UNIVERSITY OF OXFORD

Equality Report
2020/21

MINDFUL EMPLOYER

UNIVERSITY OF OXFORD
EQUALITY AND DIVERSITY

ECU RACE CHARTER — Race Equality Charter Bronze Award

Stonewall SILVER EMPLOYER 2022

GENDER CHARTER — Athena SWAN Bronze Award

EQUALITY ACT 2010

This report has been prepared by the Equality and Diversity Unit (EDU)[1] in partial fulfilment of the University of Oxford's publication requirements under the Equality Act 2010.[2]

The report includes:

- An update on progress towards our equality objectives.
- Examples of the University's activities in support of equality and diversity during 2020/21.[3]
- A summary of key staff and student diversity data.

The diversity data are also available in an accessible Excel file on the EDU website.[4] A detailed report on the University's gender pay gap as of 31 March 2021 has been published elsewhere on the University website. [5]

Please see the EDU website for more information on the Equality Act 2010 and its implementation at Oxford.[6]

EQUALITY FRAMEWORK

POLICY AND GOVERNANCE

The Equality Policy sets out the University's commitment to embedding equality, diversity and inclusion across all its activities.[7] Following a widespread consultation process, the policy was updated and approved by Council in March 2020.

The EDU's work is overseen by the Equality and Diversity Panel, which meets termly and reports to both Personnel and Education Committees.[8] For most of 2020/21, the Panel was chaired by the former University Advocate for Equality and Diversity, Dr Rebecca Surender, who stepped down in 2021 after nearly six years in the role. The interim Panel chair is currently the Pro-Vice-Chancellor for People & Digital, Professor Anne Trefethen. The Panel includes formal

representation from the academic divisions,[9] staff networks[10] and Oxford University Student Union.[11] During 2020/21, the Panel operated as the self-assessment team for the institutional Athena Swan and Race Equality Charter applications.[12]

Please see the EDU website for full details of the Panel's membership and terms of reference. Agendas and notes of meeting can also be viewed by members of the University (SSO required).[13]

All University-level committees receive an annual briefing paper on their responsibilities under the Public Sector Equality Duty.[14]

EQUALITY STRATEGY

The University has set out its strategic priorities and objectives for equality and diversity within two key overarching frameworks: the *Strategic Plan*[15] and the student *Access and Participation Plan*.[16]

The Public Sector Equality Duty places the University under an active duty to promote equality, including setting itself objectives and carrying out equality analysis of its policies, practices and decision-making.[17] Our equality objectives reflect our strategic priorities in relation to recruitment, progression and equality of opportunity.[18]

In 2020/21, a Staff Targets Working Group was established as a sub-group of the Equality and Diversity Panel and tasked with developing new targets in support of our overarching objectives for gender and race equality. The working group was chaired by the then Advocate for Equality and Diversity, Dr Rebecca Surender.

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.[19] The EJRA is considered to be an appropriate and necessary means of creating sufficient vacancies to meet the University's legitimate Aims, which include:

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[1] edu.admin.ox.ac.uk/about-us
[2] edu.admin.ox.ac.uk/legal-framework
[3] The report covers a period roughly from the beginning of the 2020/21 academic year up to Christmas 2021
[4] edu.admin.ox.ac.uk/equality-report
[5] hr.admin.ox.ac.uk/gender-pay-gap-reporting
[6] edu.admin.ox.ac.uk/policies-and-governance
[7] edu.admin.ox.ac.uk/equality-policy
[8] edu.admin.ox.ac.uk/equality-and-diversity-panel
[9] www.ox.ac.uk/about/organisation

[10] edu.admin.ox.ac.uk/networks
[11] www.oxfordsu.org
[12] edu.admin.ox.ac.uk/equality-charters
[13] edu.admin.ox.ac.uk/equality-and-diversity-panel
[14] edu.admin.ox.ac.uk/equality-analysis
[15] www.ox.ac.uk/about/organisation/strategic-plan-2018-24
[16] academic.admin.ox.ac.uk/app
[17] edu.admin.ox.ac.uk/legal-framework
[18] edu.admin.ox.ac.uk/equality-objectives
[19] hr.admin.ox.ac.uk/the-ejra

- promoting intergenerational fairness
- refreshing the workforce
- facilitating succession planning
- promoting equality and diversity.[20]

The policy is currently under review after having been in operation for ten years.[21] The Review Group's terms of reference, membership, review materials and datasets are available online to members of the University.[22]

The University participates in the national equality charters for Athena Swan, the Race Equality Charter, the Stonewall Workplace Equality Index and Mindful Employer. These provide structured frameworks for self-assessment, analysis and action planning to help promote equality and diversity at Oxford. Our institutional action plans and details of how to get involved are published on the EDU website.[23]

Due to the impact of the pandemic, Advance HE offered automatic extensions to their award validity periods, and the University decided to postpone its institutional Athena Swan and Race Equality Charter renewals until 2022. The University currently holds forty (out of 49 eligible) departmental Athena Swan awards, including 20 at Silver and 20 at Bronze.[24]

The University established a Race Equality Task Force in 2020/21 to help it understand and address inequalities and barriers for racially minoritized staff and students and make meaningful recommendations for action.[25] The Task Force's priorities were:

- the curriculum and student experience
- recruitment and career progression for staff
- the promotion of an inclusive and supportive institutional culture
- ensuring our actions are grounded in and guided by the latest research.

Following an extensive consultation and priority-setting process including a series of open events, staff and student focus groups, an online feedback form, and a university-wide survey with 1,141 responses, the Task Force is due to publish its recommendations in Trinity term 2022. The agreed priorities and recommendations will underpin action planning for the University's

forthcoming application to the Advance HE Race Equality Charter.

COMMUNICATIONS AND FEEDBACK

Regular University communications on equality topics include newsletters[26], mailings to the staff networks, and dedicated Twitter feeds such as @DiversifyOxPortraits,[27] @OxfordRace[28] and @OxDisability.[29]

Feedback is sought from staff and students via the biennial *Staff Experience Survey*[30] and the annual *Student Barometer.* In 2021, the University trialled Advance HE's targeted *Postgraduate Taught Experience Survey* (PTES) and *Postgraduate Research Experience Survey* (PRES). More details of the wide range of student surveys run during 2020/21 are available on the University website.[31]

The most recent all-staff survey ran from 27 April to 19 May 2021 and was completed by 8,597 members of staff (59% response rate). The headline results and initial priorities for action were published on the EDU website while analysis and action planning continue across the University and its departments.[32] The University's results exceeded the higher education sector average in several key areas, including:

- overall staff engagement was 77% positive (+7%)
- 89% agreed '*I am proud to say I work for the University*' (+13%)
- 78% agreed '*I feel able to be myself at work*' (+12%)
- 74% agreed '*I feel valued and recognised for the work that I do*' (+17%)
- 72% agreed '*I would recommend the University as a great place to work*' (+8%)
- 67% agreed '*My health and wellbeing are adequately supported at work*' (+14%).

Key outcomes for staff in different demographic groups have been included in Annexe A and more detailed reports are available on the EDU website.[33]

The 2020/21 *Student Barometer* closed on 1 February 2021 with a final response rate of 16% (4,003 full or

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[20] staff.admin.ox.ac.uk/working-at-oxford/ejra
[21] staff.web.ox.ac.uk/article/10-year-review-of-the-ejra#
[22] staff.admin.ox.ac.uk/working-at-oxford/ejra (SSO required)
[23] edu.admin.ox.ac.uk/equality-charters
[24] As of February 2022
[25] edu.admin.ox.ac.uk/task-force
[26] edu.admin.ox.ac.uk/news

[27] twitter.com/DivOxPortraits
[28] twitter.com/oxfordrace
[29] twitter.com/oxdisability
[30] edu.admin.ox.ac.uk/staff-experience-survey
[31] www.ox.ac.uk/students/life/student-surveys
[32] edu.admin.ox.ac.uk/staff-experience-survey
[33] www.admin.ox.ac.uk/ses21-results (SSO required)

partial responses). Annual survey results broken down by sex, disability, ethnicity, fee status and study level are publicly available on the University website. [34]

EQUALITY OBJECTIVES: PROGRESS REPORT

The University's equality objectives, supported by specific targets, provide a framework for actions to diversify and improve staff and student recruitment, representation and experience. [35] Setting targets is a positive action measure which demonstrates organisational commitment and helps us to maintain momentum on actions for change.

The annual Equality Report for 2019/20, published on 30 March 2021, provided a final status report on the University's progress towards its institutional equality objectives for the four-year period to 2020. [36] Council considered the report in July 2021, noting that significant progress had been made and many headline targets met. However, incremental change has been slow in some areas and is subject to a high degree of variation between divisions. In addition, some activities have had to be delayed due to the impact of the pandemic. [37]

In July 2021, Council approved a suite of revised equality objectives, including a new objective to diversify governance structures underpinned by more stretching specific targets.

Ensure University decision-making and governance structures are representative of the University community

- Black and Minority Ethnic (BME) staff to comprise a minimum of 15% of members of Council and its main committees.
- Representation of women on Council and its main committees to be in the range of 40-60%.

Following consultation during 2020/21, revised objectives and supporting targets for gender and race equality were approved by Council in February 2022.

Increase the proportion of women in senior academic roles

- To achieve a yearly increase in the proportion of female Statutory Professors, with 27% representation by 2029.

- To achieve a yearly increase in the proportion of female Associate Professors, with 35% representation by 2029.

Increase the proportion of Black and Minority Ethnic (BME) staff in senior roles

- To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029.
- To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029.
- To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029.
- To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2029.

These objectives sit alongside our existing institutional commitments to:

- Promote the visibility and inclusion of LGBT+ staff and students
- Widen undergraduate access and admissions.

Current progress towards the University's objectives is reported overleaf.

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[34] www.ox.ac.uk/students/life/student-surveys
[35] edu.admin.ox.ac.uk/equality-objectives
[36] edu.admin.ox.ac.uk/equality-report

[37] Meeting minutes available at: governance.admin.ox.ac.uk/council/council-12-july-2021

No.	EQUALITY OBJECTIVE	Year[38]	2017	2018	2019	2020	2021
1.	**Ensure University decision-making and governance structures are representative of the University community**	**2021**					
a.	BME staff to comprise a minimum of 15% of members of Council and its main committees	2021					12%
	Detail						*Over 15% in 2 of 6 committees*
b.	Representation of women on Council and its main committees to be in the range of 40% to 60%	2021					39%
	Detail						*40% to 60% in 4 of 6 committees*
2.	**Increase the proportion of women in senior academic roles[39]**	**2022**					
a.	To achieve a yearly increase in the proportion of female Statutory Professors, with 27% representation by 2029	2022	17%	19%	19%	19%	19%
b.	To achieve a yearly increase in the proportion of female Associate Professors, with 35% representation by 2029	2022	28%	29%	30%	31%	31%
c.	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	2014	✔	✔	✔	✔	✔[40]
d.	Apply successfully for an institutional Silver Athena Swan award in 2021	2020	Bronze award				*Application postponed*

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[38] Year in which the objective or target was approved
[39] Percentages refer to the number of full-time equivalent female staff in post on 31 July of each year

[40] www.ox.ac.uk/news/2021-05-17-honorary-degree-recipients-2021-announced

No.	EQUALITY OBJECTIVE	Year[38]	2017	2018	2019	2020	2021
3.	**Increase the proportion of Black and Minority Ethnic (BME) staff in senior roles**[41]	**2022**					
a.	To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029	2022				6%	6%
b.	To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029	2022				8%	8%
c.	To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029[42]	2022				15%	15%
d.	To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2029[43]	2022				8%	9%
e.	Apply successfully for an institutional Bronze Race Equality Charter award in 2021	2020		Bronze award			*Application postponed*
4.	**Consolidate our position in the Stonewall Workplace Equality Index**[44]	**2019**					
a.	Consolidate our position in the Stonewall Top 100 Employers list	2019	Score: 101.5 Rank: 123	Score: 109.5 Rank: 93	Score: 125.5 Rank: 76	*WEI suspended*	Score: 55 Rank: 231 Silver Employer Award
5.	**Achieve the equality-related objectives set out in the University's agreement with the Office for Students**[45]	**2012**					
a.	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	2020				Ratio 3:1	Ratio 2.8:1

[41] Percentages refer to the number of full-time equivalent BME staff in post on 31 July of each year
[42] Research staff in grades 8, 9, 10 and Senior Staff – Research
[43] Academic-related staff in Grades 8, 9, 10 and Senior Staff

[44] Dates refer to year of application. The 2018-2020 objective to '*Join the Stonewall Top 100 Employers list by 2020*' was achieved in 2018. The Workplace Equality Index was suspended in 2020 due to the pandemic
[45] Available from: academic.admin.ox.ac.uk/app

No.	EQUALITY OBJECTIVE	Year[38]	2017	2018	2019	2020	2021
b.	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	2020				Ratio 7.9:1	Ratio 6.5:1
c.	To eliminate the gap in offer rates for Asian applicants by 2021/22	2020				-3.4%	-2%
d.	To reduce the gap in attainment rates for Black students to 6% by 2024/25[46]	2020				-6.6%	-6.7%
e.	To eliminate the gap in attainment rates for disabled students by 2024/25[47]	2020				-3.9%	-2.4%
6.	**Eliminate the undergraduate gender attainment gap by 2030**	**2020**					
a.	To reduce the first-class degree attainment gap between women and men from 8.5% to 4.4% by 2025[48]	2020				-7.4%	-3.0%[49]

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[46] Gap in UK-domiciled Black and White students' 'good degree' outcomes calculated on the basis of a 5 year rolling average

[47] Gap in UK-domiciled disabled and non-disabled students' 'good degree' outcomes calculated on the basis of a 3 year rolling average

[48] Gap in male and female (all domiciles) first-class degree outcomes

[49] Classified outcomes only, pending consideration of whether and how to include the award of Distinction in four MPLS programmes.

EQUALITY AND DIVERSITY AT OXFORD: HIGHLIGHTS OF 2020/21

ACCESS AND ADMISSIONS

Undergraduate admissions

The University converted its undergraduate access and admissions programmes to an online format in response to the pandemic, reaching tens of thousands of participants:

- 35,000+ at online Open Days
- 1,187 on the *UNIQ a*ccess programme
- 80 on the *Target Oxbridge* scheme to support students of African and Caribbean heritage
- *Oxford for UK* regional schools outreach programmes[50]
- The Oxford and Cambridge Student Conferences ran online with a mix of pre-recorded videos/webinars and live events.

Undergraduate Admissions and Outreach also created a *Digital Resource Hub* bringing together a range of learning resources and guidance for pupils, teachers and families.[51]

The University, jointly with Christ Church (one of the University's constituent colleges), contributes towards the *IntoUniversity Oxford South East* programme to support local young people from disadvantaged backgrounds to access either university or another chosen aspiration.[52]

The University opted to conduct all undergraduate admissions interviews online in 2020 and 2021 to minimise the risk to public health. Shortlisted candidates were provided with tablet computers where necessary to facilitate their participation.

The *Opportunity Oxford* residential bridging programme enrolled 100 incoming students in 2020 and made 167 offers to offer-holders for 2021. The numbers far exceeded the anticipated 60 students in the first year and 120 in the second.[53] In addition, we were able to expand the online element of *Opportunity*

Oxford to support the transition to university of an additional 300 offer-holders whose education had been particularly affected by the pandemic.[54]

The launch of the *Foundation Oxford* foundation year programme has been delayed until 2023 due to the pandemic but is being expanded to include a wider range of subjects. We expect to admit 50 students who have experienced significant educational or personal disadvantage each year.[55] The *Lady Margaret Hall Foundation Year*, which served as the inspiration for this programme, has been extended to ensure there is no gap in provision.[56]

The University published its fourth *Annual Admissions Statistical Report* in May 2021, providing a detailed breakdown of UK applications, offers and admissions by domicile, nation and region of the UK, disadvantage, school type, gender, ethnicity and disability, at institutional, course and college level.[57]

Despite the disproportionate impact of the pandemic on school pupils from less advantaged backgrounds, the University has made good progress towards its goal to recruit one in four UK undergraduate students from the most underrepresented backgrounds by 2023. Among UK-domiciled first year students in 2021:

- 68% were from state schools (equal to 2020)
- 20% were from the least socioeconomically advantaged backgrounds (up from 19%)
- 56% were female (up from 54%)
- 24% were of Black and Minority Ethnic heritage (up from 22%).

Postgraduate admissions

The University submitted a successful joint bid with the University of Cambridge to a new OfS/Research England fund to improve Black, Asian and other minority ethnic students' access to postgraduate research. The four year £1.6m project aims to address unintended inequities in the graduate admissions process and develop a new model by which to robustly identify researcher potential.[58]

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[50] www.ox.ac.uk/oxfordforUK

[51] www.ox.ac.uk/admissions/undergraduate/increasing-access/ug-digital-resources

[52] intouniversity.org/content/intouniversity-oxford-south-east

[53] www.ox.ac.uk/admissions/undergraduate/increasing-access/opportunity-oxford (rising to 200 a year thereafter)

[54] As of 10/8/21 (www.ox.ac.uk/news/2021-08-10-2021-level-results-oxford-university-response)

[55] www.ox.ac.uk/admissions/undergraduate/increasing-access/foundation-oxford

[56] www.lmh.ox.ac.uk/prospective-students/foundation-year

[57] www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate-students

[58] www.ox.ac.uk/news/2021-11-24-oxford-and-cambridge-win-joint-award-improve-access-postgraduate-research

The University's flagship *UNIQ+* and *Wellcome Biomedical Vacation Scholarships* residential summer research internship and *UNIQ+ Digital* programmes are designed to encourage and support students from socioeconomically disadvantaged groups to consider progression into graduate study. Operating remotely due to the pandemic, *UNIQ+* offered 67 six-week research internships with a £2,500 bursary to facilitate students' participation regardless of their financial means.[59] From July to October 2021, *UNIQ+ Digital* offered 170 prospective applicants a flexible, online programme of events, digital content and mentoring to support them through the process.

Belonging to an ethnic group underrepresented at Oxford[60] was introduced as an eligibility criterion in 2021 as a positive action measure to promote their participation in postgraduate study. The number of applications and acceptances from members of the target ethnic groups both increased significantly, rising to 30% of applicants and 32% of participants.

Following the introduction of the high profile *Black Academic Futures* Scholarship as a positive action initiative to address the underrepresentation of Black British students in doctoral study, there was a 53% increase in the number of UK-domiciled applicants of Black and Mixed Black ethnicity, compared with an overall increase of 18%.

We are currently expanding this scheme – in partnership with colleges and departments across the University – to offer up to 30 full scholarships to UK-resident postgraduate students of Black and Mixed Black ethnicity from 2022 onwards.

The University has committed to expand the *Academic Futures* scheme to students from other underrepresented ethnic groups and socioeconomically disadvantaged backgrounds and to develop internationally as resources allow.

Please see the *Graduate Access* webpages for more details of the University's programmes to support postgraduate access.[61]

The University created several other new positive action scholarships and bursaries in 2020/21. Please see the University website for full details of scholarships and funding for underrepresented groups:

- Undergraduate[62]
- Postgraduate[63]
- Fees, funding and scholarship search.[64]

Over the past ten years, the University's Department for Continuing Education has seen student enrolments increase by 50% to over 20,000 a year. The University intends to develop a more holistic access agenda, with increased emphasis on mature learners from non-traditional backgrounds with a wide range of prior qualifications and experience.

CURRICULUM AND ATTAINMENT

The University made good progress towards its goals to reduce awarding gaps between men and women, Black and White students and students with a disability and those without. In 2020/21, the three-year rolling average gap in 'good degrees' between UK-domiciled disabled and non-disabled students fell by 1.5 percentage points to just over 2%.

Actions to mitigate the impact of the pandemic included:

- The University's Education Steering Group agreed a new package of measures to ensure all students received fair assessment outcomes, including mitigations both for whole cohorts and for individuals.
- The Centre for Teaching and Learning provided extensive resources and guidance on remote, flexible and inclusive teaching, including case studies, webinars, a helpdesk and individual assistance from specialist learning technologists.[65]
- The Disability Advisory Service and the Centre for Teaching and Learning collaborated to produce a series of ten recorded talks providing advice on skills for remote study.
- Staff and students were surveyed regularly on their experience of remote teaching and learning to identify which aspects were working well and which could be improved.

[59] www.ox.ac.uk/admissions/graduate/access/uniq-plus
[60] Black, Asian Bangladeshi or Asian Pakistani (and relevant Mixed ethnicities)
[61] www.ox.ac.uk/admissions/graduate/access
[62] www.ox.ac.uk/admissions/undergraduate/fees-and-funding/oxford-support
[63] www.ox.ac.uk/admissions/graduate/access/scholarships-and-funding
[64] /www.ox.ac.uk/admissions/undergraduate/fees-and-funding/fees-funding-and-scholarships
[65] www.ctl.ox.ac.uk/helpdesk-service

- The University adopted a new platform for all online assessments from Trinity term 2021. *Inspera* was chosen because it offered a better exam experience with a more intuitive digital interface to meet the diverse needs of staff and students.[66]

The Centre for Teaching and Learning produced an *Inclusive Teaching at Oxford* online course to provide an introduction to inclusive teaching for all colleagues involved in teaching students.[67]

The University launched a new *Inclusive Teaching Enhancements Project* to support an accessible and inclusive approach to teaching and learning by design. The project aimed to build on the gains made in digital education since the pandemic by enabling and designing-in inclusive teaching practice within the Canvas virtual learning environment and its associated tools.[68]

The University hosted the inaugural *Oxford Teaching and Learning Showcase* in Trinity term 2021, a new biennial event to provide teaching staff with opportunities to share examples of best practice in flexible and inclusive teaching. The recordings and slides from more than twenty presentations are available on a dedicated Canvas site.[69]

Supported by the *Diversity Fund*, the Centre for Teaching and Learning implemented a student internship scheme in support of work to reduce gaps in student access, participation and attainment.[70] The six interns worked in partnership with educational specialists, academics, and other University staff on projects to support curriculum development and student transition. The team developed a *Race and the Curriculum toolkit to* provide staff with guidance on addressing issues of race and racism in their teaching. The toolkit draws on case studies of teaching practices at Oxford and elsewhere and incorporates reflections gathered through in-depth interviews with students.

In May 2021, the Digital Accessibility Working Group and the Centre for Teaching and Learning promoted awareness of *Global Accessibility Awareness Day* by publishing tools, tips and resources to help staff create more accessible learning environments for all their students.[71] The Centre for Teaching and Learning signposts staff towards comprehensive guidance and training on accessible and inclusive teaching.[72]

The Mathematical, Physical and Life Sciences division ran the first iteration of its *Diversifying STEM Curriculum Project* in summer 2021. Supported by the *Diversity Fund*, the project aims to bring the conversation and actions around decolonising and diversifying curricula in higher education into STEM[73] disciplines.[74] Project reports for the first five undergraduate internships have been published on the University website.[75]

RECRUITMENT

The University initiated an *Associate Professor Inclusive Recruitment* project[76] sponsored by the Pro-Vice-Chancellor for People & Digital, Professor Anne Trefethen, with the aims of both achieving greater diversity in academic recruitment and meeting external requirements for the assessment of research quality.[77]

The project included a series of four online Showcase events during April and May 2021 to spotlight examples of good practice across the University and share practical tools and concrete approaches that could enable colleagues to make a real impact on diversity in recruitment. The session recordings and slides are available online to members of the University.[78] Following an extensive consultation process, revised guidance on the recruitment of Associate Professors will be finalised in 2022.

The Equality and Diversity Unit published new guidance on taking positive action to increase diversity in recruitment.[79] The guidance offers a summary of the law and the statutory code of practice on employment; a reminder of current University policy; relevant examples; and do's and don'ts. Departments are

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[66] www.ox.ac.uk/students/academic/exams/online-exams
[67] ctl.web.ox.ac.uk/an-introduction-to-inclusive-teaching-course
[68] projects.it.ox.ac.uk/inclusive-teaching-enhancement-project#
[69] ctl.web.ox.ac.uk/teaching-and-learning-showcase-2021
[70] www.ctl.ox.ac.uk/2021-scheme
[71] ctl.ox.ac.uk/accessibility/gaad2021
[72] www.ctl.ox.ac.uk/accessible-and-inclusive-teaching
[73] Science, Technology, Engineering and Mathematics

[74] www.mpls.ox.ac.uk/equality-and-diversity/diversifying-stem-curriculum-1/diversifying-stem-curriculum
[75] www.mpls.ox.ac.uk/equality-and-diversity/diversifying-stem-curriculum-projects-2021
[76] focus.admin.ox.ac.uk/article/apir-update (SSO required)
[77] San Francisco Declaration on Research Assessment (sfdora.org)
[78] focus.admin.ox.ac.uk/inclusive-recruitment-showcases (SSO required)
[79] edu.admin.ox.ac.uk/legal-framework

welcome to contact the Equality and Diversity Unit for further advice.

The University agreed a new *Apprenticeship Strategy* for 2021-2024 which sets out our strategic aim 'to increase apprenticeship opportunities for new entrant and existing employees by offering high-quality apprenticeship programmes across all of the University that are linked to career pathways supporting career development.' We aim to increase apprenticeship numbers to 2.5% of professional services staff by 2023/24.

In 2020/21, the University:

- Signed the *Apprentice Decent Wage Pledge* and continued to pay the *Oxford Living Wage* to all apprentices.[80]
- Enrolled over 150 current employees on apprenticeship training under its *Work Learn Develop* programme.
- Achieved 46th place in *Rate My Apprenticeship's Top 100 Apprenticeship Employers 2020/21*, appearing in the top 50 employers for the second year in a row.[81]
- Won the large employer award at the 2021 *Oxfordshire Apprenticeship Awards*.[82]
- Took part in *National Apprenticeship Week* and hosted an internal *Apprenticeship Expo Week*[83] with virtual sessions focused on apprenticeship training opportunities for University employees, encouraging more staff to consider developing new skills and gaining qualifications within their current roles.[84]
- Transferred c.£250,000 from our Apprenticeship Levy to 25 local organisations – including charities *Oxfordshire Mind, Active Oxfordshire* and *Aspire* and *Coxwell Hall* nursing home in Faringdon – to support them to recruit apprentices.[85]

The University made extensive preparations to mitigate the impact of the UK's exit from the EU on current and prospective staff and students, including providing advice and support to individuals and their families via the Staff and Student Immigration Teams.[86]

The University's Congregation approved a proposal to rename the *Rhodes Professorship of Race Relations* to the *Professorship of African Studies*, on the recommendation of the Social Sciences Division and the Oxford School of Global and Area Studies.[87]

During the pandemic, the University has continued to offer visiting fellowships – wherever possible – to academics from underrepresented countries through the *TORCH Global South Visiting Professorships and Fellowships*[88] and the *Africa Oxford Initiative (AfOx) Visiting Fellows Programmes*.[89] In 2020/21, twenty-one researchers from fourteen countries took up *AfOx Visiting Fellowships* on a remote basis. Please see the Initiative's *Annual Report 2021* for more information.[90]

STAFF REWARD AND DEVELOPMENT

The University has sought to address and mitigate the impact of the pandemic on staff by:

- Implementing the *Coronavirus Job Retention Scheme*, topping up the wages of all furloughed staff to 100% and offering flexibility for staff with caring and home schooling responsibilities.
- Creating the *COVID Rebuilding Research Momentum Fund* (CRRMF) to support the careers of academic and research staff.[91]
- Reviewing or extending probationary periods.
- Prioritising internal recruitment during the recruitment freeze and offering extra support for staff nearing the end of their contract via the *Priority Candidate Support Scheme*.[92]
- Negotiating extensions for externally-funded research projects.
- Taking individual circumstances into account in the *Recognition of Distinction*[93] and *Professorial Merit Pay* exercises.[94]

[80] www.jobs.ox.ac.uk/university-signs-up-to-the-apprentice-decent-wage-pledge
[81] www.apprenticeships.ox.ac.uk
[82] www.oxfordshireapprenticeships.co.uk/awards
[83] staff.admin.ox.ac.uk/article/apprenticeship-expo-save-the-date# (May 2021)
[84] pod.admin.ox.ac.uk/work-learn-develop
[85] www.jobs.ox.ac.uk/apprenticeships-a-look-back-at-2021
[86] www.ox.ac.uk/news-and-events/oxford-and-brexit
[87] gazette.web.ox.ac.uk/sites/default/files/gazette/documents/media/11_march_2021_-_no_5306_redacted.pdf

[88] www.torch.ox.ac.uk/torch-global-south-visiting-professors-and-fellows
[89] www.afox.ox.ac.uk/afox-visiting-fellowships-programme
[90] www.afox.ox.ac.uk/sites/default/files/2021-05/afox_report_2021.rw_v06_1.pdf
[91] researchsupport.admin.ox.ac.uk/funding/internal/crrmf
[92] hr.admin.ox.ac.uk/priority-candidates-support-scheme
[93] hr.admin.ox.ac.uk/recognition-of-distinction
[94] hr.admin.ox.ac.uk/professorial-merit-pay

- Providing managers with guidance on adapting *Personal Development Review* (PDR).[95]
- Offering specialist advice to visa-holders unexpectedly working abroad due to COVID-19 and to those impacted by Brexit.[96]
- Developing extensive guidance and resources to support the return to on-site working and publishing our equality impact assessment.[97]

In relation to pay and reward, the University:

- Adopted the *Oxford Living Wage* on 1 August 2020, giving almost 2,000 employees a pay rise.[98]
- Published its annual *Gender Pay Gap* report, showing that on 31 March 2020 the mean gender pay gap had fallen from 21.6% to 20.1% while the median gap remained at 13.7%, lower than the 15.5% gap for whole economy.[99]
- The report for 31 March 2021 shows that the mean gender pay gap has fallen by two percentage points to 18.1% while the median gap has reduced to 11.1%, compared with the national pay gap of 15.4%. The mean total pay gap has fallen by 6.4 percentage points since the introduction of gender pay gap reporting in 2017.[100]
- Rolled out a new *'Day One' Family Leave* scheme extending entitlement to enhanced maternity, adoption and paternity leave and pay benefits to all new employees who join the University before their child is born.[101]
- Reinstated the *Recognition Scheme* for professional, support and research staff, provided guidance on fair decision-making, and carried out an equality analysis of the ethnic diversity of awardees.[102]
- Created a *USS Pensions Hub* to keep staff informed of the proposed changes to the USS pension scheme and encourage them to contribute their views.[103]

The University carried out its triennial gender, ethnicity and disability *Equal Pay Audits* in 2019/20.[104] The results indicated that in broad terms the University was achieving equal pay for work of equal value. Some pay gaps in total pay were identified between male and female senior staff, arising primarily from differences in the distribution of additional pay elements such as NHS clinical excellence awards. Pay gaps identified during previous audits have led to the introduction of revised procedures and frameworks for salary setting and review. Actions are underway, including further analysis to establish what targeted actions may be required to address persistent gaps and the next Equal Pay Audit is scheduled for 2022.

In 2021, a similar proportion of eligible men and women applied for the award of title of full professor in the annual *Recognition of Distinction* exercise, with equally high success rates.[105] HR carried out an equality analysis of application and success rates which indicated there was no disadvantage for staff known to be disabled or from minority ethnic backgrounds.

Initiatives to support staff development and experience at work included:

- Launching a *New Manager's Toolkit* of short topic guides to provide a central source of information, advice and guidance for all managers.[106]
- Establishing a *Research Staff Hub* to help improve policy, practice and support for fixed-term contract research staff.[107]
- Signing the UK-wide *Concordat to Support the Career Development of Researchers*. The University's Concordat action plan will be published online in April 2022.[108]

Building on our experiences of working during the pandemic, the University has consulted widely to define a more flexible future framework for *New Ways of Working* for professional and support staff. The results of a University-wide survey (March 2021) which elicited over 2,500 responses have informed the

[95] pod.admin.ox.ac.uk/files/pdrduringthecovidcrisispodpdf-0
[96] staffimmigration.admin.ox.ac.uk
[97] hr.admin.ox.ac.uk/return-to-on-site-working
[98] hr.admin.ox.ac.uk/living-wage
[99] hr.admin.ox.ac.uk/gender-pay-gap-reporting
[100] See Figure 18 in Annexe A
[101] hr.admin.ox.ac.uk/the-day-one-family-leave-scheme
[102] hr.web.ox.ac.uk/reward-and-recognition-scheme#tab-1725006

[103] staff.admin.ox.ac.uk/working-at-oxford/you-and-finance/uss-pension-hub
[104] hr.admin.ox.ac.uk/reward-governance
[105] See Figures 15 and 16 in Annexe A
[106] pod.admin.ox.ac.uk/new-managers-toolkit
[107] www.ox.ac.uk/research/support-researchers/research-staff-hub (a video of the April 2021 launch event is also available)
[108] www.ox.ac.uk/research/support-researchers/researcher-development-concordat

equality impact assessment published on the *New Ways of Working* website.[109]

Staff uptake of the University's online training courses on equality and diversity-related topics[110] increased by nearly a third while the number of staff taking the *Tackling Race Bias at Work* course almost doubled:[111]

Online course	2018/19	2019/20	2020/21
Equality and Diversity Briefing	927	1079	1456
Implicit Bias in the Workplace	1320	1525	2028
Tackling Race Bias at Work	n/a	444	810
Challenging Behaviour: dealing with bullying and harassment in the workplace	799	917	977
Recruitment and Selection	673	650	835
Inclusive Leadership	237	111	107

The University supports two LGBT+-focused networks – LGBT+ Role Models[112] and LGBT+ Allies[113] – to help foster a supportive and inclusive environment where all staff can feel free to be open about their identities. In 2020/21, the Equality and Diversity Unit offered training sessions to support volunteers to take on these roles within the University community:

- *LGBT+ Role Model* training (2 sessions/10 attendees)
- *LGBT+ Allies* training (2 sessions/24 attendees)

Research Services commenced a project on equality, diversity and inclusion in research funding, supported by a grant from the University's *Diversity Fund*.[114] The project has held a series of focus group discussions and one-to-one interviews with researchers from minority and marginalised backgrounds to investigate the barriers they face in gaining access to research funding.

The *Enterprising Oxford* initiative launched *IDEA: Increasing Diversity in Enterprising Activities*, a set of interventions and actions aimed at inspiring, connecting and upskilling more women leaders, business founders and pioneers both at Oxford

University and within the local Oxfordshire community.[115]

RAISING AWARENESS

The annual £70,000 *Diversity Fund* provides small grants to initiatives to promote long-lasting culture change across the collegiate University.[116] A list of awards made by the *Fund* is available on the EDU website. Projects currently underway include:[117]

- Diversity Translation Project
- Promoting Mental Health and Wellbeing in IT
- Neurodiversity at Oxford
- Understanding British Empire and Afrikan Heritage and Culture
- Support for the BIPOC STEM Network to support Black, Indigenous & People of Colour in Science, Technology, Engineering and Mathematics.[118]

The Humanities Division launched a £20,000 *Culture Change Fund* to support implementation of its Race Action Plan.[119] The Fund offers small grants to support projects and events that promote equality, diversity and inclusion within faculties and across the division, including those ineligible to apply to the University-level *Diversity Fund*.

The Equality and Diversity Unit publishes a termly *EDU Newsletter* highlighting events, publications and opportunities for staff to take part in equality initiatives. Archived newsletters are available to view on the University website.[120]

Organised jointly by the LGBT+, Disabled and BME Staff Networks[121] and the Equality and Diversity Unit, the University's annual equality lectures continued to run online in 2020/21, attracting wide audiences. All available recordings can be accessed via the E&D Podcasts site:[122]

- LGBT+ History Month 2021 with Stonewall Sport Champions Corinne Humphreys and Michael Gunning (2 Mar).[123]

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[109] hr.admin.ox.ac.uk/new-ways-of-working
[110] edu.admin.ox.ac.uk/training
[111] University staff with a 'Completed' course status, 1 August 2020 to 31 July 2021
[112] edu.web.ox.ac.uk/lgbt-role-models#
[113] edu.admin.ox.ac.uk/lgbt-allies
[114] edu.admin.ox.ac.uk/successful-bids
[115] eship.ox.ac.uk/idea-women
[116] edu.admin.ox.ac.uk/the-diversity-fund

[117] edu.admin.ox.ac.uk/successful-bids
[118] www.mpls.ox.ac.uk/equality-and-diversity/bipoc-stem-network
[119] humanities.web.ox.ac.uk/culture-change-fund
[120] edu.admin.ox.ac.uk/news
[121] edu.admin.ox.ac.uk/networks
[122] edu.admin.ox.ac.uk/podcasts
[123] podcasts.ox.ac.uk/lgbt-history-month-corinne-humphreys-michael-gunning

- Annual Disability Lecture 2021: Dr Hamied Haroon *On the intersections of disability, science and academia* (24 May).[124]
- Black History Month 2021: Professor Kevin Fenton on *COVID and disproportionality and what does it mean for health disparities moving forward?*[125]

Throughout 2020/21, the University celebrated *Women Making History: 100 years of Oxford degrees for women* with a range of events, websites, projects, conferences, podcasts and more. The centenary provided a timely opportunity to consider both our progress in promoting women's education and how much further we have to go to achieve true gender equality.[126]

In 2021, Oxford marked the 150th anniversary of the Universities Test Act 1871, which removed religious restrictions on university membership, with a programme of events, online content and artistic commissions. Supported by a grant from the University's *Diversity Fund*, the *Opening Oxford 1871* project used the anniversary as an opportunity to explore the ways in which Oxford had already changed, to discuss ongoing barriers to study and employment, and to map the University's commitment to opening up further in the post-Covid future.[127]

Other equality-related events included:

- Dr Adam Rutherford's 2021 CPM Annual Lecture on *Race, genomes and data: the bias built into science* (26 Feb).[128]
- *'Must it be a man?' An examination of women's contribution to the University of Oxford, to mark the centenary of the first women to graduate from Oxford* (online conference, 2 Mar).[129]
- *Gender Equality at Oxford Discussion*, hosted by the Vice-Chancellor, Professor Louise

Richardson to mark International Women's Day (8 March).[130]
- *Women Making History: Shaping Oxford's Next Century*, a hybrid physical and online panel discussion and Q&A moderated by Reeta Chakrabarti to close a year of events marking the centenary of women's full membership of the University (19 May).[131]
- The Race Equality Task Force hosted a series of *Conversations on Race* during Trinity term 2021 with a range of distinguished international speakers sharing their experiences of advancing race equality.[132]
- The Heritage Lottery-funded *Beyond the Binary: Queering and Questioning Collections and Displays at the Pitt Rivers Museum*[133] project ran a webinar series[134] including an online panel discussion on *Access all areas: disability and the LGBTQIA community in arts* (19 May).[135]
- The *Beyond the Binary: Gender, Sexuality, Power* exhibition highlighting queer lived experiences and challenging societal binaries around gender, sexuality, power dynamics and more ran for nine months from 1 June 2021.[136]
- The *Inaugural Michael Dillon LGBT+ Lecture,* featuring Maggi Hambling CBE in conversation with Dr Rebecca Surender, the University's first Advocate for Equality and Diversity (17 Nov).[137]

The University ran a programme of public events during October 2021 in recognition of Professor Brenda E Stevenson's arrival as the first *Hillary Rodham Clinton Chair of Women's History*:

- Professor Stevenson's Inaugural Lecture: *Creating History at the Intersection of Gender, Jim Crow and Remembrance* (25 Oct).[138]

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[124] podcasts.ox.ac.uk/2021-annual-disability-lecture
[125] podcasts.ox.ac.uk/covid-and-disproportionality-and-what-does-it-mean-health-disparities-moving-forward (A recording of the 2020 Black History Month Lecture by Margaret Casely-Hayford on *Diversity Activism: to do or not to do?* is available on the EDU website: edu.admin.ox.ac.uk/podcasts)
[126] www.ox.ac.uk/about/oxford-people/women-at-oxford)
[127] openingoxford1871.web.ox.ac.uk/home
[128] cpm.well.ox.ac.uk/video/dr-adam-rutherford-race-genomes-and-data-bias-built-science
[129] All talks available to view online at: podcasts.ox.ac.uk/series/must-it-be-man-womens-contribution-university-oxford

[130] www.youtube.com/watch?v=ZIZJKfNzvT8
[131] www.ox.ac.uk/news/2021-05-17-leading-alumnae-reflect-future-women-oxford-centenary-year-closes
[132] edu.admin.ox.ac.uk/event/task-force-events
[133] www.prm.ox.ac.uk/beyond-the-binary
[134] www.ox.ac.uk/event/series/beyond-binary-webinar-series
[135] www.prm.ox.ac.uk/event/access-all-areas-disability-and-the-lgbtiqa-community-in-arts
[136] prm.web.ox.ac.uk/event/beyond-the-binary
[137] www.st-annes.ox.ac.uk/cpt_events/the-michael-dillon-lecture-series-maggi-hambling-cbe
[138] www.youtube.com/watch?v=K5LUCg56ZjU

- Hillary Rodham Clinton Chair of Women's History roundtable discussion, hosted by the Vice-Chancellor, Professor Louise Richardson, with five leading historians of women, gender and sexuality, including Professor Brenda E Stevenson and Secretary Hillary Rodham Clinton: *Women's History: The Future* (26 Oct).[139]

The Medical Sciences Division launched a *100 Women of Oxford Medical Sciences* project on the web and on Twitter to celebrate the vital role of women in medical sciences at Oxford.[140]

The Mathematical, Physical and Life Sciences Division marked *Mental Health Awareness Week* in May 2021 with a range of activities, events and workshops for staff and students, ranging from tai chi sessions and art workshops to panels and focus groups discussing mental health awareness and strategies for everyone.[141]

During Pride month, colleges and departments flew the Rainbow Flag and the University featured a series of items on its main social channels with staff and students speaking of their experience of being part of the LGBT+ community at Oxford.

