EXETER COLLEGE

EQUALITY REPORT 2019-2020

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FOREWORD BY THE RECTOR

On behalf of the Governing Body of Exeter College, I am delighted to present our Equality Report for 2019-2020.

Whilst Exeter College is the fourth oldest college within the University of Oxford, with over 700 years of history, we have seen few years like the one covered by this report. The Covid-19 pandemic dramatically influenced College life (as well as national and global life) from early 2020, and no member of the College was untouched by the effects of the pandemic.

However, in spite of the pandemic, diversity remains one of our core Values, and we continued to adopt practices in support of our belief that (in the words of our College Strategy):

> *"…the College depends on attracting talented individuals from all backgrounds to join it as students, fellows and staff. Where there are barriers, perceived or real, that discourage certain groups from joining in any capacity, the College itself is the poorer for it. We therefore commit ourselves to actively seeking ways to increase the diversity of all the groups that make up the College community.…"*

I am therefore very pleased to report a wide range of actions that have been taken to support equality and diversity during the period covered by this report.

Some of these actions were directly linked to the pandemic, such as continuing to pay all staff at their full normal rate of pay whilst they were on furlough, offering flexible working practices to those trying to balance caring and home-schooling responsibilities with their work, and conducting bespoke risk assessments for those designated as 'clinically extremely vulnerable' (i.e. with serious underlying medical conditions).

Also, grants were made available to students to assist them with purchasing equipment to facilitate remote learning, and the College created a new Covid-19 Hardship Fund. In addition, the College increased the availability of accommodation for students unable to travel home during Vacation periods.

However, there were also many positive things associated with equality which occurred at Exeter during 2019/20 and which were not related to the pandemic. More information is provided later in the report, but some particular highlights include the creation of a new Black Lives Matter working group (which, for example, propelled a new College-funded racial equality section in the College Library), substantial progress with our *Legacies of Slavery* project, the admission of Exeter's highest ever numbers of UK undergraduates from ethnic minority backgrounds, the removal of qualifying periods of service for enhanced family leave and pay, and the adoption of more flexible practices in relation to annual leave and compassionate leave.

In addition, the College enhanced and expanded the Exeter Plus initiative (a bridging programme to ease the transition to University for students from a wide range of socio-economic backgrounds), and we continued to invest considerable resource in our Access and Outreach programmes, including the offer to host a UNIQ residential programme (an opportunity for students at state schools to experience life at University).

Whilst there is, of course, always more that we can and should do in relation to equality, I am very encouraged by what we have achieved so far, and by the breadth of initiatives and the commitment of all members of our College community as we continue to move towards our goal of becoming an ever more inclusive academic environment. Our aspiration remains that our staff and students will all have a fair and equal opportunity to fulfil their potential, within the unique context of living, studying and working at Exeter College.

By taking this proactive approach, we hope to ensure that we continue to create an inclusive learning, research and work environment for everyone, so that we can, in turn, continue to benefit from the diversity of our members well into our eighth century and beyond. With this in mind, if any of our members has a suggestion about how we can do this even more effectively, I would be delighted to hear from them.

Floreat Exon!

Prof Sir Rick Trainor
Rector, Exeter College

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GLOSSARY

Associate Professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA
BME	Black and minority ethnic. In its reporting, Exeter College (following the University of Oxford) uses 'BME' to denote all ethnicities other than white, excluding minority white ethnic groups such as Gypsy or traveller and non-British whites.
DAS	Disability Advisory
ECU	Equality Challenge Unit – provides equality advice to the HE sector
EDU	The University of Oxford's Equality and Diversity Unit
HESA	Higher Education Statistics Agency
Hilary	Spring academic term, running from January to March
LGBT+ and LGBTQ	Lesbian, Gay, Bisexual, Transgender and other/ Queer
Michaelmas	Winter academic term, running from October to December
Protected characteristic	Term used in equality legislation to denote a group of people sharing a particular characteristic
SDMA	The University's Student Data Management and Analysis section
SpLD	Specific Learning Difficulties
Student Barometer	Annual survey of Oxford students (excluding finalists who complete the NSS)
Trinity	Summer academic term, running from April to June
UAS	University Administration and Services
UCEA	Universities and Colleges Employers Association

INTRODUCTION

The College

Exeter College is the fourth oldest college within the University of Oxford, and sits alongside 38 other independent, self-governing colleges within the wider collegiate University. We are an education provider, an employer, and a provider of conference and event services, all within one organisation. We therefore have a broad range of constituent members and users, and a correspondingly broad range of responsibilities in respect of equality and diversity.

Our approach to equality and diversity is outlined in more detail in our separate Equality Policy, which can be found on our website at: https://www.exeter.ox.ac.uk/equality-and-diversity/

Whilst the College often closely follows (and works with) the policies and practices of the central University, it nonetheless sets its own equality objectives in line with its own local priorities.

These priorities are largely set by the Governing Body, taking account of recommendations from other major committees, including the Finance and General Purposes Committee ('F&GP'), and the Education, Research & Welfare Committee ('ERWC').

Taken as a whole, the membership of these major committees (together with the sub-committees that feed into them), includes College Officers, staff, and representatives from the undergraduate and graduate student bodies, so that the College has representation from as broad a cross-section of its constituency as possible.

Legal context

The Equality Act 2010 prohibits discrimination in employment or the provision of training and education in respect of a number of 'protected characteristics'[1].

The Act also introduced the concept of the general equality duty, which covers all the protected characteristics identified in the Act (with the exception of marriage and civil partnership). The general duty has three main aims:

- To eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Equality Act 2010;

- To advance equality of opportunity between people who share a protected characteristic and those who do not by:

    a. Removing or minimising disadvantages suffered by people due to their protected characteristics;

    b. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and

    c. Encouraging people from protected groups to participate in public life or in other activities where their participation is proportionately low; and

- To foster good relations between people who share a protected characteristic and those who do not by:

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[1] The characteristics protected under the Act are: age; disability; gender reassignment; pregnancy and maternity; race (including ethnic origin and nationality); religion or belief; sex; and sexual orientation. Marriage and civil partnership are also protected in respect of employment only.

a. Tackling prejudice; and

b. Promoting understanding between people from different groups.

In addition, the Act introduced a number of specific duties which require the College (as a public sector institution) to:

- Annually publish information to demonstrate our compliance with the general equality duty. (This should include information on employees and service users of the College who share a protected characteristic);

- Publish objectives setting out how we will meet the requirements of the Act, at least every four years; and

- Ensure the published information and objectives are made available to the public.

Purpose of this report

This report is Exeter College's equality report for the 2019-2020 academic year (i.e. 1 October 2019 to 30 September 2020), and seeks to demonstrate how the College is meeting the commitments outlined above. The report summarises key equality data for the College, as well as outlining its activity and achievements. Selected employee data is available in **Section B**, and comment on student data is provided in **Section C**.

Section D provides information about sources of support that can be accessed by members of the College community.

The report has been approved by the Governing Body of Exeter College. Whilst overall responsibility for equality and diversity rests with the Governing Body, the major committees advise GB on the strategic development of equality policy and practice.

In this report, the available data have been presented in respect of key staff and student activities. Where sufficient data are available to enable meaningful analysis, this has also been undertaken and the results of this analysis will be used to:

- Identify any action areas for further improvement;

- Inform the setting of targets and indicators for the existing equality objectives; and

- Consider what additional objectives should be identified.

SUMMARY OF EQUALITY ACTIVITIES

As part of the collegiate University of Oxford, Exeter College supports the University's high level commitments to embedding equality and diversity across all its activities (as set out in the University's strategic plan, which can be found at www.ox.ac.uk/about/organisation/strategic-plan).

However, the College also has its own local priorities, and sets its own specific **equality objectives** accordingly. These were agreed in February 2016, and are as follows:

1. To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants.

2. To source appropriate training to improve awareness of, and engagement with, issues relating to equality and diversity, and to implement this for employees working at Exeter College.

The following is a summary of how the College has sought to meet these objectives during 2019-20, as well as outlining some of the broader activities that the College has undertaken in support of diversifying our staff and student bodies, and when seeking to promote equality of opportunity throughout the College.

The College also identified a number of new Equality Objectives during 2020: more information about these objectives, and how the College will achieve them, is provided in the 'Next Steps' section below.

Equality Objectives

To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants.

This objective was originally set in April 2012, and its purpose was to advance equality of opportunity between people from different protected groups by enabling the College to measure the effectiveness of its policies, identify areas for improvement, and engage with groups of people with protected characteristics (in order to encourage participation in areas where representation is low).

As will be seen from the following, the College has partially fulfilled this objective.

Employees/ Job Applicants

As noted in previous reports, the College continues to collect and annually report data relating to applicants for job vacancies (see Section B: Employee Data below), but it does not have accurate information about the demographic of its current workforce.

The Governing Body agreed that the College should conduct a systematic survey of its current staff, in order to provide a more comprehensive overview of its workforce demographics. It was also agreed that this survey should specifically focus on the characteristics of gender and ethnicity in the first instance.

Due to the Covid-19 pandemic, it was not possible to complete the survey during the period covered by this report; however, the College intends to gather this data once it is able to return to a more normal mode of operation.

The above notwithstanding, the College has continued to collect data from some new starters during the period covered by this report; its data is therefore better than when the objective was set.

As noted in previous years, the College has also continued to improve its data collection relating to shortlisted and appointed candidates, and to build upon the data obtained during previous years; again, therefore, its data is better than when the objective was set.

Students

Detailed information is now available to the College from the University's Student Data Management & Analysis team. These data offer the College comparisons between Exeter College and the University as a whole, and of the applicant and student bodies according to "protected characteristics" as defined by the Equality Act. The Education, Research, and Welfare Committee of the College (a "major committee" of the Governing Body) now systematically receives and scrutinises these data.

The scrutiny of these data shows various problems with it as a tool of monitoring equality practice within the College. Many differences from the University norm are due to small numbers involved in Colleges (which amplify very small changes year-on-year), or the subject mix of the College, or fluctuations from time to time which do not have any clear relation between the College's environment for students who have protected characteristics. A particularly difficult aspect to monitor from the available data is admissions: because of the complex arrangements which ensure that undergraduate admissions candidates are considered across multiple Colleges, the College considers a greatly wider group of candidates than those who appear in statistics as having applied to Exeter; for graduate admissions the primary question of admission to Oxford is in the hands of the University and not the College; the admission of visiting students ("VRO") is almost exclusively made from students who are already undergraduates at Williams College in Massachusetts, USA, and so there is no readily available reference pool within Oxford by which to compare these.

