



Equality, Diversity and Inclusion Report 2023-2024



March 2025

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Foreword

The University of Oxford's efforts on equality, diversity and inclusion are focused on supporting our academic mission in teaching, research and the advancement of learning. As stated in our new Equality, Diversity and Inclusion Strategic Plan (launched in October 2024), our vision is about ensuring Oxford is a collegiate University where everybody belongs and is supported to succeed.

This report looks back on our achievements and progress for the 2023-24 academic year.

During this period the University delivered on a number of key objectives. We succeeded in having renewed our Bronze award under the Race Equality Charter, recognising our ongoing commitment to race equality. On the student front, we progressed our efforts to close the gap in participation rates relating to students from socio-economically disadvantaged and under-represented backgrounds, and the attainment gap for Black and disabled students. With respect to staff, we continue to make improvements in the diversity of staff in senior academic, research and professional roles.



We have consolidated our new governance structure, with the Joint Committee for Equality, Diversity and Inclusion providing oversight for collegiate University efforts. This collegiate University approach has been supported by a termly programme of events and engagement, including our Roundtable discussion events, 'Equali-Tea' gatherings and pilots of college-based inductions for freshers to help support a more inclusive student experience (as well as college-based professional development for staff on inclusion).

Moreover, 2023-24 was a year when we set a strategic direction for our work. I was pleased that the University's Council and Conference of Colleges during this period approved *Everyone Belongs*, our first-ever Equality, Diversity and Inclusion Strategic Plan for the collegiate University. Future annual reports will focus on reporting on our progress in delivering this plan.

Our approach has been shaped by the groundbreaking research we conducted with UCL Policy Lab and More in Common on British public attitudes towards equality, diversity and inclusion. We found that, despite the often vigorous public debate that occurs with respect to identity, the majority of Britons agree that equality, diversity and inclusion initiatives are a good thing, rather than bad. But there is a healthy appetite within British society for an updated model based on curiosity and generosity, and which is grounded in everyday practices.

In short, the collective efforts documented in this report have been about setting the foundations for a renewed approach to equality, diversity and inclusion – one that is already bearing fruit. I look forward to sharing with you next year more of our progress. In the meantime, I would like to express my gratitude to everyone in the collegiate university community that has contributed to our work this past year, and have helped make Oxford the extraordinary place that it is.

Professor Tim Soutphommasane
Chief Diversity Officer
March 2025

Executive Summary

The Equality, Diversity and Inclusion Report 2023-24 outlines the University of Oxford's progress towards meeting its Equality Objectives. It provides a snapshot of staff and student diversity data for the 2023-24 academic year and highlights the breadth of activity relating to equality, diversity and inclusion (EDI), which took place across the collegiate University during this period.

Strengthening our Equality, Diversity and Inclusion Programme

During 2023-24, the University strengthened its approach and commitment to being an inclusive, diverse and welcoming place to learn and work.

Key objectives of the University's Race Equality Strategy have been delivered this year. The Report+Support tool relating to harassment was launched as a pilot for staff in January 2024 and the Harassment Advisor Network expanded to nearly 500 members. The Equality and Diversity Unit has provided training for managers on bullying and harassment, and offered a refreshed bystander intervention training programme to academic departments.

The University has bolstered its efforts on gender equality. The Gender Pay Gap Task and Finish Group undertook an in-depth analysis of the University's mean and median gender pay gaps, and made a series of recommendations that have since been approved.

More broadly, in June 2023, the Joint Committee for Equality, Diversity and Inclusion approved the development of a collegiate University EDI Strategic Plan. Over the course of 2023-24, the collegiate University worked to establish a common framework to support and inform work on EDI conducted by divisions, departments, colleges and University Administration and Services. The resulting plan has drawn upon insights from previous institutional change programmes, internal research, and various engagements with staff and students.

The collegiate University has come together through termly EDI Roundtable events to set a shared agenda on how to build leadership, confidence and partnerships on equality, diversity and inclusion. These have been supported by regular 'Equali-Tea' engagements with staff. We piloted student EDI inductions at three colleges, and staff professional development on EDI at four other colleges. In addition, efforts in 2023-24 have sought to strengthen student engagement with EDI, including through dedicated student representative events and a new student associate scheme.

Looking outwards, through groundbreaking research with UCL Policy Lab and More in Common (the Finding a Balance report published in March 2024), the University has helped lead public conversations about British attitudes towards equality and diversity. This work has, in turn, informed our collegiate University approach to ensuring that EDI is for everyone.

As outlined in the body of this report, staff and students across Oxford have contributed to a wide range of initiatives to support equality, celebrate diversity and promote inclusion. These included flagship initiatives relating to Black History Month, LGBTQ+ History Month, Disability History Month, Pride, International Women's Day, and Mental Health Awareness Week – among many others.

Our Equality Objectives

The University of Oxford has continued to advance EDI through the pursuit of its Equality Objectives, which relate to staff diversity and inclusion, and student access and participation.

With respect to the diversity of staff in senior academic, research and professional and support roles, overall progress towards our Equality Objectives has been encouraging. Based on our staff data as of 31 July 2024:

- 15% of members of Council are from Black and Minority Ethnic (BME) backgrounds;
- 9% of statutory professors are from (BME) backgrounds;
- 22% of statutory professors are female;
- 34% of associate professors are female and 9% are from BME backgrounds; and
- staff from BME backgrounds now account for 19% of senior researchers, and 12% of professional and management positions.

In January 2024 the University met its Objective of a Bronze renewal for the AdvanceHE Race Equality Charter (REC).

With its Equality Objectives relating to students, the University has progressed Equality Objectives on access and participation, including:

- reducing the gap in participation rates between students of different socio-economic groups (the ratio of ACORN Group 1 to ACORN Groups 4 and 5 was 3.2:1 in 2023-24);
- reducing the gap in participation rates of under-represented students (the ratio of POLAR4 Quintile 5 to Quintile 1 was 8.5:1 in 2023-24);
- reducing the gap in attainment rates for Black students (the gap in 'good degree' outcomes was 8.5% in 2023-24); and
- reducing the gap in attainment rates for disabled students (the gap in 'good degree' outcomes was 2.7% in 2023-24).

The following objectives will require continued focus and attention:

- Objective 1, relating to the representation of women on Council and its main committees;
- Objective 4, relating to efforts on LGBTQ+ inclusion;
- Objective 5, relating to the Asian applicant offer gap; and
- Objective 6, relating to the first-class honours attainment gap between female and male students.



Equality Framework and Strategic Priorities

Introduction

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

The report covers the period of October 2023 to September 2024 and includes:

- an update on progress towards our equality objectives;
- an overview of the University's activities in support of equality and diversity during 2023-24; and
- a summary of key staff and student diversity data.

A full set of data is also available in an accessible Excel file on the EDU website. A detailed report on the University's gender pay gap as of 31 March 2024 has been published on the University website.

Equality Act 2010

The University of Oxford's efforts in equality, diversity and inclusion (EDI) are grounded in the Equality Act 2010, which prohibits discrimination on the basis of protected characteristics: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, sexual orientation, marriage and civil partnership. These protections apply to work, service provision, education and associations.

The University and colleges are considered, under the Equality Act 2010, as public bodies that are required to observe the Public Sector Equality Duty. In all our activities, the collegiate University must demonstrate due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between different groups.

Strategic Priorities for Equality, Diversity and Inclusion

The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all our staff and students are respected. The University's strategic priorities for equality, diversity and inclusion have, to date, been set out within the University Strategic Plan 2018-24 and the Access and Participation Plan. In line with the Strategic Plan, Council has approved a number of Equality Objectives that provide a framework for actions to diversify and improve staff and student recruitment, representation and experience. (As of the 2024-25 academic year, the University's efforts are guided by its collegiate University Equality, Diversity and Inclusion Strategic Plan.)

Equality Policy

The Equality Policy sets out the University's commitment to embedding equality, diversity and inclusion across all its activities and in regard to its obligations under relevant legislation, including the Equality Act 2010 and the Public Sector Equality Duty 2011.¹ The Equality Policy exists, and operates, alongside policies and instruments including the Harassment Policy, Transgender Policy, University Statement on Freedom of Speech and Code of Practice on Freedom of Speech.

The Employer-Justified Retirement Age Policy (EJRA)

The EJRA Policy was introduced in 2011, following changes in national legislation which removed the default retirement age. The EJRA is considered to be an appropriate and necessary means of maintaining turnover in support of the University's legitimate aims, which include promoting intergenerational fairness; refreshing the workforce; facilitating succession planning; and promoting equality and diversity.

The policy was reviewed and revised in 2017 (after 5 years) and again in 2021-22 after having been in operation for ten years. Further changes were adopted in 2022-23. This includes there being no set retirement age for staff at grades 1 to 10 (and clinical equivalents) and ALC6 (October 2022), and re-setting the EJRA at the 30 September preceding an individual's 70th birthday (for academic staff and academic-related staff at grade RSIV and clinical equivalents (E62/E82) (October 2023).

1 <https://edu.admin.ox.ac.uk/equality-policy>

Equality Objectives

During the 2023-24 period, the University's EDI work was guided by Equality Objectives set out in the University's Strategic Plan 2018-24.² There are six Equality Objectives:

1. Ensure University decision-making and governance structures are representative of the University community;
2. Increase the proportion of women in senior academic roles;
3. Increase the proportion of Black and Minority Ethnic (BME) staff in senior roles;
4. Consolidate our position in the Stonewall Workplace Equality Index;
5. Achieve the equality-related objectives set out in the University's agreement with the Office for Students; and
6. Eliminate the undergraduate gender attainment gap by 2030.

An overview of progress against these objectives is provided below. A full table of progress since 2019 is provided in Annex A.

Summary of progress against objectives

Objective 1 – Ensure University decision-making and governance structures are representative of the University community

Objective approved by Council July 2021; targets for gender and race equality approved by Council in February 2022.

Targets and 2023-24 Progress

Targets	2021 Baseline	2023-24
1. BME staff to comprise a minimum of 15% of members of Council and its main committees by 2027	12%	15% (Over 15% on 3 of 6 committees)
2. Representation of women on Council and its main committees to be in the range of 40% to 60% by 2027	39%	30% (Over 40% on 1 of 6 committees)

What we are doing to meet this objective

- In 2023-24, the EDU and Planning and Council Secretariat continued a series of actions on diversifying senior committees, including an information session for staff in May 2024 to highlight Council vacancies, demystify the application process, and hear from past and current Council members.

² With the adoption of the collegiate University's EDI Strategic Plan in October 2024, efforts during 2024-27 are guided by four high-level objectives relating to 'our culture', 'our work', 'our diversity', and 'our leadership'. The Equality Objectives set out here have been incorporated into these new objectives.

Objective 2 – Increase the proportion of women in senior academic roles

Approved by Council in Feb 2022

Targets and 2023-24 Progress

Targets	2021 Baseline	2023-24
1. To achieve a yearly increase in the proportion of female Statutory Professors, with 27% representation by 2029	19%	22%
2. To achieve a yearly increase in the proportion of female Associate Professors, with 35% representation by 2029	31%	34%
3. 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	Target met	Target met
4. Apply successfully for an institutional Silver Athena Swan award in 2021 (extended to 2022 due to the pandemic)	Bronze award	Target met

What we are doing to meet this objective

- The Senior Appointments Panel continues its efforts to ensure an open and inclusive recruitment process, with an increased focus in the past year on actively searching for, and encouraging, candidates to apply. Since early 2023, 40% of statutory professor appointments have been female.
- Many departments and faculties are taking action to address the Associate Professor gender gap through a range of interventions, such as redesigned job descriptions, gender-split shortlisting, provision of childcare for interview and active search practices.
- The Academic Career and Reward Framework project is expected to support our efforts to meet this objective, through career pathways for academic and research staff, equal recognition for teaching and research, pay benchmarks and improved workload.

Objective 3 – Increase the proportion of Black and Minority Ethnic (BME) staff in senior roles

Approved by Council in Feb 2022

Targets and 2023-24 Progress

Targets	2021 Baseline	2023-24
1. To achieve a yearly increase in the proportion of BME Statutory Professors, with 9% representation by 2029	6%	9%
2. To achieve a yearly increase in the proportion of BME Associate Professors, with 11% representation by 2029	8%	9%
3. To achieve a yearly increase in the proportion of BME Senior Researchers (Grades 8 and above), with 20% representation by 2029	15%	19%
4. To achieve a yearly increase in the proportion of BME Senior Professional Staff (Grades 8 and above), with 14% representation by 2029	9%	12%
5. To apply successfully for an institutional Bronze Race Equality Charter (REC) award in 2021	Bronze award	Target met

What we are doing to meet this objective

- Many of our actions on this Objective mirror those for Objective 2, with inclusive recruitment principles and practices relating to women also being adopted for the goal of improving the representation of BME staff in senior roles. As noted above, there is work underway to expand on the Associate Professor Inclusive Recruitment Guidelines, to enable not just greater representation of women but also of BME staff in senior roles.
- The People and Organisational Development team is conducting a review of their leadership development programme, and with the support of the Equality and Diversity Unit is exploring improved leadership development for BME staff.
- The Equality and Diversity Unit and UAS Recruitment will be working together on an investigation into ethnicity gaps in recruitment success rates.

Objective 4 – Consolidate our position in the Stonewall Workplace Equality Index

Approved by Council in July 2019

2022-23 Progress

2019 target and baseline: The University's application scored 125.5 and was ranked 76th as one of the Top 100 Employers.

What we are doing to meet this objective

- During 2023-24, the University's LGBTQ+ Task and Finish group was engaged in work relating to the University making a submission to a future round of the Stonewall Workplace Equality Index, as well as to strengthening LGBTQ+ inclusion (including through the collegiate University EDI Strategic Plan).
- The institutional Athena Swan 2023-28 action plan includes a headline objective and actions to increase the levels of satisfaction and inclusion amongst transgender and non-binary staff and students.

Objective 5 – Achieve the equality-related objectives set out in the University's agreement with the Office for Students

Access and Participation Plan (APP) 2020-21 to 2024-25

Approved by Council in March 2019

Targets and 2023-24 Progress

Targets	2018 Baseline	2023-24
1. To reduce the gap in participation rates between ACORN ³ Group 1 and Groups 4 and 5 from 4.9:1 to 3:1 by 2024-25	Ratio 4.9:1	Ratio 3.2:1
2. To reduce the gap in participation rates of under-represented students (POLAR ⁴) between Quintile 5 and Quintile 1 from 15.3:1 to 8:1 by 2024-25	Ratio 15.3:1	Ratio 8.5:1
3. To eliminate the gap in offer rates for Asian applicants by 2021-22	3.4%	2.1%
4. To reduce the gap in attainment rates for Black students to 6% by 2024-25 ⁴	12.0%	8.5%
5. To eliminate the gap in attainment rates for disabled students by 2024-25 ⁵	4.2%	2.7%

3 [ACORN](#) is a postcode-based tool that categorises the UK's population by level of socio-economic advantage. POLAR is a similar tool that measures how likely young people are to participate in higher education based on where they live. ACORN and POLAR systems are widely recognised measures to set admissions targets for universities including Oxford.

4 Gap in UK-domiciled Black and white students' 'good degree' outcomes calculated on a 5-year rolling average, eg, 2019-20 refers to rolling average years 2016-2020 and so on.

5 Gap in UK-domiciled disabled and non-disabled students' 'good degree' outcomes calculated on a 3-year rolling average, eg, 2019-20 refers to 2017-18 to 2019-20.

Commentary on our progress

Targets 1 & 2: The data on student participation rates based on ACORN and POLAR measures is within the confidence limit for being on target.

Target 3: The Asian average offer rates (when controlling for predicted grades and subject choice) has widened to a statistically significant 2.1% compared to non-significant 0.5% in 2022-23. A review of equalities data in Trinity Term 2024 has identified factors for further review and analysis.

Targets 4 & 5: Given that the numbers are based on 5-year and 3-year averages, the variations in gaps year on year are not statistically significant and are within the confidence limit for being on target.

What we are doing to meet this objective

- The Centre for Teaching and Learning developed and implemented the Digitally Supported Inclusive Teaching Toolkit supporting the University's Digital Education Strategy 2023-27, a key goal of which is to enable a more inclusive educational environment for Oxford.
- The University introduced the Astrophoria Foundation year which is a programme for UK state school students with significant academic potential, who have experienced personal disadvantage or disrupted education resulting in them being unable to apply directly for an Oxford UG programme. The University welcomed its first cohort of 22 students in October 2023, 19 of whom went on to first year undergraduate study from October 2024, and the second cohort of 28 Astrophoria students started in October 2024.
- A range of new outreach and access activities, including BeUNIQ, Oxplore Teach, Festival and Hackathon, were delivered during 2023-24 alongside existing initiatives.

Objective 6 – Eliminate the undergraduate gender attainment gap by 2030

Approved by Council in March 2020

Target and 2023-24 Progress

Target	Baseline 2018	2023-24
1. Reduce the first-class degree attainment gap between women and men from 8.5% to 4.4% by 2025	10.6%	10.2%

What we are doing to meet Objective 6

- Work in this area is ongoing, including through the Academic Skills Project and the Inclusive Teaching Toolkit (noted above). The first-class degree attainment gap between women and men is complex, and ongoing analysis suggests that factors including socio-economic background and ethnicity may also contribute to this gap.

Equality, Diversity and Inclusion at Oxford: 2023-24 Highlights

EDI Roundtable Series

The EDI Roundtable is a termly event that brings together senior leadership, staff and students from across the collegiate University to help us set the agenda for our work on EDI. During 2023-24, Roundtable events have focused on the topics of belonging, inclusive leadership, and using local, national and global partnerships for EDI progress. They have also served to gather views and ideas, which have informed the development of the collegiate University EDI Strategic Plan.



Image 1: Tim Soutphommasane speaks at Worcester College

Michaelmas Term October 2023: Building an EDI Culture

This Roundtable outlined the development of a new collegiate University EDI Strategic Plan, and featured updates on EDI initiatives within the Bodleian Library, Saïd Business School, the Mathematical, Physical and Life Sciences Division, the Oxford University Students' Union, and the Equality and Diversity Unit. There was also a panel discussion about inclusion and belonging, featuring Gill Aitken (Registrar), Baroness Valerie Amos (Master, University College), Addi Haran Diman (President, LGBTQ+ Society), and Prof Dan Grimley (Head, Humanities Division).

Hilary Term January 2024: Building Confidence on EDI

The Hilary Term Roundtable focused on the importance of building confidence relating to EDI, including through the proposed EDI Strategic Plan and the Public Sector Equality Duty. It featured presentations from Helen Mountfield KC (Principal, Mansfield College) and Dr Joanna Kemp (Equality and Diversity Unit), an interview with David Glasgow (Executive Director of the Meltzer Centre for Diversity, Inclusion and Belonging, NYU), as well as a panel consisting of Prof Proochista Ariana (Nuffield Department of Medicine), Helen King (Principal, St Anne's College), Vernal Scott (Equality and Diversity Unit), Luke Tryl (More in Common) and Anita Okunde (Oxford African and Caribbean Society).



Image 2: Joanna Kemp speaks at Mansfield College

Trinity Term May 2024: Local, national and global partnerships for EDI progress

The final Roundtable for the year focused on how partnerships can support EDI progress. Liesl Elder (Chief Development and Alumni Engagement Officer), Prof Alex Betts (Local and Global Engagement Officer), Baroness Jan Royall (Principal, Somerville College), Beverley Harry (Gardens, Libraries and Museums) and Sepiso Mwamelo (AfOx) shared their reflections on local, national and global partnerships. The event also featured contributions from Jen Chapin (Equality and Diversity Unit), Laura Jones (Equality and Diversity Unit) and Prof Marc Stears (Director, UCL Policy Lab).



Image 3: Panellists speak at Trinity College

Student Inductions, Voice and Engagement

Launch of the EDI Student Associates Scheme

The consultation process of the University's Race Equality Taskforce indicated wide support for students to be recognised for their involvement in activities which contribute to the Race Equality Strategy. The University committed to develop and implement an EDI student associate scheme that offers awards to students aiming to learn more and implement inclusive practices.

In 2023 two Student Associates, Rhienna Morar and Julian Applebaum, joined the Equality and Diversity Unit under the new scheme.



Image 4: Rhienna Morar, EDI Student Associate 2023-24

Termly Student EDI Events

Regular events with student representatives were held during the academic year, featuring engagement with EDI-related research across GLAM.

Labelling Matters at the Pitt Rivers Museum: Dr Marenka Thompson-Odlum (Research Curator, Pitt Rivers Museum) and Dr Chris Morton (Deputy Director, Pitt Rivers Museum) offered students a short talk and tour, based on the *Labelling Matters* project, which aims to reimagine the definition of labelling and find innovative forms of interpreting the museum's displays.



