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# Equality Report

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Academic Year 2014-15

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Somerville College, Oxford

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# 1. Introduction

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This is Somerville College's equality report for the academic year 2014-15.

The scope of data contained within this report relates to the academic community (stipendiary and non-stipendiary), support staff, and graduate and postgraduate students.

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.

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.

The characteristics protected under the Act and covered by the Duty are: age; disability; gender reassignment; pregnancy and maternity; ethnicity; religion and belief; sex (gender) 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.)

This report considers age, disability, ethnicity, gender, religion and belief, and pregnancy and maternity for academic and support staff. Although not a protected characteristic, the report also considers nationality as this is relevant within the context of an Oxford College.

Data for undergraduate and postgraduate students relates to disability, ethnicity and gender.

The College has started to collect data on sexual orientation in recruitment and for new employees. The amount of data held as at the date of publication is too small to be meaningful for statistical purposes. The College will continue to collect these data over the next academic year and will publish these data only if no individuals can be identified from these data.

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.

## 2. Review of this academic year (2014-15)

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The Action Plan for 2014-15 focussed on improving the ratio of females holding academic appointments with the College, and improving our awareness and understanding of equality and diversity issues and our ability to respond to issues raised.

### **Speaking out against harassment**

**Our ability to respond to issues came to the fore during 2015 when the Principal, Dr Alice Prochaska, took a firm stance against ‘sexist laddism’ and abuse.** Speaking to the Guardian in May 2015, Dr Prochaska said

*“there were worrying signs that the rising tide of sexual intimidation had reached Somerville. As a college with an ethos founded for inclusiveness, we had to act.”*

[<http://www.theguardian.com/commentisfree/2015/may/15/sexist-laddism-abuse-somerville-college-oxford>, accessed 26 October 2015].

Following a letter to the students, encouraging them to speak out against an increase in sexist “laddism” or outright intimidation, our student body, represented by the Junior Common Room (JCR), acted quickly. An emergency meeting last weekend passed a resolution by an overwhelming majority to complement the efforts of the college deans with a robust call to action of its own. It condemned the recent increase in aggressive behaviour in the college, and actions that had led to a deterioration in respect in this close-knit community.

*“Somerville should be a safe and tolerant community for all students and staff,”* read part of the resolution, *“Somerville does not and will not accept this type of behaviour.”* It resolved to make a donation from JCR funds to the Oxford Sexual Abuse and Rape Crisis Centre, as a gesture of solidarity.

Other groups in college responded in other ways too. For instance, one of the sports teams had recently all attended one of the new [Good Lad Workshops](#), and issued a letter condemning this sort of behaviour and encouraging victims to speak out. The JCR will continue to work with this year’s sports teams and encourage attendance at future Good Lad Workshops for those new to our teams.

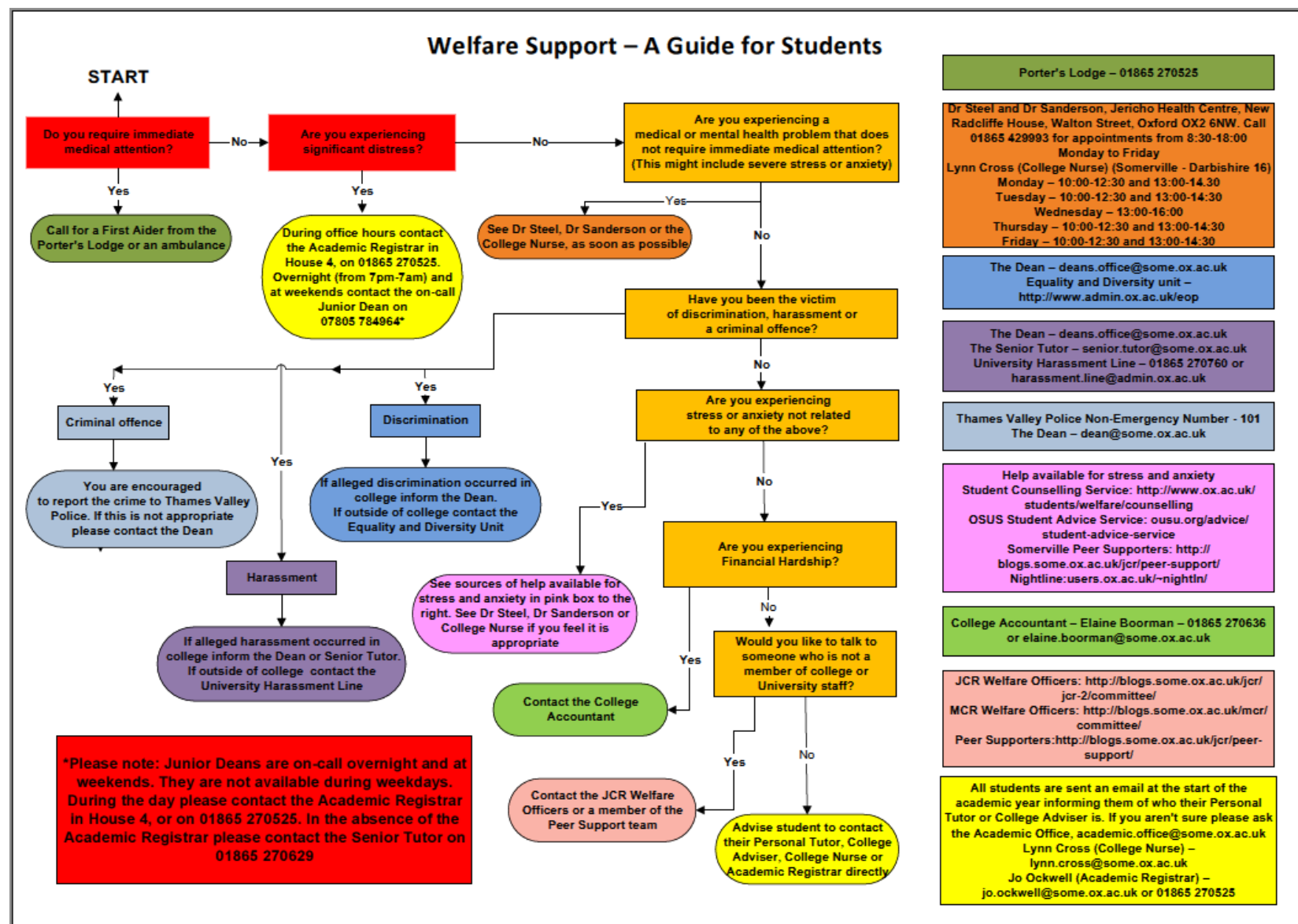
Dr Prochaska said she was proud to work with students and colleagues who are committed to our ethos of inclusion, excellence and tolerance. She is hopeful that a spasm of nastiness among a small minority of students here has been nipped in the bud by the open condemnation of the majority.

