

2023-2028 University of Oxford Race Equality Charter Action Plan

No	Action	Activities and outputs	Success measure	Responsibility	Time-frame
<p>Objective 1 - Engage all members of the University community to address racism wherever it is found</p> <p>Outcome measure: By 2028, 80% of BME staff agree that their department is committed to promoting equality and diversity (2023 baseline: 75%, compared to 79% of white staff)</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> In the 2022 Race Equality Task Force consultation, one of the top-voted areas of priority was to 'introduce a programme of training and awareness activities that goes beyond online training using the expertise of specialist trainers and to help shape effective anti-racist approaches.' In the 2023 staff survey, all were asked for the first time whether they agreed that 'my department is committed to promoting equality and diversity' with an average of 78% of all staff in agreement. Responses were lower for BME staff at an average of 75% (compared to 79% for white staff). There are EDI groups, networks, and events across the University, but they do not formally currently link through to each other. EDI work is often decentralised, with the possibility of work being duplicated, or best practice being missed out on being shared. 					
1.1	Support all departments to develop action plans to foster an inclusive culture and address race equality gaps	<p>1.1.1 – Improve consistency and quality of staff and student data to enable department analysis of race equality issues. EDU to work with POD and HR Analytics to investigate new areas of data collection throughout the changes in HR information systems</p> <p>1.1.2 - Provide support, training and guidance to departments on change initiatives to embed EDI or EDI-focused change initiatives, specifically with relation to anti-racism. Use the EDI Knowledge Hub to share case studies and best practice on race equality successes in the HEI sector, in the UK and internationally.</p>	<p>Departments, divisions, and central teams have access to race and ethnicity staff data for analysis via new diversity dashboards.</p> <p>Proportion of staff records with unknown ethnicity reduced.</p> <p>Resources on undertaking and EDI audit and preparing an action plan on EDI Hub</p>	<p><i>To be led by:</i> Equality and Diversity Unit (EDU)</p> <p><i>With support from:</i> - HR Analytics - SDMA - Divisional EDI teams - Depts/faculties</p>	<p>Data improvements to start in 2023-24</p> <p>Evidence base to be developed in 2023 and ongoing</p>
1.2	Support the systemic sharing of best practice across the collegiate University [also in Athena Swan action plan]	<p>1.2.1 - Use the EDI Knowledge Hub website, Teams group and e-Bulletin as a forum to share best practice, practical guidance, updates and evidence on what works to promote race equality in HE, as well as to provide sight of all race equality activities taking place across the University and colleges.</p> <p>1.2.2 - Hold regular events and workshops sharing evidence from across the university on strategies that work in addressing inequalities, including a termly EDI Roundtable summit bringing together leaders and EDI practitioners</p> <p>1.2.3 – Strengthen and formalise EDI peer network through the recently developed a community of practice (CoP) for EDI practitioners, to ensure the Hub is supporting staff working on EDI</p>	<p>By 2025, 90% of staff in EDI roles find the EDI Knowledge Hub to be useful (<i>Pre-Hub baseline: 61% in 2021</i>)</p> <p>70% of staff doing EDI work agree it is easy to find guidance/support to do EDI work (<i>Baseline: 25% in 2021</i>)</p>	<p><i>To be led by:</i> EDU</p> <p><i>With support from:</i> - Divisional EDI officers - Colleges</p>	<p>Hub to be online with major content by mid-2024. Roll-out of events and comms in early 2024.</p> <p>CoP launched in 2023, and ToR finalised in 2023.</p>

