



Reuben College EDI Action Plan 2023-24

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 plan. 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 policies, 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. 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.

College Activities 2022-23 included

- 60% of Oxford-Reuben scholarships awarded 2022-23 to students from under-represented backgrounds (e.g. AfOx, Refugee and Black Academic Futures scholarships), amounting to £385,000 in scholarship support for Reuben students from under-represented demographics.
- Freshers' (student) training in Equality matters MT22 and new consent training workshop piloted (run by Oxford Sexual Abuse and Rape Crises Centre).
- Fellowship training in Equality & Diversity, Implicit Bias and Tackling Race Bias at Work embedded and monitored.
- Recruitment to two 'Global Research Fellowships' from October 2022 – a category of Fellowship designed by the College explicitly to promote diversity within the fellowship and the inclusion of University researchers working in Kenya.
- Revised consultation process, through expanded graduate membership of Academic Programme Committee, for agreement on speakers and topics at College events, including weekly 'Dining with Dinosaurs', following concerns raised regarding a MT22 speaker
- Termly social events explicitly celebrating diversity (2022-23 including an 'Uncomfortable Oxford' tour, Iftar celebration and Lunar New Year and Holi brunches, and International Women's Day student takeover).

- College and GCR financial support for a student-led Feminist book club from HT23.
- January 2022 Student survey incorporated an explicit section on diversity & inclusiveness, with results analysed in committee (including EDIW)
- Agreement for College to provide social hosting for AFOX Visiting fellows from TT24, where College Fellows act as academic host.
- College-run [Conference on Diagnostics for Low and Middle Income Countries](#) Easter 2023, with the costs for LMIC participants from Africa (Ghana, Kenya, South Africa, Tanzania, Tunisia & Uganda) and from India fully covered.

Admissions and On-Course Student Data 2022-23 reveal

- Admitted students were drawn from 31 countries (by citizenship): Bangladesh, Cameroon, Canada, Chile, China, Finland, Gambia, Germany, Ghana, Hong Kong, India, Indonesia, Kenya, Malawi, Nepal, Netherlands, Poland, Russia, Saudi Arabia, Singapore, Slovakia, South Korea, Sudan, Sweden, Tanzania, Turkey, Uganda, Ukraine, United Kingdom, USA and Zimbabwe.
- 50% of the student body came from just three countries: UK, the US and China.
- As at 5th May 2023, 165 students were enrolled at College:

77 PG Taught (47%)	88 PG Research (53%)	
128 Full-Time (78%)	37 Part-time (22%)	
73 Male (44%)	92 Female (56%)	
95 'overseas' fee status (58%)	70 'home' fee status (42%)	
89 'Non-EU/UK' nationality (54%)	52 UK nationality (31%)	24 EU nationality (15%)

- 60% of Oxford-Reuben Scholarship Scholarship funding 2022-23 (approx. £385,000) was awarded to students from under-represented backgrounds, representing 42% of Reuben's (31) on-course scholars.
- University statistics for the year 2022-23¹ (with a College headcount of 157 students) show:
 - o The College has a higher percentage of BME students (in both Research and Taught courses) than the University average for graduates:
 - 55% BME students at PGR level, compared to a University average of 38%; and
 - 53% BME students at PGT level, compared to a University average of 44%.
 - o This higher BME proportion at Reuben applies both when considering UK-domiciled and International students, again at both PGR and PGT levels
 - Of UK students
 - 33% of Reuben PGR UK students are classified as BME, compared to a University-wide PGR UK 19% BME; and
 - 36% of Reuben PGT UK students are classified as BME, compared to a University-wide PGT 28% BME

¹ [Student statistics | Academic Support \(ox.ac.uk\)](#)

Of International students

67% of Reuben PGR International students are classified as BME, compared to a University-wide PGR International 52% BME; and
64% of Reuben PGT International students are classified as BME, compared to a University-wide PGT International 55% BME.

- The College has a higher percentage of female students (non-binary not currently recorded) than the University average for graduates, both at PGR and PGT levels
Considering graduate populations only:
58% of Reuben PGR students are female, compared to a PGR University-wide 46%; and
56% of Reuben PGT students are female, compared to a PGT University-wide PGT 52% .
- The College has a lower percentage of students with a declared disability than the University average for graduates, both at PGR and PGT levels
Considering graduate populations only:
14% Reuben PGR students declared a disability (against University average of 16%); and
14% Reuben PGT students declared a disability (against University average of 15%).

