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# GAZETTE

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## University of Oxford Race Equality Scheme: Annual Progress Report 2009–2010

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## UNIVERSITY OF OXFORD RACE EQUALITY SCHEME: ANNUAL PROGRESS REPORT 2009–2010

### 1.0. Foreword

This year has seen some very positive initiatives in the University's work in relation to race and equality. The establishment of our Race Equality Steering Group, Working Group, and Network emphasises the University's commitment to an approach which is involving and proactive. These bodies will help us to embed work on race equality within the University's structures and within its thinking. Promoting equality and valuing diversity are key tenets in the University's approach to employment, and we are particularly keen to promote staff recruitment from BME groups within the Oxford area. We also value the opportunities for interactions with a range of religions and faith groups which our activity in the sphere of race equality enables. We are very grateful for the work of our staff in the Equality and Diversity Unit, particularly our Equality Adviser with a dedicated portfolio for race, religion and belief.

DR SALLY MAPSTONE  
*Pro-Vice-Chancellor (Personnel and Equality)*

### 1.1. Introduction

The Race Relations (Amendment) Act 2000 places a positive duty on all public bodies, including the collegiate University, to promote equality between people of different races, to promote equality of opportunity and eliminate unlawful discrimination and harassment. Since April 2002 the University has been required to have in place a Race Equality Scheme (RES) setting out the ways in which the University would meet the general duty, outlined above. This report describes the ways in which the University is meeting these duties. It includes the results of monitoring undertaken with respect to race and progress made in the last year. It also gives details about the development of a race equality steering group, working group and network.

## MONITORING AND INFORMATION GATHERING

### 2.0. Undergraduate Admissions and Data

#### *Admissions policies and procedures*

The collegiate University approved a Common Framework for Undergraduate Admissions in June 2006 covering the colleges, departments, and faculties. The framework lays down key principles and procedures for undergraduate access, student recruitment and admissions. In addition, the University subscribes to the QAA Guidelines on Student Recruitment and Admissions, and there is a Code of Practice to ensure all equality legislation is followed in the undergraduate admissions process. During 2010 there will be a review of the Code of Practice to ensure that it complies with new legislation.

#### *Attracting applications to Oxford*

The Access Office runs a number of interventions for young people who are currently underrepresented in Higher Education, which includes BME<sup>1</sup> groups.

<sup>1</sup> Indicates members of the following British ethnicities: Bangladeshi, Pakistani, Indian, Indian other, Chinese, Asian other, Black African, Black Caribbean, other Black background, White and Asian mixed, White and African Caribbean mixed, other mixed background and other ethnic background.

#### *Oxford Young Ambassadors Programme*

This innovative programme was piloted in November 2005. Year 9 school students were selected from schools with no history of sending applicants to Oxford. The Access Office takes them through four years of residential and one-day events leading up to university application. The students not only benefit themselves, but are advocates of FE and HE. They act as ambassadors, encouraging their peers to find out about further and higher education choices. The first cohort completed the programme in August 2009 (waiting for outcomes).

#### *Pioneering Ambitions*

This project is for pre-sixteen BME young people in state schools with below average GCSE results. The programme has two strands including a targeted mentoring programme for talented BME individuals. Additionally the Trading Places initiative takes place in schools with high numbers of BME pupils, using alumni volunteers that act as role models for young people by educating them on the possible options open to them.

#### *UNIQ Summer School*

A new Oxford-designed free summer school programme at the University of Oxford open to UK state school students will begin this summer in 2010, thanks to a generous donation from the Heslington Foundation. UNIQ will replace the Sutton Trust Summer School. For more information please see [www.admissions.ox.ac.uk/access](http://www.admissions.ox.ac.uk/access).

#### *Data*

In 2008 Oxford received a record number of 15,277 applications for 2009 entry; this was an increase of 14.1 per cent over the corresponding figure of 13,388 in December 2007. The table below shows undergraduate admissions data for 2009 entry. It can be seen that applications from BME groups are low, at 17.9 per cent (which is a 1.4 per cent increase from 2007 applications) of all applications. Out of this 17.9 per cent, 12.7 per cent were offered a place in 2009 (12.4 per cent last year). The overall success rate for all undergraduates is 26 per cent and for BME undergraduates this figure is 18.4 per cent. This has fallen from last year's figures by 3.4 per cent. It is worth noting that BME applicants apply for competitive courses such as Law, Medicine and EEM. These subjects are the most oversubscribed courses with overall success rates being 17.7 per cent, 12.1 per cent and 11.4 per cent respectively.

