



UNIVERSITY OF  
**OXFORD**

2017/18

Equality Report

University of Oxford



Waed Alawad describes the workings of an astrolabe to visitors at the History of Science Museum. Waed, who has recently arrived in the UK from Syria, is a volunteer for Multaka-Oxford - a two-year project at the History of Science Museum and Pitt Rivers Museum, which sees the two museums working in partnership with local organisations such as Asylum Welcome and Refugee Resource to provide inclusive volunteering opportunities for forced migrants.  
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Publication date: 29 March 2019

Publication note: It is recommended that you print out this report in colour.

Accessibility: If you require a copy of this report in an alternative format, please contact:  
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# UNIVERSITY OF OXFORD

## ANNUAL EQUALITY REPORT, 2017/18

### INTRODUCTION

This report highlights a selection of the University of Oxford's activities in support of equality and diversity during the academic year 2017/18, including progress indicators towards its agreed equality objectives and a summary of key staff and student data:

- Annexe A: Selected staff data (p.28)
- Annexe B: Selected student data (p.42)

In 2017/18, the University made significant progress towards meeting its equality objectives for the period 2016 to 2020, including:

- Achieving a Race Equality Charter award at bronze;
- Joining the Stonewall Top 100 Employers Index;
- Meeting or exceeding most of our targets on women's representation in senior leadership;
- Exceeding each of our widening access targets on the admission of UK undergraduate students two years early.

In addition, we are on track to meet our target of one-fifth female representation among statutory professors, the University's highest academic grade. On the other hand, we are making much slower progress in relation to the overall representation of women among academic staff.

Other headline achievements during 2017/18 included:

- Agreeing a new five-year Strategic Plan setting out the University's key commitments on equality and diversity for both staff and students;
- Introducing the biennial Vice-Chancellor's Diversity Awards scheme;
- Establishing an annual £240,000 Returning Carers' Fund;
- Securing £70,000 annual funding for the Oxford Diversity Fund;
- Running a University-wide Staff Experience Survey;
- Joining the Mindful Employer network;
- Creating a new Sexual Harassment and Violence Support Service for students;
- Introducing a suite of flexible working options for staff with caring responsibilities;
- Equalising male and female success rates at both undergraduate and postgraduate admissions, reaching 50:50 undergraduate intake for the first time;
- Increasing the proportion of UK BME undergraduates admitted to its highest ever level;
- Committing to expand the flagship UNIQ access programme to 1,350 residential places, an increase of over fifty per cent, with advice for a further 1,000 students available through UNIQ Digital;
- Expanding the *Target Oxbridge* undergraduate access programme for Black students;
- Signing the *Stand Alone Pledge* to improve the student experience for undergraduates without family support;

- Hosting high profile invited speakers for Black History Month, LGBT History Month, the Annual Disability Lecture and the *Women of Achievement* lecture series;
- Distributing 4,500 Oxford-branded rainbow lanyards across the University to promote LGBT+ visibility and inclusion;
- Commemorating the centenary of women’s suffrage across the colleges, departments and museums; and
- Providing volunteer opportunities for forced migrants at University museums under the Multaka-Oxford project.

## PUBLIC SECTOR EQUALITY DUTY

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

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

As a public body, the University must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a protected characteristic<sup>1</sup> and those who do not, by
  - a. Removing or minimising disadvantages suffered by people due to their protected characteristics;
  - b. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
  - c. Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low; and
- Foster good relations between people who share a protected characteristic and those who do not, by
  - a. Tackling prejudice, and
  - b. Promoting understanding between people from different groups.

For more information on the University’s legal obligations, see:  
[www.admin.ox.ac.uk/eop/policy/framework](http://www.admin.ox.ac.uk/eop/policy/framework).

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<sup>1</sup> The protected characteristics are: age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex and sexual orientation. Marriage and civil partnership are also protected in respect of the first aim (to eliminate unlawful discrimination, harassment and victimisation), in employment only.

## EQUALITY AND DIVERSITY AT OXFORD

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

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

- The Gender Equality Advisory Group;<sup>6</sup>
- The Disability Advisory Group;<sup>7</sup>
- The LGBT+ Advisory Group;<sup>8</sup> and
- The Race Equality Charter Action Plan Delivery Group.<sup>9</sup>

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### COMMUNICATIONS CHANNELS

Regular University communications on equality topics include:

- The termly *Equality and Diversity Newsletter* distributed to all college and departmental administrators across the University and cascaded to all staff;<sup>10</sup>
- The *Oxford Women's Newsletter (OWN)*;<sup>11</sup>
- The *Race Equality Newsletter (REN)*<sup>12</sup> and @OxfordRace Twitter feed;<sup>13</sup>
- Mailings to the LGBT+ Staff Network<sup>14</sup> and Disabled Staff Network;<sup>15</sup>
- The @DiversifyOxPortraits Twitter feed;<sup>16</sup> and
- The bi-termly *Student Health and Welfare Bulletin*<sup>17</sup> circulated to all staff working on student welfare across the University.

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<sup>2</sup> [edu.web.ox.ac.uk/about-us](http://edu.web.ox.ac.uk/about-us)

<sup>3</sup> [edu.web.ox.ac.uk/equality-and-diversity-panel](http://edu.web.ox.ac.uk/equality-and-diversity-panel)

<sup>4</sup> [governance.admin.ox.ac.uk/the-universitys-governance-structure](http://governance.admin.ox.ac.uk/the-universitys-governance-structure)

<sup>5</sup> [www.ox.ac.uk/about/organisation/university-officers](http://www.ox.ac.uk/about/organisation/university-officers)

<sup>6</sup> Web page no longer available

<sup>7</sup> [edu.web.ox.ac.uk/disability-advisory-group](http://edu.web.ox.ac.uk/disability-advisory-group)

<sup>8</sup> [edu.web.ox.ac.uk/lgbt-advisory-group](http://edu.web.ox.ac.uk/lgbt-advisory-group)

<sup>9</sup> Web page no longer available

<sup>10</sup> [edu.web.ox.ac.uk/news](http://edu.web.ox.ac.uk/news)

<sup>11</sup> [edu.web.ox.ac.uk/gender-equality](http://edu.web.ox.ac.uk/gender-equality)

<sup>12</sup> Web page no longer available

<sup>13</sup> <https://twitter.com/oxfordrace>

<sup>14</sup> [edu.web.ox.ac.uk/sexual-orientation](http://edu.web.ox.ac.uk/sexual-orientation)

<sup>15</sup> [edu.web.ox.ac.uk/disabled-staff-network](http://edu.web.ox.ac.uk/disabled-staff-network)

<sup>16</sup> [edu.web.ox.ac.uk/diversifying-portraiture](http://edu.web.ox.ac.uk/diversifying-portraiture)

<sup>17</sup> [academic.admin.ox.ac.uk/student-welfare](http://academic.admin.ox.ac.uk/student-welfare)

## EQUALITY OBJECTIVES: PROGRESS REPORT

The University's equality objectives, confirmed by Council in March 2016, support its wider strategic objectives relating to recruitment, staff development and student access and experience, as set out in the institutional Strategic Plan.<sup>18</sup>

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

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

The University agreed challenging targets in support of the first objective in 2015 which were reviewed and updated in 2016. Additional objectives on gender, race and sexual orientation were agreed by Council and published on the University website in March 2016.<sup>19</sup> We have recorded our progress towards these objectives in the table overleaf.

The University is currently engaged in a process to define new targets on undergraduate admissions and attainment and staff diversity, reflecting its commitments under the Strategic Plan, the Teaching Excellence Framework, the Race Equality Charter and the Access and Participation Plan agreed with the Office for Students.

More data on staff and students have been provided in the annexes and there is a glossary of Oxford terms and acronyms at p.62.

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<sup>18</sup> [www.ox.ac.uk/about/organisation/strategic-plan-2018-23](http://www.ox.ac.uk/about/organisation/strategic-plan-2018-23)

<sup>19</sup> [www.admin.ox.ac.uk/eop/policy/equalityobjectives](http://www.admin.ox.ac.uk/eop/policy/equalityobjectives)



STAFF EQUALITY OBJECTIVES	2014	2015	2016	2017	2018
<b>1. Increase the proportion of women in senior roles</b>					
To achieve a yearly increase in the proportion of female professors, with 30% representation by 2020	22% <sup>20</sup>	23%	24%	25%	25%
To achieve a yearly increase in the proportion of female statutory professors, with 20% representation by 2020	12%	14%	15%	17%	19%
To achieve a yearly increase in the proportion of female associate professors, with 35% representation by 2020	27%	28%	28%	28%	29%
To achieve one third representation of women across University leadership roles including but not limited to heads of department and senior management teams					
<i>Academic Heads of Department</i>	20%	22%	27%	28%	30%
<i>UAS section heads</i>	-	47%	44%	38%	40%
<i>Divisional boards</i>	-	36%	35%	29%	33%
Selection committees to aim for a representation of at least one third women. In disciplines where the proportion of female academic staff is below a third, departments should seek to achieve female representation by other means, including the use of external panel members and female research staff	No centrally available data on membership of selection panels.				
Women to comprise a minimum of 30% of members of Council and each of its main committees (Education, Personnel, Research and Innovation, Planning and Resource Allocation, and General Purposes Committees)	34% overall	37% overall	41% overall	33% overall	43% overall
<i>Detail</i>	Over 30% in 5 of 6 committees	Over 30% in 5 of 6 committees	Over 30% in all 6 committees	Over 30% in 4 of 6 committees	Over 30% in all 6 committees

<sup>20</sup> These percentages refer to full-time equivalent staff rather than headcount.

STAFF EQUALITY OBJECTIVES	2014	2015	2016	2017	2018
Half of the final list of names proposed to Congregation for the conferment of honorary degrees to be women and/or members of minority groups	✓	✓	✓	✓	✓
Apply successfully for an institutional Silver Athena SWAN award in 2017				Awarded Bronze April 2017	
<b>2. Improve the recruitment and retention of Black and Minority Ethnic (BME) staff</b>					
Apply successfully for an institutional Bronze Race Equality Charter award in 2017				Application postponed	Awarded Bronze February 2018
<b>3. Increase our score in the Stonewall Workplace Equality Index</b>					
To increase our score by at least 20% above the 2015 baseline (dates refer to the year of application)		Score: 63 Rank: 244	Score: 94.5 Rank: 187	Score: 101.5 Rank: 123	
<i>2018-2020 objective</i>					
Join the Stonewall Top 100 Employers list by 2020					Score: 109.5 Rank: 93

## STUDENT EQUALITY OBJECTIVES

2016

2017

2018

#### 4. Achieve the equality-related objectives set out in the University's agreement with the Office for Students (formerly OFFA)

##### *2017-20 objectives<sup>21</sup>*

<b>T1</b>	To increase the percentage of UK undergraduate students at Oxford from schools and colleges that historically have had limited progression to Oxford from 13% (based on the average of the years 2011/12 to 2013/14), <b>to at least 15.9% in 2019/20.</b>		16.9%	18.0%
<b>T2</b>	To increase the percentage from disadvantaged socio-economic backgrounds (ACORN postcodes 4 and 5) from 6.6% in 2012/13, and from an estimated figure of 8.2% in 2016/17, <b>to at least 9.5% in 2019/20.</b>		10.6%	11.5%
<b>T3</b>	To increase the percentage from neighbourhoods with low participation in higher education (POLAR3 postcodes 1 and 2) from 9.8% in 2012/13, and from an estimated figure of 10.0% in 2016/17, <b>to at least 13.0% in 2019/20.</b>		12.9%	13.1%
<b>T4</b>	To ensure that the proportion of UK undergraduate students with declared disabilities or specific learning difficulties (regardless of whether they receive the DSA) at the University <b>does not drop below the current level of 8.8%</b> (based on the average of the years 2011/12 to 2013/14).	13.8%	14.3%	TBC
<b>T5</b>	To ensure that at least 55% of students working with the Oxford South-East IntoUniversity centre progress to higher education in 2019/20.	75%	66%	TBC

##### *New objective for 2018-23*

<b>T6</b>	Expand Oxford's engagement with schools in key target areas from pilot activity in the North West in 2018/19 to four regional hubs by 2022/23.			
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<sup>21</sup> See last year's Equality Report for details of the University's previous student equality objectives: [www.admin.ox.ac.uk/eop/policy/data/report](http://www.admin.ox.ac.uk/eop/policy/data/report).

### STRATEGIC PLAN

During 2017/18, the University consulted on and agreed a new Strategic Plan for the period 2018 to 2023, setting out a framework of priorities for the University and its divisions and departments, working in partnership with the colleges.<sup>22</sup> The Strategic Plan is underpinned by a detailed implementation plan and overseen by a programme board chaired by the Vice-Chancellor. The University's Vision statement says:

*We are committed to equality of opportunity, to engendering inclusivity, and to supporting staff and student wellbeing, ensuring that the very best students and staff can flourish in our community. We believe that a diverse staff and student body strengthens our research and enhances our students' learning.*

The Strategic Plan includes key commitments on equality and diversity, focusing on:

- Student admissions, experience and attainment; and
- Staff recruitment, personal and professional development and wellbeing.

In relation to Education, the University has pledged to set ambitious targets to:

- Increase the number of undergraduate places offered to students from groups who are currently underrepresented at Oxford; and
- Reduce gaps in attainment by gender, ethnic origin and socioeconomic background.

The University's commitments under the People theme are:

1. To attract, recruit and retain the highest calibre staff;
2. To work towards an increasingly diverse staffing profile; and
3. To support staff in personal and professional development.

### GENDER EQUALITY

*Staff equality objectives:* The University is making slower progress than hoped on increasing the proportion of women in academic posts. Although 40% of new recruits to all University-led academic roles in 2017/18 were female, the overall proportion of female associate professors rose by just one percentage point to 29%. Nationally, the proportion of women in broadly equivalent academic roles stands at 39% (compared with an average of 32% across the rest of the Russell Group).<sup>23</sup> Revised recruitment procedures were published in March 2018 and work is underway to produce coordinated guidance for both college and University-led academic recruitment.

The overall proportion of female professors (statutory and titular combined) remained static at 25%, compared with 28% in UK higher education overall (24% across the rest of the Russell Group).<sup>24</sup> More positively, the proportion of female statutory professors – the University's most senior grade –

<sup>22</sup> Approved by Council on 9 July 2018 and by Congregation on 30 October 2018.

[www.ox.ac.uk/about/organisation/strategic-plan-2018-23](http://www.ox.ac.uk/about/organisation/strategic-plan-2018-23)

<sup>23</sup> HESA Staff Record 2017/18. Teaching and research staff earning over £44,240 (salary ranges 5 and 6), full person equivalent, excluding Oxford.

<sup>24</sup> 2017/18 HESA Staff Record. Professors and senior management combined, excluding Oxford.

rose by two percentage points to 19%. This represents a seven-percentage point increase over the last five years.

*Governance:* Female representation in senior governance improved during 2017/18, with women comprising 30% of heads of department, 33% of members of divisional boards and 43% of members of Council and its five major committees. The University met its target of at least 30% women on each committee, an improvement on 2017 where it was only met in four of the six committees. Women also comprised 40% of section heads of the University's central Administration and Services (UAS). The University is currently developing a process to identify a pool of potential candidates from diverse backgrounds who can be put forward for committee positions as they become vacant.

*Recognition of Distinction:* The University runs an annual exercise to recognise the distinction of its staff, and others who have made a significant and sustained academic contribution, by award of the title of professor. Recipients who are associate professors or Keepers in the Gardens, Libraries and Museums (GLAM) also receive a recurrent salary supplement. In 2018, women were both less likely to apply for professorial title than men (5% of the eligible population compared with 9%) and less likely to be successful (58% compared with 75%). Although some of the discrepancy is believed to be due to a higher proportion of women than men being recent appointees, or having recently made an unsuccessful application for title, the University is taking steps to address underrepresentation by:

- Divisional briefing sessions to equip and encourage qualified women to apply;
- Heads of department and faculty board chairs arranging mentoring and advice for women who do not yet hold title; and
- Making it clear that academic staff in their initial five-year period of office are eligible to apply.

*Athena SWAN:* The University currently holds an institutional bronze Athena SWAN award together with 19 silver and 13 bronze departmental awards. We are committed to achieving awards in all fifty academic departments by 2021, including over 50% at silver or gold.<sup>25</sup> Institutional Athena SWAN action plan priorities during 2017/18 included:

- Agreeing revised procedures for associate professor recruitment;
- Addressing discrepancies by gender in senior pay; and
- Revising University guidance on Personal Development Review (PDR) and providing bespoke input to departments on setting up schemes and developing reviewers.

*Gender Pay Gap:* On 31 March 2018, the University's<sup>26</sup> median gender pay gap stood at 13.7%, nearly four percentage points lower than the national average for all sectors.<sup>27</sup> Since 31 March 2017:

- The mean gender pay gap has decreased from 24.5% to 22.6%, above the national average of 17.1%;
- The median gender pay gap remained at 13.7%, lower than the national average of 17.9%;

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<sup>25</sup> Institutional action plan available at: [www.admin.ox.ac.uk/eop/gender/athenaswan/applications](http://www.admin.ox.ac.uk/eop/gender/athenaswan/applications).

<sup>26</sup> Including all employees of the University of Oxford, casual workers, staff employed through the Temporary Staffing Service, and employees of Oxford University Press (17,566 individuals).

<sup>27</sup> Office for National Statistics (2018) *Gender pay gap in the UK: 2018* ([www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2018](http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2018))

- The mean bonus pay gap reduced from 79% to 64.1% and the median bonus pay gap from 48.7% to 6.7%; and
- A greater proportion of women (18.4%) than men (12.8%) were in receipt of bonus payments.<sup>28</sup>

*Tech Talent Charter:* The University's IT Services have signed up to this ambitious national initiative aiming to deliver greater diversity in the UK tech workforce. Alongside other organisations across the country, we are committing to a number of pledges to increase diversity in our workplace, with a particular focus on the number and visibility of women.

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## RACE EQUALITY

*Race Equality Charter:* The University made a successful application to the Advance HE Race Equality Charter in February 2018, making it one of only ten UK universities to hold a bronze award.<sup>29</sup> The award recognises the University's efforts and commitments to improve the representation, progression and success of minority ethnic staff and students. The University Advocate for Equality and Diversity, Dr Rebecca Surrender, said:

*This award is a first for the University and a milestone of our progress on the journey towards creating a racially inclusive institution. The two years of preparation for our submission involved widespread and thorough consultation with staff and students from all sectors of the University, and it was wonderful to see the strong support and engagement the application received. We know there is still a lot of work to do, but the structures we have now put in place leave us in a great position to address the main obstacles to racial equality at Oxford. The hard work starts now.*

Priorities for action include:

- Improving the recruitment and retention of Black and Minority Ethnic staff, including determining appropriate success measures;
- Improving the representation of BME staff on University and divisional committees;
- Increasing BME student participation, attainment and progression; and
- Fostering an inclusive culture.

The application and action plan are available to download from the University website.<sup>30</sup>

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## LGBT EQUALITY

*Stonewall Workplace Employers' Index:* The University has long been a proud member of the Stonewall Diversity Champions programme and is an active supporter and participant in national LGBT awareness activity, including LGBT History Month and Oxford Pride. We also run targeted initiatives and programmes to support LGBT+ staff and students, including LGBT+ Role Models and LGBT+ Allies training.

Having already met our previous equality objective on LGBT+ inclusion, in Trinity term 2018 the University set itself the challenging new objective of joining the Stonewall Top 100 Employers by

<sup>28</sup> For full details, see: [www.admin.ox.ac.uk/personnel/reward/jobeval/gpa](http://www.admin.ox.ac.uk/personnel/reward/jobeval/gpa).

<sup>29</sup> [www.ox.ac.uk/news/2018-05-18-oxford-receives-race-equality-charter-bronze-award](http://www.ox.ac.uk/news/2018-05-18-oxford-receives-race-equality-charter-bronze-award)

<sup>30</sup> [www.admin.ox.ac.uk/eop/race/raceequalitychartermark](http://www.admin.ox.ac.uk/eop/race/raceequalitychartermark)

2020. We managed to break into the Top 100 in the 2019 Workplace Equality Index, achieving a ranking of 93<sup>rd</sup> place.<sup>31</sup> There are only sixteen higher education institutions in the current Top 100.

Dr Tristram Wyatt, one of the original founders of the Oxford University LGBT+ Staff Network, welcomed the news:

*I am delighted that the great work to make the University of Oxford a more welcoming place for its LGBT+ staff has been recognised by inclusion in Stonewall's top 100 employers.*

## MENTAL HEALTH

*Mindful Employer:* The University joined the Mindful Employer network in February 2018, committing itself to work toward the principles of its *Charter for employers who are positive about mental health*.<sup>32</sup> A working group with representation from across the institution has identified priority areas for action to help us achieve culture change and ensure the University is a positive and supportive workplace for all:

- Mapping our current situation against the Mindful Employer Charter;
- Developing and implementing a communications strategy in relation to staff mental health;
- Exploring the case for increased dedicated resource; and
- Developing online training on mental health for line managers.

The University Advocate, Dr Rebecca Surender, launched the charter on World Mental Health Day in October 2018 and encouraged all staff to get involved:

*This demonstrates our commitment to working towards securing an open and supportive culture, where staff can feel confident to disclose mental ill health in the knowledge they will be listened to and receive the support they need to perform well, without fear of discrimination and stigma.*

## STAFF EXPERIENCE SURVEY

*Staff Experience Survey:* Throughout 2017/18, the Equality and Diversity Unit (EDU) ran the University's second all-staff survey across departments, faculties, libraries, museums and administrative services. The survey underpins much of the University's work on equality, providing essential evidence in support of initiatives under the Strategic Plan and our equality charters, as well as improvements to administrative processes and staff support. We are very grateful to the 6,673 members of staff who took part in the survey, a 51% response rate. Detailed institutional and divisional reporting is currently underway.

- 86% of staff agreed that 'Overall, I am satisfied in my job', with no significant differences by sex or ethnicity. However, disabled staff were less likely than those without a disability to agree.
- 91% of staff agreed that 'I feel able to be myself at work' with no difference by sex or ethnicity, though disabled staff were somewhat less likely to agree.

<sup>31</sup> [www.ox.ac.uk/news/2019-01-21-oxford-university-named-among-100-top-lgbt-inclusive-employers](http://www.ox.ac.uk/news/2019-01-21-oxford-university-named-among-100-top-lgbt-inclusive-employers)

<sup>32</sup> [www.mindfulemployer.net](http://www.mindfulemployer.net)

- 91% of staff agreed that ‘I would recommend working at the University of Oxford to a friend’, with no difference by ethnicity. Women were more likely than men to agree while disabled staff were less likely than those without a disability.

We have also analysed the headline results by sexual orientation and religion or belief. Overall:

- 6% of respondents identified as lesbian, gay, bisexual or other non-heterosexual orientation (18% preferred not to say); and
- 5% belonged to a minority religion, 29% were Christian and 51% had no religion or were Atheists (15% preferred not to say).

We have not included detailed reporting by sexual orientation and religion or belief in this report due to the low numbers and relatively high percentage of non-disclosure. However, there were some areas in which lesbian, gay, bisexual and other non-heterosexual staff appeared to be less satisfied than heterosexual staff, mainly concerning feedback from and support for career development from their line manager; transparency of decision-making processes and in relation to some of the measures of inclusion and integration. This group of staff also reported a higher than average incidence of mental ill-health and harassment. The LGBT+ Advisory Group has discussed the results and is currently helping the University identify priority actions to improve support for and visibility of LGBT+ staff. The pattern of differences by religion suggested that these were highly correlated with other factors such as job role, ethnicity and sex, though staff with no religion tended to be less satisfied than other groups.

The survey has highlighted several areas for improvement around career development, management training provision, opportunities to develop leadership experience and uptake and efficacy of Personal Development Review (PDR) discussions, which are being taken forward by HR. There was also a worrying increase in the proportion of staff who reported having experienced harassment or bullying in the workplace during the last year, from 9% in the 2016 survey to 12%. The incidence was significantly higher among women and disabled staff but there was no overall difference by ethnicity. HR and Legal Services are now scoping a new project to improve the University’s policies, procedures, training and reporting mechanisms in relation to bullying and harassment.<sup>33</sup>

## RECRUITMENT AND STAFF DEVELOPMENT

*HR Self-Service:* All University staff can now view their current contractual and pay information and update their diversity details online.<sup>34</sup> Introduced in May 2018, the service was widely advertised to encourage staff to access and update their information.

*Associate professor recruitment:* Revised University guidance was published in March 2018 and the Humanities and MPLS divisions have launched their own revised procedures. Work is underway to coordinate an agreed set of guidance for the University and colleges with the overall objective of ensuring that the best candidates are recruited regardless of background, gender or race.

*Local recruitment:* The University is looking to establish outreach opportunities within the local community to promote access to employment through our apprenticeships and the Temporary Staffing Service, with a focus on increasing workforce diversity. Opportunities to donate up to 10% of our apprenticeship levy to benefit local community groups, businesses and charities are being explored. In January 2018, Human Resources co-hosted a workshop for university and college staff

<sup>33</sup> See Annexe A for more headline results.

<sup>34</sup> [www.ox.ac.uk/staff/working-at-oxford/hr-self-service](http://www.ox.ac.uk/staff/working-at-oxford/hr-self-service)



with local employment charity and social enterprise Aspire Oxford on *How to recruit from 'Hard to reach' groups*.<sup>35</sup>

*Apprenticeships:* The University is committed to expanding its growing pool of apprentices, offering opportunities for professional development to young people and current members of staff, and helping to meet the long-term requirement both for mainstream and highly specialised roles.<sup>36</sup> In 2017/18, the University decided to exclude new entrant apprentices from headcount controls in order to support the development of technical and professional skills in the University and facilitate succession planning.

*Work Learn Develop:* In 2017, the University introduced a new programme of accredited professional training and development opportunities for current staff, fully funded via the apprenticeship levy.<sup>37</sup> The training courses cover a wide range of skills core to university administration, as well as technical and niche skills. There are currently c.50 members of staff from 32 departments on apprenticeships and regular information sessions and events are held to highlight the opportunities available. In 2017/18, uptake was affected by the requirement to release participants for 20% of their time for off-the-job learning, though start targets were achieved. The University has since agreed to exclude the 20% FTE from headcount calculations to help increase participation.

*Career Support Network:* A volunteer network comprising experienced recruiters who agree to mentor colleagues in professional services roles on their internal job applications and interviews. Mentees are matched with a mentor and can have up to three mentoring meetings in which they are supported to enhance their CV, application and interview preparation.<sup>38</sup>

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

- *Mentoring:* the *Ad Feminam* scheme for women in academic, research or senior administrative roles was renamed the *Oxford Senior Women's Mentoring Network* in 2018, following an institution-wide review. The scheme has matched 184 women with senior mentors since 2011, many of whom have subsequently progressed into departmental, divisional or University leadership roles. The relaunched *Oxford Senior Women's Mentoring Network* has matched 58 mentees with mentors.<sup>39</sup>
- *Academic Leadership Development Programme (ALDP):* this programme is open to all but particularly targeted at women and BME academic staff in the early to mid-career stage. The ALDP has recruited 16 participants for 2018/19.
- *Springboard:* a personal and professional development programme targeted at women and open to all staff groups (45 participants in 2017/18).
- *Beacon:* an Oxford-developed personal effectiveness and development programme open to all staff considering their next career steps (43 participants in 2017/18). *Beacon* was developed in order to bring the benefits of personal development programmes like *Springboard* to a wider audience.

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<sup>35</sup> [www.aspireoxfordshire.org](http://www.aspireoxfordshire.org)

<sup>36</sup> [www.apprenticeships.ox.ac.uk](http://www.apprenticeships.ox.ac.uk)

<sup>37</sup> [www.apprenticeships.ox.ac.uk/wld](http://www.apprenticeships.ox.ac.uk/wld)

<sup>38</sup> [www.learning.ox.ac.uk/coach-mentor/careers](http://www.learning.ox.ac.uk/coach-mentor/careers)

<sup>39</sup> [www.learning.ox.ac.uk](http://www.learning.ox.ac.uk). See Courses A-Z.

- *Pivot*: a mentoring scheme for BME staff at grade 6 or above.<sup>40</sup> The 2016/17 pilot comprised two pathways: A) a set of mentoring circles facilitated by a BME mentor, and B) one-to-one mentoring with a mentor at a higher grade who could be of any ethnicity. In response to participant feedback, the relaunched 2018/19 scheme focuses only on one-to-one mentoring.
- *Taking Stock*: a career review programme open to all but targeted at underrepresented groups in senior professional services roles aiming to help them reflect on and refocus their career aspirations (14 participants).

*Equality training*: Uptake of equality training packages increased markedly in 2017/18 as a number of departments made them compulsory either for all staff, or as part of new staff induction.

Equality training	Participants <sup>41</sup>		
	2015/16	2016/17	2017/18
<i>Equality and Diversity Briefing (online)</i>	591	668	1009
<i>Unconscious Bias (online)</i>	582	534	785
<i>Exploring unconscious bias (face-to-face)</i>			227
<i>Challenging Behaviour: dealing with bullying and harassment in the workplace (online)</i>	475	473	855
<i>Recruitment and Selection (online)</i>	290	442	622

*Implicit Bias*: Following an extensive review, the University's *Implicit Bias in the Workplace* online training course was revised and relaunched in October 2018.<sup>42</sup>

*Other face-to-face training*:

- *Implicit Bias*: the Oxford Learning Institute (OLI) recruited and trained 18 new facilitators to join the Implicit Bias network and agreed streamlined operating procedures with divisional Athena SWAN leads, including management of training requests and access to evaluation data.
- *Race Awareness*: following pilot sessions during 2016/17, the OLI is supporting the Equality and Diversity Unit on developing approaches to race awareness training in the University.
- *LGBT+ Role Models*: following on from a pilot initiative in 2016/17, funded by the Diversity Fund, 19 additional LGBT+ members of staff were trained and supported to act as Role Models within the University community. There are now 48 Role Models across the whole University.<sup>43</sup>
- *LGBT+ Allies*: two workshops were held to support 36 non-LGBT+ staff to become more effective allies to their LGBT+ colleagues. There are now 83 Allies in total.<sup>44</sup>

<sup>40</sup> [www.admin.ox.ac.uk/eop/race/whatsgoingon/mentoringschemeforbmestaff](http://www.admin.ox.ac.uk/eop/race/whatsgoingon/mentoringschemeforbmestaff)

<sup>41</sup> 1 August to 31 July, University staff only. Other members of the University community can also access online training but their participation is not logged centrally.