High-level objectives of the College's Equality Action Plan

The College's EDI Action Plan is updated annually in Trinity Term, based on consultation with Fellows, staff and students.

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

Policies to date have been successful in creating a diverse college body. Within the limits of the data available at the College level, we have performed well in attracting a diversity across our Fellowship, staff and student body. It is important to maintain the activities and processes that have helped to achieve this as we further grow our College body. These should address the structural barriers to recruitment within the University affecting females and black and minority ethnic groups. University statistics highlight slow progress:

- Women comprise 20% of staff in Oxford's most senior academic grade, Statutory Professor, up from 11% in 2013, while women represent 32% of Associate Professors;
- 9% of staff in the main academic grade, Associate Professor, are from Black and minority ethnic (BME) backgrounds, up from 4% in 2013, while no progress was observed in the proportion of BME Statutory Professors or senior administration roles;
- The pay gap remains significant with increases in the median gender pay gap (from 11.1% to 13.6%) and mean gender pay gap (18.1% to 19.6%), albeit the latter is 4.9% lower than when the gender pay gap reporting was first introduced in 2017.

- The median bonus pay gap remains at 0%, however a large mean bonus pay gap exists with females' earnings are 61.6% lower than males. Males represented 58% of staff in the upper pay quartile.

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 continue to be developed, and are regularly reviewed, with active input from students.

3. Ensure fairness and transparency of workload for Fellows

After three years, it is also important to reflect on how we support those in the College to ensure retention and active engagement in College life. Reuben College has built its governance based on the experience of other colleges, while also creating an innovative and distinct College environment. The Fellowship are predominantly research-focused, with distinct career pressures, and often without previous experience of College roles and duties. Despite the small size of the College body, a full programme of events has been delivered: an active approach is needed to ensure transparency of workload and support Fellows to navigate their career development with full engagement with College life.

Data sources:

[2021-2022 University of Oxford Annual Equality Report](#)

[March 23 Gender Pay Gap Report](#)

[University Race Equality Charter Application and Action Plan \(Bronze award\)](#)

(The University's next application is due to be submitted July 2023)

[2023 Athena Swan Action Plan \(Silver award\)](#)

Approved by Reuben Governing Body (with delegated authority) 14 June 2023

Published September 2023

Reuben College Equality Action Plan 2023-24

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 ²	<p>(a) Review opportunities, and advocate within the Conference of College's Equality & Diversity Forum for metrics that can be used to track diversity in the College body</p> <p>(b) Analyse diversity of student body based on available statistics</p>	<p>Senior Tutor and EDI-C³</p> <p>Academic Office</p>	<p>Ongoing</p> <p>Annual</p>	<p>Engagement in pilots where possible.</p> <p>Advancing at Equality & Diversity Forum.</p> <p>Annual consideration of available statistics at college committee level</p>
1.2	Ensure recruitment practices for Fellows and staff address structural barriers to participation ⁴	(a) Continue to update policies in line with University best practice, and support implementation of	Senior Tutor	Ongoing	Compliance with, and updates as appropriate to, the College's Recruitment Guidelines (agreed TT22), in line

² Drawing from the University's Race Equality Charter Action Plan 2018-2021.

³ EDI Champion (Jan 2021- December 2023, Katrina Charles)

⁴ College Recruitment policies draw from the Race Equality Charter Action Plan 2018-2021, Athena Swan action plan 2017, and AP Inclusive Recruitment Guidance 2022

No.	Objective	Actions	Lead	Timeframe	Action success measure
		the recruitment policy to ensure compliance and identify opportunities/barriers to strengthen recruitment practices.	Staff HR Officer	2023-24	with University policies and guidance. Through the College's HR Administrator, seek to develop an equivalent document for staff recruitment, or a combined document
1.4	Ensure visibility of, and celebrate, diversity within the College	(a) Ensure visibility of role models from under-represented groups (including BME, disabled and, where applicable, female) in all areas of college life, including in events and public communications ⁵ , such as through use of the School of Geography's Inclusive	(a) Events officer and all committees (including student committees)		For the percentage BME, female and disabled contributors to events and inclusion in public communications to reflect eligible population. An enhanced review process, through Academic Programme Committee, of events speaker and topic selection was agreed 2022-23

⁵ Events include, but are not limited to seminars, guest lectures, and dinner speakers. Public communications includes, but is not limited to, website content, social media, promotional material for student recruitment and fundraising, and publications.

