



UNIVERSITY OF  
OXFORD



# Equality, Diversity and Inclusion Report 2022-23

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## Executive Summary

The Equality, Diversity and Inclusion Report 2022-23 outlines the progress made towards meeting the University's Equality Objectives. It provides a snapshot of staff and student diversity data for the 2022-23 academic year and highlights the breadth of activity relating to equality, diversity and inclusion (EDI), which took place across the collegiate University during that period.

### Our Equality Objectives

The University of Oxford has continued to advance EDI through the pursuit of its Equality Objectives. We have now met our targets, set in the Access and Participation Plan, concerning the gap in the participation rates relating to socio-economic backgrounds and underrepresented students. We have also met our target relating to the gap in offer rates to Asian undergraduate applicants.

With respect to the diversity of staff in senior academic, research and professional and support roles, Oxford's current state can be described as follows:

- 22% of statutory professors are female and 8% are from Black and minority ethnic backgrounds (BME);
- 33% of associate professors are female and 9% are from BME backgrounds; and
- BME background staff now account for 18% of senior researchers (Grade 8+), and 10% of Professional and Management positions (Grade 8+).

With respect to the diversity of undergraduate students, Oxford's current state relating to UK-domiciled undergraduates can be described as follows:

- the proportion admitted from state schools is 68.1%;
- the proportion admitted identifying as from BME backgrounds is 27.8%;
- the proportion admitted identifying as Asian is 13.9%;
- the proportion admitted from socio-economically disadvantaged areas is 15.5%;
- the proportion admitted from areas of low progression to higher education is 16.6%;
- the proportion admitted declaring a disability is 12.8%; and
- the proportion admitted who are women is 53.1%.

With respect to the diversity of graduate students:

- female applicants for postgraduate taught study accounted for 54% of applicants;
- female applicants for postgraduate research study accounted for 45% of applicants;
- BME applicants for postgraduate taught study accounted for 61% of applicants; and
- BME applicants for postgraduate research study accounted for 58% of applicants.

In May 2023, the University of Oxford was awarded an institutional Athena Swan Silver award. During 2022-23, the University also prepared its application for its Race Equality Charter (REC) Bronze renewal award (which it submitted in November 2023, and was awarded in January 2024).

There remain a number of areas relating to Oxford's Equality Objectives that will need continued attention – namely:

- the representation of staff from BME backgrounds and women on Council and its main committees;
- attainment gap rates for Black students and disabled undergraduate students and the first-class degree attainment gap between male and female undergraduate students; and
- LGBTQ+ inclusion and work relating to a future submission to the Stonewall Workplace Equality Index.

## Our approach and programme of work

During 2022-23, the University of Oxford has strengthened its approach and commitment to being an inclusive, diverse and welcoming place to learn and work.

Various key objectives of the University's Race Equality Strategy have been delivered. Following the arrival of the University's new Chief Diversity Officer, Professor Tim Soutphommasane, a Joint Committee for EDI has been established to promote a coordinated approach to EDI across the collegiate University. The Joint Committee has approved the development of the first collegiate University EDI Strategic Plan. In addition, the University has strengthened its efforts to prevent bullying and harassment, and in EDI communications – with the recruitment of dedicated officers in the Equality and Diversity Unit to undertake work in these areas.

The University has continued to develop and implement its access programme for both Undergraduate and Postgraduate study. This included:

- the launch of the Astrophoria Foundation Year for students with significant academic potential who have experienced severe personal disadvantage or disrupted education;
- the UNIQ+ internship programme, which has yielded a higher-than-average conversion rate to applications for postgraduate study; and
- the Academic Futures programme, which supports Black and mixed Black students, students who have experienced being in care, students who are refugees and support for graduate students from Ukraine.

On the staff front, in April 2023, the University launched the Staff Experience Survey, to which 8,980 staff responded (a 58% response rate). The survey data has informed a range of strategic projects and workstreams within the University, including the Academic Career & Reward Framework; the Equality, Diversity and Inclusion Strategic Plan; the Race Equality Charter submission and action plan; the Athena Swan action plan; and the Wellbeing Strategy. The University has also initiated work to improve the quality of staff data through a new onboarding module and resourcing dashboards.

Through the [Academic Career and Reward Framework](#) project, a programme of work is underway to improve the career paths, workload, and reward and recognition of academics. This will develop academic career pathways that provide transparent and rewarding expectations for academic advancement, fair workload balance, and set ambitious equality criteria for research and education.

The Researcher Hub has been working collaboratively with researchers, academics and professional services from all divisions to deliver the [Concordat Action Plan 2022-2025](#). The Concordat aims to provide a framework to create a supportive, inclusive and equitable research environment; recognise and value the diverse contribution of researchers; and support them in achieving a range of career goals. The Researcher Hub is increasingly using data and user feedback data to inform their work, and to provide detailed, localised knowledge across the organisation.

Across the collegiate University, a vast range of events and activities aimed at promoting EDI took place. This has included flagship initiatives relating to Black History Month, LGBT+ History Month, Pride, International Women's Day, Mental Health Awareness Week, and Disability History Month – among many other occasions.

## Foreword



I am delighted to share with you the University of Oxford Equality, Diversity and Inclusion Report 2022-23.

As you will see, staff and students across Oxford's collegiate University community have conducted an impressive range of activities and initiatives over this reporting period. Whether it is through starting conversations, building knowledge, cultivating confidence, or delivering on policy, so many are doing their part to create or sustain the cultural change on equality, diversity and inclusion we are seeking to achieve.

During 2022-23, the University of Oxford has been implementing its Race Equality Strategy and was successful in its application for an institutional Silver Athena Swan award.

We have continued to make progress in meeting our Equality Objectives relating to staff diversity and inclusion, and student access and participation.

I was excited to have commenced my post as Chief Diversity Officer in January 2023, during this reporting period. As I shared with colleagues and students in my first months in post, our efforts on equality, diversity and inclusion are an opportunity to ensure that as a collegiate University we can continue to attract the best talent, enhance our impact in teaching and research, and ensure that students and staff feel that they belong in Oxford. Our work on this is about fostering greater confidence in navigating differences and cultivating a strengthened sense of community; this work is critical to us building courage as an institution to lead and innovate on matters of EDI.

Looking back at 2022-23, I am grateful for the support staff and students have provided for our Equality, Diversity and Inclusion Roundtable – a new termly gathering of collegiate University leaders, academic and professional staff, EDI practitioners and student representatives. Bringing people together in this way reflects our ambition to strengthen and broaden our EDI community.

We have also delivered on a key objective of the University's Race Equality Strategy relating to creating a robust institutional framework for the leadership, governance and coordination of equality, diversity and inclusion efforts. With Helen Mountfield KC, Principal of Mansfield College, I am co-chairing the new Joint Committee on Equality, Diversity and Inclusion. The establishment of the Joint Committee signifies Oxford's ambition to take a genuinely collegiate University approach to EDI – as it, of course, should. Work is now underway in developing a collegiate University Equality, Diversity and Inclusion Strategic Plan to be delivered by the end of the 2023-24 academic year, and which will outline a framework for collegiate University aspirations and actions.

Our collective efforts in 2022-23 have been about supporting a renewal and acceleration our efforts on EDI. I look forward to reporting on this work in our next annual report. In the meantime, I thank all colleagues and students who have contributed to making equality, diversity and inclusion such a vibrant and valuable body of work this past year – and wholeheartedly commend this report to you.

**Professor Tim Soutphommasane**  
**Chief Diversity Officer**  
**March 2024**

# Equality Framework and Strategic Priorities

## Introduction

This report has been prepared by the [Equality and Diversity Unit \(EDU\)](#) in partial fulfilment of the University of Oxford's publication requirements under the [Equality Act 2010](#).

The report includes:

- an update on progress towards our equality objectives;
- examples of the University's activities in support of equality and diversity during 2022-23<sup>1</sup>; and
- a summary of key staff and student diversity data.

A full set of data is also available in an accessible Excel file on the [EDU website](#). A detailed report on the University's [gender pay gap](#) as of 31 March 2023 has been published on the University website.

## Equality Legislation

The University of Oxford's efforts in equality, diversity and inclusion (EDI) are grounded in the Equality Act 2010, which legally protects people from discrimination in the workplace and in wider society.

As a public body, the University is required by the Public Sector Equality Duty (PSED) to give due regard to equality in the performance of all its functions. This means that everyone within the University must consider how they can avoid unlawful discrimination, foster equality and opportunity and foster good relations between people from different groups. All members of the University must consider these matters in the course of their work, whether that is when making decisions, developing or revising policies, providing services, recruiting employees, devising curricula or recruiting or teaching students.

The University ensures that all University committees receive an [annual briefing paper](#) in order to understand how the PSED applies to their work and decision-making.

## Strategic Priorities for Equality and Diversity

The University of Oxford is committed 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 our staff and students are respected.

The University's strategic priorities for equality and diversity has, to date, been set out within the [University Strategic Plan](#) and the [Student Access and Participation Plan](#). In line with the Strategic Plan, Council has approved a number of [Equality Objectives](#) that provide a framework for actions to diversify and improve staff and student recruitment, representation and experience.

This report shows progress made towards these objectives and contributes to the University's evidence-based policy making, enabling it to:

- identify areas for further improvement;
- set new targets and indicators for our existing objectives; and
- examine additional objectives that may be required.

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<sup>1</sup> This report covers a time period of October 2022 to September 2023.

## Equality Policy

The [Equality Policy](#) sets out the University's commitment to embedding equality, diversity and inclusion across all its activities and in regard to its obligations under relevant legislation, including the Equality Act 2010 and the Public Sector Equality Duty 2011. The Equality Policy was last updated and approved by Council, following a widespread consultation process in 2020.

Related policies and instruments include:

- [University Policy and Procedures on Harassment](#);
- [Transgender Policy](#);
- [Code of Practice on Meetings and Events](#); and
- [University Statement on Freedom of Speech](#).

### The Employer-Justified Retirement Age Policy (EJRA)

The [EJRA Policy](#) was introduced in 2011, following changes in national legislation which removed the default retirement age. The EJRA is considered to be an appropriate and necessary means of maintaining turnover in support of the University's legitimate Aims, which include:

- promoting intergenerational fairness;
- refreshing the workforce;
- facilitating succession planning; and
- promoting equality and diversity.

The policy was reviewed and revised in 2017 (after 5 years) and again in 2021-22<sup>2</sup> after having been in operation for ten years. Changes were adopted in 2022-23 including:

- (Oct-22) no set retirement age for staff at grades 1 to 10 (and clinical equivalents) and ALC6; and
- (Oct-23) re-setting the EJRA at the 30 September preceding an individual's 70<sup>th</sup> birthday (for academic staff and academic-related staff at grade RSIV and clinical equivalents (E62/E82).

## Equality Objectives

The University's Equality Objectives, supported by specific targets, guide its actions to diversify and improve staff and student recruitment, representation and experience. Setting targets is a [positive action measure](#) that demonstrates organisational commitment and helps us to maintain momentum for change.

The previous year's [Equality Report for 2021-22](#), published on 30 March 2022, provided a final status report on the University's progress towards its institutional equality objectives for the preceding year.



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<sup>2</sup> <https://staff.web.ox.ac.uk/article/10-year-review-of-the-ejra>.



The University currently has six Equality Objectives:

1. Ensure University decision-making and governance structures are representative of the University community;
2. Increase the proportion of women in senior academic roles;
3. Increase the proportion of Black and Minority Ethnic (BME) staff in senior roles;
4. Consolidate our position in the Stonewall Workplace Equality Index;
5. Achieve the equality-related objectives set out in the University's agreement with the Office for Students; and
6. Eliminate the undergraduate gender attainment gap by 2030.

An overview of progress against these objectives is provided below. A full table of progress since 2018 is provided in Annex A.

## Summary of progress against objectives

### Key areas of progress and achievement

- **Objective 1:** The representation of Black and minority ethnic members of Council and its main committees is 12%.
- **Objectives 2 and 3:** Female academics now comprise 22% of statutory professors, with 8% of statutory professors having a Black and minority ethnic (BME) background. With respect to associate professors, 9% are from BME backgrounds, and 33% are female. BME staff account for 18% of senior researchers (Grade 8+), and 10% of Professional and Management positions (Grade 8+).
- **Objective 4:** An LGBTQ+ Task and Finish Group was created and has begun work on reviewing Stonewall feedback from the University's 2022 application with a view to re-applying in a future submission round.
- **Objective 5:** Targets related to ACORN and POLAR participation rates are met; the target for offer rates for Asian undergraduate applicants has been met.

### Objective 1 – Ensure University decision-making and governance structures are representative of the University community

*Objective approved by Council July 2021; targets for gender and race equality approved by Council in February 2022.*

#### Targets and 2022-23 Progress:

Targets	2021 Baseline	2021-22	2022-23
1. BME staff to comprise a minimum of 15% of members of Council and its main committees by 2027	12%	8% (Over 15% on 2 of 6 committees)	12% (Over 15% on 2 of 6 committees)
2. Representation of women on Council and its main committees to be in the range of 40% to 60% by 2027	39%	39% (over 40% on 3 of 6 committees)	38% (over 40% on 2 of 6 committees)

#### What we are doing to meet this objective:

- The Planning and Council Secretariat and the Equality and Diversity Unit (EDU) have identified actions to take to improve committee diversity, including improved communications about

Council and committee vacancies. These actions have been integrated into Athena Swan and Race Equality Charter (REC) action plans for the 2023-28 period.

- In 2023-24, the focus will be on improving the pipeline of candidates through dedicated actions in divisions and departments/faculties and University staff networks.
- Information sessions will be held with different staff groups to demystify University governance and highlight the importance of being involved in senior decision-making.
- There will be a focus on improving engagement with, and recognition of, those serving on senior committees.

## Objective 2 – Increase the proportion of women in senior academic roles

*Approved by Council in Feb 2022*

### Targets and 2022-23 Progress:

Targets	2021 Baseline	2021-22	2022-23
1. To achieve a yearly increase in the proportion of female Statutory Professors, with 27% representation by 2029	19%	20%	22%
2. To achieve a yearly increase in the proportion of female Associate Professors, with 35% representation by 2029	31%	32%	33%
3. 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	Target met	Target met	Target met
4. Apply successfully for an institutional Silver Athena Swan award in 2021 (extended to 2022 due to the pandemic)	Bronze award	Silver award for Nov 2022	Target met

### What we are doing to meet this objective:

- Actions have been undertaken, and are being taken during 2023-24, to address gaps, including advertising roles in a wide range of media outlets, holding open days for potential applicants from under-represented groups, and continuing to improve recruitment processes to ensure they are fully equitable.
- Statutory professor recruitment is being supported by searches aimed at diverse and global talent pools. Electoral board chairs have worked with the Chief Diversity Officer to consider how to build inclusion into every stage of the hiring process, and are engaging external electors to ensure more diverse electoral boards. The Athena Swan Action Plan also identifies further specific recruitment targets for women at this level.
- The Collegiate University's [Associate Professor Inclusive Recruitment Guidelines](#) brings together good practice from across Oxford and the higher education sector. The newly created Recruitment Community of Practice plan to develop this further, creating an inclusive recruitment tool kit to achieve a consistent approach to inclusive recruitment across all staff groups during 2023-24.

### Objective 3 – Increase the proportion of Black and Minority Ethnic (BME) staff in senior roles

Approved by Council in Feb 2022

#### Targets and 2022-23 Progress:

Targets	2021 Baseline	2021-22	2022-23
1. To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029	6%	6%	8%
2. To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029	8%	9%	9%
3. To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029	15%	17%	18%
4. To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2029	9%	9%	10%
5. To apply successfully for an institutional Bronze Race Equality Charter (REC) award in 2021	Bronze award	REC application deadline extended to July 2023	Target met

#### What we are doing to meet this objective:

- Many of our actions on this Objective mirror those for Objective 2, with inclusive recruitment principles and practices relating to women also being adopted for the goal of improving the representation of BME staff in senior roles. In particular, as noted above, there is work underway to expand on the Associate Professor Inclusive Recruitment Guidelines, to enable not just greater representation of women but also of BME staff in senior roles.
- The People and Organisational Development team is conducting a review of their leadership development programme, and with the support of the Equality and Diversity Unit is exploring improved leadership development for BME staff.
- The Equality and Diversity Unit and UAS Recruitment will be working together on an investigation into ethnicity gaps in recruitment success rates.

### Objective 4 – Consolidate our position in the Stonewall Workplace Equality Index

Approved by Council in July 2019

#### 2022-23 Progress:

2019 target and baseline: The University's application scored 125.5 and was ranked 76<sup>th</sup> as one of the Top 100 Employers.

#### What we are doing to meet this objective:

- During 2023-24, the University's LGBTQ+ task and finish group is reviewing the Stonewall feedback with a view to the University making a submission to a future round of the Stonewall Workplace Equality Index, and advising how LGBTQ+ inclusion can be strengthened and incorporated into a collegiate University EDI plan.
- The institutional Athena Swan action plan includes a headline objective and actions to increase the levels of satisfaction and inclusion amongst transgender and non-binary staff and students; actions will begin in 2024-25 but plans are underway on the foundations of a piece of work to consult with these staff and student groups on their day-to-day experience at the University.

## Objective 5 – Achieve the equality-related objectives set out in the University’s agreement with the Office for Students

### Access and Participation Plan (APP) 2020-21 to 2024-25

Approved by Council in March 2019

#### Targets and 2022-23 Progress<sup>3</sup>:

Targets	2018 Baseline	2021-22	2022-23
a) To reduce the gap in participation rates between ACORN <sup>4</sup> Group 1 and Groups 4 and 5 from 4.9:1 to 3:1 by 2024-25	Ratio 4.9:1	Ratio 2.8:1 On target	Ratio 3:1 On target
b) To reduce the gap in participation rates of underrepresented students (POLAR4) between Quintile 5 and Quintile 1 from 15.3:1 to 8:1 by 2024-25	Ratio 15.3:1	Ratio 6.7:1 On target	Ratio 6.8:1 On target
c) To eliminate the gap in offer rates for Asian applicants by 2021-22	3.4%	0.5% Target met	Target met
d) To reduce the gap in attainment rates for Black students to 6% by 2024-25 <sup>5</sup>	12.0%	8.8%	9.6%
e) To eliminate the gap in attainment rates for disabled students by 2024-25 <sup>6</sup>	4.2%	2.2%	2.6%

## Objective 6 – Eliminate the undergraduate gender attainment gap by 2030

Approved by Council in March 2020

#### Target and 2022-23 Progress:

Targets	Baseline 2018	2021-22	2022-23
a) Reduce the first-class degree attainment gap between women and men from 8.5% to 4.4% by 2025	10.6%	6.6%	9.6%

<sup>3</sup> Oxford changed the classification of some Mathematics and Computer Science integrated masters to a system of Distinction Merit Pass (DMP) during the life of the current plan. The outcomes from these courses are included in the data pre-2021 and in the planning and targets set (excepting MMathPhys, which was DMP from 2016), but are not included from 2021, when the awards classification changed. As the focus for the Office for Students is on attainment at the ‘good’ (First and Upper Second) level, it disregards any DMP outcomes as ‘unclassified’. This means that we are not directly comparing the same data over the period.

<sup>4</sup> ACORN is a postcode-based tool that categorises the UK’s population by level of socio-economic advantage. POLAR is a similar tool that measures how likely young people are to participate in higher education based on where they live. ACORN and POLAR systems are widely recognised measures to set admissions targets for universities including Oxford.

<sup>5</sup> Gap in UK-domiciled Black and white students’ ‘good degree’ outcomes calculated on a 5-year rolling average, eg, 2019-20 refers to rolling average years 2016-2020 and so on.

<sup>6</sup> Gap in UK-domiciled disabled and non-disabled students’ ‘good degree’ outcomes calculated on a 3-year rolling average, eg, 2019-20 refers to 2017-18 to 2019-20.

## **Context for targets 5d, 5e and 6a**

The University's awarding-gap targets were agreed by Council in 2019 (Objective 5) and 2020 (Objective 6). These targets are to address:

- (Target 5d) the 'good degree' awarding gap between Black and white students;
- (Target 5e) the 'good degree' awarding gap between disabled and non-disabled students; and
- (Target 6a) the first-class degree awarding gap between female and male students.

When APP targets were first set in 2018, the proportions of the undergraduate population with declared disabilities or of Black ethnicity were small and the outcomes of one or two students within a cohort may make a substantial difference to the awarding gap. In order to reduce this impact, a 3-year rolling averaging target was set for the disability gap and a 5-year rolling average for the ethnicity gap in 2019-20 respectively. Other factors have also led to variations in award outcomes year on year, these include the positive and negative impacts of the Covid pandemic on student outcomes, such as; socio-economic background and changes to assessment methods in 2020 and 2021, a switch to a masters classification system in Mathematics/Computer Science in 2021 and a changing undergraduate population structure (eg, higher proportions of students registering a disability and increasing numbers of Black students).

The University is making progress in advancing equality of outcomes against APP targets for Objective 5, however reducing the first-class degree awarding gap between women and men for Objective 6 is proving more challenging.

## **What we are doing to meet Objectives 5 and 6:**

- The Centre for Teaching and Learning has been active in developing tools in inclusive teaching, including the development of the [Racially Inclusive Teaching Toolkit](#) in 2022 which supports the development of an inclusive approach to education and reducing awarding gaps. The toolkit includes a self-evaluation tool for teaching staff and students, case studies and a reading list.
- The University introduced the Astrophoria Foundation year which is a programme for UK state school students with significant academic potential, who have experienced personal disadvantage or disrupted education resulting in them being unable to apply directly for an Oxford UG programme. The University welcomed its first cohort of 22 students in October 2023.
- A range of new outreach and access activities (BeUNIQ, Explore Teach, Festival and Hackathon) were delivered during 2022-23 alongside existing initiatives including UNIQ, Explore-RAIS, Opportunity Oxford, Target Oxford and IntoUniversity.
- The next iteration of the Access and Participation Plan is due to be submitted to the Office for Students (OfS) for consideration at the end of May 2024.

## Equality, Diversity and Inclusion at Oxford: Highlights of 2022-23

### Celebrating Success

With renewed commitment to EDI and such a dedicated community of staff and students working to build a more inclusive environment for work and study at Oxford, there have been many occasions for celebrating successes on an individual, team and institutional level.

#### Equality Charter successes

The University was awarded an **Institutional Athena Swan Silver award** in May 2023 in recognition of the progress it has collectively made to advance gender equality.

*'This is a fabulous achievement and a terrific outcome for the entire collegiate University. Congratulations to everyone involved. It is a real testament to all the work undertaken by many staff across the University, both centrally and at divisional and departmental levels. I could not be more thrilled.'*

Vice Chancellor Professor Irene Tracey CBE FRS FMedSci

In recognition of their sustained and impactful efforts to effect progress in areas including workload, representation of women in senior academic roles and improvements in career development for students, The **Department of Primary Care Health Sciences** became an exemplar in advancing gender equality by achieving the University's first **Gold Athena Swan award**.



During 2022-23, preparations were finalised for the University's **Institutional Race Equality Charter Bronze renewal application**, which was submitted in November 2023 (and awarded in January 2024). This award recognises the progress which has been made to meet the University's previous action plan to advance race equality, as well as the robust plans that the Institution has in place to drive the race equality Strategy over the next 5-years.

## A safe and welcoming space for all



The University is committed to being a place of welcome for people who have been forcibly displaced around the world and that supports students and academics who have been forced to flee conflict or persecution.

- In 2022, the Refugee-led Research Hub won the **Vice-Chancellors Diversity Award - Diversifying participation award** for their work in creating opportunities for refugee researchers to access training, mentorship and funding to build research careers in Social Sciences and Humanities.
- The University hosted a **Sanctuary Fair at Oxford Town Hall in May 2023** in collaboration with [Asylum Welcome](#) and Oxford City Council. This free event was open to all and aimed to connect people from displacement backgrounds, students, and the local community. It featured panels on themes such as why sanctuary matters, the current politics of sanctuary in the UK, and improving refugees' access to higher education and a range of stalls showcased projects, programmes and campaigns supporting refugees and displaced people within the City of Oxford and Oxfordshire.
- **Sanctuary Status** - Led by the Refugee Studies Centre (RSC) at the Oxford Department of International Development (ODID), the [University gained University Sanctuary Status](#) in June 2023. This was achieved through specific initiatives such as establishing [Oxford's Sanctuary Community](#) and expanding scholarship support. The existing Refugee Academic Futures programme, which aims to address under-representation of refugees in the graduate student body also saw further development.
- **Colleges of Sanctuary** - Several colleges have a long history of supporting displaced scholars, including through collaboration with the [Council for At-Risk Academics](#). Oxford's [Mansfield](#) and [Somerville](#) Colleges were both awarded [College of Sanctuary](#) status in 2021, having established Sanctuary Scholarships offering fully funded places for postgraduate study. The collegiate University has worked in 2022-23 to increase the number of full scholarships available to graduate students from displacement backgrounds.
- **Somerville College's Sanctuary Programme** underwent a major expansion in 2022-23, with five fully funded scholars from Ukraine, Sudan, Ethiopia and Afghanistan plus one alumna. A significant gift made in 2023 will increase the number of Sanctuary Scholars for 2023-24 to 11 overall.
- In November 2022, Somerville College hosted a joint '**Celebration of Sanctuary**' with its sister College of Sanctuary, Mansfield College. The event featured current Sanctuary Scholars from both Colleges in conversation with Dr Xand van Tulleken (TV presenter and former humanitarian aid doctor), Natasha Kaplinsky (works with multiple charities pertaining to refugee and forced migration) and Freshta Karim (Afghan child literacy activist and BBC Media Action Board Member). The discussion focused on what higher education institutions can do to support survivors of forced migration.
- The Oxford Student Union Vice-President for Equality and Liberation (2023-24), Kennedy Aliu, led efforts to encourage more Oxford colleges to become sanctuaries for refugees and displaced individuals. This work focused on a review and amendment of the Junior Common Room (JCR) and Middle Common Room (MCR) constitutions across other colleges, aligning them with the broader sanctuary principles upheld by the city.

## Governance and Leadership



In January 2023, the University welcomed Professor Irene Tracey as its new Vice-Chancellor, becoming only the second woman to hold the post.

*'Excellent progress is happening, but we must not rest if we are to embrace the top talent pool that does not reside solely in particular types of individuals. 9% of our professors are from BME backgrounds and, with the proportion of senior researchers from BME backgrounds now at 17%, I am hopeful that percentage will increase with a more diverse pipeline of talent.'*

Vice Chancellor Professor Irene Tracey CBE FRS FMedSci,  
(Oration Speech, 3<sup>rd</sup> October 2023)

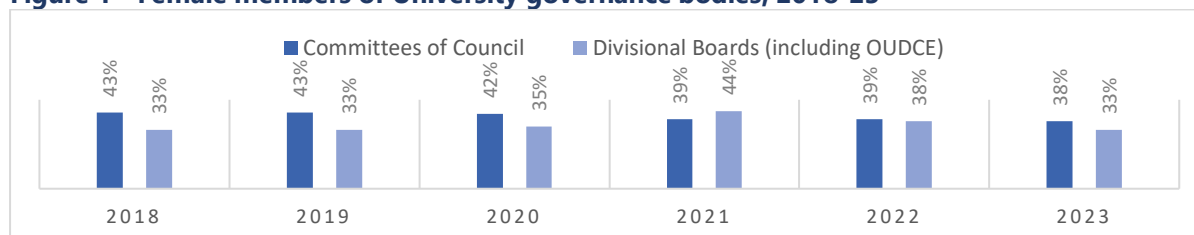
The University also appointed its first Chief Diversity Officer, [Professor Tim Soutphommasane](#) in January 2023, who has joined the Vice-Chancellor's leadership team. Working alongside the Registrar and Pro-Vice-Chancellors, Heads of Divisions and the Conference of Colleges, he has been charged with embedding equality across the collegiate University's efforts.

In 2022-23, the University established the Joint Committee for EDI to provide oversight of EDI across the collegiate University – among the objectives of the Race Equality Strategy has been the creation of a robust institutional framework for the leadership, governance and coordination of EDI efforts. The Joint Committee reports to the University's Council and Conference of Colleges (with the University's Equality and Diversity Panel and Conference of Colleges Equality and Diversity Forum feeding into its work). The membership of the Joint Committee is drawn from across the collegiate University and is co-chaired by Professor Tim Soutphommasane and Helen Mountfield KC (Principal, Mansfield College).

**Table 1 – Female and BME representation: Council, Divisional Boards and Heads of Departments**

Group	2017-18 % of group	2021-22 % of group	2022-23 % of group
Female representation			
<b>Council and its main committees</b>	33%	39%	38%
<b>Divisional Boards</b>	29%	38%	33%
<b>Academic Heads of Departments</b>	28%	33%	32%
BME representation			
<b>Council and its main committees</b>	3% in 2018	8%	12%
<b>Divisional Boards</b>	2% in 2018	6%	6%

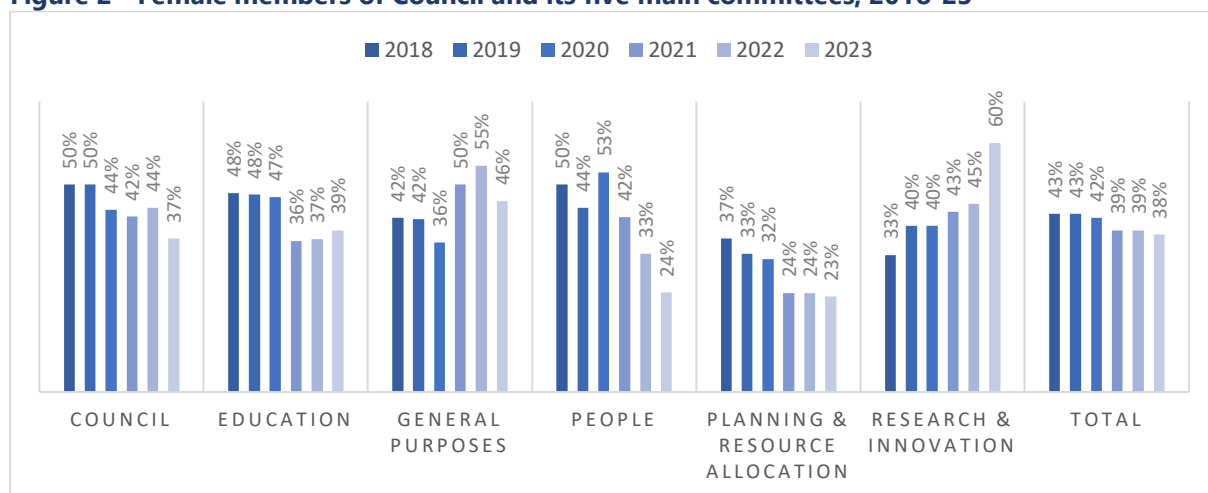
**Figure 1 - Female members of University governance bodies, 2018-23<sup>7</sup>**



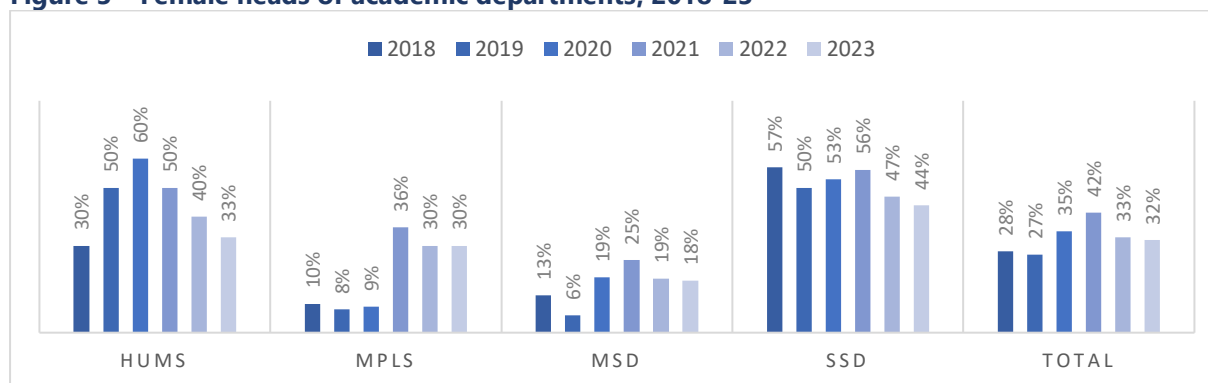
<sup>7</sup> OUDCE – Department of Continuing Education.



**Figure 2 - Female members of Council and its five main committees, 2018-23**



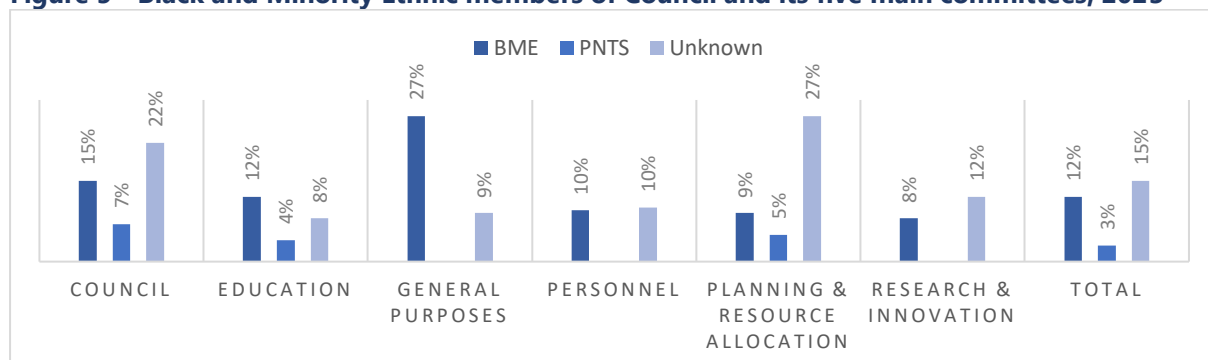
**Figure 3 – Female heads of academic departments, 2018-23**



**Figure 4 – Black and Minority Ethnic membership of University governance bodies, 2018-23**



**Figure 5 - Black and Minority Ethnic members of Council and its five main committees, 2023**



## Development of a collegiate University EDI Strategy

In June 2023, the Joint Committee on EDI approved the preparation of a collegiate University EDI Strategic Plan. This Strategic Plan will create a common framework, which supports and informs current and future work on EDI conducted by divisions, departments, colleges and UAS.