*“If there is a deep-rooted problem of sexism and disrespect nationwide, it is important for those who witness it in their own institution or workplace to speak out. We cannot allow silence to support a culture where fear and unhappiness can flourish. These problems are not confined to universities. Far from it. Colleges and organisations like Somerville, with our proud traditions, can play our part in speaking out, and we can help to ensure that disrespect and bad behaviour do not take root.”*

### **Review of welfare support for students**

We carried out a comprehensive review of our welfare support for students this year (see flowchart on the next page). In addition we have appointed a third Junior Dean as part of our commitment to supporting our students.

## Flowchart: review of welfare support for students



## **Undergraduate Induction**

This year Somerville introduced two sessions aimed at contributing to **student equality**. The first was a workshop session on **sexual consent** and about **harassment** more generally. The session was the second item on the induction timetable, just after a welcome from the Principal and a talk on academic matters from the Senior Tutor. The new students were split up into discussion groups, with a trained continuing student acting as a facilitator to stimulate a structured discussion about issues of consent based on thought-provoking case studies. Whilst it was made clear that anyone who felt uncomfortable about the discussion (e.g. if they were a survivor of assault and this triggered distress) could leave, attendance was very close to complete. Informal feedback from both the facilitators and freshers indicates that the workshops were very well received in spite of the at times uncomfortable subject matter.

The other new session in the programme was an awareness-raising session covering issues of race, disability, gender, and sexuality/gender identity. Each session topic was led by the relevant JCR officer and there was a mixture of information sharing and more interactive approaches. The focus in each case was on increasing awareness of the potential for unconscious bias and the possibility of causing offence unintentionally through lack of sensitivity and awareness. The session had to be scheduled on the Thursday afternoon since there was no time available to squeeze it into the first two days. As a result, attendance was rather lower than for the session on consent, at around 50% of the fresher cohort. The questions the audience asked at the end indicated that there was a high level of engagement from the students attending. It is hoped that time can be found to schedule this session at a time that will ensure that all of the new students attend.

## **SATMATCo – ‘Distractingly Female’**

Dr Prochaska’s interview on the Today Programme was the inspiration for a new play ‘Distractingly Female’ which was performed in Oxford in October 2015 and challenged gender stereotyping. Dr Prochaska was invited to attend a question and answer session after the first performance of the play.

## **Revision of policies and procedures for students and staff**

The Governing Body reviewed and adopted revised **College harassment policies** and procedures for both students and staff which will sit alongside the overall policies that the University has already adopted. The revised staff harassment policy and procedure, and updated **equality policy**, was included within a revised support staff handbook which was issued to all support staff in 2014.

## **Appointment of Champions for Diversity and Equality**

Following the appointment by the University of Oxford of a Pro-Vice-Chancellor for Equality and Diversity, (Rebecca Surender of Green Templeton College), we have responded accordingly and have demonstrated our commitment to equality and diversity by appointing our own **Champions for Diversity and Equality**. As Governing Body members, one female and one male, these appointments signify that this is a senior role and will ensure that the Champions are able to act authoritatively and their contribution will fit Somerville’s own norms and values. One of the key roles of the Champions will be the ability to receive any complaints of discrimination or harassment, and to pass them on to the appropriate authority, whether within the College or in the broader University.

### **Selection processes for academic appointments**

We have been rigorous this year in ensuring that selection panels comprise at least two female and two male members. In addition, women have been shortlisted for interview for all of the academic recruitment processes.

### **Equal opportunity monitoring**

The scope of equal opportunity monitoring was widened this year to include sexual orientation for academic and support staff.

## **3. Action Plan for 2016**

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Continue working to increase number of females holding academic posts.

Hold equality awareness training for staff.

## 4. Equal opportunities data by protected characteristic

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The following sections of the report present key equal opportunities data by protected characteristic.

### **Recruitment data**

The period of data collection for recruitment and selection process relates to vacancies advertised between the period 1 August 2014 to 31 July 2015. The College conducted a total of 15 recruitment processes for College-only appointments; 3 academic posts and 12 support staff posts.

A further two recruitment processes were carried out by the University of Oxford for joint appointments between the University of Oxford and Somerville College. No equal opportunity monitoring data is available on these recruitment processes within this report as this is undertaken by the University.

In total 499 applications were received and 335 equal opportunity monitoring forms were returned, a response rate of 67%. This is consistent with last academic year (2013-14).

### **Appointments**

For the period from 1 November 2014 to 30 October 2015, a total of 86 people were given new or renewal appointments (59 academics and 27 support staff. Equal opportunity monitoring forms were received from **95.3%** of those appointed.

