



UNIVERSITY OF
OXFORD

This report provides an overview of the University's activities to promote equality and diversity during 2015/16 and helps to fulfil its reporting requirements under the Public Sector Equality Duty.

Equality Report, 2015/16

University of Oxford



Equality and Diversity Unit

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INTRODUCTION

This report provides an overview of the University of Oxford's activities in support of equality and diversity during the academic year 2015/16, including progress indicators towards its agreed equality objectives and a summary of key staff and student data:

- Annexe A: Staff data (p.26)
- Annexe B: Student data (p.40)

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 Duty¹ 'in the exercise of their functions';
- Carrying out equality analysis;²
- Setting at least one equality objective;³ and
- Publishing information and data⁴ 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 characteristic⁵ 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.

¹ www.admin.ox.ac.uk/eop/policy/framework

² www.admin.ox.ac.uk/eop/policy/data/analysis

³ www.admin.ox.ac.uk/eop/policy/equalityobjectives

⁴ www.admin.ox.ac.uk/eop/policy/data/report

⁵ 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, in employment only.

GOVERNANCE

The University's governance structure comprises both Congregation and Council.⁶ Congregation is the ultimate legislative body of the University while Council, composed of elected members of Congregation, ex officio members and lay members, is the University's executive governing body. Council is responsible for the academic policy and strategic direction of the University and is chaired by the Vice-Chancellor, Professor Louise Richardson, who took up post on 1 January 2016.⁷

In 2015, the University appointed Dr Rebecca Surender to the newly created role of Pro-Vice-Chancellor and Advocate for Diversity to provide strategic leadership and coordination to the equality and diversity initiatives taking place across the University, working in partnership with Oxford's 38 colleges and 6 Permanent Private Halls.⁸ The scope of Dr Surender's role was enhanced in 2016 when she took on additional responsibilities as Advocate for Equality and Diversity.

This report has been prepared by the Equality and Diversity Unit (EDU)⁹. The EDU works with other university bodies to ensure that the University's goal of the pursuit of excellence goes hand in hand with ensuring equality of opportunity and freedom from discrimination. The Unit's work is overseen by the Equality and Diversity Panel¹⁰, which reports to the Personnel and Education Committees of Council, and is chaired by Dr Surender.

Divisions and departments are responsible for implementing policy in support of the University's equality objectives. As independent, self-governing academic communities, the colleges and Permanent Private Halls publish their own objectives and equality information while working in partnership with the University to promote equality and diversity.¹¹ An informal working group of heads of Oxford colleges was established in 2015 to provide greater coordination and focus to college work on equality and diversity. In 2016, the group became an Equality and Diversity Forum of the Conference of Colleges, with representation from all colleges.¹² The EDU supports the work of the Forum in collaboration with the Conference Secretariat. A new college Welfare Forum has also been established to provide enhanced opportunities for sharing information and best practice in relation to student welfare.

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:

- The Gender Equality Advisory Group;¹³
- The Disability Advisory Group;¹⁴
- The LGBT Advisory Group;¹⁵ and

⁶ www.admin.ox.ac.uk/councilsec/governance/governancestructures/theuniversitysgovernancestructure

⁷ www.ox.ac.uk/about/organisation/university-officers/vice-chancellor

⁸ Dr Surender is Associate Professor of Social Policy, Head of the Department of Social Policy and Intervention and a Fellow of Green Templeton College. See www.ox.ac.uk/about/organisation/university-officers.

⁹ www.admin.ox.ac.uk/eop/aboutus

¹⁰ www.admin.ox.ac.uk/eop/policy/edp

¹¹ www.admin.ox.ac.uk/eop/policy/data/report/colleges

¹² <https://weblearn.ox.ac.uk/portal/site/:colleges:confcoll>

¹³ www.admin.ox.ac.uk/eop/gender/genderequalityadvisorygroup

¹⁴ www.admin.ox.ac.uk/eop/disab/disabilityadvisorygroup

¹⁵ www.admin.ox.ac.uk/eop/sexualorientation/lgbtadvisorygroup

- The Race Equality Working Group.¹⁶

For 2015-17, the Equality and Diversity Panel has taken on the additional role of the University's self-assessment team (SAT) for its application to the Race Equality Charter Mark in higher education (due in July 2017).¹⁷

EQUALITY OBJECTIVES: PROGRESS REPORT

This section of the report provides a summary of activity in support of the University's equality objectives, including key data indicating progress towards targets. More detailed data on staff and students are provided in the annexes.

The University agreed three overarching equality objectives for 2012-16, aiming to increase the representation of women in senior roles; improve the recruitment and retention of BME (black and minority ethnic) staff and widen undergraduate access and admissions. Following cross-institutional consultation and benchmarking, the University published a suite of numerical targets in support of the first objective in March 2015. In April 2016, the existing targets were confirmed and additional objectives on gender, race and sexual orientation were agreed for 2016-20.¹⁸ The University's equality objectives dovetail with its wider strategic objectives relating to recruitment, staff development, student access and experience, as set out in the Strategic Plan for 2013-18.¹⁹

Progress has been made on all the University's targets in relation to staff, with increases in the proportions of female professors, heads of department and senior leadership. However, the rate of increase is slow, particularly amongst associate professors. Actions to address this will be put forward in the University's application for an institutional Silver Athena SWAN award in April 2017.

Specific objectives and associated targets in relation to the recruitment and retention of BME staff will be put forward in the University's application for an institutional Bronze Race Equality Charter award in July 2017.²⁰

There has also been an increase in the proportion of undergraduate applicants from target socioeconomic groups admitted to Oxford, though the percentage from schools with a history of limited progression to Oxford has plateaued at around 20%. The University has consistently exceeded its HESA benchmark for participation by disabled students. In 2015/16, 34% of admitted UK undergraduates belonged to at least one of the three target groups.²¹ Following an evaluation, the University has used updated educational and socioeconomic data to improve its focus on disadvantaged applicants, producing revised targets for 2017-20.

The table overleaf provides progress indicators for the last three years and details of the new targets agreed for 2020.

¹⁶ www.admin.ox.ac.uk/eop/race/raceequalityworkinggroup

¹⁷ www.ecu.ac.uk/equality-charters/race-equality-charter

¹⁸ www.admin.ox.ac.uk/eop/policy/equalityobjectives

¹⁹ www.ox.ac.uk/about/organisation/strategic-plan

²⁰ www.admin.ox.ac.uk/eop/race/raceequalitychartermark

²¹ www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate/additional-info/access-agreement-target-categories

EQUALITY OBJECTIVES

2014

2015

2016

1. Increase the proportion of women in senior roles

(i)	To achieve a yearly increase in the proportion of female professors, with 30% representation by 2020	22%	23%	24%
(ii)	To achieve a yearly increase in the proportion of female statutory professors, with 20% representation by 2020	12%	14%	15%
(iii)	To achieve a yearly increase in the proportion of female associate professors, with 35% representation by 2020	27%	28%	28%
(iv)	To achieve one third representation of women across University leadership roles including but not limited to heads of department and senior management teams	20% of academic HoDs	22% of academic HoDs 47% of UAS section heads 36% of divisional boards	27% of academic HoDs 44% of UAS section heads 35% of divisional boards
(v)	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			<i>No available data</i>
(vi)	Women to comprise a minimum of 30% of members of Council and each of its main committees (Education, Personnel, Research, Planning and Resource Allocation, and General Purposes Committees)	34% overall Over 30% in all but PRAC (27%)	37% overall Over 30% in all but PRAC (25%)	41% overall Over 30% in all six committees
(vi)	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	✓ ²²	✓ ²³	✓ ²⁴

²² www.ox.ac.uk/news-and-events/The-University-Year/Encaenia/2014

²³ www.ox.ac.uk/news-and-events/The-University-Year/Encaenia/2015

²⁴ www.ox.ac.uk/news-and-events/The-University-Year/Encaenia/2016

2. Improve the recruitment and retention of Black and Minority Ethnic (BME) staff

The University will consider specific objectives and associated targets in relation to BME staff in its application to the Race Equality Charter in July 2017.

3. Achieve the equality-related objectives set out in the University's agreement with the Office for Fair Access²⁵

		2013	2014	2015
i.	Increase the proportion of UK students from schools and colleges which historically have had limited progression to Oxford to 25% by 2016/17.	19.6%	21.3%	20.3% ²⁶
ii.	Increase the proportion of UK students from socio-economically disadvantaged areas (ACORN postcodes 4 and 5) to 9% by 2016/17.	6.8%	9.3%	8.6%
iii.	Increase the proportion of UK students from neighbourhoods with low participation in higher education (POLAR2 quintiles 1 and 2) to 13% by 2016/17.	9.8%	10.3%	11.5%
iv.	Continue to meet or exceed the HEFCE benchmark (in brackets) on participation by disabled students. ²⁷	5.8% (5.0%)	6.3% (4.8%)	<i>Not yet available</i>

The University has agreed a suite of complementary targets under its commitment to the United Nations Women's HeForShe gender equality movement²⁸, to:

- Achieve one third representation of women across all university leadership roles by 2020;
- Engage the whole community to holistically address campus violence and enforce zero tolerance; and
- Accelerate progress towards gender equality across the higher education sector beyond Oxford.

Many of these targets are ambitious given the low rate of turnover in academic posts. However, they are a key means of demonstrating the strength of the University's commitment to tackle under-representation and increase diversity, and setting aspirational targets can itself help to change institutional and applicant behaviours. For example, the University has recently seen an increase in

²⁵ www.offa.org.uk/access-agreements/searchresult/?prn=10007774

²⁶ All undergraduate access targets are calculated to one decimal place.

²⁷ The HEFCE benchmark relates to the proportion of UK full-time first degree students who were in receipt of Disabled Students' Allowance, rather than the total number of students who disclosed a disability.

²⁸ The first HeForShe IMPACT progress report can be downloaded from <http://www.unwomen.org/en/news/stories/2016/9/press-release-heforshe-university-parity-report>

the number of female applicants for academic posts and for professorial title in the annual Recognition of Distinction exercises.

NEW EQUALITY OBJECTIVES

In April 2016, the University agreed two supplementary targets in support of its equality objectives on gender and ethnicity, together with a new target in relation to LGBT inclusion, committing to:

4. **Apply successfully for an institutional Silver Athena SWAN award in 2017**
5. **Apply successfully for an institutional Bronze Race Equality Charter award in 2017**
6. **Increase our score in the Stonewall Workplace Equality Index by at least 20% by 2020**

	2016	2017
	Score: 63	Score: 94.5
	Rank: 244	Rank: 187

In 2016, the University renewed its agreement with the Office for Fair Access, publishing a revised suite of objectives relating to undergraduate access and admissions for 2017-20. These include a new objective to support local school pupils' progression into higher education (see p.14).

Revised undergraduate access objectives for 2017-20

- i. 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), **to at least 15.9% in 2019/20.**
- ii. 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, **to at least 9.5% in 2019/20.**
- iii. 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, **to at least 13.0% in 2019/20.**
- iv. 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 **does not drop below the current level of 8.8%** (based on the average of the years 2011/12 to 2013/14).
- v. To ensure that at least 55% of students working with the Oxford South-East IntoUniversity centre progress to higher education in 2019/20.

STAFF

Athena SWAN: The University's engagement with Athena SWAN provides an overarching focus for activity in support of gender equality and the representation of women in senior roles. The Athena SWAN charter was instituted in 2005 as a framework to address the under-representation of women in academic science by promoting good employment practices. In November 2015, the charter was opened up to all departments and staff in higher education, and now includes men (where they are under-represented) and trans staff and students. The University renewed its institutional Bronze award in 2013 and will apply for institutional Silver in April 2017.

During 2015/16, sixteen departments in the Medical Sciences Division (MSD) achieved Silver awards, enabling the University to qualify for National Institute for Health Research (NIHR) funding. Subsequently the University received its largest ever award of £126.5 million over five years.²⁹ Following the April 2016 judging round, the University holds 27 departmental Athena SWAN awards: 20 at Silver and 7 at Bronze, including all departments in the sciences and medicine.

Following the extension of the charter to the social sciences and humanities, the Faculty of Law and Schools of Geography and Anthropology submitted applications in the November 2016 round and the Saïd Business School and the Oxford Internet Institute intend to do so in April 2017.

Staff survey: The University conducted its first institution-wide Staff Experience Survey³⁰ between January and July 2016, achieving a high response rate of 47%³¹. Detailed analysis by protected characteristic has been undertaken to provide evidence and data to inform Athena SWAN and Race Equality Charter applications, in addition to work on the European Commission HR Excellence in Research badge. 86% of staff agreed that they were satisfied in their jobs and 91% that they would recommend working at the University to a friend.

Recruitment: The University has several initiatives underway including:

- A review of practice in Humanities to examine recruitment to associate professor posts. A joint college-divisional working group is consulting on the review's recommendations with the aim of agreeing a set of recruitment principles and revised guidance for use across the institution;
- Department and faculty-led initiatives to attract more female candidates for academic roles;
- A pilot to trial a standardised supporting statement to minimise the potential impact of bias in shortlisting and increase the ratio of BME applicants for administrative and support roles progressing to interview;
- Engaging with the local BME community in preparation for a 'Working at Oxford University' event in 2017 to promote the University as a local employer of choice; and
- Expanding the apprenticeship scheme and actively seeking more BME applicants.

Recruitment data are provided at **Annexe A**.

²⁹ www.nds.ox.ac.uk/news/ps126-5-million-for-oxford-medical-research

³⁰ www.admin.ox.ac.uk/eop/inpractice/staffexperiencesurvey

³¹ 6004 valid responses

Equal pay: The 2013 equal pay audit showed there were no gender pay gaps in average pay greater than 3% in grades 1-10a, which include the main academic grade.³² However, there were a few gaps in relation to the use of overtime and miscellaneous payments which can be authorised by departments. The 2016 audit will demonstrate whether measures to better codify payments and improve policy and guidance have been successful. New guidance on payments for administrative roles below head of department has also been implemented at local level.

Progression: The annual Recognition of Distinction exercise provides academic and senior research staff with an opportunity to apply for conferment of the title of professor and a small salary supplement (with no change in duties).³³ An equality analysis of the outcomes of the 2015 exercise showed that a slightly higher percentage of eligible men than women applied, primarily in the Medical Sciences division. However, female applicants had a slightly higher success rate than male overall and in three of the four divisions. Measures were introduced in 2015/16 to encourage more women to apply, particularly in Medical Sciences. Of the 96 applicants, 16 declared personal circumstances that had constrained their research productivity. Their overall success rate was 75%, in line with that of other candidates. The numbers of BME and disabled applicants were too small for analysis.

Race Equality Charter: The Charter is a national framework to improve the representation, progression and success of black and minority ethnic staff and students within higher education.³⁴ The University has undertaken a series of actions during 2015/16 in preparation for its application for an institutional Bronze award in July 2017, including:

- Two targeted monitoring surveys to improve the accuracy of staff data and provide an evidence base for potential diversity targets;
- Establishment of an informal Race Equality Working Group, providing a key mechanism for people from across the University (at least half of whom must be BME) to engage in discussions on race equality and feed into University policy;³⁵
- Launch of a twin track BME staff mentoring scheme – Pivot – coordinated by the EDU and Oxford Learning Institute (OLI).³⁶ Following an evaluation of the pilot project, the scheme has been designed with two different routes in order to meet a wide range of BME employees' needs;
- The recruitment projects described on p.12; and
- A series of focus groups with undergraduate and graduate students, which were attended by each participating college's Head of House. These explored BME students' experiences of Oxford and considered ways in which the University might seek to address any disparities in access, experience and attainment.

The Assessor for 2015/16, Professor Patricia Daley, was invited to review the University's policies and practices on the promotion of race equality, taking evidence from staff and students and

³² 3% is the threshold deemed by the Equality and Human Rights Commission to merit further investigation. Report available at www.admin.ox.ac.uk/personnel/reward/jobeval/epa [Single Sign On required]

³³ For details of eligibility and selection criteria, see www.ox.ac.uk/gazette/2015-2016/22october2015-no5110/supplements

³⁴ www.ecu.ac.uk/equality-charters/race-equality-charter

³⁵ www.admin.ox.ac.uk/eop/race/raceequalityworkinggroup

³⁶ www.admin.ox.ac.uk/eop/race/whatsgoingon/mentoringschemeforbmestaff

drawing up a set of recommendations which will feed into planning for the Race Equality Charter application. Professor Daley presented her report in Trinity term 2016 and consultations on the recommendations are underway across the University and colleges.³⁷

Data quality: In 2014 the percentage of staff whose ethnicity was unknown was 17% (including 21% of academic staff). Oxford's disclosure rate was one of the lowest in the Russell Group, making it impossible to establish baselines and numerical targets for recruitment and representation. Following a series of targeted monitoring surveys, the percentage of unknown ethnicity has reduced to 8% overall (9% of academic staff). Other measures to improve the collection of monitoring data have included:

- The introduction of equality monitoring via the e-recruitment platform for academic applicants; and
- Preparation for the introduction of employee and manager self-service access to the staff record which will enable employees to update their personal details at any time. A campaign will be launched to encourage staff to disclose their equality information.

EJRA Review: The University introduced an employer-justified retirement age (EJRA) of 67 in October 2011 following the abolition of the national default retirement age. The EJRA is intended to support several aims, including refreshing the workforce to sustain Oxford's position on the international stage, maintaining opportunities for career progression across the generations, and promoting equality and diversity. The EJRA helps to maintain a degree of turnover in academic posts, without which it would be more challenging to meet the University's aspirational targets for the representation of women in senior academic roles.

Following a number of appeals, the University established a working party to review the aims and operation of the EJRA in July 2015. This is due to report in spring 2017 after a review of five years' data.³⁸ The working party is gathering evidence and informal feedback through a series of 'town hall' open meetings and will consult on formal proposals in 2017.

Stonewall: The University is a member of Stonewall's Diversity Champions programme, Britain's employers' forum on good practice in relation to sexual orientation and trans. The University takes part in the Stonewall Workplace Equality Index³⁹ benchmarking tool and agreed an equality objective to improve its score in the 2016 Index (63) by at least 20% by 2020.⁴⁰ The University exceeded this in the 2017 Index where it scored 94.5, an increase of 50%, and will now consider a revised objective for 2020.

STUDENTS

Agreement with the Office for Fair Access: The University monitors its progress against its access targets very closely and adjusts outreach programmes and admissions processes in pursuit of its overall aims to increase the diversity of the student body. The existing targets were reviewed and further developed for 2017-20, including the introduction of a new target based on collaborative

³⁷ www.admin.ox.ac.uk/proctors/assessorsproject2015-16

³⁸ www.ox.ac.uk/staff/staff_communications/update_on_major_issues

³⁹ www.stonewall.org.uk/get-involved/workplace/workplace-equality-index

⁴⁰ www.admin.ox.ac.uk/eop/sexualorientation/stonewallchampion

work with IntoUniversity⁴¹ and the learning centre in Blackbird Leys, Oxford. The University has also appointed a working group to undertake a systematic review of progress to date and to investigate whether additional actions might be required.

The University's access agreement contains full details of the range of activity and expenditure across the University to diversify access to Oxford and widen participation in higher education, including collaborative work with the colleges and with other universities and organisations.⁴²

UNIQ: The University's flagship summer schools programme is held in July and August each year and attended by over 850 state school pupils.⁴³ Candidates are selected using verifiable contextual information about their attainment, their school's history of sending students to Oxford, socioeconomic data and whether or not they have been in care. Applicants are not selected on the basis of their protected characteristics but these are monitored closely. Since 2010, a total of 29,486 pupils have applied to take part in UNIQ, of whom 30% have identified as of black and minority ethnicity. Following a change to the selection criteria for 2016 to focus more closely on OFFA targets 2 (ACORN) and 3 (POLAR), the success rates of black and Asian applicants have risen, signalling a clear change in the participant demographic. The University offered 15 summer school places to participants in the Target Oxbridge programme for Year 12 pupils of black heritage, of whom 11 attended.⁴⁴ The UNIQ programme is also used as a platform to encourage more women to opt for science at University.⁴⁵

Approximately two-thirds of all UNIQ participants go on to apply to Oxford, with very little variation by ethnicity. Their success rates are around double the average and this has a particular impact on BME applicants: black applicants' success rate is over three times as high as that of black applicants overall, while applicants of mixed ethnicity are 1.9 times, and Asian and white applicants 1.5 times as successful.

