Equality, Diversity and Inclusion Strategic Plan
2024-2027

Everyone Belongs

September 2024

Foreword

A university where everyone belongs and is supported to succeed – that is, in essence, the aspiration of our work on equality, diversity and inclusion.

The University of Oxford's success is measured by the strength of our research and teaching, and the impact of our engagement with the world. This is secured on the foundations of the culture and community we build together. That is why equality, diversity and inclusion are integral to Oxford's academic mission: equality in the opportunities we give our students and staff to fulfil their potential; a diversity of people, ideas and perspectives; and an inclusive culture where everyone feels welcomed and respected. These are necessary conditions of our continued excellence.

This plan, developed through extensive consultation, is the first time we have articulated a strategic equality, diversity and inclusion vision for the collegiate University as a whole. It expresses our ambitions for the next three years. It builds on the pluralism of the collegiate University – one of our defining strengths. And it seeks to bring together, under a common framework, the great range of efforts and initiatives being conducted in our academic Divisions; Gardens, Libraries and Museums; University Administration and Services; and colleges.

This plan highlights four key objectives for our efforts relating to our culture, our work, our diversity and our leadership. We aim to advance this work guided by the values of curiosity, community, courage and excellence. We are emphatic in believing that a commitment to equality and diversity goes hand in hand with a commitment to academic freedom and free speech.

The collegiate University can rightly be proud of its progress, judged according to a wide range of measures. We acknowledge and celebrate the work of staff and students in encouraging wider participation in the University, and in creating a more welcoming environment for people from diverse backgrounds and perspectives. But we recognise that there is more to do.

This strategic plan is an innovative blueprint for renewing and elevating our work. By enacting it, we hope to realise not just our vision of being a place where everyone belongs and is supported to succeed – but also of the University of Oxford being a leader in society on matters of equality, diversity and inclusion.

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Introduction

Equality, diversity and inclusion (EDI) are integral to the University of Oxford's mission. We recognise the value of Oxford's diverse student and staff community, and the range of experiences and perspectives that brings. Our diversity strengthens our research, enhances our teaching and enables a deeper engagement with the world. Having an inclusive culture, in which everyone can grow and flourish, is essential to our continued success as a world-leading institution.

The collegiate University has made significant progress in its EDI efforts. We celebrate our successes not as final accomplishments, but as stepping stones for future endeavours. This EDI Strategic Plan sets out our aspirations and objectives for the next three years. We understand that progress only comes when we state our ambitions and challenge ourselves to reach them.

Oxford has profound reach as an institution: our impact is local, national and global. As an institution, we enable individuals to reach their potential through education, and help address the world's greatest challenges. Our ambitions for EDI reflect this. At a time when communities and societies are navigating challenges about how to disagree productively on matters relating to diversity and identity, Oxford can draw upon our expertise as a university to shape public understanding and handling of such matters. Through our efforts with students, staff, alumni and partners, Oxford can model a renewed, judicious approach to EDI, grounded in the pursuit of our academic mission.

What we mean by EDI

EQUALITY refers to the standard for how we should treat one another and people's differences. It is about ensuring that people enjoy equal opportunity, and do not experience unfair treatment or discrimination.

DIVERSITY encompasses the range of human differences that make each person unique, including but not limited to sex, race, religion, belief, visible and non-visible disabilities, neurodivergence, gender, sexual orientation and socioeconomic status. Where we value diversity, we value the perspectives and experiences that people from different backgrounds bring.

INCLUSION means the practice of creating an environment where everyone can be themselves and participate as equals. It is about everyone feeling that they are valued and respected – that they belong.

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Our Context

This Strategic Plan provides a framework for our EDI efforts as a collegiate University. It aligns the initiatives and targets contained within the various strategies and plans containing EDI objectives, which exist across colleges, academic divisions and professional services.

Our Policy and Rationale

The University of Oxford's Equality Policy outlines our commitment to equality, diversity and inclusion. Colleges have their separate, individual policies.