Image 5: Marenka Thompson-Odlum speaks to students about the power of labelling

We are our History at the Bodleian Libraries:

Jasdeep Singh (Project Lead, *We are our History*) and Ant Brewerton (Associate Director for Academic Library Services and Keeper of Collections), members of the Bodleian's *We are our History* project, shared stories and collections relating to the Bodleian's colonial past, focusing on the work the Bodleian is doing on race and inclusion and its impacts on students' sense of belonging. Students were given a behind the scenes tour of the library and an opportunity to learn about the Bodleian's colonial history through archival items from the collections.



Image 6: Jasdeep Singh shares a historical map

Belief Through Time at the History of

Science Museum: Dr JC Niala (Head of Research, Teaching and Collections) and Dr Sumner Braund (John Fell Research Fellow) introduced students to the histories and narratives of the History of Science Museum's collections and their connection to belief. Students participated in a group tour of the museum, exploring historical objects through the lens of belief and what they tell us about our past.



Image 7: JC Niala explaining astrolabes

Freshers EDI Inductions Pilot

In the approach to Michaelmas Term 2023, the Chief Diversity Officer and the heads of house at Worcester, Keble and Queen's Colleges jointly developed a pilot Equality, Diversity and Inclusion induction for incoming undergraduate and graduate freshers.

The pilot induction, which involved a one-hour in-person session, was delivered by University and college staff to about 340 freshers across six sessions in the three colleges. Each session featured a brief overview of equality, diversity and inclusion, and group-based discussion of EDI-related scenarios involving students in academic and social settings.

According to the evaluation results (based on 237 responses), 94% of participants agreed or strongly agreed that the session was 'a positive way to think about my student experience at Oxford'.



Image 8: Student Inductions at Keble College

Academic & Research Engagements with EDI

Seminar Series: Justice, Equality & Identity

In Michaelmas Term 2023, the Chief Diversity Officer convened the *Justice, Equality and Identity* seminar series to create a scholarly forum to discuss research, teaching and academic engagement. Featured papers were drawn from a range of disciplines, from across Oxford's academic divisions and departments, with the aim of facilitating a dialogue on the intellectual dimensions of EDI, both methodological and substantive. The series was attended by academics, researchers, postgraduate students, and professional services staff.

The series consisted of the following seminars:

- 'The ground of affirmative action' – Dr Shrey Atrey (Faculty of Law);
- 'CHiMES: a creative interdisciplinary collaborative tackling health inequalities and epistemic injustice' – Prof Kam Bhui (Department of Psychiatry & Nuffield Department of Primary Health Care Sciences);
- 'Global Equitable Oxford: what are our research and teaching responsibilities to the wider world?' – Prof EJ Milner-Gulland (Department of Biology), Prof Lisa White (Department of Biology), and Andonis Marden (Refugee Studies Centre); and
- 'Who is British South Asian and why does it matter?' – Dr Yasmin Khan (Department for Continuing Education & Faculty of History).

Breaking new ground with research on EDI

In March 2024, the *Finding a Balance* report was published, based on a study conducted by University of Oxford, UCL Policy Lab and More in Common. The study, co-authored by Prof Tim Soutphommasane, examined British public opinion about EDI by looking at a sample of over 6,000 people and focus groups who took part in the research. The study found that 62 per cent of the British public believe that EDI is a good thing rather than a bad thing (only 12 per cent believe it is a 'bad thing'). British people are also more likely than not to think that EDI leads to fairer outcomes and that they personally benefit from EDI. The study outlined ways that institutions can craft an 'EDI 2.0', updating their equality, diversity and inclusion efforts to meet the challenges of political polarisation.



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Oxford co-led study finds Britons in favour of EDI initiatives but with renewed approach

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A new report released today, co-led by the University of Oxford, has found that most Britons support Equality, Diversity and Inclusion (EDI) initiatives, but believe improvements are needed to ensure they are relevant to their everyday experiences.

The findings from *Finding a Balance* received coverage in various media outlets, and were presented at numerous events in 2023-24, including the Universities UK Pro-Vice Chancellors for EDI seminar, the British Educational Research Association annual conference, the Labour Party Conference, and the Conservative Party Conference.



Image 9: Tim Soutphommasane at BERA Conference; coverage of *Finding a Balance* in the FT



Supporting our EDI community

The EDI HUB

Throughout the academic year 2023-24, a variety of communications channels, the foundations of a new EDI HUB, were used to communicate EDI activities and initiatives to University audiences and to the EDI community.

The EDI HUB consists of a monthly EDI Bulletin, a community Teams channel, new webpages that communicate EDI stories and the EDI Community of Practice (EDI CoP). The EDI HUB enables an engaged, connected and supported community of professionals working on EDI and enhances communications across the University.

Equali-Teas

The Chief Diversity Officer and members of the Equality and Diversity Unit held regular 'Equali-Teas' across the University. These drop-in events offered staff a chance to chat over tea or coffee – and ask questions regarding EDI or share their ideas and experiences. Sessions were hosted by Nuffield Department of Women's and Reproductive Health, the Mathematical Institute, Ashmolean Museum, Department of Primary Health Care Sciences and the Department of Psychiatry.



Your EDI Stories

Staff and students across the University are working to advance equality, diversity and inclusion. The 'Your EDI Stories' initiative seeks to highlight these community members as they share their work, their motivations and their vision for a more inclusive future.



Image 10: Jarlath Brine, Staff Development Manager at the Department for Engineering Science

EDI Community of Practice

The EDI Community of Practice (CoP) was launched in Michaelmas Term 2023. Chaired by EDI facilitators and supported by the EDU, the aim of the CoP is to enhance the professional capabilities of our EDI.

EDI CoP Mission Statement

The Community of Practice will work to help identify and meet the professional development needs and aspirations of its members.

Over the course of 2023-24, focus was placed on priorities that reflect the CoP's overarching mission to provide support for professional development. Community of Practice meetings explored topics of local and systemic barriers to EDI, research quantifying inclusion within teams, action planning to support departments to with the delivery of the Race Equality Strategy and more. Funded by the Diversity Fund, the EDI CoP held its first conference for EDI practitioners in September 2024. Over two days, sessions were held at the Blavatnik School of Government, the Saïd Business School's 'Hive' and online. Attendees came from across the collegiate university and included staff from a range of professional and academic roles.

'It was great to have so many valuable and important topics, and to focus on why and how we do EDI. It reminded me why I do what I do. I loved the networking opportunities and all of the talks were excellent.'

Conference participant



Image 11: EDI Conference organisers pictured in front of The Hive, Saïd Business School

College staff professional development pilot

In April 2024, a pilot EDI professional development workshop, aimed at college staff, was conducted at four colleges: Somerville, Christ Church, Pembroke and University. Six sessions were held, attended by a total of about 230 college staff members, and featured discussions of EDI-related scenarios. Based on the responses of 160 participants, 74% agreed or strongly agreed that 'I have gained a better understanding of equality, diversity and inclusion as a result of this session'.

Annual Professional Development Workshop

In July 2024, the Chief Diversity Officer convened a professional development workshop attended by more than 60 EDI practitioners and staff. Stuart Baldwin led a workshop that encouraged participants to consider how they can help build positive cultures, trust and change.

Celebrating our successes

We have celebrated the achievements of staff and students during 2023-24.

Vice-Chancellor's Commitment to EDI Award

The Vice-Chancellor's Awards recognise achievements and celebrate success across the collegiate University, from academics and researchers to professional, technical and support staff. The Commitment to Equality, Diversity and Inclusion Award is presented to colleagues who model equality, diversity and inclusion (EDI) through their work, and have made a difference to EDI at Oxford.



Image 12: Vice Chancellors Awards at the Sheldonian Theatre

The 2024 Finalists were:

- *Championing EDI and role-modelling best practice* – Fadi Issa, Nuffield Department of Surgical Sciences;
- *Increasing African student representation in Oxford's postgraduate studies* – The Oxford Africa Society and Africa Oxford Initiative;
- *'Taboos and Transitions' seminar* – Dr Sarah Cullinan-Herring, Faculty of Classics; and
- *We are our History project* – Bodleian Libraries.

The 2024 Vice-Chancellor's Commitment to EDI Award was presented to the ***We are our History*** project at the Bodleian Libraries.

'It has been a successful year but winning the Vice-Chancellor's Award for Commitment to Equality, Diversity and Inclusion in 2024 was the icing on the cake. As well as being a welcome celebration of the team's hard work it also shows we have gone some way to achieve our strategic goal 'to become a model of excellence and innovation in equality, diversity and inclusion'. Now we look to move beyond WAOH, building on its successes but taking forward inclusion in other exciting areas as well.'

Ant Brewerton, Associate Director for Academic Library Services at the Bodleian, reflecting on the VC's Award for Commitment to EDI



Image 13: The 2024 Vice-Chancellor's Commitment to EDI Award was presented to the *We are our History* project at the Bodleian Libraries.

The project has yielded several significant outcomes, including a comprehensive report on 'Bodleian and Empire' that consolidates new research, twelve research blogs uncovering hidden histories, and workshops to engage communities. Key anti-slavery records were digitised, while the 'WAOH Conversations' series successfully attracted diverse audiences. In addition, compulsory EDI recruitment training for managers improved hiring practices (as demonstrated by an increase in applications and offers accepted by BME job seekers).

Diversity Fund 2023-24

The Diversity Fund is an annual fund which provides grants to initiatives aimed at furthering the University's commitment to EDI, with the aim of delivering culture change across the collegiate University. In December 2023, six applications were awarded funding.

One of the awarded projects was 'Off the Beaten Track', a series of video interviews highlighting the career journeys of University staff from under-represented demographics and staff who have taken unconventional routes to their current positions within the University.



PROFESSOR KOKILA LAKHOO

[Watch Kokila's story](#)



PROFESSOR CLAIRE EDWARDS

[Watch Claire's story](#)



DR GEORGE ADIGBLI

[Watch George's story](#)



DR MARTIN GILLIES

[Watch Martin's story](#)



DR SAYDIA WESLEY

[Watch Saydia's story](#)



DR ANNA FURMANSKI

[Watch Anna's story](#)

ATHENA SWAN GOLD CASE STUDY: Department of Paediatrics, Medical Sciences Division



By the end of 2023-24, 43 departments held Athena Swan awards, with 3 Gold, 20 Silver and 20 Bronze. To celebrate success and share insight and good practice, the Equality and Diversity Unit held a showcase for the EDI practitioner and facilitator community in September 2024.

Professor Rebecca Slater, the department's Athena Swan champion, describes how the department approached achieving an Athena Swan Gold Award, and gives examples of the targeted interventions which have led to transformational change.

Our Beacon Activity was to develop our initiative 'Using Data to Create Positive Cultural Change'. We are fortunate to have a Professor of Statistics who helped develop the scheme, and we engaged their data analysis skills to underpin and create the change we aspired to.

At the time, the department had a notably low proportion of female professors, which contributed to fewer women applying for grants and receiving overall significantly lower grant values compared to men. To address this, we established infrastructure to offer better training for grant applications, including senior reviews and feedback from mock interview panels. As a result, all related metrics improved—not only the number of grants applied for, but also their value and success rate.

Data also supported us to achieve positive changes in the following areas:

1. Recognition Awards were being disproportionately awarded between staff grades. This enabled us to take meaningful action to ensure that managers were assessing eligibility across all grades which led to a more proportionate spread of awards in future rounds.
2. Our culture survey data showed that we had low Personal Development Review completion rates. The department conducted a targeted roadshow emphasising the value of PDRs, encouraged 100% participation, supported managers in managing workloads, and highlighted related benefits resulting in significantly improved completion rates and positive impacts on other metrics.
3. Staff survey data revealed that one group of staff had significant challenges with work-life balance. We prioritised this with a focused and meaningful approach to change.



'Following the achievement of our Silver Award in May 2018, we made the decision to go for Gold in our next submission. Our collective ambition was to use data to drive positive cultural change, which enabled us to strategically target areas for improvement, address specific challenges, plan meaningful evidence-based actions, track real-time data, implement adjustments and measure the impact of our efforts effectively.'

Professor Rebecca Slater, Athena Swan Champion

Developing the EDI Strategic Plan 2024-2027

In June 2023, the Joint Committee for Equality, Diversity and Inclusion approved work to develop a collegiate University EDI Strategic Plan. Over the course of the 2023-24 academic year, the collegiate University worked to establish a common framework to support and inform work on EDI conducted by divisions, departments, colleges and UAS.

The perspectives of staff and students from a range of backgrounds were incorporated into the plan following online and in-person engagement events. Consultations took place with committees of Council, Conference of Colleges and its committees, divisions, senior leadership, and staff networks. In addition, progress was shared through termly student engagements, EDI Roundtables, and the Vice Chancellor's Open Forum on EDI. The collegiate University EDI Strategic Plan 2024-2027 was approved by Conference of Colleges and Council in May 2024 and June 2024 respectively.

In September 2024, a preview of the new EDI Strategic Plan was provided at the Professional Services Conference, and featured a panel discussion on building an inclusive University culture with Daisy Hung (Head of EDI, Mathematical, Physical and Life Sciences Division), Dr Joanna Kemp (Programme Manager, Equality and Diversity Unit) and Prof Karla Miller (Associate Head, EDI, Medical Sciences Division). The Strategic Plan was subsequently launched formally in October 2024.



Image 14: Helen Mountfield, KC (Co-Chair of the Joint Committee for EDI)



Image 15: Professional Services Conference – Evolving Together, September 2024

Governance and Leadership of EDI

The Chief Diversity Officer, Professor Tim Soutphommasane, is the executive lead for EDI within the University, reporting to the Vice-Chancellor. Working alongside the Registrar and Pro-Vice-Chancellors, Heads of Divisions and the Conference of Colleges, he has been charged with embedding equality across the collegiate university.

There are now three main bodies relating to EDI within the collegiate University: Joint Committee for EDI (JCEDI); Equality and Diversity Panel (EDP) and Equality and Diversity Forum (EDF).

The membership of the Joint Committee is drawn from across the collegiate University and is co-chaired by Prof Soutphommasane and Helen Mountfield KC (Principal, Mansfield College). It acts to promote and advance equality, diversity and inclusion across the collegiate University. It oversees the implementation of the collegiate University EDI Strategic Plan and reports to Council and to the Conference of Colleges.

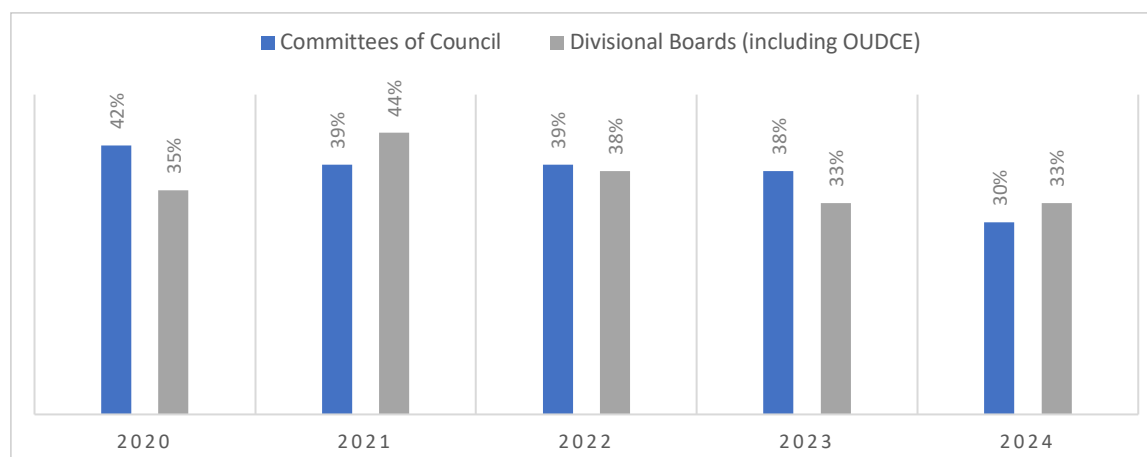
The EDP, which is chaired by the Chief Diversity Officer, and reports to JCEDI, is made up of representatives from across the University departments, divisions and staff networks.

The EDF brings together representatives from the 39 independent colleges and four permanent private halls to discuss EDI matters and share good practice between colleges. It is chaired by a Head of House (currently the Provost of Worcester College), and reports to the Conference of Colleges and JCEDI.

Table 1 – Female and BME representation: Council, Divisional Boards and Heads of Departments

Group	2017-18 % of group	2022-23 % of group	2023-24 % of group
Female representation			
Council and its main committees	33%	38%	30%
Divisional Boards	29%	33%	33%
Academic Heads of Departments	28%	32%	31%
BME representation			
Council and its main committees	3% in 2018	12%	15%
Divisional Boards	2% in 2018	6%	7%

Figure 1 - Female membership of University governance bodies, 2020 - 2024⁶



⁶ OUDCE – Oxford University Department of Continuing Education.

Figure 2 - Female members of Council and its five main committees, 2020 – 2024

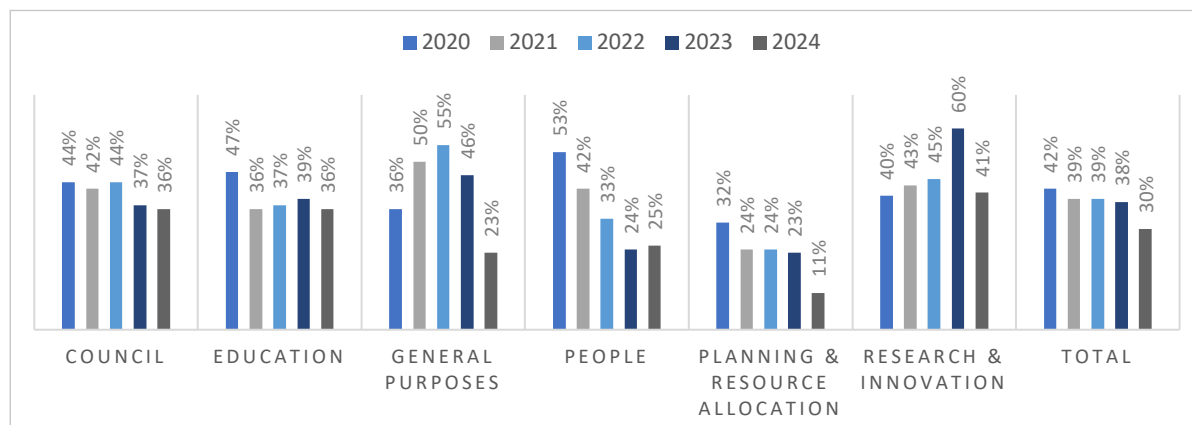


Figure 3 - Female heads of academic departments, 2020 - 2024

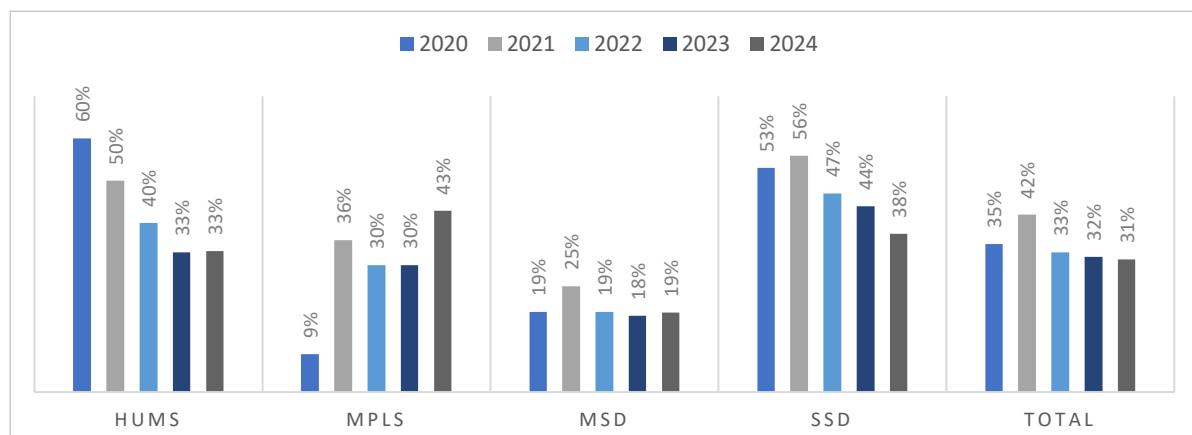


Figure 4 – Black and Minority Ethnic members of University governance bodies, 2020-21 – 2023-24

