Advancing Racial Equity at the University of Oxford

Race Equality Strategy Actions Consultation Response

March 2022

Contents

Executive Summary

The Race Equality Task Force (RETF) launched a University-wide consultation in Michaelmas term 2021. This document presents the results of that consultation.

The consultation document contained a set of recommendations and proposed measures that aim to: address racial inequalities among staff and barriers for students identifying as Black or Minority Ethnic (BME); ensure the Oxford educational experience draws on the contributions of diverse societies and cultures; reinforce the University's position as a centre for research that is informed by and informs latest research; and accelerate progress towards making Oxford and institution which is racially diverse and welcoming to the widest range of people and perspectives.

Staff and students were asked for their input on the priority interventions and were asked to agree, disagree or prioritise 71 measures split across 8 themes. In total, 1,167 members of the University took part in the survey: 76% were staff members, approximately 15% were postgraduate students, and 8% undergraduate students. Respondents were not required to select a response to all 71 measures – the numbers who selected a response to a measure ranged between 575 and 714. The survey included 10 open questions for which a considerable amount of very constructive feedback was received. The numbers of written responses on each theme were in the low hundreds.

Most of the responses were very positive and welcoming of the RETF initiative with a few responses (approximately 1%) questioning the premise of the consultation. In addition, a few of the individual proposed measures attracted somewhat larger numbers of negative comments. The consultation has provided a basis for prioritisation of the suggested measures and allowed for new suggestions and identification of areas where in general there is not support for activity.

The consultation showed a strong weight of opinion behind measures to deal with harassment and to address staff diversity: 17 measures were rated as a priority by more than 50% of respondents (6 in the area of Harassment, 3 in Staff Diversity, 3 in Student Diversity and Experience, 2 in Communications and Engagement, 1 in Culture and Community, 1 in Responsibility and Accountability and 1 in Funding). It is proposed that these measures should be prioritised for accelerated action in the Task Force's final report. A further 12 measures (spread quite evenly across the themes) came close to the 50% threshold and merit further consideration.

Attention will also need to be given to those measures not prioritised for accelerated action. In many cases it may be possible to identify routes through which to take them forward at a steadier pace through the University's normal processes. Divisions, departments and colleges will continue to promote race equality and inclusion according to their specific needs.

The first section of the report provides an overall view of the responses; this is followed by the highlights in each section of the consultation.

Overview of Consultation Response

Who responded?

The distribution of responses to the consultation is shown in Table 1 below. It is a little disappointing that there were not more student respondents but, given all else that was happening in the University and more broadly it was very good to receive such a high level of feedback and from many respondents a deep engagement with the consultation.

| Division	Staff	Postgraduate Student	Undergraduate Student	Other	Total	% Total
Med. Sciences	212	23	7	1	243	21%
MPLS	140	45	32	2	219	19%
Humanities	120	50	31	2	203	17%
Social Sciences	111	40	6	3	160	14%
Cont. Ed.	18	5	2		25	2%
GLAM	57				57	5%
UAS	128				128	11%
College	63			2	65	6%
Other	43	9	13	2	67	6%
Total	892	172	91	12	1167	

*Table 1: Distribution of respondents*

Overall Response to Measures

There were 10 open questions in the consultation document and these are reported on in the sections below. We had about 265 pages of responses to these open questions and these have been analysed using sentiment tools and also by drawing out key suggestions. Here, we report specifically on the overall response to the measures through indications of disagree/agree/prioritise. It should be noted that respondents could only pick one of the three options. For nearly all of the measures, the number of respondents selecting one of the three options was between 600 and 700.

The figure below illustrates, for each of the 71 measures of the consultation the percentage of disagree (blue), agree (orange) and prioritise (grey). The figure shows that some measures attracted a great deal of support as priority actions, others were identified as things that should be considered but not necessarily prioritised, and a number of measures received over 20% of responses that disagreed with the action. An Excel version of the data provided in the figure below is available on

the [EDU website.](#)
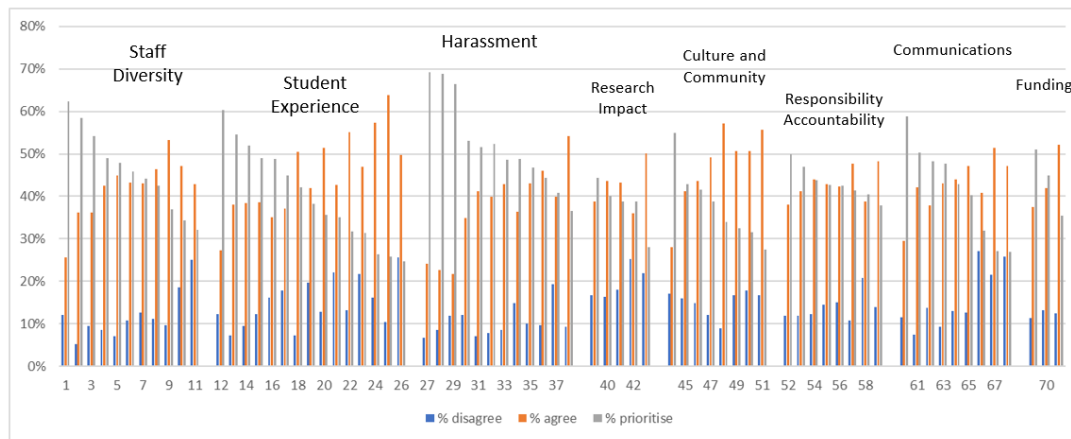
Reordering the measures to show the higher priority areas first also illustrates that where the measures reduce in priority there is, in some cases, a coincidence with those that colleagues have suggested should not be taken forward. An Excel version of the data provided in the figure below is available on the [EDU website.](#)
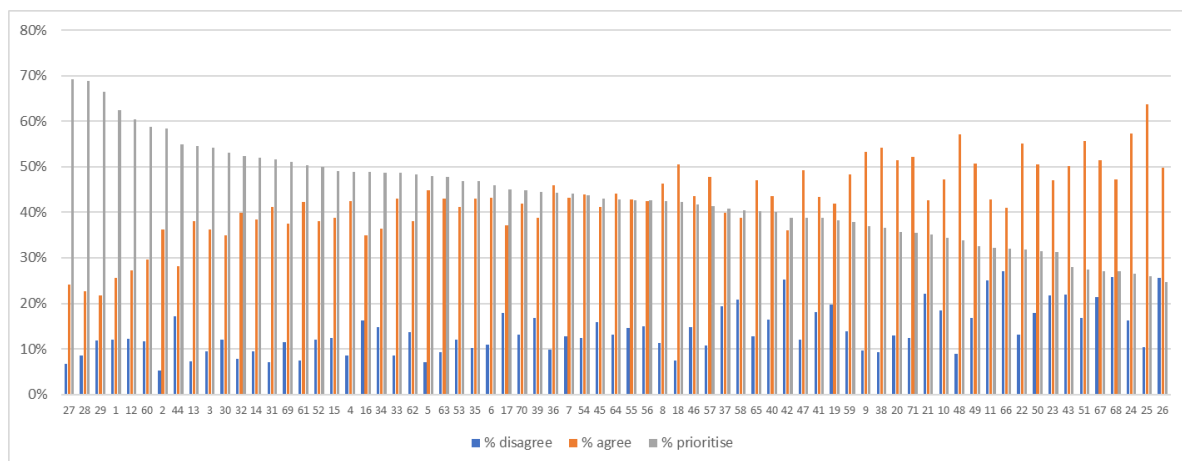
The measures which were prioritised more than 50% of the time (in order of ranking of highest priority first) were:

Section	Measure	Accelerate
Dealing with Racial Harassment	Deliver a University-wide campaign for zero tolerance of racial harassment and bullying	Yes
Dealing with Racial Harassment	Develop a comprehensive training strategy	Yes
Dealing with Racial Harassment	Develop and implement a strategy to raise awareness and reduce the incidence of microaggressions or subtle forms of discrimination	Yes
Staff Diversity	Develop and implement a comprehensive inclusive recruitment strategy to underpin the University's BME staff target	Yes
Student Diversity	Increase funding for Black Academic Futures and other scholarships for under-represented students of colour on an annual basis	Yes

Section	Measure	Accelerate
Communication and Engagement	Develop a University-wide anti-racism campaign with the aim of increasing conversations about race equality	Yes
Staff Diversity	Encourage applicants of diverse ethnicities to apply for visiting fellowships, professorships and lecturerships	Yes
Culture and Community	Introduce a programme of training and awareness activities that go beyond online training using the expertise of specialist trainers and to help shape effective anti-racist approaches	Yes
Student Diversity	Engage proactively with a forthcoming project on access and participation for Black, Asian and minority ethnic groups in postgraduate research	Yes
Staff Diversity	Provide a housing liaison officer to support and lend advice on behalf of staff experiencing housing problems, and potentially a trusted landlord database for renters as well	Yes
Dealing with Racial Harassment	Implement an online reporting tool to enable a more open and transparent way of reporting concerns	Yes
Dealing with Racial Harassment	Put in place a robust process for record-keeping and reporting to stakeholders held accountable for racial harassment	Yes
Student Diversity	Building on progress already made, ensure students of colour can access a range of counsellors of colour	Yes
Dealing with Racial Harassment	Develop an enhanced approach and toolkit to encourage and support early intervention and greater use of informal resolution	Yes
Funding	Agree funding sources to establish and maintain an appropriate level of diversity funding to support sustainable change	Yes
Communication and Engagement	Support the systematic sharing of best practice across the collegiate University	Yes
Responsibility and Accountability	Resource the central EDU provision appropriately to bring it in line with investment in other Russell Group universities	Yes

