

# St Catherine's College

## Equality Report 2016–2017



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## Equality Report 2016–2017

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## FOREWORD BY THE MASTER

On behalf of St Catherine's Governing Body, I am delighted to present our Equality Report for 2016-17.

At St Catherine's we are fully committed to promoting equality and diversity for our students and staff. Our aim is to be a truly inclusive environment in which individual differences are respected and staff and students all have a fair and equal opportunity to fulfil their potential. We want to ensure we remove any barriers that may prevent us from attracting students or staff of the highest ability. Discrimination on the grounds of age, disability, gender reassignment, marital status, pregnancy and maternity, race, religion or belief, sex (gender), or sexual orientation will not be tolerated. Our equality policy applies to all members and visitors to the College, including visiting students, guests, conference clients and contractors carrying out work on behalf of the College.

It is six years since we produced our first Equality Report. Each time we produce a report we use it as an opportunity to review its findings against previous reports, enabling us to evaluate our current position with regards to equality and diversity, to show us where we have made progress, and to identify areas we need to investigate further. In producing this year's report we have reviewed our existing equality objectives and set new equality objectives to ensure that we continue to take a proactive approach to the promotion of equality of opportunity and that we continue to create an inclusive and fair learning and work environment for everyone.

The Master, Roger W Ainsworth, MA, DPhil, FRAeS, FLSW

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## INTRODUCTION

### The College

St Catherine's College is one of the University of Oxford's newest colleges. We are one of 38 independent, self-governing colleges of the University. We started life as a Society in 1868, with the aim of encouraging students from less privileged backgrounds to study at Oxford. We became a College in 1962 and since then have grown to become one of the largest Oxford colleges. We have a student body of 954 students (as at 1 December 2016), which is a mixture of undergraduate students, graduate students and visiting students. Some of our visiting students stay for a term whilst others study here for an entire academic year.

### Our responsibilities

For the purposes of this report, we are concentrating on three areas, our roles as:

- an education provider,
- an employer, and
- a provider of conference services.

As an education provider, we have a responsibility to our students, a responsibility that is at the forefront of everything we do. We work hard to ensure that people of the highest ability apply to study here and that our students receive the highest quality education, regardless of their background. We strive to create a learning and social environment governed by equality of opportunity, where diversity is valued.

As an employer, we are responsible for 185 staff (as at 14 November 2017). In all aspects of the employment relationship, we endeavour to ensure equal opportunities for everyone and we recognise the benefits having a diverse workforce bring to the College. We want to recruit and retain staff of the highest calibre. We believe it is essential that everyone is valued and able to work to their full potential, regardless of their background.

As a provider of conference services, we offer a range of residential and non-residential conference facilities. It is important to us that every conference organiser and delegate is treated fairly, with consideration and respect.

### The law

The Equality Act 2010 prohibits discrimination in employment or in the provision of training and education on the grounds of any of the following protected characteristics:

**Age** – the legislation applies to people of all ages; this means the young as well as the old are protected from discrimination on the basis of their age. Service-related pay

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and benefits are permitted for periods of up to 5 years and these may be specifically justified thereafter.

**Disability** – disability is defined by the Equality Act as ‘a physical or mental impairment which has a substantial and long-lasting effect on a person's ability to carry out normal day-to-day activities’. A ‘long-lasting effect’ is one that is likely to last 12 months or more, or is likely to recur. ‘Normal day-to-day activities’ might include physical activities such as mobility, physical coordination, memory or ability to learn, manual dexterity, or speech, hearing or eyesight. Discrimination by association is also prohibited, meaning the legislation extends the protection to people who are not themselves disabled but are associated with a disabled person. For example, it is illegal to discriminate against someone who is not themselves disabled but who is the carer of a disabled person.

Service providers are required to make ‘reasonable adjustments’ to any aspect of the physical nature of their premises or to any ‘provision, criterion or practice’ that places a disabled person at a substantial disadvantage compared with a non-disabled person. What count as a ‘reasonable adjustments’ are a matter of context and will depend on a range of factors. The duty to make reasonable adjustments only applies to those who disabled; therefore, the College is not required to make adjustments for people who, for example, are carers of those with disabilities but who are not themselves disabled.

Schedule 13 of the Equality Act prohibits discrimination in relation to school admissions, exclusions, and the education or associated services provided to pupils. Higher education establishments must also provide auxiliary aids or services, and have a duty to make adjustments to physical features.

**Gender reassignment** – gender reassignment is a personal, social, and sometimes medical process by which a person's gender presentation (the way they appear to others) is changed. Anyone who proposes to, starts or has completed a process to change his or her gender is protected from discrimination. An individual does not need to be undergoing medical supervision to be protected.

**Marriage or civil partnership** – individuals are protected against discrimination relating to their marital status.

**Pregnancy and maternity** – a woman is protected from discrimination on the grounds of pregnancy and maternity during the period she is pregnant and the 26 weeks after the birth of a child (the statutory maternity period).

