



GREEN TEMPLETON
COLLEGE | UNIVERSITY
OF OXFORD

Public Sector Equality Duty: Annual Report 2026

Reporting on the academic year 2025-26

Introduction: Duties under the Equality Act (2010)

Public bodies, of which Green Templeton College is one, have both general and specific equality duties.

The general duties are to have due regard in decision-making to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not, by:
 - a. Removing or minimising disadvantages suffered by people due to their protected characteristics;
 - b. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
 - c. Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low
3. Foster good relations between people who share a protected characteristic and those who do not, by:
 - a. Tackling prejudice, and
 - b. Promoting understanding between people from different groups.

The specific duties are:

1. To publish relevant, proportionate information (including quantitative data) showing compliance with the Equality Duty by 31 March each year, and subsequently at intervals no greater than one year from the last publication. This includes information relating to persons who share a relevant protected characteristic who are:

- a. Its employees (if it has more than 150),¹ and
 - b. Other persons affected by its policies and practices (e.g. students)
- 2. To prepare and publish at least one specific and measurable objective that the college thinks it should achieve to meet any of the three aims of the equality duty by 31 March each year. Objectives must be published at least every four years.
- 3. The protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, and sex and sexual orientation. Marriage and civil partnership are also protected in respect of the first general duty, in employment only.

This report is designed to meet the first of the specific duties. It has been prepared for Green Templeton's HR and Academic Committees and will be presented for approval by Governing Body.

The information included relates to the college community's staff, fellows and students. The report covers the academic year 2025-26 (1 October 2025 to 30 September 2026); where data are presented, they refer to academic year unless otherwise stated. The college collects data and information on some of the protected characteristics and also relies upon the university to provide data on students. Not all protected characteristics are addressed for all measures by these data. In some cases, the numbers are too small to be meaningful.

This report should be read alongside the college's Equality and Diversity Policy, which is available from the college's website: <https://www.gtc.ox.ac.uk/about/policies/equality-diversity-and-inclusion-policy/>. Revisions to this policy were approved by Governing Body in October 2025. A college Equality and Diversity statement, and more detailed information about EDI at Green Templeton are also publicly available online: <https://www.gtc.ox.ac.uk/about/equality-and-diversity/>

Governance

The college's Equality Policy states that the Human Resources (HR) and Academic Committees will have responsibility for co-ordination of policy development and the identification of priorities, and will report to Governing Body annually. The Senior Tutor presents student-related data and the Human Resources Manager presents staff data.

In 2019, an Equality and Diversity Forum was established. The remit of this forum is outlined in the appendix to this document. In 2025-26, the Equality and Diversity Forum met four times and was chaired by the Senior Tutor and Green Templeton EDI lead, Dr Alison Stenton. In 2023

¹ Public bodies with fewer than 150 employees are still required to report on how they have had due regard to the equality duty but do not need to publish numerical data where this might compromise individuals' confidentiality.

the college appointed a member of Governing Body as the EDI Champion. This is Professor Sonia Antoranz Contera.

The PSED report is presented to Governing Body in Michaelmas annually. As the college has fewer than 150 members of staff it is not required to publish staff data as part of this report. However, relevant staff data against our specific equalities objectives is reported alongside student- and fellow-related data.

Equality Report 2025-26

Green Templeton's Equality Objectives

The college's priorities

1. Increase the proportion of women and Black and minority ethnic (BME) members among its fellowship, and, in particular, on its Governing Body;
2. Improve the recruitment and retention of BME staff and their representation among senior roles;
3. Improve accessibility for disabled students and other members of the community;
4. Embed equality and diversity in all activities, in particular taking a proactive approach to encouraging people from protected groups to participate in college activities and to ensure they feel supported to do so.

Progress with Equalities Objectives in 2025-26

Objective 1: Increase the proportion of women and BME members among its fellowship, and, in particular, on its Governing Body.

Objective 2: Improve the recruitment and retention of BME staff and their representation among senior roles.

Representation of women in senior staff and fellowship roles

Staff: The representation of women in senior roles remains strong. Data collected on staff in April 2026 identify that across all roles, the gender split is 56%: 44% women: men, and that 59% of senior roles (Grade 6 or above) were held by women.

