

UNIVERSITY OF
OXFORD

Equality Report 2019-20

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Accessibility: An Excel version of the data provided in Annexes A and B of this report is available on the [EDU website](#)
If you require a copy of this report in an alternative format, please email: equality@admin.ox.ac.uk

Cover photo: The [Women Making History](#) campaign celebrates the centenary of women's full membership of the University. The cover photograph shows the first women to graduate with a degree from Oxford in October 1920.

Photo credit: Degree students 1920 H Deneke memoir
[LMH Archived/MPP 3 A1/3]
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PUBLIC SECTOR EQUALITY DUTY

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

- 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 characteristic² and those who do not
 - 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
- 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 2019/20 reporting period³, including actions taken to mitigate the impact of the coronavirus pandemic on staff and students. It also provides an update on progress towards our current equality objectives together with a summary of key staff and student data.⁴ The numerical data underlying the charts provided in Annexes A and B are available in an accessible Excel file on the EDU website.⁵ A detailed report on the University’s gender pay gap will be published elsewhere on the HR website.⁶

This report has been prepared by the Equality and Diversity Unit (EDU).⁷ The EDU supports the University’s commitment – set out in its Equality Policy – to foster 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.⁸

EQUALITY AND DIVERSITY AT OXFORD, 2019/20

CORONAVIRUS

- In her October 2020 annual Oration to the University, the Vice-Chancellor, Professor Louise Richardson, paid tribute to the enormous effort of colleagues across the University to adapt to new ways of working during the pandemic and to continue the University’s vital research, teaching and administration amid new and challenging circumstances. She particularly thanked staff on the front line whose work is ‘too often as invisible as it is invaluable’, including cleaners, IT staff and others in support roles. The Vice-Chancellor also celebrated Oxford’s first place in the Times Higher Education rankings for 2021,⁹ for the fifth consecutive year, which came in addition to fourth place in the

¹ 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 The report covers a period roughly from the beginning of the 2019/20 academic year up to Christmas 2020

⁴ Previous reports available at: edu.admin.ox.ac.uk/equality-report

⁵ edu.admin.ox.ac.uk/equality-report

⁶ hr.admin.ox.ac.uk/gender-pay-gap-reporting

⁷ edu.admin.ox.ac.uk

⁸ edu.admin.ox.ac.uk/equality-policy

⁹ www.ox.ac.uk/news/2020-09-02-five-years-top-oxford-retains-first-place-world-university-rankings

international QS rankings¹⁰ (highest in the world outside the United States), gaining first place in The Guardian university rankings¹¹ and being named University of the Year by the Sunday Times.¹²

- Professor Richardson also highlighted many areas of achievement which will help the University to be more inclusive and diverse in future, including new investment in digital resources and gaining experience of remote teaching and learning; the wider use of open book exams and e-assessment; providing welfare services remotely; tackling digital poverty and accessibility needs; and facilitating more flexible and productive working practices for staff post-pandemic.¹³
- Across Oxford, more than 500 research staff have carried out work directly related to COVID-19 while the Oxford Vaccine Group rapidly developed a low cost and easily distributed coronavirus vaccine in partnership with AstraZeneca which was launched in the UK in January 2021. International agreements are in place to supply 3 billion doses of the vaccine and the University has stipulated that it must be distributed at cost price for the duration of the pandemic and to low income countries in perpetuity.
- The collegiate University ran a comprehensive health communications campaign (*Protect our Community. Protect the Vulnerable. Protect Yourself*); asked students to sign a *Student Responsibility Agreement*;¹⁴ supported contact tracing and effective self-isolation; opened a free, dedicated *Early Alert Service* offering PCR nasal swab testing to all staff and students exhibiting symptoms of coronavirus, and published weekly data on the results. These gave reassurance that overall case numbers were low with no signs of transmission from students to staff.¹⁵

See p.20 for more details of the University's actions to mitigate the adverse equality impacts of the coronavirus pandemic on staff and students.

EQUALITY OBJECTIVES

In 2019/20, the University made significant progress towards meeting its equality objectives:

- The proportion of female Statutory Professors did not quite meet its target of 20% by 31 July 2020 but has done so since – a six percentage point increase over the last five years.
- The University overall achieved one third representation of women across University leadership roles, including Senior University officers (41%), academic divisional leadership (41%) and Heads of Department (35%), members of Divisional Boards (35%) and University Administration and Services section heads (41%). However, women continue to be underrepresented at senior levels within the sciences.
- In each of the last five years the University achieved its target for women to comprise at least 30% of members of Council and its five main committees. The target was raised to 35% in March 2020 and the figure for Michaelmas term 2020 was 42% overall with over 35% in five out of six committees. The sole exception was the Planning and Resource Allocation Committee with 32%.
- Preparations got underway for the University's institutional applications to the Athena Swan and the Race Equality Charters, which were postponed to 2022 due to the pandemic.
- In 2020, seven University departments across three divisions gained or renewed Athena Swan awards, demonstrating their commitment and ongoing work to promote gender equality. Overall, 78% of the University's academic departments now hold awards.

¹⁰ www.topuniversities.com/university-rankings/world-university-rankings/2021

¹¹ www.theguardian.com/education/ng-interactive/2020/sep/05/the-best-uk-universities-2021-league-table

¹² www.thetimes.co.uk/past-six-days/2020-09-20/good-university-guide-2021

¹³ www.ox.ac.uk/news/2020-10-06-vice-chancellors-oration-2020

¹⁴ www.ox.ac.uk/coronavirus/students/agreement

¹⁵ www.ox.ac.uk/coronavirus/status

- Oxford was named as one of the UK's most inclusive employers for lesbian, bisexual, gay and transgender (LGBT) staff by the charity Stonewall, climbing from 93rd to 76th place in the Workplace Equality Index.¹⁶
- Despite the exceptional circumstances of August 2020, the University met its five-year targets for the admission of UK undergraduate students from disadvantaged backgrounds and areas of low participation in higher education.
- The University made some progress towards reducing the offer rate gap for UK Asian undergraduate applicants but did not manage to meet its interim target for 2020.

See p.15 for more details.

New equality objectives will be consulted on and agreed during 2021 in light of:

- Progress made on the objectives for 2016 to 2020
- Action planning for institutional equality charter applications including Athena Swan, the Race Equality Charter and the Stonewall Workplace Equality Index
- Recommendations arising from projects taking place across the University to implement the objectives set out in the Strategic Plan for 2018-23.

DIGITAL ACCESSIBILITY

The University is committed to providing an accessible digital presence that offers full access to University information, courses and activities to members of the University community and the public. The Digital Accessibility Working Group, chaired by the Advocate for Equality and Diversity, Dr Rebecca Surender, was formed early in 2020 to support and monitor progress across University services, with an initial focus on the Public Sector Bodies Digital Accessibility Regulations (2018). To date, the group has supported awareness raising and communications across the collegiate University and begun to develop long-term plans for monitoring and assessment. Comprehensive guidance is provided on the University website.¹⁷

ACCESS AND ADMISSIONS

- In the wake of the government's August 2020 reversal of A level grading policy, the University expanded its undergraduate intake by nearly 400, enabling it to meet many of its access and participation targets.¹⁸ Among new entrants from the UK:
 - 68% were from state schools compared with 62% in 2019
 - 16% were from the two most socially disadvantaged areas (ACORN 4 and 5) compared with 12% the year before
 - 55% were female (the same as 2019)
 - 24% were of Black, Asian, Mixed or Other non-White heritage compared with 22% in 2019
 - The proportion of new entrants who were Black increased from 3% to 4%.¹⁹
- The *Opportunity Oxford* access initiative welcomed its first intake of 100 freshers who completed an intensive two-week residential introductory academic programme ahead of the start of term to support their transition to academic life at Oxford. The *Foundation Oxford* bespoke year-long programme to facilitate the entry to Oxford of up to 50 students from disadvantaged backgrounds each year has been delayed due to the pandemic but will commence in 2023.

¹⁶ www.ox.ac.uk/news/2020-02-10-oxford-places-100-best-lgbt-inclusive-workplaces-two-years-row

¹⁷ communications.web.ox.ac.uk/digital-communications/accessibility

¹⁸ www.ox.ac.uk/news/2020-09-17-record-state-school-admissions-oxford-landmark-access-programme-begins

¹⁹ www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2020/2020-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group

- Undergraduate Admissions and Outreach enhanced their digital outreach resources and created new virtual versions of existing access programmes and ran virtual Open Days for approximately forty thousand attendees in July and September.²⁰
- Unable to run residential access programmes due to the pandemic, the University developed new and expanded digital versions of its undergraduate (*UNIQ*: 1,180 participants) and postgraduate (*UNIQ+*: 115 participants) access initiatives. The University aims to continue running a *UNIQ+ Digital* strand alongside an expanded residential programme to facilitate wider outreach in future.
- From 2021, *UNIQ* and *UNIQ+* will include targeted positive action access tracks to meet the specific needs of potential undergraduate and postgraduate students from underrepresented ethnic backgrounds.
- There were nearly half a million visitors to the University's digital outreach resource – *Explore: The Home of Big Questions* for 11 to 18 year olds – between November 2019 and November 2020, a 78% increase on the previous year. There was a 43% increase in site visitors in the first week of lockdown alone and additional resources were created for teachers and home schoolers over the ensuing months.²¹
- All undergraduate admissions interviews were conducted remotely in 2020. Detailed guidance for applicants was published on the Undergraduate Admissions website and advice on online interviews was updated and expanded to include information on technology requirements, a code of conduct, instructional videos and FAQs.²²
- The University has provided an application fee waiver to socioeconomically disadvantaged postgraduate applicants from the world's 30 lowest income countries for the last two years. In 2019/20, this was extended to UK applicants from low income backgrounds, refugees and asylum seekers.²³
- The Medical Sciences Division began running a pilot graduate application assessment process for entry in 2021 to test actions aimed at minimising both conscious and unconscious bias, including anonymising applications, use of a standard CV format and taking candidates' socioeconomic background into account.²⁴
- The University introduced the *Black Academic Futures*²⁵ positive action scheme to fund up to ten Black British doctoral students each year. It also obtained additional philanthropic funding for other positive action bursaries and scholarships, including:²⁶
 - The *Oxford-Arlan Hamilton and Earline Butler Sims Scholarship* for Black British undergraduates from disadvantaged backgrounds²⁷
 - Doctoral scholarships in Law for UK BME students
 - DeepMind graduate scholarships in Computer Science and Engineering for female, BME and/or students from areas of low progression to higher education, including provision for a women-only scholarship for overseas students from underrepresented regions²⁸
 - A bursary to enhance the experience of and fund dedicated internships for visually impaired undergraduates.²⁹

²⁰ www.ox.ac.uk/admissions/undergraduate/virtual-open-day

²¹ www.ox.ac.uk/admissions/undergraduate/increasing-access/observe

²² www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/guide/interviews

²³ www.ox.ac.uk/admissions/graduate/applying-to-oxford/application-guide/declaration-and-payment#content-tab--2

²⁴ www.ox.ac.uk/admissions/graduate/applying-to-oxford/application-guide/pilot-addressing-bias

²⁵ www.ox.ac.uk/graduateaccess/academic-futures

²⁶ www.ox.ac.uk/graduateaccess/scholarships-and-funding

²⁷ www.ox.ac.uk/admissions/undergraduate/fees-and-funding/oxford-support/oxford-arlan-hamilton-earline-butler-sims-scholarship

²⁸ www.ox.ac.uk/news/2020-12-11-deepmind-offer-four-scholarships-oxford-university-under-represented-students

²⁹ www.ox.ac.uk/news/2020-12-02-new-bursary-enhance-experience-visually-impaired-students-oxford

- The University launched a *Crankstart Master's* programme to provide financial assistance for selected undergraduate scholars from low income backgrounds who wish to continue their studies at master's level as well as the Graduate Endowment Matched Scheme (GEMS) to fund new postgraduate scholarships.

CURRICULUM AND ATTAINMENT

- The University has set itself targets to tackle equality gaps in undergraduate attainment under both the Strategic Plan and the Access and Participation Plan. Progress reporting will commence next year.
- During the pandemic, non-essential exams were cancelled and all first year students were allowed to progress. Essential exams took place online where possible or were postponed. A 'safety net' was introduced for final year students and the proportion gaining a first-class degree rose significantly. However, attainment gaps between finalists of different genders, ethnicities and with and without disabilities remained intact.
- The University launched a new online course for all teaching staff – *An Introduction to Inclusive Teaching at Oxford* – to help tackle differential degree outcomes between students in different equality groups. The course showcases a range of inclusive teaching practices across multiple disciplines.³⁰
- The MPLS Division was awarded a grant from the University's *Diversity Fund* for a project to support the diversification of STEM curricula while departments across the University continued working to make their curricula more inclusive and diverse, including further development of the English Faculty's new website resource – *Postcolonial Writers Make Worlds* – to support the teaching of the works of Black and Minority Ethnic authors.³¹
- The Disability Advisory Service created a comprehensive new online guide for staff on supporting disabled students³² and *Student Support Plans* (SSP) have been integrated into the eVision online student record.

RECRUITMENT

- The University instituted a new statutory professorship – the *Hillary Rodham Clinton Chair in Women's History* – and recruited a noted historian of African American women, Professor Brenda Stevenson, to the post.³³
- The University offered visiting fellowships to academics from underrepresented countries through the *TORCH Global South Visiting Professorships and Fellowships*³⁴ and *Africa Oxford Initiative (AfOx) Visiting Fellows Programmes*.³⁵
- The University is developing positive action targets in support of its ambitions to increase the diversity of its staff and members of leadership and governance bodies as part of its work towards its institutional application to the Race Equality Charter in 2022.³⁶
- All apprenticeship recruitment and records management were moved from an external system to the University's main CoreHR staffing record, enabling more effective monitoring of diversity, completion levels and career progression.

STAFF REWARD AND DEVELOPMENT

³⁰ <https://ctl.web.ox.ac.uk/an-introduction-to-inclusive-teaching-course>

³¹ www.writersmakeworlds.com

³² academic.web.ox.ac.uk/supporting-disabled-students

³³ www.history.ox.ac.uk/article/announcing-the-first-hillary-rodham-clinton-professor-of-womens-history

³⁴ www.torch.ox.ac.uk/torch-global-south-visiting-professors-and-fellows

³⁵ www.afox.ox.ac.uk/afox-visiting-fellowships-programme

³⁶ edu.admin.ox.ac.uk/race-equality-charter

- All University employees were given three additional days of annual leave during 2020 as a gesture of appreciation for their commitment and hard work during the pandemic.
- Almost 2,000 employees moved onto the *Oxford Living Wage* and received a pay rise from 1 August 2020. The University committed to using its financial resources to protect the *Oxford Living Wage* (OLW) and annual pay scale increments during the pandemic and to engaging in discussions with suppliers regarding a move to the OLW where possible.
- The University published its annual Gender Pay Gap report in March 2020 despite the government having suspended the requirement due to the pandemic. Between 2018 and 2019 the mean gender pay gap fell from 22.6% to 21.6% while the median pay gap remained at 13.7%.
- The University will shortly publish its next Gender Pay Gap report, which shows that in March 2020 the pay gap had fallen further to 20.1% though the median gap remained unchanged. Over the last four years, the proportion of women in the upper pay quartile has risen by three percentage points.³⁷ The recent adoption of the *Oxford Living Wage* may contribute to narrowing the gap as women are overrepresented among lower paid support staff.
- The annual £240,000 *Returning Carers' Fund* (RCF) took a more flexible approach in 2019/20, allowing awardees additional time to repurpose their funds where necessary and extending timelines, as conferences or other plans were delayed. The RCF made 27 awards to a value of £112,000 during 2019/20 – fewer than in a normal year.
- In July 2020, the University ran a survey on the impact of COVID-19 on research staff (967 responses) which found that nearly a third (31%) of respondents, in particular those with caring responsibilities and/or ill-health or disability, had experienced at least 50% disruption to their research productivity. Nearly all the respondents with children under 11 (28% of the total) reported that lack of childcare had an impact – significant for most – on their research progress. Over half (53%) of respondents reported that non-COVID related ill-health (including mental health) had affected their progress.³⁸ The University responded by launching a £530,000 *COVID Rebuilding Research Momentum Fund* (CRRMF) which made 117 awards of up to £5,000 to support the careers of academic and research staff experiencing significant disruption.³⁹
- The findings of the researcher survey have informed action planning for a programme of work in support of the University's future commitments under the *Concordat to Support the Career Development of Researchers*. The programme was launched with a virtual Town Hall Meeting in November 2020 led by the Pro-Vice-Chancellor for Research, Professor Patrick Grant.⁴⁰
- The University established a new *Research Staff Hub* and representative structures to better embed support for fixed-term researchers' career and professional development.⁴¹ The Hub will be officially launched by the Vice-Chancellor in April 2021.
- The University developed a new web portal with resources to support the professional development of professional services staff. Part of the wider *Focus on People* programme, the portal outlines current networking opportunities, mentoring schemes and career options open to professional services staff.⁴²
- The University was shortlisted for *Rate My Apprenticeship's Top 100 Apprenticeship Employers Table 2020-21*, for the second year running, eventually coming in in 46th place (based solely on apprentice reviews).⁴³

³⁷ hr.web.ox.ac.uk/gender-pay-gap-reporting

³⁸ staff.admin.ox.ac.uk/article/outcomes-of-research-staff-survey-announced

³⁹ staff.web.ox.ac.uk/article/new-internal-fund-covid-rebuilding-research-momentum-fund-crrmf

⁴⁰ researchsupport.admin.ox.ac.uk/covid-19/fixed-term/meeting

⁴¹ www.ox.ac.uk/research/support-researchers/research-staff-hub

⁴² pod.web.ox.ac.uk/focus-on-people

⁴³ staff.web.ox.ac.uk/article/university-shortlisted-for-apprenticeship-award-0

- The Mathematical, Physical and Life Sciences Division recruited ten *Equality, Diversity and Inclusion Fellows* (one per department) from among current staff members to work alongside the divisional ED&I team and Steering Group to help implement the division’s equality action plan for 2020-23. Fellows will be expected to contribute about 40 hours over the academic year and will receive a £1000 honorarium to be used for personal and professional development.⁴⁴
- The University’s face-to-face inductions, training and workshops have switched to remote operation where practicable. In many cases, an unanticipated outcome has been a much higher number of attendees than usual.
- 2,736 University staff undertook one or more online training courses on equality and diversity topics.

Online equality training	Participants ⁴⁵				
	2015/16	2016/17	2017/18	2018/19	2019/20
<i>Equality and Diversity Briefing</i>	591	668	1009	927	1079
<i>Implicit Bias in the Workplace</i>	582	534	785	1320	1525
<i>Challenging Behaviour: dealing with bullying and harassment in the workplace</i>	475	473	855	799	917
<i>Recruitment and Selection</i>	290	442	622	673	650
<i>Inclusive Leadership</i>				237	111
<i>Tackling race bias at work [NEW]</i>					444

RAISING AWARENESS

- The *Vice-Chancellor’s Diversity Awards 2020* recognised the achievements of individuals and teams across the collegiate University in helping to create a more inclusive culture, diversifying participation and promoting awareness of equality and diversity.⁴⁶ Unfortunately, the celebratory prize-giving event had to be postponed due to COVID-19.
- Some of the University’s annual diversity lectures ran online for the first time in 2019/20, attracting record audiences. Where available, recordings can be accessed via the E&D Podcasts site:⁴⁷
 - Annual LGBT+ History Month Lecture: Louise Wallwein MBE on *Being a working class queer in theatre*
 - The University, together with St Anne’s College and Frontline AIDS, launched the *Michael Dillon LGBT+ Lectures* – a flagship biannual lecture series named after an Oxford alumnus and trans rights campaigner – with a multi-speaker event on *LGBT+ Rights in a Time of Pandemic* hosted by the BBC’s first LGBT Correspondent, Ben Hunte⁴⁸
 - The History Faculty’s annual LGBT History Month event included a programme of talks and a keynote lecture by Dr Jill Liddington on *Writing Anne Lister – the inspiration behind the BBC’s Gentleman Jack series*⁴⁹
 - Annual Disability Lecture: Dr Kate West on *#WhyDisabledPeopleDropOut*
 - Black History Month Lecture: Professor Paul Gilroy (2019) on *How should we write the history of antiracism in Britain?* and Margaret Casely-Hayford (2020) on *Diversity activism: to do or not to do?*

⁴⁴ www.mpls.ox.ac.uk/equality-and-diversity/mpls-equality-diversity-and-inclusion-fellows-2021

⁴⁵ 1 August to 31 July. University staff only.

⁴⁶ edu.admin.ox.ac.uk/vice-chancellors-diversity-awards

⁴⁷ edu.admin.ox.ac.uk/podcasts

⁴⁸ www.youtube.com/watch?v=0cWkpBQv9a8&t=3493s

⁴⁹ cgis.history.ox.ac.uk/event/lgbt-history-month-2020 (no recording available)

- In 2019, The Oxford Research Centre in the Humanities (TORCH) hosted the first visit by the *Chineke! Orchestra* for a concert featuring works by BME composers alongside a more familiar repertoire. The concert was preceded by a talk and Q&A session with *Chineke!*'s founder, Chi-chi Nwanoku OBE.
- *Women Making History*: the University marked the centenary of women's full membership – the right to matriculate and be awarded a degree from Oxford – with a major campaign of articles, videos, interviews, exhibitions, a timeline⁵⁰ and online events⁵¹, including:
 - The Centenary launch video, featuring diverse women from across the collegiate University, which has reached over 130,000 views.⁵²
 - *Women Making History: 100 Years of Oxford Degrees for Women*: panel event with the Vice-Chancellor, Professor Louise Richardson; The Honorable Hillary Rodham Clinton; Professor Maggie Snowling, President of St John's College; and Professor Brenda Stevenson, the inaugural Hillary Rodham Clinton Chair of Women's History.⁵³
 - *Women at Oxford 100 Years On: From Access to Equality and Inclusion*: online panel discussion and Q&A aiming to foster wider understanding, debate and dialogue about progress to date, ongoing challenges and our future vision for gender equality at Oxford.⁵⁴
 - *Education and Activism: Women at Oxford 1878-1920*: a digital library of thousands of documents and images of women who attended the University prior to their formal admission.⁵⁵
- Colleges and departments flew the Rainbow Flag and the LGBT+ Advisory Group marked the annual Pride celebration with a virtual event.
- A range of talks, clubs and events for the general public, staff and students were held across the University during Black History Month and the University published resources and guides to further reading and projects to get involved in.⁵⁶ The *Oxford BHM 100* highlighted the particular contributions and impact of Black people nominated by members of the University's student, staff, alumni and donor community.⁵⁷
- A new network for academic and research staff and graduate students in STEM who identify as BIPOC (Black, Indigenous and People of Colour) or BAME (Black, Asian and Minority Ethnic) was launched to foster social and professional connections, highlight the contributions of People of Colour in STEM and help raise awareness of racial issues and shared experiences.⁵⁸
- Successful bids to the University's annual £70,000 *Diversity Fund* included projects on *Oxford and Empire*, *Writers Make Worlds*, the Oxford African Caribbean Society Annual Access Conference and "*Where are you actually from?*", a photo exhibition to highlight the experience of people of mixed heritage and stimulate discussions on how different cultural identities intersect.⁵⁹
- The Equality and Diversity Unit, working in partnership with divisional colleagues and Research Services, secured funding from the Wellcome Institutional Strategic Support Fund (ISSF) for two new projects to:
 - identify, collate and synthesise existing tools and guidance on best practice to create an EDI Knowledge Hub and promote communities of practice and peer learning

⁵⁰ www.ox.ac.uk/about/oxford-people/women-at-oxford/centenary-womens-timeline

⁵¹ www.ox.ac.uk/news-and-events/women-making-history-centenary

⁵² <https://youtu.be/DHkd6yqYGBs>

⁵³ torch.ox.ac.uk/article/women-making-history-100-years-of-oxford-degrees-for-women

⁵⁴ www.youtube.com/watch?v=1DGz_cIDzQ&feature=youtu.be

⁵⁵ www.firstwomenatoxford.ox.ac.uk

⁵⁶ www.ox.ac.uk/news-and-events/black-history-month

⁵⁷ medium.com/oxford-university/the-oxford-bhm-100-7af54c5b2764

⁵⁸ www.zoo.ox.ac.uk/article/bipoc-stem-network-launches

⁵⁹ edu.admin.ox.ac.uk/successful-bids

- build the evidence base on the effectiveness of Athena Swan and wider University diversity initiatives and co-design innovative pilot initiatives to help identify *What works to support E&D in research careers*.
- Community and cultural events and outreach moved online where possible, often reaching far larger audiences than ever before, including:
 - The Humanities Cultural Programme *Big Tent! Live Events* series (22,000 viewers in 23 countries)
 - *COVID Conversations* (2,272,874 social media newsfeeds) and the *Oxford at Home* (1,765,955) YouTube series⁶⁰
 - The *Meeting Minds Global 2020* alumni weekend ran a series of virtual events over the course of a week in September⁶¹
 - Online audiences were invited to *Capture the essence of Oxford from home* by accessing online talks and the Bodleian's digital repository; viewing the highlights of museum tours and exhibitions; visiting the *Explore: Home of Big Questions*; and exploring the *Graduate Study at Oxford* YouTube channel.⁶²
- During 2019, there were more than 3.3 million physical visitors to the University's gardens, libraries and museums (GLAM). When forced to close in 2020, GLAM greatly increased their digital output and engagement, offering virtual access to their collections, running events and publishing podcasts. The Botanic Garden and Arboretum were able to remain open for much of the year and physical visitors were admitted to the museums on a pre-booked basis whenever permitted.⁶³
- Staff and students demonstrated their commitment to community support during lockdown by collecting donations for and connecting with local charities to:⁶⁴
 - Offer accommodation to formerly homeless people
 - Deliver vital supplies of Personal Protective Equipment to hospitals and the City Council
 - Volunteer to help those shielding or self-isolating by offering social check-ins, providing meals, collecting medicines, delivering shopping, and helping local school children keep up with their education via online tutorials.

BLACK LIVES MATTER

- Amid the outcry following the killing of George Floyd by a police officer in Minneapolis, USA, the University reaffirmed its unequivocal abhorrence of and opposition to racism against Black and Minority Ethnic people and discrimination in all its forms and committed to working to ensure an environment where there is zero tolerance for racist comments or behaviours by staff or students.⁶⁵
- Responding to staff and student concerns over the impact of systemic racism and anti-Blackness, the University committed to a range of initiatives to improve racial equality at Oxford, including:⁶⁶
 - Establishing a *Race Equality Task Force* under the leadership of the Pro-Vice-Chancellors for Education (Professor Martin Williams) and People and GLAM (Professor Anne Trefethen) and the University Advocate for Equality and Diversity, Dr Rebecca Surender, to develop a University-wide strategy and business plan to address racial inequality and ensure the institution is actively anti-racist at all levels. The Task Force was launched via separate student and staff-focused events in December 2020 and its outputs will underpin and inform the University's 2022 application to the Race Equality Charter.⁶⁷

⁶⁰ spark.adobe.com/page/zPWuLnOFoweu5

⁶¹ alumni.ox.ac.uk/meeting-minds-global-2020 (recordings available to Oxford users and alumni)

⁶² medium.com/oxford-university/capturing-the-essence-of-oxford-from-home-f25ab1347d02

⁶³ www.glam.ox.ac.uk/home

⁶⁴ staff.web.ox.ac.uk/article/lockdown-community-support

⁶⁵ www.ox.ac.uk/news/2020-06-15-statement-university-anti-racism

⁶⁶ www.ox.ac.uk/students/news/2020-06-10-open-letter-oxford-students-vice-chancellor-and-heads-house

⁶⁷ edu.admin.ox.ac.uk/race/task-force

- Publishing information on the University's work to promote race equality, including resources on anti-racism in higher education, welfare and wellbeing support for BME staff and students, and a reading list of *Black Lives Matter* and anti-racist resources developed in partnership with the Bodleian Libraries, College Libraries and JCR Welfare reps.⁶⁸
- Ordering a review of the University's approach to equality and diversity training.
- Initiating fundraising for University scholarships for Black students.
- Facilitating immediate access to a network of Black counsellors outside the University and taking steps to further increase the ethnic diversity of the University's counselling team. The University appointed its first Black trainee counsellor in 2020.
- Encouraging all affected students to discuss difficulties with their tutors and welfare teams and enabling them to apply for mitigating circumstances in examinations.
- The majority of Oxford colleges are legally separate from the University and publish their own equality reports. Please see each college's website for details of actions they have taken to tackle racism, including issues surrounding colonial heritage and iconography.⁶⁹

TACKLING HARASSMENT, BULLYING AND SEXUAL VIOLENCE

- The University's Harassment Advisory Service, which provides a network of 450 trained staff harassment advisors, switched to remote operation during lockdown, with video and telephone appointments available for staff and students and online training for Harassment Advisors.
- The University increased staff numbers in the student Sexual Harassment and Violence Support Service, appointed specialist staff to handle student complaints and made changes to disciplinary procedures to make them more transparent. The Service has continued to operate remotely throughout the pandemic.
- In 2020, a new online, interactive training programme – *Consent Matters* – was introduced for all students at the University. The 3-module course offers initial training to build understanding of consent, respect, boundaries and positive intervention. All offer-holders and current students were advised to take the course at the beginning of Michaelmas term.⁷⁰

SUPPORT FOR STAFF AND STUDENTS

- The University approved a new *Student Wellbeing and Mental Health Strategy* in October 2019 setting out its vision for the collegiate University, specific aims and objectives, and appropriate metrics and success measures.⁷¹
- A staff-focused *Wellbeing Programme Board* has been convened to develop a Wellbeing strategy for University staff for implementation in Michaelmas term 2021.
- The impact of the pandemic has emphasised the need to focus on mental health and wellbeing and in response the University:
 - Subscribed to the *Togetherall*⁷² online peer support community for students and staff (1155 new users by the end of December 2020) and to the *Care First*⁷³ employee counselling service
 - Increased funding to Student Welfare and Support Services by £200,000 and provided additional support to the Disability Advisory Service

⁶⁸ edu.admin.ox.ac.uk/race

⁶⁹ www.ox.ac.uk/about/colleges

⁷⁰ www.ox.ac.uk/students/welfare/supportservice/consent-matters

⁷¹ www.ox.ac.uk/students/welfare/mentalhealthandwellbeing

⁷² togetherall.com/en-gb

⁷³ occupationalhealth.admin.ox.ac.uk/employee-counselling-service

- Launched a *Mental Health Task Force* chaired by Sir Tim Hitchens, President of Wolfson College, to bring together expertise from the NHS and the Counselling and Disability Advisory Services to help address students' needs during the pandemic⁷⁴
- Provided support and access to emergency back-up care for staff with caring responsibilities through the *Work + Family Space (My Family Care)* service⁷⁵
- Renewed its membership of the *Mindful Employer* charter⁷⁶
- Published extensive resources to support staff⁷⁷ and student⁷⁸ wellbeing.
- The Student Counselling Service published advice, blogs and podcasts and offered an increased number of counselling sessions via video call, text chat or phone as well as online group workshops.⁷⁹
- The University set up dedicated staff⁸⁰ and student⁸¹ COVID-19 hardship funds and a *Scholarship Extensions Fund* for final year doctoral students.⁸²
- During 2020 the University provided staff and students with free membership of University Sport's *Active Anywhere* online fitness classes.⁸³
- The University offers affordable and quality childcare for both staff and student parents via 465 FTE local nursery places. Nursery places were made available for all staff who required them throughout the pandemic while parents who did not need a place at that time did not have to pay a retainer fee.⁸⁴
- The Staff and Student Immigration Teams provided support for EU staff and students with continually updated web materials, circulars and presentations on the impact of Brexit.
- The Gardens, Libraries and Museums (GLAM) are working with Student Welfare and Support Services, with funding from the SMaRteN network, on a project to assess *Student wellbeing and experiential learning spaces* (SWELS). GLAM will offer a range of wellbeing support activities designed with and for Oxford students during 2020/21. The impact of these interventions will be robustly analysed to help us understand how to better support student mental health and wellbeing.⁸⁵

⁷⁴ www.ox.ac.uk/coronavirus/students/welfare and www.ox.ac.uk/students/news/2020-11-16-launch-student-mental-health-task-force

⁷⁵ hr.admin.ox.ac.uk/my-family-care

⁷⁶ edu.admin.ox.ac.uk/mindful-employer

⁷⁷ hr.admin.ox.ac.uk/covid-19-resources

⁷⁸ www.ox.ac.uk/coronavirus/students/welfare

⁷⁹ www.ox.ac.uk/students/welfare/counselling/coronavirus

⁸⁰ hr.admin.ox.ac.uk/staff-covid-19-hardship-fund

⁸¹ www.ox.ac.uk/students/fees-funding/hardship-fund

⁸² www.ox.ac.uk/students/fees-funding/covid-extension-fund

⁸³ www.sport.ox.ac.uk/memberships

⁸⁴ childcare.admin.ox.ac.uk/home#

⁸⁵ www.smartenn.org.uk/funded-research-2020.html#project6

FRAMEWORK FOR EQUALITY AT OXFORD

EQUALITY POLICY

Following extensive consultation, the University's Council approved an updated Equality Policy in March 2020. The revised policy clearly sets out the responsibilities of staff, students and accountable bodies as well as providing enhanced guidance on complaints procedures.⁸⁶

GOVERNANCE

The Equality and Diversity Unit's work is overseen by the Equality and Diversity Panel⁸⁷ which reports to the Personnel and Education Committees of Council⁸⁸ and is chaired by Dr Rebecca Surender, the Advocate for Equality and Diversity and Pro-Vice-Chancellor.⁸⁹ Dr Surender provides strategic direction and coordination to the various equality and diversity initiatives currently taking place throughout the University.⁹⁰

Members of the equality-focused staff networks⁹¹ and Oxford University Student Union⁹² are represented on the Equality and Diversity Panel, along with the divisional officers for Athena Swan, Equality and Diversity. Further details of the Panel's membership and governance arrangements are available on the EDU website.⁹³

During 2019/20, the Panel also operated as the University's Self-Assessment Team for its institutional Athena Swan and Race Equality Charter applications.

