***Public Sector Equality Duty***

***Introduction by the Principal, John Bowers QC January 2023***

*At the heart of our College is academic excellence. We are also a caring and inclusive community and the two features go hand in hand. Diversity has for long been central to our values and heritage. For example, Brasenose has in recent years an international fellowship. Such fellows as Nicholas Kurti and Sir Otto Kahn Freund enormously enriched and enhanced our reputation.*

*Today we make provision for students or academics at risk or stateless, for example from Syria or Ukraine.*

*To maintain its success and enhance its achievements, Brasenose depends upon the excellence and diversity of its staff and students. Equality of opportunity is applied to the processes of selection and retention of staff and students.*

*Our aim is to treat all with respect and fairness to promote an inclusive institutional culture that recognises the benefits of a diverse learning community for students and staff alike.*

*As a discrimination lawyer, I have been involved in several of the leading cases on the public sector equality duty. I have also sat as a judge in some of the cases. It therefore gives me great pleasure to write this introduction for what is a very important document. As a College we are subject to the Equality Act 2010 as an education provider, employer and provider of goods, facilities and services.*

*I hope you will all take time to read the scheme carefully. It is important that everyone plays their part in this endeavour.*

*If you have any questions* ***please direct them to Julia Dewar, Head of HR:*** [*hr@bnc.ox.ac.uk*](mailto:hr@bnc.ox.ac.uk)

1. **Background to the Single Equality Duty and College responsibilities**

This document sets out the College’sstatutory responsibilities under the Public Sector Equality Duty and covers the various elements of the Equality Act 2010. These include consideration of the eight protected characteristics defined in the Act: age, disability, gender re-assignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. In addition, the Act covers marriage and civil partnerships with due regard specifically required to avoid unlawful discrimination in employment.

The aims of the **general duty** of the Equality Act 2010 underpin the Public Sector Equality Duty and Brasenose aims to meet these, namely to:

* Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act.
* Foster good relations between people from different protected groups, including tackling prejudice and promoting understanding.
* Advance equality of opportunity between people from different protected groups, including:

\*removing or minimising disadvantages suffered by people due to their protected characteristics;

\*meeting the demands of people with protected characteristics;

\*encouraging people with protected characteristics to participate in areas where their representation is low.

**Responsibility**

The responsibility for consideration of equal opportunity matters currently rests with the Equality and Diversity Committee which meets once a term, and in turn reports to Governing Body which has ultimate responsibility for ensuring that the general equality duty is met.

Representation on the E&D Committee is from members of the College community:

\* Chair: The Equality and Diversity Fellow, who is also a member of Governing Body.

\*Members: The Principal, the Senior Tutor, the Chaplain, the Dean, the Tutor for Graduates, two Tutorial Fellows, the Head of Human Resources and the JCR and HCR Presidents and the student E&D Representatives. External advisers are also invited to share their expertise.

The E&D Committee is responsible for the promotion, development, implementation, monitoring and review of the Public Sector Equality Duty in relation to employees, students, visitors and others closely associated with the College. All staff with managerial responsibility have a duty to ensure they undertake to make themselves aware of the requirements and to take forward specific actions under this Scheme.

1. **Progress on integrating equality and diversity into College procedures**

2020 saw an increased scrutiny of diversity and inclusion following the Black Lives Matter campaign, with additional monthly committee meetings to raise awareness and identify action. During 2021 and 2022 these have reverted to once a term, with a wide variety of actions in place for students and staff.

Specific examples of actions which demonstrate the commitment to integrate equality and diversity into College include:

* A Specific Aim under Single Equality Duty requirements published in April 2012 with an action plan developed, reviewed and updated in sunsequent years (see Appendix 1). The Specific Aim is to ensure that all employees with managerial responsibility receive equality awareness training, and to enhance the College’s analysis and review of equality data on employees to identify which areas may need further investigation or action.