Targeted outreach: In addition to outreach initiatives focused on areas of socioeconomic and educational disadvantage, there is a wide range of outreach activity to support and encourage BME students to make competitive applications, particularly those from ethnic groups where there are evident gaps in offer-making and success rates. These include:

- Working with Target Oxbridge on a sustained contact programme for Year 12 and 13 pupils from BME communities in London. Of the thirty students in the 2015 cohort, 16 received offers from Oxford and Cambridge (eight at each). The University has donated £10,000 to increase the number of places on this programme to 45 in 2016/17;
- Annual Access Conference for high-performing Year 12 students of African, Caribbean and Mixed origin. The conference is designed and delivered by the student African and Caribbean Society working in partnership with Undergraduate Admissions and Outreach.⁴⁶ In 2016, there were 150 student participants from state schools throughout London. The African and

⁴¹ www.ox.ac.uk/about/increasing-access/widening-access-and-participation/intouniversity

⁴² www.offa.org.uk/access-agreements/searchresult/?prn=10007774

⁴³ www.uniq.ox.ac.uk

⁴⁴ www.targetoxbridge.co.uk

⁴⁵ See also www.mpls.ox.ac.uk/schools-liaison/events-for-girls

⁴⁶ <http://oxfordacs.com>

Caribbean Society also runs workshops in London and a shadowing scheme for 20 school pupils;

- The University sponsors *Future Leaders*, an annual publication profiling 100 of the most outstanding black university students in Britain which aims to inspire and help raise aspirations among BME secondary school and university students;⁴⁷
- A new outreach conference held in Slough for Year 10 and 11 pupils of Pakistani and Bangladeshi origin, piloted in 2015/16 with 85 participants with the potential to apply to selective universities. Students were given advice on course selection and encouraged to engage in super-curricular activities. All those taking part were also invited to spend an afternoon in Oxford visiting galleries and collections and taken on a tour of a college to help familiarise them with the university environment. In 2016/17, two additional conferences on this model will be held in Manchester and Oxford for up to 100 students and their parents;
- The IntoOxford sustained contact programme which supports the long-term academic development of two cohorts of 30 academically able school pupils (from end of Year 10 to Year 12) with a residential, workshops and support via the local IntoUniversity learning centre.⁴⁸ Participants are selected using multiple indicators of deprivation and the vast majority (29/30 in 2016) are BME. A third cohort will be selected in 2017.

Postgraduate admissions: The University carried out an equality analysis of the potential impact of a proposed increase in the graduate application fee from £50 to £75. The review concluded that there was no firm evidence that previous fee increases had had an adverse impact on applications from World Bank Low Income countries⁴⁹ but the University agreed to pilot a fee waiver scheme for the admissions year 2017/18 and the divisions have been asked to nominate participating programmes.

OTHER ACTIVITY IN SUPPORT OF EQUALITY AND DIVERSITY

This section of the report describes additional activity in support of equality and diversity under four headings:

- Training and development;
- Raising awareness;
- Tackling harassment, bullying and sexual violence; and
- Other support for staff and students.

TRAINING AND DEVELOPMENT

The University provides a wide range of training opportunities and provision for staff development, both online and face-to-face. Equality and diversity elements are embedded in all courses as appropriate and there are targeted programmes around induction, behaviours, recruitment, leadership, mentoring and personal development for women and BME staff (*Ad feminam*,

⁴⁷ <http://f-leaders.co.uk>

⁴⁸ www.ox.ac.uk/about/increasing-access/widening-access-and-participation/intouniversity

⁴⁹ <http://data.worldbank.org/income-level/low-income>

Springboard⁵⁰ and Pivot⁵¹). During 2015/16, the EDU and the Oxford Learning Institute (OLI)⁵² reviewed all equality-focused training provision and feedback from course participants, and decided to seek tenders from alternative external providers. As a result:

- The *Equality and Diversity* course was replaced in 2015/16 with a version customised to the Oxford context; and
- The *Unconscious Bias* course will be replaced with an Oxford-authored version from 2017 available to all staff, including those employed solely by colleges.

In addition, the EDU and OLI commissioned external experts to train around 30 volunteer facilitators from across the University to run new local briefing and training sessions on implicit bias and race equality. Training of volunteers is under way with the first sessions in departments due to take place in spring 2017.

Other initiatives include:

- Training trainers in the Medical Sciences division to deliver local sessions on tackling bullying and harassment and creating an inclusive research culture;
- Working with a small number of departments in the Mathematical, Physical and Life Sciences division to develop similar training for Principal Investigators and research group leaders;
- Providing briefings on the Public Sector Equality Duty across university and college committees and policy teams; and
- Working with OUSU and the student Campaign for Racial Awareness and Equality to develop a bespoke *Equality and Diversity Workshop* for freshers from 2017/18.

During 2015/16, uptake of online equality training opportunities was as follows:

Training programme	Participants
<i>Equality and Diversity</i>	640
<i>Unconscious Bias</i>	650
<i>Challenging Behaviour</i>	514
<i>Recruitment and Selection</i>	306

RAISING AWARENESS

The University sought to raise awareness and promote engagement with equality and diversity across the University through a wide variety of routes, including:

- Participation in annual diversity events;
- Public lecture series;
- Targeted equality projects;
- Newsletters, mailing lists and social media;

⁵⁰ www.learning.ox.ac.uk/support/women

⁵¹ www.admin.ox.ac.uk/eop/race/whatsgoingon/mentoringschemeforbstaff

⁵² www.learning.ox.ac.uk

- The Virtual Staff Advisory Group; and
- National and international external engagement.

In July 2013, the former Vice-Chancellor Professor Andrew Hamilton announced the launch of a £1m Diversity Fund⁵³ to advance diversity among academic and research staff at Oxford. Many of the 22 projects funded in the initial rounds provided a significant boost to University activity to raise awareness and demonstrate commitment to equality and diversity across all staff and student groups. In 2015/16, the VC Fund supported initiatives at a cost of over half a million pounds.

DIVERSITY EVENTS AND LECTURES

The Women of Achievement lecture series is a project supported by the VC Diversity Fund to raise the profile of women of high achievement and increase the range of role models accessible to women at Oxford, and to challenge and inspire the entire Oxford community. In 2015/16 the first two speakers were Dame Sally Davies, Chief Medical Officer for England, and Katharine Viner, Editor of the Guardian. Baroness Valerie Amos CH gave the first lecture of 2016/17 and the conductor Marin Alsop is due to speak in February 2017.⁵⁴

The Race and the Curriculum lecture series, also supported by the VC Diversity Fund, highlighted a University project to diversify the curriculum across the humanities, sciences and social sciences. The three speakers – Sir Hilary Beckles, Vice-Chancellor of the University of West Indies, Professor Homi Bhabha, Director of the Humanities Center at Harvard University and Professor Ruth Simmons, Former President of Brown University – united their experience of alternative curricular perspectives with their expertise in leading cultural change within global higher education institutions.⁵⁵

The University marked LGBT History Month in February 2016 with a successful lecture by Professor Richard Parkinson,⁵⁶ introduced by the newly arrived Vice-Chancellor, Professor Louise Richardson, on ‘A great unrecorded history: LGBT heritage and world cultures’.⁵⁷ The University also launched a campaign to encourage the flying of the rainbow flag in the foyer or from the flagpole of university and college buildings and images of the flags were collated and posted online.⁵⁸ The EDU distributed rainbow flag postcards so that individuals could demonstrate their commitment to LGBT equality by posting them on noticeboards or office doors.

The University marked International Women’s Day in March 2016 with a range of events including lectures, roundtable discussions, a concert and a workshop on women in enterprise. Speakers included Professor Dame Kay Davies, who gave the annual Dorothy Hodgkin Memorial Lecture on ‘Therapy for Duchenne Muscular Dystrophy’, and Professor Ada Yonath who presented the second annual Lorna Casselton Memorial Lecture on ‘Global challenges in modern medicine’.

⁵³ www.admin.ox.ac.uk/eop/inpractice/vc-fund

⁵⁴ www.ox.ac.uk/news-and-events/women-of-achievement

⁵⁵ www.admin.ox.ac.uk/edc/newsprojects/projects/racecurriculum

⁵⁶ Of The Queen’s College and the Faculty of Oriental Studies

⁵⁷ Available at <https://podcasts.ox.ac.uk/great-unrecorded-history-lgbt-heritage-and-world-cultures>

⁵⁸ www.admin.ox.ac.uk/eop/sexualorientation/lgbthm

The EDU organised the University's second annual Disability Lecture with Professor Linda Gask speaking on 'A psychiatrist's experience of depression' in May 2016.⁵⁹

Following a successful Black History Month lecture in 2015 by Professor Hakim Adi, the University's Black and Minority Ethnic Staff Network, supported by the EDU, organised another high-profile event with Baroness Doreen Lawrence speaking on 'Schools for everyone' in October 2016. There were a range of events across the University to mark Black History Month.⁶⁰

Canadian trans activist and author of the web comic *Assigned Male*⁶¹, Sophie Labelle, gave a talk on activism through art and how growing up trans has influenced both her art and her activism in November 2016.

EQUALITY PROJECTS

Major projects supported by the Vice-Chancellor's Diversity Fund during 2015/16 included:

Women in Science: a repository of 39 video interviews with women working in academic science at Oxford. The project aimed to support women making career decisions by offering them the opportunity to explore other women's experiences and choices in relation to a range of themes including the culture of science, publishing, obtaining fellowship funding, and deciding whether and when to have children.⁶²

Diversifying Portraiture: a project to widen the range of people represented in images around the University, to reflect and encourage its increasing inclusivity. In its first phase it collected and catalogued existing pictures of diverse individuals connected with the University which have been used to create digital displays for use at events and in public spaces. Now in the second phase of the project, the University is commissioning around 25 new portraits of living Oxonians, by different artists and in various media, which will be displayed in an exhibition in 2017 before joining Oxford's existing portraiture. More than 100 individuals and groups were nominated and matching of sitters and artists is almost complete.⁶³

Disability Narratives: a collaboration between the University's Health Experiences Research Group⁶⁴ and the EDU to provide an online resource identifying, sharing and promoting good practice on supporting staff living with a disability or long-term health condition, including mental ill-health.⁶⁵

Stonewall Role Models: a personal and professional development programme to help LGBT individuals be effective and inclusive role models in the workplace. Nineteen members of staff took part in the workshop.

For more details, see: www.admin.ox.ac.uk/eop/inpractice/vc-fund/projects.

⁵⁹ www.admin.ox.ac.uk/eop/disab/disabilitylecture

⁶⁰ www.admin.ox.ac.uk/eop/race/bhm

⁶¹ www.assignedmale.com

⁶² www.womeninscience.ox.ac.uk

⁶³ www.admin.ox.ac.uk/eop/inpractice/portraiture and @DiversifyOxPortraits

⁶⁴ www.healthtalk.org/research/about-herg

⁶⁵ www.admin.ox.ac.uk/eop/disab/disabilitynarrativesproject

In addition to these targeted initiatives, the University supported a wide range of additional projects focusing on equality and diversity, including:

Student attainment gaps: The longstanding gender gap in undergraduate degree attainment increased in 2015 when 25% of women and 36% of men were awarded a first-class degree, though women were slightly more likely to obtain a 'good degree' overall.⁶⁶ The attainment gap between BME and white students has reduced over the last five years and now stands at 6% for UK students⁶⁷ and circa 9% for non-UK students⁶⁸ though the high rate of unknown ethnicity among non-UK finalists renders these figures provisional. Improved disclosure rates have rectified this and outcomes data will be much more accurate in future years.

The University has established a Student Attainment Gap⁶⁹ working group, chaired by Dr Surender,⁷⁰ to achieve a better understanding of the reasons for disparities in student attainment and to consider practical ways of tackling gender and ethnicity gaps in undergraduate examinations. The group reports to Education Committee, one of the principal committees of Council, which has responsibility for oversight of educational standards and student performance. Its terms of reference are:

1. To support departments and divisions in their role of addressing the gap in attainment between men and women and students of different ethnic backgrounds;
2. To coordinate work in this area across the University, initially focusing on gender and subsequently on BME attainment gaps;
3. To compare approaches and results;
4. To exchange understanding and encourage fresh approaches; and
5. To consider solutions that derive from student consultation.

The working group is coordinating several projects in relation to the gender gap which are considered likely also to prove useful with regard to ethnicity, which will be a main focus of the group's work in 2016/17.

Diversifying the curriculum: In 2014, the University made a commitment to enhance racial and cultural diversity in the curriculum, particularly in the humanities and social sciences. In 2015/16, projects included:⁷¹

- Major reform to the undergraduate history degree syllabus to ensure that all students will be required to study at least one paper in global (i.e. non-European) history;
- A new undergraduate curriculum in Theology and Religion for 2016;
- Pilot Curriculum Diversity Working Groups in Politics and International Relations;
- A day of talks and interdisciplinary workshops organised by LGBT Staff Network members on LGBT historical research as part of the History Faculty's initiative to diversify its curriculum;

⁶⁶ 94% of women compared to 92% of men

⁶⁷ 25% of UK BME and 31% of UK white students gained a first-class degree in 2015.

⁶⁸ 31% of non-UK BME and 40% of non-UK white students gained a first-class degree in 2015. However, the ethnicity of 34% of non-UK students was unknown.

⁶⁹ www.admin.ox.ac.uk/edc/newsprojects/projects/studentattainmentgap

⁷⁰ Pro-Vice-Chancellor and Advocate for Equality and Diversity

⁷¹ www.admin.ox.ac.uk/edc/newsprojects/projects/racecurriculum

- The Ashmolean Museum’s University Engagement Programme, *Promoting diversity through object-based learning*;⁷² and
- The high-profile Race and the Curriculum lecture series (p.18).

Inclusive practice: Student Welfare and Support Services obtained funding to support an inclusive practice research project involving over 200 staff and students. The University employed a researcher to scope current teaching and assessment practice with a view to making recommendations for improvements to teaching and assessment which could reduce the need for disabled students to seek individual adjustments while embedding good practice for all students.

INTERNAL COMMUNICATIONS

Regular mailings and newsletters include:

- The termly *Equality and Diversity Newsletter* distributed to all college and departmental administrators across the University and cascaded to all staff;⁷³
- The *Oxford Women’s Newsletter (OWN)*;⁷⁴
- The *Race Equality Newsletter (REN)*;⁷⁵
- Mailings to the LGBT Staff Network⁷⁶ and Disabled Staff Network;⁷⁷ and
- The bi-termly *Student Health and Welfare Bulletin*⁷⁸ circulated to all staff working on student welfare across the University.

The Race Equality advisors also post regularly to the University’s @OxfordRace Twitter feed and race equality blog⁷⁹ and have set up a Race Equality Practitioners Network to support staff working on race equality across the University.

The EDU set up a Virtual Staff Advisory Group (VSAG) in Michaelmas term 2015 to give staff an opportunity to provide feedback on current issues, helping to raise awareness and influence changes to University policy. There are currently 281 members. Reports on the outcomes of the first two surveys – on the impact of caring responsibilities and on hidden disability – are available on the EDU website.⁸⁰

EXTERNAL ENGAGEMENT

The University shares good practice and advocates externally on issues of common concern through its membership of the Russell Group Equality Forum (RGEF) and the gender working groups of the International Alliance of Research Universities (IARU)⁸¹ and League of European Research

⁷² www.admin.ox.ac.uk/edc/newsprojects/projects/racecurriculum/ashmoleanueobjectbasedlearning

⁷³ Copies available at www.admin.ox.ac.uk/eop/aboutus

⁷⁴ www.admin.ox.ac.uk/eop/gender/own

⁷⁵ www.admin.ox.ac.uk/eop/race/whatsgoingon

⁷⁶ www.admin.ox.ac.uk/eop/sexualorientation/informationforstaff

⁷⁷ www.admin.ox.ac.uk/eop/disab/disabledstaffnetwork

⁷⁸ www.admin.ox.ac.uk/aad/swss

⁷⁹ www.oxraceblog.wordpress.com

⁸⁰ www.admin.ox.ac.uk/eop/inpractice/staff-advisory-group

⁸¹ www.iaruni.org/institutional-joint-working/women

Universities (LERU).⁸² Work with IARU is currently focusing on the student gender attainment gap and with LERU on unconscious bias.

The Race Equality Advisors in the EDU were invited to present a session on 'Conversations on Race at Oxford' at the annual National Conference on Race & Ethnicity in Higher Education (NCORE)⁸³ in San Francisco in June 2016.

The University contributed to the mental health charity MIND's development of a national Workplace Wellbeing Index by taking part in a pilot of the Employer Survey and commenting on the question design.⁸⁴

The University is one of the original ten University Champions in the UN Women's HeForShe⁸⁵ movement and a member of the 30% Club,⁸⁶ which promotes women's representation in leadership.

TACKLING HARASSMENT, BULLYING AND SEXUAL VIOLENCE

The University provides a confidential Harassment Advisory Service and telephone helpline.⁸⁷ There are over 380 harassment advisors with at least two appointed within each department, faculty and college and their details are posted on office noticeboards and in toilets. There are specially trained advisors who can offer support in cases of sexual violence or domestic abuse, and BME and LGBT advisors whose details are publicly available on the EDU website.⁸⁸ In 2015/16, the Harassment Advisory Service provided nine group training sessions for harassment advisors, attended by 113 people, as well as a session for frontline staff in colleges, in partnership with the Counselling Service and Oxford City Council.

During 2015/16, the University rolled out a template college harassment policy and procedure and provided training and briefing sessions to encourage greater consistency of practice between the University and the colleges. The revised University policy and procedure⁸⁹ have been reviewed in the light of early experience and will be subject to further revision in 2017, including to take account of the recommendations of the Universities UK task force on harassment and sexual violence (published October 2016).⁹⁰

The University developed a new online resource⁹¹ for students who have experienced rape and sexual assault, providing non-directive advice and signposting. The University also assisted with the creation of the student-led *First Response* app⁹² which provides tailored support and guidance in an emergency situation.

⁸² www.leru.org/index.php/public/activities/working-groups

⁸³ <https://ncore.ou.edu/en>

⁸⁴ www.mind.org.uk/workplace/workplace-wellbeing-index

⁸⁵ www.admin.ox.ac.uk/eop/gender/heforshe

⁸⁶ <https://30percentclub.org>

⁸⁷ www.admin.ox.ac.uk/eop/harassmentadvice

⁸⁸ www.admin.ox.ac.uk/eop/harassmentadvice/advisornetwork

⁸⁹ www.admin.ox.ac.uk/eop/harassmentadvice. The revised policy was introduced in December 2014.

⁹⁰ www.universitiesuk.ac.uk/news/Pages/Taskforce-publishes-recommendations-to-universities-on-dealing-with-violence-against-women-and-hara.aspx

⁹¹ www.ox.ac.uk/students/welfare/sexual-violence

⁹² www.firstresponseoxford.org

In April 2016, an event for university and college staff – *Sexual Violence: the spectrum of support for survivors* – brought together local expertise (including the police, the Sexual Assault Referral Centre, Independent Sexual Violence Advocates from Refuge and Rape Crisis and the Counselling Service) to explore how staff can support students who have experienced sexual violence. The University also marked national Anti-Bullying Week in November with a series of talks, poster campaigns and targeted training sessions.

Following consultation with OUSU and student societies about how best to respond to incidents of racist and religious abuse and raise awareness, a publicity campaign is planned for January 2017 to reassure students that the University takes all complaints seriously and to highlight reporting processes and pathways. Work will also be undertaken to strengthen the University's response to any incident of harassment on the grounds of race, religion or belief, including reinforcing the current provision of harassment advisors and student peer supporters of colour.

Following an increase in complaints of on street harassment after the Brexit vote, the EDU and Student Welfare and Support Services circulated advice on reporting incidents and provided support to individuals.

OTHER SUPPORT FOR STAFF AND STUDENTS

STAFF

The *Returning Carers' Fund* was established in 2014/15 with £500,000⁹³ to support academic and research staff to re-establish their research careers following a break for caring responsibilities. The Fund aims to increase the visibility of the University's support for carers, with a view to changing perceptions of balancing a research or academic career with caring responsibilities. The Fund makes small grants, typically c. £5,000, and applicants determine for themselves what would best support their return to research. The *Returning Carers' Fund* has, in its first two years, supported 122 members of staff (121 women and 1 man) and, following a positive evaluation, has now been established on a permanent basis with investment of £240,000 p.a.⁹⁴

Following consultation with departments and divisions, a *Framework for the Management of Family Leave for Research and Academic Staff* was approved by Personnel Committee in summer 2016. The framework sets out a clear process for departments to reach decisions on how to manage workload during a period of leave, and makes it clear that the recruitment of maternity cover or extension of contract should not be driven by financial considerations.

The University provides 468 full-time equivalent (fte) nursery places for the children of staff and students, including a new nursery with 98 fte places – the Triangle – which opened at the Old Road Campus in Headington in July 2016.⁹⁵ This compares with an average of 102 full-time equivalent places at Russell Group universities overall.⁹⁶

⁹³ £400,000 from the VC's Diversity Fund and an additional £100,000 from the Oxford Biomedical Research Centre (BRC).

