

Somerville College Equality Report

for the academic year 2012-13



Contents

1	Introduction	2
2	Report on progress against the Single Equality Action Plan 2013	3
3	Equality Action Plan for the academic year 2013-14	4
4	Equality data	
4.1	Academic members and support staff	5
4.2	Recruitment	8
4.3	Students	
4.3.1	Applicants for Undergraduate Admissions	12
4.3.2	Student Populations and On-course Withdrawals	13

1. Introduction

2. This is Somerville College's equality report for the academic year 2012-13.
3. The report has been prepared by the Human Resources Department and the Senior Tutor, and has been approved by the Governing Body with whom responsibility for equality and diversity for the College rests.
4. The report meets the requirement under the Public Sector Equality Duty to publish information on how the College is working to:
 - eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
 - advance equality of opportunity between people who share a protected characteristic and those who do not; and
 - foster good relations between people who share a protected characteristic and those who do not.
5. The characteristics protected under the Act and covered by the Duty are: age; disability; gender reassignment; pregnancy and maternity; race; religion and belief; sex and sexual orientation. (For marriage and civil partnerships, public bodies are required to demonstrate due regard to the need to eliminate unlawful discrimination in employment.)
6. The College collects and publishes data about age; disability; pregnancy and maternity; race; religion and belief; and sex (gender). These data included in this report are for academic members, support staff, undergraduate and postgraduate, students. Disclosure rates are low in some areas and the College will work on improving disclosure rates.
7. In 2013 the College extended the scope of its equal opportunity monitoring to include religion and belief (including lack of belief) from job applicants via the recruitment process.
8. Data is not collected on gender reassignment and sexual orientation because the size of the overall College as a constituency too small for this to be appropriate with regard to data protection.
9. Where the data analysis is meaningful (i.e. where the numbers are statistically significant) the results will be used to identify areas for further improvement and to define future equality objectives.
10. The Equality Action Plan for 2013 focussed on strategy, and embedding policy and decision-making processes; improving equality information; and extending considerations of equality matters across all the activities of the College, including development work and conference business. The report includes an appraisal of how well these objectives were met.
11. The equality Action Plan for the academic year 2013-14 will include a focus on our student community, introducing mechanisms to improve student and employee voice, updating our harassment policies and procedures, and continuing to review our academic strategy in the light of equality and diversity.

2. Report on progress against the Single Equality Action Plan 2013

Due to pressures on resources it has not been possible to progress all our objectives for the Single Equality Action Plan 2013 (published January 2013). Outstanding actions from this plan have been re-evaluated and redefined, and are included in the Action Plan for 2013-14. Future plans will be aligned to the academic year (October to September). Progress against existing equality objectives is as follows:

'Report on progress against the Single Equality Action Plan 2012 to the College's Governing Body'; 'College Committees to consider the implications for equality in respect of policies and decisions made'

In Trinity Term Governing Body took the decision to incorporate discussion of equality and diversity matters into the College's Finance Committee and to disband the former separate Equality Committee. Finance Committee, with its greater representation of Governing Body members, has responsibility for recommending HR-related matters to Governing Body. It was considered this high-level committee would better facilitate a strategic and college-wide approach for the College to meet the Public Sector Equality Duty.

'Include a regular feature on Equality and Diversity in the staff newsletter, The Grapevine'

Following the surveys for Support staff and Academic members in Michaelmas Term 2012, a section on equality has been included in every issue of the Somerville Grapevine (the College's in-house newsletter for staff). Important dates such as religious festivals and Black History Month have been published to raise awareness. The College also regularly signposts staff to the work of the University of Oxford's Equality and Diversity Unit (EDU), to the publication of their newsletter and important events taking place in the wider Collegiate University.

'Incorporate a separate section into the College website dedicated to Equality and Diversity and keep this up to date'

Plans for a new-look website are well underway following the appointment of a new full-time Communications Officer earlier this year. When this is launched there will be a section dedicated to equality and diversity matters and it is hoped this will improve the ease with which equality information can be located.

'Improve mechanisms for gathering and using equality and diversity information' and

'Widen the equal opportunities data that is published for Academic members and Support staff'

Some improvements have been made this year to gathering equality information. Further improvements to HR systems and collection methods will be made over the next academic year.

