



HERTFORD COLLEGE EQUALITY POLICY AND ACTION PLAN: JANUARY 2017

Hertford is committed to promoting equality of opportunity and avoiding discrimination.

Background

1. The Equality Act 2010 has placed a general duty on public authorities, including Hertford College, to promote equality and in particular to:
 - eliminate unlawful discrimination
 - promote equality of opportunity; and
 - promote good relations between people of different protected groups relating to age, disability, race, religion or belief (or lack of belief), sex and sexual orientation, gender reassignment, pregnancy and maternity.
2. The Act has placed further specific duties on Higher Education Institutions to publish an Equality Policy and an action plan for its implementation, and to put in place appropriate monitoring and audit to allow for effective assessment of the impact of the policy and constructive development of new policies and the enhancement of existing policies.
3. In addition to our statutory responsibilities, Hertford has an additional equality commitment to social mobility and to eliminating discrimination on socio-economic grounds.
4. This policy has been developed with regard to the guidance and code of practice issued by the Equality and Human Rights Commission.

Specific Commitments

5. To support our aims Hertford College will ensure that in the conduct of all our activities, steps are taken to avoid the occurrence of discrimination, whether direct or indirect, and to promote good relations between different protected groups.
6. Any discriminatory behaviour by any member of Hertford, including harassment or bullying by individuals or groups, will be regarded extremely seriously and could be regarded as grounds for disciplinary action, which may include expulsion or dismissal. Policies relating to staff members are included in the College's Employee Handbook.
7. Any such complaints will be robustly investigated under the new University Code on Harassment, which will be implemented in Hertford during 2017. We will work to ensure that all members of the college understand their rights and responsibilities under the code.
8. In 2017-18 we have a number of initiatives planned to develop our awareness and commitment to diversity. We will
 - work with the student community to inaugurate an annual Equalities Week with a focus on inclusivity and celebration of difference in gender, ethnicity and sexuality
 - continue to diversify our portraiture in Hall, better to represent our students and our



aspirations for a truly diverse college

- discuss the possible establishment of a new role of Tutor for Equality or equivalent, with high-level responsibility for this policy and its implementation, and draw on best practice from Oxford and elsewhere
- ensure that new appointments – Bursar, Registrar, and Human Resources Officer – have our equality objectives at the centre of their roles in college
- discuss and take advice about developing a realistic target for increasing the numbers of BME candidates to make successful applications to Hertford undergraduate courses.

Monitoring and Review

9. We will review statistics on admissions and employment, and assess our progress on our aims at Governing Body in MT 2018, and review the policy and our objectives accordingly.

10. Our 2016 report has been compiled at a time when a number of the college's key roles in this area are vacant. Our 2017 report will include a complete annex of statistics for 2015-7.

Gender, race, ethnicity and socio-economic diversity: a snapshot at the end of 2016:

Of our 29 Tutorial Fellows over 2015-16, the gender ratio was a low 22:7 (male:female), compared with 14:12 for our 26 Stipendiary Lecturers. At UG level it was 176:219 in 2015–16 and at PG level it was 125:103. Comprehensive/truly representative data on the race/ethnicity of academic staff (at the college level) is hard to assemble, since monitoring is voluntary and split between the college and the university, but it is nevertheless evident that women and ethnic minorities (of every kind) are under-represented. The most recent data available from the university on our PG and UG bodies (from 2014) shows that Hertford had 460 'white' students, 143 students of various other ethnicities (only 4 of them black) and 11 'not knowns'. Again, in 2014 127 of our students were OFFA-flagged in one or more ways and 491 weren't. Last year (2015–16) we had 13 Moritz-Heyman Scholars (up to 175 scholarships are awarded each year) and we had 94 students who benefitted from the Hertford Bursary (i.e. came from families whose total household income fell below £50,000).

Recruitment Monitoring of Staff

11. College employees are asked to submit a voluntary recruitment monitoring form as part of their application for employment. The protected characteristics collected as part of this process are gender, disability, age, and race.

The results of recent recruitment monitoring exercises are presented termly to the College Domus Committee for review.

The collated aggregate figures by academic year from 2011 to present are presented in *Appendix A*.

Responsibilities

12. The Governing Body is responsible for securing compliance with the general and specific duties and for overseeing implementation of the policy.



13. The Principal is responsible for providing leadership in the promotion and implementation of the policy.

14. All Committees in Hertford are responsible for ensuring that this policy is embedded in their duties and functions in relation to both junior members and staff.

15. All those with managerial responsibilities have a duty to take forward specific actions under this policy in addition to the general duties under the Act.

16. All Fellows, staff and students are responsible for upholding this policy and should act in accordance with the policy guidance in the course of their day-to-day work or study, ensuring an environment in which other Fellows, staff, students, and visitors are treated with respect and without discrimination at all times.