<sup>42</sup> [www.learning.ox.ac.uk](http://www.learning.ox.ac.uk) (See Courses A-Z, SSO required)

<sup>43</sup> [www.admin.ox.ac.uk/eop/sexualorientation/rolemodel](http://www.admin.ox.ac.uk/eop/sexualorientation/rolemodel)

<sup>44</sup> [www.admin.ox.ac.uk/eop/sexualorientation/allies](http://www.admin.ox.ac.uk/eop/sexualorientation/allies)

- *Harassment Advisor training*: the Equality and Diversity Unit provided 11 sessions of induction and refresher training for 102 advisors.
- *Responsible Bystander*: in a new initiative, the Equality and Diversity Unit offered 10 group training sessions on bystander awareness, providing staff with effective tools to respond to episodes of bullying or harassment.<sup>45</sup>
- *Mental Health Awareness*: a training session created and led by two members of staff with mental health difficulties, targeted at heads of administration and managers.

**MPLS**: The Mathematical, Physical and Life Sciences (MPLS) division offers several women-only training and development activities to support women’s participation in STEM, including:

- *Pathways*: a three-day course for research staff and doctoral students aiming for an academic career in science;<sup>46</sup>
- *RisingWISE*: a programme run jointly with the University of Cambridge to support aspiring entrepreneurs and connect them with industry mentors;<sup>47</sup>
- *Enterprising Women Lunch and Learn*: termly talks by women entrepreneurs; and
- *Springboard*: personal and professional development for women.

## STUDENT ADMISSIONS AND ATTAINMENT

*Student equality objectives*: The University has made good progress towards meeting all the access and widening participation targets it set itself for the period 2017-20 under its agreement with the Office for Students (formerly the Office for Fair Access). The University will set new targets on undergraduate admissions and attainment in its next five-year Access and Participation Plan with the OfS.<sup>48</sup> The Strategic Plan commits the University to publish new targets on the admission of Black and Minority Ethnic students by May 2020.

*Undergraduate admissions*: In both 2017 and 2018, male and female success rates were equal and women comprised 50% of new undergraduate entrants. UCAS’s End of Cycle equality reports for 2017 and 2018 show that both sexes’ offer rates matched their expected rates based on their predicted grades and subject applied to.<sup>49</sup>

The proportion of UK applicants from BME backgrounds rose to nearly a quarter (24%) in the 2018 admissions cycle. Although BME applicants were less likely to be shortlisted than White, there was very little difference in the offer rates of shortlisted candidates following interview. BME applicants comprised 18% of new entrants in both 2017 and 2018, the highest proportion ever. However, there remained an 8% headline gap between UK BME and White success rates and BME offer-holders were more likely than White not to take up their offer.

UCAS’s equality analysis of university admissions shows that BME pupils are disproportionately likely to apply to higher tariff providers.<sup>50</sup> Similarly, 18 year olds from each minority ethnic group – apart from Black – have been more likely than White pupils to apply to Oxford. The disparity for Black

<sup>45</sup> [www.admin.ox.ac.uk/eop/harassmentadvice/harassmenttraining](http://www.admin.ox.ac.uk/eop/harassmentadvice/harassmenttraining)

<sup>46</sup> [www.mpls.ox.ac.uk/training](http://www.mpls.ox.ac.uk/training)

<sup>47</sup> [www.eship.ox.ac.uk/enterprising-women/risingWISE](http://www.eship.ox.ac.uk/enterprising-women/risingWISE)

<sup>48</sup> [www.admin.ox.ac.uk/edc/otherdocuments/accessagreement](http://www.admin.ox.ac.uk/edc/otherdocuments/accessagreement)

<sup>49</sup> [www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sex-area-background-and-ethnic-group](http://www.ucas.com/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sex-area-background-and-ethnic-group)

<sup>50</sup> Calculated as a proportion of 18-year olds per 10,000 of the population applying to university.

applicants has reduced by more than half over the last five years. In the same period, the number of Black applicants gaining places at Oxford has more than doubled. Across all higher tariff providers, the Asian ethnic group experienced a slightly lower than expected offer rate based on their predicted grades and subject choice alone. At Oxford, the gap between Asian applicants' expected and actual offer rates remains statistically significant despite having more than halved over the last five years.

The proportion of undergraduate applicants declaring a disability rose to 7% in 2018 and disabled applicants continued to have a higher success rate than those who had not declared a disability. In 2018, disabled applicants' overall success rate was 18% compared with 15% for those with no known disability. However, the proportion of on course first year undergraduates who had declared a disability by 1 December 2018 was significantly higher at 13%. Although some of these students may not have been aware of their disability prior to their arrival in Oxford, it is probable that many simply chose not to disclose their impairment at the point of application. The University encourages all disabled applicants to disclose and to request any reasonable adjustments they may require. The Disability Advisory Service proactively encourages disclosure from all offer-holders so that support can be put in place as early as possible.

*Undergraduate Admissions Statistical Report:* The University published a new comprehensive admissions report in May 2018, detailing application figures by school type, background, sex, ethnicity, disability, course and college.<sup>51</sup> In her foreword to the report, the Vice-Chancellor singled out three key trends in the data:

- The number of students from disadvantaged areas, and areas with a poor track record of progression to higher education, was increasing rapidly;
- The number of BME undergraduates was rising fast, up by a quarter in four years; and
- The University had either exceeded or was on track to meet all the targets it had been set by the access regulator.

However, the Vice-Chancellor also noted that there was still a great deal more to do. A number of regions of the UK and some groups within society remain underrepresented at Oxford, and the numbers of students in some categories remain small. The University is determined to make further progress through its outreach work, as well as its partnerships with schools and other organisations. The next report will be published in May 2019.

*UNIQ:* Since 2010, UNIQ – the University's flagship access programme for pupils from disadvantaged backgrounds – has helped more than 1,250 applicants gain a place at Oxford.<sup>52</sup> In 2018, there were 875 participants on UNIQ residential Summer Schools, of whom 95% met one or both conditions of being from a disadvantaged socioeconomic background and/or from a neighbourhood with low participation in higher education.

Following a major review in 2017/18, the University decided to significantly expand the UNIQ programme as part of our commitment to widen access and diversity at Oxford. From 2019, the number of places on UNIQ residential courses will be expanded to 1,350 across UNIQ Spring and UNIQ Summer schools, an increase of over fifty per cent. The programme offers a choice of 44 five-day residential courses with a range of educational activities and advice sessions. UNIQ Digital will

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<sup>51</sup> [www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate-students](http://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate-students)

<sup>52</sup> [www.uniq.ox.ac.uk](http://www.uniq.ox.ac.uk)

continue to offer an additional 1,000 students the chance to learn about the University and gain admissions advice by computer or phone.<sup>53</sup>

*Alumni mentoring scheme:* In 2017/18, the Careers Service piloted a new Alumni-Student mentoring programme targeted at undergraduate students from families with a household income of £16-25,000.<sup>54</sup> The programme has been expanded for 2018/19 to include all students from families with annual incomes below £25,000.

*Black and Minority Ethnic access:* The University runs a range of positive action programmes to encourage applications from UK-domiciled Black African and Caribbean, Bangladeshi and Pakistani students from disadvantaged socioeconomic backgrounds, who are currently underrepresented within the undergraduate population at Oxford. These include:

- *Target Oxbridge:* a free programme that aims to help Black African, Caribbean and mixed race students make competitive applications to the Universities of Oxford or Cambridge. In 2018, with support and financial contributions from colleges, *Target Oxbridge* was able to expand to 160 participants, with 60 students visiting Oxford at Easter and a further 27 in the summer. The University welcomed 19 members of the 2017 cohort as new undergraduates in October 2018.
- *Annual Access Conference:* for 200 Year 12 students of African and Caribbean origin, designed and led by the Oxford African and Caribbean Society in partnership with the University's Undergraduate Admissions and Outreach;
- *Workshops and a shadowing scheme:* run by the African and Caribbean Society in London.
- *Access Conferences:* in Slough, Manchester and Oxford for Year 10 and 11 students from Pakistani and Bangladeshi backgrounds, with workshops, presentations and an evening reception plus visits to Oxford colleges and museums.
- *IntoOxford:* a widening participation sustained contact programme supporting the academic development of highly able students and encouraging them to see Oxford or another selective university as a viable option for higher education. The huge majority of these students are Black, Asian or from other minority ethnic backgrounds.<sup>55</sup>

*Examples of other equality-focused outreach activity:*

- *Women in STEM:* a range of targeted outreach programmes to encourage more girls to study science at university.<sup>56</sup>
- *International Women in Engineering Day:* female school pupils were welcomed into the Department of Engineering to take part in workshops and meet students and academics in the engineering community;
- *Engineering Outreach and Public Engagement Event: Uncovering the secrets of the Black Panther:* an event which highlighted BME role models in STEM to encourage diverse groups of people to engage with science through storytelling and art, as part of the IF Oxford Science and Ideas Festival.<sup>57</sup>

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<sup>53</sup> [www.uniq.ox.ac.uk/uniqdigital](http://www.uniq.ox.ac.uk/uniqdigital)

<sup>54</sup> [www.careers.ox.ac.uk](http://www.careers.ox.ac.uk)

<sup>55</sup> [www.ox.ac.uk/local-community/engagement/enhancing-oxford/learning](http://www.ox.ac.uk/local-community/engagement/enhancing-oxford/learning)

<sup>56</sup> Webpage no longer available

<sup>57</sup> <https://if-oxford.com>

*Interview costs:* Interviews are an important part of the selection process for undergraduate applicants to Oxford and while accommodation and meals are free for those invited to attend, the cost of travel to Oxford may be prohibitively high for candidates living far away, especially those from low income backgrounds. In 2018, the University launched a one-year pilot – funded by colleges – to pay the travel expenses of candidates from state schools eligible for Free School Meals, or in care, or who would otherwise be unable to afford to attend an interview.

*Admissions training:* The online undergraduate admissions training programme was completely redesigned with a stronger focus on implicit bias and cultural awareness and relaunched in September 2018. All tutors new to interviewing are required to undertake this training before participating in admissions while experienced interviewers are recommended to take the refresher version at least every five years.

*Positive action scholarships for graduate students:* The University established several new positive action scholarship schemes in 2017/18:

- Booking.com Women in Technology Scholarships: ten master's scholarships for Home/EU women studying maths, statistics and computer science for 2018/19.<sup>58</sup>
- DeepMind Computer Science Scholarships: four master's scholarships for UK-resident students from underrepresented groups (female, BME or from households with traditionally low progression to higher education) for 2019/20.<sup>59</sup>
- Humanities: in principle justification for postgraduate scholarships for UK-resident BME students, initially aiming to offer three master's scholarships in 2019/20.

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

*Attainment gaps:* The University working group on the Student Attainment Gap – reporting to Education Committee – completed its work on the undergraduate gender gap and turned its focus to the ethnicity gap during 2017/18. Outcomes included:

- A research project on academic self-concept among undergraduate students;
- Detailed analysis of outcomes by ethnicity and programme;
- Supporting discussions around targets to address attainment gaps;
- Funding for a project on *Understanding the 'ethnicity gap' in Oxford undergraduate student attainment*; and
- Guidance for faculties and departments on differential attainment.

The guidance aims to address and reduce barriers in the educational environment that may inhibit some students from achieving their full potential. Subject to resource, the Oxford Learning Institute will provide consultancy to support departments in reviewing differential attainment on their courses and in the implementation and evaluation of initiatives.

*Inclusive practice:* Additional resource was secured for a fixed-term project officer to develop recommendations on inclusive teaching pedagogies for Oxford, with a particular focus on disability.

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<sup>58</sup> [www.cs.ox.ac.uk/news/1422-full.html](http://www.cs.ox.ac.uk/news/1422-full.html)

<sup>59</sup> [www.research.ox.ac.uk/Article/2018-11-15-deepmind-scholarships-to-encourage-wider-participation-in-computer-science](http://www.research.ox.ac.uk/Article/2018-11-15-deepmind-scholarships-to-encourage-wider-participation-in-computer-science)

DIVERSITY LECTURES AND EVENTS

*Black History Month:* The University hosts an annual Black History Month Lecture, organised by the BME Staff Network and introduced by the Vice-Chancellor. In October 2017, Dr Nirmal Puwar of Goldsmith's College, University of London, spoke on *Racism in the body of the Academy: statues and classrooms*.<sup>60</sup> In 2018, Professor Ann Phoenix of the Institute of Education, UCL, gave a topical lecture on *Destabilising identities at home: racialisation and intersectionality in a Brexit-Windrush landscape*.

*LGBT History Month:* The University's annual LGBT History Month lecture, organised by the LGBT+ Staff Network and introduced by the Vice-Chancellor, is held each February. In 2018, Asad Dhunna asked *What does it mean to be LGBT+ today?* Asad has written for publications including The Guardian and the Huffington Post and started the podcast 'Muslim Pride'.<sup>61</sup>

*Annual Disability Lecture:* Librettist, dramatist and writer, Gwyneth Lewis, former Welsh National Poet (2005/06), gave the 2018 Annual Disability Lecture on *That way lies madness: poets, power, health*. Gwyneth's first non-fiction book, *Sunbathing in the Rain: A Cheerful Book about Depression*, was shortlisted for the Mind Book of the Year. The event was co-organised by the Equality and Diversity Unit and The Oxford Research Centre in the Humanities (TORCH) and introduced by the Vice-Chancellor.<sup>62</sup>

*Women of Achievement:* In October 2017, former Prime Minister of New Zealand and Administrator of the United Nations Development Programme, Helen Clark, gave her *Reflections on women in leadership* while the series concluded in April 2018 with a lecture by Dame Helena Morrissey, DBE, founder of the 30% Club to improve gender balance in the boardroom, on *From patriarchy to partnership – a new opportunity to achieve gender equality*.<sup>63</sup>

*Dasturzada Dr Jal Pavry Memorial Lectures:* A half-day of lectures with BME scientists and mathematicians and a panel discussion on *Race Equality in STEMM*, moderated by the University Advocate for Equality and Diversity, Dr Rebecca Surender, in October 2018.<sup>64</sup>

*Disability awareness:* A number of events were held to increase the confidence and capacity of academic and administrative staff to support disabled students, including:

- *Bipolar disorder and creative process:* a discussion between Professor Lucy Newlyn and Dr Richard Lawes in May 2018, following the publication of Lucy's 15-year memoir *Diary of a Bipolar Explorer*.<sup>65</sup>
- An assistive technology workshop to provide staff with an overview of the different technologies used within the University, with a primary focus on the packages recommended most frequently through the Disabled Students' Allowance (October 2018).
- *Autism, Sexuality and Gender Dysphoria:* the Queer Studies Network and the Disability Advisory Service co-hosted a talk by Dr Wenn Lawson, combining insights from his lived experience with his professional knowledge (November 2018).

<sup>60</sup> [www.admin.ox.ac.uk/eop/race/bhm](http://www.admin.ox.ac.uk/eop/race/bhm)

<sup>61</sup> [www.admin.ox.ac.uk/eop/sexualorientation/lgbthm](http://www.admin.ox.ac.uk/eop/sexualorientation/lgbthm) (podcast available)

<sup>62</sup> [www.admin.ox.ac.uk/eop/disab/disabilitylecture](http://www.admin.ox.ac.uk/eop/disab/disabilitylecture) (podcast available)

<sup>63</sup> [www.ox.ac.uk/news-and-events/women-of-achievement](http://www.ox.ac.uk/news-and-events/women-of-achievement)

<sup>64</sup> Page no longer available

<sup>65</sup> Audio available at: <https://youtu.be/fOB11Z1r7gM>

*Disability History workshop:* The History Faculty held a half-day workshop on *Disability History at Oxford: Opportunities, Challenges, and the Future* to mark the beginning of Disability History Month on 22 November 2018.<sup>66</sup>

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## EQUALITY PROJECTS

*Vice-Chancellor's Diversity Awards:* The stimulus for this new project came from recognising that in an institution as large and devolved as Oxford, it can be difficult to see – and fully appreciate – all the effort being put into advancing equality and diversity. A committee chaired by the Advocate for Equality and Diversity considered over a hundred nominations and shortlisted twenty-one individuals, projects and programmes. The Vice-Chancellor presented the prizes at a ceremony held in May 2018 where broadcaster and activist, June Sarpong MBE gave a keynote speech.

Awards were made in four categories:

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

Winner of the student Individual Champion or Role Model, Thaïs Roque, commented:

*I received the award as a double victory. As President and founder of the Oxford Students' Refugee Campaign, I am proud to see the University recognise, support and to some degree take ownership of our efforts to give at risk scholars an opportunity to complete or continue their academic studies at the world's number one academic institution.*

*Personally, the VC's Diversity Award represents a hard-earned victory for someone who grew up in a working family in Brazil. Because in a country where injustice is a matter of fact, nothing is more liberating than the opportunity to act.*

Case studies of the shortlisted nominations have been widely publicised via a website and booklet and the next Diversity Awards will be celebrated in 2020.<sup>67</sup>

*Oxford Diversity Fund:* The Diversity Fund, chaired by the Advocate for Equality and Diversity, has been established on an ongoing basis with annual funding of £70,000 to support small scale sustainable initiatives to advance diversity at Oxford.<sup>68</sup> The most recent round attracted 36 applications with nine grants made. The successful bids were:<sup>69</sup>

- *BAME dietary requirements*
- *Talks on race and intersectionality*
- *Mindsets and diversity*
- *Telling our story better*
- *Onyx magazine*
- *Resources for schools*
- *Tomorrow's Oxford heads*
- *Mentoring admissions pathway*
- *Looking behind the label*

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<sup>66</sup> [www.history.ox.ac.uk/event/disability-history-month-workshop-disability-history-at-oxford-opportunities-challenges-and-th](http://www.history.ox.ac.uk/event/disability-history-month-workshop-disability-history-at-oxford-opportunities-challenges-and-th)

<sup>67</sup> [www.ox.ac.uk/about/oxford-people/vice-chancellors-diversity-awards](http://www.ox.ac.uk/about/oxford-people/vice-chancellors-diversity-awards)

<sup>68</sup> [www.admin.ox.ac.uk/eop/inpractice/df](http://www.admin.ox.ac.uk/eop/inpractice/df)

<sup>69</sup> Full details at: [www.admin.ox.ac.uk/eop/inpractice/df/projects\\_18](http://www.admin.ox.ac.uk/eop/inpractice/df/projects_18)



*Returning Carers Fund:* The Fund is a small-grants scheme to support women and men who have taken a break of at least six months for caring responsibilities to re-establish their research careers. Following an evaluation of its impact, the Fund has been established on a permanent basis with annual investment of £240,000.<sup>70</sup> Forty-eight awards were made in 2017/18.

*Diversifying Portraiture:* This high-profile project culminated with an exhibition – *The Full Picture: Oxford in Portraits* – at the Weston Library in Michaelmas term 2017. The portraits are now on permanent display at the Examinations School.

*Women in Science:* Seventeen new video interviews were added to the *Women in Science* project website and the content was updated to incorporate new material. Two new topics were added on experiences of *Leadership, everyday working and administration* and *Building spin-off companies and collaborating with industry*.<sup>71</sup>

*Rainbow lanyards:* The Equality and Diversity Unit distributed 4,500 Oxford-branded rainbow lanyards across the University to promote LGBT+ visibility and inclusion.

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## COMMUNITY AND OUTREACH

*TORCH:* Under the *Humanities and Identities* headline series, The Oxford Research Centre in the Humanities (TORCH) hosts outstanding Visiting Professors and Fellows from the Global South with a specific focus on diversity.<sup>72</sup> Visitors receive a bursary to cover their living costs and there are funds available for public engagement activities, conferences and workshops, including hosting, filming and live-streaming. In Michaelmas term 2018, the University welcomed visitors from Ghana, South Sudan and India. TORCH also run research programmes such as *Race and Resistance* and *Women in the Humanities*<sup>73</sup> which aim to challenge existing power relations and explore what it means to be human through explicitly critical and interdisciplinary lenses.

*Beyond Boundaries:* A science-inspired art competition for secondary school students aimed at increasing the visibility of Oxford's BME scientists and mathematicians and bridging the perceived divide between science and art.<sup>74</sup> Funded by the Oxford Diversity Fund, the project showcased one BME researcher or academic from each of the ten departments in the Mathematical, Physical and Life Sciences division and invited students to create an artistic representation of their chosen researcher's work. Prizes were awarded at a ceremony in December 2018 and the artworks were exhibited at the Oxford Museum of Natural History. All entries can be viewed on the *Oxford Sparks* website.<sup>75</sup>

*Parents for STEM Futures:* A project to train and support 24 parent ambassadors to deliver STEM-related activities in primary schools and at local events and festivals to help engage other parents and families, particularly those from minority ethnic backgrounds.

*Identity without Borders:* A collaborative project between the University and people who have come to the UK as refugees or seeking asylum to enable people to communicate stories about their cultural heritage through objects looked after by the University museums (2017).<sup>76</sup>

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<sup>70</sup> [www.admin.ox.ac.uk/eop/parents-carers/carers-fund](http://www.admin.ox.ac.uk/eop/parents-carers/carers-fund)

<sup>71</sup> [www.diversityprojects.ox.ac.uk/wis](http://www.diversityprojects.ox.ac.uk/wis)

<sup>72</sup> <http://torch.ox.ac.uk/global-south>

<sup>73</sup> <https://wih.web.ox.ac.uk>

<sup>74</sup> [www.mpls.ox.ac.uk/equality-and-diversity/beyond-boundaries-project](http://www.mpls.ox.ac.uk/equality-and-diversity/beyond-boundaries-project)

<sup>75</sup> [www.oxfordsparks.ox.ac.uk/content/beyond-boundaries-art-competition](http://www.oxfordsparks.ox.ac.uk/content/beyond-boundaries-art-competition)

<sup>76</sup> <https://identitywithoutborders.web.ox.ac.uk>

*Multaka-Oxford*: Following on from *Identity without Borders*, this is a two-year project to create volunteer opportunities for forced migrants at the History of Science and the Pitt Rivers Museums, using the collections as a meeting point to bring people together ('multaka' means 'meeting point' in Arabic). In 2018, the project trained 26 refugees from Syria, Egypt, Zimbabwe, Sudan and Oman to take on roles as volunteer tour guides.<sup>77</sup>

*Women's Suffrage*: TORCH's *Women in the Humanities* programme coordinated a series of events to commemorate the centenary of women's suffrage, including the *Sappho to Suffrage: Women Who Dared* exhibition at the Weston Library and a suite of downloadable resources on the roles played by the University and the city in the campaign.<sup>78</sup> All Oxford colleges were encouraged to fly the suffrage banner on 14 December 2018, to mark 100 years since British and Irish women first cast a vote in a parliamentary election.

*Shout out for Women*: A trail across the Gardens, Libraries and Museums (GLAM) collections to celebrate female achievement in the centenary year of Votes for Women. Launched in July 2018, the trail uses a range of objects, artefacts and specimens to tell the stories of some of the inspirational women represented within the collections.<sup>79</sup> The Pitt Rivers Museum also featured an exhibition on *Intrepid Women: Fieldwork in Action 1910-1957*.

*Oxford Pride*: On 2 June 2018, University staff and students took to the streets to celebrate Oxford Pride, while the LGBT+ Advisory Group organised a panel debate and a stall at Oxford Castle. An article featuring interviews with four members of LGBTQ staff was published on *Medium* to coincide with the event.<sup>80</sup>

*LGBTSTEM Day*: On 5 July 2018, the University celebrated the first ever International Day of LGBT+ people in Science, Technology, Engineering and Maths with events including a celebratory lunch and talks at the Department of Experimental Psychology.<sup>81</sup> The University also filmed an interview with Dr Bernie Hogan of the Oxford Internet Institute talking about his experience of being LGBT in science and posted it on YouTube.<sup>82</sup>

*Beyond the Binary*: The Pitt Rivers Museum won an award of £91k from the Heritage Lottery Fund for an eighteen-month project on *Beyond the Binary: queering and questioning collections and displays at the Pitt Rivers Museum* starting in December 2018. The project will build on existing engagement with LGBTQ+ stakeholders and set out an ambitious programme to build inclusive practice within the Museum.

## TACKLING HARASSMENT, BULLYING AND SEXUAL VIOLENCE

*Harassment Advisory Service*: The Equality and Diversity Unit provides a confidential Harassment Advisory Service and telephone helpline. The number of volunteer harassment advisors has risen to over 470, with at least two appointed in each faculty, department and college. They include specially trained advisors who can offer support in cases of sexual violence or domestic abuse, as well as BME and LGBT+ advisors.<sup>83</sup> In 2017/18, the Harassment Advisory Service provided eleven group training

<sup>77</sup> [www.bbc.co.uk/news/uk-england-oxfordshire-46214034](http://www.bbc.co.uk/news/uk-england-oxfordshire-46214034)

<sup>78</sup> <https://wih.web.ox.ac.uk/history-in-oxford>

<sup>79</sup> [www.glam.ox.ac.uk/shout-out-for-women](http://www.glam.ox.ac.uk/shout-out-for-women)

<sup>80</sup> <https://medium.com/@OxUniNews/pride-2018-2842d2a0dbac>

<sup>81</sup> See e.g. [www.psy.ox.ac.uk/news/experimental-psychology-celebrates-the-first-ever-lgbt-stem-day](http://www.psy.ox.ac.uk/news/experimental-psychology-celebrates-the-first-ever-lgbt-stem-day)

<sup>82</sup> [www.youtube.com/watch?v=\\_gE9vPWHBtQ](http://www.youtube.com/watch?v=_gE9vPWHBtQ)

<sup>83</sup> [www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork](http://www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork)

sessions for harassment advisors, attended by 102 people, as well as ten *Responsible Bystander* workshops for staff across the University.

*Oxford Against Sexual Violence*: Oxford has adopted a zero-tolerance approach to sexual harassment and violence.<sup>84</sup> A new Sexual Harassment and Violence Support Service was opened in October 2018, providing free, confidential and independent support and advice to any student who has been affected, whether recently or in the past. The service is a collaboration between the colleges, the University and the Oxford Sexual Assault and Rape Crisis Centre (OSARCC). All the specialist advisors at the service have received enhanced training and will work with students to explore their options and help them make decisions at their own pace.<sup>85</sup>

## SUPPORT FOR STAFF AND STUDENTS

*University childcare*: The University offers 430 FTE places across five university-owned buildings and subsidised places in workplace nurseries. A further 102 places are available in five college nurseries. Staff or children with a disability are given highest priority on the University waiting list.<sup>86</sup> Through the use of priority groups and active management of the waiting list, the average number of days between requested and actual start date has reduced from 57 to 27 since 2015. The University's Childcare Strategy commits us to maintain, and expand where possible, our nursery offer while ensuring that the quantity of provision is at least double the sector norm and fees approximately 20% lower than comparable nurseries in the local area.

In response to requests from staff, the University introduced the option of a four-day nursery booking pattern for parents who work either 0.8 FTE or full-time with effect from 1 January 2019.<sup>87</sup> The University has also secured discounted rates with a new out-of-hours childcare provider, *Oxford Sitters*, which supplies local, qualified childcare professionals for evening and weekend babysitting.<sup>88</sup>

*Returning Carers Workshop*: Childcare Services offer regular half-day workshops to help provide parents and carers who have recently come back to work after a career break with the information, tools, support and networks they need to ensure a successful and smooth return.

*Support for carers*: In partnership with *My Family Care*, the University offers an employee benefit for anyone with family or caring responsibilities, including:

- 'Speak to an expert' telephone line for practical support, advice and information. Staff can have up to three free 30-minute calls each year;
- Emergency backup care for children, dependent adults or oneself (employee pays for the care provided);
- Webinars and 'Insider Guides'; and
- Dedicated consultant assistance with care search (at an additional cost).<sup>89</sup>

A suite of new flexible working options was introduced under a broad statement of institutional support, including:

- Option to buy up to 10 days of additional annual leave;

<sup>84</sup> [www.ox.ac.uk/againstsexualviolence](http://www.ox.ac.uk/againstsexualviolence)

<sup>85</sup> [www.ox.ac.uk/supportservice](http://www.ox.ac.uk/supportservice)

<sup>86</sup> [www.admin.ox.ac.uk/childcare/policiesandprocedures/prioritygroups](http://www.admin.ox.ac.uk/childcare/policiesandprocedures/prioritygroups)

<sup>87</sup> [www.admin.ox.ac.uk/childcare](http://www.admin.ox.ac.uk/childcare)

<sup>88</sup> [www.oxfordsitters.co.uk](http://www.oxfordsitters.co.uk)

<sup>89</sup> [www.admin.ox.ac.uk/personnel/staffinfo/benefits/family/mfc](http://www.admin.ox.ac.uk/personnel/staffinfo/benefits/family/mfc)

- Temporary flexible working arrangements;
- Up to four weeks' unpaid leave;
- From 1 to 12 months unpaid career break;
- Two days' paid leave for fertility treatment; and
- Clarification of emergency leave provisions (capped at 5 days per 12 months).<sup>90</sup>

*Brexit:* The University appointed Professor Alastair Buchan, former Head of the Medical Sciences Division, as Pro-Vice-Chancellor and Head of Brexit Strategy and continued to provide information and support to EU/EEA staff and students via emails, briefings and a dedicated section of the University website.<sup>91</sup>

*International staff:* The University has launched a new scheme providing interest-free loans to assist current or prospective non-EEA (European Economic Area) employees and their dependants with payment of UK visa fees, fees for Indefinite Leave to Remain (ILR) applications and/or Immigration Health Surcharge (IHS) costs.<sup>92</sup> The Visa Loan Scheme is part of the University's wider efforts to assist international staff with the mounting costs of immigration fees. Following a consultation, the scheme has now been extended to include applications for British Citizenship for both EU/EEA and international employees.

