UNIVERSITY OF OXFORD

Equality Report
2021/22

Contents

Executive Summary

The Equality Report 2021-22 outlines the progress made towards delivering the University's annual equality objectives, provides a snapshot of staff and student diversity data for the 2021-22 academic year, and highlights the breadth of equality, diversity and inclusion (EDI) activity taking place across the collegiate University.

In 2021-22, the University continued to make advances in the diversity of staff in senior academic, research and administrative roles:

- women now comprise 20% of staff in Oxford's most senior academic grade, Statutory Professor;
- 9% of staff in the main academic grade, Associate Professor, are from Black and minority ethnic (BME) backgrounds; and
- the proportion of senior researchers from Black and minority ethnic (BME) backgrounds rose by two percentage points in the last year.

We have also nearly eliminated the gap in offer rates for Asian undergraduate applicants, as well as narrowed the gap in 'good degree' awarding rates for disabled undergraduate students.

However, progress stalled for some of our equality objectives:
- there was no reduction in longstanding awarding gaps experienced by women and Black students;
- the representation of women and BME staff within University governance structures fell short of the targets agreed in early 2022; and
- the University slipped down the Stonewall index to 231st spot (from 76th).

The University is committed to having renewed focus in 2022-23 to address these diversity and inclusion gaps.

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During the reporting period, the University has taken a number of significant steps to ensuring it is an inclusive, diverse and welcoming place to learn and work.

In 2021-22, Council adopted committee diversity targets to be reached by 2027, in order for University decision-making and governance structures to be representative of the University community. The targets aim for representation of female staff on Council and its main committees to be in the range of 40-60%, and for BME staff to comprise a minimum of 15% of members of Council and its main committees. At the same time, Council set targets to increase the proportion of women and Black and Minority Ethnic (BME) staff in senior academic and professional roles by 2029.

The University published its Race Equality Strategy, a culmination of the Race Equality Task Force's efforts in consulting with staff and students. The first activity delivered under the strategy was the recruitment and appointment of the University's first Chief Diversity Officer, Professor Tim Soutphommasane.

In late 2022, the University's Research Services team finalised the Equity and Inclusivity in Research Funding project, which identified a number of barriers to securing UK research funding experienced by researchers in marginalised groups. The University's Researcher Hub was also launched to support the

[2022-25 Action Plan for the Concordat to Support Career Development of Researchers](#), which includes a number of actions in support of an inclusive and open research culture.

The University continued to prioritise improving access, launching scholarship funds for students from under-represented backgrounds. These included the [Black Academic Futures](#) scholarship programme, offering UK Black and Mixed Black students financial support to pursue graduate study at Oxford; the [Refugee Academic Futures](#) programme for graduate students who are refugees or who have lived experience of displacement; and the [Care-Experienced Academic Futures](#) scholarship programme for students who have experienced being in care in the UK. The University also launched the [Astrophoria Foundation year](#) programme for UK state school students with significant academic potential who have experienced severe personal disadvantage and/or disrupted education.

In order to build a more inclusive learning environment, the University launched the [Racially Inclusive Teaching Toolkit](#) to help staff and students to critically assess the diversity of perspectives reflected in both the content of the curriculum and the way it is taught. In 2022, Council approved a new [Digital Education Strategy](#) to enable a more inclusive and accessible educational environment. This complements a new toolkit on [Digitally Supported Inclusive Teaching](#), to be launched in 2023.

During the reporting period, the University hosted scores of events to highlight and promote EDI. These included the flagship annual events for Black History Month, LGBTQ+ History Month, disability awareness, Pride, International Woman's Day and Mental Health Awareness Week. In 2022, the Pitt Rivers Museum held a groundbreaking project titled [Beyond the Binary](#), which aimed to centre LGBTQIA+ voices and experiences in the Museum's spaces and collections. It was the Museum's most popular exhibition, with over 40,000 visitors.

In addition, following the disruption of the pandemic, the University focused on cultivating a more flexible and inclusive working environment for staff. A flexible working framework called [New Ways of Working,](#) was launched in 2022, building on lessons learned during the pandemic to support staff in finding flexible working patterns that work for them and their departments. In 2022, the University launched its [Wellbeing Strategy 2022-2024](#) for staff including a new website with training and resources, staff counselling service and Wellbeing Champions Network.

Foreword

I am very pleased to share with you the University of Oxford Equality Report 2021-22.

The promotion of equality, diversity and inclusion goes beyond the University's statutory obligations. It is integral to our mission in the advancement of learning by teaching and research, and to our aspirations of having a culture in which students and staff can flourish.

As this report highlights, we have continued to make progress on meeting our objectives relating to increasing the diversity in University decision-making and governance structures, increasing diversity in senior academic and professional roles, and increasing student access and participation.

Of particular note, during the 2021-22 period, the proportion of senior researchers from Black and Minority Ethnic (BME) backgrounds rose by two percentage points from 15% to 17%. The University has also reduced the gap in offer rates for Asian background undergraduate applicants to 0.5% (reduced from 3.9% in 2020-21).

During this reporting period, the University has also completed a number of key initiatives relating to equality, including:

- the introduction of a University Race Equality Strategy, following the report of the Race Equality Taskforce;
- the successful submission of an institutional Silver Athena Swan application in November 2022;
- the publication of Associate Professor Inclusive Recruitment Guidelines;
- the development of a Racially Inclusive Teaching Toolkit;
- the launch of numerous scholarships aimed at improving access to the University, including those targeted at care-experienced graduates, women in STEM, black and mixed Black background students, and students from refugee backgrounds;
- the introduction of inclusive leadership schemes in numerous divisions, including Humanities, Medical Sciences and Mathematical, Physical and Life Sciences; and
- the launch of the Equality, Diversity and Inclusion Knowledge Hub.

Nonetheless, there remain areas where further improvement is required, which are outlined in this report. These challenges demand renewed attention.

Since commencing as Chief Diversity Officer in January 2023, I have had the opportunity to meet so many students, academics and staff committed to EDI culture change. I am confident the Oxford community is ready to support a step-change in our promotion and advancement of equality.

As demonstrated by the launch of the Race Equality Strategy, our recent institutional Athena Swan Silver Award, and the impending establishment of a University joint committee on equality, diversity and inclusion, the University of Oxford stands poised to accelerate our progress in 2023 and beyond.

Professor Tim Soutphommasane

Chief Diversity Officer

Equality Framework and Strategy

Equality Act 2010

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.[1]

The report includes:

- an update on progress towards our equality objectives;
- examples of the University's activities in support of equality and diversity during 2021-22; 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.

Please see the EDU website for more information on the Equality Act 2010 and its implementation at Oxford.

Policy and Governance

The Equality Policy sets out the University's commitment to embedding equality, diversity and inclusion across all its activities. Following a widespread consultation process, the policy was updated and approved by Council in March 2020.

The EDU's work is overseen by the Equality and Diversity Panel, which meets termly and reports to both Personnel and Education Committees. In 2021-22, the Panel was chaired by the Pro-Vice-Chancellor for People and Digital, Professor Anne Trefethen (from January 2023, it has been chaired by Professor Tim Soutphommasane, Chief Diversity Officer). The Panel includes formal representation from the academic divisions, central University, staff networks, and Oxford University Student Union. During 2021-22, the Panel operated as the self-assessment team for the institutional Athena Swan and Race Equality Charter applications.

All University-level committees receive an annual briefing paper on their responsibilities under the Public Sector Equality Duty.

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 are set out within the University Strategic Plan and the Student Access and Participation Plan. In line with the strategic plan, Council have approved a number of equality objectives which provide a framework for actions to diversify and improve staff and student recruitment, representation and experience.

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[1] This report covers a time period of September 2021 to December 2022.

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.

Communications and Feedback

Regular University communications on equality topics include newsletters, mailings to the staff networks, and dedicated Twitter feeds such as @DiversifyOxPortraits, @OxfordRace and @OxDisability.

We seek feedback from staff and students via the biennial Staff Experience Survey (last run in April 2021) and the annual Student Barometer Survey. In 2021, the University trialled Advance HE's targeted Postgraduate Taught Experience Survey (PTES) and Postgraduate Research Experience Survey (PRES). More details of the wide range of student surveys run during 21-22 are available on the University website.

Progress on 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 2020-21](#), published on 30 March 2022, provided a final status report on the University's progress towards its institutional equality objectives for the preceding year.

Equality Objectives

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.

6. Eliminate the undergraduate gender attainment gap by 2030.

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An overview of progress against these objectives is provided below. A full table of progress since 2017 is provided in Annex A.

Summary of progress against objectives

In 2021-22, the University made steady progress towards increasing the diversity of staff in senior academic, research and administrative roles. It continued to meet its targets for the participation of undergraduates from underrepresented backgrounds and succeeded in eliminating the offer rate gap for applicants of Asian ethnicity.

Key areas of progress and achievement:

- Women now comprise 20% of staff in Oxford's most senior academic grade, Statutory Professor, up from 11% in 2013.

- 9% of staff in the main academic grade, Associate Professor, are from Black and minority ethnic (BME) backgrounds, up from 4% in 2013.

- The proportion of senior researchers from Black and minority ethnic (BME) backgrounds rose by two percentage points, from 15% to 17%.

- For the first time, we nearly eliminated the gap in offer rates for Asian undergraduate applicants (0.5%, reduced from 3.9% in 2020)

- Good progress has been made towards eliminating the gap in 'good degree' (First and Upper Second combined) awarding rates for disabled undergraduate students, which fell to a three-year average of minus 2.2%.

Areas of focus and improvement in the future:

There was no reduction in the longstanding awarding gaps experienced by women and Black students.

- The awarding gap for Black students is 8.8% (in 2021, it was 6.7%). The target is 6%.
- The first-class undergraduate degree awarding gap for women is 6.6% (in 2021, it was 3.0%). The target is 4.4%.

We fell short in the aim of consolidating our position in the Stonewall Workplace Equality Index. In 2021, the University slipped down the index to 231st spot from 76th spot. Following this result, the University postponed its next Stonewall application until an LGBTQ+ steering group could be convened in 2023 to address the feedback from Stonewall.

The representation of women and BME staff within University governance structures fell short of the targets agreed in early 2022; these will remain a focus over the next five years.

- 39% of members of Council and its five main committees were women (compared with the target of between 40% and 60%).
- 8% of members came from minority ethnic backgrounds (compared with the target of 15%).

An overview of progress against each objective is outlined below.

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 2021-22 Progress:

Targets	2021 Baseline	2022 Progress
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)
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)

What we are doing to meet this objective:

- In approving the targets, Council agreed to a number of actions to take to address the gap over the next five years. These include the cultivation of a diverse pipeline of individuals, improved communication and learning opportunities for vacancies, and measures to improve inclusive decision-making and chairing.
- Actions related to these targets have been added to both institutional Athena Swan and Race equality charter action plans (to span 2023 to 2028).

Objective 2 - Increase the proportion of women in senior academic roles

Approved by Council in Feb 2022

Targets and 2021-22 Progress:

Targets	2021 Baseline	2022 Progress
1. To achieve a yearly increase in the proportion of female Statutory Professors, with 27% representation by 2029	19%	20%
2. To achieve a yearly increase in the proportion of female Associate Professors, with 35% representation by 2029	31%	32%
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
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 application awarded Feb 2023

What we are doing to meet this objective:

- In February 2022, Council approved targets for female academic staff, to be achieved by 2029. The targets were based on modelling that reviewed the average turnover rate for each staff group over the last five years.
- A number of actions will be undertaken starting in 2023 to address the 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.
- In 2022, the University published [Associate Professor Inclusive Recruitment Guidelines](), bringing together existing good practice already taking place, and suggestions for new approaches that are being used across universities in the UK.
- Actions related to these targets have been incorporated into the institutional Athena Swan action plan.

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

Approved by Council in Feb 2022

Targets and 2021-22 Progress:

Targets	2021 Baseline	2022 Progress
1. To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029	6%	6%
2. To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029	8%	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%
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%
5. To apply successfully for an institutional Bronze Race Equality Charter (REC) award in 2021	Bronze award	REC application deadline extended to July 2023

What we are doing to meet this objective:

- Council approved targets for BME staff in senior roles in February 2022, to be achieved by 2029. The targets were based on modelling that reviewed the average turnover rate for each staff group over the last five years. A number of actions will be undertaken, starting in 2023, to address these (in collaboration with actions around representation of women).
- In 2022, the University published Associate Professor Inclusive Recruitment Guidelines. The guidelines will be piloted in 2023 and are adaptable for use with both academic and research staff groups.
- Actions related to these targets have been incorporated into the 2023 Race Equality Charter action plan, due for submission in July 2023.

Objective 4 - Consolidate our position in the Stonewall Workplace Equality Index

Approved by Council in July 2019

2021-22 Progress:

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

2022 progress: Following the 2021 application, which resulted in the University slipping down the index to 231st spot, a decision was made to postpone the next Stonewall application until a steering group could be convened to address the feedback.

What we are doing to meet this objective:

- In 2023, the University will launch an LGBTQ+ steering group, which will review the Stonewall feedback and lead on the development of an overarching LGBTQ+ strategy for the University.
- The institutional Athena Swan action plan includes a headline objective and a number of actions to increase the levels of satisfaction and inclusion amongst trans and non-binary staff and students. This includes guidance and training tools for line managers and heads of department, strengthening of staff and peer networks, and a suite of actions around preventing bullying and harassment. These actions will be launched in 2023.

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

Approved by Council in March 2020

Targets and 2021-22 Progress:

Targets	2020 Baseline	2022 Progress
1. To reduce the gap in participation rates between ACORN [2]Group 1 and Groups 4 and 5 from 4.9:1 to 3:1 by 2024-25	Ratio 3:1	Gap is 3:1, Target met
2. 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 7.9:1	Gap is 7.9:1, Target met
3. To eliminate the gap in offer rates for Asian applicants by 2021-22	3.4%	Gap is 0.5%, Target met for the first time
4. To reduce the gap in attainment rates for Black students to 6% by 2024-25	6.6%	8.8%
5. To eliminate the gap in attainment rates for disabled students by 2024-25	3.9%	2.2%

What we are doing to meet this objective:

- In 2019-20, departments were supported in identifying and addressing awarding gaps with tools to support data analysis (including intersectional analysis).
- 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.

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[2] 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. The ACORN and POLAR systems are widely recognised measures used by the regulator to set admissions targets for universities including Oxford.

The toolkit includes a self-evaluation tool for teaching staff and students, case studies and a reading list.

- The University is committed to addressing these gaps under our [Access and Participation Plan](#), which will be updated in 2023.

Objective 6 - Eliminate the undergraduate gender attainment gap by 2030

Approved by Council in March 2020

Target and 2021-22 Progress:

Targets	Baseline 2020	2021	2022
1. Reduce the first-class degree attainment gap between women and men from 8.5% to 4.4% by 2025	7.4%	3.0%	6.6%

What we are doing to meet this objective:

- Since 2019-20, departments have been supported in identifying and addressing awarding gaps with tools to support data analysis (including intersectional analysis).
- The University is committed to addressing these gaps under our Access and Participation Plan (APP), which will be updated in 2023.

Equality, Diversity and Inclusion at Oxford: Highlights of 2021-22

Celebrating Success

In May 2022, we held the Vice-Chancellor's Diversity Awards, a biennial event hosted by the Vice-Chancellor to celebrate exceptional work relating to equality and diversity. Awards are made to individuals and projects or initiatives in five categories. Last year's winners were:

- *Student champion: Lauren Rudd, DPhil Student, Zoology, Green Templeton College.* Lauren spearheaded EDI initiatives as the VP for Equality and Diversity at Green Templeton College. She co-created the Zoology department's reverse tutorials scheme and co-founded the BIPOC STEM Network.
- *Staff Champion: Professor Jane Garnett, History Faculty and Wadham College.* Jane created a robust strategy for the Humanities Division, led the development of the development of the UK BME PGT Studentships and established the Divisional Culture Change Fund. She has promoted EDI for many years.