### **Employee data**

The data for academic and support staff employed was taken from a snapshot from the human resources database on **26 October 2014**. On that date there were 155 employed staff in post of which 127 held academic appointments (stipendiary and non-stipendiary) and 123 held support staff posts.

### **Student data**

Data is provided to 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.



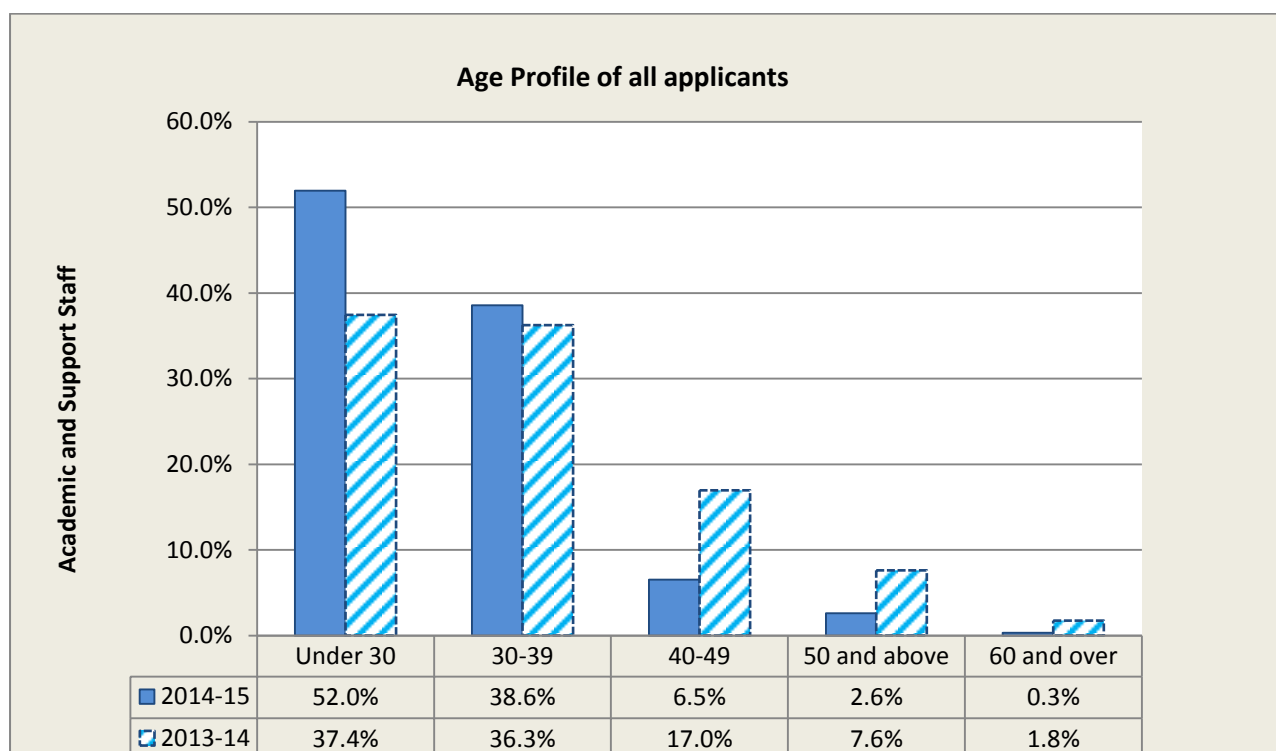
## 5. Recruitment data

Please note, in all cases below the declaration or response rate refers to the number of applicants who completed the relevant section of the equal opportunities monitoring form. The analysis of these data below relates to the responses received, not the overall number of applicants. Therefore the actual percentages could, in reality, be greater or smaller than the figures show.

### 5.1 Applicant Age

The response rate of applicants who declared their age at the recruitment stage this year was **97.3%** (89.1% in 2013-14).

**All applicants by age group (Aug 2014 – July 2015)**



### 5.2 Applicant Disability

The number of applicants who provided a response about disability at the recruitment stage was **97.6%**.

Of applicants who provided a response, **4.8%** declared a disability (5.3% in 2013-14) and **2.1%** of all applicants declined to specify.

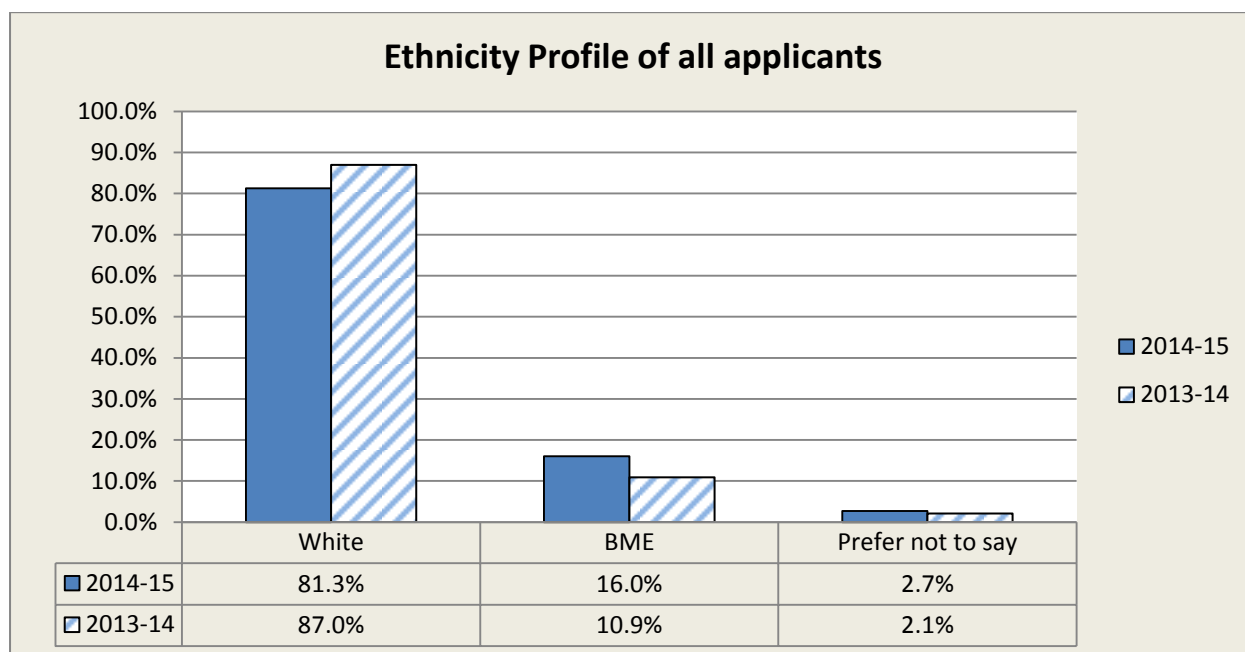
**Disabilities declared by applicants (Aug 2014 – July 2015)**