The Equality Act protects people from discrimination on the basis of the following protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership. These protections apply to work, service provision, education and associations.
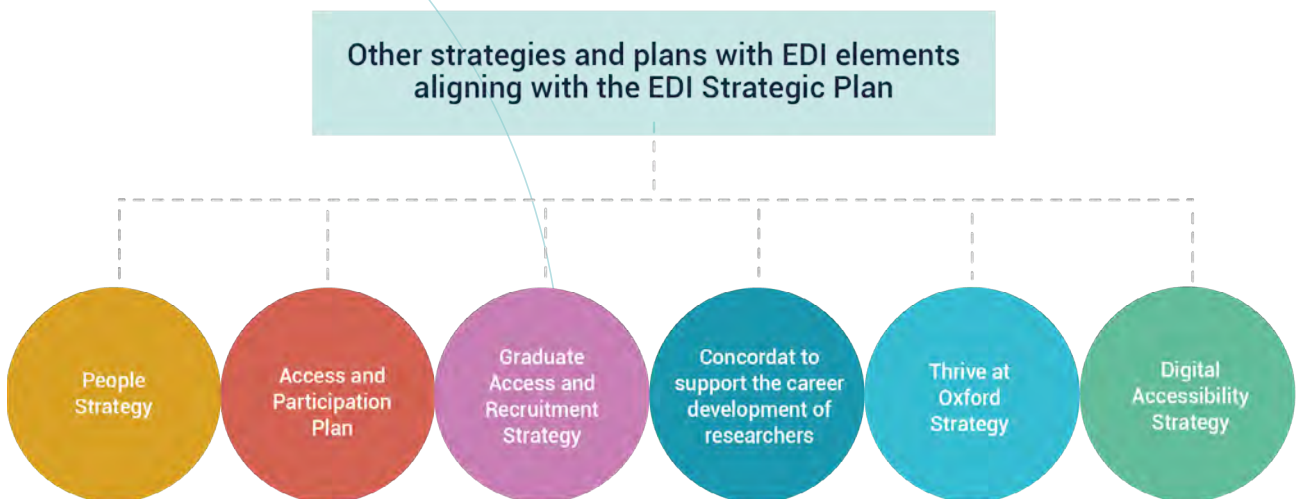
The University and colleges are considered, under the Equality Act 2010, as public bodies that are required to observe the Public Sector Equality Duty. In all our activities, the collegiate University must demonstrate due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between different groups.

Our EDI work is grounded in the Equality Act and our duties as public bodies. But it is also driven by our conviction that EDI success is a foundation of our future success as a university. Having an inclusive culture will strengthen our ability to attract and retain the very best students and staff. It will enable us to widen and deepen our impact in teaching, research and public engagement.

Our work goes beyond our equality duties in another respect. While we acknowledge that people experience unjust discrimination involving protected characteristics, we are committed to ensuring that EDI is about everyone and that everyone in our community feels included at Oxford. This should involve attention to dimensions that are either not explicitly covered by the Equality Act, or are only imperfectly captured by protected characteristics: for example, caring responsibilities, socioeconomic status and cognitive diversity.

Our EDI Mission

Our efforts on equality, diversity and inclusion are in the service of the University of Oxford's academic mission: the advancement of learning by teaching and research and its dissemination by every means.

Through our pursuit of equality, diversity and inclusion, we work to enhance Oxford's impact in teaching, research and engagement.

Our EDI Vision

Our vision is for Oxford to be a collegiate University where everyone belongs and is supported to succeed. We strive to be a leader on equality, diversity and inclusion in society.

We are a place enriched by the diversity of our students, staff, alumni and partners. Oxford is defined by inclusion and excellence. Our people collaborate and learn through curiosity, courage and a common sense of purpose.

Our Strategic Objectives

The following four objectives highlight our priorities as we strive to realise our EDI ambitions. They focus on four areas of University life:

Our culture

Our diversity

Our work

Our leadership

Our vision is for Oxford to be a collegiate university where everyone belongs and is supported to succeed. We strive to be a leader on equality, diversity and inclusion in society.

Strengthen a culture of belonging

Increase staff and student diversity and representation

Ensure our teaching, research and engagement practices are inclusive

Support and model academic and professional leadership

Under each objective, we have identified cross-institutional priorities that require coordination and alignment across departments, faculties, divisions and, in some cases, colleges. They do not provide an exhaustive list of EDI actions being pursued at Oxford.

The listed targets are drawn from our current strategies and plans, with actions highlighting how we will meet these targets. As we further develop our EDI programme, work will be carried out to develop new targets in line with our ambitions.

Our culture
Strengthen a culture of belonging

We believe an inclusive culture is a condition of excellence. We seek to ensure all members of our community are treated with dignity and respect, feel that they belong, and are supported to achieve their potential.

Work on this objective includes actions to:

Priority		Timeframe
1.1	Prevent bullying and harassment	2024-27
1.2	Provide learning, development and support around EDI for staff and students	2024-27
1.3	Progress gender equality initiatives as outlined in the Athena Swan Action Plan	2024-27
1.4	Progress race equality initiatives as outlined in the Race Equality Strategy	2024-27
1.5	Progress LGBTQ+ inclusion initiatives	2024-27
1.6	Develop targets based on the publication of the Research Excellence Framework (REF) People, Culture and Experience, and the Professional Services Review criteria	2025-26
1.7	Enhance disability support and accessibility provision	2024-27
1.8	Embed equality considerations into all decision making and business as usual	2026-27

Our main targets with this objective include:

By 2027, 85% of staff agree that their department is committed to promoting equality and diversity (78% in 2023)

For those who have experienced bullying and harassment in the last year, more than 60% report it formally or informally by 2027 (35% in 2023)

The Research Excellence Framework (REF) 2029 will have an increased focus on EDI activities, with emphasis upon People, Culture and Environment. Work will be carried out to develop and align our Key Performance Indicators around research practice with the REF, once this has been published.