⁹⁴ www.admin.ox.ac.uk/eop/inpractice/vc-fund/projects

⁹⁵ www.admin.ox.ac.uk/childcare

⁹⁶ In 2013/14, the number of places ranged from 39 to 234, excluding Oxford (source: HESA)

The University's Personnel Committee endorsed a suite of proposals to improve broader provision for staff with caring responsibilities in January 2016. Sitting under an institutional statement of support for carers these will include a range of additional flexible working options such as career breaks, the right to request temporary flexible working and the ability to buy additional leave, as well as setting up networking opportunities for carers. In November 2016, the Committee agreed to a two-year trial investment in an emergency back-up care and care search provider – *My Family Care* – to support staff who care for dependent adults as well as children.⁹⁷

The University is responding to staff uncertainty following the referendum on leaving the EU by providing a high level of practical support on visa and work permit issues as well as broader communication and engagement with EU nationals. This has included a roadshow briefing by an immigration lawyer and the creation of a website with a video of the briefing, links to resources and answers to questions asked during the information sessions.⁹⁸

STUDENTS

Over the last five years, the proportion of all students identifying as disabled has increased from 6% to 9%, with increases at each level of study and among both UK and non-UK students. The majority of the increase has been in the disclosure of mental health conditions,⁹⁹ while the level of specific learning difficulties (SpLD) appears to have stabilised. In 2015/16, the University's Disability Advisory Service (DAS)¹⁰⁰ supported 2876 students¹⁰¹ while policy work focused on:

- The inclusive practice research project described above (p.21);
- Updating the University's Student Mental Health Policy and further developing the online handbook supporting the University's Common Framework for Supporting Disabled Students;¹⁰²
- Piloting a training programme for disability co-ordinators in colleges and departments;
- Conducting an audit of accessible residential accommodation across the University; and
- Introducing new regulations on reasonable adjustments to the doctoral viva.

Following a successful pilot, the University's Education Committee approved a system of lecture capture – Replay – for use across the University as a core service from 1 August 2016. All departments will be encouraged to take part, with lectures being available to all students throughout the duration of their degree course, including while they are suspended from study. This will avoid the need to provide individual note-takers while enhancing pedagogical opportunities for all students.

Two areas of concern in recent years have been the rising number of finalists requesting examination adjustments for hand pain or anxiety. The University has sought to address these issues by:

⁹⁷ www.myfamilycare.co.uk

⁹⁸ www.ox.ac.uk/staff/staff_communications/oxford-and-eu-information-staff

⁹⁹ This number more than tripled from 170 in 2011 to 543 in 2015.

¹⁰⁰ www.ox.ac.uk/students/welfare/disability

¹⁰¹ As of 30 May 2016. This compares with 2302 in 2014/15.

¹⁰² Both policies are available at www.ox.ac.uk/students/welfare

- Including guidance on hand exercises and writing techniques in examination preparation, mock exam and orientation sessions in 2016;¹⁰³
- Producing three podcasts on exam preparation, mindfulness techniques and managing anxiety which were streamed or downloaded 1856 times.¹⁰⁴

Applications for adjustments for hand pain and anxiety both reduced substantially in 2015/16, despite a 3% increase overall in the number of requests for medical reasons compared with 2014/15.

In response to lower than average scores on particular items in the National Student Survey (NSS) and Student Barometer, including among disabled students, the University has strengthened expectations in relation to the definition of assessment criteria, and further work is planned in relation to feedback to students and the clarity of marking criteria.¹⁰⁵ All faculties and departments are expected to discuss their NSS results with students (via Joint Consultative Committees or equivalent) and report the outcomes. Annual course monitoring procedures also provide an avenue for the active consideration of low NSS scores in relation to course organisation and management.

The Counselling Service routinely collects and analyses data on the uptake of its services, including details of students' gender, ethnicity, nationality and disability. Uptake by some minority ethnic groups, in particular Chinese, is lower than their representation in the student population. The Counselling Service is working through its Peer Support Programme to support and expand the Peers of Colour network, established in summer 2016 to provide specific support for BME students. In addition to this group, a peer support network for LGBTQ students – Rainbow Peers – was launched in 2016. Both the University's Sub-Committee on Student Wellbeing¹⁰⁶ and the college Welfare Forum have agreed that BME student welfare is a strategic priority for 2016/17.

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¹⁰³ 234 attendees of whom 80% reported that they found it useful.

¹⁰⁴ www.ox.ac.uk/students/welfare/counselling/self-help/podcasts

¹⁰⁵ Survey results are available at www.ox.ac.uk/students/life/student-engagement

¹⁰⁶ Formerly the Sub-Committee on Student Health and Welfare

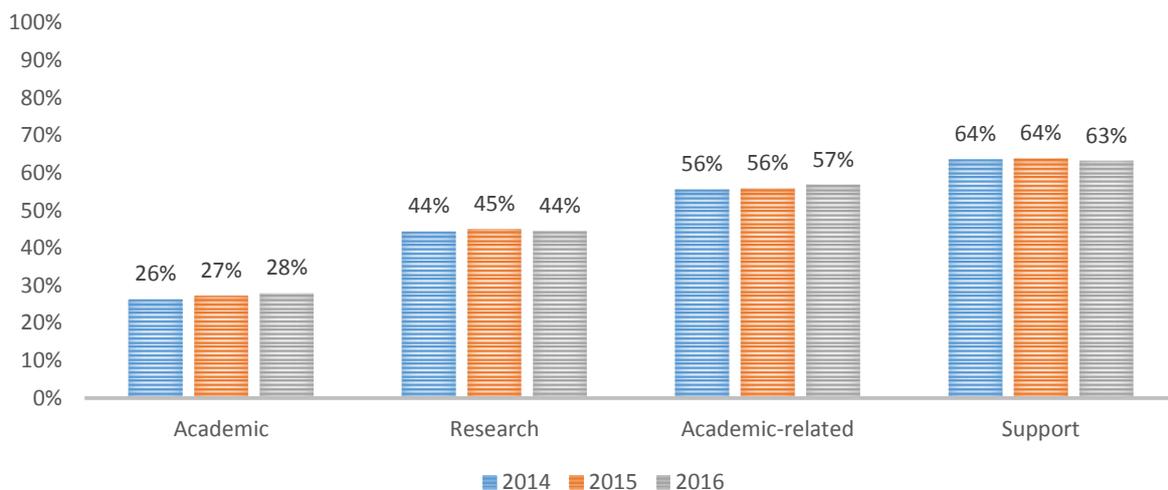
ANNEXE A: STAFF DATA

This annexe provides key data on University employees by sex, ethnicity and disability from 2014 to 2016, together with recruitment data for the period 1 August 2015 to 31 July 2016. The University's annual staff snapshot is taken on 31 July and includes all employees wholly or jointly employed by the University (but not atypical or variable hours staff). Staff numbers are expressed as full-time equivalents (fte) rather than as headcount. See p.57 for links to detailed workforce data (including headcount).

SEX

On 31 July 2016, there were 12,264.9 full-time equivalent staff working at the University (not including variable hours staff). Of these, 49% were female.

Figure 1 Percentage of women in each staff group on 31 July

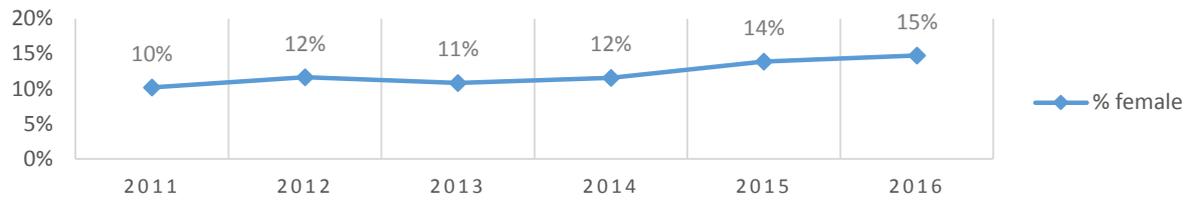


Source: CORE Personnel

One of the University's equality objectives for 2016-20 is to **'increase the proportion of women in senior roles'** with aspirational targets for increasing the percentages of female professors, academic staff and women in leadership positions. See www.admin.ox.ac.uk/eop/policy/equalityobjectives and pp. 8-11 above.

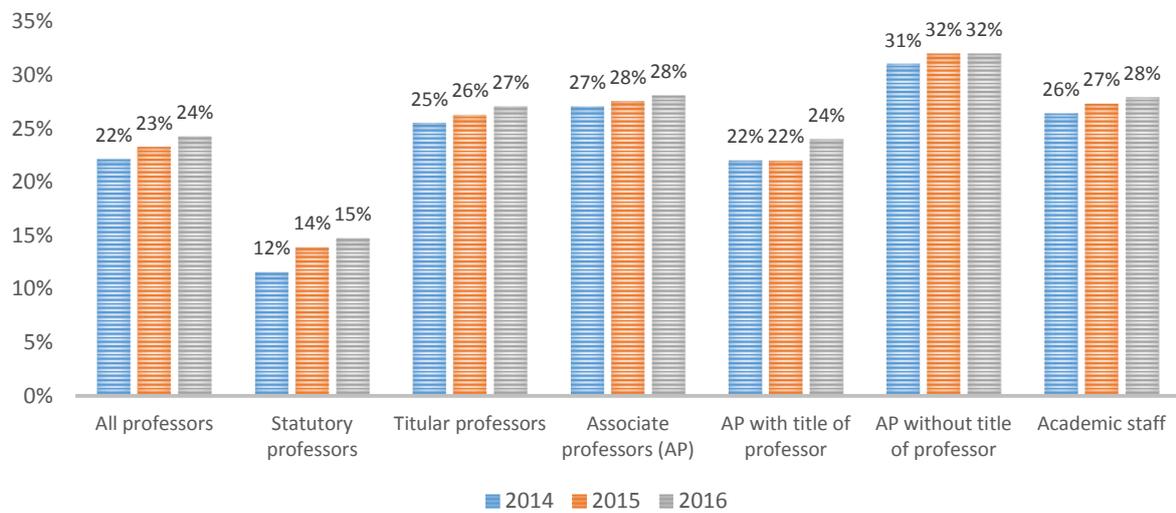
The proportion of women among the University's most senior (statutory) professors has risen steadily over the last six years, although numerically this is a relatively small group at 35.8 fte women compared with 206.6 fte men (as of 31 July 2016).

Figure 2 Statutory professors, 2011-16



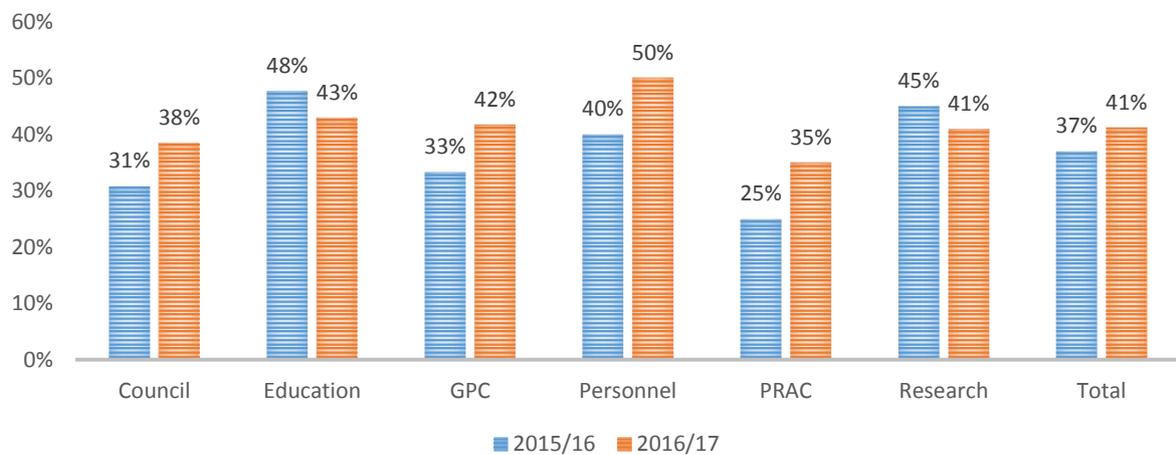
Source: CORE Personnel

Figure 3 Percentage of female academic staff on 31 July



Source: CORE Personnel. The categories are not mutually exclusive.

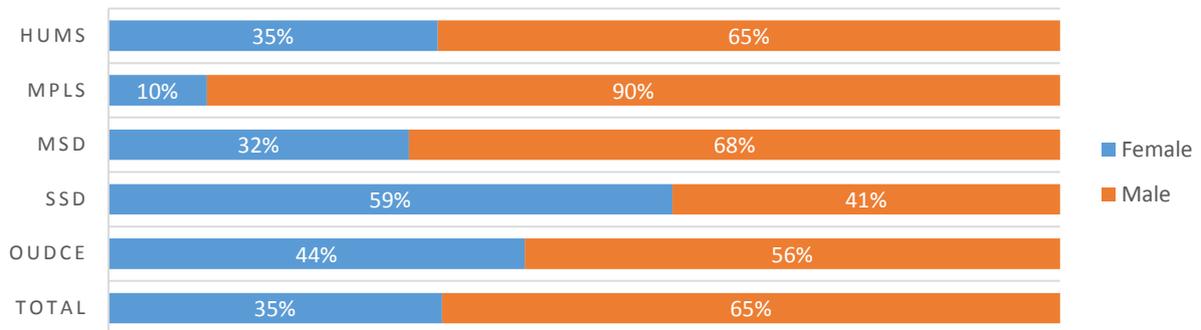
Figure 4 Percentage of women on Council and its five main committees



Source: EDU

The proportion of women on the University’s Council and its five main committees rose from 37% to 41% between 2015 and 2016. Each committee exceeded the University target of 30% in 2016/17.

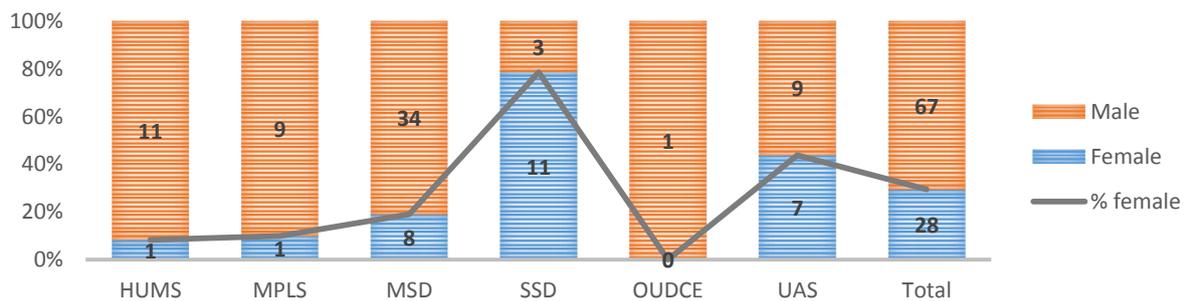
Figure 5 Divisional board membership, 2016/17



Source: EDU

There was no change in the overall proportion of women on divisional boards – 35% – between 2015 and 2016. This exceeded the University’s target of 30%, though with large variations by division, from 10% in MPLS to 59% in SSD.

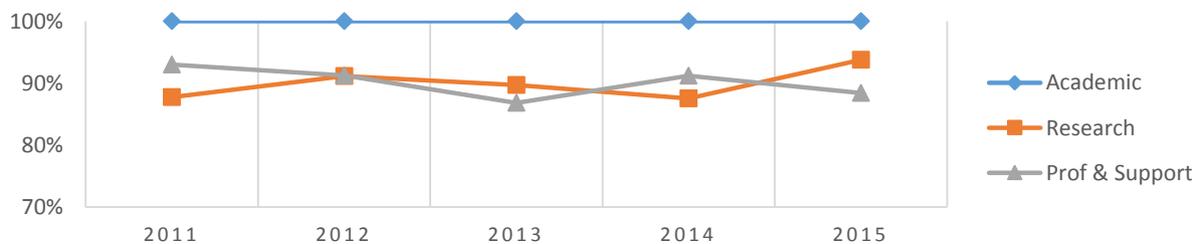
Figure 6 Heads of Department, 2016/17



Source: EDU.

In 2016/17, women comprised 27% of heads of academic departments and 44% of heads of sections within UAS.

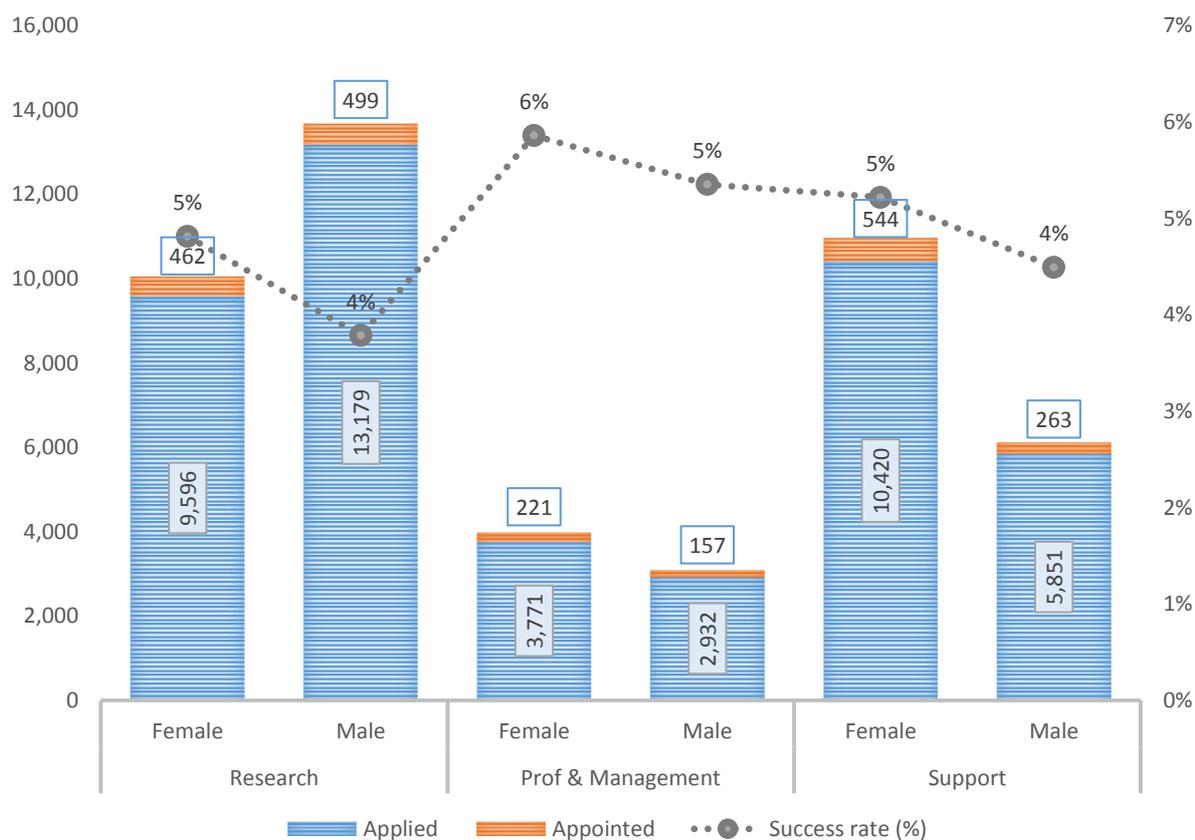
Figure 7 Maternity return rates, 2011-15



Source: CORE Personnel

One hundred per cent of academic staff who took maternity leave over the last five years returned to work. On average, over 90% of all women who took maternity leave returned to the University.

Figure 8 Recruitment monitoring by sex, 2015/16



Source: CORE Personnel. 3% of applicants (5% of appointed staff) declined to state their sex.

The chart shows the numbers of applicants and successful appointees to the three main staff groups between 1 August 2015 and 31 July 2016. The numbers on the dotted line indicate the percentage of successful applicants in each group. Women comprised:

- 40% of applicants for research posts (45% of appointees) – 5% of female applicants were successful compared with 4% of male;
- 55% of applicants for professional and management roles (57% of appointees) – 6% of female applicants were successful compared with 5% of male;
- 63% of applicants for support and technical roles (66% of appointees) – 5% of female applicants were successful compared with 4% of male.

