**For all 5.5** Percentage of managers confident managing staff increases from 84% to 90%. The percentage agreeing their managers are a good leader increases from 80% to 90% (Staff Experience Survey, 2016 and monitored in 2018)
		b) Develop and implement a strategy to roll it out across the University		2018–19	

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					In the HR Compliance Audit, all departments indicated that managers are adequately supported
		c) Learn from good practice in Medical Sciences Division (MSD) departments and elsewhere to develop a toolkit to support managers/supervisors to manage HR processes effectively	MSD HRBPs and E&D lead	2018–19	Toolkit produced
5.6	**Ensure that employees' experience of working at Oxford is not adversely affected by their ethnicity**	a) Roll out implicit bias and race awareness training across departments b) Produce online race awareness course to supplement face-to-face workshops	Head of EDU	Spring 2018 Autumn 2018	No differences by ethnicity in staff perceiving development opportunities to be allocated fairly (Staff Experience Survey question to be added 2018 and monitored in 2020) Difference between BME and White survey respondents saying that they have been unfairly treated or bullied/harassed remains negligible (Staff Experience Surveys 2018 and monitored in 2020)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
6. Continue to increase the proportion of undergraduate BME students Our data shows that over the last three years the proportion of BME applicants has increased, as has the proportion of those being admitted. These increases are welcome; however, we are keen to make more progress. The actions in this section are aimed at continuing to target outreach activities towards BME applicants in those communities where data demonstrates lower application rates, working towards reviewing our admissions processes across all divisions, and ensuring that admissions interviewers are trained in implicit bias.					
6.1	**Increase the numbers of applications from students in underrepresented groups who can make competitive applications**	a) Continue to target outreach towards BME applicants, especially those from communities where evidence demonstrates lower application rates, but who have the academic potential to apply and come from the following backgrounds: i) Are from socio-economic and educational disadvantaged background characteristics (in line with our access targets[1]); and ii) those from areas where there are large BME communities that are currently under-represented at Oxford (e.g. African, Caribbean, Pakistani and Bangladeshi); this includes London, Midlands and areas in the north of England. b) Through the UAO outreach programmes, provide mentoring, information and	Undergraduate Admissions and Outreach (UAO)	Ongoing	The proportion of students from the most under-represented BME communities participating in UAO outreach programmes applying to undergraduate courses at Oxford increases from 40% to 50% (2021)

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[1] As agreed in our Office for Fair Access (OFFA) targets.

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		guidance for candidates to make competitive applications			
6.2	**Reduce the possibility of implicit bias in admissions processes** *All admissions tutors have undergone implicit bias training and are aware of how it may manifest in admissions interviews*	a) Conduct a review of all the stages in the admissions processes for all undergraduate courses in each division with the aim of: i) analysing the impact of the admissions process on the offer rates for rates for students in under-represented equality groups at Oxford, including BME ii) improving for all courses the consistency of data collection during the undergraduate admissions process in each division improving the effective use of contextual information in the selection of candidates for undergraduate courses	UAO, Divisions	2018-19	The relevant recommendations from the review are adopted by all courses engaged in the admissions process reviews (2021) The recommendations from the reviews are used to inform the content of all outreach programmes for BME applicants from under-represented groups (2021)
		b) ensure that every interviewer has undergraduate admissions interview training which contains: i) implicit bias training contextualised to undergraduate admissions b) race awareness training contextualised to undergraduate admissions	UAO, OLI and EDU	2018-19	Reviewed undergraduate admissions training Revised training to be delivered to all admissions interviewers (2019) All interviewers are aware of how implicit bias may manifest

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					in admissions interviews. (2019)
6.3	**Increase transparency by providing data and information on undergraduate applicants**	Review and publish more detailed data and information on undergraduate applicants on the University website, including details on ethnicity The data will be published within the framework of data protection requirements	UAO	Annually from 2018	Annual data and information on the ethnicity of undergraduate applicants to the collegiate University is published and publically available
**7. Continue to increase the proportion of PGT BME students and consider the progression of UK-BME PGR students** Both home and international BME graduate students point to a lack of funding as a barrier to applying for and pursing graduate study. With the BME academic pipeline in mind, the need to explore other potential barriers to PGR programmes from PGT has also been highlighted as well. The actions in this section are set to address these issues.				
7.1	**Increase the proportion of applications from well-qualified graduate students from low- and middle-income countries (as determined by World Bank definitions)**	a) Address the potential access barrier to applying for PGT or PGR study by: i) piloting admissions application fee waivers for selected PGT courses in selected departments ii) (ii) providing recommendations and actions based on the pilot	Graduate admissions	2018–19 2019–20	More applications for the targeted courses have been received from low and low-middle income countries More departments take up an application fee waiver scheme

