



Vice-Chancellor's  
Diversity Awards

# Celebrating Oxford's Diversity 2020



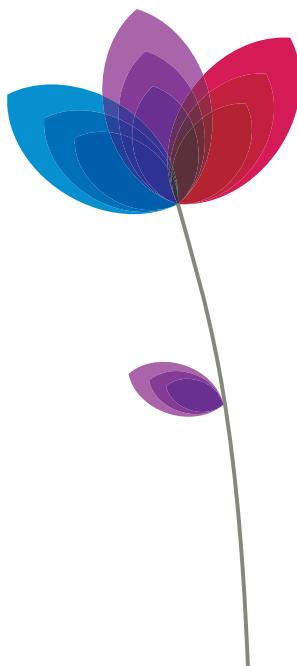


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### From Louise Richardson, Vice-Chancellor



I am delighted to introduce the shortlisted nominations and winners for the 2020 Vice-Chancellor's Diversity Awards. In difficult times like this it is important to remind ourselves of our core values, and a commitment to excellence; to attracting, nurturing and recognising talent, is one of ours.

The University remains deeply committed to promoting equality and diversity in the workplace, and to providing a welcoming and inclusive environment for all members of our community. These goals are integrated into the University's Strategic Plan and we engage actively with Athena SWAN, the Race Equality Charter and the Stonewall Workplace Equality Index, regularly assessing our progress and identifying areas for action.

Exceptional work is being undertaken at all levels of the University in this area. Countless colleagues devote time and energy to initiatives which promote equality and diversity – often on top of their usual responsibilities. This work has not always been promoted as widely as we would wish.

The Vice-Chancellor's Diversity Awards attempt to address this gap by offering a high-profile platform from which to recognise and celebrate pioneering initiatives and the people behind them. The awards will also give us a welcome opportunity to share information and good practice, while inspiring us all to engage actively with equality and diversity issues.



## From Rebecca Surender, University Advocate for Equality and Diversity and Pro-Vice-Chancellor



One of the great privileges of my role as Oxford's Advocate for Equality & Diversity, is the opportunity to learn about and engage with the many innovative initiatives promoting equality, diversity and inclusion at local level. It gives me great pleasure therefore to showcase some of this work to colleagues across the collegiate university and the wider community through the Vice-Chancellor's Diversity Awards.

It was wonderful to receive so many nominations from both students and staff and from all sections of the University – many thanks to everyone who participated. The judging panel was extremely impressed by the range, inventiveness and quality of work being undertaken.

These awards are an occasion to celebrate the strength of commitment to equality and diversity at Oxford and to recognise individuals and groups who have inspired others, demonstrated leadership and made a difference to equality and diversity in the University's working or social environment. They also allow us to share examples of good practice and inspire the rest of us to take action.

I hope you enjoy learning about some of these important and exciting projects and that you will feel motivated to become involved in similar or equivalent initiatives in your work setting.



Category:

**Champion or  
Role Model**

### Hannah Ravenswood

Organisational Development Advisor,  
People and Organisational Development



Hannah has made considerable contributions to the University's LGBT+ and disabled communities. Through running events and

giving talks, Hannah has empowered departments to become more inclusive, educated individuals to become better allies and given disabled and LGBT+ staff the confidence to feel that they can be themselves within the University. She has been the driving force behind establishing the University's growing network of LBGT+ role models and allies and is a specialist advisor for the Sexual Violence Support Service. Her openness about her own experiences as an LGBT+ member of staff and of living with mental illness and Type 1 diabetes, her ability to truly listen and her willingness to make time for others have had a powerful impact.

### Lamis Hamdi

Medical Student, Green Templeton College



Lamis has been committed to equality and diversity from the start of her time at Oxford. As Chair of Oxford SU's Campaign for

Racial Awareness and Equality (CRAE), she has raised awareness of a lack of inclusion for BME students through talks, speaker events and panels, and has organised social events, meetings and campaigns for students of colour. Lamis has also worked with the University to promote the voice and inclusion of BME staff and students, has been involved in the St Hilda's Feminist Festival and is a peer supporter for BME students through the Peers of Colour scheme.