Select initiatives from the collegiate University

Student inductions

EDI inductions are being introduced for undergraduate and graduate freshers, with students at 16 colleges receiving one in October 2024. These inductions are interactive, aimed at cultivating students' confidence to navigate issues in everyday settings within the collegiate University.

Staff professional development

There will be enhanced EDI content in leadership development offerings delivered by People and Organisational Development (Human Resources). In addition, the Medical Sciences Division will pilot a new online EDI induction module for staff in 2024-25.

EDI Roundtable

Since May 2023, the termly EDI Roundtable has brought together students, academics and professional staff from across Oxford for discussions about various aspects of our EDI work. Topics covered in past Roundtables have included working as a collegiate University, inclusive leadership, public attitudes on diversity, and local and global partnerships.

Parental leave

The Mathematical, Physical and Life Sciences Division introduced a new parental leave policy for all fixed-term researchers who take parental leave to be afforded the same benefits, regardless of funding source, underwritten by the department. This sector-leading approach, involving all fixed-term researchers having their contracts and payments extended by the amount of time that they take parental leave, was designed to eliminate an existing inequity and help support researcher careers.

Harassment prevention

The Equality and Diversity Unit conducts a range of activities to promote harassment prevention within Oxford. This includes coordination of the 480-strong Harassment Advisor Network across the collegiate University, and delivering educational activities to build respective cultures and support responses to bullying and harassment.

Task and finish groups

An LGBTQ+ task and finish group will report in 2024-25 about ways that the University can strengthen its efforts on LGBTQ+ inclusion, including with respect to trans students and staff. A task and finish group on racial and religious inclusion is also being established and will, among other things, consider student experiences relating to race and religion.
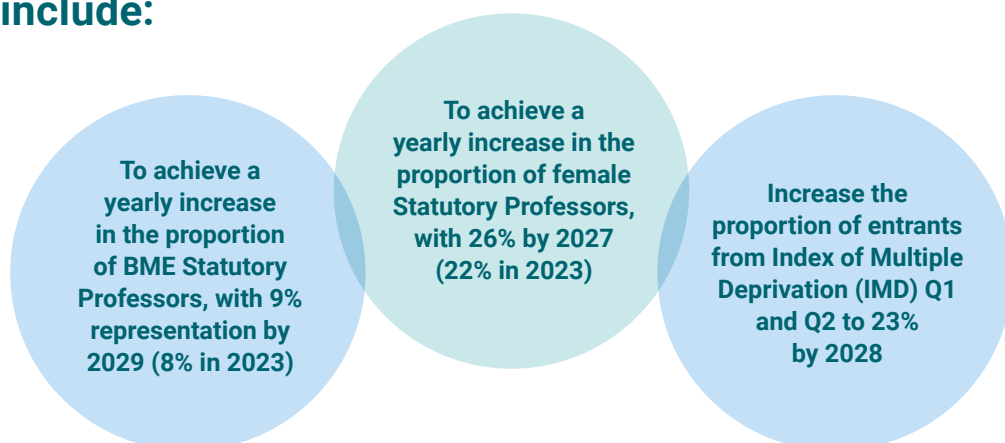
Our diversity
Increase staff and student diversity and representation

We believe it is important our community reflects our local populations and British society, and is enriched by international perspectives. We are committed to increasing the diversity of our staff and students by removing barriers to access and progression, ensuring equitable and accessible development opportunities, and celebrating the diversity of staff and students in its various forms.

Work on this objective includes actions to:

Priority		Timeframe
2.1	Improve undergraduate access	2024-27
2.2	Understand and remove the barriers to graduate access	2024-26
2.3	Understand and remove barriers to promotion and retention	2025-26
2.4	Diversify decision-making bodies	2024-27
2.5.	Ensure recruitment practices are accessible and inclusive	2025-26
2.6	Ensure consistent and compliant data collection methods to improve the quality of our demographic data	2024-27
2.7	Update our diversity targets relating to Professional Services Staff	2024-25

Our main targets with this objective include:

To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029 (8% in 2023)

To achieve a yearly increase in the proportion of female Statutory Professors, with 26% by 2027 (22% in 2023)

Increase the proportion of entrants from Index of Multiple Deprivation (IMD) Q1 and Q2 to 23% by 2028

Select initiatives from the collegiate University

Student diversity

Oxford's Access and Participation Plan seeks to improve access and reduce attainment gaps for underrepresented students. On the graduate front, Oxford is developing a Graduate Recruitment and Access Strategy to help overcome barriers to graduate students thriving at Oxford.

Staff diversity

The Associate Professor Inclusive Recruitment Guidelines have been implemented as part of the Race Equality Strategy and Athena Swan plan. More work will be carried out to ensure our recruitment practices and processes for all roles are inclusive and accessible.

Outreach, access and engagement

A number of programmes are designed to support undergraduate and graduate students from under-represented backgrounds to thrive at Oxford, including Oxford's Astrophoria Foundation Year, Opportunity Oxford and Academic Futures. Lady Margaret Hall, with the Department of Economics, is launching a new Centre for Research on Outreach and Access. The Centre will conduct analysis on Oxford's admissions and student outcomes, evaluate the effectiveness of access initiatives in UK universities, and promote collaboration in research on access to higher education.

