



## NUFFIELD COLLEGE EQUALITY REPORT 2015/16 (SUMMARY)

### Contents

1.	Introduction .....	1
2.	Equality Committee .....	1
3.	The College's Equality Objectives for 2016-20 .....	2
4.	Equality Data Analysis .....	2
	Progress Towards Equality Objectives .....	3
	Data Limitations .....	5
5.	Actions towards Equality Objectives.....	6
6.	Other Activity in Support of Equality and Diversity .....	8

### 1. Introduction

Nuffield College seeks to be an inclusive, friendly and diverse academic community for its students and employees that embraces the principle of equality and fosters collegiality in all of its activities. In accordance with the Equality Act 2010, and following the Equality Policy of the University of Oxford, Nuffield College is committed to protecting the rights of individuals and to promoting equal opportunities regardless of age, disability, gender reassignment, pregnancy and maternity, race, religion and belief (or lack thereof), sex and sexual orientation. The College's commitment to equality and diversity is captured in its [Equality Statement](#) which permeates the College's activity and sets out the framework for the consideration of equality issues within the College. Within this framework and in accordance with the Public Sector Equality Duty, the Equality Report is a yearly progress update that provides a summary analysis of key equality data, sets the College's Equality Objectives, and outlines the proposed actions to be taken in order to achieve the agreed objectives.

### 2. Equality Committee

The institutional responsibility for policy and guidance on equality and diversity matters within Nuffield College lies with the Governing Body which has devolved this responsibility to the Equality Committee. This committee oversees the development, implementation, monitoring, prioritisation and review of policies, procedures and practice in relation to the College's Equality Statement and its commitment to promoting equal opportunities for staff, students, Fellows, visitors and others



## NUFFIELD COLLEGE

closely associated with the College. The Committee normally meets once a term and, as part of its commitment to monitor equal opportunities, it regularly reviews equality data within the College population and in accordance with the Data Protection Act. The equality data analysis is primarily used to identify areas for improvement within the College and to inform the College's equality objectives and related action plan.

### 3. The College's Equality Objectives for 2016-20

In the Equality Report 2014/15, the College set the following Equality Objectives for the period 2016-20:

1. To achieve an increase in the number of female senior academics at Nuffield within the next five years.
2. To take steps in order to ensure that the College attracts and retains a higher number of female students and postdoctoral research fellows.
3. To improve the number of BME members of College across the categories of students, non-academic staff, permanent academic staff, and postdoctoral research fellows.
4. To improve methods of data capturing and recruitment monitoring, especially with respect to academic posts, to gain further insight into areas that need improvement.
5. To undertake appropriate benchmarking exercises to ensure comparability between the College the relevant University Departments.
6. To improve access for disabled students or employees.

### 4. Equality Data Analysis

The equality data analysis for 2015/16 looked at the protected characteristics of gender, nationality, disability and ethnicity both within the current College population as a whole and with respect to the student admissions and staff recruitment processes in particular. As an institution with fewer than 150 staff, Nuffield is not obliged to publish equality data concerning staff, but continues to have to monitor equality data in order to identify ways to improve equality and diversity. Student data is routinely collected during the admissions process and is complemented by the University's student records. The present document only includes a summary of key data and offers a commentary on the main findings.

In the analysis of the current College population, both students and employees of the College were examined. College employees were further split into two main groups which were as follows: Academic Staff (including Postdoctoral Research Fellows and Permanent Academic staff (i.e. Governing Body Fellows)) and Non-Academic Staff. Where possible, the analysis of academics (both student and employees) within College was further broken down by subject in order to determine the variation between the College's three main subject groups of Economics, Politics, and Sociology. Non-academic staff were analysed by department. Whilst not all data was available across all sections of College, the areas of gender and ethnicity provide a useful opportunity for comparison across the varying groups and offered useful insights into areas for improvement within College.