No.	Objective	Actions	Lead	Timeframe	Action success measure
		<p>Conference Guide to inform event design</p> <p>(b) Recruit staff, student and Fellow Champions from across the college to be visible leads of EDI work, including on LGBT and BME issues</p> <p>(c) Support student societies of under-represented and marginalised groups</p> <p>(d) Make strategic partnership with AfOx visible through shared events</p> <p>(e) Celebrate significant diverse cultural events and</p>	<p>(b) All College members</p> <p>(c) EDI funding and office support</p> <p>(d) EDI-C</p> <p>(e) All members, but particularly Graduate Provision</p>		<p>Champions are recruited. Amongst staff, students, and Fellows.</p> <p>College and GCR funding provided for student-led feminist book club</p> <p>Reuben Diagnostics for LIMCs/AfOx post-conference workshop Easter 2023</p> <p>Log financial and organizational support towards EDI events.</p> <p>2022-23 College-sponsored events</p>

No.	Objective	Actions	Lead	Timeframe	Action success measure
		<p>events that recognise marginalised groups including Black History Month, Pride Month, religious festivals, etc.</p> <p>(f)Ensure visibility of support for diversity through identifiers such as rainbow lanyards, flags, etc.</p>	and EDIW Committees, in planning termly events		<p>included Holi and Lunar new year College brunches, Iftar evening celebration and International women’s day student takeover</p> <p>Dinners themed to recognise cultural events. Strategies to celebrate events developed and implemented.</p> <p>Purchase of ‘inclusive rainbow’ lanyard for 2022-23 Freshers.</p>
1.5	Support development across staff, Fellows and students to advance equitable representation in senior and leadership positions	<p>(a)Annual Personal Development Reviews (PDRs) for staff, with a dedicated training budget available</p> <p>(b)Explore career support opportunities for</p>	<p>(a) Staff managers</p> <p>(b)EDI-C</p>	Ongoing	<p>Reports on staff training budget usage (Staff Consultative, Welfare & Equality Committee)</p> <p>Consultation on career support opportunities for Fellows.</p>

No.	Objective	Actions	Lead	Timeframe	Action success measure
		Fellows and Research Fellows (c)Track delivery of mentoring for Research Fellows	(c) ECR Fellow		All Research Fellows receive equitable access to career support and mentoring.
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.					
2.2	Ensure a diversity of voices are engaged in decision making and represented in College events and communications	(a)Consider diversity in committee nominations (b)Consider diversity in planning for events, to ensure representation of gender, ethnicity, sexuality, those who have experienced structural barriers to education, etc.. (c)Develop a communications	(a) Governance and Appointments Committee (b) All Committees in the planning of events (including, but not exclusively, Graduate Planning Committee and Academic Programme Committee)	Ongoing	Committees, events and communications reflect the diversity of the College.

No.	Objective	Actions	Lead	Timeframe	Action success measure
		strategy with diversity embedded.	(c) President & Events Manager.		College Communications and Events manager appointed from May 23
2.3	Ensure all College policies, information and guidelines 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	Communications Manager	Ongoing	Compliance with the University's accessibility policy .
2.4	Ensure communication of, and training in, EDI principles to build an inclusive community with EDI embedded in decision making	(a)Ensure induction procedures for staff, Fellows and students, incorporate EDI principles (b)Track completion of EDI training for Fellows (c)Develop and track attendance at training	HR Officer (staff), Academic Support Officer (Fellows), Senior Tutor (students) Academic Support Officer	Ongoing	All new members receive appropriate induction including on EDI. All Fellows, Senior Officers and relevant staff are required to have up-to-date EDI training.