'Provide a wide range of faith talks and services in the College Chapel'

Our Chapel Director organised a diverse programme of events this year with a truly excellent cast of visiting speakers, including:

- Is atheist spirituality possible?
- A talk about peace, Gandhi and the pursuit of truth
- Why should we care about global warming? from a Christian perspective
- Solving the problem of poverty in Africa through business: **'Hand out, Hand up, Hand shake.'**
- Somerville Chapel: 'A House of Prayer for all Peoples' in a Global Society?
- God and the birth of Neuroscience
- Iris Murdoch and the Love of Truth
- An address on Robert Louis Stevenson, accompanied by some of R.L. Stevenson's undenominational prayers written on the island of Samoa

3. Equality Action Plan for the academic year 2013-14

Continue to review and develop the College's academic strategy in the context of Equality and Diversity.

Encourage applications from females to academic posts (see analysis on page 10 of this report).

Set up an Equality Working Group (EWG) to include the Treasurer, Senior Tutor, and Human Resources Manager. The EWG will meet with various members from all constituencies of the College in order to encourage better upwards communication of student and employee 'voice'. Reporting to the College's Finance Committee, the EWG will advise on the development of strategy for work on equality and diversity, covering staff and students and embracing all protected groups. The EWG will liaise with the University's Equality and Diversity Unit (EDU) and external advisers to support equality of opportunity and freedom from discrimination within the College's staff community.

Engage with the student community through a range of media in order to seek their perceptions, awareness and experiences of equality and diversity in the context of being a member of Somerville College. The College is keen to provide a safe, confidential and anonymous forum through which students with protected characteristics can provide feedback and suggestions on equality and diversity matters to the College.

Review and update the College's harassment policy and procedure in line with the University of Oxford and College practices, and ensure that all members of the College community are covered by the revised policy.

Improve the quality of equality monitoring data for applicants and those in post.

Ensure that college committees and meetings give due regard to the impact on equality and diversity of any policies or decisions made. Committee chairs are to ensure that the following considerations are discussed, as appropriate:

- What are aims and expected outcomes of the policy or decision being made? What factors or influences could support or detract from the desired outcomes? Are there any risks?
- Will the policy or decision have a differential impact on some groups of people?
- Is the policy or decision likely to discriminate against (directly or indirectly) or disadvantage people on the grounds of any of the protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation)?
- Are there any opportunities better to promote equality or good relations between different groups of people through modifying the policy?
- Have there been any prior complaints or grievances concerning this policy? Have interested parties been identified and consulted in relation to this policy/decision?
- Will there be any impact on how other policies/decisions are implemented in future?
- What are the implications of this policy/decision on other employment practices?
- When is the policy/decision to come into effect?
- How and when will the impact of this policy/decision be monitored, and by whom?
- How, to and by whom will this policy/decision be communicated?
- Are there any development or training implications required for implementation of the policy/decision?

Provide information and training to College members on the legal requirements of equality and diversity and engage with the College community about the usefulness of its published equality information and where any improvements can be made.

4. Equality Data

4.1 Academic Members and Support Staff

Overview

Somerville College Human Resource department collects and records equality data for academic members¹ and support staff. Less data is currently available for academic members, partly due to high staff turnover, but also because mechanisms to collect and record these data for non-stipendiary academic members has been in place for a relatively short time.

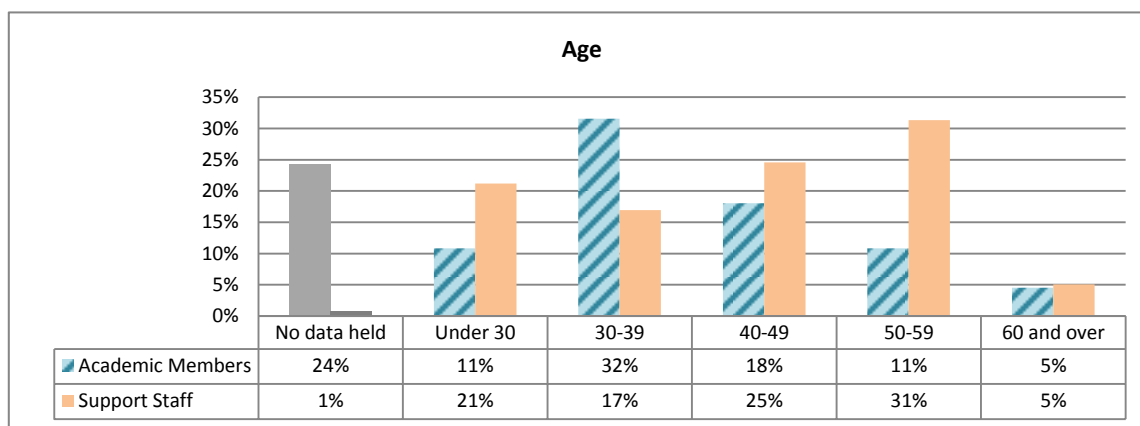
Available data is presented and analysed below; in all the analysis the total population in the sample size is 100% of the College's academic members and support staff. The data source for all charts and tables within this section is the Somerville College HRIS snapshot (October 2013).

