



Race equality charter application form

Name of institution: University of Oxford

Level of award application: Bronze

Main contact for the application and contact details:

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This application form is accurate for the purpose of applications made after: January 2016

LIST OF ACRONYMS USED IN THE APPLICATION

AP – Associate Professor
APL – Action Plan
ALDP – Academic Leadership Development Programme
AS – Athena SWAN
BME – Black and Minority Ethnic
CL – Clinical Lecturer
CRAE – Campaign for Racial Awareness and Equality
DL – Departmental Lecturer
EdC – Education Committee
E&D – Equality and Diversity
ECU – Equality Challenge Unit
EDP – Equality and Diversity Panel
EDU – Equality and Diversity Unit
EIA – Equality Impact Assessment
GEAG – Gender Equality Advisory Group
GAO – Graduate Admissions Office
GCSE – General Certificate of Secondary Education
GLAM – Gardens, Libraries and Museums
HEFCE – Higher Education Funding Council for England
HEI – Higher Education Institution
HESA – Higher Education Statistics Agency
HoD – Head of Department
IAG – Information, Advice and Guidance
IARU – International Alliance of Research Universities
JACARI – Joint Action Committee Against Racial Intolerance
KS – Key Stage
LERU – League of European Research Universities
LGBT+ – Lesbian, Gay, Bisexual, Transgender +
LSO – Legal Services Office
MPLS – Mathematical, Physical and Life Sciences Division
MSD – Medical Sciences Division
Oxford SU – Oxford Student Union
OLI – Oxford Learning Institute
OUH – Oxford University Hospitals
OxRSS – Oxford Research Staff Society
P&S – Professional and Support
PDR – Personal Development Review

PGR – Postgraduate Research Student
PGT – Postgraduate Taught Student
PI – Principal Investigator
PPH – Permanent Private Hall
PSED – Public Sector Equality Duty
PVC – Pro-Vice-Chancellor
QAA – Quality Assurance Agency in Higher Education
RAE – Research Assessment Exercise
RCUK – Research Councils UK
REC – Race Equality Charter
RECAP – Race Equality Charter Action Plan delivery group
REF – Research Excellence Framework
REWG – Race Equality Working Group
RG – Russell Group
RMFO – Rhodes Must Fall in Oxford
RoD – Recognition of Distinction
RS – Research Services
RSWG – Research Staff Working Group
SAT – Self-Assessment Team
SP – Statutory Professor
SS – Senior Staff
SSD – Social Sciences Division
STEM – Science, Technology, Engineering and Mathematics
TORCH – The Oxford Research Centre in the Humanities
TP – Titular Professor
UAS – University Administration and Services
UAO – Undergraduate Admissions and Outreach
UCAS – Universities and Colleges Admissions Services
UG – Undergraduate Student
UUK – Universities UK
VC – Vice-Chancellor

WORD COUNT PER SECTION

Institution application	Bronze	This application
Word limit	15,000	14,682
1. Letter of endorsement – Vice-Chancellor		884
2. The self-assessment process		1049
3. Institution and local context		463
4. Staff profile		2183
5. Academic staff – recruitment, progression and development		2504
6. Professional and support staff – recruitment, progression and development		1413
7. Student pipeline		4328
8. Teaching and learning		1525
9. Any other information		333

1 LETTER OF ENDORSEMENT FROM THE VICE-CHANCELLOR

The Vice-Chancellor

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16 January 2018

Letter of endorsement from the Vice-Chancellor

It gives me great pleasure to endorse Oxford's REC application, which is the outcome of two years' consultation, analysis and activity across the University. The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution.

The University of Oxford is a vibrant and diverse institution, and we take pride in the fact that our staff and students are drawn from across the UK and globally, and that substantive progress has been made to ensure the success of our minority ethnic staff and students. When I arrived at Oxford in January 2016 I was delighted to discover a confident community which engages vigorously in debates and conversations on race, racism, the impact of colonialism in Higher Education and the complex realities of the experiences of our minority ethnic staff and students. Our survey results and salary structures show no significant differences in terms of staff experiences by ethnicity, 26% of our student body identify as BME and we have a slightly higher proportion of BME academic and research staff from the UK (9.5%) as compared to the whole sector (8.5%).

It was at our first Race in the Curriculum lecture given by Professor Sir Hillary Beckles, (Vice-Chancellor of the UWI), that I publicly committed us, as an institution, to applying for the REC. I remain committed to ensuring Oxford attracts, retains and nurtures the very best students, administrators, researchers and academics regardless of their ethnic or socio-economic background. As an institution, and as individuals, we know that the maintenance of our preeminent global position depends upon our ability to call on the talents and contributions of all staff and students.

While we have made significant progress, it is clear that there remains much to be done. This submission highlights our work in relation to student access, undergraduate attainment and supporting the progression of our students to higher degrees and staff to more senior roles. We have set ourselves demanding goals, and believe that our experience with Athena SWAN has demonstrated that the University and its executive team are both committed and able to deliver change.

In order to ensure progress continues we will increase our efforts across the University. This requires not only strategic leadership from me, but from all senior staff working together to embed race equality across the University. In a sign of the priority we attach to this, we

appointed our first ever Advocate and Pro-Vice-Chancellor for Equality and Diversity in 2015. Locating this role at the most senior management level ensures that race equality and diversity is embedded in, and informs all, strategic and organisational decision-making. Our Advocate has chaired the REC's self-assessment team which includes senior staff from all divisions, colleagues with professional expertise in race equality, and a strong student representation. The Charter and the race equality work underpinning it has been discussed routinely at senior management team meetings and at Council for the past two years. Furthermore, throughout our self-assessment process we have ensured that all divisions and colleges have actively agreed the decisions included in our action plan. This consultative and 'grass-roots upwards' approach facilitates real ownership of the action plan and increases its likely success. It also ensures that we remain an institution that will continue to reflect critically, evaluate and act on the challenges our self-assessment process has identified.

My immediate priorities include diversifying our student body and, in particular, increasing the representation of BME undergraduates. I will also continue to support ongoing efforts to diversify the membership of university committees and panels. Another key focus is to ensure that our professional and support staff reflect the make-up of our diverse local labour force more fully. Our researchers are presently our most diverse staff constituency with 20% identifying as BME. This group has the potential to increase the diversity of our wider academic body and, as indicated in the action plan, we are committed to supporting and enabling this to happen. Finally, while our staff-experience survey results reassure us that the experience of minority ethnic staff is largely positive, we remain resolute in our commitment to safeguard against — and against tolerance of — any subtle forms of workplace racism.

We are pleased to begin to see the rewards of our efforts to widen participation and access amongst the student body, with more minority ethnic students applying and being admitted to Oxford. We are committed to continuing to target prospective applicants from groups that are most under-represented, and to that end have allocated significant fiscal and human resources. In addition, the collegiate University is instituting more transparency in admissions and exploring innovative ways to attract BME applicants, such as the UNIQ summer school.

We are determined to foster a supportive and inclusive environment in which all our students are enabled to thrive. In the coming years we will continue to address issues of attainment, and build on our innovative work around race in the curriculum, as well as looking at the impact of colonialism on today's racial disparities, and inspiring more BME scientists. Dedicated E&D positions have been created at divisional level and we have strategically directed funding from the annual Oxford Diversity Fund to projects that will achieve these aims.

I endorse the University of Oxford's REC application in the strongest terms.

Yours faithfully,

A handwritten signature in black ink that reads "Louise Richardson". The signature is written in a cursive, flowing style.

Professor Louise Richardson
Vice-Chancellor

DIVISIONAL ENDORSEMENTS

Head of the Mathematical, Physical and Life Sciences Division

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Ref.MPLS/REC

5 February 2018

Letter of Support from the MPLS Division: Race Equality Charter submission.

The MPLS division is fully supportive of the aims of the Charter and recognises that the process has supported greater consideration of our staff and student ethnicity data, enabling analysis that is reflected in this application. The process has allowed the division to expand our Athena SWAN work and engage in consultation and actions on how to actively advance race equality.

BME academics are fairly evenly distributed across all academic divisions, with 25% of all BME researchers found in our division. This provides an opportunity for us to support these early career researchers to advance their careers towards academic posts. Amongst a number of initiatives, we are proud to have received funding from the University Diversity Fund to encourage and support BME scientists. With respect to students, we are committed to redress the attainment gap, and will work to do so over the next three years.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Donal Bradley', with a long horizontal flourish extending to the right.

Professor Donal Bradley
Head of MPLS Division

DB/KC/SJS

Pro-Vice-Chancellor (Academic Resources and Information Systems)

Professor Anne Trefethen

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Letter of Support from the Gardens, Libraries and Museums Division

I am happy to endorse the University's participation in the REC.

The analysis of staff ethnicity data has stimulated and led to timely discussion, consultation and actions on how we can advance race equality.

The institutions within GLAM, Botanic Gardens, Libraries and Museums, for a number of years have held initiatives to attract a more diverse audience to our facilities. We are now committed to actions that will raise the profile of jobs in our division amongst the local BME community.

Should you have any questions, please do not hesitate to contact me.

Yours faithfully

A handwritten signature in blue ink, appearing to read 'A. S. Trefethen'.

Professor Anne Trefethen FBCS FREng

Pro-Vice-Chancellor (ARIS)

Professor of Scientific Computing

HEAD OF THE MEDICAL SCIENCES DIVISION

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5 February 2018

Dear Colleagues,

Race Equality Within the Medical Sciences Division

The division has successfully taken forward the University's work on gender equality through Athena SWAN. As our knowledge has grown, the interest in intersectionality and race equality has also grown, along with a desire to improve the working lives of our staff and students wherever possible. Our divisional board fully supports the University's work in preparing the REC submission and is committed to developing local responses.

The REC processes provide a comprehensive framework for the division to consider the available data and identify actions for change. Whilst we have relatively good representation of UK BME students (20% UG identify as BME, 17% PGT, 20% PGR – 2016) and BME researchers (19%, 2016) and a broad spread of BME academic staff across departments, our analysis has highlighted an opportunity to consider ways to engage BME colleagues in the division's decision-making committees and to increase the proportions of BME researchers in more senior roles.

Yours sincerely

A handwritten signature in black ink, appearing to read 'G. S. S. S.', written in a cursive style.

Professor Gavin Screaton
Head of the Medical Sciences Division

Head of the Social Sciences Division
Professor of Environment and Public Policy

Sarah J Whatmore FBA FAcSS

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2 February 2018

Letter of endorsement from the Head of the Social Sciences Division

I and my colleagues in the Social Sciences Division value the principles underpinning the REC and endorse the application.

I am pleased to confirm that the staff and student ethnicity related data and analysis in this application have enabled the division's expansion of our Athena SWAN work, supporting us to engage in consultation on, and the development of actions to actively advance, race equality in tandem with gender equality.

The analysis of the data has highlighted some specific issues that we want to address, including embedding PDR across all departments of the division and securing appropriate BME representation at committee level.

We will continue to support the University in developing responses to the undergraduate student attainment gap and identifying ways to support progression to postgraduate programmes.

A handwritten signature in cursive script that reads 'Sarah J Whatmore'.

Professor Sarah J Whatmore FBA FAcSS
Head of Social Sciences Division

The Registrar **Professor Ewan McKendrick**

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6 February 2018

Letter of endorsement on behalf of University Administration and Services

On behalf of the University Administration and Services, I fully support University participation in the REC. The analysis of staff ethnicity data has provided an opportunity to undertake a systematic assessment of our division and identify areas for action.

Our Professional and Support staff serve increasingly diverse student and academic communities. However, currently only 7% of these staff identify as BME. Our city labour force is at least 20% BME. Investigating what is impacting the low numbers of BME staff numbers in Professional and Support roles, and the low proportion of BME staff in senior roles will remain a key priority of ours over the next three years.

Alongside other University divisions, UAS will prioritise actions to strengthen Professional Development Reviews, extend the use of apprenticeships to build management skills of Professional and Support and provide opportunities for staff to obtain professional qualifications through the Work Learn Develop scheme.

Yours faithfully

A handwritten signature in black ink that reads 'Ewan G. McKendrick'. The signature is written in a cursive style with a horizontal line under the name.

Ewan McKendrick

Head of Humanities Division

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31 January 2018

Letter of endorsement from Head of Humanities Division

Our division has a well-established research interest in race equality, with TORCH and its work through various programmes, a key highlight both locally and within the University. The REC process has offered the division an opportunity to explore with staff and students the issues related to delivering race equality using data and information, which have stimulated engagement and discussion. These discussions have highlighted lower numbers of BME post-graduate researchers, who are essential to securing the long term diversity of the academy. The Division is committed to exploring practical ways to redress these issues, including piloting career development discussions, subject diversification, inclusive curriculum and, practically, studentships to support aspiring researchers.

The division welcomes the University's efforts in co-ordinating the REC submission and believes that the Charter will support us in being a more inclusive institution.

Yours faithfully

A handwritten signature in blue ink that reads 'Karen O'Brien'.

Professor Karen O'Brien

2 THE SELF-ASSESSMENT PROCESS

2A DESCRIPTION OF THE SELF-ASSESSMENT TEAM

Our long-standing E&D Panel, formed to provide senior level scrutiny (by reporting to Personnel and Education Committees), was used as the basis of the SAT, strengthened by co-opting BME representatives and staff working on race equality. This approach ensured coherence of equality work and provided an intersectional voice; though, as the SAT, the EDP's primary focus was race for the duration of the REC process. Every division, relevant central service, representative group (BME Staff Network, OxRSS, Oxford SU) and the College E&D Forum has a nominated member. Many divisions and departments have their own E&D committees, and divisional representatives fed in discussions from these.

Table 1: Equality and Diversity Panel Members

Name	Role and Department/Division/College	Role on SAT/representing	Ethnicity
Dr Rebecca Surender	Pro-Vice-Chancellor (Equality and Diversity)	Chair	BME
Professor Martin Williams	Pro-Vice-Chancellor (Education)	Chair of Education Committee	White
Professor Stefan Enchelmaier	Professor, European and Comparative Law, Faculty of Law / Fellow in Jurisprudence, Lincoln College	The Assessor, academic role responsible or student welfare	White
Dr Paul Martin	Associate Head, Social Sciences Division (Education), Tutorial Fellow in Politics, Wadham College	Social Sciences Division	White
Professor Miles Hewstone	Professor, Social Psychology & Director, Oxford Centre for the Study of Intergroup Conflict, Fellow of New College	Medical Sciences Division	White
Professor Helen Byrne	Professor, Mathematics, Mathematical Institute and Keble College / Chair of MPLS E&D Steering Group	Mathematical, Physical and Life Sciences Division	White
Dr Jane Garnett	Fellow and Tutor in Modern History, Wadham College	Humanities Division	White
Dr Lucy Shaw	Oxford University Museums Partnership Manager	GLAM	White
Dr Samina Khan	Director, Undergraduate Admissions and Outreach	Undergraduate Admissions	BME
Dr Anjali Shah	Epidemiologist, Nuffield Department of Orthopaedics, Rheumatology, and Musculoskeletal Sciences	OxRSS Chair	BME

Name	Role and Department/Division/College	Role on SAT/representing	Ethnicity
Daphne Cunningham	Research Officer, Department of Engineering	Co-Chair, BME Staff Network, co-opted member	BME
Mel Parrot	Domestic Bursar, Kellogg College	College Domestic Bursars	White
Mrs Carole Souter	Master, St Cross College	College Equality and Diversity Forum	White
Katie Haigh	Oxford SU Vice-President (Women)	Oxford SU	White
Farheen Ahmed	Oxford SU Vice-President (Welfare and Equal Opportunities)		BME
Neha Shah	Oxford SU Campaign for Racial Awareness and Equality		BME
Gillian Hamnett	Director, Student Welfare and Support Services	Student Welfare	White
Julian Duxfield	Director, Human Resources	Personnel Services	White
Philippa O'Connor	Deputy Director, Education Policy Support	Education Policy	White
Professor Dame Jocelyn Bell Burnell	Visiting Professor, Department of Astrophysics / Mansfield College	Co-opted member	White
Kevin Coutinho	Head, Equality and Diversity Unit	EDU	BME
Dr Machilu Zimba	Policy Advisor (Race Equality, Religion and Belief)		BME
Sara Smith	Policy Advisor (Data and Reporting)		White
Previous members			
Trudy Coe	Head, Equality and Diversity Unit	EDU	White
Professor Martin Conway	Professor, Modern European History & Chair of the History Faculty Board / Balliol College	Humanities Division	White
Sandy Downs	Oxford SU Vice-President (Welfare and Equal Opportunities)	Oxford SU	White
Nita Fisher	Research Assistant, Department of Oncology	Chair of the BME Staff Network, co-opted member	BME
Dr Nandini Gooptu	Associate Professor, South Asian Studies, Department of International Development / Fellow of St Antony's College	Social Sciences Division	BME
Professor Margaret Macmillan	Warden, St Antony's College	College Equality and Diversity Forum	White
Professor Gesine Reinert (2015-2016)	Professor of Statistics, Department of Statistics	Mathematical, Physical and Life Sciences Division	White

Name	Role and Department/Division/College	Role on SAT/representing	Ethnicity
Abhisvara Sinha	Oxford SU Campaign for Racial Awareness and Equality	Oxford SU	BME
Orla White	Oxford SU Vice-President (Women)	Oxford SU	White

2B THE SELF-ASSESSMENT PROCESS

The SAT met nine times from 2015 (average attendance: 17). Members considered, discussed, monitored, reviewed data and recommended all actions. Additionally, two REC sub-groups (comprising SAT members/additional specialist stakeholders) met four times. They focused on student- and staff-related issues and advised the SAT on developing the Action Plan. The SAT reports to the Education and Personnel Committees of Council, and links with E&D-focused committees/managers in divisions and the College E&D Forum.

Table 2: Face-to-face meetings of SAT during REC process

Date of meeting	Issues covered
29/10/2015	<ul style="list-style-type: none"> • Presentation on key staff and student data on ethnicity • REC: proposals for engaging with students and separately staff
26/01/2016	<ul style="list-style-type: none"> • REC launch
4/5/2016	<ul style="list-style-type: none"> • REC: workplan, priorities and risks • Report by the Assessor (2015–16) on Race Equality
8/11/2016	<ul style="list-style-type: none"> • REC overview: timeline and associated actions
23/1/2017	<ul style="list-style-type: none"> • Student and staff data presented
9/5/2017	<ul style="list-style-type: none"> • Outcomes of BME student and staff focus groups • Key messages emerging from the REC self-assessment
20/6/2017	<ul style="list-style-type: none"> • Draft REC application
27/7/2017	<ul style="list-style-type: none"> • Staff Working Group: REC application staff sections
2/8/2017	<ul style="list-style-type: none"> • Student Working Group: REC application student sections
15/8/2017	<ul style="list-style-type: none"> • Student Working Group: REC application action plan
17/8/2017	<ul style="list-style-type: none"> • Staff Working Group: REC application action plan
30/10/2017	<ul style="list-style-type: none"> • REC update including REC mock panel feedback
8/1/2018	<ul style="list-style-type: none"> • Sign-off of REC application and action plan

2C INVOLVEMENT, CONSULTATION AND COMMUNICATION

Staff

Consultation included our University-wide Staff Experience Survey and the ECU REC survey. A fixed question set was administered by divisions, who added local questions; to maximise responses from BME staff, the BME Staff Network publicised the survey. Survey responses (analysed by ethnicity, nationality and gender) showed several areas to improve, though very few differences by ethnicity. Survey results and other quantitative data were considered by the BME Staff Network, divisional committees, Personnel Committee, the unions, and individual departments.

Survey findings informed three follow-up focus groups to explore experiences of BME administrative staff, academics and researchers in more depth. Issues included representation on governance bodies, feelings of isolation and frustrations around career progression opportunities, and informed subsequent actions.

Objective 3

Achieve stronger representation of BME staff in decision-making at all levels across the University.

Action 3.1 Improve representation of BME staff on the main University and divisional committees.

Action 3.2 Ensure that BME staff at all grades are supported to pursue their leadership.

Staff Experience Survey and ECU REC staff survey overview

- Survey ran 01-06/2016
 - 47% response rate, 6004 responses
 - 10% (N=589) BME (population 13%), 84% (N=4979) White (population 78%)
 - 11% outside EU (population 14%), 17% EU (population 18%), 69% UK (population 62%)
- ECU REC staff survey ran 09-10/2017
 - Advertised through online staff gateway, EDU newsletter, Twitter and University website
 - 627 responses
 - 13% (N=64) BME, 81% White (N=563)

Student ECU REC survey

- Ran 10-11/2017; every student received personalised email and advertised on University newsletter
- 9% (2244) response rate
- 29% (650) BME (population 26%), 64% (1436) White

Students

Two Oxford SU race equality surveys and a University-wide race equality summit in 2014 underpinned our ECU REC survey. We have also used results from:

- *100 Voices Campaign: Black and Minority Ethnic Students of Oxford Speak Out*, conducted by CRAE, 14 (interviews with 100 BME students).
- International Student Barometer 2016: 2232 BME responses (28% of total sample (BME population 26%)).
- Oxford SU's student welfare survey 2016 (sent to all students and analysed by ethnicity).
- The National Student Survey (NSS) 2016.

We ran two UG and three PGT & PGR focus groups (>60 BME students from 16 colleges). Findings were presented to the College's E&D Forum, who formed a BME Welfare and Wellbeing Sub-Group in response.

Race Equality Working Group (REWG)

In 2015 we established REWG as an additional mechanism for consultation with staff and student representatives (73% of whom were BME). A space for regular consultation, discussion and dialogue, it is a key mechanism for staff and students' voices to feed into the REC.

Table 3: Race Equality Working Group members

Name	Representing	Type of rep	Ethnicity
Mai Musie	Outreach Officer, Faculty of Classics	BME Staff Network	BME
Cassandravictoria Innocent	OxRSS representative		BME
Daisy Hung	E&D Facilitator, MPLS Division		BME
Proochista Ariana	Academic		BME
Tarun Khaitan	Academic		BME
Abhisvara Sinha	CRAE Co-chair		BME
Frey Kwa Hawking	CRAE Co-chair		BME
Priya Atwal	Postgraduate student		BME
Robert Fisher	Postgraduate student, Black Association of Rhodes Scholars		BME
Previous members			
Nikhil Venkatesh	OUSU BME representative	Student network	BME
Brian Kwoba	Postgraduate student		BME
Farheen Ahmed	Co-Chair, CRAE		BME
Patricia Daley	Assessor/Deputy Chair of BME Staff Network	University/BME Staff network	BME
Laura Hodsdon	EDU (REWG convenor/facilitator)	University	White
Machilu Zimba	EDU (REWG convenor/facilitator)	University	BME
Rebecca Bonsaver	UAO		White
Katharine Thomas	UAS Personnel		White
Gillian Hamnett	Student Welfare and Support Services		White
Hannah Boschen	Oxford Learning Institute		White
Imaobong Umoren	Researcher, Race and Resistance Steering Group (TORCH)		BME



Race equality communications: blog, Twitter, website

Additionally, we engaged with staff and student networks by attending BME Staff Network and OxRSS meetings to consult on the REC process. The Chairs of the BME Staff-Network, CRAE, and the Oxford SU VP for Welfare/Equal Opportunities sit on the SAT. Several other relevant groups such as the Africa Oxford Initiative, Oxford and Colonialism, and African Caribbean Society were also consulted.

Engagement with external groups on the REC process included the RG E&D Forum, HERAG, the new national PVC E&D Network, and Stuart Hall Foundation. Regular engagement with local groups took place on specific projects. A University representative sits on the local Oxfordshire Afrikan History Season Network, and we are carrying out a project to explore barriers to BME recruitment. We have a strong relationship with the Afrikan Caribbean Kultural Heritage Initiative, planning joint events and linking BME students to the African Caribbean community in Oxford.

2D FUTURE OF THE SELF-ASSESSMENT TEAM

A new group, RECAP, will meet termly to oversee the implementation of the Action Plan. Membership includes those accountable for delivering specific actions and members of the BME communities. RECAP will report termly and annually to EDP on institutional progress and lead on preparation for renewal and will be Chaired by the PVC (E&D) (who reports directly to the Vice-Chancellor). It will thus be owned by senior management at the highest level.

The EDP, reporting to Education (student-related actions) and Personnel Committees (staff-related actions), will monitor implementation.

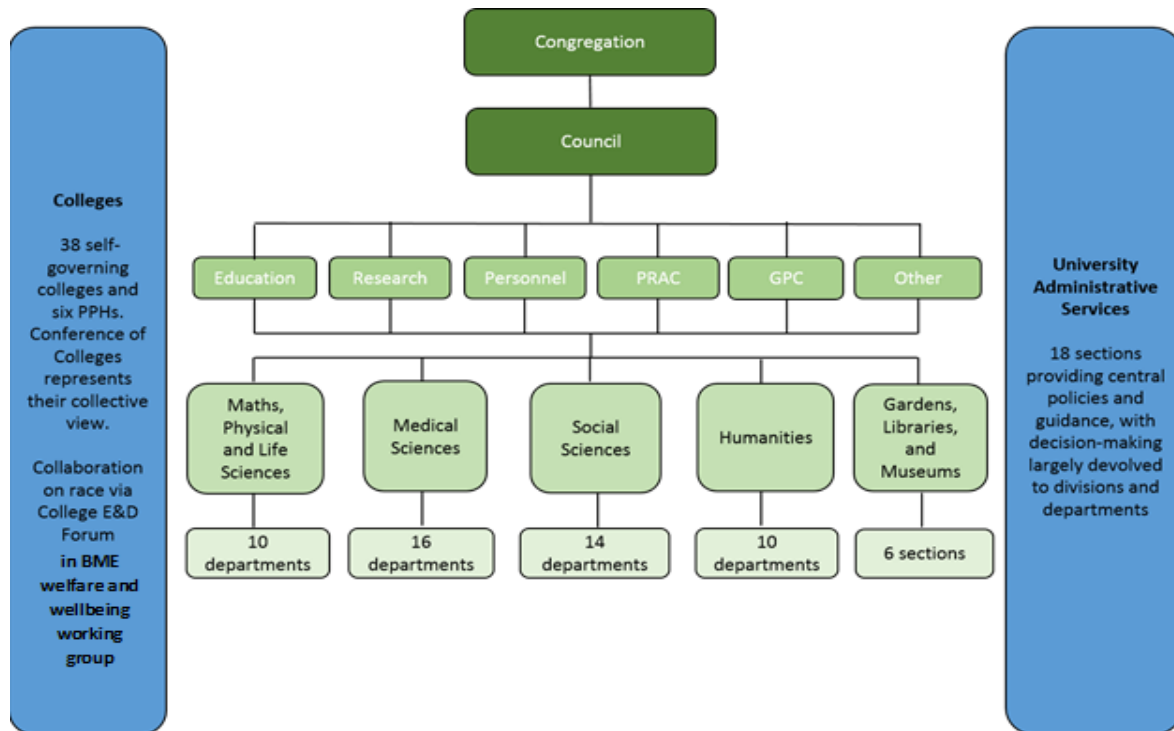
Objective 1
Establish a Race Equality Action Plan Delivery Group.

Action 1.1 Create a new high-level group to oversee the delivery of the REC actions across the collegiate University.

3 INSTITUTION AND LOCAL CONTEXT

3A OVERVIEW OF YOUR INSTITUTION

We are one of the world's most international and research-intensive universities, with external research funding of £537.4 million in 2015-2016 (40% of total income). We are members of the RG, LERU and IARU.



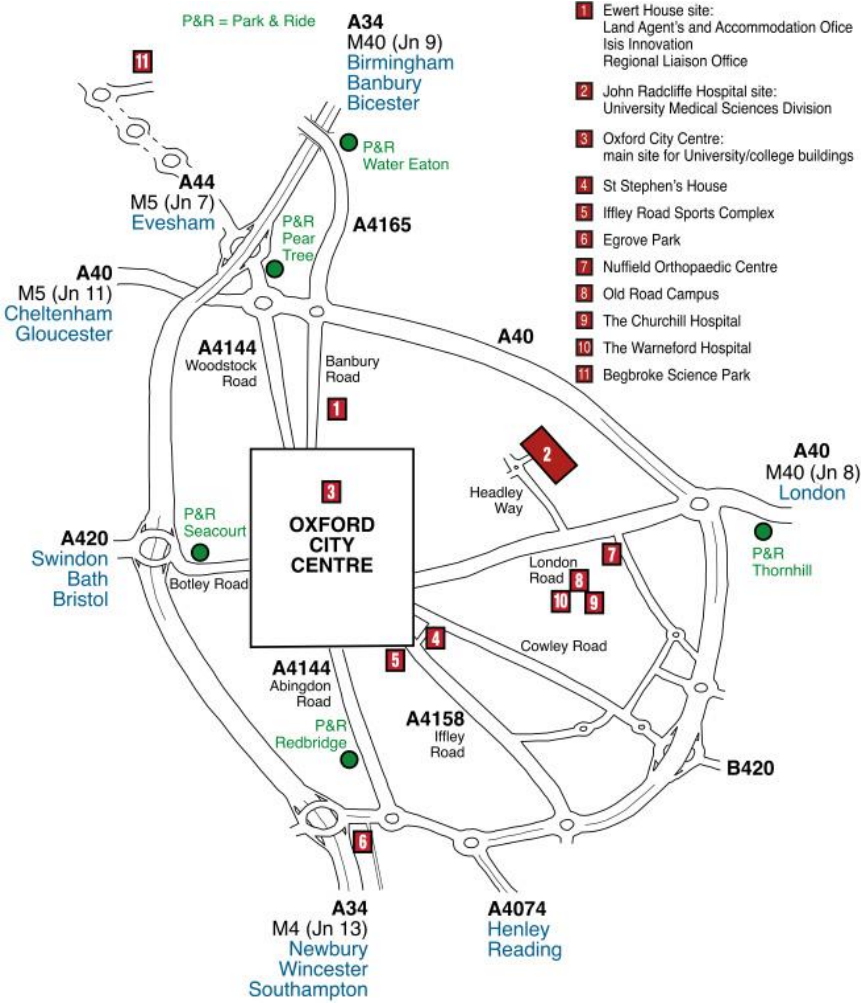
Simplified organigram of the University of Oxford

The collegiate system gives students and academics the benefits of belonging both to a large institution and a smaller, interdisciplinary community. Generally, colleges:

- admit UGs and provide them with weekly small-group teaching (tutorials);
- provide UGs and PGT & PGRs with pastoral and educational support, accommodation, meals, libraries, sports and social facilities.

The University determines curricula; organises lectures and seminars; provides libraries, laboratories, museums and computing facilities; admits and supervises graduate students; sets and marks examinations, and awards degrees.

Since colleges are separate entities, this application refers only to staff employed by the central University and to central policies and practices.



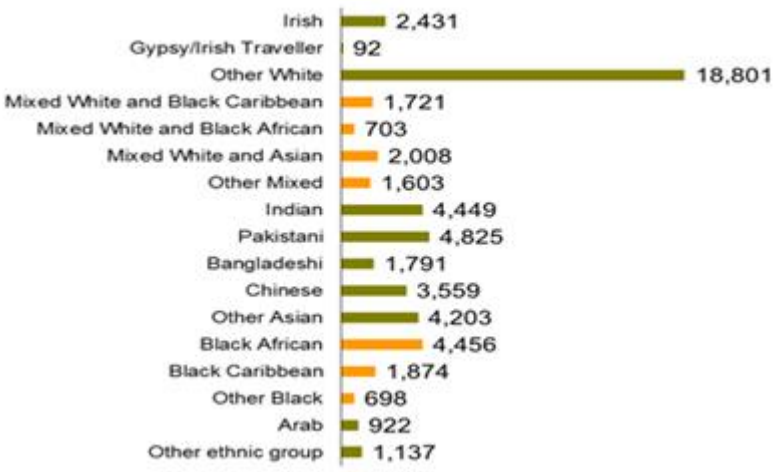
Map of key University sites: 235 buildings located across Oxford city centre, at five hospital sites on the outskirts of town, and Begbroke Science Park

3B OVERVIEW OF THE LOCAL POPULATION AND CONTEXT

Oxford is a diverse city within a less diverse county. At the 2011 census, 22% of the city population and 9% of the county population were BME. Additionally 14% of Oxford residents identify as White Other. Students account for 24% of the adult population. Oxford has large socio-economic inequalities, with some of the country’s poorest estates sitting alongside much wealthier areas; BME communities are disproportionately found in poorer areas.

Recruitment of professional and support staff is from across the county, while recruitment for academic and research posts is international. We draw on a much wider pool than the immediate local population for many posts. In March 2014, 47% of P&S staff lived in Oxford and 35% in Oxfordshire.

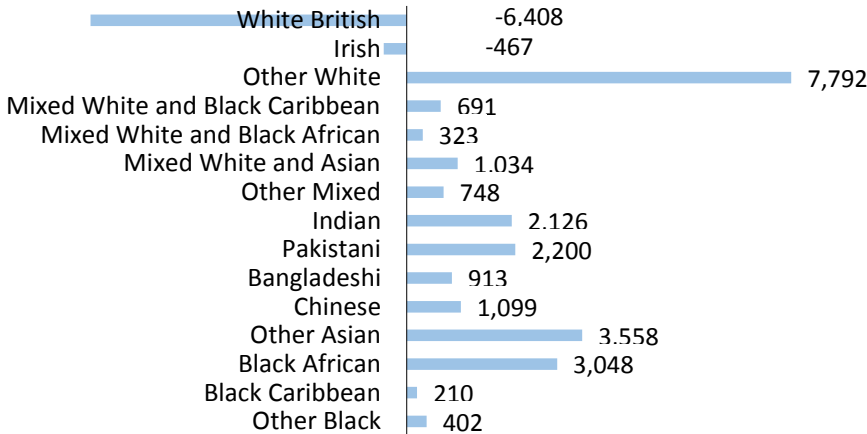
Figure 1: Oxford residents by non-white British ethnic group, 2011 Census¹



The city population is fluid and has seen different communities emerge and grow over time – such as a long-standing Pakistani community, and a newer Nepalese community. The BME population increased in 2001-2011, with the largest non-white ethnic groups being Pakistani, Indian, Black African, ‘other Asian’ and Chinese.

¹ Source: https://www.oxford.gov.uk/downloads/file/1069/ethnic_group

Figure 2: Population change by ethnic group, Oxford 2001-2011²

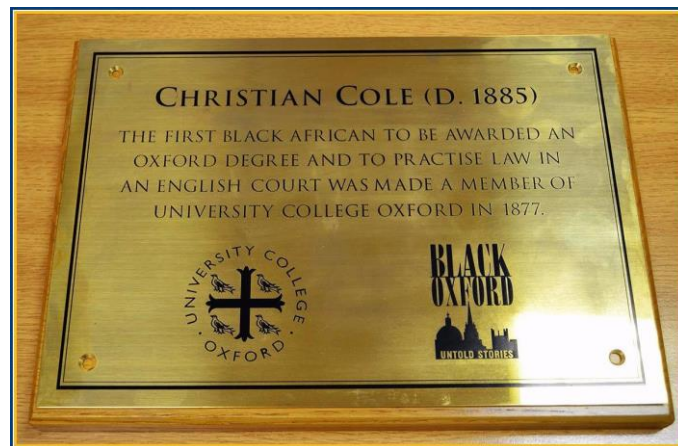


There are no specific tensions between the University and city communities and our ties to the city are strong. Historically there has been a socio-economic divide between the ‘town and gown’, and REC survey responses and hate crime monitoring groups note higher levels of racial incidents following the EU referendum. We have active links with local BME communities: significant admissions and outreach work, public engagement programmes via TORCH and GLAM; the Oxford Hub (a student-led social action initiative); and public lectures (including the annual Black History Month lecture). Additionally, the EDU regularly works with the ACKHI and other BME community leaders, who receive our equality newsletters and whose work we promote and attend.



'One Day Without Us' event celebrating contributions of immigrants to Oxford: the Lord Mayor invited BME staff members to attend (L to R: Dr Anjali Shah (Chair of OxRSS), Lord Mayor of Oxford, Nita Fisher (Chair, BME Staff Network), Professor Patricia Daley (Deputy Chair, BME Staff Network)

While racial diversity may not be immediately associated with Oxford, our multicultural history is a long one. We also have a legacy of lively student debate and action on race equality, from the student society JACARI (1956) raising scholarship money for the first Black South African student, to CRAE and RMFO currently.



Plaque recognising Christian Cole, the first Black African student at Oxford in 1877. Plaque at University College.



Rhodes Must Fall in Oxford: CRAE and RMFO have catalysed discussions about race equality, encouraging the University to reflect on the racial impact of colonialism in the lived experience of students in colleges and through the curriculum

4 STAFF PROFILE

Staff-in-post data are provided for three years ending 31/07/2017. However, ethnicity non-disclosure levels make pre-2016 data less reliable. EDU efforts to encourage greater staff disclosure paid dividends in reducing the proportion of staff of unknown ethnicity from 17% to 8% in 2016 and 10% in 2017, bringing it closer in line with the average for UK HEIs (7%). Snapshot data therefore presents 2017.

63% of our staff come from the UK, 17% from the EU, and 14% outside the EU (5% unknown) [Table 4]. While EU staff are well represented, there are few EU-BME staff (4%, N=95) [Table 5] so when we combine 'EU' and 'Non-EU' into a 'Non-UK' category – we are mindful of the different experiences of these groups.

Table 4: Staff by nationality, 2015-17

	UK N	EU N	Non-EU N	Unknown N	Total N	UK N	EU N	Non-EU %	Unknown %
2015	8215	2195	1805	875	13090	62.70%	16.80%	13.80%	6.70%
2016	8625	2260	2115	450	13450	64.10%	16.80%	15.70%	3.30%
2017	8550	2400	1965	700	13615	62.80%	17.60%	14.40%	5.20%

Figure 3: Staff by nationality, ethnicity and job type, 2017

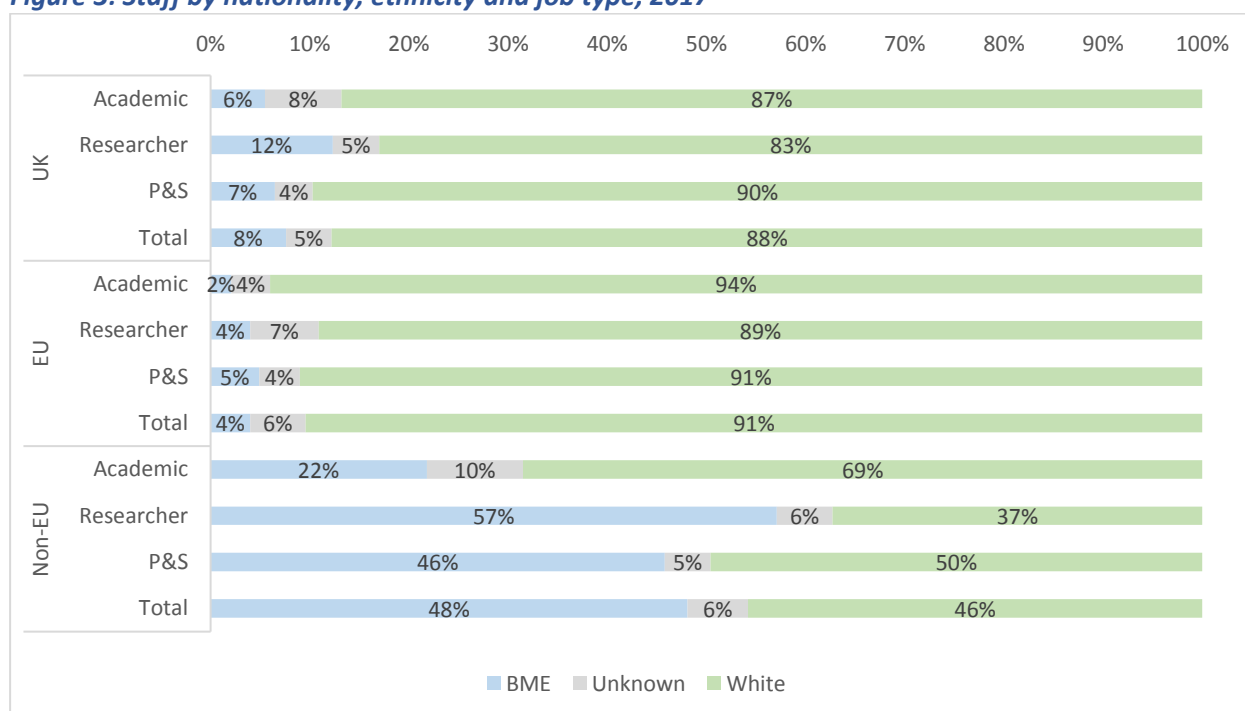


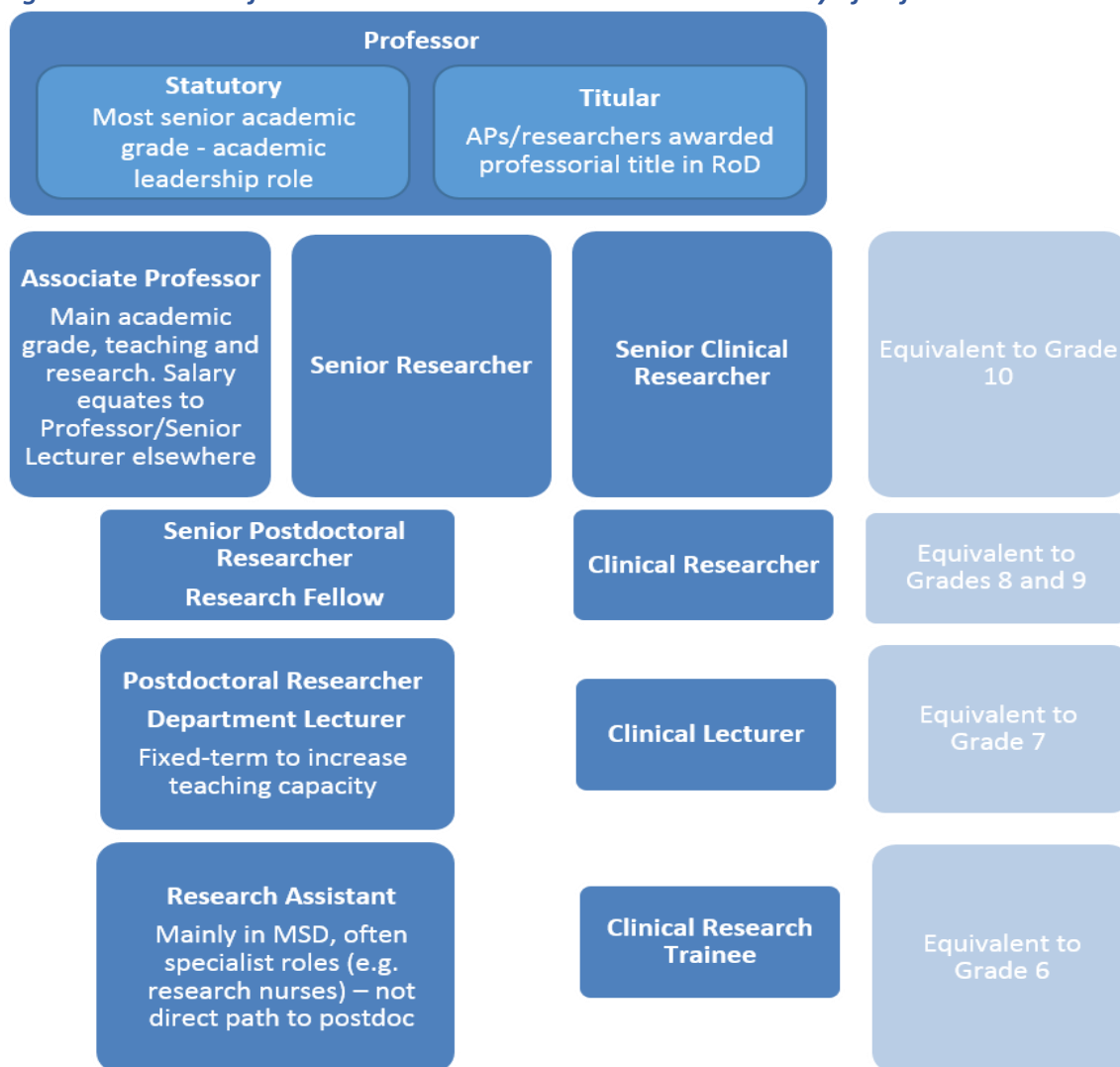
Table 5: Staff by nationality, job role and ethnicity, 2015-17

			BME N	White N	Unknown N	Total N	BME N	White N	Unknown N
UK	Academic	2015	60	980	180	1220	4.80%	80.50%	14.70%
		2016	70	1115	100	1285	5.40%	86.70%	7.80%
		2017	70	1110	100	1280	5.50%	86.90%	7.70%
	Researcher	2015	220	1555	230	2005	10.90%	77.50%	11.50%
		2016	240	1670	95	2005	11.90%	83.50%	4.60%
		2017	235	1575	90	1900	12.30%	82.90%	4.70%
	P&S	2015	265	4310	415	4990	5.30%	86.40%	8.30%
		2016	330	4795	210	5335	6.20%	89.80%	4.00%
		2017	350	4820	205	5375	6.50%	89.70%	3.80%
	<i>UK 2017 total</i>		655	7505	390	8550	7.60%	87.80%	4.60%
EU	Academic	2015	5	270	50	325	1.90%	83.30%	14.80%
		2016	10	320	15	345	2.90%	92.20%	4.90%
		2017	10	365	15	390	2.10%	94.10%	3.90%
	Researcher	2015	45	1070	150	1265	3.40%	84.60%	12.00%
		2016	50	1120	80	1250	3.90%	89.70%	6.30%
		2017	50	1160	90	1300	4.00%	89.10%	6.90%
	P&S	2015	30	540	35	605	5.00%	89.40%	5.60%
		2016	35	615	15	665	5.40%	92.10%	2.50%
		2017	35	645	30	710	4.90%	91.00%	4.10%
	<i>EU 2017 total</i>		95	2170	135	2400	4.00%	90.50%	5.60%
Non-EU	Academic	2015	65	195	65	325	20.20%	60.20%	19.60%
		2016	70	270	30	370	19.40%	72.60%	8.10%
		2017	75	240	35	350	21.80%	68.50%	9.70%
	Researcher	2015	515	390	120	1025	50.10%	38.00%	11.90%
		2016	620	545	70	1235	50.20%	43.90%	5.80%
		2017	650	425	65	1140	57.10%	37.30%	5.60%
	P&S	2015	185	235	35	455	40.70%	52.00%	7.30%
		2016	210	270	25	505	41.70%	53.80%	4.50%
		2017	220	235	20	475	45.80%	49.60%	4.60%
	<i>Non-EU 2017 total</i>		945	900	120	1965	48.10%	45.80%	6.10%
Unknown	Academic	2015	0	20	110	130	0.80%	15.90%	83.30%
		2016	0	15	45	60	0.00%	21.70%	78.30%
		2017	0	15	100	115	0.90%	11.30%	87.80%
	Researcher	2015	0	10	415	425	0.20%	2.10%	97.60%
		2016	5	15	225	245	1.60%	5.70%	92.70%
		2017	5	10	355	370	1.10%	2.70%	96.20%

			BME N	White N	Unknown N	Total N	BME N	White N	Unknown N
	P&S	2015	5	15	300	320	1.60%	4.40%	94.10%
		2016	0	15	130	145	0.70%	9.00%	90.30%
		2017	0	10	210	220	0.90%	4.10%	95.00%
	<i>Unknown 2017 total</i>		5	30	665	700	1.00%	4.60%	94.40%

4A ACADEMIC STAFF TABLES 6-31

Figure 4: Overview of the academic career structure at the University of Oxford



There is no formalised internal career path from DL or researcher to AP. This reflects the senior nature of the AP role, and an institutional strategy to pursue externally funded

research. Early career staff typically move to first academic posts at other universities or progress in research-only careers (at Oxford or elsewhere).

In 2017, 7% of academics and 20% of researchers were BME [Table 6]: 5% of UK academics [Table 7] and 11% of non-UK academics [Table 8]; 12% of UK researchers [Table 7] and 29% of non-UK researchers [Table 8, Figure 3]. Staff of Asian origin are the largest of all BME academics; researchers of Asian and Chinese origin are most represented among BME researchers. We have relatively low numbers of UK and non-UK Black academics and researchers [Table 9, Table 10, Table 11].

HESA data (academic and research data combined) demonstrates that Oxford compares well with other universities. We have a slightly higher proportion of BME academic and research staff from the UK (10%) than the sector as a whole (9%), and than the RG average (9%). For non-UK academic and research staff, we compare well with the RG (23%), although the sector as a whole has a higher proportion (26%). Regardless of our comparability to other universities, we are committed to improving the:

- Low representation of BME staff in senior academic positions
- High concentration of BME researchers in fixed-term or open-ended contracts
- Low numbers of some BME ethnic groups

Objective 2

Increase the ethnic diversity of the academic and research staff body.

BME academics are fairly evenly distributed across divisions over the period. [Table 14, Table 15]. Research staff are concentrated in STEM. 25% of researchers in MPLS are BME and 20% of those in MSD [Table 16]. Although there are fewer researchers in Humanities generally, the low number of BME researchers (6%) at the early career stage – UK-BME in particular (4% in 2017) [Table 17, Table 18] – is an area we will continue to monitor concerning. Nevertheless, proportions of BME researchers have increased in all divisions over the period and we are pleased that, at 20% BME, our researcher population is so diverse.

While our career trajectory is not linear and the University does not have a defined career pathway, we are losing early-career BME researchers and academics from the pipeline [Table 19, Table 20, Table 21]. In 2017, 6% of all professors (n=68) were BME [Table 22]; 4% in Humanities, 6% in MPLS, 7% in MSD, and 5% in SSD. The proportion of BME professors has increased in all divisions over the period. Similarly, the proportion of UK-BME researchers (12%) decreases at AP roles (6%) [Table 19, Table 25, Table 26, Table 27].

Action 2.1 Determine appropriate success measures to assess progress towards increasing the ethnic diversity of our academic and research staff body.

Action 2.2 Increase the proportion of BME statutory professors (SP) in post.

There is a low proportion of BME DLs (8%) relative to the higher proportion in research roles [Table 19]. Of the 77 UK DLs in 2017, just three were UK-BME [Table 20]. While these posts are not a direct pipeline to AP, they provide valuable experience for an academic career, particularly in Humanities and SSD, where there are fewer researcher opportunities.

Many researchers, of course, wish to pursue a career in research only (not research and teaching) and we want to support career development for staff choosing this pathway. The highest proportion of BME researchers is in Grade 7 (23%), with a decline to Grade 8 (14%) continuing through more senior grades [Table 28]; the decline is sharper in non-UK-BME research staff [Table 28, Table 29].

While we are pleased that the researcher population is so diverse, this compares less favourably with the PGR body, of whom 29% are BME.

Action 2.3 Increase the proportion of BME applicants and appointments to associate professor posts.

Action 2.4 Support outstanding researchers and departmental lecturers (DLs) to transition internally or externally to AP roles.

Action 2.5 Support outstanding researchers and DLs to transition internally or externally to senior research roles.

4A (STAFF IN POST) DATA

Figure 5: Overview of academic and research staff, 2017 snapshot

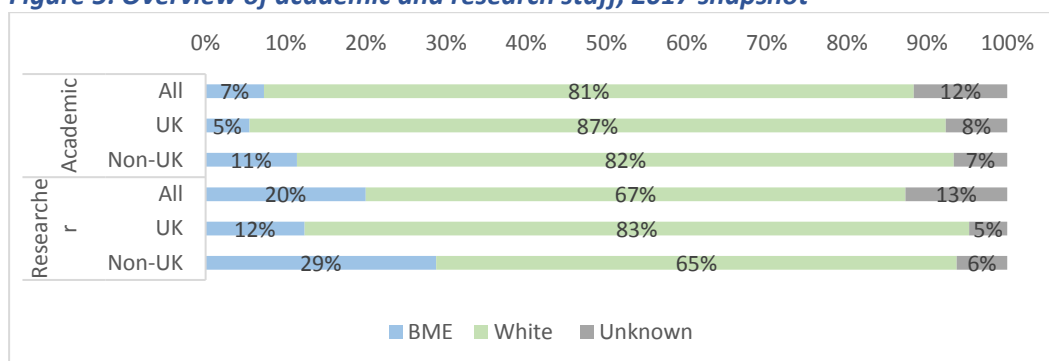


Table 6: All academic and research staff by ethnicity, 2015-17³

	BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
2015	130	1470	400	2000	6.60%	73.40%	20.00%
2016	150	1720	195	2065	7.40%	83.20%	9.40%
2017	155	1725	250	2130	7.30%	81.10%	11.60%
2015	775	3025	920	4720	16.50%	64.10%	19.50%
2016	915	3350	470	4730	19.30%	70.80%	10.00%
2017	940	3165	595	4705	20.00%	67.30%	12.70%

Table 7: UK academic and research staff, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Academic	2015	60	980	180	1220	4.80%	80.50%	14.70%
	2016	70	1115	100	1290	5.40%	86.70%	7.80%
	2017	70	1110	100	1280	5.50%	86.90%	7.70%
Researcher	2015	220	1555	230	2005	10.90%	77.50%	11.50%
	2016	240	1670	95	2000	11.90%	83.50%	4.60%
	2017	235	1575	90	1895	12.30%	82.90%	4.70%

³ Here and throughout, blue tables show data for all nationalities; orange tables for UK only; grey for non-UK (EU and non-EU combined).

Table 8: Non-UK academic and research staff, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Academic	2015	70	465	110	650	11.10%	71.70%	17.20%
	2016	80	590	45	720	11.40%	82.00%	6.50%
	2017	85	605	50	735	11.40%	81.90%	6.70%
Researcher	2015	555	1460	275	2290	24.30%	63.70%	12.00%
	2016	670	1665	150	2485	27.00%	66.90%	6.10%
	2017	700	1585	155	2440	28.80%	64.90%	6.30%

Table 9: All academic and research staff by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	White	Unknown	Total
Academic (N)	2015	5	45	5	30	30	15	1470	400	2000
	2016	0	55	5	35	35	20	1720	195	2065
	2017	0	60	5	30	35	20	1725	250	2130
Academic (%)	2015	0.10%	2.30%	0.30%	1.40%	1.50%	0.80%	73.40%	20.00%	100.00%
	2016	0.10%	2.70%	0.30%	1.60%	1.70%	1.00%	83.20%	9.40%	100.00%
	2017	0.10%	2.80%	0.30%	1.50%	1.60%	1.00%	81.10%	11.60%	100.00%
Researcher (N)	2015	15	315	40	255	105	45	3025	920	4720
	2016	25	360	45	290	135	60	3350	470	4730
	2017	25	385	40	310	110	60	3165	595	4705
Researcher (%)	2015	0.30%	6.70%	0.90%	5.40%	2.20%	1.00%	64.10%	19.50%	100.00%
	2016	0.50%	7.70%	0.90%	6.10%	2.80%	1.20%	70.80%	9.90%	100.00%
	2017	0.60%	8.20%	0.90%	6.60%	2.40%	1.30%	67.30%	12.60%	100.00%

Table 10: UK academic and research staff by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
Academic (N)	2015	0	20	5	10	15	10	180	980	1220
	2016	0	25	5	10	15	15	100	1115	1290
	2017	0	25	5	10	20	15	100	1110	1280
Academic (%)	2015	0.10%	1.60%	0.20%	0.70%	1.30%	0.90%	14.70%	80.50%	100.00%
	2016	0.00%	2.00%	0.20%	0.90%	1.30%	1.00%	7.80%	86.70%	100.00%
	2017	0.00%	1.90%	0.20%	0.80%	1.40%	1.20%	7.70%	86.90%	100.00%
Researcher (N)	2015	10	105	10	45	40	10	230	1555	2005
	2016	10	105	10	55	50	10	95	1670	2000
	2017	10	105	10	60	40	5	90	1575	1895
Researcher (%)	2015	0.40%	5.20%	0.50%	2.30%	1.90%	0.50%	11.50%	77.50%	100.00%
	2016	0.50%	5.10%	0.50%	2.60%	2.50%	0.50%	4.60%	83.50%	100.00%
	2017	0.50%	5.60%	0.60%	3.10%	2.20%	0.40%	4.70%	82.90%	100.00%

Table 11: Non-UK academic staff by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
Academic (N)	2015	2	26	3	20	15	6	112	467	651
	2016	2	29	3	22	19	7	47	589	718
	2017	2	35	3	20	17	7	49	603	736
Academic (%)	2015	0.30%	4.00%	0.50%	3.10%	2.30%	0.90%	17.20%	71.70%	100.00%
	2016	0.30%	4.00%	0.40%	3.10%	2.60%	1.00%	6.50%	82.00%	100.00%
	2017	0.30%	4.80%	0.40%	2.70%	2.30%	1.00%	6.70%	81.90%	100.00%
Researcher (N)	2015	7	212	31	206	66	35	274	1460	2291
	2016	13	256	33	237	83	49	151	1664	2486
	2017	17	279	31	252	69	54	154	1583	2439
Researcher (%)	2015	0.30%	9.30%	1.40%	9.00%	2.90%	1.50%	12.00%	63.70%	100.00%
	2016	0.50%	10.30%	1.30%	9.50%	3.30%	2.00%	6.10%	66.90%	100.00%
	2017	0.70%	11.40%	1.30%	10.30%	2.80%	2.20%	6.30%	64.90%	100.00%

Table 12: All academic and research staff by detailed ethnic group, 2015-17 average

	Academic N	Academic %	Researcher N	Researcher %
Arab	0	0.10%	20	0.50%
Asian or Asian British – Indian	35	1.70%	195	4.20%
Asian or Asian British – Pakistani	0	0.10%	20	0.50%
Asian or Asian British – Bangladeshi	5	0.20%	10	0.20%
Other Asian background	15	0.60%	130	2.70%
Black or Black British – Caribbean	0	0.00%	5	0.20%
Black or Black British – African	5	0.20%	30	0.60%
Other Black background	0	0.00%	5	0.10%
Chinese	30	1.50%	285	6.00%
Mixed – White and Black Caribbean	0	0.10%	10	0.20%
Mixed – White and Black African	0	0.10%	5	0.10%
Mixed – White and Asian	15	0.70%	35	0.70%
Mixed – Other mixed background	15	0.80%	65	1.40%
Any other ethnic background	20	1.00%	55	1.20%
White British	1060	51.20%	1570	33.20%
White Irish	45	2.20%	85	1.80%
Other White	535	25.80%	1525	32.30%
Unknown	280	13.70%	660	14.00%
Total	2065	100.00%	4720	100.00%

Figure 6: Academic staff by division, 2017

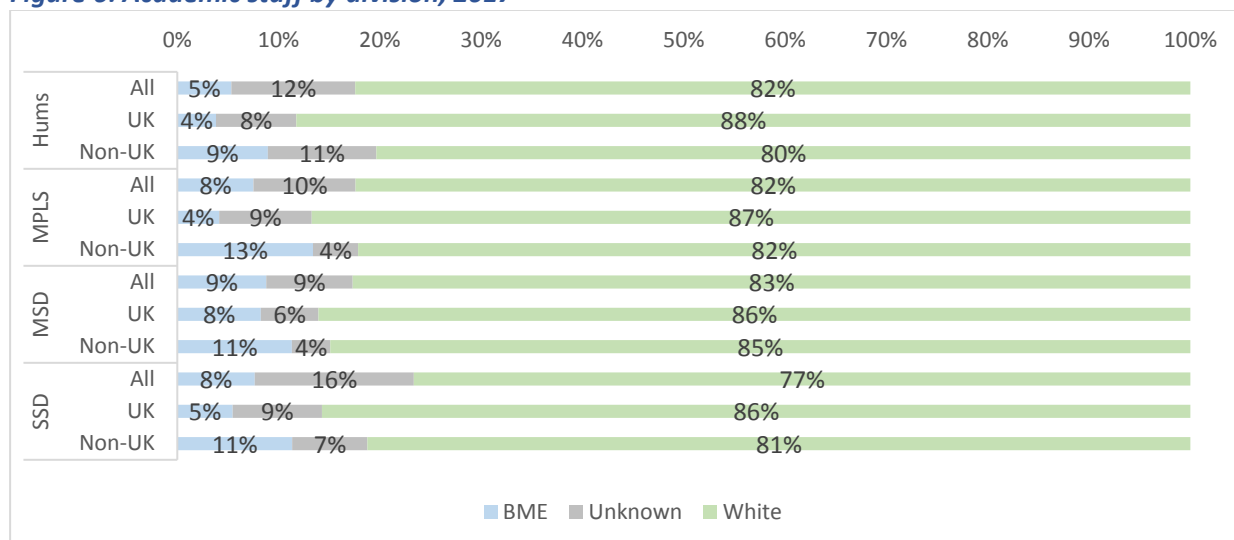


Table 13: All academic staff by division, 2015-17

	Year	BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
Humanities	2015	25	360	120	505	4.60%	71.80%	23.70%
	2016	25	435	45	505	5.30%	85.40%	9.30%
	2017	25	420	60	505	5.30%	82.40%	12.20%
MPLS	2015	35	435	90	560	5.90%	77.90%	16.30%
	2016	45	485	50	575	7.60%	83.90%	8.50%
	2017	45	480	60	585	7.50%	82.40%	10.10%
MSD	2015	30	335	70	435	7.20%	76.90%	15.90%
	2016	40	370	35	440	8.60%	83.90%	7.50%
	2017	40	395	40	480	8.80%	82.70%	8.60%
SSD	2015	45	325	120	485	9.10%	66.60%	24.30%
	2016	40	400	60	500	8.20%	79.50%	12.40%
	2017	40	390	80	510	7.60%	76.70%	15.70%

Table 14: UK academic staff by division, 2015-17

	Year	BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
Humanities	2015	15	250	45	305	4.20%	81.70%	14.10%
	2016	10	290	25	325	3.70%	88.90%	7.40%
	2017	10	280	25	315	3.80%	88.30%	7.90%
MPLS	2015	10	270	50	335	3.60%	81.40%	15.00%
	2016	15	300	30	340	4.10%	87.10%	8.80%
	2017	15	295	30	340	4.10%	86.70%	9.10%
MSD	2015	20	260	45	330	6.70%	79.00%	14.30%
	2016	30	290	20	340	8.60%	85.30%	6.20%

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
	2017	30	305	20	350	8.20%	86.10%	5.70%
SSD	2015	10	190	35	235	4.70%	80.30%	15.00%
	2016	15	215	25	255	5.10%	85.40%	9.50%
	2017	15	205	20	240	5.50%	85.70%	8.80%

Table 15: Non-UK academic staff by division, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Humanities	2015	10	110	40	160	5.70%	69.00%	25.30%
	2016	15	140	15	170	8.90%	81.70%	9.50%
	2017	15	135	20	170	8.90%	80.40%	10.70%
MPLS	2015	20	150	30	200	10.60%	75.40%	14.10%
	2016	30	180	10	220	13.60%	82.40%	4.10%
	2017	30	185	10	225	13.40%	82.10%	4.50%
MSD	2015	10	70	10	90	9.90%	78.00%	12.10%
	2016	10	80	5	95	9.60%	85.10%	5.30%
	2017	10	90	5	105	11.30%	84.90%	3.80%
SSD	2015	35	135	35	200	16.60%	66.80%	16.60%
	2016	30	180	15	225	12.30%	80.20%	7.50%
	2017	25	185	15	230	11.40%	81.20%	7.40%

Figure 7: All research staff by division, 2017 snapshot

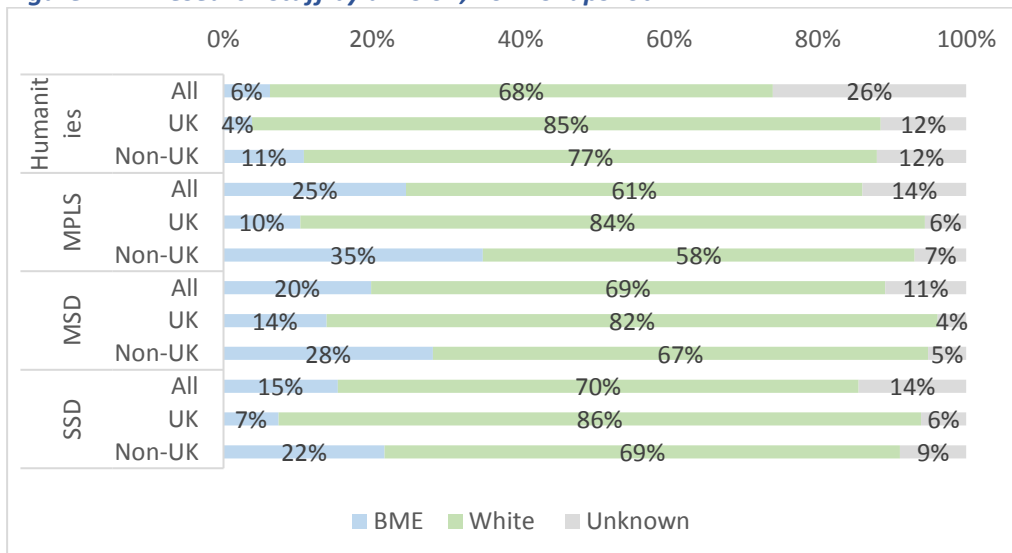


Table 16: All research staff by division, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Humanities	2015	10	120	65	195	4.60%	61.50%	33.80%
	2016	10	145	30	185	5.40%	77.80%	16.80%
	2017	10	130	50	190	6.30%	67.70%	26.00%
MPLS	2015	220	680	235	1135	19.30%	59.80%	20.90%
	2016	270	755	125	1150	23.30%	65.70%	11.00%
	2017	285	710	160	1160	24.60%	61.40%	14.00%
MSD	2015	495	1940	480	2920	17.00%	66.50%	16.50%
	2016	560	2095	255	2910	19.30%	72.00%	8.70%
	2017	570	1995	315	2880	19.90%	69.20%	10.90%
SSD	2015	55	285	135	470	11.40%	60.20%	28.40%
	2016	70	335	55	460	15.40%	72.20%	12.40%
	2017	70	310	65	440	15.40%	70.10%	14.50%

