



Vice Chancellor's  
Diversity Awards

# Celebrating Oxford's Diversity 2018





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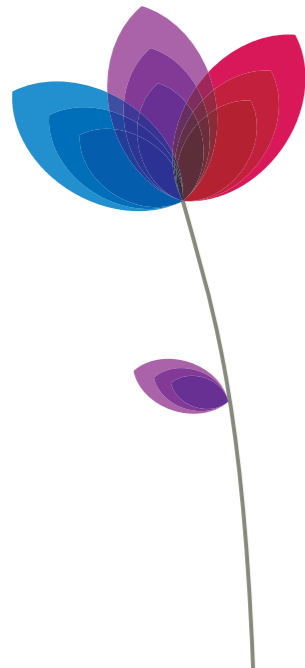
## From Louise Richardson, Vice-Chancellor



I am delighted to introduce the shortlisted nominations for the inaugural Vice-Chancellor's Diversity Awards. The University is deeply committed to promoting equality and diversity in the workplace, and to providing a welcoming and inclusive environment for all members of our community. These goals are integrated into the University's Strategic Plan and we engage actively with Athena SWAN, the Race Equality Charter and the Stonewall Workplace Equality Index, regularly assessing our progress and identifying areas for action.

Exceptional work is being undertaken at all levels of the University in this area. Countless colleagues devote time and energy to initiatives which promote equality and diversity – often on top of their usual responsibilities. This important work has not been promoted as widely as we would wish, and committed individuals have not always received due recognition.

The Vice-Chancellor's Diversity Awards fill this gap, and offer a high-profile platform from which to recognise and celebrate pioneering initiatives and the people behind them. The awards will also give us a welcome opportunity to share information and good practice, while inspiring us all to engage actively with equality and diversity issues.



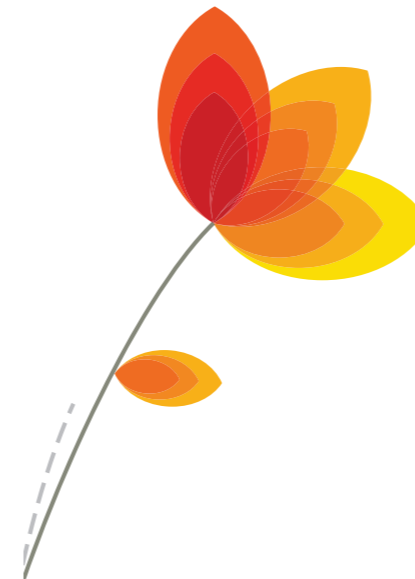
## From Rebecca Surender, Pro-Vice-Chancellor and Advocate for Equality and Diversity



It gives me great pleasure and pride to oversee the inauguration of the biennial Vice-Chancellor's Diversity Awards at Oxford. I, together with all those involved, was really encouraged by the number of nominations we received and inspired by the breadth and quality of work being undertaken. Nominations came from all parts of the University, from a range of colleges, from students and staff at all levels, and encompassed work across all areas of equality and diversity. The judging panel had an extremely difficult job narrowing down the nominations to those shortlisted and presented in this booklet.

The case studies of the nominated projects featured here only give a snapshot of the work being done. We will provide longer and more detailed case studies to be launched on the Awards website in Michaelmas term, and hope that you will read them and be motivated to adopt similar or equivalent strategies and initiatives in your work. We also want to acknowledge all those nominated by others as being inspirational, and will feature everyone nominated in the 'Role Model' category on the website.

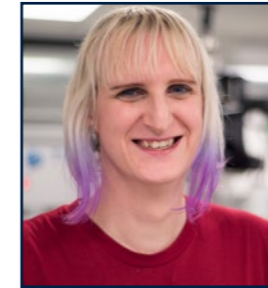
I hope you enjoy learning about some of the important and innovative work being undertaken to promote equality, diversity and inclusivity across our collegiate university.