## Champion or Role Model: Short-listed

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### Elizabeth Frood

Associate Professor of Egyptology, Faculty of Oriental Studies



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In 2015 Liz went into septic shock and as a result uses prosthetic legs, is hearing impaired and has almost no hand function. Her courage,

determination and resourcefulness in returning to her academic work have been outstanding. In addition to carrying out teaching and research, including fieldwork in Egypt, in the face of physical challenges, Liz has been active in raising awareness and improving disability support across the University and building networks among disabled staff and students at Oxford. She has spoken at numerous events, on student radio and in the British and international media, and in doing so has encouraged students with disabilities, who have seen that it is possible for them too to pursue an academic career.

### Harry Gable

MPhil Student in Comparative Government, New College



As the New College MCR disability representative, Harry boldly leads and shares willingly to increase awareness of disability, equality

and diversity, all the while maintaining a great sense of humour and leading discussions and social interactions. He has embraced the role and made it his own, and has the ability to show others the great similarities that we share, rather than highlighting the differences that society often points out. In his role as editor of the New Collection, a peer-reviewed, ISSN-accredited academic journal run by New College, he has introduced a non-peer reviewed section, to increase the scope of the journal to engage with the Oxford community about disability, equality and diversity, spark conversations and challenge people to think.



### Karla Miller

Senior Research Fellow and Associate Director,  
Wellcome Centre for Integrative Neuroimaging



Karla has been an outstanding champion for equality, diversity and inclusion at the Wellcome Centre for Integrative Neuroimaging and

within the wider research community. Karla identified EDI as an area where she wanted her leadership to have an impact from the outset of the WIN being established in 2017. She established and chairs an active EDI committee and champions member networks and working groups, generating activity and enthusiasm around EDI and facilitating a wide range of staff and students to get involved and put forward their own ideas. She regularly promotes EDI via social media and used her role of Programme Chair for the International Society of Magnetic Resonance in Medicine to influence practice beyond the University.

### Klaudia Krawieka

DPhil Student in Cyber Security, Department of Computer Science and Keble College



Throughout her studies, Klaudia has been an exceptional advocate for diversity and women's representation in

her department and the wider University. She has been the President and Outreach Officer of the Oxford Women in Computer Science society (OxWoCS). As president of the Oxford Hack 2019, an annual coding event, she promoted diversity by encouraging women's societies to enter teams and providing facilities such as a prayer room. Klaudia runs programming workshops for schoolgirls in years 7–9 and co-organises events with the Oxford Google Developers Group to bring together local computer science students and professionals to share knowledge of new technologies. Her leadership, dedication and kindness have inspired many people around her.



## Champion or Role Model: Short-listed

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### Lucy Tirahan

Undergraduate Student, Lincoln College



Lucy has forged lasting connections with staff and students alike through her in-college projects, practical support and willingness

and drive to ensure that Oxford feels like a community for everyone. As Cultural, Religious and Ethnic Diversity representative, Lucy is a tireless advocate for individuals who approach her with concerns. She has initiated a 'World Food Week', worked alongside others to secure a designated multi-faith prayer room, and is leading efforts to improve access to halal and kosher food in hall. She curated an exhibition, *Facial Recognition*, as part of the Lincoln Unites equality and diversity week, raising awareness of the barriers faced by staff and students of mixed-ethnic heritage.

### Shazeaa Ishmael

DPhil Student, Department of Materials



Shazeaa has sparked conversations about gender, race and religion within her research group and participates in the Department

of Materials' Equality and Diversity Committee. She led the creation of the Women in Material Science Group, launched in 2017, and works with others to develop activities to address the isolation felt by women in STEM. She was instrumental in setting up the Career Pathways for Women in STEM initiative, supported by the Institute of Physics, which provides female students with information about career options and links them with inspirational role models. Shazeaa has helped to build a network of other BME DPhil students across MPLS and has been actively involved in MPLS equality, diversity and inclusion activities.



### Suzan Meryem Kalayci

British Academy International Newton Fellow, Faculty of History, and Junior Research Fellow, Pembroke College



As an Early Career Researcher, Meryem has demonstrated leadership and an ability to influence change within the Humanities

and across the University, playing an important role in establishing the *Oxford Network for Armenian Genocide Research* and co-founding the *Silence Hub*, an interdisciplinary collaboration that connects silence and mindfulness with academics and members of the public. She is committed to ensuring that her public and community engagement work actively seeks to include people whose voices are often ignored, enabling people from a range of backgrounds and identities – including those who identify as D/deaf or hearing impaired, those with mutisms, and Quakers and other religious and spiritual groups – to engage with the University’s research and practice.