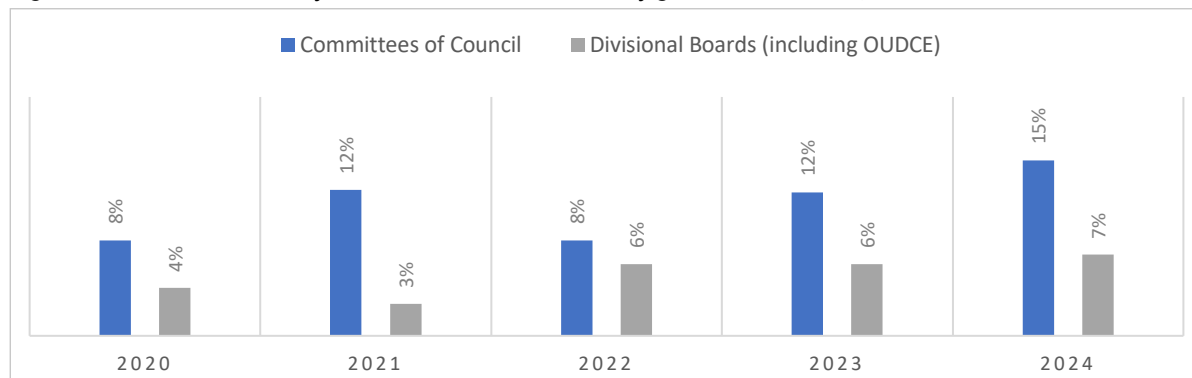
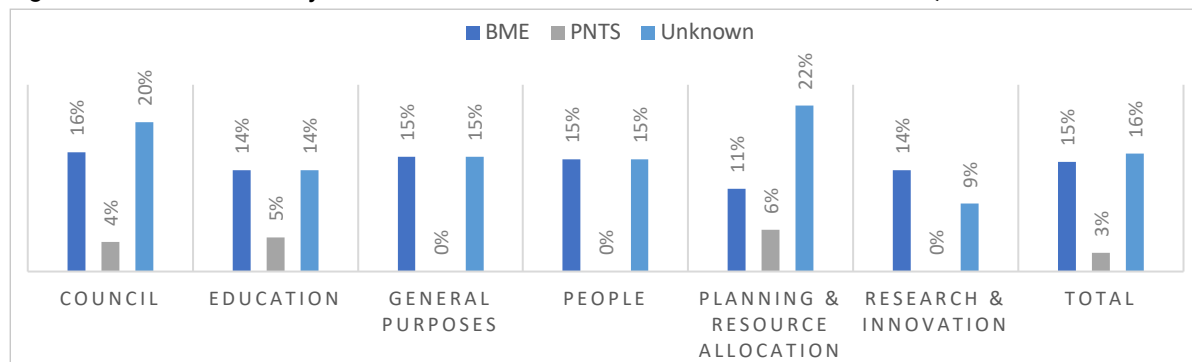


Figure 5 - Black and Minority Ethnic members of Council and its five main committees, 2024



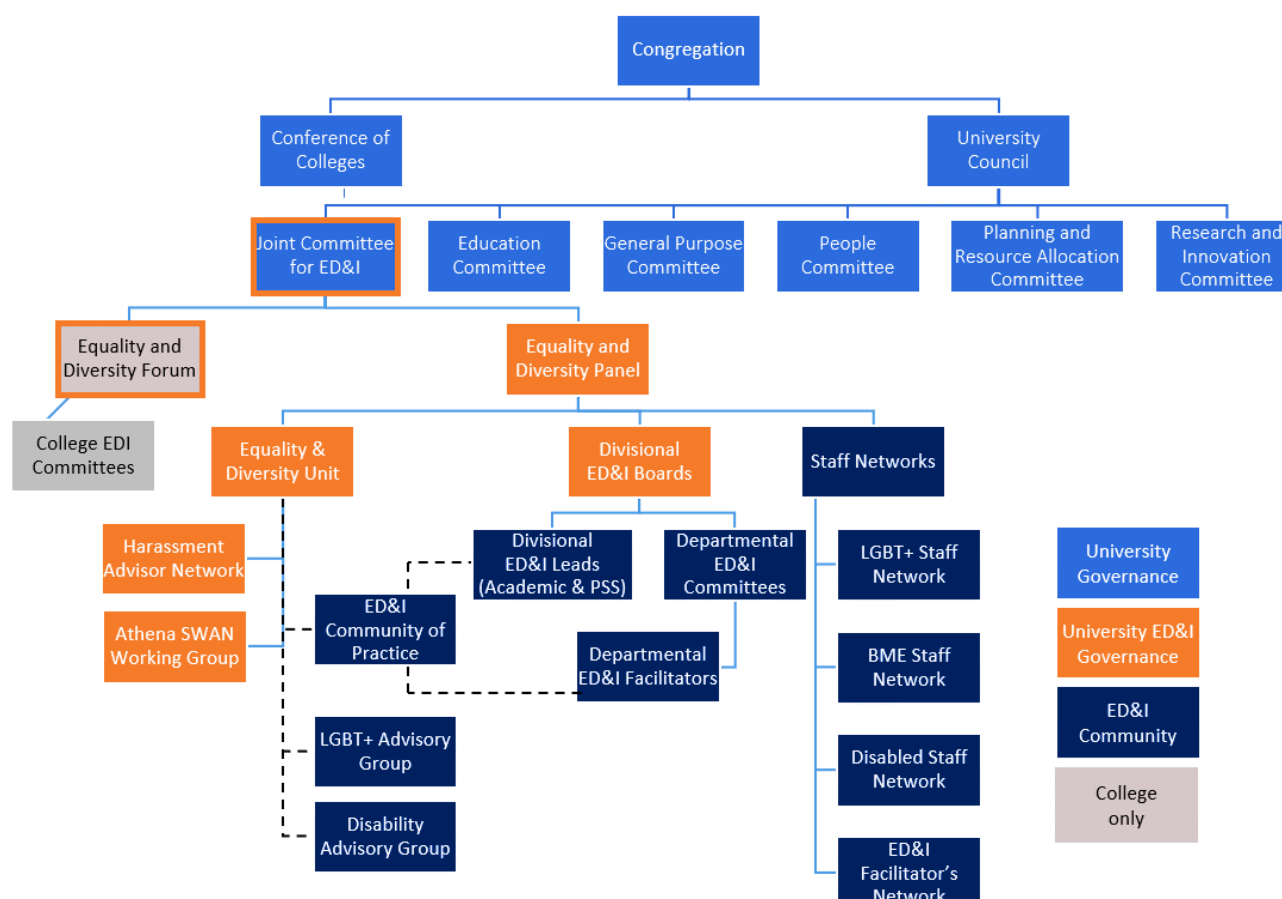
The Equality & Diversity Unit (EDU)

The EDU sits within the HR Directorate, within the University Administration Services (UAS) Division. It is responsible for advising on the formulation of policy, equality advice, staff disability support, compliance with statutory reporting, data management and insights to inform decision-making, and facilitating transformative culture change. The composition of the EDU at time of publication, is shown in Table 2.

Table 2 – The Equality & Diversity Unit

Job Title	Name
Interim Head & Policy Advisor, Race, Religion and Belief	Marilyn Verghis
Policy Advisor, Gender Equality and Athena Swan	Jennifer Chapin
Staff Disability & EDI Advisor	Jordelle Akinola
Student Equalities Officer	Sandhya Patel
Advisor, Engagement & Insight	Laura Jones
Harassment Prevention Advisor	Laura Epton
Harassment Prevention Coordinator	Aitch Farley
Communications & Engagement	Iona Shaw
EDI Programme Manager	Joanna Kemp
Equality Administrator	Haleigh Bellamy

Figure 6 – Governance and the collegiate EDI community



Students

The Access and Participation Plan (APP) 2020-21 to 2024-25 continued to guide our efforts for undergraduate students. During the 2023-24 academic year, the University's new Access and Participation Plan 2025-26 to 2028-29 was developed and submitted to the Office for Students for approval.

APP interventions over the 2023-24 academic year included collaborations with schools; improving access to transition and skills support; financial support; inclusive teaching and assessment practices; improving services for disabled students; and working in partnership with students to inform institutional efforts on access and participation.

We will also continue to monitor and address other areas which are not targets in the APP but remain important, including the gender attainment gap at first-class level, and attainment gaps in postgraduate taught degrees.

Undergraduate Students

The University published its Annual Admissions Statistical Report in May 2024, providing a detailed breakdown of UK applications, offers and admissions. The report noted that between 2019 and 2023:

- applications from UK students and non-EU students have risen, and applications from EU students have fallen;
- UK-domiciled applicants are substantially more likely to receive an offer of a place to study at Oxford than students from outside the UK;
- since 2019, the proportion of students admitted who are from the UK has risen to 79.5% from 78.8%, whilst the proportion from non-EU countries has increased to 16.8% from 14.1%; and
- the proportion of students who applied from the EU fell from 12.0% in 2019 to 6.8% in 2023.

The number of students admitted in 2023 was 3,219. Approximately four-fifths of those places went to students living in the UK.

Between 2019 and 2023, within the total group of UK-domiciled undergraduates admitted:

- the proportion from state schools rose from 62.3% to 67.6%;
- the proportion identifying as Black and Minority Ethnic (BME) rose from 22.0% to 28.8%;
- the proportion identifying as Asian rose from 9.6% in 2019 to 13.1% in 2023;
- the proportion from socio-economically disadvantaged areas rose from 12.2% to 14.4%;
- the proportion from areas of low progression to higher education reduced from 14.0% to 13.3%;
- the proportion declaring a disability rose from 9.5% to 19.0%; and
- the proportion of women was reduced from 54.3% to 52.2%.⁷

⁷ Percentages have been rounded to one decimal place. Some figures may be slightly different from those presented in previous editions of the annual Admissions Report following data corrections.

Undergraduate Student Profile

Figure 7 – Undergraduate overall applications to Oxford, offers made and students admitted, all domiciles, 2019-2023

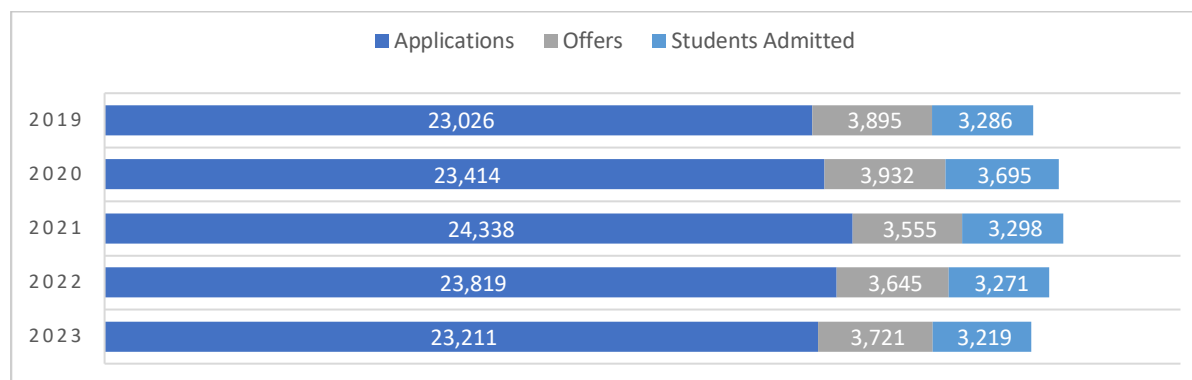


Figure 8 – Overall applications to Oxford, proportion of total applicants and total students admitted, by domicile, 2019–2023

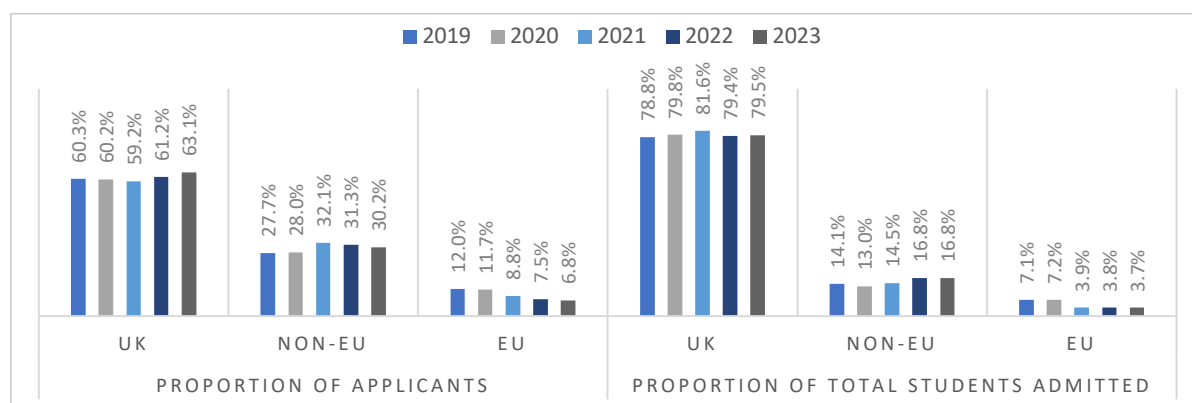
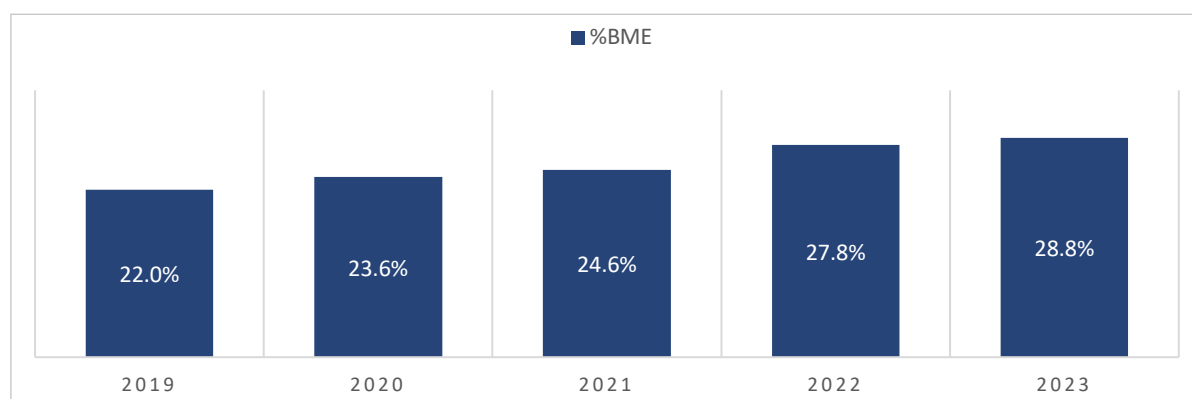


Figure 9 – UK-domiciled BME applicants to Oxford, proportion of total UK-domiciled students admitted, 2019-2023⁸



⁸ Excluding students whose ethnicity status is not declared.

Figure 10 – UK-domiciled students declaring a disability on application to Oxford, as a proportion of total UK students admitted, 2019–2023

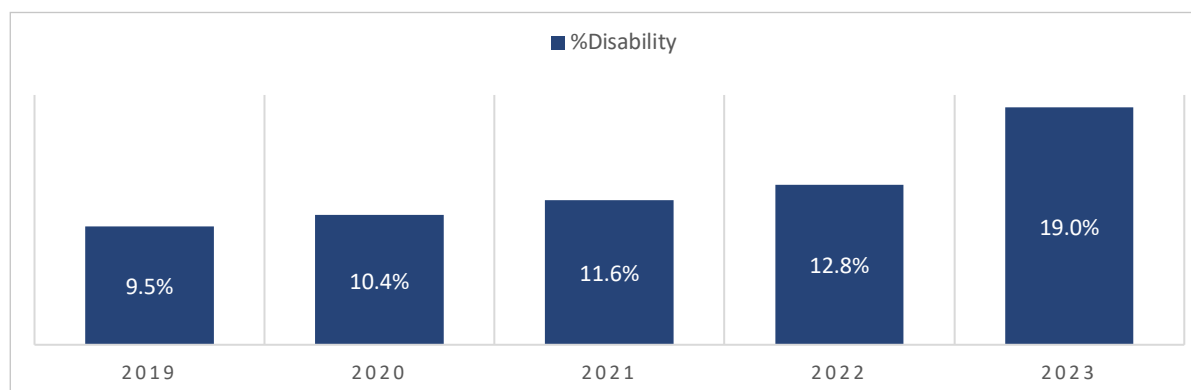


Figure 11 – UK-domiciled students declaring a disability by category of disability, on application to Oxford, proportion of total students admitted, three-year total 2021–2023⁹

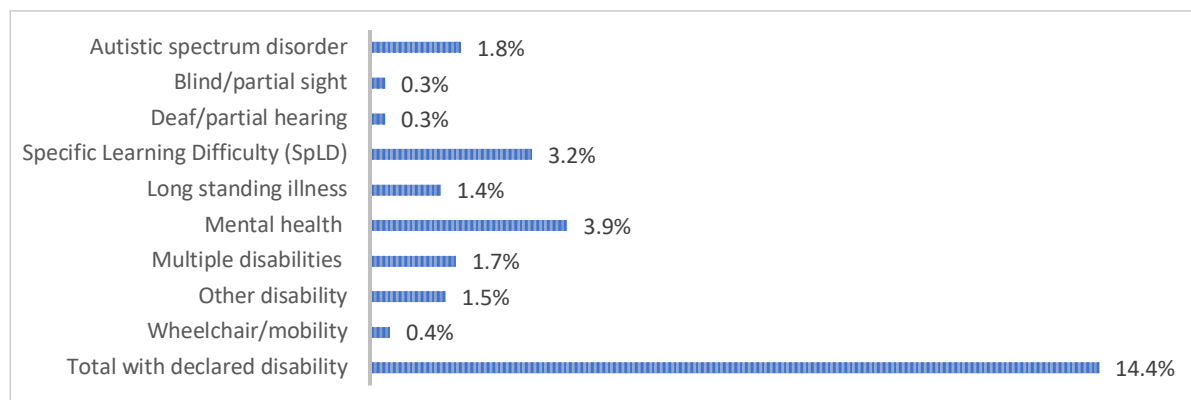
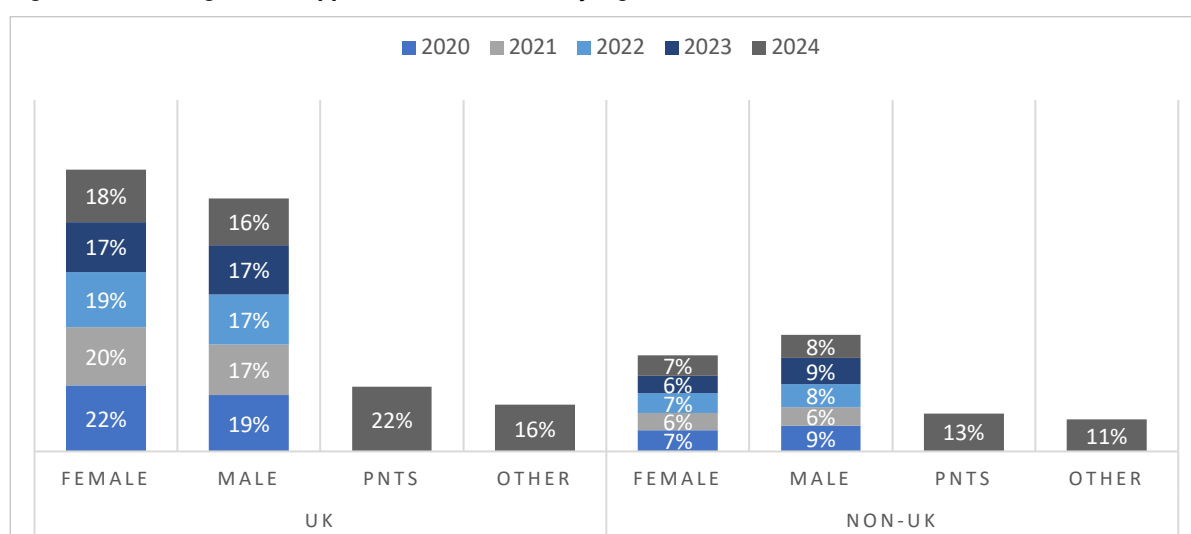