All University committees receive an annual briefing on their responsibilities under the Public Sector Equality Duty. The guidance was updated in 2020 to help ensure that equality considerations are fully embedded in decision-making.⁹⁴

STRATEGIC PLAN

The University Strategic Plan sets out a framework of priorities and commitments under five themes – Education, Research, People, Engagement and Partnership, and Resources. The Strategic Plan commits the University to taking practical steps to achieve its equality and diversity aims in respect of both staff and students.⁹⁵

ACCESS AND PARTICIPATION PLAN

All universities wishing to charge undergraduate fees above the basic level must have in force an access and participation plan approved by the Office for Students (under the Higher Education and Research Act 2017). Plans are reviewed every three to five years and universities are required to provide regular updates on progress to the regulator. The Plan includes details of current access targets; other access, success and progression measures; and financial and other on-course support available for students. The OfS approved the University's Access and Participation Plan for 2020/21 for a period of five years.⁹⁶

⁸⁶ edu.admin.ox.ac.uk/equality-policy

⁸⁷ edu.admin.ox.ac.uk/equality-and-diversity-panel

⁸⁸ www.ox.ac.uk/about/organisation/governance

⁸⁹ www.ox.ac.uk/about/organisation/university-officers

⁹⁰ For more info, see: www.youtube.com/watch?v=I5Y3JshyaA8&feature=youtu.be

⁹¹ edu.admin.ox.ac.uk/networks

⁹² www.oxfordsu.org

⁹³ edu.admin.ox.ac.uk/governance

⁹⁴ edu.admin.ox.ac.uk/equality-analysis

⁹⁵ www.ox.ac.uk/about/organisation/strategic-plan-2018-23

⁹⁶ academic.admin.ox.ac.uk/app

EQUALITY CHARTERS

The University participates in national equality charter frameworks which provide a helpful framework for self-assessment, analysis and action planning to promote equality and diversity at Oxford. Please see the individual charter webpages for our institutional action plans and details of how to get involved.

- *Athena Swan*: to recognise good practice in promoting gender equality in higher education.⁹⁷
- *Race Equality Charter*: to improve the representation, progression and success of minority ethnic staff and students in higher education.⁹⁸
- *Mindful Employer*: a UK-wide initiative to increase awareness of mental health in the workplace.⁹⁹
- *Stonewall Workplace Equality Index*: to measure employers' achievements and progress on lesbian, gay, bisexual and trans equality.¹⁰⁰

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 staff¹⁰¹
- The Oxford Women's Newsletter (OWN)¹⁰²
- The Race Equality Newsletter (REN)¹⁰³ and *@OxfordRace* Twitter feed¹⁰⁴
- Mailings to the LGBT+ Staff Network¹⁰⁵ and Disabled Staff Network¹⁰⁶
- The Staff Disability Advisor's *@OxDisability* Twitter feed¹⁰⁷
- The *@DiversifyOxPortraits* Twitter feed¹⁰⁸
- The bi-termly Student Health and Welfare Bulletin circulated to all staff working on student welfare across the University¹⁰⁹
- Regular Virtual Town Hall meetings with senior members of staff.

The University's COVID-19 response pages for students and staff contain continually updated advice, guidance and details of actions taken to mitigate the impacts of the pandemic.¹¹⁰

STAFF AND STUDENT SURVEYS

The biennial *Staff Experience Survey* informs the University's work on equality and is an important means of evaluating progress towards the commitments set out in the Strategic Plan.¹¹¹ It provides invaluable insight into what staff value about working at Oxford – and where they would like to see improvements. The Survey also helps departments to identify actions to improve the working environment for their staff and informs

⁹⁷ edu.admin.ox.ac.uk/athena-swan

⁹⁸ edu.admin.ox.ac.uk/race-equality-charter

⁹⁹ edu.admin.ox.ac.uk/mindful-employer

¹⁰⁰ edu.admin.ox.ac.uk/stonewall-workplace-equality-index

¹⁰¹ edu.admin.ox.ac.uk/news

¹⁰² Sign up at edu.admin.ox.ac.uk/news

¹⁰³ Sign up at edu.admin.ox.ac.uk/news

¹⁰⁴ twitter.com/oxfordrace

¹⁰⁵ edu.admin.ox.ac.uk/lgbt-staff-network

¹⁰⁶ edu.admin.ox.ac.uk/disabled-staff-network

¹⁰⁷ twitter.com/oxdisability

¹⁰⁸ twitter.com/DivOxPortraits

¹⁰⁹ academic.admin.ox.ac.uk/welfare-bulletin

¹¹⁰ www.ox.ac.uk/coronavirus

¹¹¹ edu.admin.ox.ac.uk/staff-experience-survey

their applications to the Athena Swan Charter for gender equality in higher education. A report on the 2018 Survey is available on the EDU website.¹¹²

In 2020 the University contracted with an external provider – People Insight – to run its next three biennial staff surveys. The 2020 survey was postponed due to the coronavirus pandemic but will go ahead in April 2021. The survey results will be provided via an online dashboard so that departments can easily view their results, compare them with those of the 2018 survey and produce their own bespoke reports. All results will be subject to minimum reporting thresholds to ensure staff confidentiality.

The annual *Student Barometer* survey is run between late November and end of January and enables the University to benchmark Oxford students' experience against those of 120 other universities. The most recent survey included new questions on the impact of the COVID-19 pandemic on students' social and academic experience. The results of past surveys, including breakdowns by equality group, are published on the University website.¹¹³ In 2020, the University piloted the use of the national PTES¹¹⁴ and PRES¹¹⁵ taught and research graduate surveys at Oxford as part of a review of the Student Survey Strategy.

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 30th September preceding an individual's 69th birthday.¹¹⁶ 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
- Refresh the academic, research and other professional workforce
- Facilitate succession planning
- Promote equality and diversity.

Preparations for the ten-year review of the EJRA are currently underway. Members will be drawn from each division and all staff groups and will include members of Council elected by Congregation.

¹¹² edu.admin.ox.ac.uk/past-staff-experience-survey

¹¹³ www.ox.ac.uk/students/life/student-surveys

¹¹⁴ www.advance-he.ac.uk/reports-publications-and-resources/postgraduate-taught-experience-survey-ptes

¹¹⁵ www.advance-he.ac.uk/reports-publications-and-resources/postgraduate-research-experience-survey-pres

¹¹⁶ hr.admin.ox.ac.uk/the-ejra

EQUALITY OBJECTIVES: PROGRESS REPORT

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.¹¹⁷

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

- Increase the proportion of women in senior roles
- Improve the recruitment and retention of BME (Black and Minority Ethnic) staff
- 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
- Consolidate our position in the Stonewall Top 100 Employers list.

In August 2019, the Office for Students approved the University's Access and Participation Plan for 2020/21 to 2024/25, which includes challenging new targets for eliminating undergraduate access and equality gaps:¹¹⁸

- To reduce the gap in participation rates between ACORN Group 1 and Groups 4 and 5 from 4.9:1 to 3:1 by 2024/25
- To reduce the gap in participation rates of underrepresented students (POLAR4) between Quintile 5 and Quintile 1 from 15.3:1 to 8:1 by 2024/25
- To eliminate the gap in offer rates for Asian applicants by 2021/22
- To reduce the gap in attainment rates for Black students to 6% by 2024/25
- To eliminate the gap in attainment rates for disabled students by 2024/25.

The University has set itself a goal under the Strategic Plan to eliminate the undergraduate gender attainment gap by 2030 with an interim target to:

- reduce the first-class degree attainment gap between women and men from 8.5% (2017-19 average) to 4.4% by 2025 (2023-25 average).

Updated and revised equality objectives were agreed by Council in March 2020 and published on the Equality and Diversity Unit website.¹¹⁹ New targets are currently being developed and consulted upon.

Please see the tables overleaf for details of the University's progress to date.

¹¹⁷ www.ox.ac.uk/about/organisation/strategic-plan-2018-23

¹¹⁸ academic.admin.ox.ac.uk/app

¹¹⁹ edu.admin.ox.ac.uk/equality-objectives

STAFF EQUALITY OBJECTIVES		2014	2015	2016	2017	2018	2019	2020
1.	Increase the proportion of women in senior roles							
a.	To achieve a yearly increase in the proportion of female professors, with 30% representation by 2020 ¹²⁰	22%	23%	24%	25%	25%	26%	26%
b.	To achieve a yearly increase in the proportion of female statutory professors, with 20% representation by 2020	12%	14%	15%	17%	19%	19%	19% ¹²¹
c.	To achieve a yearly increase in the proportion of female associate professors, with 35% representation by 2020	27%	All Associate Prof 28%	28%	28%	29%	30%	31% ¹²²
			Associate Prof with title 22%	24%	24%	23%	24%	24% ¹²³
			Associate Prof without title 32%	32%	32%	34%	35%	37% ¹²⁴
d.	To achieve one third representation of women across University leadership roles including but not limited to heads of department and senior management teams							
	<i>University officers</i> ¹²⁵							41%

¹²⁰ These percentages refer to full-time equivalent staff in post on 31 July 2020 rather than headcount

¹²¹ The target figure of 20% was achieved after the 31 July 2020 census date

¹²² Overall percentage of women in associate professor posts

¹²³ Percentage of female associate professors who have been awarded the title of 'Professor' or 'Reader' through the Recognition of Distinction process

¹²⁴ Percentage of female associate professors who have not been awarded the title of 'Professor'

¹²⁵ Vice-Chancellor, Pro-Vice-Chancellors, Registrar, Heads of Division and others listed as University officers: www.ox.ac.uk/about/organisation/university-officers

STAFF EQUALITY OBJECTIVES		2014	2015	2016	2017	2018	2019	2020
<i>Academic divisional leadership</i> ¹²⁶								41%
<i>Academic Heads of Department</i> ¹²⁷		20%	22%	27%	28%	28%	27%	35%
<i>UAS section heads</i> ¹²⁸		-	47%	44%	38%	40%	38%	41%
<i>Divisional boards</i> ¹²⁹		-	36%	35%	29%	33%	33%	35%
e.	Women to comprise a minimum of 35% of members of Council and each of its main committees (Education, Personnel, Research and Innovation, Planning and Resource Allocation, and General Purposes Committees) ¹³⁰	34% overall	37% overall	41% overall	33% overall	43% overall	43% overall	42% overall ¹³¹
	<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 30% in all 6 committees	Over 35% in 5 of 6 committees
f.	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	✓	✓	✓	✓	✓	✓	✓ ¹³²
g.	Apply successfully for an institutional Silver Athena Swan award in 2021 ¹³³					Bronze award April 2017		

¹²⁶ Head of Division and Associate/Deputy Head of Division

¹²⁷ Humanities, MPLS, Medical Sciences and Social Sciences Divisions

¹²⁸ List of UAS sections: staff.admin.ox.ac.uk/structure-and-organisation/professional-services-and-university-administration

¹²⁹ Humanities, MPLS, Medical Sciences, Social Sciences Divisions and Board of Continuing Education

¹³⁰ Revised target approved by Council 16 March 2020

¹³¹ Committee members have been totalled separately. There is considerable duplication as many members serve on multiple committees in an *ex officio* capacity

¹³² The 2020 Encaenia ceremony was postponed due to the pandemic

¹³³ Revised target approved by Council 16 March 2020. The University's Athena Swan application has been rescheduled to April 2022 due to the pandemic

STAFF EQUALITY OBJECTIVES		2014	2015	2016	2017	2018	2019	2020
2.	Improve the recruitment and retention of Black and Minority Ethnic (BME) staff							
a.	Apply successfully for an institutional Bronze Race Equality Charter award in 2021 ¹³⁴					Bronze award Feb 2018		
3.	Consolidate our position in the Stonewall Workplace Equality Index							
	<i>2019-2023 objective</i>							
b.	Consolidate our position in the Stonewall Top 100 Employers list ¹³⁵		Score: 63 Rank: 244	Score: 94.5 Rank: 187	Score: 101.5 Rank: 123	Score: 109.5 Rank: 93	Score: 125.5 Rank: 76	Application postponed

STUDENT EQUALITY OBJECTIVES		2020						
4.	Achieve the equality-related objectives set out in the University's agreement with the Office for Students¹³⁶							
	<i>2020-2025 objectives</i>							

¹³⁴ Revised target approved by Council 16 March 2020. The University's REC application has been rescheduled to July 2022 due to the pandemic

¹³⁵ Dates refer to year of application. The 2018-2020 objective to 'Join the Stonewall Top 100 Employers list by 2020' was achieved in 2018. No application was made in 2020 due to the pandemic

¹³⁶ academic.admin.ox.ac.uk/app

STUDENT EQUALITY OBJECTIVES		2020						
T1	To reduce the gap in participation rates between ACORN Group 1 and Groups 4 and 5 from 4.9:1 to 3:1 by 2024/25	Ratio 3:1						
T2	To reduce the gap in participation rates of underrepresented students (POLAR4) between Quintile 5 and Quintile 1 from 15.3:1 to 8:1 by 2024/25	Ratio 7.9:1						
T3	To eliminate the gap in offer rates for Asian applicants by 2021/22	Asian offer rate: -3.4 pp						
T4	To reduce the gap in attainment rates for Black students to 6% by 2024/25	<i>TBC</i> ¹³⁷						
T5	To eliminate the gap in attainment rates for disabled students by 2024/25	<i>TBC</i>						
5.	Eliminate the undergraduate gender attainment gap by 2030							
	<i>2025 objective</i>							
a.	To reduce the first-class degree attainment gap between women and men from 8.5% (2017-19 average) to 4.4% by 2025 (2023-25 average)	<i>TBC</i>						

¹³⁷ The results of final examinations taken in 2020/21 will be reported in next year's Equality Report.

MITIGATING THE EQUALITY IMPACT OF THE COVID-19 PANDEMIC

The University has sought to ensure that all aspects of equality and diversity are fully considered in its response to the coronavirus pandemic.¹³⁸

Examples of mitigation measures taken or planned up to the beginning of Michaelmas term 2020 include:

STUDENTS

TEACHING AND ASSESSMENT

- Surveying all students during the Easter vacation on their home access to teaching and learning provision. Colleges and a central student hardship fund paid for laptops, broadband and accessibility needs where required.
- Surveying staff and students during Trinity term on their experience of remote teaching and assessment to identify areas for improvement and increased support. The results of the student survey (3,188 responses) were analysed by demographic group to identify potential areas of inequality.¹³⁹
- The Centre for Teaching and Learning (CTL) rapidly created new *Skills for Remote Study*¹⁴⁰ for students and guidance and training on *Teaching Remotely*¹⁴¹ for academic staff and introduced a new service – *FIT for Canvas* – to support staff with the design and preparation of flexible and inclusive teaching (FIT) in the Canvas virtual learning environment for 2020/21. The CTL is continually publishing new training materials and guidance and offers free webinars and drop-in sessions to all teaching staff.
- The CTL has also developed practical guidance on successfully managing in-person teaching both with face coverings and in situations where either tutors or students are exempt while the Disability Advisory Service has produced guidance for staff on teaching disabled students remotely.
- Agreeing with the staff unions that students will retain access to video recordings of lectures until they have taken the relevant examinations (including re-sits). All video content within the University's Panopto service has been automatically captioned since 1 September 2020.
- Providing guidance on the potential technical, cultural and legal issues involved in remote teaching where students are based outside the UK.¹⁴²
- Introducing a 'safety net' policy and allowing students taking remote assessments to apply for mitigating circumstances.¹⁴³ Extra time was awarded for remote assessments to allow for IT issues.
- Introducing an immediate *Emergency Assistance Fund* to address short-term financial need (up to £1000) in Trinity term and setting up a new *COVID-19 Hardship Fund* (CHF) for academic year 2020/21. The CHF will provide grants of up to £5,000 to students whose finances have been negatively affected by the pandemic.¹⁴⁴
- Planning for autumn term took into account the needs of students who might not be able to participate in face-to-face teaching.

¹³⁸ For mitigation measures up to 6 October 2020 see: www.ox.ac.uk/sites/files/oxford/Covid-19%20equality%20issues%20and%20potential%20mitigations%20061020.pdf

¹³⁹ academic.admin.ox.ac.uk/coronavirus-teaching-and-learning

¹⁴⁰ canvas.ox.ac.uk/courses/63345

¹⁴¹ wwwctl.ox.ac.uk/teaching-remotely

¹⁴² academic.admin.ox.ac.uk/coronavirus-teaching-and-learning

¹⁴³ www.ox.ac.uk/students/academic/regulations/safety-net

¹⁴⁴ www.ox.ac.uk/students/fees-funding/hardship-fund

STUDENT ADMISSIONS

- Following the initial announcement of A level results, the University and colleges reviewed each applicant and accepted over 300 who had missed their offers, prioritising those from socioeconomically disadvantaged backgrounds. Following the government's change of policy to award Centre Assessed Grades, all students who had met their conditional offers were accepted or offered a deferred place.¹⁴⁵
- Online study skills resources were provided to all incoming students to help them prepare for the new academic year.
- Undergraduate applicants were enabled to take their admissions tests remotely if they were unable to travel to a test centre and interviews were held remotely in December 2020 to minimise the risk to public health.
- Open days were run online and the September virtual open day offered extended hours for popular sessions to cater more inclusively for international audiences.

INTERNATIONAL STUDENTS

- Offering a blanket dispensation from the University's usual residence requirements when all teaching and examining were being carried out remotely and the possibility of individual exemptions at other times to support international students unable to travel to Oxford.
- Providing practical support, including catering and porter services, to students required to self-isolate in College or University accommodation after their arrival in Oxford.
- Providing guidance on accommodation, visas, careers, welfare and student clubs and societies for the 25% of international students who started the 2020/21 academic year remotely.
- Students affected by funding cuts have been able to suspend their studies until their funding is re-established.
- Following reported incidents of racism towards students of Chinese heritage, the University sent an email to all students unequivocally condemning all forms of harassment and discrimination.

DOCTORAL STUDENTS

- Students were allowed to complete their progression milestones and undertake the doctoral viva online rather than in person and were able to apply for mitigating circumstances where their progress had been adversely affected.
- The *COVID-19 Scholarship Extensions Fund* (CSEF) was introduced to underwrite 6 month funding extensions for final year students funded or co-funded by the University, UKRI and Wellcome Trust.¹⁴⁶
- Students ineligible for the CSEF were able to apply to the *COVID-19 Hardship Fund* (CHF).¹⁴⁷
- Students due to submit their doctorates were granted an automatic grace period before becoming liable to pay the termly University Continuation Charge.

HEALTH AND WELLBEING SUPPORT

- The University, colleges and Oxford SU collaborated in the *Student Experience Coordination Group* to develop a comprehensive framework for student wellbeing over the Long Vacation 2020. The group published a statement on the University's aims for the academic year 2020/21 and now operates as the *Student Experience Group*.¹⁴⁸

¹⁴⁵ www.ox.ac.uk/news/2020-08-17-oxford-statement-government-levels-announcement

¹⁴⁶ www.ox.ac.uk/students/fees-funding/covid-extension-fund

¹⁴⁷ www.ox.ac.uk/students/fees-funding/hardship-fund

¹⁴⁸ <https://academic.admin.ox.ac.uk/article/statement-on-the-overall-oxford-student-experience-in-2020-21>

- Student Welfare and Support Services published mental health resources¹⁴⁹ which were commended by the Office for Students as well as regular welfare blogs and podcasts for students.¹⁵⁰
- The Student Counselling Service engaged with a local network to provide students with greater access to BME counsellors. The Counselling Service also trains and supports Student Peer Supporters, including *Peers of Colour* and *Rainbow Peers*.¹⁵¹
- The Counselling Service published advice for LGBT+ students who had had to return home to family who did not know about, or might not accept, their sexuality or gender identity.¹⁵²

STAFF

WORKING REMOTELY

- Offering guidance¹⁵³ and comprehensive online training on remote working IT tools and communications platforms to enable the pivot to the virtual office.¹⁵⁴
- Providing comprehensive and frequently updated home working and wellbeing guidance for staff.¹⁵⁵
- Integrating equality considerations into guidance for staff and managers on working from home, including:
 - Advice on Display Screen Equipment considerations and the provision of required furniture, IT equipment and assistive technology
 - Support available from Occupational Health and the Staff Disability Advisor
 - Advice for managers on supporting teams working remotely.¹⁵⁶
- Paying staff with caring and home schooling responsibilities their full usual rate of pay regardless of actual hours worked.
- Making initial revisions to the University's guidance on flexible working. Consideration will be given to the need for an enhanced policy on home-based working as a means of promoting equality and diversity, with a particular focus on disabled staff and those with caring responsibilities.¹⁵⁷
- The Digital Access Working Group has focused on accessibility issues for disabled staff working remotely.
- Assessment of the disproportionate impact of the pandemic on the careers of women working in professional and support roles will be carried out as part of the Athena Swan self-assessment process during 2020/21.

CORONAVIRUS JOB RETENTION SCHEME

- Implementing special paid leave for staff who were unable to work from home, including those with heavy caring responsibilities, before the government announced the national furlough scheme.
- Carrying out an equality impact assessment to inform furlough policy and planning¹⁵⁸ including a staff survey to collect feedback on the scheme. A report on the survey is available on the EDU website.¹⁵⁹
- Furloughing staff whose caring responsibilities prevented them from working and making part-time furlough available when this was introduced.

¹⁴⁹ www.ox.ac.uk/students/welfare

¹⁵⁰ www.ox.ac.uk/students/welfare/counselling/coronavirus

¹⁵¹ www.ox.ac.uk/students/welfare/peersupport

¹⁵² www.ox.ac.uk/students/news/2020-05-20-coronavirus-welfare-advice-lgbt-home-0

¹⁵³ www.it.ox.ac.uk/work-remotely

¹⁵⁴ skills.it.ox.ac.uk/remote-working-personal-productivity-activity

¹⁵⁵ hr.admin.ox.ac.uk/covid-19-resources

¹⁵⁶ hr.admin.ox.ac.uk/files/homeworkingguidanceformanagers-covid-19pdf

¹⁵⁷ hr.admin.ox.ac.uk/flexible-working

¹⁵⁸ hr.admin.ox.ac.uk/the-job-retention-scheme

¹⁵⁹ edu.admin.ox.ac.uk/equality-analysis (SSO required)

- Producing guidance for managers on integrating equality considerations into all aspects of the furlough decision-making process and circulating advice on ways to support furloughed staff and enable their return to work.
- Remunerating all furloughed staff at 100% of their salaries.
- Enabling academic and research staff furloughed for caring reasons to apply to the *Returning Carers' Fund* for support to re-establish their research.¹⁶⁰

RECRUITMENT AND REDEPLOYMENT

- Committing to protect existing jobs and to go ahead with the implementation of the *Oxford Living Wage* from 1 August 2020.
- Ensuring that equality considerations were fully integrated into the University's staff recruitment freeze and redeployment protocol and carrying out an equality impact assessment to inform policy and planning.¹⁶¹
- Instituting the *Priority Candidates Support Scheme* to assist current members of professional services staff to find new roles at the University at the expiration of their fixed-term employment.¹⁶²
- Exempting maternity cover posts from the recruitment freeze.

RETURN TO ON-SITE WORKING

- Considering potential equality impacts throughout the process of planning for a return to on-site working.¹⁶³
- Carrying out a wide-ranging equality impact assessment to inform all aspects of on-site working policy and planning.
- Including a section on equality issues and the needs of vulnerable staff in the mandatory risk assessment for managers planning the return to on-site working. The guidance emphasises:
 - Equality factors that need to be taken into account in the risk assessment
 - The need for dialogue to understand staff concerns about the return to on-site working
 - That on-site working may be a positive option for some staff, e.g. to support staff with certain disabilities.
- Taking account of positive and negative equality impacts when developing University policy on wearing face coverings, in consultation with the Disabled Staff Advisory Group.¹⁶⁴ Details of exemptions and exceptions to the policy are set out in the FAQs and it has been made clear that it is inappropriate to challenge anyone not wearing one. The Centre for Teaching and Learning produced a briefing document on the use of face coverings in face-to-face teaching.¹⁶⁵
- Setting up six temporary car parks to enable staff returning to on-site working to choose alternatives to public transport and offering a free temporary parking permit; creating extra parking places; raising the departmental cap and prioritising staff clinically vulnerable to COVID-19.¹⁶⁶

¹⁶⁰ edu.admin.ox.ac.uk/returning-carers-fund

¹⁶¹ www.ox.ac.uk/coronavirus/staff/planning-and-response/strategy

¹⁶² hr.admin.ox.ac.uk/priority-candidates-support-scheme

¹⁶³ www.ox.ac.uk/coronavirus/staff/planning-and-response/return-to-workplace

¹⁶⁴ www.ox.ac.uk/coronavirus/health/face-coverings

¹⁶⁵

sharepoint.nexus.ox.ac.uk/sites/uasmosaic/academicsupport/_layouts/15/WopiFrame.aspx?sourcedoc=/sites/uasmosaic/academicsupport/Academic%20Support%20Staff%20documents/Face%20coverings/FIT%20Teaching%20in-person%20with%20face%20coverings%20v1.pdf&action=default

¹⁶⁶ travel.admin.ox.ac.uk/car/permits

ACADEMIC AND RESEARCH STAFF

- Revising University guidance on recently appointed academics' five-year *Initial Period of Office* to offer extensions to anyone whose research has been adversely affected by COVID-19.¹⁶⁷
- Offering extensions to the automatic retirement date for staff unable to complete a funded research project before their Employer-Justified Retirement Age due to the pandemic.
- Publishing comprehensive guidance on issues relating to funding and project management¹⁶⁸ as well as advice and guidance for fixed-term research staff and fellows.¹⁶⁹
- Commissioning a survey of research staff in July 2020 to inform the University's response to the pandemic which obtained nearly 1,000 responses.¹⁷⁰
- Creating a new *COVID-19 Rebuilding Research Momentum Fund* to support staff whose research momentum and career progression have been significantly disrupted by COVID-19 and the associated restrictions.¹⁷¹
- Monitoring grant application and success rates by gender in light of published evidence of the gendered impact of the pandemic on researchers with caring responsibilities. The initial data showed no disparity but this will be kept under review.

HEALTH AND WELLBEING SUPPORT

- Creating a new *Staff COVID-19 Hardship Fund*.¹⁷²
- Providing free telephone counselling for all employees and immediate family members through *Care First*.¹⁷³
- Subscribing to the *Togetherall* online mental health peer-to-peer support community.¹⁷⁴
- Providing access to physiotherapy for work-related musculoskeletal conditions.¹⁷⁵
- Developing a COVID-19 vulnerability self-assessment process for staff with the option for self-referral to Occupational Health plus associated guidance for managers. The tool allows staff to assess their potential vulnerability to COVID-19 and receive confidential medically-informed advice if required.¹⁷⁶
- The Department of Experimental Psychology is providing a series of online lectures on *Our Mental Wellness* open to all staff, students and alumni.¹⁷⁷
- Publishing information for neurodivergent staff and those with pre-existing mental health conditions.¹⁷⁸
- The LGBT+ Staff Network has sent regular communications on mental health support to its members.
- Signposting staff experiencing domestic violence to sources of support.¹⁷⁹

Equality and Diversity Unit
March 2021

¹⁶⁷ hr.admin.ox.ac.uk/reappointment-procedure-for-associate-professors

¹⁶⁸ researchsupport.admin.ox.ac.uk/covid-19

¹⁶⁹ researchsupport.admin.ox.ac.uk/covid-19/fixed-term

¹⁷⁰ staff.admin.ox.ac.uk/article/outcomes-of-research-staff-survey-announced

¹⁷¹ researchsupport.admin.ox.ac.uk/funding/internal/crrmf

¹⁷² hr.admin.ox.ac.uk/staff-covid-19-hardship-fund

¹⁷³ occupationalhealth.admin.ox.ac.uk/employee-counselling-service

¹⁷⁴ togetherall.com/en-gb

¹⁷⁵ occupationalhealth.admin.ox.ac.uk/employee-physiotherapy-service

¹⁷⁶ occupationalhealth.admin.ox.ac.uk/covid-19-vulnerability-assessments

¹⁷⁷ talks.ox.ac.uk/talks/series/id/267ce96b-9dc6-4f74-8aee-3ed37dae14a8

¹⁷⁸ edu.admin.ox.ac.uk/coronavirus

¹⁷⁹ hr.admin.ox.ac.uk/covid-19-resources#collapse2115606

ANNEXE A: SELECTED STAFF DATA

This annexe provides key data on the University of Oxford's senior leadership, employees and recruitment. The Equality and Diversity Unit conducted an analysis of senior committee membership in Michaelmas term 2020. The annual staff snapshot was taken on 31 July 2020 and includes all employees wholly or jointly employed by the University, excluding atypical and variable hours staff. The figures for staff in post are

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

Comparative data has been obtained from the HESA Staff Record (see caveat on p.61). Public data

expressed as full-time equivalent percentages (FTE). Recruitment data relate to vacancies advertised on the University website between 1 August and 31 July the following year. Academic recruitment data include University-led posts only. The numerical data are available in an accessible Excel file on the EDU website.¹ For more detailed staff data, see:

is available to University staff and students via the Advance HE website.²

UNIVERSITY GOVERNANCE

The University has successfully met most of its 2016-2020 public equality objectives to increase female representation in senior leadership. In Michaelmas term 2020, 41% of University officers, 41% of academic divisional leadership and 35% of academic heads of department were female, as well as 41% of UAS section heads. In addition, Council and four of its five main committees met the recently raised target of at least 35% female membership. Overall, 42% of members of Council and its main committees were female.