The equality objective "*To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants*" is therefore being partially met because the data collected has been enhanced in scope and volume, and these data are being scrutinised in detail by a major committee of the College which has broadly-based academic membership (including student members). This detailed scrutiny has proved fruitful, highlighting problems with the quality and reliability of the data which show areas for improvement in data collection and cleaning before firm conclusions can be drawn. We therefore do not include data tables here.

To source appropriate training to improve awareness of, and engagement with, issues relating to equality and diversity, and to implement this for employees working at Exeter College.

As noted in previous reports, the College has partnered with The Equality Academy to deliver tailored equality, diversity and inclusion training to professional and support staff. This training is delivered in person, and it has therefore been limited during the Covid-19 pandemic; however, prior to the pandemic almost all professional and support staff had been trained, and a rolling programme of training was in place to 'mop up' new starters on a regular basis.

To date, academic staff have not received training directly from the College; however, many (if not all) of these staff already receive comparable training through the University of Oxford, and academic staff are also able to join the in-house sessions for professional and support staff if they wish to do so.

The College has, therefore, largely fulfilled this objective (i.e. training has been delivered to almost all professional and support staff), although it is also actively considering how to ensure that regular ongoing training is provided to staff to keep issues relating to equality, diversity and inclusion fresh in the minds of employees.

Other activities in support of employee equality and diversity

The Covid-19 pandemic started in the UK in early 2020, and had an unprecedented impact on the operation of the College during the period covered by this report. However, the College sought to ensure that aspects of equality and diversity were proactively considered in its response to the pandemic. Examples of mitigation measures taken prior to 30 September 2020 include:

a. Continuing to pay all employees at their full normal rate of pay whilst they were on furlough;

b. Paying staff with caring and home-schooling responsibilities their full usual rate of pay regardless of actual hours worked, and offering flexibility about working hours to accommodate caring commitments;

c. Conducting bespoke risk assessments for individuals designated as 'clinically extremely vulnerable', many of whom have serious underlying health conditions;

d. Providing training and support to enable remote working, and adopting a flexible approach to the delivery of teaching (i.e. not requiring that teaching is provided in person);

e. Permitting some staff to park in College, to minimise the need for them to use public transport;

f. Providing information about employee wellbeing (e.g. via links to the University of Oxford resources);

g. Conducting online recruitment interviews, to enable candidates to participate more easily during periods of lockdown; and

h. Supporting the local community by providing donations of food to local Food Banks.

In addition, the College undertook the following non-Covid-19 related activities to promote equality and diversity within its workforce:

a. Removed the qualifying period of service for enhanced (contractual) maternity and adoption pay, paternity pay, and shared parental pay, for all members of staff (i.e. both academic and support staff);

b. Removed the qualifying period of service for enhanced sick pay for all staff;

c. Introduced greater flexibility when taking annual leave, with all non-academic employees now permitted to carry over up to 5 days of annual leave from one holiday year to the next;

d. Increased the amount of paid compassionate leave that staff are able to take in the event of the death of a member of their immediate family;

e. The College publicly restated its opposition to racism, and discrimination in all its forms, and its commitment to working to ensure an environment where there is zero tolerance for racist comments or behaviours by staff or students. In addition, the College set up a new Black Lives Matter Working Group (comprising staff and student members) to consider ways in which it could proactively address issues relating to race within the College;

f. Implemented a new *Legacies of Slavery* project to determine whether the College may have profited from the proceeds of slave-ownership and coerced labour;

g. Continued to provide practical support and guidance to European staff who wished to apply for Settled Status;

h. Facilitated English language training for a number of staff whose first language is not English (particularly those in support roles);

i. Continued to publish an annual Gender Pay Gap Report. Data for April 2020 showed that the College's mean gender pay gap had increased from 15% to 20%, and that the median gender pay gap had increased slightly to 26%; however, this is due to a number of reasons beyond the College's control, as detailed in the Gender Pay Gap report published on the College website.

j. Continued to provide training to those involved in non-academic recruitment and selection (as required), and to recommend that - where appropriate - line managers undertake the online unconscious bias training programme provided by the University of Oxford;

k. Continued to fund three college-sponsored nursery places, and to make these available to both academic and non-academic staff; and

l. Continued to fly the rainbow flag for a month each year, to show support for LGBT+ members of the College.

Eliminating harassment

Exeter College takes seriously the requirement to eliminate discrimination, harassment and victimisation. There were no new initiatives undertaken during the period covered by this report, but the College continues to have a clear policy and procedure on Harassment[2], and a section on dealing with harassment is included within our equality, diversity and inclusion training.

Student equality

As with staff, Exeter College is committed to fostering an inclusive culture for its students, and one which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its students are respected.

Accordingly, the College demonstrated its commitment to a culture of equality and diversity in a number of practical ways in 2019-20:

a. Continued to commit significant resources to access and outreach work (having expanded the role of the Access and Outreach Officer from 0.5FTE to 1.0FTE in the previous year).

b. Enhanced and expanded the Exeter Plus initiative (first delivered in 2018-19) that provides a bridging programme to ease the transition to University for students from a wide range of socio-economic backgrounds. Note: this was delivered through a mixture of online and face-to-face provision in September 2020, because of the restrictions of the coronavirus pandemic;

c. Continued to provide a comprehensive Outreach programme to attract potential, academically-able students, regardless of their background;

d. Volunteered to host a UNIQ residential programme (an opportunity for students at state-schools to experience life at University) at the College;

e. Continued to offer halal and kosher meals for those who request them, and sought to accommodate special dietary requirements wherever possible;

f. Continued to provide a number of dinners and social events (online and in-person) to celebrate specific religious or national festivals (e.g. Diwali, Passover, Chinese New Year, Thanksgiving, Christmas, Lent);

g. Continued to provide exam preparation and guidance, in order to support those students who might be struggling for whatever reason;

h. Continued to support students with alternative exam arrangements, including a number of exams being sat in College as part of providing reasonable adjustments for students with disabilities;

i. Continued to support a number of students by providing accessible accommodation;

j. Continued to provide a College Nurse and a Chaplain, who are available (among other responsibilities) to give pastoral support to students experiencing difficult personal circumstances;

k. Continued to provide a Welfare Dean to act as a strategic lead for student welfare;

l. Continued to produce a Student Handbook which signposts students to relevant support networks (including those available through the central University), and make this Handbook available in digital and hard copy;

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[2] https://www.exeter.ox.ac.uk/governance/

m. Continued to support social groups at a University & Collegiate level;

n. Continued to support student parents, by providing opportunities to encourage them to attend social events (including on occasion with their children) in order to integrate them into our academic community. In addition, the College provided assistance to students taking a break for family reasons and then returning to studies, and in making less-than-full-time arrangements on return to study if they wish to do so; and

o. Engaged with the newly-created Welfare & Equality Forum, which has been established to support Colleges in sharing and developing best practice with regard to supporting student and staff welfare, and promoting equality objectives.

In addition, during 2020, the College aimed to help mitigate the impact of the coronavirus pandemic on the experience of students by:

p. Surveying students about their access to online teaching and learning from home, and sharing any issues raised with relevant academic staff;

q. Providing grants to assist with the purchase of IT equipment that would help students to continue or improve their studies remotely;

r. Always giving students (and academic staff) the option of requesting online teaching in place of face-to-face teaching, with no further reasons being requested;

s. Assisting students with applications to the COVID-19 Hardship Fund;

t. Increasing the availability of accommodation throughout the Easter and Summer vacations, to assist students who could not travel home then for any reason, and repurposing Vacation Study Grants so that more students could apply for funding if they faced unexpected additional rent charges;

u. Providing practical support and catering to those students who were self-isolating in College accommodation, both in and out of term time; and

v. Waiving College Continuation Charges in line with COVID-related waivers of University Continuation Charges.

DIVERSITY OF GOVERNANCE AND DECISION-MAKING

Governing Body

As a charity, Exeter College is accountable to its trustees. Collectively, these trustees form the Governing Body of the College, which is the supreme decision-making body of the College.

As at 31 July 2020, women represented 37% of those Fellows who are part of the Governing Body (20 out of 54 Fellows), which is a slight increase on the previous year.

Committees

The gender balance of the College's committees varies from committee to committee, but women continue to be well-represented across the range of committees.

Senior management

Women continue to be well represented among the senior management of the College's professional and support staff workforce. Of the 13 senior managers (those who are heads of department appointed at grade 7 or above) in post at 31 July 2020, 46% were female.

This remains consistent with the proportion of female senior managers in the previous years (46% in 2018-19, 47% in 2017-18, 46% in 2016-17 and in 2015-16, and 50% in 2014-15), and is only slightly lower than the percentage of female senior managers reported within the Higher Education sector as a whole (53%)[3].

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[3] HESA 2019-20, https://www.hesa.ac.uk/data-and-analysis/staff/table-3

OVERVIEW OF COMPLAINTS AND DISCIPLINARY ACTION

Current staff

During the 2019-20 academic year there were two formal grievances raised by employees about issues relating to discrimination, harassment, or victimisation. However, both grievances related to a single incident, which arose due to an interpersonal difference between the two employees in question; the matter was resolved quickly by the College.

Job applicants

During the 2019-20 academic year there were no complaints or Tribunal claims received from job applicants in relation to discrimination, harassment, or victimisation.

Current students

The College now systematically collects data concerning the number of complaints raised by students about issues relating to discrimination, harassment, or victimisation during each academic year. There were no cases to report in the academic year 2019/2020.

Student applicants

No serious concerns were recorded in relation to candidates applying to study at Exeter College and which relate to issues of discrimination, harassment, or victimisation during the 2019-20 academic year.

No concerns were subject to appeals to the University (the appropriate complaints and appeals mechanism relating to undergraduate admissions), on the basis that they had not been concluded adequately.

LOOKING FORWARD/ NEXT STEPS

As noted in the Introduction, the College is required to publish at least one new equality objective every four years. Accordingly, the College agreed the following Equality Objectives in 2020:

Specific, Achievable	Measurable	Time Limited
STUDENT RELATED OBJECTIVES		
With a view to increasing the number of competitive applications to the College (both UG and PG), and acceptance of offers made: to explain the College to, and engage with, prospective students by helping current and former BAME students talk publicly about the positive experiences that they had at Exeter College and how these related to their prior perceptions:	at least one such event to be held associated with each set of Open Days	beginning July 2021.
To increase engagement with student members of the College who identify as (i) UK-BAME; (ii) BAME from other countries, and to learn about their student experience at the College.	It is planned that the JCR/MCR will organise focus groups in early 2021,	and these will be reported to GB by the end of 2021
To help ensure student success beyond their degree programme, establish a mentoring programme with alumni for BAME students who come from less-advantaged backgrounds;	An alumni mentor to be available to all BAME students who want one.	By October 2022
Building on the commitment by the College's Governing Body to fund a Black Academic Futures DPhil scholarship for award in 2021, to raise money to support further UK-BAME "positive action" graduate scholarships;	One further scholarship to be funded.	By October 2025
STAFF RELATED OBJECTIVES		
To implement an annual employee engagement survey, which could include a section focusing on diversity and the experience of staff within the College.	To be held annually	First one during academic year 2020/21
To proactively provide information to all staff about support networks within the University, with a specific focus on race. Examples might include the BME staff network, or PIVOT (a mentoring scheme for black or minority ethnic staff).	Information to be included in staff handbook	By September 2022

To attract those from a black or minority ethnic background to apply for senior roles, including Governing Body, by reviewing recruitment processes to include job descriptions processes and advertising practices.	Review of recruitment process	By September 2022
To consider how best to support the career progression of those from a black or minority ethnic background.	Proposals to be made to Staff Committee	By September 2023
College Wide		
Actively to promote Black History Month in October each year, holding at least	one public event annually	from October 2021

With this in mind, it is proposed that the majority of our "next steps" will be in line with the actions and timescales outlined above.