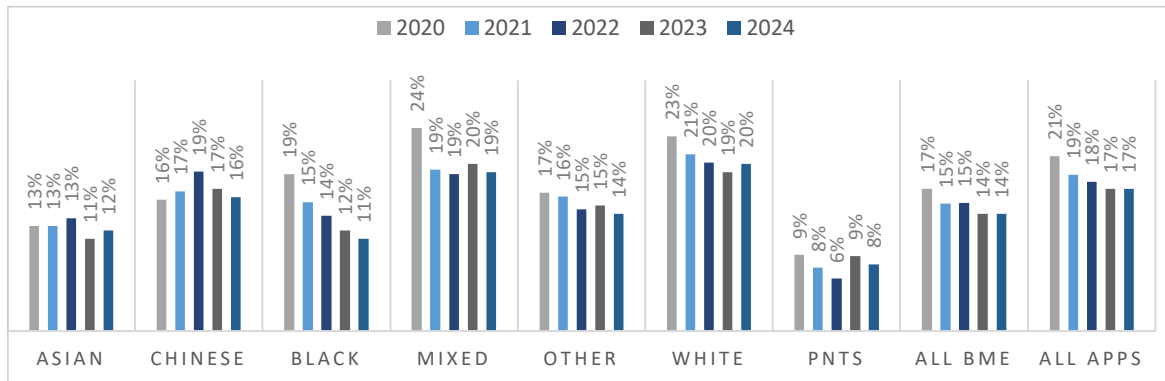
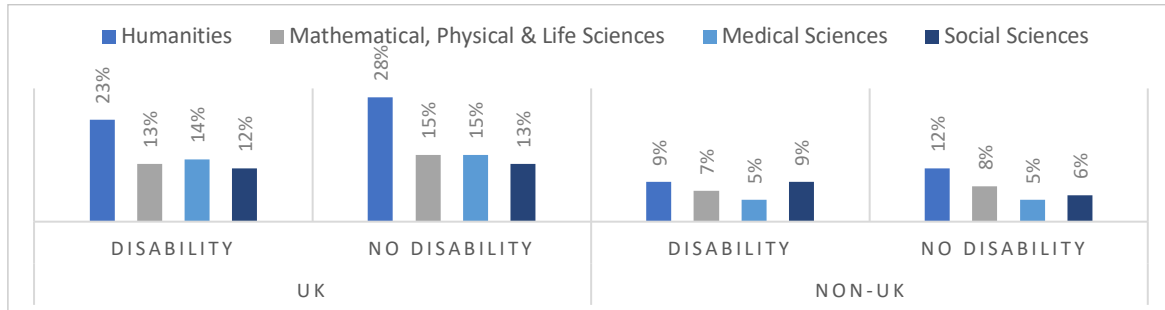
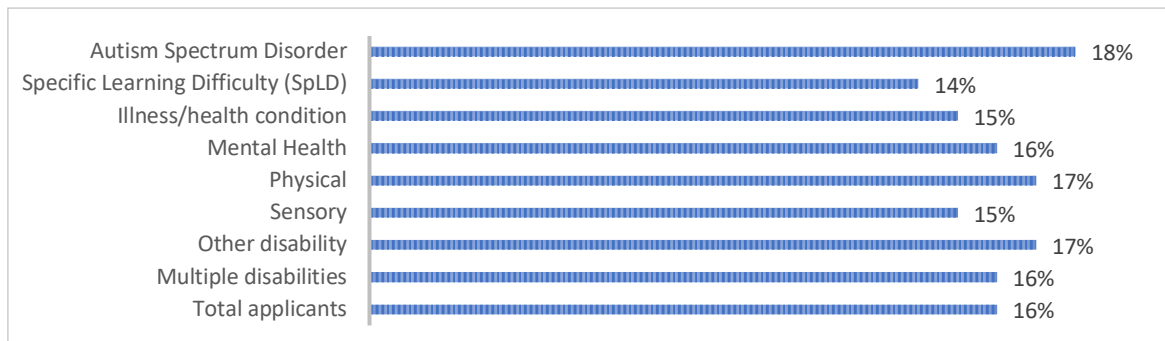
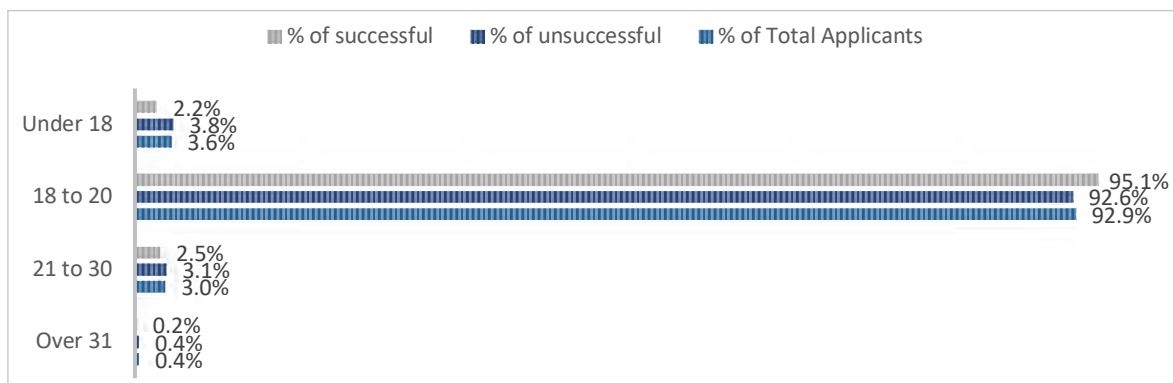
Figure 12 – Undergraduate applicant success rates by legal sex¹⁰ and domicile, 2020–24¹¹



⁹ Specific Learning difficulty includes dyslexia, dyspraxia and ADHD.

¹⁰ Oxford University data in this report uses the binary male/female options from the UCAS application, which may not reflect the gender identity of all applicants.

¹¹ Other, is abbreviated from 'I use other term'.

Figure 13 – UK-domiciled undergraduate applicant success rates by ethnic group, 2020-24**Figure 14 – Undergraduate applicant success rates by disability status, division and domicile, 2024****Figure 15 - Undergraduate applicant success rates by disability type, 2022-2024 (combined)****Figure 16 – Undergraduate applicant outcomes by age band, 2022-24 combined**

Outreach and Access Programmes

Programmes of outreach, access and support for students from diverse backgrounds continued throughout 2023-24, including UNIQ, Target Oxbridge and Opportunity Oxford.

Target Oxbridge Year 10 Programme

Oxford, alongside Cambridge and Rare Recruitment, supported the programme from 2022 until 2024. The programme for Key Stage 4 (Year 10 – 11) was fully online offering students of Black and Mixed Heritage African and Caribbean heritage an early glimpse into life at Oxford and Cambridge.

Target Oxbridge ‘Main Programme’

Target Oxbridge is a programme for UK Year 12 (or equivalent) students of Black and Mixed Heritage African and Caribbean heritage that supports competitive applications to Oxford and Cambridge.

Since 2017 the programme has worked to engage, support and encourage Black and Mixed Heritage students of African and Caribbean origin to consider, understand, and make competitive applications to the Universities of Oxford and Cambridge. The total number of Oxford acceptances in the last admissions cycle was 23, up from 21 in 2023.

With the ongoing inclusion of Target Oxbridge in the new APP, the programme continues to demonstrate the impact of the programme on the diversity of the Oxford student body.

Opportunity Oxford

Opportunity Oxford is an academic programme that helps to prepare talented UK offer-holders from under-represented backgrounds for successful student careers at our University. In the first five years of the Opportunity Oxford Programme 1,008 offers were made. A further 1,053 standard offer-holders who were flagged as eligible for the programme have also been supported through enrolling onto the programme’s academic online course. The programme expects to make more than 250 offers each year with the aim of confirming more than 200 places after results.

BeUNIQ

BeUNIQ is a programme to support Key Stage 4 UK state school students from Bangladeshi and Pakistani backgrounds and contributes to goals and aspirations, providing resources to support them.



During the 2023-24 academic year, the programme pilot year launched, working with three schools across the regions of Birmingham, Bradford and Oldham. The pilot year involved activities for year 10 students that supported their higher education goals and aspirations. The programme will continue to work in these regions, expanding to four schools in the coming year (from Birmingham, Bradford and Oldham) with a second cohort commencing the programme in February 2025.

In total, 622 Year 10 students participated in whole year group workshops. 118 students from Bangladeshi and Pakistani heritage were nominated in the 1st cohort of BeUNIQ.

IntoUniversity is a charity that works with local schools and young people to dramatically increase their excitement about learning, their motivation to study and their levels of achievement. In partnership with Christ Church and the University, a dedicated centre was opened in the Blackbird Leys area of Oxford to support young people with severe disadvantage and low educational attainment.

Key areas of work during 2023-24 include the following:

Working with Local Schools

Workshops have been delivered across four local secondary schools (Cheney School, Oxford Spires Academy, St Gregory the Great Catholic School and The Oxford Academy), supporting 393 students on a range of themes: including 'Choosing Success', 'Becoming an Independent Learner' and 'Higher Education Beyond 18.' These schools fit the University's outreach criteria of being in areas of low progression to Higher Education and socio-economic disadvantage.

Connecting the collegiate University and local community

IntoUniversity Oxford South East hosted a number of Holiday FOCUS programmes this year, including a five-day 'Creative Arts' programme which included clay sculpting, learning about surrealism, and creating their own animations. Students also had the opportunity to visit The Story Museum and Christ Church Picture Gallery.

Highlights from around the collegiate University

Under-represented Student Bursary Scheme – Museum of Natural History

In its 2017-23 strategic plan, the Museum of Natural History committed to 'taking a proactive and innovative role in inspiring and supporting diverse new generations of scientists'. The Museum established two summer placement programmes targeted at students from under-represented backgrounds.

A Successful Teacher Residential

The Department of Physiology, Anatomy & Genetics (DPAG) once again hosted a successful Teacher Residential in collaboration with Jesus College and Trinity College in June 2024. Five secondary school teachers visited Oxford for a week and were accommodated by Jesus and Trinity.

The teachers were hosted by research groups in Sherrington Building and IDRM with the key aims of better understanding how research is conducted at a tertiary research institution to encourage students to apply to study science subjects at university level. Professors Heidi de Wet and Shankar Srinivas also hosted a discussion on 'Applying to Oxford' to guide the teachers when supporting their students on return to school.



Image 16: Teacher Residential participants

'I think it's brilliant that the teachers come into our labs and make the connections between their practical and our experimental techniques. The teachers said they now feel confident that they are choosing the right thing to teach. It felt really great that we can reach their students through them and also that we in the biomedical research field can benefit other people in our society through ways other than the direct impact from our research projects.'

Student participant

Outreach and Access at Trinity College

Trinity College conducts outreach activities to students of BME heritage, in partnership with student societies and organisations including the Oxford Centre for Islamic Studies. In March 2024, the College ran an Access Day for 60 young women in Year 10-12 from Bangladeshi and Pakistani backgrounds. Building on the success of this day, in May they ran a similar day for students in Year 12 from Somali background. Both days began with sessions hosted by the Oxford Centre of Islamic Studies. Students shared a halal meal together before an admissions talk, an afternoon tea Q&A with current students and staff, and a tour of the college.

In February 2024, Trinity College also ran an access day for students in Year 12 from Black African and Caribbean backgrounds in partnership with the student African and Caribbean Society. More than 60 students were welcome to the College, taking part in two academic taster sessions, lunch in hall, and an afternoon of shadowing current students.



Image 17: Access day event

The Astrophoria Foundation Year

The first cohort students on the Astrophoria Foundation Year programme arrived in October 2023. The programme is for UK state school students with significant academic potential who have experienced severe personal disadvantage or disrupted education which has resulted in them being unable to apply directly for an Oxford undergraduate degree programme. It provides a supportive and challenging academic course aimed at enabling motivated students to reach their academic potential. Of the 22 students who took part in the first year of the programme, 19 (86%) have returned to Year 1 for undergraduate study at Oxford in October 2024. The second cohort of 28 young people from across the UK arrived in to start the programme in late September 2024.



Image 18: Oxford's first cohort of Astrophoria students with Dr Jo Begbie (AFY Programme Director) and Prof Matthew Weait (Director of the Oxford University Department of Continuing Education), October 2023

Postgraduate Students

For postgraduate study commencing in October 2023, 37,739 applications were received in total.

Overall, the applicant profile was:

- 25.9% of applicants from the UK and 74.1% non-UK;
- 50.2% were women, 48.5% men and 1.3% unknown;
- 11.2% declared a disability and 88.8% had no known disability; and
- 61.9% were from BME backgrounds, 33.0% white and 5.1% unknown.

Of the applicants who accepted a place at Oxford:

- 38.4% were from the UK and 61.6% were non-UK;
- 52.3% were women and 47.6% men;
- 16.4% declared a disability and 83.6% had no known disability; and
- 47.1% were from BME backgrounds, 47.6% white and 5.3% unknown.

Graduate Admissions

Figure 17 – Postgraduate application, offers and accepts, 2019-2023 (year of entry)

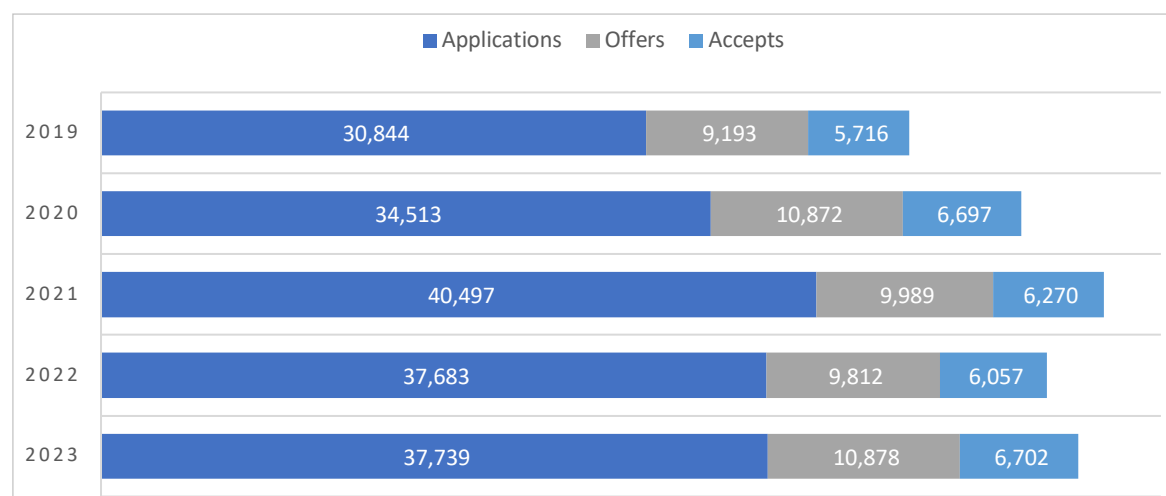


Figure 18 – Postgraduate application rates by legal sex, 2019-2023 (year of entry)

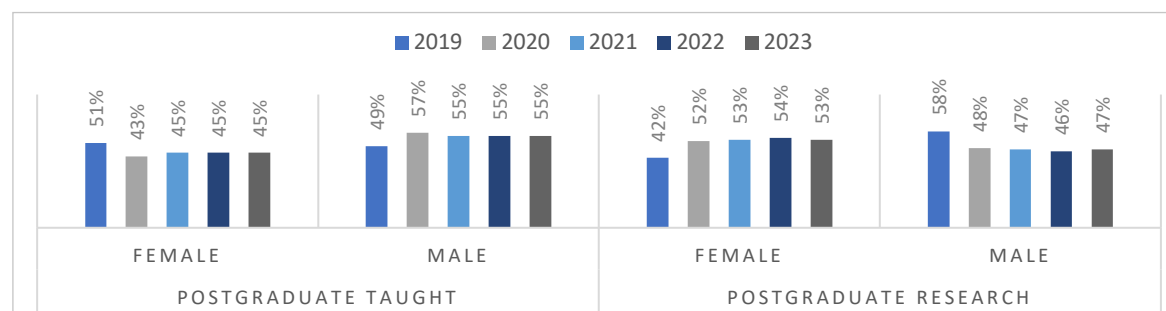


Figure 19 – Postgraduate taught applicant success rates by legal sex and domicile, 2019-23 (year of entry)

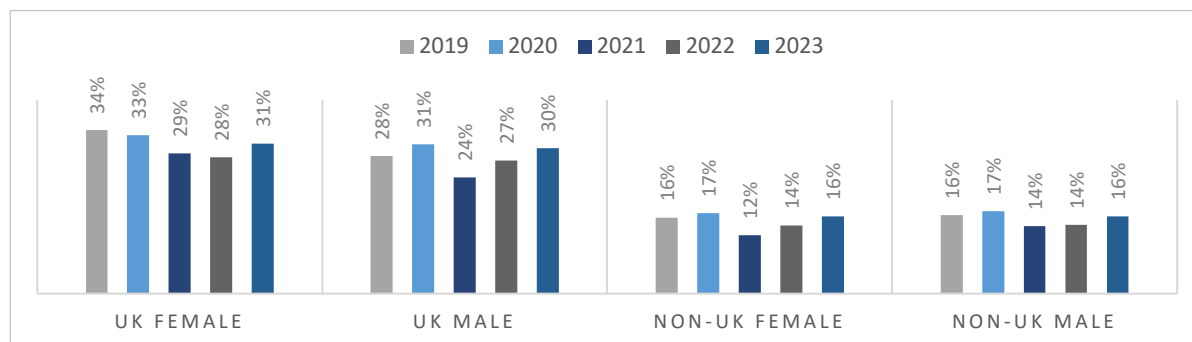


Figure 20 – Postgraduate research applicant success rates by legal sex and domicile, 2019-2023 (year of entry)

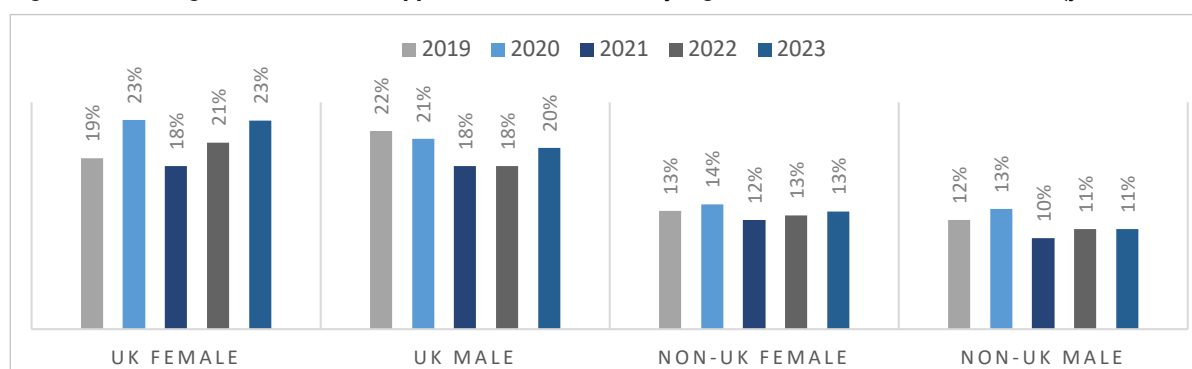


Figure 21 – Postgraduate taught applicant success rates by ethnicity group and domicile, 2019-23 (year of entry)

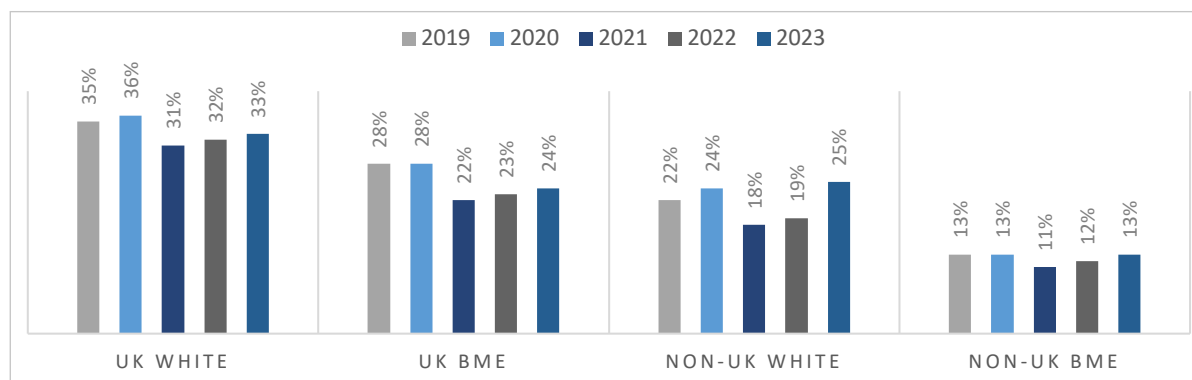


Figure 22 – Postgraduate research applicant success rates by ethnicity group and domicile, 2019-23 (year of entry)