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1.3	Develop and implement a positive approach to communications and engagement on race related issues	<p>1.3.1 – Develop a University-wide anti-racism campaign with the aim of: Clarifying the University’s zero tolerance of racial harassment and bullying; and increasing conversations about race equality</p> <p>1.3.2 – 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</p> <p>1.3.3. – Strengthen existing engagement mechanisms with students, in order to inform University EDI efforts</p>	<p>To be defined as the campaign strategy is developed</p> <p>Activities to be defined through integration of Policy Officer, Student Equalities into EDU team</p>	<p><i>To be led by:</i> EDU</p> <p><i>With support from:</i> - Divisional EDI officers/leads - Colleges</p> <p><i>In consultation with:</i> BME Staff Network</p>	Starting in 2024, and finalised by end of 2025.
<p>Objective 2 – Tackle bullying and harassment across the University</p> <p>Outcome measure: By 2028, the gaps 1) between BME and white staff in experiencing bullying and harassment (13.6% BME staff, 11.2% white staff); and 2) in understanding how to navigate the process of reporting (68.7% BME staff, 75% white staff), are reduced (based on 2023 SES baseline).</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> In the 2023 staff survey, 13.6% of BME staff experienced bullying/harassment at work (compared to 11.2% of white staff), and of these, 32.0% reported it. There were noted differences in BME staff awareness of the harassment policy and procedure (87.4% were aware it, compared to 90.3% of white staff) and of how to contact a harassment advisor (68.7%, compared to 75.0% of white staff). In particular, 15.3% of female BME staff (11.3% male BME staff) experienced B&H, with 38.0% female staff reporting it, compared to 20.8% of male BME staff reporting it. There is limited student data as data on B&H is not recorded centrally due to varying process by college. The Race Equality Task Force consultation found that bullying and harassment was one of the biggest priority areas for staff and students. The Preventing Bullying and Harassment Working Group (PBHWG) had its findings approved by Personnel Committee in 2021. It found that there was: a lack of clarity around the Harassment Policy and Procedures; the need for improved support of harassment advisors; the need for training for all staff and students, especially line managers; the need for an online portal to report incidents; visible central leadership complemented by department-level actions; and championing by Heads of Department. 					
2.1	Ensure an effective response to incidences of bullying and harassment [also in Athena Swan and Concordat action plans]	<p>2.1.1 - Implement an online reporting tool to enable a more open and transparent way of reporting concerns for staff and students, and enhance reporting on incidences of harassment</p> <p>2.1.2 - Encourage early intervention and greater use of informal resolution through developing a tool on informal resolution and providing briefing sessions to relevant staff.</p> <p>2.1.3 - Form a pool of trained, independent investigators, including specialist investigators in areas such as racial harassment and homophobia.</p> <p>2.1.4 - Strengthen communication of the policy and procedure to improve their profile across the University and build staff and student confidence in their effectiveness</p> <p>2.1.5 - Review the University’s social media guidelines for staff and ensure that these are communicated effectively</p>	By 2028, 92% of BME staff agree that they are aware of the harassment policy and procedure for University staff (2021 baseline: 87%)	<p><i>To be led by:</i> EDU</p> <p><i>With support from:</i> - HR Business Partners - Divisional EDI officers/leads - Harassment advisors - Colleges - Student Welfare and Support - Proctors</p>	<p>These activities to be started in early 2023 with the successful recruitment of 2 new Harassment advisor posts in the EDU who will design a strategy for rolling out these activities.</p> <p>Activities to be implemented by 2026</p>

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		<p>2.1.5 - Develop training for all staff and students on what constitutes harassment and victimisation and what to do if they experience or witness it</p> <p>2.1.7 - Develop targeted training, induction materials and resources for those in leadership and management positions to ensure they understand their responsibilities and build their capacity to handle complaints effectively.</p>			
2.2	Actively promote an inclusive culture that has zero tolerance for any form of harassment [also in Athena Swan]	<p>2.2.1 - Develop an institutional statement of the University's zero-tolerance approach to bullying and harassment, to be communicated by senior 'champions'</p> <p>2.2.2 - Develop and pilot activities to support department staff to take action to diagnose local causes, reduce harassment and promote an inclusive culture (e.g. mapping of common issues at dept level, including common challenges)</p> <p>2.2.3 - Develop a sense of shared responsibility for addressing harassment by facilitating the development of local statements of shared values.</p> <p>2.2.4 - Develop a strategy to raise awareness and reduce the incidence of 'micro-aggressions' and the cumulative effects of subtle, everyday forms of racism (actions may include additional training options or support for line managers)</p> <p>2.2.5 - Conduct a consultation project with BME staff to better understand experiences related to bullying and harassment and barriers and enablers to reporting</p>	On 2027 SES survey, the gap between BME and White staff who have experienced B&H is reduced by 2 percentage points (203 baseline: 13.6% versus 11.2%)	<p><i>To be led by:</i> EDU</p> <p><i>With support from:</i> - CDO - HR Business Partners - Divisional EDI officers/leads - Harassment advisors - Colleges - Proctors - Student Welfare and Support</p>	As above.
<p>Objective 3 – Increase the proportions of Black and minority ethnic staff in senior academic, research and professional services roles</p> <p>Outcome measure: 1) To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2028; 2) To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2028; 3) To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2028; 4) To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2028</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> Progress on improving the proportion of BME staff in senior roles has been slow since 2017, with BME staff accounting for only 10% of academic staff (from 8% in 2017), 6% of Statutory Professors (4% in 2017) and 9% of Associate Professors (6% in 2017). Oxford overall has lower proportions of BME staff than the HEI sector in the UK, in which 20% of academic staff are BME. A 2022 University study on <i>Mechanisms for promoting a diverse academic community at Oxford</i> found a number of issues impacting race equality: everyday forms of discrimination (especially intersectional), Oxford as an 'exclusive' club, challenges with progression for those not on typical career paths, and a lack of flexibility to support juggling multiple roles. 					
3.1	Strengthen recruitment processes to address the under-representation of BME staff in	<p>3.1.1 - Strengthen Statutory Professor (SP) recruitment processes by updating equality wording for panels and consistently applying equitable recruitment measures</p> <p>3.1.2 - Roll out implementation of updated Associate Professor Inclusive Recruitment Guidance which provides options for improving inclusion in recruitment</p>	<p>By 2029 achieve:</p> <ul style="list-style-type: none"> - 9% representation of BME Statutory Professors - 11% representation of BME Associate Professors 	<p><i>To be led by:</i> - Head of Recruitment - EDU</p> <p><i>With support from:</i> - Divisional teams</p>	<p>SP practices to be updated in 2023.</p> <p>APIR to be implemented in 2023.</p>