Age

The College continues to employ people from all age groups. Direct comparison with age groups from the last snapshot as at March 2013, and which showed stipendiary posts only, does not provide useful data for analysis as 24% of the current total data is not known.

There is no retirement age in place for support staff. The College adopted the Employer Justified Retirement Age (EJRA) in respect of its academic members, in line with the University of Oxford, many of whom hold joint appointments with the College and the University.

Chart 1. Age profile of academic members and support staff (Oct 2013)



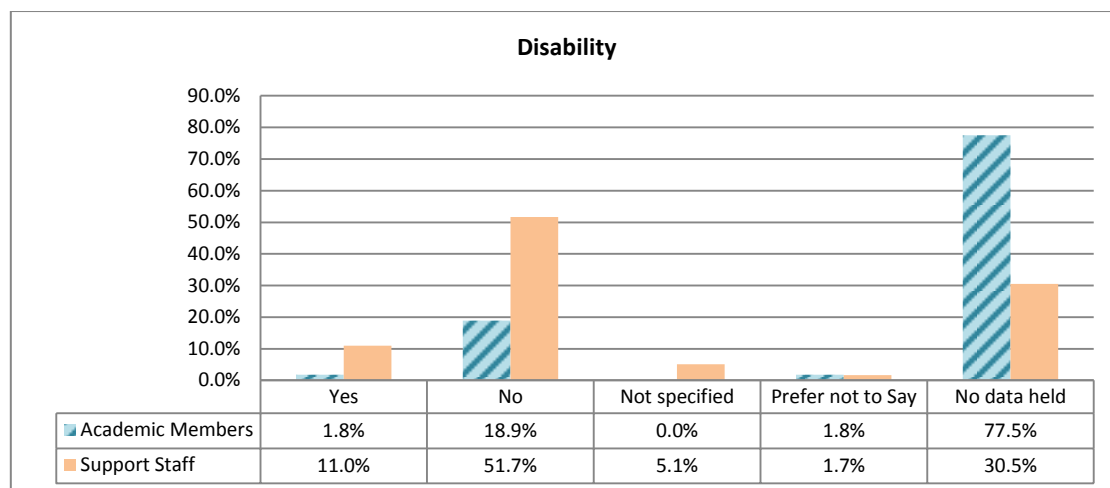
Disability

Disclosure rates from support staff are relatively high (11.0% compared to 5.4% within the similar staff group at the University of Oxford). The College and its support staff have received advice and support for many years now from the University Occupational Health Service staff for those who have disclosed a long term illness or disability and are in need of additional support in the workplace or to help them back into the workplace after injury, accident, or severe illness.

¹ Tutorial fellows, professorial fellows, career development fellows, post-doctoral fellows, senior research fellows, junior research fellows, stipendiary lecturers, retaining fee lecturers, other teaching staff. Academic members may hold stipendiary or non-stipendiary posts.

We conclude from the disclosure rates that fear of disclosure is reducing because of the supportive environment the College endeavours to provide for its support staff. Efforts to improve disclosure rates for academic members will be made over the next few years.

Chart 2. Disability declared for academic members and support staff (Oct 2013)