A recent graduate from the Ruskin School of Art partnered with the student Disability Advisory Service to create the *Dyslexia at Oxford* visual film and photography project, featuring video conversations with 21 neurodivergent speakers. The project site and film are publicly available on The Oxford Research Centre in the Humanities (TORCH) website.[142]

The postponed 2020 Encaenia – honorary degrees – ceremony was held in September 2021 and for the first time in the University's history, all of the eight recipients were female.[143]

The *Oxford and Colonialism Project* launched a website bringing together the wide range of initiatives encouraging the collegiate University to engage with its colonial past and its ongoing manifestations.[144]

The *Beyond Boundaries* schools art competition to encourage inclusion in STEM sciences received 215 entries from school pupils in the Oxfordshire area and awarded prizes to children in each year group from 5 to 8. The competition aims to increase the visibility of Black, Asian, and Minority Ethnic scientists and mathematicians by engaging with local schools and young people to showcase their research in art form.[145] The winning artworks can be seen on the *Oxford Sparks* website and were exhibited at the Oxford University Museum of Natural History in August 2021.[146]

TACKLING HARASSMENT, BULLYING AND SEXUAL VIOLENCE

The University's *Harassment Advisory Service*, which provides a network of 450 trained staff harassment advisors, maintained a full service of remote operation during 2020/21.[147] The Equality and Diversity Unit provided a range of online training and support for Harassment Advisors:

- Induction/refresher (16 sessions/159 attendees)
- *Talk and Support* (3 sessions/107 attendees)

The EDU's programme of *Responsible Bystander* workshops was paused during lockdown but has since been successfully piloted in an online format in two departments.

University Harassment Advisors reported having dealt with 73 cases of bullying or harassment over the 12 months between 1 August 2020 and 31 July 2021.

Working groups delivering a University-wide project to reduce the incidence of bullying and harassment and to better support those subjected to it made recommendations to Personnel Committee in early 2021. The working groups proposed the introduction of an online reporting system and highlighted the need for:

- Support and guidance for Heads of Department and other staff
- Early intervention and informal resolution, where possible
- Bystander training and development.

[139] www.youtube.com/watch?v=WiVyTifjwEU
[140] www.medsci.ox.ac.uk/100-women-of-oxford-medical-sciences
[141] staff.admin.ox.ac.uk/article/mental-health-awareness-week-2021#
[142] torch.ox.ac.uk/dyslexia-at-oxford#tab-2728106
[143] www.ox.ac.uk/news/2021-05-17-honorary-degree-recipients-2021-announced

[144] oxfordandcolonialism.web.ox.ac.uk/home
[145] www.ox.ac.uk/news/2021-02-24-winners-announced-oxford-s-beyond-boundaries-art-competition-encourage-inclusion
[146] www.oxfordsparks.ox.ac.uk/beyond-boundaries
[147] edu.admin.ox.ac.uk/harassment-advice

University HR responded to a nationally reported increase in domestic abuse during lockdown by publishing enhanced guidance and resources to help managers and colleagues recognise the signs of domestic violence and signpost to sources of support for victims, including targeted services for women, men, LGBT+ people, parents and children.[148]

The student *Sexual Harassment and Violence Support Service* continued to offer award-winning specialist advice and support for all students impacted by sexual violence, enhanced by the secondment of an Independent Sexual Violence Advisor (ISVA) from the local Rape Crisis Centre. In 2020, the Service recruited a new advisor to support students accused of sexual misconduct, to avoid any potential conflict of interest. This provision is offered separately to ensure that the service remains survivor-only.[149]

Student Welfare and Support Services introduced bespoke training and support for staff in welfare-related roles, including:

- Responding to disclosures of sexual violence or harassment, supporting students and signposting them to appropriate services.
- Clinical supervision for college staff in roles with a significant welfare component.

The University funded a research study – *OUR SPACE (Oxford Understanding Relationships, Sex, Power, Abuse, and Consent Experiences)* – to explore attitudes towards and experiences of sexual harassment and violence among Oxford students. The findings will be used to help the University foster a non-discriminatory environment and improve student support services.[150]

SUPPORT FOR STAFF AND STUDENTS

Staff health and wellbeing

The University's Wellbeing Programme Board met throughout 2020/21 to develop recommendations to underpin a future University Wellbeing Strategy. The Board identified a wide-ranging vision for wellbeing at the University of Oxford, where 'everybody is supported to feel and perform at their best as part of the University community.' The Board submitted its

initial recommendations to Personnel Committee in Michaelmas term 2021, identifying a suite of actions to promote a more coordinated approach to staff wellbeing.

The University provided a range of staff wellbeing support in 2020/21, including:

- Continually updated advice and guidance on coronavirus via dedicated webpages, newsletters, mailings and publicity campaigns.
- Web guidance and resources on home working,[151] mental health[152] and wellbeing.[153]
- Access to the *Togetherall* online mental health peer support community.[154]
- Free 24/7 telephone counselling service through *Care First*.[155]
- Access to emergency back-up child- and adult care, a *Speak to an Expert* phone line and a wide range of guides and webinars via *Work + Family Space*. By the end of 2021, 7% of all staff had registered for this service.[156]
- Free *Active Anywhere* membership to all staff and students during lockdown, providing access to online wellness and mindfulness videos in addition to classes for physical exercise catering for all ages and abilities.[157]

The Staff Disability Advisor provided expert advice and guidance to disabled staff and their departments on support at work and reasonable adjustments, including for staff working from home or in unfamiliar locations.[158] The University ensured that staff who needed to work on site for disability-related reasons were able to do so where possible.

Throughout the pandemic, the Department of Experimental Psychology has hosted twice-termly talks on *Our Mental Wellness* for members of the University. The department has brought together some of the world's leading researchers to share their knowledge and answer questions about how we can look after each other's mental wellness within our community.[159]

Student welfare services

The University increased staffing levels across its support services to meet increased demand and

[148] hr.admin.ox.ac.uk/domestic-abuse
[149] www.ox.ac.uk/students/welfare/supportservice
[150] www.spi.ox.ac.uk/ourspace#
[151] hr.admin.ox.ac.uk/covid-19-resources#tab-1917766
[152] occupationalhealth.admin.ox.ac.uk/mental-health#
[153] occupationalhealth.admin.ox.ac.uk/employee-wellbeing
[154] togetherall.com/en-gb

[155] occupationalhealth.admin.ox.ac.uk/employee-counselling-service
[156] hr.admin.ox.ac.uk/my-family-care
[157] www.sport.ox.ac.uk/memberships
[158] edu.admin.ox.ac.uk/support-for-disabled-staff
[159] www.psy.ox.ac.uk/get-involved/our-mental-wellness-talks

provided all appointments, sessions and services remotely where required.

In 2020/21, the Disability Advisory Service:

- Launched a new online *Guide for Supporting Disabled Students* for all staff who work with and support students with disabilities.[160]
- Enabled secure sharing of *Student Support Plans* via the eVision student records system to improve the implementation of reasonable adjustments.[161]
- Recorded a series of presentations to support incoming disabled students' transition to university as a substitute for the usual in-person event.
- Organised the manual editing of automated lecture captions where required to ensure accessibility.[162]
- Trialled transparent face coverings to aid communication for students who rely on lip reading.

The University's student *Peer Support Programme* successfully expanded Peer Support Training to postgraduate research students, with an emphasis on those in STEM subjects, as part of a £1.5m Research England/Office for Students catalyst fund to support and research mental health and wellbeing for PGR students. The project sought to address gender and disciplinary imbalances in the uptake of welfare services: out of the 88 participants, 36 were men and 51 were students from MPLS and MSD departments. The project report is available on the Research England website.[163]

The Student Welfare and Support Services' annual reports for 2019/20 were published on the University website in April 2021.[164]

Childcare

In 2020/21, the University offered 447 FTE subsidised childcare places for staff and students across the University nurseries and local community providers, successfully maintaining nursery provision throughout the lockdown of early 2021.[165]

Following a rigorous tender process, the University identified a new provider – Kids Planet – for its five workplace nurseries and successfully transferred operations on 5 July 2021. Kids Planet is one of the largest nursery groups in the UK and 90% of their Ofsted-inspected nurseries have an 'Outstanding' rating, higher than any other nursery group in the UK.[166]

Financial support

The University provides an annual £240,000 *Returning Carers Fund* to support academic and research staff who have taken a break for caring responsibilities. The fund offers flexible small grants to help staff re-establish their research careers, e.g. by attending conferences, employing short-term research assistance or funding teaching buy-outs.[167]

The *Returning Carers Fund* continued to offer enhanced flexibility to take account of the adverse impact of the pandemic, allowing staff more time to submit an application or to spend their award, and permitting funds to be repurposed if necessary. In 2020/21, the *Returning Carers Fund* made 42 awards to a total value of £213,711.

The University continued to offer targeted hardship funds for staff and students affected by the pandemic. In 2020/21, the recently created *COVID-19 Hardship Fund* for staff was merged with existing funds to create a single *Staff Top-Up Fund* for current employees, retired staff and the dependants of deceased staff.[168] A range of financial support was made available to students, in addition to hardship funding available from their colleges:

- *COVID-19 Scholarship Extensions Fund* (CSEF) for postgraduate students approaching the end of their funding period whose submission had been delayed by the pandemic.[169]
- Extra time for postgraduates to submit their thesis before becoming liable for the termly £508 *University Continuation Charge*.
- *COVID-19 Assistance Fund* (CAF) hardship funding for students ineligible for the CSEF.[170]

[160] academic.web.ox.ac.uk/supporting-disabled-students
[161] academic.admin.ox.ac.uk/disability/student-support-plan
[162] help.it.ox.ac.uk/replay/accessibility/statement
[163] www.ukri.org/about-us/research-england/research-excellence/postgraduate-researchers
[164] www.ox.ac.uk/students/news/2021-04-26-student-welfare-and-support-services-reports-published

[165] childcare.admin.ox.ac.uk/home
[166] childcare.admin.ox.ac.uk/working-with-kids-planet
[167] edu.admin.ox.ac.uk/returning-carers-fund
[168] hr.admin.ox.ac.uk/staff-top-up-fund
[169] www.ox.ac.uk/students/fees-funding/covid-extension-fund
[170] www.ox.ac.uk/students/fees-funding/assistance-fund

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 2021.[171] The annual staff snapshot was taken on 31 July 2021 and includes all employees wholly or jointly employed by the University, excluding atypical and variable hours staff. The figures for staff in post are expressed as full-time equivalent percentages (FTE). Recruitment data relate to vacancies advertised on the University website between 1 August and 31 July the following year. Academic recruitment data include University-led posts only. Additional data are available at:

- Equality Report (accessible data): edu.admin.ox.ac.uk/equality-report
- 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
- Higher Education Statistics Agency: www.hesa.ac.uk/data-and-analysis/staff
- Advance HE: www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports

UNIVERSITY GOVERNANCE

In July 2021, Council approved a suite of revised equality objectives, including a new objective to *'Ensure University decision-making and governance structures are representative of the University community'* in relation to gender and ethnicity.

In Michaelmas term 2021, women comprised 40% of members of University leadership bodies:

- 39% of Council and its main committees
- 44% of divisional boards
- 40% of divisional academic leadership[172]
- 42% of heads of academic departments
- 31% of University Officers[173]
- 33% of UAS[174] section heads.

Four of the six Committees of Council met the new target for the *'Representation of women on Council and its main committees to be in the range of 40-60%'*, with only the Planning and Resource Allocation (24%) and Education (36%) Committees falling below 40%.

The overall representation of women on divisional boards rose to its highest ever level – 44% – having never previously exceeded 35%. Three of the four academic divisions surpassed 40% female membership, including Medical Sciences (MSD) which last year stood below 20%. In the Mathematical, Physical and Life Sciences (MPLS) division, representation rose from 19% to 33%.

The proportion of Black and Minority Ethnic (BME)[175] members of Council and its main committees rose from 8% to 12%, in line with their share of the UK's working population.[176] Four out of six Committees of Council met – or nearly met – the University's new target for *'Black and Minority Ethnic (BME) staff to comprise a minimum of 15% of members of Council and its main committees'*.

Only 3% of members of divisional boards were known to be BME, and only two heads of academic departments (4% of the total). No members of divisional academic leadership were known to be BME. 6% of University Officers and 6% of UAS section heads had identified as BME.

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[171] Data excludes student members/observers and vacant positions.
[172] Head, Deputy and Associate Heads of Division
[173] www.ox.ac.uk/about/organisation/university-officers
[174] University Administration and Services

[175] Please see the Glossary for an explanation of our use of this term.
[176] 13% of employed people in England, Scotland and Wales, 2019 (www.ethnicity-facts-figures.service.gov.uk/work-pay-and-benefits/employment/employment/latest)

Figure 1 Female membership of University governance bodies, 2017-21
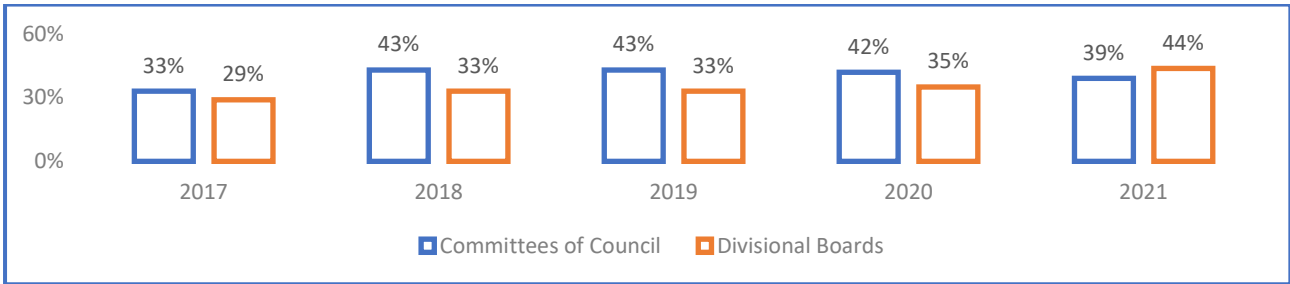
Sources: EDU and PeopleXD. The percentages in this and subsequent charts are calculated from the total membership, including those for whom we lack diversity data.

Figure 2 Female members of Council and its five main committees, 2017-21
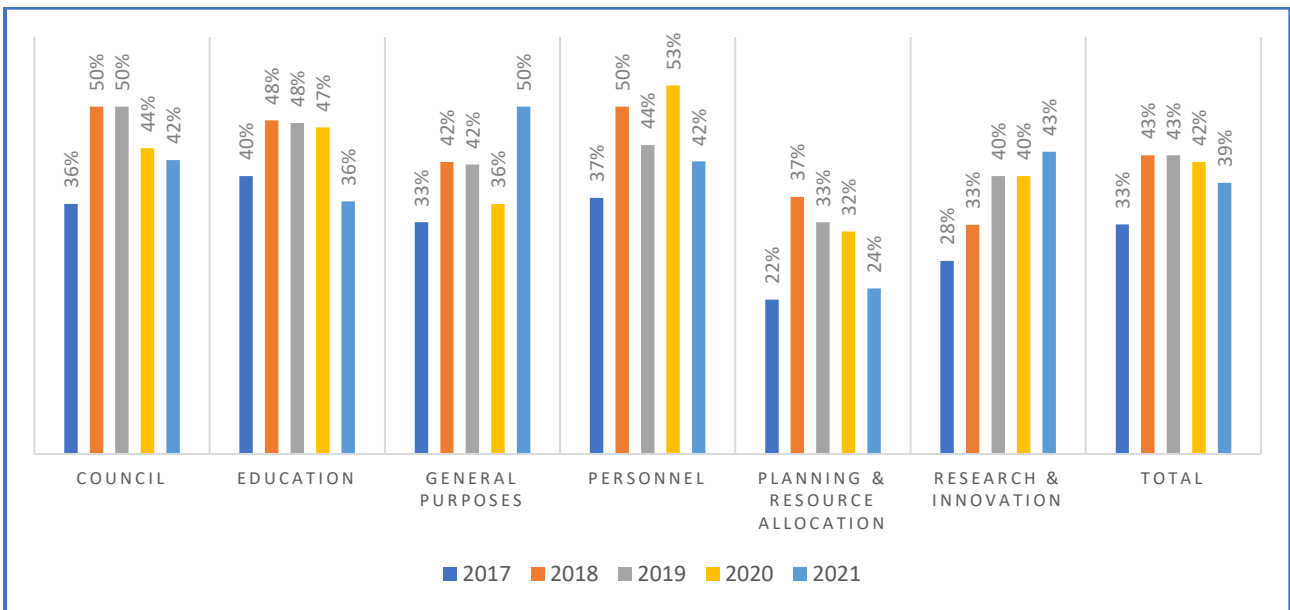
Sources: EDU and PeopleXD.

Figure 3 Female members of divisional boards, 2017-21
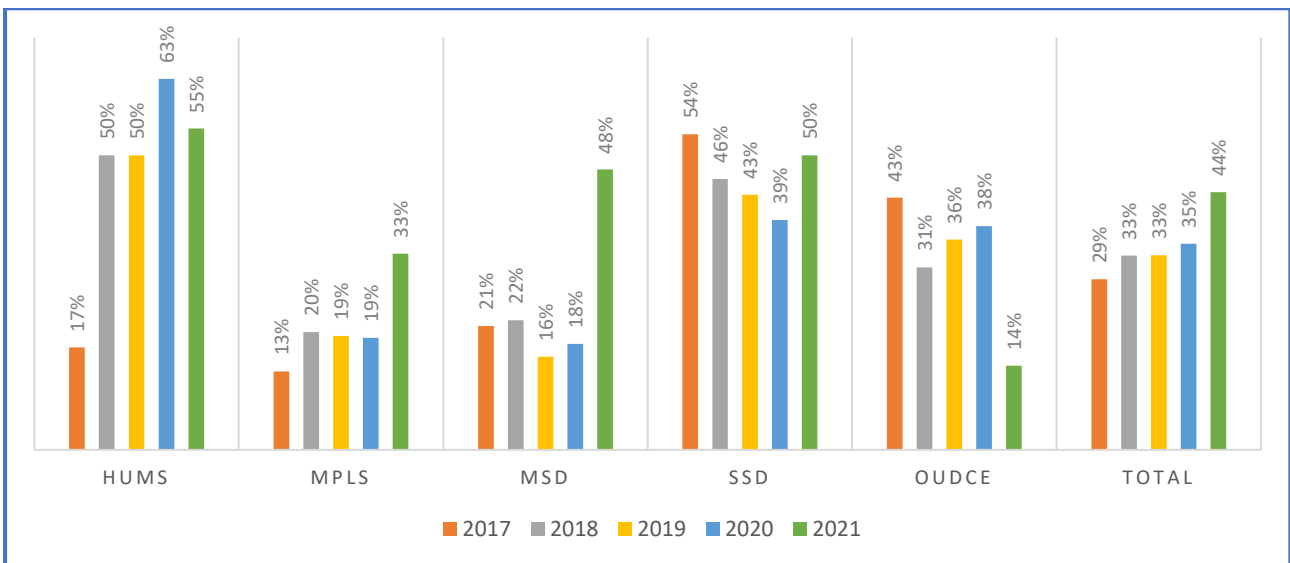
Sources: EDU and PeopleXD.

Figure 4 Female academic divisional leadership (Head of Division, Deputy Head of Division, Associate Head of Division), 2020 to 2021
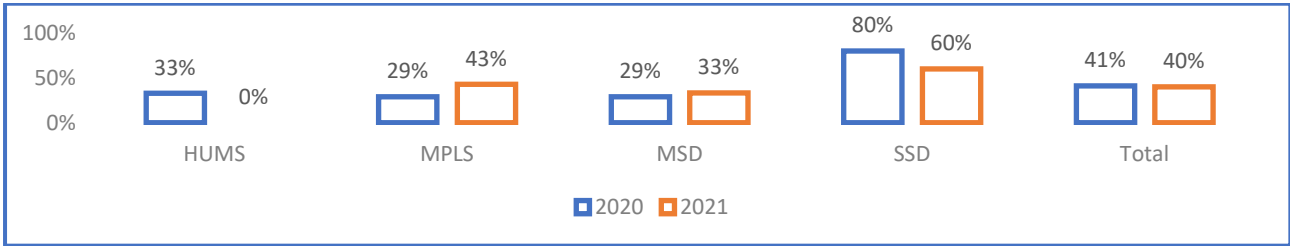
Sources: EDU and PeopleXD.

Figure 5 Female heads of academic departments, 2017-21
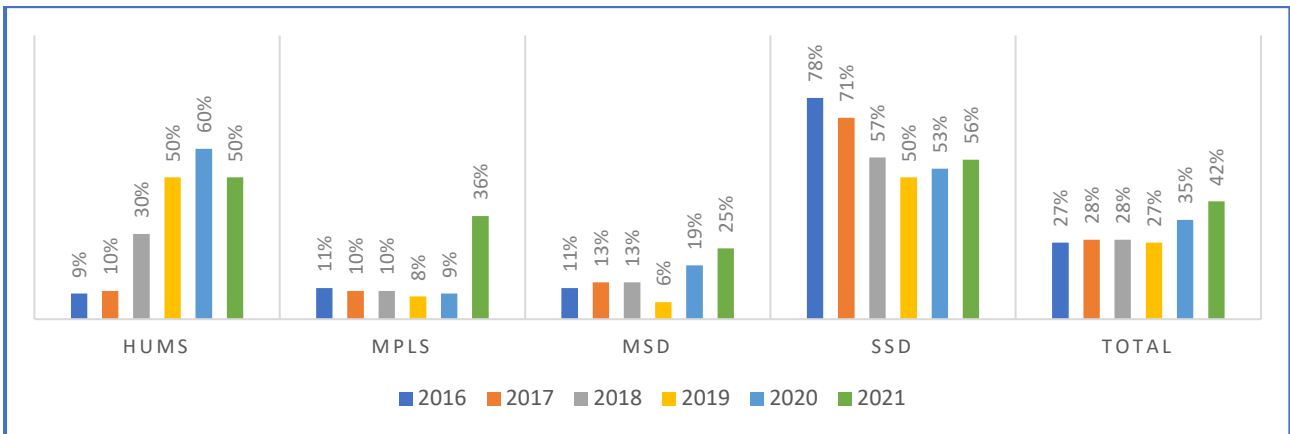
Sources: EDU and PeopleXD.

Figure 6 Black and Minority Ethnic membership of University governance bodies, 2017-21
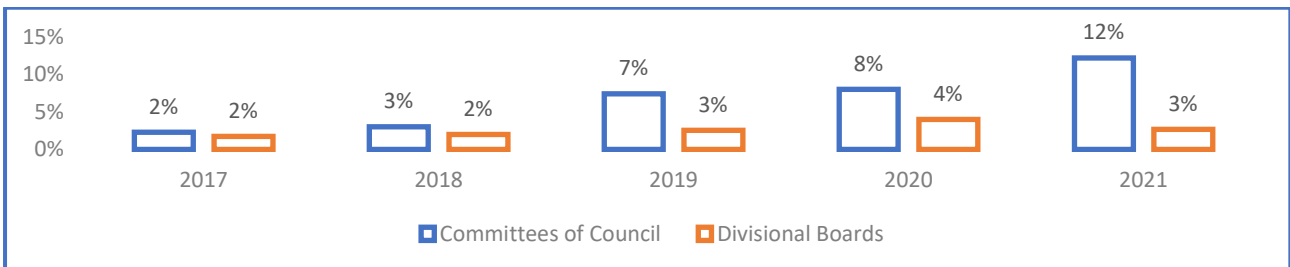
Sources: EDU and People XD.

Figure 7 Black and Minority Ethnic members of Council and its five main committees, 2021
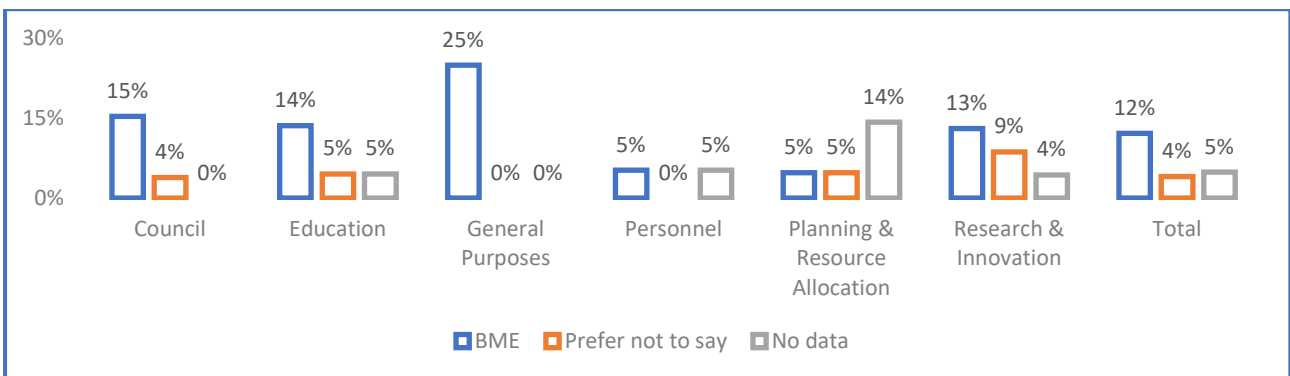
Sources: EDU and People XD.

Figure 8 University governance body membership by binary sex and BME/White ethnicity, 2021
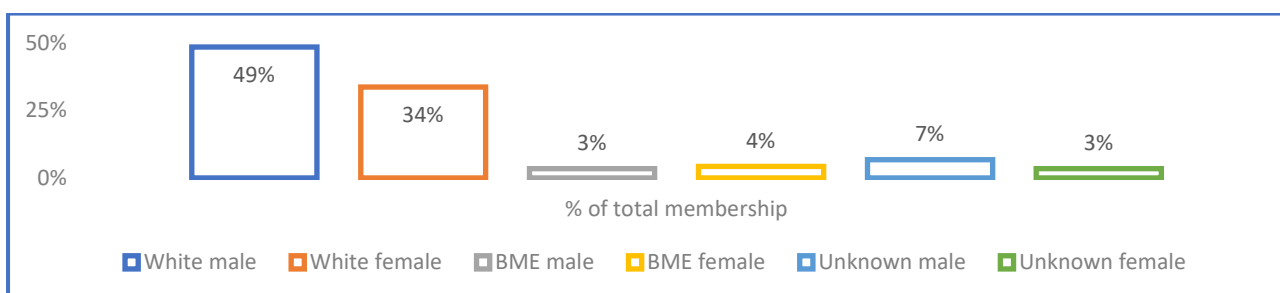
Sources: EDU and People XD. Members of Committees of Council and Divisional Boards counted separately.

Table 1 University governance bodies by additional protected characteristics (where disclosed), 2021

Protected characteristic	Committees of Council	Prefer not to say	Divisional Boards	Prefer not to say
Aged under 50	23%	n/a	36%	n/a
UK national	80%	n/a	72%	n/a
Has a disability	5%	9%	8%	6%
Lesbian, Gay, Bisexual or Other (LGB+)	10%	14%	2%	15%
Has a religion or belief	30%	17%	25%	10%

Sources: EDU and PeopleXD. The percentages in this table are calculated from the subset of members who have provided data in respect of the relevant characteristics.[177]

SEX

On 31 July 2021, women comprised 51% of all full-time equivalent staff.[178] The proportion of women in academic posts has increased by three percentage points since 2017 (to 31%). The overall proportion of female professors rose to 27% while that of female statutory professors – the most senior academic grade – remained at 19%. The University has set itself a challenging new target to reach 27% female statutory professors by 2029.

The headline figure for female associate professors – the main academic grade – remained at 31%. However, there is a clear trend towards greater diversity among more recently appointed staff: of associate professors without professorial title (typically at an earlier stage of their career), 37% are female. Similarly, 35% of associate professors aged under 50 are female compared with 27% over 50. The recruitment data for University-led posts (as opposed to College-led), shows the same broad trend. Over the last three years, women have comprised 38% of newly appointed associate professor posts with complete recruitment data (15/39).

The University demonstrates typical patterns of gendered occupational segregation by staff group, age band and division, with fewer women in academic and research roles, especially in MPLS, and in computing, ancillary and technical support.

The 2021 Recognition of Distinction exercise was delayed due to the pandemic and a record number of applications were made, with an 87% overall success rate.[179] Male and female applicants were equally likely to be awarded the title of 'professor'.

Among all female staff who have taken maternity leave since August 2017, 89% have returned to work, including 95% of academics.

Between 2020 and 2021, the mean gender pay gap fell by two percentage points (from 20.1% to 18.1%) while the median gap fell by 2.5 percentage points (from 13.7% to 11.1%). The proportion of women in the upper pay quartile has increased by three percentage points since 2017.[180]

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[177] Less than half of committee and board members have disclosed their sexual orientation or religion or belief (including those who have stated 'prefer not to say').
[178] The binary female/male sex recorded in the staff record for mandatory reporting to HMRC. The number of staff who

have disclosed their gender identity is currently too low for reporting purposes.
[179] hr.admin.ox.ac.uk/recognition-of-distinction
[180] hr.admin.ox.ac.uk/gender-pay-gap-reporting

Figure 9 Female staff in post by grade group, 2017-21
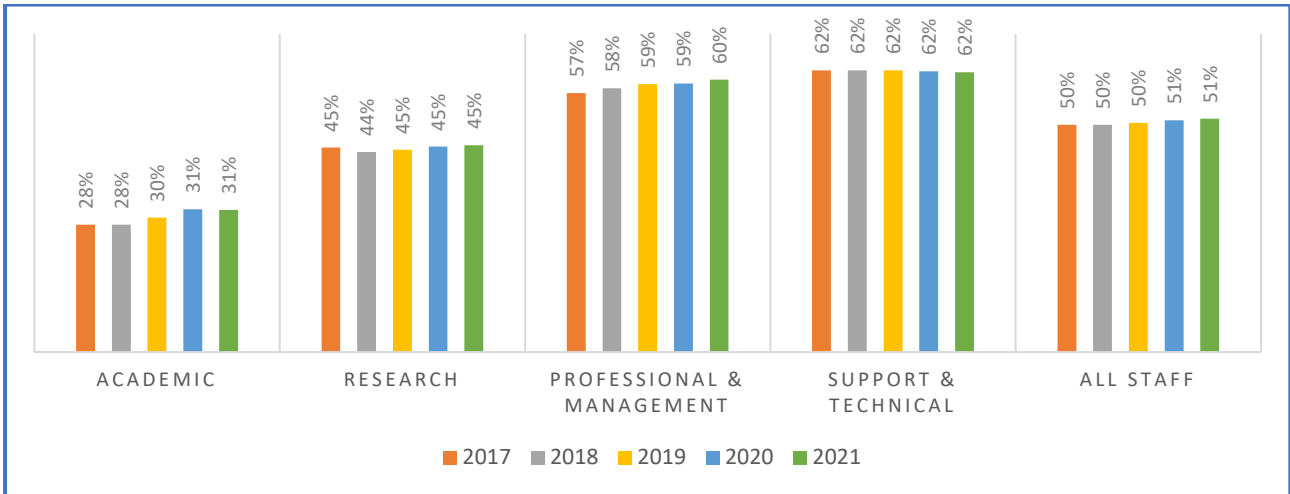
Source: PeopleXD.

Figure 10 Female professors by role type, 2017-21

	2017	2018	2019	2020	2021
All professors	25%	25%	26%	26%	27%
Statutory professors	17%	19%	19%	19%	19%
Titular professors	27%	26%	27%	28%	28%
Associate professors (AP)	28%	29%	30%	31%	31%
AP with title of professor	24%	23%	24%	24%	25%
AP without title of professor	32%	34%	35%	37%	37%
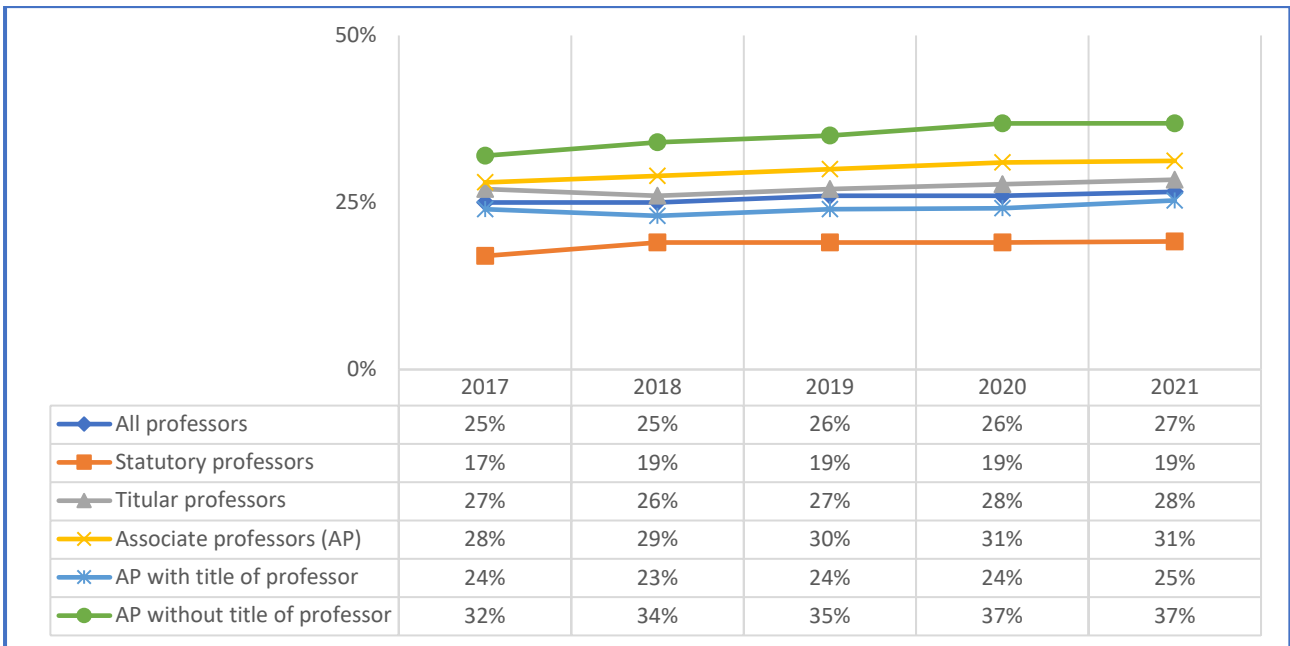
Source: PeopleXD. Titular professors = staff who have been awarded the title of professor at recruitment or through the recognition of distinction process.

Figure 11 Female Statutory and Associate Professors by age band, 2021
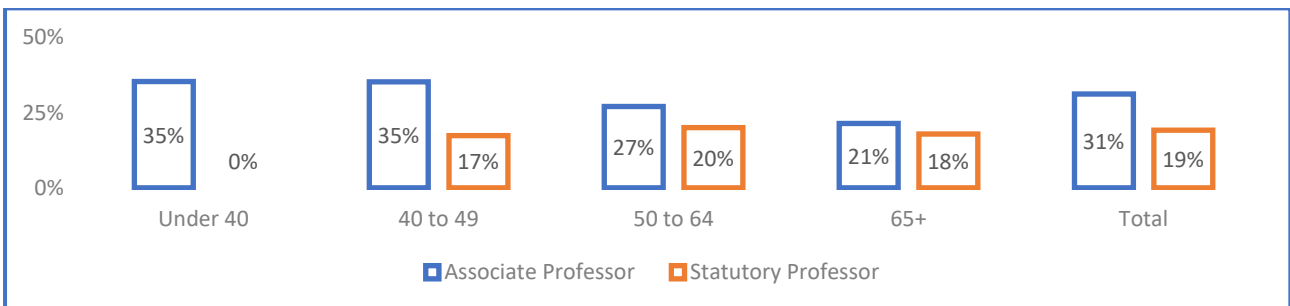
Source: PeopleXD.

Figure 12 All staff by grade group, age band and binary sex, 2021
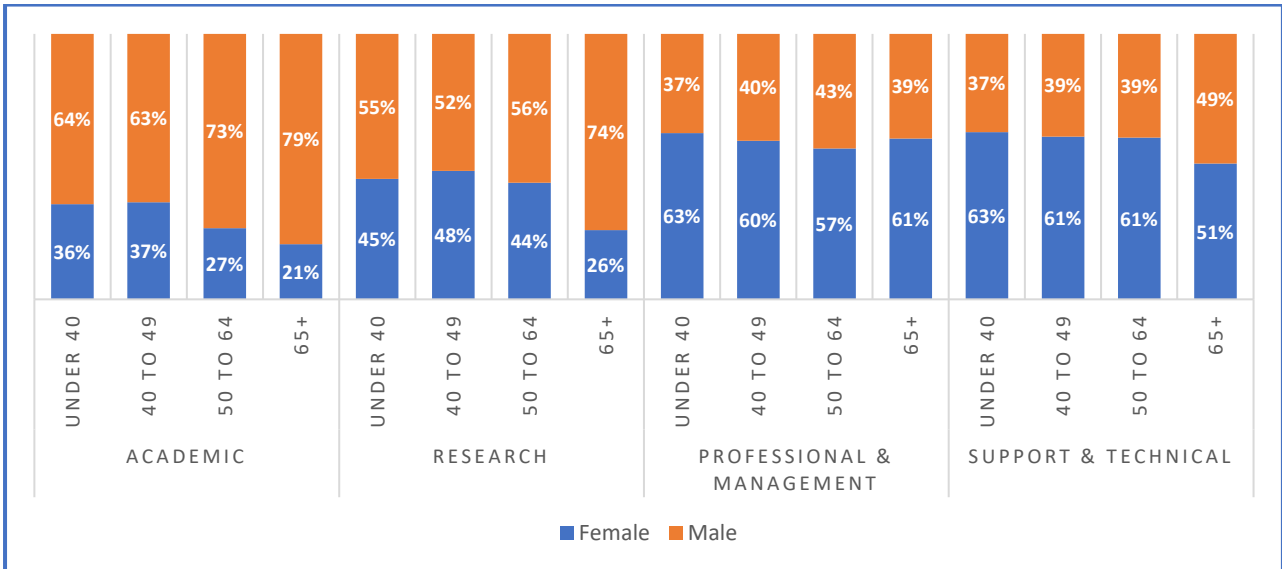
Source: PeopleXD.

Figure 13 Academic divisions: staff by grade group and binary sex, 2021
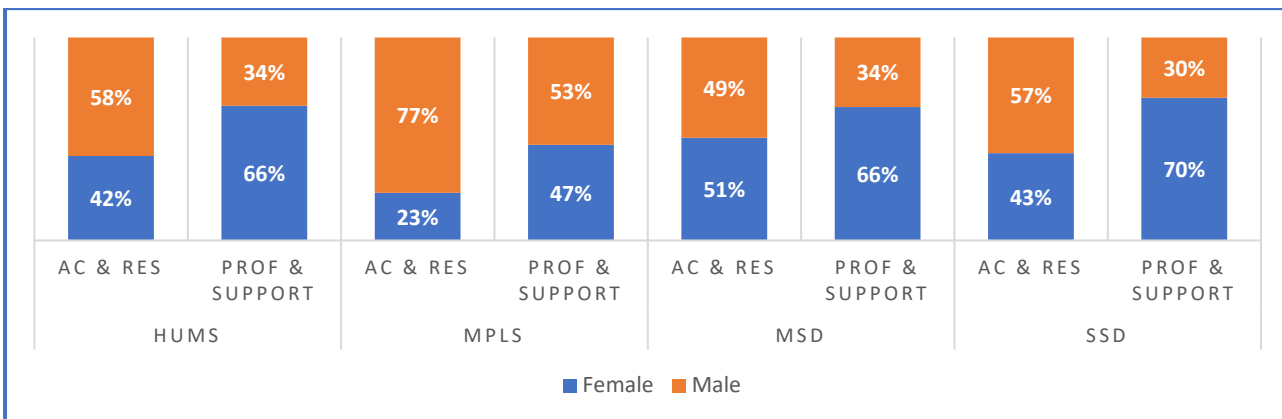
Source: PeopleXD. 'Ac & Res' = academic and research staff; 'Prof & Support' = professional and support staff.

Figure 14 Female employees by staff group, 2021
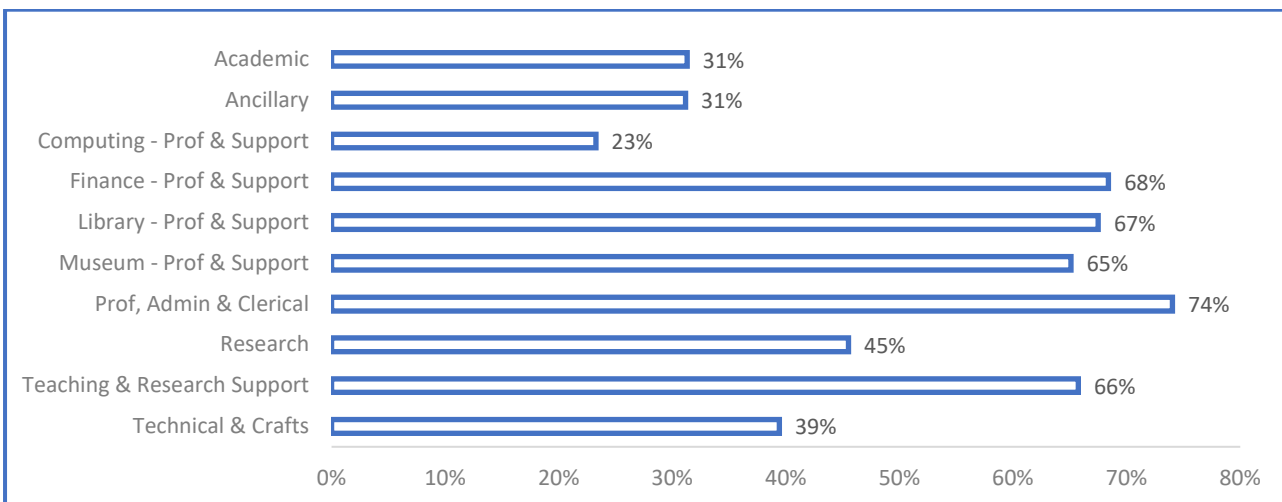
Source: PeopleXD. 'Prof & Support' = professional and support staff.

Figure 15 Recognition of Distinction: applications and awards by binary sex, 2017-21
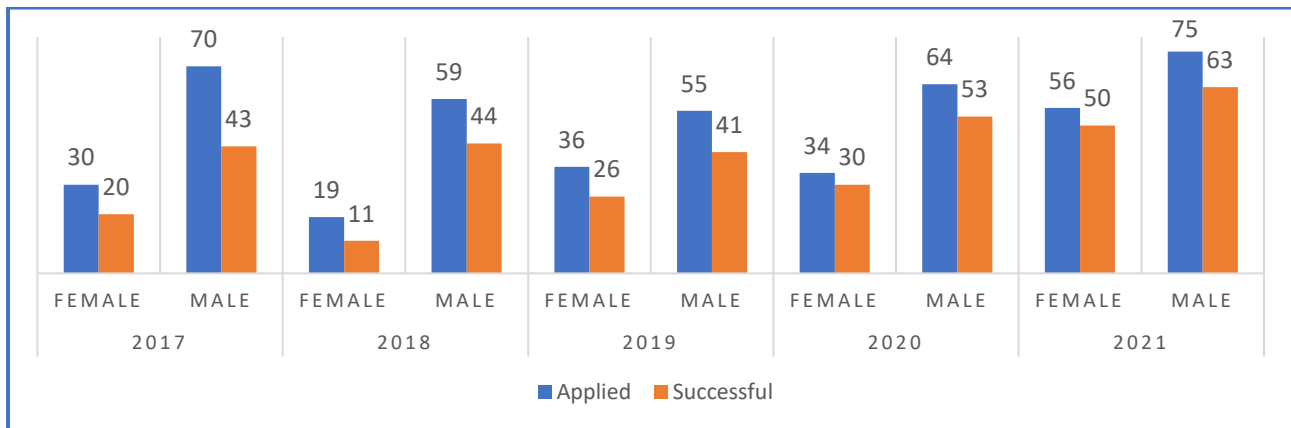
Source: PeopleXD.