Category:

## **Inclusive Culture**



## LGBT+ Role Models and LGBT+ Allies Workshops

Inspired by a Stonewall-run LGBT+ Allies workshop that she attended in 2016, Hannah Ravenswood decided to design and facilitate in-house versions of LGBT+ Role Models and LGBT+ Allies workshops.

The LGBT+ Role Models workshops provide LGBT+ staff with a safe and supportive space to explore what it means to be a role model and to identify ways in which they can support others within the LGBT+ community. Following feedback from participants, Hannah has also designed and facilitated short workshops to enable LGBT+ Role Models to be effective mentors to other LGBT+ staff and students. The LGBT+ Allies workshops offer non-LGBT+ staff the opportunity to better understand the experiences of LGBT+ people and offer practical advice on how they can be an effective ally.

The workshops are run termly and the University's network has grown to 60 Role Models and 160 Allies, all committed to taking action to build a safe and supportive environment for the University's LGBT+ community. The workshops have made a significant contribution to the University's continued success in the Stonewall Workplace Equality Index, with Oxford rising to 76th in 2020.

An event in February 2020 to share best practice between LGBT+ Role Models and LGBT+ Allies was hugely successful and future plans to develop the networks include arranging further events to bring Role Models and Allies together.

Find out more at: [edu.admin.ox.ac.uk/lgbt-role-models](http://edu.admin.ox.ac.uk/lgbt-role-models)  
and [edu.admin.ox.ac.uk/lgbt-allies](http://edu.admin.ox.ac.uk/lgbt-allies)

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### Facial Recognition: An Exhibition

As part of Lincoln College's first ever equality and diversity week, Lincoln Unites, Lucy Tirahan put on an exhibition called *Facial Recognition* which showcased twenty students and staff of mixed-ethnic heritage. Each picture was accompanied by a bio written by the student or staff member, providing them with a novel platform to tell their stories and to promote discussion about the dynamics of recognition and representation.

Discussion of the mixed-ethnic identity has been neglected in the past and is particularly important in an increasingly globalised world. The exhibition sought to stress that diverse representation matters to create opportunities for people of mixed-ethnic heritage to celebrate their identity and consider how it relates to their environment. *Facial Recognition* highlighted that our social understanding of 'race' can, at times, be reductive for those with mixed-ethnic heritage and explored what happens when boundaries and our concept of 'race' are blurred, when categories are mixed and when different heritages are combined into one identity.

*Facial Recognition* proved to be a great success, not only prompting an important and valuable discussion about the mixed-ethnic identity but also bringing together undergraduate, graduate and staff members from all departments. The exhibition emphasised that Lincoln is a college with an inclusive community and where the mixed-ethnic identity could be explored with richness and strength.





### Inclusive Conference Guide

Conferences offer valuable opportunities to advance careers through networking, increasing exposure and recognition, building partnerships and developing skills. Yet events are often not designed in an inclusive manner and risk reinforcing or accelerating inequalities. Alice Chautard was committed to organising the REACH International Conference on Water Security and Poverty in March 2019 differently. She wanted to ensure that the event showcased the diversity of researchers working in the field and allowed people of all backgrounds and career stages to participate and feel included in the formal panel sessions and the socialising and networking opportunities.

Alice spoke to diversity experts and event organisers and searched for guidance documents yet found a lack of comprehensive resources. Collaborating with Claire Hann, they developed their own good practice guidance, drawing on extensive research of published and grey literature; consultation with experts; and the findings of a survey, with more than 230 respondents. Launched in May 2019, the guide has been widely welcomed and used extensively within the University and beyond.

The guide is practical, not prescriptive, in demonstrating how to make events more inclusive. It covers six areas of conference planning: event logistics, speaker diversity, participation, communications, discrimination and harassment, and caring responsibilities. Following the launch and widespread promotion of the guide, Alice and Claire have led dissemination activities, talks and workshops to further support the development of inclusive events.