However, it would also be appropriate to retain some "next steps" which were identified in last year's report and which are still relevant:

1. Send a questionnaire to all academic and support staff, to build a profile of the demographics of the current workforce. (It was agreed that this should focus on ethnicity and gender only in the first instance, and that it should be provided in both electronic and hard copy so that all employees could participate.)

2. Ask all successfully appointed candidates to complete a Recruitment Monitoring form when they are appointed (if they have not already done so), to help maintain a more accurate profile of the College's workforce.

3. To continue to offer equality and diversity training for all staff. Subject to the easing to Covid-19 restrictions, training will be delivered on a rolling basis to staff who have not yet received it (and, subsequently, to new starters).

SECTION B: EMPLOYMENT – KEY DATA

This section provides key data relating to the recruitment of academic and non-academic staff within Exeter College during the 2019-20 academic year, and (where appropriate) also provides relevant statistics and commentary concerning the demographics of the College's current workforce.

The data comes from two sources: (i) standard personnel information held in staff records, and (ii) the responses to recruitment monitoring forms completed by job applicants. To encourage completion of recruitment monitoring forms, each question contains a 'prefer not to say' option, meaning that individuals can choose whether they wish to provide information about a particular protected characteristic.

It is worth noting that in 2019-20 (due largely to the effect of the Covid-19 pandemic), there was a greatly reduced level of recruitment activity. In addition, there is a significant difference between the quantity of data held for applicants (where it is easier to draw meaningful comparisons with previous years) and the very limited quantity of data held for those who were shortlisted and/or appointed (data is only held for five appointees); accordingly, this year it is not appropriate to publish analysis of appointee data as this might risk identifying an individual appointee.

Readers wishing to draw comparisons with other institutions may find the following links useful:

University of Oxford: https://edu.admin.ox.ac.uk/equality-report

University of Cambridge:
https://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports

Advance HE: (formerly Equality Challenge Unit)
https://www.advance-he.ac.uk/reports-publications-and-resources/equality-higher-education-statistical-reports

Higher Education Statistics Agency: https://www.hesa.ac.uk/data-and-analysis/staff/table-3

It should be noted that where comparator information is referenced below, it is normally derived from one or more of these sources (unless indicated otherwise).

Part A - Current Staff

Sex

On 31 July 2020, women comprised:

- 38% of academic teaching staff employed by the College (compared with 36% in 2019, 43% in 2018 and 2017, 33% in 2016, and 37% in 2015).
- 63% of support staff employed by the College (compared with 62% in 2019, 60% in 2018, 64% in 2017, 59% in 2016, and 59% in 2015).
- 55% of all staff employed by the College, (compared with 54% in 2019, 55% in 2018, 59% in 2017, 51% in 2016, and 50% in 2015).

Within the University of Oxford, 62% of support staff were female, and 31% of academic staff were female.[4]

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[4] University of Oxford, *Equality Report 2019-20*

In the UK as a whole, women comprised 63% of non-academic staff working in Higher Education[5], and 28% of Professors[6].

Age

On 31 July 2020, the age demographic of academic and non-academic staff employed at the College was as follows:

Age demographic of support staff 31 July 2020

Age band	Count
under 18	0
18-25	5
26-30	12
31-35	20
36-40	12
41-45	16
46-50	13
51-55	16
56-60	9
61-65	12
66+	5

Age demographic of academic staff 31 July 2020

Age band	Count
under 18	0
18-25	0
26-30	5
31-35	5
36-40	6
41-45	15
46-50	5
51-55	7
56-60	3
61-65	1
66+	2

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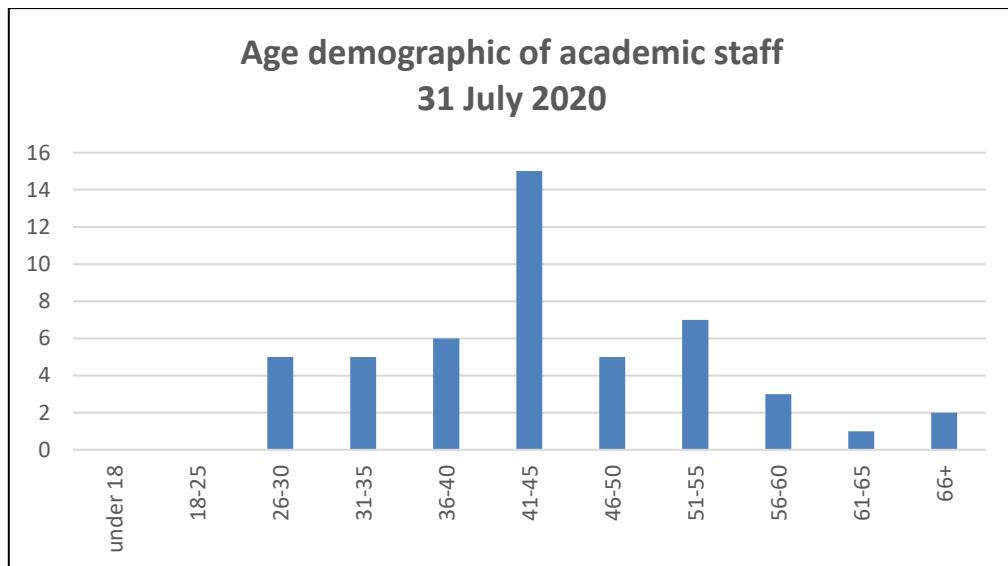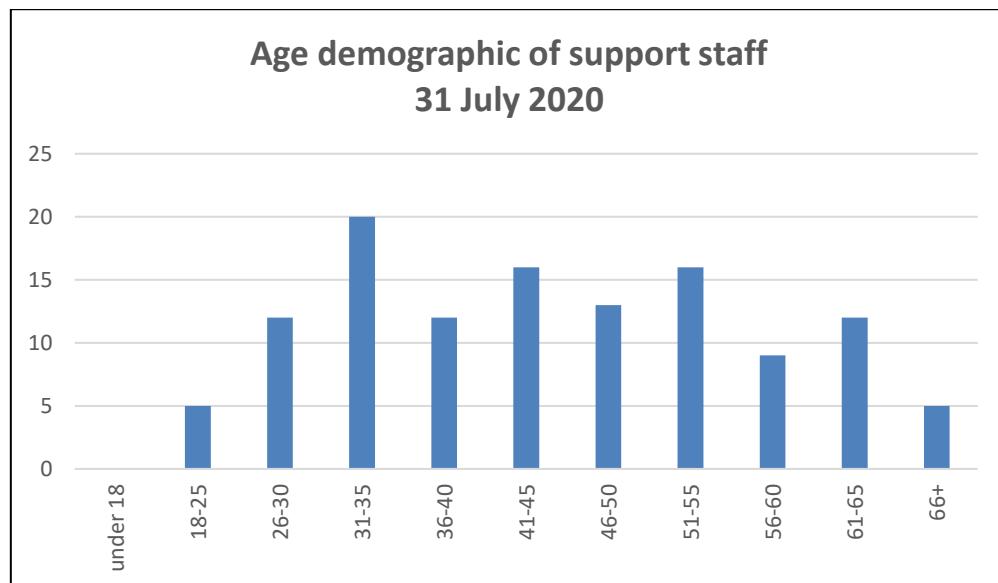
[5] HESA, 2019-20
[6] Higher Education Staff Statistics 2019/20, Higher Education Staff Statistics: UK, 2019/20 - data.gov.uk

**Age demographic all staff
31 July 2020**
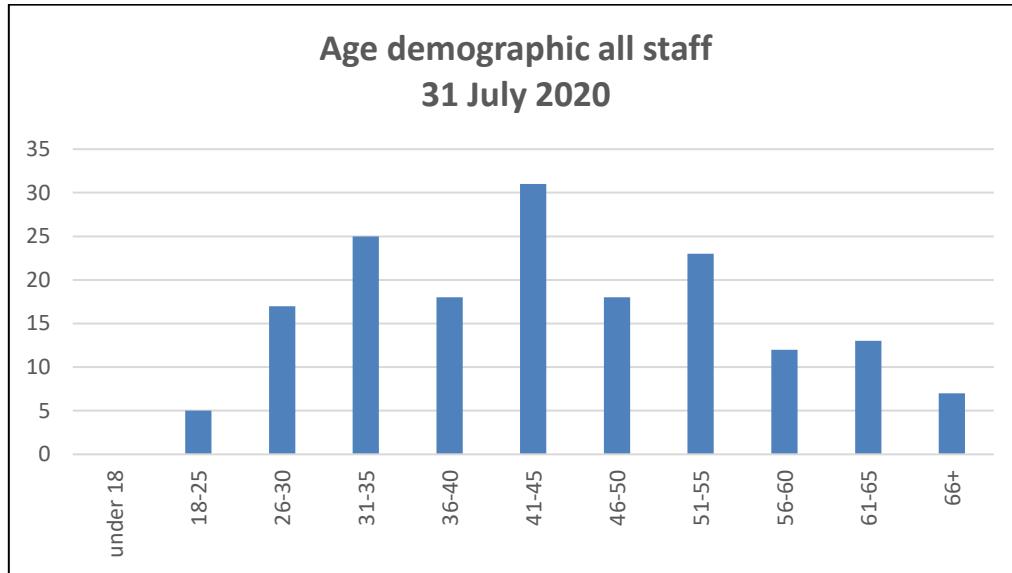
Other protected characteristics

The College does not hold up-to-date information about the demographics of its staff groups in relation to other protected characteristics (e.g. race, religion or belief, disability, sexual orientation, etc), although it may seek to collect this data in the future.

As a small and close-knit community, the College recognises that it may, in any case, not be appropriate to publish data on certain protected characteristics, as the risk of individuals being identified might be too high.

