



UNIVERSITY OF
OXFORD

This report highlights some of the University's activities to promote equality and diversity during 2016/17 and helps to fulfil its reporting requirements under the Public Sector Equality Duty.

Equality Report, 2016/17

University of Oxford



Equality and Diversity Unit

Report produced by:	Equality and Diversity Unit University of Oxford Wellington Square Oxford OX1 2JD Email: equality@admin.ox.ac.uk Tel. 01865 (2)89825
Publication date:	28 March 2018 (<i>updated 6 June 2018</i>)
Publication note:	It is recommended that you print out this report in colour.
Accessibility:	If you require a copy of this report in an alternative format, please contact: Email: equality@admin.ox.ac.uk Tel: 01865 (2)89825

TABLE OF CONTENTS

Introduction	5
Public Sector Equality Duty	5
Equality and Diversity at Oxford	6
Communications channels	6
Equality objectives	7
Progress report	9
Framework for equality	13
Athena SWAN.....	13
Race Equality Charter.....	14
Stonewall Workplace Employers’ Index.....	15
Mindful Employer	15
Recruitment and staff development.....	15
Student admissions and attainment.....	17
Raising awareness.....	20
Diversity lectures and events.....	20
Equality projects	22
Community and outreach	23
Tackling harassment, bullying and sexual violence	25
Support for staff and students.....	26
Annexe A: Selected staff data	29
University governance	29
Sex.....	30
Ethnicity	34
Disability.....	35
Sexual orientation.....	37
Religion and belief	38
Annexe B: Selected student data.....	39
Admissions	39
Sex.....	39
Ethnicity	40
Disability.....	42
On-course students.....	43
Sex.....	43
Ethnicity	44

Disability.....	45
Undergraduate attainment.....	47
Sex.....	47
Ethnicity	47
Disability.....	48
Postgraduate attainment.....	49
Sex.....	49
Ethnicity	50
Disability.....	52
Survey outcomes.....	53
Sex.....	53
Ethnicity	53
Disability.....	54
Graduate destinations	55
Sex.....	55
Ethnicity	56
Disability.....	56
Glossary.....	57

Annual Equality Report for the University of Oxford, 2016/17

INTRODUCTION

This report highlights a selection of the University of Oxford's activities in support of equality and diversity during the academic year 2016/17, including progress indicators towards its agreed equality objectives and a summary of key staff and student data:

- Annexe A: Selected staff data (p.29)
- Annexe B: Selected student data (p.39)

PUBLIC SECTOR EQUALITY DUTY

The Equality Act 2010 places all public bodies under an active duty to promote equality, which includes:

- Having due regard to the aims of the General Equality Duty 'in the exercise of their functions';
- Carrying out equality analysis;
- Setting at least one equality objective; and
- Publishing information and data to demonstrate their compliance with the Equality Duty.

As a public body, the University must have due regard to the need 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 characteristic¹ and those who do not, by

Removing or minimising disadvantages suffered by people due to their protected characteristics;

- a. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
 - b. Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low; and
- Foster good relations between people who share a protected characteristic and those who do not, by
 - a. Tackling prejudice, and
 - b. Promoting understanding between people from different groups.

For more information on the University's legal obligations, see:

www.admin.ox.ac.uk/eop/policy/framework.

¹ The protected characteristics are: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation. Marriage and civil partnership are also protected in respect of the first aim, in employment only.

EQUALITY AND DIVERSITY AT OXFORD

This report has been prepared by the Equality and Diversity Unit (EDU).² The EDU works in partnership across the collegiate University to support Oxford's commitment to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. The Unit's work is overseen by the Equality and Diversity Panel,³ which reports to the Personnel and Education Committees of Council,⁴ and is chaired by Dr Rebecca Surender, the Pro-Vice-Chancellor and Advocate for Equality and Diversity.⁵ Dr Surender provides strategic leadership and coordination to the equality and diversity initiatives taking place across the collegiate University.

A number of formal and informal groups, with staff and student representation from across the colleges and the University, advise the EDU and the Panel. These include:

- The Gender Equality Advisory Group;⁶
- The Disability Advisory Group;⁷
- The LGBT+ Advisory Group,⁸ and
- The Race Equality Working Group.⁹

During 2015-18, the Equality and Diversity Panel took on the additional role of the University's self-assessment team (SAT) in preparation for its application to the Race Equality Charter (submitted February 2018).¹⁰

COMMUNICATIONS CHANNELS

Regular University mailings and newsletters on equality topics include:

- The termly *Equality and Diversity Newsletter* distributed to all college and departmental administrators across the University and cascaded to all staff;¹¹
- The *Oxford Women's Newsletter (OWN)*;¹²
- The *Race Equality Newsletter (REN)*;¹³
- Mailings to the LGBT+ Staff Network¹⁴ and Disabled Staff Network;¹⁵ and
- The bi-termly *Student Health and Welfare Bulletin*¹⁶ circulated to all staff working on student welfare across the University.

² www.admin.ox.ac.uk/eop/aboutus

³ www.admin.ox.ac.uk/eop/policy/edp

⁴ www.admin.ox.ac.uk/councilsec/governance/governancestructures/theuniversitysgovernancestructure

⁵ www.ox.ac.uk/about/organisation/university-officers

⁶ www.admin.ox.ac.uk/eop/gender/genderequalityadvisorygroup

⁷ www.admin.ox.ac.uk/eop/disab/disabilityadvisorygroup

⁸ www.admin.ox.ac.uk/eop/sexualorientation/lgbtadvisorygroup

⁹ www.admin.ox.ac.uk/eop/race/raceequalityworkinggroup

¹⁰ www.ecu.ac.uk/equality-charters/race-equality-charter

¹¹ www.admin.ox.ac.uk/eop

¹² www.admin.ox.ac.uk/eop/gender/own

¹³ www.admin.ox.ac.uk/eop/race/whatsgoingon

¹⁴ www.admin.ox.ac.uk/eop/sexualorientation/informationforstaff

¹⁵ www.admin.ox.ac.uk/eop/disab/disabledstaffnetwork

¹⁶ www.admin.ox.ac.uk/aad/swss

The Equality and Diversity Unit's Race Equality advisor also posts regularly to the University's @OxfordRace Twitter feed and has set up a Race Equality Practitioners Network to support staff working on race equality across the University.

The EDU organises a Virtual Staff Advisory Group (VSAG) to give staff an opportunity to provide feedback on current issues, helping to raise awareness and influence changes to University policy. Survey reports can be downloaded from the EDU website.¹⁷

EQUALITY OBJECTIVES

This section of the report provides a summary of activity in support of the University's equality objectives, including key data indicating progress towards targets. The University's equality objectives, confirmed by Council in March 2016, support its wider strategic objectives relating to recruitment, staff development, student access and experience, as set out in the Strategic Plan for 2013-18.¹⁸

More detailed data on staff and students is provided in the annexes.

The University's three overarching equality objectives for 2016-20 aim to:

1. Increase the representation of women in senior roles
2. Improve the recruitment and retention of BME (Black and Minority Ethnic) staff, and
3. Widen undergraduate access and admissions.

The University agreed challenging targets in support of the first objective in 2015, followed by additional objectives on gender, race and sexual orientation in 2016.¹⁹ The University also joined the 30% Club, committing itself to achieve at least one third representation of women in senior leadership across the institution.²⁰

Gender equality: Some progress has been made on the University's gender equality targets, with increases in the proportions of female professors and heads of department. However, the proportion of female associate professors has remained unchanged for the last three years while women's representation in senior leadership overall has plateaued or slightly fallen back.

The University proposed robust actions to tackle these issues in its successful application for an institutional Athena SWAN award in April 2017, including:²¹

- Revised procedures, guidance and training for associate professor recruitment, building on the process successfully introduced for statutory professor recruitment;
- An enhanced programme of career development advice, mentoring and other support for female academics and researchers;
- Actions to support grant applicants and increase the proportion of female Principal Investigators (PIs) and co-PIs; and
- Support for women at all career stages to successfully take on leadership and governance roles.

¹⁷ www.admin.ox.ac.uk/eop/inpractice/staff-advisory-group

¹⁸ www.ox.ac.uk/about/organisation/strategic-plan

¹⁹ www.admin.ox.ac.uk/eop/policy/equalityobjectives

²⁰ <https://30percentclub.org>

²¹ www.admin.ox.ac.uk/eop/gender/athenaswan/applications

There are signs of a demographic shift that may eventually lead to greater gender equality among academic staff. In 2016/17 over 30% of those recruited to academic roles were female, and women currently comprise 32% of associate professors aged under 50, but the overall rate of change is hindered by low annual turnover of 4%.

Employer-Justified Retirement Age: The University has established an employer-justified retirement age (EJRA) of 68 for academic and related staff at grade 8 and above in order to promote its *Aims*,²² which include promoting intergenerational fairness, maintaining opportunities for career progression and promoting equality and diversity in the University workforce.

Between 2015 and 2017, a University working party carried out a five-year interim review of the policy and concluded that having an EJRA continued to be a proportionate means of achieving its legitimate aims. As part of the revisions to the policy, the age was raised from 67 to 68 in order to improve intergenerational fairness for those in the older generation, in the context of increased life expectancy and increasingly high living costs in Oxford. The scope of the policy was also revised to exclude staff in grades 6 and 7. In addition, in response to the review, a set of improved support mechanisms, including guidance and process maps, have been developed for both staff and managers navigating the retirement process. The changes to the EJRA were approved in Trinity term 2017 following a series of votes in Congregation.²³

Race Equality Charter: Following a lengthy consultation and review process, the University submitted a successful application for an institutional Race Equality Charter bronze award in February 2018. Agreed measures to improve race equality at Oxford focused primarily on increasing the ethnic diversity of staff and students, improving the BME student experience, and promoting diversity across scholarship, learning and teaching.²⁴

LGBT+: In 2016, the University set itself a new target for LGBT+ inclusion, as measured by the score obtained in the annual Stonewall Workplace Employers' Index.²⁵ We aimed to increase our score by at least 20% by 2020 in a revised, and more challenging, Index. Over 430 public and private sector organisations took part in the 2018 Index, which requires a rigorous review of employment policy and practice. Having managed to increase our score by over 60% since the target was agreed, we are now consulting on a revised success measure.²⁶

Increasing access: The proportion of successful UK undergraduate applicants from priority socioeconomic groups has continued to increase, and in the admissions cycle for entry in 2017 'flagged' candidates had a higher likelihood of gaining a place than unflagged. The University revised its access targets for 2017-20 in its agreement with the Office for Fair Access (OFFA) to focus more effectively on educationally and socioeconomically disadvantaged applicants, including a new objective to support local school pupils' progression into higher education.²⁷ In the first year of operation, the University met four of the five new targets, and missed the fifth by only 0.1%. Oxford is cautiously optimistic that an upward trend will be maintained during the next two years, and consultation will commence in Michaelmas term 2018 on a new suite of targets for the next Access and Participation Plan under the new Office for Students.

²² www.admin.ox.ac.uk/personnel/end/retirement/acrelretire8+/erjaaims

²³ www.admin.ox.ac.uk/personnel/end/retirement/acrelretire8+/ejrapolicy

²⁴ www.admin.ox.ac.uk/eop/race/raceequalitychartermark

²⁵ www.stonewall.org.uk/workplace-equality-index

²⁶ www.stonewall.org.uk/our-work/campaigns/top-100-employers-2018

²⁷ www.admin.ox.ac.uk/edc/otherdocuments/accessagreement

Staff equality objectives	2014	2015	2016	2017
1. Increase the proportion of women in senior roles				
To achieve a yearly increase in the proportion of female professors, with 30% representation by 2020	22% ²⁸	23%	24%	25%
To achieve a yearly increase in the proportion of female statutory professors, with 20% representation by 2020	12%	14%	15%	17%
To achieve a yearly increase in the proportion of female associate professors, with 35% representation by 2020	27%	28%	28%	28%
To achieve one third representation of women across University leadership roles including but not limited to heads of department and senior management teams				
<i>Academic Heads of Department</i>	20%	22%	27%	28%
<i>UAS section heads</i>		47%	44%	38%
<i>Divisional boards</i>		36%	35%	29%
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			No centrally available data	
Women to comprise a minimum of 30% of members of Council and each of its main committees (Education, Personnel, Research and Innovation, Planning and Resource Allocation, and General Purposes Committees)	34% overall	37% overall	41% overall	33% overall
<i>Detail</i>	Over 30% in 5 of 6 committees	Over 30% in 5 of 6 committees	Over 30% in all 6 committees	Over 30% in 4 of 6 committees

²⁸ All percentages relate to full-time equivalent staff rather than headcount.

Staff equality objectives	2014	2015	2016	2017
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	✓	✓	✓	✓
Apply successfully for an institutional Silver Athena SWAN award in 2017				Awarded Bronze April 2017

The University has agreed a suite of complementary targets under its commitment to the United Nations Women’s HeForShe gender equality movement²⁹, to:

- 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 towards gender equality across the higher education sector beyond Oxford.

2017

2. Improve the recruitment and retention of Black and Minority Ethnic (BME) staff

Apply successfully for an institutional Bronze Race Equality Charter award in 2017

Awarded
Bronze
February
2018

2015

2016

2017

3. Increase our score in the Stonewall Workplace Equality Index

To increase our score by at least 20% above the 2015 baseline.

Score: 63
Rank: 244

Score: 94.5
Rank: 187

Score: 101.5
Rank: 123

²⁹ The first HeForShe IMPACT progress report can be downloaded from www.unwomen.org/en/news/stories/2016/9/press-release-heforshe-university-parity-report

Student equality objectives	2013	2014	2015	2016	2017
4. Achieve the equality-related objectives set out in the University's agreement with the Office for Fair Access					
<i>2011-2017 objectives</i>					
Increase the proportion of UK students from schools and colleges which historically have had limited progression to Oxford to 25% by 2016/17.	19.6%	21.3%	20.3%	19.8%	20.9%
Increase the proportion of UK students from socio-economically disadvantaged areas (ACORN postcodes 4 and 5) to 9% by 2016/17.	6.8%	9.3%	8.6%	8.2%	10.5%
Increase the proportion of UK students from neighbourhoods with low participation in higher education (POLAR2 quintiles 1 and 2) to 13% by 2016/17.	9.8%	10.3%	11.5%	11.8%	13.1%
Continue to meet or exceed the HEFCE benchmark [in brackets] on participation by disabled students. ³⁰	5.8% [4.7%]	6.3% [4.8%]	6.4% [4.9%]	5.6% [4.7%]	TBC
				2016	2017
<i>2017-20 objectives</i>					
To increase the percentage of UK undergraduate students at Oxford from schools and colleges that historically have had limited progression to Oxford from 13% (based on the average of the years 2011/12 to 2013/14), to at least 15.9% in 2019/20.					16.8%
To increase the percentage from disadvantaged socio-economic backgrounds (ACORN postcodes 4 and 5) from 6.6% in 2012/13, and from an estimated figure of 8.2% in 2016/17, to at least 9.5% in 2019/20.					9.5%

³⁰ The HEFCE benchmark relates to the proportion of UK full-time first degree students who were in receipt of Disabled Students' Allowance, rather than the total number of students who disclosed a disability. Higher Education Statistics Agency, *UK Performance Indicators: Widening Participation*. www.hesa.ac.uk/news/01-02-2018/widening-participation-tables

Student equality objectives	2016	2017
To increase the percentage from neighbourhoods with low participation in higher education (POLAR3 postcodes 1 and 2) from 9.8% in 2012/13, and from an estimated figure of 10.0% in 2016/17, to at least 13.0% in 2019/20.		12.9%
To ensure that the proportion of UK undergraduate students with declared disabilities or specific learning difficulties (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).	14%	TBC
To ensure that at least 55% of students working with the Oxford South-East IntoUniversity centre progress to higher education in 2019/20.	75%	TBC

ATHENA SWAN

The University successfully renewed its Institutional Athena SWAN award at bronze in the April 2017 Athena SWAN round, but missed upgrading it to silver. However, the judging panel commended Oxford for being ‘clearly committed to the agenda...[with]... some good initiatives in place and planned’ and thought we ‘should be in a position to achieve a silver award soon.’ We are confident that our action plan will be robust enough to support a future application for silver and intend to spend the next few years focusing on our priority areas, including:

- Engaging all departments with Athena SWAN;
- Strengthening recruitment processes;
- Increasing the proportion of women in associate professor and senior research roles;
- Ensuring appropriate career development for all staff;
- Ensuring fairness and transparency of academic workload;
- Achieving strong representation and voice of women in decision-making at all levels;
- Ensuring consistency of HR practice across all departments;
- Ensuring equal pay for equal work;
- Eliminating bullying and harassment;
- Extending the University’s support for staff with caring responsibilities; and
- Promoting and celebrating a full range of diversity in scholarship.

To view the application and associated four-year action plan, see:

www.admin.ox.ac.uk/eop/gender/athenaswan/applications.

One area where improvement was required was in the University’s ability to demonstrate the long-term impact of its equality initiatives. The main way in which we do this at the institutional level is via the biennial Staff Experience Survey; the 2017/18 survey is currently taking place on a department by department basis and full results will be available in 2018/19.

We currently hold 19 silver and 11 bronze departmental awards and are committed to, and engaged in, rolling out Athena SWAN across the whole University. The Mathematical, Physical and Life Sciences (MPLS) and Medical Sciences divisions have set strategic targets for 2021 around achieving or renewing silver awards in, respectively, half and all of their departments. Three Social Sciences departments now hold a bronze award and three more are applying in April 2018. The division has set a target for all of its departments to secure bronze awards by 2021. Three faculties in the Humanities division are currently preparing to submit applications at bronze.³¹

Equal Pay: The University publishes two equal pay audits – one of the main salary and grading structure and one of senior staff – every four years.³² The results are reported to Personnel Committee where actions are agreed. In 2016 there was an overarching pay gap for all staff of 13.7%, compared to a national average of 18.1%. The audit for the main grades showed:

- No pay gaps greater than 3% in any grade except Grade 2 (total pay: 6.2%), attributable to the fact that security staff, who receive additional allowances, are predominantly male;
- No differences in pay for part-time and full-time staff;

³¹ See www.ox.ac.uk/about/organisation for information about the University’s organisational structure.

³² www.admin.ox.ac.uk/personnel/reward/jobeval/epa/equalpayaudits (University users only)

- Pay gaps for variable hours staff identified in 2013 have been eliminated;
- A gap of 3.7% in the total pay of male and female associate professors;
- A small but widening pay gap between staff on fixed-term and permanent contracts.

The latter two findings are subject to further investigation to determine whether they may be objectively justified.

The audit of senior staff identified few gaps in base pay but an overarching total pay gap of 10.1% in favour of men. The majority of pay gaps arose due to variations in the distribution of additional elements, such as professorial distinction awards and NHS awards for clinical excellence. The audit has led to the introduction of revised procedures for the salary reviews of some groups of senior staff, including increasing the frequency of the review process. The University is also reviewing its governance arrangements for the setting and review of its most senior pay to ensure fair, transparent, appropriate and justifiable levels of remuneration.³³

Gender Pay Gap Reporting: The University has reported on its gender pay gaps as at 31 March 2017 as required by regulation.³⁴ At 13.7% the University's median gender pay gap is lower than the median pay gap for the whole economy as reported by the Office for National Statistics (18.4%).³⁵ The mean gender pay gap of 24.5% is higher than the national average of 17.4%. The gender pay gaps are mainly attributable to a lack of women in senior roles in the University.

The University (excluding Oxford University Press) does not operate a bonus scheme though it does offer a *Reward and Recognition Scheme* for academic-related and support staff.³⁶ Any payments made under the scheme are capped at 3% of base pay. The mean gender pay gap in bonus pay in relation to this scheme is 28.5% while the median gap is 0%.

The University is committed to taking action which will address the gender pay gap, as described elsewhere in this report. These actions are on-going and it may be several years before some can have any impact on the gender pay gap. In the meantime the University will report annually on its progress in this area.

RACE EQUALITY CHARTER

Race Equality Charter: The University carried out institution-wide consultation with staff and students to identify the key race equality priorities that would inform our application for an institutional Race Equality Charter award at bronze, submitted February 2018. This involved rigorous self-assessment of staff and student data; engagement with staff and students via surveys and focus groups; consultation with stakeholders across the institution; and collaborative working with colleges via the Conference of Colleges Equality and Diversity Forum. The resulting three-year action plan is intended both to stretch the institution and to act as a foundation for long-lasting culture change. The key agreed objectives for the period 2018-21 are to:

- Increase the ethnic diversity of academic, research and professional and support staff;
- Achieve stronger representation of BME staff in decision-making at all levels;

³³ www.admin.ox.ac.uk/personnel/reward/jobeval/epa/equalpayaudits (accessible to members of Oxford University only)

³⁴ www.ox.ac.uk/staff/news-listing/2018-03-23-closing-pay-gap

³⁵ ONS (2017), Annual Survey of Hours and Earnings (ASHE). www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/datasets/annualsurveyofhoursandearningsashegenderpaygaptables

³⁶ www.admin.ox.ac.uk/personnel/reward/rewardandrecognitionsscheme

- Increase the proportion of BME undergraduate students, particularly those from the UK;
- Increase the proportion of BME postgraduate taught students and encourage their progression to doctoral study (for instance through the provision of studentships for UK-BME students)
- Eliminate the undergraduate ethnicity attainment gap, with activity led by a working group on the Student Attainment Gap chaired by the Pro-Vice Chancellor for Equality and Diversity;³⁷
- Promote and celebrate a full range of diversity in scholarship, learning and teaching, with a focus on engaging each division in our project on *Race in the Curriculum*;³⁸
- Improve the overall experience of BME students, working in partnership with colleges via the Equality and Diversity Forum; and
- Engage all departments and faculties with race equality to create a more inclusive culture.

For more information, and to view the successful application, see:

www.admin.ox.ac.uk/eop/race/raceequalitychartermark.

STONEWALL WORKPLACE EMPLOYERS' INDEX

Stonewall Workplace Employers' Index: The WEI is a benchmarking tool for employers to measure their progress on Lesbian, Gay, Bisexual and Trans inclusion in the workplace. Having agreed an equality objective to raise our score in the Index by 20% by 2020, the University made a tremendous leap in the first year of a challenging new assessment regime, increasing our score by 50% and rising 57 places in the ranking from 244 to 187. We continued improving in the 2018 Index, rising to 123 in the rankings and are now consulting on a new target.

MINDFUL EMPLOYER

Mindful Employer: The University joined the Mindful Employer network in February 2018, committing itself to work toward the principles of its *Charter for employers who are positive about mental health*. A working group with representation from across the institution is now meeting to develop a three-year action plan to improve recruitment, retention and support for employees with mental health issues.³⁹

RECRUITMENT AND STAFF DEVELOPMENT

HR Self-Service: The staffing figures for 31 July 2017 indicated that 13% of University staff are BME; however, the ethnicity of 10% of staff was unknown. This makes it difficult for us to set targets to increase our ethnic diversity, or to monitor progress towards our objectives. It also hinders our ability to measure equality of opportunity across the University, for example in terms of diversity in leadership, access to promotion opportunities, or uptake of training. Planning work began in 2017 on a new facility to give University employees access to their staff record online, enabling them to access their payslip and update their personal details. This service will be launched in mid-2018 when we will take the opportunity to encourage staff to check and update their diversity data.

Inclusive recruitment: A pilot project in 2016/17 investigated whether the use of a standardised supporting statement might improve BME applicants' success rates at recruitment. The statement was trialled in a limited number of departments and posts but failed to generate sufficient data for

³⁷ www.admin.ox.ac.uk/edc/newsprojects/projects/studentattainmentgap

³⁸ www.admin.ox.ac.uk/edc/newsprojects/projects/racecurriculum

³⁹ www.mindfulemployer.net

an accurate assessment of its effectiveness. It has been discontinued and the University will investigate the possibility of deploying name-blind recruitment when the HR system is upgraded in late 2018. One department – Computer Science – is currently piloting name-blind recruitment for professional and support staff.

Local recruitment project: The EDU is leading on a project to promote the University as a preferred employer among the local BME community. Following consultation with community leaders a panel event was held in East Oxford to find out more about local people's perceptions of the University. In January 2017 the University co-hosted a recruitment fair for local people who face barriers to securing meaningful employment in partnership with social enterprise Aspire Oxford.⁴⁰

Apprenticeships: The University is committed to expanding its growing pool of apprentices, offering opportunities for professional development to young people and current members of staff, and helping to meet our long-term requirement both for mainstream and highly specialised roles.⁴¹

Living Wage employer: The University signed up to become an accredited Living Wage employer in 2015 and having successfully moved all contracts for services to this status, achieved its aim in 2017.