Category:

## Individual Champion or Role Model

### Clara Barker



An openly trans woman, Clara plays an active role in promoting LGBT+ and trans issues across the University and beyond. She is

Vice Chair of the University's LGBT+ Advisory Group, has developed and delivered awareness raising sessions, and acts as a point of contact for anyone who wants to talk about LGBT+ and trans issues. She has provided input into the University's revised transgender guidance, and worked closely with the team which developed the *Out in Oxford* museums trail. Clara acts as a role model for local LGBT+ youth, supports their parents, and works with schools to tackle bullying. Her work has been recognised through several national awards.

### Dan Holloway



By speaking openly about his experience of living with a mental health condition while studying and working at the University,

Dan has been a powerful role model for others and has shown students that careers in academia are possible for people with mental health conditions. He has increased awareness of mental health through speaking at events including the 2017 Disability Lecture, and developed a successful mental health awareness training session, 'Looking Behind the Label', with Verity Westgate. In 2017, Dan won the Humanities Innovation Challenge for Mycelium, a creative thinking training tool and game that supports people who, for mental health reasons, are under-employed in the workplace.



### Frances Kirwan



Throughout her highly distinguished career, Frances has led initiatives to support and champion women in

mathematics. Her leadership was central to the Mathematical Institute's Athena SWAN Bronze application in 2013 and subsequent Silver award in 2016. She successfully bid for Oxford to host the prestigious Women in Mathematics event in 2015, on its 150<sup>th</sup> anniversary, and extended it to involve undergraduates and schoolgirls for the first time. She was instrumental in establishing a nursery in her college, Balliol. As the holder of many high profile positions and titles, she inspires women in the discipline at the University and in the wider academy.

### Joshua Tulloch



Praised as a "charismatic, dynamic thinker", Josh is transforming the conversation around diversity at college and

institutional level. He is the founder of the Oxford Culture Hub, which draws together, mobilises and empowers BME groups. The Hub's aim is to strengthen the voice of cultural minorities in Oxford, and members include groups from different cultures and faiths from across the city and University. As Vice President of the Oxford African and Caribbean Society, Josh oversees initiatives including the Annual Access Conference and a shadowing day for 40 prospective students. He has discussed diversity issues at Oxford in the national media.

### Marie Tidball



Marie "brings people, institutions and ideas together". She has raised the profile of disability at the University, campaigning

to include it on reading lists and in the curriculum. This led to the creation of an annual disability law moot and essay prize, as well as a master's scholarship at Wadham for students with disabilities. In February 2018, she hosted the inaugural Law and Disability Policy Conference, which attracted a diverse line up of national and international academics. She appears in the University's Diversifying Portraiture series, and hopes that her own portrait will give confidence to young disabled people in their own ambitions and fulfilling their potential.

### Penny Ehrhardt



Penny is an active champion for students with families, and for LGBT+ and indigenous rights. As a member of Green Templeton

College and through reaching out to other colleges, Penny has campaigned to ensure that students with families, particularly those with older children, feel welcome and supported, and that their needs are considered and accommodated in college and university life. She works with faith groups, international students, and LGBT+ groups: running events, acting as a visible champion in the community, and supporting underrepresented groups to deliver change. Penny is Secretary of the Oxford Children's Rights Network and a founding member of the Oxford Queer Studies Network.

### Thaís Roque



Thaís has been a tireless and dedicated champion for refugee students in the University, driven by the belief that we

are all enriched when we include diverse voices in scholarship and academia. She launched and led the Oxford Students Refugee Campaign, which has won pledges of more than £240,000 for scholarships to students whose studies have been disrupted because of war or persecution. Thaís and her campaign address the whole student journey, supporting the often missed elements of at-risk student need, such as application fees and flights to the UK. She has inspired and engaged staff, students and alumni to support students most at need, at an exceptionally vulnerable time.

### Varaidzo Kativhu



Varaidzo (Vee) arrived at Lady Margaret Hall as a Foundation Year student, and is now completing her undergraduate degree. She is best

known for her YouTube channel, which includes videos on 'A day in the life of a black student' and 'How I got into Oxford twice and made history', which have been viewed thousands of times and are praised for their "sensitivity, honesty and good humour". She has appeared in the national media to talk about her work and the work of LMH to support students from diverse backgrounds. She is an ambassador for the Social Mobility Foundation, and champions widening access to higher education.