Part B – Recruitment Monitoring

Exeter College advertised 17 vacancies in the 2019-20 academic year (i.e. 1 October 2019 to 30 September 2020), of which 9 had one or more Recruitment Monitoring forms returned. These vacancies were across both academic and professional/ support staff roles.

The College received a total of 89 Recruitment Monitoring forms from these vacancies, which represents 41% of the total number of applications received (211 applications). This percentage is broadly the same as last year, although the actual number of forms/ applications received was much smaller.

Detailed information about the demographics of candidates is provided in Table 1 below.

As in previous years, it is important to note the following:

a. whilst it is now standard practice to request that applicants return a Recruitment Monitoring form, in practice not all candidates do so;

b. of those candidates who do return completed forms, not all answer every question;

c. the presentation and analysis of data below therefore relates to the responses received, **not** the total number of applicants. The actual percentages could, in reality, be greater or smaller than the figures shown;

d. for a number of our academic appointments we are not the primary employer (e.g. joint-appointments with the University). We therefore do not coordinate the recruitment process, and do not have access to the equality information that is collected by the University for these vacancies;

e.   not all those shortlisted for interview or appointed to role will have completed a monitoring form. It is, therefore, not always possible to draw meaningful comparisons between overall applicant data and overall appointee data; and

f.   the types of academic posts (fixed/permanent; part/full-time), and their subject areas, differ greatly year from year. It is therefore difficult to make generalised comparisons, because of the variations across years or structural differences between candidate pools for different types of roles which are beyond the immediate control of the College (though we do try at all times to encourage the most diverse possible applicant pool).

It is also important to note that the Covid-19 pandemic commenced during the 2019-20 academic year, and that this significantly affected the levels of recruitment within the College. The data sample for 2019-20 is therefore much smaller than in previous years, meaning that it is difficult to make meaningful comparisons with previous years.

Sex

Of those applicants who submitted a Recruitment Monitoring form, 98% declared their legal sex. This is consistent with the percentages in previous years (99% in 2018-19, 99.5% in 2017-18 and 2016-17, and 98.5% in 2015-16).

[n = 89 applicants (combined)]

Sex split of applicants (%) 2019-20
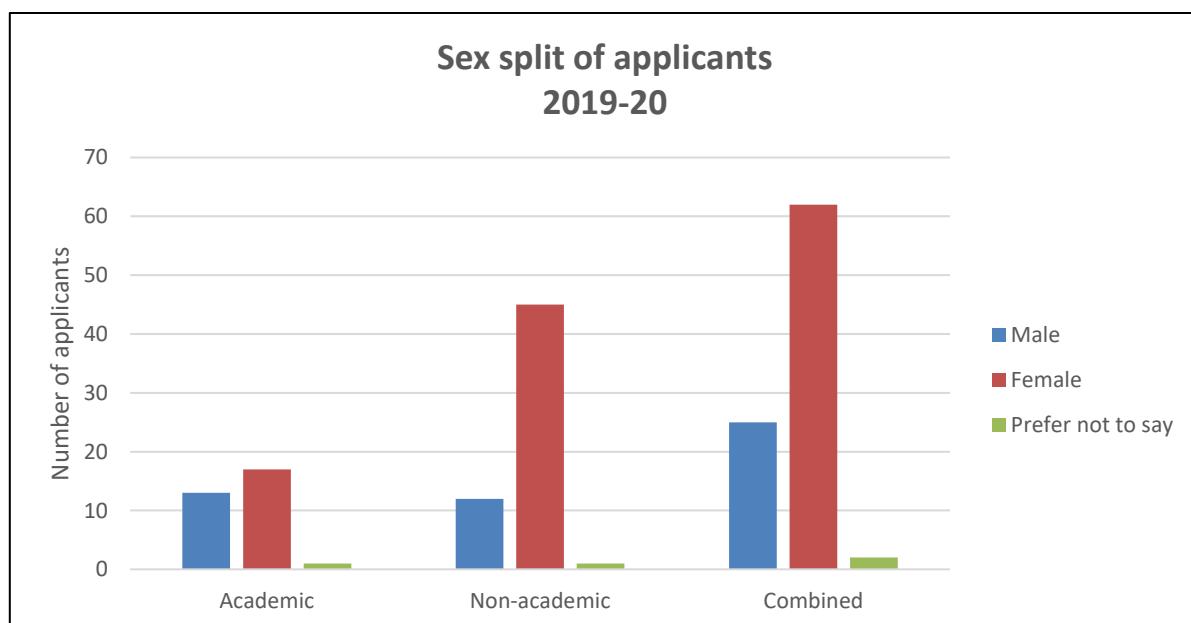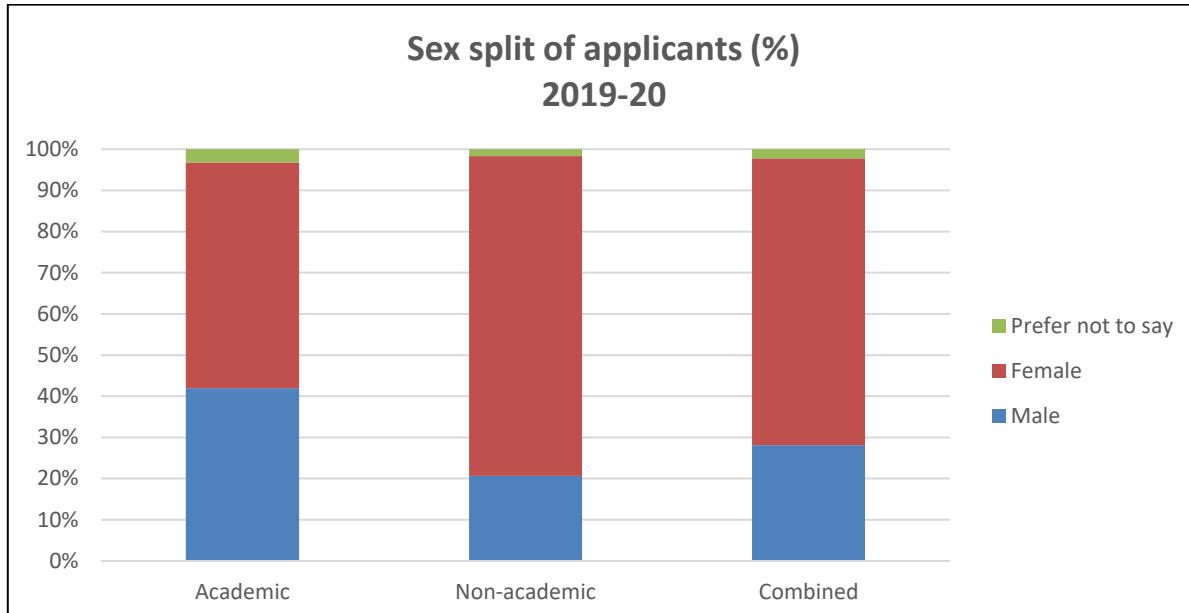
Overall, the College received more applications from females (70%) than from males. This is significantly higher than in previous years (for example, in 2018-19 only 57% of applications were from females).

This may be a result of the types of roles advertised during the period covered by this report, as a significant proportion of the professional and support role vacancies were in the areas of cleaning, catering, front desk, and administration; historically, the College has often experienced a greater percentage of female applicants for these types of role.

We only have data for 5 appointees, and it is therefore not possible to make meaningful comparisons with previous years.

Disability

Of those applicants who submitted a Recruitment Monitoring form, 97% declared whether they considered themselves to have a disability[7]. This was approximately the same proportion as in each of the previous five years.

[n = 89 applicants (combined)]

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[7] Disability is defined in the Equality Act 2010 as a 'physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities'. 'A substantial adverse effect' of an impairment is one which is more than minor or trivial, and the effect is 'long-term' if it has lasted 12 months, is likely to last at least 12 months, or is likely to last for the rest of the person's life. If an impairment has had a substantial adverse effect on a person's ability to carry out normal day to day activities but that effect ceases, it is treated as continuing if it is 'likely' to recur. Conditions with fluctuating effects can still qualify as 'long-term' impairments if they are likely to recur. A condition will be seen as likely to recur if this 'could well happen' rather than the higher threshold of 'more probably than not'.

Applicants considering themselves to have a disability (actual) 2019-20
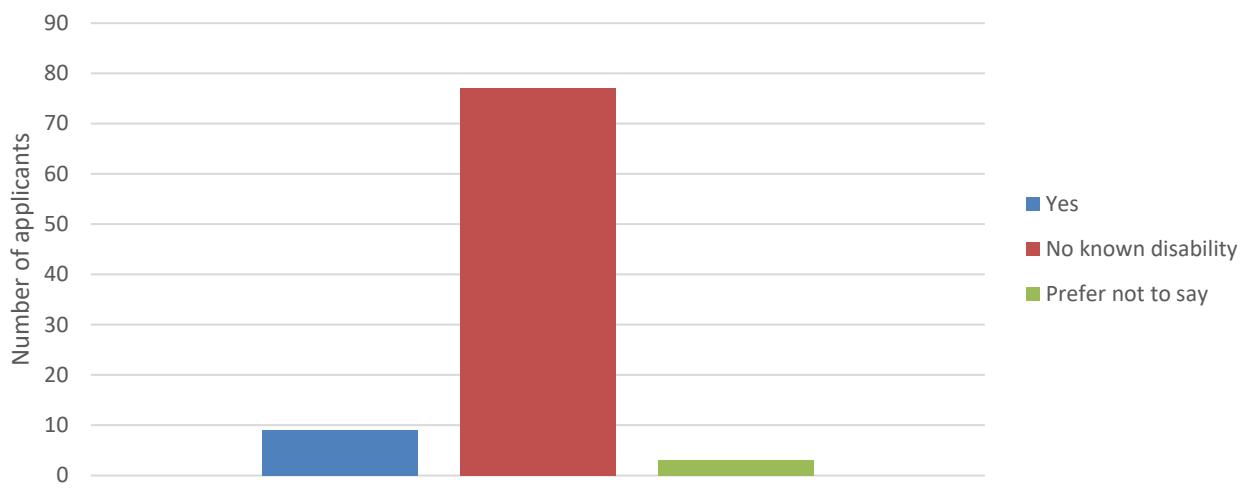
Applicants considering themselves to have a disability (%) 2019-20
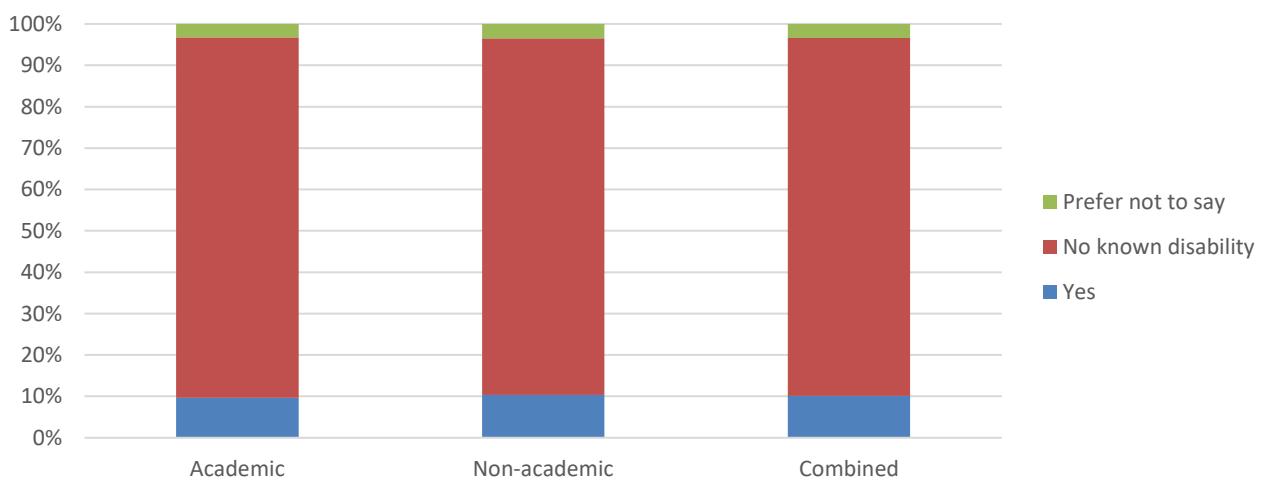
As can be seen, a significant majority (c. 87%) of candidates did not consider themselves to have a disability. This is broadly the same as in previous years.

