

University of Oxford: Equality Report, 2013/14

Section A: Overview of equality and diversity at Oxford, 2013/14

This report is produced by the University of Oxford's Equality and Diversity Unit and provides an **Overview of equality and diversity at Oxford, 2013/14**

Please refer to the EDU website for:

Section B: Staff equality data

Section C: Student equality data

You can view the report online or download it at:

www.admin.ox.ac.uk/eop/equalityreporting/annualreports

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Glossary

Athena SWAN	Charter recognising institutions' efforts to advance women's careers in STEMM (<i>q.v.</i>) employment in academia
Associate Professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA
BME	Black and minority ethnic. In this report we use 'BME' to denote all ethnicities other than white, excluding minority white ethnic groups such as Gypsy or traveller and non-British whites.
CoreHR	The University's HR system
CROS	Careers in Research Online Survey
DAS	The University's Disability Advisory Service
DLHE	Destinations of Leavers from Higher Education – national survey of recent graduates
DSA	Disabled Students' Allowance – government grant for UK students
ECU	Equality Challenge Unit – provides equality advice to the HE sector
EDU	The University's Equality and Diversity Unit
EJRA	Employer-Justified Retirement Age for academic and academic-related staff (currently 67)
EO	Equal opportunities monitoring
EPSRC	Engineering and Physical Sciences Research Council
EU	European Union
GAF	The University's Graduate Admissions and Funding Office
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEIDI	Higher Education Information Database for Institutions (run by HESA)
HESA	Higher Education Statistics Agency

Hilary	Spring academic term, running from January to March
HR	Human Resources
HUMS	Humanities division, University of Oxford
LGBT	Lesbian, Gay, Bisexual and Transgender
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer (Oxford student society)
Michaelmas	Winter academic term, running from October to December
MPLS	Mathematics, Physical and Life Sciences division, University of Oxford
MSD	Medical Sciences division, University of Oxford
NSS	National Student Survey of undergraduate finalists
OLI	Oxford Learning Institute – provides professional and educational development courses for university and college staff and researchers
OUAC	Oxford University Assessment Centre – provides assessments of students' disability-related study needs to inform an application for DSA
OUDE	Oxford University Department for Continuing Education
OxFEST	Oxford Females in Engineering, Science and Technology (Oxford student society)
PDR	Personal development review
PG	Postgraduate (degree or student)
PGT	Postgraduate taught (degree or student)
PGR	Postgraduate research (degree or student)
PIRLS	Principal Investigators and Research Leaders Survey
REF	Research Excellence Framework 2014
RG	Russell Group of 24 large, selective, research-intensive universities
RoD	Oxford Recognition of Distinction exercise 2014 (for award of professorial title)

SDMA	The University's Student Data Management and Analysis section
SET	Science, Engineering and Technology. HESA uses this term as an equivalent to STEMM and it therefore includes medicine and allied subjects.
SpLD	Specific Learning Difficulties
SSD	Social Sciences division, University of Oxford
Statutory Professor	The senior academic grade at Oxford, equivalent to full professor in the USA
STEMM	Science, Technology, Engineering, Mathematics and Medicine
Student Barometer	Annual survey of Oxford students (excluding finalists who complete the NSS)
Titular Professor	Associate Professor (or equivalent) who has been awarded the title of full professor as a mark of academic distinction. See also RoD (Recognition of Distinction exercise)
Trinity	Summer academic term, running from April to June
UAS	University Administration and Services
UCEA	Universities and Colleges Employers Association
UG	Undergraduate (degree or student)
UGAO	The University's Undergraduate Admissions and Outreach Office
UKVI	UK Visas and Immigration – formerly the UK Border Agency (UKBA)
VRO	Visiting, Recognised or Other students – full-time students spending up to a year studying in Oxford without being awarded a degree or other qualification. Visiting students are admitted through colleges and taught by colleges, while Recognised students are admitted through faculties and departments and have no college association.

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Introduction

1. This report - **Section A** - is the overview of the University of Oxford's equality report for the academic year 2013/14 and summarises key equality data, activity and achievements. Selected staff data are available in **Section B** and selected student data in **Section C**.
2. The report has been prepared by the Equality and Diversity Unit (EDU). The EDU works in partnership with university bodies to ensure that the University's goal of the pursuit of excellence goes hand in hand with ensuring equality of opportunity and freedom from discrimination. Responsibility for equality and diversity rests with the Personnel Committee (for employment matters) and the Education Committee (for student matters). An Equality and Diversity Panel advises these committees on the strategic development of equality policy and practice. The work of the Panel is informed by advisory groups of student and staff representatives covering gender and Athena SWAN; race, religion and belief; lesbian, gay, bisexual and trans issues; and staff disability¹.
3. The University's divisions and departments are responsible for implementing policy in support of the University's equality objectives. The EDU also provides information and advice on an informal basis to Oxford's 38 colleges and six Permanent Private Halls. These are both an integral part of the collegiate university and independent, self-governing academic communities. Colleges and Permanent Private Halls set their own equality objectives and produce their own Equality Reports.
4. The University uses an evidence-based approach to inform its activities to promote equality and to measure the impact of any changes. This report contributes to that evidence base and also meets the requirement under the Public Sector Equality Duty (PSED) to publish information on how the University is working to:
 - Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
 - Advance equality of opportunity between people who share a protected characteristic and those who do not²; and
 - Foster good relations between people who share a protected characteristic and those who do not.
5. In this report, the available data have been analysed in respect of key staff and student activities³. The results of the analysis will be used to:
 - Identify and action areas for further improvement;

¹ Work on student disability is the responsibility of a separate Disability Advisory Service which reports to the University's Student Health and Welfare Committee.

² The characteristics protected under the Act are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation. Marriage and civil partnership is also protected in respect of employment only.

³ In some areas, full analysis has not been possible due to low rates of disclosure (for example on ethnicity and disability). Work will continue to improve disclosure rates.

- Inform the setting of targets and indicators for the existing equality objectives;
 - Consider what additional objectives should be identified, in particular around ethnicity.
6. The entire report is available to view online or download from the EDU website at: www.admin.ox.ac.uk/eop/equalityreporting/annualreports.

We welcome comments and questions on this report, which should be sent to: sara.smith@admin.ox.ac.uk.

Summary

7. The University's high level commitments to embedding equality and diversity across all its activities are set out in its Strategic Plan 2013-18⁴, which includes the twin aims of working towards an increasingly diverse staffing profile, and providing equality of opportunity for all students to achieve and demonstrate their full academic potential.
8. The University's existing objectives in support of these aims were published in April 2012, and are to:

Staff

- Increase the proportion of women in senior roles
- Improve the recruitment and retention of Black and Minority Ethnic (BME) staff.

Students

- Achieve the objectives set out in the University's agreements with the Office for Fair Access⁵, namely to:
 - i. Increase the percentage of UK undergraduate students at Oxford from schools and colleges which historically have had limited progression to Oxford;
 - ii. Increase the percentage of UK undergraduate students at Oxford from disadvantaged socio-economic backgrounds;
 - iii. Increase the percentage of UK undergraduate students at Oxford from neighbourhoods with low participation in higher education; and
 - iv. To continue to meet or exceed the HEFCE Benchmark on participation by disabled students.

9. We summarise below activity and outcomes in relation to these objectives, as well as broader activity in support of diversifying our staff and student bodies and ensuring equality of opportunity throughout the collegiate University.

Increasing the proportion of women in senior roles

10. The University made consistent progress toward meeting this objective:

- Following the Recognition of Distinction exercise in 2014, the proportion of professors who were female increased by one percentage point to 21%.

⁴ www.ox.ac.uk/about/organisation/strategic-plan

⁵ The annual access agreements provide a detailed description of the full range of activity and expenditure across the University to diversify access and widen participation at undergraduate level: <http://tinyurl.com/OxfordOFFA>;
Self-assessment reports: <http://tinyurl.com/OxfordOFFAself-assessment>.