### Verity Westgate



While training for her first open water competitive swim, Verity discovered that regular exercise helped keep her mental health

condition under control. She has since become an advocate for a greater understanding of mental health at the University and in the wider community. When talking about mental ill health during the powerful sessions she delivers with Dan Holloway, she inspires people by drawing on her personal experience of mental ill health and suggests successful tactics to manage it. She participates in the Disability Advisory Group and the Disabled Staff Network, has raised nearly £21,000 for Mind to date, and still swims regularly.

### Zakir Gul



From his first term at St Benet's Hall, Zakir has promoted diversity of faith and of socio-economic background. He campaigned

against the axing of 'community languages', such as Bengali and Turkish, at A-level, arguing that this reduces diversity in higher education. He served as St Benet's first BME JCR representative, and on the Committee of the Oxford University Islamic Society, where he launched the Society's lecture series on Muslims and the Arts. Zakir plays a key role in promoting and realising the Society's strong commitment to engagement and understanding between Muslim students and staff, and students and staff of all faiths and none.

Category:

## Promoting E&D in the workplace or in the student body

### Looking Behind the Label: mental ill health at work

Between them, Dan Holloway and Verity Westgate have worked for the University for twenty years. They both live with mental ill-health and have managed colleagues with a range of related conditions. Their experiences led them to design and deliver a training course – Looking Behind the Label – to help University staff explore their knowledge and understanding of mental ill-health.

The aim of the course is to develop inclusive working practices to foster good mental health for all members of staff. The sessions are primarily aimed at managers, but are suitable for everyone. Attendees think about how mental ill-health might impact on life in the workplace, share their experiences of working with people with mental ill-health, learn about varied approaches to managing people with mental ill-health and identify practical ideas for work-based reasonable adjustments. Feedback from attendees has been overwhelmingly positive: the sessions are “illuminating and helpful” and “really insightful for me as a manager”.

Dan and Verity deliver the course to interested departments, and had reached 270 staff by the end of 2017. They contribute their insight and expertise on top of their usual jobs, and are now seeking funding to develop an online version of the training, to reach an even wider audience.







### The Univ Opportunity Programme

Under its Opportunity Programme, University College has increased its undergraduate intake by ten students per year. These places are available only to students who come from disadvantaged backgrounds (those classed as having an overall widening participation flag).

Univ runs all aspects of its admissions process as usual and selects the usual number of students. The college then looks closely at all candidates who meet the Opportunity Programme's eligibility criteria and have performed very well in the admissions process, but have narrowly missed out on a place. The strongest among them are made Opportunity Programme offers.

Opportunity Programme students take part in a free intensive bridging course before they matriculate. The course consists of subject-specific tuition, wider exploration of academic material and the development of key academic skills. It is designed to ensure that students start their first term with confidence.

The Opportunity Programme was launched in 2016 and received a great deal of media attention. It has sent a clear signal to schools, parents and students that Univ takes widening participation seriously. As a result, the number of competitive applications received from and offers made to students from disadvantaged backgrounds has increased notably, beyond those admitted under the Opportunity Programme.

Find out more at: [www.univ.ox.ac.uk/learn-at-univ/opportunity-programme](http://www.univ.ox.ac.uk/learn-at-univ/opportunity-programme)



### Conference of Undergraduate Women in Physics (CUWiP)

Professor Daniela Bortoletto established CUWiP in 2015, with initial funding from the University's Diversity Fund, to support young women to develop a career in physics. Only 21% of the UK's Physics undergraduate students are women, and this gender imbalance can have a detrimental effect on their experience and career progression.

Each year the conference brings together more than 100 undergraduates from universities across the UK and Ireland. Participants say that simply to be in a room with so many women physicists is a novel and stimulating experience. CUWiP provides information about careers in physics, as well as networking opportunities and activities to strengthen self-confidence. There is a wide range of events on offer: talks by distinguished speakers on their research and individual career paths, panels of experts to answer questions on graduate study and career opportunities that are open to students with a physics degree, skills workshops, laboratory visits, and social events.

