



UNIVERSITY OF  
**OXFORD**

# Annual Equality Report

2018/19



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## PUBLIC SECTOR EQUALITY DUTY

Under the Equality Act, 2010, all public bodies, including universities, are required to:<sup>1</sup>

- Have due regard – ‘in the exercise of their functions’ – to the need to:
  - Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited under the Equality Act, 2010;
  - Advance equality of opportunity between people who share a protected characteristic<sup>2</sup> and those who do not; and
  - Foster good relations between people who share a protected characteristic and those who do not.
- Consider the potential impact on equality of all their policies and decision-making;
- Set themselves at least one equality objective every four years;
- Publish information by 30 March each year to demonstrate their compliance with the General Equality Duty, including information on employees and other persons sharing a relevant protected characteristic; and
- Publish detailed information on the gender pay gap across their organisation.

This report highlights some of the University of Oxford’s activities in support of equality and diversity during the academic year 2018/19 and provides an update on progress towards our current equality objectives together with a summary of key staff and student data.<sup>3</sup> A detailed report on the University’s gender pay gap has been published elsewhere on the HR website.<sup>4</sup>

## INTRODUCTION

In her October 2019 Oration<sup>5</sup> to mark the commencement of the new academic year, the University’s Vice-Chancellor, Professor Louise Richardson, noted that Oxford had been ranked the world’s best university in the Times Higher Education World University Rankings for the fourth year running, the only UK university ever to have been placed first in this assessment.<sup>6</sup> Professor Richardson took the opportunity to highlight the University’s progress towards the specific commitments on widening access, expanding student numbers, and tackling equality gaps set out in the Strategic Plan for 2018-2023.<sup>7</sup> Headline achievements included:

- The announcement in May 2019 of two new undergraduate access programmes – *Foundation Oxford* and *Opportunity Oxford* – building on successful initiatives led by Lady Margaret Hall and University College. These programmes will underpin the University’s efforts to achieve its aim of increasing the proportion of UK undergraduates from underrepresented backgrounds to 25% of new entrants by 2023/24.
- The creation of Parks College, helping to meet some of the increasing demand for graduate places.

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1 [edu.admin.ox.ac.uk/legal-framework](http://edu.admin.ox.ac.uk/legal-framework)

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

3 Previous reports available at: [edu.admin.ox.ac.uk/equality-report](http://edu.admin.ox.ac.uk/equality-report)

4 [hr.admin.ox.ac.uk/gender-pay-gap-reporting](http://hr.admin.ox.ac.uk/gender-pay-gap-reporting)

5 [www.ox.ac.uk/news/2019-10-14-vice-chancellors-oration-2019](http://www.ox.ac.uk/news/2019-10-14-vice-chancellors-oration-2019)

6 [www.timeshighereducation.com/world-university-rankings/2020/world-ranking#!/page/0/length/25/sort\\_by/rank/sort\\_order/asc/cols/stats](http://www.timeshighereducation.com/world-university-rankings/2020/world-ranking#!/page/0/length/25/sort_by/rank/sort_order/asc/cols/stats)

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

- A £4 billion joint venture with Legal & General to build 1,000 subsidised homes for staff, 1,000 units of student accommodation and two new science parks.

During 2018/19, the University made significant progress towards meeting its statutory equality objectives for the period 2016 to 2020, including:<sup>8</sup>

- Exceeding each of our widening access targets for the admission of UK undergraduate students;
- Meeting or exceeding most of our targets on women's representation in leadership and governance;
- Increasing the proportion of female statutory professors – the most senior academic grade at Oxford – to 19% (compared with the target of 20% by 2020);
- Moving up from 93<sup>rd</sup> to 76<sup>th</sup> place in the Stonewall Top 100 Employers' Index.<sup>9</sup>

See the progress report on pp. 6-8 for more details.

Other headlines from 2018/19 include:

- In October 2018, Black and Minority Ethnic (BME) students comprised 18% of new UK undergraduates – their highest ever proportion. The University built on this success in October 2019 when the proportion of BME entrants rose to 22%. By comparison, across UK higher education in 2018/19 over a quarter (27%) of UK-domiciled first-year first degree students were BME, compared with 24% across the rest of the Russell Group.<sup>10</sup>
- In August 2019, the *Access and Participation Plan*, in which the University committed itself to challenging targets to address stubborn inequalities in access, participation and attainment, was approved for the maximum five-year period by the Office for Students.<sup>11</sup>
- The *UNIQU* undergraduate access programme was expanded by 50% and a pilot graduate access initiative – *UNIQU+* – trialled with 33 participants. In response to high demand, a much larger *UNIQU+* programme is planned for 2020.<sup>12</sup>
- The University signed the *Stand Alone Pledge* to provide enhanced support for estranged students, including a non-repayable bursary of up to £7,200 a year to cover vacation living costs, guaranteed vacation accommodation and unlimited access to counselling services.<sup>13</sup>
- The Disability Advisory Service recruited additional mental health advisors and the University launched its new *Student Wellbeing and Mental Health Strategy*.<sup>14</sup>
- The University's new student *Sexual Harassment and Violence Support Service* was highly commended in the national *Limelight Awards* to celebrate teams supporting victims of sexual violence in higher education, and the Service Lead, Pete Mandeville, won the prize for Outstanding Achievement by a Sexual Violence Liaison Officer.<sup>15</sup>
- 39% of the most senior *University Officers*, including the Vice-Chancellor, Registrar, two Heads of Division and five Pro-Vice-Chancellors (including the Advocate for Diversity) were women.<sup>16</sup>
- The University continued to make progress towards its goal that all academic departments should hold *Athena SWAN* awards by 2021, with at least 50% at Silver or Gold. As of January 2020, two-thirds

8 [edu.admin.ox.ac.uk/equality-objectives](http://edu.admin.ox.ac.uk/equality-objectives)

9 [www.stonewall.org.uk/full-list-top-100-employers-2020](http://www.stonewall.org.uk/full-list-top-100-employers-2020)

10 [HESA Student Record, 2018/19](http://HESA Student Record, 2018/19)

11 [academic.admin.ox.ac.uk/app](http://academic.admin.ox.ac.uk/app)

12 [www.ox.ac.uk/graduateaccess/uniquplus](http://www.ox.ac.uk/graduateaccess/uniquplus)

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

14 [staff.admin.ox.ac.uk/article/student-mental-health-and-wellbeing-strategy-and-campaign-launched](http://staff.admin.ox.ac.uk/article/student-mental-health-and-wellbeing-strategy-and-campaign-launched)

15 [staff.admin.ox.ac.uk/article/universitys-sexual-harassment](http://staff.admin.ox.ac.uk/article/universitys-sexual-harassment)

16 [www.ox.ac.uk/about/organisation/university-officers](http://www.ox.ac.uk/about/organisation/university-officers)

of academic departments have achieved an award – 18 at Silver and 15 at Bronze – signalling their commitment to promoting gender equality in higher education.<sup>17</sup>

- The election of Alice Oswald as Oxford's first female *Professor of Poetry* was announced in June 2019. Elected by alumni and current staff, Professor Oswald will serve for four years and give a public lecture each term.<sup>18</sup>
- The University's mean *gender pay gap* fell from 22.6% to 21.6% while the median gender pay gap remained at 13.7%.<sup>19</sup> Over the last three years, the proportion of women in the upper pay quartile has increased by two percentage points from 37.2% to 39.3%.
- The University's positive action staff mentoring schemes were relaunched following review: the *Oxford Senior Women's Mentoring Network*,<sup>20</sup> the *Academic Leadership Development Programme*,<sup>21</sup> and *Pivot*,<sup>22</sup> for BME staff at grade 6 or above.
- The £240,000 annual *Returning Carers' Fund* provided 38 small grants to help academic and research staff kick-start their research careers following a break for caring responsibilities;
- The *Oxford Diversity Fund* made awards to a value of over £60,000 to four initiatives aiming to advance diversity at Oxford and deliver lasting culture change.<sup>23</sup>
- The University celebrated *Black History Month* (October) and *LGBT History Month* (February) with high profile lectures and speakers, and hosted its fifth *Annual Disability Lecture* (June).<sup>24</sup>
- The *Multaka-Oxford* project providing forced migrants with volunteering opportunities at two of the University's museums won two awards and secured funding for a further year.

## EQUALITY AT OXFORD

This report has been prepared by the Equality and Diversity Unit (EDU).<sup>25</sup> The EDU supports the University's commitment to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. The Unit's work is overseen by the Equality and Diversity Panel<sup>26</sup> which reports to the Personnel and Education Committees of Council,<sup>27</sup> and is chaired by Dr Rebecca Surender, Advocate for Equality and Diversity and Pro-Vice-Chancellor.<sup>28</sup> Dr Surender provides strategic direction and coordination to the various equality and diversity initiatives currently taking place throughout the University.<sup>29</sup> Dr Surender takes the lead on equality across the University's governance structures and is a member of the Education and Personnel Committees, chairs the REF Equality Committee, the PREVENT Steering Group and the Digital Accessibility Group and is a member of the Conference of Colleges Equality and Diversity Forum.

During 2018/19, the EDU and the Panel were advised by two formal groups – the Disability Advisory Group and the LGBT+ Advisory Group – which include representation from across the collegiate University. The EDU also

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17 [edu.admin.ox.ac.uk/athena-swan](http://edu.admin.ox.ac.uk/athena-swan)

18 [www.ox.ac.uk/news/2019-06-21-alice-oswald-elected-new-oxford-professor-poetry](http://www.ox.ac.uk/news/2019-06-21-alice-oswald-elected-new-oxford-professor-poetry)

19 [hr.admin.ox.ac.uk/gender-pay-gap-reporting](http://hr.admin.ox.ac.uk/gender-pay-gap-reporting). The national average was 17.3%: [www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2019](http://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/earningsandworkinghours/bulletins/genderpaygapintheuk/2019)

20 [pod.admin.ox.ac.uk/coaching-and-mentoring](http://pod.admin.ox.ac.uk/coaching-and-mentoring)

21 [pod.admin.ox.ac.uk/home](http://pod.admin.ox.ac.uk/home)

22 [edu.admin.ox.ac.uk/training](http://edu.admin.ox.ac.uk/training)

23 [edu.admin.ox.ac.uk/the-diversity-fund](http://edu.admin.ox.ac.uk/the-diversity-fund)

24 Podcasts available at: [edu.admin.ox.ac.uk/podcasts](http://edu.admin.ox.ac.uk/podcasts)

25 [edu.admin.ox.ac.uk](http://edu.admin.ox.ac.uk)

26 [edu.admin.ox.ac.uk/equality-and-diversity-panel](http://edu.admin.ox.ac.uk/equality-and-diversity-panel)

27 [www.ox.ac.uk/about/organisation/governance](http://www.ox.ac.uk/about/organisation/governance)

28 [www.ox.ac.uk/about/organisation/university-officers](http://www.ox.ac.uk/about/organisation/university-officers)

29 For more info, see: [www.youtube.com/watch?v=I5Y3JshyaA8&feature=youtu.be](https://www.youtube.com/watch?v=I5Y3JshyaA8&feature=youtu.be)

worked with the equality-focused staff networks and the Oxford University Student Union and student groups such as CRAE, the Campaign for Racial Awareness and Equality.<sup>30</sup>

Following a review of governance and reporting structures during 2018/19, the composition of the Equality and Diversity Panel was reformed to provide additional positions for the divisional administrative leads on equality and diversity and the chairs of the LGBT+ Advisory Group, Disability Advisory Group and the BME Staff Network.<sup>31</sup>

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## COMMUNICATIONS AND FEEDBACK

Regular University communications on equality topics include:

- The termly Equality and Diversity Newsletter distributed to all college and departmental administrators across the University and cascaded to all staff;<sup>32</sup>
- The Oxford Women's Newsletter (OWN);
- The Race Equality Newsletter (REN) and @OxfordRace Twitter feed;<sup>33</sup>
- Mailings to the LGBT+ Staff Network<sup>34</sup> and Disabled Staff Network;<sup>35</sup>
- The Staff Disability Advisor Twitter feed;<sup>36</sup>
- The @DiversifyOxPortraits Twitter feed;<sup>37</sup> and
- The bi-termly Student Health and Welfare Bulletin circulated to all staff working on student welfare across the University.<sup>38</sup>

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## STAFF EXPERIENCE SURVEY

The biennial Staff Experience Survey provides invaluable insight into what staff value about working at Oxford and where they would like to see improvements. The Survey informs every aspect of the University's work on equality and is an important means of evaluating progress towards the commitments set out in the Strategic Plan. The Survey also helps departments to identify actions to improve the working environment for their staff and informs applications to the Athena SWAN Charter for gender equality in higher education. A detailed report on the results of the 2018 Survey was published in 2019 and the next survey will take place during 2020.<sup>39</sup>

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## EMPLOYER-JUSTIFIED RETIREMENT AGE (EJRA)

The University operates an Employer-Justified Retirement Age (EJRA) for all staff at grade 8 and above which is currently set at the 30<sup>th</sup> September preceding an individual's 69<sup>th</sup> birthday.<sup>40</sup> The EJRA is intended to create sufficient vacancies to meet the overarching Aim of securing the high standards of the University in teaching, research and professional services and to:

- Promote intergenerational fairness and maintain opportunities for career progression;

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30 [edu.admin.ox.ac.uk/networks](http://edu.admin.ox.ac.uk/networks)

31 [edu.admin.ox.ac.uk/governance](http://edu.admin.ox.ac.uk/governance)

32 [edu.admin.ox.ac.uk/news](http://edu.admin.ox.ac.uk/news)

33 [twitter.com/oxfordrace](https://twitter.com/oxfordrace)

34 [edu.admin.ox.ac.uk/lgbt-staff-network](http://edu.admin.ox.ac.uk/lgbt-staff-network)

35 [edu.admin.ox.ac.uk/disabled-staff-network](http://edu.admin.ox.ac.uk/disabled-staff-network)

36 [twitter.com/oxdisability](https://twitter.com/oxdisability)

37 [twitter.com/DivOxPortraits](https://twitter.com/DivOxPortraits)

38 [academic.admin.ox.ac.uk/welfare-bulletin](http://academic.admin.ox.ac.uk/welfare-bulletin)

39 [edu.admin.ox.ac.uk/staff-experience-survey](http://edu.admin.ox.ac.uk/staff-experience-survey)

40 [hr.admin.ox.ac.uk/the-ejra](http://hr.admin.ox.ac.uk/the-ejra)

- Refresh the academic, research and other professional workforce;
- Facilitate succession planning; and
- Promote equality and diversity.

The policy was adopted in 2011 with a commitment to carry out an interim review of its operation after five years, followed by a full review after ten. The policy was subject to review in 2015 and again in 2017, followed by a vote by the University's Congregation which decided to maintain the policy with changes to its coverage and the age at which it was set.

Recruitment for the group to carry out the ten-year review is currently underway. Members will be drawn from all the divisions and all staff groups and will include members of Council elected by Congregation.

## EQUALITY OBJECTIVES

The University's equality objectives for the period 2016 to 2020 reflected and supported its wider strategic objectives relating to recruitment, staff development and student access and experience, as set out in the Strategic Plan.<sup>41</sup>

The University's overarching equality objectives for 2016 to 2020 aimed to:

- Increase the proportion of women in senior roles;
- Improve the recruitment and retention of BME (Black and Minority Ethnic) staff; and
- Widen undergraduate access and admissions.

Additional specific targets were agreed to:

- Apply successfully for an institutional Silver Athena SWAN award;
- Apply successfully for an institutional Bronze Race Equality Charter award; and
- Consolidate our position in the Stonewall Top 100 Employers list.

See overleaf for details of the University's progress to date.

Updated and revised equality objectives were agreed by Council in March 2020 and are published on the Equality and Diversity Unit website.<sup>42</sup> New equality objectives will be consulted on and agreed during 2020/21 in light of:

- Progress made on the objectives for 2016 to 2020 during their final year of operation;
- Action planning for institutional equality charter applications including Athena SWAN, the Race Equality Charter and the Stonewall Workplace Employers' Index; and
- Recommendations arising from projects taking place across the University to implement the objectives set out in the Strategic Plan for 2018-23.

<sup>41</sup> [www.ox.ac.uk/about/organisation/strategic-plan-2018-23](http://www.ox.ac.uk/about/organisation/strategic-plan-2018-23)

<sup>42</sup> [edu.admin.ox.ac.uk/equality-objectives](http://edu.admin.ox.ac.uk/equality-objectives)

STAFF EQUALITY OBJECTIVES	2014	2015	2016	2017	2018	2019
<b>1. Increase the proportion of women in senior roles</b>						
To achieve a yearly increase in the proportion of female professors, with 30% representation by 2020	22%	23%	24%	25%	25%	26% <sup>43</sup>
To achieve a yearly increase in the proportion of female statutory professors, with 20% representation by 2020	12%	14%	15%	17%	19%	19%
	27%	28%	28%	28%	29%	All Associate Prof 30% <sup>44</sup>
To achieve a yearly increase in the proportion of female associate professors, with 35% representation by 2020		<i>Associate Prof with title</i> 22%	24%	24%	23%	<i>Associate Prof with title</i> 24% <sup>45</sup>
		<i>Associate Prof without title</i> 32%	32%	32%	34%	<i>Associate Prof without title</i> 35% <sup>46</sup>
To achieve one third representation of women across University leadership roles including but not limited to heads of department and senior management teams						
<i>Academic Heads of Department</i>	20%	22%	27%	28%	28%	27%
<i>UAS section heads</i>	-	47%	44%	38%	40%	38%
<i>Divisional boards</i>	-	36%	35%	29%	33%	33%
Selection committees to aim for a representation of at least one third women. In disciplines where the proportion of female academic staff is below a third, departments should seek to achieve female representation by other means, including the use of external panel members and female research staff						No centrally available data on membership of selection panels.
Women to comprise a minimum of 30% of members of Council and each of its main committees (Education, Personnel, Research and Innovation, Planning and Resource Allocation, and General Purposes Committees)	34% overall	37% overall	41% overall	33% overall	43% overall	43% overall
<i>Detail</i>	Over 30% in 5 of 6 committees	Over 30% in 5 of 6 committees	Over 30% in all 6 committees	Over 30% in 4 of 6 committees	Over 30% in all 6 committees	Over 33% in all 6 committees

43 These percentages refer to full-time equivalent staff rather than headcount.

44 Overall percentage of women in associate professor posts.

45 Percentage of female associate professors who have been awarded the title of 'Professor' or 'Reader' through the Recognition of Distinction process.

STAFF EQUALITY OBJECTIVES	2014	2015	2016	2017	2018	2019
Half of the final list of names proposed to Congregation for the conferment of honorary degrees to be women and/or members of minority groups	✓	✓	✓	✓	✓	✓
Apply successfully for an institutional Silver Athena SWAN award in 2017				Awarded Bronze April 2017		
<b>2. Improve the recruitment and retention of Black and Minority Ethnic (BME) staff</b>						
Apply successfully for an institutional Bronze Race Equality Charter award in 2017				Application postponed	Awarded Bronze February 2018	
<b>3. Consolidate our position in the Stonewall Workplace Equality Index</b>						
To increase our score by at least 20% above the 2015 baseline (dates refer to the year of application)		Score: 63 Rank: 244	Score: 94.5 Rank: 187	Score: 101.5 Rank: 123		
<i>2018-2020 objective</i>						
Join the Stonewall Top 100 Employers list by 2020					Score: 109.5 Rank: 93	
<i>New objective for 2019-2023</i>						
Consolidate our position in the Stonewall Top 100 Employers list						Score: 125.5 Rank: 76

46 Percentage of female associate professors who have not been awarded the title of 'Professor'.

STUDENT EQUALITY OBJECTIVES		2016	2017	2018	2019
<b>4.</b>	<b>Achieve the equality-related objectives set out in the University's agreement with the Office for Students</b>				
<i>2017-20 objectives</i>					
T1	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.	13% <i>average</i>	16.9%	18.0%	17.3%
T2	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.	8.2%	10.6%	11.3%	12.2%
T3	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.	11.4%	12.9%	13.1%	14.0%
T4	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).	13.6%	14.7%	15.8%	17.4%
T5	To ensure that at least 55% of students working with the Oxford South-East IntoUniversity centre progress to higher education in 2019/20.	75%	66%	63%	<i>Not yet available</i>
<i>New objective for 2018-23</i>					
T6	Expand Oxford's engagement with schools in key target areas from pilot activity in the North West in 2018/19 to four regional hubs by 2022/23.				Pilot in progress

## STUDENT ADMISSIONS AND ATTAINMENT

In 2018/19, the University of Oxford:

- Met its access targets and admitted the highest ever proportions of UK undergraduate state school students (61%), female students (51%), Black and Minority Ethnic (BME) students (18%), students from areas of low progression to higher education (13%) and from socioeconomically disadvantaged areas (11%).<sup>47</sup>
- Launched two ambitious new programmes to widen undergraduate access. *Opportunity Oxford* is a bridging programme for up to 200 incoming students from socioeconomically disadvantaged backgrounds – who have met the University’s standard offer requirements – that will provide additional support for their transition to university.<sup>48</sup> *Foundation Oxford* will provide up to 50 students whose prior education has been severely disrupted with a free, year-long, bespoke programme of study at Oxford to prepare them to advance to an undergraduate degree.<sup>49</sup>
- Expanded the UNIQ access initiative by 50% so that up to 1,350 school pupils could spend a week at Oxford taking part in spring or summer schools, while another 1000 accessed online mentoring via UNIQ Digital.<sup>50</sup> Applicants to Oxford from the 2018 cohort – of whom 42% were BME – had a 38% success rate, two and a half times the average.
- Agreed challenging new targets to tackle admissions and attainment gaps for disadvantaged, underrepresented, Asian, Black and disabled UK-domiciled undergraduates under its approved *Access and Participation Plan* for 2020/21 to 2024/25.<sup>51</sup>
- Implemented a revised policy on the use of more granular contextual data for the identification of underrepresented and disadvantaged students in undergraduate admissions. Enhanced online training has also been provided for admissions tutors.<sup>52</sup>
- Launched the UNIQ+ summer school programme to widen graduate access to students from underrepresented backgrounds. Following a successful pilot with 33 participants, an expanded UNIQ+ will run again in 2020, providing undergraduates with a free seven-week research programme with a generous stipend and advice and guidance on applying for postgraduate study at Oxford. Applicants who narrowly miss a place are invited to a webinar on graduate study and making a strong application and encouraged to apply to Oxford with the benefit of a waiver of the £75 application fee.<sup>53</sup>

The University engages in a wide range of equality-related outreach activity, including:<sup>54</sup>

- *Target Oxbridge*: a sustained contact mentoring programme run in partnership with diversity recruitment specialist Rare which has supported over 200 students of Black African and Caribbean heritage to gain places at Oxford and Cambridge since 2012.<sup>55</sup> Eighty students attended the Easter vacation residential programme in 2019.
- *Annual Access Conferences*: for school pupils of Black, Bangladeshi and Pakistani heritage.
- *Positive action*: programmes to increase the proportion of girls applying for subjects in Science, Technology, Engineering and Mathematics (STEM).
- *OxNet*: a regional hub scheme aiming to increase progression to selective and other higher education.

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

48 [www.ox.ac.uk/admissions/undergraduate/increasing-access/opportunity-oxford](http://www.ox.ac.uk/admissions/undergraduate/increasing-access/opportunity-oxford)

49 [www.ox.ac.uk/admissions/undergraduate/increasing-access/foundation-oxford](http://www.ox.ac.uk/admissions/undergraduate/increasing-access/foundation-oxford)

50 [www.uniq.ox.ac.uk](http://www.uniq.ox.ac.uk)

51 [academic.admin.ox.ac.uk/app](http://academic.admin.ox.ac.uk/app)

52 [www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/decisions/contextual-data](http://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/decisions/contextual-data)

53 [www.ox.ac.uk/graduateaccess/uniqplus](http://www.ox.ac.uk/graduateaccess/uniqplus)

54 [www.ox.ac.uk/about/oxford-access/outreach](http://www.ox.ac.uk/about/oxford-access/outreach)

55 [www.rarerecruitment.co.uk/news/target-oxbridge-helps-over-70-black-students-secure-offers-at-oxford-and-cambridge-in-2020](http://www.rarerecruitment.co.uk/news/target-oxbridge-helps-over-70-black-students-secure-offers-at-oxford-and-cambridge-in-2020)

- *Oxford for Oxford*: a project working with local state schools in areas of low participation in higher education to support pupil attainment and aspirations and encourage local communities to access the resources of the wider University.

At postgraduate level:

- The University implemented an application fee waiver for prospective graduate students resident in low income countries to whom the £75 charge might otherwise act as a barrier.<sup>56</sup>
- A Graduate Access Working Group was formed in May 2019 to develop a strategy to improve access to Oxford for members of disadvantaged and underrepresented groups.
- New questions on applicants' socioeconomic background have been added to the graduate application form to inform a framework for widening access activity.
- The Graduate Admissions and Recruitment office created a webinar on graduate admissions and funding information and brought together informal, student-led guidance for applicants into a digital access hub.<sup>57</sup>

The University has continued to expand the use of positive action scholarships to widen access and in 2018/19 announced:

- DeepMind master's scholarships in Computer Science for UK-domiciled students identifying as female, BME or from households with low progression to higher education.<sup>58</sup>
- DeepMind doctoral scholarships in Engineering Science for UK-domiciled students identifying as female.
- Master's scholarships in the Humanities for UK-domiciled BME students.<sup>59</sup>
- Doctoral scholarships in the Gardens, Libraries and Museums (GLAM) for UK-domiciled BME students.<sup>60</sup>
- Graduate scholarships in Education for UK-domiciled students of Black heritage;
- Renewal of the Saïd Business School's wide range of scholarships for female students;<sup>61</sup>
- Participation in the Michael Faraday Scholars Programme for undergraduate students from financially and socially disenfranchised backgrounds.<sup>62</sup>

In December 2019, the University announced its first scholarship scheme for UK undergraduates of Black African and Caribbean heritage from disadvantaged backgrounds. Funded by Arlan Hamilton, the international entrepreneur and founder of Backstage Capital – a \$10m fund for underrepresented entrepreneurial business founders – the scholarship will pay the full fees and living costs of one student a year for three years from 2020.<sup>63</sup>

The Equality and Diversity Unit has published new *Guidance on Positive Action for Students* and will assist departments to consider targeted measures to tackle disadvantage, meet different needs or increase participation.<sup>64</sup>

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56 [www.ox.ac.uk/admissions/graduate/international-applicants/advice-international-applicants](http://www.ox.ac.uk/admissions/graduate/international-applicants/advice-international-applicants)

57 [medium.com/my-oxford](https://medium.com/my-oxford)

58 [www.ox.ac.uk/news/2019-10-03-deepmind-renews-commitment-under-represented-students-oxford](http://www.ox.ac.uk/news/2019-10-03-deepmind-renews-commitment-under-represented-students-oxford)

59 [www.humanities.ox.ac.uk/uk-bame-studentships-humanities](http://www.humanities.ox.ac.uk/uk-bame-studentships-humanities)

60 [www.glam.ox.ac.uk/article/oxford-introduces-new-positive-action-targeted-studentships-as-part-of-latest-round-of-ahrc](http://www.glam.ox.ac.uk/article/oxford-introduces-new-positive-action-targeted-studentships-as-part-of-latest-round-of-ahrc)

61 [www.sbs.ox.ac.uk/oxford-experience/scholarships-and-funding](http://www.sbs.ox.ac.uk/oxford-experience/scholarships-and-funding)

62 [faraday.ac.uk/faraday-institution-announces-new-energy-scholarship-programme-as-part-of-harwell-energytec-cluster-launch](http://faraday.ac.uk/faraday-institution-announces-new-energy-scholarship-programme-as-part-of-harwell-energytec-cluster-launch)

63 [www.ox.ac.uk/news/2019-12-03-tech-entrepreneur-fund-oxford-scholarship-black-british-students](http://www.ox.ac.uk/news/2019-12-03-tech-entrepreneur-fund-oxford-scholarship-black-british-students)

64 Available to download from: [edu.admin.ox.ac.uk/legal-framework](http://edu.admin.ox.ac.uk/legal-framework)

In parallel with its work on diversifying access, the University is working to enhance the diversity of its curricula. In 2018/19:

- The Faculty of Law and the Mathematical Institute hosted workshops and events on diversifying the curriculum, and a project to explore ways of *Diversifying STEM curriculum*, a partnership between Maths, History and the History of Science Museum, received funding from the Diversity Fund and will go ahead in 2020.
- The Oxford Research Centre in the Humanities (TORCH) hosted a workshop combining panel discussions, ‘Soapbox’ presentations, and interactive activities on *Decolonising the curriculum: towards a manifesto* (March 2019).<sup>65</sup>
- The Education Policy Support team set up a forum on *Curriculum Diversity – sharing experiences and exploring next steps* where staff and students could discuss existing initiatives and identify ways to progress the work (November 2019).