The graphs presented below provide some statistical analysis of progress towards our Equality Objectives as set out in the Equality Report for 2014/15.



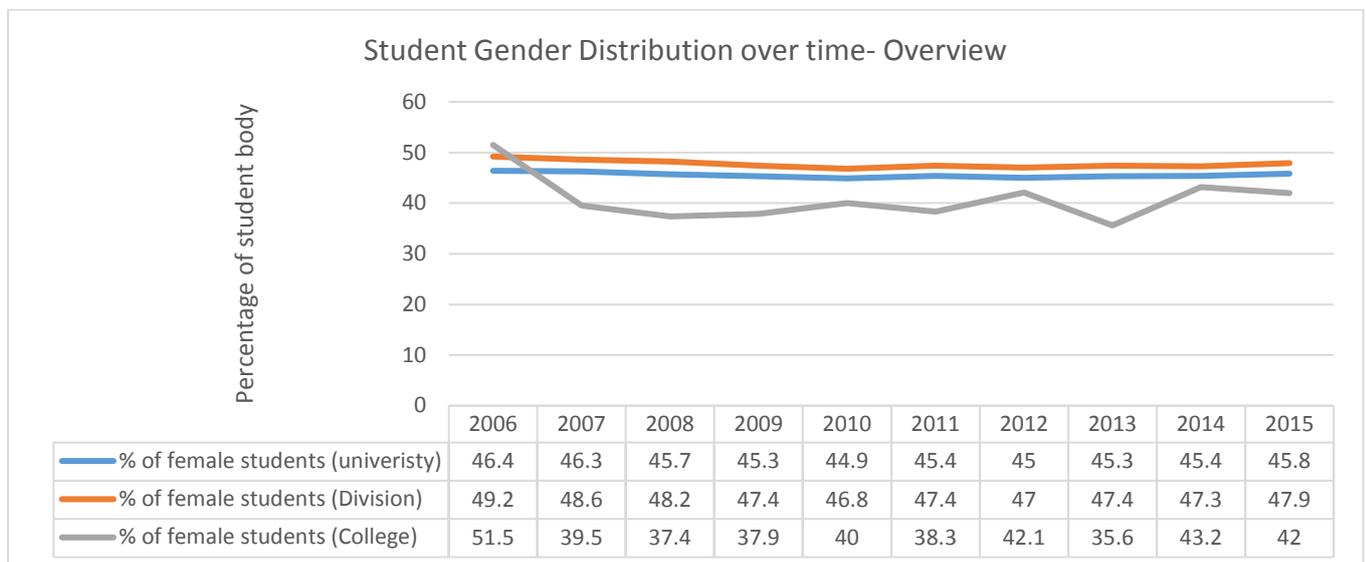
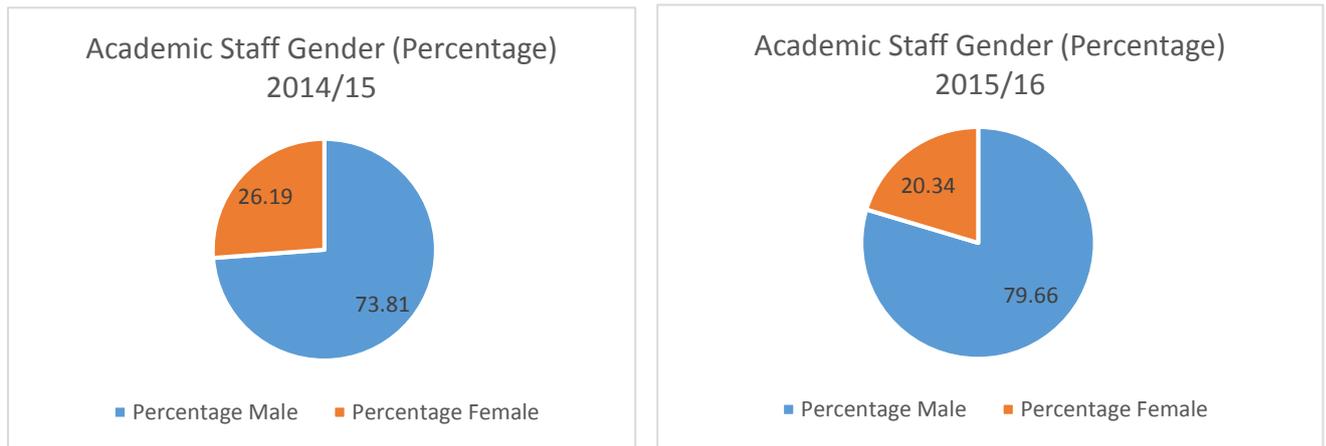
NUFFIELD COLLEGE

