



University of Oxford

# Equality Report

Section A: Overview of equality and diversity at  
Oxford, 2014/15

This report is produced by the University of Oxford's Equality and Diversity Unit and provides an **Overview of equality and diversity at Oxford, 2014/15**

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/policy/data/report](http://www.admin.ox.ac.uk/eop/policy/data/report)**

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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 2014/15 and summarises key equality data, activity and achievements. Selected staff data are available in **Section B** and selected student data in **Section C**. See [www.admin.ox.ac.uk/eop/policy/data/report](http://www.admin.ox.ac.uk/eop/policy/data/report).
2. The report has been prepared by the Equality and Diversity Unit (EDU)<sup>1</sup>. The EDU works 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. Institutional responsibility for policy and guidance on equality and diversity rests with Personnel Committee (for staff) and Education Committee (for students).
3. An Equality and Diversity Panel, with broad membership from the divisions, colleges and central policy teams,<sup>2</sup> advises these committees on the strategic development of equality policy and practice. The work of the Panel is informed by advisory groups<sup>3</sup> of student and staff representatives covering gender and Athena SWAN; race, religion and belief; lesbian, gay, bisexual and trans issues; and staff disability<sup>4</sup>. During 2015-17, the Panel will sit as the self-assessment team for the University's application to the new Race Equality Charter Mark for higher education, with the addition of co-opted members.
4. 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.
5. During 2015, the University appointed Dr Rebecca Surender<sup>5</sup> to the new post of 'Advocate for Diversity' in order to provide additional direction and coordination to equality and diversity initiatives. Dr Surender chairs the Gender Equality Advisory Group (GEAG) and also co-chairs, with the President of St John's college, an informal equality and diversity working group of heads of Oxford colleges which was established in 2015. The group aims to establish a set of voluntary benchmarking indicators across colleges, and to identify and share best practice amongst colleges and between colleges and the University.

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<sup>1</sup> See [www.admin.ox.ac.uk/eop](http://www.admin.ox.ac.uk/eop)

<sup>2</sup> See [www.admin.ox.ac.uk/eop/policy/edp](http://www.admin.ox.ac.uk/eop/policy/edp)

<sup>3</sup> See [www.admin.ox.ac.uk/eop/inpractice/networks](http://www.admin.ox.ac.uk/eop/inpractice/networks)

<sup>4</sup> Work on student disability is the responsibility of a separate Disability Advisory Service which reports to the University's Student Health and Welfare Committee.

<sup>5</sup> Dr Surender is a Pro-Vice-Chancellor (without portfolio) and Head of Department of the Department of Social Policy and Intervention and Fellow of Green Templeton College.

6. 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:
  - a. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
  - b. Advance equality of opportunity between people who share a protected characteristic and those who do not<sup>6</sup>; and
  - c. Foster good relations between people who share a protected characteristic and those who do not.
7. In this report, the available data have been analysed in respect of key staff and student activities<sup>7</sup>. The results of the analysis will be used to:
  - a. Measure and benchmark progress against stated targets;
  - b. Identify and action areas for further improvement; and
  - c. Further inform the setting of targets and indicators for existing equality objectives, including on ethnicity: revised objectives will be published in April 2016.
8. The report begins by considering progress against the University's current equality objectives, before describing other general activity in support of equality and diversity. It concludes with an overview of data and activity across the protected characteristics.

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<sup>6</sup> 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 the first aim and in employment only.

<sup>7</sup> 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.

## A.1 Equality objectives relating to staff: progress

9. The University published three overarching equality objectives<sup>8</sup> in April 2012, which it has since refined. Below we report on progress towards, and key activity in support of, these targets.

### **Staff objective 1: Increase the proportion of women in senior roles**

10. Following an extensive consultative process across the collegiate University, the University's Council<sup>9</sup> agreed in March 2015 a suite of targets in support of this objective:
- i. To achieve a yearly increase in the proportion of female professors, to achieve 30% representation by 2020;
  - ii. To achieve a yearly increase in the proportion of female statutory professors, to achieve 20% representation by 2020;
  - iii. To achieve a yearly increase in the proportion of female associate professors, to achieve 35% representation by 2020;
  - iv. Selection committees to aim for a representation of at least one third women;
  - v. Women to comprise a minimum of 30% of members of Council and its main committees; and
  - vi. 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.
11. In 2014/15, the University became one of 10 global universities to participate in the pilot 'impact' stage of the UN's HeForShe<sup>10</sup> gender equality Campaign. The University's participation in the Campaign was launched by the Executive Director of UN Women, Dr Phumzile Mlambo-Ngcuka, at Kellogg College on 12 June 2015.
12. Under HeForShe, the University made three additional public commitments, and we report below on progress toward these, in addition to our public sector equality objectives:
- Achieve one third representation of women across all university leadership roles by 2020;
  - Engage the whole community to holistically address campus violence and enforce zero tolerance; and
  - Accelerate progress toward gender equality across the higher education sector beyond Oxford.

<sup>8</sup> [www.admin.ox.ac.uk/eop/policy/equalityobjectives](http://www.admin.ox.ac.uk/eop/policy/equalityobjectives)

<sup>9</sup> The University's governance structure comprises both Congregation and Council. Congregation, the ultimate legislative body of the University, is composed of virtually all academic staff and research and administrative staff above grade 8. Council is composed of members of Congregation elected by Congregation, ex officio members and lay members.

<sup>10</sup> [www.admin.ox.ac.uk/eop/gender/heforshe](http://www.admin.ox.ac.uk/eop/gender/heforshe)

## Targets i to iii: Staff<sup>11</sup>

13. On 31 January 2015, women comprised 5,786.5 of 11,806.5 fte University staff (49%), including:

- 22% of professors: 12% of Statutory and 25% of Titular Professors. The proportion of female professors had increased by two percentage points since July 2013. The average proportion of female professors in Russell Group universities was 21% in 2013/14<sup>12</sup>;
- 27% of academic staff and 45% of research staff (40% combined), matching the Russell Group average. The proportion of female academics had increased by one percentage point;
- 16% of clinical academics and 38% of clinical researchers (33% combined); and
- Female academics had a younger age profile: 31% were aged under 40 compared with 22% of male, while 46% of male academics were aged over 50 compared with 35% of female

14. The University's main activity in support of its gender targets centres on **Athena SWAN**. All departments in MPLS and MSD now hold either a Bronze award (nine) or Silver (eighteen). In the April 2015 round, Oxford gained ten Silver departmental awards out of twenty-four awarded across the UK. The Athena SWAN charter was expanded in 2015 to include the arts, humanities, social sciences, business and law; staff in professional and support roles; and trans staff and students<sup>13</sup>. Eight departments in Social Sciences are preparing to apply for awards next April, a number of Humanities Faculties are engaging with the Charter and the University will apply for an institutional Silver award in 2017.

15. Under the aegis of Athena SWAN, the University has undertaken a wide range of activities to support the progression of female and academic staff. Full details are available at: [www.admin.ox.ac.uk/eop/gender/athenaswan](http://www.admin.ox.ac.uk/eop/gender/athenaswan)

16. **Maternity leave for research staff:** Work was taken forward to improve the management of maternity leave and funding for research staff on fixed-term contracts, with the aim of ensuring a consistent decision-making process regarding maternity cover and contract extension irrespective of department or funder.

17. The Medical Sciences and Social Sciences divisions administered a **C-Change (Culture Change) survey** to all staff, to consider differences in experiences by gender, race and other protected characteristics. In Social Sciences, this work was reinforced by a qualitative study by a team from the Centre for Diversity Policy Research and Practice (CDPRP) at Oxford Brookes University, in preparation for the Social Sciences division's engagement with Athena SWAN.

18. **Research grants:** The EDU and Research Services undertook a major analysis of grant application and success rates by gender. This showed that although differences are small, women are under-represented in several subject areas, with

<sup>11</sup> Please see the section below on Gender for student data and activity.

<sup>12</sup> Most recent available data.

<sup>13</sup> [www.ecu.ac.uk/equality-charters/athena-swan](http://www.ecu.ac.uk/equality-charters/athena-swan)



the largest gaps in biomedical science. During 2015/16, the EDU will work with MPLS and MSD to use the results of the analysis to consider additional support to women making grant applications.