Student Champion
Lauren Rudd

Staff Champion
Jane Garnett

- Winning projects:
  - *Unlearning Racism in Geoscience* - submitted by Rebecca Colquhoun, Earth Sciences. This gave members of the Earth Sciences department an opportunity to educate themselves on what it means to be anti-racist and identified actions the department could take.
  - *The Refugee-led Research Hub* - submitted by Alexander Betts, Department of International Development. This created opportunities for refugee researchers to access training, mentorship and funding in order to build research careers in Social Sciences and Humanities.
  - *Challenges and Changes in Physics* - submitted by Alexandra Ramadan, Physics. This raised awareness of the lack of diversity in Physics and promoted the changes that department members can make to build a community that is more diverse, equitable and inclusive.
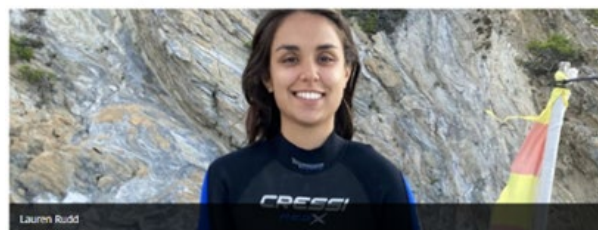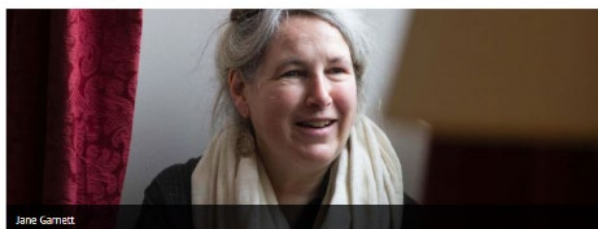
The 2021-22 £70,000 Diversity Fund awarded grants to five initiatives aimed at furthering the University's commitment to equality, diversity and inclusion, seeking to deliver lasting change across the collegiate University:

- *Diversity Translation Project* - Led by Philip Rothwell, Medieval and Modern Languages. This project sought to translate work currently unavailable in English by writers who have traditionally been overlooked due to bias of national and global literary market.
- *Promoting Mental Health and Wellbeing in IT* - Led by Richard Carpenter, Faculty of Oriental Studies. This workshop series sought to promote mental health and wellbeing for IT Support Staff in client-facing and managerial positions.
- *Neurodiversity at Oxford* - Led by Laura Seymour, English Faculty, this project offered neurodiverse staff and students, resources and activities for information, support, building social and professional networks and mentoring.

- *Understanding British Empire and Afrikan heritage and culture* - Led by Nicola Bird, GLAM. This collaborative project worked with young people, local communities, artists and GLAM to research, explore and facilitate more balanced, inclusive approaches to the representation and learning around histories, heritage and culture.
- *BIPOC STEM Network* - Led by Victor Ajuwon, Zoology. This project offered support to the network to hold speaker events, a Black History Month event and to develop a video interview series with BIPOC researchers working within STEM at Oxford

Leadership and Governance

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

The University also welcomed in the same month its first Chief Diversity Officer, Professor Tim Soutphommasane, who will champion EDI at a senior leadership level. In addition to coordinating the Race Equality Strategy. Professor Soutphommasane will work alongside the Registrar and Pro-Vice-Chancellors, Heads of Divisions and Conference of Colleges to embed equality in University policy and practice.

In 2020-21, a Staff Targets Working Group was established as a sub-group of the Equality and Diversity Panel and tasked with developing new targets in support of our overarching objectives for gender and race equality. In February 2022, Council adopted committee diversity targets for 2027 to ensure University decision-making and governance structures are representative of the University community: (1) representation of female staff on Council and its main committees to be in the range of 40-60% (dependant on the committee), and (2) BME staff to comprise a minimum of 15% of members of Council and its main committees.

In 2022, the Social Sciences Division created the new role of Associate Head of Division, Equality Diversity and Inclusion, with Professor Nandini Gooptu appointed to that role. This marked an important turning point at the University, with all four academic divisions now having an associate head or senior academic lead role for EDI. The roles are currently held by Professor Matt Jarvis in Mathematics, Physical and Life Sciences (MPLS), Professor Helen Swift in Humanities, and Professor Karla Miller in Medical Sciences.

Demographic profile

In 2021-22, women comprised:
- 39% of Council and its main committees, increasing from 33% in 2017;
- 38% of divisional boards, increasing from 29% in 2017; and
- 33% of academic heads of departments, increasing from 28% in 2017.

In 2021-22, BME staff comprised:
- 8% of Council and its main committees, increasing from 3% in 2018; and
- 6% of divisional boards, increasing from 2% in 2018.

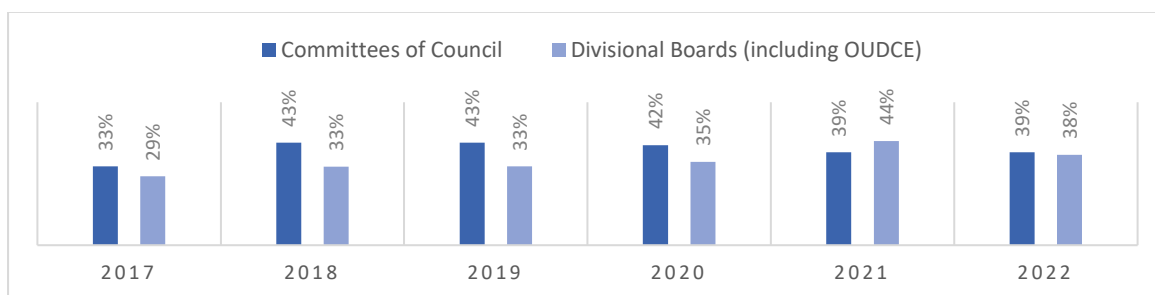Figure 1 - Female members of University governance bodies, 2017-22[3]

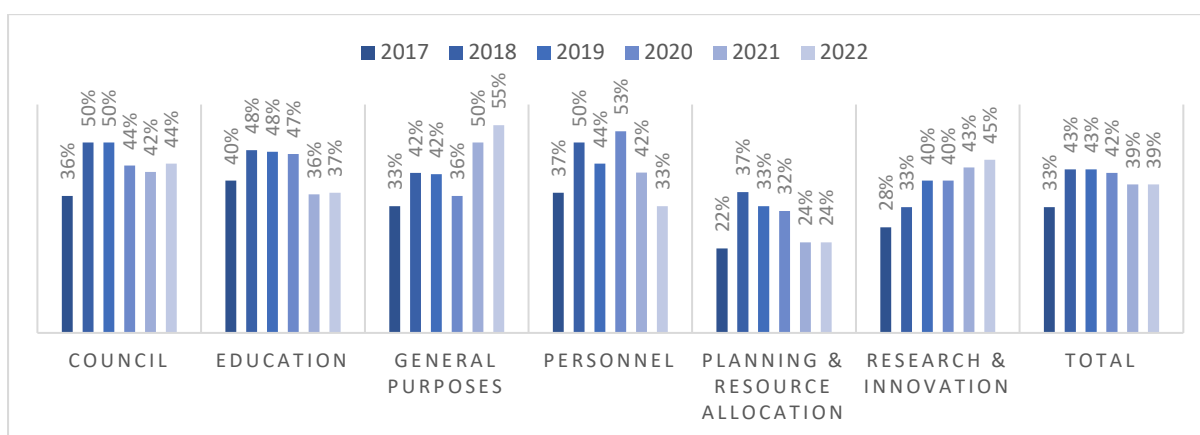Figure 2 - Female members of Council and its five main committees, 2017-22
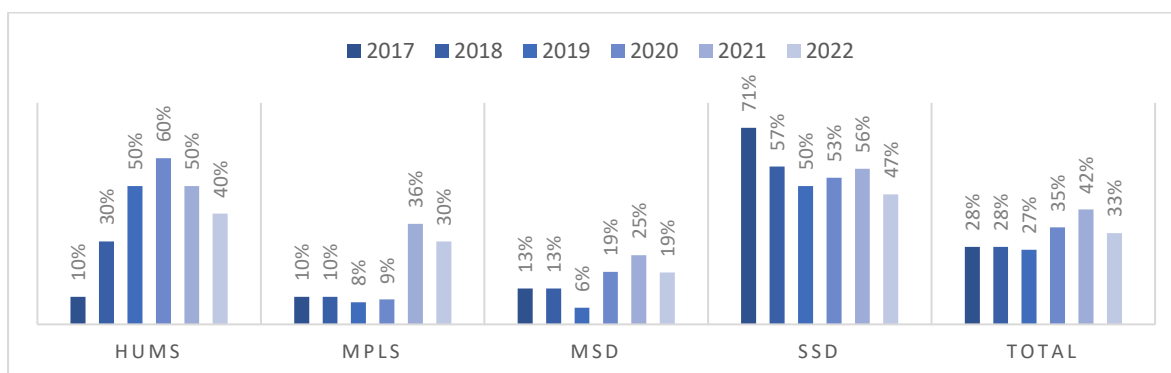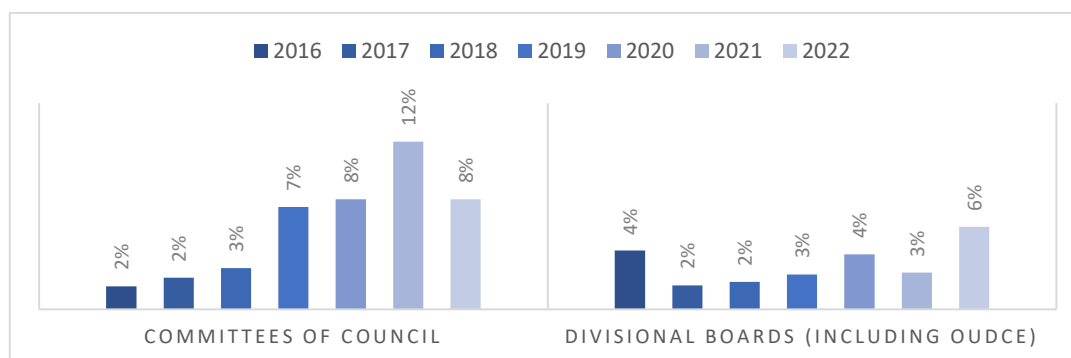

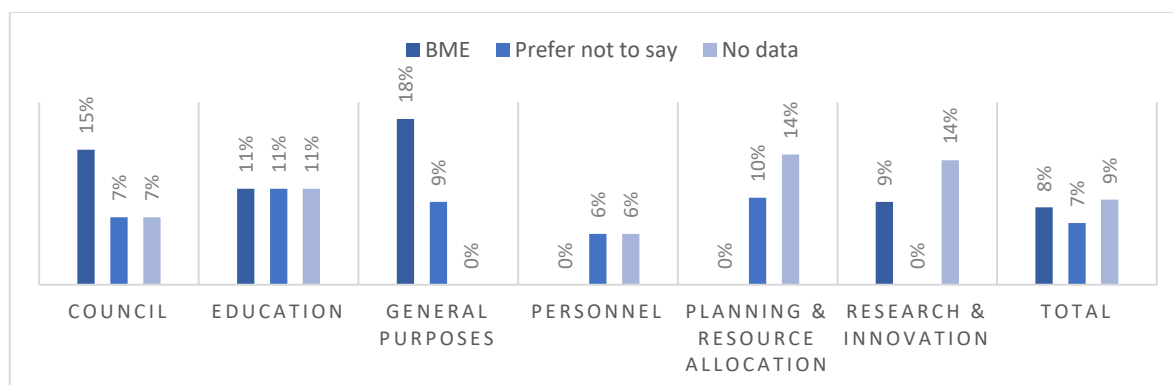Figure 3 – Female heads of academic departments

Figure 4 – Black and Minority Ethnic membership of University governance bodies, 2017-22

[3] OUDCE – Department of Continuing Education

Figure 5 - Black and Minority Ethnic members of Council and its five main committees, 2022

Highlights in 2021-22

The Humanities Division developed an [Inclusive Chairing toolkit](#), which supports staff by outlining techniques for countering exclusion in meetings and enabling inclusive discussions and decision-making.

The University's Wellcome Centres and Nuffield Department of Clinical Neurosciences (NDCN) launched the [Inclusive Leadership Programme](#) (ILP) training programme that will support Oxford Principal Investigators in becoming more inclusive, transparent, and supportive leaders. Developed by EDI champions across the University's Wellcome Centres, the IPL consists of a series of training sessions and best practices to nurture skills in leadership and management, EDI, and mental health. The ILP will sit in five departments in the Medical Sciences Division.

At Keble College, Professor Miranda K. Brawn presented the seventh annual Miranda Brawn Diversity Lecture, entitled, [The Brawn Review: Boardroom Sustainability, Inclusion and Corporate Governance](#). It explored why environmental, social and governance initiatives matter, and offered a vision for an inclusive and sustainable future as a corporate board director and founder of Diversity Leadership Foundation.

Students

Access and Admissions

A number of new scholarships were launched in 2021-22 to improve access to the University.

- A new pilot programme offered financial support to [graduate students who have experienced being in care](#) in the UK.
- Said Business School launched the [Oxford Black Leaders Scholarships](#) to Black and Mixed Black applicants wishing to pursue an Oxford MBA. New for 2023-24 entry, these scholarships are intended to support exceptional future leaders who will enhance the diversity of the MBA class and the wider School, and will go on to be outstanding leaders within their sectors.
- The University has partnered with Optiver Foundation to launch a scholarship programme to increase the number of [women from low- and middle-income countries to study STEM](#) subjects at postgraduate level.

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- The University launched the [Black academic futures](#) scholarship programme, offering UK Black and Mixed Black students financial support to pursue graduate study at Oxford. The programme currently offers 30 scholarships, with plans to expand in scope and scale for the upcoming academic year.
- A new scheme, [Refugee Academic Futures](#), offers financial support for students who are refugees, or other people with lived experience of displacement, to pursue graduate study at Oxford.

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- The Entrepreneurship Centre launched [Liber22,](#) a collaborative programme that brings together University of Oxford undergraduates from BME backgrounds with start-ups, scale-ups and small and medium-sized enterprises. The aim is to increase accessibility to leadership positions.
- The Faculty of Law and Commercial Bar Association (COMBAR) announced the funding of [two new scholarships](#) for students of Black or Mixed Black ethnicity to study the Bachelor of Civil Law. [Four new scholarships](#) were also announced for UK Black or ethnic minority doctoral candidates in Law, in collaboration with Merton, Christ Church, New College and Magdalen.
- The University launched the [Astrophoria Foundation](#) year programme, which will accept its first 50 students in Sep 2023. The programme offers a one-year fully-funded foundation programme for UK state school students with significant academic potential, who have experienced severe personal disadvantage and/or disrupted education, and which has resulted in them being unable to apply directly for an Oxford undergraduate degree programme.

Profile

The University published its fifth [Annual Admissions Statistical Report](#) in May 2022, providing a detailed breakdown of UK applications, offers and admissions. The report noted that over the past five years:
- the proportion of students admitted from state schools rose from 58% to 68%;
- those students admitted identifying as BME rose from 18% to 25%;
- those from the most socio-economically disadvantaged areas rose from 11% to 17%;
- those from areas with low progression to higher education rose from 13% to 17%;
- those declaring a disability rose from 8% to 12%; and
- the proportion of women admitted rose from 50% to 55%.

Overall, in 2021-22, female students represented 55% of students admitted to the University. This number has gradually increased over the last five years, from 50% in 2017.

The number of UK-domiciled BME applicants to Oxford has increased since 2017, as have the numbers of students receiving offers and being admitted. The proportion of UK-domiciled students admitted to Oxford who indicate in their UCAS application that they identify as BME has risen from 17.8% in 2017 to 24.6% in 2021.

