



Equality, Diversity and Inclusion Report 2024

1. Introduction

Mansfield is a College where we aim to support everyone to succeed, and to ensure that everyone feels that they can belong, work, learn and thrive.

That is at the core of what we mean by equality diversity and inclusion (EDI):

Equality refers to the standard for how we should treat one another and respond to people's differences so as to ensure that people enjoy equal opportunities and do not experience unfair treatment or discrimination.

Diversity encompasses the range of human differences that make each person unique. Where we value diversity, we value the perspectives and experiences that people from different backgrounds and with different personal characteristics bring.

Inclusion is the practice of creating an environment where everyone can be themselves, is supported to live in a way that they value, and to participate as equals. It is about everyone feeling valued, respected and that they belong.

We believe that an environment where everyone feels that they belong and are valued is the best way of making Mansfield a good place to research, teach, learn, work and live. So promoting EDI is at the heart of our College ethos.

But an ethos is not self-fulfilling: it needs a plan, it needs concrete action, and it needs thought and reflection to deliver it.

In 2021, we adopted specific equality objectives to identify priority areas of work for us over the next five years (to 2026), and to enable us to monitor our actions and their results.

This report is a summary of the College's work in this field: our successes not as final achievements but as steps in an ongoing journey. The information we have gathered enables us to check that we are doing what it takes to deliver a truly inclusive, welcoming College, and to inform our priorities for the next planning period.

Through our efforts with all members of our College community, and working with the collegiate University, we hope to model what an innovative, open, plural Oxford college should be in the 21st century.

Helen Mountfield KC,
Principal

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3. Equality Framework

This report has been prepared as part of Mansfield College's ongoing commitment to embedding equality, diversity, and inclusion into the heart of our practices.

The topics covered in this report focus on the protected characteristics defined in the Equality Act 2010, but our objective is to hold in mind the idea of EDI more generally, including not only the specifically protected characteristics, but also others like socio-economic status, neurodiversity and differences of opinion. We want to be welcoming and inclusive to people whoever they are and wherever they come from. Our objectives also align with the collegiate University of Oxford's efforts to promote equality across its communities, as contained in the [University's Equality Diversity and Inclusion Strategic Plan 2024–2027](#). The University's most recent [Equality, Diversity and Inclusion Report](#) can be found [here](#).

3.1 Equality Legislation

The Equality Act 2010 was introduced to consolidate and enhance legal protection against discrimination at work, in education, and in wider society. The Act defines the following 'protected characteristics':

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief
- Sex
- Sexual orientation

As Mansfield College is a public body, we are required by the [Public Sector Equality Duty](#) to give due regard to the needs to avoid unlawful discrimination, advance equality of opportunity and to foster good relations between people with different protected characteristics in the execution and performance of all our functions: as an employer, as an educational institution and as a premises operator.

As part of this requirement, the College is required to report regularly (at least every four years) on its equality objectives, and to present information that demonstrates our compliance with the public sector equality duty. This **Equality, Diversity and Inclusion Report** is published on our [public website](#), alongside our most recent **Equality Objectives 2021–2026** which are discussed in more detail below.

4. Promoting Equality, Diversity, and Inclusion

4.1 Equality Objectives 2021–2026

In March 2021, Mansfield College's Governing Body approved four primary equality objectives that would mandate the College's approach to EDI between 2001 and 2026. The objectives are:

1. A diverse and inclusive culture
2. Inclusivity and access
3. Promoting racial equality at work
4. Mainstreaming, implementation, and monitoring

The full statement of [Mansfield College Equality Objectives for 2021–2026](#) can be found [here](#).

Each of these objectives is defined below. In relation to each, we agreed some specific actions and activities, and to meet termly through an Equality Committee to review actions and progress in relation to each objective. This section of the report summarises the actions taken to progress each of these objectives.

4.1.1. A diverse and inclusive culture

To ensure Mansfield promotes a welcoming and supportive intellectual and social environment for all students, including for those with minority protected characteristics (as defined by the Equality Act 2010), and foster good relations between members of the college who share a protected characteristic and those who do not.

Steps taken towards this objective are:

1. We have striven **to ensure that speakers at College events, services and lectures come from a diverse range of backgrounds**, characteristics, and perspectives, and that they cover a broad range of topics. In relation to our **Mansfield Public Talks**:
 - a) We have captured data on all speakers' known characteristics over the last five years and, as shown in section [5. Mansfield Public Talks](#) below, the data indicates that our speakers do come from diverse backgrounds: of the 111 speakers since our current Principal, Helen Mountfield KC, joined the College in Michaelmas 2018:
 - i. their sex was well-balanced (54 women, 56 men, and one non-binary person);
 - ii. their ethnicity was diverse (10 speakers of Asian origin, 20 of black or mixed race, and 71 white);
 - iii. there were, as far as the data was available to tell, reasonable percentages of disabled people and people of non-majority sexual orientations.
 - b) Speakers come from a wide range of backgrounds, specialisms and perspectives (political and otherwise). We have included a number of talks that focus on subjects around equality, with recent titles including:
 - i. 'Why don't we take women as seriously as men?' by journalist Mary Ann Sieghart, author of 'The Authority Gap'.
 - ii. 'What next for Afghan women and Afghan politics?' by Fawzia Koofi, former Vice President of the Afghan National Assembly