**Table 1: Applications, acceptances and success rate of home students by ethnic origin, 2009 entry (2008 applications)**

<i>Ethnicity</i>	<i>Applications %</i>	<i>Acceptances %</i>	<i>Success rate %</i>
Bangladeshi	0.4	0.2	9.5
Chinese	2.2	1.8	21.6
Indian	4.6	2.9	16.5
Pakistani	1.4	0.6	11.4
Other Asian	1.7	1.1	16.5
Black Caribbean	0.3	0.0*	2.9
Black African	1.7	0.9	13.4
Black Other	0.1	0.1	21.4
White & Black Caribbean	0.4	0.3	17.1
White & Black African	0.4	0.3	18.9

<i>Ethnicity</i>	<i>Applications %</i>	<i>Acceptances %</i>	<i>Success rate %</i>
White & Asian	2.6	2.9	29.1
White	82.1	87.3	27.6
Other mixed	1.3	1.3	26.3
Other	0.8	0.3	10.7
Total	100.0	100.0	26.0
Total BME	17.9	12.7	18.4

*Note:* 'acceptance' means acceptance by a given college.

\* There was an acceptance, but in percentage terms it is too small to appear within a decimal place.

### 2.1. Graduate Admissions Data for 2009 Entry

For graduate applications 47.9 per cent come from BME applicants (this includes home BME applicants and overseas BME applicants). The offer rate for all graduate applicants is 38.1 per cent; for all BME candidates it is 31.8 per cent (down by 0.3 per cent from last year). The acceptance rate, once offers are made is 60.9 per cent for all applicants, 53.6 per cent for BME applicants and 64.5 per cent for white students.

### 2.2. Student Retention

**Table 2: Student Discontinuation Figures 2008–9**

<i>Course Type</i>	<i>Asian</i>	<i>Black</i>	<i>Chinese</i>	<i>Mixed</i>	<i>Not Known</i>	<i>Other</i>	<i>White</i>	<i>Total Drop-out</i>	<i>Total Registered</i>
Undergraduate	6	2	2	5	16	1	97	129	11,734
Postgraduate research	12	3	7	2	3	2	42	71	4,637
Postgraduate taught	15	5	6	8	10	3	65	112	3,467
Visiting recognised other	0	0	2	0	2	0	2	6	495
Grand total	33	10	17	15	31	6	206	318	20,330

Oxford has one of the lowest drop out rates in the UK: latest figures from the Higher Education Statistics Agency (HESA) show that only 1.6 per cent of students at Oxford discontinued their course, compared with the national rate of 7.2 per cent.<sup>2</sup> The number of BME students who drop out is extremely low at 0.4 per cent, given the total population of BME students across the whole collegiate university is 20.4 per cent. Of the students that dropped out in 2008–9, 25.5 per cent were from BME groups, 64.8 per cent were white and 9.7 per cent were of an unknown ethnicity.

### 2.3. Student Progression

**Table 3a: Degree Results Final Honours School (FHS) 2009**

<i>Ethnic Origin</i>	<i>Degree Classification (%)</i>				<i>Total FHS population (%)</i>
	<i>1</i>	<i>2.1</i>	<i>2.2</i>	<i>3</i>	
Asian	31	59	9	1	4.5
Black	8	77	12	4	0.8
Chinese	30	49	11	7	4.5
Mixed	30	65	5	1	4.1
Unknown	25	65	8	1	14.2
Other	26	63	7	4	0.9
White	30	64	6	1	71.0

Table 3a illustrates that 94 per cent of white candidates obtain either a 1 or 2.1 degree classification, which compares

with 90 per cent of Asian candidates, 85 per cent of Black candidates, 79 per cent of Chinese candidates, and 95 per cent of mixed race candidates. Table 3b shows that more students from BME backgrounds gain 2:2 and 3rd-class degrees. Due to the small number of Black students sitting FHS, it is difficult to get a true picture of the disparity. While Oxford degree results show a gap this is not as pronounced as that found nationally.<sup>3</sup>

**Table 3b: Degree results for white and BME FHS students %**

<i>Ethnic Origin</i>	<i>Degree classification (%)</i>			
	<i>1</i>	<i>2.1</i>	<i>2.2</i>	<i>3</i>
BME*	29	59	9	3
White	30	64	6	1

\* Total BME are Asian, Black, Chinese, mixed and other (14.8% of final honours year students)

### 2.4. Staff recruitment Data

Staff recruitment data are collected by means of monitoring forms returned by applicants on a voluntary basis. From the period 30 June 2008 to 1 July 2009, 49 per cent of applicants returned monitoring forms. Across all divisions (including the UAS) 29 per cent of all respondents were from BME applicants. BME appointments constituted 14 per cent in all divisions. This year there has been a drop in BME applications by 11.4 per cent.

