

Reuben College EDI Action plan 2022-23

Approved by Reuben Governing Body (by circulation) September 2022

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 with Reuben's second cohort of students starting in 2022 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.

Activities 2021-22 include

- Student Graduate Committee elected and filled representative roles of 'International Students Officer', 'Part-time Students Officer', 'Racial Diversity & Equality Officer', 'Religious Diversity & Equality Officer' and 'Women's Officer'.
- Five full Oxford-Reuben scholarships awarded 2021-22 to students from under-represented backgrounds (AfOx and Refugee scholarships).
- Freshers' (student) training in Equality matters MT21
- Membership of College's EDI-Champion (EDI-C) on relevant College Committees
- Equality, Diversity, Inclusion and Welfare Committee (EDIW) met 6 times across the 2021-22 academic year. Relevant GCR committee members (as well as GCR exec) invited.
- Development of and commitment to College EDI Recruitment Guidelines, approved by GB.
- Termly social events explicitly celebrating diversity (2021-22 including an 'Uncomfortable Oxford' tour, International Dinner, Iftar celebration, and LGBTQ+ brunch and funding).
- College planning committees (e.g. in planning academic seminars) tasked to explicitly consider diversity of approaches and speakers across each term.
- December 2021 Student survey incorporated an explicit section on diversity & inclusiveness (repeated in end of year survey), with results analyzed in committee (including EDIW)

- Established (for recruitment in 2022-23) Global Research Fellowships.

Admissions and On-Course Student Data 2021-22 reveal

- Admitted students were drawn from 47 countries (by citizenship): Australia, Austria, Bangladesh, Belgium, Bulgaria, Canada, China, Columbia, Czech Republic, Egypt, Finland, France, Germany, Greece, Hong Kong, India, Indonesia, Iran, Ireland, Israel, Italy, Japan, Kosovo, Luxembourg, Malaysia, Mexico, Nigeria, Pakistan, Philippines, Poland, Portugal, Romania, Rwanda, Saudi Arabia, Singapore, Slovakia, South Africa, South Korea, Spain, Sudan, Sweden, Taiwan, Tanzania, Tunisia, UK, USA, Vietnam, Zimbabwe.
- 60% of the student body came from just four countries: UK, China, US, and India
- As at 1st December, 135 students were enrolled at College

88 PG Taught (65%)	47 PG Research (35%)	
117 Full-Time (87%)	18 Part-time (13%)	
72 Male (53%)	63 Female (47%)	
85 'overseas' fee status (63%)	50 'home' fee status (37%)	
73 'Non-EU/UK' nationality (54%)	38 UK nationality (28%)	24 EU nationality (18%)

- The College offer-rate to graduate applicants was over 2% lower than the University average (students were, atypically, given the option to opt out of a college offer given the lack of dedicated buildings). However its offer-rate rate was higher than the University average for students with a declared disability and for students identifying as belonging to a 'mixed' ethnic group.
- With respect to on-course demographics, Reuben had a higher than University average % of female students in PGT Medical Sciences courses and PGR MPLS courses. Reuben also had higher than University average % BME figures for: PGR UK students; PGR International students; and PGT International students.
- 59% of Oxford-Reuben Scholarship scholarship funding 2022-23 (approx. £400,00) is scheduled to be awarded to students from under-represented backgrounds, representing 42% of Reuben's (33) on-course scholars.

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

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. 1, females represented 27% of professors and 19% of statutory professors. Females represent 31% of Associate Professors. There are strong divisional differences, with females

representing 23% of academic and research roles in MPLS compared to 51% in MSD. 7% of those with the title professor were BME. For Professional and Management staff, females represent 60% 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 51% of PGT students in 2021, but only 45% of PGR students, while BME students made up 25% of UK domiciled (53% non-UK) PGT students in 2021, but only 17% (51% non-UK) of UK domiciled PGR students. Across the University, women are paid 11.1% lower than men based on the median gender pay gap (18.1% mean gender pay gap) (2021 Gender pay gap report). 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.

It was agreed that the College's EDI Action Plan would be updated in TT 2022 and areas that should 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

Data sources:

[2020-2021 University of Oxford Annual Equality Report](#)

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

[Athena Swan action plan 2017](#)

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 ¹	<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-C²</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 ³	(a) Continue to update policies in line with University best practice, and support implementation of the recruitment policy to ensure compliance and identify opportunities/barriers to strengthen recruitment practices.	Senior Tutor	Ongoing	Compliance with, and updates as appropriate to, the College's Recruitment Guidelines (agreed TT22), in line with University policies and guidance.

¹ Drawing from the University's Race Equality Charter Action Plan 2018-2021.

² EDI Champion (2021-23, Katrina Charles)

³ College Recruitment policies draw from the Race Equality Charter Action Plan 2018-2021, Athena Swan action plan 2017, and AP Inclusive Recruitment Guidance 2022

1.4	Ensure visibility of, and celebrate, diversity within the College	<p>(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 communications⁴, such as through use of the School of Geography's Inclusive 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>(a) Events officer and all committees (including student committees)</p> <p>All College members</p>		<p>For the percentage BME, female and disabled contributors to events and inclusion in public communications to reflect eligible population.</p> <p>Champions are recruited. Amongst staff, students, and Fellows.⁵</p>
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⁴ 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.