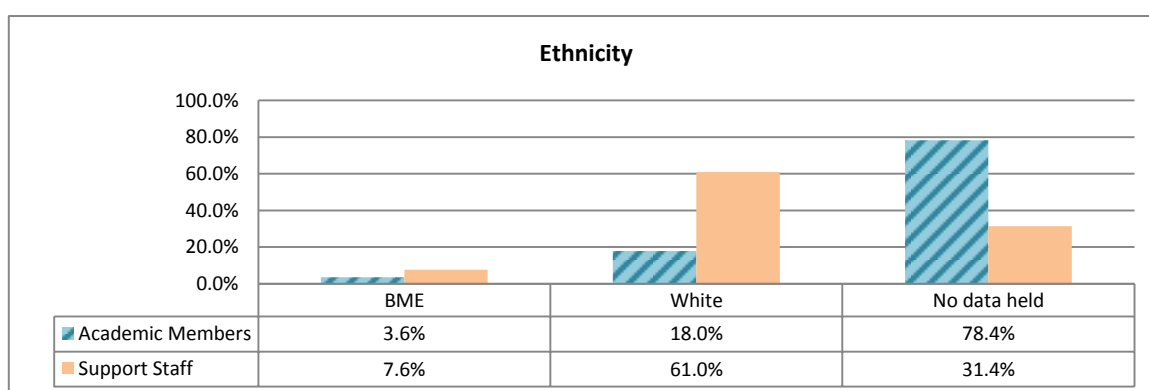


Ethnicity

As a percentage of the population for whom data is held (45.1%), 5.6% identified as being of a black or minority ethnic (BME) background: 3.6% of academic members and 7.6% of support staff.

The College has promoted the University's initiative to set up a Black and Minority Ethnic (BME) Staff Network through the *Somerville Staff Liaison Group* and through its staff newsletter '*Grapevine*'.

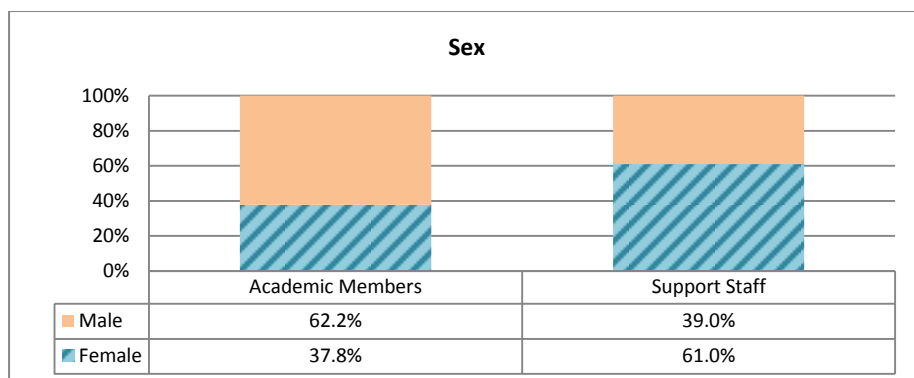
Chart 3. Ethnicity of academic members and support staff (Oct 2013)



Sex

Women comprise 49.4% of the total population of academic members and support staff, with variations between the two groups and within support staff departments.

Chart 4. Gender of academic members and support staff (Oct 2013)



Religion, belief, and lack of belief

The College community comprises a wide range of faiths. Although the College is non-denominational, it attempts to reflect this range of faiths, beliefs, and lack of belief in its programme of events in the College chapel. The chapel serves the whole College community and no data is currently held on the student population. This is something the College aims to address over the next few years.

Table 1. Religion, belief, and lack of belief

Any other religion or belief	0.9%
Atheism	3.1%
Buddhism	0.4%
Christianity	28.8%
Islam	0.4%
No religion	8.3%
Not Specified	3.5%
Prefer not to say	1.3%
Spiritualism	0.4%
No data held	52.8%

4.2 Recruitment Equality Data

Background

The recruitment processes that are followed at Somerville College are

4.2.1 Academic appointments

- (i) Joint College and University Fellowship appointments: these are made via a formal application procedure to the College (for CUF appointments), or to the University (for UL appointments), and a formal selection panel chaired by a University representative. **(Note, equality data for monitoring purposes is not currently available to the College for the purposes of this report.)**
- (ii) Stipendiary College-only appointments (such as stipendiary junior research fellowships and stipendiary lecturerships with a stint of more than six hours and/or the period of appointment is up to one year): these are made via a formal application procedure to the College (only) and a formal selection panel chaired by a College representative.
- (iii) Stipendiary Lecturers with a stint of less than six hours and/or the period of appointment is up to one year, may be appointed via a nomination process to Governing Body by an Academic Fellow.
- (iv) Retaining Fee Lecturers, which are College only appointments, are appointed via a nomination process to Governing Body made by an Academic Fellow.
- (v) Non-stipendiary College-only appointments (such as non-stipendiary junior research fellowships): these are made via a formal application procedure to the College (only) and a formal selection panel chaired by a College representative.