- Of the 16 individuals who accepted an offer of a Statutory Professor⁶ post in 2013/14, 7 were female: by comparison, only 11% of existing Statutory Professors were female.
- Women had a higher success rate than men at recruitment to each category of staff. In academic recruitment, they comprised 26% of applicants and 33% of appointments, both increases on the previous year (24% and 29%).
- In Michaelmas term 2014, 34% of the membership of Council and its five major committees was female⁷, 66% male.

11. During the year there was a consultation across the collegiate University on a set of stretching gender equality targets in support of the overarching objective. The proposed targets are:

- To achieve a yearly increase in the proportion of female professors, to achieve 30% representation by 2020 (with an interim target of 25% by 2016).
- To achieve a yearly increase in the proportion of female Statutory Professors, to achieve 20% representation by 2020.
- To achieve a yearly increase in the proportion of female Associate Professors⁸, to achieve 35% representation by 2020 (with an interim target of 33% by 2016).
- Selection committees to aim for a representation of at least one third women. In disciplines where the proportion of female academic staff is below a third, departments should seek to achieve female representation by other means, including the use of external panel members and female research staff.
- Women to comprise a minimum of 30% of members of Council and its main committees, with some rebalancing of the membership.
- Half of the final list of names proposed to Congregation for the conferment of honorary degrees to be women and/or members of minority groups.

12. In addition to consulting on targets, the University undertook a range of initiatives in support of the progression of women to senior posts. Key activities included:

- A joint project by Personnel Services and the EDU to review recruitment to Statutory Professorships, through interviews with members of the University's senior staff who had chaired recruitment panels for these posts. The review resulted in significant changes to the process, including a requirement for a more inclusive search, and a halt to recruitment if a search fails to produce a sufficiently diverse long-list or short-list.

⁶ Statutory Professor is the senior academic grade at Oxford, equivalent to full professor in the USA. See www.admin.ox.ac.uk/personnel/staffinfo/academic/types for more details.

⁷ Individual figures for each committee were as follows: Council (31% female); Education (33%); General Purposes (38%); Personnel (42%); PRAC (27%); Research (36%).

⁸ Associate Professor is the main academic grade at Oxford, roughly equivalent to associate professor in the USA.

- The implementation of revised processes for the appointment of staff on managerial, professional and senior research grades above the University's standard salary scale: these will help employing departments and divisions to address gender gaps and pay disparities by actively encouraging the consideration of women and the benchmarking of salaries.
- The successful renewal of the University's Bronze Athena SWAN award, with an action plan designed to achieve Silver in 2016; and the achievement by all STEMM⁹ departments of individual awards, with six departments holding Silver awards.
- The third iteration of the successful *Ad Feminam* mentoring scheme, which pairs women aspiring to or interested in exploring a senior leadership position at Oxford with a senior mentor. The scheme had 62 mentoring pairs (47 in the previous year).
- The introduction of the £1 million Vice Chancellor's Diversity Fund, which funded a total of 12 projects aimed at supporting the progression of women in academic careers, including a scheme to support the research of those returning to work after a caring break (see paragraphs 47 to 48).

Improving the recruitment and retention of Black and Minority Ethnic (BME) staff

13. Overall, 10% of staff (over 1,100) identified as BME¹⁰, the same proportion as the previous year:

- 6% of academic staff
- 16% of research staff
- 8% of academic-related staff
- 8% of support staff

14. However, the rate of non-disclosure of ethnicity increased from 13% to 16% and was particularly high for academic staff (20%). The University undertook a data catch-up exercise during 2014 to improve rates of disclosure of ethnicity, disability and nationality, but this was only partly successful. Further work will be undertaken at departmental level to improve disclosure during 2015.

15. Activities in support of a more ethnically diverse staffing profile included:

- A pilot BME staff mentoring scheme, which will be extended across the collegiate University in 2015.
- The launch of a new BME staff network¹¹.
- An initiative in the University's Administration and Services (UAS) to improve the recruitment of BME support and administrative staff.

⁹ STEMM: Science, Technology, Engineering, Mathematics and Medicine

¹⁰ Black and minority ethnic. In this report we use 'BME' to denote all ethnicities other than white; it does not therefore include minority white ethnic groups such as Gypsy or traveller and non-British white.

¹¹ www.admin.ox.ac.uk/eop/race/bmestaffnetwork

- The University's commitment to the pilot of the national Race Equality Charter in Higher Education¹².

Other activity in support of staff equality and diversity

16. The University undertook the following additional activity to ensure equality of opportunity for all staff, and the recruitment and retention of a more diverse staff group:

- Providing unconscious bias training for those involved in senior recruitment; this training will be extended to all Heads of Department in 2015 and material on unconscious bias will be included in the Heads of Department induction programme.
- Providing 'train the trainers' sessions in unconscious bias for key departmental staff to facilitate local briefing sessions, particularly in Medical Sciences division (MSD).
- Requiring all recruitment panel chairs to be trained in equality and diversity.
- Progressing with Oxford's colleges agreement on the variation of duties within academic posts to provide flexibility to support the development of individuals' careers.
- Supporting Athena departments in introducing new mentoring and PDR¹³ schemes, including cross-divisional mentoring schemes for research staff.
- Implementing new measures to take account of individual circumstances, such as disability and maternity leave, when considering applications by academic staff for the award of professorial title.
- Conducting equality analyses of the Professorial Distinction Award and Recognition of Distinction exercises; the Reward and Recognition scheme and of senior administrative and research pay¹⁴.
- Conducting the second equal pay audit of the University's main salary and grading structure since its introduction in 2006, and undertaking a separate senior staff equal pay audit (see paragraphs 52 to 55).

Eliminating harassment

17. The University takes seriously the requirement to eliminate discrimination, harassment and victimisation. During the year it undertook the following activities in pursuit of this aim:

- Introducing a revised Harassment Policy and Procedure, including a new procedure for student complaints of harassment by other students and

¹² www.ecu.ac.uk/equality-charter-marks/race-equality-charter-mark

¹³ Personal development review

¹⁴ ALC6 and RSIV grades

greater support for those students bringing a complaint of harassment or sexual assault, or being accused of harassment¹⁵.

- In collaboration with Oxford City Council, holding four workshops to increase the confidence and skills of front-line staff in colleges when responding to student reports of abuse.
- Organising specialised training on sexual violence for staff from the student Counselling Service and a small group of Harassment Advisors.
- Continuing to reinforce the Harassment Advisory Service by identifying additional LGB and BME Harassment Advisors¹⁶, enhancing the induction process for Harassment Advisors to include training on unconscious bias and providing advisors with a wide range of training sessions throughout the year, including sessions on cultural awareness, mental health and Asperger's Syndrome.
- Providing local briefings for staff on the behaviours that could be construed as harassment, in particular across MSD in support of work on Athena SWAN.
- Launching an on-line course on harassment and bullying, inviting staff to reflect on their own behaviours¹⁷.

Student equality

18. The University continues to work towards achieving the challenging targets for 2016-17 set out in successive annual agreements with the Office for Fair Access¹⁸. The agreements provide a detailed description of the full range of activity and expenditure across the University to diversify access to Oxford and widen participation in higher education. Projecting from 2010-11 baseline figures, the University aims to increase levels of participation by the target groups as follows:

- To increase the proportion of accepted UK applicants from schools with a history of limited progression to Oxford to 25% of the total intake by 2016-17;
- To increase the proportion of accepted UK applicants from disadvantaged socio-economic backgrounds¹⁹ to 9%;
- To increase the proportion of accepted UK applicants from neighbourhoods of low participation in higher education²⁰ to 13%;
- To continue to meet or exceed the HEFCE benchmark on participation of students with disabilities²¹.

¹⁵ The revised Harassment Policy and Procedures were approved by Council in December 2014: www.admin.ox.ac.uk/eop/harassmentadvice/policyandprocedure

¹⁶ www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork

¹⁷ <http://tinyurl.com/Challenging-Behaviour>

¹⁸ www.offa.org.uk

¹⁹ ACORN categories 4 and 5: 'moderate means' and 'hard pressed'. See www.acorn.caci.co.uk.