Student attainment was very high in 2018/19 with 37% of undergraduate finalists obtaining a first-class degree. Overall, 94% of students gained a ‘good degree’ (a first or upper second). Among postgraduate taught students, 29% of the 2017/18 cohort<sup>66</sup> were awarded a Distinction and 99% passed their degree. However, as in previous years there were equality gaps in the award of the highest honours. At undergraduate level, female, BME and disabled students were statistically significantly less likely to obtain a first-class award than were male, White or those with no known disability. Among postgraduate taught students, female, BME and students with Specific Learning Difficulties (SpLD) were less likely to obtain a Distinction than male, White or students with no known disability. There was no attainment gap between students with ‘other’ disability and those with none.

The University’s Strategic Plan includes commitments to reduce unexplained gaps in undergraduate attainment by gender, ethnic origin and socioeconomic background by 2030.<sup>67</sup> The *Access and Participation Plan* commits the University to halving the gap in good outcomes for UK-domiciled Black students and to eliminating the good degree gap for disabled students by 2025.<sup>68</sup> In March 2020, the University’s Education Committee agreed an additional objective of eliminating the longstanding gender attainment gap in the award of first-class undergraduate degrees by 2030, with a target to halve the average gap by 2025.

## STAFF DEVELOPMENT

The University has increased the number of apprenticeships it offers, funded by the Apprenticeship Levy payable by all employers with an annual wage bill over £3 million.<sup>69</sup> These provide opportunities both for new full-time apprentices and for existing staff to undertake new qualifications alongside their current role through the University’s *Work, Learn, Develop* programme. In 2018/19, the University introduced the *Senior Leaders Degree Apprenticeship* programme, a master’s-level programme for heads of department and others with senior management responsibility.<sup>70</sup> Oxford won ‘Best Apprentice Employer’ in the South East Region at the 2019 *RateMyApprenticeship* Awards and was placed 20<sup>th</sup> in the Top 100 Apprenticeship employers, based on reviews by apprentices themselves.

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65 [www.torch.ox.ac.uk/event/decolonising-the-curriculum-towards-a-manifesto](http://www.torch.ox.ac.uk/event/decolonising-the-curriculum-towards-a-manifesto)

66 [PGT courses last for either one or two years so this is the most recent cohort with complete data. Percentage includes students in Continuing Education.](#)

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

68 [academic.admin.ox.ac.uk/app](http://academic.admin.ox.ac.uk/app)

69 [www.apprenticeships.ox.ac.uk](http://www.apprenticeships.ox.ac.uk)

70 [www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-degree](http://www.instituteforapprenticeships.org/apprenticeship-standards/senior-leader-degree)

The University takes part in international collaborations to promote opportunities for visiting academics, including the TORCH Global South Visiting Professorships and Fellowships and the Africa Oxford Initiative (AfOx) Visiting Fellows Programme. In 2019, the University welcomed twenty researchers from twelve African countries to connect with Oxford researchers and work on collaborative projects.<sup>71</sup> AfOx awards travel grants to enable two or more researchers to work together on projects, either in Oxford or at an African institution, and runs academic support programmes for prospective and current African graduate students in partnership with the Oxford University Africa Society.

The University offers a wide range of personal and professional development opportunities, including targeted positive action schemes.<sup>72</sup> Examples in 2018/19 include:

- *Oxford Senior Women’s Mentoring Network (OXSWMN)*: the former *Ad feminam* scheme was relaunched with 58 mentoring partnerships. Nominations will reopen in 2020.<sup>73</sup>
- *Academic Leadership Development Programme (ALDP)*: this scheme, which is open to all but particularly aims to recruit early to mid-career female and BME academic staff, was relaunched in 2019 and has recruited 15 participants.
- *Oxford Women’s Development Programme (OWDP)*: a personal and professional development programme targeted at women and open to all staff groups (56 participants).
- *Pivot*: a one-to-one mentoring scheme for BME staff at grade 6 or above which was relaunched in 2018 following evaluation of the pilot programme (10 mentoring partnerships).
- *Oxford Personal Development Programme (OPDP)*: an Oxford-developed personal effectiveness and development programme open to all staff considering their next career steps (35 participants).
- *Career Support Network*: a volunteer network of experienced recruiters who support professional services staff to enhance their CV, application and interview preparation for internal job applications (27 mentoring partnerships). There are also networks for coaches and managers.

Online equality training	Participants <sup>74</sup>			
	2015/16	2016/17	2017/18	2018/19
<i>Equality and Diversity Briefing</i>	591	668	1009	927
<i>Implicit Bias in the Workplace</i>	582	534	785	1320
<i>Challenging Behaviour: dealing with bullying and harassment in the workplace</i>	475	473	855	799
<i>Recruitment and Selection</i>	290	442	622	673
<i>Inclusive Leadership (NEW)</i>				237

A new online training course on *Tackling Race Bias at Work* was introduced by the Equality and Diversity Unit in February 2020.<sup>75</sup>

There is also a variety of face-to-face equality and diversity training available within the University,<sup>76</sup> including:

- Sessions on *Implicit Bias* offered widely across departments and colleges;

71 [www.afox.ox.ac.uk/afox-visiting-fellowships-programme](http://www.afox.ox.ac.uk/afox-visiting-fellowships-programme)

72 Full course listing available on the People and Organisational Development website: [pod.admin.ox.ac.uk/home](http://pod.admin.ox.ac.uk/home)

73 [pod.admin.ox.ac.uk/coaching-and-mentoring](http://pod.admin.ox.ac.uk/coaching-and-mentoring)

74 1 August to 31 July, University staff only. Other members of the University community can also access online training but their participation is not logged centrally.

75 [edu.admin.ox.ac.uk/training](http://edu.admin.ox.ac.uk/training)

76 Details on the EDU website: [edu.admin.ox.ac.uk/training](http://edu.admin.ox.ac.uk/training)

- Bespoke training for *LGBT+ Role Models*<sup>77</sup> and *LGBT+ Allies*;<sup>78</sup>
- Induction and refresher training for voluntary Harassment Advisors;
- *Responsible Bystander* workshops to provide staff with the confidence to take appropriate action if they witness bullying or harassment.<sup>79</sup>

Other development opportunities include:

- *RisingWISE*: a development programme for female and non-binary early career researchers in STEM at the Universities of Oxford and Cambridge, together with women from industry partners. Following a successful pilot in 2018/19, the programme is running again in 2019/20.<sup>80</sup>
- *Enterprising Women Lunch and Learn*: termly talks by women entrepreneurs.<sup>81</sup>
- *Pathways*: course for women researchers aiming for an academic career.<sup>82</sup>
- *Inclusion Matters*: partnering with Oxford Brookes University's EPSRC-funded *Women and Spinouts* project.<sup>83</sup>

## RAISING AWARENESS

### DIVERSITY LECTURES AND EVENTS

In 2018/19, the University marked a number of diversity celebrations with high profile lectures and events, including:

- *Black History Month*: The University ran a month-long campaign with online content streams and events to recognise and appreciate the contributions of BME communities to society and the University itself. This included a Black History Month Twitter thread, Instagram stories, weekly interviews with Black researchers and academics, and members of the Black Alumni Network sharing their experiences of attending the University and their subsequent careers. Professor Paul Gilroy, founding Director of the Centre for the Study of Race and Racism at University College London, gave the Annual Black History Month lecture on *How should we write the history of anti-racism in Britain?* in October 2019.<sup>84</sup>
- *LGBT History Month*: Jayne Ozanne, Director of the Ozanne Foundation which works with religious organisations around the world to eliminate discrimination based on sexuality or gender, gave a lecture on *Faith & Sexuality – a safeguarding crisis?* in February 2019, focusing on the adverse impact of some religious teachings on young LGBT+ Christians.<sup>85</sup>
- *Annual Disability Lecture*: Jay Abdullahi and Kym Oliver – *The Triple Cripples* – sought to reclaim the word 'cripple' in their talk on *Creators, educators, rule breakers and the personification of empowerment*, highlighting the narratives of women, femmes and non-binary people of colour living with disabilities (June 2019).<sup>86</sup>

Other University equality-related events included:

77 [edu.web.ox.ac.uk/lgbt-role-models](http://edu.web.ox.ac.uk/lgbt-role-models)

78 [edu.web.ox.ac.uk/lgbt-allies](http://edu.web.ox.ac.uk/lgbt-allies)

79 [edu.admin.ox.ac.uk/bystander](http://edu.admin.ox.ac.uk/bystander)

80 [eship.ox.ac.uk/risingwise-empowering-enterprising-women](http://eship.ox.ac.uk/risingwise-empowering-enterprising-women)

81 [www.mpls.ox.ac.uk/training/enterprise/enterprising-women/enterprising-women-podcasts](http://www.mpls.ox.ac.uk/training/enterprise/enterprising-women/enterprising-women-podcasts)

82 [www.mpls.ox.ac.uk/training/courses/pathways](http://www.mpls.ox.ac.uk/training/courses/pathways)

83 [www.brookes.ac.uk/women-and-spinouts](http://www.brookes.ac.uk/women-and-spinouts)

84 [www.torch.ox.ac.uk/event/how-should-we-write-the-history-of-antiracism-in-britain](http://www.torch.ox.ac.uk/event/how-should-we-write-the-history-of-antiracism-in-britain)

85 Podcast available at: [podcasts.ox.ac.uk/faith-and-sexuality-safeguarding-crisis](http://podcasts.ox.ac.uk/faith-and-sexuality-safeguarding-crisis)

86 Podcast available at: [podcasts.ox.ac.uk/university-oxford-2019-annual-disability-lecture](http://podcasts.ox.ac.uk/university-oxford-2019-annual-disability-lecture)

- Exhibitions of new portraits across Oxford's colleges celebrating the achievements of female and BME alumni, part of the University's *Diversifying Portraiture* project.<sup>87</sup>
- *A Hundred Years of Women in Law*: To mark the centenary of the passing of the Sex Disqualification (Removal) Act in 1919, the Law Faculty hosted an exhibition in collaboration with 'First 100 Years' to showcase the contribution of women to the legal profession.<sup>88</sup>
- The University hosted the *Pathway to Success Leadership Development Programme* in June 2019. Run by the UK Parliament and Operation Black Vote in collaboration with Magdalen College, the Blavatnik School of Government and Lloyds Banking Group, this was a week-long residential programme aiming to equip thirty BME participants with the tools and knowledge required to stand for political office.<sup>89</sup>
- Angela Saini gave a public lecture on her new book *Superior: the return of race science* during Black History Month 2019.<sup>90</sup>
- *In conversation with Haben Girma*: the Annual Faculty of Law Equality & Diversity lecture, in association with DisCam<sup>91</sup> and The Law Society. The first DeafBlind person to graduate from Harvard Law School, Haben Girma advocates for equal opportunities for people with disabilities (November 2019).<sup>92</sup>
- *Enough! Mental health in the university – what can we do about it?:* an event convened by the School of Geography and the Environment, together with colleagues from across the Social Sciences and Humanities divisions, to discuss what can be done to improve the mental health of people working in higher education (November 2019).

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## EQUALITY PROJECTS

The Diversity Fund is a £70,000 annual fund which provides small grants for initiatives aimed at advancing diversity at Oxford and delivering lasting culture change across the collegiate University.<sup>93</sup> In 2018/19, the Diversity Fund awarded a total of over £60,000 to four projects:

- Community Ambassadors Training Programme for the Gardens, Libraries and Museums;
- Diversifying Science, Technology, Engineering and Mathematics (STEM) Curriculum;
- OurTime: Academic Sponsorship Programme for Women;
- Improving Researcher Diversity in Research Funding Success.

A project to support Oxford's colleges to cater inclusively for diners from diverse ethnic and religious backgrounds, which had received an award of £12,000 from the Fund in 2018, launched new resources, training provision and a network to share best practice, available free of charge to all colleges, in October 2019.

Other equality-related projects across the University include:

- *Returning Carers' Fund*: an annual £240,000 fund to provide small grants to help staff re-start their research careers following a break for caring responsibilities. The Fund awarded £160,000 worth of grants to 38 members of academic and research staff in 2018/19.<sup>94</sup>

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87 [www.voice-online.co.uk/news/uk-news/2019/10/09/oxford-highlights-diversity-with-more-portraits-of-black-alumni](http://www.voice-online.co.uk/news/uk-news/2019/10/09/oxford-highlights-diversity-with-more-portraits-of-black-alumni)

88 <https://first100years.org.uk>

89 [www.bsg.ox.ac.uk/news/new-programme-find-next-generation-bame-leaders-uk-now-open](http://www.bsg.ox.ac.uk/news/new-programme-find-next-generation-bame-leaders-uk-now-open)

90 [www.ox.ac.uk/event/%E2%80%98superior-return-race-science%E2%80%99-talk-angela-saini](http://www.ox.ac.uk/event/%E2%80%98superior-return-race-science%E2%80%99-talk-angela-saini)

91 Oxford University Student Union Disabilities Campaign: [www.oxfordsu.org/campaigns/disabilities](http://www.oxfordsu.org/campaigns/disabilities)

92 Podcast available at: [www.law.ox.ac.uk/events/equality-and-diversity-lecture-2019-conversation-haben-girma](http://www.law.ox.ac.uk/events/equality-and-diversity-lecture-2019-conversation-haben-girma)

93 [edu.admin.ox.ac.uk/the-diversity-fund](http://edu.admin.ox.ac.uk/the-diversity-fund)

94 [hedu.admin.ox.ac.uk/returning-carers-fund](http://hedu.admin.ox.ac.uk/returning-carers-fund)

- *Vice-Chancellors' Diversity Awards*: biennial awards to recognise and celebrate efforts to promote equality and diversity across the collegiate University. The next award winners will be announced in May 2020.<sup>95</sup>

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## COMMUNITY AND OUTREACH

The University's Gardens, Libraries and Museums (GLAM) organised a host of diversity-related activities, exhibitions and events during 2018/19, including:

- *Multaka-Oxford*: an award-winning project at the History of Science and the Pitt Rivers Museums working with forced migrants and community partners including *Asylum Welcome* and *Refugee Resource*. Over the last two years, the project has trained 56 volunteers, who have given over 1,200 hours of their time, while more than 1,800 people have attended events and tours run by the volunteers. The project won two awards in 2019: *Volunteer Team of the Year* at the Museums + Heritage Awards (in May) and the *Collections Trust Award* (in September). Funding has been secured for a further year, thanks to the generosity of individual donors and The Barakat Trust.<sup>96</sup>
- *Beyond the Binary*: a Heritage Lottery-funded project "*queering and questioning collections and displays at the Pitt Rivers Museum*" to explore the global diversity of sexual and gender identities. The project is engaging with LGBTQ+ communities to acquire cultural and historical artefacts highlighting traditions of gender non-conformity, and to bring British LGBTQ+ heritage into conversation with global LGBTQ+ material culture. The project hosted the annual *My Normal Takeover Night* in February 2019 as part of LGBT History Month,<sup>97</sup> and will launch a new exhibition in 2020.<sup>98</sup>
- *A Nice Cup of Tea?*: a contemporary art installation at the Ashmolean Museum designed in partnership with Oxford's communities, particularly those from the Windrush generation and the African Caribbean community, which tells the untold stories and hidden narratives of empire, trade and transatlantic slavery (until March 2020).<sup>99</sup>
- *Touch Tours*: monthly museum tours for blind or partially sighted visitors, run by the GLAM Community Engagement Team (120 participants in 2018/19).
- *Meet Me at the Museum*: a social group for older people and those living with dementia enabling behind-the-scenes access to the museums.<sup>100</sup>
- *Access for children with special educational needs*: an innovative, long-term partnership with Iffley Road Academy, a local school for children and young people with complex special educational needs and disabilities (SEND), which engages pupils and their teachers with creative learning opportunities and a cultural curriculum. The project was highlighted as a case study in the recently published report of the Durham Commission on Creativity and Education.<sup>101</sup>
- *Intrepid Women*: an exhibition at the Pitt Rivers Museum until March 2019 focusing on six of the museum's most important female collectors of the first half of the twentieth century.<sup>102</sup>
- *Tomorrow's Oxford Heads*: a Diversity Fund-supported project to temporarily install two new sculpted heads of women from diverse ethnic backgrounds on plinths outside the History of Science Museum. Members of the public were then invited to share their ideas on how the University could better represent today's Oxford through its public sculpture (June 2019).<sup>103</sup>

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95 [edu.admin.ox.ac.uk/vice-chancellors-diversity-awards](http://edu.admin.ox.ac.uk/vice-chancellors-diversity-awards)

96 [www.prm.ox.ac.uk/multaka-oxford-0](http://www.prm.ox.ac.uk/multaka-oxford-0)

97 [www.prm.ox.ac.uk/event/beyond-the-binary-my-normal-takeover-night](http://www.prm.ox.ac.uk/event/beyond-the-binary-my-normal-takeover-night)

98 [www.prm.ox.ac.uk/beyond-the-binary](http://www.prm.ox.ac.uk/beyond-the-binary)

99 [www.ashmolean.org/event/nice-cup-of-tea](http://www.ashmolean.org/event/nice-cup-of-tea)

100 [www.prm.ox.ac.uk/meet-me-museum](http://www.prm.ox.ac.uk/meet-me-museum)

101 [www.dur.ac.uk/creativitycommission](http://www.dur.ac.uk/creativitycommission)

102 [www.prm.ox.ac.uk/event/intrepid-women](http://www.prm.ox.ac.uk/event/intrepid-women)

103 [www.glam.ox.ac.uk/article/new-diverse-sculptures-added-to-iconic-stone-heads-on-broad-street](http://www.glam.ox.ac.uk/article/new-diverse-sculptures-added-to-iconic-stone-heads-on-broad-street)

- The launch of *Schools OUT UK* and *LGBT+ History Month's* annual programme of events at the Pitt Rivers Museum with an after-hours event including talks curated by the Oxford Queer Studies Network; poetry, music and drag curated by inclusive youth group *My Normal*; and behind-the-scenes tours to uncover LGBTQ+ histories within the collections (November 2019).<sup>104</sup>
- *LGBTQ+ youth groups*: the Pitt Rivers Museum also provides space every month for Oxfordshire-based youth groups *Topaz* and *My Normal* to host workshops and informal drop-in sessions at the museum.<sup>105</sup>
- *Labelling Matters*: a project at the Pitt Rivers Museum to identify ways to address ethical issues in the displays, including historical labelling and the use of contested language.

Other University projects and events included:

- *Beyond Boundaries*: a science-inspired school art competition, supported by the Diversity Fund, featuring the work of BME scientists and mathematicians at Oxford. The next competition – for Oxfordshire state school pupils in Years 5-8 – will take place in 2020.
- *Queer Black Performance Colloquium*: a three-day event – free and open to the public – which brought together international scholars and interdisciplinary artists to explore the pasts, presents and futures of Queer Black Performance (February 2019).<sup>106</sup>
- *Diversity and Awareness in STEM*: celebrating the UN World Day for Cultural Diversity with a week of events highlighting and discussing diversity in science, technology, engineering, mathematics and medicine. The events included workshops, lectures, panel discussions and a Wikipedia edit-a-thon, all aimed at exploring the intersection between sex, gender, disability, sexuality and race in STEM (May 2019).<sup>107</sup>
- *Oxford Pride*: the University and the LGBT+ Staff Network organised an event in the week leading up to Pride on 1 June, marched in the Parade and hosted a stall at the festival.<sup>108</sup> In May 2019, the Pitt Rivers Museum hosted an evening of Pride Micro Talks on *Small victories, big changes* while the Student Union published a YouTube video with doctoral student Aaron Hughes and staff member Dr Clara Barker talking about their experience of the transgender community at Oxford.<sup>109</sup>
- *Making History: Christian Cole, Alain Locke and Oscar Wilde at Oxford*: an exhibition at Magdalen College and a pan-Oxford series of events during summer 2019 to celebrate the lives of early pioneers of diversity at Oxford: the University's first Black African undergraduate, the first African-American Rhodes Scholar and the famed Irish wit, poet and dramatist.<sup>110</sup>

## TACKLING HARASSMENT, BULLYING AND SEXUAL VIOLENCE

The University does not tolerate any form of harassment, bullying or sexual violence and offers support to all affected staff and students, including:

- *Harassment Advisory Service*: a confidential network of around 450 volunteer harassment advisors, with at least two appointed in each faculty, department and college. They include advisors who identify as Black and Minority Ethnic (BME), lesbian, gay, bisexual and trans (LGBT+).

104 <https://lgbthistorymonth.org.uk>

105 [www.prm.ox.ac.uk/beyond-the-binary](http://www.prm.ox.ac.uk/beyond-the-binary)

106 [www.torch.ox.ac.uk/event/queer-black-performance-a-colloquium](http://www.torch.ox.ac.uk/event/queer-black-performance-a-colloquium)

107 [www2.physics.ox.ac.uk/events/2019/05/20/diversity-and-awareness-in-stem-week](http://www2.physics.ox.ac.uk/events/2019/05/20/diversity-and-awareness-in-stem-week)

108 [www.oxford-pride.org.uk](http://www.oxford-pride.org.uk)

109 [www.youtube.com/watch?v=tEF6Z6XCdz4&feature=youtu.be](https://www.youtube.com/watch?v=tEF6Z6XCdz4&feature=youtu.be)

110 [www.english.ox.ac.uk/article/making-history-christian-cole-alain-locke-and-oscar-wilde-at-oxford](http://www.english.ox.ac.uk/article/making-history-christian-cole-alain-locke-and-oscar-wilde-at-oxford)

- *Sexual Harassment and Violence Support Service*: a new service opened in October 2018 to provide free, confidential and independent support and advice to students.<sup>111</sup> The Service was highly commended in a national awards ceremony in December 2019 and Service Lead, Pete Mandeville, was awarded the prize for Outstanding Achievement by a Sexual Violence Liaison Officer.<sup>112</sup>
- In 2018/19, the University adopted revised disciplinary procedures and appointed specialist staff, including independent reviewers, to handle student complaints of sexual harassment, bringing Oxford into line with the guidance published by the Office of the Independent Adjudicator in 2018.
- The University works in partnership with Thames Valley Police to prevent sexual offending, particularly in the night time economy.
- A working group has been established to:
  - review the University’s harassment policy and procedure, address barriers to reporting, identify improvements to process, and strengthen the operation of the Harassment Advisor Network; and to
  - develop proposals for actions to improve departmental culture and reduce the likelihood of bullying and harassment occurring.
- In March 2019, the University circulated guidance to departments to raise awareness of research funders’ new policies on bullying and harassment, which include an obligation to report information about grant recipients disciplined or under investigation for harassment.

## SUPPORT FOR STAFF AND STUDENTS

The University aims to provide a diverse, inclusive, fair and open environment that allows all staff to grow and flourish. In 2018/19:

- *Access Guide*: Estates Services published an updated comprehensive guide to accessibility across the collegiate University.<sup>113</sup>
- *University childcare*: the number of University childcare places was increased from 430 to 450 with the addition of places at two nurseries in Rose Hill and at the John Radcliffe Hospital which have been judged ‘outstanding’ by Ofsted. There are a further 102 places available across college nurseries. Childcare Services are introducing new curriculum enhancement initiatives into the University nurseries, including STEAM (science, technology, engineering, art and mathematics) projects and Forest Schools.<sup>114</sup>
- *Parents and carers*: Childcare Services, MPLS and the Medical Sciences divisions jointly organised termly returners’ workshops and networking events for new parents and carers.
- *Work + Family Space*: more than 800 University staff with caring responsibilities have registered for this free employee benefit, which offers access to emergency back-up care for children and adults, a ‘speak to an expert’ phone line, and a wide range of guides and webinars.<sup>115</sup>
- *Visa Loan Scheme*: in September 2018, the University launched an interest-free loan scheme to help international staff cover the upfront costs of visa, NHS Surcharge, Indefinite Leave to Remain and British citizenship applications. The Staff Immigration Team processed 113 applications in the first year and issued just under £250,000 in loans.<sup>116</sup>

111 [www.ox.ac.uk/students/welfare/supportservice](http://www.ox.ac.uk/students/welfare/supportservice)

112 [staff.admin.ox.ac.uk/article/universitys-sexual-harassment](http://staff.admin.ox.ac.uk/article/universitys-sexual-harassment)

113 [www.accessguide.ox.ac.uk](http://www.accessguide.ox.ac.uk)

114 [childcare.admin.ox.ac.uk](http://childcare.admin.ox.ac.uk)

115 [hr.admin.ox.ac.uk/my-family-care](http://hr.admin.ox.ac.uk/my-family-care)

116 [staffimmigration.admin.ox.ac.uk/visa-loan-scheme](http://staffimmigration.admin.ox.ac.uk/visa-loan-scheme)

The University invests significant resources in student welfare, counselling and disability support (£2.7m in 2018/19, part-funded by the colleges). More detail is provided in the Disability Advisory and Counselling Service annual reports for 2018/19,<sup>117</sup> but some examples include:

- The Disability Advisory Service offered daily drop-in sessions every weekday where disabled students could raise quick queries with a specialist advisor on a first-come first-served basis. The Service also established a dedicated mental health team in response to rising student demand.<sup>118</sup>
- The University launched a new Student Wellbeing and Mental Health Strategy in October 2019. The strategy takes a holistic approach to five areas of student life: learning, life skills, community, inclusion and support.<sup>119</sup>
- A new *Wellbeing at Oxford* hub was set up on the Oxford Students website.<sup>120</sup>
- A ‘Stress Less’ communications campaign was launched in January 2019 to publicise the support and advice available for students sitting exams<sup>121</sup> while the Gardens, Libraries and Museums provided a series of ‘Student Stress-Soothers’ – free activities, including yoga, meditation and Dungeons and Dragons, intended to help students relax and learn new skills in inspiring surroundings.<sup>122</sup>

Equality and Diversity Unit  
University of Oxford

March 2020

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117 [www.ox.ac.uk/students/welfare](http://www.ox.ac.uk/students/welfare)

118 [www.ox.ac.uk/students/welfare/disability](http://www.ox.ac.uk/students/welfare/disability)

119 [www.ox.ac.uk/students/welfare/mentalhealthandwellbeing](http://www.ox.ac.uk/students/welfare/mentalhealthandwellbeing)

120 [www.ox.ac.uk/wellbeingatoxford](http://www.ox.ac.uk/wellbeingatoxford)

121 [www.ox.ac.uk/students/academic/guidance/skills/revision](http://www.ox.ac.uk/students/academic/guidance/skills/revision)

122 [www.glam.ox.ac.uk/student-stress-soothers](http://www.glam.ox.ac.uk/student-stress-soothers)

## ANNEXE A: SELECTED STAFF DATA

This annexe provides key data on the University of Oxford's senior leadership, employees and recruitment. An analysis of the membership of senior committees was carried out by the Equality and Diversity Unit in Michaelmas term 2019. The annual staff snapshot was taken on 31 July 2019 and includes all employees wholly or jointly employed by the University but excludes atypical

or variable hours staff. 'Sex' refers to the binary sex (male or female) recorded in the staff record. The figures for staff in post are expressed as full-time equivalent percentages (FTE). Recruitment data relate to vacancies advertised on the University website between 1 August and 31 July the following year for which complete shortlisting and appointment data were available. For more detailed staff data, see:

- Staffing figures: [hrsystems.admin.ox.ac.uk/staffing-figures](https://hrsystems.admin.ox.ac.uk/staffing-figures) (Single Sign On required)
- Athena SWAN application (institutional): [edu.admin.ox.ac.uk/athena-swan](https://edu.admin.ox.ac.uk/athena-swan)
- Race Equality Charter application (institutional): [edu.admin.ox.ac.uk/race-equality-charter](https://edu.admin.ox.ac.uk/race-equality-charter)
- Equality and Diversity Unit: [edu.admin.ox.ac.uk/equality-analysis](https://edu.admin.ox.ac.uk/equality-analysis)
- Gender Pay Gap: [hr.admin.ox.ac.uk/gender-pay-gap-reporting](https://hr.admin.ox.ac.uk/gender-pay-gap-reporting)

Comparative data from the HESA Staff Record has been downloaded via the Heidi platform. Please note the caveat regarding the use of this data on p.52. Public data is available to University staff and

students at: [www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports](https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports).