Training

A wide range of training in different formats has been provided on equality, diversity and harassment awareness each year, including for Officers of the College. An emphasis on raising awareness of racism and microbehaviours has been addressed through a variety of means including webinars, films and online training for all new staff. An example of these include:

* Workshops on Anti-racism delivered by the Wellbeing and Diversity Officer in 2022 for both students and staff, together with a well-attended evening event open to all to encourage awareness and discussion.
* Bystander awareness training, also covering privilege and unconscious bias in 2022 for non- academic staff.
* A race awareness seminar for Governing Body Fellows (Trustees) covering unconscious bias by Dr. Doyin Atewologun, Dean of the Rhodes Scholarships in 2021
* All new staff (academic and non-academic) are offered an online Equality and Diversity course and completion is logged, with refresher training offered on a 3 year refresher cycle.
* All academic staff involved in student admissions all have to complete equality training and implicit bias training run by the University.
* Regular staff training on bullying and harassment to increase awareness for all College members. The College continues to review the processes for making a complaint (formally or informally) whether related to a protected characteristic or otherwise.
* Transgender awareness training has been provided, and will be repeated on a 3 year refresher cycle.

Delivery of training for academic staff and process improvements in recruitment to ensure fairness were agreed by Governing Body in summer 2018 following a comprehensive report by the then Chair of Equality Working Group. Training for Fellows and other academic staff was provided in January 2019 with further guidance in recently published University APTF recruitment process guide.

Governance/Committees

* The E&D Committee is Chaired by Dr Anne Edwards, the Equality and Diversity Fellow, who is also a member of HR Committee, Welfare committee and Governing Body. She has awareness of diversity issues and involvement in student welfare cases across the College, University including Undergraduate and Postgraduate Medical Training.
* Student representatives attend the Equality and Diversity committee to represent the Junior Common Room (JCR for under-graduates) and Hulme Common Room (HCR for post-graduates) sharing best practice and raising issues. The Presidents are present as well as Equality and Diversity student representatives.
* Awareness of diversity issues also continued to be raised at the Staff Consultative Committee, for example to consult on and raise awareness of fairness of treatment and in policy development. Staff suggestions are sought and reviewed termly.

Policies

Policies are kept under review by HR Committee and Governing Body approved the revision in 2022 of the Academic Staff- Student Relationship policy, and in early 2023 of the Harassment policy. Other policies are due for review in line with statutory changes include for example the Shared Parental Leave policy and Flexible Working policy- with day one rights were adopted. The College has supported early career academic staff (e.g provision of sabbatical leave) and moved away from fixed- term contracts to permanent wherever possible.

* The Flexible Working policy first introduced in 2011 continues to be applied widely with creative solutions, which now includes informal arrangements for hybrid working. Examples include compressed hours, term- time working, job share and part time hours to accommodate and childcare and other caring needs and disability (physical and mental health conditions). Part- time working represents over 40% of non- academic employment arrangements. At least 50% of staff have some form of flexible working arrangement

Support – A range of examples include:

* **Surveys:** A survey into racism targeted specifically for BAME support staff in December 2020 showed now reports of racism. The results indicated that staff understood how to report racism, and trusted the College to take action. Since then, in 2022 College has acted swiftly where an allegation of racism has been made, taking action including dismissal and providing support for staff. This has sent a strong signal to reinforce a culture of zero tolerance and set expectations. Another College-wide survey is due.
* Applications for statutory Domestic leave are approved annually for Brasenose staff (unpaid time off for caring responsibilities). Increasing numbers of staff take up this option each year.
* Translation services eg of letters and instructions for support staff (to help with inclusion).
* Agreement to extend research fellowships to compensate for absence caused by maternity to ensure an equal length of time is offered to Junior Research Fellows.
* Implementation of an age-related flexible retirement arrangement, with adjustments made to the role and working hours. Other age-related adjustments have been made including part time working, flexibility over hours and job sharing arrangements.
* Advice from Occupational Health on suitable reasonable adjustments for disabilities and health conditions (protected characteristics) . Specialist advice from organisations such as Dyslexia Action, the University Disability Unit and Access To Work eg for equipment. Measures include reduced hours and reallocation of duties and time off for hospital appointments.
* Upgrading graduate and undergraduate rooms to BS8300 and Approved Building Regs Document M standard following access audit. Current building works include full consideration of disability and access concerns.
* Continued use of a part- time Student Support Adviser available in College to provide student counselling and signposting of other available support.
* Provision of Employee Assistance provider to support wellbeing and mental health, as well as provision of Calm app for staff.
* Student Welfare support has increased significantly to take account of disabilities such as example extra time granted for students in exams; the development of facilities to accommodate an assistance dog and cat.

