

Reuben College EDI Action plan

Agreed by Reuben Governing Body 16/6/201

Reuben College recognises the importance of equality and diversity in advancing intellectual endeavours. As a new college, we are building a community of people and practice that has diversity at the heart, for students and staff, for our academic and applied endeavours. We will be embedding and advancing equal rights as we tackle the big challenges in our academic research and as we build our College community, but also recognise that work on the protection and advancement of equality of opportunity is never truly complete. The aim of the EDI work is to ensure everyone in our College community has equitable opportunities to thrive at the College.

This EDI Action Plan has been developed based on a review of University policies and action plans, in consultation with Fellows and staff. The University is committed to using an evidence-based approach to inform its activities to increase equality and to measure the impact of any changes through development of, and reporting on, equality objectives and an action plan¹. As a new College, there are limited statistics available specifically for Reuben College, so wider evidence of barriers to equal opportunities to engage in University life have been used from a range of policies², with an emphasis on collecting data specific to the College in the Action Plan. Reuben College's objectives reflect that the College policies and practices are still under development, and will continue to evolve with the first cohort of students starting in 2021 as they engage in committees and college life. Hence, our two high-level objectives are goals designed to intentionally stretch us and ensure the direction of travel in our early years are creating an inclusive College culture in which diverse people take a full part.

Achievements to date

Reuben College's EDI achievements that precede this Action Plan are outlined below.

- An EDI working group has been established, first meeting in July 2020
- An EDI Champion appointed to lead work on embedding EDI principles, and role defined and agreed by GB.
- Equalities and Welfare Committee Terms of Reference developed and agreed by GB
- Developed an [EDI Statement](#) & [EDI Policy](#). Both approved by GB.
- Welfare Dean role created to ensure support for student needs
- Compulsory annual training on EDI for all Fellows and Senior Officers on Implicit Bias in the Workplace, Equality and Diversity Briefing, Tackling Race Bias at Work has been agreed by GB.
- College committees required to review their Public Sector Equality Duty at the start of each academic year, and every new policy or decision should consider equity implications.

¹ [Equality Policy](#)

² Key documents and policies included in the review: University [Equality Policy](#) and [Equality Objectives](#), [Race Equality Charter Action Plan 2018-2021](#), [Athena Swan University of Oxford's institutional submission 2017, including Action Plan](#), [Common Framework for Supporting Disabled Students](#), [Transgender Policy](#), [Stonewall WEI 2021 Action Plan](#), [Mindful Employer Action Plan 2018-19](#)

- Committed to fund four AfOx scholarships in 2021/22.

High-level objectives

Two high-level objectives underpin this Action Plan:

1. Ensure that diversity is advanced and maintained within the growing Fellowship, staff and student body, and in all groups associated with the college.

As a new College, we have a limited number of staff and Fellows active at present and are actively recruiting staff, Fellows and students. There is evidence of structural barriers to recruitment within the University affecting females and black and minority ethnic groups. For Fellows, recruitment will be primarily from senior researchers established within the University for which specific statistics are not available, however in 2020, females represented 26% and people who identified as BME represented 7% of all Professors and Associate Professors³. For Professional and Management staff, females represent 59% of the total and people who identified as BME represented 10%, but both are underrepresented in senior management roles, with poor rates of success in job applications for BME applicants. For students, females made up 50% of PGT students in 2020, but only 43% of PGR students, while BME students made up 26% of UK domiciled (50% non-UK) PGT students in 2020, but only 17% (48% non-UK) of UK domiciled PGR students. Approaches to ensuring diversity within recruitment will address barriers to other groups, such as students and staff with disabilities and LGBTQI.

2. Ensure EDI principles are embedded in all policies and decisions in the College to develop an inclusive culture through promoting awareness of equality and fostering good practice.

In 2020, the College commenced development of policies to inform the workings of college life. These policies will continue to be developed, and will be reviewed with input from students from the first cohort.