No.	Objective	Actions	Lead	Timeframe	Action Success measure
7.2	**Increase the proportion of applications from well-qualified UK-BME graduate students**	a) Consider the PGT to PGR pipeline by: i) exploring potential barriers to PGR for UK-BME students on PGT courses ii) recommending actions to address any barriers to PGR for BME students on PGT courses	Student Attainment Gap Working Group (SAGWG)	2018–19	Percentage of UK-BME acceptances on PGR courses increase from 14.6% to a percentage determined by 7.2 (d) (iii)
		b) Conduct further analysis of UK-BME PGR destinations, assessing how many proceed toward postdoctoral or other academic roles by: i) recommending actions to address any disparities ii) undertaking actions or interventions recommended iii) determining a percentage target for UK-BME PGR student's acceptances		2018–20	Recommendations are adopted, and intervention/s piloted in the Humanities Division (2020) The proportion of UK-BME PGRs progressing to research roles mirrors that of UK-White PGRs
7.3		Humanities Division to develop PGR scholarship opportunities for UK-BME graduates exploring fundraising opportunities to secure further funding	Humanities	2020–21	Launch scholarships (2020–21)
8. Eliminate the UG student ethnicity attainment gap The overall ethnicity attainment gap for good degrees in 2016 was 6% between BME and White finalists. Although it varies by division, fee status and year. The actions below have been identified to address this attainment gap, with particular focus on the MPLS division.					
8.1	**Eliminate the UG student ethnicity attainment gap**	a) The Student Attainment Gap Working Group (SAGWG) to investigate the UK student ethnicity attainment gap and	Chair of SAGWG &	2018–21	Initiatives piloted in each division (2018–19) and good practice shared more broadly

No.	Objective	Actions	Lead	Timeframe	Action Success measure
	Between 2014-16, 93% of all our finalists received a good degree (above 2.1). There is an overall ethnicity attainment gap between BME and White finalists at good degree. The ethnicity attainment gap in good degrees each division over this period was: Humanities – 1.0% SSD – 1.9% MSD – 2.6% MPLS – 11.8%	identify pilot initiatives to eliminate the gap	Heads of Divisions		Recommendations made on division-specific targets (2018–19) Establish appropriate targets for each division (2019–20)
		b) MPLS Division and SAGWG to gather data on why some students leave with a BA rather than continuing to M-level for their degree programme, and propose initiatives to address any issues found by ethnicity	MPLS Division with chair of SAGWG	2018–21	Data is robust enough for analysis and corresponding initiatives for specific ethnic groups are proposed Initiatives to address any ethnicity differences are enacted (2021) The ethnicity attainment gap at good-degree level between BME and White students is reduced (2021)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
9. Promote and celebrate a full range of diversity in scholarship, learning and teaching Our data obtained in surveys and focus groups indicates that there is a need to consider equality and diversity, specifically race, in the learning and teaching processes and practices. Building on the work of the Race in the Curriculum project, the actions below will forward this agenda.					
9.1	**Promote and celebrate the range of diversity in learning and teaching** *Students report increased satisfaction in the diversity of curriculum*	a) Continue to engage departments with considering diversity in the curriculum via the Race in the Curriculum project by: (i) bringing together examples of ways in which departments have refreshed the curriculum since the launching of the Race and Curriculum Project in 2014 and continue exploring ways to progress curriculum diversification. Project to be funded by the Oxford Diversity Fund (2018) (ii) facilitating (through the provision of funding) the running of one-day workshops in academic departments to consider the opportunities and challenges in relation to diversifying the curriculum	Heads of Division	2017–21	Students report increased satisfaction in the diversity of curricula through REC survey 2020 . 63% reported the content of their courses reflected the opinions of a wide variety of people in 2017 REC survey Proportion of BME PGT students continuing to PGR in courses increased
9.2	**Improve teaching and assessment practices to ensure they are inclusive**	a) Ensure diversity, in particular race equality, is embedded in OLI teaching programmes (i.e. Enhancing Teaching Programme)	Head of Educational Development	2018–19	**For all 9.2** Students report that when relevant, issues of ethnicity and race are included in academic discussions

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		b) Continue reviews and pilots and make recommendations on marking criteria and feedback arrangements		2018–19	through REC survey 2020. 46% of students reported this in 2017 REC survey.
		c) Roll out changes (if pilots deemed successful)		2019–21	
		d) Conduct review and make recommendations on current assessment practices		2018–19	E&D, specifically race equality, is embedded in all OLI teaching programmes (2019)
		e) Pilot recommendations and evaluate		2019–21	

10. Improve the overall experience of BME students

There are a number of areas where the personal experience of our BME students can be enhanced. The actions below are set to address the isolation our students may face in colleges, the lack of awareness around race and racism faced in social settings, and any resulting impact on their wellbeing. Where appropriate the College's Equality and Diversity Forum has agreed to collaborate with the University on delivering specific actions.