'Global South' Professorships and Fellowships: In partnership with the Mellon Foundation, The Oxford Research Centre in the Humanities (TORCH) is hosting visiting professors and fellows from the Global South in 2017 and 2018. The schemes aim to build on and reinforce existing links between Oxford and institutions in the Global South and will also help to embed expectations of diversity and inclusivity across the wider University. The first two fellowships were awarded to Professor Rosinka Chaudhuri and Professor Marcio Goldman.⁴²

Work Learn Develop: In 2017 the University introduced a new programme of professional training and development opportunities for current staff, fully funded via the apprenticeship levy. The training courses cover a wide range of skill areas core to university administration, as well as technical and niche skills. All of the courses are accredited and offer professional qualifications. Communications about *Work Learn Develop* were targeted via the equality networks to encourage underrepresented groups to take part, and information sessions were held across the University to provide all staff with opportunities to find out more.⁴³

Positive action: The University offers a range of staff development schemes targeted at underrepresented groups:

- *Ad Feminam:* a staff mentoring scheme targeted at women in senior roles and open to both academic and professional staff. In 2016/17, the OLI carried out a survey and semi-structured interviews with mentors and mentees to understand their experience of the scheme and inform future developments.
- *Academic Leadership Development Programme:* this programme is open to all but particularly targeted at women and BME academic staff in the early to mid-career stage.
- *Springboard:* a personal and professional development programme targeted at women and open to all staff groups.

⁴⁰ www.aspireoxford.co.uk

⁴¹ www.apprenticeships.ox.ac.uk

⁴² <http://torch.ox.ac.uk/identities>

⁴³ www.apprenticeships.ox.ac.uk/work-learn-develop

- *Pivot*: a twin-track mentoring scheme for BME staff. Following an evaluation in 2016/17 the University is currently considering how best to embed this programme.⁴⁴
- *Taking Stock*: a new career review programme open to all but targeted at under-represented groups in senior professional services roles aiming to help them reflect on and refocus their career aspirations.

The OLI has also developed *Beacon*, a personal effectiveness and development programme open to all staff considering their next career steps. This course was developed to bring the benefits of *Springboard* to a wider audience.

Equality training: In 2016/17, the University introduced a new version of its online *Equality and Diversity Briefing*. This was publicised widely via mailing lists, newsletters and during other training sessions and achieved more than double the uptake of its predecessor in the previous year – up from 591 to 1242 participants. Uptake of our other equality-focused online courses also roughly doubled. There has been a welcome increase in the number of staff completing the *Recruitment and Selection* course as a prerequisite to participation in recruitment.⁴⁵

Following a successful Diversity Fund project to upskill members of University staff to provide equality-focused training, two new workshops on *Race Awareness* and *Implicit Bias* were rolled out across divisions and departments, while the EDU led ‘train the trainer’ sessions for college staff. This work is now being embedded within the Oxford Learning Institute to ensure its sustainability, while a new online implicit bias training resource focusing on workplace impact and practical solutions will be launched in 2018. Implicit bias and cultural awareness training adapted to the undergraduate admissions context will be developed for the revised admissions training course in 2018.

Equality training	Participants ⁴⁶	
	2015/16	2016/17
<i>Equality and Diversity Briefing</i>	591	1242*
<i>Unconscious Bias</i>	582	1107
<i>Challenging Behaviour: dealing with bullying and harassment in the workplace</i>	475	942
<i>Recruitment and Selection</i>	290	797

*New version

STUDENT ADMISSIONS AND ATTAINMENT

Undergraduate access and outreach: The University undertakes a wide range of activity to inform, attract and support the most able candidates from all socioeconomic, cultural and geographic backgrounds, including:

- Work to inform teachers and advisors in schools so they can support their students through the admissions process;
- Targeted, often residential, activities in Oxford;
- Activity to assist and inform candidates about their options;
- A coordinated programme of visits to schools and colleges across the UK; and

⁴⁴ www.admin.ox.ac.uk/eop/race/whatsgoingon/mentoringschemeforbmestaff

⁴⁵ www.learning.ox.ac.uk/courses

⁴⁶ | August to 31 July, University staff only.

- Local activities to increase awareness about higher education, particularly among pre-16-year olds.

The University spent £6.15million on outreach activity in 2016/17. Nevertheless, our main challenges lie in encouraging students from underrepresented groups to apply to Oxford and in helping them to make competitive applications, and we target our outreach activity accordingly.⁴⁷ These groups include:

- Students living in neighbourhoods with low participation in higher education (POLAR quintiles 1&2);
- Those living in areas of socioeconomic disadvantage (ACORN quintiles 4&5);
- Schools with little history of successful Oxford applications;
- Under-represented ethnic minority groups (African, Caribbean, Pakistani and Bangladeshi);
- First generation participants in higher education;
- Women in science, technology, engineering and mathematics (STEM) subjects;
- White working-class boys and girls; and
- Those from rural and coastal locations with a history of low progression to higher education.

Black, Asian and Minority Ethnic students: We work in partnership with Oxford students and external organisations to encourage underrepresented black and minority ethnic students to apply to the University, including:

- *Target Oxbridge:* a programme supporting students from BME communities in London run by Rare Recruitment on a pro bono basis. This is a sustained contact programme for students in Years 12 and 13 who receive continuous support from Target Oxbridge staff and from Oxford tutors and students. The University contributed £10,000 towards the running costs of the programme so that the number of places could increase from 30 to 45 in 2016/17.
- *Annual Access Conference:* for Year 12 students of African and Caribbean origin, designed and led by the student African and Caribbean Society in partnership with the University's Undergraduate Access and Outreach office. In 2017, the Conference engaged with over 200 black students from state schools across London while the attendees voted special guest Stormzy 'Person of the Year' for his contributions to society and the wider black community, including his support for the #BlackExcellence campaign.⁴⁸
- *Workshops and a shadowing scheme:* run by the African and Caribbean Society in London.
- *Access Conferences:* in Slough, Manchester and Oxford for Year 10 and 11 students from Pakistani and Bangladeshi backgrounds, with workshops, presentations and an evening reception plus visits to Oxford colleges and museums.
- *IntoOxford:* a widening participation sustained contact programme supporting the academic development of highly able students and encouraging them to see Oxford or another selective university as a viable option for higher education. The huge majority of these students are black, Asian or minority ethnic.⁴⁹

Race Equality Charter: The University submitted an application for a Race Equality Charter award in February 2018. Following a thoroughgoing evaluation of the relative performance of BME applicants

⁴⁷ www.ox.ac.uk/about/increasing-access; see also www.ox.ac.uk/about/increasing-access/widening-access-and-participation

⁴⁸ www.ox.ac.uk/news/2017-07-12-stormzy-honoured-black-oxford-students-amazing-contributions-society

⁴⁹ www.ox.ac.uk/local-community/engagement/enhancing-oxford/learning

at each stage of the undergraduate admissions process, we concluded that more support was required at the pre-applicant stage and that it was not yet appropriate to set an admissions target. However, we have set ourselves an objective to continue to increase the proportion of BME undergraduates, by:

- Targeting outreach activities to increase the number of applications from well-qualified students from underrepresented black and minority ethnic groups;
- Reviewing the admissions process, improving the use of contextual information, and providing enhanced training to all interviewers to reduce the possibility of implicit bias at admissions;⁵⁰ and
- Increasing transparency by publishing more detailed admissions data on the University website.

Women in STEM: The Mathematical, Physical and Life Sciences division (MPLS) provides a range of targeted outreach programmes to encourage more girls to study science at university, including:⁵¹

- *Inspire Her:* hands on activities and coding challenges for mothers and daughters (Year 7);
- *Looking Forward:* science-themed taster days giving Year 10 pupils and their teachers a chance to find out how different science disciplines are contributing to today's global challenges in Health, Technology and Environment;
- *It All Adds Up:* two separate one day maths conferences for girls in Years 9-11 and 12-13;
- *UK Mathematics Trust Summer Schools:* for girls in Years 10-11.
- *Women in Computer Science:* to raise awareness among girls in Years 10-11 and give them an opportunity to meet women and men working in Computer Science;
- *Dragonfly:* visits to the Engineering department for Year 10 girls from local state schools in Oxfordshire;
- *Physics:* degree taster days for girls in Year 12.

UNIQ Summer Schools: In 2016 the University commissioned an in-depth evaluation of the operation of its flagship summer school from the Institute for Employment Studies. The evaluation found that UNIQ was beneficial for participants and positively impacted our recruitment of BME and other underrepresented students. Between 2010 and 2016, 30% of students attending UNIQ were from BME backgrounds; in 2017 this rose to 40%.

As a result of the evaluation, the University revised the selection criteria to more closely target pupils from areas of socioeconomic disadvantage and low participation in higher education. To help extend our reach further, UNIQ has been redesigned and from 2018 will support 1,900 pupils via a mixture of summer schools, residential conferences and a digital learning platform.⁵²

Support for offer-holders. A new mentoring programme was introduced in early 2017 providing a mixture of student and alumni support to fifty widening participation students from the point of offer. The programme will be scaled up over a five-year period to support up to 200 students throughout their undergraduate studies.

Bridging Programme: The MPLS division runs a Physical Sciences Bridging Programme in partnership with colleges to support 40-50 new undergraduates to make a successful transition to university, with priority given to students from widening access backgrounds. An online bridging programme

⁵⁰ www.ox.ac.uk/about/facts-and-figures/admissions-statistics

⁵¹ www.mpls.ox.ac.uk/schools-liaison/events-for-girls

⁵² www.uniq.ox.ac.uk

focusing on mathematical skills is available to all new starters in Chemistry, Physics, Earth Sciences and Materials Science.

Postgraduate access: The University's Race Equality Charter application includes a commitment to expand BME postgraduate access, both of UK BME students as well as of graduates from World Bank low- and middle-income countries. We will also investigate potential barriers to doctoral study for UK BME students, and develop actions to address any ethnic disparities. The Humanities Division is currently exploring the possibility of positive action scholarships for UK BME graduate students.

Positive action scholarships: The University established two new positive action graduate scholarship schemes in 2016/17:

- Ten fully-funded master's scholarships for female Home/EU students in mathematics, statistics and computer science, in collaboration with Booking.com,⁵³ and
- A seven-year commitment to provide fully-funded scholarships to support students of Roma ethnicity from Eastern Europe to undertake master's study at the Blavatnik School of Government, in partnership with the Roma Education Fund.⁵⁴

The scholarships added to the University's existing positive action schemes for underrepresented groups, including female MBA students, Indigenous Australian graduates and undergraduates from British Muslim communities.

Guidance for admissions tutors: In response to requests from postgraduate admissions tutors, an International Qualifications Panel was established to draw up additional guidance on individual countries' higher education systems and qualifications. The guidance aims to help admissions tutors make consistent and well-informed decisions on overseas applicants.

Student initiatives: The inaugural Oxford ApplyED Conference – led by graduate student activists – was held at Lincoln College in November 2017. The one-day conference included a keynote presentation from the Pro-Vice Chancellor for Equality and Diversity, Dr Rebecca Surender, and aimed to help create a sustainable peer network amongst college representatives for equality and diversity.⁵⁵

Attainment gap: The University working group on the Student Attainment Gap – reporting to Education Committee – maintained a specific focus on the undergraduate gender gap throughout 2016/17. Detailed analysis in a number of subjects reviewed the impact of existing measures to support students' academic development and proposed additional actions for dissemination across the University. The working group has shifted its focus onto the ethnicity gap among UK-domiciled undergraduates in 2017/18.

RAISING AWARENESS

DIVERSITY LECTURES AND EVENTS

Women of Achievement: The high-profile lecture series dedicated to female speakers continued in 2017 with lectures by innovative conductor Marin Alsop and former Prime Minister of New Zealand and Administrator of the United Nations Development Programme, Helen Clark. Funded by the Vice-

⁵³ <https://news.booking.com/bookingcom-announces-new-scholarship-programs-with-the-university-of-oxford-and-delft-university-of-technology-to-support-advanced-education-for-women-in-technology>

⁵⁴ www.bsg.ox.ac.uk/news/new-scholarship-roma-education-fund

⁵⁵ www.facebook.com/events/133324320756065

Chancellor's Diversity Fund, the series showcases the enormous range of women's careers and achievements, aiming to influence not only the current University community but also wider society through the public attention it generates. Dame Helena Morrissey, DBE, founder of the 30% Club to improve gender balance in the boardroom, will give the next lecture – *'From Patriarchy to Partnership – A new opportunity to achieve gender equality'* on 25 April 2018.⁵⁶

Black History Month: The University hosts an annual Black History Month Lecture, organised by the BME Staff Network and introduced by the Vice-Chancellor. In October 2016, Baroness Doreen Lawrence gave a lecture on *'Education for All'* while in October 2017, Dr Nirmal Puwar of Goldsmith's College, University of London, spoke on *'Racism in the body of the Academy: statues and classrooms'*.⁵⁷

LGBT History Month: The University's annual LGBT History Month lecture, organised by the LGBT+ Staff Network and introduced by the Vice-Chancellor, is held each February. In 2017, in *'The shock of the new: cultural amnesia, trans erasure and what we can do about it'*, activist and author CN Lester spoke of the need for queer/trans history in a world that too often forgets that variations in gender and desire have always been with us. In 2018, Asad Dhunna asked *'What does it mean to be LGBT+ today?'* Asad has written for publications including The Guardian and the Huffington Post and started the podcast *'Muslim Pride'*.⁵⁸

LGBT Lives: Narratives and Representation: Supported by the Vice-Chancellor's Diversity Fund and forming part of a series of celebrations and events marking the 50th anniversary of the partial decriminalisation of homosexuality, this event brought together a panel of researchers and heritage professionals who have explored in their work LGBT narratives, identities and representations.

Annual Disability Lecture: The annual Disability Lecture in June 2017, also introduced by the Vice-Chancellor, took the format of a panel discussion of *'Complexity in our multiple identities'* with three members of Oxford staff – Dr Marie Tidball, Dan Holloway and Dr Torø Graven – who shared their individual approaches to disability in their personal and professional spheres.⁵⁹

Dr Graven also worked with the Oxford University Museums Partnership on a two-year project to enhance the experience of blind and partially-sighted visitors to museums and galleries by developing a single repurposable device to deliver both audio and touch feedback about the exhibits. A prototype device providing tactile feedback on JMW Turner's painting of Oxford High Street was placed in the Ashmolean in January 2018.⁶⁰

Disability History Month: Among the events for Disability History Month 2017 was a University seminar on the theme *'Work, time and stress: historical and contemporary perspectives'*. Professor Sally Shuttleworth discussed her research on Victorian concerns about the diseases of modern life, including stress and overwork, while Dr Marie Tidball spoke of some disabled people's altered experience of time, whether due to pain, anxiety or the impact of an impairment.⁶¹

Disability and Curriculum Diversity: The Oxford Research Centre in the Humanities (TORCH) is hosting a 2017/18 seminar series with leading academics, practitioners, campaigners and commentators

⁵⁶ www.ox.ac.uk/news-and-events/women-of-achievement

⁵⁷ www.admin.ox.ac.uk/eop/race/bhm

⁵⁸ www.admin.ox.ac.uk/eop/sexualorientation/lgbthm (podcasts available)

⁵⁹ www.admin.ox.ac.uk/eop/disab/disabilitylecture (podcast available)

⁶⁰ www.ox.ac.uk/oxford-heritage-projects/museums-and-blind

⁶¹ <http://torch.ox.ac.uk/stress-strain-and-overwork-historical-perspective>

discussing disability issues, education and reform. Videos of past seminars are available at: <http://torch.ox.ac.uk/identities>.

Diversity conference: As part of its preparation for Athena SWAN, the Law Faculty held an inaugural conference on *Intersectional Conversations*, attended by over 100 University staff and students. A range of speakers approached the concept of intersectionality from their diverse perspectives, including race, disability, gender, sexuality and class.⁶²

EQUALITY PROJECTS

Diversifying Portraiture: This project, supported by the Vice-Chancellor's Diversity Fund, began by cataloguing existing paintings from across the University and colleges, highlighting the range of pioneering figures whose achievements over the centuries challenged stereotypes of their – and our – time.⁶³ In the second phase, we invited current and former members of the University to nominate living subjects for a series of new portraits. A panel then chose 24 sitters from different genders, ethnicities, disabilities, socioeconomic backgrounds and LGBT+ communities, each of whom has made – or is making – a positive difference to Oxford and the wider world. Following a public exhibition – *The Full Picture* – at the Weston Library, the portraits have been hung in the Examination Schools to inspire future generations of staff and students.⁶⁴ This project was recognised by the Higher Education Funding Council for England (HEFCE) as an example of sector-leading excellent practice.

Returning Carers Fund: The Fund is a small-grants scheme to support women and men who have taken a break of at least six months for caring responsibilities to re-establish their research careers. Following an evaluation of its impact, the Fund has been established on a permanent basis with annual investment of £240,000.⁶⁵

Disability Narratives: This research project, funded by the Vice-Chancellor's Diversity Fund and the van Houten Fund, interviewed members of staff with a disability or long-term health condition about their experiences in order to identify, share and promote good practice. The outcome of the joint project by the EDU and the Department of Primary Health Care Sciences was the *Disability Narratives* website, which shares the themes arising from the research, illustrated by video clips from the interviews. The site provides useful advice for managers, colleagues and disabled people themselves, and supports training across the institution, helping all staff to become more confident in discussing disability and inclusion.⁶⁶

LGBT+ Role Models: Following a pilot Vice-Chancellor's Diversity Fund project to provide Stonewall Role Models training to LGBT+ staff across the University, the Oxford Learning Institute (OLI) developed and delivered an in-house workshop to provide long-term sustainability. The workshop offers volunteers an opportunity to explore what it means to be an LGBT+ role model while helping them identify potential barriers and ways to overcome them. Six new Role Models were added to the growing network in 2016/17, while the OLI also provided mentoring training.⁶⁷

⁶² www.law.ox.ac.uk/centres-institutes/centre-criminology/blog/2017/10/intersectional-conversations (recordings available)

⁶³ www.admin.ox.ac.uk/eop/inpractice/portraiture/portrayingdiversity

⁶⁴ www.bodleian.ox.ac.uk/whatson/whats-on/upcoming-events/2017/nov/oxford-in-portraits

⁶⁵ www.admin.ox.ac.uk/eop/parents-carers/carers-fund

⁶⁶ www.diversityprojects.ox.ac.uk/dn

⁶⁷ www.admin.ox.ac.uk/eop/sexualorientation/rolemodel

LGBT+ Allies: The Mathematical, Physical and Life Sciences division (MPLS) funded a Stonewall LGBT+ Allies training programme for 26 staff from across the University in 2016/17. The OLI then developed and delivered a more condensed version of this programme, with 17 new Allies added to the existing cohort. The Allies programme invites non-LGBT+ individuals to consider how they can be an ally to their LGBT+ colleagues, offering them practical advice and an opportunity to ask sensitive questions.

Rainbow lanyards: The EDU led on a project to distribute Oxford-branded rainbow lanyards across the University via the Role Models and Allies Networks to promote LGBT+ visibility and inclusion. These have been a runaway success and to date, 2600 lanyards have been distributed to staff and students across the collegiate University. A member of LGBT+ staff commented, “It’s amazing how supportive/uplifting it feels when I see others (not only LGBT+) wearing them. I hadn’t really anticipated that – perhaps it means I wasn’t quite as comfortable in the workplace as I had thought previously.”

Vice-Chancellor’s Diversity Awards: The inaugural awards to recognise, promote and celebrate good practice across the University will be presented on 8 May 2018 at a ceremony hosted by the Vice-Chancellor together with special guest broadcaster and activist, June Sarpong, who will deliver the keynote speech. Awards will be made in four categories:

- Individual Champion or Role Model;
- Innovation in promoting equality and diversity in the workplace or in the student body;
- Promoting equality and diversity through public and community engagement;
- Promoting equality and diversity in learning and teaching.

The nominations will be publicised via a website and booklet, with case studies of all the shortlisted individuals and projects, in order to share ideas as widely as possible within the University community.⁶⁸

Oxford Diversity Fund: Following in the steps of its successful predecessor, the Diversity Fund has been established on an ongoing basis with annual funding of £70,000 to support smaller scale sustainable initiatives to advance diversity at Oxford.⁶⁹ The 2017/18 round attracted 29 applications with eight grants made. The successful bids were:

- Curriculum diversity
- Engaging Chinese students with counselling
- Engaging BME audiences with Gardens, Libraries and Museums
- Oxford and Colonialism
- Assistive software for students in examinations
- Staff mental health
- Suffrage centenary programme
- Raising awareness of sexual violence in the LGBT+ community

COMMUNITY AND OUTREACH

Humanities and Identities: Each year *The Oxford Research Centre in the Humanities* (TORCH) hosts a headline series of high profile talks, workshops, performances, conversations and events designed to bring the humanities voice to bear on a pressing contemporary issue. The series for 2016-18 –

⁶⁸ www.admin.ox.ac.uk/eop/inpractice/vc-awards

⁶⁹ www.admin.ox.ac.uk/eop/inpractice/df

supported by the Vice-Chancellor's Diversity Fund – is *Humanities and Identities*.⁷⁰ The series was launched in January 2017 with an event, opened by the Vice-Chancellor Professor Louise Richardson, to discuss themes and issues relating to diversity, inclusion and equality.⁷¹

As part of their public engagement and knowledge exchange activity, TORCH have also launched:

- *Unsilencing the Library*⁷² to profile and give publicity to women and BAME authors;
- *Postcolonial Writers Make Worlds*;⁷³
- *A Queer Studies Network*;⁷⁴ and
- Worked with the city and county councils to commemorate the centenary of women's suffrage, including the raising of the 'Votes for Women' flag around Oxford on 6th February.⁷⁵

The Gaps Between: This prominent public project, part of the TORCH *Humanities and Identities* series, saw art installations hanging on the railings of some of Oxford's most iconic buildings for a month over summer 2017. The images were selected to celebrate Oxford's alternative and often hidden stories, using photographs, artwork and archival material. In addition to researchers' selections, photographs and stories were chosen by local community groups for display around the city. The installation will be followed up in May 2018 with a mobile app *Oxford Alternative Stories* which will showcase and celebrate the diversity of Oxford.⁷⁶

Oxford Pride: The University continued to support the city's local Pride week with an event, a stall at the festival and staff in Oxford University T-shirts taking part in the parade.

Trans visibility: Dr Clara Barker, Laboratory Manager at the Department of Materials and Vice-Chair of the LGBT+ Advisory Group, featured as a Stonewall Role Model in a poster for Trans Day of Visibility (31 March 2017) which was widely distributed across the University.⁷⁷ Dr Barker has also received publicity in local media for her extensive volunteer work, including organising a group for young LGBT+ people together with a support group for parents, and helping the Council run an anti-LGBT bullying initiative in local schools. She was recognised as one of the Prime Minister's daily Points of Light in October 2017 for her 'outstanding' volunteer work.⁷⁸

Parents for STEM Futures: The Mathematical, Physical and Life Sciences division (MPLS) launched a project to actively engage parents of primary school children in science and maths subjects. The project has two components: a digital and print resource – *Just Add Imagination*⁷⁹ – which aims to dispel myths and inspire both children and parents, and a programme – *Parent ambassadors for STEM*⁸⁰ – which trains parents to organise activities in schools and help build supportive local and community networks.

Mindgrowing: In February 2017 the Gardens, Libraries and Museums (GLAM) launched their first joint campaign to raise awareness of the University's rich and diverse collections, attract more first-

⁷⁰ <http://torch.ox.ac.uk/headline-series>

⁷¹ <http://torch.ox.ac.uk/identities>

⁷² <http://torch.ox.ac.uk/Unsilencing>

⁷³ <https://writersmakeworlds.com/video-pwmw-project-introduction>

⁷⁴ <http://www.torch.ox.ac.uk/queerstudies>

⁷⁵ www.torch.ox.ac.uk/womens-suffrage; <http://torch.ox.ac.uk/celebrating-100-years-women's-suffrage>

⁷⁶ www.torch.ox.ac.uk/gaps-between-installation

⁷⁷ www.stonewall.org.uk/sites/default/files/stw-trans-posters-2017-web.pdf

⁷⁸ www.mpls.ox.ac.uk/news/dr-clara-barker-recognised-by-prime-minister-for-her-lgbt-voluntary-work

⁷⁹ www.oxfordsparks.ox.ac.uk/justaddimagination

⁸⁰ www.mpls.ox.ac.uk/equality-and-diversity/parents-for-stem-futures

time visitors to the collections, and promote GLAM as a collective visitor experience. The campaign involved:

- Widespread advertising and press coverage, animations for social media and 30,000 *What's on* leaflets distributed across Oxfordshire;
- Creating a *Mindgrowing* passport to encourage multiple visits: once you collect three stickers you get a prize; collect six for an even better one;
- A lively website with travel advice, an '*Events for everyone*' carousel of images and a downloadable family events planner; and
- 24,000 likes, comments and reposts on Instagram, with thousands of likes and retweets on Facebook and Twitter.