Recruitment

* Equality issues are considered at all stages of the recruitment process, for example, shortlisting of candidates’ applications is done on a name- blind basis for many non- academic staff posts. Access requirements are taken into consideration and assistance offered to all interview candidates.
* The College has doubled the number of staff in non- academic posts from BAME backgrounds between 2018 and 2023.
* Use of wider method for reaching under represented groups eg local networks and social media to encourage applications from ethic groups.
* Casual roles are advertised for fair selection purposes and to attract a more diverse pool of staff. Applicants for posts are interviewed following fair selection principles to ensure appointment against selection criteria, rather than just through informal or local networks.

Data Collection

The collection of data and the monitoring of the diversity of applicants for vacancies started in 2012, but remains incomplete because data is provided on a voluntary basis from candidates and new appointees. The University surveys staff for diversity data biannually and Brasenose has tried to gather data in 2012, 2016, and 2018. It is important that data for example on disability remains up to date and another data gathering exercise is due in 2023.

Student data is gathered and analysed in depth to ensure compliance with College and University stated aims.

E&D Events/Initiatives

* A budget is available to support diversity related initiatives, such as the Brasenose Equality Conversation, Principal’s Conversations and multi-faith events. An event to celebrate Women in Brasenose in STEM subjects is planned.
* Celebration of festivals or special weeks has been encouraged, including the support of a revised Flag policy.

1. **Equal Opportunities Monitoring in Recruitment**

The on-going monitoring of equal opportunities data to ensure the College fulfils its remit to treat all Academic members and Support Staff equally within employment is important and to inform policy decisions. The introduction of a recruitment portal with a purpose-built data gathering page has helped to gather statistical data from the various recruitment stages, where College is the lead employer. Data from joint appointment processes where the University is lead employer is not available.

Monitoring of student diversity data is undertaken by the University of Oxford on behalf of the College and is the subject of analysis and review by the Senior Tutor and Academic Committee for consideration of any further action to be taken. This data is available from the University Equality and Diversity Unit.

**Action Plan and Review** The College undertakes to review its Public Sector Equality Duty every 12 months. It has carried out an evaluation of the scheme and the progress against the Action Plan.