University of Sanctuary

As a 'University of Sanctuary', Oxford is delivering an integrated programme of scholarships and support for students from displacement backgrounds. This includes providing such students with pre-arrival and on-course support, a regular programme of social and cultural events, and a dedicated point of contact. Mansfield and Somerville Colleges were both awarded College of Sanctuary status in 2021, having established Sanctuary Scholarships offering fully funded places for postgraduate study.

Our work
Ensure our teaching, research and engagement practices are inclusive

Our teaching, research and engagement practices are integral to our culture as a university. We are committed to making them inclusive, with academic and professional staff confident about how to demonstrate inclusion in practice. In addition, digital and physical environments – whether libraries and museums, teaching and research spaces, office spaces, or IT systems – will be inclusive and accessible.

Work on this objective includes actions to:

Priority		Timeframe
3.1	Support the delivery of the Access and Participation Plan	2024-27
3.2	Increase awarding rates for identified groups	2024-27
3.3	Empower diverse contributions to research	2024-27
3.4.	Address equity gaps in research funding	2025-27
3.5	Widen curricula as prioritised by divisions and departments	2024-27
3.6	Retain and build upon our partnerships, including with the local community	2024-27
3.7	Embed accessibility and inclusion into our practices	2024-27

Our main targets with this objective include:

By 2026, close the gap between the proportion of female academic and research staff with and without caring responsibilities who agree that "I am supported to think about my professional development" (55% without v 45% with in 2023)

By 2027, the gap between BME and white academic and research staff in agreeing that they are supported to apply for grant funding as a principal investigator or coinvestigator is 2% (54% of BME Academic/Research staff agree v 58% of white Academic/Research staff agree, in 2023)

Select initiatives from the collegiate University

Equity and inclusivity in research funding

The Equity and Inclusivity in Research Funding project was initiated by Research Services to identify barriers to securing research funding experienced by researchers in marginalised groups. Bringing together partners from across UK higher education and funding bodies, the project seeks to develop a shared action plan for a more equitable, diverse and inclusive research funding ecosystem.

Inclusive teaching and learning

The Centre for Teaching and Learning's IncludED programme provides teaching staff with guidance and recourses to ensure teaching and assessments are inclusive. The Centre works with departments and divisions to widen curricula and close attainment gaps.

EDI as an academic pursuit

The Social Sciences Division's termly Research Spotlight events present innovative and critical research on EDI theory and practice. These events bring together an interdisciplinary EDI research community of staff and students across various departments and highlight the importance of social science research in building a rigorous and cutting-edge knowledge base to advance EDI goals in academia and beyond.

Global Equitable Oxford

The Global Equitable Oxford project considers what EDI means within a global context, bringing together academics and researchers from multiple disciplines committed to equitable partnerships with colleagues around the world. Work will focus on rebalancing power dynamics within Oxford's collaborations, exploring ways to shift the centre of gravity of research, education and engagement towards Oxford's global partners.

Audience diversity and engagement in GLAM

Gardens, Libraries and Museums has been working to embrace the diversity of their audiences, in order to ensure the collections resonate with people's lives, and promote the discovery, understanding, and enjoyment of our shared humanity. This sits alongside GLAM's EDI initiatives to foster an inclusive workplace where everyone feels valued and supported.

Our leadership

Support and model academic and professional leadership

We aspire to be recognised as an institutional leader, partnering with others to shape thinking and practice on EDI. We also aim for our own leaders to model best practice on EDI. We will draw upon the knowledge and expertise of our academics, research staff, professional staff and students to lead public conversations and to strengthen our community's confidence about how to approach EDI.

Work to ensure this includes actions to:

Priority		Timeframe
4.1	Ensure inclusive practices in decision-making and leadership	2024-27
4.2	Support leaders and staff with their understanding of EDI topics	2024-25
4.3	Support scholarly work relating to EDI in all its forms	2024-27
4.4	Develop student leadership and advocacy	2024-26
4.5	Develop targets based on the publication of the Research Excellence Framework (REF) People, Culture and Experience, and the Professional Services Review criteria	2025-26
4.6	Consolidate and strengthen EDI governance structures	2024-25

The Research Excellence Framework (REF) 2029 will have an increased focus on EDI activities, with emphasis upon People, Culture and Environment. Work will be carried out to develop and align our Key Performance Indicators and main targets around research practice with the REF, once this has been published.

Select initiatives from the collegiate University

Supporting staff leadership

The Chief Diversity Officer and the Equality and Diversity Unit will offer new termly informational briefings dedicated to senior academic and professional staff in departments and colleges in order to support their leadership on EDI. In addition, EDI will embedded into People and Organisational Development's new staff inductions and senior leader inductions, as well as the Confident Manager programme.