Approximately 10% of applicants did consider themselves to have a disability, and 3% preferred not to disclose this information.

Overall, 18% of shortlisted candidates considered themselves to have a disability. This is significantly higher than in 2018-19 (5%), although the data sample is much smaller *[n =22]*.

Whilst the College does not currently hold data about the proportion of its workforce who consider themselves to have a disability, within the UK generally 4.4% of higher education academic staff have disclosed a disability, and 6.5% of higher education support staff have disclosed a disability.[8]

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[8] HESA, 2019-20

Age

Of those applicants who submitted a Recruitment Monitoring form, 98% declared their age category. This is broadly the same as in each of the last four years.

[n = 89 applicants (combined)]

**Age split of applicants (%)
2019-20**

**Age split of applicants (actual)
2019-20**
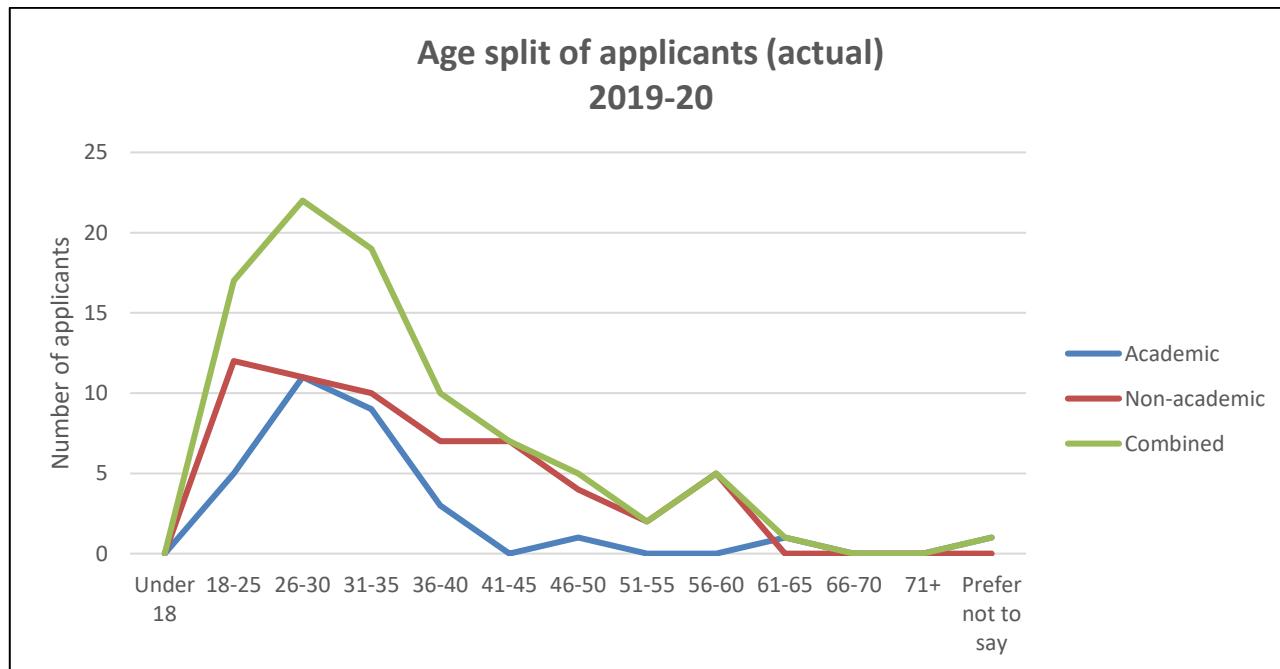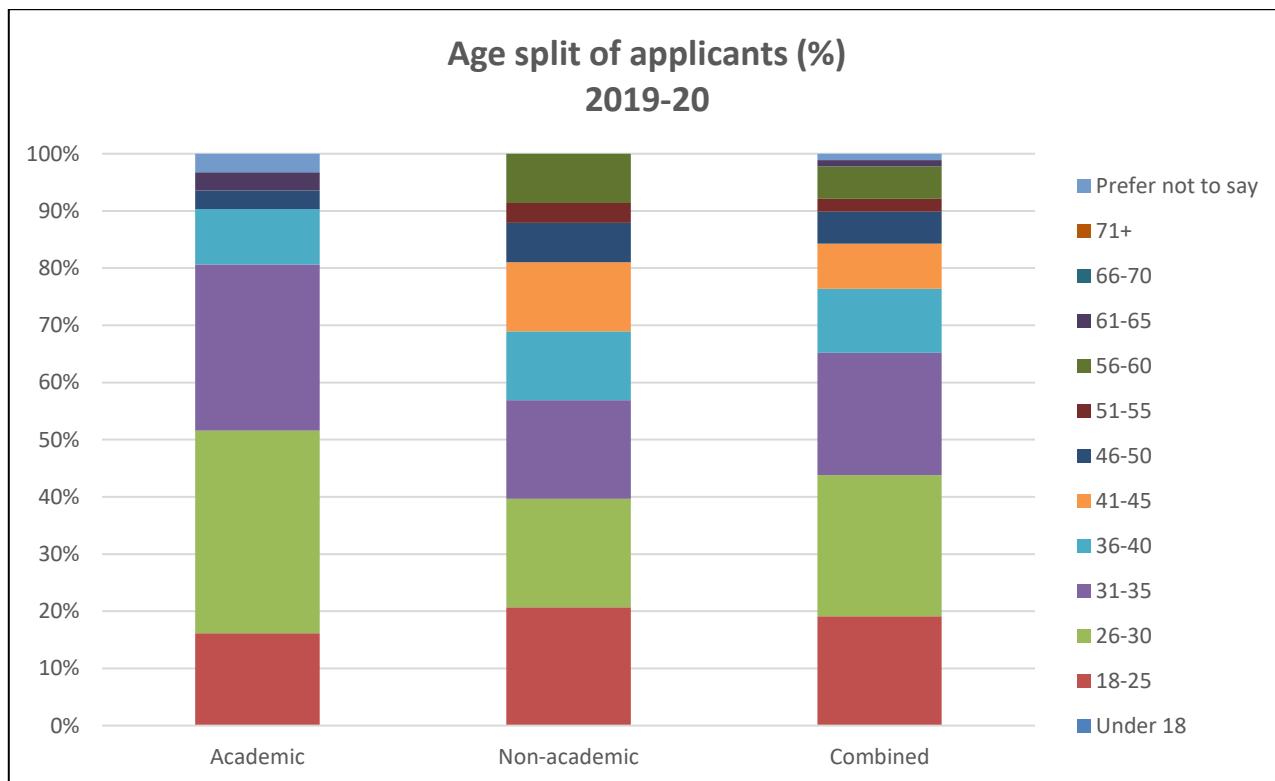
For **academic vacancies**, the highest percentage (65%) of applications came from those in the age bracket 26-35 years of age. This remains consistent with the data from previous years, and perhaps reflects the number of stipendiary lecturerships that were advertised during the period in question; such roles are, for

example, often more appealing to early-career academics, and it is worth noting that academic careers typically start after the age of 25 (once individuals have achieved the relevant post-graduate qualifications).

Separately, and as in previous years, our data shows that candidates are much more likely to submit Recruitment Monitoring forms when applying for stipendiary lecturerships, rather than when applying to Fellowship posts (where we have very few, if any, completed Recruitment Monitoring forms). It should also be noted that recruitment monitoring data is not generally available for Associate Professor vacancies because they are typically handled through a central recruitment portal administered by the University of Oxford.

We only have recruitment monitoring data available for one appointee to an academic post, and so it is not possible to provide meaningful commentary about success rates relative to the overall numbers of applicants and shortlisted candidates.

For **non-academic vacancies**, 57% of applications came from those aged below 35. This is broadly the same as in previous years. Again, we only have data for 4 appointees, and so it is not possible to provide meaningful comparisons with previous years.

Data relating to the age of applicants and appointees for posts within the University can be found on page 40 of their annual report[9].

Ethnicity

Of those applicants who submitted a Recruitment Monitoring form, 98% declared their ethnic origin. This is slightly higher than last year (95%), but more comparable to the four preceding years (99%).

[n = 89 applicants (combined)]

Ethnicity of applicants (actual) 2019-20

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[9] University of Oxford, *Equality Report 2019-20*

Ethnicity of applicants (%)
2019-20

Legend (top to bottom):
- Prefer not to say
- Any other
- Other Mixed Background
- White and Asian
- White and Black African
- White and Black Caribbean
- Arab
- Other Asian Background
- Chinese
- Asian or Asian British - Bangladeshi
- Asian or Asian British - Pakistani
- Asian or Asian British - Indian
- Other Black Background
- Black or Black British - African
- Black or Black British - Caribbean
- Gypsy or Traveller Traveller
- Other White Background
- White Irish
- White British

Categories: Academic, Non-academic, Combined

Overall, 81% of applicants were from a white ethnic background. This is broadly the same as in 2018-19, 2017-18 and 2016-17.

As has been the case for the last two years, the ethnic backgrounds of applicants for academic posts were more diverse than those for non-academic posts, with the number of white candidates being 61% and 91% respectively.