**Appendix 1: Public Sector Equality Action Review and Plan**

**Appendix 1 shows the Action Plan as previously agreed in committee (originally in 2012 at inception of PSED and updated for display on the College website in compliance with the statutory duty).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Action** | **Progress: 2012-current** | **Progress: 2017 - current** | **Person Responsible** | **Status** |
| 1. **Training for Managers of Support staff in equality awareness, diversity and cultural awareness.** | Online diversity training is a requirement on induction with all new starters sent online E&D training to complete on appointment. Training in the Equality Act 2010 with prwctical considerations is carried out annually for many operational teams. | 2022: Online training provided including webinars on race and sexual harassment.  2022 Anti- racism seminars for staff and students, and evening event  2022 Bystander awareness training.  2022 Sharing of info on muti faith and muti cultural food and cultures for all staff and students in induction.  Equality trainingcontinues eg in race, unconscious bias, disability, mental health and best practice in recruitment in 2016, 2017 and 2018 and 20022/3 eg for managers, supervisors and customer facing staff and welfare team. | HR | Ongoing schedule |
| 1. **Training for GB in equality awareness.** | Training to raise awareness of diversity issues in 2014 and 2015. An Unconscious Bias course for Fellows and members of Governing Body in 2016.  Power imbalance and sexual harassment awareness training in 2018  Unconsious bias training in 2021 at Governing Body. | Wellbeing and Diversity Officer session on anti- racism 2022.  Online training available since 2016 in E&D and unconscious bias.  All governance committees are reminded of their responsibilities under PSED remit at the start of each academic year.  Annual Equality lecture- eg most recently in 2022 disability | HR Manager  Principal  Principal | Ongoing with new staff  On-going  Ongoing |
| 1. **Diversity training for academics and managers involved in recruitment and selection of staff or students.** | Online diversity training is a University requirement for all with responsibility for admissions. | New academic and non- academic staff complete the online diversity course.  E&D and best practice recruitment training was offered for other Fellows and Trustees of the College in 2019. Refreshers offered every 3 yrs. | HR  Committee | ongoing  ongoing |
| 1. **Review current procedures for data collection to improve response rate of monitoring form and methods for improved data collection.** | Amendments have been made to the Recruitment Monitoring form and to the timing of the request for completion to encourage a higher level of response and to assist better reporting and recording. | Changes to processes to encourage more sharing of data for analysis, and to ensure data is up to date (eg disability). | IT team/HR | Ongoing |
| 1. **Review procedures for recruitment and selection to ensure equality of opportunity** | These were reviewed by the Vice Principal and agreed by Governing Body for academic staff and by HR for non- academic departments to ensure consistency and best practice using competency-based interviews. | Uni guidance on APTF recruitment updated in 2022/3  Recruitment and selection procedures reviewed for academic and non- academic staff with changes made eg name blind applications used at shortlisting stage, and recommendations around use of references. Coaching and training of managers/supervisors in recruitment together with the standardisation of processes. | Chair of E&D, Principal and HR | On-going |
| 1. **Analyse data from recruitment monitoring forms** | Recruitment data has been looked at in more depth, with a commitment to review on an annual basis. | Further collection and analysis of data for ongoing review + assessment | HR | On-going |
| 1. **Access/ Disability audit.** | An accessibility audit was completed with recommendations | Priority action was completed and further action kept under review | Domestic Bursar & Senior Tutor | Ongoing |
| 1. **On-going review of new policies/ initiatives to consider equality impact.** | New polcies reviewed with consideration of equality impact eg Transgender policy introduced  A number of family- friendly policies introduced which included a consideration of the equality impact directly. | New policies have been reviewed with consideration of diversity issues including the introduction of Part- time working for academic staff, Shared Parental Leave and day 1 right for Maternity leave.  Process agreed to assess equality impact has been considered – eg non- gendered language. | HR team  HR and Chair of E&D | Ongoing |
| 1. **On-going review of fair student procedures: admissions accomm. distribution of bursaries etc** | The Senior Tutor reports on these issues on an annual basis. | Report on admissions confirms BNC is in line with the University. Excellent record in providing support via student bursaries and financial support. | Senior Tutor | ongoing |

**Appendix 2: Data summary narrative**

**Data gathering**

Brasenose held almost no diversity data on staff in 2012 and although this has improved, it remains incomplete, as it is provided on a voluntary basis.. All applicants are asked to complete a Recruitment Monitoring Form commenting on ethnicity, gender, age and disability. In 2012, 2015 and 2018 Brasenose surveyed staff to provide details so we could improve the data we hold. A survey of staff is due in 2023 - again on a violuntary basis. Some data was lost in the transfer to a new HR system, and is reords are unreliable, so need to be updated

Gathering of recruitment data to help assess is happening at various stages and whether ther is any unintentional bias has improved through our recruitment portal. We reported on that in 2019 and are due to report again in 2023. This is in line with our Public Sector Equality Duty and aim.