An evaluation showed that the campaign helped the museums and collections to exceed their participation targets, with a 12% increase in visitor numbers overall and a doubling of the proportion of BME visitors from 8% in summer 2016 to 16% in summer 2017.⁸¹

Out in Oxford: Inspired by a pioneering example set at the British Museum by Richard Parkinson, now Professor of Egyptology at Oxford, and launched during LGBT History Month 2017, the *Out in Oxford* museum trail guides visitors to objects from the University's collections which highlight the diversity of human cultures and LGBTQ+ experiences. Museum curators nominated the objects and nearly fifty volunteers who identify as LGBTQ+ or who are allies were involved in writing the interpretations and co-curating the trail's launch events.⁸² The trail was shortlisted for the Museums + Heritage Awards for Excellence, 2017, in the category 'Project on a Limited Budget'.⁸³

TACKLING HARASSMENT, BULLYING AND SEXUAL VIOLENCE

Harassment Advisory Service: The University provides a confidential Harassment Advisory Service and telephone helpline. The number of volunteer harassment advisors has risen to over 440, with at least two appointed in each faculty, department and college. They include specially trained advisors to offer support in cases of sexual violence or domestic abuse, and BME and LGBT+ advisors whose details are publicly available on the EDU website.⁸⁴ In 2016/17, the Harassment Advisory Service provided 18 group training sessions for harassment advisors, attended by 173 people, as well as four *Responsible Bystander* workshops for staff across the University.

Anti-Bullying Week: There were a number of activities across the University to mark Anti-Bullying Week in November 2017 including talks by invited speakers, workshops, coffee mornings with harassment advisors in attendance to answer questions, and communications from Heads of Department to reiterate that bullying and harassment are unacceptable and action will be taken if they are reported.

Harassment training: The Oxford Learning Institute and HR staff trained facilitators in the Medical Sciences division to run local sessions – attended by the Head of Department or Departmental Administrator – on identifying, addressing and reducing bullying and harassment. The workshops were piloted in 2016/17 and will be rolled out to all divisions from 2018/19.

⁸¹ <http://mindgrowing.org>

⁸² www.glam.ox.ac.uk/outinoxford. See also the article in the *Oxford Today* magazine: www.oxfordtoday.ox.ac.uk/culture/videos-podcasts-galleries/pride-place-oxford-puts-'great-unrecorded-history'-map

⁸³ www.glam.ox.ac.uk/article/out-oxford-shortlisted-museumsheritage-awards-2017

⁸⁴ www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork

The Equality and Diversity Unit partnered with equality teams at University College London, Manchester and Cambridge universities to develop training materials for use with Principal Investigators in science departments, piloted in the Mathematical, Physical and Life Sciences division.

Sexual Violence Working Group: In October 2016, Universities UK (UUK) published a report on ‘*Changing the culture: Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students*’.⁸⁵ The University established a time-limited working group to examine both the UUK report and accompanying legal guidelines and to produce recommendations for the Pro-Vice Chancellor for Education who is the institutional lead on this issue. The joint working group comprised both college and University members, including students, and its recommendations are currently being taken forward at institutional level.

Mediation: Nine volunteer members of staff from across the University were trained to mediate in cases of conflict between students.

Peer Supporters: The University Counselling Service funds, trains and supports two additional networks of student Peer Supporters for LGBTQ and BME students: Rainbow Peers⁸⁶ and Peers of Colour.⁸⁷

Good Lad Initiative: Founded by former Oxford students, the Good Lad Initiative is an organisation that aims to reduce everyday sexism, misogyny and harassment by shifting social norms and behaviour amongst men, with a primary focus on running workshops with single gender groups of men and women in universities, workplaces, sports teams and schools.⁸⁸ Students of any gender can volunteer as facilitators, with regular training days held throughout the academic year.

SUPPORT FOR STAFF AND STUDENTS

University nurseries: The University opened a fifth workplace nursery in 2016, bringing the number of full-time equivalent places to 430, a ratio of places to staff of 1:28. This compares well with the average among Russell Group universities of 1:79. A further 125 places are available in college nurseries. The University’s Childcare Strategy commits us to maintain, and expand where possible, our nursery offer, while ensuring that the quantity of provision is at least double the sector norm. The University purchased one of its workplace nursery sites – Jack Straw’s Lane – in 2017, having previously rented the premises, and is actively looking for additional locations and partnerships.

Support for carers: In 2016/17, the University – in partnership with *My Family Care* – launched a new employee benefit providing support for anyone with family or caring responsibilities.⁸⁹ *My Family Care* offer a range of services, including:

- ‘Speak to an expert’ telephone line for practical support, advice and information;
- Emergency backup care for children, dependent adults or oneself (employee pays for the care provided);
- Webinars and ‘Insider Guides’; and
- Dedicated consultant assistance with care search (at an additional cost).

⁸⁵ www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx

⁸⁶ <https://en-gb.facebook.com/rainbowpeers>

⁸⁷ <https://en-gb.facebook.com/oxunipoc>

⁸⁸ www.goodladworkshop.com

⁸⁹ www.admin.ox.ac.uk/personnel/staffinfo/benefits/family/mfc

A series of networking events and half day workshops aimed at parents and carers who had recently returned from a career break were piloted successfully in 2016/17 and, following some revisions to the format, will be continued under the aegis of Childcare Services from 2017/18.

In 2017/18, the University will introduce a suite of measures to provide more consistent support for staff with caring responsibilities under a broad institutional statement acknowledging the needs of carers in the workplace. Subject to operational needs, these will offer staff:

- Additional flexibility in working arrangements, for example through temporary adjustments to working pattern; the option to buy up to 10 days of additional leave; up to five days per year of paid leave for acute caring or domestic emergencies; a career break/unpaid leave scheme; and
- New guidance on time off for IVF and other fertility treatment and a new entitlement to two days' paid leave in addition to the time required for medical interventions.

Men in Childcare: The University and our main nursery provider Bright Horizons have signed up to the national Men in the Early Years (#MITEY) charter to increase the number of men working in early years education.⁹⁰ The campaign recognises the important role of male childcare staff in providing quality care and education – yet currently fewer than 2% of staff working in early years and childcare in England are men. The proportion at Oxford University is higher, but still only 4%. There are many reasons why a more gender-balanced early years and childcare work-force should be our goal, not least the benefit to children of growing up surrounded by caring men as well as women.

Revised Transgender Policy and Guidance: The University's updated Transgender Policy and Guidance was agreed by Council in February 2018. The revisions arose from our experience of supporting transitioning staff and students within a climate of wider social change and followed extensive consultation and collaboration with trans people. The guidance has also been revised to make it more inclusive of non-binary people, going beyond the narrow definition of 'gender reassignment' in the Equality Act 2010.⁹¹

Supporting European staff and students: Following the June 2016 referendum, the University published a statement of support promising to work with other universities and relevant bodies to ensure the rights of current and future EU staff and students, and to seek to inform the conduct of the Brexit negotiations through advice to government and parliament.⁹² The *Oxford and Brexit* website includes Q&A sections for staff and students and specialised information and advice from an immigration lawyer.⁹³ Roadshow events providing immigration advice and support were held across the University in 2016/17, and the Staff Immigration Team in Personnel Services is currently expanding to ensure it can effectively meet staff needs.

Support for disabled students: By the end of October 2017, more than 3,500 current students were registered with the Disability Advisory Service (DAS), equating to 15% of the population. The two most commonly reported disabilities are specific learning difficulties (30% of disabled students) and mental health conditions (29%). In 2016/17, a range of measures were implemented to support disabled students, including:

- The Student Mental Health Policy was finalised and published in summer 2017.⁹⁴

⁹⁰ <http://tinyurl.com/men-in-childcare>

⁹¹ www.admin.ox.ac.uk/eop/transgender/transgenderpolicy

⁹² www.ox.ac.uk/news-and-events/oxford-and-brexit

⁹³ www.ox.ac.uk/news-and-events/oxford-and-brexit/oxford-eu-staff-qa

⁹⁴ www.ox.ac.uk/students/welfare

- New regulations on reasonable adjustments to the doctoral viva were approved.⁹⁵
- Training for disability coordinators in departments was piloted in June/July 2016 and will be repeated regularly. A programme is being developed for disability leads.
- An accessible residential accommodation audit was completed and colleges are currently considering its recommendations.
- The Mathematical, Physical and Life Sciences division (MPLS) funded the Disability Advisory Service (DAS) to undertake a feasibility study on whether new students on the autism spectrum might benefit from a dedicated induction event. The proposal was welcomed by both students and staff and an event will be arranged for the 2018/19 intake. This will be offered in addition to the *Transition Day* the DAS offers to all new undergraduate students who have declared a disability.
- Specialised examination and revision workshops were offered to undergraduate students with specific learning difficulties.
- Staff at the Blavatnik School of Government were trained on ways of supporting students with visual and hearing impairments.
- DAS and IT Services collaborated to train staff and students to use assistive technology to support learning.

An internal research project on inclusive practice in higher education and at Oxford made its final report at the end of the 2016/17 academic year and its recommendations are currently being considered in committee.

Equality and Diversity Unit
University of Oxford
March 2018 (*updated June 2018*)

95

www.admin.ox.ac.uk/edc/policiesandguidance/policyonresearchdegrees/annexadjustmentsfordisabilityguidancefordgs

ANNEXE A: SELECTED STAFF DATA

This annexe provides key data on Oxford University’s senior leadership, employees and recruitment. An analysis of the membership of senior committees was carried out by the Equality and Diversity Unit in Michaelmas term 2017. The annual staff snapshot was taken on 31 July 2017 and includes all employees wholly or jointly employed by the

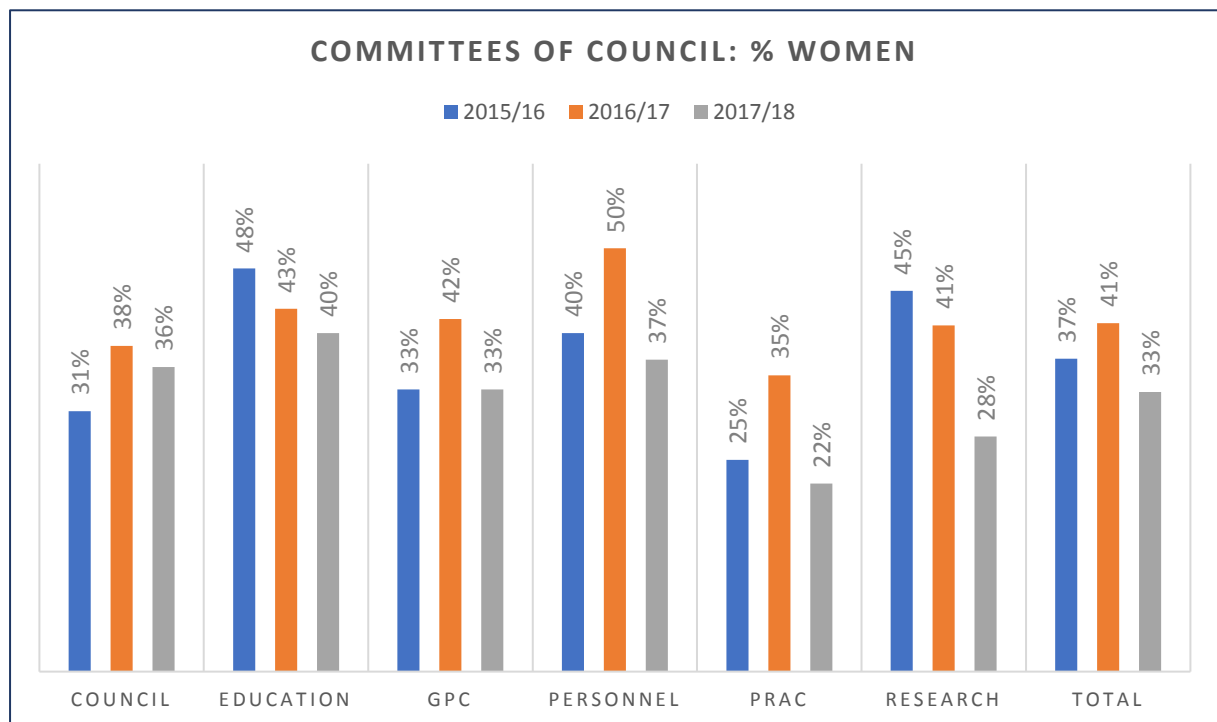
University (excluding atypical or variable hours staff). The staffing figures are expressed as full-time equivalent percentages (fte). Recruitment data relate to all posts advertised on the University website between 1 August 2016 and 31 July 2017. For more detailed staff data, see:

- Staffing figures: www.admin.ox.ac.uk/personnel/hrinfoteam/staffing-data/staffingfigures
- Athena SWAN application: www.admin.ox.ac.uk/eop/gender/athenaswan
- Race Equality Charter application (result pending): www.admin.ox.ac.uk/eop/race
- Equality and Diversity Unit: www.admin.ox.ac.uk/eop/policy/data/sources

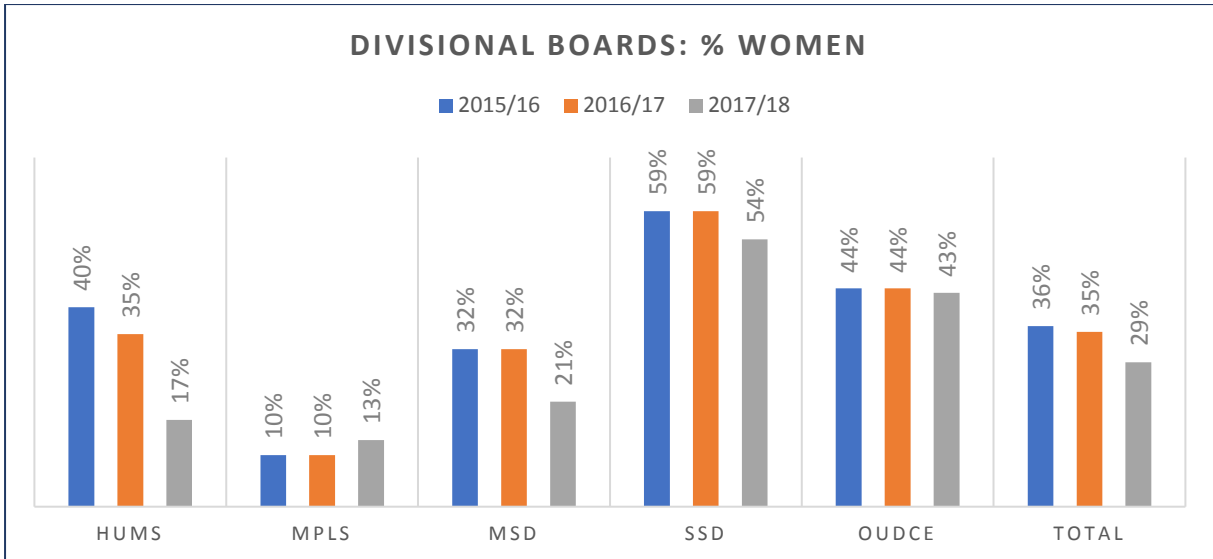
UNIVERSITY GOVERNANCE

The proportion of women across University leadership has fallen slightly since Michaelmas term 2016 though it remains close to the University’s equality objective target of one-third; however, membership of two of the five committees of Council and of the divisional boards collectively has fallen below 30% and

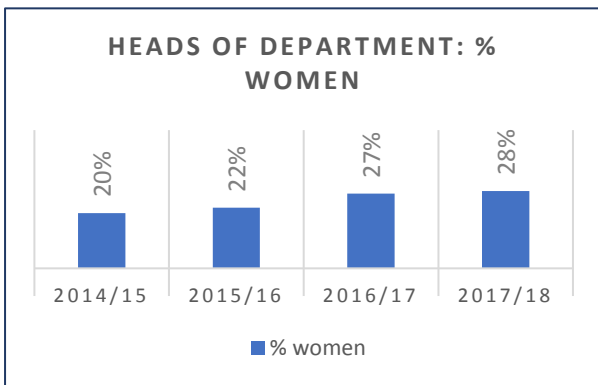
we will seek to redress this when vacancies arise. Our Athena SWAN action plan includes commitments around diversifying leadership and providing support for women at all career stages to successfully take on leadership and governance roles.



Source: CORE Personnel and EDU

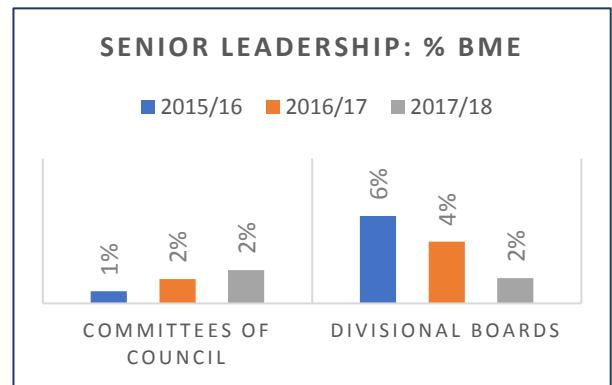


Source: CORE Personnel and EDU



Source: CORE Personnel and EDU

The proportion of women on divisional boards has fallen below the University's overall target figure of one-third while the percentage of female Heads of Department in the academic divisions has increased over the last four years from 20% to 28%.



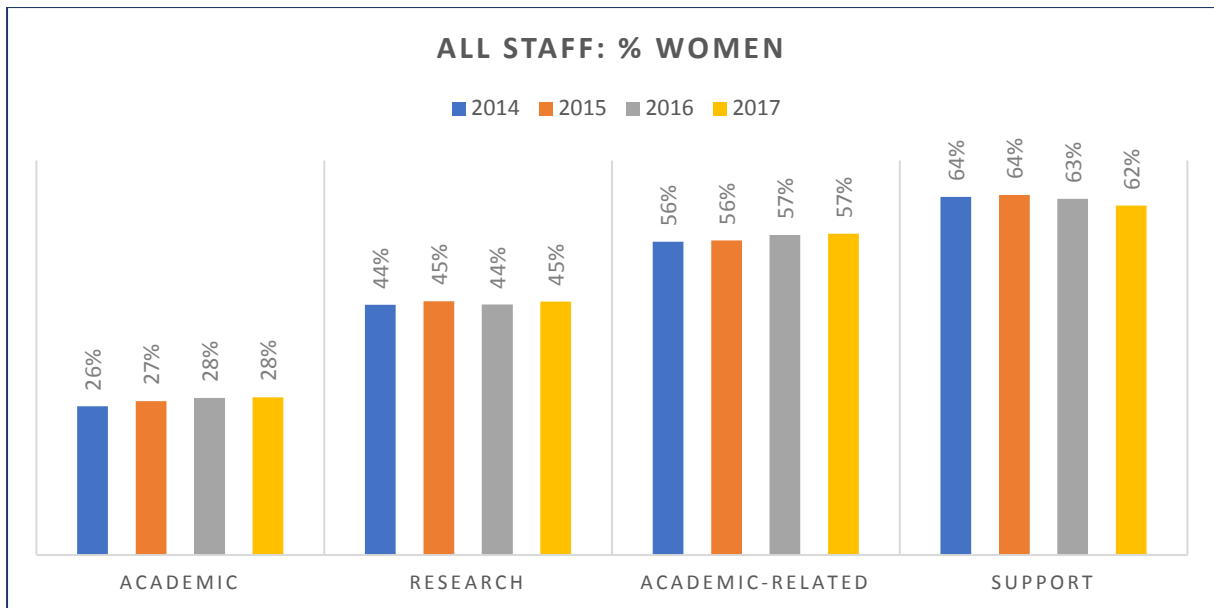
Source: CORE Personnel and EDU

There has been little progress on the representation of BME staff in senior leadership: numbers at this level are relatively low, and turnover slow. Our Race Equality Charter action plan includes commitments to increase the ethnic diversity of all staff groups and to achieve stronger representation of BME staff in decision-making at all levels.

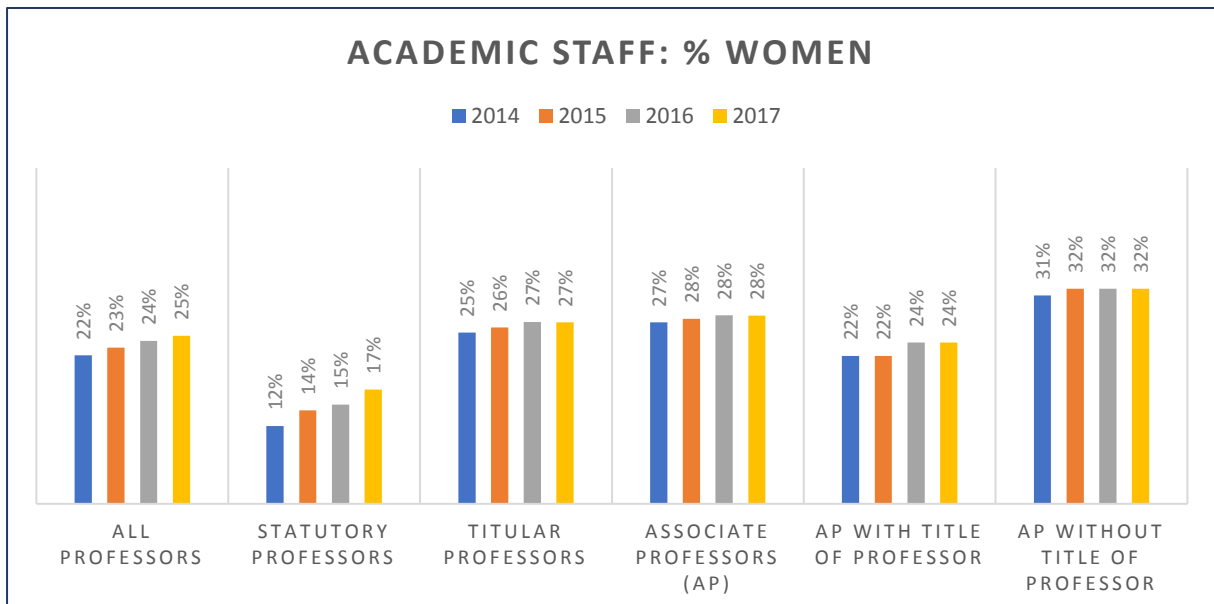
SEX

Women comprise exactly half of full-time equivalent staff. The proportion of female academic staff has risen slightly over the last four years, from 26% to 28%, but there has been little change in the percentage of female associate professors. We are currently

revising procedures, training and guidance for associate professor recruitment and developing enhanced career development advice, mentoring and support for female academics and researchers to address this.