²⁰ HEFCE POLAR2 quintiles 1 and 2. See www.hefce.ac.uk/whatwedo/wp/ourresearch/polar for details. The University is assessing the impact of the updated version of this metric, POLAR3.

19. In support of these targets, the University and its colleges engaged in a wide range of activities designed to widen participation in higher education and diversify access to Oxford at undergraduate level. In particular, the University continued to run its flagship UNIQ summer school, a residential academic programme which aims to encourage students from under-represented groups to apply and help them make competitive applications. 1000 state school sixth formers benefitted from UNIQ and the participants who went on to make an application to Oxford had an average success rate of 41.3% – double that of the average applicant.
20. Rather than targeting particular protected characteristics, the University focuses on work with teachers and guidance advisors in schools to give information about all aspects of the admissions process and guidance on how best to identify and support their most academically able students. Activities include:
- Seven one-day Regional Teachers' Conferences, attracting over 230 teachers and guidance advisors.
 - Conferences for new teachers to support them in their new roles and to be an ambassador for the University.
 - A maths and science-specific conference to offer admissions information and curriculum enhancement activities to take back to the classroom.
 - An inspirational teachers' award which recognises teachers from schools and colleges who rarely send students to Oxford University
21. The University is also involved in local activities to increase attainment and raise awareness of higher education in general, particularly among pre-16 year-olds:
- The three-year *Oxford Young Ambassadors* programme is designed to raise participants' attainment from C/B to A/A* grades at GCSE, the level of attainment typically used by many selective university courses when filtering applicants for admission²². A new cohort of thirty young ambassadors, recruited in autumn 2013, included 30% BME participants, 12% declaring a disability, 60% from families who have not gained a HE qualification and 27% who were either looked-after children or cared for someone in their home.
 - The University worked with Oxfordshire County Council to compare the GCSE attainment of participants in the *Compass: Young Carers* programme against those of non-cohort Oxfordshire young carers, with promising initial results: 56% and 37% achieved five A*-C grades respectively²³. The participants recruited for 2013/14 included 25% BME and 10% with a declared disability.

²¹ The HEFCE performance indicator relates to the percentage of UK students in receipt of Disabled Students' Allowance rather than the overall number of students disclosing a disability. Not all disabled students claim DSA while non-UK students are ineligible.

²² <http://tinyurl.com/OxfordYoungAmbassadors>

²³ <http://tinyurl.com/CompassYoungCarers>

22. For all students, the University monitors applications, admissions, performance and progression by disability, ethnicity and gender both centrally and at departmental level. As a new student information system is implemented we will introduce voluntary monitoring at registration of sexual orientation and religion and belief; it is anticipated that this will not be routinely collected until Michaelmas term 2015.
23. Undergraduate admissions statistics and degree results, analysed by sex, ethnicity and disability, are made publicly available in the *University Gazette*²⁴. Detailed postgraduate admissions figures are also published on the University website²⁵. The Undergraduate Panel of Education Committee reviews programme statistics and examination results by gender, ethnicity, disability, school type, fee status, access flag and division on an annual basis. The Graduate Panel of Education Committee similarly reviews examination results and research degree outcomes for postgraduate students.
24. The University surveys the majority of students each year via the Student Barometer (SB). The Barometer survey enables us to benchmark student satisfaction against other UK, Russell Group and international institutions. In November 2013 Oxford achieved a response rate of 47%. The results are analysed by various demographics and are made publicly available²⁶. Key highlights include:
- 92.8% of students were satisfied or very satisfied with their overall experience of the University. A demographic analysis showed:
 - Men and women were equally satisfied with their overall experience (F: 92.3%; M: 93.2%) though there were some larger differences on individual questions.
 - Students with a disability were statistically significantly less satisfied than others with their overall experience (No known disability: 92.0%; SpLD: 89.2%; Other disability: 86.6%).
 - Black and minority ethnic students and those of unknown ethnicity were both statistically significantly less satisfied overall than white students (BME: 90.0%; white: 93.7%; unknown: 88.4%).
 - Students from the EU and overseas were statistically significantly less satisfied overall than UK students²⁷ (Home: 93.5%; EU: 90.9%; Overseas: 88.7%).
 - Overseas students' satisfaction with worship facilities has continued to rise following the opening of the University's dedicated Muslim prayer room in October 2012: from only 79.8% in 2010 to 91.0% in 2013.
 - In November 2013 the survey included a voluntary question on sexual orientation for the first time: 83% of students provided a valid response.

²⁴ www.ox.ac.uk/gazette/statisticalinformation

²⁵ www.ox.ac.uk/about/facts-and-figures/admissions-statistics/graduate-admissions-statistics

²⁶ www.ox.ac.uk/students/life/feedback

²⁷ All comparisons used Pearson's Chi-squared test at the 95% significance level.

- Over 7% of students identified as lesbian, gay, bisexual or other non-heterosexual orientation, exceeding the Office for National Statistics estimate for the general population of the UK of 2%²⁸.
 - One year's sample is too small for reliable comparisons, but there were no statistically significant differences in the overall satisfaction rates of those identifying as heterosexual, bisexual, lesbian or as gay men²⁹.
25. The University also participates in the National Student Survey of undergraduate finalists, obtaining a significantly improved response rate of 59% in 2014. Responses were analysed by sex, ethnicity and disability and a report submitted to the Undergraduate Panel of the University's Education Committee. Divisions and departments were asked to consider their results in detail and to consider ways of improving satisfaction ratings for marking criteria, feedback and organisation and management where these were lower than average.
26. Reported differences in satisfaction ratings between demographic groups fluctuate from year to year, making targeted interventions difficult. The very small differences between men's and women's responses have provided no insight into differences in degree outcomes. However, students with disabilities are consistently less likely than others to be satisfied with the organisation and management of their course. The implementation of the new Common Framework for Supporting Disabled Students seeks to address this issue (see paragraph 94).
27. The Careers Service conducts extensive research on leavers' destinations to compare career outcomes by demographic characteristic. Anonymised results are made publicly available on the University website³⁰. The Careers Service has also undertaken analysis of variation in the likelihood of leavers having obtained a 'graduate level job' six months after graduation. Possible drivers considered include disability, ethnic and social background, and gender. The Service has carried out further research into undergraduate attitudes and behaviours towards career planning to identify any statistically significant differences between men and women in what they seek in a career and how they go about their career planning³¹.
28. The University does not have a separate target in respect of black and minority ethnic students, though there are targeted outreach activities for BME school pupils and participation in access initiatives is monitored by ethnicity and other protected characteristics. In 2013/14 minority ethnic students comprised 23% of the total student population. The proportion of UK-domiciled students who were BME was 13%, in line with the Russell Group average for institutions outside London.
29. In March 2014, the University held a successful Race Equality Summit³² to consider the experiences of BME students at Oxford. The Summit was organised jointly by University staff, the Oxford University Student Union (OUSU) and the student-led

²⁸ See <http://tinyurl.com/ONS-2013-LGB> for more details.

²⁹ Comparisons of overall satisfaction levels of (1) heterosexuals, bisexuals and gay men, and (2) bisexuals, lesbians and gay men. Pearson's Chi-squared test; 95% significance level.

³⁰ <http://tinyurl.com/OxfordDLHE>

³¹ www.ox.ac.uk/news/2015-01-13-study-reveals-careers-gender-gap-university-graduates

³² <http://tinyurl.com/RaceEqualitySummit>

Campaign for Racial Awareness and Equality (CRAE), in response to qualitative work conducted by OUSU and CRAE with BME students. The main outcome of the Summit was a commitment to progress work on curriculum diversity, which is being taken forward by a joint student-staff working group, in the first instance through pilot exercises in the Humanities and Social Sciences.

30. The Summit also included commitments to:

- Audit all practice in relation to race and ethnicity, through participation in the national Race Equality Charter.
- Work with the student body to ensure that an appreciation of cultural diversity is embedded in student induction and continues throughout students' time at Oxford.
- Engage further with those BME students for whom English is a second language and consider what additional support the University can provide.
- Build on existing peer mentoring schemes to target support for BME students in colleges and departments.
- Celebrate more fully the diverse nature of Oxford's community throughout the academic year.
- Extend existing work on unconscious bias in relation to gender to embrace ethnicity and race.
- Take further steps to create an atmosphere in which students and staff feel more confident to report incidents of racial abuse, and know these will be taken seriously.
- Facilitate better sharing of ethnicity data, through participation in the Race Charter, and create a dialogue around that data.
- Review and learn from best practice in peer universities, including those in the US.