**Key highlights demonstrated by the data:**

* **The main change revealed by the data is the increase in ethnic diversity among support staff, from 7% in 2018 to 17%** **in 2023.**
* **Staff from BAME backgrounds have been appointed at higher grades and across a broader range of roles than in previous years.**
* **The other main change is the increasing number of women appointed to academic positions including to senior Fellowships, representing almost 31% on Governing Body in 2022.**

**Academic Staff:**

**Governing Body and Tutorial Fellows** :Turnover is slow and the opportunity for change is limited for the small number of Tutorial fellowships advertised each year. Whilst it is clear that the gender profile is improving, achieving greater diversity in ethnic background is slower. The College continues to influence the University where it can through the joint appointment process.

**Research Fellows:** The College has had greater flexibility over appointments to Research Fellowships and significant changes have been made, in both gender and ethnicity profile.

**Appendix 3: Diversity Data and Statistics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Governing Body** | November 2022 | July 2020 |  | 2018 |  |
| Female | 13 31% | 12 | 28% | 10 | 25% |
| Male | 29 69% | 31 | 72% | 31 | 75% |
| Total | **42** | **43** | 100% | **41** | 100% |
|  | No data\* |  |  |  |  |
| White British |  | 19 | 44% | 18 | 44% |
| Any other white background |  | 7 | 16% | 8 | 20% |
| Asian - Indian |  | 1 | 2% | 1 | 2% |
| Declined to specify |  | 12 | 28% | 14 | 34% |
| No data held |  | 4 | 10% |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Tutorial Fellows** | **Nov 2022** | **November 2022** | **2020** | **2018** | **2015** |
| Female | 8 | 23% | 17% | 13% | 7% |
| Male | 27 | 77% | 83% | 87% | 93% |
| Total |  |  |  |  |  |
|  | Unreliable ethnicity data\* | \* |  |  |  |
| White British |  |  | 43% |  |  |
| White other |  |  | 23% |  |  |
| Total white |  |  | 66% | 96% # | 100% # |
| Asian Indian |  |  | 3.3% |  |  |
| Other mixed |  |  |  |  |  |
| Declined/ no data |  |  | 30% |  |  |

\*Some ethnicity data was lost with move to new HR system. Needs updating.

# of those declaring their ethnicity

**Other Fellowships**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Supernumerary Fellows |  | All Research Fellows |  |
| 2020 | Female | 7 | 50% | 9 | 56% |
|  | Male | 7 | 50% | 7 | 44% |
|  | Total | **14** | 100% | **16** | 100% |
| 2022 | Female  Male | **No change- As above** |  | **6**  **12** | 33%  66% |

We do not have ethnicity data for most Supernumerary and Research Fellows, as they are not employed by the College.

**Stipendiary lecturers**

**59.3% of stipendiary lecturer are male**. 75% of male SLs are over 40, with 37.5% of SLs over age 60.

**40.7% are female**. The age profile is spread more evenly from mid 20s to mid 60s, with a slight majority aged under 40.

Ethnicity data for this group is not available.

**Support staff (non-academic)**

**Gender:** 51% are male and 49% female- with gender spread widely through grades. Some departments remain 100% male eg Workshop. This reflects societal norms.

**Ethnic background**: **17% of support staff identify as from a BAME background** on completed recruitment monitoring forms as at Nov 2022. NB Not all forms are completed and the data is incomplete.

This figure has been around 10% for the past decade, with adip in 2018 to 7%. The College has worked hard to increase diversity in this area and the increase over the past 6 years reflects best practice recruitment methods and greater efforts to attract and retain candidates from under-represented groups. Work on methods to improve inclusion have been key.

For comparison the current figure is close to the Oxford population (22% ethnic minority) and England and Wales (18%). Source: 2021 census data.