*Transgender Policy and Guidance:* Following widespread consultation, the University's Transgender Policy and Guidance were revised and relaunched in March 2018 to reflect recent social change, national guidance and our experiences of supporting students and staff during transition.<sup>93</sup>

*Student Counselling Service:* Annual demand for counselling increased by 10% in 2017/18, with nearly 12% of the student body seeking assistance.<sup>94</sup> Usage statistics show that women comprised two-thirds of service users compared with 45% of all students, and that students from mixed or multiple heritage ethnic groups were disproportionately more likely to access counselling, while those from Asian backgrounds were less likely. However, there was a substantial increase in engagement by students of Chinese ethnicity as the Service attempted to tackle cultural or other barriers inhibiting uptake.<sup>95</sup> The University aims to actively encourage applications from candidates from ethnically diverse backgrounds when recruiting new counsellors and has made specific commitments to:

- Enhance counsellors' skills, knowledge and awareness to effectively support students from a wide range of diverse backgrounds;
- Encourage greater engagement and usage by students from diverse backgrounds, particularly those from the transgender and BAME communities; and
- Offer a placement to a Chinese counsellor from either Beijing or Shanghai University to help develop the Service's work and engagement strategies for students from the Chinese community.

<sup>90</sup> Full details at: [www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/carers](http://www.admin.ox.ac.uk/personnel/staffinfo/parentsandcarers/carers)

<sup>91</sup> [www.ox.ac.uk/news-and-events/oxford-and-brexit](http://www.ox.ac.uk/news-and-events/oxford-and-brexit)

<sup>92</sup> [www.admin.ox.ac.uk/personnel/permits/reimburse&loanscheme](http://www.admin.ox.ac.uk/personnel/permits/reimburse&loanscheme)

<sup>93</sup> [www.admin.ox.ac.uk/eop/transgender](http://www.admin.ox.ac.uk/eop/transgender)

<sup>94</sup> Annual report available at [www.ox.ac.uk/students/welfare](http://www.ox.ac.uk/students/welfare)

<sup>95</sup> The Diversity Fund awarded funding for a project to engage Chinese students with Counselling in 2017/18: [www.admin.ox.ac.uk/eop/inpractice/df/projects\\_17](http://www.admin.ox.ac.uk/eop/inpractice/df/projects_17)

*Unsupported students:* The University signed the *Stand Alone Pledge*<sup>96</sup> to commit to improving the student experience for undergraduates without family support, many of whom are from LGBT or immigrant backgrounds.<sup>97</sup> The University will create a non-repayable bursary of up to £7,200 a year for costs outside term time and offer unlimited access to counselling resources. Vacation accommodation will be provided and where possible students will be offered housing with others who live in Oxford over the holidays.

*Disability Advisory Service:* Over 4,000 students were known to the Disability Advisory Service (DAS) in 2017/18, representing nearly 18% of the student population.<sup>98</sup> This is significantly higher than the proportion who have recorded a disability on their student record (13%). The caseload per full-time equivalent disability advisor reached 641, one of the highest in the higher education sector. The doubling of registrations over the last five years is largely due to the steeply increasing number of students declaring a mental health condition and the DAS is currently working to implement a new service to support students with mental health disabilities. In 2017/18, the DAS:

- Provided a range of specialist and non-specialist mentoring and tuition, and other non-specialist support to over 700 students and introduced a drop-in service in response to student feedback;
- Funded and carried out 263 diagnostic assessments for specific learning difficulties;
- Offered study skills workshops for all students registered with DAS;
- Attended Open Days, UNIQ Summer Schools and Freshers' Week events and delivered information sessions for students preparing for a year abroad;
- Delivered one-hour taster sessions available to all students to provide an introduction to low-cost/free assistive technology and apps to help with work and study; and
- Ran a termly Disability Professionals' Forum and developed new written resources for staff involved in supporting students.

*Mental health:* The University made a successful application to the HEFCE Catalyst Fund for projects to improve support for the mental health and wellbeing of postgraduate research students and was awarded £30,000 matched funding for a new initiative to train graduate peer supporters in the sciences.<sup>99</sup> The pilot project, a collaboration between MPLS and the Counselling Service, will run for three years in three departments.

*Active at Oxford:* A new campaign, developed in partnership with staff and students, was launched in October 2018 to promote the mental and physical health benefits of taking part in sports and physical activity at Oxford.<sup>100</sup> The Iffley Road Sports Centre has recently been extended and now offers health and fitness opportunities for all, with new accessible facilities.

Equality and Diversity Unit  
University of Oxford  
March 2019

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<sup>96</sup> [www.thestandalonepledge.org.uk](http://www.thestandalonepledge.org.uk)

<sup>97</sup> [www.ox.ac.uk/news/2018-12-11-oxford-commits-supporting-students-without-relationships-their-family](http://www.ox.ac.uk/news/2018-12-11-oxford-commits-supporting-students-without-relationships-their-family)

<sup>98</sup> Annual report available at [www.ox.ac.uk/students/welfare](http://www.ox.ac.uk/students/welfare)

<sup>99</sup> [www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/student-safety-and-wellbeing](http://www.officeforstudents.org.uk/advice-and-guidance/student-wellbeing-and-protection/student-safety-and-wellbeing)

<sup>100</sup> [www.sport.ox.ac.uk](http://www.sport.ox.ac.uk)

## ANNEXE A: SELECTED STAFF DATA

This annexe provides key data on Oxford University's senior leadership, employees and recruitment. An analysis of the membership of senior committees was carried out by the Equality and Diversity Unit in Michaelmas term 2018. The annual staff snapshot was taken on 31 July 2018 and includes all employees wholly or jointly employed by the

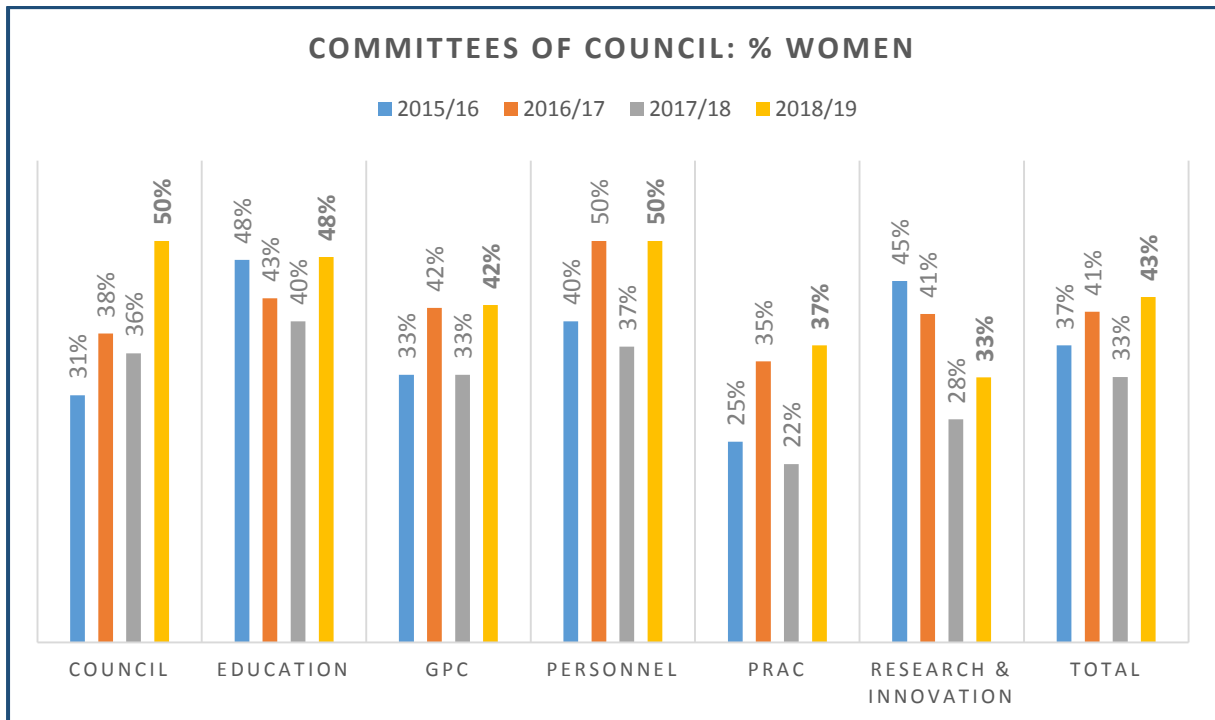
University (excluding atypical or variable hours staff). The staffing figures are expressed as full-time equivalent percentages (FTE). Recruitment data relate to posts advertised on the University website between 1 August 2017 and 31 July 2018. For more detailed staff data, see:

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

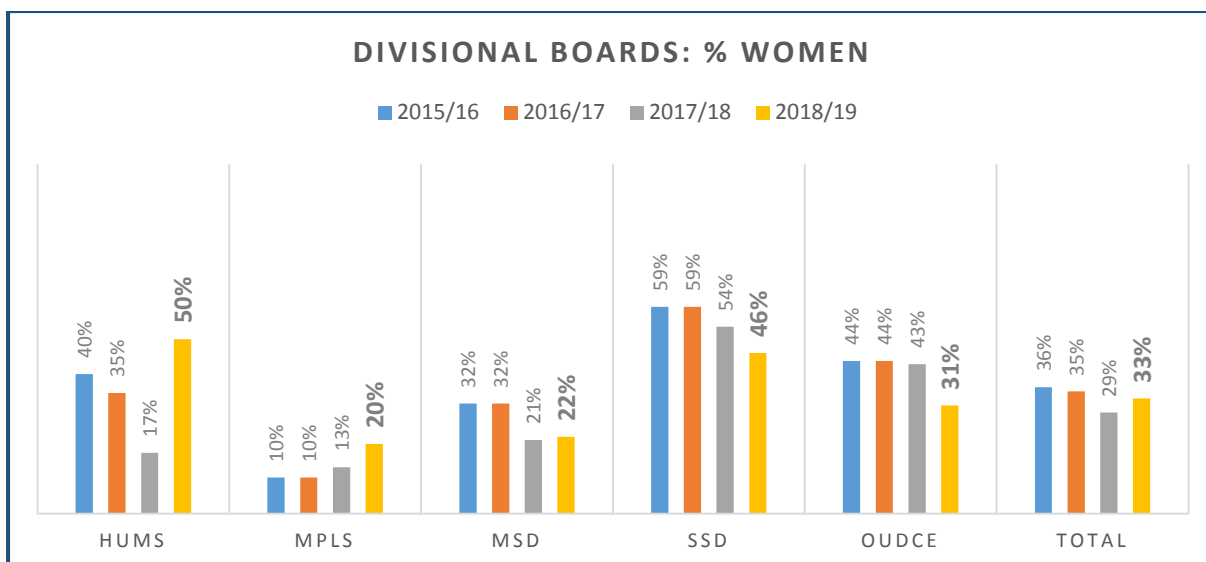
## UNIVERSITY GOVERNANCE

Following a decrease in the proportion of women across University leadership in the previous year, their representation rose to 43% in 2018 and women comprised half of the members of three major committees, including Council itself. The proportion of women on the Planning and Resource

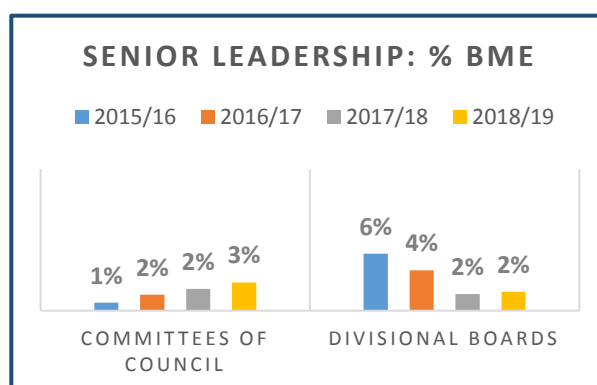
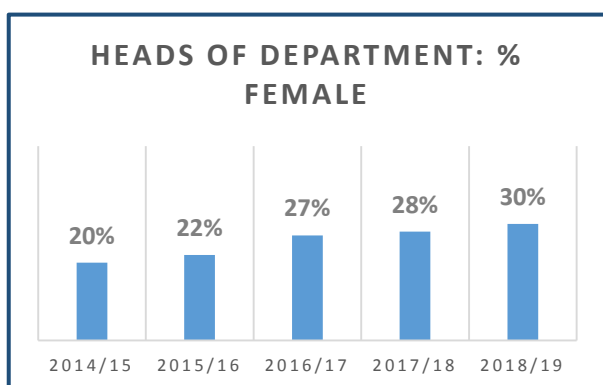
Allocation Committee (PRAC) rose to its highest ever level (37%). Our Athena SWAN action plan includes commitments on diversifying leadership and providing support for women at all career stages to successfully take on leadership and governance roles.



Sources: CORE Personnel and EDU



Sources: CORE Personnel and EDU



Sources: CORE Personnel and EDU

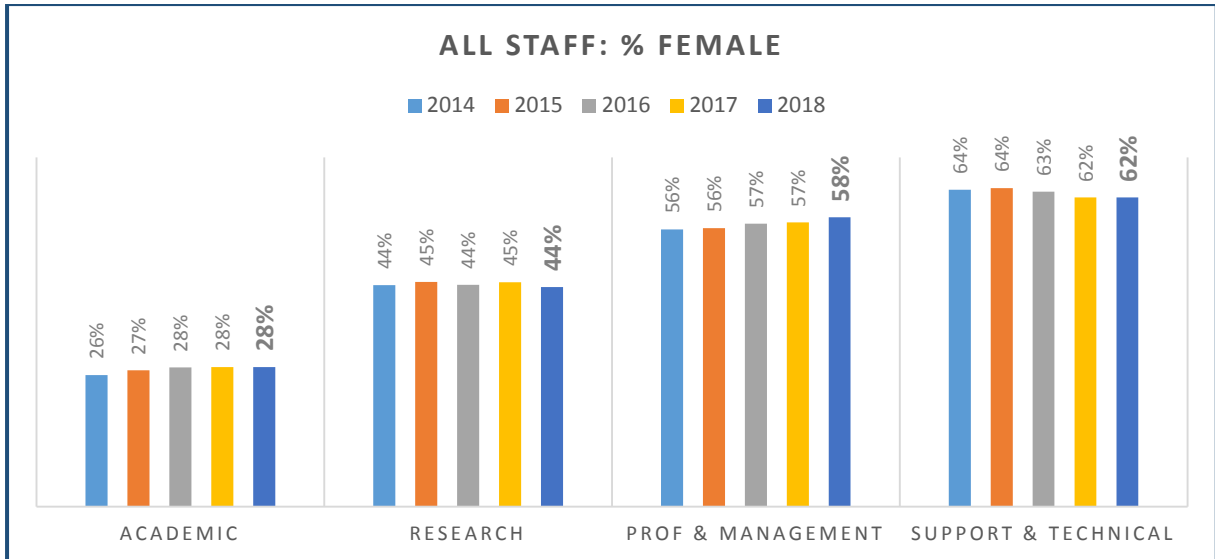
The proportion of women on divisional boards increased to a third overall, in line with the University’s target. Women’s representation on each board was roughly equivalent to the divisional population of female academic and research staff, except for Medical Sciences and the Department for Continuing Education where around 50% of these staff are female.

The proportion of female Heads of Department rose to 30% compared with a target of one third by 2020. However, the representation of BME staff in senior leadership remains extremely low. In 2018/19, the University will develop a process to identify a pool of potential candidates from diverse backgrounds to be put forward for committee positions as they fall vacant.

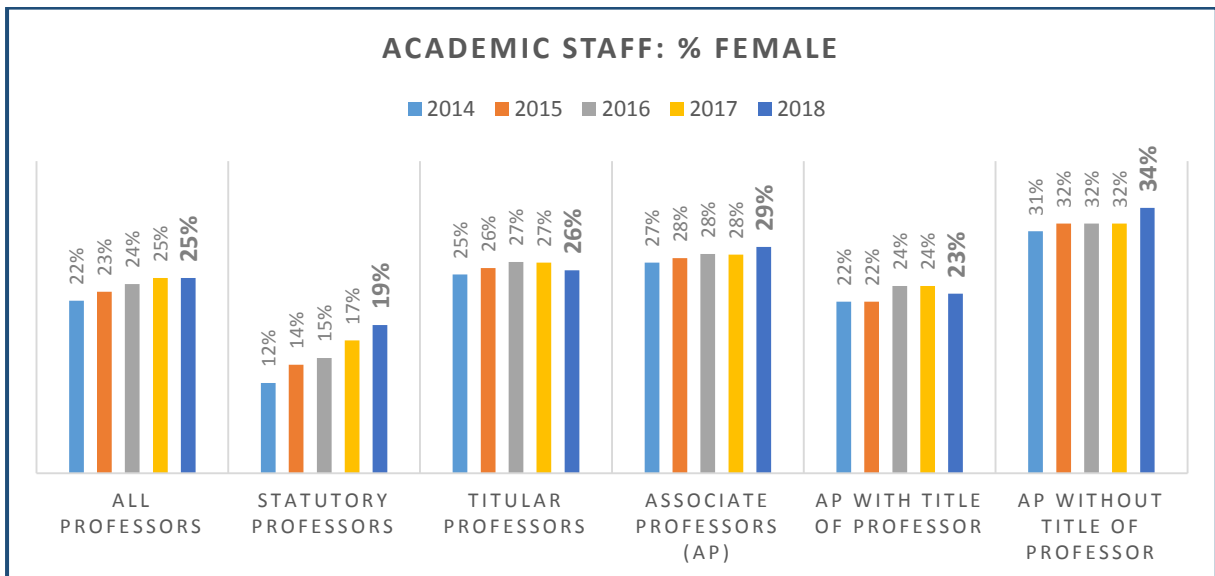
## SEX

On 31 July 2018, women comprised 50% of full-time equivalent staff. The proportion of women in academic posts has remained static at 28% for the last three years, although there was a slight increase among female associate professors, to 29%. There was a two-percentage point increase from 17% to 19% in female statutory professors, the University’s

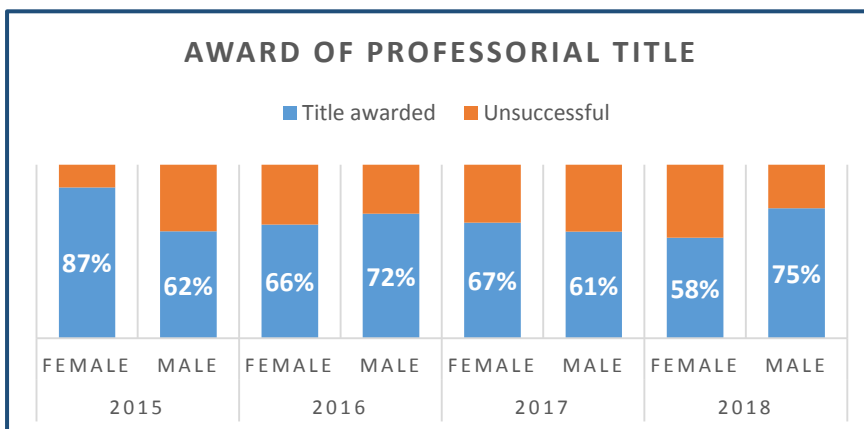
highest grade. There was also an increase at the more junior end of the academic pipeline, where women now comprise 34% of associate professors without title. This is a sign of the greater diversity among younger and more recently recruited academic staff: for example, 33% of academics under 50 are female compared with 23% of those over 50.



Source: CORE Personnel. Legal sex only.



Source: CORE Personnel

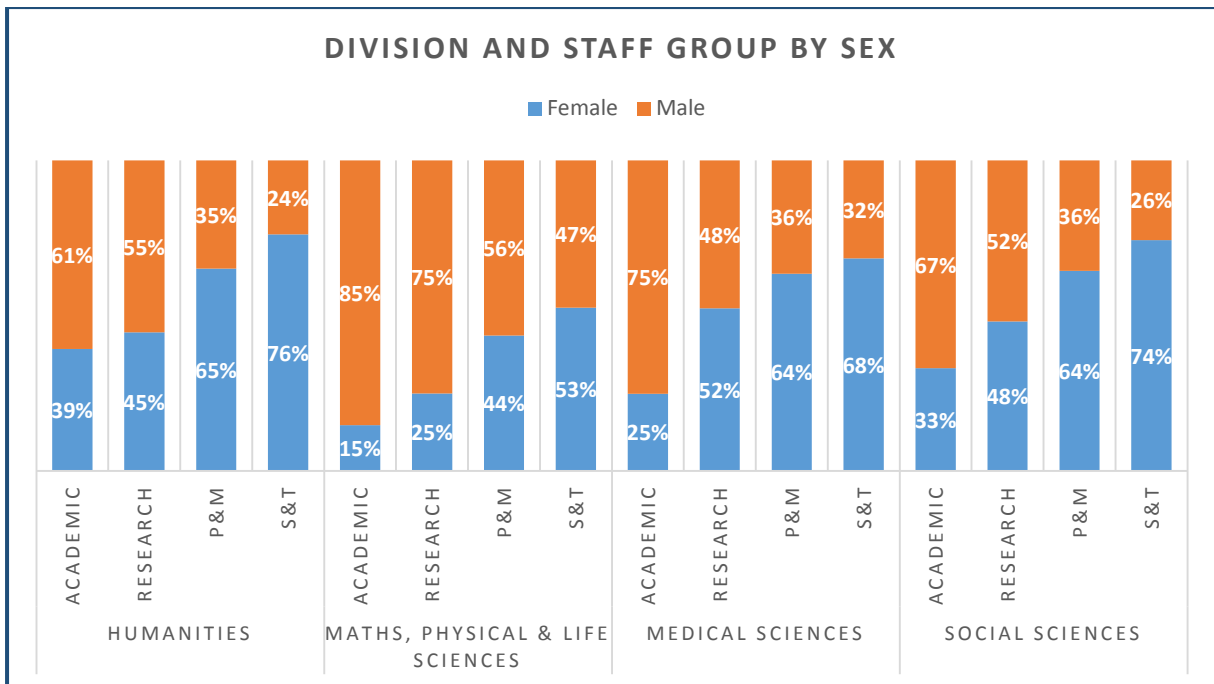


In 2018, women were both less likely than men to apply for title through the Recognition of Distinction process, and less likely to be successful (see p.11). Steps are being taken to ensure that all qualified staff are encouraged to apply and that women have access

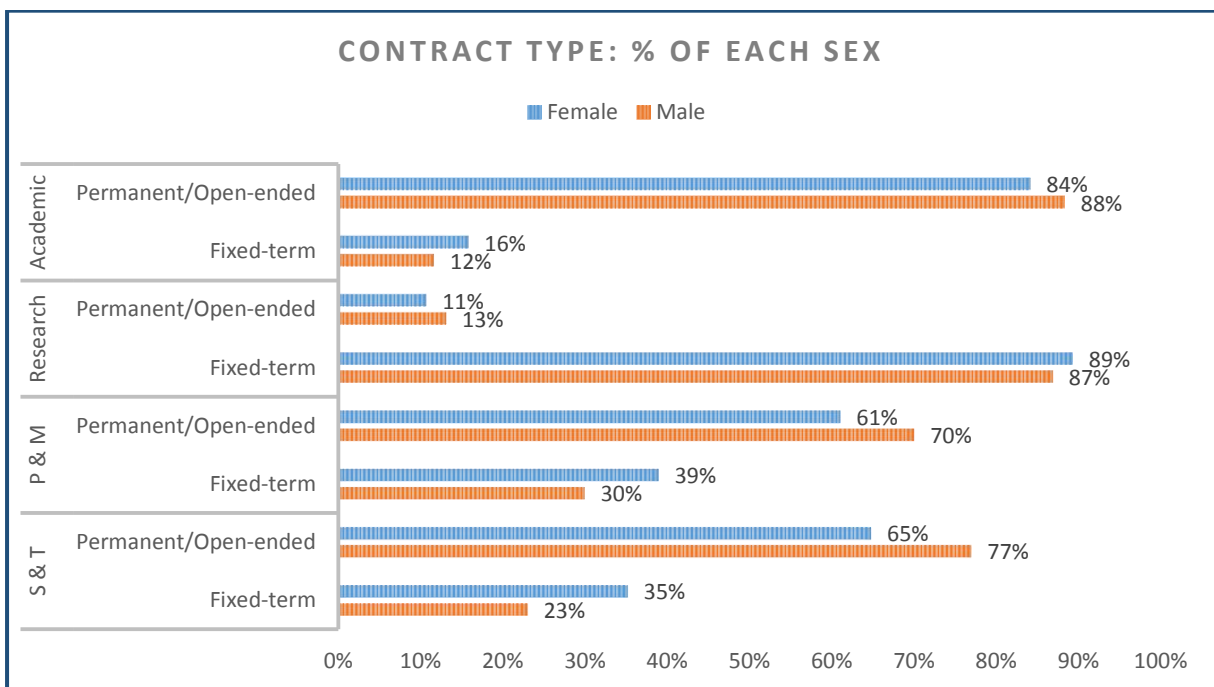
to mentoring and advice from their divisions.

Source: CORE Personnel





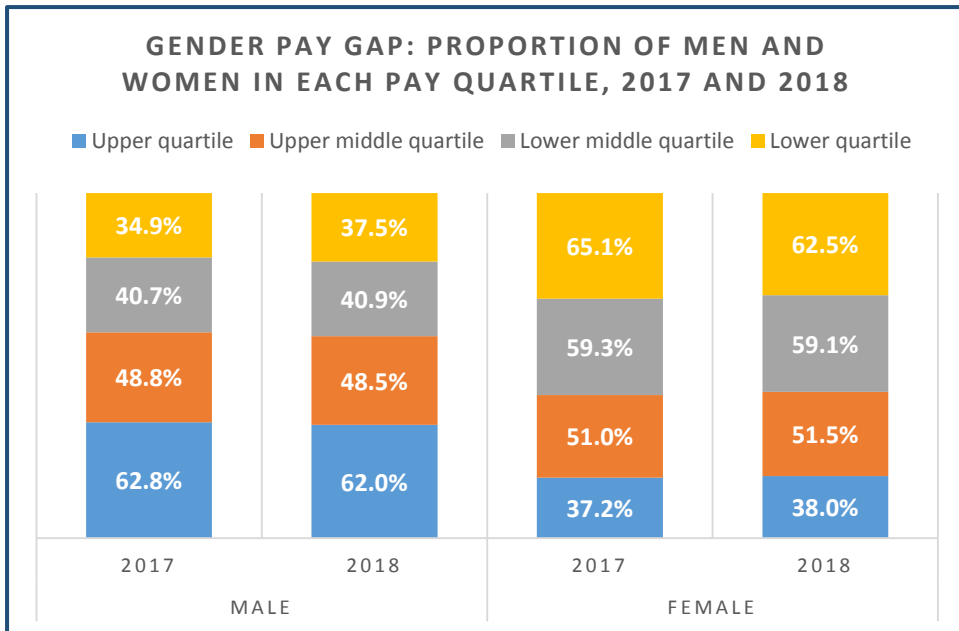
Source: CORE Personnel. P&M = Professional & Management. S&T = Support & Technical.



Source: CORE Personnel. P&M = Professional & Management. S&T = Support & Technical.

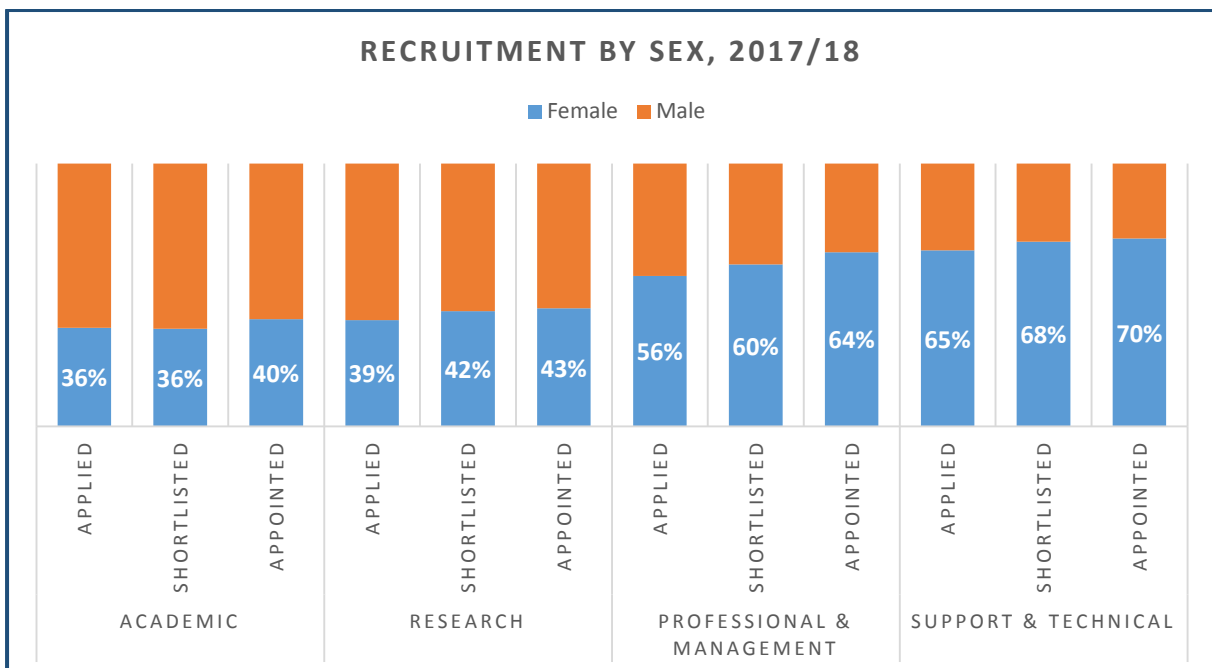
Overall, 52% of women were employed on fixed-term contracts, compared with 48% of men, with differences in each staff group. Analysis suggests that the discrepancy is mainly due to the higher use of fixed-term contracts in the Medical Sciences and Social

Sciences divisions. This has a disproportionate impact on women since both divisions employ a majority female workforce overall. There is no difference in the distribution of fixed-term and permanent contracts in the University Administration and Services division (UAS).