There were a number that were only slightly lower than this cut-off line and these included:

Section	Measure	Accelerate
Student Diversity	Pay students who are representing, or working for, the University in an official capacity (at least the Oxford Living Wage): e.g. open days, access and outreach events, committee work, EDI work	No
Staff Diversity	Provide effective training for line managers on PDRs to increase their effectiveness in career progression	No
Student Diversity	Provide core Funding for student societies of under-represented groups e.g. African & Caribbean Society, Islamic Society	No
Dealing with Racial Harassment	Form a pool of trained independent investigators and advisors, including specialist investigators and advisors	No
Dealing with Racial Harassment	Conduct further analysis of the perceived barriers to reporting harassment	No
Communication and Engagement	Ensure that University communications, race equality action plan and supporting strategy will avoid a deficit model approach	No

Staff Diversity	Introduce more transparency and clarity around discretionary pay ranges	No
Communication and Engagement	Provide a clear link to EDU resources from the front page of the University website	No
Responsibility and Accountability	Tighten mechanisms of audit and risk, enhancing equality impact assessments and the sharing of best practice across the collegiate University	No
Dealing with Racial Harassment	Develop training and briefing sessions to ensure senior managers and decision-makers are regularly updated	No
Funding	Optimise the existing capital and revenue budgets to enable investment in programme of change	No
Research and Impact	Embed anti-racist and inclusive research practices in the University	No

Overarching Interventions

In this section of the consultation the respondents were asked to consider the 11 priority intervention areas and asked two questions

1. Have we covered the most important issues or is there any priority you think we have not included?
2. Do you have any comments you would like to make on these priorities?

The majority of respondents were positive and supportive about the suggested areas of intervention, with over 350 simply responding along the lines of 'yes, everything seems to be covered'. Many colleagues took the time to provide detailed feedback and suggestions and concerns, for which we are enormously grateful. The concerns expressed ranged from the fundamental basis of the consultation to specifics within the language or focus of the priority actions. This summary captures the core topics; a more detailed analysis is available in the RETF Consultation Data Document.

Staff, postgraduate, and undergraduate students did not raise considerably distinct types of issues (ie participants expressed similar concerns regardless of their membership status). For the two open questions of the 'Priority Interventions' section, staff members account for roughly 77% of the answers, while postgraduate and undergraduate students account for 15% and 8% respectively.

For the two open questions in the 'Priority Interventions' section we received over 100 pages' worth of feedback, with a rough total of 80,000 words. In an effort to summarise and consistently capture the comments provided by the community, the answers were individually read, and then coded in clusters. Quantitatively, opinions were classified as `Welcoming and Positive', `Welcoming with Constructive Suggestions', `Negative or Critical', and `Other'; this last type of opinion was normally anecdotal or related to the survey instrument. Table 2 summarises this information. The qualitative results of this exercise are summarily presented below.

Welcome & Positive	57.8%
Welcome & Constructive Criticism	37.6%
Negative & Critical	3.7%
Other (don't know)	0.9%

Table 2: Breakdown of written input

The order in which the topics and items are presented below does not neatly correspond to the frequency or intensity with which they are mentioned.

<u>Welcoming and Positive</u>

The vast majority of participants welcomed the RETF initiative. While most of the positive written feedback was relatively short, some participants took time to write and show their interest in and appreciation for the RETF initiative. These type of positive comments are briefly exemplified below.

> *They [the priorities] cover every aspect I would want them to. I am especially keen on 1, 4 and 8.*

> *I agree with the priorities, and would rank them all pretty equal. I'd value investing in people at all stages above all.*

Throughout the written feedback, respondents expressed the need for the University to take strong and effective actions to launch the RETF measures so as to bolster the credibility of the initiative. Some of the suggestions, criticisms and concerns are outlined as follows.

a) What is success?

A significant criticism of the interventions was that while they might all be seen as appropriate and good actions to take, they were not sufficiently well articulated to be able to measure their success.

As put succinctly by one staff member:

> [a]ll interventions need to be based on evidence where possible.
>
> The measures outlined are a fantastic start - and thank you so much for having formulated these thoughtful proposals! I'd encourage the taskforce to be even more specific to ensure that the much needed targets are indeed all specified and measurable, and so that those responsible for implementing them can be held accountable (establishing committees and working groups can be a necessary part thereof, but it cannot be a sufficient answer, for example).
>
> How will [the RETF/University] evaluate the effectiveness of each of the interventions proposed above, in order to remove ineffective or actively harmful interventions and ensure that resources are most appropriately focused on the interventions that are most likely to make a difference to students' lives? Who will be responsible for this measurement and evaluation? How will implementers be held responsible for ensuring targets are met? How will measurement be safeguarded against external interference that may have a vested interest in the success or failure of a particular intervention?

And further

> There is otherwise a risk that the establishment of a post, committee and communications will be taken as evidence of progress while substantive action is delayed.

b) Priority focus

Beyond performance assessment and coordination issues, respondents shared their opinions regarding the types of goals pursued by the initiative. There were significant calls to include measures oriented towards strengthening retention and career development (as distinct from recruitment). Similarly, respondents called for measures to be targeted towards all members of the University, suggesting that, at present, initiatives put a heavy emphasis on students and academic staff, leaving administrative staff on the sides. In relation to the issue of retention, one of the responses stated that '[r]etention should be just as high as recruitment because too often Black and Brown people are recruited into hostile work places for them because no effort has been made to diversify the culture [...]'; another stated 'I'm assuming development and progression are implicit in the mention of recruiting and retention? I think there is a pre-existing issue with career development opportunities, in general, that would be helpful to tackle in this context to help with the retention of an increasingly diverse workforce.' In relation to the issue of expanding the scope of the measures vis-à-vis community members, as briefly exemplified here, some participants expressed the opinion that '[the University] also need[s] diversity in professional posts too, not just academic roles.'

c) Intersectionality

Alongside calls for a research-oriented approach diagnosis and a careful planning and performance assessment, perhaps one of the strongest feedback points received was the need to make intersectionality an axis or fundamental pillar of the set of RETF initiatives. One staff member commented that: '[...] intersectionality is key here as you can not [sic] look at the question of racial equality in isolation', with an undergraduate student also suggesting that '...there needs to be a much greater focus on intersectionality - race equality at Oxford often focuses too much on those from privileged backgrounds.' Similarly, as part of their joint response members of a college

collectively expressed that they '[…] *would also like to see, across the recommendations, a recognition of the intersectionality of for example race, class and gender.*'

In this regard, as the above quotes exemplify, University members recognised the need to think intersectionally to design and implement measures which allow the University to meet its EDI goals more efficiently and effectively. It is important to highlight that race, gender, religion, and class were the most common dimensions highlighted by respondents.

d) Financial Resources

Closely linked with intersectionality, one of the overarching concerns linked with the RETF initiative pertains to its monetary/financial component. More specifically, there were two prevalent types of money-related concerns: those oriented towards the financial backing of the initiatives, and those linked towards increasing the funding available to students as well as the salary of staff members of the University. In reference to the former, there was a general sense of agreement that '*... in order for these priorities and a step change to become reality, substantial funding would be required. Funds should therefore be earmarked from the start, as part of this exercise, for those priorities that have gathered agreement.*'

In relation to student funding and academic salaries, opinions reflected a shared notion that the University should strengthen the financial support and the monetary compensation for students, academics, and administrative staff throughout all stages (recruitment, retention, progression) of their career. That is to attract, retain, and allow for the progression of potential and current members of the University, there is a sense that the University needs to boost its efforts to design and provided the necessary financial support and incentives.

e) Tensions

The written comments reveal that there are tensions even within those who support and welcome the RETF initiative. Below, the most salient points of contention are highlighted.

Top-down vs Bottom-Up: while some participants believe that change and measures should be directed at and come from changing the top authority structures/figures of the University, other respondents argued in favour of measures that put students and academic staff at the centre.

Autonomy vs Centrality: in close connection to the previous point, feedback revealed that some member of the community would like a stronger central leadership, which puts out specific guidelines and standards to be followed by the rest of the collegiate University. However, there were also voices which underscored the importance of resisting centralising efforts and defending the autonomy of department and colleges, as well as safeguarding academic freedom.

Compulsory vs Voluntary: another layer of tension concerns whether involvement in EDI-related activities should be mandatory or remain voluntary. This was particularly salient for issues pertaining to training, but also when it came to exploring the salience of race across different disciplines, revising curricula under an EDI framework, and setting certain EDI values or ethos as criteria for admissions or recruitment.

Further issues: additional tensions exist on whether, for example, specific numerical targets should be set, on how to define, identify, and tackle harassment and microaggressions, and whether the focus should be on decolonizing the curricula or making it less Eurocentric.

Rejection of the Premise and Actions

Using different rationales (ideological, empirical, etc...) some participants rejected the premise of the RETF initiative. While these were a small minority of voices, they made strong arguments against the fundamental premise of the consolation. This rejection was expressed — with varying degrees of intensity and complexity — by both staff and students and by respondents with a variety of backgrounds (differences in sex, gender, ethnicity, etc.).