Figure 16 Recognition of Distinction: award of professorial title by binary sex, 2017-21
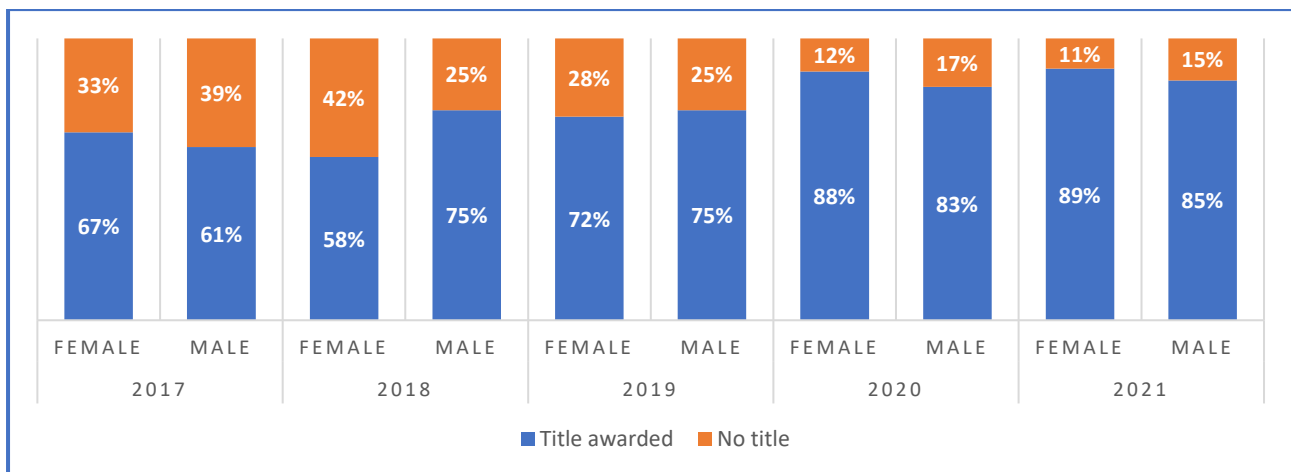
Source: PeopleXD.

Figure 17 Maternity leave return rates by grade group, 2016-20

	2016	2017	2018	2019	2020
Academic	100%	87%	100%	100%	94%
Researcher	92%	86%	81%	85%	93%
Prof & Support	90%	86%	91%	91%	93%
All staff	91%	87%	88%	89%	93%
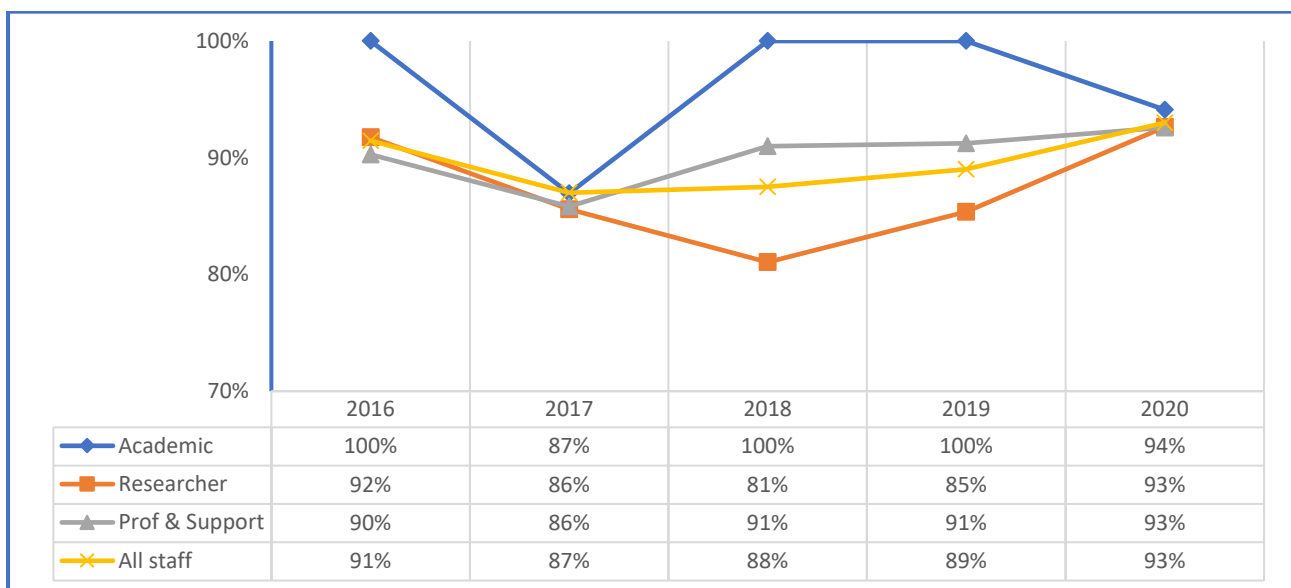
Source: PeopleXD. Prof & Support comprises Professional & Management as well as Support & Technical staff.

Figure 18 Gender pay gap: proportion of men and women in each pay quartile, 2017-21

	MALE					FEMALE				
	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
Lower quartile	34.9%	37.5%	37.5%	36.8%	35.4%	65.1%	62.5%	62.5%	63.2%	64.6%
Lower middle quartile	40.7%	40.9%	41.0%	41.4%	43.0%	59.3%	59.1%	59.1%	58.6%	57.0%
Upper middle quartile	48.8%	48.5%	49.0%	47.0%	46.4%	51.2%	51.5%	51.0%	53.0%	53.6%
Upper quartile	62.8%	62.0%	60.7%	59.6%	59.6%	37.2%	38.0%	39.3%	40.4%	40.4%
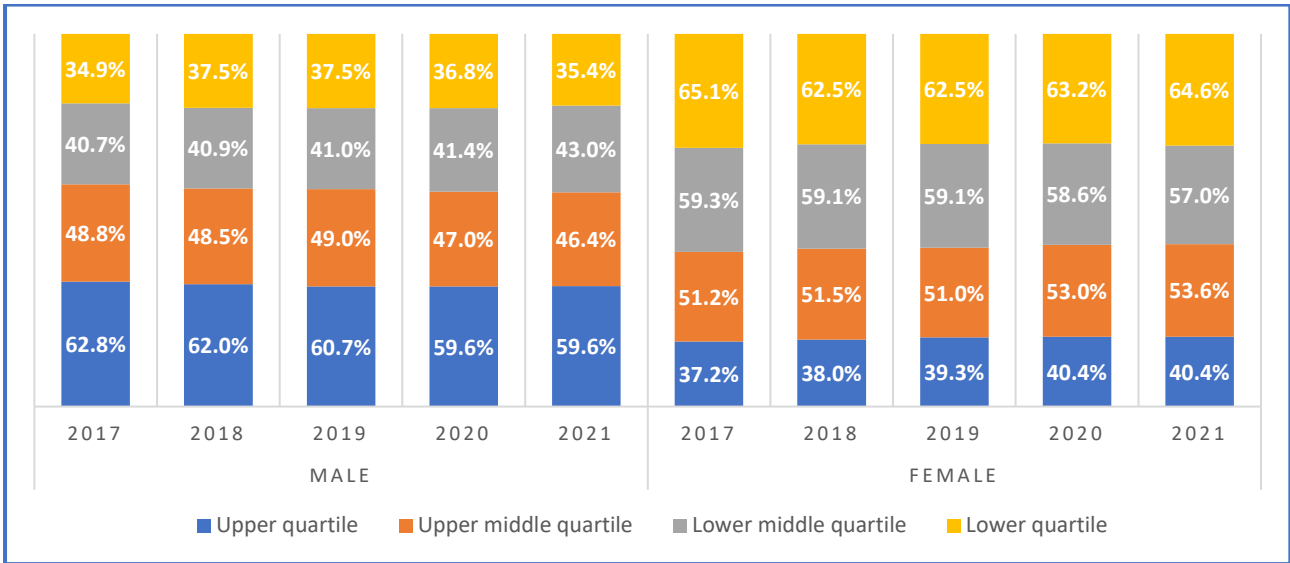
Source: PeopleXD. Full report available at: hr.admin.ox.ac.uk/gender-pay-gap-reporting

Figure 19 Associate Professor recruitment by binary sex, 2019 to 2021
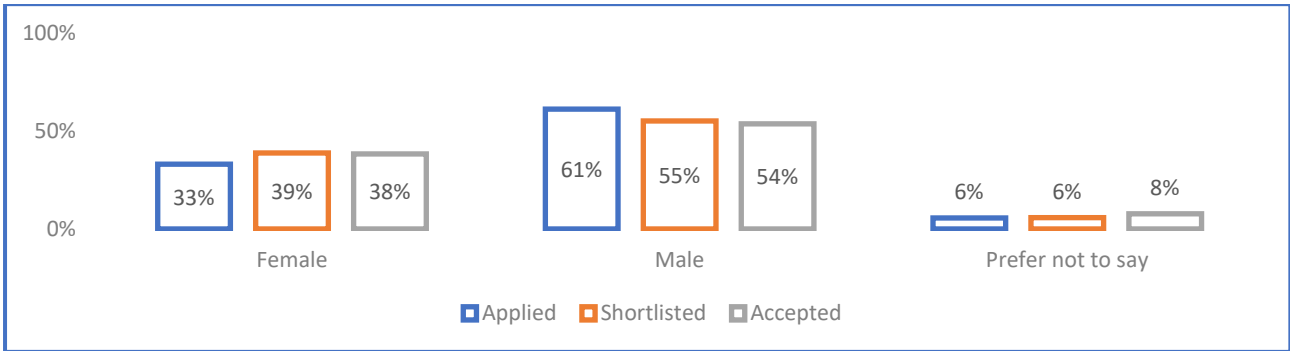
	Female	Male	Prefer not to say
Applied	33%	61%	6%
Shortlisted	39%	55%	6%
Accepted	38%	54%	8%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. University-led posts only.

Figure 20 Female Academic and Research staff recruitment, 2019-21
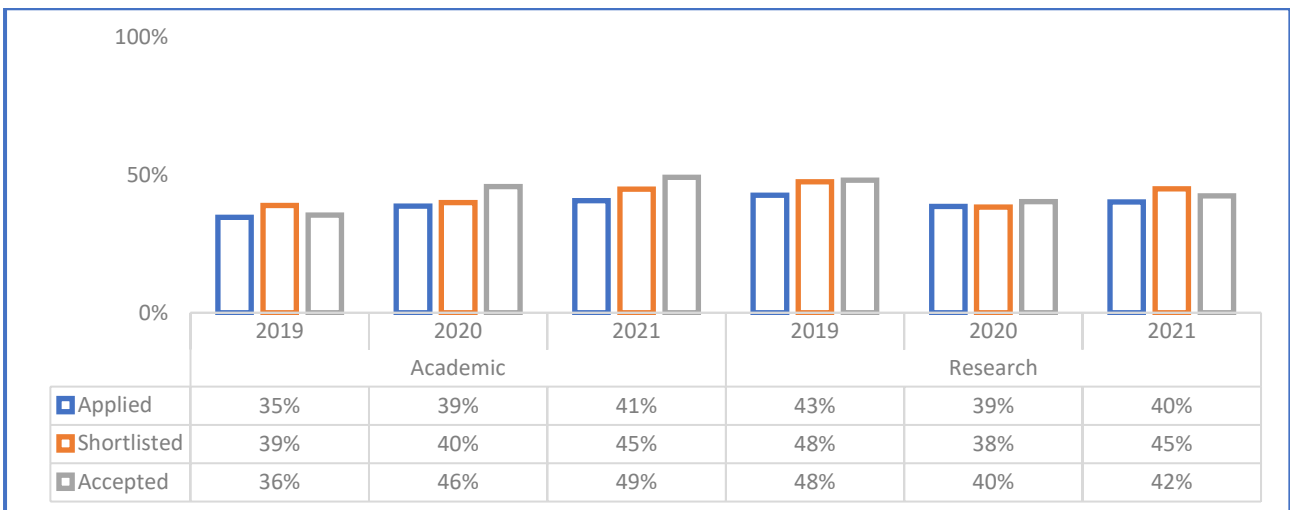
	Academic			Research		
	2019	2020	2021	2019	2020	2021
Applied	35%	39%	41%	43%	39%	40%
Shortlisted	39%	40%	45%	48%	38%	45%
Accepted	36%	46%	49%	48%	40%	42%

Source: PeopleXD. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only.

Figure 21 Female Professional and Support staff recruitment, 2019-21

	2019	2020	2021	2019	2020	2021
	Prof & Management			Support & Technical		
■Applied	57%	56%	54%	63%	64%	60%
■Shortlisted	56%	58%	58%	64%	68%	63%
■Accepted	64%	61%	58%	66%	70%	67%

Source: PeopleXD. Vacancies 1 August to 31 July with complete recruitment data.

ETHNICITY

As of 31 July 2021, 14% of staff had identified as Black or Minority Ethnicity (BME), while the proportion of BME academic staff rose from 8% to 9%. This is in line with other available data: 14.5% of respondents to the Staff Experience Survey 2021 identified as belonging to a minority ethnic group,[181] including 11% of academics.

The proportion with unknown ethnicity increased by two percentage points, to 15%. While only 4% of staff have chosen to 'prefer not to say', there has been a recent increase in the number of blank records, particularly among professorial, academic and research staff and staff aged under 40.

Among all staff with the title of 'professor', 7% were known to be BME, including 6% of statutory professors (the highest academic grade) and 8% of those who had been awarded the title through the Recognition of Distinction. 8% of associate professors – the University's main academic grade – identified as BME, a two percentage point increase since 2017.

Overall, 4% of staff were of Chinese and 5% of another Asian ethnicity. Nearly half (45%) of the University's BME staff were of Asian Indian or Chinese ethnicity, while Black staff were underrepresented by comparison with both the general UK and the local populations.

The overall age profile of BME staff was younger than that of White staff. The available data indicated that 59% of BME staff were under 40 compared with 41% of White. Among academic staff whose ethnicity was known, 56% of BME staff were aged under 50 compared with 48% of White.

The University's recruitment data are incomplete but indicate that despite recent improvements in the shortlisting rate, BME applicants continue to be less likely to be appointed than White. Over the last three years, 16% of UK applicants to University-led academic posts were known to be BME, compared with 9% of appointees. A quarter of UK applicants to research posts were BME, but only 16% of appointees. Non-UK applicants also experienced disproportionately low success rates.

The University has agreed stretching targets to increase the representation of BME staff in senior roles by 2028/29, aiming to reach:

- 9% of statutory professors
- 11% of associate professors
- 20% of senior researchers
- 14% of senior professional staff

Our ability to monitor progress towards these targets is hindered by gaps in the staff record so we are planning to undertake an institutional staff census to improve data quality.

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[181] As defined in the UK context.

Figure 22 Black and Minority Ethnic staff in post by grade group, 2017-21
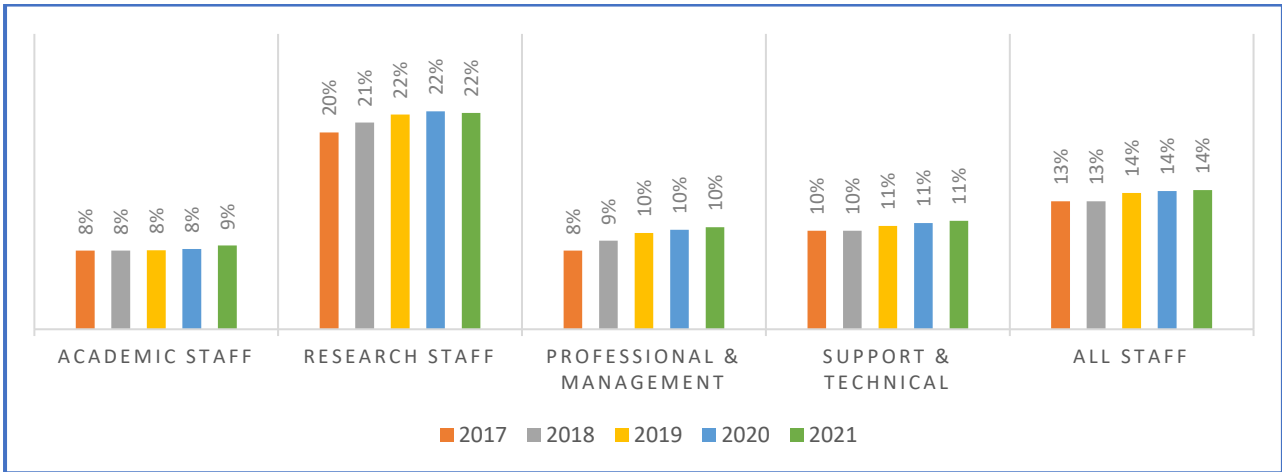
Source: PeopleXD.

Figure 23 Black and Minority Ethnic professors and associate professors, 2017-21
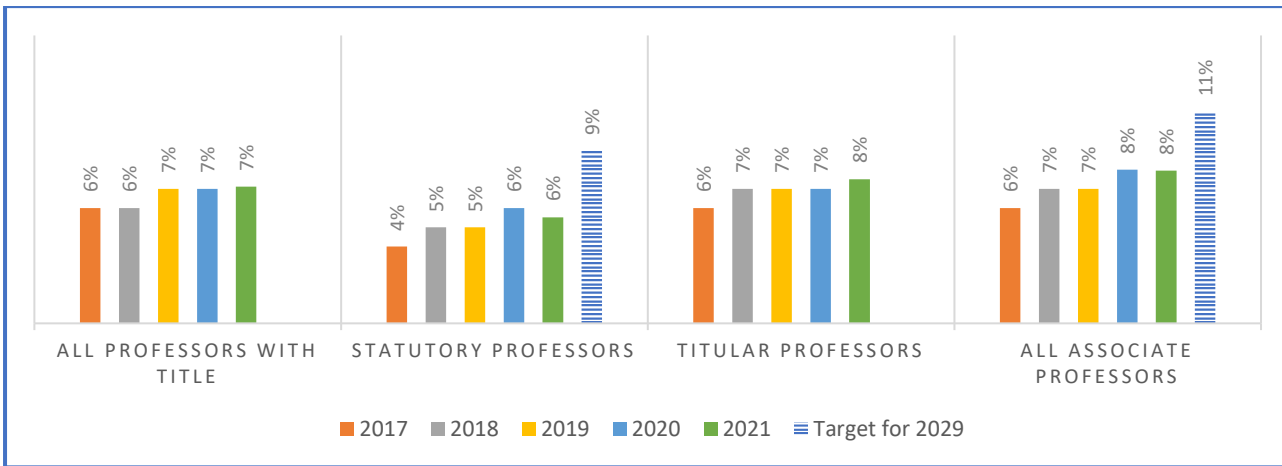
Source: PeopleXD. 'All associate professors' = all staff on associate professor grades, both with and without title of 'professor'. Targets for 2028/29 were approved by Council in February 2022.

Figure 24 Equality objectives: research and professional staff by BME/White ethnicity and grade, 2021
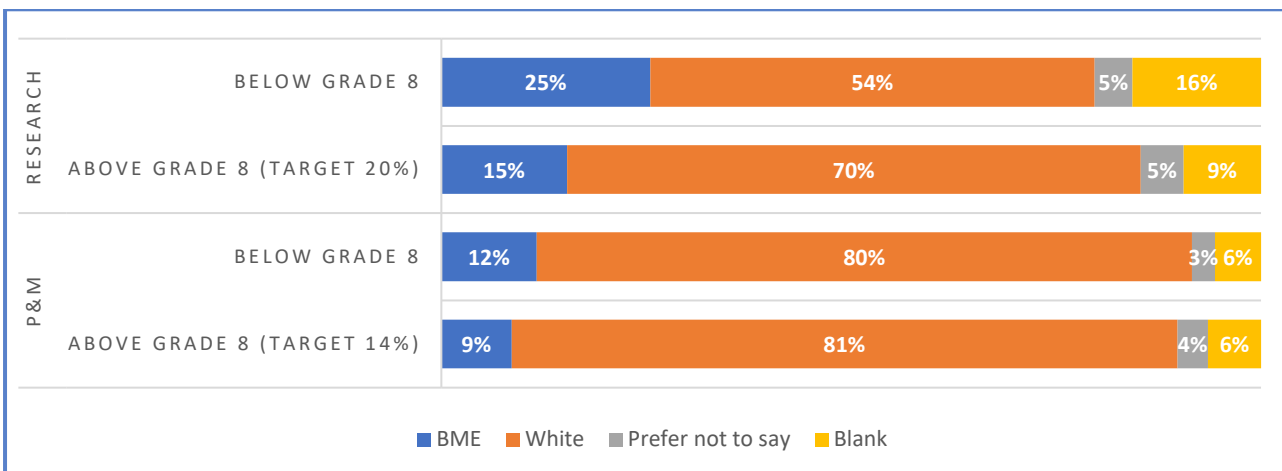
Source: PeopleXD. P&M = Professional & Management staff. Excludes off-scale grades and staff with atypical or incorrect classifications.

Figure 25 Staff in post by grade group, age band and BME/White ethnicity, 2021

| | | BME | White | Prefer not to say | Blank |
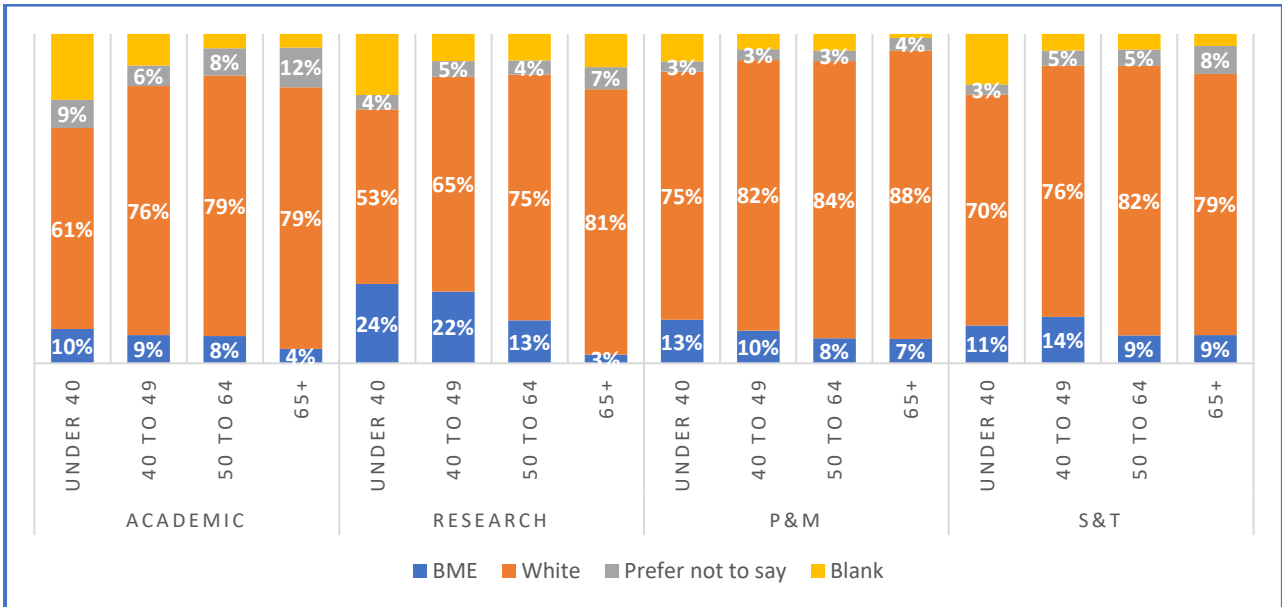
Source: PeopleXD. P&M = Professional & Management staff. S&T = Support & Technical staff.

Figure 26 All Black and Minority Ethnic employees by staff group, 2021

Staff group	%
Academic	9%
Ancillary	9%
Computing - Prof & Support	14%
Finance - Prof & Support	14%
Library - Prof & Support	6%
Museum - Prof & Support	9%
Prof, Admin & Clerical	9%
Research	22%
Teaching & Research Support	16%
Technical & Crafts	11%
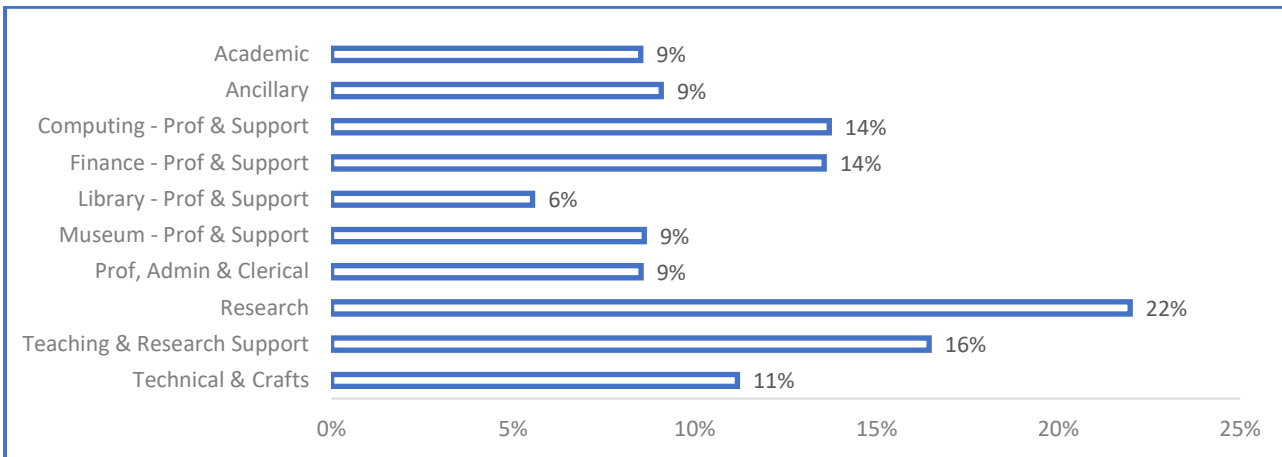
Source: PeopleXD.

Figure 27 Staff in post by role type and detailed ethnic group, 2021
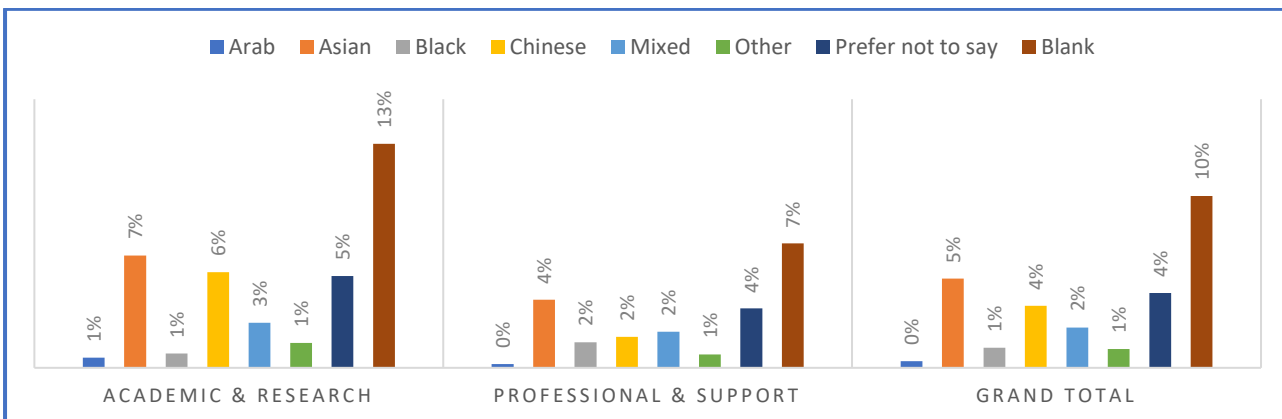
Source: PeopleXD. Chart does not show staff identifying as White.

Figure 28 Academic and Research staff recruitment by BME/White ethnicity: UK nationals, 2019 to 2021
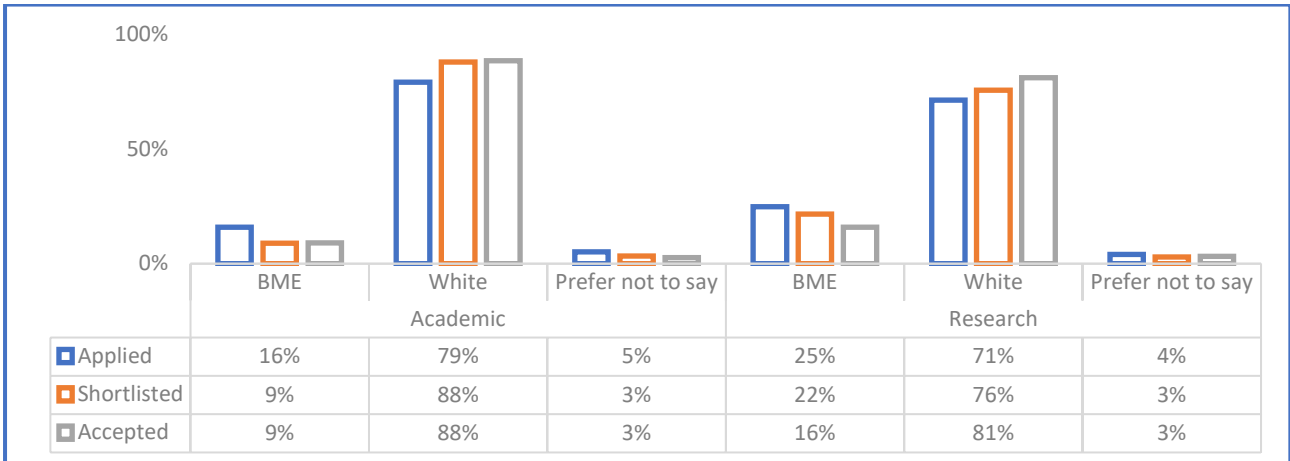
	BME	White	Prefer not to say	BME	White	Prefer not to say
		Academic			Research	
Applied	16%	79%	5%	25%	71%	4%
Shortlisted	9%	88%	3%	22%	76%	3%
Accepted	9%	88%	3%	16%	81%	3%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only.

Figure 29 Academic and Research staff recruitment by BME/White ethnicity: non-UK nationals, 2019 to 2021
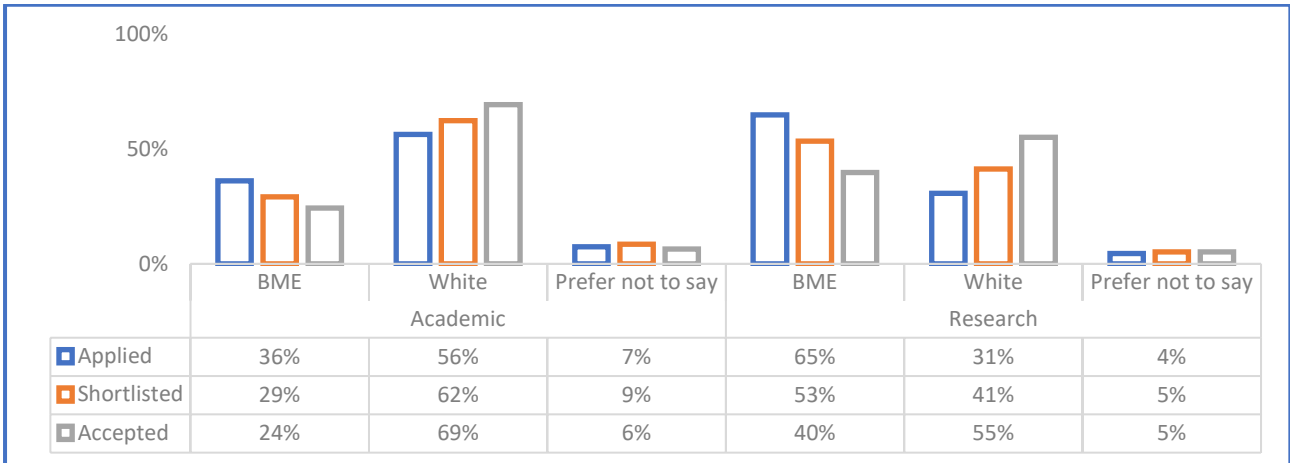
	BME	White	Prefer not to say	BME	White	Prefer not to say
		Academic			Research	
Applied	36%	56%	7%	65%	31%	4%
Shortlisted	29%	62%	9%	53%	41%	5%
Accepted	24%	69%	6%	40%	55%	5%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only.

Figure 30 Professional and Support staff recruitment by BME/White ethnicity: UK nationals, 2019 to 2021

	BME	White	Prefer not to say	BME	White	Prefer not to say
		Professional & Management			Support & Technical	
Applied	19%	78%	3%	20%	77%	3%
Shortlisted	16%	81%	3%	18%	79%	3%
Accepted	12%	85%	3%	13%	85%	2%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data.

	BME	White	Prefer not to say	BME	White	Prefer not to say
	Professional & Management			Support & Technical		
■ Applied	46%	51%	3%	35%	62%	3%
■ Shortlisted	40%	57%	3%	34%	63%	3%
■ Accepted	26%	70%	3%	26%	70%	4%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data.

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, the disability status of 15% of staff is unrecorded: 5% have chosen to 'prefer not to say' while 10% of records are blank.

In the 2021 Staff Experience Survey, 9% of respondents identified as disabled, roughly half the proportion in the UK working age population (19%).[182] The survey results are likely to provide a more accurate view of disability at the University than the staff record. They suggest that the true levels in each grade group are nearer:

- Academic: 8%
- Research: 6%
- Professional & Management: 10%
- Support & Technical: 11%

These figures indicate that there may be over 1300 disabled staff at the University. The staff census planned for 2022 should improve our ability to forecast demand and make proactive reasonable adjustments to support disabled people at Oxford.

In the survey, 52% of disabled respondents said they had experienced an episode of mental ill-health during the last 12 months, compared with 19% of staff without a disability. A majority (61%) of disabled staff connected this to their existing disability, but they were equally likely to attribute it – usually in conjunction – to issues at work as well. Disabled and non-disabled staff were equally likely to identify issues at work as a causal factor (over 60% of each group).

University recruitment monitoring data are incomplete due to data entry errors and technical issues. However, the available data indicate that applicants who declared a disability in confidence during the recruitment process were, in the main, as likely to be successful as those who did not. It is difficult to assess whether the apparently lower success rates for disabled applicants to academic and professional and management posts are a matter of concern or an artefact of the defective data.

Personnel Committee has strongly urged all staff to update their *Recruitment and Selection*, *Implicit Bias* and *Tackling Race Bias at Work* training prior to participating in recruitment panels.[183]

There is a wide range of resources for disabled staff and their managers on the EDU website.[184]

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[182] https://commonslibrary.parliament.uk/research-briefings/cbp-7540

[183] edu.admin.ox.ac.uk/training
[184] edu.admin.ox.ac.uk/disability-0#/?

Figure 32 Disabled staff in post by grade group, 2017-21
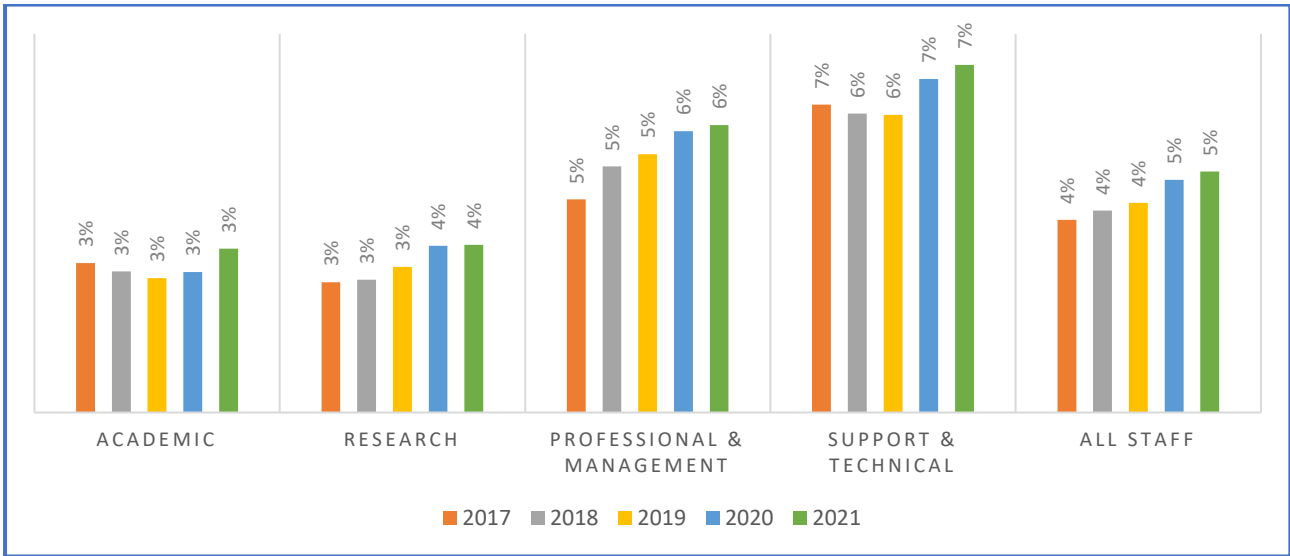
Source: PeopleXD.

Figure 33 Associate Professor recruitment by disability status, 2019 to 2021
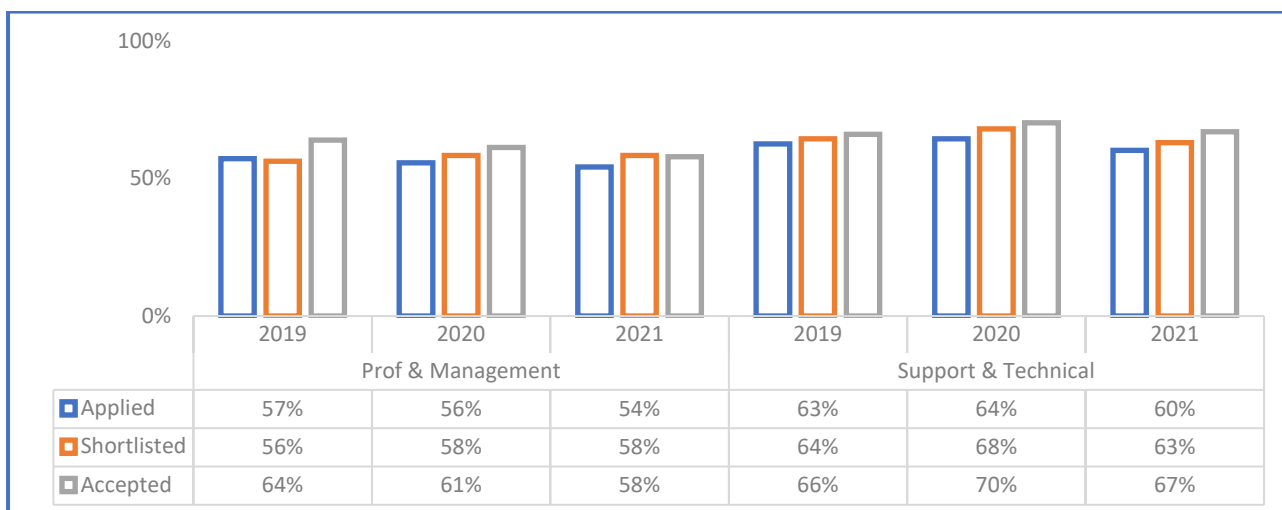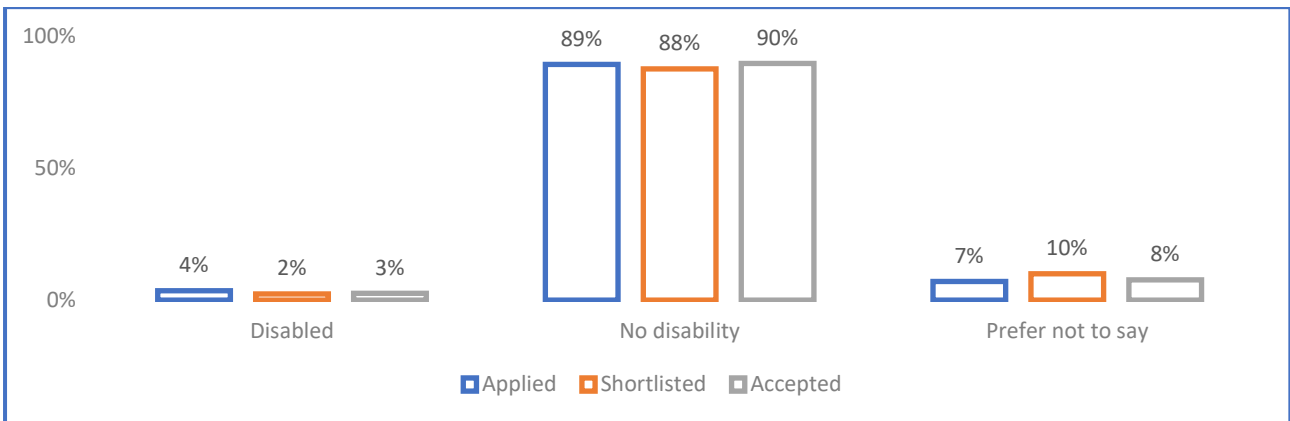

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. University-led posts only.