No.	Objective	Actions	Lead	Timeframe	Action Success measure
10.1	**BME students use central University welfare and support services in equal proportions to those of White students**	a) Monitor use of Counselling Service and Disability Advisory Service by BME students to determine whether fewer BME students are accessing welfare support. If disparities exist, implement actions to encourage BME students to access support	Student Data Management and Analysis (SDMA) /Head of Student Welfare and Support Services	2018–21	BME students report in focus groups that their welfare and wellbeing needs are being met The proportion of BME students accessing student support services is proportionate to their total population (papers from SSWG)
		b) Continue support for the Peers of Colour group by providing systematic recruitment, training and fortnightly supervision through the University Counselling Service	Head of Student Welfare and Support Services	Ongoing	The Peers of Colour scheme is a well- established part of the Peer Support Scheme with regular recruitment of new members (currently 10)
10.2	**Promote and celebrate the range of student diversity in college life**	a) Encourage colleges to celebrate diversity through events – annual celebration of Black History Month, college dinners, LGBT History Month etc.	Colleges E&D Forum with EDU	2018– ongoing	60% of colleges celebrate diversity through events (2021)
		b) Consider and recommend a strategy for offering race awareness and implicit bias workshops to college communities		2018	Race awareness and implicit bias workshops are held on an annual basis in 50% of

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		and ways to provide more support for relevant student societies			colleges
		c) Colleges to revise their induction material for incoming students to include equality and diversity and specifically race equality		2018–19	60% of colleges have revised their induction material (2021)
		d) Colleges to consider appointing a Fellow with the mandate for Equality and Diversity whom staff and students can consult on matters related to race, or a Tutor for Race		2018–ongoing	60% of colleges have Fellows with the mandate to support equality and diversity or Tutors for Race (2021)
		e) Hold annual focus groups with BME students on their experience f) Hold BME students conference		2018	Focus groups held annually
		g) Provide a central physical space for BME student groups or liberation campaigns to meet		2018–ongoing	More BME students report feeling included (REC student surveys and focus groups)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
11. Engage all departments and faculties with race equality in order to create an inclusive culture Due to the devolved structure of Oxford, engagement at local level and shifts in culture are key means of effecting change. Consultation has shown some uncertainty about discussing race, reflecting the less-developed stage of work in this area, and so we have a range of actions on communications and awareness-raising to increase confidence in discussing and addressing issues of race.					
11.1	**Promote a stronger understanding of race equality issues** *Surveys, focus groups and other qualitative consultation show that productive discussions on race are increasingly taking place throughout the University community*	a) Inform all staff and students about the University's application to the Race Equality Charter, and key objectives and actions agreed, as a vehicle to start conversations about race by: (i) publicising membership of the REC (ii) sharing outcomes of surveys, including how they have informed the action plan (iii) inviting staff and students to follow up by email as part of a continual process holding 'town hall' style events for staff and students to discuss race issues	Head of PAD with EDU	Ongoing	Staff report more awareness of race equality through annual focus groups Students report more awareness of race equality through annual focus groups and the REC student survey (2020)
		b) Roll out a programme of race awareness training, using internal facilitators, to improve staff confidence in discussing and addressing race equality by: i) developing an online race awareness course to supplement face-to-face	EDU/OLI	2018–21	At least 15 race awareness workshops are held annually

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		training			
		c) ensuring that staff and students feel able and supported to report instances of racial harassment by: i) holding a series of workshops to share and extend good practice at department level in addressing bullying and harassment	EDU/OLI	Ongoing	75% participants say they feel confident in discussing and addressing race equality (evaluation forms) Undertake biannual publicity and awareness
		d) holding a series of workshops to share and extend good practice at department level in addressing bullying and harassment	Harassment Administrator with Divisions E&D leads	2018–19	A reduction in claims of witnessing or experiencing of racial harassment in REC surveys

11.2	**Support departments and colleges to consider race equality in their local context**	a) Develop a set of reflective questions to support academic departments to consider race equality and intersectionality by:
		  i) piloting a core set of data and reflective questions in at least three departments to support Heads of UAS and GLAM sections to undertake an Athena SWAN-style analysis and identify appropriate actions to promote equality and diversity
		  ii) evaluating pilot
		  iii) extending to all departments
			EDU	2018–19
				
				2019
				2020
					Monitor improvement through surveys, focus groups and other qualitative data show that departments are advancing race equality in their own context, feeding into institutional REC objectives
					At least 60% of academic departments identify actions relating to race and intersectionality in their AS

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		(pending successful pilot)			action plans, as appropriate
		b) Showcase good practice via annual VC Diversity Awards	EDU	2020	
		c) Explore the possibility of integrating questions relating to race in the proposed Athena SWAN framework for colleges	Senior Equality Advisor	2018–19	New actions introduced as appropriate, and enacted (2021)
		d) Write an annual progress report on race equality for discussion at the Conference of Colleges E&D Forum to share with the collegiate University; e) On the basis of discussion in (d), identify areas for joint working	PVC E&D and EDU	Annually	Areas of joint work are identified and enacted by 2021
11.3	**Recognise, promote and celebrate good practice in all areas of diversity**	a) Establish VC's E&D awards to be celebrated at an annual ceremony b) Publish case studies of all short-listed nominations to share good practice c) Continue VC's diversity fund, re-named as Oxford Diversity Fund, with an annual contribution of £90,000	PVC E&D, with EDU	Annually from 2018–19	Awards established and celebrated annually Case studies published Good practice replicated in other departments