Comparison of our gender pay gap reporting for 2017 and 2018 shows a small increase in the proportion of women in the upper and upper middle pay quartiles. The overall median pay gap remained static at 13.7% (see p.11).

Source: CORE Personnel

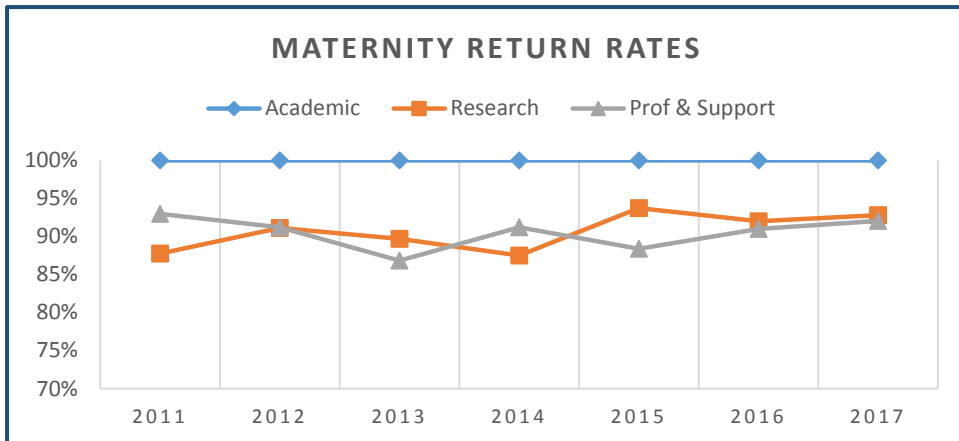


Source: CORE Personnel. Legal sex only. Excludes applicants who did not state their sex (3% of total).

Academic recruitment is split between the University and the colleges, depending on who is the lead employer for the post. These data relate to University-led recruitment only. Work is underway in partnership with the colleges to develop a process to capture

consistent academic recruitment data across all posts.

Female applicants had slightly higher success rates than male across all staff groups, particularly in recruitment to administrative and support posts.



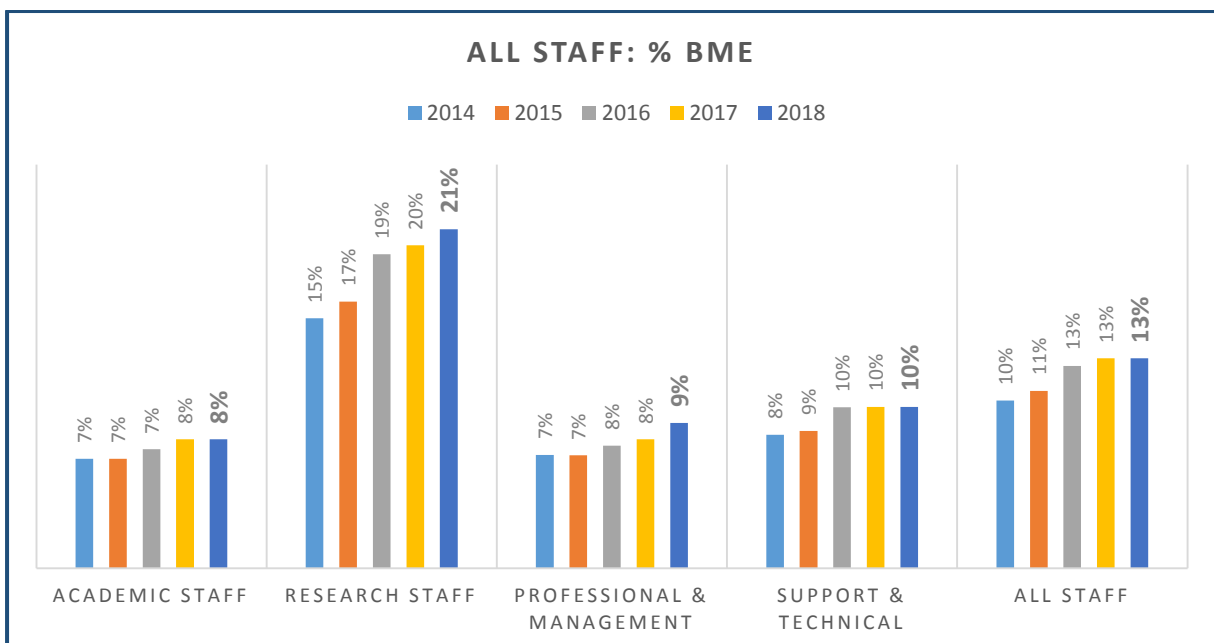
On average 91% of women returned to work after taking maternity leave, including 100% of academic staff.

Source: CORE Personnel

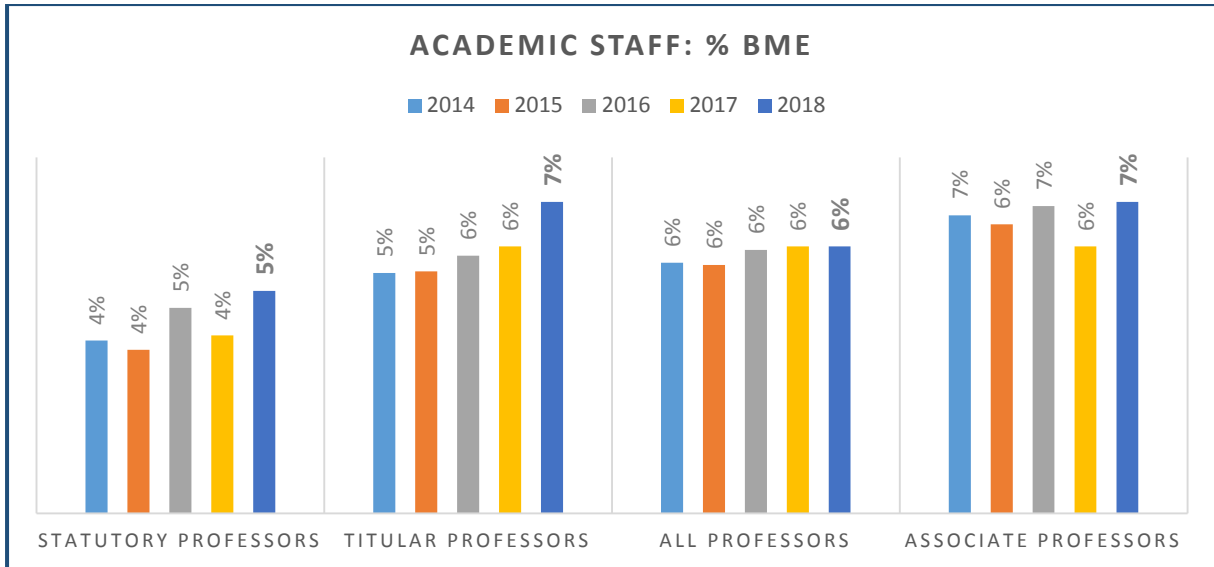
## ETHNICITY

The University made a successful application to the Race Equality Charter in February 2018, receiving a bronze award. The key agreed objectives for 2018-21 include: increasing the ethnic diversity of staff, enhancing the representation of BME staff in decision-making, and engaging all departments and faculties with race equality to create a more inclusive culture.

There were small increases in the proportions of professional and management and research staff who were known to be of black or minority ethnicity (BME) though the overall percentage of BME staff remained 13%. The proportion of staff of unknown ethnicity rose slightly to 11%.



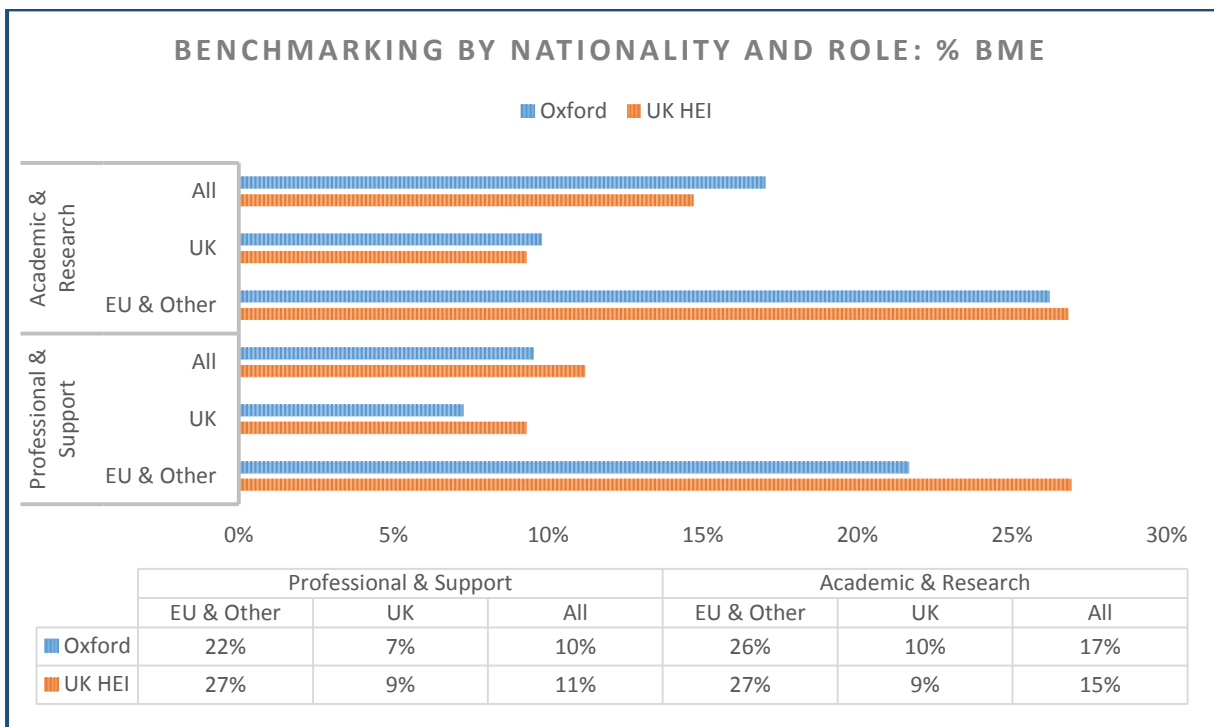
Source: CORE Personnel



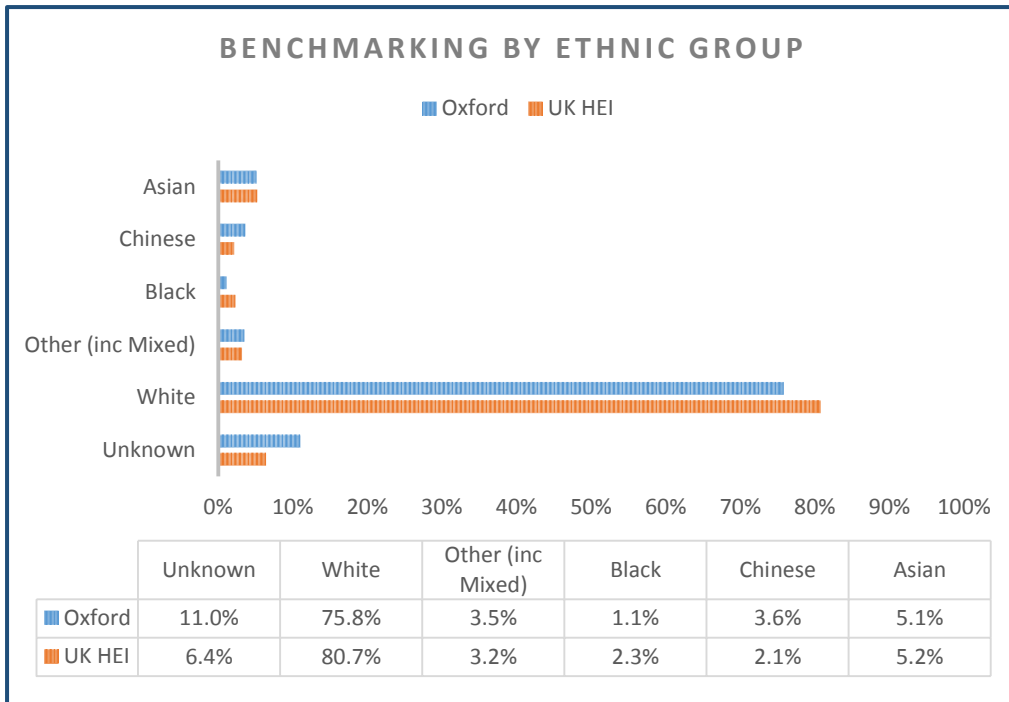
Source: CORE Personnel

Among academic staff, there were one-percentage point increases among both statutory and associate professors, though non-disclosure rates remained high among the latter group. Oxford is a highly international employer and over one-third of staff come from non-UK countries. Among all non-UK staff, one quarter (25%) are known to be BME, compared with 8% of UK employees.

Comparison with the wider UK higher education sector shows that the proportions of BME staff at Oxford are very similar to the levels overall, with a slightly higher percentage of BME academic and research staff at Oxford (17% to 15%). However, the percentage of staff of unknown ethnicity is also higher than average.



Sources: CORE Personnel and the HESA Staff Record, 2017/18

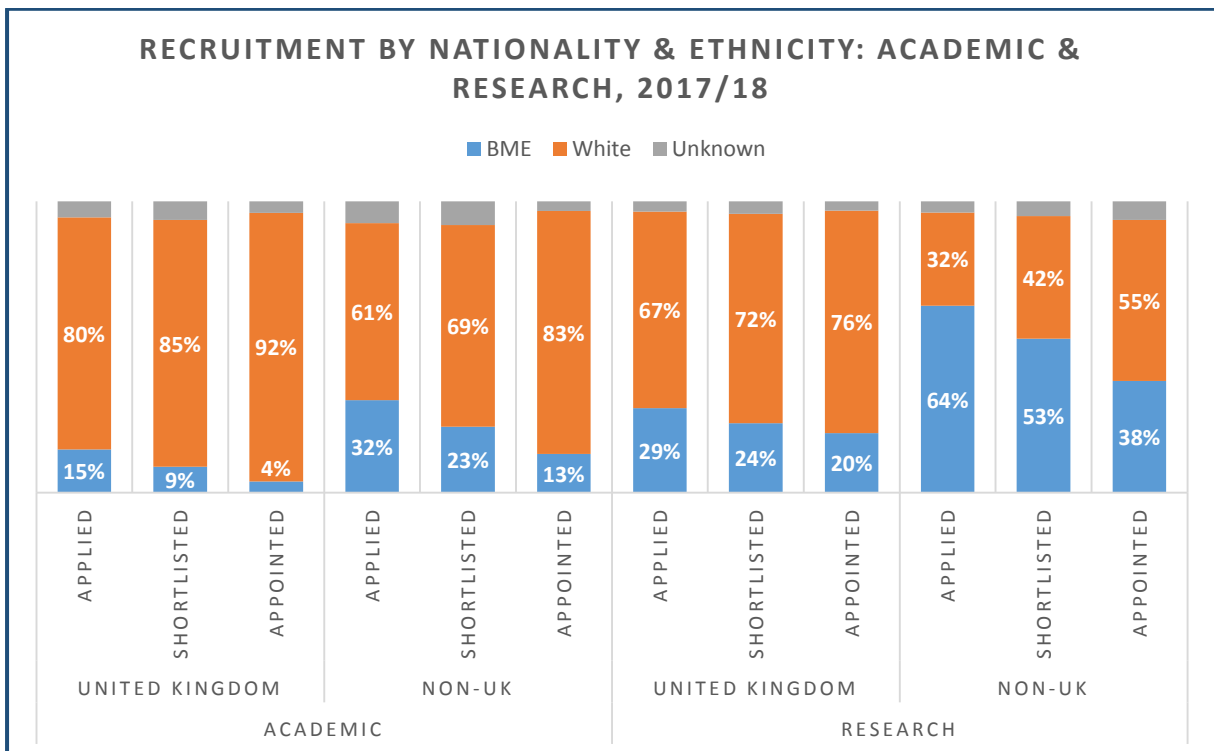


13% of University staff are known to be BME, matching the overall UK average, though there is some variation by ethnic group.

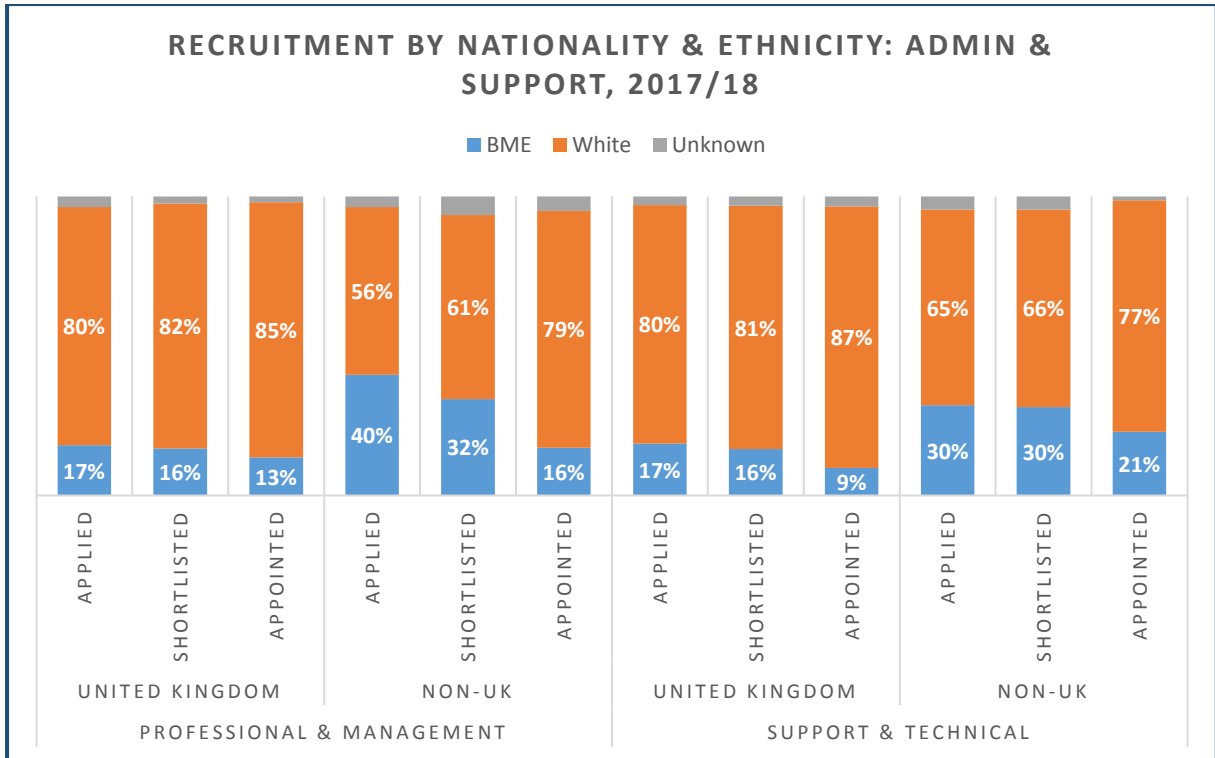
Sources: CORE Personnel and the HESA Staff Record, 2017/18

The recruitment data have been split by nationality to make it easier to compare success rates. Academic recruitment data relate only to posts where the University was the lead employer. Data from college-led

recruitment exercises are not yet available. Compared with the previous year, there were increases in the proportions of UK BME academic and research staff appointed, as well as of non-UK BME researchers.



Source: CORE Personnel (excluding unknown nationality). Omits applicants who did not state their ethnicity (4%).

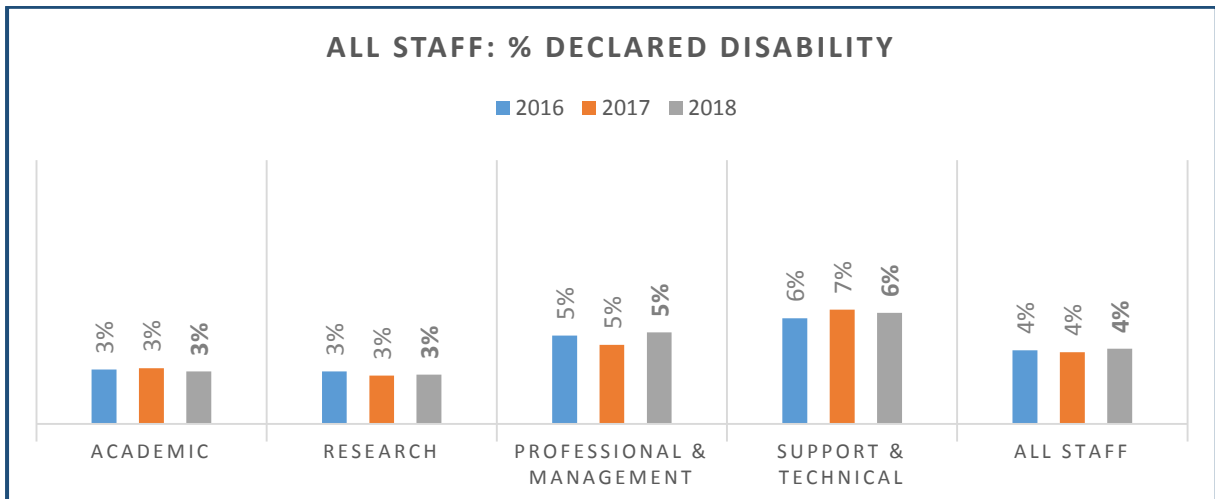


Source: CORE Personnel (excluding unknown nationality). Omits applicants who did not state their ethnicity (3%).

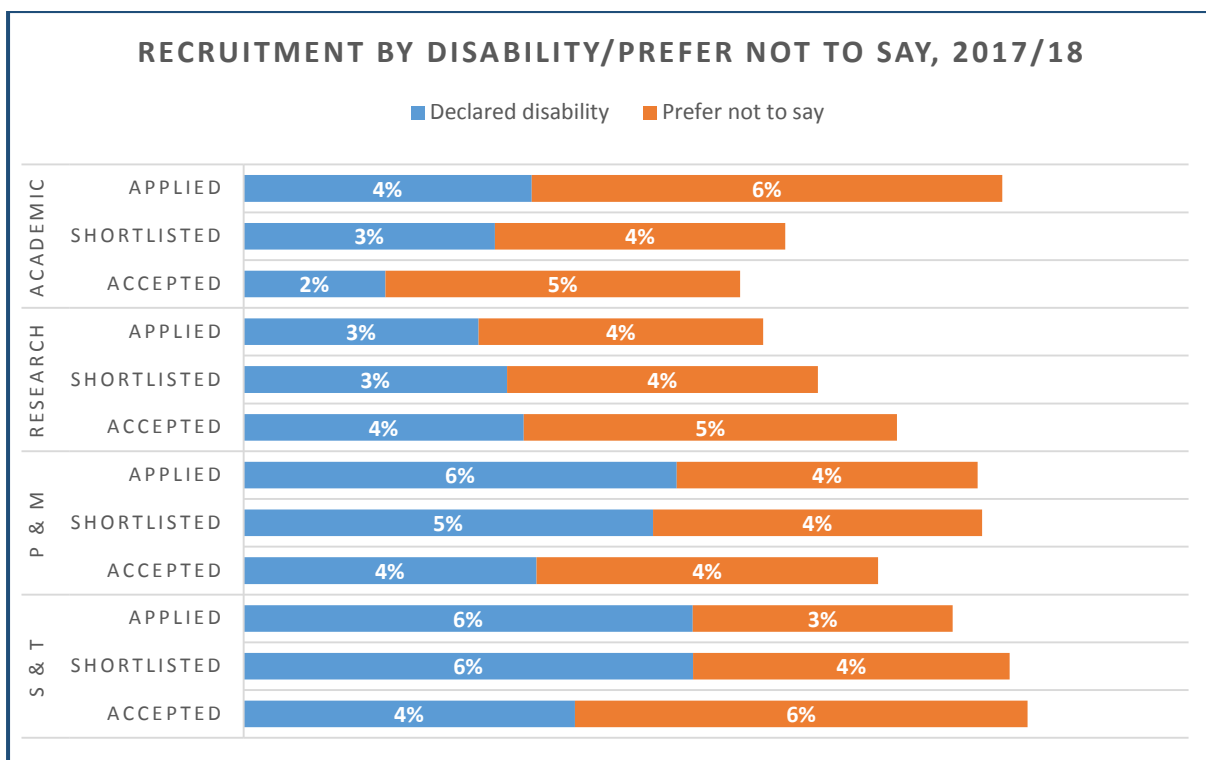
## DISABILITY

There was no change in the headline percentage of disability recorded on the staff record. It is hoped that the introduction of HR Self-Service in May 2018 will lead to improvements in this figure in time for the

next annual snapshot (31 July 2019). Currently staff often disclose a disability to their manager or Occupational Health without this information being added to their record.



Source: CORE Personnel



Source: CORE Personnel (academic recruitment data relate to University-led posts only)

These recruitment data show applicants who ‘preferred not to say’ as well as those who stated that they did have a disability. Not all applicants who chose not to answer this question will have been disabled, but as it is likely that some of them were we have monitored their success rates as well.

Overall 4% of applicants and appointees stated they had a disability, though applicants for administrative and support roles were slightly less successful than their non-disabled peers. Those who declined to state were equally or more successful than other applicants.

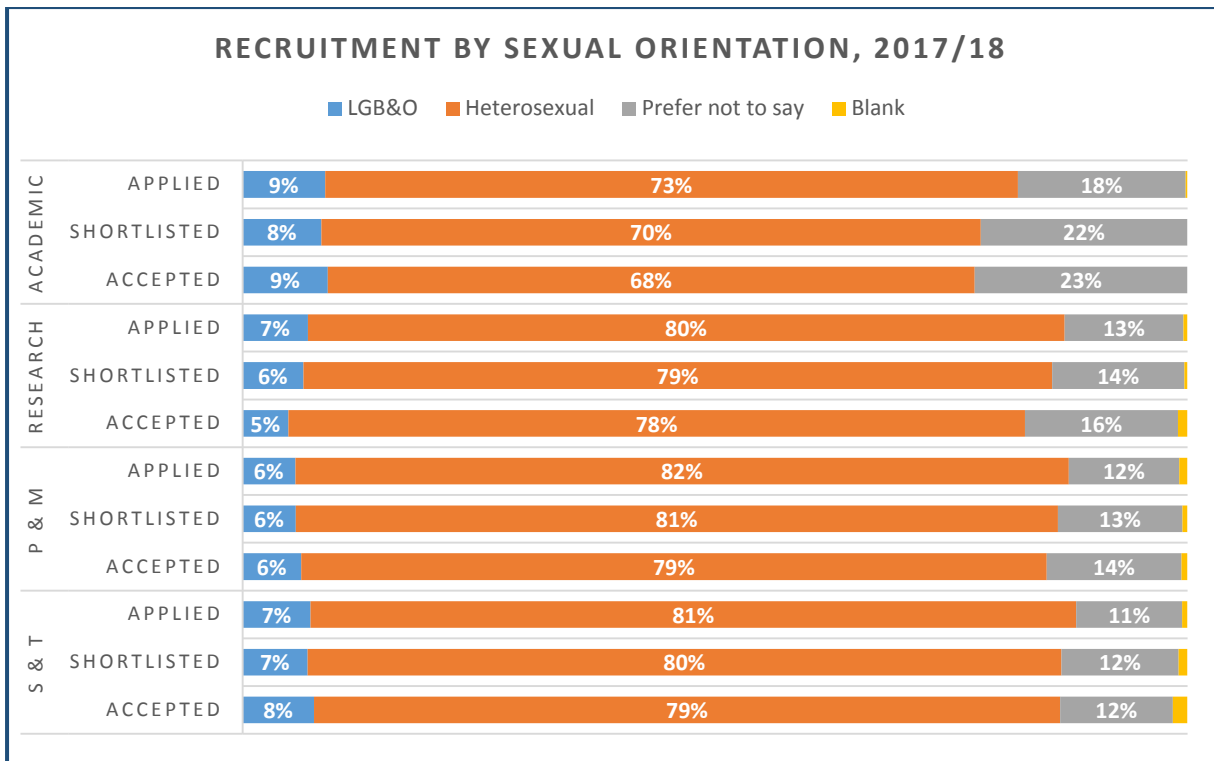
## SEXUAL ORIENTATION

Currently, 43% of staff have disclosed their sexual orientation (or selected ‘prefer not to say’) on the staff record, a twelve-percentage point increase over the last year. This reflects high disclosure rates at recruitment. We do not think it appropriate to report on staff-in-post until the proportion has reached at least 75%.

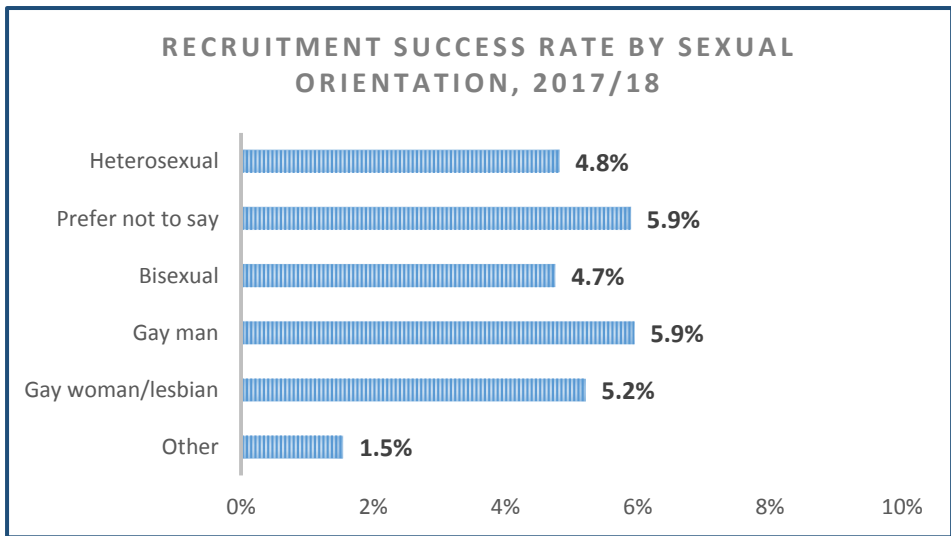
In 2017/18, 7% of all applicants to posts at the University stated that they were lesbian, gay, bisexual or other non-heterosexual orientation (LGB&O), compared with 6% of all those appointed. Overall, 12% of applicants declined to state their sexual orientation (15% of recruits).