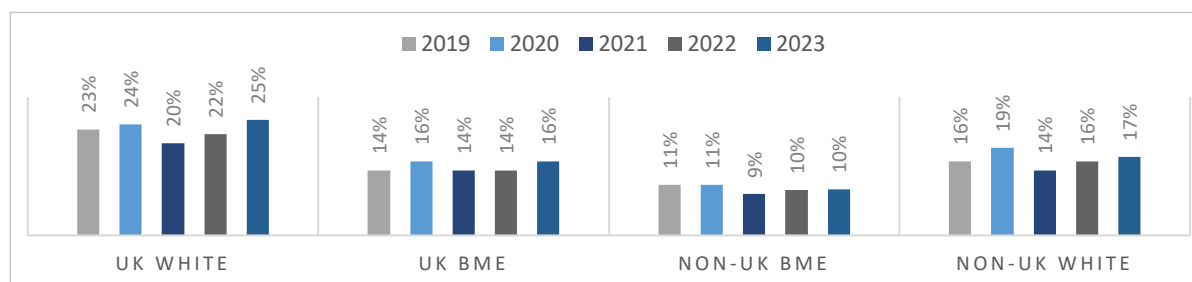
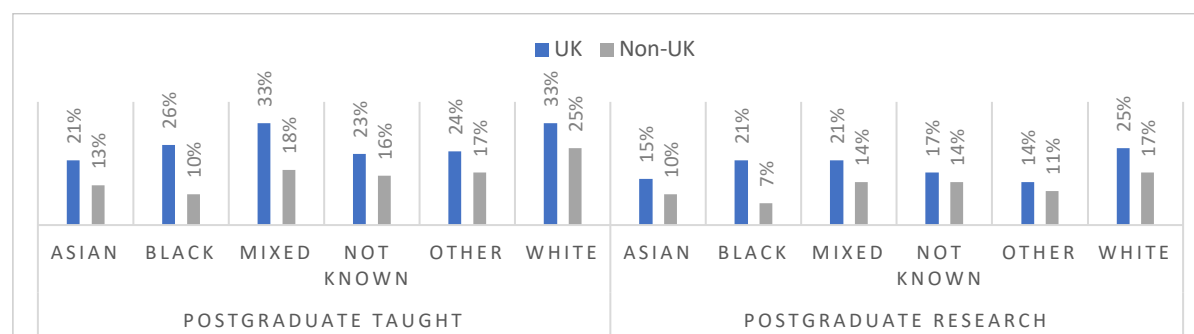
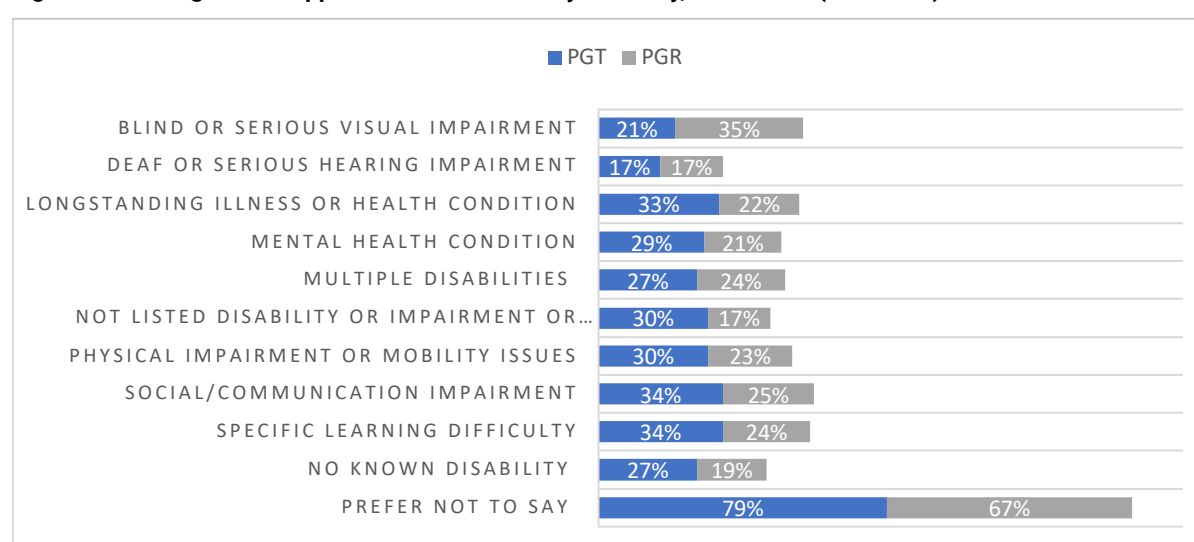
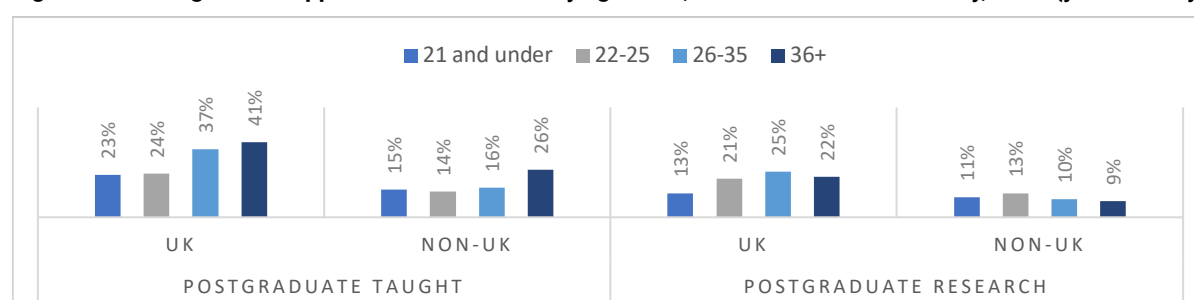


Figure 23 – Postgraduate applicant success rates by ethnic group, domicile and level of study, 2023 (year of entry)**Figure 24 – Postgraduate applicant success rates by disability, 2021-2023 (combined)****Figure 25 – Postgraduate applicant success rates by age band, domicile and level of study, 2023 (year of entry)**

Graduate Access

The University and colleges continue to work together to ensure promising postgraduate students from under-represented and socio-economically disadvantaged groups consider the University of Oxford as a destination for study. The [UNIQ+](#) programme and [Academic Futures](#) scholarship programmes are part of these efforts.

UNIQ+ 2024 hosted 121 interns in total, following a similar format to the previous year. Enhanced welfare support through additional training provided to staff and to UNIQ+ Coordinators (current DPhil students who are paid mentors / event facilitators) continued to be a core piece of our delivery, alongside professional support from DAS in the form of student support plans.

Funding from Crankstart will increase for 2026 onwards. In line with this, full scoping of an enhanced and more inclusive programme is underway, to include some online content, and tailored provision by division.



A view of the Oxford skyline. (© Elizabeth Nyikos / Graduate Photography Competition)

Table 3 – Applications to UNIQ+

UNIQ+ Year	UNIQ+ Interns	UNIQ+ Applying to PG Study ¹²		All PG Study		UNIQ+ v All PG	
		Offer Rate	Conversion Rate	Offer Rate	Conversion Rate	Offer Rate	Conversion Rate
2019	33	29.0%	66.7%	29.8%	62.2%	-0.8%	4.5%
2020	115	31.9%	59.1%	31.5%	61.6%	0.4%	-2.5%
2021	228	37.5%	60.4%	24.7%	62.8%	12.8%	-2.4%
2022	132	43.8%	60.0%	26.0%	61.7%	17.8%	-1.7%
2023	127	33.3%	58.8%	28.8%	61.6%	4.5%	-2.8%
Total	635	36.5%	60.3%	28.0%	62.0%	8.5%	-1.7%

Academic Futures is series of scholarship programmes that addresses under-representation in the graduate student body at Oxford. Up to 50 full awards are available across the three programme streams; Black Academic Futures, Refugee Academic Futures and Care-Experienced Academic Futures.

¹² This only includes applications made a year (or years) after the UNIQ+ year. So, for example, for UNIQ+ year 2019, the table will not count PG applications for 2019 entry but will for every year after.



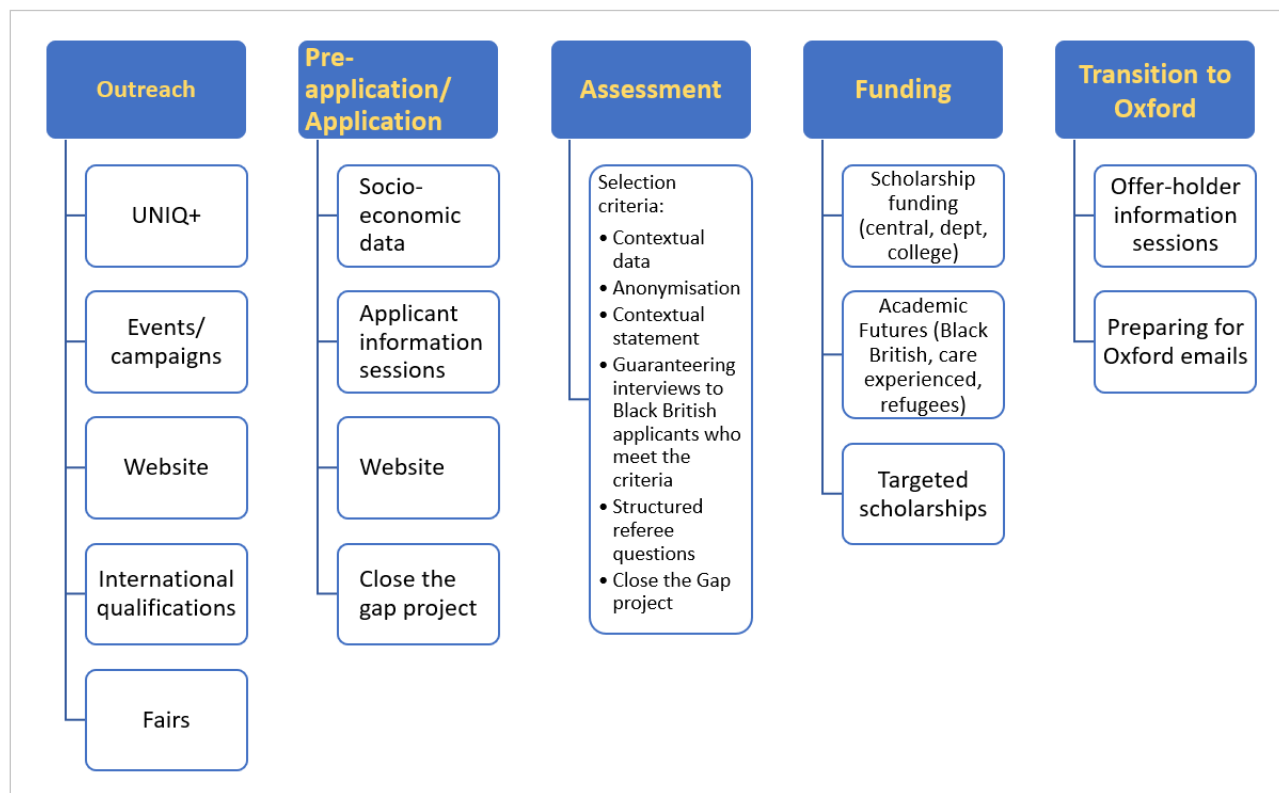
Image credit: © Elizabeth Nyikos / Graduate Photography Competition

Figure 26 – Graduate Access Support and Targeted Scholarships

Scheme	Details	2023-24
Black Academic Futures Scholarships	Scholarships for UK Black and Mixed Black students providing financial support to pursue study at Oxford.	37 PGT and PGR scholars
	Black Academic Futures Ambassadors work with the Academic Futures team to co-create the on-course programme	
Refugee Academic Futures Scholarships	Scholarships for students who are refugees or other people with lived experience of displacement to pursue PGT study at Oxford.	23 PGT and PGR scholars
	Open to all academic subjects applying for PGT study	
Care-Experienced Academic Futures	Scholarships to pursue graduate study to students who have experienced being in care in the UK	
The Graduate Scholarship Scheme for Ukraine Refugees	Scholarships for graduate scholars displaced by war in Ukraine	
	Scholars join one-year taught masters courses across the University	

Throughout 2023-24, a number of departments continued to incorporate initiatives to improve postgraduate access. This includes efforts to improve the fairness of assessment and selection process and minimise conscious and unconscious bias. The initiatives being undertaken vary between departments and, in some cases, between courses offered by the same department. These initiatives are described on the following pages.

Figure 27 – an overview of graduate access initiatives



Graduate Recruitment Initiatives

Close the Gap Programme

An equal partnership between the Universities of Oxford and Cambridge, the Close the Gap programme is designed to improve access to doctoral study for UK Black, Asian and Ethnic Minority students, which is partially funded by the Office for Students and Research England. The programme is testing new disciplinary-specific, race literate, fair selection processes that are designed to bring about meaningful change in postgraduate research and doctoral candidate selection. In particular, it is working to address the under-representation of Black British, British Bangladeshi and British Pakistani students in postgraduate research in the UK overall and in all major discipline groups at doctoral level.

Two University departments in each of the four academic divisions are taking part in Close the Gap. Several initiatives were implemented in Oxford in participating departments over the 2023-24 academic year:

- improving the use of contextual data;
- improving communications with prospective supervisors;
- improving support for applicants; and
- improving assessment and selection criteria.

A project Symposium was held in Cambridge in 2024.

Contextual Socio-Economic Data Pilot

The contextual socio-economic data pilot expanded in the 2023-24 academic year, to include representation, for the first time, from all academic divisions of the University. The Selection Pilot Working Group (SPWG) reviewed how contextual data is used during the admissions process, producing updated guidance that recommends contextual data be used as a 'safety net' at each stage of the admissions process where applications are eliminated from consideration.

The Oxford Africa Society / Africa Oxford Initiative.

Over Michaelmas Term 2023, the AfriSoc-AfOx mentorship program was implemented with the aim of increasing the number of African students pursuing postgraduate studies at Oxford. Currently, African graduates represent only 3% of Oxford's postgraduate students, even though Africa comprises over 30% of the global student-age population. This year, 1,400 mentee applications were received, doubling from 700 last year. The pool of mentors also expanded from 23 to 122.

'The one-on-one mentorship was like no other experience I have had in school applications. It has really improved my applications this year and made them more competitive.'

Mentee, AfriSoc-AfOx mentorship programme

Ongoing Efforts in Graduate Recruitment and Access

Contextual statement forms, positive action initiatives addressing the under-representation of Black British students in doctoral research and application fee waivers for residents from eligible low-income countries, refugees and displaced persons continued. Graduate applicant fee waivers have been extended to candidates in receipt of benefits, as well as prospective candidates from eligible countries as recommended by AfOx under the MasterCard scholarship scheme.

In Michaelmas Term 2023, a Working Group was set up to develop and seek approval for a University-wide Graduate Access and Recruitment Strategy. In Trinity Term 2024, the Graduate Access Working Group became a formal Subcommittee of Education Committee. The Subcommittee is responsible for developing the University's understanding of graduate access and widening participation for PGT and PGR students.

On-Course Students

Profile

The profile of on-course students 2023-24 was:

- women comprised 52% of UG students, 51% of PGT students and 48% of PGR students;
- of UK-domiciled students, 52% were women 48% were men;
- of non-UK-domiciled students, 50% were women and 50% were men;
- Overall, 38% of all students came from BME backgrounds:
 - 25% of UK-domiciled UG students, 31% of UK-domiciled PGT students and 21% of UK-domiciled PGR students came from BME backgrounds;
 - 59% of non-UK-domiciled UG students, 56% of non-UK-domiciled PGT students and 55% of non-UK-domiciled PGR students came from BME backgrounds
- 19% of students shared a disability, 22% of UG students, 15% of PGT students and 17% of PGR students (most commonly this related to a Specific Learning Disability including dyslexia, dyspraxia or ADHD or a mental health condition including depression or anxiety);
- 17% of students shared that they were bisexual, gay or lesbian, or other sexual orientation, 67% of students indicated that they were heterosexual and 16% were unknown; and
- 88.4% of students shared that they had a religion or belief or none, with a further 11.6% unknown.