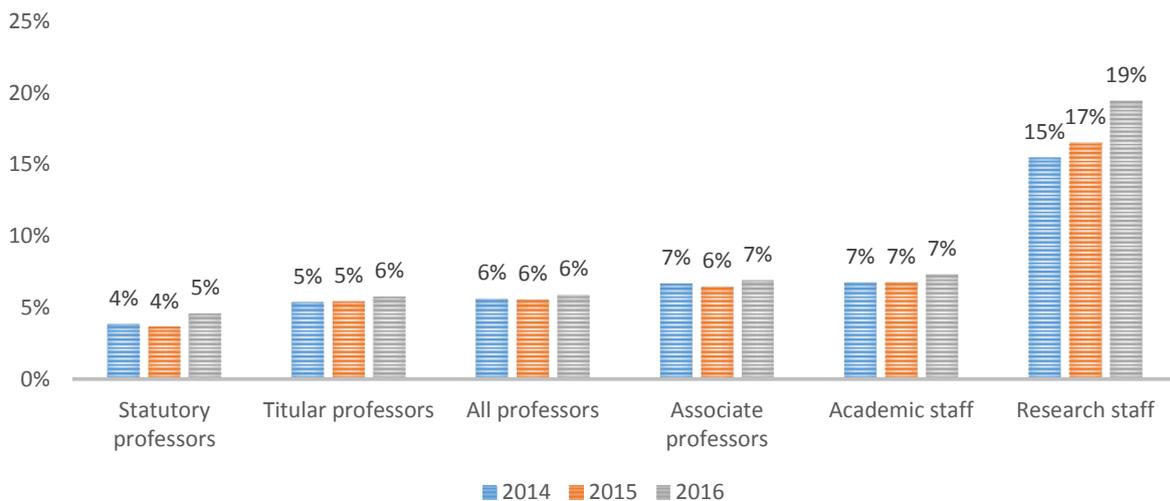
ETHNICITY

The University's second equality objective in relation to staff is to **'improve the recruitment and retention of black and minority ethnic (BME) staff'**.

A key priority for the University has been to improve the accuracy of staff monitoring data in order to understand our current staff profile and enable us to evaluate the impact of measures to increase ethnic diversity, in particular. In 2014 the ethnicity of 17% of staff was unknown, including 21% of academic staff. The Equality and Diversity Unit ran three annual monitoring exercises targeted at staff for whom we lacked information on nationality, disability and/or ethnicity. The proportion of unknown ethnicity fell to 8% in 2016 (including 9% of academic staff) as a result.¹⁰⁷

On 31 July 2016, 13% of university staff were known to be of black and minority ethnicity, equating to 1537.6 fte. The proportion of staff known to be BME rose by three percentage points between 2014 and 2016. Much of this increase is likely to reflect improved disclosure rates, particularly amongst research staff, where the percentage of identified BME staff rose from 15% to 19%.

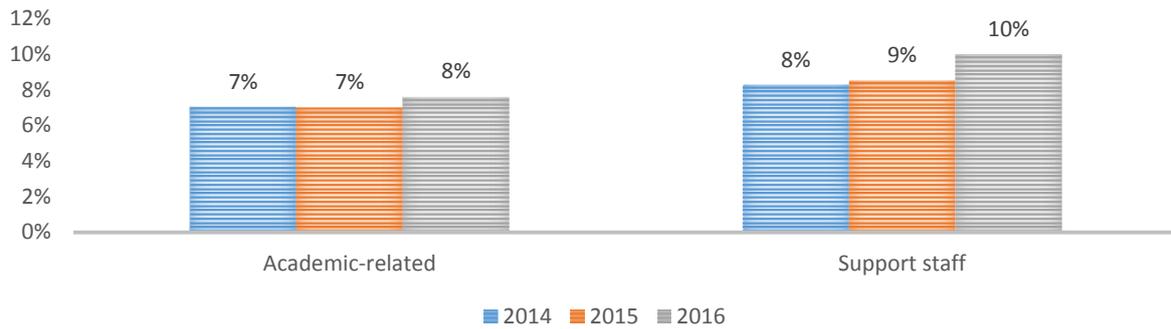
Figure 9 Percentage of BME academic staff on 31 July



Source: CORE Personnel

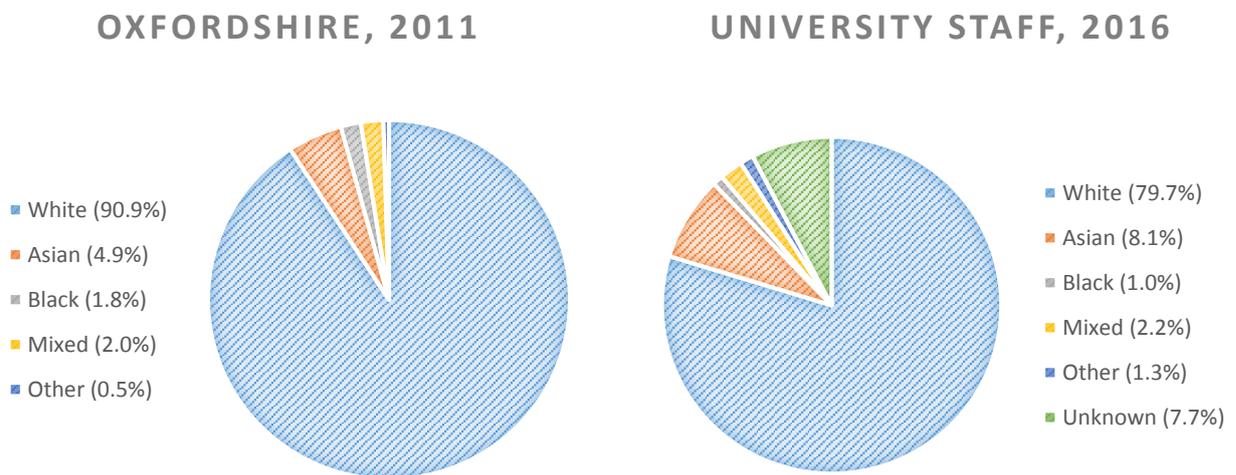
¹⁰⁷ In 2014/15 the average proportion of unknown ethnicity at UK universities was 7% (8% of academic and research staff and 5% of administrative and support staff).

Figure 10 Percentage of BME non-academic staff on 31 July



Source: CORE Personnel

Figure 11 Comparison between the population of Oxfordshire and University staff by ethnic group

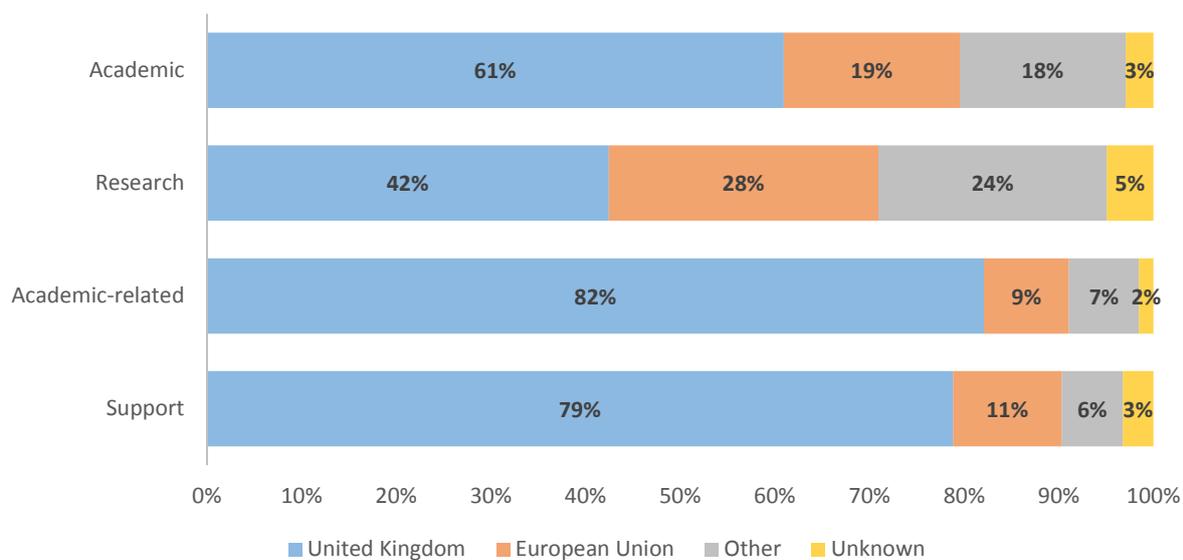


Source: Census 2011 and CORE Personnel

These charts provide a comparison between the wider Oxfordshire population and University staff. The two sets of data are not perfectly comparable since the Census is already five years old and any respondents who declined to state their ethnicity were excluded from the published data. According to the Census, 9% of the Oxfordshire population (22% of the City of Oxford) were BME in 2011.

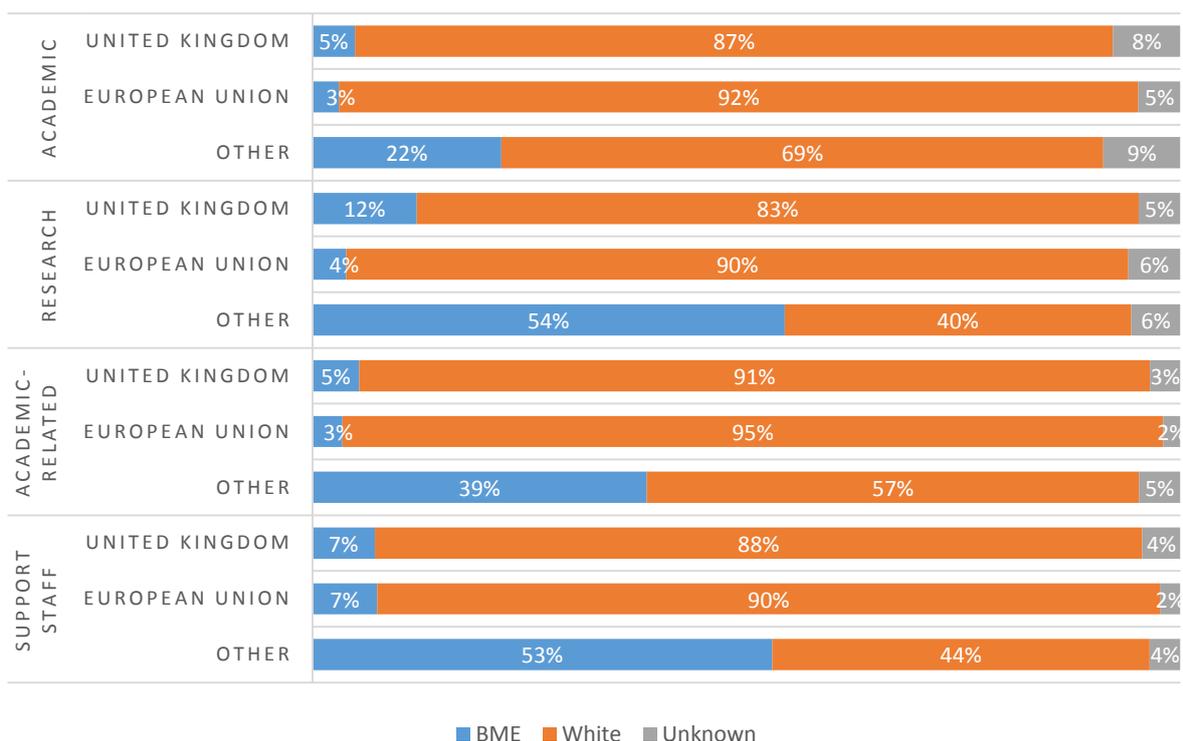
The proportion of University staff of Asian ethnicity is higher than in the local population, mainly due to the high number of Chinese research staff. The proportion of Black staff is about half. The proportion of staff of mixed ethnicity is roughly the same.

Figure 12 Staff by nationality and staff group, 31 July 2016



Source: CORE Personnel

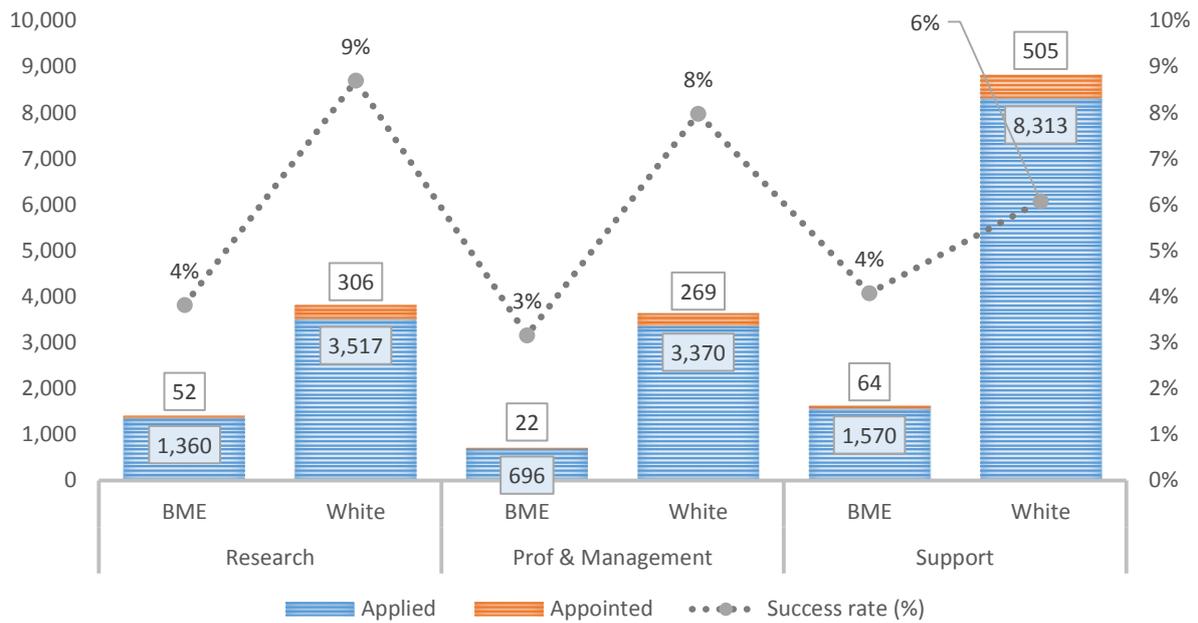
Figure 13 Staff by ethnicity, nationality and staff group, 31 July 2016



Source: CORE Personnel. Staff with unknown nationality (3% of total) have been excluded.

Nearly half of non-EU staff (47%) are known to be BME, compared with 8% of those from the UK and 4% from other EU countries. Just over one fifth of non-EU academic staff are known to be BME (but 9% are of unknown ethnicity).

Figure 14 Recruitment monitoring by ethnicity, 2015/16: UK applicants

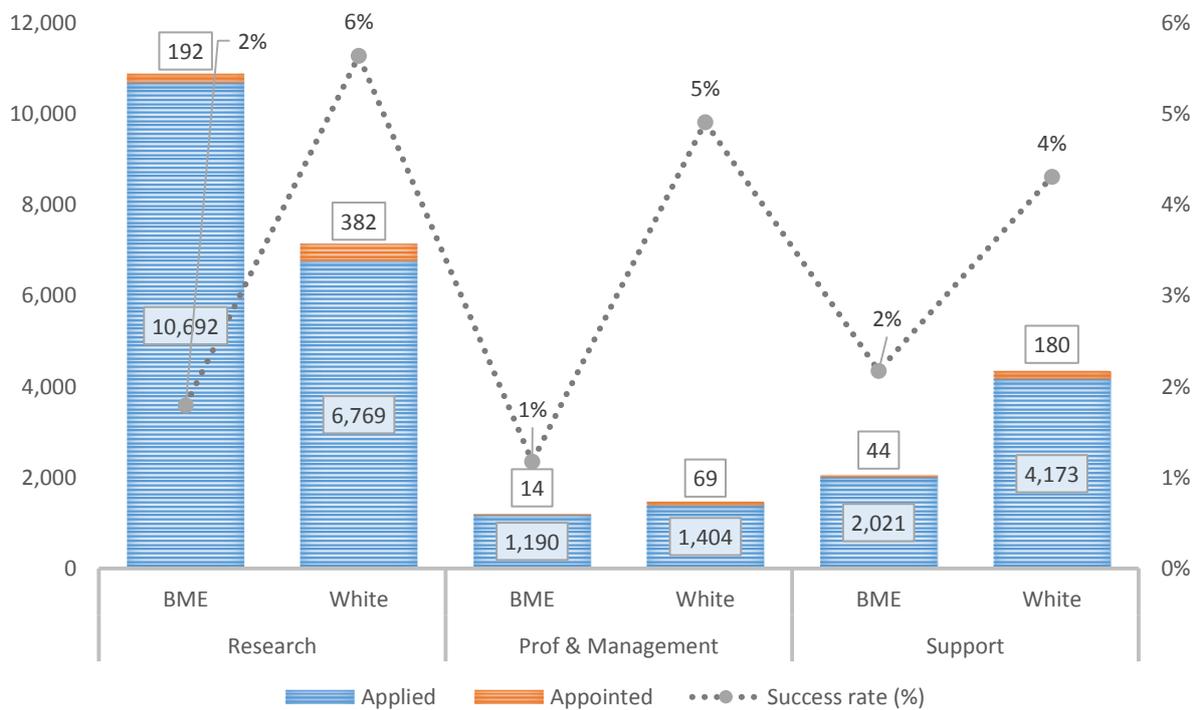


Source: CORE Personnel. 3% of applicants (3% of successful appointees) declined to state their ethnicity.

The chart shows the number of UK applicants and successful appointees to the three main staff groups between 1 August 2015 and 31 July 2016. The numbers on the dotted line indicate the percentage of successful applicants in each group. 19% of all applicants were BME compared with 11% of those appointed:

- 27% of UK applicants for research posts (14% of appointed) – 4% of BME applicants were successful compared with 9% of white;
- 17% of UK applicants for professional and management roles (8% of appointed) – 3% of BME applicants were successful compared with 8% of white; and
- 16% of UK applicants for support roles (11% of appointed) – 4% of BME applicants were successful compared with 6% of white.

Figure 15 Recruitment monitoring by ethnicity, 2015/16: non-UK applicants



Source: CORE Personnel. 6% of applicants (12% of successful appointees) declined to state their ethnicity. The numbers on the dotted line indicate the percentage of successful applicants in each group.

Equivalent data for non-UK applicants show that 50% of all applicants were BME (25% of appointed):

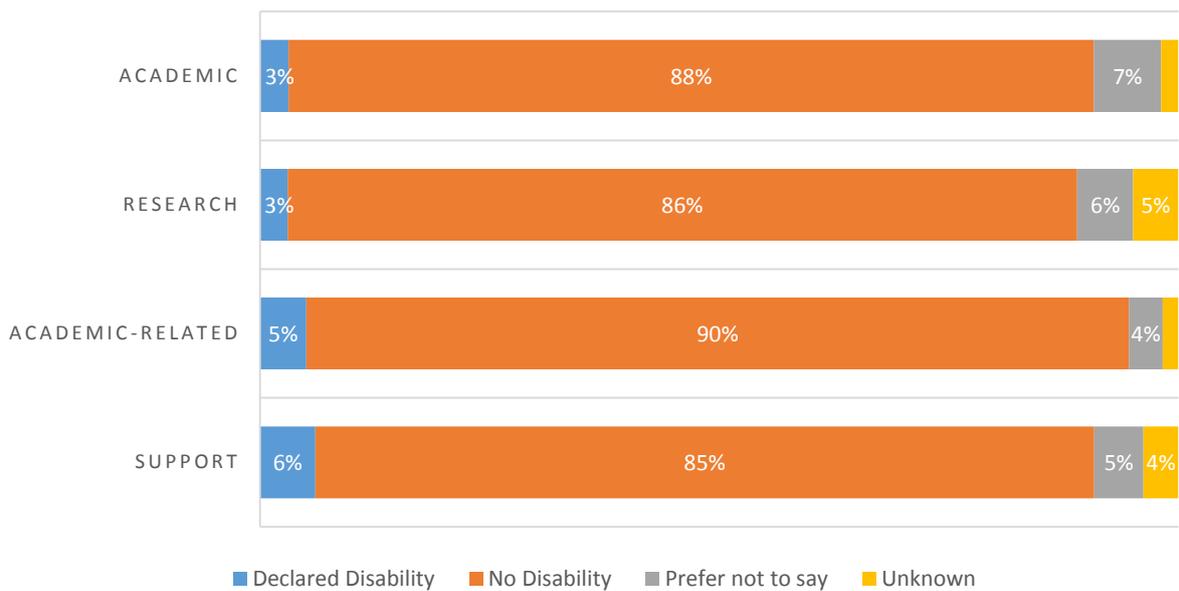
- 57% of non-UK applicants for research posts (29% of appointed) – 2% of BME applicants were successful compared with 6% of white;
- 44% of non-UK applicants for professional and management roles (15% of appointed) – 1% of BME applicants were successful compared with 5% of white; and
- 31% of non-UK applicants for support roles (18% of appointed) – 2% of BME applicants were successful compared with 4% of white.

DISABILITY

On 31 July 2016, 4% of university staff were known to be disabled, equating to 514.2 fte.