4.2.2 Support staff appointments

- (vi) Substantive support staff appointments are made via a formal application procedure to the College (only) and a formal selection panel chaired by the recruiting manager
- (vii) Where appropriate, the first stage selection procedure for some specialised or senior Support staff appointments is conducted on behalf of the College by an external agency, and the final selection process is completed by the College via a formal selection panel chaired by the recruiting manager.
- (viii) Casual support staff are also appointed on an ad hoc basis throughout the year. **(Note, equality data is not collected or recorded for casual appointments.)**

Overview

Recruitment data has been collected for the financial year 1 August 2012 to 31 July 2013 and is analysed below.

The breakdown of post type, recruitment processes and equality data available for analysis is as follows:

Table 2: Recruitment process and available equality data

	No. of recruitment processes ²	No. of processes for which equality data is available (for this report)	No. of available appointments from the recruitment process
Academic Posts			
(i) UL & CUF	4	1	4
(ii) Other stipendiary	3	3	3
(iii) Non-stipendiary	1	1	8
(iv) Nominations	0	0	0
	8	5	15
Support Staff Posts			
(v) Substantive posts	8	7	9
(vi) Agency appointments	3	0	3
(vii) Casuals	0	0	0
	12	7	12
Total	20	12	28

Population

The population included in the recruitment monitoring section of this report **covers College-only appointments where the recruitment process is administered by the College.**

It is not possible currently to analyse equality data from appointments made through the nomination process, but it is hoped to be able to include some analyses of these data in future equality reports.

Response rates

The overall response rate for the return of equality monitoring forms in the academic year 2012-13 was 61%. Response rates for each of the protected characteristics included in the monitoring process³ varied by characteristic as follows:

Table 3. Recruitment monitoring response rates by protected characteristic

Age	Disability	Ethnicity	Gender	Religion
96.8%	99.6%	99.3%	99.6%	48.2%

² A formal process may involve recruiting more than one person to a particular vacancy

³ The College does not monitor gender reassignment, pregnancy and maternity, and sexual orientation for recruitment monitoring purposes

Age

96.8% of applicants declared their age for recruitment monitoring purposes and the age profile of those applicants is as shown below.

Table 4. Age profile of applicants for the academic year 2012-13

	Under 30	30-39	40-49	50 and above	60 and over	No data held
Applicants	42%	33%	12%	13%	No data	0%

The current monitoring process does not facilitate analysis of age by identical age groups as for those employed. Improvements to the process will be made to the collection of data in the future to enable more meaningful analysis of data from applicant status through to employed status.

Ethnicity

The overall response rate for ethnicity was 93.9%. Of those who responded, 15.6% identified as black and ethnic minority, 81.7% identified as white, and 2.7% declined to specify.

Disability

99.6% of applicants responded to the section about disability and 4.3% of applicants disclosed a disability.

Religion

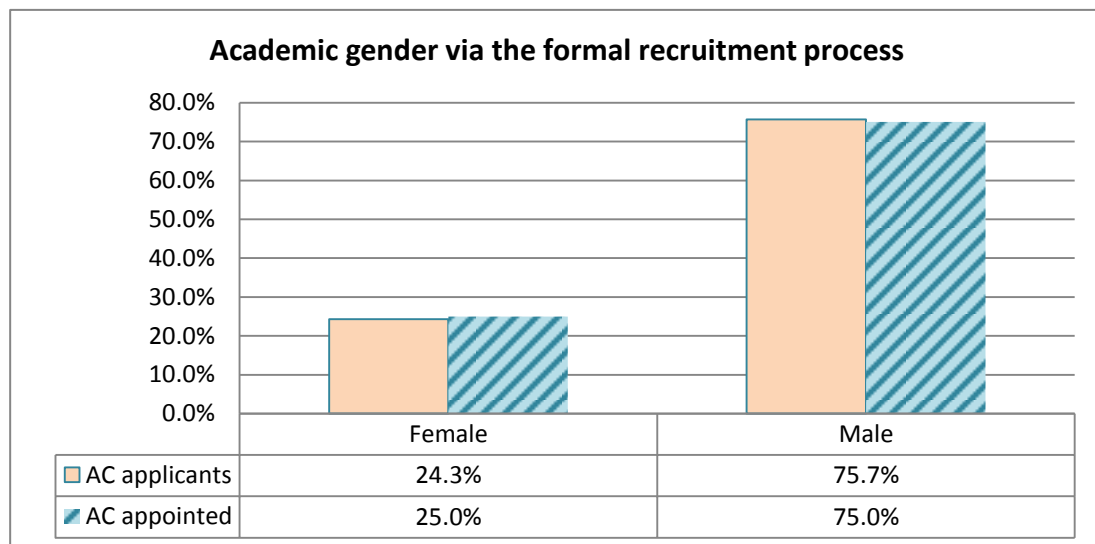
The disclosure rate for religion was 48.2%.