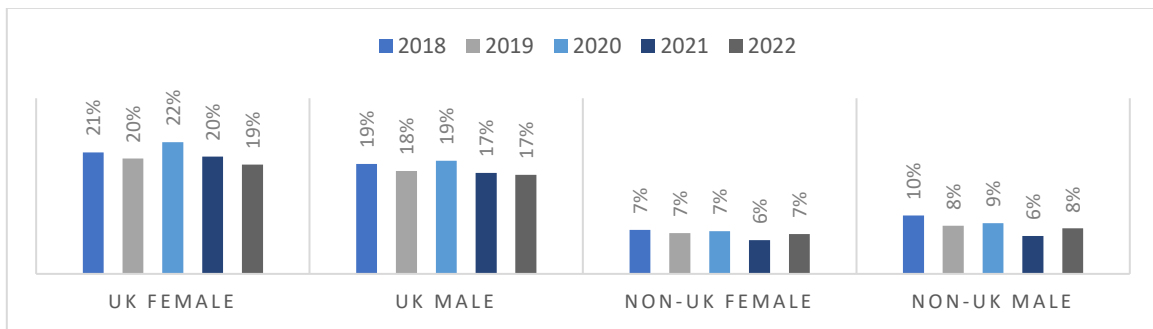Fig 6 - Undergraduate applicant success rates by binary sex and domicile, 2018-22

Fig 7 - Postgraduate taught applicant success rates by binary sex and domicile, 2017-21 (year of entry)
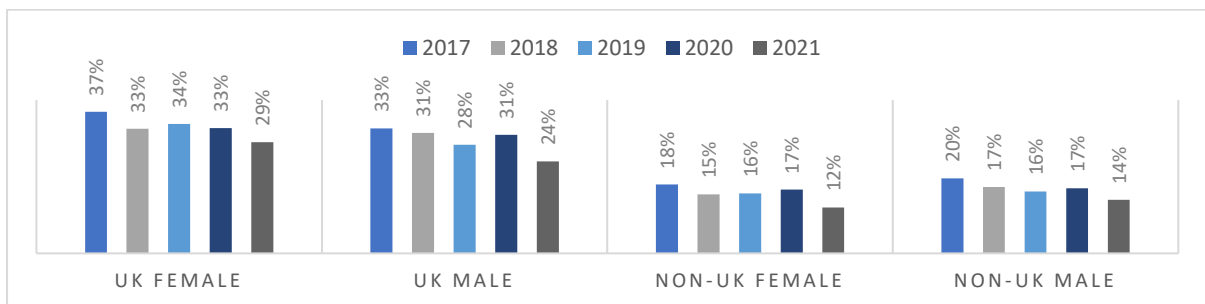

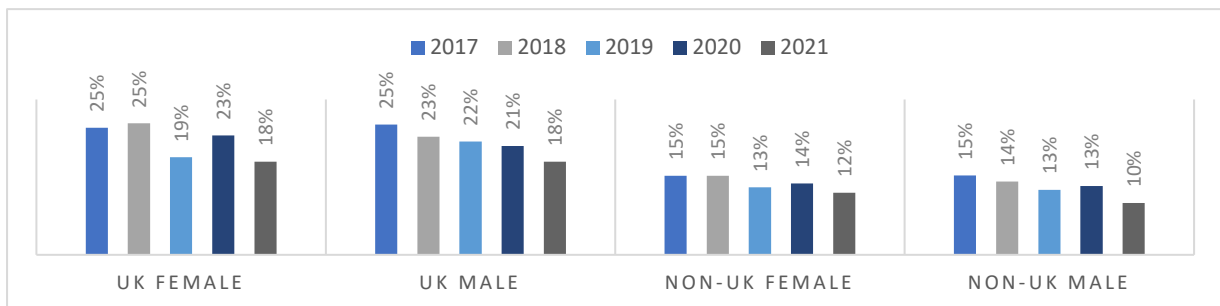Fig 8 – Postgraduate research applicant success rates by binary sex and domicile, 2017-21 (year of entry)

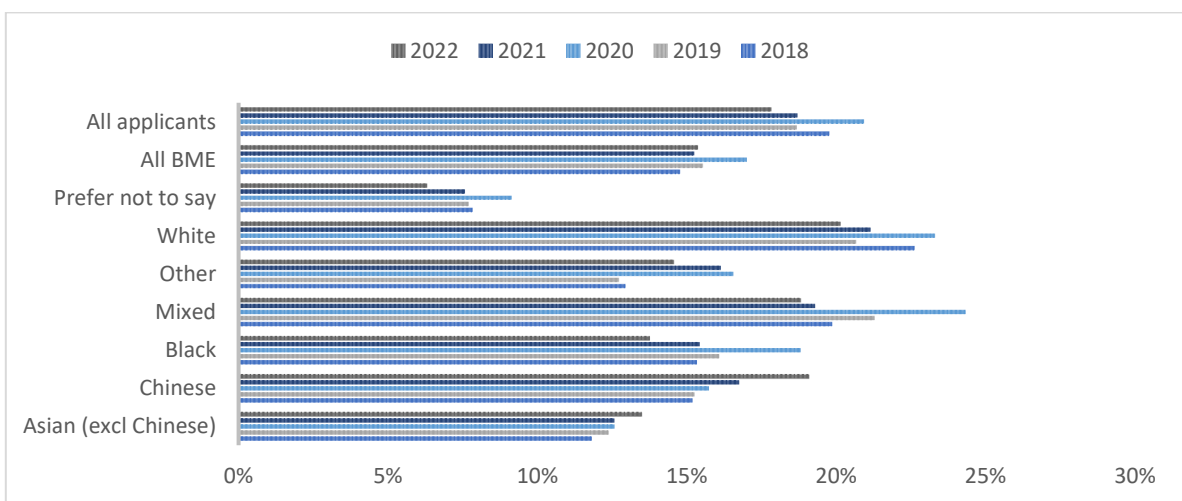Fig 9- UK-domiciled undergraduate applicant success rates by ethnic group, 2018-22

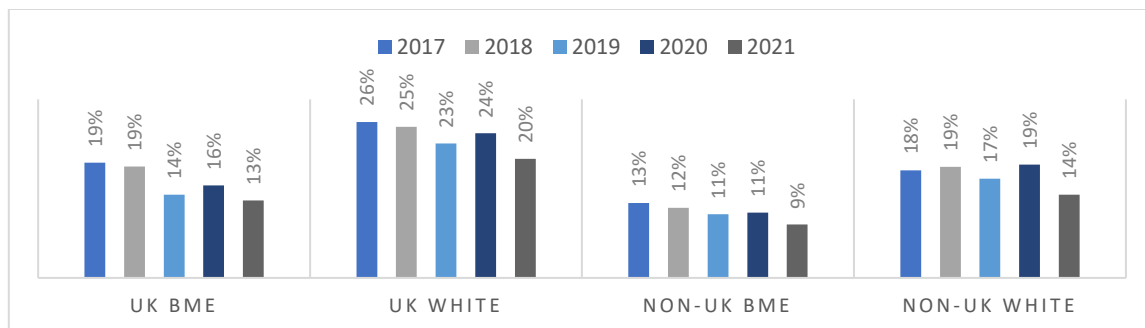Fig 10 – Postgraduate taught applicant success rates by BME/White ethnicity and domicile, 2017-21 (year of entry)
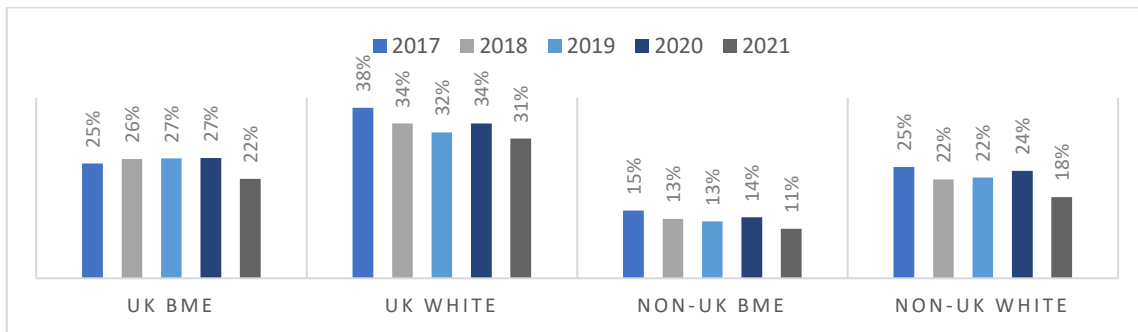
Fig 11 - Postgraduate research applicant success rates by BME/White ethnicity and domicile, 2017-21 (year of entry)

On-course students

Highlights

In November 2022, Council approved a new [Digital Education Strategy](), led by a working group over 2021-22 and in consultation with divisions, colleges, professional services and students. The strategy is organised around four goals, which includes an aim to enable a more inclusive educational environment, and specifically to use digital tools to make teaching more accessible, especially to the 25% of students who have a disability. In line with this, the Centre for Teaching and Learning is developing a new toolkit on [Digitally Supported Inclusive Teaching,]() to be launched in 2023.

The [Diversity of Student Experience research project]() is an in-house inquiry into how students from diverse backgrounds participate in learning at Oxford, funded under the Diversity Fund. The project is being led by the Centre for Teaching and Learning, in collaboration with the Department for Education, the Student Union, and Student Welfare and Support Services, including the Disability Advisory Service. The project team will present their findings in Michaelmas term 2023. The findings of the project will contribute to the University's revised Access and Participation Plan and associated actions.

The Mathematical, Physical and Life Sciences Division (MPLS) continued work on its [Diversifying STEM Curriculum Project]() in 2021-22. They welcomed a new cohort of undergraduate students in science who will work with, and be supervised by, MPLS academics and DPhil historians of science, on a summer project to develop an online repository of materials available to professors/lecturers teaching undergraduate courses in mathematics and physical sciences subjects (within Oxford and externally).

The [Oxford Student Union](#) continued to be a very active student council, progressing a number of student groups and campaigns, including the SU's Wom*Cam (Women's Campaign), the Campaign for Racial Awareness and Equality, and the LBGTQ+ campaign. At the National Student Pride Awards, the SU's LGBTQ+ Campaign won the award for 'LGBTQ+ Society Event of the Year' for their [Transgender Day of Remembrance Candlelit Vigil](#), in honour of those in the trans community who lost their lives to transphobic violence. The SU's anti-sexual violence campaign, [It Happens Here,](#) collaborated with the Women*'s Campaign and 'Reclaim the Night Oxford' in a protest march against violence against women and girls in November 2022.

Profile

The gender balance in undergraduate (UG) and postgraduate taught (PGT) programmes has changed since 2018 when female students were under-represented. They now account for 53% of UG students and 52% of PGT students.

Female students are slightly under-represented in postgraduate research (PGR) programmes at 46%, although this number has increased from 42% in 2018. There continues to be under-representation of women in Science, Technology, Engineering and Mathematics (STEM) subjects at all levels of study, with female student representation in MPLS at 33%.

Since 2018, the proportion of BME students has increased, up to 36% from 29%. This increase is seen for both UK and non-UK students. The biggest increases are seen for undergraduate students.

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The proportion of disabled students has also increased, at 18% up from 13% in 2018, with the greatest increase seen at undergraduate level.

Overall, the proportion of students identifying as LGBT+ has increased to 16%, from 12% in 2018.
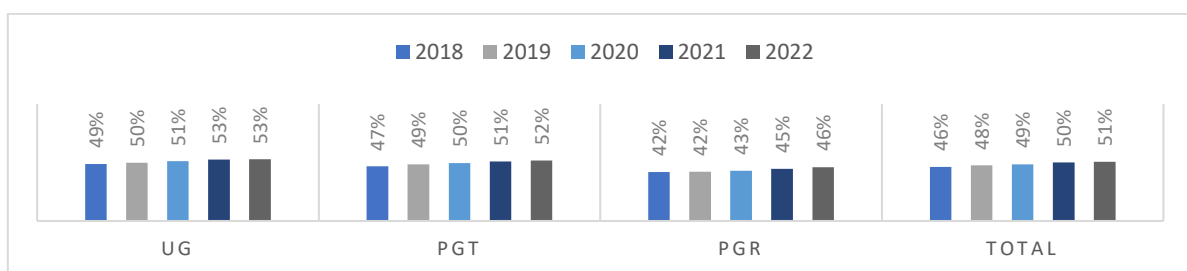
Fig 12- Female students by level of study, 2018-22

Fig 13 - Female students by division, 2018-22
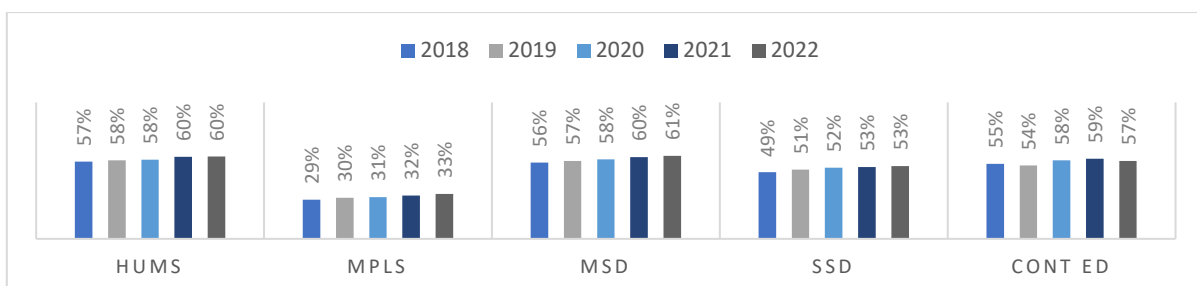
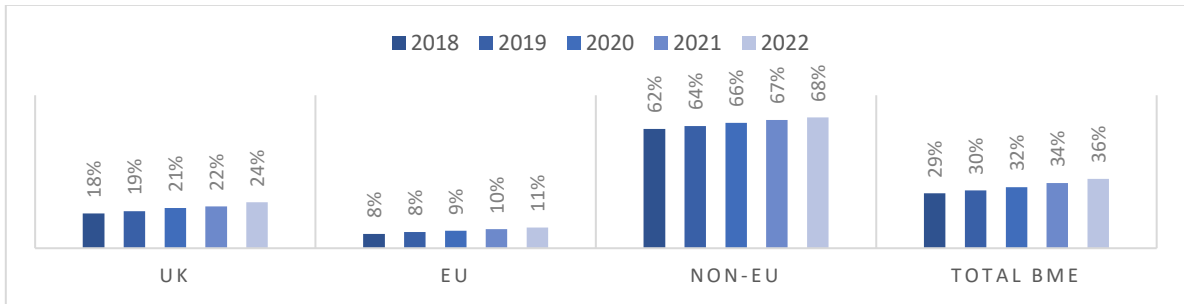## Fig 14 - Black and Minority Ethnic students by domicile, 2018-22

Legend: 2018, 2019, 2020, 2021, 2022

UK: 18%, 19%, 21%, 22%, 24%
EU: 8%, 8%, 9%, 10%, 11%
NON-EU: 62%, 64%, 66%, 67%, 68%
TOTAL BME: 29%, 30%, 32%, 34%, 36%

Fig 15 - Black and Minority Ethnic students by domicile and level of study, 2018-22

Legend: 2018, 2019, 2020, 2021, 2022

UNDERGRADUATE
UK: 17%, 19%, 21%, 22%, 24%
NON-UK: 47%, 48%, 48%, 52%, 56%

POSTGRADUATE TAUGHT
UK: 23%, 25%, 26%, 25%, 28%
NON-UK: 47%, 48%, 50%, 53%, 55%

POSTGRADUATE RESEARCH
UK: 17%, 16%, 17%, 17%, 19%
NON-UK: 46%, 48%, 51%, 52%
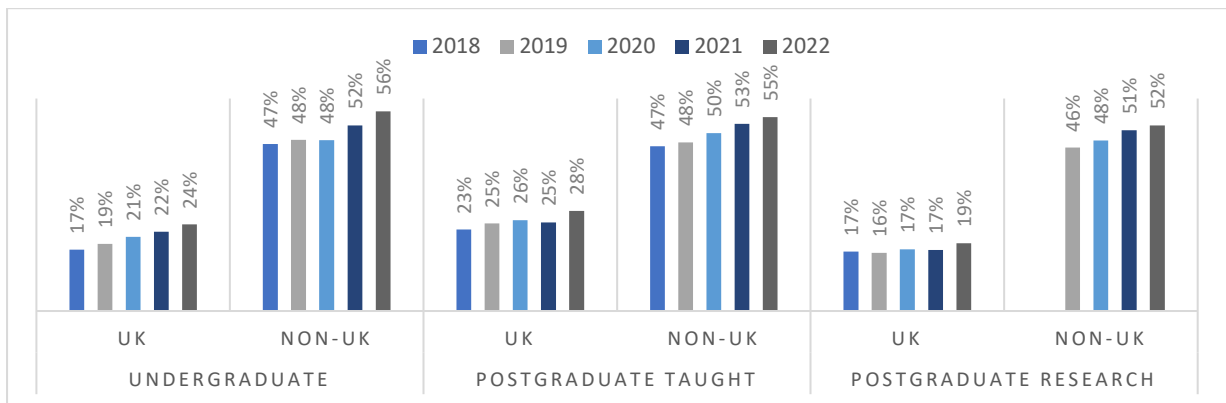
Fig 16 - Disabled students by level of study, 2018-22