Table 17: UK research staff by division, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Humanities	2015	0	55	20	75	2.70%	73.00%	24.30%
	2016	0	70	5	80	1.30%	90.00%	8.80%
	2017	5	65	10	80	3.80%	84.60%	11.50%
MPLS	2015	45	290	45	385	11.50%	76.20%	12.30%
	2016	45	325	15	390	11.60%	84.10%	4.40%
	2017	35	300	20	360	10.30%	84.10%	5.60%
MSD	2015	170	1085	140	1395	12.10%	78.00%	10.00%
	2016	180	1110	60	1350	13.30%	82.30%	4.40%
	2017	180	1065	50	1295	13.90%	82.20%	3.90%
SSD	2015	5	120	25	155	3.30%	79.10%	17.60%
	2016	10	145	10	160	5.60%	89.50%	4.90%
	2017	10	130	10	150	7.40%	86.50%	6.10%

Table 18: Non-UK research staff by division, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Humanities	2015	5	65	15	85	8.00%	75.90%	16.10%
	2016	10	70	10	90	9.90%	79.10%	11.00%
	2017	10	65	10	85	10.80%	77.10%	12.00%
MPLS	2015	175	385	80	640	27.40%	60.10%	12.50%
	2016	220	430	45	695	31.90%	61.40%	6.70%
	2017	245	410	50	705	34.90%	58.10%	6.90%

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
MSD	2015	325	850	140	1315	24.80%	64.60%	10.60%
	2016	380	970	70	1420	26.60%	68.50%	4.90%
	2017	390	920	70	1385	28.20%	66.70%	5.10%
SSD	2015	50	160	40	250	19.40%	64.30%	16.30%
	2016	60	185	25	270	23.00%	68.50%	8.50%
	2017	55	180	25	260	21.70%	69.40%	8.90%

Figure 8: Proportion of BME academics by grade, 2017 snapshot

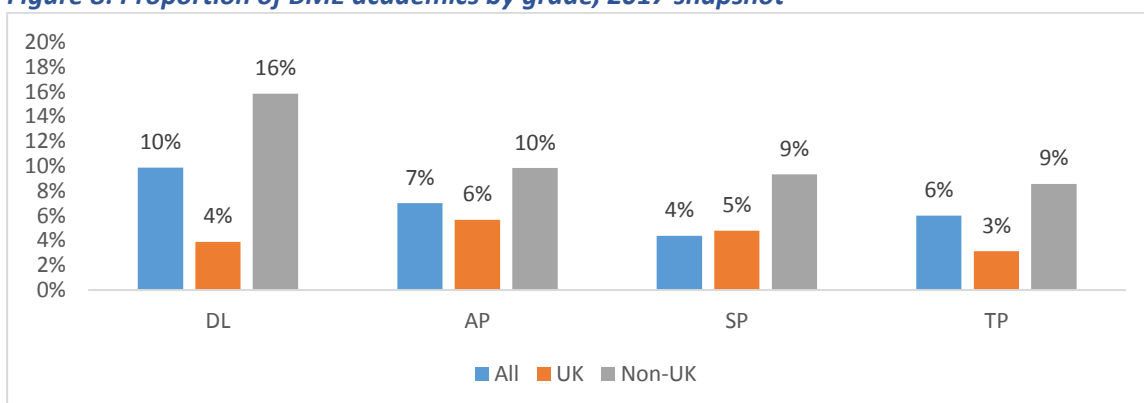


Table 19: All academic staff by grade, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Departmental Lecturer	2015	10	115	25	150	7.30%	77.50%	15.20%
	2016	10	130	5	145	8.20%	87.10%	4.80%
	2017	15	130	15	160	9.90%	81.50%	8.60%
Associate Professor	2015	50	475	160	680	7.10%	69.60%	23.40%
	2016	55	555	65	675	7.90%	82.60%	9.50%
	2017	45	520	75	640	7.00%	81.00%	12.00%
Titular Professor	2015	45	645	140	830	5.60%	77.70%	16.80%
	2016	55	745	85	880	6.00%	84.30%	9.60%
	2017	55	795	100	950	6.00%	83.50%	10.50%
Statutory Professor	2015	10	170	65	245	3.70%	69.90%	26.40%
	2016	10	205	25	245	4.90%	84.10%	11.00%
	2017	10	200	40	250	4.40%	78.90%	16.70%

Table 20: UK academic staff by grade, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Departmental Lecturer	2015	0	55	5	60	1.60%	88.50%	9.80%
	2016	0	65	5	75	2.70%	87.80%	9.50%
	2017	5	65	5	75	3.90%	87.00%	9.10%
Associate Professor	2015	25	280	60	365	6.60%	76.90%	16.50%
	2016	25	315	25	365	7.10%	86.30%	6.60%
	2017	20	295	20	335	5.70%	87.80%	6.60%
Titular Professor	2015	20	480	85	585	3.70%	82.10%	14.10%
	2016	30	540	55	620	4.50%	86.80%	8.70%
	2017	30	560	55	645	4.80%	86.80%	8.40%
Statutory Professor	2015	5	130	20	155	1.90%	83.80%	14.30%
	2016	5	150	10	165	3.00%	90.20%	6.70%
	2017	5	145	10	160	3.10%	89.40%	7.50%

Table 21: Non-UK academic staff by grade, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Departmental Lecturer	2015	10	60	10	80	12.70%	75.90%	11.40%
	2016	10	60	0	70	13.90%	86.10%	0.00%
	2017	15	65	5	80	15.90%	79.30%	4.90%
Associate Professor	2015	25	180	50	250	9.10%	71.00%	19.80%
	2016	25	235	20	280	9.60%	83.30%	7.10%
	2017	25	220	20	265	9.80%	83.30%	6.80%
Titular Professor	2015	25	160	35	215	11.10%	73.60%	15.30%
	2016	25	200	15	240	10.40%	82.90%	6.70%
	2017	25	230	15	270	9.30%	85.10%	5.60%
Statutory Professor	2015	5	45	15	65	9.40%	67.20%	23.40%
	2016	5	55	10	75	9.60%	78.10%	12.30%
	2017	5	55	10	70	8.60%	77.10%	14.30%

Figure 9: Professors by division, 2017 snapshot

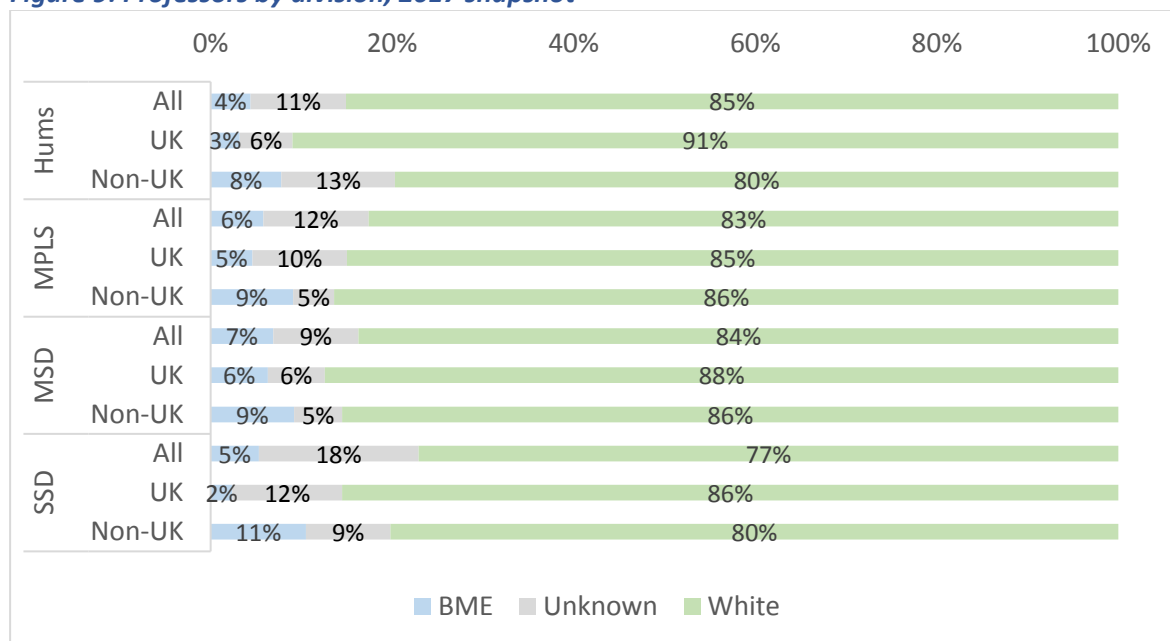


Table 22: All Professors by division, 2015-17

		BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
Humanities	2015	5	170	35	210	2.80%	79.60%	17.50%
	2016	10	195	20	225	3.60%	88.30%	8.10%
	2017	10	195	25	230	4.40%	85.10%	10.50%
MPLS	2015	15	250	60	325	4.60%	76.50%	18.80%
	2016	20	285	35	340	5.90%	83.50%	10.60%
	2017	20	300	40	365	5.80%	82.60%	11.60%
MSD	2015	20	250	55	325	5.50%	77.20%	17.20%
	2016	25	285	25	335	6.80%	85.10%	8.00%
	2017	25	305	35	365	6.90%	83.70%	9.40%
SSD	2015	15	145	50	210	7.50%	68.90%	23.60%
	2016	15	170	30	215	6.50%	79.10%	14.40%
	2017	10	175	40	225	5.30%	77.10%	17.60%

Table 23: UK professors by division, 2015-17

		BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	N	%	%
Humanities	2015	5	125	15	145	2.10%	88.20%	9.70%
	2016	5	145	10	155	1.90%	92.30%	5.80%
	2017	5	140	10	155	3.20%	90.90%	5.80%
MPLS	2015	5	180	35	220	2.70%	81.40%	15.90%
	2016	10	195	25	230	3.90%	85.60%	10.50%

		BME N	White N	Unknown N	Total N	BME N	White %	Unknown %
	2017	10	205	25	240	4.60%	85.00%	10.40%
MSD	2015	15	200	35	250	5.20%	80.20%	14.70%
	2016	15	225	15	260	6.50%	86.90%	6.50%
	2017	15	240	15	270	6.30%	87.50%	6.30%
SSD	2015	5	100	20	125	2.40%	82.10%	15.40%
	2016	5	110	15	130	3.10%	85.20%	11.70%
	2017	5	105	15	125	2.40%	85.50%	12.10%

Table 24: Non-UK professors by division, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Humanities	2015	5	40	10	55	5.50%	74.50%	20.00%
	2016	5	50	5	60	8.20%	82.00%	9.80%
	2017	5	50	10	65	7.80%	79.70%	12.50%
MPLS	2015	10	65	15	90	9.90%	73.60%	16.50%
	2016	10	85	5	100	10.80%	84.30%	4.90%
	2017	10	95	5	110	9.10%	86.40%	4.50%
MSD	2015	5	50	10	65	7.80%	76.60%	15.60%
	2016	5	60	5	70	8.60%	84.30%	7.10%
	2017	5	65	5	75	9.20%	85.50%	5.30%
SSD	2015	15	45	10	70	18.60%	64.30%	17.10%
	2016	10	60	10	80	12.50%	76.30%	11.30%
	2017	10	70	10	85	10.50%	80.20%	9.30%

Figure 10: Associate Professors by division, 2017⁴

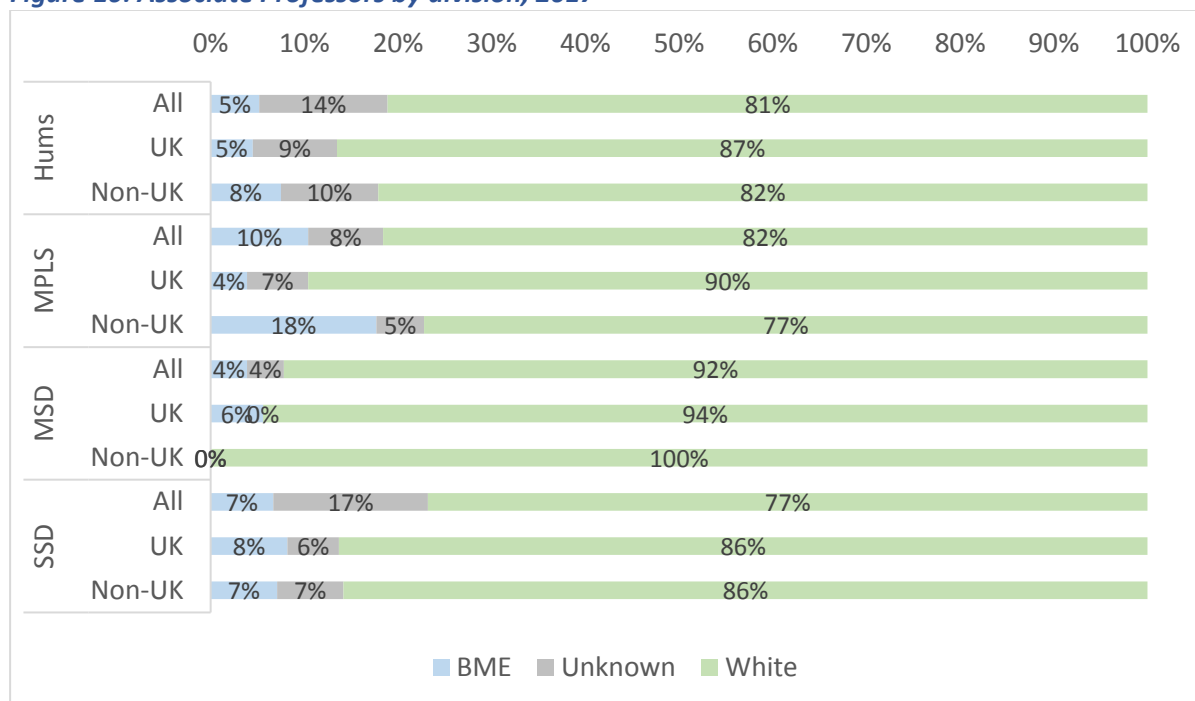


Table 25: All Associate Professors by division, 2015-17

		BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
Humanities	2015	15	150	65	230	5.70%	65.70%	28.70%
	2016	15	180	25	225	6.70%	81.60%	11.70%
	2017	10	170	30	210	5.20%	81.10%	13.70%
MPLS	2015	15	135	25	175	9.60%	75.10%	15.30%
	2016	20	145	10	175	10.90%	82.90%	6.30%
	2017	15	135	15	165	10.40%	81.60%	8.00%
MSD	2015	5	50	5	60	6.70%	81.70%	11.70%
	2016	5	50	5	55	7.30%	87.30%	5.50%
	2017	0	45	0	50	3.90%	92.20%	3.90%
SSD	2015	15	125	55	195	6.70%	65.10%	28.20%
	2016	15	165	25	200	6.50%	82.10%	11.40%
	2017	15	150	30	195	6.70%	76.80%	16.50%

⁴ NB the low percentage in MSD is due to the low number overall of APs, with other roles such as Clinical Lecturers not included here due to small numbers.

Table 26: UK Associate Professors by division, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Humanities	2015	10	100	25	135	6.60%	74.30%	19.10%
	2016	10	120	15	140	6.40%	84.40%	9.20%
	2017	5	115	10	135	4.50%	86.50%	9.00%
MPLS	2015	5	70	15	90	6.80%	77.30%	15.90%
	2016	5	75	5	85	5.90%	88.20%	5.90%
	2017	5	70	5	75	3.90%	89.60%	6.50%
MSD	2015	5	40	5	45	6.70%	84.40%	8.90%
	2016	5	35	0	40	9.80%	87.80%	2.40%
	2017	0	35	0	35	5.60%	94.40%	0.00%
SSD	2015	5	65	10	80	6.20%	79.00%	14.80%
	2016	5	75	5	85	7.10%	88.20%	4.70%
	2017	5	65	5	75	8.20%	86.30%	5.50%

Table 27: Non-UK Associate Professors by division, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Humanities	2015	5	50	20	75	4.10%	67.60%	28.40%
	2016	5	60	10	75	7.90%	80.30%	11.80%
	2017	5	55	5	65	7.50%	82.10%	10.40%
MPLS	2015	10	50	10	75	14.70%	69.30%	16.00%
	2016	15	65	5	85	16.50%	78.80%	4.70%
	2017	15	60	5	80	17.70%	77.20%	5.10%
MSD	2015	0	10	0	10	8.30%	83.30%	8.30%
	2016	0	10	0	10	0.00%	100.00%	0.00%
	2017	0	15	0	15	0.00%	100.00%	0.00%
SSD	2015	10	65	15	85	9.20%	72.40%	18.40%
	2016	5	90	5	105	6.80%	86.40%	6.80%
	2017	5	85	5	100	7.10%	85.90%	7.10%

Figure 11: Research staff pipeline, 2017 snapshot

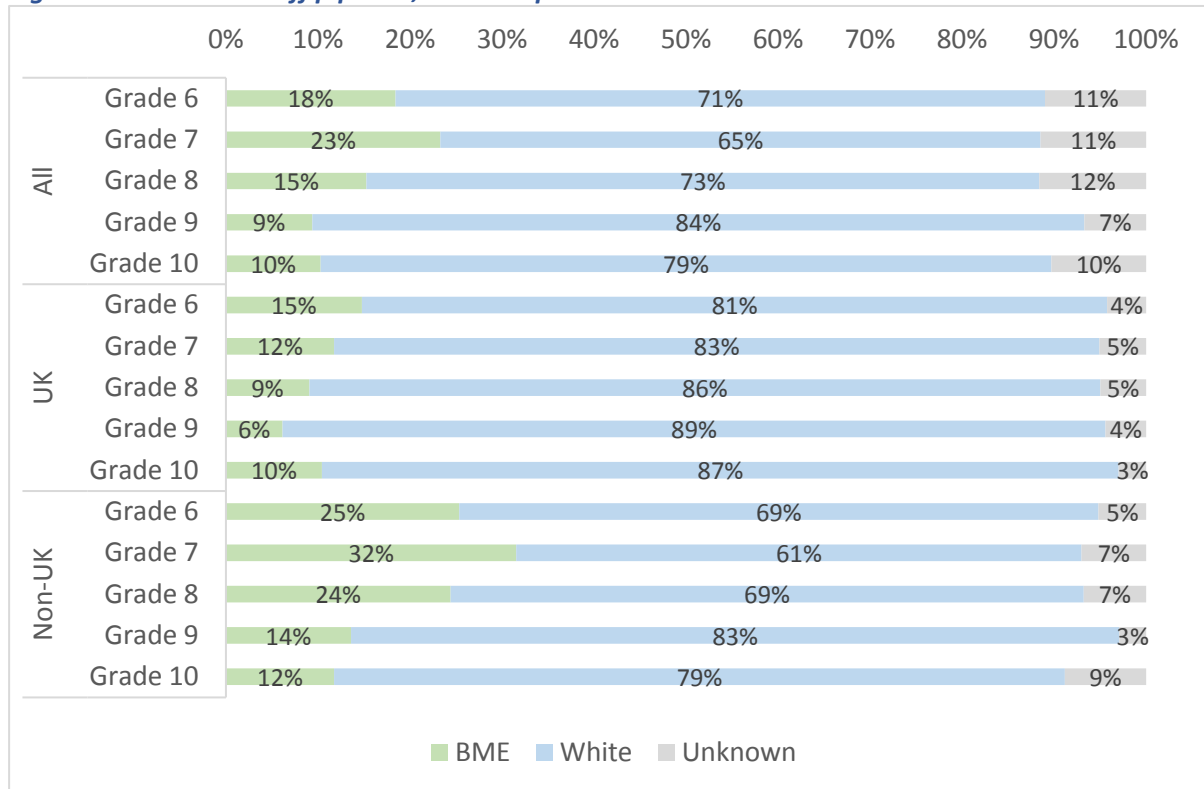


Table 28: All research staff in post by grade, 2015-17

		BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
Grade 6	2015	90	365	80	535	16.70%	68.10%	15.20%
	2016	90	370	35	495	18.40%	74.70%	6.90%
	2017	90	340	55	485	18.40%	70.60%	11.00%
Grade 7	2015	490	1650	475	2615	18.80%	63.10%	18.10%
	2016	585	1790	240	2615	22.30%	68.60%	9.10%
	2017	615	1725	305	2640	23.30%	65.20%	11.50%
Grade 8	2015	80	480	120	675	11.50%	71.00%	17.50%
	2016	100	525	65	685	14.40%	76.10%	9.50%
	2017	105	500	80	680	15.30%	73.10%	11.60%
Grade 9	2015	20	145	30	195	10.70%	74.50%	14.80%
	2016	25	185	15	225	11.90%	81.90%	6.20%
	2017	20	190	15	225	9.40%	83.90%	6.70%
Grade 10	2015	5	80	25	110	5.40%	73.90%	20.70%
	2016	10	95	10	110	9.00%	83.80%	7.20%
	2017	10	85	10	105	10.30%	79.40%	10.30%

Table 29: UK research staff in post by grade, 2015-17

		BME N	White N	Unknown N	Total N	BME N	White N	Unknown N
Grade 6	2015	35	220	30	285	11.70%	78.40%	9.90%
	2016	30	210	5	245	12.10%	85.00%	2.80%
	2017	35	190	10	235	14.80%	81.00%	4.20%
Grade 7	2015	95	715	100	910	10.60%	78.60%	10.80%
	2016	100	750	40	895	11.20%	84.10%	4.70%
	2017	100	720	45	870	11.80%	83.20%	5.10%
Grade 8	2015	25	285	45	360	7.50%	79.40%	13.10%
	2016	35	300	20	360	9.50%	84.40%	6.10%
	2017	30	295	15	340	9.10%	86.00%	5.00%
Grade 9	2015	10	90	15	115	7.90%	80.70%	11.40%
	2016	10	110	5	125	9.70%	87.10%	3.20%
	2017	5	100	5	115	6.10%	89.50%	4.40%
Grade 10	2015	5	60	5	70	8.60%	84.30%	7.10%
	2016	10	65	0	75	12.00%	86.70%	1.30%
	2017	5	60	0	65	10.40%	86.60%	3.00%

Table 30: Non-UK research staff in post by grade, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 6	2015	55	140	20	215	25.90%	65.30%	8.80%
	2016	60	160	10	230	26.30%	69.00%	4.70%
	2017	55	150	10	215	25.40%	69.50%	5.20%
Grade 7	2015	395	930	175	1495	26.40%	62.10%	11.60%
	2016	480	1030	100	1615	29.90%	63.80%	6.30%
	2017	510	995	115	1620	31.60%	61.40%	7.00%
Grade 8	2015	50	190	40	285	17.90%	67.40%	14.70%
	2016	65	220	25	305	20.50%	71.70%	7.80%
	2017	70	205	20	295	24.40%	68.80%	6.80%
Grade 9	2015	10	55	10	75	16.20%	71.60%	12.20%
	2016	15	75	5	95	15.80%	81.10%	3.20%
	2017	15	85	5	105	13.60%	83.50%	2.90%
Grade 10	2015	0	25	10	30	0.00%	74.20%	25.80%
	2016	0	30	5	30	3.10%	87.50%	9.40%
	2017	5	25	5	35	11.80%	79.40%	8.80%

Table 31: All research staff by grade and ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
Grade 6 N	2015	0	40	10	20	20	5	80	365	535
	2016	0	40	10	25	15	0	35	370	495
	2017	0	45	10	25	10	0	55	340	485
Grade 7 N	2015	10	190	20	190	60	30	475	1650	2615
	2016	15	225	25	200	80	40	240	1790	2615
	2017	20	245	25	215	65	45	305	1725	2640
Grade 8 N	2015	0	30	5	30	10	0	120	480	675
	2016	0	40	5	25	20	5	65	525	685
	2017	0	40	10	35	15	5	80	500	680
Grade 9 N	2015	0	10	0	5	0	5	30	145	195
	2016	0	10	0	10	0	5	15	185	225
	2017	0	10	0	5	0	5	15	190	225
Grade 10 N	2015	0	0	0	0	0	0	25	80	110
	2016	0	5	0	5	5	0	10	95	110
	2017	0	0	0	5	5	5	10	85	105
Grade 6 %	2015	0.00%	7.30%	1.90%	3.60%	3.40%	0.60%	15.20%	68.10%	100.00%
	2016	0.40%	8.30%	1.80%	4.60%	2.80%	0.40%	6.90%	74.70%	100.00%
	2017	0.20%	8.90%	1.70%	5.00%	2.30%	0.40%	11.00%	70.60%	100.00%
Grade 7 %	2015	0.30%	7.20%	0.70%	7.20%	2.20%	1.10%	18.10%	63.10%	100.00%
	2016	0.60%	8.60%	0.90%	7.70%	3.00%	1.50%	9.10%	68.60%	100.00%
	2017	0.80%	9.30%	0.90%	8.20%	2.50%	1.70%	11.50%	65.20%	100.00%
Grade 8 %	2015	0.30%	4.70%	0.40%	4.10%	1.60%	0.30%	17.50%	71.00%	100.00%
	2016	0.30%	6.00%	0.90%	3.90%	2.80%	0.60%	9.50%	76.10%	100.00%
	2017	0.30%	6.20%	1.20%	4.80%	2.10%	0.70%	11.60%	73.10%	100.00%
Grade 9 %	2015	0.00%	4.10%	0.50%	2.60%	0.50%	3.10%	14.80%	74.50%	100.00%
	2016	0.00%	5.30%	0.00%	3.50%	0.40%	2.70%	6.20%	81.90%	100.00%
	2017	0.00%	5.40%	0.00%	2.20%	0.40%	1.30%	6.70%	83.90%	100.00%
Grade 10 %	2015	0.00%	1.80%	0.00%	0.90%	1.80%	0.90%	20.70%	73.90%	100.00%
	2016	0.00%	2.70%	0.00%	2.70%	2.70%	0.90%	7.20%	83.80%	100.00%
	2017	0.00%	1.90%	0.00%	2.80%	2.80%	2.80%	10.30%	79.40%	100.00%

CONTRACT TYPE AND WORKING PATTERN TABLES 32-61

SPs and APs are appointed on a permanent contract. Most TPs are on permanent contracts apart from (11%), who are externally funded. 83% of all DLs are on fixed-term contracts, reflecting that posts are to provide temporary teaching cover [Table 32, Table 33, Table 34].

Most researchers are on externally funded, fixed-term contracts, renewal of which must be objectively justified. We conduct regular dialogue with the unions and review departments, with large numbers of contracts coming to an end to ensure procedures are being followed. This has had particular impact at senior research grades: the proportion of staff on permanent contracts increased from 24% in 2012 to 37% in 2016 [Table 35]. UK-BME and non-UK-BME staff are more likely to be on fixed-term contracts than their White counterparts [Table 36, Table 37](see action 5.4); permanent contracts are more common at higher grades (where there is a higher probability of continued funding), so this is likely to be due to lower numbers at senior levels.

Few academic staff work part-time [Overview: Table 44, Table 45, Table 46, Division: Table 47, Table 48, Table 49, Grade: Table 50, Table 51, Table 52]. Where staff are on part-time contracts, they may be on shared contracts (e.g. with the NHS or working across two departments) rather than reduced working hours. We therefore identify no concerns in this area. A higher proportion of BME researchers than White work full-time (92% vs 84%) [Table 53]. This disparity is more notable for UK researchers (87% UK-BME, 78% UK-White) [Table 54] than non-UK (94% non-UK-BME vs 90% non-UK-White) [Table 55]. Non-UK staff of all ethnicities are more likely to have full-time contracts (visa-holding non-EU staff's Certificates of Sponsorship may not be allowed for part-time working). This holds true in all divisions for both UK and non-UK researchers, and is particularly notable in SSD (UK-BME 89% UK-White 71%; non-UK-BME 92%, non-UK-White 75%) [Table 56, Table 57, Table 58]. It also exists to some extent in all grades, widening in higher grades [Table 59, Table 60, Table 61]. However, these data may not explain the full picture, as there is a strong culture of flexible working within the University, which may make formal requests for part-time hours unnecessary:

[I like] the fact that I have the ability to work in a flexible manner and pursue the research interests that I want to. (Staff Experience Survey respondent: Male, Asian, UK, Academic)

I have a very positive and supportive line manager and team - I have the opportunity to make use of flexible working. (Staff Experience Survey respondent: Female, Asian, UK, Researcher)

While there are some discrepancies in ethnicity, it is not clear whether this is due to inequality or to clustering of BME academics and researchers in particular

roles/departments. More research is thus needed to ensure that access to contract type and desired working pattern is not restricted by ethnicity.

Action 5.4 Ensure that access to contract type and desired working pattern is not restricted by ethnicity.

CONTRACT TYPE AND WORKING PATTERN: DATA

Table 32: All academic staff by grade and contract type, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
DL	BME	2015	10	0	10	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	15	0	15	100.00%	0.00%
	White	2015	100	20	115	83.80%	16.20%
		2016	100	25	130	79.70%	20.30%
		2017	100	30	130	75.80%	24.20%
	Unknown	2015	25	0	25	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%
		2017	15	0	15	92.90%	7.10%
	<i>Total</i>			380	80	460	83.00%
AP	BME	2015	0	45	50	2.10%	97.90%
		2016	5	50	55	5.70%	94.30%
		2017	0	45	45	2.20%	97.80%
	White	2015	10	465	475	1.70%	98.30%
		2016	10	545	555	1.80%	98.20%
		2017	15	505	520	2.70%	97.30%
	Unknown	2015	5	155	160	3.80%	96.20%
		2016	0	60	65	3.10%	96.90%
		2017	0	75	75	2.60%	97.40%
	<i>Total</i>			45	1950	1995	2.40%
TP	BME	2015	5	40	45	8.70%	91.30%
		2016	5	50	55	9.40%	90.60%
		2017	5	50	55	10.50%	89.50%
	White	2015	65	575	645	10.40%	89.60%
		2016	80	660	745	11.00%	89.00%
		2017	95	700	795	11.90%	88.10%
	Unknown	2015	15	125	140	10.80%	89.20%
		2016	10	75	85	9.40%	90.60%
		2017	10	90	100	10.00%	90.00%
	<i>Total</i>			290	2370	2660	10.90%

			Fixed	Permanent	Total	Fixed	Permanent
			N	N	N	%	%
SP	BME	2015	0	10	10	0.00%	100.00%
		2016	0	10	10	0.00%	100.00%
		2017	0	10	10	0.00%	100.00%
	White	2015	5	170	170	2.30%	97.70%
		2016	0	205	205	1.00%	99.00%
		2017	5	195	200	2.50%	97.50%
	Unknown	2015	0	65	65	0.00%	100.00%
		2016	0	25	25	7.40%	92.60%
		2017	0	40	40	4.80%	95.20%
	<i>Total</i>			15	725	740	2.00%

Table 33: UK academic staff by grade and contract type, 2015-17

			Fixed	Permanent	Total	Fixed	Permanent
			N	N	N	%	%
DL	BME	2015	0	0	0	100.00%	0.00%
		2016	0	0	0	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%
	White	2015	45	10	55	79.60%	20.40%
		2016	50	15	65	78.50%	21.50%
		2017	45	20	65	70.10%	29.90%
	Unknown	2015	5	0	5	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%
		2017	5	0	5	85.70%	14.30%
AP	BME	2015	0	25	25	4.20%	95.80%
		2016	5	25	25	11.50%	88.50%
		2017	0	20	20	5.30%	94.70%
	White	2015	5	275	280	1.40%	98.60%
		2016	5	310	315	1.60%	98.40%
		2017	10	285	295	2.70%	97.30%
	Unknown	2015	5	55	60	6.70%	93.30%
		2016	0	25	25	0.00%	100.00%
		2017	0	20	20	0.00%	100.00%
SP	BME	2015	0	5	5	0.00%	100.00%
		2016	0	5	5	0.00%	100.00%
		2017	0	5	5	0.00%	100.00%
	White	2015	5	125	130	3.10%	96.90%
		2016	0	145	150	1.40%	98.60%
		2017	5	140	145	3.50%	96.50%
	Unknown	2015	0	20	20	0.00%	100.00%
		2016	0	10	10	9.10%	90.90%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
		2017	0	10	10	8.30%	91.70%
TP	BME	2015	0	20	20	4.50%	95.50%
		2016	0	25	30	7.10%	92.90%
		2017	0	30	30	6.50%	93.50%
	White	2015	50	435	480	10.20%	89.80%
		2016	60	480	540	11.30%	88.70%
		2017	70	490	560	12.30%	87.70%
	Unknown	2015	10	75	85	9.60%	90.40%
		2016	5	50	55	9.30%	90.70%
		2017	5	50	55	11.10%	88.90%

Table 34: Non-UK academic staff by grade and contract type, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
DL	BME	2015	10	0	10	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	15	0	15	100.00%	0.00%
	White	2015	50	10	60	86.70%	13.30%
		2016	50	10	60	80.60%	19.40%
		2017	55	10	65	81.50%	18.50%
	Unknown	2015	10	0	10	100.00%	0.00%
		2016	0	0	0	0.00%	0.00%
		2017	5	0	5	100.00%	0.00%
AP	BME	2015	0	25	25	0.00%	100.00%
		2016	0	25	25	0.00%	100.00%
		2017	0	25	25	0.00%	100.00%
	White	2015	5	175	180	2.20%	97.80%
		2016	5	230	235	2.10%	97.90%
		2017	5	215	220	2.70%	97.30%
	Unknown	2015	0	50	50	2.00%	98.00%
		2016	0	20	20	5.00%	95.00%
		2017	0	15	20	5.60%	94.40%
SP	BME	2015	0	5	5	0.00%	100.00%
		2016	0	5	5	0.00%	100.00%
		2017	0	5	5	0.00%	100.00%
	White	2015	0	45	45	0.00%	100.00%
		2016	0	55	55	0.00%	100.00%
		2017	0	55	55	0.00%	100.00%
	Unknown	2015	0	15	15	0.00%	100.00%
		2016	0	10	10	0.00%	100.00%
		2017	0	10	10	0.00%	100.00%
TP	BME	2015	5	20	25	12.50%	87.50%
		2016	5	20	25	12.00%	88.00%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
	White	2017	5	20	25	12.00%	88.00%
		2015	20	140	160	11.30%	88.70%
		2016	20	180	200	10.60%	89.40%
	Unknown	2017	25	205	230	11.00%	89.00%
		2015	5	30	35	12.10%	87.90%
		2016	0	15	15	6.30%	93.80%
		2017	0	15	15	6.70%	93.30%

Table 35: All research staff by contract type, 2015-17

	BME			White			Unknown		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Fixed N	730	855	885	2640	2940	2795	820	415	550
Permanent N	50	60	55	380	405	370	100	55	45
Total N	775	915	940	3020	3345	3165	915	470	595
Fixed %	93.80%	93.40%	93.90%	87.40%	88.00%	88.30%	89.30%	88.10%	92.30%
Permanent %	6.20%	6.60%	6.10%	12.60%	12.00%	11.70%	10.70%	11.90%	7.70%

Table 36: UK research staff by contract type, 2015-17

	BME			White			Unknown		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Fixed	190	200	200	1255	1360	1295	175	75	75
Permanent	25	35	35	300	310	275	50	20	10
Total	220	240	235	1555	1670	1570	230	90	90
Fixed	87.70%	84.90%	85.50%	80.70%	81.50%	82.50%	77.20%	80.40%	86.50%
Permanent	12.30%	15.10%	14.50%	19.30%	18.50%	17.50%	22.80%	19.60%	13.50%

Table 37: Non-UK research staff by contract type, 2015-17

	BME			White			Unknown		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
Fixed	535	645	680	1375	1570	1490	255	145	150
Permanent	20	25	25	80	95	95	20	10	5
Total	555	670	700	1460	1665	1580	275	150	155
Fixed	96.20%	96.40%	96.70%	94.40%	94.40%	94.10%	92.70%	94.70%	96.10%
Permanent	3.80%	3.60%	3.30%	5.60%	5.60%	5.90%	7.30%	5.30%	3.90%

Table 38: All research staff by contract type and division, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Hums	BME	2015	10	0	10	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
	White	2015	110	10	120	92.50%	7.50%
		2016	135	10	145	94.40%	5.60%
		2017	125	5	130	94.60%	5.40%
	Unknown	2015	65	0	65	100.00%	0.00%
		2016	30	0	30	100.00%	0.00%
		2017	50	0	50	100.00%	0.00%
MPLS	BME	2015	205	10	220	94.50%	5.50%
		2016	255	15	270	95.10%	4.90%
		2017	275	10	285	96.10%	3.90%
	White	2015	615	60	675	90.80%	9.20%
		2016	685	70	755	90.50%	9.50%
		2017	640	70	710	90.30%	9.70%
	Unknown	2015	220	20	235	92.40%	7.60%
		2016	120	5	125	96.00%	4.00%
		2017	160	5	160	98.10%	1.90%
MSD	BME	2015	460	35	495	92.70%	7.30%
		2016	515	45	560	91.80%	8.20%
		2017	525	45	570	92.10%	7.90%
	White	2015	1660	280	1940	85.50%	14.50%
		2016	1810	280	2090	86.60%	13.40%
		2017	1740	255	1990	87.30%	12.70%
	Unknown	2015	410	65	480	86.00%	14.00%
		2016	205	45	250	81.70%	18.30%
		2017	275	40	315	87.30%	12.70%
SSD	BME	2015	55	0	55	100.00%	0.00%
		2016	70	0	70	100.00%	0.00%
		2017	70	0	70	100.00%	0.00%
	White	2015	255	30	285	89.80%	10.20%
		2016	300	30	335	90.40%	9.60%
		2017	280	30	310	90.00%	10.00%
	Unknown	2015	120	15	135	90.30%	9.70%
		2016	55	0	55	96.50%	3.50%
		2017	65	0	65	98.40%	1.60%

Table 39: UK research staff by contract type and division, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Hums	BME	2015	0	0	0	100.00%	0.00%
		2016	0	0	0	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%
	White	2015	45	5	55	87.00%	13.00%
		2016	65	5	70	91.70%	8.30%
		2017	60	5	65	92.40%	7.60%
	Unknown	2015	20	0	20	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
MPLS	BME	2015	40	5	45	88.60%	11.40%
		2016	40	5	45	86.70%	13.30%
		2017	30	5	35	86.50%	13.50%
	White	2015	245	50	290	83.50%	16.50%
		2016	270	55	325	83.10%	16.90%
		2017	255	45	300	84.30%	15.70%
	Unknown	2015	40	10	45	83.00%	17.00%
		2016	15	0	15	88.20%	11.80%
		2017	20	0	20	100.00%	0.00%
MSD	BME	2015	145	20	170	86.90%	13.10%
		2016	150	30	180	83.90%	16.10%
		2017	150	30	180	84.40%	15.60%
	White	2015	860	225	1085	79.30%	20.70%
		2016	895	220	1110	80.40%	19.60%
		2017	870	195	1065	81.80%	18.20%
	Unknown	2015	100	35	135	72.80%	27.20%
		2016	45	15	60	77.60%	22.40%
		2017	40	10	50	81.60%	18.40%
SSD	BME	2015	5	0	5	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
	White	2015	100	20	120	84.30%	15.70%
		2016	125	20	145	85.50%	14.50%
		2017	105	20	130	82.80%	17.20%
	Unknown	2015	20	5	25	74.10%	25.90%
		2016	5	0	10	87.50%	12.50%
		2017	10	0	10	88.90%	11.10%

Table 40: Non-UK research staff by contract type and division, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Hums	BME	2015	5	0	5	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
	White	2015	65	0	65	97.00%	3.00%
		2016	70	0	70	97.20%	2.80%
		2017	60	0	65	96.90%	3.10%
	Unknown	2015	15	0	15	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
MPLS	BME	2015	170	5	175	96.00%	4.00%
		2016	215	5	220	96.80%	3.20%
		2017	240	5	245	97.60%	2.40%
	White	2015	370	15	385	96.40%	3.60%
		2016	410	15	430	96.00%	4.00%
		2017	390	20	410	94.60%	5.40%
	Unknown	2015	75	5	80	93.80%	6.30%
		2016	45	5	45	93.60%	6.40%
		2017	45	0	50	95.90%	4.10%
MSD	BME	2015	310	15	325	95.70%	4.30%
		2016	360	15	380	95.50%	4.50%
		2017	375	15	390	95.60%	4.40%
	White	2015	790	55	845	93.40%	6.60%
		2016	910	60	970	93.70%	6.30%
		2017	865	60	920	93.70%	6.30%
	Unknown	2015	125	10	140	91.40%	8.60%
		2016	65	5	70	92.90%	7.10%
		2017	65	5	70	94.40%	5.60%
SSD	BME	2015	50	0	50	100.00%	0.00%
		2016	60	0	60	100.00%	0.00%
		2017	55	0	55	100.00%	0.00%
	White	2015	150	10	160	93.80%	6.20%
		2016	175	10	185	94.10%	5.90%
		2017	170	10	180	95.00%	5.00%
	Unknown	2015	40	5	40	92.70%	7.30%
		2016	25	0	25	100.00%	0.00%
		2017	25	0	25	100.00%	0.00%

Table 41: All research staff by contract type and grade, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 6	BME	2015	85	5	90	93.30%	6.70%
		2016	85	5	90	95.60%	4.40%
		2017	85	5	90	96.60%	3.40%
	White	2015	340	25	365	93.10%	6.90%
		2016	350	20	370	94.60%	5.40%
		2017	325	15	340	95.30%	4.70%
	Unknown	2015	75	5	80	95.10%	4.90%
		2016	35	0	35	100.00%	0.00%
		2017	55	0	55	100.00%	0.00%
Grade 7	BME	2015	475	20	490	96.10%	3.90%
		2016	560	20	585	96.40%	3.60%
		2017	595	20	615	96.80%	3.20%
	White	2015	1580	70	1650	95.90%	4.10%
		2016	1720	70	1790	96.00%	4.00%
		2017	1660	65	1725	96.30%	3.70%
	Unknown	2015	445	25	475	94.30%	5.70%
		2016	225	15	240	94.60%	5.40%
		2017	295	10	305	96.70%	3.30%
Grade 8	BME	2015	70	5	80	92.30%	7.70%
		2016	90	10	100	89.90%	10.10%
		2017	95	5	105	93.30%	6.70%
	White	2015	365	110	480	76.80%	23.20%
		2016	415	105	520	80.20%	19.80%
		2017	405	90	495	81.60%	18.40%
	Unknown	2015	95	20	115	81.70%	18.30%
		2016	55	10	65	87.50%	12.50%
		2017	75	5	80	96.20%	3.80%
Grade 9	BME	2015	15	5	20	81.00%	19.00%
		2016	20	5	25	81.50%	18.50%
		2017	15	5	20	81.00%	19.00%
	White	2015	80	65	145	54.10%	45.90%
		2016	105	80	185	56.80%	43.20%
		2017	105	85	190	55.30%	44.70%
	Unknown	2015	20	10	30	69.00%	31.00%
		2016	10	5	15	57.10%	42.90%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 10	BME	2017	10	5	15	53.30%	46.70%
		2015	0	5	5	16.70%	83.30%
		2016	0	10	10	20.00%	80.00%
	White	2017	5	10	10	27.30%	72.70%
		2015	40	45	80	47.60%	52.40%
		2016	45	50	95	47.30%	52.70%
	Unknown	2017	40	45	85	48.20%	51.80%
		2015	15	10	25	60.90%	39.10%
		2016	5	0	10	87.50%	12.50%
			2017	10	0	10	90.90%

Table 42: UK research staff by contract type and grade, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 6	BME	2015	30	5	35	87.90%	12.10%
		2016	25	5	30	86.70%	13.30%
		2017	30	5	35	91.40%	8.60%
	White	2015	205	20	220	91.40%	8.60%
		2016	195	15	210	93.30%	6.70%
		2017	180	10	190	94.80%	5.20%
	Unknown	2015	25	5	30	89.30%	10.70%
		2016	5	0	5	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
Grade 7	BME	2015	90	5	95	92.70%	7.30%
		2016	90	10	100	92.00%	8.00%
		2017	95	10	100	92.20%	7.80%
	White	2015	660	55	715	92.30%	7.70%
		2016	695	60	750	92.30%	7.70%
		2017	670	50	720	92.90%	7.10%
	Unknown	2015	85	15	100	84.70%	15.30%
		2016	35	10	40	78.60%	21.40%
		2017	40	5	45	86.40%	13.60%
Grade 8	BME	2015	25	5	25	88.90%	11.10%
		2016	30	5	35	85.30%	14.70%
		2017	25	5	30	87.10%	12.90%
	White	2015	200	85	285	70.90%	29.10%
		2016	220	80	300	73.00%	27.00%
		2017	220	75	290	75.00%	25.00%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 9	Unknown	2015	25	15	45	61.40%	38.60%
		2016	15	5	20	71.40%	28.60%
		2017	15	0	15	87.50%	12.50%
	BME	2015	5	0	10	77.80%	22.20%
		2016	10	5	10	75.00%	25.00%
		2017	5	5	5	57.10%	42.90%
	White	2015	40	55	90	42.40%	57.60%
		2016	50	55	110	47.20%	52.80%
		2017	50	55	100	47.10%	52.90%
Unknown	2015	5	5	15	53.80%	46.20%	
	2016	0	0	5	50.00%	50.00%	
	2017	0	5	5	40.00%	60.00%	
Grade 10	BME	2015	0	5	5	16.70%	83.30%
		2016	0	5	10	22.20%	77.80%
		2017	0	5	5	28.60%	71.40%
	White	2015	25	35	60	39.00%	61.00%
		2016	25	40	65	40.00%	60.00%
		2017	25	35	60	41.40%	58.60%
	Unknown	2015	0	5	5	40.00%	60.00%
		2016	0	0	0	100.00%	0.00%
		2017	0	0	0	100.00%	0.00%

Table 43: Non-UK research staff by contract type and grade, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 6	BME	2015	55	0	55	96.40%	3.60%
		2016	60	0	60	100.00%	0.00%
		2017	55	0	55	100.00%	0.00%
	White	2015	135	5	140	95.70%	4.30%
		2016	155	5	160	96.30%	3.80%
		2017	140	5	150	95.90%	4.10%
	Unknown	2015	20	0	20	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
Grade 7	BME	2015	385	10	395	97.00%	3.00%
		2016	470	15	480	97.30%	2.70%
		2017	500	10	510	97.70%	2.30%
	White	2015	915	15	930	98.60%	1.40%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
		2016	1015	15	1030	98.60%	1.40%
		2017	985	15	995	98.70%	1.30%
	Unknown	2015	165	5	175	96.00%	4.00%
		2016	100	5	100	96.10%	3.90%
		2017	110	5	115	96.50%	3.50%
Grade 8	BME	2015	50	5	50	94.10%	5.90%
		2016	60	5	65	92.10%	7.90%
		2017	70	5	70	95.80%	4.20%
	White	2015	165	30	190	85.30%	14.70%
		2016	195	20	220	90.00%	10.00%
		2017	185	20	200	91.10%	8.90%
	Unknown	2015	40	5	40	90.50%	9.50%
		2016	20	0	25	91.70%	8.30%
		2017	20	0	20	100.00%	0.00%
Grade 9	BME	2015	10	0	10	83.30%	16.70%
		2016	15	0	15	86.70%	13.30%
		2017	15	0	15	92.90%	7.10%
	White	2015	40	15	55	73.60%	26.40%
		2016	55	25	75	70.10%	29.90%
		2017	55	30	85	65.10%	34.90%
	Unknown	2015	5	0	10	77.80%	22.20%
		2016	0	0	5	33.30%	66.70%
		2017	0	0	5	33.30%	66.70%
Grade 10	BME	2016	0	0	0	0.00%	100.00%
		2017	0	5	5	25.00%	75.00%
		2015	15	5	25	69.60%	30.40%
	White	2016	20	10	30	64.30%	35.70%
		2017	15	10	25	63.00%	37.00%
		2015	5	5	10	62.50%	37.50%
	Unknown	2015	0	0	0	0.00%	0.00%
		2016	5	0	5	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%

ACADEMIC AND RESEARCH STAFF WORKING PATTERN: DATA

Table 44: All academic staff working pattern, 2015-17

		Full time N	Part time N	Total N	Full time N	Part time N
BME	2015	125	5	130	95.50%	4.50%
	2016	135	15	150	90.10%	9.90%
	2017	140	15	155	90.30%	9.70%
White	2015	1355	110	1470	92.40%	7.60%
	2016	1570	150	1720	91.30%	8.70%
	2017	1550	180	1725	89.70%	10.30%
Unknown	2015	360	40	400	90.30%	9.70%
	2016	170	25	195	88.20%	11.80%
	2017	210	35	250	85.50%	14.50%

Table 45: UK academic staff working pattern, 2015-17

		Full time N	Part time N	Total N	Full time %	Part time %
BME	2015	55	5	60	94.90%	5.10%
	2016	60	10	70	85.70%	14.30%
	2017	65	5	70	90.00%	10.00%
White	2015	895	85	980	91.50%	8.50%
	2016	1010	105	1115	90.40%	9.60%
	2017	975	135	1110	87.70%	12.30%
Unknown	2015	155	25	180	86.60%	13.40%
	2016	90	15	100	87.10%	12.90%
	2017	85	15	100	86.70%	13.30%

Table 46: Non-UK academic staff working pattern, 2015-17

		Full time N	Part time N	Total N	Full time %	Part time %
BME	2015	70	5	70	95.80%	4.20%
	2016	75	5	80	93.90%	6.10%
	2017	75	5	85	91.70%	8.30%
White	2015	440	25	465	94.20%	5.80%
	2016	550	40	590	93.00%	7.00%
	2017	560	40	605	93.20%	6.80%
Unknown	2015	105	5	110	94.60%	5.40%
	2016	45	0	45	95.70%	4.30%
	2017	45	5	50	91.80%	8.20%

ACADEMIC AND RESEARCH STAFF WORKING PATTERN: DIVISION

Table 47: All academic working patterns by division, 2015-17

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
Hums	BME	2015	25	0	25	100.00%	0.00%
		2016	25	0	25	96.30%	3.70%
		2017	25	0	25	96.30%	3.70%
	White	2015	340	20	360	94.70%	5.30%
		2016	410	25	435	94.70%	5.30%
		2017	395	20	420	95.00%	5.00%
	Unknown	2015	110	10	120	92.40%	7.60%
		2016	45	0	45	95.70%	4.30%
		2017	60	5	60	93.50%	6.50%
MPLS	BME	2015	30	0	35	97.00%	3.00%
		2016	40	0	45	95.50%	4.50%
		2017	40	5	45	93.20%	6.80%
	White	2015	415	25	435	94.70%	5.30%
		2016	450	30	485	93.40%	6.60%
		2017	440	40	480	91.50%	8.50%
	Unknown	2015	85	10	90	91.20%	8.80%
		2016	40	10	50	81.60%	18.40%
		2017	45	15	60	78.00%	22.00%
MSD	BME	2015	30	5	30	90.30%	9.70%
		2016	30	10	40	78.90%	21.10%
		2017	35	10	40	81.00%	19.00%
	White	2015	290	40	335	87.70%	12.30%
		2016	325	50	370	87.10%	12.90%
		2017	335	60	395	85.10%	14.90%
	Unknown	2015	50	20	70	73.90%	26.10%
		2016	25	10	35	72.70%	27.30%
		2017	30	10	40	73.20%	26.80%
SSD	BME	2015	40	0	45	95.50%	4.50%
		2016	40	5	40	92.70%	7.30%
		2017	35	0	40	94.90%	5.10%
	White	2015	295	25	325	91.60%	8.40%
		2016	365	35	400	91.00%	9.00%
		2017	345	45	390	88.70%	11.30%
	Unknown	2015	115	5	120	97.50%	2.50%
		2016	60	0	60	96.80%	3.20%
		2017	75	5	80	93.80%	6.30%

Table 48: UK academic working patterns by division, 2015-17

			Full time	Part time	Total	Full time	Part time
			N	N	N	%	%
Hums	BME	2015	15	0	15	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
	White	2015	235	15	250	94.80%	5.20%
		2016	275	15	290	95.50%	4.50%
		2017	265	15	280	95.30%	4.70%
	Unknown	2015	40	5	45	90.70%	9.30%
		2016	25	0	25	95.80%	4.20%
		2017	25	0	25	96.00%	4.00%
MPLS	BME	2015	10	0	10	100.00%	0.00%
		2016	15	0	15	92.90%	7.10%
		2017	15	0	15	92.90%	7.10%
	White	2015	250	20	270	93.00%	7.00%
		2016	275	25	300	92.30%	7.70%
		2017	265	30	295	89.80%	10.20%
	Unknown	2015	45	5	50	90.00%	10.00%
		2016	25	5	30	80.00%	20.00%
		2017	25	10	30	74.20%	25.80%
MSD	BME	2015	20	0	20	90.90%	9.10%
		2016	20	5	30	75.90%	24.10%
		2017	25	5	30	82.80%	17.20%
	White	2015	225	35	260	86.50%	13.50%
		2016	250	40	290	86.20%	13.80%
		2017	255	50	305	83.50%	16.50%
	Unknown	2015	35	15	45	72.30%	27.70%
		2016	20	5	20	85.70%	14.30%
		2017	20	0	20	90.00%	10.00%
SSD	BME	2015	10	0	10	90.90%	9.10%
		2016	10	0	15	92.30%	7.70%
		2017	15	0	15	100.00%	0.00%
	White	2015	175	15	190	92.00%	8.00%
		2016	190	25	215	88.90%	11.10%
		2017	170	35	205	83.80%	16.20%
	Unknown	2015	35	0	35	97.10%	2.90%
		2016	20	0	25	91.70%	8.30%
		2017	20	0	20	90.50%	9.50%

Table 49: Non-UK academic working patterns by division, 2015-17

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
Hums	BME	2015	10	0	10	100.00%	0.00%
		2016	15	0	15	93.30%	6.70%
		2017	15	0	15	93.30%	6.70%
	White	2015	105	5	110	96.30%	3.70%
		2016	130	10	140	93.50%	6.50%
		2017	125	10	135	94.10%	5.90%
	Unknown	2015	35	5	40	92.50%	7.50%
		2016	15	0	15	93.80%	6.30%
		2017	15	0	20	88.90%	11.10%
MPLS	BME	2015	20	0	20	95.20%	4.80%
		2016	30	0	30	96.70%	3.30%
		2017	30	0	30	93.30%	6.70%
	White	2015	145	5	150	97.30%	2.70%
		2016	175	10	180	95.10%	4.90%
		2017	175	10	185	94.00%	6.00%
	Unknown	2015	25	0	30	96.40%	3.60%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	10	100.00%	0.00%
MSD	BME	2015	10	0	10	88.90%	11.10%
		2016	10	0	10	88.90%	11.10%
		2017	10	0	10	83.30%	16.70%
	White	2015	65	5	70	91.50%	8.50%
		2016	70	10	80	90.00%	10.00%
		2017	80	10	90	90.00%	10.00%
	Unknown	2015	10	0	10	81.80%	18.20%
		2016	5	0	5	80.00%	20.00%
		2017	5	0	5	75.00%	25.00%
SSD	BME	2015	30	0	35	97.00%	3.00%
		2016	25	0	30	92.90%	7.10%
		2017	25	0	25	92.30%	7.70%
	White	2015	120	10	135	91.00%	9.00%
		2016	170	10	180	93.40%	6.60%
		2017	175	10	185	94.10%	5.90%
	Unknown	2015	35	0	35	100.00%	0.00%
		2016	15	0	15	100.00%	0.00%
		2017	15	0	15	94.10%	5.90%

ACADEMIC AND RESEARCH STAFF WORKING PATTERN: GRADE

Table 50: All academic staff by working pattern and grade, 2015-17

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	%	%
DL	BME	2015	10	0	10	100.00%	0.00%
		2016	10	0	10	91.70%	8.30%
		2017	15	0	15	93.80%	6.30%
	White	2015	95	20	115	82.10%	17.90%
		2016	105	20	130	83.60%	16.40%
		2017	110	25	130	81.80%	18.20%
	Unknown	2015	20	5	25	78.30%	21.70%
		2016	5	5	5	57.10%	42.90%
		2017	10	5	15	64.30%	35.70%
AP	BME	2015	45	0	50	97.90%	2.10%
		2016	50	0	55	96.20%	3.80%
		2017	45	0	45	97.80%	2.20%
	White	2015	455	15	475	96.60%	3.40%
		2016	540	15	555	96.90%	3.10%
		2017	505	15	520	96.70%	3.30%
	Unknown	2015	155	5	160	96.90%	3.10%
		2016	60	5	65	95.30%	4.70%
		2017	75	5	75	96.10%	3.90%
TP	BME	2015	40	5	45	91.30%	8.70%
		2016	45	10	55	83.00%	17.00%
		2017	45	10	55	82.50%	17.50%
	White	2015	590	55	645	91.60%	8.40%
		2016	655	90	745	88.00%	12.00%
		2017	690	105	795	86.80%	13.20%
	Unknown	2015	115	25	140	83.50%	16.50%
		2016	70	15	85	82.40%	17.60%
		2017	80	20	100	81.00%	19.00%
SP	BME	2015	10	0	10	100.00%	0.00%
		2016	10	0	10	91.70%	8.30%
		2017	10	0	10	90.90%	9.10%
	White	2015	160	10	170	94.20%	5.80%
		2016	195	10	205	95.60%	4.40%
		2017	180	20	200	90.40%	9.60%
	Unknown	2015	60	5	65	95.40%	4.60%
		2016	25	0	25	96.30%	3.70%
		2017	35	5	40	88.10%	11.90%

Table 51: UK academic staff working pattern by grade, 2015-17

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
DL	BME	2015	0	0	0	100.00%	0.00%
		2016	0	0	0	50.00%	50.00%
		2017	5	0	5	100.00%	0.00%
	White	2015	40	15	55	72.20%	27.80%
		2016	55	10	65	84.60%	15.40%
		2017	50	15	65	77.60%	22.40%
	Unknown	2015	5	0	5	83.30%	16.70%
		2016	5	5	5	57.10%	42.90%
		2017	5	0	5	71.40%	28.60%
AP	BME	2015	25	0	25	95.80%	4.20%
		2016	25	0	25	92.30%	7.70%
		2017	20	0	20	94.70%	5.30%
	White	2015	270	10	280	95.70%	4.30%
		2016	305	15	315	95.90%	4.10%
		2017	280	15	295	95.60%	4.40%
	Unknown	2015	55	5	60	93.30%	6.70%
		2016	25	0	25	95.80%	4.20%
		2017	20	0	20	100.00%	0.00%
TP	BME	2015	20	0	20	95.50%	4.50%
		2016	25	5	30	82.10%	17.90%
		2017	25	5	30	87.10%	12.90%
	White	2015	440	40	480	91.30%	8.70%
		2016	470	70	540	86.90%	13.10%
		2017	475	85	560	85.00%	15.00%
	Unknown	2015	70	15	85	81.90%	18.10%
		2016	45	10	55	85.20%	14.80%
		2017	45	10	55	85.20%	14.80%
SP	BME	2015	5	0	5	100.00%	0.00%
		2016	5	0	5	80.00%	20.00%
		2017	5	0	5	80.00%	20.00%
	White	2015	120	5	130	94.60%	5.40%
		2016	140	5	150	95.90%	4.10%
		2017	130	15	145	89.50%	10.50%
	Unknown	2015	20	0	20	95.50%	4.50%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	10	83.30%	16.70%

Table 52: Non-UK academic staff working pattern by grade, 2015-17

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	%	%
DL	BME	2015	10	0	10	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	10	0	15	92.30%	7.70%
	White	2015	55	5	60	93.30%	6.70%
		2016	50	10	60	83.90%	16.10%
		2017	55	10	65	86.20%	13.80%
	Unknown	2015	5	0	10	77.80%	22.20%
		2016	0	0	0	0.00%	0.00%
		2017	5	0	5	75.00%	25.00%
AP	BME	2015	25	0	25	100.00%	0.00%
		2016	25	0	25	100.00%	0.00%
		2017	25	0	25	100.00%	0.00%
	White	2015	175	5	180	97.80%	2.20%
		2016	230	5	235	98.30%	1.70%
		2017	215	5	220	98.20%	1.80%
	Unknown	2015	50	0	50	100.00%	0.00%
		2016	20	0	20	95.00%	5.00%
		2017	15	0	20	88.90%	11.10%
TP	BME	2015	20	5	25	87.50%	12.50%
		2016	20	5	25	84.00%	16.00%
		2017	20	5	25	80.00%	20.00%
	White	2015	145	10	160	92.50%	7.50%
		2016	180	20	200	91.00%	9.00%
		2017	205	20	230	90.80%	9.20%
	Unknown	2015	30	5	35	87.90%	12.10%
		2016	15	0	15	100.00%	0.00%
		2017	15	0	15	100.00%	0.00%
SP	BME	2015	5	0	5	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%
	White	2015	40	5	45	93.00%	7.00%
		2016	55	5	55	94.70%	5.30%
		2017	50	5	55	92.60%	7.40%
	Unknown	2015	15	0	15	100.00%	0.00%
		2016	10	0	10	88.90%	11.10%
		2017	10	0	10	90.00%	10.00%

Figure 12: Research staff working pattern, 2017

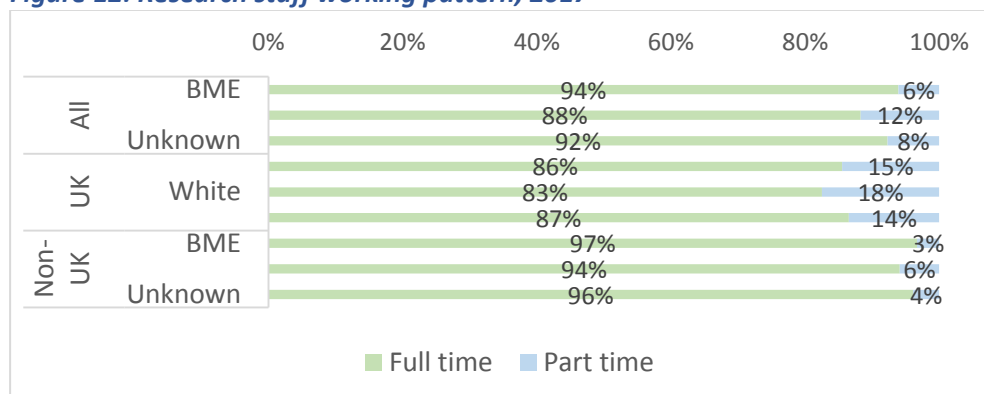


Table 53: All research staff working pattern, 2015-17

		Full time	Part time	Total	Full time	Part time
		N	N	N	%	%
BME	2015	725	50	775	93.80%	6.20%
	2016	845	70	915	93.40%	6.60%
	2017	875	65	940	93.90%	6.10%
White	2015	2570	450	3025	87.40%	12.60%
	2016	2820	525	3350	88.00%	12.00%
	2017	2680	490	3165	88.30%	11.70%
Unknown	2015	800	120	920	89.30%	10.70%
	2016	395	75	470	88.10%	11.90%
	2017	500	95	595	92.30%	7.70%

Table 54: UK research staff working pattern, 2015-17

		Full time	Part time	Total	Full time	Part time
		N	N	N	%	%
BME	2015	195	25	220	87.70%	12.30%
	2016	205	30	240	84.90%	15.10%
	2017	210	25	235	85.50%	14.50%
White	2015	1235	315	1555	80.70%	19.30%
	2016	1305	365	1670	81.50%	18.50%
	2017	1255	320	1575	82.50%	17.50%
Unknown	2015	190	40	230	77.20%	22.80%
	2016	75	20	95	80.40%	19.60%
	2017	70	20	90	86.50%	13.50%

Table 55: Non-UK research staff working pattern, 2015-17

		Full time N	Part time N	Total N	Full time %	Part time %
BME	2015	530	25	555	96.20%	3.80%
	2016	635	40	670	96.40%	3.60%
	2017	660	45	700	96.70%	3.30%
White	2015	1325	135	1460	94.40%	5.60%
	2016	1505	160	1665	94.40%	5.60%
	2017	1415	170	1585	94.10%	5.90%
Unknown	2015	250	20	275	92.70%	7.30%
	2016	130	20	150	94.70%	5.30%
	2017	135	20	155	96.10%	3.90%

Table 56: All research staff by working pattern and division, 2015-17

			Full time N	Part time N	Total N	Full time %	Part time %
Hums	BME	2015	10	0	10	100.00%	0.00%
		2016	10	0	10	90.00%	10.00%
		2017	10	0	10	83.30%	16.70%
	White	2015	95	25	120	79.20%	20.80%
		2016	105	40	145	73.60%	26.40%
		2017	95	35	130	71.50%	28.50%
	Unknown	2015	60	10	65	87.90%	12.10%
		2016	25	5	30	87.10%	12.90%
		2017	40	10	50	80.00%	20.00%
MPLS	BME	2015	210	10	220	96.30%	3.70%
		2016	255	10	270	95.50%	4.50%
		2017	275	10	285	95.80%	4.20%
	White	2015	620	60	680	91.30%	8.70%
		2016	680	75	755	90.10%	9.90%
		2017	655	55	710	92.00%	8.00%
	Unknown	2015	215	20	235	91.10%	8.90%
		2016	115	10	125	90.50%	9.50%
		2017	150	10	160	93.20%	6.80%
MSD	BME	2015	455	40	495	92.30%	7.70%
		2016	515	50	560	91.40%	8.60%
		2017	530	45	570	92.30%	7.70%
	White	2015	1655	285	1940	85.30%	14.70%
		2016	1790	300	2095	85.60%	14.40%
		2017	1700	295	1995	85.20%	14.80%
	Unknown	2015	420	65	480	86.90%	13.10%

			Full time N	Part time N	Total N	Full time %	Part time %
		2016	210	40	255	83.40%	16.60%
		2017	265	50	315	83.50%	16.50%
SSD	BME	2015	50	55	110	92.60%	7.40%
		2016	65	70	140	88.70%	11.30%
		2017	60	70	135	88.20%	11.80%
	White	2015	200	285	570	70.80%	29.20%
		2016	235	335	665	71.20%	28.80%
		2017	220	310	620	71.60%	28.40%
	Unknown	2015	105	135	270	79.90%	20.10%
		2016	40	55	115	73.70%	26.30%
		2017	45	65	130	70.30%	29.70%