Perhaps the most common ground for opposing the RETF initiative is the defence of merit as the most valuable criterion for (and driver of) academic excellence. Further, nine or so respondents were concerned about the devaluing of academic freedom and the adoption of an ideology that limited individuals' freedom to express open views on what are difficult issues. '*The University should be upholding liberal values including freedom of speech, equality of opportunity, merit-based appointment processes and academic freedom. Evidence from the US in particular shows how DEI is detrimental to liberal values. Activism becomes more important than scholarship.*'

Staff Diversity

The proposed Staff Diversity measures were focused on developing policy and practice that would lead to a diverse staff population through appropriate recruitment, retention and reward.

In the open questions within the Staff Diversity section there were 220 responses that provided a great deal of detailed input. The core takeaways from the open answers were:

Measures for all staff. Measures should support all staff members, academic and administrative, as '[a] lot of these are lacking generally across the university for staff.'

Recruitment. Respondents supported the development of transparent and new recruitment practices. Suggested measures included outreach campaigns, further training for interview panel members, inclusion of BAME panel members, blind/anonymised shortlisting, and redesign of the application process to facilitate ease of completion for potential applicants without prior knowledge of the Oxford system. There were mixed views on the value of EDI observers on recruitment panels and the use of talent management agencies.

Housing. There was widespread agreement that staff needed housing support and, if a trusted landlord scheme were to be established, it should be open to international staff. More specifically, respondents raised concerns regarding the importance of having enough financial support to afford living in Oxford. In this sense, calls were made for the University to pay the living rather than minimum wage[1], and to scale down the casualisation of work. Similarly, some respondents inquired whether the living in Oxford requirement could be reassessed or scratched altogether.

Sponsorships. There were mixed views on sponsorship with most comments negative. Respondents supporting this measure suggested bearing in mind the potential challenges of a correct or effective implementation which minimises or avoids negative unintended consequences. Participants highlighted the relevance of considering intersectionality, specifically as it pertains to gender and sex power imbalances, as well as class and disability. Lastly, participants also suggested that care be taken so as to avoid tokenism.

Good Citizenship. Respondents were mostly against the inclusion of a good citizenship criterion in applications and reward and recognition exercises. Concerns were expressed that lip service would be paid to EDI work at the expense of genuine commitment and one outcome might be indirect discrimination against time-constrained colleagues and those with disabilities.

Best Practices. Respondents suggested identifying good practice within and outside the University. References were made to 'Durham University Guarantor Scheme' and King's College London's 'Core Values Interviews'.

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[1] It should be noted that the University not only pays the living wage but also the Oxford Living Wage – this may not be known by colleagues and may reflect on communications of existing policies and practice.

The measures within Staff Diversity are shown below together with the responses: prioritise (grey), agree (orange) and disagree (blue). An Excel version of the data provided in the figures below is available on the [EDU website](#).
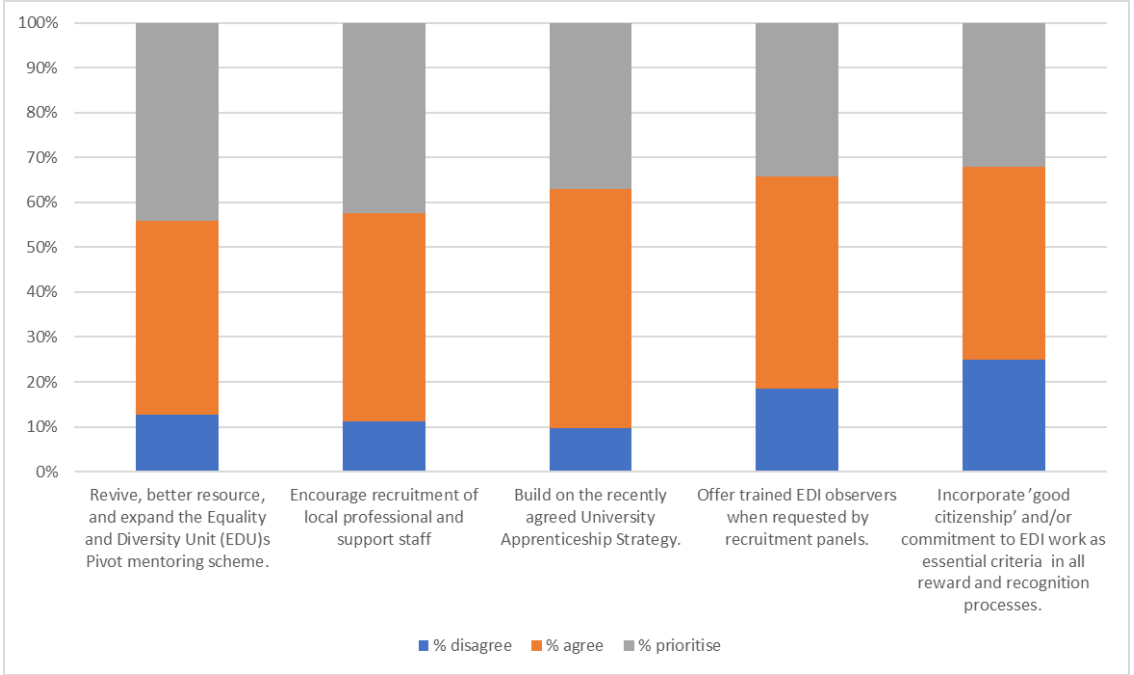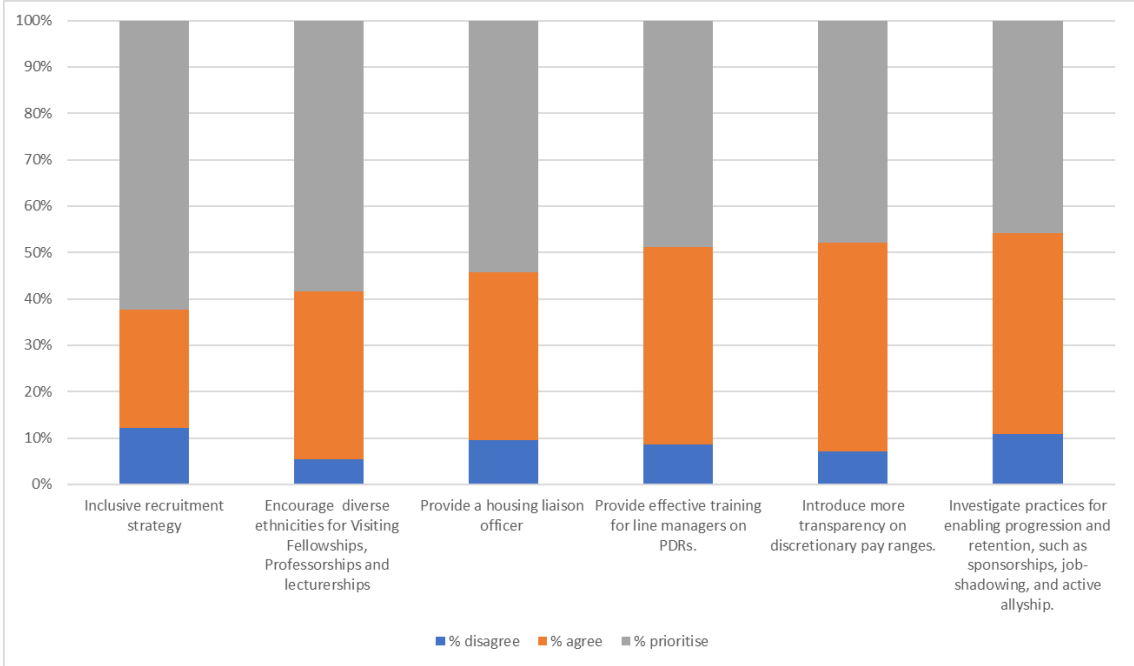
Those that are indicated as prioritised for acceleration in this phase of the programme were prioritised by over 50% of respondents. Those in the amber are within 3% of that cut-off, and so may merit further discussion.

Measure	Accelerate in Phase 1
Develop and implement a comprehensive inclusive recruitment strategy to underpin the University's BME staff target, including adoption of the DORA principles and the tools and methodology developed by the ongoing Associate Professor Inclusion Recruitment Project to guide the selection process in academic recruitment	Yes
Encourage applicants of diverse ethnicities to apply for visiting fellowships, professorships and lecturerships – building on the model of Africa/Oxford and Oxford/India Initiative	Yes
Housing discrimination is problematic, particularly for international staff racialised as Black and Minority Ethnic who may be unfamiliar with UK practices and may face accent discrimination. Provide a housing liaison officer to support and lend advice on behalf of staff experiencing housing problems, and potentially a trusted landlords database for renters as well.	Yes
Provide effective training for line managers on PDRs to increase their effectiveness in career progression	No
Introduce more transparency and clarity around discretionary pay ranges	No
Investigate practices for enabling progression and retention, such as sponsorships (where a more senior colleague sponsors a newer staff member and advocates on their behalf), job-shadowing of senior staff, and active allyship	No
Revive, better resource, and expand the Equality and Diversity Unit (EDU)'s Pivot mentoring scheme (or equivalent) for staff racialised as Black and Minority Ethnic. Create a bigger campaign about this opportunity, making this a centrepiece initiative, and include lower-graded staff (6 and below) within the scheme.	No
Encourage recruitment of local professional and support staff by developing better outreach campaigns and use of talent management agencies	No
Build on the recently agreed University Apprenticeship Strategy to develop a scheme to encourage senior apprenticeships and secondments across the collegiate University (available to current members of staff), and to increase BME apprenticeships	No
Create a centrally funded pool of trained EDI observers to provide support to recruitment panels when requested	No
Incorporate 'good citizenship' and/or commitment to EDI work as essential criteria for applicants and in all reward and recognition processes	No

Student Diversity and Experience

Students of all ethnicities should have equal opportunities to benefit from an Oxford education. The Student Diversity and Experience section aimed to offer initiatives that would give students fair opportunities to participate in the life of the University and receive support – academic, financial and social – to thrive while they are here, as well as supporting their progress to employment or further study.