Legend: 2018, 2019, 2020, 2021, 2022

UNDERGRADUATE: 14%, 16%, 17%, 20%, 21%
POSTGRADUATE TAUGHT: 9%, 11%, 12%, 14%, 15%
POSTGRADUATE RESEARCH: 12%, 13%, 13%, 15%, 16%
TOTAL: 13%, 14%, 15%, 17%, 18%
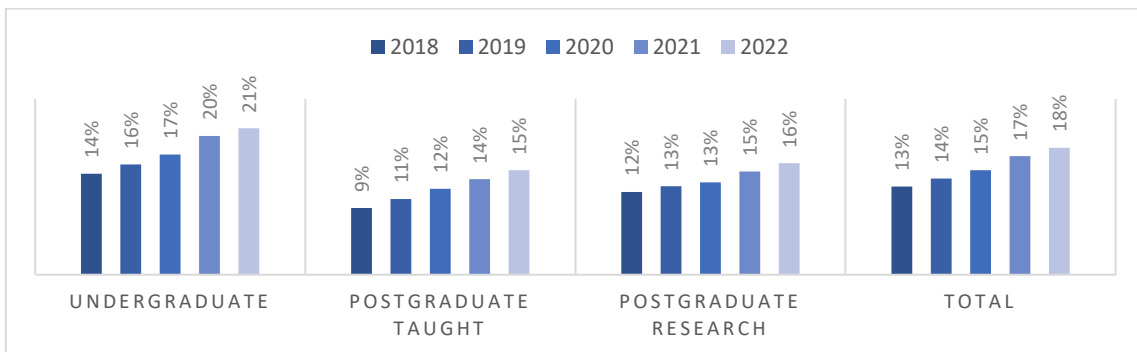
Fig 17 - On-course students by sexual orientation, 2018-22

Legend: Bi/Bisexual, Gay or Lesbian, Other orientation, Total LGB+, Heterosexual/straight, Unknown

2018: 7%, 4%, 1%, 12%, 70%, 18%
2019: 7%, 4%, 1%, 12%, 72%, 17%
2020: 7%, 4%, 1%, 12%, 71%, 17%
2021: 8%, 5%, 2%, 15%, 69%, 16%
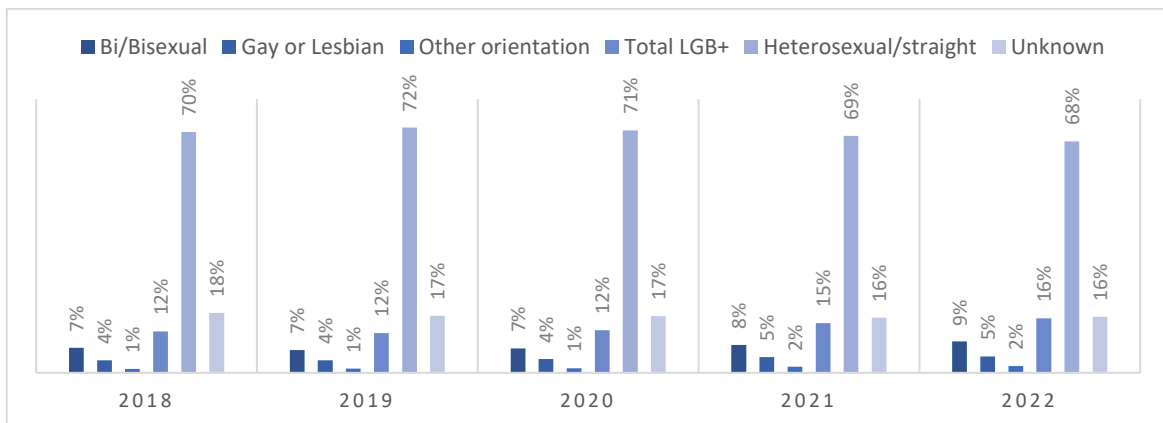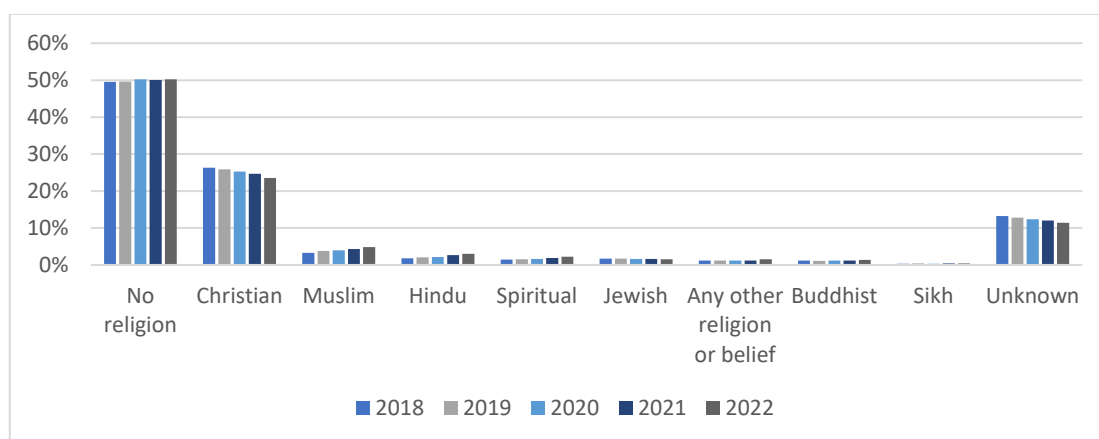2022: 9%, 5%, 2%, 16%, 68%, 16%

Fig 18 - On-course students by religion or belief, 2018-22

Curriculum and Attainment

Undergraduate attainment

Since 2015, we have actively addressed a first-class degree awarding gap between female and male students, measured at 8.5% in 2015 (a gender gap does not appear at 'good' (a 1st of 2:1) degree level). In 2021, the gap decreased to 3.3%, although in 2022 it widened again to 6.6%.

We have also actively been working to BME awarding gaps. In 2022, the awarding gap was measured at 8.8%, increased from 6.6% in 2021. There was a 9% gap between BME female students and white female students, while the gap between male students was 6%.

In 2022, the Centre for Teaching and Learning published the Racially Inclusive Teaching Toolkit, in collaboration with staff from across the University. The toolkit includes resources, guidance, and tools to help staff and students critically assess the diversity of perspectives reflected in both the content of the curriculum and the way it is taught. The University is committing additional resource to tackling awarding gaps and has recently appointed new staff to lead on projects in partnership with the Centre for Teaching and Learning. The University will address these gaps in its Access and Participation Plan (APP), which will be updated in 2023.

Good progress has been made towards eliminating the gap in 'good degree' (1st and 2:1) rewarding rates for disabled undergraduate students, which fell to a three year average of minus 2.2%.

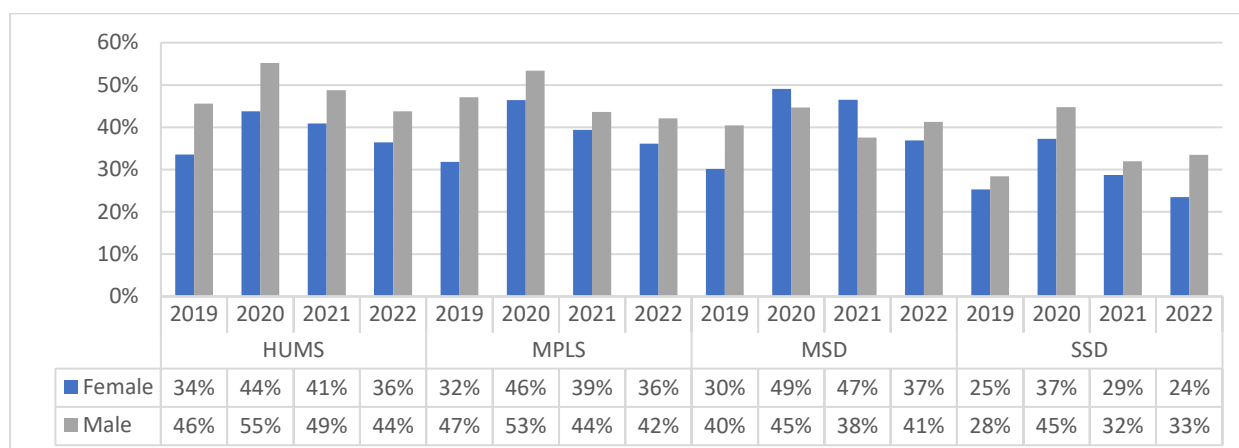Fig 19 - First class degree attainment by binary sex and division, 2019-22

	HUMS				MPLS				MSD				SSD			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
Female	34%	44%	41%	36%	32%	46%	39%	36%	30%	49%	47%	37%	25%	37%	29%	24%
Male	46%	55%	49%	44%	47%	53%	44%	42%	40%	45%	38%	41%	28%	45%	32%	33%

Fig 20 - Top class degree attainment by binary sex, 2008-22 *re-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.*
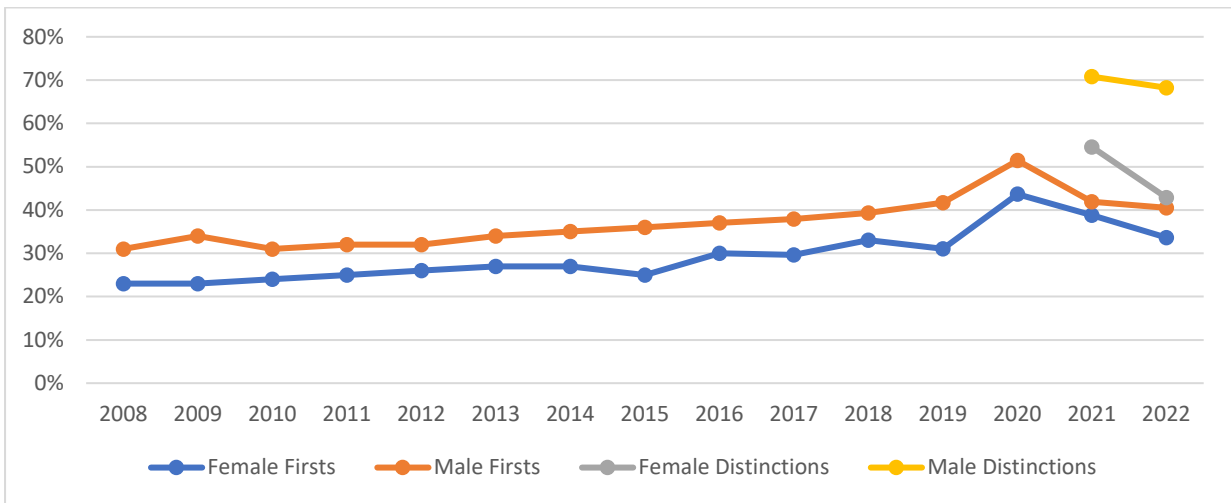

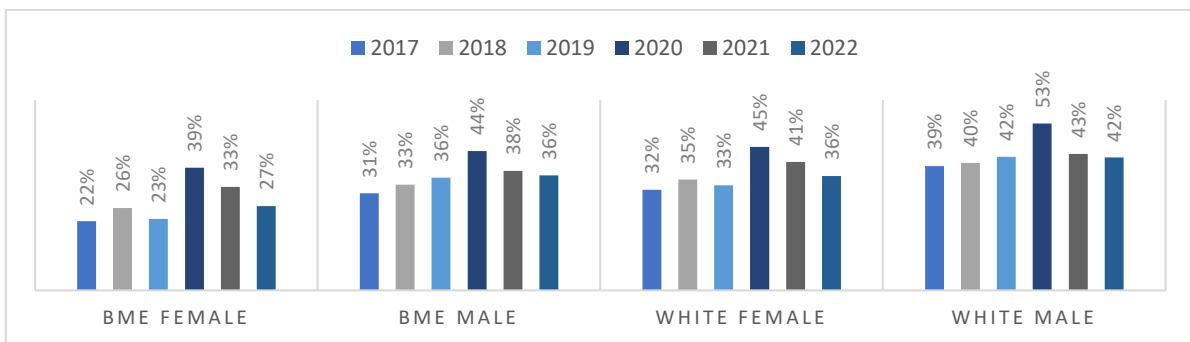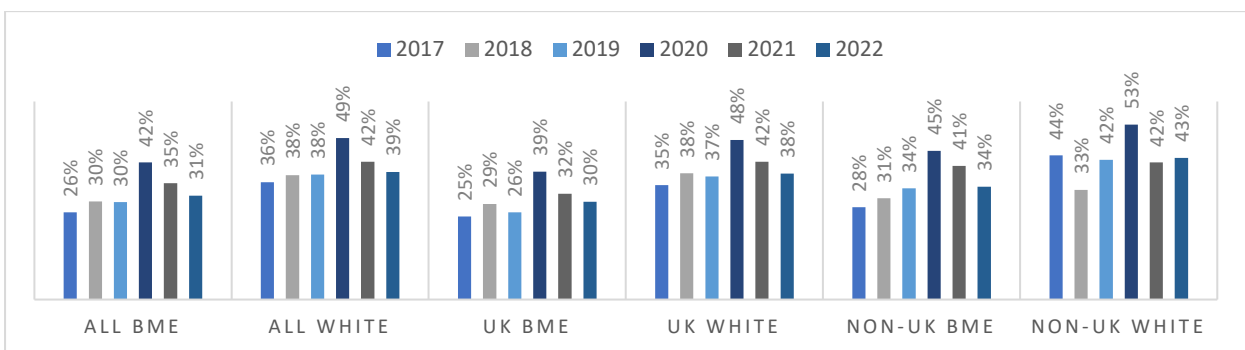Fig 21 - First class degree attainment by BME/White ethnicity and binary sex, 2017-22

Fig 22 – First class degree attainment by BME/White ethnicity and domicile, 2017-22

Postgraduate attainment

Among the students who have most recently completed one and two-year full-time postgraduate taught degrees, male, white and UK-domiciled students were more likely to receive a Distinction than were female, BME or non-UK-domiciled.

Postgraduate research students enrolled on programmes with nine terms' fee liability are expected to complete their studies within three or four years. Among the cohort who commenced their studies in

23

2018, male students (62%) were slightly more likely than female (59%) to have submitted within four years, although this is largely the result of gaps in Social Sciences Division (SSD) and MPLS.

BME and disabled students were less likely to have submitted than their white or non-disabled counterparts.