Success rates for applicants are as follows: white applicants 7 per cent (down by 4.4 per cent from last year), Asian 3.0 per cent (unchanged from last year), and Black applicants 4.0 per cent (up by one per cent) for 2009. The division which had the highest number of BME appointments was Medical Sciences where 18 per cent of staff who were appointed were from BME groups in 2008–9.

According to the 2001 census the overall BME population was 7.9 per cent of the total population of the United Kingdom. The projected figures for England (only) in 2007 were estimated at 11.8 per cent. More information can be found at [www.statistics.gov.uk/statbase/product.asp?vlnk=14238](http://www.statistics.gov.uk/statbase/product.asp?vlnk=14238).

In terms of the local community, from the 2001 census the total BME population for Oxford was 13.0 per cent; projected figures for 2007 are now estimated to be 17.2 per cent. More detailed figures can be found at [www.oxford.gov.uk/Direct/2\\_Population%20by%20ethnic%20group%202007.pdf](http://www.oxford.gov.uk/Direct/2_Population%20by%20ethnic%20group%202007.pdf).

Academic related and support roles are recruited both locally and nationally, while academic research positions are recruited both nationally and internationally, making assessment of proportionate recruitment difficult to judge. However, the recruitment data above makes it clear that more work must be undertaken in the immediate local area to attract BME residents in the city of Oxford to apply for appropriate posts at the University. This is now being addressed (please see information below in section 4.0). In addition, a review of advertisements and further particulars has been undertaken by Personnel Services, who consulted divisional boards and colleges on a draft revised set of further particulars. Proposals have now been agreed with divisions for the inclusion of positive action statements in all university advertisements for academic posts, and this policy will be active forthwith.

<sup>2</sup> Data sourced from [www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=1706&Itemid=141](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1706&Itemid=141) Table G

<sup>3</sup> Ethnicity, Gender and Degree Attainment Project, Higher Education Academy, 2008.

## 2.5. Current Staff in Post Data

Staff data are published annually; the figures here are for July 2009. Full statistics can be found at [www.admin.ox.ac.uk/ps/staff/figures/diversity/](http://www.admin.ox.ac.uk/ps/staff/figures/diversity/).

The total number of BME staff has increased from last year by 1.3 per cent.

**Table 4: BME Academic staff by Division (headcount as at 31 July 2009)**

Division	No. of academic BME staff	Total no. of academic staff	BME staff as a percentage (%)
Humanities	20	470	4.3
MPLS	25	471	5.3
Medical Sciences	19	256	7.4
Social Sciences	31	395	7.8
Academic Services	1	21	4.8
Continuing Education	1	14	7.1
Council Departments	0	1	0.0
TOTAL	97	1,628	6.0

*Note:* academic staff are defined as all staff with a staff classification code of AC ('Academic and Teaching').

Amongst academic staff, the Social Sciences Division has the highest proportion of BME staff at 7.8 per cent while Humanities has the lowest. Further work is needed to understand why this is the case. The overall proportion of BME academic staff is low at 6.0 per cent; however this is a 0.4 per cent increase on last year's figure.

The Oxford Learning Institute runs a course entitled 'Managing for Diversity' for University members who have responsibility for staffing and who wish to raise awareness and work towards greater inclusivity within their department, faculty, or college. Participants are likely to be lead departmental administrators, faculty board or divisional secretaries, heads or deputies of a central service, or their college equivalents.

The course objectives are to:

- increase delegates' awareness of University policy and practice in equality and diversity, including examining the possible causes and impact of bias in day-to-day working life;
- look at ways in which policies and practices in individual workplaces can be adjusted to minimise the potential for bias;
- equip staff to develop practical steps towards greater inclusiveness in workplace practices, policies and processes.