In addition to selecting between prioritise/agree/disagree, there were approximately 200 written responses expressing a wide range of views. The core messages from the open answers were:

Funding. Respondents identified high fees and lack of funding as some of the most important factors making it hard for students from minority groups and underprivileged backgrounds to get into Oxford and succeed in their studies. While there was support for graduate scholarships, many respondents highlighted that this issue is critical for many students and not just those of BAME heritage.

Curriculum. There were mixed views on curriculum reform, with some respondents seeing it as highly desirable and others questioning its value. There was a strong feeling that curricula should be set locally and that reform should not be mandated, and some vocal opposition to the language of 'decolonisation'.

Student Involvement. In relation to student involvement, there were some tensions regarding the extent to which undergraduate and postgraduate students should be leading some of the initiatives. For example, while there is a recognition that EDI work should be paid, in regard to curricula design respondents suggest that students' opinions should be canvassed, but that ultimately decisions should be guided by the research expertise of professors. Similarly, in relation to broader EDI work, there were concerns that an emphasis on these activities might draw students away from the more substantive components of their degree.

Criteria. Many respondents doubted that it would be possible to come up with workable guidelines and criteria for a) all-female accommodation, and b) the funding of some, but not other, student societies.

The responses related to the measures within Student Diversity and Experience are shown below: prioritise (grey), agree (orange) and disagree (blue). All questions received between 660 and 700 responses. An Excel version of the data provided in the figures below is available on the EDU website.
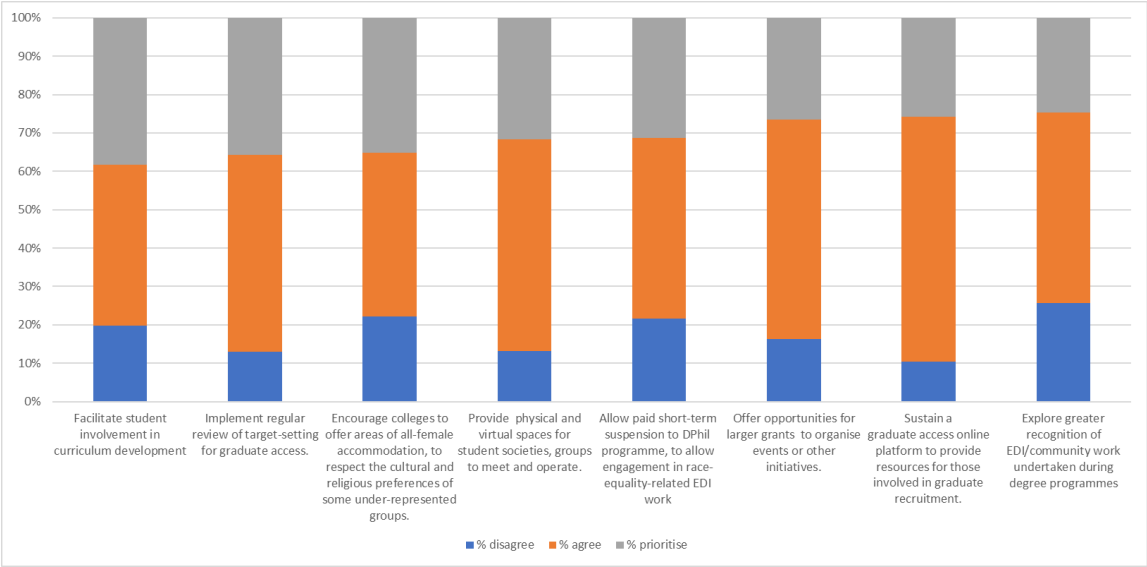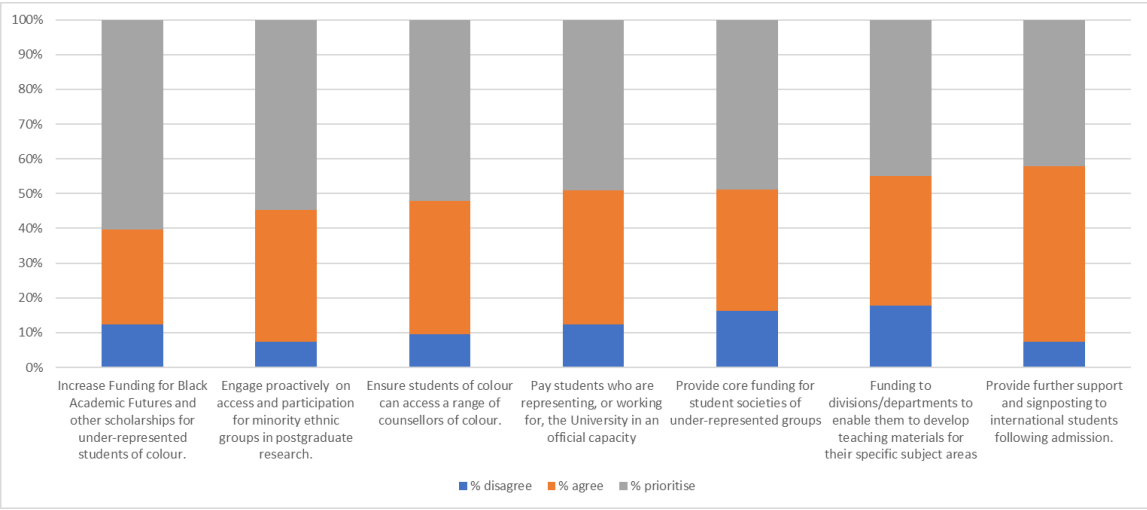
The measures within Student Diversity and Experience are shown below. Those that are indicated as going forward in this phase of the programme were prioritised by over 50% of respondents. Those in amber are within 3% of that cut-off, and so may merit further discussion.

Measure	Accelerate in this Phase
Increase funding for Black Academic Futures and other scholarships for under-represented students of colour on an annual basis	Yes
Engage proactively with a forthcoming project on access and participation for Black, Asian and minority ethnic groups in postgraduate research	Yes
Building on progress already made, ensure students of colour can access a range of counsellors of colour	Yes
Pay (at least the Oxford Living Wage) students who are representing, or working for, the University in an official capacity: eg open days, access and outreach events, committee work, EDI work	No
Provide core funding for student societies of under-represented groups eg African & Caribbean Society, Islamic Society	No
Rolling programme of funding to divisions/departments to enable them to develop teaching materials for their specific subject areas, eg through buyout of staff time	No
Provide further support and signposting to international students following admission	No
Facilitate student involvement in curriculum development, eg through paid vacation internships or by permitting short suspensions of DPhil studies	No
Implement regular review of target-setting for graduate access	No
Encourage colleges to offer areas of all-female accommodation, to respect the cultural and religious preferences of some under-represented groups	No
Provide appropriate physical and virtual spaces for student societies, groups and campaigns to meet and operate. (Identify physical spaces within colleges, departments and divisions or University, and facilitate easy access by societies on a rotating basis)	No
Allow paid short-term suspension to DPhil programme, to enable DPhil students to engage fully and appropriately in race equality-related EDI work (and EDI work in general)	No
Offer opportunities for larger grants for such societies to organise events or other initiatives where not possible with core funding	No
Sustain a graduate access online platform to provide resources for those involved in graduate recruitment.	No
Explore greater recognition of EDI/community work undertaken during degree programmes (eg reporting them in degree transcripts, although not credit bearing)	No

Dealing with Racial Harassment

Racial harassment had already been prioritised by the Personnel Committee in 2019 and a programme of work was initiated with a working group considering approaches to both bullying and harassment. The actions and decisions taken in March 2021 formed the basis for the discussions of the RETF.

There were approximately 230 written responses to the open question on Racial Harassment – the largest number of responses to any of the consultation themes. A set of representative responses can be found in the annexe. The items that drew most feedback were around microaggressions, online training and the need to provide more resource and support for harassment advisors. The core takeaways from the open answers are briefly listed below:

Urgency and centrality. Respondents believe that improving the harassment-reporting tools, systems and procedures is critical to the credibility of the RETF initiative. In addition, the majority of the comments revealed that addressing this is a time-sensitive issue in need of a swift change. Lastly, participants also underscore that it would be useful for the RETF initiative to put its anti-harassment efforts at the centre of its messaging and campaigning strategy. There was a strong message that, while this consultation was focused on racial harassment, measures should be taken to deal with all harassment.

Changes suggested. Overall, participants called for a more effective reporting system, better training and the strengthening of existing harassment advisors.