31. *Oxford Graduate Scholarships*, supported by HEFCE, is a pilot scholarship scheme, with scholarships being awarded on the basis of applicants' financial circumstances, socio-economic data and academic merit. Oxford awarded 116 of these fully-funded scholarships for students commencing Master's-level study in 2014/15.

32. In 2013/14, the project also funded 81 undergraduate research internships, 39 postgraduate professional internships, and 25 participants in an innovative new version of Springboard³³ for Master's students. As part of the pilot project, the University intends to improve the evidence base for issues relating to fair access to PGT study and to play a leading role in discussions within the sector on identifying and addressing barriers to graduate study. Two initial findings are:

³³ Springboard is a personal and professional development programme for women.

- There is a very high level of demand for funding to support PGT study, suggesting that this is a key barrier to progression to study at this level and the longer-term opportunities that such study represents.
- It is possible to select applicants for funding on the basis of socio-economic disadvantage and financial need without inadvertently disadvantaging people who share a protected characteristic under the 2010 Equality Act.

Gender: key data³⁴

33. On 31 July 2013, women comprised:

- 26% of academic staff and 45% of researchers, making a combined total of 39%, a small increase of one percentage point on the previous year.
- 20% of professorial staff: 11% of statutory and 24% of titular professors. A Recognition of Distinction exercise took place in 2014 which increased the total percentage of female professors to 21%.
- 55% of staff in academic-related posts (grades 6 and above) and 64% of support staff, a combined total of 59% (the same as in the previous year).

34. Women had a higher success rate than men at recruitment to each category of staff. They comprised 26% of applicants for academic roles and 33% of appointments, both increases on the figures for the previous year (24% and 29%).

35. On 1 December 2013, women comprised 45% of all students: 47% of UG, 45% of PGT and 42% of PGR³⁵. This represented a small increase in the proportion of female undergraduates from 46% the previous year, while the proportions of women at postgraduate level remained the same. Women comprised 29% of students in MPLS, 47% in Social Sciences, 52% in Medical Sciences, 54% in Humanities and 52% in Continuing Education. Across higher education as a whole, women comprised 56% of students: 55% of first degree UG, 58% of PGT and 47% of PGR³⁶.

36. In the UG admissions cycle for entry in 2013 (or deferred entry in 2014), women formed 49% of applicants and 48% of acceptances³⁷. This was an improvement on the previous cycle where they formed 49% of applicants but only 46% of acceptances. There was only a small difference between male and female offer rates³⁸ (F:20% to M:21%) and although women had a slightly lower success rate³⁹ overall (F:18% to M:19%) the disparity was less than half that of the year before.

³⁴ This section of the report contains a selection of the available data for each protected characteristic. For more detailed staff and student statistics, please refer to Sections B and C of the report at www.admin.ox.ac.uk/eop/equalityreporting/annualreports.

³⁵ UG: Undergraduate student; PGT: Postgraduate taught course student; PGR: Postgraduate research student

³⁶ All national data are taken from the Equality Challenge Unit publication 'Equality in higher education: statistical report 2014. Part 2: students' unless otherwise stated

³⁷ All students who took up a place at Oxford.

³⁸ Rate of offers to applications.

³⁹ Rate of acceptances to applications.

37. Of the 20,441 applicants for postgraduate study, 47% were women. Overall they had a lower success rate than men, comprising 44% of acceptances:
- Women comprised 50% of applicants for PGT study and 46% of offers and acceptances, slightly lower than the previous year (47%).
 - Women formed 42% of applicants for PGR study, but in contrast to PGT, there was little appreciable difference in male and female offer and success rates: 35% of female applicants received an offer compared with 36% of male and their overall success rates were 19% and 20% respectively.
38. In 2013, there was an 8% difference in the proportion of first class degrees awarded to men and women at undergraduate level, compared with 6% the previous year: 26% of women and 34% of men achieved a first class degree, though there were wide disparities between individual subjects. A higher proportion of men than women obtained a first in each division, though the difference only attained statistical significance in MPLS. The MPLS division continues to explore ways of fostering female attainment and retention in STEM⁴⁰ subjects.
39. On the other hand, a slightly higher percentage of women than men were awarded a first or upper second class degree (a 'good degree'): 92% compared with 91%.

Gender: activity

Staff

40. **Targets:** There has been extensive consultation across the collegiate University on a suite of targets to promote gender equality (for details see paragraph 11). The adoption of realistic but stretching targets is seen as potentially the most effective way of improving the representation of women at senior levels, largely because it will spur consideration of *how* the targets may be met and lead to changes in behaviours and processes.
41. **Athena SWAN:** All departments in MPLS and MSD hold an Athena SWAN award or have submitted an application. The University currently holds six Silver departmental awards and 21 Bronze awards. There is significant activity in MSD in preparing all remaining departments for Silver applications in April 2015, as well as four renewals in MPLS. A new Athena SWAN facilitator post was created in MPLS during the year, and there continues to be a dedicated Athena SWAN post in MSD.
42. Across the collegiate University, a large number of events and initiatives were progressed during the year in support of work on Athena SWAN. These included:
- A visit by Professor Paul Walton (former Head of Chemistry at York University, Gold Athena Swan award holder) to:
 - Engage heads of department in MSD and MPLS on their role as academic leaders in promoting gender equality; and

⁴⁰ STEM: science, technology, engineering and mathematics.

- Brief Athena SWAN leads in both divisions on the steps needed to achieve culture change.
 - The establishment by MPLS of a Gender Task Force to provide a forum in which departments can share ideas for improving gender balance, and identify priorities for divisional action, such as on PDR, unconscious bias training and work-life balance.
 - A wide variety of events and lectures at departmental, divisional and University level, including:
 - Workshops on culture change with an external facilitator, Dr Jen de Vries
 - High-profile events with women speakers aimed at portraying a positive image of women in science, breaking down stereotypes, and encouraging women to pursue scientific careers
 - Division-wide events in MSD covering HR questions related to Athena SWAN, experiences of judging Bronze and Silver applications, implementing PDR and accessing staff and student data.
 - A cross-divisional mentoring scheme in MSD.
 - Division-wide training in MSD on recruitment and selection, unconscious bias and harassment and bullying.
 - An internal review of how funding considerations influence the way in which departments manage maternity leave for researchers, with the aim of putting in place a consistent process across the University.
43. MPLS introduced positive action procedures to ensure that its *Glasstone Research Fellowships*⁴¹ still provide opportunities for female candidates, following the amalgamation of the two original funds (one for female and one for male Fellows).
44. **Gender Equality Charter Mark:** The Faculty of Philosophy participated in the pilot of the Charter Mark, enabling the University to provide valuable feedback on the trial process. Unfortunately, no award was made but faculties and departments throughout Humanities and Social Sciences are preparing to make applications when the Charter Mark is launched in 2015. A new post-holder will support the process in Social Sciences.
45. The **Social Sciences** division's 5-year strategic plan developed in 2013/14 for the period 2014/15 to 2019/20 set out as one of its strategic objectives: *'Exploring mechanisms to ensure gender diversity in academic appointments and leadership roles in the division and ethnic diversity in the staff and student profile.'* The division agreed a suite of departmental activity indicators which allow the capture and reporting on an annual basis of key sets of information in relation to departmental finance, research, staff and student profiles. Staff and student

⁴¹ www.mpls.ox.ac.uk/glasstone-research-fellowships

indicators include gender statistics by staff role and student status (UG, PGT, PGR) and allow tracking of trends over time and benchmarking across units.

46. The Saïd Business School:

- Commissioned a Faculty Gender Diversity study from the recently retired Principal of St Hilda's including recommendations on improving faculty gender diversity taking into account all processes and policies, from recruitment to development.
- Benchmarked faculty salaries to make sure that they are as evenly balanced as possible across both sexes.