Source: CORE Personnel

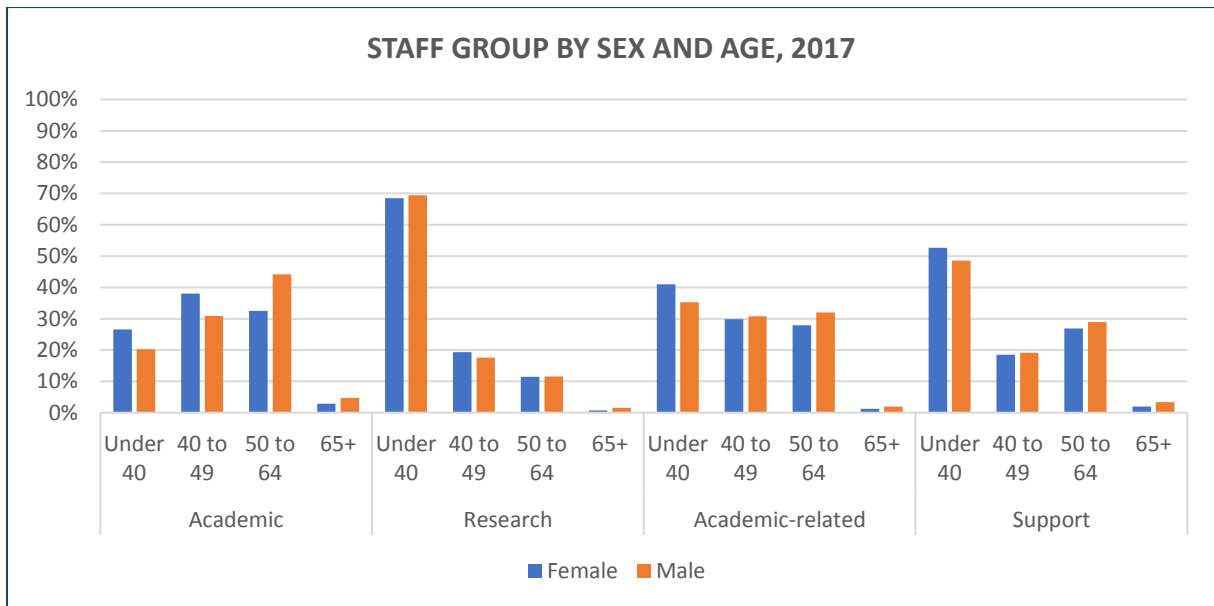


Source: CORE Personnel

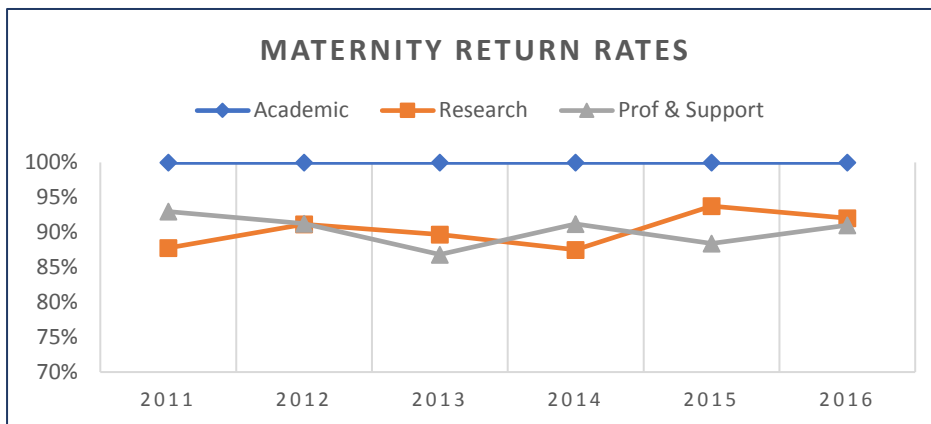
The proportion of female professors has risen from 22% to 25% over the last four years. Oxford matches the national average (25%) and is slightly above the Russell Group average of 24%.⁹⁶ Women now comprise 17% of statutory professors, the most senior role at Oxford.

The percentage of female academic staff is gradually rising in line with demographic change, as shown in the chart overleaf. There are few age differences in other staff groups, though women form a majority of professional and support staff under the age of 40.

⁹⁶ HESA Staff Record, 2016/17

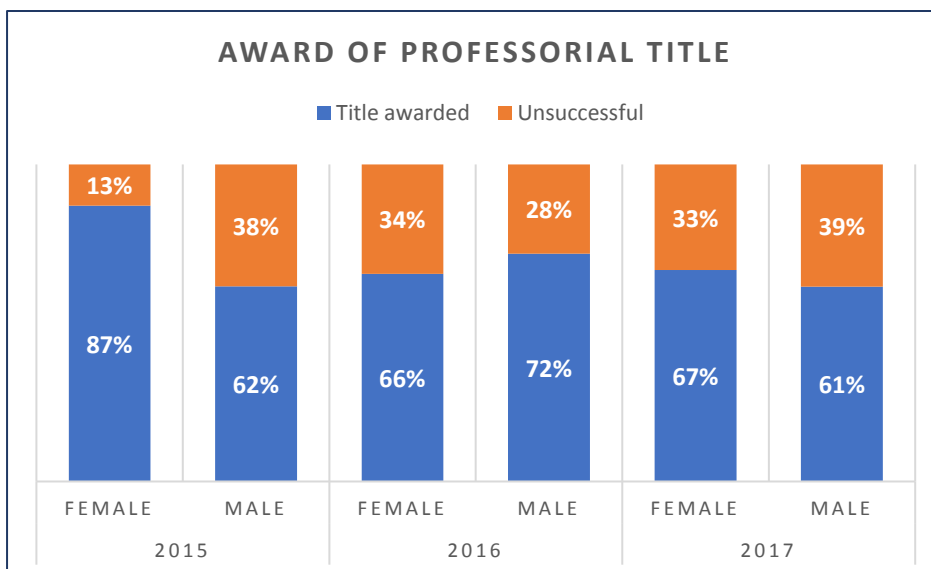


Source: CORE Personnel



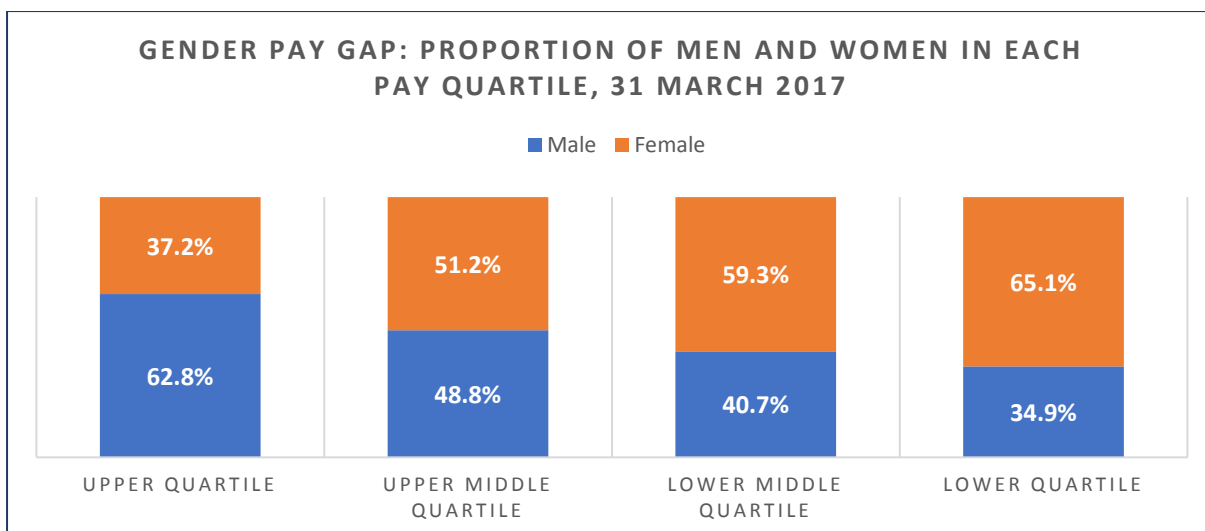
Over the last six years, an average of 91% of women have returned from maternity leave, rising to 100% of academic staff.

Source: CORE Personnel



All staff – but particularly underrepresented groups – are invited to apply for the title of full professor in the annual Recognition of Distinction exercise.

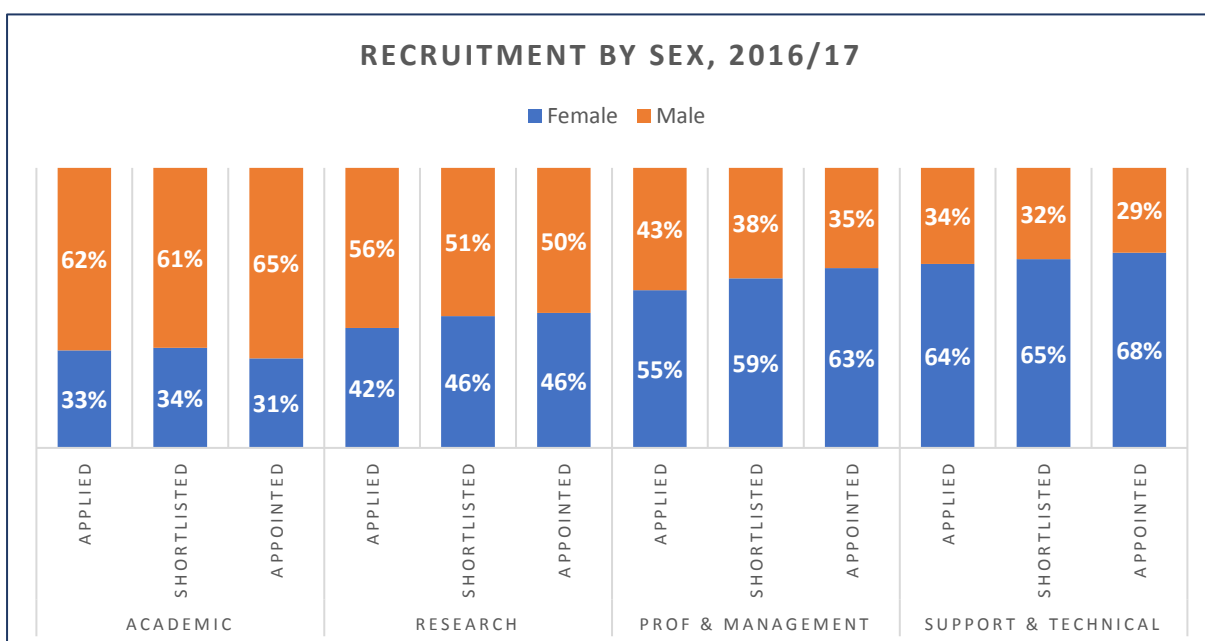
Source: CORE Personnel



Source: CORE Personnel

The University's median gender pay gap is lower than the median pay gap for the whole economy as reported by the Office for National Statistics (13.7% compared with 18.4%). The mean gender pay gap of 24.5% is

higher than the national average of 17.4%. The gender pay gaps are mainly attributable to a lack of women in senior roles in the University.



Source: CORE Personnel

Academic recruitment is split between the University and the colleges, depending on the post. These data relate to University-led posts only. Female applicants to university-led academic roles were more likely to be shortlisted than men but had a lower success rate overall. Women were more likely than

men to be appointed to vacancies in the other staff groups.

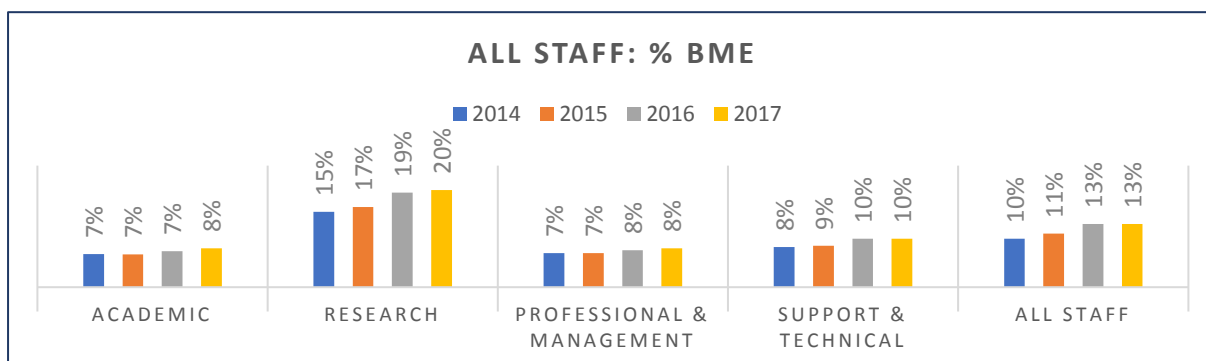
The University's successful 2017 application for an institutional Athena SWAN award provides more detailed staff data by gender: www.admin.ox.ac.uk/eop/gender/athenaswan.

ETHNICITY

The University submitted an application for its first Race Equality Charter award in February 2018 (outcome pending). The key agreed objectives for 2018-21 include: increasing the ethnic diversity of staff, enhancing the representation of BME staff in decision-making, and engaging all departments and faculties with race equality to create a more inclusive culture. The application – which includes much more detailed ethnicity data on staff and students – will be published on the

University website in June 2018:
www.admin.ox.ac.uk/eop/race.

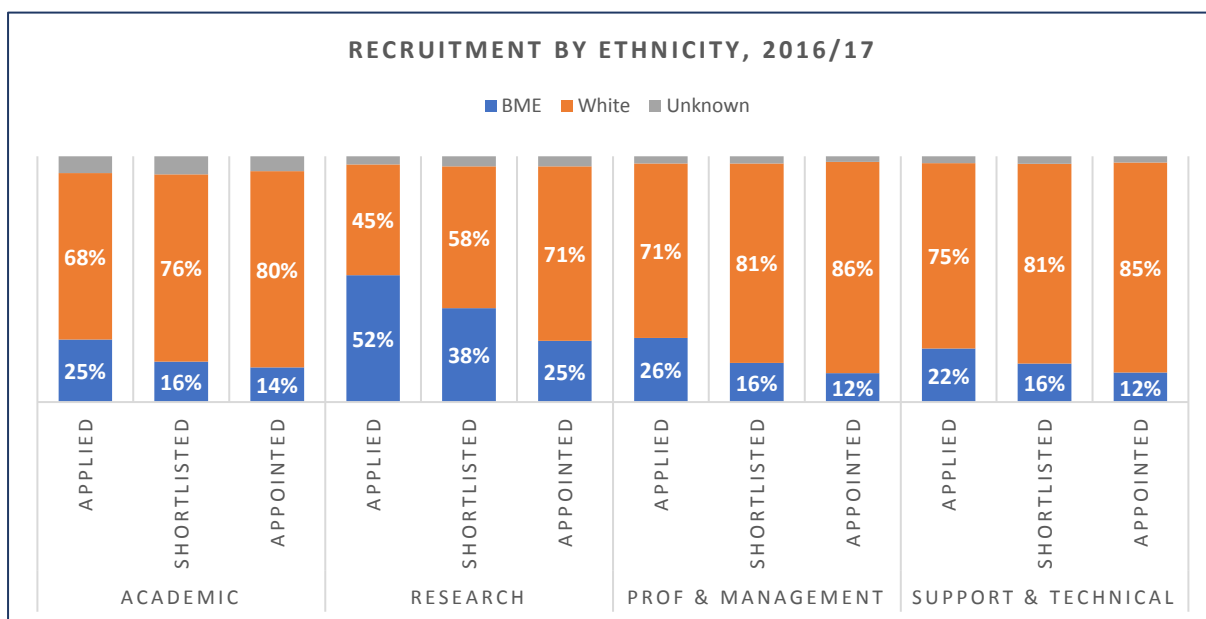
In July 2017, 13% of the University's staff were known to be BME, an increase of three percentage points since 2014. However, the ethnicity of 10% of staff remains unknown and much of the recent increase is a result of successful interventions to increase disclosure rates.



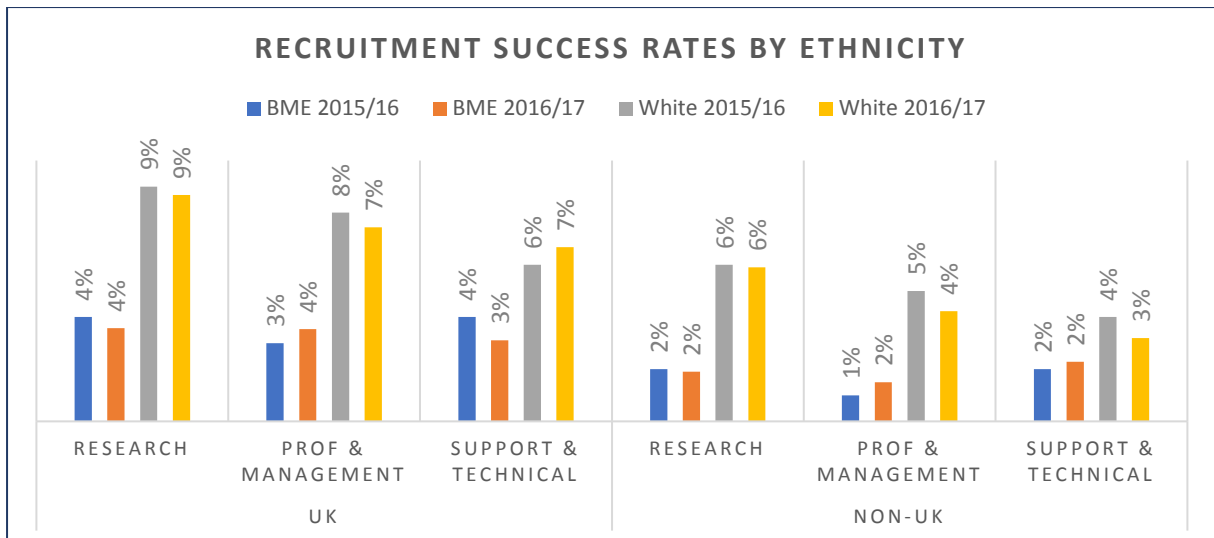
Source: CORE Personnel

There were ethnicity gaps at recruitment for both UK and non-UK applicants, with BME applicants about half as likely as White to be appointed across all staff groups. Comparison with the previous year shows that there was a small increase in BME applicants' recruitment

to professional and management roles. The Race Equality Charter action plan includes specific commitments to increase the diversity of administrative staff, particularly in higher grade roles.



Source: CORE Personnel



Source: CORE Personnel

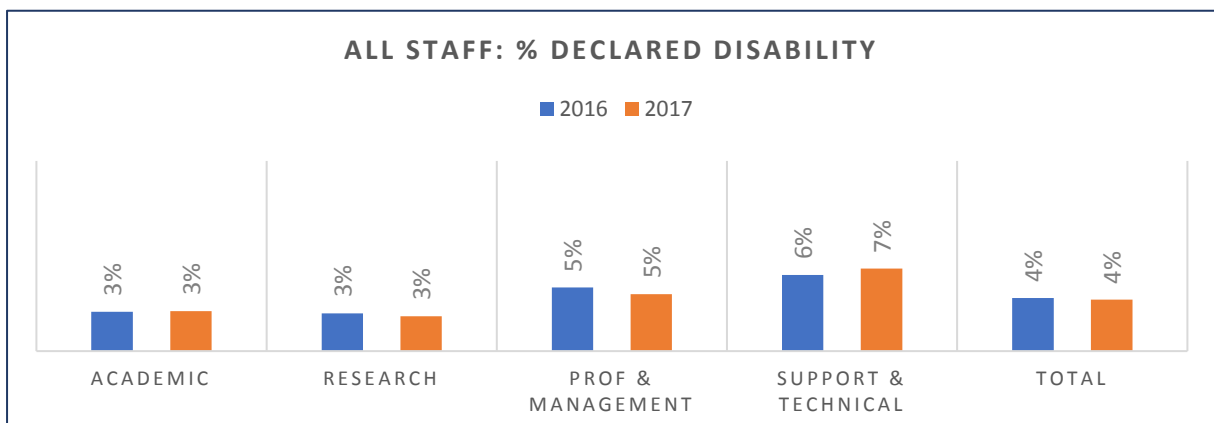
Academic recruitment is split between the University and the colleges, depending on the post. These data relate to University-led posts

only. Academic recruitment data collection went online in 2016/17, enabling us to report the results here for the first time.

DISABILITY

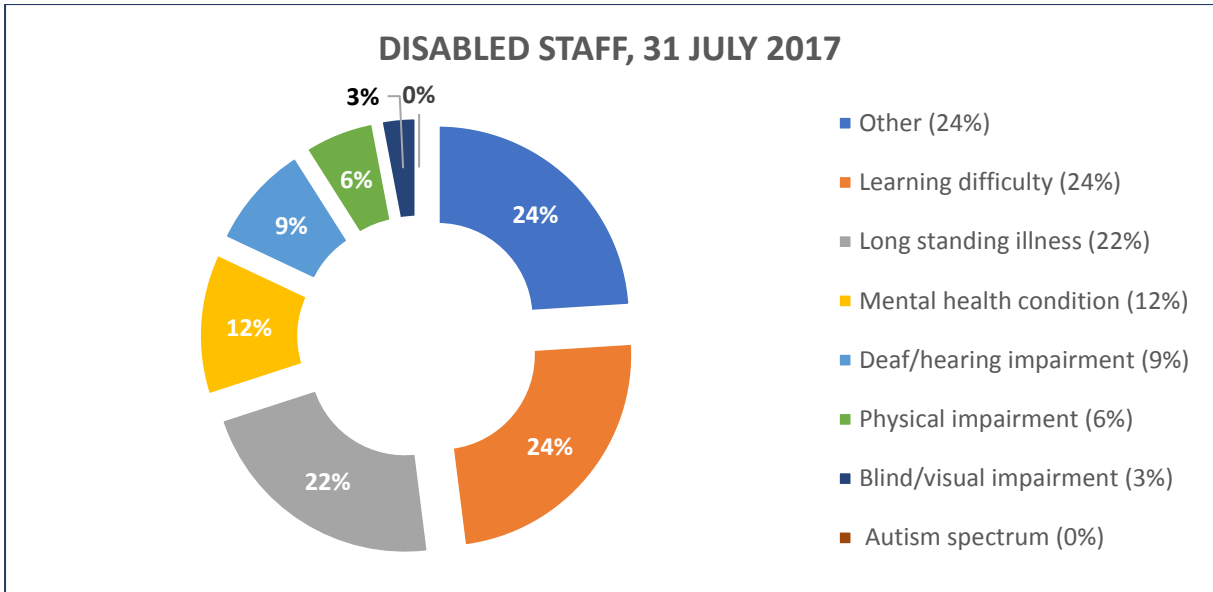
On 31 July 2017, our records showed that 4% of staff had declared a disability. Following a targeted campaign to improve equality monitoring processes, the proportion of staff whose disability status is unrecorded has fallen to 4%, while 6% of staff have preferred not to say. We think it likely that the true proportion of disabled staff is higher than 4%, particularly as 8% of those responding to the

2016 Staff Experience Survey reported that they had a disability or long-term health condition. In the 2011 Census, 13% of working age people in England reported that their activities were limited by a disability or health condition.⁹⁷ We will encourage all staff to update their personnel record when HR Self-Service is introduced in 2018, and provide opportunities to seek disability support.



Source: CORE Personnel

⁹⁷ Census 2011: DC3201EW
www.nomisweb.co.uk/census/2011

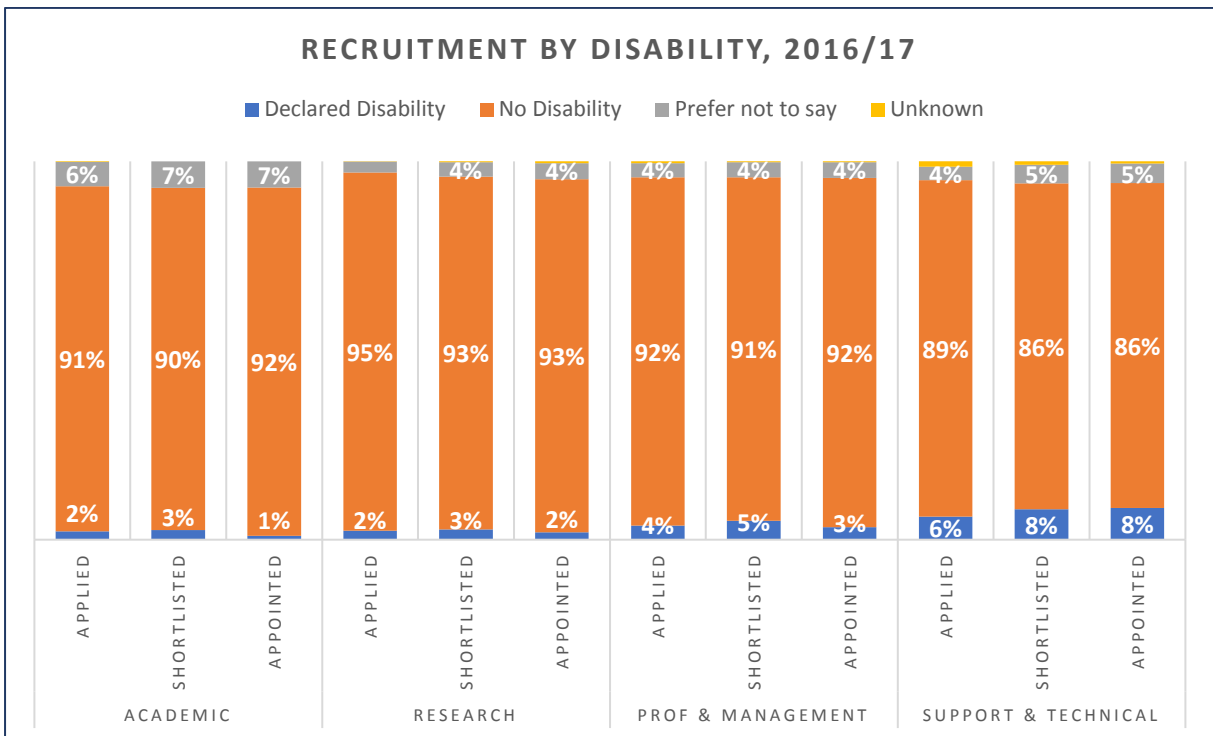


Source: CORE Personnel

Disability disclosure rates at recruitment were high with only 4% of applicants declining to say. In total, 4% of applicants and 4% of those appointed declared a disability, the same as in the previous year.