7% of applicants to academic and research posts identified as LGB&O compared with 5% of appointees. Similarly, 7% of applicants to administrative and support posts identified as LGB&O, compared with 7% of appointees.

Overall, applicants of Other sexual orientation had a significantly lower success rate than all other groups. However, this was partly explicable by other differences between the groups, primarily nationality. The majority (79%) of Other orientation applicants were of non-UK nationality and the overall success rate for non-UK applicants was only 3% compared with 7% for those from the UK.



Source: CORE Personnel



Comparison by specific sexual orientation indicates that overall all groups were equally or more successful than heterosexual applicants, apart from those of Other orientation.

Source: CORE Personnel

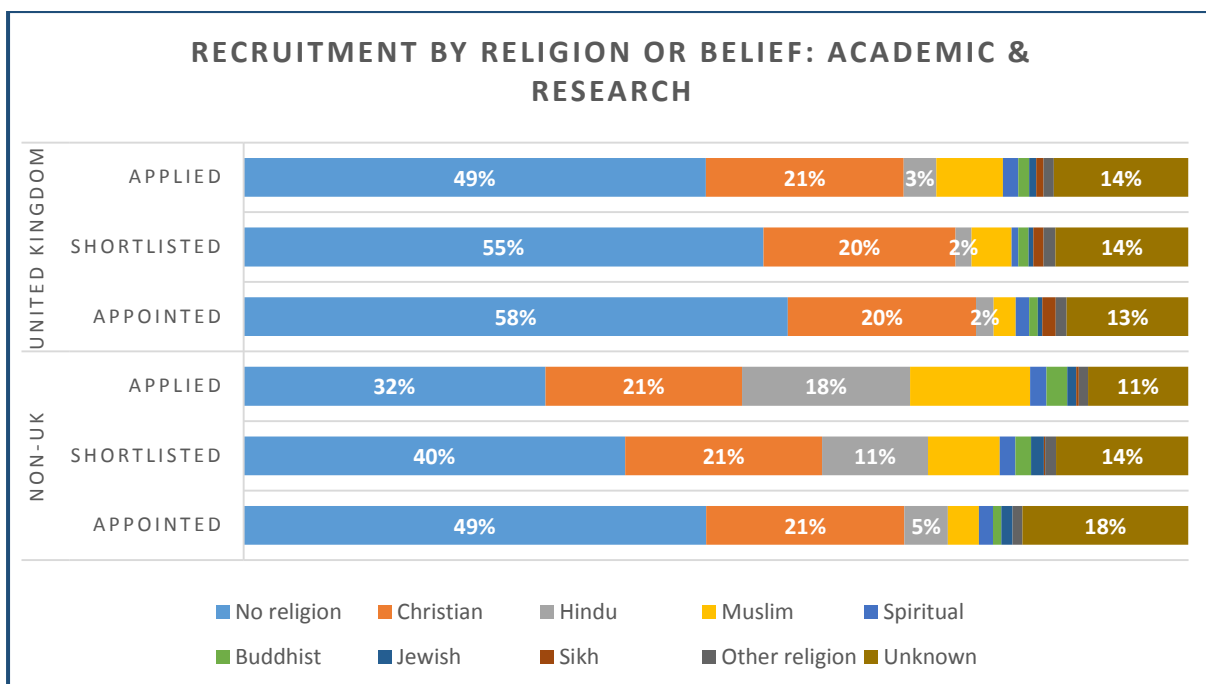
## RELIGION AND BELIEF

Currently, 43% of staff have disclosed their religion or belief (including 'prefer not to say'), a twelve-percentage point increase over the last year. We will report on staff-in-post once the proportion has reached at least 75%.

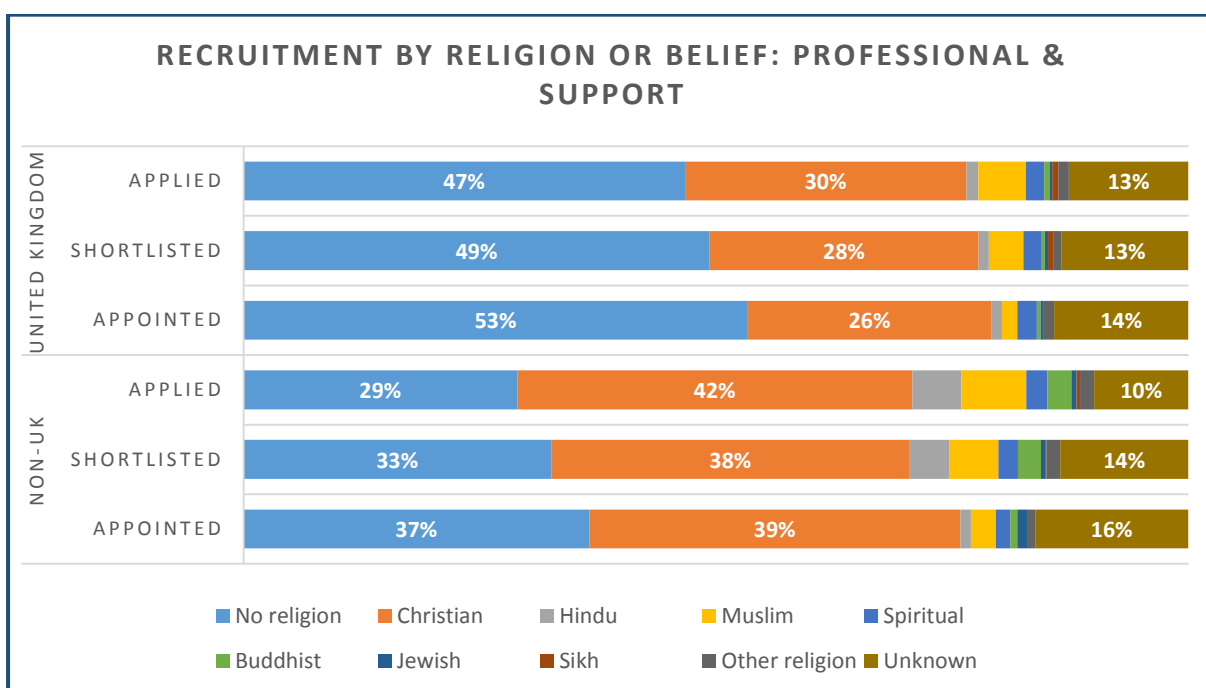
The recruitment data have been split by UK/non-UK nationality as these groups have

differing religious and cultural profiles as well as overall success rates. Around half of UK and around a third of non-UK nationals declared that they had no religion or belief or were atheist. The success rates of these applicants exceeded those of most other belief groups: 8% of UK compared with 7% overall, and 5% of non-UK compared with 3% overall.





Source: CORE Personnel



Source: CORE Personnel

## STAFF EXPERIENCE SURVEY

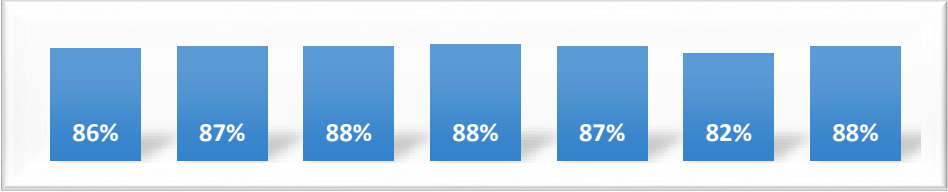
The University ran its second biennial Staff Experience Survey across the majority of its departments, faculties, institutes, services and libraries over a period of 12 months during 2017/18. Just over half of staff (51%) responded, a small increase compared with

the 2016 pilot. Each department received a copy of its anonymised results and the Equality and Diversity Unit is currently preparing detailed institutional reporting. The results for selected key questions by sex, ethnicity and disability are presented here.

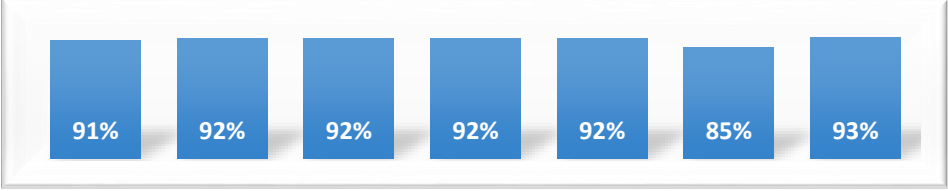
**STAFF EXPERIENCE SURVEY**

**ALL      FEMALE      MALE      BME      WHITE      DISABILITY      NO DISABILITY**

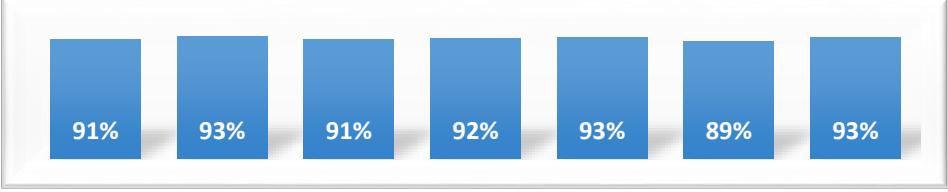
*Overall, I am satisfied in my job*



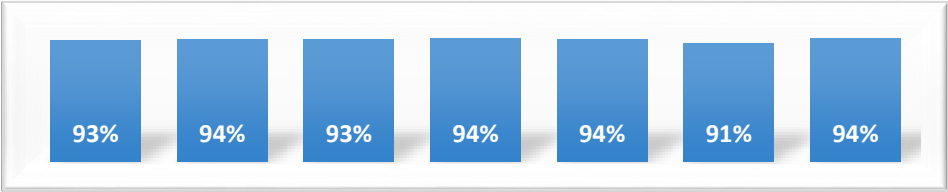
*I feel able to be myself at work*



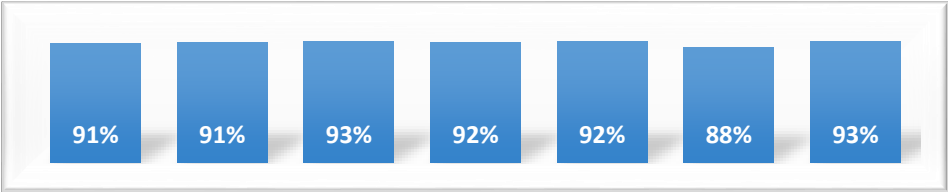
*I would recommend working at the University of Oxford to a friend*



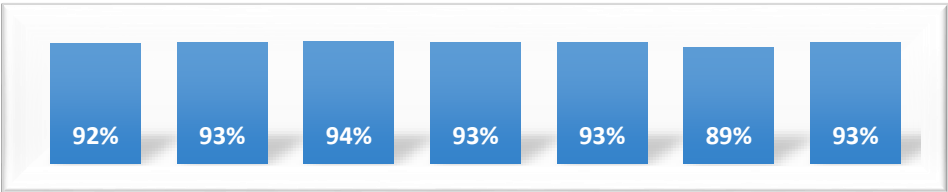
*My colleagues are supportive of me*



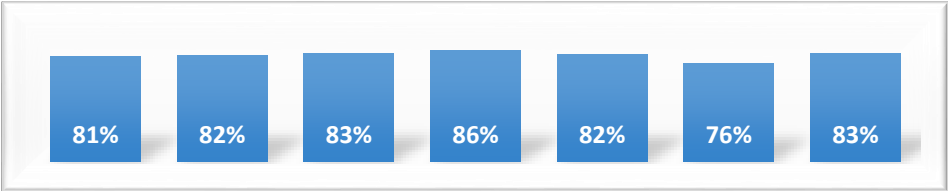
*I feel integrated into my team*



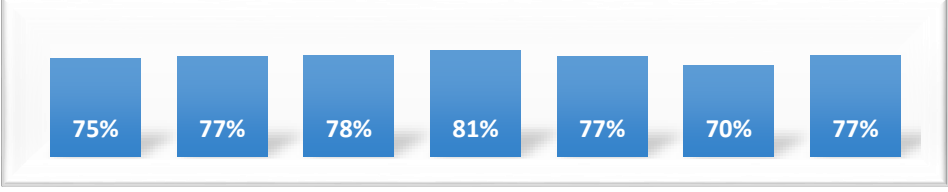
*My manager values my contributions*



*My manager gives me helpful feedback*



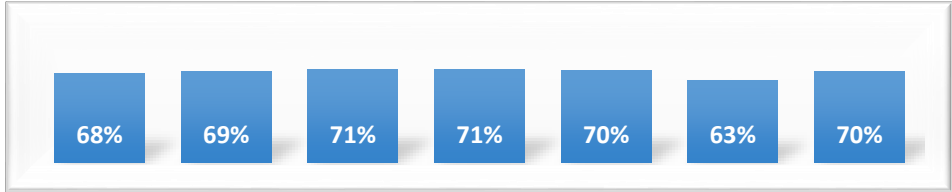
*My manager supports me to think about my professional development*



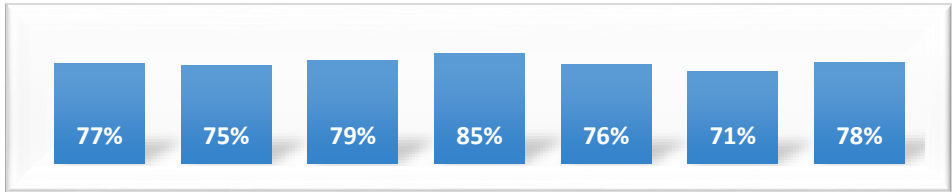
**STAFF EXPERIENCE SURVEY**

**ALL      FEMALE      MALE      BME      WHITE      DISABILITY      NO DISABILITY**

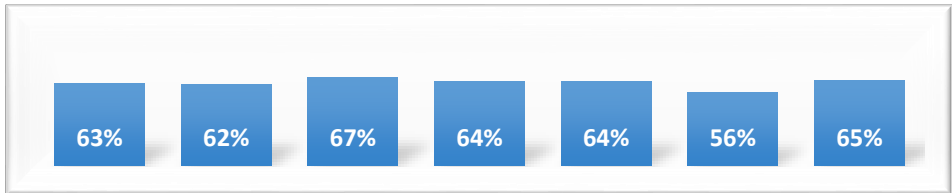
*My manager encourages me to take up career development opportunities*



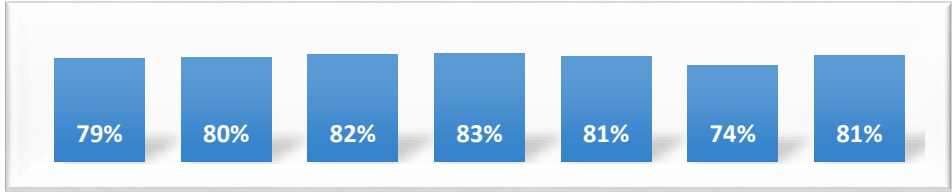
*You take time to reflect on and plan for your career development*



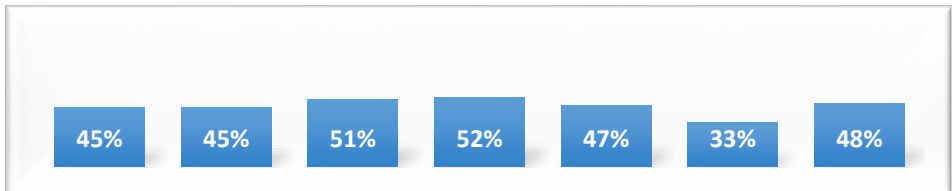
*You are clear about the development opportunities available to you*



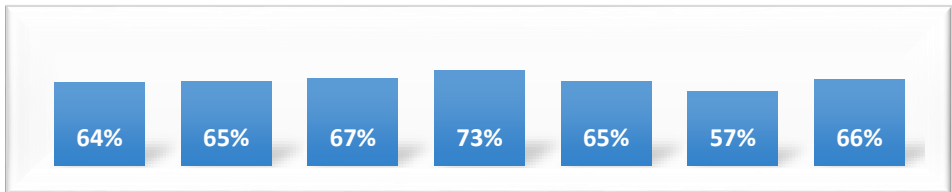
*You feel comfortable discussing your training and development needs with your manager*



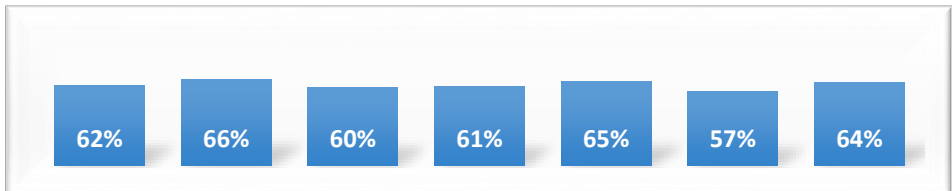
*I have been given opportunities to develop leadership experience*



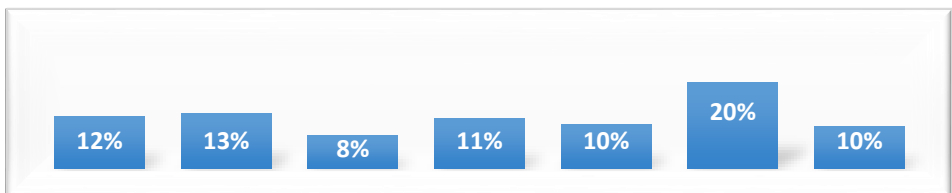
*There is a fair and transparent way of allocating work in my department*



*In terms of salary, I am fairly rewarded for the work that I do*



*I have experienced harassment in the workplace*



## ANNEXE B: SELECTED STUDENT DATA

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

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

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

### ADMISSIONS

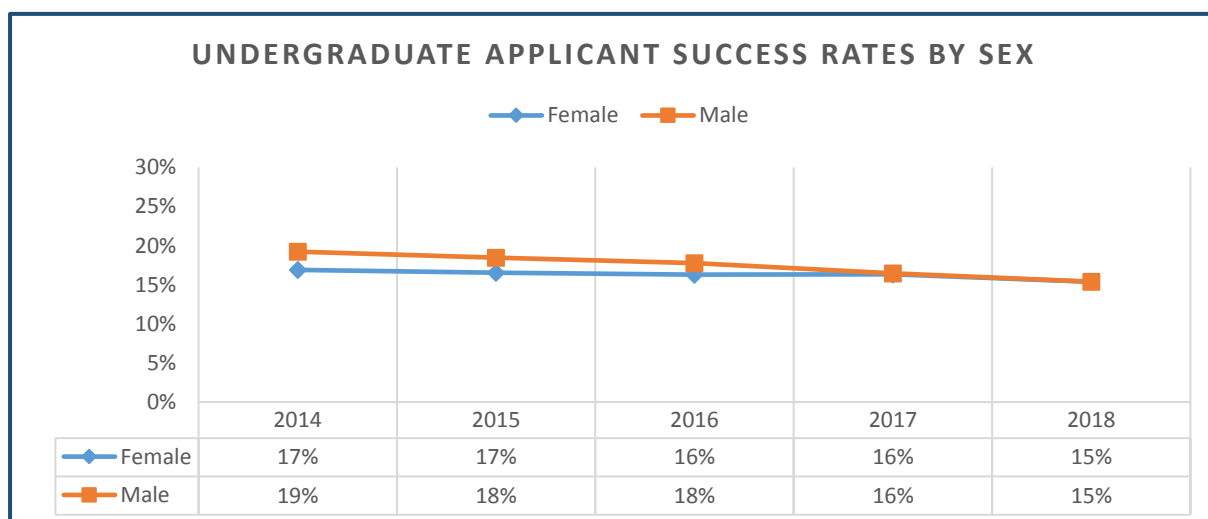
#### SEX

Over the last five years the difference in the success rates of male and female applicants for undergraduate and postgraduate study has reduced to zero.

In both 2017 and 2018, undergraduate success rates were equal and women comprised 50% of new entrants. Equality analysis by UCAS indicates that both male and female UK-domiciled applicants' offer rates matched what would have been expected

based on their predicted grades and subject choice only.<sup>101</sup>

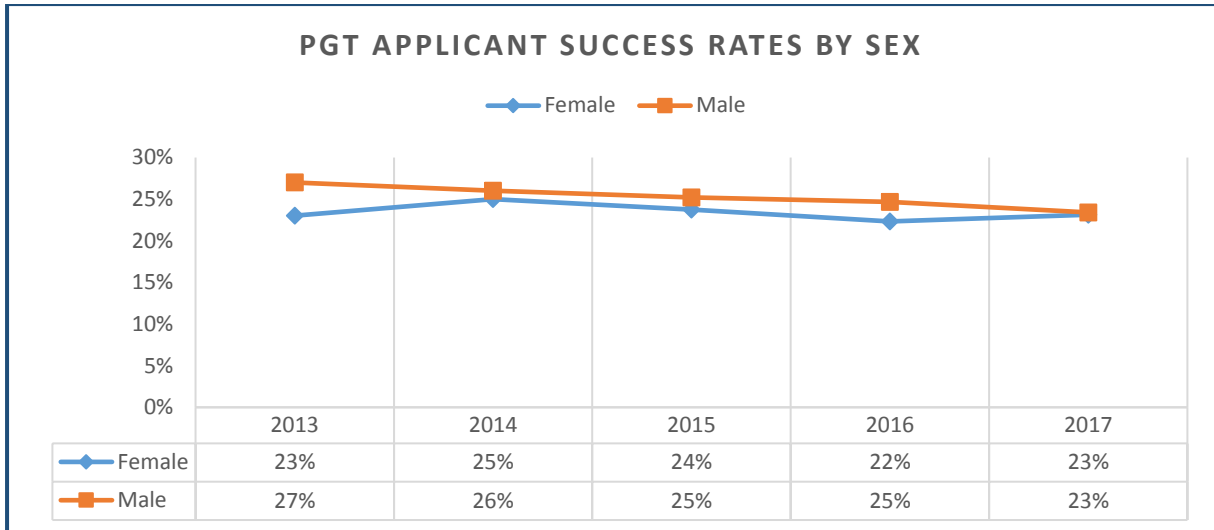
Overall success rates in admissions for postgraduate study also equalised in 2017 (data not yet available for 2018/19 entry). Although the offer rates to female applicants were one percentage point lower than men's at both PGT and PGR, women were slightly more likely to convert their offer into a place.



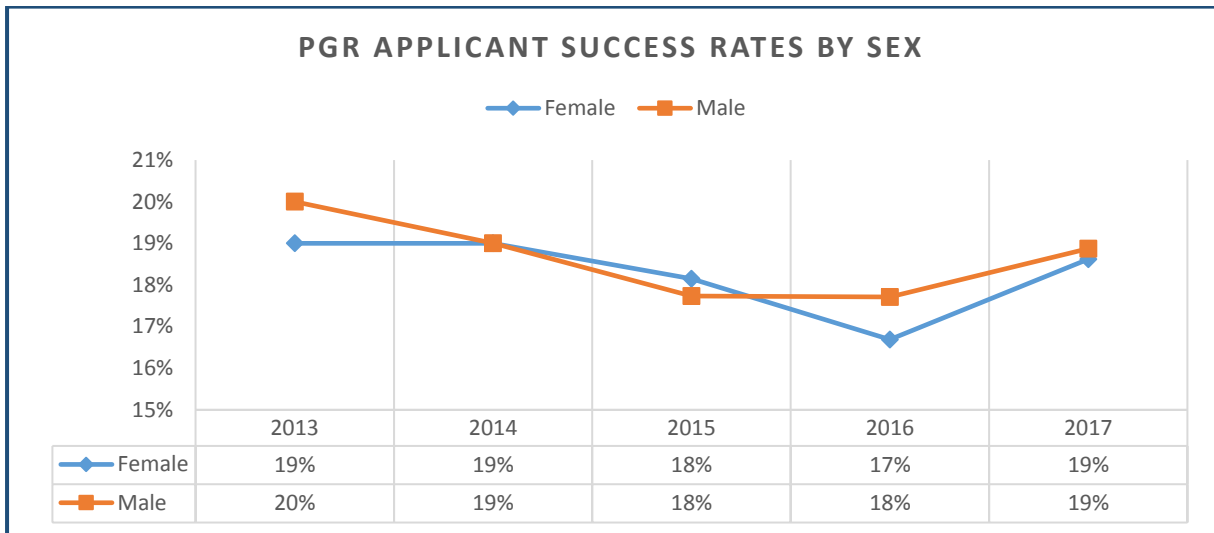
Source: SDMA. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford.

<sup>101</sup> [www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-](http://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-)

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



Source: GAO.



Source: GAO.

## ETHNICITY

The proportion of UK undergraduate applicants who were known to be from BME backgrounds increased from 21% to 24% over the last three years. Meanwhile, the proportion of BME students amongst those admitted rose to 18%. Although BME applicants had a lower likelihood of being shortlisted, there was very little difference in the proportions of BME and White applicants receiving an offer after interview. The UCAS equality reports indicate that the offer rate for all ethnic groups except Asian matched the expected rate based on predicted grades and subject choice alone. The gap for Asian

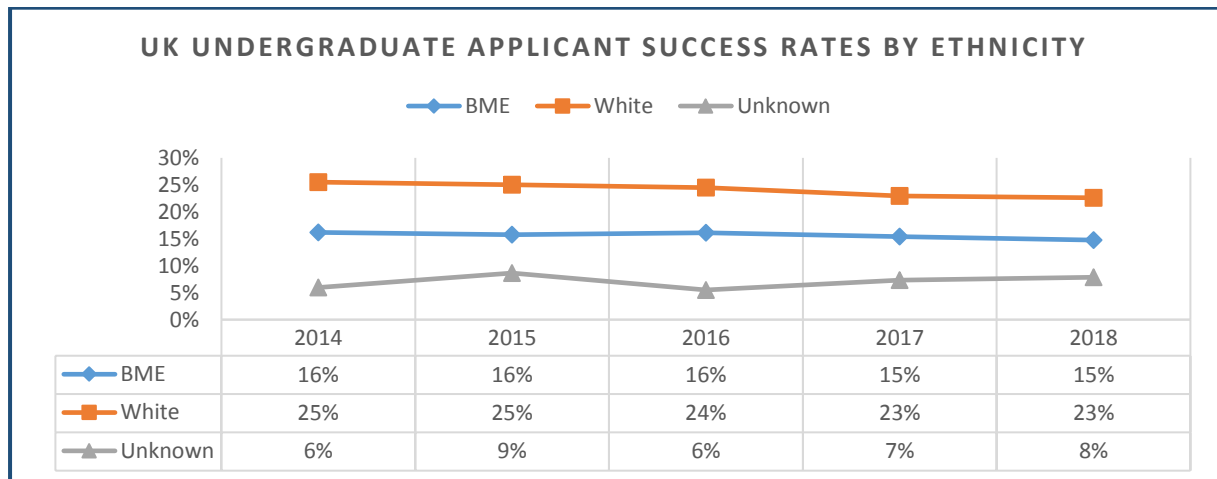
applicants has more than halved over the last five years.

There was an ethnicity gap in the success rates of both UK and non-UK-domiciled applicants for postgraduate study. BME applicants comprised 22% of UK applicants for PGT study in 2017, 17% of offer-holders and 17% of those who took up their place. 59% of non-UK applicants were BME, 49% of offer-holders and 47% of final acceptances.

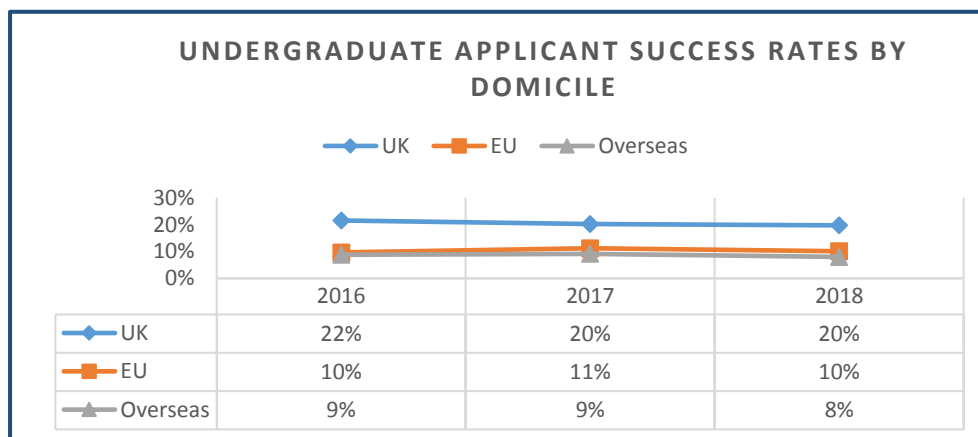
At doctoral level, 19% of UK applicants were BME, 15% of offer-holders and 15% of final acceptances. 53% of non-UK applicants were BME, 43% of offer-holders and 43% of final

acceptances. Among non-UK applicants for PGT study, BME offer-holders were five percentage points less likely to convert their offer into a place (61% to 66%). This may indicate that lack of finance – or alternatively,

more attractive offers from other institutions – is a key issue for these applicants. There was no difference among either UK or PGR applicants.