47. **Vice Chancellor's Diversity Fund:** The £1 million Vice Chancellor's Diversity Fund was launched in November 2013, in support of the University's equality objectives in relation to staff. Two award rounds were held in 2014 and 12 awards made⁴², focusing in particular on the progression of women to academic and research roles. A further round of awards will be made in 2015, focused on improving the recruitment and progression of BME staff.

48. **Returning Carers' Scheme:** This was the single largest initiative under the Fund and provides flexible funding for those returning to research after a break for caring responsibilities. The first round was held in September 2014, when 30 applications for grants of up to £5k were approved for women returners⁴³, including for administrative and research assistance, conference attendance to catch up on developments in the field, visits of or to research collaborators and limited teaching buy-outs. The scheme will be evaluated during 2015, following two further rounds, when a decision will be made on how best to provide this form of support in future.

49. Other projects supported by the Fund already under way include:

- A project to review the feasibility of an Oxford women's development programme for research staff.
- An online repository of the experiences of women in science at Oxford.
- An 'Oxford Women in Physics' Conference to position Oxford Physics as a lead actor in the sector, and to generate lessons for other disciplines where women are under-represented at early stages of the academic pipeline⁴⁴.
- A 'Women in Mathematics' event in collaboration with the London Mathematical Society⁴⁵.
- Research projects in Medical and Social Sciences divisions to identify and address the cultural barriers to the progression of women.
- The diversification of portraiture across the University's public spaces.

⁴² www.admin.ox.ac.uk/eop/thevice-chancellorsdiversityfund/projects

⁴³ Men were also eligible to apply.

⁴⁴ www.physics.ox.ac.uk/cuwip2015/index.html

⁴⁵ www.maths.ox.ac.uk/events/conferences/women-maths

50. 2014 marked the 40th anniversary of **co-education** at Oxford – when five formerly all-male colleges first admitted women to live and study alongside men⁴⁶. The Alumni Office co-ordinated, in partnership with the five colleges, a year-long programme of events showcasing the achievements of women in different fields⁴⁷.
51. In addition to the *Ad Feminam* senior mentoring scheme, the University ran its Academic Leadership Development Programme, which is now annual and takes a positive action approach to enrolment to ensure participation from women and BME staff. 125 women participated in the Springboard women’s development programme. The Oxford Learning Institute analyses participation by gender (and other characteristics) in all its learning and development provision for staff. As is typical, a higher proportion of female than male staff participated in training opportunities.
52. A comprehensive **equal pay audit** was carried out in respect of the University’s main salary and grading structure, together with a separate audit of senior pay. The University’s overarching gender pay gap (i.e. the median pay gap across all grades) was 11%, comparable with the national pay gap of 10%. This reflects the relative concentration of female staff in lower grade administrative and support posts. Detailed analysis within each grade showed no pay gaps greater than 3% in base and total pay. Comparison of part-time and full-time pay showed no pay gaps greater than 5%; however, there was a pay gap in *favour* of part-time staff in grade 7.
53. Analysis of other elements of pay revealed some disparities by gender in overtime and pensionable miscellaneous payments in favour of men. Among support staff, 30% of full-time men and 13% of full-time women received overtime payments, which totalled 4% of basic pay for men and 2% for women. The University agreed to provide more guidance to departments on the allocation of overtime, and to codify and reduce the use of miscellaneous payments. A further audit of variable hours and fixed-term contract staff will be conducted in 2015 to determine whether identified pay gaps are reducing, as expected.
54. The senior staff equal pay audit focused on academic and academic-related staff employed on grades above the University’s main salary and grading structure⁴⁸. The audit was limited to analysis by legal sex and women formed 22% of the population. Analysis of total pay (base pay and any additional pay elements that can be converted into an annual, full-time equivalent) showed an overall gender pay gap in favour of men, though this varied by staff group. The disparities were shown to arise from differences in the distribution of additional pay elements such as professorial distinction awards and NHS clinical excellence awards⁴⁹.
55. The audit was conducted before the completion of the Recognition of Distinction exercise in 2014 and does not therefore reflect the pay increments awarded to staff who acquired the title of Professor. Although women and men had similar success rates in that exercise, women tended to be awarded larger increments which will

⁴⁶ Brasenose, Hertford, Jesus, St Catherine’s and Wadham Colleges. There had been women-only colleges since 1879 but this was the first time any colleges admitted both men and women.

⁴⁷ <http://tinyurl.com/Into-The-Mix>

⁴⁸ Administrative staff above grade 10 and academic staff above the grade of Associate Professor.

⁴⁹ www.admin.ox.ac.uk/personnel/reward (accessible to University members only)

have the effect of reducing the pay gap. The University will also undertake further work to address pay disparities, including developing guidance on the use of schedule allowances to remunerate administrative roles other than Head of Department.

Students

56. In support of work under Athena SWAN and the division's overall access and outreach agenda, MPLS undertakes a wide range of outreach activities in the following areas, targeted at both boys and girls⁵⁰:

- Primary school pupils: activities to inspire the imagination of children in schools close to Oxford
- 11-16: activities to enthuse this age group with science and maths
- Year 12: activities to show students what it is like to study science or maths at degree level and encourage them to apply to study science at Oxford or elsewhere.

57. In addition, the MPLS division and departments undertook a range of initiatives and events targeted at prospective or current female students, including:

- A series of programmes for primary and 11-16 age groups in particular, to encourage girls and young women to consider studying science at 'A' level and degree level, particularly in those subjects where they are under-represented (Physics, Engineering and to a lesser extent, Mathematics), including:
 - Dragonfly days in Engineering for year 10 girls from local state schools in Oxfordshire.
 - A 'Girls in Maths Conference', which will be extended in 2014/15 by inviting those who attended in 2013/14 in addition to a new cohort of year 9 girls. It is hoped that this 'sustained contact' will have greater long-term impact⁵¹.
 - Women in Computer Science: for girls in years 10 and 11, to raise awareness of what Computer Science is at university level, to meet women (and men) who work in the Computer Science field and find out how they're changing the world.
 - Regular Physics degree taster days for year 12 girls.

58. The Department of Physics:

- Introduced a teacher panel to check for any gender bias in its undergraduate admissions test (the PAT) and restructured and redesigned the test; and

⁵⁰ www.mpls.ox.ac.uk/connect/schools-liaison-and-outreach

⁵¹ <https://www.maths.ox.ac.uk/events/conferences/women-maths>

- Offered a scholarship to undergraduates from under-represented groups who were due to start the fourth year of the Physics degree course in autumn 2014⁵².

59. The Mathematical Institute:

- Introduced annual student surveys, briefing sessions for third year students considering staying on for the fourth year and a mentoring scheme for all doctoral students.
- The Institute hosts a women's lunch for new students and postdoctoral researchers and regular 'Mathematrix' lunch meetings to discuss issues that may be of particular concern to female mathematicians (though men are welcome to attend).

60. The division's residential bridging programme ran in 2013/14 and for the third year in succession in 2014/15. The programme supports 45 students starting their undergraduate course each year in Chemistry, Physics or Earth Sciences to facilitate the transition of non-traditional students to Oxford. Priority is given to applicants who fit the University's criteria for widening access to higher education.

61. The University was a signatory to the 'Women in Technology and Engineering Compact' co-ordinated by BIS⁵³. It made a public commitment to 'strengthen, develop, and promote activities, existing and planned, that encourage the engagement of women in all STEMM subjects and especially technology and engineering within the University and beyond it', in order to contribute to the government's target of increasing the proportion of women studying engineering and technology subjects to 30% by 2030.

62. The Medical Sciences Division progressed plans for offering graduate provision on a part-time basis, in support of work on Athena SWAN, including a pilot programme for a part-time DPhil in Population Health. The aim is to provide access to doctoral research opportunities (and subsequent opportunities for a career in the biomedical sciences) for able individuals who would otherwise be unable to undertake them, for example because of family or work commitments.