The total proportion of women on divisional boards rose slightly to 35%, meeting the one-third target set out in the University's equality objectives. However, the proportions on the Mathematical, Physical and Life Sciences (MPLS) and Medical Sciences (MSD) divisional boards both remained below 20%.

In 2020, the proportion of Black and Minority Ethnic (BME) members of Council and its main committees rose to 8%, matching the known

proportion among academic staff. Divisional boards were less ethnically diverse overall (4% BME) with only three heads of department known to be BME.

Additional protected characteristics were reported as follows:

Table 1 University governance bodies by protected characteristic, MT20

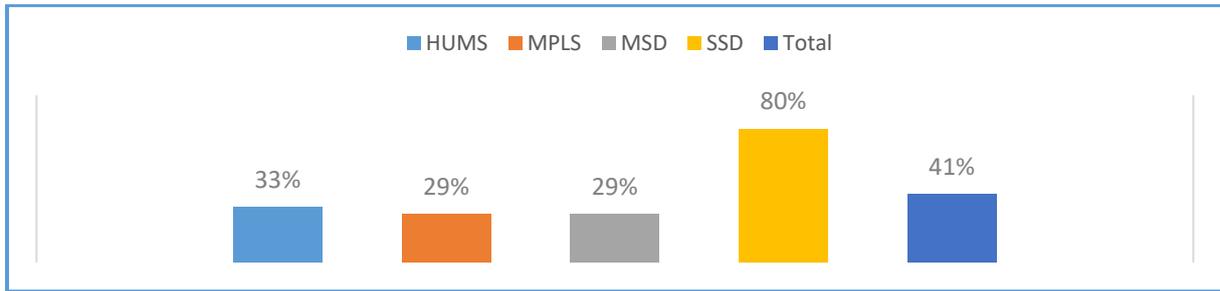
Characteristic	Committees of Council	Divisional Boards
Aged under 50	17%	32%
UK national	86%	72%
Has a disability	8%	6%
Lesbian, Gay, Bisexual or Other (LGB+)	5%	2%
Has a religion or belief	26%	15%

Source: EDU and CoreHR

¹ edu.admin.ox.ac.uk/equality-report

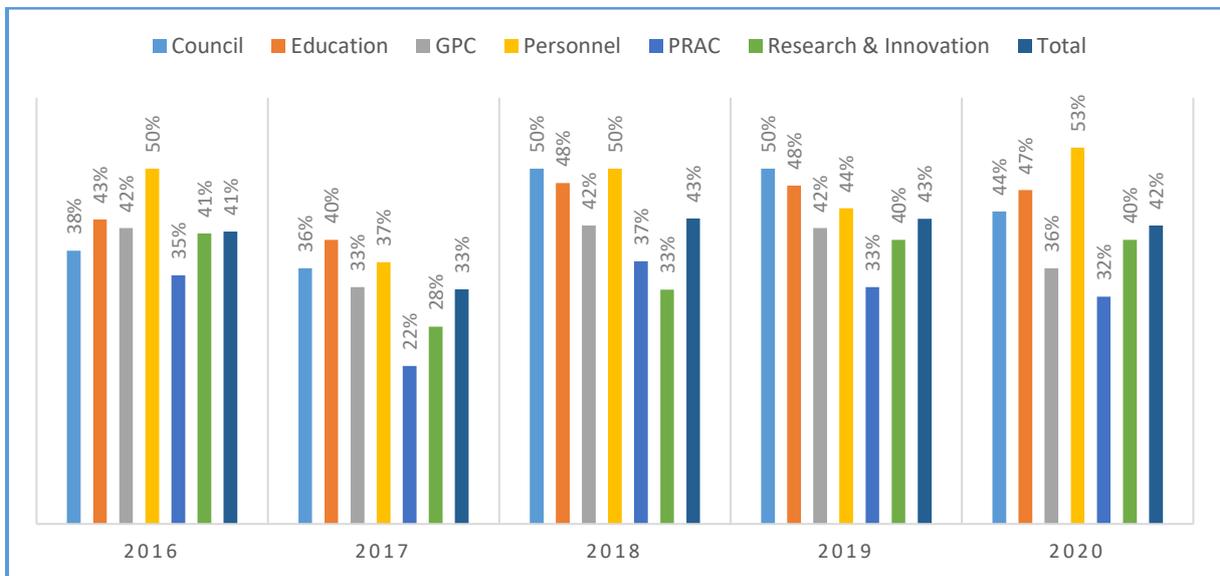
² www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports

Figure 1 Female academic divisional leadership (Head of Division, Deputy Head of Division, Associate Head of Division), 2020



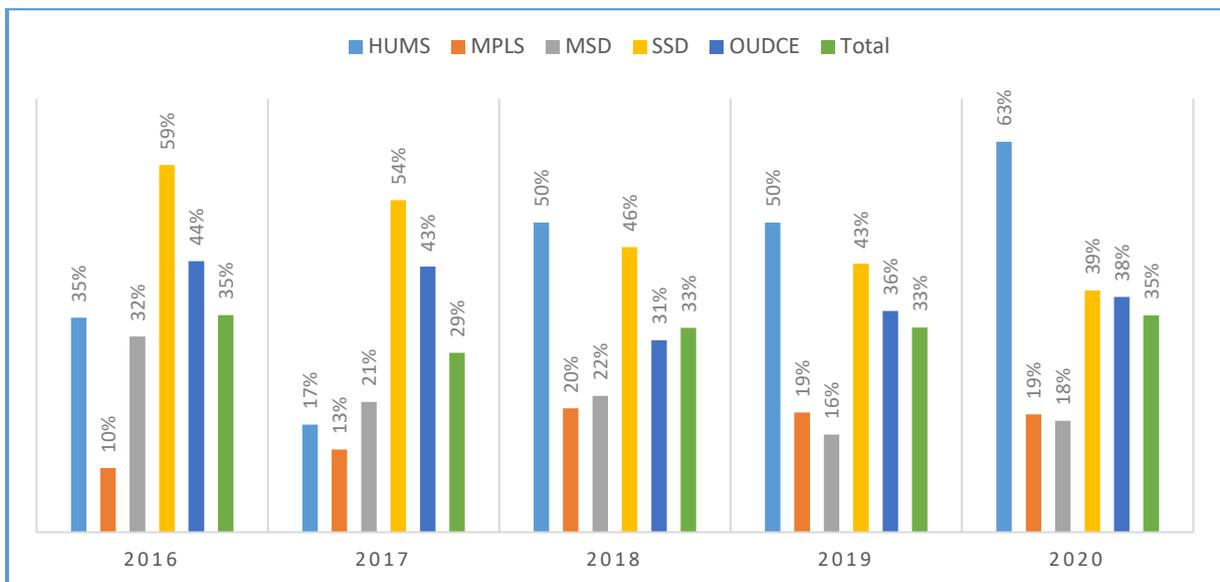
Sources: EDU and CoreHR

Figure 2 Female members of Council and its five main committees, 2016-20



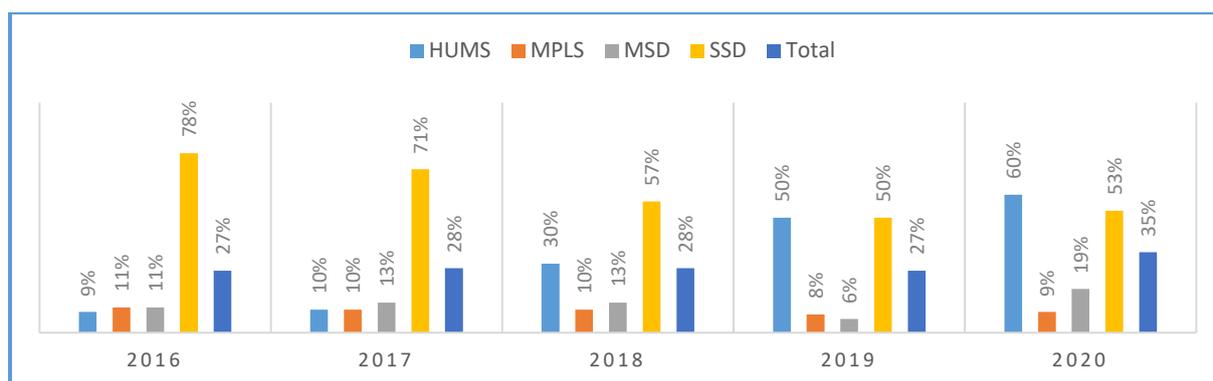
Sources: EDU and CoreHR

Figure 3 Female members of divisional boards, 2016-20



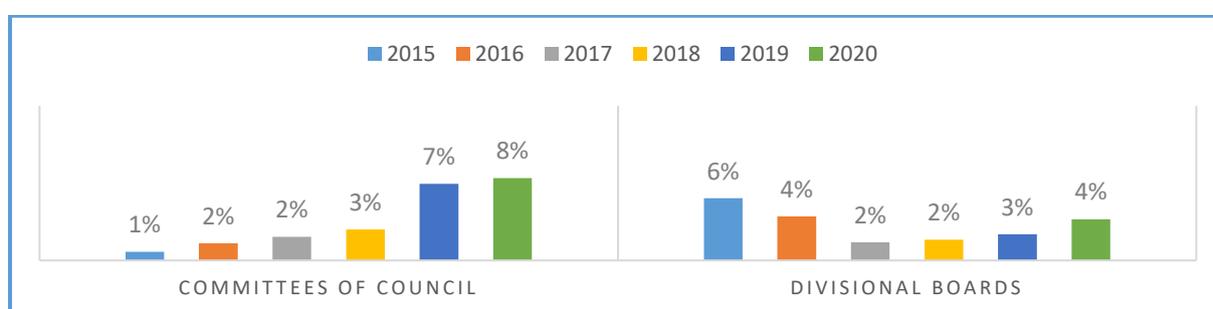
Sources: EDU and CoreHR

Figure 4 Female heads of academic departments, 2016-20



Sources: EDU and CoreHR

Figure 5 Black and Minority Ethnic (BME) membership of University governance bodies, 2016-20



Sources: EDU and CoreHR

SEX

On 31 July 2020, women comprised 51% of all full-time equivalent staff.³ The proportion of women in academic posts increased by one percentage point to 31%.

The overall proportion of female professors remained static at 26%, falling short of the target figure of 30% by 2020. However, the proportion of titular professors – those awarded the title of full professor – increased slightly to 28%.⁴ The proportion of female statutory professors – the University’s most senior academic grade – fell just short of reaching the target of 20% by 31 July, but has subsequently risen to 20%.

While the overall proportion of female associate professors – the University’s main academic grade – has not met the headline target of 35% by 2020, women now comprise 37% of associate professors without professorial title (typically those at an earlier stage of their career). There is a clear trend towards greater diversity among more recently-

appointed staff, as 39% of academic staff under 40 are female compared with only 26% of those aged 50 to 64.

The proportion of female professors and academic senior managers (combined) at Oxford is lower than that across the rest of UK higher education: 26% at Oxford compared with 30% overall.

Over the last five years, 72% of applicants for professorial title have been successful in the annual Recognition of Distinction process, with no difference by gender. In the 2020 round, 88% of female and 83% of male applicants were awarded title.

Among all female staff who have taken maternity leave since August 2015, 88% have returned to work, including 96% of academics.

In 2020, the University’s mean gender pay gap fell from 21.6% to 20.1% while the median gap

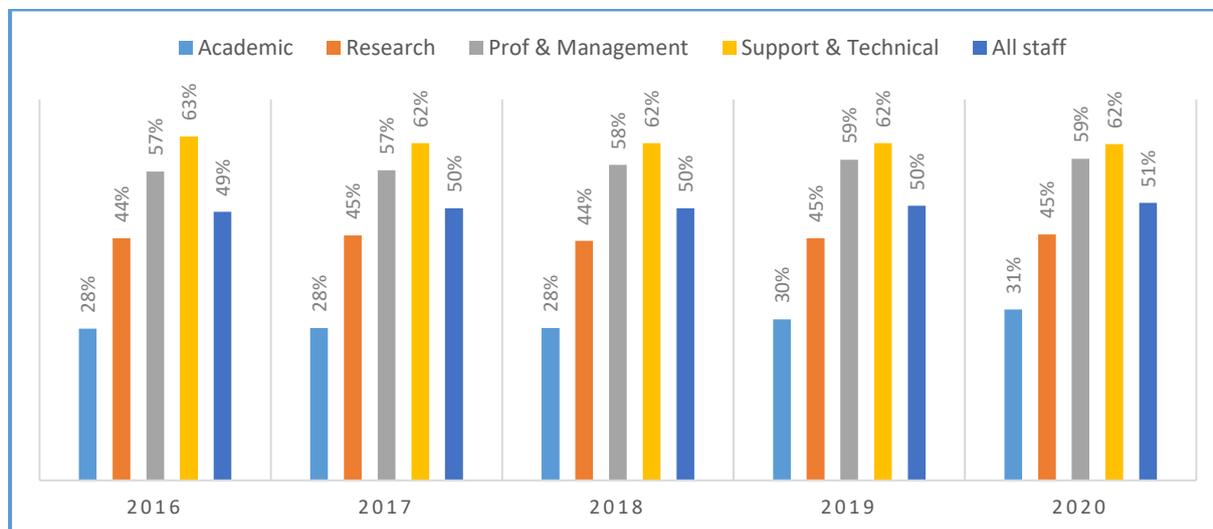
³ The binary female/male sex recorded in the staff record for HMRC reporting purposes

⁴ hr.admin.ox.ac.uk/recognition-of-distinction

remained at 13.7%. Over the last four years, the percentage of women in the upper pay quartile has risen by three points. Please see the annual Gender Pay Gap report for more information.⁵

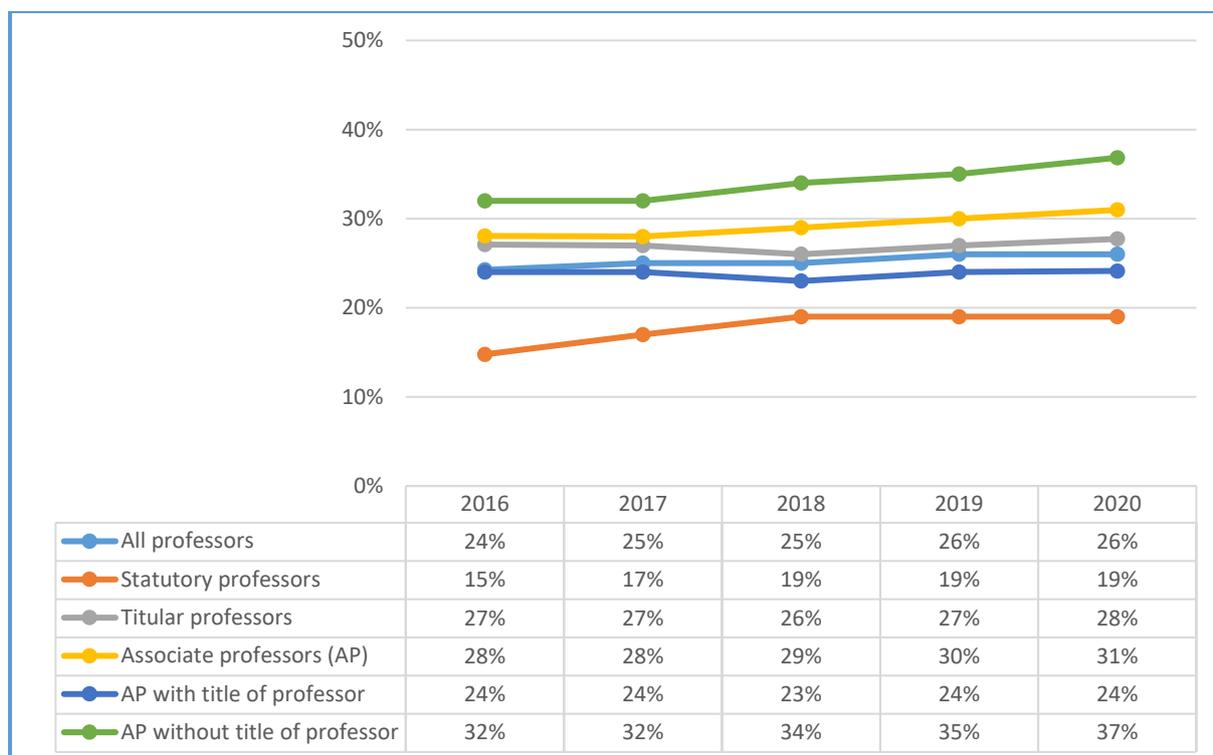
In 2019/20, the proportion of female applicants appointed to University-led academic posts rose to 48%.

Figure 6 Female staff in post by grade group, 2016-20



Source: CoreHR

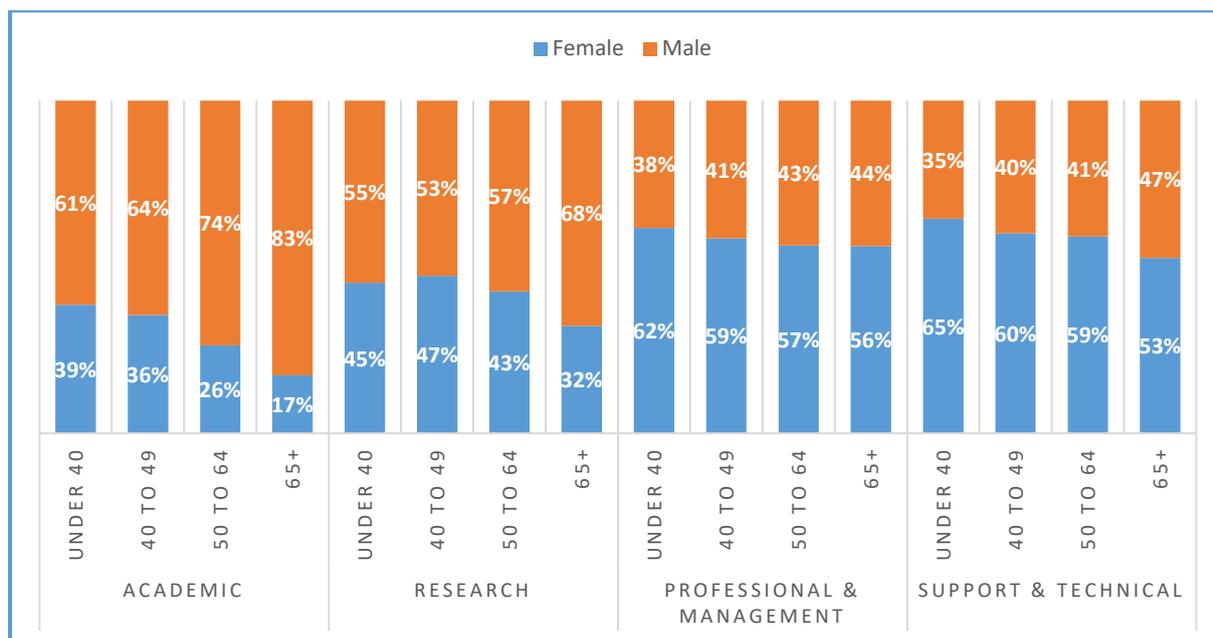
Figure 7 Female professors by role type, 2016-20



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

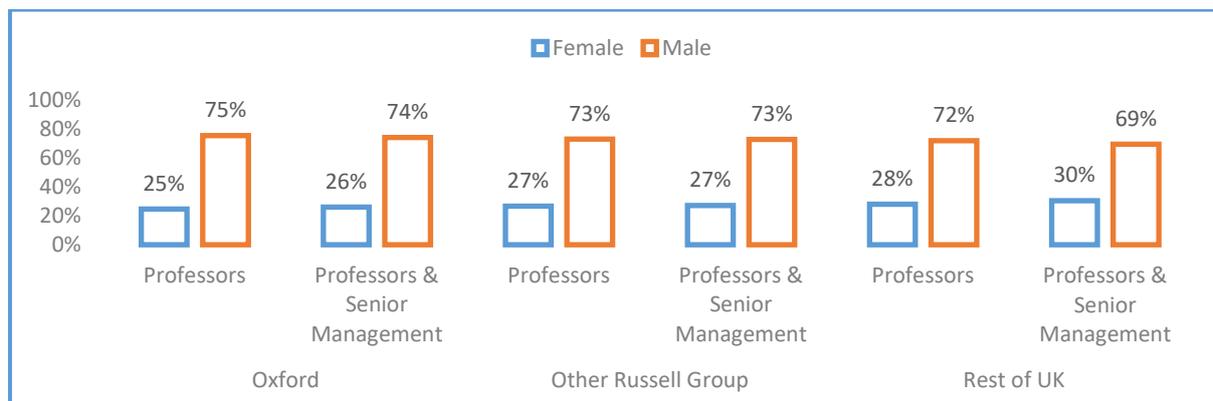
⁵ hr.admin.ox.ac.uk/gender-pay-gap-reporting

Figure 8 All staff by grade group, age band and binary sex, 31 July 2020



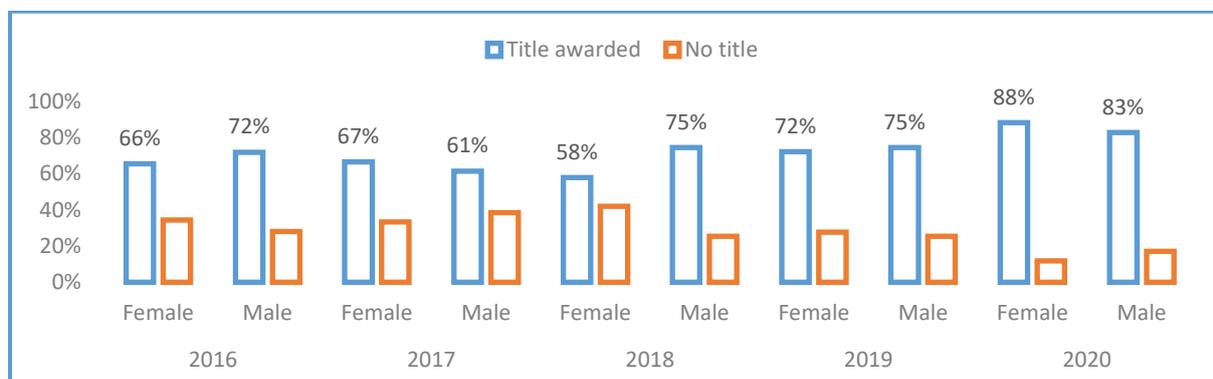
Source: CoreHR

Figure 9 Academic professors and senior managers by binary sex at Oxford, other Russell Group and the rest of UK higher education, 2019/20



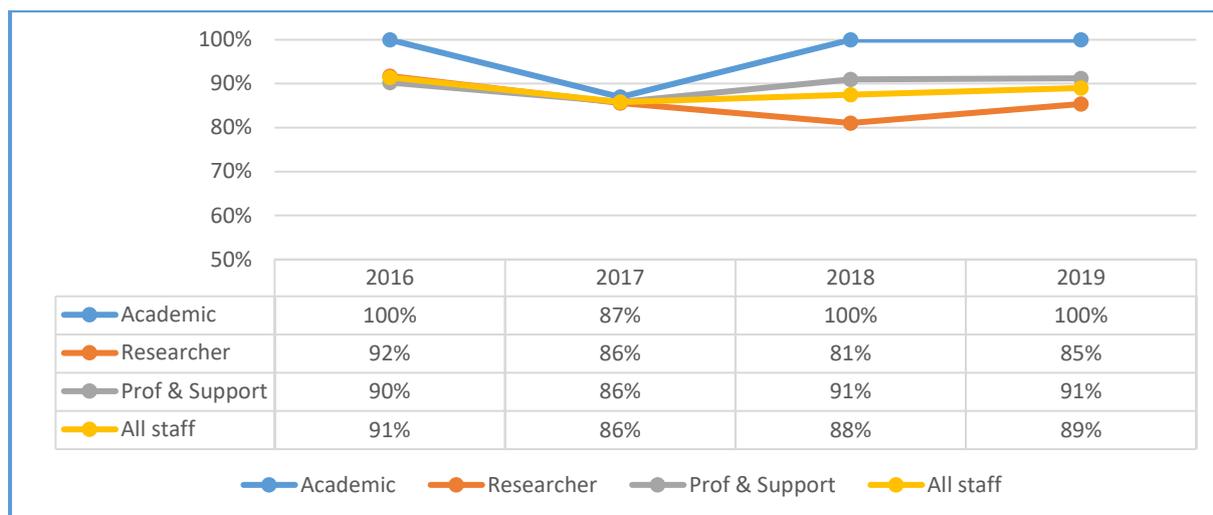
Source: HESA Staff Record, 2019/20. Academic employment marker, contract levels 'Professor' and 'Professor' and 'Senior Management' combined, full person equivalent

Figure 10 Recognition of Distinction: award of professorial title by binary sex, 2016-20



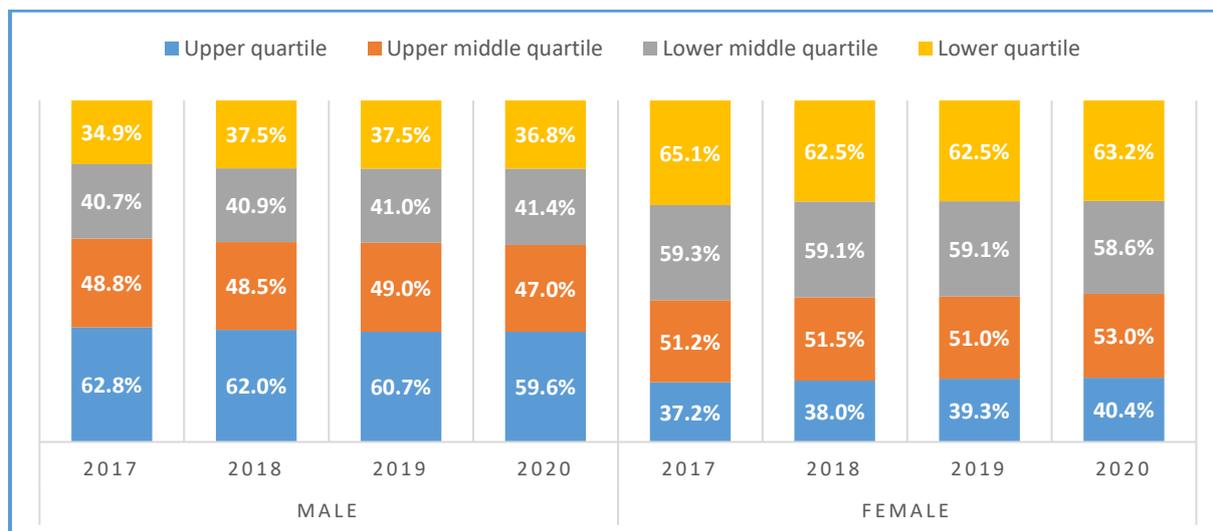
Source: CoreHR

Figure 11 Maternity leave return rates by grade group, 2016-19



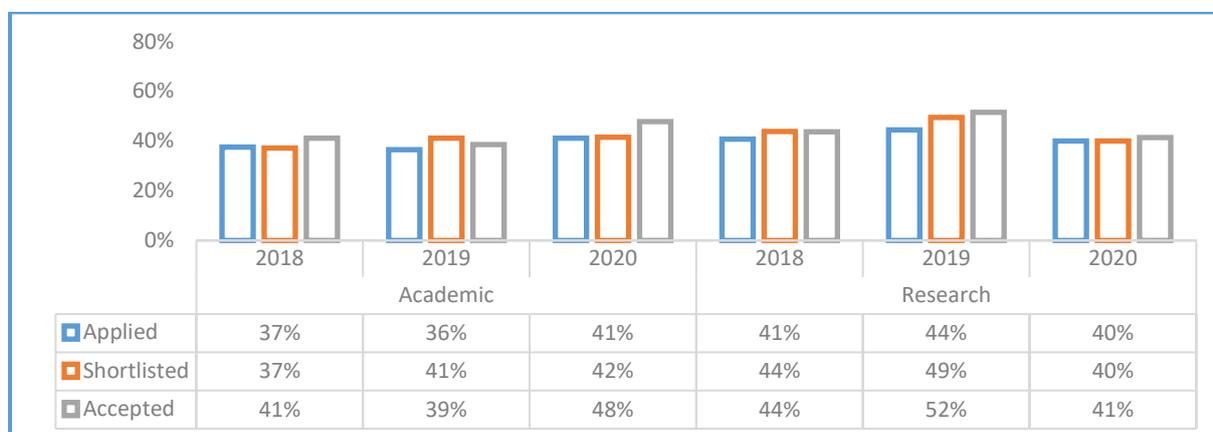
Source: CoreHR. Prof & Support comprises Professional & Management as well as Support & Technical staff

Figure 12 Gender pay gap: proportion of men and women in each pay quartile, 2017-20



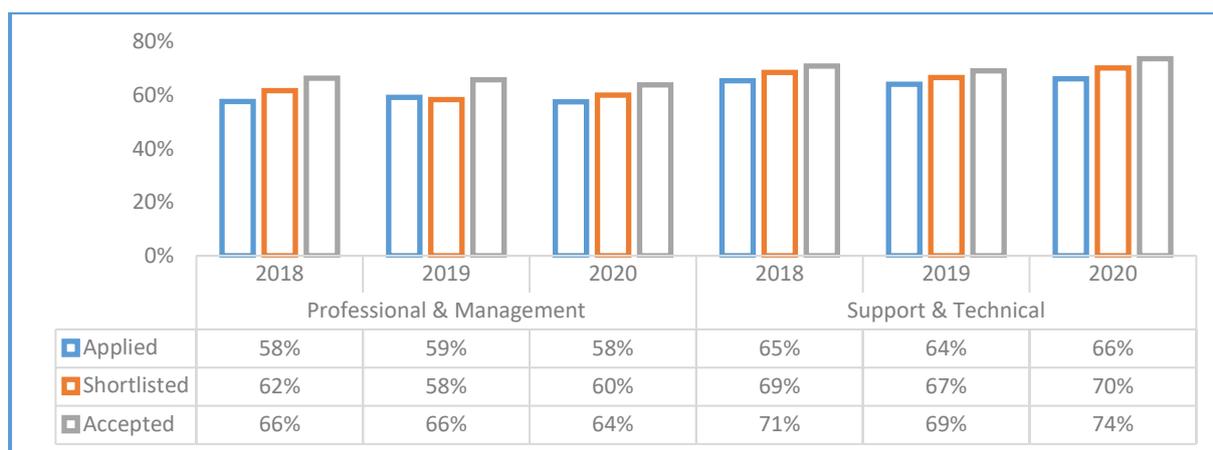
Source: CoreHR

Figure 13 Female Academic and Research staff recruitment, 2018-20



Source: CoreHR. Academic recruitment includes University-led posts only

Figure 14 Female Professional and Support staff recruitment, 2018-20



Source: CoreHR

ETHNICITY

The overall proportion of staff known to be BME has remained static at 14% while the percentage whose ethnicity is unknown is still 13% (5% 'prefer not to say', 8% blank). Research staff are the most ethnically diverse group, with 22% known to be BME. A quarter of researchers aged under 40 are known to be BME though levels of unknown ethnicity are also particularly high among younger staff.