Progress Towards Equality Objectives

**1. To achieve an increase in the number of female senior academics at Nuffield within the next five years.**

**2. To take steps in order to ensure that the College attracts and retains a higher number of female students and postdoctoral research fellows.**

The data below compares gender equality data over time for academic staff (including permanent academic staff and postdocs) and students.



As this graph demonstrates, the proportion of female students has slightly decreased (1.2% smaller) since 2014/15, but remains higher than the majority of previous years.

The proportion of offers made to female applicants (40.7%) was slightly higher than the proportion of female applicants (37.5%), while both of these figures represent an increase from 2014/15. Additionally, unlike in 2014/15, women were significantly more likely to accept offers of student places than men. While there was a small increase in the proportion of female offer holders accepting their place (50% in 2014/15 to 54.2% in 2015/16), this change was predominantly due to a sharp decrease in the number of men accepting offers (55.3% in 2014/15 to 45.7% in 2015/16).



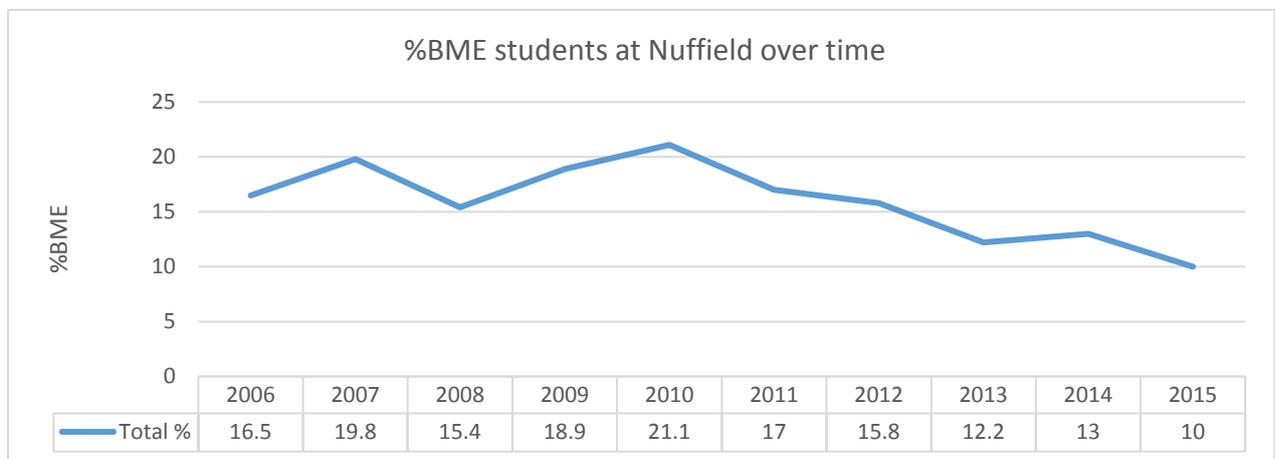
NUFFIELD COLLEGE

This could suggest that measures implemented in 2015/16 with the aim of increasing acceptances of applicants such as proactive contact with offer holders may have been successful in increasing acceptances by female applicants.