Find out more at: [www.geog.ox.ac.uk/about/equality-diversity/inclusive-conferences.html](http://www.geog.ox.ac.uk/about/equality-diversity/inclusive-conferences.html)





### Unsung Heroes of Science

In 2018, Hertford College surveyed girls studying physics to understand their attitudes towards potential interventions to support them. One girl commented that they never learned about women because the syllabus was so male-dominated. This was the impetus for creating a competition for young people to uncover and share the stories of forgotten scientists.

Launched in spring 2019, *Unsung Heroes of Science* challenges 16- to 18-year-olds to create a two-minute video about an “unsung hero” of science. This empowers them to discover the stories they want to share, in a way that will inherently appeal to their peers. The videos tacitly promote role models for students who don’t see themselves reflected in their science textbooks. Additionally, the competition demonstrates that Hertford and Oxford value and celebrate those whose stories sit outside the typical narratives.

The competition is now run annually, with a prize of shadowing an award-winning broadcaster. All those short-listed have their videos shared online and are invited to a celebration day at Hertford to receive their awards and explore some scientific treasures from its rare books collection.

The shortlisted videos from the 2019 competition have been viewed more than 25,000 times. A set of teaching resources was launched in January 2020, including short classroom activities and lesson plans based on the videos.

Find out more at: [www.hertford.ox.ac.uk/unsungscience](http://www.hertford.ox.ac.uk/unsungscience)



Category:

# Diversifying Participation



### Multaka-Oxford

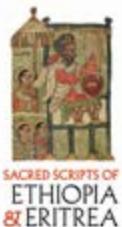
Multaka-Oxford is a joint project at the History of Science and Pitt Rivers Museums. Multaka – which means meeting point in Arabic – uses the museum collections as a focus to bring people together and creates inclusive volunteering opportunities for people who have recently arrived in the city as forced migrants. The project, inspired by Multaka-Berlin, has its roots in the museums' long-standing relationships with local community organisations, including Asylum Welcome, Refugee Resource and Oxford City Council, but it has transformed this collaboration into a much more equitable partnership.

Since it was established over two years ago, Multaka-Oxford has welcomed 64 volunteers, including refugees and asylum seekers from Syria, Zimbabwe and Sudan, and 3,600 people have attended events and tours run by them. The volunteers have developed tours in different languages, planned and delivered public events, co-curated displays and enhanced collections documentation, bringing more diverse voices into the collections and attracting new audiences.

The project partners have developed volunteering opportunities for forced migrants to share and develop skills, share and gain experience and practice their English, facilitating two-way integration and supporting social cohesion. The project has also supported museum staff to include different perspectives in their curation; adapt and enhance museum practices in display and interpretation; incorporate diverse viewpoints in public programming; and reflect on how they can be more inclusive in everything they do.

Find out more at: [www.prm.ox.ac.uk/multaka-oxford-0](http://www.prm.ox.ac.uk/multaka-oxford-0)





### Ethiopian and Eritrean Treasures – Ge’ez as a transmitter of cultural heritage

The Bodleian Libraries is committed to building strong, constructive relationships with local and regional communities and aims to address any perceived barriers to access to its collections. With this in mind, the Bodleian worked in partnership with the Faculty of Classics to bring its important collection of manuscripts and icons from Ethiopia and Eritrea, including illuminated gospels in Ge’ez, the Käbrä Nägäst and The Harp of Mary, to a wider audience.

Members of the Ethiopian and Eritrean communities from Oxford, London and Milton Keynes worked with the Bodleian to co-curate a display, Languages of God: Sacred Scripts of Ethiopia and Eritrea, which was open from 27 July–13 October 2019 and attracted over 3,000 visitors. The project brought members of the Ethiopian and Eritrean diaspora together and inspired younger generations of these communities to learn about the languages and religious and historical literature of their ancestors. The project also provided opportunities for knowledge exchange between researchers and Ethiopian-Eritrean scholars, community members and religious leaders.

In addition to the success of the exhibition itself, the project has generated publications, conference sessions, public engagement workshops, podcasts and social media interactions, and has created a platform for further community engagement and academic networking. All of this has contributed to creating greater visibility and awareness of the richness of Ethiopian and Eritrean history.