Figure 28 – Female students by level of study, 2019-20 – 2023-24

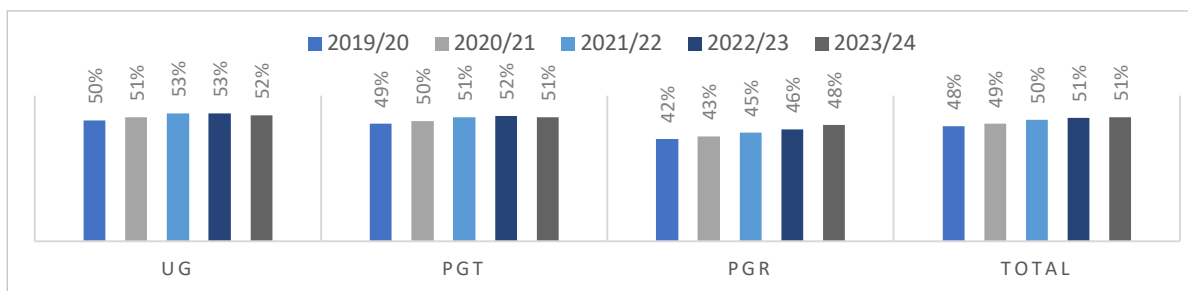


Figure 29 – Female students by domicile, 2019-20 – 2023-24

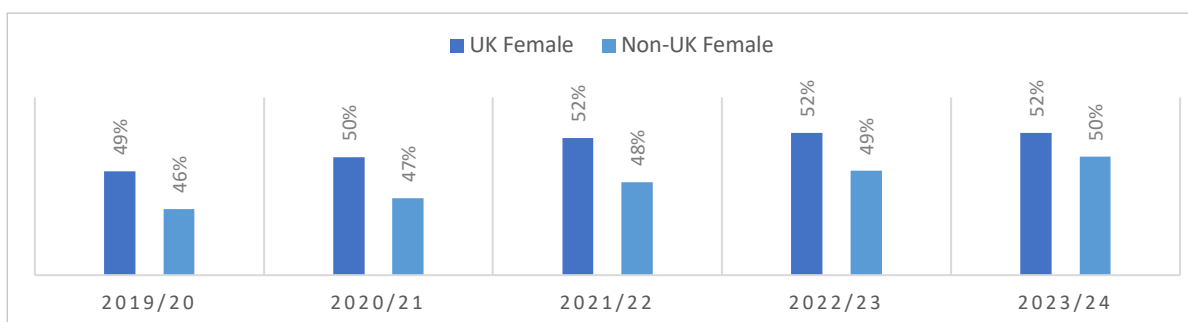


Figure 30 – Female students by division, 2019-20 – 2023-24

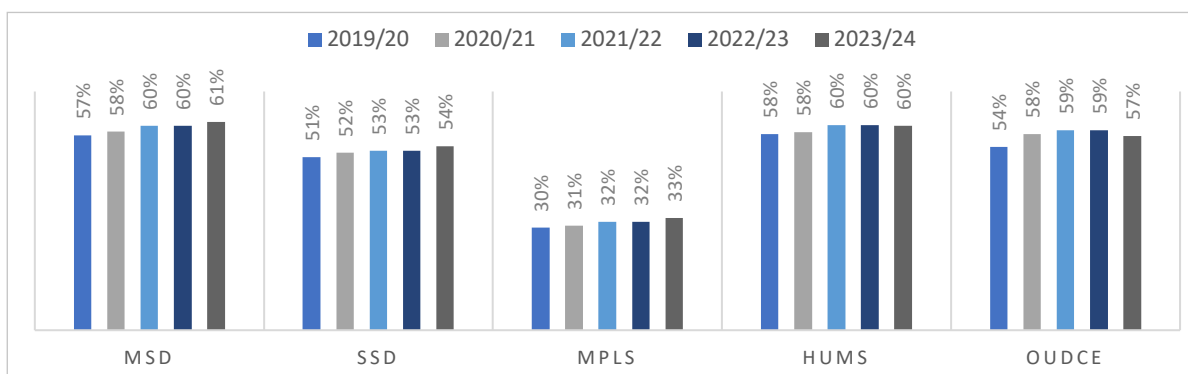


Figure 31 – Female students in MPLS by level of study, 2019-20 – 2023-24

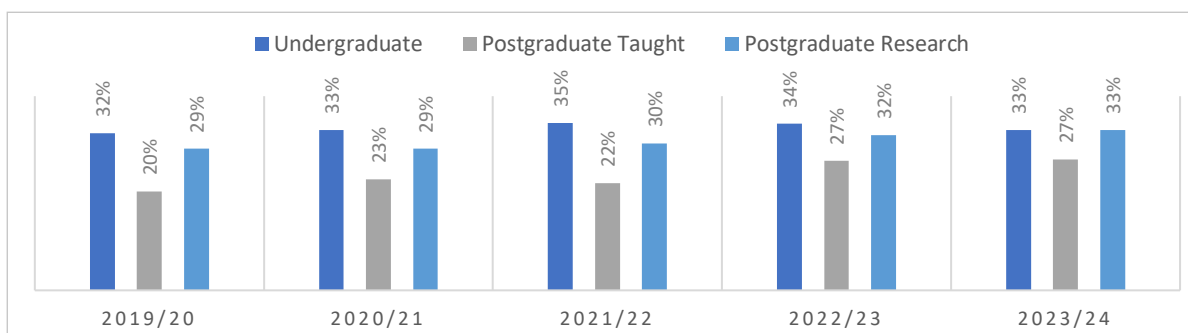


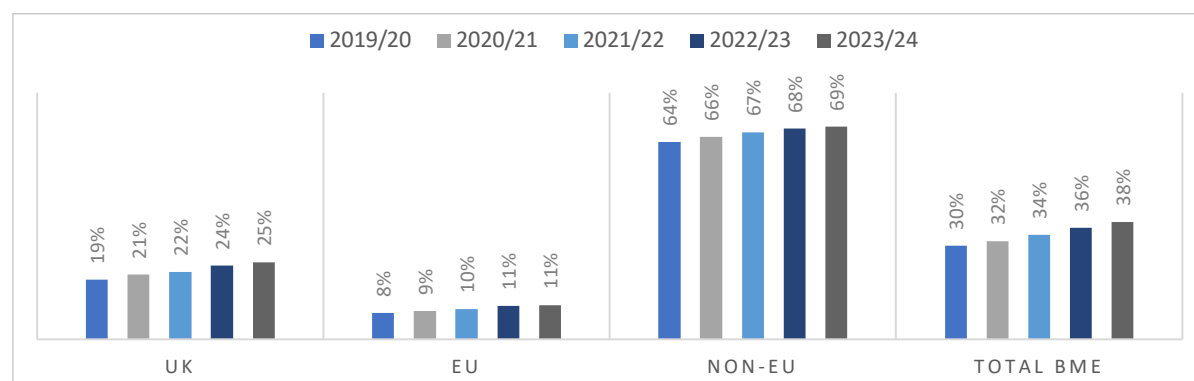
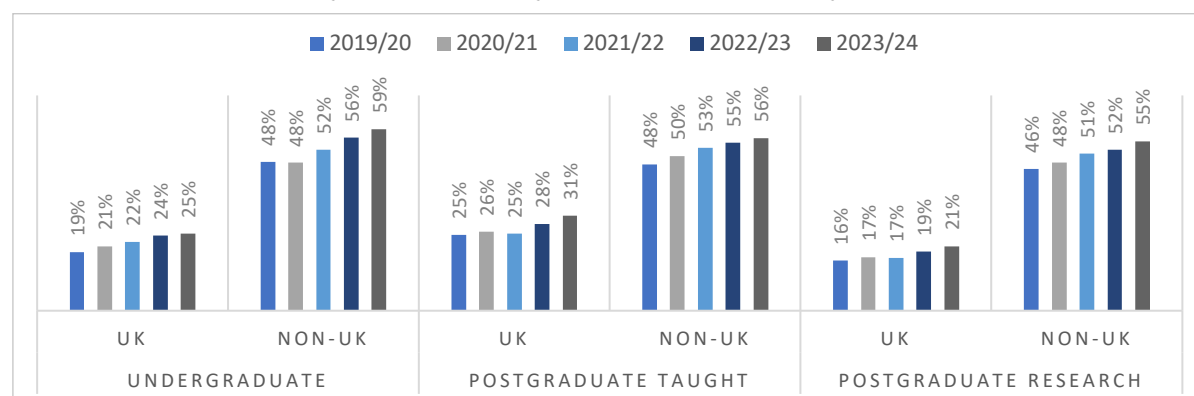
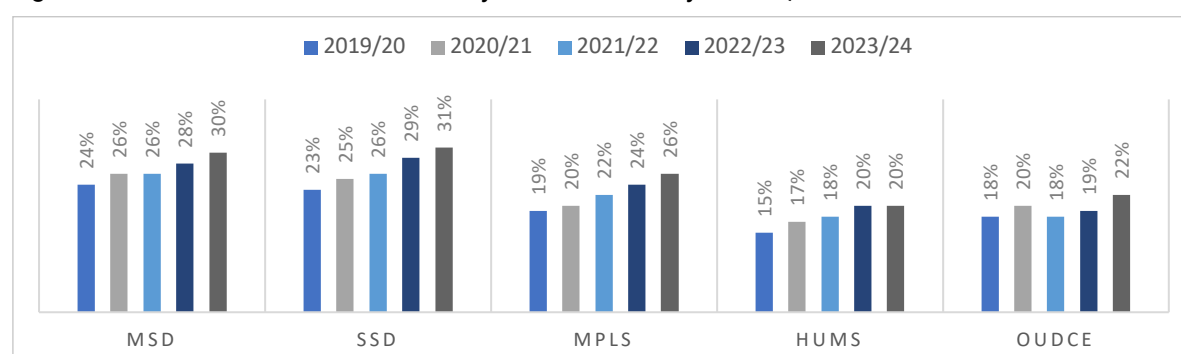
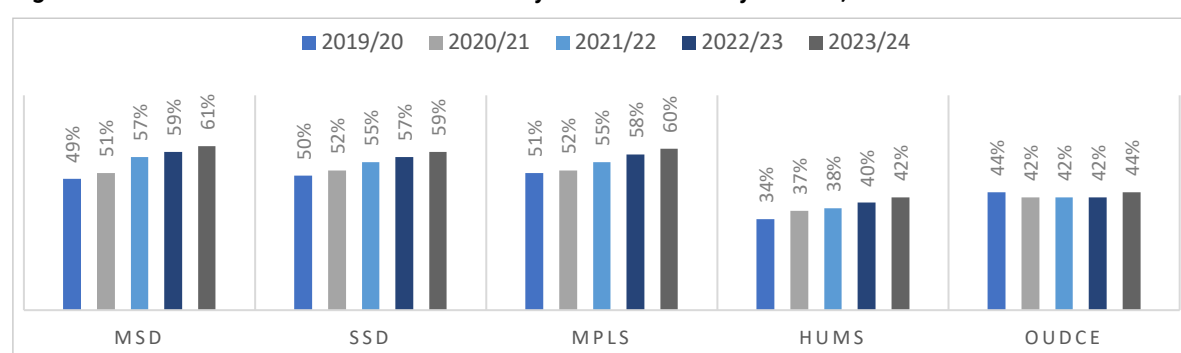
Figure 32 – Black and Minority Ethnic students by domicile, 2019-20 – 2023-24**Figure 33 – Black and Minority Ethnic students by domicile and level of study, 2019-20 – 2023-24****Figure 34 – UK-domiciled Black and Minority Ethnic students by division, 2019-20 – 2023-24****Figure 35 – Non-UK-domiciled Black and Minority Ethnic students by division, 2019-20 – 2023-24**

Figure 36 – Disabled students by level of study, 2019-20 – 2023-24

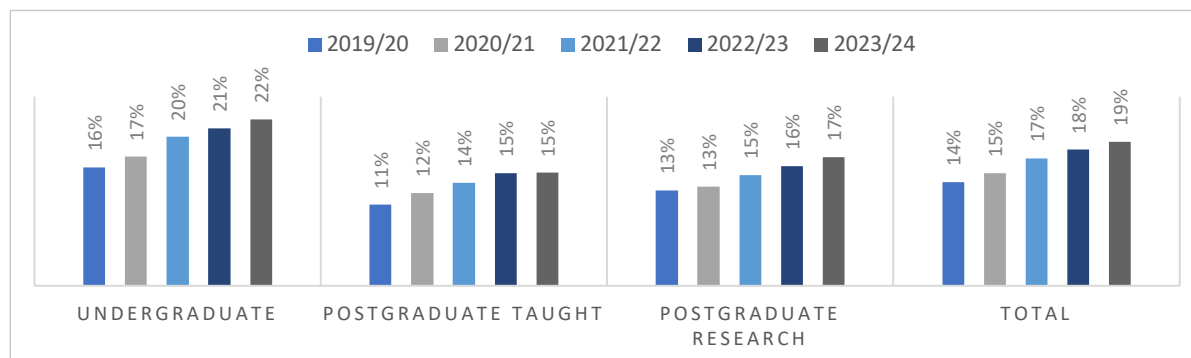


Figure 37 – On-course students by sexual orientation, 2019-20 – 2023-24

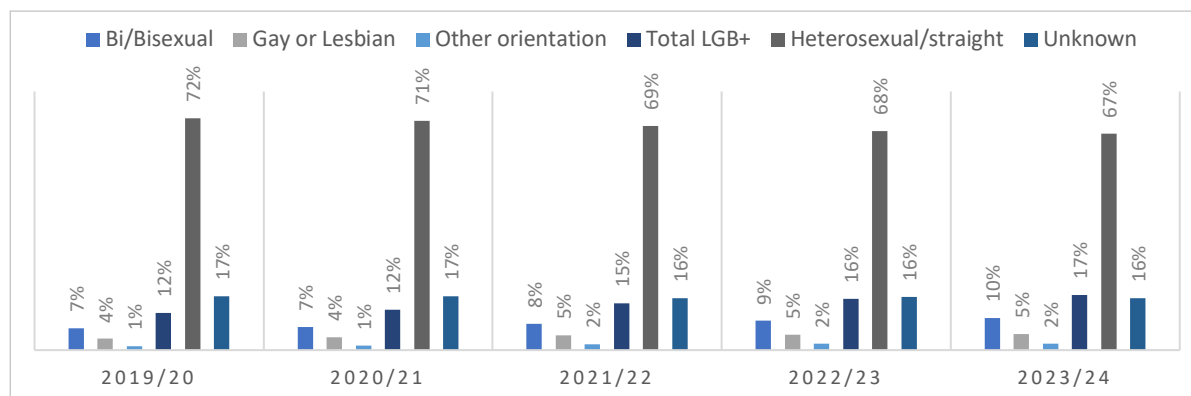
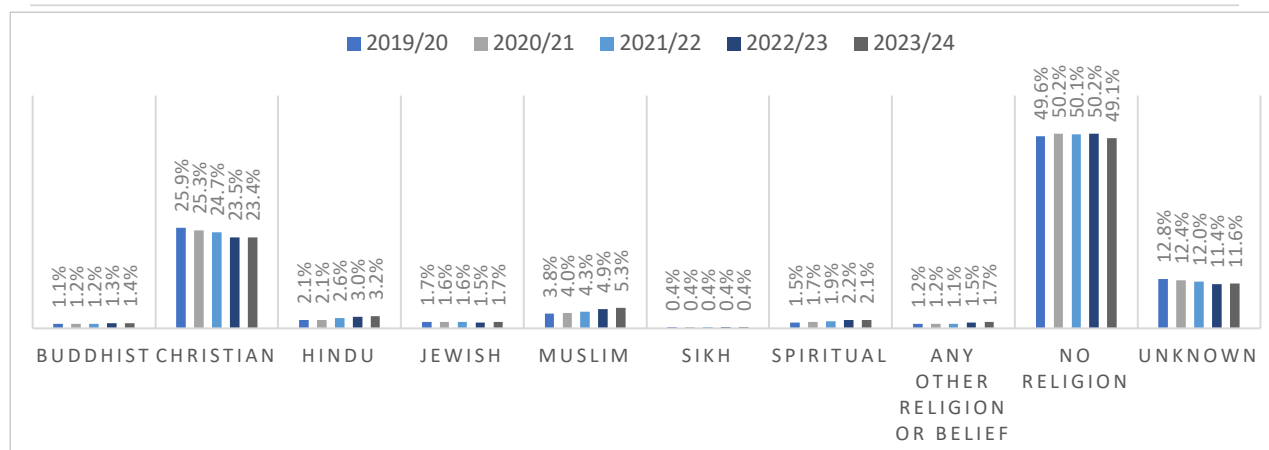


Figure 38 – % of on-course students who shared a religion or belief 2019-2020 – 2023-2024



Promoting equality, diversity & inclusion

Redesigning summative assessments:

The Centre for Teaching and Learning works with departments and course teams to redesign summative assessments, resulting in more diverse assessments that better meet the needs of the department and students. In 2023-24, the Centre worked with 16 teams to diversify summative assessments.

Inclusive Teaching Enhancements project:

In June 2023, the Centre appointed four Digital Education Assistants for 12 months, who supported divisions to improve the accessibility and inclusivity of their Canvas courses. This year the assistants worked with 35 departments to implement consistent, accessible course designs across 178 courses and redesigning 165 course homepages for better navigation and content presentation. At the heart of this initiative was a commitment to professional development with 94 staff attending workshops to support the student experience in the Canvas ecosystem, 92 new staff onboarded to Canvas to maximise the use of digital technologies and 84 staff attending training on inclusive digital tools.

The Diversity of Student Experience Research:

An interim report was released in Michaelmas Term 2023 with a request to committees to comment on and support, in principle, a group of interim recommendations based on key findings. Project outputs were shared with relevant committees, as well as being published on the project website. The project piloted participatory research methods to explore how students from diverse backgrounds participate in learning at Oxford. The findings informed the University's revised Access and Participation Plan and associated actions.

Inclusive teaching and support

Exemplary efforts to increasing inclusivity and diversity through what we are teaching and how, were recognised in the Vice-Chancellor's Awards:

- **Taboos and Transitions Seminar:** Dr Sarah Cullinan-Herring and Professor Rhiannon Ash from the Faculty of Classics introduced a ground-breaking interdisciplinary seminar 'Taboos and Transitions: Exploring Sexualities and Genders in the Ancient Tradition' in Michaelmas Term 2023. Over the course of this extraordinarily successful seminar series, 17 speakers came to Oxford from around the globe to talk about and explore representations of taboo sexualities and genders in the ancient world and their reception in modern literature and media, intersecting with disability studies, queer studies and critical race studies.
- **Supporting disabled student inclusion through creation of accessible resources:** The Accessible Resources Unit at the Bodleian Libraries were nominated for the Support for Students Award for their work to create accessible reading and lecture materials, into formats such as Braille, electronic, tactile, audio and large print. The Accessible Resources Unit at the Bodleian Libraries plays an integral role in ensuring an accessible and inclusive learning experience for many blind, dyslexic and other print disabled students at the University. This committed team collaborate internally with colleagues from across the collegiate University.

Highlights from across the collegiate University

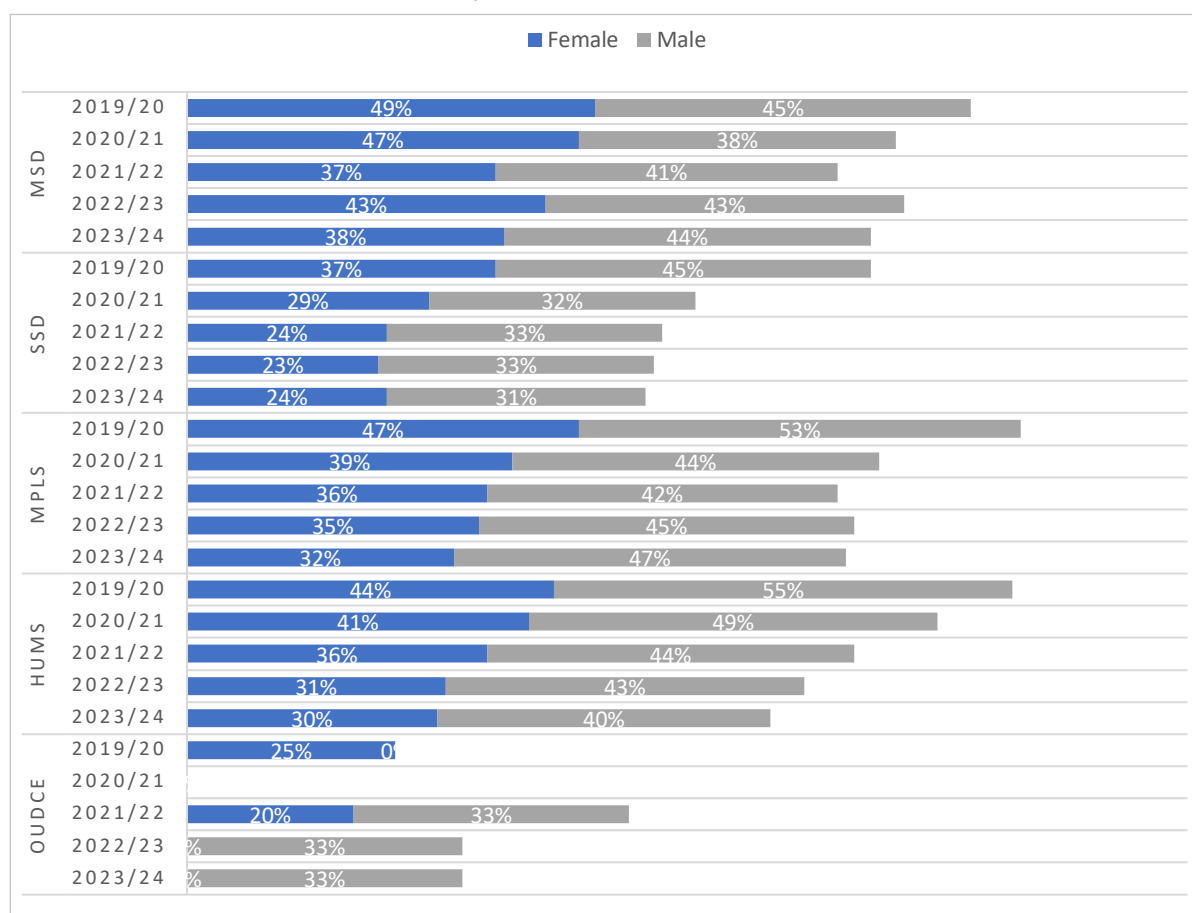
- The Department of Engineering Sciences piloted a practical EDI induction for the first-year undergraduate cohort, working with Equal Engineers. The lessons learned have formed a two workshop EDI programme to be delivered by the department's teaching and design team/Staff Development Manager in 2025.
- The Computer Science Joint Consultative Committee for Undergraduates (JCCU) has trialled a new approach where the undergraduate EDI representative chooses one EDI topic for the JCCU to focus on per term.
- In Biochemistry a sub-committee of Teaching Committee was formed to focus on EDI in teaching. The sub-committee's initial focus is on the attainment gap, including that related to a new course which has an increased range of assessment types. The sub-committee will also focus on more general EDI matters.

- Oxford School of Global Area Studies initiated an inclusive classroom workshop in October 2023 as a pilot workshop in African Studies for students. South Asian Studies also trialled an inclusive classroom workshop for their methods class. Both ran so successfully the School intends to roll them out School-wide.
- The Faculty of Law held an event in October 2023 entitled 'The Role of Laws, Policies, and Rights in Advancing Gender Equality in the Economy: Evidence and Impacts Across 193 Countries', featuring Dr Jody Heymann, founding director of the WORLD Policy Analysis Center.

Curriculum and Attainment

Undergraduate Attainment

Figure 40 – First class degree attainment by legal sex and division, 2019-23¹³



¹³ Pre-2021 data excludes MMathPhys which awards Distinction/Merit/Pass rather than a classification. Results from 2021 onwards divided into two categories: one for classified programmes and one for the four MPLS programmes which award Distinction/Merit/Pass. Excludes OUDCE.