- In terms of the report system, respondents asked for the failed experiences of other HEIs to be considered, and called for a reporting system that guarantees confidentiality (of both the victim and the accused) and is anonymous, easy to use and designed around the best evidence available. Respondents suggested that the design of the reporting system should bear in mind the dynamics of power imbalance (on the basis of seniority and gender), and even suggested designing separate systems for students and for staff members.
- Education and understanding: there were many concerns expressed about the use of the term micro-aggression and its use as an identifier of racial harassment. One colleague wrote "*I think many academic staff are probably confused by the idea of micro-aggressions - I certainly am, and worry that I am committing them unwittingly - so some education around this is needed.*" which was echoed in different ways by several respondents.
- Training-wise, tensions exist within the community on whether EDI training should be voluntary or mandatory. At the very least, respondents suggest University members should be encouraged and incentivised to undertake EDI and anti-harassment training. According to the feedback, this training should be: a) more frequent and b) designed around the best practices, the most recent evidence and the latest research. Lastly, respondents generally preferred for training to be c) in person rather than online.
- To strengthen existing harassment advisors, participants suggest expanding their independence and their enforcement capabilities, as well as increasing their budget.

Intersectionality. In line with most of the feedback throughout the rest of the sections, respondents highlighted the need to adopt intersectional thinking when designing strategies to tackle harassment. Specifically, in addition to race, respondents underscored ethnicity, gender and religion as dimensions requiring further attention.

The measures within Dealing with Harassment are shown below together with the responses: prioritise (grey), agree (orange) and disagree (blue). These measures attracted the most support of all areas with very high-scoring priorities. An Excel version of the data provided in the figures below is available on the EDU website.
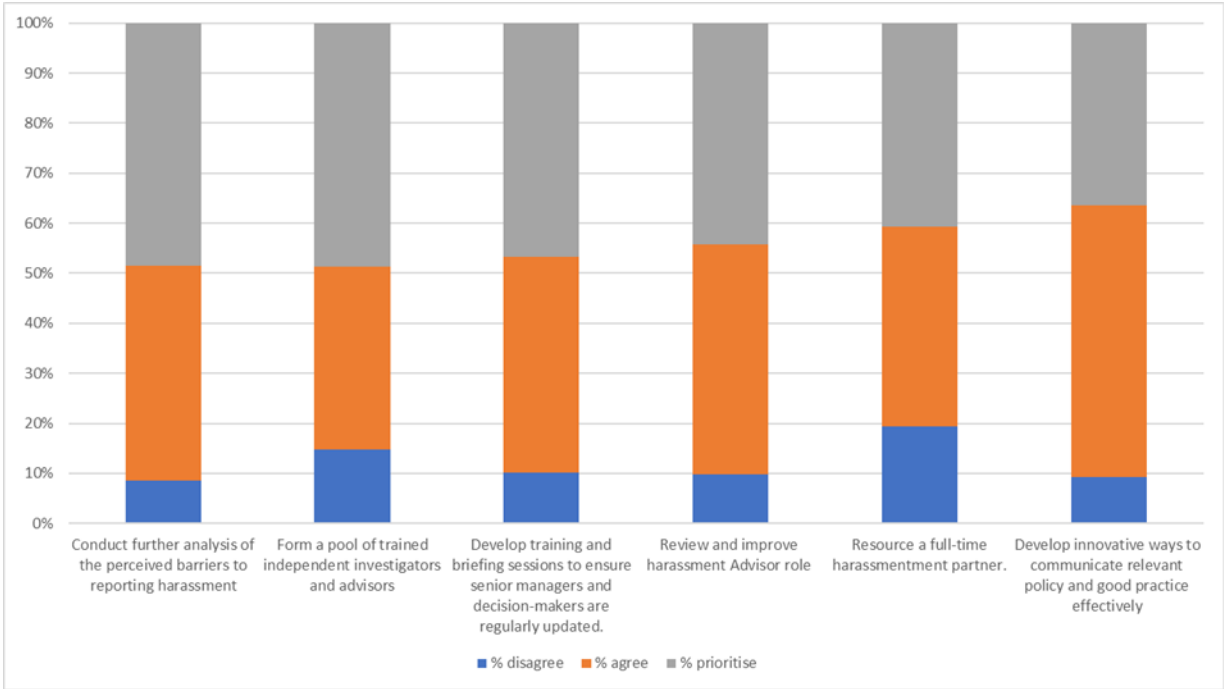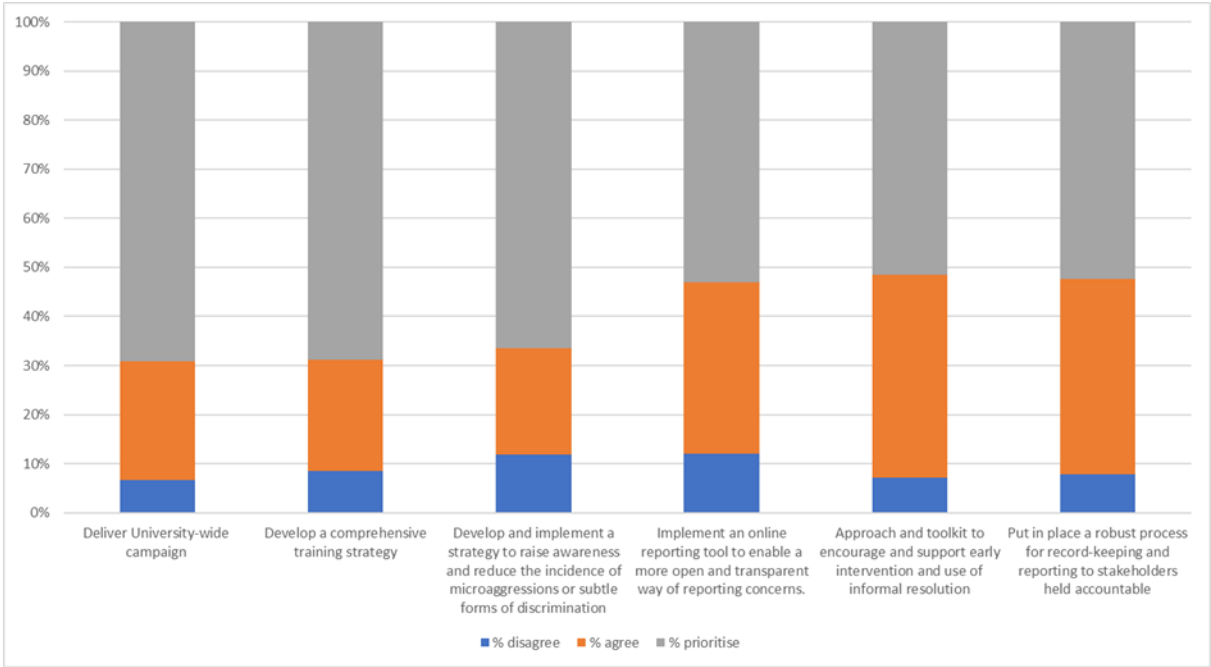
Those that are indicated as going forward in this phase of the programme were prioritised by over 50% of respondents. Those in amber are within 2% of that cut off and so may merit further discussion.

Measure	Accelerate in this Phase
Deliver a University-wide campaign for zero tolerance of racial harassment and bullying led by the University's senior management	Yes
Develop a comprehensive training strategy to include (i) what constitutes dealing with racial harassment and victimisation, and what to do if someone experiences or witnesses it; and (ii) targeted materials for those in leadership, management and supervisory positions to ensure they have a clear understanding of their responsibilities, know how to handle complaints and understand specific forms of racial harassment	Yes
Develop and implement a strategy to raise awareness and reduce the incidence of microaggressions or subtle forms of discrimination, which might include, for example, encouraging individuals to educate themselves on the experiences of others and empowering everyone to become active bystanders when they witness racial harassment or abuse	Yes
Implement an online reporting tool to enable a more open and transparent way of reporting concerns	Yes
Develop an enhanced approach and toolkit to encourage and support early intervention and greater use of informal resolution, including supporting departments to reduce racial harassment	Yes
Put in place a robust process for record-keeping and reporting to stakeholders held accountable for dealing with racial harassment	Yes
Conduct further analysis of the perceived barriers to reporting harassment, using the data of the 2021 Staff Experience Survey to identify actions to encourage reporting and build trust in the procedures	No
Form a pool of trained independent investigators and advisors, including specialist investigators and advisors in areas such as racial harassment and homophobia	No
Develop training and briefing sessions to ensure senior managers and decision-makers are regularly updated	No
Review and improve Harassment Advisor role – consider recruitment advice/guidance/directions, ongoing training, support networks etc	No
Resource a full-time permanent harassment partner	No
Develop innovative ways to communicate relevant policy and good practice effectively (including harassment procedures, support networks, social media guidelines etc)	No

Research and Impact

Within Oxford there have been significant intellectual developments and policy initiatives in postcolonial literature, area studies, tropical medicine, migration and diaspora across former parts of the British colonial world, and global and imperial history. The suggested measures in this section were designed to enhance the University's intellectual and social impact.

About 120 people submitted written responses. The core takeaways from the open answers are briefly listed below:

Balance **academic freedom** and EDI efforts. While recognising the importance of research on race, participants mostly disagreed with the idea of centrally mandated or directed research lines. Respondents stressed that academic freedom and merit should remain the top driving forces and criteria behand the University's research efforts. Some participants suggested that the extent, relevance and applicability of race in research varies by discipline.