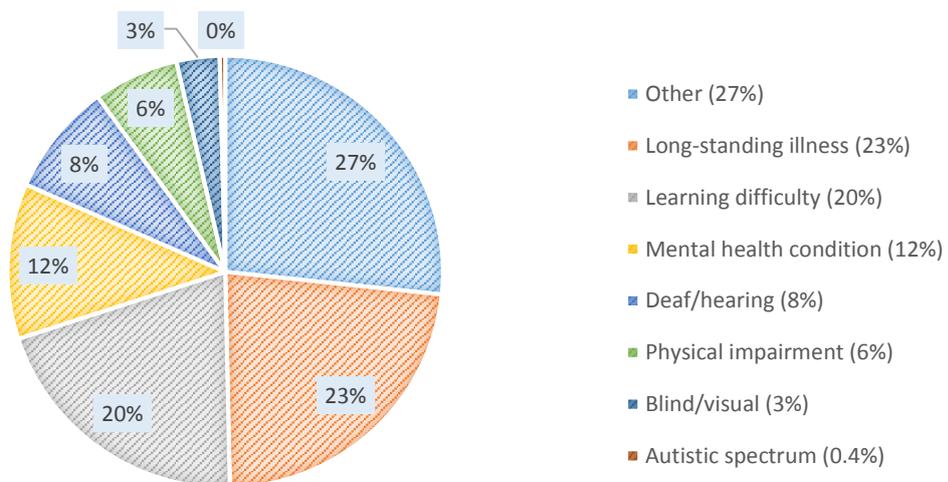
As a direct result of the targeted monitoring surveys described above (p.14), the number of disability disclosures rose by 19% in 2016 compared with the previous year, while the number of staff listed as 'prefer not to say' or 'unknown' fell by 45%. We have chosen not to present previous years' data here due to the high levels of non-disclosure.

Figure 16 Staff by disability status and staff group, 31 July 2016



Source: CORE Personnel

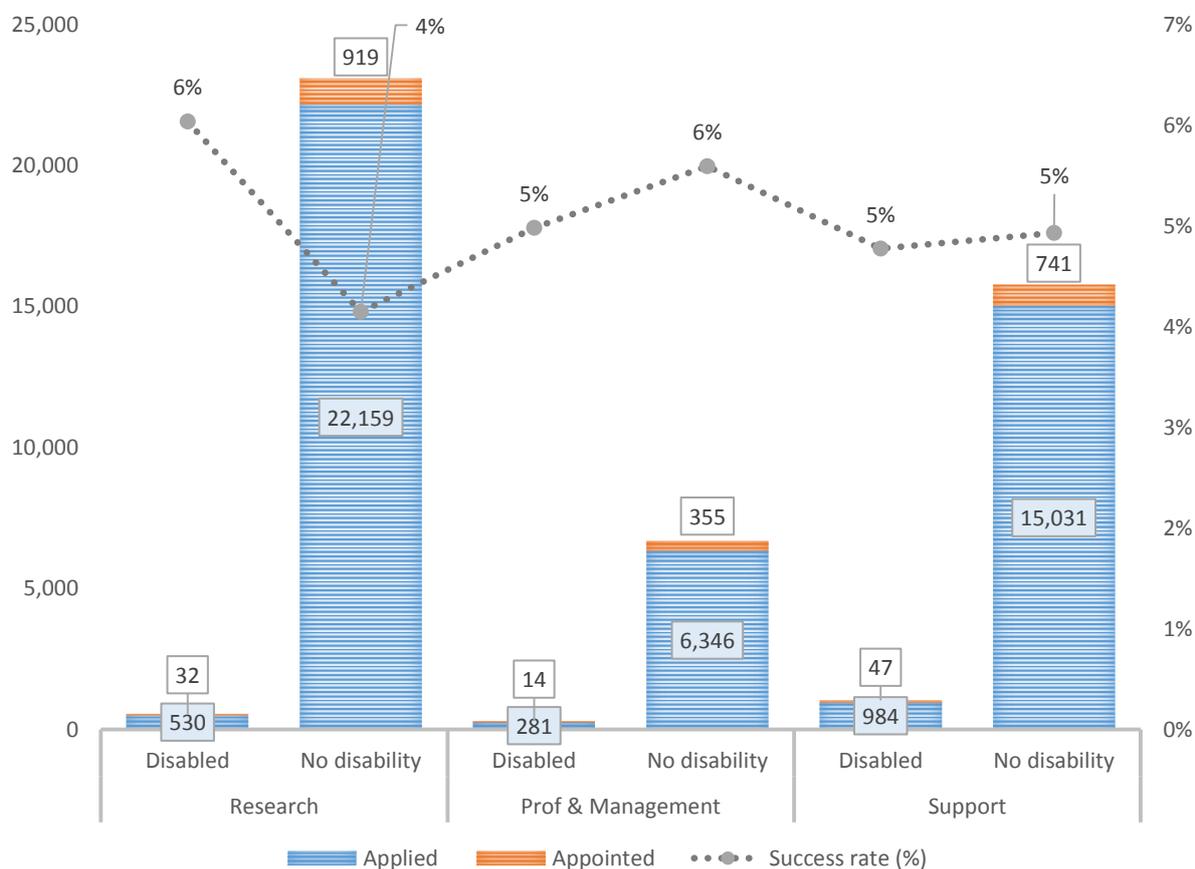
Figure 17 All disabled staff by disability type, 31 July 2016



Source: CORE Personnel

The pie chart shows the percentage of disabled staff who have identified each type of disability as their primary impairment. Further analysis of the large 'Other' category (27% of the total) indicates that overall around a third of disabled staff have a long-standing illness or health condition and 12% have a physical impairment (while 12% have declined to specify).

Figure 18 Recruitment monitoring by disability status, 2015/16



Source: CORE Personnel. 4% of applicants (6% of successful appointees) declined to state whether they had a disability.

The chart shows the number of applicants and successful appointees to the three main staff groups between 1 August 2015 and 31 July 2016. The numbers on the dotted line indicate the percentage of successful applicants in each group. Overall 4% of applicants – and 4% of those appointed – declared a disability. This varied by nationality and staff group: non-UK applicants were much less likely to declare a disability than UK applicants (1% overall compared with 7%) though there was no evidence that those who did declare were less successful than others. Overall:

- 2% of applicants for research posts declared a disability (3% of appointed) – 6% of disabled applicants were successful compared with 4% of those who did not declare a disability;¹⁰⁸
- 4% of applicants for professional and management roles (4% of appointed) – 5% of disabled applicants were successful compared with 6% of those who did not declare a disability; and
- 6% of applicants for support roles (6% of appointed) – 5% of disabled applicants were successful compared with 5% of those who declared a disability.

¹⁰⁸ This difference reached statistical significance at the 5% threshold (Pearson's chi squared test).

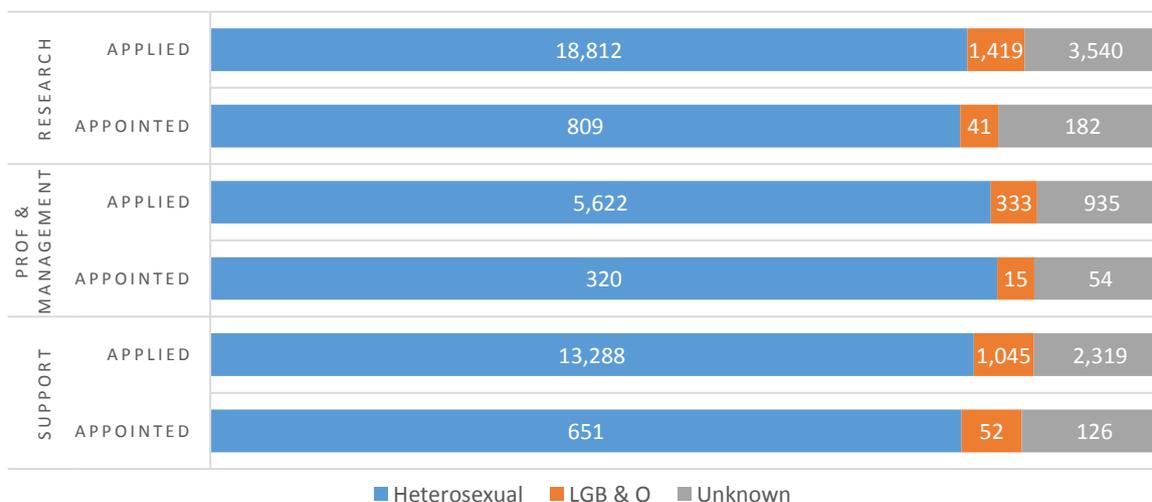
SEXUAL ORIENTATION

The University has collected comprehensive recruitment monitoring data, including sexual orientation and religion and belief, since 2012 but as yet there are insufficient data for reporting on staff in post. Employee self-service access to the staff record will be introduced later in 2017 which will afford all staff the opportunity to update their personal details.

The chart shows the number of applicants and successful appointees to the three main staff groups between 1 August 2015 and 31 July 2016. The table shows the breakdown by sexual orientation of applicants and appointees and indicates that overall success rates were similar for heterosexual and LGB and Other applicants (though it should be borne in mind that 14% of applicants declined to state their sexual orientation):

- 6% of applicants for research posts identified as LGB or Other (4% of appointed) – 4% of heterosexual applicants were successful compared with 3% of LGB&O;
- 5% of applicants for professional and management roles (4% of appointed) – 6% of heterosexual applicants were successful compared with 5% of LGB&O; and
- 6% of applicants for support roles (6% of appointed) – 5% of heterosexual applicants were successful compared with 5% of LGB&O.

Figure 19 Recruitment monitoring by sexual orientation, 2015/16



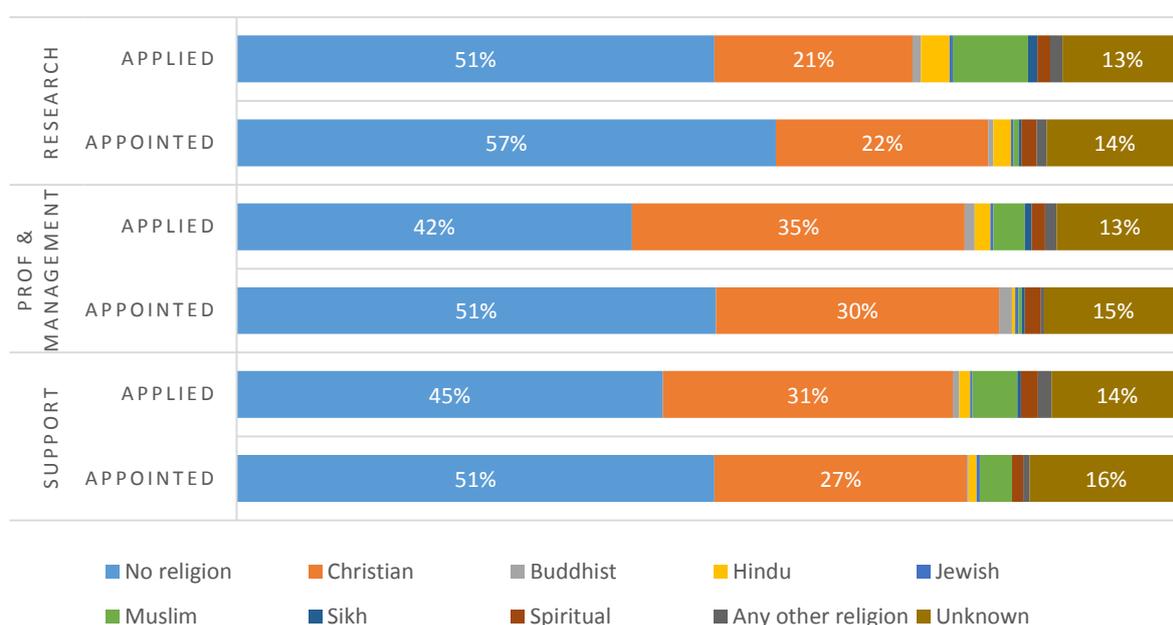
		Heterosexual	Bisexual	Gay man	Gay woman/lesbian	Other	Unknown
Research	Applied	79%	3%	1%	0%	1%	15%
	Appointed	78%	1%	2%	0%	1%	18%
Prof & Management	Applied	82%	2%	1%	1%	1%	14%
	Appointed	82%	2%	2%	0%	0%	14%
Support	Applied	80%	2%	2%	1%	1%	14%
	Appointed	79%	3%	1%	1%	2%	15%

Source: Core Personnel. 14% of applicants (16% of successful appointees) declined to state their sexual orientation. Their overall success rate was 5%, equal to the average.

RELIGION AND BELIEF

The University has monitored recruitment by religion and belief since 2012 but does not yet have sufficient data on staff in post for reporting purposes. Recruitment success rates for different faith groups are affected by marked differences in the overall success rates of UK and non-UK applicants (7% for UK compared with 4% for non-UK¹⁰⁹). We have provided separate recruitment data for these two groups in order to mitigate this effect, though analysis is further complicated by the relatively high proportion of applicants who preferred not to state their religion or belief (14% of applicants, 18% of appointees).

Figure 20 Recruitment monitoring by religion and belief: UK applicants, 2015/16



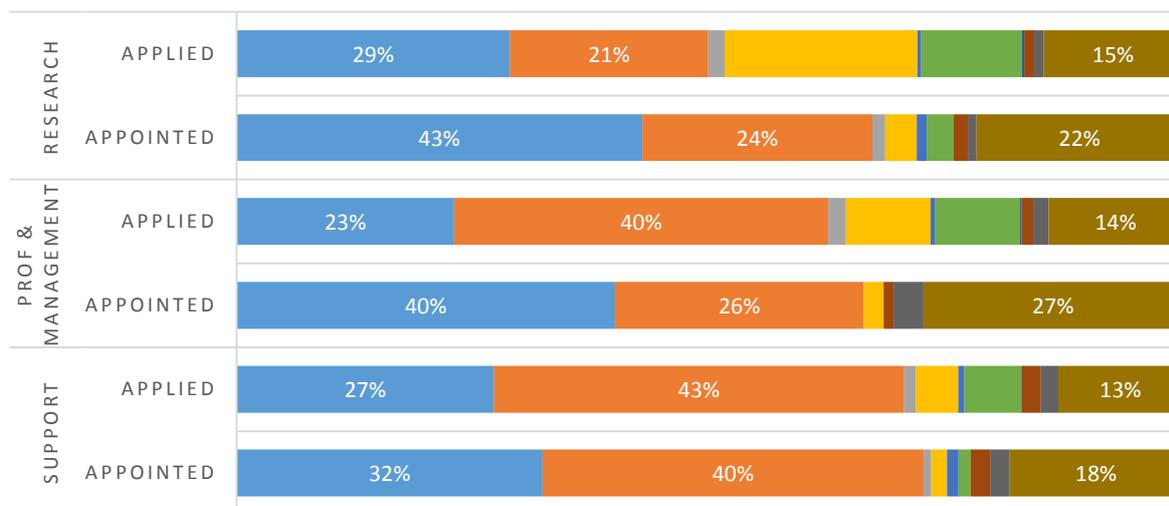
		No religion	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Spiritual	Any other religion	Unknown
Research	Applied	51%	21%	1%	3%	0%	8%	1%	1%	1%	13%
	Appointed	57%	22%	1%	2%	0%	1%	0%	2%	1%	14%
P&M	Applied	42%	35%	1%	2%	0%	3%	1%	1%	1%	13%
	Appointed	51%	30%	1%	0%	0%	0%	0%	2%	0%	15%
Support	Applied	45%	31%	1%	1%	0%	5%	0%	2%	1%	14%
	Appointed	51%	27%	0%	1%	0%	3%	0%	1%	1%	16%

Source: Core Personnel. 13% of UK applicants (15% of appointees) declined to state their religion or belief. Their overall success rate was 7%, slightly higher than the average of 6.5%.

Among UK applicants, those with no religion were by far the most successful group, comprising around half of all appointees. The majority of other groups were appointed roughly in line with their representation amongst applicants.

¹⁰⁹ Combined data for research, professional & management and support vacancies.

Figure 21 Recruitment monitoring by religion and belief: non-UK applicants, 2015/16



■ No religion ■ Christian ■ Buddhist ■ Hindu ■ Jewish
■ Muslim ■ Sikh ■ Spiritual ■ Any other religion ■ Unknown

		No religion	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Spiritual	Any other religion	Unknown
Research	Applied	29%	21%	2%	20%	0%	11%	0%	1%	1%	15%
	Appointed	43%	24%	1%	3%	1%	3%	0%	2%	1%	22%
P&M	Applied	23%	40%	2%	9%	1%	9%	0%	1%	2%	14%
	Appointed	40%	26%	0%	2%	0%	0%	0%	1%	3%	27%
Support	Applied	27%	43%	1%	5%	1%	6%	0%	2%	2%	13%
	Appointed	32%	40%	1%	2%	1%	1%	0%	2%	2%	18%

Source: Core Personnel. 14% of non-UK applicants (21% of appointees) declined to state their religion or belief. Their overall success rate was 5%, higher than the average of 4%.

Among non-UK applicants, those with no religion or belief were once again the most successful group, obtaining over 40% of all posts. The majority of other faith groups were appointed in line with their representation amongst applicants.

ANNEXE B: STUDENT DATA

This annexe provides key data on matriculated students by sex, ethnicity and disability between 2011 and 2015, under the following headings:

- Student admissions;
- On-course students;
- Undergraduate attainment;
- Destinations of leavers; and
- Student survey outcomes.

The University's annual student snapshot is taken on 1 December and numbers are expressed in terms of headcount. More detailed student data are available on the University website (see p.57).

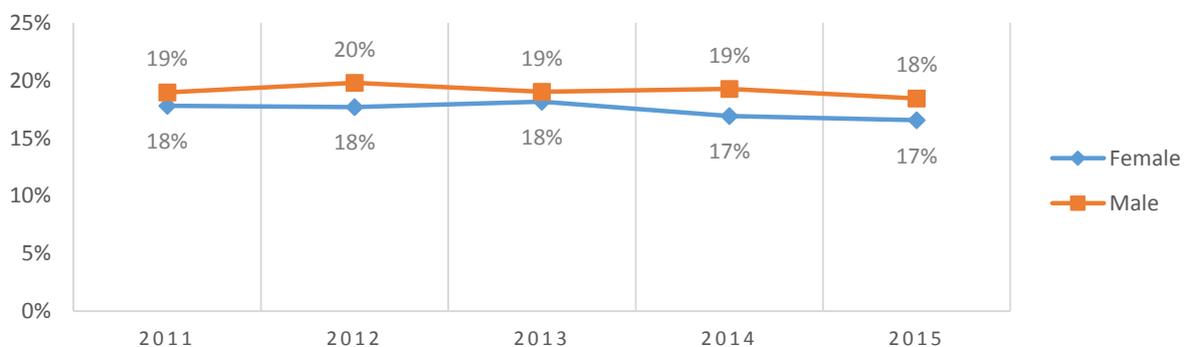
STUDENT ADMISSIONS

This section reports on undergraduate and postgraduate admissions between 2011 and 2015. For further detail, see: www.ox.ac.uk/about/facts-and-figures/admissions-statistics.

SEX

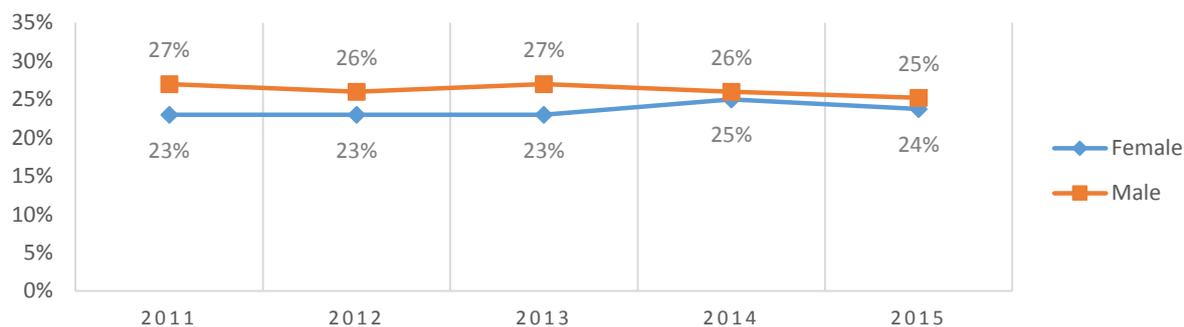
Over the last five years there has been a difference of between 1% and 2% in the success rates of men and women at undergraduate admissions. The gap at postgraduate taught admissions has reduced from 4% to 1% and the 1% gap in admissions for postgraduate research degrees has been eliminated.