19. Other activities included:

- Signing the **Women into Technology and Engineering Compact** with the Department for Business, Innovation and Skills;
- Holding a major event, '**Women in Academic Science**' in November 2014 as part of the University's celebration of 40 years of co-residence attracting over 150 people, mostly students and early career researchers;
- MPLS and MSD co-funding an initial three **Daphne Jackson Fellowships** to support people returning to a research career after a break of at least two years for family, caring or health reasons (the fellowships are not restricted to women);
- Hosting a range of activities to celebrate the bicentenary of **Ada Lovelace**, the pioneering computer scientist, including the inaugural annual Ada Lovelace Lecture with Prof Barbara Liskov from MIT;
- A group of academics forming '**Women in the Humanities**' to combat women's marginalisation in universities, both as subjects of study and as serious scholars: £20,000 support from a private donor has provided grants, seminars and fellowships, with an emphasis on early career researchers; and
- MPLS and MSD departments increasing provision of **equality and diversity training** in support of Athena SWAN, encouraging participation in online training, running 'train the trainers' sessions on unconscious bias, and providing face-to-face training in:
  - i. Unconscious bias
  - ii. Bullying and harassment
  - iii. Recruitment and selection
  - iv. Mental health awareness
  - v. Effective PDR (Professional Development Review).

The MSD mentoring circles scheme for researchers will be piloted for all staff groups in four clinical departments in 2015/16.

#### **Vice-Chancellor's Diversity Fund**

20. The £1m Vice-Chancellor's Diversity Fund<sup>14</sup> was launched in July 2013 to advance diversity among academic and research staff. Following the first two rounds of bids, fifteen awards were made, totalling £869,210, and a third call for bids was made in Michaelmas 2015, prioritising projects in the Humanities and on race equality. Recent successful bids include:

- A series of high profile public engagement events, installations and projects to link in with the TORCH<sup>15</sup> Headline Series 2017 *Diversity*.
- Disability Narratives – a project to identify, share and promote good practice on supporting staff living with a disability or long-term health condition.

<sup>14</sup> [www.admin.ox.ac.uk/eop/inpractice/vc-fund](http://www.admin.ox.ac.uk/eop/inpractice/vc-fund)

<sup>15</sup> The Oxford Research Centre in the Humanities: [www.torch.ox.ac.uk](http://www.torch.ox.ac.uk)

- Stonewall Role Models training programme.

Projects sponsored in 2014/15 were extended over a longer period of time than initially anticipated and will be evaluated upon completion.

21. The largest single Diversity Fund project, the £400k Returning Carers' Fund<sup>16</sup>, made two further rounds of grants in 2014/15. The Fund provides small grants (of up to c.£5k) for academic and research staff who have taken a period of leave of at least 6 months for caring responsibilities. A third round was announced in Michaelmas term 2015. Once funds have been exhausted the scheme will be evaluated in terms of its impact on staff retention and progression, with a view to embedding it permanently. The Head of the EDU is also leading a project to diversify portraiture across the collegiate University, to make it more reflective of the range of diversity at Oxford.

### Promotion

22. The main route for internal progression at Oxford is through the Recognition of Distinction exercise (RoD). In the 2015 exercise, improvements were made to existing processes for identifying staff eligible to apply, with divisional briefings and support for applicants and successful efforts actively to encourage applications from women. In the exercise, women's overall success rate was higher than men's at 81% compared with 64%<sup>17</sup>. Nearly 10% of eligible male staff applied compared with 7% of female; however, the difference was only significant in Medical Sciences. Women in the Humanities were equally as likely to apply as men, in contrast to the 2014 exercise where there was a 10 percentage point difference.
23. The 2016 Professorial Distinction Awards exercise will have a wider eligibility than previous rounds, with all substantive associate professors and keepers with title of full professor being eligible to apply alongside statutory professors. This will result in a more diverse pool of potential candidates for awards.

### Reward

24. HESA data for 2013/14 showed that Oxford had the highest percentage of women earning a salary within the professorial range within the Russell Group: 60% of women earned £57,032 or more compared with an average of 39%.
25. Following the 2013/14 Equal Pay Audits of the main payscale and senior staff salaries, work was undertaken to analyse the use of pay elements other than basic salary for all staff, resulting in revised guidance and new paycodes. Work is underway with divisions to develop a new responsibility allowance which will bring greater rigour and consistency to the use of additional pay elements.

### Target iv: Recruitment

26. During 2014/15, women comprised 50% of applicants for roles at the University. Within academic and research recruitment, they comprised<sup>18</sup>:

<sup>16</sup> [www.admin.ox.ac.uk/eop/inpractice/vc-fund/returning-carers](http://www.admin.ox.ac.uk/eop/inpractice/vc-fund/returning-carers)

<sup>17</sup> This did not attain statistical significance.

<sup>18</sup> Recruitment data in this report relate to vacancies opened and closed between 1 August 2014 and 31 July 2015, plus a small number of vacancies opened in previous years and not filled until 2014/15.

- 36% of applicants for academic posts (41% of appointees): the proportion of female applicants rose by ten percentage points, and of appointees by seven, compared with the previous year;
  - 42% of applicants for research posts (45% of appointees); and
  - 33% of those accepting a post as statutory professor (6 out of 18).
27. The University continued to require all selection committees to aim for one third female representation, except in those disciplines where this could place an unreasonable requirement on female academic staff.
28. The University substantially revised its online course on *Recruitment and Selection* and 350 staff completed the course. The requirement to complete it will be extended to all members of recruitment panels in 2016.
29. Improved procedures were introduced for the recruitment of statutory professors, including the requirement to make a wider search and the introduction of a pause to the process if the shortlist fails to include any appointable female candidates. Early indications are that the new procedures have helped to increase the number of women appointed. In 2014/15, eighteen statutory professorships were accepted: 12 by men and 6 by women (33%). In addition, three other senior appointments were made, two male, one female.
30. In support of their divisional 50% gender equality target, the Humanities division set up a working group on associate professor recruitment to review current practice, identify barriers to recruiting women and explore ways to address them. The division also undertook detailed analysis of all applications to academic posts since 2010 to identify trends and evidence of inequality, focusing on gender, nationality and educational background.
31. Work on improving associate professor recruitment will be extended across the University in 2015/16, alongside a comprehensive review of the University's attraction and recruitment strategies in general.

### **Target v: Governance**

32. As of Michaelmas term 2015, women comprised:
- 38% of the total membership of Council and its five major committees (up from 34% the previous year) and each committee met its individual target of 30%;
  - 41% of divisional academic leadership (e.g. Head, Deputy or Associate Head); and
  - 18% of heads of academic departments (9 out of 50) plus seven of the 21 heads or co-chairs of sub-departments in the Medical Sciences Division.
33. The Oxford Learning Institute (OLI) launched a revised induction programme for Heads of Department with greater emphasis on unconscious bias and good management practice; and the Humanities division developed a pilot programme for aspiring Faculty Chairs (heads of department) to encourage more academics to consider undertaking these roles.

34. The OLI continued to provide a range of developmental programmes targeted at women and other under-represented groups aspiring to leadership, including:

- The *Academic Leadership Development Programme* for mid-career staff considering moving into a leadership role (21 participants);
- The *Ad Feminam* mentoring programme for senior women in academic, research and administrative roles (62 mentoring pairs);
- The *Springboard* personal and professional development programme for women (113 participants).

### Target vi: Honorary degrees

35. Of the list of names presented to Congregation for the conferment of honorary degrees at Encaenia 2015, four out of six were female and half were black or minority ethnic (BME).

### Creating a safe campus

36. Following extensive consultation, the University introduced a revised Harassment Policy and new student Procedure in December 2014 making clear that the University did not tolerate any form of harassment, including sexual harassment, assault or violence. The revised student procedure includes a formal oversight role for the Director of Student Welfare and Support Services (DSWSS) in all cases of sexual violence involving students. During 2016, Oxford's individual colleges will adopt a tailored version of this Policy and Procedure, adapted to the college environment.

37. During 2015, the University has undertaken a considerable amount of training and preparatory work, with a view to introducing a University-wide strategy on sexual violence in 2016. The EDU and DSWSS held briefing sessions to ensure that all staff and students were aware of the new Policy; provided training for over 300 voluntary harassment advisors on its implementation; introduced new guidance for responding to disclosures of sexual assault; produced flowcharts on the new Procedures; and supported colleges in aligning their own policies and procedures with those of the University. A group of dedicated advisors and counsellors received specific training in handling cases of sexual violence from Oxford Sexual Abuse and Rape Crisis Centre; and 'front-line' staff in the University's colleges were trained by Oxford City's Domestic and Sexual Abuse Co-ordinator and University Counsellors to ensure they are able to respond appropriately and immediately to disclosures of sexual violence, signposting students to specialist support.