Figure 34 Recruitment of disabled applicants by grade group, 2019 to 2021
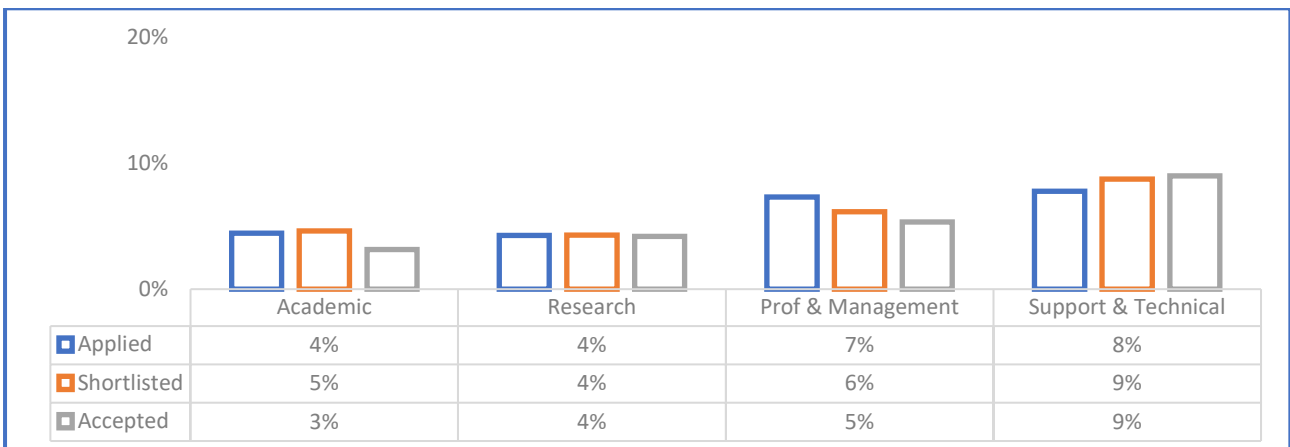
	Academic	Research	Prof & Management	Support & Technical
Applied	4%	4%	7%	8%
Shortlisted	5%	4%	6%	9%
Accepted	3%	4%	5%	9%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only.

SEXUAL ORIENTATION

By 31 July 2021, the proportion of staff who had disclosed their sexual orientation or selected 'prefer not to say' had risen by one percentage point to 51%, including 24% of academics and 56% of other staff. The proportion of academic staff with an up-to-date record has risen by eight percentage points in two years, albeit from a very low starting point.

Among staff with a complete record, 7% identify as lesbian, gay, bisexual or other non-heterosexual orientation (LGB+). This is approximately double the estimated proportion of LGB+ people in the UK (3.4%).[185] 11% of staff have selected 'prefer not to say'. By comparison, 9% of Staff Experience Survey 2021 respondents identified as lesbian, gay, bisexual or other sexual orientation.

We will report on staff in post in more detail once the disclosure rate reaches 75%. However, we do have more comprehensive data on applicants for employment with the University. Over the last three years, 8% of applicants and 9% of appointees identified as LGB+, while only 13% of applicants (14% of appointees) declined to state their sexual orientation. Overall, LGB+ candidates and those who had declined to specify were equally as likely to be successful as heterosexual applicants.

We will revise our records system to match the new Census categories, removing gendered terms, in the coming year.[186]

Table 2 Staff by declared sexual orientation, 2021

Sexual orientation	FTE
Bisexual	3%
Gay man	2%
Gay woman / lesbian	1%
Other	1%
Heterosexual	82%
Prefer not to say	11%

Source: PeopleXD. Staff with a complete record only (51%).

Table 3 LGB+ recruitment by grade group, 2019 to 2021

Grade group	Applied	Appointed
Academic	11%	10%
Research	9%	9%
Professional & Management	7%	6%
Support & Technical	9%	10%

Source: People XD. LGB+ = lesbian, gay, bisexual and other non-heterosexual orientation.

Figure 35 Declaration of sexual orientation by grade group, 2019-21

Source: PeopleXD.

185
https://www.ons.gov.uk/peoplepopulationandcommunity/culturalidentity/sexuality/bulletins/sexualidentityuk/2019
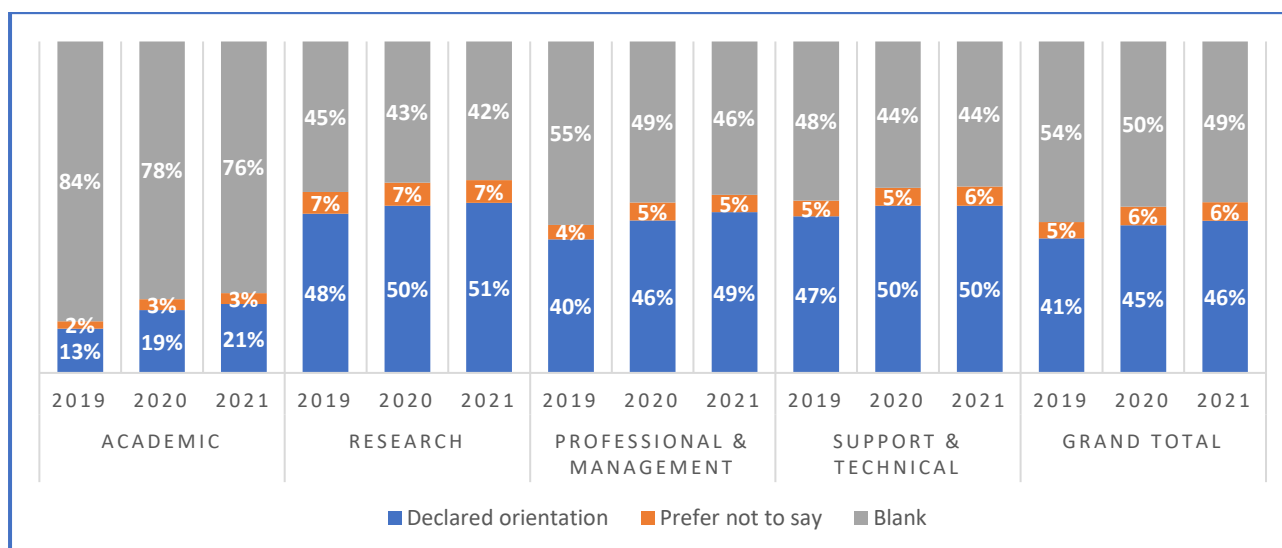
186
www.ons.gov.uk/census/censustransformationprogramme/questiondevelopment/sexualorientationquestiondevelopmentforcensus2021#question-recommended-for-census-2021

Figure 36 Recruitment by sexual orientation, 2019 to 2021
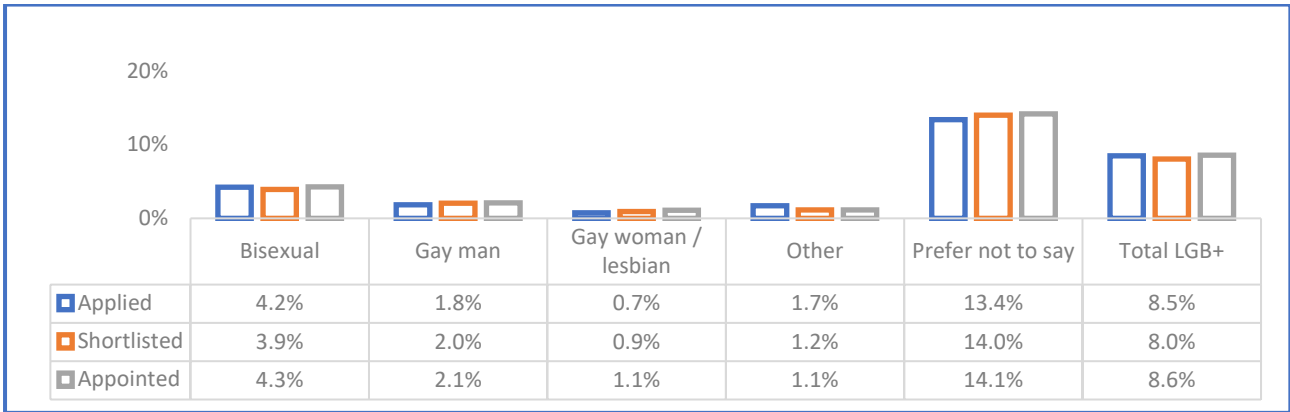
	Bisexual	Gay man	Gay woman / lesbian	Other	Prefer not to say	Total LGB+
Applied	4.2%	1.8%	0.7%	1.7%	13.4%	8.5%
Shortlisted	3.9%	2.0%	0.9%	1.2%	14.0%	8.0%
Appointed	4.3%	2.1%	1.1%	1.1%	14.1%	8.6%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only. Omits applicants who stated that their sexual orientation was heterosexual and blank records.

Figure 37 Academic and Research staff recruitment by sexual orientation, 2019 to 2021

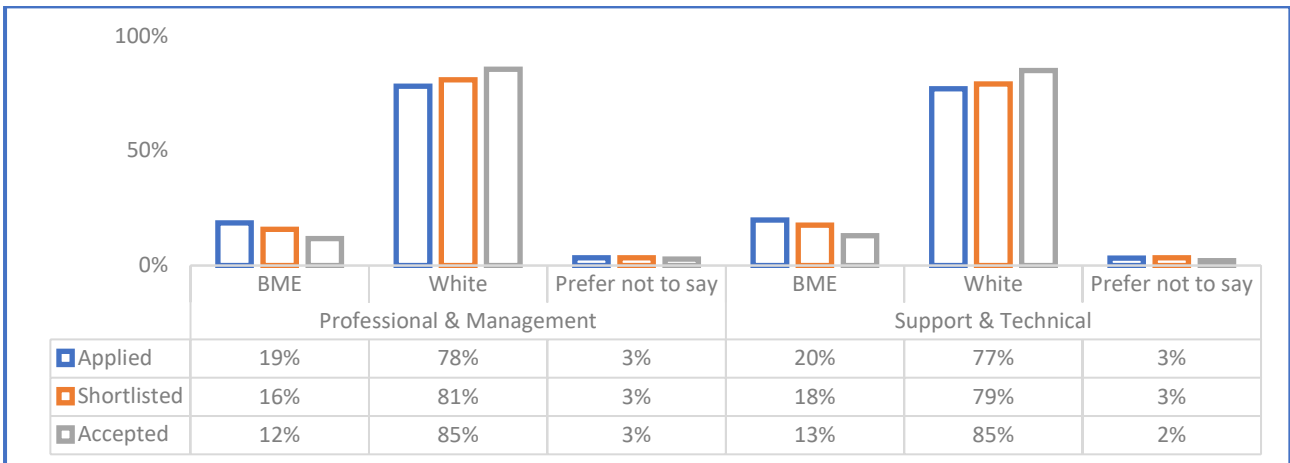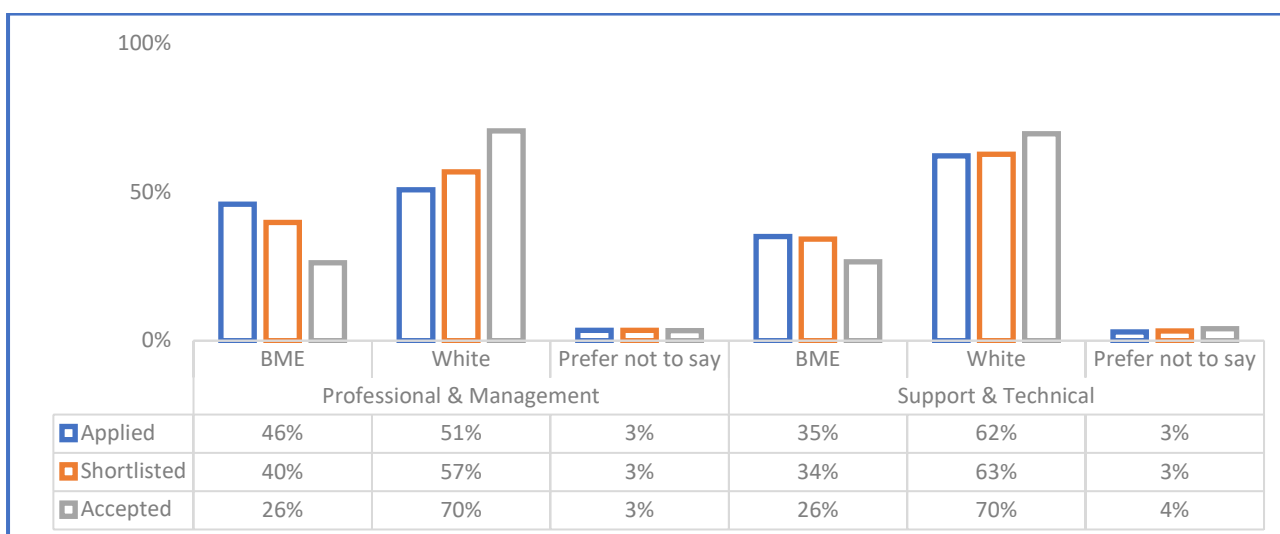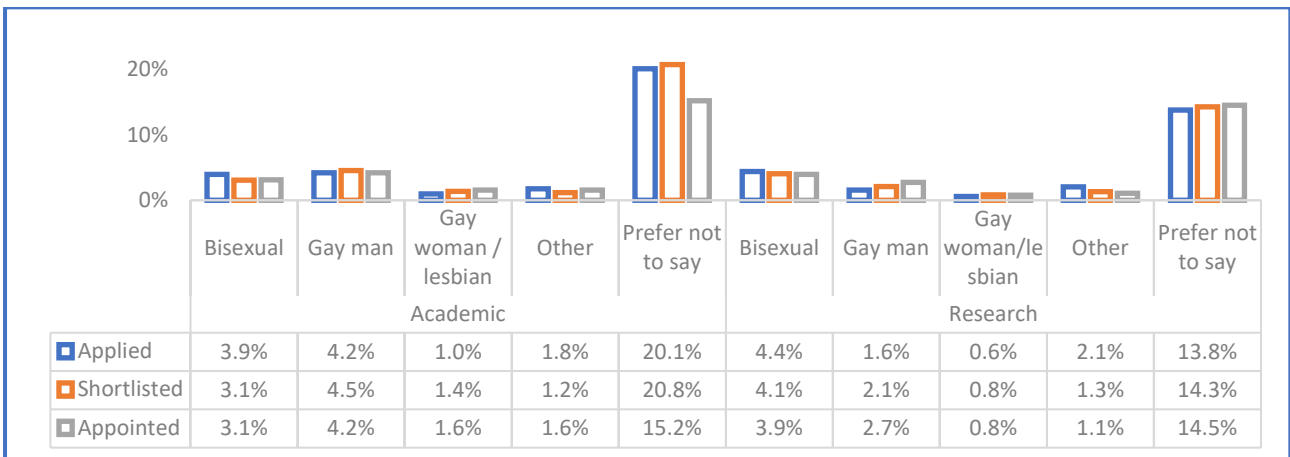|	Bisexual	Gay man	Gay woman / lesbian	Other	Prefer not to say	Bisexual	Gay man	Gay woman/lesbian	Other	Prefer not to say
			Academic					Research		
Applied	3.9%	4.2%	1.0%	1.8%	20.1%	4.4%	1.6%	0.6%	2.1%	13.8%
Shortlisted	3.1%	4.5%	1.4%	1.2%	20.8%	4.1%	2.1%	0.8%	1.3%	14.3%
Appointed	3.1%	4.2%	1.6%	1.6%	15.2%	3.9%	2.7%	0.8%	1.1%	14.5%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only. Omits applicants who stated that their sexual orientation was heterosexual and blank records.

Figure 38 Professional and Support staff recruitment by sexual orientation, 2019 to 2021

	Bisexual	Gay man	Gay woman / lesbian	Other	Prefer not to say	Bisexual	Gay man	Gay woman / lesbian	Other	Prefer not to say
			Professional & Management					Support & Technical		
Applied	3.4%	1.7%	0.8%	1.0%	12.4%	4.7%	1.7%	0.9%	1.4%	11.2%
Shortlisted	3.1%	1.7%	0.8%	0.6%	14.1%	4.6%	1.8%	1.1%	1.4%	12.3%
Appointed	3.4%	1.2%	1.2%	0.5%	14.7%	5.8%	1.3%	1.4%	1.7%	12.8%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Omits applicants who stated that their sexual orientation was heterosexual and blank records.

RELIGION OR BELIEF

As of 31 July 2021, 52% of staff had either declared their religion or belief or stated 'prefer not to say', a seven percentage point increase over the last two years. As most disclosures take place during the recruitment process, we have more complete data on staff groups with higher turnover rates.

Among staff with a complete record, 52% said they had no religion or belief while 12% selected 'prefer not to say'. Among the 36% who declared a religion or belief, the majority were Christian. Members of other faiths amounted to 9% of all staff. We will report on staff in post in more detail once disclosure reaches at least 75%.

Despite the relatively low disclosure rate, these figures are in line with the results of the Staff Experience Survey 2021, where 58% of respondents said they had no religion or belief, 33% were Christian and 10% belonged to other faiths.

They also accord with the available recruitment data, where over the last three years, only 12% of applicants have declined to state their religion or belief. These data indicate marked differences in success rates between applicants with and without a religion or belief, and between Christians and those professing other faiths. Headline differences in the overall success rates of UK and non-UK applicants – particularly for research posts – account for part of this observed disparity, but by no means all of it.

Table 4 Staff by declared religion or belief, 2021

Religion or Belief	FTE
No religion	52%
Buddhist	1%
Christian	27%
Hindu	2%
Jewish	1%
Muslim	3%
Sikh	0%
Spiritual	1%
Any other religion or belief	1%
Prefer not to say	12%

Source: PeopleXD. Staff with a complete record only (52%).

Table 5 Recruitment by religion or belief, 2019 to 2021

Religion or belief	Applied	Shortlisted	Accepted
No religion	39%	44%	52%
Buddhist	1%	1%	1%
Christian	25%	26%	23%
Hindu	8%	5%	2%
Jewish	1%	1%	1%
Muslim	10%	7%	3%
Sikh	0%	0%	0%
Spiritual	2%	2%	2%
Any other religion or belief	1%	1%	2%
Prefer not to say	12%	13%	14%

Source: PeopleXD.

Figure 39 Declaration of religion or belief by grade group, 2019-21
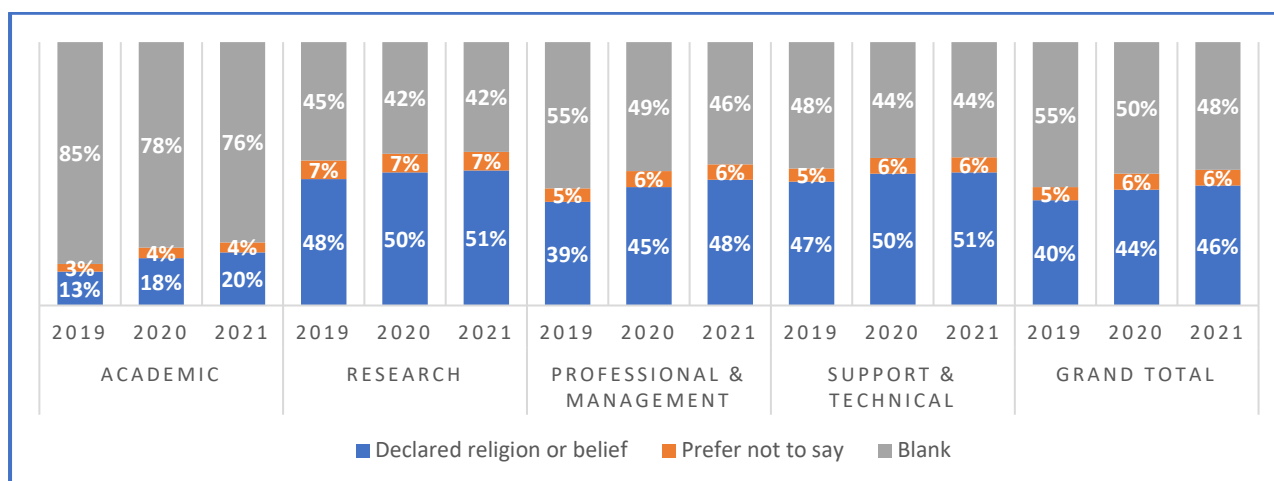
Source: PeopleXD.

Figure 40 Academic and Research staff recruitment by religion or belief: UK nationals, 2019 to 2021
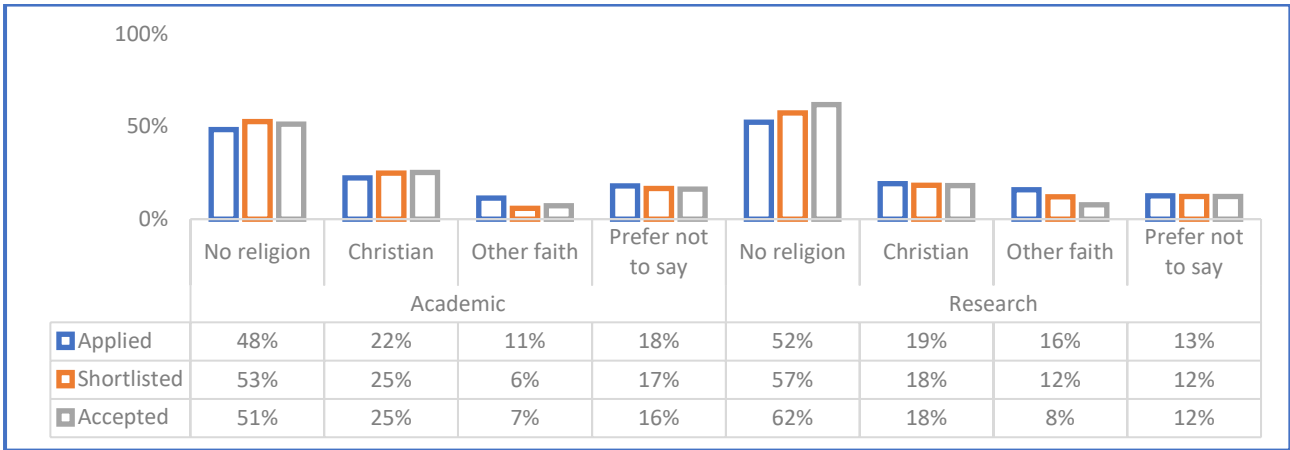
	No religion	Christian	Other faith	Prefer not to say	No religion	Christian	Other faith	Prefer not to say
		Academic				Research		
Applied	48%	22%	11%	18%	52%	19%	16%	13%
Shortlisted	53%	25%	6%	17%	57%	18%	12%	12%
Accepted	51%	25%	7%	16%	62%	18%	8%	12%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only. Omits blank entries.

Figure 41 Academic and Research staff recruitment by religion or belief: EU & Other nationals, 2019 to 2021

	No religion	Christian	Other faith	Prefer not to say	No religion	Christian	Other faith	Prefer not to say
		Academic				Research		
Applied	36%	26%	20%	18%	34%	18%	37%	11%
Shortlisted	40%	24%	13%	22%	43%	19%	25%	13%
Accepted	49%	24%	9%	18%	52%	18%	15%	15%
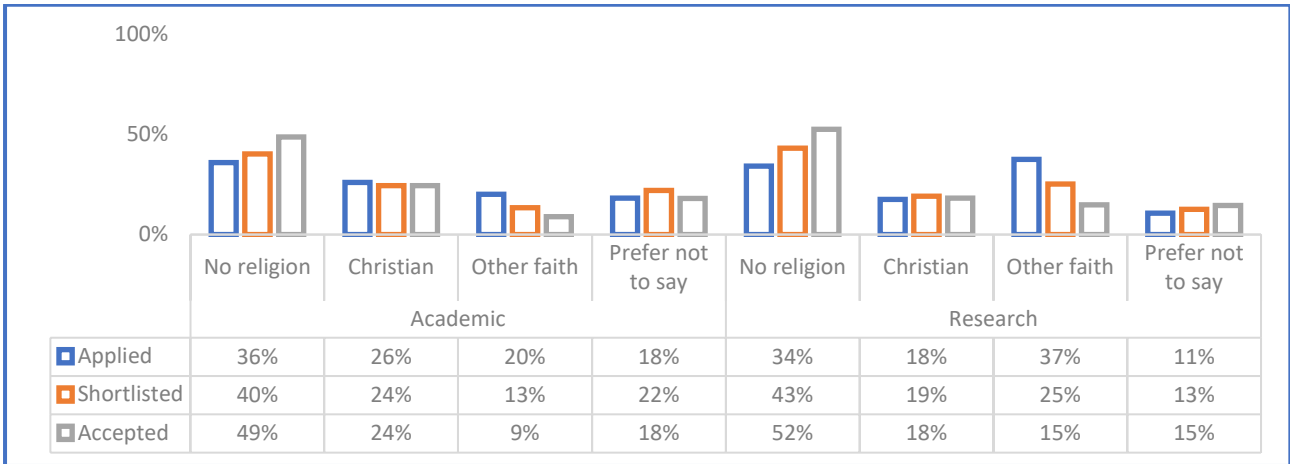
Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only. Omits blank entries.

Figure 42 Professional and Support staff recruitment by religion or belief: UK nationals, 2019 to 2021

	No religion	Christian	Other faith	Prefer not to say	No religion	Christian	Other faith	Prefer not to say
		Professional & Management				Support & Technical		
Applied	43%	32%	11%	13%	47%	30%	12%	11%
Shortlisted	47%	29%	10%	15%	48%	29%	11%	13%
Accepted	52%	25%	8%	15%	52%	28%	8%	12%
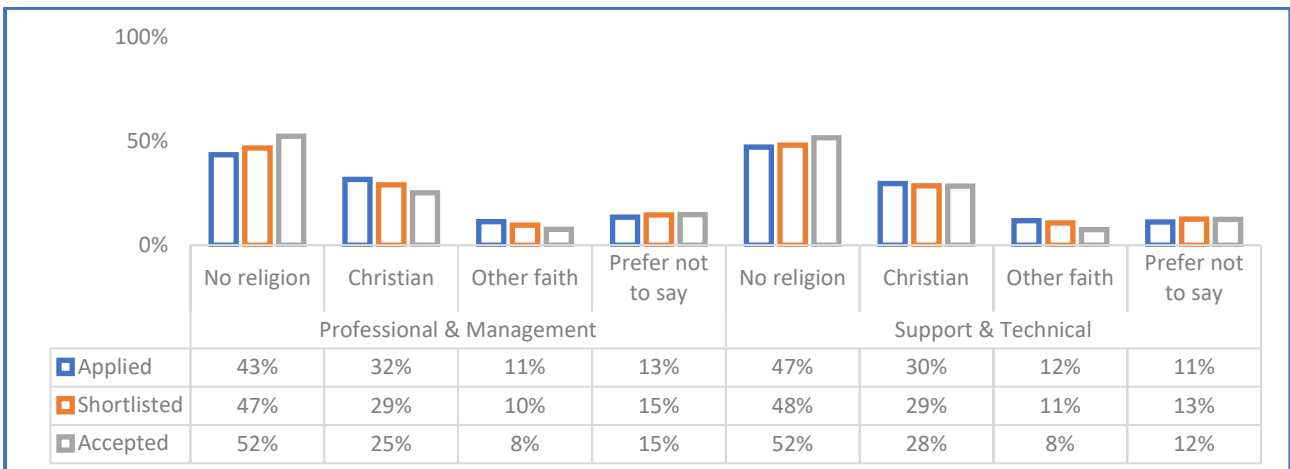
Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Omits blank entries.

Figure 43 Professional and Support staff recruitment by religion or belief: EU & Other nationals, 2019 to 2021

	No religion	Christian	Other faith	Prefer not to say	No religion	Christian	Other faith	Prefer not to say
		Academic				Research		
☐Applied	36%	26%	20%	18%	34%	18%	37%	11%
☐Shortlisted	40%	24%	13%	22%	43%	19%	25%	13%
☐Accepted	49%	24%	9%	18%	52%	18%	15%	15%
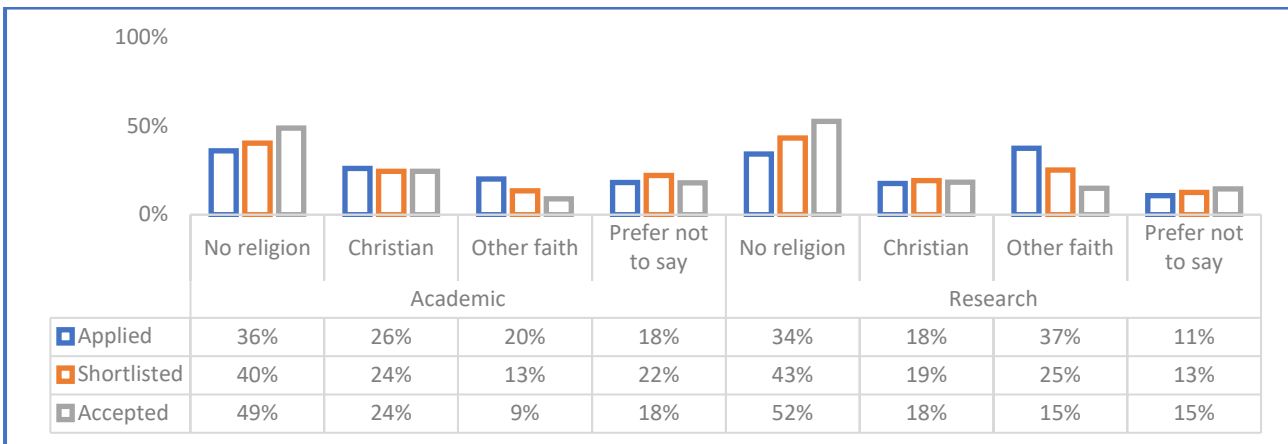
Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Omits blank entries.

AGE

By 31 July 2021, the proportion of staff aged under 40 had fallen by two percentage points – from 48% to 46% - compared with the previous year. However, there was no change in the overall age distribution by staff group. Almost half of academic staff were aged over 50, along with a third each of professional and support staff. Conversely, only 14% of researchers were over 50.

The University has committed to increasing the number of apprentices it employs to 2.5% of its professional services staff profile by 2023/24.

Over the last three years, 85% of all applicants – and 83% of appointees – were aged 40 or under. However,

the overall shortlisting and appointment rates within each grade group were similar across all age groups.

Table 6 Staff by grade group and age band, 2021

Grade Group	Under 40	Over 60
Academic	20%	18%
Research	66%	4%
Professional & Management	37%	8%
Support & Technical	47%	11%
Grand Total	46%	9%

Source: PeopleXD

Figure 44 Staff in post by grade group and age band, 2021
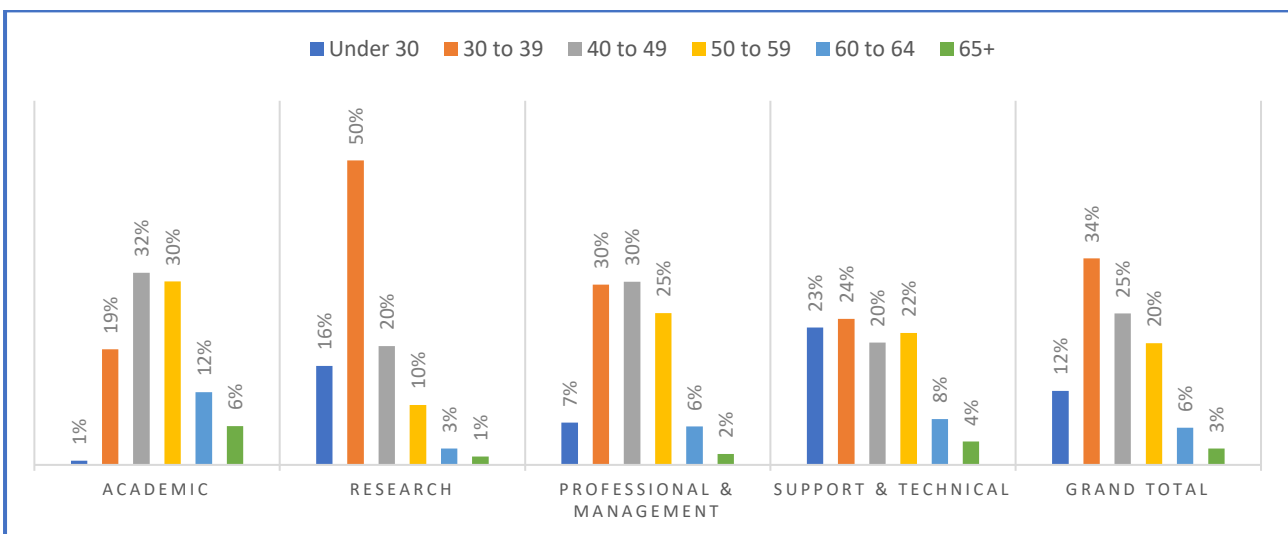
Source: PeopleXD

Figure 45 Academic and Research staff recruitment by age band, 2019 to 2021

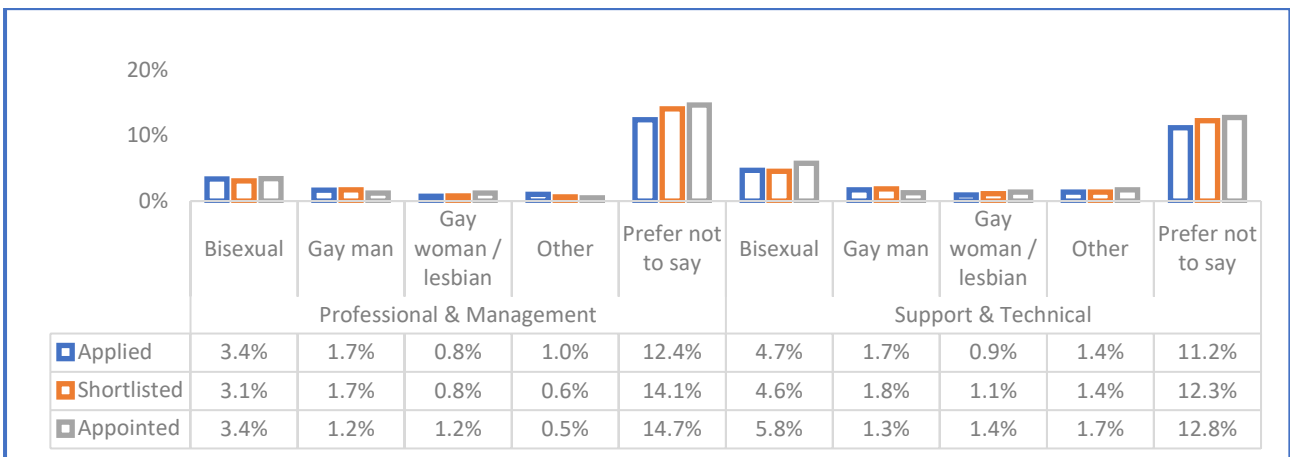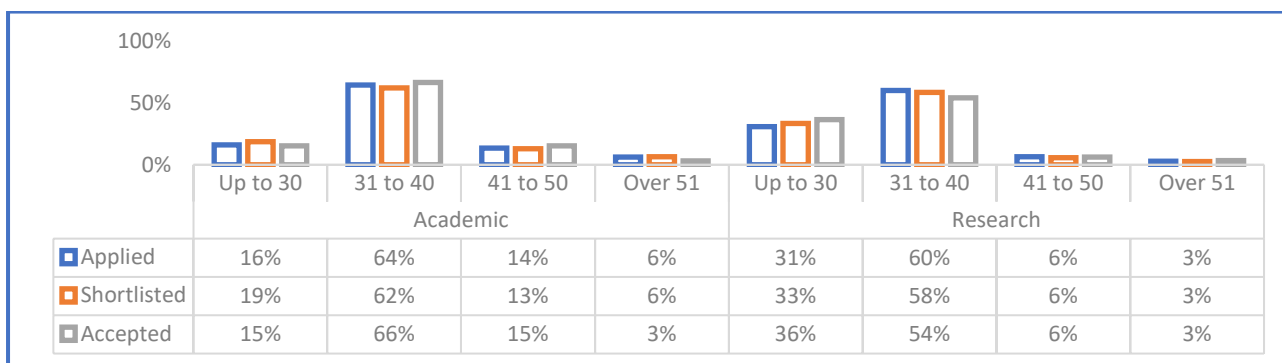|	Up to 30	31 to 40	41 to 50	Over 51	Up to 30	31 to 40	41 to 50	Over 51
		Acade	emic			Rese	arch	
☐ Applied	16%	64%	14%	6%	31%	60%	6%	3%
☐ Shortlisted	19%	62%	13%	6%	33%	58%	6%	3%
☐ Accepted	15%	66%	15%	3%	36%	54%	6%	3%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Academic recruitment includes University-led posts only. Omits blank entries.

Figure 46 Professional and Support staff recruitment by age band, 2019 to 2021
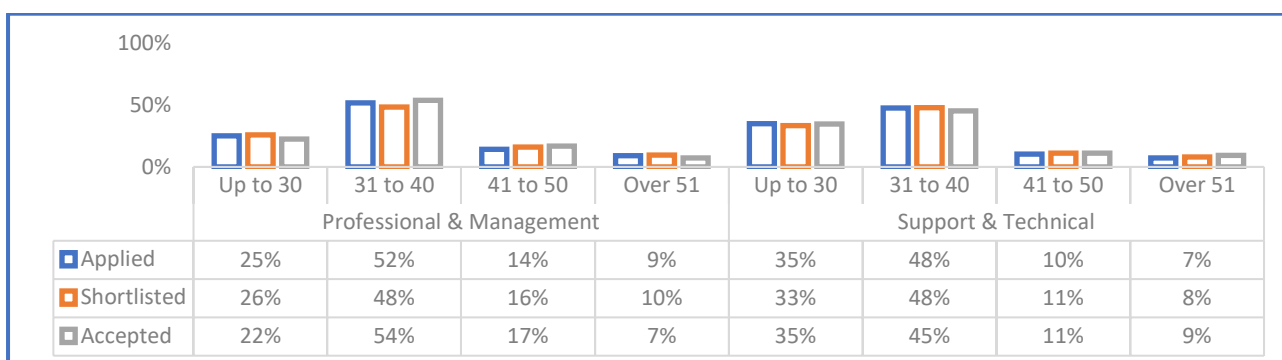
	Up to 30	31 to 40	41 to 50	Over 51	Up to 30	31 to 40	41 to 50	Over 51
		Professional &	Management			Support &	Technical	
☐ Applied	25%	52%	14%	9%	35%	48%	10%	7%
☐ Shortlisted	26%	48%	16%	10%	33%	48%	11%	8%
☐ Accepted	22%	54%	17%	7%	35%	45%	11%	9%

Source: PeopleXD. Reporting years = 2018/29, 2029/20, 2020/21. Vacancies 1 August to 31 July with complete recruitment data. Omits blank entries.

STAFF EXPERIENCE SURVEY 2021

The University's most recent biennial Staff Experience Survey ran from 27 April to 19 May 2021, having been postponed due to the pandemic. It achieved a 59% response rate (n=8,597), an increase of eight percentage points compared with 2018. The results made it clear that the priority areas for promoting employee satisfaction are:

- Career development
- Inclusion
- Wellbeing
- Feeling valued.

Analysis of the survey results by protected characteristic has shown relatively small differences across most thematic areas. Disparities between divisions, departments and job roles outweighed most other demographic differences. However, disabled and non-binary staff were consistently less positive than other groups.

A comparison of the scores for overall staff engagement and the top ten key drivers by gender, ethnicity, disability and sexual orientation is provided in this section of the report. The tables show the results for the ten questions whose scores correlated most highly with overall staff engagement. This helps us to identify priority areas for action to improve staff experience and gives us tools to measure the impact of our policies over time. Detailed data on the experience of bullying and harassment has also been provided.

Nominated users in every department have been given access to their results via an online dashboard to help them to identify and address key local issues for their staff. Please see the survey webpages for more information on the results and access to more detailed reporting. [187]

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[187] edu.admin.ox.ac.uk/staff-experience-survey

GENDER

There were no differences greater than three percentage points between the headline results for male and female staff on the ten key driver questions. However, staff who identified as non-binary (1% of the total) were less likely to give a positive response (*Strongly agree* or *Agree*) across all questions. The picture was more mixed for the 45 trans respondents (0.5%).

Table 7 Staff Experience Survey 2021: comparison of key driver results by gender and trans status

Question	All staff	Female	Male	Other / Non-binary	Trans
Number of respondents (maximum)[188]	*8597*	*4953*	*3449*	*80*	*45*
Overall Engagement theme score	**77%**	**78%**	**77%**	**54%**	**67%**
I feel able to be myself at work	78%	79%	79%	54%	60%
I have the opportunity to develop and grow here	57%	57%	59%	36%	60%
I feel valued and recognised for the work that I do	74%	75%	74%	43%	64%
My health and wellbeing are adequately supported at work	67%	68%	68%	44%	51%
Communication in my department is open and effective	59%	59%	60%	40%	56%
Senior leaders make the effort to listen to and communicate with staff	65%	65%	66%	47%	53%
I feel integrated into my department	59%	61%	58%	44%	51%
Management and decision-making processes are clear and transparent in my department	43%	44%	44%	30%	38%
My department sets clear expectations of behaviour	67%	66%	69%	49%	56%
There is a fair and transparent way of allocating work in my department	44%	44%	45%	21%	27%

Sources: EDU and People Insight.

ETHNICITY

The headline results showed few differences between Black and Minority Ethnic (BME) and White staff on the ten key driver questions, although BME staff were more positive overall about the transparency and fairness of departmental decision-making processes. Analysis by nationality group indicated that non-UK BME staff were consistently more positive than White staff, while there was little difference in the headline results for UK BME and White respondents. An exception was that UK BME staff were six percentage points less likely to agree that they felt valued and recognised for the work that they did.

More detailed analysis indicates that most minority ethnic groups were equally or more likely to give a positive answer than were White staff. The exception was the 'other' ethnicity group, who tended to be the least positive overall.

Table 8 Staff Experience Survey 2021: comparison of key driver results by BME/White ethnicity and UK/non-UK nationality

Question	All staff	BME	White	UK BME	UK White	Non-UK BME	Non-UK White
Number of respondents (maximum)	*8597*	*1209*	*7104*	*590*	*5419*	*612*	*1668*
Overall Engagement theme score	**77%**	**79%**	**77%**	**78%**	**78%**	**80%**	**76%**
I feel able to be myself at work	78%	78%	79%	76%	80%	80%	79%

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[188] All questions were optional.

Question	All staff	BME	White	UK BME	UK White	Non-UK BME	Non-UK White
I have the opportunity to develop and grow here	57%	60%	58%	55%	57%	65%	59%
I feel valued and recognised for the work that I do	74%	74%	75%	70%	76%	77%	72%
My health and wellbeing are adequately supported at work	67%	69%	68%	67%	69%	71%	62%
Communication in my department is open and effective	59%	62%	59%	60%	60%	64%	56%
Senior leaders make the effort to listen to and communicate with staff	65%	68%	65%	65%	65%	71%	64%
I feel integrated into my department	59%	59%	60%	62%	62%	57%	54%
Management and decision-making processes are clear and transparent in my department	43%	49%	43%	46%	44%	53%	40%
My department sets clear expectations of behaviour	67%	66%	67%	66%	69%	67%	63%
There is a fair and transparent way of allocating work in my department	44%	51%	43%	49%	45%	54%	40%

Sources: EDU and People Insight.