Development of the Strategic Plan, including its objectives, narratives, enablers, values, indicators, targets and priority actions, is being undertaken throughout 2023-24. When it is finalised, the Strategic Plan will ensure there is a means of bringing together the multiple pieces and programmes of work that include EDI-related objectives and activities.

## The EDI community

The EDI community continues to evolve and grow, with many successful initiatives taking place across the collegiate University.

To mark Race Equality Week in February 2023, shortly after commencing in post, the University's Chief Diversity Officer hosted an afternoon tea to bring together students and staff working on race equality from across the collegiate University. During the event, he announced **funding for the LGBT+, BME and Disability staff networks**, available for the first time, to recognise and support their contributions to our EDI culture and community.

In addition, he announced the creation of a University EDI student internship/associate scheme linked to the EDU, building on similar initiatives in divisions.



Throughout 2023 during this reporting period, the Chief Diversity Officer also held regular 'Equali-Tea' drop-in events across the collegiate University. These sessions encouraged colleagues and students to raise EDI issues and concerns and also to come together to meet informally.



## EDI Roundtable series

In April 2023, staff and students attended (in person and online) the inaugural University of Oxford EDI Roundtable. This new event – since held every term – brings together EDI practitioners and champions, senior collegiate University leaders, staff and students to share insights and ideas about EDI strategy, culture and practice. At the first Roundtable, attended by more than 120 people, panel discussions focused on the opportunities and challenges relating to joint University-colleges collaboration and what inclusive culture and leadership should involve.



## The EDI HUB and communications

Throughout the academic year 2022-23, a variety of central and EDI-specific channels were used to distribute communications to University audiences, in support of EDI and EDU activities and initiatives.

*'In today's rapidly evolving world, communication goes beyond mere delivery of messages; it encompasses the amplification of diverse voices and the authentic resonance of those voices across all platforms'*

Kirsty Heber Smith, Head of Communications, Mathematical, Physical and Life Sciences (MPLS)



Central to this work is the EDI HUB, which enables an engaged, connected and supported community of people working on EDI and enhances communications relating to EDI across the University of Oxford. The hub consists of digital communications channels (The EDU webpages, online resources, the EDI Bulletin and the EDI HUB Teams channel) and the EDI Community of Practice (EDI CoP). During 2022-23, work on key elements of the hub progressed steadily.

Work on the EDI HUB over 2022-23 has included a review of user requirements to ensure the EDI HUB was still meeting needs identified by the original project, working with an external consultant to review the EDU (and wider OxWeb) web content, and the launch of the EDI Community of Practice.

## EDI Community of Practice

Over the course of 2022-23, The EDU and representatives of the EDI practitioner community collaborated on the inception of a community of practice (CoP) for staff who work solely or partially on EDI. Sponsored by the Chief Diversity Officer, by October 2023 the core members of the EDI Community of Practice (EDI CoP) had established a clear set of priorities, an overarching mission and had begun conversations about ways of working to take forward into the next academic year.

**EDI CoP Mission statement:** *The EDI Community of Practice will work to help identify and meet the professional development needs and aspirations of its members.*

## Professional and leadership development

EDI practitioners have also explored, in various ways, the theme of professional and leadership development. In the summer of 2023, EDU members and EDI leads from academic divisions joined in a dedicated workshop on EDI and organisational change, while colleagues from across the EDI practitioner community joined Professor Marc Stears (Director, UCL Policy Lab) for a workshop on culture change and the power of relationships.

In 2022-23, the Pro-Vice-Chancellor (Research), Professor Patrick Grant, led an application for a project under the Wellcome Institutional Fund for Research Culture ([‘Leading Across Boundaries: Researcher-Driven Leadership Development’](#)), which also involved the Chief Diversity Officer, EDI colleagues from multiple divisions and People and Organisational Development/Researcher Hub. (The application was successful and the project will commence in 2023-24.)

## Staff and Student feedback

The University seeks staff feedback via the biennial [Staff Experience Survey](#) (last run in April 2023) and the annual Student Barometer Survey which last ran in November 2022. The University runs a range of [student surveys](#), and has opted to make the Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES) the primary method of gathering student satisfaction.

## The Equality & Diversity Unit (EDU)

The EDU forms part of the HR Directorate, within the University Administration Services (UAS) Division. Reporting to the Director of Human Resources, the EDU is responsible for advising on the formulation of policy, equality advice, staff disability support, compliance with statutory reporting, data management and insights to inform decision-making, and facilitating transformative culture change. During 2022-23, the EDU was led by interim joint heads Jennifer Chapin and Sarah Stephenson-Hunter. The composition of the EDU, as at 30<sup>th</sup> March 2024, is shown in Table 2.

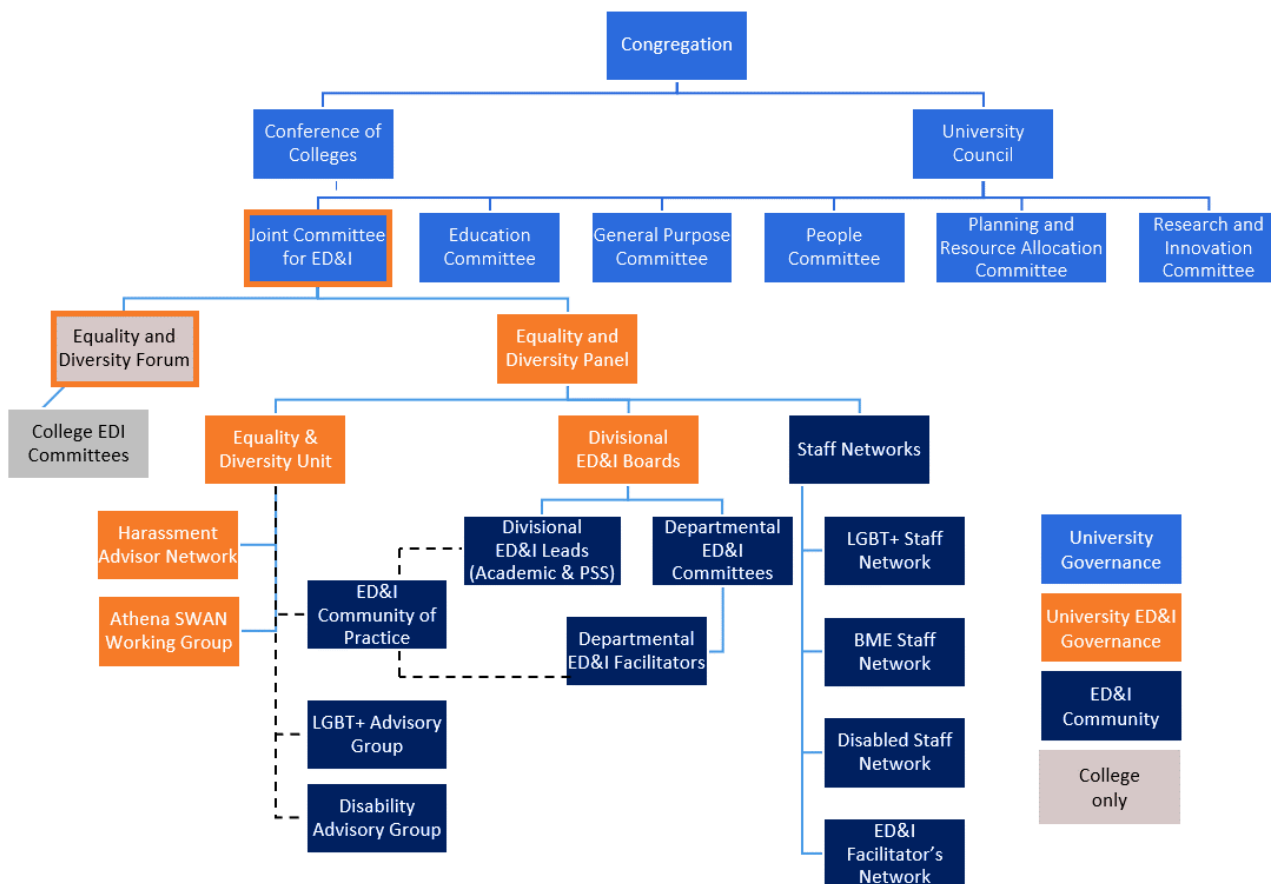
With the implementation of the Race Equality Strategy, and concerted efforts to strengthen strategic initiatives, there were numerous additions to the EDU over 2022-23. This has included the recruitment of staff with expertise on the prevention of bullying and harassment, communications and engagement, and programme management.

**Table 2 – The Equality & Diversity Unit**

<b>Role/specialism</b>	<b>EDU Member</b>
<b>Head of EDU</b>	Vernal Scott
<b>Gender</b>	Jennifer Chapin
<b>Staff Disability Advisor and Trans lead</b>	Sarah Stephenson-Hunter
<b>Race, Religion &amp; Belief</b>	Marilyn Verghis
<b>Student equalities</b>	Sandhya Patel
<b>Insight and Engagement</b>	Laura Jones
<b>Bullying &amp; Harassment Prevention</b>	Laura Epton & Aitch Farley
<b>Communications &amp; Engagement</b>	Iona Shaw
<b>Programme Manager (EDI Strategy)</b>	Joanna Kemp
<b>EDU Administration</b>	Laura Best

For much of 2022-23, the work of the Equality & Diversity Unit continued to be overseen by the [Equality and Diversity Panel](#), which has historically reported to both People and Education Committees of Council. With its establishment in the latter part of 2022-23, the Joint Committee on EDI now has overall governance oversight of all EDI efforts in the collegiate University.

**Figure 6 – Governance and the collegiate EDI community**



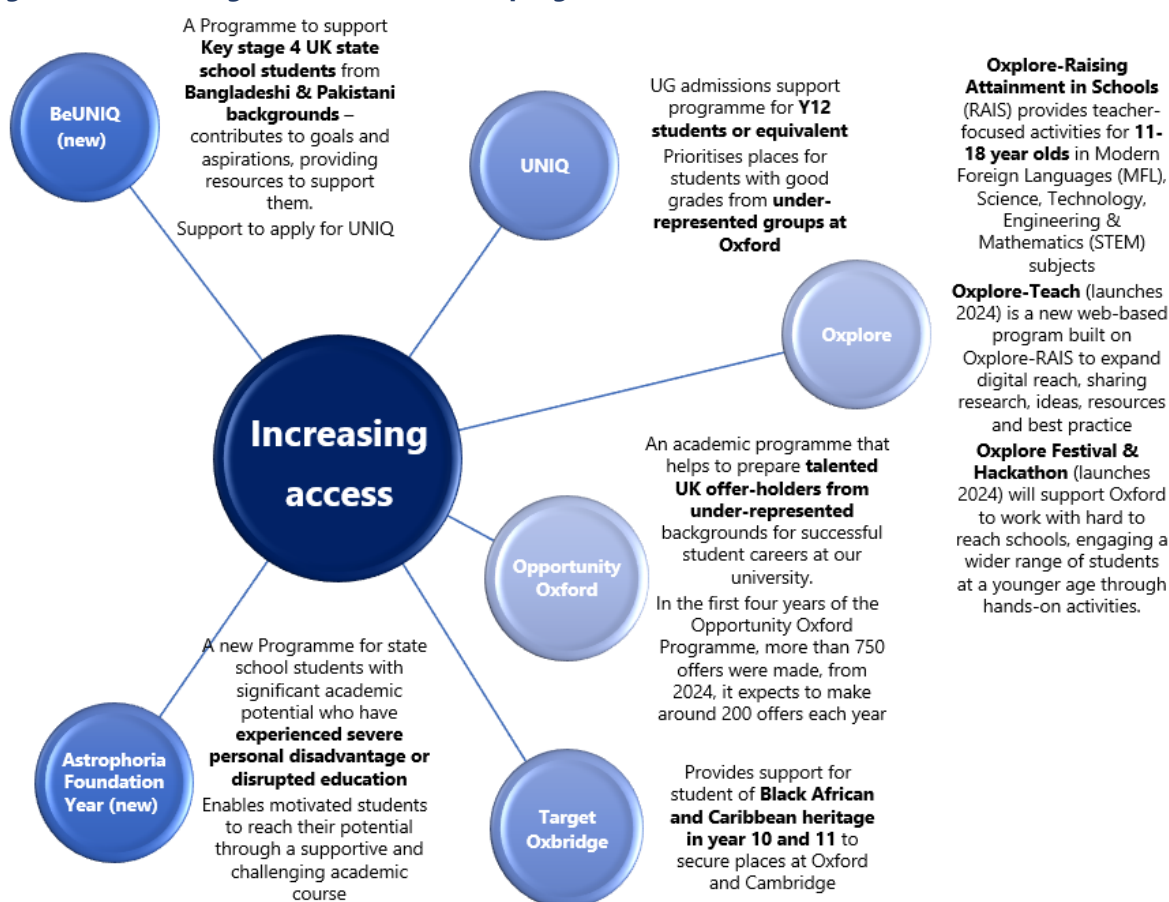
# Students

## Undergraduate Access and Admissions

### Highlights in 2022-23

Programmes of [outreach](#), access and support for students from diverse backgrounds continued throughout 2022-23, including [UNIQ](#), [Target Oxbridge](#) and [Opportunity Oxford](#). The [BeUNIQ](#) programme was launched and the first cohort of [Astrophoria Foundation Year](#) students were admitted. We built on the success of existing programmes, [Oxplore-Raising Attainment in Schools \(RAIS\)](#) to develop [Oxplore](#) Teach, Festival and Hackathon which will launch in 2024.

**Figure 7 – Increasing outreach and access programmes**



Christ Church, the University of Oxford and The Queen’s Trust have partnered with [IntoUniversity](#), opening IntoUniversity Oxford South East. IntoUniversity is a charity that works with local schools and young people to dramatically increase their excitement about learning, their motivation to study and their levels of achievement. Through targeted support, tutoring, mentoring and more careful monitoring, young people are helped to aim high and to achieve their goals.

**Figure 8 – Oxford’s first cohort of Astrophoria students, October 2023**



The [Astrophoria Foundation Year](#) is a one-year foundation programme for UK state school students. It is aimed at those with significant academic potential, who have experienced severe personal disadvantage or disrupted education which

has resulted in them being unable to apply directly for an Oxford undergraduate degree programme. It enables motivated students to reach their academic potential through a supportive and challenging academic course aimed at developing skills, self-belief and academic confidence. The scheme is fully funded and admitted its first cohort of 22 young people from across the UK in October 2023.

### **Undergraduate Student Profile**

The University published its 6th Annual Admissions Statistical Report in May 2023, providing a detailed breakdown of UK applications, offers and admissions. The report noted that between 2018 and 2022, within the total group of UK-domiciled undergraduates admitted:

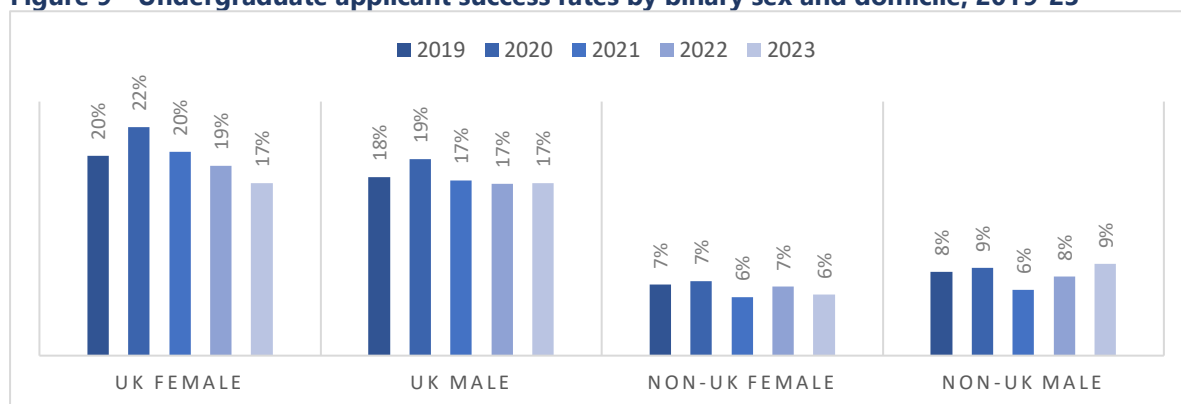
- The proportion from state schools rose from 60.5% to 68.1%;
- The proportion identifying as Black and Minority Ethnic (BME) rose from 18.3% to 27.8%;
- The proportion identifying as Asian rose from 8.3% to 13.9%;
- The proportion from socio-economically disadvantaged areas rose from 11.3% to 15.5%;
- The proportion from areas of low progression to higher education rose from 13.1% to 16.6%;
- The proportion declaring a disability rose from 9.3% to 12.8%; and
- The proportion of women rose from 51.2% to 53.1%.

Overall, the proportion of UK-domiciled female students admitted to Oxford has risen over the past 5 admissions cycles, and in 2022 represented 53.1% of students admitted to the University. The number of UK-domiciled BME applicants to Oxford has increased since 2018, as have the numbers of students receiving offers and being admitted. The proportion of UK-domiciled students admitted to Oxford who indicated in their UCAS application that they identify as BME has risen from 18.3% in 2018 to 27.8% in 2022.

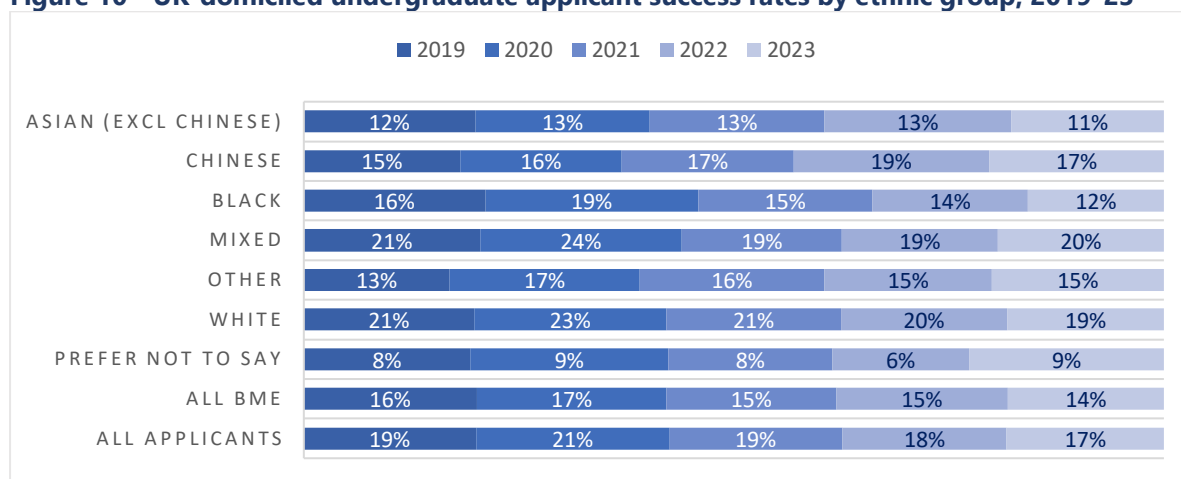
Student data is presented by binary sex when discussing any University-held data for students. Women are referred to where there is an overarching objective to increase representation, and where

used, we include all identified on our systems as such. We hope that the option to report on gender identity data will improve in coming years, following enhancements to the student system.

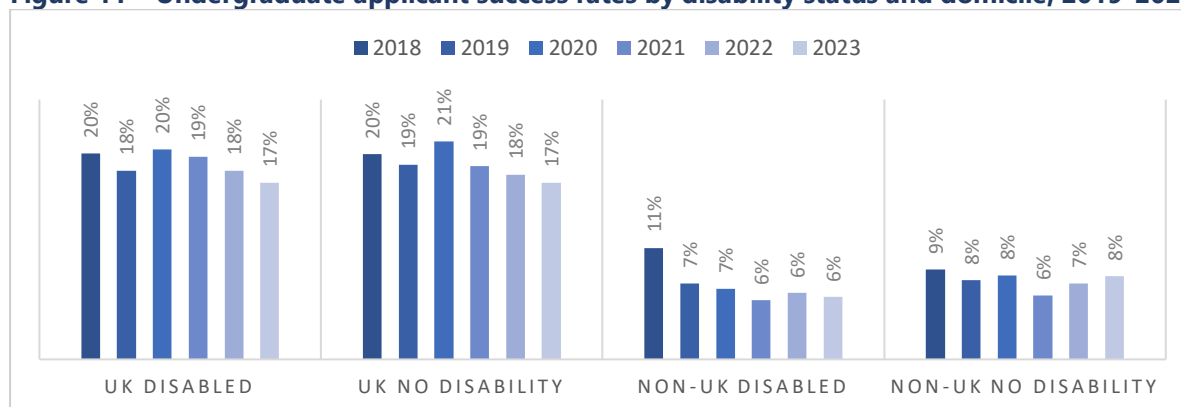
**Figure 9 - Undergraduate applicant success rates by binary sex and domicile, 2019-23**



**Figure 10 - UK-domiciled undergraduate applicant success rates by ethnic group, 2019-23**

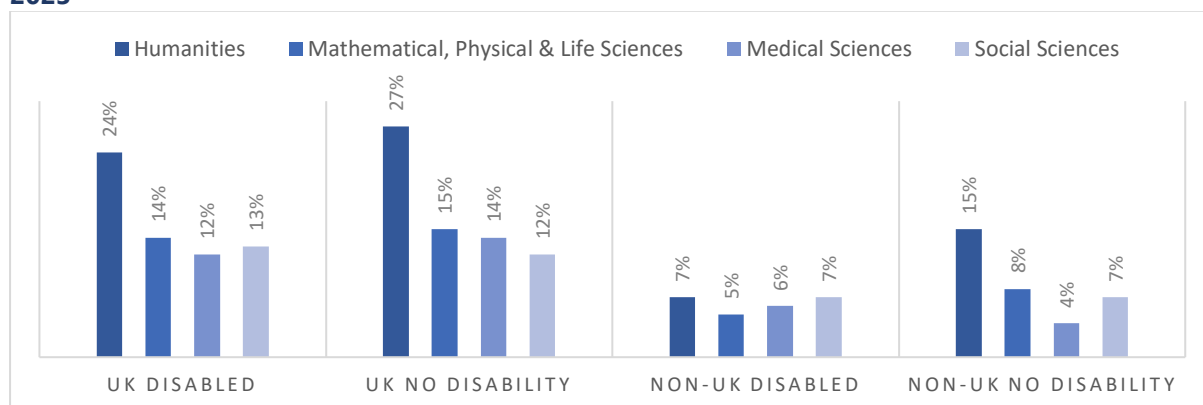


**Figure 11 - Undergraduate applicant success rates by disability status and domicile, 2019-2023**

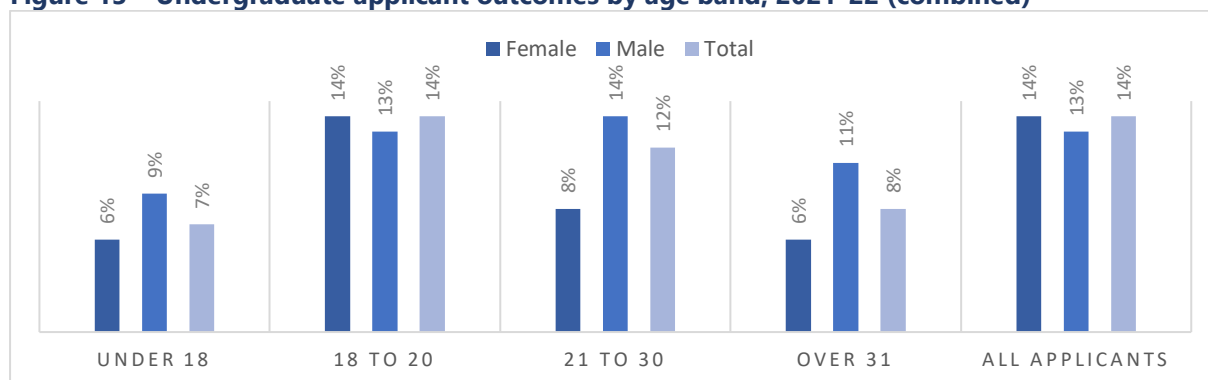




**Figure 12 – Undergraduate applicant success rates by disability status, division and domicile, 2023**



**Figure 13 – Undergraduate applicant outcomes by age band, 2021-22 (combined)**



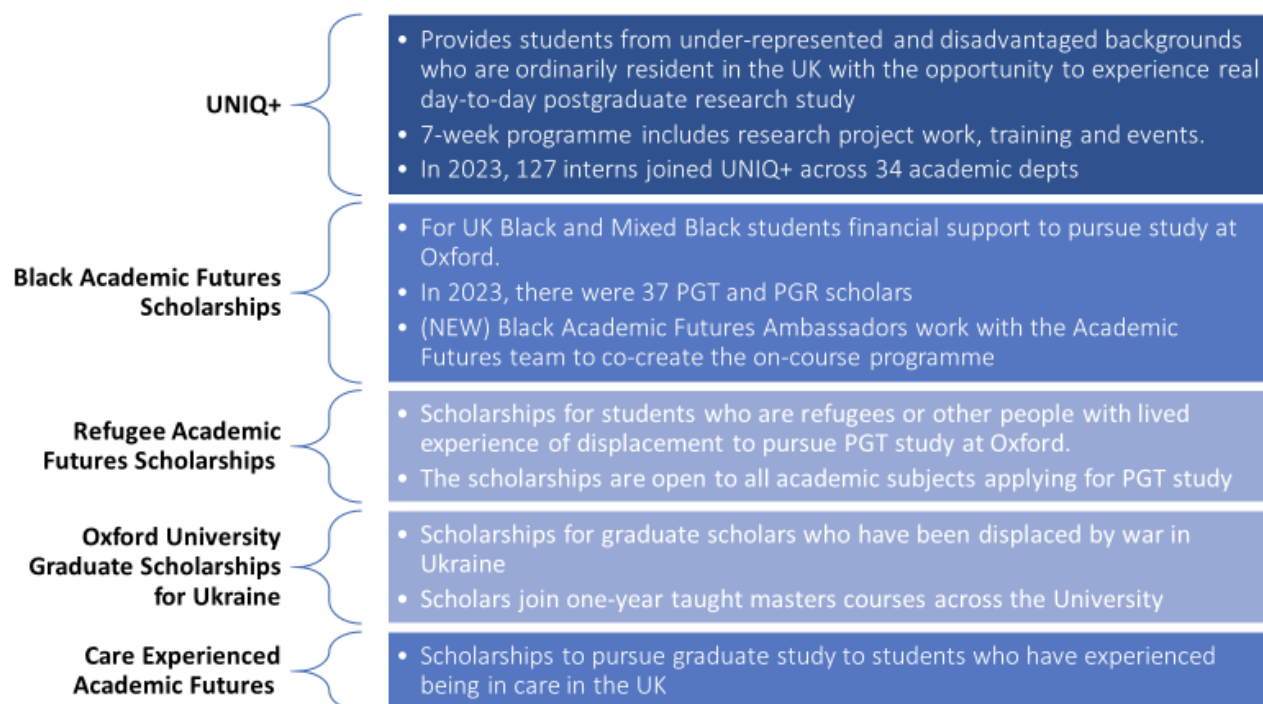
## Graduate Access



Image credit: Elizabeth Nyikos / Graduate Photography Competition

The University and colleges are doing more than ever to increase the number of promising postgraduate students from under-represented and socio-economically disadvantaged groups at the University of Oxford, including the [UNIQ+](#) programme and through [Academic Futures](#), a series of scholarship programmes.

**Figure 14 – Graduate Access support and targeted scholarships**



A view of the Oxford skyline. (© Elizabeth Nyikos / Graduate Photography Competition)

**UNIQ+** The number of UNIQ+ interns applying for graduate study and getting an offer can be seen in Table 3. It is encouraging to note that the offer rate for those UNIQ+ interns applying to postgraduate study is higher than the average offer rate, meaning the programme is impactful. The conversion rate is lower, because of a lack of targeted scholarships which the University is addressing through the Academic Futures programme.

**Table 3 – Applicants to UNIQ+**

UNIQ+ Year	UNIQ+ Applying to PG study*						All PG Study		UNIQ+ Vs All PG		
	UNIQ+ Interns	Applicants	Applications	Offers	Accepts	Offer Rate	Conversion Rate	Offer Rate	Conversion Rate	Offer Rate	Conversion Rate
2019	33	16	29	8	5	27.6%	62.5%	29.8%	62.2%	-2.2%	0.3%
2020	115	43	68	21	12	30.9%	57.1%	31.5%	61.6%	-0.6%	-4.5%
2021	228	74	118	42	24	35.6%	57.1%	24.7%	62.8%	10.9%	-5.7%
2022	132	36	54	21	12	38.9%	57.1%	26.0%	61.7%	12.9%	-4.6%
Total	508	169	269	92	53	34.2%	57.6%	27.8%	62.1%	6.4%	-4.5%

\* This only includes applications made a year (or years) after the UNIQ+ year. So, for example, for UNIQ+ Year 2019, the table will not count PG applications for 2019 entry but will for every year after.

In 2022-23, an increasing number of departments incorporated a range of pilot initiatives to improve postgraduate access and better contextualise the admissions procedure for graduate applicants, to improve the fairness of assessment and selection process and minimise conscious and unconscious bias.

The initiatives being undertaken vary between departments and in some cases between courses offered by the same department.

**Table 4 – Graduate access initiatives**

Initiative	
<b>Socio-economic data</b>	The University currently collects a range of socio-economic data from candidates who apply for graduate study <sup>8</sup> . This is to understand the demographics of applicants and those who are offered places, including the context of achievements and challenges applicants might have faced in their education. This may be used at several stages in the assessment and selection process.
<b>Contextual statement form<sup>9</sup></b>	Applicants are encouraged to provide additional details about any circumstances related to them (see a-j below), to contextualise assessment and selection processes; these may be used alongside any socio-economic data provided. <i>a) are the first generation of their family to go to university; b) have been in care for at least three months; c) have been a young carer; d) are from a low-income background; e) have received a means-tested scholarship; f) have needed to work to support themselves during their academic studies because of their socioeconomic circumstances; g) are a refugee; h) are neurodivergent; i) have or have had one or more disabilities or chronic illnesses that have affected them in education or at work; and/or j) wish to disclose other circumstances that have substantially affected them in education or at work.</i>
<b>Anonymisation of applications<sup>10</sup></b>	Anonymisation means that all references to an applicant's name and gender pronouns will be removed from any materials used by the academic assessors to assess an application during the assessment period.
<b>Standard format CV</b>	The use of a standard format for CV's has been mainstreamed into the standard postgraduate course application form from September 2023, with only a few courses opting not to participate.
<b>Shortlisting Black-British students for interview<sup>11</sup></b>	As a positive action initiative to address the under-representation of Black British students in doctoral research in certain subjects, all Black British applicants are invited to interview provided that they have clearly demonstrated that they are interested in undertaking research within the remit of the programme for which

<sup>8</sup> This initiative is not carried out for all graduate courses.

<sup>9</sup> This action is not undertaken for all graduate courses.

<sup>10</sup> The described action is not undertaken for all graduate courses.

<sup>11</sup> The described action is not undertaken for all graduate courses.

	they are applying, and meet at least one of the following criteria: (a) consistently high performance or a strong upward trajectory leading to a predicted or obtained high 2.1 or 1st class degree in a relevant STEM subject, (b) high performance consistent with a distinction in a masters' degree, or (c) substantive relevant work experience consistent with the academic criteria listed above.
<b>Application fee waivers (continued)</b>	<a href="#">Application fee waivers</a> are available to residents from eligible low-income countries, refugees and displaced persons. The waivers have been extended to eligible UK applicants from low-income backgrounds.

- **Close the gap** Eight departments, two in each of the four divisions, are taking part in Close the Gap. The project is an equal partnership between the Universities of Oxford and Cambridge, designed to improve access to doctoral study for UK Black, Asian and Ethnic Minority students, which is partially funded by the Office for Students and Research England. Close the Gap has developed and is testing new disciplinary-specific, race literate, fair selection process that are designed to bring about meaningful change in postgraduate research and doctoral candidate selection. In particular, it is working to address the underrepresentation of Black British, British Bangladeshi and British Pakistani students in postgraduate research in the UK overall and in all major discipline groups at doctoral level.

During 2022-23, Close the Gap worked closely with participating departments to launch a series of initiatives, including guidance for: candidates and academic staff on establishing supervisor contact; developing selection criteria aiming to assess more effectively an applicant's research potential; the use of using socio-economic data across all stages of the assessment process.

- In 2022-23 Graduate Admissions and Recruitment worked on a **University Graduate Student Recruitment and Access Strategy**. A Working Group was formed to prepare the launch of a University consultation which was circulated in November 2023. Outcomes will form the basis for a draft strategy which will be discussed and approved during the coming year.
- In Michaelmas Term 2023, the Graduate Access Working Group was promoted to Sub-Committee status; it is now a formal committee of Education Committee.