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**Race** – under the term race a wide definition of race is provided, which includes race, colour, nationality, and ethnic or national origin. As a general rule, a group may be identified as a race or of the same ethnic origin where the group views itself, and is viewed by others, as ‘a distinct community by virtue of certain characteristics’.

**Religion or belief** – discrimination on grounds of ‘any religion, religious belief or similar philosophical belief’ is prohibited. Neither religion nor belief is defined by the law, but it does include the lack of a religion or belief. Political beliefs, however, are excluded from the legislation, albeit that the dividing line may be blurred in some cases. Factors considered when deciding whether there is a religion or belief may include whether there is collective worship, a clear belief system, or a profound belief affecting their way of life or view of the world. People are protected from discrimination on the grounds of their perceived religion or belief as well as their actual religion or belief.

**Sex** – both men and women are protected against discrimination by the Equality Act. This includes perceived, actual or associated discrimination.

**Sexual orientation** – sexual orientation relates to an individual's orientation towards: persons of the same gender (gay or lesbian); persons of the opposite gender (heterosexual); or persons of both the same gender and opposite gender (bisexual). Under the Equality Act, people are also protected from discrimination on the grounds of their perceived sexuality as well as their actual sexuality. In addition, it is unlawful to discriminate against people on the grounds of their association with those of a particular sexual orientation (e.g. friends and/or family). Although people are protected from discrimination on the grounds of their religion or belief, it is still illegal for them to discriminate against someone else on the grounds of sexual orientation (even if, for example, their faith teaches that homosexuality is unacceptable).

The Equality Act does allow for some cases where indirect discrimination is legal, but only where the indirect discrimination can be objectively justified as a proportionate means of achieving a legitimate aim.

### ***The Public Sector Equality Duty***

Rather than simply seeking to avoid discrimination, public bodies must consider how they could make a more positive contribution to the advancement of equality.

The Public Sector Equality Duty (PSED) consists of two parts, the General Equality Duty and specific duties governing how public bodies demonstrate that they are meeting the aims of the Equality Duty.

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## ***The General Equality Duty***

The Equality Act introduced the concept of the general equality duty, which came into force in April 2011. This general equality duty covers all the protected characteristics identified in the Equality Act.

The general equality duty has three main aims:

- To eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act.
- To advance equality of opportunity between people who share a protected characteristic and those who do not.
- To foster good relations between people who share a protected characteristic and those who do not.

## ***Specific equality duties***

The Equality Act also introduced a number of specific duties, which mean the College has to:

- Fulfil its obligations under the Public Sector Equality Duty (PSED), which are to have due regard to the aims of the general equality duty in the exercise of our functions.
- Analyse the impact on equality of all our policies and practices.
- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a characteristic and those who don't
- Foster good relations between people who share a characteristic and those who don't
- Annually publish information to demonstrate our compliance with the general equality duty. This should include information on employees and people affected by the College's services users who share a protected characteristic.
- Publish objectives setting out how we will meet the requirements of the Equality Act, at least every four years.
- Ensure the published information and objectives are made available to the public.
- Publish gender pay gap data by 30 March each year.

In terms of disseminating the obligations of PSED throughout the College, it has been agreed that The Chair / Secretary of each committee will be responsible for making their respective committees aware of its responsibilities under PSED formally on a termly basis.

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Work undertaken by the Equality Committee in 2016/17

The Equality Committee has addressed the following range of topics in the last year:

- Review of wording on vacancy advertisements to ensure gender equality was maintained
- Integration of disabled students during Freshers' week
- Student workshops covering racial equality

Work undertaken by the student body this year in the area of equality and diversity has included a highly successful multicultural Entz, Pride Entz and international students contact scheme.

## **OUR APPROACH TO EQUALITY AND DIVERSITY**

St Catherine's is committed to implementing a comprehensive policy of equal opportunities for our staff and students, in order to provide an inclusive learning, working and social environment in which the rights and dignity of all our members are respected.

Here we provide an overview of our approach and policies relating to equality and diversity. More information can be found on the Equal Opportunities pages of our [website](#).

### **Our aim**

As part of the wider University of Oxford, at St Catherine's we work to remove any barriers that might deter people of the highest ability from applying to Oxford, either as staff or students. We aim to provide an inclusive environment that values diversity and maintains a working, learning and social environment in which the rights and dignity of all our staff and students are respected to assist them in reaching their full potential.

### **Our commitment**

No applicant, student or member of staff will be treated less favourably than any other, whether before, during or after their study or employment at St Catherine's on the basis of one or more of the following grounds, except when such treatment is within the law and determined by lawful requirements:

- age
- colour
- disability
- ethnic origin
- marital status
- nationality
- national origin
- parental status
- race
- religion or belief
- gender
- sexual orientation;
- or length or type of contract (e.g. part-time or fixed-term)

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Our commitment to our students is to provide education of excellent quality at undergraduate and postgraduate level for academically able students, whatever their background. In pursuit of this aim, we are committed to using our best endeavours to ensure that all of our activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This policy applies to (but is not limited to) admissions, teaching, learning and research provision, scholarships, grants and other awards under the College's control, student support, College accommodation and other facilities, personal conduct and student complaints and disciplinary procedures.