Now in its fourth year and funded through external sponsorship, CUWiP continues to inspire: "This has been an extremely valuable and inspiring experience - I feel more confident in what I am able to achieve, I know about more opportunities available to me and I have had my passion in physics heightened".

Find out more at: [www.physics.ox.ac.uk/confs/cuwip2018](http://www.physics.ox.ac.uk/confs/cuwip2018)



Category:

## Promoting E&D through public and community engagement



### The Oxford African and Caribbean Society (ACS)

Oxford ACS has developed a suite of access and outreach initiatives to address the barriers to education faced by black state school students and tackle the disengagement often affecting students of African and Caribbean heritage.

Student volunteers work in collaboration with the University's Undergraduate Admissions and Outreach department, the Oxford University Student Union and the charity Teach First to deliver the initiatives. The volunteers come from similar backgrounds to the students they work with, and are able to draw on their personal experience of navigating the education system and university admissions to make a positive difference.

The Visions Programme engages with young people from Year 9 onwards through a series of workshops which Oxford ACS delivers within schools. The workshops broaden participants' awareness of the range of opportunities in higher education and the workplace, and develop their life skills.

The flagship Annual Access Conference brings 150-200 Year 12 students to Oxford and offers practical guidance on making competitive applications to Oxford and other top universities. Since the first conference in 2014, applications to Oxford from UK-based black students have increased by 24%, compared to a 3% decrease in the three years preceding its launch.

Oxford ACS is now exploring the possibility of expanding its work to primary schools.

Find out more at: [oxfordacs.com](http://oxfordacs.com)





### TORCH 'Humanities and Identities' Programme

The TORCH 'Humanities and Identities' programme was launched in January 2017 and aims to support high-quality research into issues of equality and diversity, encourage discussion of diversity issues within the Humanities division and the University, and engage new external audiences with diversity-related research.

The programme has provided seed funding for researchers to develop their research on diversity-related issues, and organised a wide range of events, including research seminars, discussions of curriculum diversity, a reading group and public talks and exhibitions.

In the summer of 2017 the 'Gaps Between' installation aimed to widen the public perception of 'what is Oxford?' Eighteen images celebrating the University's alternative stories were selected by Oxford researchers and local community groups, and displayed across the city to promote a broader understanding of Oxford's rich history.

The railings of the Radcliffe Camera were home to some of the images including those of Professor Merze Tate, the first African-American woman to study at Oxford, and Kofoworola Moore, the first African woman to graduate from the University.

The 'Oxford Alternative Stories' mobile app, to be launched later this year, will bring these stories and their links to Oxford's buildings and spaces to an even wider audience.

Find out more at: [torch.ox.ac.uk/identities](http://torch.ox.ac.uk/identities)



### Identity Without Borders

The Pitt Rivers Museum's project 'Identity Without Borders' aimed to challenge the way in which the experiences of refugees are interpreted and presented, both in the Museum and in society.

Over six months, the Museum developed displays, activities and events in collaboration with local partners Refugee Resource and Asylum Welcome and community volunteers. These included a co-curated display, 'Identity Without Borders'; a photography exhibition, 'Syrians Unknown'; public facing events, including family days, poetry events and celebrations; a pop-up community group in the Museum; and a diversity training workshop for Museum staff.

The project encouraged visitors to rethink their own ideas of what it is to be a refugee. It aimed to bring the individual experiences of refugees into a public space, promoting mutual understanding and respect. The project was designed to support the refugee community to become more actively engaged with the Museum, and to develop staff skills to work with this new audience.

Reaching over 150,000 visitors, the 'Identity Without Borders' display showed how certain objects held powerful associations of identity and belong. The existing object descriptions were presented alongside descriptions written by refugees themselves, creating a deeper and richer understanding of the Museum's collection, and giving space for the voices of minority groups to be heard.