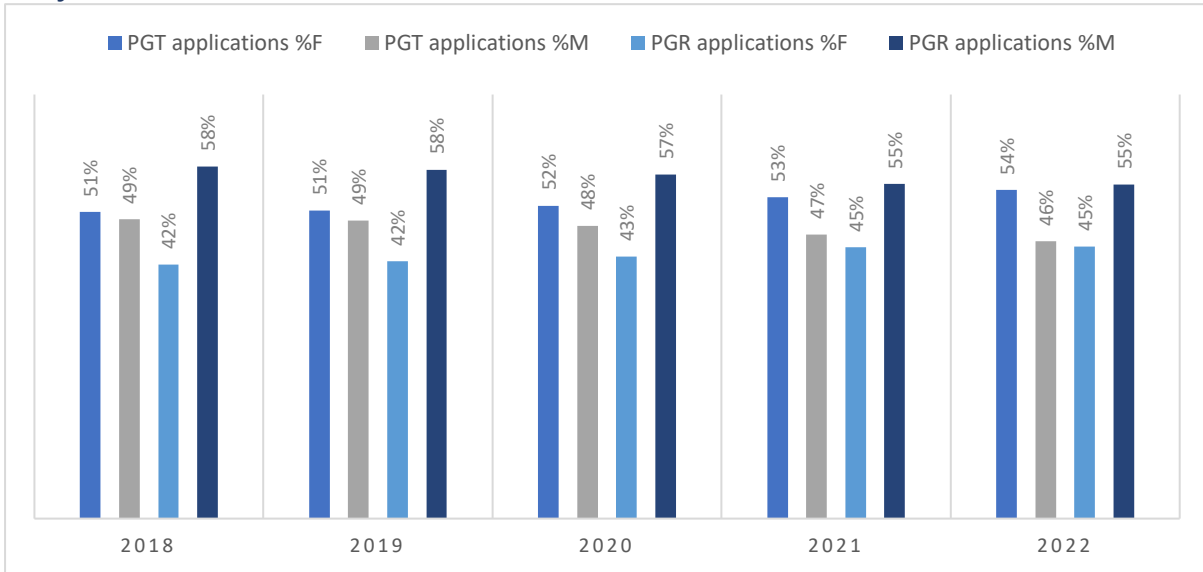
### Graduate student profile

The following provides a breakdown of the diversity of Oxford's graduate student profile.

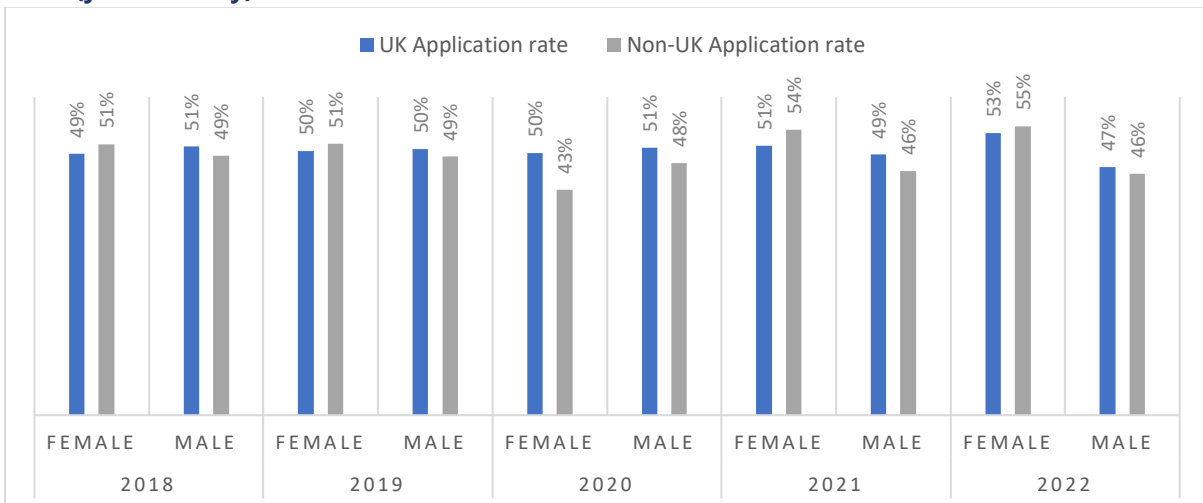
- The proportion of female students applying for PGT study was 54% in 2022, from 53% in 2021, and 51% in 2018.
- Female applicants accounted for 23% of PGT applicants, which was a decrease from 2021 of 4%. Female non-UK applicants increased from 40% in 2021 to 42% in 2022.
- The female applicant success rate for PGT study in 2022 was 29% (UK) and 14% (non-UK). Success rates for UK male UK applicants increased to 28% from 25% in 2021.
- Female applicants accounted for 45% of total applicants for PGR study in 2022, from 42% in 2018, with the proportion of non-UK female applicants increasing from 27% in 2018 to 31% in 2022.
- The female applicant success rate for PGR study in 2022 was 20% (UK) and 13% (non-UK) compared to male applicants 18% (UK) and 11% (non-UK).
- The proportion of BME applicants for PGT study has increased to 61% in 2022, from 58% in 2021 and 53% in 2018, with the most significant increase in non-UK BME applicants at 53% in 2022, from 50% in 2021 and 45% in 2018.

- The applicant success rate for BME applicants for PGT study in 2022 was 23% (UK) and 12% (non-UK) compared to white applicants 32% (UK) and 19% (non-UK).
- BME applicants for PGR study accounted for 58% of applicants in 2022, from 54% in 2021 and 47% in 2018.
- For PGR study, the BME applicant success rate was 14% (UK) and 10% (non-UK) compared to white applicants 22% (UK) and 16% (non-UK).

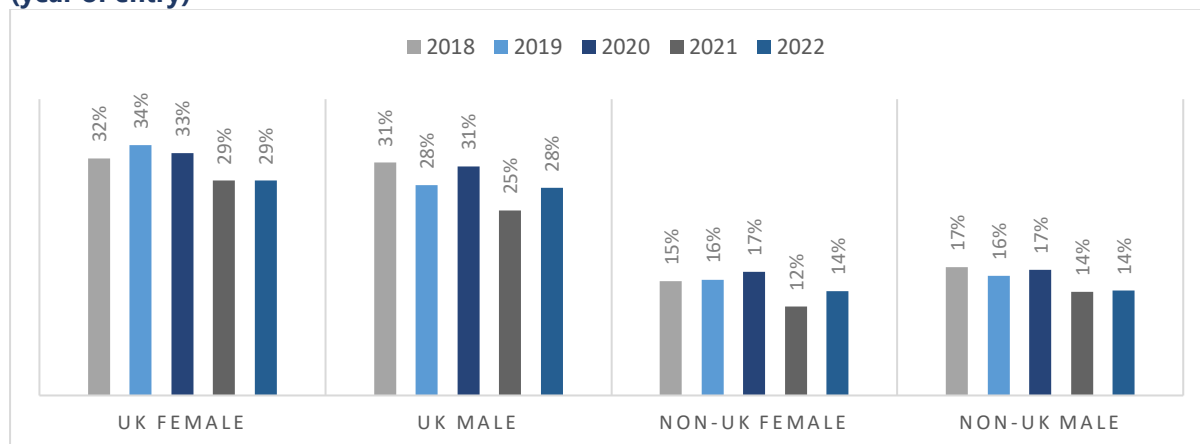
**Figure 15 – Postgraduate Taught & Research application rates by binary sex, 2018-2022 (year of entry)**



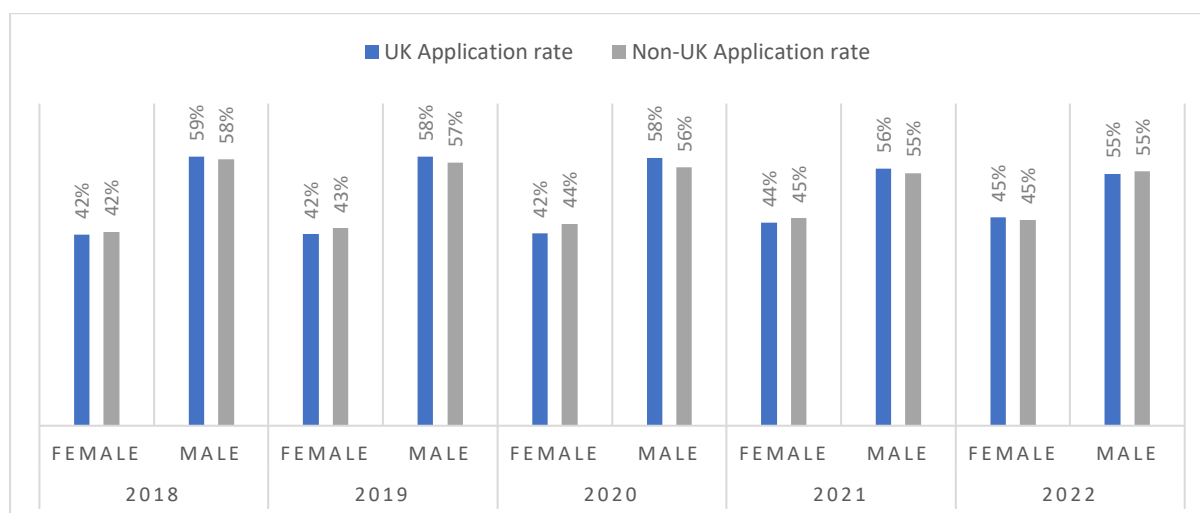
**Figure 16 – Postgraduate taught students application rate by binary sex and domicile, 2018-2022 (year of entry)**



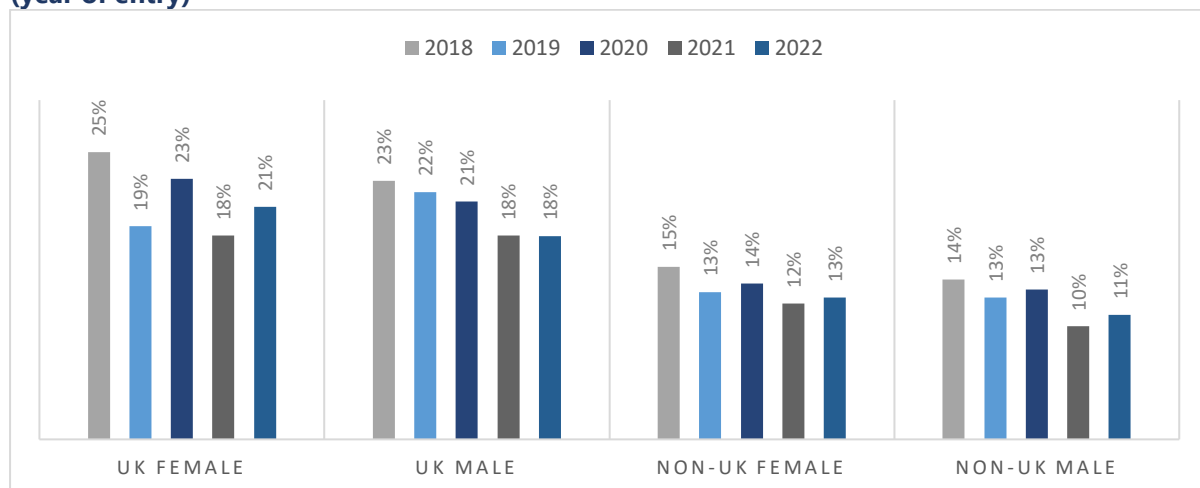
**Figure 17 - Postgraduate taught applicant success rates by binary sex and domicile, 2018-22 (year of entry)**



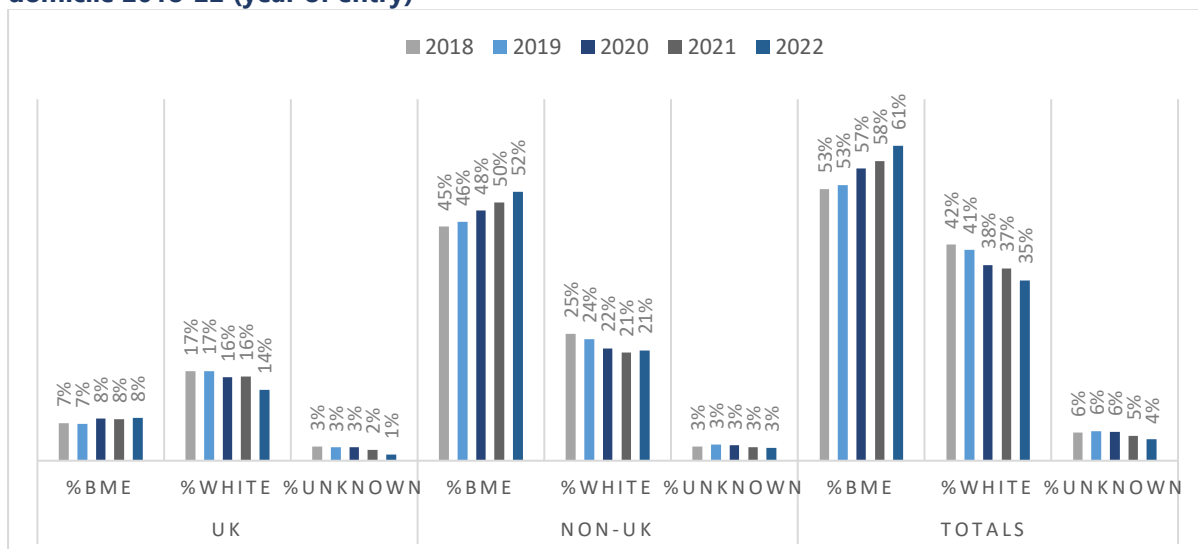
**Figure 18 – Postgraduate research students application rates by binary sex and domicile, 2018-2022 (year of entry)**



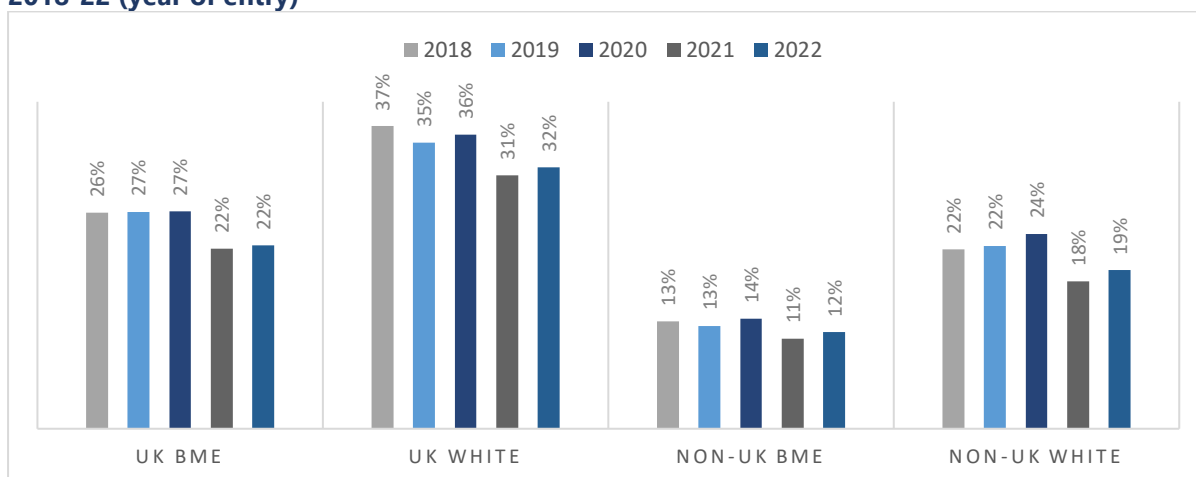
**Figure 19 – Postgraduate research applicant success rates by binary sex and domicile, 2018-22 (year of entry)**



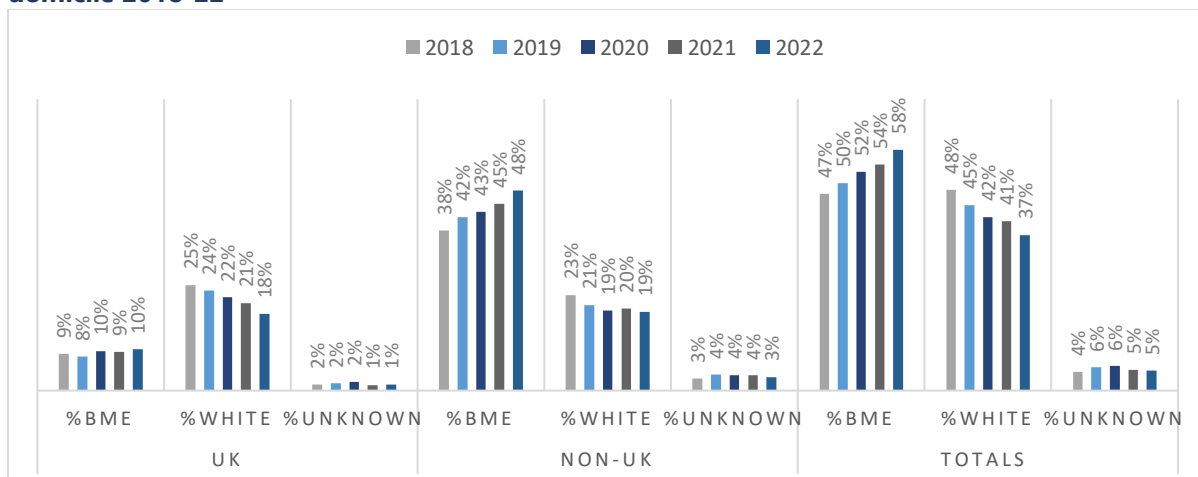
**Figure 20 – Postgraduate taught students application rates by BME/White ethnicity and domicile 2018-22 (year of entry)**



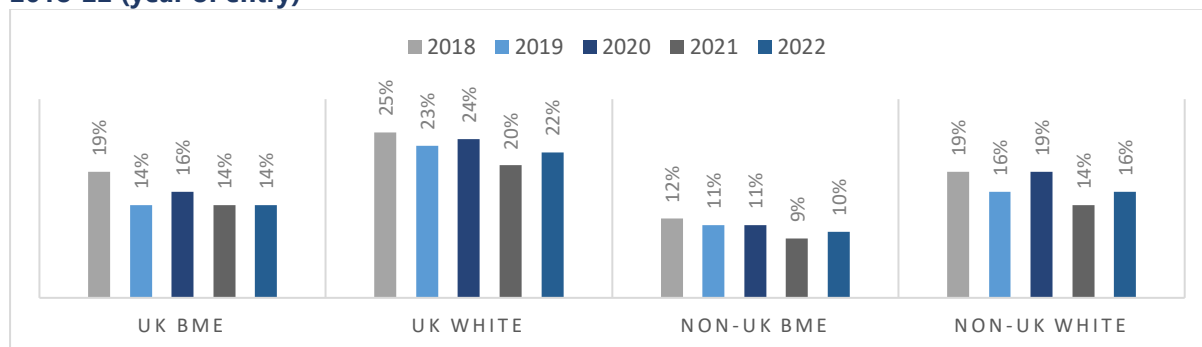
**Figure 21 – Postgraduate taught applicant success rates by BME/White ethnicity and domicile, 2018-22 (year of entry)**



**Figure 22 – Postgraduate research students application rates by BME/White ethnicity and domicile 2018-22**



**Figure 23 - Postgraduate research applicant success rates by BME/White ethnicity and domicile, 2018-22 (year of entry)**



## On-course students

### Highlights of 2022-23

#### ***Access and Participation Plan (UG students only)***

In 2022 the Office for Students (OfS) piloted new guidance for submitting Access and Participation Plans. Thirty-four universities participated in the pilot, submitting their plans in 2023, before the regulation was applied to all registered providers in 2024. The new plans will come into effect from the 2025-26 academic year and set out:

1. the risk of equality to opportunity that the provider has identified as relevant to their context;
2. intervention strategies which detail the actions providers will take to challenge risks to equality of opportunity;
3. the outcomes they expect to achieve;
4. how the provider plans to evaluate the impact of the work; and
5. the investment providers expect to make on access and participation plan.

Oxford is developing a new four-year plan which is due to be submitted in May 2024.

A number of supporting initiatives and activities have taken place over the 2022-23 academic year, aimed at ensuring equality and inclusion of the on-course experience for undergraduate and postgraduate students – as outlined in Table 5.

**Table 5 – On-course equality and inclusion initiatives**

<i>Initiatives/Projects</i>
<b><i><a href="#">The Guide to Designing Inclusive Assessments</a></i> (new)</b>
This tool supports course teams to consider assessment design and proactively minimise the likelihood of students being excluded, overlooked and/or disadvantaged in how they are assessed across their studies. The Centre for Teaching and learning provides a consultancy service to support departments and course teams in (re)-designing assessment for new and existing courses.
<b><i><a href="#">Digitally Supported Inclusive Teaching Toolkit</a></i> (new and continued- a product of the Digital Education Strategy Reported on in 2021-22 Equality Report)</b>
The toolkit supported the University's Digital Education Strategy 2023-27, a key goal of which is to enable a more inclusive educational environment for Oxford. The toolkit is designed to support students and staff at Oxford to:



- review digitally supported inclusive teaching practices in your course, programme or department;
- identify barriers to and opportunities for inclusion;
- find practical ways to implement and enhance digitally supported inclusive teaching;
- structure conversations and action planning with colleagues and students; and
- discover further guidance and support.

**[Student Experience Internship Scheme](#)** (*continued*) The Centre for Teaching and Learning Student Experience Internship Scheme enables students to work in partnership with academics, educational developers and other stakeholders on defined projects that provide demonstrable benefits to students' learning experiences at Oxford.

**[Internship Scheme 2023](#)** - In 2023, supported by the University's Digital Transformation Programme and UKRI's Higher Education Innovation Funding, the Centre for Teaching and Learning worked with eight student partners on two projects: [Investigating students' digital needs](#) and [Developing an academic skills hub proposal](#).

#### **[Diversity of Student Experience Project \(Continued\)](#)**

This project was carried out during 2022-23 as an in-house inquiry into how students from diverse backgrounds participate in learning at Oxford. The findings of the project will contribute to the University's revised Access and Participation Plan and associated actions. An interim report was released in Michaelmas Term 2023 and included a group of interim recommendations based on key findings. The project aims to make final recommendations in Hilary Term 2024.

**[Heritage Pathway](#)** (*continued*), organised by the Humanities Researcher Training & Development Programme, has provided UG students, PG students and Early Career Researchers at Oxford with the skills, knowledge and confidence to engage effectively with a wide range of partners in the heritage, museums and cultural sector. Through a combination of lectures, workshops and site visits, led by expert practitioners, participants understand their research in a wider context and gain experience in the heritage, museums and cultural sector. Heritage Pathway opens new avenues for careers and collaborations, while reinforcing researchers' ability to complete their research projects and academic tasks in a timely fashion.

The Heritage Partnerships Team in Humanities have continued to be an active host of **[Crankstart Internships](#)** over this period, hosting termly 5-day internships with heritage partners to provide work experience, insights into the heritage sector and networking with professionals for multiple students each term. Internships have been held with the National Trust, Blenheim Palace, and the London Charterhouse.

Research projects supported by the team during this period include a number with strong EDI themes, including a new Collaborative Doctoral Award (OOC DTP) on **[Women at the Charterhouse](#)**

**[Postgraduate awarding gaps \(new\)](#)** - In 2023, Taught Degrees and Awards Panel commenced an investigation into Postgraduate Taught Awarding Gaps. The project followed a review of the Annual Programme Statistics report which highlighted that students with different characteristics were more or less likely to gain a top outcome (i.e. Distinction).

The project looks at student completions and outcomes by World Bank Country income (WBCI) classification and groups, and student ethnicity and nationality. Initial findings show that both WBCI classification and ethnicity explained part of the difference in student performance. In addition, the impacts of ethnicity were different for performance of UK students and those from overseas. The Panel requested further detailed analysis to explore what factors may influence the probability of a student achieving a Distinction versus a lower award, considering UK and overseas PGT students separately.

The investigation has identified those student characteristics most likely to determine a Distinction versus a lower award and presents two models, for UK and international students respectively, to predict a probability of a Distinction. Future plans include further analysis and qualitative work to reinforce the preliminary findings. An application for funding has been made to support the work which will take place between February 2024 and February 2025.

The **Faculty of Classics** implemented measures to support students, including:

- an 8-week long language teaching support programme during the long summer vacation of 2023 for students whose language acquisition has been particularly disrupted because of the pandemic, and;
- developing EDI content on the Classics website as a first port-of-call for resources and systems of support.

#### ***'Workshop on Identity in the Classroom and Collaborative Learning': A film by the Oxford Department of International Development***

The MPhil in Development Studies at the Oxford Department of International Development (ODID) runs an annual student induction workshop on diverse and inclusive classroom. The aim of the workshop is to promote an inclusive and intellectually rewarding classroom culture of cooperative learning to enable students to engage constructively with each other and to value every student's contribution in class. Initiated in 2019, by Simukai Chigudu (Associate Professor) and Dan Hodgkinson (Departmental Lecturer), ODID produced a film of the workshop in 2023 which has been made publicly available on [YouTube](#).

The film is accompanied by a set of Guidance Notes and 'toolkit' on running the workshop and related resources (ODID Inclusive Classrooms (Identity Workshop) slides). These are available to members of the University with Single Sign-on via the SSD EDI website.

The **Computer Science JCCU** has trialled a new approach where the UG EDI representative chooses one EDI topic for the JCCU to focus on per term.

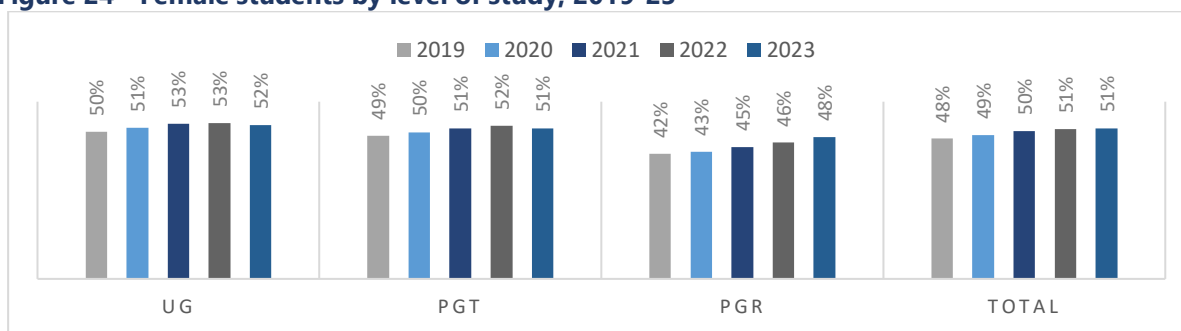
In **Biochemistry** a sub-committee of teaching committee was formed to focus on EDI in teaching. The sub-committee's initial focus is on the awarding gap, including that related to a new course which has an increased range of assessment types. The sub-committee will also focus on more general EDI matters.

### **Profile – on-course students**

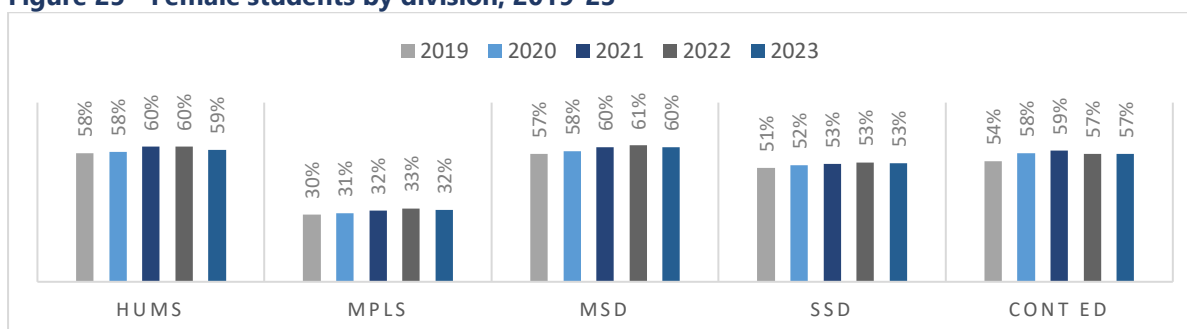
The following provides an overview of the diversity of Oxford's on-course student profile.

- The gender balance in Undergraduate (UG) and Postgraduate Taught (PGT) programmes has fluctuated slightly since 2019, and female now account for 52% of UG and 51% of PGT students.
- In Postgraduate research (PGR), the proportion of female students has increased from 42% to 48% since 2019. There continues to be under-representation of females in Science, Technology, Engineering and Mathematics (STEM) subjects at all levels of study, with female student representation in MPLS at 32%.
- Since 2019, the proportion of BME students has increased, from 30% to 38% with an increase for both UK and non-EU students, EU students stayed the same this year.
- The proportion of disabled students has increased at both Undergraduate and Postgraduate Research level, remaining steady for Postgraduate Taught students.
- Overall, the proportion of students identifying as LGBT+ has increased to 17%, from 12% in 2019.