17. The Equality Policy will be reviewed annually to assess its effectiveness.



Appendix A: Aggregated Recruitment Monitoring Data, 2011-2016¹

Academic Year	Age (% of total applicants)	Disabilities (% of total applicants)	Race (% of total applicants)	Gender (% of total applicants)
2016/7 [NB: to Nov 2016 only]	18-25 (25%) 26-30 (18.75%) 31-35 (12.5%) 36-40 (6.25%) 41-45 (6.25%) 51-55 (18.75%) 56-60 (12.5%) DND (0%)	None (100%)	Chinese (6.25%) White British (50%) White Other (43.75%)	Male (82.25%) Female (18.75%)
2015/6	18-25 (10.5%) 26-30 (31.5%) 31-35 (31.5%) 36-40 (10.5%) 41-45 (3.5%) DND (10.5%)	Dyslexia/other learning difficulty (3.5%) Mental health issue (3.5%) None (82.5%) Unseen disability (3.5%) DND (7%)	Black African (3.5%) Chinese (3.5%) Mixed Other (7%) Mixed White/Asian (3.5%) Mixed other (7%) Other (3.5%) White British (28.5%) White Irish (35.7%) White Other (%) DND (%)	Male (50%) Female (46.5%) DND (3.5%)
2014/5	18-25 (5.99%) 26-30 (42.69%) 31-35 (27.71%) 36-40 (11.23%)	Dyslexia/other learning difficulty (1.44%) Long-term health issue (0.36%) Mental health issue (1.09%)	Asian other (2.57%) Bangladeshi (0.82%) Black African (1.2%) Black Caribbean (0.42%)	Male (52.2%) Female (44.4%) DND (3.3%)

¹ NB: Recruitment processes conducted by external third parties are not included. Employees joining the College from employment agencies outside of College recruitment process are not included.



	41-45 (3.37%) 46-50 (1.12%) 51-55 (2.24%) 56-60 (0.37%) DND (5.24%)	Mobility impairment (0.36%) None (87.3%) Unseen disability (1.09%) DND (5.07%)	Black other (0.42%) Chinese (1.2%) Hispanic (1.68%) Indian (3%) Japanese (0.42%) Mixed Black Africa/White (0.42%) Mixed White/Asian (0.84%) Mixed White Latino (0.42%) Mixed White/Chinese (0.42%) Mixed other (4.29%) Other: Cherokee (0.42%) Other: Jewish (0.42%) Other: Pakeha (0.42%) Pakistani (0.42%) White African (0.84%) White British (46.78%) White Irish (1.68%) White other (27.89%) DND (6.86%)	
2013/4	18-25 (8.1%) 26-30 (40.54%) 31-35 (8.1%) 36-40 (16.2%) 41-45 (13.5%) 46-50 (5.4%) 51-55 (5.4%) 56-60 (2.7%) DND (2.7%)	Dyslexia/other learning difficulty (3.33%) None (93.33%) DND (3.33%)	White British (71.79%) White Irish (5.12%) White other (17.94%) DND (5.12%)	Male (66.66%) Female (33.33%)
2012/3	18-25 (8.4%) 26-30 (31.93%) 31-35 (26.89%)	Dyslexia/other learning difficulty (2.8%) Mental health issue (0.7%) None (88.02%)	Asian other (4.92%) Black African (4.13%) Black Caribbean (2.46%)	Male (44.73%) Female (54.38%) DND (0.87%)



	36-40 (6.22%) 41-45 (11.76%) 46-50 (9.2%) 51-55 (10.08%) 56-60 (1.68%) DND (1.68%)	Unseen disability (1.4%) DND (4.2%)	Chinese (1.64%) Hispanic (1.64%) Indian (4.13%) Mixed other (0.82%) Other (0.82%) Pakistani (4.13%) White British (42.97%) White Irish (6.61%) White other (21.49%) DND (4.1%)	
2011/2	18-25 (11.64%) 26-30 (13.01%) 31-35 (17.8%) 36-40 (15.06%) 41-45 (16.43%) 46-50 (10.27%) 51-55 (10.45%) 56-60 (5.48%) DND (2.05%)	Blind (0.64%) Deaf (0.64%) Dyslexia/other learning difficulty (0.64%) Mental health issue (0.64%) None (93.54%) Unseen disability (1.92%) DND (1.92%)	Black African (3.22%) Black other (0.64%) Chinese (7.09%) Hispanic (5.16%) Mixed other (1.28%) Mixed White/Asian (0.64%) North African (0.64%) Pakistani (0.64%) South American (1.28%) White British (47.09%) White Irish (3.22%) White other (29.03%) DND (0.64%)	Male (49.03%) Female (50.97%)