Sex (gender)

The overall response rate for gender was 99.6%.

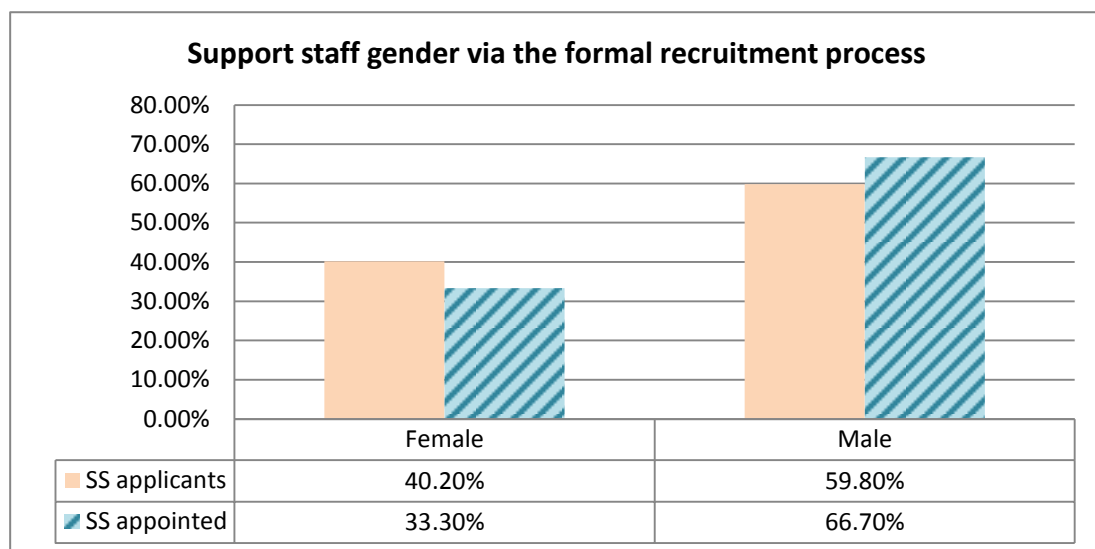
Within academic recruitment, the ratio of females to males of those **appointed through the formal recruitment process and for whom equality data is available** during the academic year 2012-13 was in direct proportion to the ratio of female to male applicants.

Chart 5. Gender profile within Academic recruitment for the academic year 2012-13



Within Support staff recruitment, the ratio females to males of those **appointed through the formal recruitment process and for whom equality data is available** during the academic year 2012-13 was in close proportion to the ratio of female to male applicants.

Chart 6. Gender profile within Support staff recruitment for the academic year 2012-13



4.3 Student Equality Data

The following tables show comparisons between Somerville and the University on admission, student population and on-course withdrawals for various protected characteristics. There is no significant evidence for Somerville doing less well in any measure than the University.

4.3.1 Applicants for Undergraduate Admissions

Overview

The data relate to applications made in October 2011 for standard entry in 2012. The definition of success rate for the University is defined by an applicant being accepted onto a course, regardless of which college accepts them. The figures apply only to applications assigned to Somerville and do not include applicants imported from other Colleges.

Age

The age of applicants reflects the age on entry to the course.

Table 5. Age profile of undergraduate application for standard entry in 2012

Age	University of Oxford		Somerville College	
	Number	Success Rate	Number	Success Rate
Under 21	16,411	19.2%	463	16.0%
21 and over	830	9.4%	21	14.3%

Disability

The disabilities shown represent those declared at the time of application.

Table 6. Disability profile of undergraduate application for standard entry in 2012

Disability	University of Oxford		Somerville College	
	Number	Success Rate	Number	Success Rate
No disability	16,437	18.8%	462	16.0%
SpLD	401	18.0%	12	8.3%
Other disability	403	19.4%	10	20.0%
Total	17,241	18.8%	484	15.9%

Ethnicity

Only UK applicants are asked for ethnicity: EU and Overseas applicants are excluded from this process. The ethnicities shown below reflect those declared at the time of application (hence including UK students only).

