NUFFIELD COLLEGE EQUALITY STATEMENT

Nuffield College is part of the University of Oxford. This statement is based on the University’s Equality Policy (https://www.admin.ox.ac.uk/eop/policy/equality-policy/) which Nuffield College endorses.

Nuffield College aims to be one of the world’s outstanding social science institutions, providing a stimulating research-orientated environment for postgraduate students, researchers and academics, and promoting, according to its Charter, “the study by co-operation between academic and non-academic persons of social (including economic and political) problems”.

In fulfilling its founding principles, Nuffield College seeks to be an inclusive, friendly and diverse community for its students, employees, and associates. The College embraces equality and aims to foster collegiality and to provide a learning, working and social environment in which individuals are respected and able to realise their potential. 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.¹

The College seeks to promote diversity amongst its members and to achieve equity in the experience and achievement of all students and employees through the implementation of transparent policies, practices and procedures, and the provision of effective support.

The College acknowledges that equality considerations should permeate all its activities and will seek to promote awareness of equality and diversity. It is therefore committed to devising, implementing and reviewing an action plan that will support its commitment to equality and diversity and ensure the College’s compliance with the Public Sector Equality Duty.

In exercising its policies, practices, procedures and decision-making, the College will have due regard to its duties under the Equality Act 2010 to:

1. Eliminate discrimination, harassment, victimisation or any other prohibited conduct;
2. Advance equality of opportunity between persons who share a relevant protected characteristic and those who do not, by
   a. Removing or minimising disadvantages suffered by people with various protected characteristics
   b. Taking steps to meet the needs of persons with a relevant protected characteristic where they are different from the needs of other people
   c. Encourage persons with a relevant protected characteristic to participate in public life or other activities where their participation is low
3. Foster good relations between persons who share a relevant protected characteristic and those who do not, by

¹ These are the eight characteristics protected by the Equality Act 2010; marital status and civil partnership is protected only in relation to eliminating discrimination in employment.
a. **Tackling prejudice and**
b. **Promoting understanding between different groups.**

In this context, the College pledges to:

- Encourage applications for study and employment from the widest pool of potential candidates, especially where representation is disproportionately low.
- Take steps to meet the particular needs of individuals from protected groups where these are different from the needs of others.
- **In respect of students,** seek to attract applicants of the highest quality and potential, regardless of background. Decisions on the admission of students will be based solely on the individual merits of each candidate and the application of selection criteria appropriate to the course of study and in accordance with the University’s guidelines.
- **In respect of staff,** ensure that entry into employment and progression within employment are determined solely by criteria which are related to the duties of a particular post and the relevant salary scale; and support career development and progression to ensure diverse representation and participation at all levels.

The College expects all members of its community to treat each other with respect, courtesy and consideration and does not tolerate any form of harassment, victimisation or bullying. It has a Policy and Procedure on Harassment and designated College Harassment Advisors who provide support and advice.

**Equality Reporting and Monitoring Responsibilities**

To ensure that it embeds equality and diversity considerations throughout its policies, procedures and decision-making functions, the College commits to monitoring periodically equality data with respect to students and employees and to using the data as an evidence-base when setting its equality objectives in accordance with the Public Sector Equality Duty. The College’s Equality Committee, which reports directly to the Governing Body, has institutional responsibility for policy and guidance on equality and diversity matters; it oversees the development, implementation, monitoring, prioritisation and review of policies, procedures and practice in support of the College’s Equality Statement. The Equality Committee commissions and reviews equality data analysis and uses this analysis as a basis for setting the College’s equality objectives and for measuring achievements against the set objectives.

**Application of the University’s Equality Policy in College**

The College’s Equality Statement, which reflects the University’s Equality Policy, applies to all members of the College community, including students and employees, applicants, associate members, and visitors.

All members of the College community are expected to act in accordance with the Equality Statement and to treat colleagues with respect at all times.

All visitors to the College, including contractors, and people operating on behalf of the College, whether on college premises or elsewhere, have a responsibility to behave in accordance with the principles of this Statement.

As appropriate within the collegiate university, individuals may additionally be due to observe the equality policies adopted by the University of Oxford.

May 2016
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 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. Equality Data Analysis – Summary

The equality data analysis for 2014/15 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 are routinely collected during the admissions process and are 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 three main groups which were as follows: Postdoctoral Research Fellows, 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 these four sections of College, the areas of gender and ethnicity provide a useful opportunity for comparison across the varying groups within College and offered useful insights into areas for improvement within College.

The graphs presented below, for example, provide a brief overview of the gender balance within the College as a whole for the academic year 2014/15.

The following graphs demonstrate the gender balance in the categories of Postdoctoral Research Fellows, Students and Permanent Academic Staff across the College’s three Subject Groups.

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1 The detailed data analysis is available on request.
Gender Balance of Postdoctoral Research Fellows by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>74</td>
<td>26</td>
</tr>
<tr>
<td>Politics</td>
<td>62</td>
<td>38</td>
</tr>
<tr>
<td>Sociology</td>
<td>46</td>
<td>54</td>
</tr>
</tbody>
</table>

Gender Balance of Students by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>74</td>
<td>26</td>
</tr>
<tr>
<td>Politics</td>
<td>66</td>
<td>34</td>
</tr>
<tr>
<td>Sociology</td>
<td>38</td>
<td>62</td>
</tr>
</tbody>
</table>

Gender Balance of Permanent Academic Staff by Group

<table>
<thead>
<tr>
<th>Group</th>
<th>% Male</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics</td>
<td>92</td>
<td>8</td>
</tr>
<tr>
<td>Politics</td>
<td>86</td>
<td>14</td>
</tr>
<tr>
<td>Sociology</td>
<td>80</td>
<td>20</td>
</tr>
</tbody>
</table>
The gender balance graphs suggest that an area where the College certainly ought to consider possible measures for improvement is the gender balance in the body of permanent academic staff (i.e. Governing Body Fellows). It is worth noting that only 14% of Permanent Academic Staff are women; the corresponding figure in the Social Sciences Division as a whole is 32%.