Table 57: UK research staff working patterns by division, 2015-17

			Full time N	Part time N	Total N	Full time %	Part time %
Hums	BME	2015	0	0	0	100.00%	0.00%
		2016	0	0	0	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%
	White	2015	45	10	55	81.50%	18.50%
		2016	50	20	70	70.80%	29.20%
		2017	45	20	65	71.20%	28.80%
	Unknown	2015	15	0	20	88.90%	11.10%
		2016	5	0	5	71.40%	28.60%
		2017	5	0	10	77.80%	22.20%
MPLS	BME	2015	40	0	45	95.50%	4.50%
		2016	40	5	45	88.90%	11.10%
		2017	35	5	35	89.20%	10.80%
	White	2015	250	40	290	86.30%	13.70%
		2016	275	50	325	84.10%	15.90%
		2017	265	35	300	88.00%	12.00%
	Unknown	2015	40	5	45	89.40%	10.60%
		2016	15	5	15	76.50%	23.50%
		2017	15	5	20	85.00%	15.00%
MSD	BME	2015	145	20	170	87.50%	12.50%
		2016	155	25	180	87.20%	12.80%
		2017	165	15	180	90.60%	9.40%
	White	2015	865	225	1085	79.40%	20.60%
		2016	880	230	1110	79.20%	20.80%
		2017	850	215	1065	79.60%	20.40%
	Unknown	2015	115	25	140	82.00%	18.00%
		2016	50	10	60	83.10%	16.90%
		2017	40	10	50	82.00%	18.00%
SSD	BME	2015	5	0	5	80.00%	20.00%
		2016	5	5	10	66.70%	33.30%

			Full time N	Part time N	Total N	Full time %	Part time %
	White	2017	10	0	10	81.80%	18.20%
		2015	80	45	120	64.50%	35.50%
		2016	95	50	145	66.20%	33.80%
	Unknown	2017	90	40	130	69.50%	30.50%
		2015	20	5	25	74.10%	25.90%
		2016	5	0	10	75.00%	25.00%
		2017	5	5	10	55.60%	44.40%

Table 58: Non-UK research staff working patterns by division, 2015-17

			Full time N	Part time N	Total N	Full time %	Part time %
Hums	BME	2015	5	0	5	100.00%	0.00%
		2016	10	0	10	88.90%	11.10%
		2017	5	0	10	77.80%	22.20%
	White	2015	50	15	65	77.30%	22.70%
		2016	55	15	70	76.40%	23.60%
		2017	45	20	65	71.90%	28.10%
	Unknown	2015	10	0	15	85.70%	14.30%
		2016	10	0	10	80.00%	20.00%
		2017	10	0	10	80.00%	20.00%
MPLS	BME	2015	170	5	175	96.60%	3.40%
		2016	215	5	220	96.80%	3.20%
		2017	240	10	245	96.80%	3.20%
	White	2015	365	20	385	95.10%	4.90%
		2016	405	25	430	94.60%	5.40%
		2017	390	20	410	94.90%	5.10%
	Unknown	2015	75	5	80	91.30%	8.80%
		2016	40	5	45	85.10%	14.90%
		2017	45	5	50	93.90%	6.10%
MSD	BME	2015	310	15	325	94.80%	5.20%
		2016	355	25	380	93.40%	6.60%
		2017	365	25	390	93.10%	6.90%
	White	2015	785	60	850	92.80%	7.20%
		2016	900	70	970	92.80%	7.20%
		2017	845	80	920	91.50%	8.50%
	Unknown	2015	130	10	140	94.20%	5.80%
		2016	65	5	70	90.00%	10.00%
		2017	65	5	70	91.50%	8.50%
SSD	BME	2015	45	5	50	93.90%	6.10%
		2016	55	5	60	91.90%	8.10%

			Full time N	Part time N	Total N	Full time %	Part time %
		2017	50	5	55	89.30%	10.70%
	White	2015	120	40	160	75.30%	24.70%
		2016	140	45	185	74.60%	25.40%
		2017	130	50	180	72.60%	27.40%
	Unknown	2015	35	5	40	87.80%	12.20%
		2016	15	5	25	73.90%	26.10%
		2017	15	5	25	69.60%	30.40%

Table 59: All research staff working patterns by grade, 2015-17

			Full time N	Part time N	Total N	Full time %	Part time %
Grade 6	BME	2015	80	10	90	87.60%	12.40%
		2016	80	15	90	85.70%	14.30%
		2017	75	15	90	83.10%	16.90%
	White	2015	280	85	365	76.90%	23.10%
		2016	300	70	370	81.40%	18.60%
		2017	280	60	340	81.80%	18.20%
	Unknown	2015	65	20	80	77.80%	22.20%
		2016	25	10	35	67.60%	32.40%
		2017	35	20	55	66.00%	34.00%
Grade 7	BME	2015	480	15	490	97.20%	2.80%
		2016	555	25	585	95.50%	4.50%
		2017	590	25	615	96.10%	3.90%
	White	2015	1455	195	1650	88.30%	11.70%
		2016	1585	210	1790	88.30%	11.70%
		2017	1530	190	1725	88.90%	11.10%
	Unknown	2015	435	35	475	92.20%	7.80%
		2016	215	25	240	89.50%	10.50%
		2017	270	35	305	89.10%	10.90%
Grade 8	BME	2015	65	15	80	83.30%	16.70%
		2016	80	15	100	82.80%	17.20%
		2017	90	10	105	88.50%	11.50%
	White	2015	390	90	480	80.80%	19.20%
		2016	410	110	525	78.60%	21.40%
		2017	390	110	500	78.10%	21.90%
	Unknown	2015	100	20	120	84.70%	15.30%
		2016	55	10	65	87.70%	12.30%
		2017	65	15	80	83.50%	16.50%
Grade 9	BME	2015	20	0	20	95.20%	4.80%

			Full time	Part time	Total	Full time	Part time
			N	N	N	%	%
		2016	25	0	25	92.60%	7.40%
		2017	20	5	20	85.70%	14.30%
	White	2015	125	20	145	85.60%	14.40%
		2016	150	35	185	82.20%	17.80%
		2017	155	35	190	81.40%	18.60%
	Unknown	2015	25	5	30	82.80%	17.20%
		2016	10	5	15	64.30%	35.70%
		2017	10	5	15	73.30%	26.70%
	Grade 10	BME	2015	5	0	5	100.00%
2016			10	0	10	100.00%	0.00%
2017			10	0	10	90.90%	9.10%
White		2015	70	10	80	87.80%	12.20%
		2016	75	15	95	82.80%	17.20%
		2017	70	15	85	80.00%	20.00%
Unknown		2015	15	5	25	69.60%	30.40%
		2016	5	5	10	62.50%	37.50%
		2017	5	5	10	63.60%	36.40%

Table 60: UK research staff working patterns by grade, 2015-17

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	%	%
Grade 6	BME	2015	30	5	35	84.80%	15.20%
		2016	25	5	30	86.70%	13.30%
		2017	35	0	35	94.30%	5.70%
	White	2015	170	55	220	76.10%	23.90%
		2016	165	45	210	78.10%	21.90%
		2017	155	35	190	81.80%	18.20%
	Unknown	2015	25	5	30	85.70%	14.30%
		2016	5	5	5	57.10%	42.90%
		2017	5	5	10	60.00%	40.00%
Grade 7	BME	2015	90	5	95	95.80%	4.20%
		2016	90	10	100	90.00%	10.00%
		2017	95	5	100	93.10%	6.90%
	White	2015	590	125	715	82.50%	17.50%
		2016	620	130	750	82.60%	17.40%
		2017	605	115	720	84.10%	15.90%
	Unknown	2015	85	15	100	85.70%	14.30%
		2016	35	10	40	81.00%	19.00%
		2017	35	10	45	79.50%	20.50%

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	%	%
Grade 8	BME	2015	20	5	25	81.50%	18.50%
		2016	30	5	35	82.40%	17.60%
		2017	25	5	30	87.10%	12.90%
	White	2015	215	75	285	74.50%	25.50%
		2016	220	85	300	72.20%	27.80%
		2017	210	85	295	71.40%	28.60%
	Unknown	2015	40	10	45	80.90%	19.10%
		2016	20	0	20	90.90%	9.10%
		2017	15	5	15	82.40%	17.60%
Grade 9	BME	2015	10	0	10	88.90%	11.10%
		2016	10	0	10	83.30%	16.70%
		2017	5	0	5	71.40%	28.60%
	White	2015	75	20	90	79.30%	20.70%
		2016	80	25	110	75.90%	24.10%
		2017	80	20	100	78.40%	21.60%
	Unknown	2015	10	5	15	76.90%	23.10%
		2016	0	0	5	50.00%	50.00%
		2017	5	0	5	60.00%	40.00%
Grade 10	BME	2015	5	0	5	100.00%	0.00%
		2016	10	0	10	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%
	White	2015	50	10	60	84.70%	15.30%
		2016	50	15	65	80.00%	20.00%
		2017	45	10	60	79.30%	20.70%
	Unknown	2015	5	0	5	80.00%	20.00%
		2016	0	0	0	100.00%	0.00%
		2017	0	0	0	100.00%	0.00%

Table 61: Non-UK research staff working patterns by grade, 2015-17

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	%	%
Grade 6	BME	2015	50	5	55	89.30%	10.70%
		2016	50	10	60	85.20%	14.80%
		2017	40	15	55	75.90%	24.10%
	White	2015	110	30	140	78.00%	22.00%
		2016	135	25	160	85.60%	14.40%
		2017	120	25	150	81.80%	18.20%
	Unknown	2015	15	5	20	68.40%	31.60%
		2016	5	5	10	63.60%	36.40%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
Grade 7	BME	2017	5	5	10	63.60%	36.40%
		2015	385	10	395	97.50%	2.50%
		2016	465	15	480	96.70%	3.30%
	White	2017	495	15	510	96.70%	3.30%
		2015	860	70	930	92.70%	7.30%
		2016	955	75	1030	92.50%	7.50%
	Unknown	2017	920	75	995	92.30%	7.70%
		2015	170	5	175	97.10%	2.90%
		2016	90	10	100	88.20%	11.80%
Grade 8	BME	2017	105	10	115	92.10%	7.90%
		2015	45	10	50	84.30%	15.70%
		2016	50	10	65	82.50%	17.50%
	White	2017	65	10	70	88.90%	11.10%
		2015	175	20	190	90.10%	9.90%
		2016	190	30	220	87.30%	12.70%
	Unknown	2017	180	25	205	87.70%	12.30%
		2015	40	5	40	92.90%	7.10%
		2016	20	5	25	87.50%	12.50%
Grade 9	BME	2017	20	0	20	90.00%	10.00%
		2015	10	0	10	100.00%	0.00%
		2016	15	0	15	100.00%	0.00%
	White	2017	15	0	15	92.90%	7.10%
		2015	50	0	55	96.20%	3.80%
		2016	70	5	75	90.90%	9.10%
	Unknown	2017	75	15	85	84.90%	15.10%
		2015	10	0	10	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%
Grade 10	BME	2017	0	0	5	66.70%	33.30%
		2015	0	0	0	0.00%	0.00%
		2016	0	0	0	100.00%	0.00%
	White	2017	5	0	5	75.00%	25.00%
		2015	20	0	25	95.70%	4.30%
		2016	25	5	30	89.30%	10.70%
	Unknown	2017	20	5	25	81.50%	18.50%
		2015	5	0	10	75.00%	25.00%
		2016	0	0	5	66.70%	33.30%
		2017	0	0	5	66.70%	33.30%

ACADEMIC AND RESEARCH STAFF TURNOVER TABLES 62-73

Turnover of academic staff is very low [Table 62]. It is, unsurprisingly, slightly higher for non-UK academics [Table 64], with an ethnicity gap (non-UK-BME (13%) and non-UK-White (8%)). Research staff turnover is higher [Table 62], with only a very slight difference in ethnicity for both UK researchers (23% UK-BME and 21% UK-White) [Table 63] and non-UK (26% non-UK-BME and 29% non-UK-White) [Table 64].

Low turnover of academic and research staff makes analysis difficult. High turnover of DLs and researchers [Table 65, Table 66, Table 67, Table 69, Table 70] is to be expected given the fixed-term nature of the role and the fact that research staff are an inherently mobile group, with movement between institutions an expected part of their careers. Turnover is related to duration of grant funding, explaining the generally higher turnover in Humanities and SSD [Table 71, Table 72, Table 73], where contracts tend to be shorter than in other disciplines, but numbers are too small to draw firm conclusions on differences in ethnicity.

ACADEMIC AND RESEARCH STAFF TURNOVER: DATA

Table 62: All academic and research staff turnover, 2015-17

		Leavers			Staff in post			Turnover		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Academic	BME	10	10	15	135	150	155	8.80%	7.40%	9.00%
	White	90	105	125	1505	1690	1730	6.10%	6.20%	7.20%
	Unknown	35	20	15	375	195	200	9.00%	11.20%	7.50%
Researcher	BME	165	220	225	715	870	895	22.80%	25.10%	25.00%
	White	645	730	815	3040	3280	3300	21.30%	22.30%	24.70%
	Unknown	200	185	175	740	470	465	26.90%	39.60%	37.30%

Table 63: UK academic and research staff turnover, 2015-17

		Leavers			Staff in post			Turnover		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Academic	BME	5	5	5	65	70	70	11.10%	5.70%	4.20%
	White	55	65	80	1015	1110	1125	5.30%	5.80%	6.90%
	Unknown	15	10	5	190	100	100	8.50%	7.90%	4.00%
Researcher	BME	45	60	50	220	245	230	20.90%	25.40%	22.50%
	White	315	315	340	1640	1660	1640	19.10%	19.00%	20.90%
	Unknown	45	40	30	225	115	95	20.80%	36.50%	34.00%

Table 64: Non-UK academic and research staff turnover, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Academic	BME	5	5	10	70	80	85	6.90%	9.00%	12.90%
	White	35	40	45	470	565	595	7.40%	7.30%	7.80%
	Unknown	10	10	5	115	55	45	8.70%	19.60%	8.50%
Researcher	BME	115	155	170	495	620	660	23.70%	25.10%	25.80%
	White	330	410	470	1390	1605	1650	23.90%	25.60%	28.60%
	Unknown	80	65	50	285	170	150	28.60%	38.70%	33.80%

Table 65: All academic staff turnover by grade, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
DL	BME	5	5	5	10	10	15	36.40%	27.30%	30.80%
	White	15	30	45	105	120	135	16.30%	26.10%	32.80%
	Unknown	10	10	0	15	15	5	62.50%	64.30%	0.00%
	<i>DL total</i>	30	45	50	130	145	155	23.70%	29.90%	31.40%
AP	BME	0	0	0	50	60	55	1.90%	3.40%	3.80%
	White	15	10	20	500	560	555	3.20%	1.60%	3.80%
	Unknown	5	5	5	140	65	65	2.80%	4.80%	7.80%
	<i>AP total</i>	20	15	30	695	680	670	3.00%	2.10%	4.20%
TP	BME	5	5	5	45	50	55	6.70%	6.30%	10.70%
	White	25	40	35	630	730	760	4.30%	5.20%	4.70%
	Unknown	5	5	5	140	80	90	5.00%	5.10%	6.70%
	<i>TP total</i>	35	45	50	815	855	905	4.50%	5.30%	5.30%
SP	BME	0	0	0	10	10	10	10.00%	0.00%	8.30%
	White	15	15	15	185	205	205	8.60%	6.40%	6.80%
	Unknown	5	0	0	60	30	30	11.70%	7.10%	6.70%
	<i>SP total</i>	25	15	15	255	245	250	9.40%	6.20%	6.90%

Table 66: UK academic staff turnover by grade, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
DL	BME	0	0	0	0	0	0	100.00%	100.00%	0.00%
	White	10	15	20	50	55	70	18.40%	25.00%	28.60%
	Unknown	5	0	0	5	5	5	50.00%	50.00%	0.00%
	<i>DL total</i>	15	15	20	55	60	75	24.60%	27.90%	26.00%
AP	BME	0	0	0	25	30	25	4.00%	3.30%	3.80%
	White	5	5	15	305	330	315	2.30%	1.50%	5.10%
	Unknown	0	0	0	65	25	25	3.10%	7.70%	4.20%

		Leavers			Staff in post			Turnover		
		N			N			%		
	<i>AP total</i>	10	10	20	395	385	365	2.50%	2.10%	4.90%
TP	BME	0	0	0	25	25	30	4.30%	0.00%	6.90%
	White	20	30	30	480	540	550	4.20%	5.90%	5.30%
	Unknown	5	0	0	85	55	55	3.60%	3.80%	3.70%
	<i>TP total</i>	25	35	35	585	620	635	4.10%	5.50%	5.20%
SP	BME	0	0	0	5	5	5	25.00%	0.00%	0.00%
	White	10	10	10	140	145	150	7.90%	5.50%	7.40%
	Unknown	5	0	0	25	10	10	16.00%	0.00%	0.00%
	<i>SP total</i>	15	10	10	170	160	165	9.50%	4.90%	6.60%

Table 67: Non-UK academic staff turnover by grade, 2015-17

		Leavers			Staff in post			Turnover		
		N			N			%		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
DL	BME	0	0	5	10	10	10	22.20%	20.00%	36.40%
	White	5	15	25	55	60	65	13.00%	27.40%	36.50%
	Unknown	5	5	0	5	5	0	71.40%	100.00%	0.00%
	<i>DL total</i>	15	25	25	70	80	75	20.00%	32.10%	36.50%
AP	BME	0	0	0	25	30	25	0.00%	3.60%	3.70%
	White	10	5	5	180	225	235	4.40%	1.80%	2.10%
	Unknown	0	0	0	50	20	20	2.00%	4.50%	10.00%
	<i>AP total</i>	10	5	10	255	275	280	3.50%	2.20%	2.80%
TP	BME	0	5	5	20	25	25	9.10%	12.50%	14.80%
	White	5	5	5	150	185	205	4.60%	3.20%	3.40%
	Unknown	5	0	0	35	15	15	9.10%	7.10%	13.30%
	<i>TP total</i>	10	10	15	205	225	245	5.80%	4.50%	5.30%
SP	BME	0	0	0	5	5	5	0.00%	0.00%	14.30%
	White	5	5	5	45	60	55	10.60%	8.60%	5.40%
	Unknown	0	0	0	15	10	10	6.30%	18.20%	0.00%
	<i>SP total</i>	5	5	5	70	75	75	8.70%	9.30%	5.50%

Table 68: All research staff turnover by grade, 2015-17

		Leavers			Staff in post			Turnover		
		N			N			%		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Grade 6	BME	25	25	20	80	90	90	29.30%	30.00%	22.70%
	White	105	115	130	365	355	360	29.00%	32.70%	36.00%
	Unknown	25	20	30	50	45	35	45.10%	45.70%	91.20%
	<i>Total</i>	155	165	180	500	490	480	30.70%	33.40%	37.50%

		Leavers			Staff in post			Turnover		
		N	N	N	N	N	N	%	%	%
Grade 7	BME	95	140	160	435	545	575	22.40%	26.00%	27.90%
	White	405	470	500	1645	1785	1775	24.50%	26.20%	28.20%
	Unknown	125	100	100	370	240	240	33.30%	42.10%	41.00%
	<i>Total</i>	625	710	760	2450	2570	2590	25.40%	27.70%	29.30%
Grade 8	BME	15	20	20	80	90	95	16.70%	19.80%	18.60%
	White	50	60	65	485	510	515	10.70%	11.40%	13.00%
	Unknown	5	15	15	100	65	60	6.10%	22.20%	22.40%
	<i>Total</i>	70	90	100	660	665	670	10.80%	13.60%	14.60%
Grade 9	BME	0	0	5	15	25	25	6.30%	4.30%	18.50%
	White	10	10	30	150	165	185	8.10%	4.80%	15.70%
	Unknown	5	5	5	30	15	15	10.70%	30.80%	20.00%
	<i>Total</i>	15	15	35	190	205	225	8.30%	6.40%	16.30%
Grade 10	BME	0	0	0	5	10	10	0.00%	0.00%	0.00%
	White	5	5	10	75	95	90	6.70%	4.20%	10.00%
	Unknown	0	5	0	20	5	10	11.10%	42.90%	11.10%
	<i>Total</i>	5	5	10	100	110	105	7.10%	6.30%	9.30%

Table 69: UK research staff turnover by grade, 2015-17

		Leavers			Staff in post			Turnover		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Grade 6	BME	5	10	5	30	30	30	24.10%	35.50%	20.00%
	White	70	55	65	240	210	205	28.90%	27.10%	32.20%
	Unknown	5	5	5	20	15	5	21.10%	35.30%	42.90%
	<i>Total</i>	80	75	75	285	260	240	27.90%	28.70%	31.00%
Grade 7	BME	20	30	25	90	105	100	22.80%	28.00%	26.30%
	White	165	180	180	760	765	740	21.90%	23.50%	24.40%
	Unknown	30	20	15	95	45	45	31.30%	45.50%	34.10%
	<i>Total</i>	220	230	220	950	915	885	22.90%	25.10%	25.10%
Grade 8	BME	5	5	5	25	30	30	11.50%	21.90%	21.90%
	White	25	30	25	295	300	295	9.20%	10.60%	8.40%
	Unknown	0	5	5	40	25	20	0.00%	24.00%	33.30%
	<i>Total</i>	30	45	40	360	360	345	8.30%	12.60%	11.00%
Grade 9	BME	0	0	5	10	10	10	0.00%	0.00%	33.30%
	White	10	5	20	95	105	105	9.50%	4.90%	18.10%
	Unknown	5	0	0	15	5	5	17.60%	0.00%	16.70%
	<i>Total</i>	10	5	25	120	120	125	10.00%	4.20%	19.50%
Grade 10	BME	0	0	0	5	10	5	0.00%	0.00%	0.00%
	White	5	5	10	55	70	65	7.30%	4.40%	12.50%
	Unknown	0	0	0	5	0	0	20.00%	0.00%	0.00%

		Leavers			Staff in post			Turnover		
		N			N			%		
	<i>Total</i>	5	5	10	65	75	75	7.60%	3.90%	11.00%

Table 70: Non-UK research staff turnover by grade, 2015-17

		Leavers			Staff in post			Turnover		
		N			N			%		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Grade 6	BME	15	15	15	55	60	60	32.10%	27.10%	24.10%
	White	35	60	65	125	145	155	29.10%	40.70%	41.20%
	Unknown	10	0	10	20	10	10	57.10%	16.70%	100.00%
	<i>Total</i>	65	75	90	200	215	220	32.80%	35.60%	39.60%
Grade 7	BME	75	110	135	340	440	475	22.40%	25.60%	28.30%
	White	235	285	320	880	1005	1030	26.70%	28.30%	30.90%
	Unknown	55	45	30	170	105	100	32.10%	43.90%	30.40%
	<i>Total</i>	365	445	485	1385	1550	1605	26.30%	28.60%	30.10%
Grade 8	BME	10	10	10	50	60	65	19.20%	19.00%	15.90%
	White	25	25	40	190	205	215	13.20%	12.10%	18.90%
	Unknown	5	5	5	40	25	20	7.90%	23.10%	13.60%
	<i>Total</i>	40	40	55	280	290	300	13.60%	14.40%	17.90%
Grade 9	BME	0	0	0	10	10	15	12.50%	8.30%	6.70%
	White	5	5	10	50	65	80	5.80%	4.80%	12.50%
	Unknown	0	0	0	10	5	0	0.00%	50.00%	0.00%
	<i>Total</i>	5	5	10	70	80	95	5.90%	7.60%	11.30%
Grade 10	BME	0	0	0	0	0	0	0.00%	0.00%	0.00%
	White	0	0	0	20	25	25	5.00%	3.70%	3.80%
	Unknown	0	0	0	10	5	5	12.50%	25.00%	0.00%
	<i>Total</i>	0	0	0	30	30	30	7.10%	6.30%	3.30%

Table 71: All academic and research staff turnover by division, 2015-17

		Leavers			Staff in post			Turnover		
		N			N			%		
<i>Academics</i>		2015	2016	2017	2015	2016	2017	2015	2016	2017
Hums	BME	0	0	5	25	25	25	8.70%	4.20%	11.10%
	White	30	35	45	370	425	425	7.90%	8.70%	10.30%
	Unknown	10	5	5	100	55	50	10.20%	12.70%	8.30%
	<i>Hums total</i>	40	45	50	490	505	500	8.40%	8.90%	10.20%
MPLS	BME	0	0	5	35	40	45	5.60%	0.00%	8.70%
	White	20	15	25	445	480	490	4.70%	2.70%	4.70%
	Unknown	5	5	5	100	50	50	7.10%	6.10%	6.00%
	<i>MPLS total</i>	30	15	30	575	565	585	5.20%	2.80%	5.10%
MSD	BME	0	0	0	30	35	40	6.70%	5.40%	2.50%

	White	15	25	15	330	370	385	3.90%	6.30%	4.20%
	Unknown	0	5	0	65	30	35	3.10%	12.50%	5.70%
	<i>MSD total</i>	15	30	20	425	435	460	4.00%	6.60%	4.10%
SSD	BME	5	10	5	45	45	40	13.00%	17.00%	14.60%
	White	25	30	40	335	385	400	8.10%	7.60%	10.30%
	Unknown	15	10	5	110	60	65	13.50%	13.80%	7.80%
	<i>SSD total</i>	50	45	50	490	490	505	9.80%	9.20%	10.30%
Researchers		2015	2016	2017	2015	2016	2017	2015	2016	2017
Hums	BME	5	5	5	10	10	10	66.70%	45.50%	40.00%
	White	40	40	55	125	140	145	30.90%	28.80%	37.50%
	Unknown	20	15	10	55	40	30	36.40%	43.60%	34.40%
	<i>Hums total</i>	65	60	70	185	190	185	34.20%	32.80%	37.10%
MPLS	BME	45	70	70	180	240	260	24.20%	29.80%	26.40%
	White	185	230	230	670	755	750	27.50%	30.60%	30.70%
	Unknown	90	70	70	205	125	125	44.80%	54.00%	56.30%
	<i>MPLS total</i>	320	370	370	1055	1125	1135	30.30%	33.00%	32.60%
MSD	BME	95	120	115	475	545	550	20.10%	22.40%	21.00%
	White	350	365	420	1945	2030	2060	17.90%	17.90%	20.50%
	Unknown	65	70	70	385	235	245	17.20%	29.50%	27.90%
	<i>MSD total</i>	510	555	605	2800	2810	2855	18.20%	19.80%	21.20%
SSD	BME	20	15	35	50	70	65	37.50%	25.00%	50.70%
	White	75	95	105	285	335	330	26.60%	28.40%	32.00%
	Unknown	20	30	20	95	65	55	22.70%	47.80%	40.00%
	<i>SSD total</i>	115	145	160	430	470	450	26.90%	30.60%	35.80%

Table 72: UK academic and research staff turnover by division, 2015-17

		Leavers N			Staff in post N			Turnover %		
<i>Academics</i>		2015	2016	2017	2015	2016	2017	2015	2016	2017
Hums	BME	0	0	0	15	10	10	14.30%	8.30%	8.30%
	White	25	25	25	265	285	285	8.70%	8.00%	8.80%
	Unknown	5	0	0	45	25	25	6.80%	4.30%	8.30%
	<i>Hums total</i>	30	25	30	320	320	320	8.70%	7.80%	8.70%
MPLS	BME	0	0	0	15	15	15	14.30%	0.00%	0.00%
	White	10	5	15	275	295	300	3.30%	2.40%	4.30%
	Unknown	5	0	0	55	30	30	10.50%	6.30%	0.00%
	<i>MPLS total</i>	15	10	15	345	345	345	4.90%	2.60%	3.70%
MSD	BME	0	0	0	20	30	30	9.10%	7.10%	3.30%

		Leavers			Staff in post			Turnover		
		N			N			%		
	White	10	20	15	260	285	295	3.10%	6.30%	4.40%
	Unknown	0	0	0	45	20	20	2.20%	9.10%	0.00%
	<i>MSD total</i>	10	20	15	330	335	345	3.40%	6.50%	4.00%
SSD	BME	0	0	0	10	15	15	8.30%	7.10%	7.70%
	White	10	15	25	195	215	215	6.10%	6.10%	12.10%
	Unknown	5	5	0	35	25	20	16.20%	13.00%	4.50%
	<i>SSD total</i>	20	15	30	245	250	250	7.80%	6.80%	11.20%
Hums	BME	0	0	0	5	5	0	66.70%	66.70%	0.00%
	White	20	15	30	65	70	70	33.30%	23.50%	40.80%
	Unknown	5	5	0	20	10	5	38.90%	45.50%	28.60%
	<i>Hums total</i>	30	25	30	85	80	80	35.70%	28.00%	39.20%
MPLS	BME	5	10	15	35	50	45	13.90%	20.80%	37.20%
	White	70	90	75	300	330	315	23.20%	27.50%	24.10%
	Unknown	15	15	5	40	20	15	38.10%	72.70%	43.80%
	<i>MPLS total</i>	90	115	100	380	400	375	23.90%	29.20%	26.40%
MSD	BME	35	45	30	175	185	175	20.70%	25.30%	17.70%
	White	190	180	190	1130	1100	1095	16.80%	16.20%	17.20%
	Unknown	20	15	20	140	70	60	13.80%	24.60%	33.30%
	<i>MSD total</i>	245	240	240	1440	1355	1330	17.00%	17.90%	18.00%
SSD	BME	5	5	5	5	5	10	50.00%	50.00%	55.60%
	White	30	30	45	135	145	145	23.50%	21.10%	30.30%
	Unknown	5	5	5	25	10	10	19.20%	36.40%	33.30%
	<i>SSD total</i>	40	40	50	170	165	165	23.80%	23.20%	31.90%

Table 73: Non-UK academic staff turnover by division, 2015-17

		Leavers			Staff in post			Turnover		
		N			N			%		
<i>Academics</i>		2015	2016	2017	2015	2016	2017	2015	2016	2017
Hums	BME	0	0	0	10	10	15	0.00%	0.00%	13.30%
	White	5	15	20	105	135	135	4.70%	10.40%	13.30%
	Unknown	5	5	0	40	20	15	10.50%	22.70%	6.30%
	<i>Hums total</i>	10	20	20	150	170	165	5.90%	11.30%	12.70%
MPLS	BME	0	0	5	20	25	30	0.00%	0.00%	12.50%
	White	10	5	10	155	180	185	7.10%	3.40%	5.40%
	Unknown	0	0	0	30	10	10	3.60%	10.00%	0.00%

		Leavers			Staff in post			Turnover		
		N			N			%		
	<i>MPLS total</i>	10	5	15	205	210	225	5.90%	3.30%	6.20%
MSD	BME	0	0	0	10	10	10	0.00%	0.00%	0.00%
	White	5	5	5	70	80	85	5.80%	6.30%	3.50%
	Unknown	0	0	0	10	5	5	0.00%	20.00%	20.00%
	<i>MSD total</i>	5	5	5	90	95	100	4.50%	6.50%	4.00%
SSD	BME	5	5	5	35	35	30	14.70%	21.20%	17.90%
	White	15	15	15	135	165	180	10.90%	9.60%	8.20%
	Unknown	5	5	0	40	20	15	13.20%	21.10%	11.80%
	<i>SSD total</i>	25	25	20	210	220	225	12.00%	12.30%	9.70%
Hums	BME	5	5	5	5	10	10	66.70%	37.50%	44.40%
	White	15	25	25	60	70	75	28.30%	33.80%	34.20%
	Unknown	10	5	5	20	15	10	50.00%	38.50%	30.00%
	<i>Hums total</i>	30	30	30	85	90	90	35.70%	34.80%	34.80%
MPLS	BME	40	60	55	145	195	215	26.70%	32.00%	24.40%
	White	115	135	155	365	420	430	30.90%	32.60%	35.60%
	Unknown	40	30	30	90	50	50	46.10%	55.80%	58.30%
	<i>MPLS total</i>	195	230	235	600	665	695	32.10%	34.20%	33.70%
MSD	BME	60	75	85	300	355	375	19.80%	21.10%	22.50%
	White	160	185	230	810	920	960	19.50%	20.00%	24.20%
	Unknown	20	20	15	135	75	70	16.50%	23.40%	20.60%
	<i>MSD total</i>	240	275	330	1240	1350	1400	19.30%	20.50%	23.60%
SSD	BME	15	15	30	40	60	60	35.70%	22.60%	50.00%
	White	45	65	60	150	185	180	29.50%	34.20%	33.90%
	Unknown	10	15	5	45	25	20	20.90%	50.00%	23.80%
	<i>SSD total</i>	70	90	95	235	275	260	29.10%	33.10%	36.70%

4B PROFESSIONAL AND SUPPORT STAFF TABLES 74-86

In 2017, 9% of all P&S staff were BME [Table 75: All P&S staff, 2015-17]; 6% UK [Table 76: UK P&S staff, 2015-17] and 21% non-UK [Table 77: Non-UK P&S staff, 2015-17]. A large proportion of UK-BME staff are of Asian and Mixed ethnicities, with smaller numbers of Black and Chinese staff [Table 78, Table 79]. Among non-UK staff, Asian is the largest BME group, followed by Chinese, Black, Mixed, and Other staff [Table 80].

Benchmarking our P&S staff is challenging. We employ a higher percentage of BME staff than the County and City Councils, but fewer than the OUH (non-clinical staff). So while percentages of BME staff are representative of the county as a whole, the proportion of BME staff is under-represented relative to Oxford city.

Objective 4

Increase the proportion of BME professional and support staff, particularly at Grades 8 and above.

Table 74: BME employees in Oxford and local comparators

	% BME all staff	% BME admin/support
University of Oxford	13%	9%
Oxford Brookes	10%	9%
University of Reading	12%	13%
City of Oxford Council	7%	
Oxfordshire County Council	6%	
OUH non-clinical staff	12%	

Proportions of BME P&S staff vary little across academic divisions, and are somewhat lower in administrative divisions [Table 82, Table 83, Table 84]. The proportion of BME P&S staff decreases in higher grades [Table 85, Table 86], with a less linear drop among non-UK P&S staff [Table 87]. While proportions in each grade have increased over three years, we would like to see more reach higher levels.

Action 4.1 Raise the profile of the University as an employer among the local BME community.

Action 4.4 Provide relevant and accessible professional development opportunities for existing BME P&S staff to improve career progression.

4B PROFESSIONAL AND SUPPORT STAFF IN POST: DATA

Figure 13: P&S staff, 2017 snapshot

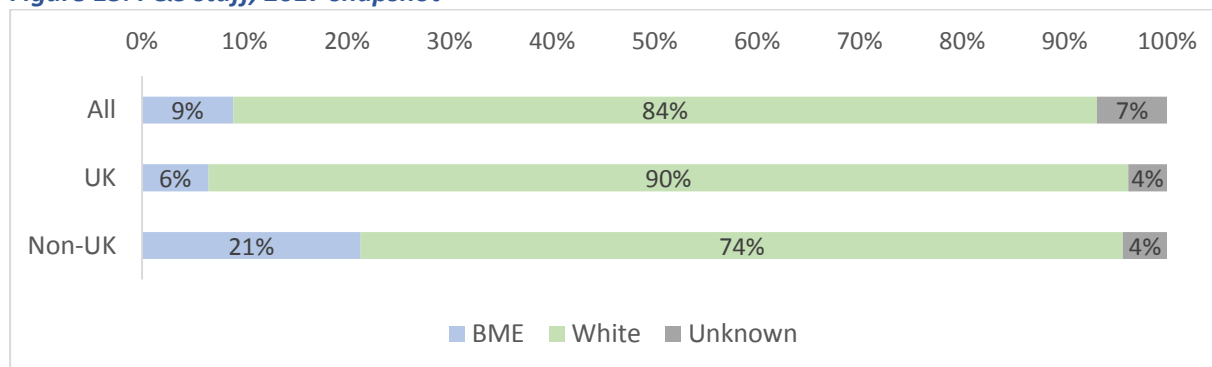


Table 75: All P&S staff, 2015-17

	BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
2015	485	5100	785	6370	7.60%	80.10%	12.30%
2016	580	5695	380	6655	8.70%	85.60%	5.70%
2017	605	5710	465	6780	8.90%	84.20%	6.80%

Table 76: UK P&S staff, 2015-17

	BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
2015	265	4310	415	4990	5.30%	86.40%	8.30%
2016	330	4795	210	5340	6.20%	89.80%	4.00%
2017	350	4820	205	5375	6.50%	89.70%	3.80%

Table 77: Non-UK P&S staff, 2015-17

	BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
2015	215	775	65	1060	20.30%	73.30%	6.30%
2016	245	885	40	1175	21.10%	75.50%	3.40%
2017	255	880	50	1185	21.30%	74.40%	4.30%

Table 78: All professional and support staff in post by ethnic group, 2015-17

	2015		2016		2017	
Arab	5	0.10%	10	0.20%	15	0.20%
Asian	170	2.70%	205	3.10%	210	3.10%
Black	75	1.20%	85	1.30%	90	1.40%

	2015		2016		2017	
Chinese	90	1.40%	95	1.50%	105	1.50%
Mixed	95	1.50%	130	1.90%	130	1.90%
Other	50	0.80%	55	0.80%	55	0.80%
Prefer not to say	550	8.70%	270	4.10%	270	4.00%
Unknown	230	3.60%	110	1.70%	195	2.90%
White	5100	80.10%	5695	85.60%	5710	84.20%
Total	6370	100%	6655	100%	6780	100%

Table 79: UK professional and support staff in post by ethnic group, 2015-17

	2015		2016		2017	
Arab	5	0.10%	5	0.10%	10	0.20%
Asian	100	2.00%	120	2.30%	130	2.40%
Black	40	0.80%	50	0.90%	50	1.00%
Chinese	35	0.70%	40	0.70%	45	0.80%
Mixed	65	1.30%	95	1.80%	95	1.70%
Other	20	0.40%	20	0.40%	20	0.40%
Prefer not to say	375	7.50%	195	3.60%	190	3.50%
Unknown	40	0.80%	15	0.30%	15	0.30%
White	4310	86.40%	4795	89.80%	4820	89.70%
Total	4990	100%	5340	100%	5375	100%

Table 80: Non-UK professional and support staff in post by ethnic group, 2015-17

	2015		2016		2017	
Arab	0	0.20%	5	0.30%	5	0.30%
Asian	70	6.60%	85	7.10%	80	6.80%
Black	30	2.90%	35	3.20%	40	3.40%
Chinese	55	5.30%	60	4.90%	60	5.10%
Mixed	30	2.60%	35	2.80%	35	3.00%
Other	30	2.60%	30	2.70%	30	2.60%
Prefer not to say	60	5.60%	35	3.20%	45	3.80%
Unknown	10	0.80%	5	0.30%	5	0.50%
White	775	73.30%	885	75.50%	880	74.40%
Total	1060	100%	1175	100%	1185	100%

Table 81: All professional and support staff by detailed ethnicity

	2015	2016	2017	2015	2016	2017
	N	N	N	%	%	%
Arab	5	10	15	0.10%	0.20%	0.20%

	2015 N	2016 N	2017 N	2015 %	2016 %	2017 %
Asian or Asian British – Bangladeshi	10	15	15	0.20%	0.20%	0.20%
Asian or Asian British – Indian	85	95	95	1.30%	1.40%	1.40%
Asian or Asian British – Pakistani	25	30	35	0.40%	0.50%	0.50%
Black or Black British – African	45	50	55	0.70%	0.80%	0.80%
Black or Black British – Caribbean	20	25	30	0.30%	0.30%	0.40%
Chinese	90	95	105	1.40%	1.50%	1.50%
Gypsy or traveller	0	0	0	0.00%	0.00%	0.00%
Mixed – Other mixed background	50	65	65	0.80%	1.00%	0.90%
Mixed – White and Asian	30	35	35	0.40%	0.50%	0.50%
Mixed – White and Black African	10	10	15	0.10%	0.20%	0.20%
Mixed – White and Black Caribbean	10	15	15	0.10%	0.20%	0.20%
Other Asian background	50	65	65	0.80%	1.00%	1.00%
Other Black background	10	10	10	0.10%	0.20%	0.10%
White British	4220	4680	4680	66.20%	70.30%	69.10%
White Irish	105	115	105	1.60%	1.70%	1.60%
Other white	780	900	920	12.20%	13.50%	13.60%
Any other ethnic background	50	55	50	0.80%	0.80%	0.80%
Unknown	785	380	465	12.30%	5.70%	6.80%
Total	6370	6655	6780	100.00%	100.00%	100.00%

Figure 14: P&S staff in divisions, 2017 snapshot

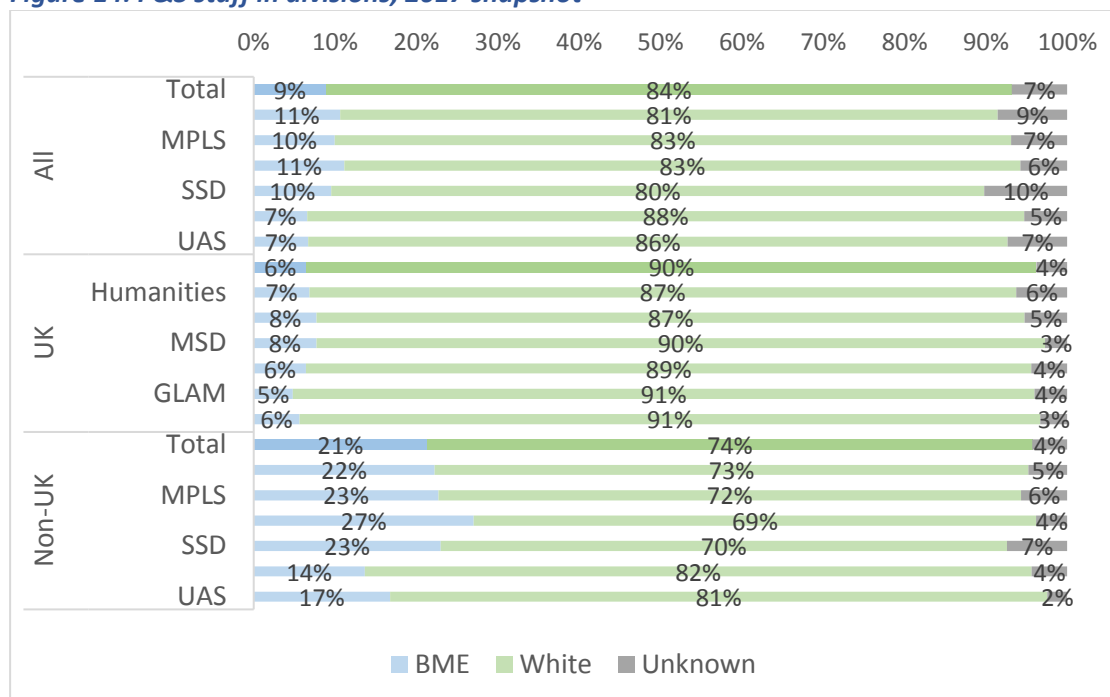


Table 82: All P&S staff by division, 2015-17

	Year	BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
Hums	2015	20	170	30	220	9.60%	77.50%	12.80%
	2016	20	175	15	215	10.20%	81.90%	7.90%
	2017	25	200	20	245	10.60%	80.80%	8.60%
MPLS	2015	60	655	105	820	7.10%	80.00%	12.90%
	2016	75	710	55	840	8.80%	84.40%	6.80%
	2017	90	735	60	885	10.00%	83.10%	6.90%
MSD	2015	175	1355	170	1700	10.20%	79.70%	10.10%
	2016	205	1595	85	1885	10.80%	84.60%	4.60%
	2017	220	1625	115	1960	11.10%	83.10%	5.80%
SSD	2015	55	490	105	650	8.60%	75.00%	16.40%
	2016	70	585	45	705	10.20%	83.10%	6.70%
	2017	70	590	75	735	9.50%	80.30%	10.20%
GLAM	2015	70	920	115	1105	6.40%	83.30%	10.20%
	2016	75	975	60	1110	6.80%	88.00%	5.20%
	2017	75	980	60	1110	6.60%	88.10%	5.30%
UAS	2015	90	1400	240	1730	5.30%	80.90%	13.80%
	2016	120	1535	100	1755	6.70%	87.50%	5.80%
	2017	115	1460	125	1700	6.70%	85.90%	7.40%

Table 83: UK P&S staff by academic division, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Humanities	2015	5	125	15	150	4.70%	85.20%	10.10%
	2016	10	140	5	155	6.40%	89.20%	4.50%
	2017	10	150	10	175	6.90%	86.90%	6.30%
MPLS	2015	35	565	75	675	4.90%	84.10%	11.00%
	2016	45	610	45	700	6.30%	87.50%	6.20%
	2017	55	630	40	725	7.70%	87.00%	5.20%
MSD	2015	95	1130	100	1325	7.10%	85.50%	7.40%
	2016	110	1335	45	1490	7.30%	89.70%	3.00%
	2017	120	1375	40	1535	7.70%	89.60%	2.70%
SSD	2015	30	410	40	485	6.40%	84.90%	8.70%
	2016	40	475	20	535	7.30%	89.10%	3.60%
	2017	35	485	25	545	6.40%	89.20%	4.40%
GLAM	2015	40	735	65	840	4.50%	87.50%	8.00%
	2016	40	785	35	860	4.90%	91.20%	4.00%
	2017	40	795	35	870	4.80%	91.20%	4.00%
UAS	2015	55	1250	110	1410	4.00%	88.40%	7.60%
	2016	80	1365	55	1500	5.40%	90.90%	3.70%
	2017	80	1295	45	1420	5.60%	91.10%	3.30%

Table 84: Non-UK-BME P&S staff by academic division, 2015-17

		BME N	White N	Unknown N	Total N	BME N	White N	Unknow n N
Hums	2015	15	40	5	60	23.30%	70.00%	6.70%
	2016	10	35	5	55	22.60%	67.90%	9.40%
	2017	15	45	5	65	22.20%	73.00%	4.80%
MPLS	2015	25	85	5	115	21.40%	73.50%	5.10%
	2016	30	95	5	130	23.10%	72.30%	4.60%
	2017	30	100	10	140	22.70%	71.60%	5.70%
MSD	2015	80	220	10	310	25.40%	71.10%	3.50%
	2016	95	260	5	360	26.40%	71.90%	1.70%
	2017	100	255	15	365	27.00%	69.10%	3.80%
SSD	2015	25	75	15	115	20.00%	67.00%	13.00%
	2016	35	110	5	150	22.10%	73.80%	4.00%
	2017	35	105	50	190	18.30%	88.20%	26.70%
GLAM	2015	35	180	20	235	14.00%	77.40%	8.50%
	2016	35	190	10	235	14.00%	81.40%	4.70%

		BME N	White N	Unknown N	Total N		BME N	White N	Unknow n N
	2017	30	185	10	225		13.70%	81.90%	4.40%
UAS	2015	35	145	10	190		18.10%	77.10%	4.80%
	2016	35	165	5	210		17.30%	79.80%	2.90%
	2017	35	165	5	205		16.70%	80.80%	2.50%

Figure 15: BME P&S staff by grade, 2017 snapshot

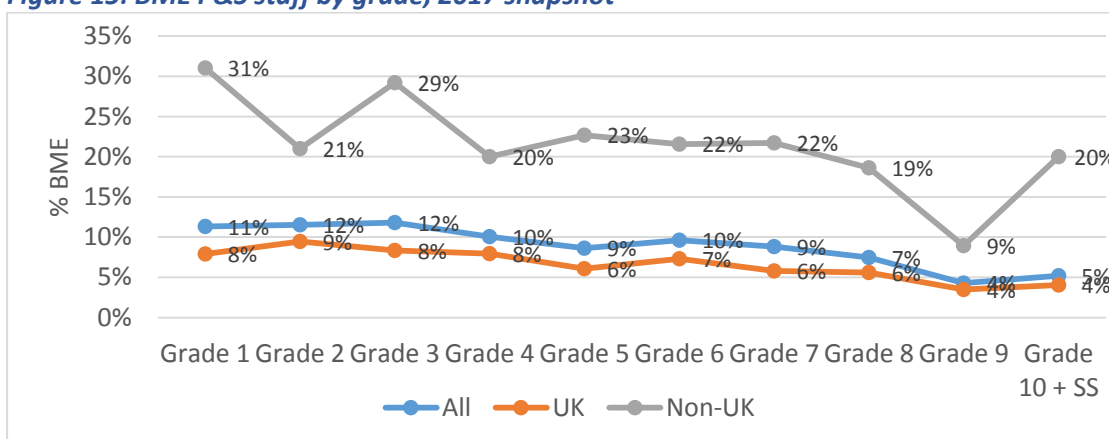


Table 85: All P&S staff by grade, 2015-17

		BME N	White N	Unknown N	Total N	BME N	White N	Unknown N
Grade 1	2015	20	90	20	135	14.90%	68.70%	16.40%
	2016	20	110	25	155	12.20%	71.20%	16.70%
	2017	20	110	35	160	11.30%	67.90%	20.80%
Grade 2	2015	35	270	65	370	8.90%	73.20%	17.90%
	2016	40	300	40	375	10.40%	79.30%	10.40%
	2017	40	255	50	345	11.50%	73.80%	14.70%
Grade 3	2015	45	380	75	500	9.20%	75.70%	15.10%
	2016	50	385	35	470	10.80%	81.40%	7.80%
	2017	60	395	35	490	11.80%	80.90%	7.30%
Grade 4	2015	80	695	120	895	8.80%	77.70%	13.50%
	2016	95	755	45	900	10.70%	84.10%	5.20%
	2017	85	720	60	865	10.00%	83.10%	6.80%
Grade 5	2015	80	940	120	1145	7.10%	82.30%	10.70%
	2016	110	1020	60	1190	9.20%	85.70%	5.10%
	2017	105	1025	70	1195	8.60%	85.60%	5.80%
Grade 6	2015	70	675	80	825	8.20%	81.80%	9.90%
	2016	80	790	40	905	8.80%	86.90%	4.30%

		BME N	White N	Unknown N	Total N	BME N	White N	Unknown N
	2017	90	800	55	945	9.60%	84.70%	5.70%
Grade 7	2015	90	845	115	1050	8.80%	80.30%	10.90%
	2016	100	995	50	1140	8.60%	87.10%	4.30%
	2017	110	1060	55	1220	8.80%	86.60%	4.60%
Grade 8	2015	45	670	75	790	5.90%	84.80%	9.20%
	2016	60	795	35	885	6.50%	89.60%	3.80%
	2017	70	815	50	935	7.50%	87.20%	5.30%
Grade 9	2015	10	280	40	330	3.30%	84.60%	12.00%
	2016	15	305	25	350	4.90%	87.90%	7.20%
	2017	15	305	30	350	4.30%	87.40%	8.30%
Grade 10 + SS	2015	5	210	30	245	2.00%	85.00%	13.00%
	2016	10	210	15	230	3.50%	90.90%	5.60%
	2017	10	200	15	230	5.20%	87.80%	7.00%

Table 86: UK P&S staff by grade, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 1	2015	5	65	10	85	8.30%	79.80%	11.90%
	2016	10	85	5	100	10.10%	83.80%	6.10%
	2017	10	90	5	100	7.90%	88.10%	4.00%
Grade 2	2015	20	210	25	260	7.40%	82.20%	10.50%
	2016	20	240	15	275	7.20%	86.60%	6.20%
	2017	25	200	20	245	9.50%	82.70%	7.80%
Grade 3	2015	20	325	45	390	5.70%	83.30%	11.10%
	2016	25	315	20	360	6.90%	86.90%	6.10%
	2017	30	335	15	385	8.40%	88.00%	3.70%
Grade 4	2015	45	595	75	720	6.30%	83.00%	10.70%
	2016	60	635	30	725	8.30%	87.50%	4.30%
	2017	55	600	25	680	7.90%	88.10%	4.00%
Grade 5	2015	45	805	65	915	4.90%	88.00%	7.10%
	2016	60	860	30	955	6.50%	90.30%	3.10%
	2017	60	875	35	970	6.10%	90.20%	3.70%
Grade 6	2015	45	555	35	635	7.10%	87.40%	5.50%
	2016	50	680	20	750	6.90%	90.50%	2.50%
	2017	55	675	25	755	7.30%	89.60%	3.10%
Grade 7	2015	40	700	70	810	5.20%	86.30%	8.50%
	2016	50	820	35	905	5.40%	90.90%	3.70%
	2017	55	880	30	965	5.80%	91.10%	3.10%

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 8	2015	30	585	40	655	4.60%	89.60%	5.80%
	2016	35	685	25	745	4.60%	92.20%	3.20%
	2017	45	700	25	770	5.60%	91.00%	3.40%
Grade 9	2015	5	240	25	270	2.20%	88.20%	9.60%
	2016	15	260	20	295	4.40%	88.50%	7.10%
	2017	10	255	20	285	3.50%	90.20%	6.30%
Grade 10 + SS	2015	5	190	15	210	1.90%	91.00%	7.10%
	2016	5	185	5	195	2.50%	94.90%	2.50%
	2017	10	185	5	195	4.10%	93.90%	2.00%

Table 87: Non-UK P&S staff by grade, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 1	2015	15	25	5	40	31.00%	59.50%	9.50%
	2016	10	30	0	40	23.70%	73.70%	2.60%
	2017	10	20	0	30	31.00%	65.50%	3.40%
Grade 2	2015	15	55	15	85	16.50%	67.10%	16.50%
	2016	20	60	10	85	22.40%	68.20%	9.40%
	2017	15	55	10	80	21.00%	67.90%	11.10%
Grade 3	2015	25	55	5	85	27.40%	65.50%	7.10%
	2016	25	70	0	95	26.80%	72.20%	1.00%
	2017	25	60	5	90	29.20%	67.40%	3.40%
Grade 4	2015	35	100	10	140	23.20%	69.70%	7.00%
	2016	35	120	5	160	21.90%	73.80%	4.40%
	2017	35	120	10	165	20.00%	73.30%	6.70%
Grade 5	2015	35	130	10	170	19.80%	75.60%	4.70%
	2016	45	160	5	210	22.50%	75.60%	1.90%
	2017	45	145	5	195	22.70%	75.80%	1.50%
Grade 6	2015	25	115	5	145	15.80%	80.10%	4.10%
	2016	30	110	5	140	19.70%	76.10%	4.20%
	2017	35	125	5	165	21.60%	74.90%	3.60%
Grade 7	2015	50	140	10	200	24.80%	69.80%	5.40%
	2016	50	170	5	225	21.70%	75.20%	3.10%
	2017	50	175	10	235	21.70%	74.90%	3.40%
Grade 8	2015	15	85	0	105	15.40%	82.70%	1.90%
	2016	25	105	0	135	18.00%	80.50%	1.50%
	2017	25	115	5	145	18.60%	78.60%	2.80%
Grade 9	2015	5	40	5	50	10.40%	83.30%	6.30%

		BME N	White N	Unknown N	Total N	BME N	White N	Unknown N
	2016	5	40	5	50	8.20%	85.70%	6.10%
	2017	5	45	5	55	8.90%	82.10%	8.90%
Grade 10 + SS	2015	0	15	0	20	5.00%	85.00%	10.00%
	2016	5	20	0	25	12.00%	84.00%	4.00%
	2017	5	15	0	20	20.00%	75.00%	5.00%

CONTRACT TYPE AND WORKING PATTERN TABLES 88-105

In 2017 a higher proportion of UK-BME (43%) than UK-White (30%) [Table 88] P&S staff were on fixed-term contracts (though roughly equal proportions of non-UK-BME (47%) [Table 86] and non-UK-White (46%) [Table 87] were). The ethnicity gap is also evident by division, where the disparity is most notable in MSD, again only for UK staff; the higher prevalence of fixed-term contracts is likely due to employment on time-limited research projects, though this does not explain the UK ethnicity disparity [Table 91, Table 92, Table 93].

At Grade 3 and above, higher percentages of BME P&S staff than White are fixed-term; this is reversed in Grades 1 and 2 [Table 94, Table 95, Table 96]. We believe that differences are related to types of role, e.g. research support roles are more likely to be fixed-term; but we need to disaggregate data in more detail to fully understand why these differences exist.

Slightly higher proportions of UK-BME and non-UK-BME P&S staff work full-time compared with White [Table 97, Table 98, Table 99] and this holds true across the academic divisions, though is reversed for GLAM and UAS [Table 100, Table 101, Table 102]. While overall in each grade a higher proportion of BME than White staff work full-time, this disguises variation within grades/nationalities, such that patterns are difficult to discern and will be investigated [Table 59, Table 60, Table 61]. [Action 5.4 (a) and (b)].