- iii. 'The Best of Times or The Worst of Times? A Generational Perspective on the New Queer Reality' by Richie Jackson, award-winning Broadway, television, and film producer
 - iv. 'A zero sum game? Nine rules for dignity and good manners in dealings with disabled people' by Robert Hunter, founder of City Disabilities,
- c) We devote significant energy and effort to welcoming people from across the City to Mansfield Public Talks, publicizing them widely including in community groups and associations and in local schools.
- 2. We have launched, expanded and publicised an **Equality Library**: this crowd-sourced initiative has established an evolving collection of equality and diversity books within and across Mansfield College's library. Librarians organise displays of associated works and update this collection, and its ongoing development is aided by the Jonathan Cooper Chair in the History of Sexualities, Professor Matt Cook, who was appointed in October 2023. Further, Dr Lyndsey Jenkins, Professor in Women's History was appointed in October 2024.
 - 3. Becoming and operating as a **College of Sanctuary**: in 2021, Mansfield became one of only two Oxford Colleges recognised as a College of Sanctuary by the UK charity City of Sanctuary, and in doing so committed to nurturing a culture of inclusivity and awareness on campus for individuals seeking sanctuary (including refugees and asylum seekers). We have a number of donor-funded Sanctuary Scholars each year, and this initiative has now been adopted by the University of Oxford overall.
 - 4. We **have celebrated and publicised our work in advancing diversity and inclusion**, including our ongoing Access work, through concerted communications campaigns and attracting extensive media coverage <https://www.mansfield.ox.ac.uk/study-here/access-outreach/access-outreach-overview/> we believe that publicising this work brings its importance and effectiveness to wide public attention.
 - 5. We have tutors for women, LGBTQ+ students, racial and ethnic minority students and students with disabilities, and hold a termly forum for Amplifying Voices of Students of Colour. We provide resources for the JCR and MCR to facilitate space and events for students with particular protected characteristics and advertise resources available for them.
 - 6. The Principal's EA liaises with the chaplain, student groups, the catering team and wider community groups so that in addition to the traditional Christian festivals (Christmas and Easter), the College takes the lead in ensuring that events to celebrate other cultural and religious festivals take place. The College now regularly organises events for Diwali, Chanukka, Eid, Lunar New Year and Nawruz.
 - 7. We have obtained funding to support for students from under-represented groups, including our eight Kofi Annan Scholars, our five AFOX (Africa Oxford Initiative) Masters students for October 2024, and our refugee scholars.
 - 8. The Human Resources department has arranged and organised or delivered relevant training on diversity for employees to ensure that welfare services provided to students and other members of our community are appropriate and inclusive.
 - 9. We have updated and publicised our policies on harassment and welfare, so that all students and staff know the standards expected in our College and the support and complaints mechanisms available in the event of breaches of these.

10. We organise more regular and more inclusive all-staff events.

4.1.2. Inclusivity and access

To make the physical and practical environment at Mansfield as accessible as possible, to ensure that no-one from any protected group (especially but not exclusively disabled people) is disadvantaged by the built environment or working arrangements.

Over the period of these objectives, we have taken the following steps identified in our specific equality objectives:

1. Discussed digital inclusion at our Equality Committee, Academic Tutors' Committee and Governing Body, ensuring that teaching staff are aware of how to make materials accessible and inclusive.
2. Included considerations of accessibility in review of our written materials, social media, and website.
3. We commissioned and received an accessibility audit from Conference of Colleges, which is now publicly accessible so as to enable visitors to College to access its spaces. We have worked through the audit making improvements where possible (for example at the front gate, chair lift access to the Principal's Lodgings, and better signage).
4. Physical accessibility (including in particular the main library) is a central part of planning for the College's ongoing Estates Development Project.
5. Our disability co-ordinator, the Registrar, regularly reminds all academic staff about how to refer students for support and screening, of the need to check e-vision for plans from the Disability Advisory Service, and the need to communicate with external teachers and departments with whom they have arranged teaching for any student with learning support needs. By the end of the year, this will be included in induction materials for all new teachers for college (temporary and permanent).

An action to complete is to ensure that digital inclusion is part of induction materials for all staff and students, and this will be completed for all students by the start of the 2025-2026 academic year, and to ensure that we have a record of which Mansfield-employed fellows have had specific training or attended events on how to offer support and to help make reasonable adjustments for students with specific learning difficulties or disability-related learning needs.

6. We have also taken more systematic and rigorous steps to support members of staff (in either academic or support roles) with physical or mental impairments to ensure that they receive any desired support and reasonable adjustments to their working arrangements from the College. Our Human Resources department has instituted and implemented a system where regular and proactive reviews of such arrangements are undertaken. In particular, we now:
 - a. Ask all new joiners to complete a health questionnaire so that any reasonable adjustments required to their working environment can be made
 - b. Carry out annual, individual DSE assessment reviews and making adjustments where warranted or beneficial for employees

4.1.3. Promoting racial equality at work

To take specific practical steps to promote racial equality in academic and nonacademic employment at Mansfield. (We recognise that other equality strands are important, but people of colour are significantly underrepresented in academic life in general, and at Oxford University including Mansfield College in particular, so this seems an important point of practical focus).

