

Equality and Diversity at Oxford

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Our brief....

To consider:

‘Equality and diversity issues in the context of communications

The implicit messages we may send through our words and images, and

How to strike a balance between where we are currently and our aspirations’

Which areas would you like to focus on?

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The implicit messages and cues are as important as the explicit ones – are we consciously or unconsciously implying that certain individuals - staff or students or visitors ‘belong’ here more than others? What does our messaging and ‘employer brand’ say about us as an employer and place of study? This is particularly important in terms of diversifying our staffing profile – how do we create an image of a modern, vibrant, diverse Oxford – while retaining the heritage which attracts many people?

We can ‘cue’ belonging and inclusion in small ways that have a huge impact – the LGBT flags in particular make an enormous difference to our LGBT employees and students – the postcards in a smaller way. The impact of the Diversifying portraiture project is considerable.

Similarly, some BME staff and students talk about feelings of exclusion or isolation from their department or college. LGB staff reported feeling less included in their departments in the staff survey; and disabled staff had a less positive experience.

How can our messaging and comms ensure that those individuals feel they do belong in what is inevitably a straight, white, majority Christian culture? This is particularly challenging at Oxford because, unlike some other institutions (Manchester, UCL), we were founded as a closed, white,

male Christian community – and that legacy and those values persist ...

Rainbow flags



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Diversifying Portraits

@DivOxPortraits

Cornelia Sorabji,
Somerville College |
Bhagavat Simhaji by
Frank Brooks (1895),
the Bodleian Libraries |
Stephanie Shirley by
Saied Dai (2012),
Balliol | Mary
Somerville by James
Rannie Swinton
(1844), Somerville
College | Richard
Parkinson by Simon
Davis (2007)

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The legislative framework

- Public bodies must have 'due regard' to the need to:
 - **Eliminate unlawful discrimination**, harassment and other conduct prohibited by the Equality Act 2010
 - **Advance equality of opportunity** between those who share a protected characteristic and those who do not
 - **Foster good relations** between those who share a protected characteristic and those who do not
- In all their policies, practices, provisions and services
- E.g. admissions, education, recruitment, employment, procurement, **conferences/events – and communications....**
- Guidance at: www.admin.ox.ac.uk/eop/policy/data/analysis

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Under the Prevent duty, Universities are to 'have due regard to the need to prevent people from being drawn into terrorism'. This does not mean that we prevent or curb existing rights to free expression, academic freedom, confidentiality, privacy or equal treatment.

For those whose role is to handle room bookings for events in your department or college, it is important that when making decisions about booking we are careful to ensure that no group is treated unfairly because of their religious belief. For transparency, this might mean at times, sharing with those looking for a booking the reasons why you might have rejected their request.

There have been concerns raised by students and staff that bookings have been denied for fear of breaking the law through the Prevent duty. If ever you are unsure about a booking do not hesitate in asking for advice from colleagues who may have attended Prevent briefings if you haven't yourself.

The protected characteristics

- Age
- Disability
- Gender reassignment (*or identity?*)
- Pregnancy and maternity
- Race
- Religion and belief (*including lack of belief / non-religious beliefs*)
- Sex
- Sexual orientation
- Marriage and civil partnership status
- *NOT social class*

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Marriage and civil partnership status – is protected only for first aim of equality duty (eliminating unlawful discrimination) and only in employment

These characteristics are all protected under UK law - but we are an international university – even concepts of minority ethnicity don't sit easily in an institution which has students and staff from up to 160 countries at any time, many from majority cultures

How do we ensure we are as inclusive as we can be of those with different cultures and different nationalities, different expectations, different sensitivities, different legal backgrounds and awareness – and how can we demonstrate this post-Trump, post-Brexit? We cannot react to every incident – but equally our BME and international staff and students can feel that we do not do enough to make those students and staff consistently and constantly feel welcome.

What is missing - social class – included in OFFA objectives in relation to students, but not the Equality Act 2010.

How do we portray (and celebrate) visible difference...

- Age
- Ethnicity
- Sex
- Religion and belief?
- 'Inter-sectionality'?

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How do we portray (and celebrate) invisible difference...

- Age
- Caring responsibilities (non-gendered)
- Unseen disability and health conditions
- Gender reassignment (*or identity?*)
- Religion and belief?
- Sexual orientation
- Social class, background etc?
- 'Inter-sectionality'

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Where we are now– staff and gender

- 28% of academic staff (14% of clinical academics) are female (July 2016):
 - 24% of professorial staff (22% RG average, 23% UK average)
 - 28% of associate professors
 - 44% research staff
- 41% of membership of Council and its main committees are female (MT16):
 - 56% of divisional academic leadership
 - 27% of HoDs

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RG and UK data relate to 2014/15

Gender - where we want to be...