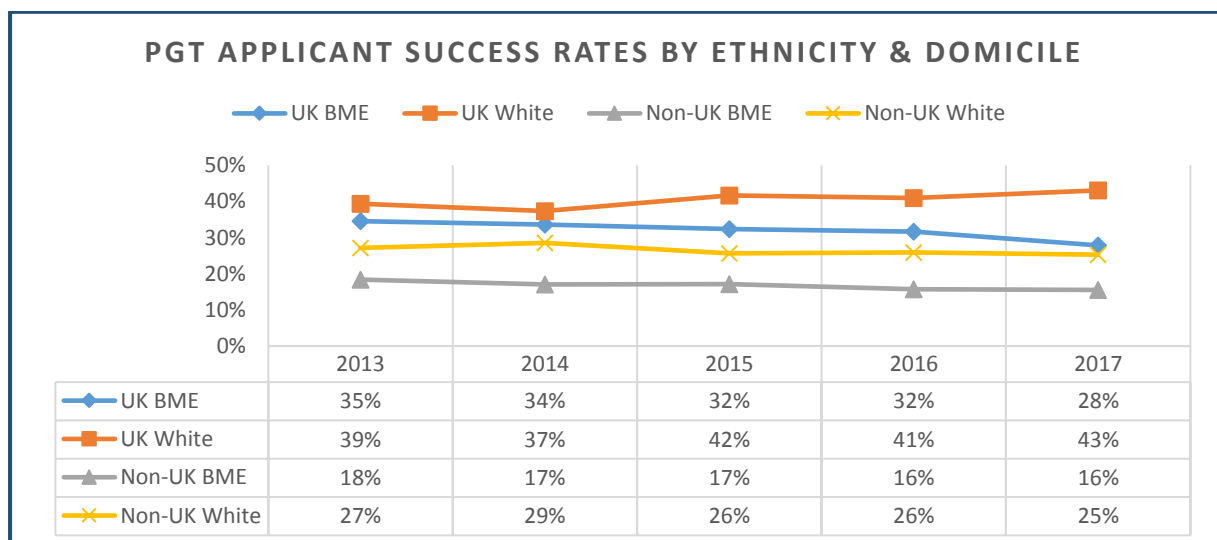


Source: SDMA. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford.

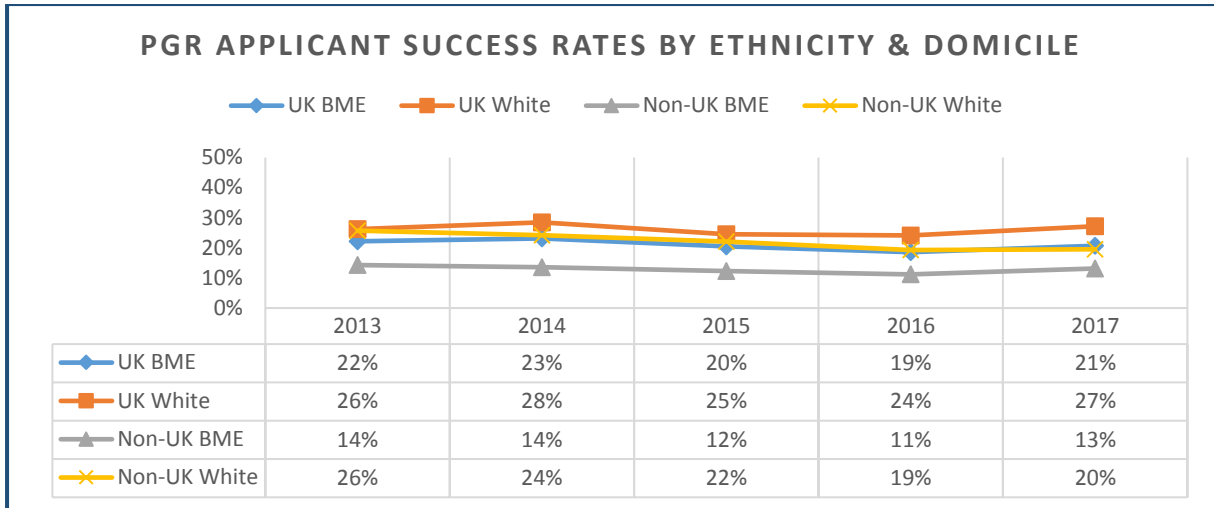


The overall success rate of non-UK applicants was around half that of UK applicants.

Source: SDMA.



Source: GAO.

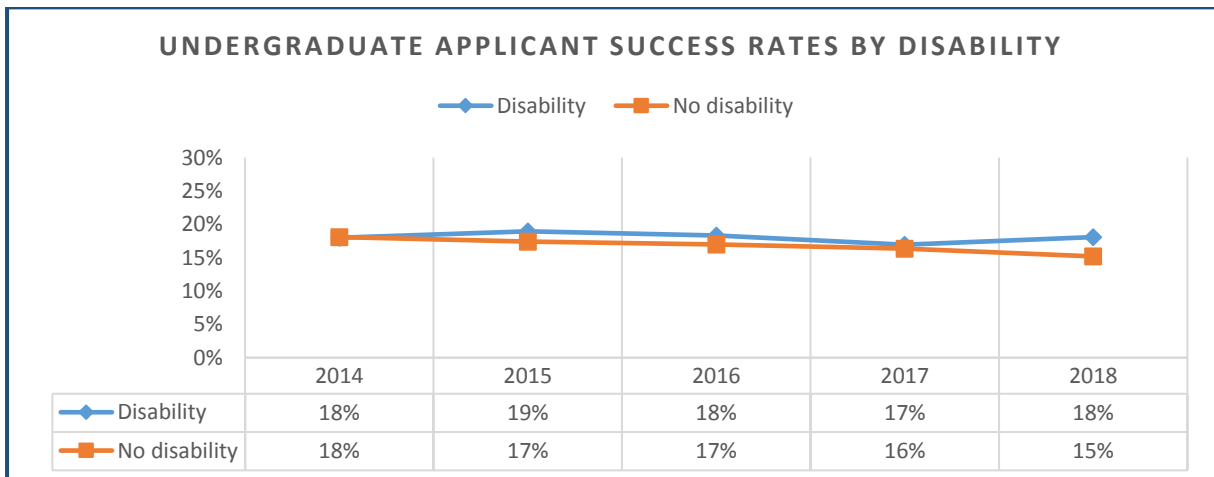


Source: GAO.

## DISABILITY

Applicants who had declared a disability had higher success rates than those who had not in both undergraduate and graduate admissions. 7% of undergraduate applicants declared a disability in 2018, compared with 8% of those who accepted the offer of a place. However, by 1 December 2018, 13% of first year undergraduates had declared a disability

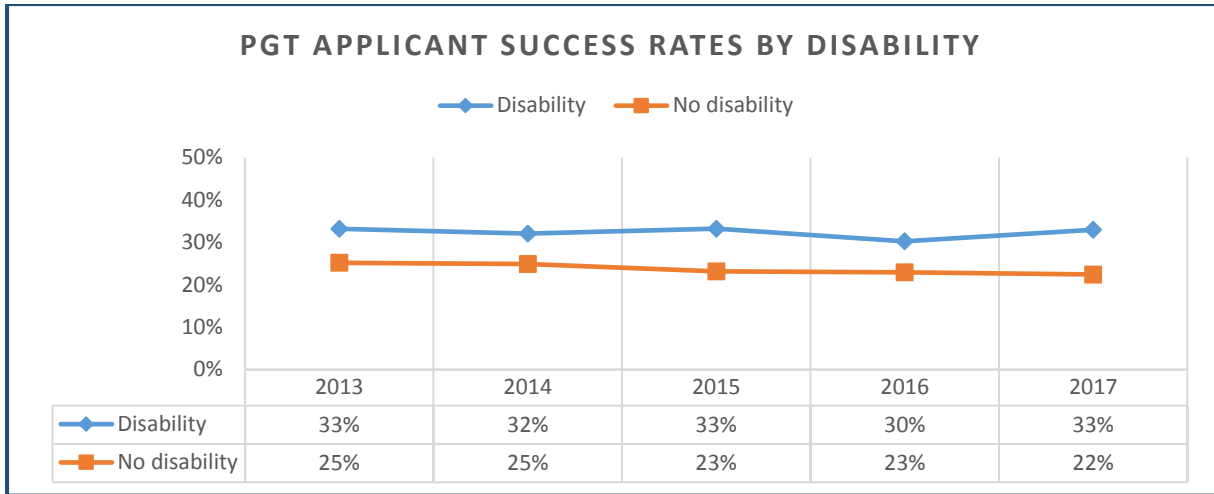
to the University, suggesting that a significant proportion of applicants chose not to disclose until they had secured their place. The Disability Advisory Service proactively contacts all offer-holders to encourage disclosure and help ensure that support arrangements can be put in place prior to their arrival.



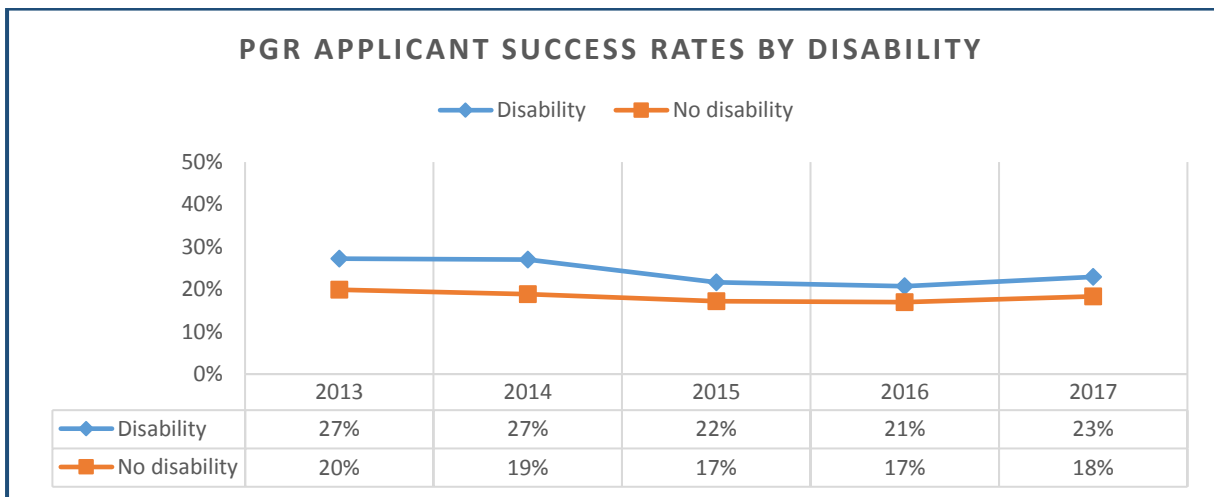
Source: SDMA. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford.

8% of PGT applicants declared a disability in 2018, compared with 11% of those taking up a place at Oxford. Disabled applicants were more likely than those who had not declared a disability both to receive an offer and to convert their offer into a place. 9% of PGR applicants declared a disability, compared

with 11% of entrants. They also had a higher offer rate and were more likely than those without a disability to take up their place at Oxford. In contrast to undergraduate freshers, there had not been an increase in disability disclosure rates amongst new postgraduate entrants as of 1 December 2018.



Source: GAO. Date = year of entry



Source: GAO. Date = year of entry

## ON COURSE STUDENTS

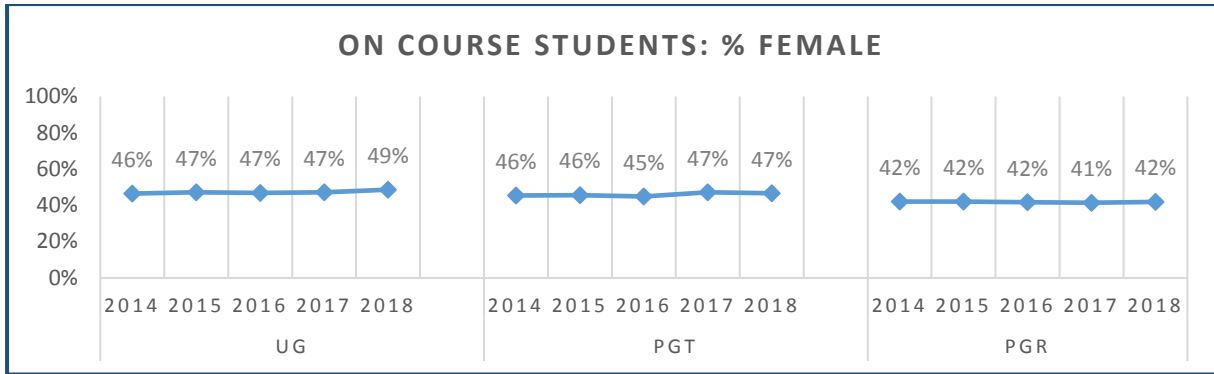
### SEX

The proportion of female undergraduates has risen to nearly half over the last five years. On the other hand, the proportion of women at graduate level has remained stable at 47% of postgraduate taught and 42% of postgraduate research students. Comparison with the Russell Group of research-intensive universities shows that Oxford has a much lower than average proportion of female students at each level of study. Among UK-domiciled students there was a 7 percentage point difference at undergraduate, 11% at

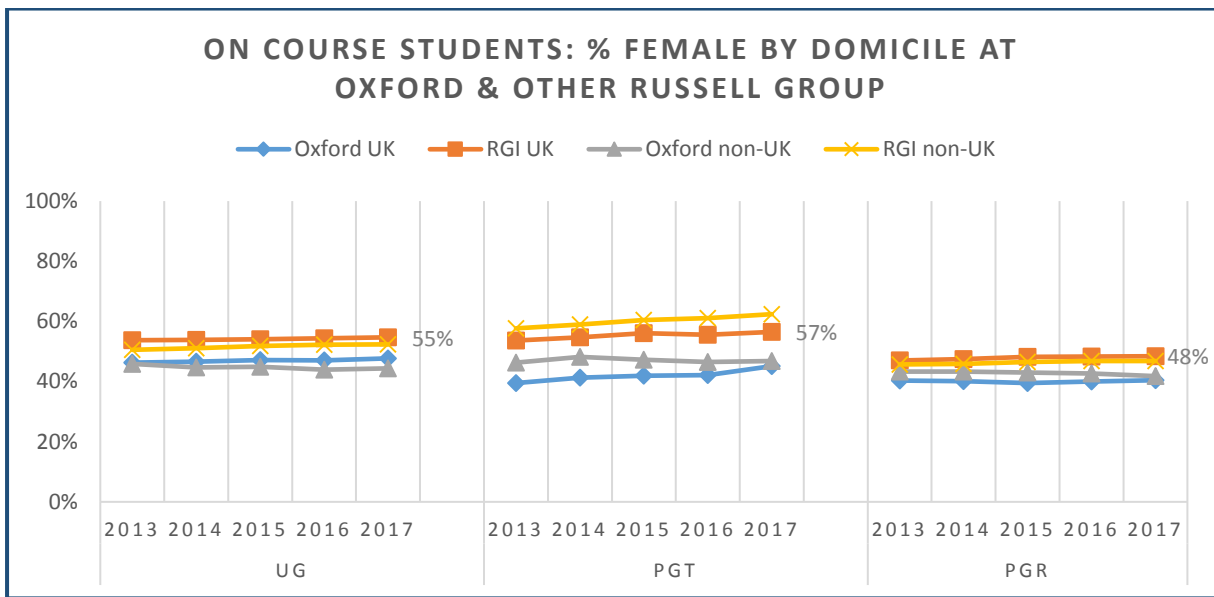
PGT and 8% at PGR in 2017/18. However, there has been a substantial increase in the percentage of UK-domiciled women at PGT and a much smaller one among UK undergraduates over the last five years.

The proportion of female students in each division has risen by several percentage points over the last five years, apart from in the Mathematical, Physical and Life Sciences division where it remains below 30%.

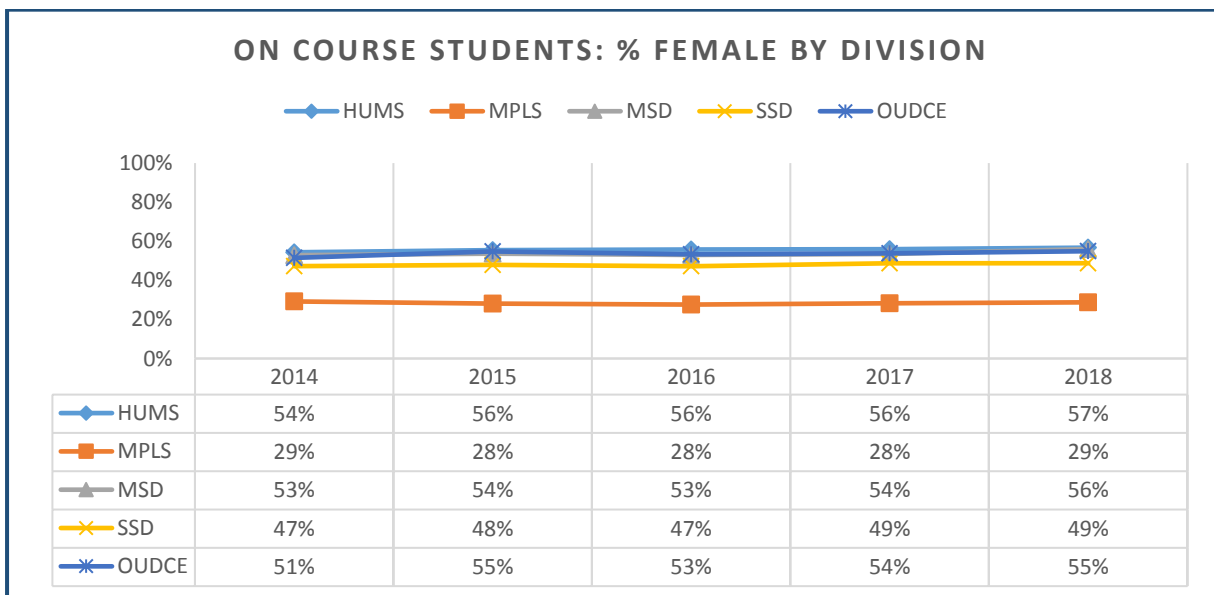




Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students.



Source: HESA Student Record, 2017/18. Male and female first degree, postgraduate degree (taught) and postgraduate degree (research) students at Oxford and at other Russell Group universities by UK and non-UK domicile, excluding unknown domicile. Percentages show UK-domiciled female students at Russell Group universities (excluding Oxford).



Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students. OUDCE = Oxford Department for Continuing Education.

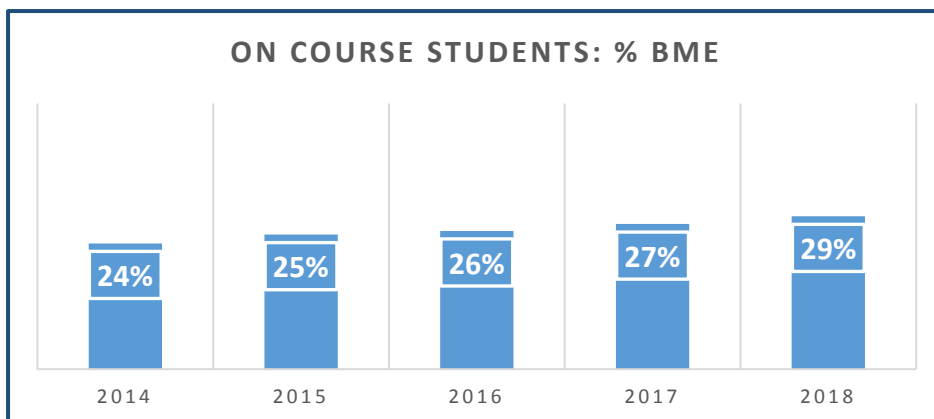
## ETHNICITY

Over the last five years, the proportion of BME students at Oxford has risen from 24% to 29%, with a four-percentage point increase among UK undergraduates. However, there has been little change in the ethnic diversity of UK graduate students, of whom 20% of PGT and 15% of PGR were BME in 2018.

Comparison with the rest of the Russell Group and the UK overall shows that although the proportion of UK BME undergraduates at Oxford is nine percentage points lower than the UK average, and six percentage points lower than the rest of the Russell Group, there is relatively little difference in the proportions studying at postgraduate level, particularly for doctoral degrees.

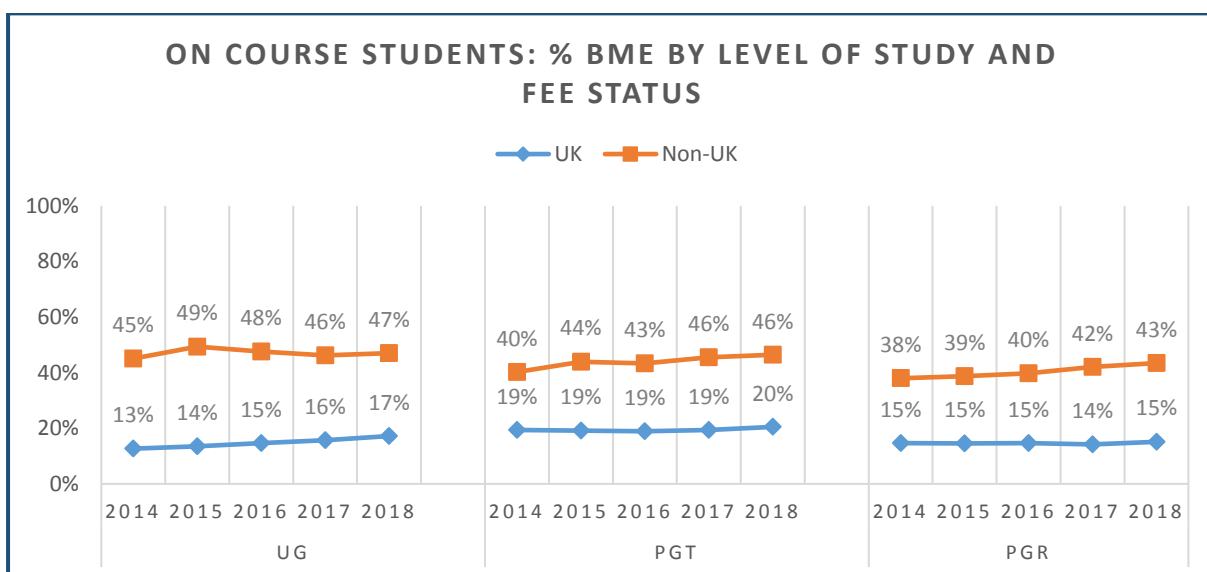
Comparison by specific ethnic group indicates that Asian students are underrepresented at Oxford at undergraduate level compared with the Russell Group and the UK overall. Oxford has a slightly higher proportion of students of mixed ethnicity than average but is similar to the Russell Group in other respects. Black students are underrepresented at research-intensive universities in general and at doctoral level across the entire UK.

In 2018, BME students comprised nearly half of non-UK undergraduate and postgraduate taught students (47% and 46% respectively). The proportion of BME non-UK doctoral students rose from 38% to 43% over the last 5 years.

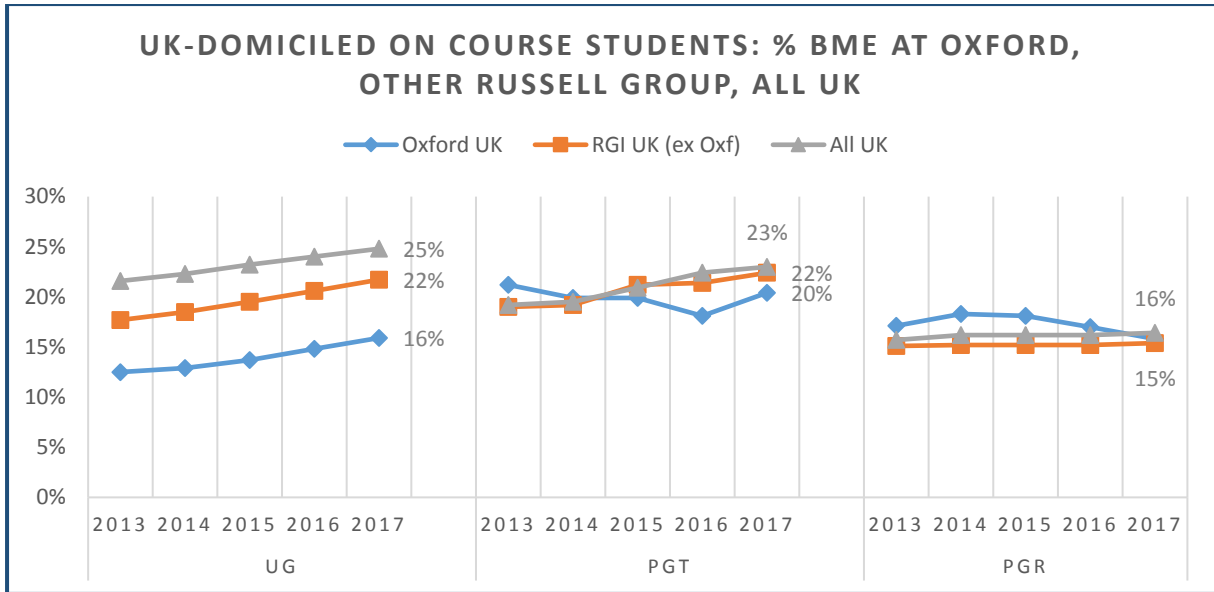


There was a significant increase in the proportion of BME undergraduates from the UK as well as as non-UK graduate students.

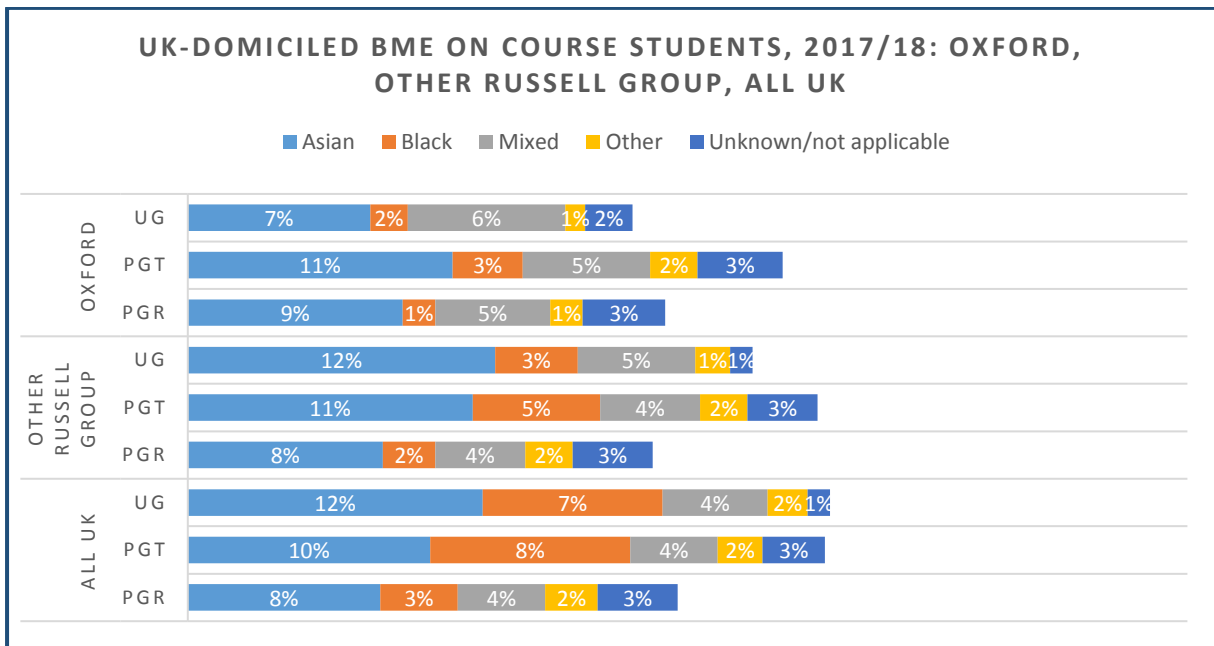
Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students.



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



Source: HESA Student Record, 2017/18. UK-domiciled first degree, postgraduate (taught) and postgraduate (research) students, all sexes. HESA records ethnicity information for UK-domiciled students only.



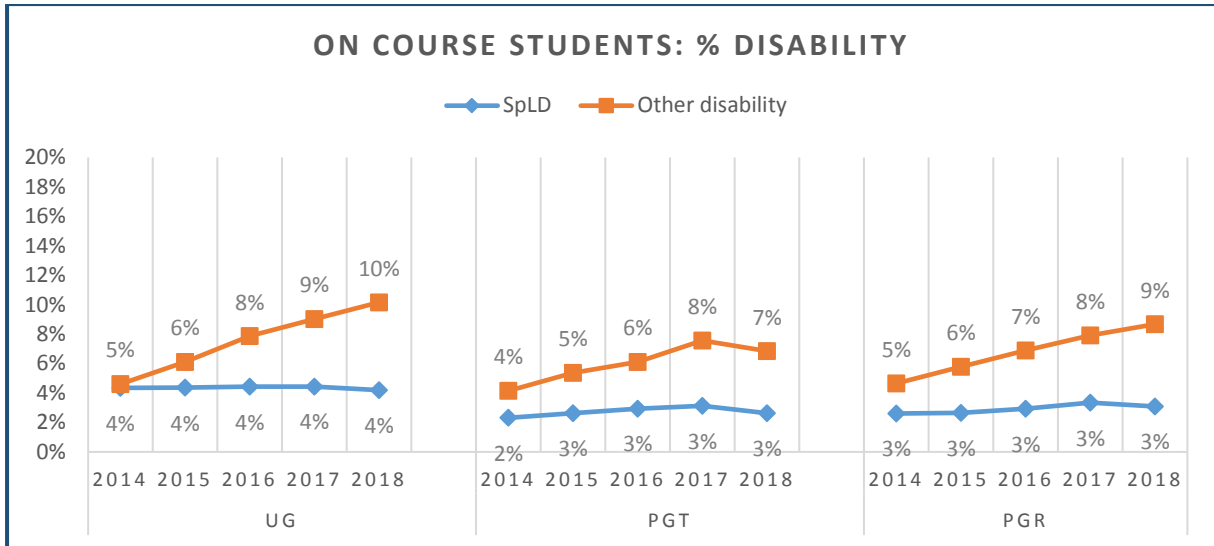
Source: HESA Student Record, 2017/18. UK-domiciled first degree, postgraduate (taught) and postgraduate (research) students, all sexes.