Newly appointed staff complete a pre-employment questionnaire which invites them to indicate whether they require reasonable adjustments and offers them the opportunity of a confidential discussion with the Staff Disability Advisor at any time:

www.admin.ox.ac.uk/eop/disab.



Source: CORE Personnel

Academic recruitment is split between the University and the colleges, depending on the

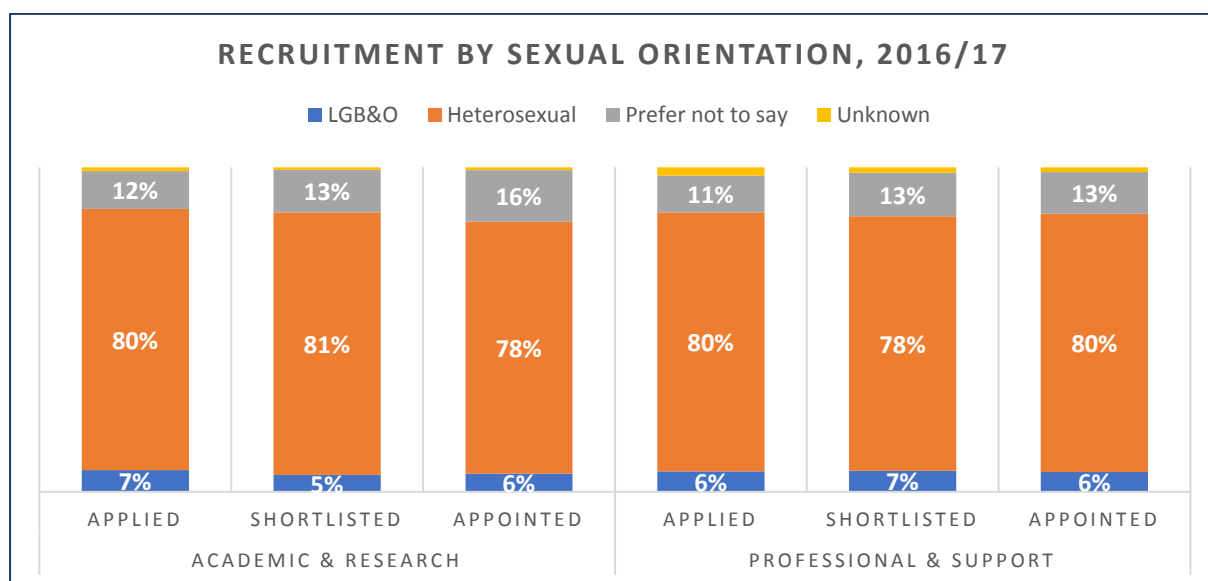
post. These data relate to University-led posts only.

SEXUAL ORIENTATION

The University has increased its score in the Stonewall Workplace Employers' Index – a measure of LGBT inclusion – by 60% since 2016. So far 31% of current staff have provided information on their sexual orientation, including those who have preferred not to say. The University will launch HR Self-Service, providing all staff with access to their personnel record, in 2018 and

is planning a publicity campaign to encourage everyone to update their diversity details.

We have much more complete information on applicants for posts at the University, of whom only 13% preferred not to disclose their sexual orientation. In 2016/17, 7% of applicants and 6% of those appointed were lesbian, gay, bisexual or other non-heterosexual orientation.



Source: CORE Personnel

There were no apparent differences in the shortlisting and appointment rates of applicants identifying with any particular sexual orientation, although those who

preferred not to disclose were somewhat more successful than heterosexual applicants for academic and research posts.

Table 1 Recruitment to academic and research posts, 2016/17: sexual orientation

	Heterosexual	Bisexual	Gay man	Gay woman/lesbian	Other	Unknown
Applied	80%	3%	2%	0%	1%	13%
Shortlisted	81%	2%	2%	0%	1%	14%
Appointed	78%	2%	3%	0%	1%	17%

Table 2 Recruitment to professional and support posts, 2016/17: sexual orientation

	Heterosexual	Bisexual	Gay man	Gay woman/lesbian	Other	Unknown
Applied	80%	3%	2%	1%	1%	14%
Shortlisted	78%	3%	2%	1%	1%	15%
Appointed	80%	3%	2%	1%	1%	14%

Source: CORE Personnel

RELIGION AND BELIEF

Over the last few years the proportion of staff who have disclosed their religion or belief has increased to 31%, including those who have preferred not to say. Although this is not yet sufficient for reporting, we hope that the introduction of HR Self-Service later this year will help increase disclosure rates.

Among applicants for posts at the University, only 11% overall preferred not to state their religion or belief. The largest, and most successful group, were those with 'No religion or belief' though Hindus had the highest shortlisting rate.



Source: CORE Personnel

Table 3 Recruitment to academic and research posts, 2016/17: religion or belief

	No religion	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Spiritual	Other religion	Unknown
Applied	38%	1%	31%	2%	3%	5%	0%	1%	1%	17%
Shortlisted	44%	2%	22%	8%	1%	6%	0%	1%	1%	15%
Appointed	53%	1%	20%	4%	1%	3%	0%	1%	1%	17%

Table 4 Recruitment to professional and support posts, 2016/17: religion or belief

	No religion	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	Spiritual	Other religion	Unknown
Applied	37%	1%	36%	3%	0%	5%	0%	2%	2%	14%
Shortlisted	43%	1%	33%	2%	0%	3%	0%	1%	2%	16%
Appointed	49%	0%	29%	1%	0%	1%	0%	1%	2%	15%

Source: CORE Personnel

ANNEXE B: SELECTED STUDENT DATA

This annexe provides key data on the Oxford University student life cycle, focusing on admissions, on-course students, degree

attainment, survey outcomes and graduate destinations. The University publishes a wealth of student data on its website:

- Admissions: www.ox.ac.uk/about/facts-and-figures/admissions-statistics
- Student statistics: www.ox.ac.uk/about/facts-and-figures/student-numbers
- Undergraduate degree outcomes: www.ox.ac.uk/gazette/statisticalinformation
- Student surveys: www.ox.ac.uk/students/life/student-engagement
- Destinations of Leavers survey: www.careers.ox.ac.uk/sectors-occupations
- Race Equality Charter application (pending): www.admin.ox.ac.uk/eop/race
- Equality and Diversity Unit: www.admin.ox.ac.uk/eop/policy/data/sources

ADMISSIONS

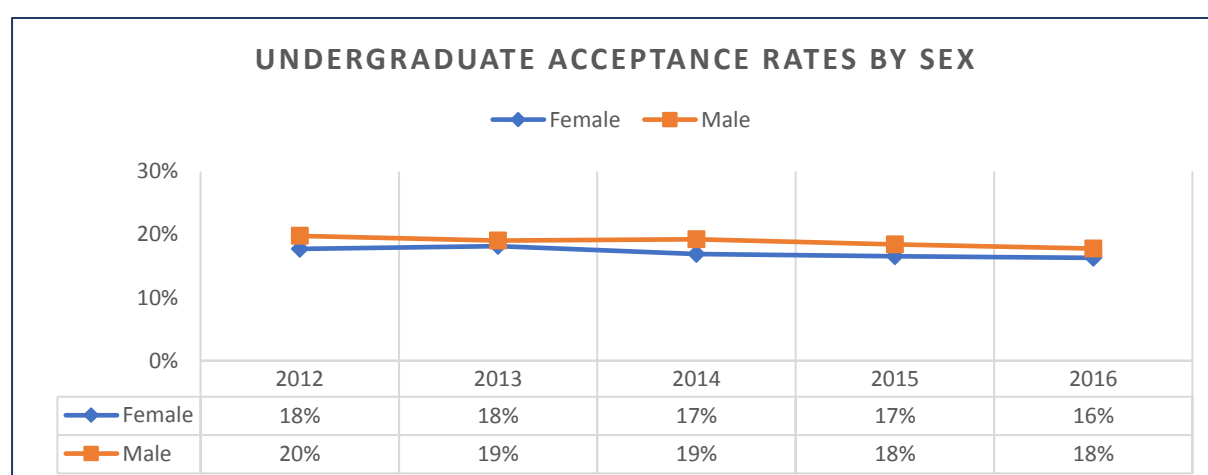
SEX

Over the last five years there has been a difference of between one and three percentage points in the success rates of men and women at admissions to undergraduate and postgraduate study.

At undergraduate level, female applicants had a consistently lower offer rate across all divisions. However, analysis by UCAS has indicated that UK-domiciled women had a slightly higher than expected offer rate over

this period based on predicted grades and subject choice only.⁹⁸

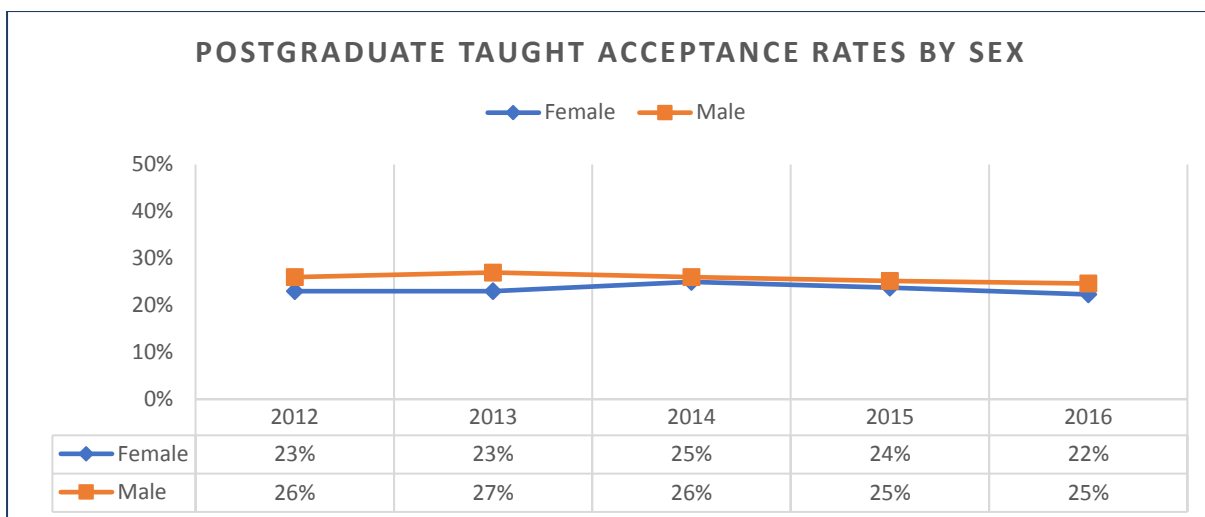
In most of the last five years, women were also less likely to receive an offer for postgraduate taught study. On the other hand, male and female applicants were equally likely to receive an offer for doctoral study in each of the last three years. The one percentage point difference in 2016 arose because women were less likely to convert their offer into a firm place.



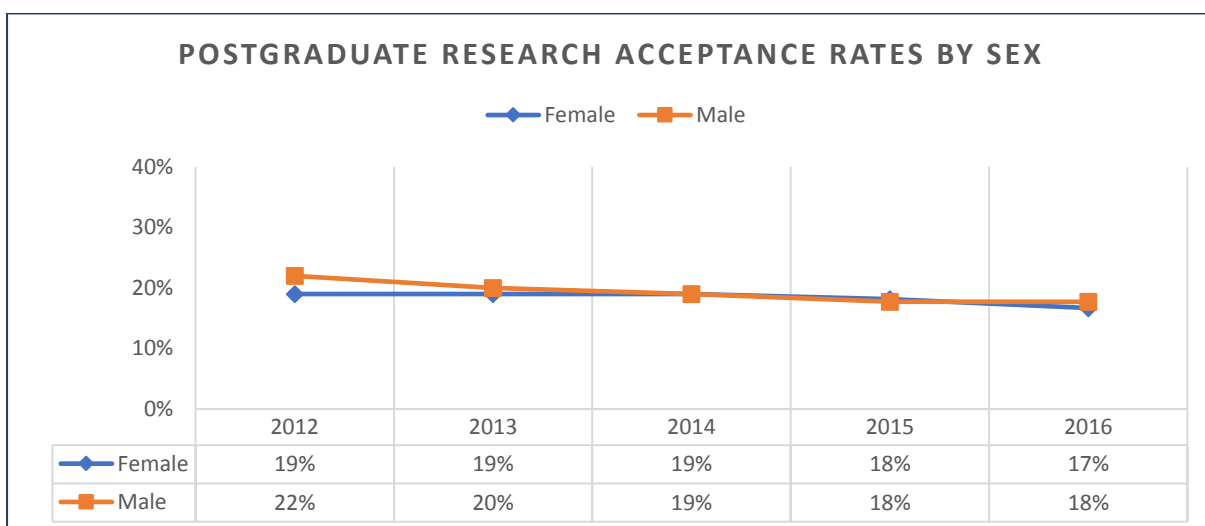
Source: SDMA. Date = year of entry.

⁹⁸ www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sex-area-background-and-ethnic-group/2017-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group

[ethnic-group/2017-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group](http://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sex-area-background-and-ethnic-group/2017-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group)



Source: GAO. Date = year of entry.



Source: GAO. Date = year of entry.

ETHNICITY

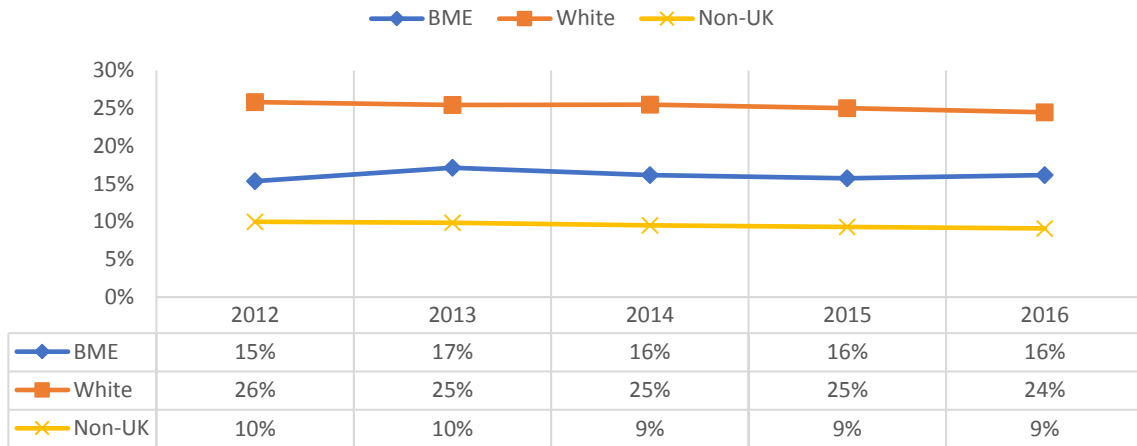
The overall number of applicants for undergraduate study rose by 11% between 2012 and 2016, while the number of UK BME applicants rose by 29%. The number of successful UK BME applicants increased by 36% while the number of UK White entrants fell by 7%. Nevertheless, there is a persistent ethnicity gap at admissions.

The annual UCAS equality analysis of Oxford University's undergraduate admissions between 2012 and 2017 indicates that most ethnic groups' offer rates were in line with

expectations based on the combination of predicted grades and subject choice only.⁹⁹ However, Asian applicants' offer rates were lower than expected, though the difference has reduced over the last six years. The University has set itself an objective under the Race Equality Charter to increase the proportion of BME undergraduates and is implementing a range of targeted admissions activity to encourage applications from underrepresented groups, particularly those from Black, Bangladeshi and Pakistani backgrounds.

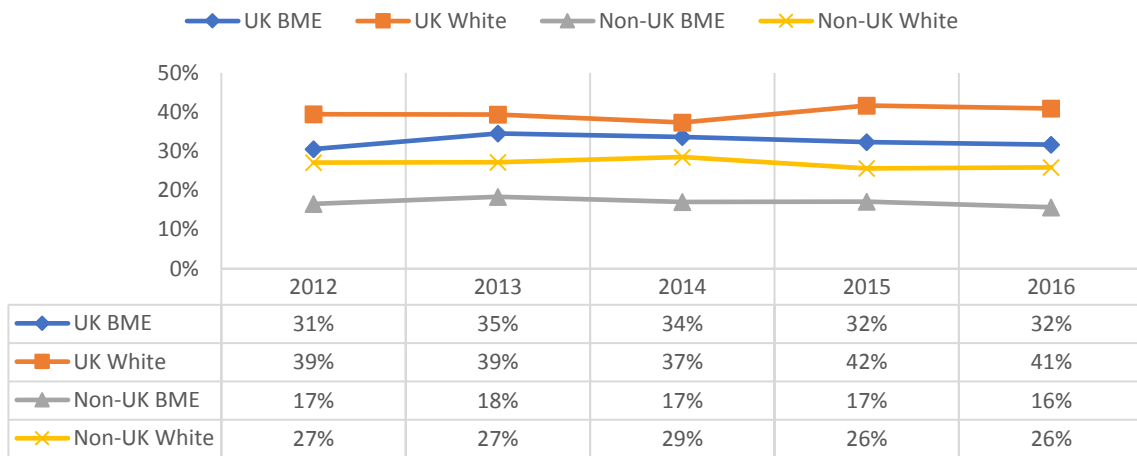
⁹⁹ See footnote 98.

UNDERGRADUATE ACCEPTANCE RATES BY ETHNICITY



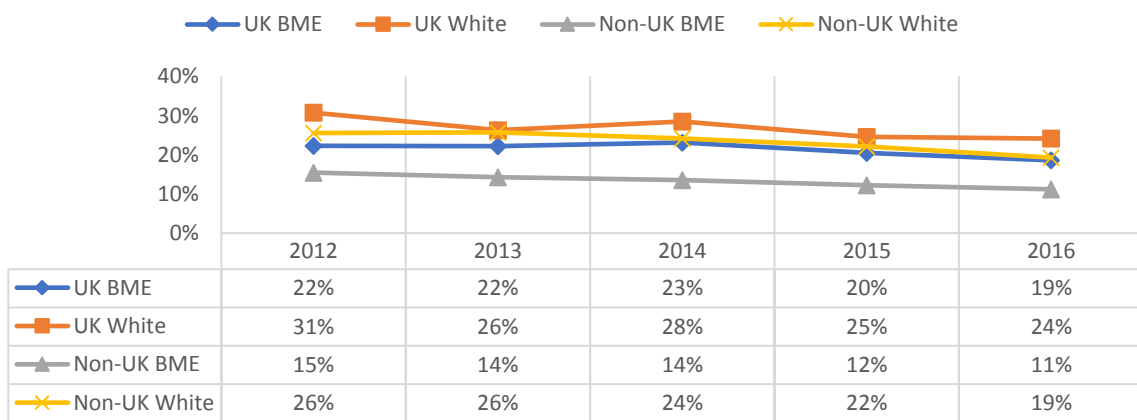
Source: SDMA. Date = year of entry.

POSTGRADUATE TAUGHT ACCEPTANCE RATES BY ETHNICITY



Source: GAO. Date = year of entry.

POSTGRADUATE RESEARCH ACCEPTANCE RATES BY ETHNICITY



Source: GAO. Date = year of entry.

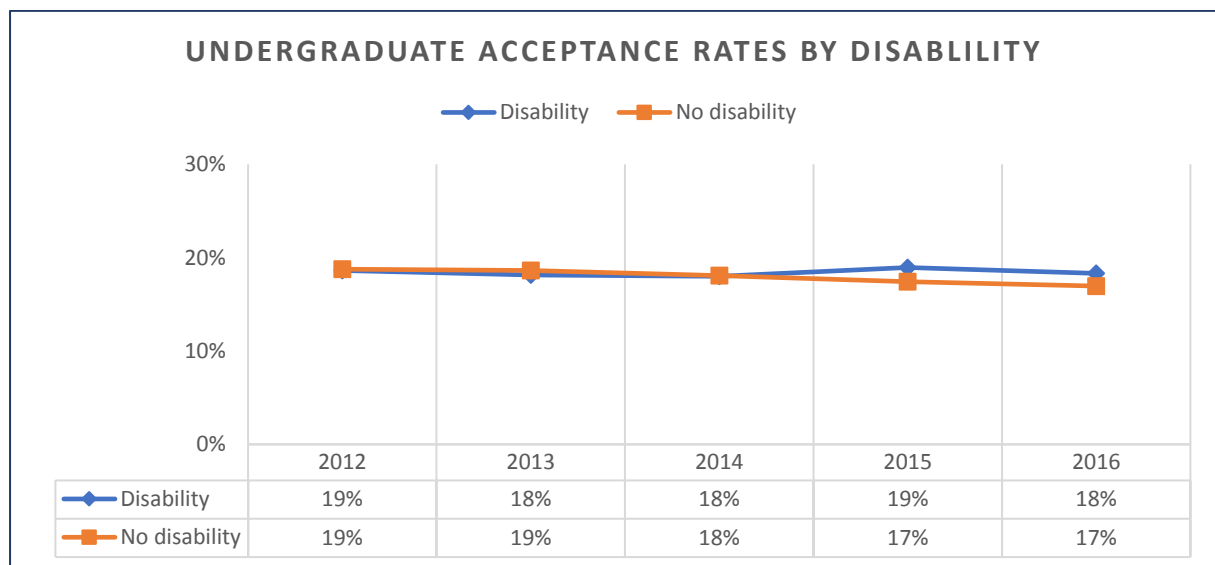
The University's Race Equality Charter application includes commitments to increase the proportion of BME postgraduate taught students, both from the UK and overseas, and to consider ways of retaining more BME

students in the academic pipeline. One example is a proposal to develop targeted scholarships for UK BME postgraduate students in the Humanities.

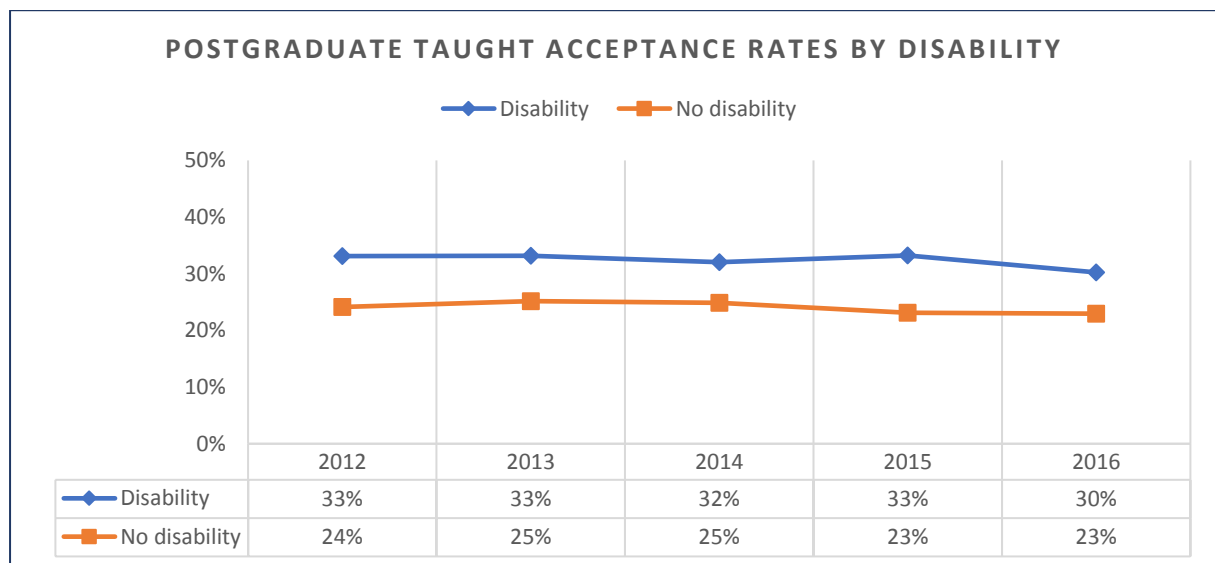
DISABILITY

Between five and six per cent of undergraduate applicants disclosed a disability during the admissions process. In each of the last two years, disabled applicants had a slightly higher overall success rate than those with no known disability.