Of the College Officers who are trustees – including the Principal, Vice Principal, Bursar and Senior Tutor – two are women. This is a change on the previous year due to the retirement in December 2025 of the Bursar, Tim Clayden. Julie Saunders was appointed as the new Bursar in January 2026.

The Executive Management Group (EMG) oversees the implementation of the college strategy and annual plan, as approved by Governing Body. The EMG includes the College Officers, the Principal, Bursar and Senior Tutor – all of whom are Governing Body Fellows and trustees of the college –with the Domestic Bursar, College Accountant, Director of Development, Director of Academic Strategy and Director of Communications. Four out of these eight members of the EMG are women.

Fellows: The appointment of fellows is overseen by the Fellowship Committee, reporting to Governing Body. College fellows are elected from among the university's academic community. An annual joint meeting of Fellowship and Academic Committees was instituted in 2022-23. At this meeting all fellowship data are reviewed and the EDI objectives are reported on.

In 2025-26, 31.8% of Green Templeton Official Fellows are women. A proposed target of 50% for women across all categories of fellowship in college was discussed at the Equality and Diversity Forum in May 2022 and it was agreed that this should be the aim, though not the limit, for Green Templeton.

The college supports the university's objective to increase the representation of women in senior roles. To exercise influence over recruitment, the Principal or another Senior College Officer sits on all panels for new appointments to the university which have an association with the college. Data on the proportion of women elected to the fellowship, and particularly to the Governing Body, are monitored by Academic and Fellowship Committees, reporting into Governing Body. The proportion of women members of Governing Body has increased over recent years. In 2022-23, 10/31 members of Governing Body were women (32%); in 2023-24,

16/41 were women (39%); in 2024-25, 16/37 were women (43%). In 2025-26, 17/43 members were women (40%).

The college appoints only a very small number of academic staff responsible for providing clinical teaching, all on a part-time/stipendiary basis (a Senior Doll Fellow, who is a member of Governing Body, plus six Doll Fellows). Both of the college's Senior Doll Fellows (job-share) are women. Two of the six Doll Fellows are women.

For context, the University of Oxford's most recent report on its EDI objectives, published in March 2026, shows an increase in the proportion of its Statutory Professors who are women (25%), although this still falls short of its stated target of 26% by 2027. Women make up 35% of Oxford Associate Professors, meeting the university's current target. The university's target for the representation of women on central university committees is 40-60% by 2027; in 2025, 35% of members of these committees were women.

More information: [University of Oxford Equality, Diversity and Inclusion Report 2024-25](#)

Representation of BME fellows in the fellowship/membership community and on Governing Body

In Spring 2023, the college held a joint meeting of the Academic and Fellowship Committees to review all college fellowship data in order to make some strategic recommendations about the future of the fellowship. As a result of this meeting it was agreed that we would continue to collect full EDI data when new fellows are appointed or existing fellows re-appointed.

Additionally, we would collect full EDI data from Governing Body Fellows as a matter of priority before targeting other categories of fellowship.

The college surveyed its existing fellows requesting EDI data in 2024 and continues to ask all new or renewing fellows to provide data at the point of (re)confirmation of fellowship.

Having only started to collect EDI data three years ago, we still have a partial picture of the ethnic diversity of our fellowship, although this is gradually improving. As of July 2026, 307/518 (59%) fellows and members have provided ethnicity data. This has increased from 52% of 509 fellows and members in July 2025.

Of the 307 who have provided ethnicity data, 19% are Black or Minority Ethnic (BME), and the rest are white. This compares with 13% of 267 fellows and members in July 2025.

According to the University of Oxford Equality, Diversity and Inclusion Report (above), in 2024-25 11% of its Statutory Professors, 10% of its Associate Professors, and 21% of its Senior Researchers were BME.

The college has not yet set its own targets for BME fellows. To do so it needs to continue to collect baseline data to understand the picture at Green Templeton. In addition, as all of our

fellows (except Associate Fellows) are appointed because they hold academic positions in the university, setting a target for BME fellows at Green Templeton depends on the university's targets. The university has agreed the following targets:

- To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029. Baseline for this group is 8%.
- To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029. Baseline for this group is 9%
- To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029. Baseline for this group is 18%.

Recruitment and retention of BME staff and increasing BME representation among senior roles

The university's target is to increase the proportion of its BME Senior Professional Staff (Grade 8 and above), reaching 14% representation by 2029. In 2024-25, 13% of these university staff were BME.