By 2020

- 30% female professors
- 20% female statutory professors
- 35% female associate professors

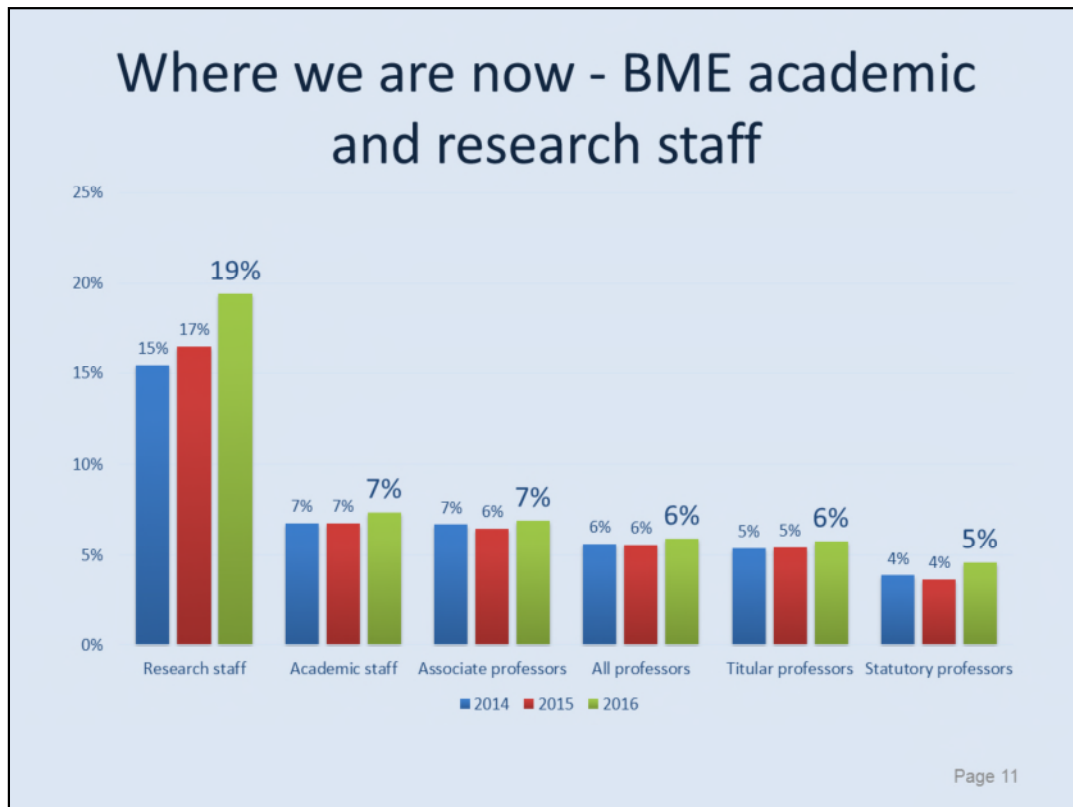
Our key challenge is increasing female (and BME) representation in the AP role:

- Recruitment
- Progression to the role
- Workload and satisfaction
- Progression within the role

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Targets are very challenging – and currently unachievable without significant change – but they were intended to be stretching and to challenge behaviours and thinking. Most challenging is that for Associate Professors – difficulty in attracting and retaining women at this career stage.

But even achieving the targets won't significantly change the numbers of female academics in the short term...

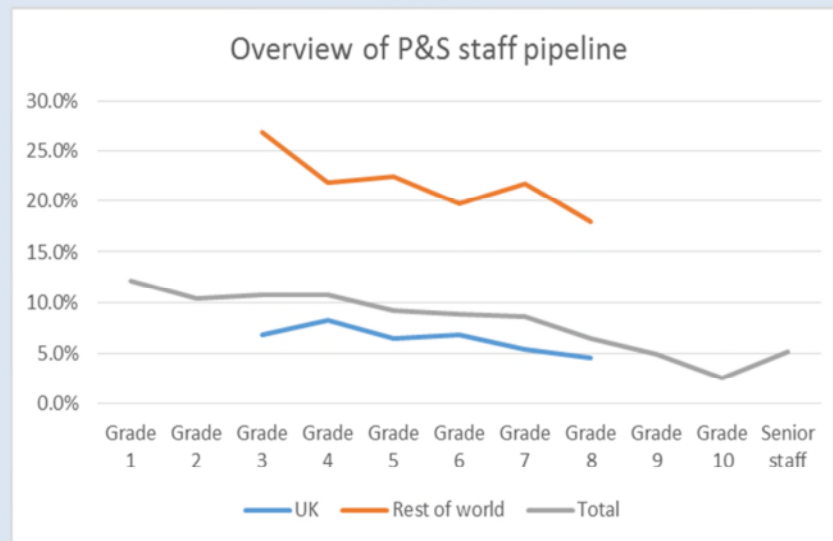


Apparent % increases are more likely to reflect improvements in data quality, not the appointment of more BME staff.

These are in line with the rest of the UK, the Russell Group (outside London), Oxford Brookes and Reading Universities...