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	senior academic, research and professional services roles	<p>3.1.3 - Pilot the use of the APIR guidance as best practice in applying similar inclusive guidelines to other academic and research grades</p> <p>3.1.4 - Encourage applicants of diverse ethnicities to apply for Visiting Professorships, Fellowships and Lectureships</p>	<p>- 20% representation of BME Senior Researchers (Grades 8 and above)</p> <p>- 14% representation of BME Senior Professional Staff (Grades 8 and above)</p>	<p>- MPLS (3.1.3)</p> <p>- Senior Appointments Team</p> <p>- Academic and Administrative heads</p>	<p>Pilot APIR in other areas in 24-25</p> <p>2024-25</p>
3.2	Provide effective support for progression of BME staff into senior roles	<p>3.2.1 - Ensure targeted support to BME researchers for career progression through the Researcher Hub</p> <p>3.2.2 - Review current leadership development offer for BME staff and future needs to support progression into more senior roles, beginning with POD collaboration for the Professional Services Leader programme. Establish recommendations and develop interventions for BME staff progression toward senior roles.</p> <p>3.2.3 - Provide effective training for line managers on professional development reviews (PDR) to increase their effectiveness in supporting career development</p> <p>3.2.4 - Build on the University Apprenticeship Strategy to encourage BME staff to take up senior apprenticeships</p>	<p>There is no gap between BME and white research staff on 'I can have a voice on issues within my department' by 2028 (2023 SES baseline: 55% BME staff, 58% white staff)</p>	<p><i>To be led by:</i></p> <p>- POD (Leadership Hub and Researcher Hub)</p> <p>- EDU</p> <p><i>With support from:</i></p> <p>- Apprenticeships Manager</p>	<p>Review started in 2023-24. Actions implemented from 2025</p> <p>2024-25</p> <p>2025-26</p>
3.3	Provide effective support for staff retention	<p>3.3.1 Investigate qualitative and quantitative data on ethnicity gaps in turnover rates</p> <p>3.3.2. Ensure intersectional EDI lens, including race equality, is considered through the VC's Pay and Conditions review</p>	<p>Activities to be defined through investigation</p> <p>Ensure BME staff are represented proportionally in focus group participants</p>	<p><i>To be led by:</i></p> <p>- EDU</p> <p>- Head of Reward and Recognition</p>	<p>2024-25</p>

Objective 4 - Attract, admit and support students from all backgrounds

Outcome measure: By 2028, offer and awarding gaps for BME undergraduate and postgraduate students is reduced from 2023 level (specific target to be set under Access and Participation Plan exercise commencing in 2024).