With regard to staff, the policy and practice of the College require that all staff are afforded equal opportunities within employment. Entry into (and progression within) employment is determined only by personal merit and the application of criteria which are related to the duties of the post. In all cases, ability to perform the job is the primary consideration. This policy applies to recruitment and selection, training and development, opportunities for promotion, conditions of service, pay, facilities, conduct at work, grievance and disciplinary procedures, termination of employment, and a number of other areas.

We are committed to ensuring all our conference delegates and organisers have the same excellent experience, regardless of their background. This approach applies to all the services and facilities we offer, including meeting and technical facilities, catering and accommodation.

### **Information in this report**

The data in this report, along with the data collected in future, will inform future decision-making, equality and diversity policy development and equality and diversity objectives throughout the College – in relation to student matters, staff matters and conference services. It will also be used as a basis for comparison for future equal opportunity monitoring data.

### ***Student data***

Student data relating to admissions, academic performance and equal opportunity monitoring is collected at the University-wide level and supplied to individual colleges. We do not undertake to collect additional equality-related data from our students.

The student data in this report has been provided by the University's Student Data Management and Analysis section, and is a snapshot from student data that was correct on 1 December 2016.

Where possible, in this report we have compared our data against the data for the University of Oxford as a whole to provide some context.

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## ***Staff data***

Staff data in this report comes from two sources: (i) standard information held in staff personnel records and (ii) the responses to a staff equal opportunity monitoring form. Equal opportunity monitoring forms are issued to staff at least every two years. To encourage completion of at least some of the monitoring form, each question contains a 'prefer not to say' answer option, meaning that staff can choose to provide us with information for each protected characteristic the form asks about. All staff are asked to complete a form to assist us in gaining an accurate picture of our workforce in relation to protected characteristic categories, but completion of the form is not compulsory.

Equal opportunity monitoring forms were most recently sent to all 185 staff on 20 November 2017. In 2017, the return rate of the equal opportunity monitoring form was 65%, an increase in the 54.6% return rate in 2016. The combination of forms not returned and forms returned but with individuals opting not to give information means there was an 'unknown' element of 51.3% for some protected characteristics.

We collect data on the majority of protected characteristics covered by the Equality Act but we limit the information we publish in this report to gender, age, disability and ethnicity. This is because we are a relatively small and close-knit community and as such, there is a high risk individuals may be identified if some data were published.

In producing this report, the staff data were compared to staff data in the equality reports available online of other public sector employers based in Oxford. The employers we chose to look at were those who face similar challenges and have a comparable breadth of job types.

Also included in this report are equal opportunities monitoring data for all job vacancies advertised in 2017. Applicants are asked to complete the equal opportunities monitoring form as part of the application process; return of the form is on a voluntary basis. Some academic appointments are joint appointments with the University, and the College is not the lead employer. Equal opportunities monitoring data collected for these vacancies are not available to us and therefore have not been included in the figures reported here.

In the period 1 January 2017 to 31 December 2017, we advertised 36 non-academic posts and received a total of 948 applicants. 27% of applicants for non-academic posts returned our equal opportunities monitoring form, a significantly lower return rate than we had in previous years. We advertised nine academic vacancies in the period 1 January 2017 to 31 December 2017 and received a total of 120 applications for these posts. 76% of applicants for academic posts returned our equal opportunities monitoring form.

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## How we will deliver our duties

The College has an Equality Committee, which meets once a term (three times per year). It is chaired by the Home Bursar, and Committee members include College Officers, staff, and representatives from the undergraduate and graduate student bodies. It is important to us that people from different areas of the College are involved in the Equality Committee and that the views of both staff and students (undergraduate and graduate) are represented at Committee meetings. Since the publication of our first Equality Report, we have widened the membership of the Equality Committee and we remain committed to further extending the membership of the Committee to other members of the College who feel they can contribute to the analysis of what we do and help formulate our developing policies.

It is the responsibility of the Equality Committee to oversee the development of Equal Opportunities policy frameworks and objectives and their application in the College, working as appropriate with the relevant colleagues and bodies. The Committee is also responsible for reviewing equal opportunity data collected by the College and for ensuring that there is a forum at which student views on any matters relating to equality and equal opportunities can be raised.

Representatives of St Catherine's also attend the College Equality and Diversity Forum organised by the Conference of Colleges, which enables good practice to be shared between colleges.

The College works continuously to identify and address any areas of concern, to ensure that our existing policies, procedures and practices are reviewed, and to identify any further areas that can be improved as part of this ongoing process. Through the Equality Committee and other mechanisms, we aim to review and report on our progress in ensuring that students and staff experience a consistently inclusive and supportive environment to assist them in reaching their full potential. We always welcome feedback and suggestions – from students, staff, potential students and visitors – as we endeavour to ensure that what we do is meaningful, focussed on the right priorities and will have a real impact on the experience of members of the College, visitors and other interested parties.