4% of all staff are of Chinese ethnicity and 5% other Asian. The proportion of staff who are Black (1%) is lower than that in either the general or local population.

The overall age profile of BME staff was much younger than that of White staff: 61% of all staff known to be BME were under 40 compared with 43% of White.

8% of academic staff and 7% of professors are known to be BME but there are very high levels of unknown ethnicity in these groups. Measures to improve the processing of new staff starters will increase the accuracy of our staffing data over time, and all staff will be invited to update their diversity details in HR Self-Service during 2021. All staff, including casuals, can now access their staff records and electronic pay slips online.

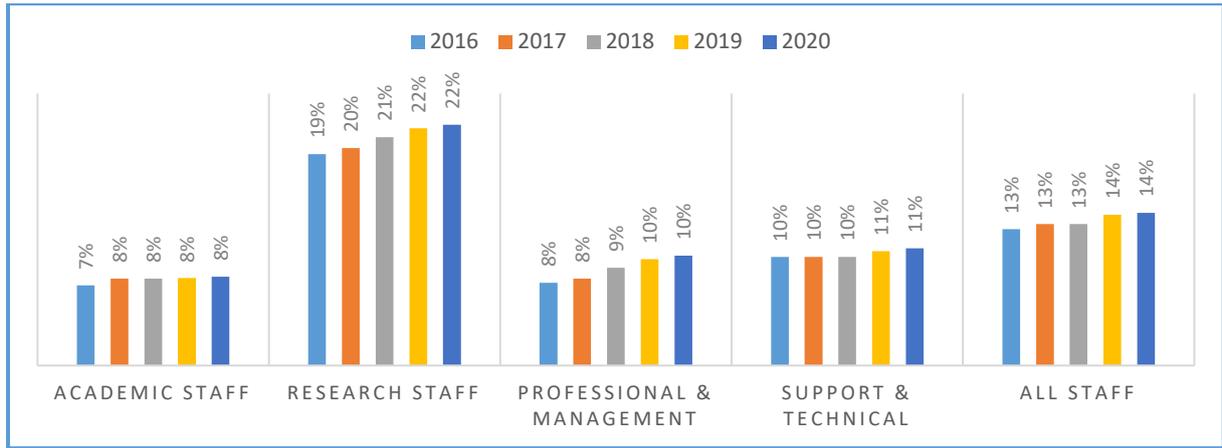
Comparison with the HESA Staff Record, 2019/20 shows that the proportion of BME academic and research staff at Oxford is similar to that across the rest of UK higher education. However, Oxford has more Asian and fewer Black staff than average. The rate of unknown ethnicity is also double the average. The proportions of non-academic staff in each ethnic group are similar to the average though Black staff are again underrepresented.

Across the rest of UK higher education, 10% of professors (as well as of professors and senior management combined) are known to be BME compared with 7% at Oxford. However, the rate of unknown ethnicity at Oxford is 13% compared with 7% overall.

Over the last three years, 16% of all UK applicants to University-led academic posts were BME, compared with 8% of appointees. Shortlisting rates have improved across all role types, but BME applicants are still less likely to be appointed than White.

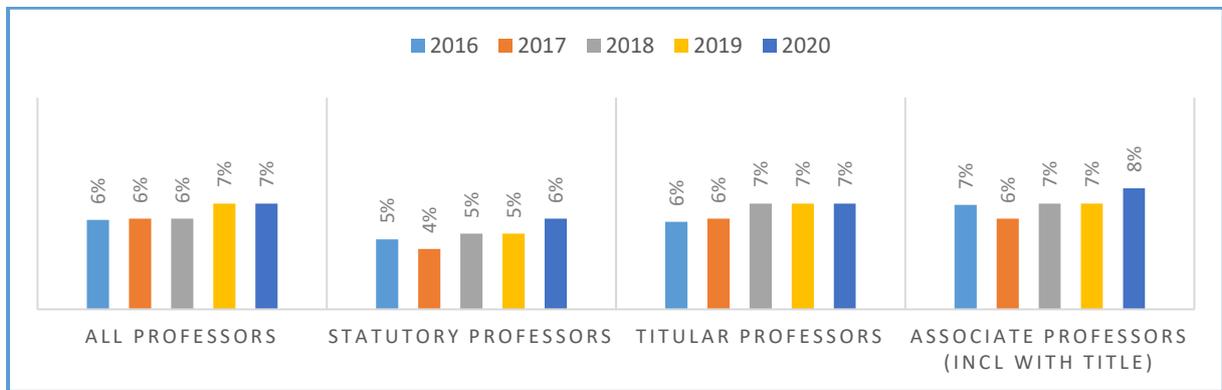
The University is currently undertaking a process to identify realistic cross-institutional targets for the representation of BME staff as part of its preparation to renew its Race Equality Charter award in early 2022.

Figure 15 BME staff in post by grade group, 2016-20



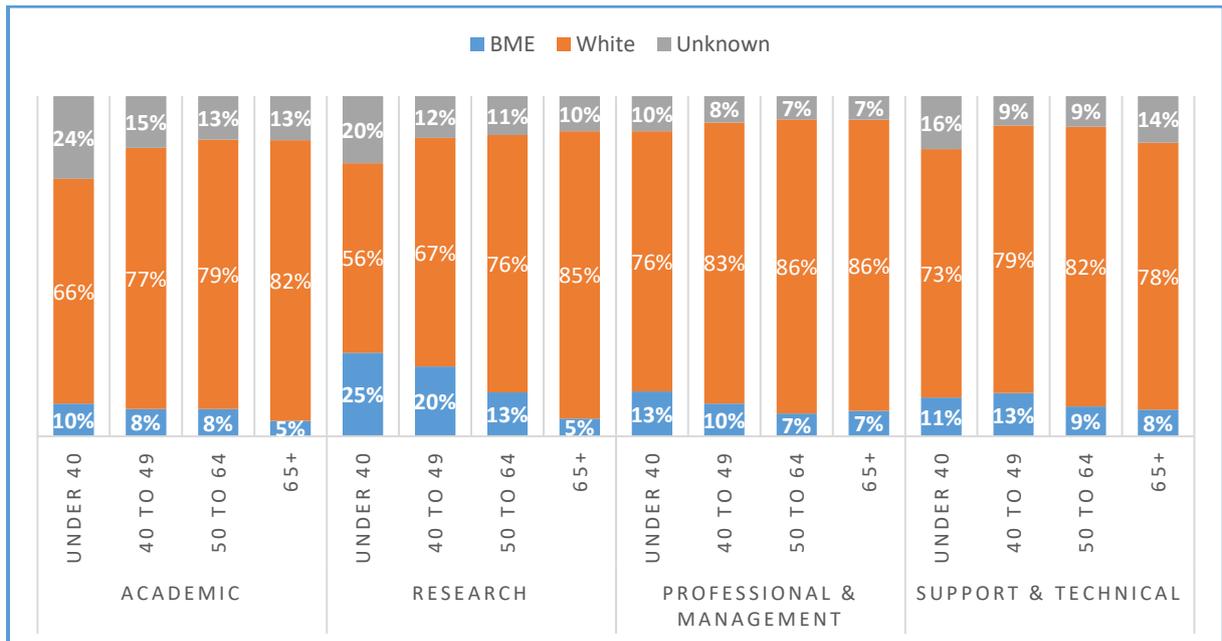
Source: CoreHR. P&M = Professional & Management. S&T = Support & Technical

Figure 16 BME professors and associate professors, 2016-20



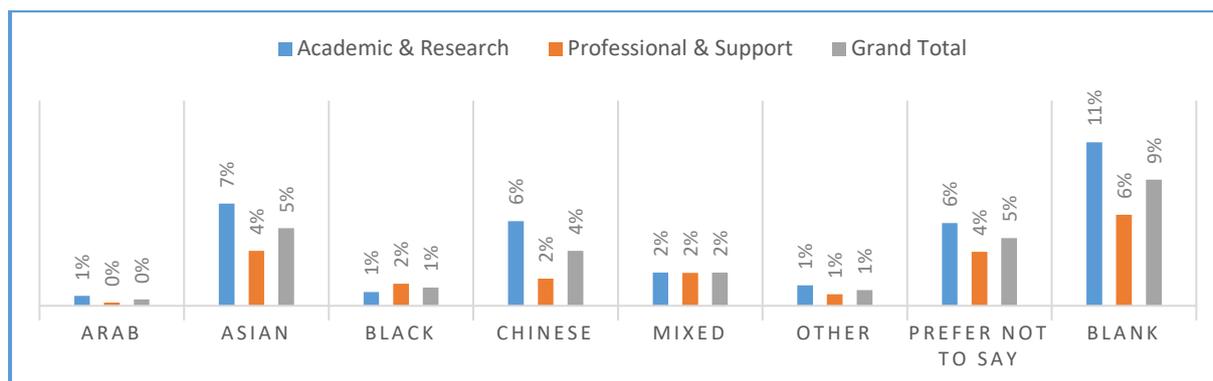
Source: CoreHR

Figure 17 Staff in post by grade group, age band and ethnicity, 2020



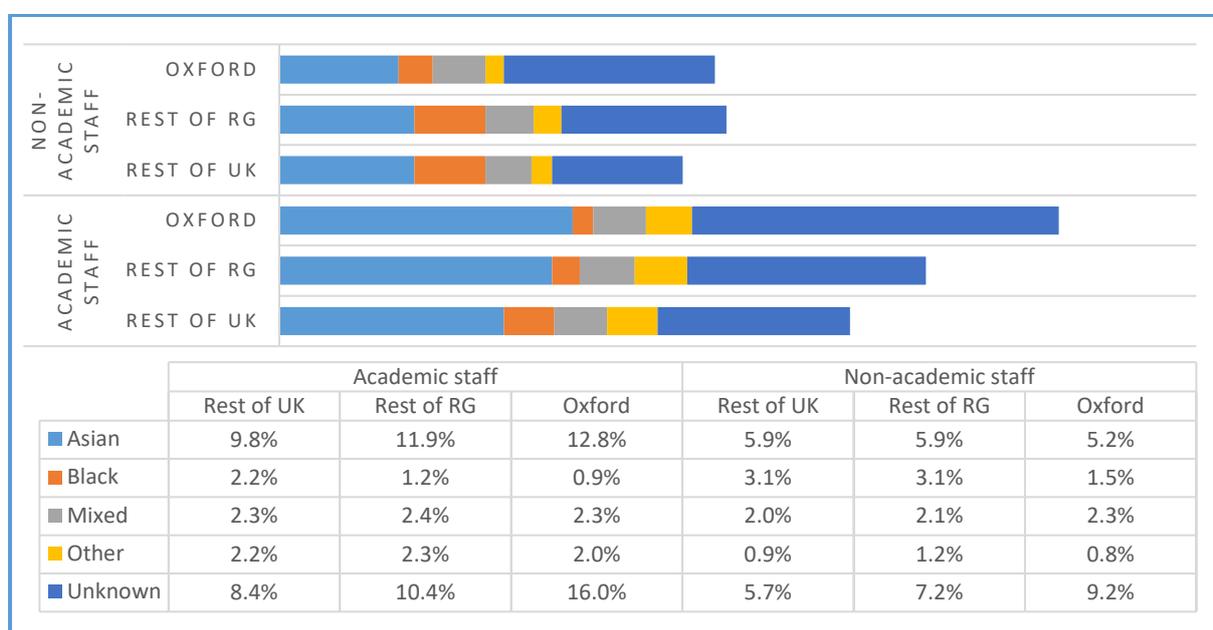
Source: CoreHR

Figure 18 Staff in post by detailed ethnic group and role type (excluding White), 2020



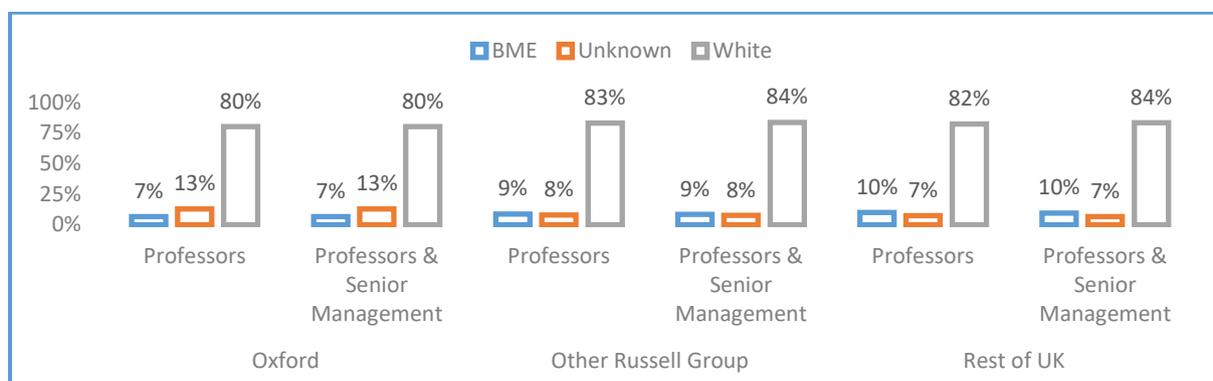
Source: CoreHR

Figure 19 BME staff in higher education by ethnic group and provider, 2019/20



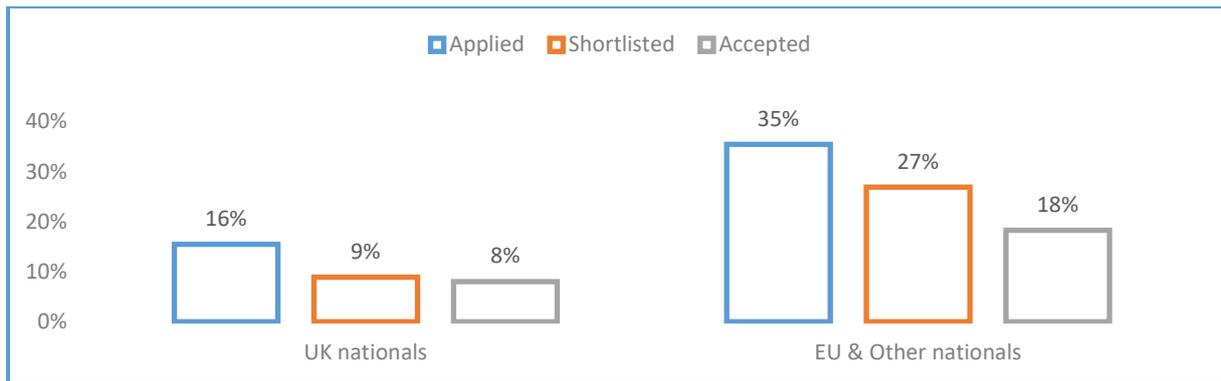
Source: HESA Staff Record, 2019/20. Academic employment marker, all contract levels, all nationalities. full person equivalent. Rest of RG = Russell Group universities excluding Oxford

Figure 20 Academic professors and senior managers by ethnicity at Oxford, other Russell Group and the rest of UK higher education, 2019/20



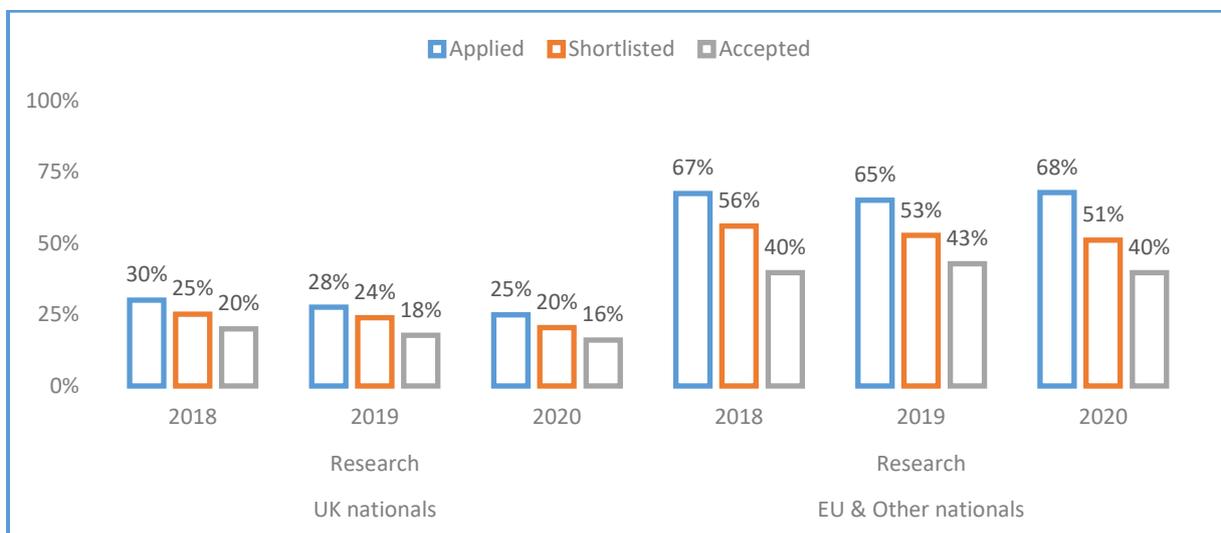
Source: HESA Staff Record, 2019/20. Academic employment marker, contract levels 'Professor' and 'Professor' and 'Senior Management' combined, full person equivalent

Figure 21 Academic recruitment: BME applicants by nationality and ethnicity, 2018-20 average



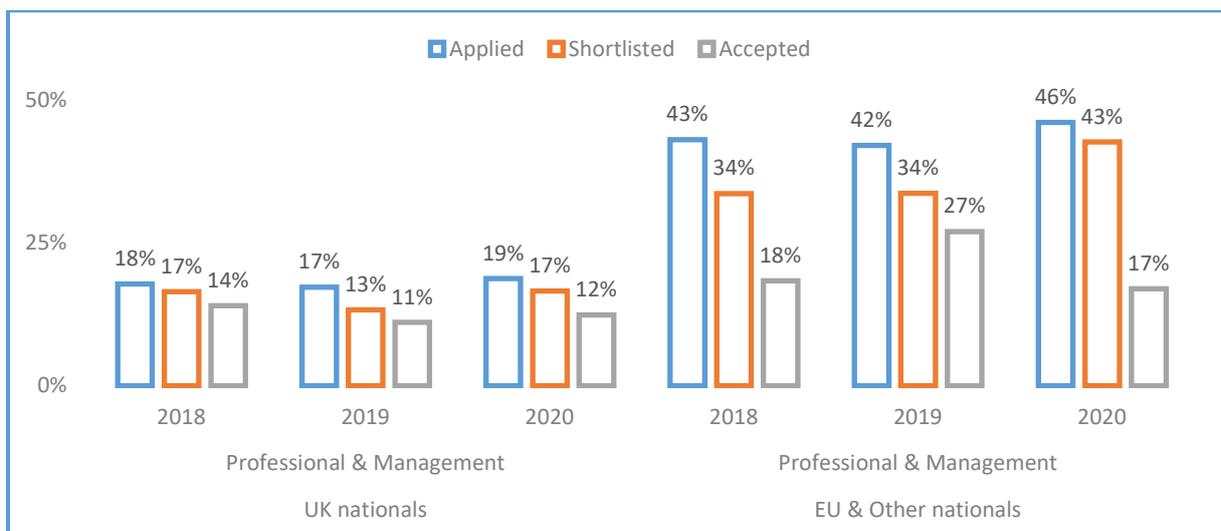
Source: CoreHR. Combined data. Recruitment to University-led posts only

Figure 22 Research recruitment: BME applicants by nationality and ethnicity, 2018-20



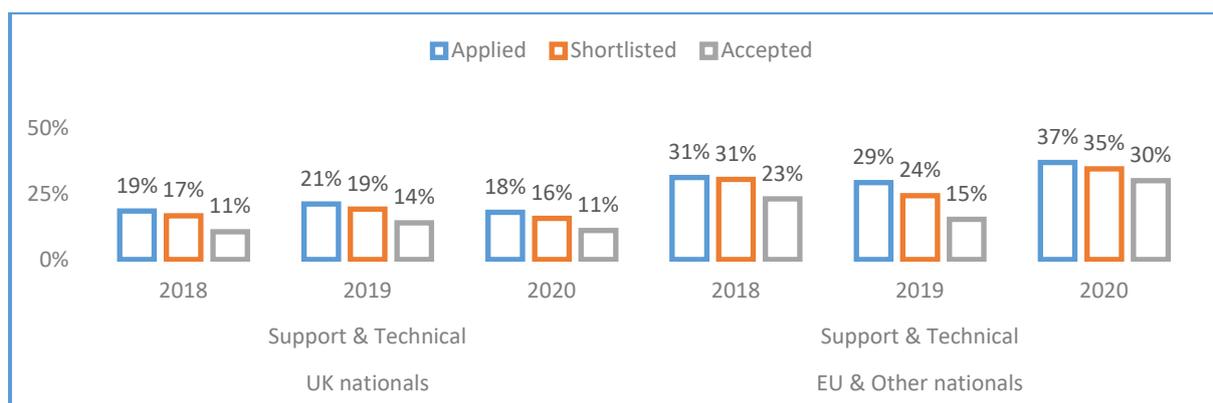
Source: CoreHR

Figure 23 Professional and Management recruitment: BME applicants by nationality and ethnicity, 2018-20



Source: CoreHR

Figure 24 Support and Technical recruitment: BME applicants by nationality and ethnicity, 2018-20



Source: CoreHR

DISABILITY

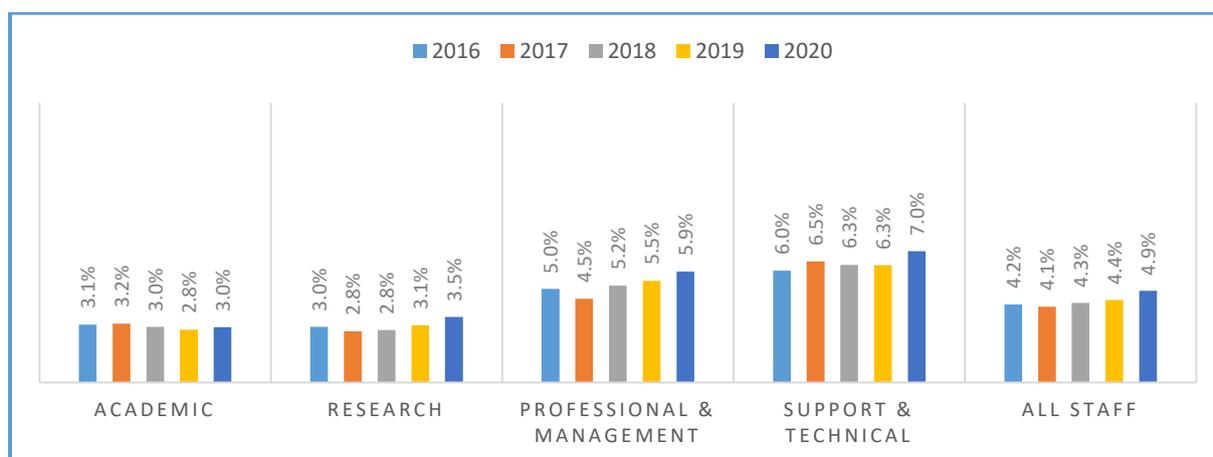
Over the last five years the proportion of staff with a declared disability has risen by one percentage point to 5%, due largely to increases in disclosure among professional and support staff. However, evidence from the University’s staff survey suggests that the true figure is nearer 12%. According to the Office for National Statistics, 19% of the working age (16-64) population is disabled.⁶

Between 2018 and 2020, 4% of applicants and 4% of appointees to University-led academic posts had declared a disability. The 2019/20 recruitment data for other grade groups indicated that disabled applicants were, if anything, more likely to be successful than those who had not declared a disability.

All staff will be encouraged to update their staff record online in confidence, including details of any disability, during 2021. This will help the University more accurately to identify staff needs and will contribute towards the development of its staff wellbeing programme. The Staff Experience Survey 2021 will also help provide up-to-date evidence of the level of disability and mental ill-health experienced by University staff during the course of the last year.

There is a wide range of resources for disabled staff and their managers on the EDU website.⁷

Figure 25 Disabled staff in post by grade group, 2016-20

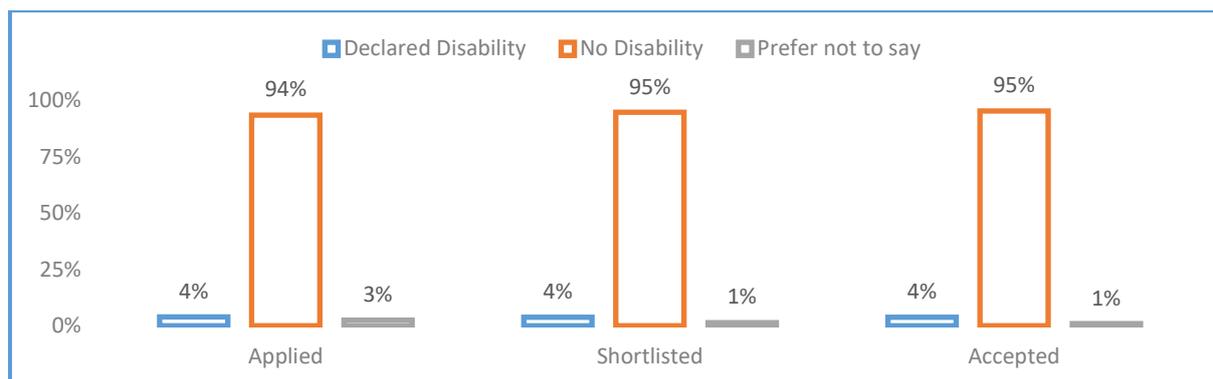


Source: CoreHR

⁶ <https://commonslibrary.parliament.uk/research-briefings/cbp-7540>

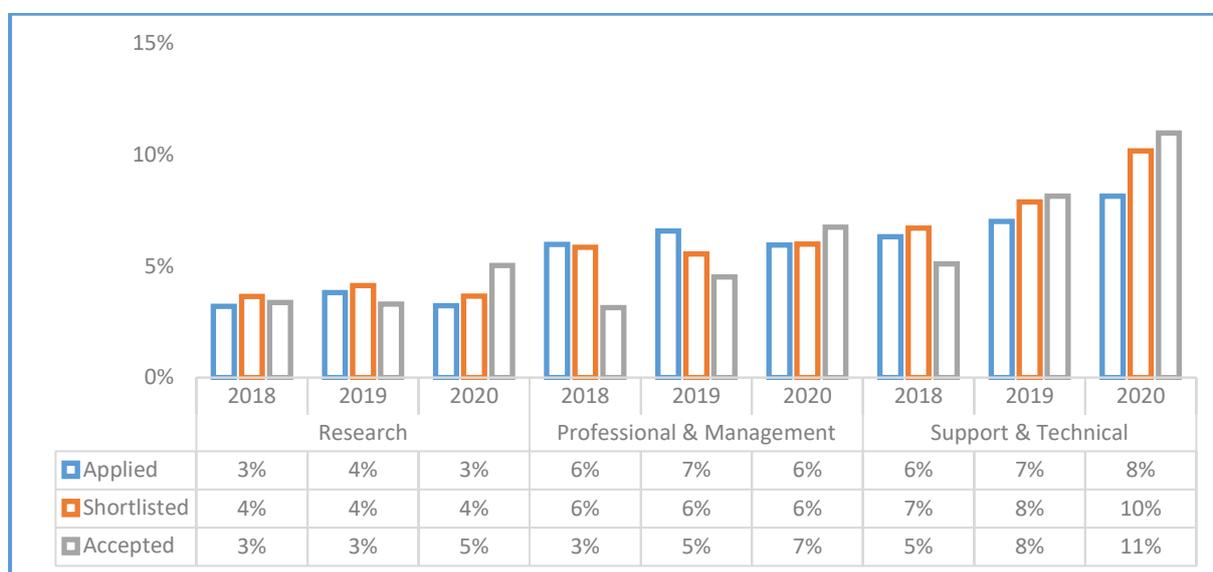
⁷ [edu.admin.ox.ac.uk/disability-0#/?](http://edu.admin.ox.ac.uk/disability-0#/)

Figure 26 Academic staff recruitment by disability status, 2018-20 average



Source: CoreHR. Combined data. Recruitment to University-led posts only

Figure 27 Recruitment of disabled applicants by grade group, 2018-20



Source: CoreHR

SEXUAL ORIENTATION

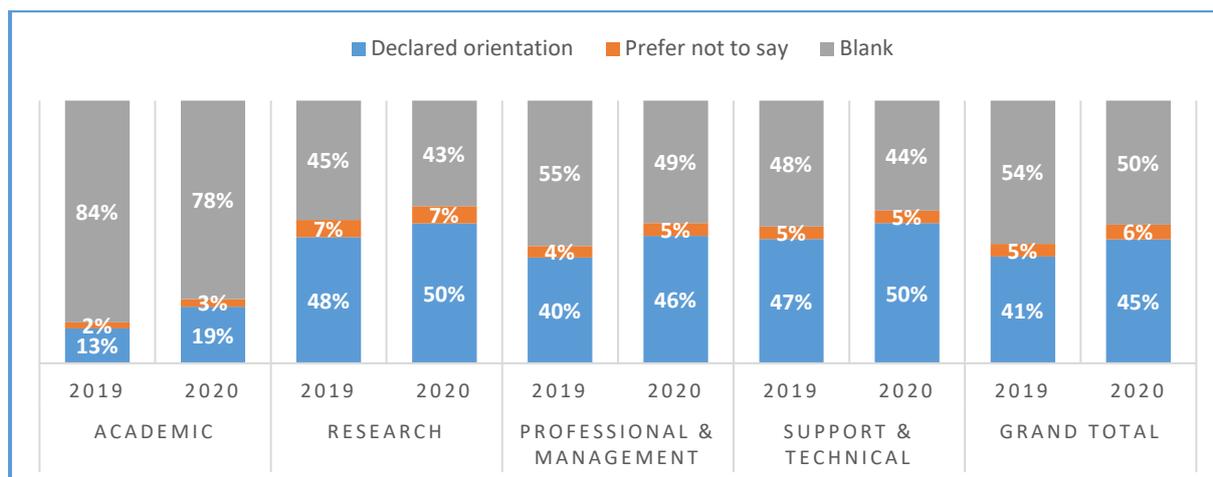
As of 31 July 2020, 50% of staff had disclosed their sexual orientation or selected ‘prefer not to say’, an increase from 46% in 2019. Disclosure rates are lowest among academic staff at 19%, though this has risen from 13% in 2019.