Fig 23 - Postgraduate taught outcomes: distinctions awarded to students on one-year full-time programmes (2021 cohort)
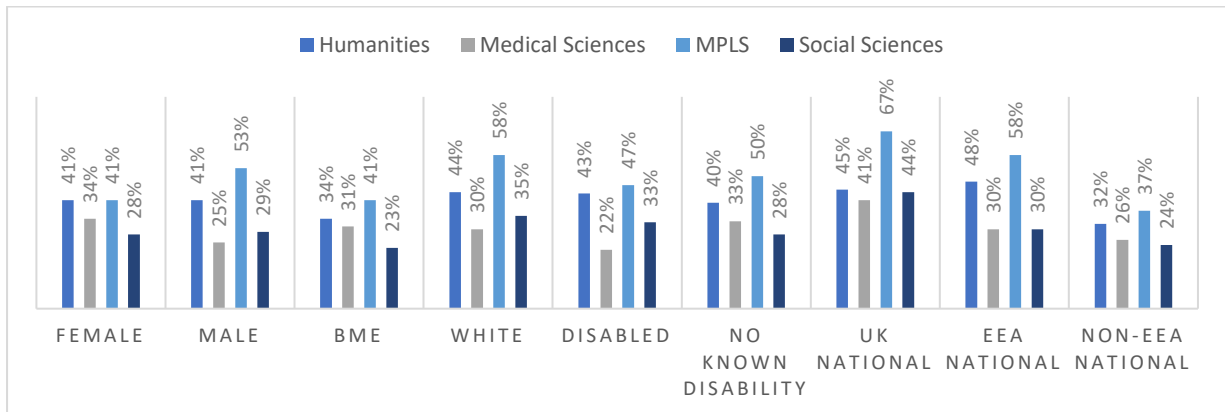

Fig 24- Postgraduate taught outcomes: distinctions awarded to students on two-year full-time programmes (2020 cohort)
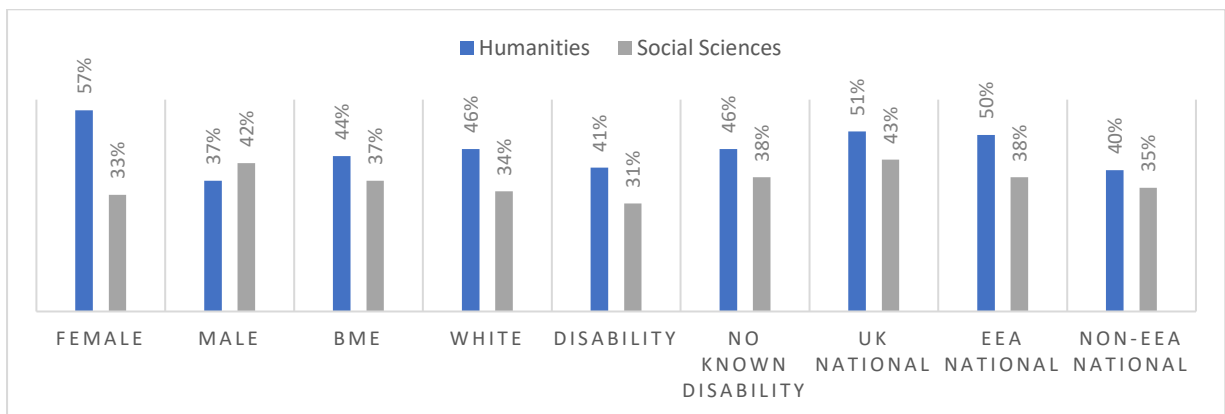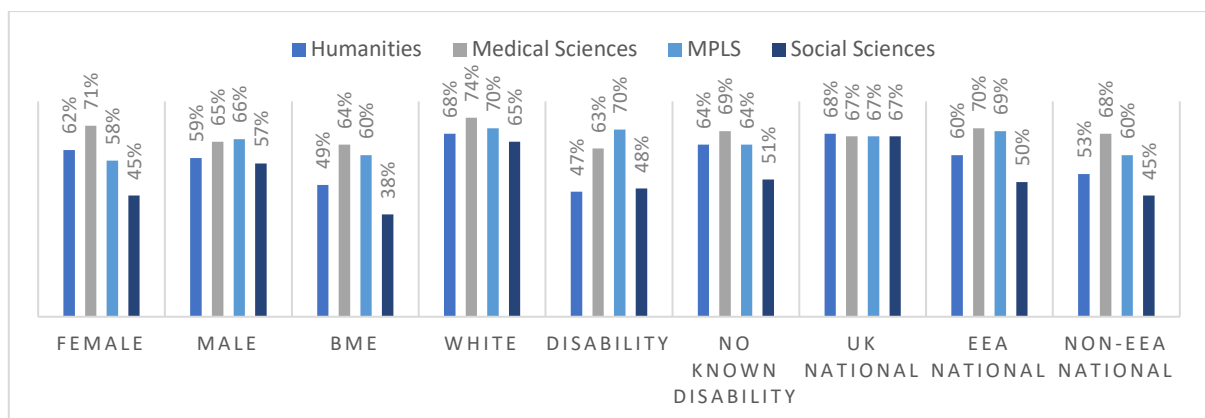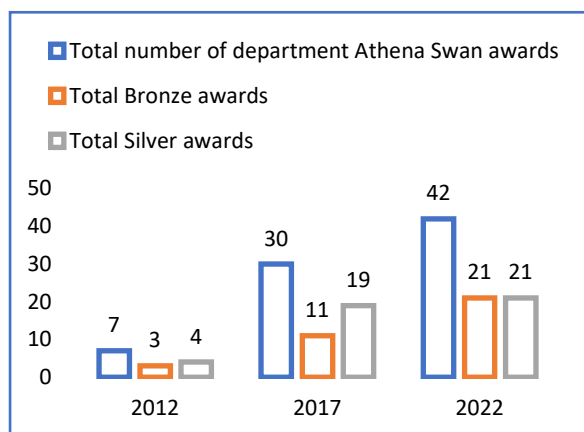

Fig 25 – Postgraduate research outcomes: doctoral submissions within 48 months by students with 9 terms' fee liability (2018 cohort)

Gender Equality

Athena Swan

Over the last ten years, there has been a significant increase in the number of departments/faculties with Athena Swan awards, from seven awards in 2012 to 42 awards this year (21 Silver and 21 Bronze), including the first non-academic department (Natural History Museum). This means that, overall, 10,357 staff and 18,989 students benefit from working or learning in a department with an Athena Swan award.

Legend:
- Total number of department Athena Swan awards
- Total Bronze awards
- Total Silver awards

Year	Total awards	Bronze	Silver
2012	7	3	4
2017	30	11	19
2022	42	21	21

The year 2022 also marks a decade since the first Athena Swan Bronze applications were submitted from the Medical Sciences Division. It is also the year when all 16 departments in the division moved from the Bronze to Silver award – a recognition of their actions to promote gender equality.

In November 2022, the University submitted an institutional Silver award application. Oxford is a founder member of the Athena Swan Charter and has held a Bronze institutional award since 2006.

Highlights

A number of departments and faculties held events celebrating International Women's Day in 2022, with the theme #BreaktheBias. These included the Faculty of Law, The Department of Population Health, and the Department of Engineering. The Vice-Chancellor hosted an event which looked at the impact of the pandemic on female academics, which featured Professor Sarah Gilbert, (Professor of Vaccinology), Professor Nandini Gooptu, (Associate Professor of South Asian Studies) and Professor Anne Trefethen, (Pro-Vice-Chancellor for People & Digital).

Speaking at St. Hilda's college, Pragna Patel delivered the Lady English Lecture in 2022 entitled '40 Year of Feminist Activism: the highs, the lows and what we have learnt'. Oriel College also held the first of its David N. Lyon Speaker Series on 'The Politics of Sex and Gender Equality in Diverse Societies.'

In 2021-22, the University published new guidance to support staff who are experiencing negative impacts of menopause in the workplace. The Menopause in the Workplace webpages shared information, including staff case studies, guidance for managers and sources of support. In conjunction with World Menopause month in October, the University teamed up with Over the Bloody Moon for an interactive awareness-raising workshop.

Staff profile

There has been continual upward progress in improving the proportion of female staff in senior academic roles (increasing to 33%) with the trend continuing in 2021-22.

The proportion of female researchers has stayed the same, around 45-46% over the last five years.

Overall, women account for:

- 33% of Academic staff (increased from 31% in 2021);
- 46% of Research staff (slight increase from 45% in 2021);
- 61% of Professional and management staff (slight increase from 60% in 2021); and
- 63% of Support and technical staff (slight increase from 61% in 2021).

In academic roles, women account for:

- 27% of Professors (27% in 2021);
- 20% of Statutory Professors (19% in 2021);
- 29% of Titular Professors (28% in 2021); and
- 32% of Associate Professors (31% in 2021).

In academic divisions, female staff account for 51% of all staff, although they are heavily represented in professional and support staff roles (63% of all roles). MSD has the highest number of female staff in academic and research roles at 51%, and MPLS has the lowest at 24%. MPLS also has the highest number of female staff in professional and support roles, at 76%.

Female staff account for 63% of all Professional and Support (PSS) roles, with the gap largest in grades 4, 5 and 6, where they occupy 70% of roles (roles which are predominantly 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, and a suite of actions have been identified in the 2023 institutional Athena Swan action plan to address this gap.

In the 2022 Recognition of Distinction exercise, which awards the title of 'full professor' to eligible staff, male applicants were slightly more successful overall; however, in 2021, female applicants were more likely to be successful.

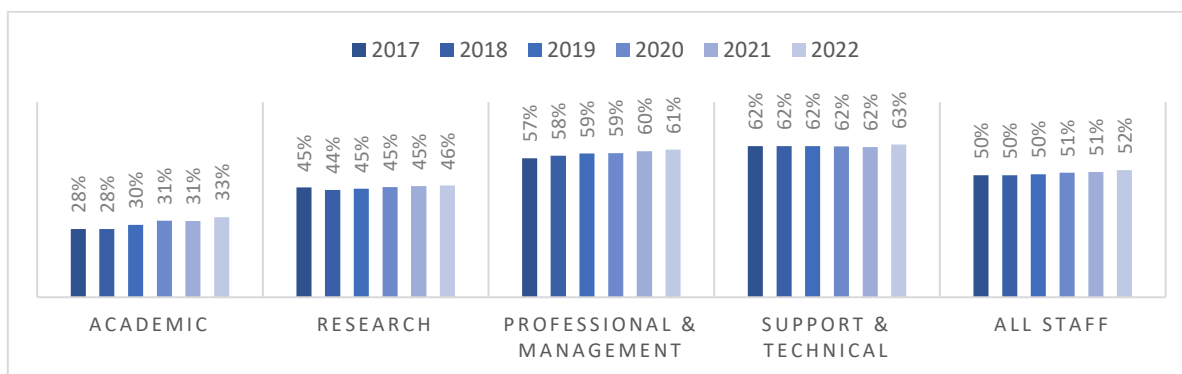Figure 26: Female staff in post by role group, 2017-22 (FTE)

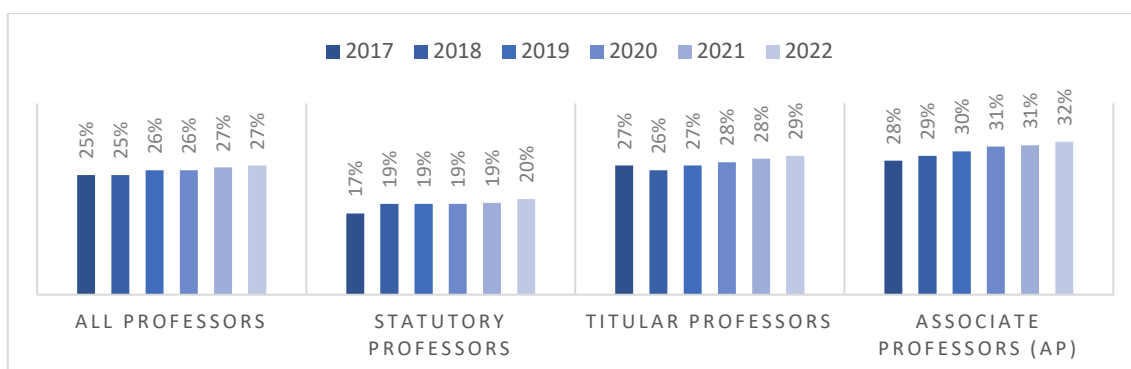Figure 27 - Female professors by role type, 2017-22 (FTE)

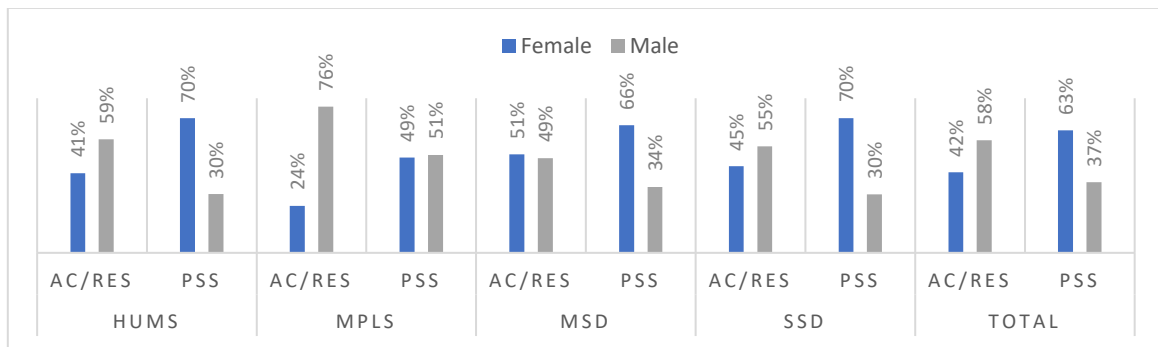Figure 28 - Staff in Academic divisions: by binary sex, 2022 (FTE)

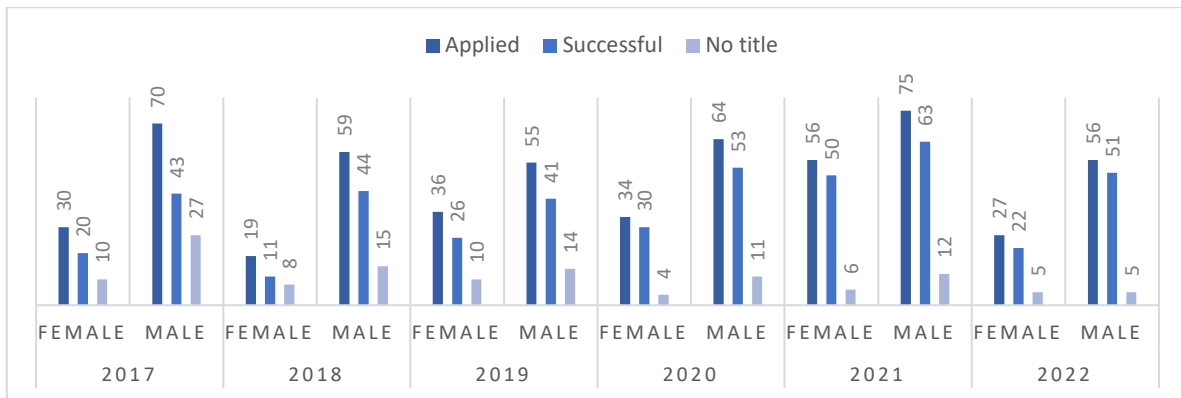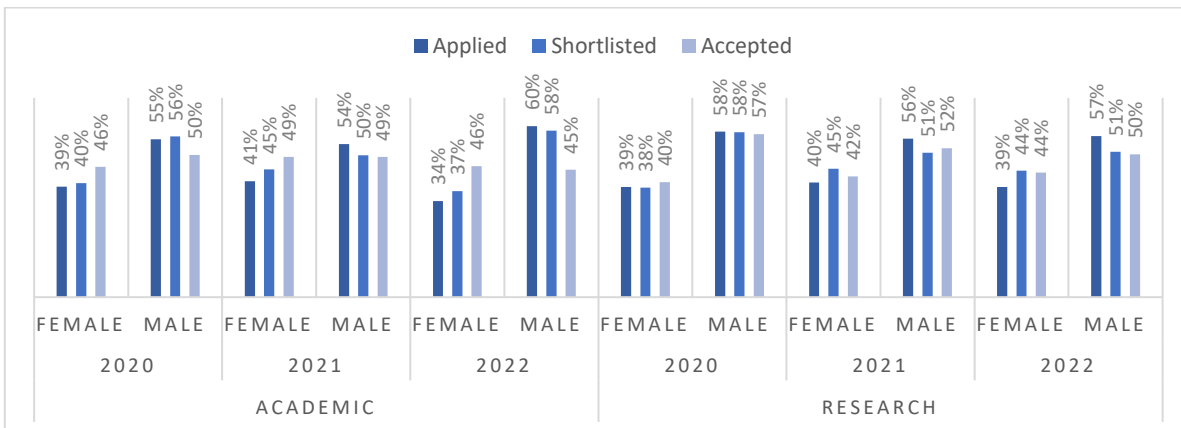Figure 29 - Recognition of Distinction: applications and awards by binary sex, 2017-22

Figure 30 - Academic and Research staff recruitment by binary sex, 2020-22

Gender pay gap

Between 2021 and 2022, the mean gender pay gap increased to 19.6% after reducing to 18.1% in 2021. The median pay gap reduced in 2021, but has increased this year to 13.7%, up from 11.1%. The pay gap is largely attributable to the uneven distribution of women and men across salary grades, but is also attributable this year to a reduction in hourly rates for women and an increase for men. The University publishes a gender pay gap report annually on 30 March.