During the period of this report, the racial diversity of our professional and administrative support staff in most departments has improved. We have recruited 10 support staff of Black (African or Caribbean) and Asian backgrounds. The racial diversity of our academic staff has not significantly improved, though during this period we have had a governing body fellow of Indian origin.

We have had some Black Academic Futures scholars co-funded with the University and expanded other post-graduate scholarship schemes likely to diversify our postgraduate pool, but BAF scholarships themselves have proved disproportionately expensive.

Our Principal co-chairs the advisory group for Close the Gap, a research project looking at how to close the gap in offers of postgraduate study for British students of black, Pakistani and Bangladeshi heritage.

We have reviewed and amended the language used in hiring advertisements and there is more awareness of where advertisements can be placed, as appropriate, to attract a wide range of applicants, particularly those from under-represented groups. There is less emphasis on previous university experience where this is not warranted.

All permanent posts advertised at Mansfield either as sole employer or as a joint appointment, now contain the statements identified in our EDI objectives in relation to EDI and specifically encourage applications from Black, Asian and minority ethnic candidates on the basis that they are underrepresented in [relevant] posts.

The following steps identified under this objective are being taken towards achieving this objective, but more remains to be done if the steps identified are to be completed by the end of the period of these objectives in 2026:

1. Development and delivery of a comprehensive diversity and inclusion plan in consultation with affected staff – this is under development. Our recruitment and employment procedures and practices and their outcomes are more frequently discussed – including in Governing Body – and policies relating to EDI – including our harassment policy – are available on a new staff hub.
2. The Head of Human Resources is researching, with the intention to source, specialist Human Resources software to assist with recruitment and enable the use of real-time monitoring data to assist with promoting equality, diversity and inclusion.
3. Recording and monitoring the ethnic diversity of recruitment panels, with the intention of assembling panels as diverse as possible: this has been evidenced with recruitment to Tutorial Fellowships but has not, to date, been comprehensively recorded. It will be comprehensively recorded for all recruitment exercises from the start of 2025.
4. Governing Body has agreed that there should be compulsory and high quality equality and diversity training for all staff relevant to their roles (eg recruitment, management), and most staff who undertake student or staff recruitment have undertaken this. But a comprehensive roll out of such training and maintenance of records as to who has received it is a task to be completed, with the support and co-operation of managers and Governing Body fellows.

4.1.4. Mainstreaming, implementation and monitoring

To ensure that delivery of these objectives becomes part of the mainstream of College business on a day to day basis, and that progress to achieving them is kept under regular review, so that steps can be identified and taken as necessary to achieve the equality objectives.

The step identified to achieve this is the re-establishment of an Equality Committee with representation from the wider College community (including the Principal, Bursar, Senior Tutor, Registrar, Access Officer, Equality Tutors, Head of Human Resources, staff representatives, and JCR and MCR representatives).

This Committee was re-established and has met termly since the new equality objectives were instituted. The Committee was chaired by the Principal and is now chaired by Professor Ros Ballaster, the Vice-Principal, and reviews one of the three other equality objectives termly on a rolling cycle. The Equality Committee chair reports to Governing Body once a term on progress towards these objectives, at its 7th week meeting.

Qualitative data is gathered at the meeting on Amplifying Voices of Students of Colour and by reports to the meeting, but more work is underway in this respect (see below). A regular equality survey is conducted by the Principal's EA, but it is suggested that this is rolled into the more general termly student survey conducted by the College Office.

We have detailed quantitative data on protected characteristics of students provided by the central University, and in relation to access, which is reported by the Registrar to Governing Body. That data is published on our website alongside this report.

Quantitative data on the make-up of our employees at the date of this report is set out at below.

There is more work in train at University level, under the auspices of the Joint EDI Committee of the collegiate University, to standardize and improve data collection on protected characteristics. The College will join this system when it is on stream, which will enable us to consider and analyse EDI data with other parts of the University and the sector in a way which is more meaningful, and which enables us to identify issues where there are equality gaps which need addressing.

4.2 Employee experience survey

On 3rd February 2025 we launched a Staff Experience Survey to assess current views on employee satisfaction and of Mansfield College as an employer. This survey was sent to all staff across both academic and operational divisions, as well as staff Fixed term contracts within our support services and academic staff.

The results of this survey will inform future staff initiatives relating to wellbeing, recognition, and to overall employee satisfaction. The completion rates for the survey will also be monitored with the aim of encouraging as many responses, from across the entire breadth of College, as possible.

4.3 Gender pay gap

Mansfield College publishes its gender pay gap reporting on the external website each year. The reports from 2021-23 can be found here: <https://www.mansfield.ox.ac.uk/public-documents-gdpr/>

5. Mansfield Public Talks

Every Friday evening during Oxford University term time, Mansfield College hosts an engaging series of public talks convened by our Principal, Helen Mountfield KC. In line with our accessibility ethos, Mansfield Public Talks are entirely free to attend and open to anybody interested in debating and learning about a variety of interesting fields. EDI data on our Public Talks speakers since 2021 is presented below. Note we are reporting specifically on data from 2021 here to align with the Equality Objectives 2021–2026.