⁵ 2021-22 Student Graduate Committee elected and filled representative roles of 'International Students Officer', 'Part-time Students Officer', 'Racial Diversity & Equality Officer', 'Religious Diversity & Equality Officer' and 'Women's Officer'. Amongst the Fellowship, alongside Katrina Charles, as EDI Champion, Nina Hallowell contributed to the development of College recruitment guidelines. Amongst the staff, Aym Maidment volunteered as staff rep to sit on EDIW and related committees, and provided support particularly to LGBTQ events.

		<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 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>	<p>(c) EDI funding and office support</p> <p>(d) EDI-C</p> <p>(e) All members, but particularly Graduate Provision and EDIW Committees, in planning termly events</p>		<p>Log financial and organizational support towards EDI events.⁶</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.⁷</p>
1.5	Support development across staff, Fellows and students to advance equitable representation in senior and leadership positions	(a) Annual Personal Development Reviews (PDRs) for staff, with a dedicated training budget available	(a) Staff managers	Ongoing	Reports on staff training budget usage (Staff Consultative, Welfare & Equality Committee)

⁶ 2021-22 supported events included 'Uncomfortable Oxford' tour, supported International Dinner, Iftar celebration, and LGBTQ+ brunch and funding for LGBTQ+ materials.

⁷ Purchases 2021-22 included free 'inclusive rainbow flag' lanyards for all members (£400 for 200), large Inclusive LGBTQ+ College flags, and international decorations for GCR.

		(b)Explore career support opportunities for Fellows and Research Fellows (c)Track delivery of mentoring for Research Fellows	(b)EDI-C (c) ECR Fellow		Consultation on career support opportunities for Fellows. 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 strategy with diversity embedded.	(a) Governance and Appointments Committee (b) All Committees in the planning of events (including, but not exclusively, Graduate Planning Committee and Academic Planning Committee) (c) President & Events Manager.	2022/23	Committees, events and communications reflect the diversity of the College.

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	2022/23	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	<p>(a)Ensure induction procedures for staff, Fellows and students, incorporate EDI principles</p> <p>(b)Track completion of EDI training for Fellows⁸</p> <p>(c)Develop and track attendance at training for students in EDI including in consent⁹</p> <p>(d)Face-to-face safe place discussions for uncomfortable conversations</p>	President's EA	Ongoing	<p>All new members to receive appropriate induction including on EDI. ¹⁰</p> <p>All Fellows, Senior Officers and relevant staff to have up-to-date EDI training.</p> <p>Safe space discussions for set up.</p>

⁸ For Reuben Fellows: annual online training required on (i) Implicit Bias in the Workplace, (ii) Equality and Diversity, and (iii) Tacking Race Bias at Work

⁹ Consent training MT22 to involve both online training ([Consent Matters](#)) and [Oxford Sexual Abuse and Rape Crises Centre](#) led hybrid presentation (replacing the online training and student-led workshops MT21)

¹⁰ Freshers' (student) training in Equality Matters, joint with Linacre College, received positive feedback MT21 and will be repeated MT22.

		(e)Ensure visibility of EDI efforts and EDI support structures in offer-holder communications	Academic Office		
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 in transitional arrangements</p> <p>(b)Regular review during building processes to ensure accessibility and appropriate spaces for different needs, including disabled access, multifaith sapces, wellbeing.</p> <p>(c)Develop a strategy and processes for decision making on pictures and exhibitions that ensures consideration of how they will reflect and promote diversity.</p>	<p>Bursar and Disability lead (Senior Tutor)</p> <p>RSL Building Committee, in consultation</p> <p>President and College Committees</p>	Ongoing	<p>Bursar’s reports to include section on disabled access and updates on multifaith/welfare rooms.</p> <p>Strategy for representing diversity in physical spaces developed.</p>
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	TT 2023	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, staff and student confidence in the effectiveness of procedures as set out in the policies and processes	All College Officers, harassment advisors and members	TT 2022	<p>Staff, Fellows and students report confidence in effectiveness of College procedures and policies.</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>(c) Ensure events are sensitive to cultural and religious diversity,</p>	<p>Finance and Resources Committee</p> <p>Events officer, Disability Lead, and Disability Co-ordinator</p> <p>(c) All Committees in the planning of events (including, but not</p>	MT 2022	<p>Parents can access childcare support when required.</p> <p>Events' Risk assessment includes requirement of confirmation of inclusivity and accessibility.</p>

		such as ensuring some do not serve alcohol	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 ¹¹	<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 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</p>	<p>Committee Chairs and College Officers</p> <p>EDI-C</p> <p>EDI-C and President</p>	TT2022	<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>

¹¹ Drawn from University Race Equality Charter Action Plan 2018-2021, and University's Athena Swan institutional submission 2017, including Action Plan

		guidance on what type of leadership experience is feasible and most beneficial at each career stage			
2.10	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 and Accounts Office	TT2022	Direct EDI Expenditure is reported annually to relevant committee(s).