Rationale/Drivers:

- The proportion of BME applicants has increased from 24% in 2018 to 32% in 2022, the proportion of BME students admitted increased from 19% in 2018 to 28% in 2022. Despite this increase in the number of BME student applications and admissions in the past 5-years, there remain ethnic groups underrepresented at Oxford (UK Black, UK Pakistani and UK Bangladeshi).
- Oxford has a five-year average undergraduate BME-white 'good' degree awarding gap of -5%. The awarding gap is most visible at the First Class, with an average BME-white First Class degree awarding gap of -7%.
- There is a five-year average UK Black-white 'good' degree awarding gap of -9.6% and a Black-white First-Class degree awarding gap of 25.2%.
- The proportion of BME applicants to PGT courses has increased from 54% in 2017/2018 to 61% in 2021/22 and BME candidates accepted from 30% to 46%. The growth in BME postgraduate applicants and students admitted is largely driven by the higher proportion of non-UK BME applicants and acceptances.
- There is a five-year average BME-white gap in Distinction rates for UK PGT students of -13% and non-UK of -9%. Distinction level awarding gaps exist in all divisions; the gap is lowest in MSD and greatest in MPLS.

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4.1	Increase the proportion of UK undergraduate students from ethnic groups under-represented at Oxford	4.1.1 - Support UK UG students from groups under-represented at Oxford to make competitive applications, through targeted programmes.	The gap in offer rates for Asian applicants is eliminated	<i>To be led by:</i> Undergraduate Access and Outreach <i>With support from:</i> - EDU	Ongoing from 2023 Evidence base to be developed in 2023 and ongoing
4.2	Increase the proportion of UK PGT and PGR students from ethnic groups under-represented at Oxford.	4.2.1 - Secure and increase funding for scholarship programmes for under-represented groups. 4.2.2 - Support PGT and PGR students from groups under-represented at Oxford to make competitive applications, through targeted programmes. 4.2.3 - Pilot interventions to contextualise graduate admissions and reduce conscious and unconscious bias with a view to roll out successful initiatives more widely 4.2.4 - Building on the OfS-funded project in this area, gain an understanding of PGR selection practices and trial measures to reduce the offer gap between UK White applicants and British Black, British Pakistani and British Bangladeshi applicants	Increased number of scholarships available Successful graduate access interventions introduced Offer gap for British Black, British Pakistani and British Bangladeshi applicants reduced.	<i>To be led by:</i> Student Fees and Funding Graduate Admissions <i>With support from:</i> - Graduate Access Working Group -Development Office - EDU	Pilots from 2023-24 Successful initiatives rolled out from 2025-26 Research completed 2023-24 Measures piloted from 2024-25
4.3	Reduce awarding gaps between undergraduate students of different ethnic groups.	4.3.1 - Review and update existing University-level awarding gap targets, and identify key areas of focus by ethnicity and discipline/division 4.3.2 - Gather qualitative data from students in most affected groups and co-design actions with students that address their issues.	Awarding gap targets established as part of the University's Access and Participation Plan. Areas of focus by ethnicity and discipline identified.	<i>To be led by:</i> Education Policy Support <i>With support from:</i> Centre for Teaching and Learning	3-year project from 2023-24
4.4	Reduce awarding gaps between students of different ethnic groups at the PGT level.	4.4.1 - Develop University-level awarding gap targets and identify most significant awarding gaps by ethnicity, domicile and discipline/division 4.4.2 - Gather qualitative data from students in most affected groups and co-design actions with students that address their issues	Awarding gap targets established. Areas of focus by ethnicity, domicile and discipline identified.	<i>To be led by:</i> Education Policy Support <i>With support from:</i> Centre for Teaching and Learning	3-year project from 2024-25

Objective 5 - Ensure teaching and wider student experience are inclusive and embed race equality

Outcome measure: By 2027, undergraduate and postgraduate students express improved satisfaction in student surveys to questions about learning experience.

Rationale/Drivers:

- The University’s 2018-24 Strategic Plan priorities excellence in inclusive teaching: ‘We will ensure that teaching is informed by best practice, an inclusive approach to learning and the opportunities for innovation offered by digital technology.’
- In the 2022 Student Barometer Survey, overall students at Oxford were less satisfied (-1.4%) with their learning experience than the global benchmark
- In 2022 the University published the Racially Inclusive Teaching Toolkit, but there is more work to do support use and implementation of the toolkit.