## Decision making

Committee Chairs and Secretaries are asked to pre-screen the agenda routinely for any items that might have implications under the Public Sector Equality Duty (PSED). The PSED requires the College to have 'due regard' to the potential and actual impact on equality of all their policies, procedures, decisions, informal practices, etc. (See <https://www.admin.ox.ac.uk/eop/policy/framework/>.) Where an item has potential implications under the PSED this should be indicated on the agenda, and an equality analysis may be enclosed with the agenda and papers (see Checklist for recording steps and outcomes under <https://www1.admin.ox.ac.uk/eop/policy/data/analysis/guidance/>.)

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The committee may request these issues to be considered in relation to any item. The discussion of any item identified as having PSED implications should include consideration of the following: Is the decision likely to affect people with 'protected characteristics' differently? Which protected group(s) might be affected? Are there any means of remedying or mitigating a potential negative impact? If there are no remedies, can the negative impact be justified? Could the decision have a positive impact on equality? If it is not self-evident that the PSED is not relevant to a particular item then the reasons why it is not considered relevant should be recorded in the minutes.

## OUR EQUALITY AND DIVERSITY DATA

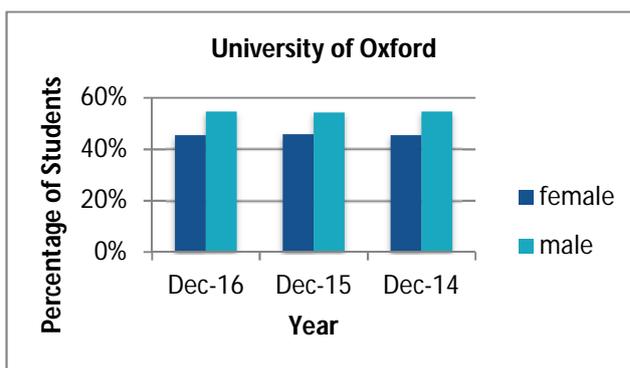
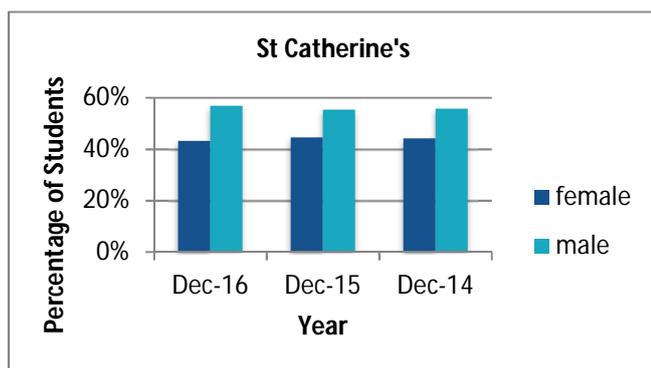
### As an educator

#### Where we are

As at 1 December 2016, we had 954 students based at St Catherine's, of which 48 were visiting students.

#### Gender

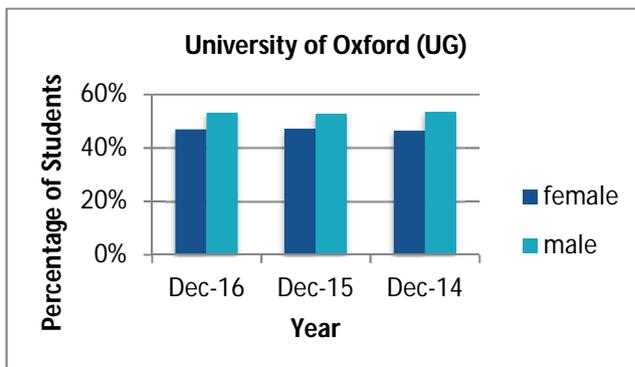
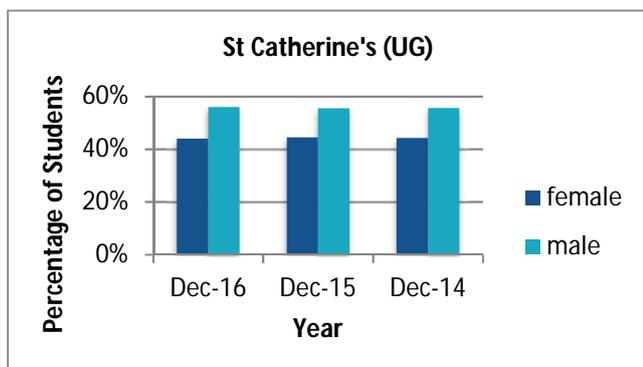
The gender split in the student body was 43% female (412) to 57% male (542). This is similar to the gender split within the student body of the University as a whole, which is 45% (10,536) female to 55% male (12,659). It is also similar to the gender split for the previous two years in both the College and the University: 2015: 45% female (405) to 55% male (503) for the College and 46 % female (10,361) to 54% male (12,241) for the University as a whole; 2014: 44% female (372) to 56% male (470) for the College and 45% female (10,148) to 55% male (12,200) for the University as a whole.