## DEMONSTRATING PROGRESS

### 3.0. Progress made since 2009

Progress had been made in the following areas since 2009:

#### *Implementing recommendations from the race equality consultation*

Key themes that emerged from the consultation were related to communication of issues within the University and support for BME staff. The ways in which these have been addressed are as follows:

- **Race Equality Network.** The launch of the race equality network took place on 29 October (further information may be found at [www.admin.ox.ac.uk/eop/raceq/networks.shtml](http://www.admin.ox.ac.uk/eop/raceq/networks.shtml)). The network is open to all University

members and alumni with the aim of bringing people together through social gatherings. In addition, network members receive a weekly mailing detailing relevant information taking place within the University and Oxford city at large. There is a dedicated page for the network on Weblearn.

- **Race Equality Working Group.** The University approved the establishment of Race Equality Working Group (REWG) in February 2010. REWG members have been recruited and the first meeting will take place in Trinity Term 2010.
- **Race Equality Steering Group.** The University approved the establishment of Race Equality Steering Group (RESG) in February 2010. RESG members have been recruited, a number of which are *ex officio* and the first meeting will take place on 4 May 2010.

Both groups have the Equality Adviser (Race, Religion and Belief) as the secretary. For information on the constitution of the groups and minutes of the meeting see [www.admin.ox.ac.uk/eop/policy/race.shtml](http://www.admin.ox.ac.uk/eop/policy/race.shtml).

#### *Career Development Fellowships*

Career Development Fellowships (CDFs) were a new type of post designed in 2004 to provide a stepping-stone for those embarking on an academic career. The Oxford Learning Institute has continued to offer support to CDFs through both one-to-one discussions of individuals' career development and meetings of CDFs. Current financial pressures mean that few departments and Faculties are currently in a position to participate in a further round of CDFs, but this will be kept under review.

#### *Black History Month*

October 2009 was the second time the University organised events for Black History Month. All events were open to members of the public, in addition to the collegiate University. The EDU worked alongside academic colleagues to deliver a programme of events. For more information see [www.admin.ox.ac.uk/eop/raceq/bhmreview.shtml](http://www.admin.ox.ac.uk/eop/raceq/bhmreview.shtml).

#### *Developments in African Studies*

- **African Literature Master's Course.** In Hilary 2010 Professor Elleke Boehmer and Dr Zoe Norridge offered a course entitled 'African literature: testimony, life writing and literary conversation' to master's students from English and African Studies. This is the first time the University has offered a graduate course covering writing from a range of African countries. In evaluation, the international student participants said they appreciated the range of canonical and less well-known texts, enjoyed working with students from diverse backgrounds and learnt a great deal from the 'intense, self-reflective, piercing discussions'.
- **African Studies Book Group.** In Michaelmas 2009, Dr Nic Cheeseman and Dr Zoe Norridge launched the African Studies Book Group. Meeting on a termly basis, the group offers a forum for discussing contemporary writing from Africa. This academic year both co-convenors hosted visits from Chika Unigwe (*On Black Sisters' Street*) and Jonny Steinberg (*Three Letter Plague*). Participants include undergraduates, graduates, lecturers from English and African Studies, and members of the wider Oxford community.

### *Religion and belief*

Religious information factsheets covering all major faiths are sent out to departmental administrators on a monthly basis. This gives managers and colleagues information on how to support staff and students, as well as being given time off where appropriate. This has been a successful initiative, with recipients providing positive feedback. The EDU have been working alongside University faith leaders and representatives to ensure all information is correct. The factsheets can be found at [www.admin.ox.ac.uk/eop/policy/religion.shtml](http://www.admin.ox.ac.uk/eop/policy/religion.shtml).

- **Multi-faith conference.** The University's first multi-faith conference was jointly arranged by the EDU, Student Services and Administration, representatives of College Chaplains and other faith groups, including student societies. The conference took place on 21 April 2010. The aims of the conference were to consider what, as a collegiate University, we currently offer in terms of faith provision, to explore needs around faith observance, and to reflect upon the future of faith provision at Oxford.

### *Cultural and Racial Awareness and Equality Campaign (CRAE) Conference: Race and the (Imagi)nation: Discourses of (post) Race, Culture and Agency*

CRAE is a student-run campaign which strives to bring about greater awareness of the cultural and racial diversity of Oxford University, promote more dialogue and greater understanding, and foster systems of support for those students on campus who identify with black and racial and ethnic minorities. CRAE held its first conference on 24 April 2010; the day brought together academics and practitioners working within the area of race equality. For more information see [www.ousu.org/about/campaigns/a/crae/](http://www.ousu.org/about/campaigns/a/crae/).