Figure 31 - Gender pay gap: proportion of male and female staff in each pay quartile, 2017-22
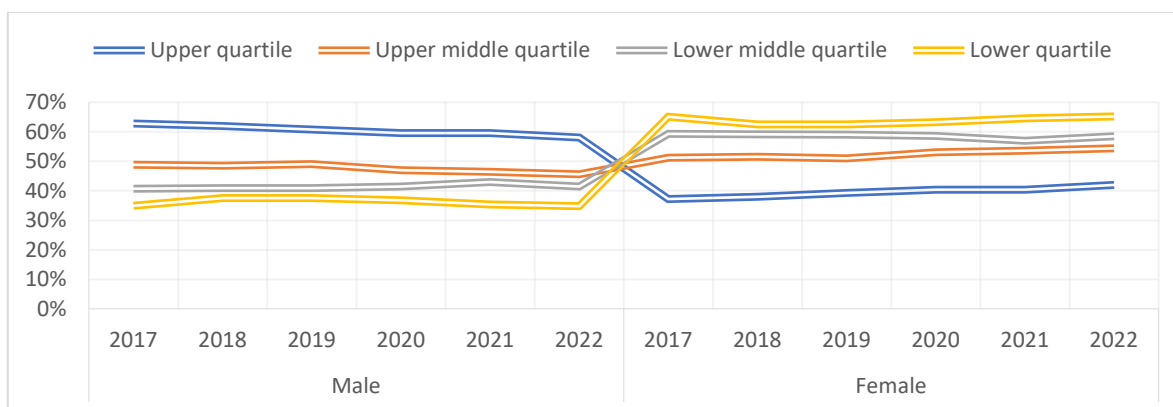
Race and Ethnicity

Race Equality Strategy

In 2022, the University launched its Race Equality Strategy, a long-term strategic piece of work to deliver lasting change for staff and students at Oxford. It seeks to work towards the University's vision to be a diverse, 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.

Many staff and students have worked hard over the past decade to identify and remove racial discrimination and prejudice. Change has happened, but it has not always been sustained or systemic. Cultural transformation takes time. The Race Equality Strategy recognises the need for an enduring commitment and investment.

The plan 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 University appointed Professor Tim Soutphommasane as its Chief Diversity Officer to coordinate the delivery of the strategy. The strategy will be delivered through the Race Equality Charter plan which covers 2022-2027, and progress will be monitored annually and reviewed in year three to consider if actions are still appropriate.

The University is also planning to renew its Bronze Race Equality Charter award in 2023.

Highlights

The Bodleian Libraries launched a project in 2022 entitled 'We Are Our History,' which aims to advance strategies, policies and approaches to issues of race, ethnicity and legacies of empire in the

collections, engagement, staffing and services of the Libraries. The project will run until June 2024 and includes a full-time Project Manager for Race & Inclusion role, who is charged with its delivery. A key output of this work so far has been a campaign to encourage awareness of the anniversary of the anti-slavery society and public engagement activity to support the digitisation and increased public accessibility of our Chinese Collections.

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, how it manifests in society, especially in the workplace, and strategies for managing it in contemporary society.

There were numerous other events and exhibitions in 2021-22 on race equality:

- La June Montgomery delivered the annual Bynum Tudor Lecture, entitled 'Racial Equity 2030: Reimagining and building a future where every child thrives';
- the Law Faculty held the first in-person event of the Oxford Law Black Alumni Network (OLBA), the latest in a series of events featuring conversations with people who have inspired and influenced transformative change at the helm of social justice, racial equality, and human rights;
- Balliol College hosted an exhibition on Slavery in the Age of Revolution in November 2021 with a series of meetings for teachers from the UK and Philadelphia to explore how to teach a nuanced and difficult history;
- the Department of Education held their inaugural Equality, Diversity and Belonging public lecture in June 2022, featuring Professor Caleb Gayle of Northeastern University (USA) speaking on the topic of 'Impact of History on Race and Identity'; and
- the Department of Education launched a flagship seven-week long public lecture series in October 2022 on the theme of 'Imperial 'legacies': Race and Education'.

Staff profile

As of July 2022, 15% of staff identified as Black or Minority Ethnic (BME), with a slight increase across all staff groups since 2021. In particular, the proportion of BME academic staff rose to 10%, an increase from 8% in 2020.

However, BME staff are over-represented in lower-paid roles, comprising 27% of research roles and 13% in PSS roles below grade 8. In higher-paid roles, BME staff account for 17% of research roles and 9% of PSS roles above grade 8.

BME staff account for:

- 10% of Academic staff (increased from 9% in 2021);
- 23% of Research staff (slight increase from 22% in 2021);

- 11% of Professional and management staff (slight increase from 10 in 2021); and
- 12% of Support and technical staff (slight increase from 11% in 2021).

In academic roles, BME staff account for:

- 8% of Professors (increased from 7% in 2021);
- 6% of Statutory Professors (6% in 2021);
- 9% of Titular Professors (8% in 2021); and
- 9% of Associate Professors (8% in 2021).

Fig 32 - Black and Minority Ethnic staff in post by role group, 2017-22 (FTE)
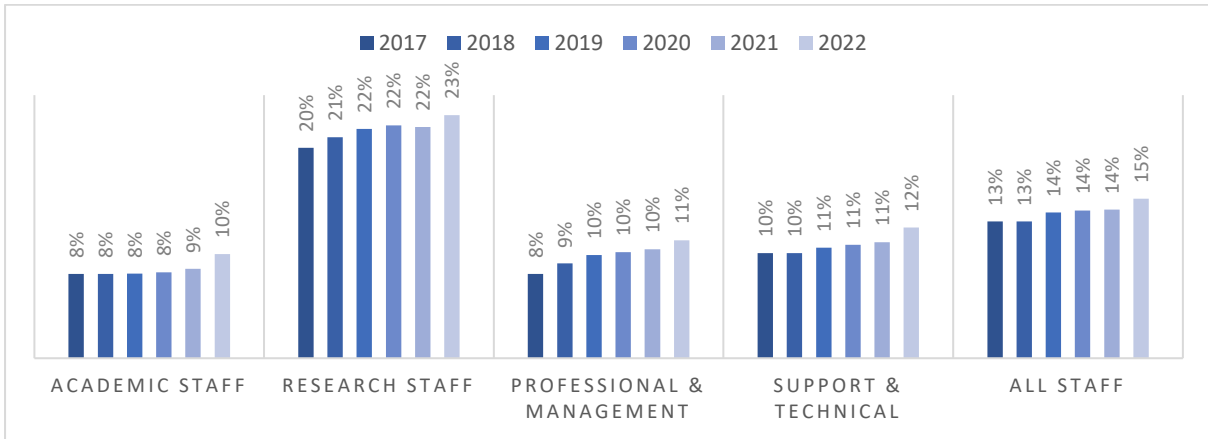

Fig 33 - Black and Minority Ethnic Professors and Associate Professors, 2017-22 (FTE)
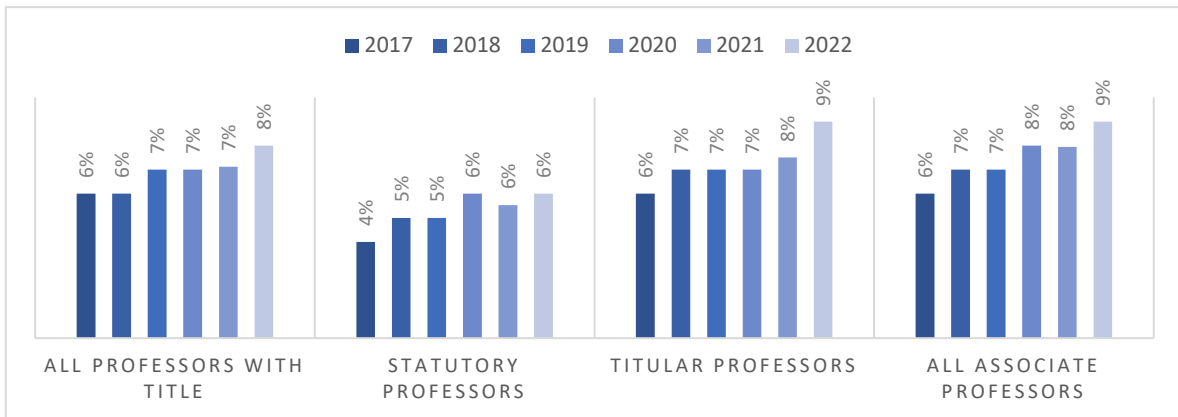

Fig 34 - Research and professional staff by BME/White ethnicity, role group and grade, 2022
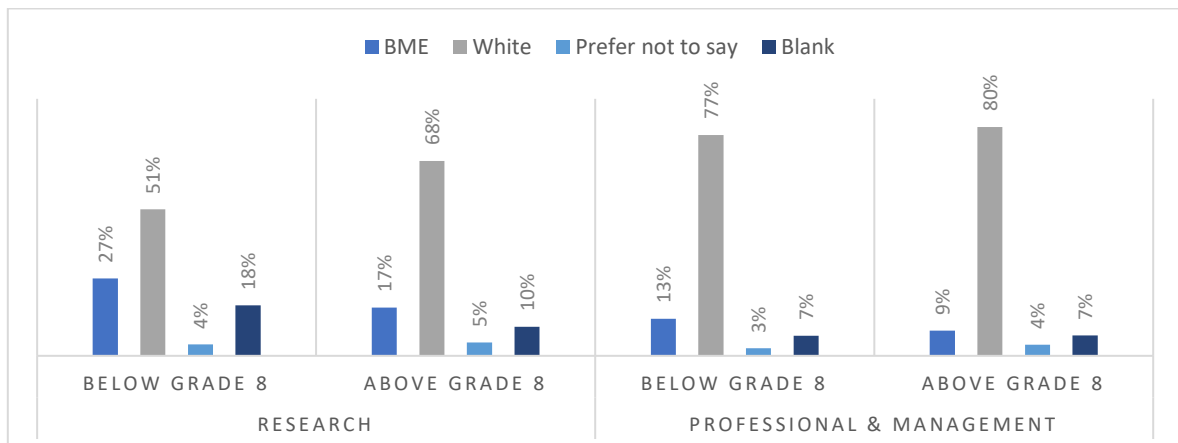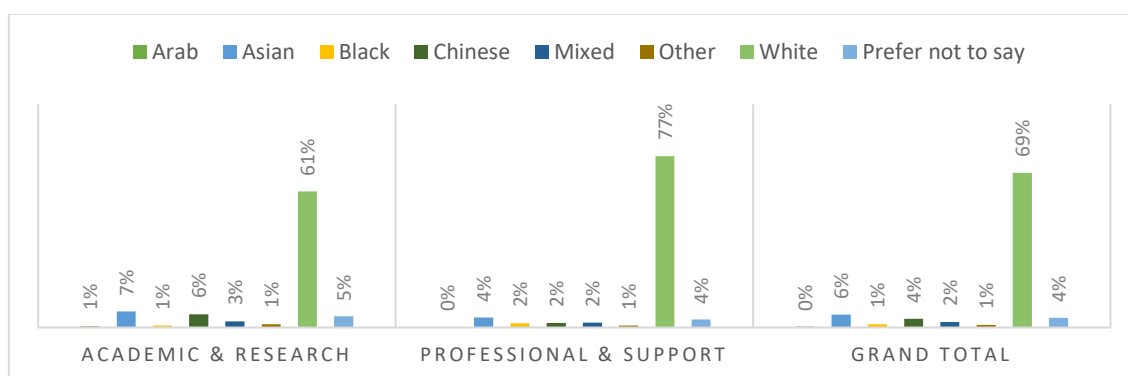
Fig 35 - Staff in post by role group and detailed ethnic group, 2022 (FTE)

Disabled Staff and Students

Highlights

In 2021-22, the Staff Disability Service piloted Workplace Adjustment Plans. These are support tools intended to serve as a live record of adjustments agreed between the individual disabled staff member and their line manager or Principal Investigator. They will detail any impact or issue that could arise due to the interaction between the condition or impairment and the barriers that exist within the workplace. The pilot is being undertaken in 2022 and is intended to be rolled out more widely in late 2023.

To mark Disability History Month, 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 complied into a user-friendly guide in 2023 and shared widely across the University.

The Neurodiversity at Oxford project, launched in 2021, supports, celebrates and empowers neurodivergent staff and students. The first project of its kind at the University, it offers staff and students a wide range of events and activities, providing information, support and opportunities to build social and professional networks. The project also offers mentoring to neurodivergent graduate students and staff. Two teams channels have also been set up for neurodivergent staff. The Staff Neurodiversity Network is for staff who identify as neurodivergent or who are helping to support a colleague. The Neurodivergent Community is a safe, confidential, space for the neurodivergent community to offer peer support, share resources, guidance and advice.

The Oxford Student Union is currently running a Disability Campaign which includes campaigning for better understanding and treatment of disabilities; supporting and advocating for disabled students at Oxford; and bringing together disabled students for social events and solidarity.

A number of events and workshops focused on disability in 2021-22:

- The Annual Disability Lecture in June 2022 featured Dr Amy Kavanagh with the title of 'Hands off: navigating unwanted touch, consent and disability. This lecture explored the blurred lines between 'support', 'help' and 'consent' as experienced by disabled people. It helped people understand how to offer assistance to those who navigate space differently.
- Colin Larkworthy, Nuffield Department of Medicine, shared his experience of autism in the workplace at an event called What you Aut to Know: Autism and the Workplace.

- An event open to all staff, [Neurodiversity in the workplace: challenges and opportunities](#), explored the spectrum of neurodiversity, with some focused sessions on ADHD, autism and intersectionality.
- In June 2022, an inter-departmental online lecture titled [Building Belonging: Disability and Culture](#) offered an opportunity for staff and students to learn from the experiences in the workplace of people with disabilities. Panelists considered how ableism impacted career profession, how to discuss disabilities at work, and tips to support disabled colleagues.

Staff profile

As at July 2022, 5.6% of staff identified as disabled, and the proportion of staff identifying as disabled has increased from 4.1% since 2017.

Disabled staff account for:

- 3.6% of Academic staff (3.5% in 2021);
- 3.9% of Research staff (3.5% in 2021);
- 6.7% of Professional and management staff (6.1% in 2021); and
- 8.4% of Support and technical staff (7.3% in 2021).