College staff data were collected in April 2026. 9% of Green Templeton staff identify as BME, which compares to 22% of the population of Oxford as a whole (cf. 18% in 2023). No members of the college's Executive Management team are BME, but three members of the Senior Management Group are. The Equality and Diversity Forum noted that the population of Oxford should not be a limiting benchmark given the significant population of BME students in college. However, whilst Oxford is diverse, Oxfordshire is not, and so geography may continue to have a significant effect in the future, as long as staff are required to commute to work in the college.

The following statement is used for all recruitment:

Green Templeton College welcomes applications from people from all sections of the community and particularly encourages those from diverse groups, such as LGBTQ+ and Black, Asian and Minority Ethnic candidates, who are currently under-represented in the college staff team.

College staff are asked to complete three online EDI courses, every two years, available from the university.

Objective 3: Improve accessibility for disabled students and members of the college community

Student support

Disabled students are supported in college by the college's Disability Lead (Senior Tutor), Disability Co-ordinator (Academic Registrar), and the Disability Student Support Officer. The Disability Student Support Officer has particular responsibility for applicants, offer holders and registrants, and supports students with early support and specific adjustments to accommodation. The Academic Registrar supports students with Student Support Plans and alternative examination arrangements. Disabled students' support is overseen by the college's Welfare Committee.

In 2025-2026, actions introduced in 2023 to support neurodivergent students, and more widely to support incoming students declaring disability and/or long-term illness, have continued and been further developed. These include:

- The Disability Student Support Officer sends a specific welcome letter to all students who have declared a disability in their application, encouraging them to register with the University Disability Advisory Service, providing information about the services and resources available from the college and university, and identifying the Academic Registrar and Senior Tutor as additional points of contact if students want to discuss concerns.
- One-to-one appointments with the Disability Student Support Officer are now available to discuss accommodation requirements/adjustments.
- Regular meetings have been put in place with the accommodation team to address and prioritise requests for specific adjustments or requirements to college rooms.
- Longer one-to-one appointments with the Disability Student Support Officer are now available for registration if required (in-person or on Teams).
- All students who declare a disability or long-term health condition are invited to a meeting with the Academic Registrar to discuss reasonable adjustments for university examinations and assessments, and where relevant the wider implementation of their Student Support Plans.
- A low-stimulus room is routinely made available during large-scale welcome and social events such as Welcome Mingles.
- A number of Student Ambassadors, in the larger Student Ambassador team, have the specific role of welcoming and supporting neurodivergent students if requested, including buddying up for College Life Fairs and other welcome events. The GCR run a 'buddy' system in which current students volunteer to provide support to incoming students during their first weeks in college.

- A rota is put in place of staff and students to accompany new students into lunch at the start of Michaelmas Term, drawn mainly from student peer supporters and staff who have done Neurodiversity Champions training.
- A Welfare/Inclusivi-tea event takes place in Week 0 which is attended by representatives from the wider university welfare support services, including the college's link advisers from the Disability Advisory Service (DAS) and Counselling Service. Regular termly events have been embedded in the college calendar.

The College Office continues to work on using neuro-inclusive and accessible language and materials in its communications with offer-holders and students.

Staff support

In April 2026, 33% of staff disclosed a disability. The majority of these (57%) are long-term physical health conditions, such as long COVID, diabetes or Crohn's disease. However, there has been a significant increase in staff members reporting a neurodevelopment condition, such as ADHD, ASD or dyslexia (33%) and a decrease in conditions related to mental health, such as depression or anxiety (14%).

Staff are supported by line managers, by the HR team and by referrals to Occupational Health, as required. The college has an EAP (Employment Assistance Programme) which is available to staff 24/7. The college also appoints staff representatives each year, who are available to listen to staff concerns or worries and signpost support. The college is also working to train some staff as Mental Health First Aiders, and has several staff who are Neurodiversity Champions following training in 2024.

Estate

The college is embarking on an ambitious and exciting new estates project to provide equal access to the Radcliffe Observatory Building. Currently, this is the building where lunch, dinners, and pre- and post-dinner drinks are served and where the Common Room is housed. Works began in early 2026 to provide equal accessibility to all five entrances into the Observatory, replacing the existing single portable ramp to access the northern entrance. This work is due for completion by May 2027.

