

Oriental Studies Faculty Statement of Values

At a time when the Covid-19 crisis is intensifying inequalities across the world, it seems essential to work towards a common sense of how we can acknowledge and address such problems as may exist among us. The following Statement of Values is very much a work in progress, in part because we recognise that encapsulating the values of a diverse community in a single statement can only be an imperfect process. With that in mind, we invite members of the Faculty to put forward amendments and additions to this draft.

- We commit to creating a teaching, learning, and research environment in which every member of our community – at every academic level from undergraduate to professor, and among library and administrative staff – can achieve their full academic and/or professional potential without discrimination on the basis of age, disability, gender, marriage or civil partnership, nationality, pregnancy or parenthood, race, religion or belief, sex, or sexual orientation.
- We strive to promote academic freedom, both collectively and individually.
- We seek to recognise the value that human differences bring to our learning, teaching, and scholarship.
- We aim to eradicate inequalities that have a damaging effect on students, academics, and support staff and which inhibit their intellectual and professional development.
- We commit to behave respectfully and fairly in our interactions with one another, and to reject language and conduct that damages the well-being of others.
- We will take visible steps to ensure that our research and professional events are welcoming and inclusive.
- We value our processes of self-government, and want everyone in our Faculty to have the opportunity to participate in them.
- We acknowledge that we must all play an active role in noticing and reporting aggression, intolerance, and abuse within and outside our community, as responsible citizens and colleagues.

This statement will be displayed in the Faculty's buildings, communicated during inductions of students and staff, published on the Faculty's website, and reviewed annually by the Faculty Board. If you have any comments or suggestions you would like to share, please send them to

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