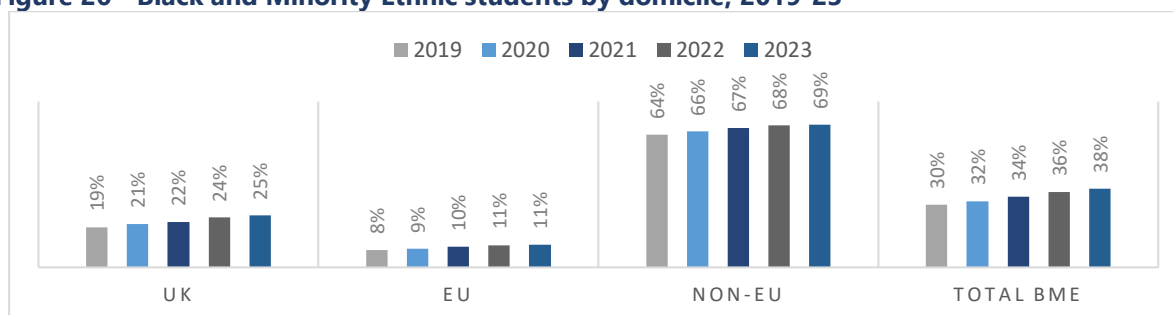
**Figure 24 - Female students by level of study, 2019-23**



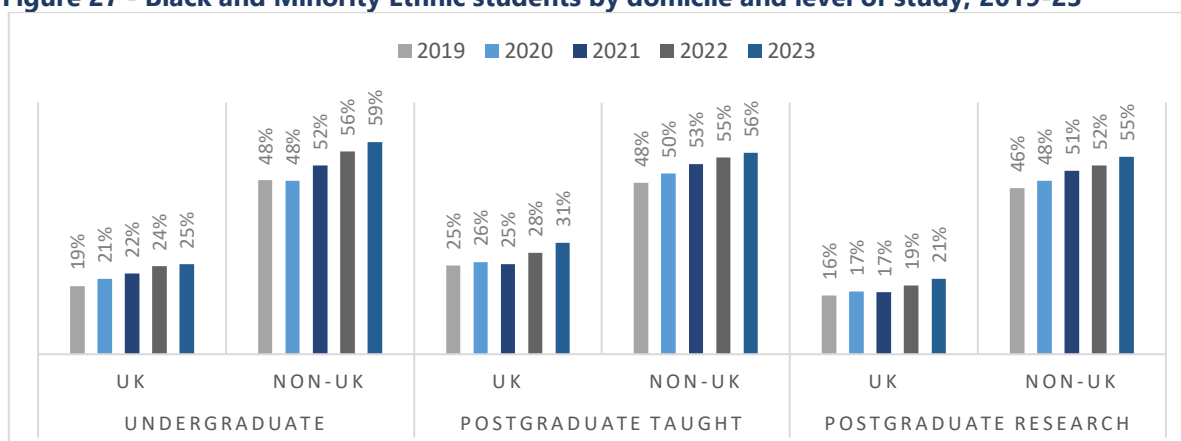
**Figure 25 - Female students by division, 2019-23**



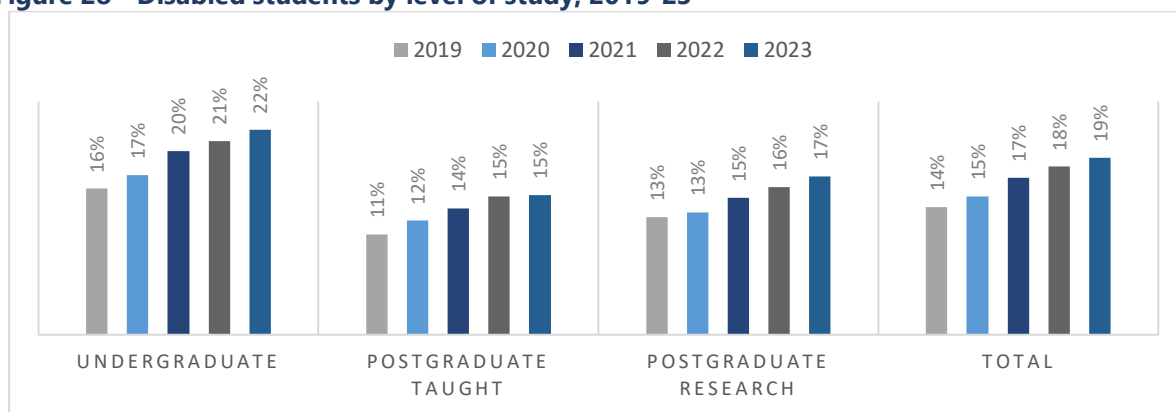
**Figure 26 - Black and Minority Ethnic students by domicile, 2019-23**



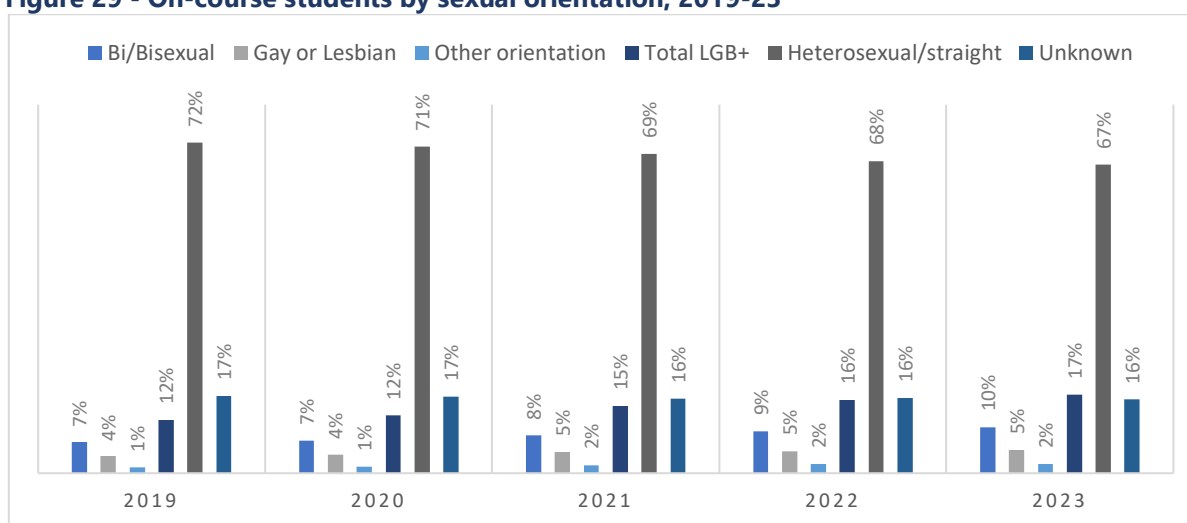
**Figure 27 - Black and Minority Ethnic students by domicile and level of study, 2019-23**



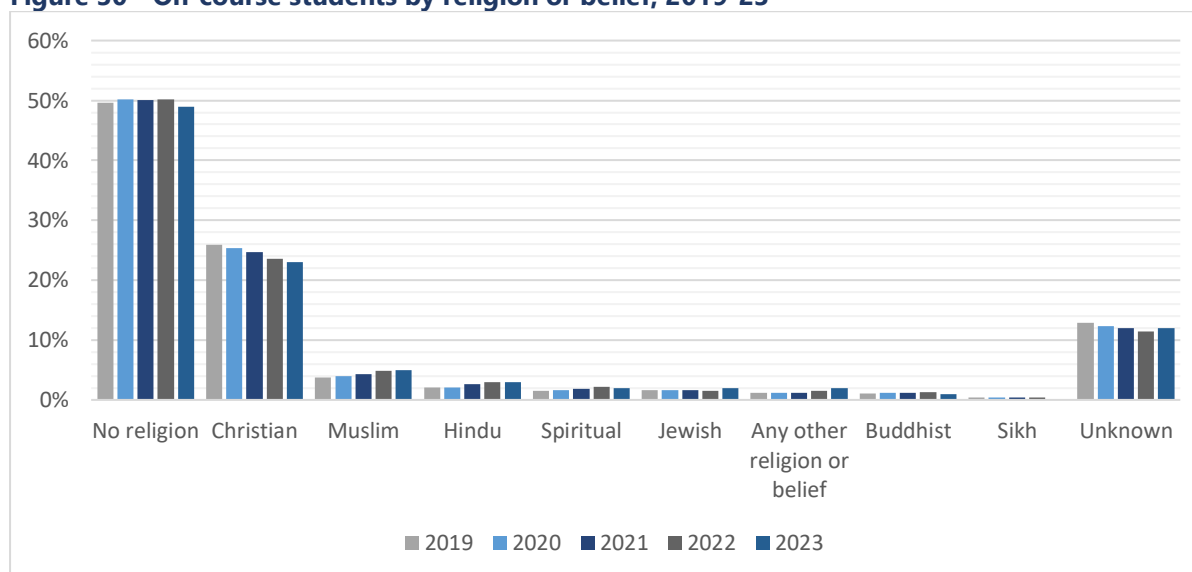
**Figure 28 - Disabled students by level of study, 2019-23**



**Figure 29 - On-course students by sexual orientation, 2019-23**



**Figure 30 - On-course students by religion or belief, 2019-23**

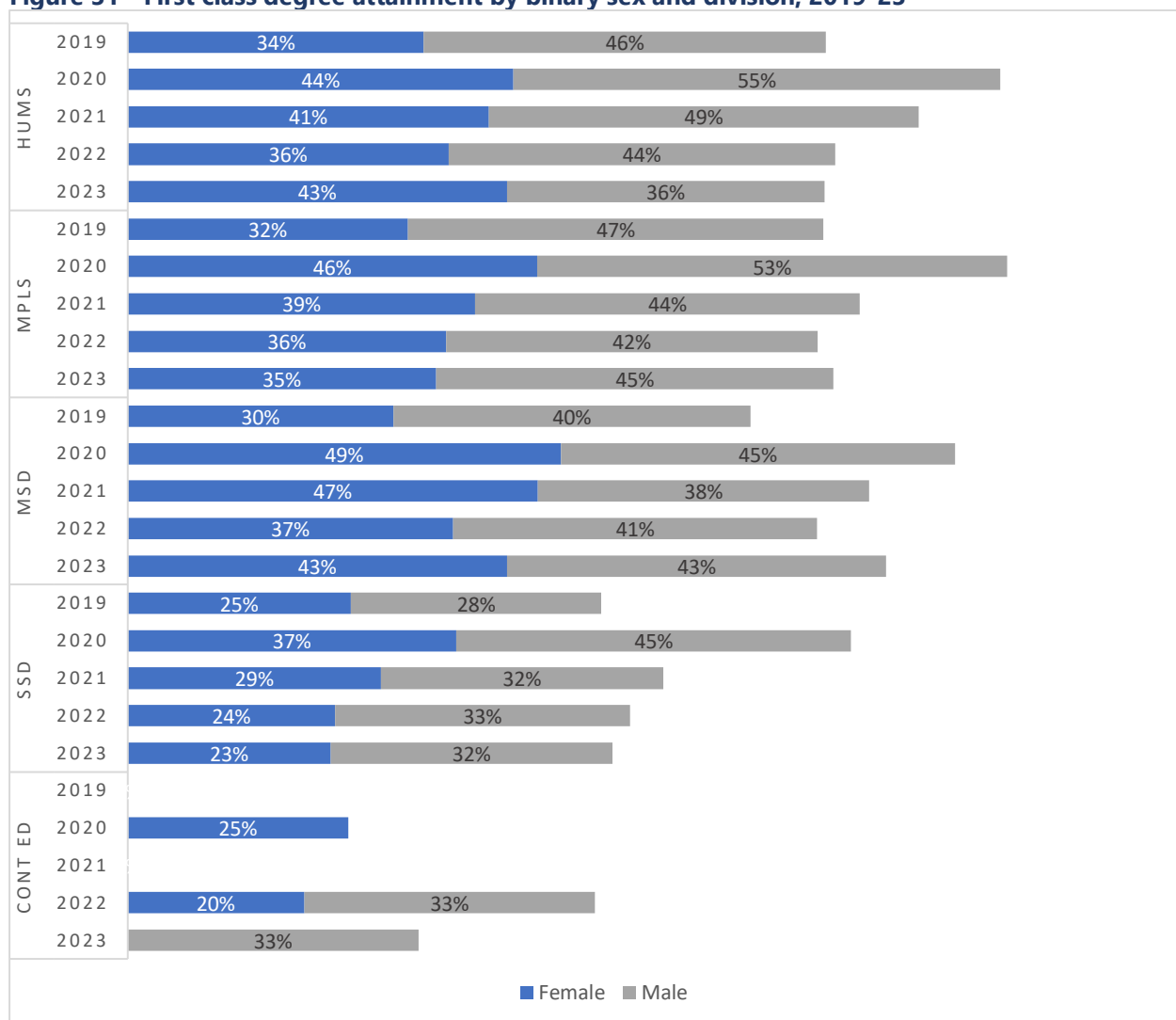


## Curriculum and Awarding

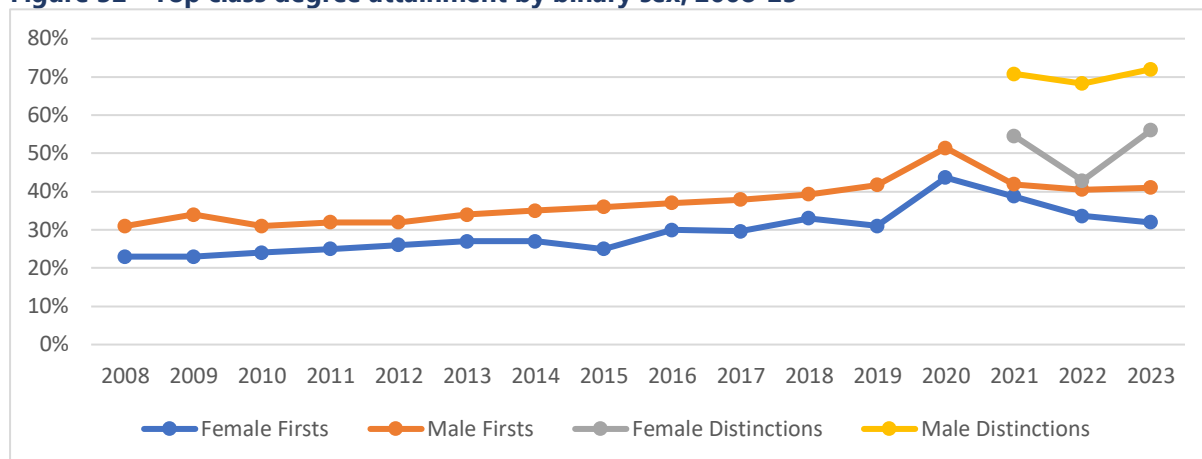
### Undergraduate Awarding

When APP targets were first set in 2018, the proportions of the undergraduate population with declared disabilities or of Black ethnicity were small and the outcomes of one or two students within a cohort could make a substantial difference to the awarding gap. In order to reduce this impact, a 3-year rolling averaging target was set for the disability gap and a 5-year rolling average for the ethnicity gap in 2019-20 respectively. Other factors have also led to variations in award outcomes year on year. These include the positive and negative impacts of the Covid pandemic on student outcomes, socio-economic background and changes to assessment methods in 2020 and 2021, a switch to a masters classification system in Mathematics/Computer Science in 2021 and a changing undergraduate population structure (e.g., higher proportions of students registering a disability and increasing numbers of Black students).

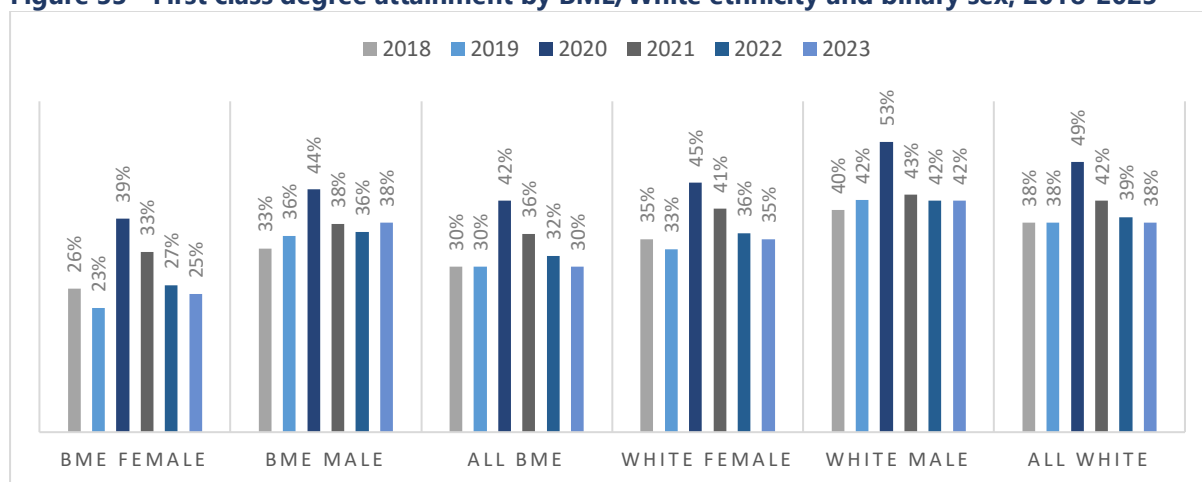
**Figure 31 - First class degree attainment by binary sex and division, 2019-23**



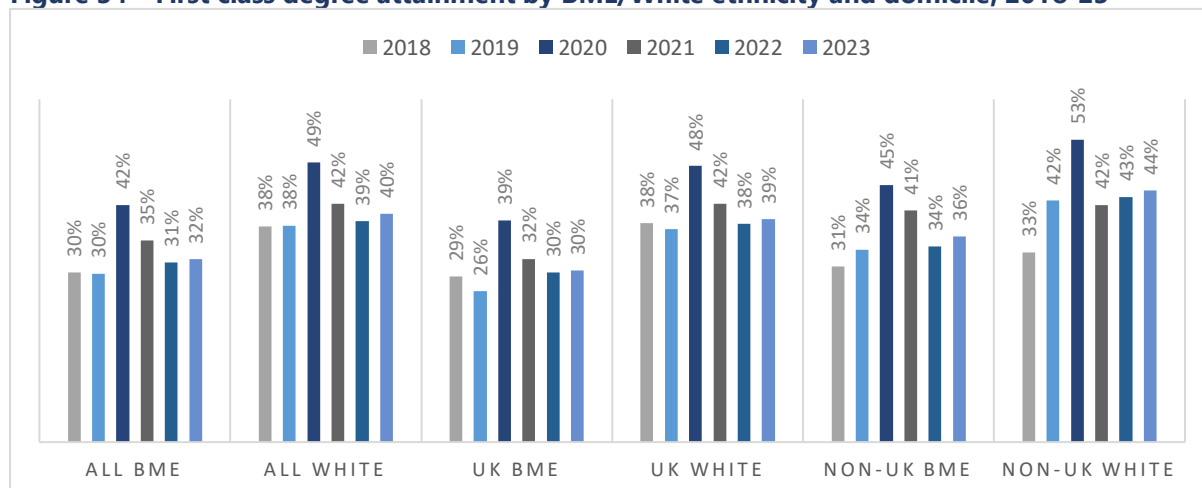
**Figure 32 - Top class degree attainment by binary sex, 2008-23<sup>12</sup>**



**Figure 33 - First class degree attainment by BME/White ethnicity and binary sex, 2018-2023**



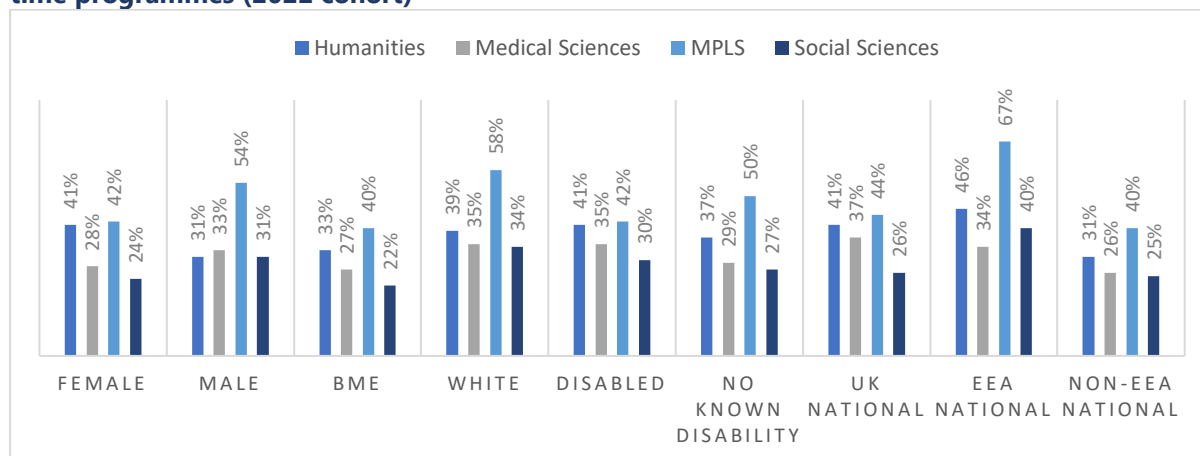
**Figure 34 - First class degree attainment by BME/White ethnicity and domicile, 2018-23**



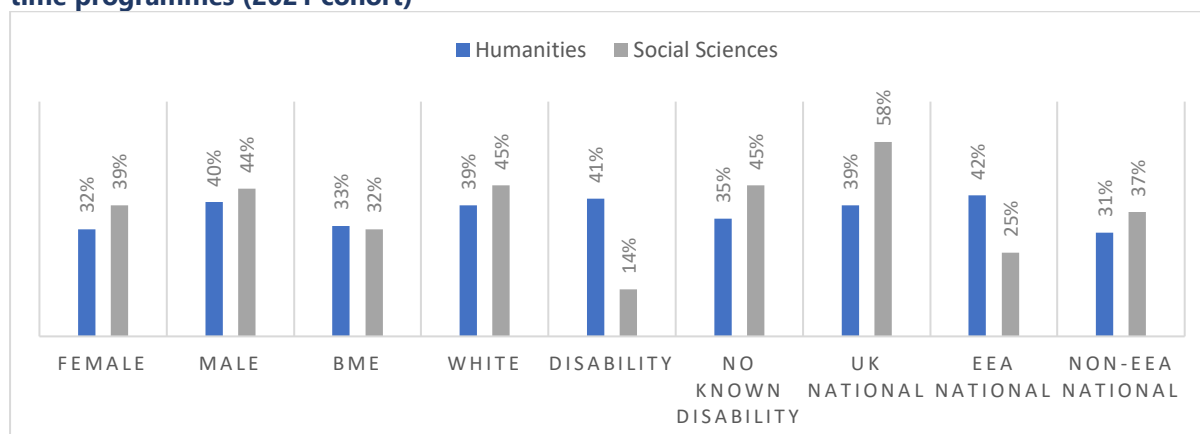
<sup>12</sup> Pre-2021 data excludes MMathPhys which awards Distinction/Merit/Pass rather than a classification. Results from 2021 onwards divided into two categories: one for classified programmes and one for the four MPLS programmes which award Distinction/Merit/Pass.

## Postgraduate Awarding

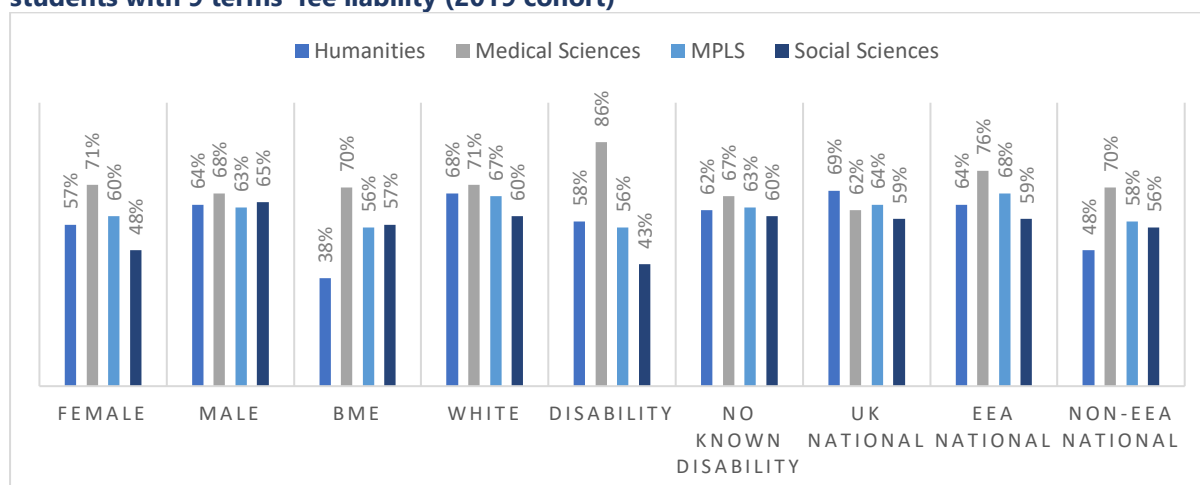
**Figure 35 - Postgraduate taught outcomes: distinctions awarded to students on one-year full-time programmes (2022 cohort)**



**Figure 36 - Postgraduate taught outcomes: distinctions awarded to students on two-year full-time programmes (2021 cohort)**



**Figure 37 - Postgraduate research outcomes: doctoral submissions within 48 months by students with 9 terms' fee liability (2019 cohort)**



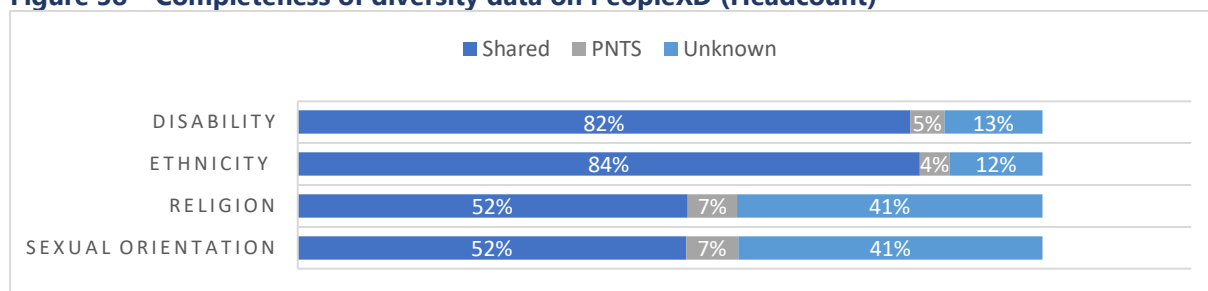
## Staff

### Staff Data

In 2022-23 the University of Oxford strengthened its staff data collection and monitoring processes, in recognition of the need for improvement in the completeness of staff diversity data (Fig38).

A new 'Onboarding' process through HR Self-Service was implemented, facilitating the completion of new starter details, including diversity data, via an integrated checklist. In addition, 'Resourcing dashboards' were shared with HR teams, enabling departments to review their historical aggregated recruitment data over time, to identify and address issues relating to equality arising at points in the recruitment pipeline. Further developments to enable greater visibility of anonymised, aggregated diversity data are planned for 2023-24, through the provision of 'Diversity dashboards', which will enhance and support analysis of priorities and actions related to different staff groups at both Divisional and departmental level.

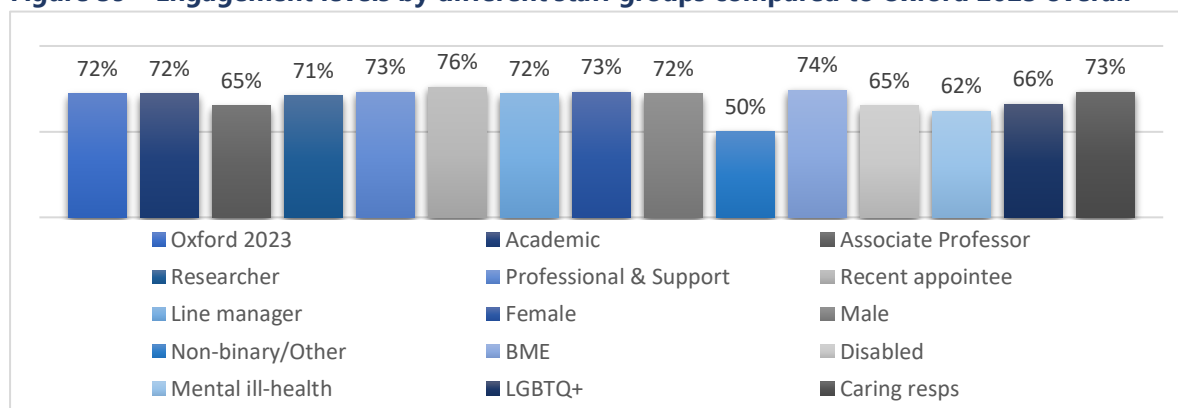
**Figure 38 – Completeness of diversity data on PeopleXD (Headcount)**



### Staff Experience Survey 2023

The University's biennial Staff Experience Survey (SES) 2023, elicited a 58% response rate (8,980 respondents). The information obtained through the survey has served as an important indicator of staff satisfaction and engagement levels across the Institution, Divisions and at departmental level. Engagement, in this context, refers to the personal connection an individual feels toward an organisation, encompassing elements such as self-motivation, commitment, pride, advocacy, and job satisfaction. The survey data not only provides insights into overall satisfaction but also functions as a gauge for variations in experiences or engagement levels amongst different groups, as can be noted in Fig39.

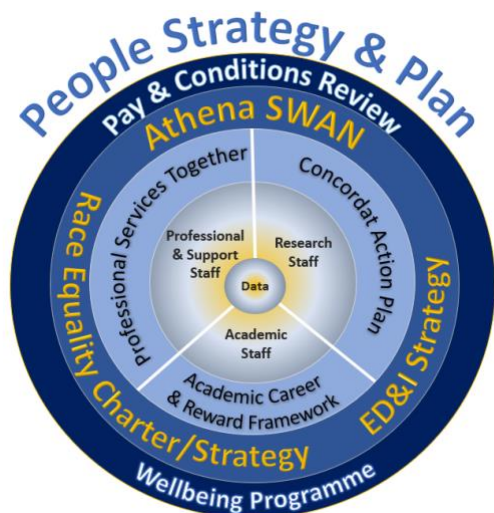
**Figure 39 – Engagement levels by different staff groups compared to Oxford 2023 overall**





As well as an indicator of satisfaction and engagement, the results have been used to measure progress across a comprehensive array of initiatives aimed at improving equality between staff from different groups, enhancing inclusive practices and culture, exemplified by programs like Athena SWAN, Race Equality, and broader Equality, Diversity, and Inclusion (EDI) Plans.

**Figure 40 – Staff Survey data reach to Strategic projects**

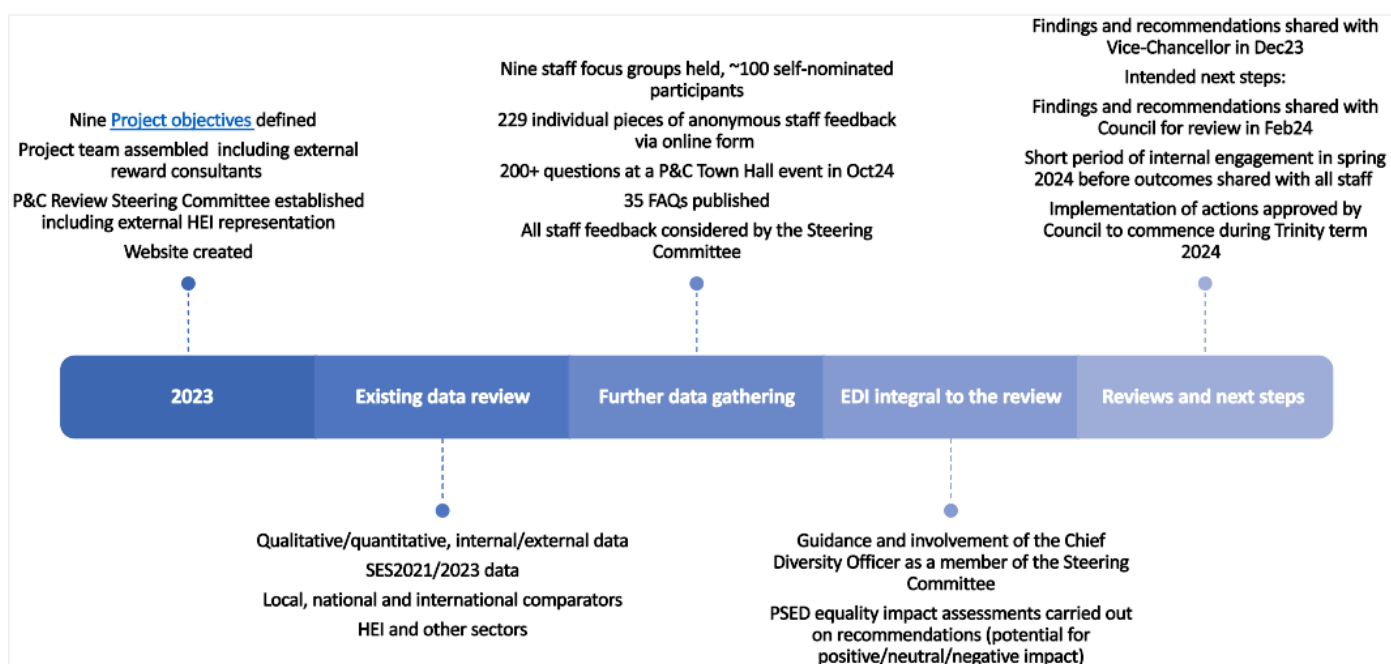


Staff Survey data has been informative to University strategic projects and workstreams (Fig40), including the Pay & Conditions Review, the Academic Career & Reward Framework and the Strategic Review of Professional Services. Divisions and departments have also analysed their data to inform EDI priorities and develop and implement local action plans.

### Pay & Conditions Review

The aim of the [Pay & Conditions Review](#), which the Vice-Chancellor commissioned in January 2023, has been to conduct a comprehensive review of the total reward and benefits offer for all University-employed staff and staff on joint appointments with colleges. Considerations of EDI have been central to the steering group’s deliberations, with the Chief Diversity Officer a member of the group.

**Figure 41 – Pay & Conditions Review timeline**



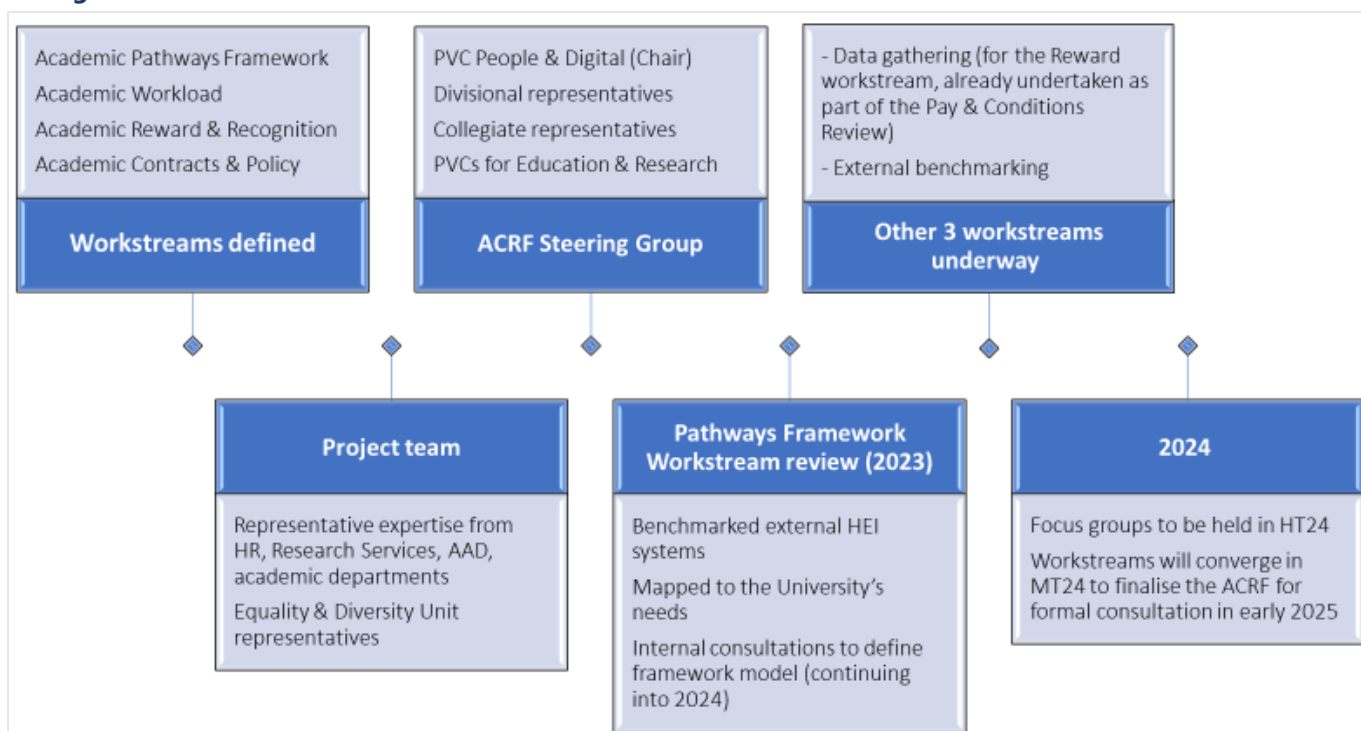
The steering committee’s recommendations were subject to a preliminary Equality Impact Assessment, in which an assessment was made about the potential of each recommendation to have a positive/negative/neutral impact equality. This provisional assessment will be considered further and refined as required, based onto ensure that potential impacts on data for different protected characteristics are considered.

### Academic Career & Reward Framework (ACRF)

Established in 2022, the aims of the [ACRF](#) are: (1) A set of clear career paths for academics and research staff, (2) Recognition of teaching and research, and the ability to adjust the balance through career, (3) Clarity on pay benchmarks and pay mechanisms, (4) Pathways which readily align with the research career progression, (5) Relief of workload stress for Associate Professors. Promote and encourage departments to engage and use workload models, (6) and Improved satisfaction with pay and benefits. The timeline for the project can be seen in Fig42.