CONTRACT TYPE AND WORKING PATTERN: DATA

Figure 16: P&S staff by contract type, 2017 snapshot

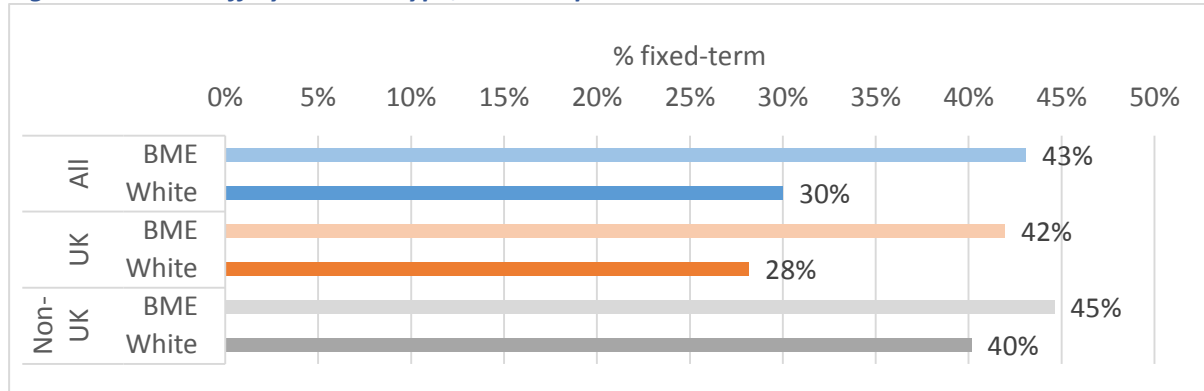


Table 88: All P&S staff by contract type, 2015-17

	Year	Fixed	Permanent	Total	Fixed	Permanent
		N	N	N	%	%
BME	2015	205	275	480	42.70%	57.30%
	2016	255	325	575	43.90%	56.10%
	2017	260	340	600	43.10%	56.90%
White	2015	1550	3520	5070	30.60%	69.40%
	2016	1750	3915	5665	30.90%	69.10%
	2017	1705	3975	5680	30.00%	70.00%
Unknown	2015	265	510	775	34.20%	65.80%
	2016	115	265	380	30.10%	69.90%
	2017	165	295	460	35.80%	64.20%

Table 89: UK P&S staff by contract type, 2015-17

	Year	Fixed	Permanent	Total	Fixed	Permanent
		N	N	N	%	%
BME	2015	105	155	265	40.50%	59.50%
	2016	140	190	330	42.10%	57.90%
	2017	145	200	350	42.00%	58.00%
White	2015	1190	3095	4280	27.80%	72.20%
	2016	1340	3430	4770	28.10%	71.90%
	2017	1350	3440	4790	28.20%	71.80%
Unknown	2015	90	320	410	21.70%	78.30%
	2016	35	175	210	15.90%	84.10%
	2017	40	160	200	20.40%	79.60%

Table 90: Non-UK P&S staff by contract type, 2015-17

		Fixed N	Permanent N	Total N	Fixed %	Permanent %
BME	2015	95	115	215	45.50%	54.50%
	2016	115	130	245	46.50%	53.50%
	2017	110	140	250	44.60%	55.40%
White	2015	355	415	775	46.20%	53.80%
	2016	405	480	885	45.90%	54.10%
	2017	355	525	880	40.20%	59.80%
Unknown	2015	30	35	65	44.60%	55.40%
	2016	20	20	40	45.00%	55.00%
	2017	25	25	50	47.10%	52.90%

Figure 17: All P&S staff contract type by division, 2017 snapshot

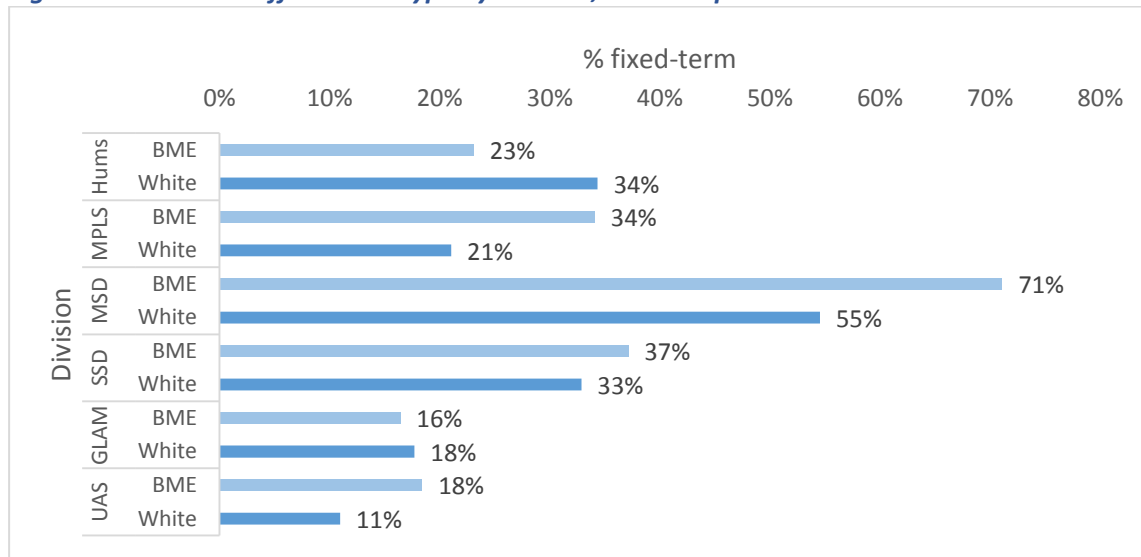


Table 91: All P&S staff contract type by division, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Humanities	BME	2015	5	15	20	23.80%	76.20%
		2016	5	15	20	22.70%	77.30%
		2017	5	20	25	23.10%	76.90%
	White	2015	60	105	170	36.70%	63.30%
		2016	65	115	175	35.80%	64.20%
		2017	70	130	200	34.30%	65.70%
	Unknown	2015	15	15	30	50.00%	50.00%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
MPLS	BME	2016	10	5	15	58.80%	41.20%
		2017	10	10	20	57.10%	42.90%
		2015	10	50	60	17.20%	82.80%
	White	2016	20	55	75	28.40%	71.60%
		2017	30	60	90	34.10%	65.90%
		2015	140	510	655	21.70%	78.30%
	Unknown	2016	155	555	705	21.70%	78.30%
		2017	155	580	730	21.00%	79.00%
		2015	25	80	105	24.80%	75.20%
MSD	BME	2016	10	45	55	17.50%	82.50%
		2017	15	45	60	27.90%	72.10%
		2015	125	50	175	71.70%	28.30%
	White	2016	145	55	205	72.10%	27.90%
		2017	155	65	220	71.10%	28.90%
		2015	750	605	1350	55.40%	44.60%
	Unknown	2016	880	715	1595	55.20%	44.80%
		2017	885	740	1625	54.60%	45.40%
		2015	90	80	170	53.80%	46.20%
SSD	BME	2016	40	45	85	45.30%	54.70%
		2017	65	45	110	58.00%	42.00%
		2015	20	35	55	39.30%	60.70%
	White	2016	30	40	70	41.70%	58.30%
		2017	25	45	70	37.10%	62.90%
		2015	185	295	480	38.80%	61.20%
	Unknown	2016	205	375	580	35.60%	64.40%
		2017	190	390	585	32.90%	67.10%
		2015	50	60	105	45.80%	54.20%
GLAM	BME	2016	15	30	45	36.20%	63.80%
		2017	35	40	75	44.00%	56.00%
		2015	15	55	70	23.90%	76.10%
	White	2016	20	55	75	24.00%	76.00%
		2017	10	60	75	16.40%	83.60%
		2015	175	740	915	19.20%	80.80%
	Unknown	2016	195	780	975	19.80%	80.20%
		2017	175	805	975	17.70%	82.30%
		2015	25	85	115	23.00%	77.00%
	2016	10	50	60	15.50%	84.50%	
	2017	10	50	60	13.60%	86.40%	

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
UAS	BME	2015	20	75	90	19.60%	80.40%
		2016	25	95	120	20.30%	79.70%
		2017	20	95	115	18.40%	81.60%
	White	2015	165	1235	1400	11.70%	88.30%
		2016	185	1350	1535	12.00%	88.00%
		2017	160	1300	1460	11.00%	89.00%
	Unknown	2015	50	190	240	20.90%	79.10%
		2016	20	80	100	20.60%	79.40%
		2017	25	100	125	19.20%	80.80%

Table 92: UK P&S staff contract type by division, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Humanities	BME	2015	0	5	5	0.00%	100.00%
		2016	5	5	10	30.00%	70.00%
		2017	5	5	10	41.70%	58.30%
	White	2015	40	85	125	33.10%	66.90%
		2016	45	95	140	32.10%	67.90%
		2017	50	105	150	31.60%	68.40%
	Unknown	2015	5	10	15	40.00%	60.00%
		2016	5	5	5	42.90%	57.10%
		2017	5	5	10	54.50%	45.50%
MPLS	BME	2015	5	30	35	12.10%	87.90%
		2016	10	35	45	20.50%	79.50%
		2017	15	40	55	30.40%	69.60%
	White	2015	105	465	565	18.20%	81.80%
		2016	110	500	610	18.20%	81.80%
		2017	120	510	630	19.10%	80.90%
	Unknown	2015	10	65	75	12.30%	87.70%
		2016	5	40	45	9.30%	90.70%
		2017	5	35	40	10.50%	89.50%
MSD	BME	2015	70	25	95	75.50%	24.50%
		2016	80	30	110	73.40%	26.60%
		2017	85	35	120	72.00%	28.00%
	White	2015	585	545	1130	51.90%	48.10%
		2016	700	635	1335	52.40%	47.60%
		2017	720	650	1370	52.60%	47.40%
Unknown	2015	35	60	95	36.10%	63.90%	

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
SSD		2016	10	35	45	25.00%	75.00%
		2017	10	30	40	29.30%	70.70%
	BME	2015	10	20	30	38.70%	61.30%
		2016	15	25	40	41.00%	59.00%
		2017	10	25	35	31.40%	68.60%
	White	2015	140	265	405	34.70%	65.30%
		2016	145	325	470	30.70%	69.30%
		2017	140	340	480	29.40%	70.60%
	Unknown	2015	10	30	40	23.80%	76.20%
		2016	5	15	20	26.30%	73.70%
2017		10	15	25	33.30%	66.70%	
GLAM	BME	2015	5	30	40	18.40%	81.60%
		2016	10	35	40	21.40%	78.60%
		2017	5	35	40	16.70%	83.30%
	White	2015	135	595	735	18.70%	81.30%
		2016	150	630	780	19.30%	80.70%
		2017	140	650	790	17.80%	82.20%
	Unknown	2015	10	55	65	17.90%	82.10%
		2016	0	30	35	5.90%	94.10%
		2017	5	30	35	8.60%	91.40%
	UAS	BME	2015	10	50	55	14.30%
2016			20	65	80	22.20%	77.80%
2017			15	65	80	20.00%	80.00%
White		2015	125	1120	1250	10.20%	89.80%
		2016	145	1220	1365	10.70%	89.30%
		2017	130	1165	1295	9.90%	90.10%
Unknown		2015	10	95	110	10.20%	89.80%
		2016	5	50	55	7.30%	92.70%
		2017	5	45	45	8.50%	91.50%

Table 93: Non-UK P&S staff contract type by division, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Humanities	BME	2015	5	10	15	35.70%	64.30%
		2016	0	10	10	16.70%	83.30%
		2017	0	15	15	7.10%	92.90%
	White	2015	20	20	40	47.60%	52.40%
		2016	20	20	35	50.00%	50.00%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
	Unknown	2017	20	25	45	43.50%	56.50%
		2015	0	5	5	25.00%	75.00%
		2016	5	0	5	60.00%	40.00%
		2017	0	0	5	33.30%	66.70%
MPLS	BME	2015	5	20	25	24.00%	76.00%
		2016	10	20	30	40.00%	60.00%
		2017	15	20	30	40.60%	59.40%
	White	2015	40	45	85	45.30%	54.70%
		2016	40	55	95	43.60%	56.40%
		2017	35	65	100	33.70%	66.30%
	Unknown	2015	0	5	5	16.70%	83.30%
		2016	0	5	5	33.30%	66.70%
		2017	5	5	10	37.50%	62.50%
MSD	BME	2015	55	25	80	67.10%	32.90%
		2016	65	30	95	70.50%	29.50%
		2017	70	30	100	69.70%	30.30%
	White	2015	160	60	220	72.90%	27.10%
		2016	180	80	260	69.50%	30.50%
		2017	165	90	255	64.80%	35.20%
	Unknown	2015	10	0	10	90.90%	9.10%
		2016	5	0	5	83.30%	16.70%
		2017	10	0	15	85.70%	14.30%
SSD	BME	2015	10	15	25	39.10%	60.90%
		2016	15	20	35	42.40%	57.60%
		2017	15	20	35	44.10%	55.90%
	White	2015	45	30	75	59.70%	40.30%
		2016	65	45	110	57.30%	42.70%
		2017	50	50	105	49.50%	50.50%
	Unknown	2015	15	0	15	93.30%	6.70%
		2016	5	0	5	83.30%	16.70%
		2017	10	5	10	72.70%	27.30%
GLAM	BME	2015	10	25	35	30.30%	69.70%
		2016	10	25	35	27.30%	72.70%
		2017	5	25	30	16.10%	83.90%
	White	2015	40	145	180	20.90%	79.10%
		2016	40	150	190	21.40%	78.60%
		2017	30	155	185	17.20%	82.80%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
	Unknown	2015	0	20	20	10.00%	90.00%
		2016	0	10	10	18.20%	81.80%
		2017	0	10	10	0.00%	100.00%
UAS	BME	2015	10	25	35	29.40%	70.60%
		2016	5	30	35	16.70%	83.30%
		2017	5	30	35	14.70%	85.30%
	White	2015	35	110	145	24.80%	75.20%
		2016	40	125	165	23.50%	76.50%
		2017	30	130	165	19.50%	80.50%
	Unknown	2015	0	10	10	11.10%	88.90%
		2016	0	5	5	16.70%	83.30%
		2017	0	5	5	0.00%	100.00%

Figure 18: All P&S staff contract type by grade, 2017 snapshot

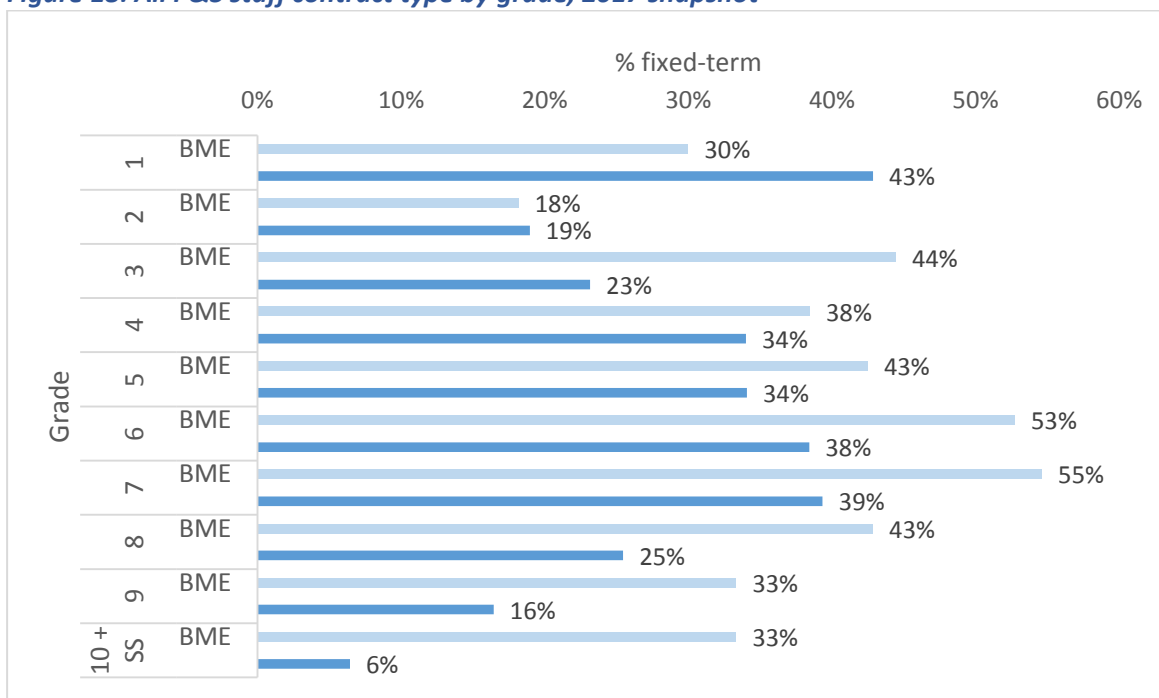


Table 94: All P&S staff contract type by grade, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 1	BME	2015	5	15	20	30.00%	70.00%
		2016	5	10	20	36.80%	63.20%
		2017	5	15	20	22.20%	77.80%
	White	2015	40	50	90	42.90%	57.10%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
		2016	55	55	110	48.20%	51.80%
		2017	50	60	105	44.90%	55.10%
	Unknown	2015	10	10	20	50.00%	50.00%
		2016	15	10	25	61.50%	38.50%
		2017	25	10	35	72.70%	27.30%
Grade 2	BME	2015	5	25	35	18.20%	81.80%
		2016	5	30	40	17.90%	82.10%
		2017	10	30	40	20.00%	80.00%
	White	2015	50	220	270	19.00%	81.00%
		2016	60	235	295	20.20%	79.80%
		2017	30	225	255	12.20%	87.80%
	Unknown	2015	15	50	65	22.70%	77.30%
		2016	5	35	40	10.30%	89.70%
		2017	10	40	50	19.60%	80.40%
Grade 3	BME	2015	20	25	45	44.40%	55.60%
		2016	15	35	50	34.00%	66.00%
		2017	20	40	60	31.00%	69.00%
	White	2015	90	290	380	23.20%	76.80%
		2016	85	295	385	22.70%	77.30%
		2017	85	315	395	21.20%	78.80%
	Unknown	2015	15	60	75	22.40%	77.60%
		2016	5	30	35	16.20%	83.80%
		2017	5	30	35	13.90%	86.10%
Grade 4	BME	2015	30	50	80	38.50%	61.50%
		2016	45	50	95	48.40%	51.60%
		2017	35	50	85	40.00%	60.00%
	White	2015	235	455	690	34.00%	66.00%
		2016	245	500	750	32.90%	67.10%
		2017	225	490	715	31.30%	68.70%
	Unknown	2015	40	80	120	32.20%	67.80%
		2016	5	40	45	10.60%	89.40%
		2017	15	45	60	27.10%	72.90%
Grade 5	BME	2015	35	45	80	42.50%	57.50%
		2016	50	60	110	46.30%	53.70%
		2017	50	55	100	48.00%	52.00%
	White	2015	320	615	935	34.10%	65.90%
		2016	350	665	1015	34.60%	65.40%
		2017	325	690	1015	32.10%	67.90%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
	Unknown	2015	50	70	120	42.10%	57.90%
		2016	20	40	60	34.40%	65.60%
		2017	25	45	70	34.80%	65.20%
Grade 6	BME	2015	35	35	70	48.50%	51.50%
		2016	35	45	80	45.00%	55.00%
		2017	50	45	90	52.70%	47.30%
	White	2015	255	415	670	38.10%	61.90%
		2016	300	490	785	37.90%	62.10%
		2017	305	490	800	38.40%	61.60%
	Unknown	2015	30	50	80	39.00%	61.00%
		2016	20	20	40	48.70%	51.30%
		2017	25	25	55	50.00%	50.00%
Grade 7	BME	2015	50	40	90	56.50%	43.50%
		2016	55	40	100	57.10%	42.90%
		2017	60	50	110	54.60%	45.40%
	White	2015	325	515	840	38.50%	61.50%
		2016	380	605	985	38.50%	61.50%
		2017	415	640	1050	39.40%	60.60%
	Unknown	2015	55	60	115	49.10%	50.90%
		2016	20	25	50	45.80%	54.20%
		2017	25	30	55	49.10%	50.90%
Grade 8	BME	2015	15	30	45	36.20%	63.80%
		2016	25	35	60	39.70%	60.30%
		2017	30	40	70	42.90%	57.10%
	White	2015	165	500	665	24.80%	75.20%
		2016	205	585	790	25.90%	74.10%
		2017	205	605	810	25.50%	74.50%
	Unknown	2015	20	50	70	29.20%	70.80%
		2016	10	20	35	33.30%	66.70%
		2017	20	30	50	38.80%	61.20%
Grade 9	BME	2015	5	5	10	36.40%	63.60%
		2016	5	10	15	35.30%	64.70%
		2017	5	10	15	33.30%	66.70%
	White	2015	45	235	280	15.40%	84.60%
		2016	50	255	305	15.70%	84.30%
		2017	50	255	305	16.40%	83.60%
	Unknown	2015	5	35	40	12.80%	87.20%
		2016	5	20	25	12.50%	87.50%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 10 + SS	BME	2017	5	25	30	17.90%	82.10%
		2015	5	0	5	60.00%	40.00%
		2016	5	5	10	50.00%	50.00%
	White	2017	5	10	10	33.30%	66.70%
		2015	20	190	210	9.10%	90.90%
		2016	20	190	210	8.60%	91.40%
	Unknown	2017	15	190	200	6.40%	93.60%
		2015	5	25	30	18.80%	81.30%
		2016	5	10	15	23.10%	76.90%
	2017	5	15	15	18.80%	81.30%	

Table 95: UK P&S staff contract type by grade, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 1	BME	2015	0	5	5	28.60%	71.40%
		2016	5	5	10	50.00%	50.00%
		2017	0	5	10	25.00%	75.00%
	White	2015	30	35	65	45.50%	54.50%
		2016	40	40	80	48.80%	51.20%
		2017	40	50	90	44.30%	55.70%
	Unknown	2015	0	10	10	10.00%	90.00%
		2016	0	5	5	0.00%	100.00%
		2017	0	5	5	0.00%	100.00%
Grade 2	BME	2015	5	15	20	15.80%	84.20%
		2016	0	20	20	5.00%	95.00%
		2017	5	20	25	17.40%	82.60%
	White	2015	40	175	210	18.00%	82.00%
		2016	45	195	240	18.10%	81.90%
		2017	25	175	200	11.60%	88.40%
	Unknown	2015	5	25	25	14.80%	85.20%
		2016	0	15	15	0.00%	100.00%
		2017	0	15	20	10.50%	89.50%
Grade 3	BME	2015	15	10	20	59.10%	40.90%
		2016	10	15	25	36.00%	64.00%
		2017	10	20	30	37.50%	62.50%
	White	2015	70	255	325	21.60%	78.40%
		2016	65	250	315	20.40%	79.60%
		2017	70	265	335	21.40%	78.60%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
	Unknown	2015	5	35	45	14.00%	86.00%
		2016	5	20	20	13.60%	86.40%
		2017	0	15	15	0.00%	100.00%
Grade 4	BME	2015	15	25	45	38.60%	61.40%
		2016	30	30	60	49.20%	50.80%
		2017	20	30	55	41.50%	58.50%
	White	2015	185	405	590	31.60%	68.40%
		2016	190	440	630	30.20%	69.80%
		2017	180	415	595	30.00%	70.00%
	Unknown	2015	15	60	75	20.80%	79.20%
		2016	0	30	30	6.50%	93.50%
		2017	5	25	25	14.80%	85.20%
Grade 5	BME	2015	20	25	45	42.20%	57.80%
		2016	30	30	60	50.00%	50.00%
		2017	30	30	60	49.20%	50.80%
	White	2015	250	550	795	31.20%	68.80%
		2016	265	590	855	30.80%	69.20%
		2017	260	610	870	29.70%	70.30%
	Unknown	2015	20	45	65	32.80%	67.20%
		2016	5	25	30	13.30%	86.70%
		2017	10	25	35	25.00%	75.00%
Grade 6	BME	2015	20	25	45	46.70%	53.30%
		2016	20	30	50	40.40%	59.60%
		2017	30	25	55	50.90%	49.10%
	White	2015	185	370	555	33.60%	66.40%
		2016	240	440	675	35.30%	64.70%
		2017	245	430	675	36.30%	63.70%
	Unknown	2015	5	30	35	14.30%	85.70%
		2016	5	15	20	21.10%	78.90%
		2017	5	15	25	26.10%	73.90%
Grade 7	BME	2015	20	25	40	42.90%	57.10%
		2016	25	25	50	51.00%	49.00%
		2017	30	30	55	50.00%	50.00%
	White	2015	240	455	695	34.40%	65.60%
		2016	290	525	815	35.30%	64.70%
		2017	325	550	875	36.90%	63.10%
	Unknown	2015	25	45	70	36.80%	63.20%
		2016	10	25	30	28.10%	71.90%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %	
Grade 8	BME	2017	10	20	30	27.60%	72.40%	
		2015	10	20	30	36.70%	63.30%	
		2016	10	20	35	35.30%	64.70%	
	White	2017	15	25	45	39.50%	60.50%	
		2015	135	450	580	22.90%	77.10%	
		2016	160	525	680	23.20%	76.80%	
		2017	160	535	695	23.20%	76.80%	
		Unknown	2015	5	30	35	13.50%	86.50%
			2016	5	20	25	21.70%	78.30%
	2017		5	20	25	28.00%	72.00%	
Grade 9	BME	2015	0	5	5	16.70%	83.30%	
		2016	5	10	15	30.80%	69.20%	
		2017	5	5	10	30.00%	70.00%	
	White	2015	30	210	240	13.00%	87.00%	
		2016	35	225	260	13.40%	86.60%	
		2017	40	220	255	14.80%	85.20%	
	Unknown	2015	0	25	25	4.00%	96.00%	
		2016	0	20	20	5.00%	95.00%	
		2017	0	15	15	0.00%	100.00%	
Grade 10 + SS	BME	2015	0	0	5	50.00%	50.00%	
		2016	0	5	5	40.00%	60.00%	
		2017	0	5	10	12.50%	87.50%	
	White	2015	20	175	190	9.40%	90.60%	
		2016	15	175	185	7.50%	92.50%	
		2017	10	175	185	6.50%	93.50%	
	Unknown	2015	5	10	15	20.00%	80.00%	
		2016	0	5	5	40.00%	60.00%	
		2017	0	0	5	50.00%	50.00%	

Table 96: Non-UK P&S staff contract type by grade, 2015-17

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 1	BME	2015	5	10	15	30.80%	69.20%
		2016	0	5	10	22.20%	77.80%
		2017	0	10	10	11.10%	88.90%
	White	2015	10	15	25	36.00%	64.00%
		2016	15	15	30	46.40%	53.60%
		2017	10	10	20	47.40%	52.60%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
	Unknown	2015	0	0	0	50.00%	50.00%
		2016	0	0	0	0.00%	100.00%
		2017	0	0	0	0.00%	100.00%
Grade 2	BME	2015	0	0	0	100.00%	0.00%
		2016	0	0	5	66.70%	33.30%
		2017	5	0	5	75.00%	25.00%
	White	2015	0	10	10	0.00%	100.00%
		2016	0	10	10	16.70%	83.30%
		2017	0	10	10	11.10%	88.90%
	Unknown	2015	0	0	0	0.00%	100.00%
		2016	0	0	0	0.00%	100.00%
		2017	0	0	0	0.00%	100.00%
Grade 3	BME	2015	5	10	15	21.40%	78.60%
		2016	5	15	20	31.60%	68.40%
		2017	5	15	15	23.50%	76.50%
	White	2015	15	45	55	22.80%	77.20%
		2016	15	40	60	27.60%	72.40%
		2017	10	45	55	14.50%	85.50%
	Unknown	2015	5	10	15	28.60%	71.40%
		2016	0	5	10	12.50%	87.50%
		2017	0	10	10	11.10%	88.90%
Grade 4	BME	2015	5	15	20	27.30%	72.70%
		2016	10	15	25	32.00%	68.00%
		2017	5	20	25	23.10%	76.90%
	White	2015	15	40	55	30.90%	69.10%
		2016	20	50	70	31.40%	68.60%
		2017	10	50	60	20.00%	80.00%
	Unknown	2015	0	5	5	33.30%	66.70%
		2016	0	0	0	0.00%	100.00%
		2017	0	0	5	33.30%	66.70%
Grade 5	BME	2015	15	20	35	39.40%	60.60%
		2016	15	20	35	48.60%	51.40%
		2017	10	20	30	37.50%	62.50%
	White	2015	50	50	100	49.00%	51.00%
		2016	55	60	115	47.00%	53.00%
		2017	45	75	120	37.50%	62.50%
	Unknown	2015	0	10	10	20.00%	80.00%
		2016	0	5	5	14.30%	85.70%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
		2017	5	5	10	36.40%	63.60%
Grade 6	BME	2015	15	20	35	42.40%	57.60%
		2016	20	25	45	41.30%	58.70%
		2017	20	25	45	46.50%	53.50%
	White	2015	70	60	130	52.30%	47.70%
		2016	85	70	160	55.10%	44.90%
		2017	70	80	145	46.30%	53.70%
	Unknown	2015	5	5	10	50.00%	50.00%
		2016	5	0	5	75.00%	25.00%
		2017	0	0	5	66.70%	33.30%
Grade 7	BME	2015	10	10	25	52.20%	47.80%
		2016	15	15	30	53.60%	46.40%
		2017	20	15	35	55.60%	44.40%
	White	2015	70	50	115	59.00%	41.00%
		2016	60	50	110	54.60%	45.40%
		2017	65	60	125	50.40%	49.60%
	Unknown	2015	0	5	5	33.30%	66.70%
		2016	5	0	5	66.70%	33.30%
		2017	5	0	5	66.70%	33.30%
Grade 8	BME	2015	35	15	50	68.00%	32.00%
		2016	30	20	50	63.30%	36.70%
		2017	30	20	50	60.80%	39.20%
	White	2015	85	60	140	58.90%	41.10%
		2016	90	80	170	53.50%	46.50%
		2017	90	85	175	51.70%	48.30%
	Unknown	2015	10	0	10	81.80%	18.20%
		2016	5	0	5	85.70%	14.30%
		2017	5	0	10	75.00%	25.00%
Grade 9	BME	2015	5	10	15	37.50%	62.50%
		2016	10	15	25	45.80%	54.20%
		2017	15	15	25	48.10%	51.90%
	White	2015	30	50	85	38.10%	61.90%
		2016	45	60	105	43.80%	56.20%
		2017	45	65	110	40.20%	59.80%
	Unknown	2015	0	0	0	100.00%	0.00%
		2016	0	0	0	50.00%	50.00%
		2017	0	0	5	50.00%	50.00%
	BME	2015	0	0	0	100.00%	0.00%

			Fixed N	Permanent N	Total N	Fixed %	Permanent %
Grade 10 + SS		2016	0	0	5	66.70%	33.30%
		2017	5	0	5	75.00%	25.00%
	White	2015	0	15	15	5.90%	94.10%
		2016	5	15	20	19.00%	81.00%
		2017	0	15	15	6.70%	93.30%
	Unknown	2015	0	0	0	50.00%	50.00%
		2016	0	0	0	0.00%	100.00%
		2017	0	0	0	0.00%	100.00%

Figure 19: P&S staff working pattern, 2017 snapshot

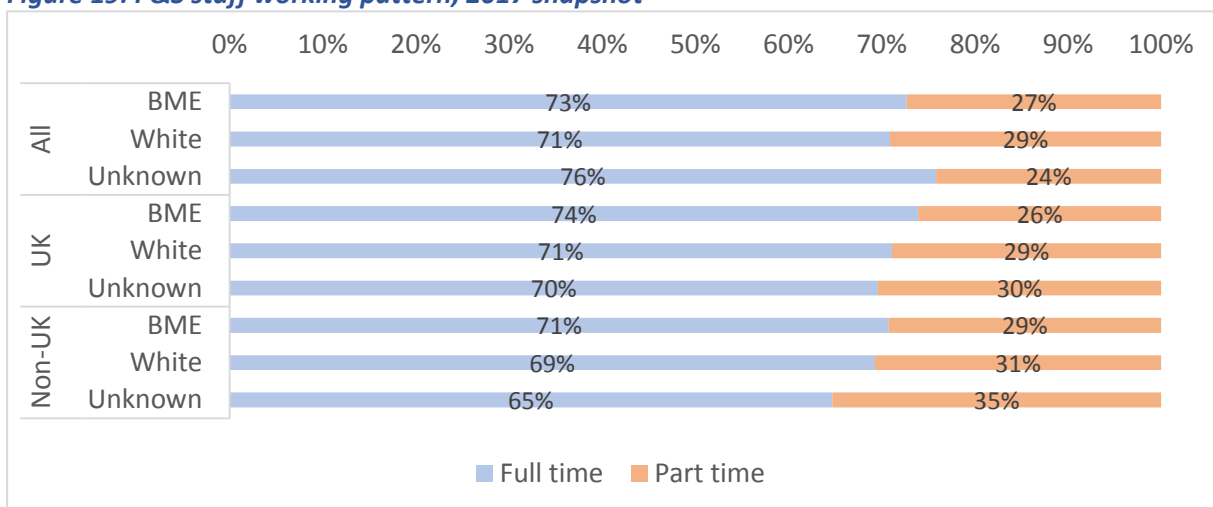


Table 97: All P&S staff by working pattern, 2015-17

		Full Time N	Part Time N	Total N	Full Time %	Part Time %
BME	2015	365	120	485	75.50%	24.50%
	2016	435	145	580	74.80%	25.20%
	2017	440	165	605	72.70%	27.30%
White	2015	3675	1425	5100	72.00%	28.00%
	2016	4060	1635	5695	71.30%	28.70%
	2017	4050	1665	5710	70.90%	29.10%
Unknown	2015	570	215	785	72.50%	27.50%
	2016	290	90	380	75.90%	24.10%
	2017	350	110	465	75.90%	24.10%

Table 98: UK P&S staff by working pattern, 2015-17

		Full Time N	Part Time N	Total N	Full Time %	Part Time %
BME	2015	205	60	265	77.40%	22.60%
	2016	250	85	330	74.90%	25.10%
	2017	260	90	350	73.90%	26.10%
White	2015	3140	1170	4310	72.80%	27.20%
	2016	3445	1350	4795	71.90%	28.10%
	2017	3430	1390	4820	71.10%	28.90%
Unknown	2015	285	125	415	69.30%	30.70%
	2016	160	50	210	75.80%	24.20%
	2017	140	60	205	69.60%	30.40%

Table 99: Non-UK P&S staff by working pattern, 2015-17

		Full Time N	Part Time N	Total N	Full Time %	Part Time %
BME	2015	155	60	215	73.00%	27.00%
	2016	185	60	245	74.90%	25.10%
	2017	180	75	255	70.80%	29.20%
White	2015	520	255	775	67.30%	32.70%
	2016	605	285	885	68.10%	31.90%
	2017	610	270	880	69.30%	30.70%
Unknown	2015	35	30	65	55.20%	44.80%
	2016	20	20	40	55.00%	45.00%
	2017	35	20	50	64.70%	35.30%

Table 100: All P&S staff working pattern by division, 2015-17

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
Hums	BME	2015	15	5	20	71.40%	28.60%
		2016	15	5	20	68.20%	31.80%
		2017	15	10	25	65.40%	34.60%
	White	2015	95	70	170	57.40%	42.60%
		2016	95	80	175	55.10%	44.90%
		2017	110	90	200	55.10%	44.90%
	Unknown	2015	15	10	30	57.10%	42.90%
		2016	10	10	15	52.90%	47.10%
		2017	15	10	20	61.90%	38.10%
MPLS	BME	2015	45	10	60	81.00%	19.00%
		2016	60	15	75	79.70%	20.30%
		2017	70	20	90	77.30%	22.70%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
	White	2015	485	170	655	73.70%	26.30%
		2016	520	190	710	73.30%	26.70%
		2017	540	190	735	73.80%	26.20%
	Unknown	2015	85	25	105	78.30%	21.70%
		2016	45	10	55	82.50%	17.50%
		2017	45	15	60	77.00%	23.00%
MSD	BME	2015	150	25	175	86.70%	13.30%
		2016	175	30	205	85.80%	14.20%
		2017	180	40	220	81.70%	18.30%
	White	2015	1025	325	1355	75.90%	24.10%
		2016	1175	420	1595	73.70%	26.30%
		2017	1200	425	1625	73.90%	26.10%
	Unknown	2015	130	40	170	75.60%	24.40%
		2016	70	15	85	82.80%	17.20%
		2017	95	20	115	82.30%	17.70%
SSD	BME	2015	45	10	55	83.90%	16.10%
		2016	55	15	70	76.40%	23.60%
		2017	50	20	70	74.30%	25.70%
	White	2015	345	140	490	70.90%	29.10%
		2016	425	165	585	72.20%	27.80%
		2017	435	155	590	74.10%	25.90%
	Unknown	2015	80	30	105	72.90%	27.10%
		2016	35	10	45	78.70%	21.30%
		2017	60	15	75	77.30%	22.70%
GLAM	BME	2015	30	40	70	40.80%	59.20%
		2016	30	45	75	41.30%	58.70%
		2017	30	45	75	41.10%	58.90%
	White	2015	520	400	920	56.40%	43.60%
		2016	535	445	975	54.60%	45.40%
		2017	530	450	980	54.00%	46.00%
	Unknown	2015	50	65	115	44.20%	55.80%
		2016	25	30	60	44.80%	55.20%
		2017	25	35	60	42.40%	57.60%
UAS	BME	2015	70	20	90	78.30%	21.70%
		2016	90	25	120	77.10%	22.90%
		2017	85	25	115	76.30%	23.70%
	White	2015	1125	275	1400	80.40%	19.60%
		2016	1235	300	1535	80.50%	19.50%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
	Unknown	2017	1150	310	1460	78.90%	21.10%
		2015	200	40	240	83.30%	16.70%
		2016	90	10	100	88.20%	11.80%
		2017	110	15	125	88.00%	12.00%

Table 101: UK P&S staff working pattern by division, 2015-17

			Full Time N	Part Time N	Total N	Full Time N	Part Time N
Hums	BME	2015	5	0	5	71.40%	28.60%
		2016	5	5	10	60.00%	40.00%
		2017	5	5	10	50.00%	50.00%
	White	2015	80	50	125	61.40%	38.60%
		2016	85	55	140	59.30%	40.70%
		2017	85	65	150	56.60%	43.40%
	Unknown	2015	5	10	15	46.70%	53.30%
		2016	5	0	5	71.40%	28.60%
		2017	5	5	10	63.60%	36.40%
MPLS	BME	2015	25	5	35	81.80%	18.20%
		2016	35	10	45	81.80%	18.20%
		2017	45	15	55	76.80%	23.20%
	White	2015	420	145	565	74.30%	25.70%
		2016	450	160	610	73.80%	26.20%
		2017	465	165	630	74.00%	26.00%
	Unknown	2015	60	15	75	78.40%	21.60%
		2016	35	5	45	86.00%	14.00%
		2017	30	10	40	76.30%	23.70%
MSD	BME	2015	80	10	95	87.20%	12.80%
		2016	95	15	110	85.30%	14.70%
		2017	95	20	120	82.20%	17.80%
	White	2015	845	285	1130	74.80%	25.20%
		2016	965	370	1335	72.30%	27.70%
		2017	990	380	1375	72.30%	27.70%
	Unknown	2015	70	30	100	69.40%	30.60%
		2016	35	10	45	75.60%	24.40%
		2017	30	10	40	76.20%	23.80%
SSD	BME	2015	25	5	30	87.10%	12.90%
		2016	30	10	40	74.40%	25.60%
		2017	30	5	35	80.00%	20.00%

			Full Time N	Part Time N	Total N	Full Time N	Part Time N
	White	2015	290	120	410	70.50%	29.50%
		2016	340	135	475	71.80%	28.20%
		2017	360	125	485	73.80%	26.20%
	Unknown	2015	30	15	40	66.70%	33.30%
		2016	15	5	20	73.70%	26.30%
		2017	15	10	25	66.70%	33.30%
GLAM	BME	2015	20	20	40	47.40%	52.60%
		2016	20	25	40	42.90%	57.10%
		2017	20	25	40	45.20%	54.80%
	White	2015	435	300	735	59.20%	40.80%
		2016	440	345	785	56.10%	43.90%
		2017	445	350	795	55.80%	44.20%
	Unknown	2015	35	30	65	52.20%	47.80%
		2016	15	20	35	44.10%	55.90%
		2017	15	20	35	37.10%	62.90%
UAS	BME	2015	45	10	55	78.60%	21.40%
		2016	65	20	80	77.80%	22.20%
		2017	60	20	80	77.50%	22.50%
	White	2015	1010	240	1250	80.80%	19.20%
		2016	1110	255	1365	81.20%	18.80%
		2017	1020	270	1295	79.00%	21.00%
	Unknown	2015	85	25	110	78.70%	21.30%
		2016	50	5	55	90.90%	9.10%
		2017	40	5	45	87.20%	12.80%

Table 102: Non-UK P&S staff working pattern by division, 2015-17

			Full Time N	Part Time N	Total N	Full Time N	Part Time N
Hums	BME	2015	10	5	15	71.40%	28.60%
		2016	10	5	10	75.00%	25.00%
		2017	10	5	15	78.60%	21.40%
	White	2015	20	25	40	45.20%	54.80%
		2016	15	20	35	38.90%	61.10%
		2017	25	25	45	50.00%	50.00%
	Unknown	2015	5	0	5	75.00%	25.00%
		2016	0	5	5	40.00%	60.00%
		2017	0	0	5	33.30%	66.70%
MPLS	BME	2015	20	5	25	80.00%	20.00%
		2016	25	5	30	76.70%	23.30%
		2017	25	5	30	78.10%	21.90%
	White	2015	60	25	85	69.80%	30.20%

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	N	N
	Unknown	2016	65	30	95	70.20%	29.80%
		2017	75	30	100	72.30%	27.70%
		2015	5	0	5	66.70%	33.30%
		2016	5	0	5	66.70%	33.30%
		2017	5	0	10	75.00%	25.00%
MSD	BME	2015	70	10	80	86.10%	13.90%
		2016	80	15	95	86.30%	13.70%
		2017	80	20	100	80.80%	19.20%
	White	2015	180	40	220	81.40%	18.60%
		2016	210	50	260	80.70%	19.30%
		2017	210	45	255	82.60%	17.40%
	Unknown	2015	10	0	10	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%
		2017	10	0	15	85.70%	14.30%
SSD	BME	2015	20	5	25	78.30%	21.70%
		2016	25	5	35	78.80%	21.20%
		2017	25	10	35	67.60%	32.40%
	White	2015	55	20	75	72.70%	27.30%
		2016	80	30	110	73.60%	26.40%
		2017	75	25	105	74.80%	25.20%
	Unknown	2015	10	5	15	53.30%	46.70%
		2016	5	0	5	66.70%	33.30%
		2017	10	5	10	72.70%	27.30%
GLAM	BME	2015	10	20	35	33.30%	66.70%
		2016	15	20	35	39.40%	60.60%
		2017	10	20	30	35.50%	64.50%
	White	2015	85	100	180	45.60%	54.40%
		2016	95	100	190	48.40%	51.60%
		2017	85	100	185	46.20%	53.80%
	Unknown	2015	5	15	20	20.00%	80.00%
		2016	0	10	10	18.20%	81.80%
		2017	5	5	10	30.00%	70.00%
UAS	BME	2015	25	10	35	76.50%	23.50%
		2016	30	10	35	77.80%	22.20%
		2017	25	10	35	73.50%	26.50%
	White	2015	110	35	145	76.60%	23.40%
		2016	125	40	165	74.70%	25.30%
		2017	125	40	165	76.80%	23.20%
	Unknown	2015	5	0	10	77.80%	22.20%
		2016	5	0	5	66.70%	33.30%
		2017	5	0	5	60.00%	40.00%

Table 103: All P&S staff working pattern by grade, 2015-17

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	%	%
Grade 1	BME	2015	5	15	20	25.00%	75.00%
		2016	10	10	20	42.10%	57.90%
		2017	5	10	20	33.30%	66.70%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
	White	2015	25	65	90	28.30%	71.70%
		2016	35	75	110	33.30%	66.70%
		2017	40	70	110	36.10%	63.90%
	Unknown	2015	10	15	20	40.90%	59.10%
		2016	15	10	25	65.40%	34.60%
		2017	30	5	35	84.80%	15.20%
Grade 2	BME	2015	10	20	35	36.40%	63.60%
		2016	10	30	40	28.20%	71.80%
		2017	10	30	40	25.00%	75.00%
	White	2015	125	145	270	45.90%	54.10%
		2016	130	170	300	43.60%	56.40%
		2017	100	155	255	39.80%	60.20%
	Unknown	2015	35	35	65	50.00%	50.00%
		2016	25	15	40	59.00%	41.00%
		2017	25	25	50	52.90%	47.10%
Grade 3	BME	2015	30	15	45	69.60%	30.40%
		2016	35	15	50	72.50%	27.50%
		2017	40	20	60	67.20%	32.80%
	White	2015	240	140	380	62.90%	37.10%
		2016	240	145	385	62.20%	37.80%
		2017	250	150	395	62.50%	37.50%
	Unknown	2015	50	25	75	68.40%	31.60%
		2016	30	10	35	75.70%	24.30%
		2017	30	10	35	77.80%	22.20%
Grade 4	BME	2015	60	20	80	75.90%	24.10%
		2016	65	30	95	67.70%	32.30%
		2017	65	25	85	72.40%	27.60%
	White	2015	465	230	695	67.00%	33.00%
		2016	515	240	755	67.90%	32.10%
		2017	490	230	720	67.80%	32.20%
	Unknown	2015	85	35	120	69.40%	30.60%
		2016	30	15	45	68.10%	31.90%
		2017	40	20	60	69.50%	30.50%
Grade 5	BME	2015	70	10	80	86.40%	13.60%
		2016	90	20	110	80.70%	19.30%
		2017	75	30	105	72.80%	27.20%
	White	2015	720	225	940	76.30%	23.70%
		2016	750	270	1020	73.50%	26.50%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
	Unknown	2017	735	290	1025	71.70%	28.30%
		2015	95	25	120	77.90%	22.10%
		2016	50	10	60	80.30%	19.70%
		2017	55	15	70	79.70%	20.30%
Grade 6	BME	2015	55	15	70	79.40%	20.60%
		2016	65	15	80	83.80%	16.30%
		2017	75	20	90	80.20%	19.80%
	White	2015	500	175	675	73.90%	26.10%
		2016	570	215	790	72.60%	27.40%
		2017	590	215	800	73.40%	26.60%
	Unknown	2015	70	10	80	86.60%	13.40%
		2016	35	5	40	87.20%	12.80%
2017		45	10	55	81.50%	18.50%	
Grade 7	BME	2015	75	15	90	81.50%	18.50%
		2016	80	20	100	79.60%	20.40%
		2017	85	20	110	79.60%	20.40%
	White	2015	645	200	845	76.50%	23.50%
		2016	735	260	995	74.00%	26.00%
		2017	765	295	1060	72.10%	27.90%
	Unknown	2015	80	35	115	68.70%	31.30%
		2016	40	10	50	77.60%	22.40%
		2017	45	15	55	76.80%	23.20%
Grade 8	BME	2015	40	5	45	89.40%	10.60%
		2016	55	5	60	93.10%	6.90%
		2017	60	10	70	88.60%	11.40%
	White	2015	530	145	670	78.70%	21.30%
		2016	625	170	795	78.60%	21.40%
		2017	640	175	815	78.70%	21.30%
	Unknown	2015	60	15	75	79.50%	20.50%
		2016	30	5	35	88.20%	11.80%
		2017	45	5	50	86.00%	14.00%
Grade 9	BME	2015	10	0	10	81.80%	18.20%
		2016	15	0	15	88.20%	11.80%
		2017	15	0	15	86.70%	13.30%
	White	2015	230	50	280	81.50%	18.50%
		2016	255	55	305	82.70%	17.30%
		2017	250	55	305	81.30%	18.70%
	Unknown	2015	35	5	40	82.50%	17.50%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
Grade 10 + SS		2016	20	5	25	80.00%	20.00%
		2017	25	5	30	79.30%	20.70%
	BME	2015	5	0	5	100.00%	0.00%
		2016	5	0	10	87.50%	12.50%
		2017	10	0	10	91.70%	8.30%
	White	2015	180	30	210	85.20%	14.80%
		2016	185	25	210	87.60%	12.40%
		2017	185	20	200	91.10%	8.90%
	Unknown	2015	30	5	30	90.60%	9.40%
2016		10	0	15	84.60%	15.40%	
2017		15	0	15	87.50%	12.50%	

Table 104: UK P&S staff working pattern by grade, 2015-17

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
Grade 1	BME	2015	0	5	5	28.60%	71.40%
		2016	5	5	10	60.00%	40.00%
		2017	5	5	10	37.50%	62.50%
	White	2015	20	45	65	29.90%	70.10%
		2016	35	50	85	39.80%	60.20%
		2017	35	50	90	41.60%	58.40%
	Unknown	2015	5	5	10	30.00%	70.00%
		2016	0	5	5	33.30%	66.70%
		2017	0	5	5	25.00%	75.00%
Grade 2	BME	2015	10	10	20	42.10%	57.90%
		2016	5	15	20	35.00%	65.00%
		2017	5	15	25	30.40%	69.60%
	White	2015	110	100	210	51.90%	48.10%
		2016	110	125	240	46.90%	53.10%
		2017	85	115	200	42.80%	57.20%
	Unknown	2015	15	10	25	55.60%	44.40%
		2016	10	5	15	64.70%	35.30%
		2017	10	10	20	52.60%	47.40%
Grade 3	BME	2015	15	5	20	77.30%	22.70%
		2016	20	5	25	76.00%	24.00%
		2017	25	10	30	75.00%	25.00%
	White	2015	210	115	325	64.50%	35.50%
		2016	200	110	315	64.20%	35.80%
		2017	215	120	335	63.80%	36.20%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
Grade 4	Unknown	2015	30	15	45	69.80%	30.20%
		2016	15	5	20	72.70%	27.30%
		2017	10	5	15	71.40%	28.60%
	BME	2015	35	10	45	75.60%	24.40%
		2016	40	20	60	68.30%	31.70%
		2017	40	15	55	70.40%	29.60%
	White	2015	405	190	595	67.80%	32.20%
		2016	430	205	635	67.80%	32.20%
		2017	405	190	600	67.90%	32.10%
Unknown	2015	55	25	75	70.10%	29.90%	
	2016	25	10	30	74.20%	25.80%	
	2017	20	10	25	70.40%	29.60%	
Grade 5	BME	2015	40	5	45	91.10%	8.90%
		2016	50	15	60	79.00%	21.00%
		2017	45	15	60	74.60%	25.40%
	White	2015	620	185	805	76.90%	23.10%
		2016	635	225	860	73.90%	26.10%
		2017	630	245	875	72.10%	27.90%
	Unknown	2015	45	20	65	69.20%	30.80%
		2016	25	5	30	83.30%	16.70%
		2017	25	10	35	72.20%	27.80%
Grade 6	BME	2015	35	10	45	75.60%	24.40%
		2016	40	10	50	80.80%	19.20%
		2017	45	10	55	78.20%	21.80%
	White	2015	415	145	555	74.10%	25.90%
		2016	495	185	680	72.60%	27.40%
		2017	495	180	675	73.20%	26.80%
	Unknown	2015	30	5	35	88.60%	11.40%
		2016	20	0	20	94.70%	5.30%
		2017	20	5	25	78.30%	21.70%
Grade 7	BME	2015	35	10	40	81.00%	19.00%
		2016	35	10	50	75.50%	24.50%
		2017	45	10	55	80.40%	19.60%
	White	2015	535	165	700	76.70%	23.30%
		2016	605	215	820	73.80%	26.20%
		2017	630	255	880	71.30%	28.70%
	Unknown	2015	45	25	70	62.30%	37.70%
		2016	25	10	35	69.70%	30.30%

			Full Time	Part Time	Total	Full Time	Part Time	
			N	N	N	%	%	
Grade 8	BME	2017	20	10	30	66.70%	33.30%	
		2015	25	5	30	90.00%	10.00%	
		2016	30	0	35	94.10%	5.90%	
	White	2017	40	5	45	90.70%	9.30%	
		2015	455	130	585	77.50%	22.50%	
		2016	535	150	685	78.00%	22.00%	
		2017	540	155	700	77.50%	22.50%	
		Unknown	2015	30	10	40	73.70%	26.30%
			2016	20	5	25	87.50%	12.50%
	2017		20	5	25	84.60%	15.40%	
Grade 9	BME	2015	5	0	5	66.70%	33.30%	
		2016	10	0	15	84.60%	15.40%	
		2017	10	0	10	80.00%	20.00%	
	White	2015	200	40	240	83.30%	16.70%	
		2016	220	40	260	84.00%	16.00%	
		2017	210	45	255	81.70%	18.30%	
	Unknown	2015	20	5	25	76.90%	23.10%	
		2016	15	5	20	76.20%	23.80%	
		2017	10	5	20	66.70%	33.30%	
		2015	5	0	5	100.00%	0.00%	
Grade 10 + SS	BME	2016	5	0	5	80.00%	20.00%	
		2017	5	0	10	87.50%	12.50%	
		2015	160	30	190	84.40%	15.60%	
	White	2016	160	25	185	86.60%	13.40%	
		2017	165	20	185	90.30%	9.70%	
		2015	15	0	15	86.70%	13.30%	
	Unknown	2016	5	0	5	80.00%	20.00%	
		2017	5	0	5	75.00%	25.00%	

Table 105: Non-UK P&S staff working pattern by grade, 2015-17

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	%	%
Grade 1	BME	2015	5	10	15	23.10%	76.90%
		2016	0	5	10	22.20%	77.80%
		2017	0	5	10	22.20%	77.80%
	White	2015	5	20	25	24.00%	76.00%
		2016	5	25	30	14.30%	85.70%
		2017	0	15	20	10.50%	89.50%
	Unknown	2015	0	0	5	50.00%	50.00%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
		2016	0	0	0	100.00%	0.00%
		2017	0	0	0	100.00%	0.00%
Grade 2	BME	2015	5	10	15	28.60%	71.40%
		2016	5	15	20	21.10%	78.90%
		2017	5	15	15	17.60%	82.40%
	White	2015	15	45	55	24.60%	75.40%
		2016	20	40	60	31.00%	69.00%
		2017	15	40	55	29.10%	70.90%
	Unknown	2015	0	10	15	14.30%	85.70%
		2016	0	5	10	12.50%	87.50%
		2017	0	5	10	22.20%	77.80%
Grade 3	BME	2015	15	10	25	65.20%	34.80%
		2016	20	10	25	69.20%	30.80%
		2017	15	10	25	57.70%	42.30%
	White	2015	30	25	55	54.50%	45.50%
		2016	40	30	70	54.30%	45.70%
		2017	35	25	60	55.00%	45.00%
	Unknown	2015	0	5	5	33.30%	66.70%
		2016	0	0	0	0.00%	100.00%
		2017	0	0	5	66.70%	33.30%
Grade 4	BME	2015	25	10	35	75.80%	24.20%
		2016	25	10	35	68.60%	31.40%
		2017	25	10	35	75.80%	24.20%
	White	2015	60	40	100	61.60%	38.40%
		2016	80	35	120	68.60%	31.40%
		2017	80	40	120	66.90%	33.10%
	Unknown	2015	5	5	10	50.00%	50.00%
		2016	5	5	5	42.90%	57.10%
		2017	5	5	10	36.40%	63.60%
Grade 5	BME	2015	25	5	35	79.40%	20.60%
		2016	40	10	45	83.00%	17.00%
		2017	30	15	45	70.50%	29.50%
	White	2015	95	35	130	71.50%	28.50%
		2016	115	45	160	71.50%	28.50%
		2017	100	45	145	69.40%	30.60%
	Unknown	2015	5	5	10	62.50%	37.50%
		2016	0	5	5	25.00%	75.00%
		2017	0	0	5	66.70%	33.30%

			Full Time	Part Time	Total	Full Time	Part Time
			N	N	N	%	%
Grade 6	BME	2015	20	5	25	87.00%	13.00%
		2016	25	5	30	89.30%	10.70%
		2017	30	5	35	83.30%	16.70%
	White	2015	85	30	115	72.60%	27.40%
		2016	80	30	110	72.20%	27.80%
		2017	95	30	125	74.40%	25.60%
	Unknown	2015	5	0	5	83.30%	16.70%
		2016	5	0	5	66.70%	33.30%
		2017	5	0	5	83.30%	16.70%
Grade 7	BME	2015	40	10	50	82.00%	18.00%
		2016	40	10	50	83.70%	16.30%
		2017	40	10	50	78.40%	21.60%
	White	2015	105	35	140	75.20%	24.80%
		2016	125	45	170	74.70%	25.30%
		2017	135	40	175	76.10%	23.90%
	Unknown	2015	10	5	10	72.70%	27.30%
		2016	5	0	5	85.70%	14.30%
		2017	5	0	10	87.50%	12.50%
Grade 8	BME	2015	15	0	15	87.50%	12.50%
		2016	20	0	25	91.70%	8.30%
		2017	25	5	25	85.20%	14.80%
	White	2015	75	10	85	87.20%	12.80%
		2016	90	20	105	82.20%	17.80%
		2017	95	15	115	85.10%	14.90%
	Unknown	2015	0	0	0	100.00%	0.00%
		2016	0	0	0	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%
Grade 9	BME	2015	5	0	5	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%
	White	2015	30	10	40	70.00%	30.00%
		2016	30	10	40	73.80%	26.20%
		2017	35	10	45	78.30%	21.70%
	Unknown	2015	5	0	5	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%
		2017	5	0	5	100.00%	0.00%
Grade 10 + SS	BME	2015	0	0	0	100.00%	0.00%
		2016	5	0	5	100.00%	0.00%

			Full Time N	Part Time N	Total N	Full Time %	Part Time %
	White	2017	5	0	5	100.00%	0.00%
		2015	15	0	15	94.10%	5.90%
		2016	20	0	20	100.00%	0.00%
	Unknown	2017	15	0	15	100.00%	0.00%
		2015	0	0	0	100.00%	0.00%
		2016	0	0	0	100.00%	0.00%
		2017	0	0	0	100.00%	0.00%

STAFF TURNOVER RATES TABLES 106-117

Overall, P&S staff turnover in 2017 was 15% [Table 106, Figure 20]: higher for UK-BME staff (18%) than UK-White (13%) [Table 107] but the reverse for non-UK P&S staff (13% BME, 20% White) [Table 80]. Excluding fixed-term staff, this pattern remains the same [Table 109]: 15% of UK-BME P&S permanent staff choosing to leave compared with 11% UK-White [Table 110], but 5% of non-UK-BME staff compared with 11% non-UK-White [Table 111]. Ethnicity gaps in all divisions are fairly small (1-2%), but turnover for all staff is slightly higher in SSD [Table 112, Table 113, Table 114]. Both UK- and non-UK-BME staff turnover decreases above Grade 6; for UK staff the rate declines after a spike at Grade 1, whereas for non-UK staff the rate increases slightly in Grades 3-6 before decreasing again [Table 115, Table 116, Table 117]. While there are variations by ethnicity, we see no specific area for action here.

STAFF TURNOVER RATES: DATA

Figure 20: P&S staff turnover, 2017 snapshot

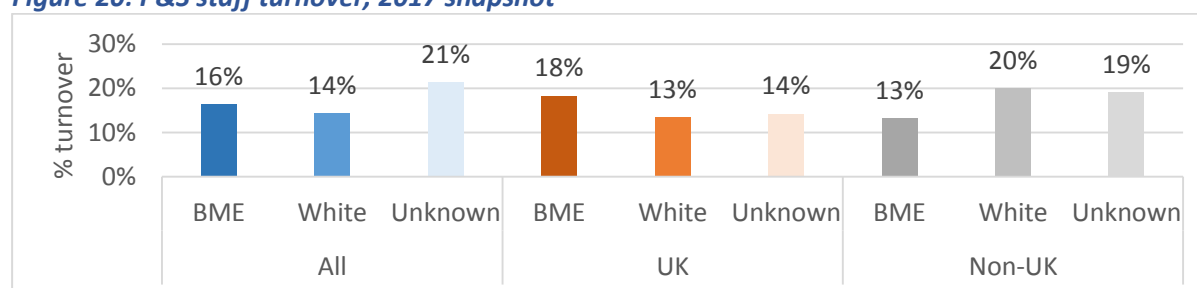


Table 106: All P&S staff turnover, 2015-17

	Leavers N			Staff in post N			Turnover %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
BME	75	85	95	450	540	580	16.70%	15.40%	16.30%
White	645	730	820	4865	5450	5705	13.30%	13.40%	14.40%
Unknown	130	85	80	645	410	375	20.10%	20.70%	21.30%
Total	850	895	995	5960	6400	6660	14.30%	14.00%	15.00%

Table 107: UK P&S staff turnover, 2015-17

	Leavers N			Staff in post N			Turnover %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
BME	30	50	60	235	305	325	13.70%	15.80%	18.30%
White	520	570	645	4145	4610	4810	12.60%	12.40%	13.40%
Unknown	65	30	30	425	225	205	14.80%	12.40%	14.20%
Total	615	645	735	4805	5140	5340	12.80%	12.60%	13.70%

Table 108: Non-UK P&S staff turnover, 2015-17

	Leavers N			Staff in post N			Turnover %		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
BME	45	35	35	215	230	250	20.10%	14.70%	13.30%
White	120	150	175	700	820	890	16.90%	18.10%	19.90%
Unknown	15	15	10	65	45	40	23.90%	38.60%	19.00%
Total	175	200	220	980	1095	1180	18.00%	18.20%	18.50%

Table 109: All P&S staff turnover by working pattern, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Fixed-term	BME	40	50	55	180	235	255	22.80%	21.70%	22.50%
	White	295	345	380	1400	1670	1755	21.20%	20.60%	21.60%
	Unknown	65	45	40	185	125	105	36.10%	36.50%	38.30%
	Total	405	440	475	1765	2035	2115	22.90%	21.70%	22.60%
Permanent	BME	35	30	35	265	300	320	12.70%	10.70%	11.50%
	White	340	380	440	3420	3745	3925	10.00%	10.20%	11.30%
	Unknown	65	35	40	455	280	265	14.00%	13.20%	14.70%
	Total	440	450	520	4145	4325	4510	10.60%	10.40%	11.50%

Table 110: UK P&S staff turnover by working pattern, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Fixed-term	BME	15	30	30	90	125	135	19.10%	23.80%	22.60%
	White	225	255	255	1110	1290	1345	20.10%	19.80%	18.90%
	Unknown	20	10	10	90	35	25	23.30%	23.50%	29.60%
	<i>Total</i>	260	295	295	1290	1450	1510	20.30%	20.20%	19.40%
Permanent	BME	15	20	30	145	175	190	10.40%	10.20%	15.30%
	White	290	315	390	2995	3290	3435	9.70%	9.50%	11.30%
	Unknown	40	20	20	330	190	175	12.70%	10.60%	12.10%
	<i>Total</i>	350	350	440	3470	3655	3795	10.00%	9.60%	11.60%

Table 111: Non-UK P&S staff turnover by working pattern, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Fixed-term	BME	25	20	25	90	105	115	26.40%	18.70%	22.60%
	White	70	85	125	290	375	405	24.90%	22.30%	30.60%
	Unknown	10	10	5	25	20	20	50.00%	61.10%	31.60%
	<i>Total</i>	110	115	155	405	500	540	26.70%	23.00%	28.90%
Permanent	BME	20	15	5	120	120	130	15.70%	11.50%	5.30%
	White	45	65	55	410	440	480	11.30%	14.60%	11.00%
	Unknown	5	5	0	40	25	25	9.80%	16.70%	8.70%
	<i>Total</i>	70	80	60	570	585	635	12.10%	14.00%	9.70%

Table 112: All P&S staff turnover by division, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Hums	BME	0	5	5	20	25	25	9.10%	16.00%	13.00%
	White	20	40	20	160	180	195	13.00%	21.00%	11.30%
	Unknown	10	0	5	25	10	15	29.60%	16.70%	37.50%
MPLS	BME	10	5	10	55	65	75	16.10%	6.20%	13.00%
	White	65	65	90	625	685	725	10.20%	9.60%	12.50%
	Unknown	20	5	15	95	55	60	19.10%	10.50%	23.70%
MSD	BME	25	30	35	145	190	210	17.80%	16.30%	16.80%
	White	160	180	240	1260	1500	1630	12.80%	11.90%	14.70%
	Unknown	15	20	15	135	90	90	12.60%	19.60%	18.00%
SSD	BME	5	15	15	50	60	75	11.50%	26.70%	21.90%
	White	80	105	105	445	525	590	18.30%	19.70%	18.10%
	Unknown	20	20	10	75	60	45	26.70%	37.90%	25.50%
GLAM	BME	10	10	10	70	70	75	16.20%	12.90%	16.20%
	White	130	135	140	895	950	965	14.40%	14.40%	14.70%

		Leavers N			Staff in post N			Turnover %		
	Unknown	15	10	10	100	60	55	16.20%	14.80%	14.50%
UAS	BME	20	15	15	95	110	110	19.60%	13.40%	15.60%
	White	165	185	210	1370	1490	1485	12.20%	12.30%	14.00%
	Unknown	45	25	20	195	115	100	22.70%	20.70%	20.80%

Table 113: UK P&S staff turnover by division, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Hums	BME	0	0	0	5	10	10	0.00%	20.00%	18.20%
	White	15	20	15	125	135	155	10.60%	16.10%	10.90%
	Unknown	5	0	5	15	5	5	31.30%	20.00%	42.90%
MPLS	BME	5	0	10	35	40	45	14.30%	0.00%	17.40%
	White	55	50	70	550	595	625	9.90%	8.60%	11.30%
	Unknown	5	0	10	75	40	45	9.10%	4.90%	22.70%
MSD	BME	10	20	20	75	105	110	15.10%	17.90%	17.10%
	White	130	150	175	1070	1260	1360	12.10%	11.80%	13.00%
	Unknown	10	5	5	90	50	40	8.70%	12.20%	9.50%
SSD	BME	0	10	10	25	35	40	7.70%	30.30%	25.60%
	White	65	80	80	375	440	480	16.80%	18.60%	16.20%
	Unknown	10	5	0	45	25	20	20.50%	16.70%	10.00%
GLAM	BME	5	5	10	40	40	40	10.30%	15.40%	19.00%
	White	100	100	110	720	760	775	14.00%	13.20%	13.90%
	Unknown	10	5	5	65	35	35	16.70%	8.60%	9.10%
UAS	BME	10	10	15	55	70	70	17.00%	12.90%	18.10%
	White	140	150	185	1220	1325	1325	11.50%	11.30%	13.90%
	Unknown	20	10	5	120	65	50	17.50%	15.90%	9.80%

Table 114: Non-UK P&S staff turnover by division, 2015-17

		Leavers N			Staff in post N			Turnover %		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Hums	BME	0	0	0	15	15	10	12.50%	13.30%	8.30%
	White	10	15	5	40	45	40	20.50%	36.40%	10.30%
	Unknown	0	0	0	5	0	5	0.00%	0.00%	40.00%
MPLS	BME	5	5	0	20	25	30	19.00%	11.10%	6.50%
	White	10	15	20	75	90	100	13.00%	16.90%	20.40%
	Unknown	5	0	0	10	5	5	50.00%	0.00%	28.60%
MSD	BME	15	10	15	75	85	95	20.50%	14.30%	16.70%
	White	30	30	60	190	240	270	15.80%	11.70%	23.00%

		Leavers			Staff in post			Turnover		
		N	N	N	N	N	N	%	%	%
	Unknown	5	5	0	10	5	10	33.30%	42.90%	12.50%
SSD	BME	5	5	5	25	25	35	15.40%	22.20%	17.60%
	White	20	20	30	70	80	110	25.00%	25.60%	26.90%
	Unknown	5	5	0	10	10	5	27.30%	60.00%	16.70%
GLAM	BME	5	5	5	30	30	30	24.10%	9.70%	12.50%
	White	25	35	35	170	190	190	15.50%	19.00%	18.00%
	Unknown	0	5	0	20	15	10	0.00%	33.30%	0.00%
UAS	BME	10	5	5	40	40	35	23.80%	15.40%	8.30%
	White	25	25	25	140	150	160	17.90%	17.80%	15.20%
	Unknown	5	0	0	10	5	5	33.30%	25.00%	33.30%

Figure 21: UK and non-UK-BME P&S staff turnover by grade

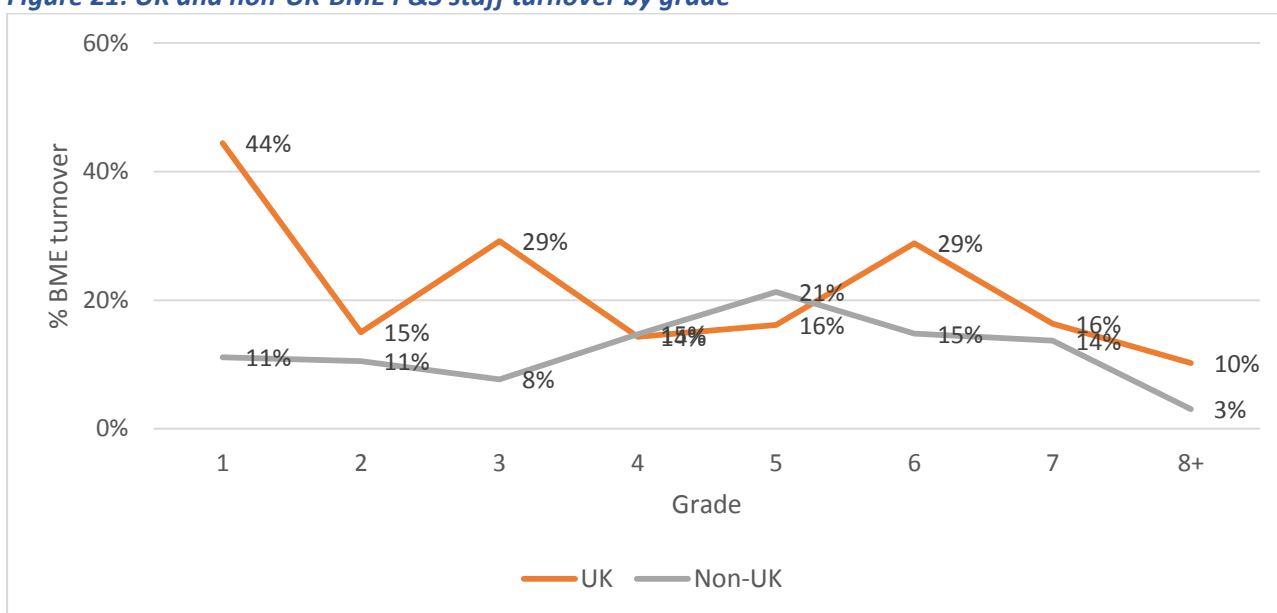


Table 115: All P&S staff turnover by grade, 2015-17

		Leavers			Staff in post			Turnover		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Grade 1	BME	5	10	5	25	20	20	15.40%	40.00%	26.30%
	White	20	30	25	90	95	110	24.40%	33.00%	20.70%
	Unknown	5	5	5	20	15	25	19.00%	33.30%	23.10%
	Total	30	45	35	135	130	155	21.90%	34.10%	21.80%
Grade 2	BME	5	5	5	25	35	40	30.40%	14.70%	12.80%
	White	80	90	75	260	290	290	30.10%	31.50%	25.00%
	Unknown	10	10	5	55	45	35	20.40%	17.00%	13.90%
	Total	95	105	85	335	375	365	28.60%	28.20%	22.60%
Grade 3	BME	0	5	10	45	50	50	4.50%	14.00%	18.00%

		Leavers			Staff in post			Turnover		
		N	N	N	N	N	N	%	%	%
	White	65	70	50	400	395	390	16.70%	17.10%	12.80%
	Unknown	15	15	15	70	50	40	20.80%	25.50%	32.50%
	<i>Total</i>	85	90	70	520	500	480	16.20%	17.70%	15.00%
Grade 4	BME	10	15	15	90	90	90	13.20%	19.10%	15.40%
	White	90	95	120	695	745	750	13.20%	12.50%	15.80%
	Unknown	20	10	10	110	65	45	20.40%	16.70%	23.90%
	<i>Total</i>	125	120	145	895	900	885	14.10%	13.50%	16.20%
Grade 5	BME	15	10	20	70	90	110	19.70%	12.10%	18.30%
	White	115	130	145	875	995	1015	13.00%	12.90%	14.40%
	Unknown	15	10	15	90	60	60	15.70%	20.30%	24.10%
	<i>Total</i>	140	150	180	1035	1145	1185	13.70%	13.20%	15.20%
Grade 6	BME	10	15	20	60	85	80	17.20%	17.90%	24.10%
	White	65	100	120	610	745	800	11.00%	13.50%	15.30%
	Unknown	10	5	10	65	40	40	17.90%	17.10%	23.10%
	<i>Total</i>	90	120	150	735	870	915	12.10%	14.10%	16.40%
Grade 7	BME	15	15	15	75	95	100	16.90%	13.40%	15.00%
	White	90	85	130	810	925	990	11.40%	9.40%	13.10%
	Unknown	20	10	10	90	50	45	19.60%	23.50%	21.30%
	<i>Total</i>	125	110	155	980	1075	1135	12.60%	10.40%	13.60%
Grades 8-10	BME	10	5	5	55	60	80	22.20%	8.10%	7.30%
	White	105	110	140	1020	1160	1250	10.30%	9.50%	11.10%
	Unknown	25	5	10	100	60	70	25.70%	9.70%	13.20%
	<i>Total</i>	145	120	155	1175	1285	1400	12.20%	9.40%	11.00%

Table 116: UK P&S staff turnover by grade, 2015-17

		Leavers			Staff in post			Turnover		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Grade 1	BME	0	5	5	10	5	10	18.20%	57.10%	44.40%
	White	20	25	15	70	70	85	26.80%	33.80%	17.90%
	Unknown	0	0	0	15	5	5	14.30%	14.30%	16.70%
	<i>Total</i>	25	30	20	95	80	100	24.00%	34.10%	20.20%
Grade 2	BME	0	5	5	10	20	20	18.20%	15.80%	15.00%
	White	60	60	60	205	230	240	28.50%	26.50%	24.40%
	Unknown	5	0	0	25	15	15	25.00%	11.80%	5.90%
	<i>Total</i>	65	65	60	240	265	275	27.70%	24.80%	22.50%
Grade 3	BME	0	5	5	20	25	25	4.50%	16.70%	29.20%
	White	55	60	35	340	335	320	16.50%	17.20%	11.20%
	Unknown	5	5	5	45	30	20	12.80%	20.70%	19.00%
	<i>Total</i>	65	70	45	410	390	365	15.40%	17.40%	12.80%
Grade 4	BME	5	15	10	50	50	55	12.00%	25.00%	14.30%
	White	75	80	100	600	635	630	12.50%	12.60%	15.60%

		Leavers			Staff in post			Turnover		
		N			N			%		
	Unknown	10	5	5	80	40	30	14.80%	16.70%	24.10%
	<i>Total</i>	95	100	115	730	730	715	12.70%	13.70%	15.80%
Grade 5	BME	5	5	10	35	55	60	19.40%	10.90%	16.10%
	White	95	110	110	755	850	855	12.40%	12.70%	13.00%
	Unknown	10	5	5	65	25	30	15.90%	16.00%	17.20%
	<i>Total</i>	110	120	125	850	930	950	12.90%	12.70%	13.30%
Grade 6	BME	5	10	15	35	55	50	13.50%	16.40%	28.80%
	White	50	70	90	510	620	680	10.20%	11.60%	13.20%
	Unknown	5	0	5	40	20	20	17.50%	5.00%	21.10%
	<i>Total</i>	65	80	110	585	695	755	10.90%	11.80%	14.50%
Grade 7	BME	5	5	10	35	45	50	20.00%	13.00%	16.30%
	White	75	65	105	680	775	820	10.80%	8.20%	12.80%
	Unknown	5	5	5	65	35	30	9.00%	10.80%	17.20%
	<i>Total</i>	85	75	120	780	855	900	11.00%	8.50%	13.10%
Grades 8-10	BME	0	5	5	30	40	50	6.90%	7.50%	10.20%
	White	85	90	115	895	1015	1085	9.70%	9.10%	10.50%
	Unknown	10	0	0	70	40	45	17.40%	2.40%	4.30%
	<i>Total</i>	100	95	120	995	1095	1180	10.20%	8.80%	10.30%

Table 117: Non-UK P&S staff turnover by grade, 2015-17

		Leavers			Staff in post			Turnover		
		N			N			%		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Grade 1	BME	0	5	0	15	15	10	13.30%	30.80%	11.10%
	White	5	10	10	20	25	25	15.80%	30.80%	29.60%
	Unknown	0	5	0	5	5	0	40.00%	75.00%	0.00%
	<i>Total</i>	5	15	10	40	45	35	17.90%	34.90%	24.30%
Grade 2	BME	5	0	0	10	15	20	41.70%	13.30%	10.50%
	White	20	30	15	50	60	55	38.00%	49.20%	27.80%
	Unknown	0	5	0	10	10	5	8.30%	37.50%	0.00%
	<i>Total</i>	25	35	15	75	85	80	33.80%	41.70%	21.30%
Grade 3	BME	0	5	0	20	25	25	4.50%	12.00%	7.70%
	White	10	10	15	60	60	70	18.30%	15.50%	20.30%
	Unknown	0	0	0	10	5	0	12.50%	40.00%	100.00%
	<i>Total</i>	15	15	15	90	90	95	14.40%	15.90%	17.70%
Grade 4	BME	5	5	5	40	35	35	15.00%	8.30%	14.70%
	White	15	10	20	95	105	120	15.80%	11.40%	16.90%
	Unknown	0	0	0	5	5	5	0.00%	14.30%	14.30%
	<i>Total</i>	20	15	25	140	150	160	14.80%	10.80%	16.40%
Grade 5	BME	5	5	10	35	35	45	20.60%	14.30%	21.30%
	White	20	20	35	115	140	160	16.80%	14.20%	22.20%
	Unknown	0	5	0	5	5	5	0.00%	66.70%	50.00%
	<i>Total</i>	25	30	45	155	180	210	17.00%	15.90%	22.50%
Grade 6	BME	5	5	5	20	30	25	23.80%	21.40%	14.80%
	White	15	25	30	100	120	115	14.30%	22.90%	26.70%
	Unknown	0	0	0	10	5	5	25.00%	0.00%	28.60%
	<i>Total</i>	20	35	35	125	150	150	16.50%	22.00%	24.70%
Grade 7	BME	5	5	5	40	50	50	14.30%	13.70%	13.70%
	White	20	25	25	130	150	165	14.80%	15.10%	15.00%

	Unknown	5	0	0	10	5	5	66.70%	50.00%	14.30%
	<i>Total</i>	30	30	35	180	205	225	17.30%	15.50%	14.70%
Grades 8-10	BME	10	0	0	25	20	35	40.00%	9.10%	3.00%
	White	20	15	25	125	140	160	14.60%	10.60%	15.40%
	Unknown	5	0	0	10	5	10	40.00%	33.30%	12.50%
	<i>Total</i>	30	20	25	160	170	205	20.30%	11.20%	13.30%

4C GRIEVANCES AND DISCIPLINARIES

Records of cases are held divisionally. They currently do not record ethnic profile of individuals, so it is not possible to establish whether the nature of grievances and disciplinaries is race-related. We will work to improve availability of accurate data and ensure that staff are aware of grievance procedures, including those concerning ethnicity, as some survey respondents reported a lack of confidence in the existing process:

I trust the Harassment Advisory Service, but I'm not confident that the departmental HR/Personnel staff are really well equipped to deal with such issues. (F, GLAM, Unknown ethnicity)

It's not clear how to report an ethnically related incident, and if there are ways to do this anonymously if required. [...] even if there is some way to log what has happened would ease my mind a bit because I can only see the situation becoming worse because of Brexit. (F, UAS, UK, White: other)

Action 11.1 Promote a stronger understanding of race equality issues.