As a whole, 18% of shortlisted candidates were from an ethnic minority background, which is slightly higher than last year (14%). It is also in line with the overall percentage of applications from those with a minority ethnic background (18%).

Approximately 14% of staff within the University of Oxford identified themselves as being from a black or other ethnic minority group in 2019-20[10].

Sexual Orientation

Of those applicants who submitted a Recruitment Monitoring form, c. 83% declared their sexual orientation. This is slightly lower than in previous years (e.g. 89% in 2018-19).

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[10] University of Oxford, 2019-20

Sexual orientation therefore remains a personal characteristic which fewer applicants are willing to disclose information about.

[n = 89 applicants (combined)]

Sexual orientation of applicants (%)
2019-20

Legend: Prefer not to say, Other, Heterosexual, Gay woman / lesbian, Gay man, Bisexual

Categories: Academic, Non-academic, Combined

Sexual orientation of applicants (actual)
2019-20

Y-axis: Number of applicants

Legend: Bisexual, Gay man, Gay woman / lesbian, Heterosexual, Other, Prefer not to say

Categories: Academic, Non-academic, Combined
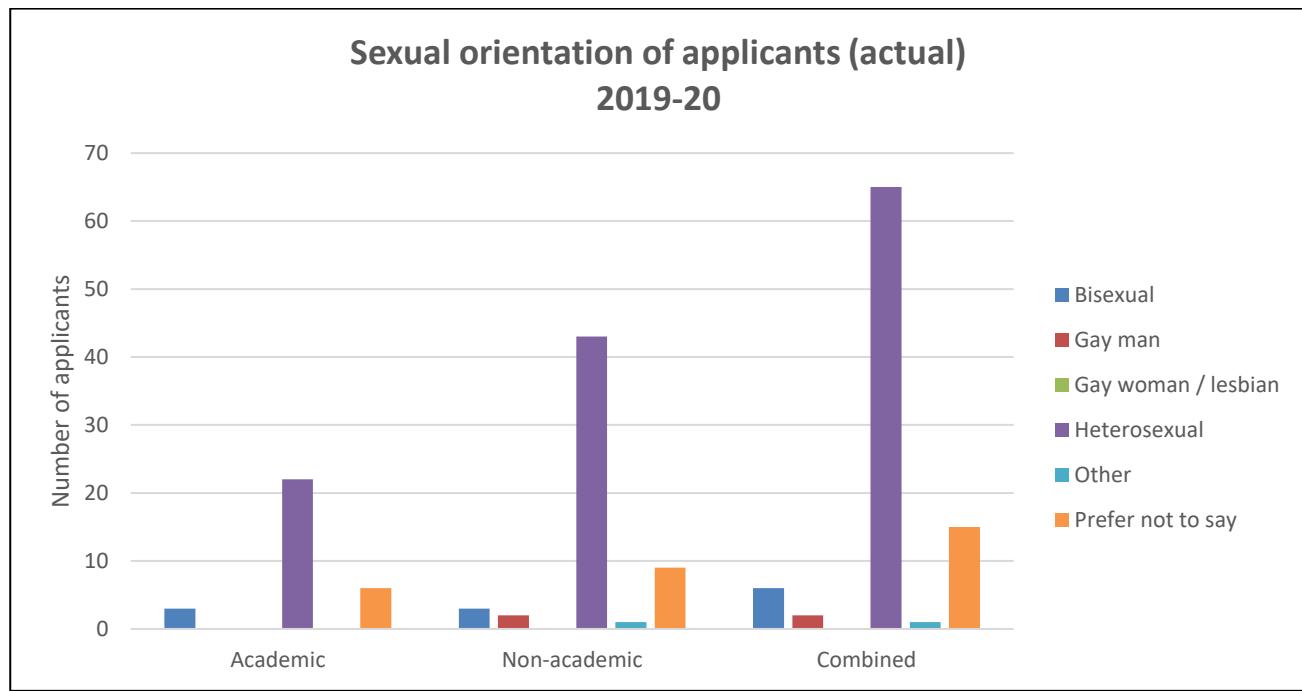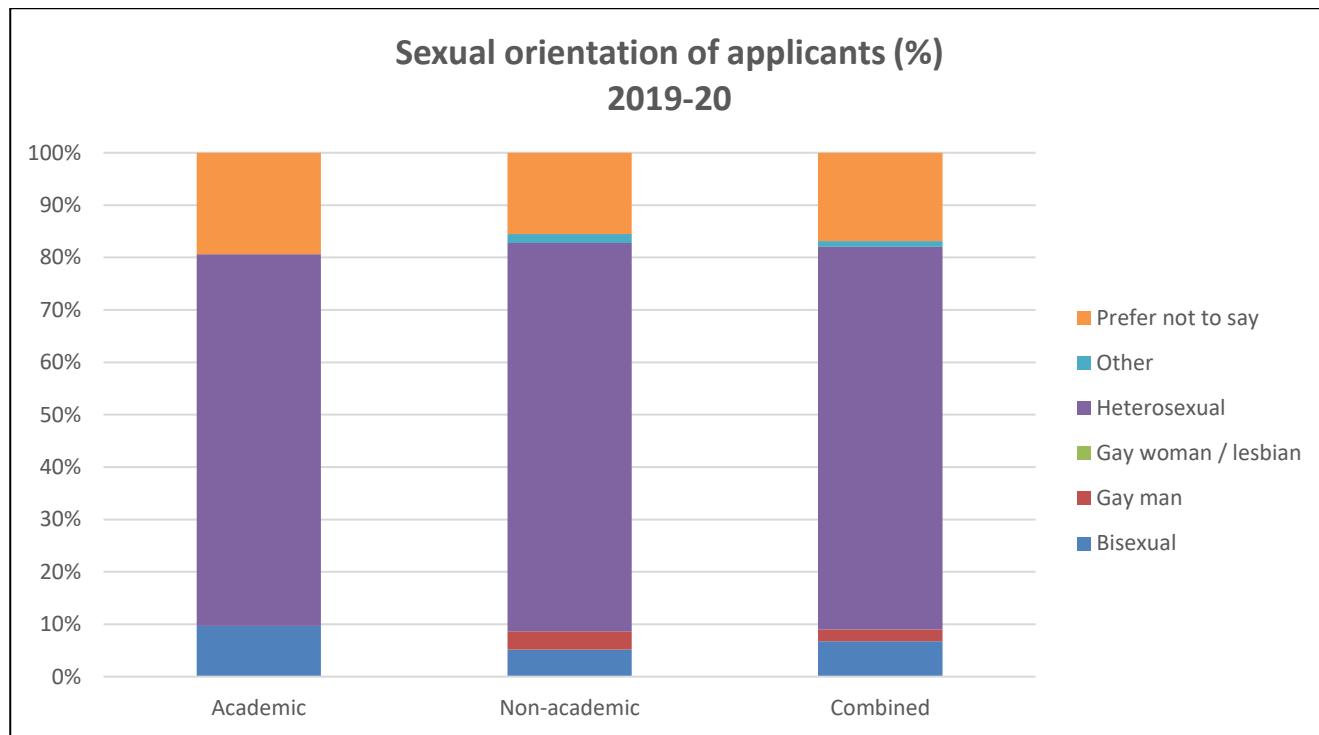
Overall, a significant majority (c. 73%) of applicants identified themselves as being heterosexual (which is lower than in any of the previous five years.

This year, 10% of candidates identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation, compared with 6.8% in 2018-19, 5% in 2017-18 and 8.6% in 2016-17.

A further 17% of applicants preferred not to specify their sexual orientation.

Of those candidates who were shortlisted, 4.5% identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation, compared with 9% in 2018-19 (albeit that the data set is much smaller in the current year).

Gender reassignment

Of those applicants who submitted a Recruitment Monitoring form, 98% declared whether they identified their gender as being the same, or different, from the gender assigned to them at birth. This is broadly the same as in the previous four years.

[n = 89 applicants (combined)]

Gender reassignment - applicants (%)
2019-20

Gender reassignment - applicants (actual)
2019-20
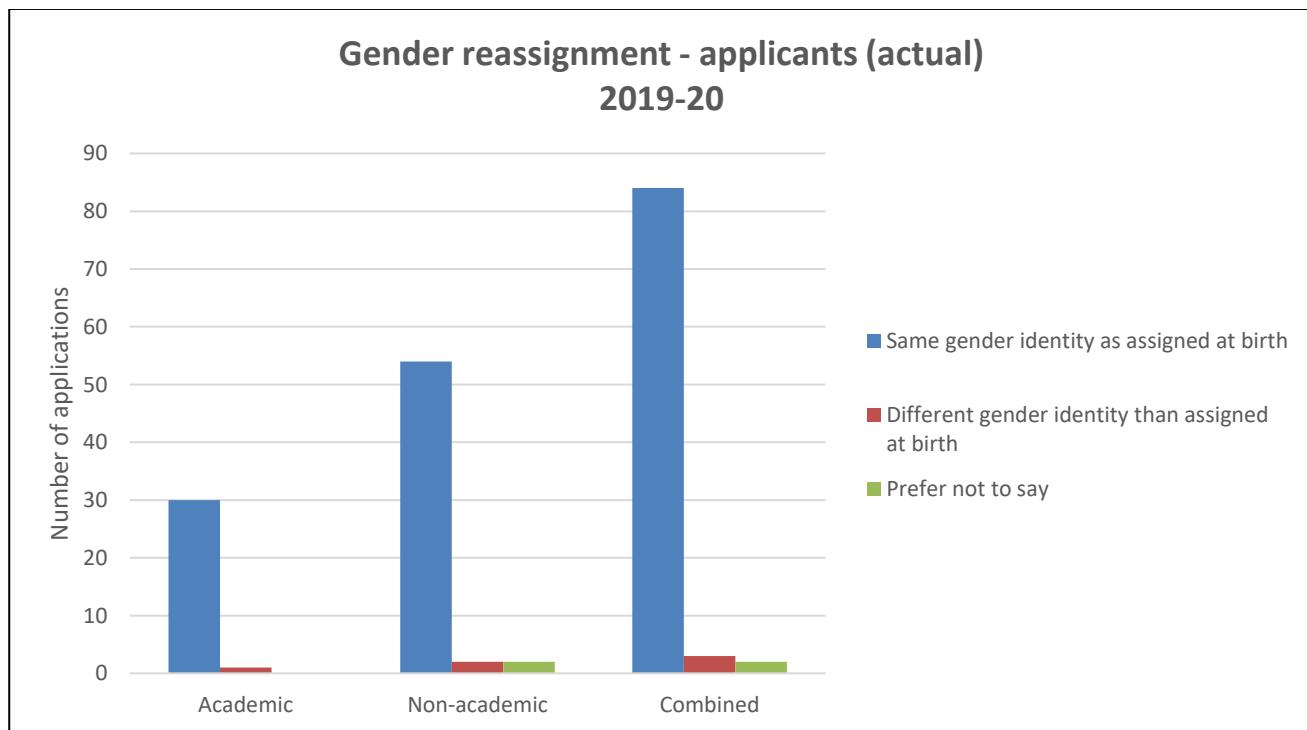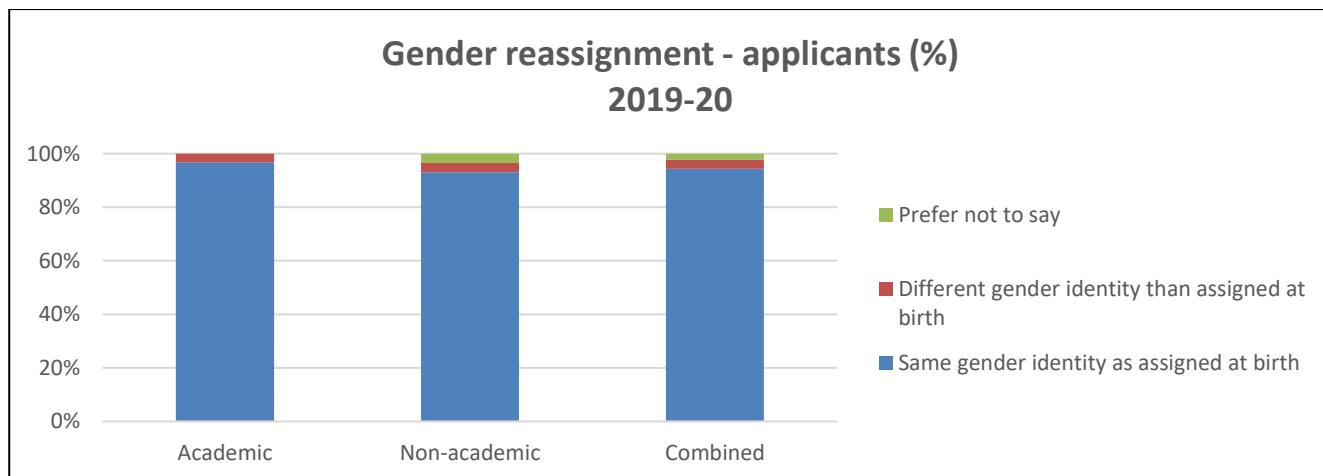
Overall, a significant majority (c. 94%) of applicants identified themselves as having the same gender identity as assigned when they were born. This is broadly similar to previous years (88% in 2018-19, 92% in 2017-18, and 89% in 2016-17).