	Disability response rate	Disability declared
Academic	98.1%	5.3%
Support	96.8%	4.1%
Total	97.6%	4.9%

### 5.3 Applicant Ethnicity

The overall response rate for ethnicity was **98.8%**, compared to 91.2% in 2013-14. **2.7%** of applicants declined to specify or withheld this data (1.7% in 2013-14). Where ethnicity was declared, 16.0% of all applicants identified as Black and Ethnic Minority (BME), 81.2% as White, and 2.7% declined to specify.

#### All applicants\* by ethnicity (Aug 2014 – July 2015)

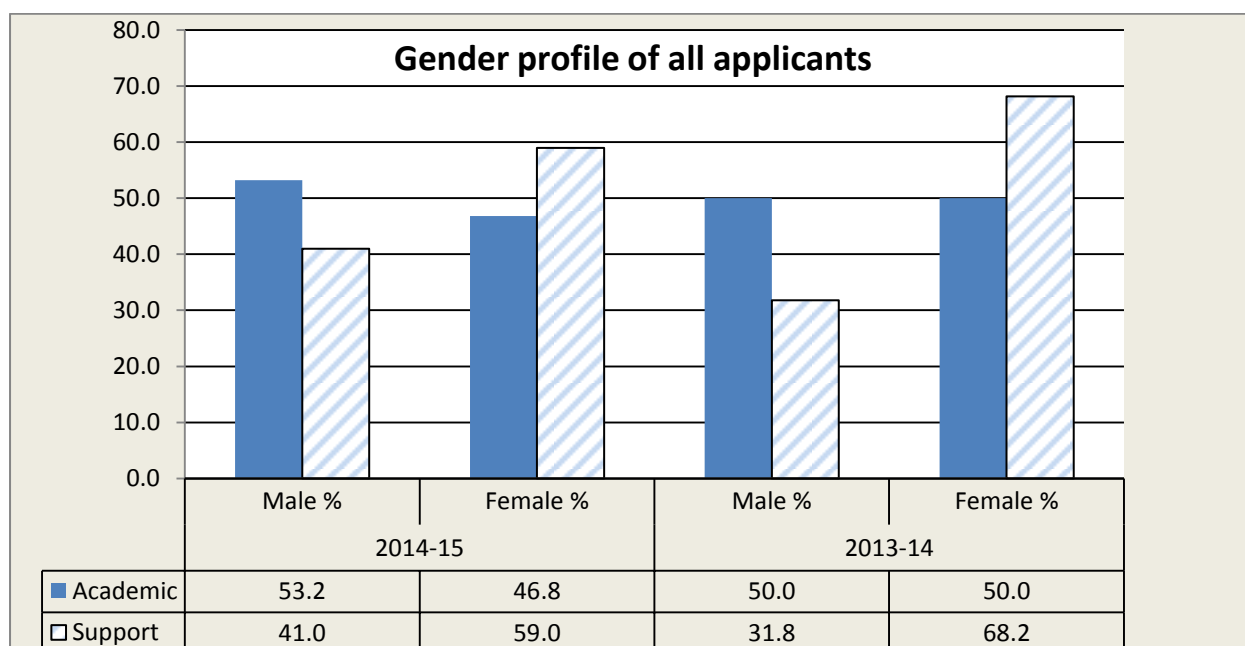


\* India Centre data removed from 2013-14 data

### 5.4 Applicant Gender

Overall **97.6%** of applicants declared their gender. This compares to an overall response rate of 99.5% in 2013-14. Of the total number of applicants who responded, 51.0% were female and 49.0% were male.

#### All applicants by age group (Aug 2014 – July 2015)



## 5.5 Applicant Nationality

The response rate of applicants who declared their nationality was **98.5%**.

### Nationality declared by applicants (Aug 2014 – July 2015)

Nationality	Support	Academic	Total
UK	51%	40.0%	44.0%
Other EU	41%	30.2%	34.2%
Other	7%	29.8%	21.7%

## 5.6 Applicant Religion and belief

The response rate of applicants who declared their religion, belief, or lack of belief was **90.5%** of whom **9.5%** preferred not to say.

### Religion declared by applicants (Aug 2014 – July 2015)

Religion	Total
Prefer not to say	9.5%
Atheism	14.8%
Buddhism	1.8%
Christianity	38.2%
Hinduism	1.5%
Islam	2.5%

Religion	Total
Jainism	0.0%
Judaism	0.6%
Sikhism	0.6%
Spiritualism	0.3%
Any other religion	0.9%
No religion	29.2%

## 6. Appointments

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Please note, in all cases below the declaration or response rate refers to the number of new employees who completed the relevant section of the equal opportunities monitoring form. The analysis of these data below relates to the responses received, not the overall number of new employees. Therefore the actual percentages could, in reality, be greater or smaller than the figures show.