Inclusive leadership

Our divisions have prioritised inclusive leadership. Humanities' Inclusive Chairing and Public Sector Equality Duty toolkits give key faculty officers the skills and confidence to inclusively chair meetings and embed equality considerations into decision-making at all levels. Medical Sciences Division developed the Inclusive Leadership Programme for senior academic leaders in order to nurture leadership skills and foster inclusive and equitable environments.

Research on public attitudes on EDI

Oxford has partnered with UCL Policy Lab and More in Common to deliver groundbreaking research on British public opinion about EDI. Our first publication, *Finding a Balance*, was released in March 2024 and has helped reshape public and organisational understanding of EDI.

Supporting student leadership

Inductions are being introduced for college junior and middle common room presidents. These will cover topics including effective student leadership, interpersonal conflict and EDI, equipping them to create inclusive student environments.

Enabling work

We have identified the following key enablers of our strategic success. Work will be carried out to ensure we have the ability to meet our objectives.

Lived experiences

Students and staff come from a rich diversity of backgrounds, and bring to the collegiate University a range of perspectives. As we renew our EDI work, we seek to connect our efforts with the everyday experiences of our collegiate community. We will be informed by the voices of students and staff in how we design, implement and monitor our work. We recognise, drawing upon our own research, that people engage with EDI more deeply when it is focused on everyday experiences rather than abstract concepts.

A collegiate approach

Oxford is distinctive in being a self-governing institution consisting of the University, its divisions, departments and faculties, and colleges and permanent private halls. Our devolved, pluralistic character is a strength, allowing us to innovate and respond to particular contexts. This does mean that the success of our EDI initiatives will require collaboration across the collegiate University. We will continue our efforts to align our practices across Oxford, in order to ensure all those who come here to study, work, learn and visit have a welcoming and positive experience.

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Inclusive leadership

An inclusive culture requires leadership. It demands not only commitment to inclusion, but the role-modelling of it in practice. We recognise that leadership occurs at many levels within Oxford: it is not confined to those who hold formal titles, but is distributed across the collegiate University. We will strengthen our work to empower and equip staff and students to lead on EDI – to support and nurture leaders who listen, build trust and collaborate openly with others.
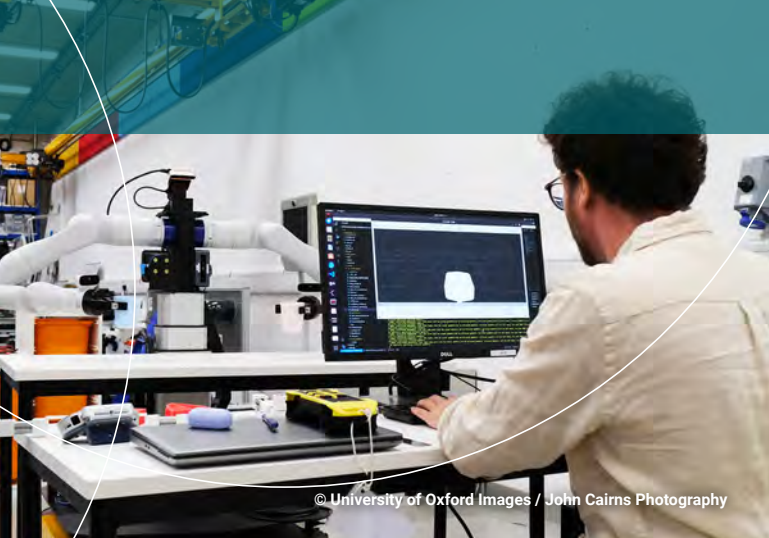
Data and research

EDI success must be underpinned by evidence and rigour. We will engage with the growing body of research relating to EDI and organisational performance, and seek to contribute to it ourselves, drawing upon our academic and professional expertise. Within the collegiate University, we will seek to gather more comprehensive demographic data of our staff and students, and work to increase trust in how we conduct our EDI work.

Our vision is for Oxford to be a collegiate university where everyone belongs and is supported to succeed. We strive to be a leader on equality, diversity and inclusion in society.

- Strengthen a culture of belonging
- Increase staff and student diversity and representation
- Ensure our teaching, research and engagement practices are inclusive
- Support and model academic and professional leadership

Understanding lived experiences

A collegiate approach

Inclusive leadership

Data and research

Local, national and global partnerships

Academic freedom and free speech

Local, national and global partnerships

Through our teaching, research and engagement, the collegiate University has an impact on multiple communities: local, national, global. We partner with communities and organisations in Oxford, across the United Kingdom and in all parts of the world. Through our EDI work, we will build on this culture of partnership. We seek to partner with others to advance public understanding of EDI, support organisations in navigating EDI and promote good relations within society.

Academic freedom and free speech

Oxford is committed to free speech and academic freedom. We believe that, within the bounds set by the law, all voices or views which any member of our community considers relevant should be given the chance of a hearing – and be exposed to evidence, questioning and argument. Our commitment to free speech and academic freedom go hand in hand with our commitment to EDI. These are not conflicting commitments. Supporting freedom of speech should be accompanied by care and concern for others. Supporting EDI, meanwhile, should mean a willingness to engage with views with which one disagrees.