Find out more at: [visit.bodleian.ox.ac.uk/  
ethiopian-and-eritrean-co-curation-project](http://visit.bodleian.ox.ac.uk/ethiopian-and-eritrean-co-curation-project)





### RisingWISE

RisingWISE is joint initiative between Oxford and Cambridge, working closely with industry partners, which aims to foster long-term relationships between enterprising early career researchers and women working in industry, to encourage more women to build careers across the science and technology sector and equip participants to reach their full potential in male-dominated STEM subjects.

RisingWISE aims to help women researchers thrive in their academic community by enhancing their leadership and negotiation skills, and building their networks for support and collaboration, thereby increasing their confidence and self-efficacy. During three weekend workshops, facilitated group sessions create safe spaces for participants to talk, listen and gain advice from women peers and facilitators as well as gain new skills. The programme is now in its second year and has involved 80 participants and 28 facilitators from industry and academia.

Alumnae keep in touch with each other and the organisers through social media, continuing to support each other to develop and grow. There is also a 'reunion' event day in Cambridge, six months after the programme, to re-energise the feeling of community.

Participants from the first cohort have gone on to obtain promotions or new roles in their desired field. A large number have confidently applied for research grants, participated in pitching competitions and are now involved in successful ventures.

Find out more at: [www.mpls.ox.ac.uk/training/enterprise/enterprising-women/risingwise-a-new-enterprise-course-by-and-for-women](http://www.mpls.ox.ac.uk/training/enterprise/enterprising-women/risingwise-a-new-enterprise-course-by-and-for-women)





### UNIQ+ and NUSI

UNIQ+ and its social science partner programme, the Nuffield Undergraduate Scholars Institute (NUSI) are a sector-leading graduate access initiative, launched in 2019, that offers talented UK undergraduate students from areas and groups that traditionally have low progression into postgraduate study the chance to experience research at Oxford. The programme aims to widen participation by enabling participants to make informed decisions about continuing their studies and increasing their chances of success in getting a place.

The programme involves: the opportunity to spend 4–6 weeks conducting research in Oxford, under the guidance of Oxford academics; research and skills training; talks by leading academics on their research and career trajectory, on life as a research student by existing DPhil students, and on applying for graduate study and future careers; and a programme of social events in departments and colleges. Participants receive a stipend of £2,500 and free accommodation in colleges.

The overall aim is for participants to gain tangible benefits, particularly in terms of research skills and experience, which would enhance any future application for postgraduate study, whether at Oxford or elsewhere.

In its first year, there were 320 applications to UNIQ+ and NUSI from eligible individuals and 39 participants joined and completed the programmes. The intention is to expand UNIQ+ to about 200 places over the next five years.

Find out more at: [www.ox.ac.uk/graduateaccess/uniqplus](http://www.ox.ac.uk/graduateaccess/uniqplus)



Category:

# Promoting Awareness



## Beyond Boundaries

*Beyond Boundaries* is a science-inspired art competition which aims to: increase the visibility of Black and Minority Ethnic (BME) scientists and mathematicians; help break down the perceived division between science and art, emphasising that science and maths are creative subjects for creative and curious people; share exciting research and relatable BME role models with young people to help improve perceptions of STEM, higher education and Oxford; and further connect the University with schools and the public in meaningful, transformative ways.

The competition was run for the first time in 2018. Oxfordshire state school pupils were asked to create art (of any form) based on profiles of BME researchers from MPLS Division. Twelve BME researchers were profiled and art entries were accepted from pupils in Years 7–9: 95 individual and group entries were received from 103 school students, of whom 60% were girls and around 10% were BME.

Winners and runners up received prize money and participated in an awards ceremony at the Museum of Natural History. A public exhibition at the museum in December 2018 displayed 47 pieces of artwork to a broad range of visitors, and all eligible entries were showcased online.

Beyond Boundaries will be run again in 2020, with art entries accepted from pupils in Years 5–8, expanding the competition to primary schools.