### 6.1 Age (appointments)

From the data relating to age that is held, the age range of those appointed over the last year is shown in the table below.

#### Age of employees appointed 1 November 2014 to 30 October 2015

Age group	Academic	Support	Total
Under 30	46.7%	65.4%	53.5%
30-39	35.6%	23.1%	31.0%
40-49	13.3%	7.7%	11.3%
50-59	2.2%	0.0%	1.4%
60 and over	2.2%	3.8%	2.8%

### 6.2 Disability (appointments)

Of those appointed who provided data about disability, 5.5% declared a disability and 11.1% preferred not to say.

### 6.3 Ethnicity (appointments)

Of those appointed who provided data about their ethnicity, 75% identified their ethnicity as white and 21.7% as BME.

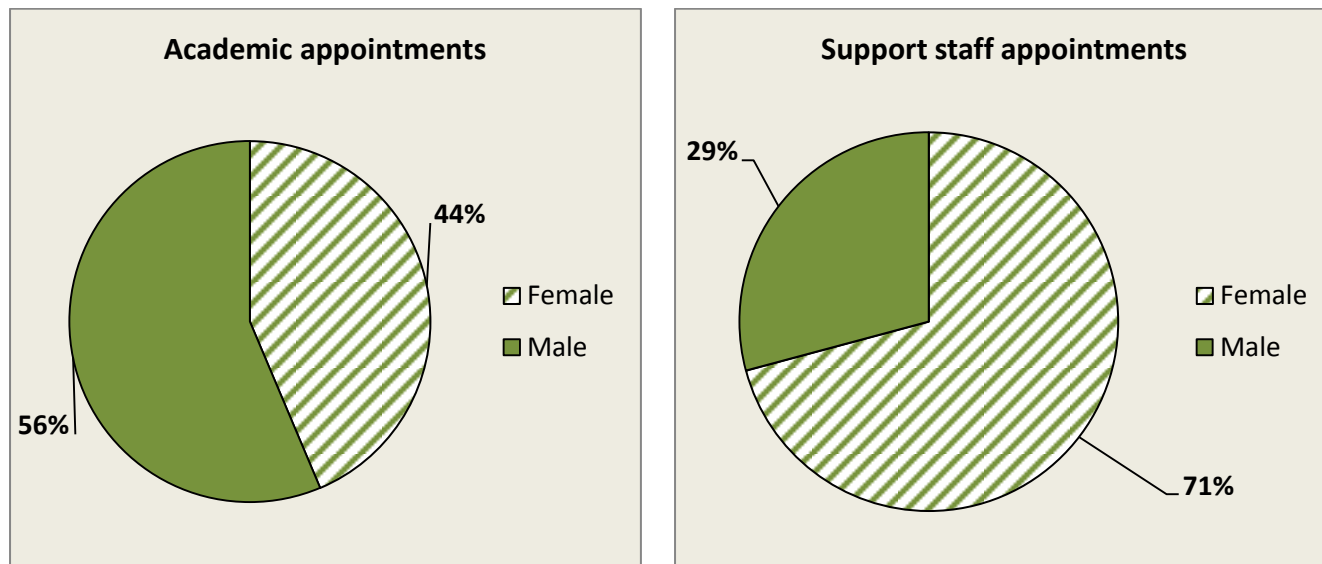
#### Ethnicity declared by employees appointed 1 November 2014 to 30 October 2015

Ethnicity	White	BME	Prefer not to say
Academic	79.1%	16.3%	4.7%
Support	64.7%	35.3%	0.0%
Total	75.0%	21.7%	3.3%

## 6.4 Gender (appointments)

In total, of those appointed who provided data about their gender, **52%** were female and **48%** were male. There were differences between the two employee groups as shown in the charts below but for each group the data is consistent with 2013-14.

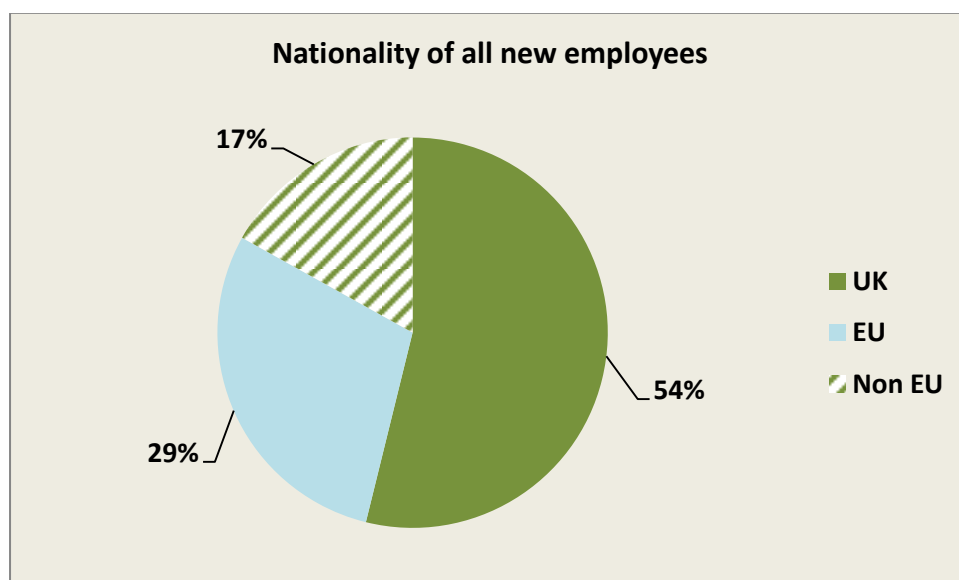
Gender declared by employees appointed 1 November 2014 to 30 October 2015



## 6.5 Nationality (appointments)

Of those appointed who provided data about their nationality for equality monitoring purposes, 54% were from the UK, 29% from the European Union, and 17% from outside of the EU.