Table 9 Staff Experience Survey 2021: comparison of key driver results by ethnic group[189]

Question	All staff	Asian	Black	Mixed	Other	White
Number of respondents (maximum)	*8597*	*700*	*84*	*222*	*203*	*7104*
Overall Engagement theme score	**77%**	**83%**	**83%**	**75%**	**69%**	**77%**
I feel able to be myself at work	78%	83%	70%	72%	69%	79%
I have the opportunity to develop and grow here	57%	65%	64%	57%	47%	58%
I feel valued and recognised for the work that I do	74%	78%	76%	72%	60%	75%
My health and wellbeing are adequately supported at work	67%	75%	68%	60%	59%	68%
Communication in my department is open and effective	59%	66%	65%	55%	51%	59%
Senior leaders make the effort to listen to and communicate with staff	65%	73%	65%	62%	60%	65%
I feel integrated into my department	59%	62%	59%	57%	52%	60%
Management and decision-making processes are clear and transparent in my department	43%	53%	47%	46%	41%	43%
My department sets clear expectations of behaviour	67%	71%	77%	63%	50%	67%
There is a fair and transparent way of allocating work in my department	44%	57%	55%	44%	38%	43%

Sources: EDU and People Insight.

DISABILITY

Disabled staff (9% of all respondents) had an eight percentage point lower overall engagement score than those without any disabilities and were much less likely to provide a positive response across all the key driver questions. Disabled staff were least positive towards the questions on integration, inclusion and support for health and wellbeing. They were also more likely to have experienced workplace bullying and/or harassment during the preceding twelve months.

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[189] Respondents who disclosed their ethnicity: Asian (8%), Black (1%), Mixed (3%), Other (2%), White (85%).

Table 10 Staff Experience Survey 2021: comparison of key driver results by disability status

Question	All staff	Disabled	No disability
Number of respondents (maximum)	*8597*	*721*	*7600*
Overall Engagement theme score	**77%**	**70%**	**78%**
I feel able to be myself at work	78%	67%	78%
I have the opportunity to develop and grow here	57%	51%	58%
I feel valued and recognised for the work that I do	74%	67%	75%
My health and wellbeing are adequately supported at work	67%	58%	69%
Communication in my department is open and effective	59%	53%	60%
Senior leaders make the effort to listen to and communicate with staff	65%	57%	66%
I feel integrated into my department	59%	49%	61%
Management and decision-making processes are clear and transparent in my department	43%	41%	44%
My department sets clear expectations of behaviour	67%	61%	68%
There is a fair and transparent way of allocating work in my department	44%	39%	45%

Sources: EDU and People Insight.

SEXUAL ORIENTATION

There was a six percentage point difference between the overall Engagement scores of LGB+ (9% of the total) and heterosexual respondents, with a more mixed picture by detailed sexual orientation group. Overall, LGB+ respondents were less positive than heterosexual staff about integration, communication and transparency. They were also less likely to agree that their health and wellbeing were adequately supported at work. There was a high degree of overlap between the results of LGB+ and disabled staff: 19% of LGB+ respondents identified as disabled compared with 8% of heterosexual.

Table 11 Staff Experience Survey 2021: comparison of key driver results by sexual orientation[190]

Question	All staff	LGB+	Heterosexual	Bisexual	Gay or lesbian	Other
Number of respondents (maximum)	*8597*	*713*	*7283*	*307*	*250*	*156*
Overall Engagement theme score	**77%**	**72%**	**78%**	**73%**	**75%**	**66%**
I feel able to be myself at work	78%	74%	80%	73%	83%	63%
I have the opportunity to develop and grow here	57%	55%	59%	60%	53%	49%
I feel valued and recognised for the work that I do	74%	70%	75%	74%	69%	65%
My health and wellbeing are adequately supported at work	67%	60%	69%	65%	58%	54%
Communication in my department is open and effective	59%	54%	61%	53%	59%	50%
Senior leaders make the effort to listen to and communicate with staff	65%	58%	66%	56%	63%	56%
I feel integrated into my department	59%	51%	61%	52%	52%	46%

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[190] Respondents who disclosed their sexual orientation:
Bisexual (4%), Gay or lesbian (3%), Other (2%), Heterosexual (91%).

Question	All staff	LGB+	Heterosexual	Bisexual	Gay or lesbian	Other
Management and decision-making processes are clear and transparent in my department	43%	38%	45%	35%	40%	39%
My department sets clear expectations of behaviour	67%	62%	68%	62%	65%	58%
There is a fair and transparent way of allocating work in my department	44%	38%	45%	38%	38%	37%

Sources: EDU and People Insight.

BULLYING AND HARASSMENT

Overall, 10% (n=847) of all respondents said they had experienced workplace bullying or harassment during the last year. Members of marginalised demographic groups were more likely to say they had been harassed than their majority group counterparts, particularly disabled staff and gender minorities. Overall, less than half (46%) of staff who had experienced harassment had reported it either formally or informally.

While numbers are too low for certainty, men, gender minorities and non-UK BME staff appeared most reluctant to report while reporting rates were similar across other groups. The most frequently selected reasons for not reporting were:

- Believing that nothing would happen
- Being labelled as a troublemaker
- Concerns over confidentiality and victimisation.

Figure 47 Staff Experience Survey 2021: experience of bullying and harassment by demographic group
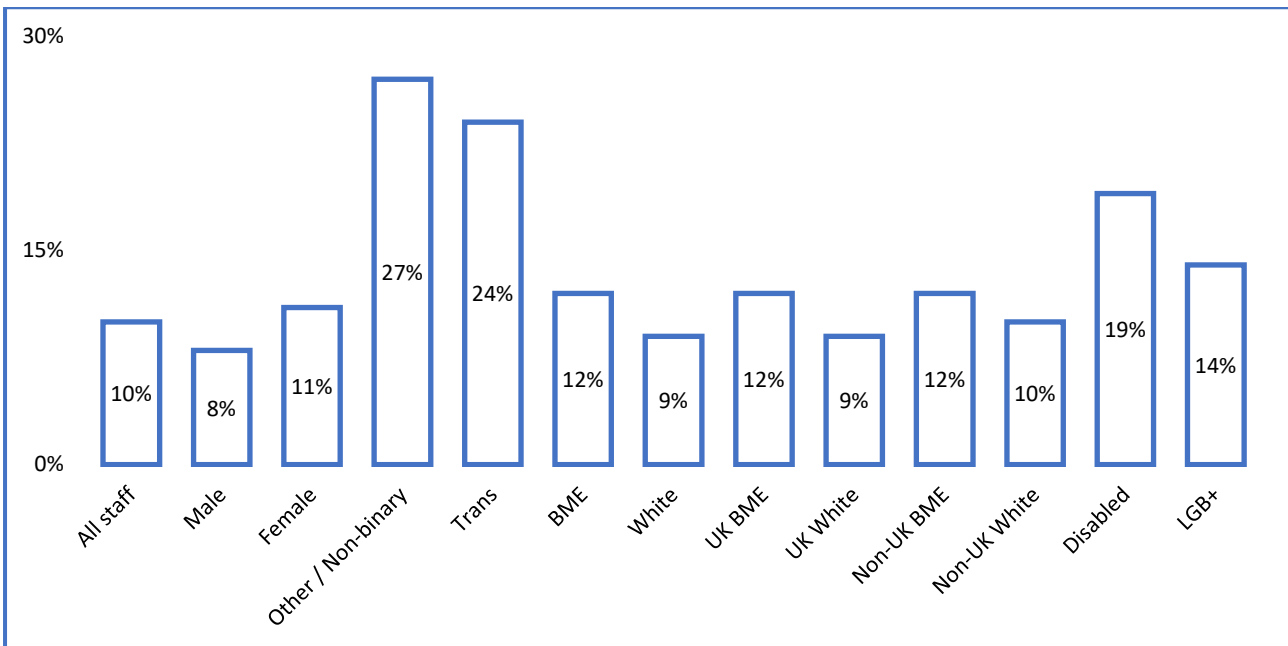
Sources: EDU and People Insight.

ANNEXE B: SELECTED STUDENT DATA

This annexe provides key data on University of Oxford undergraduate and postgraduate admissions, on-course students and degree attainment. The most recent Student Statistics snapshot was taken on 1 December 2021 and includes all matriculated students in the four academic divisions and the Department for Continuing Education (except where otherwise stated). Student numbers are expressed as a percentage of headcount. Additional data are available at:

- Equality Report (accessible data): edu.admin.ox.ac.uk/equality-report
- 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
- Higher Education Statistics Agency: www.hesa.ac.uk/data-and-analysis/students
- Advance HE: www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports

ADMISSIONS

SEX

Women comprised 51% of applicants and 54% of final acceptances in the undergraduate admissions cycle for entry in 2021/22.[191]

Male and female non-UK-domiciled applicants were, overall, equally as likely to be successful. However, non-UK female applicants to Humanities programmes had significantly higher success rates than male.

Non-UK-domiciled applicants were nearly half as likely to gain a place for postgraduate study in 2020/21 as those from the UK but there was little difference in the overall success rates of male and female applicants within each domicile type.[192]

There were some gender differences at the divisional level, particularly in Humanities (favouring male applicants) and Social Sciences (favouring female). Offer and acceptance rates fluctuate from year to year and it is difficult to discern clear patterns. Analysis of collated applicant outcomes for the last three cycles shows overall gender gaps of 2% or less in each division

bar Humanities, where 23% of male PGT applicants gained a place compared with 20% of female.

The University publishes detailed admissions statistics online:

Undergraduate: https://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/undergraduate-students

Postgraduate: https://www.ox.ac.uk/about/facts-and-figures/admissions-statistics/graduate-admissions-statistics

Sector and provider-level end of cycle reports on undergraduate admissions by gender, ethnicity and POLAR4 quintile are publicly available via an interactive dashboard on the UCAS website.[193] UCAS's analysis of Oxford's admissions indicates that the disparity in the offer rates for UK-domiciled 18 year old male and female applicants is as expected given their predicted grades and subject choice.

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[191] Most recent available data. Excludes the Department for Continuing Education.
[192] Most recent available data. Includes the Department for Continuing Education.

[193] https://www.ucas.com/data-and-analysis/undergraduate-statistics-and-reports/ucas-undergraduate-sector-level-end-cycle-data-resources-2021/2021-entry-ucas-undergraduate-reports-sex-area-background-and-ethnic-group

Figure 48 Undergraduate applicant success rates by binary sex and domicile, 2017-21
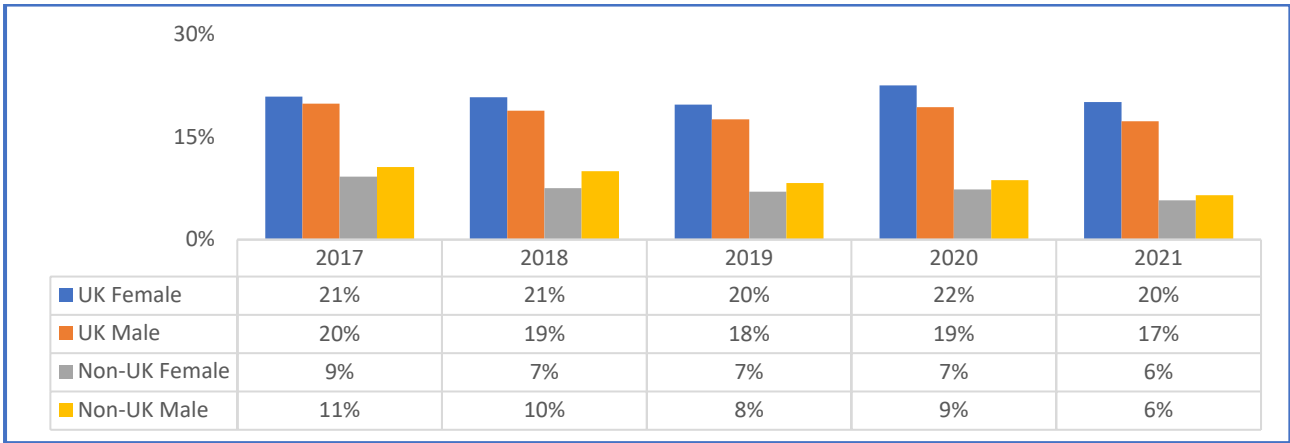
	2017	2018	2019	2020	2021
■ UK Female	21%	21%	20%	22%	20%
■ UK Male	20%	19%	18%	19%	17%
■ Non-UK Female	9%	7%	7%	7%	6%
■ Non-UK Male	11%	10%	8%	9%	6%

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

Figure 49 Undergraduate applicant success rates by binary sex, division and domicile, 2021
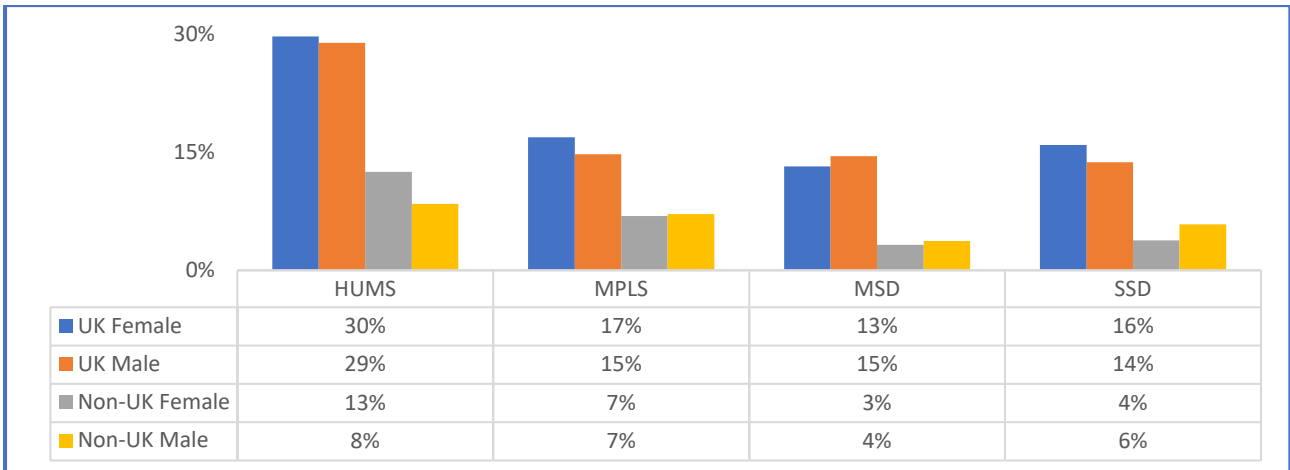
	HUMS	MPLS	MSD	SSD
■ UK Female	30%	17%	13%	16%
■ UK Male	29%	15%	15%	14%
■ Non-UK Female	13%	7%	3%	4%
■ Non-UK Male	8%	7%	4%	6%

Source: SDMA. Year of entry = 2021. Success rate = proportion of applicants accepting a place at Oxford.

Figure 50 Postgraduate taught applicant success rates by binary sex and domicile, 2016-20[194]

	2016	2017	2018	2019	2020
			PGT		
■ UK Female	34%	37%	33%	34%	33%
■ UK Male	34%	33%	31%	28%	31%
■ Non-UK Female	18%	18%	15%	16%	17%
■ Non-UK Male	21%	20%	17%	16%	17%

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

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[194] Most recent complete admissions cycle data available.

Figure 51 Postgraduate taught applicant success rates by binary sex, division and domicile, 2020
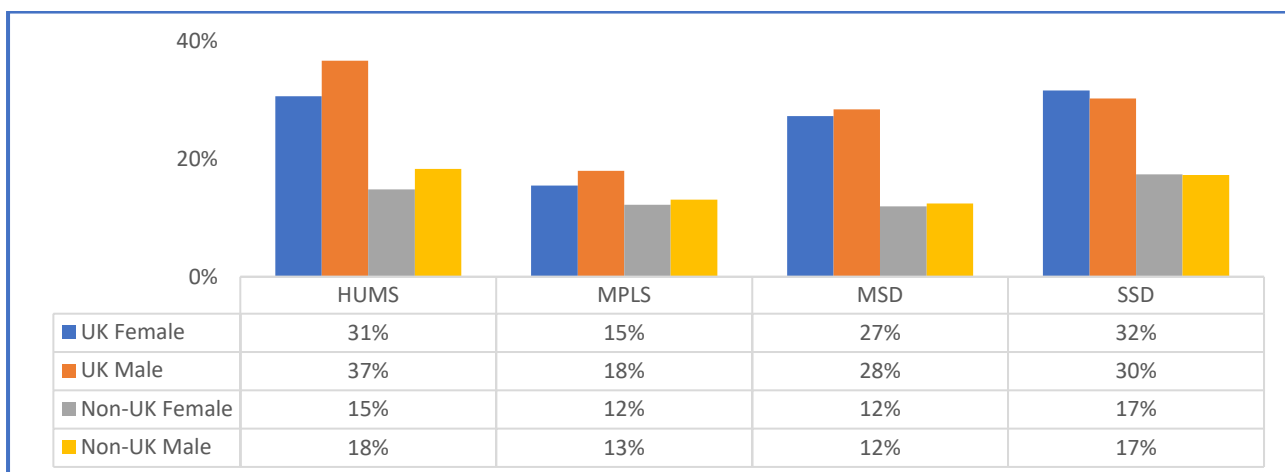
	HUMS	MPLS	MSD	SSD
■ UK Female	31%	15%	27%	32%
■ UK Male	37%	18%	28%	30%
■ Non-UK Female	15%	12%	12%	17%
■ Non-UK Male	18%	13%	12%	17%

Source: GAR. Year of entry = 2020/21. Success rate = proportion of applicants accepting a place at Oxford.

Figure 52 Postgraduate research applicant success rates by binary sex and domicile, 2016-20
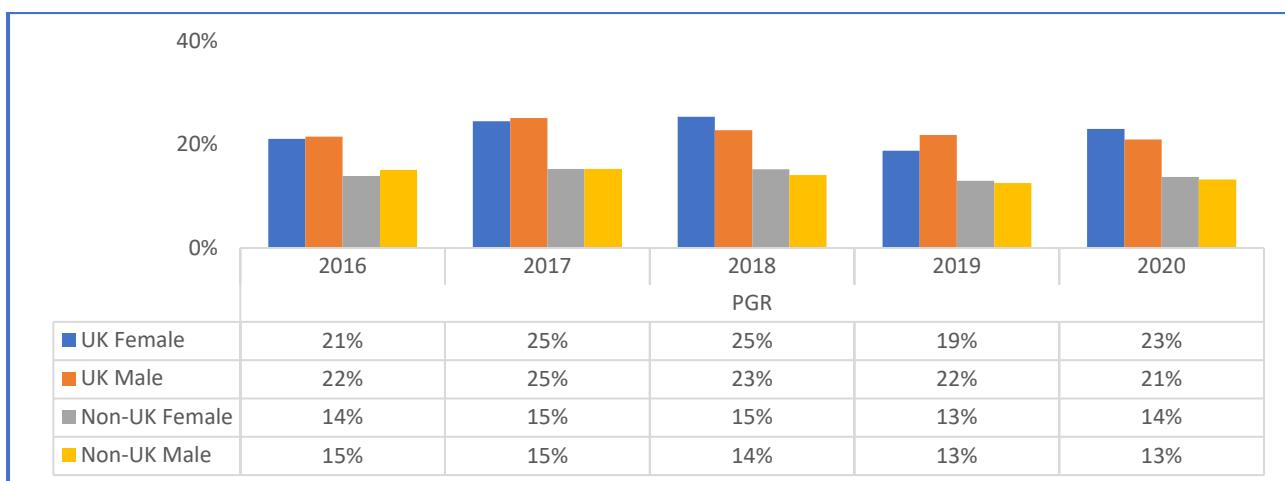
PGR	2016	2017	2018	2019	2020
■ UK Female	21%	25%	25%	19%	23%
■ UK Male	22%	25%	23%	22%	21%
■ Non-UK Female	14%	15%	15%	13%	14%
■ Non-UK Male	15%	15%	14%	13%	13%

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

Figure 53 Postgraduate research applicant success rates by binary sex, division and domicile, 2020

	HUMS	MPLS	MSD	SSD
■ UK Female	28%	22%	18%	28%
■ UK Male	32%	19%	21%	20%
■ Non-UK Female	20%	13%	13%	12%
■ Non-UK Male	19%	12%	15%	12%

Source: GAR. Year of entry = 2020/21. Success rate = proportion of applicants accepting a place at Oxford.

Figure 54 Postgraduate applicant success rates by binary sex, division and level of study, 2018 to 2020

	HUMS	MPLS	MSD	SSD	HUMS	MPLS	MSD	SSD
		PGT				PGR		
Female	20%	12%	16%	20%	21%	18%	17%	14%
Male	23%	14%	15%	20%	22%	16%	18%	13%

Source: GAR. All domiciles. Years of entry = 2018/19, 2019/20, 2020/21. Success rate = proportion of applicants accepting a place at Oxford.

ETHNICITY

The proportion of UK-domiciled undergraduate applicants known to be BME has risen from 23% in the 2017 admissions cycle to 30% in 2021, while the proportion of entrants has increased from 17% to 24%.[195] The number of UK BME applicants for entry in 2021 was 47% higher than five years previously while the number of White applicants had increased by only 5%. The number of BME applicants accepted to study had also risen by 45% compared with only 5% overall.

In 2021, the overall UK BME success rate was 15% compared with 21% for White applicants. The University is making progress towards its goal to eliminate the gap in offer rates for UK Asian applicants though the overall success rate for this group remains below average.[196] UCAS's annual equality analysis of UK-domiciled 18 year old applicants indicated that the difference in each ethnic group's offer rate was within the expected range based on applicants' predicted grades and subject choice.[197] Oxford operates a contextual admissions policy which takes applicants' individual circumstances into account when shortlisting for interview.[198]
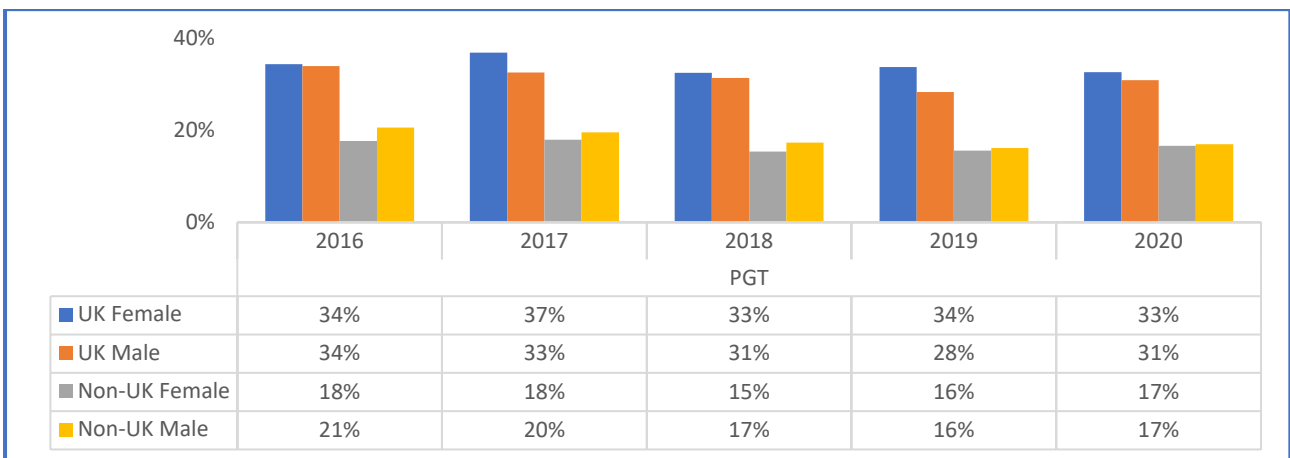
The number of BME applicants for postgraduate study has increased by over 50% in the last five years while the number of White applicants has remained almost static. However, both UK and non-UK-domiciled BME applicants were less likely than White either to receive an offer or to accept a place at Oxford. Applicants of mixed ethnicity (all domiciles) had the highest success rates of any minority ethnic group.

The University is implementing a wide range of measures to improve access to graduate study for underrepresented groups, including its flagship *UNIQ+* summer research internships and targeted positive action scholarships.[199]

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[195] As a percentage of all applicants/entrants, including those who did not disclose their ethnicity.
[196] edu.admin.ox.ac.uk/equality-objectives
[197] See footnote 193

[198] www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/decisions/contextual-data
[199] www.ox.ac.uk/admissions/graduate/access

Figure 55 UK-domiciled undergraduate applicant success rates by ethnic group, 2017-21
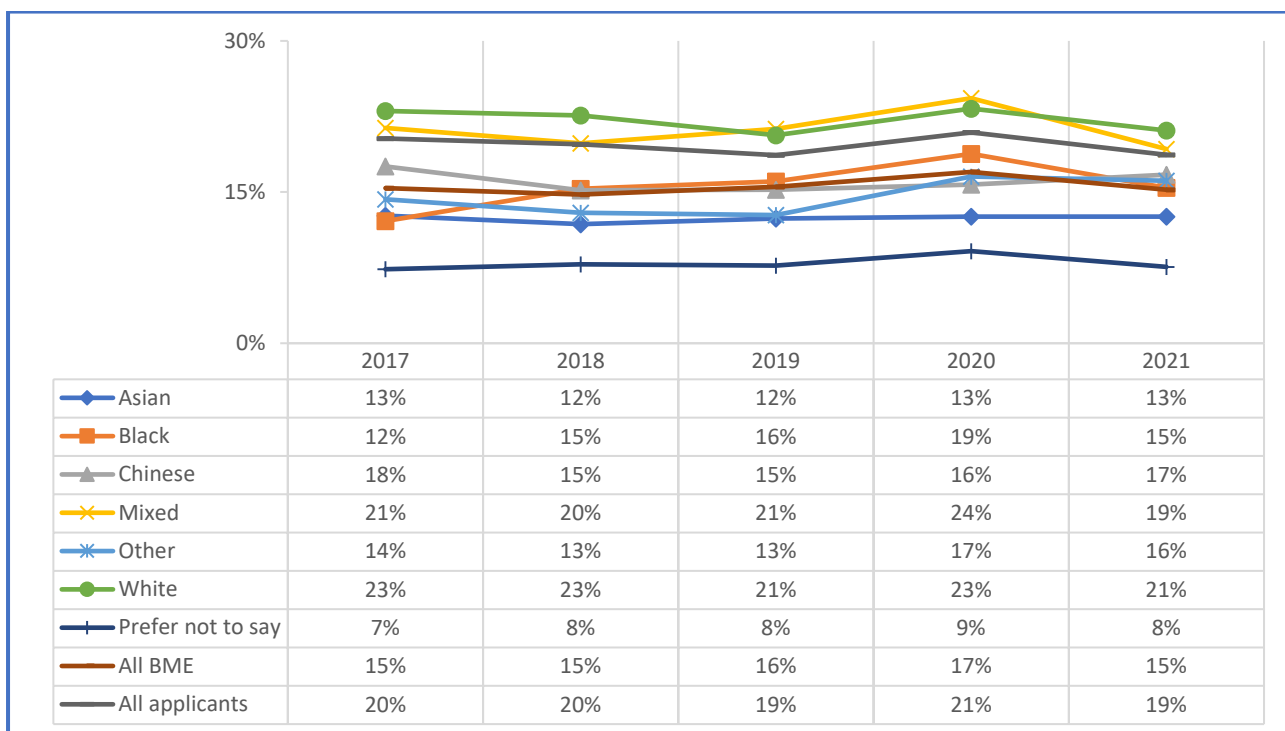
	2017	2018	2019	2020	2021
Asian	13%	12%	12%	13%	13%
Black	12%	15%	16%	19%	15%
Chinese	18%	15%	15%	16%	17%
Mixed	21%	20%	21%	24%	19%
Other	14%	13%	13%	17%	16%
White	23%	23%	21%	23%	21%
Prefer not to say	7%	8%	8%	9%	8%
All BME	15%	15%	16%	17%	15%
All applicants	20%	20%	19%	21%	19%

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

Figure 56 UK-domiciled undergraduate applicant success rates by BME/White ethnicity and division, 2021
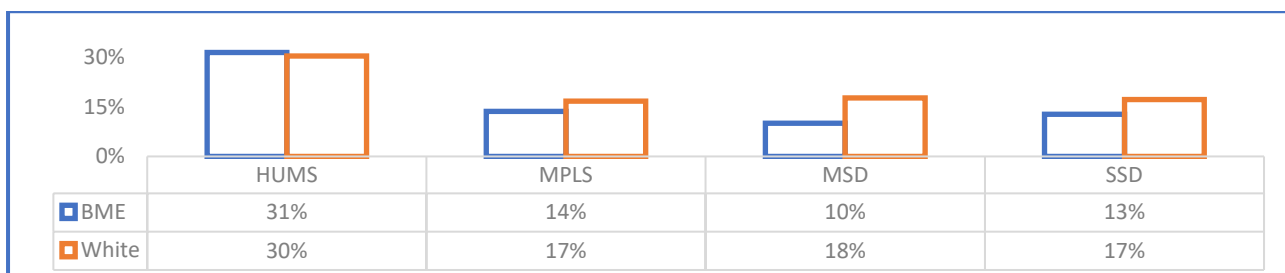
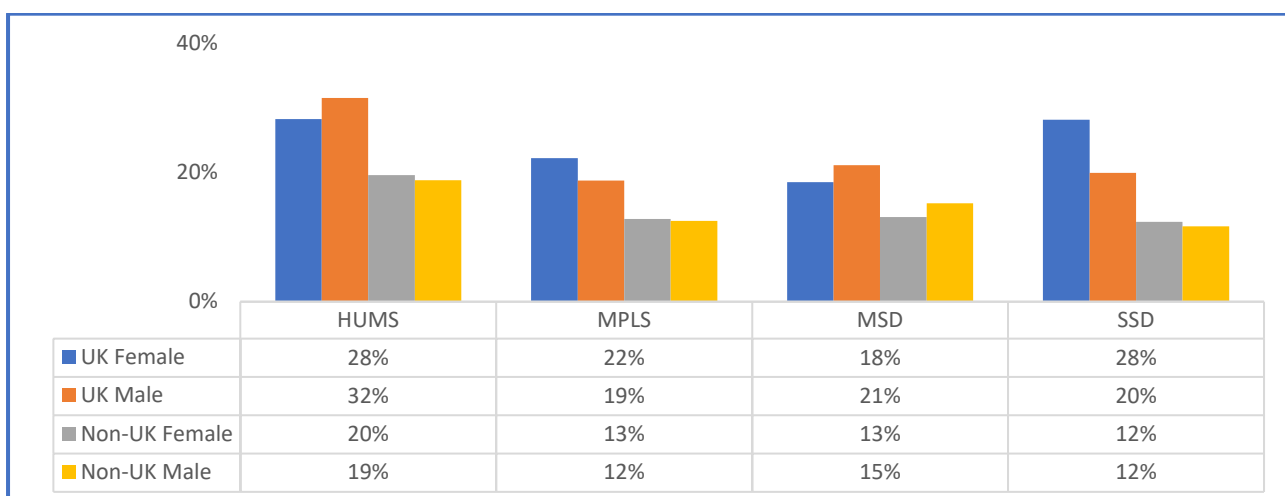|	HUMS	MPLS	MSD	SSD
BME	31%	14%	10%	13%
White	30%	17%	18%	17%

Source: SDMA. Year of entry = 2021. Success rate = proportion of applicants accepting a place at Oxford.

Figure 57 Postgraduate taught applicant success rates by BME/White ethnicity and domicile, 2016-20

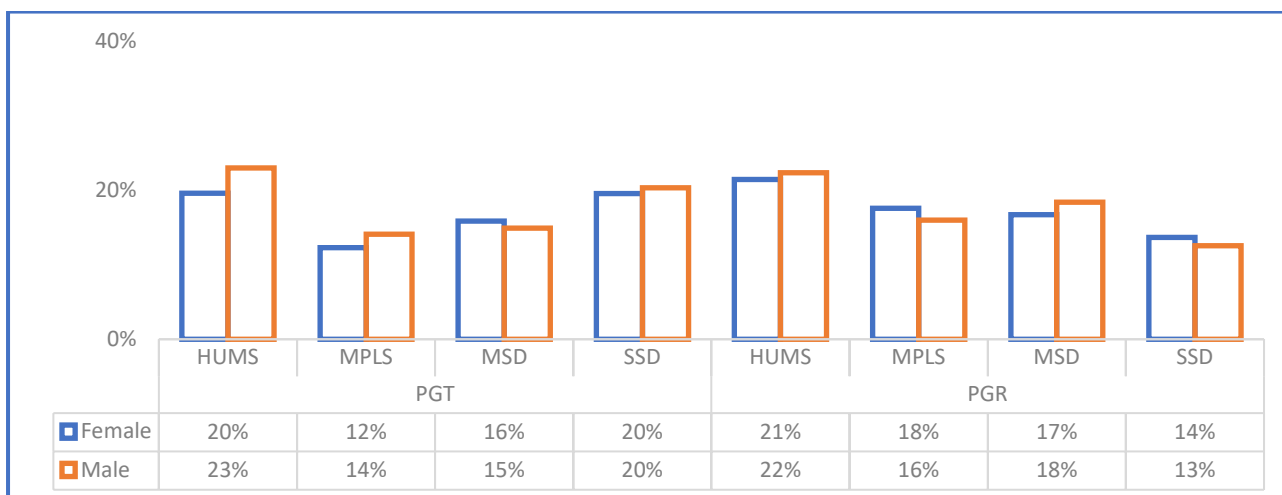|	2016	2017	2018	2019	2020
UK BME	28%	25%	26%	27%	27%
UK White	37%	38%	34%	32%	34%
Non-UK BME	15%	15%	13%	13%	14%
Non-UK White	24%	25%	22%	22%	24%

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

Figure 58 Postgraduate research applicant success rates by BME/White ethnicity and domicile, 2016-20

	2016	2017	2018	2019	2020
■ UK BME	15%	19%	19%	14%	16%
■ UK White	23%	26%	25%	23%	24%
■ Non-UK BME	11%	13%	12%	11%	11%
■ Non-UK White	19%	18%	19%	17%	19%

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

Figure 59 Postgraduate applicant success rates by ethnic group, domicile and level of study, 2018 to 2020

	Asian	Black	Mixed	Other	White	Asian	Black	Mixed	Other	White
			PGT					PGR		
■ UK	24%	27%	31%	29%	34%	15%	13%	21%	16%	24%
■ Non-UK	12%	13%	18%	15%	23%	12%	8%	14%	8%	18%

Source: GAR. Years of entry = 2018/19, 2019/20, 2020/21. Success rate = proportion of applicants accepting a place at Oxford.

DISABILITY

The proportion of undergraduate applicants declaring a disability has risen from 6% in the 2017 cycle to 8% in 2021. However, UK-domiciled applicants are nearly four times as likely to declare a disability as those from outside the UK. In the 2021 admissions cycle, 11% of UK applicants and 12% of acceptances had declared a disability, compared with 3% of non-UK applicants and acceptances. Success rates were equal within each domicile type, with some variation by division.

Within both the UK and non-UK domicile groups, disabled applicants' success rates were equal to or above average, regardless of impairment type,

indicating that there was no disadvantage for applicants who chose to declare their disability during the admissions process. We are aware, however, that these figures do not reflect the true prevalence of disability given that disclosure rates are much higher among first year on-course students (17%).[200] 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.

The proportion of applicants for postgraduate study declaring a disability during the admissions process has

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[200] First year undergraduates in HUMS, MPLS, MSD and SSD, 1 December 2021 (all domiciles).

hovered around 8-9% over the last five years. In the 2020/21 cycle, 9% of all applicants declared a disability compared with 13% of those who accepted an offer. Applicants who declare a disability consistently have higher overall success rates than those without a disability, particularly among applicants domiciled outside the UK.

Analysis by impairment type shows equal or higher success rates for most disabled applicants, though those with multiple or sensory impairments (the latter were very few in number) may have been slightly less likely to gain a place.

The number of disabled applicants has increased by 42% over the last five years compared with 33% for applicants with no known disability.

The proportion of postgraduate first years declaring a disability on their student record was less than one percentage point higher (14%) than those declaring during the admissions process.

Figure 60 Undergraduate applicant success rates by disability status and domicile, 2017-21

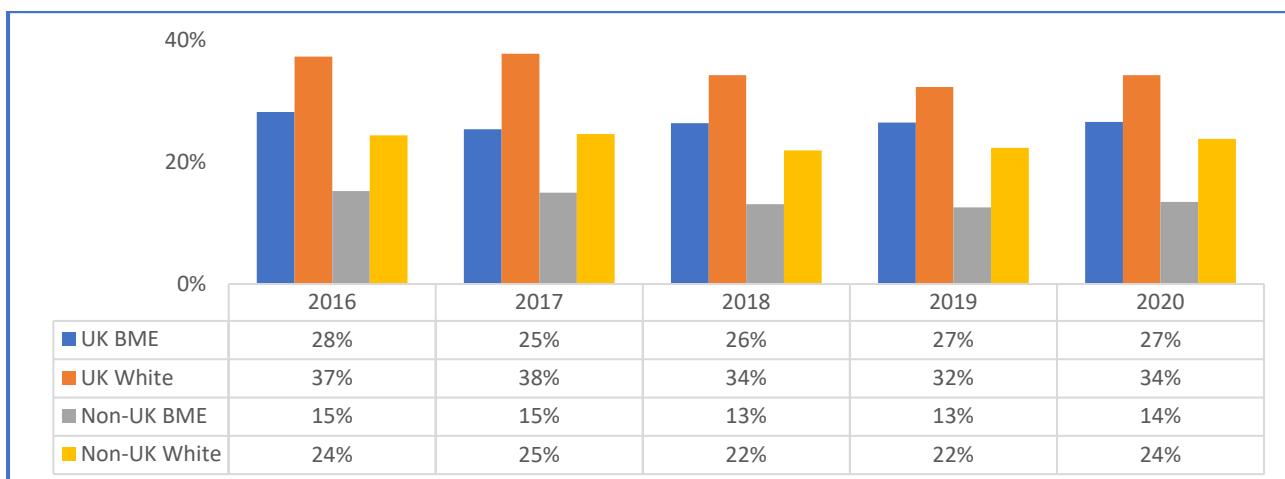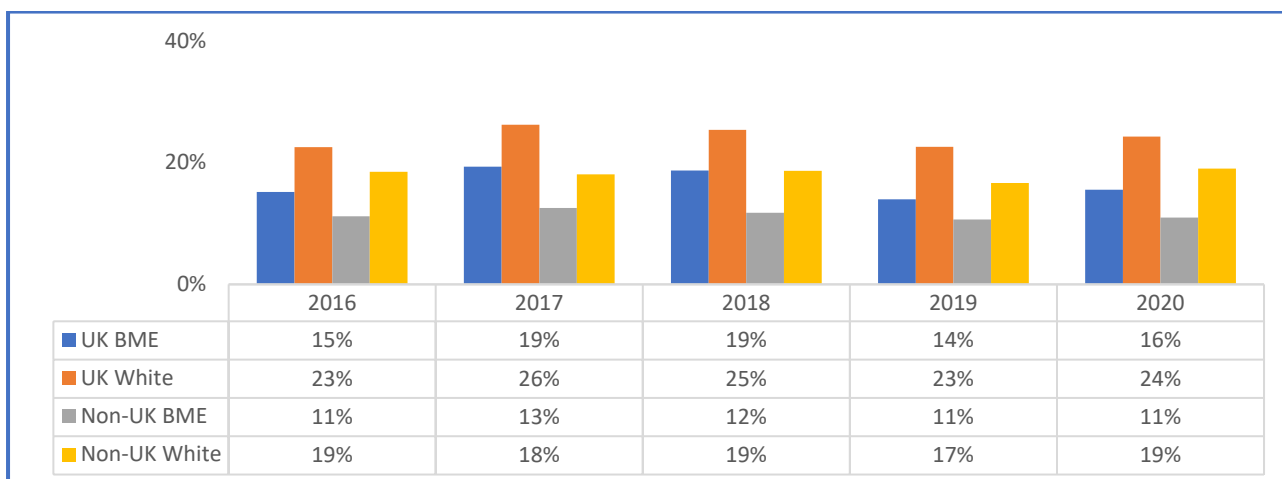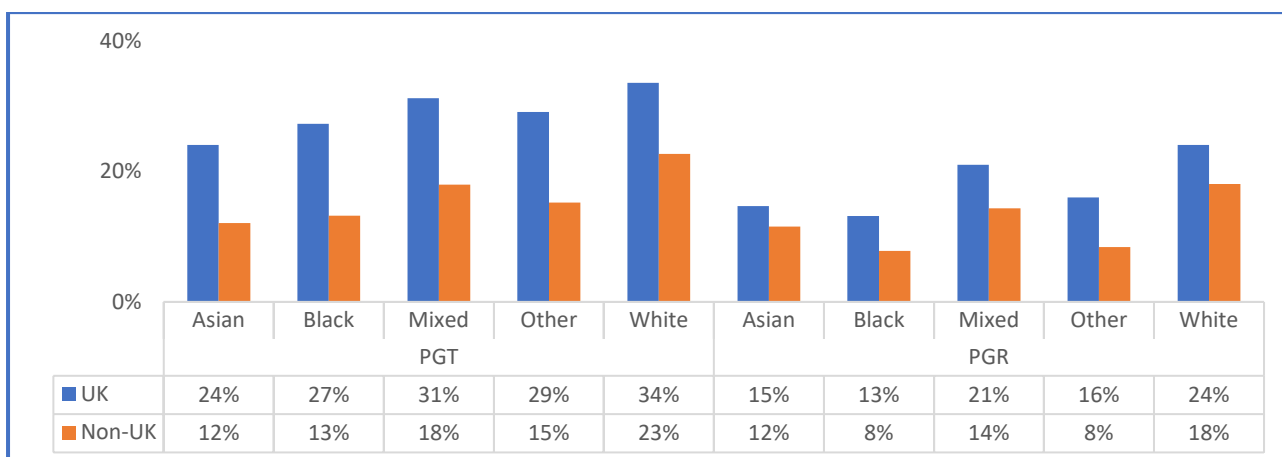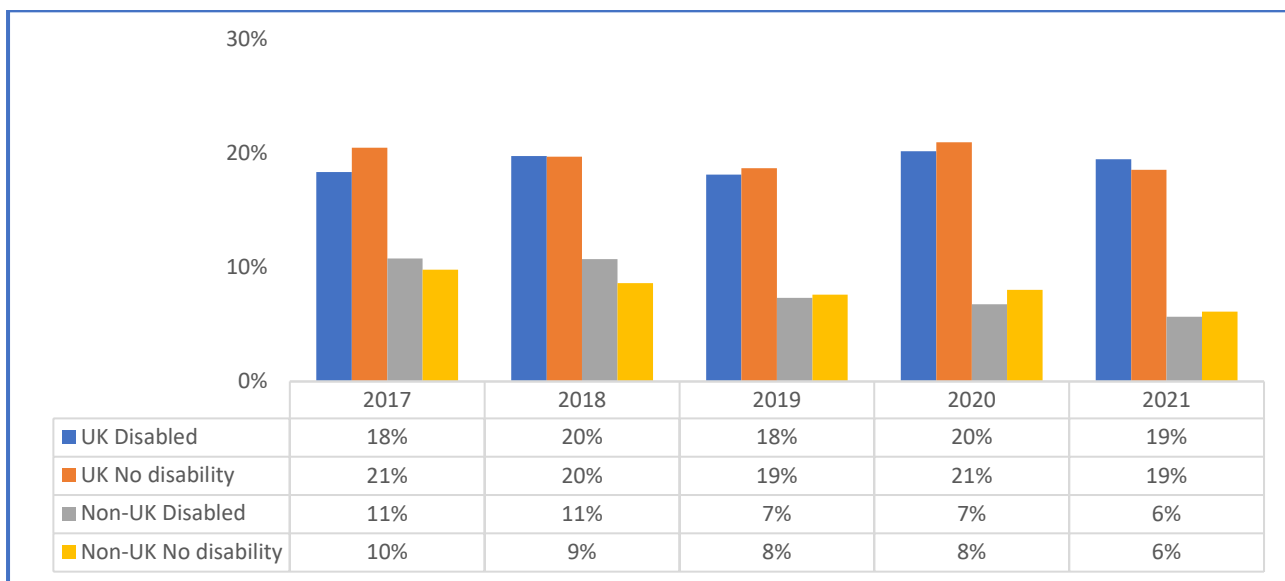|	2017	2018	2019	2020	2021
UK Disabled	18%	20%	18%	20%	19%
UK No disability	21%	20%	19%	21%	19%
Non-UK Disabled	11%	11%	7%	7%	6%
Non-UK No disability	10%	9%	8%	8%	6%

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

Figure 61 Undergraduate applicant success rates by disability status, division and domicile, 2021
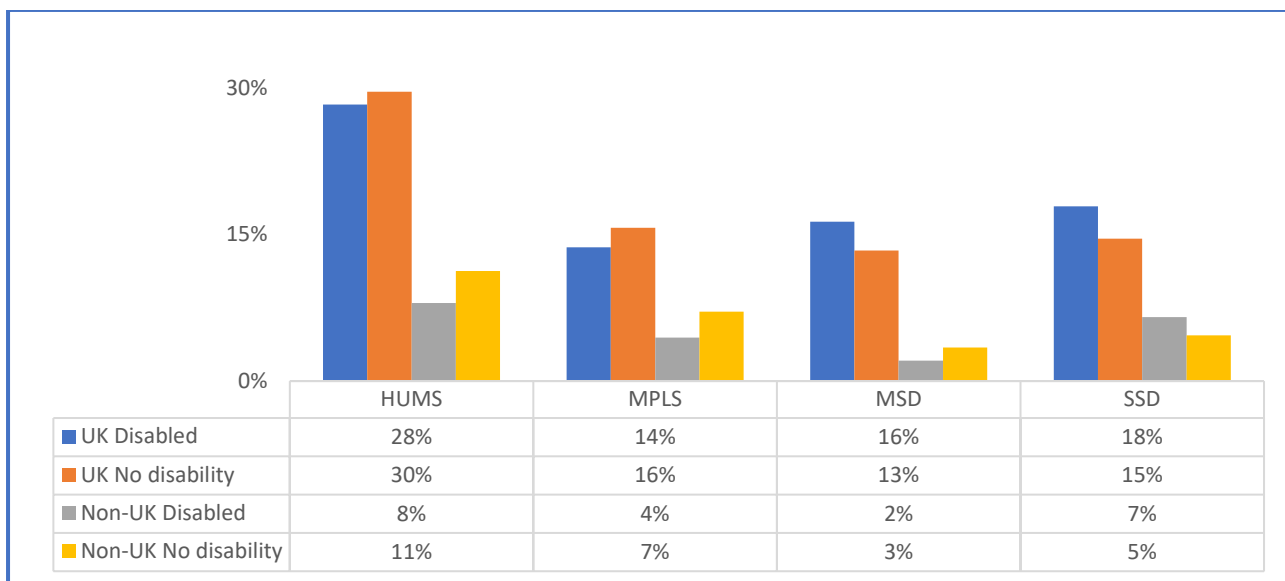
	HUMS	MPLS	MSD	SSD
UK Disabled	28%	14%	16%	18%
UK No disability	30%	16%	13%	15%
Non-UK Disabled	8%	4%	2%	7%
Non-UK No disability	11%	7%	3%	5%

Source: SDMA. Year of entry = 2021. Success rate = proportion of applicants accepting a place at Oxford.