### *Cultural awareness workshops for colleges, including JCR and MRC representatives*

A number of colleges have expressed an interest in and had training on cultural awareness related to race equality. Bespoke training has been provided for colleges according to their needs. Feedback has been very positive and sessions well received.

### *Steering Group Member on MANTRA for Equalities Committee*

The University is now an integrated part of MANTRA (Multi-Agency Network for Tackling Harassment and Hate Crime). The service is provided by the Oxfordshire County Council. It enables victims and witnesses to report all types of hate crime. The Equality Adviser (Race, Religion and Belief) is a member of the steering group to examine and evaluate the reporting of race hate crime within Oxford city. (The Web site can be found at [www.reportracismoxon.com/](http://www.reportracismoxon.com/).)

### 3.1. Eliminating Discrimination

The University takes an integrated approach to training and information about the elimination of discrimination. This addresses a number of different areas including the elimination of any actual or perceived discrimination in the recruitment of staff and students. For staff recruitment there is compulsory online training for all those who chair selection panels and the training includes advice on good practice for race equality.

For student recruitment there is compulsory online training provided to new tutors involved in the admis-

sions process. An equality impact assessment has been carried out on the work done by the Enquiries and Marketing Team within the Undergraduate Admissions Office. The feedback from this will be fed into future publications and information for potential students, parents, carers and schools.

### 3.2. Promoting Equality of Opportunity

The positive duty to promote equality between races is an important aspect of the race equality duty. The Race Equality Steering Group (RESG) will support and guide the work set out in the Race Equality Scheme and will work to ensure that equality of opportunity is embedded in the policies, practices and procedures of the University.

The specific duties the University must fulfill are as follows:

- assess the impact of policies on ethnic minority students and staff;
- monitor the recruitment and progress of ethnic minority students and staff;
- set out arrangements for publishing the results of impact assessments and monitoring.

A dedicated member of staff (part time) to support the Equality Impact Assessment process has been appointed to review the points above.

In addition the University has a commitment to:

- publish a revised race equality scheme and action plan, showing how the University will continue to meet its general and specific duties and setting out its race equality objectives;
- assess and consult on the impact of these functions and policies on the promotion of race equality;
- consult stakeholders (i.e. employees, service users and others, including trade unions and students) and take account of relevant information in order to determine the race equality objectives;
- gather and use information on how the University's policies and practices affect race equality in the workforce and in the delivery of services;
- publish the results of: assessments; consultations and monitoring for any adverse impact on the promotion of race equality;
- ensure Black and minority ethnic groups have access to information and to services provided by the University;
- train staff on issues relevant to the duty to promote race equality;
- provide support for all staff that are recruited for all posts;
- assess the impact of current and proposed policies and practices on race equality;
- implement the actions set out in our Scheme within three years, unless it is unreasonable or impracticable to do so;
- report against our Scheme every year and review the Scheme at least every three years.

### 3.3. Community engagement

Within the University there are a number of initiatives taking place to engage BME communities both internally and externally.

### *The University museums*

The remit of the cross-museum Community Education Officer, appointed in August 2005, is to increase access to Oxford University's museums for adult, non-traditional users. She has successfully engaged with BME communities through targeting groups that support adult learners, including those learning English as a second language, by working with the Community English School. Community-specific resources have also been produced for follow-up visits to the museums. For more information see [www.museums.ox.ac.uk/community](http://www.museums.ox.ac.uk/community).

### *Museums Diversity working group*

In the summer of 2009 the Museums, Libraries and Archives Council funded the Museum Association to support workforce diversity initiatives in museums in receipt of Renaissance funding. In Oxford this support took the form of an external consultant joining a working group drawn from the Museums, the Equality and Diversity Unit, Personnel Services, and the Oxford Learning Institute, to look at a new approach to diversity training. Training would initially be carried out in the museums but with the intention of rolling it out further. To date the working group has had three full meetings and has set a date for the first trial of the new training with museum administrators. The training will be formed of a composite of online sessions and a seminar and feedback workshop.