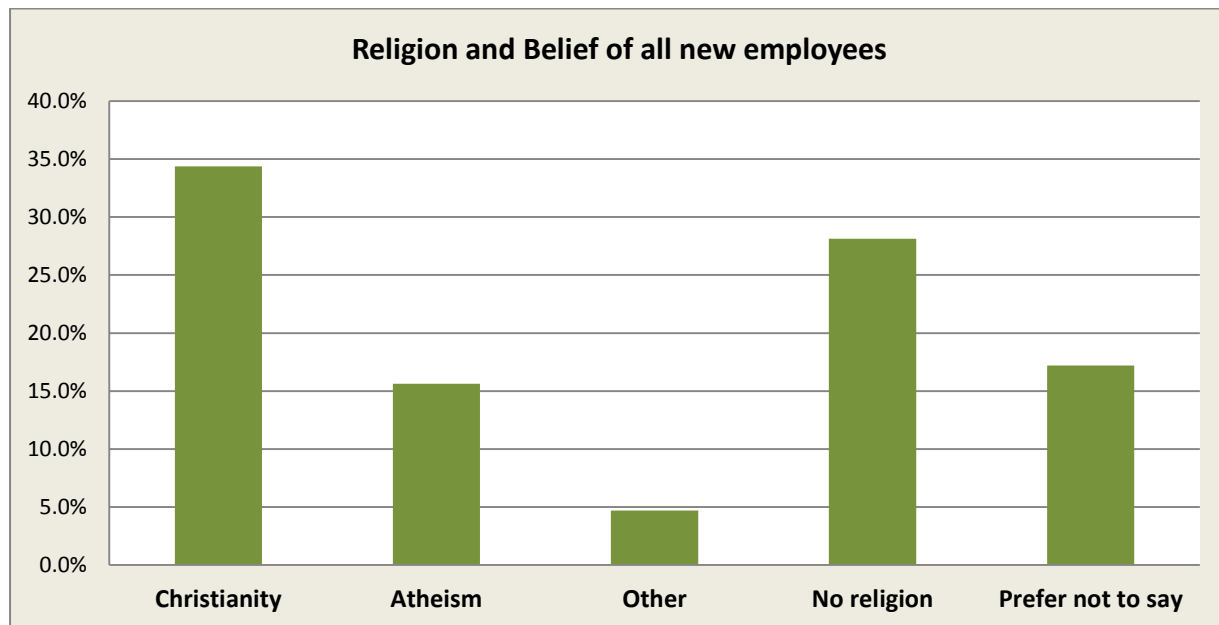
Nationality declared by employees appointed 1 November 2014 to 30 October 2015



## 6.6 Religion and belief (appointments)

The table below shows the responses of those appointed who provided data about their religion and belief.

Religion declared by employees appointed 1 November 2014 to 30 October 2015



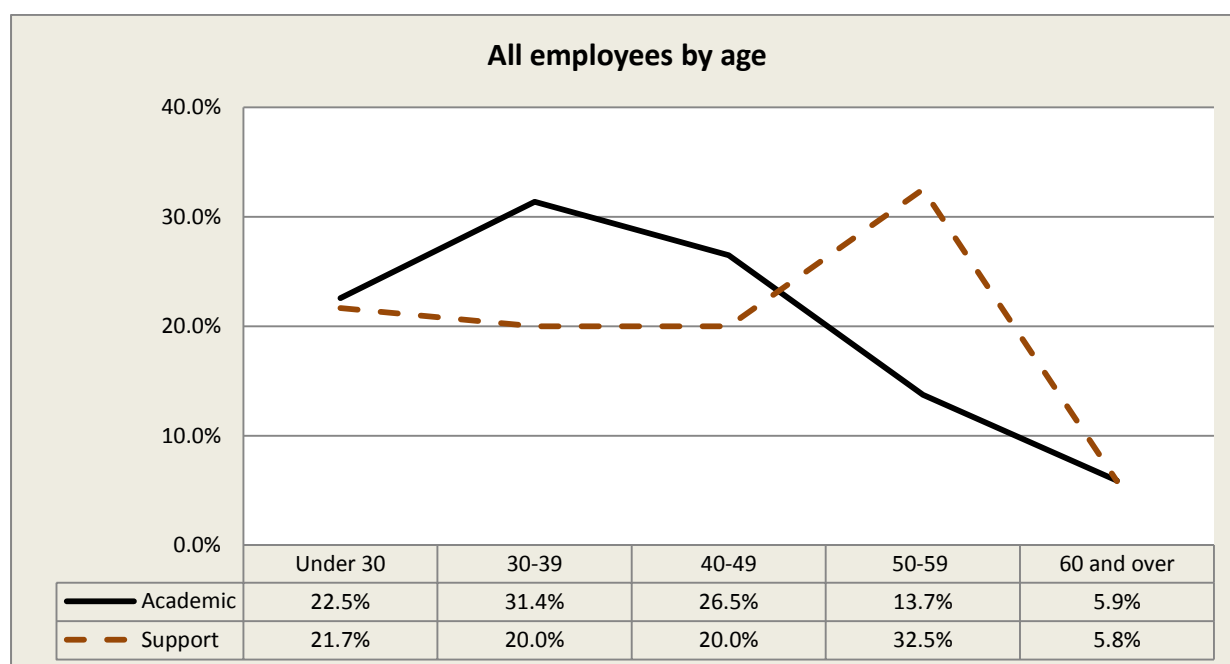
## 7. Employee Data

Please note, in all cases below the declaration or response rate refers to the number of employees who have completed the relevant section of the equal opportunities monitoring form. The analysis of these data below relates to the responses received, not the overall number of employees. Therefore the actual percentages could, in reality, be greater or smaller than the figures show.