### UNIVERSITY GOVERNANCE

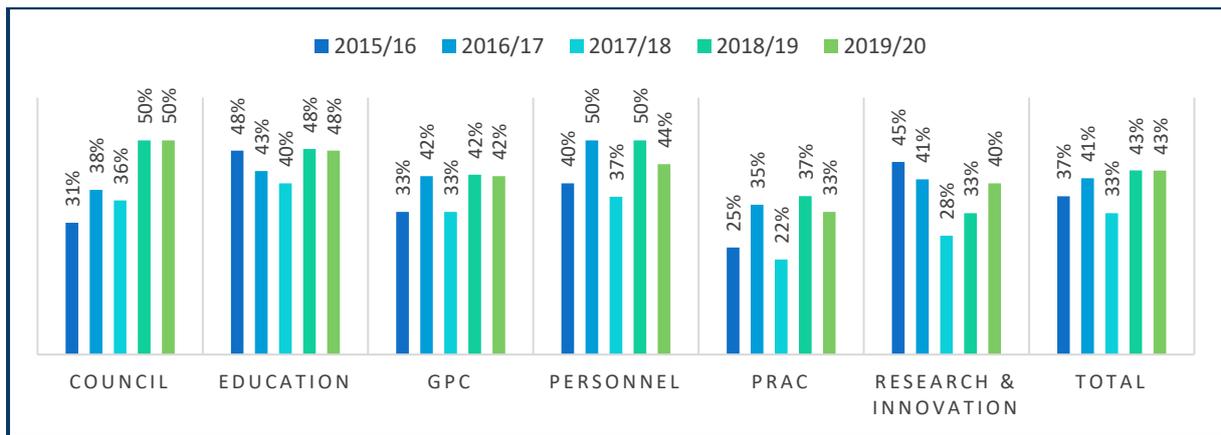
The University's equality objectives for the period 2016 to 2020 include a range of targets for female representation in senior leadership. In both 2018 and 2019, the proportion of women in senior University governance was 43% overall and met the target of at least 30% on each committee. In March 2020, the University's Council agreed to renew the target but to raise the level of challenge so that these committees will now have to aim for a minimum of 35% female membership.

The overall proportion of women on divisional boards remains 33%, meeting the one-third target

set out in the University's equality objectives. However, the proportions of women on the Mathematical, Physical and Life Sciences (MPLS) and Medical Sciences (MSD) divisional boards have each fallen below 20% as a result of there being few female heads of department in these divisions.

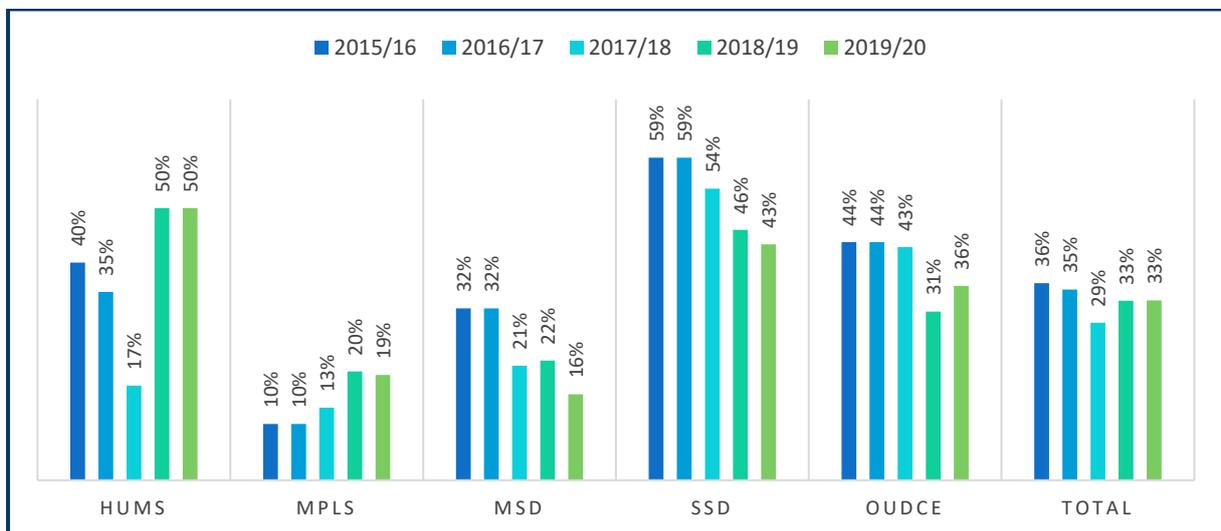
In 2019, the proportion of Black and Minority Ethnic (BME) members of Council and its main committees rose to 7%. Divisional boards were less ethnically diverse overall (3% BME) with only two heads of department known to be BME.

**Figure 1 Female members of Council and its five main committees, 2015-19**



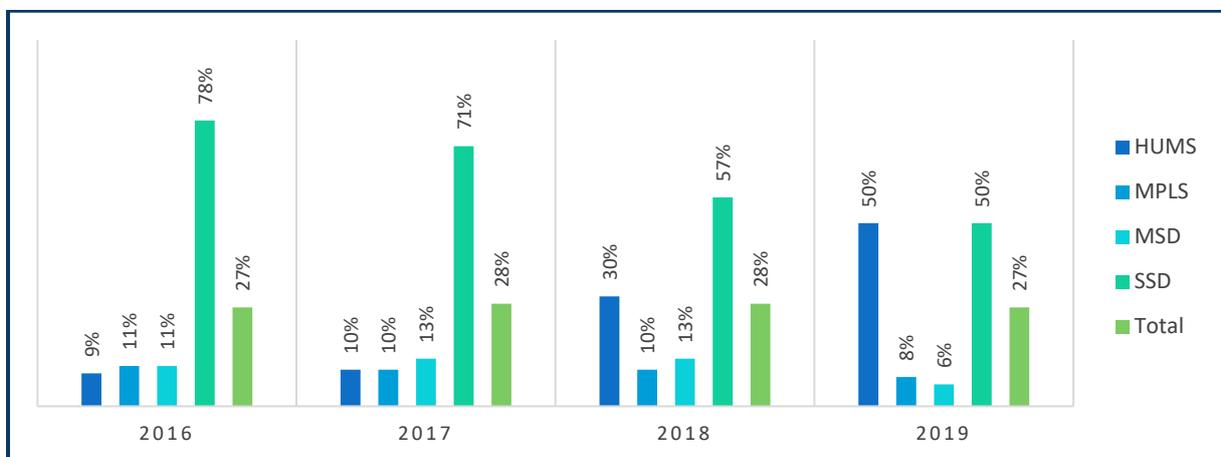
Sources: CoreHR and EDU

**Figure 2 Female members of divisional boards, 2015-19**



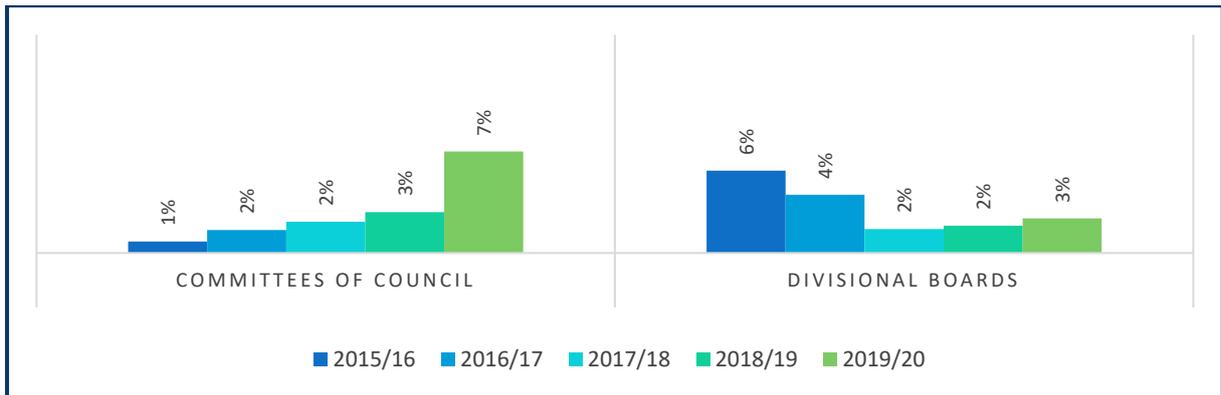
Sources: CoreHR and EDU

**Figure 3 Female heads of academic departments, 2016-19**



Sources: CoreHR and EDU

Figure 4 Black and Minority Ethnic (BME) membership of University governance bodies, 2015-19



Sources: CoreHR and EDU

On 31 July 2019, women comprised 50% of all full-time equivalent staff. The proportion of women in academic posts increased by two percentage points – to 30% – after remaining static for the preceding three years.

Overall, 26% of professors were female, including 19% of statutory professors – the University’s most senior academic grade. The proportion of female statutory professors has increased by five percentage points over the last five years and is on track to meet the 20% target set out in our equality objectives.

Women comprised 35% of associate professors<sup>123</sup> who had not yet been awarded the title of professor – typically those in the earlier stages of their careers. The overall proportion of female associate professors, including those with title of professor, rose to 30%.

Comparison with the HESA Staff Record, 2018/19 shows that the proportions of female professors and academic senior managers<sup>124</sup> at Oxford were similar to the averages for UK higher education and slightly higher than across the rest of the Russell Group.

Male and female applicants were equally likely to be awarded the title of professor in the

University’s 2018/19 Recognition of Distinction process.

The proportion of female academic staff varied from 15% in the Mathematical, Physical and Life Sciences (MPLS) division to 40% in Humanities. In research posts, women ranged from 25% in MPLS to 52% in Medical Sciences.

A quarter of female academic staff were aged under 40, compared with a fifth of male, while nearly two-thirds of female academics (63%) were under 50 compared with just half (50%) of male.

Over the last five years, 91% of all staff who have taken maternity leave have returned to work at the University, including 100% of academics.

In 2019, the University’s mean gender pay gap fell from 22.6% to 21.6% while the median gender pay gap remained at 13.7%. Over the last three years, the proportion of women in the upper pay quartile has risen by two percentage points from 37.2% to 39.3%. Please see the University’s annual Gender Pay Gap report for more information.<sup>125</sup>

In 2018/19, 35% of applicants (and 36% of appointments) to University-led academic posts were female.

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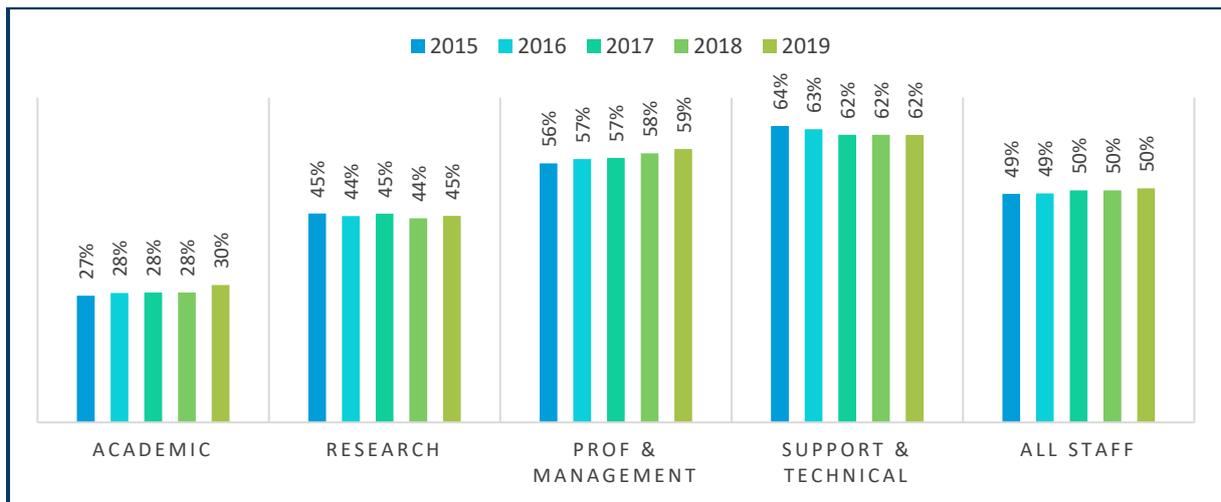
<sup>123</sup> [The University’s main academic grade.](#)

<sup>124</sup> [Senior staff \(who may also be professors\) with leadership and management responsibilities, e.g.](#)

[Vice-Chancellor, Pro-Vice Chancellor, Head of Division and Head of Department or research centre.](#)

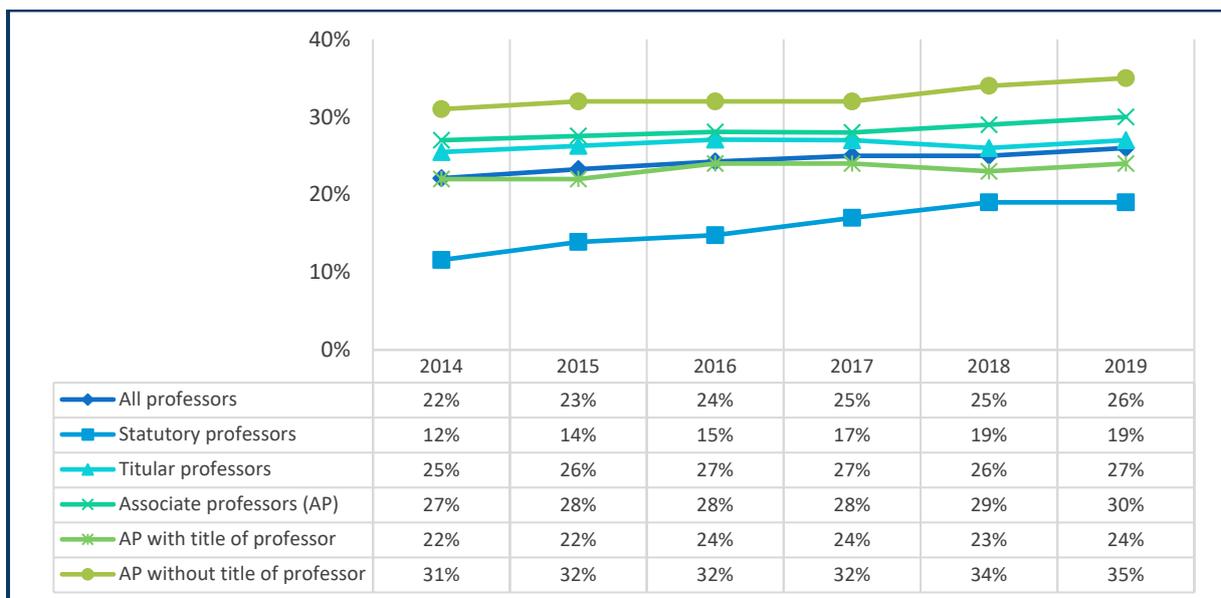
<sup>125</sup> [hr.admin.ox.ac.uk/gender-pay-gap-reporting](http://hr.admin.ox.ac.uk/gender-pay-gap-reporting)

Figure 5 Female staff in post by grade group, 2015-19



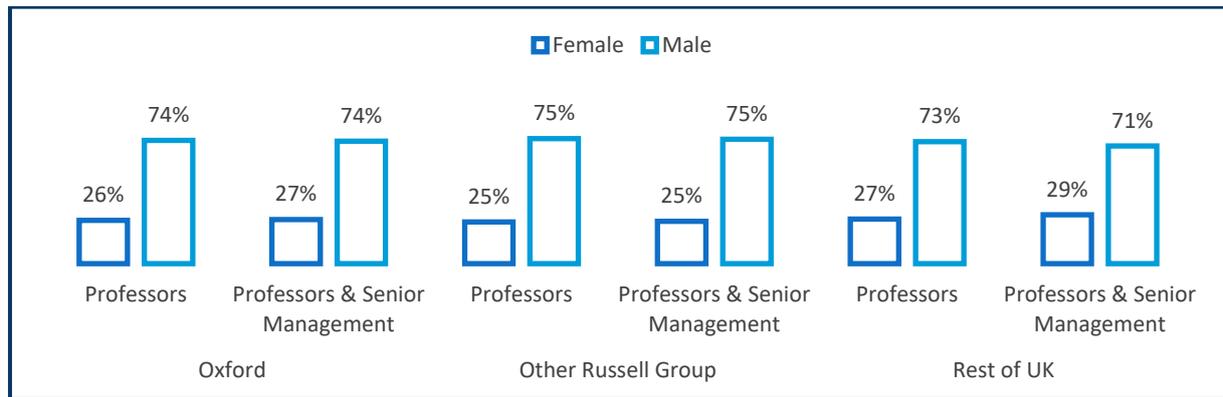
Source: CoreHR

Figure 6 Female professors and associate professors by role type and title, 2015-19



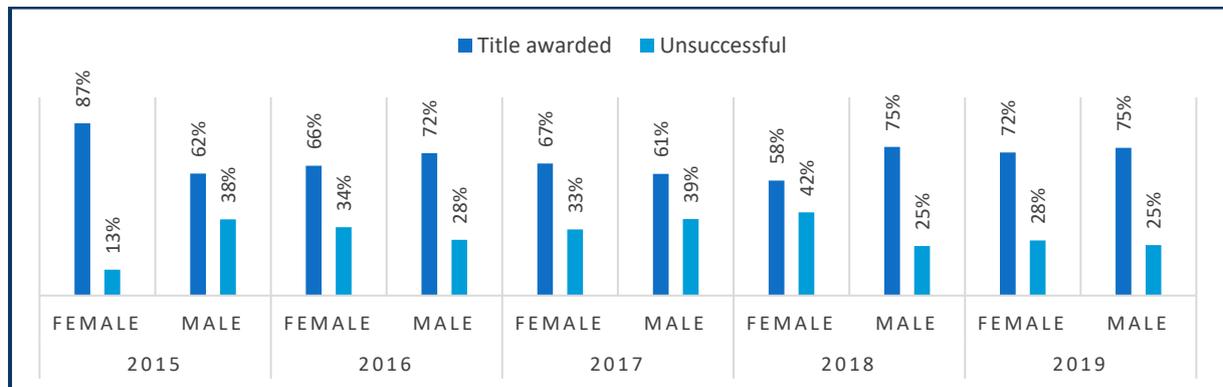
Source: CoreHR. Titular professors = staff who have been awarded the title of professor at recruitment or through the Recognition of Distinction process.

**Figure 7 Academic Professors and Senior Managers by sex: Oxford, other Russell Group and the rest of UK higher education, 2018/19**



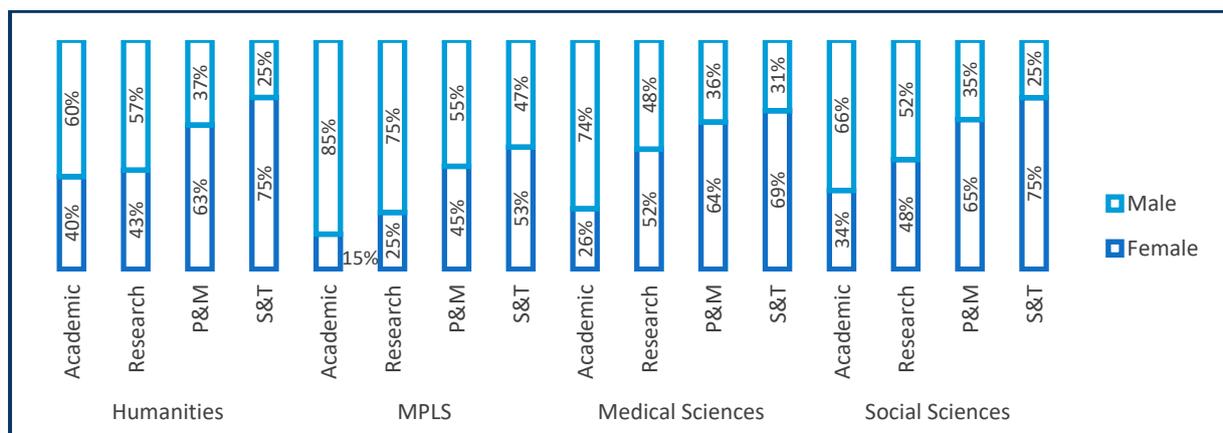
Source: HESA Staff Record, 2018/19. Academic employment marker, contract levels 'Professor' and 'Professor' and 'Senior Management' combined, full person equivalent. See footnote 2.

**Figure 8 Recognition of Distinction: award of professorial title by sex, 2015-19**



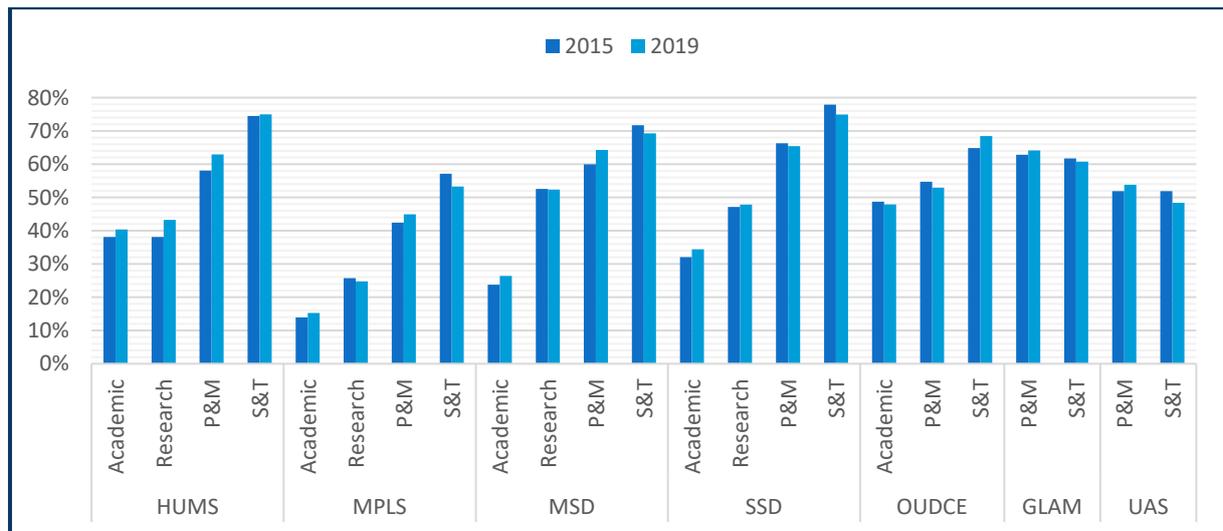
Source: HR Analytics

**Figure 9 Staff in post by division, grade group and legal sex, 2019**



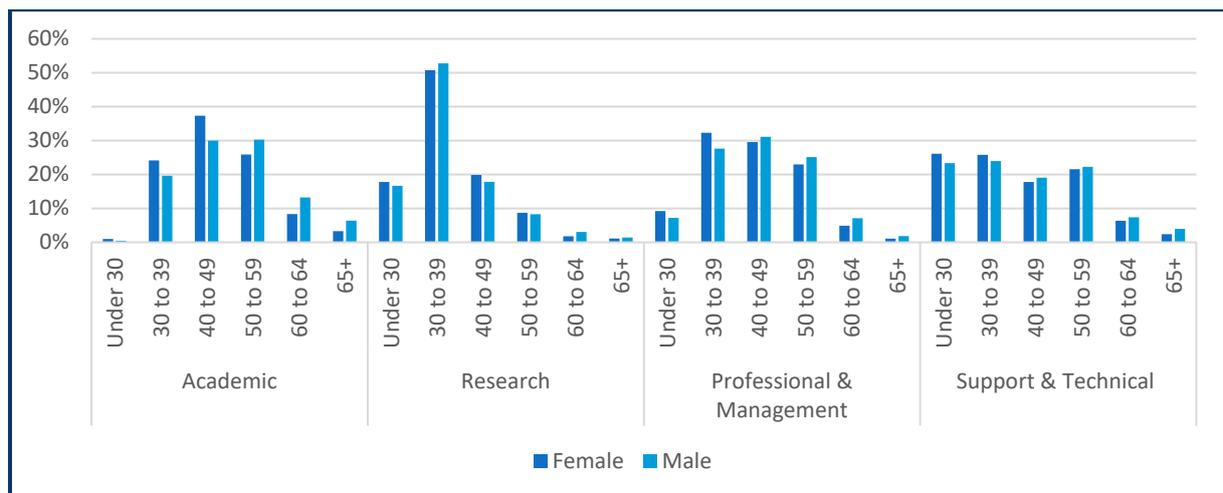
Source: CoreHR. P&M = Professional & Management. S&T = Support & Technical.

**Figure 10 Female staff in post by division and grade group: 2015 compared with 2019**



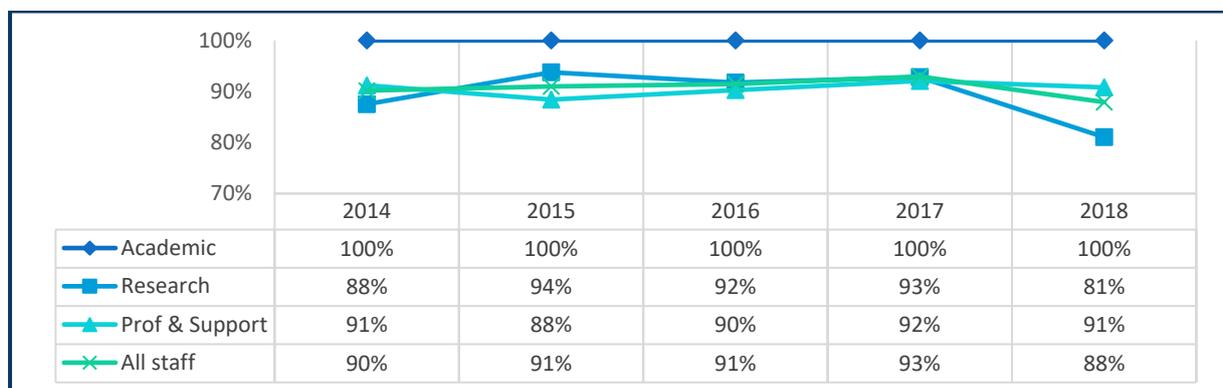
Source: CoreHR. P&M = Professional & Management. S&T = Support & Technical. Staff groups with very few members have been excluded from OUDCE, GLAM and UAS.

**Figure 11 Staff in post by grade group, age band and sex: % of each sex in each age band, 2019**



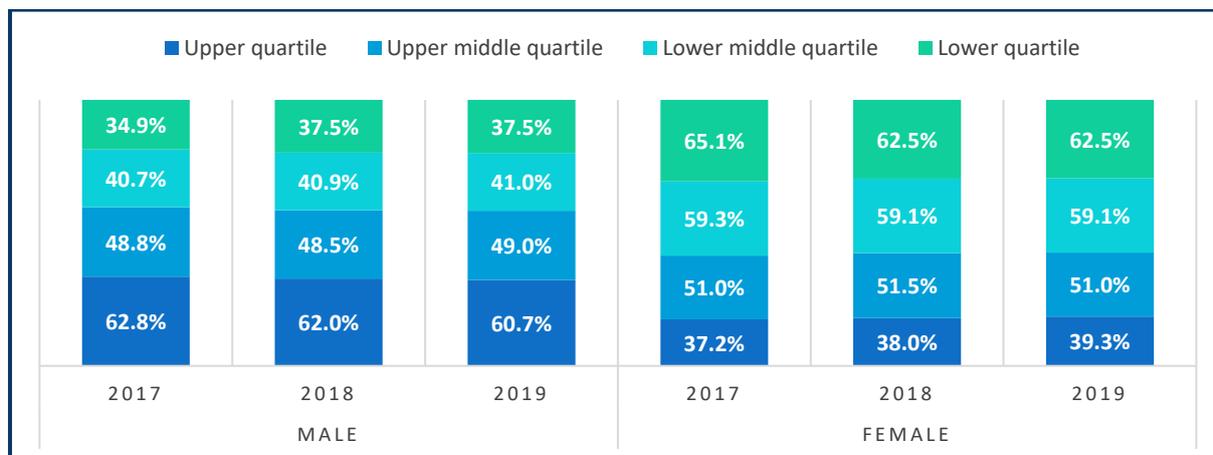
Source: CoreHR

**Figure 12 Maternity leave return rates by grade group, 2014-18**



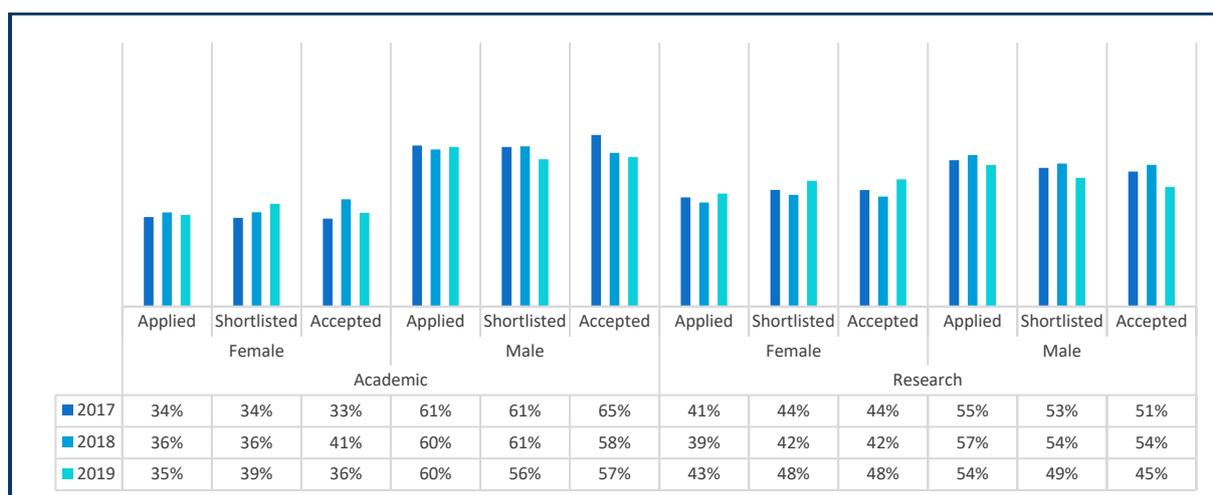
Source: HR Analytics. Prof & Support comprises Professional & Management as well as Support & Technical staff.