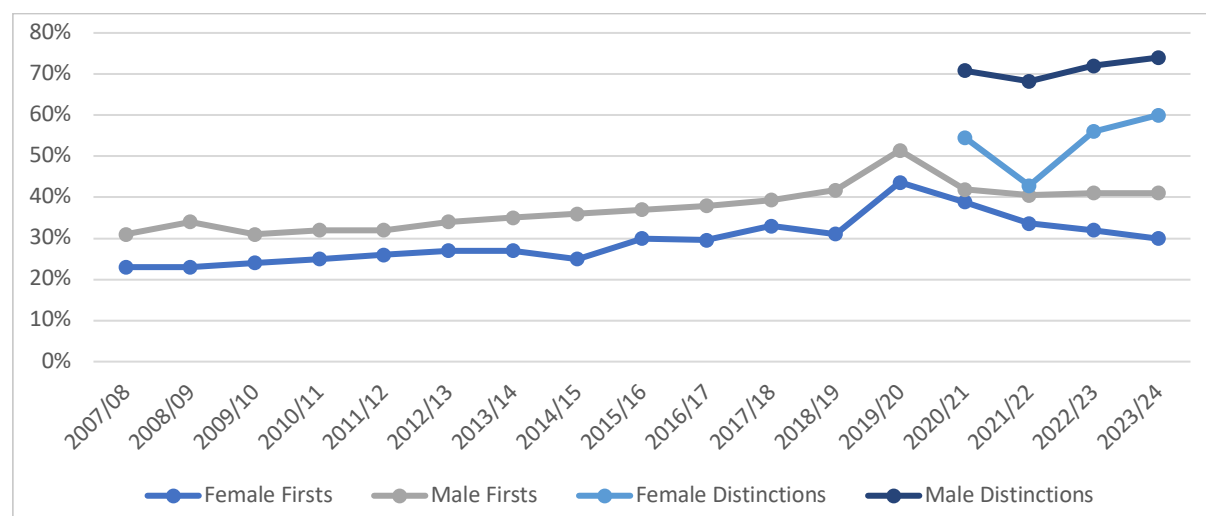
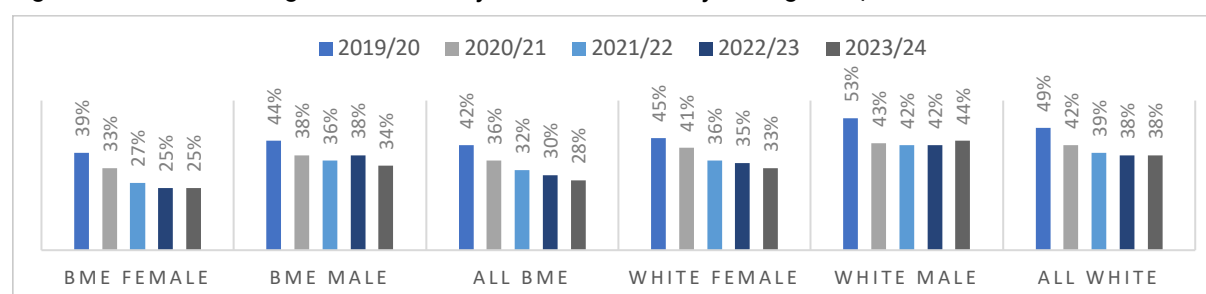
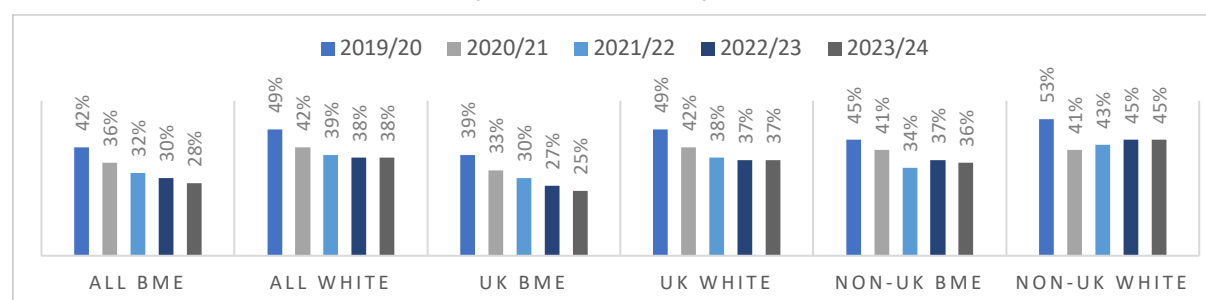
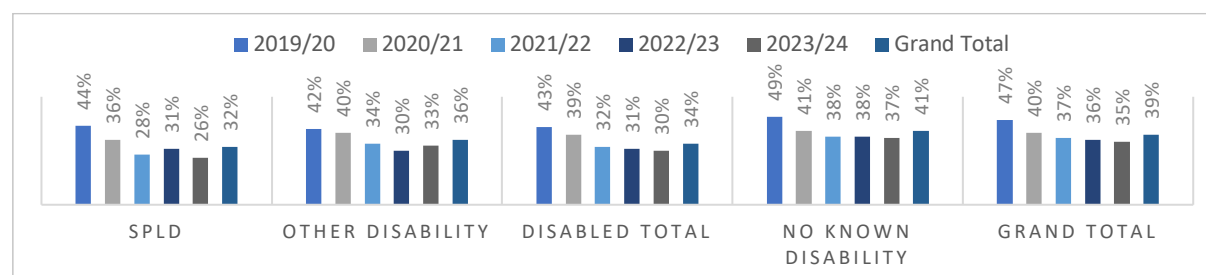
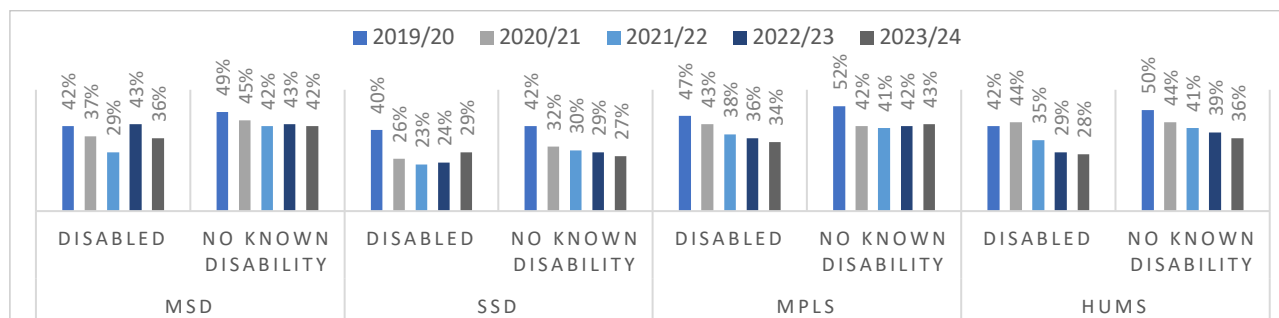
Figure 41 – Top class degree attainment by legal sex, 2009-10 – 2023-24**Figure 42 – First class degree attainment by BME/White ethnicity and legal sex, 2019-20 – 2023-24****Figure 43 – First class degree attainment by BME/White ethnicity and domicile, 2019-20 – 2023-24****Figure 44 – First class degree attainment by disability status, 2019-20 – 2023-24**

Figure 45 – First class degree attainment by disability status and division, 2019-20 – 2023-24



Postgraduate Attainment

Figure 46 – Postgraduate taught outcomes: distinctions awarded to students on one-year full-time programmes (2023 cohort)

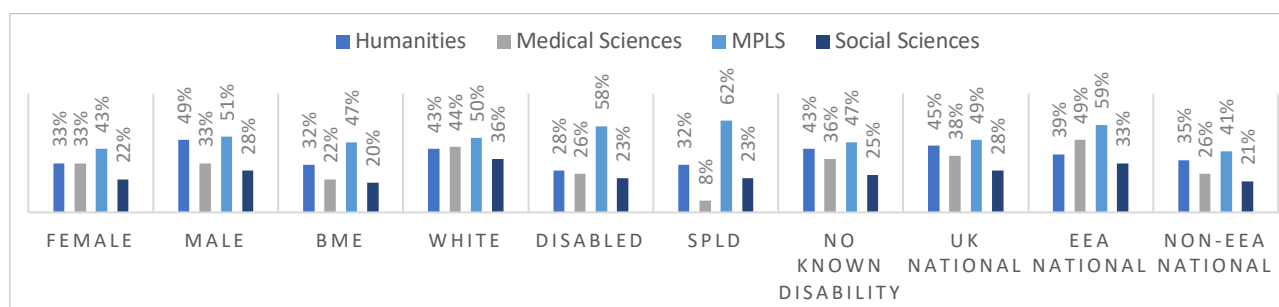


Figure 47 – Postgraduate taught outcomes: distinctions awarded to students on two-year full-time programmes (2022 cohort)

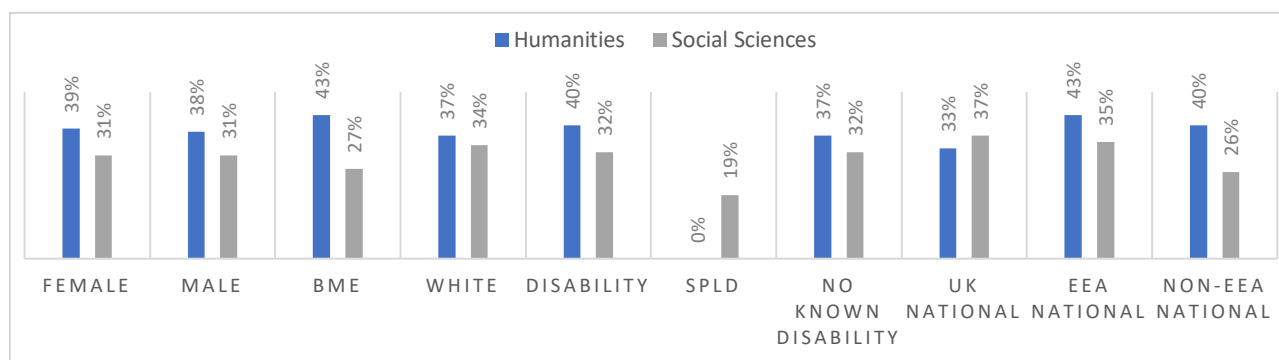
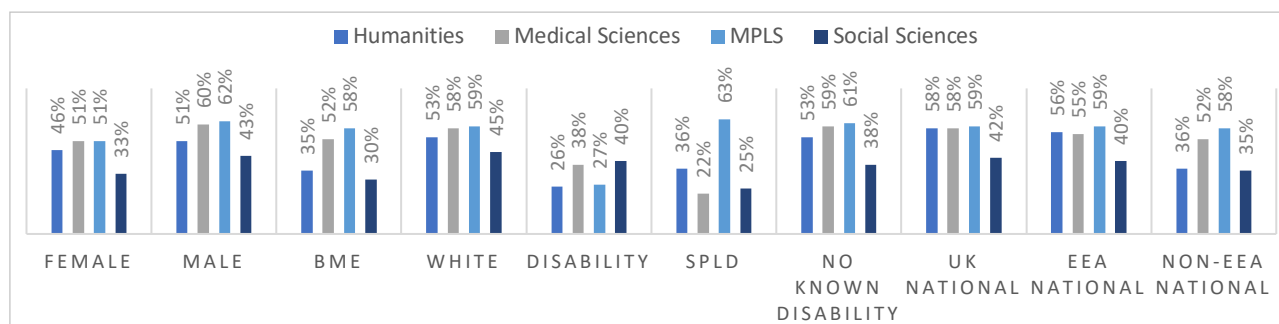


Figure 48 – Postgraduate research outcomes: doctoral submissions within 48 months by students with 9 terms' fee liability (2020 cohort)

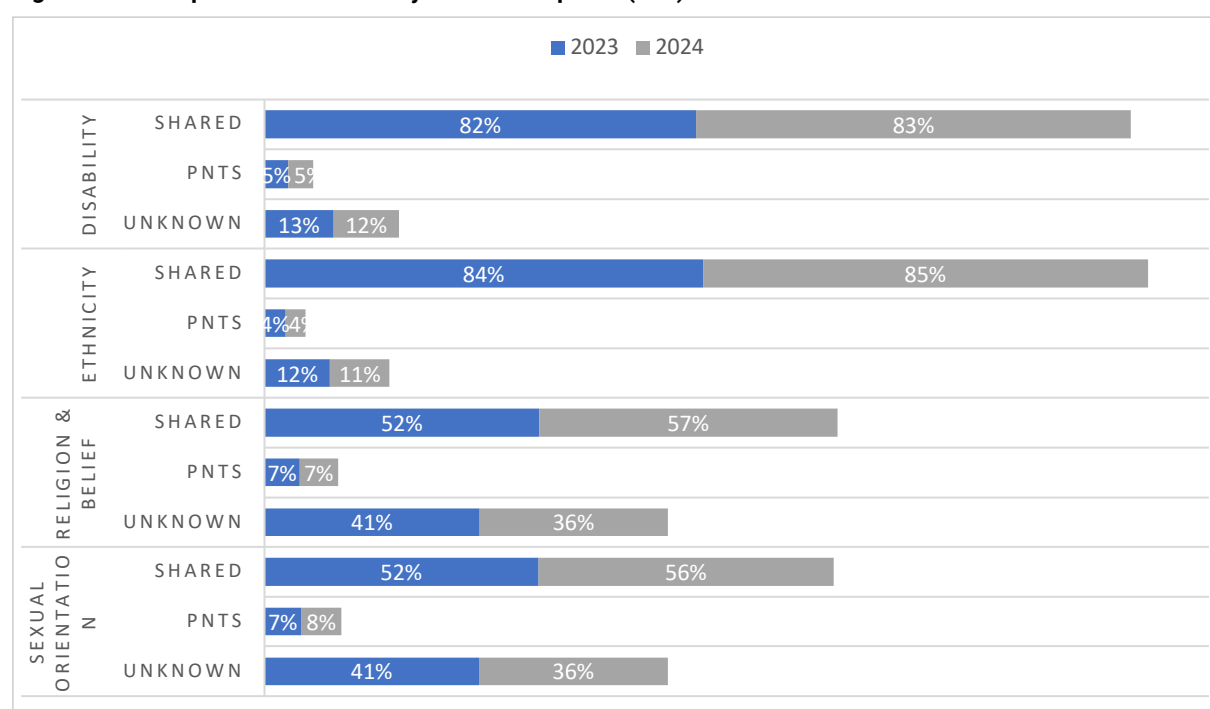


Staff

Staff Data

In 2022-23 the University of Oxford strengthened its staff data collection and monitoring processes, in recognition of the need for improvement in the completeness of staff diversity data.

Figure 49 – Completeness of diversity data on PeopleXD (FTE)



Staff profile

Figure 50 – Staff profile, 31 July 2024

Group	Status	Of Total	Of Academics	Of Researchers	Of P&M	Of S&T
Staff in Post	Full time equivalent	14,578	13.6%	31.9%	37.4%	17.0%
Legal Sex	Female	53%	35.2%	47.5%	60.7%	62.5%
	Male	47%	64.8%	52.5%	39.3%	37.5%
Ethnicity	White	66.1%	68.4%	53.6%	73.9%	70.8%
	BME	18.7%	11.2%	27.3%	15.2%	16.2%
	Prefer Not to Say	3.8%	7.0%	3.3%	3.0%	3.9%
	Unknown	11.4%	13.4%	15.8%	7.9%	9.1%
	Female/White	67.6%	64.2%	55.1%	75.0%	71.2%
	Female/BME	19.0%	13.4%	27.6%	15.3%	17.2%
	Male/White	64.4%	70.7%	52.3%	72.1%	70.1%
	Male/BME	18.3%	10.0%	27.0%	15.0%	14.4%
Citizenship	Countries of citizenship	138	68	116	101	88
Disability	Disability	6.8%	3.9%	5.2%	8.0%	9.7%
	No Disability	76.0%	75.0%	73.5%	78.9%	75.1%
	Prefer Not to Say	4.8%	7.1%	4.5%	4.0%	5.2%
	Unknown	12.4%	14.0%	16.9%	9.1%	10.1%
	Part time (headcount)	8.4%	4.3%	8.2%	7.0%	11.6%
	Full time (headcount)	6.6%	3.9%	4.9%	8.2%	8.9%
Age band	Under 30	12.5%	0.6%	15.8%	8.0%	25.6%
	30-39	33.3%	18.1%	50.1%	29.0%	23.3%
	40-49	25.3%	32.2%	20.3%	29.9%	19.0%
	50-59	19.2%	30.2%	9.1%	23.7%	19.7%
	60-64	6.6%	11.6%	2.9%	7.2%	8.1%
	65+	3.1%	7.4%	1.7%	2.1%	4.3%
Religion or Belief	Shared Religion or belief	56.8%	30.3%	60.6%	59.9%	64.3%
	Prefer Not to Say	7.3%	5.1%	8.0%	7.6%	7.2%
	Unknown	35.9%	64.6%	31.4%	32.6%	28.6%
Full-time	Female	81.4%	93.6%	87.7%	78.9%	72.5%
	Male	92.7%	94.8%	93.3%	92.7%	88.4%
Part-time	Female	18.6%	6.4%	12.3%	21.1%	27.5%
	Male	7.3%	5.2%	6.7%	7.3%	11.6%
Contract type	Fixed Term	48%	15.1%	85.4%	34.6%	31.6%
	Permanent/open-ended	47%	83.8%	5.9%	58.8%	67.1%
Sexual Orientation	Shared Sexual Orientation	56.3%	30.0%	59.4%	59.9%	63.3%
	Prefer Not to Say	7.7%	5.3%	8.9%	7.5%	8.1%
	Unknown	36.0%	64.6%	31.7%	32.6%	28.6%
Sexual Orientation ¹⁴	Bisexual	4.3%				
	Gay/lesbian	3.4%				
	Other sexual orientation	1.3%				
	Heterosexual	79.0%				
	Prefer Not to Say	12.1%				

14 These figures account for all staff with a complete record.

Staff Profile – by protected characteristics

Staff Profile – Sex

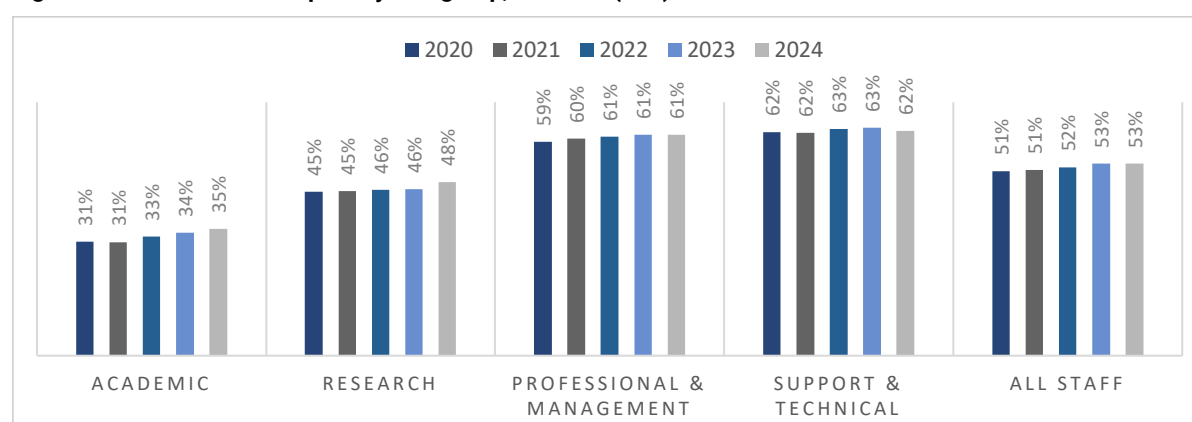
Overall, women account for 35% of academic staff, 48% of research staff, 61% of professional and management staff, and 62% of support and technical staff. Table 6 shows the proportion of women in the various academic roles. The University has committed to achieving a yearly increase in the proportion of female Statutory Professors and Associate Professors toward targets set for 2029.

Table 6 – Proportion of women by staff groups¹⁵

Group	% of group 2023	% of group 2024
Academic staff	34%	35%
Research staff	46%	48%
Professional and Management staff	61%	61%
Support and Technical staff	63%	62%
In academic roles, women account for:		
Professors	28%	29%
Statutory Professors	22%	22%
Titular Professors	29%	30%
Associate Professors	33%	34%

In academic divisions, female staff accounted for 52% of all staff, although they were represented in higher proportions within Professional and Support staff roles (63%). MSD had the highest proportion of women in academic and research roles (53%), and the lowest proportion was in MPLS (25%). Proportions of female Professional and Support staff were highest in Social Sciences and Humanities Divisions (both 70%), closely followed by Medical Sciences (65%). The proportion of women decreases within all staff groups from age 60+ (Fig44) and in academic roles, there were 10% more men aged 50+ than women.