The move of the college entrance and porters' lodge to the east wing of the Observatory, with the accessible ramps has been delayed and will now take place in the summer of 2027. An entrance desk will allow wheelchair access to lodge services. The project has commissioned a full access statement to support the application to the council and for listed building consent.

As a result of a 2022 [disability audit and report](#), the college created an Accessibility Audit Action list which has guided key works to improve access to the college grounds and buildings, and to student accommodation at Rewley Abbey Court. In the last year the college has replaced RAC garden access via a patio door to remove the threshold, and replaced the access panel to improve visibility. The college continues to work on the action list in line with its refurbishment programme.

Digital communications

The college has continued to embed improvements this year, including through increased guidance and training for all content posters. Heading styles are used consistently across bulk emails from across the college and images continue to be tagged with alternative text.

The college still has work to do to bring remaining elements of its website content in line with the latest Web Content Accessibility Guidelines (WCAG). During the reporting period, work has begun on preparing a request for proposals for a full website redevelopment. Improving accessibility and ensuring compliance with WCAG will be a key requirement of the redevelopment project and will provide an opportunity to address outstanding accessibility issues across the site.

Green Templeton continues to address issues identified during an accessibility audit carried out by AbilityNet in January 2021. All issues identified as 'high priority' and 'medium priority' have been resolved. The remaining 'low priority' issues will be addressed as part of the planned website redevelopment.

Objective 4: Embed equality and diversity in all activities, in particular taking a more proactive approach to ensuring that people from protected groups feel supported and are encouraged to participate in college life.

College policies and governance

A requirement to consider the potential equality impact of all policy and decision-making is embedded in the procedures of all the college's formal committees.

Disabled students

The college is undertaking a review of its student welfare provision through 2025-26. In particular, the review will consider our "anticipatory duty" to remove barriers for disabled people and create an environment that is as inclusive as reasonably possible for disabled or potentially disabled students. In the college context, this duty ranges across all domains, from practical issues related to the college estate (and especially its residences), its communications, and, of course, to its academic support and welfare provision. The Student Welfare Review report considers what actions the college needs to take to fulfil our anticipatory duty; it was discussed with the Student Welfare Committee at its Trinity Term 2026 meeting, and the report will be finalised and shared with the college's Governing Body in Michaelmas 2026.

Inclusive scholarships

In advance of the college's Development Office launching a new fundraising campaign for student support, the EDI Forum agreed to create a blueprint for an 'inclusive' scholarship, one which would take into account the realities of the cost of living and studying in Oxford, and which would aim to remove financial barriers for candidates offered the opportunity to undertake a taught or research degree.

The Forum agreed that the traditional DPhil scholarship model of providing a basic UKRI stipend and covering the cost of a student's fees for three years was out of step with the realities of DPhil study in 2026, whereby less than 10% of DPhil students complete within 36 months, and those continuing into a fourth year incur ongoing living costs, along with University and college Continuation Charges. The Forum also noted that international students face additional costs related to visas and NHS surcharges, and that these are due before the student enrolls at Oxford and receives the first instalment of their stipend. These realities can mean that financially disadvantaged students feel unable to take up the offer of a place, recognising that they would find themselves in hardship whilst on course.

It was agreed that in seeking funding for future scholarships, the college would ensure potential donors are informed about these additional costs, and so would provide a blueprint aiming towards a more inclusive scholarship package. This would mean including, where possible: a stipend at the UKRI London-rate for 3.5 years; the option of a small Writing Up Bursary in Year 4 (to assist with any continuation charges; plus an additional bursary of around £2000 for overseas students at the point of enrolment (to assist with some mandatory pre-arrival costs).

Harassment

Green Templeton does not tolerate any form of harassment or victimisation. In view of changes to employment law, specifically the Worker Protection (Amendment of Equality Act 2010) Act 2023, which, from October 2024, placed a proactive legal duty on employers to take reasonable steps to prevent sexual harassment of employees, in 2025, the college completed a sexual harassment risk assessment and revised its harassment policy (available on the website). The college has a trained staff Harassment Advisor, Sophie Schirmacher, who can be approached in confidence.