**Figure 13 Gender pay gap: proportion of men and women in each pay quartile, 2017-19**



Source: HR Analytics

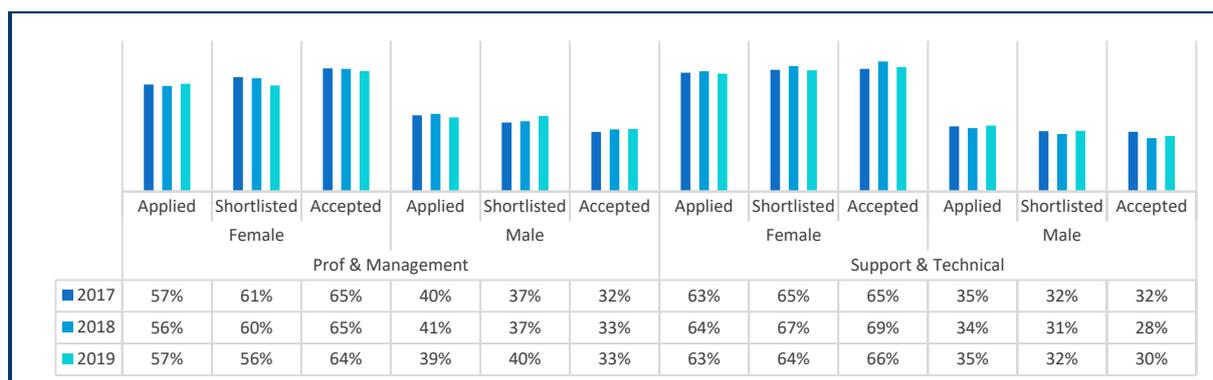
**Figure 14 Academic and Research staff recruitment by sex, 2017-19<sup>126</sup>**



Source: CoreHR. Includes recruitment to University-led academic posts only. Omits a small percentage of applicants (<5%) who declined to state their sex.

<sup>126</sup> All recruitment data refer to vacancies opened between 1 August and 31 July each reporting year, with complete valid shortlisting and appointment data only.

**Figure 15 Professional and Support staff recruitment by sex, 2017-19**



Source: CoreHR. Omits applicants who did not state their sex.

## ETHNICITY

The proportion of staff known to be BME rose by one percentage point to 14%, with increases among research, professional and support staff. However, the percentage of unknown ethnicity also rose from 11% to 13%. University HR is now implementing a raft of actions to improve data quality, including improvements to recruitment data capture and the processing of new staff starters. All staff will be encouraged to update their personal details via Employee Self-Service when the University moves over to electronic pay slips in 2020.

The overall age profile of BME staff was much younger than that of White staff: 63% of all staff known to be BME were under 40 compared with 44% of White. The two largest ethnic groups were Asian<sup>127</sup> (5% of staff) and Chinese (4%), reflecting the global nature of University recruitment, particularly to research posts.

Comparison with the HESA Staff Record, 2018/19 shows that the proportion of BME research-only

staff at Oxford matched the Russell Group and UK averages; however, Oxford had a lower share of BME teaching and research staff. This reflects the fact that this contract type is primarily used for associate professors, equivalent to senior lecturer elsewhere. The rate of unknown ethnicity among academic and research staff was double the national average.

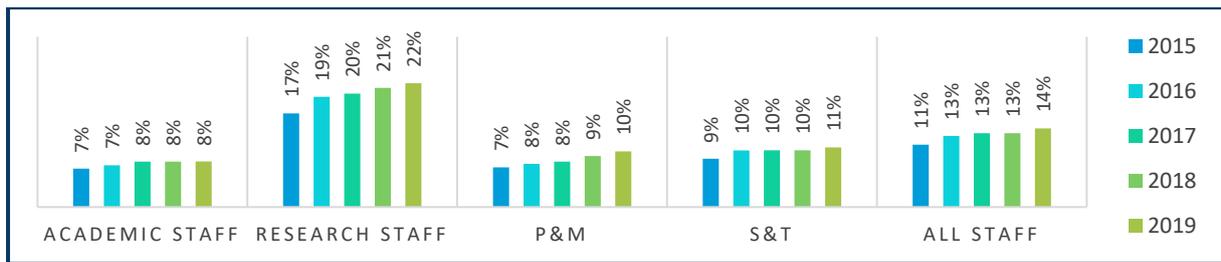
Across the rest of UK higher education, 10% of professors are known to be BME compared with 7% at Oxford.

Over the last three years, 15% of all UK applicants to University-led academic posts were BME, compared with 7% of appointees.

The University is currently taking steps preparatory to renewing its Bronze Race Equality Charter award in early 2021, including identifying realistic targets for the representation of BME staff across all grade groups.

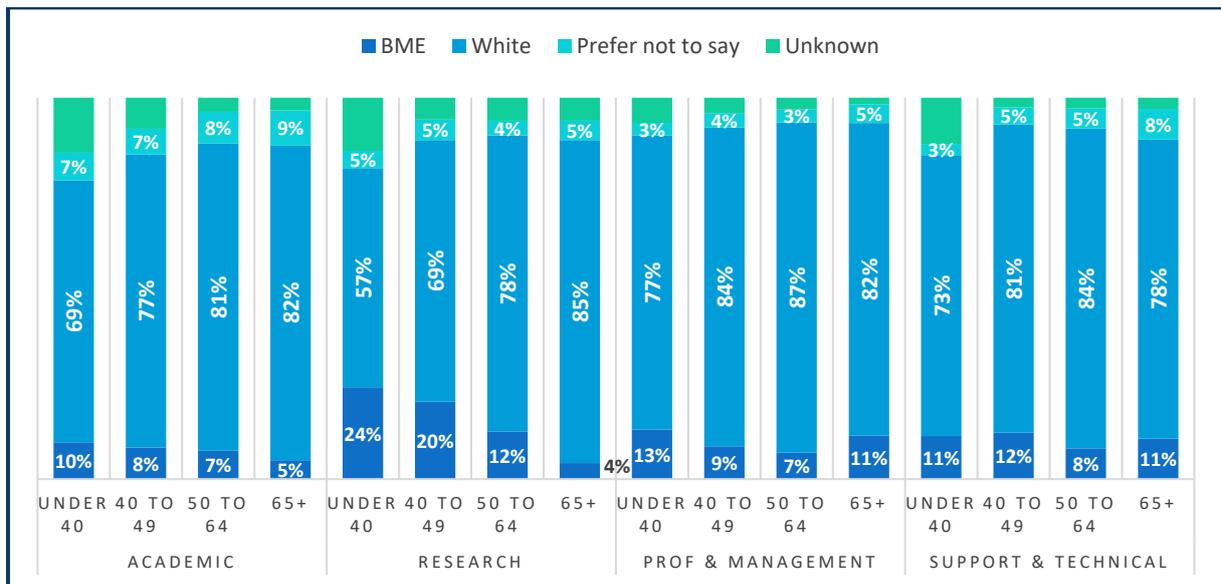
<sup>127</sup> Not including those of Chinese ethnicity.

Figure 16 BME staff in post by grade group, 2015-19



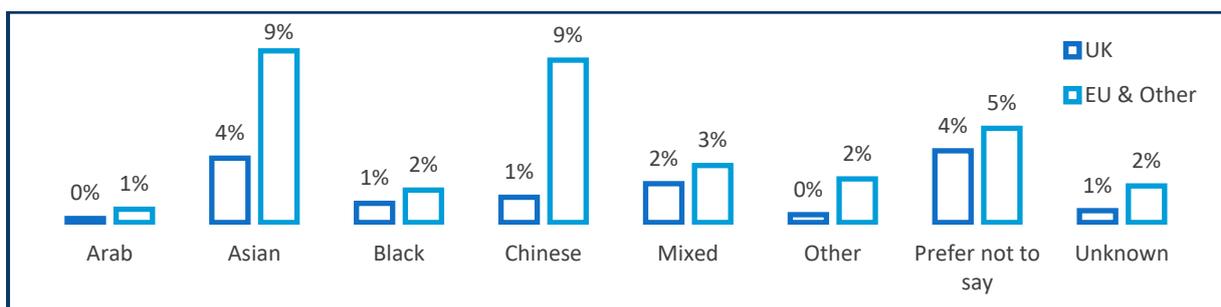
Source: CoreHR. P&M = Professional & Management. S&T = Support & Technical.

Figure 17 Staff in post by grade group, age band and ethnicity, 2019



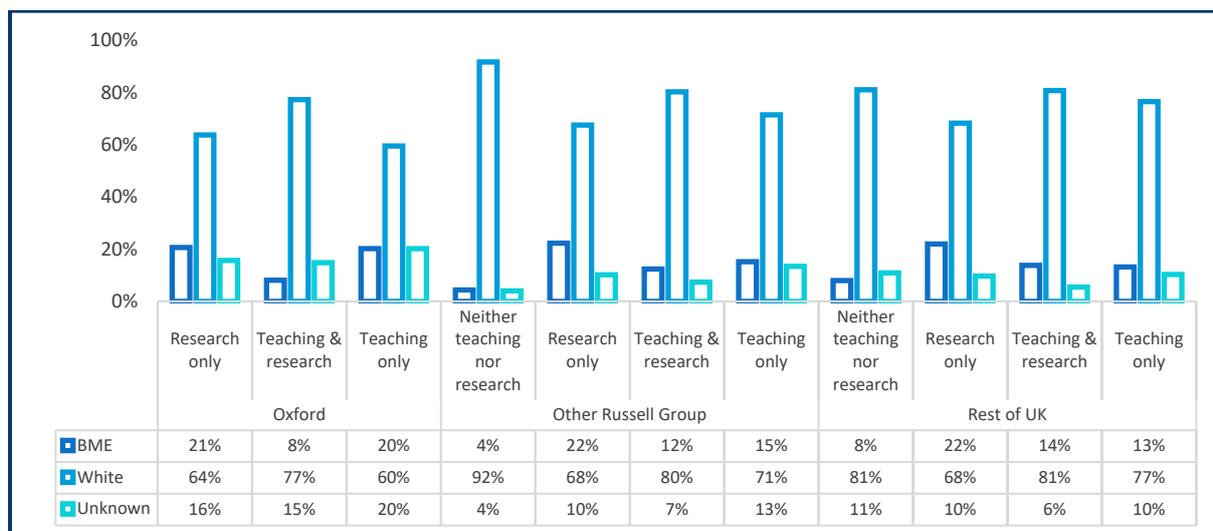
Source: CoreHR

Figure 18 Staff in post by detailed ethnic group and nationality (excluding White), 2019



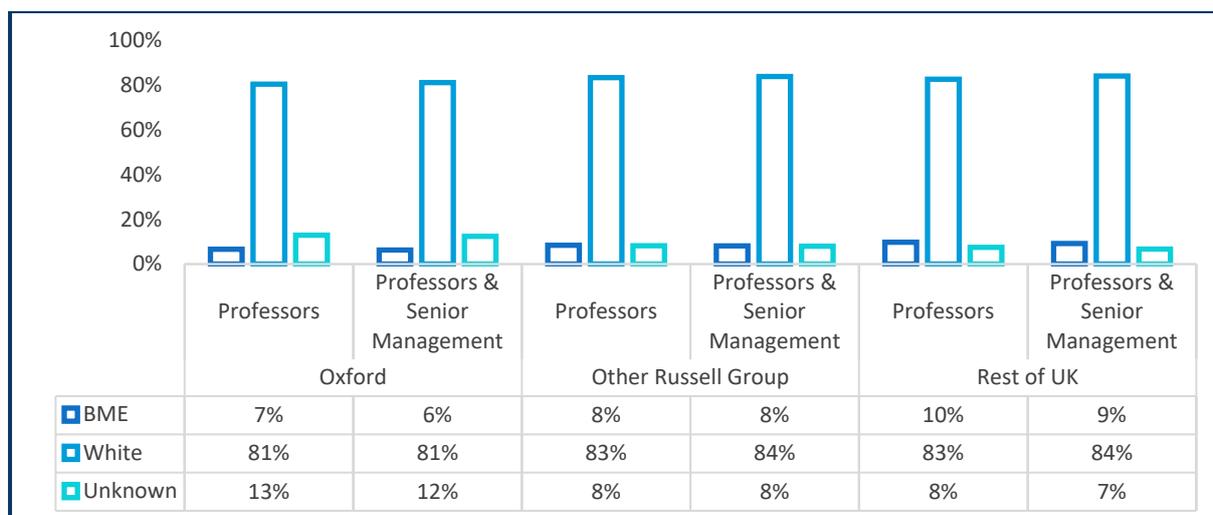
Source: CoreHR

**Figure 19 BME academic staff by employment function: Oxford, other Russell Group and the rest of UK higher education, 2018/19**



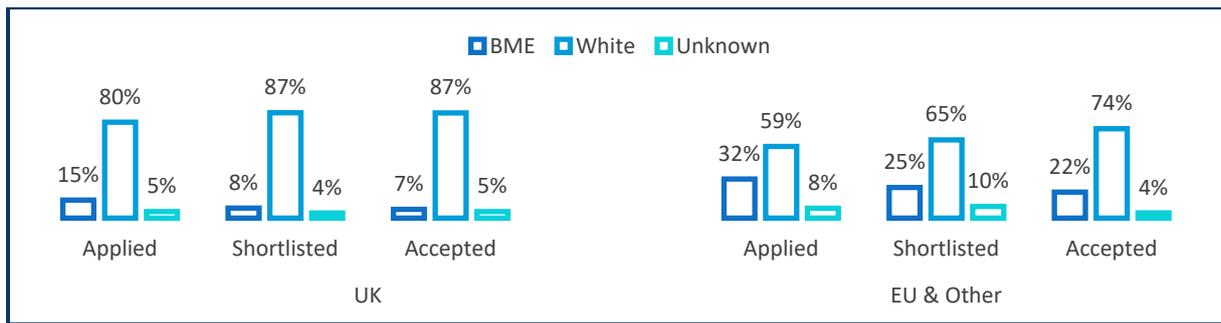
Source: HESA Staff Record, 2018/19. Academic employment marker, all contract levels, all nationalities. full person equivalent.

**Figure 20 Academic Professors and Senior Managers by ethnicity: Oxford, other Russell Group and the rest of UK higher education, 2018/19**



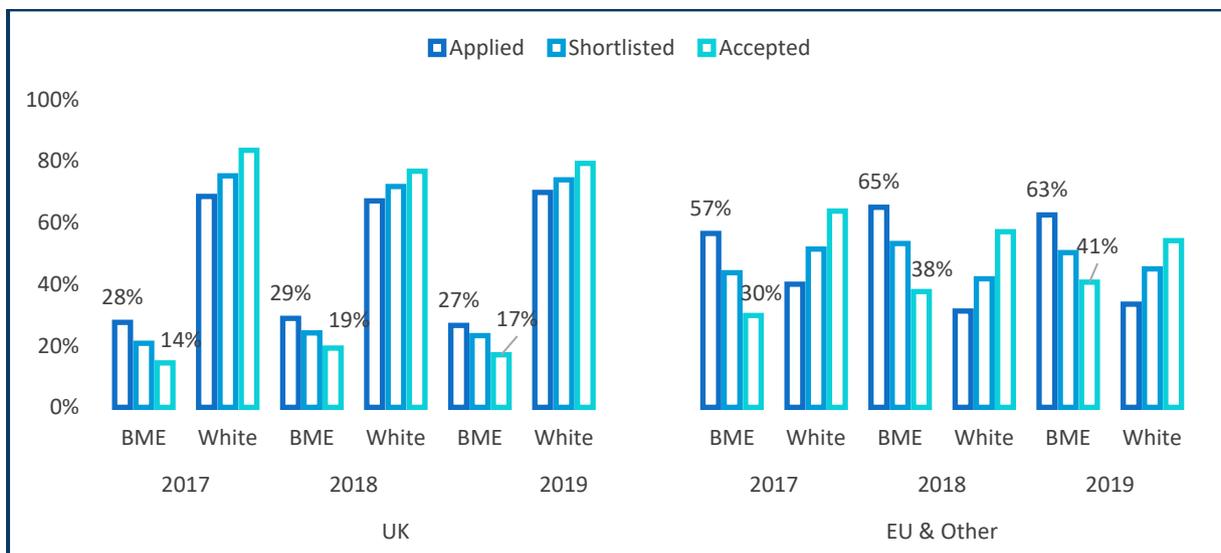
Source: HESA Staff Record, 2018/19. Academic employment marker, contract levels 'Professor' and 'Professor' and 'Senior Management' combined, full person equivalent. See footnote 3.

**Figure 21 Academic staff recruitment by nationality and ethnicity, 2017-19 (combined)**



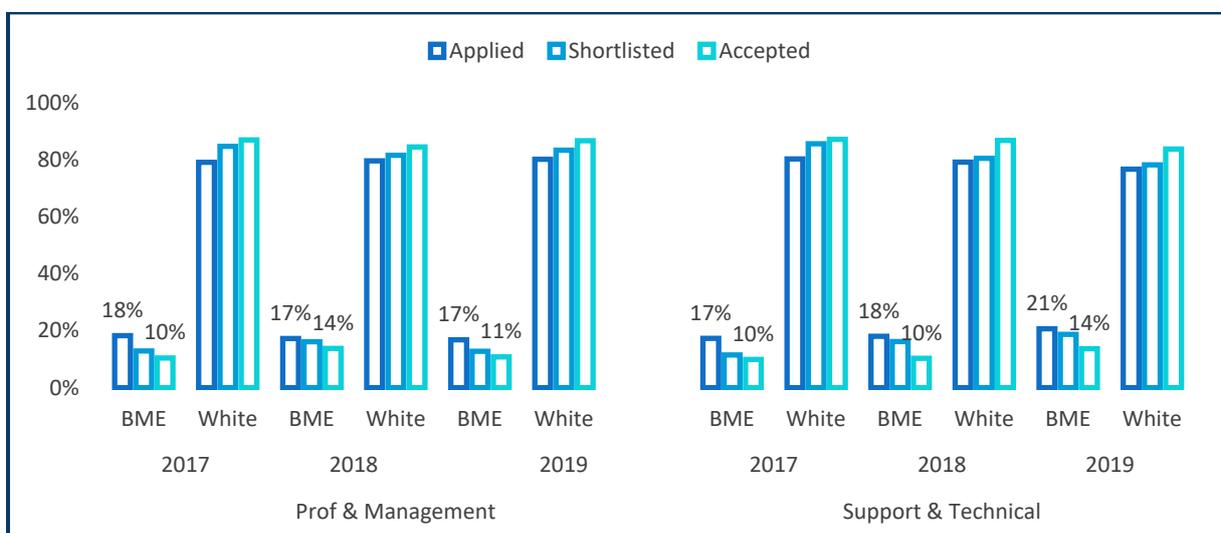
Source: CoreHR. Includes recruitment to University-led posts only.

**Figure 22 Research staff recruitment by nationality and ethnicity, 2017-19**



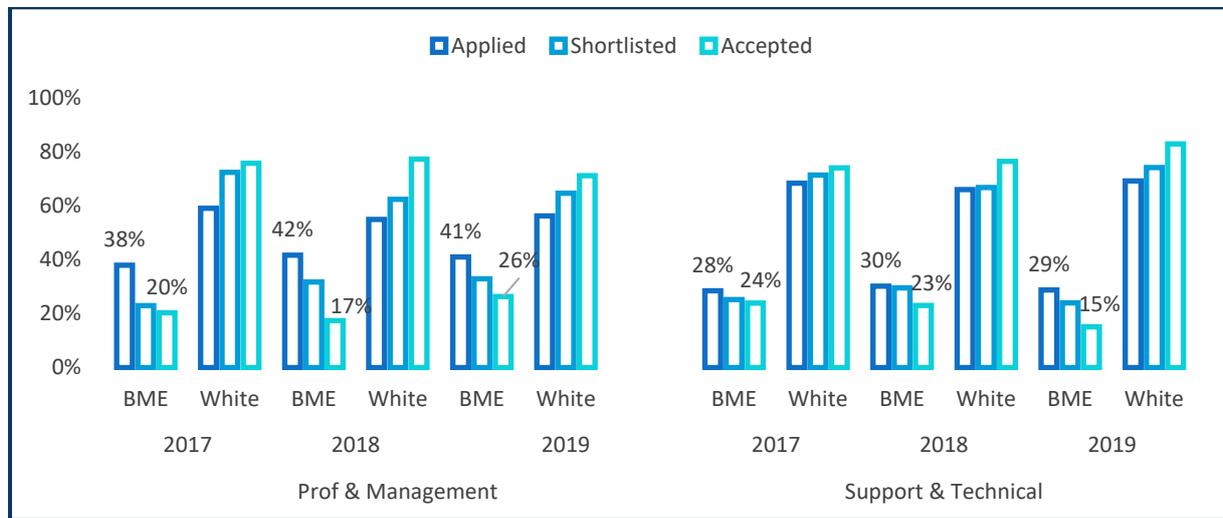
Source: CoreHR. Omits applicants who did not state their ethnicity. Percentages highlight BME applicants and acceptances only.

**Figure 23 Professional and Support staff recruitment by ethnicity: UK nationals, 2017-19**



Source: CoreHR. Omits applicants who did not state their ethnicity. Percentages highlight BME applicants and acceptances only.

**Figure 24 Professional and Support staff recruitment by ethnicity: EU & Other nationals, 2017-19**



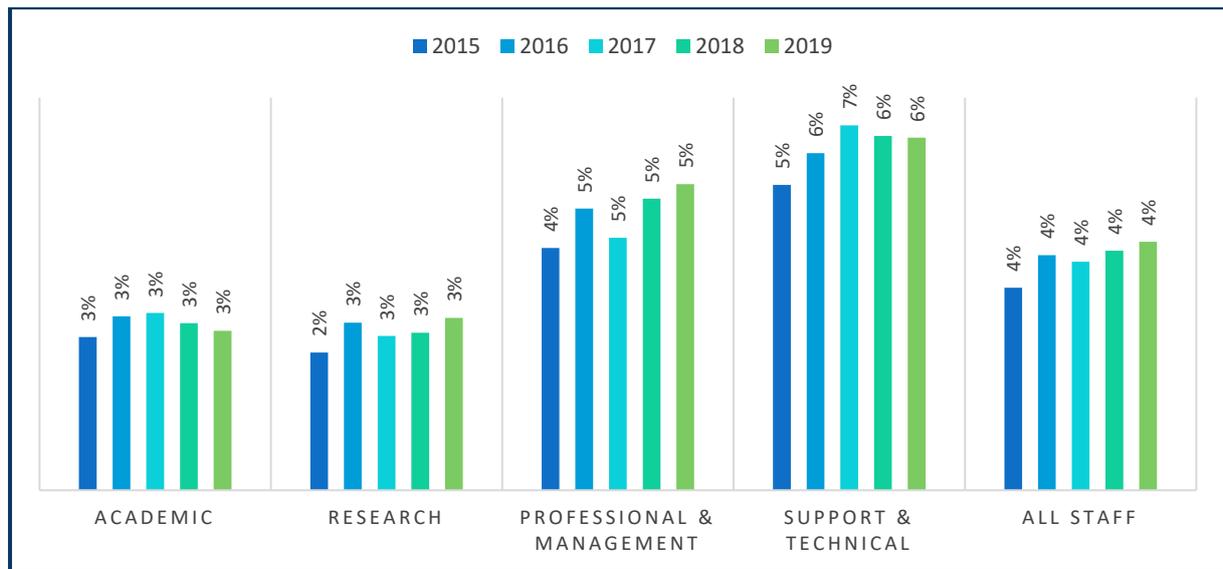
Source: CoreHR. Omits applicants who did not state their ethnicity. Percentages highlight BME applicants and acceptances only.

## DISABILITY

There was no change in the headline percentage of staff disability – 4% – though evidence from the staff survey suggests that the true figure is around three times higher. Employees have been able to update their own staff record online since May 2018, but few have chosen to do so. Measures to improve data quality planned for 2020 will include a campaign to encourage all staff to update their personal details in confidence.

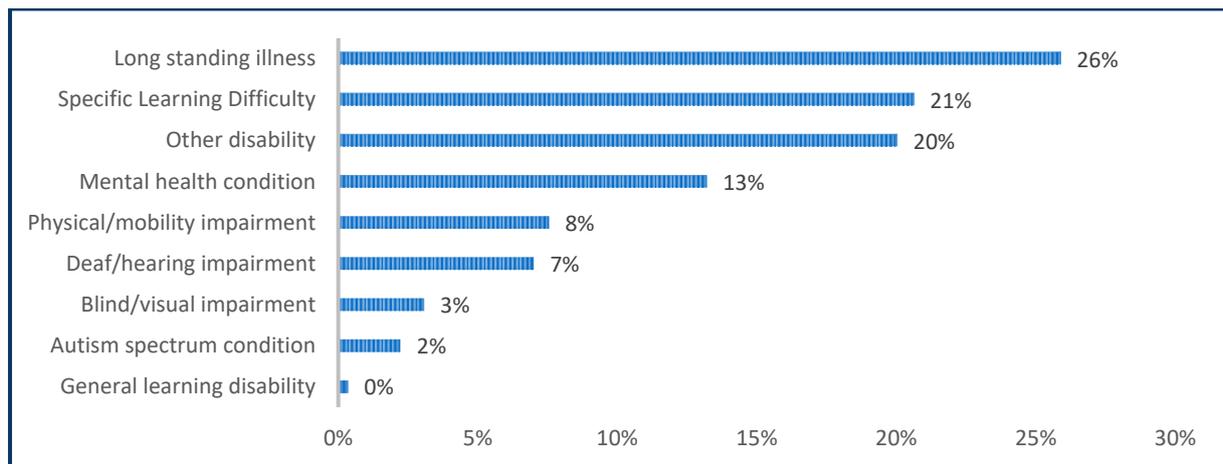
Among staff whose disability is recorded, over a quarter have declared a long-standing illness or health condition, a fifth have dyslexia or another specific learning difficulty, and a further fifth have provided the details of a disability or impairment they have not felt able to categorise. In the majority of cases these are health conditions such as asthma, colitis, migraine, chronic fatigue syndrome and diabetes.