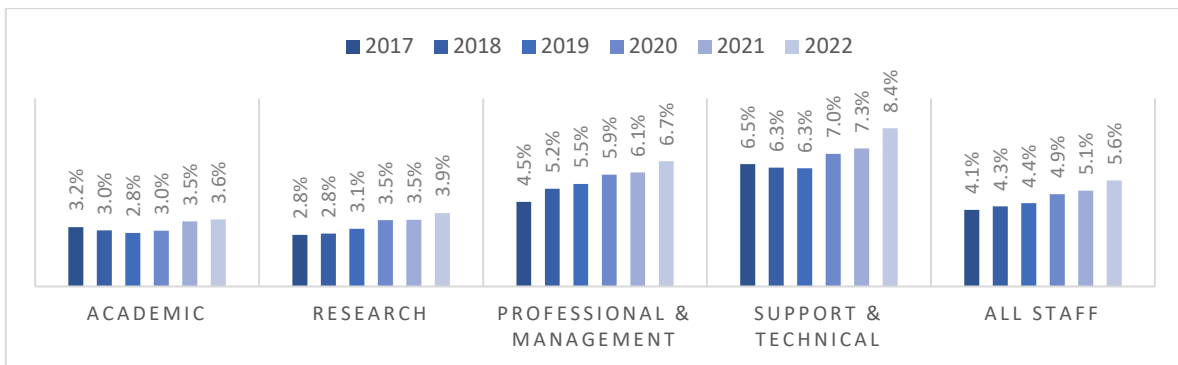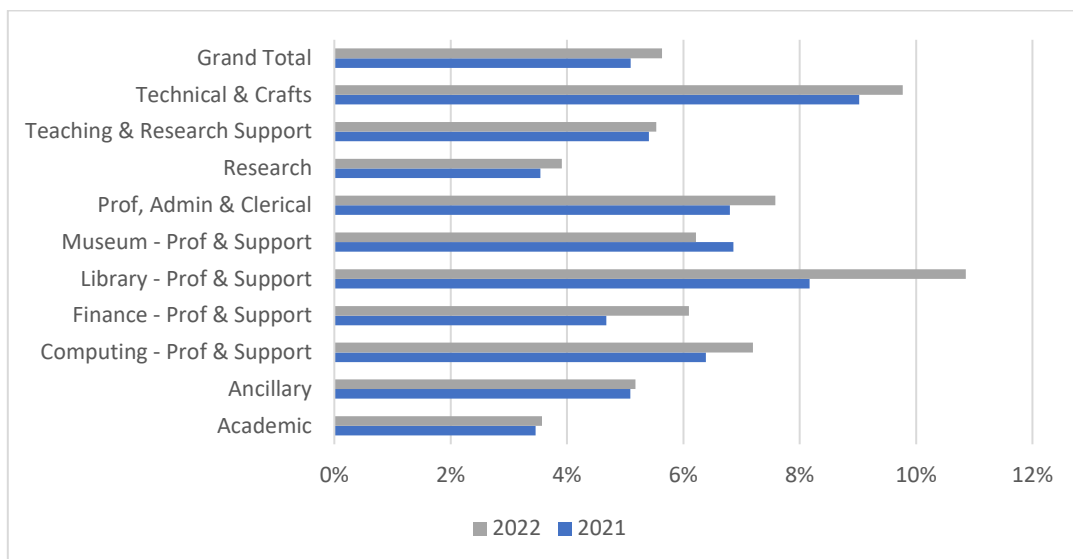Fig 36 - Disabled staff in post by grade group, 2017-22 (FTE)

Fig 37- Disabled employees by staff group, 2021-22 (FTE)

LGBTQ+ Staff

Highlights

In 2022, a new professorship in the history of sexualities was announced in the Faculty of History, in association with Mansfield College. The [Jonathan Cooper Chair of the History of Sexualities](#) will lead and expand the study and teaching of LGBTQ+ history at Oxford and become the first fully endowed specialist post of this type in the UK.

Nominated for a Diversity Award, the Pitt Rivers Museum held the groundbreaking project titled [Beyond the Binary.](#) The project aimed to centre LGBTQIA+ voices and experiences in the Museum's spaces and collections. Working with more than 60 organisations and individuals, this exhibition placed the voices of under-represented groups at the heart of the Museum and showcased a range of objects related to gender, sexual identity and LGBTQIA+ histories and experiences. This was the Museum's most popular exhibition, with over 40,000 visitors, and more than 3,000 people attended online and in person events as part of the project.

In February 2022, the University celebrated [LGBT+ History Month](#) with a range of stories, events, resources and support. Stephen Whittle, Professor of Equalities Law at Manchester Metropolitan University, delivered the 2022 University of Oxford [LGBT+ History Month Lecture](#).

Other highlights included:
- [50 years of Pride](#), in conversation with Dan Glass and Sergey Khazov-Cassia;
- ['Heterocolonialism and the making of the gay international'](#), featuring Dr Andrew Delatolla
- Choral Evensong for LGBT+ History Month, at Harris Manchester College Chapel; and
- Student spotlights on [Improving inclusivity in Sport](#), and [Meet the LGBT+ Society's Race and Ethnic-minority Officer.](#)

The University also celebrated Pride Month in June with many workshops, lectures and activities taking place across the University, including:
- an EDU-hosted online workshop on 'Why Pronouns Matter' was open to anyone in an advisory or leadership role and focused on the importance of pronouns and tools for practicing and handling mistakes;
- a Pride Month Lecture with [Professor Andrew Hodges](#) marked the 110th anniversary of Alan Turing's birth and hosted by the Department of Statistics; and,
- an informal Pride celebration, organised by the LGBT+ Staff Network, the Department of Philosophy, SPECTRA and the Humanities Division, which was hosted at the Mathematical Institute.

Across November 2022, a range of events and lectures took place for Trans Awareness Week. This ended with the Trans Day of Remembrance, when the University of Oxford's Student Union LGBTQIA+ Campaign held a candlelit vigil to commemorate trans and non-binary people who have lost their lives. The University has established an informal meet-up for trans and non-binary postgraduate students and staff to meet new people and make friends in a safe environment.

Staff Profile

As of July 2022, the staff profile relating to sexual orientation comprised:

- 8% of staff identifying as lesbian, gay, bisexual, trans, queer or other non-heterosexual orientation (LGBTQ+) (increased from 7% in 2021);
- 81% identifying as heterosexual; and
- 11% preferring not to say.

Within the overall staff population, 4% identify as Bisexual, 2% identify as a gay man, 1% identify as a gay woman/lesbian, and 1% identify as other.

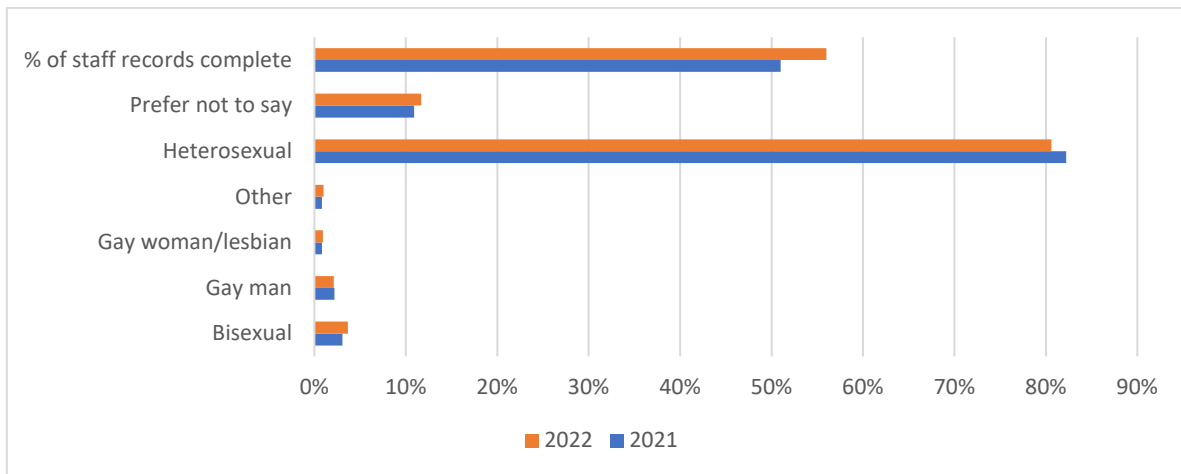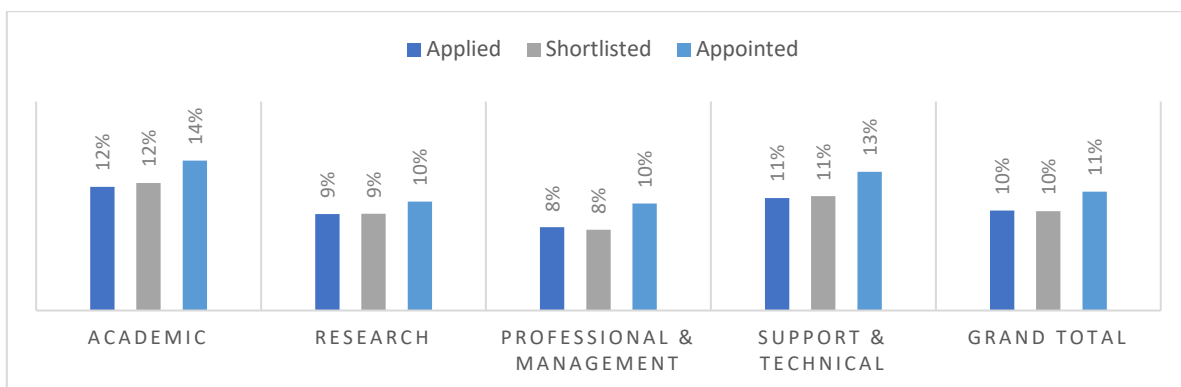Fig 38 - Staff by declared sexual orientation, 2021-22 (FTE)

Fig 39 - LGBTQ+ recruitment by role group, 2020-22 (combined)

Religion and Belief

In May, the Humanities Cultural programme held the Opening Oxford Concert: A musical miscellany in celebration of diversity. The concert is the keynote event of a year-long commemoration of the passing of the 1871 University Tests Act, which removed the last religious restrictions for scholars attending the University of Oxford.

The Faculty of Law held its fourth Annual Equality and Diversity Lecture, welcoming Professor Tariq Modood, University of Bristol, to deliver a lecture entitled 'Islamophobia and the Struggle for Recognition'.

The Oxford Research Centre in the Humanities (TORCH) held the Oxford Holocaust Memorial Events Series in January 2022, holding a series of events and talks to acknowledge and remember the six million Jewish people killed during the Holocaust.

Staff profile

Amongst the 55% of staff who shared their religion or belief by July 2022, 52% said they had no religion or belief while 12% selected 'prefer not to say.' Among those who declared a religion or belief,

the majority were Christian at 27%. Members of other faiths amounted to 10% of all staff. There has been little change over the past two years.

Fig 40 - Staff by declared religion or belief, 2021-22 (FTE)
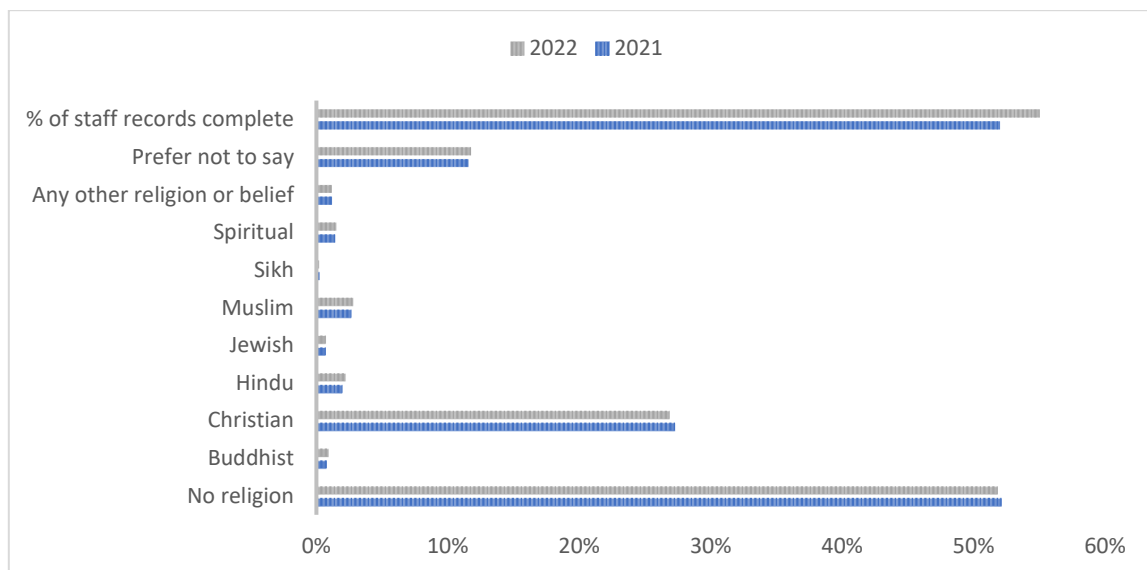
Fig 41 - Declaration of religion or belief by role group, 2022 (FTE)
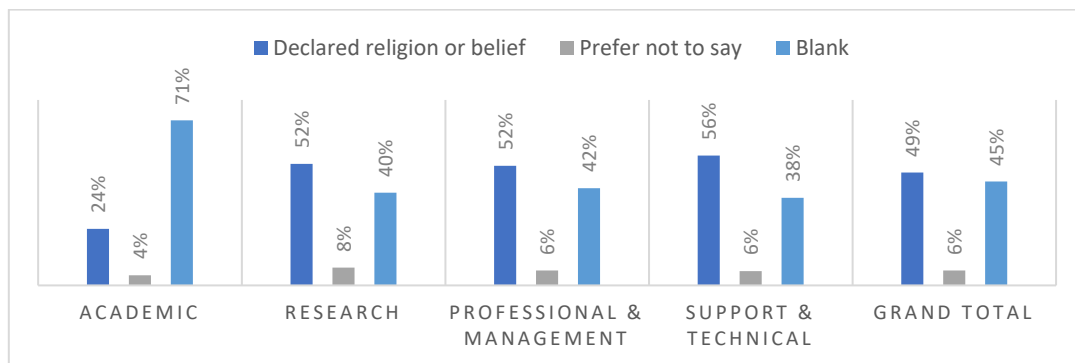
Age

As of July 2022, the proportion of staff aged under 40 had fallen, from 45% in 2022 to 48% in 2020. However, there was little change in the overall age distribution by staff group.

Notably:

- 48% of academic staff were aged over 50, along with 34% of each of professional and support staff; and
- only 14% of researchers were aged over 50.

Over the last three years, 83% of all applicants – and 83% of appointees – were aged 40 or under. However, the overall shortlisting and appointment rates within each grade group were similar across all age groups.