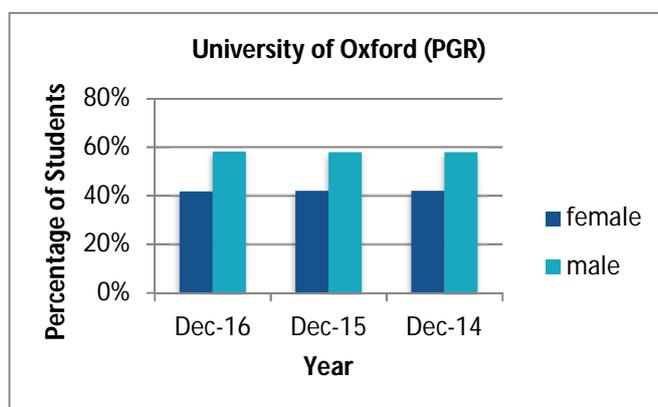
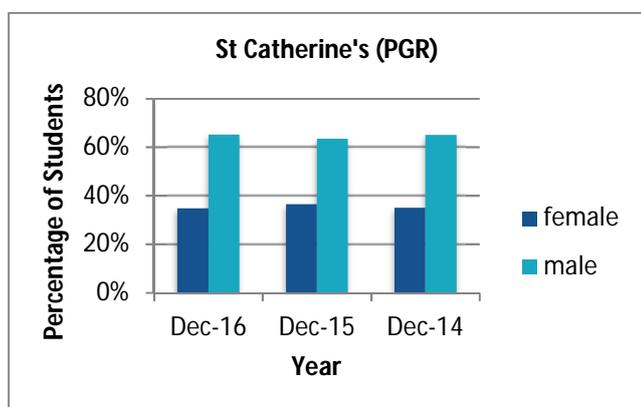
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### Programme type

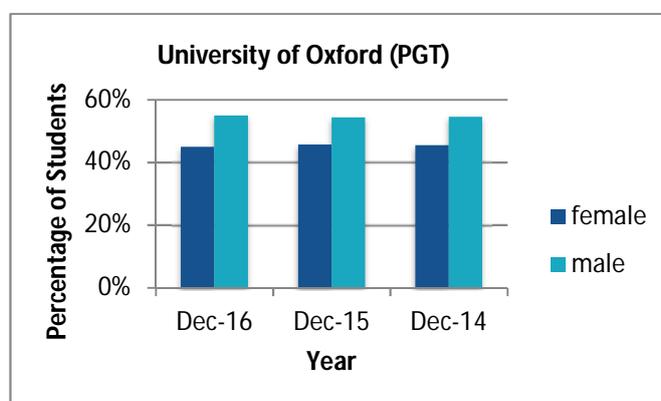
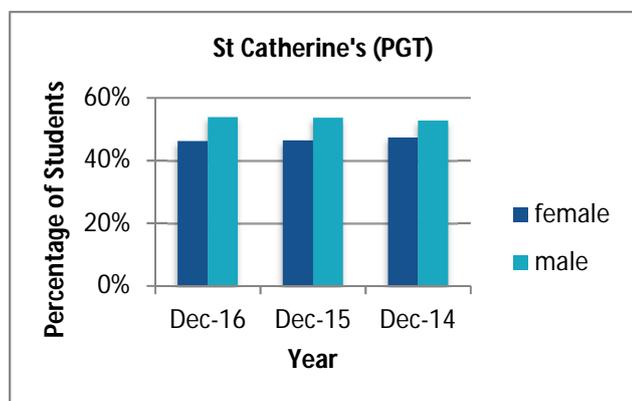
The gender split in the College's undergraduate student population has remained roughly the same over the last three years. It was 44% female (219) to 56% male (278) in 2016.



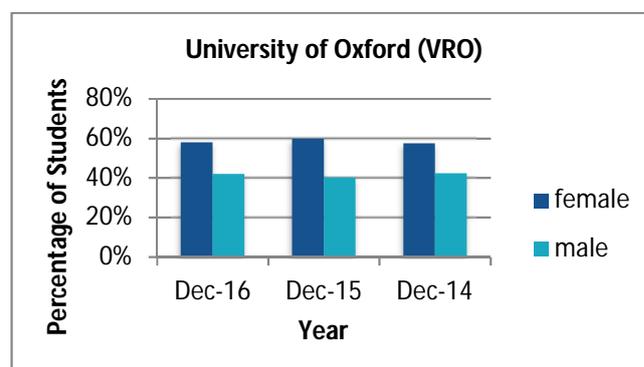
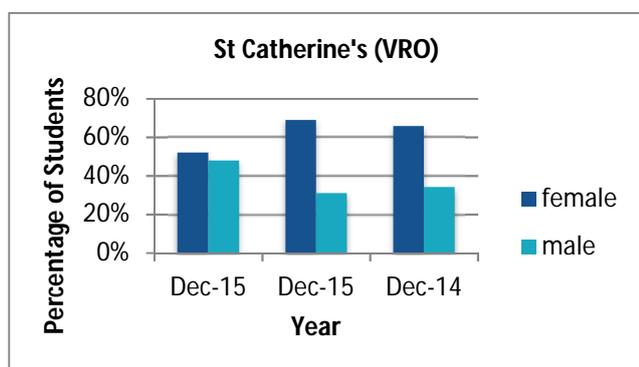
The gender split in the College's graduate research student population has remained roughly the same over the last three years. It was 35% female (64) to 65% male (120) in 2016.