There have been 149 speakers in total since from MT 2028 – MT 2024:

- i. their sex was well-balanced (77 women, 71 men, and one non-binary person);
- ii. their ethnicity was diverse (14 speakers of Asian origin, 25 of black or mixed race, and 110 white);
- iii. there were, as far as the data was available to tell, reasonable percentages of disabled people and people of non-majority sexual orientations (7/149)

6. Governing Body

There were 40 members of the Governing Body at the time this data was recorded (1 September 2024). Of these, all but four (the Principal, Bursar, Development Director and Director of Communications for the University) are academics. The profile of all members' protected characteristics has been broken down below. Age and ethnicity demographics in particular mirror academic demographics seen in section [7.2 Academics](#). This is due to the number of academic employees appointed to Governing Body.

Fig. 4. Governing Body Profile

Characteristic	Status	Total
Legal sex	Female	42.5%
	Male	57.5%
	Undisclosed	0.0%
Ethnicity	White	65.0%
	Ethnic minority	5.0%
	Undisclosed	30.0%
Disability	Yes	5.0%
	No	7.5%
	Undisclosed	87.5%
Age	16–24	0.0%
	25–29	0.0%
	30–34	2.5%
	35–39	5.0%
	40–44	7.5%
	45–49	15.0%
	50–54	10.0%
	55–59	7.5%
	60+	15.0%
	Undisclosed	37.5%
Religion or belief	Christian	5.0%
	Hindu	0.0%
	Jewish	0.0%
	Sikh	0.0%
	No religion or belief	12.5%
	Undisclosed	82.5%

Fig. 5. Governing Body by legal sex

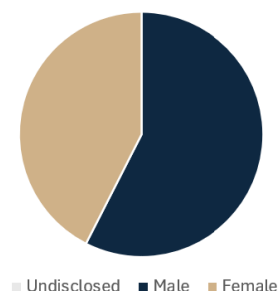


Fig. 6. Governing Body by ethnicity

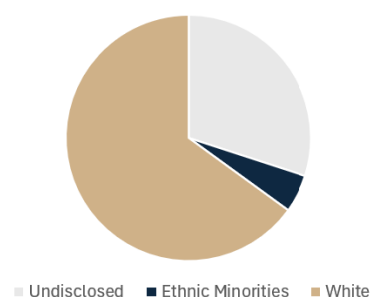


Fig. 7. Governing Body by disability

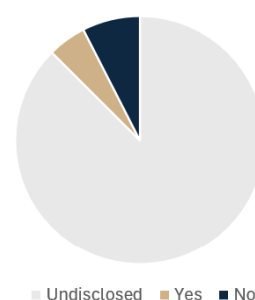
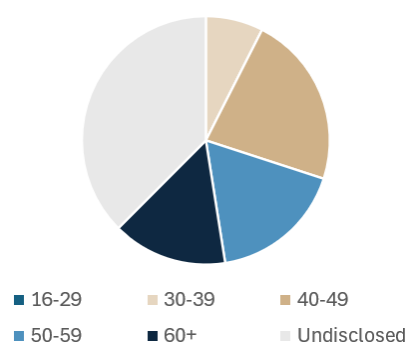


Fig. 8. Governing Body by age



7. Employees

7.1 Overview

Fig. 9 below summarises the College's employee population across both academic and support divisions on the 1 September 2024. On this date, the College employed 382 staff, 175 of which were employed in an academic capacity and 207 of which were employed in one of our various support functions (shown in Fig. 10 on the following page).

Fig. 9. Employee profile

Characteristic	Status	Total	Academic	Support Staff
Legal sex	Female	53.9%	46.9%	59.9%
	Male	46.1%	53.1%	40.1%
	Undisclosed	0.0%	0.0%	0.0%
Ethnicity	White	57.9%	60.0%	56.0%
	Ethnic minority	24.1%	20.0%	27.5%
	Undisclosed	18.1%	20.0%	16.4%
Disability	Yes	2.3%	2.9%	1.9%
	No	8.1%	7.4%	9.2%
	Undisclosed	85.9%	89.7%	88.9%
Age	16–24	25.4%	7.4%	42.5%
	25–29	23.7%	39.4%	12.1%
	30–34	13.4%	19.4%	9.2%
	35–39	8.3%	9.1%	8.2%
	40–44	5.8%	4.6%	7.2%
	45–49	6.0%	5.7%	6.8%
	50–54	3.8%	2.9%	4.8%
	55–59	3.3%	2.9%	3.9%
	60–64	3.5%	3.4%	3.9%
	65+	2.8%	4.6%	1.4%
	Undisclosed	0.3%	0.6%	0.0%
Religion or belief	Christian	5.2%	2.3%	7.7%
	Hindu	0.3%	0.6%	0.0%
	Jewish	0.5%	1.1%	0.0%
	Sikh	0.3%	0.0%	0.5%
	No religion or belief	5.8%	6.9%	4.8%
	Undisclosed	88.0%	89.1%	87.0%

The diversity of our workforce can be summarised as follows:

- 54.2% are employed within support services, while 45.8% are employed in an academic capacity
- 53.9% of our total employees are female, reducing to 46.9% when considering only academic staff
- 24.1% of employees are Black, Asian and Minority Ethnic, and this percentage reduces to 20% when considering only academic appointments

- Data on disabilities within our workforce is sparse, with 85.9% of our employees' disability status unknown (and this is something we are committing to improve), but the data we do have shows that 2.3% have self-disclosed a disability
- 6.3% of our employees are over the age of 60, and this rises to 8% for academic staff

7.1.1. Notes on employee data

Employee data presented here is based on a snapshot taken on the 31st August 2024. All percentages have been rounded to one decimal place to provide sufficient detail.