The staff survey revealed little difference by ethnicity in the percentages of staff reporting unfair treatment, harassment or bullying; 9% of BME and 8% of White staff reported having experienced bullying or harassment in the workplace during the academic year.

We have recently introduced a race awareness workshop – available bespoke to departments on request – and will supplement this with an online course to reach as many members of staff as possible to ensure that employees' experience of working at Oxford is not affected by their ethnicity.

4D DECISION-MAKING BOARDS AND COMMITTEES TABLES 118-119

Composition of committees is regulated by the University’s statutes. Members may be either *ex officio* or elected, the latter usually serving a term of three years, and most positions are held by academic staff. We are disappointed in the low proportions of BME staff represented on senior committees, and see increasing this as a key objective.

Objective 3:

Achieve stronger representation of BME staff in decision-making at all levels across the University.

Table 118: Main University and division committees, 2017

	BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Council	0	25	0	25	0.00%	92.00%	8.00%
Committees of Council	0	50	10	65	3.10%	80.00%	16.90%
Divisional boards	0	95	10	110	1.90%	87.00%	11.10%

We have already begun reviewing existing governance policies and practice to improve representation of BME staff on the main University and divisional committees.

Increased opportunities to be involved in governance are arising via the work of OxRSS, as well as the one-to-one mentoring relationships as part of Pivot, which pair BME mentees with mentors in senior roles within the University and so provide visibility and opportunities. The staff survey reveals untapped potential when it comes to BME leaders. Over 80% of BME respondents who did not currently manage or supervise reported that they aspired to a leadership role.

Action 3.1 Improve representation of BME staff on the main University and divisional committees.

Table 119: ‘Do you aspire to a leadership role?’ (asked of non-managers only)

		% agree
Academic	BME	83.3%
	White	60.3%
P&S	BME	80.8%
	White	61.3%
Researcher	BME	87.6%
	White	85.1%

By ensuring that BME staff at all grades are supported to pursue their leadership aspirations we hope to increase the numbers of BME staff involved in decision-making.

Action 3.2 Ensure that BME staff at all grades are supported to pursue their leadership aspirations.



Oxford Research Staff Society international picnic (August 2017). OxRSS gives researchers a voice on decisions that affect them. The team of ‘voice reps’ – who are mostly international and many of whom are BME – sit on many departmental, divisional and University committees

4E EQUAL PAY

We publish equal pay audits – one of the main salary and grading structure,⁵ and one of senior staff – every four years. The results are reported to the Personnel Committee and actions are agreed. The 2017 audit found:

- No mean pay gaps greater than 3% in favour of White staff, closing the gaps in Grades 5 and 6 seen in the 2013 audit.
- Pay gaps of greater than 5% identified in the analysis of *median* pay. The median base and total pay of BME staff in Grade 5 is 7.1% lower than White, and in Grade 6 is 5.7% lower than White. Further analysis indicates that these pay gaps may be attributable to BME staff having been in Grades 5 and 6 for a shorter period of time. This would mean that they would not have progressed as far as others up the incremental pay scale.
- An 11.8% pay gap in favour of BME staff in clinical academic grades and 4.3% in clinical research grades
- A mean pay gap of 7.9% between BME and White apprentice staff, in favour of White apprentices.

In the light of these findings the University will continue to include a race analysis in our equal pay auditing, and report to the Personnel Committee.

5 ACADEMIC STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT

5A ACADEMIC AND RESEARCH STAFF RECRUITMENT

Recruitment is a devolved process institutional procedures and guidelines. There has been considerable recent effort to encourage female applicants, though so far little systematic consideration of race. In 2013-14 revised procedures were introduced, including implicit bias training for all Chairs. Following the success of these changes, we will extend the lessons learnt to AP recruitment.

⁵ Grades 1-10 and APs



***Implicit bias training and guidance:** During 2016-17 we conducted a project to train 30 internal facilitators to hold implicit bias workshops across the University, developed our own online training course on implicit bias, and have reviewed and updated the guidance on recruitment and selection to further embed equality at each stage*

All recruitment panels are required to follow a Code of Practice on Staff Recruitment and Selection. Panel Chairs must have completed an online Recruitment and Selection course at least every four years. Departments are increasingly requiring *all* panellists to be trained, and have introduced face-to-face sessions.

Action 5.2 Reduce the potential for bias in recruitment and professional development.

Academic staff

Recruitment of APs is a joint exercise between the relevant University department and one of 38 colleges. Colleges have separate HR systems, and data for the 30% of appointments that are college-led do not currently feed into University records, so are unavailable for these posts.

Until 2016-17, recruitment for University-led appointments was paper-based. Capturing equal opportunities data relied on both candidates and the recruiting department completing the appropriate forms. Records are therefore incomplete and so reliable academic recruitment data cannot be provided here. Electronic data capture was introduced in August 2016 and will resolve this issue in time for REC reapplication.

Notwithstanding, we know from our staff in post data that we wish to increase the proportion of BME applicants and appointments to AP posts and to increase the proportion of BME SPs in post.

Research staff

Appointment rates for BME candidates are slightly above the proportion of BME staff in post. However, there is a drop-off from application to appointment [Table 120, Figure 22]. In 2017, UK-BME applicants comprised 27% of the applicant pool but 14% of those appointed [Table 121]; non-UK-BME applicants comprised 59% of the applicant pool but 32% of those appointed [Table 122].

Unsuitable applications may account for some of the attrition for non-UK applicants. However, we do not yet fully understand all the factors at play. Shortlisting data are incomplete, and action is needed to ensure availability of accurate data to identify at what stage we are 'losing' BME candidates, in order to identify appropriate actions to redress this.

In 2017, 8.7% of UK-White applicants (highest success rate) were appointed, as opposed to 0.7% of non-UK-Black applicants (lowest). Overall, Black, Arab and Asian applicants were least successful and White, Mixed, and Chinese applicants were most successful [Table 126:]. Divisional data show different levels of applications from BME candidates, but all have the same downward trends [Table 127, Table 128, Table 129].

The percentage of successful BME applicants was highest in Grade 7 (27%) and Grade 8 (27%) [Table 131]. Proportions of UK-BME applicants were higher in Grades 8 and 9 than 6 and 7 (though the proportion recruited in all grades was around 15%) [Table 132]; the highest proportion of non-UK-BME applicants was in Grade 7 [Table 133]. We need to better understand the reasons for this, to target actions appropriately. Nevertheless some attrition for non-UK-BME applicants may be due to unfamiliarity with the process and uncompetitive applications [Action 2.4 (d)].

Action 5.1 Ensure availability of accurate data and use it to drive increase in BME recruitment in identified areas.

RESEARCH STAFF RECRUITMENT: DATA

Figure 22: Research staff recruitment, 2017 snapshot

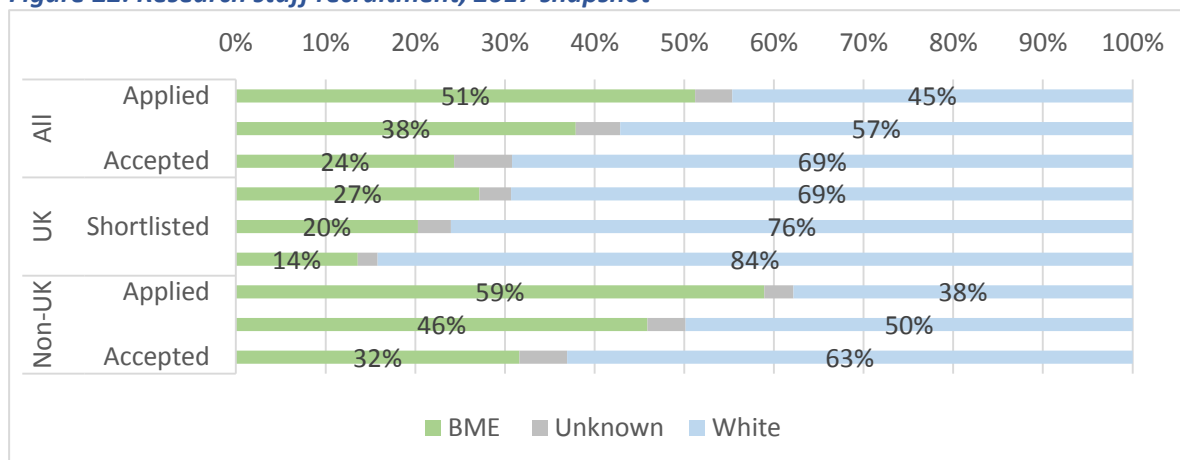


Table 120: All research staff recruitment, 2015-17

		BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
2015	Applied	11290	10870	1010	23170	48.70%	46.90%	4.40%
	Shortlisted	740	1445	140	2320	31.80%	62.20%	5.90%
	Accepted	205	595	75	875	23.40%	68.20%	8.30%
2016	Applied	11725	9785	1460	22970	51.00%	42.60%	6.40%
	Shortlisted	760	1415	135	2305	32.90%	61.30%	5.90%
	Accepted	230	645	95	970	23.70%	66.50%	9.80%
2017	Applied	11425	9965	920	22315	51.20%	44.70%	4.10%
	Shortlisted	1220	1835	160	3215	37.90%	57.20%	4.90%
	Accepted	240	685	65	990	24.30%	69.20%	6.50%

Table 121: UK research staff recruitment, 2015-17

		BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
2015	Applied	1355	3770	160	5285	25.70%	71.30%	3.00%
	Shortlisted	150	630	25	805	18.60%	78.20%	3.20%
	Accepted	50	260	10	320	15.30%	81.90%	2.80%
2016	Applied	1240	3225	130	4595	27.00%	70.20%	2.90%
	Shortlisted	140	555	25	715	19.30%	77.50%	3.20%
	Accepted	40	275	10	330	12.80%	83.80%	3.40%
2017	Applied	1370	3505	180	5055	27.10%	69.30%	3.50%
	Shortlisted	195	725	35	955	20.30%	76.00%	3.70%
	Accepted	50	305	10	360	13.60%	84.20%	2.20%

Table 122: Non-UK research staff recruitment, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
2015	Applied	9920	7090	610	17620	56.30%	40.20%	3.50%
	Shortlisted	585	815	75	1475	39.80%	55.20%	5.00%
	Accepted	155	335	30	520	30.00%	64.20%	5.80%
2016	Applied	10470	6545	700	17715	59.10%	36.90%	4.00%
	Shortlisted	620	860	80	1555	39.70%	55.20%	5.10%
	Accepted	185	370	40	595	31.40%	61.80%	6.70%
2017	Applied	10055	6455	550	17060	58.90%	37.80%	3.20%
	Shortlisted	1025	1110	95	2230	45.90%	49.80%	4.30%
	Accepted	190	380	30	605	31.60%	63.10%	5.30%

Table 123: All research staff recruitment by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
2015	Applied	570	6805	740	2055	620	510	1010	10870	23170
	Shortlisted	25	330	40	220	75	50	140	1445	2320
	Accepted	5	75	15	65	30	15	75	595	875
2016	Applied	665	6985	655	2285	650	485	1460	9785	22970
	Shortlisted	35	345	45	225	65	50	135	1415	2305
	Accepted	10	85	15	70	30	20	95	645	970
2017	Applied	625	6410	905	2275	665	550	920	9960	22315
	Shortlisted	55	605	80	320	95	65	160	1835	3215
	Accepted	10	105	5	75	30	15	65	685	990
2015	Applied	2.50%	29.40%	3.20%	8.90%	2.70%	2.20%	4.40%	46.90%	100.00%
	Shortlisted	1.10%	14.30%	1.70%	9.40%	3.10%	2.20%	5.90%	62.20%	100.00%
	Accepted	0.70%	8.50%	1.50%	7.70%	3.50%	1.60%	8.30%	68.20%	100.00%
2016	Applied	2.90%	30.40%	2.90%	10.00%	2.80%	2.10%	6.40%	42.60%	100.00%
	Shortlisted	1.60%	14.90%	1.90%	9.70%	2.80%	2.10%	5.90%	61.30%	100.00%
	Accepted	0.90%	8.90%	1.50%	7.20%	2.90%	2.20%	9.80%	66.50%	100.00%
2017	Applied	2.80%	28.70%	4.10%	10.20%	3.00%	2.50%	4.10%	44.60%	100.00%
	Shortlisted	1.70%	18.80%	2.50%	9.90%	3.00%	2.00%	4.90%	57.20%	100.00%
	Accepted	0.90%	10.40%	0.70%	7.70%	2.90%	1.70%	6.50%	69.20%	100.00%

Table 124: UK research staff recruitment by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
2015	Applied	65	710	175	145	190	75	160	3770	5285
	Shortlisted	5	70	15	25	25	15	25	630	805
	Accepted	0	25	5	5	10	5	10	260	320
2016	Applied	70	635	140	185	160	50	130	3225	4595
	Shortlisted	10	65	10	25	25	5	25	555	715
	Accepted	0	15	5	10	10	5	10	275	330
2017	Applied	45	750	195	125	185	70	180	3505	5055
	Shortlisted	10	95	15	30	35	10	35	725	955
	Accepted	0	25	0	10	10	5	10	305	360

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
2015	Applied	1.20%	13.50%	3.30%	2.70%	3.60%	1.40%	3.00%	71.30%	100.00%
%	Shortlisted	0.60%	8.60%	1.60%	3.00%	3.20%	1.60%	3.20%	78.20%	100.00%
	Accepted	0.30%	7.50%	1.30%	2.20%	2.80%	1.30%	2.80%	81.90%	100.00%
2016	Applied	1.60%	13.80%	3.10%	4.00%	3.50%	1.10%	2.90%	70.20%	100.00%
%	Shortlisted	1.10%	9.10%	1.30%	3.20%	3.60%	1.00%	3.20%	77.50%	100.00%
	Accepted	0.30%	4.90%	1.20%	2.70%	2.70%	0.90%	3.40%	83.80%	100.00%
2017	Applied	0.90%	14.80%	3.80%	2.50%	3.70%	1.40%	3.50%	69.30%	100.00%
%	Shortlisted	0.80%	10.20%	1.70%	2.90%	3.60%	1.20%	3.70%	76.00%	100.00%
	Accepted	0.30%	6.60%	0.60%	2.50%	2.80%	0.80%	2.20%	84.20%	100.00%

Table 125: Non-UK research staff recruitment by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
2015	Applied	505	6085	565	1910	430	435	610	7090	17620
N	Shortlisted	20	265	25	195	45	40	75	815	1475
	Accepted	5	50	10	60	20	10	30	335	520
2016	Applied	590	6345	515	2100	490	435	700	6540	17715
N	Shortlisted	30	275	35	200	40	40	80	860	1555
	Accepted	10	70	10	60	20	20	40	370	595
2017	Applied	580	5660	710	2150	480	475	550	6455	17060
N	Shortlisted	50	505	65	290	65	50	95	1110	2230
	Accepted	10	80	5	65	20	15	30	380	605
2015	Applied	2.90%	34.50%	3.20%	10.80%	2.40%	2.50%	3.50%	40.20%	100.00%
%	Shortlisted	1.40%	17.80%	1.70%	13.20%	3.20%	2.60%	5.00%	55.20%	100.00%
	Accepted	1.00%	9.60%	1.70%	11.50%	4.20%	1.90%	5.80%	64.20%	100.00%
2016	Applied	3.30%	35.80%	2.90%	11.90%	2.80%	2.40%	4.00%	36.90%	100.00%
%	Shortlisted	1.80%	17.80%	2.20%	12.80%	2.40%	2.70%	5.10%	55.20%	100.00%
	Accepted	1.30%	11.80%	1.80%	10.30%	3.20%	3.00%	6.70%	61.80%	100.00%
2017	Applied	3.40%	33.20%	4.20%	12.60%	2.80%	2.80%	3.20%	37.80%	100.00%
%	Shortlisted	2.20%	22.70%	2.90%	13.00%	2.80%	2.30%	4.30%	49.80%	100.00%
	Accepted	1.30%	13.10%	0.80%	11.10%	3.10%	2.20%	5.30%	63.10%	100.00%

Table 126: Research staff recruitment success rates by ethnic group, 2017

	Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Overall
All	1.4%	1.6%	0.8%	3.3%	4.4%	3.1%	6.9%	6.9%	4.4%
UK	2.1%	3.2%	1.0%	7.3%	5.3%	4.2%	4.5%	8.7%	7.1%
Non-UK	1.4%	1.4%	0.7%	3.1%	4.0%	2.7%	5.8%	5.9%	3.5%

Table 127: All research staff recruitment by division, 2015-17

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Hums	2015	Applied	45	310	25	380	11.90%	81.70%	6.30%
		Shortlisted	0	40	0	45	4.70%	90.70%	4.70%
		Accepted	0	20	0	20	0.00%	90.90%	9.10%
	2016	Applied	25	135	20	185	13.60%	74.50%	12.00%
		Shortlisted	5	20	0	25	11.50%	84.60%	3.80%
		Accepted	0	5	5	10	0.00%	63.60%	36.40%
	2017	Applied	110	390	45	545	20.10%	71.50%	8.40%
		Shortlisted	10	60	5	75	14.30%	80.50%	5.20%
		Accepted	5	25	0	30	16.70%	76.70%	6.70%
MPLS	2015	Applied	4435	2760	370	7560	58.60%	36.50%	4.90%
		Shortlisted	250	330	40	625	40.00%	53.30%	6.70%
		Accepted	75	170	20	265	27.50%	64.50%	7.90%
	2016	Applied	5205	2700	800	8710	59.80%	31.00%	9.20%
		Shortlisted	230	305	40	570	39.90%	53.10%	7.00%
		Accepted	90	185	40	315	28.30%	58.90%	12.70%
	2017	Applied	4075	2445	390	6915	59.00%	35.40%	5.60%
		Shortlisted	330	360	50	745	44.60%	48.50%	6.90%
		Accepted	90	180	25	295	30.60%	60.30%	9.10%
MSD	2015	Applied	6060	6865	485	13410	45.20%	51.20%	3.60%
		Shortlisted	440	965	80	1485	29.80%	65.00%	5.30%
		Accepted	120	360	45	525	22.90%	69.00%	8.20%
	2016	Applied	5795	6240	490	12525	46.30%	49.80%	3.90%
		Shortlisted	500	1025	90	1615	31.00%	63.50%	5.40%
		Accepted	125	405	45	575	21.90%	70.10%	8.00%
	2017	Applied	6065	5745	355	12170	49.90%	47.20%	2.90%
		Shortlisted	775	1180	80	2040	38.10%	57.90%	4.00%
		Accepted	120	405	30	555	21.70%	73.10%	5.20%
SSD	2015	Applied	740	920	135	1790	41.30%	51.30%	7.40%
		Shortlisted	45	110	15	165	25.70%	64.70%	9.60%
		Accepted	10	45	5	60	19.40%	69.40%	11.30%
	2016	Applied	685	700	140	1520	44.90%	45.90%	9.20%
		Shortlisted	20	55	5	80	25.60%	68.30%	6.10%
		Accepted	15	45	5	65	21.50%	70.80%	7.70%
	2017	Applied	1175	1380	130	2685	43.80%	51.40%	4.80%
		Shortlisted	100	235	20	355	27.70%	66.10%	6.20%

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
	Accepted	25	75	5	105	22.90%	71.40%	5.70%

Table 128: UK-BME research staff recruitment by division, 2015-17

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Hums	2015	Applied	10	110	5	125	7.10%	87.30%	5.60%
		Shortlisted	0	15	0	15	0.00%	100.00%	0.00%
		Accepted	0	5	0	5	0.00%	100.00%	0.00%
	2016	Applied	5	40	0	45	11.60%	88.40%	0.00%
		Shortlisted	0	5	0	5	0.00%	100.00%	0.00%
		Accepted	0	0	0	0	0.00%	100.00%	0.00%
	2017	Applied	10	150	15	170	4.70%	87.60%	7.70%
		Shortlisted	0	30	0	30	0.00%	100.00%	0.00%
		Accepted	0	15	0	15	0.00%	92.90%	7.10%
MPLS	2015	Applied	170	670	35	880	19.60%	76.50%	3.90%
		Shortlisted	20	105	5	130	16.00%	81.70%	2.30%
		Accepted	10	60	0	70	13.90%	84.70%	1.40%
	2016	Applied	175	560	30	765	23.00%	73.20%	3.80%
		Shortlisted	15	85	0	100	13.70%	84.30%	2.00%
		Accepted	10	65	0	80	15.00%	83.80%	1.30%
	2017	Applied	170	595	25	790	21.60%	75.30%	3.20%
		Shortlisted	25	115	5	140	16.20%	80.30%	3.50%
		Accepted	10	60	0	70	14.10%	84.50%	1.40%
MSD	2015	Applied	1085	2765	100	3955	27.50%	69.90%	2.60%
		Shortlisted	120	470	25	615	19.60%	76.60%	3.70%
		Accepted	35	180	10	225	15.60%	80.90%	3.60%
	2016	Applied	990	2480	95	3560	27.70%	69.70%	2.60%
		Shortlisted	120	440	20	580	20.80%	75.60%	3.60%
		Accepted	25	190	10	225	11.50%	84.50%	4.00%
	2017	Applied	1065	2400	120	3580	29.70%	67.00%	3.30%
		Shortlisted	160	525	30	715	22.30%	73.60%	4.10%
		Accepted	35	210	5	250	14.10%	83.50%	2.40%
SSD	2015	Applied	85	220	20	320	26.40%	68.00%	5.60%
		Shortlisted	5	35	0	40	16.70%	83.30%	0.00%
		Accepted	5	15	0	15	23.50%	76.50%	0.00%
	2016	Applied	65	145	10	220	30.30%	65.20%	4.50%
		Shortlisted	0	20	0	20	9.10%	90.90%	0.00%
		Accepted	5	15	0	20	20.00%	75.00%	5.00%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
	2017	Applied	130	360	25	515	25.20%	70.30%	4.50%
		Shortlisted	10	60	0	70	16.90%	81.70%	1.40%
		Accepted	5	20	0	25	15.40%	84.60%	0.00%

Table 129: Non-UK-BME research staff recruitment by division, 2015-17

			BME N	White N	Unknown N	Total N	BME N	White %	Unknown %
Hums	2015	Applied	35	200	15	250	14.30%	79.30%	6.40%
		Shortlisted	0	20	0	25	7.70%	84.60%	7.70%
		Accepted	0	15	0	15	0.00%	87.50%	12.50%
	2016	Applied	20	100	20	140	14.40%	71.20%	14.40%
		Shortlisted	5	15	0	20	15.80%	78.90%	5.30%
		Accepted	0	5	5	10	0.00%	60.00%	40.00%
	2017	Applied	100	245	30	375	27.30%	65.00%	7.80%
		Shortlisted	10	35	5	50	22.40%	69.40%	8.20%
		Accepted	5	10	0	15	31.30%	62.50%	6.30%
MPLS	2015	Applied	4260	2085	265	6610	64.40%	31.60%	4.00%
		Shortlisted	230	225	30	485	47.00%	46.40%	6.60%
		Accepted	65	110	10	185	34.20%	59.80%	6.00%
	2016	Applied	5025	2130	355	7510	66.90%	28.40%	4.70%
		Shortlisted	215	220	35	470	45.70%	46.60%	7.70%
		Accepted	75	120	15	210	36.50%	55.90%	7.60%
	2017	Applied	3905	1850	245	6000	65.10%	30.80%	4.10%
		Shortlisted	310	245	35	590	52.50%	41.90%	5.60%
		Accepted	80	120	15	210	37.70%	56.10%	6.10%
MSD	2015	Applied	4960	4090	245	9300	53.30%	44.00%	2.70%
		Shortlisted	320	490	30	840	38.00%	58.40%	3.60%
		Accepted	85	180	15	275	30.70%	64.60%	4.70%
	2016	Applied	4795	3750	270	8815	54.40%	42.50%	3.10%
		Shortlisted	380	585	40	1005	37.70%	58.30%	4.00%
		Accepted	100	210	15	330	30.50%	64.30%	5.20%
	2017	Applied	5000	3345	180	8525	58.70%	39.20%	2.10%
		Shortlisted	615	655	40	1310	47.10%	49.90%	3.00%
		Accepted	85	200	15	300	28.90%	66.80%	4.40%
SSD	2015	Applied	655	700	75	1430	45.70%	49.00%	5.40%
		Shortlisted	35	75	10	120	30.30%	61.30%	8.40%
		Accepted	10	30	5	40	19.00%	71.40%	9.50%
	2016	Applied	615	555	55	1225	50.30%	45.30%	4.40%
		Shortlisted	20	35	5	60	32.80%	62.10%	5.20%

			BME N	White N	Unknown N	Total N	BME N	White %	Unknown %
	2017	Accepted	10	30	5	45	22.70%	70.50%	6.80%
		Applied	1045	1015	100	2160	48.30%	47.10%	4.60%
		Shortlisted	85	175	20	280	30.60%	62.60%	6.80%
		Accepted	20	55	5	80	25.60%	67.90%	6.40%

Table 130: UK and non-UK research staff applicant success rates by division, 2017

		BME	White	Unknown	Total
UK	Hums	0.0%	8.8%	7.7%	8.3%
	MPLS	5.8%	10.1%	4.0%	9.0%
	MSD	3.3%	8.7%	5.1%	7.0%
	SSD	3.1%	6.1%	0.0%	5.0%
Non-UK	Hums	4.9%	4.1%	3.4%	4.3%
	MPLS	2.0%	6.4%	5.3%	3.5%
	MSD	1.7%	5.9%	7.3%	3.5%
	SSD	1.9%	5.2%	5.0%	3.6%

Figure 23: All research staff recruitment by grade, 2017 snapshot

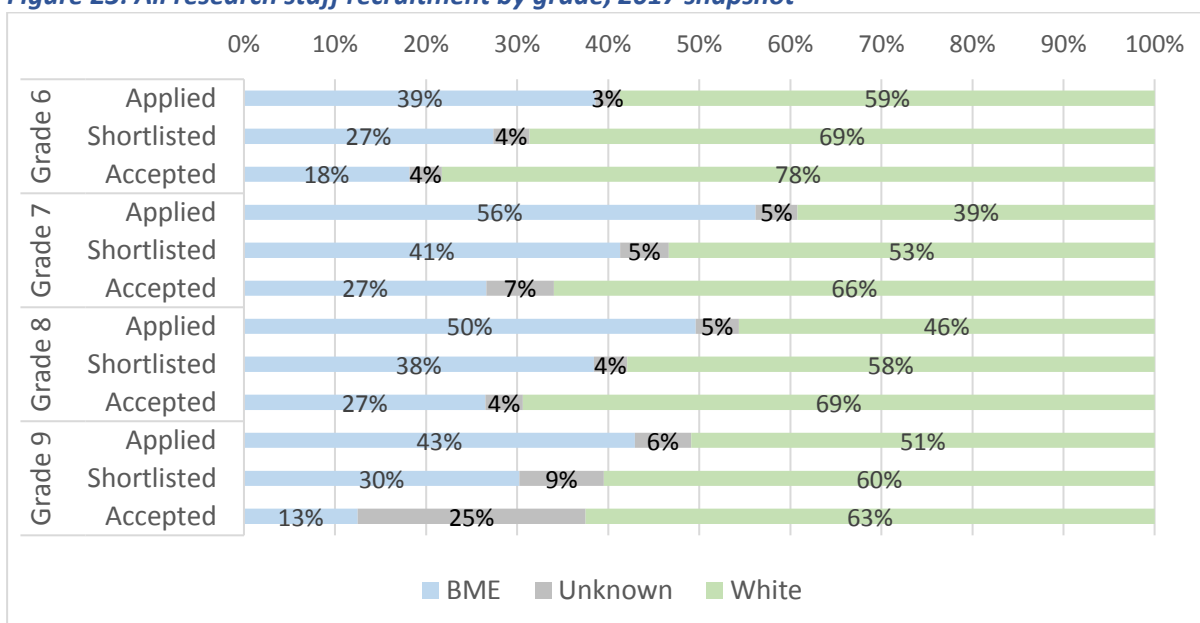


Table 131: All research staff recruitment by grade 2015-17

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 6	2015	Applied	2540	3960	245	6745	37.70%	58.70%	3.60%
		Shortlisted	130	375	40	545	24.10%	68.40%	7.50%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
	2016	Accepted	35	130	20	190	19.70%	69.10%	11.20%
		Applied	1920	3210	180	5310	36.10%	60.50%	3.40%
		Shortlisted	115	365	30	510	22.60%	71.50%	5.90%
	2017	Accepted	25	145	15	190	13.80%	77.80%	8.50%
		Applied	2220	3375	155	5750	38.60%	58.70%	2.70%
		Shortlisted	195	485	30	705	27.40%	68.70%	4.00%
Grade 7	2015	Accepted	35	155	5	200	18.20%	78.30%	3.50%
		Applied	8055	5990	695	14740	54.60%	40.70%	4.70%
		Shortlisted	525	880	90	1495	35.00%	59.00%	6.00%
	2016	Accepted	145	380	50	575	25.20%	66.40%	8.30%
		Applied	8795	5860	1200	15850	55.50%	37.00%	7.60%
		Shortlisted	560	900	95	1560	36.00%	57.80%	6.20%
	2017	Accepted	175	415	75	660	26.10%	62.50%	11.30%
		Applied	8405	5870	690	14970	56.20%	39.20%	4.60%
		Shortlisted	910	1180	120	2210	41.30%	53.40%	5.30%
Grade 8	2015	Accepted	185	460	50	700	26.60%	66.00%	7.40%
		Applied	400	500	40	940	42.50%	53.20%	4.40%
		Shortlisted	55	135	5	195	29.20%	68.20%	2.60%
	2016	Accepted	10	45	0	50	15.40%	82.70%	1.90%
		Applied	575	340	45	965	59.70%	35.40%	4.90%
		Shortlisted	55	85	5	140	37.30%	59.90%	2.80%
	2017	Accepted	15	30	0	50	32.70%	63.30%	4.10%
		Applied	505	465	50	1015	49.60%	45.70%	4.70%
		Shortlisted	65	95	5	165	38.40%	57.90%	3.70%
Grade 9	2015	Accepted	15	35	0	50	27.10%	70.80%	2.10%
		Shortlisted	0	10	0	10	16.70%	83.30%	0.00%
		Accepted	0	5	0	10	12.50%	75.00%	12.50%
	2016	Applied	65	70	5	140	46.80%	48.90%	4.30%
		Shortlisted	0	15	0	15	6.70%	86.70%	6.70%
		Accepted	0	5	0	10	12.50%	87.50%	0.00%
	2017	Applied	95	115	15	225	42.90%	50.90%	6.20%
		Shortlisted	15	25	5	45	30.20%	60.50%	9.30%
		Accepted	0	5	0	10	12.50%	62.50%	25.00%

Table 132: UK research staff recruitment by grade 2015-17

			BME	White	Unknown	Total	BME	White	Unknown
				N	N	N	%	%	%
Grade 6	2015	Applied	750	1935	65	2750	27.30%	70.30%	2.40%
		Shortlisted	60	235	10	305	19.80%	77.60%	2.60%
		Accepted	15	80	5	100	16.70%	79.40%	3.90%
	2016	Applied	620	1630	45	2295	27.00%	70.90%	2.00%
		Shortlisted	60	205	5	270	22.20%	75.90%	1.90%
		Accepted	10	75	5	90	10.10%	86.50%	3.40%
	2017	Applied	740	1790	65	2595	28.60%	69.00%	2.40%
		Shortlisted	85	290	15	385	21.60%	75.10%	3.40%
		Accepted	15	85	0	105	16.20%	81.90%	1.90%
Grade 7	2015	Applied	485	1475	80	2040	23.80%	72.30%	4.00%
		Shortlisted	65	300	15	380	17.30%	78.80%	3.90%
		Accepted	20	135	5	165	13.50%	83.40%	3.10%
	2016	Applied	515	1405	75	1990	25.90%	70.40%	3.70%
		Shortlisted	55	285	15	360	15.90%	79.90%	4.20%
		Accepted	25	160	5	190	12.70%	84.10%	3.20%
	2017	Applied	535	1540	100	2175	24.60%	70.80%	4.70%
		Shortlisted	90	380	20	490	18.60%	77.60%	3.90%
		Accepted	25	185	5	220	12.40%	85.80%	1.80%
Grade 8	2015	Applied	65	195	10	265	23.90%	73.10%	3.00%
		Shortlisted	15	60	0	80	17.90%	79.50%	2.60%
		Accepted	5	25	0	25	14.80%	85.20%	0.00%
	2016	Applied	65	100	5	170	39.20%	57.30%	3.50%
		Shortlisted	15	30	0	45	30.40%	67.40%	2.20%
		Accepted	5	15	0	20	22.70%	72.70%	4.50%
	2017	Applied	65	110	10	185	35.50%	59.00%	5.50%
		Shortlisted	10	30	0	40	26.80%	68.30%	4.90%
		Accepted	5	15	0	20	15.00%	80.00%	5.00%
Grade 9	2015	Applied	5	15	0	20	15.00%	85.00%	0.00%
		Shortlisted	0	5	0	10	12.50%	87.50%	0.00%
		Accepted	0	0	0	0	0.00%	100.00%	0.00%
	2016	Applied	5	15	0	20	15.80%	78.90%	5.30%
		Shortlisted	0	5	0	5	0.00%	83.30%	16.70%
		Accepted	0	0	0	0	0.00%	100.00%	0.00%
	2017	Applied	15	25	5	45	33.30%	57.80%	8.90%
		Shortlisted	0	5	0	5	28.60%	57.10%	14.30%
		Accepted	0	0	0	0	0.00%	0.00%	100.00%

Table 133: Non-UK research staff recruitment by grade, 2015-17

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 6	2015	Applied	1785	2020	95	3905	45.80%	51.80%	2.50%
		Shortlisted	70	140	15	225	32.00%	61.80%	6.20%
		Accepted	20	50	5	70	28.20%	67.60%	4.20%
	2016	Applied	1295	1575	65	2930	44.10%	53.70%	2.20%
		Shortlisted	55	160	10	220	24.00%	71.50%	4.50%
		Accepted	15	70	5	90	19.10%	77.50%	3.40%
	2017	Applied	1475	1585	70	3135	47.10%	50.60%	2.30%
		Shortlisted	110	195	15	320	34.60%	61.30%	4.10%
		Accepted	20	70	5	90	20.70%	75.00%	4.30%
Grade 7	2015	Applied	7565	4515	475	12550	60.30%	36.00%	3.80%
		Shortlisted	455	580	55	1095	41.70%	53.20%	5.10%
		Accepted	125	245	25	395	31.10%	62.30%	6.60%
	2016	Applied	8270	4445	580	13295	62.20%	33.40%	4.30%
		Shortlisted	505	615	65	1185	42.60%	51.90%	5.60%
		Accepted	150	255	35	440	33.90%	58.00%	8.20%
	2017	Applied	7870	4330	430	12625	62.30%	34.30%	3.40%
		Shortlisted	820	800	75	1690	48.50%	47.20%	4.30%
		Accepted	160	275	25	460	34.40%	59.70%	5.90%
Grade 8	2015	Applied	335	310	20	665	50.50%	46.20%	3.30%
		Shortlisted	45	70	5	115	36.80%	60.70%	2.60%
		Accepted	5	20	0	25	16.00%	80.00%	4.00%
	2016	Applied	510	245	35	785	64.70%	31.00%	4.30%
		Shortlisted	40	55	0	95	41.10%	56.80%	2.10%
		Accepted	10	15	0	25	40.70%	55.60%	3.70%
	2017	Applied	440	355	35	825	53.00%	42.90%	4.10%
		Shortlisted	50	65	5	125	42.30%	54.50%	3.30%
		Accepted	10	20	0	30	35.70%	64.30%	0.00%
Grade 9	2015	Applied	10	15	0	25	37.00%	63.00%	0.00%
		Shortlisted	0	5	0	5	25.00%	75.00%	0.00%
		Accepted	0	5	0	5	20.00%	80.00%	0.00%
	2016	Applied	65	55	5	120	52.10%	44.60%	3.30%
		Shortlisted	0	10	0	10	11.10%	88.90%	0.00%
		Accepted	0	5	0	5	16.70%	83.30%	0.00%
	2017	Applied	80	90	5	180	46.10%	50.00%	3.90%
		Shortlisted	10	20	5	35	30.60%	61.10%	8.30%
		Accepted	0	5	0	5	14.30%	71.40%	14.30%

5B TRAINING TABLES 134-135

We interpret ‘training’ to denote professional development in the widest sense, from face-to-face training to online resources to on-the-job learning. Much of this takes place at divisional, departmental, or group level, through discipline-specific training courses, lunchtime careers talks in departments, or on-the-job experience. This is supplemented by the OLI, which provides 48 face-to-face programmes and 11 online courses on teaching and learning, leadership and management, and core transferable skills.

OLI runs six programmes aimed at leaders and managers at all levels including three targeted at academics and researchers:

ALDP	Prioritising female and BME staff in early- to mid-career roles considering a leadership role
PIs’ and Aspiring PIs’ programmes	For those who aspire to lead or who are currently leading research groups
Heads of Department induction	Focuses on the key management and leadership themes central to the role of an academic leader.

While the above have proved popular among female staff, uptake among BME staff has been disappointing, and we will consider how to better target promotion to support BME leaders [Action 3.2 (d)]. We have trialled the BME mentoring scheme, Pivot. This programme will be expanded to take place on an annual basis from 2018.



Pivot mentoring scheme for BME staff launched in 2016. Participants could select a mentoring circle with a BME mentor and three other mentees, or 1:1 mentoring with a more senior BME or White mentor

Table 134: Participation in OLI-provided training, 2015-16

	Number of events	Number of participants
Scheduled learning sessions	225	4685
Bespoke learning sessions	225	2280
Online courses	N/A	4005

Table 135:

Oxford Learning Institute course attendees by ethnicity, all staff, 2014-16⁶

		White	BME	Unknown
2016	N attendees	2230	313	453
	% of all staff of this ethnicity	21%	19%	25%
	% of attendees	74%	10%	15%
2015	N attendees	2386	288	492
	% of all staff of this ethnicity	24%	20%	19%
	% of attendees	75%	9%	16%
2014	N attendees	1836	261	614
	% of all staff of this ethnicity	20%	20%	23%
	% of course attendees	68%	10%	23%

46% of all participants in OLI courses 2015-16 were in academic and research roles. The OLI is not currently able to cut ethnicity data by job role, so the data in Table 134 is a sum of attendees. Table 135 however shows attendees by ethnicity. The proportions are what would be expected given the percentage of BME staff (although a relatively high proportion of attendees did not disclose ethnicity). Within the limitations of our OLI data recording system, we have no reason to suspect that BME staff are disadvantaged in accessing training opportunities. Following a move to a gathered field mechanism in 2016, we will continue to ensure equal access to training opportunities [Action 4.4 (d)].

Online feedback from an average of 60% respondents has been positive. 90% say they would recommend the course to their colleagues; 96% find that provision meets their objectives; 93% find the materials useful, and of direct value in their work (95%). Since all feedback forms are anonymous, we are unable to analyse feedback by ethnicity.

Over the last decade, I have found the opportunities to develop various professional skills through the Oxford Learning Institute enormously valuable. (Male survey respondent, White: Other, Non-EU, Academic)

The staff survey did not specifically ask about training, but 82% of academics (91% BME) and 80% of research staff (82% BME) said they had opportunities to take on new responsibilities or develop new skills. Larger percentages of BME than White respondents agreed that they were supported by managers in their development, and felt able and encouraged to plan their own development.

⁶ All scheduled courses, plus any bespoke courses recorded in the Core HR system. 2017 data not yet available.

Action 5.5 Ensure that all staff with responsibility for managing people have relevant support and training.

Table 136: Academic and researcher perceptions of professional development (% agree)

		Gives me helpful feedback	Supports me to think about my professional development	Actively encourages me to take up career development opportunities
Academic	BME	84%	80%	77%
	White	73%	70%	65%
Researcher	BME	93%	87%	78%
	White	82%	77%	67%

Where those in academic roles did express the need for development, it was most often in terms of the need for time and support to publish more:

[There is a need for training] to assist in getting research published (Male, BME, Researcher).

However, focus groups indicated possible barriers for BME early career academic development in a lack of transparency about development opportunities, possibly stemming from implicit bias. **[Action 2.4 (a), (b), (c).]**

Action 2.4 Support outstanding researchers and DLs to transition internally or externally to senior research roles.

Teaching opportunities

Teaching opportunities are important for researchers pursuing academic careers. The HESA Staff Record 2014-15 suggests that smaller proportions of our BME research staff (15%) than White (29%) are engaged in teaching. However, opportunities are mainly in colleges and, since most research staff do not hold college affiliations, rely on informal or ad hoc mechanisms. We are working with OxRSS to improve transparency.

5C APPRAISAL/DEVELOPMENT REVIEW

Formal PDR schemes have increased in recent years due to increased participation in AS and overcoming historic cultural resistance. Standardised forms facilitate the process, though departments implement and run their own schemes.

As AS has been a key driver in uptake of PDRs led by departments developing Action Plans locally, data on completion is managed locally. OLI provide comprehensive support resources and in 2015-2016, ran 16 bespoke training sessions and online training.

Continued work is needed to fully embed PDR and improve its quality. While there were no notable differences of ethnicity in the staff survey concerning the usefulness of PDR, free text comments (from all respondents) indicate that some managers did not take the process seriously and that there is sometimes a lack of follow-up on agreed actions.

PDR for researchers is increasingly being formalised – MPLS division has recently mandated PDR for new research staff. Since the main driver has been Athena SWAN, formal PDR is better embedded in the sciences than in Humanities and Social Sciences, where implementation is at an earlier stage. For academics, practice varies widely: in some departments all academics have an annual or biennial career discussion, while in others appraisal is not widely used. 55% of academics responding to the staff survey said they had had an appraisal in the last two years, and 30% did not feel supported to think about their professional development – but free text shows that there is an appetite for structured support.

Clear career promotion path. Better understanding of how department functions, who makes decisions, what the priorities are, what the opportunities for career growth are (Female, White: Other, EU, Academic)

Action 5.3 Ensure that all staff have a regular PDR that they consider to be useful.

5D ACADEMIC PROMOTION

We do not have a formalised promotions process for any category of staff. The annual Recognition of Distinction (RoD) exercise provides progression for APs and research staff at Grades 9 and above, by conferring the title of Professor upon those who demonstrate

exceptional achievements in research, teaching and citizenship. Successful APs are awarded a pensionable salary increase of £2.6k p.a.

The RoD was suspended in 2012 for a thorough review, which included an equality analysis (as does each iteration). It was relaunched in 2014 and guidance issued to departments, including steps to ensure that all eligible staff are encouraged and supported to apply. Staff perceptions as reported in the survey were variable, with some valuing it:

I have had some very good support from colleagues internal and external to the University, through the process of Recognition of Distinction - this has been very much appreciated. (Female, Mixed: Other, DNS, Academic)

and some finding the process opaque:

Understanding what is expected for recognition of distinction [would be desirable]. (Male, White: Other, Non-EU, Academic)

My only complaint is that I found the 'Recognition of Distinction' process opaque and protracted. Recognition of Distinction, at least in the first round of the most recent process, was in my view not very equitable. Feedback on the process was inadequate and conducted in an unproductive top-down manner. (Male, White: Other, EU, Academic)

In 2016, there were 13 BME applicants, of whom nine (69%) were successful (compared to the average overall success rate of 69%). Numbers were too low to split by nationality. There is no evidence of bias, but we will continue to monitor data in future exercises. The incomplete nature of ethnicity data pre-2016 makes it impossible to draw meaningful conclusions.

5E RESEARCH EXCELLENCE FRAMEWORK TABLES 137-138

Overall, 2,851 staff were eligible for submission, and 2,334 (82%) were submitted. In 2014, non-disclosure of ethnicity was high (24%) among REF-eligible staff, making comparisons by ethnicity difficult.

207 BME staff were eligible (7% of the total population; or 10% of those who had disclosed their ethnic background), of whom 161 (78%) were submitted in Category A. These comprised 7% of total submissions and as such reflected the eligible BME population. There

was no statistically significant difference in the likelihood of BME staff being selected as Category A compared with staff of White or unknown ethnicity.

Table 137: Summary of REF-eligible staff population by ethnicity, REF 2014

Ethnic group	No. staff	% of total
Asian/ British Asian	85	3%
Black/Black British	10	0%
Chinese	45	2%
Mixed	40	1%
Other ethnic group	30	1%
White	1960	69%
Unknown	685	24%
<i>Total</i>	2850	100%
BME population	205	7%

Table 138: Selection of REF-eligible staff by ethnicity

Ethnicity	% Cat. A	% Cat. E	Total No.
BME	78%	22%	205
White	83%	17%	1960
Unknown	79%	21%	685
<i>Total</i>	<i>82%</i>	<i>18%</i>	2850

5F SUPPORT GIVEN TO EARLY CAREER RESEARCHERS

We gained the European Commission's HR Excellence in Research Award in January 2012 and successfully retained it after external review in spring 2016. The reviewers particularly noted the 'excellent array of staff development on offer'. Our commitment is borne out by our staff survey results: 78% (87% BME, 77% White) of researchers feel supported in their professional development.

The Support for researchers website is complemented by a mailing list, Twitter and Facebook feeds, and welcome leaflets

As well as extensive professional development support (Section 5b), support for researchers includes:

- Events in departments, divisions and centrally, including a termly Welcome Event for new starters
- Researcher Careers Advisers, providing 1:1 advice, resources and workshops
- A Research Services team and divisional/departmental research facilitators
- Our technology transfer subsidiary, Oxford University Innovation, supporting commercialisation of research
- Public Affairs support for bringing research to a wider audience

There are a growing number of networking opportunities for academic and research staff across the University, including:

- BME Staff Network
- OxRSS' regular social and professional networking events
- Discipline-specific postdoc networks
- TORCH, launched in May 2013:
 - supports interdisciplinary collaboration
 - seed-funds 20 networks and ten major research programmes led by over 300 researchers
 - provides activities for early-career researchers, including public engagement workshops and a writing group
 - supported over 350 research events in 2015-16, with audiences of over 13,000

Many departments also run their own mentoring schemes. MSD runs a peer mentoring scheme for research staff: over three years, 201 researchers have participated and 86% of participants would recommend it to a colleague. Of the 2016 cohort around 15% of mentees were BME [Action 3.2 (e)].

As with other aspects of professional development, higher percentages of BME survey respondents than White agreed that they had opportunities to develop and were supported to think about the next steps in their career.

Table 139: ‘My PI is supportive in ...’

<i>% agree</i>	BME	White
... giving me opportunities to develop within my current role	93%	85%
... helping me think about the next steps in my career	83%	69%

While the overall percentage of researchers agreeing with the second item was lower (72%) than other items on this scale, there is nothing to suggest that BME researchers feel disadvantaged. Nevertheless, BME researchers are lost in the pipeline in academic posts, so ensuring support for BME researchers remains a priority.

Research grant applications

In 2015, we undertook an analysis of grant application and success rates for our top external funders, to identify any gender differences. Many funders were not able to provide the data and we worked with RCUK and others to implement routine gender reporting in research grant processes, and are one of eight institutions invited to advise RCUK on their new E&D plan. We will now extend this analysis to ethnicity to develop an understanding of any differences in research grant application and success rates.

We provide considerable support to grant applicants through a central RS team and divisional and departmental research facilitators. We will continue to consolidate and strengthen support for research grant applications [Action 2.4 (g)-(I)].

The research staff career trajectory is inherently mobile, and we support research staff to have the best possible experience of Oxford and to be as well placed as possible for their next step, whatever that may be. This is communicated transparently from early in their contract via the institutional induction and related resources.

5G PROFILE-RAISING OPPORTUNITIES

Hundreds of events and lectures take place each term, providing opportunities for a diverse range of staff to raise the profile of their work and for equality issues to be highlighted; these include Black History Month lectures, a Race and the Curriculum lecture series, a Martin School lecture series on equality, and seminars and conferences within colleges, departments and TORCH.

Support is provided to help those running events consider equality and diversity. The EDU briefed the central communications team in autumn 2016 on E&D issues, and this will be followed up via workshops on implicit bias and race awareness to ensure visibility of BME academic role models.

Action 2.6 Consider progression and retention of UK-BME researchers to fuel the academic pipeline.

Action 2.7 Ensure the visibility of BME academic role models.



Black History Month Lecture 2017: L to R: Dr Rebecca Surender (PVC E&D), Alexander Gordon (Co-Chair, BME Staff Network), Professor Patricia Daley (Deputy Chair, BME Staff Network), Professor Nirmal Puwar (invited speaker), Professor Louise Richardson (Vice-Chancellor), Daphne Cunningham (Co-Chair, BME Staff Network)

Some researchers report lack of opportunities for conferences, publications or other profile-raising opportunities – either because of a perception that allocation of opportunities across the team is unfair or because PIs are less mindful than they could be of researchers’ need for career development.

Lack of internal opportunities for early/mid-career postdocs to begin to support themselves (pump priming schemes, conference travel grants). Funds are not always available within grants – or PIs have allocated travel funds to themselves. (Female, White, EU, Researcher)

There is a serious bias and differential treatment in my group. (Male, Asian, Non-UK, Researcher)

While this is a general issue rather than one of ethnicity per se, we are aware of the potential for informal opportunities to impact BME staff disproportionately. So as well as continuing to roll out implicit bias and race awareness training to departments [Action 5.5(d)], we will review our training materials for PIs [Action 2.4 (e) and (f)] to ensure that all researchers receive appropriate career development advice and support.

Most such opportunities are at department or group level. Rolling out implicit bias and race awareness training will ensure that managers and group leaders are aware of the potential for bias in providing access to development opportunities. It is not possible to monitor the balance of all events, images, prize winners institutionally, but there is good awareness that diversity is much broader, and many already consider ethnicity.



TORCH Race and Resistance programme: *an interdisciplinary network on anti-racist movements. Recent seminars include ‘HipHop, Knowledge, and the Academy’, ‘Mainstreaming Black Power’, ‘Race in the Academy’, and the conference of the Journal of African Diaspora Arts and Letters, Callaloo*

Honorary degrees

In 2015 we set a public equality objective target for at least 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. Over the last three years, honorands have included Professor Ruth Simmons, former President of Brown University (its first female and African American president), and Dr Bryan Stevenson, lawyer and social justice activist.



The Diversifying Portraiture project sought to show the full picture of staff and students at Oxford, commissioning new portraits that featured in a public exhibition in the Weston Library before being moved to their permanent home in the Examination Schools

Public engagement

An audit of representation in the Oxford Impact case studies and videos (which celebrate the range of impacts the University has on the world of policy, health, business and culture) indicated that 9% of staff featured were BME – exceeding the percentage of the University’s academic staff (7% BME) but not of research staff (19% BME). So in 2016 the University’s BME staff network was asked to suggest potential case studies, and we will continue to monitor participation by BME researchers and undertake targeted calls where necessary. Our ‘Find an Expert’ database offers journalists links to Oxford academics, but we do not currently collect ethnicity data.

Action 2.7 Ensure visibility of BME academic role models.

6 PROFESSIONAL & SUPPORT STAFF: RECRUITMENT, PROGRESSION AND DEVELOPMENT

6A PROFESSIONAL AND SUPPORT STAFF RECRUITMENT TABLES 140-149

For BME applicants there is attrition from application to shortlisting to acceptance [Table 140, Figure 24]. This is more pronounced for non-UK-BME applicants (in 2017, 38% of applicants and 18% of appointees) [Table 142] than UK-BME (in 2017, 18% of applicants, 10% of appointees) [Table 141]. Attrition is particularly marked for Asian applicants, both UK (10% to 3%) and non-UK (19% to 6%) [Table 143, Table 144, Table 145]. By division and grade, gaps in the data at shortlisting become more apparent. We need to better understand where attrition is taking place and why.

Action 4.3 Improve the success rates of UK-BME applicants to professional and support roles.

As reflected by staff data, the academic divisions (except Humanities) attract higher proportions of BME candidates than the administrative divisions – particularly GLAM. Although initial BME applications to GLAM are relatively low with little subsequent drop-off [Table 146, Table 147, Table 148]. Proportions of BME P&S applicants are fairly consistent across grades, though slightly higher for Grade 7-9 roles, with increasing proportions of BME applicants in higher grades (more marked for non-UK-BME applicants) [Figure 26, Table 149, Table 150, Table 151]. We will work to raise the profile of the University as an employer among the local BME community in general and also focus specifically on increasing the number of BME applicants to roles in GLAM.

Action 4.1 Raise the profile of the University as an employer among the local BME community.

We will also use existing mechanisms to increase the pipeline of BME P&S staff. We do not yet have systematic data on the application process for apprenticeships, but have an action to monitor prospective and successful apprentices by ethnicity, as well as to make the most

of this opportunity to reach out to the diverse local population and increase the proportion of UK-BME applicants in P&S roles via the apprenticeships scheme.

Action 4.2 Increase the proportion of UK-BME applicants in professional and support (P&S) roles via the apprenticeships scheme.

Other divisions, conversely, have higher proportions of initial applications but a commensurately steeper drop-off. We need to understand more about the reasons for this, but in the meantime have actions to address possible factors and improve the success rates of UK-BME applicants to professional and support roles [**Action 5.2 (b) and (c)**].

Action 5.2 Reduce the potential for bias in recruitment and professional development.

To achieve Objective 3 fully, we are working to understand the patterns of application and appointment and to strengthen training and processes in this area. As noted in section 5A, our shortlisting data is incomplete and we will produce a more accurate picture of what is happening at the shortlisting stage as a basis for further investigation [**Action 4.3**].

We are aware anecdotally that perceptions of the University are a barrier for some BME members of the community – this is something we would like to change. We have already revised our recruitment materials to place more emphasis on the modern, diverse side of Oxford, and PAD has conducted an external survey to explore perceptions of the University.

Changing perceptions of the University may take time, but we are committed to outreach and sharing an inclusive narrative about who the University is for.

Apprenticeships

Apprenticeships in a range of technical, specialist and administrative roles have been widely promoted over the past year, and many departments have embraced the opportunity to employ school leavers and develop their careers. There are currently 82 apprentices at the University, of whom six are BME – not the proportions we would hope, given the local recruiting pool. We deliver our apprenticeships programme via a variety of local providers and so are not directly responsible for recruiting; we have been subject to our partner organisations' own processes in terms of monitoring ethnicity data, none of which are systematic. Thus in 2016 we ran a pilot to introduce more systematic recruitment data

collection. Data were collected for ten recruitments, and suggest that there is no significant attrition of BME candidates once they have reached the shortlisting stage; however, the initial application rates are lower than might be expected. We have now shifted to a single main provider so will be able to implement a system to better analyse our recruitment of apprentices [Action 4.2 (a)].

Mindful of our current low numbers and most likely relatively low recruitment rates from local BME applicants, as part of the procurement process to appoint this provider we looked for opportunities for outreach in the local community with the intention of being able to increase our applications from BME candidates. The local provider already works with six local community hubs to deliver training, and we will use this network for outreach to increase BME applications. This will also have the longer-term effect of improving local perceptions of the University as an employer [Action 4.2 (b)].