Figure 22 Undergraduate acceptances by sex, 2011-15



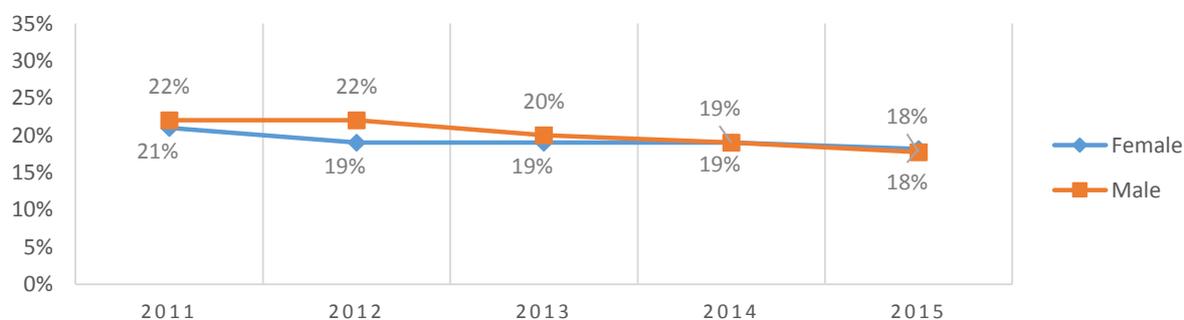
Source: SDMA

Figure 23 PGT acceptances by sex, 2011-15



Source: GAO

Figure 24 PGR acceptances by sex, 2011-15



Source: GAO

ETHNICITY

The ethnicity gap at admissions is complex as it varies by domicile (fee status) and ethnic group. UK-domiciled applicants¹¹⁰ have higher success rates than overseas applicants at each level of study, which has a disproportionate impact on the overall success of black and minority ethnicity (BME) applicants, a majority of whom are from overseas.

UNDERGRADUATE

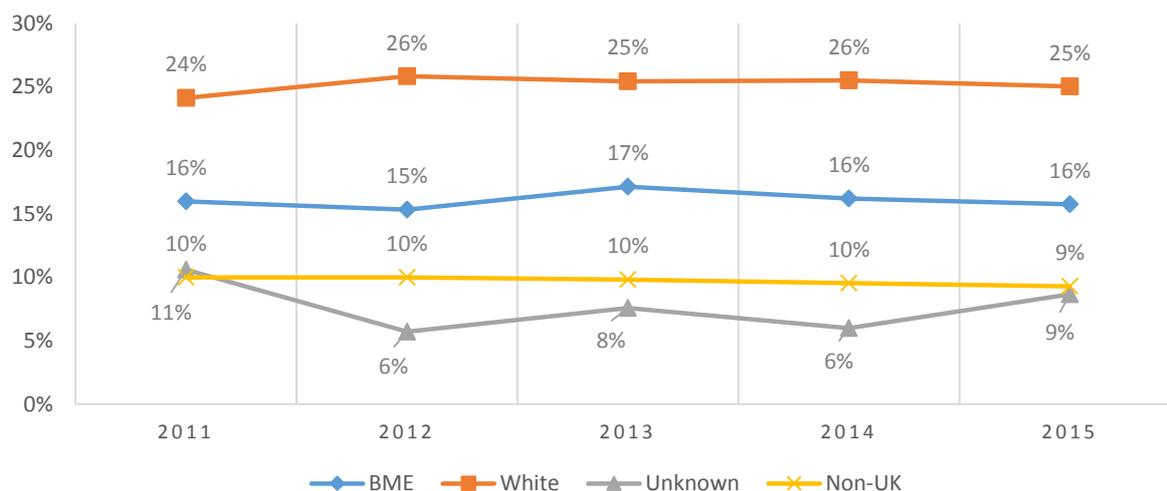
Non-UK applicants for undergraduate study are not asked to provide details of their ethnicity so this information is not available to the University. Among on-course students, around 50% of non-UK undergraduates are known to be BME.

There was a c.9% difference between the success rates of UK BME and white applicants. A major UCAS analysis of five years of Oxford admissions data has shown that once offer rate figures were adjusted to take account of the size of each ethnic group within the UK population, the selectivity of the course applied to and applicants' predicted tariff points, the overall difference was greatly

¹¹⁰ Those eligible to pay Home fees

reduced, and within the range of expected variation for all but the Asian ethnic group.¹¹¹ Most of the remaining difference in success rates can be accounted for by variations in applicants' prior attainment, admissions test scores and interview performance. See pp.14-16 for details of the University's targeted outreach programmes supporting BME school pupils to make competitive applications to Oxford.

Figure 25 Undergraduate acceptances by ethnicity, 2011-15



Source: SDMA

POSTGRADUATE

There is a high attrition rate in postgraduate admissions and only c. 60% of offer-holders eventually take up their place at Oxford, so we present information on both initial offer and final success rates.

The number of BME applicants increased at a much higher rate than the number of white applicants. Between 2011 and 2015:

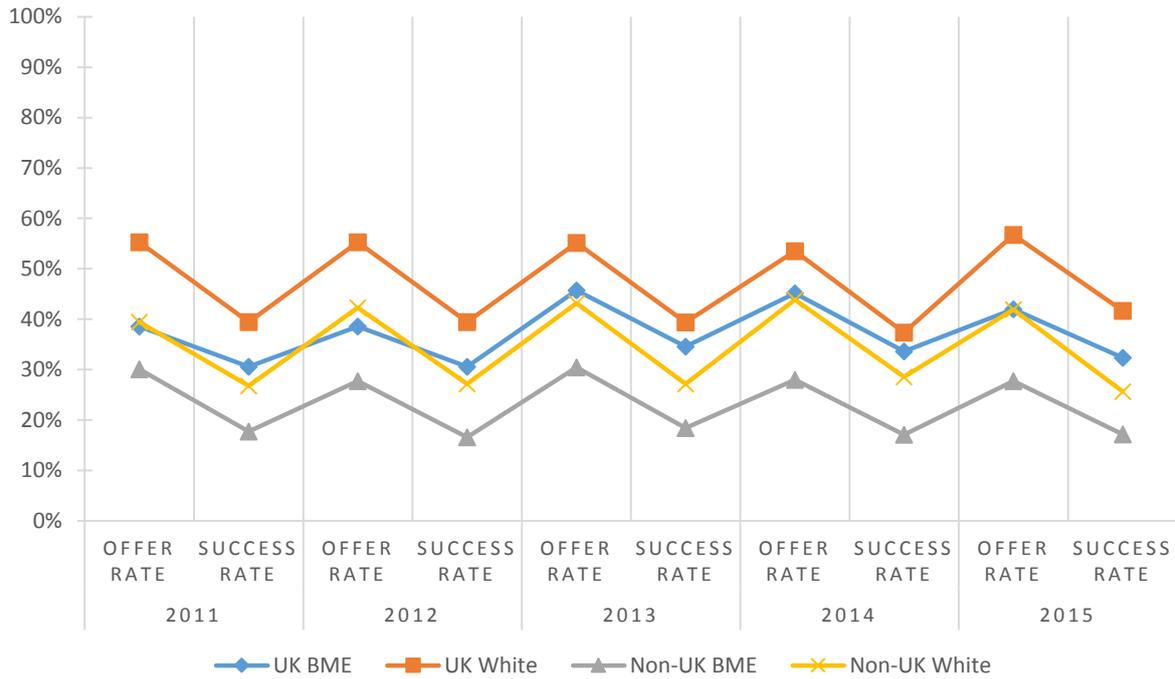
- The number of BME applicants for PGT study rose by 32% compared with 2% for white; and
- The number of BME applicants for PGR study rose by 54% compared with 37% for white applicants.

UK applicants for postgraduate study had higher success rates than non-UK applicants. However, there were disparities by ethnicity within each group. The charts show offer and success (acceptance) rates for PGT and PGR applicants by ethnicity and fee status.

BME offer-holders were slightly less likely to convert their offer into a final place, which had the effect of reducing their overall success rate further. Over the period 2011 to 2015, 60% of BME offer-holders accepted their place compared with 65% of white.

¹¹¹ UCAS (2016) UCAS Undergraduate reports by sex, area, background and ethnic group: www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-undergraduate-reports-sex-area

Figure 26 PGT acceptances by ethnicity and fee status, 2011-15



Source: GAO

Figure 27 PGR acceptances by ethnicity and fee status, 2011-15



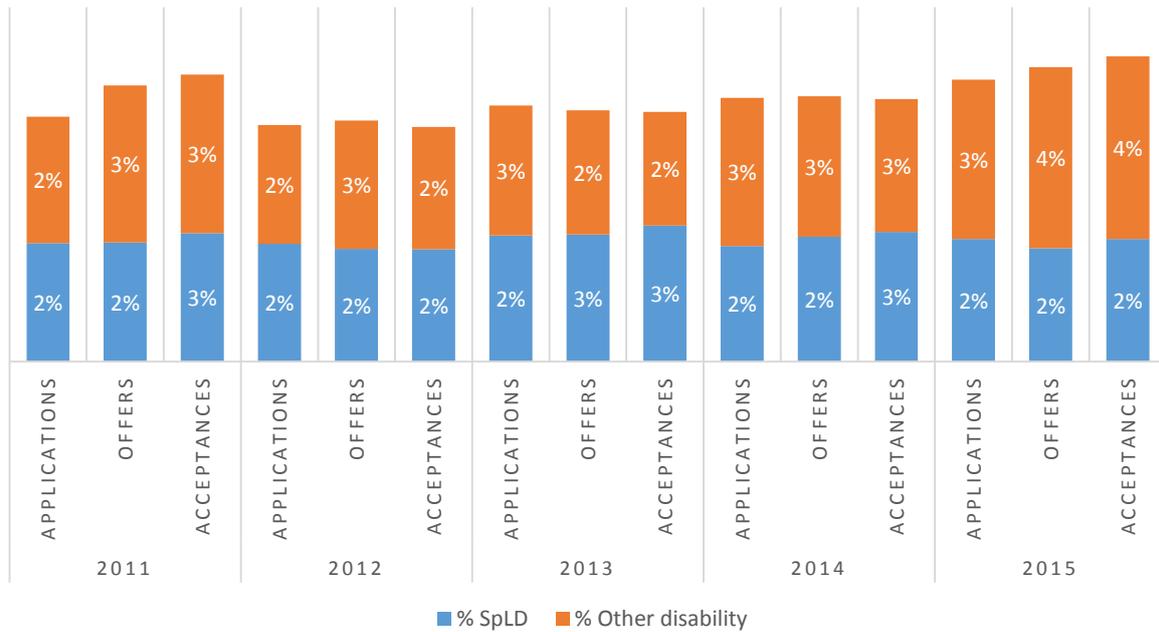
Source: GAO

DISABILITY

UNDERGRADUATE

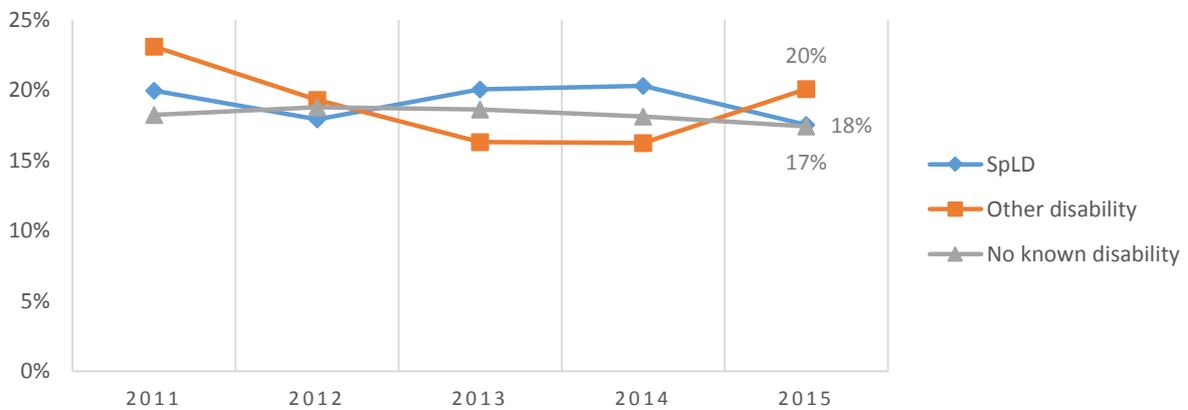
Between 2011 and 2015, between 5% and 6% of applicants for undergraduate study disclosed a disability during the admissions process. Success rates for disabled applicants were equal to or higher than those for applicants with no known disability.

Figure 28 Undergraduate admissions by disability type, 2011-15



Source: SDMA

Figure 29 Undergraduate acceptance rates by disability, 2011-15

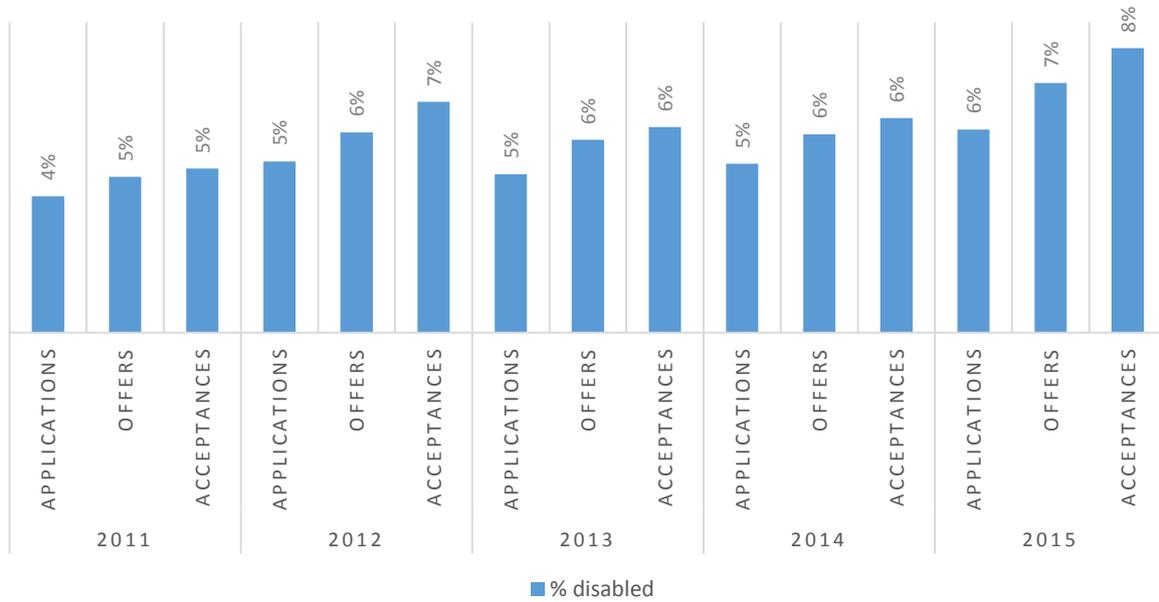


Source: SDMA

POSTGRADUATE

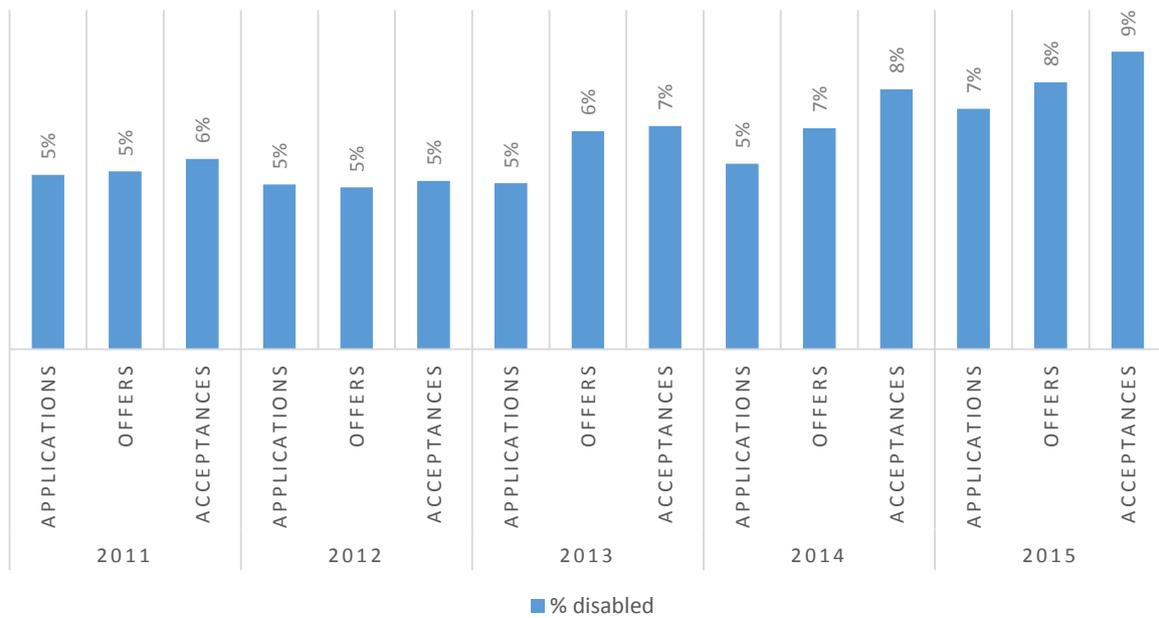
Disclosure of disability among applicants for postgraduate study has risen steadily over the last five years, from 4% to 6% overall. Disabled applicants for both PGT and PGR study had a higher success rate than other applicants in each year.

Figure 30 PGT admissions by disability, 2011-15



Source: GAO

Figure 31 PGR admissions by disability, 2011-15



Source: GAO

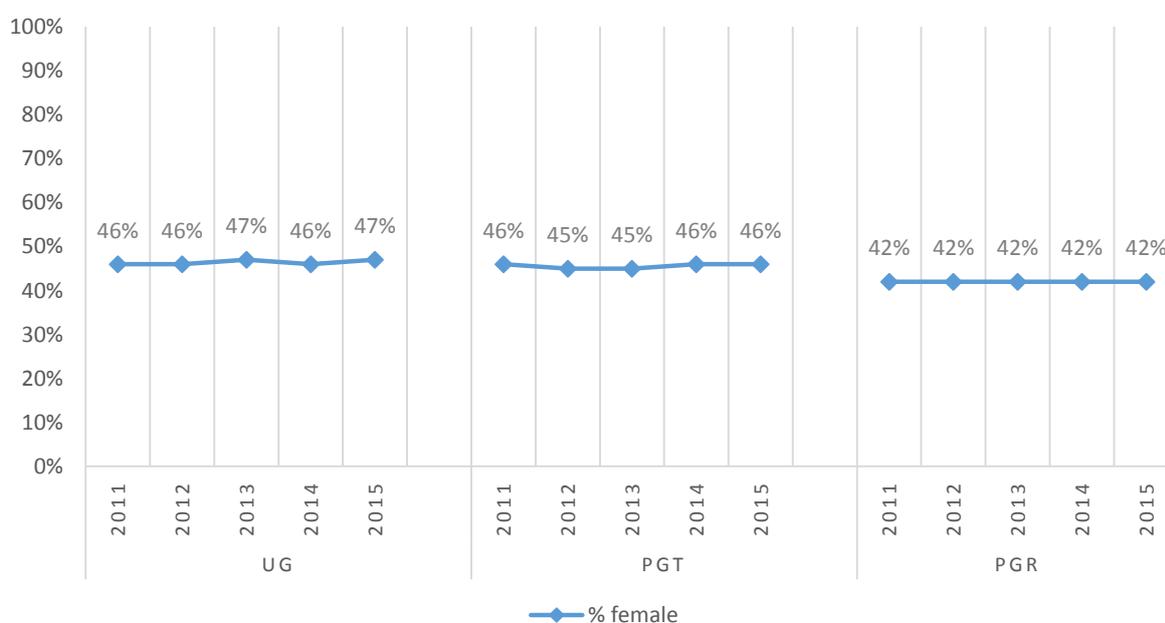
ON-COURSE STUDENTS

This section reports on matriculated student numbers between 2011 and 2015.¹¹² For further detail, see: www.ox.ac.uk/about/facts-and-figures/student-numbers.

SEX

The proportion of female students has remained stable over the last five years, rising from 45% to 46% of all students in 2015. Oxford has a lower proportion of female students than most other British universities (56% on average in 2014/15). This is primarily due to the available subject mix, limits to the number of places available for subjects most popular with female applicants and the low proportion of women studying in the Mathematics, Physical and Life Sciences (MPLS) division (28% in 2015).

Figure 32 Percentage of female on-course students by level of study, 2011-15



Source: SDMA

ETHNICITY

The proportion of black and minority ethnic (BME) students rose from 21% to 25% of the total population between 2011 and 2015. There was also a significant improvement in the disclosure rate, particularly among non-UK undergraduates (to which some of the apparent increase is attributable).