63. The Classics Faculty created a full-time Outreach Officer role to develop and support a range of activities in state schools, as a means of seeking to redress the school-type and gender recruitment imbalances characteristic of the discipline.

64. For current students, the **Careers Service** ran two Springboard programmes for 78 female undergraduates and 52 female Master's students, with increased programme sponsorship by recruiters (one of the programmes was funded by the HEFCE Postgraduate Support Scheme, see paragraph 32). The sessions secured positive feedback, with 100% of Master's participants stating they were 'more likely to

⁵² The scholarship has been made possible thanks to a gift from Virgin Galactic Future Astronaut and Scottish entrepreneur Mr Brian Gillies, and will provide funding of £7,500 for the 2014/2015 academic year.

⁵³ Department for Business, Innovation and Skills: www.yourlife.org.uk

approach challenges positively'. Both these programmes are being run again during 2014/15.

65. Following a concern raised at the University gym about the sexist content of certain music videos, the University Sports Department conducted a survey of female users and established a new policy whereby the TV channel defaults to news or sports channels (with subtitles) or radio-only channels. There is new signage stating that if members wish to change the channel for any reason, they should contact gym staff.
66. **Gender reassignment:** Following the University's adoption of a Transgender Policy and Guidance⁵⁴, work has been undertaken to raise awareness of the experiences and needs of students and staff wishing to transition. There are considerable difficulties in collating and reporting on gender identity changes, due to the sensitivity of the information and the low numbers involved and the University is not currently able to provide data in this area.
67. Individual students and members of staff have transitioned during the past year and an Equality Advisor is available to support individuals who are transitioning, working with their manager or supervisor and department or college. Work has also been undertaken to ensure that the new student system is able to record a student's preferred gender identity in addition to their legal sex.

Ethnicity: key data

68. Black and minority ethnic (BME) staff comprised 10% of University staff⁵⁵ (the same proportion as for UK higher education as a whole, and for the Russell Group excluding London):
- 6% of academics (20% unknown ethnicity)
 - 16% of researchers (18% unknown)
 - 13% of academic and research staff combined - equalling the Russell Group average
 - 8% of administrative staff (13% unknown)
 - 8% of support staff⁵⁶ (14% unknown).
69. On 1 December 2013, BME students comprised 23% of the total (22,116 students, all nationalities and levels of study)⁵⁷:
- 17% of undergraduates (12% of UK undergraduates)
 - 33% of postgraduate taught students (19% of UK PGT)
 - 27% of postgraduate research students (13% of UK PGR).
70. The average percentage of UK-domiciled BME students at Russell Group universities is 17%, compared to 11% at Oxford (all levels of study). Outside London universities, the average percentage is 13%.

⁵⁴ www.admin.ox.ac.uk/eop/transgender

⁵⁵ 16% have not disclosed their ethnicity

⁵⁶ By comparison, at the time of the 2011 Census, 9% of Oxfordshire's population was of black or minority (non-white) ethnicity (22% of Oxford city).

⁵⁷ The ethnicity of 5% of students is unknown

71. In 2013, 24% of BME students obtained a first class degree, compared with 32% of white. This reflects wider ethnicity gaps within UK higher education. Nationally, 12% of UK BME undergraduates and 20% of white obtained a first in 2012/13, while in the Russell group 16% of BME and 22% of white students were awarded a first⁵⁸.
72. There was virtually no difference between the proportions of white and BME students obtaining a 'good degree' (a First or Upper Second) at FHS. 93% of white and 92% of BME qualifiers achieved a 'good degree', compared to 84% of white and 75% of BME students across the Russell Group.

Ethnicity: activity

Staff

73. The University's Administration and Services have worked to develop a new process to reduce the possibility of bias at recruitment which will be trialled with two departments in 2014/15. The essential criteria of each job role will be converted into a grid format (with word limits) and candidates asked to complete each section demonstrating how their skills and experience fulfil the requirements of the role. This will then be anonymised prior to shortlisting by the recruiting manager. The outcomes will be evaluated following the pilot, and technical requirements considered, since widespread implementation is likely to require further development of the University's HR system.
74. The comprehensive equal pay audit carried out in respect of the University's main salary and grading structure showed that there were no significant pay gaps in mean base and total pay by ethnicity. There were some pay gaps in median pay by ethnicity, reflecting the shorter length of time, on average, that BME staff had been in post in grades 5 and 6.
75. The University's final equality impact assessment of the REF 2014⁵⁹ showed that there was no statistically significant difference in the likelihood of identified BME staff being submitted compared to 'other' staff (white and unknown), though there was a high rate of non-disclosure of ethnicity among eligible staff (24%).
76. The University set up a pilot of a 'Welcome Service' for international staff, to provide guidance and assistance for those coming from overseas to work at Oxford, including BME staff⁶⁰. This will include assistance with issues such as finding childcare/schools in Oxfordshire and assisting partners with their job search.
77. The Oxford Research Centre in the Humanities (TORCH) developed a 'Race and Resistance' research network, which enabled 'Callaloo', the leading and longest-running journal of African Diaspora Arts and Letters, to bring its annual conference to Europe for the first time in November 2013⁶¹.

⁵⁸ See the student statistics in Section C for more detail.

⁵⁹ <http://tinyurl.com/REF-2014-Final-EIA>

⁶⁰ www.admin.ox.ac.uk/personnel/staffinfo/international

⁶¹ <http://tinyurl.com/Race-and-Resistance>

78. Ethnicity analysis of participation in the University's training and development provision shows that the proportions of identified BME and white staff attending courses were identical at 20%.
79. The Department for Continuing Education launched the first of a planned series of East Oxford Open Days in June 2014, aimed at diversifying participation in courses, including among the local BME community. The Day involved significant promotion and advertising in businesses and public spaces in Cowley and neighbouring areas, plus a postcard mail drop of relevant households. Around 100 people attended and the next event will be held in January 2015.

Students

80. For the first time in 2013/14, the Undergraduate Admissions Office and Oxford's student-led Afro-Caribbean Society delivered an Access Conference in London specifically designed to reach out to students from a BME background and to encourage and support their applications to Oxford University. This will become an annual event.
81. The University introduced a 'Pathways to Law' outreach project in partnership with the Sutton Trust, to open access to the law profession to students from backgrounds not traditionally represented in top UK firms. 24% of participants were BME, while 83% came from families with no prior experience of higher education.

Disability: key data

82. In 2013, 4% of university staff had disclosed a disability, in line with UK higher education as a whole (2012/13)⁶²:
- 3% of academic staff (20% unknown disability status)
 - 3% of research staff (17% unknown disability status)
 - 4% of academic-related and 6% of support staff (13% and 15% unknown disability status), compared to 4.5% of professional and support staff in the sector.
83. Among student applicants to Oxford:
- 5% of undergraduate applicants disclosed a disability
 - 5% of postgraduate applicants declared a disability
 - There was no substantive difference in the offer rates for applicants with or without a disability
 - Disabled candidates constituted a higher proportion of offers and acceptances than they did of applications for both PGR and PGT study in each of the four divisions.
84. Among on-course students:

⁶² The status of 16% of staff is unknown.

- By the end of the academic year 2013/14, 1,846 students (8.4% of the total student population) had registered with the Disability Advisory Service (DAS):
 - 1,226 undergraduates (10.4% of the total UG student population)
 - 620 postgraduates (6.3% of the total PG student population).
- 813 students were in receipt of Disabled Students' Allowance (DSA), 44% of the disclosed student population.
- 146 non-UK students were in receipt of the University's DSA equivalent funding, around £225,000.

85. In 2013, 9% of those who took Finals had disclosed a disability. Students with a disability were less likely to gain a first class degree than those without: 31% of students with no disclosed disability achieved a first, 19% of students with SpLD⁶³ and 24% of those with 'other disability'. Across the Russell Group as a whole, the proportion of disabled first degree qualifiers with a first class degree was 18%, compared with 22% of those with no known disability⁶⁴.

86. In the November 2013 Student Barometer survey, students with disabilities reported lower levels of overall satisfaction, particularly those from overseas (though numbers were fairly low)⁶⁵. The disparity was less for students with SpLD than for those with other disabilities.