But we have very few BME staff - and an increasing number of BME students

And...BME professional and support staff



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UK BME % very similar to the City and County Councils

Overall % BME similar to non-clinical staff at OUH hospitals and also to non-academic staff at Brookes / RGI (outside London) and all UK (but a little lower than at Reading where 13% of admin and support staff are BME

Where we are now – students

- On 1 December 2015, women comprised:
 - 47% of undergraduates
 - 46% of PGT students
 - 42% of PGR students
- BME students comprised 25% of the total population:
 - 20% of undergraduates
 - 34% of PGT
 - 28% of PGR
 - 14% of the total UK student population: 14% of UG, 19% of PGT and 15% of PGR

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Oxford had almost the lowest proportion of female students at UG, PGT and PGR within the Russell Group (2014/15 HESA data)

UG: Imperial 34%, Oxford 46%, Cambridge 47%, Warwick 48%, Newcastle 49%, LSE 50%

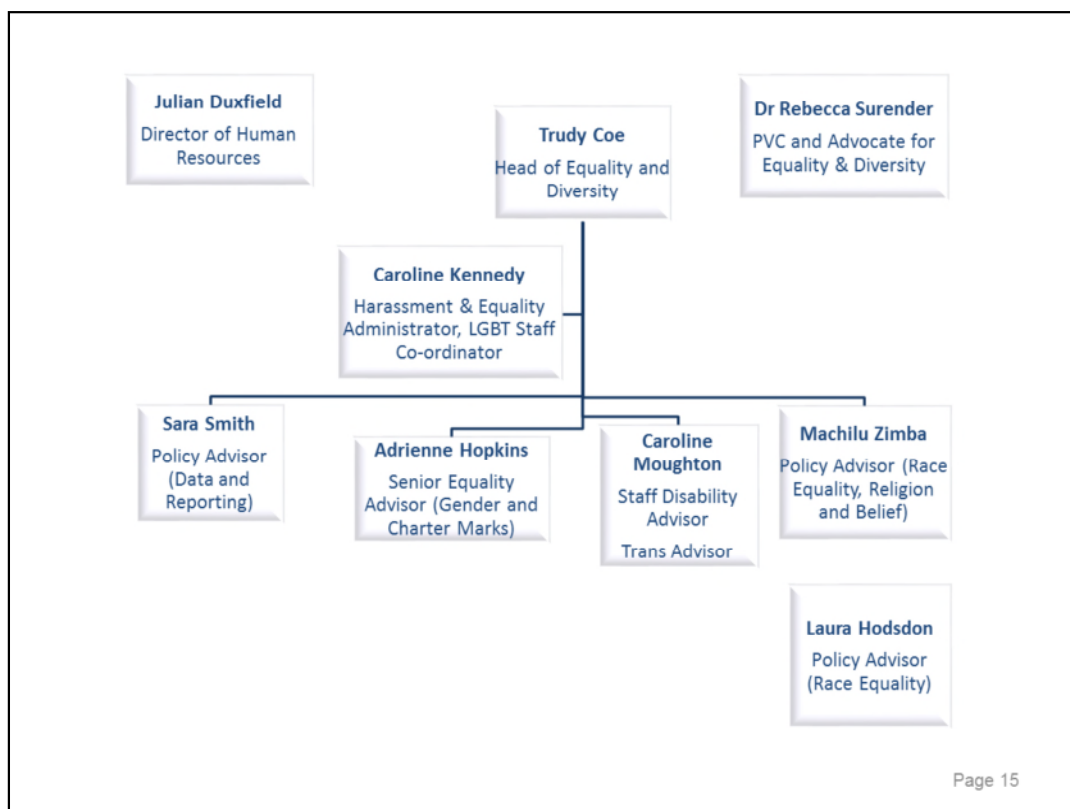
PGT: Cambridge 36%, Imperial 42%, Warwick 43%, Oxford 45%, Newcastle 48%, Liverpool 49%, Manchester 50%

PGR: Imperial 38%, Durham 42%, Oxford 42%, Warwick 42%, Southampton 44%, Sheffield 44%, Liverpool 45%, Manchester 45%, Nottingham 45%, Cambridge 45%

FHS 2016: There were no differences in MSD and SSD in 2016 (by sex alone or by sex and fee status).

Discussion

- What do you currently do to 'cue' and reflect equality, diversity and inclusion?
- What more could we do?
 - Centrally
 - Divisionally
 - Locally



EDU has responsibility for all aspects of equality and diversity in relation to both staff and students – except for disability in relation to students which is the responsibility of the Disability Advisory Service.

Our Disability Advisor, Caroline Moughton, does however support graduate students who have disclosed a disability or long term health condition and are looking to transition to employment at Oxford – e.g. JRFs.

Caroline also supports students and staff who are transitioning; and colleges can contact her for support in relation to trans students, college-only staff or jointly appointed staff. She is currently producing revised trans guidance on which we will seek views from colleges.

Formally, the EDU reports to an Equality and Diversity Panel chaired by Dr Surender with representation from colleges (Head of House, Domestic Bursar and Senior Tutor). For 2016/17 the Panel will meet twice-termly focussing on the institutional Race Equality Charter application. The Panel is in turn advised by Equality Groups, chaired by members of academic or professional staff – LGBT. Race. Disability. OWN and REN.