Required staff EDI training includes the university's e-course 'Challenging behaviour: dealing with bullying and harassment'. In 2025, all staff received in-person 'Preventing sexual harassment in the workplace' training, with a specific session for managers. New members of staff complete equivalent online training during their induction, and refresher training will be rolled out to all staff next year.

In 2025, the Office for Students' (OfS) new Condition of Registration E6 on harassment and sexual misconduct came fully into force for registered higher-education (HE) providers in England. Whilst colleges are not registered HE providers, and therefore are not directly subject to regulation by the OfS, the University is a registered provider and has advised colleges to adopt best-practice so as to support students across the collegiate University. The E6 condition followed. Additionally, legal and regulatory issues related to harassment must be balanced with the duty placed on education providers to protect lawful free speech under the Higher Education (Freedom of Speech) Act 2023.

The OfS E6 condition requires providers to maintain a single comprehensive source of information explaining their policies and procedures concerning harassment and sexual misconduct. Those arrangements must cover prevention, reporting, handling information fairly and sensitively, student support, investigations and decision-making. The college's [single-source of information](#) was developed in MT25; a college staff-student relationship policy was implemented in 2024; and detailed revisions to the college's harassment policy and procedure were approved by GB in MT25.

Students are informed about our harassment policy, training and support at induction; in 2025, they were also encouraged to complete the 'Consent for Students' online training devised by

the university and Brook. 93% of new Green Templeton students completed the online course in 2025-26.

Part-time and external college tutors were asked to complete the [Harassment in Higher Education e-Learning](#) module. Green Templeton is required to provide some teaching for its Second BM and Graduate Entry Undergraduate Medical students, and so the Senior Tutor, Senior Doll Fellows and Doll Fellows have completed this training in 2025-26. The medical teaching programme is also supported by a number of NHS-employed Teaching Associates (n=50), operating in a voluntary capacity. These TAs have also been asked to complete the training; nearly 50% have done so at time of writing.

Gender reassignment

The college has approved and published a transgender policy, including a process for responding to requests for changes to staff and student records. Gender-neutral toilets are available in the Admin Building and Observer's House.

Pregnancy and family

Green Templeton is known for being a family-friendly college and welcomes children in almost all areas of the college. Breastfeeding is permitted in all areas of the college and private room will be found on request. There is a room with baby-changing facilities, a playground and a programme of activities for families with young children. A guide for student parents is produced by the College Office for incoming students with dependent children.

In 2025, the college introduced a Student Childcare Fund, which reimburses student parents a maximum of £50 per student. This was raised to £100 in 2025-26, and over the academic year nine students received reimbursement for childcare which enabled them to attend university or college activities, participate in academic events, or carry out work or study.

The college follows the University of Oxford in offering Enhanced Paternity and Partner Leave to staff. In addition to the statutory two weeks paid paternity/ partner leave, staff may be able to take twelve weeks paid paternity/partner leave, including for adoption.

Menopause policy

Green Templeton has a Menopause in the Workplace policy, which provides information and guidance for staff and managers about support for those experiencing negative impacts of menopause. Menopause awareness training was offered to staff and managers this year.

Graduate Common Room

The Green Templeton Graduate Common Room elects a Vice President for Equality and Diversity to its Executive Committee every year. In 2025-26, this was Hao Li. In addition, the 2025-26 GCR committee included the following EDI-related officers:

- Vice Presidents Welfare (Rabeah Abdul Razak, Diana Adamo)
- International Officer (Melissa Stephanie Kartjito)
- LGBTQIA+ Officer (Leah Mitchell)

The GCR acts as a key feedback mechanism for all students, and funds and organises activities promoting EDI (some of which are included in the list below).