Figure 62 Undergraduate success rates by impairment type, 2019 to 2021
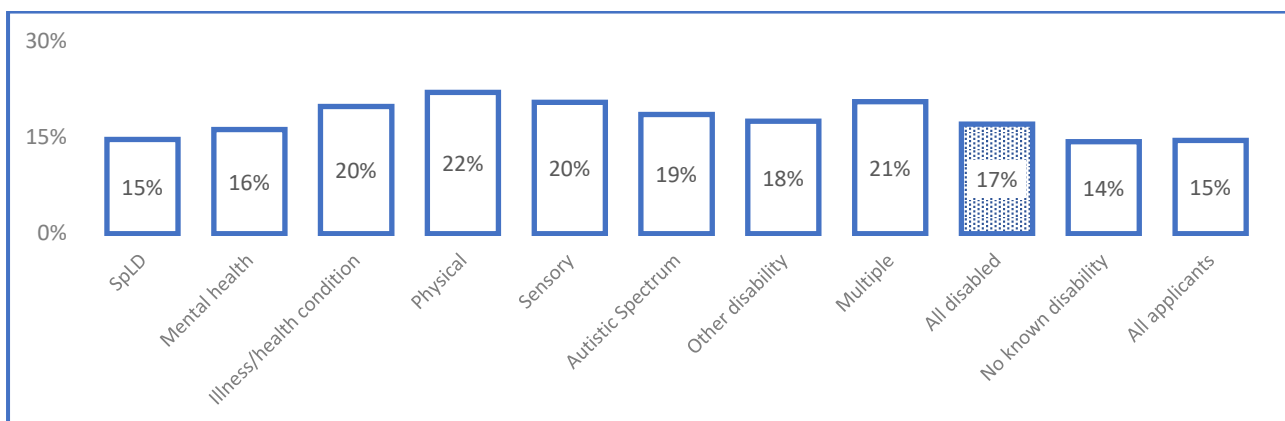
Source: SDMA. All domiciles. Years of entry = 2019, 2020, 2021. Success rate = proportion of applicants accepting a place at Oxford. SpLD = Specific Learning Difficulties. Success rate of 'All disabled' applicants highlighted.

Figure 63 Postgraduate taught applicant success rates by disability status and domicile, 2016-20
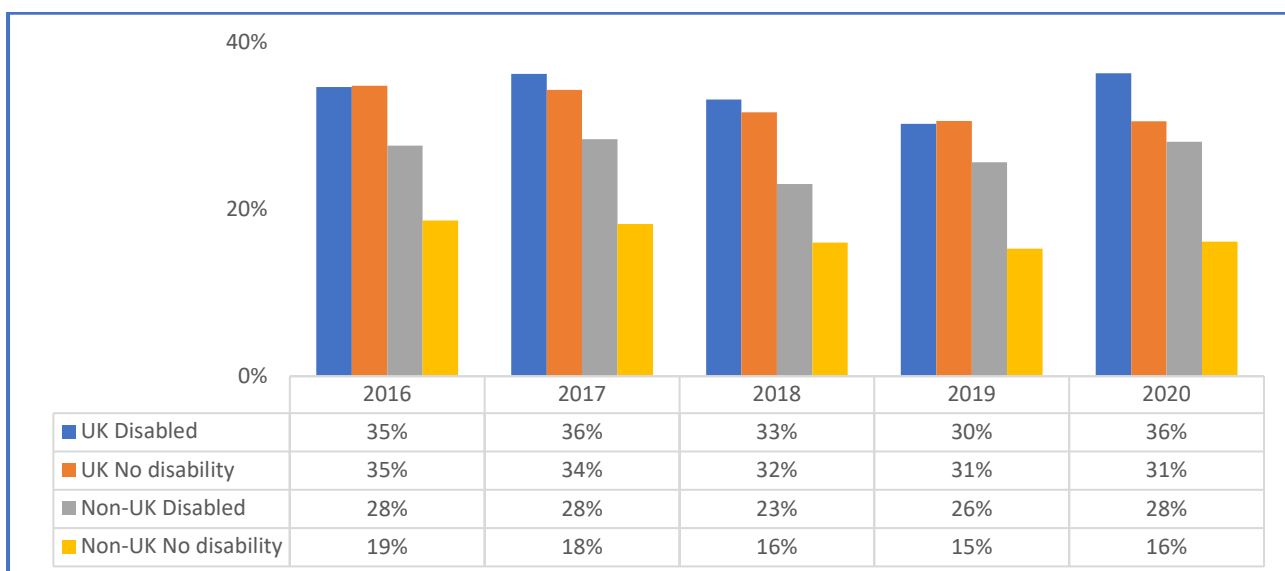
	2016	2017	2018	2019	2020
UK Disabled	35%	36%	33%	30%	36%
UK No disability	35%	34%	32%	31%	31%
Non-UK Disabled	28%	28%	23%	26%	28%
Non-UK No disability	19%	18%	16%	15%	16%

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

Figure 64 Postgraduate taught applicant success rates by impairment type, 2018 to 2020
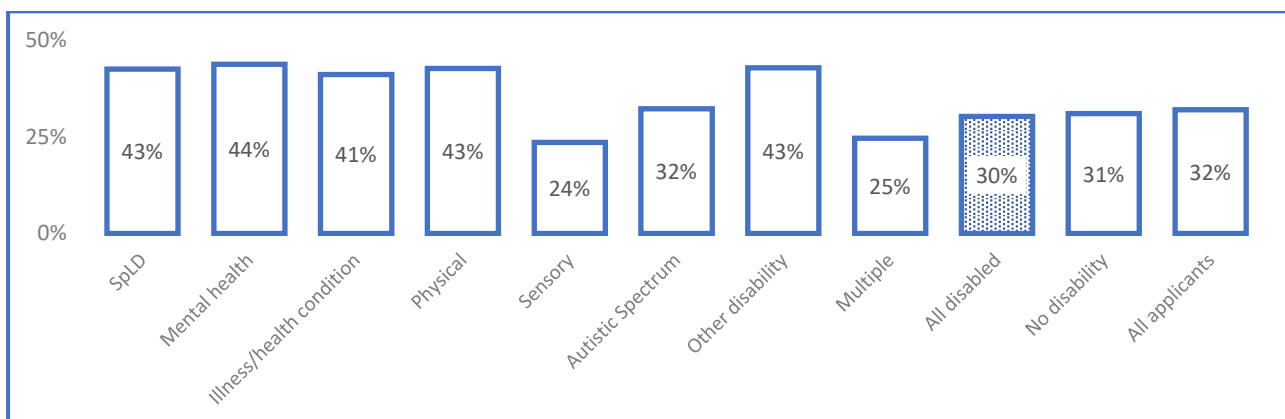
Source: GAR. All domiciles. Years of entry = 2018/29, 2019/20, 2020/21. Success rate = proportion of applicants accepting a place at Oxford. Success rate of 'All disabled' applicants highlighted.

Figure 65 Postgraduate research applicant success rates by disability status and domicile, 2016-20

	2016	2017	2018	2019	2020
■ UK Disabled	24%	29%	28%	27%	26%
■ UK No disability	21%	24%	23%	19%	21%
■ Non-UK Disabled	20%	25%	22%	20%	24%
■ Non-UK No disability	14%	15%	14%	12%	13%
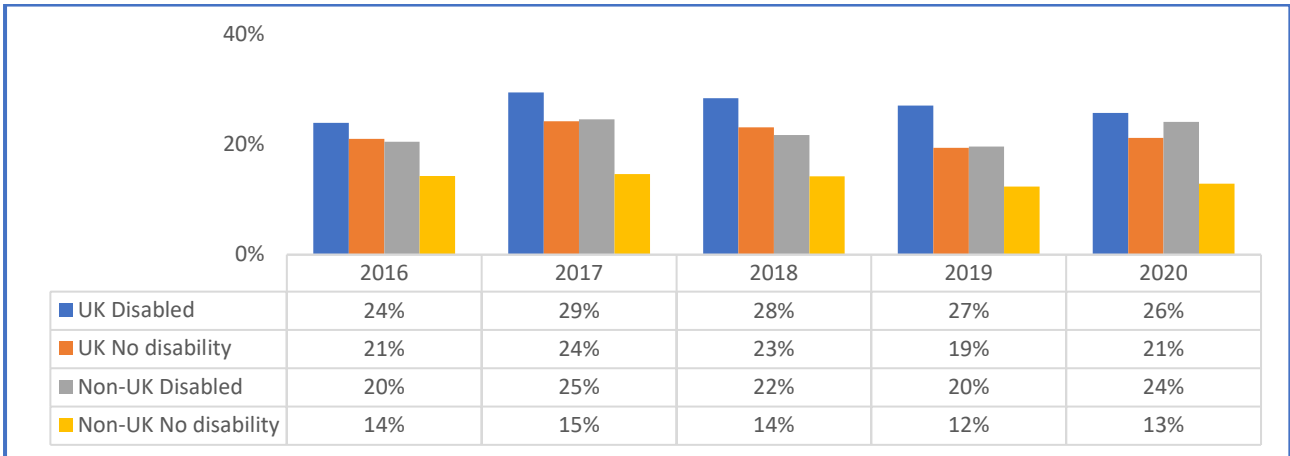
Source: GAR. Date = year of entry. Success rate = proportion of applicants accepting a place at Oxford

Figure 66 Postgraduate research applicant success rates by impairment type, 2018 to 2020
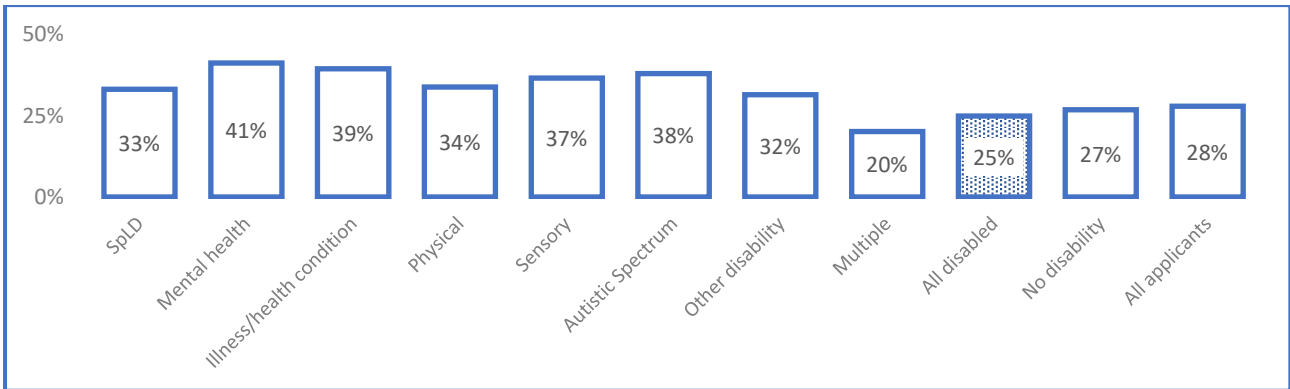
Source: GAR. All domiciles. Years of entry = 2018/29, 2019/20, 2020/21. Success rate = proportion of applicants accepting a place at Oxford. Success rate of 'All disabled' applicants highlighted.

AGE

Over the last three admissions cycles, 97% of all undergraduate applicants were aged under 21, together with 97% of those accepted. Although the number of applicants over 21 was very small, success rates were similar across each age band. Applicants aged under 18 (3% of the total) were half as likely to be successful as those over 18.

Overall, 58% of applicants for postgraduate study in 2020/21 were aged 25 or under while only 10% were over 36. Success rates were similar for all age groups, though older applicants were more likely to be accepted, particularly for PGT programmes.

Figure 67 Undergraduate applicant success rates by age band, 2019 to 2021
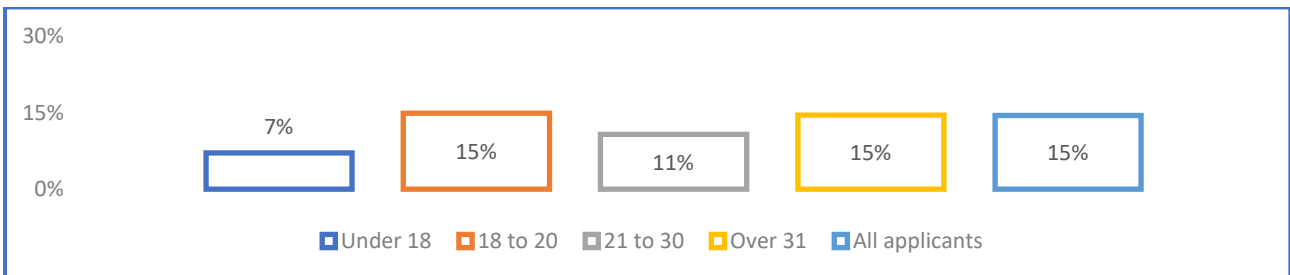
Source: SDMA. All domiciles. Years of entry = 2019, 2020, 2021.

Figure 68 Undergraduate applicant outcomes by age band, 2019 to 2021
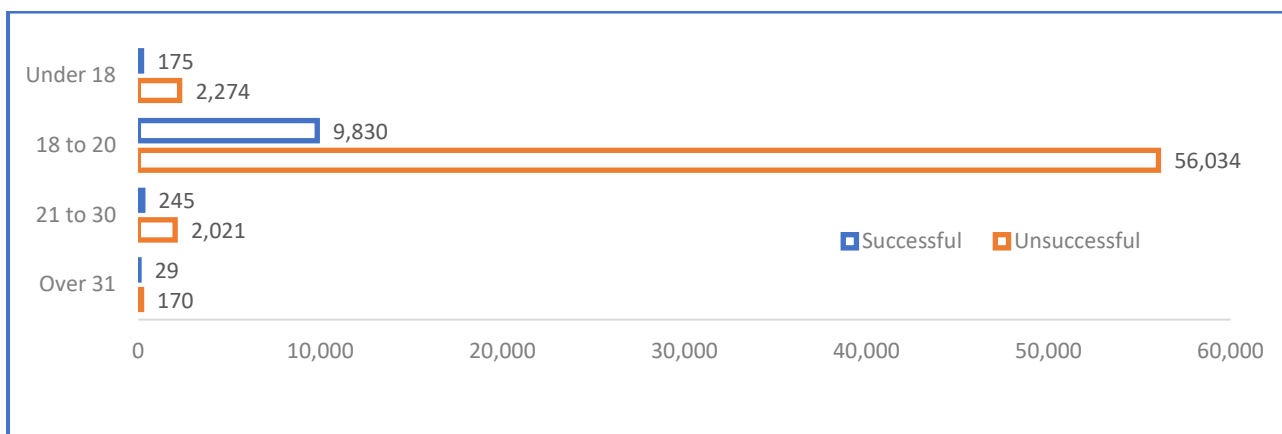
Source: SDMA. All domiciles. Years of entry = 2019, 2020, 2021.

Figure 69 Postgraduate applicant success rates by age band, domicile and level of study, 2020
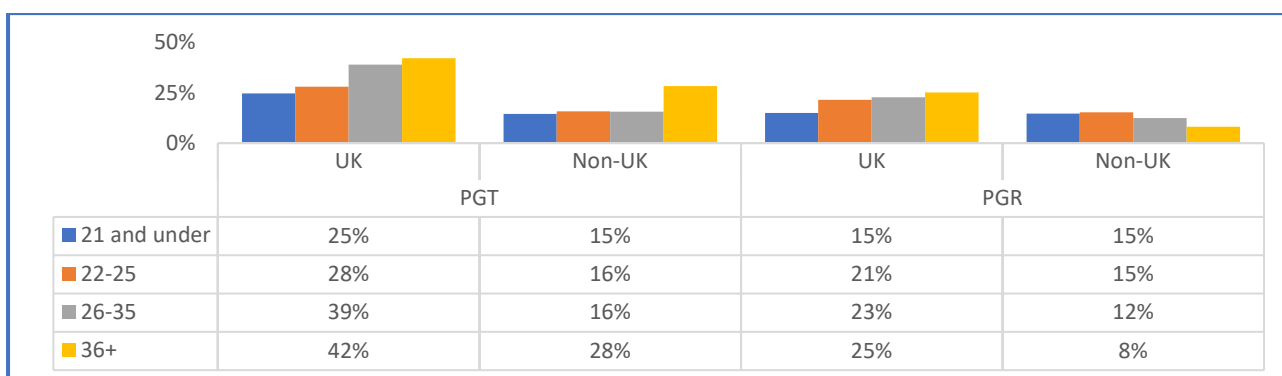
	PGT		PGR	
	UK	Non-UK	UK	Non-UK
■ 21 and under	25%	15%	15%	15%
■ 22-25	28%	16%	21%	15%
■ 26-35	39%	16%	23%	12%
■ 36+	42%	28%	25%	8%

Source: GAR. Year of entry = 2020/21. Success rate = proportion of applicants accepting a place at Oxford.

On-course students

SEX

The overall proportions of male and female students have equalised for the first time. As of 1 December 2021, 50% of matriculated undergraduate and postgraduate students across the four academic divisions and the Department for Continuing Education were female.[201]

There has been a six percentage point increase in the proportion of UK-domiciled women over the last five years, double that for non-UK students. The overall proportion of female postgraduate research students has increased by four percentage points, from 41% to 45%.

Although women comprise less than one third of students in MPLS, there have been notable increases in the share of female undergraduate and postgraduate taught students while women's representation among doctoral students has barely changed. However, in 2021 34% of first year doctoral students were female, well above the 30% average of the previous four years.

Across UK higher education, 0.2% of all students identified as other (non-binary) gender in 2020/21. The reported figure for Oxford was 0.1%.[202]

1.0% of Oxford students reported that their gender identity did not match the sex they were assigned at birth (7% unknown).

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[201] Excludes Visiting, Recognised and Other students who are not pursuing an Oxford qualification.

[202] HESA Student Record, 2020/21

Figure 70 Female students by level of study, 2017-21
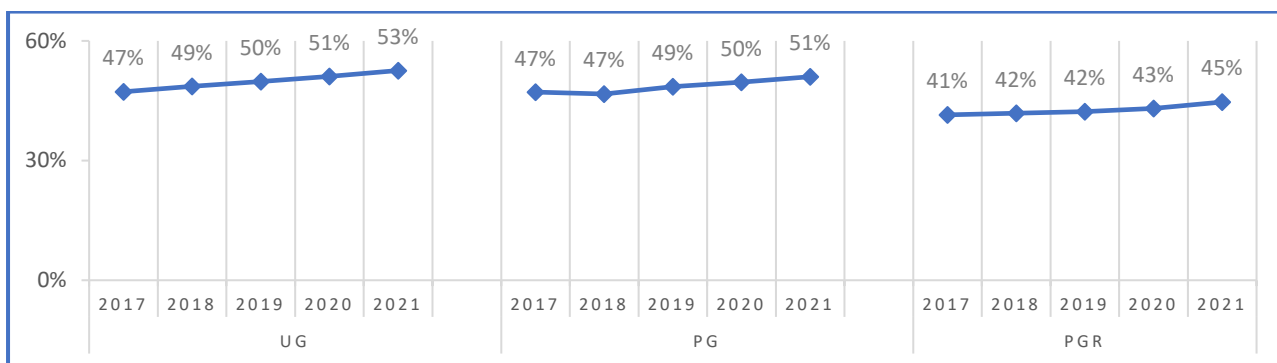
UG: 2017 47%, 2018 49%, 2019 50%, 2020 51%, 2021 53%
PG: 2017 47%, 2018 47%, 2019 49%, 2020 50%, 2021 51%
PGR: 2017 41%, 2018 42%, 2019 42%, 2020 43%, 2021 45%

Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Percentage = of total population.

Figure 71 Female students by domicile, 2017-21
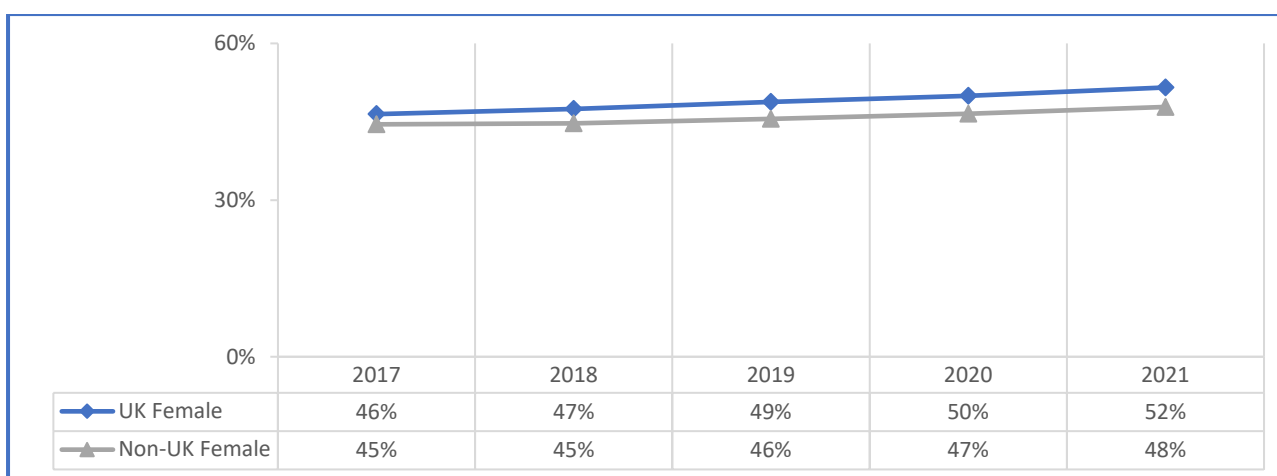
	2017	2018	2019	2020	2021
UK Female	46%	47%	49%	50%	52%
Non-UK Female	45%	45%	46%	47%	48%

Source: SDMA, Student Statistics. All divisions including Continuing Education. Percentage = of total population.

Figure 72 Female students by division, 2017-21

	2017	2018	2019	2020	2021
HUMS	56%	57%	58%	58%	60%
MPLS	28%	29%	30%	31%	32%
MSD	54%	56%	57%	58%	60%
SSD	49%	49%	51%	52%	53%
OUDCE	54%	55%	54%	58%	59%

Source: SDMA, Student Statistics. All domiciles. Percentage = of total population.

Figure 73 Female students in MPLS by level of study, 2017-21

	2017	2018	2019	2020	2021
UG	30%	30%	32%	33%	35%
PGT	16%	19%	20%	23%	22%
PGR	29%	29%	29%	29%	30%

Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Percentage = of total population.

ETHNICITY

On 1 December 2021, 22% of UK and 52% of non-UK-domiciled students were known to be BME. The overall proportion of Black and Minority Ethnic students at Oxford has risen by seven percentage points over the last five years, from 27% to 34%.

The total share of UK-domiciled BME undergraduates has increased rapidly in the last five years, rising from 16% in 2017 to 22% in 2021. A quarter of UK-domiciled PGT students are known to be BME, in line with other universities. However, there has been little change in the proportion of UK BME doctoral students, which trails the national average by two percentage points (17% to 19%).

The four academic divisions have made significant progress in increasing the representation of both UK and non-UK-domiciled BME students over the last five years. However, there has been no change in the representation of UK BME students at the Department of Continuing Education.

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, a range of targeted positive action scholarships and a £1.6m collaborative project with the University of Cambridge to develop a new model for graduate admissions.[203]

Figure 74 Black and Minority Ethnic students by domicile, 2017-21
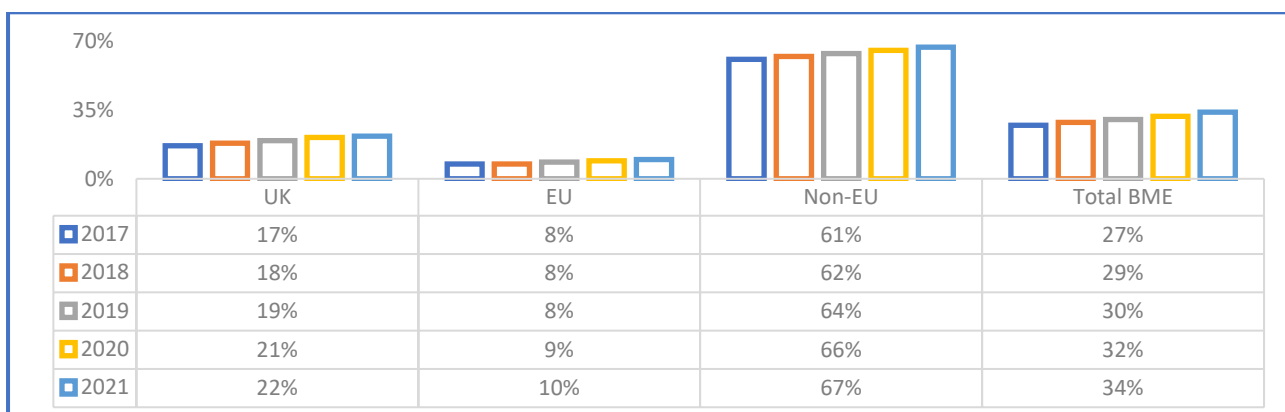
	UK	EU	Non-EU	Total BME
2017	17%	8%	61%	27%
2018	18%	8%	62%	29%
2019	19%	8%	64%	30%
2020	21%	9%	66%	32%
2021	22%	10%	67%	34%

Source: SDMA, Student Statistics. All divisions including Continuing Education. Percentage = of total population.

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[203] www.ox.ac.uk/admissions/graduate/access

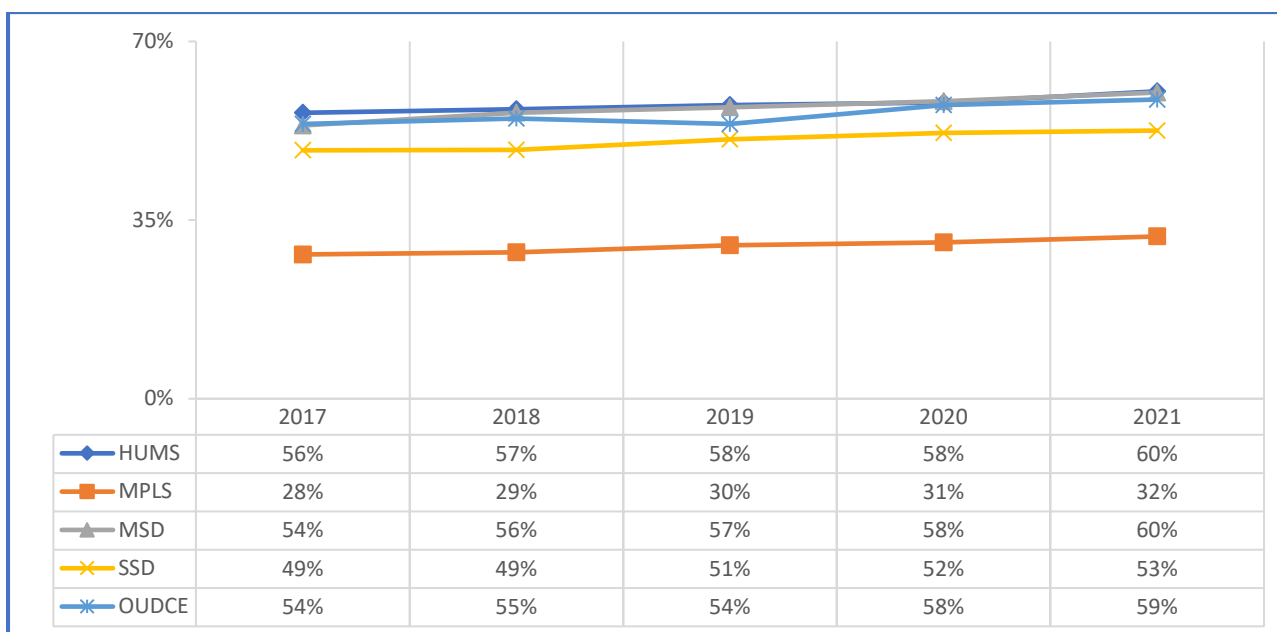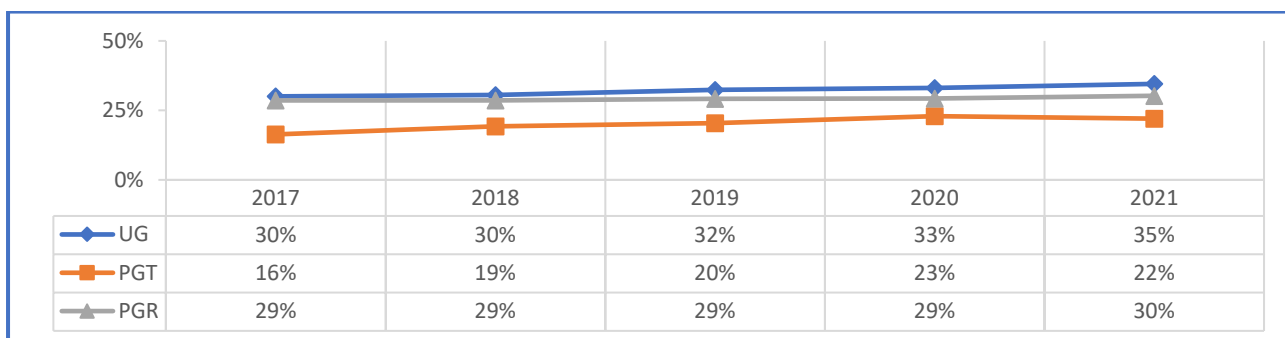**Figure 75 Black and Minority Ethnic students by domicile and level of study, 2017-21**
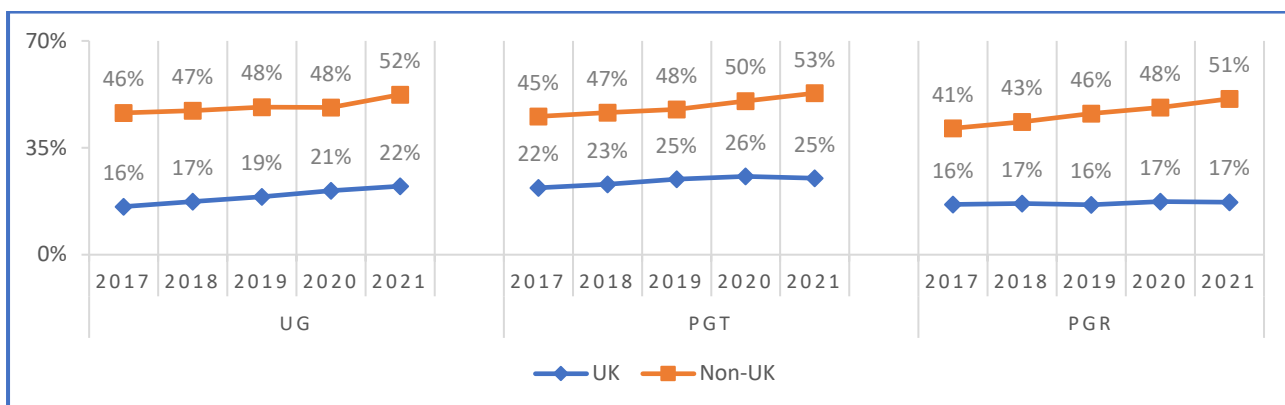
Source: SDMA, Student Statistics. All divisions including Continuing Education. Percentage = of total population.

Figure 76 UK-domiciled Black and Minority Ethnic students by division, 2017-21

	2017	2018	2019	2020	2021
HUMS	14%	14%	15%	17%	18%
MPLS	17%	18%	19%	20%	22%
MSD	20%	22%	24%	26%	26%
SSD	18%	20%	23%	25%	26%
OUDCE	19%	19%	18%	20%	18%
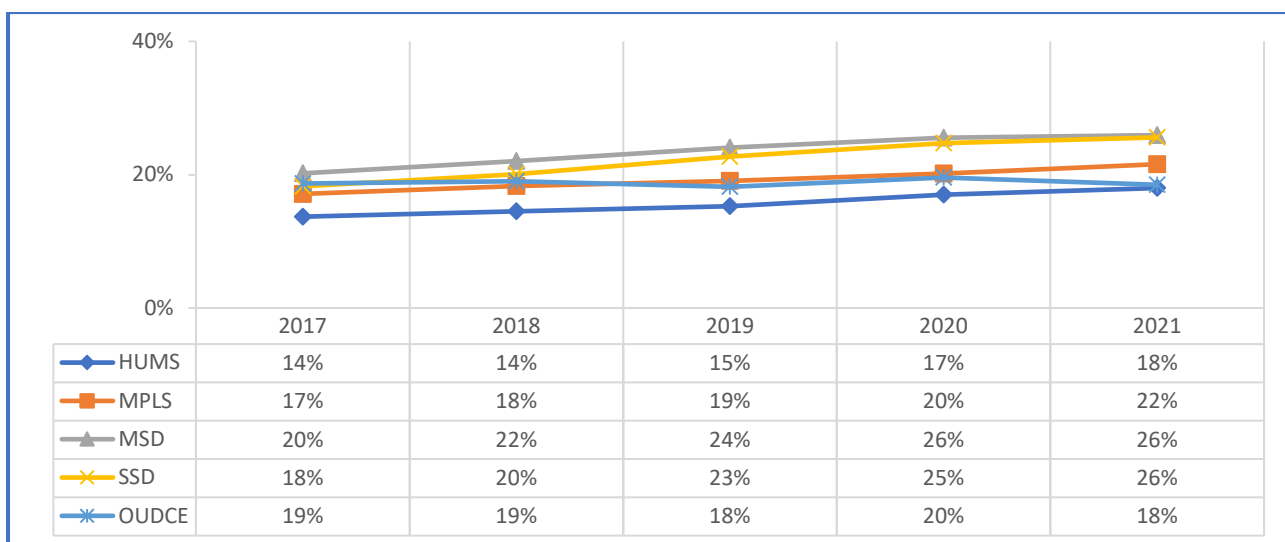
Source: SDMA, Student Statistics. Percentage = of total UK-domiciled population.

Figure 77 Non-UK-domiciled Black and Minority Ethnic students by division, 2017-21

	2017	2018	2019	2020	2021
HUMS	29%	32%	34%	37%	38%
MPLS	50%	50%	51%	52%	55%
MSD	43%	45%	49%	51%	57%
SSD	47%	49%	50%	52%	55%
OUDCE	38%	39%	44%	42%	42%

Source: SDMA, Student Statistics. Percentage = of total non-UK-domiciled population.

Figure 78 UK-domiciled Black and Minority Ethnic students by ethnic group, 2017-21

	2017	2018	2019	2020	2021
Asian	6%	7%	7%	7%	8%
Black	2%	2%	2%	3%	3%
Chinese	2%	2%	2%	2%	2%
Mixed	6%	6%	6%	7%	7%
Other	1%	1%	1%	2%	2%

Source: SDMA, Student Statistics. All divisions including Continuing Education. Percentage = of total UK-domiciled population. Figures for White and Unknown ethnicity not shown.

Figure 79 Non-UK-domiciled Black and Minority Ethnic students by ethnic group, 2017-21

	2017	2018	2019	2020	2021
Asian	13%	14%	13%	13%	15%
Black	3%	3%	4%	4%	4%
Chinese	19%	20%	21%	23%	23%
Mixed	5%	6%	6%	6%	6%
Other	4%	3%	4%	4%	4%

Source: SDMA, Student Statistics. All divisions including Continuing Education. Percentage = of total non-UK-domiciled population. Figures for White and Unknown ethnicity not shown.

Table 12 UK-domiciled students by ethnicity and division, 2021

Ethnic group	Ethnicity	HUMS	MPLS	MSD	SSD	OUDCE	Grand Total
Asian	Asian Bangladeshi	0%	1%	1%	1%	0%	1%
	Asian Indian	2%	4%	6%	5%	4%	4%
	Asian Pakistani	1%	1%	1%	2%	1%	1%
	Other Asian	1%	2%	3%	2%	2%	2%
Black	Black African	1%	2%	2%	3%	3%	2%
	Black Caribbean	0%	0%	0%	0%	1%	0%
	Other Black	0%	0%	0%	0%	0%	0%
Chinese	Chinese	1%	3%	2%	2%	2%	2%
Mixed	Mixed White and Asian	4%	3%	3%	3%	1%	3%
	Mixed White and Black African	1%	0%	0%	0%	0%	0%

Ethnic group	Ethnicity	HUMS	MPLS	MSD	SSD	OUDCE	Grand Total
	Mixed White and Black Caribbean	1%	0%	1%	1%	0%	1%
	Other mixed	2%	2%	2%	3%	2%	2%
Other	Arab	0%	0%	1%	1%	1%	1%
	Other	1%	1%	1%	1%	1%	1%
White	White	82%	78%	74%	75%	77%	78%
Unknown	Unknown	3%	3%	2%	3%	4%	3%

Source: SDMA, Student Statistics. Percentage = of total population.