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Our Values

Our values express the ethos of our approach to equality, diversity and inclusion.

Curiosity

Curiosity is the desire to know something. In the same way that people strive to learn about a subject, so they should seek to understand each other better and have an interest in diversity. To be curious is critical to having productive disagreements, and to having a vibrant intellectual and professional environment. We believe our students and staff must be able to ask questions freely and to exchange views in a spirit of generosity.

Courage

Bringing an inclusive culture into being requires changing some of the ways things are done. That may require courage – the ability to venture, persevere and withstand difficulty. On matters of EDI, people must have the courage to question, to innovate, to challenge, and to stay the course. Courage, properly understood, also implies humility and judgement. It involves understanding we will make mistakes and involves us doing the right thing, at the right time and for the right reason.

Community

Oxford is a place constantly shaped and reshaped by students and staff. Our work on EDI is guided by our belief in the power of our relationships and our shared purpose. We encourage all members of our community to think about the part they play to ensure everyone is welcomed and feels that they belong. And we seek to ensure that the work of EDI is valued and pursued by a broad cross-section – not just by those who have EDI in their job or office title. This is because EDI is everyone's business; EDI success will benefit everyone in our community.

Excellence

Oxford is one of the world's leading universities. We celebrate that excellence alongside our diversity. More than that, we fundamentally believe that through our EDI efforts we help create the conditions for excellence, in its various forms.

The desire to know something

The ability to venture, persevere and withstand

The belief in the power of our relationships

The conditions for excellence

Governance and Responsibilities

The Chief Diversity Officer is the executive lead for EDI within the University, reporting to the Vice-Chancellor. It is the responsibility of the Joint Committee for EDI to oversee the implementation of this strategic plan, and to monitor its progress.

There are three main bodies relating to EDI within the collegiate University:

The Equality and Diversity Forum ┄┄➤ **The Joint Committee for EDI** ◄┄┄ **The Equality and Diversity Panel**

The Joint Committee for EDI is chaired by the Chief Diversity Officer and by a Head of House (currently, the Principal of Mansfield College) and has representation from colleges and University divisions. It acts to promote and advance equality, diversity and inclusion across the collegiate University. It drives the implementation of our EDI Strategic Plan and related action plans by monitoring progress, and holding those responsible for implementation to account. The Committee reports to the University's Council and to the Conference of Colleges.

The Equality and Diversity Panel is made up of representatives from across the University departments and divisions who have the knowledge and expertise to develop and enact solutions to EDI-related issues. Some are EDI professionals and chairs of staff networks and advisory groups, while others are those who are in positions to bring about change and actions. The Panel advises on the implementation of this overarching strategic plan across the collegiate University. It is chaired by the Chief Diversity Officer and reports to the Joint Committee for EDI.

The Equality and Diversity Forum brings together representatives from the 39 independent colleges and 4 permanent private halls. It enables matters of equality and diversity to be discussed, and good practice shared between colleges. It is chaired by a Head of House (currently the Provost of Worcester College), and reports to the Conference of Colleges and the Joint Committee for EDI.

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Appendix

Targets and Measures of Progress by Objective

The targets are taken from our current strategies and plans, and these outcomes and actions are how we ensure we can meet these targets. As the University further develops its EDI programme, work will be carried out to develop new targets in line with our ambitions.

Our culture: Strengthen a culture of belonging

1.1. Prevent Bullying and Harassment

Measures of Progress	Targets
Trust in the prevention of, and responses to, bullying and harassment in experience surveys Number of reports of bullying and harassment across the collegiate University	By 2027, 94% of staff agree that they are aware of the harassment policy and procedure for University staff (90% in 2023) For those who have experienced bullying and harassment in the last year, more than 60% report it formally or informally by 2027 (35% in 2023) By 2028, the gaps 1) between BME and white staff in experiencing bullying and harassment (13.6% BME staff, 11.2% white staff in 2023); and 2) in understanding how to navigate the process of reporting (68.7% BME staff, 75% white staff in 2023), are reduced

1.2. Provide learning, development and support around EDI for staff and students

Measures of Progress	Targets
Percentage of undergraduate students who have received college EDI inductions and feedback scores on the effectiveness of the sessions Coverage and effectiveness scores for EDI training for college and University staff and leaders	By 2027, 85% of staff agree that their department is committed to promoting equality and diversity (78% in 2023)

1.3. Progress gender equality initiatives as outlined in the Athena Swan Action Plan

Measures of Progress	Targets
Number of departmental Athena Swan awards Gender pay gaps Difference of staff and student experience survey results across genders Reports of bullying and harassment by gender	By 2027, the gender gap in PSS roles in grades 4 to 6 has decreased by at least 1 percentage point (68% female in 2023) To achieve a yearly increase in the proportion of female Statutory Professors, with 26% by 2027 (22% in 2023) Proportion of females in Associate Professor posts increased to 35% by 2027 (33% in 2023) By 2027 trans and nonbinary staff agree with "I feel able to be myself at work" in line with the average for all staff (57% of trans and nonbinary staff v 83% staff average in 2023)