Activities promoting EDI in 2025-26

- The college's annual **Diversity Dinner** was held at the end of UK Black History Month. Organised by the Green Templeton Black Students' Society, it featured themed decorations and a menu representing a range of Black diaspora communities, with a talk by Professor Patricia Daley. The EDI Forum subsidises student places at this dinner to ensure affordability.
- In collaboration with the Oxford Fairtrade Coalition, the student-run **Cocoa Conversations** hosted a Ghanaian cocoa farmer and Fair Trade advocate, Felix Tetteh, for a quiz, lecture and panel discussion, followed by a Fairtrade-themed dinner and an Afrobeats Bar Night.
- The GCR and Fellows have run activities for the college's **LGBTQ+ community**, including Queer Bar Nights, an LGBTQ+-themed dinner, and a Drag Show to celebrate Pride Month.
- Other **GCR social activities celebrated the diversity** of the student body, including a Brazilian Carnival-themed cultural night; Holi celebrations; a 'People of Green Templeton' International Fair, and International Women's Day activities, including a presentation by the former Liberian Vice Presidential candidate Counsellor Charlyne M. Brumskine.
- **People of Green Templeton: International Book Showcase** highlighted books from around the world in the college library, focusing each week on perspectives from a different region.
- A **donation scheme** has been organised to collect unwanted items such as winter coats, crockery and laundry baskets at the end of the academic, for the use of incoming students—increasing sustainability and reducing the economic burden on economically disadvantaged and international students.
- The catering team has continued to work on initiatives to ensure that college **food and dining** are as inclusive as possible and recognise and celebrate diversity. For example,

members of the college who were fasting during Ramadan were provided with takeaway meals which they could reheat after sundown; there were rainbow cupcakes at lunch during LGBTQ+ History Month; and themed menus to celebrate Lunar New Year and Holi.

- Regular, affordable and informal **student suppers** have been established, with themes gathered from student suggestions including Diwali, Day of the Dead, Shrove Tuesday, Thai, Indian, Mexican, and Turkish.

Student academic projects

The college invites applications for student-run academic projects to be granted funding from its Annual Fund, as well as in-kind support. The scheme specifically welcomes projects addressing issues related to EDI. In 2025-26, Green Templeton supported its students to run:

- **Justice in the Amazon**, a two-part seminar discussing routes to environmental justice in international and local law.
- Annual conferences for the **Newsom Davis Neurological Society** and the **Oxford Cardiology Society**, which offer an affordable and open route to career information and opportunities for students in these fields.
- The **Oxford Obstetrics and Gynaecology Society Conference**, on pressing issues of equity in women's reproductive health: pain, maternal care and femtech.
- With St Antony's College, the **Oxford Migration Studies Society Conference**, 'Migration, Justice, and the Making of Futures'.
- The 2026 **Human Welfare Conference**, 'Rethinking AI, Tech & Health Equity in Medicine', raised questions around artificial intelligence's impact on healthcare delivery, governance and patient experience: what is technically possible, who benefits, and who is excluded. The conference prioritized accessibility and inclusivity, offering a quiet room with facilities for neurodivergent attendees.
- The **Richard Doll Society** (the college's student-led medical and allied health care society, runs activities for medics to highlight health inequities and medical prejudice. Its 2025 conference, 'Beyond Borders: Global Healthcare in Times of Crisis', welcomed diverse speakers with lived experience of health systems in conflict-affected and low-income settings. It also featured an exhibition of photographs from Kakuma Refugee Camp, Kenya, curated in collaboration with residents of the camp and the Oxford Refugee-Led Research Hub.

Student belonging

Since 2022-23, the following principles associated with facilitating student 'belonging' have been factored into our induction and welcome processes in particular:

If belonging can be defined as the extent to which students feel personally accepted, respected, included and supported by others, then elements include:

- Supporting students to form connections with other students, staff, other members of college.
- Assisting students to identify with the college: sense we are living shared values.
- Ensuring stability: reliable support services and facilities. Clarity on what is available.
- Enabling active student voice mechanisms: regular opportunities for students to be heard and to feel that views are taken into account/ responded to.

Student Feedback

The college has two main mechanisms to capture student feedback in a regular and timely manner:

- A twice-termly Staff-Student Liaison Meeting is co-chaired by the Senior Tutor and GCR President, and attended by members of the GCR and senior college staff.
- The Annual Student Feedback Survey runs in Trinity Term and is reported to Academic Committee.

Equality, diversity and inclusion questions in Annual Student Feedback Survey 2025-2026

Students are invited to respond to the following question: “Green Templeton aims to live by its values of inclusivity, equality and diversity. What would you like to see us do in order to achieve this?”

24 respondents provided comments. Several of these indicate that respondents are happy with the college’s efforts and activities. Other issues raised include:

- Economic inclusivity, i.e. lower-cost meals and accommodation; more support for student parents. This theme has arisen over the last few years.
- More diversity in speakers and topics at college-run events.
- More facilities and support for religious inclusion, including dedicated, equipped spaces and staff.