### 7.1 Age

From the data available, the age profile of academics and support staff has remained consistent with the 2014 employee snapshot.

Age of academics and support staff as at 26 October 2015



### 7.2 Disability

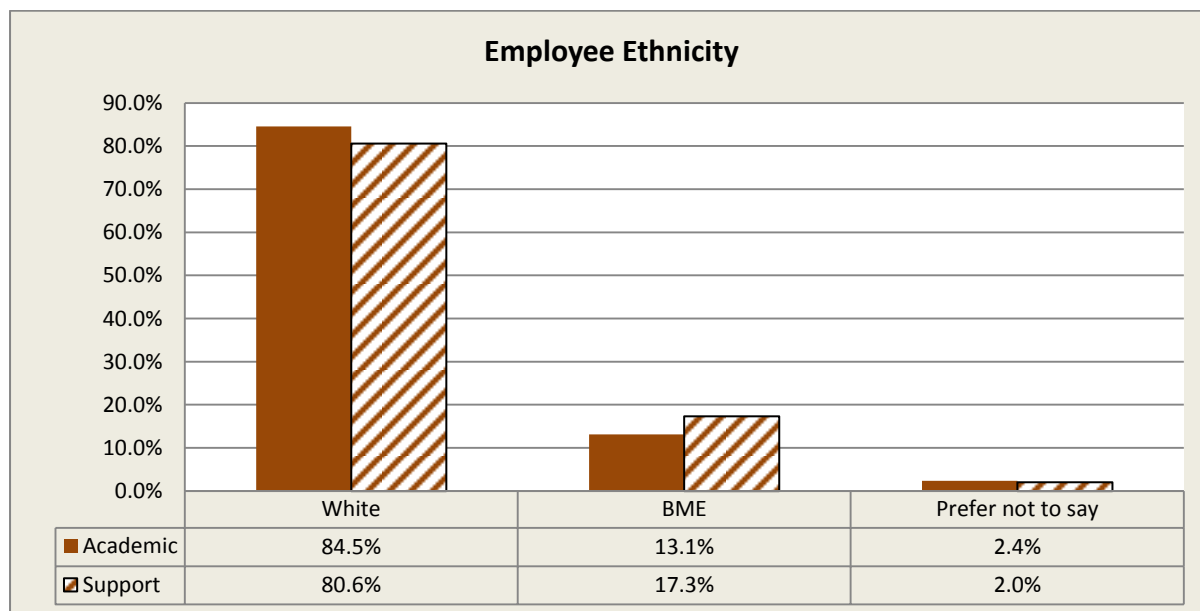
From the data available, 10.4% of all academic and support staff have declared a disability (7.6% in 2014).

The increase in disclosure is mainly attributed to support staff where, of those who provided data, 14.7% declared a disability (11.3% in 2014).

### 7.3 Ethnicity

From the data available, in total 82.4% of academics and support staff identify as White, 15.4% identify as BME, and 2.2% have declined to specify/withheld this information. This is consistent with the 2014 employee snapshot.

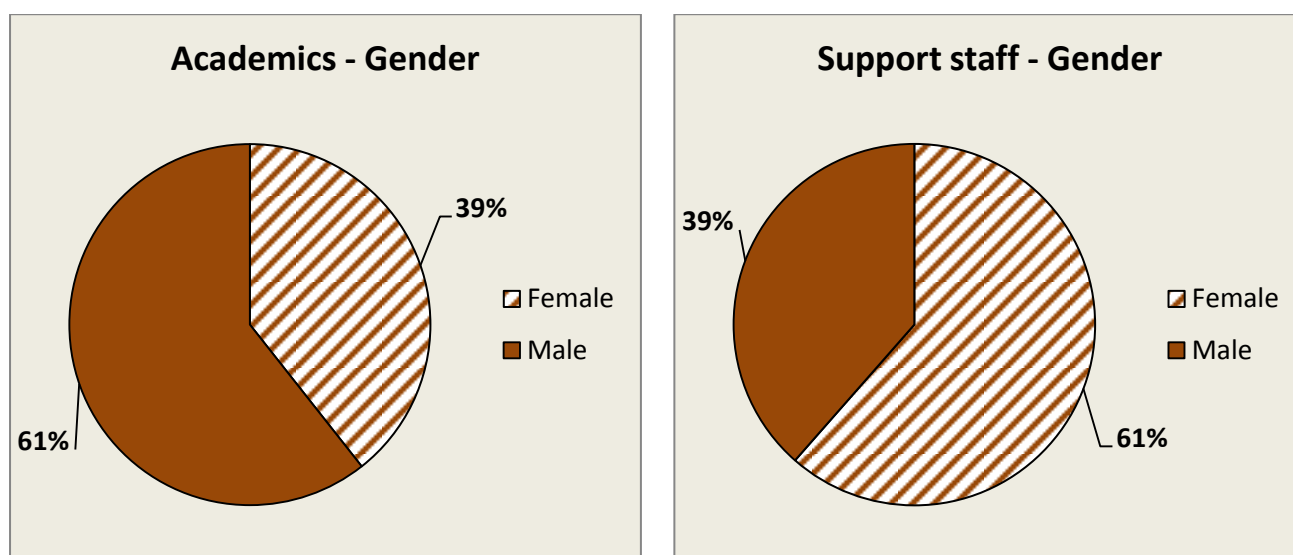
**Ethnicity of academics and support staff as at 26 October 2015**



### 7.4 Gender

As at 26 October 2015 the data snapshot shows that in total 50.2% are female and 49.8% are male.