5.1	Support departments to review and update curricula, teaching and assessment methods to better reflect the diversity of society and/or scholarship	<p>5.1.1 - Encourage departments/faculties to enhance practice in relation to racially inclusive teaching by promoting uptake of the recently published Racially Inclusive Teaching Toolkit</p> <p>5.1.2 Integrate recent changes in Policy and Guidance for UG Learning and Teaching into course approvals to embed inclusive teaching practices</p> <p>5.1.3 - Embed inclusive teaching enhancements within Canvas and its associated tools</p>	<p>Communications campaign launched and monitored</p> <p>Updated course approvals process in place</p> <p>Feedback from service users indicated that Canvas and associated tools enhances their learning experience</p>	<p><i>To be led by:</i> Centre for Teaching and Learning</p> <p><i>With support from:</i> - Education Policy Support - Departments</p>	<p>2023-24</p> <p>2023-24</p> <p>2023-24</p> <p>2025</p>
5.2	Ensure student support services meet the needs of our diverse community	5.2.1 - Building on progress already made, ensure BME students can access a range of BME counsellors	Feedback from service users indicates that a BME counsellors could be accessed if requested	<i>To be led by:</i> Student Welfare and Support Services	From 2023/24
5.3	Support and reward student activities which contribute to a more inclusive environment	5.3.1 – Develop and implement a new annual EDI Studentship that offers awards to students aiming to learn more and implement inclusive practices (one ward each for UG, PG and student society)	<p>Feedback from students involved in activities indicates that contributions are supported and rewarded.</p> <p>Interest in applying (number of applications) increases year on year</p>	<i>To be led by:</i> EDU	First awards by Autumn 2023.

Objective 6 – Embed inclusive research practices across the university

Outcome: By 2028, there is no gap between BME and white academic and research staff in agreeing that they are supported to apply for grant funding as a principal investigator or co-investigator (2023 SES baseline: 54% of BME AC/RES staff agree; 58% of white AC/RES staff).

Rationale/Drivers:

- Since 2017, the University has monitored considerations of gender in research grants and total funding value; however, there is currently no mechanism to do the same based on ethnicity (although there is a desire to do so).
- A 2022 study in Research Services on *Equality and Inclusivity in Research Funding* found a number of barriers to greater race equality in research funding: vulnerabilities to bias within internal processes; funders not taking into account structural inequalities impacting on the ability to develop a track record; idealised career trajectories; the importance of support throughout the process; a limited understanding of EDI issues at decision-making level; lack of clear and transparent information; and the impacts of overly negative or confidence-draining feedback.
- In the 2023 staff survey, BME academic and research staff were less likely to agree with 'I am supported to apply for grant funding as a PI or co-PI' than White staff (54%, compared to 58% of white staff). Female BME staff were even less likely to agree, at 48%.

6.1	Further equip principal investigators and academic line managers with guidance and training on inclusive leadership [aligns with Concordat action 1.4]	<p>6.1.1 – Pilot leadership-development initiatives for researchers within divisions and evaluate to inform wider (such as the MSD Wellcome Trust centres Inclusive Leadership, and MPLS and SSD’s Leadership in Action programme)</p> <p>6.1.2 – Undertake (division-based) pilots or consultations with line-manager/PIs on real and perceived needs in areas of leadership and management training with a focus on inclusivity</p> <p>6.1.3 – Undertake piece of work to determine what works/fails in initiatives to support inclusive academic leadership and management; and sector-wide best practice</p> <p>6.1.4 – Develop mandatory inclusive Leadership and Management Training for all new Associate Professors (piloted in MPLS)</p> <p>6.1.5 - Inductions for new PIs to include inclusive leadership and management essentials (piloted in MPLS)</p>	By 2028, there is no gap between BME and white academic and research staff in agreeing that they are supported to apply for grant funding as a principal investigator or co-investigator (2023 SES baseline: 54% of BME AC/RES staff agree; 58% of white AC/RES staff).	<p><i>To be led by:</i> Researcher Hub</p> <p><i>With support from:</i> - EDU - POD - Divisions (where there is interest to pilot)</p>	<p>Activities launched by Researcher Hub in 2023 (some already underway).</p> <p>All activities finalised by 2025</p>
6.2	Tackle racial imbalances in research funding	<p>6.2.1 – Based on findings of the 2023 <i>Equality and Inclusivity in Research Funding at Oxford study</i>, identify priority actions that will address ethnicity gaps and promote race equality in research funding</p> <p>6.2.2 - Compare Oxford’s application and award rates to those published by key funders, to determine the biggest disparities (and therefore opportunities for intervention).</p> <p>6.2.3 – Improve accessibility to internal data to ensure ease of access in regularly reviewing diversity in funding</p>	<p>As a result of the awards analysis (6.2.3), we will establish a baseline and set targets in 2023, initially focusing on departments with the biggest gaps.</p> <p>Explore feasibility of ethnicity-based data collection on research grant funding</p>	<p><i>To be led by:</i> Research Services</p> <p><i>With support from:</i> - EDU</p>	<p>Activities clarified in 2023, and start to be implemented from 2024 (ongoing).</p> <p>Awards analysis finished in 2023.</p> <p>Data review started in 2023 and finalised in 2024.</p>