Table 13 UK-domiciled Black and Minority Ethnic students by ethnicity and level of study, comparing Oxford with the rest of UK higher education, 2020/21

Level of study	Provider group	Asian Bangladeshi	Asian Indian	Asian Pakistani	Chinese	Other Asian	Black African	Black Caribbean	Other Black	Mixed	Other	% BME
UG	Oxford	0.7%	4.3%	1.2%	1.5%	1.5%	2.4%	0.5%	0.1%	7.9%	1.4%	21.5%
	Rest of UK	2.0%	3.5%	4.1%	0.7%	2.4%	6.1%	1.4%	0.4%	4.6%	2.0%	27.2%
PGT	Oxford	0.7%	5.3%	2.0%	2.6%	2.1%	2.8%	0.5%	0.2%	5.7%	2.8%	24.7%
	Rest of UK	0.8%	3.5%	2.4%	1.2%	1.9%	6.5%	1.4%	0.4%	4.0%	2.0%	24.1%
PGR	Oxford	0.4%	2.5%	0.7%	3.2%	1.6%	1.3%	0.1%	0.0%	5.4%	1.8%	17.0%
	Rest of UK	0.5%	2.7%	1.6%	1.6%	1.8%	3.7%	0.9%	0.2%	3.8%	2.4%	19.2%
Total	Oxford	0.6%	3.8%	1.1%	2.0%	1.6%	2.2%	0.4%	0.2%	6.4%	1.7%	20.0%
	Rest of UK	1.7%	3.4%	3.6%	0.8%	2.3%	5.9%	1.4%	0.4%	4.3%	1.9%	25.7%

Source: HESA Student Record, 2020/21. UK-domiciled students, all sexes, modes and years of study, full person equivalent. First degree, higher degree (taught), higher degree (research) and total for all programme types (including foundation degree, other undergraduate and other postgraduate). Percentages for White and Unknown ethnicity not shown.

DISABILITY

On 1 December 2021, 17% of all students had declared a disability, including 21% of UK-domiciled and 10% of non-UK-domiciled students. The proportion of students declaring a disability has increased by five percentage points over the last five years. The pandemic period has seen significant increases in the numbers of students declaring mental health and multiple disabilities.

Around a fifth of UK-domiciled students at each level of study have identified as disabled, compared with around 10% of non-UK. Nearly a quarter of students in the Humanities division (23%) have disclosed a disability, while the other divisions average 15%.

The student record may underestimate the incidence of disability: in February 2022, the Disability Advisory Service reported that it had been contacted by over 6,000 current students (24%).

At the height of the pandemic, the University launched a Mental Health Task Force jointly with the colleges to address students' immediate needs and help implement the Student Wellbeing and Mental Health Strategy. [204]

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[204]
www.ox.ac.uk/students/welfare/mentalhealthandwellbeing

Figure 80 Disabled students by level of study, 2017-21
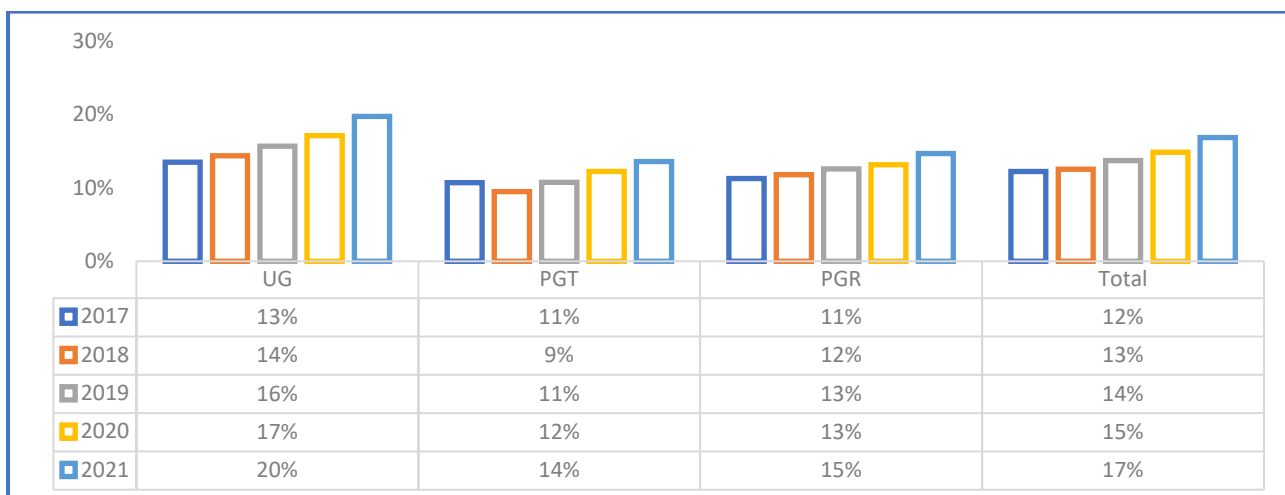
	UG	PGT	PGR	Total
■ 2017	13%	11%	11%	12%
■ 2018	14%	9%	12%	13%
■ 2019	16%	11%	13%	14%
■ 2020	17%	12%	13%	15%
■ 2021	20%	14%	15%	17%

Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Percentage = of total population.
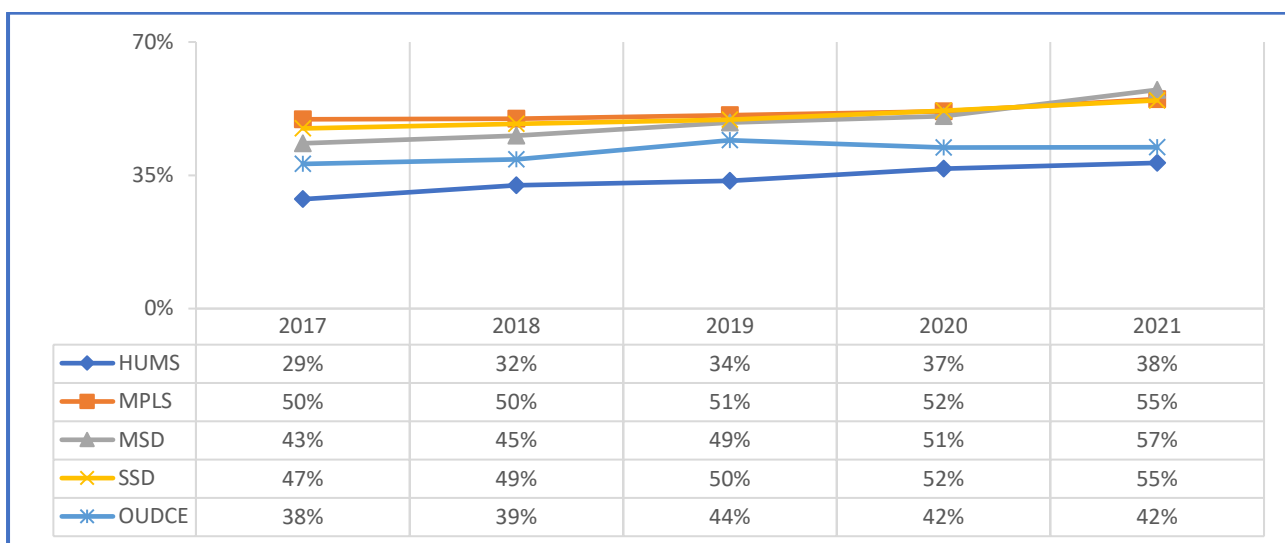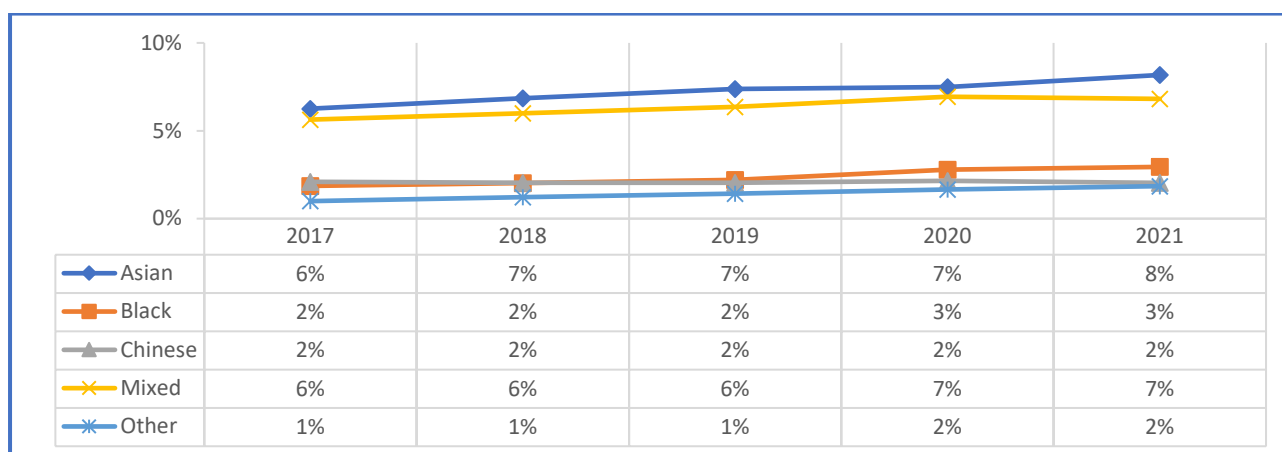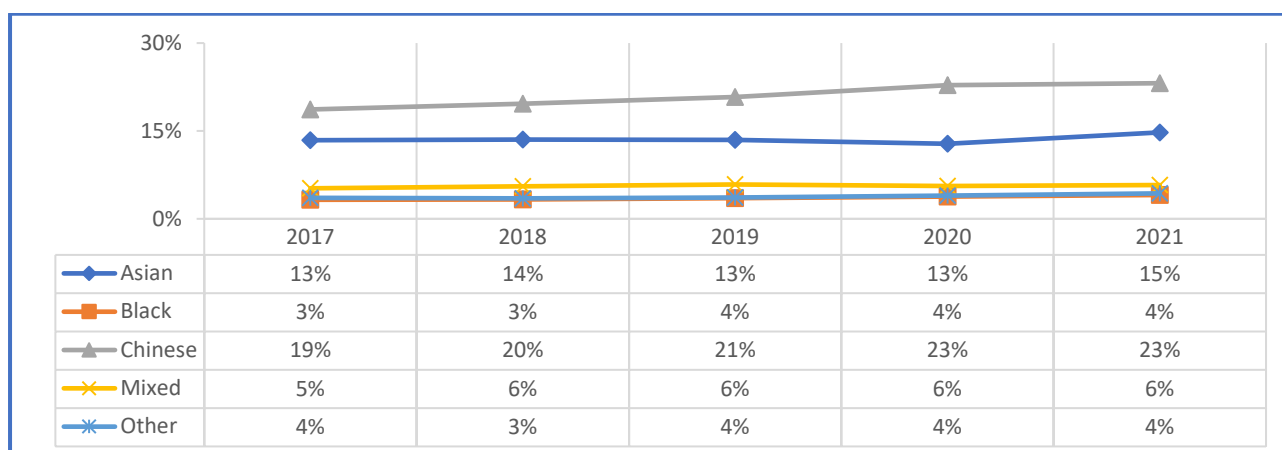
Figure 81 Disabled students by level of study and domicile, 2017-21
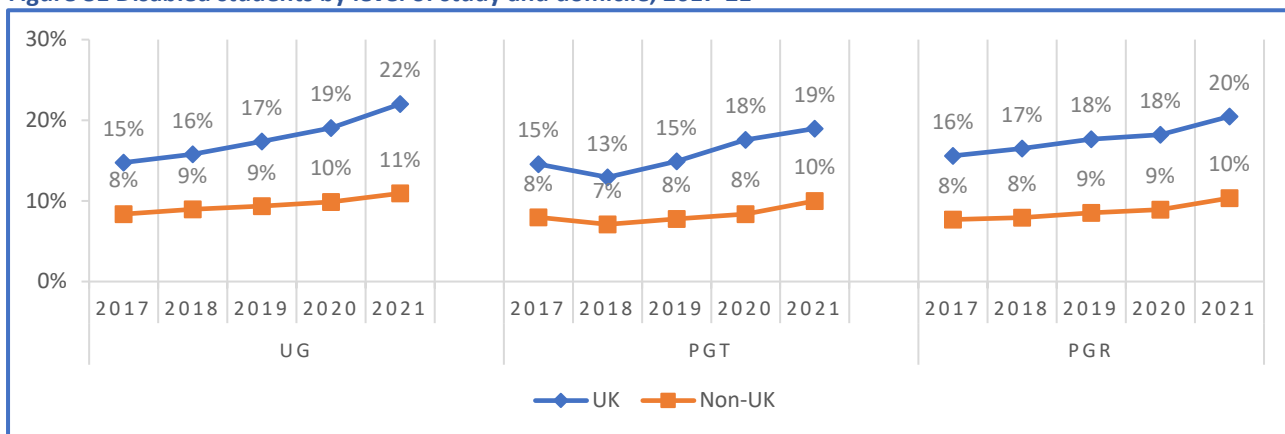
Source: SDMA, Student Statistics. All divisions including Continuing Education. Percentage = of total population.

Figure 82 Disabled students by division, 2017-21

	HUMS	MPLS	MSD	SSD	OUDCE
■ 2017	16%	10%	11%	11%	12%
■ 2018	17%	11%	12%	11%	11%
■ 2019	18%	12%	12%	13%	12%
■ 2020	20%	12%	14%	13%	14%
■ 2021	23%	14%	16%	15%	16%

Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Percentage = of total population.

Figure 83 Disabled students by impairment type, 2017-21

Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Percentage = of total population. Percentages for 2017 and 2021 highlighted.

SEXUAL ORIENTATION

On 1 December 2021, the proportion of students who had declared their sexual orientation stood at 84%. UK and non-UK-domiciled students were almost equally likely to have disclosed: 83% of UK and 85% of non-UK. 15% of all stu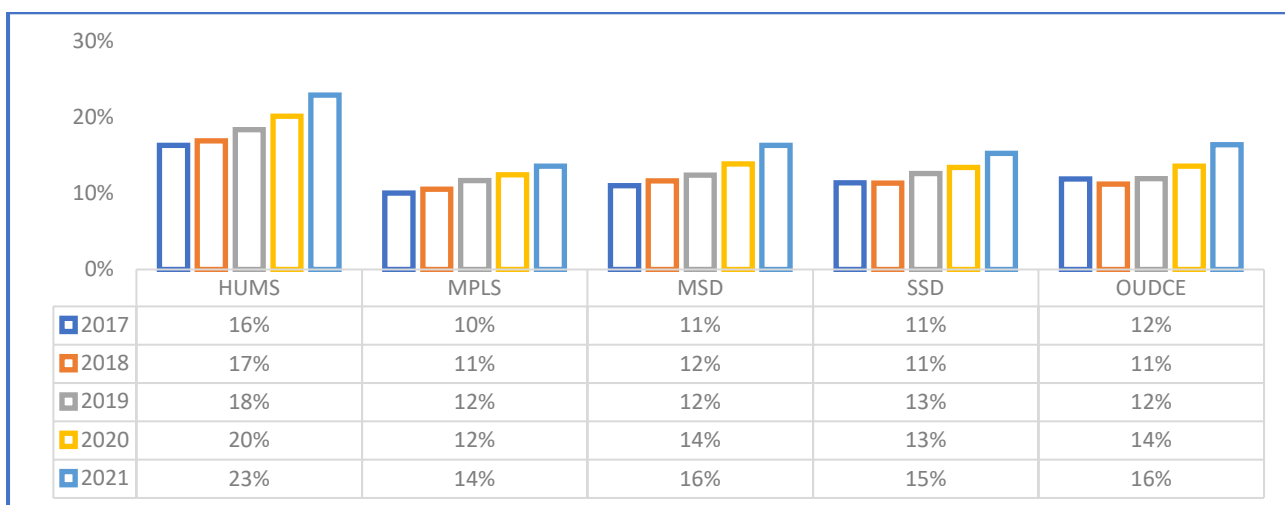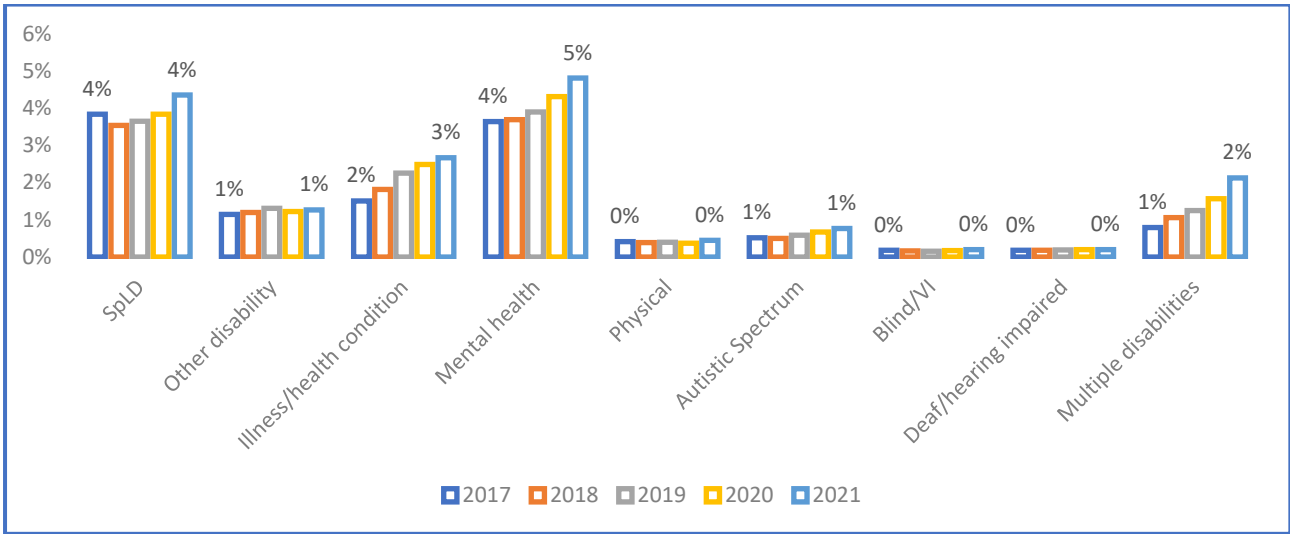dents identity as lesbian, gay, bisexual or other non-heterosexual orientation (LGB+), including 16% of UK and 12% of non-UK-domiciled.

Over a fifth (21%) of Humanities students identity as LGB+, compared with an average of 13% across the other three divisions and Continuing Education. LGB+ students are more than twice as likely to have declared a disability as their heterosexual peers (31% to 13%).

We are in the process of removing gendered category names from our records and reporting.

Figure 84 On-course students by sexual orientation, 2017-21
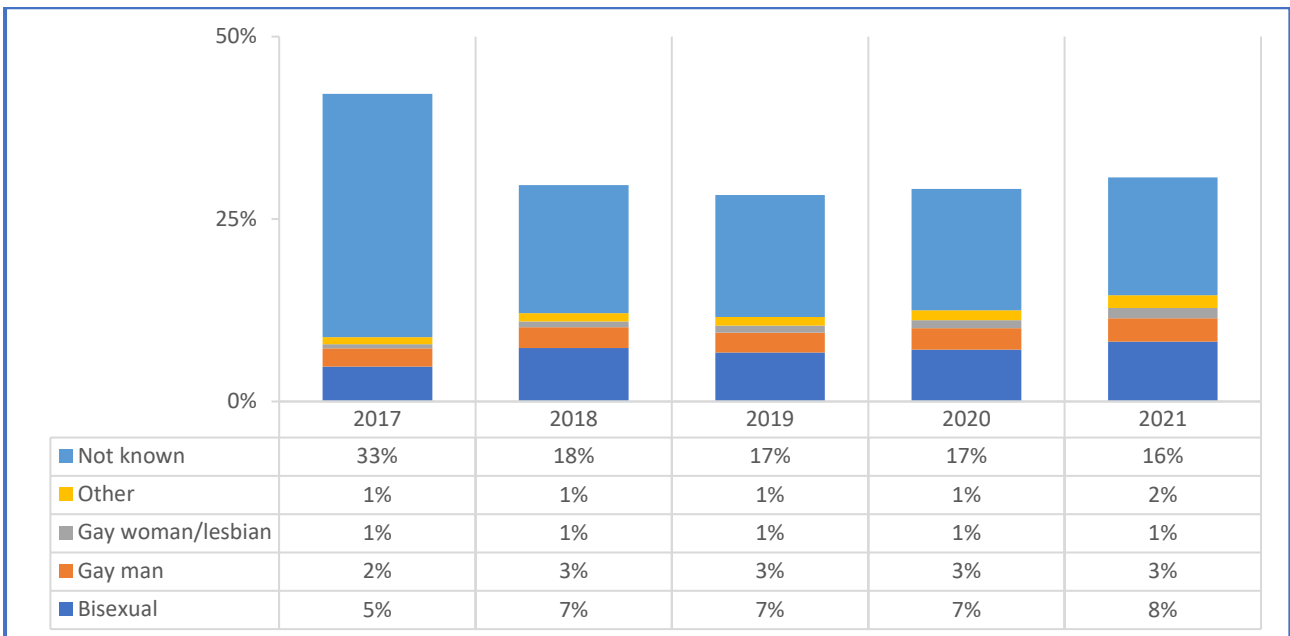
	2017	2018	2019	2020	2021
Not known	33%	18%	17%	17%	16%
Other	1%	1%	1%	1%	2%
Gay woman/lesbian	1%	1%	1%	1%	1%
Gay man	2%	3%	3%	3%	3%
Bisexual	5%	7%	7%	7%	8%

Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. Heterosexual orientation not shown. Percentage = of total population.

Figure 85 LGB+ students by domicile, 2017-21
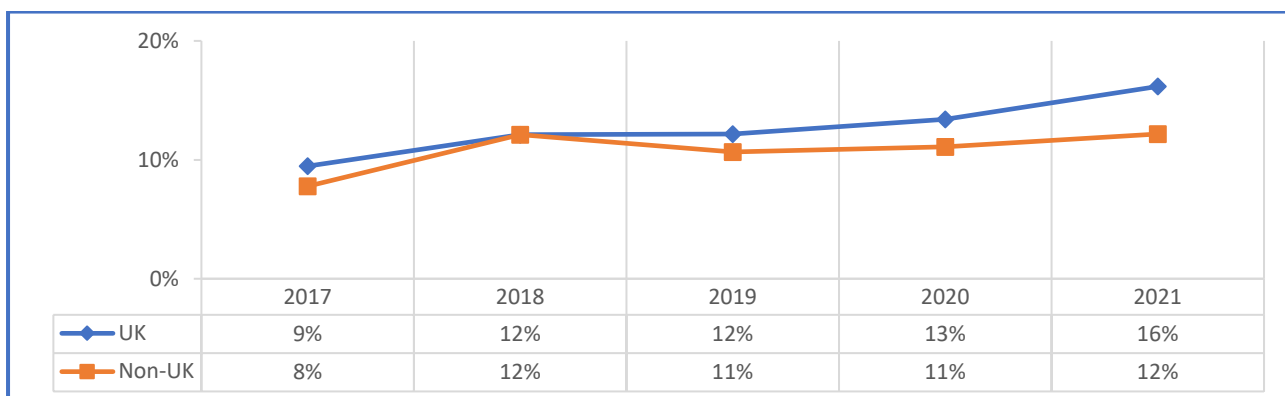
	2017	2018	2019	2020	2021
UK	9%	12%	12%	13%	16%
Non-UK	8%	12%	11%	11%	12%

Source: SDMA, Student Statistics. All divisions including Continuing Education. LGB+ = lesbian, gay, bisexual and other non-heterosexual orientation. Percentage = of total population.

Figure 86 LGB+ students by division, 2017-21

	2017	2018	2019	2020	2021
HUMS	14%	17%	16%	18%	21%
MPLS	6%	10%	9%	10%	12%
MSD	8%	13%	12%	12%	13%
SSD	8%	11%	11%	12%	14%
OUDCE	6%	7%	7%	7%	8%
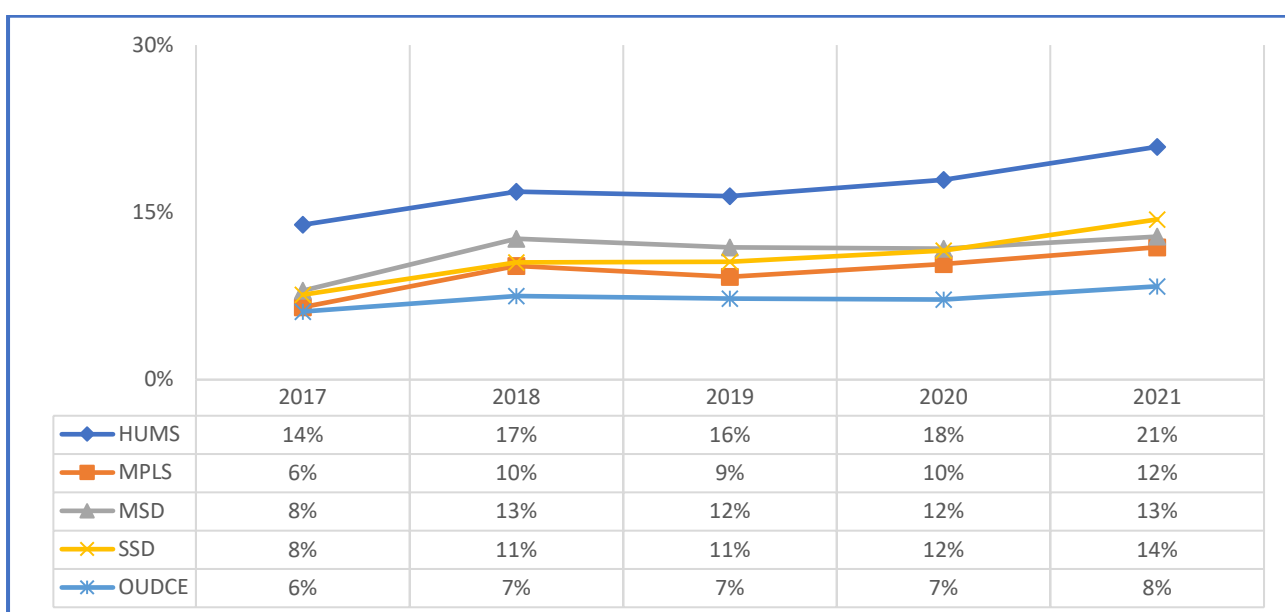
Source: SDMA, Student Statistics. All domiciles. LGB+ = lesbian, gay, bisexual and other non-heterosexual orientation. Percentage = of total population.

Figure 87 Disabled students by sexual orientation, 2017-21

Source: SDMA, Student Statistics. All domiciles. All divisions including Continuing Education. LGB+ = lesbian, gay, bisexual and other non-heterosexual orientation. Percentage = proportion of students in each group declaring a disability.

RELIGION OR BELIEF

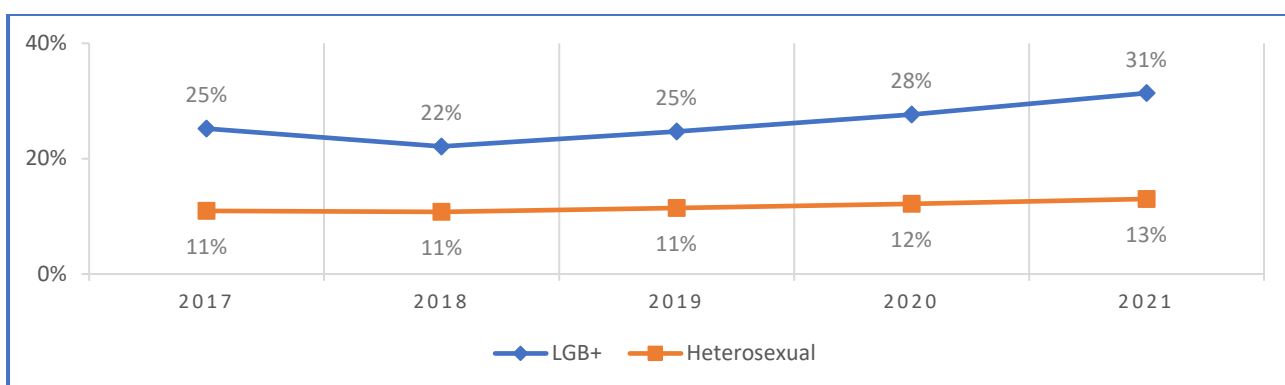On 1 December 2021, 88% of all students had declared their religion or belief (including lack of belief) to the University. Half of all students have no religion or belief while a quarter are Christian. Nearly one in eight (13%) belong to other religions and beliefs while the remainder (12%) have chosen to 'prefer not to say'.

Among those who have provided information about their beliefs, nearly half (48%) of non-UK-domiciled students have a religion or belief compared with 40%

of UK students. The proportion is highest among postgraduate taught students (55%), reflecting their international and ethnic diversity. Overall, more than half of BME students (53%) whose status is known do have a religion or belief, compared with 38% of White. MPLS students are least likely to be religious (32%) while students at Continuing Education are the most likely to identify with a faith (61%).

Table 14 On-course students by religion or belief, 2017-21

Religion or belief	2017	2018	2019	2020	2021
No religion	50%	50%	50%	50%	50%
Christian	25%	26%	26%	25%	25%
Muslim	3%	3%	4%	4%	4%
Hindu	1%	2%	2%	2%	3%
Spiritual	1%	1%	2%	2%	2%
Jewish	2%	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	15%	13%	13%	12%	12%

Source: SDMA, Student Statistics. All domiciles (except where stated). All divisions including Continuing Education. Faiths ordered from largest to smallest percentages in 2021.

Figure 88 On-course students with a religion or belief by domicile, level of study and division, 2021
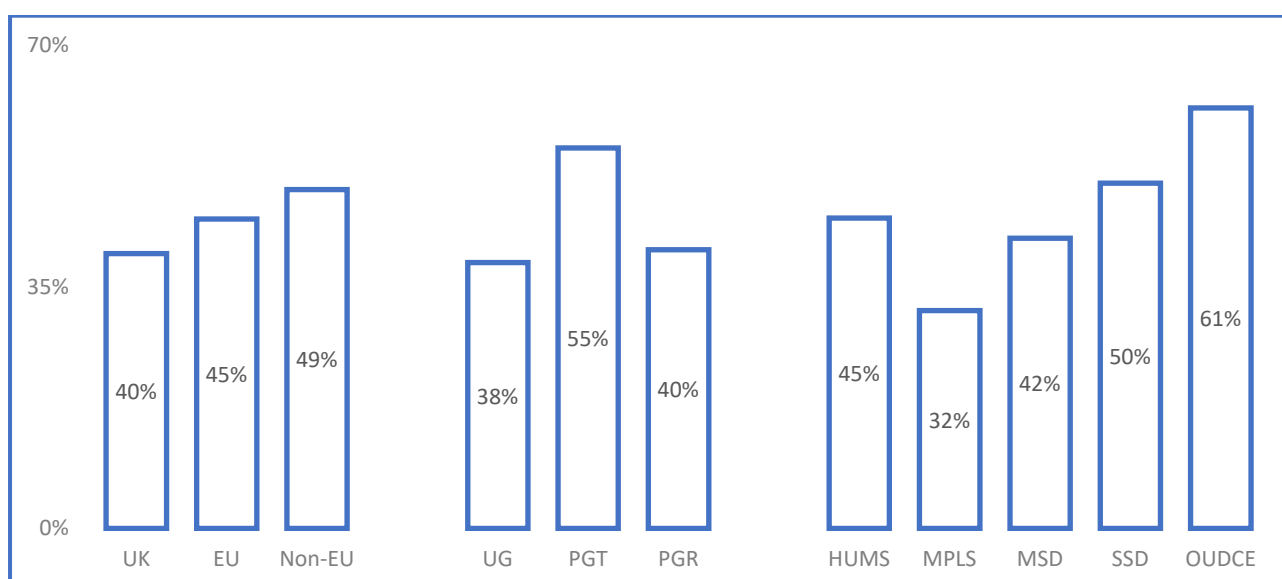
Source: SDMA, Student Statistics. All domiciles (except where stated). All divisions including Continuing Education (except where stated). Percentages calculated out of the subset (88%) of students whose religion or belief has been declared.

PREGNANCY, MATERNITY & CARING RESPONSIBILITIES

The University aims to provide a limited period of funded maternity leave, and in some cases funded shared parental leave, for holders of all studentships funded or co-funded by the University where the expected week of childbirth falls within the period of the award.[205]

Over the last five years (2016/17 to 2020/21), an average of 0.3% (79) of enrolled students have taken parental leave each year, including 0.5% (66) of female and 0.1% (13) of male students. The proportion was highest among female postgraduate research students: an average of 1.4% (46) took parental leave in each year.

The number of on-course students in the four academic divisions who are recorded as having dependants (children and/or adults) has almost doubled since 2017 – from 806 to 1495. The number rose by 25% in just one year between 2020 and 2021. The total proportion has risen from 4% to 6% since 2017. Male (7%) and Black and Minority Ethnic (8%) students are more likely to have dependants than female (6%) and White (5%) students.

The proportion of students in Continuing Education with caring responsibilities rose from a fifth (21%) in 2017 to nearly a third in 2021 (31%).

UNDERGRADUATE ATTAINMENT

SEX

Undergraduate students sitting Finals in 2021 had experienced disrupted studies over both the 2019/20 and 2020/21 academic years, with national lockdowns, having to study away from the University and a mix of in-person and online teaching whilst in Oxford. The majority of examinations were once again moved from an in-person invigilated format to a variety of online modes.

The 'no detriment' policy adopted in the emergency circumstances of 2020 was replaced by an academic support package and enhanced mitigating circumstances policy to ensure fair marking and assessment for all those taking examinations.

The University adopted a purpose designed system – *Inspera* – suitable for both open book and remote invigilated exams and all students were provided with tailored support and opportunities to try out the platform in advance.

Overall, 42% of finalists gained a first class degree, including 39% of women and 45% of men – lower than the exceptional results of 2020 but still more than in

any previous year.[206] Long-standing gender, ethnicity and disability gaps all reduced to below recent pre-pandemic levels.

The overall gender gap for UK-domiciled students fell to a non-statistically significant three percentage points (40% to 43%). However, there was a significant ten percentage point gap between non-UK-domiciled female and male finalists (37% to 51%).

In 2021, male students with disabilities were equally likely to gain a first class degree as those without (45%); however, disabled women were significantly less likely than women without disabilities to be awarded a first (36% to 40%). A higher proportion of female than male students identify as disabled which has the effect of compounding gender and other awarding gaps.[207]

The University is implementing a programme of enhancements to promote flexible and inclusive teaching and is making progress towards its commitments to eliminate awarding gaps under the *Access and Participation* and *Strategic Plans*.

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[205] www.ox.ac.uk/students/welfare/furtherstudentsupport

[206] As of 2021, four programmes in MPLS now offer Distinction/Merit/Pass awards instead of traditional classifications. Distinctions awarded in 2021 have been mapped to the first class for reporting purposes.
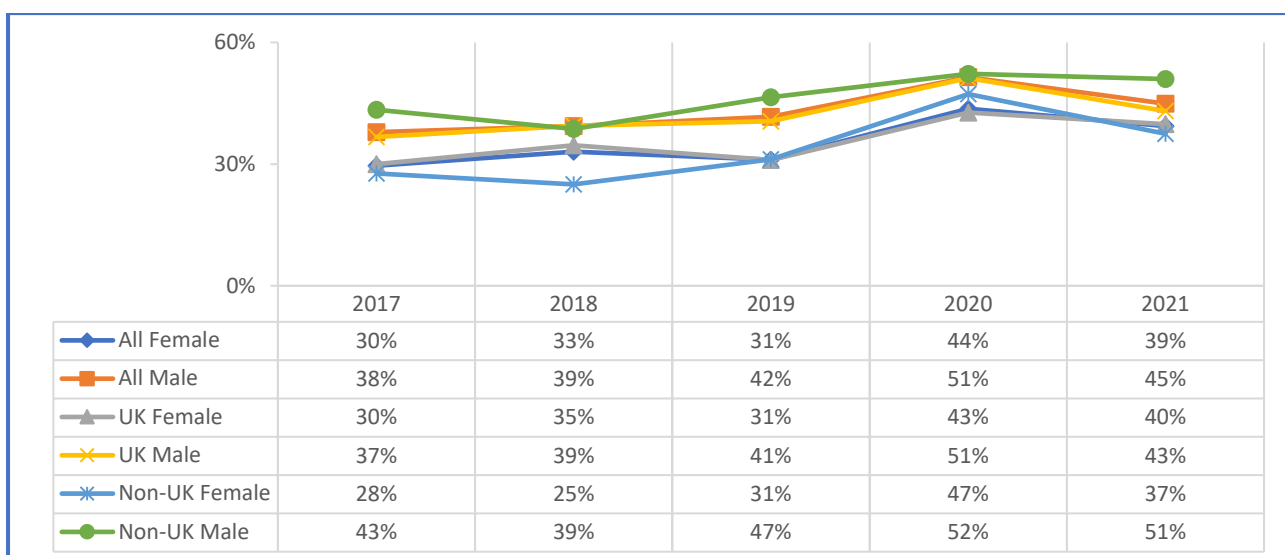
[207] 23% of female current undergraduates in the four academic divisions, compared with 16% of male.

Figure 89 First class degree attainment by binary sex, 2008-21
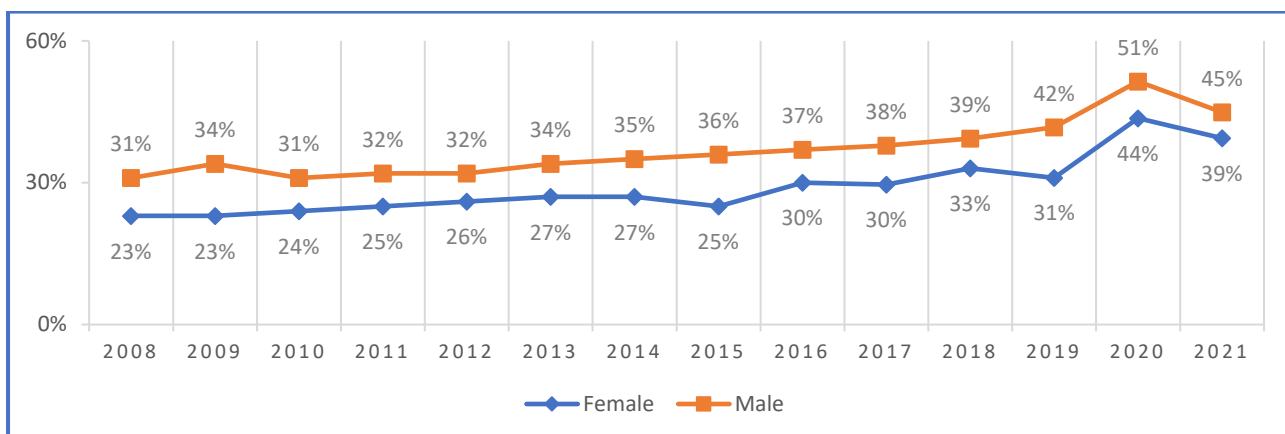
Source: SDMA. All domiciles. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 90 First class degree attainment by binary sex and domicile, 2017-21

	2017	2018	2019	2020	2021
All Female	30%	33%	31%	44%	39%
All Male	38%	39%	42%	51%	45%
UK Female	30%	35%	31%	43%	40%
UK Male	37%	39%	41%	51%	43%
Non-UK Female	28%	25%	31%	47%	37%
Non-UK Male	43%	39%	47%	52%	51%

Source: SDMA. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 91 First class degree attainment by binary sex and division, 2019-21

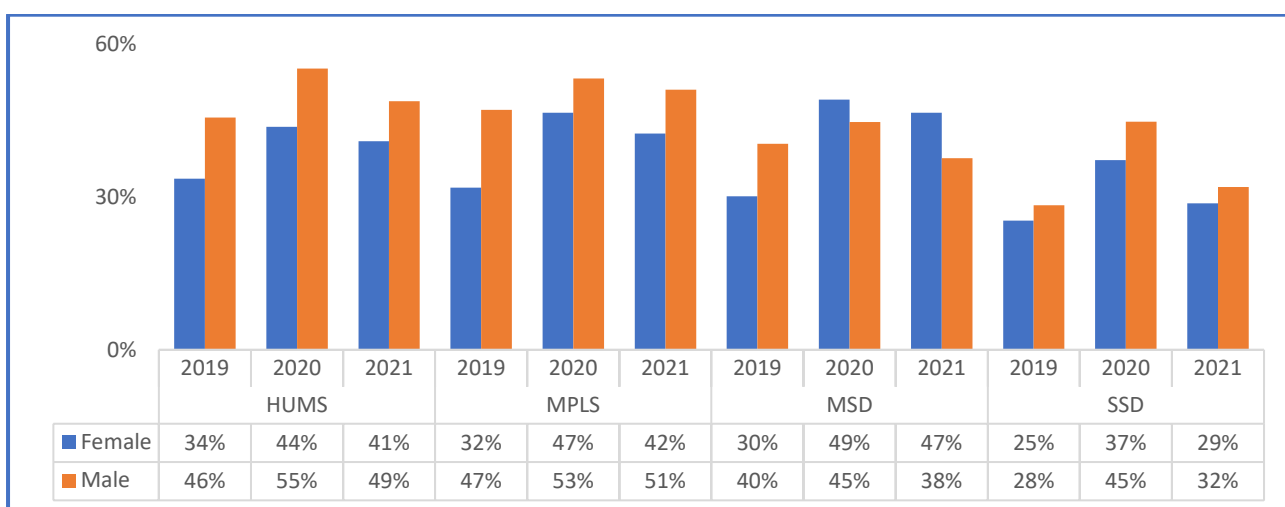|	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
	HUMS			MPLS			MSD			SSD		
Female	34%	44%	41%	32%	47%	42%	30%	49%	47%	25%	37%	29%
Male	46%	55%	49%	47%	53%	51%	40%	45%	38%	28%	45%	32%

Source: SDMA. All domiciles. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

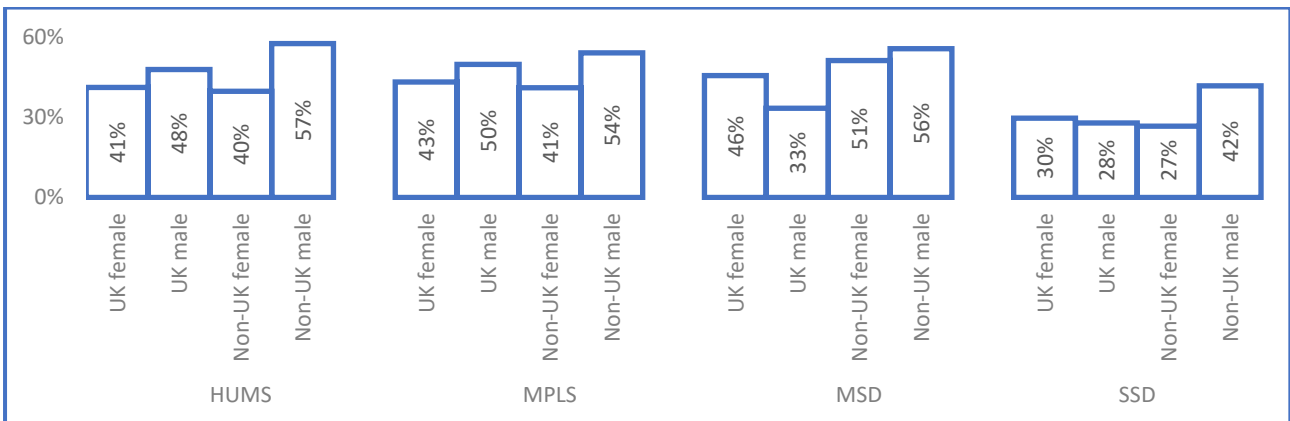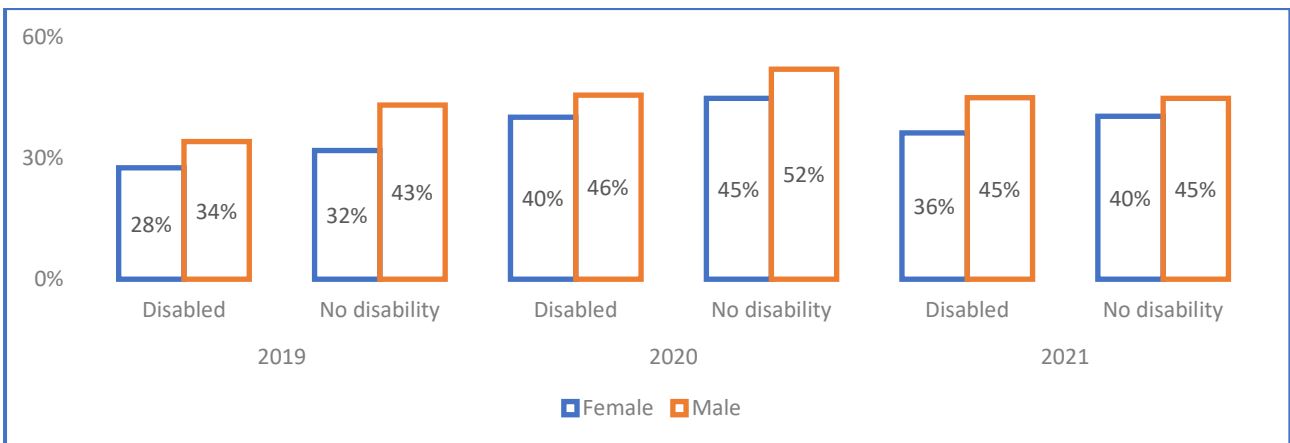**Figure 92 First class degree attainment by binary sex, division and domicile, 2021**

Source: SDMA. Award of Distinction in MPLS combined with first class. Excludes OUDCE.