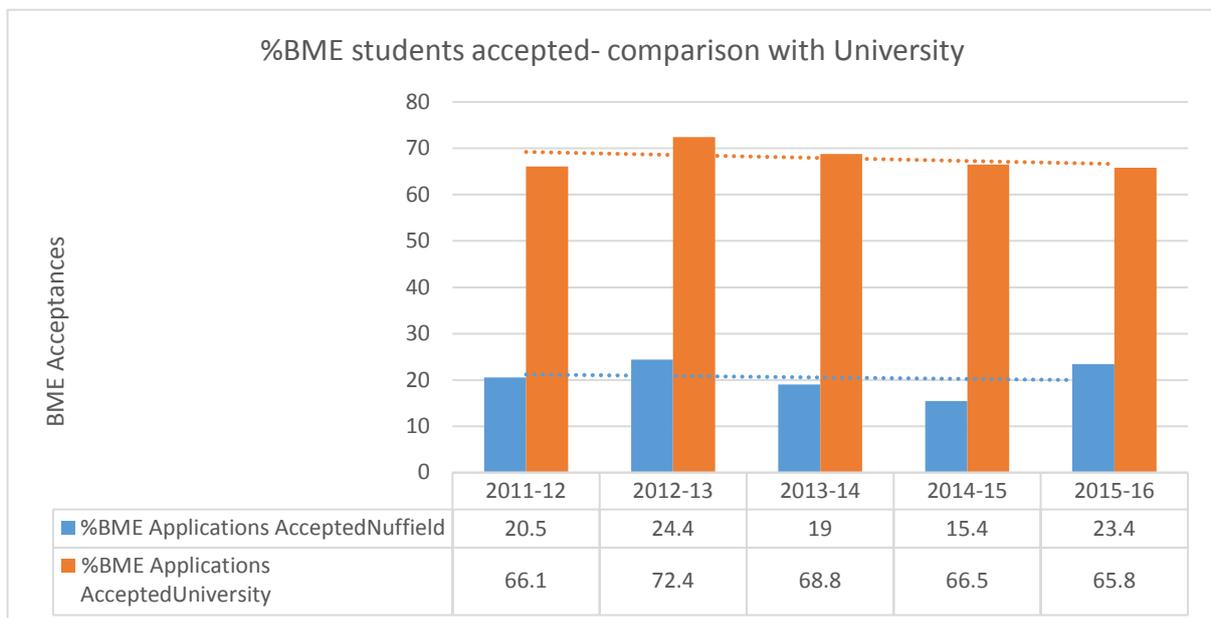
The proportion of female academic staff in College has also slightly decreased since 2014/15, although limitations of data collection mean that comparison of applications and recruitment to academic posts in 2015/16 have not been made.

**3. To improve the number of BME members of College across the categories of students, non-academic staff, permanent academic staff, and postdoctoral research fellows.**

The graph below shows the change in proportion of BME students at Nuffield from 2006 to 2015.



Data on applications and offers made to BME applicants shows a significant increase in the success rate of BME applicants to Nuffield, from 15.4% in 2014/15 to 23.4% in 2015/16. Nonetheless this rate remains significantly lower than the success rate for BME applicants at the University of Oxford