The gender split in the College's graduate taught student population over the last three years has shown a slight decrease in the population of female students. It was 46% female (104) to 54% male (121) in 2016, 46% female (97) to 54% male (112) in 2015, and 47% female (78) to 53% male (87) in 2014.



The gender split in the College's visiting student population in 2016 was evenly balanced at 52% female (25) and 48% male (23).



### Subject division

If the gender split is broken down into subject division, the area where there is the largest imbalance is in the Mathematical, Physical and Life Sciences (MPLS), with 25% female students (72) compared to 75% male students (214). The figures are similar at the wider University level, with MPLS having 28% female students and 72% male students in 2016.

The gender split for Social Sciences students was more equal, with 47% female students (110) and 53% male students (125). This has been the same for the last three years both within the College and at the University level.

The proportion of female Humanities students is slightly lower in 2016 than in the previous two years, standing at 57% female (100) to 43% male (76). It was 61% female (101) to 39%

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male (64) in 2015 and 60% female (102) to 40% male (68) in 2014. The proportion of female Humanities students was higher at the University level as well (56% female to 44% male students in 2016).

The proportion of female students studying Medical Sciences has shown an upward trend since 2013, with 51% female students (71) to 49% male students (68) in 2016. At the University level, the proportion of female students has also shown a slight upward trend in the last three years, with 53% female in 2016.

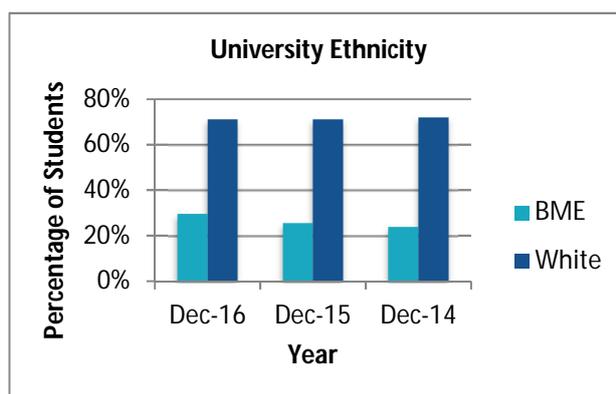
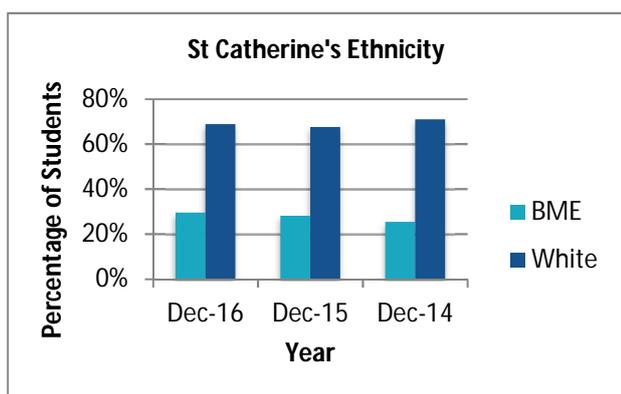
The proportion of female Oxford University Department for Continuing Education (OUDCE) students has remained relatively consistent over the last three years. Currently it is 49% female students (34) to 51% male students (36). At the University level, there were 53.3% female students in 2016.

### **Ethnicity**

67% (647) of our students are from a White ethnic background (British, Irish or any other White background), whilst 30% (281) of our students declared themselves to be from a Black or Ethnic Minority (BME) background. The information on ethnicity is unknown or undeclared for 3% (26) of our students.

The percentage of unknowns for student ethnicity has increased slightly since 2015, however the trend over the last three years has shown a decrease in the number of unknowns.

For the University of Oxford as a whole, figures are similar. 71% of its student population are from a White ethnic background and 26% are from a BME background.



We are part of a world-renowned university and therefore we attract a large number of overseas students. However, if international students are excluded from the ethnicity figures the College still compares well with the University. In 2016 the ethnic background of

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UK students in College was 81% (430) White, 17% (92) BME and 2% (12) unknown. For the University the figures were 83% White, 15% BME and 2% unknown.

### **Disability**

10% (94) of our student population declared themselves to have a disability, which included 3% (25) who identified themselves as specifically having a learning disability. The percentage of students declaring a disability has shown an upward trend since 2013. In 2015, 10% (93) of students declared a disability, of which 4% (35) had a learning disability. In 2014 8% (69) of students declared a disability, of which 4% (32) had a learning disability, whilst in 2013 8% (63) of students declared a disability, of which 3% (28) had a learning disability.

Our figures are similar to those available for the University as a whole, where 11% of students declared a disability, including 4% who defined their disability as being a learning disability.