³ Data from the 2019-2020 Annual Equality Report <https://edu.admin.ox.ac.uk/equality-report>

Action plan

No.	Objective	Actions	Lead	Timeframe	Action success measure
1. Ensure that diversity is advanced and maintained within the growing Fellowship, staff and student body, and in all groups associated with the college.					
1.1	Determine appropriate success measures to assess progress towards diversity across Fellow, staff and student bodies ⁴	(a) Engage whole college body in structured approach to determine agreed understanding of EDI and measure appropriate indicators of success.	EDI-C ⁵	HT 2021	Consultant led workshops. Appropriate indicators agreed and reported against in first annual progress report.
1.2	Ensure recruitment practices for Fellows and staff address structural barriers to participation ⁶	<p>Establish recruitment policy that addresses best practice, including:</p> <p>(a) Advertise to target under-represented groups</p> <p>(b) Decision makers have implicit bias training</p> <p>(c) Ensure inclusive language is used in recruitment, and that an explicit equality statement is used</p> <p>(d) Equality reporting form statistics, where available, are reviewed for applications and shortlists to track progress</p> <p>For Fellows recruitment, this includes:</p> <p>(e) Recruitment committees to personally reach out to candidates with structural barriers</p>	EDI-C	MT 2021	<p>Applications and shortlists, tracked through Equality reporting, demonstrate diversity (1.1a).</p> <p>Recruitment policies are developed. Recruitment reports summarise how measures are met.</p> <p>Inclusive language is checked e.g. with http://gender-decoder.katmatfield.com/</p>

⁴ Based on the Race Equality Charter Action Plan 2018-2021.

⁵ EDI-C is EDI Champion

⁶ Recruitment practices are addressed in the Race Equality Charter Action Plan 2018-2021, Athena Swan action plan 2017

		(f) Consideration of roles of Oxford affiliated staff based overseas			
1.3	Ensure recruitment practices for students address structural barriers to participation	<p>(a) Analyse diversity of students based on statistics for first cohort</p> <p>(b) Ensure visibility of Fellows and students who have experienced structural barriers to higher education and academic advancement, including but not limited to PSED characteristics and first in family to access higher education.</p> <p>(c) Ensure visibility of EDI efforts and EDI support structures in offer-holder communications</p> <p>(d) Review events and practices for recruitment for 2022/23 cohort based on analysis of student statistics</p>	<p>(a) Senior Tutor</p> <p>(b) Bursar's Office</p> <p>(c) –(d) Senior Tutor</p>	<p>MT 2021</p> <p>2021/22</p> <p>MT 2021</p> <p>MT 2021</p>	<p>(a) Present statistics to GB</p> <p>(b) Collect and report on statistics on all events and public communications to measure visibility, with due consideration to GDPR⁷</p> <p>(c) EDI policies and support structures, and visible support indicators are embedded in offer-holder communications</p> <p>(d) Review Report and actions to GB</p>
1.4	Target scholarships to increase participation of under-represented groups	<p>(a) Identify and fund scholarships that target underrepresented groups, including AfOx, UNIQ, Black Academic Futures.</p> <p>(b) Continue to support AfOx, and work with first cohort to raise profile at Reuben College</p>	<p>(a) Senior Tutor</p> <p>(b) Events officer</p>	2022/23	<p>At least half of scholarships are targeted at under-represented groups.</p> <p>AfOx scholars are visible in Reuben communications</p>

⁷Events include, but are not limited to seminars, guest lectures, dinner speakers. Public communications includes, but is not limited to, website content, social media, promotional material for student recruitment and fundraising, and publications.

1.5	Ensure visibility of, and celebrate, the diversity within the College	<ul style="list-style-type: none"> (a) Ensure visibility of role models from underrepresented groups (including BME, female and disabled) in all areas of college life, including in events and public communications, such as through use of the Inclusive Conference Guide to inform event design (b) Recruit Champions from across the college to be visible leads of EDI work on LGBT and BME issues (c) Support student societies of under-represented and marginalised groups (d) Make strategic partnership with AfOx visible through shared events (e) Celebrate significant diverse cultural events and events that recognise marginalised groups including Black History Month, Pride Month, religious festivals, etc. (f) Ensure visibility of support for diversity through identifiers such as rainbow lanyards, flags, etc 	<ul style="list-style-type: none"> (a) Events officer (b)-(c) Senior Tutor (d) EDI-C (e) Events officer 	2021/22 (b) MT 2021	<p>The percentage BME, female and disabled contributors to events and inclusion in public communications reflects eligible population. Champions are recruited.</p> <p>Dinners themed to recognise cultural events. Strategies to celebrate events developed and implemented.</p>
1.6	Develop programmes to support development across staff, Fellows and students to advance equitable representation in senior and leadership positions ⁸	<ul style="list-style-type: none"> (a) Track diversity in committee membership, including for GCR (b) Track statistics on diversity of students who progress onto further study 	<ul style="list-style-type: none"> (a)-(b) Senior Tutor (c) Bursar's office (d) EDI-C 	TT 2021	Reports, disaggregated by diversity measures (1.1) on committee membership, student progress onto further study, PDR uptake, and