The question of a **research centre** revealed tensions between respondents who supported the creation of a centre and those who would rather see the strengthening of decentralised research efforts. There is a perception that centralising research on race will 'silo' it within the University. Many respondents would rather see empowerment of existing research projects and programmes on race (via increased funding and diffusion).

Additionally, feedback showed a concern for **funding**. Participants want to know how much money would be made available, where the money is coming from and, importantly, what financial trade-offs would be involved. There was concern that prioritising funding for race-related research or AP appointments would result in less funding being available for allocation solely on the basis of academic merit, although these are not immutable.

Clarity on **terminology**. Several participants expressed the need for much clearer statements of what is meant by inclusivity and anti-racism in research practice. Some suggested that, while EDI considerations might be more intuitive and transparent within the Humanities and the Social Sciences, there is the need to clarify what this entails for STEM disciplines.

The responses related to the measures within Research and Impact are shown below together with the responses: prioritise (grey), agree (orange) and disagree (blue). All questions received between 600 and 660 responses. An Excel version of the data provided in the figure below is available on the EDU website.
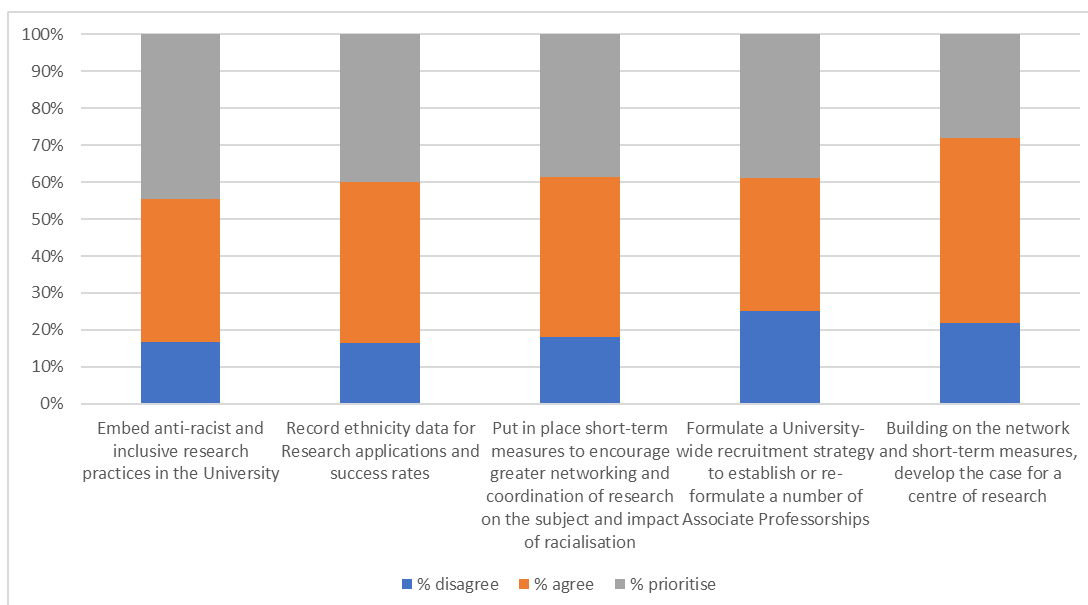
None of the measures on research were seen as a priority by more than 50% of the respondents. They are listed here in order of priority, with the top measure prioritised by 44%.

Measure	Accelerate in this phase
Embed anti-racist and inclusive research practices in the University	No
Record ethnicity data for research applications and success rates	No
Put in place short-term measures to encourage greater networking and coordination of research on the subject and impact of racialisation	No
Formulate a University-wide recruitment strategy to establish or re-formulate a number of associate professorships	No
Building on the network and short-term measures, develop the case for a centre of research	No

Culture and Community

Culture and Community measures were designed to foster a more inclusive collegiate University culture, while acknowledging our connections to our local city and county environments and our international impact. Specifically, the goal is to implement strategies that support continual and sustained cultural change in order to build the stronger, more equitable future the University envisions.

There were 154 responses to the open question, providing further feedback. The core takeaways from the open answers are briefly listed below.

Training. There is a recognition by respondents that training is vital, both in the short and the long term, to modify the culture of the University. As in other sections, respondents asked that EDI training is strengthened and designed around the best practices and the latest research. Similar tensions were raised, specifically regarding whether training should be voluntary or mandatory, and whether online training is enough or whether offline, in-person sessions are more effective. Comments advocated for more coordinated, centrally provided, quality EDI training provision that was accessible to all departments.

Visual and built environment. There were mixed feelings regarding the proposals, with respondents seeking more specificity and clarity over actions in this area. Several respondents commented that the central University stance regarding the call to remove the Rhodes statue did not give confidence of change in this area.

Community engagement. Respondents also recognised that stronger and more coordinated efforts need to be made to engage with the broader community in the city of Oxford and in the county of Oxfordshire. In this regard, respondents would like more clarity about the proposed Community Engagement Liaison Officer, specifically: how this new position would relate to existing officers and staff, what its mandate and authority would be, how much money it would be provided with and where these funds would come from. Some felt that one person was insufficient, and that a team is needed.

Reward and recognition. Comments expressed support for compensation, resource and other support (eg counselling) for individuals and networks engaged in race equality and wider EDI work.

The responses related to the measures within Culture and Community are shown below together with the responses: prioritise (grey), agree (orange) and disagree (blue). An Excel version of the data provided in the figures below is available on the EDU website.
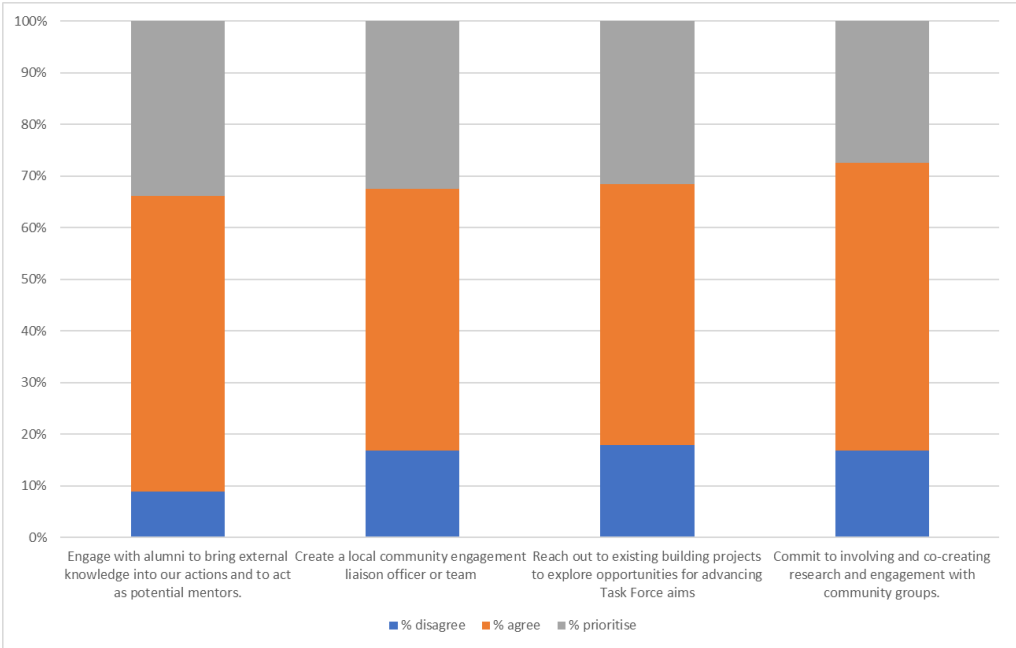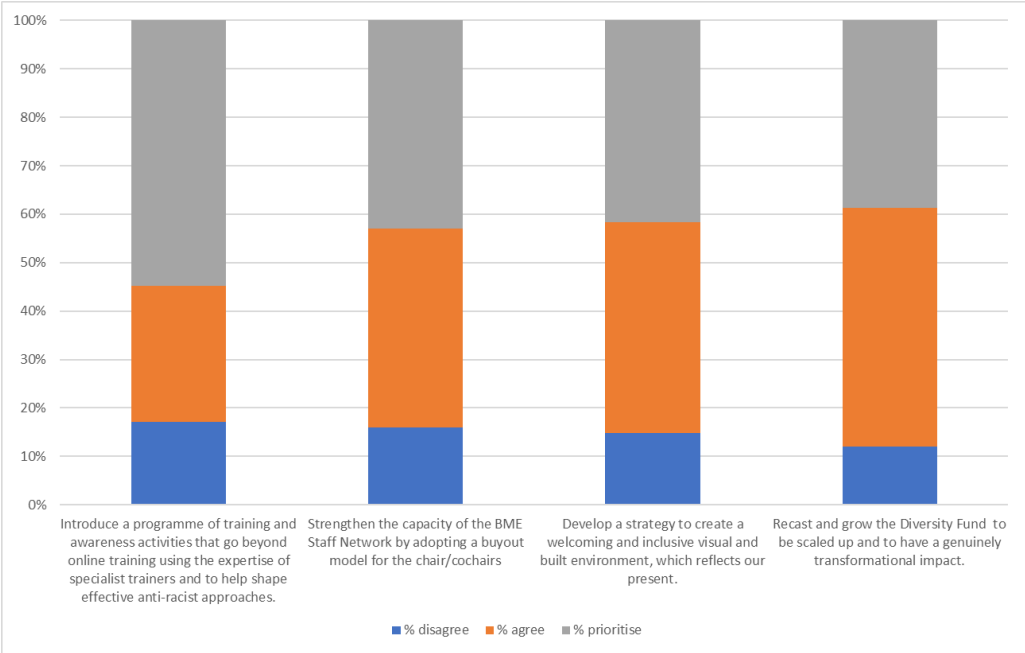
Those that are indicated as being accelerated during this phase of the programme were prioritised by over 50% of respondents.