**Figure 25 Disabled staff in post by grade group, 2015-19**



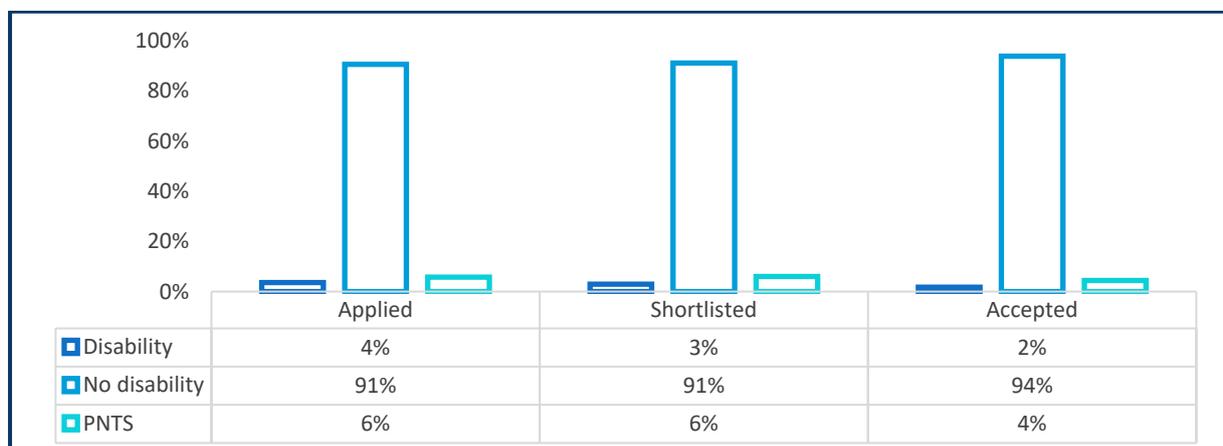
Source: CoreHR

**Figure 26 Disabled staff in post by main disability type, 2019**



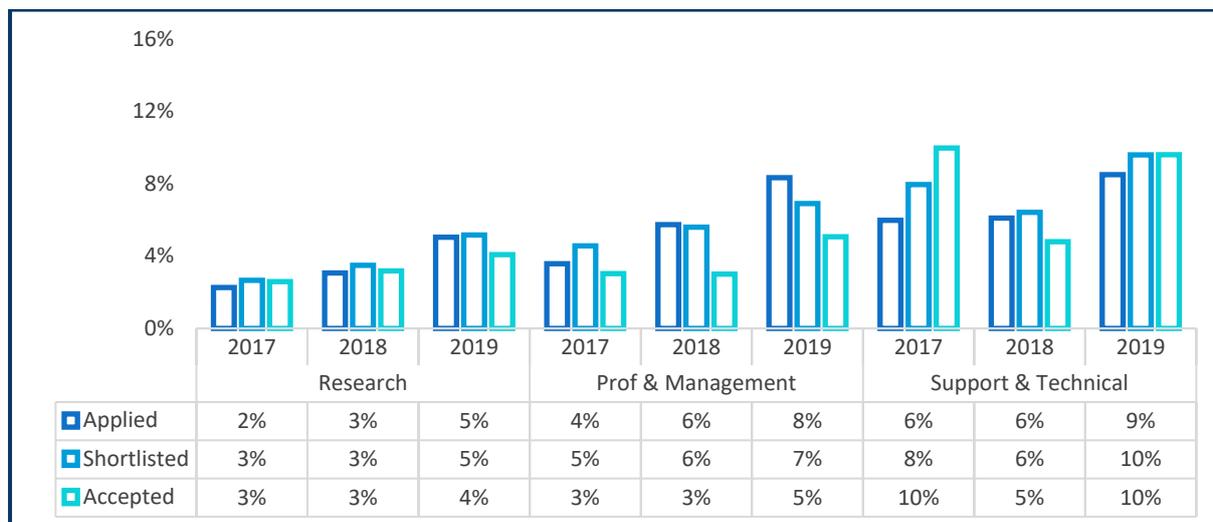
Source: CoreHR

**Figure 27 Academic staff recruitment by disability status, 2017-19 (combined)**



Source: CoreHR. Includes recruitment to University-led posts only. PNTS = Prefer not to say.

**Figure 28 Recruitment of disabled applicants by grade group, 2017-19**



Source: CoreHR

## SEXUAL ORIENTATION

As of 31 July 2019, nearly half (46%) of staff had reported their sexual orientation or selected 'prefer not to say', as a result of high disclosure rates at recruitment. However, with fewer than 100 new academic staff recruited to University-led posts each year there has been little scope to improve the overall disclosure rate within this group (currently only 16%).

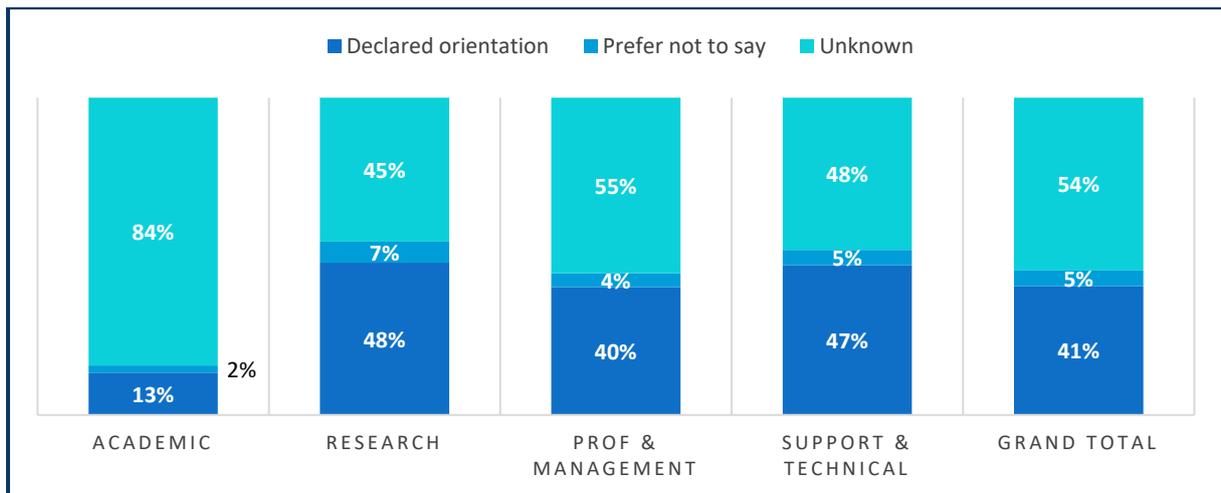
University HR will seek to improve data quality via a campaign to encourage staff to update their records online, timed to coincide with the introduction of electronic pay slips. We will report on staff in post once the disclosure rate reaches at least 75%.

Over the last three years, a total of 9% of applicants to University-led academic posts identified as lesbian, gay, bisexual or other non-heterosexual orientation, compared with 10% of appointees. However, nearly a fifth of applicants declined to provide this information.

The most successful group in research recruitment were those who declined to state their sexual orientation.

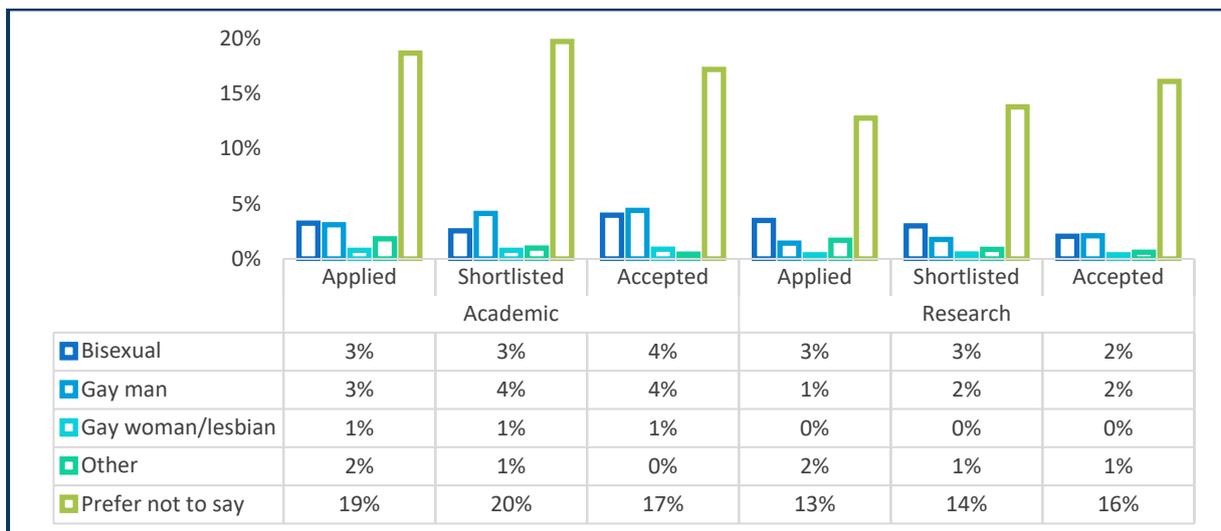
Applicants for professional and support roles who identified as lesbian, gay, bisexual or other were equally as successful as heterosexual applicants.

Figure 29 Declaration of sexual orientation by grade group, 2019



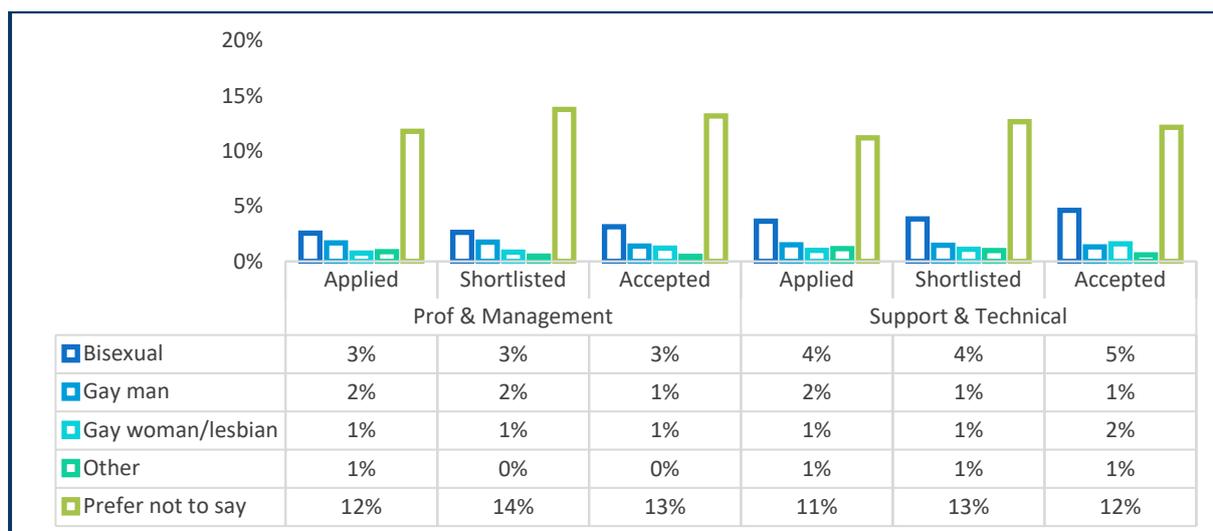
Source: CoreHR

Figure 30 Academic and Research staff recruitment by sexual orientation, 2017-19 (combined)



Source: CoreHR. Omits applicants who stated that their sexual orientation was heterosexual.

**Figure 31 Professional and Support staff recruitment by sexual orientation, 2017-19 (combined)**



Source: CoreHR. Omits applicants who stated that their sexual orientation was heterosexual.

## RELIGION AND BELIEF

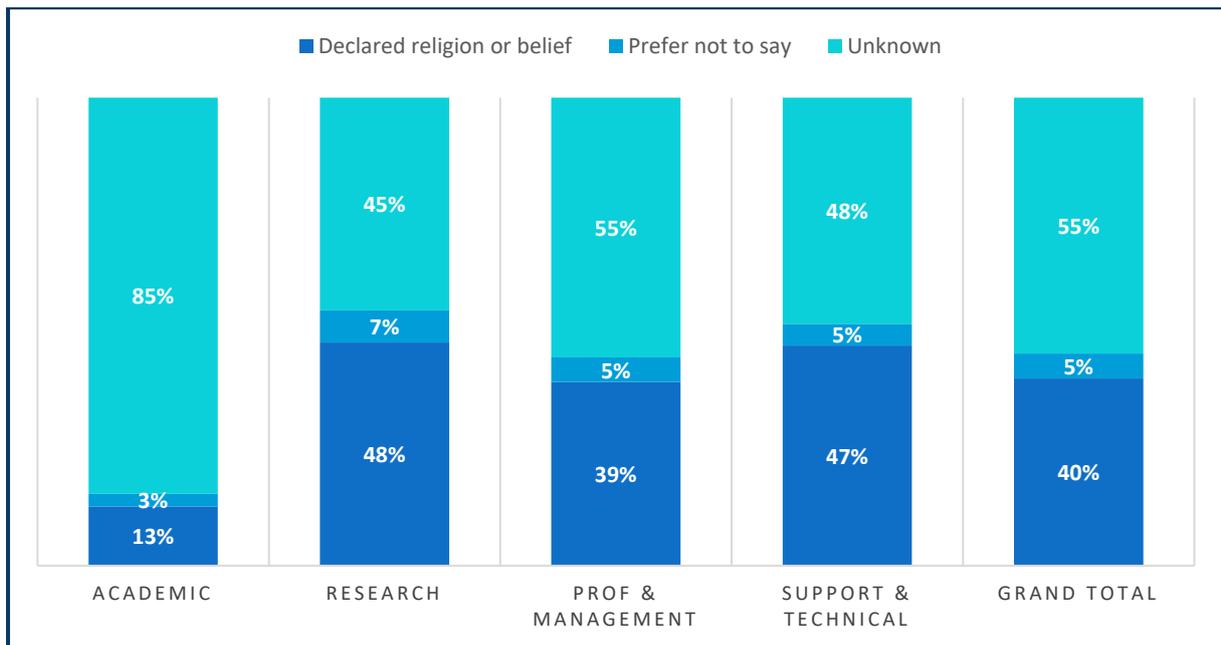
As of 31 July 2019, 45% of staff had disclosed their religion or belief (including 'prefer not to say'). As noted above, the disclosure rates are highest in the staff groups with the highest turnover rates. We will report on staff in post once disclosure reaches at least 75%.

Over the last three years, 87% of all applicants for jobs at the University have chosen to disclose their religion or belief. Around 40% of applicants stated that they had no religion or belief, while 28% were

Christian. Applicants with no religion or belief were the most successful across all role types and nationality groups.

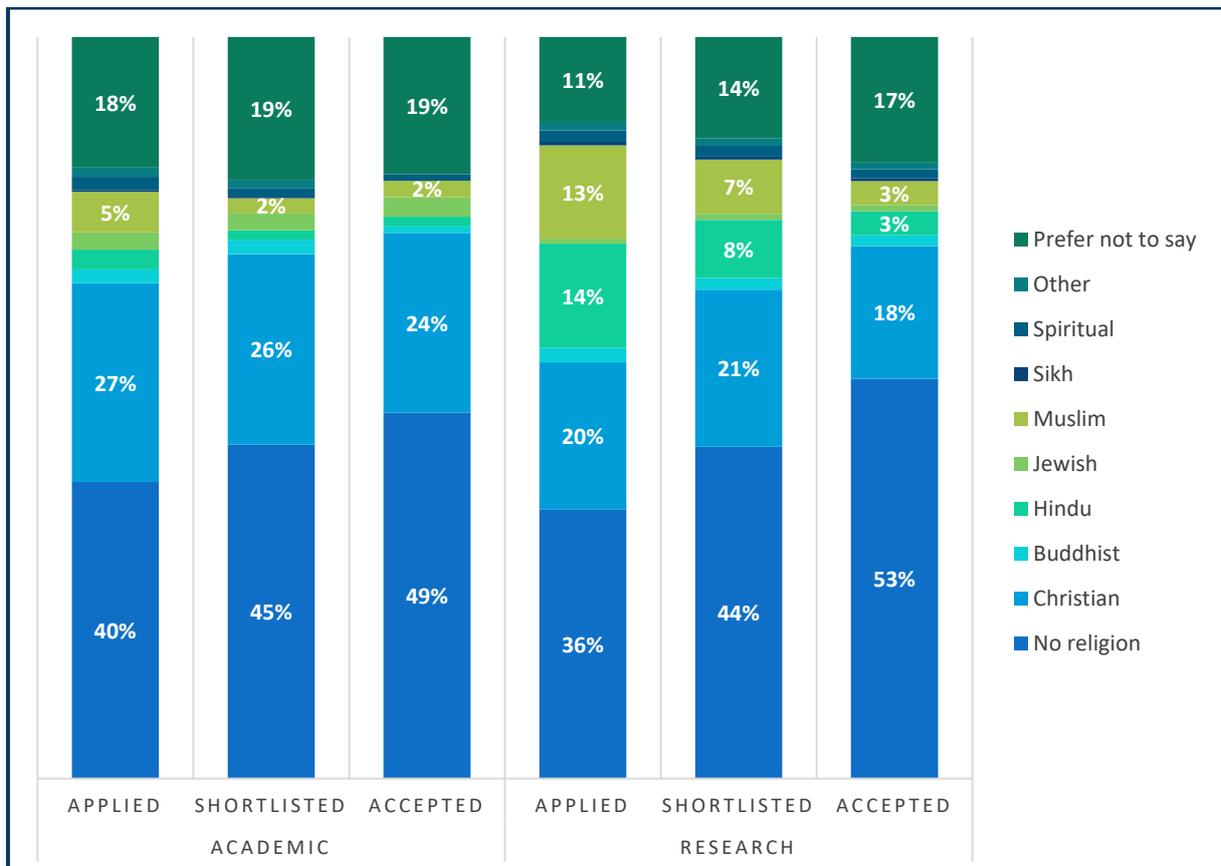
The interaction between nationality, ethnicity and recruitment success has a disproportionate impact on the success rates of particular minority faiths, especially Hindu and Muslim. Overall, UK applicants were more successful than those from outside the EU. However, there were disparities within each nationality group, reflecting the lower success rates for BME applicants described above.

Figure 32 Declaration of religion or belief by grade group, 2019



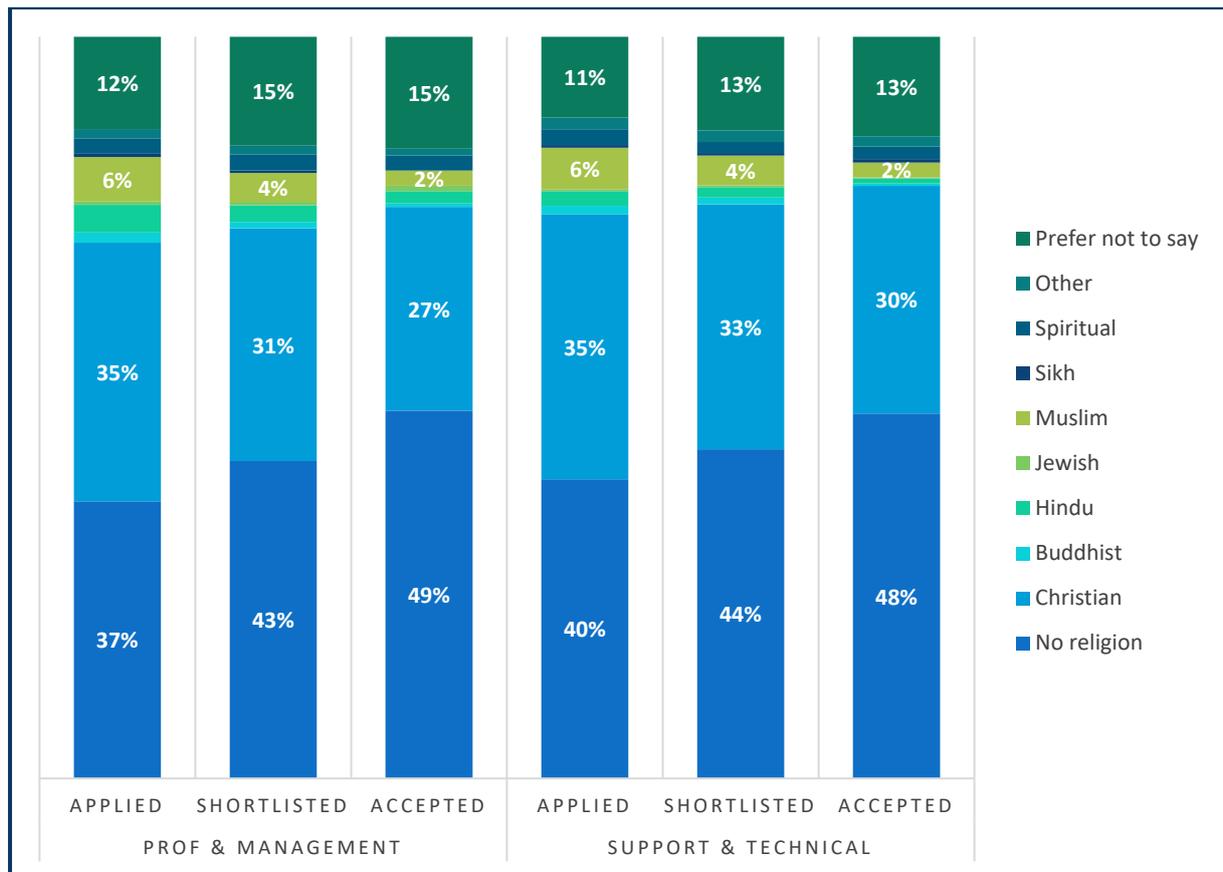
Source: CoreHR

Figure 33 Academic and Research staff recruitment by religion or belief, 2017-19 (combined)



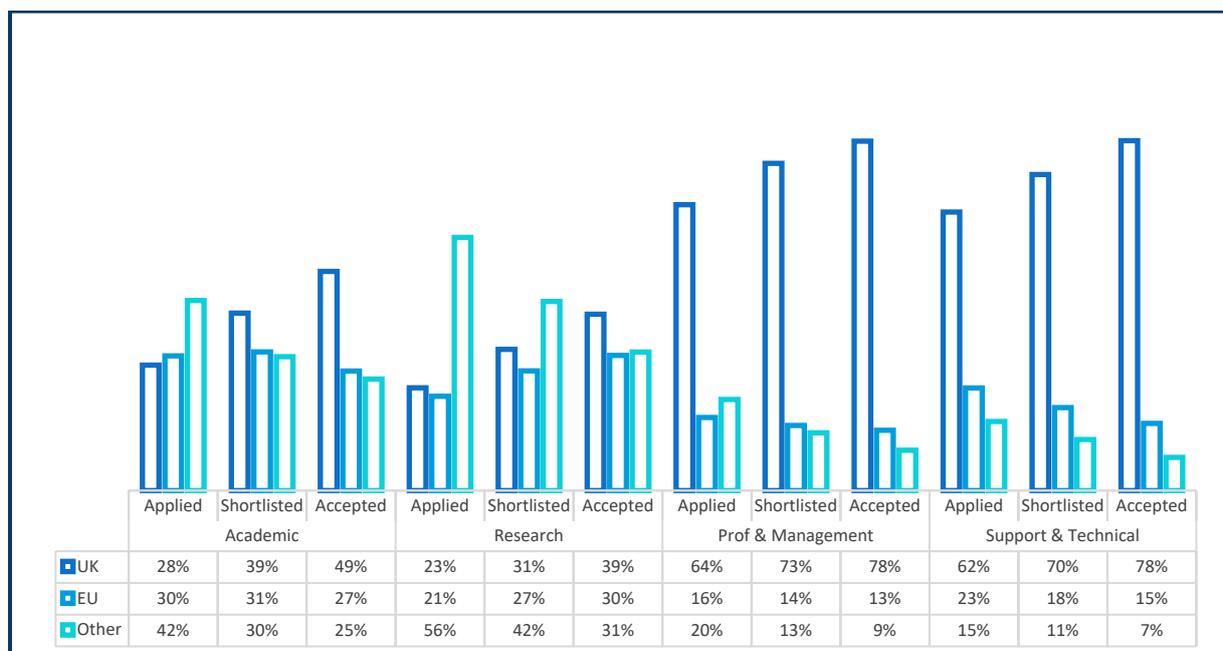
Source: CoreHR

Figure 34 Professional and Support staff recruitment by religion or belief, 2017-19 (combined)



Source: CoreHR

Figure 35 Recruitment by grade group and nationality, 2017-19 (combined)



Source: CoreHR

## ANNEXE B: SELECTED STUDENT DATA

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

attainment and survey outcomes. 'Sex' refers to the binary sex (male or female) recorded in the student record. The University publishes a wealth of student data on its website:

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

Comparative data from the HESA Student Record has been downloaded via the Heidi platform. Please note the caveat regarding the use of this data on p.52. Public data is available to University staff and students at: [www.advance-](http://www.advance-)

[he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports](http://he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports). (HESA ethnicity reporting relates only to UK-domiciled students as universities are not required to return data on non-UK students.)

### ADMISSIONS

#### SEX

Women comprised 51% of applicants and 53% of final acceptances in the 2018/19 undergraduate admissions cycle. UCAS's equality analysis of UK-domiciled 18-year-old applicants indicates that male and female offer rates matched what would have been expected based on their predicted grades and subject choice.<sup>128</sup> The discrepancy

between non-UK-domiciled male and female success rates was two percentage points smaller than in the preceding year.

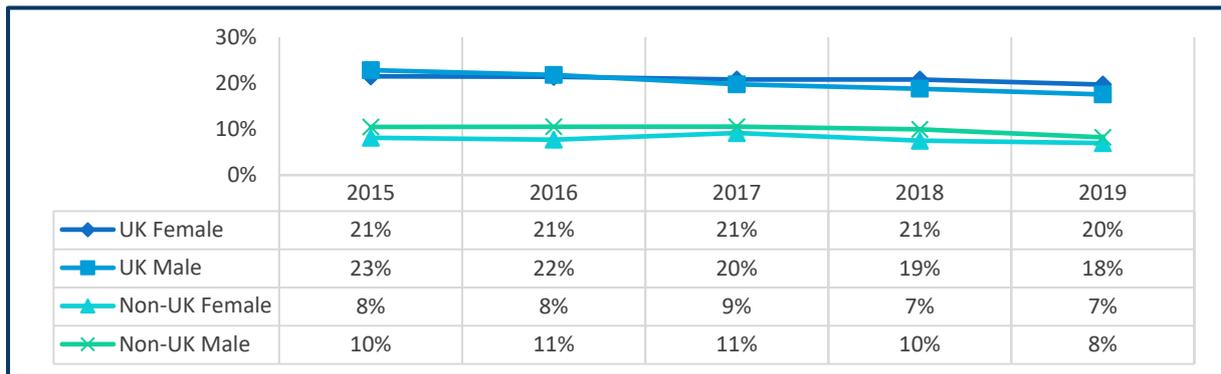
Women's overall offer rates were equal to or higher than men's in admissions for both postgraduate taught and research degrees, particularly among UK applicants.

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<sup>128</sup> [www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-](http://www.ucas.com/corporate/data-and-analysis/ucas-undergraduate-releases/ucas-)

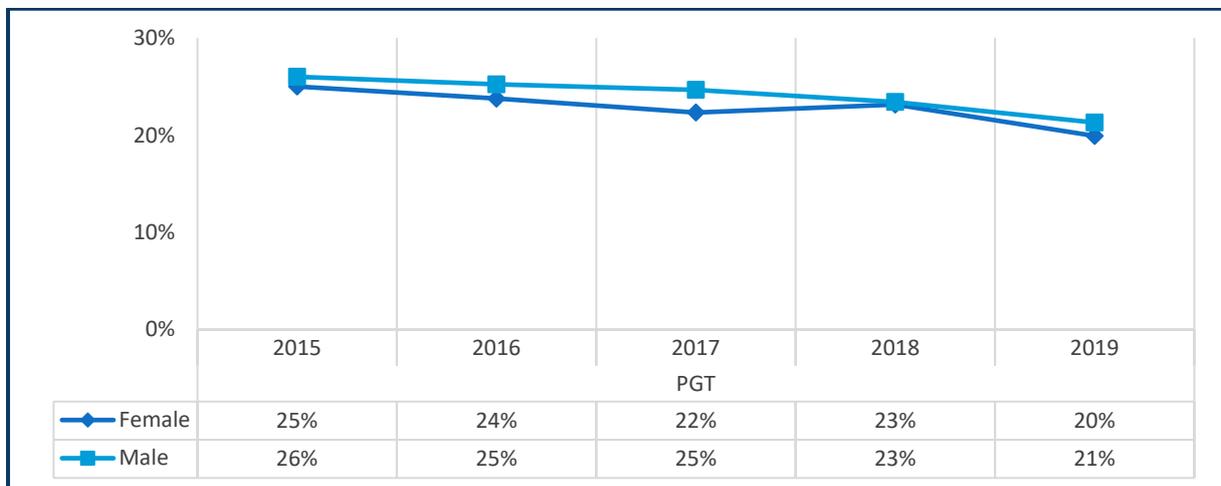
[undergraduate-reports-sex-area-background-and-ethnic-group](http://undergraduate-reports-sex-area-background-and-ethnic-group)

**Figure 36 Undergraduate applicant success rates by sex and domicile, 2015-19**



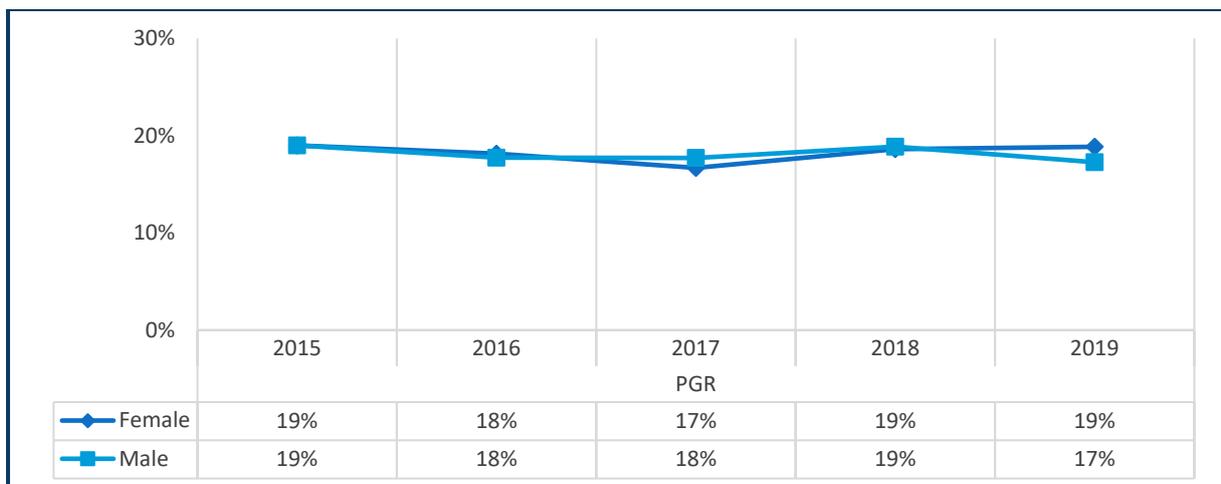
Source: SDMA. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford.