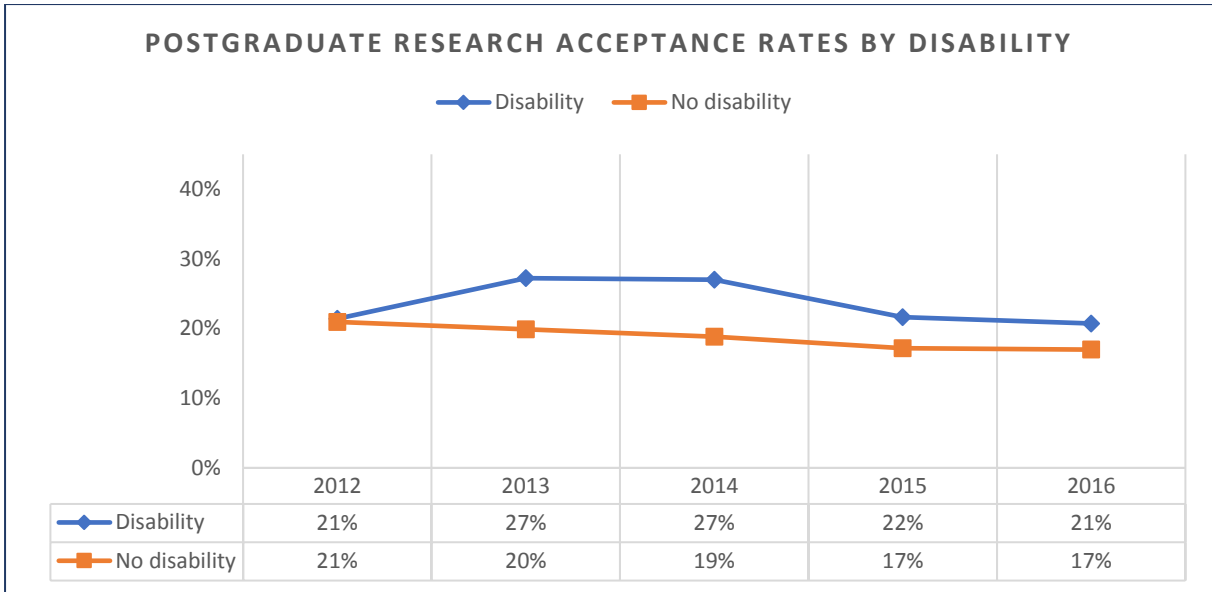
Over the last five years, the proportion of postgraduate applicants disclosing a disability has risen from five to eight per cent. In each of those years disabled applicants had higher offer and acceptance rates than applicants without a known disability.



Source: SDMA. Date = year of entry.



Source: GAO. Date = year of entry.



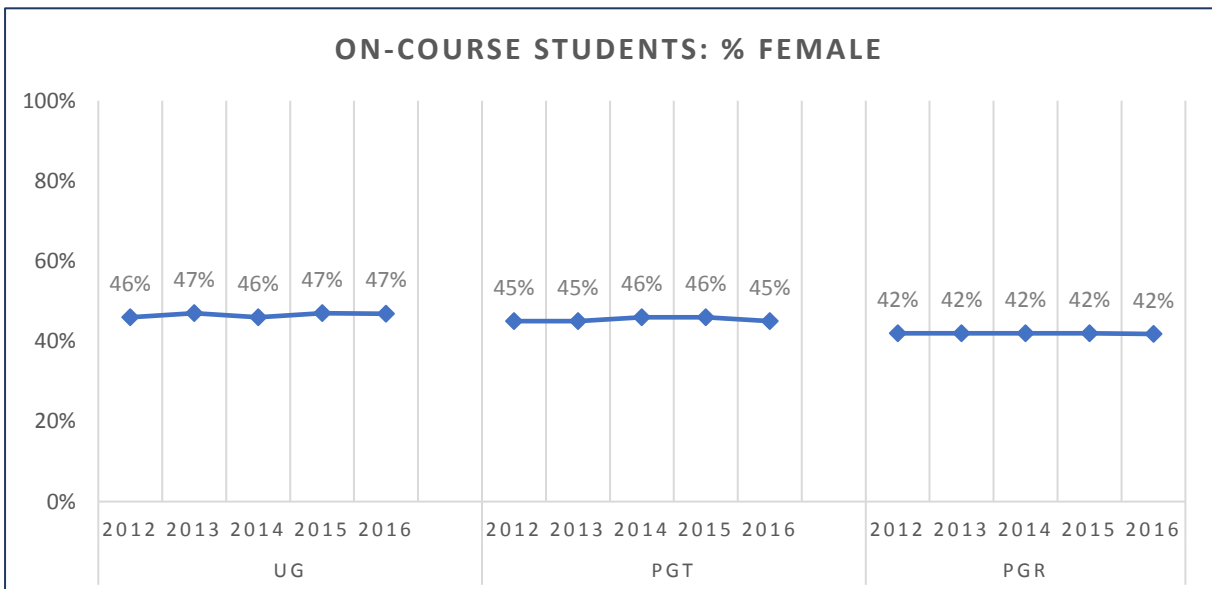
Source: GAO. Date = year of entry.

ON-COURSE STUDENTS

SEX

There has been little change in the proportion of female students at each level of study over the last five years. While this broadly reflects trends in applications and admissions, the

University is committed to raising female participation rates, particularly in STEM¹⁰⁰ subjects where currently only 28% of students are female.



Source: SDMA. Excludes Visiting, Recognised and Other students.

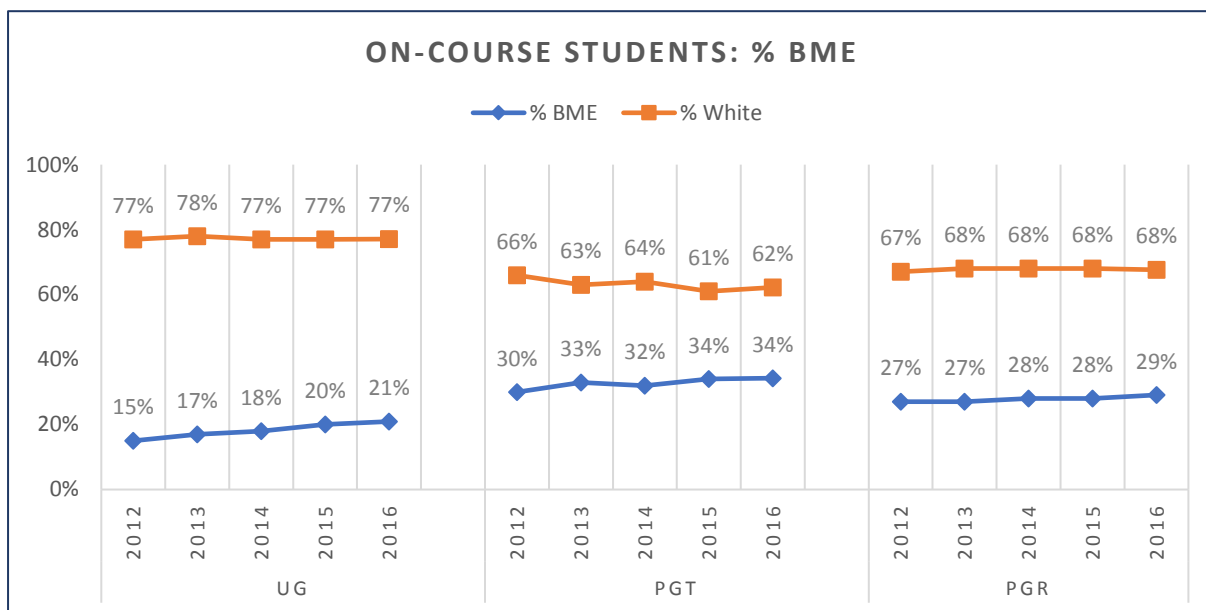
¹⁰⁰ Science, Technology, Engineering and Mathematics

ETHNICITY

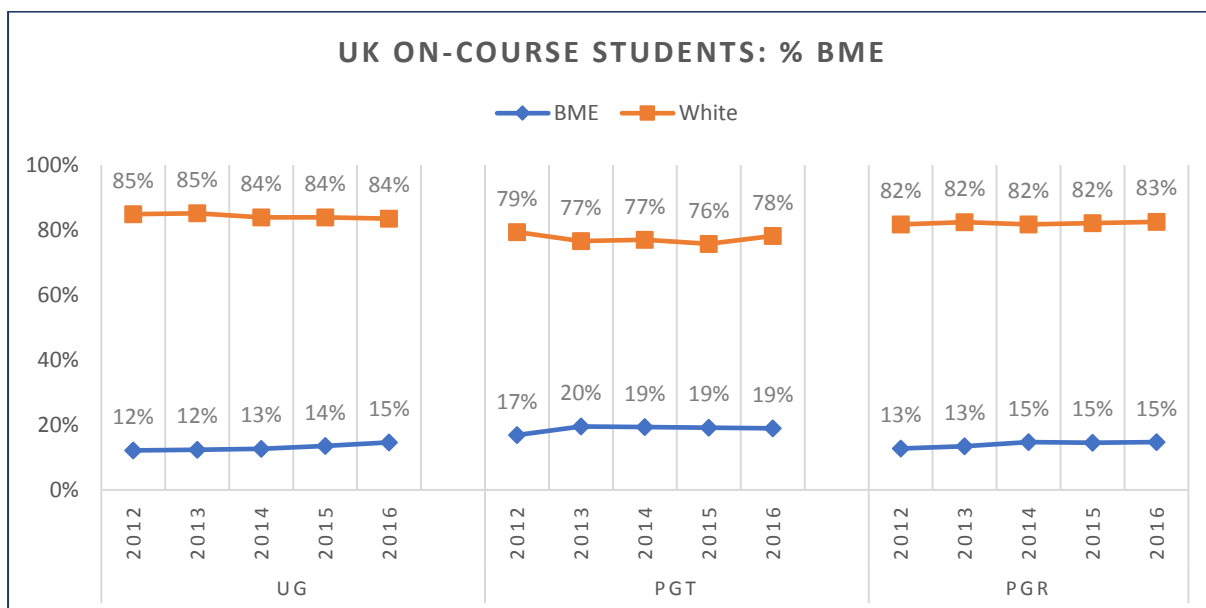
The overall proportion of BME students rose from 21% to 26% between 2012 and 2016; however, much of this increase is attributable to the fall in the percentage of unknown ethnicity (from 7% to 2%). The largest ethnic groups were Asian (8%) and Chinese (8%), followed by students of mixed ethnicity (5%).

The percentage of UK BME students rose from 13% to 15% over the same period. The proportion of unknown ethnicity was just 3%,

falling to 2%, which suggests that there was likely to have been a genuine increase in BME participation. Comparison with the Russell Group as a whole shows that Oxford has a lower proportion of UK BME undergraduates than average, but very similar proportions of BME postgraduate students. This illustrates the low retention rate from master's to doctoral study which we aim to address in our Race Equality Charter action plan.

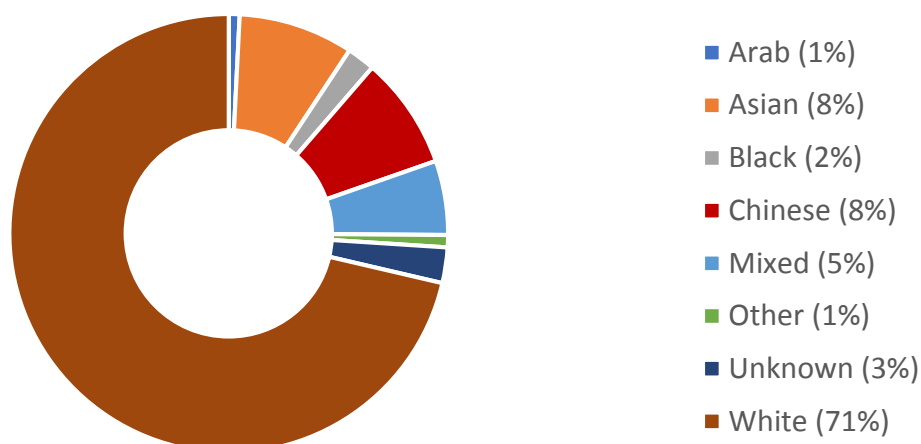


Source: SDMA. Excludes Visiting, Recognised and Other students.



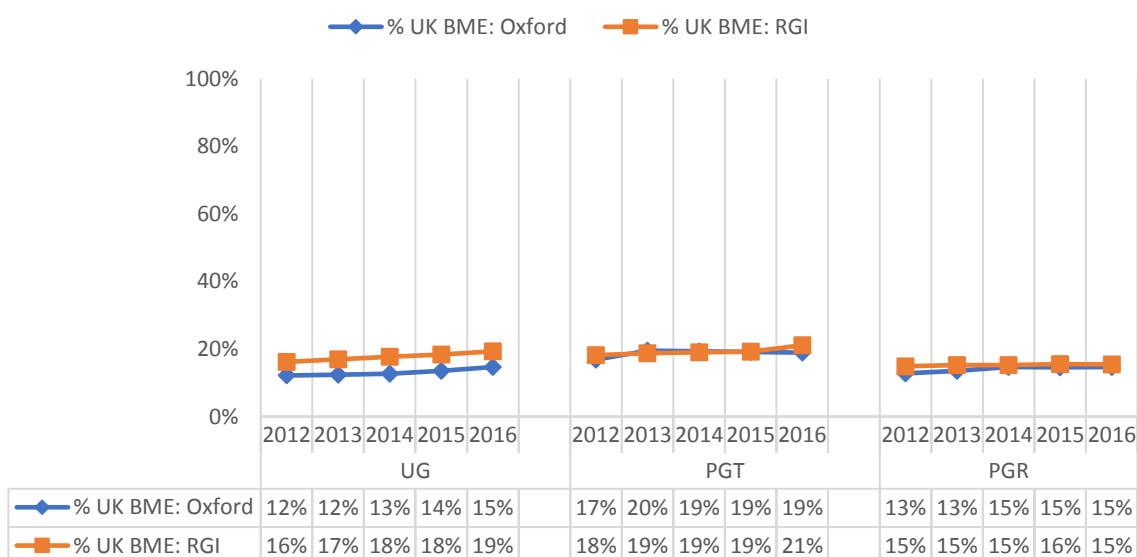
Source: SDMA. Excludes Visiting, Recognised and Other students.

ALL STUDENTS BY ETHNIC GROUP, 1 DEC 2016



Source: SDMA. Excludes Visiting, Recognised and Other students.

OXFORD AND THE RUSSELL GROUP: % UK BME STUDENTS



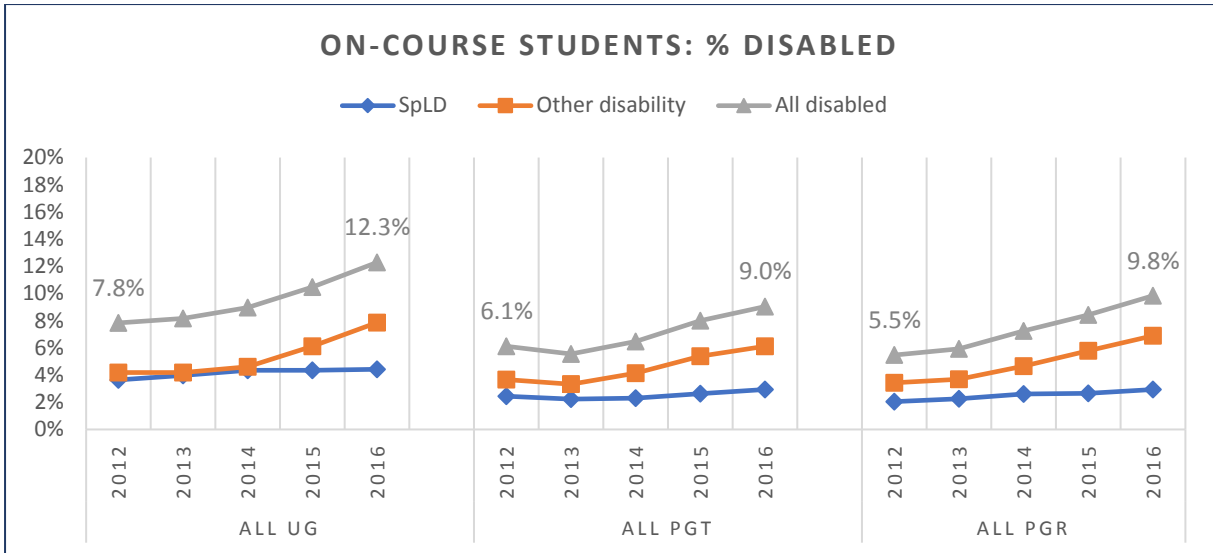
Source: SDMA and the HESA Student Record, 2016/17. Oxford data exclude Visiting, Recognised and Other students.

DISABILITY

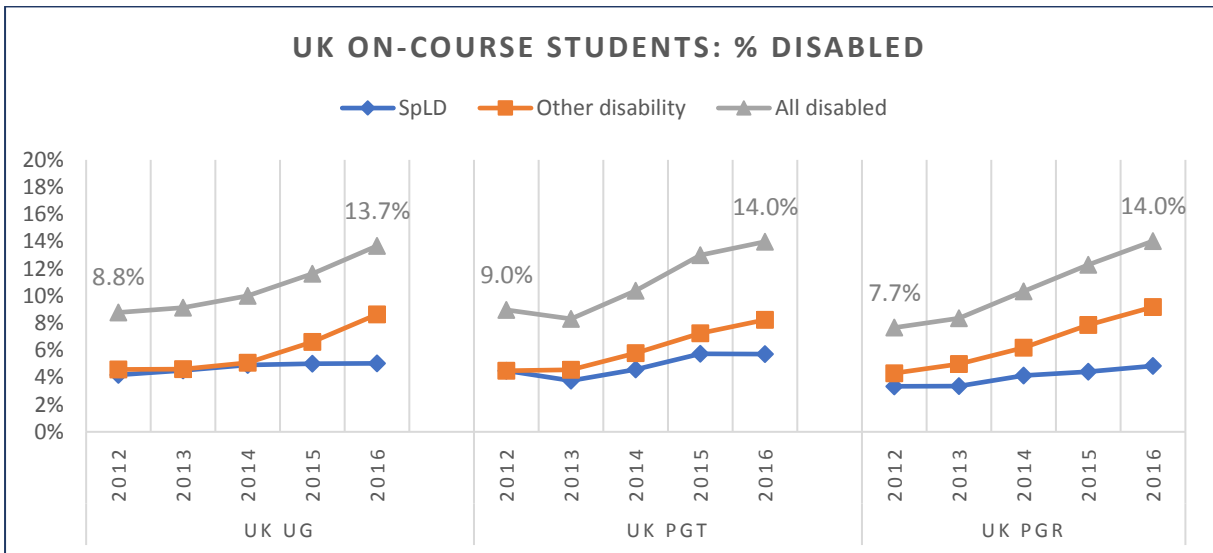
The overall proportion of students disclosing a disability increased from 7% to 11% between 2012 and 2016, with increases among both UK and non-UK students and at all levels of study. In Michaelmas term 2017, over 3500 matriculated students were registered with the University's Disability Advisory Service.

The University is implementing a *Common Framework for Supporting Disabled Students* to improve the sharing of information, the clarity of staff roles and responsibilities and the consistency of provision across the collegiate University.¹⁰¹

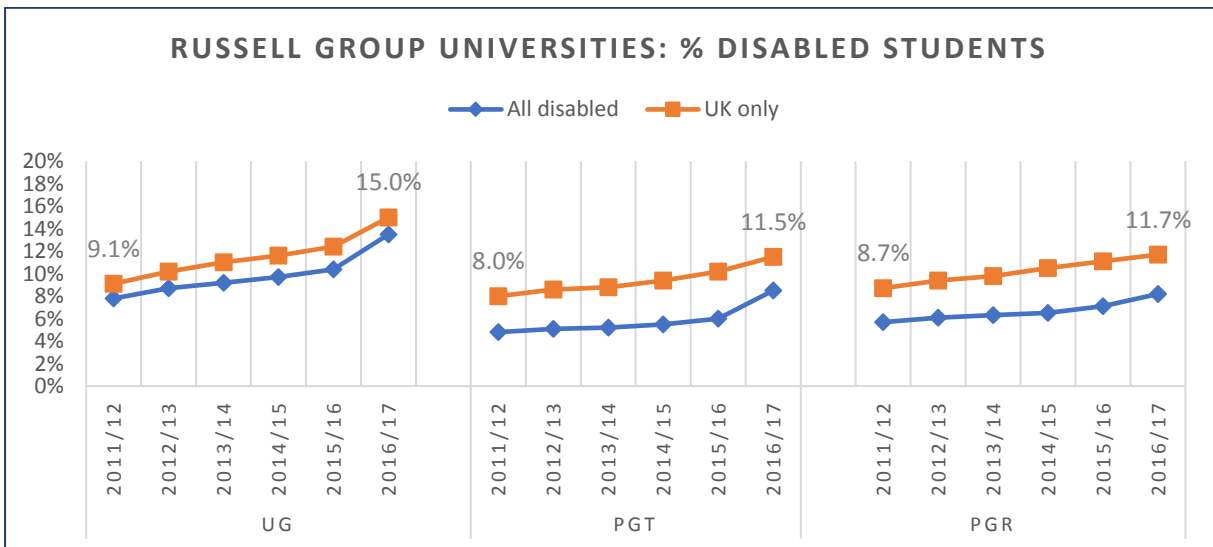
¹⁰¹ www.admin.ox.ac.uk/aad/swss/disability



Source: SDMA. Excludes Visiting, Recognised and Other students.



Source: SDMA. Excludes Visiting, Recognised and Other students.



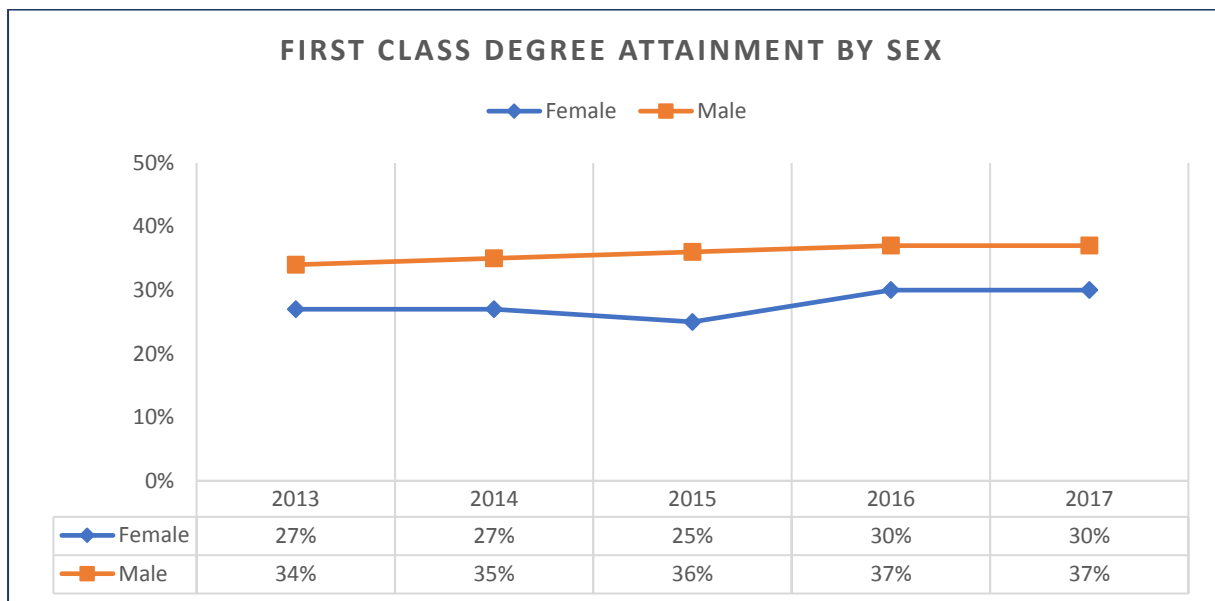
Source: HESA Student Record, 2016/17

UNDERGRADUATE ATTAINMENT

SEX

There was an overall gender gap of between seven and nine per cent in the award of first class degrees each year, driven by large gaps in the Humanities and Mathematical, Physical and Life Sciences (MPLS) divisions. However, there were usually no significant attainment gaps in the Medical Sciences and Social Sciences divisions. The University's Student Attainment Gap Working Group, a sub-group

of Education Committee, has instigated detailed analysis of examination performance data and a review of the impact of current measures to support students' academic development. The working group proposed additional actions for dissemination across the University in 2016/17 and has now turned its attention to the ethnicity gap in undergraduate degree awards.