PROFESSIONAL AND SUPPORT STAFF RECRUITMENT: DATA

Figure 24: P&S posts recruitment, 2017 snapshot

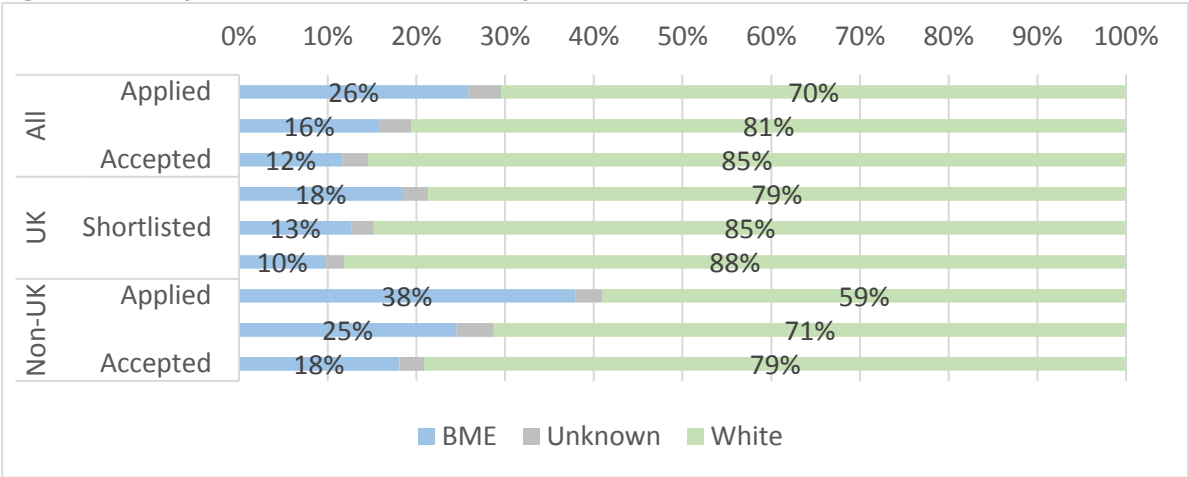


Table 140: All P&S posts recruitment, 2015-17

		BME	White	Unknown	Total	BME	White	Unknown
		N	N	N	N	%	%	%
2015	Applied	2130	5930	245	8305	25.70%	71.40%	3.00%
	Shortlisted	165	860	35	1055	15.40%	81.40%	3.20%
	Accepted	40	345	15	400	10.20%	85.80%	4.00%
2016	Applied	2055	5010	220	7285	28.20%	68.80%	3.00%
	Shortlisted	210	1020	40	1275	16.60%	80.20%	3.20%
	Accepted	45	360	15	415	10.30%	86.10%	3.60%
2017	Applied	2225	6065	315	8605	25.90%	70.50%	3.70%

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
	Shortlisted	265	1345	60	1670	15.90%	80.50%	3.60%
	Accepted	55	390	15	455	11.70%	85.50%	2.90%

Table 141: UK P&S posts recruitment, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
2015	Applied	925	4375	125	5425	17.10%	80.60%	2.30%
	Shortlisted	80	705	25	810	10.10%	87.00%	2.80%
	Accepted	25	290	5	320	8.10%	90.30%	1.60%
2016	Applied	760	3500	95	4355	17.50%	80.40%	2.20%
	Shortlisted	100	815	20	930	10.50%	87.20%	2.30%
	Accepted	30	280	5	310	9.00%	90.10%	1.00%
2017	Applied	960	4095	150	5205	18.50%	78.70%	2.80%
	Shortlisted	155	1020	30	1205	12.70%	84.80%	2.50%
	Accepted	35	305	5	345	9.80%	88.20%	2.00%

Table 142: Non-UK P&S posts recruitment, 2015-17

		BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
2015	Applied	1200	1555	70	2825	42.40%	55.00%	2.50%
	Shortlisted	80	155	5	240	33.80%	65.00%	1.30%
	Accepted	15	55	5	75	19.70%	72.40%	7.90%
2016	Applied	1280	1510	85	2875	44.50%	52.50%	3.00%
	Shortlisted	110	210	10	330	33.70%	63.00%	3.30%
	Accepted	15	80	10	100	14.90%	77.20%	7.90%
2017	Applied	1265	1965	105	3335	37.90%	59.00%	3.10%
	Shortlisted	110	325	20	455	24.60%	71.30%	4.20%
	Accepted	20	85	5	105	18.10%	79.00%	2.90%

Table 143: All P&S staff recruitment by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
2015	Applied	95	1115	295	230	195	210	245	5920	8305
	Shortlisted	5	65	25	25	30	15	35	860	1055
	Accepted	0	15	10	5	5	5	15	345	400
2016	Applied	85	1100	325	225	170	150	220	5010	7285
	Shortlisted	5	115	20	25	30	10	40	1020	1275
	Accepted	0	15	5	5	15	5	15	360	415
2017	Applied	90	1160	335	285	185	170	315	6065	8605
	Shortlisted	10	130	35	40	30	20	60	1345	1670
	Accepted	5	15	10	10	10	5	15	390	455

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
2015	Applied	1.10%	13.40%	3.60%	2.80%	2.30%	2.50%	3.00%	71.30%	100.00%
	Shortlisted	0.60%	6.30%	2.20%	2.20%	2.60%	1.60%	3.20%	81.30%	100.00%
	Accepted	0.00%	3.20%	2.20%	1.20%	1.70%	1.70%	4.00%	85.80%	100.00%
2016	Applied	1.20%	15.10%	4.50%	3.10%	2.30%	2.10%	3.00%	68.80%	100.00%
	Shortlisted	0.40%	9.20%	1.70%	2.00%	2.40%	0.90%	3.20%	80.20%	100.00%
	Accepted	0.00%	4.10%	0.70%	1.00%	3.60%	1.00%	3.60%	86.10%	100.00%
2017	Applied	1.10%	13.50%	3.90%	3.30%	2.10%	2.00%	3.70%	70.50%	100.00%
	Shortlisted	0.60%	7.80%	2.20%	2.40%	1.80%	1.10%	3.60%	80.50%	100.00%
	Accepted	0.70%	3.70%	1.80%	1.80%	2.40%	1.30%	2.90%	85.50%	100.00%

Table 144: UK P&S staff recruitment by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
2015	Applied	30	470	125	70	105	135	125	4370	5425
	Shortlisted	5	35	10	10	15	10	25	705	810
	Accepted	0	10	5	5	5	0	5	290	320
2016	Applied	20	385	110	75	85	85	95	3500	4355
	Shortlisted	0	55	5	10	15	5	20	815	930
	Accepted	0	10	0	5	10	0	5	280	310
2017	Applied	20	525	150	95	100	75	150	4095	5205
	Shortlisted	5	75	20	20	20	10	30	1020	1205
	Accepted	0	10	5	5	10	5	5	305	345
2015	Applied	0.50%	8.60%	2.30%	1.30%	2.00%	2.50%	2.30%	80.50%	100.00%
	Shortlisted	0.40%	4.30%	1.40%	1.00%	2.10%	1.10%	2.80%	86.90%	100.00%
	Accepted	0.00%	2.50%	1.90%	0.90%	2.20%	0.60%	1.60%	90.30%	100.00%
2016	Applied	0.50%	8.80%	2.60%	1.70%	1.90%	2.00%	2.20%	80.40%	100.00%
	Shortlisted	0.20%	6.10%	0.50%	1.30%	1.80%	0.50%	2.30%	87.20%	100.00%
	Accepted	0.00%	3.80%	0.00%	1.00%	3.50%	0.60%	1.00%	90.10%	100.00%
2017	Applied	0.40%	10.00%	2.80%	1.90%	1.90%	1.40%	2.80%	78.70%	100.00%
	Shortlisted	0.40%	6.40%	1.70%	1.50%	1.80%	0.80%	2.50%	84.80%	100.00%
	Accepted	0.30%	3.20%	0.90%	1.40%	2.60%	1.40%	2.00%	88.20%	100.00%

Table 145: Non-UK P&S staff recruitment by ethnic group, 2015-17

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
2015	Applied	65	640	165	160	85	80	70	1555	2825
	Shortlisted	5	30	10	15	10	10	5	155	240
	Accepted	0	5	5	0	0	5	5	55	75
2016	Applied	65	710	210	150	85	60	85	1510	2875
	Shortlisted	5	60	15	15	15	5	10	210	330
	Accepted	0	5	5	0	5	0	10	80	100
2017	Applied	70	640	185	185	85	95	105	1965	3335

		Arab	Asian	Black	Chinese	Mixed	Other	Unknown	White	Total
	Shortlisted	5	55	15	20	10	10	20	325	455
	Accepted	0	5	5	5	0	0	5	85	105
2015	Applied	2.30%	22.70%	5.90%	5.70%	3.00%	2.80%	2.50%	55.00%	100.00%
	Shortlisted	1.30%	13.30%	5.00%	6.30%	4.60%	3.30%	1.30%	65.00%	100.00%
	Accepted	0.00%	6.60%	3.90%	2.60%	0.00%	6.60%	7.90%	72.40%	100.00%
2016	Applied	2.30%	24.60%	7.30%	5.30%	2.90%	2.20%	3.00%	52.50%	100.00%
	Shortlisted	0.90%	17.80%	5.10%	4.20%	3.90%	1.80%	3.30%	63.00%	100.00%
	Accepted	0.00%	5.00%	3.00%	1.00%	4.00%	2.00%	7.90%	77.20%	100.00%
2017	Applied	2.20%	19.20%	5.60%	5.60%	2.60%	2.90%	3.10%	59.00%	100.00%
	Shortlisted	1.10%	11.60%	3.50%	4.80%	1.80%	1.80%	4.20%	71.30%	100.00%
	Accepted	1.90%	5.70%	4.80%	2.90%	1.90%	1.00%	2.90%	79.00%	100.00%

Figure 25: All P&S recruitment by division, 2017

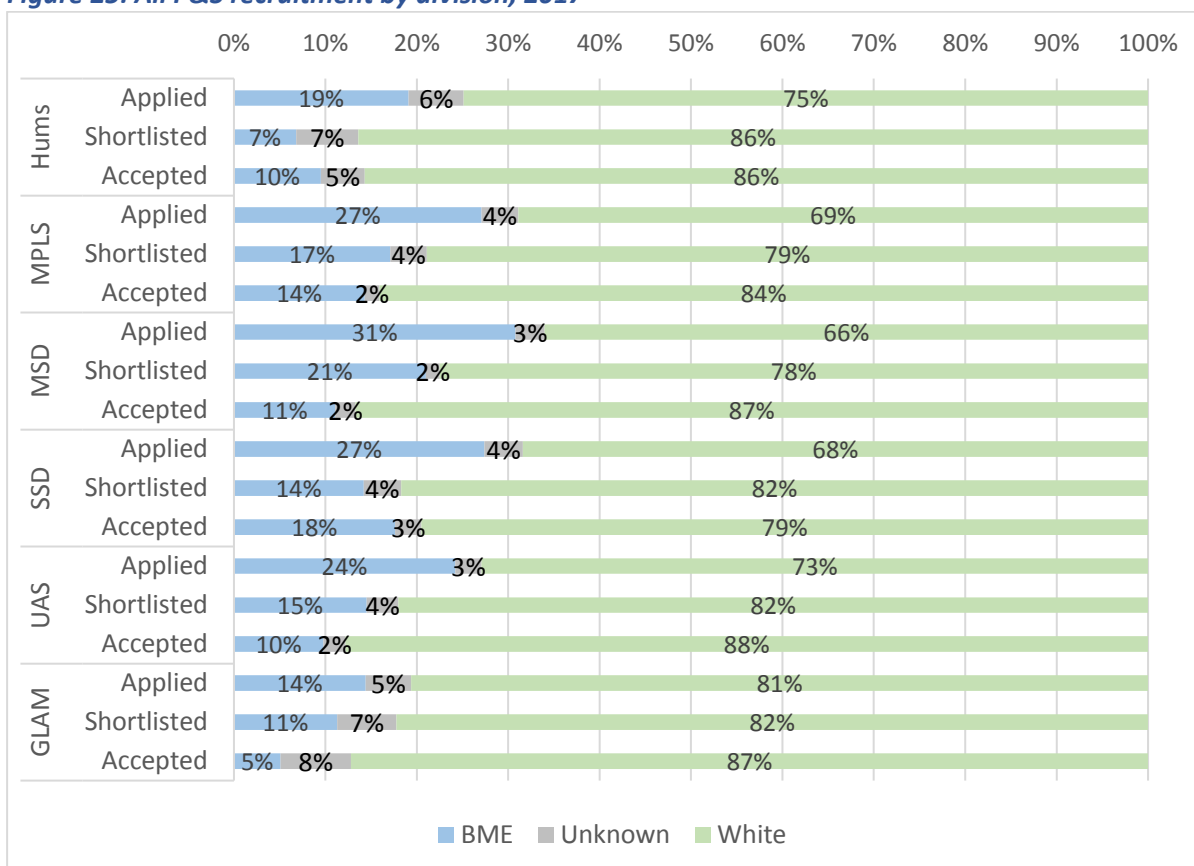


Table 146: All P&S recruitment by division, 2015-17

			BME	White	Unknown	Total	BME	White	Unknown
			N	N	N	N	%	%	%
Hums	2015	Applied	55	220	5	285	19.10%	78.40%	2.50%
		Shortlisted	0	20	0	20	0.00%	100.00%	0.00%
		Accepted	0	10	0	10	0.00%	100.00%	0.00%
	2016	Applied	25	105	5	130	18.20%	79.50%	2.30%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
		Shortlisted	0	10	0	10	0.00%	100.00%	0.00%
		Accepted	0	5	0	5	0.00%	100.00%	0.00%
	2017	Applied	95	370	30	495	19.10%	74.80%	6.00%
		Shortlisted	5	50	5	60	6.80%	86.40%	6.80%
		Accepted	0	20	0	20	9.50%	85.70%	4.80%
MPLS	2015	Applied	270	625	25	915	29.20%	67.90%	2.80%
		Shortlisted	25	105	0	130	18.20%	80.30%	1.50%
		Accepted	5	35	5	40	10.00%	82.50%	7.50%
	2016	Applied	330	545	35	905	36.30%	60.00%	3.60%
		Shortlisted	30	130	5	165	18.20%	78.20%	3.60%
		Accepted	10	45	5	55	14.00%	80.70%	5.30%
	2017	Applied	305	775	45	1130	27.10%	68.90%	4.00%
		Shortlisted	35	155	10	200	17.10%	78.90%	4.00%
		Accepted	10	55	0	65	14.30%	84.10%	1.60%
MSD	2015	Applied	425	950	70	1445	29.60%	65.70%	4.70%
		Shortlisted	60	195	10	265	23.20%	73.40%	3.40%
		Accepted	15	70	5	90	14.80%	78.40%	6.80%
	2016	Applied	760	1600	60	2420	31.40%	66.10%	2.40%
		Shortlisted	110	370	10	490	22.80%	75.40%	1.80%
		Accepted	20	130	5	155	13.10%	83.70%	3.30%
	2017	Applied	650	1395	70	2110	30.80%	66.00%	3.20%
		Shortlisted	95	360	5	460	21.00%	77.50%	1.50%
		Accepted	15	115	5	135	11.10%	86.70%	2.20%
SSD	2015	Applied	540	1550	55	2150	25.20%	72.20%	2.60%
		Shortlisted	25	190	10	225	11.20%	84.40%	4.50%
		Accepted	10	50	0	60	20.00%	80.00%	0.00%
	2016	Applied	340	845	35	1225	28.00%	69.10%	2.90%
		Shortlisted	15	40	0	55	24.10%	72.20%	3.70%
		Accepted	5	35	0	40	16.70%	78.60%	4.80%
	2017	Applied	455	1140	70	1665	27.40%	68.40%	4.20%
		Shortlisted	20	120	5	150	14.20%	81.80%	4.10%
		Accepted	10	55	0	70	17.60%	79.40%	2.90%
UAS	2015	Applied	770	2280	75	3130	24.70%	72.90%	2.50%
		Shortlisted	50	315	10	375	12.80%	84.00%	3.20%
		Accepted	10	165	5	180	6.60%	91.20%	2.20%
	2016	Applied	490	1435	60	1985	24.80%	72.30%	3.00%
		Shortlisted	50	390	15	455	10.60%	85.70%	3.70%
		Accepted	5	115	0	120	5.70%	92.60%	1.60%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
GLAM	2017	Applied	560	1680	65	2305	24.20%	72.90%	2.90%
		Shortlisted	80	465	20	565	14.50%	82.00%	3.50%
		Accepted	10	110	5	125	9.80%	87.80%	2.40%
	2015	Applied	60	280	15	350	17.00%	79.30%	3.70%
		Shortlisted	5	30	0	35	11.10%	86.10%	2.80%
		Accepted	0	20	5	20	0.00%	85.70%	14.30%
	2016	Applied	70	380	30	475	14.50%	79.40%	6.10%
		Shortlisted	10	80	5	95	8.60%	83.90%	7.50%
		Accepted	0	25	5	30	3.20%	87.10%	9.70%
2017	Applied	95	545	35	675	14.40%	80.60%	5.00%	
	Shortlisted	25	190	15	230	11.30%	82.30%	6.50%	
	Accepted	0	35	5	40	5.10%	87.20%	7.70%	

Table 147: UK P&S staff recruitment by division, 2015-17

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Hums	2015	Applied	30	155	5	185	15.00%	82.90%	2.10%
		Shortlisted	0	15	0	15	0.00%	100.00%	0.00%
		Accepted	0	5	0	5	0.00%	100.00%	0.00%
	2016	Applied	15	80	5	95	13.80%	83.00%	3.20%
		Shortlisted	0	5	0	5	0.00%	100.00%	0.00%
		Accepted	0	5	0	5	0.00%	100.00%	0.00%
	2017	Applied	35	230	15	280	13.20%	81.90%	5.00%
		Shortlisted	0	35	0	35	0.00%	97.20%	2.80%
		Accepted	0	10	0	15	7.70%	84.60%	7.70%
MPLS	2015	Applied	115	475	15	605	19.20%	78.30%	2.50%
		Shortlisted	10	85	0	100	12.20%	86.70%	1.00%
		Accepted	5	30	0	30	9.70%	90.30%	0.00%
	2016	Applied	120	370	5	495	23.70%	74.80%	1.40%
		Shortlisted	15	95	0	115	14.90%	84.20%	0.90%
		Accepted	5	35	0	40	12.50%	87.50%	0.00%
	2017	Applied	140	520	15	675	20.80%	77.00%	2.20%
		Shortlisted	25	115	0	140	16.50%	82.00%	1.40%
		Accepted	5	40	0	45	13.00%	87.00%	0.00%
MSD	2015	Applied	150	665	30	845	18.00%	78.70%	3.30%
		Shortlisted	25	155	5	185	13.50%	83.20%	3.20%
		Accepted	5	55	0	60	8.20%	90.20%	1.60%
	2016	Applied	285	1105	25	1420	20.20%	77.90%	1.90%
		Shortlisted	60	285	5	350	16.60%	81.40%	2.00%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
	2017	Accepted	15	90	0	110	13.00%	85.20%	1.90%
		Applied	280	935	35	1245	22.30%	74.90%	2.80%
		Shortlisted	50	265	5	315	15.80%	83.00%	1.30%
		Accepted	10	95	0	105	7.70%	91.30%	1.00%
SSD	2015	Applied	260	1095	30	1380	18.70%	79.20%	2.10%
		Shortlisted	10	150	5	165	6.60%	89.80%	3.60%
		Accepted	5	40	0	50	12.50%	87.50%	0.00%
	2016	Applied	120	540	10	670	17.90%	80.40%	1.80%
		Shortlisted	5	30	0	30	9.70%	90.30%	0.00%
		Accepted	5	25	0	30	16.70%	83.30%	0.00%
	2017	Applied	175	715	30	925	19.10%	77.60%	3.40%
		Shortlisted	5	90	5	105	6.80%	89.30%	3.90%
		Accepted	5	40	0	50	14.30%	81.60%	4.10%
UAS	2015	Applied	340	1750	45	2135	16.00%	81.90%	2.10%
		Shortlisted	30	275	10	315	10.20%	86.70%	3.20%
		Accepted	10	145	0	155	7.60%	91.10%	1.30%
	2016	Applied	185	1060	35	1285	14.50%	82.80%	2.70%
		Shortlisted	20	330	10	365	5.20%	91.50%	3.30%
		Accepted	5	95	0	100	4.00%	96.00%	0.00%
	2017	Applied	260	1245	35	1545	17.00%	80.70%	2.30%
		Shortlisted	60	390	15	465	12.90%	84.30%	2.80%
		Accepted	10	90	0	100	10.00%	89.00%	1.00%
GLAM	2015	Applied	25	220	5	250	10.00%	88.00%	2.00%
		Shortlisted	0	25	0	30	6.90%	93.10%	0.00%
		Accepted	0	15	0	15	0.00%	86.70%	13.30%
	2016	Applied	20	270	10	300	6.40%	89.90%	3.70%
		Shortlisted	0	60	0	60	1.60%	96.70%	1.60%
		Accepted	0	20	0	25	0.00%	95.70%	4.30%
	2017	Applied	40	350	15	405	9.40%	87.10%	3.50%
		Shortlisted	10	120	5	140	8.60%	87.10%	4.30%
		Accepted	0	25	0	30	3.30%	90.00%	6.70%

Table 148: Non-UK P&S staff recruitment by division, 2015-17

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Hums	2015	Applied	25	65	0	95	27.40%	70.50%	2.10%
		Shortlisted	0	5	0	5	0.00%	100.00%	0.00%
		Accepted	0	0	0	0	0.00%	100.00%	0.00%
	2016	Applied	10	25	0	40	28.90%	71.10%	0.00%
		Shortlisted	0	0	0	0	0.00%	100.00%	0.00%
		Accepted	0	0	0	0	0.00%	0.00%	0.00%
	2017	Applied	60	140	10	210	27.50%	67.30%	5.20%
		Shortlisted	5	15	0	20	19.00%	76.20%	4.80%
		Accepted	0	5	0	10	12.50%	87.50%	0.00%
MPLS	2015	Applied	150	150	5	305	49.20%	48.90%	2.00%
		Shortlisted	10	20	0	35	36.40%	63.60%	0.00%
		Accepted	0	5	5	10	11.10%	55.60%	33.30%
	2016	Applied	210	170	20	400	52.40%	43.10%	4.50%
		Shortlisted	15	35	0	50	27.10%	68.80%	4.20%
		Accepted	5	10	0	15	18.80%	68.80%	12.50%
	2017	Applied	165	255	20	440	37.60%	58.30%	4.10%
		Shortlisted	10	45	5	60	18.60%	72.90%	8.50%
		Accepted	5	15	0	15	17.60%	76.50%	5.90%
MSD	2015	Applied	270	280	15	565	47.40%	49.60%	3.00%
		Shortlisted	35	40	0	80	46.80%	53.20%	0.00%
		Accepted	10	15	0	25	34.80%	60.90%	4.30%
	2016	Applied	465	495	20	980	47.30%	50.40%	2.20%
		Shortlisted	55	85	0	140	37.60%	61.00%	1.40%
		Accepted	5	35	0	45	13.60%	81.80%	4.50%
	2017	Applied	370	460	15	845	43.80%	54.30%	1.90%
		Shortlisted	45	95	0	140	33.10%	66.90%	0.00%
		Accepted	5	20	0	30	24.10%	75.90%	0.00%
SSD	2015	Applied	285	455	20	760	37.30%	60.20%	2.50%
		Shortlisted	15	40	0	55	25.00%	71.40%	3.60%
		Accepted	5	5	0	10	50.00%	50.00%	0.00%
	2016	Applied	220	305	20	545	40.60%	56.00%	3.50%
		Shortlisted	10	10	0	20	47.60%	52.40%	0.00%
		Accepted	0	10	0	10	16.70%	66.70%	16.70%
	2017	Applied	280	425	25	730	38.50%	58.10%	3.40%
		Shortlisted	15	30	0	45	31.80%	65.90%	2.30%
		Accepted	5	15	0	20	26.30%	73.70%	0.00%
UAS	2015	Applied	430	530	20	985	43.70%	54.10%	2.20%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
		Shortlisted	15	45	0	60	26.70%	71.70%	1.70%
		Accepted	0	25	0	25	0.00%	95.80%	4.20%
	2016	Applied	305	370	20	695	43.80%	53.20%	3.00%
		Shortlisted	30	55	5	90	32.20%	63.30%	4.40%
	2017	Accepted	5	20	0	20	13.60%	81.80%	4.50%
		Applied	295	435	20	750	39.50%	58.10%	2.40%
		Shortlisted	20	75	5	100	22.40%	74.50%	3.10%
		Accepted	0	20	0	20	9.10%	86.40%	4.50%
		Applied	35	60	5	100	35.70%	59.20%	5.10%
GLAM	2015	Shortlisted	0	5	0	5	33.30%	66.70%	0.00%
		Accepted	0	5	0	5	0.00%	83.30%	16.70%
		Applied	50	110	5	165	30.10%	66.30%	3.60%
	2016	Shortlisted	5	20	5	30	24.10%	65.50%	10.30%
		Accepted	0	5	0	5	14.30%	71.40%	14.30%
		Applied	60	195	15	265	22.10%	72.30%	5.60%
	2017	Shortlisted	15	70	10	90	15.20%	75.00%	9.80%
		Accepted	0	5	0	10	11.10%	77.80%	11.10%

Figure 26: All P&S staff recruitment by grade, 2017 snapshot

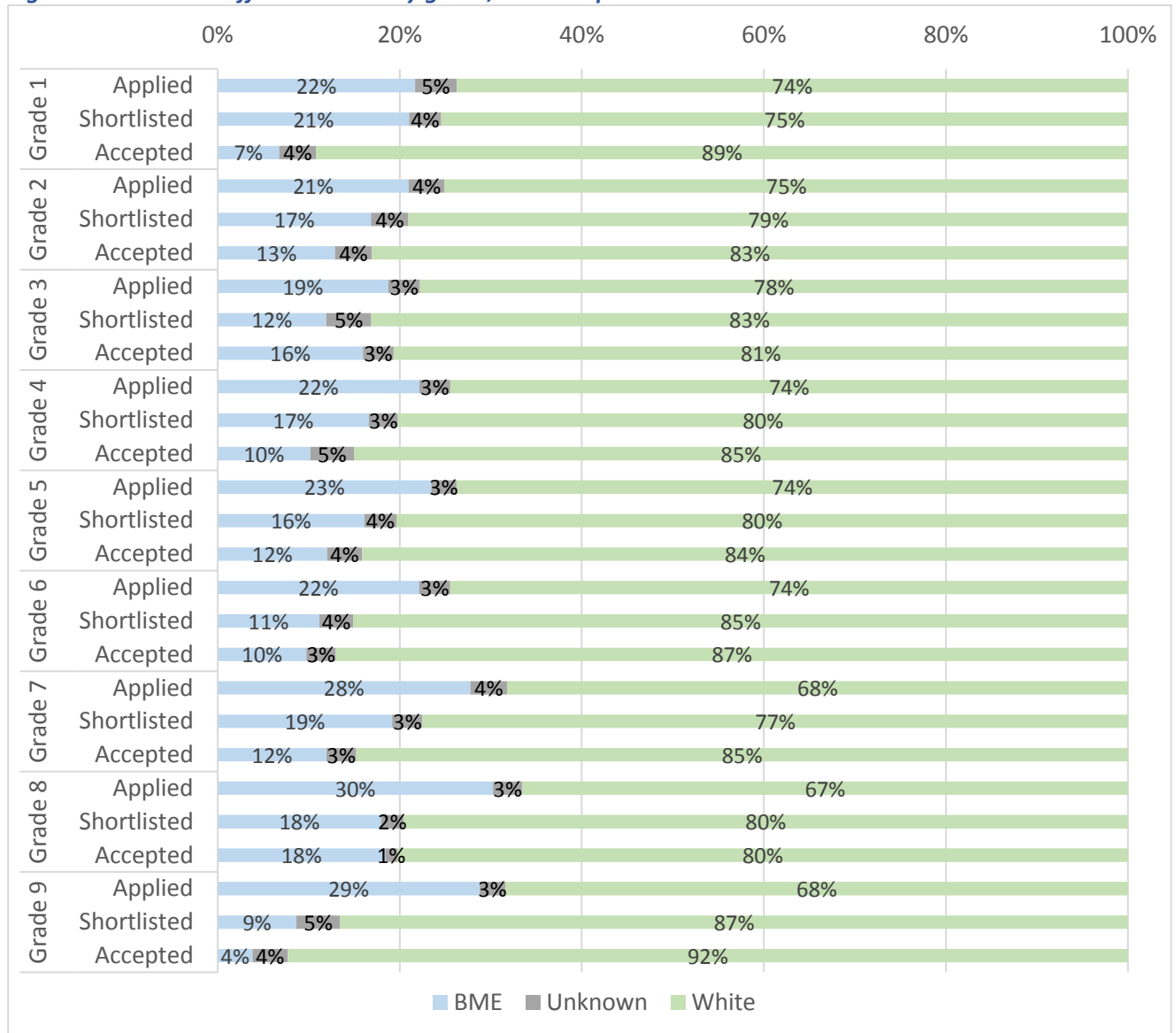


Table 149: All P&S recruitment by grade, 2015-17

Grade	Year	Status	BME	White	Unknown	Total	BME	White	Unknown
			N	N	N	N	%	%	%
Grade 1	2015	Applied	210	780	25	1015	20.90%	76.80%	2.40%
		Shortlisted	20	105	5	125	15.70%	81.90%	2.40%
		Accepted	5	50	0	55	12.30%	87.70%	0.00%
	2016	Applied	200	665	35	905	22.30%	73.60%	4.10%
		Shortlisted	25	135	5	165	14.10%	82.20%	3.70%
		Accepted	5	60	10	75	9.50%	78.40%	12.20%
	2017	Applied	190	645	40	875	21.70%	73.70%	4.60%
		Shortlisted	35	130	5	170	21.10%	75.40%	3.50%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 2	2015	Accepted	5	65	5	75	6.80%	89.20%	4.10%
		Applied	575	2170	75	2815	20.40%	77.00%	2.60%
		Shortlisted	65	325	10	400	16.30%	81.00%	2.80%
	2016	Accepted	25	140	5	170	13.50%	82.90%	3.50%
		Applied	565	2080	90	2730	20.60%	76.10%	3.20%
		Shortlisted	75	340	15	430	17.20%	79.40%	3.50%
	2017	Accepted	30	145	10	180	15.60%	79.40%	5.00%
		Applied	330	1180	60	1570	21.00%	75.10%	3.90%
		Shortlisted	120	560	30	705	16.90%	79.00%	4.10%
Grade 3	2015	Accepted	15	105	5	125	12.90%	83.10%	4.00%
		Applied	540	2250	90	2885	18.80%	78.10%	3.10%
		Shortlisted	50	270	10	330	15.40%	81.30%	3.30%
	2016	Accepted	10	95	0	110	9.20%	89.00%	1.80%
		Applied	585	2415	95	3095	18.80%	78.00%	3.10%
		Shortlisted	55	330	10	395	13.50%	83.50%	3.00%
	2017	Accepted	15	135	5	150	9.90%	88.20%	2.00%
		Applied	495	2055	90	2640	18.70%	77.80%	3.50%
		Shortlisted	80	555	35	670	11.90%	83.10%	4.90%
Grade 4	2015	Accepted	20	95	5	120	16.00%	80.70%	3.40%
		Applied	1170	4195	165	5525	21.10%	75.90%	3.00%
		Shortlisted	100	475	25	600	16.50%	79.20%	4.30%
	2016	Accepted	25	150	10	180	12.70%	82.30%	5.00%
		Applied	1110	3540	170	4825	23.10%	73.40%	3.50%
		Shortlisted	100	535	25	655	15.20%	81.10%	3.70%
	2017	Accepted	30	155	5	190	15.20%	81.20%	3.70%
		Applied	965	3240	150	4355	22.20%	74.40%	3.40%
		Shortlisted	120	580	25	720	16.60%	80.20%	3.20%
Grade 5	2015	Accepted	15	140	10	165	10.20%	85.00%	4.80%
		Applied	1020	3650	140	4810	21.20%	75.90%	2.90%
		Shortlisted	80	480	25	585	13.80%	81.60%	4.60%
	2016	Accepted	20	155	15	190	10.50%	82.10%	7.40%
		Applied	1135	3810	185	5135	22.10%	74.30%	3.60%
		Shortlisted	95	470	15	580	16.20%	81.20%	2.60%
	2017	Accepted	30	195	10	235	12.90%	83.30%	3.90%
		Applied	1100	3460	130	4690	23.50%	73.80%	2.80%
		Shortlisted	140	690	30	855	16.10%	80.40%	3.50%
Grade 6	2015	Accepted	25	175	10	210	12.00%	84.10%	3.80%
		Applied	535	1795	80	2410	22.20%	74.50%	3.20%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
		Shortlisted	40	255	15	305	12.70%	83.10%	4.20%
		Accepted	10	85	0	100	11.00%	87.00%	2.00%
	2016	Applied	700	1925	75	2695	25.90%	71.30%	2.80%
		Shortlisted	55	325	15	395	14.20%	82.20%	3.60%
		Accepted	10	115	5	130	7.80%	89.10%	3.10%
		2017	Applied	720	2415	110	3245	22.10%	74.40%
	Shortlisted		65	480	20	565	11.20%	85.10%	3.70%
	Accepted		15	135	5	155	9.70%	87.00%	3.20%
	Grade 7	2015	Applied	720	1855	90	2665	27.00%	69.60%
Shortlisted			70	300	10	385	18.80%	78.10%	3.10%
Accepted			15	115	10	135	11.00%	83.10%	5.90%
2016		Applied	1030	2075	90	3195	32.30%	64.90%	2.80%
		Shortlisted	130	470	15	615	21.10%	76.30%	2.60%
		Accepted	25	155	10	190	12.00%	82.20%	5.80%
2017		Applied	860	2120	125	3105	27.80%	68.20%	4.10%
		Shortlisted	125	515	20	660	19.20%	77.50%	3.30%
		Accepted	20	155	5	185	12.00%	84.80%	3.30%
Grade 8	2015	Applied	665	1490	55	2210	30.20%	67.30%	2.50%
		Shortlisted	45	230	5	285	15.80%	81.70%	2.50%
		Accepted	10	100	5	115	9.40%	86.30%	4.30%
	2016	Applied	410	875	50	1340	30.60%	65.50%	3.80%
		Shortlisted	50	205	10	265	18.30%	77.60%	4.20%
		Accepted	10	75	5	90	13.20%	83.50%	3.30%
	2017	Applied	395	870	40	1310	30.30%	66.50%	3.20%
		Shortlisted	45	195	5	245	18.00%	79.60%	2.40%
		Accepted	15	60	0	75	18.40%	80.30%	1.30%
Grade 9	2015	Applied	135	450	15	600	22.80%	74.90%	2.30%
		Shortlisted	5	40	0	45	10.60%	87.20%	2.10%
		Accepted	0	35	0	35	2.80%	97.20%	0.00%
	2016	Applied	115	335	10	460	25.20%	72.50%	2.40%
		Shortlisted	5	65	0	70	9.70%	87.50%	2.80%
		Accepted	0	25	0	30	7.10%	92.90%	0.00%
	2017	Applied	160	385	15	565	28.80%	68.40%	2.80%
		Shortlisted	10	90	5	105	8.70%	86.50%	4.80%
		Accepted	0	25	0	25	3.80%	92.30%	3.80%

Table 150: UK P&S recruitment by grade, 2015-17

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 1	2015	Applied	115	600	15	730	16.00%	81.90%	2.10%
		Shortlisted	15	95	0	110	11.80%	87.30%	0.90%
		Accepted	5	40	0	45	6.80%	93.20%	0.00%
	2016	Applied	100	415	10	520	18.80%	79.30%	1.90%
		Shortlisted	15	100	0	110	11.60%	87.50%	0.90%
		Accepted	5	40	0	45	10.90%	84.80%	4.30%
	2017	Applied	90	455	15	565	16.30%	80.70%	3.00%
		Shortlisted	25	100	5	130	17.80%	79.10%	3.10%
		Accepted	0	50	0	55	3.70%	96.30%	0.00%
Grade 2	2015	Applied	230	1370	30	1625	14.10%	84.20%	1.70%
		Shortlisted	30	210	5	245	12.70%	86.10%	1.20%
		Accepted	10	95	5	110	10.70%	86.60%	2.70%
	2016	Applied	215	1290	40	1545	14.00%	83.40%	2.70%
		Shortlisted	25	230	5	260	9.90%	88.20%	1.90%
		Accepted	15	105	5	125	12.00%	82.40%	5.60%
	2017	Applied	125	720	25	870	14.40%	83.00%	2.60%
		Shortlisted	45	365	10	420	10.30%	86.90%	2.90%
		Accepted	10	75	5	90	11.40%	85.20%	3.40%
Grade 3	2015	Applied	245	1620	35	1900	12.90%	85.20%	1.90%
		Shortlisted	30	225	5	255	10.90%	87.10%	2.00%
		Accepted	5	75	0	85	6.00%	92.80%	1.20%
	2016	Applied	250	1610	40	1900	13.30%	84.60%	2.10%
		Shortlisted	30	250	10	285	10.10%	87.10%	2.80%
		Accepted	10	100	0	115	8.00%	90.30%	1.80%
	2017	Applied	260	1375	35	1670	15.50%	82.40%	2.10%
		Shortlisted	45	440	15	505	9.10%	87.70%	3.20%
		Accepted	10	75	0	90	12.40%	86.50%	1.10%
Grade 4	2015	Applied	540	3010	95	3645	14.80%	82.60%	2.60%
		Shortlisted	55	370	20	440	12.00%	83.90%	4.10%
		Accepted	15	125	5	145	11.60%	84.90%	3.40%
	2016	Applied	520	2365	75	2960	17.60%	80.00%	2.50%
		Shortlisted	55	395	10	460	12.30%	85.30%	2.40%
		Accepted	25	115	5	140	16.20%	81.00%	2.80%
	2017	Applied	500	2125	80	2705	18.50%	78.50%	3.00%
		Shortlisted	70	445	20	535	13.20%	83.40%	3.40%
		Accepted	10	115	5	130	7.00%	89.10%	3.90%
Grade 5	2015	Applied	535	2680	80	3290	16.20%	81.40%	2.40%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %	
	2016	Shortlisted	55	380	20	450	12.20%	83.80%	4.00%	
		Accepted	10	125	5	140	7.20%	88.50%	4.30%	
		Applied	485	2645	105	3235	15.00%	81.80%	3.20%	
	2017	Shortlisted	50	360	10	415	11.50%	86.30%	2.20%	
		Accepted	10	145	5	160	7.40%	90.10%	2.50%	
		Applied	575	2365	70	3010	19.10%	78.50%	2.30%	
	Grade 6	2015	Shortlisted	80	500	15	595	13.60%	83.60%	2.80%
			Accepted	15	150	5	170	9.50%	88.10%	2.40%
			Applied	225	1320	40	1590	14.20%	83.10%	2.60%
2016		Shortlisted	20	210	10	240	7.90%	88.00%	4.10%	
		Accepted	5	70	0	80	7.60%	91.10%	1.30%	
		Applied	235	1310	40	1580	14.70%	82.70%	2.60%	
2017		Shortlisted	30	250	10	285	9.80%	86.80%	3.50%	
		Accepted	10	90	0	100	8.00%	90.00%	2.00%	
		Applied	345	1620	50	2015	17.20%	80.30%	2.60%	
Grade 7	2015	Shortlisted	40	360	10	405	9.60%	88.50%	2.00%	
		Accepted	10	110	5	125	8.10%	89.40%	2.40%	
		Applied	275	1285	45	1600	17.00%	80.30%	2.70%	
	2016	Shortlisted	35	235	5	275	12.30%	85.50%	2.20%	
		Accepted	10	95	5	105	8.60%	88.60%	2.90%	
		Applied	335	1380	35	1750	19.10%	78.90%	1.90%	
	2017	Shortlisted	50	360	5	415	12.10%	86.90%	1.00%	
		Accepted	10	120	0	130	8.30%	90.20%	1.50%	
		Applied	345	1390	60	1795	19.20%	77.50%	3.20%	
Grade 8	2015	Shortlisted	70	385	15	470	15.40%	81.90%	2.80%	
		Accepted	10	120	5	135	8.80%	88.20%	2.90%	
		Applied	315	1120	30	1460	21.50%	76.60%	1.90%	
	2016	Shortlisted	25	190	5	220	10.50%	86.80%	2.70%	
		Accepted	10	85	0	95	8.40%	90.50%	1.10%	
		Applied	165	615	25	805	20.50%	76.60%	2.90%	
	2017	Shortlisted	25	160	5	190	13.20%	83.20%	3.70%	
		Accepted	10	60	0	70	13.00%	87.00%	0.00%	
		Applied	155	585	20	755	20.20%	77.10%	2.60%	
Grade 9	2015	Shortlisted	20	155	5	175	11.40%	86.90%	1.70%	
		Accepted	10	45	0	55	19.60%	80.40%	0.00%	
		Applied	70	365	5	440	16.10%	82.30%	1.60%	
		Shortlisted	5	35	0	45	11.60%	86.00%	2.30%	
		Accepted	0	30	0	30	3.20%	96.80%	0.00%	

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
	2016	Applied	65	270	5	340	18.60%	80.20%	1.20%
		Shortlisted	5	60	0	65	9.00%	89.60%	1.50%
		Accepted	0	20	0	25	8.70%	91.30%	0.00%
	2017	Applied	75	295	10	380	19.70%	78.20%	2.10%
		Shortlisted	5	70	0	80	6.30%	91.10%	2.50%
		Accepted	0	20	0	20	0.00%	100.00%	0.00%

Table 151: Non-UK P&S recruitment by grade, 2015-17

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
Grade 1	2015	Applied	95	180	5	280	33.90%	65.00%	1.10%
		Shortlisted	5	10	0	15	46.70%	53.30%	0.00%
		Accepted	5	10	0	15	30.80%	69.20%	0.00%
	2016	Applied	105	250	5	360	28.70%	69.30%	1.90%
		Shortlisted	10	35	0	45	21.30%	76.60%	2.10%
		Accepted	0	20	0	20	9.50%	90.50%	0.00%
	2017	Applied	100	190	15	300	32.50%	62.60%	5.00%
		Shortlisted	15	25	0	40	32.50%	67.50%	0.00%
		Accepted	5	15	0	20	16.70%	77.80%	5.60%
Grade 2	2015	Applied	345	800	45	1185	29.10%	67.30%	3.60%
		Shortlisted	35	115	5	155	21.90%	73.50%	4.50%
		Accepted	10	45	0	55	19.30%	77.20%	3.50%
	2016	Applied	345	790	35	1170	29.50%	67.40%	3.20%
		Shortlisted	45	110	5	165	28.00%	67.70%	4.30%
		Accepted	15	40	0	55	24.10%	74.10%	1.90%
	2017	Applied	205	460	30	690	29.70%	66.30%	4.10%
		Shortlisted	75	195	10	280	27.00%	68.80%	4.30%
		Accepted	5	30	0	35	17.10%	80.00%	2.90%
Grade 3	2015	Applied	295	630	30	955	31.00%	66.00%	3.00%
		Shortlisted	25	45	0	70	32.90%	67.10%	0.00%
		Accepted	5	20	0	25	20.00%	80.00%	0.00%
	2016	Applied	330	805	50	1185	27.80%	68.10%	4.10%
		Shortlisted	25	80	5	110	22.20%	74.10%	3.70%
		Accepted	5	30	0	40	15.80%	84.20%	0.00%
	2017	Applied	235	680	40	950	24.70%	71.30%	4.00%
		Shortlisted	35	115	10	160	21.50%	73.40%	5.10%
		Accepted	10	20	0	30	28.60%	67.90%	3.60%
Grade 4	2015	Applied	625	1180	45	1855	33.80%	63.80%	2.50%
		Shortlisted	45	105	5	155	29.50%	68.60%	1.90%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
		Accepted	5	25	0	35	18.20%	75.80%	6.10%
	2016	Applied	590	1175	65	1830	32.30%	64.10%	3.60%
		Shortlisted	45	140	5	190	22.90%	73.90%	3.20%
		Accepted	5	40	0	45	13.00%	87.00%	0.00%
	2017	Applied	465	1115	50	1635	28.50%	68.40%	3.20%
		Shortlisted	50	130	5	185	26.60%	71.70%	1.60%
		Accepted	10	25	0	35	22.90%	77.10%	0.00%
Grade 5	2015	Applied	470	955	40	1470	32.10%	65.00%	2.90%
		Shortlisted	25	100	5	130	20.30%	76.60%	3.10%
		Accepted	10	35	5	45	21.30%	70.20%	8.50%
	2016	Applied	645	1155	65	1865	34.60%	62.10%	3.40%
		Shortlisted	45	110	5	160	28.90%	69.20%	1.90%
		Accepted	20	50	0	65	26.90%	71.60%	1.50%
	2017	Applied	525	1095	45	1660	31.50%	65.90%	2.60%
		Shortlisted	55	190	5	255	22.50%	74.70%	2.80%
		Accepted	10	25	0	35	24.30%	73.00%	2.70%
Grade 6	2015	Applied	310	475	15	800	38.50%	59.40%	2.10%
		Shortlisted	20	45	0	65	30.80%	66.20%	3.10%
		Accepted	5	15	0	20	25.00%	75.00%	0.00%
	2016	Applied	460	615	25	1100	41.70%	55.90%	2.50%
		Shortlisted	25	75	0	105	26.20%	71.80%	1.90%
		Accepted	0	25	0	30	7.10%	89.30%	3.60%
	2017	Applied	370	795	30	1195	31.10%	66.50%	2.30%
		Shortlisted	25	120	10	155	15.70%	78.40%	5.90%
		Accepted	5	25	0	30	16.70%	80.00%	3.30%
Grade 7	2015	Applied	440	570	30	1040	42.60%	54.70%	2.70%
		Shortlisted	40	65	0	100	37.30%	61.80%	1.00%
		Accepted	5	20	5	30	20.70%	69.00%	10.30%
	2016	Applied	690	695	40	1425	48.60%	48.60%	2.80%
		Shortlisted	80	110	5	200	40.40%	56.10%	3.50%
		Accepted	10	40	5	55	21.80%	69.10%	9.10%
	2017	Applied	515	725	40	1285	40.30%	56.70%	3.00%
		Shortlisted	55	130	5	190	28.90%	67.90%	3.20%
		Accepted	10	35	0	45	21.70%	78.30%	0.00%
Grade 8	2015	Applied	355	370	20	740	47.60%	49.70%	2.70%
		Shortlisted	20	40	0	65	34.40%	65.60%	0.00%
		Accepted	5	15	5	20	14.30%	71.40%	14.30%
	2016	Applied	245	260	20	525	46.40%	49.40%	4.20%

			BME N	White N	Unknown N	Total N	BME %	White %	Unknown %
		Shortlisted	25	45	5	75	31.50%	63.00%	5.50%
		Accepted	5	15	5	20	13.60%	72.70%	13.60%
	2017	Applied	245	290	20	550	44.00%	52.20%	3.80%
		Shortlisted	25	40	5	70	34.80%	60.90%	4.30%
		Accepted	5	15	0	20	15.00%	80.00%	5.00%
Grade 9	2015	Applied	65	90	5	160	41.30%	55.00%	3.80%
		Shortlisted	0	5	0	5	0.00%	100.00%	0.00%
		Accepted	0	5	0	5	0.00%	100.00%	0.00%
	2016	Applied	55	60	0	115	45.30%	53.00%	1.70%
		Shortlisted	0	5	0	5	25.00%	75.00%	0.00%
		Accepted	0	5	0	5	0.00%	100.00%	0.00%
	2017	Applied	85	90	5	180	48.10%	48.60%	3.30%
		Shortlisted	5	20	0	25	17.40%	78.30%	4.30%
		Accepted	0	5	0	5	20.00%	60.00%	20.00%

6B TRAINING

P&S staff comprise 54% of OLI participants (2015-16). Three early- to mid-level management courses attract high numbers of P&S staff, and the staff survey showed no difference in confidence between P&S staff and academics in managing others. Given the need to ensure a pipeline of BME staff into more senior P&S positions we will continue to target communications and monitor BME staff participation in training [**Action 4.4(c) and (d)**].

Another avenue to explore to support P&S staff development is apprenticeships. We successfully lobbied government with the apprenticeship levy to provide professional training and qualifications for existing staff, starting with professional qualifications in leadership and management, but to be expanded to HR, finance, IT and digital skills under *Work, Learn, Develop*.

6C APPRAISAL/DEVELOPMENT REVIEW

PDR for P&S staff is better established than for research and academic staff. However, while the staff survey shows no discrepancy by ethnicity in terms of uptake or usefulness of PDR (50% of BME/48% of White respondents who had had a PDR meeting agreed), we recognise the need for the proportion of staff having PDRs and finding them useful to increase. This will positively impact career development and will support our overarching Objective 4.

Action 5.3 Ensure that all staff have a regular PDR that they consider to be useful.

6D PROFESSIONAL AND SUPPORT STAFF PROMOTIONS *TABLE 152*

Promotion is achieved through application to a new role. Opportunities for internal progression are good. Of the 2,673 Grade 6-10 P&S staff in 2014-15, 480 (18%) had moved to a new internal role; of 824 new starters, 58% were internal candidates.

Secondments are frequently used to fill temporary vacancies. These are advertised internally and enable staff to take on a role at a higher grade or in a different professional area for up to a year. Secondments often support staff to move to a new job at a higher level permanently but also enable staff to move out of a career with fewer opportunities for upward progression to a career stream where there are more jobs at a senior level.

Our survey produced no evidence to suggest that there are discrepancies in ethnicity in terms of support and career progression; indeed, a higher proportion of BME than White P&S staff agreed that they:

- took time to reflect on and plan for their professional development;
- got helpful feedback from their manager; and
- were supported by their manager to think about their career development.

Focus groups with BME staff did suggest that where there is a lack of support this can be perceived to be related to ethnicity. Lack of transparency regarding promotion and progression is an issue highlighted by many survey respondents, and this will be addressed via increasing online resources and bespoke training for managers through the OLI.

Targeted support may also be needed to ensure BME staff are achieving their potential and being represented at higher levels in the University, and we will continue to provide personalised career development support.

We are aware that both BME and White P&S staff alike are often unclear about career development. However, there was a notable and significant difference between BME and White P&S staff in response to whether they were clear about the development

opportunities available to them (53% of BME respondents agreeing compared with 61% White). (This pattern was reversed amongst academics and research staff.) [Actions 4.4(b) and (e).]

Table 152: Staff survey P&S staff responses

% agree	P&S	
	BME	White
<i>My manager/supervisor ...</i>		
Supports me to think about my professional development	76%	77%
Actively encourages me to take up career development opportunities	65%	70%
<i>To what extent do you agree that ...</i>		
You take time to reflect on, and plan for, your career development?	76%	69%
You are clear about the development opportunities available to you?*	53%	61%
You have the opportunity to take on new responsibilities or develop new skills?	72%	74%
You feel comfortable discussing your training and development needs with your line manager/supervisor?	82%	83%

In response to this feedback in 2016 we introduced new support:

- **The Guide to Staff Development website** provides an introduction to development for P&S staff
- **The Careers Support Network** matches P&S staff up to Grade 8 with mentors (managers with recruitment experience), to help them refresh a CV, compile an application or prepare for an interview. As this is a new scheme, we will work to ensure that all eligible staff are aware of its existence [Action 4.4(a)].
- At the March 2017 UAS conference we piloted a **series of talks on careers** in HR, Finance, Department Administration and Development. These will be provided annually.

Action 4.4 Provide relevant and accessible professional development opportunities for existing BME P&S staff to improve career progression.

Slightly lower proportions of P&S survey respondents than other staff groups agreed that they have the opportunity to take on new responsibilities or develop new skills. Some P&S staff (both White and BME) feel that it is difficult to progress:

... I do not think there is much of a career path for administrative staff and very little guidance onto a career path. (Female, Black, UK, Support or Technical)

I feel that there is a stagnation in terms of professional development within my department once you reach grade 6, unless you choose to move to a different department. I also feel that it is extremely difficult to progress in terms of pay grades despite doing above and beyond my role description. (Female, Asian, UK, Support or Technical)

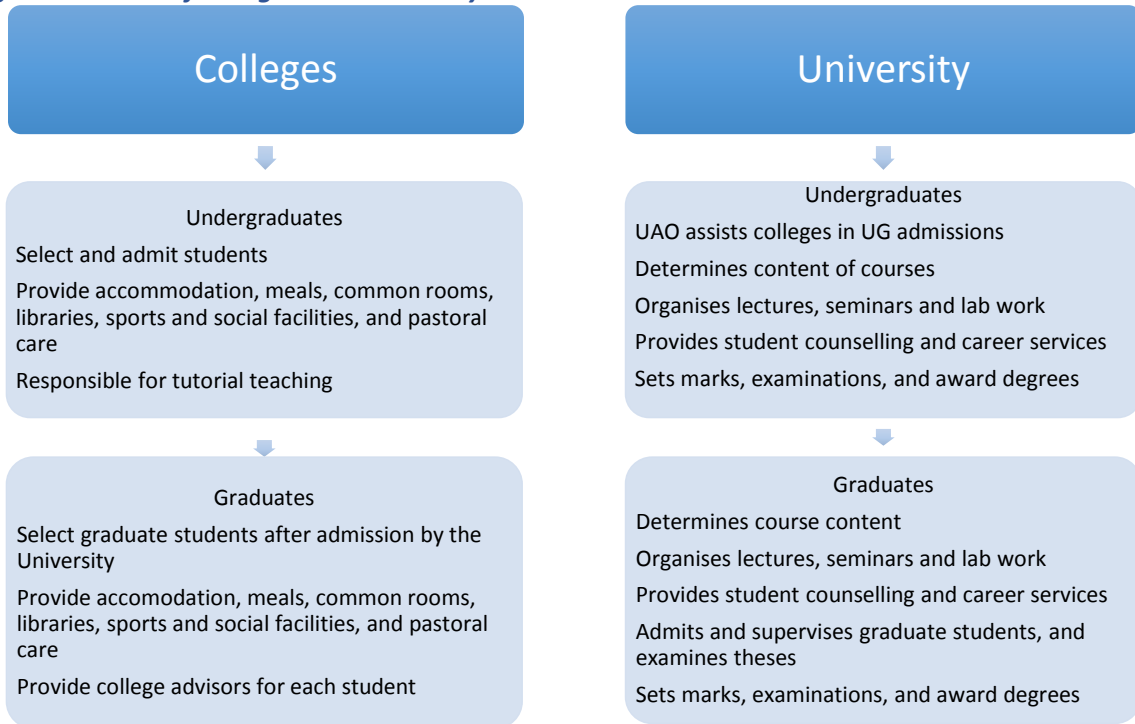
[we need] A more open process on what it takes to proceed up the grade levels - what each grade looks for (Male, White, UK, Support or Technical)

These perceptions may, in part, reflect that the career development initiatives mentioned above are relatively new. It may also point to a need to manage expectations more proactively to make clear where progression is and is not possible in the University.

7 STUDENT PIPELINE

This section provides data for the academic years 2013/14, 2014/15 and 2015/16. Note that where benchmarking tables are included, HESA data is calculated by FPE, while our student numbers are by headcount. We only report on classified degree outcomes, HESA data includes unclassified degree outcomes. This has led to a slight difference in numbers.

Figure 27: Roles of colleges and University

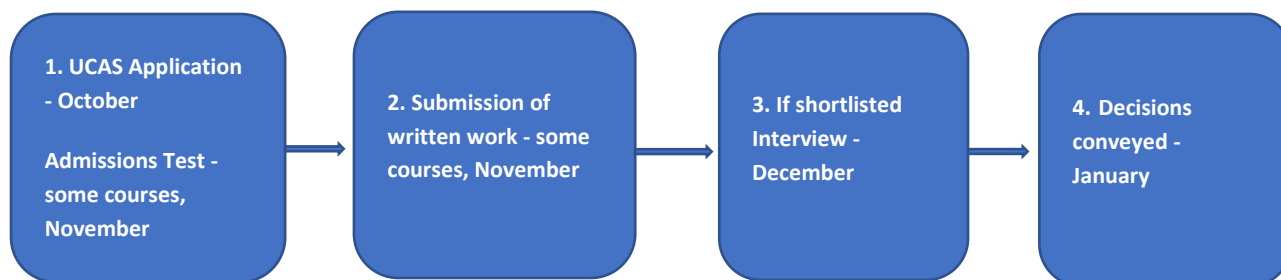


7A ADMISSIONS

We receive, on average, six applications for each undergraduate place: 19,400 applicants for 3,200 places in 2016.⁷ Most applicants are predicted to achieve a minimum of three A grades at A level (or equivalent); in 2015, 72% of applicants and 88% of offer holders gained at least one A*. We have therefore presented our admissions data in aggregate as there is minimal variation between candidates. We are unable to analyse non-UK undergraduate admissions by ethnicity as this information is not collected by UCAS.

⁷ The number of students admitted is constrained by our student number planning policy, and by City Council limitations on the numbers of students living in private accommodation.

Figure 28: UG application process



Admissions procedures are informed by agreed principles in a Common Framework to ensure consistency across all subjects and colleges. Applicants apply to and are assessed by a college against a range of criteria including GCSE results, often an admissions test or written work, and (if shortlisted) interviews carried out by at least two college tutors.

UAO centrally collates contextual data for UK candidates and shares it with colleges to flag applicants they strongly recommend should be interviewed. This includes:

- *prior education* – school performance at GCSE/A level or equivalent
- *residential postcode* – postcode classed as ‘financially stretched’ and ‘urban adversity’ (ACORN), and POLAR3 based on regional rate of participation in HE; and
- *care background* – if a candidate has been in care for less than three months.

This system aims to ensure fair access for students from areas and schools that historically have not been well represented at Oxford.

Departments operating admissions tests must carry out an annual review of outcomes by sex, ethnicity, school type and widening participation characteristics. Admissions tests are externally reviewed every six years.

All new academic staff must undertake face-to-face admissions training; this includes implicit bias. Existing staff are encouraged to refresh their knowledge via an online course. However, this is not currently mandatory and we will continue to strengthen our work to reduce the possibility of implicit bias in the admissions process.

Action 6.2: Reduce the possibility of implicit bias in admissions processes.

Around 60% of applicants are invited to interview. If needed, candidates are provided with a free room and meals. Student helpers show candidates around, answer their questions and host college social events.

Interviews give us the chance to see whether an applicant has the intellectual capacity to learn and be stretched by our teaching system; (Italian tutor, Interviews Guide 2017)

I interview to find what we call 'potential' and disentangle it from either poor schooling or coaching. (Physics tutor, Interviews Guide 2017).

Successful candidates receive a conditional offer (ranging from AAA to A*A*A); an unconditional offer (for those who have already completed their qualifications); or an open offer (a place at an unspecified college guaranteed, dependent on conditions being met).

In our data, the difference between 'offers' and 'acceptances' is largely accounted for by candidates failing to meet the conditions of their offer. Only a very small number (n=169 over three years; 2%) of UK offer-holders decline their place or withdraw from the process, with no discernible difference by ethnicity.

UK-domiciled applicants

The overall number of *applicants* increased by 7% (n=775) in 2013-2016. BME applications increased by 20% (n=416) and White applications decreased by 3% (n=267). The overall proportion of BME applicants increased from 19% to 21%, while the proportion of White applicants decreased from 76% to 73% (a growth in numbers, but at a slower rate).

The proportion of BME applicants *admitted* increased from 13% to 16% (n=66), while the proportion of White applicants fell from 85% to 83% (n=23) [Figure 29, Table 153]. There were increases in the number of applications and admissions in each minority ethnic group. Between 2013-16 we achieved a boost in UK-BME application numbers [Table 154].

Figure 29: UK undergraduate admissions by ethnicity, 2013-16

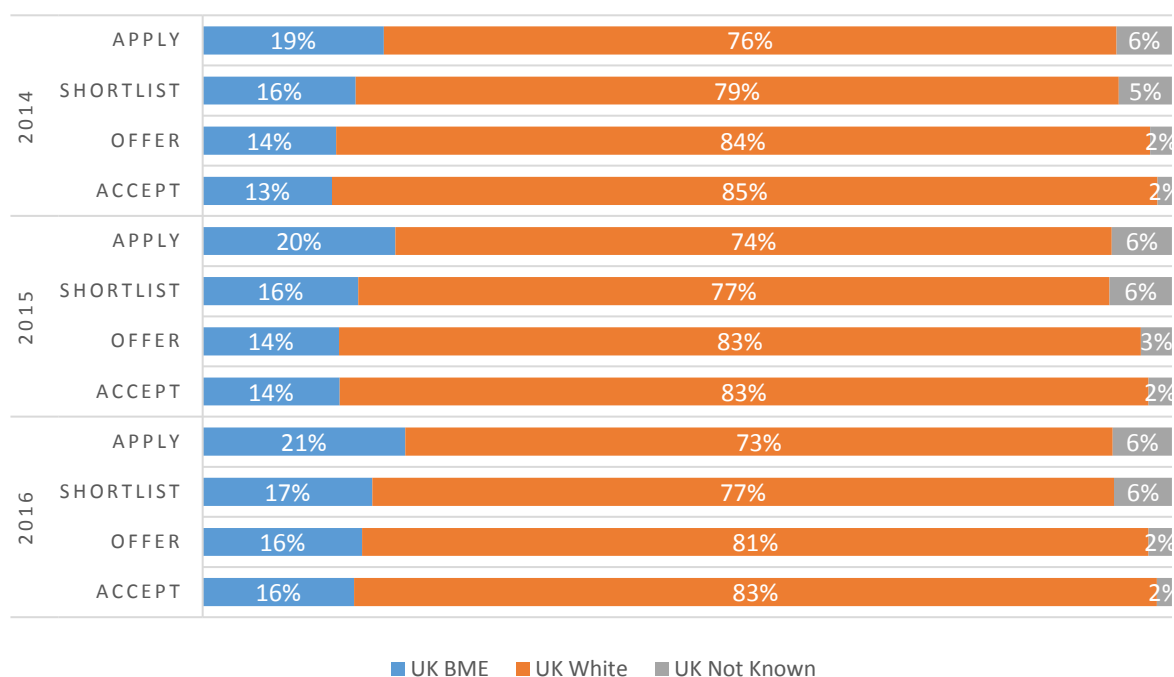


Table 153: UK undergraduate admissions by ethnicity, 2014-16

		Asian	Black	Chinese	Mixed	Other	White	Not known	Total
Apply	2014	905	260	225	605	135	8635	655	11420
		7.90%	2.30%	2.00%	5.30%	1.20%	75.60%	5.70%	100.00%
	2015	1040	280	235	645	130	8670	730	11730
		8.90%	2.40%	2.00%	5.50%	1.10%	73.90%	6.20%	100.00%
	2016	1095	330	230	735	160	8900	745	12195
		9.00%	2.70%	1.90%	6.00%	1.30%	73.00%	6.10%	100.00%
Shortlist	2014	450	100	140	395	65	5765	400	7320
		6.20%	1.40%	1.90%	5.40%	0.90%	78.70%	5.50%	100.00%
	2015	430	115	145	395	55	5505	460	7105
		6.00%	1.60%	2.00%	5.50%	0.80%	77.50%	6.50%	100.00%
	2016	500	115	140	440	80	5580	435	7295
		6.90%	1.60%	1.90%	6.10%	1.10%	76.50%	6.00%	100.00%
Offer	2014	130	45	40	165	20	2410	65	2870
		4.50%	1.50%	1.30%	5.70%	0.80%	84.00%	2.30%	100.00%
	2015	125	50	50	170	15	2390	95	2890
		4.40%	1.70%	1.70%	5.80%	0.50%	82.70%	3.20%	100.00%
	2016	180	55	45	185	25	2425	70	2990
		6.10%	1.80%	1.50%	6.20%	0.80%	81.10%	2.40%	100.00%
Accept	2014	120	25	35	145	20	2200	40	2585

		Asian	Black	Chinese	Mixed	Other	White	Not known	Total
		4.60%	1.00%	1.40%	5.60%	0.80%	85.10%	1.50%	100.00%
	2015	115	40	45	155	15	2170	65	2600
		4.50%	1.50%	1.80%	5.90%	0.50%	83.50%	2.40%	100.00%
	2016	145	35	40	165	20	2180	40	2630
		5.60%	1.00%	2.00%	6.00%	1.00%	83.00%	2.00%	100.00%

Table 154: UK applicants: overall change in applications and admissions, 2014-16

	Applications			Admissions		
	2014	2016	% change	2014	2016	% change
Asian	905	1095	20.70%	120	145	23.70%
Black	260	330	26.20%	25	35	25.90%
Chinese	225	230	3.10%	35	40	20.00%
Mixed	605	735	21.20%	145	165	15.20%
Other	135	160	18.50%	20	20	10.00%
Total BME	2130	2545	19.50%	345	410	19.10%
White	8635	8900	3.10%	2200	2180	-1.00%
Not known	655	745	14.10%	40	40	5.10%
Total	11420	12195	6.80%	2585	2630	1.70%

Student outreach and widening participation

Our recent QAA Review commended us for:

The comprehensive approach taken to recruitment and admissions across the University to support its ambitions in relation to widening access (QAA Review 2016)

Yearly, we organise over 3,000 outreach activities with groups from primary age upwards, spending more than £6 million and reaching 79% of UK schools with post-16 provision through summer schools, school visits, student shadowing schemes, e-mentoring, aspiration days and teacher events. These initiatives have been extremely successful and we aim to increase applications from schools that do not have a history of sending pupils to Oxford, and to attract more BME students and, in certain subjects, female students.

My initial thoughts on Oxford were: people like me do not go to Oxford – I will feel uncomfortable and will not enjoy myself; I am definitely not ‘Oxford smart’ ... I can say now that I do not regret it, and if I had to make the decision

again I would choose Oxford for a second time. (Current female BME Oxford student)

Due to Oxford's close proximity to London, we believe that we should be able to attract a higher number of BME students, and we will direct many of our widening participation and access efforts towards the London area. We will continue to target potential BME applicants, particularly from the Midlands and the north of England in order to increase the proportion of applicants from under-represented groups who can make competitive applications.

Table 155: Key widening access and participation programmes

Programme	Description & target group	Success
UNIQ	Flagship summer school programme that targets young people from educationally and socially deprived backgrounds, who are disproportionately likely to be BME.	Between 2010 and 2016, 30% of students attending UNIQ were from a BME background, and 40% (342) in 2017. Some UNIQ participants go on to study here (42 in 2014, and 28 in 2015) or other HEIs (63 in 2015, with 15 waiting for clearing). See Table 4.
Access conferences	Annual London Access Conference for high-performing Year 12 pupils of African and Caribbean origin, with additional workshops and a shadowing scheme sponsored by the OxfordSU.	150 participants in 2016
	Access conference and familiarisation session in Oxford for Year 10 and 11 pupils from Pakistani, Indian and Bangladeshi communities.	85 participants in 2015/16, and 200 in 2016/17
Target Oxbridge Partnership	Programme run on a pro bono basis by the graduate recruitment firm Rare, which aims to increase UK African and Caribbean students' chances of getting into Oxford and Cambridge. Comprises mentoring, and one-week residential experiences in Oxbridge colleges. 2012-	Since 2012, 46 Black African and Caribbean students have received offers from Oxbridge (16 in 2016/17). BME applicants from the Target Oxbridge programme have a success rate of 36% getting into Oxbridge, which is above the national average of around 20% of all applicants. See Table 173.
IntoUniversity Partnership Centre in Blackbird Leys, Oxford	Local programme for KS2, 3, 4, and 5 pupils from socio-economically deprived and educationally low-performing areas in Oxford. The centre supports young people to attain either a university place or another chosen aspiration.	In 2016, 29 out of 30 participants identified as BME

Table 156: UNIQ Summer School BME participants' applications to Oxford 2014-17

	Participants	UG Applications	Shortlisted	Conditional Offer	Final
2014	260	155	110	45	40
2015	195	105	70	35	30
2016	305	185	100	45	N/A
2017	340	N/A	N/A	N/A	N/A

Table 157: Target Oxbridge participants' offers to Oxbridge 2013-17

Year of matriculation	Number of Oxbridge offers	Number of Oxford offers	Number of students who took up their Oxford place (i.e. met their offers)
2013	5	5	5
2014	0	0	0
2015	10	5	5
2016	15	10	5
2017	15	10	N/A
Total	45	25	N/A

Despite these welcome increases, there remains an ethnicity gap at each stage of the admissions process, with the proportion of BME candidates falling from 21% of all applicants, to 17% of shortlisted candidates and 16% of those receiving and taking up an offer. Overall, 51% of BME and 64% of White candidates are shortlisted, 19% and 28% respectively receive an offer, and 16% and 25% respectively are accepted [Table 159]. The key point of attrition for BME applicants in the admissions process is at the shortlisting stage. In part this may be due to subject choice, as BME applicants are more likely than White to apply to more competitive courses, resulting in greater numbers rejected at the initial shortlisting stage, with the largest number of applicants.

In 2013–2015, higher proportions of BME applicants than White applied to our 11 most 'popular' courses (where 'popular' means the largest number of applicants)⁸ which each attracted more than three applicants per place. Consequently this had a disproportionate impact on BME applicants [Table 158]: 39% were rejected at the shortlisting stage, compared with 25% of White. This effect also contributed to a higher percentage loss of BME applicants at the interview and offer stages. Our aim is to provide good information about the relative competitiveness of courses so that all candidates can make informed applications.

⁸ Medicine; Law; Politics, Philosophy and Economics (PPE); Economics and Management (E&M); Mathematics; Physics; English; Engineering Science; History; Chemistry; and Modern Languages.

Table 158: Attrition at shortlisting in 11 popular subjects as % of total BME & White cohorts, 2013-15

	Total applicants	Total applicants to most popular courses	% all applicants to most popular courses	Total not shortlisted for most popular courses	% whole cohort lost at shortlisting for most popular courses
BME	6570	4825	74.20%	2540	38.70%
White	26080	16835	64.50%	6510	25.00%

Action 6.1 Increase the numbers of applications from students in underrepresented groups who can make competitive applications.

Table 159: UK applicant outcomes at each stage of the admissions process, 2014-16

	% shortlisted for interview	% of interviewed receiving offer	% of total receiving offer	% taking up offer	% of applicants accepted
Asian	45.4%	31.6%	14.4%	87.0%	12.5%
Black	38.3%	44.1%	16.9%	67.3%	11.4%
Chinese	61.1%	31.0%	19.0%	93.9%	17.8%
Mixed	62.1%	42.0%	26.1%	89.8%	23.4%
Other	47.8%	30.2%	14.4%	91.8%	13.2%
<i>Total BME</i>	<i>50.9%</i>	<i>36.2%</i>	<i>18.5%</i>	<i>86.8%</i>	<i>16.0%</i>
White	64.3%	42.9%	27.6%	90.6%	25.0%

Applicants of Mixed ethnicity have very similar success rates to White applicants at each stage. Trends among other ethnic groups vary at different stages of the process; for example, Black applicants are least likely to be shortlisted but are as likely as White applicants to receive an offer after interview. They are three times more likely than White applicants to fail to meet their offer conditions. We will provide additional support for BME participants on our regular outreach activities.

We have investigated the possible explanations for these trends. The most recent UCAS equality analysis found that the headline differences in Oxford offer rates for Black applicants were within the range of expected variation once the combination of applicants' predicted grades and course choice was taken into account. For Asian and Chinese applicants, there was a statistically significant gap between their actual and expected offer rates; however, this halved from 8% to 4% between 2014 and 2016.

Our internal reviews – where we have sufficient data – show that:

- On average, BME applicants perform less well on admissions tests than White, though this varies substantially by ethnic group.
- Evidence on interview scores does not indicate a systematic underperformance of BME applicants.

However, there are gaps in the data record and we will work to improve the central availability of admissions test and interview data.

Action 6.2 ii) Conduct a review of all the stages in the admissions processes for all undergraduate courses in each division with the aim of improving for all courses the consistency of data collection during the undergraduate admissions process in each division.

Non-UK domiciled applicants

In 2014-2016, the number of applications from non-UK candidates grew by 15% (n=885), over twice the increase in UK applicants. On average:

- 36% of undergraduate applicants were from outside the UK
- 24% of shortlisted candidates were non-EU
- 29% of shortlisted non-UK applicants received an offer (compared with 40% of UK)
- Their average offer rate (11%) was less than half that of UK applicants (25%)
- 9% of non-UK applicants were accepted compared with 22% of UK applicants
- 82% of non-UK and 89% of UK offer-holders took up their place

UK and non-UK offer-holders were equally likely to fail to meet their conditions; 13% of non-UK offer-holders declined their offer, compared with under 2% of UK. We believe that non-UK applicants are more likely than UK to hold alternative offers at other international institutions. Financial barriers and offers of scholarships from other international universities for some non-UK applicants may also play a role.

We note the significant attrition between application to acceptance for non-UK candidates. We cannot, however, assess if there is a racial disparity to this, due to the lack of ethnicity data at the application stage.