Among staff with a complete record, 7% identify as lesbian, gay, bisexual or other non-heterosexual orientation (LGB+) while 11% have selected ‘prefer not to say’. We will report on staff in post in more detail once the disclosure rate reaches at least 75%.

Over the last three years, 10% of applicants to academic posts identified as LGB+, compared with 8% of appointees. However, 20% of applicants declined to provide this information. 8% of research applicants identified as LGB+ compared with 6% of appointees.

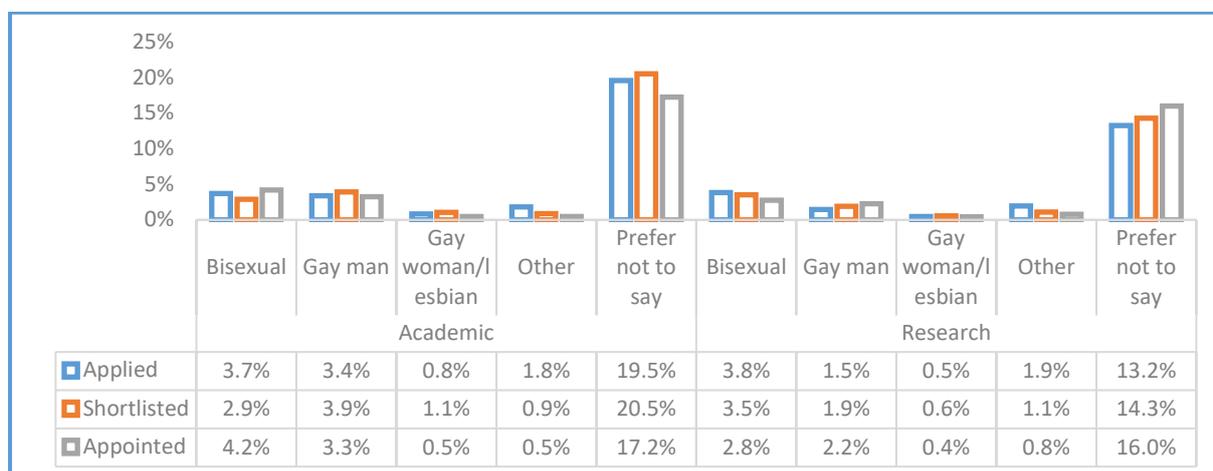
Applicants for professional and support roles who identified as lesbian, gay, bisexual or other were equally or more successful as heterosexual applicants. Around 12% of applicants preferred not to state their sexual orientation.

Figure 28 Declaration of sexual orientation by grade group, 2020 compared with 2019



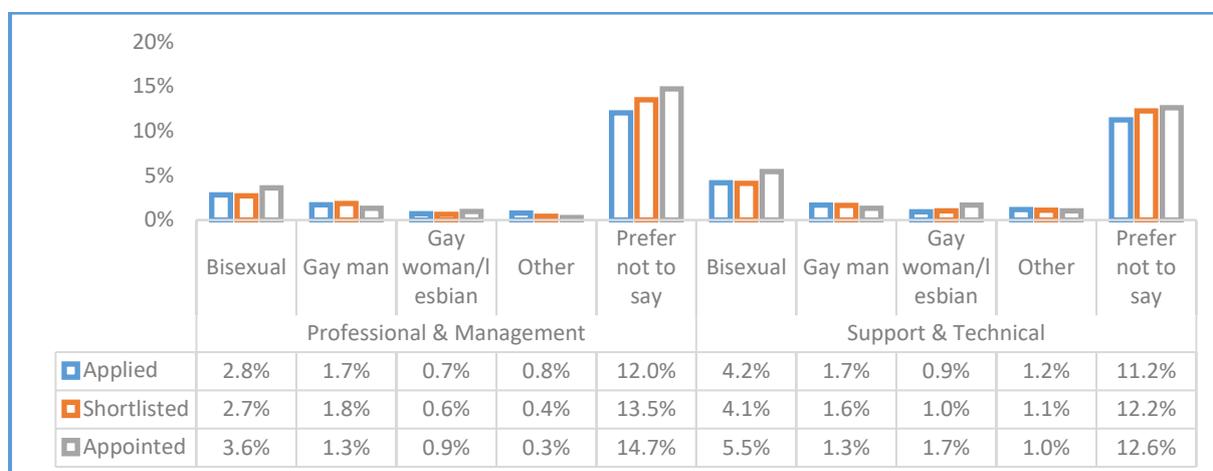
Source: CoreHR

Figure 29 Academic and Research staff recruitment by sexual orientation, 2018-20 average



Source: CoreHR. Combined data. Academic recruitment includes University-led posts only. Omits applicants who stated that their sexual orientation was heterosexual and blank entries

Figure 30 Professional and Support staff recruitment by sexual orientation, 2018-20 average



Source: CoreHR. Combined data. Omits applicants who stated that their sexual orientation was heterosexual and blank entries

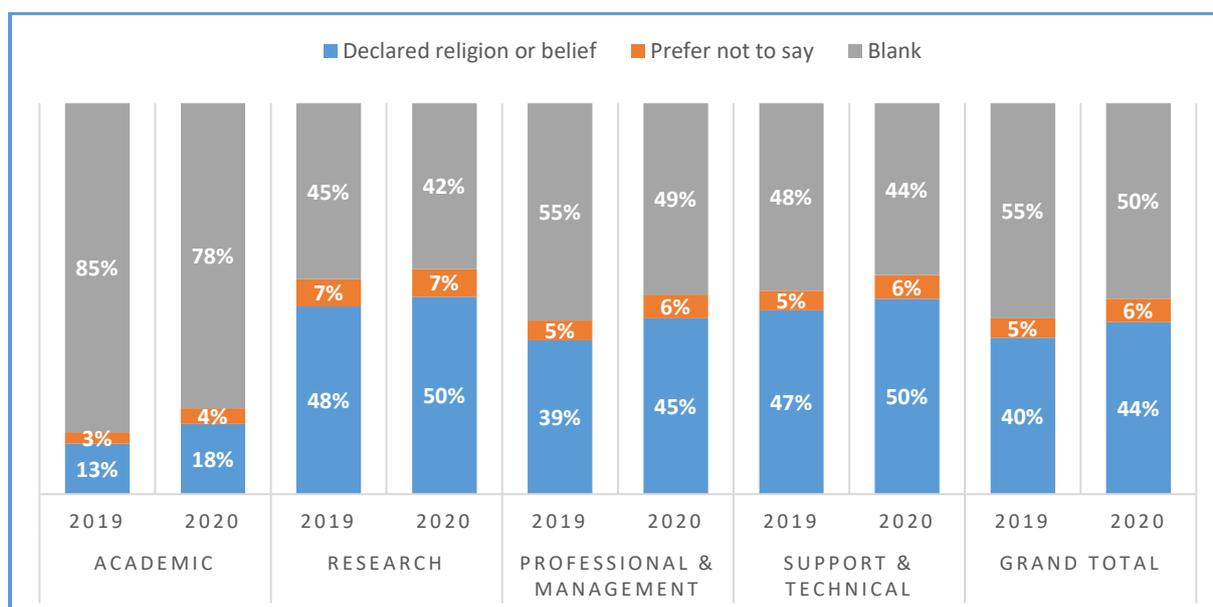
RELIGION OR BELIEF

As of 31 July 2020, 50% of staff had disclosed their religion or belief or selected 'prefer not to say', an increase of 5% compared with 2019. As the majority of disclosures take place during the recruitment process, the data are most complete for the staff groups with the highest turnover. We will report on staff in post once disclosure reaches at least 75%.

Over the last three years, 88% of all job applicants have been willing to disclose their religion or belief, including 87% of UK and 89% of non-UK applicants.

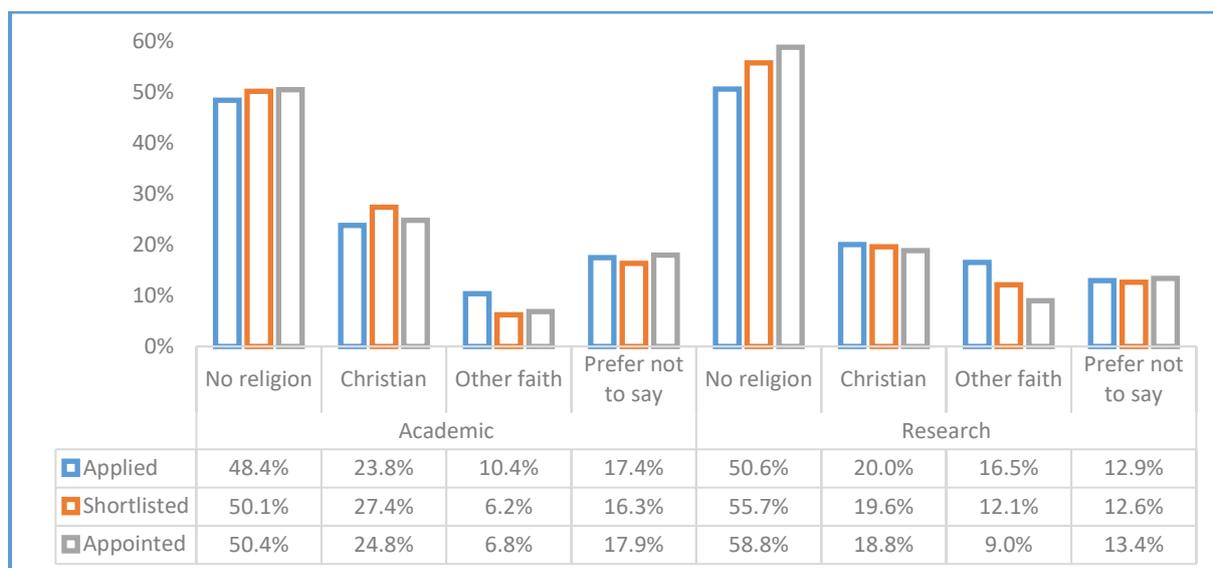
Members of non-Christian faiths were about a third as likely to be successful at recruitment as those with no religion or belief. Some disparities remain even when comparing UK and non-UK applicants separately.

Figure 31 Declaration of religion or belief by grade group, 2020 compared with 2019



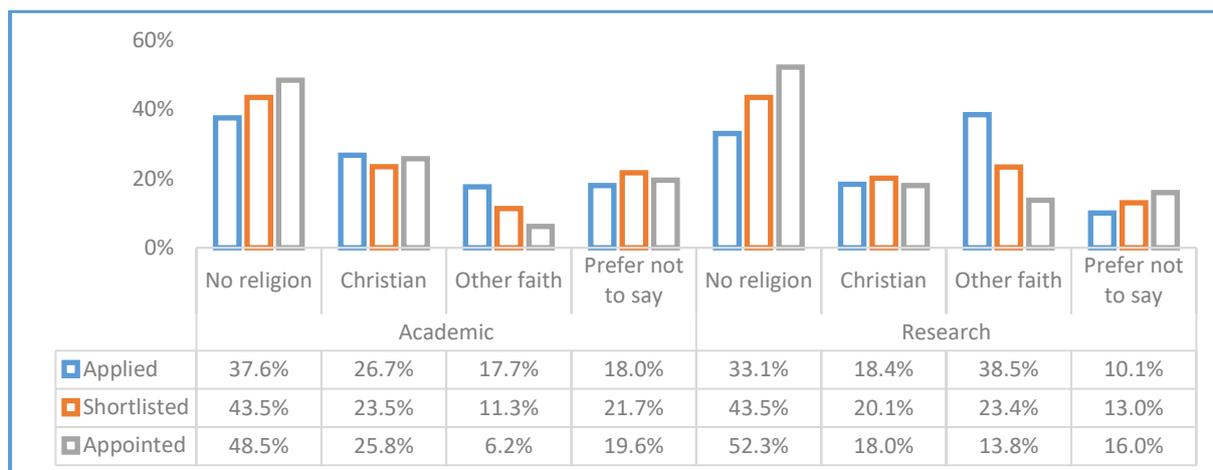
Source: CoreHR

Figure 32 Academic and Research staff recruitment by religion or belief: UK nationals, 2018-20 average



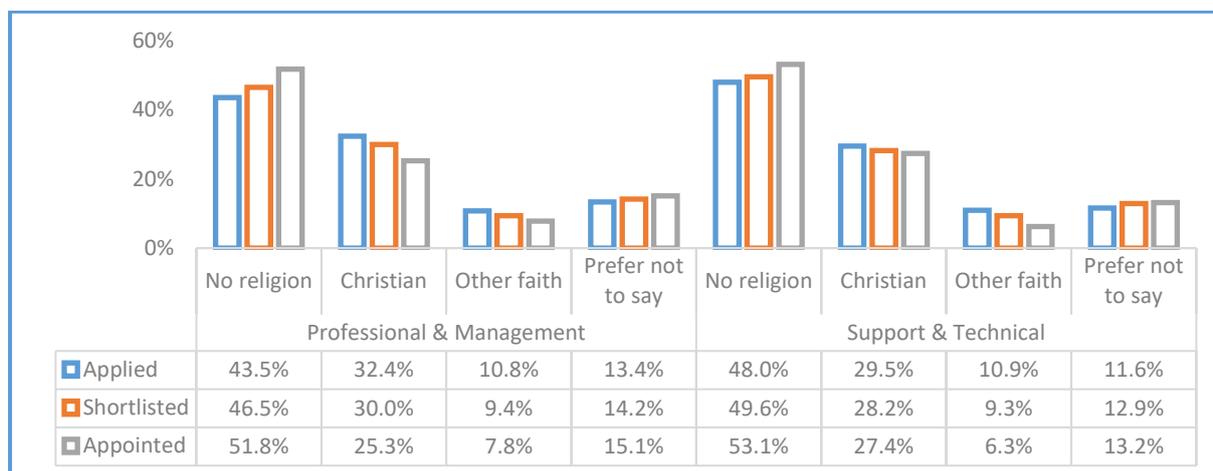
Source: CoreHR. Combined data. Academic recruitment includes University-led posts only. Omits blank entries

Figure 33 Academic and Research staff recruitment by religion or belief: EU & Other nationals, 2018-20 average



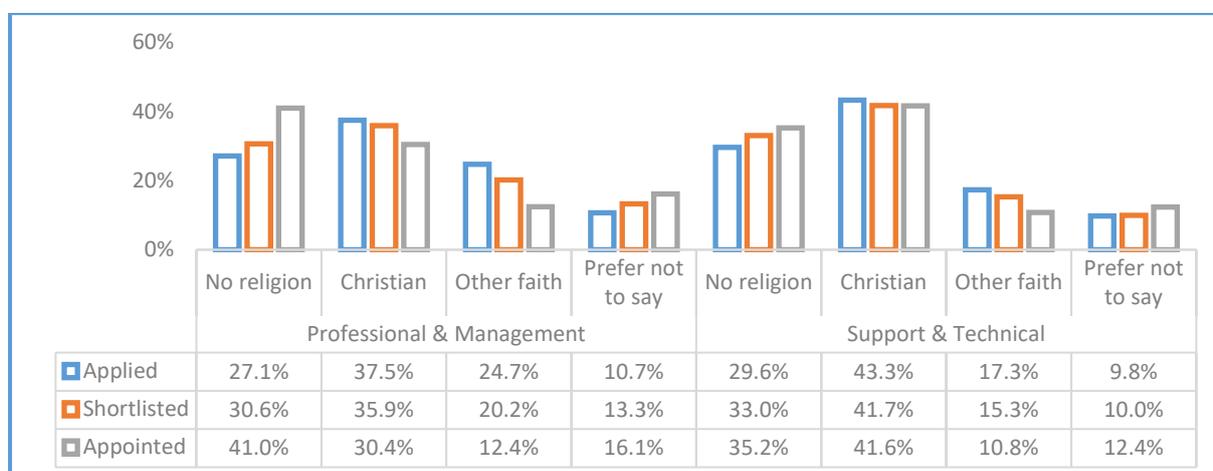
Source: CoreHR. Combined data. Omits blank entries

Figure 34 Professional and Support staff recruitment by religion or belief: UK nationals, 2018-20 average



Source: CoreHR. Combined data. Omits blank entries

Figure 35 Professional and Support staff recruitment by religion or belief: EU & Other nationals, 2018-20 average



Source: CoreHR. Combined data. Omits blank entries

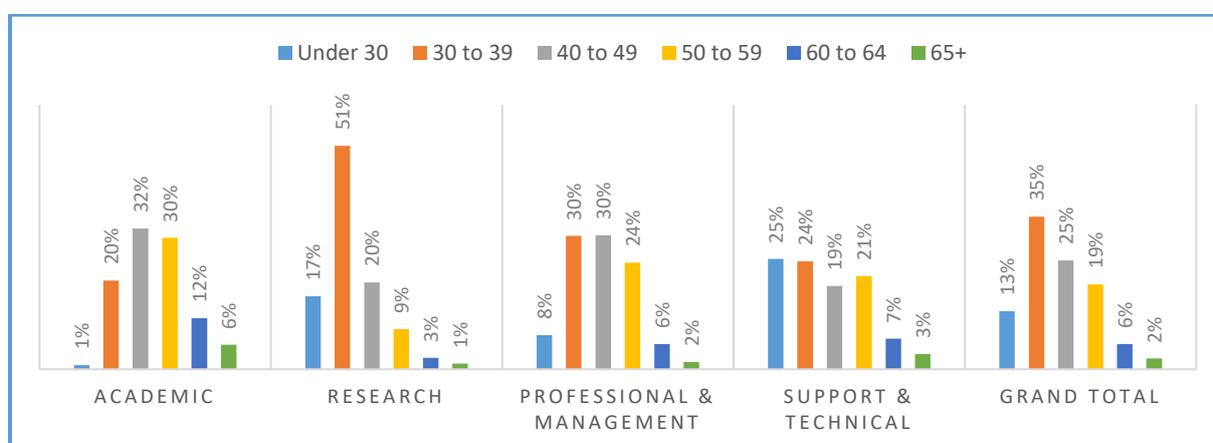
AGE

On 31 July 2020, nearly half (48%) of all staff were aged under 40 while 8% were 60 or over. However, the age distribution varied by job role. Around a fifth of academic staff were under 40 (21%) while nearly the same proportion were over 60 (17%). Two-thirds of research staff were under 40. Support and Technical staff were the most evenly distributed by age band, and also had the highest proportion of staff under 30 (25%). 62% of Professional and Management staff were over 40, while 7% were over 60. The University operates an

Employer-Justified Retirement Age of 68 for all staff at grade 8 and above.⁸

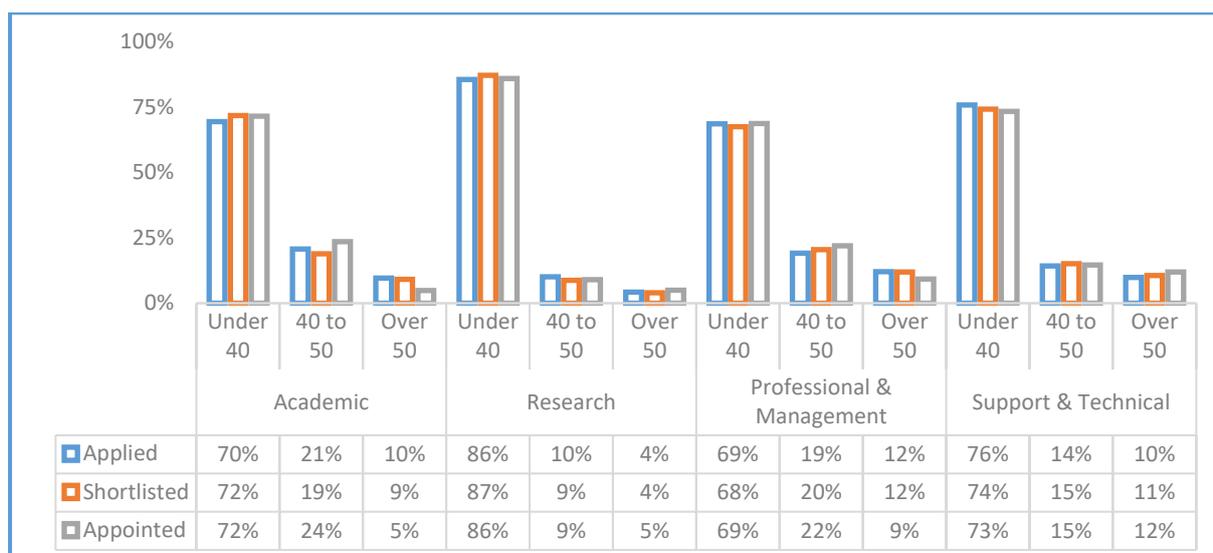
Age data is only available for recruitment that took place in 2018/19 and 2019/20. Overall, under 40s, 40 to 50s and over 50s had a similar likelihood of being shortlisted and appointed in each of the four grade groups. Applicants to academic posts who were under 50 appeared to more likely to be appointed than those over 50, but the numbers in the latter group were too low to test for statistical significance.

Figure 36 Staff in post by grade group and age band, 2020



Source: CoreHR

Figure 37 Recruitment by grade group and age band, 2019-20 average



Source: CoreHR. Combined data. Omits blank entries

⁸ hr.admin.ox.ac.uk/the-ejra

ANNEXE B: SELECTED STUDENT DATA

This annexe provides key data on University of Oxford admissions, on-course students and degree attainment. The numerical data are available in an

accessible Excel file on the EDU website.⁹ For more detailed student data, see:

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

Comparative data has been obtained from the HESA Student Record (see caveat on p.61). Public

data is available to University staff and students via the Advance HE website.¹⁰

ADMISSIONS

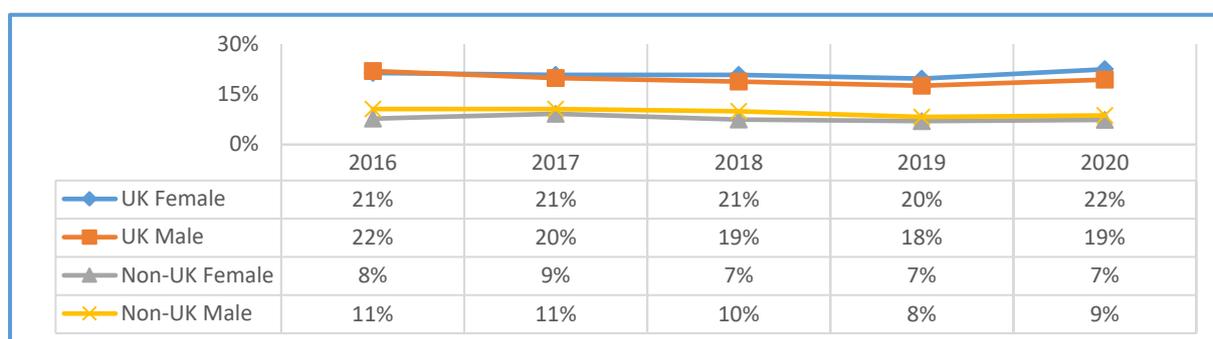
SEX

Women comprised 50% of applicants and 52% of final acceptances in the 2019/20 undergraduate admissions cycle. UCAS's annual equality analysis of UK-domiciled 18 year old applicants indicates that there was no difference in the offer rates for male and female applicants.¹¹ In each of the last five years, any disparity in the offer rates for UK-domiciled 18 year olds has been within the expected range of variation. Comprehensive data are available via an interactive dashboard on the UCAS website.¹²

Non-UK-domiciled female applicants were slightly less likely overall to gain a place than their male counterparts, due primarily to a 2% lower success rate in applications to programmes in MPLS.

Over the last five years, UK-domiciled women have been equally or slightly more likely than men to receive an offer and accept a place for postgraduate study, despite a slight fall in female PGR success rates in 2019/20. There remains no difference in the PGR success rates of non-UK-domiciled applicants and the small gender gap at PGT closed in 2019/20.

Figure 38 Undergraduate applicant success rates by binary sex and domicile, 2016-20



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

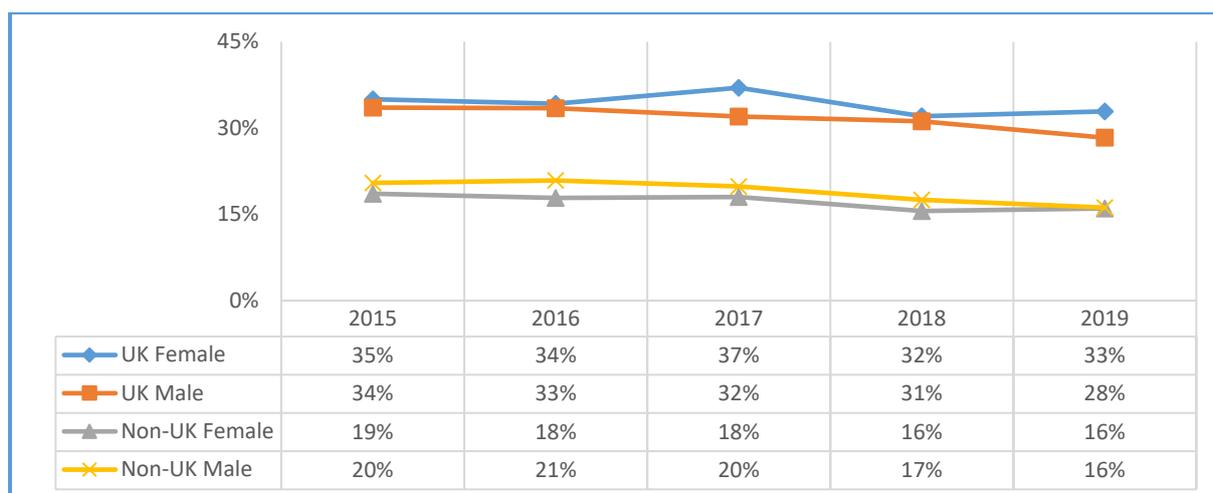
⁹ edu.admin.ox.ac.uk/equality-report

¹⁰ www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports

¹¹ Based on predicted grades and subject choice

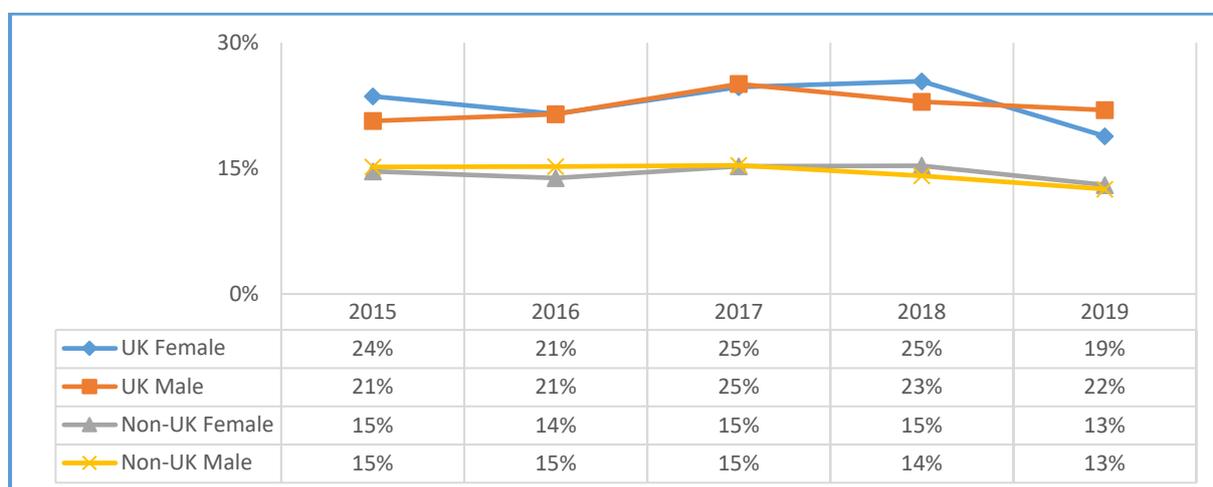
¹² www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-end-cycle-data-resources-2020/2020-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group

Figure 39 Postgraduate taught applicant success rates by binary sex and domicile, 2015-19¹³



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

Figure 40 Postgraduate research applicant success rates by binary sex and domicile, 2015-19



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

ETHNICITY

The proportion of UK undergraduate applicants known to be BME rose by 3 percentage points between 2019 and 2020. There has been an 8 percentage point rise over the last 5 years – from 21% to 29% – while the share of BME students amongst those admitted has increased from 16% to 23%. The difference between UK White and BME applicants’ success rates has fallen from 9 to 6 percentage points. UCAS’s annual equality analysis of UK-domiciled 18 year old applicants indicates that Asian applicants were less likely to receive an offer than expected based on their

predicted grades and subject choice.¹⁴ The University has set itself a target in the Access and Participation Plan to eliminate the gap in offer rates for UK Asian applicants by 2021/22.¹⁵

Both UK and non-UK-domiciled BME applicants for postgraduate study were less likely than White applicants either to receive an offer or to accept a place at Oxford. However, the offer rate gap for UK PGT applicants has nearly halved from 17% to 9% in the last five years. The gap in UK PGT success rates reduced by three percentage points (from

¹³ Most recent complete data available

¹⁴ See footnote on previous page

¹⁵ edu.admin.ox.ac.uk/equality-objectives

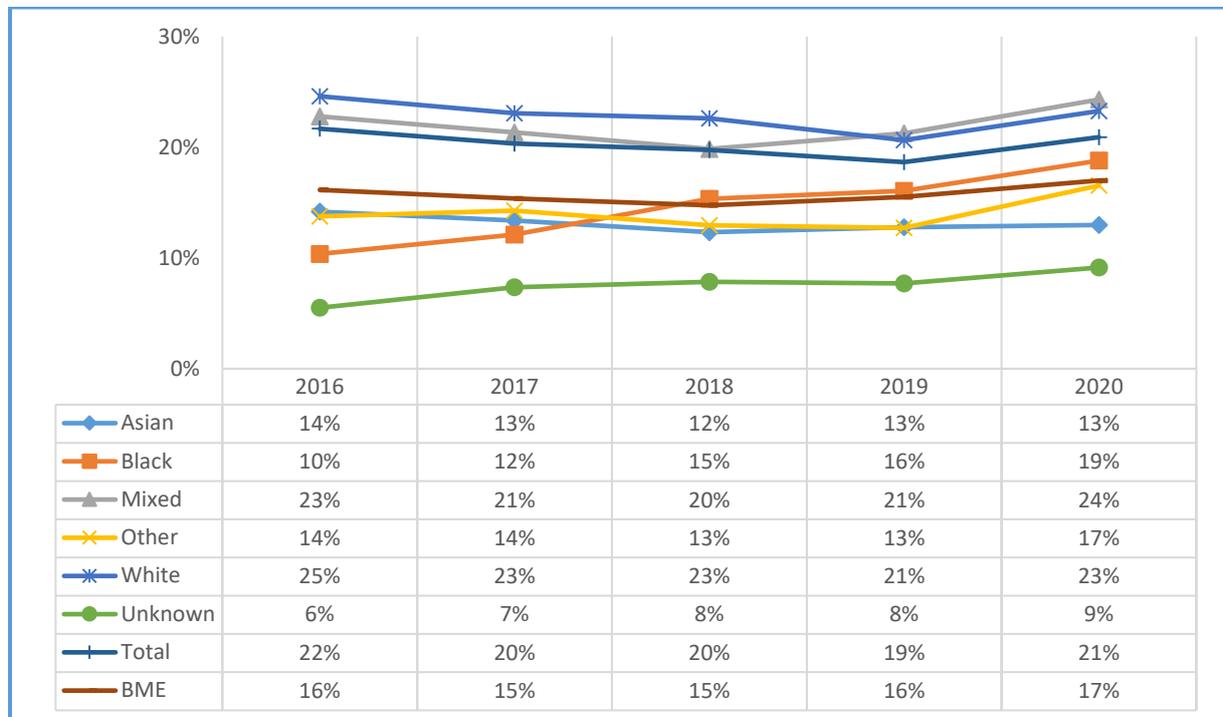
9% to 6%) between 2018/19 and 2019/20. On the other hand, there was no change in the offer and success rate gaps for UK PGR applicants.