87. All students reported high levels of satisfaction with support services, though this was marginally lower for students with disabilities than for those without. Disabled students reported high levels of satisfaction with the Disability Advisory Service (90% satisfied or very satisfied) and with college and departmental disability support.

88. Disabled students reported lower levels of satisfaction with their overall learning experience: 84% of students with SpLD and 83% of students with other disabilities were satisfied or very satisfied compared with 89% of students without disabilities.

Disability: activity

Staff

89. The University's Staff Disability Advisor continued to work with disabled individuals and their managers to ensure that they have effective support to enable them to succeed in their roles at Oxford. A particular focus was supporting the return to work of individuals on sickness absence due to mental health issues.

90. The University established a Disability Advisory Group to give specialist input on staff disability issues to the Equality and Diversity Panel and a formal means of consultation and engagement with disabled staff. A Disabled Staff Network will be established during 2014-15.

⁶³ Specific learning difficulties

⁶⁴ The gap was only 3.2% but rounding has made it seem larger.

⁶⁵ See www.ox.ac.uk/students/life/feedback for full results.

91. The University's equal pay audit identified no significant pay gaps in mean base or total pay by grade and disability. There was however a significant median pay gap in favour of disabled staff in grade 2: further analysis indicated that this was associated with greater length of service.
92. The University's final equality impact assessment of the REF 2014⁶⁶ showed that there were no statistically significant differences for staff who had disclosed a disability compared to the rest of the population, though the number of staff disclosing was very low (66 individuals). The University is undertaking further work to identify the lessons learned from the submission of staff with complex circumstances in the REF, including those with disabilities.
93. The University's pre-employment health questionnaire was revised to provide clearer guidance on the support available for disabled staff. If disabled staff give their consent, their details are passed to the Staff Disability Advisor on appointment, to prompt a discussion about any support needs.

Students

94. The collegiate University approved a new Common Framework for Supporting Disabled Students which took effect in Michaelmas term 2014. The framework aims to develop a more coordinated and collaborative approach to the provision of disability support services across the collegiate University, to improve the student experience and enable the University to fulfil its responsibilities. The Common Framework takes the form of a Statement and supporting online Handbook (currently under development); it codifies existing policy, identifies and builds on good practice, and seeks to define and articulate more clearly the roles and responsibilities of all those providing support to disabled students.
95. Under the Framework, each college and faculty/department will be expected to designate a senior member of staff to take a lead role in disability-related matters (the 'Disability Lead') and may also appoint one or more members of staff to coordinate and oversee implementation of provision for disabled students (the 'Disability Coordinator'). This person, or their delegate, must also be in a position to ensure that adjustments necessary to meet the day-to-day needs of disabled students are put in place.
96. The University Estates division launched an online Access Guide to provide comprehensive details of the accessibility features of University buildings: www.admin.ox.ac.uk/access.
97. The Disability Advisory Service undertook the following activities:
 - Providing introductory information for teachers to encourage applications from students with disabilities and pre-entry activities to support students, for example an outreach event for those with a visual impairment and an event for students with SpLD to support their transition to higher education.

⁶⁶ <http://tinyurl.com/REF-2014-Final-EIA>

- Employing an in-house SpLD specialist to provide assessment and teaching for students, and expanding the specialist mentoring team.
- Continuing to fund diagnostic assessments for students with SpLD to the value of around £95,000.
- Providing a study needs assessment service to University students and the wider Oxford community: the centre undertook 585 assessments, a small increase of 3% over the previous year.

98. The Service is also preparing for the implementation of changes to the Disabled Students' Allowance (DSA) from 2015/16, following the Government's decision to restrict students' eligibility and shift greater responsibility onto universities to make anticipatory reasonable adjustments for disabled students, as required under the Equality Act. The Disability Advisory Service has commenced work on measures including:

- Support for inclusive practice and the development of IT solutions to support access, such as lecture capture technology, and joint working to ensure provision of accessible communal IT facilities;
- Transitional support for current students if DSA funding change impacts negatively upon their individual support arrangements.

99. In addition to the specialist support provided by DAS, other student services undertook the following initiatives:

- The Head of Counselling facilitated a meeting between the student-led mental health support groups and campaigns to discuss areas of common interest and share good practice, which led to the establishment of an ongoing 'Student Forum', to meet termly from 2014/15.
- The Careers Service increased to two the number of staff with portfolio responsibility for engaging and supporting students with disabilities. This enabled the development of specific activities of a (Dis)AbilityWorks programme and one-to-one support for both current students and alumni with disabilities⁶⁷. The Service also:
 - Organised and delivered termly lunchtime sessions with named Disability Contacts in colleges and departments and with student officers in colleges to highlight referral systems and provide resources to assist in their work with disabled students.
 - Held a focus group with disabled students to consider their views of the Careers Service, to inform practice and develop the website and resources. One outcome was to include specific sections in Career

⁶⁷ www.careers.ox.ac.uk/our-services/for/disabled-students

Briefings on equality and positive action and for students with disabilities or health issues⁶⁸.

- Offered pre-entry advice and guidance to disabled students with the offer of a place which was taken up in particular by students on the autistic spectrum.
- Student Administration:
 - Improved the administration of alternative arrangements for examinations and the consideration of factors affecting examination performance, to provide a speedier and more responsive service to students.
 - Provided an improved analysis of alternative arrangements for examinations to facilitate the sharing of best practice between the University, colleges and college GPs on supporting students with disabilities or medical conditions.
 - Provided mock exams to give disabled students the opportunity to try alternative arrangements and to support those with mental ill health in preparing for examinations.
 - Provided disabled students (and those with other protected characteristics) with the opportunity to meet key staff to discuss reasonable adjustments, especially on exam arrangements, and with familiarity tours of the Examination Schools buildings.
 - Contributed to the development of formal policy for research degree vivas for students with disabilities, to ensure reasonable adjustments can be put in place.
 - Provided additional support for specific students, for instance supporting the submission of coursework by disabled students (ensuring access and staff are available to support if required), and supporting students with mobility difficulties to sit exams in a main room.
- The University Sports Department worked with Oxford City's sports development officer to update and publicise on the University's sports web pages the contact details for disabled sports organisations in the Oxfordshire area.

Sexual orientation: key data

100. The University does not have data on sexual orientation for staff in post though applicants have been asked to disclose at recruitment since early 2012/13⁶⁹. In electronic recruitment (for research, academic-related and support posts) 84% of

⁶⁸ www.careers.ox.ac.uk/options-and-occupations/sectors-and-occupations

⁶⁹ The data provided here include all vacancies advertised and closed between 1 August 2013 and 31 July 2014, for which details had been entered into CoreHR by the end of September 2014.

applicants disclosed their sexual orientation⁷⁰. Disclosure among applicants for academic posts was much lower at 31% (only 60% of applicants returned paper monitoring forms).

101. The proportion of lesbian, gay, bisexual and other non-heterosexual applicants, to support, professional and research posts was: 5.0%, 4.5% and 6.0% respectively. The proportion of successful applicants who identified as LGB and other was 4.4%, 3.5% and 3.9% (support, professional and research, respectively). The apparent disparities in success rates did not approach statistical significance⁷¹. Overall, 5.4% of applicants and 4.0% of appointees in these three groups identified as non-heterosexual, around double government estimates of their representation within the UK population.

102. No data are available on the sexual orientation of current students. However, UCAS are collecting this information from applicants for entry in 2015 and all students will be invited to disclose at Registration from Michaelmas term 2015.

Sexual orientation: activity

103. The University submitted its second application to the Stonewall Workplace Equality Index in September 2013 and was awarded 108 points out of a possible 200 against a sector average of 95 points. The University moved 55 places up the Index.