⁸ Addressed in Equality Objectives, Race Equality Charter Action Plan 2018-2021, Athena Swan University of Oxford's institutional submission 2017

		<p>(c) Annual Personal Development Reviews (PDRs) for all staff, with a dedicated training budget available</p> <p>(d) Explore career support opportunities for academics</p> <p>(e) Develop and track delivery of career support and mentoring for early career researchers</p>	(e) ECR Fellow		<p>staff training budget usage.</p> <p>Consultation on career support opportunities for academics.</p> <p>All ECRs receive equitable access to career support and mentoring.</p>
2. Ensure EDI principles are embedded in all policies and decisions in the College to develop an inclusive culture through promoting awareness of equality and fostering good practice.					
2.1	Ensure in the development and revision of policies that consideration of EDI is included and that EDI principles are considered in decision making	<p>(a) Track the inclusion of consideration of equity issues in new policies brought to GB</p> <p>(b) Ensure EDI is embedded in decision making structure through nomination of an EDI representative in each committee, who can take responsibility for considering EDI from an inclusion perspective, not just meeting needs of individuals.</p> <p>(c) Ensure record keeping procedures are in line with transgender policy⁹</p>	Senior Tutor	2021/22	<p>All policies include consideration of equity issues.</p> <p>EDI is represented on each committee.</p> <p>Record keeping is coordinated across academic office (students), President's EA (academic post-holders) or Bursar's office (non-academic staff).</p>

⁹ Confidentiality section in Transgender policy

15. The University will respect the confidentiality of trans people and will not reveal information without the prior agreement of the individual.

16. If an individual notifies the University in writing of their intention to transition during their employment or education, the institution will agree with them what steps should be taken. A trans person's file will reflect their current name and gender. Any material that needs to be kept related to the person's trans status, such as records of absence for medical reasons, should be stored confidentially. No records will be changed without the permission of the staff member or student concerned.

17. When a person informs the University that they have received a Gender Recognition Certificate, the University will undertake further checks and action to remove references to the individual's former name and gender.

		(d) Ensure students have an opportunity to engage in the development/revision of policies (e) Consider how EDI and sustainability principles can be included in decision making surrounding investments, purchases, and sources of funding			Students have a voice in decision making.
2.2	Ensure policies are accessible	Ensure policies are available and readily accessible through the website, in line with best practice for accessibility such as vision impaired or dyslexic audiences	Events officer	2021/22	Policies are available.
2.3	Ensure training in EDI principles	(a) Develop appropriate induction procedures for staff, Fellows and students, that incorporate EDI principles (b) Track completion of EDI training ¹⁰ (c) Develop and track attendance at training for students in EDI including in consent (d) Face-to-face safe place discussions for uncomfortable conversations led by students and consultants	(a)-(b) Bursar's Office (c)-(d) Senior Tutor	TT 2022 and annually	All new members to receive appropriate induction including on EDI. All Fellows, Senior Officers and relevant staff to have up-to-date EDI training. Students to be trained in EDI principles. Safe space discussions for set up.
2.4	Ensure EDI considerations are embedded as the physical environment develops	(a) Regular review during building decision processes to ensure provision of disabled access is maintained in temporary buildings, RSL site and accommodation (b) Ensure access to a multifaith prayer room or welfare room in temporary buildings and the RSL site	(a)-(c) Bursar (d) Events officer	(a-b) at GB meetings (c) MT 2021 (d) TT 2021	Bursar's report to include section on disabled access and updates on multifaith/welfare rooms. Consultation on bike parking.