Find out more at: [identitywithoutborders.web.ox.ac.uk](http://identitywithoutborders.web.ox.ac.uk)



### Out in Oxford

'Out in Oxford' is a cross-collections trail, developed in response to a lecture given by Professor Richard Parkinson during LGBT History Month 2016, which called for more explicit LGBT+ representation within museum displays.

It highlights 35 items from the University's gardens, libraries and museums, providing alternative descriptions that voice and celebrate their significance, as seen through an LGBT+ lens.

The project was led by Beth Asbury at the Pitt Rivers Museum, and developed by a group of volunteers, including staff and students at Oxford and Oxford Brookes universities and local community members. Items for inclusion in the trail were identified with the help of staff working in the collections, and interpretations of the items were written by volunteers who identify as LGBT+ or as allies.

The trail was launched during LGBT History Month 2017 with a series of events organised jointly with the project volunteers and community groups. It is available as a free booklet and online. A mobile-friendly website with audio descriptions of the trail items makes it accessible to blind and partially sighted visitors.

The project has led to a large number of talks, blog posts, articles and invitations to speak at conferences, and LGBT+ youth group My Normal now holds monthly meetings at the Pitt Rivers.

Find out more at: [www.glam.ox.ac.uk/outinxford](http://www.glam.ox.ac.uk/outinxford)

Category:

**Promoting E&D  
in learning and  
teaching**



### The Africa Oxford Initiative (AfOx)

Established in October 2016, AfOx works in a variety of ways to support and facilitate partnerships between African academia and the University of Oxford. It aims to markedly increase the number and impact of academic collaborations with African scholars across all disciplines, with an emphasis on ensuring that these relationships are built on equitable and sustainable foundations.

AfOx has awarded over 60 travel grants and fellowships, 43% to female applicants, which have supported new collaborations, funding proposals and mentorship arrangements. The AfOx Travel Grant Scheme promotes the formation of new partnerships with researchers from African institutions, while the AfOx Visiting Fellows Programme brings post-doctoral researchers from African institutions to Oxford.

AfOx's searchable database supports researchers to link with potential partners at Oxford or in an African university. To date, 220 Oxford researchers are collaborating with counterparts at 125 institutions in 36 African countries.

In Oxford, AfOx runs academic guidance and mentorship sessions for newly-arrived African students and has held an online open day for prospective applicants from African countries. It also organises events that focus on Africa and provide networking opportunities for those interested in African research collaborations. A monthly term-time newsletter collates and presents information about 'all things Africa' in Oxford.

Find out more at: [www.afox.ox.ac.uk](http://www.afox.ox.ac.uk)



### Queer Studies Network

Launched in 2017, Oxford's first Queer Studies Network aims to bring together the many scholars at the University engaged with queer studies: an interdisciplinary field encompassing global perspectives, with the primary aim of studying queer lives, politics and praxis.

Queer studies, by nature, reaches beyond institutional and disciplinary boundaries and therefore the Network collaborates with and learns from Oxford University staff, and members of diverse communities and movements in and beyond Oxford, to establish a vibrant centre. The Network aims to interrogate the processes by which differences are constructed and explore the disruptive possibilities of queerness.

This year, the Network is delivering an ambitious programme of events, including queer-themed programmes in the Ashmolean Museum, as well as lectures, seminars and workshops. These provide an opportunity for anyone at Oxford interested in queer theory to find out how it is being used and how they might engage with it.

The Network is seeking to grow its core membership and widen its reach to activists from around the country. It is motivated by a belief that through engagement with a broad range of students, activists and community groups, this work will be embedded in academic practice now and in the future.

Find out more at: [www.torch.ox.ac.uk/queerstudies](http://www.torch.ox.ac.uk/queerstudies)



### Resources for Schools Project

The Faculty of History has sought to diversify its curriculum and engage with non-western and global history, recognising their centrality to British history and to the interests and experiences of Oxford's increasingly diverse undergraduate student intake.