38. The Oxford University Student Union (OUSU) engaged in a number of activities, including:

- Providing compulsory sexual consent workshops, for new students in all undergraduate colleges and making them available to all graduate students, with additional targeted provision for LGBTQ students and students with disabilities. 99% of survey respondents found the workshops helpful and 96% felt comfortable engaging with the sessions<sup>19</sup>;

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<sup>19</sup> 40% response rate

- Developing with Code4Rights a First Response mobile phone app<sup>20</sup> for students, supported by the IT Innovation Fund;
  - Collaborating with the local police force on a web-based consent campaign: [www.consentiseverything.com](http://www.consentiseverything.com);
  - Collaborating with the Good Lad Campaign on addressing gender equality on campus; and
  - Running pilot Bystander workshops, to ensure that all members of the community take responsibility for identifying and addressing sexual violence whenever they become aware of it: the University will consider extending this training to relevant staff in 2016.
39. The Good Lad<sup>21</sup> Initiative, which aims to promote 'positive masculinity' and enable men to deal with complex gender situations and become agents of positive change has:
- Run more than 40 workshops at Oxford reaching over 500 men and 100 women;
  - Continued a strong relationship with the University Sports Federation (which supports the activities of all sports clubs), the student union and relevant administrative staff;
  - Hosted Tony Porter from 'A Call To Men', and Jennifer Siebel Newsom, director of 'The Mask You Live In', feeding into the broader culture of engaging men in discussions of gender;
  - Expanded to run workshops in more than 10 universities across the UK and a number of secondary schools, as well as sporting and professional institutions; and
  - Held pilot sessions with 25 sixth-formers from St Edward's School in Oxford aiming to tackle sexual harassment, sexism and 'lad culture' at an earlier age.
40. As part of the University-wide strategy on addressing sexual violence, the University plans to provide additional support for those who have experienced sexual violence including new webpages on the Oxford Students' website; new self-help resources on the Counselling Service website; a support group facilitated by the Counselling Service; and a specialist Trauma Clinic within the Counselling Service.
41. The Sports Federation engaged in a review of Sports Club compliance processes and began work with OUSU and the Good Lad organisation to promote club attendance at their sessions. Work is underway to review sports club constitutions and consultancy agreements to enhance their equality-related content and raise awareness.

## Engaging other universities

42. The University organised and hosted the June 2015 meeting of the 'Women and men in globalising universities' institutional joint working group of IARU, the International Alliance of Research Universities<sup>22</sup>. The group made a successful bid to the IARU

<sup>20</sup> [www.firstresponseoxford.org](http://www.firstresponseoxford.org)

<sup>21</sup> [www.goodladworkshop.com/about](http://www.goodladworkshop.com/about)

<sup>22</sup> [www.iaruni.org/institutional-joint-working/women-and-men](http://www.iaruni.org/institutional-joint-working/women-and-men)

Senior Officers' Meeting for funding to support annual meetings of the gender working group; a survey audit of current gender-related practice; and short-term staff exchanges.

## **Staff objective 2: Improve the recruitment and retention of Black and Minority Ethnic (BME) staff**

### **Ethnicity data<sup>23</sup>**

43. On 31 January 2015, 1,260.5 of 11,806.5 fte staff had identified as BME<sup>24</sup>. BME staff comprised:

- 11% of all staff (16% unknown), an increase of one percentage point since July 2013;
- 6% of professorial staff (17% unknown), an increase of one percentage point;
- 7% of academic staff (19% unknown), an increase of one percentage point;
- 16% of research staff (19% unknown);
- 12% of clinical academic staff (16% unknown) and 19% of clinical research staff (24% unknown);
- 9% of UK academic and research staff (13% unknown) compared with 18% of non-UK (25% unknown); and
- 7% of academic-related (11% unknown) and 8% of support staff (13% unknown), a small decrease in the former (by 1%).
- Oxford was very similar to the rest of the Russell Group in terms of:
  - i. The average proportion of BME academic and research staff (13%); and
  - ii. The overall staff ethnicity profile.

44. The age profile of BME staff was younger than that of white staff: among those who have identified as BME, 65% were aged under 40 compared with 48% of white staff (and 55% of those of unknown ethnicity).

45. A quarter (25%) of applicants for academic posts identified as BME (11% of appointees): a seven percentage point increase in the proportion of applicants since the previous year<sup>25</sup>.

46. For research, administrative and support posts<sup>26</sup>, BME applicants comprised:

- 49% of applicants for research posts and 23% of appointees (2% increase in appointments since the previous year);
- 26% of applicants to professional and management roles and 10% of appointees (2% increase in appointments); and

<sup>23</sup> Please see the section below on Ethnicity for student data and activity.

<sup>24</sup> 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 whites. We recognise the difficulties associated with aggregating multiple ethnic groups and identities into a single category. The rate of non-disclosure remained high at 16%.

<sup>25</sup> Monitoring data were available for 78% of applicants, so these percentages are indicative only.

<sup>26</sup> Applications for these posts are made online and 96% of applicants disclosed their ethnicity.



- 21% of applicants to support and technical roles and 12% of appointees (1% increase in appointments).

### Activity

47. The University held a joint staff-student Race Equality Summit in March 2014 which committed to a range of actions, including addressing the under-representation of BME staff and auditing all practice in relation to race and ethnicity. Work on this agenda is being taken forward within the framework of the new Race Equality Charter Mark for higher education<sup>27</sup>, led by two new Policy Advisors for Race Equality (and Religion and Belief)<sup>28</sup>. An application is planned for mid-2017. A Race Equality Working Group (REWG)<sup>29</sup> has been established to complement the work of the self-assessment team (the Equality and Diversity Panel) by providing more regular dialogue between stakeholders (staff and students) and a sounding board for all work on race equality. The REWG will meet monthly over the period 2015-17.

48. In support of work to improve the recruitment and retention of BME staff, the University:

- Launched a pilot **recruitment project** designed to reduce the impact of unconscious bias during shortlisting, particularly in relation to ethnicity, in two departments within University Administration and Services
- Conducted two targeted **monitoring surveys** to improve the reliability of staff ethnicity and disability data: 14% of respondents to the 2015 survey identified as BME
- Expanded its successful **apprenticeships programme**<sup>30</sup> with 50 new apprentices in recruitment by the end of 2015 and the intention of recruiting 150 more in 2016, with a particular aim to increase the number of BME apprentices from the local community.
- Launched a **peer mentoring scheme** for all BME staff and scoped work to develop one-to-one leadership pathway mentoring for BME staff in grade 6 and above.
- Published a new **international staff website** for staff moving to Oxford, especially for those unfamiliar with the UK<sup>31</sup>
- Hosted **Black History Month** lectures in 2014 by Esther Stanford-Xosei on '*Women's contribution to the fight for equalities*', and in 2015 by Professor Hakim Adi<sup>32</sup> on '*The 70<sup>th</sup> anniversary of the Manchester Pan-African Congress and its significance today*'

<sup>27</sup> [www.ecu.ac.uk/equality-charters/race-equality-charter](http://www.ecu.ac.uk/equality-charters/race-equality-charter)

<sup>28</sup> Dr Machilu Zimba and Dr Laura Hodsdon: see [www.admin.ox.ac.uk/eop/aboutus/contactdetails](http://www.admin.ox.ac.uk/eop/aboutus/contactdetails)

<sup>29</sup> [www.admin.ox.ac.uk/eop/race/raceequalityworkinggroup](http://www.admin.ox.ac.uk/eop/race/raceequalityworkinggroup)

<sup>30</sup> [www.apprenticeships.ox.ac.uk](http://www.apprenticeships.ox.ac.uk)

<sup>31</sup> [www.admin.ox.ac.uk/personnel/staffinfo/international](http://www.admin.ox.ac.uk/personnel/staffinfo/international)

<sup>32</sup> Professor of the History of Africa and the African Diaspora at Chichester University

- Continued to support the **BME Staff Network**, which hosted events and discussions including a talk on '*The Experiences of Black and Minority Ethnic Academics in the UK*' by Dr Kalwant Bhopal<sup>33</sup> (May 2015).

49. In addition to work on the Race Equality Charter, the University's current Assessor<sup>34</sup> is undertaking a project to review the University's policies and practices on the promotion of race equality. The project remit is<sup>35</sup>:

- To consider race equality comprehensively across the University, as regards both students and academic and administrative staff;
- To gain further insights into the different experiences of BME staff and students in the collegiate University;
- To take stock of current initiatives within the University;
- To explore how race equality should be promoted under the current Strategic Plan and incorporated into the next Five Year Strategic Plan (2018-23);
- To identify how race equality can be mainstreamed into the activities and business of the University; and
- To highlight best practice both internally and externally.

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<sup>33</sup> Reader at Southampton Education School, a Director of the University of Southampton's Postgraduate Research Degrees and an author of the 2015 Runnymede Trust report '*Race, Inequality and Diversity in Academia*'.

<sup>34</sup> The Proctors and Assessor are senior elected officers of the University, dealing with student discipline and complaints, and welfare and finance respectively. See [www.admin.ox.ac.uk/proctors](http://www.admin.ox.ac.uk/proctors). The Assessor for 2015/16 is Dr Patricia Daley, School of Geography and the Environment and Jesus College.