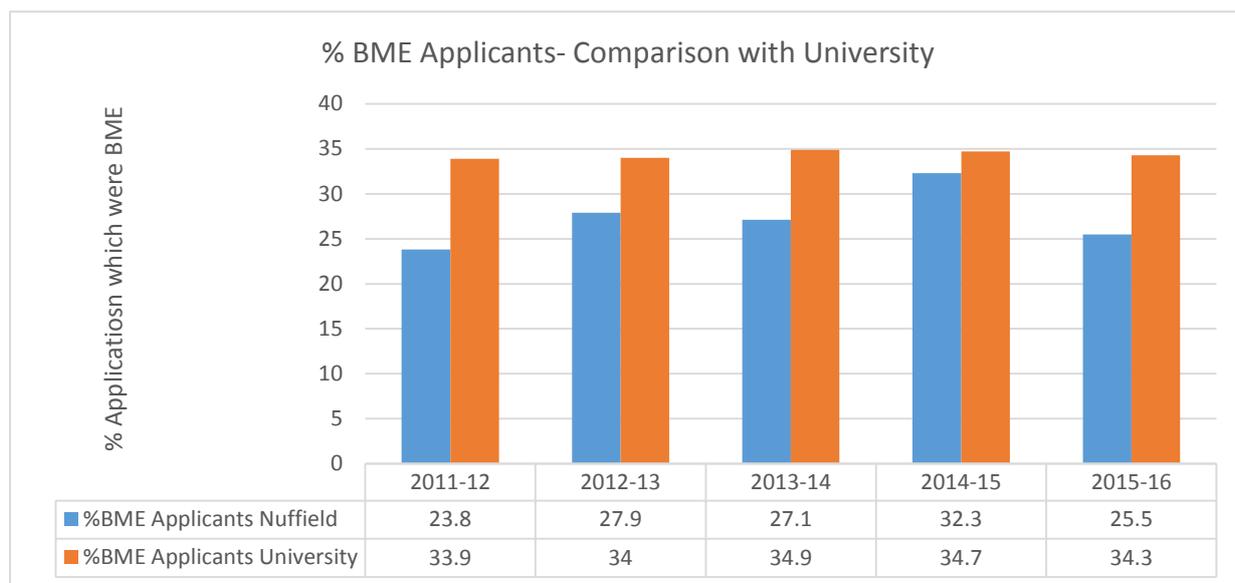




## NUFFIELD COLLEGE

as a whole, which in 2015/16 was 65.8%, and lower than the success rate for white applicants to Nuffield in 2015/16 which was 34.1%.

Despite the higher success rate than in previous years, the proportion of applicants to Nuffield who were BME (25.5%) was lower than the University as a whole (34.3%) and lower than the proportion of BME applicants to Nuffield in previous years, as can be seen in the following graph. This suggests that further efforts should be made to increase applications by BME individuals to the College.



#### **4. To improve methods of data capturing and recruitment monitoring, especially with respect to academic posts, to gain further insight into areas that need improvement.**

Information about protected characteristics of applicants and offers for student admissions and non-academic staff recruitment was recorded and reported to the Equality Committee at its meeting in Trinity Term 2017.

#### **5. To undertake appropriate benchmarking exercises to ensure comparability between the College the relevant University Departments.**

Equality data relating to on course students and student admissions was benchmarked against the University of Oxford and the Social Sciences Division with regards to gender, ethnicity, nationality and domicile.

#### **6. To improve access for disabled students or employees.**

Data on disability was reported to the Equality Committee but is not published due to the size of the College.

#### **Data Limitations**

While some progress has been made since 2014/15 with regards to the collection of data about



## NUFFIELD COLLEGE

equality in the College, the data remains incomplete in some areas. Collection of further data regarding recruitment is a priority for the College, particularly for staff where there is no University data to supplement College records and where the provision of information is done through the voluntary anonymous completion of an Equality Monitoring Form at the point of application. As the completion of such forms, whilst encouraged, is not compulsory in any application to the College, many prospective employees elect not to disclose sensitive or personal information during the initial application process. As a result, the data set is incomplete and covers only some of the protected characteristics.

While data pertaining to non-academic appointments is now collated and reported to the Equality Committee, data for appointments of academic staff remains incomplete. It is possible that data regarding these appointments could suggest further areas where the College could improve.

### 5. Actions towards Equality Objectives

#### **1. To achieve an increase in the number of female senior academics at Nuffield within the next five years.**

##### *Actions Taken*

The College has instituted the use of informal search committees, prior to initiating the formal recruitment process, to help identify potential female candidates.