The total proportion of UK¹¹³ students who were BME rose from 13% to 14% over the five-year period: from 12% to 14% of undergraduates, 16% to 19% of postgraduate taught and 13% to 15% of

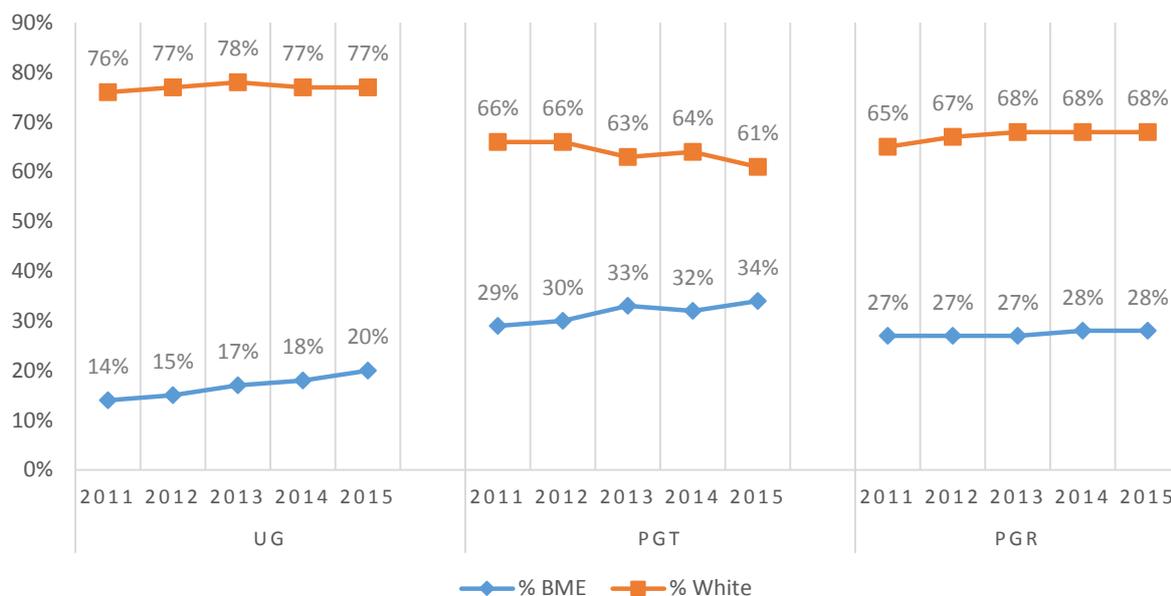
¹¹² These figures exclude Visiting, Recognised and Other (VRO) students.

¹¹³ Those eligible to pay Home fees

postgraduate research. By comparison, 18% of first degree undergraduates at Russell Group universities were BME in 2014/15 (15% for institutions outside London).

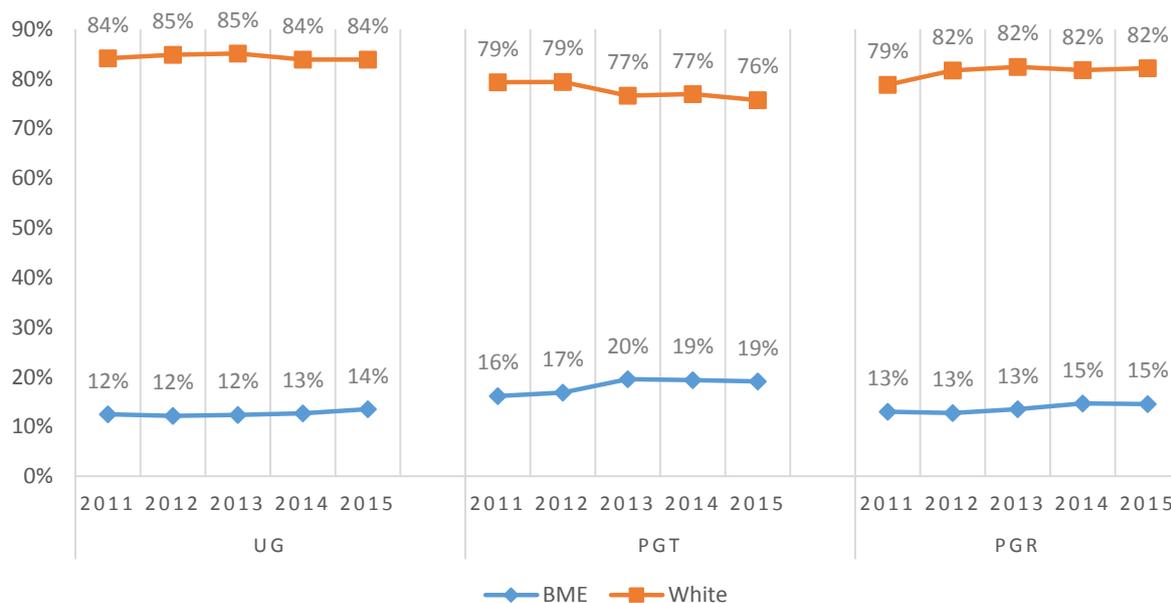
The high percentage of unknown ethnicity among non-UK students makes it difficult to judge change over time, but by the end of the period, 43% of non-UK students were known to be BME: 49% of undergraduates, 44% of postgraduate taught and 39% of postgraduate research.

Figure 33 On-course students by ethnicity and level of study, 2011-15



Source: SDMA. The proportion of unknown ethnicity fell from 8% to 3% over the period.

Figure 34 UK students by ethnicity and level of study, 2011-15

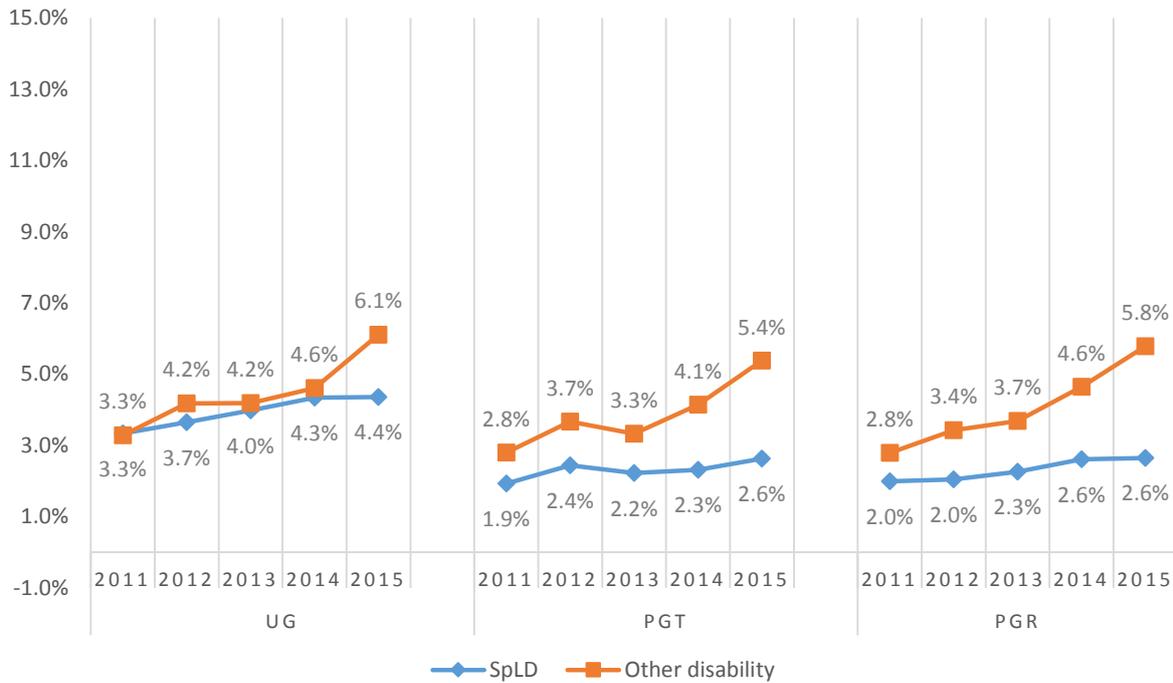


Source: SDMA. The proportion of unknown ethnicity fell from 4% to 3% over the period.

DISABILITY

The proportion of students identifying as disabled has increased each year, from 6% to 9% of all students. The majority of the increase has been in disclosures of 'other disability', primarily mental health conditions. The level of specific learning difficulties (SpLD) appears to have stabilised.

Figure 35 On-course students by disability and level of study, 2011-15



Source: SDMA. Percentages are expressed to one decimal place to reflect the low numbers of disabled students.

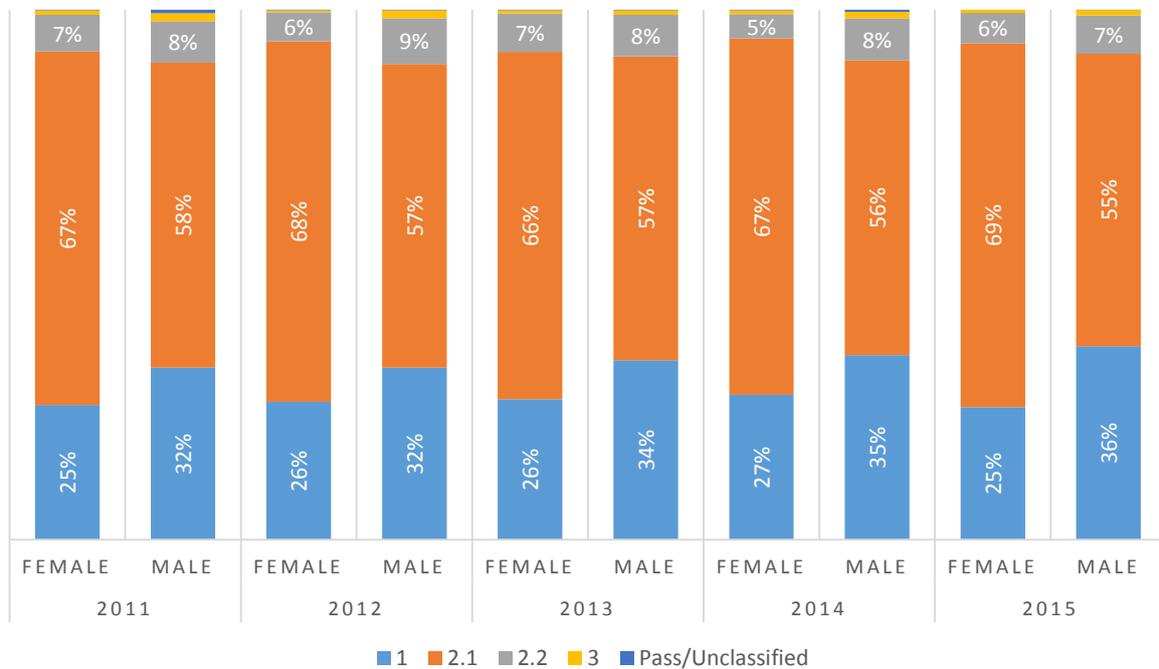
UNDERGRADUATE ATTAINMENT

This section reports on undergraduate degree attainment in the Final Honour Schools of 2011 to 2015. For further detail, see: www.ox.ac.uk/gazette/statisticalinformation.

SEX

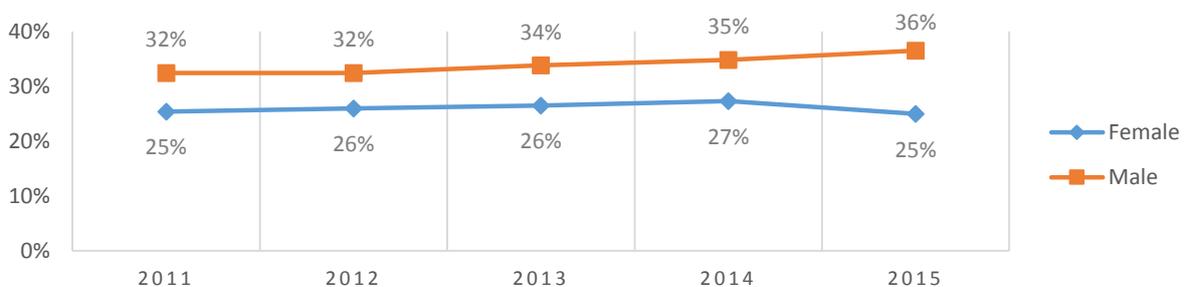
The longstanding gender gap in undergraduate degree attainment has averaged 8% over the last five years. In 2015, 25% of women and 36% of men were awarded a first-class degree, though women were slightly more likely to obtain a 'good degree' overall. See p.20 for details of the University's work to tackle attainment gaps.

Figure 36 Undergraduate classifications by sex, 2011-15



Source: SDMA. Some percentages have been omitted to aid legibility.

Figure 37 First-class degree attainment by sex, 2011-15



Source: SDMA

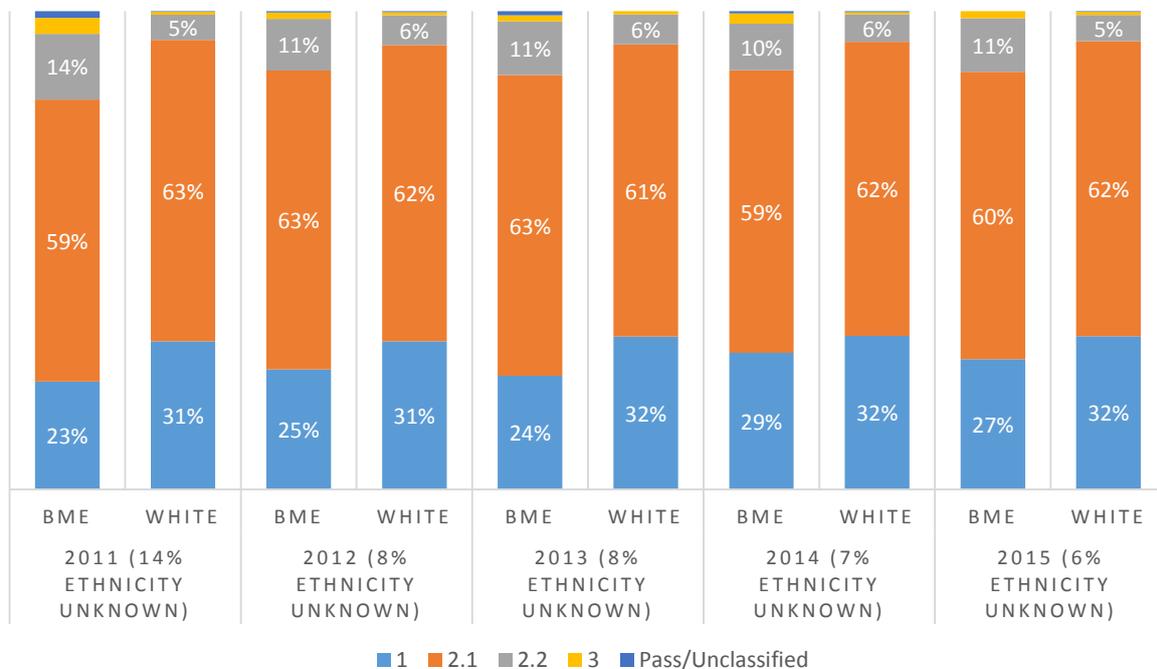
ETHNICITY

A lower proportion of BME than white finalists obtained a first-class or 'good degree' (first or upper second) in each year; however, the headline gap was affected by several factors, including differences between UK¹¹⁴ and non-UK student attainment; the high percentage of unknown ethnicity among non-UK students; and the high number of BME students in MPLS, which awards the highest percentages both of firsts and of sub-2.2 degrees.

The overall gap between white and BME students' attainment in the first class reduced from 8% to 5% over the five years. The gap between UK BME and white students fell from 11% in 2011 to 6% in 2015. The gap in the proportions of UK BME and white students obtaining 'good degrees' was 4%.

In 2015, Oxford's first-class ethnicity gap matched the Russell Group average (7%) while its gap in 'good degrees' was five percentage points lower than average.¹¹⁵

Figure 38 Undergraduate classifications by ethnicity, 2011-15



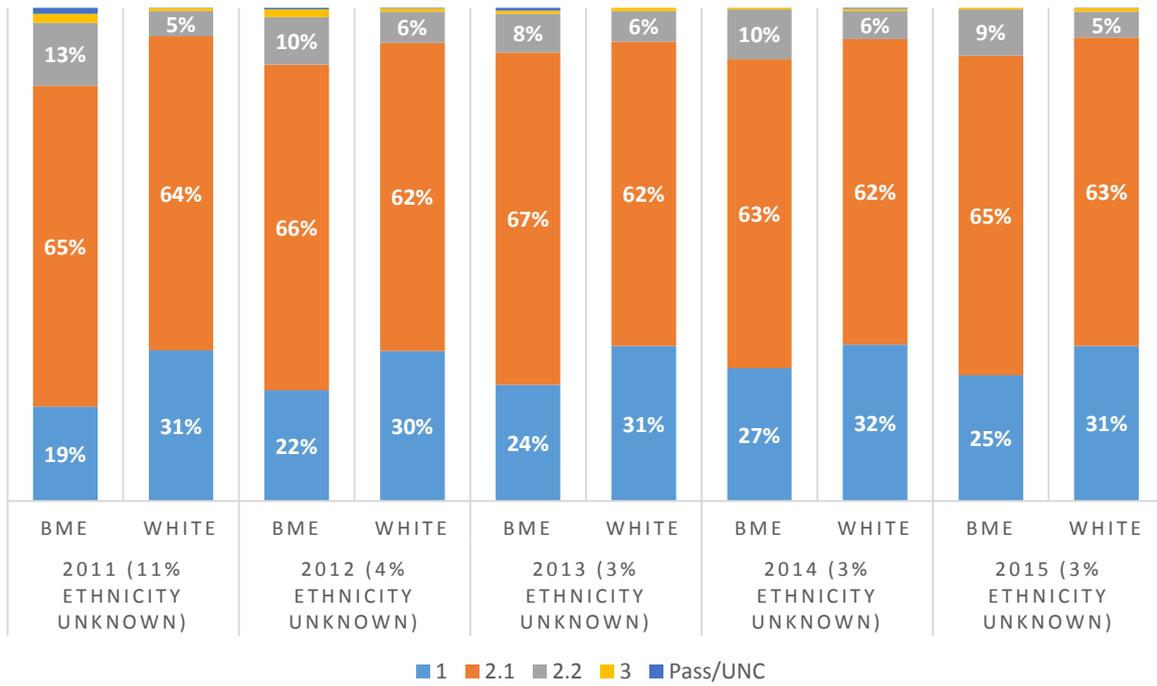
Source: SDMA. Some percentages have been omitted to aid legibility.

Non-UK students were more likely than UK students both to obtain first-class and sub-2.2 degrees, mainly because of their concentration in MPLS subjects (around 40% of non-UK finalists took physical and life sciences degrees). It is difficult to compare attainment by ethnicity due to the high level of non-disclosure among non-UK finalists: this fell from 36% in 2011 to 26% in 2015. Recent improvements in data collection will make future comparisons easier.

¹¹⁴ Those eligible to pay Home fees.

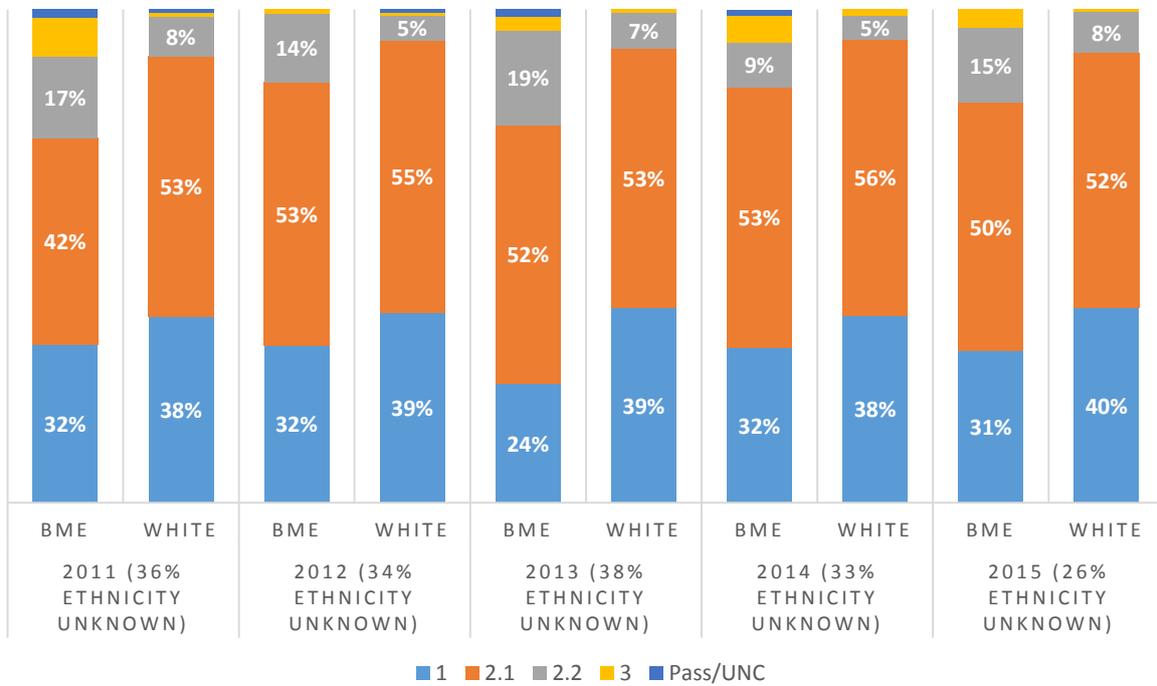
¹¹⁵ Source: HESA Student 2014/15 (UK students only). HESA's percentages differ from the University's internal data due to the way outcomes are calculated by 'full-person equivalent' rather than headcount.