Measure	Accelerate in this phase
Introduce a programme of training and awareness activities that go beyond online training to help shape effective anti-racist approaches, using the expertise of specialist trainers	Yes
Strengthen the capacity of the BME Staff Network by adopting a buyout model for the chair/co-chairs	No
Develop a strategy to create a welcoming and inclusive visual and built environment, which reflects our present	No
Recast and grow the Diversity Fund to be scaled up and to have a genuinely transformational impact	No
Engage with alumni to bring external knowledge into our actions and to act as potential mentors	No
Create a local community engagement liaison officer or team	No
Reach out to existing building projects to explore opportunities for advancing Task Force aims	No
Commit to involving and co-creating research and engagement with community groups	No

Responsibility and Accountability

Responsibility and Accountability measures are intended to strengthen the governance and support structures across the University in order to promote the effective implementation of EDI measures and RETF initiatives.

There were 141 written responses to the open question on the Responsibility and Accountability theme. A set of quotes that reflect the key themes can be found in the annexe. The core takeaways from the open answers are briefly listed below:

Strengthen data collection. Respondents identified data collection as a key measure to improve and strengthen EDI initiatives within the University, and also as a tool that will enable assessing and monitoring the performance of the implemented strategies down the road. Respondents suggest that data collection efforts should be transparent while remaining confidential and GDPR compliant. Many indicated that the present data collection and management systems were inadequate, specifically in terms of consistency across the collegiate University.

Resistance to more bureaucracy. Participants warned against creating a denser or bureaucratic structure. Rather, respondents suggest looking into ways to strengthen existing posts and offices by providing additional funding and sharing best practices, and by increasing 'teaching buy-out' options for current EDI officers. In this regard, it is important to mention that some of the comments mostly disagreed with directing funds towards 'EDI administration' but rather suggested increasing funds for studentships, scholarships and more research-oriented activities. Several respondents noted that Oxford is renowned for creating committees, and the additional committees that are suggested might be seen as moving issues into the 'long grass'.

Balance autonomy. The feedback reflected a concern or tension between 1) the need to create better and more homogeneous data collection processes, having clear and well-defined lines of responsibility, with 2) the need to uphold the autonomy of department and colleges.

The responses related to the measures within Responsibility and Accountability are shown below together with the responses: prioritise (grey), agree (orange) and disagree (blue). An Excel version of the data provided in the figures below is available on the EDU website.
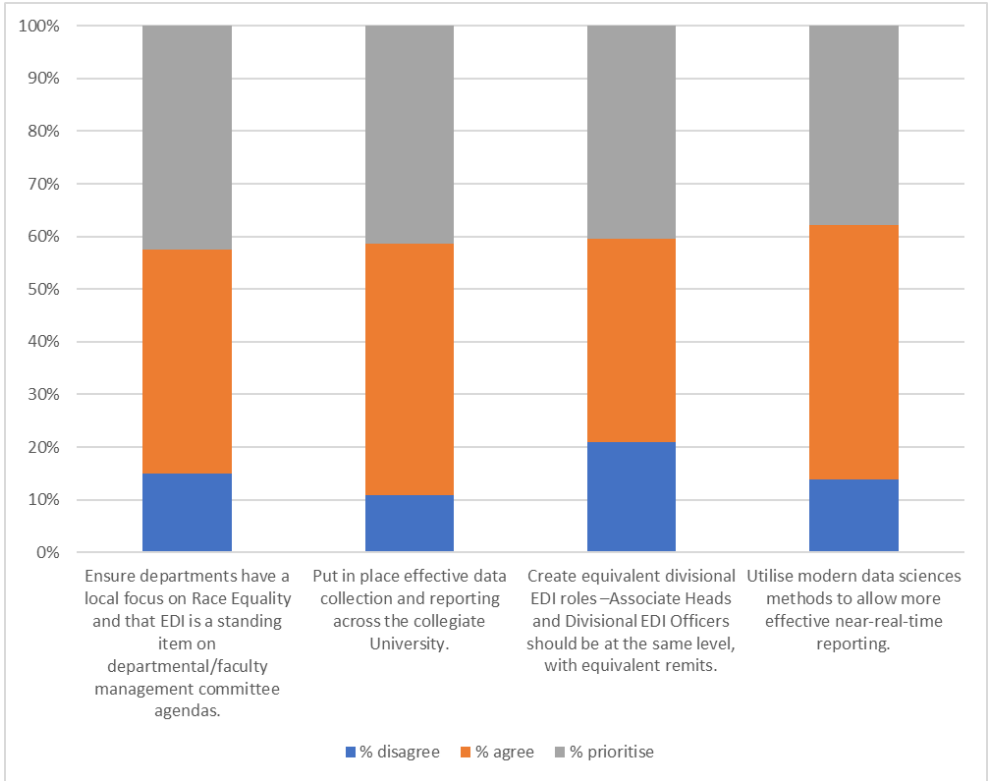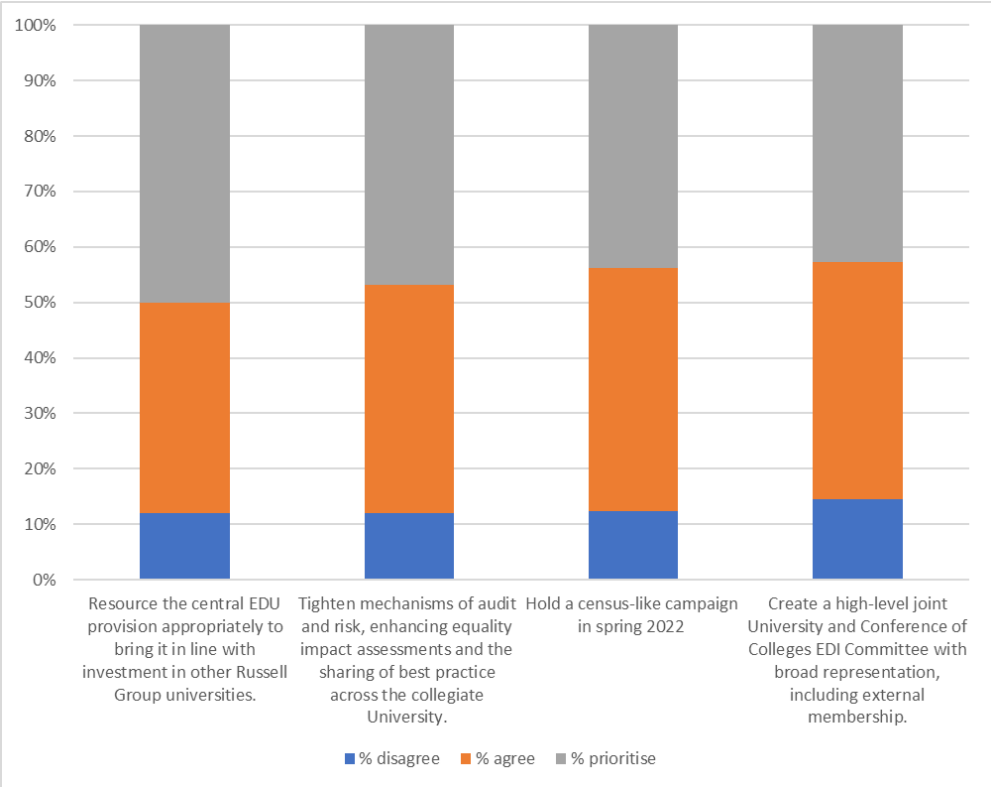
Those that are indicated as being accelerated during this phase of the programme (green) were prioritised by over 50% of respondents; those that were close to 50% are shown as amber.

Measure	Accelerate in this phase
Resource the central EDU provision appropriately to bring it in line with investment in other Russell Group universities	Yes
Tighten mechanisms of audit and risk, enhancing equality impact assessments and the sharing of best practice across the collegiate University	No
Hold a census-like campaign in spring 2022	No
Create a high-level joint University and Conference of Colleges EDI Committee with broad representation, including external membership.	No
Ensure departments have a local focus on Race Equality and that EDI is a standing item on departmental/faculty management committee agendas.	No
Put in place effective data collection and reporting across the collegiate University	No
Create equivalent divisional EDI roles – Associate Heads and Divisional EDI Officers should be at the same level, with equivalent remits	No
Utilise modern data sciences methods to allow more effective near-real-time reporting	No

Communication and Engagement

Engagement with staff and students across the institution is crucial to developing and sustaining an inclusive, anti-racist culture. The strategies behind Communication and Engagement are intended to build (and rebuild) trust and legitimacy around the University's existing and future work.

There were 154 responses to the open question, providing further feedback. The core takeaways from the open answers are briefly listed below.

Reflective and honest campaign. Respondents suggested that the campaign should put BAME and other minorities at the centre (of its design), and offer the opportunity to all members of the University to participate in open dialogue. Thus the campaign should avoid being top-down, but rather consist of an open, evidence-based dialogue. Sharing of best practice, and of guidance and training for inclusive communications, were welcomed. Participants commented that any engagement strategy should research and acknowledge the University's past, recognise and diagnose its present situation (recognising achievement and shortcomings) and, following best practice, set clear goals and a mission for the future.