The feedback from academic and research staff in the SES2023, in relation to the themes of career development, workload, wellbeing, and pay and benefits, will inform the development of the framework. In conjunction with insights gleaned from consultations and focus groups, equality will be integral to shaping future developments and recommendations.

**Figure 42 – ACRF timeline**



## Staff profile

Figure 43 provides a summary of the University's staff population, on 31<sup>st</sup> July 2023, based on full time equivalent numbers, unless otherwise stated. Further data by protected groups is covered within the following section.

**Figure 43 – Staff profile**

Characteristic	Status	Total	Academic	Researcher	P&M <sup>13</sup> Grade 6+	S&T <sup>14</sup> Grade 1-5
<b>Legal Sex</b>	Female	34%	34%	46%	61%	63%
	Male	66%	66%	54%	39%	37%
<b>Ethnicity</b>	White	67%	70%	54%	75%	71%
	BME	17%	11%	25%	13%	14%
	Unknown	16%	19%	21%	11%	15%
<b>Citizenship</b>	Countries of citizenship	130	71	113	96	81
<b>Disability status</b>	Disability	6%	3.6%	4.5%	7.2%	8.8%
	No Disability	76%	77%	72%	80%	74%
	Prefer Not to Say	5%	7%	5%	3%	5%
	Unknown	13%	12%	19%	9%	12%
<b>Age band</b>	Under 30	14%	1%	9%	17%	25%
	30-39	33%	20%	29%	49%	23%
	40-49	25%	31%	30%	20%	20%
	50-59	19%	30%	24%	9%	20%
	60-64	6%	11%	7%	3%	8%
	65+	3%	7%	2%	1%	4%
<b>Religion or Belief</b>	Shared Religion or belief	52%	28%	56%	56%	59%
	Prefer Not to Say	7%	4%	7%	7%	6%
	Unknown	41%	68%	37%	37%	35%
<b>Full-time</b>	Female	49%	94%	87%	79%	72%
	Male	51%	95%	94%	93%	87%
<b>Part-time</b>	Female	75%	6%	13%	21%	28%
	Male	25%	5%	6%	7%	13%
<b>Contract type</b>	Fixed Term	49%	16%	88%	36%	32%
	Permanent/open-ended	51%	84%	12%	64%	68%
<b>Sexual Orientation</b>	Shared Sexual Orientation	52%	28%	63%	49%	58%
	Prefer Not to Say	7%	5%	7%	7%	7%
	Unknown	41%	68%	41%	33%	34%
<b>Sexual Orientation<sup>15</sup></b>	Bisexual	4%				
	Gay man	2%				
	Gay woman/lesbian	1%				
	Other sexual orientation	1%				
	Heterosexual	80%				
	Prefer Not to Say	12%				

<sup>13</sup> P&M = Professional & Management staff.

<sup>14</sup> S&T = Support & Technical staff.

<sup>15</sup> These figures account for all staff with a complete record.

## Staff Profile – by protected characteristics

### Staff Profile - Sex

The proportion of female staff in senior academic roles has increased to 28% from 27% in 2021-22. Overall female staff account for 34% of academic staff. The proportion of female researchers has stayed the same, around 45-46% over the last six years.

**Table 6 - % of women by staff groups**

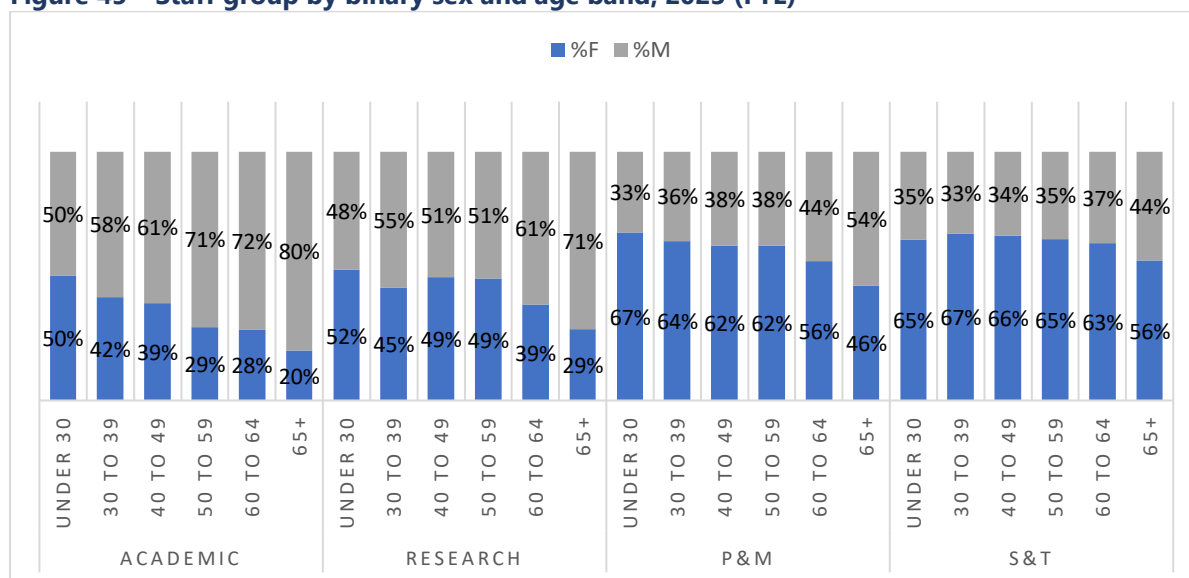
Group	% of group	
	2022	2023
<b>Academic staff</b>	33%	34%
<b>Research staff</b>	46%	46%
<b>Professional and Management staff</b>	61%	61%
<b>Support and Technical staff</b>	63%	63%
In academic roles, women account for:		
<b>Professors</b>	27%	28%
<b>Statutory Professors</b>	20%	22%
<b>Titular Professors</b>	29%	29%
<b>Associate Professors</b>	32%	33%

In academic divisions, female staff account for 51% of all staff, although they are represented in higher proportions within professional and support staff roles (64% of all roles). MSD has the highest number of female staff in academic and research roles (52%), and MPLS has the lowest (24%). Proportions of female professional and support staff are highest in Social Sciences and Humanities Divisions (70%), closely followed by Medical Sciences (66%). The proportion of women decreases within all staff groups from age 60+ (Fig44), however, for academic staff, this proportion decreases at each age bracket until women represent only 1 in 5 staff aged 60+.

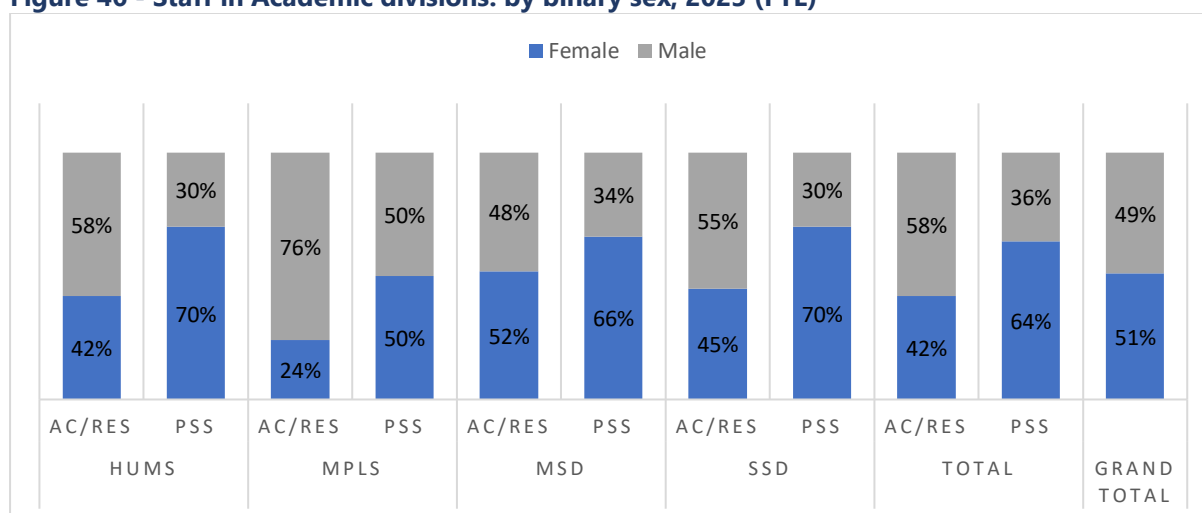
**Figure 44 - Female staff in post by role group, 2018-23 (FTE)**



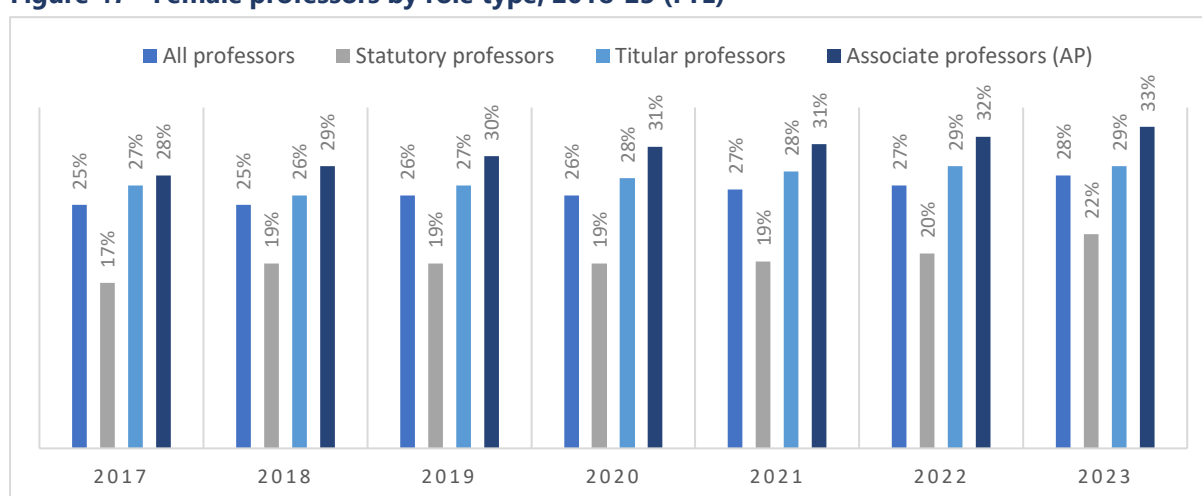
**Figure 45 – Staff group by binary sex and age band, 2023 (FTE)**



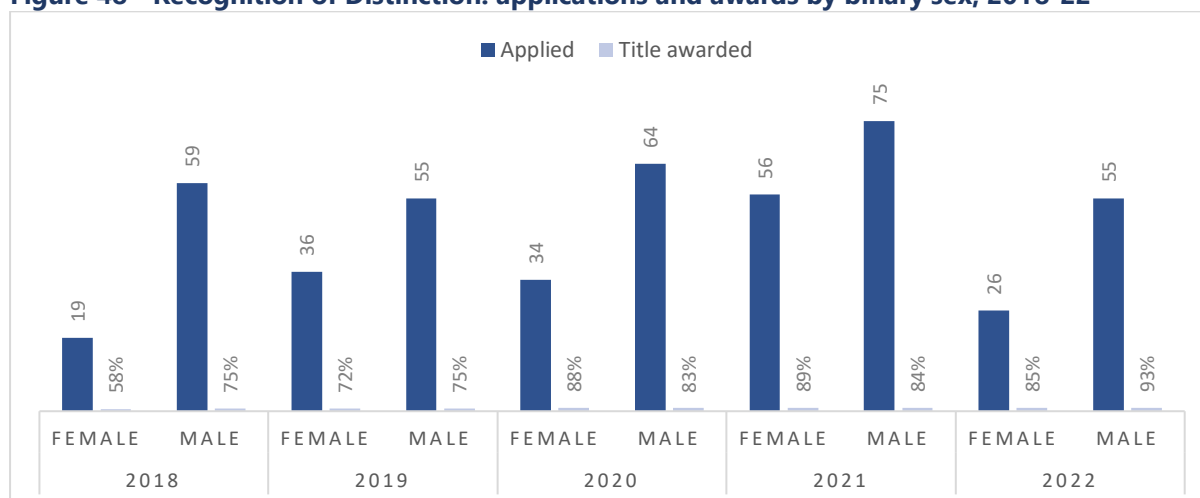
**Figure 46 - Staff in Academic divisions: by binary sex, 2023 (FTE)**



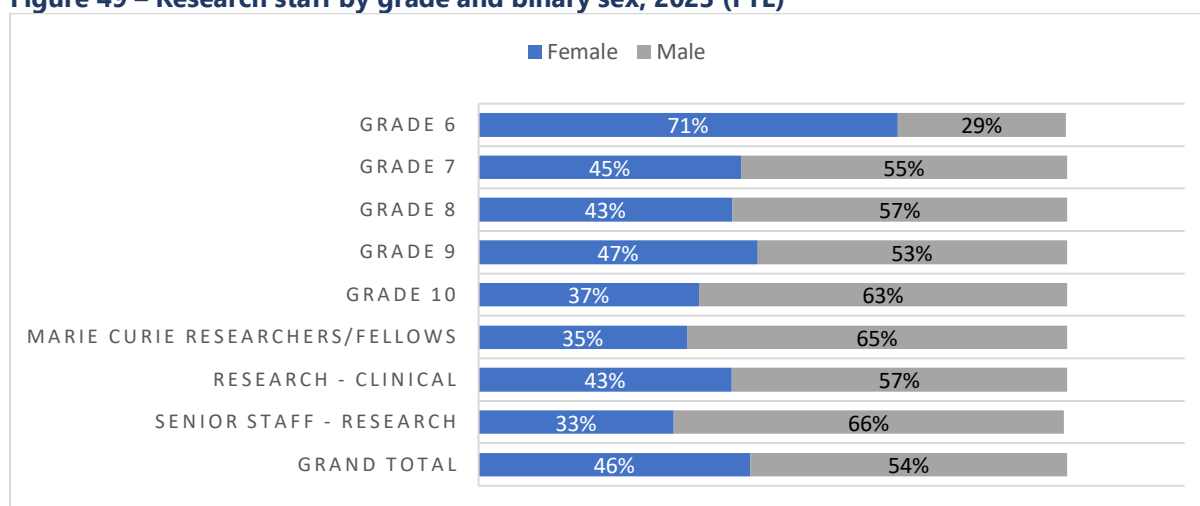
**Figure 47 - Female professors by role type, 2018-23 (FTE)**



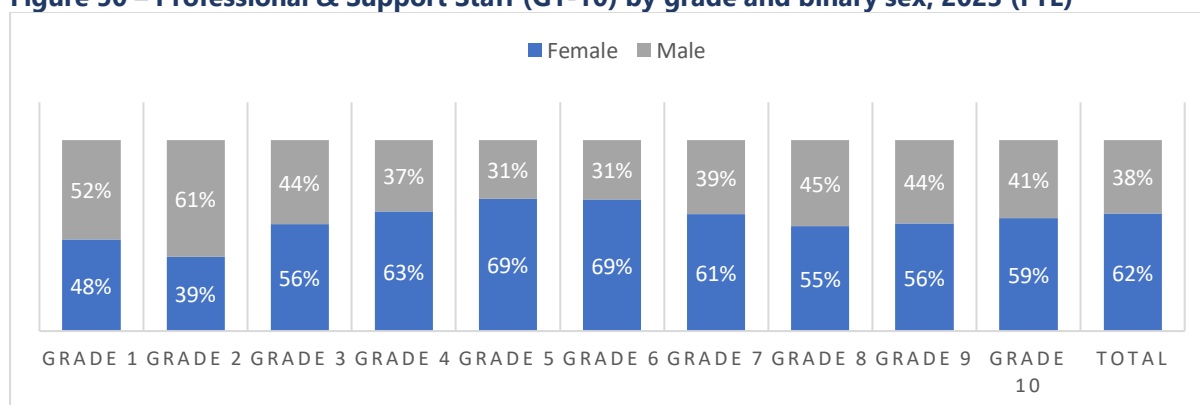
**Figure 48 - Recognition of Distinction: applications and awards by binary sex, 2018-22**



**Figure 49 – Research staff by grade and binary sex, 2023 (FTE)**

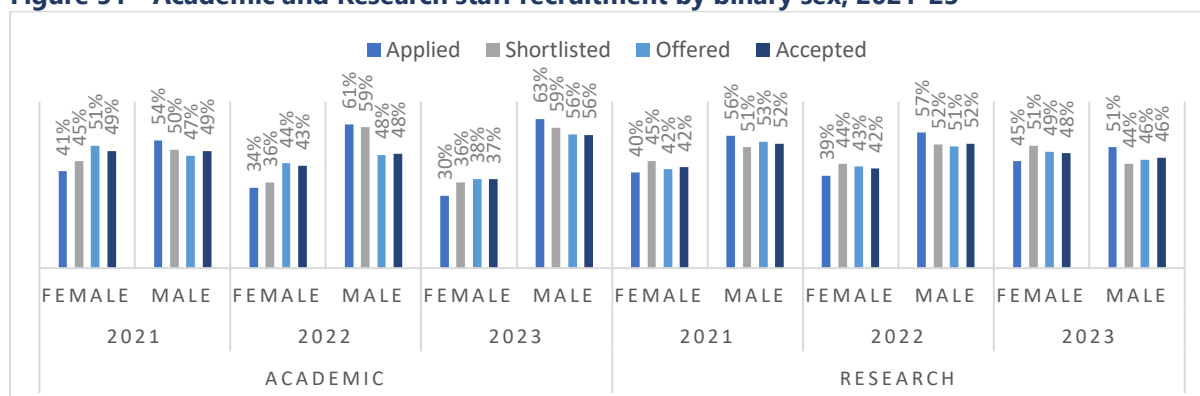


**Figure 50 – Professional & Support Staff (G1-10) by grade and binary sex, 2023 (FTE)**



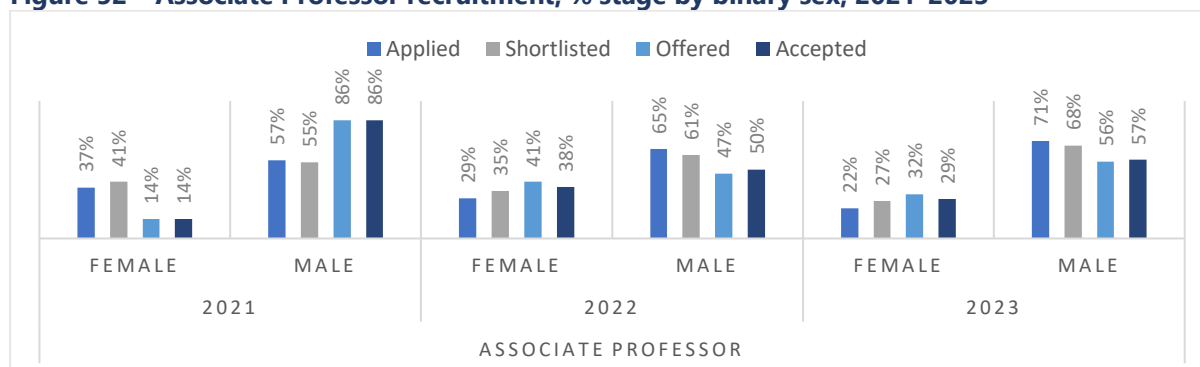
Female staff account for 62% of all Professional and Support (PSS) roles, with the gap largest in grades 4, 5 and 6, where they occupy 68% of roles (many of which are administrative). The University has identified this gendered job segregation (horizontal by grade and vertical by job group) as a major influence on the gender pay gap.

**Figure 51 - Academic and Research staff recruitment by binary sex, 2021-23**



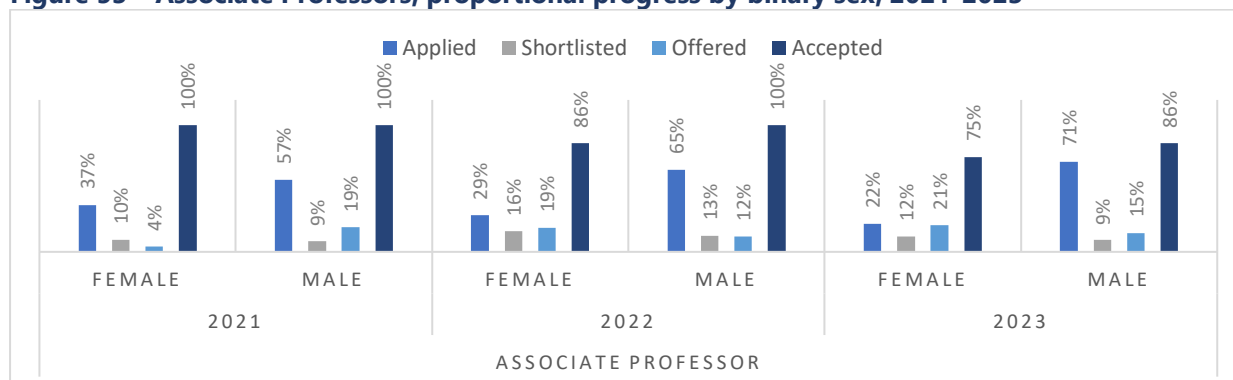
The application rates (Fig51) for both Academic and Researcher vacancies are lower for female applicants than for males. However, the conversion to shortlisting and offer is at a proportionately higher rate than male applicants. Although shortlisted at a higher rate, offers to female researcher applicants has been at a slightly lower rate than for male applicants.

**Figure 52 – Associate Professor recruitment, % stage by binary sex, 2021-2023**



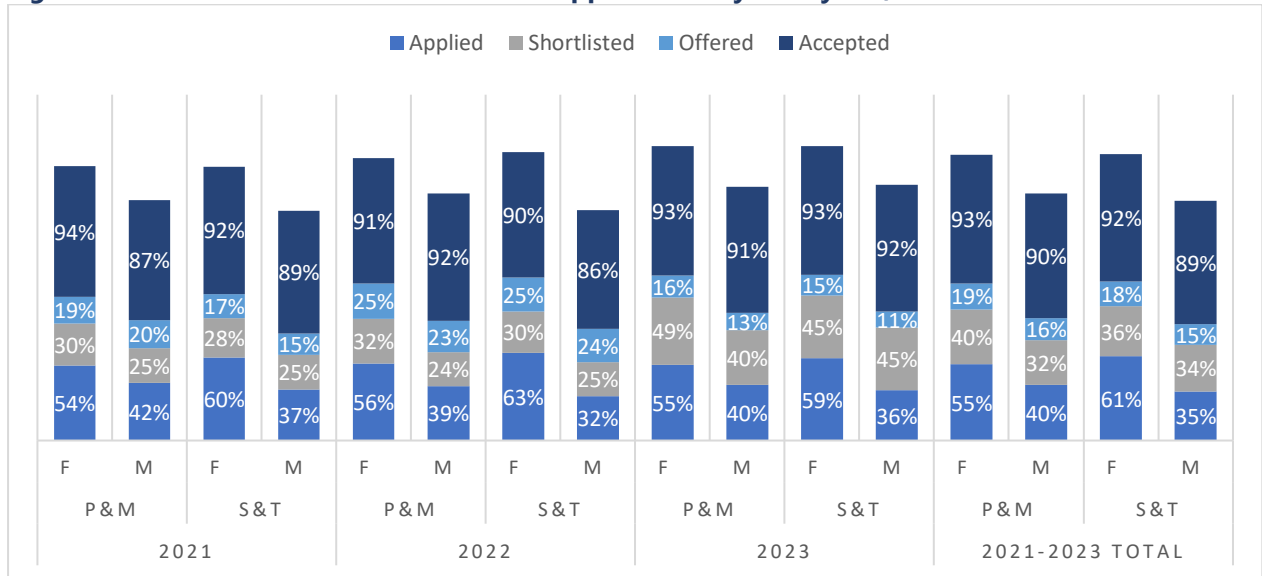
Decreasing female applications to Associate Professor vacancies between 2021 and 2023 (Fig52) is likely to be due to 48% (n=28) of vacancies during this period being in MPLS, where only 19% of total applicants were female, highlighting the perpetual challenge of a lower female to male applicant pool within STEM disciplines.

**Figure 53 – Associate Professors, proportional progress by binary sex, 2021-2023**



Female applicants for Associate Professor roles have been shortlisted at a slightly higher rate than male applicants in the last 3 years (Fig53), and in the last two years, female applicants have been offered at a higher rate, but accepted at a slightly lower rate, than male applicants.

**Figure 54 – Recruitment of Professional & Support Staff by binary sex, 2021-2023**

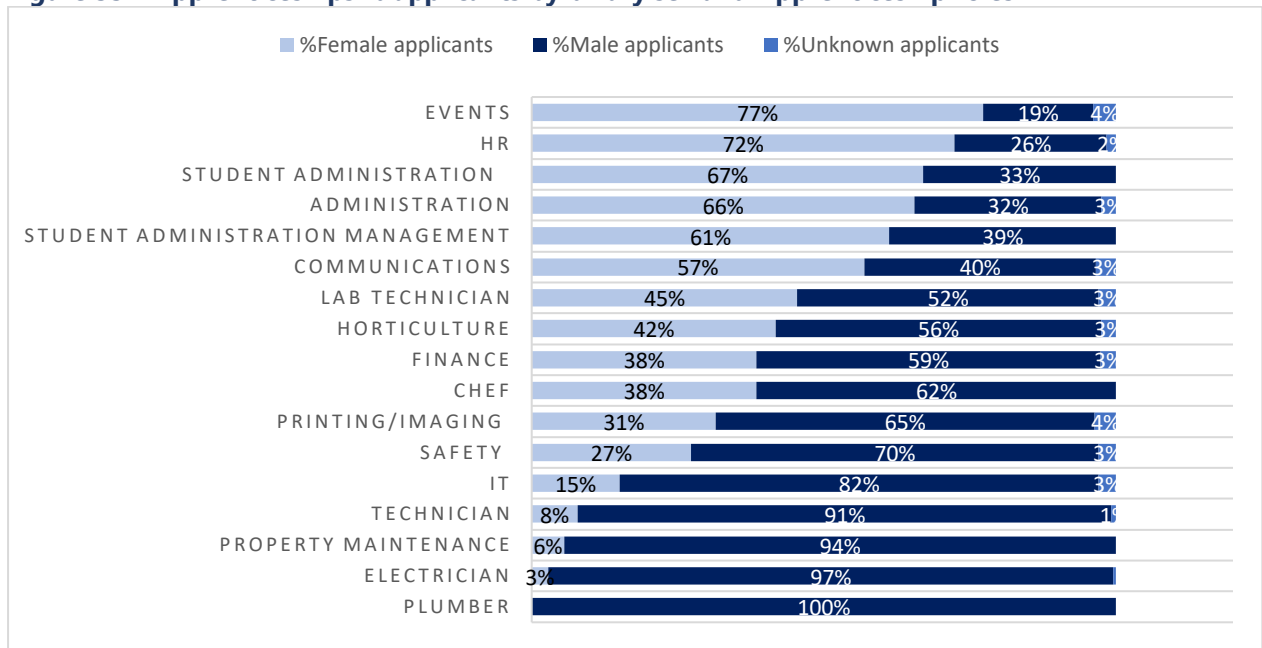


Overall, female applicants have applied and been shortlisted for PSS roles at a higher rate than male applicants in the last 3 years (Fig54). The overall offer rate and acceptance rates have also been slightly higher for female staff.

**Apprenticeships**

Overall, the proportion of applicants for apprenticeship vacancies (Fig55) are split between female (39%) and male (59%). It is evident that some apprenticeships attract significantly more male applicants in roles such as Plumbers, Electricians, Technicians, Property Maintenance, as well as in IT and safety roles. To a lesser degree, Events, HR and administrative Apprenticeships are more dominated by female applicants.

**Figure 55 – Apprenticeships % applicants by binary sex and Apprenticeship roles<sup>16</sup>**



<sup>16</sup> Recruitment data 2021-2023 combined and grouped into Apprenticeship roles.

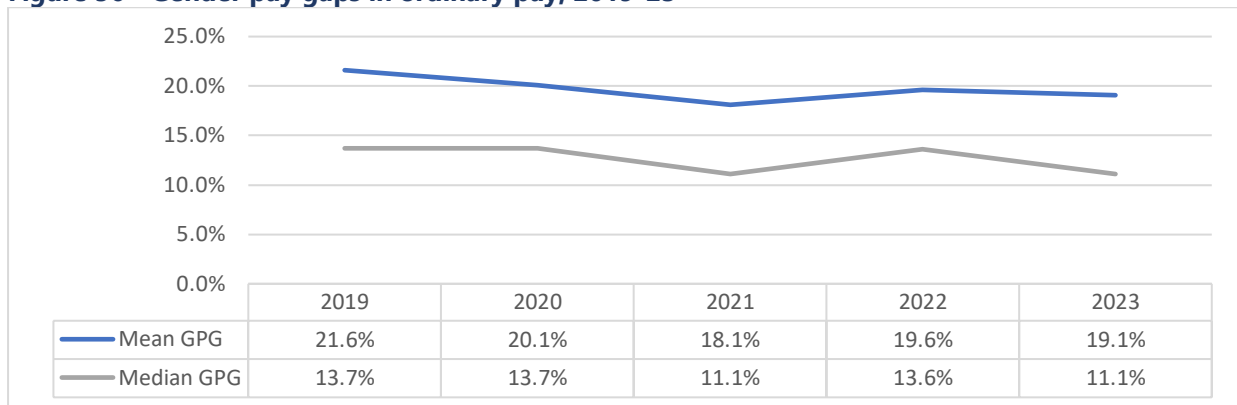


## Gender Pay Gap

Between 2022 and 2023, the gender pay gap decreased again after an unusual increase in 2022. The mean gender pay gap decreased to 19.1% (down from 19.6% in 2022) and the median pay gap reduced to 11.1% (down from 13.6% in 2022).

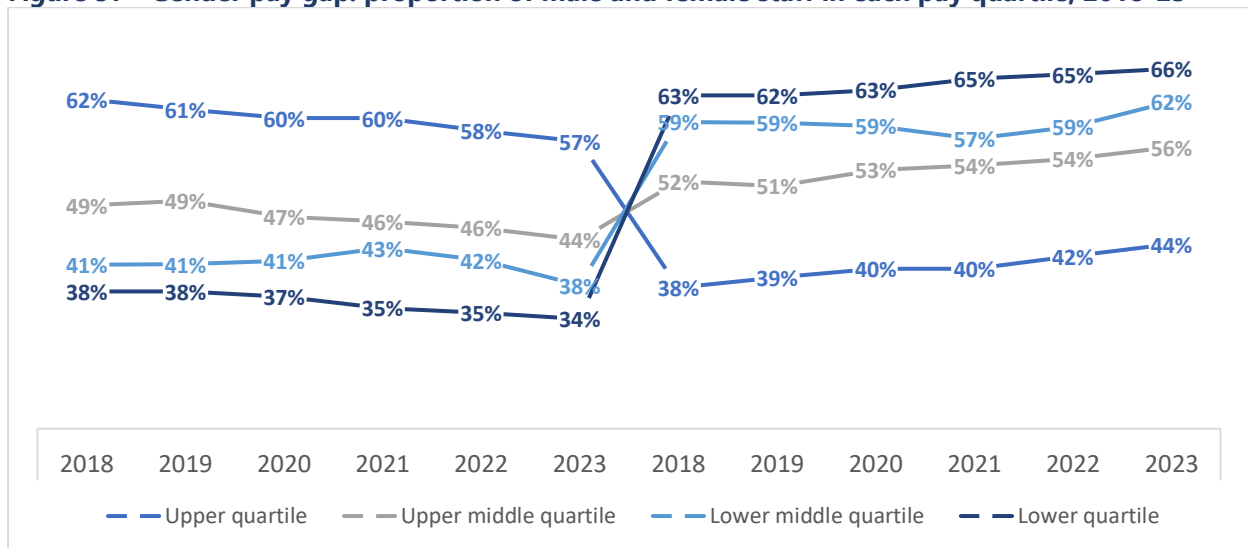
The decreases in both the mean and median gender pay gaps are attributed to a rise in the average hourly rates for women, likely due to a 2.8% rise in the female population contrasted with a 0.3% increase in the male population, along with some shifts between grades by gender.

**Figure 56 - Gender pay gaps in ordinary pay, 2019-23**



There has been an increase in the proportion of women in every pay quartile. The proportion of women in the upper pay quartile has increased by 1.4%; by 1.5% in the upper middle quartile; by 3.2% in the lower middle pay quartile; and by 0.7% in the lower quartile.

**Figure 57 - Gender pay gap: proportion of male and female staff in each pay quartile, 2018-23**



A Task and Finish Group was set up in late 2023 to undertake an in-depth analysis of the University's gender pay gap data to identify underlying causes and potential actions. Recommendations will be shared in Trinity Term 2024 and are expected to focus on standardising inclusive recruitment practices across professional grades, developing mechanisms for improving flexible and part-time working in senior grades, and improving support for career progression and promotion as part of the wider Professional Services Together programme.