Figure 39 UK undergraduate classifications by ethnicity, 2011-15



Source: SDMA. Some percentages have been omitted to aid legibility.

Figure 40 Non-UK undergraduate classifications by ethnicity, 2011-15



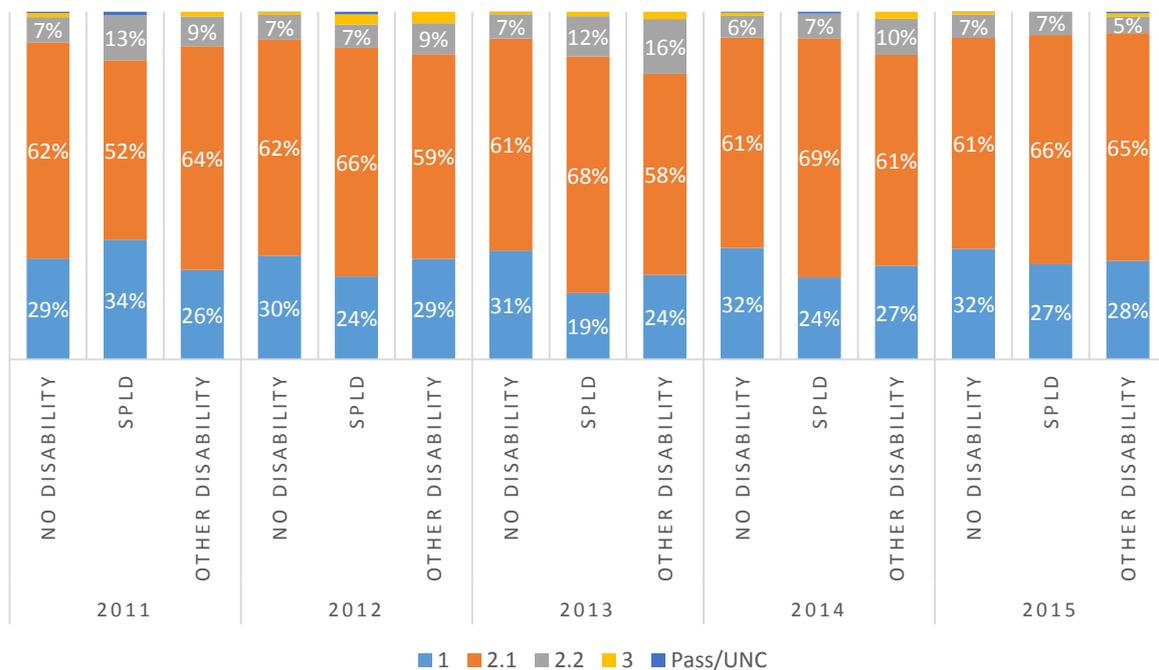
Source: SDMA. Some percentages have been omitted to aid legibility.

DISABILITY

The proportion of finalists with a disclosed disability increased from 5% of the cohort in 2011 to 12% in 2015 (from 163 to 388). Nevertheless, it is difficult to compare outcomes due to the low number of disabled students, their distribution across the University and variations in degree awarding practices by division.

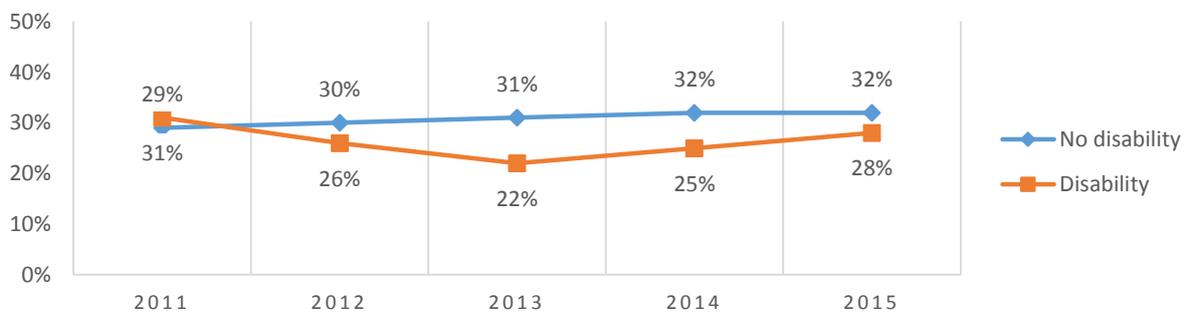
Around 92% of all students obtained a 'good degree' – a first or upper second – in each year. There was very little difference between the proportions of disabled and non-disabled students who achieved a good degree. The difference between the proportions obtaining a first-class degree ranged from two to nine percentage points, averaging 5% over the five years.

Figure 41 Undergraduate classifications by disability, 2011-15



Source: SDMA. Some percentages have been omitted to aid legibility.

Figure 42 First-class degree attainment by disability, 2011-15

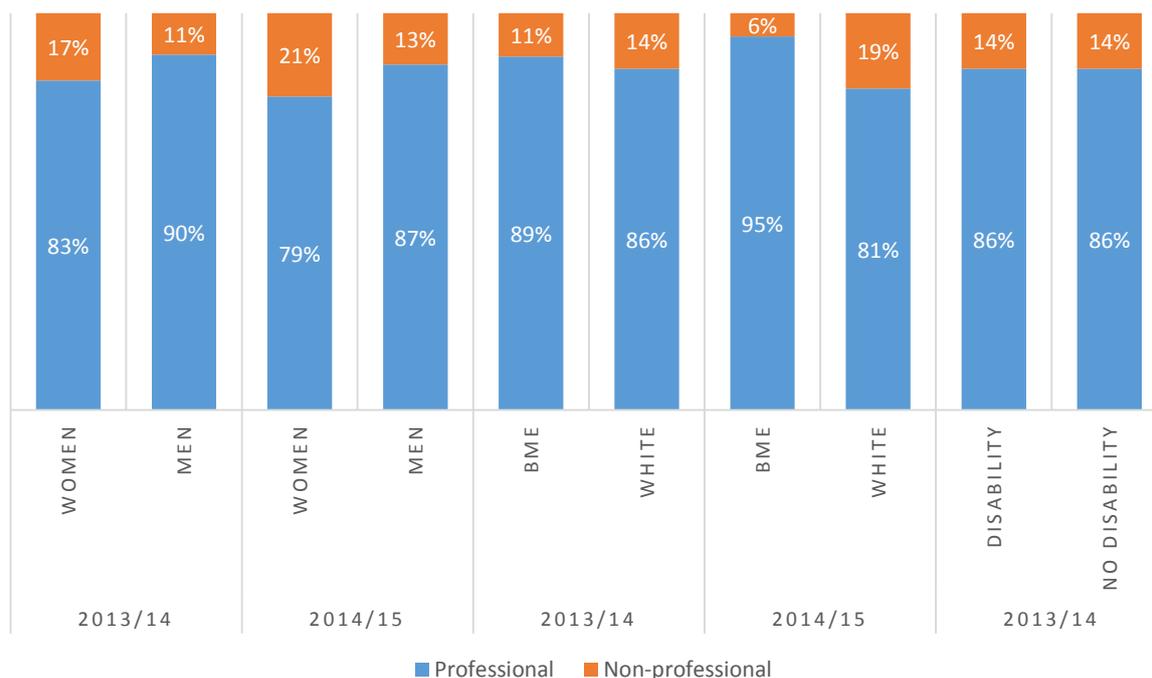


Source: SDMA

DESTINATIONS OF LEAVERS

This section reports on the employment outcomes of UK undergraduate qualifiers who left Oxford in 2013/14 and 2014/15. Earlier years' data have been excluded due to a lack of comparability with those from subsequent years. For further detail, see: <http://tinyurl.com/z39mehk>

Figure 43 Employment destinations by demographic, 2013/14 and 2014/15



Source: HESA. Disability data were not included in the 2014/15 dataset but will be included from 2015/16.

There were no significant differences between BME and white graduates or those with and without a disability in terms of gaining professional (graduate level) employment in 2013/14. However, BME graduates were statistically significantly more likely to be in professional employment in 2014/15, reflecting the situation in the rest of the Russell Group. Female graduates were statistically significantly less likely than men to be in professional employment in both years, a situation also reproduced across Russell Group universities.

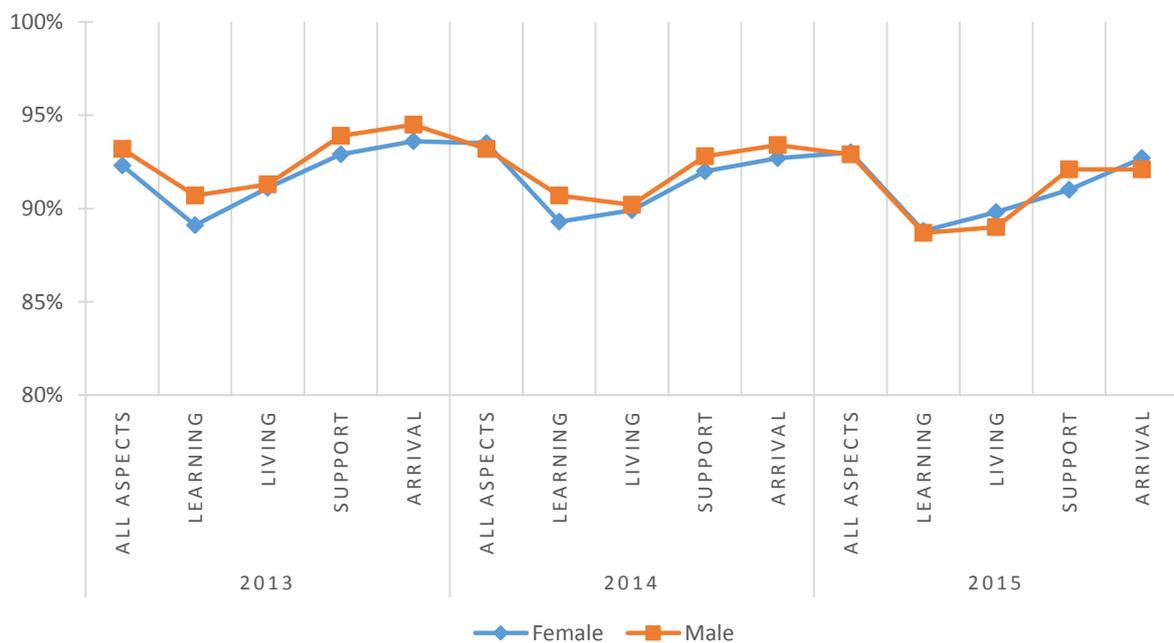
The Careers Service has carried out a survey of current students' approaches to their future careers, finding that women were more likely to believe in gendered stereotypes (e.g. that men earned more and were likely to work in the City), and also to opt for careers in sectors where entry roles were less likely to be at graduate level.

STUDENT SURVEY OUTCOMES

The University participates in the international Student Barometer survey which enables it to benchmark student satisfaction against the results of 120 other universities.¹¹⁶ This section focuses on the last three years of the Student Barometer in which response rates varied from 43% to 47%. Detailed results from 2010 onwards are available at: www.ox.ac.uk/students/life/student-engagement.

SEX

Figure 44 Student satisfaction by sex, 2013-15



Source: SDMA

There were no differences in overall satisfaction by sex in any of the last three years. At individual question level, women tended to be less satisfied than men¹¹⁷ in key areas around careers, finances and welfare:

- Managing research; the seminar programme for research students; careers advice from academic staff; employability; opportunities for work experience and opportunities to teach;
- The availability of financial support from the University and the college and opportunities to earn money; and
- The Counselling Service.¹¹⁸

¹¹⁶ www.i-graduate.org/services/student-barometer

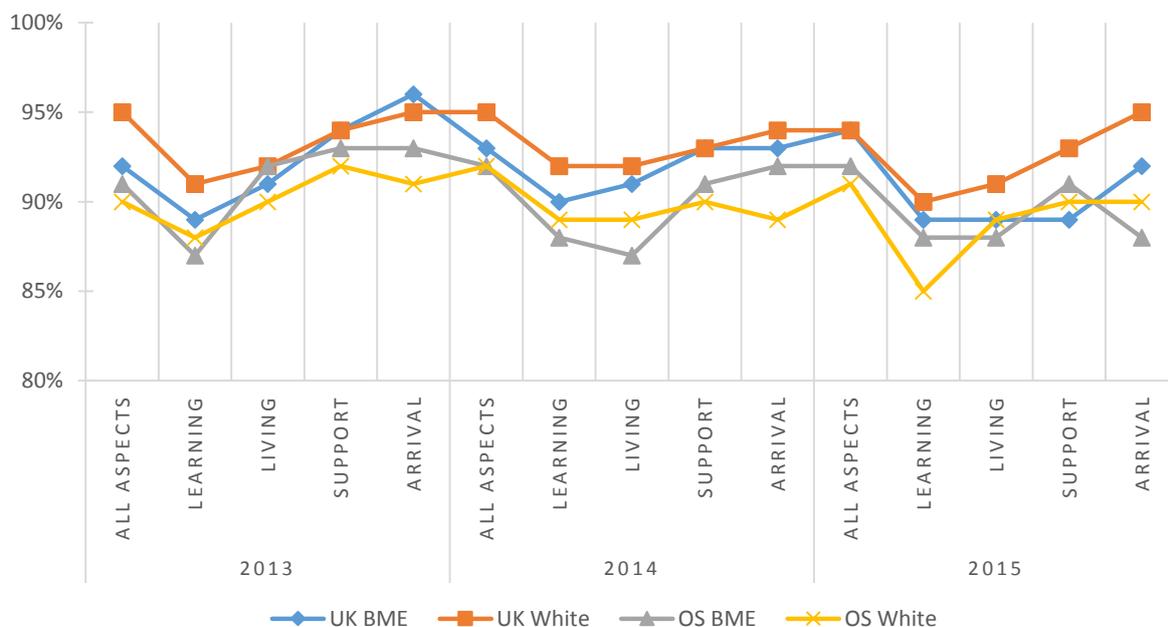
¹¹⁷ Differences of 3 percentage points or more.

¹¹⁸ NB Small sample sizes averaging 718 per year.

ETHNICITY

There were no substantial differences in overall satisfaction levels, either by nationality (UK and overseas) or ethnicity. The scores for each group – UK BME, UK white, overseas BME and overseas white – were all very similar across each dimension and each year though overseas students consistently reported lower levels of satisfaction than UK students.

Figure 45 Student satisfaction by ethnicity, 2013-15



Source: SDMA

There were few differences¹¹⁹ between UK BME and white students but in two of the three years there were disparities in satisfaction (lower for BME) with worship facilities, college financial support and making good contacts.

Overseas white students were consistently more satisfied than overseas BME students with worship facilities, making good contacts and making friends with UK students.

However, a higher proportion of overseas white than BME students was significantly *less* satisfied with many other aspects of their learning and living experiences. BME students' satisfaction scores were regularly five to ten (or more) percentage points higher in relation to:

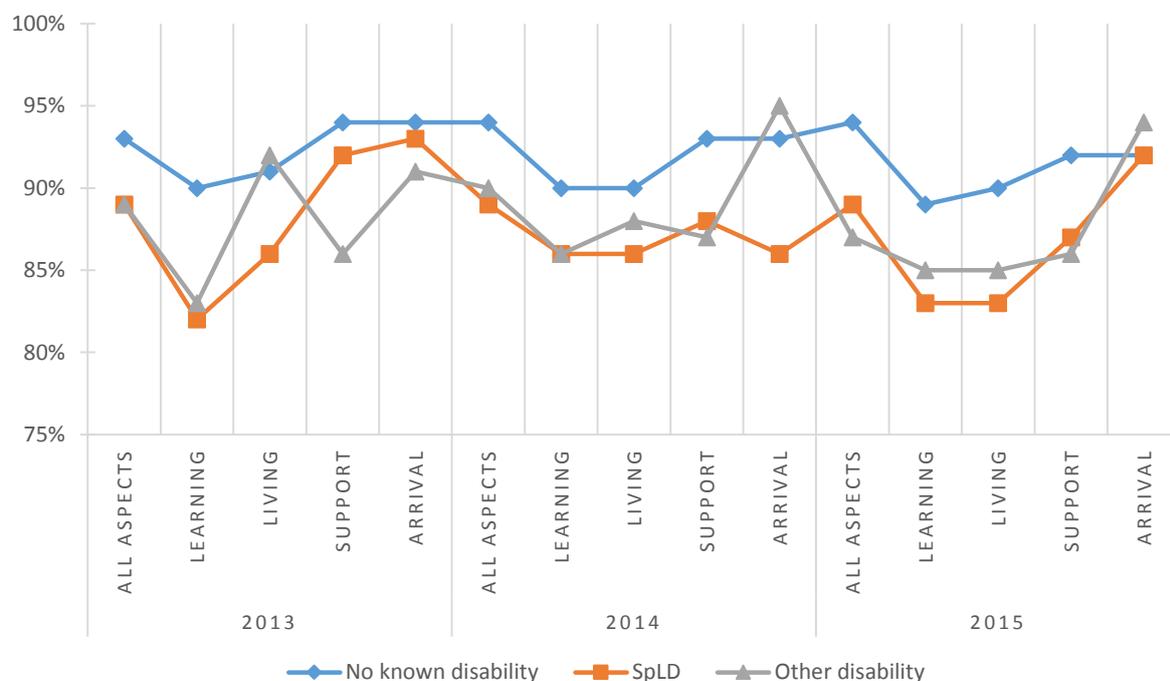
- Induction; course organisation; marking criteria; assessment; feedback and learning technology;
- Opportunities for work experience and to teach (though these were relatively low in comparison with other survey elements at around 60%);
- The availability of financial support from the university and college (though only around 50% of students were satisfied); and
- The University's sports facilities and eco-friendly attitude.

¹¹⁹ Differences of 5% or more where there was a sample size of at least 100 BME and 100 white students.

DISABILITY

Students with a disability were around five percentage points less satisfied overall than those without a known disability. The largest differences were in satisfaction with their learning and living experiences and with University support services.

Figure 46 Student satisfaction by disability, 2013-15



Source: SDMA

Sample sizes were too small for comprehensive analysis at individual question level, but disabled students consistently reported lower satisfaction¹²⁰ on a number of items relating to their academic studies (e.g. course organisation; feedback; learning technology; and college library facilities), career (e.g. advice from academic staff; employability; opportunities for work experience; and making good contacts) and personal lives (e.g. financial support; sports facilities and transport links).

¹²⁰ Differences of 5% or more where the sample size was at least 100 in each group, in at least two years out of the three.

SOURCES OF DATA

DATA	SOURCE	CONTACT DETAILS
Staffing figures	HR Information Team See also www.admin.ox.ac.uk/personnel/hrinfoteam/staffing-data/staffingfigures/figures	hr.reporting@admin.ox.ac.uk
Recruitment	Equality and Diversity Unit	equality@admin.ox.ac.uk
Athena SWAN	https://bits.uas.ox.ac.uk/views/Athena_StaffData/Welcome (available to selected staff only)	hr.reporting@admin.ox.ac.uk
Student numbers	www.admin.ox.ac.uk/aad/sdma/statistics/student	sdma@admin.ox.ac.uk
Admissions	Undergraduate: https://public.tableau.com/views/UoO_UG_Admissions2/AcceptanceRate?%3Aembed=y&%3Adisplay_count=yes&%3AshowTabs=y&%3AshowVizHome=no Postgraduate: https://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/graduate-admissions-statistics?wssl=1	sdma@admin.ox.ac.uk mike.eeley@admin.ox.ac.uk
Destinations of leavers	http://public.tableau.com/views/DLHE_stu/SectorsandRoles?%3AshowVizHome=no#1	sdma@admin.ox.ac.uk
Survey outcomes	https://public.tableau.com/views/OxfordUniversityStudentBarometer/SatisfactionOverview?embed=y&:display_count=yes&:showTabs=y&:showVizHome=no	sdma@admin.ox.ac.uk
UK higher education	Equality Challenge Unit www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2016	

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.
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
EJRA	Employer-Justified Retirement Age
FTE	Full-time equivalent
HESA	Higher Education Statistics Agency
HUMS	Humanities Division
IARU	International Alliance of Research Universities
LERU	League of European Research Universities
LGBTQ	Lesbian, Gay, Bisexual, Transgender and 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
NSS	National Student Survey
OLI	Oxford Learning Institute
OUDECE	Oxford University Department for Continuing Education
PG	Postgraduate
PGT	Postgraduate taught
PGR	Postgraduate research
Protected characteristic	Term used in equality legislation to denote a group of people sharing a particular characteristic
SAT	Self-Assessment Team
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.
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 programme
VRO	Visiting, Recognised or Other students – full-time students studying at Oxford without being awarded a degree or other qualification.