Table 7. Ethnicity profile of undergraduate application for standard entry in 2012

Ethnicity	University of Oxford		Somerville College	
	Number	Success Rate	Number	Success Rate
BME	1,965	15.3%	38	13.1%
White	9,100	25.8%	226	23.5%
Unknown	767	5.7%	22	18.2%
Total	11,832	22.8%	286	21.7%

Gender

The gender shown reflects that declared at the time of application.

Table 8. Gender profile of undergraduate application for standard entry in 2012

Gender	University of Oxford		Somerville College	
	Number	Success Rate	Number	Success Rate
Female	8,477	17.7%	240	16.3%
Male	8,764	19.8%	244	15.6%
Total	17,241	18.8%	484	15.9%

4.3.2 Student Populations and On-course Withdrawals

Overview

The data below reflects that which was recorded on OSS at the time of the December 2012 Student Statistics snapshot. The academic year has been matched to the HESA reporting year, commencing August. Note therefore that withdrawals for 2012/13 do not reflect a complete year.

Undergraduates

Table 9. Disability profile of undergraduate withdrawals for 2012/13

Withdrawals	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
No disability	10,906	92.2%	28	0.26%	361	91.6%	1	0.27%
SpLD	432	3.7%	1	0.23%	14	3.6%	0	0.00%
Other disability	495	4.2%	2	0.40%	19	4.8%	0	0.00%
Total	11,833		31	0.26%	394		1	0.25%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)

Table 10. Ethnicity profile of undergraduate withdrawals for 2012/13

Withdrawals	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
BME	1,767	14.9%	5	0.28%	68	17.3%	0	0%
White	9,058	76.5%	25	0.28%	292	74.1%	1	0.34%
Unknown	1,008	8.5%	1	0.10%	34	8.6%	0	0%
Total	11,833		31	0.26%	394		1	0.25%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)

Table 11. Gender profile of undergraduate withdrawals for 2012/13

Gender	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
Female	5,423	45.8%	16	0.30%	203	51.5%	0	0.00%
Male	6,409	54.2%	15	0.23%	191	48.5%	1	0.52%
Total	11,832		31	0.26%	394		1	0.25%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)

Postgraduate Research

Table 12. Disability profile of postgraduate research withdrawals for 2012/13

Withdrawals	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
No disability	5216	94.5%	17	0.33%	70	94.6%	2	2.85%
SpLD	113	2.1%	0	0%	1	1.4%	0	0%
Other disability	189	3.4%	0	0%	3	4.1%	0	0%
Total	5518		17	0.31%	74		2	2.70%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)

Table 13. Ethnicity profile of postgraduate research withdrawals for 2012/13

Withdrawals	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
BME	1491	27.0%	5	0.36%	19	25.7%	0	0%
White	3699	67.0%	9	0.24%	3	4.1%	1	33.3%
Unknown	328	5.9%	3	0.91%	52	70.3%	1	0%
Total	5518		17	0.31%	74		0	0%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)

Table 14. Gender profile of postgraduate research withdrawals for 2012/13

Gender	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
Female	2345	42.5%	6	0.26%	36	48.7%	0	0%
Male	3173	57.5%	11	0.34%	38	51.4%	0	0%
Total	5518		17	0.31%	74		0	0%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)

Postgraduate Taught

Table 15. Disability profile of postgraduate taught withdrawals for 2012/13

Withdrawals	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
No disability	4074	93.9%	18	0.44%	55	96.5%	0	0%
SpLD	106	2.4%	0	0.00%	0	0%	0	0%
Other disability	159	3.7%	2	1.26%	2	3.5%	0	0%
Total	4339		20	0.46%	57		0	0%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)

Table 16. Ethnicity profile of postgraduate taught withdrawals for 2012/13

Withdrawals	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
BME	1281	29.5%	6	0.47%	17	29.8%	0	0%
White	2880	66.4%	14	0.49%	38	66.7%	0	0%
Unknown	178	4.1%	0	0%	2	3.5%	0	0%
Total	4339		20	0.46%	57		0	0%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)

Table 17. Gender profile of postgraduate taught withdrawals for 2012/13

Gender	University of Oxford				Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
Female	1939	44.7%	7	0.36%	23	40.35	0	0%
Male	2400	55.3%	13	0.54%	34	59.65	0	0%
Total	4339		20	0.46%	57		0	0%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2012)