It is worth noting that 'disability' covers a wide range of conditions, and whilst someone may have a condition that traditionally would be covered by term 'disability', they may not consider themselves to be disabled and so will not declare their disability. Students with learning disabilities have an incentive to declare their disability, for example to ensure that they receive additional time in examinations to which they are entitled. Students with a physical disability are encouraged to disclose it at application and registration. Students may also make the College aware through other channels to enable any necessary adjustments to be made or additional support to be given.

The College intends to address any imbalances with regard to equality and diversity in the above data during the course of Equality Committee meetings during the coming year.

### **As an employer**

#### **Where we are**

On 17 November 2017, the total number of staff at St Catherine's was 185. Of the 185 staff, 36% were academic and teaching staff (including Fellows) and 64% were professional and support services staff. The number of staff has increased by 10 people since 31 December 2015. The percentage of academic and teaching staff has increased slightly and professional and support services staff has decreased slightly.

#### **Gender**

The gender profile of our workforce as a whole is 50% female and 50% male. The academic workforce is 27% female and 73% male. The professional and support services workforce is 63% female and 37% male. In 2015, the gender profile of our workforce was 50% female

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and 50% male. The academic workforce was 29% female and 71% male. The professional and support services workforce was 60.2% female and 39.7% male.

We have compared our overall gender profile to the equality profile information published by other public sector employers within the boundaries of Oxford city and have found our overall gender profile to be more balanced than most of those employers. Figures from the 2011 census show that women comprise 47% of the economically active population aged 16 to 74 and 47% of those in employment (42% of job seekers).

We compared the gender profile of academic staff against the figures published by the University of Oxford and the University of Cambridge, both of which had a very similar gender profile for academic staff.

### *Applications for vacancies*

Of the applicants for non-academic posts who returned the equal opportunities monitoring form in 2017, 62% were female and 36% were male (2% unknown).

Of the applicants for academic vacancies who completed our equal opportunities monitoring form in 2017, 35% were female and 60% were male (5% unknown).

### *Gender Pay Gap*

The College's gender pay gap (the difference between average pay earned by female employees and average pay earned by male employees) is based on a snapshot date of 5 April 2017, and is as follows:

<b>Mean gender pay gap</b>	<b>12.2%</b>
<b>Median gender pay gap</b>	<b>0.0%</b>

<b>Quartile</b>	<b>Males</b>	<b>Females</b>
Lower	37.9%	62.1%
Lower middle	56.4%	43.5%
Upper middle	54.8%	45.2%
Upper	58.9%	41.1%

### *Ethnicity*

In 2017, 51% of the workforce declared themselves to be from a White ethnic background (British, Irish or any other White background). 11% of the workforce declared themselves to be from a Black or Ethnic Minority (BME) background, which is similar to the Higher Education sector as a whole (11.7% in 2015), but lower than the economically active

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population of the City of Oxford (19% in 2011)). The information on ethnicity was unknown or undeclared for 38% of staff.

It is difficult to make observations regarding the ethnicity profile of our workforce given that 38% chose not to provide us with that information. However, the number of staff choosing not to supply this information has decreased; the unknown/undeclared figure was 46% in 2016. It is possible that staff were more encouraged to complete the equal opportunities monitoring forms in 2017, as background information on the importance of gathering meaningful data was communicated to them ahead of the forms.

### *Applications for vacancies*

Of the applicants for non-academic vacancies who completed our equal opportunities monitoring form in 2017, 81% declared themselves to be from a White ethnic background and 17% from a BME background.

Of the applicants for academic vacancies who completed our equal opportunities monitoring form in 2017, 70% declared themselves to be from a White ethnic background and 24% from a BME background.

### ***Disability***

Only 3% of staff declared a disability, with 58% of staff declaring they did not have a disability. The information is unknown for the remaining 39% of staff.

Whilst having 3% of staff with a declared disability may seem low, staff members were asked whether they considered themselves to have a disability. 'Disability' covers an extremely wide range of conditions, and whilst someone may have a condition that traditionally would be covered by term 'disability', they may not consider themselves to be disabled.

### *Applications for vacancies*

Of the applicants for non-academic vacancies who completed our equal opportunities monitoring form in 2017, 1% declared themselves to have a disability.

Of the applicants for academic vacancies who completed our equal opportunities monitoring form in 2017, 4% declared themselves to have a disability.

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## Age

The age profile of staff is given in the table below.

Age group	16–20	21–25	26–30	31–35	36–40	41–45	46–50	51–55	56–60	61–65	66+
Percentage of staff	0	6.0	9.0	10.0	13.0	15	16.0	12.0	5.0	10	3.2

Our proportion of employees between the ages of 16 and 25 is lower than that of other local public sector employers.

### *Applications for vacancies*

Of the applicants for non-academic vacancies who completed our equal opportunities monitoring form in 2017, the largest age band was for applicants aged 21–25 (28%). This was in contrast to previous years, in which the largest age band was applicants aged 26–30. We had a low number of applicants who identified themselves as being in the age bands 16–20 (2%), 56–60 (4%), 61–65 (1%) and received no applications from people in the age bands 66+.