3.3% of applicants identified themselves as having a different gender identity to that which was assigned when they were born, and 2.2% of people preferred not to provide information for this question.

Given the lack of relevant data from either the University of Oxford or HESA, it is difficult to compare the College's data with the wider UK context.

Religion, Belief or Lack of Belief

Of those applicants who submitted a Recruitment Monitoring form, 82% declared their religion or belief. This is lower than in previous years (c. 92%).

As with sexual orientation, this appears to be a personal characteristic that a significantly higher proportion of applicants prefer not to disclose information about.

[n = 89 applicants (combined)]

Religion of belief of applicants (actual) 2019-20
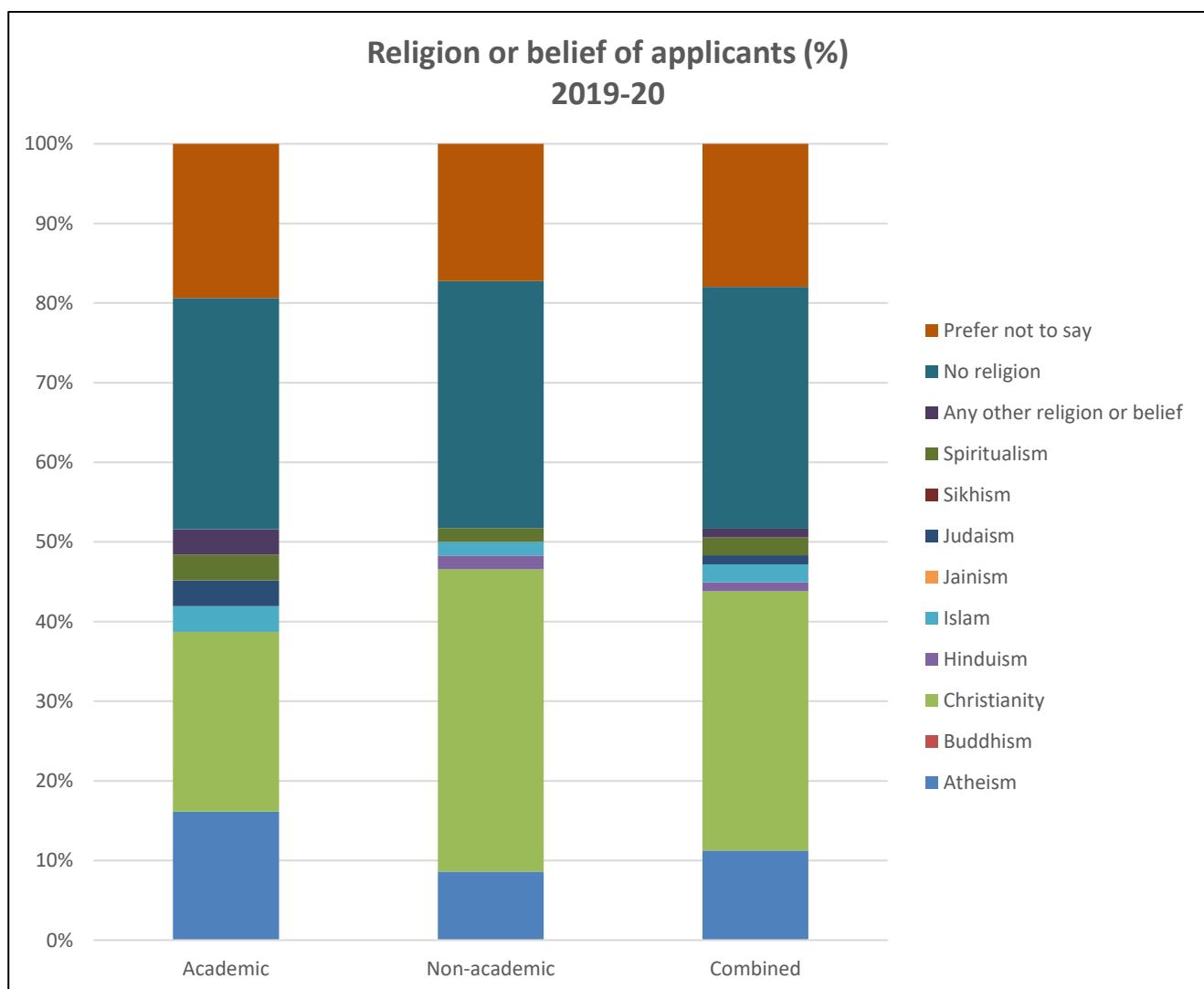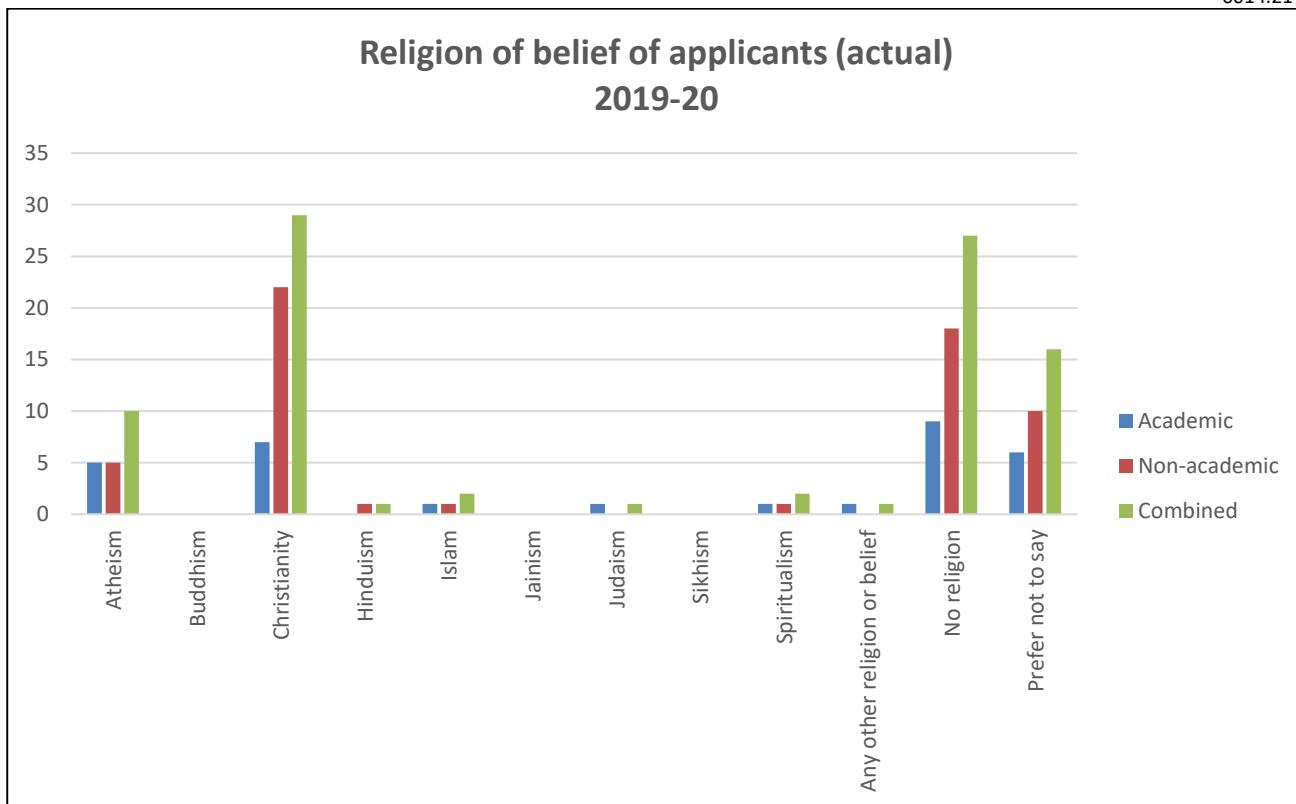
The majority of both academic and non-academic candidates identified themselves as either having a Christian religious belief (33% overall), or as being an atheist/ having no religious belief (42% overall).

This compares with 43% and 37% respectively in 2018-19, 52% and 35% respectively in 2017-18, and 45% and 37% respectively in 2016-17.