The offer and success rate gaps for non-UK-domiciled applicants for PGR study have both

reduced over the last five years though there has been no change for PGT.

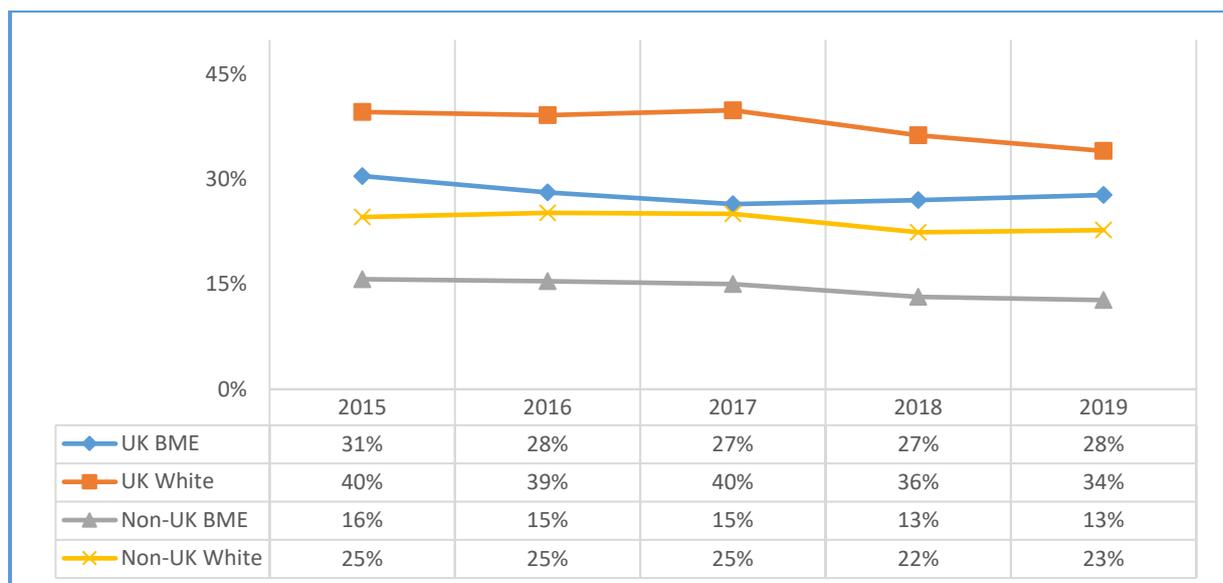
The University is implementing a wide range of measures to improve access to graduate study for underrepresented groups.¹⁶

Figure 41 UK-domiciled undergraduate applicant success rates by ethnic group, 2016-20



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

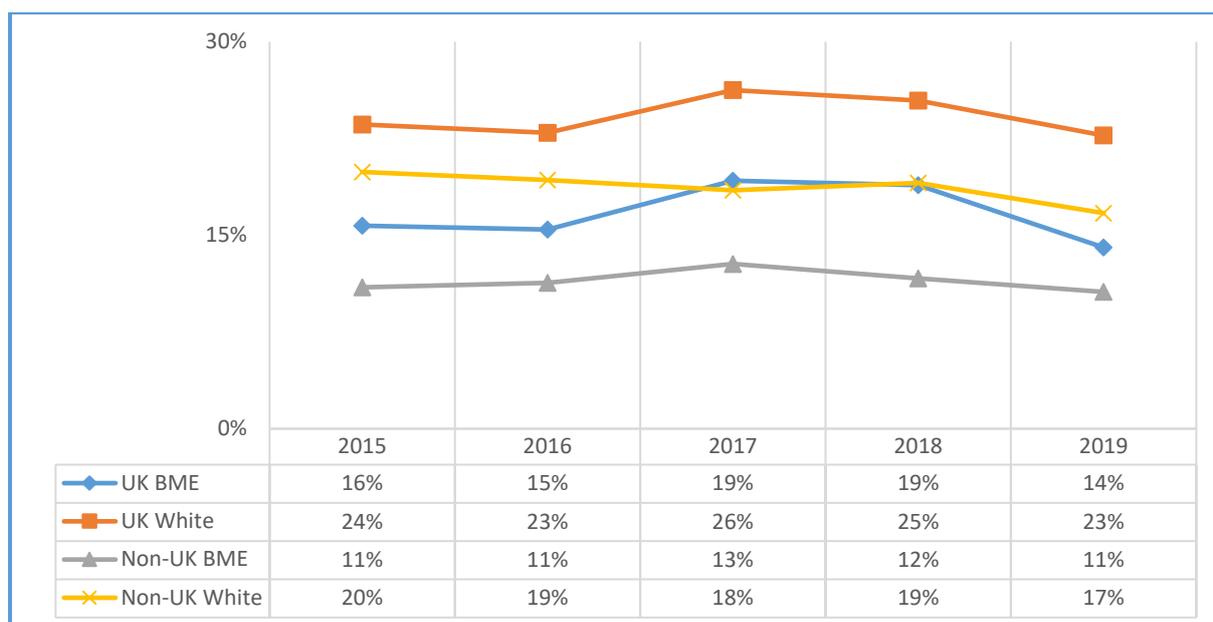
Figure 42 Postgraduate taught applicant success rates by ethnicity and domicile, 2015-19



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

¹⁶ www.ox.ac.uk/admissions/graduate/access

Figure 43 Postgraduate research applicant success rates by ethnicity and domicile, 2016-19



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

DISABILITY

Undergraduate applicants who had declared a disability were equally as successful as those who had not. Nearly 11% of UK-domiciled undergraduate applicants declared a disability in the 2019/20 admissions cycle, compared with just over 10% of those who accepted a place. Non-UK-domiciled applicants were much less likely to declare a disability, with nearly 4% doing so in 2019/20, compared with 3% of those admitted. The proportions of both UK and non-UK disabled applicants have increased over the last five years. Detailed data by impairment type shows little difference in success rates except for candidates with specific learning difficulties (SpLD).

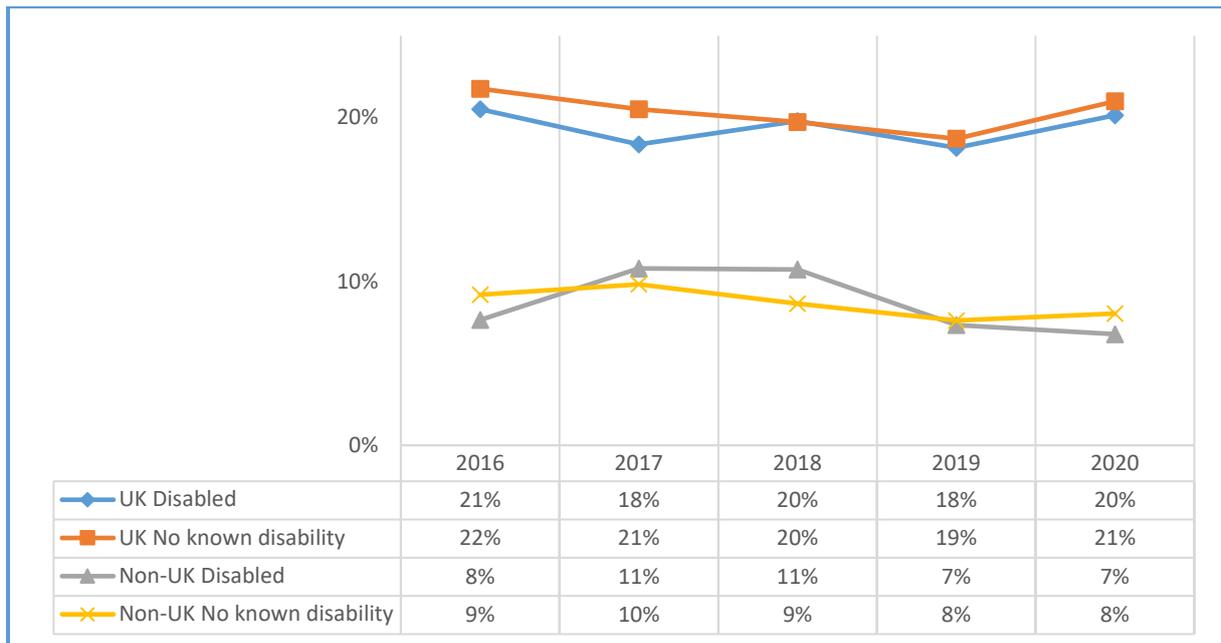
There was a sharp increase in disability disclosure among both UK and non-UK freshers during the first term of the academic year. By 1 December 2020, nearly 18% of UK and 8% of non-UK first year undergraduates were recorded as being disabled. This may indicate that many applicants choose not to disclose their disability until they have secured a place at Oxford, while in other cases the transition to university may highlight the negative impacts of their impairment. The

Disability Advisory Service proactively contacts all offer-holders before the Easter holidays to encourage disclosure and ensure that support arrangements can be put in place prior to their arrival. Improvements have been made to the University's internal record-keeping to reduce the burden on students of having to disclose their impairments and support needs to multiple staff across colleges, departments and central units.

8% of all postgraduate applicants declared a disability in the 2019/20 cycle, compared with 11% of those who took up a place. Both UK-domiciled and non-UK-domiciled disabled applicants were more likely to receive an offer and had higher overall success rates than those who had not declared a disability. Comparison by impairment type and domicile over the last three years indicates no disparities for any group except possibly those with a social or communication impairment, including autistic spectrum disorder.

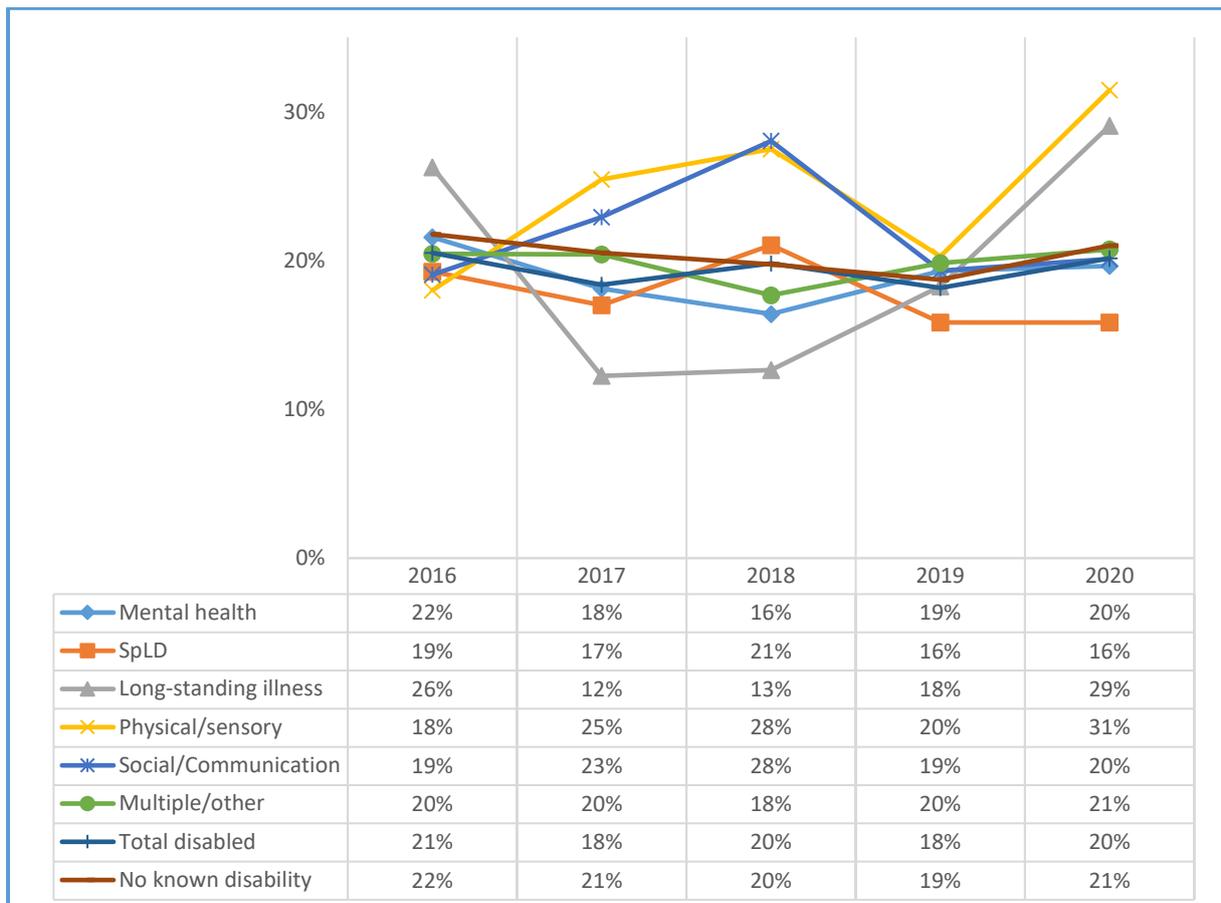
By 1 December 2020, the postgraduate fresher disability disclosure rate had risen by only 1.5%, in sharp contrast to that of undergraduates.

Figure 44 Undergraduate applicant success rates by disability status and domicile, 2016-20



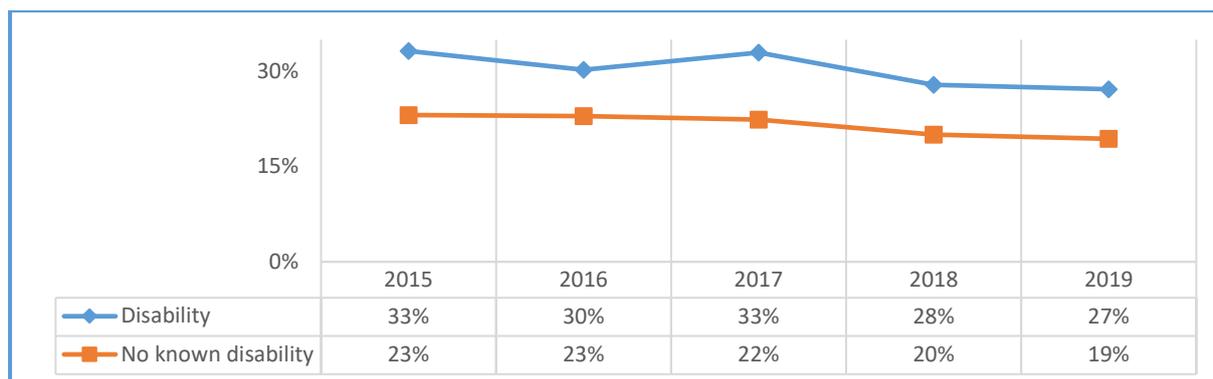
Source: SDMA. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford

Figure 45 UK-domiciled undergraduate success rates by impairment type, 2016-20



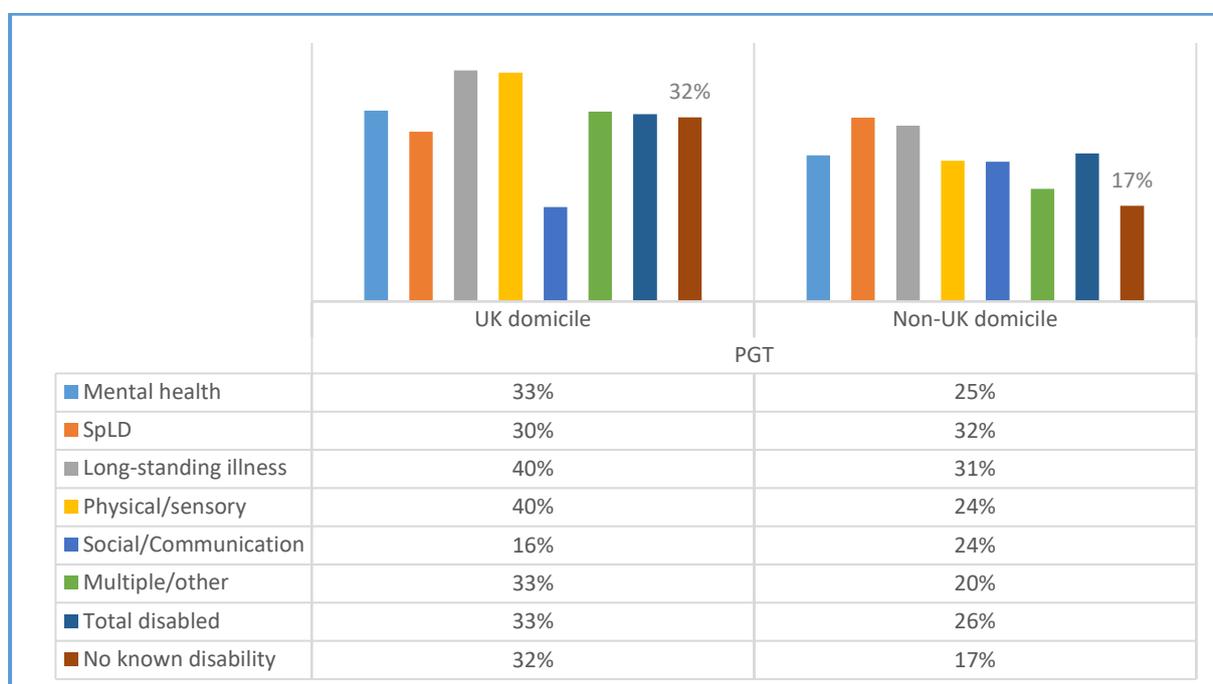
Source: SDMA. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford

Figure 46 Postgraduate taught applicant success rates by disability status, 2015-19



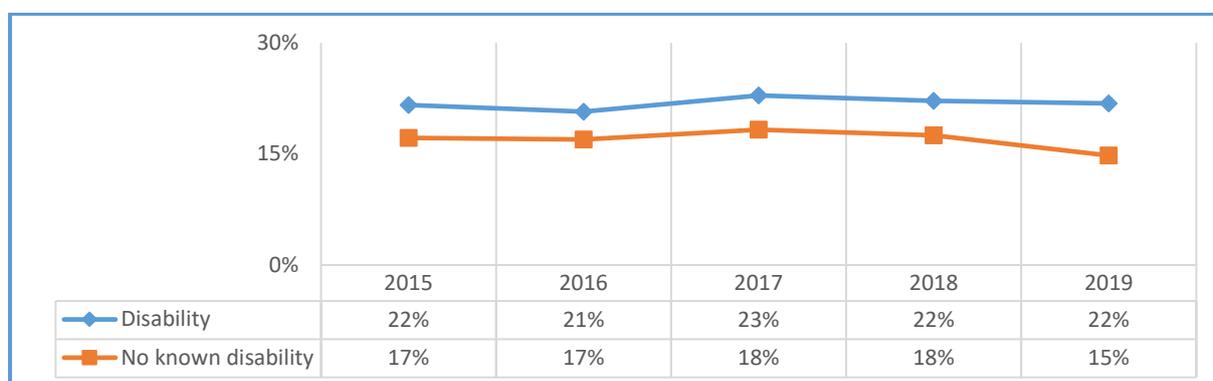
Source: GAR. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford

Figure 47 Postgraduate taught applicant success rates by impairment type and domicile, 2018-20 average



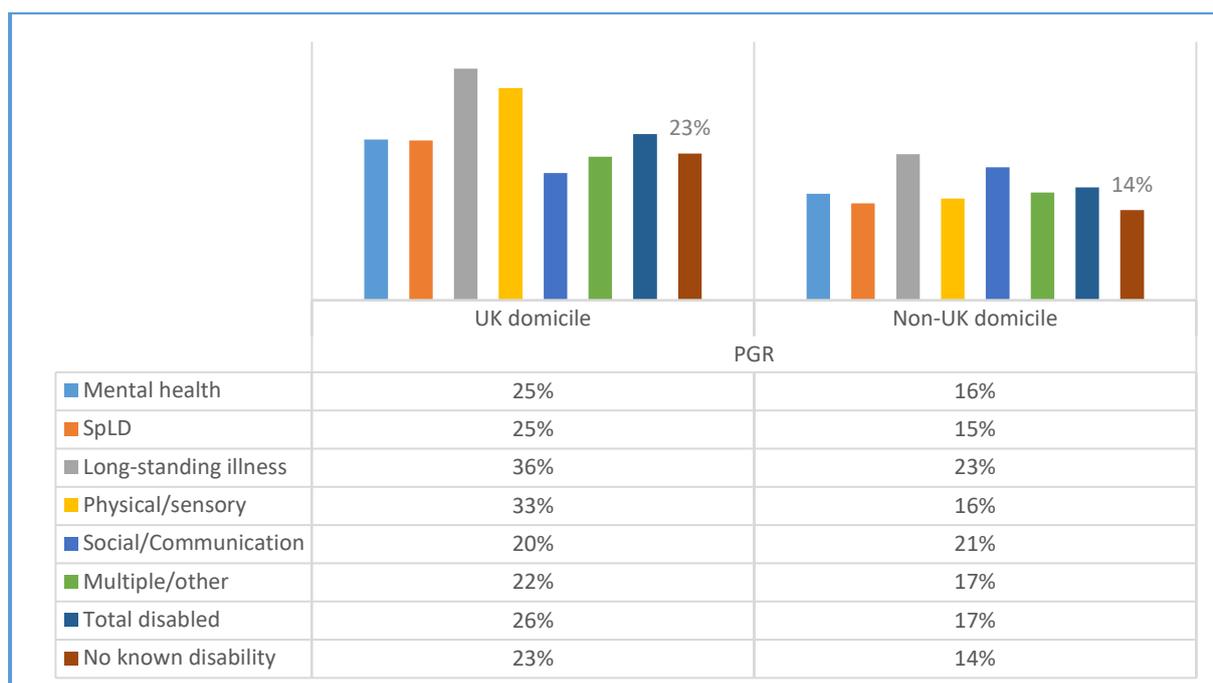
Source: GAR. Combined data. Success rate = proportion of applicants accepting a place at Oxford. Success rates of majority group with no known disability highlighted

Figure 48 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

Figure 49 Postgraduate research applicant success rates by impairment type and domicile, 2018-20 average



Source: GAR. Combined data. Success rate = proportion of applicants accepting a place at Oxford. Success rates of majority group with no known disability highlighted

ON-COURSE STUDENTS

SEX

On 1 December 2020, women comprised 49% of all matriculated students in the four academic divisions and the Department for Continuing Education.¹⁷ Women comprise at least half of all undergraduate and postgraduate taught students, but only 43% of postgraduate researchers. Nearly 60% of students in Humanities, Medical Sciences and Continuing Education are female, and over half in Social Sciences, but only 31% in Mathematical, Physical and Life Sciences.

The proportion of female undergraduates in MPLS has increased from 29% to 33% over the last five years, while the proportion of female PGT students has grown from 14% to 23%. The Social Sciences division has seen marked increases in the proportions of female students, achieving over 50% at each level of study.

Comparison with the rest of the UK shows that the proportion of female students at Oxford is still substantially below the average, though there have been notable increases at undergraduate and postgraduate taught levels.

Across UK higher education, 0.2% of all students identified as other (non-binary) gender in 2019/20. The reported figure for Oxford was 0.1%.¹⁸

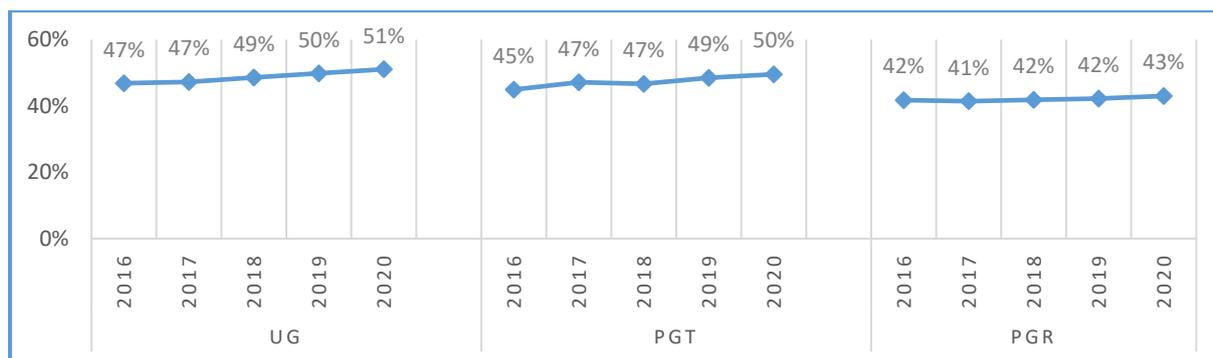
0.6% of Oxford students reported that their gender identity did not match the sex they were assigned at birth (11% unknown), similar to the percentage across UK higher education (0.8% of students in institutions returning data, with 19% unknown).¹⁹

¹⁷ Excludes Visiting, Recognised and Other students who are not pursuing an Oxford qualification.

¹⁸ HESA Student Record, 2019/20

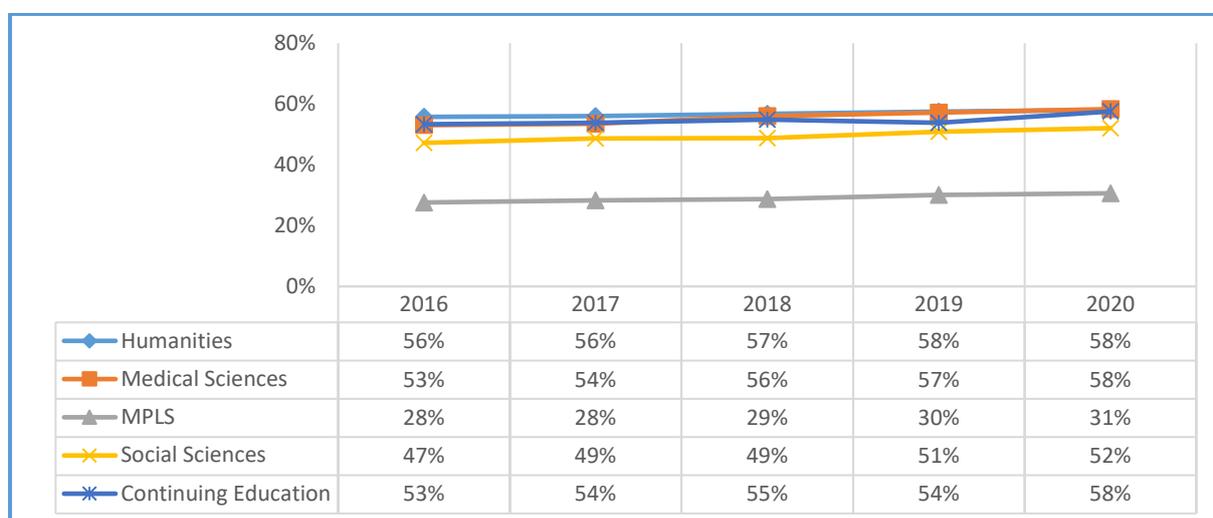
¹⁹ See footnote 2

Figure 50 Female students by level of study, 2016-20



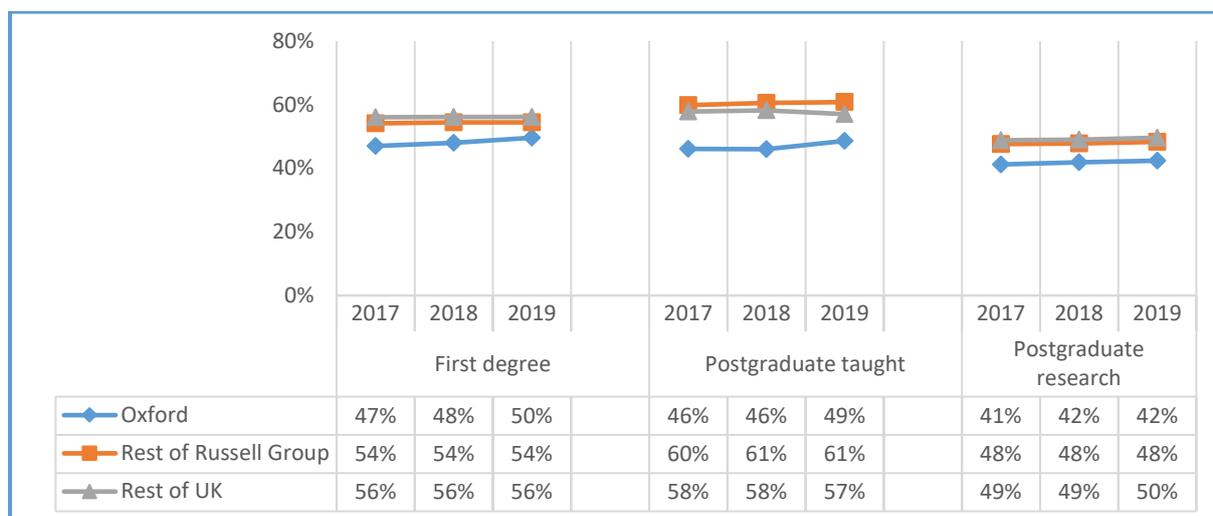
Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students

Figure 51 Female students by division, 2016-20



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

Figure 52 Female students by level of study at Oxford and across the rest of the Russell Group and UK higher education, 2017-19



Source: HESA Student Record, 2019/20. Female students, all domiciles, modes and years of study, full person equivalent. Rest of Russell Group and Rest of UK both exclude Oxford

ETHNICITY

On 1 December 2020, 32% of Oxford students were known to be BME, including 21% of UK-domiciled and 49% of non-UK-domiciled students. The overall proportion of BME students has risen from 26% to 32% in five years, with a two percentage point increase in 2020 alone.

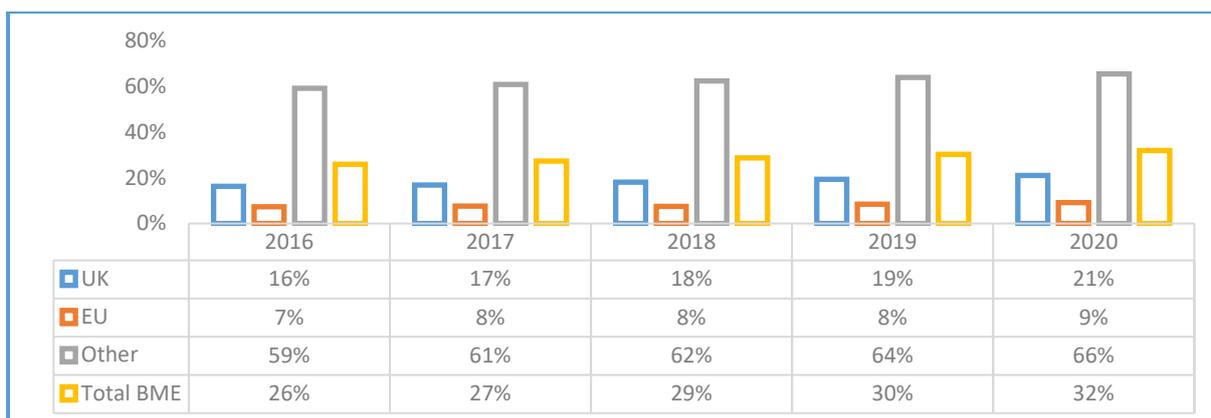
There have been significant increases in the proportions of UK-domiciled BME students at undergraduate and postgraduate taught levels, and of non-UK-domiciled postgraduate BME students. The proportion of non-UK-domiciled BME undergraduate students remains nearly 50% of the total. However, the proportion of UK-domiciled BME students continues to be much lower at PGR, in common with the rest of the sector.