Of the applicants for academic vacancies who completed our equal opportunities monitoring form in 2017, the largest age band was for applicants aged 31–35 (27%). This is in contrast to the largest group in 2015, which comprised applicants aged 26–30. We had a low number of applicants from people in the age bands 56–60 (1%) and 61–65 (2%) and received no applications from people in the age bands 16–20 and 66+.

### **As a provider of conference services**

The services we provide as a venue for conferences include:

- Meeting/lecture spaces – Our conference facilities include a number of meeting rooms and lecture halls suitable for group discussions, presentations or lectures.
- Accommodation – We can accommodate over 410 delegates staying with us on residential conferences. Two hundred and fifty of our rooms have en-suite facilities. We have 46 ground-floor bedrooms, all with en-suite shower rooms, three of which are specially adapted for wheelchair access.
- Food – We can provide breakfast, lunch and/or dinner for our conference guests, catering for any special dietary requirements, whether they are for medical, religious

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or personal reasons. Individual conference organisers are able to request changes to menus in advance.

- Access and parking – We have excellent access and facilities for people with disabilities and/or special requirements. The College is mainly built on ground level, and there is easy wheelchair access to all areas, including the Lodge, the Dining Hall, the Lecture Theatre, the Library, the MCR, and the whole of the JCR area, including the bar and computer room. We have an on-site car park and parking spaces are made available to any conference delegates with mobility issues.

### **Public Sector Equality Duty Aims and objectives**

The public sector duties set out in the Equality Act require us to set and publish objectives in relation to meeting the requirements of the Equality Act.

The aims and objectives we have set in relation to our role as an educator, employer and conference provider are listed below, together with additional objectives for 2018.

#### **Improve the representation of under-represented groups across the College's functions.**

Our data show our female student population has decreased slightly this year, having steadily increased over the previous three years, and now stands at 43%, compared to population of the University of Oxford at (45%). The Equality Committee will continue to review and discuss the gender figures.

We will continue to aim to gather data regarding applications as well as admissions to the College in the subject area of the largest gender imbalance, MPLS. This information can be used to inform strategies to improve the gender balance within these subject areas.

#### **Improve accessibility and support to people with disabilities.**

To encourage and sustain progress, we will keep a record of improvements that have been made to the College in terms of accessibility and/or support offered to students, staff and conference guests with disabilities. Records continue to be kept in Equality Committee meeting minutes and on the College website.

We will consider periodically whether there is a need to review any of the conference services we provide with respect to equality and/or diversity.

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## **Improve equality monitoring of the protected groups within the workforce.**

The collection of equal opportunity monitoring data depends on the willingness of staff to complete the form. To get the full picture about our staff and protected characteristics, we need all staff to return equal opportunity monitoring forms when they are issued. A significantly higher proportion of staff returned the monitoring form in 2017 (65%) than in 2016 (54.6%). We will aim to improve the return rate of equal opportunity monitoring forms further in future years. This will include looking at the way forms are issued and returned, as well as supporting information provided to staff, to see if changes to these processes will result in a higher return rate.

In terms of staff recruitment, as part of the application process, all applicants are asked to complete our equal opportunity recruitment monitoring form, but not all applicants return them. We would like to be in a position where we have the fullest picture of the applicants we are attracting. In 2017, the proportion of applicants for non-academic appointments returning forms decreased significantly (27%). In previous years, the return rate has been higher, at 57% in 2015 and 67% in 2014. This could be explained by the use of a vacancy website which enables candidates to apply through an online portal, rather than via the College website. The return rate for academic vacancies has remained high (76% in 2017, 79% in 2015 and 76% in 2014).

There is still room for improvement in all areas, particularly in getting applicants applying for non-office-based roles to return the equal opportunity recruitment monitoring form. Therefore, we will continue to encourage all applicants to complete the equal opportunity monitoring form during the recruitment process.

We will continue to review the details of job vacancies (e.g. job description, further particulars, job titles, duties) when they arise to ensure there is no unintended bias in any element of the details. We will also review new policies and procedures before implementation to ensure that there are no unintended consequences for or bias against a particular group as a result of the policy or procedure.

For a number of our academic appointments, we are not the primary employer, and so we do not coordinate the recruitment process and do not have access to the equal opportunity recruitment monitoring information collected. This means that we do not get the complete picture in terms of applicants for academic vacancies. In past years, we have contacted the 'lead' employer to ask for this data to be shared with us. So far, our efforts have been unsuccessful, but we will continue to investigate ways of trying to obtain the equal opportunity recruitment monitoring information in cases where we are not the primary employer.

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**Develop appropriate methods of consulting effectively with the protected groups within our student population, workforce and conference service.**

As well as considering new methods of consultation, we will continue to consider how the Equality Committee membership can be extended to gain a wider variety of staff and student views.

We will continue to consider whether there is a need to amend the feedback forms we use for conference guests, to include equality and diversity data.

**Additional Public Sector Equality Duty objectives for 2018:**

We will consider new ways of encouraging disclosure of protected characteristics, to assist in promoting a culture of positive awareness in relation to all protected characteristics.

We will seek to promote a deeper understanding of equality and fairness across the College through the provision of equality and diversity training for staff.