Find out more at: [www.oxfordsparks.ox.ac.uk/beyondboundaries](http://www.oxfordsparks.ox.ac.uk/beyondboundaries)





Global Thinkers of the International

### The Global Thinkers Project

The Global Thinkers Project aims to raise awareness of individuals who have made significant contributions to International Relations (IR) but have been excluded from its teaching canon and practice due to biases of language, region and gender. A discussion series launched in 2017 has brought speakers to Oxford, from around the world and across disciplines, who are leading authorities on marginalised internationalist thinkers. The series has examined a different theme each term: the Spanish-speaking world, South Asia, China, the Portuguese-speaking world and, most recently, women thinkers, to mark the centenary of women being awarded degrees at Oxford.

The thinkers discussed in the series are missing from core IR textbooks, which tend to shape the formative ideas students have on International Relations. This is slowly being recognised in the discipline and there is a call for a more inclusive, diverse and global IR. The series aims to advance this agenda, making Oxford a hub for research and public engagement.

Each session has attracted around 50 participants but to further increase visibility, the sessions have been podcasted and the project has an active online presence. An edited volume of all the featured thinkers will be published, with chapter contributions from each of the series speakers. An academic paper will share concerns about the lack of diversity in core IR syllabi and generate further awareness.

Find out more at: [www.globalthinkersoxford.com](http://www.globalthinkersoxford.com)





## Making History

*Making History: Christian Cole, Alain Locke and Oscar Wilde at Oxford* was an exhibition that ran from May–December 2019 at Magdalen College Library and enabled hundreds of visitors to learn about Oxford's trailblazing LGBT+ and Black undergraduates.

*Making History* told the story of Oxford's first Black African undergraduate (Christian Cole), first African-American Rhodes scholar and midwife to the Harlem Renaissance (Alain Locke) and greatest Irish wit and dandy (Oscar Wilde). These three were undergraduates at University, Hertford and Magdalen College, respectively. By drawing these exceptional men together, the exhibition highlighted the surprising shared histories of Oxford's LGBT+ and Black students.

The exhibition's aim was to address the historical under-representation of the experiences of minority groups, to promote conversations around race and sexuality at Oxford and to enhance the feeling of inclusion among current and prospective Black and LGBT+ students. The curators believed that showcasing Oxford's LGBT+ and Black history would stimulate important conversations about diversity and inclusion today.

A series of events ran alongside the exhibition, including Black Oxford walking tours, lunchtime discussions and lectures, providing a space for students, staff and the wider public to engage with the trailblazers and reflect on their own lived experiences. All of the events were sold out whilst a social media campaign attracted visitors to the exhibition from across the University and beyond.

Find out more at: [www.magd.ox.ac.uk/libraries-and-archives/news/making-history](http://www.magd.ox.ac.uk/libraries-and-archives/news/making-history)

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### Tomorrow's Oxford Heads

The *Tomorrow's Oxford Heads – Diversifying Public Sculpture* project aimed to enhance the visibility of women and under-represented groups in the University's externally-facing public sculpture and addressed the question: 'How can we diversify public sculpture to better represent the people in today's University of Oxford?'

*Tomorrow's Oxford Heads* involved a collaboration between the School of Geography and the Environment and the History of Science Museum. Following a competitive call, several artists were interviewed and two temporary art installations were commissioned which were displayed outside the Sheldonian Theatre and History of Science Museum from 17 June–21 July 2019. One installation consisted of two plaster female 'Heads' of the same scale as the so-called 'Emperors' Heads', dating originally from the 17th century. The other installation involved the construction of a larger Head covered in pink plastic 'tags' on which the public were invited to write suggestions of who or what they would like to see portrayed in future sculptures.

Both artworks were highly effective vehicles for public consultation, encouraging over 1,310 people to leave comments on the tags or on postcards. These will be used to inform and encourage further action. As well as reaching large numbers of passers-by, the project also attracted widespread media coverage, achieving a very visible display of more diverse representations in one of the most iconic parts of Oxford's cityscape and fostering debate.

Find out more at: [www.hsm.ox.ac.uk/tomorrows-oxford-heads](http://www.hsm.ox.ac.uk/tomorrows-oxford-heads)







[www.ox.ac.uk/vc-diversity](http://www.ox.ac.uk/vc-diversity)  
[edu.admin.ox.ac.uk](mailto:edu.admin.ox.ac.uk)