**Figure 37 Postgraduate taught applicant success rates by sex, 2015-19**



Source: GAR. Success rate = proportion of applicants accepting a place at Oxford.

**Figure 38 Postgraduate research applicant success rates by sex, 2015-19**



Source: GAR. Success rate = proportion of applicants accepting a place at Oxford.

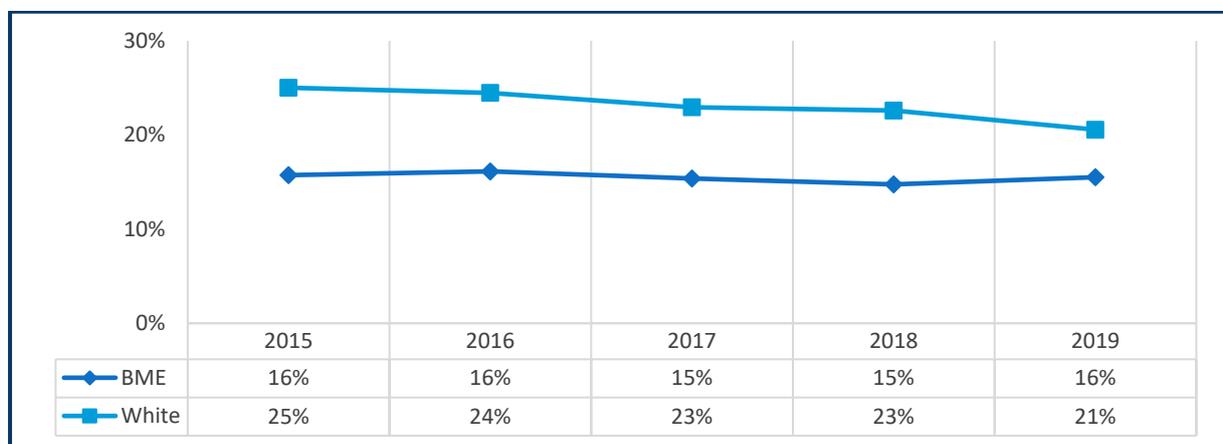
## ETHNICITY

The proportion of UK undergraduate applicants known to be BME has increased from 20% to 26% over the last five years. Meanwhile, the share of BME students amongst those admitted rose from 14% to 22%. In 2018/19, BME applicants were less likely than White to be shortlisted, but there was little difference in the proportions receiving an offer after interview. The most recent UCAS equality report indicates that the offer rate for all ethnic groups other than Asian matched their expected rate based on predicted grades and subject choice alone. The gap for Asian applicants

has halved over the last five years and the University has set itself a target in its *Access and Participation Plan* to eliminate the remaining unexplained disparity by 2025.

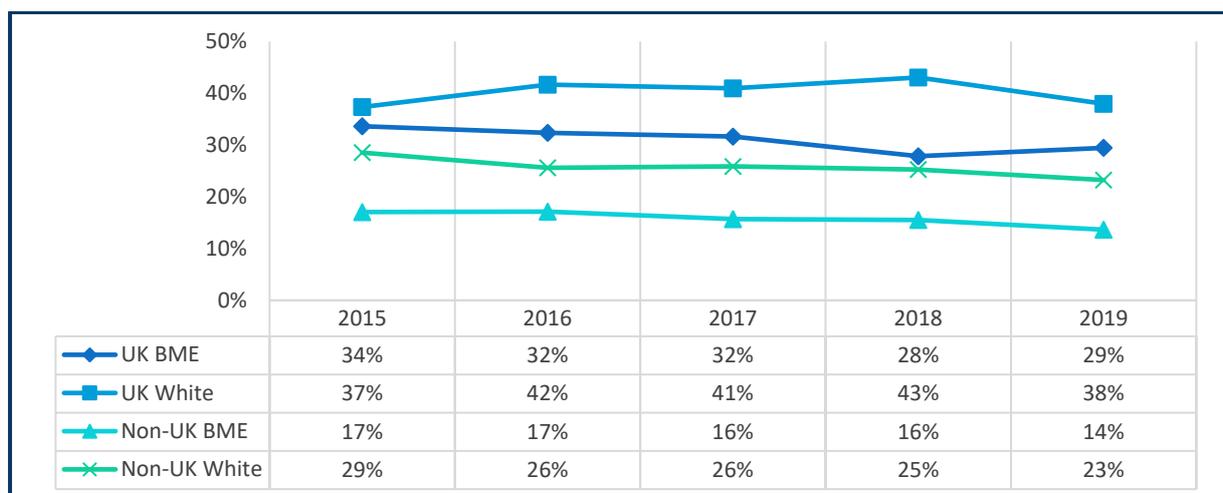
There were continuing ethnicity gaps for both UK and non-UK-domiciled applicants for postgraduate study. However, UK BME applicants were more likely to receive an offer and to take up their place compared with the previous year. Non-UK BME applicants were also more likely to convert their offer into a firm place than they had been in the preceding cycle.

**Figure 39 UK-domiciled undergraduate applicant success rates by ethnicity, 2015-19**



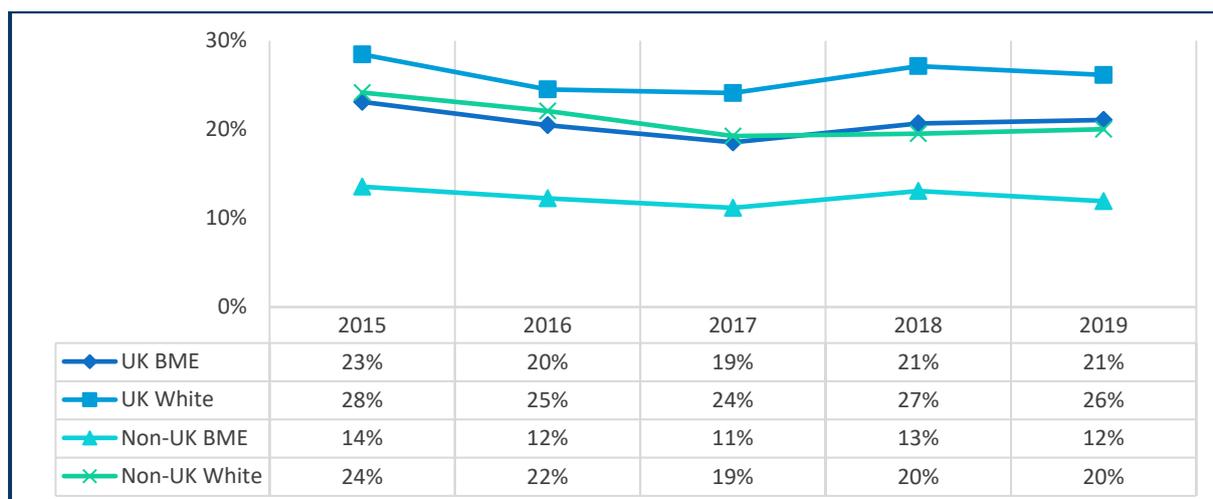
Source: SDMA. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford.

**Figure 40 Postgraduate taught applicant success rates by ethnicity and nationality, 2015-19**



Source: GAR. Success rate = proportion of applicants accepting a place at Oxford.

**Figure 41 Postgraduate research applicant success rates by ethnicity and nationality, 2015-19**



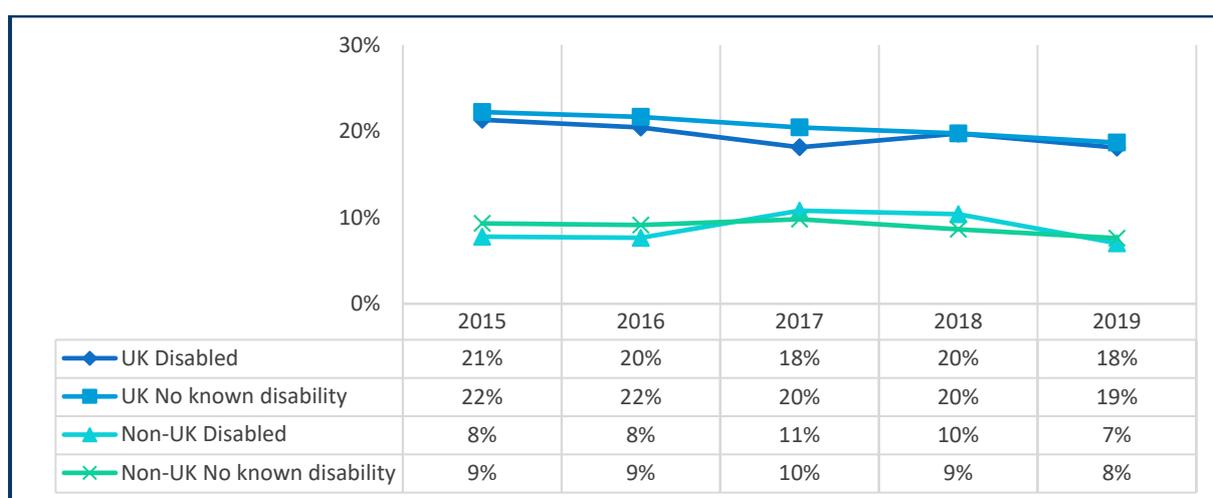
Source: GAR. Success rate = proportion of applicants accepting a place at Oxford.

**DISABILITY**

Applicants who had declared a disability were approximately as or more successful than those who had not in both undergraduate and graduate admissions. 10% of UK undergraduate applicants declared a disability in the 2018/19 admissions cycle, compared with 9% of those who accepted a place. Only 3% of non-UK applicants declared a disability, as did 3% of entrants. However, by 1 December 2019, 16% of first year UK and 7% of

non-UK undergraduates had recorded a disability on their student record, suggesting that a significant proportion of applicants may have chosen not to disclose until they had secured their place. The Disability Advisory Service proactively contacts all offer-holders before the Easter holidays to encourage disclosure and help ensure that support arrangements can be put in place prior to students' arrival.

**Figure 42 Undergraduate applicant success rates by disability status and domicile, 2015-19**



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

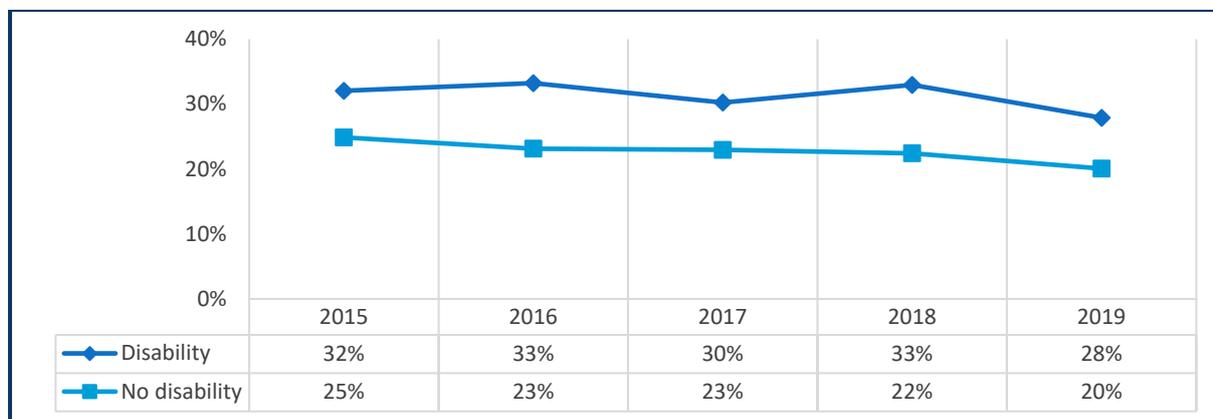
9% of PGT applicants declared a disability, compared with 11% of those who took up a place

at Oxford. Disabled applicants were more likely than those who had not declared a disability both

to receive an offer and to convert their offer into a place. 7% of PGR applicants declared a disability, compared with 9% of entrants. They also had a higher offer rate and were more likely than those without a disability to take up their place at

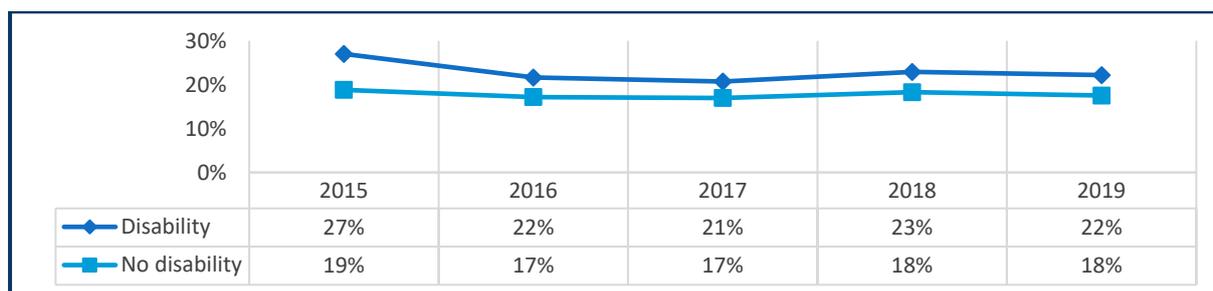
Oxford. In contrast to undergraduate freshers, there was only a one percentage point increase in the proportions of first year PGT and PGR students who had declared a disability by the end of their first term.

**Figure 43 Postgraduate taught applicant success rates by disability status, 2015-19**



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

**Figure 44 Postgraduate research applicant success rates by disability status, 2015-19**



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

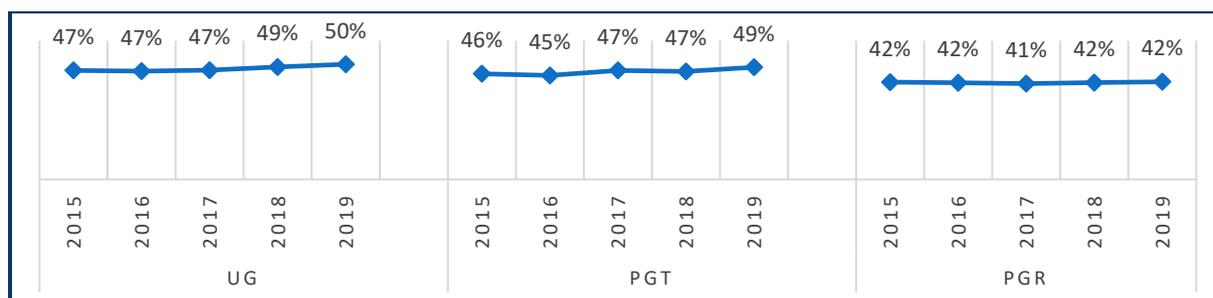
## ON COURSE STUDENTS

### SEX

For the first time, women now comprise exactly half of all first-year matriculated students at Oxford. In four of the five divisions over half of students are female: the exception is the Mathematical, Physical and Life Sciences (MPLS) Division where they comprise 30%.

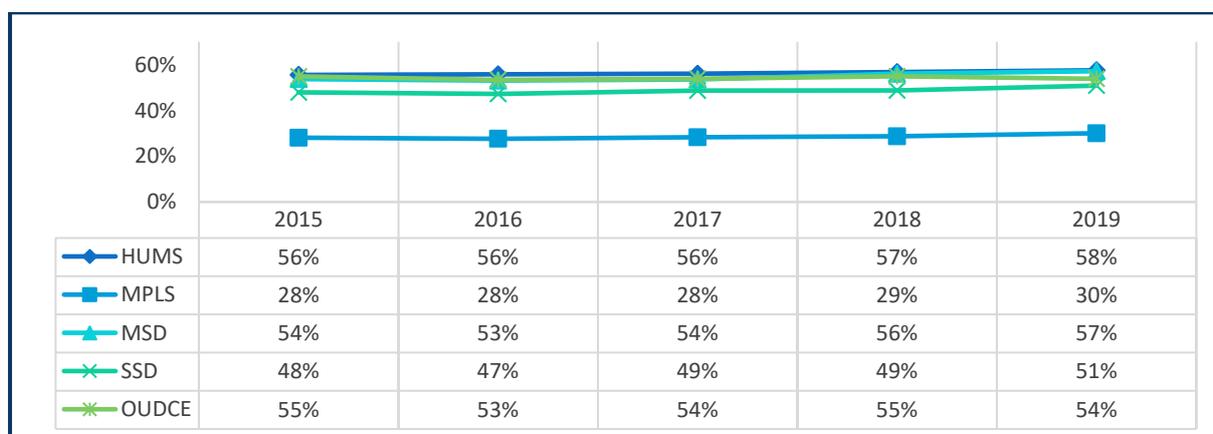
Comparison with the rest of UK higher education shows that the proportion of female students at Oxford is lower than average, particularly at PGT. The gap is smallest – around 5 percentage points – among non-UK doctoral students. Part of the disparity is attributable to the University’s particular disciplinary mix, but also to a below average female intake in some subject areas.

**Figure 45 On-course students: % female, 2015-19**



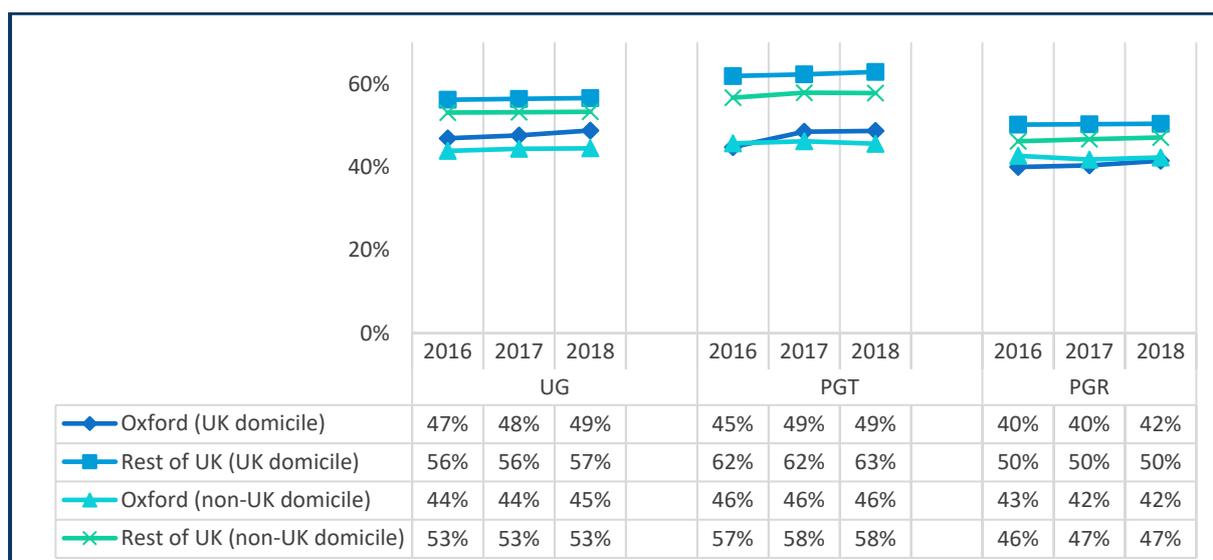
Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students.

**Figure 46 On-course students by division: % female, 2015-19**



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

**Figure 47 On-course female students by domicile and level of study: Oxford and the rest of UK higher education, 2016-18**



Source: HESA Student Record, 2018/19. Female first degree, postgraduate degree (taught) and postgraduate degree (research) students, all modes of study, full person equivalent. Rest of UK excludes Oxford.

## ETHNICITY

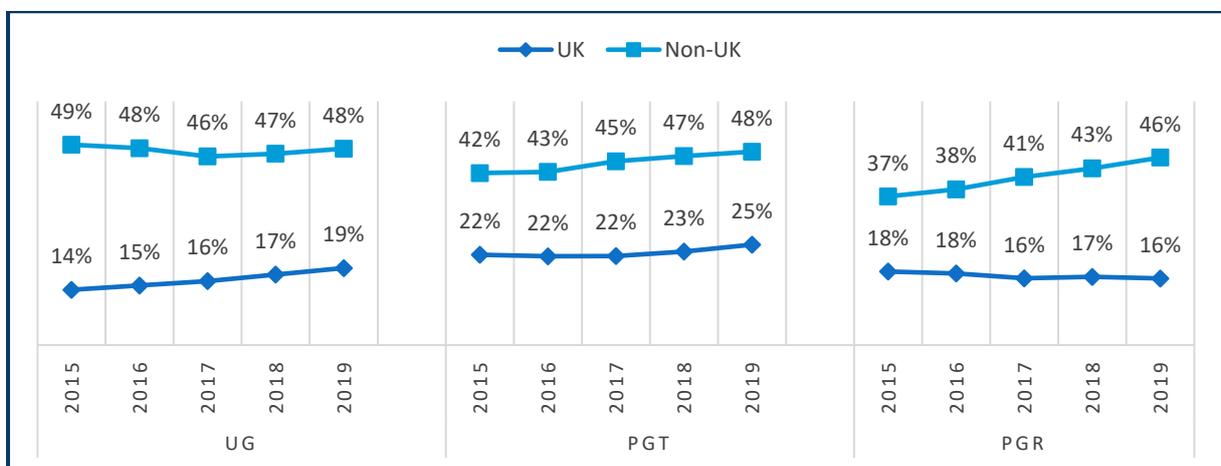
Over the last five years, the total proportion of BME students at Oxford has risen from 25% to 30%. The proportion of UK-domiciled BME undergraduates also increased by five percentage points over the same period. The proportions of UK BME postgraduate students match their respective national averages, with a much higher percentage at PGT (22%) than PGR (17%).

Comparison by detailed ethnic group indicates that students of Bangladeshi, Pakistani and Black heritage are underrepresented at Oxford

compared with the rest of UK higher education. The University operates a range of targeted positive action measures to widen undergraduate and postgraduate access for students from underrepresented ethnic backgrounds and to promote progression into further study.

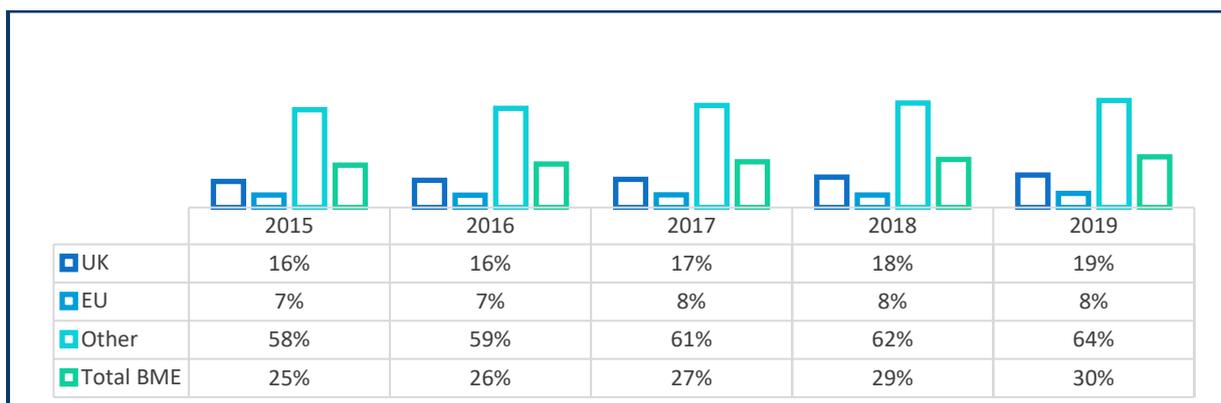
Nearly half of all non-UK students are known to be BME (47% in 2019); the proportion of BME non-UK doctoral students has risen from 37% to 46% over the last five years.

**Figure 48 On-course BME students by UK/non-UK domicile and level of study, 2015-19**



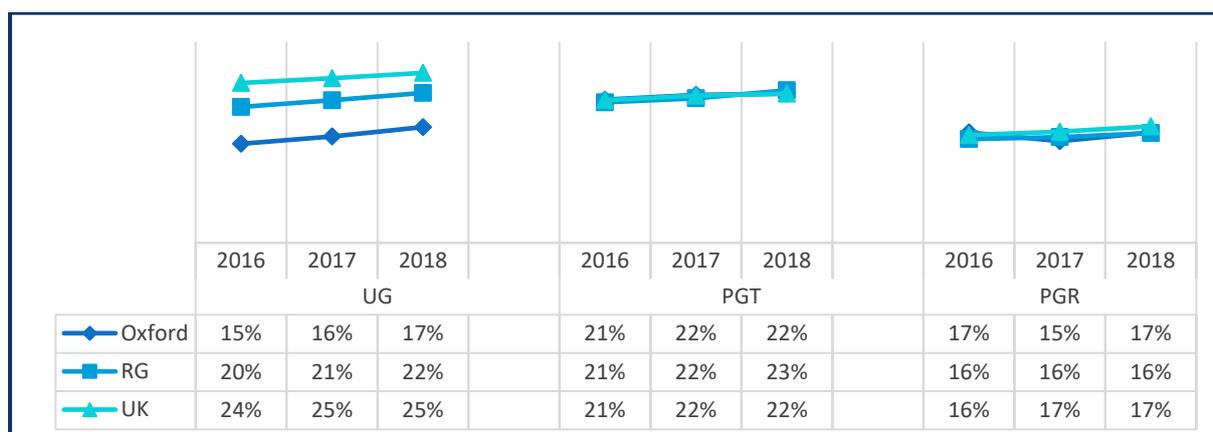
Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students.

**Figure 49 On-course BME students by domicile, 2015-19**



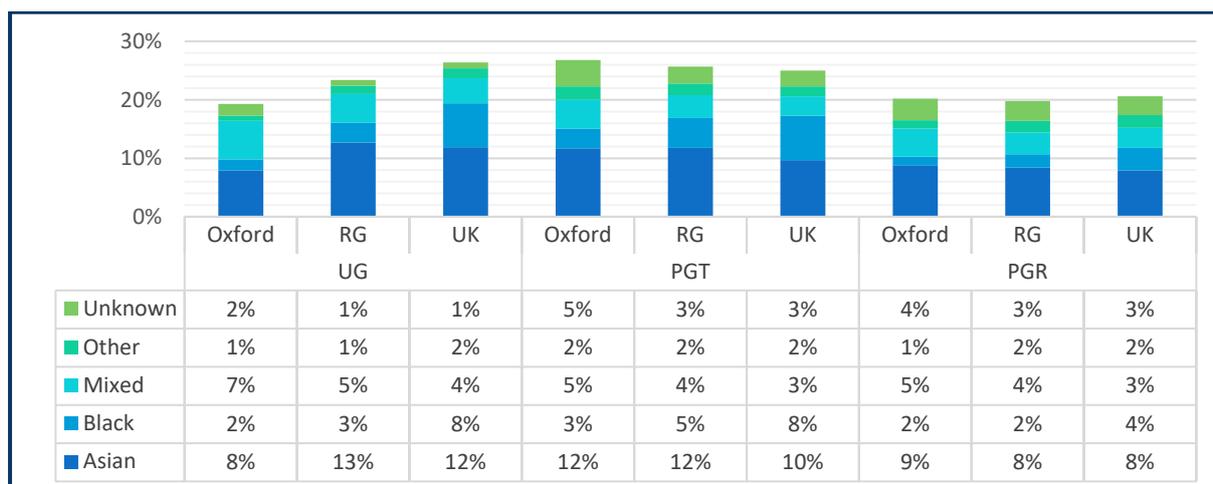
Source: SDMA, Student Statistics. All levels of study. Excludes Visiting, Recognised and Other students.