<sup>35</sup> See [www.admin.ox.ac.uk/proctors/assessorsproject2015-16](http://www.admin.ox.ac.uk/proctors/assessorsproject2015-16) for more details.



## A.2 Equality objectives relating to students: progress

### Student objective: To achieve the equality-related objectives set out in the University's agreement with the Office for Fair Access

#### Undergraduate access targets

50. The University's agreement with the Office for Fair Access for 2012/13<sup>36</sup> set out a suite of targets relating to admissions from under-represented groups and students with disabilities:

- i. 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;
- ii. To increase the proportion of accepted UK applicants from disadvantaged socio-economic backgrounds to 9%;
- iii. To increase the proportion of accepted UK applicants from neighbourhoods of low participation in higher education to 13%; and
- iv. To continue to meet or exceed the HEFCE benchmark on participation of students with disabilities.

#### Admissions from target groups

51. Among UK applicants admitted for study in 2014 (or deferred to entry in 2015), 34.1% came from one or more OFFA target groups (882 out of 2585)<sup>37</sup>. Progress towards the individual targets was as follows, with target (ii) having been met in 2014:

Target group	Target for 2016/17	Admitted in 2014	% of admitted UK applicants
(i) Schools with a history of limited progression to Oxford	25%	551	21.3%
(ii) Applicants from disadvantaged socioeconomic backgrounds	9%	241	<b>9.3%</b>
(iii) Applicants from neighbourhoods of low participation in higher education	13%	264	10.3%

52. Revised admissions targets have been set for 2017/18 to 2019/20 in order to make better use of available educational and socioeconomic data. The University has also

<sup>36</sup> <https://www.offa.org.uk/access-agreements/searchresult/?prn=10007774>

<sup>37</sup> Undergraduate admissions statistics: [www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate2014](http://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate2014). Access agreement data: [www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate2014/additional-info/access-agreement-target-categories](http://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate2014/additional-info/access-agreement-target-categories).

agreed a new target on engagement with the local community<sup>38</sup>. An equality analysis was undertaken to investigate whether refining the list of target schools would create negative impact for any protected group; this found that the schools on the revised list had a slightly more ethnically diverse population and that there would be no impact in terms of gender<sup>39</sup>. The revised targets are to:

- i. Increase the percentage of UK undergraduate students entering Oxford from schools and colleges that historically have had limited progression to Oxford to at least 14.5% in 2019/20.
- ii. Increase the percentage of UK undergraduate students entering Oxford from disadvantaged socioeconomic backgrounds (ACORN postcodes 4 and 5) to at least 9.5% in 2019/20.
- iii. Increase the percentage of UK undergraduate entering Oxford from neighbourhoods with low participation in higher education (POLAR3 postcodes 1 and 2) to at least 13.0% in 2019/20.
- iv. [See paragraph 54 for details of target (iv).]
- v. Ensure that at least 55% of students working with the Oxford South-East IntoUniversity centre progress to higher education in 2019/20.

#### Participation by students with disabilities

53. Admissions data indicate that applicants with a declared disability are equally as successful as others, and the University consistently exceeds its benchmark for the participation of UK students in receipt of Disabled Students Allowance (DSA).

Target group	Benchmark for 2013/14	Participating in 2013/14 <sup>40</sup>
(iv) Students with disabilities	4.7%	5.8%

54. However, HEFCE has advised that this benchmark will no longer be as useful a measure due to the government's wide-ranging changes to DSA, so the University has adopted a new measure for its 2016/17 agreement with the Office for Fair Access<sup>41</sup>, more accurately reflecting the level of disclosure among students:

- iv. To ensure that the proportion of UK undergraduate students with declared disabilities or specific learning differences (regardless of whether they receive the DSA) at the University does not drop below the current level of 8.8% (based on the average of the years 2011/12 to 2013/14).

55. The Disability Advisory Service collaborated with UAO to produce an updated publication for the school outreach team on encouraging pupils with disabilities to apply to Oxford. Representatives from DAS attend all Open Days and support individual visits by prospective students.

<sup>38</sup> See the University's agreement with the Office for Fair Access for 2016/17, available from the URL at footnote 36.

<sup>39</sup> There were no available data for other protected characteristics.

<sup>40</sup> Full-time first degree undergraduates. Data for 2014/15 will be made available in February 2016 at <https://www.hesa.ac.uk/pis/dsa>.

<sup>41</sup> Covering the period 2017 to 2020.

## Undergraduate access and outreach activity

56. The University's overall strategy on undergraduate access and outreach comprises three main strands: UNIQ summer schools; engagement with teachers; and working with schools and colleges. See [www.ox.ac.uk/about/increasing-access](http://www.ox.ac.uk/about/increasing-access) for full details.

## Ethnicity and disability

57. During 2015, Undergraduate Admissions and Outreach (UAO) focussed even more closely on supporting BME student recruitment and access to Oxford. Following the success of the University's first Annual Access Conference for Key Stage 4 and 5 state school students of BME origin in July 2014 – in collaboration with the student African Caribbean Society – this has been embedded in the University's calendar of access activity.
58. UAO are also collaborating with third party organisations – Future Leaders<sup>42</sup> and Target Oxbridge<sup>43</sup> – drawing on their work and networks to ensure BME students are supported to make competitive applications to Oxford. The University has helped fund the production of two Future Leaders magazines (targeted at BME school pupils), profiling inspirational BME students and offering information about outreach initiatives. UAO continues to support Target Oxbridge to provide mentoring and advice to year 12 and 13 pupils of black ethnicity, including jointly presenting with Cambridge University at their Annual Conference in August 2015 and delivering an interview workshop for Oxford and Cambridge applicants in October 2015.
59. In March 2015, the Student Union (OUSU) held its first BME student shadowing day to encourage school pupils from under-represented minority ethnic backgrounds to consider applying to Oxford. This event will be incorporated into OUSU's annual programme of access events, ensuring links with the UAO's own Annual Access Conference for BME students.
60. The online *Undergraduate Admissions* course was updated with enhanced information about discrimination, unconscious bias and cultural biases and in 2015/16 the Oxford Learning Institute will revise their HEA-accredited educational development programmes to focus more on inclusivity and curricular diversity.

## Financial support

61. The University offers one of the most generous non-repayable financial support packages for disadvantaged students in the UK. The Moritz-Heyman Scholarship Programme provides enhanced support to those with the lowest household incomes (sub-£16k), with priority for those studying STEM subjects. Analysis shows that the proportion of BME students among Moritz-Heyman Scholars is about twice as high as in the undergraduate cohort as a whole, based on the first three years' worth of data.
62. The University is analysing research on the effect of financial support on retention and student progression, particularly for those from disadvantaged groups, and participating in a national research project to assess the impact of financial support on student success during 2015/16.

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<sup>42</sup> <http://f-leaders.co.uk>

<sup>43</sup> [www.targetoxbridge.co.uk/index.html](http://www.targetoxbridge.co.uk/index.html)

## Department for Continuing Education

63. The Department for Continuing Education, in partnership with the 'Brookes Bridges' programme at Oxford Brookes University, held an open day in East Oxford in January 2015 for residents of Blackbird Leys, Littlemore, Rose Hill and Temple Cowley, which attracted around 70 attendees. The two institutions aimed to provide participants with the widest possible picture of higher education opportunities in Oxford: see [www.conted.ox.ac.uk/opendayeast](http://www.conted.ox.ac.uk/opendayeast).

## Postgraduate access target

64. The University has set itself an additional target in relation to postgraduate access:

- i. To improve our understanding of barriers to students from all backgrounds accessing PGT study using data gathered through the two rounds of the HEFCE Postgraduate Support Scheme.

## Postgraduate access and outreach activity

### Postgraduate Support Scheme, 2014/15

65. Oxford bid successfully for £3m funding from HEFCE as part of a £25m pilot to test ways of supporting Home/EU student progression into postgraduate taught (PGT) education in England and to develop an evidence base for future policy. The award from HEFCE was leveraged by the investment of an additional £750k from the University. Oxford's 2014/15 pilot focused on:

- Increasing mobility into and out of full-time and part-time PGT study;
- Enhancing progression into a wide range of professions including academia; and
- Improving our understanding of the barriers to accessing postgraduate education.

66. More information on the pilot, including the end-of-project report, is available from the dedicated website: [www.graduate.ox.ac.uk/hefce](http://www.graduate.ox.ac.uk/hefce).

### PSS Bursaries, 2015/16

67. Following the Postgraduate Support Scheme pilot, the Government announced that HEFCE would allocate £50m to higher education institutions to offer 10,000 bursaries of £10k each on a 50/50 match-funded basis. At Oxford, 89 *Oxford Graduate Bursaries* have been awarded for a range of taught master's courses starting in 2015/16. Recipients were selected using the methodology developed for the pilot.