Employee data is displayed at three levels, with the exception of where numbers are low and disaggregating data could compromise anonymity and make individuals identifiable. The three levels are:

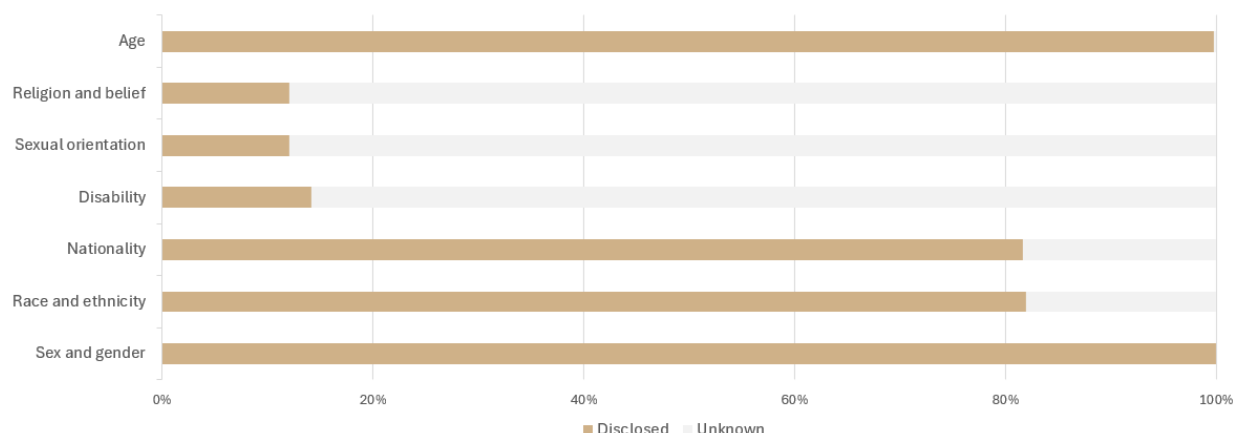
- All employees (i.e. institution-level data)
- Academics (data on staff on teaching and/or research terms and conditions)
- Support staff (data on staff on administrative and other related and support services)

Fig. 10. Categorization of academic and support staff

Group	Category	Headcount	%
Academics	External Tutor	78	20.4%
	Non-Stipendiary Lecturer	10	2.6%
	Professorial Fellow	6	1.6%
	Stipendiary Lecturer	19	5.0%
	Supernumerary Fellow	5	1.3%
	Tutorial Fellow	13	3.4%
	VSP Tutor	41	10.7%
	Other	3	0.8%
Support staff	Academic Office	3	0.8%
	Accommodation	26	6.8%
	Accounts	3	0.8%
	Bursary	5	1.3%
	Casuals	114	29.8%
	Development	8	2.1%
	Front of House	10	2.6%
	Human Resources	2	0.5%
	Kitchen	12	3.1%
	Library	3	0.8%
	Lodge	7	1.8%
	Maintenance	3	0.8%
	Principal's Office	6	1.6%
	Welfare	5	1.3%

Note that, for analysis purposes, the three employees classified as 'Other' within the academic context have been excluded from the data. The roles of these three employees (ASDAN Tutor, Research Assistant, and Thesis Supervisor) are not easily classifiable in the categories we have established.

Fig. 11. Completeness of diversity data



The completeness of our data, as seen in Fig. 11. above, varies considerably between different protected characteristics. The data we held on the age and legal sex of our employees when the snapshot of data was taken was complete. The data held on nationality and ethnicity was relatively high, with more than 80% of employees having disclosed both categories.

The data held on disability, sexual orientation, and religion and belief, however, was comparatively sparse, with less than 20% of employees having disclosed their information in each of these categories. We recognise the need to improve our data collection at various stages within this report.

In the following sections we have broken down the data we do currently hold to highlight the specific distribution of each protected characteristic within both the academic and support staff divisions. Additional notes on specific data (e.g. exclusions from specific groups or categories) will be provided where appropriate.

7.1.2. Future reporting

We intend for future equality, diversity and inclusion reports to present increased disclosure of disability, religion and belief, and sexual orientation data. We also recognise the importance of, and intend to capture and report on, employee gender identity, and to ensure that adequate measures and training can be implemented so that all employees — regardless of how they identify — feel safe, valued and respected at Mansfield.

Refer to section [8.2. Priority actions for 2024–26](#) for a comprehensive list of future reporting objectives.