Source: SDMA

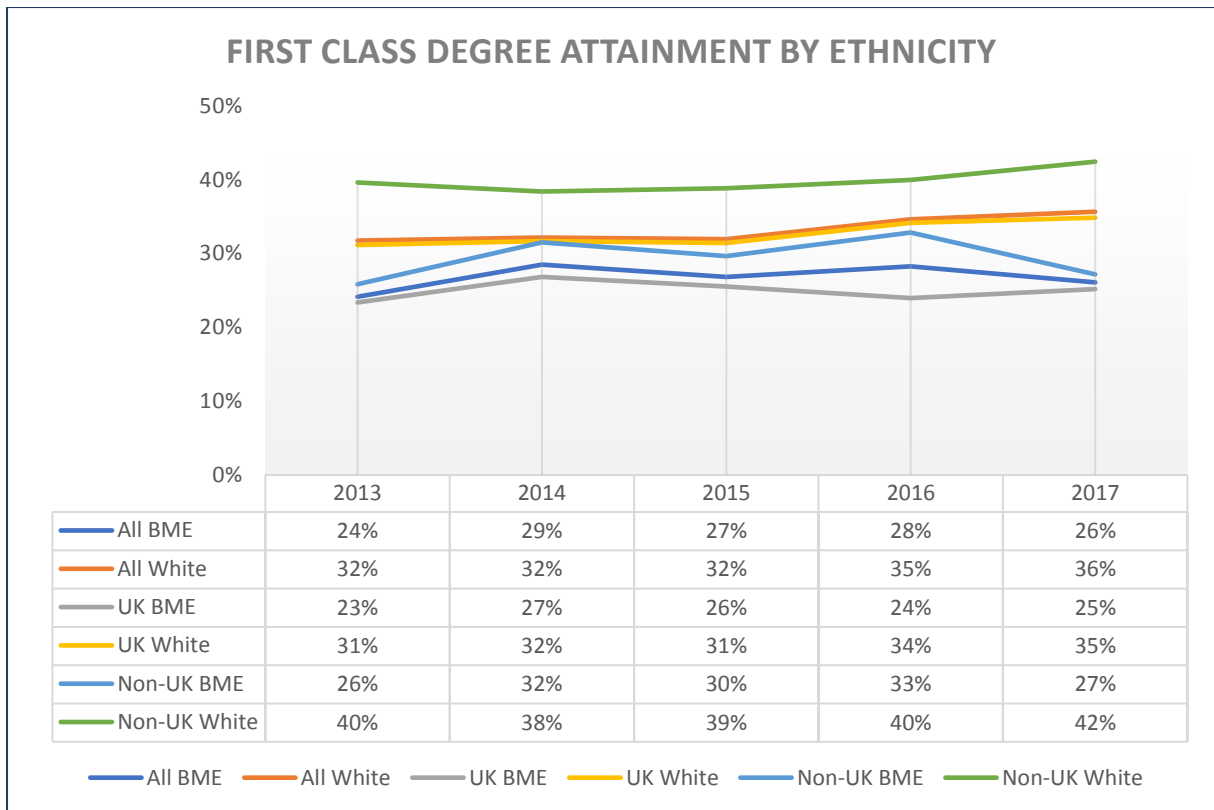
ETHNICITY

Over the last five years, non-UK white students have consistently obtained the highest proportion of firsts and UK BME the lowest. The Student Attainment Gap Working Group is currently investigating the ethnicity gap in attainment, with a particular focus on UK students, with the aim of identifying pilot initiatives to eliminate the gap.

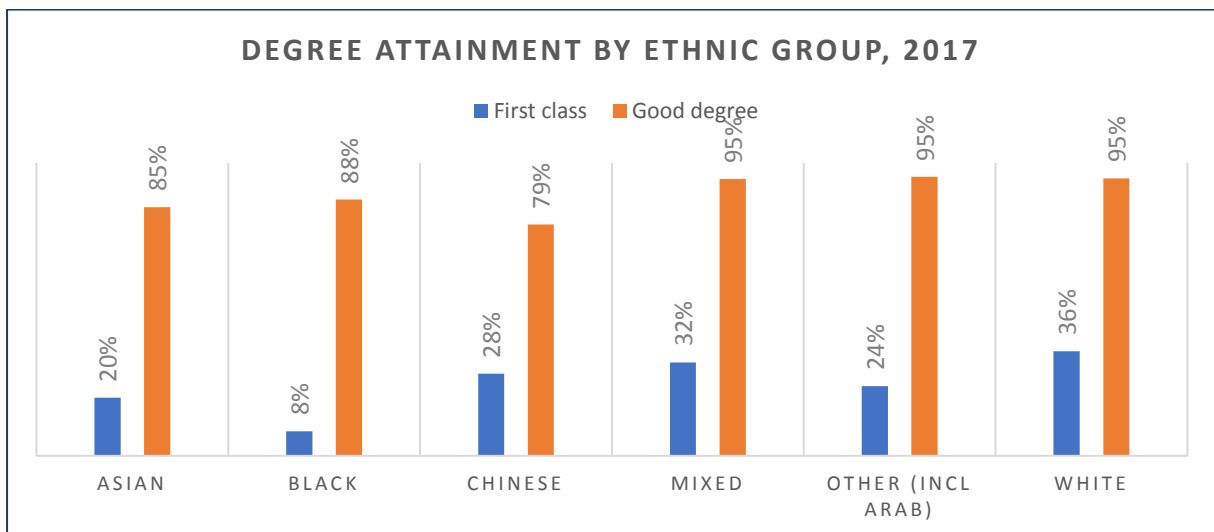
Non-UK BME students performed highly in each division except MPLS. Analysis has shown that one reason for this disparity is BME students' greater propensity to leave Oxford with a bachelor's rather than a master's-level degree in the sciences, even where they have reached the academic

threshold for continuation. As part of the University's commitments under the Race Equality Charter, MPLS will investigate this further, in collaboration with the Student Attainment Gap Working Group, and propose initiatives to address issues around performance and retention.

In 2017, the overwhelming majority of students – 93% – were awarded a 'good degree' (a first or upper second). However, lower proportions of Chinese, Asian and Black students obtained this level of award. Half of the students who were awarded a lower classification were in MPLS.



Source: SDMA

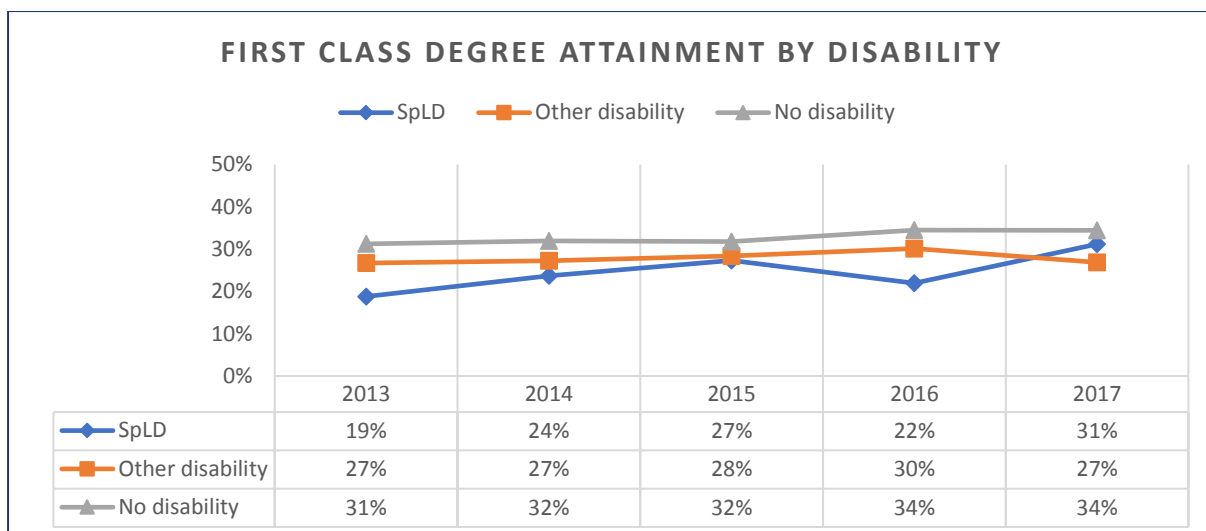


Source: SDMA

DISABILITY

Students with specific learning difficulties (SpLD) were less likely than those with another type of disability or no disability to obtain a first class degree between 2013 and 2016. However, in 2017 all three groups were roughly equally likely to be awarded a first.

The Disability Advisory Service offered specialised examination and revision workshops to undergraduates with specific learning difficulties in 2017, which may have contributed to this welcome improvement.



Source: SDMA

POSTGRADUATE ATTAINMENT

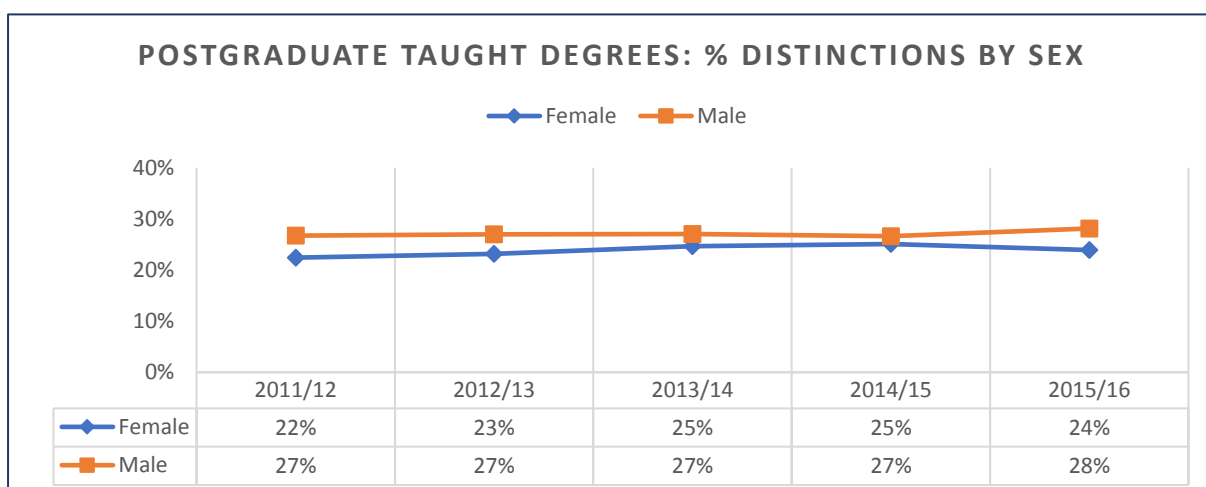
SEX

The gender gap at master's level is smaller than that at undergraduate. There was a gap of between two and five per cent in the award of Distinctions, driven by relatively small percentage differences in Social Sciences, MPLS and Humanities. There was no gap either in Medical Sciences or Continuing Education.

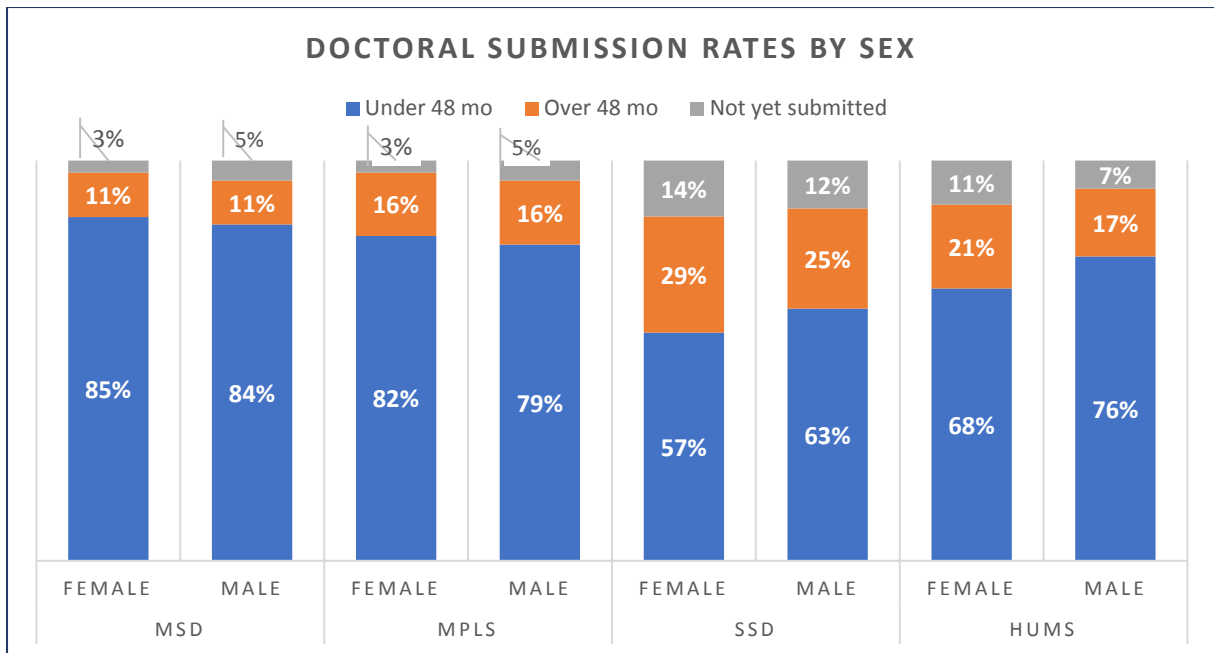
Students working for the DPhil (doctorate) are expected to submit their theses within three or at most four years (48 months). There was no gender gap in Medical Sciences or MPLS, but women were less likely to have submitted

within 48 months in the Humanities and Social Sciences.

To address this, the Humanities division keeps faculty submission rates under review, shares good practice between faculties and offers training and support for students. In Social Sciences, a working group of the division's Graduate Studies Committee is undertaking a piece of work, using data produced by SDMA, to understand the factors that might affect submission rates, in order that they may then consider what practical steps could be taken to improve their timeliness.



Source: Annual Programme Statistics, 2017. Date = cohort start date.

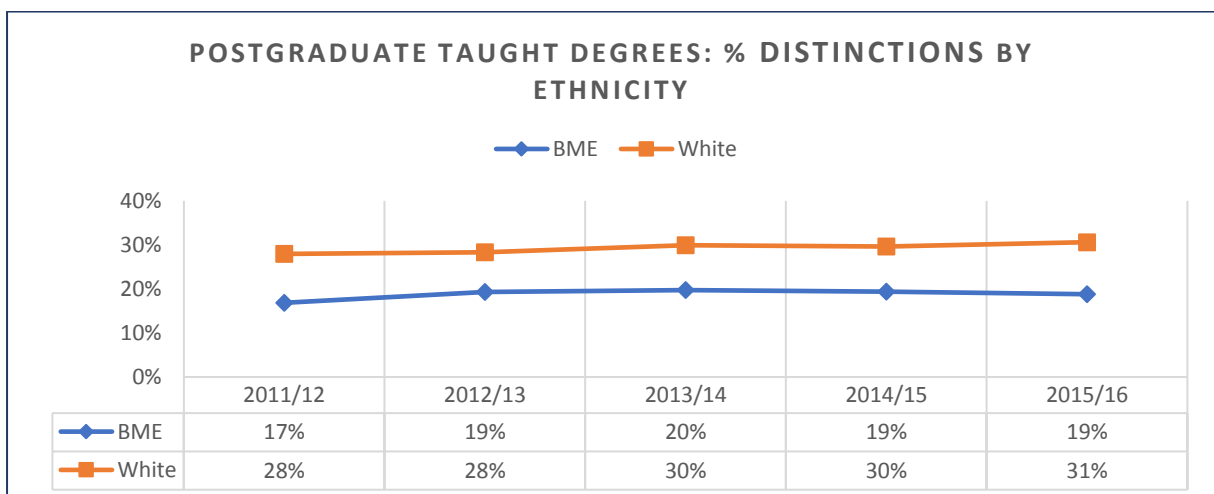


Source: Annual Programme Statistics, 2017. 2009 to 2013 cohorts. Excludes four-year doctoral training programmes, accounting for 388 students (7% of the total). There was no overall gender gap in these students' submission rates.

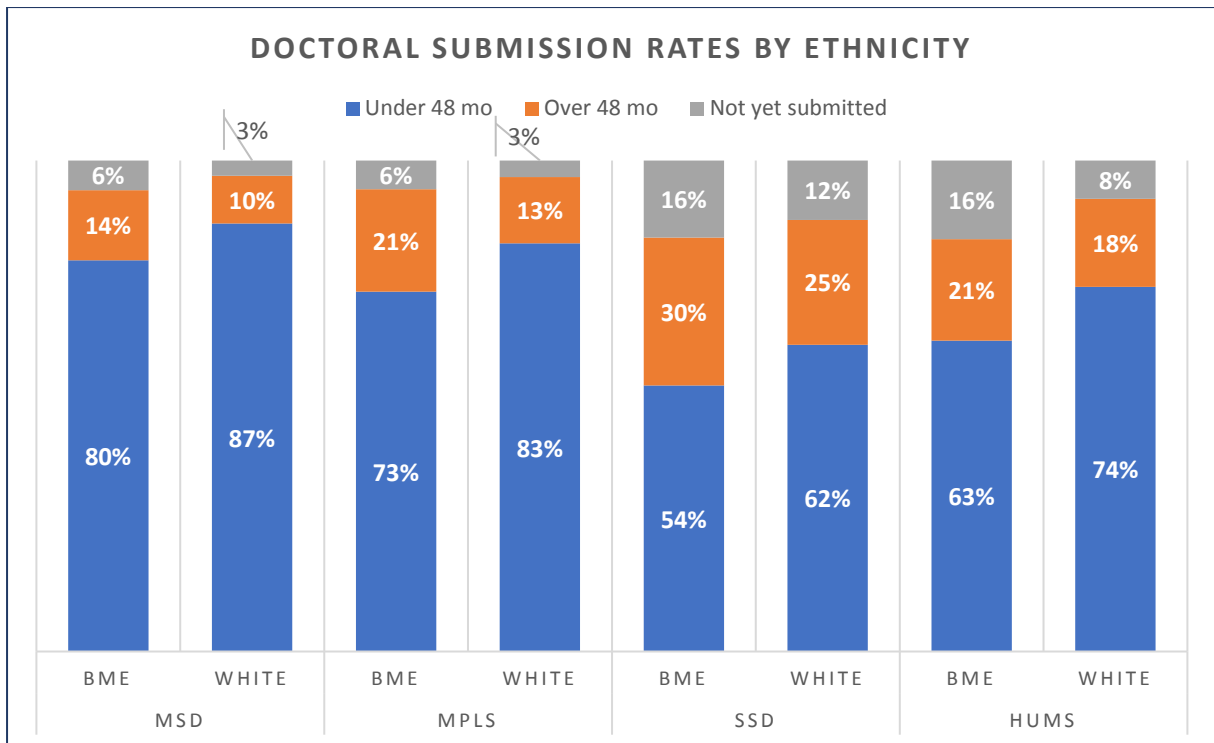
ETHNICITY

BME students comprised one third of all master's students during this period. There was an overall ethnicity gap of between nine and eleven per cent in the award of Distinctions, with gaps in each division. One major contributory factor to the overall gap is the fact that the majority of all BME students (nearly 60%) were studying in Social Sciences, where around 20% of students obtain a Distinction. This contrasts with other divisions, e.g. Humanities and MPLS, where nearly twice as high a percentage do.

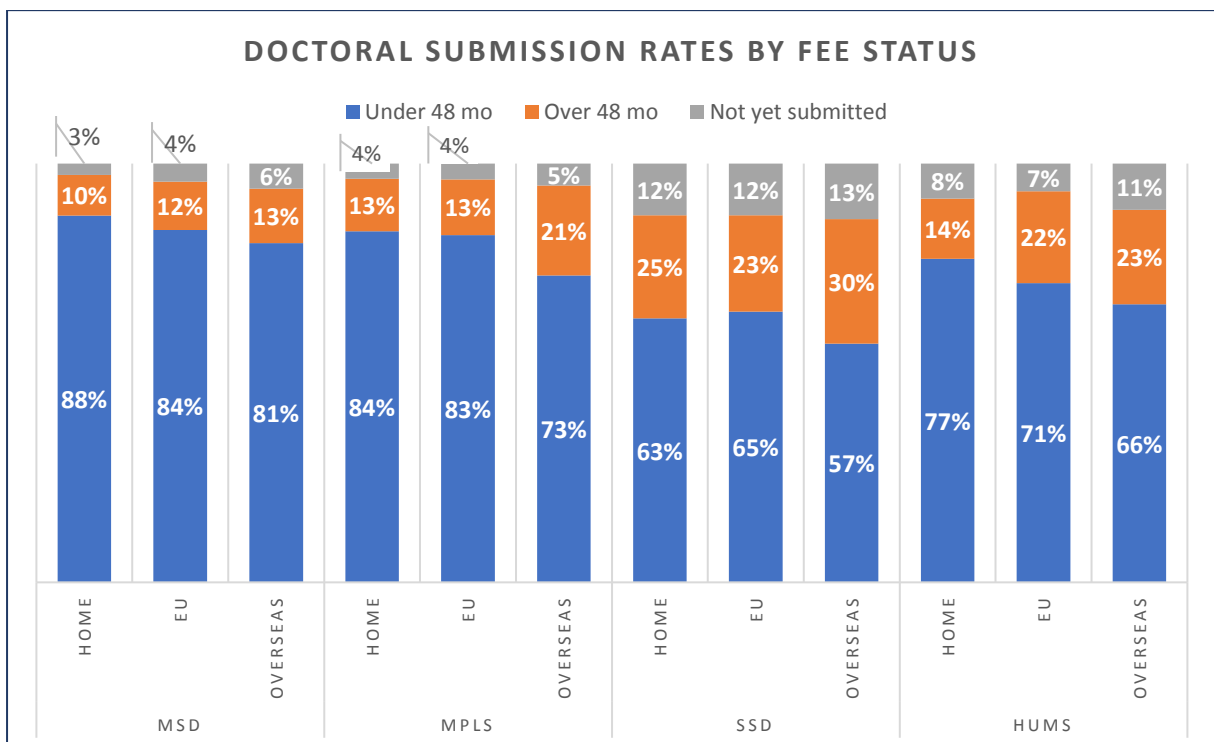
BME students – and students with overseas fee status – were somewhat less likely than White and Home students to have submitted their doctoral theses for examination within 48 months. BME and overseas students were also slightly more likely than White and Home students to have not yet submitted. As mentioned above, the divisions maintain scrutiny of their submission rates by demographic characteristic and are implementing measures to improve these where necessary.



Source: Annual Programme Statistics, 2017. Date = cohort start date.



Source: Annual Programme Statistics, 2017. 2009 to 2013 cohorts. Excludes four-year doctoral training programmes, accounting for 388 students (7% of the total). There was no overall ethnicity gap in these students' submission rates.

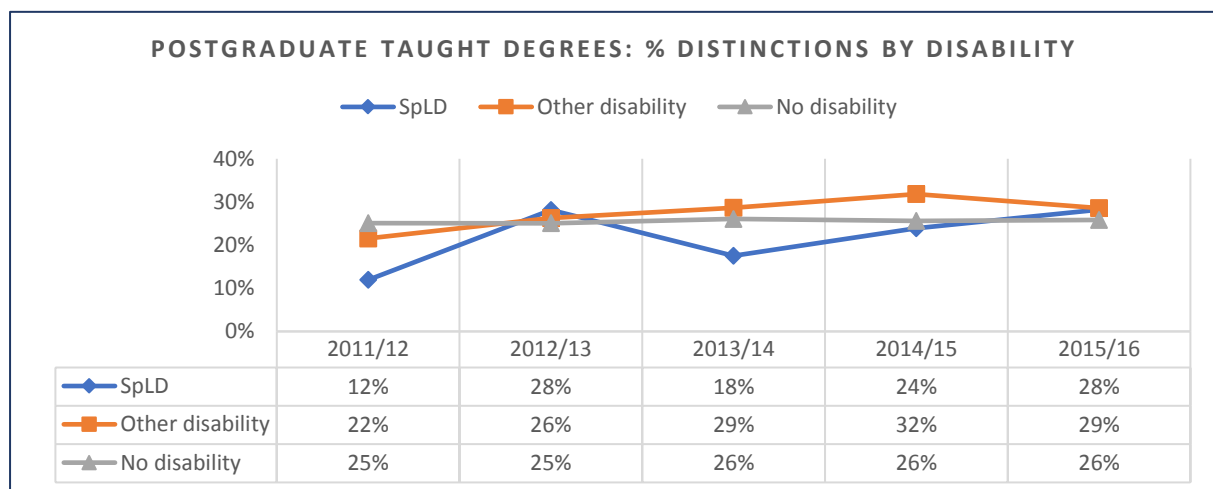


Source: Annual Programme Statistics, 2017. 2009 to 2013 cohorts. Excludes four-year doctoral training programmes, accounting for 388 students (7% of the total), among whom non-UK students were less likely to have submitted within 48 months.