Figure 30: Undergraduate admissions by fee status, 2014-16

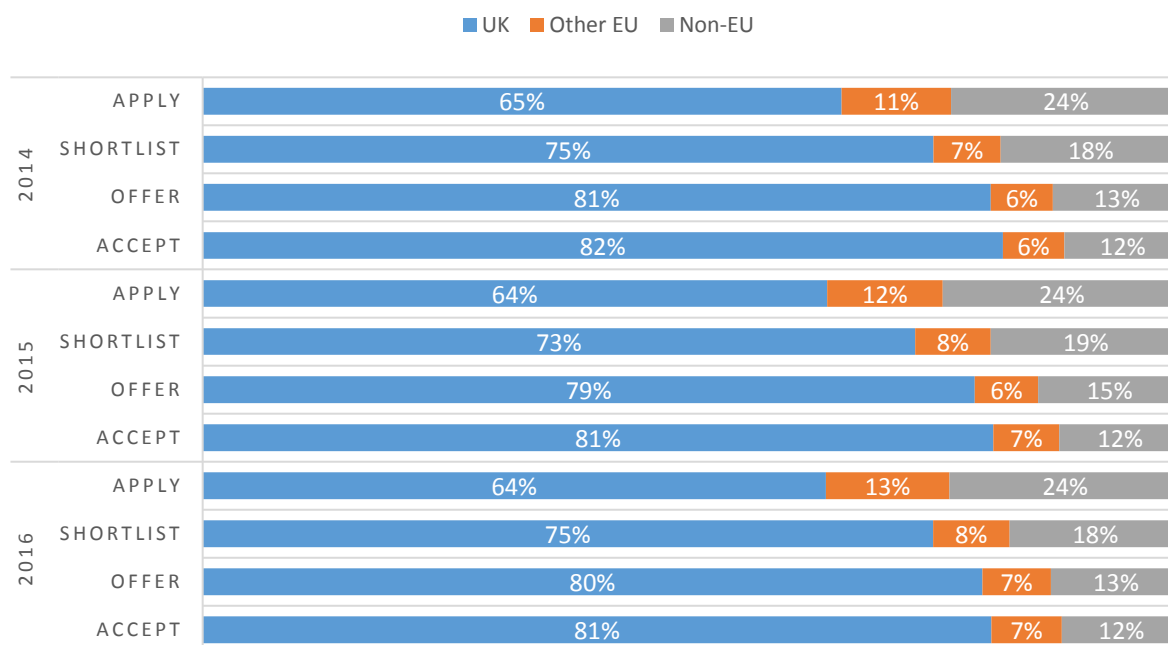


Table 158: Non-UK undergraduate admissions, 2014-16

	Apply	Shortlist	Offer	Accept
2014	6065	2480	695	575
2015	6650	2650	770	615
2016	6950	2475	760	630

Table 159: Non-UK applicants: outcomes at each stage of the admissions process, 2014-16

	% shortlisted for interview	% of interviewed receiving offer	% of total receiving offer	% taking up offer	% of applicants accepted
2014	40.9%	27.9%	11.4%	83.1%	9.5%
2015	39.9%	29.1%	11.6%	79.9%	9.3%
2016	35.6%	30.8%	11.0%	82.9%	9.1%

Table 160: Non-UK applicants: overall change in applications and admissions, 2014-16

	Applications			Admissions		
	2014	2016	%change	2014	2016	% change
Non-UK	6065	6950	14.60%	575	630	9.70%

7B UNDERGRADUATE STUDENT BODY TABLES 163-170

About 80% of our undergraduates are from the UK, while 20% are international [Figure 30]. 15% of all UK undergraduates and 50% of all non-UK undergraduates are BME [Table 166, Table 167]. Over the last three years, the proportion of BME undergraduates has steadily increased from 19% to 21% (n=281), despite overall static undergraduate numbers.

Table 161: Non-UK undergraduates by ethnicity, 2014-16

	BME		White		Unknown		Grand total	
	N	%	N	%	N	%	N	%
2014	2080	18.60%	8620	77.20%	475	4.20%	11,175	100.00%
2015	2245	20.20%	8590	77.40%	270	2.40%	11,105	100.00%
2016	2360	21.10%	8625	77.10%	210	1.90%	11,190	100.00%
% change 2014-16	13.50%		0.00%		-56.10%		0.20%	

There has been a 12% (n=146) increase in UK-BME undergraduates; a 3% (n=199) decrease in the number of UK-White undergraduates [Table 166]; a 15% (n=135) increase in non-UK-BME undergraduates and a 26% increase in non-UK-White (n=203) undergraduates.

Table 162: UK undergraduates by ethnicity, 2014-16

	UK-BME		UK-White		UK Unknown		Total
	% of all UK		% of all UK		% of all UK		
2014	1195	10.70%	7830	70.10%	270	2.40%	10,300
2015	1235	11.10%	7680	69.20%	200	1.80%	9,120
2016	1340	12.00%	7630	68.20%	160	1.40%	9,130
% change	12.20%		-2.50%		-40.4%		-11.30%

Table 163: Non-UK undergraduates by ethnicity, 2014-16

	Non-UK-BME		Non-UK-White		Non-UK Unknown		Total
	% of all non-UK		% of all non-UK		% of all non-UK		
2014	885	7.90%	790	7.10%	200	1.80%	2765
2015	1010	9.10%	910	8.20%	70	0.60%	1985
2016	1020	9.10%	995	8.90%	45	0.40%	2060
% change	15.20%		25.60%		-77.2%		25.50%

Table 164: UK undergraduates by ethnicity, 2014-16

	2014	2015	2016	2014	2015	2016
	N	N	N	%	%	%
Asian or Asian British - Bangladeshi	25	20	25	0.20%	0.20%	0.30%
Asian or Asian British - Indian	265	275	270	2.80%	3.00%	3.00%
Asian or Asian British - Pakistani	50	45	60	0.50%	0.50%	0.60%
Chinese	145	140	155	1.60%	1.50%	1.70%

	2014 N	2015 N	2016 N	2014 %	2015 %	2016 %
Other Asian background	100	95	100	1.10%	1.00%	1.10%
Black or Black British - African	70	85	80	0.70%	0.90%	0.90%
Black or Black British - Caribbean	15	15	20	0.20%	0.20%	0.20%
Other Black background	5	5	5	0.10%	0.10%	0.10%
Mixed - White and Asian	260	290	310	2.80%	3.20%	3.40%
Mixed - White and Black African	50	45	50	0.50%	0.50%	0.60%
Mixed - White and Black Caribbean	40	40	50	0.40%	0.40%	0.50%
Other mixed background	130	140	150	1.40%	1.50%	1.70%
Arab	15	20	30	0.10%	0.20%	0.30%
Other ethnic background	25	25	30	0.30%	0.30%	0.30%
Total BME	1195	1235	1340	12.80%	13.60%	14.70%
White	7825	7680	7625	84.20%	84.20%	83.50%
Gypsy or Traveller	0	0	0	0.00%	0.00%	0.00%
Unknown	270	200	160	2.90%	2.20%	1.80%
Grand total	9295	9120	9130	100.00%	100.00%	100.00%

Table 165: Non-UK undergraduates by ethnicity, 2014-16

	2014 N	2015 N	2016 N	2014 %	2015 %	2016 %
Asian or Asian British - Bangladeshi	0	0	0	0.10%	0.10%	0.10%
Asian or Asian British - Indian	65	75	70	3.40%	3.70%	3.40%
Asian or Asian British - Pakistani	15	15	10	0.70%	0.70%	0.60%
Chinese	590	665	675	31.30%	33.50%	32.70%
Other Asian background	120	140	135	6.40%	7.00%	6.50%
Black or Black British - African	5	10	15	0.30%	0.50%	0.70%
Black or Black British - Caribbean	5	5	0	0.20%	0.20%	0.00%
Other Black background	0	0	0	0.10%	0.10%	0.00%
Mixed - White and Asian	45	50	55	2.40%	2.50%	2.60%
Mixed - White and Black African	0	5	5	0.10%	0.20%	0.10%
Mixed - White and Black Caribbean	0	0	0	0.10%	0.10%	0.10%
Other mixed background	25	30	30	1.40%	1.50%	1.50%
Arab	5	10	10	0.30%	0.50%	0.60%
Other ethnic background	10	10	10	0.50%	0.40%	0.50%
Total BME	885	1010	1020	47.10%	50.80%	49.50%
White	790	910	995	42.10%	45.70%	48.20%
Gypsy or Traveller	0	0	0	0.10%	0.10%	0.00%
Unknown	200	70	45	10.70%	3.40%	2.20%
Grand total	1880	1985	2060	100.00%	100.00%	100.00%

The proportion of UK-BME students at Oxford in 2016 (15%) is below the RG average (19%) but on a par with RG universities outside London (15%) [Table 168].

Table 168: RG UK undergraduates by ethnicity, 2015-16

	Asian	Black	Other (inc mixed)	Unknown	% BME	White
RGI	11.1%	2.8%	5.4%	0.8%	19.3%	79.9%
London RGI	31.4%	5.4%	9.9%	1.4%	46.7%	51.9%
Non-London RGI	8.2%	2.4%	4.8%	0.8%	15.4%	83.8%
Oxford	6.3%	1.2%	6.1%	1.8%	13.7%	84.5%

HESA Student Record, 2015-16

The highest proportion of UK-BME students is in MSD (20%) and the lowest is in Humanities (13%) - although Humanities has the largest numerical share of UK-BME undergraduates (45% of the total). Since 2014, the number of UK-BME undergraduates has increased in all divisions except SSD [Table 169].

The proportion of non-UK-BME undergraduates ranges from 30% in Humanities to 59% in MPLS, with small increases in all divisions except MSD. 45% of all non-UK undergraduates and 54% of all non-UK-BME undergraduates are in MPLS [Table 170].

Table 169: UK undergraduates by division and ethnicity, 2014-16

		BME		White		Unknown		Total	
		N	%	N	%	N	%	N	%
2014	Humanities	375	10.20%	3180	86.20%	130	3.60%	3685	100.00%
	MSD	250	17.60%	1150	80.30%	30	2.20%	1435	100.00%
	MPLS	290	11.20%	2245	86.70%	55	2.10%	2585	100.00%
	SSD	275	17.40%	1255	79.20%	55	3.50%	1585	100.00%
2015	Humanities	415	11.50%	3110	85.90%	95	2.60%	3620	100.00%
	MSD	250	17.80%	1125	80.50%	25	1.70%	1400	100.00%
	MPLS	305	12.00%	2195	85.90%	55	2.10%	2555	100.00%
	SSD	265	17.20%	1250	80.90%	30	1.90%	1550	100.00%
2016	Humanities	450	12.60%	3060	85.40%	70	2.00%	3580	100.00%
	MSD	275	19.60%	1115	79.00%	20	1.40%	1415	100.00%
	MPLS	365	14.00%	2195	84.50%	40	1.50%	2600	100.00%
	SSD	245	16.00%	1260	81.80%	35	2.20%	1540	100.00%

Table 170: Non-UK undergraduates by division and ethnicity, 2014-16

		BME		White		Unknown		Total	
		N	%	N	%	N	%	N	%
2014	Humanities	90	27.20%	195	60.70%	40	12.10%	325	100.00%
	MSD	95	43.90%	105	48.40%	15	7.70%	220	100.00%
	MPLS	485	55.30%	295	34.00%	95	10.80%	875	100.00%
	SSD	220	47.20%	190	41.60%	50	11.30%	460	100.00%
2015	Humanities	105	29.50%	235	66.80%	15	3.70%	350	100.00%
	MSD	100	43.40%	130	54.90%	5	1.70%	235	100.00%
	MPLS	555	60.70%	330	36.20%	30	3.10%	910	100.00%
	SSD	250	50.90%	220	44.40%	25	4.70%	490	100.00%
2016	Humanities	110	30.10%	250	67.20%	10	2.70%	370	100.00%
	MSD	105	41.20%	150	57.60%	5	1.20%	255	100.00%
	MPLS	550	59.10%	360	38.90%	20	2.00%	930	100.00%
	SSD	255	50.30%	240	46.90%	15	2.80%	505	100.00%

7C COURSE PROGRESSION

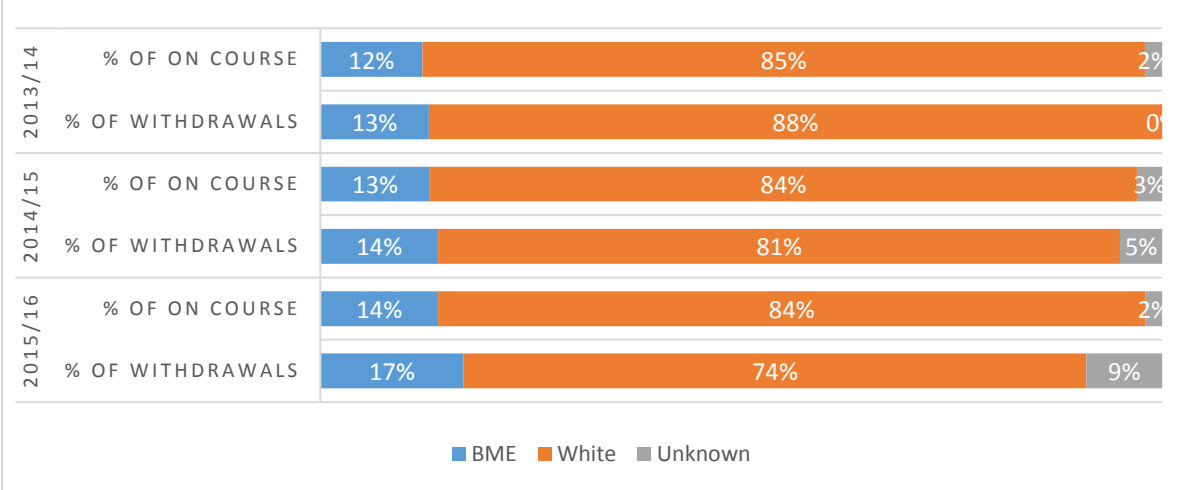
Our student retention rates are excellent. An average of 122 (c.1%) students overall withdrew from their studies in 2014-16, compared with 6% nationally (HESA).

UK undergraduates

The proportion of BME students withdrawing reflects the proportion of BME students overall [Figure 30]. Actual numbers are very small: 12 in 2013/14, 15 in 2014/15 and 15 in 2015/16.⁹ Numbers are too small to allow comparison by specific ethnic group: on average only four students from each major ethnic group withdrew in each year.

⁹ These figures include withdrawals for all reasons apart from death.

Figure 30: UK undergraduate withdrawals, 2014-16

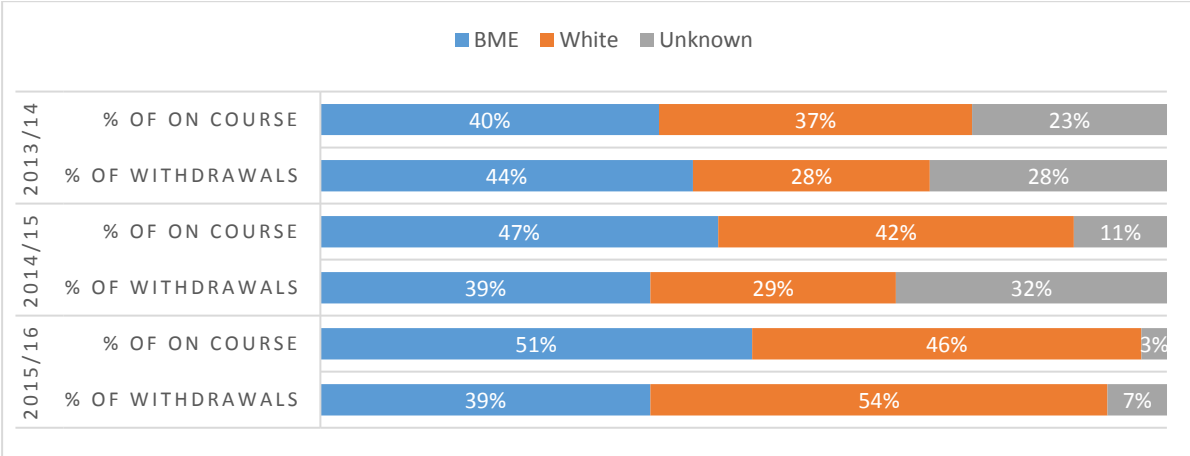


Non-UK undergraduates

An average of 25 non-UK students withdrew from their studies each year.

[Figure 31]. There were no apparent differences in ethnic groups, though analysis is hindered by the high level of unknown ethnicity prior to 2015/16.

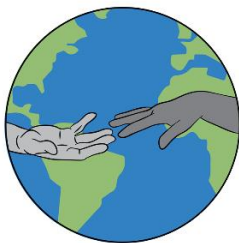
Figure 31: Non-UK undergraduate withdrawals, 2014-16



A strength of our collegiate system is the amount of academic and welfare support students receive. Undergraduates are primarily taught in small tutorial groups where tutors monitor their academic progress and provide individual support. These regular meetings ensure that students rarely fall behind, and are given the support they need if they do. Additionally, each college has designated staff that are responsible for the welfare of students.

Nevertheless, in focus groups and surveys some BME undergraduates have reported feelings of isolation within their colleges that have an impact on their well-being. Student societies such as the African Caribbean Society, Africa Society, Indian Society, and Islamic Society act as places where students feel included and can find support from fellow students from similar backgrounds. We are committing to further support through the Peers of Colour programme.

Organisations such as the University's African and Caribbean Society were crucial for me – Seeing students who looked like me thriving at an institution like Oxford made me feel like I belonged there and I could apply too. (BME female student)



Peers of Colour scheme launched in 2015 by the University's Student Welfare and Support Services together with BME students: a group of students trained under the Peer Supporter programme run by Oxford University Counselling Service

A lack of diversity can have an impact on White students as reported in a REC Survey response:

The lack of racial diversity at Oxford tempers my otherwise strong desire to stay here. I am white, but belong to several marginalized identity groups, and find the general lack of racial diversity concerning, and sometimes uncomfortable. (White, male student)

We are committed to improving the experiences of BME students who have reported in surveys incidents of subtle racism. Through race awareness workshops (both student- and staff-led) we hope to create an environment where race equality is confidently addressed.

Action 10.2 Promote and celebrate the range of student diversity in college life.

7D ATTAINMENT TABLES 171-176

The average national ethnicity attainment gap for UK domiciled students for a ‘good degree’ was 15% in 2015/16, and 12% in RG universities. At Oxford our UK-domiciled ethnicity attainment gap was 7%; nevertheless we are committed to seeing this improve.

32% of Oxford UK-domiciled finalists were awarded a first-class degree during this period: 27% of BME and 32% of White, compared with 14% BME and 22.9% White nationally [Table 166].

Action 8.1 Eliminate the UG student ethnicity attainment gap.

Figure 32: Good degrees by ethnicity, 2014-16

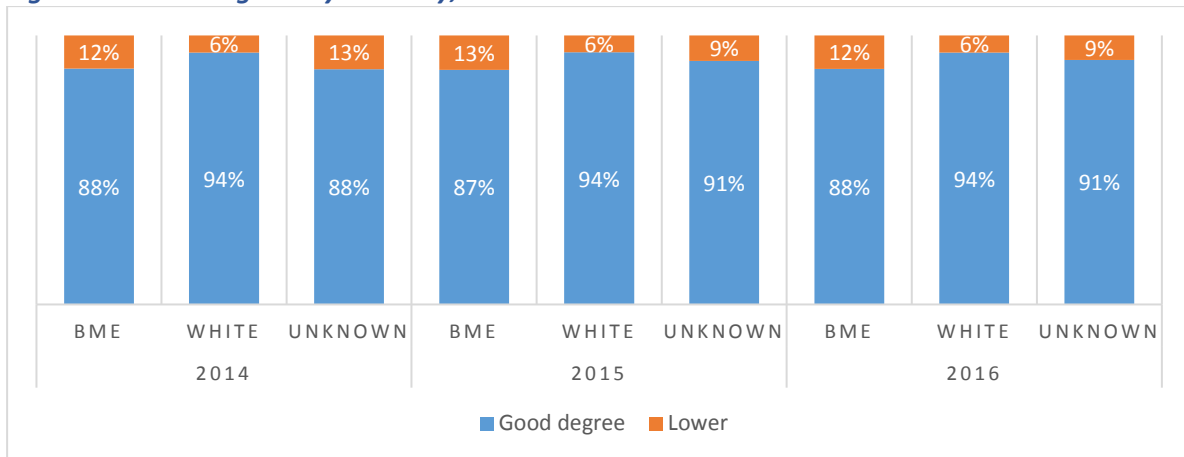


Table 166:UK-domiciled all first degree qualifiers, 2014-16 average (Source: HESA)

	1 st	2:1	2:2	3 rd	Unclassified
BME	14.4%	43.8%	28.4%	7.4%	6.1%
Unknown	17.9%	40.5%	27.7%	8.6%	5.3%
White	22.9%	49.2%	18.1%	3.4%	6.5%

HESA Student Record 2014-16

Figure 33: Undergraduate outcomes by grade, 2014-16

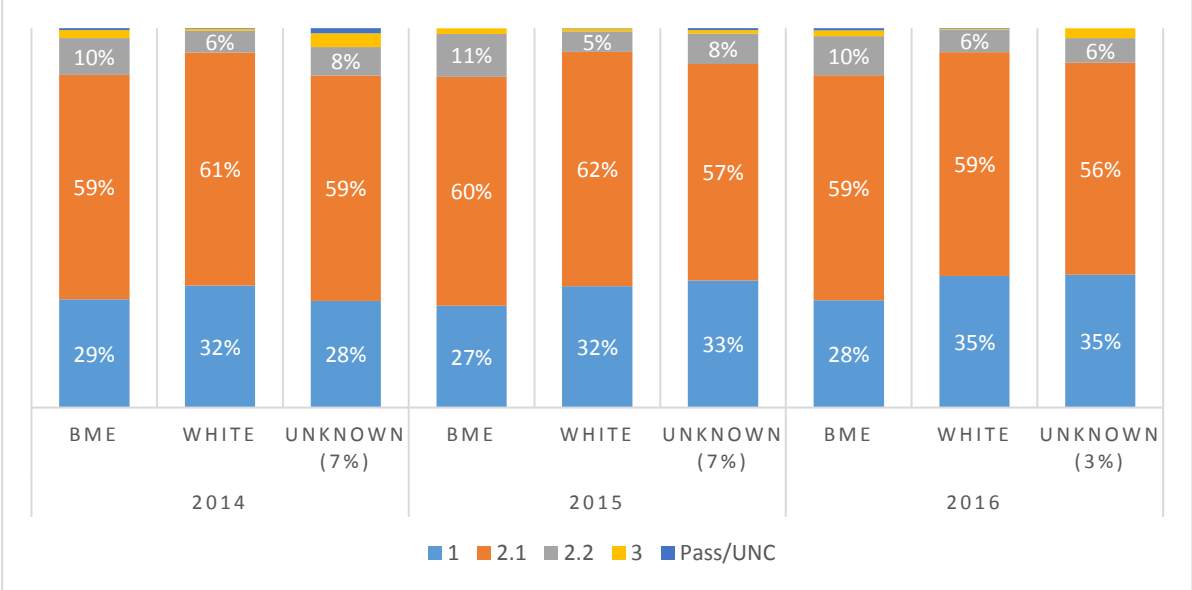


Table 172: Undergraduate attainment by division, 2014-16

Division	% finalists achieving a good degree	% ethnicity gap (BME and White) at good degree	% ethnicity gap (BME and White) at 1st
MPLS	82.5%	-11.8%	-8.6%
MSD	93.5%	-2.6%	-2.8%
Humanities	97.9%	-1.0%	-6.8%
SSD	95.5%	-1.9%	0.4%

The ethnicity attainment gap is highest in MPLS (which has the second highest proportion of BME students (19%)), mainly among international BME students. MPLS also awards the highest proportions both of firsts (38%) and of 2.2 degrees and below (18%). The majority of those obtaining a 2.2 and below in this division are overseas students. The ‘good degree’ ethnicity gaps in the other divisions are much smaller.

Table 173: Undergraduate outcomes by division and grade, 2014-16

		1	2.1	2.2	3	Pass/UNC	Grand Total
MPLS	BME	165	215	110	25	5	520
	White	810	900	265	25	5	2005
	Unknown	50	85	25	10	0	170
	Total	1025	1200	400	60	10	2695
MSD	BME	50	120	15	0	0	190

		1	2.1	2.2	3	Pass/UNC	Grand Total
	White	240	505	40	5	0	795
	Unknown	15	25	0	0	0	45
	<i>Total</i>	310	650	60	10	0	1025
Humanities	BME	95	270	10	0	0	380
	White	975	1980	55	0	0	3015
	Unknown	55	105	5	0	0	165
	<i>Total</i>	1130	2355	70	5	0	3555
SSD	BME	110	305	25	0	0	440
	White	355	1020	55	0	0	1435
	Unknown	40	85	5	0	0	130
	<i>Total</i>	505	1410	85	5	5	2005
Grand Total		2975	5610	610	75	20	9290

UK student attainment, 2014-16

In 2015/16, 25% of finalists qualified at RG universities obtained a first-class degree: 27% of White and 19% of BME. Overall 78% obtained a 'good degree': 81% of White and 69% of BME. The first and 'good degree' ethnicity gaps were 8% and 12% respectively. Oxford had a 10% gap in the first-class and 8% in 'good degrees'.

Table 174 UK undergraduate attainment RG and Oxford (2015/16)

UK-domiciled first degree qualifiers at RGI, 2015/16 (all outcomes)	Ethnic group	First	2.1	2.2	3 / Pass	Unclassified	Good degree
RG overall	White	27%	54%	10%	1%	8%	81%
	BME	19%	49%	15%	3%	14%	69%
Oxford	White	32%	57%	5%	0%	5%	89%
	BME	22%	60%	8%	1%	9%	81%

During 2014-16, the average of our UK-BME/UK-White ethnicity attainment gap ('good degree') was 4%. The UK first-class degree attainment gap averaged 7% over the period, with variation by division [Table 175]. The overall attainment gap in firsts increased in three of the four divisions, particularly Humanities where it rose to 14% in 2016; but fell in MPLS to 2% in 2016.

Table 175: UK undergraduate attainment by division, 2014-16

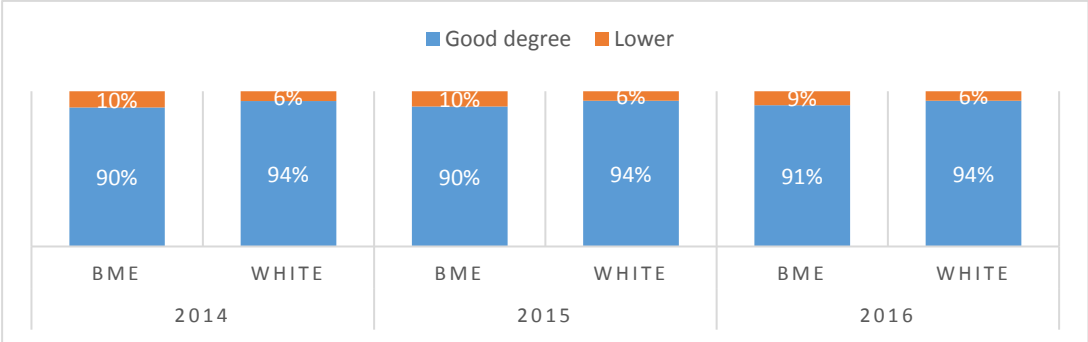
	% finalists achieving a good degree	% ethnicity gap (BME - White) at good degree)	% ethnicity gap (BME - White) at 1st
MPLS	84.6%	-5.9%	-4.7%
Medical Sciences	93.3%	-6.0%	-6.5%
Humanities	98.0%	-1.3%	-8.5%
Social Sciences	95.3%	-3.3%	-4.0%

Action 8.1 b Eliminate the UG student ethnicity attainment gap

MPLS Division and SAGWG to gather data on why some students leave with a BA rather than continuing to M-level for their degree programme, and propose initiatives to address any issues found by ethnicity.

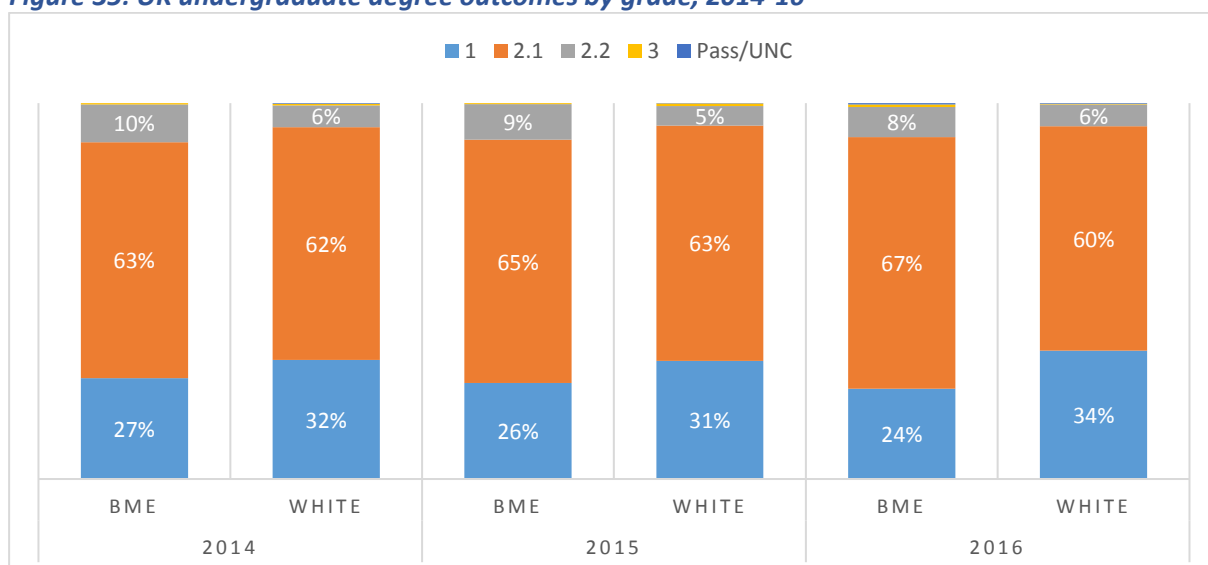
There was little difference in attainment (of first class) by ethnicity on optional BA programmes in MPLS (three-year programme as opposed to four). However, overall attainment was lower than in the four-year version: on average 15% of BME and 12% of White students achieved first-class degrees.¹⁰ However, there was an ethnicity gap among students who opted for – or were obliged to leave with – the BA version of their degree programme. In 2014-16, 12% of UK-White and 18% of UK-BME finalists in MPLS left Oxford with the BA version of an integrated master’s.

Figure 34: UK undergraduate degree outcomes by good and lower degree, 2014-16



¹⁰ Optional 3-year versions of 4-year integrated Master’s. Students who fail to meet the progression threshold are required to exit at this point.

Figure 35: UK undergraduate degree outcomes by grade, 2014-16



Comparison by specific ethnic group is difficult due to small numbers, even when three years' data are combined. Aggregate data for 2014-16 show:

- Similar proportions (over 90%) of the Asian, Mixed, Other and White ethnic groups obtained a 'good degree'; however, Black qualifiers were the least likely to do so (78%)
- Chinese students earned the highest proportion of first-class degrees (33%), followed by White qualifiers (32%)¹¹
- Over a quarter of Asian (25%) and Mixed (27%) qualifiers earned first-class degrees;
- 7% of Black finalists earned first-class degrees

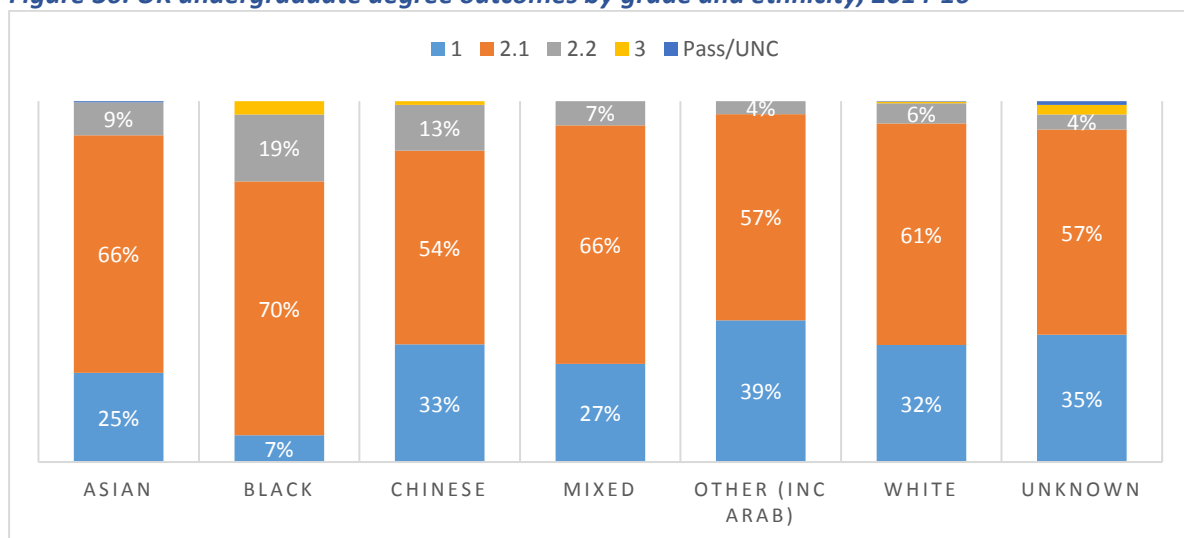
Reasons for these gaps may be complex and multiple. We are aware of research pointing to structural, organisational, attitudinal, cultural and financial determinants. We are currently conducting detailed analysis to identify the most pertinent issues in Oxford.

¹¹ We have discounted the 'Other ethnic group (including Arab)' from this calculation, as it comprised only 28 individuals.

Table 176: UK undergraduate outcomes by grade and ethnicity, 2014-16

		1	2.1	2.2	3	Pass/UNC	Grand Total
2014	Asian	25	70	10	0	0	105
	Black	5	20	5	0	0	30
	Chinese	10	10	5	0	0	30
	Mixed	35	80	10	0	0	125
	Other (inc Arab)	5	5	0	0	0	10
	White	710	1390	130	10	5	2240
	Unknown	25	35	5	5	0	65
2015	Asian	30	85	10	0	0	130
	Black	0	15	5	0	0	25
	Chinese	15	20	5	0	0	40
	Mixed	35	85	10	0	0	125
	Other (inc Arab)	5	5	0	0	0	10
	White	720	1435	120	15	0	2295
	Unknown	30	45	0	0	0	80
2016	Asian	30	75	10	0	0	115
	Black	0	20	5	0	0	25
	Chinese	5	20	0	0	0	30
	Mixed	30	85	5	0	0	125
	Other (inc Arab)	5	5	0	0	0	10
	White	740	1295	125	5	5	2165
	Unknown	15	25	5	0	0	45

Figure 36: UK undergraduate degree outcomes by grade and ethnicity, 2014-16



Non-UK student attainment, 2014-16

On average, 87% of non-UK students obtained a ‘good degree’: 92% of White, 83% of BME and 88% of unknown. Accurate analysis is hindered by the high rate of unknown ethnicity; improvements to the student registration process have helped to reduce this from 32% in 2014 to 6% in 2016.

Outcomes varied by division, with overall MPLS finalists achieving the lowest percentage of good degrees (75%) and all other divisions achieving over 95%. There were no notable ethnicity gaps in Medical Sciences, Social Sciences or Humanities; however, 69% of non-UK-BME students in MPLS achieved a ‘good degree’ compared with 84% of non-UK-White and 77% of unknown (who comprised 21% of the total population).

Table 177: Non-UK student undergraduate attainment by division, 2014-16

Division	% finalists achieving a good degree	% ethnicity gap (BME - White) at good degree)	% ethnicity gap (BME - White) at 1st
MPLS	75.4%	-15.5%	-20.3%
MSD	94.5%	6.3%	4.4%
Humanities	97.4%	0.4%	-2.9%
SSD	95.9%	0.4%	3.6%

There was a first-class degree attainment gap between non-UK-BME and non-UK-White students averaging 7%. There were few differences in any division apart from MPLS (with the largest non-UK population¹²), where 50% of White students gained a first compared with 30% of BME and 27% unknown. BME students were twice as likely as White to obtain a 2.2 or lower (31% to 16%) in MPLS.¹³

¹² A majority of whom were BME.

¹³ The high level of unknown ethnicity renders comparison of outcomes by specific ethnic group unreliable, though we can monitor these in future now that the ethnicity disclosure rate has increased to 98% among non-UK undergraduates (2016 data).

Figure 37: Non-UK undergraduate degree outcomes, 2014-16

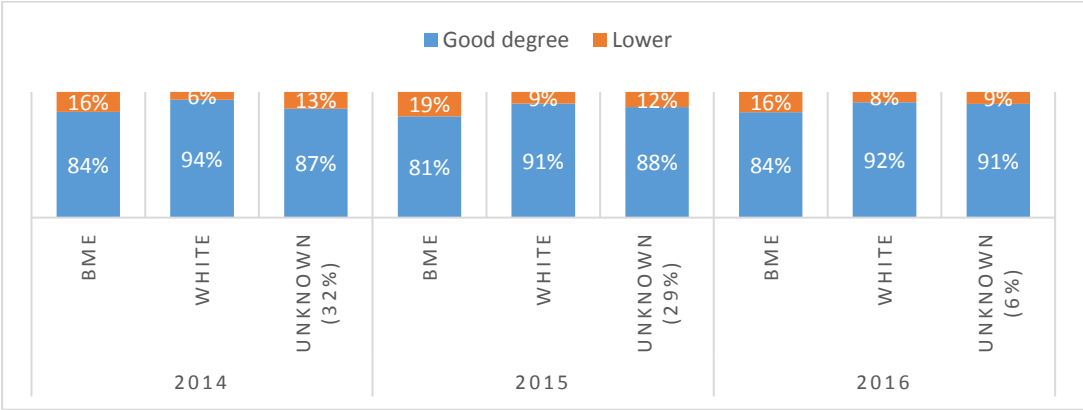
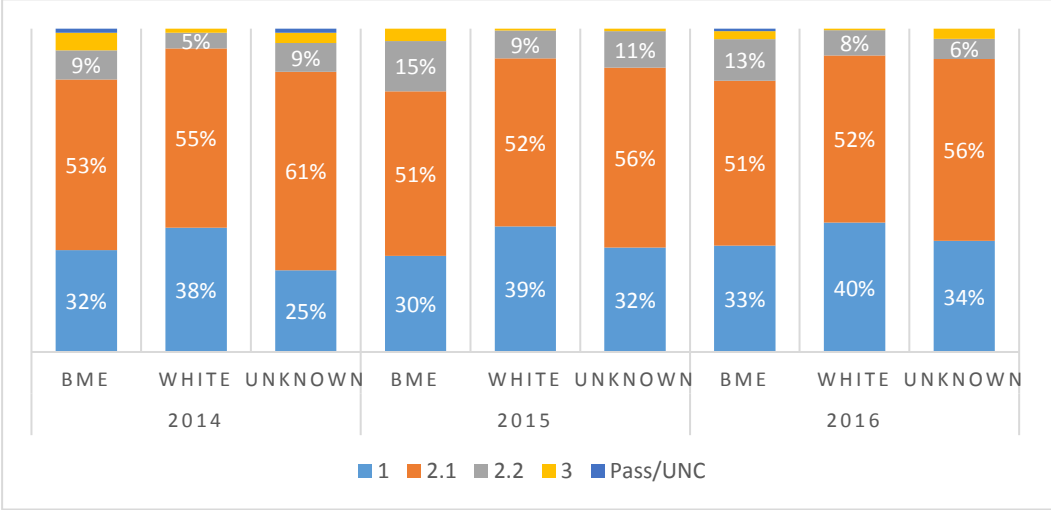


Figure 38: Non-UK undergraduate degree outcomes by grade, 2014-16



7E POSTGRADUATE PIPELINE

The majority of our master’s courses are taught , with very small number of master’s by research. We therefore combine the two in our data: PGT refers to all master’s-level degrees and PGR doctoral degrees.

The graduate pipeline in each division is different due to different disciplinary factors. For example, in MPLS UG students study for a four-year integrated master’s degree and move directly to PGR; the division’s few specialist PGT courses are aimed at professionals taking

short career breaks. In SSD it is also more common to complete a PGT course before progressing to PGR or a non academic career.

The number of applications for graduate study has increased over the last decade (and by 125% since 2005). In 2016 over half (55%) came from non-EU nationals.

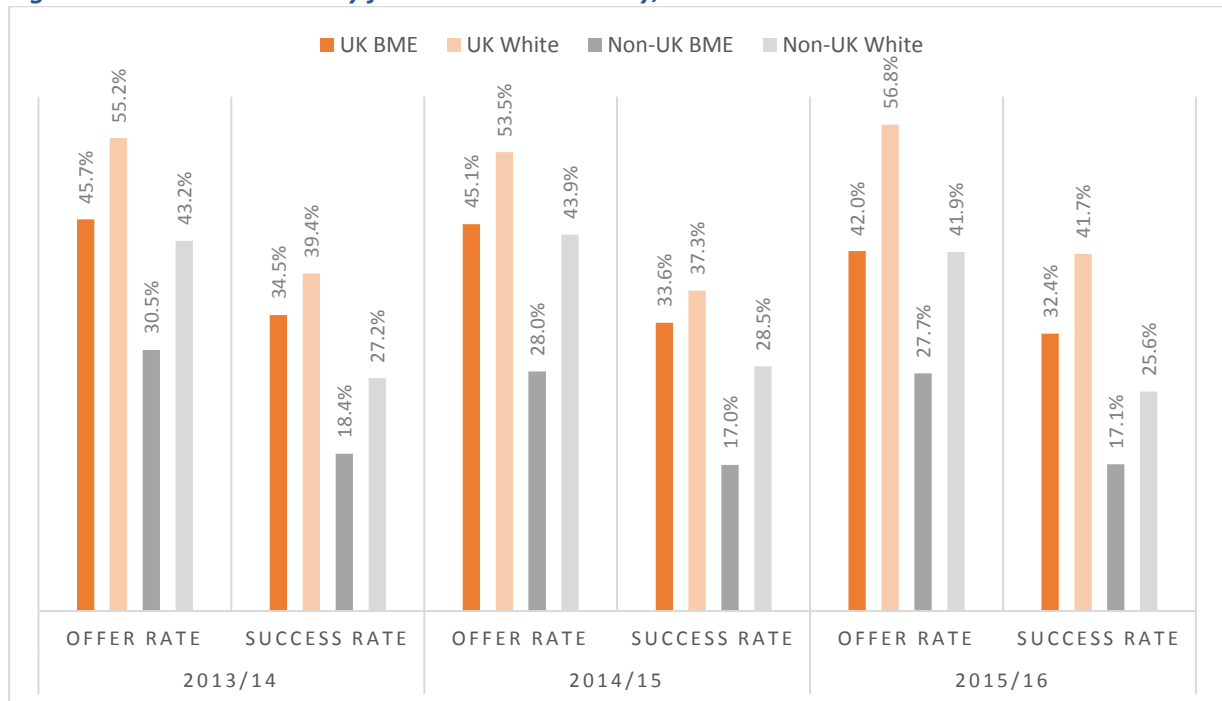
Student Attainment Gap Working Group

EdC reviews detailed statistical analyses of undergraduate and postgraduate student attainment and progression each year. In 2016 the Committee established a Student Attainment Gap Working Group – Chaired by the PVC E&D – to look specifically at attainment gaps. With a main focus on attainment gaps in ethnicity and gender, the group will also consider other factors (socio-economic status, school background, national status) impacting student performance. It will first focus on undergraduate attainment, before examining postgraduate outcomes.

Differences exist in the proportions of BME and White postgraduate taught students obtaining a distinction, and in the proportions of postgraduate research students submitting their doctorates within four years.

PGT Admissions

Figure 39: PGT admissions by fee status and ethnicity, 2014-16



In 2016, 46% of applicants and 35% of all candidates who accepted offers to PGT courses were BME. Among UK applicants, 19% of applicants and 17% of acceptances were BME, and among non-UK applicants 55% of applicants and 45% of acceptances were BME.

During 2014-16, on average 20% of UK PGT applicants identified as BME: the same as the numbers of UK-BME undergraduates applying to the University. These proportions have remained static. We would like to see the number of UK-BME applicants increasing. The analysis has found that UK applicants are more likely to be accepted than non-UK applicants. With high volumes of international applications, the University’s GAO aims to provide more information for graduate admissions tutors on the qualifications of applicants from certain non-EU countries to increase their confidence in selection and reduce the possibility of implicit bias.

Table 178: UK PGT admissions by ethnicity, 2014-16

		BME		White		Unknown		Total	
		N	%	N	%	N	%	N	%
2014	Applications	635	20.20%	2400	76.20%	115	3.60%	3150	100.00%
	Offers	290	17.30%	1325	78.70%	65	3.90%	1680	100.00%
	Acceptances	220	18.10%	945	78.00%	50	3.90%	1215	100.00%
2015	Applications	670	20.10%	2535	76.00%	130	3.90%	3335	100.00%
	Offers	300	17.30%	1355	78.00%	90	5.00%	1745	100.00%
	Acceptances	225	18.20%	945	77.00%	65	5.20%	1235	100.00%
2016	Applications	715	18.90%	2585	68.10%	495	13.10%	3795	100.00%
	Offers	300	15.80%	1465	77.00%	140	7.30%	1905	100.00%
	Acceptances	230	16.90%	1075	79.00%	60	4.20%	1365	100.00%

Over half of non-UK PGT applicants were BME, and 43% of those accepted. The difference between White and BME applicants’ offer rates averaged 14%. Attrition rates were similar, though slightly higher among BME offer-holders.

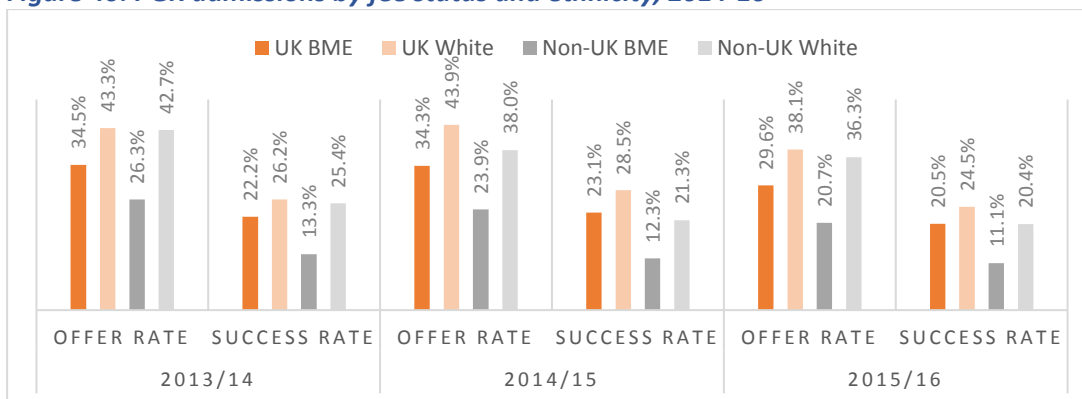
Table 179: Non-UK PGT admissions by ethnicity, 2014-16

		BME		White		Unknown		Total	
		N	%	N	%	N	%	N	%
2014	Applications	5205	52.50%	4410	44.50%	295	2.90%	9910	100.00%
	Offers	1585	43.70%	1905	52.50%	140	3.90%	3630	100.00%
	Acceptances	955	42.70%	1200	53.50%	85	3.90%	2240	100.00%
2015	Applications	5460	54.60%	4275	42.80%	260	2.60%	9995	100.00%
	Offers	1525	43.20%	1875	53.10%	135	3.80%	3540	100.00%
	Acceptances	930	41.70%	1220	54.70%	85	3.80%	2235	100.00%

		BME		White		Unknown		Total	
2016	Applications	6460	55.00%	4765	40.60%	515	4.40%	11745	100.00%
	Offers	1790	44.70%	1995	49.90%	215	5.40%	4005	100.00%
	Acceptances	1105	45.40%	1220	50.00%	110	4.60%	2440	100.00%

PGR Admissions

Figure 40: PGR admissions by fee status and ethnicity, 2014-16



In 2016, 17% of applications and 15% of acceptances to PGR were BME. The ethnicity gap was slightly lower for UK PGR applicants, averaging 9% between BME and White offer rates, while attrition rates were very similar [Table 180].

Table 180: UK PGR admissions by ethnicity, 2014-16

		BME		White		Unknown		Total	
		N	%	N	%	N	%	N	%
2014	Applications	315	17.00%	1500	80.60%	45	2.40%	1860	100.00%
	Offers	110	14.00%	650	83.20%	20	2.80%	780	100.00%
	Acceptances	70	14.70%	395	82.60%	15	2.70%	475	100.00%
2015	Applications	385	17.90%	1720	80.00%	45	2.10%	2150	100.00%
	Offers	130	14.60%	755	83.40%	20	2.00%	905	100.00%
	Acceptances	90	15.20%	490	83.50%	10	1.40%	585	100.00%
2016	Applications	405	16.80%	1925	80.00%	75	3.20%	2405	100.00%
	Offers	120	13.60%	735	83.20%	30	3.20%	880	100.00%
	Acceptances	85	14.60%	470	83.00%	15	2.50%	570	100.00%

Around half of non-UK PGR applicants and 37% of acceptances were BME. The difference between non-UK-White and non-UK-BME applicants' offer rates averaged 15%. Non-UK-BME offer-holders' attrition rates were higher than those of non-UK-White applicants, though this difference had reduced by 2015/16 [Table 181].

Table 181: Non-UK PGR admissions by ethnicity, 2014-16

		BME		White		Unknown		Total	
		N	%	N	%	N	%	N	%
2014	Applications	2545	52.00%	2250	45.90%	105	2.10%	4895	100.00%
	Offers	670	39.90%	960	57.30%	45	2.80%	1675	100.00%
	Acceptances	340	36.60%	570	61.80%	15	1.60%	925	100.00%
2015	Applications	2850	50.90%	2625	46.80%	135	2.40%	5610	100.00%
	Offers	685	39.40%	995	57.50%	55	3.10%	1735	100.00%
	Acceptances	350	37.20%	560	59.60%	30	3.20%	940	100.00%
2016	Applications	3015	50.30%	2790	46.60%	190	3.20%	6000	100.00%
	Offers	625	36.80%	1015	59.70%	60	3.50%	1700	100.00%
	Acceptances	335	35.90%	570	60.90%	30	3.20%	935	100.00%

In focus group discussions, current BME graduate students noted that the graduate application fee (£75) is considered a barrier to applying to Oxford for both international applicants from poorer countries and home candidates from lower socio-economic backgrounds.

Action 7.1: Increase the proportion of applications from well-qualified graduate students from low- and middle-income countries (as determined by World Bank definitions).

On course PGT students

Figure 41: On-course PGT students: overview 2014-16

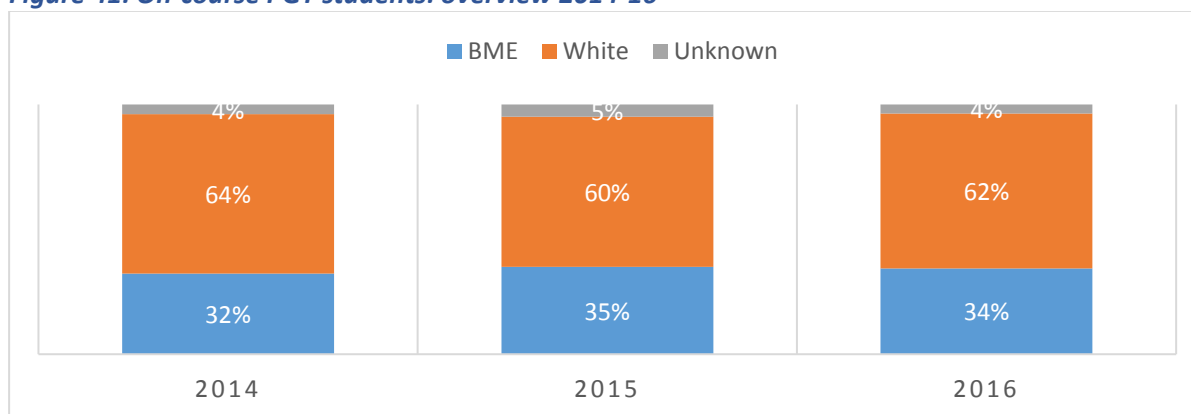
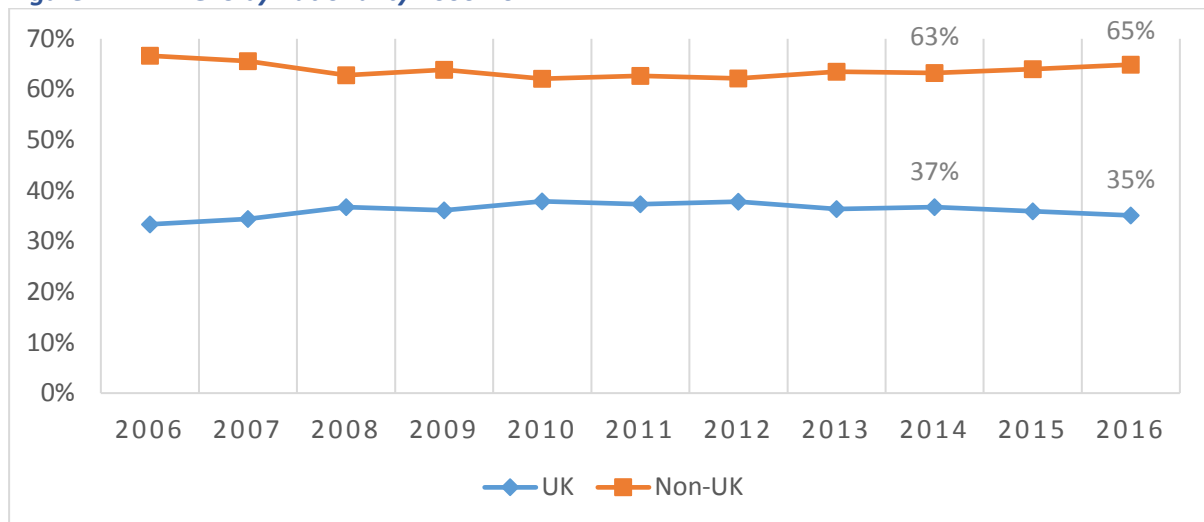


Table 182: All PGT students by division 2014-16

	% BME	% of total PGT population	% of total BME PGT population
MPLS	41.3%	13.2%	16.0%
MSD	33.4%	4.8%	4.7%
Humanities	19.4%	19.3%	11.0%
SSD	36.9%	62.8%	68.3%

Over 2014-16 the distribution and numbers of BME students varied by division. The highest proportion of BME PGT students was in MPLS, although this division only accounts for 135 of the PGT population. SSD accounted for 63% of all PGT students, but 68% of BME PGT.

Figure 42: All PGTs by nationality 2006-16

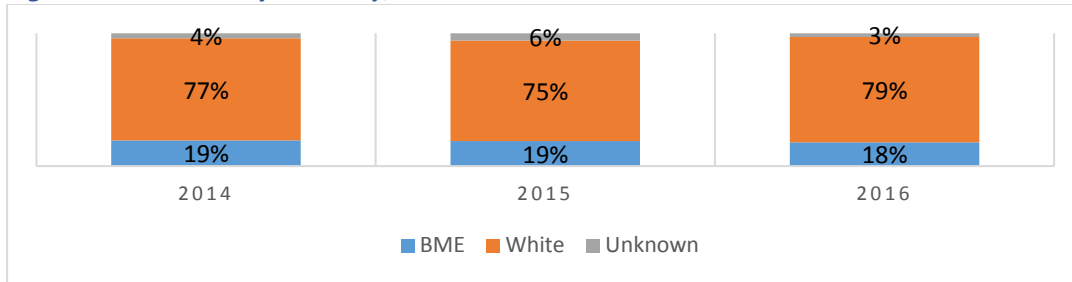


The numbers of all PGT students has remained static over the last decade, although that of UK PGT students has decreased slightly from 37% to 35% over the last three years while non-UK-BME students have risen from 63% to 65%. On average 42% of non-UK PGTs were BME compared with 19% of UK PGTs in 2014–16.

Table 183: UK PGT students, 2014-16

	BME		White		Unknown		Grand Total	
	N	%	N	%	N	%	N	%
2014	280	19.20%	1115	77%	55	3.80%	1445	100.00%
2015	280	19.00%	1105	75%	80	5.50%	1465	100.00%
2016	275	17.90%	1210	79%	45	2.90%	1525	100.00%

Figure 43: UK PGTs by ethnicity, 2014-16



In the last three years, the number of UK PGT students has increased by 6%, while that of UK-BME students fell by 2%. On average in 2014-16, 35% of UK PGT students in MPLS were BME. The lowest proportion of UK-BME students was in Humanities (12%).

Non-UK PGT students, 2014-16

The number of non-UK PGT students rose by 13% (n=330) while the number of BME PGTs increased by 23% (n=228), increasing the proportion from 40% to 43% [Figure 44, Table 184]. Nearly half of non-UK PGT students in MSD, MPLS and SSD were BME, and a quarter of Humanities. The highest proportion of non-UK-BME PGTs was in MSD (47%), and the lowest in Humanities (26%) [

	BME		White		Unknown		Grand Total	
	N	%	N	%	N	%	N	%
2014	995	39.90%	1400	56.20%	95	3.90%	2490	100.00%
2015	1150	44.00%	1345	51.50%	115	4.40%	2615	100.00%
2016	1225	43.30%	1485	52.70%	110	4.00%	2820	100.00%

Figure 45].

Figure 44: Non-UK PGT students by ethnicity, 2014-16

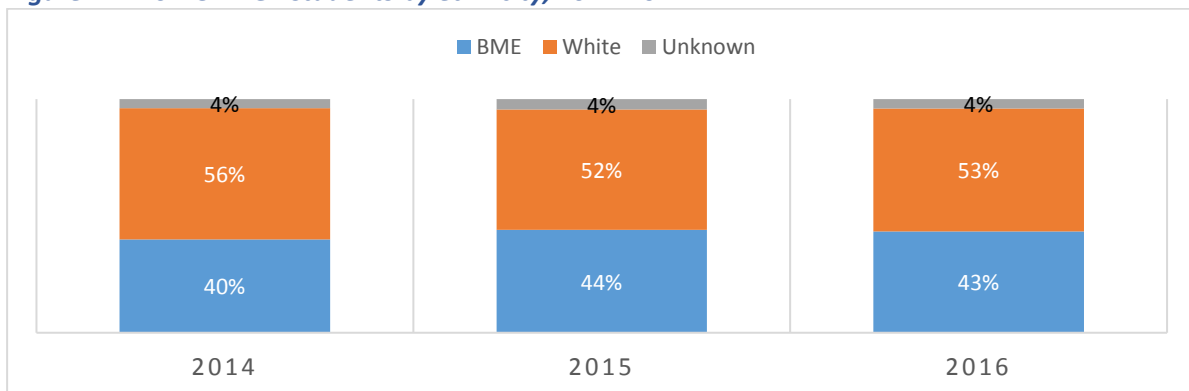
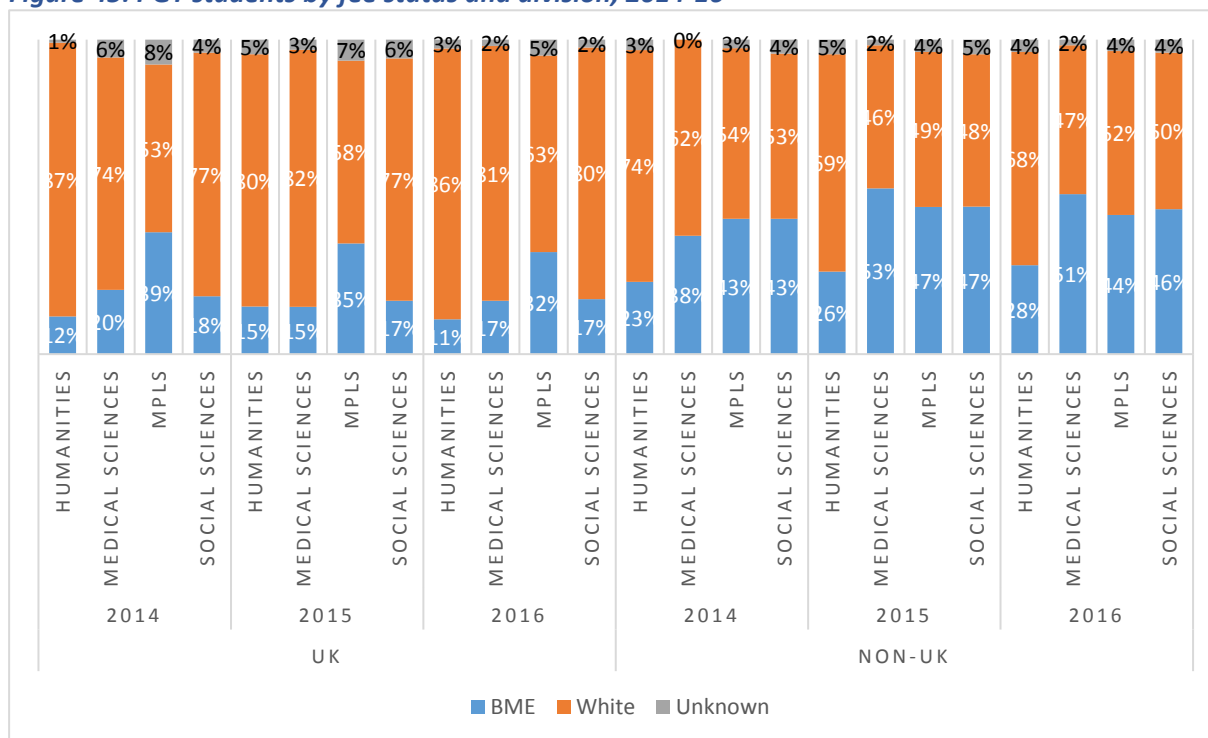


Table 184: Non-UK PGT students by ethnicity, 2014-16

	BME		White		Unknown		Grand Total	
	N	%	N	%	N	%	N	%
2014	995	39.90%	1400	56.20%	95	3.90%	2490	100.00%
2015	1150	44.00%	1345	51.50%	115	4.40%	2615	100.00%
2016	1225	43.30%	1485	52.70%	110	4.00%	2820	100.00%

Figure 45: PGT students by fee status and division, 2014-16



PGR students

Over 2014-16, the overall number of PGR students rose slightly by 5% (n=251); the number of identified BME students rose by 8% (n=132) and the proportion increased by 1% to 29% [Table 185, Figure 46]. Non-UK students comprised a higher proportion of students (58%) than UK (42%). The proportion of UK-BME students averaged 15% [Figure 47], while that of non-UK-BME students rose from 38% to 40% [Table 186, Figure 47]. The number of non-UK-BME PGR students grew by 9% [Table 187, Figure 48], compared with a 4% growth in PGR numbers overall.

The largest proportion of UK-BME PGR students was in MSD (20%), and the lowest in Humanities (13%). The highest proportion of non-UK-BME PGR students was in MPLS, and the lowest again in Humanities (25%) [Figure 50].

Some students in focus groups and surveys reported dissatisfaction with the breadth of subject area choices available to them, linking it to curriculum diversity and planned to choose doctorates in other universities, where they perceive curriculum diversity is broader. Students are challenging us to consider a deeper understanding of curriculum reform, questioning the sometimes Eurocentric foundations of some curriculums.

