# CONTENTS

1. Introduction \hspace{1cm} 2  
2. Equality Committee \hspace{1cm} 3  
3. The College’s Equality Objectives for 2016-20 \hspace{1cm} 4  
4. Equality Objectives: Progress Report \hspace{1cm} 5  
5. Other Activity in Support of Equality and Diversity \hspace{1cm} 7  
6. Equality Data Analysis \hspace{1cm} 8  
    Gender Statistics \hspace{1cm} 8  
    Ethnicity Statistics \hspace{1cm} 11
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, prioritization 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 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 and the relevant University Departments.

6) To improve access for disabled students or employees.
4. EQUALITY OBJECTIVES: PROGRESS REPORT

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

**Actions Taken**
In 2017, the three appointments made to Governing Body have been female.

**Proposed Actions**
In order to understand more clearly the reasons behind the gender disparity among senior academics, further analysis and scrutiny of the academic recruitment process is required. The College will continue to collaborate closely with the relevant University departments to ensure that equality is considered in making joint appointments.

The College has purchased a subscription to an online recruitment platform, Interfolio, for its recruitment exercises, which it hopes will, where used for senior academic appointments, help the monitoring of the composition of applicants and offers.

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.

**Progress to Date**
The College instituted a scheme to underwrite funding for all students admitted to Nuffield in the Academic Year 2016/17. It is hoped that this scheme will promote equality of opportunity and prevent the loss of students for financial reasons.

The College communicated 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.

On Monday 6 March 2017, the College hosted a dinner to celebrate International Women’s Day.

**Proposed Actions**
The Academic Office has started monitoring the admissions process more closely and is reviewing its benchmarking efforts during the admissions process in order to understand better if and where in the admissions cycle the college loses BME and female applicants.

The Equality and Diversity Fellow is in the process of setting up and organizing the first Nuffield Summer Institute for Undergraduates, a free summer programme aimed at promising young scholars who are typically underrepresented in graduate cohorts in the social sciences.

The College intends to promote its underwriting scheme better, in the hope that it will attract more applicants from more diverse backgrounds.
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.

**Progress to Date**
Data was collected in 2016/17 for on course students and staff at the College: student admissions for 2017 entry and for applications for non-academic staff recruitment exercises from September 2016.

**Proposed Actions**
The College plans to run the Equality Survey again in 2017/18, 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.

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

**Progress to Date**
Data reported to the Equality Committee regarding 2016/17 was benchmarked against equivalent data from the Social Sciences Division and University of Oxford as a whole.

**Proposed Actions**
The Academic Office will continue to review its monitoring and benchmarking activities during the admissions process in order to understand better where the College loses applicants from more diverse backgrounds.

6. To improve access for disabled students or employees.

**Progress to Date**
The College agreed to implement a new procedure for moving into College Accommodation that would enable students to access the main College site by car when moving in.

**Proposed Actions**
The College will continue to implement the changes recommended in the Disability Discrimination Act survey and to consider issues of disability access when making decisions regarding works and maintenance. For example, as large-scale works are projected for the area of College encompassing the Lodge, Large Lecture Room and L Staircase, the College will review the possibility of improving access to the lower quad.

The College also intends to consider revising this action point to include better monitoring of disability statistics, particularly in regard to take-up and drop-out rates.
5.
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:

- Angela Eagle, Labour MP for Wallasey, was invited to give a seminar in the College on Monday 27 February 2017 to celebrate LGBT History Month. The event was well-attended by College members and was followed by a dinner in College.

- All single cubicle toilets in the College were made gender neutral in Hilary Term 2017 in order to better meet the needs of transgender, gender variant and non-binary College members and visitors.

- The Senior Tutor and Equality and Diversity Fellow met with the JCR in Hilary Term 2017 to discuss issues relating to Equality.
6. EQUALITY DATA ANALYSIS

Gender Statistics

Students

Fig. 1 demonstrates that, since 2006, the percentage of female students at the College has averaged around 41%, in comparison to the Social Sciences Division and the University, whose percentage of female students has averaged around 48% and 46% respectively.

![Fig. 1 % of Female Students Since 2006](image)

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<tbody>
<tr>
<td>% of Female Students (University)</td>
<td>46.1</td>
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<td>% of Female Students (Division)</td>
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<td>% of Female Students (College)</td>
<td>42.8</td>
<td>38.7</td>
<td>40.4</td>
<td>41.6</td>
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1 All data is collected from the University of Oxford Tableau Server, unless otherwise stated.
Fig. 1.1 demonstrates that, since 1994, an average of 15 male students and 11 female students have been admitted each year.

![Fig. 1.1 Gender of New Students at Nuffield Since 2006](image)

Data on College staff collected from Nuffield College HR Department and correct as of 19 October each year.

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\(^2\) Data on College staff collected from Nuffield College HR Department and correct as of 19 October each year.
Governing Body

While there is a significant gender imbalance in the Governing Body (27 male vs. 8 female members), Fig. 1.4 shows that a greater percentage of women has been elected to Governing Body between 2015 and 2017 than between 2012 and 2014.
Ethnicity Statistics

Students

Fig. 2 demonstrates that there remains a very low percentage of students from a black background. This issue has already been identified by the College, and forms the basis of one of the equality and diversity objectives for 2016-20.

The comparison between Nuffield College, the University and the Social Sciences Division (SSD) in Fig. 2.1 demonstrates that Nuffield generally has a lower percentage of on-course BME students than the University, as well as a lower percentage of BME students than the SSD, although the division consistently has a higher percentage of BME students than the university average.
However, it ought to be noted that the University and SSD figures include undergraduate statistics, which may skew the balance of BME to white students.

The comparison between the University’s postgraduate statistics and Nuffield College in Fig 2.2 demonstrates that, generally, the percentage of BME students on PGT courses is lower than that of the University and the SSD, although the average percentage of BME students at Nuffield on PGT courses has increased in 2015-2016. This is in line with the University and SSD, where the percentage of BME students on PGT courses has increased over the last decade.

With regards to PGR courses, Fig. 2.3 shows that there has been a decline in the percentage of BME students in recent years at Nuffield, despite the small, steady increase university-wide. The percentage of BME students on PGR courses is also noticeably lower than the SSD, whose percentage of BME PGR students has averaged 31% since 2006, in comparison to Nuffield’s 15%.

These data indicate that one area for improvement on which the College could particularly focus is increasing the number of its BME research students.

Figs. 2.4-2.7 below compare the percentage of students that identify as BME in UK and International PGT and PGR cohorts.
Fig. 2.4 % of UK Students on PGT Courses that Identify as BME

University 13 16 18 19
Nuffield 2 23 6 9

Fig. 2.5 % of UK Students on PGR Courses that Identify as BME

University 13 12 13 15
Nuffield 5 7 6 3

Fig. 2.6 % of International Students on PGT Courses that Identify as BME

University 40 37 40 44
Nuffield 29 12 20 34

Fig. 2.7 % of International Students on PGR Courses that Identify as BME

University 34 37 37 37
Nuffield 20 24 14 12
The data in Fig. 2.8 demonstrate that there is a lower percentage of BME applications with a UAB offer reviewed by Nuffield College than offers to BME applicants made by the SSD. This suggests that BME applicants may be less likely to select Nuffield as their College preference, and so are less likely to be reviewed by Nuffield. Conversely, Nuffield reviews approximately 10% more applications from white applicants than receive offers from the SSD, suggesting that Nuffield may get a higher percentage of white applicants selecting it as their College preference.

In order to diversify its applicant pool, the College will aim to promote its underwriting scheme more widely.