## Disability

68. The University agreed a policy and process<sup>44</sup> for responding to requests by postgraduate applicants for a place in a specific college on grounds of disability or health. In 2014/15, 69 out of 155 disclosures were referred to the Disability Advisory Service for initial assessment but only nine applicants required intervention by Graduate Admissions and Funding to find a college place better suited to their requirements, compared with 38 in the preceding year.

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<sup>44</sup> [www.ox.ac.uk/admissions/graduate/applying-to-oxford/applicants-with-disabilities](http://www.ox.ac.uk/admissions/graduate/applying-to-oxford/applicants-with-disabilities)

## A.3. Other activity in support of Oxford's objectives

### Equality analysis

69. The EDU, jointly with Legal Services (LSO), designed a new briefing on the Public Sector Equality Duty (PSED) and delivered it to over 35 committees, administrator meetings and policy teams, with the aim of ensuring that awareness of the Duty is embedded at each level of the institution and among committees where decisions are made. Supporting materials are available on the EDU website<sup>45</sup>, including an annotated briefing, guidance and a checklist on implementing the Duty; sources of equality data; and template text for inclusion in committee papers and minutes.
70. Although Oxford colleges are separate legal entities, the EDU will provide advisory briefings to college bodies from 2016 where requested.
71. In addition, the EDU and Legal Services provided substantive advice on policy development and individual cases, including:
- Divisional targets for gender equality;
  - Revisions to policy and guidance under the aegis of Education Committee;
  - An equality impact assessment of proposed changes to the USS pension scheme on behalf of Universities UK;
  - Continuing Education admissions policy;
  - Requests from applicants for graduate admissions;
  - Issues relating to religious observance; and
  - Positive action scholarships and bursaries.

### Equality data

72. The University sought to improve the reliability of staff ethnicity and disability data<sup>46</sup> by administering targeted monitoring surveys in 2014 and 2015. The response rate increased from 20% to 37%, helping to improve the reliability of staff records. The survey also provided an opportunity to engage with disabled staff and encourage them to disclose. The expected introduction of employee self-service in 2017 may help to increase staff disclosure, as has online registration for students.
73. The University enhanced its public undergraduate admissions reporting via an interactive Tableau software platform, enabling scrutiny of admissions by course, domicile, college, school type and a range of demographic characteristics. Ethnicity and disability data have been aggregated at a high level due to their sensitive nature<sup>47</sup> though more detailed information is available internally to designated staff.

### Communications and engagement

74. The EDU undertook additional work during the year and:

<sup>45</sup> [www.admin.ox.ac.uk/eop/policy/data/analysis](http://www.admin.ox.ac.uk/eop/policy/data/analysis) – SSO required

<sup>46</sup> We currently lack monitoring data for 16% of staff.

<sup>47</sup> <https://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate2014>

- Developed the University's first single Staff Experience Survey, to be administered to all staff during 2015/16. This will take the place of separate surveys for Athena SWAN, the Race Equality Charter, the University's HR Excellence in Research accreditation, and other institutional and departmental staff development and satisfaction initiatives. It will be run once every two years so that staff will receive fewer surveys overall, combating the risk of 'survey fatigue'
- Established a virtual Staff Advisory Group to provide an additional source of feedback and consultation to supplement the staff networks. Over 200 members of staff will receive short surveys on topics such as the impact of caring on work; and hidden disabilities. The group is modelled on an existing Student Advisory Group which enables regular discussion with student members on policy changes and development of provision
- Extensively revised and refreshed its website<sup>48</sup>, providing clear signposting to a range of resources, guidance and information.

## Training and development

75. The University continued to provide a range of equality-related online training courses for all staff. During 2014/15:

- 515 staff completed the general *Equality and Diversity* course
- 494 staff completed the course on *Unconscious Bias*
- 569 staff completed the *Challenging Behaviour* course on bullying and harassment

76. Demand for training in support of the University's strategic equality priorities has increased considerably and work is underway to plan and resource a comprehensive training strategy in 2015/16, supported by the Vice-Chancellor's Diversity Fund.

Other plans include:

- Implementing outcomes from an inclusivity review on process, systems and provision;
- Rolling out joint OLI/EDU sessions on unconscious bias for leaders at all levels, including heads of department and administrators; and
- Improving online equality and diversity training.

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<sup>48</sup> [www.admin.ox.ac.uk/eop](http://www.admin.ox.ac.uk/eop)

## A.4. Key data and activity by protected characteristic

### Gender<sup>49</sup>

#### Students: key data

77. On 1 December 2014, women comprised 10,148 out of 22,348 students (45%), the same proportion as in 2013, including:
- 46% of undergraduates (1% lower than in 2013);
  - 46% of postgraduate taught (PGT) students (1% higher);
  - 42% of postgraduate research (PGR) students (no change); and
  - 29% of students in MPLS, 47% in Social Sciences, 53% in Medical Sciences, 54% in Humanities and 53% in Continuing Education
78. Oxford had almost the lowest proportion of female students at UG, PGT and PGR within the Russell Group, including the second lowest percentage of female undergraduates jointly with Cambridge (Imperial College had the lowest at 34%).
79. In the undergraduate admissions cycle for entry in 2014, women comprised 49%<sup>50</sup> of applicants and 46% of acceptances, reversing the improvement of the previous year when they had formed 49% of applicants and 48% of acceptances.
80. In the postgraduate admissions cycle for entry in 2014, women comprised:
- 46%<sup>51</sup> of applicants and 46% of acceptances (2% increase in acceptances);
  - 49% of applicants for PGT study, 48% of offers and 48% of acceptances, an improvement on the previous year when success rates diverged by four percentage points; and
  - 42% of applicants for PGR study, 42% of offers and 42% of acceptances (1% increase in acceptances).
81. Among all applicants for admission to postgraduate courses at the Department for Continuing Education, women comprised 58%<sup>52</sup> of applicants, 53% of offers and 53% of acceptances, similar to the previous year when they had formed 60% of applicants, 55% of offers and 55% of acceptances.
82. In the Final Honour School of 2013/14<sup>53</sup>:

<sup>49</sup> Please see Section A.1 above for details of staff data and activity.

<sup>50</sup> 8573 out of 17,484 applicants

<sup>51</sup> 10,099 out of 21,753 applicants

<sup>52</sup> 511 out of 876 applicants

<sup>53</sup> These are the most recent publicly available data. Outcomes for the 2014/15 FHS will be published in early 2016 at: [www.ox.ac.uk/gazette/statisticalinformation](http://www.ox.ac.uk/gazette/statisticalinformation)



- 27% of women and 35% of men achieved a first class degree compared to the previous year when 26% of women and 34% of men gained a first;
- There were statistically significant gaps in the percentages of firsts awarded of 12% in MPLS and 8% in the Humanities divisions; and
- 95% of women and 90% of men obtained a 'good degree' (first or upper second) compared with 91% and 90% in the previous year. (This is partly due to the high number of men in MPLS subjects, where 19% of students received a lower second or below.)

83. In 2013/14, 24% of women and 26% of men at Russell Group universities obtained a first class degree<sup>54</sup>. The gender gap in favour of men was largest at Warwick University (11%), with Oxford next at 8% followed by Imperial College (7%) and Southampton, Bristol and LSE at 6%.

84. In the 2014 Student Barometer survey<sup>55</sup>, there were virtually no differences in overall satisfaction levels by sex:

- At UG there were no high level differences greater than 1% in either direction.
- PGT women reported lower satisfaction than men with their learning and living experiences, by 3.6% and 2.5% respectively.
- PGR women's satisfaction with their learning experience was 1.4% lower than men's; women were also a little less satisfied with their experience of university support services (by 1.1%).

Please see **Section C** of this Report for more detailed analysis.

## Students: activity

85. **Student Attainment Gap Group:** Education Committee has established a working group, chaired by the Advocate for Diversity, to consider practical measures for tackling disparities in undergraduate attainment by gender and ethnicity, building on the work of the Gender Panel between 2007 and 2012<sup>56</sup>.

86. **Women in MPLS:** The division conducted a wide range of activities in support of student access and attainment, including:

- Targeted access programmes for school girls in years 9 to 12<sup>57</sup>;
- Changing the format and content of the Physics Admissions Test and introducing a teacher panel to check for gender bias;
- Measures to help first year students maximise the benefit of tutorials and adjust to university-level study; and
- Lengthening the duration of some examinations.

87. MPLS has also taken steps to increase the visibility of women in science, including:

<sup>54</sup> Excluding unclassified degrees, e.g. Medicine.