**Age of academics and support staff as at 26 October 2015**



### Governing Body Membership

The gender profile Governing Body as at October 2015 is 35% female and 65% male (36% female and 64% male in October 2014).



## 8. Student Data

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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.

### 8.1 Applicants for Undergraduate Admissions

The data relate to applications made in October 2013 for standard entry in 2014. 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.

#### 8.1.1 Age

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

##### Age profile of undergraduate application for standard entry in 2014

Age	University of Oxford		Somerville College	
	Number	Success Rate	Number	Success Rate
Under 21	16,689	18.5%	488	16.0%
21 and over	768	8.7%	115	6.7%

#### 8.1.2 Disability

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

##### Disability profile of undergraduate application for standard entry in 2014

Disability	University of Oxford		Somerville College	
	Number	Success Rate	Number	Success Rate
No disability	16,547	18.1%	477	15.7%
SpLD	399	20.3%	5	20.0%
Other disability	511	16.2%	21	14.3%
Total	17,457	18.1%	503	15.7%

### 8.1.3 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).

#### Ethnicity profile of undergraduate application for standard entry in 2014

Ethnicity	University of Oxford		Somerville College	
	Number	Success Rate	Number	Success Rate
BME	2,130	16.2%	60	10.0%
White	8,631	25.5%	217	24.4%
Unknown	651	6.0%	13	0.0%
Total	11,412	22.7%	290	20.3%

### 8.1.4 Gender

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

#### Gender profile of undergraduate application for standard entry in 2014

Gender	University of Oxford		Somerville College	
	Number	Success Rate	Number	Success Rate
Female	8,561	16.9%	245	15.9%
Male	8,896	19.3%	258	15.5%
Total	17,457	18.1%	503	15.7%

## 8.2 Student Populations and On-course Withdrawals

The data below reflects that which was recorded on OSS at the time of the December 2014 Student Statistics snapshot. The academic year has been matched to the HESA reporting year, commencing August. Note therefore that withdrawals for 2014/15 do not reflect a complete year.

### 8.2.1 Undergraduates

#### Disability profile of undergraduate withdrawals for 2014/15

Withdrawals University of Oxford					Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
No disability	10,655	91.0%	31	0.3%	349	89.5%	0	0.00%
SpLD	508	4.3%	2	0.4%	17	4.4%	0	0.00%
Other disability	540	4.6%	8	1.5%	24	6.2%	2	8.3%
Total	11,703		41	0.4%	390		2	0.5%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)

#### Ethnicity profile of undergraduate withdrawals for 2014/15

Withdrawals University of Oxford					Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
BME	2,139	18.3%	5	0.2%	72	18.5%	0	0%
White	9,001	76.9%	32	0.4%	304	77.9%	2	0.7%
Unknown	563	4.8%	4	0.7%	14	3.6%	0	0%
Total	11,703		41	0.4%	390		2	0.5%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)

#### Gender profile of undergraduate withdrawals for 2014/15

Gender University of Oxford					Somerville College			
	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
Female	5,441	45.5%	13	0.2%	209	53.6%	0	0.0%
Male	6,528	54.5%	28	0.4%	181	46.4%	2	1.1%
Total	11,969		41	0.3%	390		2	0.5%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)

## 8.2.2 Postgraduate Research

### Disability profile of postgraduate research withdrawals for 2014/15

University of Oxford					Somerville College			
Withdrawals	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
No disability	5228	92.7%	19	0.4%	87	96.7%	2	2.3%
SpLD	147	2.6%	1	0.7%	0	0%	0	0%
Other disability	262	4.6%	2	0.8%	3	3.3%	0	0%
Total	5,637		22	0.4%	90		2	2.2%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)

### Ethnicity profile of postgraduate research withdrawals for 2014/15

University of Oxford					Somerville College			
Withdrawals	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
BME	1585	28.1%	8	0.5%	28	31.1%	2	7.1%
White	3,852	68.3%	13	0.3%	59	65.6%	0	0%
Unknown	200	3.5%	1	0.5%	3	3.3%	0	0%
Total	5637		22	0.4%	90		2	2.2%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)

### Gender profile of postgraduate research withdrawals for 2014/15

University of Oxford					Somerville College			
Gender	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
Female	2370	42.0%	5	0.2%	42	46.7%	0	0%
Male	3267	58.0%	17	0.5%	48	53.3%	2	4.2%
Total	5637		22	0.4%	90		2	2.2%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)

## 8.2.3 Postgraduate Taught

### Disability profile of postgraduate taught withdrawals for 2014/15

University of Oxford					Somerville College			
Withdrawals	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
No disability	4243	93.5%	24	0.6%	52	94.5%	0	0.0%
SpLD	105	2.3%	0	0.0%	0	0%	0	0.0%
Other disability	188	4.1%	3	1.6%	3	5.5%	0	0.0%
Total	4536		27	0.6%	55		0	0.0%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)

### Ethnicity profile of postgraduate taught withdrawals for 2014/15

University of Oxford					Somerville College			
Withdrawals	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
BME	1454	32.1%	11	0.8%	22	40%	0	0.0%
White	2911	64.2%	16	0.6%	29	52.7%	0	0.0%
Unknown	171	3.8%	2	1.2%	4	7.3%	0	0.0%
Total	4536		29	0.6%	55		0	0.0%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)

### Gender profile of postgraduate taught withdrawals for 2014/15

University of Oxford					Somerville College			
Gender	No. on course	%	No. of withdrawals	% withdrawals	No. on course	%	No. of withdrawals	% withdrawals
Female	2065	45.5%	9	0.4%	29	58.0%	0	0.0%
Male	2471	54.5%	18	0.7%	21	42.0%	0	0.0%
Total	4536		27	0.6%	50		0	0.0%

Data source: Annual Programme Statistics, Student Statistics Snapshot (December 2014)