Real change and resources needed. Comments cautioned against communications that appear to be 'virtue-signalling', 'window-dressing', 'tokenistic gestures', or 'empty' – that are not delivered alongside real action, increased resources and change on the ground. Messages perceived as a 'PR exercise' that do not coincide with lived experiences could cause resentment and disillusionment.

Launching the campaign. Respondents were somewhat critical of the idea of having a well-known activist or public figure launch any anti-racism campaign. Specifically, concerns were raised regarding tying the 'ethos' and success of the campaign to the character of any single individual. Rather, suggestions were made for the campaign to be launched by members of the University and to have multiple ambassadors rather than a single representative.

The responses related to the measures within Communication and Engagementare shown below together with the responses: prioritise (grey), agree (orange) and disagree (blue). An Excel version of the data provided in the figures below is available on the EDU website.
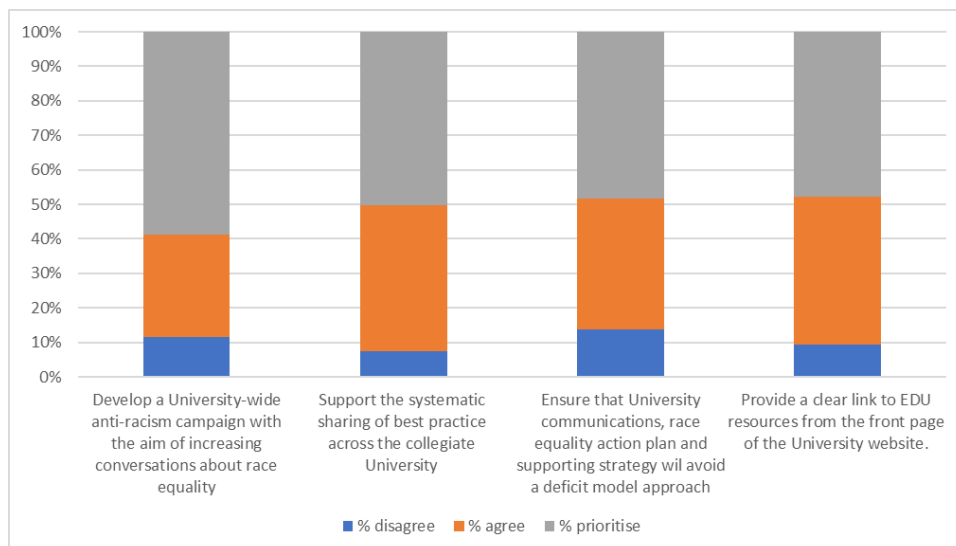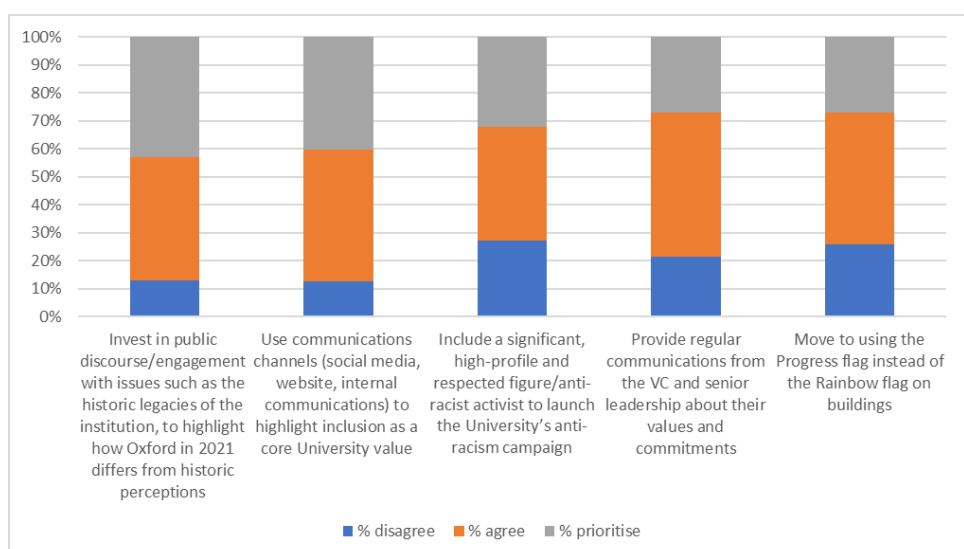
Those that are indicated as being accelerated during this phase of the programme (green) were prioritised by over 50% of respondents; those that were close to 50% are shown as amber.

Measure	Accelerate in this phase
Develop a University-wide anti-racism campaign with the aim of increasing conversations about race equality	Yes
The systematic sharing of best practice across the collegiate University	Yes
Ensure that University communications, race equality action plan and supporting strategy will avoid a deficit model approach	No
Provide a clear link to EDU resources from the front page of the University website	No
Invest in public discourse/engagement with issues such as the historic legacies of the institution, to highlight how Oxford in 2021 differs from historic perceptions	No
Use communications channels (social media, website, internal communications) to highlight inclusion as a core University value	No
Include a significant, high-profile and respected figure/anti-racist activist to launch the University's anti-racism campaign	No
Provide regular communications from the VC and senior leadership about their values and commitments	No
Move to using the Progress flag instead of the Rainbow flag on buildings	No

Funding

Funding is essential to create the step change the University seeks. In that sense, it is important to know where to invest and how to strategically secure and manage funds over the next 3 to 5 years.

The core takeaways from the open answers are briefly listed below:

Transparency and accountability. Participants want further information on the amount of resources which will be destined for RETF initiatives. In addition to a transparent budget, respondents suggest that financial trade-offs are highlighted in the planning stages, and ask that transparency is maintained throughout execution.

Ethical funding. The written feedback showed some concern on the potential sources of funding the University receives. Participants suggested that the University commits to taking money from ethical donors only, divesting from more dubious or questionable sources.

Substantive funding. While respondents recognise that enough resources should be destined for EDI and RETF initiatives, some also highlighted that funding staff salaries (increases) and strengthening scholarships and student funding should remain a priority for the University.

The responses related to the measures within Funding are shown below together with the responses: prioritise (grey), agree (orange) and disagree (blue). An Excel version of the data provided in the figure below is available on the [EDU website](#).
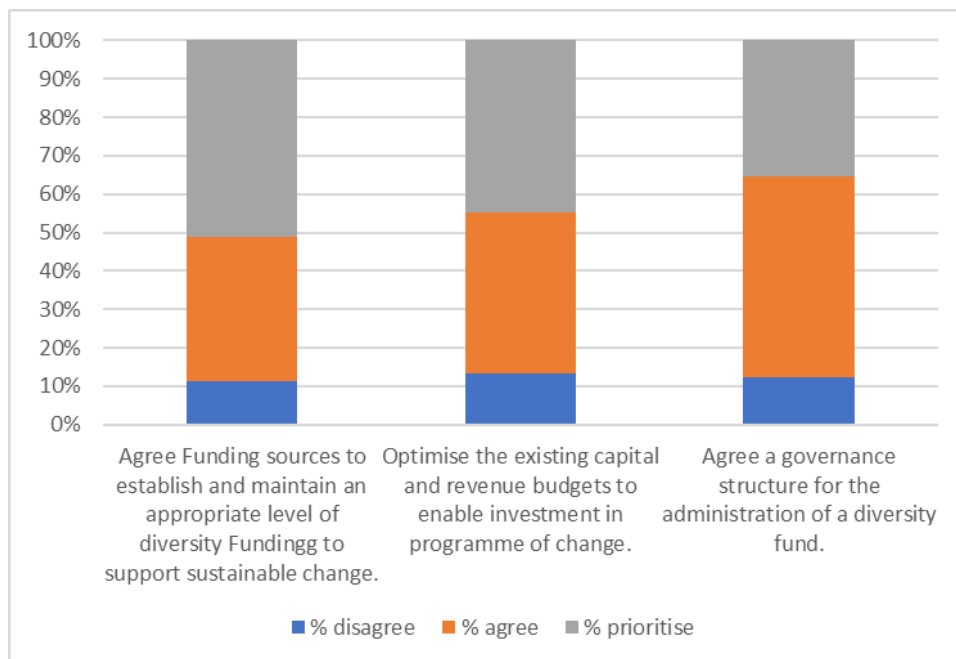
Feedback on the consultation process

In addition to the feedback collected for the proposed measures, some comments were received regarding the survey itself. Unfortunately, there were system limitations that impacted functionality given the use of Microsoft Forms.

- Participants highlighted that the survey was not particularly accessible. Language was considered a bit too complex, and some acronyms and concepts were not clearly defined. Similarly, font size was sometimes hard to read.
- Respondents also underscored the need to provide an outline of the structure of the survey from the very beginning, as well as to display a progress bar throughout it.
- In addition, participants commented on the need to signal more clearly which items were optional and which ones were not, as well as providing the opportunity to jump between sections.

Acknowledgements

We are grateful for the work of the data analyst, Javier Pérez Sandoval, who completed the quantitative and qualitative analysis of the 1,167 responses. Given the nature of the subject, and the nuanced responses received, review of the free text questions was carried out manually by the analyst and the RETF Co-chairs and Programme Manager.