<sup>55</sup> The Student Barometer results are publicly available at:

<http://public.tableau.com/views/OxfordUniversityStudentBarometer/SatisfactionOverview?%3AshowVizHome=no#1>

<sup>56</sup> [www.admin.ox.ac.uk/edc/resources/genderresources](http://www.admin.ox.ac.uk/edc/resources/genderresources) - SSO required

<sup>57</sup> [www.mpls.ox.ac.uk/schools-liaison/events-for-girls](http://www.mpls.ox.ac.uk/schools-liaison/events-for-girls)



- The ‘Conference for Undergraduate Women in Physics’ (March 2015) for around 100 undergraduates from across the UK<sup>58</sup>;
- An extended version of the annual Women in Mathematics event (April 2015), attended by 387 female students from 56 schools<sup>59</sup>
- A new Women in Maths Society – the Mirzakhani Society – with a weekly ‘Sip and Solve’ event where women are encouraged to come along to do problem sheets, drink tea and eat cake<sup>60</sup>; and
- Making a video to celebrate National Women in Engineering Day (23 June)<sup>61</sup>.

**88. Progression into employment:** Analysis of destinations data<sup>62</sup> by the Careers Service shows that gender is the most important factor in the variability of whether a leaver is in a professional level job<sup>63</sup> six months after graduation; conversely, disability, social background and ethnicity (after controlling for subject) are not significant factors. Further research on undergraduates’ career ambitions and planning will be published in 2016<sup>64</sup>. The Service ran two *Springboard* programmes for female undergraduates (73 participants) and two for female Master’s students (47 participants).

**89. Mentoring:** OUSU developed a pilot divisional mentoring programme for postgraduate and undergraduate women for 2015/16, focusing on both academic and extra-curricular activity. The University has committed to work with OUSU on an evaluation of this scheme and expansion of OUSU’s Women’s Leadership Development programmes under its HeForShe commitments.

90. Other activity included:

- Two new positive action scholarships in the Saïd Business School to address the under-representation of women in senior leadership;
- St Benet’s Hall voting to admit female undergraduates from 2016; and
- Women competing in the Oxford and Cambridge Boat Race on the same day and over the same course as men for the first time on 11 April 2015; both the Oxford women’s crews won their races.

## Gender reassignment

**91. Data:** The University started to collect student data on gender reassignment in January 2015 and will receive UCAS data for all UK undergraduates starting in 2015/16, who were for the first time asked a voluntary question on gender identity.

<sup>58</sup> <http://www2.physics.ox.ac.uk/equality-and-diversity/women-in-physics-society/cuwip-uk>

<sup>59</sup> [www.maths.ox.ac.uk/events/conferences/women-maths](http://www.maths.ox.ac.uk/events/conferences/women-maths)

<sup>60</sup> See <https://www1.maths.ox.ac.uk/study-here/undergraduate-study/women-oxford> for link

<sup>61</sup> [www.eng.ox.ac.uk/about/women-in-engineering/national-women-in-engineering-day-23rd-june](http://www.eng.ox.ac.uk/about/women-in-engineering/national-women-in-engineering-day-23rd-june)

<sup>62</sup> [http://public.tableau.com/views/DLHE\\_stu/SectorsandRoles?%3AshowVizHome=no#1](http://public.tableau.com/views/DLHE_stu/SectorsandRoles?%3AshowVizHome=no#1)

<sup>63</sup> As defined by HESA.

<sup>64</sup> Black, J and Turner, M (forthcoming 2016) “Why are fewer women than men from top UK universities still not securing graduate level jobs?” Oxford Review of Education

92. **Advisor on Transgender:** A member of staff in the Equality and Diversity Unit provides support and guidance to staff and students on all aspects of transgender, as well as advising colleges and departments on policy and practical issues<sup>65</sup>.

93. **Policy changes:**

- A new policy was introduced to ensure that transitioning students' records match their social gender role<sup>66</sup>. Non-binary students may record a 'preferred gender' (which can be 'Other').
- As the titles Mr, Miss, Ms and Mrs have no legal status, the University amended its policy so that students and staff could choose any of these options regardless of their sex or gender identity, or choose the gender-neutral title of Mx or no title at all.

94. **Training:** Staff from the University's Student Administration and Services attended a training course by Gendered Intelligence<sup>67</sup> to learn more about the legal situation and needs of trans students.

## Ethnicity<sup>68</sup>

### Students: key data

95. On 1 December 2014, BME students comprised 5328 out of 22,348 students (24%, with 4% unknown). The number of BME students had increased by 5% since the previous year compared with a 1% increase in student numbers overall. BME students comprised:

- 18% of undergraduates (1% higher than 2013);
- 32% of postgraduate taught (PGT) students (1% lower);
- 28% of postgraduate research (PGR) students (1% higher)
- 14% of the total UK student population (1% higher): 13% of undergraduate, 19% of PGT and 15% of PGR. There was an increase of 1% at UG and of 2% at PGR, while the proportion at PGT remained the same;
- 40% of non-UK students (1% higher);
- 30% of students in Social Sciences (1% increase), 27% in MPLS (2% increase), 26% in Medical Sciences and 13% in Humanities (no change in either); and
- 21% of students in Continuing Education (9% unknown).

96. National figures showed that 46% percent of UK-domiciled students studying in London were BME (the UK average was 20%). The average proportion of BME undergraduates at Russell Group universities was 18%, ranging from 2% at Queen's Belfast to 58% at Queen Mary, University of London. The percentage at Oxford (13%) was similar to the average for institutions outside London (14%).

<sup>65</sup> See [www.admin.ox.ac.uk/eop/transgender](http://www.admin.ox.ac.uk/eop/transgender)

<sup>66</sup> Overseas students' records have to match their visa details.

<sup>67</sup> <http://genderedintelligence.co.uk>

<sup>68</sup> Please see Section A.1 above for staff data and activity.

97. Comparison of the Oxford student population with the 2011 Census indicates that the representation of Asian, Arab and 'other ethnicity' students at Oxford was broadly in line with the population of England and Wales (18-34 age group), while black students were under-represented and Chinese and mixed ethnicity over-represented.
98. In the undergraduate admissions cycle for entry in 2014, 19%<sup>69</sup> of UK-domiciled applicants were BME, 14% of offer-holders and 13% of acceptances (1% decrease in acceptances).
99. In the postgraduate admissions cycle for entry in 2014, 45%<sup>70</sup> of all applicants were BME, 34% of offer-holders and 34% of acceptances:
- 47% of applicants for PGT study, 35% of offers and 34% of acceptances (1% increase in acceptances); and
  - 42% of applicants for PGR study, 31% of offers and 29% of acceptances (no change in acceptances).
100. Among all applicants for admission to postgraduate courses at the Department for Continuing Education, black and minority ethnic applicants comprised 38% of applicants, 31% of offers and 30% of acceptances. Over the last four years, the proportion of BME applicants has risen from 32% to 38% and the proportion of those accepting a place at Oxford has risen from 22% to 30%.
101. In the Final Honour School of 2013/14:
- 29% of BME and 32% of white finalists achieved a first class degree. The percentage of BME students increased from 24% in 2012/13; and
  - 88% of BME students obtained a 'good degree' (a first or upper second) compared with 94% of white students.
102. In 2013/14, 20% of UK-domiciled BME and 26% of white students at Russell Group universities obtained a first class degree<sup>71</sup>. The ethnicity gap in favour of white students was largest at Warwick (18%) and Birmingham (12%) and was 10% at Cambridge, KCL, Nottingham and Imperial. BME students at Oxford attained more highly than average (26% firsts) and experienced one of the smallest ethnicity gaps (5%).
103. In the 2014 Student Barometer survey<sup>72</sup>, 37% of respondents were BME, much higher than their overall representation within the student body (24%). This was mainly due to the high proportion of non-UK and PGT respondents, among whom BME students are well-represented.
- There were differences of less than 1% between white and BME students' overall satisfaction levels at UG and PGT (percent 'very satisfied' or 'satisfied') though this increased slightly at PGR, to 1.3%.

<sup>69</sup> 2872 out of 11,412 applicants (UCAS does not collect ethnicity data from non-UK applicants)

<sup>70</sup> 9786 out of 21,753 applicants (the University collects ethnicity data from all applicants)

<sup>71</sup> Excluding unclassified degrees.

<sup>72</sup>

- BME undergraduates reported slightly lower satisfaction with their overall learning and living experiences than white students (2.1% and 1.7% less respectively).
- BME PGT students reported 3.1% lower satisfaction with their living experience, while their satisfaction with their learning experience was 1.4% lower.
- BME PGR students were also less satisfied with their learning and living experiences, by 2.2 and 2.7 percentage points respectively.

Please see **Section C** of this Report for more detailed analysis.