Fig 42 - Staff in post by role group and age band, 2022 (FTE)
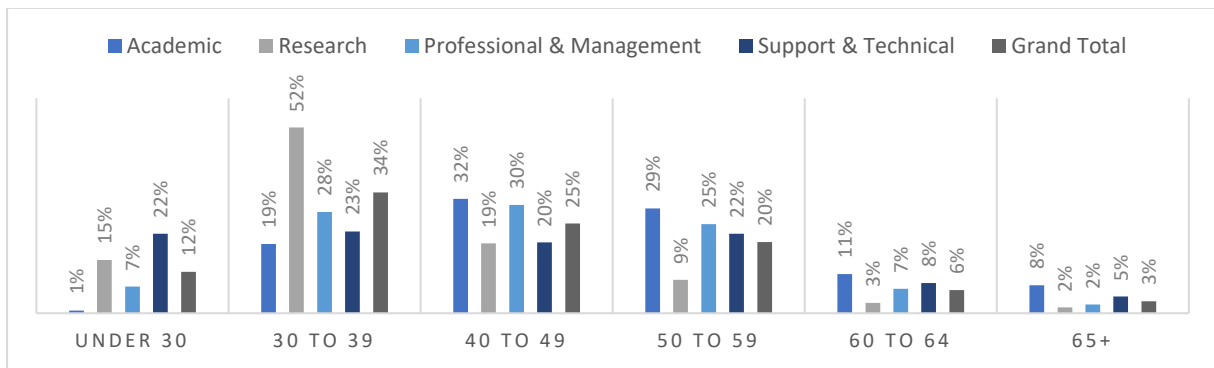
Fig 44 - Academic and Research staff recruitment by age band, 2020-22 (combined)
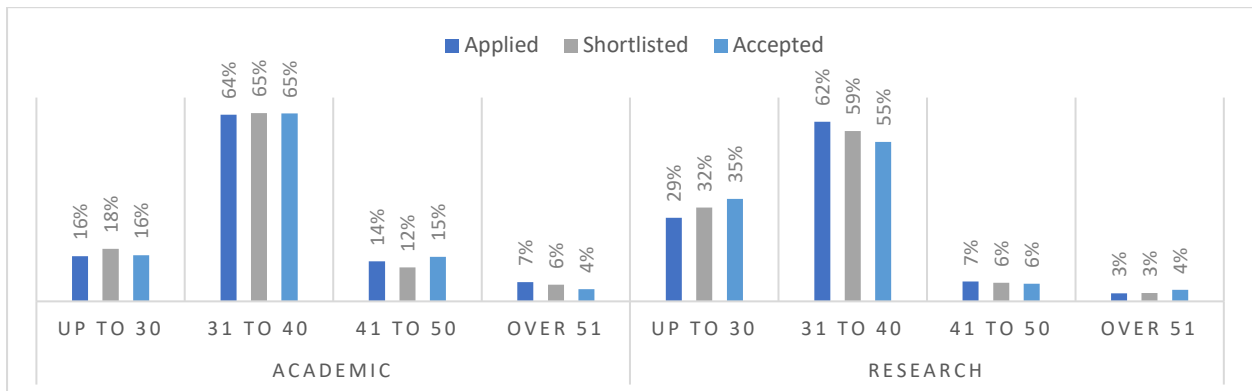
Fig 45 - Professional and Support staff recruitment by age band, 2020-22 (combined)
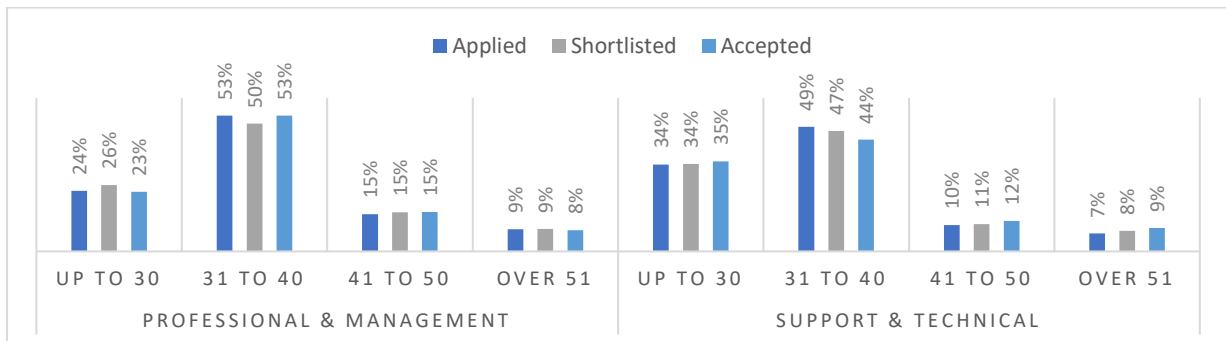
Support for Staff

Development and progression

A *Mentoring at Oxford Effectiveness Study* was undertaken in 2022 by the Equality and Diversity Unit, finding that both formal and informal mentoring led to career progression. The evidence brief identified 16 ongoing and recently discontinued mentoring schemes for staff and found that mentoring was effective in achieving its two objectives: (a) supporting mentees' career progression and development (through mentors' sharing of knowledge and their encouragement, as well as the professional networks that mentoring scheme expanded); and (b) promoting both mentors' and mentees' personal development.

A half-day workshop on mentoring for scheme coordinators was held in collaboration with People and Organisational Development (POD) in March 2022 to disseminate the findings and to promote knowledge exchange between coordinators.

Support for parents and carers

In 2022, the EDU evaluated the University's annual £240k Returning Carers' Fund (RCF), finding that more than 150 academics/researchers were supported from 2017-21 (at a total spend of £530k), with many finding it invaluable in re-establishing their research pathways after a parental break. Considering the review, the minimum leave requirement will be shortened from six to three months to better support those who have taken Shared Parental Leave or caring leave.

In 2021, the University introduced New Ways of Working, a framework building on lessons learned during the pandemic to support staff in finding flexible working patterns that work for them and their departments.

Wellbeing and mental health

In late 2022, the University launched its Wellbeing Strategy 2022-2024 for staff including a new website, staff counselling service, Wellbeing Champions Network and training/resources, all to be launched in 2023. The aim of the strategy is to increase importance of the awareness of wellbeing, improve wellbeing services and their impact, and create a culture where wellbeing is a priority.

The MPLS division ran a programme of events for Mental health awareness week in May. With the theme of 'loneliness', 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.

Staff networks and support

In partnership with People and Organisational Development (POD), the EDU held an initial series of meetings to establish a Community of Practice for any University staff working in EDI roles across the University. This has been set up collaboratively with EDI facilitators and seeks to interested in sharing thoughts on what works well, the challenges, and supporting one another to fulfill individual and group goals.

Preventing bullying and harassment

In November, many academic departments participated in Anti-Bullying Week 2022 in order to highlight their ongoing commitment to preventing and responding to harassment.

The School of Geography and the Environment (SoGE) began implementing a pilot initiative developing new Oxford-specific training resources to help prevent bullying and harassment. A professional script writer developed short scripts, offering insight into how bullying and harassment feels from different perspectives. These were trialed and evaluated in a series of training workshops.

Training and resources

In 2021-22, the Equality and Diversity Unit laid the foundations for the launch of a new central resource, the EDI Knowledge Hub. In 2022-23, the Hub will promote learning exchange, and community-building for EDI practitioners and provide a centralised web portal

hub for all EDI activity taking place at the University. A range of new resources will regularly be published on the EDU website to provide the latest resources, guidance and support to students and staff. In 2021-22, the Hub ran learning exchange workshops on workload allocation models and mentoring.

The Mathematical, Physical and Life Sciences Division (MPLS) launched their new and updated ED&I training programme. The sessions were open to all staff and students across the University and include intersectional and anti-racist allyship, supporting neurodivergent and disabled staff, bystander and inclusive culture, and creating an inclusive research culture.

A culture of inclusion

The Social Sciences Division (SSD) launched a scheme of SSD EDI Associates, inviting staff and research students to work on a number of projects across the division in 2023. These include diversification and decolonisation of curricula/disciplines; development of a network of EDI researchers; and induction workshops for students on inclusive classroom culture and collaborative learning.

Under Enterprising Oxford, the Increasing Diversity in Enterprising Activities (IDEA) programme continued to address inclusion gaps in entrepreneurship in its second year. This has included IDEA:
- appointing an Academic Champion for Women in Entrepreneurship;
- convening key stakeholders from across the University and ecosystem into an Implementation Group and an Advisory Group;
- matching diversity data with innovation and entrepreneurship data, to identify barriers to entrepreneurship within the university; and
- launching bespoke programmes including IDEA's Engaging with Entrepreneurship Programme, Board Experience Programme and Peer Mentoring Programme.

In April 2022, the Radcliffe Department of Medicine co-hosted Diversity Interventions 2022: Towards a Science and Profession of Athena Swan with Advance HE, in tandem with a sister conference held by Science in Australia Gender Equity (SAGE) in Australia, with common themes and joint abstract submissions. The conference aimed to unite Athena Swan professionals, researchers, and advocates from across the world to share best practice, discuss emerging innovations, and exchange personal experiences in designing, implementing, and evaluating interventions and action plans. The conference proved to be a great success, with 43 speakers from Australia, Canada, the EU, India, Ireland, the UK and USA as well as more than 200 in-person and online delegates, representing over 100 institutions across 21 countries.

Research culture

The 2021 Research Excellence Framework (REF) results found that Oxford's submission had the highest volume of world-leading research, although the accompanying equality impact assessment noted a number of equality issues with respect to gender, disability and race. Research Services will work closely with the EDU in 2023 to design actions to address the identified issues.

University grant data shows that that there is a gendered disparity in research funding with female-led grants accounting for 28% of all awarded grants since 2017, and only 26% of total funding value. There are still large gaps properly tracking ethnicity and disability data which has hampered understanding of the impact of intersectional inequalities.

The [Equity and Inclusivity in Research Funding](#) project was set up to identify the barriers to securing research funding experienced across the UK higher education sector by researchers in marginalised groups and to propose solutions. The project was funded by the University of Oxford Diversity Fund and the Wellcome Trust Institutional Strategic Support Fund (ISSF). In January 2023, the project group published the Equity in Research Funding report.

Based on the examination of external and internal funding, as well as institutional practices, the report found multiple barriers including:

- inaccessibility;
- disparities in information available;
- vulnerability to bias;
- lack of accounting for structural inequality;
- lack of understanding of EDI; and
- increased burdens on marginalised researchers.

The report calls for urgent action to tackle the systemic barriers that marginalised groups face to securing research funding across the UK higher education sector, ranging from adapting systems and increasing training to enhancing networks, preventing bias and establishing universal design principals for application processes.

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
- Admissions: www.ox.ac.uk/about/facts-and-figures/admissions-statistics
- Student statistics: www.ox.ac.uk/about/facts-and-figures/student-numbers
- Undergraduate degree outcomes: www.ox.ac.uk/gazette/statisticalinformation
- Student surveys: www.ox.ac.uk/students/life/student-engagement
- Destinations of Leavers survey: www.careers.ox.ac.uk/sectors-occupations
- Race Equality Charter application: edu.admin.ox.ac.uk/race
- Equality and Diversity Unit: edu.admin.ox.ac.uk/equality-analysis
- Higher Education Statistics Agency: 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

Staff data

An annual staff data snapshot was taken on 31 July 2022 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.

Additional data are available at:

- Equality Report (accessible data): edu.admin.ox.ac.uk/equality-report
- Staffing figures: hrsystems.admin.ox.ac.uk/staffing-figures (Single Sign On required)
- Athena Swan application (institutional): edu.admin.ox.ac.uk/athena-swan
- Race Equality Charter application (institutional): edu.admin.ox.ac.uk/race-equality-charter
- Equality and Diversity Unit: edu.admin.ox.ac.uk/equality-analysis
- Gender Pay Gap: hr.admin.ox.ac.uk/gender-pay-gap-reporting
- Higher Education Statistics Agency: 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

Attribution and caveat

This publication includes data derived from the:

HESA Student Record, 2021-22
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N.B. HESA Student Record ethnicity data are only available for UK-domiciled students.

Glossary

Term	Definition
ACORN	ACORN is a postcode-based tool that categorises the UK's population by level of socio-economic advantage. The ACORN and POLAR systems are widely recognised measures used by the regulator to set admissions targets for universities including Oxford.
Associate Professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA.
Athena Swan	Charter recognising institutions' efforts to advance gender equality in academia.
BME	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.
DAS	Disability Advisory Service for students
EDI	Equality, diversity and inclusion
EDP	Equality and Diversity Panel
EDU	Equality and Diversity Unit
FPE	Full person equivalent (used by HESA)
FTE	Full-time equivalent (used in Oxford's staffing figures)
GLAM	Gardens, Libraries and Museums
HESA	Higher Education Statistics Agency
HUMS	Humanities Division
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer and other non-heterosexual orientation
LGBTQIA+	
Matriculation	Confers membership of the University on students who are enrolled and following a degree-level course.
MPLS	Mathematical, Physical and Life Sciences Division
MSD	Medical Sciences Division
OUDCE	Oxford University Department for Continuing Education
P&M	Professional & Management (job types)
PeopleXD	The University's human resources system
PGT	Postgraduate taught
PGR	Postgraduate research
POLAR4	Participation of Local Areas – a measure of young participation in higher education
Professor	All staff with the formal title of professor, including statutory and titular
Protected characteristic	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
PSS	Professional and Support Staff
REC	Race Equality Charter recognising the advancement of race equality in higher education
S&T	Support & Technical (job types)
SDMA	Student Data Management and Analysis
SpLD	Specific Learning Difficulties
SSD	Social Sciences Division

Statutory Professor	The senior academic grade at Oxford, equivalent to full professor in the USA.
STEM(M)	Science, technology, engineering and mathematics (and medicine)
Student Barometer	Annual survey of Oxford students
Trans	Also 'transgender', refers to people who are taking or have taken steps to change their gender identity
Titular professor	Associate professor (or equivalent) who has been awarded the title of full professor as a mark of academic distinction.
UAS	University Administration and Services
UG	Undergraduate
UNIQ	Oxford's residential and online access programme for prospective undergraduate students
UNIQ+	Oxford's residential and online access programme for prospective postgraduate students

Annex A:
University of Oxford Equality Objectives – Full Progress Report, 2017-22

No.	EQUALITY OBJECTIVE	Year[1]	2017	2018	2019	2020	2021	2022
1.	**Ensure University decision-making and governance structures are representative of the University community[2]**	**2021**						
a.	BME staff to comprise a minimum of 15% of members of Council and its main committees	2021					12%	8%
	Detail						*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%
	Detail						*40% to 60% in 4 of 6 committees*	*40% to 60% in 3 of 6 committees*
2.	**Increase the proportion of women in senior academic roles[3]**	**2022**						
a.	To achieve a yearly increase in the proportion of female Statutory Professors, with 27% representation by 2029	2022	17%	19%	19%	19%	19%	20%
b.	To achieve a yearly increase in the proportion of female Associate Professors, with 35% representation by 2029	2022	28%	29%	30%	31%	31%	32%

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[1] Year in which the objective or target was approved
[2] Percentages refer to committee member headcount in Michaelmas term of each year
[3] 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, 2017-22

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	2014	. Target met	. Target met	. Target met	. Target met	. Target met	.[4] Target met
d.	Apply successfully for an institutional Silver Athena Swan award in 2021	2020	Bronze award				*Application postponed*	*Application submitted*
3.	**Increase the proportion of Black and Minority Ethnic (BME) staff in senior roles[5]**	**2022**						
a.	To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029	2022				6%	6%	6%
b.	To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029	2022				8%	8%	9%
c.	To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029[6]	2022				15%	15%	17%
d.	To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2029[7]	2022				8%	9%	9%
e.	Apply successfully for an institutional Bronze Race Equality Charter award in 2021	2020		Bronze award			*Application postponed*	*Application pending*
4.	**Consolidate our position in the Stonewall Workplace Equality Index[8]**	**2019**						

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[4] www.ox.ac.uk/news/2022-06-22-honorary-degrees-awarded-encaenia-2022
[5] Percentages refer to the number of full-time equivalent BME staff in post on 31 July of each year
[6] Research staff in grades 8, 9, 10 and Senior Staff – Research
[7] Academic-related staff in Grades 8, 9, 10 and Senior Staff
[8] Dates refer to year of application. The 2018-2020 objective to '*Join the Stonewall Top 100 Employers list by 2020*' was achieved in 2018.

a.	Consolidate our position in the Stonewall Top 100 Employers list	2019	Score: 101.5 Rank: 123	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*
5.	**Achieve the equality-related objectives set out in the University's agreement with the Office for Students[9]**	**2012**						
a.	To reduce the gap in participation rates between ACORN Group 1 and Groups 4 and 5 from 4.9:1 to 3:1 by 2024/25	2020				Ratio 3:1 Target met	Ratio 2.8:1 Target met	Ratio 2.9:1 Target met
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	2020				Ratio 7.9:1 Target met	Ratio 6.5:1 Target met	Ratio 6.7:1 Target met
c.	To eliminate the gap in offer rates for Asian applicants by 2021/22	2020				-3.4%	-2%	-0.5 Target met
d.	To reduce the gap in attainment rates for Black students to 6% by 2024/25[10]	2020				-6.6%	-6.7%	-8.8%
e.	To eliminate the gap in attainment rates for disabled students by 2024/25[11]	2020				-3.9%	-2.4%	-2.2%
6.	**Eliminate the undergraduate gender attainment gap by 2030**	**2020**						

[9] Available from: academic.admin.ox.ac.uk/app
[10] Gap in UK-domiciled Black and White students' 'good degree' outcomes calculated on the basis of a 5-year rolling average
[11] Gap in UK-domiciled disabled and non-disabled students' 'good degree' outcomes calculated on the basis of a 3-year rolling average

a.	To reduce the first-class degree attainment gap between women and men from 8.5% to 4.4% by 2025[12]	2020				-7.4%	-3.0%	-6.6%[13]

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[12] Gap in male and female (all domiciles) first-class degree outcomes
[13] Classified outcomes only (excludes four MPLS integrated master's programmes which award Distinction/Merit/Pass/Fail).

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