A seminar and dinner marked International Women's Day. Professor Nannerl Keohane, Laurance S. Rockefeller Distinguished Visiting Professor, Woodrow Wilson School and Center for Human Values, Princeton University, gave a seminar on 'Whether, and if so why, women lead differently from men'. The event was attended by over 50 students, academics, staff and alumni, and led to lively discussions about gender equality and leadership.

##### *Proposed Actions*

In order to understand more clearly the reasons behind the gender disparity amongst senior academics, further analysis of academic recruitment is required. The College continues to look into the introduction of an online recruitment platform for its recruitment exercises which it hopes will, where used for senior academic appointments, help with monitoring of the composition of applicants and offers.

The College will continue to collaborate closely with the relevant University Departments to ensure that equality is considered in making joint appointments.

#### **2. To take steps in order to ensure that the College attracts and retains a higher number of female students and postdoctoral research fellows**

and

#### **3. To improve the number of BME members of College across the categories of students, non-academic staff, permanent academic staff, and postdoctoral research fellows.**

##### *Actions Taken*

The College piloted a scheme to underwrite funding for students applying to the Economics or Sociology Groups for admission in Michaelmas 2016, with the aim of extended the scheme to all students in 2016/17. It is hoped that this scheme will promote equality of opportunity and prevent students who have been offered places from withdrawing.



## NUFFIELD COLLEGE

The College continued to communicate proactively with those students and academics who received offers, in order to address any concerns they may have and encourage the uptake of places at Nuffield, particularly from female and/or BME applicants.

### *Proposed Actions*

The College planned to extend the scheme to underwrite funding for students applying in 2016/17 to start courses in Michaelmas 2017 to all subjects and will continue to monitor the impact of the scheme on equality and diversity.

#### **4. To improve methods of data capturing and recruitment monitoring, especially with respect to academic posts, to gain further insight into areas that need improvement.**

### *Actions Taken*

Data was reported to the Equality Committee concerning on course students and staff at the College in 2015/16, student admissions to start courses in Michaelmas Term 2016 and non-academic staff recruitment from October 2015 to September 2016.

In July 2016, the College carried out an Equality Survey among the student body to capture most of the protected characteristics amongst the College's population (to the extent that this is possible within the framework of the Data Protection Act) with the aim of highlighting areas where the College may need to take further action to improve equality and diversity. 37 out of 83 students responded to the survey. The results were used to write an Equality Survey Report which was then circulated to the Equality Committee and, in an abridged version, to the JCR.

### *Proposed Actions*

The College plans to run the Equality Survey again in 2016/17, including academic and non-academic staff in addition to students in order to develop a more thorough understanding of equality and diversity issues in the College.

The College continues to look into the introduction of an online recruitment platform for its recruitment exercises which it hopes will, where used for senior academic appointments, help with monitoring of the composition of applicants and offers.

#### **5. To undertake appropriate benchmarking exercises to ensure comparability between the College the relevant University Departments.**

### *Actions Taken*

Data reported to the Equality Committee regarding 2015/16 was benchmarked against equivalent data from the Social Sciences Division and University of Oxford as a whole.

### *Proposed Actions*

The College continues to look into the introduction of an online recruitment platform for all its recruitment exercises which it hopes will, where used for senior academic appointments, help with monitoring of the composition of applicants and offers.

#### **6. To improve access for disabled students or employees.**

### *Actions Taken*

As stated in our 2014/15 report, the College commissioned a Disability Discrimination Act survey of the College buildings and grounds which proposed several practical changes that would help



## NUFFIELD COLLEGE

improve accessibility. The Site manager and Bursar, along with the Senior Tutor and Disability Officer, continue to work to implement these changes.

### 6. Other Activity in Support of Equality and Diversity

In addition to actions taken towards our equality objectives, the College undertook the following with the aim of furthering equality and diversity:

- At the end of February 2016, the first official LGBT dinner to mark LGBT History Month was held in College.