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6.3	Ensure a holistic understanding of contributions to excellence in research and academia by piloting a narrative CV [aligns with Concordat action 2.3]	<p>6.3.1 – Using the templates and outcomes of the current UKRI project, develop and pilot a narrative CV that values a broader range of contributions to research, and that includes contributions to society, to members of the research community and to improving diversity at Oxford</p> <p>6.3.2 – Evaluate the CV pilot by gathering feedback and understanding overall engagement</p> <p>6.3.3 – Develop guidance to be rolled out across the university on using the narrative CV and assessing it properly</p>	Evaluate the success of the pilot by assessing the extent to which the UKRI Shared Evaluation framework has been integrated in pilot departments. Methodology to be determined once pilot kicks off.	<p><i>To be led by:</i> Research Services</p> <p><i>With support from:</i> - EDU - Divisions</p>	To be launched in 2023, and pilot finalised by 2025.
6.4	Actively encourage research into issues of race and racism	6.4.1 - Widely communicate to researchers that research into issues of race and racism is welcomed, and signpost available sources of funding	Webpage added to EDI Hub, with additional resources by end of 2024.	<p><i>To be led by:</i> - EDU</p>	2024-25

Objective 7 – Close the ethnicity pay gap

Outcome: By 2027, there are no statistically significant equal pay gaps between BME and white staff members.

Rationale/Drivers:

- The 2019 Equal Pay Audit found that there was a significant pay gap in favour of white members of staff (5.7%) in median base and total pay in grade 8 roles, attributable to length of service and the larger proportion of BME staff occupying research roles, which tend to be fixed-term. They also found gaps in grades 5 and 7, although these were thought to be due to length of service for white members of staff in comparison to BME members of staff. There was also a gap found for BME Clinical Academics below the level of consultant, with a significant pay gap in favour of white members of staff (7.0%) in average base pay.
- There are also far fewer BME staff in roles above grade 8 than below grade 8 (in research roles, 17% above grade 8 and 27% below grade 8; and in professional and support roles, 9% above grade 8 and 13% below grade 8).
- In the 2023 SES, 29% of BME staff agreed with 'considering my duties and responsibilities, I feel my pay is fair', compared to 38% of White staff, and 33% were satisfied with the total benefits package (43% for White staff).

7.1	Define and promote career pathways to support diversity in professional services roles	<p>7.1.1 - Analyse equal pay data to better understand where ethnicity gaps occur and the reasons for these</p> <p>7.1.2 - Develop career profiles for different types of professional services roles, using existing communities of practice as mechanism for input and feedback</p> <p>7.1.3 - In coordination with newly-launched 'Professional Services Together' strategy, undertake talent mapping exercise to better recognise and support staff to develop skills and progress into leadership roles</p> <p>7.1.4 - In coordination with newly-launched career pathways work being undertaken in POD, support mobility within the University so staff understand about different career paths (using job shadowing, role swaps and long-term secondments). Pull together job families and core skills by role type.</p>	By 2028, the gap is closed between BME and White PSS who feel their pay is fair considering their duties and responsibilities (2023 baseline: 29% BME staff, and 43% of White staff agree).	<p><i>To be led by:</i> - Head of Reward (7.1.1) - POD</p> <p><i>With support from:</i> - EDU</p>	<p>Analysis to be undertaken in 2024, and subsequent actions rolled out from 2024-2025.</p> <p>Career profiles and talent mapping to start in 2023 and be finalised and promoted by 2025</p> <p>Mobility work to be launched in 2024,</p>
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		7.1.5 - Promote career profiles for professional services staff on the website, in internal meetings/events, on job adverts and at career outreach events			and finalised by 2026.
7.2	Strengthen recruitment practices to ensure University staff reflect the diversity of the local community	<p>7.2.1 - Address specific inequalities in job roles by improving recruitment practices targeting local community, including improved branding to promote outreach in other sectors</p> <p>7.2.2 - Ensure that equality considerations and efforts to expand the diversity of candidate pools are embedded in Recruitment Hub Pilot</p> <p>7.2.3 - Pilot positive action initiatives in select UAS and GLAM departments</p> <p>7.2.4 - Define and launch employer brand with a focus on the local community</p> <p>7.2.5 - Undertake an investigation of ethnicity gaps in recruitment success of Professional Services Staff (PSS) to better understand potential causes for attrition at each stage</p> <p>7.2.6 - Through the findings of this investigation, research evidence-based to determine appropriate mitigation, beginning with UAS PSS Recruitment</p>	Improved diversity of candidates and staff	<p><i>To be led by:</i> Head of Recruitment</p> <p><i>With support from:</i> - EDU - Head of Reward - UAS and GLAM departments</p>	<p>Recruitment activities to be started in 2023, and finalised by 2025.</p> <p>Recruitment Hub pilot launched in 2023.</p> <p>Inclusive recruitment practices rolled out by 2024.</p>
7.3	Address specific ethnicity gaps in apprenticeships	<p>7.3.1 - Investigate ethnicity gaps in apprenticeship</p> <p>7.3.2 – Based on findings of 7.3.1 development of a strategy on apprenticeship diversity</p>	To be defined in partnership with EDU with the approval a new apprenticeship strategy	<p><i>To be led by:</i> Deputy Head of Recruitment (Apprenticeship Manager)</p> <p><i>With support from:</i> - EDU</p>	2025-26