**Figure 50 On-course UK-domiciled BME students by level of study: Oxford, other Russell Group and the rest of UK higher education, 2016-18**



Source: HESA Student Record, 2018/19. UK-domiciled first degree, postgraduate (taught) and postgraduate (research) students, all sexes and modes of study. HESA records ethnicity information for UK-domiciled students only. Other Russell Group and Rest of UK both exclude Oxford.

**Figure 51 On-course UK-domiciled BME students by level of study and ethnic group: Oxford, other Russell Group and the rest of UK higher education, 2018/19**



Source: HESA Student Record, 2018/19. UK-domiciled first degree, postgraduate (taught) and postgraduate (research) students, all sexes and modes of study, full person equivalent. Other Russell Group and Rest of UK both exclude Oxford.

**Table 1 On-course UK-domiciled BME students by level of study and detailed ethnic group: Oxford, other Russell Group and the rest of UK higher education, 2018/19**

Level of study	HEI group	Asian - Bangladeshi	Asian - Indian	Asian - Pakistani	Chinese	Other Asian	Black - African	Black - Caribbean	Other Black	Mixed	Other
UG	Oxford	0.5%	3.7%	0.9%	1.5%	1.3%	1.5%	0.3%	0.1%	6.6%	0.9%
	Other RG	1.5%	4.7%	2.8%	1.4%	2.3%	2.8%	0.5%	0.1%	4.9%	1.4%
	Rest of UK	1.7%	3.5%	3.6%	0.8%	2.3%	5.6%	1.5%	0.4%	4.3%	1.7%
PGT	Oxford	0.4%	4.9%	2.0%	2.6%	1.8%	2.9%	0.4%	0.1%	4.9%	2.3%
	Other RG	0.9%	4.4%	2.7%	1.8%	2.0%	4.0%	0.9%	0.2%	3.9%	2.0%

Level of study	HEI group	Asian - Bangladeshi	Asian - Indian	Asian - Pakistani	Chinese	Other Asian	Black - African	Black - Caribbean	Other Black	Mixed	Other
	Rest of UK	0.8%	3.6%	2.5%	1.1%	1.7%	5.9%	1.3%	0.4%	3.3%	1.7%
PGR	Oxford	0.2%	2.6%	0.8%	3.3%	1.9%	1.3%	0.2%	--	4.8%	1.4%
	Other RG	0.4%	3.1%	1.3%	1.9%	1.7%	1.8%	0.4%	0.1%	3.7%	2.0%
	Rest of UK	0.5%	2.7%	1.5%	1.5%	1.7%	3.0%	0.7%	0.2%	3.4%	2.2%

Source: HESA Student Record, 2018/19. UK-domiciled first degree, postgraduate (taught) and postgraduate (research) students, all sexes and modes of study, full person equivalent. Other Russell Group and Rest of UK both exclude Oxford. HESA suppresses percentages for groups smaller than 25.

## DISABILITY

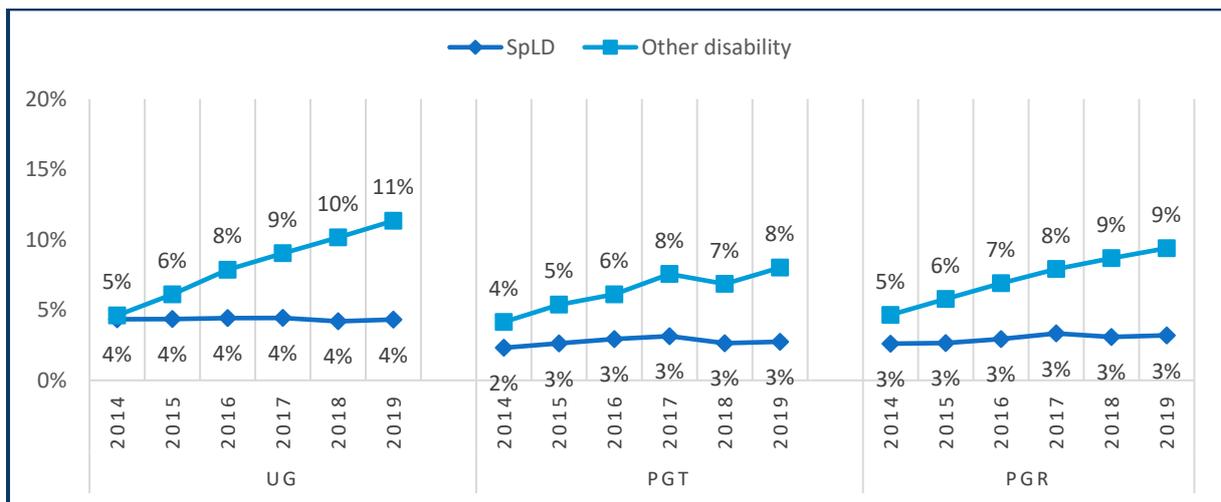
The proportion of students with a declared disability has risen from 9% to 14% over the last five years. While the percentage of students with Specific Learning Difficulties (SpLD) has changed little, there has been a sharp increase in the proportion declaring other forms of disability or impairment, especially mental health conditions.

UK-domiciled students are more than twice as likely as non-UK to have declared a disability: 17% compared with 8%, reflecting the pattern seen across the rest of UK higher education.

The incidence of disability among UK-domiciled undergraduate and PGT students at Oxford closely matches the overall UK averages, while the proportion of disabled PGR students is slightly higher. However, the proportion of non-UK students who have disclosed a disability is higher than the national average at each level of study.

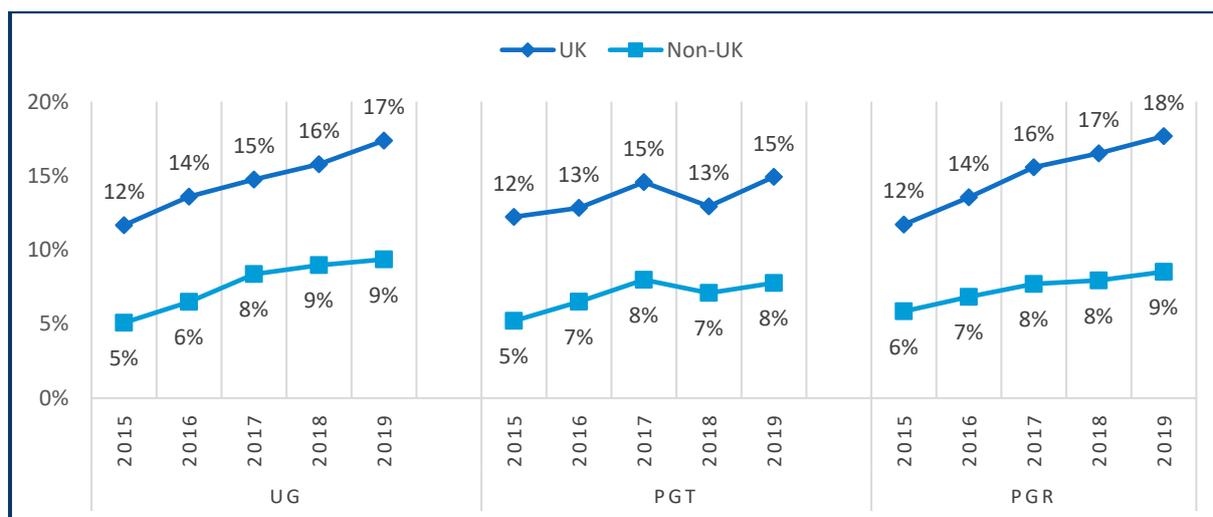
The Disability Advisory Service recruited additional specialist staff and established a dedicated mental health team in 2018/19 to address rising student demand.

Figure 52 On-course disabled students by level of study and disability type, 2015-19



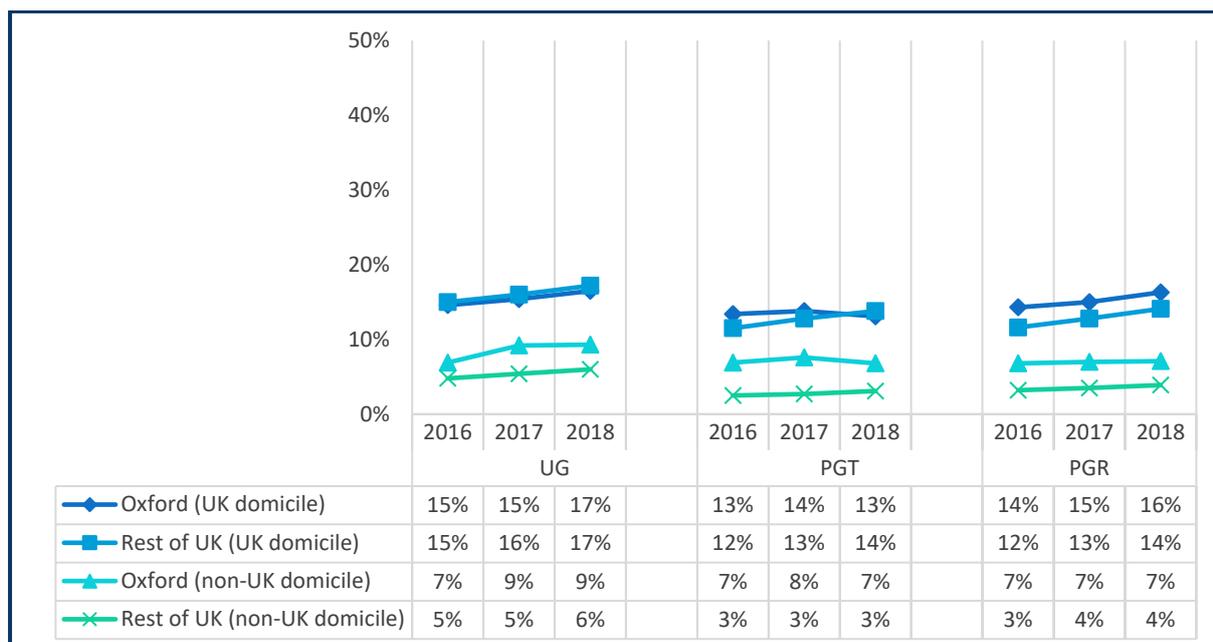
Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students. SpLD = Specific Learning Difficulties.

**Figure 53 On-course disabled students by UK/non-UK domicile, 2015-19**



Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students. Includes all disability types.

**Figure 54 On-course disabled students by domicile and level of study: Oxford and the rest of UK higher education, 2016-18**



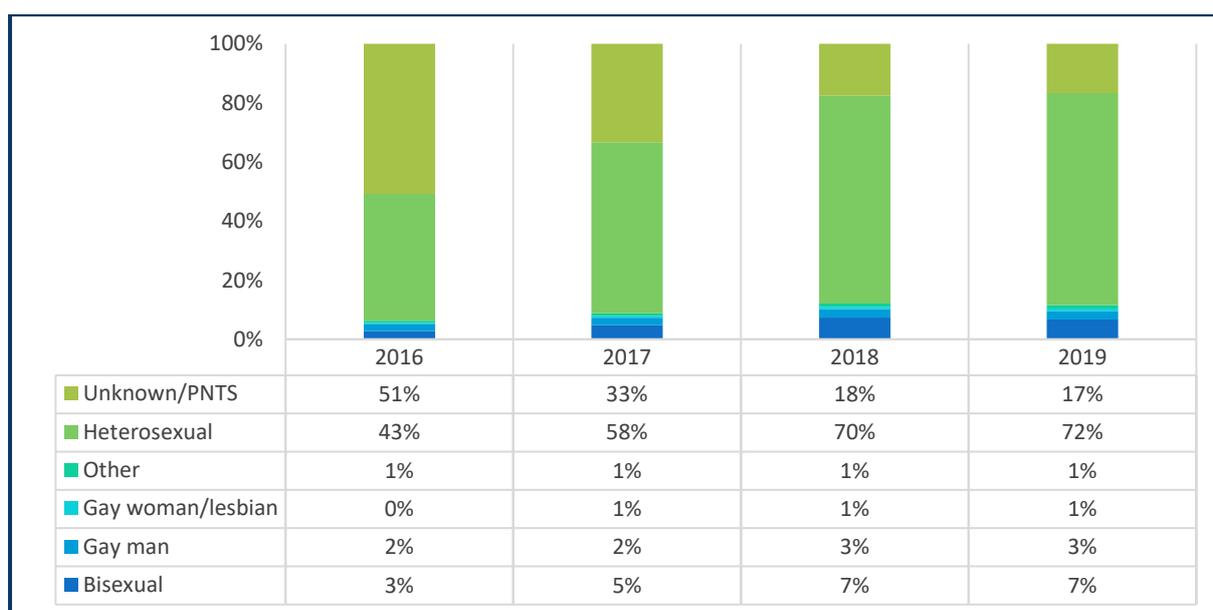
Source: HESA Student Record, 2018/19. First degree, postgraduate (taught) and postgraduate (research) students, all sexes and modes of study, full person equivalent. Rest of UK excludes Oxford.

## SEXUAL ORIENTATION

The University has encouraged students to disclose their sexual orientation since January 2016 and as of 1 December 2019, 83% had updated their records. 12% of current students identify as lesbian, gay, bisexual or other non-heterosexual orientation.

Limited comparative data is available from the HESA Student Record for 2017/18: this indicates that Oxford students are more likely to identify as non-heterosexual than the UK average.

**Figure 55 On-course students by sexual orientation, 2016-19**



Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students. PNTS = Prefer not to say.

**Table 2 On-course students by sexual orientation: Oxford (2019) and UK higher education (2017/18)**

	Oxford Student Statistics, 2019	HESA Student Record, 2017/18
<b>Bisexual</b>	6.7%	2.5%
<b>Gay man</b>	2.7%	1.2%
<b>Gay woman/lesbian</b>	0.9%	0.6%
<b>Other</b>	1.2%	1.3%
<b>Heterosexual</b>	71.7%	69.3%
<b>Unknown</b>	16.7%	25.1%

Source 1: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students.

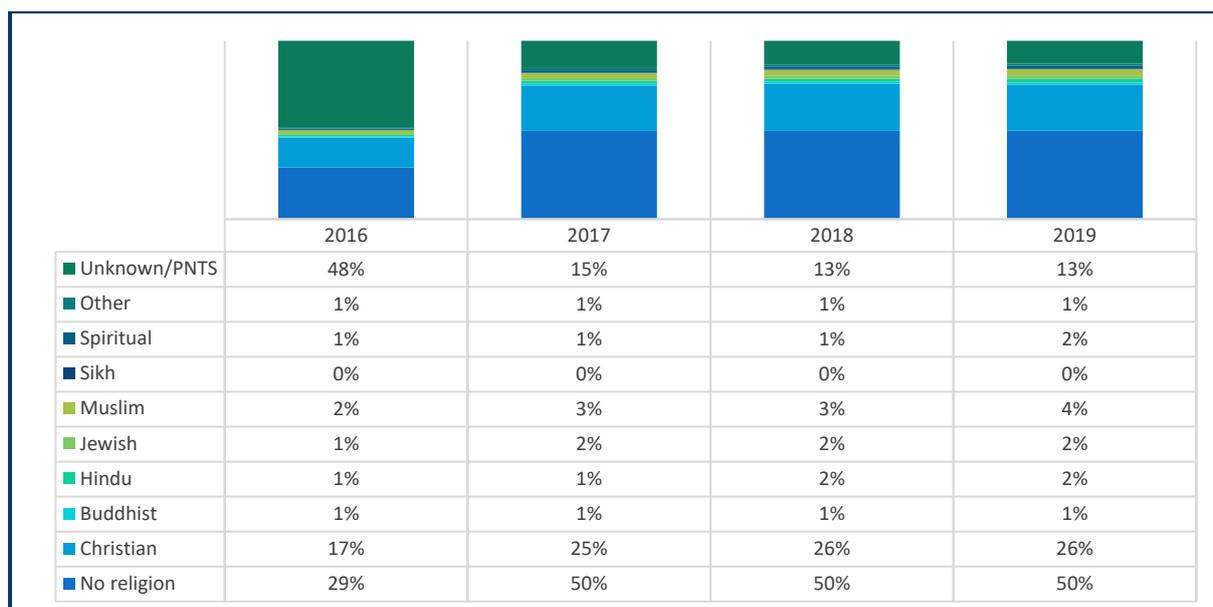
Source 2: Advance HE. (2019) *Equality + Higher Education. Students statistical report 2019*. Online Student Tables: Table 6.6

## RELIGION OR BELIEF

Over 87% of students have disclosed their religion or belief (including lack of belief) to the University. Half of all students have stated that they have no religion, just over a quarter are Christian, and 12% belong to other religions and beliefs. Comparison with the limited publicly available data indicates that the proportion of Muslim students at Oxford is lower than average, reflecting our relatively low intake of UK-domiciled students from Bangladeshi, Pakistani and Black ethnic backgrounds.

The University has recently expanded the range and capacity of its undergraduate and postgraduate access initiatives and made a commitment to eliminate the unexplained gap in UK-domiciled Asian undergraduate applicants' offer rates by 2025. The two major new undergraduate access programmes announced in 2019 – *Opportunity Oxford* and *Foundation Oxford* – are also expected to foster a more diverse student intake.

Figure 56 On-course students by religion or belief, 2015-19



Source: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students. PNTS = Prefer not to say.

Table 3 On-course students by religion or belief: Oxford (2019) and UK higher education (2017/18)

	Oxford Student Statistics, 2019	HESA Student Record, 2017/18
<b>No religion</b>	49.6%	40.8%
<b>Christian</b>	25.9%	26.9%
<b>Buddhist</b>	1.1%	1.4%
<b>Hindu</b>	2.1%	1.8%
<b>Jewish</b>	1.7%	0.4%
<b>Muslim</b>	3.8%	7.3%
<b>Sikh</b>	0.4%	0.7%
<b>Spiritual</b>	1.5%	1.1%
<b>Other</b>	1.2%	1.5%
<b>Unknown</b>	12.8%	18.1%

Source 1: SDMA, Student Statistics. Excludes Visiting, Recognised and Other students.

Source 2: Advance HE. (2019) *Equality + Higher Education. Students statistical report 2019*. Online Student Tables: Table 6.5

## UNDERGRADUATE ATTAINMENT

### SEX

Overall, 37% of undergraduate finalists were awarded a first-class degree in 2019, including 31% of women and 42% of men.

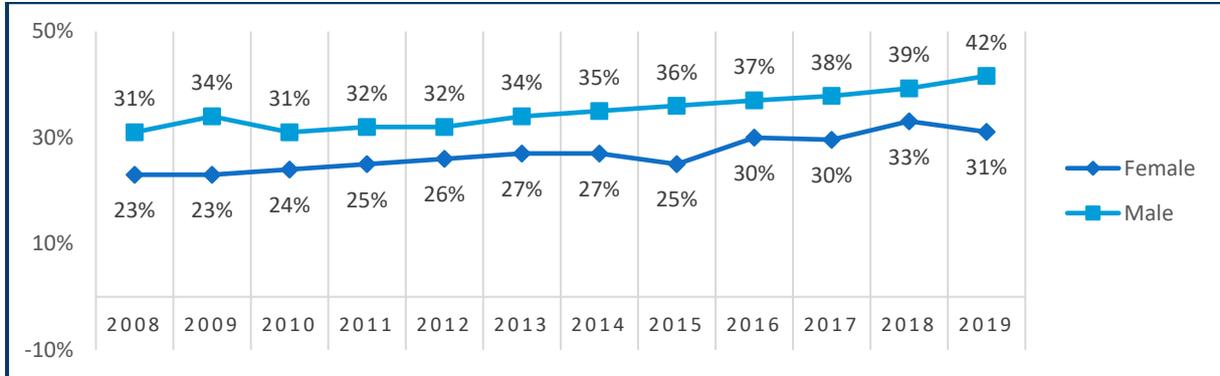
Across the UK, 29% of women and 27% of men gained a first-class degree in 2018/19 (classified outcomes only). Oxford is out of line with the rest

of the Russell Group and the UK overall, where there is no longer a gender gap in SET (Science, Engineering & Technology) and a small gap in favour of women in non-SET subjects. There were gender gaps in favour of women (mostly in non-SET subjects) in around half of Russell Group institutions.

The University has made a commitment to eliminate the longstanding gender gap in the

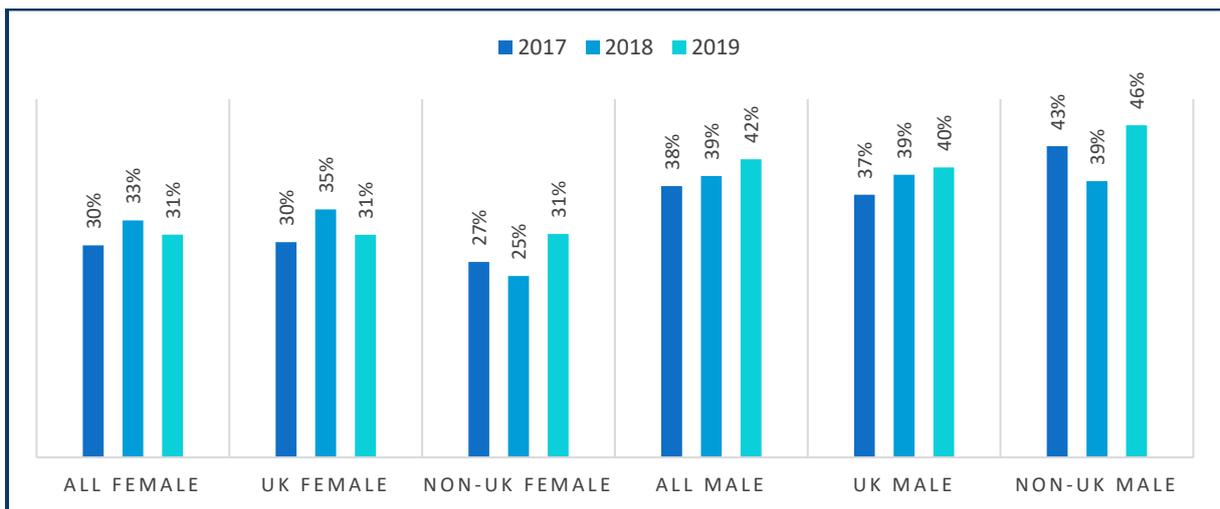
award of first-class degrees by 2030, with an interim target to halve the average gap by 2025.

**Figure 57 First-class degree attainment by sex, 2008-19**



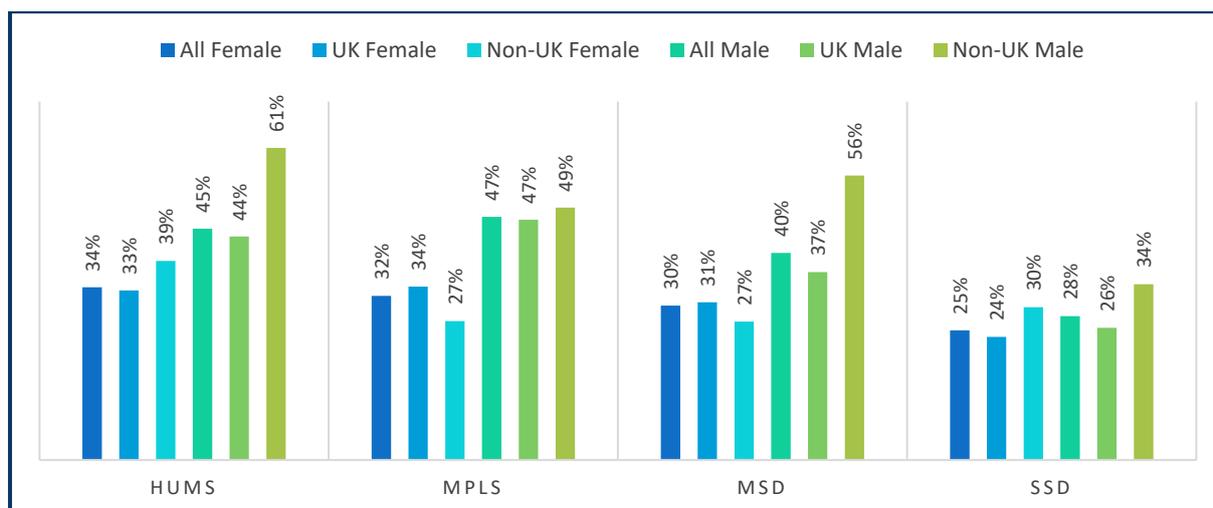
Source: SDMA

**Figure 58 First-class degree attainment by sex and domicile, 2017-19**



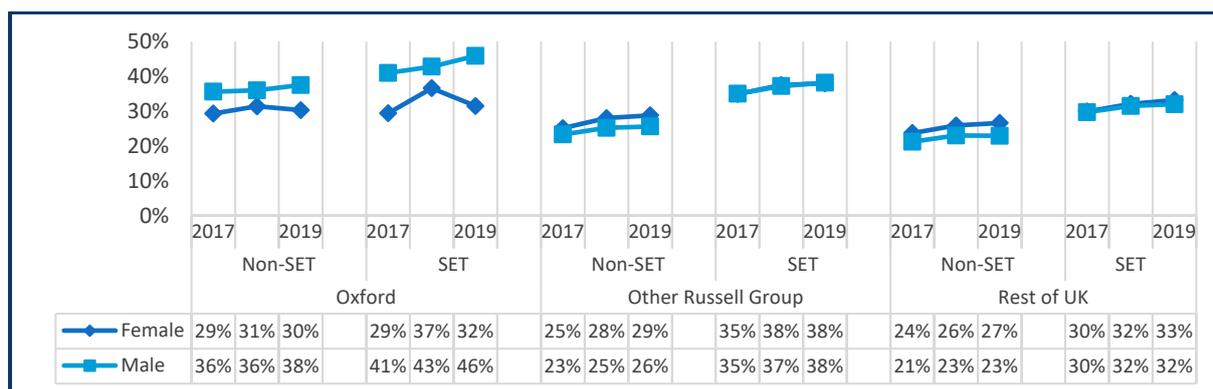
Source: SDMA

**Figure 59 First-class degree attainment by sex, domicile and division, 2019**



Source: SDMA

**Figure 60 First-class degree attainment by sex and SET (Science, Engineering & Technology) marker: Oxford, other Russell Group and the rest of UK higher education, 2017-19**



Source: HESA Student Record, 2018/19. First degree qualifiers, male/female sex, all modes of study, classified outcomes only, full person equivalent. Other Russell Group and Rest of UK both exclude Oxford.

## ETHNICITY

Overall, 37% of finalists were awarded a first-class degree in 2019, including 30% of BME and 38% of White. 90% of BME and 95% of White qualifiers obtained a 'good degree' (a first or upper second).

More detailed analysis shows that patterns of attainment varied substantially by ethnic group, domicile, division and course.

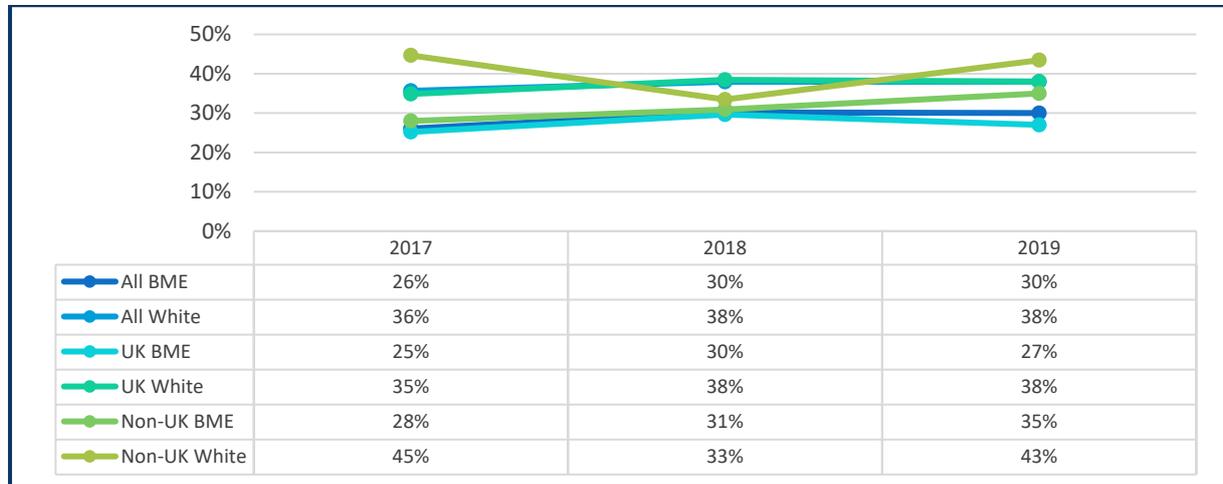
Across the UK, 21% of BME and 31% of White UK-domiciled qualifiers gained a first-class degree in 2018/19 (classified outcomes only). Attainment was even higher at Russell Group universities where one-third of all UK-domiciled qualifiers

obtained a first-class degree. Nevertheless, UK BME qualifiers were around seven percentage points less likely than White to be awarded either a first-class or 'good' degree.