A higher proportion of female than male postgraduate students is BME though numbers fluctuate from year to year.

Comparison by specific ethnic group indicates that UK BME students of Bangladeshi, Pakistani and Black heritage are underrepresented at Oxford compared with the rest of UK higher education, while those of Indian, Chinese and Mixed ethnicity are equally or better represented.

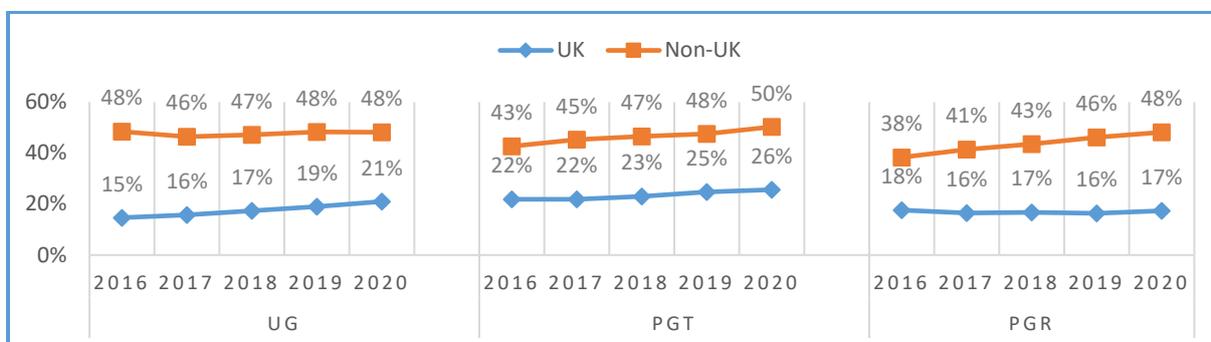
The University is taking steps to address the postgraduate progression gap with a programme of graduate access measures, including the UNIQ+ research internship programme and a range of targeted positive action scholarships. From 2021/22 Oxford will award up to ten doctoral scholarships a year to UK-domiciled Black students under the Black Academic Futures scheme.²⁰

Figure 53 Black and Minority Ethnic students by domicile, 2016-20



Source: SDMA, Student Statistics. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students and those whose domicile is unknown

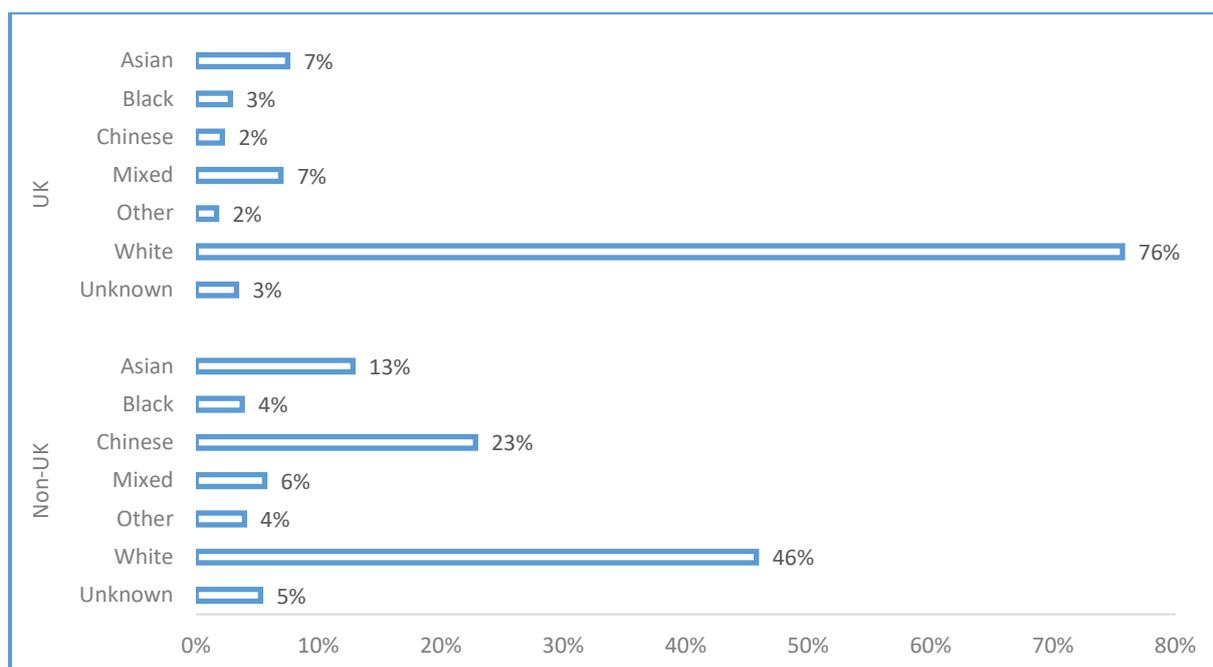
Figure 54 Black and Minority Ethnic students by domicile and level of study, 2016-20



Source: SDMA, Student Statistics. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students

²⁰ www.ox.ac.uk/admissions/graduate/access

Figure 55 On-course students by domicile and ethnic group, 2020



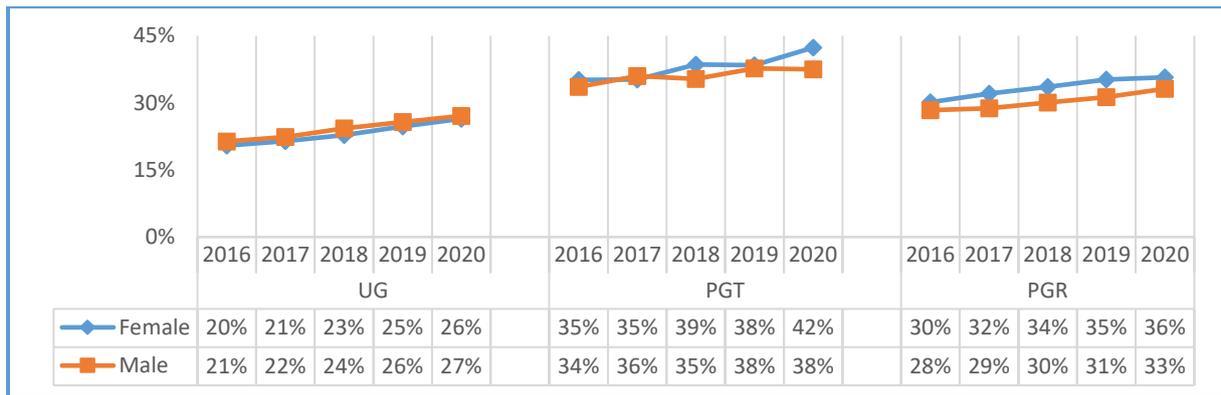
Source: SDMA, Student Statistics. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students and those whose domicile is unknown

Table 2 UK-domiciled BME students by level of study and detailed ethnic group at Oxford and across the rest of UK higher education, 2019/20

		Asian - Bangladeshi	Asian - Indian	Asian - Pakistani	Chinese	Other Asian	Black - African	Black - Caribbean	Other Black	Mixed	Other	% BME
UG	Oxford	0.6%	4.1%	1.2%	1.5%	1.4%	1.9%	0.3%	0.1%	7.1%	1.1%	19.3%
	Rest of UK	2.0%	3.6%	4.2%	0.8%	2.5%	6.4%	1.5%	0.4%	4.7%	2.0%	28.1%
PGT	Oxford	0.7%	3.1%	1.7%	2.6%	1.0%	1.5%	0.2%	0.1%	7.6%	1.6%	20.1%
	Rest of UK	1.1%	3.3%	3.2%	1.8%	2.3%	9.0%	1.5%	0.5%	4.7%	2.4%	29.8%
PGR	Oxford	0.3%	2.6%	0.7%	3.9%	1.7%	1.1%	0.2%	0.1%	4.9%	1.8%	17.3%
	Rest of UK	0.5%	2.5%	1.5%	1.7%	1.8%	2.8%	0.5%	0.2%	4.0%	2.3%	17.8%
Total	Oxford	0.6%	3.8%	1.1%	2.0%	1.5%	1.7%	0.3%	0.1%	6.8%	1.2%	19.1%
	Rest of UK	1.9%	3.5%	4.0%	0.9%	2.4%	6.4%	1.4%	0.4%	4.6%	2.0%	27.5%

Source: HESA Student Record, 2019/20. UK-domiciled full-time first degree, postgraduate (taught) and postgraduate (research) students, all sexes, modes and years of study, full person equivalent. Table excludes percentages for White and Unknown ethnicity

Figure 56 Black and Minority Ethnic students by level of study and binary sex, 2016-20



Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students and those whose domicile is unknown

DISABILITY

On 1 December 2020, 15% of all students (3796) had declared a disability on their student record, including 19% of UK-domiciled and 9% of non-UK-domiciled students. A lower proportion of postgraduate than undergraduate students has recorded a disability: 13% compared with 17%. However, this disparity reflects lower disclosure rates among non-UK-domiciled students as there is virtually no difference in the levels of disability reported by UK-domiciled undergraduate or postgraduate students.

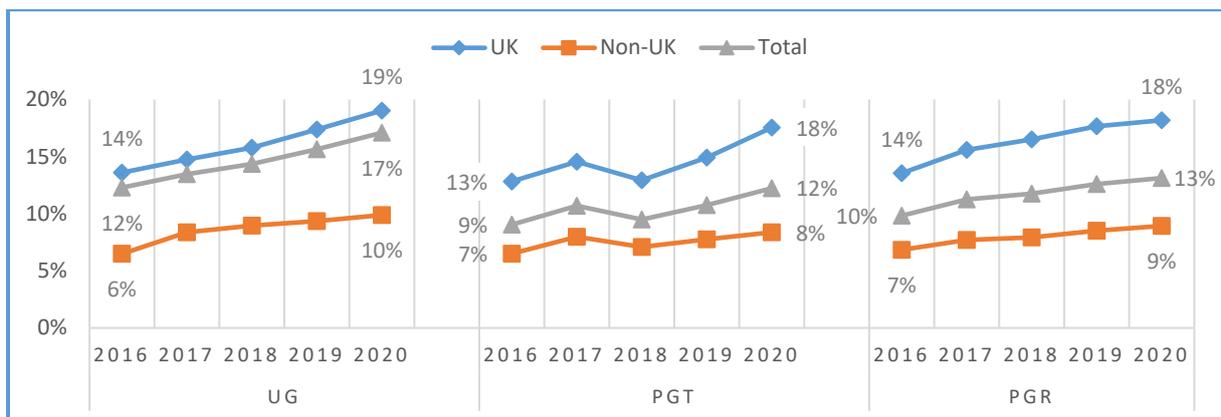
The majority of the increase has come from rising rates of mental health disability and long-standing

illness and health conditions, reflecting a pattern seen across the higher education sector.

A fifth of all students in the Humanities division have declared a disability while the average for the other four divisions (including Continuing Education) is 13%.

The University published a new Student Wellbeing and Mental Health Strategy in October 2019 and subsequently launched a Mental Health Task Force to tackle issues arising from the coronavirus pandemic.²¹

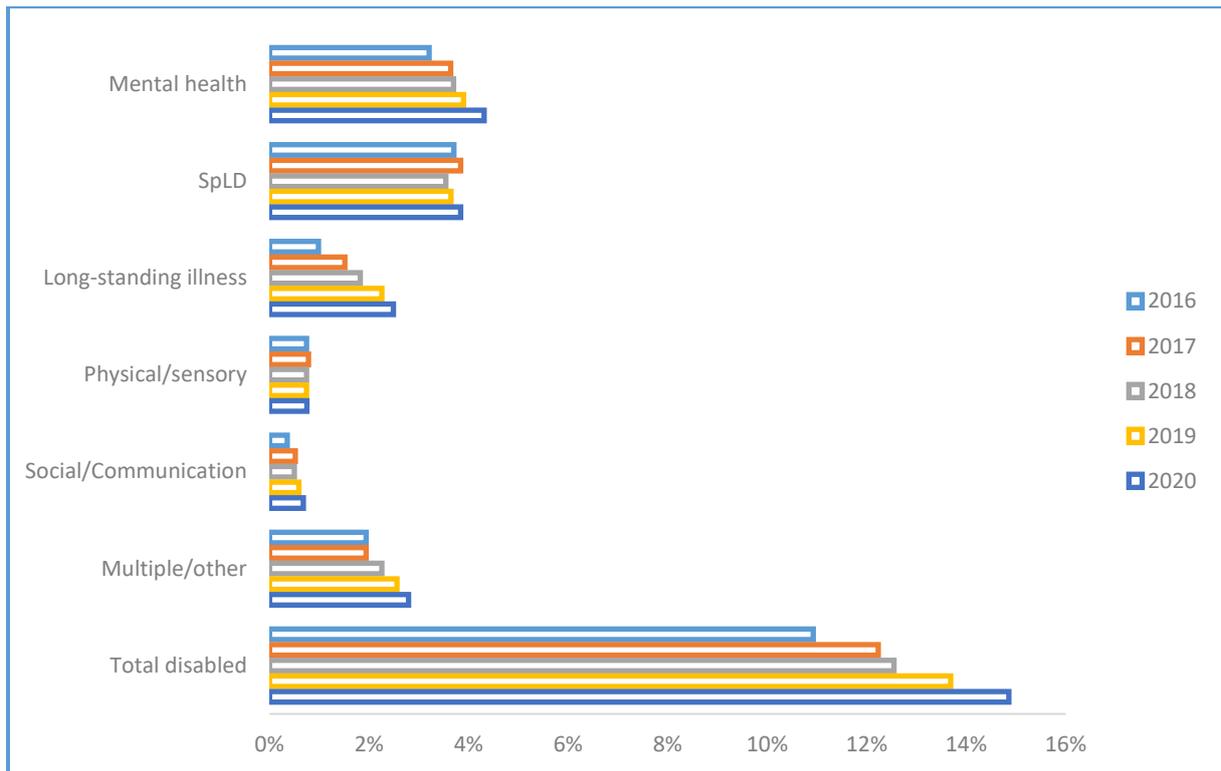
Figure 57 Disabled students by level of study and domicile, 2016-20



Source: SDMA, Student Statistics. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students. Percentages highlight figures for 2016 and 2020

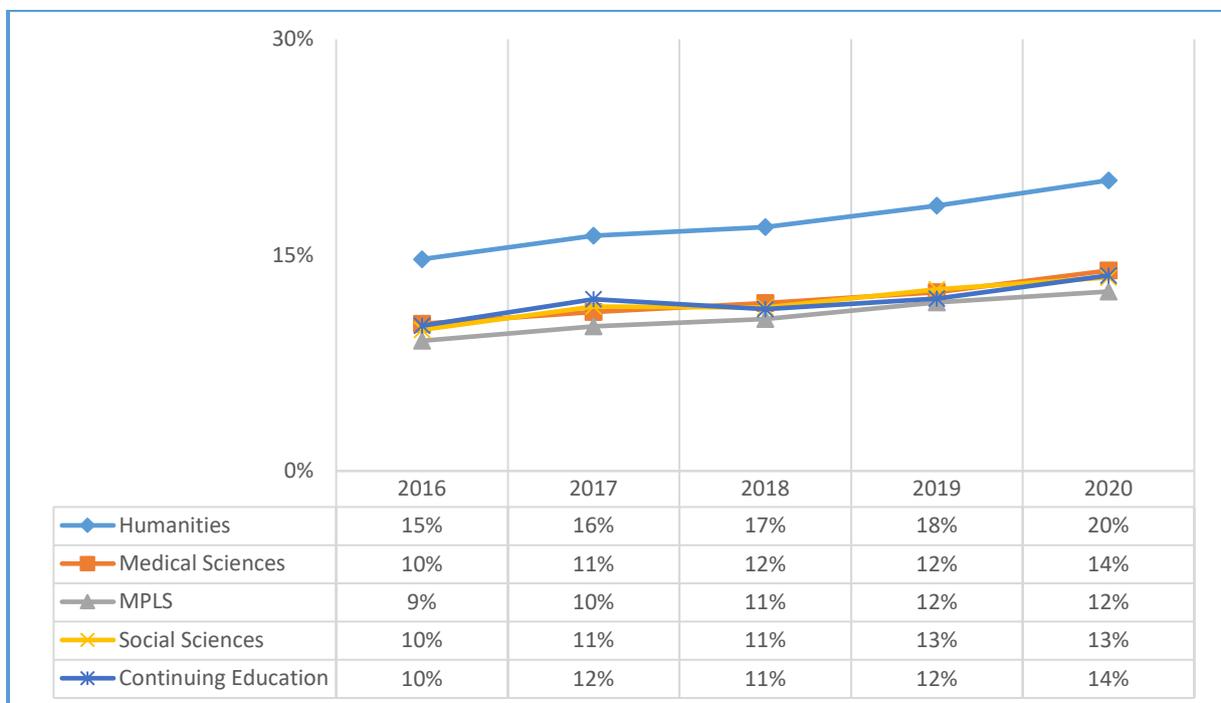
21

Figure 58 Disabled students by impairment type, 2016-20



Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students

Figure 59 Disabled students by division, 2016-20



Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students

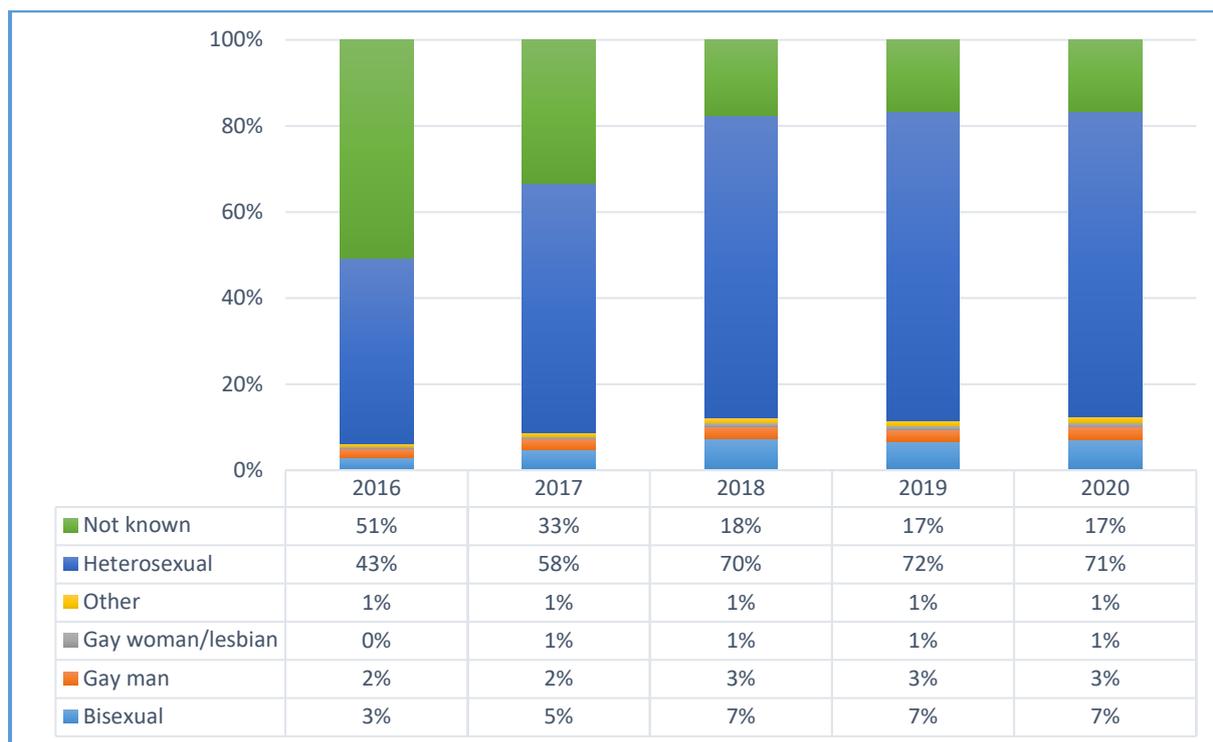
SEXUAL ORIENTATION

On 1 December 2020, 83% of students had declared their sexual orientation to the University, either during the admissions process or at registration. Almost identical proportions of UK-domiciled (83%) and non-UK-domiciled (84%) students have recorded their orientation. 12% of all students identify as lesbian, gay, bisexual or other non-heterosexual orientation.

Nearly a fifth (18%) of students in Humanities identify as LGB+, compared with an average of 11% in the other four divisions, including Continuing Education.

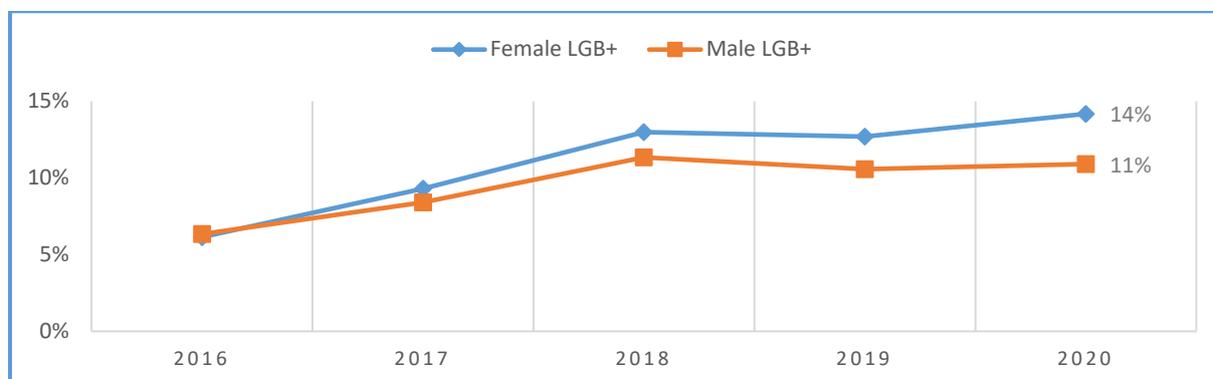
Disclosure rates vary by sex, with 14% of female and 11% of male students identifying as LGB+. Women are more than twice as likely as men to identify as bisexual (10% to 4%).

Figure 60 On-course students by sexual orientation, 2016-20



Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students

Figure 61 LGB+ students by binary sex, 2016-20



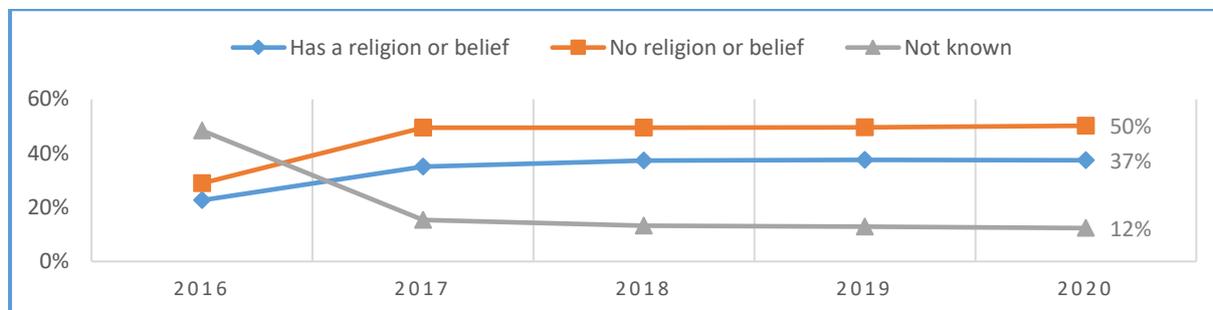
Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students

RELIGION OR BELIEF

On 1 December 2020, 88% of students had declared their religion or belief (including lack of belief) to the University. Half of all students have

stated that they have no religion, a quarter are Christian and 12% belong to other religions and beliefs.

Figure 62 Religion or belief disclosure, 2016-20



Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students

Table 3 On-course students by religion or belief, 2016-20

	2016	2017	2018	2019	2020
No religion	29%	50%	50%	50%	50%
Christian	17%	25%	26%	26%	25%
Muslim	2%	3%	3%	4%	4%
Hindu	1%	1%	2%	2%	2%
Spiritual	1%	1%	1%	2%	2%
Jewish	1%	2%	2%	2%	2%
Buddhist	1%	1%	1%	1%	1%
Any other religion or belief	1%	1%	1%	1%	1%
Sikh	0%	0%	0%	0%	0%
Not known	48%	15%	13%	13%	12%

Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Excludes Visiting, Recognised and Other students. Categories ordered from largest to smallest percentages in 2020

UNDERGRADUATE ATTAINMENT

SEX

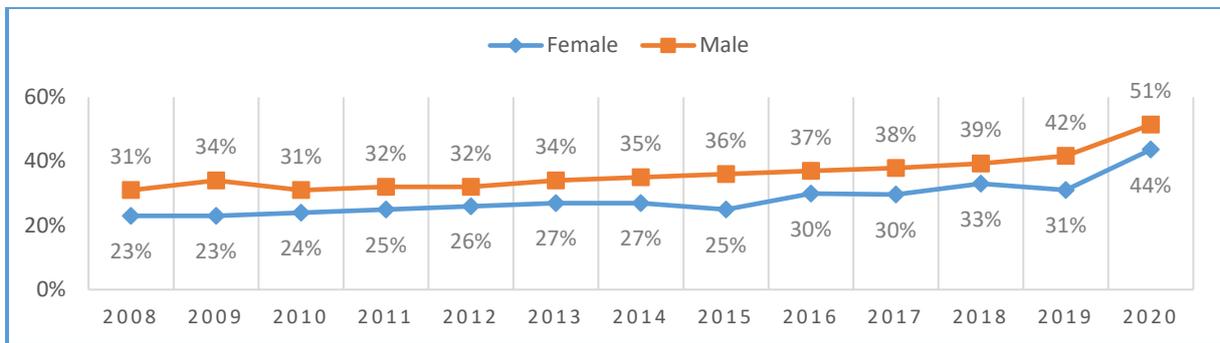
The coronavirus pandemic had a major impact on undergraduate finalists, who largely had to sit their examinations remotely and online. Emergency measures were brought in to ensure that candidates would not be adversely affected, including a 'safety net' policy and extra time to accommodate technological issues. Under these circumstances, overall attainment rose to unprecedented levels, with 48% gaining a first class degree, though gender and other equality gaps persisted, particularly in Humanities and

MPLS. Overall, 44% of women gained a First in 2019/20 compared with 51% of men though the gender gap was smaller for non-UK-domiciled than UK-domiciled finalists.

The pivot to digital and remote teaching and learning has accelerated the University's efforts to implement flexible and inclusive teaching (FIT) to help address longstanding disparities in attainment and experience. The University has committed itself to eliminating the gender gap in the award of

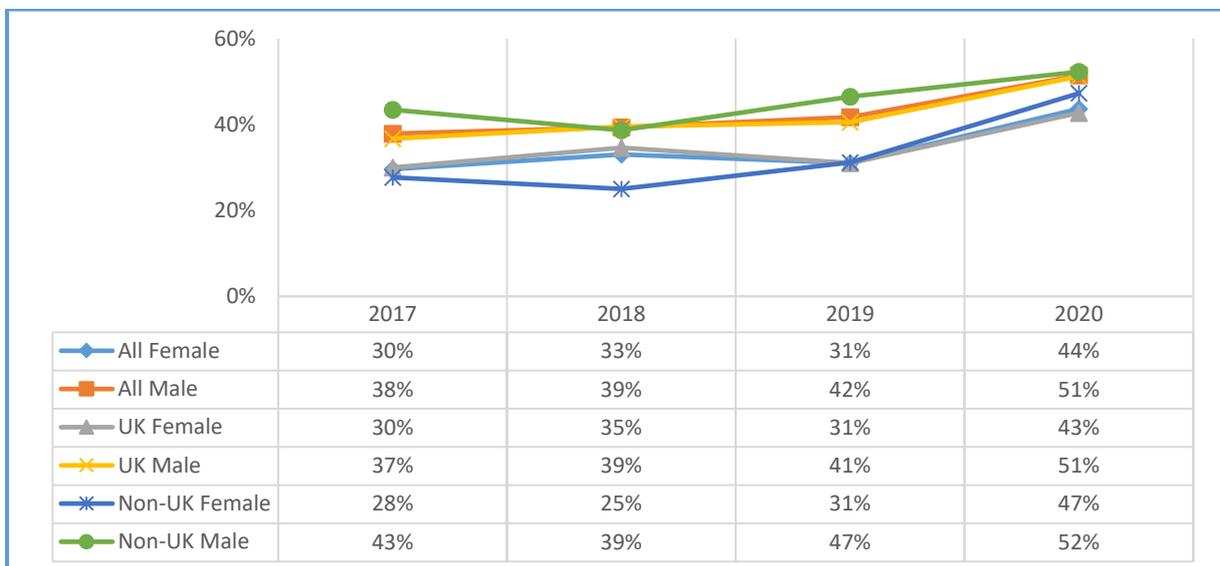
first class degrees by 2030, with an interim target to halve the average gap by 2025.