1.4. Progress race equality initiatives as outlined in the Race Equality Strategy

Measures of Progress	Targets
Ethnicity pay gaps Difference of staff and student experience survey results across ethnicities, nationalities, and home territories Reports of bullying and harassment by ethnicity	By 2028, 80% of BME staff agree that their department is committed to promoting equality and diversity (2023 baseline: 75% BME staff v 79% of white staff in 2023) By 2028, the gaps 1) between BME and white staff in experiencing bullying and harassment (13.6% BME staff,11.2% white staff in 2023); and 2) in understanding how to navigate the process of reporting (68.7% BME staff, 75% white staff in 2023), are reduced Increase the proportion of Black students awarded good degrees to 94% by 2028-29 To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029 (8% in 2023) To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029 (9% in 2023) To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029 (18% in 2023) To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2029 (10% in 2023)

1.5. Progress LGBTQ+ inclusion initiatives

Measures of Progress	Targets
Development of recommendations by the LGBTQ+ task and finish group Reports of bullying and harassment by sexuality and gender identity	By 2027 trans and nonbinary staff agree with" I feel able to be myself at work" in line with the average for all staff Further targets will be developed based upon recommendations from the LGBTQ+ Task and Finish Group

1.6. Develop targets based on the publication of the Research Excellence Framework (REF) People, Culture and Experience, and the Professional Services Review criteria

Measures of Progress	Targets
	Targets will be developed following the publication of the REF PCE criteria and Professional Services Review

1.7. Enhance disability support and accessibility provision

Measures of Progress	Targets
Development and approval of targets	Staff targets will be developed, subject to the approval of Council in 2025
Reports of bullying and harassment by disability and mental health status	Increase the proportion of disabled students awarded good degrees to 94% by 2028-29
Difference of staff and student experience survey results across disability and mental health status	

1.8. Embed Equality considerations into all decision making and business as usual

Measures of Progress	Targets
Belief in commitment to EDI as outlined in experience surveys	By 2025, all academic departments/faculties have an Athena Swan award or EDI action plan, and GLAM and UAS divisions have developed division-level EDI strategies
	By 2027, 85% of staff agree that their department is committed to promoting equality and diversity

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Our diversity: Increase staff and student diversity and representation

2.1. Improve undergraduate access

Measures of Progress	Targets
Entrance rates for undergraduates by demographic group	Increase the proportion of entrants from Index of Multiple Deprivation (IMD) Q1 and Q2 to 23.0% by 2028, and increase the proportion of entrants to Oxford with free school meal (FSM) eligibility to 10.7% by 2028

2.2. Understand and remove the barriers to graduate access

Measures of Progress	Targets
KPIs will be developed alongside the Graduate Recruitment and Access Strategy	Targets are being developed by the Graduate Accesses and Recruitment Strategy working group

2.3. Understand and remove barriers to promotion and retention

Measures of Progress	Targets
Diversity of academic, research and professional services staff at different levels Gender and ethnicity pay gaps	Maintain proportion of international staff, from the EU and worldwide (30% in 2020, 29.7% in 2021, 30% in 2023)
	By 2025, the University will have established a baseline for ethnicity pay gaps and established a working group to make recommendations
	By 2027, the gender gap in PSS roles in grades 4 to 6 has decreased by at least 1 percentage point (68% female in 2023)
	To achieve a yearly increase in the proportion of female Statutory Professors, with 26% by 2027 (22% in 2023)
	Proportion of females in Associate Professor posts increased to 35% by 2027 (33% in 2023)
	By 2027, there are no statistically significant equal pay gaps between BME and white staff members
	To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029 (8% in 2023)
	To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029 (9% in 2023)
	To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029 (18% in 2023)
	To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2029 (10% in 2023)

2.4. Diversify decision-making bodies

Measures of Progress	Targets
Diversity of staff in decision-making and governance structures	By 2027, 40 to 60% of central University committee members (Council and its 5 subcommittees) are female
	By 2028, BME staff comprise a minimum of 15% of members of Council and its core committees (12% in 2023)

2.5. Ensure recruitment practices are accessible and inclusive

Measures of Progress	Targets
Diversity of applicants at different stages of recruitment	By Michaelmas Term 2025, the University will have established a baseline for ethnicity pay gaps and established a working group to make recommendations
	Maintain proportion of international staff, from the EU and worldwide (30% in 2020, 29.7% in 2021, 30% in 2023)
	By 2027, the gender gap in PSS roles in grades 4 to 6 has decreased by at least 1 percentage point (68% female in 2023)
	To achieve a yearly increase in the proportion of female Statutory Professors, with 26% by 2027 (22% in 2023)
	Proportion of females in Associate Professor posts increased to 35% by 2027 (33% in 2023)
	By 2027, there are no statistically significant equal pay gaps between BME and white staff members