No.	Objective	Actions	Lead	Timeframe	Action success measure
		<p>for students in EDI including in consent</p> <p>(d)Face-to-face safe place discussions for uncomfortable conversations</p> <p>(e)Ensure visibility of EDI efforts and EDI support structures in offer-holder communications</p>	Academic Office		Safe space discussions for set up.
2.5	Ensure EDI considerations are embedded and maintained in the transitional and long-term environments in Reuben College spaces	<p>(a)Regular review to ensure provision of disabled access and space for different needs is maintained</p> <p>(b)Regular review to ensure accessibility and appropriate spaces for different needs, including disabled access, multifaith spaces, wellbeing.</p>	<p>Bursar and Disability lead (Senior Tutor)</p> <p>RSL Building Committee, in consultation</p>	Ongoing	<p>College Buildings Manager appointed from March 2023</p> <p>Bursar’s reports to include section on disabled access and updates on multifaith/welfare rooms.</p>

No.	Objective	Actions	Lead	Timeframe	Action success measure
		(c)Develop a strategy and processes for decision making on pictures and exhibitions that ensures consideration of how they will reflect and promote diversity.	President and College Committees		Strategy for representing diversity in physical spaces developed.
2.6	Ensure Reuben College supports the wellbeing of students, staff and Fellows	For staff, explore initiatives across Colleges and in the University to consider appropriate policies and practices	Bursar	Ongoing	Consultation with Staff Consultative, Equality & Welfare Committee.
2.7	Work collectively 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,	All College Officers, harassment advisors and members	Ongoing	Staff, Fellows and students report confidence in effectiveness of College procedures and policies . Minor revisions to College Harassment procedures under

No.	Objective	Actions	Lead	Timeframe	Action success measure
		staff and student confidence in the effectiveness of procedures as set out in the policies and processes			<p>advice from Legal Services TT23</p> <p>Themes on bullying and harassment are reported to and are included in the Welfare Dean's annual welfare report.</p>
2.8	Ensure events are accessible	<p>(a)Ensure support is available 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)Ensure event design is accessible to those with physical and learning disabilities, including in person and online events</p>	<p>(a) Finance and Resources Committee</p> <p>(b) Events officer, Disability Lead, and Disability Co-ordinator</p>	Ongoing	<p>Parents can access childcare support when required.</p> <p>Events' Risk assessment includes requirement of confirmation of inclusivity and accessibility.</p>

No.	Objective	Actions	Lead	Timeframe	Action success measure
		(c)Ensure events are sensitive to cultural and religious diversity, such as ensuring some do not serve alcohol	(c) All Committees in the planning of events (including, but not exclusively, Graduate Planning Committee and Academic Planning Committee)		
2.9	Achieve strong representation and voice of women/BME people in decision-making at all levels ⁶	<p>(a)Explore University training appropriate for chairs and for those new to committees to ensure equitable participation</p> <p>(b)Provide information, and support participation, on the BME staff network, Allies and Role Models network and similar to help</p>	<p>Committee Chairs and College Officers</p> <p>EDI-C</p>	Ongoing	<p>Feedback from committee members shows they feel able to contribute effectively decision-making.</p> <p>Guidance on developing leadership experience at all career stages published</p>

⁶ Drawn from University Race Equality Charter Action Plan 2018-2021, and University's Athena Swan institutional submission 2017, including Action Plan

No.	Objective	Actions	Lead	Timeframe	Action success measure
		<p>amplify voices and provide support for minorities</p> <p>(c)Support opportunities for people from underrepresented groups to pursue leadership aspirations through (i) facilitating discussion groups to identify 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</p>	<p>EDI-C and President</p>		
2.10	<p>Ensure sufficient resourcing to sustain and develop EDI initiatives within the College</p>	<p>Track expenditure on EDI initiatives, to enable support appropriate budgets and forecasting to</p>	<p>Bursar and Accounts Office</p>	<p>Ongoing</p>	<p>Direct EDI Expenditure is reported annually to relevant committee(s).</p>

No.	Objective	Actions	Lead	Timeframe	Action success measure
		ensure finances are available.			
3 Ensure fairness and transparency of workload for Fellows					
3.1	Increase transparency in workload across the college	(a) Explore metrics to track Fellows' workload in staff surveys and mid-term review process (b) Explore opportunities to benchmark workload across colleges, especially graduate colleges (c) Share workload expectations explicitly in further particulars to improve transparency to those without previous college engagement	(a) Senior Tutor (b) Senior Tutor (c) President	On-going On-going MT 2023	Updates to EDIW Committee Updates to EDIW Committee Changes to recruitment further particulars

No.	Objective	Actions	Lead	Timeframe	Action success measure
3.2	Expand support for Fellows to manage workload	(a) Explore opportunities to provide mentoring for Fellows (b) Incorporate career development and mentoring in mid-term reviews	(a) Senior Tutor & President (b) President	On-going MT 2023	Updates to EDIW Committee Changes to mid-term review forms. Incorporate in staff survey.