### *BME Mentoring Project*

A pilot mentoring project has been established with Refugee Resource. The aim of the project is to provide informal career coaching, information, advice and guidance to local BME residents by current University of Oxford employees, regarding *curricula vitae* and job applications. The mentoring programme is part of a Positive Action initiative to encourage local BME residents to apply for posts within the collegiate University.

### *Student Societies*

There are a number of student societies working with BME groups, including STAR (Student Action for Refugees), who encourage volunteering with local asylum charities, as well as organising food collections. Jacari (Joint Action Committee Against Racial Intolerance), is a student-led charity providing home teaching for children living in Oxford. Jacari works with children aged between four and sixteen, who have English as a second language and often come from refugee families. University students volunteer to tutor an individual child in English and other subjects as required.

In addition Oxford has several cultural societies, including an African Caribbean society (xACS) and an Asian society (Majlis), which host a variety of events for all students.

There are also a number of religious societies: Baha'i Society, Catholic Society (Cath Soc), Hindu Society (Hum-Soc), Islamic Society (ISoc), Jewish Society (JSoc), MuJewz a Muslim and Jewish interfaith society, Oxford Inter Collegiate Christian Union (OICCU), Sikh Society and others, which organise excellent religious, cultural and interfaith events.

### *Unlocking Diversity Festival 2010*

The Unlocking Diversity Festival is organised by the International Students' Campaign of the Oxford University Student Union. Following its success in 2008 and 2009 the

campaign organised a festival for 2010, which took place in February. The day festival, which is free of charge, comprised a global food fair, cultural showcases and performances.

The aim of the festival is to:

- raise awareness of the diversity among staff and students at the University of Oxford;
- provide a platform for the celebration of both cultural diversity and integration;
- offer students and local residents the chance to experience a variety of different cultures at one central venue;
- support under represented international students at Oxford, by collaborating with other national interest societies.

For more information see: <http://festival.oxfordisc.com/>.

## 4.0. Future Work

### *Embedding the Race Equality Steering and Working groups*

Following the formal approval of the race equality structures the groups will provide focus to support race equality by means of further developing the race equality agenda. The groups will lead the University forward, due to input from a wide range of expertise from the groups' members. Both groups will work with the collegiate University in light of the changes in law resulting from the Equality Act 2010.

### *Race Equality Network*

The network will continue to meet regularly drawing on internal, and where appropriate external, expertise in the area of race and culture. The next network event will take place on 14 June 2010 and will explore research carried out by Professor Linda McDowell on white identity. Ideas for forthcoming events are member led and guided by the network.

### *BME Positive Action Working Group*

An internal working group has been established to examine and address the lack of local BME applications to the University. The membership of the group includes Personnel Services, EDU, OUP, Oxford Brookes University, Ashmolean Museum, the HRIS recruitment specialist and a college HR representative. The group's first actions will be to monitor and assess current practice and then to consider appropriate action. This is likely to include:

- exploring the possibility of targeted advertising;
- developing case studies on the Web, linked to the vacancies page;
- discussing the need to have a presence at careers fairs;
- evaluating the mentoring scheme;
- exploring ideas for publicity;
- delivering talks to community groups, if and where appropriate.

### *Mapping of academic research encompassing race and culture*

Following the success of the CRAE conference (see 3.0) and the diversity of papers presented, it is clear that there is a wealth of excellent research taking place. The Equality Adviser (Race, Religion and Belief) will work alongside CRAE to undertake a mapping exercise of academic departments and faculties where specific research related to race and culture is taking place.

*Moving multi faith provision forward*

An action plan will be developed to carry forward suggestions regarding the possibility of a multi faith provision within the University. Where possible the University aims to involve local faith groups and leaders.

*OUSU Developing a Chinese-language Nightline service*

OUSU are considering offering Nightline services in other languages, in light of suggestions that international students might prefer to speak to someone in their own language or from a similar cultural background. The pilot

project is to begin with a service in Mandarin or Cantonese. It would not be part of the 'main' Oxford Nightline (<http://users.ox.ac.uk/~nightln/about.shtml>) but would be modelled on the current Nightline service. In particular, it would operate in a similar way (confidential, unbiased, non-judgmental and run by Oxford students), but in Cantonese and/or Mandarin. It would start out with one 'slot' a week of about six hours, and have a phone number (which will be free to call on the University network) and an office in the city centre. The volunteers would be trained peer supporters and have information and knowledge about services in Oxford.