## DISABILITY

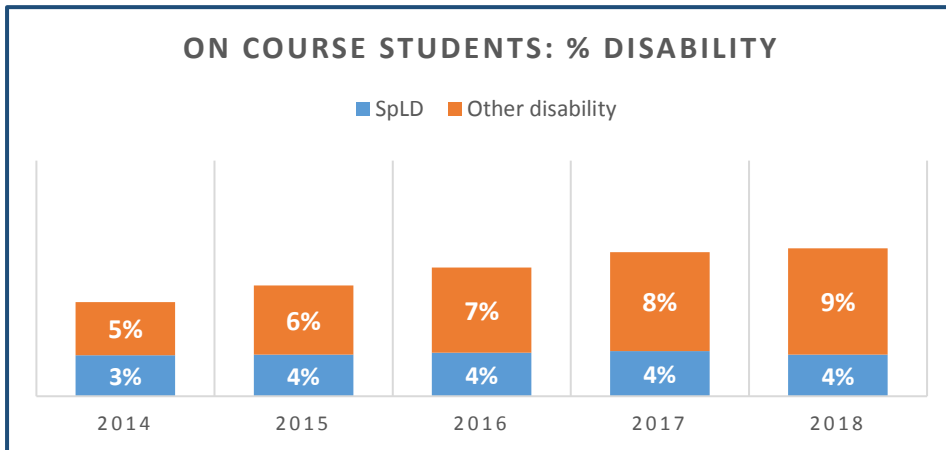
The proportion of students with a declared disability has risen from 8% to 13% over the last five years. The increase has come almost entirely from a rise in the incidence of ‘other disability’, much of this mental ill-health. Over the last 5 years the proportion of students disclosing mental ill-health has more than doubled across Oxford, the Russell Group and the UK, while other conditions have remained

more stable. The Disability Advisory Service is currently working to implement a new service to support students with mental health disabilities.

UK students are twice as likely as non-UK to have declared a disability: 16% of students with Home fee status compared with 8% of non-UK.

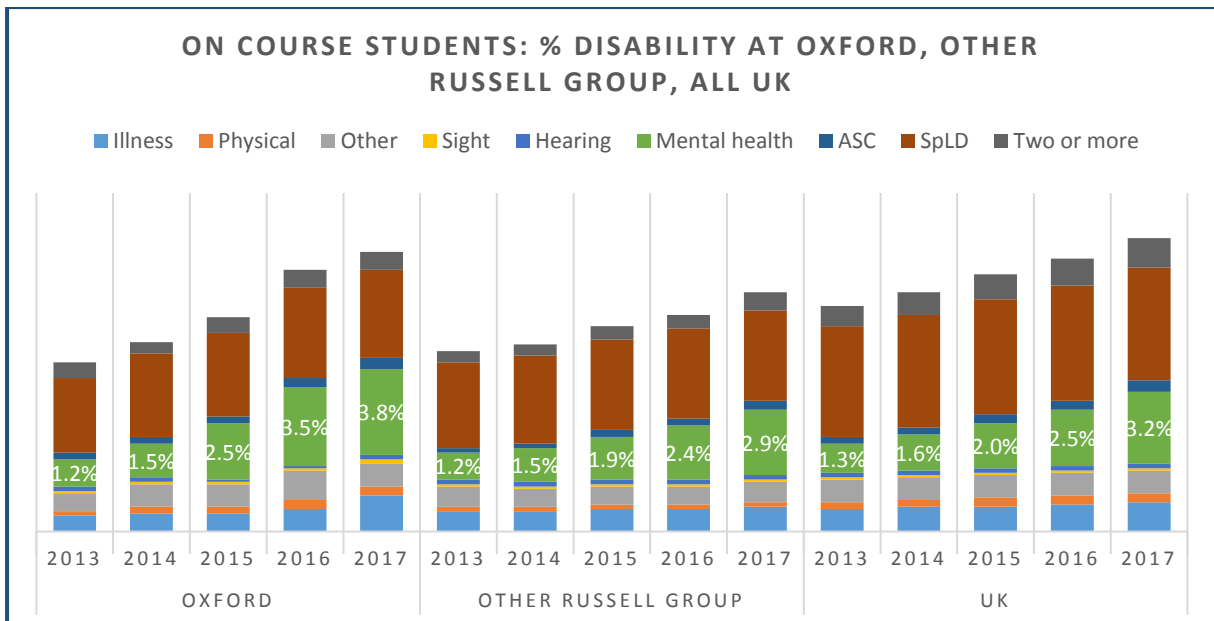


Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students. SpLD = Specific Learning Difficulties.



Not all students have recorded their disability on their student record. Over 4,000 students were known to the Disability Advisory Service in 2017/18, nearly 18% of the student population.

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



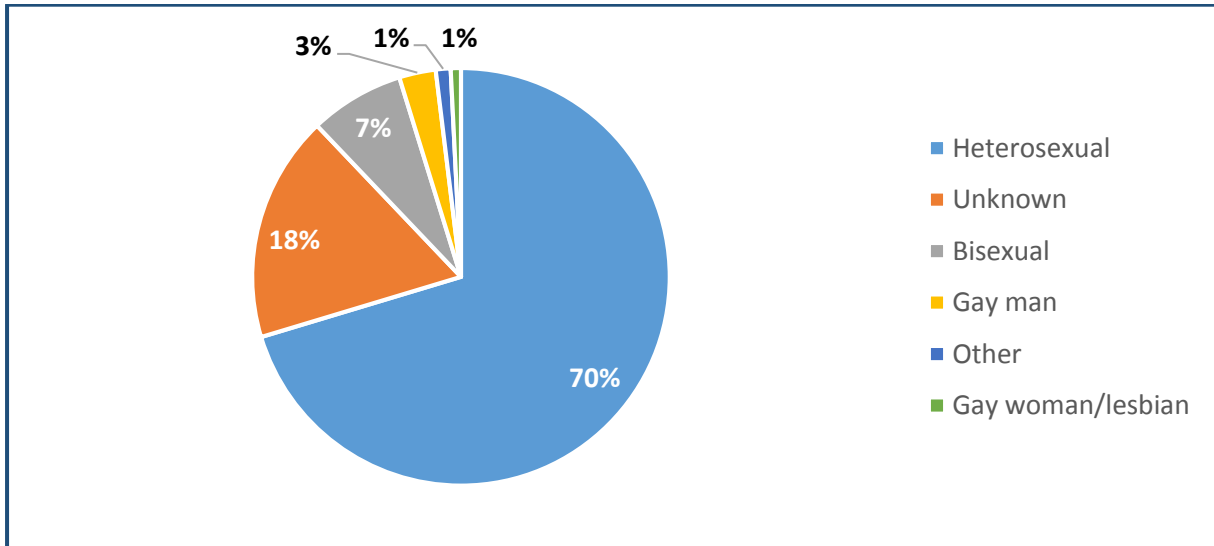
Source: HESA Student Record, 2017/18. Includes all levels of study and all domiciles. ASC = Autism Spectrum Conditions. Percentages denote disclosures of mental ill-health.

## SEXUAL ORIENTATION

We now have a record of sexual orientation for over 80% of students so are reporting these data for the first time. Currently, 12% of all students have identified as lesbian, gay, bisexual or other non-heterosexual

orientation (18% prefer not to say).

We have opted not to provide a more detailed breakdown due to the relatively high proportion of unknowns.

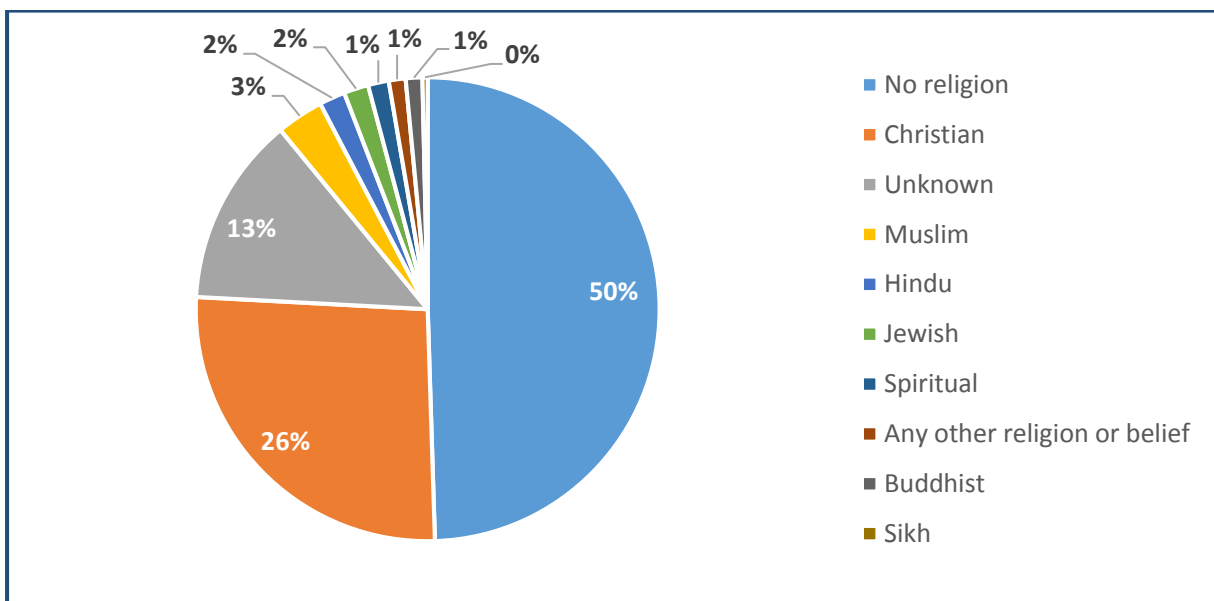


Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students.

## RELIGION OR BELIEF

Nearly 90% of students have disclosed their religion or belief (including lack of belief) to the University, so we are able to report these data for the first time. 50% of all students

stated that they had no religion, just over a quarter were Christian, and 11% belonged to other religions and beliefs (13% prefer not to say).



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

## UNDERGRADUATE ATTAINMENT

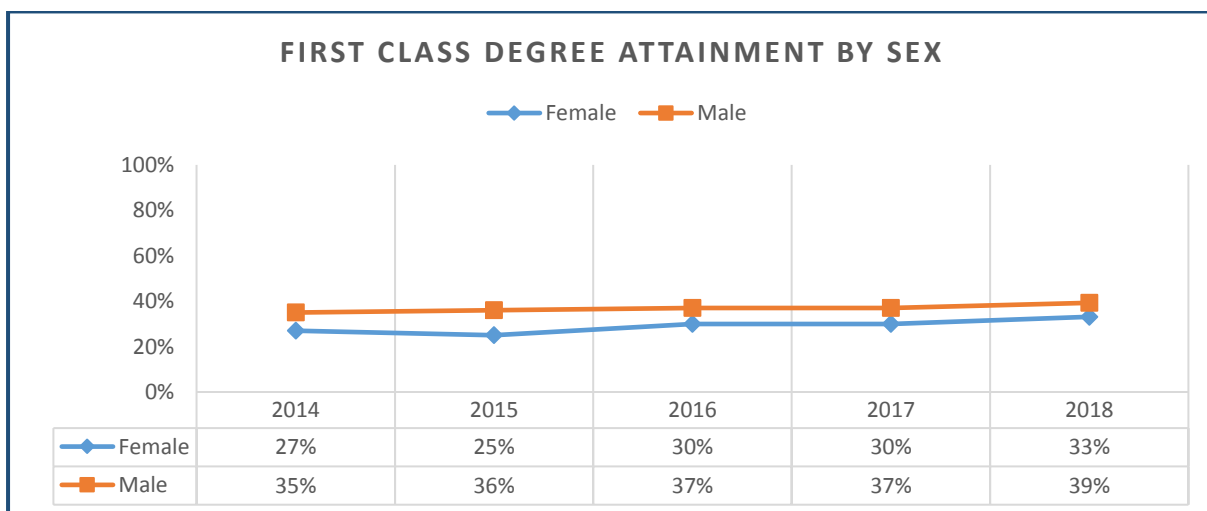
### SEX

Overall, a higher proportion of men than women are awarded a first class undergraduate degree, although women are more likely than men to gain a ‘good degree’ (first and upper second combined). The first class gender gap stood at 6% in 2018, driven by statistically significant differences in the Humanities and Mathematical, Physical and Life Sciences (MPLS) divisions. However, there were no attainment gaps overall in the Medical and Social Sciences divisions.

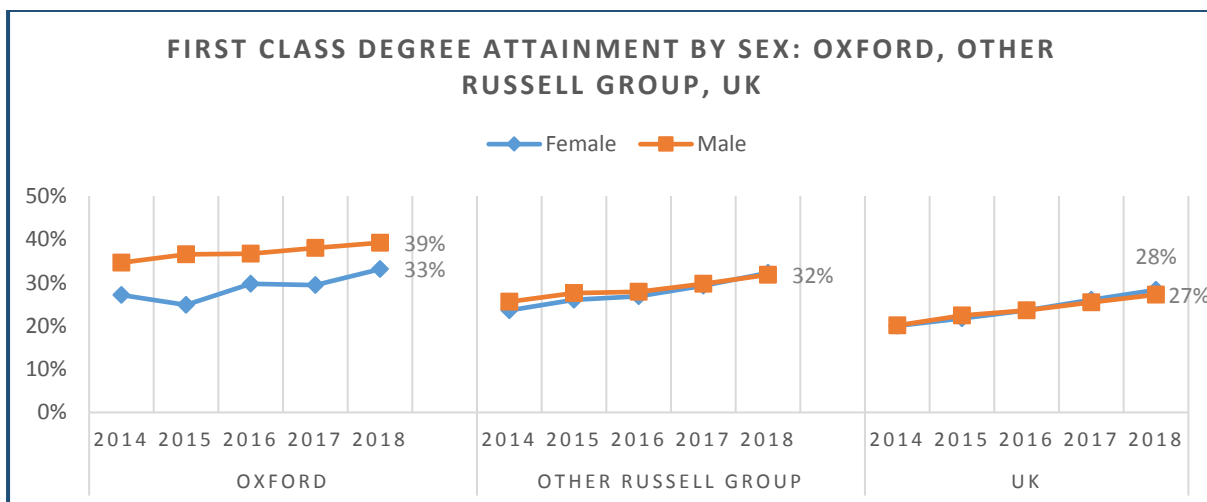
Across the UK, 28% of women and 27% of men gained a first class degree in 2018. The

gender gap in the rest of the Russell Group has reduced to zero over the last five years, though it persists in a handful of institutions (e.g. LSE, Imperial, Oxford and Warwick).

The Student Attainment Gap working group concluded its work on the undergraduate gender gap in 2017/18 and circulated guidance on inclusive methods for tackling differential attainment. Targets to reduce the gender gap in the first class will be proposed under the University’s Strategic Plan for 2018-2023.



Source: SDMA



Source: HESA Student Record, 2017/18. Classified outcomes and male/female sex only. Russell Group excludes Oxford.

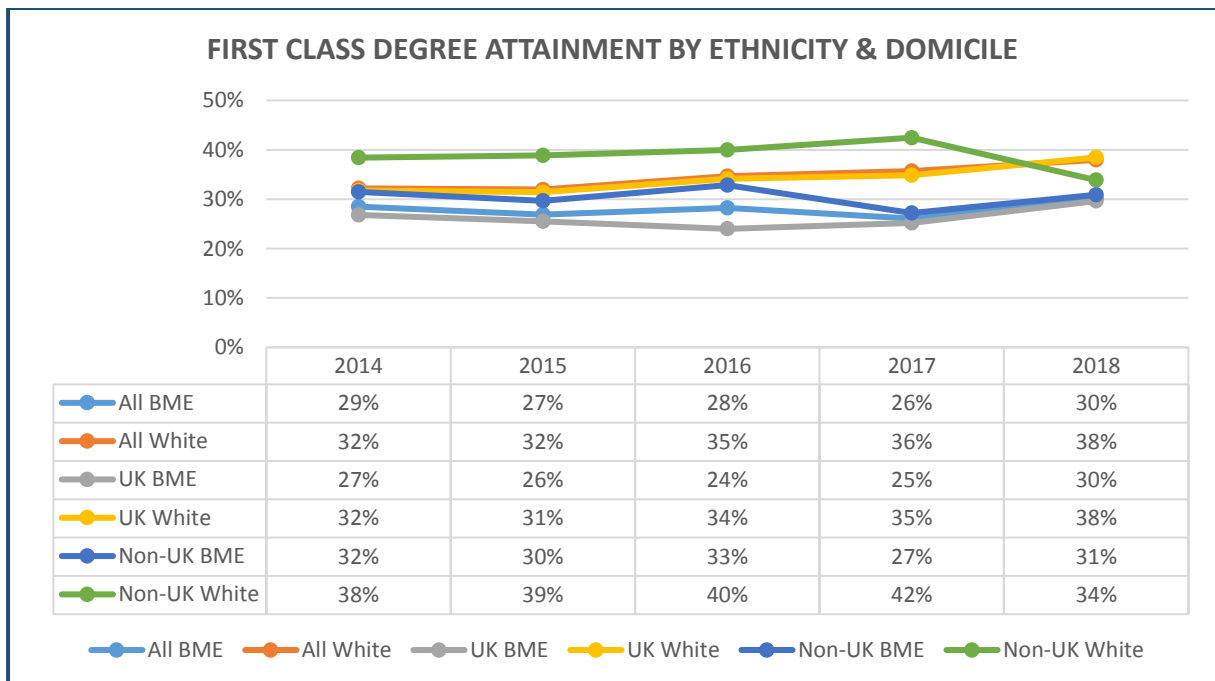
## ETHNICITY

In 2018, 94% of undergraduate finalists achieved a first or upper second class degree (a 'good degree'), including 90% of BME and 95% of White students. Among UK-domiciled finalists, 92% of BME and 96% of White obtained a 'good degree'.

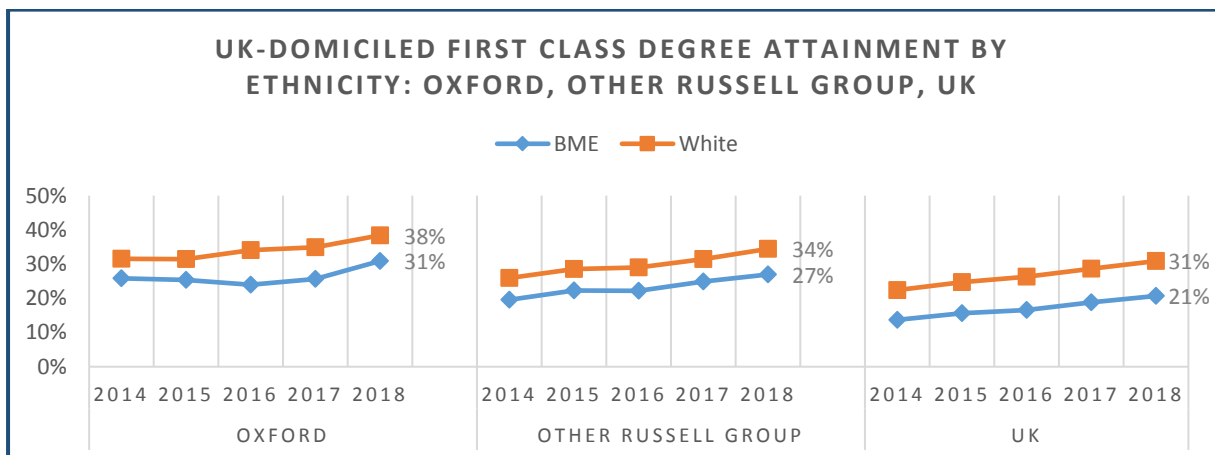
Overall, there was an 8 percentage point difference in the proportions of BME and White finalists who were awarded a first class degree. There were ethnicity gaps in each division, which reached statistical significance in the Medical and Social Sciences divisions.

Across the UK, 21% of UK BME and 31% of UK White finalists obtained a first class degree in 2018. There was a 7 percentage point ethnicity gap in the rest of the Russell Group.

The Student Attainment Gap working group carried out an extensive review of the ethnicity gap during 2017/18 which will inform the setting of targets under the Strategic Plan, the Teaching Excellence Framework and the University's Access and Participation Plan with the Office for Students.



Source: SDMA



Source: HESA Student Record, 2017/18. Includes classified outcomes only. Russell Group excludes Oxford.

## DISABILITY

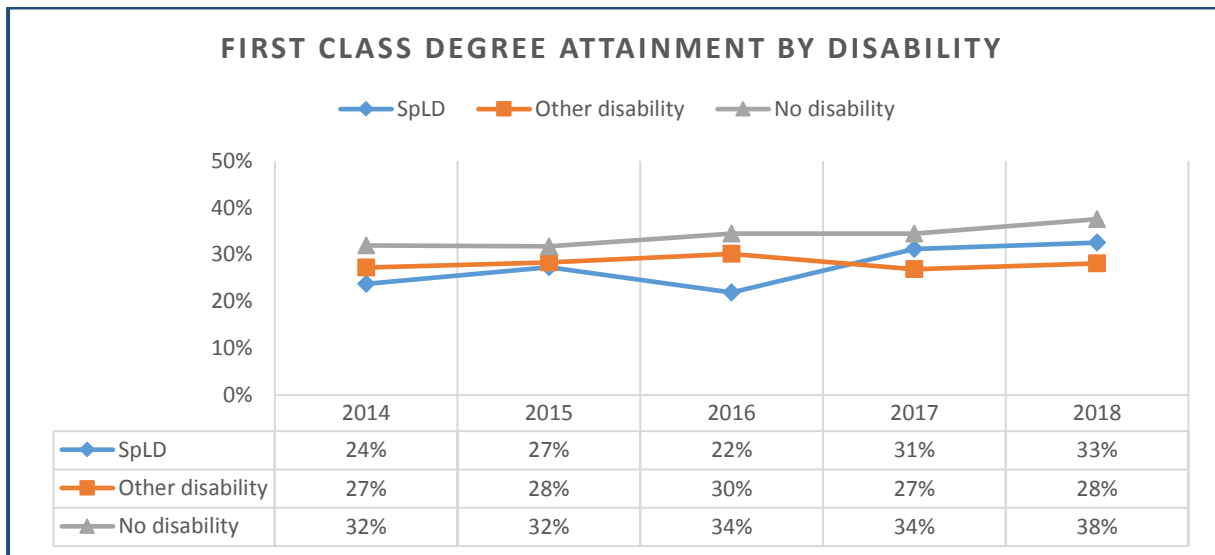
In 2018, 91% of disabled finalists achieved a first or upper second class degree (a 'good degree'), compared with 94% of those with no known disability.

Overall, 30% of disabled students obtained a first class degree compared with 38% of those without a disability, with statistically significant differences in both the Humanities and Mathematical, Physical and Life Sciences (MPLS) divisions. Over the last five years the proportion of students with specific learning difficulties (SpLD) gaining a first class degree

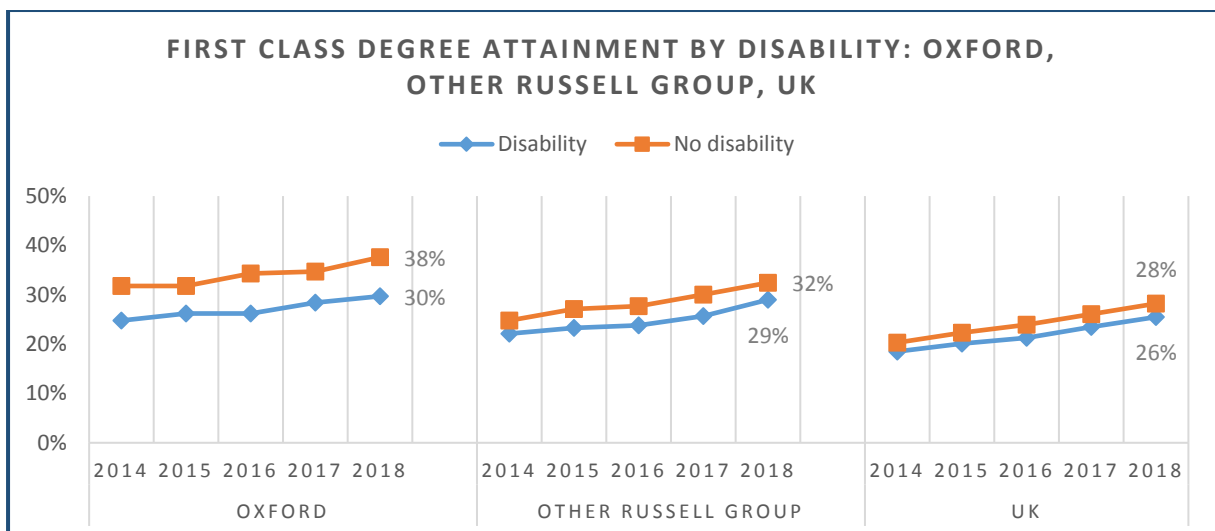
has risen to 33% while that of students with 'other' disability has remained static.

Across the UK, 26% of disabled finalists obtained a first class degree compared with 28% of those with no known disability. There was a three percentage point attainment gap in the rest of the Russell Group.

The University's Strategic Plan includes a commitment to set targets to reduce undergraduate attainment gaps by gender, ethnicity and disability.



Source: SDMA



Source: HESA Student Record, 2017/18. Includes classified outcomes only. Russell Group excludes Oxford.

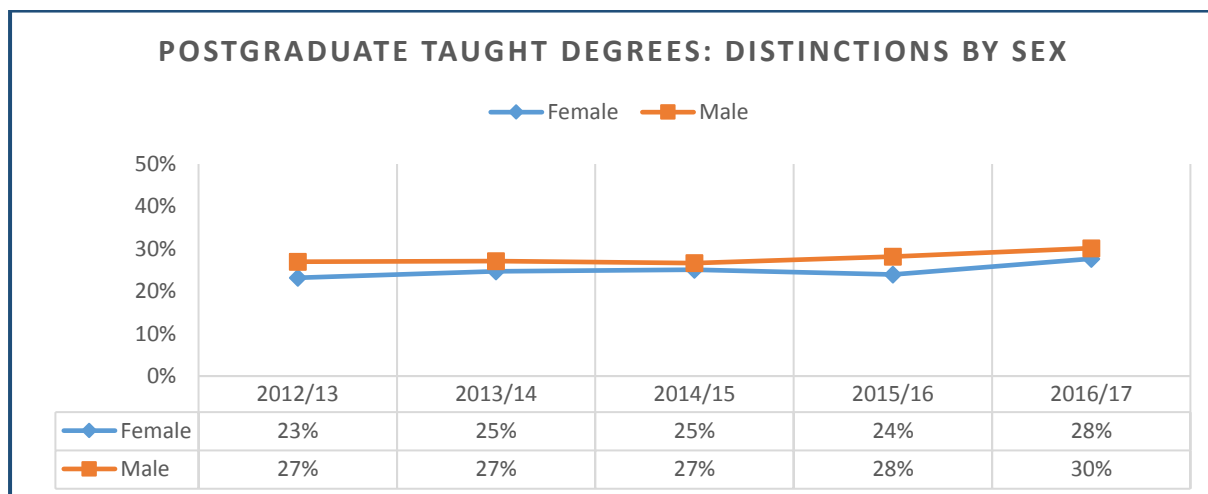


## POSTGRADUATE ATTAINMENT

### SEX

Postgraduate taught degrees can last up to two years so these charts show the most recent complete data available. The gender gap in the award of distinctions is between

two and four percentage points each year, driven primarily by larger gaps in Humanities and Mathematical, Physical and Life Sciences (MPLS).

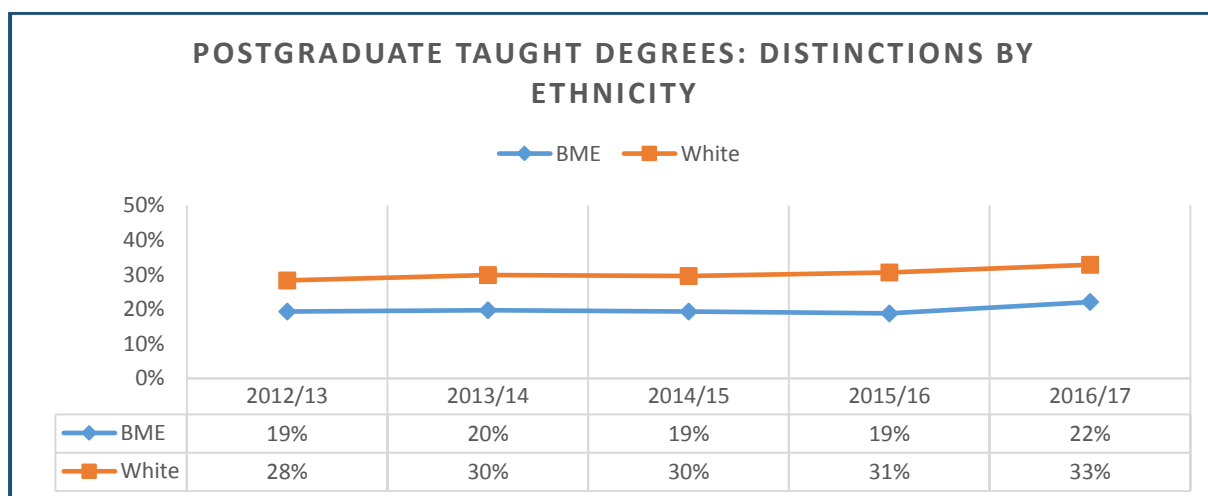


Source: SDMA, Annual Programme Statistics. Cohort data. All domiciles.

### ETHNICITY

While the overall proportion of students obtaining a distinction has increased over the last five years, there has also been a persistent ethnicity gap of between nine and twelve percentage points. One major contributory factor to the overall gap is the

fact that the majority of BME students are in the Social Sciences division, which awards a relatively low percentage of distinctions. There was also, however, an ethnicity gap in the awarding of distinctions in each division apart from Humanities.