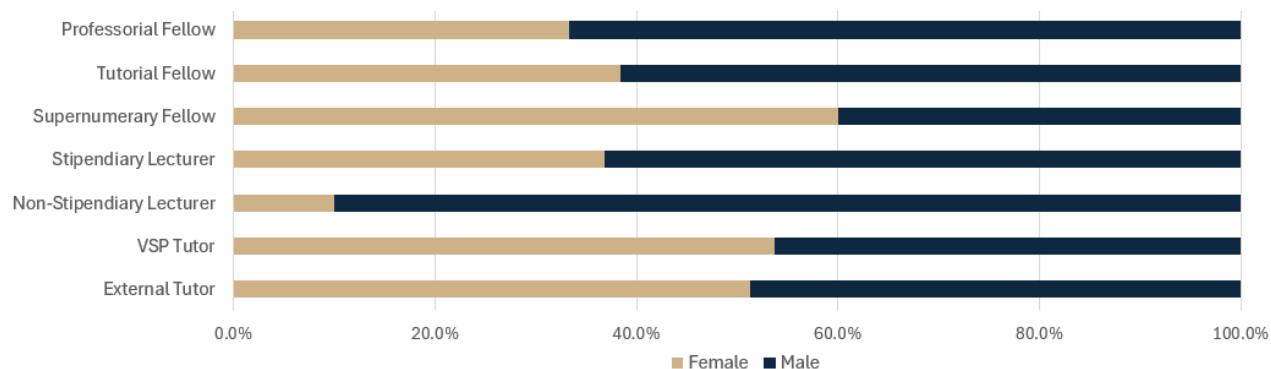
7.2 Academics

This section displays the distribution of each protected characteristic within our academic community.

7.2.1. Sex

Fig 12. below shows the proportion of female employees within each academic position at Mansfield College. Given that the total proportion of female academics (53.9%) is higher than that of male academics (46.1%), we can determine that females employed as Professorial Fellows, Tutorial Fellows, and both Stipendiary and Non-Stipendiary Lecturers appear to be underrepresented.

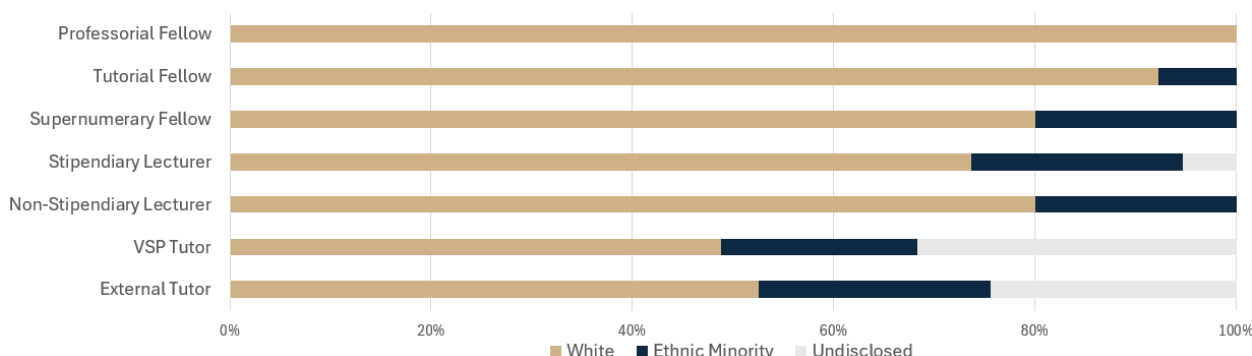
Fig. 12. Binary sex by academic position



7.2.2. Ethnicity

The underrepresentation of ethnic minority employees is more difficult to assess given the greater percentage of undisclosed data. Whilst we employ fewer Fellows (24) and Lecturers (29) than Tutors (119), and the data is therefore less representative or conclusive for the former than it is for Tutors, Fig. 13. below suggests that there is an underrepresentation of ethnic minority employees within the Fellow and Lecturer categories.

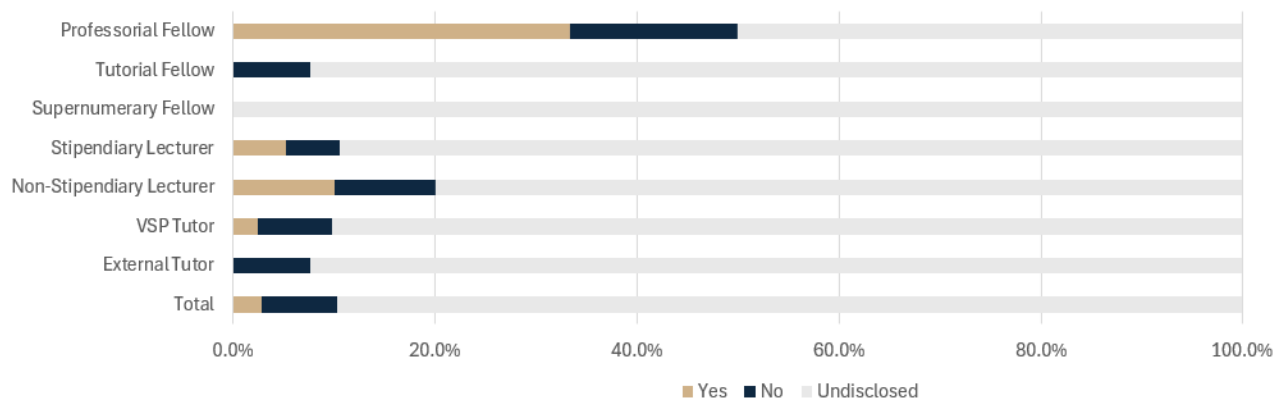
Fig. 13. Ethnicity by academic position



7.2.3. Disability

As can be seen in Fig. 14 below, the data we currently hold on employees' disabilities is incomplete and enables no meaningful analysis. A priority action for 2024-26 is to increase our data collection and thereby increase visibility of the particular protected characteristics – such as disability – on which we are currently unable to meaningfully report. This will enable us to plan for and introduce relevant and beneficial strategic initiatives.