When a new GCSE option, 'Migration, Empire and the Peoples', was launched, Professor Miles Larmer recognised an opportunity to extend the Faculty's work to schools. He organised a workshop for interested Oxford researchers and school teachers in May 2017, and the group worked together to develop a new set of resources to be used in a classroom setting. The teachers explained to the academics how they deliver complex historical concepts, methods and debates to 15 and 16 year olds, while the academics contributed their research expertise. In the first seven months the resulting website has received 1,750 visits and resources have been downloaded 916 times.

The project has provided an opportunity to share the Faculty's research outside traditional circles, particularly in state schools that have sent very few or no students to Oxford. It is hoped that the project will encourage undergraduate applications from students who have taken the new course, and demonstrate the Faculty's commitment to engage with this area of history teaching.

Find out more at: [www.history.ox.ac.uk/resources-schools](http://www.history.ox.ac.uk/resources-schools)



### Oxford Human Rights Hub (OxHRH)

Research and teaching on human rights tends to focus on a small group of Western countries, which ignores the rich insights that can be gained by sharing knowledge with people from across the globe. OxHRH is working to change this.

OxHRH's main focus of activity is its blog, run by a small group of graduate students and updated daily to showcase analysis from a diverse group of contributors - from senior lawyers, UN Special Rapporteurs and policymakers, to students and early career researchers. In the five years since its establishment, the blog has featured analysis from 400 contributors in over 40 countries, and attracted 15,000 unique views. The blog publishes articles about a range of subjects, for example abortion laws in India and Brazil; the rights of disabled persons; the voting rights of women in Switzerland and Chile; and the role of the EU Charter after Brexit. The blog posts are drawn together into anthologies around specific themes, each introduced by a global expert in that field.

OxHRH also organises research groups and international conferences that connect scholars and human rights activists to deepen participants' knowledge and understanding of human rights, equality and diversity law, socio-economic rights and poverty around the world.

Find out more at: [ohrh.law.ox.ac.uk](http://ohrh.law.ox.ac.uk)



## The Equality and Diversity Unit

The Equality and Diversity Unit (EDU) is a small team of policy advisors based at 5 Worcester Street. We provide specialist advice to help the University meet its commitment to foster an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected.

We work with staff and students in departments and colleges to take forward equality and diversity policy and initiatives. Our Staff Disability Advisor provides one to one support for disabled staff across the University. We cover each area of equality and diversity, in relation to both staff and students – except provision for disabled students, which is the responsibility of the Disability Advisory Service.

We also run the University's Harassment Advisory Service and the Harassment Advisors' Network.

Our work is overseen by the Equality and Diversity Panel, which reports to the Education and Personnel Committees of Council. The Panel is chaired by the Pro-Vice-Chancellor and Advocate for Equality and Diversity, Dr Rebecca Surrender.

Find out more at: [www.admin.ox.ac.uk/eop](http://www.admin.ox.ac.uk/eop)

## Find out more and get involved

To achieve lasting change, we need everyone to get involved. Here are some of the ways in which you can play a part:

Completing the University's online E&D training course:

[www.learning.ox.ac.uk/courses](http://www.learning.ox.ac.uk/courses)

Joining an equality network or signing up to our regular newsletters of events, news and resources on gender and race equality:

[www.admin.ox.ac.uk/eop/inpractice/networks](http://www.admin.ox.ac.uk/eop/inpractice/networks)

Applying to the Diversity Fund for funding to support innovative projects that promote equality and diversity:

[www.admin.ox.ac.uk/eop/inpractice/df](http://www.admin.ox.ac.uk/eop/inpractice/df)

Learning about what you can do to integrate equality and diversity into different areas of your work:

[www.admin.ox.ac.uk/eop/inpractice](http://www.admin.ox.ac.uk/eop/inpractice)

Finding out about Athena SWAN in your department and getting involved in the self-assessment and implementation process:

[www.admin.ox.ac.uk/eop/gender/athenaswan](http://www.admin.ox.ac.uk/eop/gender/athenaswan)





[www.ox.ac.uk/vc-diversity](http://www.ox.ac.uk/vc-diversity)