Objective 8 – Create and maintain a robust institutional framework for the leadership, governance and coordination of Equality, Diversity and Inclusion (EDI)

Outcome: By 2028, governance on EDI is clear, and staff networks, student bodies and departments/faculties are channelling issues and initiatives in EDI through the central joint committee.

Rationale/Drivers:

- In the Race Equality Task Force consultation, the majority of respondents asked for stronger central leadership, which puts out specific guidelines and standards to be followed by the rest of the
- collegiate University. The Race Equality Task Force thus recommended two priorities around leadership and governance, based on feedback from the consultation: 1) Create an EDI Leadership role, reporting to Vice Chancellor and with appropriate support team; and 2) Work with Conference of Colleges to bring forward proposals for shared governance of Equality, Diversity and Inclusion.
- In May 2023, a proposal to develop a joint collegiate committee on EDI was tabled for consultation and approved by Council

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8.1	Ensure a robust and transparent institutional framework for the leadership, governance and coordination of EDI	<p>8.1.1 - Key issues of race equality regularly tabled at Joint Conference of Colleges and University Committee on EDI</p> <p>8.1.2 - Clearly highlight on university webpages the current EDI governance structure and coordination of EDI, contact details and options for escalating issues or concerns through new EDI governance structure</p> <p>8.1.3 - Strengthen mechanisms of audit and risk and enhance equality impact assessments across the collegiate University</p>	<p>New structure in place by MT24, working toward delivery of the Race Equality Strategy</p> <p>By 2025, committee is seeing an increase in student and staff-led issues on the agenda</p>	<p><i>To be led by:</i> - Chief Diversity Officer</p> <p><i>With support from:</i> - EDU - Conference of Colleges</p>	<p>Implemented by MT24</p> <p>Webpage improvements by 2024</p>
8.2	Review funding of EDI and maintain an appropriate level to implement and sustain race equality and intersectional activities effectively	<p>8.2.1 - Review the central EDU provision and benchmark against other RGUs and consider where extra resources might be needed</p> <p>8.2.2 - Optimise the existing capital and revenue budgets to enable investment in programmes of change</p>	By 2024, there is an EDI strategy in place which highlights core areas of funding needed	<p><i>To be led by:</i> - Chief Diversity Officer - HR Director</p>	By 2024, with improvements seen by 2027.
<p>Objective 9 - Ensure University decision-making and governance structures are representative of the University community and inclusive in practice and culture</p> <p>Outcome measure: By 2028, BME staff comprise a minimum of 15% of members of Council and its core committees (2022 baseline: 8%).</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> In July 2021, Council adopted an equality objective to ensure University decision-making and governance structures are representative of the University community and set a target for BME staff comprise a minimum of 15% of members of Council and its main committees by 2029. There is widespread evidence and growing recognition that diversity in governance and decision-making bodies leads to better outcomes¹² and the benefits of diversity are recognised in the University's Equality Policy³ 2022 Baseline: BME staff comprise 8% of Council and its 5 core committees, with some committees (PRAC) having none. BME staff comprise 6% of Divisional board members. According to Advance HE, in 2021 BME staff on average accounted for 11% of all HEI Boards of Governors in the UK. 					
9.1	Improve and ensure consistent representation of BME staff on central University committees	<p>9.1.1 – Continue to strengthen widespread and proactive communication of elected roles with an emphasis on attracting a more gender-equal range of candidates. Ensure vacancies are advertised through a range of central and divisional media; review wording of adverts; support managers and leaders to encourage nominations and raise awareness of opportunities. Outline clearly the expectations and time commitment for a committee role.</p> <p>9.1.2 - Provide opportunities for potential candidates to find out more about committee roles (through development of FAQs, improved interface in online</p>	<p>By 2028, BME staff comprise a minimum of 15% of members of Council and its core committees (2022 baseline: 8%).</p> <p>Improvements starting to be seen by 2025.</p>	<p><i>To be led by:</i> EDU and Planning and Council Secretariat</p> <p><i>With support from:</i> - POD (2.1.6) - Public Affairs Directorate</p>	<p>All activities to be started in late 2023 (many already underway), and finalised by 2025. Some activities (2.1.7) will be ongoing, but will be regularly reviewed</p>