104. During 2013/14:

- Professor Diarmaid MacCulloch gave the fifth annual LGBT History Month Lecture, introduced by the Vice-Chancellor, Professor MacCulloch spoke to a diverse audience of 300 staff, students and members of the local community on the history of sexuality in the Christian West.
- The University sponsored a panel debate 'Diversity: bringing about change in a University Environment' organised by the Oxford Area Academic LGBT Staff Network during LGBT History Month. The panel, chaired by the High Sheriff of Oxfordshire, shared their perspectives on what needed to change within universities to bring about equality for all.
- The LGBT Network ran a social event on the first Thursday of each month at the University Club.
- The LGBT Advisory Group was re-structured to include student representation.

⁷⁰ 11% preferred not to disclose. The remaining 5% had previously applied for jobs with the University and were not obliged to submit new monitoring information for the more recently included categories of sexual orientation and religion and belief.

⁷¹ Pearson's Chi-squared test; 95% significance level.

105. The University's Harassment Advisory Service was strengthened by the inclusion of two additional identified LGB harassment advisors who are available to speak to both staff and students⁷².
106. The Department for Continuing Education advertised its provision at the annual Oxford Pride festival.
107. The Undergraduate Admissions Office liaised with the student LGBTQ Society to promote Oxford to potential applicants. The Student Barometer survey was revised in 2013 to include an additional demographic question on sexual orientation to help provide greater understanding of the specific needs of LGBTQ students and data on the likely numbers of LGBTQ students across the university.
108. The 2013 Barometer survey had a 47% response rate and 83% of respondents provided their sexual orientation. Over 7% of students disclosed a non-heterosexual orientation: the largest single group was of bisexuals (4%). Preliminary data indicated that overall satisfaction levels were very similar between groups, though the University will continue to monitor this carefully.

Religion and belief: key data

109. The University does not have data on religion and belief for staff in post though applicants have been asked to disclose at recruitment since early 2012/13⁷³. In electronic recruitment (for research, professional and support posts) 84% of applicants disclosed their religion or belief⁷⁴. Disclosure among applicants for academic posts was much lower at 31% (only 60% of applicants returned paper monitoring forms).
110. Over a third of applicants for research, professional and support roles stated that they had 'no religion', followed by 30% who declared a Christian faith. Members of minority faith groups – Buddhist, Hindu, Jewish, Muslim, Sikh, Spiritual or other religion or belief – accounted for 13% of applicants to administrative and support roles and 28% of applicants to research roles, reflecting the international nature of recruitment. By comparison, in the 2011 Census these groups collectively accounted for just over 8% of the population of England and Wales.
111. No data are available on the religion and belief of current students. However, UCAS are collecting this information from applicants for entry in 2015 and all students will be invited to disclose at Registration from Michaelmas term 2015.

⁷² See www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork

⁷³ The data provided here include all vacancies advertised and closed between 1 August 2013 and 31 July 2014, for which details had been entered into CoreHR by the end of September 2014.

⁷⁴ 10% preferred not to disclose. The remainder had previously applied for jobs with the University and were not obliged to submit new monitoring information for the more recently included categories of sexual orientation and religion and belief.

Religion and belief: activity

112. The University has worked with representatives of the student Islamic and Jewish Societies to support students in managing clashes between exams and religious observance. In particular, the University has been proactive in putting in place a new policy and support for students who will be fasting for Ramadan during the main examination period from 2015 onwards. Students have been informed via their colleges, Student Union and faith societies that they may apply to sit afternoon exams in the morning, if this would suit them better⁷⁵.
113. The University Sports Department has revised its policy on Muslim swimwear, refreshed its staff training in this area and produced a clear set of guidelines for users, with a link to an approved external website providing details of acceptable swimwear fabrics.

Pregnancy and maternity: key data

114. In 2012/13, 250 members of University staff went on maternity leave, of whom only 9% did not return. This represented a significant increase in numbers (from 200 the previous year) and a small increase in the return rate (from 89% to 91%). Among academic and research staff, 123 women went on maternity leave in 2012/13, of whom 7% left the University, compared with 13% the previous year. All 26 members of academic staff who took maternity leave returned to work with the University.
115. No data are available in respect of student pregnancy though the University does maintain a record of students suspending their studies in order to take maternity, paternity or adoption leave⁷⁶. However, this is an unreliable way of monitoring the number of instances as many students, particularly those from overseas, choose not to suspend their studies. From January 2015, students will be invited to disclose at Registration whether they have caring responsibilities for any adult or child dependants.

Pregnancy and maternity: activity

116. The University offers some of the most generous maternity pay and provision in the sector: 26 weeks' full pay, 13 weeks' Statutory Maternity Pay and 13 weeks' unpaid leave. For staff returning from maternity or parental leave, the University has the highest level of childcare provision in the HE sector, with 390 places across 15 sites; four of these being designated University nurseries. Additionally, four colleges operate independent nurseries, providing a further 60 places within the city.
117. Although this offer is higher than any other Russell Group University, providing a ratio of 1 nursery space per 29 staff against a sector average of 1:71, the

⁷⁵ www.ox.ac.uk/students/academic/exams/arrangements

⁷⁶ The University Policy on Student Maternity, Paternity and Adoption leave is available to download from www.ox.ac.uk/students/welfare/childcare.

University continued during the year to explore possibilities for the further development of provision including:

- Expansion of nursery provision on the University's Headington site, to support demand from the Medical Sciences division in particular.
- Exploration of the demand for nursery provision outside of the city boundary in key satellite towns.
- Early discussions with colleges to support further college nursery provision or the possibility of the use of college property to expand the University's offer.

118. The University offers a salary sacrifice scheme for payment of nursery fees and reinvests all savings made on national insurance contributions in nursery provision. It also offers a childcare voucher scheme for all eligible parents. This year, 32 students will benefit from support from Childcare Service's Sponsored Places Scheme with help towards nursery fees to the value of £235 per student.

Age: key data

119. On 31 July 2013, 49% of University staff were aged under 40, 24% aged 40 to 49, 24% aged 50 to 64 and 2% were over 65.

120. Among academic staff, 23% were under 40 while 6% were over 65. This represented a one percentage point increase in both categories compared with the previous year. 69% of research staff were aged under 40 while 13% were aged over 50.

121. Just 2% of professorial staff were aged under 40, 25% were aged 40 to 49, 62% were aged 50 to 64 and 12% were over 65.

122. Analysis of recruitment monitoring data for research, professional and support posts showed that all age groups were appointed roughly in line with their representation among applicants. Success rates were similar for both sexes in every age group, though women in their thirties, forties and fifties had a slightly higher likelihood of being appointed than men of the same age.

Age: activity

123. The University has an employer-justified retirement age of 67 which was established on 1 October 2011. The Personnel Committee reviews the policy and its associated procedures on a regular basis.

124. The University worked with the Student Union to set up and run the first orientation programme targeted at mature students. This will now be integrated in annual University orientation events

Other activity

125. In addition to its positive action programmes, the University supports a range of equality and diversity training and support for staff including:

- An online Equality and Diversity course which is targeted at those new to the University: all new starters are encouraged to participate on appointment.
- An online Recruitment and Selection course, which was revised during the year to include additional guidance on unconscious bias.
- An online course on understanding unconscious bias in the work-place and minimising its impact on decision-making. This is available both as pre-seminar work for a bespoke workshop on *Exploring Unconscious Bias*, and as a prelude to discussion in areas where data on BME recruitment suggests that attention needs to be paid to the potential for unwitting bias.
- A session on establishing an inclusive workplace at the UAS Staff Conference: the session, which explored the experience of new starters, was intended to foster good relations and to reduce possible misunderstandings which might arise from individuals disclosing a disability or following a particular religion or belief.
- A number of initiatives in support of research staff, which also support the careers of women and BME researchers, including:
 - Cross-divisional mentoring schemes for research staff in MPLS and MSD.
 - Reporting by gender and ethnicity on the outcomes of the national researcher surveys CROS (the Careers in Research Online Survey) and PIRLS (Principal Investigators' and Research Leaders' Survey).
 - Work to support individual research staff⁷⁷, including the establishment of the Oxford Research Staff Society (OxRSS). The Society organises social and professional networking activities across departments and divisions, including family-friendly events to foster support networks for researchers.

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⁷⁷ www.ox.ac.uk/research/support-researchers