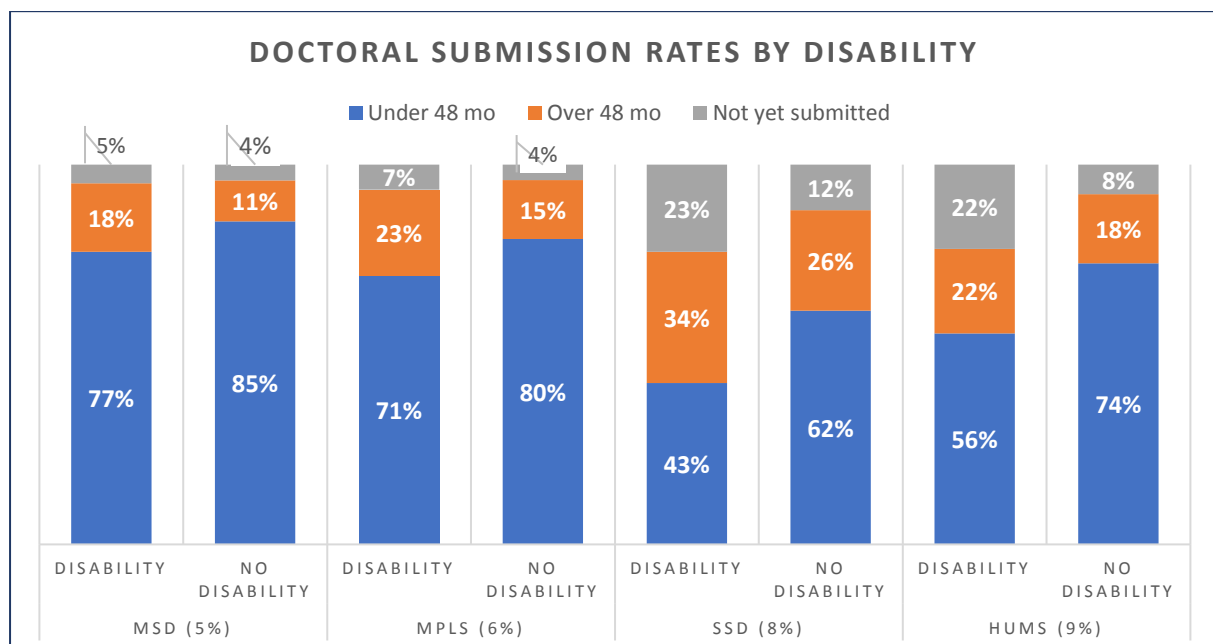
DISABILITY

Nearly 8% of master's students across the five cohorts had disclosed a disability. The data do not suggest that disabled students were less likely to obtain a Distinction than those without a disability, particularly given the small numbers involved. In Social Sciences, where the numbers are large enough for more detailed comparison, disabled students comprised 6% of those awarded Distinctions, equalling their overall representation within the student body.

Nearly 7% of doctoral students had disclosed a disability. The divisional data indicate that disabled students in the Humanities and Social Sciences were slightly less likely to submit their doctoral theses within 48 months: 6% of students who submitted within 48 months had a disability compared with 8% of all students in these two divisions.



Source: Annual Programme Statistics, 2017. Date = cohort start date.



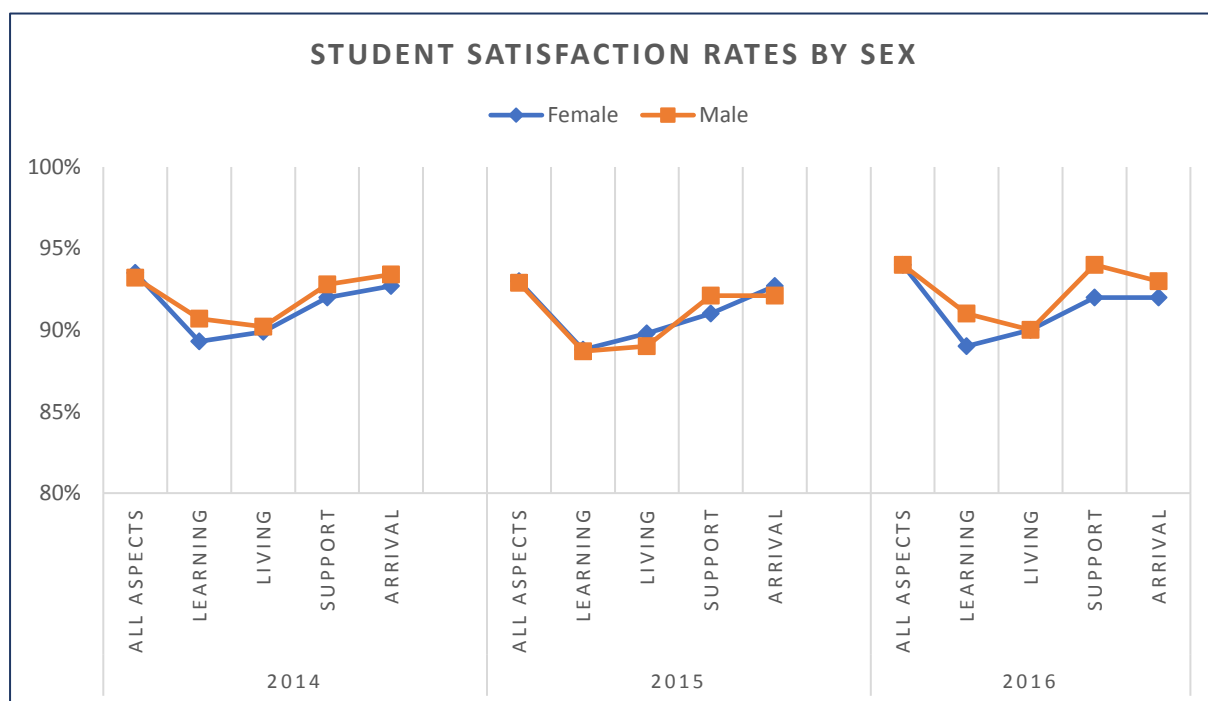
Source: Annual Programme Statistics 2017. 2009 to 2013 cohorts. Percentage in brackets indicates the proportion of each division's students who had disclosed a disability. Excludes four-year doctoral training programmes, accounting for 388 students (7% of the total). A lower proportion of disabled than non-disabled students on these programmes had submitted within 48 months.

SURVEY OUTCOMES

SEX

The University runs the Student Barometer survey each December, achieving a 47% response rate in 2016. Each student receives an individualised invitation to answer the survey and their responses are linked to their student record so they can be analysed by demographic characteristic. The results are published on the University website and University committees, departments and colleges review them regularly.¹⁰² The overall satisfaction rate averaged 93% across the

three surveys from 2014 to 2016, with no difference by gender. At individual question level, female students reported lower levels of average satisfaction with the availability of employment opportunities, financial support from their college, careers advice from academic staff and future employability. They also expressed slightly lower satisfaction with some aspects of their learning experience, including understanding marking criteria and managing a research project.



Source: Student Barometer, 2016

ETHNICITY

Averaged over three years, there was a 1% difference in BME and White students' overall satisfaction rates: 93% to 94%.

UK BME and White students were roughly equally well satisfied overall (94% and 95%) as were overseas BME and White (92% and 92%). At an individual question level, UK BME

students were less satisfied than White with a number of aspects of their experience, including making friends and meeting people, the availability of college financial support, worship facilities and marking criteria.

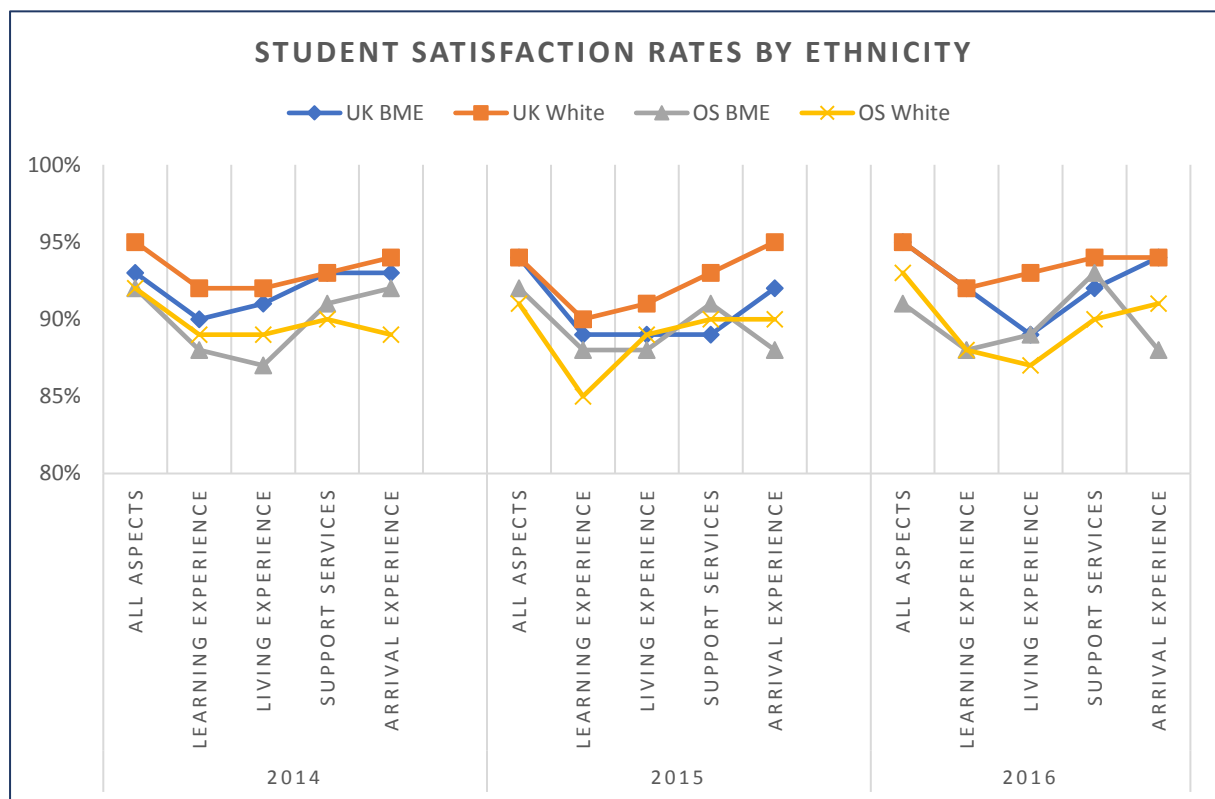
Overseas BME students reported high levels of satisfaction overall, though they were less

¹⁰² www.ox.ac.uk/students/life/student-engagement

satisfied than White students with making friends and meeting people from the UK, opportunities to earn money, finding their way around Oxford and worship facilities.

Satisfaction with worship facilities has improved since 2012 when the University opened a Muslim Prayer Room, operated in

partnership with the student Islamic Society.¹⁰³ However, the facility is too small to accommodate all worshippers so alternatives are being sought. The Prayer Room Wudu (ritual washing) facilities have recently undergone extensive refurbishment to improve provision for all Muslim students and staff.



Source: Student Barometer, 2016

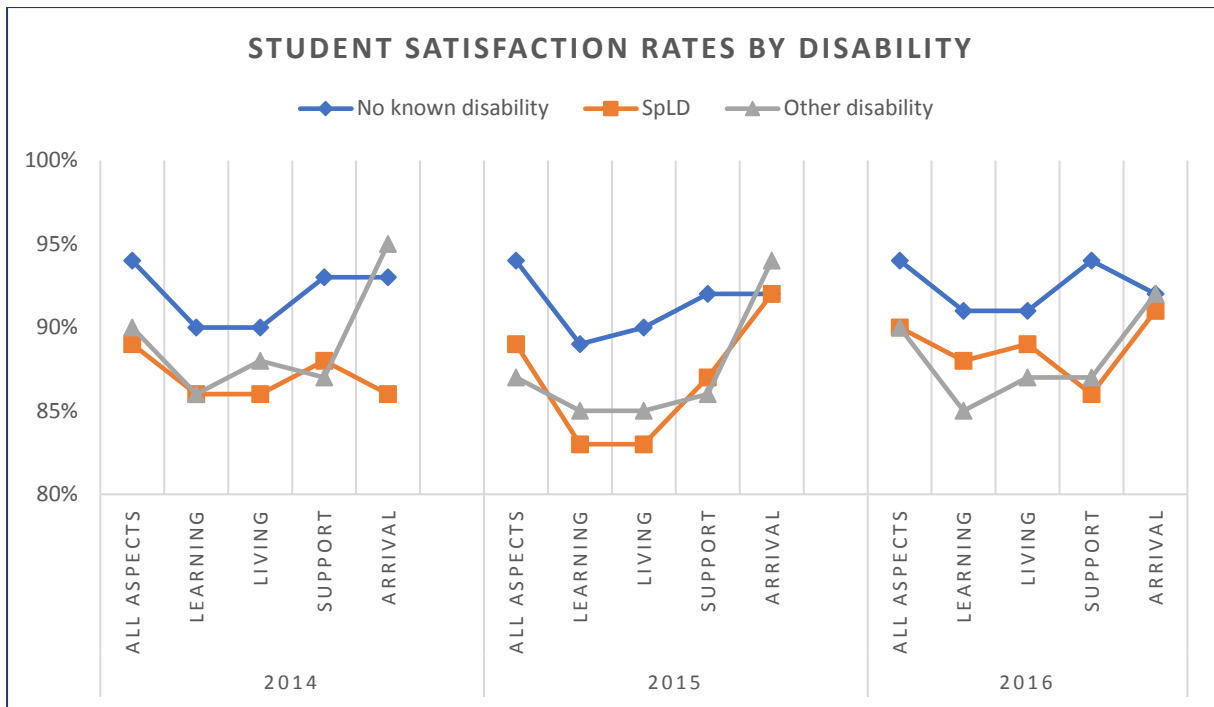
DISABILITY

On average, there was a 4% difference in the overall satisfaction rates of students with disabilities and those with none: 89% to 94%. There were a number of areas where disabled students expressed appreciably lower levels of satisfaction than those with no known disability. These focused in particular on employability, the availability of accommodation and several aspects of the

learning environment, including feedback, assessment, clarity of marking criteria and quality of working space.

The University is working to embed the *Common Framework on Supporting Students with Disabilities* to improve disabled students' overall experience at Oxford.

¹⁰³ <http://ouisoc.org/prayer-room>



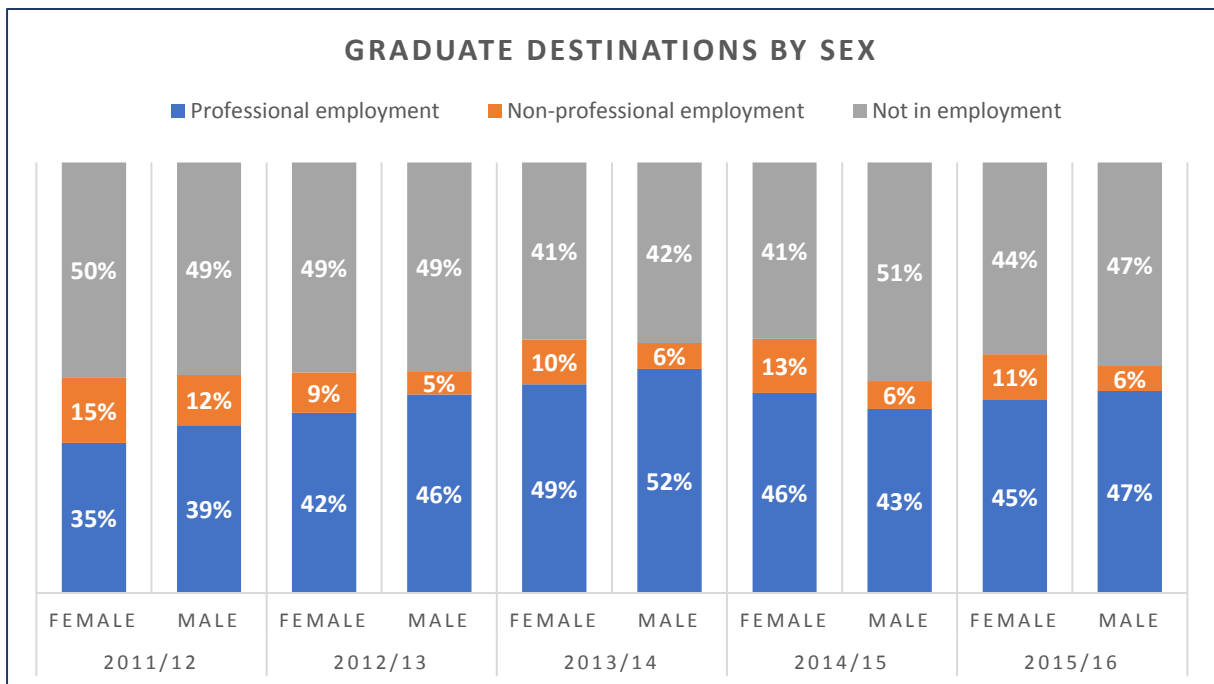
Source: Student Barometer, 2016

GRADUATE DESTINATIONS

SEX

Just over half of UK national undergraduate students entered employment directly after leaving Oxford. There were small differences in the proportions of men and women in

professional level occupations but women were roughly twice as likely to be in non-professional employment.

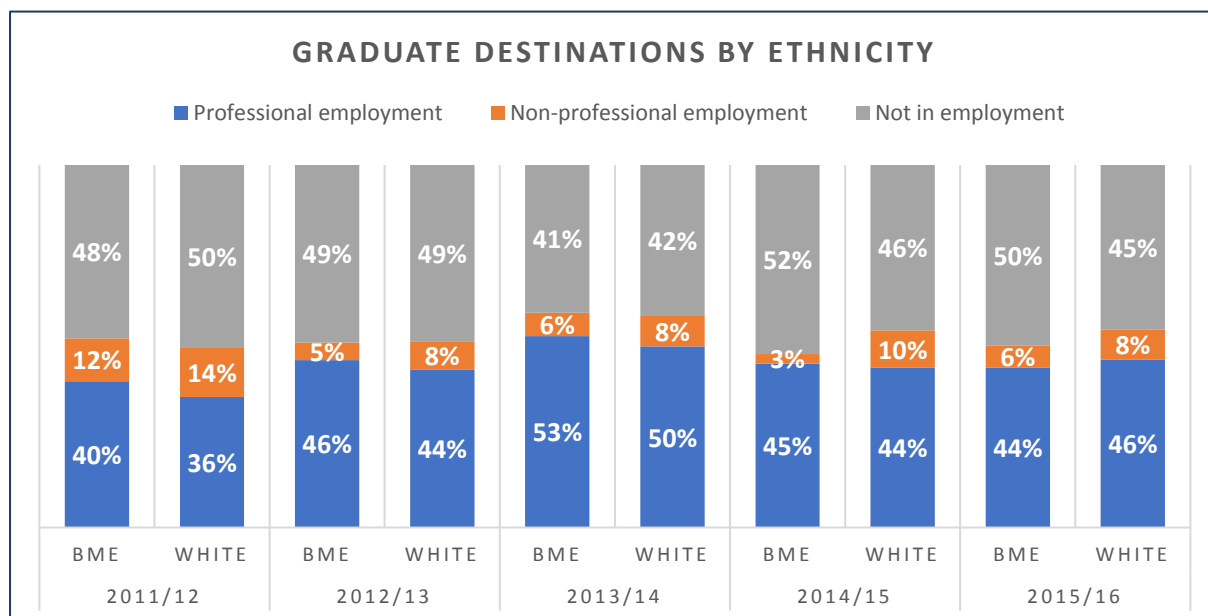


Source: HESA Student Record 2015/16. UK national undergraduate leavers only. The 2016/17 data have not yet been published.

ETHNICITY

BME graduates have typically been equally or even more likely to be in work than White graduates, and also more likely to be in professional occupations. There appears to have been a behavioural shift as although BME graduates are still less likely than White

to enter non-professional occupations, they are now more likely to be doing something else entirely, e.g. studying. National HESA data show that BME graduates have recently become more likely than White to enter postgraduate study.

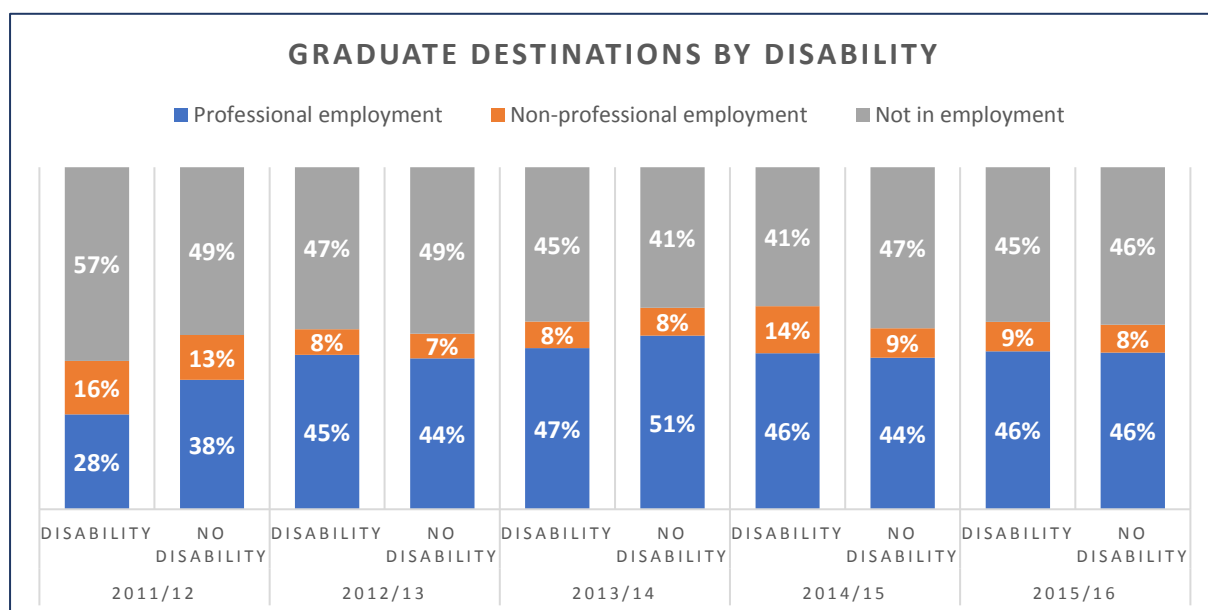


Source: HESA Student Record 2015/16. UK national undergraduate leavers only.

DISABILITY

In the last four years there have been no substantive differences in the proportions of graduates with or without a disability engaged

either in professional or non-professional employment.



Source: HESA Student Record 2015/16. UK national undergraduate leavers only.

GLOSSARY

Associate professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA.
Athena SWAN	Charter recognising institutions' efforts to advance women's employment in academia.
BME	Black and Minority Ethnic – we use this as an umbrella term for people of non-white minority ethnicity (who are underrepresented at Oxford) but recognise its multiple inherent limitations.
CORE Personnel	The University's human resources system
DAS	Disability Advisory Service for students
DLHE	Destinations of Leavers from Higher Education survey
EDP	Equality and Diversity Panel
EDU	Equality and Diversity Unit
EJRA	Employer-Justified Retirement Age
FTE	Full-time equivalent
GLAM	Gardens, Libraries and Museums
HESA	Higher Education Statistics Agency
HR	Human Resources
HUMS	Humanities Division
LGBT+ and LGBTQ	Lesbian, Gay, Bisexual, Transgender and other / Queer
Matriculation	Confers membership of the University on students who are enrolled and following a degree-level course.
MPLS	Mathematical, Physical and Life Sciences Division
MSD	Medical Sciences Division
OLI	Oxford Learning Institute
OUDECE	Oxford University Department for Continuing Education
PG	Postgraduate
PGT	Postgraduate taught
PGR	Postgraduate research
Protected characteristic	Term used in equality legislation to denote a group of people sharing a particular characteristic
REC	Race Equality Charter to recognise the advancement of race equality in higher education
SAT	Self-Assessment Team
SDMA	Student Data Management and Analysis
SpLD	Specific Learning Difficulties
SSD	Social Sciences Division
SSO	Single sign-on access to University e-resources
Statutory professor	The senior academic grade at Oxford, equivalent to full professor in the USA.
STEM	Science, technology, engineering and mathematics
Student Barometer	Annual survey of Oxford students
Titular professor	Associate professor (or equivalent) who has been awarded the title of full professor as a mark of academic distinction.
UAS	University Administration and Services
UG	Undergraduate
UNIQ	Oxford's Summer School programme
VRO	Visiting, Recognised or Other students – full-time students studying at Oxford without being awarded a degree or other qualification.