Figure 46: All PGR students by ethnicity

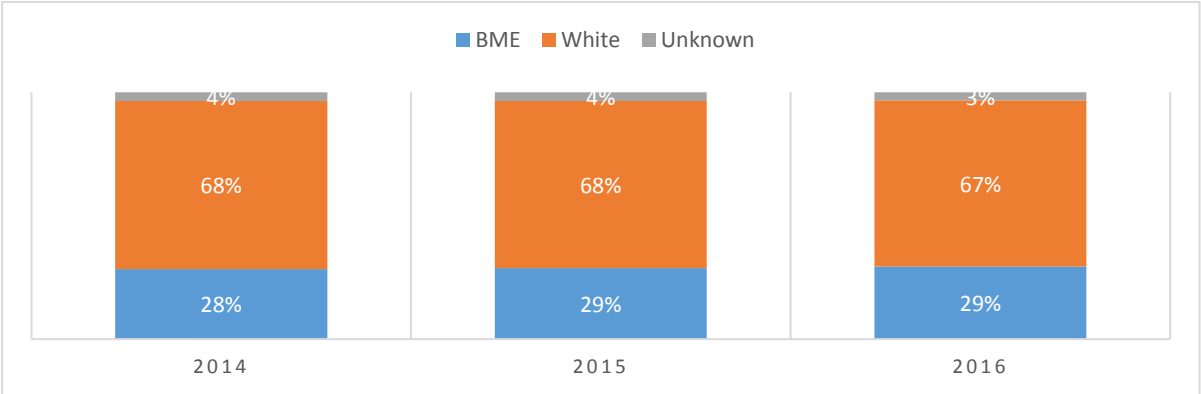


Table 185: All PGR students by ethnicity

	BME		White		Unknown		Grand Total	
	N	%	N	%	N	%	N	%
2014	1575	28.30%	3790	68.20%	195	3.50%	5560	100.00%
2015	1625	28.70%	3840	67.80%	200	3.50%	5665	100.00%
2016	1705	29.40%	3915	67.30%	190	3.30%	5810	100.00%

Figure 47: UK PGR students by ethnicity, 2014-16

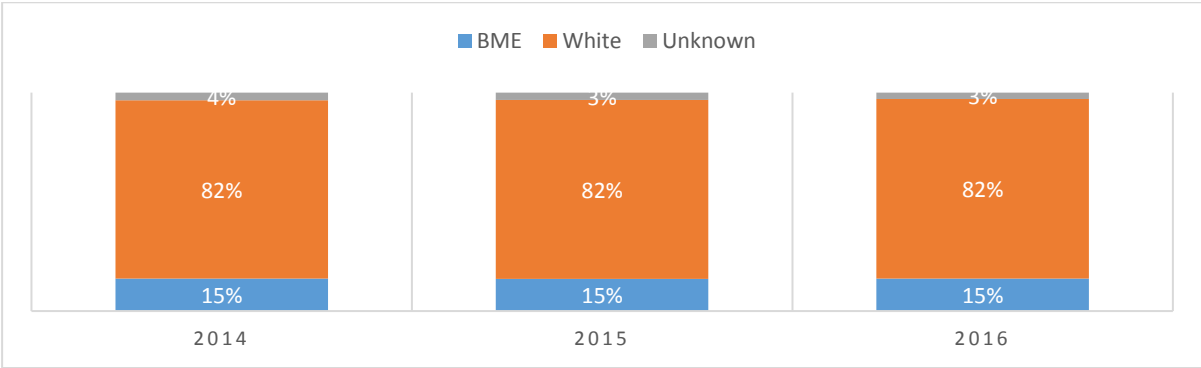


Table 186: UK PGR students by ethnicity

	BME		White		Unknown		Grand Total	
	N	%	N	%	N	%	N	%
2014	345	14.80%	1910	81.70%	80	3.50%	2335	100.00%
2015	350	14.70%	1950	81.90%	80	3.40%	2385	100.00%
2016	365	14.90%	2015	82.20%	70	2.90%	2450	100.00%

Figure 48: Non-UK PGRs by ethnicity, 2014-16

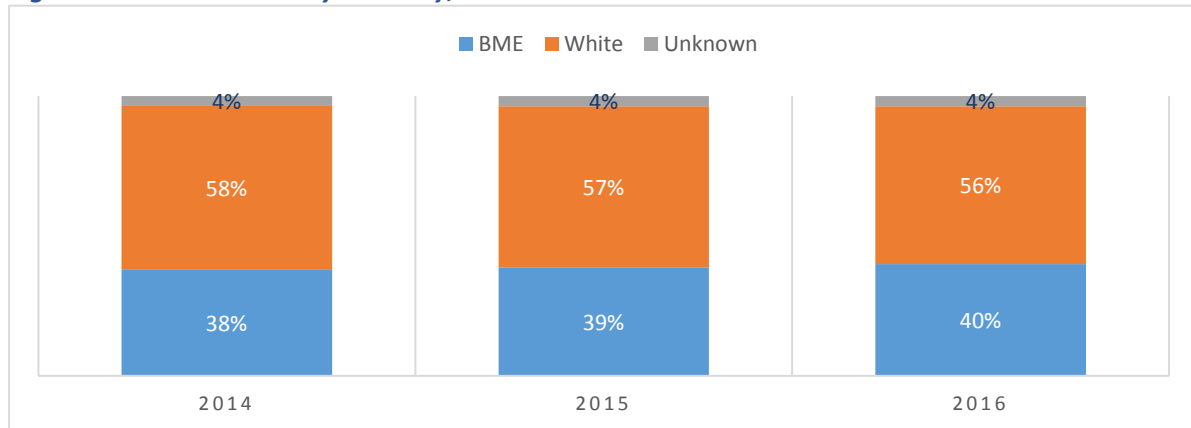
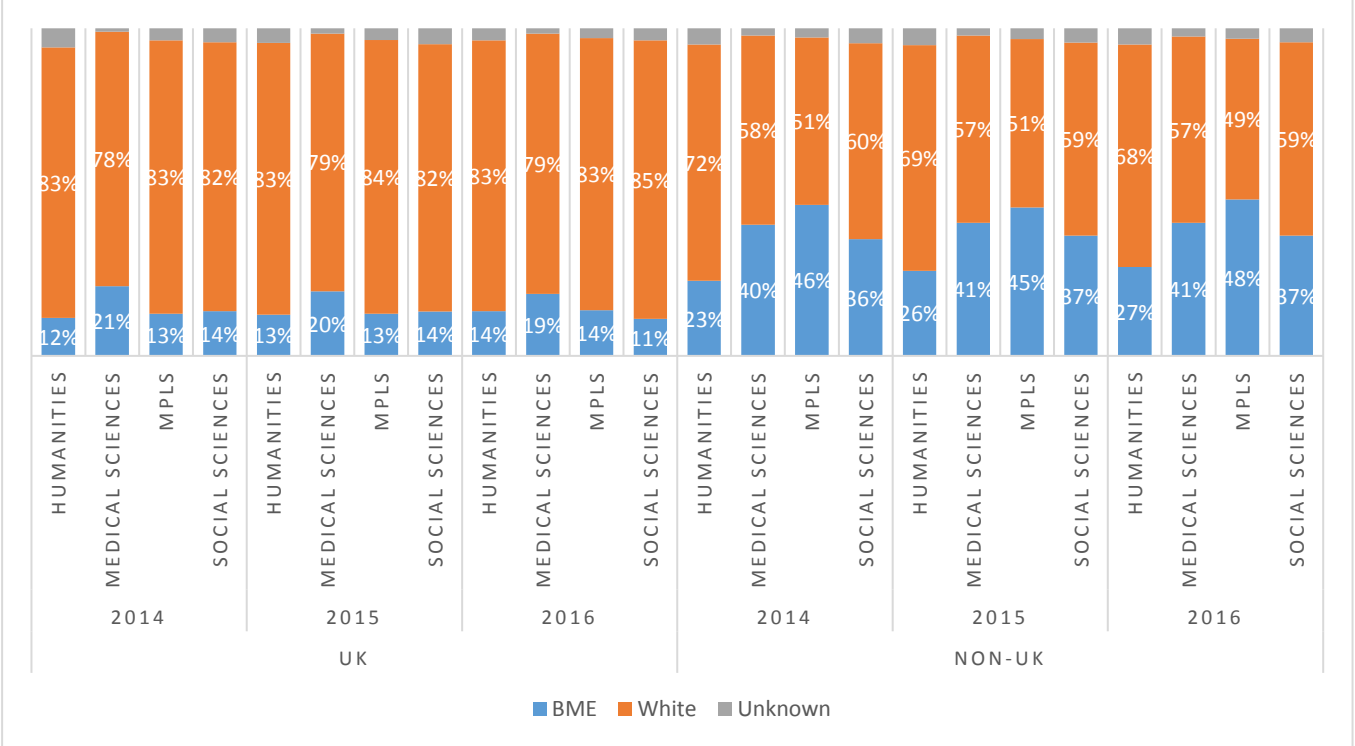


Table 187: Non-UK PGRs by ethnicity, 2014-16

	BME		White		Unknown		Grand Total	
	N	%	N	%	N	%	N	%
2014	1230	38.10%	1885	58.30%	115	3.50%	3225	100.00%
2015	1275	38.80%	1885	57.40%	120	3.70%	3280	100.00%
2016	1340	39.90%	1895	56.50%	120	3.60%	3360	100.00%

Figure 49: PGRs by fee status and division



BME PGR and PGT students’ experience

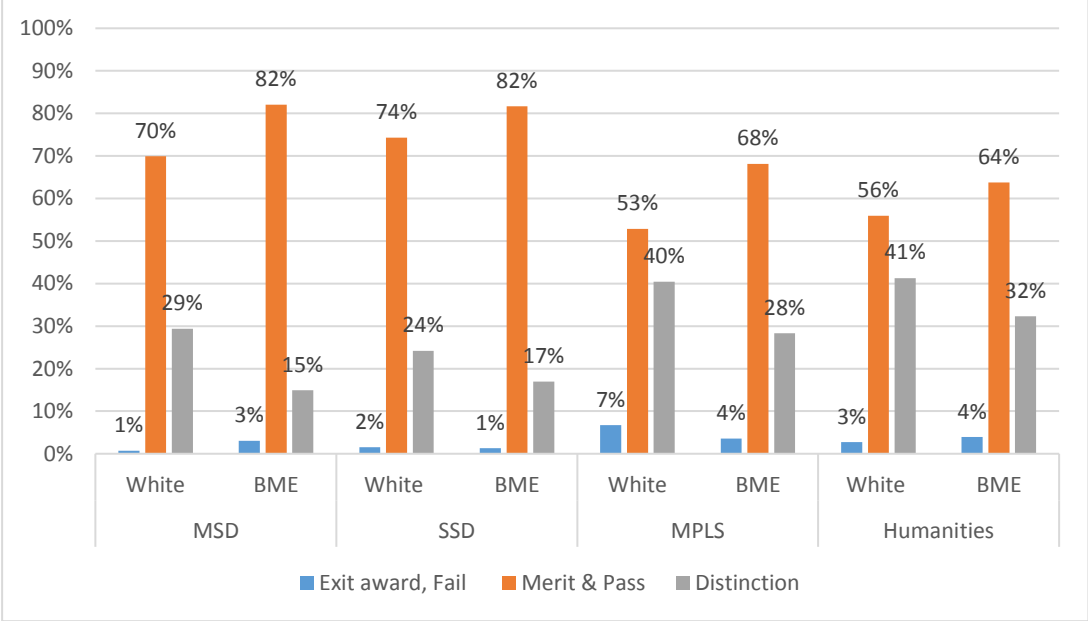
While we believe our BME PGT and PGR data shows a positive picture of the postgraduate student body experience, there are also aspects of the student experience that we will work to improve. Overall survey data show that at both PGT level and PGR level we have many more non-UK-BME students than UK-BME students. Through focus groups, our international BME students have shared the challenges of adapting to study and living at Oxford. Where induction in colleges is good, international graduate students find the transition to Oxford easier. However, induction is variable and we will work with colleges to review materials across the board.

PGT Attainment

Note that this initial analysis is included in the application to demonstrate our early work on assessing the PGT to PGR pipeline.

There remains an ethnicity gap in Distinction rates in all divisions: the lowest in SSD (7%) and the greatest in MSD (16%). The ethnicity gap at merit and pass is highest in MPLS (17%) [Figure 50].

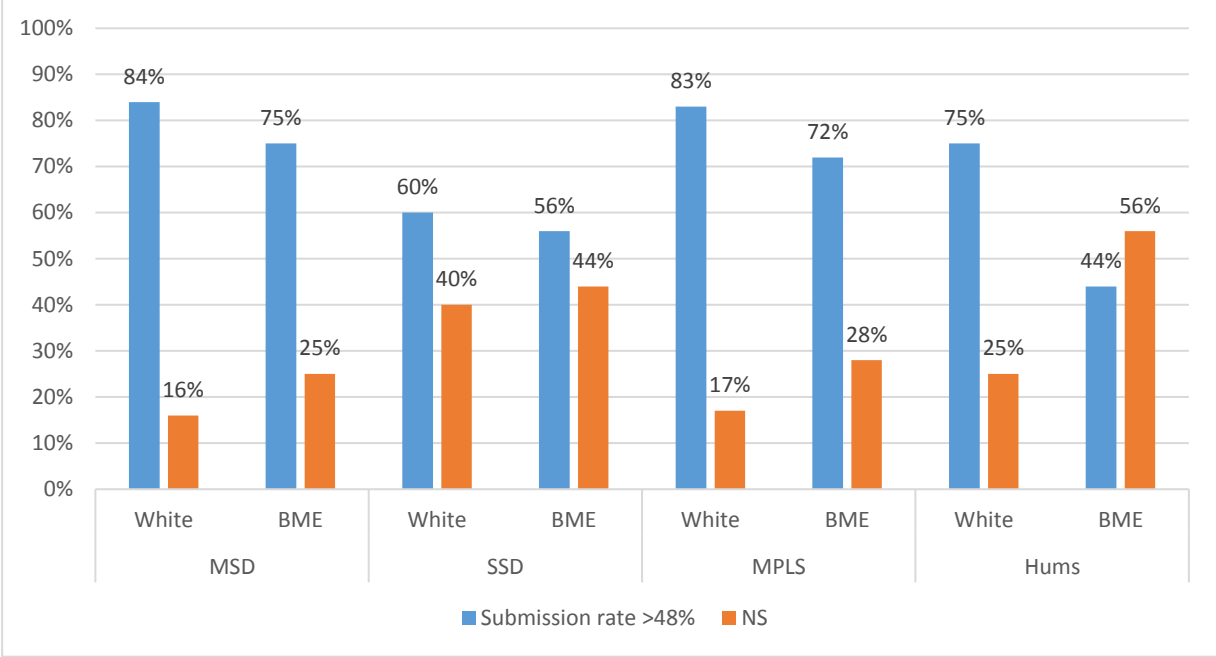
Figure 50: Proportion of students who gained distinction or pass at PGT level, 2014-16



PGR submission rate by ethnicity 2012-16

The majority of students submit their theses within 12 academic terms. BME students in Humanities are more likely to have not submitted, to have withdrawn, or to have transferred to a lower award within nine terms than White students. We note that BME students in MPLS after 12 terms are 73% of those who do not submit, withdraw or transfer to a lower award [Figure 51].

Figure 51: PGR submission time (48 months) by ethnicity 2012-16¹⁴



7F POSTGRADUATE EMPLOYMENT

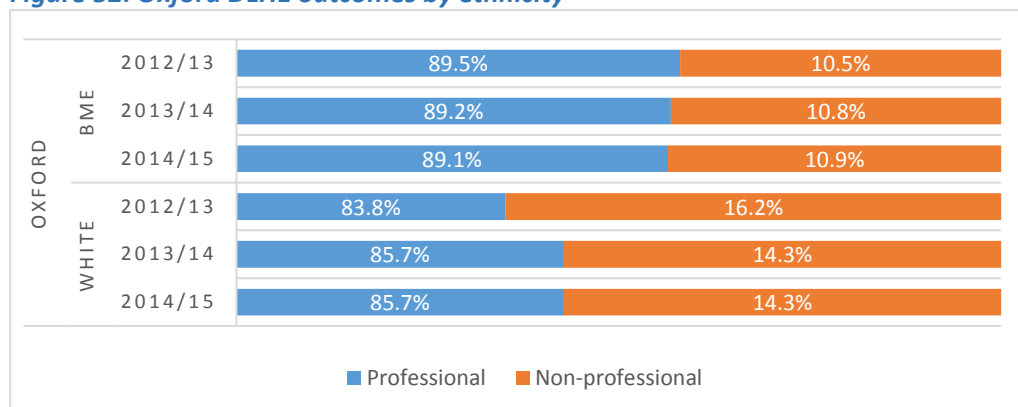
A slightly higher proportion¹⁵ of BME than White graduates were in professional level employment in 2014-16 [Figure 52].¹⁶ In the two years for which we have relevant data, BME and White graduates were equally as likely to go on to further study. Only 3-4% of both groups were seeking employment.

¹⁴ 'NS' denotes not submitted, or withdrawn or transferred to a lower status.

¹⁵ The difference reached statistical significance in 2012/13 but subsequent years are not directly comparable due to a change in methodology.

¹⁶ We present data from the Destinations of Leavers from Higher Education (DLHE) survey in 2012/13, 2013/14 and 2014/15. Undergraduate students who completed their courses in those academic years were surveyed on average six months afterwards. We collect information from around 80% of UK-domiciled leavers, 50% of EU-domiciled and 40% of internationally domiciled graduates. HESA collects and publishes data on UK-domiciled graduates, and we have analysed three annual datasets, providing comparisons with the rest of the RG. Data is not available on non-UK leavers.

Figure 52: Oxford DLHE outcomes by ethnicity



On average we had the third highest percentage of employed graduates in professional-level jobs (85%), after Imperial College¹⁷ and Cambridge in 2013/14. BME students were statistically significantly *more* likely to secure a professional-level job than White students both in the RG as a whole and at Oxford, where 90% were employed compared with 84% of White leavers.

UK-domiciled leavers, 2014-15

There were no differences of ethnicity in the proportions of Oxford graduates in study only (both 33%) or looking for work (BME 4%, White 3%) [Table 188]. UK-BME graduates during 2013-15 earned more than White graduates across all divisions [Table 173].

Table 188: Proportion of UK-domiciled graduates in work or study, 2014-15

Oxford graduates in work	Oxford graduates in study	RG graduates in work	RG graduates study
56%	33%	69%	22%

Table 167: Undergraduate UK-domiciled leavers: median salary 6 months after graduation by division, 2013-15 combined total

	Median (all)	MPLS	MSD	HUMS	SSD
BME	£26,312	£29,000	£28,000	£20,000	£29,000
White	£23,000	£27,000	£27,000	£19,000	£24,000

¹⁷ On a much smaller base population of 677.

8A COURSE CONTENT/SYLLABUS

We have a range of processes to annually monitor and review degrees and courses at all levels, all of which consider E&D issues. Quality assurance reviews are jointly carried out by the divisions and EdC. The 2016 QAA review noted good practice in our:

... systematic use of the Quality Assurance Questionnaire to enhance the student learning experience and the accessibility and widespread use of data to monitor, inform and enhance learning opportunities for students.

There is lively debate on race in the curriculum across the University, spurred on in recent years by our active student bodies, CRAE and RMFO. Curriculum diversity is already a part of our departmental evaluations, and our policy and guidance on new courses (revised in 2015) includes a requirement to consult students and engage with external experts when reviewing new courses and making major curriculum changes. However, there is room to consider race equality more explicitly. We view diversity in course content as resulting from two issues: diversifying our curricula, and increasing the diversity of academics (who thus have a broader range of expertise). Our work diversifying the curriculum has evolved from a broad discussion to a specific focus on race through TORCH's interdisciplinary academic programmes, such as *Race and Resistance Across Borders in the Long Twentieth Century*, which began in 2013, and the *Race in the Curriculum Project* in 2014.

Race in the Curriculum Project

The project aims to show how issues related to race are addressed in the curriculum, focusing on undergraduate programmes in SSD and Humanities through:

- a series of high-profile lectures to stimulate department-level discussion from Professor Sir Hilary Beckles (Vice-Chancellor of the University of the West Indies), Professor Ruth Simmons (Brown University), and Professor Homi Bhabha (Harvard University);
- promoting and instigating curricular review at departmental level with the support of divisional champions.


From focus groups and the REC survey some graduate students described the lack of BME academics as directly impacting their experience of their curriculum diversity. Along with our continued efforts to diversify our academic staff body, the Race in Curriculum project [Table 190] will continue to encourage diversifying the curriculum.

We are mindful of the time it takes for thorough curriculum revision and development. In the short term, the Race in the Curriculum Project will continue under the leadership of the Pro-Vice-Chancellor for Education to specifically tackle issues of race. A working group composed of senior academics and students is to decide on the agenda for the next academic year. The Diversity Fund has resourced various initiatives, which we can report on in future applications – some examples of what has been achieved so far include:

Table 190: Race in the Curriculum project examples

Department	Action
Department of Politics and International Relations	Revised specific undergraduate papers. Working groups composed of staff, undergraduate and graduate students worked together on this initiative
Faculty of History	Introduced a policy that from the 2017 academic year, all undergraduates will be required to take a compulsory non-European paper
Faculty of Theology	Changed its name to the Faculty of Theology and Religion, to reflect a shift in the curriculum to cover more faiths beyond Christianity
TORCH	Devoted the 2017/18 academic year to the study of identities

HUMANITIES & IDENTITIES
 TORCH | The Oxford Research Centre in the Humanities



Gaps Between Installation
 14 June - 14 July 2017

Oxford City
 Radcliffe Humanities, Museums, Sheldonian Theatre, Radcliffe Camera, Christchurch College, Modern Art Oxford, Oxford Union & History Faculty

Gaps Between Installation, launched in 2017 by TORCH. Publicly displayed images that represent Oxford’s alternative, and often hidden, stories. These include modern photographs, images of artwork and paintings and images from archives

Action 9.1 Promote and celebrate the range of diversity in learning and teaching

Debates on curriculum at the University have shifted towards reflecting on how imperialism has impacted not only the curriculum, but the entire institution.

Intellectually, if you are passionate about your subject, this is the best place to be, although some subjects are Eurocentric. (Current BME student)

Decolonize not diversify. (Rhodes Must Fall Oxford)



The Oxford and Colonialism project group seeks to find creative, well-researched initiatives that showcase the University's involvement in colonialism and its impact on the institution today

8B TEACHING AND ASSESSMENT METHODS

Oxford tutorial system

In most divisions undergraduate teaching takes place face-to-face within colleges through tutorial groups (2-3 students) with a senior academic. In the sciences, teaching comprises a mix of lectures, tutorials, practicals and project work. Tutorials usually take place twice a week in the first year, and students prepare either an essay or solutions to set problems in advance. While courses are agreed upon in departments, and all students in a subject sit the same exam, individual tutors shape tutorials as they please. Students consistently report that tutorials are a strength of the Oxford system.

Tutorial sessions review theories and explore ideas, and students are encouraged to engage in an exchange of ideas, learning how to defend their opinions, listen to others, and accept constructive criticism.

Assessment

Undergraduate exams take place towards the end of the first year and again at the end of the degree. While historically assessment has focused on exams, increasingly courses use a broader portfolio of assessment methods, with many undergraduate programmes offering at least one alternative form of assessment, primarily a final project or dissertation. EdC and the SAGWG continue to encourage the diversification of assessment.

We have a set of assessment policies and procedures, and all approved programme need to specify appropriate learning outcomes and assessment. Marking, moderation and examination processes are monitored by a supervisory body and examination board. We feel that the risk of inequitable assessment is low.

Assessment of exams is anonymous and double marked. If significant differences are found, a third marker may assess the work. Scaling of marks can be used by the final examination board if examiners feel a paper was easier or harder than previous years. Our assessment processes are reviewed annually by internal and external examiners; reports are discussed at joint consultative committees and shared with students.

Since exam marking is anonymous, transparent and well publicised, we are confident that the scope for bias in assessment is minimised. However, there may be potential for bias in the assessment of a student's performance. Many academic tutors have taken part in implicit bias and race awareness workshops to explore ways in which bias may manifest in their work. We will continue these sessions to reach as many academics as possible.

Action 9.2 Improve teaching and assessment practices to ensure they are inclusive

8C ACADEMIC CONFIDENCE

We have effective structures and activities to support those involved in teaching. The OLI provides a Teaching Fellowship programme and courses for new entrants; Fellowship of the Higher Education Academy is available for staff through the completion of the Teaching Fellowship Preparation programme and the submission of a teaching portfolio.

Table 191: OLI teaching programmes' race equality content

Programme	Race equality content
Developing Learning and Teaching	The portfolio identifies at least one example to demonstrate the candidate's awareness of student diversity and explores the implications for the candidate's teaching practice.
Enhancing Teaching Programme	This programme asks tutors to critically consider issues of student diversity as they may affect your subject area/institution and explore ways in which your teaching can be responsive to a heterogeneous student body.
Postgraduate Diploma in Learning and Teaching	<p>There is a requirement to substantively address all topics in the end portfolio under <i>Topic 4: Diversity, Equality and Inclusivity</i>:</p> <ul style="list-style-type: none"> • Understanding our legal duties under the Equality Act • Critical race theory • Strategies for creating more inclusive classrooms and curricula <p>There are also assignments on how to mitigate unintentional bias, and increase inclusivity.</p>

Action 9.1 Promote and celebrate the range of diversity in learning and teaching

Our approach in all our staff development programmes is to promote inclusivity to accommodate the needs of a diverse student body. However, we recognise that there is room to improve in this area.

Our first step is raising awareness. We have over 30 staff volunteers trained to facilitate two-hour sessions on race awareness or implicit bias to equip staff with the ability to identify bias, and work towards race equality.

9 ANY OTHER INFORMATION

The sections above have allowed us to outline our areas of focus relating to staff and student recruitment and admissions, and progression and development. Another crucial facet of our race equality work is not covered by the headings of the application: environment and culture. We strive to foster an inclusive environment which ensures that all our staff and students are confident and equipped to consider and discuss issues of race. This is a vital goal of what we would like to achieve.

BME students' experience

We are committed to ensuring that BME students have a positive experience while at Oxford. Some students report isolation due to the student body being split between so many colleges, or a lack of awareness from peers around race and racism in social settings, which can in some cases impact on their well-being. As we investigate reasons for our student ethnicity attainment gap, we will take into consideration well-being as playing a role in attainment. A range of actions will be continued or introduced that focus on student welfare and promoting an inclusive culture.

Objective 10

Improve the overall experience of BME students.

Action 10.1 BME students use central University welfare and support services in equal proportions to those of White students.

Engagement on race equality

Due to the devolved structure of Oxford, engagement at local level and shifts in culture are key means of effecting change. The REC process has revealed some uncertainty about discussing race in part of the institution. We will thus focus on communications and awareness-raising to increase confidence in discussing and addressing issues of race.

Objective 11

Engage all departments and faculties with race equality in order to create an inclusive culture.

Action 11.1 Promote a stronger understanding of race equality issues.

Action 11.2 Support departments and colleges to consider race equality in their local context.

As the actions and objectives outlined in this application demonstrate, we have identified opportunities across a range of areas where we are confident we can advance race equality at Oxford and we are excited to begin this work. The last few years have been particularly

dynamic, with conversations and progress on race catalysed by our students and consolidated by the REC consultation process. The resulting action plan provides a coherent and comprehensive framework that we believe will make a meaningful contribution to the representation, progression, success and experience of BME staff and students at the University.

10 ACTION PLAN

This ongoing action plan is a result of rigorous institution-wide consultation and consensus building with each of our divisions on key race equality objectives for the next three years. Our objectives are goals designed to intentionally stretch us and indicate the general direction of travel we are taking towards race equality. In this, our first REC application, these objectives act as a foundation for us to build long-lasting change. Our 11 objectives (highlighted in green) are not exhaustive, but reflect the areas of initial need indicated by data described in the previous sections of our application.

No.	Objective	Actions	Lead	Timeframe	Action Success measure
<p>1. Establish a Race Equality Action Plan Delivery Group</p> <p>Through the Race Equality Charter (REC) process, the Self-Assessment Team (SAT) has identified a need for a high-level working group to oversee the process of delivering the REC’s action plan across the collegiate University. This group will be the new SAT for future REC submissions. The group will report to the University’s most senior committee overseeing equality and diversity, the Equality and Diversity Panel (EDP), on a termly basis.</p>					
1.1	Create a new high-level group to oversee the delivery of the REC actions across the collegiate University	The new SAT, the Race Equality Action Plan Delivery Group (RECAP) to provide termly reviews of the REC actions to the EDP	PVC for Equality and Diversity (E&D) overseeing RECAP	2018-ongoing	All REC actions (staff and student) are enacted Work towards renewals is ongoing with the longer-term aim of achieving a silver award

No.	Objective	Actions	Lead	Timeframe	Action Success measure
<p>2. Increase the ethnic diversity of the academic and research staff body</p> <p>As described in section four of the application, Oxford does not have a formalized internal academic career path, nor do we have assistant professor or senior lecturer positions. This makes benchmarking against other institutions difficult. Actions in this section will begin with plans to determine appropriate targets to achieve in the next three years.</p> <p>19% of our researchers self-identify as Black and minority ethnic (BME). We would like to see higher proportions of BME academics in associate professor (AP) and statutory professor (SP) roles. The actions in this section aim to increase application and success rates for BME academics and researchers during recruitment and to support and encourage researchers to progress in their careers in order to address the weakening of the pipeline into more senior roles.</p>					
2.1	<p>Determine appropriate success measures to assess progress towards increasing the ethnic diversity of our academic and research staff body</p>	<p>Determine appropriate success measures to assess progress towards increasing the ethnic diversity of our academic and research staff body for each academic division</p> <p>RECAP to act as a working group, with the assistance of advisors in the Equality and Diversity Unit (EDU), coordinating this work.</p>	EDU race equality advisor	2018-19	Success measures for the percentage proportion of BME researchers and Associate Professors are agreed on by each division (2019)
2.2	<p>Increase the proportion of BME statutory professors (SP) in post</p>	<p>Reduce the risk of bias in the recruitment process by:</p> <ul style="list-style-type: none"> a) EDU providing staff data on the ethnic diversity of the relevant division through information packs for electoral boards; also circulating the data to HR divisional 	HR Director	Annually	Information packs updated (2019)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<p>offices with a request to forward it to departments and faculties</p> <p>b) providing regular implicit bias (IB) and race awareness (RA) training for new and existing internal members of electoral boards</p> <p>c) holding annual reviews with electoral board chairs to focus on discussions of diversity issues and good practice</p> <p>d) gathering evidence on i.e. SP recruitment processes with divisions, the pool for BME academics at SP level, and produce guidance on potential barriers for BME SP applications and successful appointments</p> <p>e) communicating (d) to departmental administrators and HR staff in all</p>		<p></p> <p>2019</p> <p>2020</p>	<p>Annual training and review discussion for internal electoral board members</p> <p>80% of participants report their understanding of Implicit Bias and Race Awareness has improved or is good (2020)</p> <p>The proportion of BME SPs in post increases from the current 4.4% to grow in parallel with our current proportion of BME Aps to 7%</p> <p>Evidence gathered</p> <p>Guidance produced, shared and materials reviewed</p>

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<p>departments to embed understanding of good practice in relation to race and recruitment</p>			
2.3	<p>Increase the proportion of BME applicants and appointments to associate professor posts</p>	<p>a) Revise procedures and guidance for AP recruitment, building on the procedures successfully introduced for gender for SP recruitment and the 2016 consultation on AP recruitment, to ensure:</p> <ul style="list-style-type: none"> i) roles are focused on disciplinary areas that attract a wider range of candidates ii) recruitment panels take into consideration ethnicity data of their own discipline nationally iii) all recruitment panels conduct an Equality Impact Analysis (EIA) 	<p>Personnel Committee, with Conference of Colleges and Heads of Divisions</p>	2018-19	<p>Procedures revised (2019)</p> <p>The proportion of BME staff in AP roles increases (2017 at 7%) to better reflect the proportion of our BME researchers in post (20% in 2017)</p>

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<ul style="list-style-type: none"> b) Once procedures are in place, run workshops and briefings (which includes implicit bias training and approval of diverse shortlist) for all chairs of AP appointment panels 	EDU and OLI	2019-20	All Chairs of AP appointment panels have received briefing
		<ul style="list-style-type: none"> c) Undertake consultation with current BME academics to understand experiences and perceptions of recruitment process d) Formulate recommendations to improve recruitment process e) Disseminate advice and guidance 	Head of EDU	2019 2020 2021	Evidence-based guidance produced and disseminated to departments

No.	Objective	Actions	Lead	Timeframe	Action Success measure
2.4	Support outstanding researchers and departmental lecturers (DLs) to transition internally or externally to AP roles	<p>a) Undertake a mapping exercise to identify:</p> <ul style="list-style-type: none"> i) existing career development posts used by departments (including DLs) ii) evidence of successful initiatives at other universities <p>b) On the basis of this information, develop guidance and good practice examples on how such initiatives could be established more widely</p>	Social Sciences Division (SSD) E&D lead, with Senior Equality Advisor	2018-19 2019-20	<p>The proportion of BME staff in AP roles increases from 7% (2017) to be determined by 2.1</p> <p>Mapping exercise completed (2019)</p> <p>Good practice developed (2020)</p> <p>30 departments implement measures (2021)</p>
		<p>c) Provide structured support for the development of research and teaching by:</p> <ul style="list-style-type: none"> i) investigating the use of the Apprenticeship Levy to fund the 'Aspiring Academic' programme ii) running a pilot programme iii) rolling out programme, pending successful pilot 	Head of Professional Development/ Head of Educational Development	2019–20 2020–21	<p>Increased percentage of researchers agreeing that they feel supported to think about their career development from 78% (BME) and 67% (White) to 90% in both groups</p> <p><i>(staff experience survey)</i></p>

No.	Objective	Actions	Lead	Timeframe	Action Success measure
2.5	Support outstanding researchers and DLs to transition internally or externally to senior research roles	a) Explore the options for a Development Centre to provide additional support and development for all researchers while targeting rising stars with more focused and intense support; make specific efforts to target BME researchers	OLI, MSD Assistant Registrar Research and PVC E&D	Ongoing from 2018	For all of 2.5 actions - Proportion of BME staff in senior research roles (Grade 8+) increases towards the same proportion as those in Grade 7 (23% in 2017) Development Centre discussed and included in ECR strategy; percentage of BME researchers engaging in line with percentage in population
		b) Pilot the Development Centre activity in a small number of departments in MSD (which has the greater proportion of BME researchers)		2020	Pilot launched and evaluated
		c) Launch the Development Centre University-wide		2021	If pilot successful, Development Centre implemented
		d) Reduce pipeline attrition from doctorate to early career researcher (ECR) stage for UK-BME researchers by improving pre-application information and guidance for	HR Director	Summer 2018	Guidance updated (summer 2018)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		applying to Oxford, to demystify Oxford to external candidates			
		<p>e) Review training materials for PIs (including, 'The new principal investigator: the challenges of managing research', 'Managing researchers: an introduction for postdocs' and 'Research group leadership: leading a productive research group') to assess for inclusion of awareness of the potential for bias in allocating development opportunities</p> <p>f) Implement any recommendations arising from review in (e)</p>	Head of Professional Development	<p>2018–19</p> <p>2020</p>	Materials reviewed (2019) and amendments made (2020)
		g) Develop an understanding of any differences in research grant application and success rates by ethnicity by building on work with RCUK, Wellcome and the NIHR on gender to extend analysis of grant applications, including by co-PIs, to include ethnicity	Director of Research Services	Every two years, from 2017-18	A full set of data on research grant applications available for analysis (2018)
		<p>h) Provide consistent support for research grant applications by:</p> <p>i) auditing the current support that is provided to those making grant applications in order to identify gaps;</p>	MSD Assistant Registrar Research	2018–19	Percentage of researchers saying they feel supported in making the next step in their

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<p>on the basis of this, take action to ensure consistent minimum levels of support across MSD</p> <p>ii) establishing a network to provide training, updates and peer support for grants administrators in clinical departments</p> <p>iii) (iii) extending lessons to all divisions as appropriate to their context</p>		<p>2018–19</p> <p>2019-20</p>	<p>career increased from 72% (2016 Staff Experience Survey) to 80% (2018) to 90% (2020)</p>
		<p>i) Share and learn from best practice in supporting research grant applications through participating in the pilot RCUK University Partnership Framework for Equality, Diversity and Inclusion</p>	<p>Director of Research Services</p>	<p>2018–19</p>	<p>Framework produced and published</p>
		<p>j) Learn from department good practice to develop a framework to build the experience of early career researchers as co-PIs</p>	<p>Director of Research Services, with divisional E&D leads</p>	<p>2018–19</p>	<p>Framework produced and published</p>

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		k) Pilot a library of resources in SSD to support those preparing grant applications and avoid reliance on personal networks	Head of Research Systems, with SSD E&D lead	2018–19	Library piloted
		l) Pilot a web application with details of all researchers to facilitate collaboration and building of interdisciplinary teams	Head of Research Services	2018–19	Web application published
		m) Pilot a visiting programme scheme for BME graduate students and postdocs to establish stronger links with local and international partners, and promote Oxford as the destination of choice for talented researchers	MPLS Division	2018–19	Visiting programmes established and students attend
2.6	Consider progression and retention of UK-BME researchers to fuel the academic pipeline	<p>a) Consider progression of UK-BME PGRs by:</p> <p>i) conducting further analysis of UK-BME and UK-White PGR destinations (in selected disciplines), assessing how many proceed towards postdoctoral or other academic roles.</p> <p>ii) (ii) undertaking actions to address any disparities</p>	Academic Registrar	<p>2018–19</p> <p>2018–20</p>	Proportion of UK-BME PGRs progressing to research roles mirrors that of UK-White

No.	Objective	Actions	Lead	Timeframe	Action Success measure
2.7	Ensure visibility of BME academic role models	a) Ensure media engagement is representative of the research staff body by: <ul style="list-style-type: none"> i) collecting and analysing ethnicity data on members of the Find An Expert database ii) introducing mechanism to increase number of BME contributors, if necessary 	Public Affairs Directorate (PAD)	Spring 2018 Autumn 2018	Data collected The percentage BME contributors reflects eligible population (19%)
		b) Central communications team to participate in implicit bias and race awareness workshop	PAD	Spring 2018	Workshop delivered; 100% participants say their understanding of RA/IB has improved or is good
2.8	Reduce attrition of UK- BME researcher applicants throughout the recruitment process	a) Gain a thorough understanding of attrition throughout the recruitment process to target actions effectively by: <ul style="list-style-type: none"> i) undertaking qualitative research project using case study posts (covering a range of departments) and complete shortlisting data (see action 4.3) to investigate reasons for ii) using results from (i) to formulate actions 	HR Director	From Spring 2018 to Autumn 2020	The proportion of UK BME researchers' appointment increases from 13% towards 19% (mirroring UK PGR recruitment) Research reveals reasons for UK-BME attrition (2020)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					Actions formulated for 2021 REC
<p>3. Achieve stronger representation of BME staff in decision-making at all levels across the University</p> <p>We have identified low representation of BME staff on the decision-making bodies of the University, in part as a function of the fact that committees comprise senior staff (in many cases in the capacity of their specific role i.e. Head of Department). We expect BME representation to rise as the proportion of BME staff in senior roles increases. Actions in this section address both issues of seniority and as well more general mechanisms to diversify committee membership. This includes supporting BME individuals to assume leadership roles and making processes more transparent.</p>					
3.1	<p>Improve representation of BME staff on the main University and divisional committees</p>	<p>a) Review governance of committees by:</p> <ul style="list-style-type: none"> i) working with relevant bodies to make IAG on committee membership more transparent and user friendly ii) (ii) working with BME Staff Network to look at current terms of reference and information and advertising, including conducting focused interviews on barriers to participation 	PVC E&D with Council Secretariat	<p>Summer 2018</p> <p>Autumn 2019</p>	<p>For all 3.1. At least two BME staff are on each committee</p> <p>Evidence suggests that having more than one BME individual enhances the value of diversity on committee membership</p> <p>Guidance updated (2018)</p> <p>Process reviewed, and nominations/interest monitored (2020)</p> <p>Interest increased from 2020 benchmark (2021)</p>

No.	Objective	Actions	Lead	Timeframe	Action Success measure
3.2	Ensure that BME staff at all grades are supported to pursue their leadership aspirations	a) Map and document approaches used within departments to create opportunities for early career researchers and academics to gain leadership experience	Senior Equality Advisor, with Divisional Equality and Diversity Coordinators	2018–19	<p>For all 3.2 Percentage of BME staff agreeing they have had opportunity to develop leadership reflects percentage saying they are interested in a leadership role (no benchmark available as new question added to Staff Experience Survey; increase shown between 2018 and 2020 results)</p> <p>Guidance published on developing leadership experience at all career stages</p>
b) Facilitate discussion groups for staff at different career stages to explore what leadership means to them, what opportunities to develop experience might be available and how the University can better support them to achieve their aspirations	2019–20				
c) On the basis of discussions in (b) and existing good practice, provide guidance on what type of leadership experience is feasible and most beneficial at each career stage	2019–20				

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		d) Work with divisional and departmental contacts to explore ways to increase the number of BME participants on the Academic Leadership Development Programme (ALDP)	Head of Professional Development with EDU	2018–19	The percentage of BME ALDP participants mirrors eligible population (currently 7%)
		e) Increase participation in Pivot Pathway B to facilitate links with senior staff and increase visibility within the University, as well as support career development, particularly of those at Grade 5 and above	Head of EDU	2018 ongoing	Number of participants on Pivot Pathway B increases from nine (2016) to 20 (2018) to 30 (2021)
<p>4. Increase the proportion of BME professional and support staff, particularly at Grades 8 and above</p> <p>We would like to increase the proportion of BME P&S staff from 9% to 22% to more closely reflect the population of Oxford city and surrounding areas (with an action to ascertain a precise % increase); and in particular to increase the proportion of those in senior roles. Actions in this section address attraction and success rates during recruitment and supporting the progression of BME P&S staff once in post.</p>					
4.1	Raise the profile of the University as an employer among the local BME community	a) Build on research being run by PAD, engage in qualitative research with the local BME community to explore reasons they may not apply to work at Oxford	Head of EDU	Spring 2018	For all 4.1 The proportion of UK-BME applicants increases in those areas of the University where they are currently under-presented

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					<p>Identify the areas of the University where BME applications are low</p> <p>Research report with recommendations published</p>
		<p>b) Draw on the outcomes of the research project, join the University's Community Outreach service to host a table of Open Days or at local community events (2018-2019) showcasing the University as a diverse employer</p>	<p>EDU and Community Outreach Services</p>	<p>2018 - 2019</p>	<p>Host information tables at four Open Days or community events</p>
		<p>c) Use research project outcomes, produce guidance on increasing BME applicants to P&S roles</p>	<p>Head of EDU</p>	<p>Autumn 2018</p>	<p>Guidance produced</p>
	<p>d) Explore a collaboration with Oxford City Council's community engagement team to better target job adverts to the local BME community</p>				
	<p>e) Redirect adverts as informed by (d)</p>				

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<ul style="list-style-type: none"> f) Raise the profile and attractiveness of Oxford as an employer by engaging with the local community through GLAM by: <ul style="list-style-type: none"> i) engaging and attracting diverse visitors across the University museums by [content of exhibitions etc.] ii) diversifying volunteer base by targeting adverts for volunteers to school careers fairs, community volunteer fairs, job centres iii) (iii) targeting job adverts to a wide range of advertisers 	Gardens, Libraries and Museums (GLAM)	Ongoing from 2018	Increase in proportion of UK-BME applicants to GLAM roles from 9% to 12% (2021)
4.2	Increase the proportion of UK-BME applicants in professional and support (P&S) roles via the apprenticeships scheme	a) Access local community hubs in partnership with the University's apprenticeship provider to conduct outreach activities (roadshows, etc.) to attract BME apprentices	Apprenticeship Manager	Autumn 2018	For all 4.2. Percentage of BME apprentice's mirrors that of eligible local Oxford population (percentage to be determined in action 5.1(e))
		b) Implement systematic recruitment monitoring data for apprenticeships through the main provider			Measurement and monitoring of BME apprentices recruited
4.3		a) Ensure equality of opportunity throughout the shortlisting process by:	HR Director	Autumn 2018	Research undertaken; actions proposed and implemented

No.	Objective	Actions	Lead	Timeframe	Action Success measure
	Improve the success rates of UK-BME applicants to professional and support roles	<ul style="list-style-type: none"> i) undertaking qualitative research project using case study posts (covering a range of departments and role types), completing shortlisting data (action 5.1) to investigate reasons for disproportionate attrition of BME applicants, and making recommendations for action ii) (ii) implementing actions 		2019–20	
		<ul style="list-style-type: none"> b) Require all members of UAS selection panels to undertake recruitment and selection training 	Registrar	2018–19	75% of panel members have been trained (2020); 100% (2021)
4.4	Provide relevant and accessible professional development opportunities for existing BME P&S staff to improve career progression	<ul style="list-style-type: none"> a) Ensure the Careers Support Network is benefitting BME staff by: <ul style="list-style-type: none"> i) undertaking monitoring of take-up by ethnicity ii) undertaking targeted advertising and encouragement of BME participants if uptake by BME staff is lower than proportion of staff in post 	Head of Professional Development	2018–19 2019–20	For all 4.4 Percentage of BME staff in the Staff Experience Survey agreeing they feel supported increases from 80% to 85% (2018) and 90% (2020)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					Proportion of BME staff accessing Careers Support Network reflects at least the percentage of staff in post (currently 9%)
		b) Expand the Pivot BME mentoring scheme amongst professional and support staff	Head of EDU	Annually from 2018	P&S staff participating in Pivot increases from 15 to 20 (2018) to 30 (2021)
		c) ensure BME P&S staff are aware of and accessing development opportunities, including Work, Learn, Develop scheme by: i) working with BME Staff Network to consider ways to raise awareness ii) implementing suggested targeted communications	Head of Professional Development/Research & Development	Autumn 2018 Spring 2019	Percentage of BME P&S staff agreeing they are clear about development opportunities available increases from 53% to 70% BME participation in courses and initiatives mirrors eligible population
		d) Monitor the new gathered-field process for allocating course places to ensure lack of bias	Head of Professional Development	2019	Percentage of BME participants on courses proportionate to

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					percentage in relevant staff group
		a) Illustrate and promote the range of career development opportunities at the University highlighting possible career routes by: <ul style="list-style-type: none"> i) continuing to offer professional development sessions as part of the UAS Conference (or equivalent) ii) (ii) exploring ways to increase the visibility of senior BME P&S staff, such as via profiles on staff development webpages 	Head of R&D Head of EDU PAD	Ongoing from 2018 2018-19	Sessions delivered Review undertaken (2019) and changes made (2020)
5. Ensure consistency of HR practice across all departments and faculties <p>There is a wealth of good practice in recruitment, management and data collection across the University, but our devolved nature means this can vary between departments and faculties. Actions in this section address this issue in two respects: one, by ensuring that data collection is consistently carried out so that records can be collated and analysed centrally; and two, by making sure that the staff experience is consistent and transparent wherever they are applying, or are employed, in the University.</p>					
5.1	Ensure availability of accurate data and use it to drive increase in BME recruitment in identified areas	a) Ensure equal proportions of applicants are retained throughout recruitment by:	HR Information Team	2018	Short-listing data available

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<ul style="list-style-type: none"> i) streamlining reporting mechanism in Core to ensure data is captured at shortlisting stage ii) analysing resulting data and formulating actions if necessary 		2019	Data analysed, and actions devised
		<ul style="list-style-type: none"> b) Run annual data quality reports to ensure that short-listing data are captured for all posts 	HR Information Team with Divisional Offices	Ongoing from Spring 2018	Short-listing data available
		<ul style="list-style-type: none"> c) Introduce a mechanism to capture monitoring data for college-led AP appointments 	Conference of Colleges with Head of R&D	2018–19	Short-listing data available for college-led AP posts
		<ul style="list-style-type: none"> d) Following introduction of employee self-service: <ul style="list-style-type: none"> i) encourage staff to update their records ii) analyse updated postcode data to gain a more accurate picture of how we compare with the local Oxford and Oxfordshire population, and to inform success measure 	HR Director	Autumn 2018 2019–20	50% of records updated by 2018 75% of records updated by 2019

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					Data analysed, and success measure identified
		e) Using data gathered in 5.1(d): i) establish methodology to ascertain way of identifying suitable benchmarking ii) undertake analysis iii) (ii) set realistic targets for recruitment	EDU	2020-21	Targets identified and included in next REC
		f) Implement case management system to enable better reporting of grievances by ethnicity	HR Director	2019–20	Enough data collected to allow patterns to be identified
5.2	Reduce the potential for bias in recruitment and professional development	a) Pilot anonymised recruitment for P&S roles by 2020	HR Director	2020	For all 5.2 Application success rate for BME applicants mirrors that of White applicants in equivalent roles
		b) Raise general awareness of implicit bias by: i) developing a new online course tailored to the Oxford context ii) promoting it widely to all staff	OLI and divisional leads	Spring 2018	50% of staff have accessed the course (2021)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		iii) monitoring uptake			100% of participants say their understanding of IB is good or has improved (2021)
		c) Continue to roll out face-to-face implicit bias and race awareness training in all departments using internal facilitators	Head of EDU and Divisional Secretaries	Ongoing	30 departments have delivered training 100% of participants say their understanding of IB is good or has improved (2021)
		d) Increase engagement and awareness by including information on recruitment data by ethnicity into recruitment and selection course	EDU/Head of R&D	Autumn 2018	Ethnicity data added

No.	Objective	Actions	Lead	Timeframe	Action Success measure
5.3	Ensure that all staff have a regular PDR that they consider to be useful	a) Review implementation of existing PDR schemes for researchers to identify good practice and extend it across all divisions	Head of HR Policy	2018-19	<p>For all of 5.3 100% of eligible staff report having been offered a PDR (Staff Experience Survey)</p> <p>Less than 10% (17% in 2017 Staff Experience Survey) of staff report having found their PDR 'not at all useful' (Staff Experience Survey in 2020)</p> <p>Review undertaken</p>
		b) Ensure that a programme of annual PDR for researchers is established in all faculties/departments in Humanities and SSD	Heads of Divisions	2019–20	HR audit shows 100% of researchers in Hums/SSD are offered a PDR
		c) Consider academic appraisal by: i) conducting a thorough review of the academic appraisal scheme and how it is implemented	Head of HR Policy, with Divisional Secretaries	2018–19	Schemes reviewed, and pilots rolled out

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<ul style="list-style-type: none"> ii) using the outcomes of the review to pilot a renewed annual career development iii) rolling out the scheme across all divisions 			
		<ul style="list-style-type: none"> d) Review implementation of the PDR schemes for professional and support staff to identify good practice and extend it across UAS, GLAM and all divisions 	Head of HR Policy	2019–20	Percentage of managers confident conducting PDR increases from 82% to 87% (2018)
		<ul style="list-style-type: none"> e) Build positive attitudes towards PDR through: <ul style="list-style-type: none"> i) encouraging senior sponsorship ii) developing stronger messaging about its purpose and value iii) (iii) providing case study examples of good practice 	Head of HR Policy, with Human Resource’s Business Partners (HRBPs)	2018–19	
		<ul style="list-style-type: none"> f) Run workshops at department level to improve managers’/supervisors’ confidence in conducting PDR 	Head of Professional Development	Ongoing	
5.4	Ensure that access to contract type and desired working pattern is not restricted by ethnicity	<ul style="list-style-type: none"> a) Reduce the possibility of bias in allocation of permanent contracts by embedding data about contract type disparity into: <ul style="list-style-type: none"> i) management programmes 	Head of Professional	Autumn 2019	Data embedded into courses

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		ii) race awareness workshops	Development/H ead of EDU		
		b) Address ethnicity gap in contract type and working pattern for researchers and P&S staff by: <ul style="list-style-type: none"> i) undertaking more detailed analysis to ascertain reasons for disparity e.g. whether this is linked to role type, age, department etc. and make recommendations if relevant ii) implementing recommendations arising from (a) 	HR Director	Summer 2018 Autumn 2018	Analysis undertaken, and recommendations made
5.5	Ensure that all staff with responsibility for managing people have relevant support and training	a) Review the induction for new managers/supervisors piloted in spring 2017 b) Develop and implement a strategy to roll it out across the University	Human Resources Senior Management Team (HR SMT)	Summer 2018 2018–19	For all 5.5 Percentage of managers confident managing staff increases from 84% to 90%. The percentage agreeing their managers are a good leader increases from 80% to 90% (Staff Experience Survey, 2016 and monitored in 2018)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					In the HR Compliance Audit, all departments indicated that managers are adequately supported
5.6	Ensure that employees' experience of working at Oxford is not adversely affected by their ethnicity	<ul style="list-style-type: none"> a) Roll out implicit bias and race awareness training across departments b) Produce online race awareness course to supplement face-to-face workshops c) Learn from good practice in Medical Sciences Division (MSD) departments and elsewhere to develop a toolkit to support managers/supervisors to manage HR processes effectively 	MSD HRBPs and E&D lead	2018–19	<p>Toolkit produced</p> <p>No differences by ethnicity in staff perceiving development opportunities to be allocated fairly (Staff Experience Survey question to be added 2018 and monitored in 2020)</p> <p>Difference between BME and White survey respondents saying that they have been unfairly treated or bullied/harassed remains negligible (Staff Experience</p>

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					Surveys 2018 and monitored in 2020)
<p>6. Continue to increase the proportion of undergraduate BME students</p> <p>Our data shows that over the last three years the proportion of BME applicants has increased, as has the proportion of those being admitted. These increases are welcome; however, we are keen to make more progress. The actions in this section are aimed at continuing to target outreach activities towards BME applicants in those communities where data demonstrates lower application rates, working towards reviewing our admissions processes across all divisions, and ensuring that admissions interviewers are trained in implicit bias.</p>					
6.1	Increase the numbers of applications from students in underrepresented groups who can make competitive applications	<p>a) Continue to target outreach towards BME applicants, especially those from communities where evidence demonstrates lower application rates, but who have the academic potential to apply and come from the following backgrounds:</p> <p>i) Are from socio-economic and educational disadvantaged background characteristics (in line with our access targets¹⁸); and</p> <p>ii) those from areas where there are large BME communities that are currently under-represented at Oxford (e.g. African, Caribbean, Pakistani and</p>	Undergraduate Admissions and Outreach (UAO)	Ongoing	The proportion of students from the most under-represented BME communities participating in UAO outreach programmes applying to undergraduate courses at Oxford increases from 40% to 50% (2021)

¹⁸ As agreed in our Office for Fair Access (OFFA) targets.

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<p>Bangladeshi); this includes London, Midlands and areas in the north of England.</p> <p>b) Through the UAO outreach programmes, provide mentoring, information and guidance for candidates to make competitive applications</p>			
6.2	<p>Reduce the possibility of implicit bias in admissions processes</p> <p><i>All admissions tutors have undergone implicit bias training and are aware of how it may manifest in admissions interviews</i></p>	<p>a) Conduct a review of all the stages in the admissions processes for all undergraduate courses in each division with the aim of:</p> <ul style="list-style-type: none"> i) analysing the impact of the admissions process on the offer rates for rates for students in under-represented equality groups at Oxford, including BME ii) improving for all courses the consistency of data collection during the undergraduate admissions process in each division <p>improving the effective use of contextual information in the selection of candidates for undergraduate courses</p>	UAO, Divisions	2018-19	<p>The relevant recommendations from the review are adopted by all courses engaged in the admissions process reviews (2021)</p> <p>The recommendations from the reviews are used to inform the content of all outreach programmes for BME applicants from under-represented groups (2021)</p>
		<p>b) ensure that every interviewer has undergraduate admissions interview training which contains:</p>	UAO, OLI and EDU	2018-19	Reviewed undergraduate admissions training

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<ul style="list-style-type: none"> i) implicit bias training contextualised to undergraduate admissions b) race awareness training contextualised to undergraduate admissions 			<p>Revised training to be delivered to all admissions interviewers (2019)</p> <p>All interviewers are aware of how implicit bias may manifest in admissions interviews. (2019)</p>
6.3	Increase transparency by providing data and information on undergraduate applicants	<p>Review and publish more detailed data and information on undergraduate applicants on the University website, including details on ethnicity</p> <p>The data will be published within the framework of data protection requirements</p>	UAO	Annually from 2018	Annual data and information on the ethnicity of undergraduate applicants to the collegiate University is published and publically available

No.	Objective	Actions	Lead	Timeframe	Action Success measure
<p>7. Continue to increase the proportion of PGT BME students and consider the progression of UK-BME PGR students</p> <p>Both home and international BME graduate students point to a lack of funding as a barrier to applying for and pursuing graduate study. With the BME academic pipeline in mind, the need to explore other potential barriers to PGR programmes from PGT has also been highlighted as well. The actions in this section are set to address these issues.</p>					
7.1	Increase the proportion of applications from well-qualified graduate students from low- and middle-income countries (as determined by World Bank definitions)	<ul style="list-style-type: none"> a) Address the potential access barrier to applying for PGT or PGR study by: <ul style="list-style-type: none"> i) piloting admissions application fee waivers for selected PGT courses in selected departments ii) (ii) providing recommendations and actions based on the pilot 	Graduate admissions	2018–19 2019–20	More applications for the targeted courses have been received from low and low-middle income countries More departments take up an application fee waiver scheme
7.2	Increase the proportion of applications from well-qualified UK-BME graduate students	<ul style="list-style-type: none"> a) Consider the PGT to PGR pipeline by: <ul style="list-style-type: none"> i) exploring potential barriers to PGR for UK-BME students on PGT courses ii) recommending actions to address any barriers to PGR for BME students on PGT courses 	Student Attainment Gap Working Group (SAGWG)	2018–19	Percentage of UK-BME acceptances on PGR courses increase from 14.6% to a percentage determined by 7.2 (d) (iii)
		<ul style="list-style-type: none"> b) Conduct further analysis of UK-BME PGR destinations, assessing how many proceed toward postdoctoral or other academic roles by: <ul style="list-style-type: none"> i) recommending actions to address any disparities ii) undertaking actions or interventions recommended 		2018–20	Recommendations are adopted, and intervention/s piloted in the Humanities Division (2020) The proportion of UK-BME PGRs progressing to research

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		iii) determining a percentage target for UK-BME PGR student's acceptances			roles mirrors that of UK-White PGRs
7.3		Humanities Division to develop PGR scholarship opportunities for UK-BME graduates exploring fundraising opportunities to secure further funding	Humanities	2020–21	Launch scholarships (2020–21)

8. Eliminate the UG student ethnicity attainment gap

The overall ethnicity attainment gap for good degrees in 2016 was 6% between BME and White finalists. Although it varies by division, fee status and year.

The actions below have been identified to address this attainment gap, with particular focus on the MPLS division.

8.1	<p>Eliminate the UG student ethnicity attainment gap</p> <p>Between 2014-16, 93% of all our finalists received a good degree (above 2.1). There is an overall ethnicity attainment gap between BME and White finalists at good degree. The ethnicity attainment gap in good degrees each division over this period was:</p> <p>Humanities – 1.0% SSD – 1.9% MSD – 2.6% MPLS – 11.8%</p>	a) The Student Attainment Gap Working Group (SAGWG) to investigate the UK student ethnicity attainment gap and identify pilot initiatives to eliminate the gap	Chair of SAGWG & Heads of Divisions	2018–21	<p>Initiatives piloted in each division (2018–19) and good practice shared more broadly</p> <p>Recommendations made on division-specific targets (2018–19)</p> <p>Establish appropriate targets for each division (2019–20)</p>
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No.	Objective	Actions	Lead	Timeframe	Action Success measure
		b) MPLS Division and SAGWG to gather data on why some students leave with a BA rather than continuing to M-level for their degree programme, and propose initiatives to address any issues found by ethnicity	MPLS Division with chair of SAGWG	2018–21	Data is robust enough for analysis and corresponding initiatives for specific ethnic groups are proposed Initiatives to address any ethnicity differences are enacted (2021) The ethnicity attainment gap at good-degree level between BME and White students is reduced (2021)

9. Promote and celebrate a full range of diversity in scholarship, learning and teaching

Our data obtained in surveys and focus groups indicates that there is a need to consider equality and diversity, specifically race, in the learning and teaching processes and practices. Building on the work of the Race in the Curriculum project, the actions below will forward this agenda.

9.1	Promote and celebrate the range of diversity in learning and teaching <i>Students report increased satisfaction in the diversity of curriculum</i>	a) Continue to engage departments with considering diversity in the curriculum via the Race in the Curriculum project by: (i) bringing together examples of ways in which departments have refreshed the curriculum since the launching of the Race and	Heads of Division	2017–21	Students report increased satisfaction in the diversity of curricula through REC survey 2020 . 63% reported the content of their courses reflected the opinions of a wide variety of people in
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No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<p>Curriculum Project in 2014 and continue exploring ways to progress curriculum diversification. Project to be funded by the Oxford Diversity Fund (2018)</p> <p>(ii) facilitating (through the provision of funding) the running of one-day workshops in academic departments to consider the opportunities and challenges in relation to diversifying the curriculum</p>			<p>2017 REC survey</p> <p>Proportion of BME PGT students continuing to PGR in courses increased</p>
9.2	<p>Improve teaching and assessment practices to ensure they are inclusive</p>	<p>a) Ensure diversity, in particular race equality, is embedded in OLI teaching programmes (i.e. Enhancing Teaching Programme)</p> <p>b) Continue reviews and pilots and make recommendations on marking criteria and feedback arrangements</p> <p>c) Roll out changes (if pilots deemed successful)</p> <p>d) Conduct review and make</p>	Head of Educational Development	<p>2018–19</p> <p>2018–19</p> <p>2019–21</p> <p>2018–19</p>	<p>For all 9.2</p> <p>Students report that when relevant, issues of ethnicity and race are included in academic discussions through REC survey 2020. 46% of students reported this in 2017 REC survey.</p> <p>E&D, specifically race equality, is embedded in all OLI teaching programmes (2019)</p>

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<p>recommendations on current assessment practices</p> <p>e) Pilot recommendations and evaluate</p>		2019–21	
<p>10. Improve the overall experience of BME students</p> <p>There are a number of areas where the personal experience of our BME students can be enhanced. The actions below are set to address the isolation our students may face in colleges, the lack of awareness around race and racism faced in social settings, and any resulting impact on their wellbeing. Where appropriate the College’s Equality and Diversity Forum has agreed to collaborate with the University on delivering specific actions.</p>					
10.1	<p>BME students use central University welfare and support services in equal proportions to those of White students</p>	<p>a) Monitor use of Counselling Service and Disability Advisory Service by BME students to determine whether fewer BME students are accessing welfare support. If disparities exist, implement actions to encourage BME students to access support</p>	<p>Student Data Management and Analysis (SDMA) /Head of Student Welfare and Support Services</p>	2018–21	<p>BME students report in focus groups that their welfare and wellbeing needs are being met</p> <p>The proportion of BME students accessing student support services is proportionate to their total population (papers from SSWG)</p>
		<p>b) Continue support for the Peers of Colour group by providing systematic recruitment, training and fortnightly supervision through the University Counselling Service</p>	<p>Head of Student Welfare and Support Services</p>	Ongoing	<p>The Peers of Colour scheme is a well- established part of the Peer Support Scheme with regular recruitment of new members (currently</p>

No.	Objective	Actions	Lead	Timeframe	Action Success measure
					10)
10.2	Promote and celebrate the range of student diversity in college life	a) Encourage colleges to celebrate diversity through events – annual celebration of Black History Month, college dinners, LGBT History Month etc.	Colleges E&D Forum with EDU	2018–ongoing	60% of colleges celebrate diversity through events (2021)
		b) Consider and recommend a strategy for offering race awareness and implicit bias workshops to college communities and ways to provide more support for relevant student societies		2018	Race awareness and implicit bias workshops are held on an annual basis in 50% of colleges
		c) Colleges to revise their induction material for incoming students to include equality and diversity and specifically race equality		2018–19	60% of colleges have revised their induction material (2021)
		d) Colleges to consider appointing a Fellow with the mandate for Equality and Diversity whom staff and students can consult on matters related to race, or a Tutor for Race		2018–ongoing	60% of colleges have Fellows with the mandate to support equality and diversity or Tutors for Race (2021)

No.	Objective	Actions	Lead	Timeframe	Action Success measure
		<ul style="list-style-type: none"> e) Hold annual focus groups with BME students on their experience f) Hold BME students conference 		2018	Focus groups held annually
		<ul style="list-style-type: none"> g) Provide a central physical space for BME student groups or liberation campaigns to meet 		2018–ongoing	More BME students report feeling included (REC student surveys and focus groups)

11. Engage all departments and faculties with race equality in order to create an inclusive culture

Due to the devolved structure of Oxford, engagement at local level and shifts in culture are key means of effecting change. Consultation has shown some uncertainty about discussing race, reflecting the less-developed stage of work in this area, and so we have a range of actions on communications and awareness-raising to increase confidence in discussing and addressing issues of race.

11.1	<p>Promote a stronger understanding of race equality issues</p> <p><i>Surveys, focus groups and other qualitative consultation show that productive discussions on race are increasingly taking place throughout the University community</i></p>	<ul style="list-style-type: none"> a) Inform all staff and students about the University’s application to the Race Equality Charter, and key objectives and actions agreed, as a vehicle to start conversations about race by: <ul style="list-style-type: none"> (i) publicising membership of the REC (ii) sharing outcomes of surveys, including how they have informed the action plan (iii) inviting staff and students to follow up by email as part of a continual process holding ‘town hall’ style events for staff 	Head of PAD with EDU	Ongoing	<p>Staff report more awareness of race equality through annual focus groups</p> <p>Students report more awareness of race equality through annual focus groups and the REC student survey (2020)</p>
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No.	Objective	Actions	Lead	Timeframe	Action Success measure
		and students to discuss race issues			
		b) Roll out a programme of race awareness training, using internal facilitators, to improve staff confidence in discussing and addressing race equality by: <ul style="list-style-type: none"> i) developing an online race awareness course to supplement face-to-face training 	EDU/OLI	2018–21	At least 15 race awareness workshops are held annually
		c) ensuring that staff and students feel able and supported to report instances of racial harassment by: <ul style="list-style-type: none"> i) holding a series of workshops to share and extend good practice at department level in addressing bullying and harassment 	EDU/OLI	Ongoing	75% participants say they feel confident in discussing and addressing race equality (evaluation forms) Undertake biannual publicity and awareness
		d) holding a series of workshops to share and extend good practice at department level in addressing bullying and harassment	Harassment Administrator with Divisions E&D leads	2018–19	A reduction in claims of witnessing or experiencing of racial harassment in REC surveys

No.	Objective	Actions	Lead	Timeframe	Action Success measure
11.2	Support departments and colleges to consider race equality in their local context	a) Develop a set of reflective questions to support academic departments to consider race equality and intersectionality by: <ul style="list-style-type: none"> i) piloting a core set of data and reflective questions in at least three departments to support Heads of UAS and GLAM sections to undertake an Athena SWAN-style analysis and identify appropriate actions to promote equality and diversity ii) evaluating pilot iii) extending to all departments (pending successful pilot) 	EDU	2018–19 2019 2020	Monitor improvement through surveys, focus groups and other qualitative data show that departments are advancing race equality in their own context, feeding into institutional REC objectives At least 60% of academic departments identify actions relating to race and intersectionality in their AS action plans, as appropriate
		b) Showcase good practice via annual VC Diversity Awards	EDU	2020	
		c) Explore the possibility of integrating questions relating to race in the proposed Athena SWAN framework for colleges	Senior Equality Advisor	2018–19	New actions introduced as appropriate, and enacted (2021)
		d) Write an annual progress report on race equality for discussion at the Conference of Colleges E&D Forum to share with the collegiate University; e) On the basis of discussion in (d), identify areas for joint working	PVC E&D and EDU	Annually	Areas of joint work are identified and enacted by 2021

No.	Objective	Actions	Lead	Timeframe	Action Success measure
11.3	Recognise, promote and celebrate good practice in all areas of diversity	<ul style="list-style-type: none"> a) Establish VC's E&D awards to be celebrated at an annual ceremony b) Publish case studies of all short-listed nominations to share good practice c) Continue VC's diversity fund, re-named as Oxford Diversity Fund, with an annual contribution of £90,000 	PVC E&D, with EDU	Annually from 2018–19	<ul style="list-style-type: none"> Awards established and celebrated annually Case studies published Good practice replicated in other departments