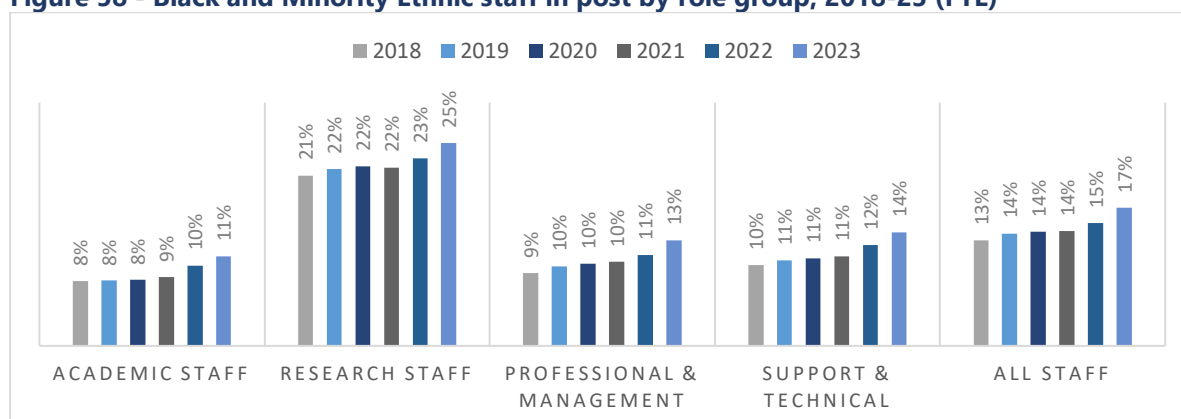
### Staff Profile – Race/ethnicity

As of July 2023, 17% of staff identified as Black or Minority Ethnic (BME), compared to 15% in 2022, and there has been an increase of BME representation of between 3-4% since 2018 across staff groups. However, BME staff are represented in higher proportion amongst lower grades, comprising 25% of research roles and 15% in PSS roles below grade 8. In higher grades, BME staff account for 18% of research roles (2% from target of 20%) and 10% of PSS roles in Grade 8+ (4% from target of 14%).

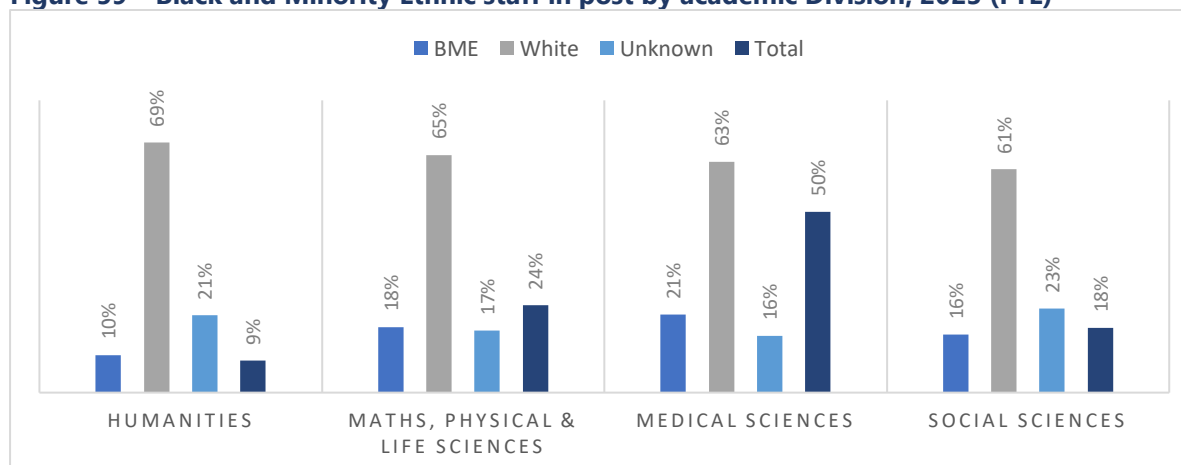
**Table 7 – Staff Groups by ethnicity**

Group	% of group 2022	% of group 2023
<b>Academic staff</b>	10%	11%
<b>Research staff</b>	23%	25%
<b>Professional and Management staff</b>	11%	13%
<b>Support and Technical staff</b>	12%	14%
In academic roles, BME staff account for:		
<b>Professors</b>	8%	9%
<b>Statutory Professors</b>	6%	8%
<b>Titular Professors</b>	9%	9%
<b>Associate Professors</b>	9%	9%

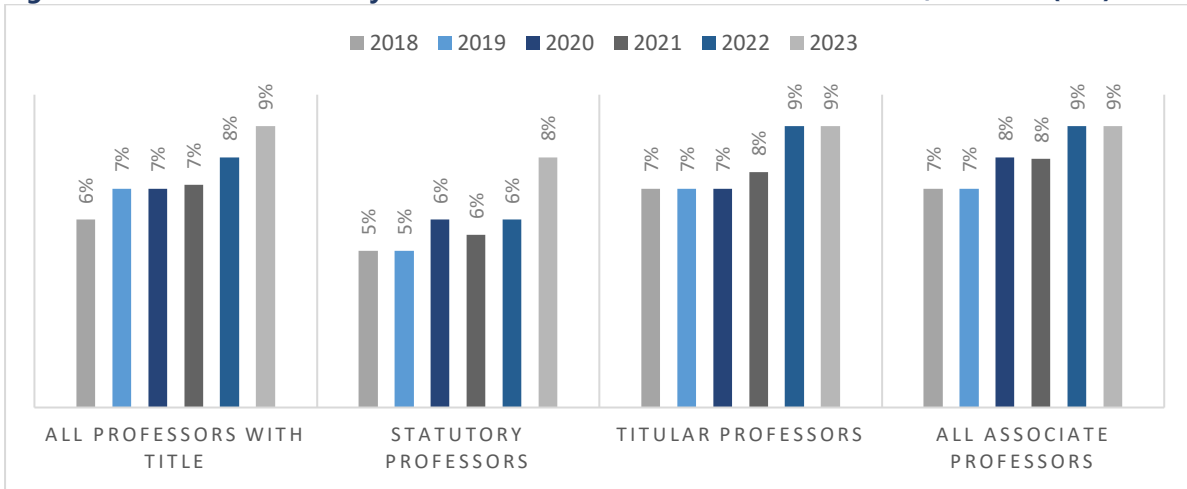
**Figure 58 - Black and Minority Ethnic staff in post by role group, 2018-23 (FTE)**



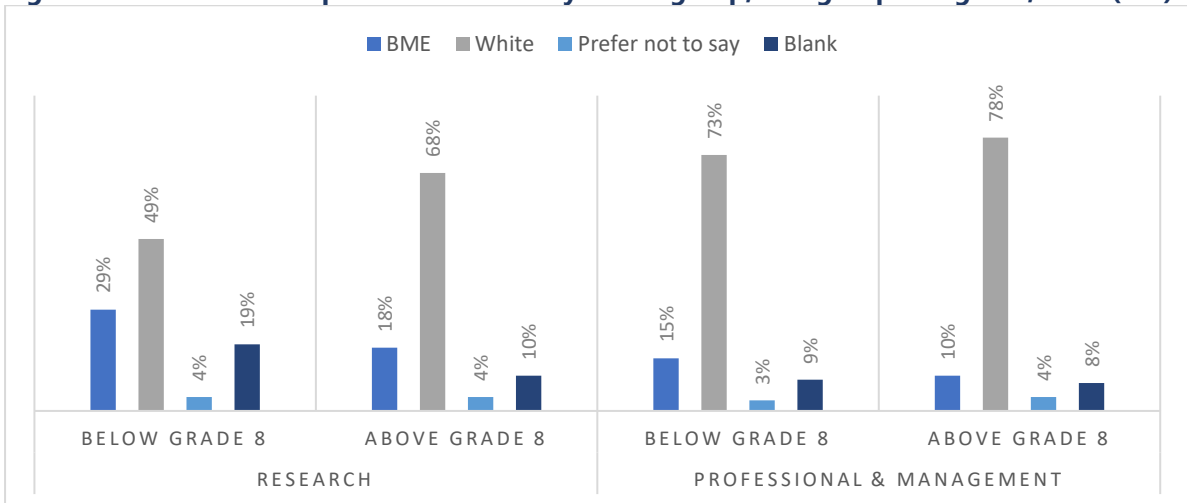
**Figure 59 – Black and Minority Ethnic staff in post by academic Division, 2023 (FTE)**



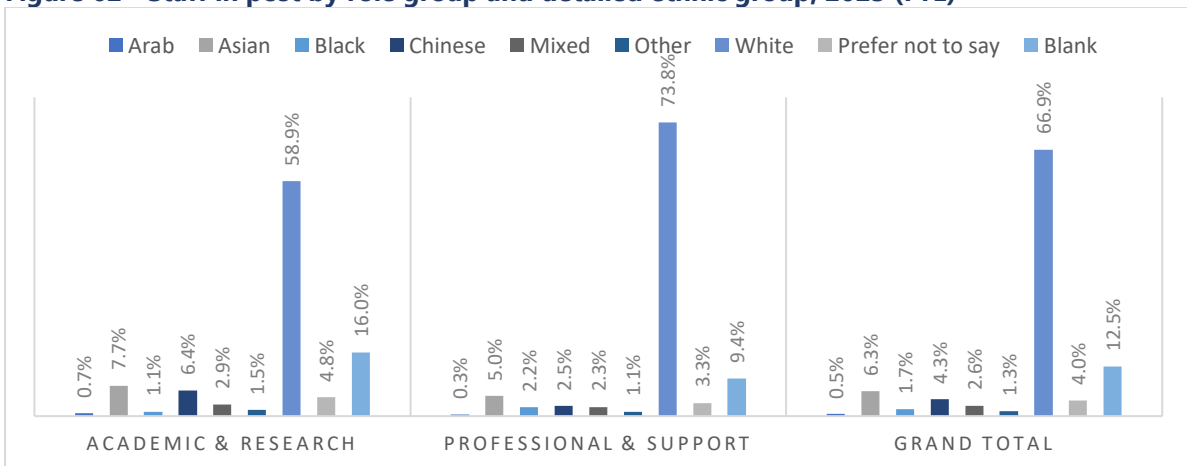
**Figure 60 - Black and Minority Ethnic Professors and Associate Professors, 2018-23 (FTE)**



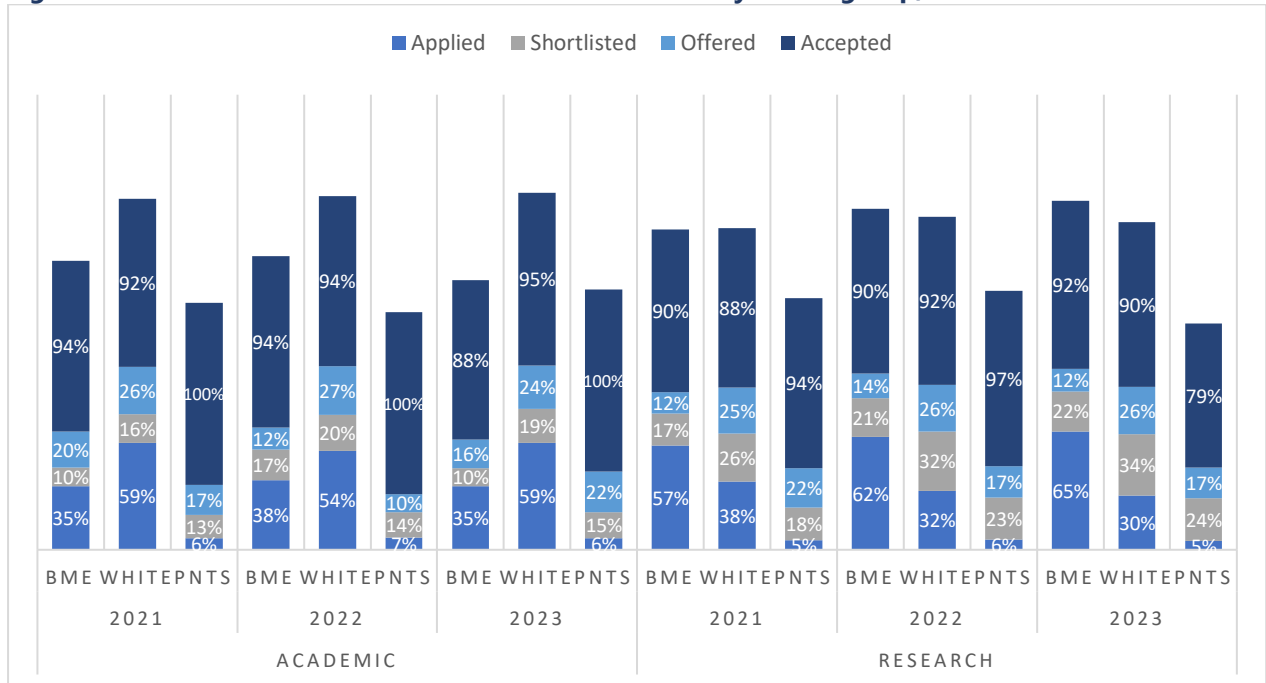
**Figure 61 - Research and professional staff by ethnic group, role group and grade, 2023 (FTE)**



**Figure 62 - Staff in post by role group and detailed ethnic group, 2023 (FTE)**

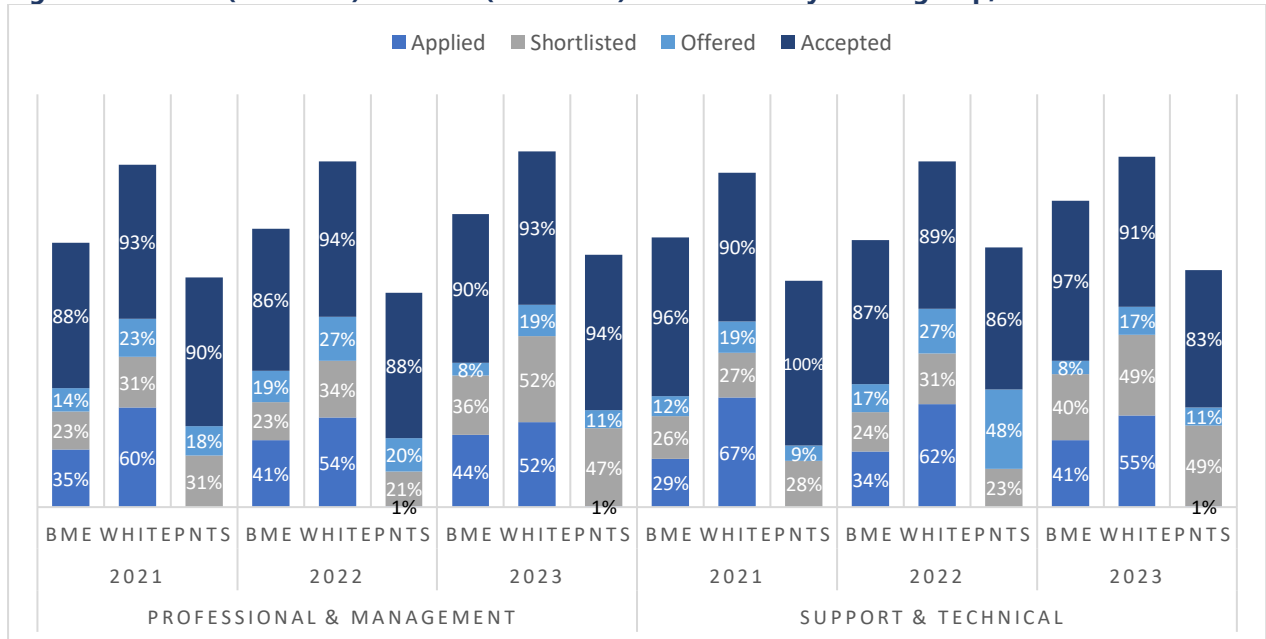


**Figure 63 – All Academic and Research staff recruitment by ethnic group, 2021-2023**



Applications for Academic posts were received at a higher rate from white applicants than applicants from BME backgrounds between 2021-2023. BME applicants were shortlisted and offered at a proportionately lower rate than white applicants. For Researcher vacancies, applications received from BME applicants were higher than for white applicants, however, white applicants were shortlisted and offered at a proportionately higher rate than BME applicants.

**Figure 64 – P&M (Grade 6+) and S&T (Grade 1-5) recruitment by ethnic group, 2021-2023**



The data in Fig64 shows that the proportion of BME applicants for both P&M and S&T vacancies increased between 2021 and 2023. BME applicants were shortlisted and offered at a proportionately lower rate than white applicants.

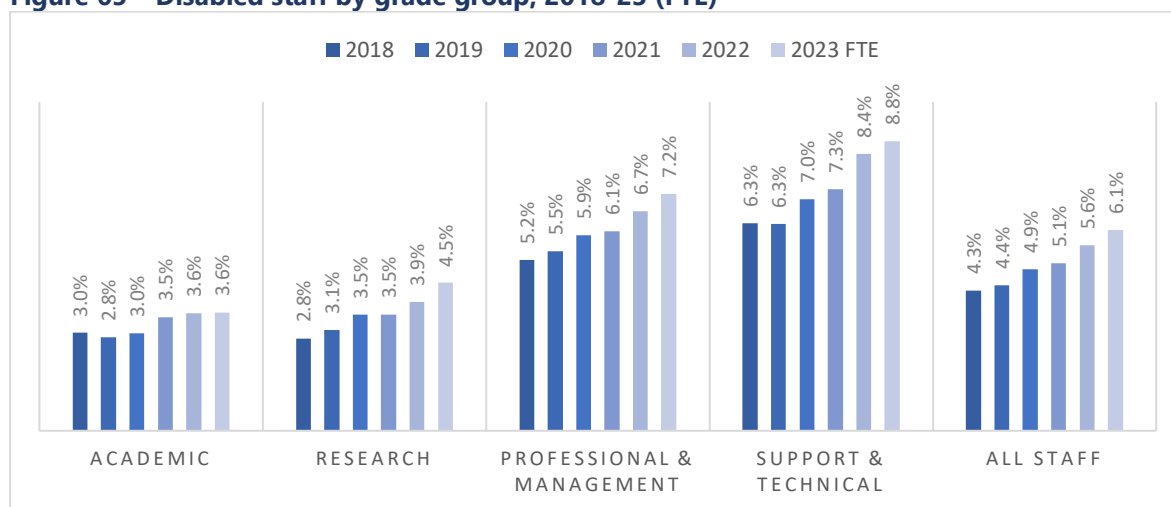
### Staff Profile - Disability

As of July 2023, 6.1% of staff identified as disabled, which represents an increase of 2% since 2017.

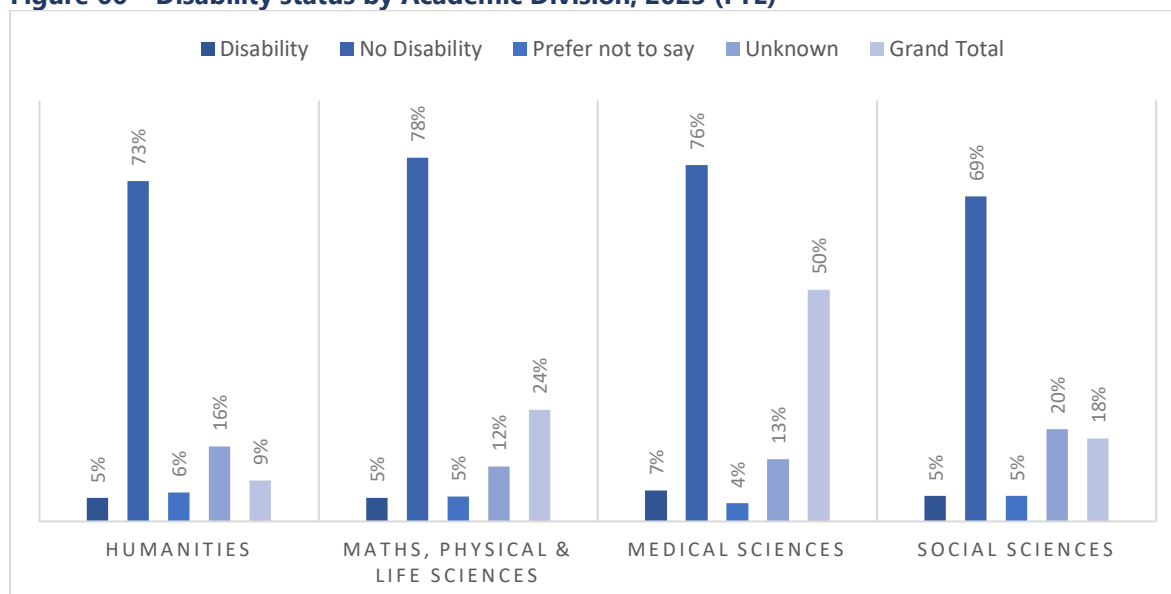
**Table 8 – Proportion of Disabled staff by staff group (FTE)**

Group	% of group 2022	% of group 2023
<b>Academic staff</b>	3.6%	3.6%
<b>Research staff</b>	3.9%	4.5%
<b>Professional and Management staff</b>	6.7%	7.2%
<b>Support and Technical staff</b>	8.4%	8.8%

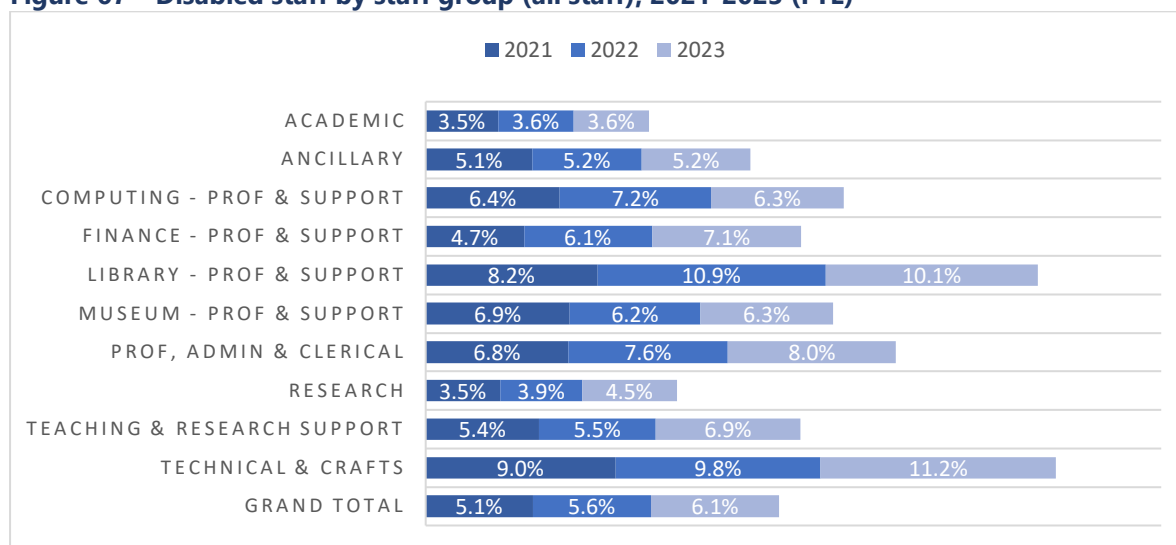
**Figure 65 – Disabled staff by grade group, 2018-23 (FTE)**



**Figure 66 – Disability status by Academic Division, 2023 (FTE)**



**Figure 67 – Disabled staff by staff group (all staff), 2021-2023 (FTE)**



**Staff Profile – Sexual Orientation**

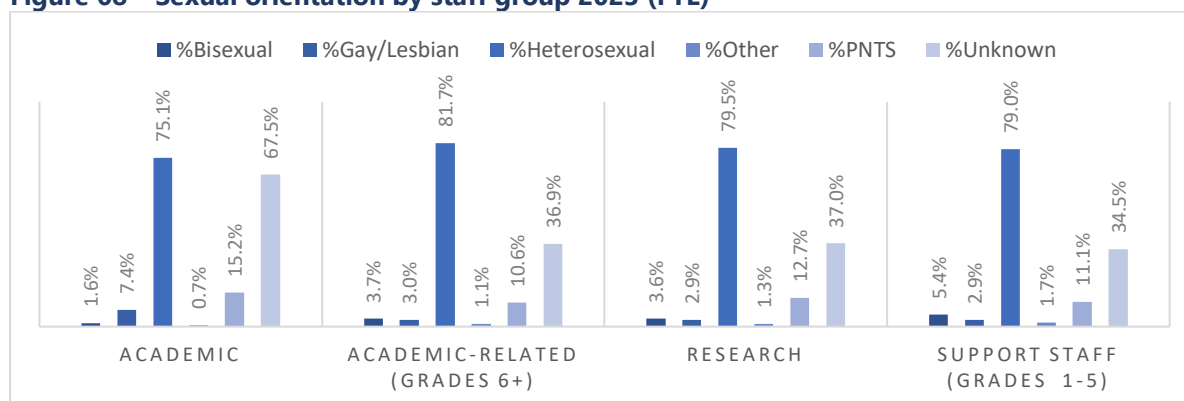
The proportion of complete staff records for sexual orientation has increased by 8% since 2020-21, however, 41% of staff records remain 'unknown' (approximately 5,700 records).

Of the 59% of complete staff records, 80% of staff identified as heterosexual; 8% as lesbian, gay, bisexual or other sexual orientation; and 12% preferred not to share their sexual orientation. The following table shows the profile of sexual orientation of staff who have shared theirs.

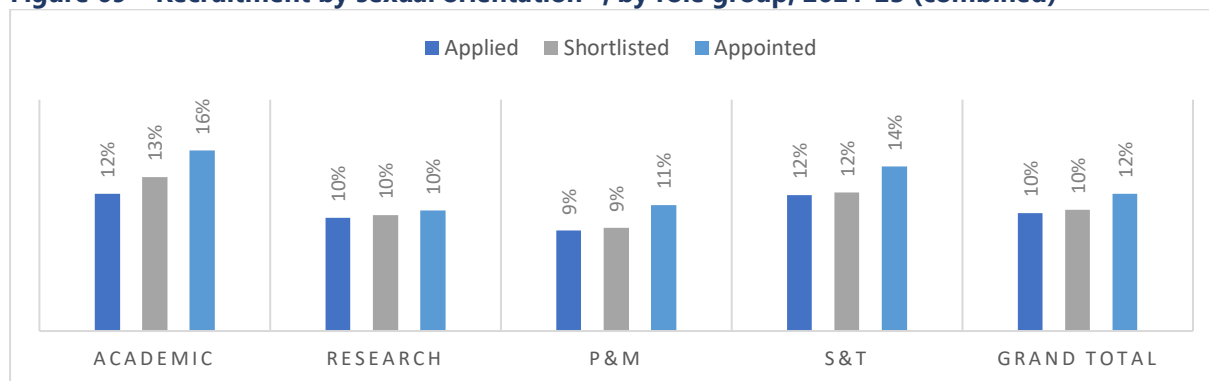
**Table 9 – Proportion of staff by sexual orientation 2023 (FTE)**

Group	% of group 2022	% of group 2023
<b>Heterosexual</b>	81%	80%
<b>Bisexual</b>	4%	4%
<b>Gay man</b>	2%	2%
<b>Gay woman/lesbian</b>	1%	1%
<b>Other sexual orientation</b>	1%	1%
<b>Prefer not to say</b>	11%	12%
<b>Total LGBTQ+ staff</b>	8%	8%

**Figure 68 – Sexual orientation by staff group 2023 (FTE)**



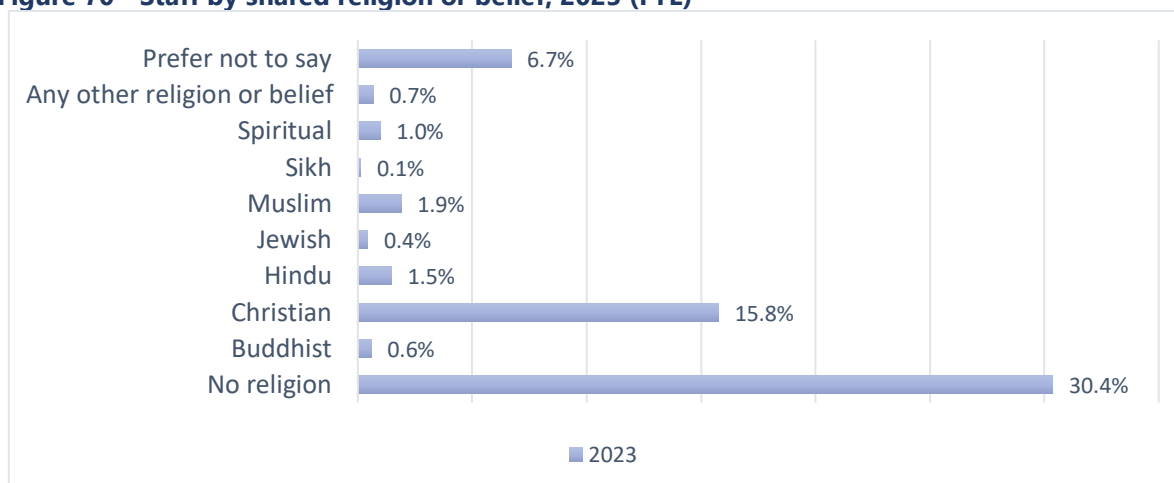
**Figure 69 – Recruitment by sexual orientation<sup>17</sup>, by role group, 2021-23 (combined)**



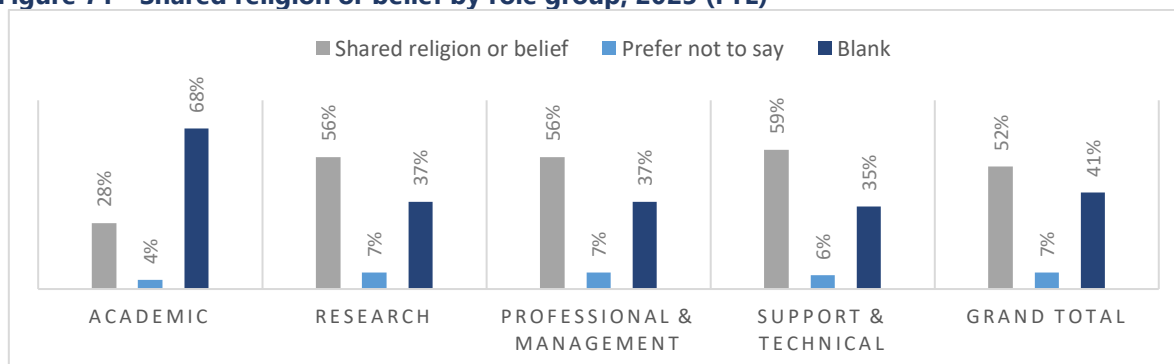
**Staff Profile – Religion and Belief**

Of the 59% of staff who had shared their religion or belief, 51.4% of those said they had no religion or belief while 11.3% selected 'prefer not to say.' Among those who shared their religion or belief, the majority were Christian (26.7%). Members of other faiths amounted to 10.4% of all staff. There has been little change over the past three years.

**Figure 70 - Staff by shared religion or belief, 2023 (FTE)**



**Figure 71 - Shared religion or belief by role group, 2023 (FTE)**



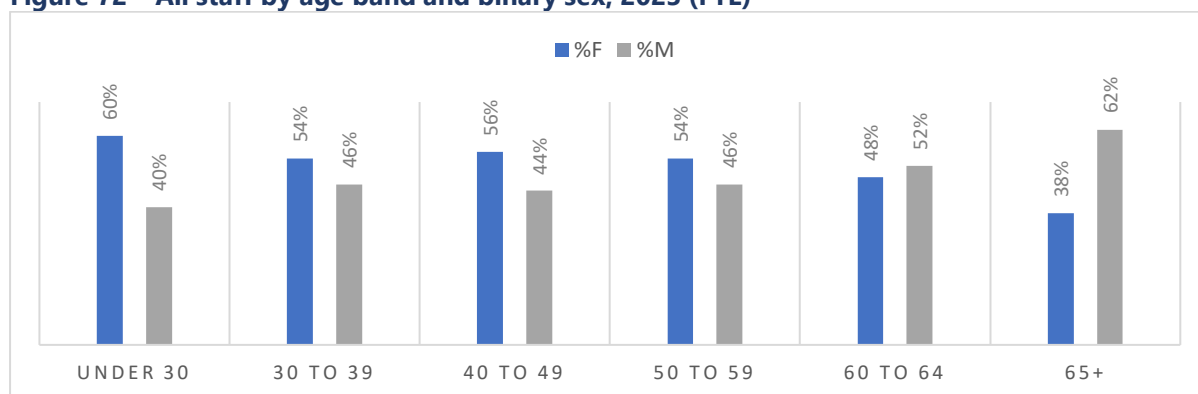
<sup>17</sup> Excludes heterosexual applicants and applicants who indicated Prefer Not to Say.

## Staff Profile - Age

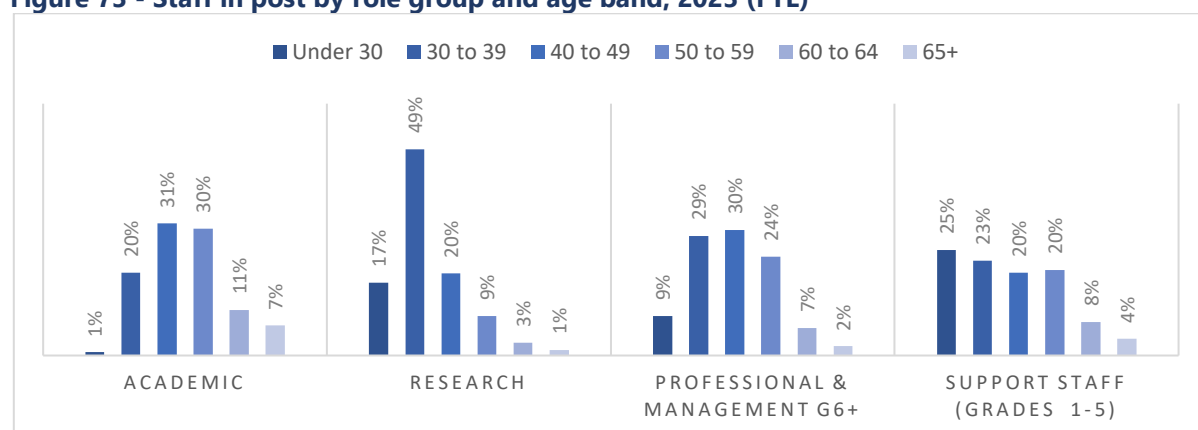
As of 31<sup>st</sup> July 2023, the proportion of staff aged under 40 years old was 46% and the proportion of staff over 60 years old was 9%.