¹⁰ Annual training on Implicit Bias in the Workplace, Equality and Diversity Briefing, Tacking Race Bias at Work

		<p>(c) Consultation on needs for suitable bicycle parking and presentation of options to GB</p> <p>(d) Develop a strategy and processes for decision making on pictures and exhibitions that ensures consideration of how they will reflect and promote diversity.</p>			Strategy for representing diversity in physical spaces developed.
2.5	Ensure Reuben College supports the wellbeing of students, staff and Fellows	Research initiatives across Colleges and in Mindful Employer Action plan to consider appropriate policies and practices for Reuben	Senior Tutor	On-going	Report to Equalities and Welfare Committee
2.6	Develop policies and processes in line with University initiatives to eliminate bullying and harassment	Raise awareness of the nature and impact of racial and gendered bullying and harassment, as well as the bullying and harassment reporting procedures, and assess Fellows, staff and student confidence in the effectiveness of procedures	Senior Tutor	TT 2021	Staff, Fellows and students report confidence in effectiveness of procedures. Statistics on reporting of bullying and harassment are tracked.
2.7	Ensure events are accessible	<p>(a) Explore options to provide support for childcare needs when out-of-hours engagement is required by Fellows, staff and student parents to ensure equitable access to events.</p> <p>(b) Develop policy to inform event design to ensure they are accessible to those with physical and learning disabilities, including in person and online events</p> <p>(c) Ensure events are sensitive to cultural and religious diversity, such as ensuring some do not serve alcohol</p>	(a) Bursar (b)-(c) Events officer	MT 2021	A mechanism is developed to provide childcare support when needed. Policy on event accessibility is developed.

2.8	Ensure the College body feels empowered to advance the EDI principles of the college	Develop and implement an annual survey to gather evidence on attitudes to EDI among Fellows, staff and students. Module included in college-wide survey.	Senior Tutor	TT 2021	Feedback from College members shows they feel able to advance EDI principles.
2.9	Engage with a diverse range of students to track their experience of the College to ensure equitable access to all areas of College life	(a) Hold focus groups or interviews with specific groups within the first cohort of students to capture different experience within the College, and annually. Consider affordability issues that impact on social and academic engagement with a view to inform students support. (b) Use the Freshers' survey to assess offer-holder communications, including students' sense of future belonging and support at Reuben before they arrived here.	EDI-C	TT2021 MT2021	Views of students from diverse backgrounds captured and reported in annual EDI reporting to identify barriers to equitable participation.
2.10	Achieve strong representation and voice of women/BME people in decision-making at all levels ¹¹	(a) Explore University training appropriate for chairs and for those new to committees to ensure equitable participation (b) Provide information, and support participation, on the BME staff network, Allies and Role Models network and similar to help amplify voices and provide support for minorities (c) Support opportunities for people from underrepresented groups to pursue leadership aspirations through (i) facilitating discussion groups to identify	Bursar	TT2021	Feedback from committee members shows they feel able to contribute effectively decision-making. Guidance on developing leadership experience at all career stages published

¹¹ Included in Race Equality Charter Action Plan 2018-2021, Athena Swan University of Oxford's institutional submission 2017, including Action Plan

		how the College can better support them to achieve their aspirations and (ii) provide guidance on what type of leadership experience is feasible and most beneficial at each career stage			
2.11	Ensure sufficient resourcing to sustain and develop EDI initiatives within the College	Track expenditure on EDI initiatives, to enable support appropriate budgets and forecasting to ensure finances are available.	Bursar	TT2021	Expenditure is reported in annual report with budget for next year.

The EDI Action Plan will be updated in TT 2022. Areas that will be considered in consultation with the College community include:

1. Peers of colour programme
2. Alumnae/alumni programmes
3. Student barriers to continuing onto PGR for BME and underrepresented student groups
4. Promote and enable all groups to engage in entrepreneurship
5. Tracking support for grant applications
6. Transition to Oxford for students who have experienced barriers to HE
7. Mentoring schemes