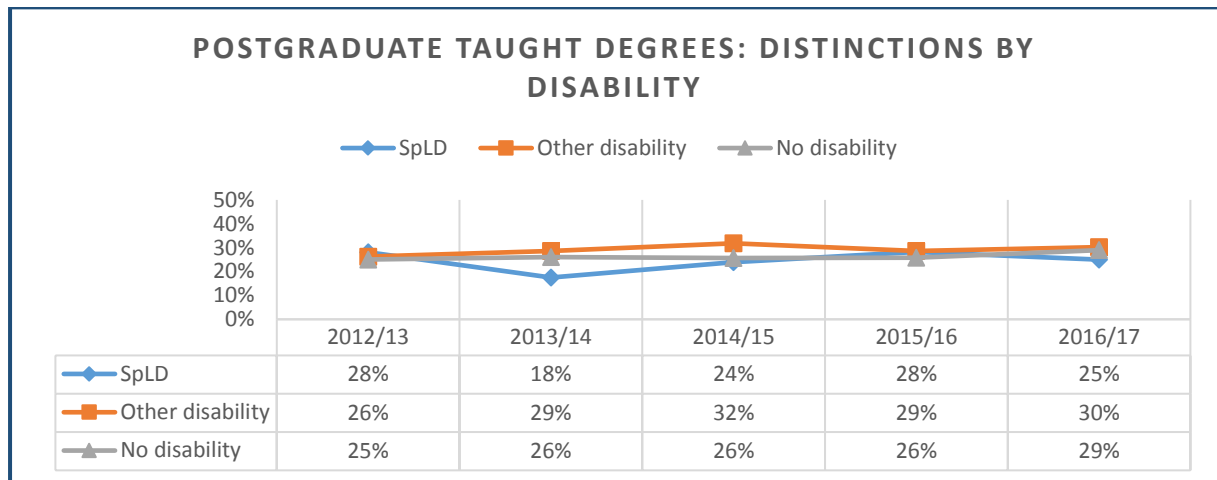


Source: SDMA, Annual Programme Statistics. Cohort data. All domiciles.

## DISABILITY

While numbers fluctuate from year to year, there appears to be little overall disparity in

the award of distinctions to students with and without disabilities.



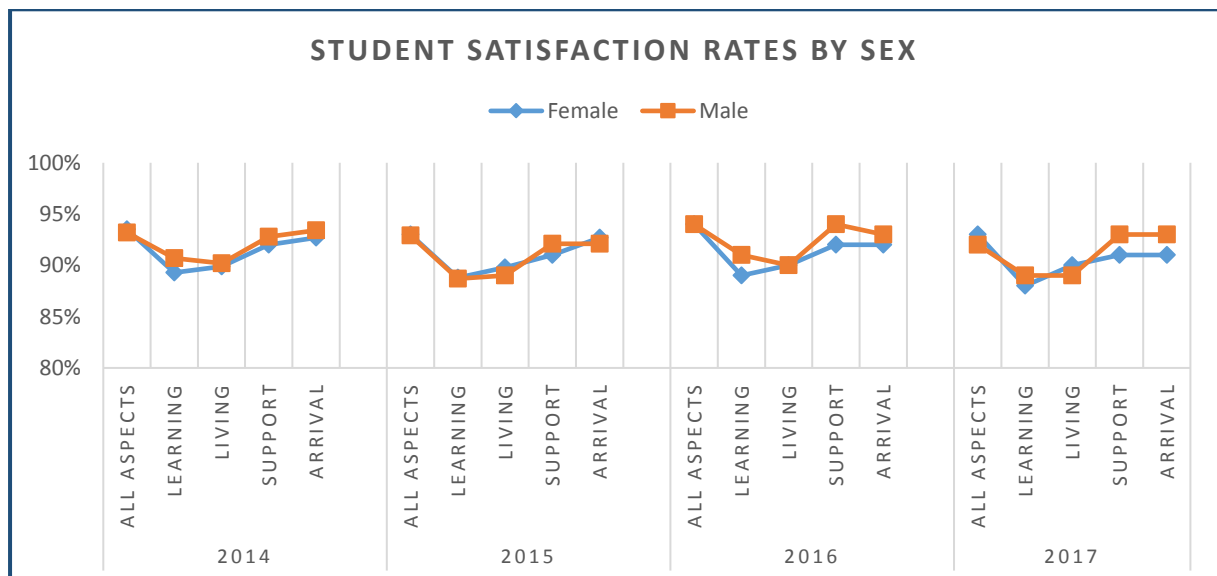
Source: SDMA, Annual Programme Statistics. Cohort data. All domiciles.

## SURVEY OUTCOMES

### SEX

7,730 students responded to the Student Barometer in 2017 (39%), a lower proportion than in previous years. The full results are publicly available on the University website.<sup>102</sup> In 2017, 93% of women and 92% of men

agreed that they were satisfied with their experience overall. Men were two percentage points more satisfied than were women with university support services and the arrangements for their initial arrival at Oxford.



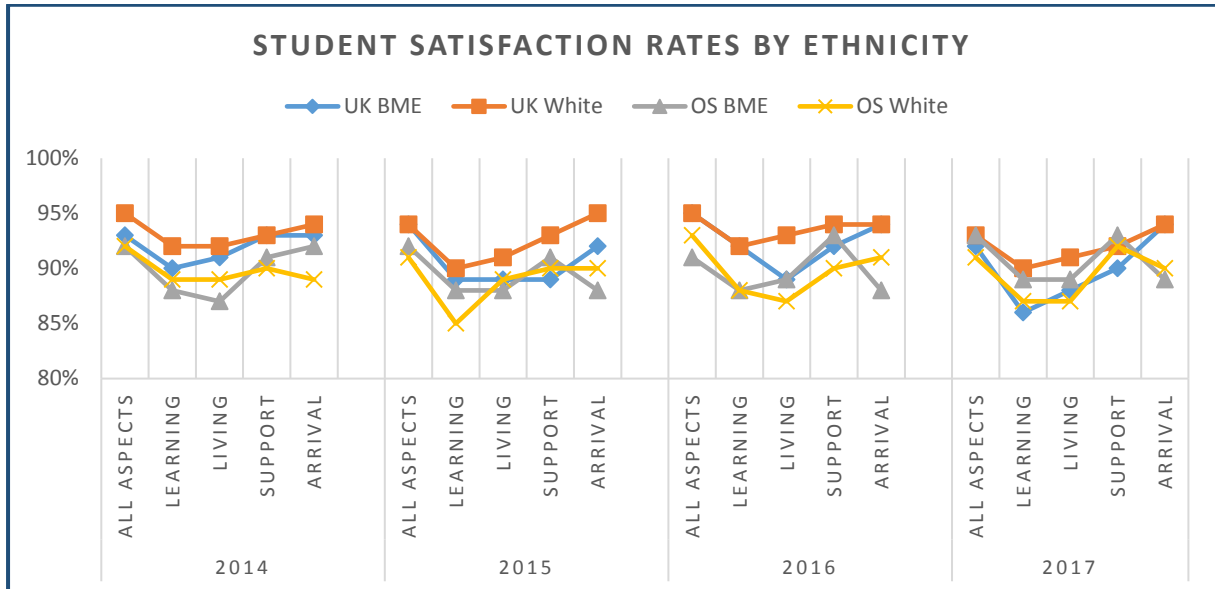
Source: Student Barometer, 2017

<sup>102</sup> [www.ox.ac.uk/students/life/student-engagement](http://www.ox.ac.uk/students/life/student-engagement)

## ETHNICITY

Among UK respondents in 2017, 92% of BME and 93% of White students agreed they were satisfied overall; however, BME students reported slightly lower satisfaction with some

aspects of their Learning, Living and Support arrangements. Conversely, overseas BME students tended to report higher overall satisfaction ratings than White students.

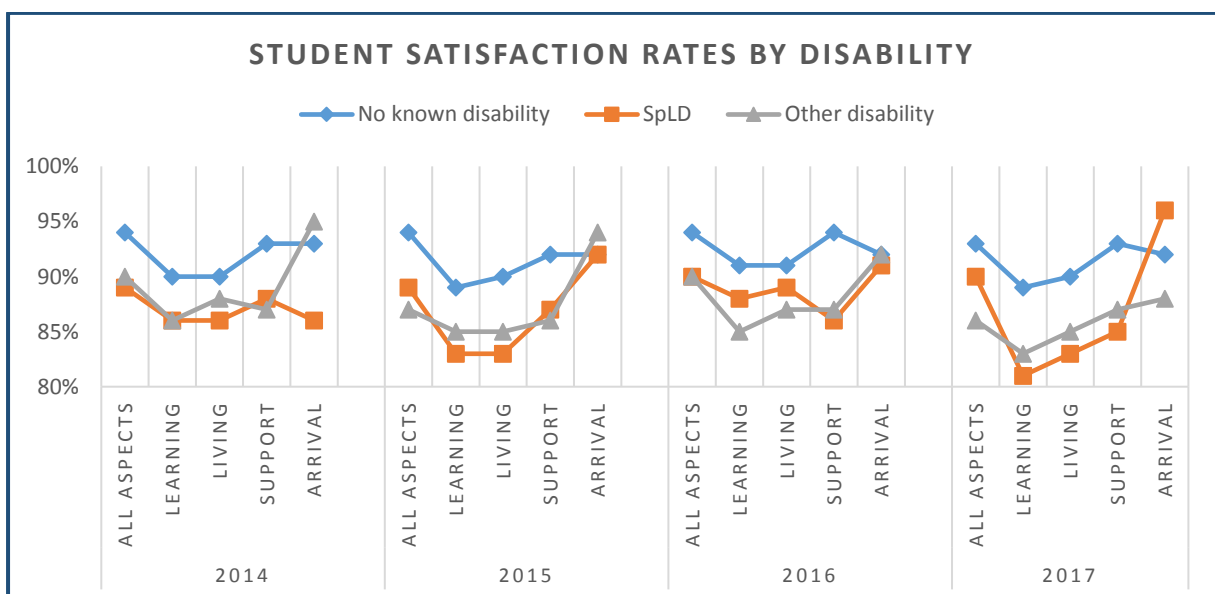


Source: Student Barometer, 2017. UK and overseas fee status only.

## DISABILITY

Disabled respondents reported lower satisfaction across many questions, particularly those concerning their Learning, Living and Support arrangements. In 2017, 90% of students with specific learning

difficulties and 86% of those with 'other' disability agreed that they were satisfied overall, compared with 93% of students with no known disability.



Source: Student Barometer, 2017

## UNDERGRADUATE DESTINATIONS

### NOTE

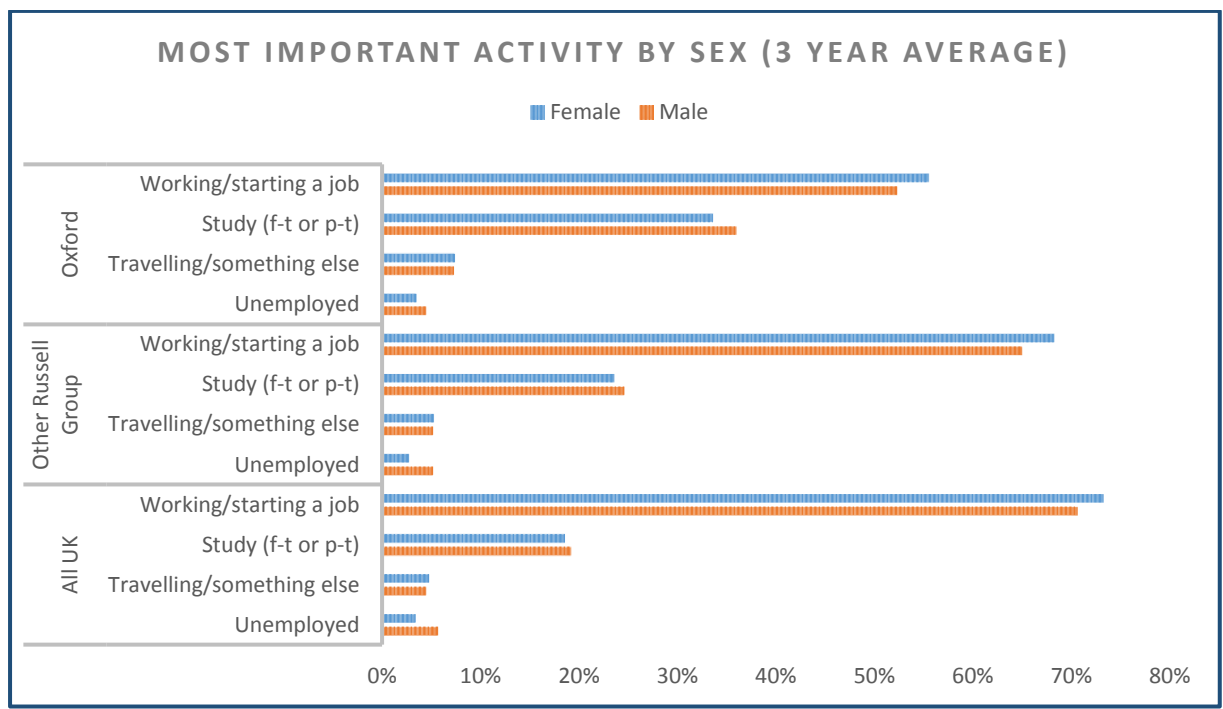
The HESA Destinations of Leavers from Higher Education (DLHE) survey has been replaced by the Graduate Outcomes survey. Leavers are now surveyed approximately 15 months after they have left university, providing more robust data on their career choices and progression. The last set of DLHE data was published in 2018 while the first tranche of Graduate Outcomes data will be available from January 2020.

The charts in this section of the report provide information on the activities of undergraduate leavers approximately six months after graduation. The data on graduates' 'most important activity' have been averaged over three years to provide more robust comparisons, especially in relation to ethnicity and disability where annual numbers are small. We have also provided annual data on whether working graduates were engaged in professional or non-professional employment.

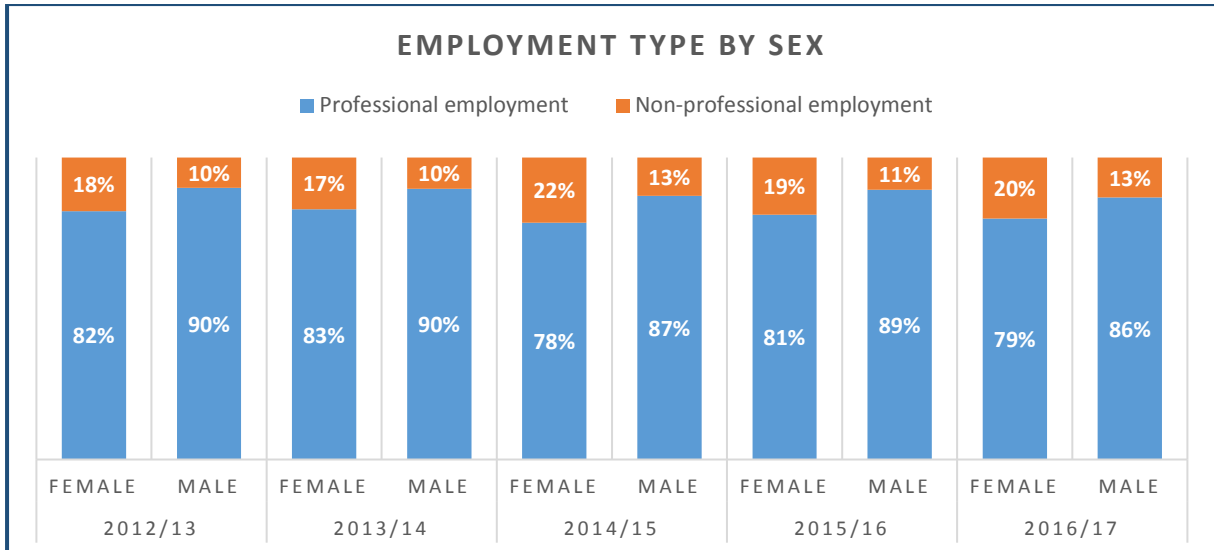
### SEX

On average, a higher proportion of female than male Oxford graduates reported that they were working or about to start a job. Men were slightly more likely to be engaged in further study, or unemployed. The pattern at Oxford replicated that seen in the rest of the Russell Group and across the UK (though Oxford graduates were more likely to continue their studies).

Over the last five years, a consistently higher proportion of female than male Oxford undergraduate leavers has been in non-professional employment six months after graduation. This reflects the situation across the UK as a whole as well as in the rest of the Russell Group (data not shown).



Source: HESA Destinations of Leavers from Higher Education, 2016/17 (HESA). Data for 2014/15, 2015/16 and 2016/17 leavers combined. All domiciles.

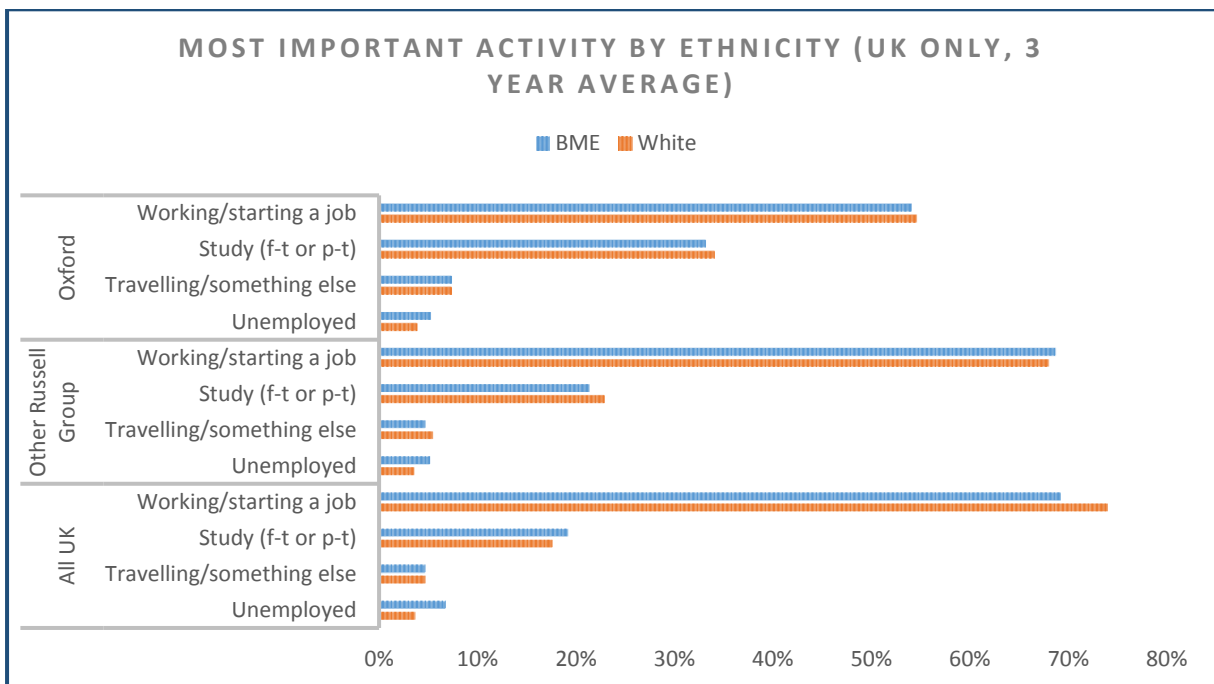


Source: HESA Destinations of Leavers from Higher Education, 2016/17. Oxford first degree leavers in employment and not in further study (all domiciles).

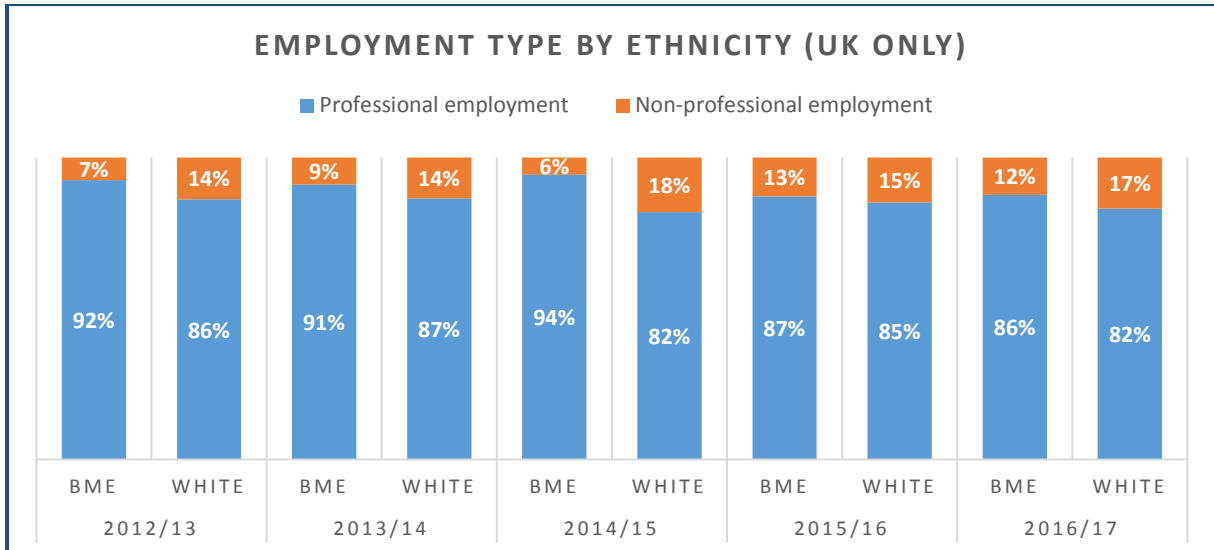
## ETHNICITY

On average, there was no difference in the proportions of UK-domiciled BME and White Oxford graduates either working or studying, and only a one percentage point difference in unemployment rates. There was a similar pattern across the rest of the Russell Group but in the UK as a whole, BME leavers were less likely to be working and more likely to be unemployed.

Among Oxford graduates in employment, BME leavers were more likely than White to be in professional roles. This reflects outcomes for other Russell Group graduates but in the UK as a whole, BME leavers were slightly more likely to be working in non-professional employment (data not shown).



Source: HESA Destinations of Leavers from Higher Education, 2016/17 (HESA). Data for 2014/15, 2015/16 and 2016/17 leavers combined. UK domicile only as HESA does not collect ethnicity data from non-UK students.



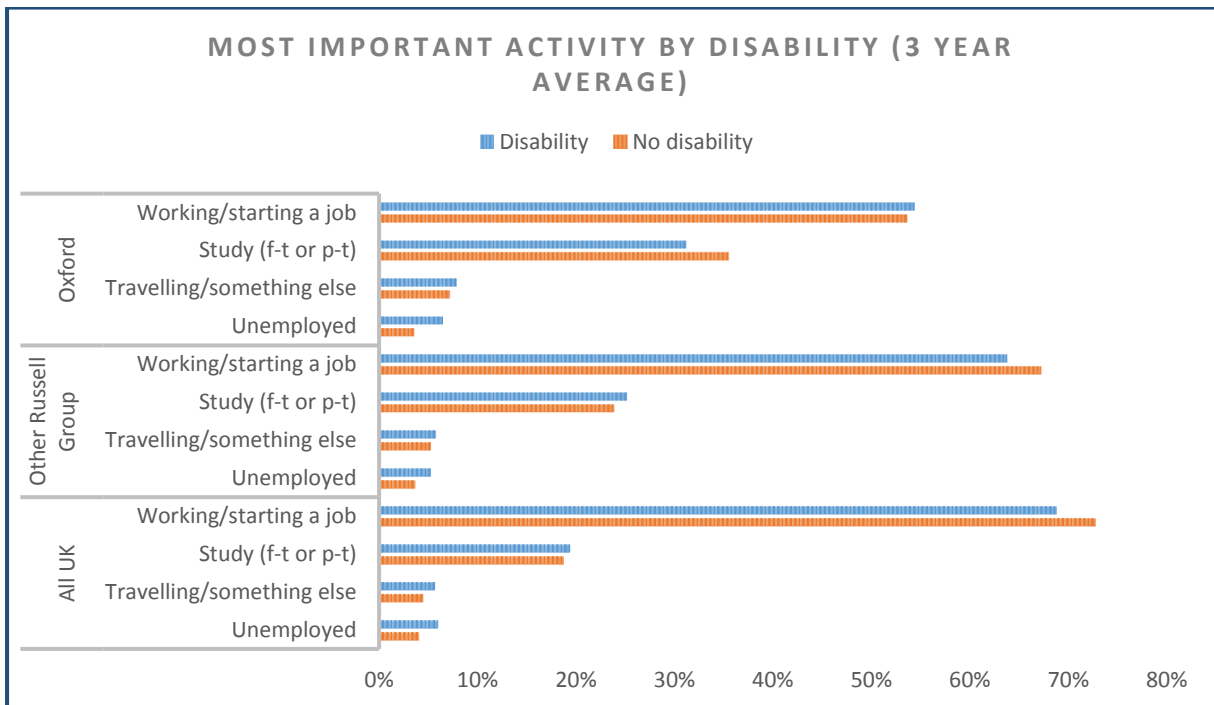
Source: HESA Destinations of Leavers from Higher Education, 2016/17. Oxford first degree leavers in employment and not in further study (UK domicile only).

#### DISABILITY

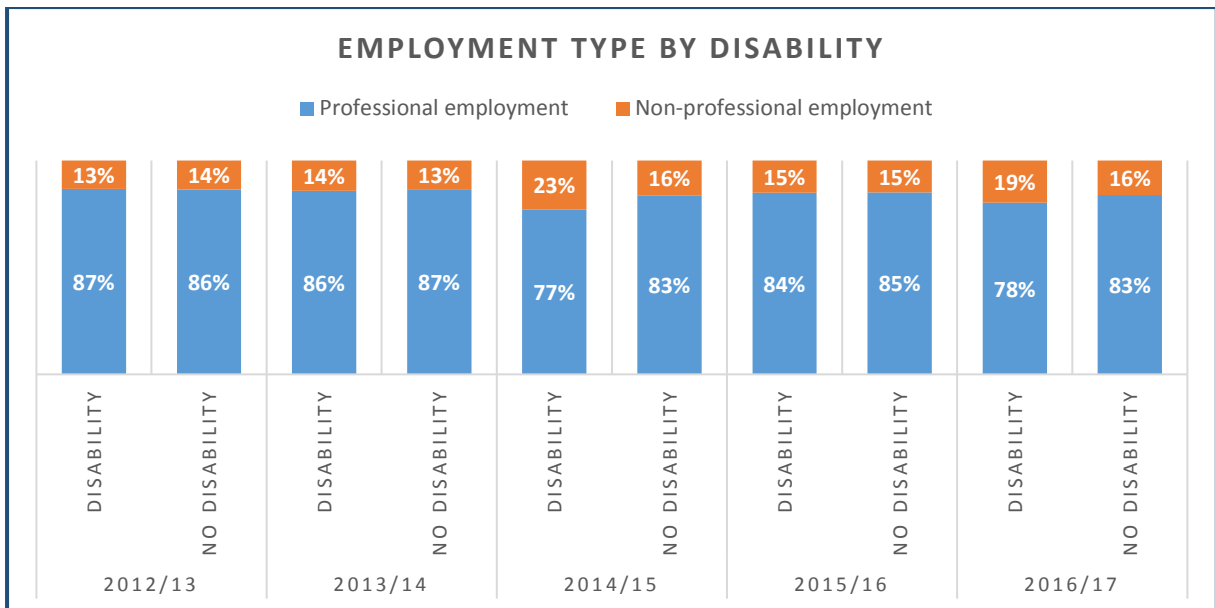
Over the last three years, disabled Oxford graduates were equally as likely to be working as those without a disability, but were less likely to be in further study and slightly more likely to be unemployed. Across the UK and the rest of the Russell Group, disabled graduates were less likely to be employed and

more likely to be unemployed than those without a disability.

There were only small differences in the proportions of employed Oxford graduates working in professional and non-professional jobs each year.



Source: HESA Destinations of Leavers from Higher Education, 2016/17 (HESA). Data for 2014/15, 2015/16 and 2016/17 leavers combined. All domiciles.



Source: HESA Destinations of Leavers from Higher Education, 2016/17. Oxford first degree leavers in employment and not in further study (all domiciles).

Equality and Diversity Unit  
March 2019

## GLOSSARY

Associate professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA.
Athena SWAN	Charter recognising institutions' efforts to advance women's employment in academia.
BME	Black and Minority Ethnic – we use this as an umbrella term for people of non-white minority ethnicity (who are underrepresented at Oxford) but recognise its multiple inherent limitations.
CORE Personnel	The University's human resources system
DAS	Disability Advisory Service for students
DLHE	Destinations of Leavers from Higher Education survey
EDP	Equality and Diversity Panel
EDU	Equality and Diversity Unit
FPE	Full person equivalent (used by HESA)
FTE	Full-time equivalent (used in Oxford's staffing figures)
GLAM	Gardens, Libraries and Museums
HESA	Higher Education Statistics Agency
HUMS	Humanities Division
LGBT+ and LGBTQ	Lesbian, Gay, Bisexual, Transgender and other / Queer
Matriculation	Confers membership of the University on students who are enrolled and following a degree-level course.
MPLS	Mathematical, Physical and Life Sciences Division
MSD	Medical Sciences Division
OLI	Oxford Learning Institute
OU DCE	Oxford University Department for Continuing Education
P&M	Professional & Management (job types)
PGT	Postgraduate taught
PGR	Postgraduate research
Professor	All staff bearing title of professor, including statutory and titular
Protected characteristic	Term used in equality legislation to denote a group of people sharing a particular characteristic
REC	Race Equality Charter to recognise the advancement of race equality in higher education
S&T	Support & Technical (job types)
SDMA	Student Data Management and Analysis
SpLD	Specific Learning Difficulties
SSD	Social Sciences Division
SSO	Single sign-on access to University e-resources
Statutory professor	The senior academic grade at Oxford, equivalent to full professor in the USA.
STEM	Science, technology, engineering and mathematics
Student Barometer	Annual survey of Oxford students
Titular professor	Associate professor (or equivalent) who has been awarded the title of full professor as a mark of academic distinction.
UAS	University Administration and Services
UG	Undergraduate
UNIQ	Oxford's Summer School access programme
VRO	Visiting, Recognised or Other students – full-time students studying at Oxford without being awarded a degree or other qualification.