## Students: activity

104. **Diversifying the curriculum:** During 2014/15 a project was launched under the aegis of the University's Education Committee to explore current curricula and investigate the scope for increased diversification, including:
  - Pilot projects in the Humanities and Social Sciences divisions;
  - A series of termly seminars and discussions organised by the student Campaign for Racial Awareness and Equality (CRAE)<sup>73</sup> and the Race and Resistance Research Network<sup>74</sup> at The Oxford Research Centre in the Humanities (TORCH);
  - Inviting speakers from other academic organisations to discuss their experience of leading cultural change; and
  - A high profile Race and the Curriculum lecture series which will begin with Sir Hilary Beckles, Vice-Chancellor of the University of the West Indies, on '*Britain's black debt: reparatory justice and the restoration of 'moral nation status'*' in January 2016.
105. **Workshops:** The EDU provided input into new race awareness workshops for undergraduate freshers created by the student Campaign for Racial Awareness and Equality and held in more than half of colleges in 2014/15 and collaborated with University College to design a pilot workshop on creating an inclusive college environment. The University is considering how best to embed cultural awareness in future provision for new and current students.
106. **Supporting international students:**
  - The University developed a suite of online study skills videos<sup>75</sup> to support the integration and progression of international students; and
  - The Student Immigration team lobbied the Home Office on policy issues affecting student visa holders, e.g. suspension of studies, maternity leave and the visa validity period.

<sup>73</sup> [ousu.org/get-involved/campaigns/crae](http://ousu.org/get-involved/campaigns/crae)

<sup>74</sup> <http://torch.ox.ac.uk/raceresist>

<sup>75</sup> [www.ox.ac.uk/students/academic/guidance/skills](http://www.ox.ac.uk/students/academic/guidance/skills)

## Disability: key data

### Staff

107. On 31 January 2015, 438.9 out of 11,806.5 fte members of University staff had disclosed a disability (3.7%), while the status of 16.1% was unknown:

- 2.7% of academic and 2.6% of research staff (18.9% and 19.1% unknown); and
- 4.2% of academic-related and 5.8% of support staff (11.3% and 14.7% unknown).

108. During 2014/15, 80% of applicants for academic posts disclosed their disability status, so these data are not conclusive. 1.9% of applicants for academic posts disclosed a disability (1.3% of appointees).

109. Applications for research, administrative and support posts are made online and 96% of applicants disclosed their disability status:

- 2.4% of applicants for research posts (1.9% of appointees);
- 3.2% of applicants for professional and management roles (3.5% of appointees); and
- 5.3% of applicants for support and technical posts (3.6% of appointees)

### Students

110. On 1 December 2014, 1776 out of 22,348 students had disclosed a disability (7.9%), of whom just over 3% had a specific learning difficulty and 4.5% another disability:

- 9.0% of undergraduate, 6.5% of PGT and 7.3% of PGR students (increases at each level, by: 0.8%, 0.9% and 1.4% respectively);
- 7.6% of students in Continuing Education; while
- 10.1% of students with Home fee status disclosed a disability compared with 4.2% of EU and 4.6% of overseas students.

111. In the undergraduate admissions cycle for 2014 entry, 5.2%<sup>76</sup> of applicants disclosed a disability as did 5.2% of those who accepted a place (no change). Applicants with SpLD were slightly more successful than those with other disability<sup>77</sup>.

112. In the postgraduate admissions cycle for entry in 2014, 5.1%<sup>78</sup> of applicants disclosed a disability, 6.0% of offers and 6.7% of acceptances, increases on the previous year's figures:

- 4.9% of applicants for PGT study, 5.7% of offers and 6.2% of acceptances; and

<sup>76</sup> 911 out of 17,484 applicants

<sup>77</sup> The observed difference did not attain statistical significance.

<sup>78</sup> 1110 out of 21,753 applicants

- 5.5% of applicants for PGR study, 6.5% of offers and 7.7% of acceptances (1.2% increase in acceptances).
113. Among all applicants for admission to postgraduate courses at the Department for Continuing Education, candidates with a disability comprised 5.7% of applicants, 5.0% of offers and 5.6% of acceptances.
114. In the Final Honour School of 2013/14, 9.8% of candidates had disclosed a disability:
- 25% of students with a disability and 32% of those with no known disability achieved a first class degree; and
  - 90% of disabled students obtained a 'good degree' (a first or upper second) compared with 93% of those with no known disability.
115. In the 2014 Student Barometer survey<sup>79</sup>, 7.8% of respondents disclosed a disability, equal with their representation in the total student population (7.9%). Disabled students at each level of study reported lower satisfaction overall:
- UG students were less satisfied than those with no known disability by 2.3%;
  - PGT students were less satisfied by 4.8%; and
  - PGR students were less satisfied by 7.3%. Only 84.1% of disabled PGR students reported that they were 'very satisfied' or 'satisfied' compared with 91.4% of students with no known disability. Please see **Section C** of this Report for more detailed analysis.

## Disability: activity

### Staff

116. **Disabled Staff Network:** The EDU launched a new network for disabled staff in January 2015, which currently has 53 members. Peer support and information sharing takes place through a WebLearn site.
117. **Annual Disability Lecture:** The University held its inaugural Annual Disability Lecture in May 2015 when the Vice-Chancellor welcomed yachtswoman and Oxford alumna Hilary Lister to talk about her experiences as a profoundly disabled sailor. A video of the lecture is available on the University website<sup>80</sup>.
118. **Recruitment:** Following revisions to the pre-employment health questionnaire an increased number of new starters disclosed a disability at this stage, enabling prompt referral to the Staff Disability Advisor<sup>81</sup> to advise on adjustments and support.

<sup>79</sup>

<http://public.tableau.com/views/OxfordUniversityStudentBarometer/SatisfactionOverview?%3AshowVizHome=no#1>

<sup>80</sup> [www.admin.ox.ac.uk/eop/disab/disabilitylecture](http://www.admin.ox.ac.uk/eop/disab/disabilitylecture)

<sup>81</sup> [www.admin.ox.ac.uk/eop/disab](http://www.admin.ox.ac.uk/eop/disab)

119. **REF 2014:** The Staff Disability Advisor had supported the process for the confidential disclosure and consideration of complex personal circumstances, including disability, ill-health and caring responsibilities, which had constrained the research productivity of academic and research staff. Further work is being undertaken to improve the way the University supports staff experiencing a period of temporary constraint to their research.
120. **Improving equality data:** The results of a recent monitoring survey suggest the true prevalence of staff disability is likely to be higher than 4%: nine percent of respondents (on a 37% response rate) indicated that they had a disability, impairment or health condition. The University is currently developing new processes to improve the collection of monitoring information in academic recruitment and all staff will be able to update their own records from 2017.

## Students

121. **Common Framework:** During 2014/15, the University launched a new Common Framework for Supporting Disabled Students and began a two-year development project to build a supporting handbook<sup>82</sup>. The Disability Advisory Service (DAS) has worked closely with the OUSU disability officer and Disabled Students' Campaign to ensure a focus on student priorities. They have also launched a Disability Professionals' Forum with a termly information and networking event.
122. **Inclusive Teaching Project:** Education Committee endorsed the development of a policy on inclusive learning and teaching, to be informed by a major Inclusive Teaching Practice Project during 2015/16. The Project will be set within the framework of the University's Public Sector Equality Duty and will take into account ongoing changes to DSA<sup>83</sup>.
123. **New University policies:** Education Committee approved new procedures for considering the impact of illness, disability and other mitigating factors during exams, including:
- A new medical certificate and application form for students requesting alternative examination arrangements to provide clearer identification of the impact of disability on students' study and assessment needs;
  - A new procedure and clearer range of options for examiners;
  - A new process for requesting reasonable adjustments to the conduct of a research degree viva;
  - A new policy on the recording of formal teaching sessions other than lectures, balancing the rights of disabled students with those of others who may not wish to be recorded;
  - A revised policy to permit sweets, minor medical aids and medication to be brought into examination venues without requiring an application for alternative arrangements; and

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<sup>82</sup> [www.admin.ox.ac.uk/aad/swss/disability](http://www.admin.ox.ac.uk/aad/swss/disability)

<sup>83</sup> Financial modelling suggests that the University will lose around £420,000 for undergraduate and £177,000 for postgraduate students.



- The University's Mental Health policy will be revised and updated during 2015/16.