Overall, 41% of those who were shortlisted identified themselves as having a Christian religious belief, with a further 32% identifying themselves as being an atheist or having no religious belief.

Data for applicants to posts within the University of Oxford can be found on page 38 of the 2019-20 report:

https://edu.admin.ox.ac.uk/files/universityofoxfordequalityreport2019-20pdf

Marriage and Civil Partnership

Of those applicants who submitted a Recruitment Monitoring form, 93% declared their marital status, and 94% declared their civil partnership status. These are broadly similar percentages to those in the previous five years

[n = 89 applicants (combined)]

Marital status of applicants (actual) 2019-20
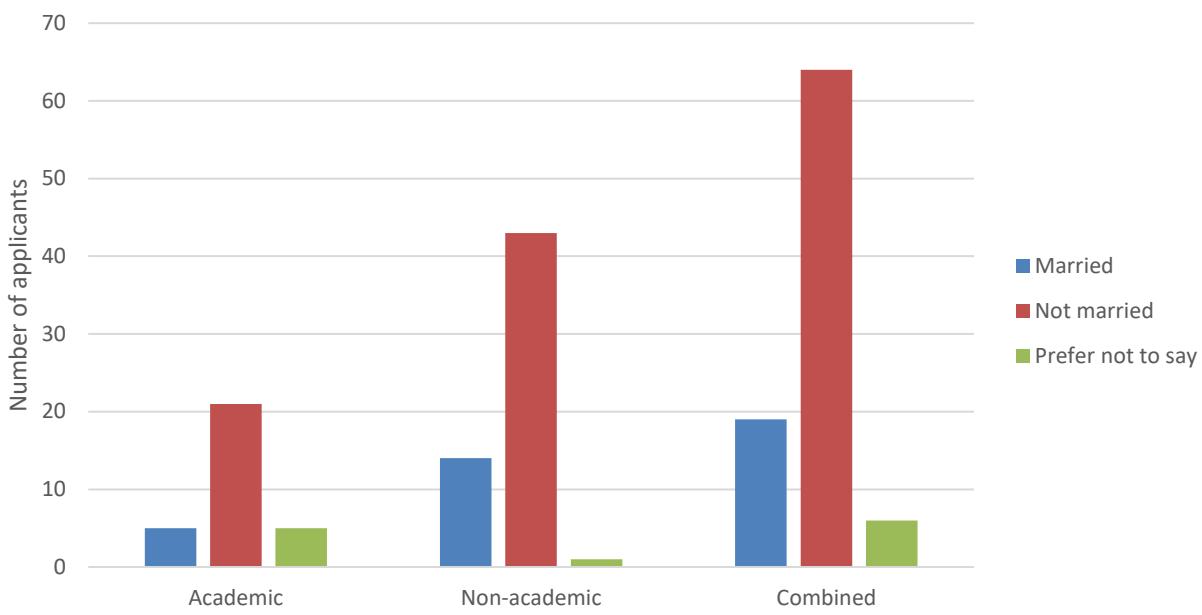
Civil Partnership status of applicants (actual) 2019-20
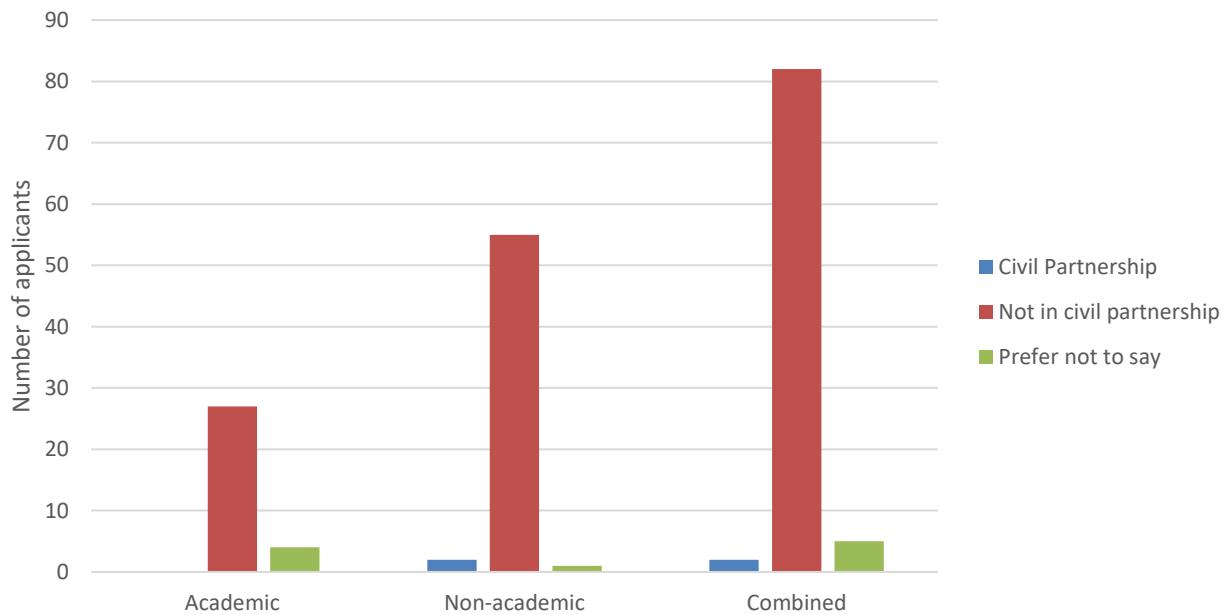
A majority of both academic (68%) and non-academic (74%) applicants were unmarried. This compares with 75% and 58% respectively in 2018-19, 70% and 54% respectively in 2017-18, and 65% and 66% respectively in 2016-17.

In total, 21% of applicants were married.

Overall, 27% of shortlisted candidates were married.

A large majority of both academic (87%) and non-academic (95%) applicants were not in a civil partnership. This is broadly similar to the figures in previous years. However, a significant percentage preferred not to state whether they are in a civil partnership, and so only 2.2% of applicants positively stated that they were in a civil partnership.

Overall, 0% of shortlisted candidates stated that they were in a civil partnership.

Summary of recruitment monitoring data

Table 1:

Comparison of the actual number of applicants who identified themselves as having a particular protected characteristic on completed recruitment monitoring forms in the 2019-20 academic year.

	Academic	Non-Academic
Gender		
Male	13	12
Female	17	45
Prefer not to say	1	1
Age		
Under 18	0	0
18-25	5	12
26-30	11	11
31-35	9	10
36-40	3	7
41-45	0	7
46-50	1	4
51-55	0	3
56-60	0	5
61-65	1	0
66-70	0	0
71+	0	0
Prefer not to say	1	0
Married		
Yes	5	14
No	21	43
Prefer not to say	5	1
Civil Partnership		
Yes	0	2
No	27	55
Prefer not to say	4	1
Disability		
Yes	3	6
No known disability	27	50
Prefer not to say	1	2

Race/ ethnicity		
White British	11	29
White Irish	1	2
Other White Background	8	24
Gypsy or Traveller	0	0
Black or Black British - Caribbean	0	0
Black or Black British - African	1	0
Other Black Background	0	0
Asian or Asian British - Indian	1	1
Asian or Asian British - Pakistani	1	1
Asian or Asian British - Bangladeshi	0	0
Chinese	0	1
Other Asian Background	1	0
Arab	1	0
White and Black Caribbean	0	0
White and Black African	0	0
White and Asian	2	0
Other Mixed Background	2	0
Any other	1	0
Prefer not to say	1	0
Gender Reassignment		
Same gender identity as at birth	30	54
Different gender identity then at birth	1	2
Prefer not to say	0	2
Sexual Orientation		
Bisexual	3	3
Gay man	0	2
Gay woman / lesbian	0	0
Heterosexual	22	43
Other	0	1
Prefer not to say	6	9
Religion or Belief		
Atheism	5	5
Buddhism	0	0
Christianity	7	22
Hinduism	0	1
Islam	1	1
Jainism	0	0

Judaism	1	0
Sikhism	0	0
Spiritualism	1	1
Any other religion or belief	1	0
No religion	9	18
Prefer not to say	6	10

SECTION C: STUDENTS

As noted above, the quality and reliability of the data available to the College shows various problems with using it as a tool for monitoring equality practice within the College. It is not, therefore, helpful to provide detailed data here.

At a general level, information about undergraduate admissions to the University can be found here.

For information about graduate admissions at the University of Oxford, please click here.

Statistical information concerning student numbers within the University of Oxford can be found at:

https://www1.admin.ox.ac.uk/aad/studentregistry/sdma/statistics/student/

The University's annual statistical undergraduate admissions reports can be found here:

- Undergraduate Admissions report published in May 2020
- Undergraduate Admissions report published in May 2021

SECTION D: FURTHER INFORMATION AND SOURCES OF SUPPORT

The Equality & Diversity Unit (EDU) at the University of Oxford has a wealth of information in relation to equality and diversity. This can be accessed on the website at: http://www.admin.ox.ac.uk/eop/

In addition, the following provide further information and/ or sources of support in relation to particular personal characteristics (it is not intended to be an exhaustive list):

Gender

Step Forward (for women)   https://www.careers.ox.ac.uk/step-forward/
People & Organisational Development   https://pod.admin.ox.ac.uk/

Disability

National Bureau for Students with Disabilities   www.skill.org.uk/
Oxford Students Mental Health Network: http://www.osmhn.org.uk/
Government website on disability issues: www.direct.gov.uk/en/DisabledPeople/index.htm
MIND   www.mind.org.uk/
SANE   www.sane.org.uk/
Mental Health Foundation   http://www.mentalhealth.org.uk/about-us/

Age

Carers UK   www.carersuk.org/
Carers Trust   https://carers.org/
Carers Oxfordshire   www.carersoxfordshire.org.uk/cms/

Race, ethnicity and nationality

University of Oxford initiatives   https://edu.admin.ox.ac.uk/bme-staff-network
Advance HE   https://www.advance-he.ac.uk/

Sexual Orientation

University of Oxford LGBT network   www.ox-lgbt-acad.org.uk   (staff)
                                                 http://www.oulgbtq.org/   (students)

The Terence Higgins Trust   www.tht.org.uk/
Stonewall   www.stonewall.org.uk/

Religion, belief or lack of belief

Religious festivals: https://edu.admin.ox.ac.uk/equality-dates
Daily Info   www.dailyinfo.co.uk/guide/religion/religion.html
BBC Religion & Ethics website   http://www.bbc.co.uk/religion

Pregnancy, maternity and childcare

University of Oxford nurseries: https://childcare.admin.ox.ac.uk/nurseries

Oxfordshire County Council: www.oxfordshire.gov.uk/cms/public-site/children-education-and-families

Oxfordshire Family Information Service:

www.oxfordshire.gov.uk/cms/content/oxfordshire-family-information-service-oxonfis