Equality and diversity data from Student Feedback Survey 2025-2026

This section is optional. It was introduced in 2021 at the suggestion of the Equality and Diversity Forum to monitor trends in survey engagement among traditionally under-represented groups.

	Gender	Ethnicity	Disability	Sexuality	Caring responsibilities	Religion and belief
Responses in 2026	99	97	98	96	96	95
2026	60% women; 37% men; 1% non-binary. 97% said their gender is that assigned at birth	45% white; 40% Black or minority ethnic	22% have a disability (including long-term health conditions and specific learning difficulties)	63% heterosexual; 23% LGBTQ+	19% report that they have caring responsibilities	42% have no religion; 28% Christian; 7% Hindu; 5% Muslim; 1% Jewish
2025	62% women; 37% men. 98% said their gender is that assigned at birth	53% white; 43% BME	22% have a disability	68% heterosexual; 22% LGBTQ+	9% have caring responsibilities	52% no religion; 22% Christian; 5% Muslim; 3% Jewish; 3% Hindu; 1% Buddhist.
2024	58% women; 36% men	54% white; 38% BME	22% have a disability	64% heterosexual; 22% LGBTQ+	11% have caring responsibilities	

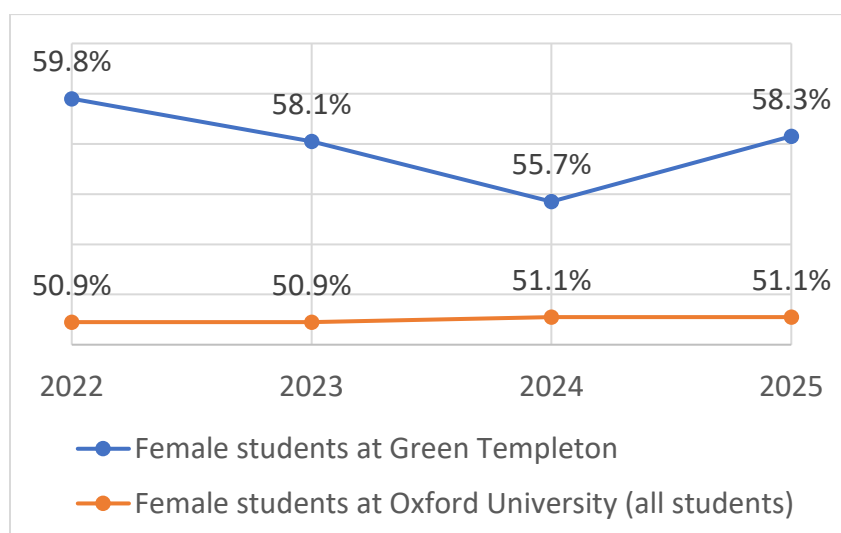
According to EDI data provided by the university on Green Templeton students in January 2026: 58.3% are women, 54.8% are BME and 19.5% are disabled (data are not available for sexuality, caring responsibilities or religion and belief). This suggests broadly adequate representation of women and disabled students in the survey, although BME students may be underrepresented.

Student data reporting: gender, race and disability

As the college is not the admitting body for students it has limited influence over its population. All equalities data are collated and reported by the university.

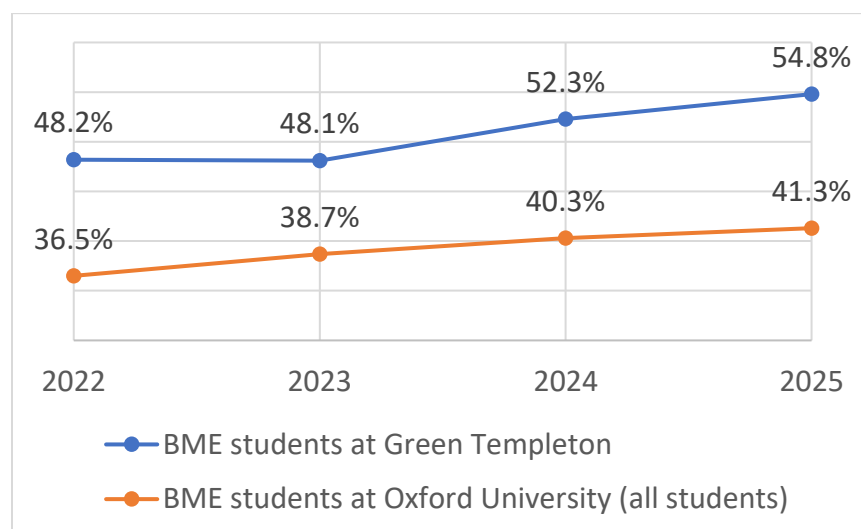
Gender

Green Templeton continues to maintain a female majority (58.3%). There have been some fluctuations in this over the last few years. A gender balance towards a female majority is in line with the wider representation of women on postgraduate programmes in UK universities, according to HESA.