124. **Support for students:** A range of support was provided for students with disabilities:

- The University continued its practice of providing DSA-equivalent support for non-UK students and of fully funding all diagnostic assessments for SpLD.
- The collegiate University began a review of hardship provision to address the loss of Access to Learning funding and changes to DSA; to assess the effectiveness of current provision; and to consider the likely future needs of students.
- The DAS organised a transition event for 45 new students with SpLD in Michaelmas term 2014 and held a pilot group study skills session in Trinity term 2015.
- New Examination Preparation sessions are being developed for 2015/16 which will be of particular benefit to students with mental health issues; enhanced guidance has been added to the Student Welfare pages<sup>84</sup> and an Exam Anxiety app is being developed through the IT Innovation Fund.
- The Student Counselling Service developed a bespoke version of Mental Health First Aid training, focusing on practical strategies, which will be rolled out to all colleges as part of the re-launch of the College Link Counsellor Programme in 2015/16.
- The Careers Service provides one-to-one support for current students, alumni and pre-entry students with disability-related needs.

125. During 2014/15, the OUSU VP Welfare introduced a series of innovations as part of OUSU's **Mind Your Head**<sup>85</sup> campaign for mental health, including:

- Student videos and testimonials;
- Information packs with signposting to support services;
- A new campaign – [www.itgetsbrighter.org](http://www.itgetsbrighter.org) – to support young people struggling with mental health issues; and
- Guidance for colleges on updating their Mental Health policies.

## Age

126. **Staff data:** On 31 January 2015, 51% of all staff were aged under 40, a two percentage point increase since the July 2013 staff snapshot. Twenty-three percent were aged 40 to 49, 24% aged 50 to 64 and 2% were over 65.

- 53% of female staff were under 40 compared with 50% of male.
- Among academic staff: 31% of women were under 40 compared with 22% of men; and 46% of male academics were aged over 50 compared with 35% of female.

<sup>84</sup> [www.ox.ac.uk/students/welfare/counselling/self-help/podcasts](http://www.ox.ac.uk/students/welfare/counselling/self-help/podcasts)

<sup>85</sup> <http://mindyourheadoxford.org>



127. **Recruitment data:**
- Academic: data were available for 82% of applicants and indicate a slightly higher success rate for younger applicants (under 40) than for older.
  - Research, administrative and support posts: each age group was appointed broadly in line with its representation within the applicant population.
128. **Employer Justified Retirement Age:** The EJRA Working Party has been established, with representation from across the University, and will examine all available data before making recommendations to the Personnel Committee on the future of the Employer Justified Retirement Age at Oxford<sup>86</sup>. Consideration of complex equality issues will be central to their work.

## Pregnancy and maternity

129. **Staff data:** In 2013/14, 254 members of University staff went on maternity leave, of whom 10% (25) did not return<sup>87</sup>. Over the last five years the average return rate has been 90%.
- 49% of those taking maternity leave worked in MSD (where over half of research staff are female).
  - 19 of the 25 who left the University were on fixed-term contracts.
  - 6 women on permanent contracts did not return.
130. **Policy:** The Research Staff Working Group agreed that the University's goal should be 'to ensure that all staff, regardless of their department or funder, should be treated equally in terms of the process that is followed to reach decisions regarding maternity cover and contract extension, and that these decisions should be taken on the basis of need rather than financial considerations'. Two related actions have been recommended:
- To develop enhanced guidance on managing maternity leave for research staff; and
  - To explore a central (or Divisional) fund to support departments in meeting associated costs.
131. **University nurseries:** Oxford has the second highest ratio of places to staff within UK higher education and the largest number of nursery places of any university. Despite this, demand outstrips availability and Childcare Services is planning a review and equality analysis of the allocation policy during 2016, in consultation with the Divisions.
132. **Returning Carers Scheme:** The four academic divisions jointly conducted a focus group and survey to assess the needs of returning carers, of whom those

<sup>86</sup> See [www.admin.ox.ac.uk/personnel/end/retirement/reviseddejra](http://www.admin.ox.ac.uk/personnel/end/retirement/reviseddejra) for more details.

<sup>87</sup> University employees who commenced a period of maternity leave between 1 August 2013 and 31 July 2014. Data for 2014/15 are not yet available.

returning from maternity leave were in the vast majority. Similar focus groups were held at departmental level.

133. **Student maternity leave:** Rhodes House Academic Committee agreed a new policy in Trinity term 2015 to provide up to 6 months' paid maternity leave for Rhodes Scholars.

## Sexual orientation

134. **Staff data:** The University has data on sexual orientation for very few staff in post though it has invited applicants to disclose during recruitment since early in the academic year 2012/13.
135. **Recruitment data:** Monitoring data on academic recruitment were only available for 62% of applicants so have not been analysed further.
136. Levels of disclosure among applicants for research, academic-related and support posts were higher at 85%. The percentage of applicants disclosing as lesbian, gay, bisexual or other orientation increased slightly compared with the previous year:
- 6.2% of applicants for research posts (4.2% of appointees)
  - 5.0% of professional and management posts (4.7% of appointees)
  - 5.7% of applicants for support and technical posts (7.3% of appointees)
137. Overall, 5.8% of applicants and 5.4% of appointees in these three groups identified as non-heterosexual, substantially higher than the estimated 1.9% of UK adults (16+) who identify as lesbian, gay, bisexual or other sexual identity.
138. **Stonewall Workplace Equality Index<sup>88</sup>:** Having considered Stonewall's feedback on the University's application to the Workplace Equality Index 2014, the LGBT Advisory Group agreed to prioritise raising the profile of LGBT staff across the collegiate University and externally. The group embarked on a number of initiatives in the summer of 2015, including:
- Designing a postcard to promote the LGBT staff and student networks and LGBT History Month activity;
  - Establishing links with Oxford Brookes University's LGBT Group; and
  - Submitting a bid to the Vice-Chancellor's Diversity fund for Stonewall's Role Models Programme. The bid was successful and the programme will be rolled out in 2015/16.
139. **LGBT History Month:** In February 2015, Ruth Hunt, Chief Executive of Stonewall and alumna of St Hilda's, gave the annual LGBT History Month Lecture on

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<sup>88</sup> [www.stonewall.org.uk](http://www.stonewall.org.uk)

*'LGBT equality in the 21<sup>st</sup> century'*, introduced by the Vice-Chancellor. A podcast is available on the University website<sup>89</sup>.

## Religion and belief

140. **Staff data:** The University has data on religion and belief for very few staff in post though it has invited applicants to disclose during recruitment since early in the academic year 2012/13.
141. **Recruitment data:** Monitoring data on academic recruitment were only available for 63% of applicants so have not been analysed further.
142. Levels of disclosure in e-recruitment (most research, administrative and support posts) were very high at 85%. Comparison of UK applicants with the 2011 Census indicates that:
- The representation of applicants from minority faith groups – Buddhist, Hindu, Jewish, Muslim, Sikh, Spiritual and 'other religion or belief' – tallied with their representation in the England and Wales population; but
  - The percentage of applicants with no religion was substantially higher (43% to 25%) and the proportion of Christians was much lower (30% to 59%) than in the general population.
143. Members of minority faith groups accounted for 30% of applicants to research posts and 13% of applicants for professional and support roles, very similar to the figures from the previous year (28% and 13%). They comprised 9% of successful applicants for research posts and 7% for professional and support roles.
144. **Race, Religion and Belief Advisory Group:** The University disbanded this advisory group at the end of 2014/15 in order to permit a greater focus on race equality<sup>90</sup>. The Policy Advisor for Race, Religion and Belief, Dr Zimba, now attends the termly college Chaplains Group to provide an institutional locus for discussions concerning religion and belief.
145. **Good relations:** During 2014/15,
- The EDU met with leaders of student religious and cultural societies in order to build effective working relationships, ensuring that all groups had an equal opportunity to raise issues.
  - DSWSS and EDU met with student Islamic Society representatives to discuss concerns over new legislation on counter-terrorism and the EDU organised drop-in sessions at the Muslim Prayer Room.
  - The EDU is updating its website to promote inclusivity and good relations between people of different faiths and with none.

<sup>89</sup> [www.admin.ox.ac.uk/eop/sexualorientation/lgbtmonth](http://www.admin.ox.ac.uk/eop/sexualorientation/lgbtmonth)

<sup>90</sup> The Race Equality Working Group will meet monthly during 2015-17.

146. **Muslim Prayer Room:** the current room is used by up to 200 students and staff for regular prayer and other meetings. The University is urgently seeking new premises to accommodate the growing number of Muslim students and staff at the University.
147. **Examination timetabling:** The University Examinations and Assessments team have promoted the University's policy on timetabling adjustments for religious observance<sup>91</sup> (e.g. when fasting during Ramadan) directly to students, to Colleges and to student faith societies. In 2014/15 there was a 363% increase in requests for adjustments, due primarily to Ramadan coinciding with the main examination period.

Equality and Diversity Unit  
29 January 2015

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<sup>91</sup> [www.ox.ac.uk/students/academic/exams/arrangements](http://www.ox.ac.uk/students/academic/exams/arrangements)