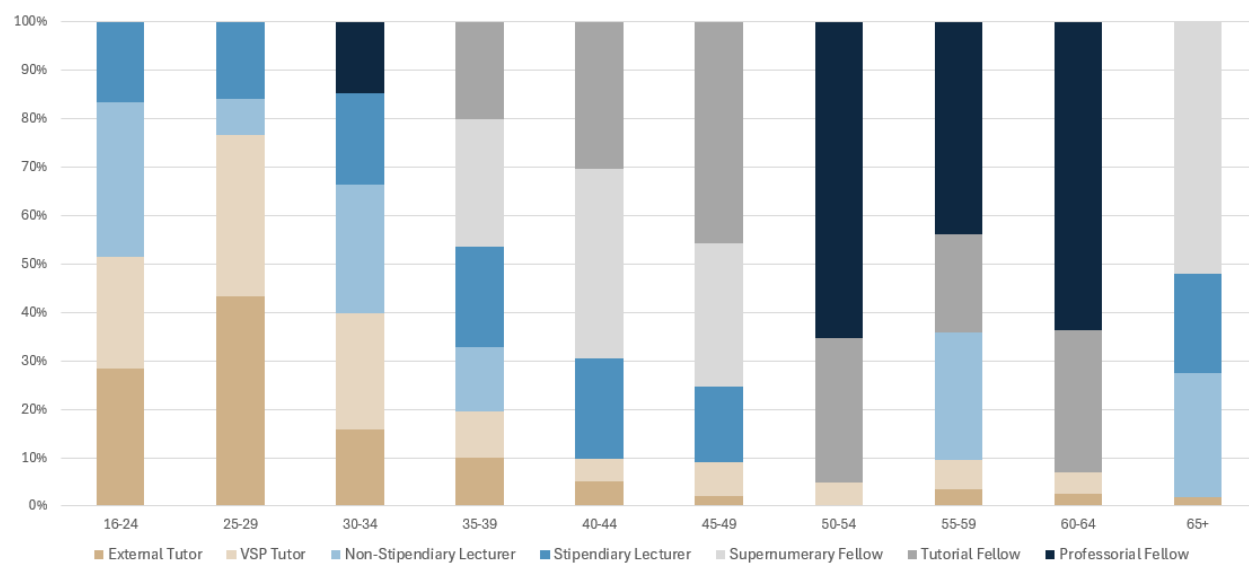
Fig. 14. Disability by academic position



7.2.4. Age

The pattern visible in Fig. 15., of age increasing with seniority of position, is expected.

Fig. 15. Age by academic position



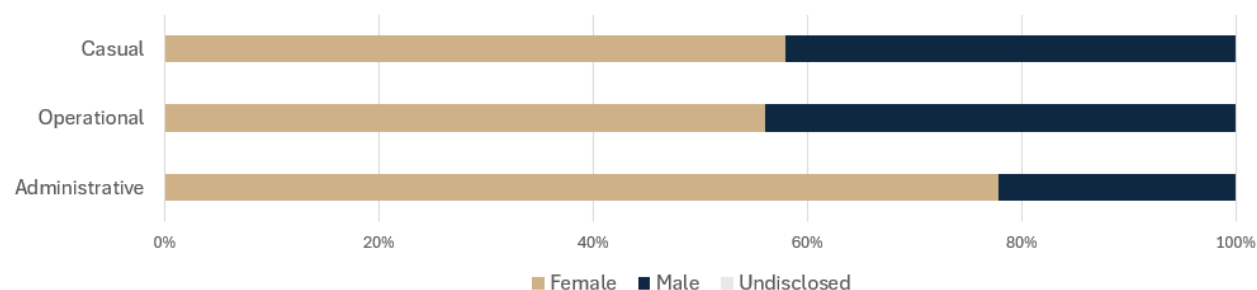
7.3 Support staff

Analysing support staff at departmental level risks compromising anonymity due to the small number of employees within some teams. We have therefore grouped employees into three overarching categories:

Category	Department/Position	Headcount	%
Casual	Casual staff including Student Helpers, Invigilators, Study Skills Mentors, and Casual Housekeeping Team	114	55.1%
Operational	Accommodation, Front of House, Kitchen, Library, Lodge, Maintenance, and Welfare	66	31.9%
Administrative	Academic Office, Accounts, Bursary, Development, Communications, Human Resources, and the Principal's Office	27	13.0%