Figure 63 First class degree attainment by binary sex, 2008-20



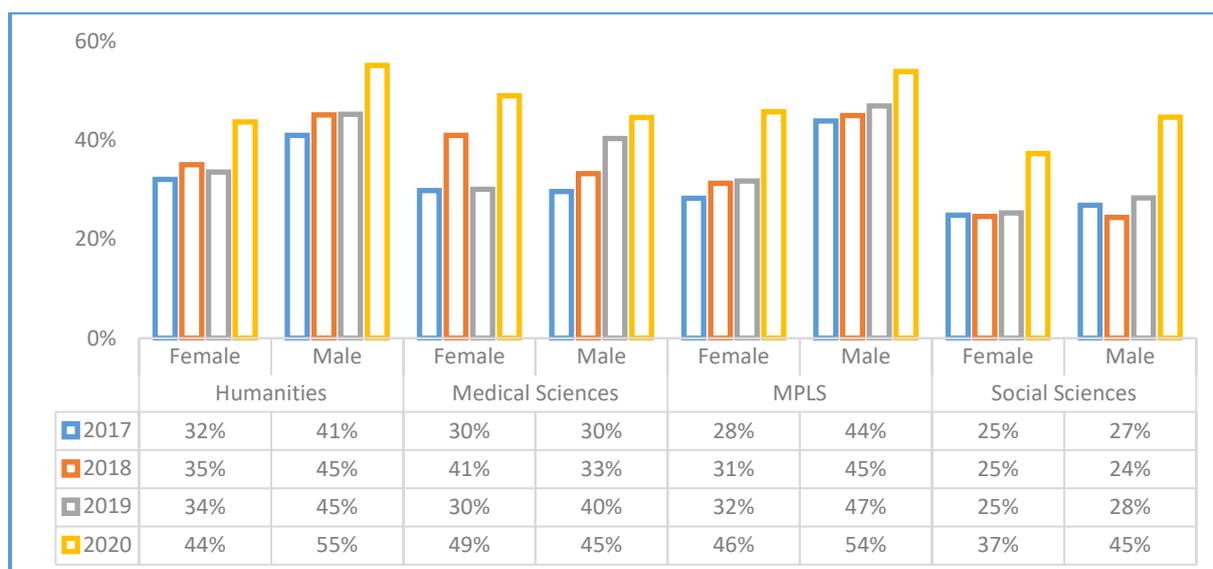
Source: SDMA. All domiciles. Excludes Continuing Education

Figure 64 First class degree attainment by binary sex and domicile, 2017-20



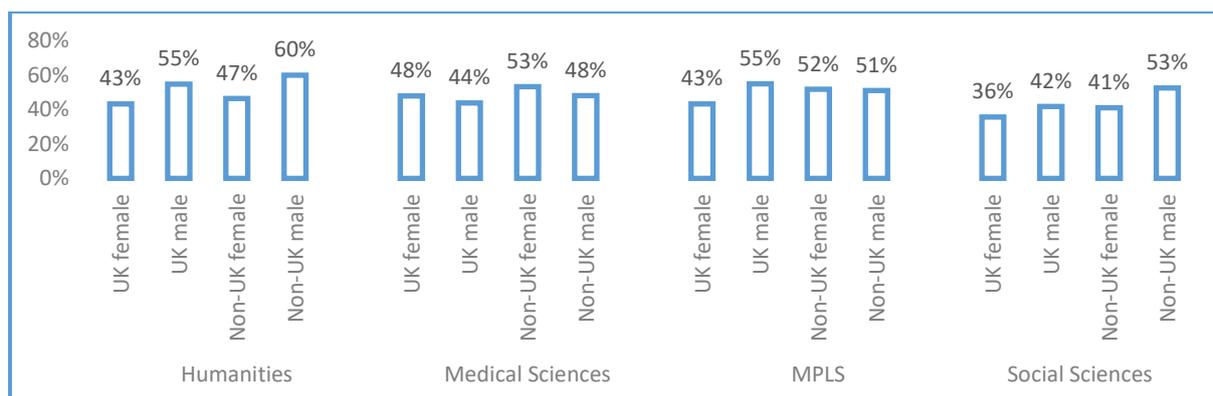
Source: SDMA. Excludes Continuing Education

Figure 65 First class degree attainment by binary sex and division, 2017-20



Source: SDMA. All domiciles

Figure 66 First class degree attainment by binary sex, domicile and division, 2020



Source: SDMA

ETHNICITY

Overall, 42% of BME and 49% of White finalists gained a first class degree in 2019/20, with all groups experiencing a double digit percentage point increase compared with the previous year. Awarding patterns varied by domicile, division, ethnic group and sex. BME women’s attainment increased by the largest percentage, with a 16% rise in the proportion of firsts awarded compared with 8% for BME men.

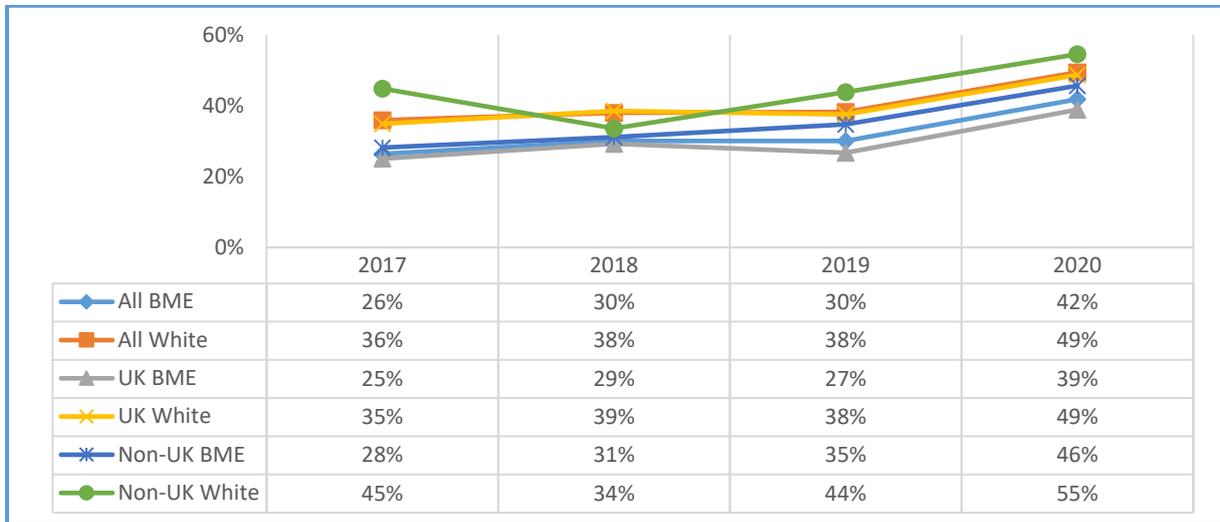
Averaged over the last three years, equal proportions of UK and non-UK-domiciled finalists have gained first class degrees (40% compared with 41%), though the latter group were twice as likely to be awarded a lower second or below, associated with their concentration in science

subjects. White students in each group had the highest likelihood of being awarded a First.

Both UK and non-UK-domiciled Black and Asian finalists were substantially less likely to gain a First than were White students, while there was less or no disadvantage for those of Mixed ethnicity. Chinese finalists from overseas were roughly equally as likely to gain a First as their White counterparts, in contrast to UK-domiciled Chinese. The HESA Student Record for 2019/20 shows that 95% of UK-domiciled BME qualifiers at Oxford gained a ‘good degree’ compared with 75% across the rest of the sector.

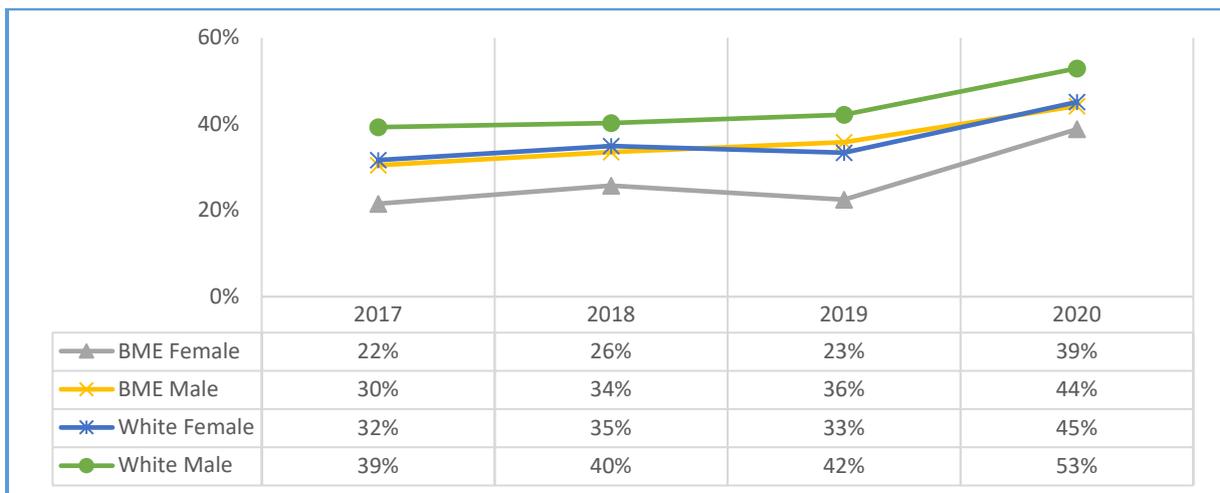
The University has committed to halving the gap in 'good' outcomes for UK-domiciled Black students by 2025.

Figure 67 First class degree attainment by domicile and ethnicity, 2017-20



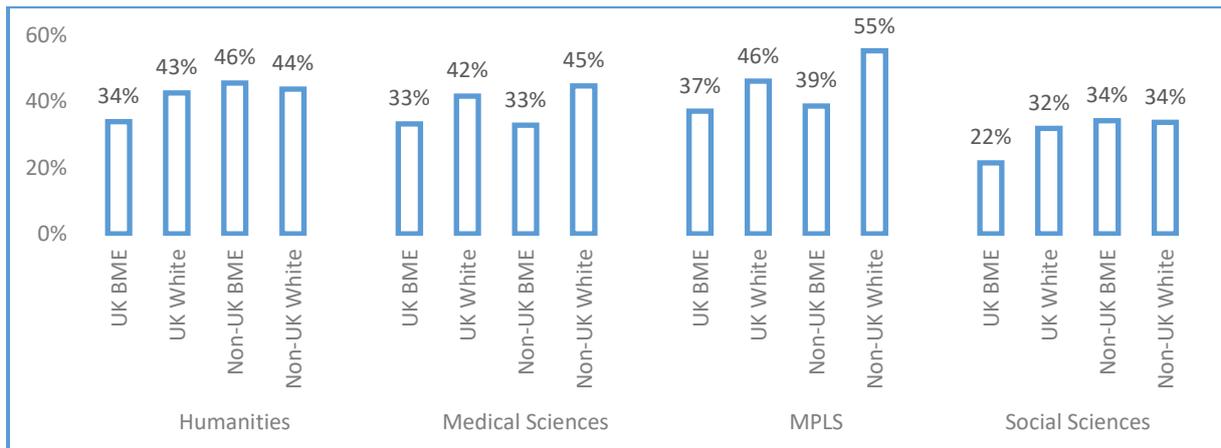
Source: SDMA. Excludes Continuing Education and unknown ethnicity

Figure 68 First class degree attainment by binary sex and ethnicity, 2017-20



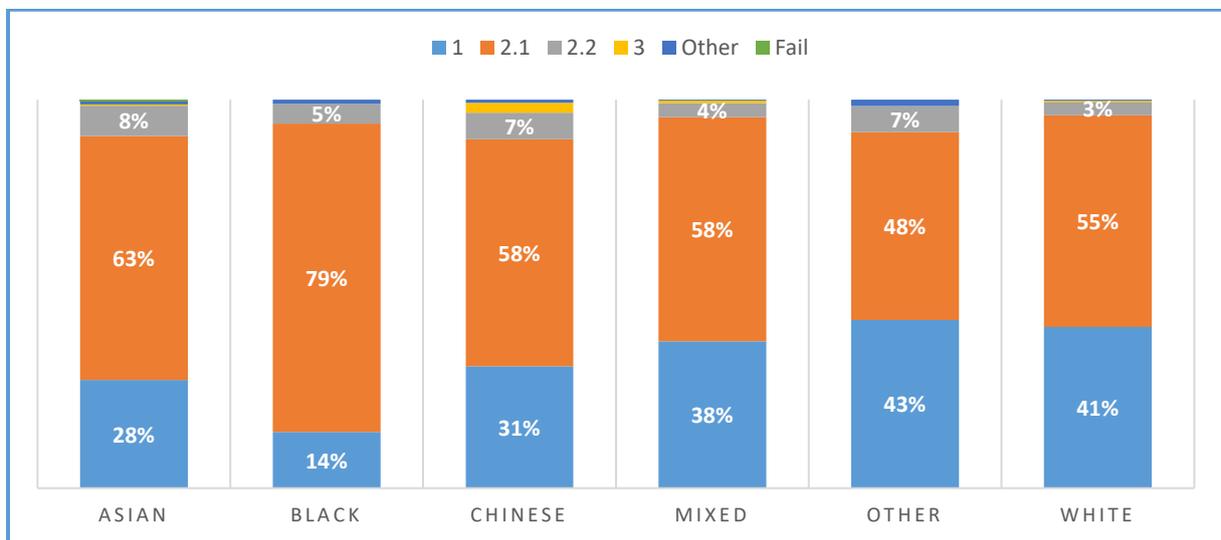
Source: SDMA. All domiciles. Excludes Continuing Education and unknown ethnicity

Figure 69 First class degree attainment by ethnicity, domicile and division, 2018-20 average



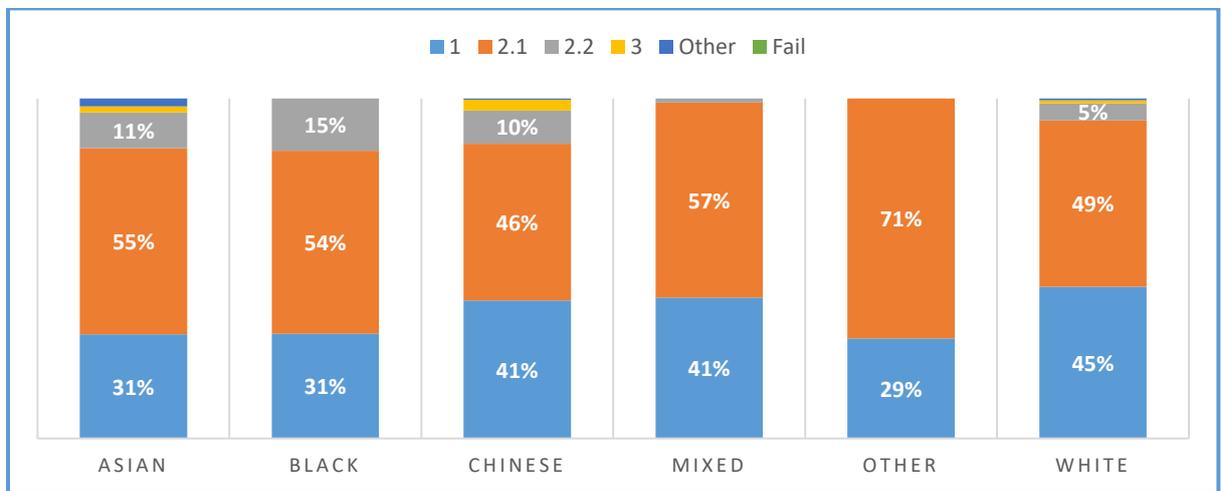
Source: SDMA. Combined data. Excludes Continuing Education and unknown ethnicity

Figure 70 UK-domiciled student degree attainment by ethnic group, 2018-20 average



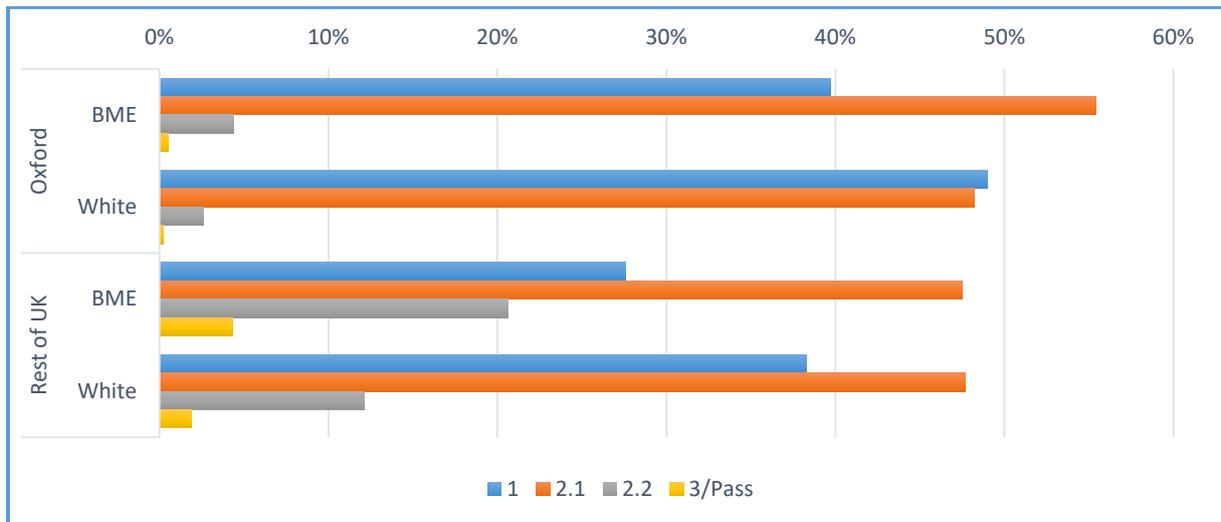
Source: SDMA. Combined data. Excludes Continuing Education and unknown ethnicity

Figure 71 Non-UK-domiciled student degree attainment by ethnic group, 2018-20 average



Source: SDMA. Combined data. Excludes Continuing Education and unknown ethnicity

Figure 72 UK-domiciled first degree attainment by ethnicity at Oxford and across the rest of UK higher education, 2019/20



Source: HESA Student Record, 2019/20. UK-domiciled first degree qualifiers, all sexes and modes of study, classified outcomes only, full person equivalent. Rest of UK excludes Oxford

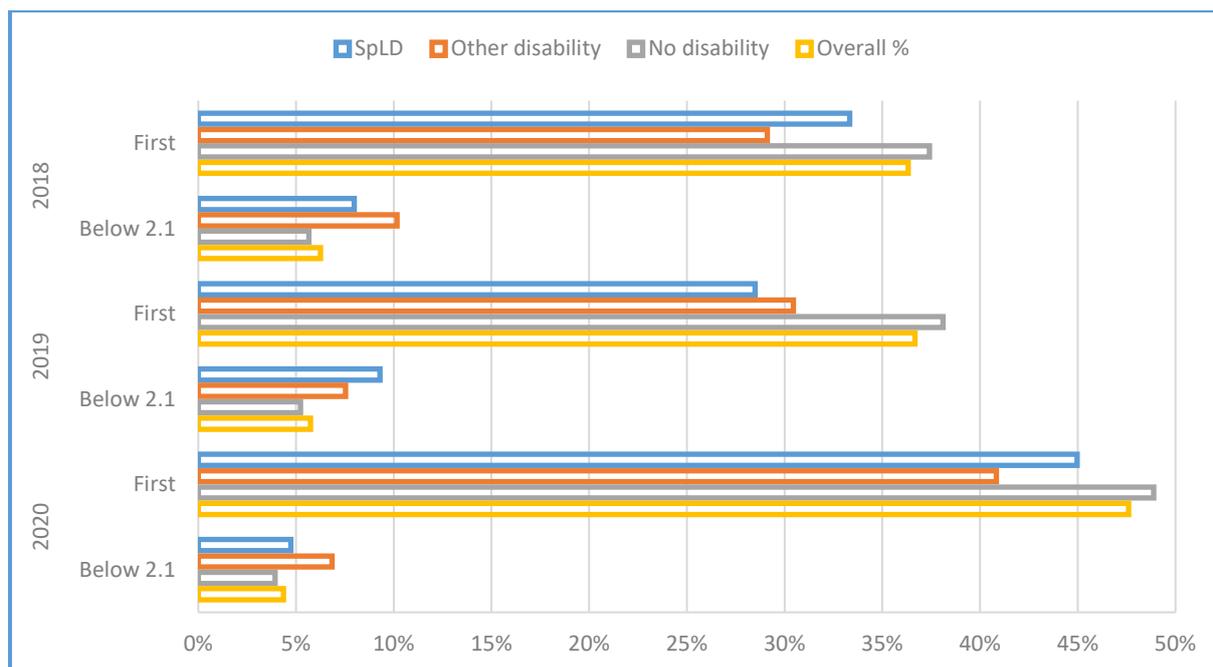
DISABILITY

In 2019/20, 42% of disabled finalists gained a first class degree compared with 49% of those with no known disability. The introduction of remote online assessment appears to have benefited many disabled candidates, as they were more likely to gain either a First or a 'good degree' compared with preceding years. The proportion gaining a 2.2 or below fell from 8% to 6% with a proportionately larger fall amongst candidates with specific learning difficulties (SpLD).

This was particularly so in MPLS where there was a 15 percentage point increase in Firsts for disabled finalists while the proportion gaining a 'good degree' rose from 82% in 2018/19 to 89%.

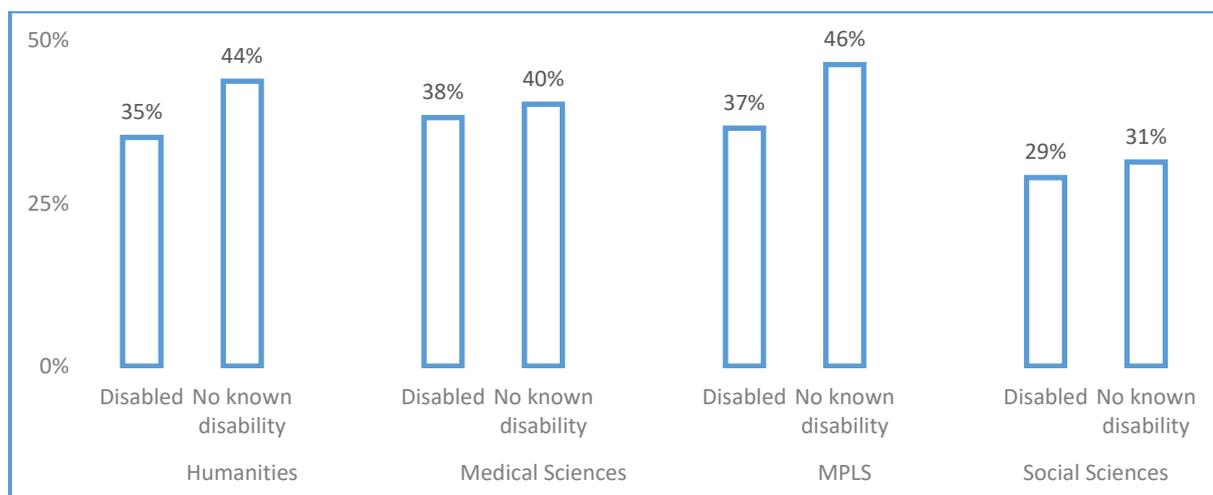
The University has committed to eliminating the good degree gap for disabled students by 2025.

Figure 73 First class and below 2.1 degree attainment by disability type, 2018-20



Source: SDMA. All domiciles. Excludes Continuing Education

Figure 74 First class degree attainment by division and disability status, 2018-20 average



Source: SDMA. All domiciles. Excludes Continuing Education

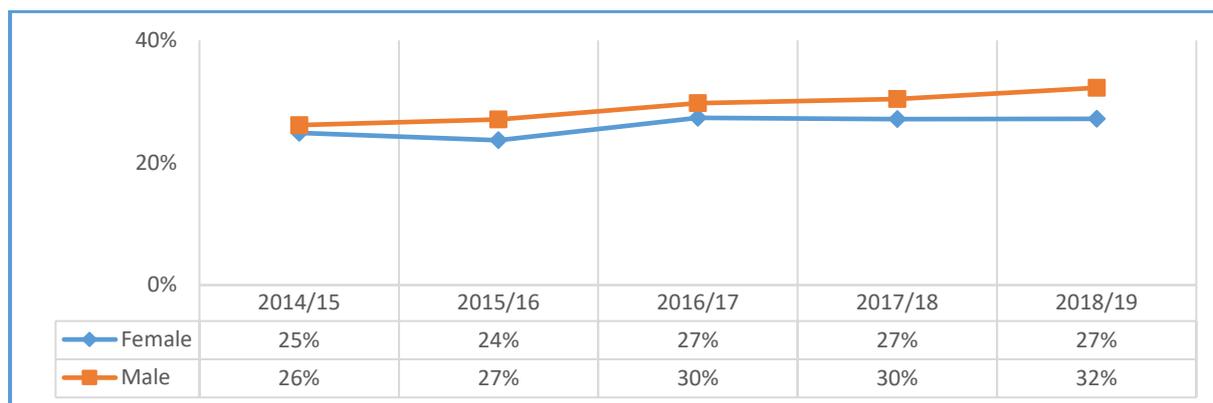
POSTGRADUATE ATTAINMENT

SEX

Postgraduate taught degrees can last up to two years, so these charts show the most recent complete data available for the majority of students. However, nearly half of the 2018/19 cohort of Continuing Education students are still on-course.

The overall gender gap in the award of Distinction at PGT increased to 5% in the 2018/19 cohort, driven by particularly large gaps in MPLS and Medical Sciences. On the other hand, there has been no gender gap in postgraduate taught programmes in Continuing Education over the last five years.

Figure 75 Award of Distinction in postgraduate taught programmes by binary sex, 2014/15 to 2018/19 cohorts

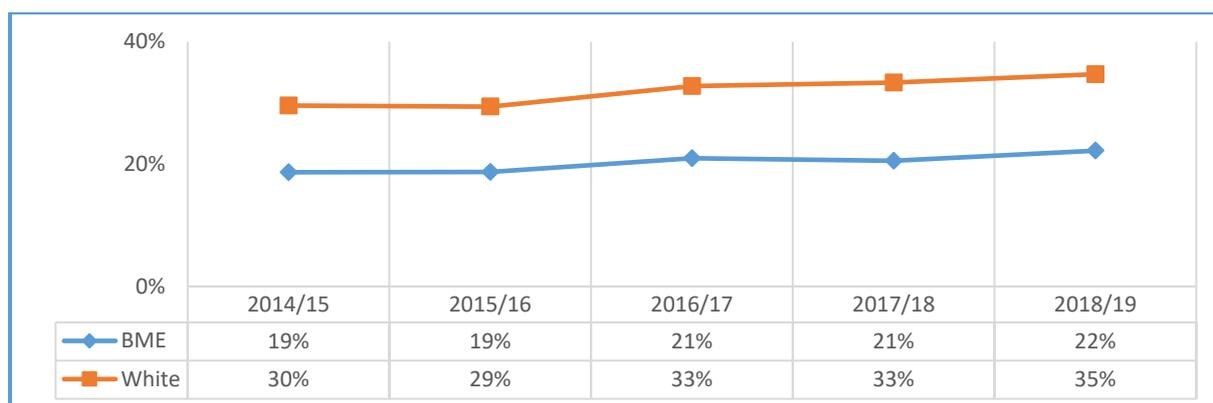


Source: SDMA, Annual Programme Statistics. Cohort data. All domiciles. Includes Continuing Education

ETHNICITY

There is a large and stable ethnicity gap in the award of Distinction at PGT, with gaps seen across all divisions, including Continuing Education.

Figure 76 Award of Distinction in postgraduate taught programmes by ethnicity, 2014/15 to 2018/19 cohorts



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

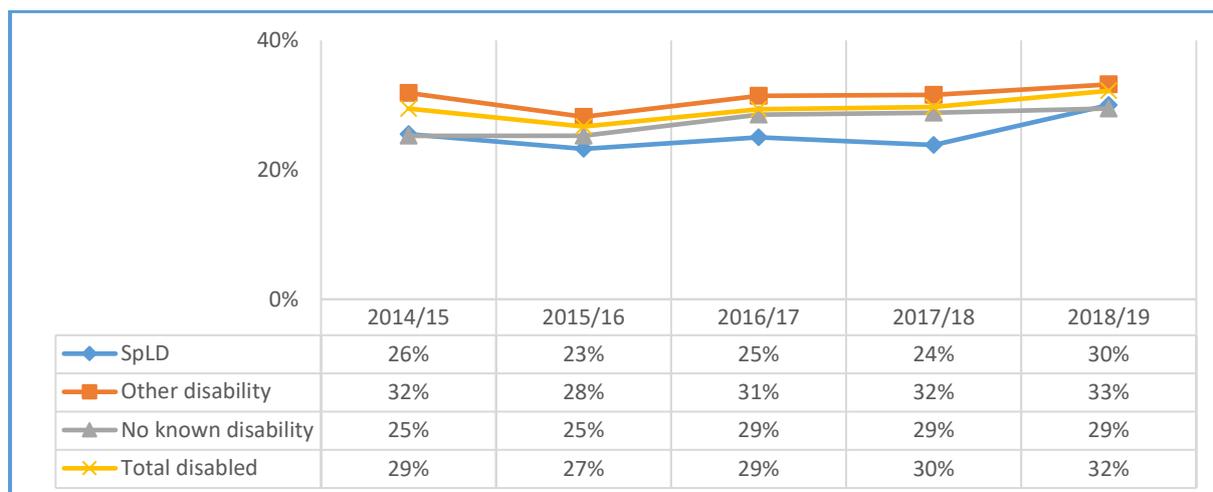
DISABILITY

Over the last five years, the proportion of disabled postgraduate taught qualifiers has varied from 16% in Humanities to only 5% in MPLS.

As the number of disabled PGT students, particularly of those with specific learning difficulties, is low and unevenly distributed, there are no clear patterns in the annual data. Outcomes for students with SpLD have improved recently though there was a 6% disparity averaged over the last five cohorts.

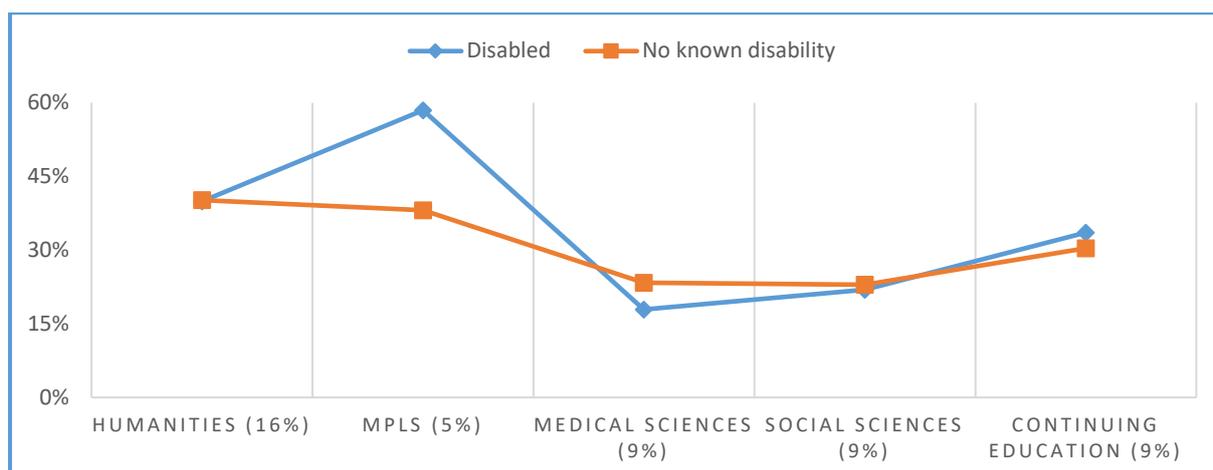
On average, there was no overall disparity in the award of Distinctions over the last five years. Equal proportions of disabled and non-disabled students gained Distinctions in Humanities (40% average). Disabled students were five percentage points less likely to gain a Distinction in Medical Sciences, where they comprised 9% of the total population over five years, but the total number of disabled students was only 67.

Figure 77 Award of Distinction in postgraduate taught programmes by disability, 2014/15 to 2018/19 cohorts



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

Figure 78 Average award of Distinction postgraduate taught programmes by disability status and division, 2014/15 to 2018/19 cohorts



Source: SDMA, Annual Programme Statistics. Cohort data. All domiciles. Percentage in brackets shows proportion of total population declaring a disability

ATTRIBUTION AND CAVEAT

This publication includes staff and student data derived from the:

HESA Staff Record, 2019/20

HESA Student Record, 2019/20

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N.B. HESA Student Record ethnicity data is only available for UK-domiciled students.

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 often underrepresented at Oxford) but recognise its multiple inherent limitations and have provided disaggregated data where possible.
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
PGR	Postgraduate research
Professor	All staff with the formal title of professor, including statutory and titular
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 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 and online access programme for prospective postgraduate students
VRO	Visiting, Recognised and Other non-matriculated students