Figure 93 First class degree attainment by binary sex and disability status, 2019-21

Source: SDMA. All domiciles. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

ETHNICITY

Overall, 37% of Black and Minority Ethnic (BME) and 44% of White finalists were awarded a first class degree in 2021, roughly five percentage points fewer than in the exceptional year of 2020. The awarding gap for UK-domiciled students stood at 10% while that for non-UK-domiciled finalists (numerically a much smaller group) fell to 6%. BME females were the group least likely to gain a First at 32% compared with over 40% of BME male and White female and male students.

Over the last three years, a slightly higher proportion of non-UK-domiciled (44%) than UK-domiciled (41%) finalists gained a first class degree. Black and Asian students (both UK and non-UK) had the lowest likelihood of a First while the success rates of those of Mixed, Chinese and Other ethnicity tended closer to the average.

The proportion of first class degrees awarded across the UK has risen sharply during the pandemic, diminishing the differences between Oxford and the rest of the UK. In 2020/21, the pattern of first class degree awarding by ethnic group was almost identical in each case, though Oxford graduates remained more likely to obtain a 'good degree' (first and upper second class combined). Overall, 93% of UK-domiciled BME Oxford finalists gained a 'good degree' compared with 77% across the rest of the UK. The comparable figures for White graduates were 97% and 86%.

The University is committed to halving the gap in 'good' outcomes for UK-domiciled Black students by 2025 and is currently on track to meet this target.

Figure 94 First class degree attainment by BME/White ethnicity and domicile, 2017-21
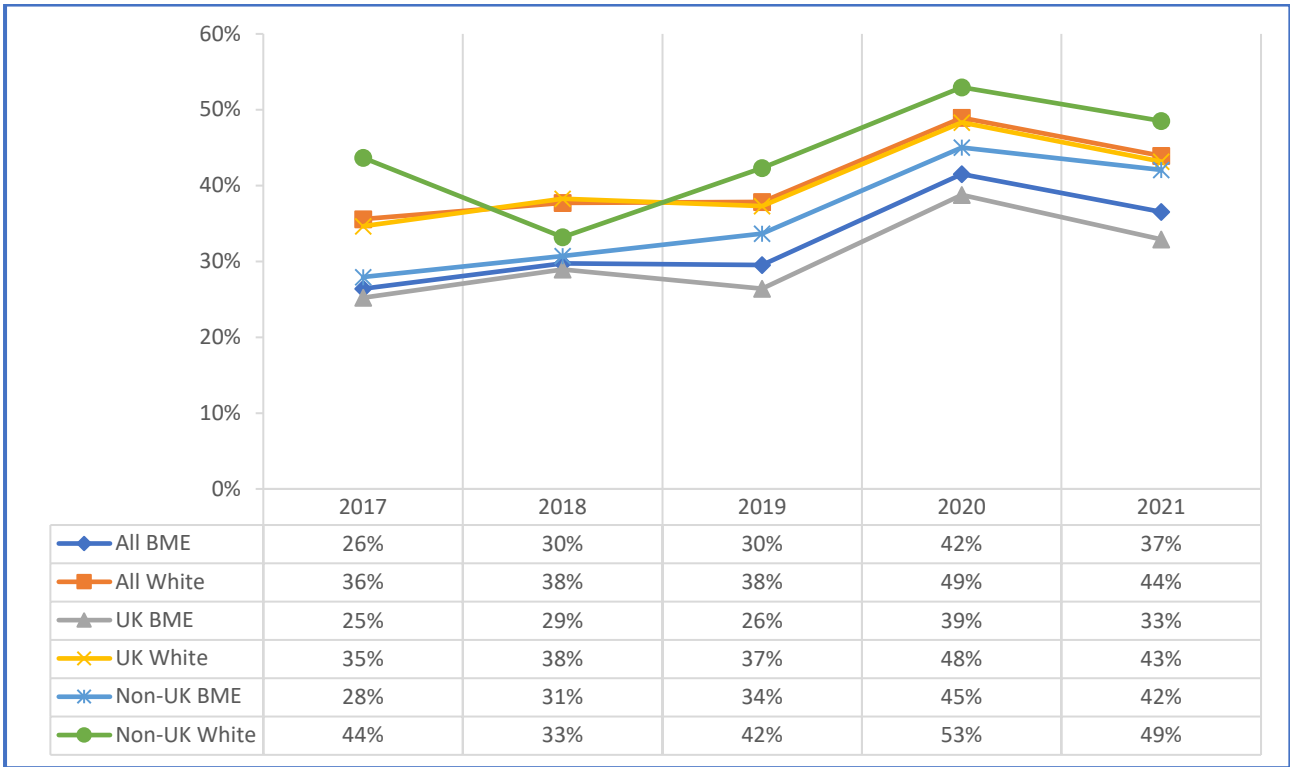
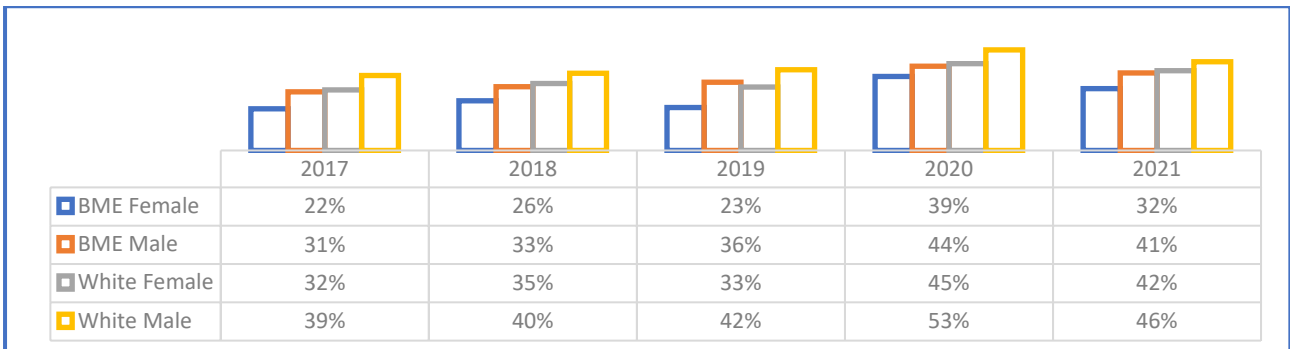|	2017	2018	2019	2020	2021
All BME	26%	30%	30%	42%	37%
All White	36%	38%	38%	49%	44%
UK BME	25%	29%	26%	39%	33%
UK White	35%	38%	37%	48%	43%
Non-UK BME	28%	31%	34%	45%	42%
Non-UK White	44%	33%	42%	53%	49%

Source: SDMA. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 95 First class degree attainment by BME/White ethnicity and binary sex, 2017-21

	2017	2018	2019	2020	2021
BME Female	22%	26%	23%	39%	32%
BME Male	31%	33%	36%	44%	41%
White Female	32%	35%	33%	45%	42%
White Male	39%	40%	42%	53%	46%

Source: SDMA. All domiciles. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 96 First class degree attainment by ethnic group and domicile, 2019 to 2021

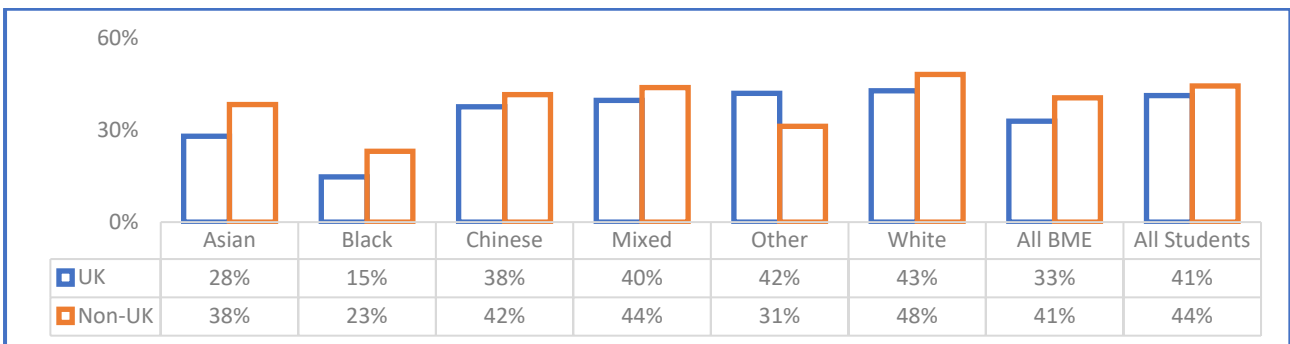|	Asian	Black	Chinese	Mixed	Other	White	All BME	All Students
UK	28%	15%	38%	40%	42%	43%	33%	41%
Non-UK	38%	23%	42%	44%	31%	48%	41%	44%

Source: SDMA. FHS years 2019, 2020, 2021. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 97 UK-domiciled first class degree attainment by ethnic group and share of population, 2019 to 2021

	Total BME	Unknown	Other	Mixed	Chinese	Black	Asian
■ % of Students	17%	3%	1%	7%	1%	2%	6%
■ % of Firsts	14%	3%	1%	6%	1%	1%	4%
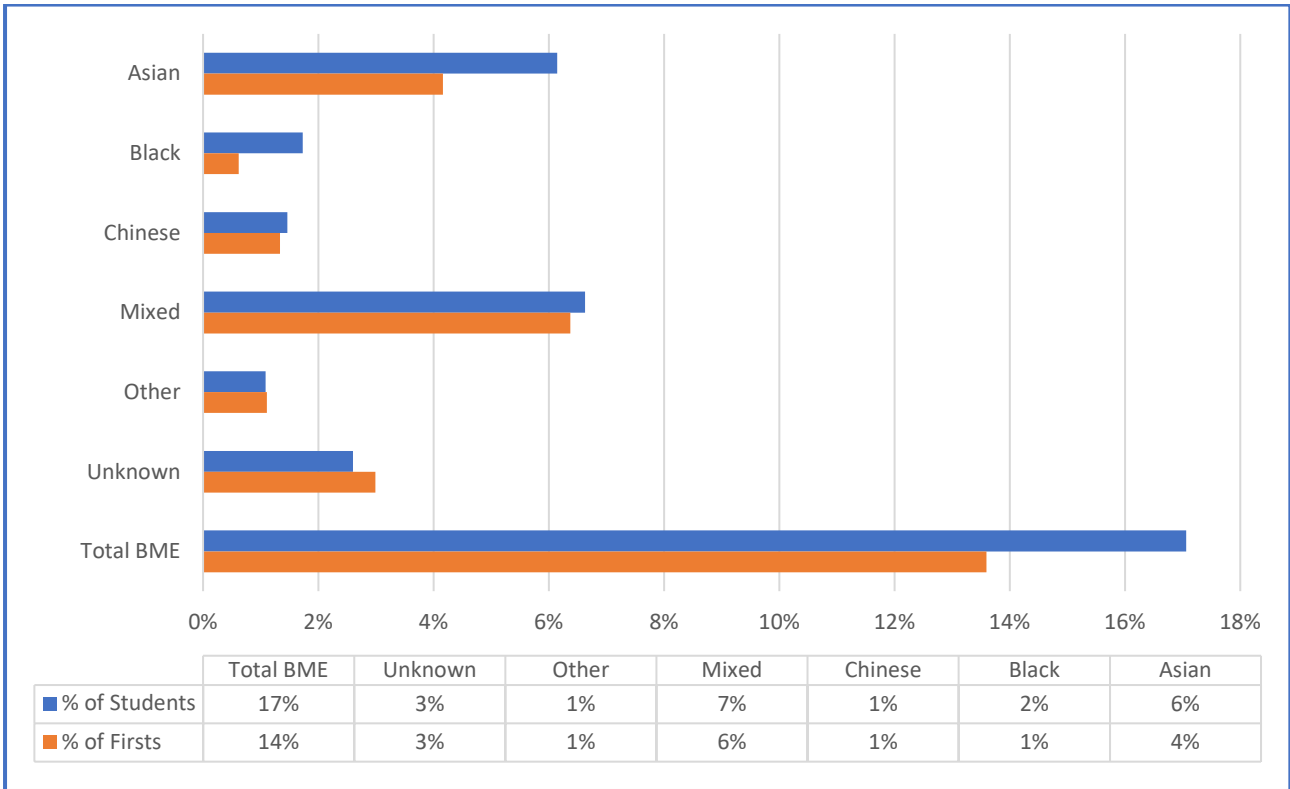
Source: SDMA. FHS years 2019, 2020, 2021. Award of Distinction in MPLS combined with first class in 2021. Finalists of White ethnicity comprised 80% of the population and 83% of Firsts. Excludes OUDCE.

Figure 98 Non-UK-domiciled first class degree attainment by ethnic group and share of population, 2019 to 2021

	Total BME	Unknown	White	Other	Mixed	Chinese	Black	Asian
■ % of Students	49%	5%	47%	1%	5%	30%	1%	12%
■ % of Firsts	45%	5%	51%	1%	5%	29%	0%	10%

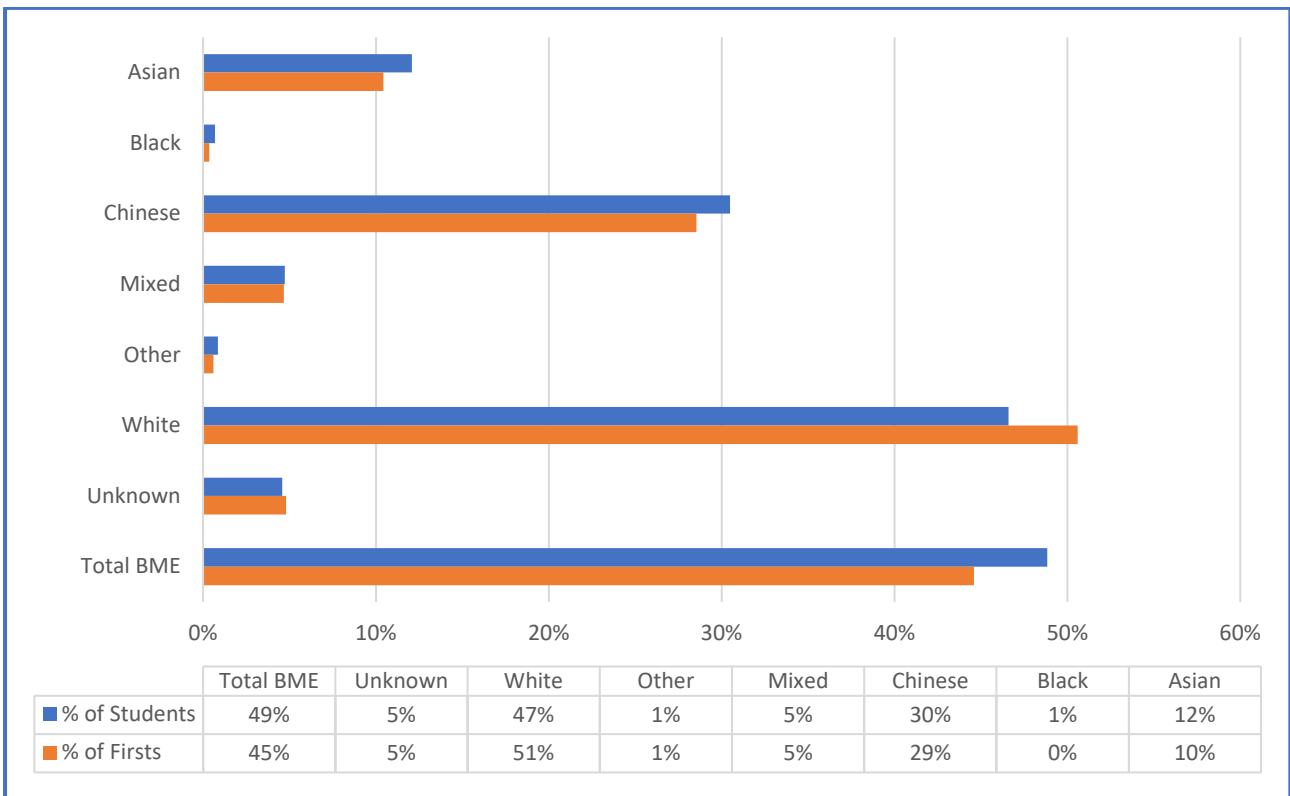Source: SDMA. FHS years 2019, 2020, 2021. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 99 UK-domiciled first degree attainment by ethnic group: Oxford compared with the rest of UK higher education, 2020/21
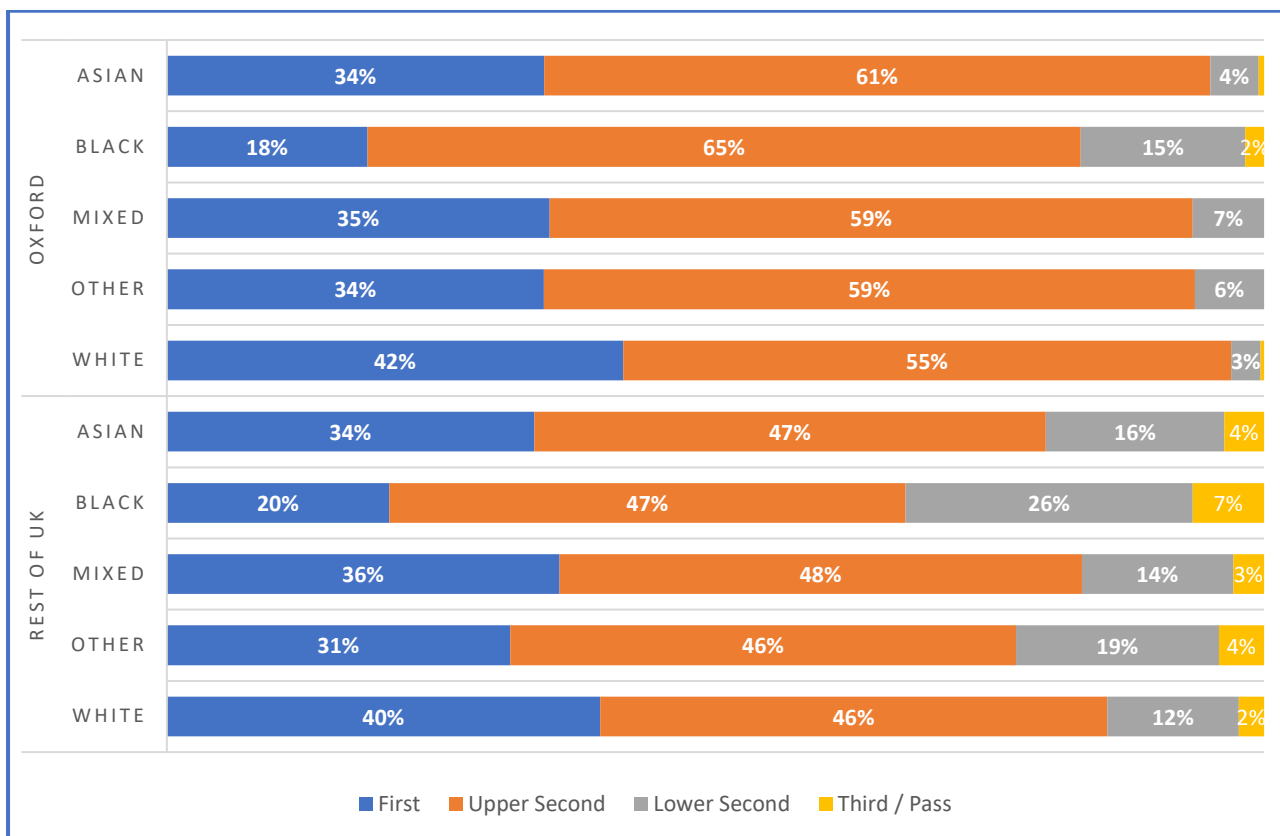
Source: HESA Student Record, 2020/21. UK-domiciled first degree qualifiers, all sexes and modes of study, classified outcomes only, full person equivalent. Rest of UK excludes Oxford.

DISABILITY

In 2020/21, the awarding gap between disabled students and those with no recorded disability fell to 3%, no longer reaching statistical significance.

Attainment levels remained high for both groups, with 40% of disabled finalists being awarded a first class degree compared with 43% of those without known disabilities. While there was a five percentage point awarding gap between finalists with specific learning difficulties and those without a disability, students with 'other' types of disability experienced no relative disadvantage.

Disabled finalists have disproportionately benefited from changes to assessment formats during the pandemic, with awarding gaps narrowing across each division, particularly in MPLS.

While all ethnic groups' attainment levels have risen since the pandemic struck, disabled Black and Minority Ethnic students have experienced the greatest proportionate increase: 30% received a first class degree in 2021 compared with 18% in 2019.

The University is committed to eliminating the good degree gap for disabled students by 2025 and is currently on track to meet this target.

Figure 100 First class degree attainment by disability status, 2017-21
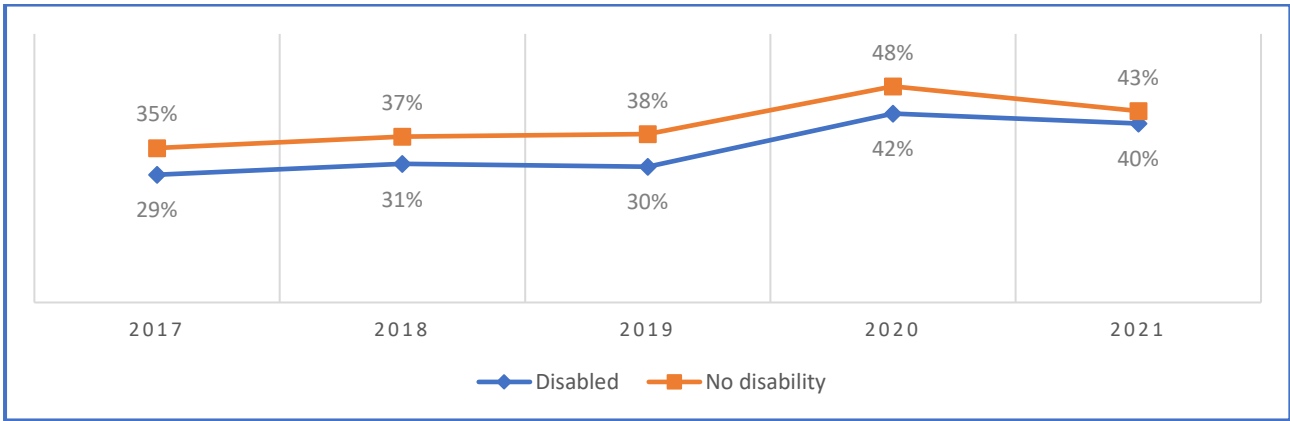
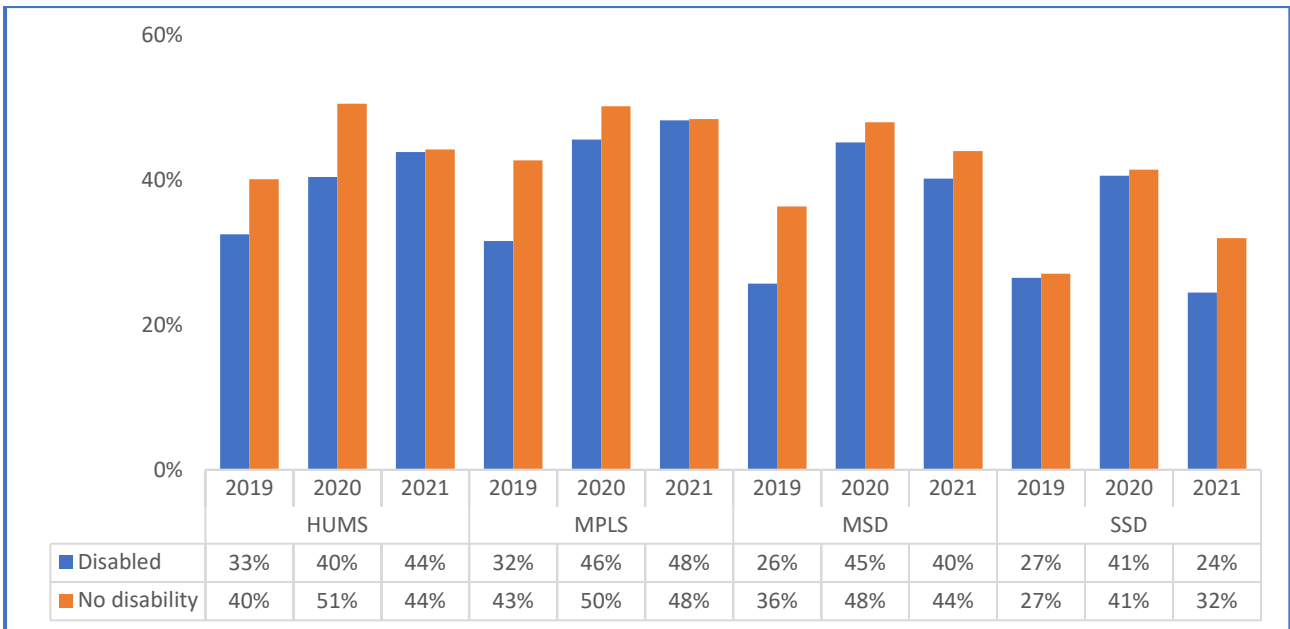Source: SDMA. All domiciles. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 101 First class degree attainment by disability status and division, 2019-21

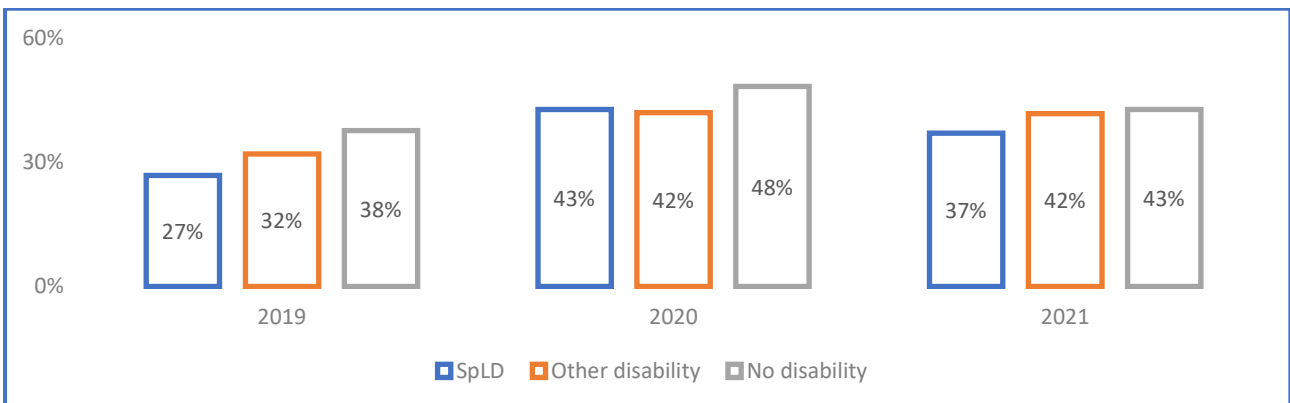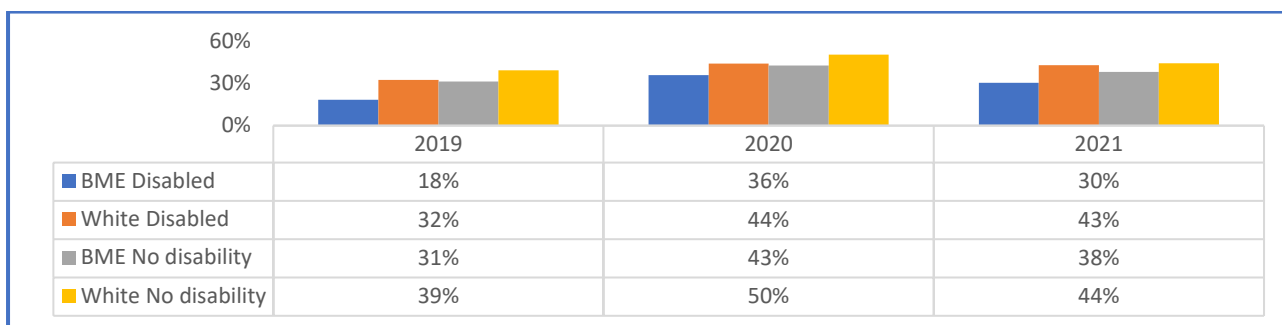|	HUMS			MPLS			MSD			SSD		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
■ Disabled	33%	40%	44%	32%	46%	48%	26%	45%	40%	27%	41%	24%
■ No disability	40%	51%	44%	43%	50%	48%	36%	48%	44%	27%	41%	32%

Source: SDMA. All domiciles. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 102 First class degree attainment by disability type, 2019-21

Source: SDMA. All domiciles. SpLD = Specific Learning Difficulties. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

Figure 103 First class degree attainment by disability status and BME/White ethnicity, 2019-21

	2019	2020	2021
■ BME Disabled	18%	36%	30%
■ White Disabled	32%	44%	43%
■ BME No disability	31%	43%	38%
■ White No disability	39%	50%	44%

Source: SDMA. All domiciles. Award of Distinction in MPLS combined with first class in 2021. Excludes OUDCE.

POSTGRADUATE ATTAINMENT

Among the students who have most recently completed one and two-year full-time postgraduate taught degrees, male, White and UK-domiciled students were more likely to receive a Distinction than were female, BME or non-UK-domiciled. However, disabled students experienced no disadvantage compared with those with no reported disability.

Postgraduate research students enrolled on programmes with nine terms' fee liability are expected to complete their studies within three or at most four years.[208] Among the cohort who commenced their studies in 2017, 65% had submitted their theses by 1 December 2021, nearly all within the 48 month benchmark. Male students were slightly more likely than female to have submitted within four years. This was entirely due to a large disparity in Social Sciences since there was no gender gap in the other three academic divisions. BME, disabled and non-UK-domiciled research students were all less likely to have submitted than their White, non-disabled or UK-domiciled counterparts.
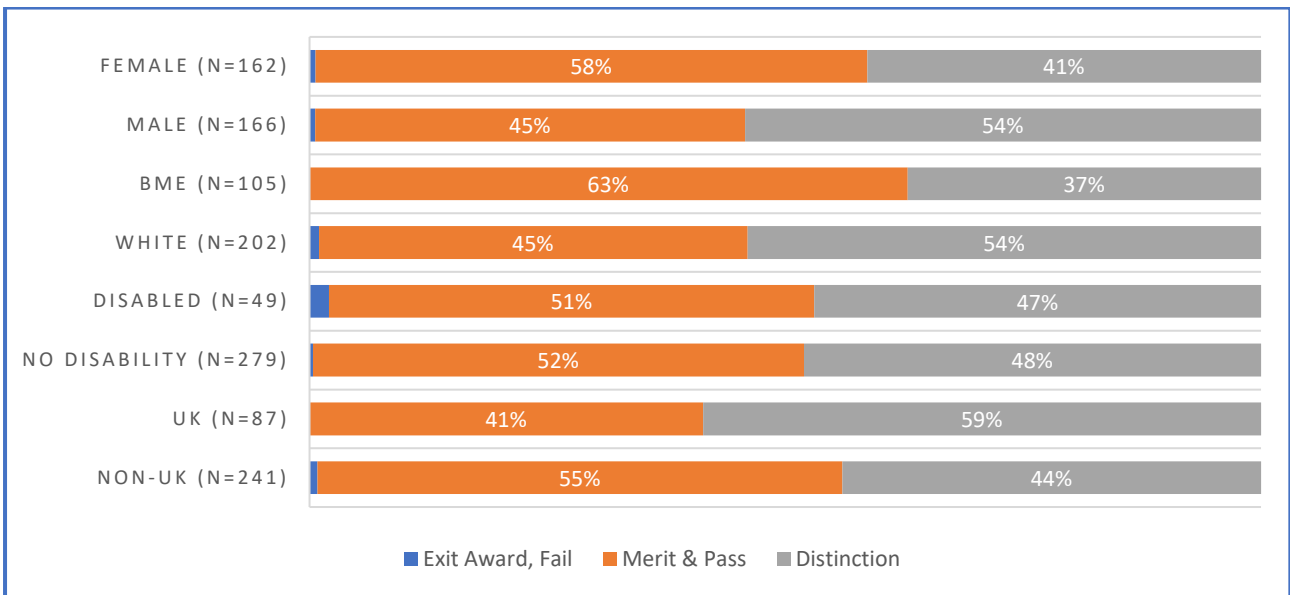
Figure 104 Postgraduate taught outcomes: students on one-year full-time programmes (2020 cohort)
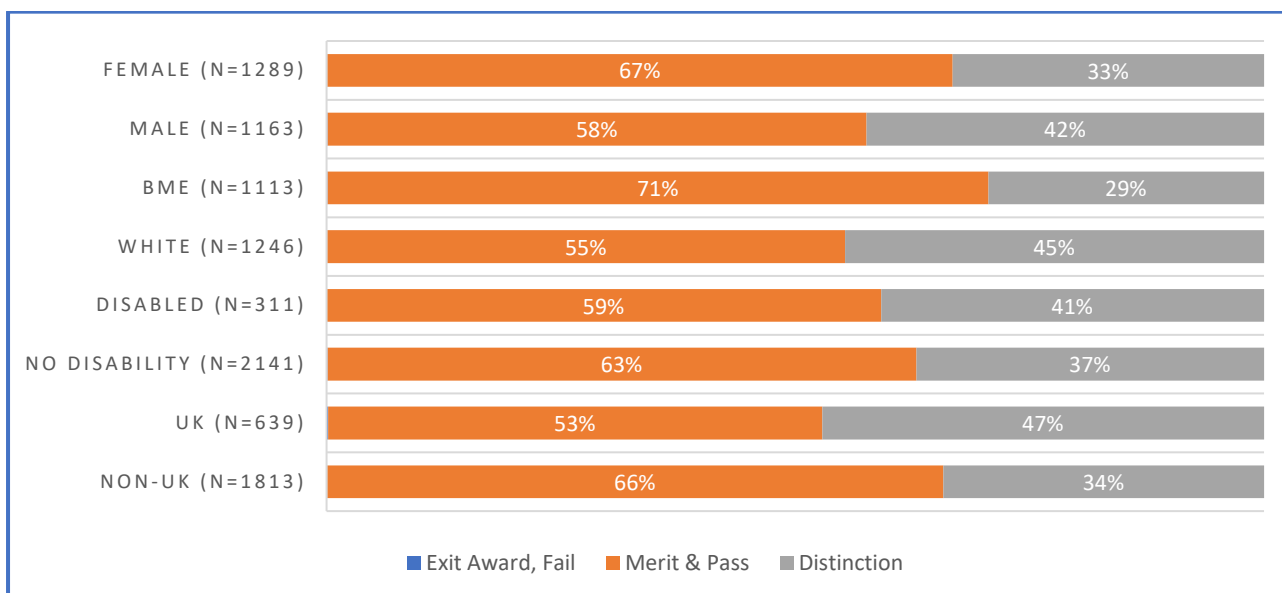
Source: SDMA, Annual Programme Statistics. All domiciles (except where stated) and divisions. Number of students in each demographic group shown in brackets.
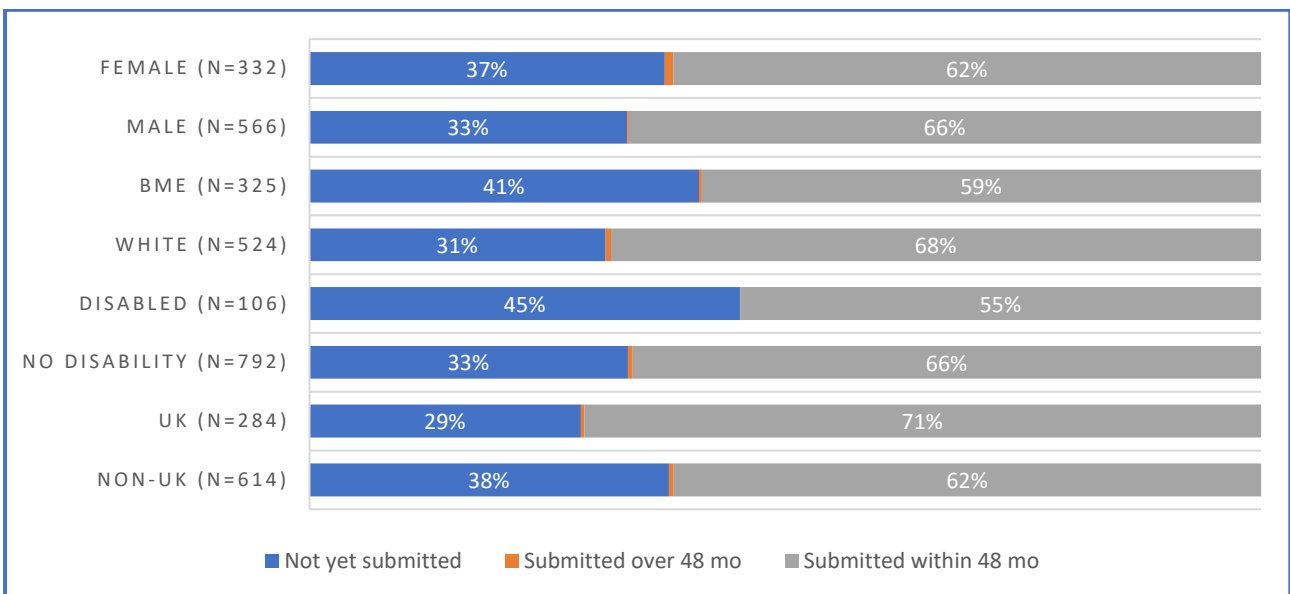
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[208]

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Figure 105 Postgraduate taught outcomes: students on two-year full-time programmes (2019 cohort)

	Exit Award, Fail	Merit & Pass	Distinction
FEMALE (N=162)		58%	41%
MALE (N=166)		45%	54%
BME (N=105)		63%	37%
WHITE (N=202)		45%	54%
DISABLED (N=49)		51%	47%
NO DISABILITY (N=279)		52%	48%
UK (N=87)		41%	59%
NON-UK (N=241)		55%	44%

Source: SDMA, Annual Programme Statistics. All domiciles (except where stated). Includes Humanities and Social Sciences programmes only. Number of students in each demographic group shown in brackets.

Figure 106 Postgraduate research outcomes: students with 9 terms' fee liability (2017 cohort)

	Not yet submitted	Submitted over 48 mo	Submitted within 48 mo
FEMALE (N=332)	37%		62%
MALE (N=566)	33%		66%
BME (N=325)	41%		59%
WHITE (N=524)	31%		68%
DISABLED (N=106)	45%		55%
NO DISABILITY (N=792)	33%		66%
UK (N=284)	29%		71%
NON-UK (N=614)	38%		62%

Source: SDMA, Annual Programme Statistics. All domiciles (except where stated). Excludes OUDCE.

ATTRIBUTION AND CAVEAT

This publication includes data derived from the:

> HESA Student Record, 2020/21
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N.B. HESA Student Record ethnicity data are only available for UK-domiciled students.

GLOSSARY

Term	Definition
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.
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
LGB+	Lesbian, Gay, Bisexual and other non-heterosexual orientation
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
OUDCE	Oxford University Department for Continuing Education
P&M	Professional & Management (job types)
PeopleXD	The University's human resources system
PGT	Postgraduate taught
PGR	Postgraduate research
POLAR4	Participation of Local Areas – a measure of young participation in higher education
Professor	All staff with the formal title of professor, including statutory and titular
Protected characteristic	Term used in UK 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 recognising 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