7.3.1. Sex

Fig. 16. sex by support staff category

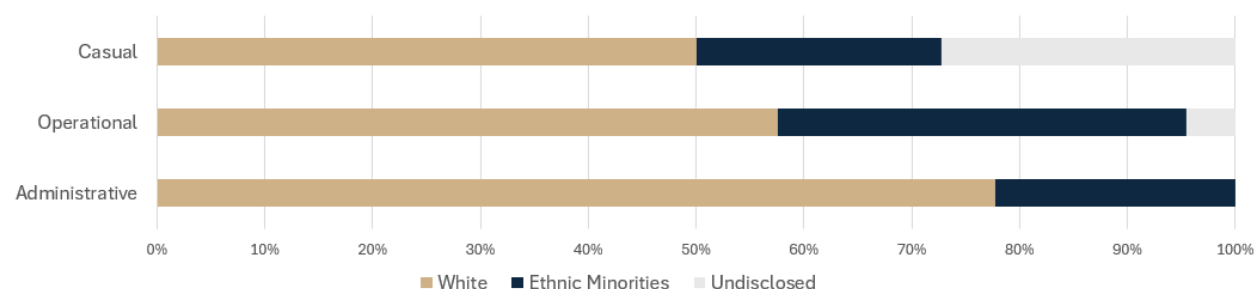


The split of male and female employees within the casual and operational categories is well-balanced: 56% of operational staff and 58% of casual staff are female, and 44% of operational staff and 42% of casual staff are male. The split within the administrative category is less balanced (78% female, 22% male).

7.3.2. Ethnicity

As with the academic employee population, the data we hold on the ethnicity of support staff is incomplete. We can see from Fig. 17, however, that the ethnicity of our support staff population is more diverse than that of the academic population evidenced in section [7.2.2 Ethnicity](#) above.

Fig. 17. Ethnicity by support staff category



7.3.3. Disability

As seen in section [5.2.3 Disability](#), the data we hold on disability is unsuitable for any meaningful analysis. Improving this data has been identified as a priority action for the next two years as we work towards meeting our Equality Objectives 2021-2026.

7.3.4 Age

Whilst the operational and administrative age categories are generally well-balanced, the data for casual staff skews more towards a younger age bracket, with 88% of our casual staff being below the age of 29. When broken down further, the data shows that 73.7% of these employees are between the ages of 16 and 24. This reflects the roles included in the casual staff category (including Invigilator and Student Helper) as many of the people we employ in these positions are current students.

Fig. 18. Casual staff by age

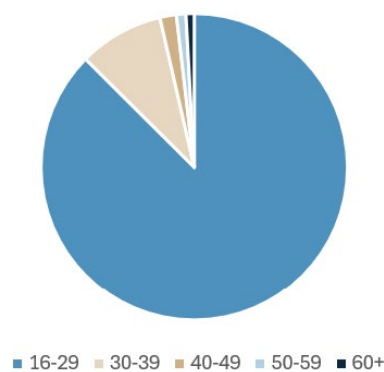


Fig. 19. Operational staff by age

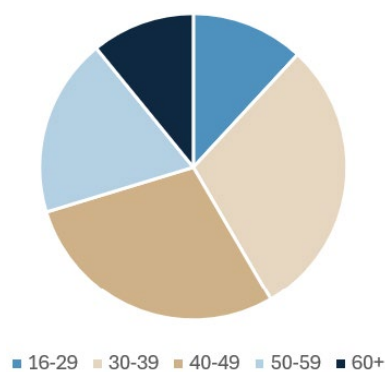
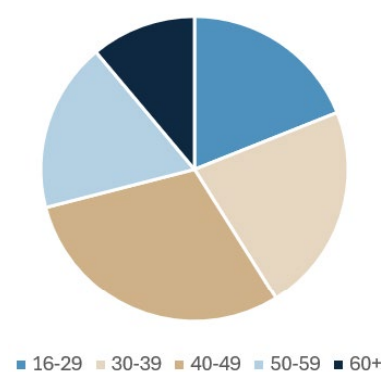


Fig. 20. Administrative staff by age



8. Summary

8.1 Progress to date

This report has demonstrated the diversity of Mansfield College's employees at the beginning of September 2024 and has highlighted some of the work that has already been done to ensure equality and inclusion across our employee community.

Progress made to date includes:

- The delivery of relevant employee training on diversity to facilitate inclusive spaces
- Inviting speakers from a diverse range of backgrounds to participate in public lectures (such as Mansfield Public Talks)
- Launching the Equality Library to ensure that staff and students have access to a wide range of relevant literature
- Earning status as a College of Sanctuary (one of only two Oxford colleges to do so) in recognition of the support and inclusivity facilitated on campus for individuals seeking sanctuary (including refugees and asylum seekers)

8.2 Priority actions for 2024-26

Whilst highlighting our successes to date, this report has also shown the work that remains to be done to enable the College to reach our equality objectives by 2026.

In line with the aims and intentions set out in our Equality Objectives 2021-2026, we intend to provide a more comprehensive report on progress made against our equality, diversity and inclusion objectives over the next two years. This timeframe allows the opportunity for real progress to be made and, while we have highlighted many of the steps we've already taken and some of the goals we have already achieved in this report, we expect to provide a more substantial assessment of our efforts in 2026.

Our priority EDI actions in the meantime are to:

- Increase data collection and visibility of anonymised, aggregated diversity data, particularly concerning the protected characteristics that our current data fails to capture (sexual orientation, gender identity, Disability and religion and belief)
- Continue the analysis of this increasingly available and thorough data to enable development and implementation of strategic hiring, retention and wellbeing plans and initiatives, some of which have already been outlined in this report
- Implement an employee staff survey, the results of which will be used to track our progress against and sentiment towards existing or proposed EDI initiatives and to inform where additional resources and efforts may be beneficial (and to implement said initiatives as appropriate)



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