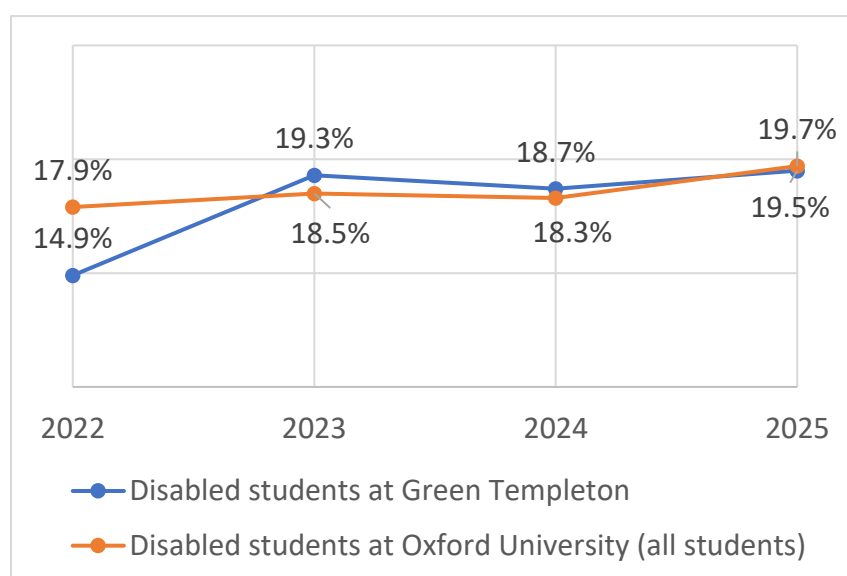
Students of colour

The university uses the term BME to collate these data. The proportion of Green Templeton students reporting as BME continues to be significantly higher than the university average.



Disabled students

The proportion of Green Templeton students who disclose a disability is slightly higher than other graduate colleges in Oxford; this is because of our large undergraduate cohort of medical students. It is broadly similar to the wider University population.



To be reported to HR Committee and Academic Committee: MT26

To be approved by Governing Body: MT26

Authors: Dr Ruth Scobie and Dr Alison Stenton (Green Templeton Equality Lead)

Appendix

Green Templeton Equality, Diversity and Inclusion Forum

Remit

1. Via the EDI Lead (Senior Tutor), to provide input into EDI-related policy, objectives and reporting. The EDI Lead will then take the output from this work to the relevant college committees for discussion and approval
2. Via the EDI Champion (Professor Sonia Antoranz Contera) and EDI Lead, to provide oversight for EDI-related projects that seek to meet the PSED objectives (in particular number 4). The goal, here, is to have a calendar of regular activities which are organized by this group (or sub groups of the forum).

The Forum meets twice in Michaelmas Term, once in Hilary and once in Trinity.

Composition of the EDI Forum 2025-26

Co-chairs: EDI Lead and Champion. Alison Stenton (Lead) and Sonia Antoranz Contera (Governing Body Champion)

Secretary: Ruth Scobie

College staff: Jane Wastie (HR Manager); Teresa Strike (Estates); Emirose Cottingham (Accommodation); Alison Franklin, Caitlin Pawulski and Rebecca Wilson (College Office); Sophia Bradbury (Events); Eamonn Bennett (Catering); Sarah Taylor (Comms); Mitsuki Mori (Development); Leigh Roscoe-Styler (Fellowship)

Students: Hao Li; Sonakshi Grover; Sunjin Uhm; Amunet Boafo; Alexandra Viloría Tejada; Ayushi Vashisht; Melissa Kartjito

Fellows: Sonia Antoranz Contera; James Sheppard; Darragh O'Brien

Alumni: Selina Kaing