2.6. Ensure consistent and compliant data collection methods to improve the quality of our demographic data

Measures of Progress	Targets
Disclosure rates of demographic data across the collegiate University	By 2025, the Joint Committee for EDI will have made recommendations to the Conference of Colleges on data collection methods and targets

2.7. Update Professional Services Staff diversity targets

Measures of Progress	Targets
	In Michaelmas Term 2025, proposed targets will be presented to Council

Our work: Ensure our teaching, research and engagement practices are inclusive

3.1. Support the delivery of the Access and Participation Plan

Measures of Progress	Targets
Proportion of entrants from different demographic groups Proportion of students awarded good degrees by demographic groups	Increase the proportion of entrants from Index of Multiple Deprivation (IMD) Q1 and Q2 to 23.0% by 2028, and increase the proportion of entrants to Oxford with free school meal (FSM) eligibility to 10.7% by 2028
	Increase the proportion of students with FSM eligibility awarded good degrees to 94% by 2028-29
	Increase the proportion of disabled students awarded good degrees to 94% by 2028-29
	Increase the proportion of Black students awarded good degrees to 94% by 2028-29

3.2. Increase awarding rates for identified groups

Measures of Progress	Targets
Proportion of students awarded good degrees by demographic groups	Increase the proportion of students with FSM eligibility awarded good degrees to 94% by 2028-29
	Increase the proportion of disabled students awarded good degrees to 94% by 2028-29
	Increase the proportion of Black students awarded good degrees to 94% by 2028-29

3.3. Empower diverse contributions to research

Measures of Progress	Targets
Staff survey responses to questions relating to academic development and support by demographic groups	At least 65% of female academics and researchers agree with "I have the opportunity to develop and grow here" by 2027 (59% in 2023)
	By 2026, close the gap between the proportion of female academic and research staff with and without caring responsibilities who agree that "I am supported to think about my professional development" (55% without v 45% with in 2023)
	By 2028, there is no gap between BME and white academic and research staff in agreeing that they are supported to apply for grant funding as a principal investigator or coinvestigator (54% of BME Academic/Research staff v 58% of white Academic/Research staff in 2023)

3.4. Address funding gaps

Measures of Progress	Targets
Staff survey responses to questions relating to academic development and support by demographic groups	Work is being conducted as part of the Equity and Inclusivity in Research Funding project to establish baselines and targets
	By 2028, there is no gap between BME and white academic and research staff in agreeing that they are supported to apply for grant funding as a principal investigator or coinvestigator (54% of BME Academic/Research staff v 58% of white Academic/Research staff in 2023)

3.5. Widen curricula as prioritised by divisions and departments

Measures of Progress	Targets
Diversification and/or decolonisation of curricula	Targets, where relevant, remain at the discretion of divisions and departments

3.6. Grow and strengthen our partnerships, including with the local community

Measures of Progress	Targets
Measures of progress will be developed in line with the University Strategic Plan	Targets will be aligned with relevant elements in the University Strategic Plan

3.7. Embed accessibility and inclusion into our practices

Measures of Progress	Targets
Diversity of communities and publics engaged with	By 2027, undergraduate and postgraduate students express improved satisfaction in student surveys to questions about learning experience
Number of departments with EDI considerations in their Departmental Reviews	By 2027, 85% of staff agree that their department is committed to promoting equality and diversity

Our leadership: Support and model academic and professional leadership

4.1. Ensure inclusive practices in decision-making and leadership

Measures of Progress	Targets
Measures of progress will be developed following the approval of targets	By Michaelmas Term 2025, Council will have approved targets relating to committee papers and minutes showing evidence of equality considerations in decision making

4.2. Support leaders and staff with their understanding of EDI topics

Measures of Progress	Targets
Inclusive practice is incorporated into leadership and professional development across the collegiate University	By 2027, 85% of staff agree that their department is committed to promoting equality and diversity Additional targets relating to EDI leadership will be developed

4.3. Support scholarly work relating to EDI in all its forms

Measures of Progress	Targets
Research output relating to EDI Number of partnerships with local, national and global institutions on EDI-related research	Targets will be developed

4.4. Develop student leadership and advocacy

Measures of Progress	Targets
Feedback scores for student EDI associate roles Student survey scores relating to student safety, student voice, and students' union	By Michaelmas Term 2025, Council will have approved targets relating to student sentiment on their ability to advocate for inclusion based on survey results

4.5. Develop targets based on the publication of the Research Excellence Framework (REF) People, Culture and Experience, and the Professional Services Review criteria

Measures of Progress	Targets
Measures of progress will be developed in line with the REF PCE criteria	Targets will be developed following the publication of the REF PCE criteria

4.6. Consolidate and strengthen EDI governance structures

Measures of Progress	Targets
Diverse perspectives and experiences are drawn upon at EDI governance meetings to inform practice	Targets will be developed