¹ 30percentclub.org/about-us/

² www.equalityhumanrights.com/sites/default/files/how_to_improve_board_diversity_web.pdf

³ edu.admin.ox.ac.uk/equality-policy

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		<p>elections, drop-in sessions for those interested in standing, developing a pool of current and former committee members interested in sharing their experiences).</p> <p>9.1.3 – Encourage all staff to participate in governance processes (e.g. by voting and submitting nominations); promote understanding of how University governance works and how individuals can contribute; better understand barriers that may exist to joining a central committee.</p> <p>9.1.4 - Embed EDI considerations into processes underpinning the selection of external members of Council and other committees, and chairs of University committees (such as inclusive selection guidance).</p> <p>9.1.5 - Embed consideration of diversity into processes underpinning ex officio roles, including updating recruitment and selection processes to ensure diversity is built into the process from the start (as above).</p> <p>9.1.6 - Embed consideration of diversity into each committee’s periodic self-review; and review committee diversity data on an annual basis to inform the filling of any vacancies.</p> <p>9.1.7 - Develop and nurture a diverse pipeline of individuals for potential future governance positions through: building consideration of committee membership into career-planning processes; strengthening recognition and reward of committee service; and building a ‘pool’ of potential committee members.</p> <p>9.1.8 - Embed diversity into local-level leadership and governance (committees and departments to develop their own targets; collate and share good practice at department level; consider how a broad pool of candidates for Head of Department roles can be developed), including developing more diverse future leaders across the University under Leadership Hub work.</p>		<ul style="list-style-type: none"> - Senior Appointments Team - Committee chairs and secretaries - Heads of Department - Divisional Personnel Committees 	<p>in the annual data exercise for this action plan</p>
9.2	<p>Ensure that central University committees are inclusive in culture</p>	<p>9.2.1 - Assess the current senior committee culture to understand whether it is felt to be inclusive (including holding focus groups and interviews to assess whether committee members feel that they can voice opinions freely, and the extent to which committee participation is accessible and inclusive for different groups (e.g. disabled members).</p> <p>9.2.2 - Develop induction sessions for and provide mentoring to new committee members.</p> <p>9.2.3 – Use and tailor existing tools on inclusive chairing and decision-making (e.g. Humanities toolkit on inclusive chairing and MPLS inclusive leadership guidance)</p>	<p>Baselines and targets to be identified through self-assessment exercise, and reviewed in 2025 to assess whether the interventions have had a positive impact on culture, with no gendered or intersectional discrepancies. Targets to be set by end of 2025.</p>	<p>As above</p>	<p>Assessment to be started in 2024 and finalised in 2024.</p> <p>Inductions and tools to be rolled out in 2024.</p>

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9.3	Promote inclusive decision-making in central committees	<p>9.3.1 - Develop mechanisms to strengthen consultation and bring diverse voices into decision-making, and in particular to consider how the voices of researchers, PSS staff and members of the University's equality networks are heard.</p> <p>9.3.2 - Build on existing templates to ensure consideration of the Public Sector Equality Duty (PSED) in conducting committee business, reinforcing consideration of equality considerations, including requiring evidence of consultation, where relevant.</p>	By 2028, 56% of staff agree with 'I have the opportunity to contribute my views before changes are made which affect me' (2023 baseline: 51%)	As above	Strategy to improve diverse voices to be launched by 2025, and activities undertaken by 2026
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