The other sections of the College community appear to be somewhat more balanced in their male:female ratio, although the students and post-doc bodies remain male dominated.

In order to understand better such imbalances, further analysis was carried out on admissions and recruitment within College. Unfortunately, data concerning the recruitment proved difficult to obtain (see data limitations below).

The analysis of data on student admissions revealed two major points of interest: a) significantly fewer female students than male students applied to Nuffield in the first instance, with 112 male applications compared to 66 female applications; b) the number of offers made was in line with the composition of applicants (roughly 37% female applicants and 38% female applicants with offers), though a slightly smaller proportion of successful female applicants accepted their place at Nuffield compared to male applicants. Of the 24 female students offered a place at Nuffield, 12 took up their place, whereas 21 of the 38 male students offered places accepted their offer.

Similar themes were also observed in the analysis of the ethnic composition of applicants, with BME students making up on average 26% of all graduate applications to Nuffield in 2014/15. The percentage of BME student applications was significantly higher for taught courses than for Research degrees, with BME students making up 32.1% of applications for PGT courses, but only 16.7% for PGR courses.

The chart below illustrates the ethnic composition of applicants to Nuffield for the 2014/15 year of entry.

By comparison, BME students made up an average of 45% of graduate applications (both PGR and PGT courses) to the University as a whole in 2014/15. Here again the percentage of BME student applications is higher for taught courses than for Research degrees, with BME students making up 36.7% of applications for PGT courses, but only 29.8% for PGR courses.
The difference between Nuffield, the University and more specifically the Social Science Division is also apparent in the analysis of on course students. At Nuffield, approximately 10% (or 8 of 81 students) on course at the beginning of the academic year 2015/16 were identified as BME. By comparison, 32% of on course students within the Social Sciences division as a whole were BME (with a larger proportion of those being PGT students).

The College is currently undertaking benchmarking exercises to investigate further the position Nuffield holds in relation to the University, the Social Sciences Division, and more specifically the relevant academic departments. For the purposes of this Report it was, unfortunately, not possible to obtain gender and ethnicity data broken down by University department.

3a. Data limitations

Another area for improvement which was highlighted by this analysis was the lack of available equality data relating to employees of the College.

Whilst student data was supplemented by University records, the data on prospective and current employees (both academic and non-academic) was drawn entirely from College records and as such relied heavily upon the anonymous completion of Equality Monitoring forms by individual prospective employees as part of the recruitment process. The completion of such forms, whilst encouraged, is not compulsory in any application to the College and 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.

Problems relating to recruitment data are particularly prevalent in the case of senior academic appointments. Recruitment for senior academic appointments tends to occur on a less regular basis than student admissions or the recruitment of Postdoctoral Research Fellows. As the graphs in pages 2 and 3 show, this is also the area in which the greatest gender gap is observed. It is possible that the missing data on ethnicity and other protected characteristics within this particular College body could also shed light on areas which need attention.

Indeed, it would appear that in order for a more in depth analysis of equality in recruitment to occur, improvements should be made to data capturing within College. This would in turn help to highlight other key areas for improvement within the College and would provide a basis from which measureable objectives can be set.

4. The College’s Equality Objectives for 2016-20

As a result of this analysis, the College agreed to 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.

5. Proposed Actions in Respect of Equality Objectives

1. Increasing the number of female senior academics (objective 1.)

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

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

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

2. Attracting and retaining a higher number of female and BME students and postdoctoral fellows (objectives 2. and 3.)

   As part of the upcoming website redevelopment, the College aims to improve the way it promotes itself to prospective applicants and to highlight its commitment to equality so as to encourage initial applications from a higher number of female and/or BME students and postdoctoral researchers. This may be achieved, for example, by placing greater emphasis on maternity provisions within the College or by including testimonials from ethnically diverse members of the College community.

   In 2016, the College is piloting a scheme to underwrite funding for all Economics and Sociology students with Nuffield offers. If successful, this scheme is likely to be rolled out across all subjects
EQUALITY REPORT 2014/15 (SUMMARY)

covered in the College. This should help promote equality of opportunity and prevent the loss of students for financial reasons.

The College also aims to communicate proactively with those students and academics who receive 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.

3. Improving equality data analysis and benchmarking (objectives 4. and 5.)

In addition to the introduction of an online recruitment platform, the College is also considering conducting an Equality Survey that will aim 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). It is hoped that this survey will highlight areas where the College may need to take further action to improve equality and diversity.

Once a more complete data set is achieved, it will be compared with statistics from the Social Sciences Division and the University of Oxford as a whole.

4. Improvements to disabled access (objective 6.)

The College recently commissioned a Disability Discrimination Act survey of the College buildings and grounds which proposed several practical changes that would help improve accessibility. The Site manager and Bursar, along with the Senior Tutor and Disability Officer, will continue to work to implement these changes.

5. General improvements

The College will aim to embed consideration of equality issues into the structure of College governance. The inclusion of an Equality Impact Statement as a standing item on Committee agendas would aim to encourage consideration of equality in decision making.

Approved by GBO on 15 June 2016