Fig72 shows the proportion of women broadly decreasing by age group with a corresponding increase in men.

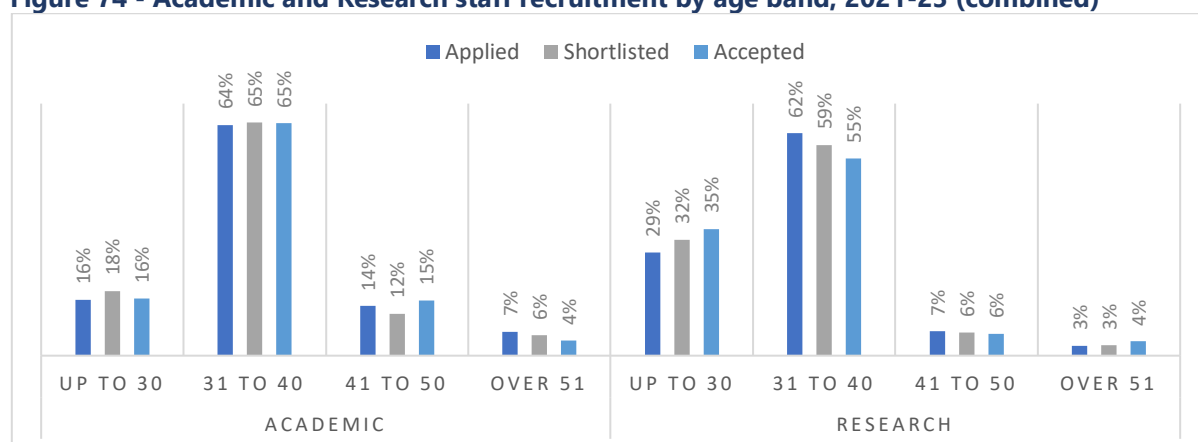
**Figure 72 – All staff by age band and binary sex, 2023 (FTE)**



**Figure 73 - Staff in post by role group and age band, 2023 (FTE)**

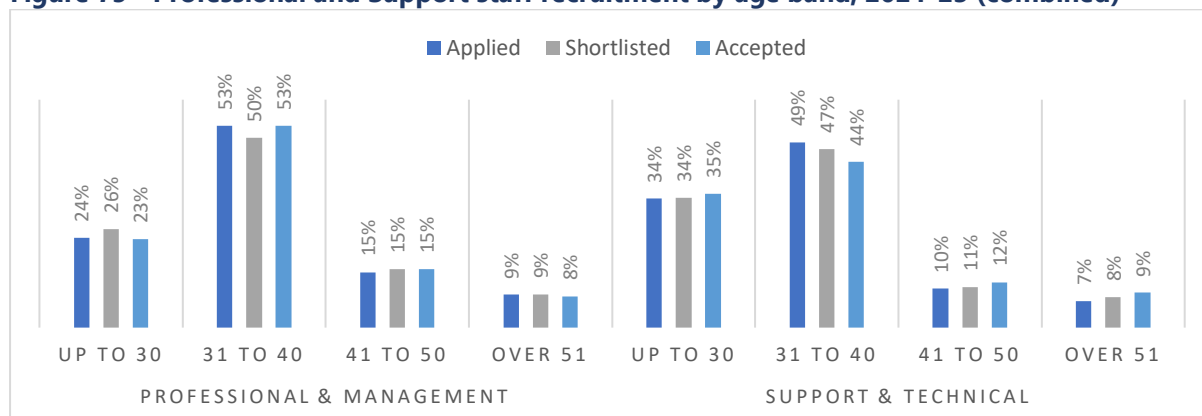


**Figure 74 - Academic and Research staff recruitment by age band, 2021-23 (combined)**



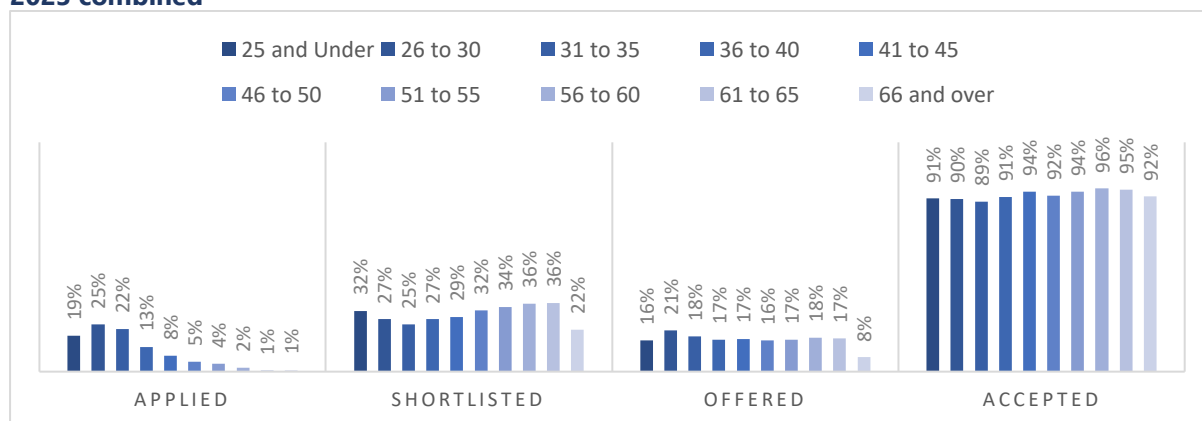


**Figure 75 - Professional and Support staff recruitment by age band, 2021-23 (combined)**

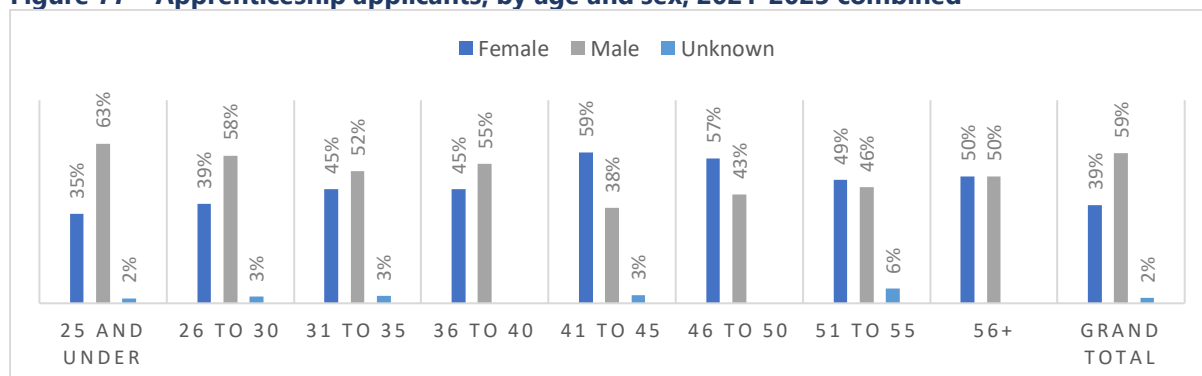


Over the last three years, 79% of all applicants and 77% of appointees were aged 40 or under. Progress through the pipeline for academic and research vacancies, as a % of the previous stage, can be seen in Fig76. It shows that the highest number of applications were received from 26-30 years olds (25%), that applicants between 56-65 years old were short listed most (36%), applicants aged 26-30 years old were offered most (21%) and staff who are 31-35 were least likely to accept the offer (89%).

**Figure 76 – The proportion of applicants progressing to next stage of recruitment by age, 2021-2023 combined**



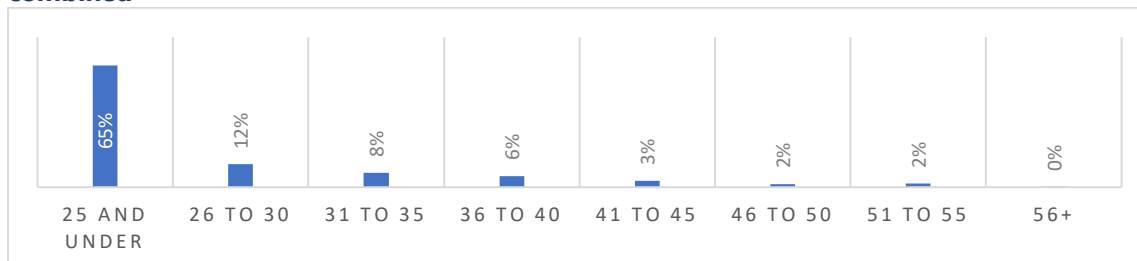
**Figure 77 – Apprenticeship applicants, by age and sex, 2021-2023 combined**



Applicants for apprenticeships come from all age groups, however, men, aged 40 or less make up 62% of total applicants (Fig77) but apply at significantly lower rates than women during their 40s. In their 50s, applicant rates equalise between men and women, however, the number of all applicants above

40 falls considerably. Applicants of 25 years old or less represent 65% of total applicants (Fig78), after which the proportion decreases significantly to 12.5% and then with each age group.

**Figure 78 – The proportion of total Apprenticeship applications by age band, 2021-2023 combined**



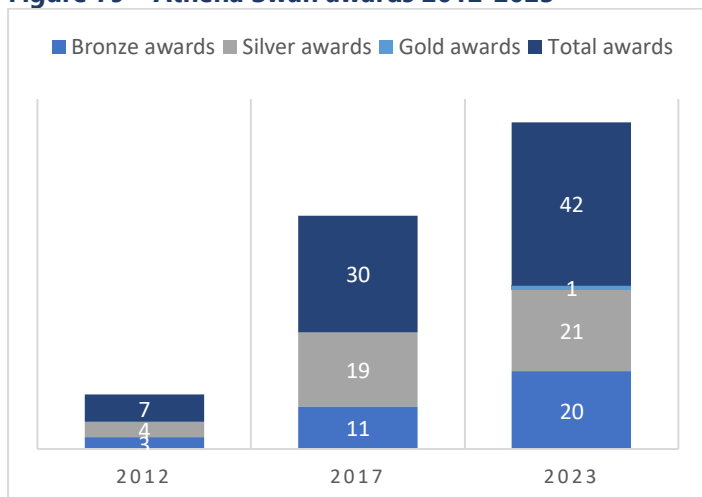
## Promoting and advancing equality, diversity and inclusion

### Sex and Gender

#### Athena Swan

Since applications began in 2012, there has been a significant leap in the number of departments/faculties achieving the equality standards set out in the Athena Swan Charter: increasing from seven awards in 2012 up to 42 awards by 2023 (1 Gold, 21 Silver and 20 Bronze).

**Figure 79 – Athena Swan awards 2012-2023**



Since submitting their first Athena Swan Bronze application in 2012, the Nuffield Department of Primary Care Health Sciences became the first department within the University to achieve a Gold Athena SWAN award in 2023 in recognition of their outstanding activities to promote and advance gender equality. They are one of only 22 departments in the UK to hold a Gold award, putting them amongst the top 3% of award-holders in the UK. Within the Medical Sciences Division, all other departments hold Silver awards in recognition of the impact their activities have on advancing equality.

As a founder member of the Athena Swan Charter, in February 2023, the University was awarded an Institutional Silver award in recognition of the progress made against our previous five-year action

plan and our success in addressing gender inequalities in at least two priority areas. Specific successes included:

- sustained progress in addressing the gender gap in academic roles, with female staff comprising 27% of all professors (up from 18% in 2012) and 20% of Statutory Professors (up from 11% in 2012);
- introducing a suite of measures to support parents and carers, including Day 1 entitlement to paid family leave in 2020; and
- a significant increase in the number of departments/faculties with Athena Swan awards over the last ten years, from seven awards in 2012 to 42 awards in 2022.

During the planning process for Statutory Professorship recruitment, **Medical Sciences Division** consider whether posts can be non-clinical and part-time, to broaden the attraction of the post to applicants who may not be able to commit to clinical duties due to caring responsibilities or other factors.

### **Menopause**

Recognising the importance of support and understanding of the menopause, with one in four women employed at the University being between the average ages where menopause begins, the University published a range of [guidance and resources](#) for staff and managers in October 2022. In addition, a (private) Teams channel was set up for staff in February 2023. With more than 200 members, it acts as a safe space for colleagues who are going through menopause to share experiences and information and find sources of support with regular events and updates shared regularly.

### **Highlights from around the collegiate University**

Events and activities throughout the year provided an opportunity for discussion and awareness raising around important gender-based topics.

A number of events took place for International Women's Day in March 2023:

- Vice Chancellor Irene Tracey hosted [International Women's Day: Increasing gender diversity in enterprise](#), featuring a panel discussion on diversifying entrepreneurship;
- *The Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences (NDORMS)* held [The Careers in Medical research](#) talks and ['Busting myths and stereotypes'](#) – in conversation with Ghada Alsaleh, Ida Parisi, Theana Johnson and guest Jacqui Gitau (Director and Co-founder of AfiUK); and
- *The Radcliffe Department of Medicine (RDM)* held a workshop ['Empathic leadership, trust and conflict'](#), presented by Alex Efthymiades (Director & Founder of Consensio), exploring what it means to be an empathic leader.

To coincide with **World Menopause Month** in October 2022, the University hosted the workshop ['Menopause – the last Taboo'](#), in conjunction with [Over the Bloody Moon](#). Participants learnt how they could be more supportive to colleagues going through the menopause. A second workshop, ['Menopause and the workplace'](#), took place in February 2023, which focused on how to be a good menopause ally for managers and colleagues, and how to cultivate conversation.

In June 2023, the ['Supporting You – a Dad's Perspective'](#) webinar was held focusing on the resources available to dads to support them with Work+Family life.

Other initiatives or events during 2022-23 included:

- Dr Louise Esher, *TORCH* International Fellow (CNRS Lllacan), delivered a lecture entitled: '[A contrastive view of gender-inclusive strategies in French and English](#)', in the Romance Linguistics Seminar series;
- the *OxWoCS* (Oxford Women in Computer Science) co-ordinated talks, events and other activities including the [OxBridge Women in Computer Science Conference 2023, GenSTEM](#), and a panel event on [Leadership and Scientific Entrepreneurship](#); and
- in the ***Department of Chemistry***, the Periodically Podcast team of undergraduate and postgraduate chemists has prepared a podcast series to discuss experiences of how having a period has affected their time studying chemistry.

## Race and Ethnicity

### Race Equality Strategy

In 2022, the University launched its [Race Equality Strategy](#), a long-term strategic plan to deliver lasting change for staff and students at Oxford. It articulates the University's vision to be a diverse and inclusive community that stands as a model for race equality in society. This Strategy was a culmination of two years of work by the [Race Equality Task Force](#), and a wide-reaching consultation that saw more than 1,000 responses from staff and students. The Strategy sets out [ten strategic objectives](#). These include:

- addressing racism wherever it is found at the University;
- increasing the proportions of Black and Minority Ethnic staff;
- ensuring an inclusive student experience;
- embedding inclusive research practices; and
- increasing the representativeness of University decision-making and governance structures.

The strategy is being delivered through the Race Equality Charter Action Plan which covers 2023-2028, and progress is being monitored and evaluated annually.

The University prepared its Race Equality Charter renewal application which was submitted in November 2023. Bronze renewal status was awarded in January 2024 and is valid until 2029.

### Highlights from around the collegiate University

#### Black History Month 2022

In October 2022, the University offered a range of exhibitions, lectures and events to mark Black History Month, including:

- The Annual Sam Sharpe lecture, titled '[Bringing Down the House](#)' was delivered by Dr Kehinde Andrews, Professor of Black Studies at Birmingham City University, at the Mathematics Institute, Oxford;
- the '[My Complexion](#)' art exhibition, featuring Oxford-based artist Annan Affotey and hosted by St Hugh's College, which examined Black identity through portraiture, exploring nuanced stories and meanings behind his subjects' faces and bodies;
- [Black women at Oxford](#), an exhibition involving a range of photos, writings and biographies that highlighted the remarkable journeys, unique struggles, and experiences of the first black female students at Oxford; and

'[Sophisticated Racism: Navigating the Terrain](#)', a lecture delivered by Dr Victoria Showunmi that explored sophisticated and everyday racism from the lived experience of Black women.

### We are Our History



The [We Are Our History \(WAOH\)](#) project emerged from an identified need to address issues of race and empire histories across the Bodleian's collections, staff and services. The goals centred on developing sustainable changes to policy, practice and culture to foster inclusion and diversity. The £179,420 grant from Mellon enabled the creation of a new two-year project and role in June 2022 to lead efforts. Eight workstreams were proposed spanning collections, digitization, engagement and staffing. The intended outcomes included growth in community participation, increased digitization of global and colonial collections and enhanced recruiting methods to diversify staff.

Since June 2022, the project has digitized new materials, conducted research reports, and engaged researchers, the Oxford public, and the wider University community through its focused activities and events. Key highlights of our activities include:

- Engaging new audiences, with 36% BME visitors at the These Things Matter exhibition;
- Bringing in diverse voices through student and staff workshops;
- Uncovering hidden histories through archival research into the Bodleian's past; and
- Increasing access and knowledge through digitization of anti-slavery records and blogs.

In partnership with the Museum of Colour and Fusion Arts, the Bodleian's Public Engagement team delivered the exhibition *These Things Matter* (Weston Library, November 2022 – February 2023). The exhibition displayed artefacts from the Bodleian Libraries' colonial collections including the so-called 'Slave Bible', alongside responses by contemporary artists.



© University of Oxford/ Wojtek Lubowiecki

**The Department of Education** held a public seminar series during Michaelmas Term 2022 on the topic of 'Imperial 'legacies': Race and Education', which involved six talks given over a period of six weeks. The Department also formed the 'Race, Coloniality and Education Research Group' in MT23 as a hub of research at the intersection of these three themes.

**Humanities Associate Professor in Black British History** is a newly-established Brittenden Fellowship focusing on Black British History, supporting a historian with knowledge of the culture, society or politics of people with African and/or Caribbean descent in Britain. Inaugural Brittenden Fellow, Dr Meleisa Ono-George is a social-cultural historian whose work focused on Black women's histories in Britain and the Anglo-Caribbean.

**MPLS: Biology, Engineering, and Mathematics departments** have begun piloting the use of the APIR and including EDI wording in their job descriptions. The division is currently refreshing AP job descriptions and recruitment guidance to provide a template for all departments, with the aim of spreading practices that reduce ethnicity gaps.

**MPLS: *Beyond Boundaries is a science-inspired art competition*** for Oxfordshire state school students in Years 5-8 to create art inspired by the research and lives of Black, Asian and Minority Ethnic scientists and mathematicians at the University of Oxford. Winners and runners-up receive prize money and other awards, and exhibits are held at the Oxford University Museum of Natural History. In 2023, the programme was expanded to include researchers from the Medical Sciences Division and there was an additional exhibition in the Mathematical Institute throughout all of August.

The **BIPOC (Black, Indigenous and People of Color) STEM Network** is an inclusive group of postgraduates, academic staff, research staff, and administrative/support staff who identify as BIPOC (Black, Indigenous and People of Colour) or BAME (Black, Asian and Minority Ethnic), working within the STEM departments in the University of Oxford, as well as allies. The main aim of the Network is to promote and support the work of People of Colour within the University and beyond. The Network's mentoring programme, [THRIVE](#), was launched in 2022.

A Freshers Orientation for African Students starting Oxford programmes in **The Department of Biology** was conducted in August 2023, in collaboration with the Africa Students Society (AfriSoc) and the Africa-Oxford Initiative (AfOx). The event covered students across the university and included talks and perspectives from current students and served as a preparation toolkit as students were preparing to travel and begin their studies at Oxford.

Also in **Biology**, WildCRU's Inclusivity Accelerator fund promotes people of colour, women, local expertise and indigenous knowledge with bursaries to tackle barriers to effective career development. They cover travel, conferences, academic visits, publication costs, and essential equipment for conservation practitioners. Over the last year, 13 people from the Global South benefited, including from Benin, Brazil, Ethiopia, Madagascar, Malaysia (Sabah), Somaliland, Tanzania and Zimbabwe.

**MSD** developed new online guidance to demystify the application criteria for each of the three key areas of Teaching/Research/Citizenship. The Deputy Head of Division held workshops in departments to increase knowledge and transparency. Departments have also taken an active role, working with their senior staff and internal committee structures to identify and support researchers who would not otherwise put themselves forward to apply.

The **TORCH Race and Resistance Research Hub** brings together researchers, students, and activists in the history, literature, and culture of anti-racist movements across the modern world. It aims to facilitate informed conversations about race, racism, resistance, and liberation within Oxford and beyond. During 2022 -23, Race and Resistance held regular research seminars and panel discussion events including the Black Feminist Methodologies discussion group and a talk entitled 'Global Blackness and Transnational Solidarity' delivered by [Professor Awino Okech](#).



**TORCH** connected Oxford researchers with an evolving performance project '[Still Breathing](#)' by Euton Daley's Unlock the Chains Collective. A tribute and remembrance to the events of 2020, the performance celebrates the lives lost in a memorial of poetry, music, song, dance and ritual. Performances took place at the Sheldonian Theatre, All Souls College Library and Brookes University in 2022.

**The Department of Economics** is working with colleges to offer modified APTF roles to early career candidates in order to better attract women and BME candidates in a very competitive recruitment market.

**The Faculty of Law** has introduced a system of pooling Assistant Professor vacancies, with the aim of attracting and shortlisting a more diverse selection of candidates. In advance of this they ran an online event to 'demystify' academic recruitment at Oxford to support a more transparent academic recruitment process.

The **Faculty of Classics** ran an Anti-Racism Workshop in TT2023 which was facilitated by Bilal Harry Khan.

**Somerville College - The Oxford India Centre for Sustainable Development** successfully appointed its 50th scholar and established the **Savitribai Phule Scholarship**, the UK's first fully-funded scholarship for Indian students from Dalit, Bahujan and Adivasi backgrounds and/or first-generation students.

**Somerville College's BAME Formal** was introduced in 2019 and is now a popular annual fixture for students throughout the university. In 2022-23, Somerville added to this provision by hosting a BAME Careers Event at which alumni and SCR from the worlds of media, fashion, science and academia shared their advice with Ethnic Minority students from across the university.

## Disability

The results of the 2023 Staff Survey highlighted the need for increased efforts in supporting disabled staff within the University. Collaborative discussions with the Disabled Staff Network and Staff Disability Advisory Group have resulted in a set of key recommendations for disability inclusion, currently under consideration as part of the development of a collegiate University EDI Strategic Plan.

Continued individual support to individual staff members, and their line managers, was provided by the University's Staff Disability Advisor throughout 2022-23. The University is committed to actively enhancing support for disabled staff in alignment with broader EDI objectives, the recommendations of the Staff Disability Advisory Group and other relevant stakeholders.

Following two successful pilot initiatives during 2022-23, it is anticipated that over 2023-24 the University will roll out across the institution **workplace adjustment plans** (support tools serving as a live record of adjustments agreed between an individual disabled staff member and their line manager/principal investigator) and enhance the onboarding process for disabled staff.

In 2023, licences for **the Neurodiversity Profiler** were purchased and implemented, allowing staff to gain a quick personalised understanding of strengths and challenges to target support. Profiler considers the Neurodivergent traits associated with Dyslexia, ADHD, ASC, Dyspraxia/DCD, Dyscalculia and social and communication challenges, along with understanding any study skills gaps, suggesting personalised strategies for university and at home, aiding wellbeing.



For the University's **Annual Disability Lecture 2023**, Dr Jessica Boland shared her journey from aspiring ballerina to Senior Lecturer in Functional Materials and Devices at Manchester University in a lecture with the intriguing title of '[Terahertz, Topology and Telecoil Loops: Going beyond standards](#)'. Dr Boland brought together insights from her research in nanomaterials and her lived experience of being a deaf person to highlight some of the changes that have taken place in technology and society. The lecture was organised by Oxford University's Disability Advisory Group (DAG), with support from the EDU.

### Highlights from around the collegiate University

To mark **Disability History Month 2022**, 24 volunteers participated in the Faculty of History's [Disability History Hackathon](#) to find quality websites for a Bodleian Libraries' guide on disability history resources. In just under two hours, 226 resources were recorded, covering all periods and forms of disability. The resources will be compiled into a user-friendly guide in 2023 and shared widely across the University.

**Chemistry** established a Disability Working Group, chaired by the Associate Head (People). The group is exploring awareness and support for disability provision throughout the Department.

Work has been undertaken to facilitate a variety of inclusive teaching practices in the **Faculty of Classics**, including producing an accessibility guide for tutors and lecturers. The faculty has also set up a dedicated quiet room which anyone can use at any time.

**TORCH** 'Shaping Destiny', a culmination of a bigger project, this day of exploration on 10 June 2023 brought together the fields of immersive technology, developmental genetics, and creative performance for a site-specific experience. Partners included the Oxford People's Theatre, and inclusive dance group from Parasol (made up on disabled and non-disabled young people with a variety of needs) and Body Politic (a not-for-profit professional Hip Hop Dance Theatre company based in Oxford who are passionate about bringing cultural experiences to those facing significant barriers).

**Neurodiversity at Oxford** - Established by Dr Laura Seymour and Professor Siân Grønlie in 2021 with a grant from the Diversity Fund, [Neurodiversity at Oxford](#) is run for, by and in collaboration with neurodivergent staff and students. It offers a rich set of resources and activities (talks, workshops, poetry readings) for information, support, building social and professional networks, and mentoring. Neurodiversity at Oxford has increased the visibility and awareness of neurodiversity,

*'My aim was to set up something that would connect, support, and empower neurodivergent staff and students.'*

*It was really important to me that it spanned staff and students because as a neurodivergent student, I really struggled and I think it would have helped enormously to know that there were other people like me out there and to have role models.'*

Professor Siân Grønlie, co-founder of Neurodiversity at Oxford



as well as created a community for neurodiverse people to connect, improving their wellbeing and tackling loneliness.

During **Dyslexia Awareness Week** the Centre for Teaching and Learning's Reading and Writing Innovation Lab published five ways to learn about dyslexia and improve your own reading and writing. The page featured guidance on making documents more dyslexia-friendly, as well as tools to improve your own reading and writing productivity.

Following a student-focused Accessibility Audit at **Jesus College**, improvements were identified and actioned across the College's sites.

At **Trinity College**, accessibility has been central to the development of the new Levine building, and a series of work is being undertaken to improve accessibility in other areas of the college, including placement of lifts in challenging historic spaces.

**Mansfield College** hosted 'A Zero-Sum Game? Nine Rules for Dignity and Good Manners in Dealing with Disabled People', a talk by Robert Hunter, founder of City Disabilities, a former City lawyer and experience courtroom advocate. Robert, who is both deaf and dyslexic, spoke about the simple rules for including disabled people in universities, socially and at work.

## LGBTQ+

The University's LGBTQ+ Task and Finish Group was established in 2023 to consolidate reflections on the Stonewall application feedback from 2021 and identify priorities to submit to the Stonewall Workplace Equality Index in a future round.



© Lori-Jade Siegel photography

Speaker and trans activist Max Siegel shared a brief history of trans and gender non-conformist people and the role their stories play in a wider Queer history. Max was joined by Sarah Stephenson-Hunter, Joint Interim Head of Equality and Diversity, herself a passionate LGBTQ+ rights activist. Reflecting on their journeys, they explored the process of transition, the issues facing trans people and the need to start with education to create a more inclusive society in which all people are valued.

In February 2023, the University celebrated **LGBT+ History Month** with a range of stories, events, resources and support. The Annual **LGBT+ History month lecture 2023**, '[Trans in the UK: A personal story of transition](#)', was organised by the LGBTQ+ Advisory Group and EDU and hosted by **Saïd Business School**.

*'I really enjoyed sharing the stage with Max and having the opportunity to dig deeper into our shared experiences. I think too often discussions around trans inclusion can get bogged down in the concepts and theories which whilst important invariably lose sight of the everyday reality of being trans. I really loved the fact we were able to talk about the humanity behind the headlines.'*

Sarah Stephenson-Hunter, Staff Disability Advisor & Trans Lead, EDU

## Highlights from around the collegiate University

A range of events and lectures took place during **Transgender Awareness Week 2022**, in the week before Trans Day of Remembrance, when the University of Oxford's Student Union LGBTQIA+ Campaign held a candlelit vigil to honour the memory of transgender and non-binary people who have lost their lives to violence during the year.

The [OULGBTQ+ Society](#) has held social and welfare events for LGBTQ+ students and staff, some of which are targeted to trans and non-binary students and staff.

**Dr Clara Barker**, Department of Materials, was awarded a substantial grant from the [Royal Society of Chemistry](#) in June 2023 titled '**Centering LGBT+ perspective in STEM career decision making**'. The aim of the project will be to conduct research into the under-representation of LGBTQ+ individuals in STEM, making recommendations to address this.

The **Physics department** joined several departments who have LGBTQ+ networks by setting up their own LGBTQ+ Physics network in 2022-23, offering LGBTQ+ colleagues the opportunity to meet termly.

**Dr Lewis Webb**, Departmental Lecturer in Classical Sexuality and Gender Studies, authored and published an article to coincide with Pride month, on the new EDI section of the **Faculty of Classics website**, entitled '[Queer desire from Sappho to Serapiakos](#)'.

**Social Sciences** co-ordinated **Pride Progress Lanyards** and a range of **pronouns badges** in readiness for the academic year 2022-23, indicating lanyards as signal a safe space for LGBTQ+ colleagues and how the wearing of and use of pronouns can foster inclusion for trans colleagues.

The **TORCH Network 'Queer Intersections Oxford'** – which convenes a diverse coalition of scholars, activists and artists to create an interdisciplinary space for LGBTQ+ students, researchers and allies – ran panel discussions, reading lunches and seminars during 2022-23.



**Pride 2023** - 2023 marked Pride Oxford's 20th anniversary. Alongside the parade and the street parties, there were quiet spaces for those who wanted a break from the crowds. Members of the Oxford LGBTQ+ staff network and the Neurodiversity at Oxford network held a stall in the Castle Quarter for staff, students and the public.

### **Pride banner-making workshop**

Members of the Neurodiversity network, Neurodiversity at Oxford hosted a relaxed banner-making session in preparation for Oxford Pride 2023. Providing light refreshments and a warm welcome, the workshop was well attended. Neurodiversity at Oxford also attended Pride 2023 with a stall for staff, students and the public.



## Religion and Belief

### Highlights from around the collegiate University

There is a wide [variety](#) of faith societies, religious groups or centres in Oxford open to students and staff.



The annual [TORCH Holocaust Memorial Day](#) event series included *One Day When We Tell Their Stories*. The series underscores that one day survivors will not be around to tell their stories and asserts the responsibility of younger generations to carry the memory of the lives lost.

The Oxford Centre for Islamic Studies ran another successful cohort of the [Young Muslim Leaders Programme](#), in cooperation with the Prince's Charities the Centre. This nine-day residential summer school is held at Oxford each year and is attended by young British Muslims, men and women between the ages of 21 and 30, who have demonstrated leadership potential in their chosen career-paths.



In May 2023, Oxford students made history in bringing together the first ever [Sikh community kitchen](#) at the Rhodes House, the first to be held on the University campus. Known as a langar, it serves meals free of charge, regardless of religion, gender, economic status, or ethnicity. About 100 people joined the event, including a performance of Sikh kirtan music with traditional Indian classical

instruments including the vaaja, a type of harmonium, and the tabla, a type of drum.

Several colleges also opened multifaith spaces, among them both Jesus College's space in the Cheng Building and Pembroke College's [Arnold Room](#).

[Professor Anthony Reddie](#), Director of the [Oxford Centre for Religion and Culture at Regent's Park College](#), has been awarded the title '[Professor of Black Theology](#)' in the University's latest Recognition of Distinction exercise. This award marks the first time the University has had a 'Professor of Black Theology' in its 900-year history.

## Academic and research engagement with EDI

Oxford's academics and researchers contribute to the University's work on EDI, whether through shining a light on the experiences of students and staff, or contributing to public understanding of diversity and identity.

**Promoting a diverse academic community at Oxford** – In a study supported by the Wellcome Trust's Institutional Strategic Support Fund, Dr Mahima Mitra and Professor Sue Dopson (**Saïd Business School**) explored the barriers faced by under-represented academics at the University of Oxford and their expectations of how EDI can be supported at the University. Based on more than 100 in-depth narrative interviews with academics at different career stages and transition points, their report examined the barriers faced by under-represented groups, including women, ethnic minorities, individuals with disabilities, LGBTQ+, and those from a lower social class.

**Diversifying the student cohort and the curriculum** - The MSc in Refugee and Forced Migration Studies, offered by the Refugee Studies Centre (RSC) at the Oxford Department of International Development (ODID), has recently focused on diversifying its student body and teaching. Faculty have enriched teaching materials by including readings from Global South authors, women, and individuals with displacement backgrounds. [Professor Naohiko Omata received a University Teaching Award](#) for innovative teaching methods, which involved refugees and asylum seekers, some of whom made their way through to Oxford as students.

The **Social Sciences Division** commenced a programme of work, supported by EDI Associates, to highlight EDI as an intellectual challenge and a field of academic enquiry and practice in the social sciences. The programme includes developing a network of EDI researchers, diversifying and decolonising curricula and disciplines, and improving inclusive classroom culture and collaborative learning through an 'Inclusive classrooms' induction workshop toolkit. An **EDI Research Spotlight** event was held on 16 June 2023, attended by the Head of SSD as well as the Chief Diversity Officer, who presented his own research.