The *Access and Participation Plan* commits the University to halve the gap in 'good' outcomes for UK-domiciled Black students by 2025. Meanwhile, the University is taking steps to diversify its curricula and promote a more inclusive educational environment. The newly constituted

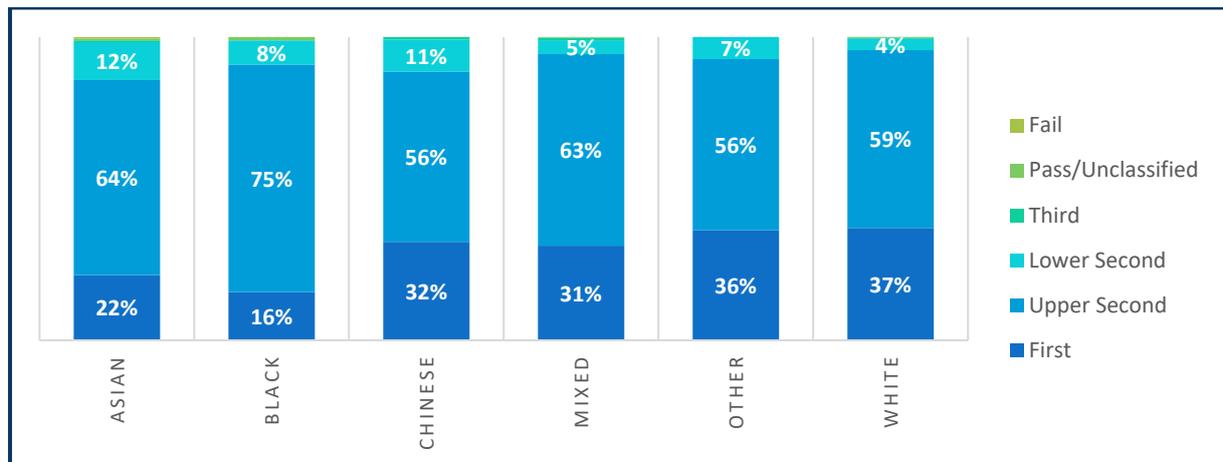
Centre for Teaching and Learning<sup>129</sup> is currently developing guidance on inclusive education for departments.

**Figure 61 First-class degree attainment by domicile and ethnicity, 2017-19**



Source: SDMA

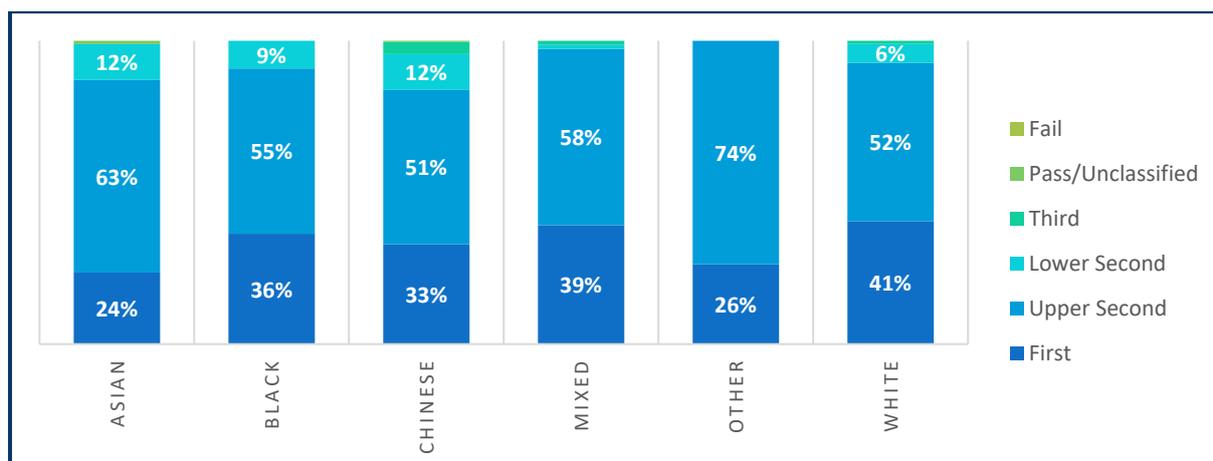
**Figure 62 UK-domiciled student degree attainment by ethnic group, 2017-19 (combined)**



Source: SDMA

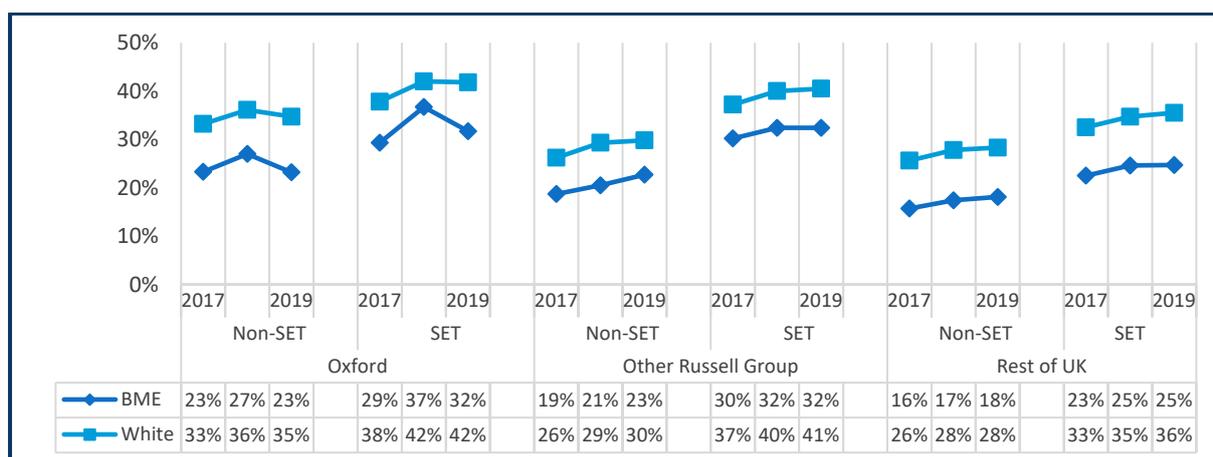
<sup>129</sup> [www.ctl.ox.ac.uk](http://www.ctl.ox.ac.uk)

Figure 63 Non-UK-domiciled student degree attainment by ethnic group, 2017-19 (combined)



Source: SDMA

Figure 64 UK-domiciled first-class degree attainment by ethnicity and SET (Science, Engineering & Technology) marker: Oxford, other Russell Group and the rest of UK higher education, 2017-19



Source: HESA Student Record, 2018/19. UK-domiciled first degree qualifiers, all sexes and modes of study, classified outcomes only, full person equivalent. Other Russell Group and Rest of UK both exclude Oxford.

## DISABILITY

In 2019, 29% of disabled finalists gained a first-class degree compared with 38% of those without a disability, with large percentage gaps in three of the four divisions (excepting Social Sciences). 92% of disabled qualifiers achieved a first or upper second-class degree (a 'good degree') compared with 95% of those with no known disability.

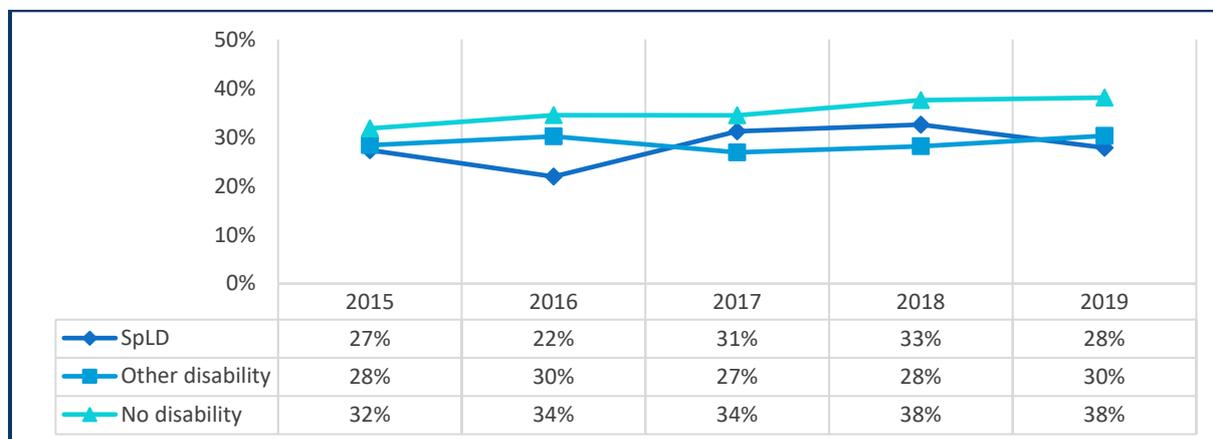
Averaged over three years, UK-domiciled disabled students were twice as likely (9% to 4%) as their non-disabled peers not to obtain a 'good degree' although there was no difference for non-UK-domiciled students (11% of both groups).

However, non-UK finalists were almost half as likely as UK to have declared a disability: 10% in 2019 compared with 18% of UK (17% overall).

The first-class degree attainment gap between disabled and non-disabled finalists is around three times the HE average. Detailed analysis suggests that the first-class and 'good degree' attainment gaps for qualifiers with certain disabilities (especially autism spectrum and mental health conditions) were more pronounced at Oxford than across the rest of the Russell Group or UK higher education overall.

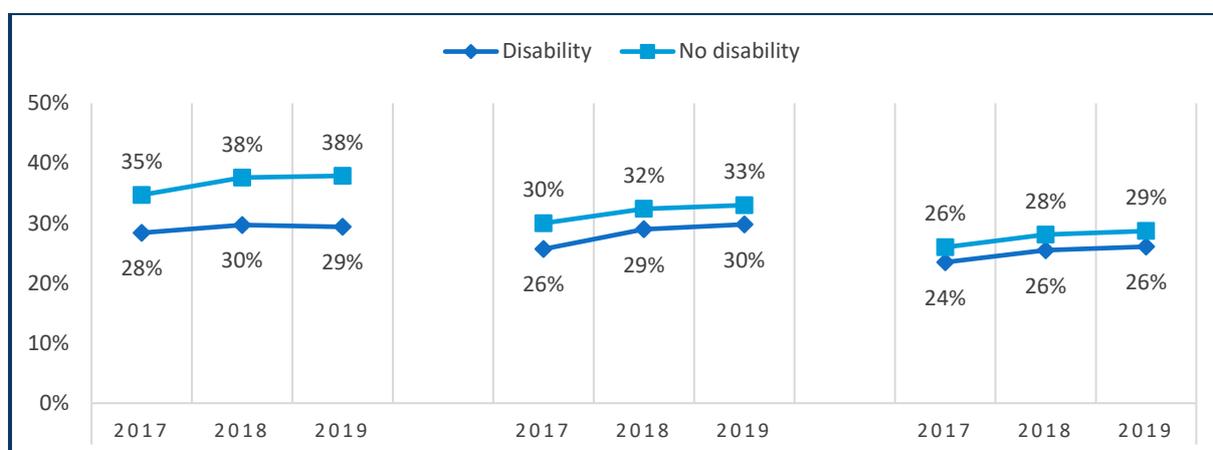
The *Access and Participation Plan* commits the University to eliminating the good degree gap for disabled students by 2025.

**Figure 65 First-class degree attainment by disability type, 2015-19**



Source: SDMA

**Figure 66 First-class degree attainment by disability status: Oxford, other Russell Group and the rest of UK higher education, 2017-19**



Source: HESA Student Record, 2018/19. First degree qualifiers, all sexes and modes of study, classified outcomes only, full person equivalent. Other Russell Group and Rest of UK both exclude Oxford.

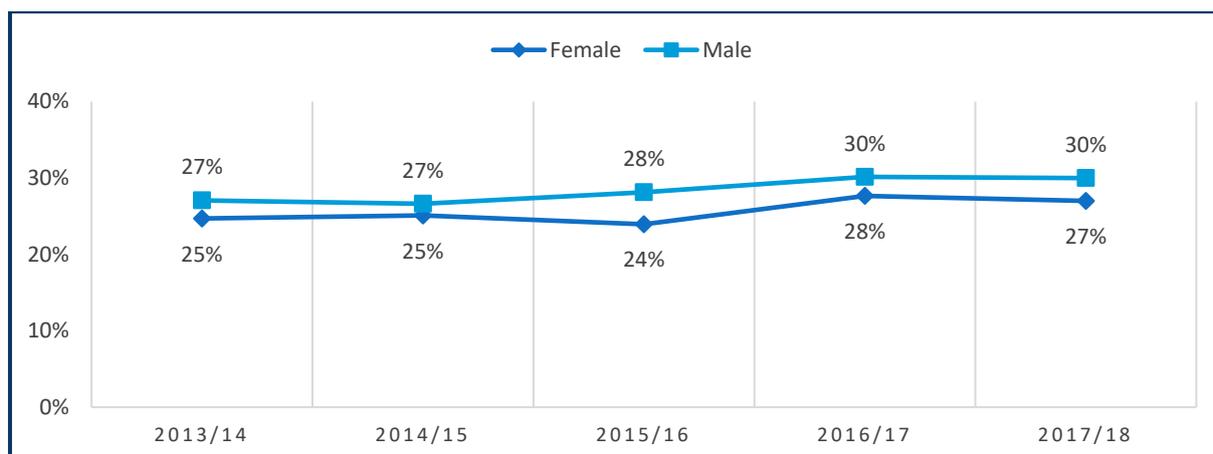
## POSTGRADUATE ATTAINMENT

### SEX

Postgraduate taught degrees can last up to two years so these charts provide the most recent complete data. The gender gap in the award of distinctions stands at between two and four percentage points each year. In the most recent

cohort, there were large gaps in the award of distinctions in both Medical Sciences and Mathematical, Physical and Life Sciences (MPLS), but there was no longer a gender gap in the Humanities division.

**Figure 67 Award of Distinction in postgraduate taught programmes by sex, 2013/14 to 2017/18 cohorts**



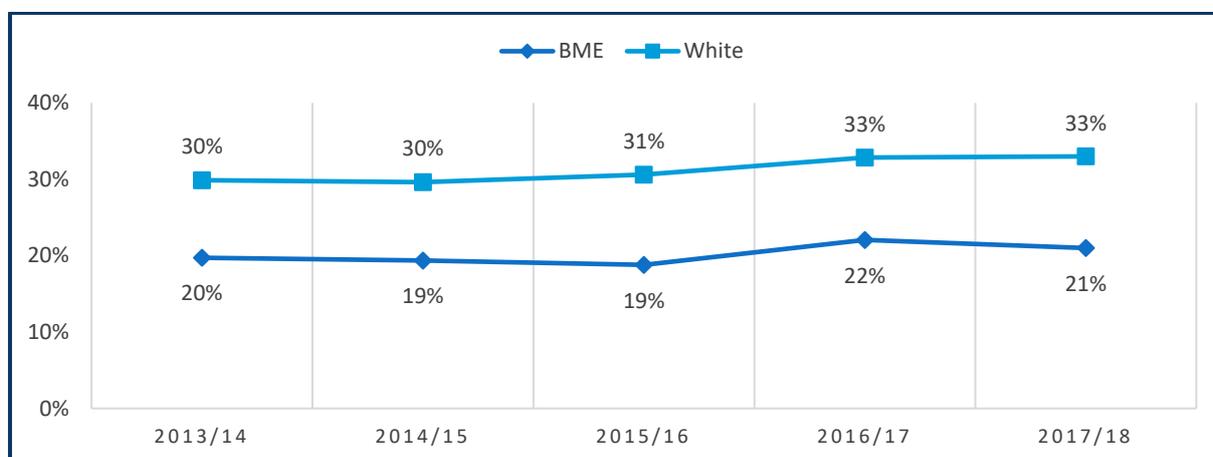
Source: SDMA, Annual Programme Statistics. Cohort data. All domiciles.

### ETHNICITY

Over the last five years, BME students have been between ten and twelve percentage points less likely than White to gain a distinction at PGT. A major contributory factor to the overall gap is the

fact that the majority of BME students are in the Social Sciences division, which awards a lower percentage of distinctions than other divisions. On top of this, there was also in most years an ethnicity attainment gap in each division.

**Figure 68 Award of Distinction in postgraduate taught programmes by ethnicity, 2013/14 to 2017/18 cohorts**



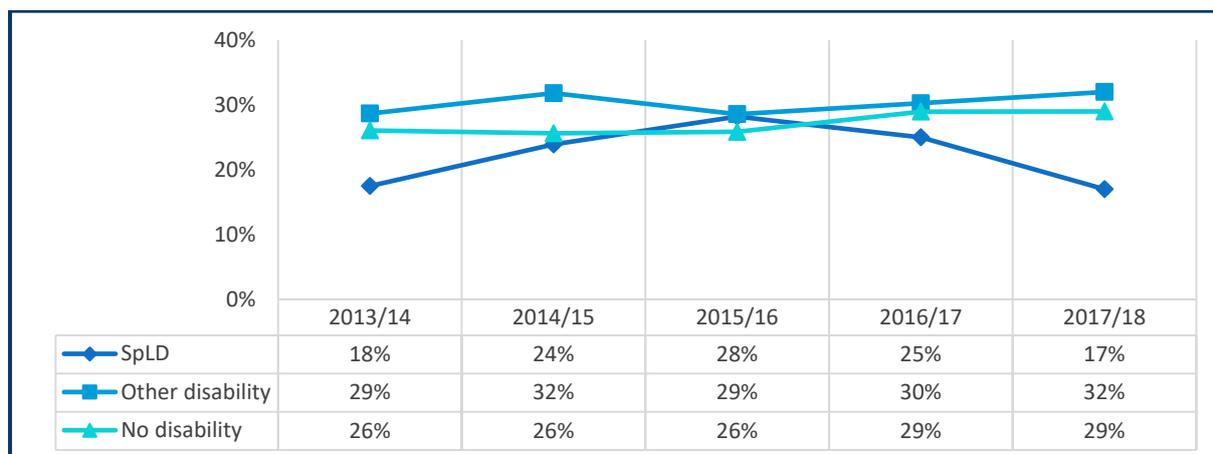
Source: SDMA, Annual Programme Statistics. Cohort data. All domiciles.

### DISABILITY

Given that the number of disabled PGT students, particularly of those with Specific Learning Difficulties, is low and unevenly distributed by division, there is no clear pattern in the award of distinctions to students with and without

disabilities. Combining the results of all five cohorts suggests that students with SpLD in the Humanities and Social Sciences - where they were also most numerous – were less likely than their peers (both with no known disability and with ‘other’ disability) to be awarded a distinction.

**Figure 69 Award of Distinction in postgraduate taught programmes by disability type, 2013/14 to 2017/18 cohorts**



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

## SURVEY OUTCOMES

### SEX

The Student Barometer survey is run at the end of each autumn term. In 2018, 7,868 students completed the survey, a 40% response rate. The full results are publicly available on the University website.<sup>130</sup>

Undergraduate finalists are invited to complete the National Student Survey during their last summer term but recent response rates have not met the publication threshold due to a boycott by the National Union of Students.

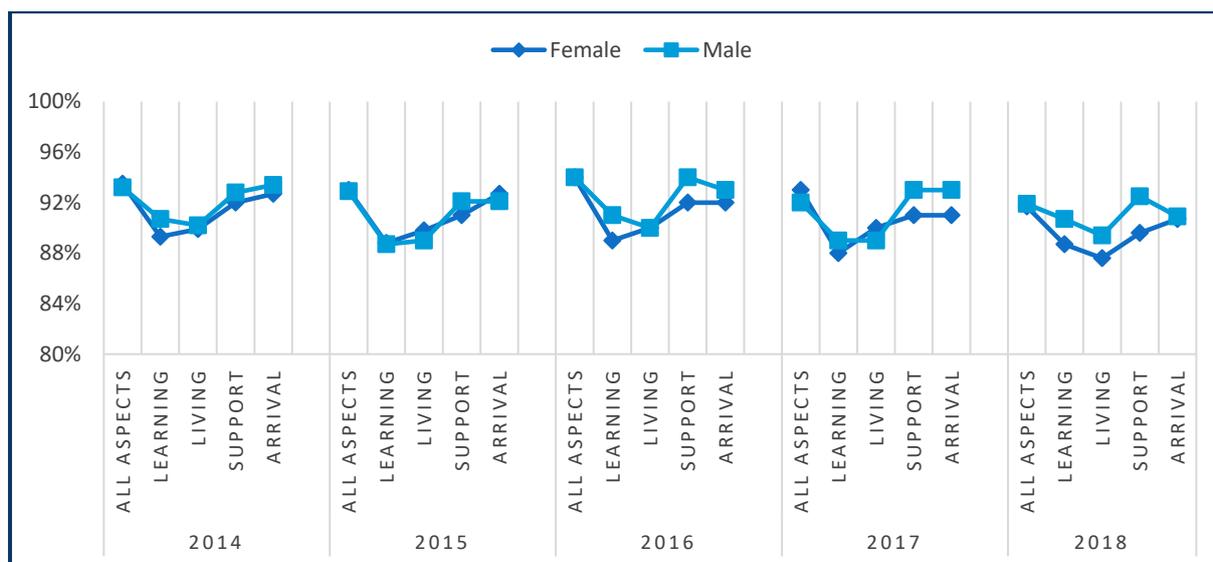
In the 2018 Student Barometer, 92% of women and men agreed that they were satisfied with their experience overall. While overall satisfaction rates

have averaged 93% over the last three years, men have been slightly more likely than women to express satisfaction with their learning experience and with university support services.

Analysis at individual question level shows several areas where women have been consistently less satisfied than men, particularly around careers advice from academic staff, employability, opportunities to teach and to obtain work experience as part of the course; earning money and the availability of financial support and bursaries; the clarity of assessment criteria; the University's eco-friendly attitude; and the University Counselling Service.

<sup>130</sup> [www.ox.ac.uk/students/life/student-engagement](http://www.ox.ac.uk/students/life/student-engagement)

Figure 70 Student survey outcomes by sex, 2014-18



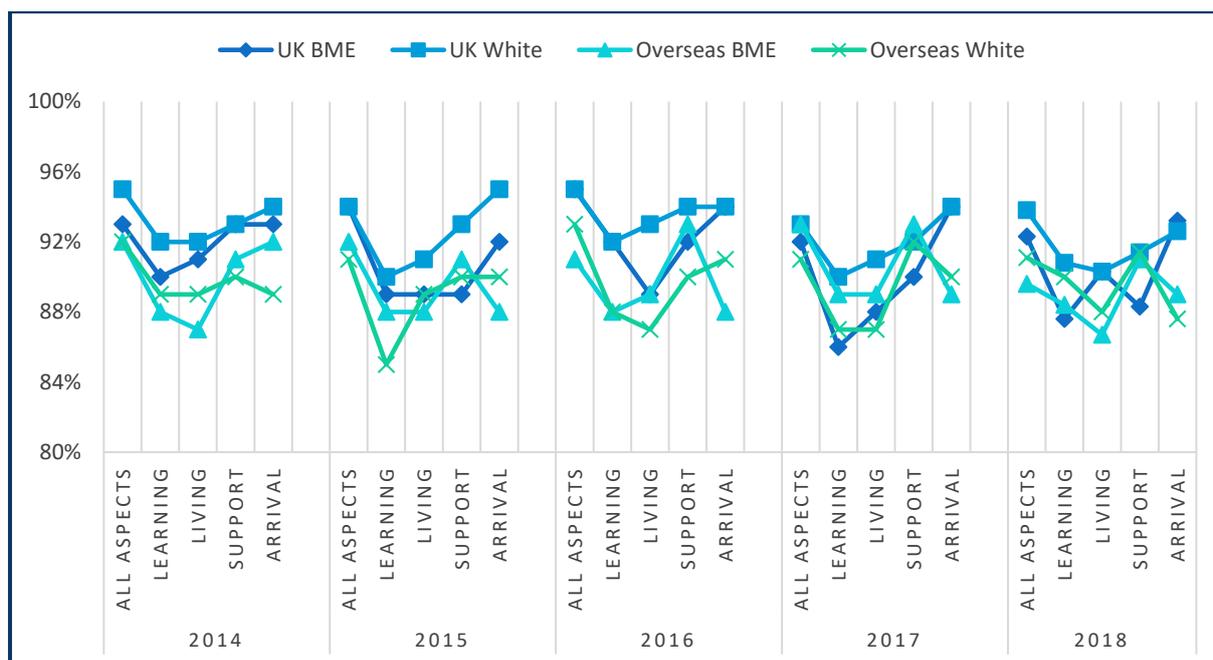
Source: Student Barometer, 2018

#### ETHNICITY

In 2018, 91% of all BME and 93% of White respondents agreed they were satisfied with their overall experience. Over the last two years, UK BME students have expressed lower levels of satisfaction than White with their overall learning experience. Although overseas students' satisfaction levels tended to be slightly lower than UK students', there were seldom any substantive ethnicity gaps in their overall scores.

More detailed analysis by question highlights some areas in which BME students have been consistently less satisfied, e.g. the availability of financial support; making host friends and meeting students from the UK; opportunities to earn money while studying; and university worship facilities.

Figure 71 Student survey outcomes by ethnicity and fee status, 2014-18



Source: Student Barometer, 2018. UK and overseas fee status only.

## DISABILITY

In 2018, there was little difference in overall levels of satisfaction by disability status: 92% of those with SpLD and 90% with 'other' disability agreed they were satisfied with their overall experience, compared with 92% of those with no known disability. However, disabled respondents reported lower satisfaction with their learning experience and with university support services.

Over the last five years, disabled students have been consistently less likely than others to agree that they were satisfied with their overall living, learning and support experiences.

Question-level analysis shows a large number of areas in which disabled students were less likely to be satisfied, both in relation to academic matters (course organisation, learning support, WebLearn, academics' teaching ability and the quality of their feedback) and employability (opportunities for work experience, careers advice from academic staff, earning money). There were also some concerns about the quality of their accommodation; college social activities and facilities; and students' ability to make good contacts during their time at Oxford.

Figure 72 Student survey outcomes by disability status and type, 2014-18



Source: Student Barometer, 2018

#### ATTRIBUTION AND CAVEAT

This publication includes staff and student data derived from the:

HESA Student Record, 2018/19

HESA Staff Record, 2018/19

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## 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 gender equality in academia
BME	Black and Minority Ethnic – we use this as an umbrella term for people of non-white minority ethnicity (who are underrepresented at Oxford) but recognise its multiple inherent limitations
CoreHR	The University's human resources system
DAS	Disability Advisory Service for students
EDP	Equality and Diversity Panel
EDU	Equality and Diversity Unit
FPE	Full person equivalent (used by HESA)
FTE	Full-time equivalent (used in Oxford's staffing figures)
GAR	Graduate Admissions and Recruitment
GLAM	Gardens, Libraries and Museums
HESA	Higher Education Statistics Agency
HUMS	Humanities Division
LGBT+ and LGBTQ	Lesbian, Gay, Bisexual, Transgender and other / Queer (or Questioning)
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
OUDECE	Oxford University Department for Continuing Education
P&M	Professional & Management (job types)
PGT	Postgraduate Taught programmes or students
PGR	Postgraduate Research programmes or students
Professor	All staff with the formal title of professor, including both statutory and titular professors
Protected characteristic	Term used in equality legislation to denote a group of people sharing a particular characteristic: age; disability; gender reassignment; marriage and civil partnership; pregnancy or maternity; race; religion or belief; sex and sexual orientation
REC	Race Equality Charter to recognise the advancement of race equality in higher education
S&T	Support & Technical (job types)
SDMA	Student Data Management and Analysis
SpLD	Specific Learning Difficulties
SSD	Social Sciences Division
SSO	Single Sign On access to University e-resources
Statutory professor	The senior academic grade at Oxford, equivalent to full professor in the USA.
STEM(M)	Science, Technology, Engineering and Mathematics (and Medicine)
Student Barometer	Annual survey of the majority 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 residential and online access programme for prospective undergraduate students
UNIQ+	Oxford's residential access programme for prospective postgraduate students
VRO	Visiting, Recognised and Other non-matriculated students