### Other highlights from around the collegiate University

A rich programme of lectures, talks and events took place across the collegiate University and Oxford city in 2022-23, including:

The **TORCH Caribbean Studies Network** (CSN)'s interdisciplinary online seminars and in-person performances relating to Caribbean history and culture;

The Bodleian's '**These Things Matter: Empire, Exploitation and Everyday Racism**' exhibition, curated in partnership with the Museum of Colour (MoC) and Oxford-based charity Fusion Arts;

The Faculty of Law's '**Islamophobia: Discourse, Debates, and Future Directions**' panel discussion, in honour of the first ever United Nations Day to Combat Islamophobia, featuring UN Special Rapporteur for Freedom and Religious Belief Professor Nazila Ghanea, Lord Wajid Khan of Burnley (Shadow Spokesperson for Levelling Up, Housing and Communities in the House of Lords) and Professor Tariq Modood (Bristol University);

The Oxford Martin School hosted '**Inequalities: Which Ones Matter, and What To Do About Them?**', a talk from Paul Johnson, Director of the Institute for Fiscal Studies, which drew on the extensive work of the IFS-Deaton review of inequalities to look at how inequalities in earnings,

incomes, wealth, and education have changed over time, as well as at inequalities between different sexes, ethnic minorities and age groups;

**'Humanising the Harms of Hate: The Inevitability of Indifference'**, the Faculty of Law's Annual Equality and Diversity Lecture for 2022-23, given by Professor Neil Chakraborti (University of Leicester);

The Anne McLaren Lecture 2023: **'Women in Science Research and Policy'**, was hosted by Kellogg College, and featured an outstanding panel of women academics (Professors Sarah Franklin (Dept of Sociology), Emily Jackson (Law at the LSE), Dorothy Bishop FRS (Dept of Experimental Psychology) and Susan Michie (Centre for Behavioural Change, UCL) who discussed various aspects of women in science and public policy;

The 2023 David N. Lyon Series on 'The Politics of Sex and Gender Equality in Diverse Societies', hosted by Oriel College, was held on the topic of **'Conflicting compassion: diversity in gender and sexuality in the modern world'**, and featured Abigail Thorn, Professor Helen Kind, Frank Hardee and the Rt Revd Dr Steven Croft (The Lord Bishop of Oxford);

**'Queer Data and the Limits of LGBTQ+ Inclusion'**, a talk by Dr Kevin Guyan at The Oxford Internet Institute, in which he shared new work on the importance of systems as a key battleground for LGBTQ+ equalities in the UK;

**Diversifying and Decolonising Curricula and Creating Inclusive Classrooms** – hosted by the Department of International Development. , this event was open to anyone involved in teaching and designing curricula;

## Research culture

In 2022-23, [the Researcher Hub](#) co-hosted welcoming events for new researchers, developed and delivered training for managers of researchers. This has included [The Confident Manager](#) modules 'Essentials of People Management in Research' and 'Developing Teams', appointing [Careers Advisors for Researchers](#) for 1:1 support for research staff and events, and supporting the [researcher representation framework](#).

The Hub also created new resources like the Researcher [Trailmap](#) and [Career Development Review guidance](#) (ensuring these resources align with recommendations made in the [Equity in Research Funding report](#)), and supported the implementation of 10 days of professional development *pro rata* per year by publishing [web-based guidance](#) for researchers, their managers and their departments/faculties across the institution.

The [Equity in Research Funding project](#) was set up to implement the recommendations from the 2023 report. Following approval of an action plan by Research and Innovation Committee that details cross-university initiatives to address the issues identified, the project commenced the delivery of a sector-wide piece, with focus group discussions and interviews with 27 Universities and 10 funders. The findings will shape the development of a sector-wide response to improve equity in research funding.

The [narrative CV](#) is a structured yet flexible CV format that allows applicants to describe a wider range of contributions to research. The CV is used by many funders nationally and internationally to promote inclusivity and responsible evaluation in research. Oxford has developed openly available guidance, templates and training materials for use by Oxford research funding applicants. Hundreds of researchers have already attended training sessions.

## Increasing Diversity in Enterprising Activities

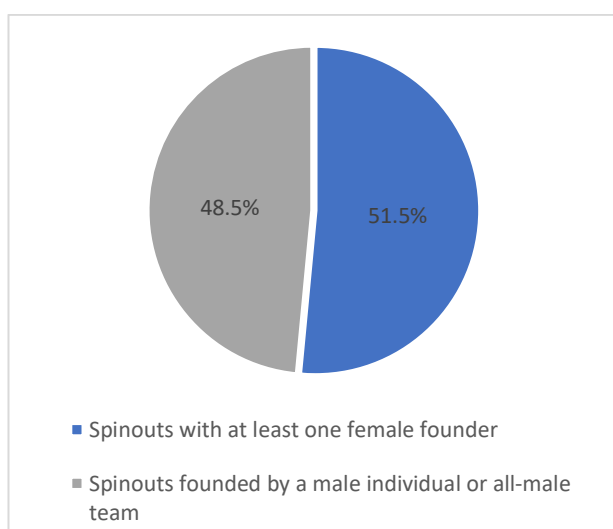
### A Good IDEA: Increasing Diversity in Enterprising Activities

Women, people of colour, disabled people, and other members of disadvantaged groups are massively underrepresented among entrepreneurs in the UK. The IDEA initiative, launched in 2012, features a set of institutional activities and interventions aimed at addressing inequalities in entrepreneurship, was launched with the goal of building a more equitable entrepreneurial ecosystem.

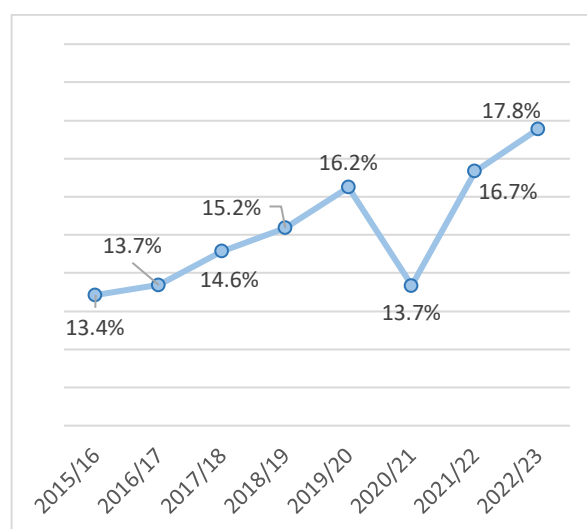
One of IDEA's flagship projects has been the analysis of datasets provided by Oxford University Innovation (OUI), the University's tech transfer company. Comprising more than 7,300 entries, the most recent iteration of this dataset includes information on researchers involved in disclosures and commercialisation projects from 2015 to 2023. In collaboration with the University's Human Resources department, this data is matched with personnel records, anonymised, and aggregated.

The resulting analysis in 2022-23 provides fascinating insights into how Oxford researchers engage with enterprising activities. It shows that since 2020-21, more than half of all spinout proposals initiated at Oxford University Innovation have involved at least one female founder (Fig80). The share of unique female individuals involved in commercialisation projects has increased from 27.8% in 2015/16 to 33.7% in 2022-23. Similarly, the proportion of unique Black and minority ethnic individuals has increased to 17.8% in 2022-23 (Fig81). While both numbers remain lower than the university-wide average of these staff groups, there is an overall positive trend towards more diversity among founders and entrepreneurs.

OUI and the University are committed to ensuring that innovation activities are accessible and equitable to all members of the University. Going forward, IDEA will produce a more detailed analysis of these findings, accompanied by additional research with a more intersectional perspective. These analyses will inform several strategically relevant projects.



**Figure 80: OUI Spinout proposals initiated, by sex composition of their founders or founding teams (2020-21 to 2022-23)**



**Figure 81: Proportion of Black and minority ethnic individuals in OUI projects (unique)**

## Developing an inclusive culture across the collegiate-University

Staff and students from across the collegiate University have, with verve and creativity, fostered a more inclusive culture.

- ***Gardens, Libraries and Museums (GLAM)*** prioritised diversity and inclusion within their strategic plan, with specific focus on increasing the diversity of audiences, collections and within the workplace. Working with external consultants, a set of strategic recommendations were developed to enable them to achieve their ambitions.
- ***The Pitt Rivers Museum*** hosted an interactive, inclusive workshop open to all, exploring themes and objects around faith, spirituality and queerness in a heritage setting. Attendees were invited to bring along stories and personal ephemera and were invited to explore the Pitt Rivers' collections, with unique access to items from the Museum collections.
- ***The Radcliffe Science Library (RSL)*** promoted their commitment to inclusion by launching two initiatives to celebrate and highlight past and present contributions to science and medicine at Oxford from a diverse community. The equality, diversity, and inclusion (EDI) writing competition, open to all undergraduates in science and medicine and a call to nominate staff and students who have made outstanding contributions to promote equality, diversity, and inclusion.
- ***St. Hilda's College*** is welcoming four leading young women and nonbinary writers to St Hilda's for the event '***Imagining the Impossible: Four Writers on Feminist Futures***'. The writers featured are all award-winning and under/around 30 years old. They will be reading from their work and discussing how the radical aspects of their practice helps us to think about better futures beyond now.
- ***Jesus College*** alumni Norman Washington Manley (1914, Law) and Pixley ka Isaka Seme (1906, Law) have had College meeting rooms named in their honour, following proposals from the Junior Common Room and Middle Common Room to diversify the naming of college spaces. The Upper Senior Common Room was renamed the Norman Washington Manley Room. Manley, whose portrait hangs in the Hall of the College, was Chief Minister of Jamaica from 1955-1959, and Premier of Jamaica from 1959-62. Meeting Room 5.1 became the Pixley ka Isaka Seme Room in honour of Seme's remarkable life, and his pioneering political activism in South Africa in the early 20th century which led to his founding of the African National Congress in 1912.
- ***Online Reading Lists from the Bodleian***. Reading lists and educational resources related to [Anti-racism](#), [LGBTQI+](#) and [Disabilities](#) have been curated to introduce staff and students to important EDI topics. They were created with input from Bodleian Libraries, College Libraries, staff network members, JCR Welfare reps and the Oxford SU Disabilities Campaign.

## Supporting inclusion

### Wellbeing and mental health

#### Staff



#### Thriving at Work

The University [Wellbeing Strategy 2022-2024](#) for staff included the creation of a new website, staff counselling service, Wellbeing Champions Network and a set of training/resources for researchers, managers and neurodivergent staff. The strategy aimed to increase importance of the awareness of wellbeing, improve wellbeing services and their impact, and create a culture where wellbeing is a priority.

The online resources were reinforced by various events, including a pilot mindfulness course, reasonable adjustments information sessions for managers and financial wellbeing webinars. These events culminated in a two-week event series called [Thriving at Oxford 2023](#) covering many different aspects of wellbeing. This included events for neurodivergent staff.

The resources and services available to staff are promoted by a team of over 70 wellbeing champions throughout the University and further resources and events advertised using the Wellbeing Teams Channel which brings together over 700 staff. This channel includes the Menopause Support Network which promotes peer to peer support for those experiencing the menopause.

#### Employee Assistance Programme (EAP) - Health Assured

An Employee Assistance Programme (EAP) is a confidential employee benefit designed to help you deal with your personal and professional problems that could be affecting your home life or work life, health and general wellbeing. The University partnered with [Health Assured](#) in July 2023 to provide this service to all University employees, their partners and dependants.

#### Students



[The Counselling service](#) has welcomed support to increase the diversity of the staff team in recent years and continues to pro-actively develop its services in recognition of the barriers that can arise for individuals and communities. Students may prefer to see a counsellor with shared identity/lived experience as themselves, and this is now more able to be accommodated.

Among the groups and workshops offered by the Counselling Service were groups to support students of colour, LGBTQ+ students, and students who are survivors of sexual abuse and violence. As well as online provision, workshops were also run in a number of Gardens, Libraries and Museums across the university to increase accessibility, a collaboration which is featured on the online platform, [Transforming Access and Student Outcomes in Higher Education](#).



In the 2022-23 academic year, more than 400 students were actively working as trained peer supporters across the collegiate University. The programme includes Peers of Colour, Rainbow Peers, Peers of Faiths and Disability Diversity Peers; these groups were created to provide a safe and inclusive talk-led space for students to improve active listening, discuss impactful themes, encourage self-reflection and help with onward referral. Each group meets once per term, 3 times a year and a total of 87 students attended last year.

**[The Disability Advisory Service](#)** student registrations continue to rise, with 7,350 students known to the Service in 2022-23, up from 7,008 students in 2021-22. More than 3,000 Student Support Plans (SSP) in place by the end of the academic year, containing recommendations for reasonable adjustments to teaching and assessment. Students with mental health disabilities and specific learning difficulties (SpLD) make up the largest group of disabled students, representing 26.6% and 26.3% of total DAS registrations respectively.

### **Highlights from around the collegiate University**

The **MPLS division** ran a programme of events for [Mental health awareness week](#) in May. With the theme of 'anxiety, this week sought to encourage meaningful connections with those in our lives. The MPLS Division organised a programme of events, including workshops on mindfulness, mental health and seeking support, exercise classes, museum and gallery visits, cookery and more.

**NDM (Nuffield Department of Medicine)** have introduced a number of initiatives aimed at improving wellbeing support, including:

- a new set of Wellbeing web pages signposting support and additional resources;
- partnering with Mental Health First Aid England, to provide awareness briefing sessions, and a Mental Health Allyship programme creating a network of 11 Mental Health Allies to support NDM staff;
- a health and wellbeing steering group to identify a wellbeing programme of actions; and
- the first 'Wellbeing Week' promoting physical and mental wellness at work.

### **Prevention of Bullying & Harassment**

The data from the Staff Experience Survey 2023 showed that staff have an increased awareness of the University Harassment policy (90%) and of how to contact a Harassment Advisor (74%), indicating that inductions and communications are working well generally, although survey results indicate awareness could be improved among fixed-term Research staff. The survey data indicated that the proportion of staff who experienced and/or witnessed bullying and harassment in the previous 12 months slightly increased and that reporting (formal or informal) by staff who had experienced or witnessed bullying and harassment had decreased significantly since 2021 (from 46% to 35% of staff who responded that they had witnessed or experienced bullying or harassment).

### **Highlights from Harassment Prevention Programme 2022-23**

The University's network of Harassment Advisors and central Harassment Line has continued to provide impartial, non-judgemental advice and guidance to staff and students experiencing bullying and harassment or concerned about a problem. In 2023, two new roles – a Harassment Prevention Advisor and Harassment Prevention Co-ordinator – were created in the Equality and Diversity Unit to take forward the University's work to strengthen its capacity to prevent and respond effectively to bullying and harassment, working in partnership with HR and department and divisional leadership.

The Harassment Prevention Programme builds on the diagnostic work undertaken by the Preventing Bullying and Harassment Working Group and Race Equality Task Force findings in 2020-21 reviewing the University Culture and procedures.

The following activities, which form part of this programme, were conducted in 2022-23:

- Strengthening the capacity of the Harassment Advisory Service by improving the induction, support and guidance network of over 500 Harassment Advisors who provide impartial advice and guidance to staff and students affected by bullying and harassment across the collegiate University.
- Improved skills and confidence in tackling unacceptable behaviour by re-introducing and delivering bystander training for departments.



During 2022-23, the Harassment Advisory Service conducted extensive consultations and preparations towards a 2023-24 piloting of the **Report & Support tool** to complement existing routes for staff to access advice in their department or faculty.

- Enhanced the Harassment Policy and Procedures to ensure that where members of the University are funded by an external sponsor, they understand their responsibility to comply with a sponsor's terms and policy pertaining to bullying and harassment and the University's responsibilities.
- Initiated work to promote the use of informal resolution, early with the central Employment Relations team undertaking accredited mediator training and rolling out mediation service to the wider University in conjunction with department-based-mediation services.

## Parents and Carers

### Parents

The University's nursery provision has gone from strength to strength during the last year with all [University nurseries receiving their first Ofsted inspection](#), with three outstanding and two good ratings (the best in 33 years). The ratio of nursery places to staff is 1:32 (compared to the Russell Group ratio of 1:73). On this measure, the University is in the top three universities nationally.



[Returning Parents' Workshops](#) have continued twice a year, offering information, tools, support and networks to ensure a successful return to work following maternity, paternity, adoption or parental leave. In response to parental demand, all parents are now also able to apply for an extra day's nursery provision through Childcare Services, over and above their contracted hours. This allows parents to work four shorter days over five, for example, to be able to accommodate the school run.

Parents continue to be supported by the various services offered by [Work & Family Space](#), including their 'Speak to an Expert' helpline, online webinars and a wide range of guides on topics linked with family life. Teams communities have also been created to help colleagues who are parents to support

one another including: [Working Parents at Oxford University](#), [LGBT+ Network parents/families page](#) and [Solo Parents](#).

The University operates under HMRC workplace nursery legislation, which allows parents to pay for their [child\(ren\)'s nursery fees](#) via salary sacrifice. This saves most employees 25-30% off our published fees, which is a significant discount compared with fees on the open market.

## Carers



Carers are defined as people who look after someone else because they have an illness or injury, a disability or a reason connected with their old age. The University recognises the important role that carers carry out and seeks to provide [support for carers](#) wherever

possible. [Work & Family Space](#) is available for carers to speak to an expert about caring responsibilities, watch related webinars, for guidance and to find access to emergency back-up care.

## Highlights from around the collegiate University

Since 2022, **Saïd Business School** have partnered with the charity [Be Free Young Carers](#), which offers support to 8-17-year-olds acting as carers. The School has supported the charity through fundraising and volunteering to extend support to young people carrying out this great responsibility.

**MPLS ED&I Fund**. Twice a year this [fund](#) is open for applications from individuals and teams across MPLS to support local activities addressing wider EDI aims. £8,000 is allocated to enable new initiatives or enhance existing impactful activity. Successful applications this year included a Parents in Academia Network.

**Somerville College** convened the first university-wide roundtable for Young Carers in 2023 through the inspirational advocacy of a Somerville student who is herself a Young Carer. The Young Carer Roundtable was followed by the creation of a Young Carers' Open Day at Somerville, to which Young Carers from across the UK were invited.

## Learning & Development

People & Organisational Development (POD) co-ordinated the delivery of two popular line manager Masterclasses as part of [The Confident Manager series](#) to enhance understanding of support for staff with disabilities and how to engage with Occupational Health to effectively support staff with health-related issues in the workplace, including those related to disability.

Participants enrolling for POD training events are invited to share specific needs they may have before or during participation so that adjustments can be made to address participation needs. POD takes an inclusive approach to developing content in different formats in recognition of learning preferences and access requirements.

## EDI online

The EDU promotes learning opportunities aimed at improving awareness and understanding of EDI. Staff and students from across the collegiate University completed a total of 11,410 EDI-related modules during 2022-23; cultural awareness (9%), Equality & Diversity briefing (30%), Implicit Bias in the Workplace (36%), Tackling Race Bias at Work (12%) and Recruitment & Selection (13%).

## Highlights from around the collegiate University

The ***MPLS ED&I Training Programme*** was delivered for its third year in 2022-23. The programme covered topics including anti-racist and intersectional allyship, being an effective bystander, self-care and resilience, inclusive research cultures, and supporting neurodivergent and disabled staff. The online programme was available to all staff and students across the University, with an increase in participants of 37% on the previous year.

***Saïd Business School*** initiated a learning and development programme for managers and faculty staff, with inclusion as core values. This programme covers inclusive recruitment training for hiring managers, employment law training, and investigators training. Leadership and Management teams piloted an Inclusive Leadership programme, which is informing the next stage of an in-house leadership development programme.

In 2019, ***the Department of Paediatrics*** set an ambitious target to increase the proportion of female staff submitting grant applications from 25% to 50%. By 2022-23 the percentage of grants submitted by female Principal Investigators has exceeded 50%. This has been achieved through pre-grant application reviews by senior staff, grant writing workshops to exchange knowledge and experience and developing career development resources via the website.

***The Sir William Dunn School of Pathology*** has implemented a range of developmental activities to support academic and research staff, including a 'Peer-mentoring for Research Leadership' scheme for PIs, group mentoring and training schemes for postdoctoral researchers, grant reading and interview practice sessions to assist researchers, and provision of financial support for junior PIs to receive leadership development.

## Notes on Data

### Student data

The most recent Student Statistics snapshot was taken on 1 December 2022 and includes all matriculated students in the four academic divisions and the Department for Continuing Education (except where otherwise stated). Student numbers are expressed as a percentage of headcount.

Additional data are available at:

- Equality Report (accessible data): [edu.admin.ox.ac.uk/equality-report](http://edu.admin.ox.ac.uk/equality-report)
- Admissions: [www.ox.ac.uk/about/facts-and-figures/admissions-statistics](http://www.ox.ac.uk/about/facts-and-figures/admissions-statistics)
- Student statistics: [www.ox.ac.uk/about/facts-and-figures/student-numbers](http://www.ox.ac.uk/about/facts-and-figures/student-numbers)
- Undergraduate degree outcomes: [www.ox.ac.uk/gazette/statisticalinformation](http://www.ox.ac.uk/gazette/statisticalinformation)
- Student surveys: [www.ox.ac.uk/students/life/student-engagement](http://www.ox.ac.uk/students/life/student-engagement)
- Destinations of Leavers survey: [www.careers.ox.ac.uk/sectors-occupations](http://www.careers.ox.ac.uk/sectors-occupations)
- Race Equality Charter application: [edu.admin.ox.ac.uk/race](http://edu.admin.ox.ac.uk/race)
- Equality and Diversity Unit: [edu.admin.ox.ac.uk/equality-analysis](http://edu.admin.ox.ac.uk/equality-analysis)
- Higher Education Statistics Agency: [www.hesa.ac.uk/data-and-analysis/students](http://www.hesa.ac.uk/data-and-analysis/students)
- Advance HE: [www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports](http://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports)

### Staff data

An annual staff data snapshot was taken on 31 July 2023 and includes all employees wholly or jointly employed by the University, excluding atypical and variable hours staff. The figures for staff in post are expressed as full-time equivalent percentages (FTE). Recruitment data relate to vacancies advertised on the University website between 1 August and 31 July the following year. Academic recruitment data include University-led posts only. Recruitment data only relates to records which are complete.

Additional data are available at:

- Equality Report (accessible data): [edu.admin.ox.ac.uk/equality-report](http://edu.admin.ox.ac.uk/equality-report)
- Staffing figures: [hrsystems.admin.ox.ac.uk/staffing-figures](http://hrsystems.admin.ox.ac.uk/staffing-figures) (Single Sign On required)
- Athena Swan application (institutional): [edu.admin.ox.ac.uk/athena-swan](http://edu.admin.ox.ac.uk/athena-swan)
- Race Equality Charter application (institutional): [edu.admin.ox.ac.uk/race-equality-charter](http://edu.admin.ox.ac.uk/race-equality-charter)
- Equality and Diversity Unit: [edu.admin.ox.ac.uk/equality-analysis](http://edu.admin.ox.ac.uk/equality-analysis)
- Gender Pay Gap: [hr.admin.ox.ac.uk/gender-pay-gap-reporting](http://hr.admin.ox.ac.uk/gender-pay-gap-reporting)
- Higher Education Statistics Agency: [www.hesa.ac.uk/data-and-analysis/staff](http://www.hesa.ac.uk/data-and-analysis/staff)
- Advance HE: [www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports](http://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports)

### Attribution and caveat

This publication includes data derived from the:

HESA Student Record, 2022-23

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N.B. HESA Student Record ethnicity data are only available for UK-domiciled students.

## Glossary

Term	Definition
<b>ACORN</b>	ACORN is a postcode-based tool that categorises the UK's population by level of socio-economic advantage. ACORN and POLAR are widely recognised measures used to set admissions targets for universities, including Oxford.
<b>Associate Professor (AP)</b>	The main academic grade at Oxford.
<b>Athena Swan</b>	Charter recognising institutions' efforts to advance gender equality in academia.
<b>BME</b>	Black and Minority Ethnic – we use this as an umbrella term for people of non-white minority ethnicity (who are often underrepresented at Oxford) but recognise its multiple inherent limitations and have provided disaggregated data where possible.
<b>CoP</b>	Community of Practice
<b>DAS</b>	Disability Advisory Service for students
<b>EDI</b>	Equality, diversity and inclusion
<b>EDP</b>	Equality and Diversity Panel
<b>EDU</b>	Equality and Diversity Unit
<b>FPE</b>	Full person equivalent (used by HESA)
<b>FTE</b>	Full-time equivalent (used in Oxford's staffing figures)
<b>GLAM</b>	Gardens, Libraries and Museums
<b>HESA</b>	Higher Education Statistics Agency
<b>HUMS</b>	Humanities Division
<b>JEDI</b>	Joint Equality, Diversity & Inclusion Committee
<b>LGBTQ+</b>	Lesbian, Gay, Bisexual, Trans, Queer and other non-heterosexual orientation
<b>LGBTQIA+</b>	
<b>Matriculation</b>	Confers membership of the University on students who are enrolled and following a degree-level course.
<b>MPLS</b>	Mathematical, Physical and Life Sciences Division
<b>MSD</b>	Medical Sciences Division
<b>OU DCE</b>	Oxford University Department for Continuing Education
<b>P&amp;M</b>	Professional & Management (job types)
<b>PeopleXD</b>	The University's human resources system
<b>PGT</b>	Postgraduate taught (Masters students)
<b>PGR</b>	Postgraduate research (Research students)
<b>POLAR4</b>	Participation of Local Areas – a measure of young participation in higher education
<b>Professor</b>	All staff with the formal title of professor, including statutory and titular

<b>Protected characteristic</b>	Term used in UK equality legislation to denote a group of people sharing a particular characteristic: age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation
<b>PSS</b>	Professional and Support Staff
<b>REC</b>	Race Equality Charter recognising the advancement of race equality in higher education
<b>S&amp;T</b>	Support & Technical (job types)
<b>SDMA</b>	Student Data Management and Analysis
<b>SpLD</b>	Specific Learning Difficulties
<b>SSD</b>	Social Sciences Division
<b>Statutory Professor (SP)</b>	An academic who holds a named or endowed chair, established under the University's statutes and regulations.
<b>STEM(M)</b>	Science, technology, engineering and mathematics (and medicine)
<b>Student Barometer</b>	Annual survey of Oxford students
<b>Trans</b>	Also 'transgender', refers to people who are taking or have taken steps to change their gender identity
<b>Titular professor</b>	An academic or researcher, including associate professor, who has been awarded the title of professor.
<b>UAS</b>	University Administration and Services
<b>UG</b>	Undergraduate
<b>UNIQ</b>	Oxford's residential and online access programme for prospective undergraduate students
<b>UNIQ+</b>	Oxford's residential and online access programme for prospective postgraduate students

## Annex A - University of Oxford Equality Objectives

### Full Progress Report, 2018-23

No.	EQUALITY OBJECTIVE	Year <sup>18</sup>	2018	2018-19	2019-20	2020-21	2021-22	2022-23
<b>1.</b>	<b>Ensure University decision-making and governance structures are representative of the University community<sup>19</sup></b>	<b>2021</b>						
a.	BME staff to comprise a minimum of 15% of members of Council and its main committees	2021				12%	8%	12%
	<i>Detail</i>					Over 15% in 2 of 6 committees	Over 15% in 2 of 6 committees	(Over 15% in 2 of 6 committees)
b.	Representation of women on Council and its main committees to be in the range of 40% to 60%	2021				39%	39%	38%
	<i>Detail</i>					40% to 60% in 4 of 6 committees	40% to 60% in 3 of 6 committees	40%-60% in 2 of 6 committees
<b>2.</b>	<b>Increase the proportion of women in senior academic roles<sup>20</sup></b>	<b>2022</b>						
a.	To achieve a yearly increase in the proportion of female Statutory Professors, with 27% representation by 2029	2022	19%	19%	19%	19%	20%	22%
b.	To achieve a yearly increase in the proportion of female Associate Professors, with 35% representation by 2029	2022	29%	30%	31%	31%	32%	33%

<sup>18</sup> Year in which the objective or target was approved.

<sup>19</sup> Percentages refer to committee member headcount in Michaelmas term of each year.

<sup>20</sup> Percentages refer to the number of full-time equivalent female staff in post on 31 July of each year.



## Annex A:

### University of Oxford Equality Objectives – Full Progress Report, 2018-23

No.	EQUALITY OBJECTIVE	Year	2018	2018-19	2019-20	2020-21	2021-22	2022-23
c.	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 <sup>21</sup>	2014	Target met	Target met	Target met	Target met	Target met	Target met <sup>4</sup>
d.	Apply successfully for an institutional Silver Athena Swan award in 2021	2020				Application postponed	Application submitted	Silver award
<b>3.</b>	<b>Increase the proportion of Black and Minority Ethnic (BME) staff in senior roles<sup>22</sup></b>	<b>2022</b>						
a.	To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029	2022			6%	6%	6%	8%
b.	To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029	2022			8%	8%	9%	9%
c.	To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029 <sup>23</sup>	2022			15%	15%	17%	18%
d.	To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2029 <sup>24</sup>	2022			8%	9%	9%	10%
e.	Apply successfully for an institutional Bronze Race Equality Charter award in 2021	2020	Bronze award			Application postponed	Submission date extended	Bronze renewal award

<sup>21</sup> [www.ox.ac.uk/news/2022-06-22-honorary-degrees-awarded-encaenia-2022](http://www.ox.ac.uk/news/2022-06-22-honorary-degrees-awarded-encaenia-2022)

<sup>22</sup> Percentages refer to the number of full-time equivalent BME staff in post on 31 July of each year.

<sup>23</sup> Research staff in grades 8, 9, 10 and Senior Staff – Research.

<sup>24</sup> Academic-related staff in Grades 8, 9, 10 and Senior Staff.

## Annex A:

### University of Oxford Equality Objectives – Full Progress Report, 2018-23

No.	EQUALITY OBJECTIVE	Year	2018	2018-19	2019-20	2020-21	2021-22	2022-23
4.	<b>Consolidate our position in the Stonewall Workplace Equality Index<sup>25</sup></b>	<b>2019</b>						
a.	Consolidate our position in the Stonewall Top 100 Employers list	2019	Score: 109.5 Rank: 93 Target met	Score: 125.5 Rank: 76 Target met	WEI suspended	Score: 55 Rank: 231 Silver Employer Award	No application made	No application made
5.	<b>Achieve the equality-related objectives set out in the University's agreement with the Office for Students<sup>26 27</sup></b>	<b>2019</b>	<b>2018</b>					
a.	To reduce the gap in participation rates between ACORN <sup>28</sup> Group 1 and Groups 4 and 5 from 4.9:1 to 3:1 by 2024/25	2019	Ratio 4.9:1		Ratio 4.3:1	Ratio 2.9:1 On target	Ratio 2.8:1 On target	Ratio 3:1 On target

<sup>25</sup> Dates refer to year of application. The 2018-2020 objective to 'Join the Stonewall Top 100 Employers list by 2020' was achieved in 2018.

<sup>26</sup> Available from: [academic.admin.ox.ac.uk/app](https://academic.admin.ox.ac.uk/app)

<sup>27</sup> Oxford changed the classification of some Mathematics and Computer Science integrated masters to a system of Distinction Merit Pass (DMP) during the life of the current plan. The outcomes from these courses are included in the data pre-2021 and in the planning and targets set (excepting MMathPhys, which was DMP from 2016), but are not included from 2021, when the awards classification changed. As the focus for the Office for Students is on attainment at the 'good' (First and Upper Second) level, it disregards any DMP outcomes as 'unclassified'. This means that we are not directly comparing the same data over the period.

<sup>28</sup> [ACORN](#) is a postcode-based tool that categorises the UK's population by level of socio-economic advantage. POLAR is a similar tool that measures how likely young people are to participate in higher education based on where they live. ACORN and POLAR systems are widely recognised measures to set admissions targets for universities including Oxford.

**Annex A:**

**University of Oxford Equality Objectives – Full Progress Report, 2018-23**

No.	EQUALITY OBJECTIVE	Year	2018	2018-19	2019-20	2020-21	2021-22	2022-23
b.	To reduce the gap in participation rates of underrepresented students (POLAR4) between Quintile 5 and Quintile 1 from 15.3:1 to 8:1 by 2024-25	2019	Ratio 15.3:1		Ratio 12.8:1 On target	Ratio 7.7:1 On target	Ratio 6.7:1 On target	Ratio 6.8:1 On target
c.	To eliminate the gap in offer rates for Asian applicants by 2021/22 <sup>29</sup>	2019	3.4%		3.4%	2.0%	0.5% Target met	Target met
d.	To reduce the gap in attainment rates for Black students to 6% by 2024-25 <sup>30</sup>	2019	12.0%		6.6%	6.8%	8.8%	9.6%
e.	To eliminate the gap in attainment rates for disabled students by 2024-25 <sup>31</sup>	2019	4.2%		3.9%	3.1%	2.2%	2.6%
6.	Eliminate the undergraduate gender attainment gap by 2030	2020						
a.	To reduce the first-class degree attainment gap between women and men from 8.5% to 4.4% by 2025 <sup>32</sup>	2020	10.6%		7.7%	3.3%	6.6%	9.6%

<sup>29</sup> The detailed provider-level end of cycle data for UCAS 2023 cycle is still pending, so we are unable to review whether this has been maintained (Feb24).

<sup>30</sup> Gap in UK-domiciled Black and white students' 'good degree' outcomes calculated on the basis of a 5-year rolling average, eg, 2019/20 refers to rolling average years 2016-2020 and so on.

<sup>31</sup> Gap in UK-domiciled disabled and non-disabled students' 'good degree' outcomes calculated on the basis of a 3-year rolling average, eg, 2019/2020 refers to 2017/18-2019/20.

<sup>32</sup> Gap in UK-domiciled disabled and non-disabled students' 'good degree' outcomes calculated on the basis of a 3-year rolling average, eg, 2019/2020 refers to 2017/18-2019/20.



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