Figure 51 – Female staff in post by role group, 2020-24 (FTE)



¹⁵ Data is rounded to the nearest whole percentage

Figure 52 – Staff in Academic divisions: by legal sex, 2024 (FTE)

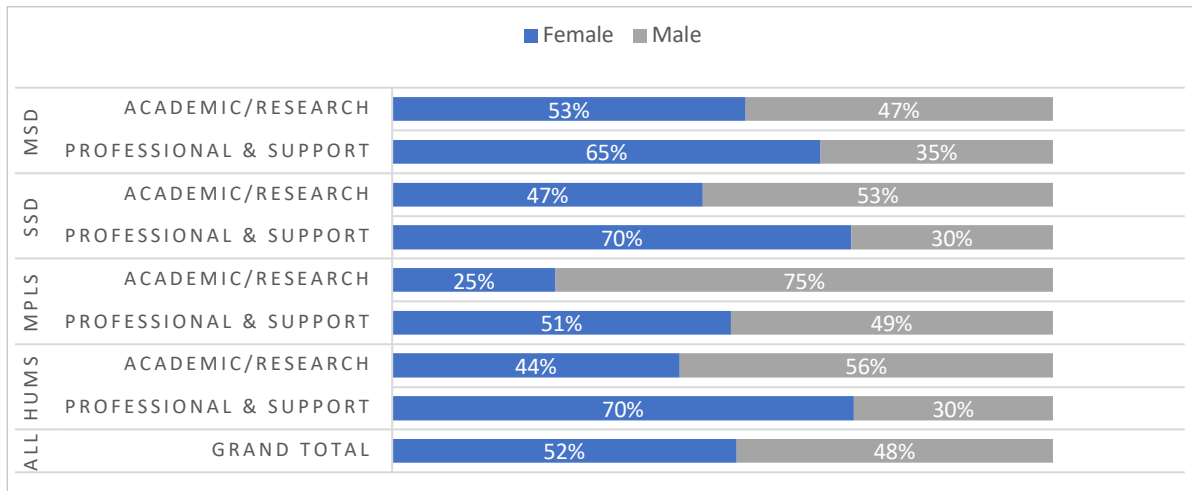


Figure 53 – Role group by legal sex and age band, 2024 (FTE)

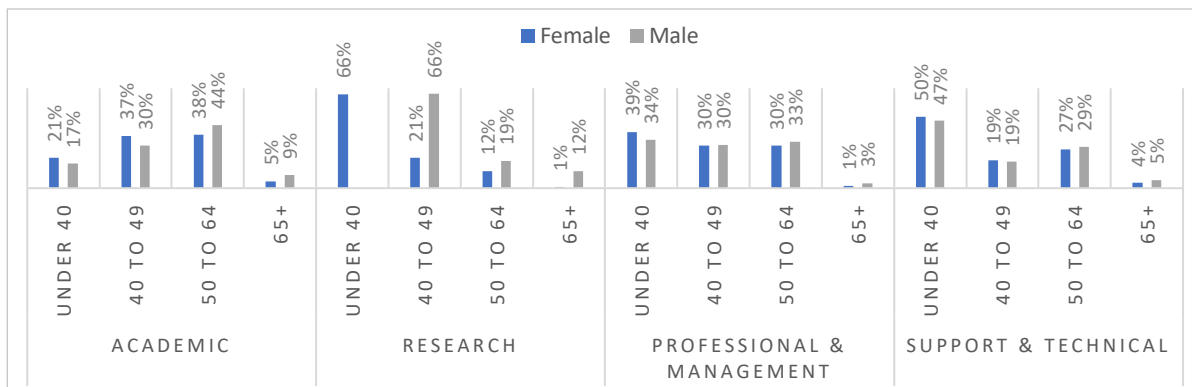


Figure 54 – Female professors by role type, 2020-2024 (FTE)

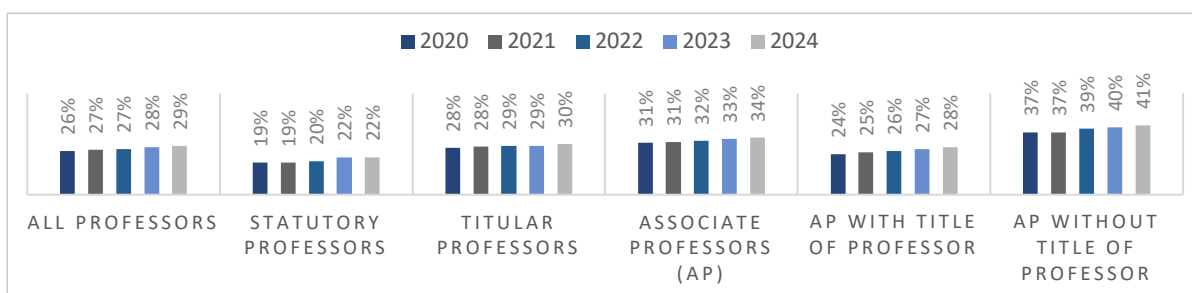


Figure 55 – Recognition of Distinction: applications and awards by legal sex, 2019-2024

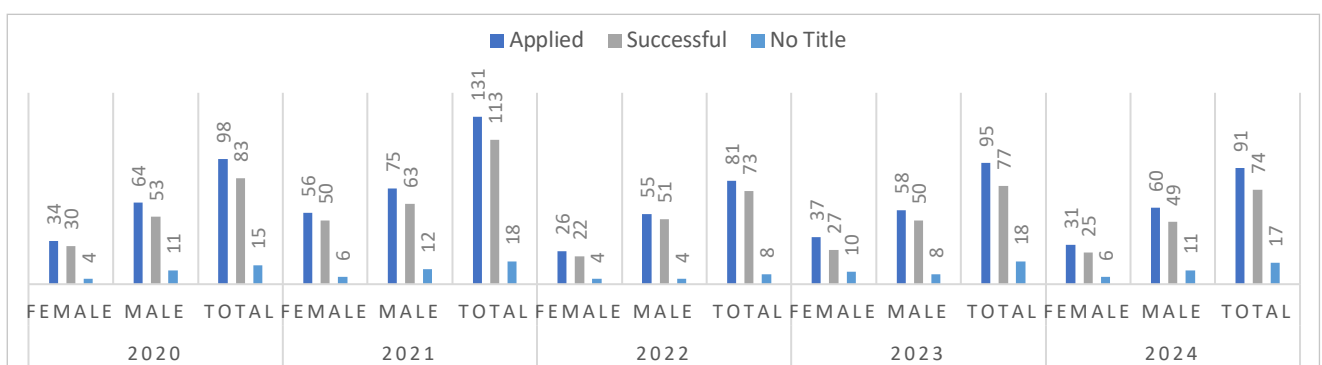
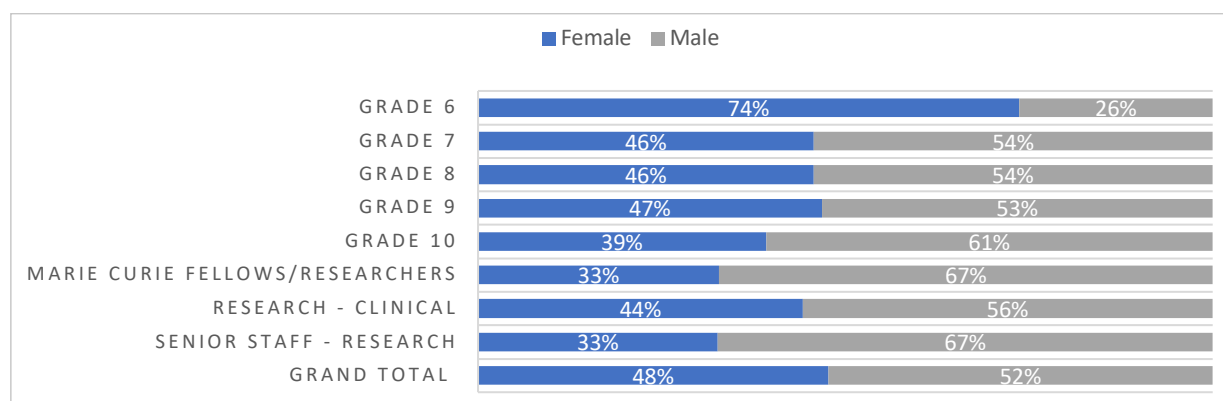
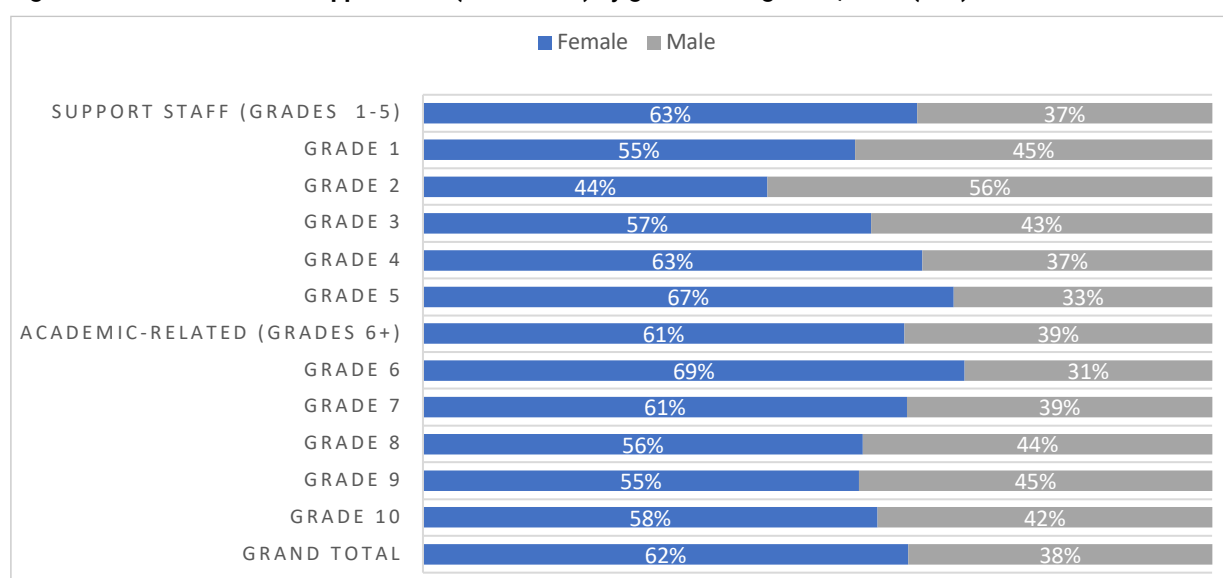


Figure 56 – Research staff by grade and legal sex, 2024 (FTE)**Figure 57 – Professional & Support Staff (Grade 1-10) by grade and legal sex, 2024 (FTE)**

Recruitment

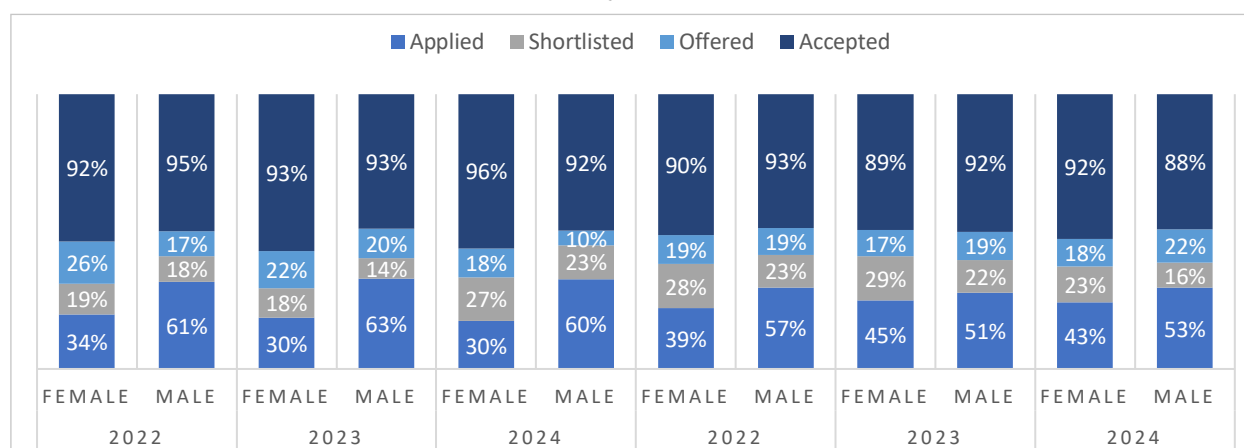
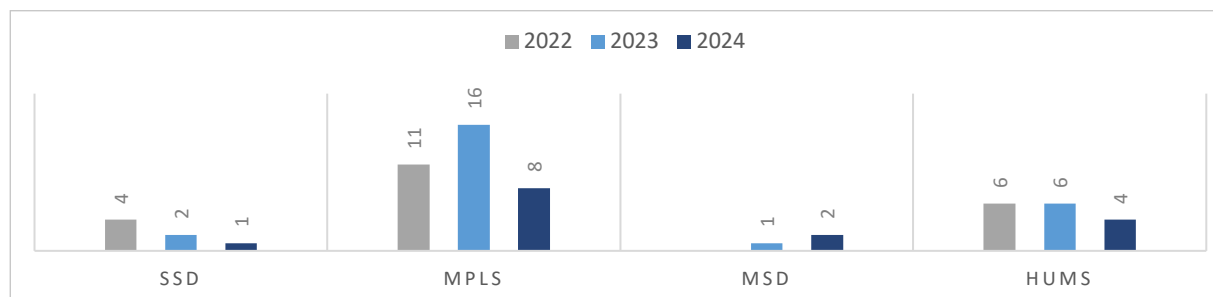
Figure 58 – Academic and Research staff recruitment by legal sex, 2022-24

Figure 59 – Associate Professor recruitment campaigns by Division, 2022-2024



MPLS undertook 57% of AP recruitment in the last 3 years, followed by 26% in Humanities, 11% in Social Sciences and 5% in Medical Sciences.

Figure 60 – Applicants for Associate Professor positions by Division and legal sex, 2022-2024

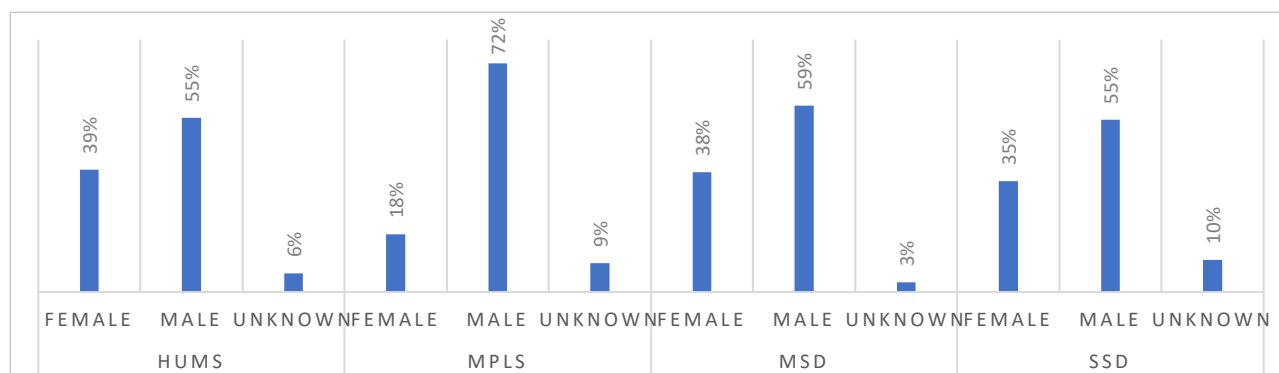
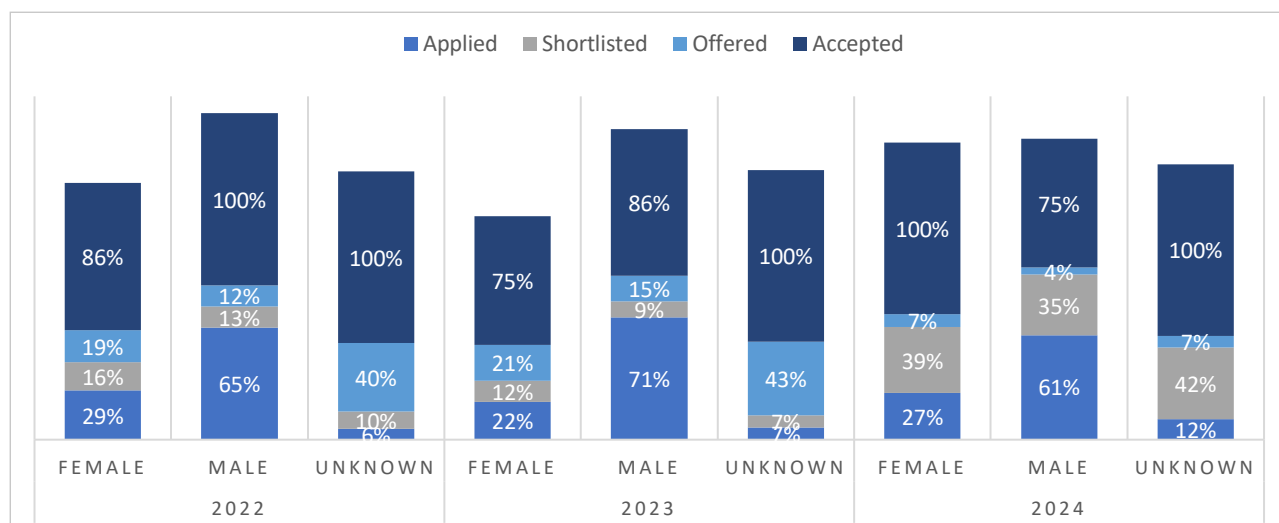
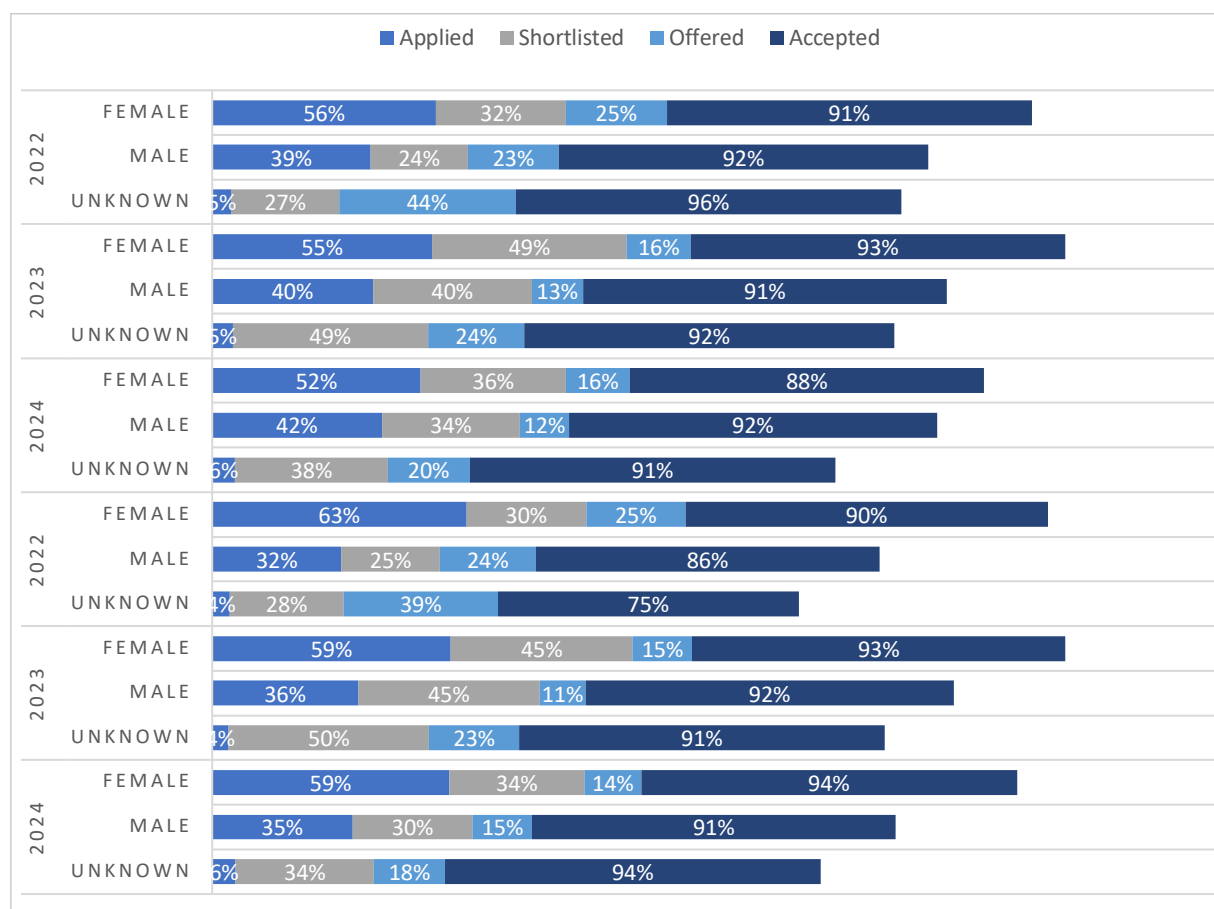


Figure 61 – Associate Professor recruitment by legal sex, 2022-2024



Overall, the proportion of women applying for Associate Professorships in the last 3 years has remained fairly consistent, having decreased since 2021 (37%).

Figure 62 – Recruitment of Professional & Support staff by legal sex, 2022-2024

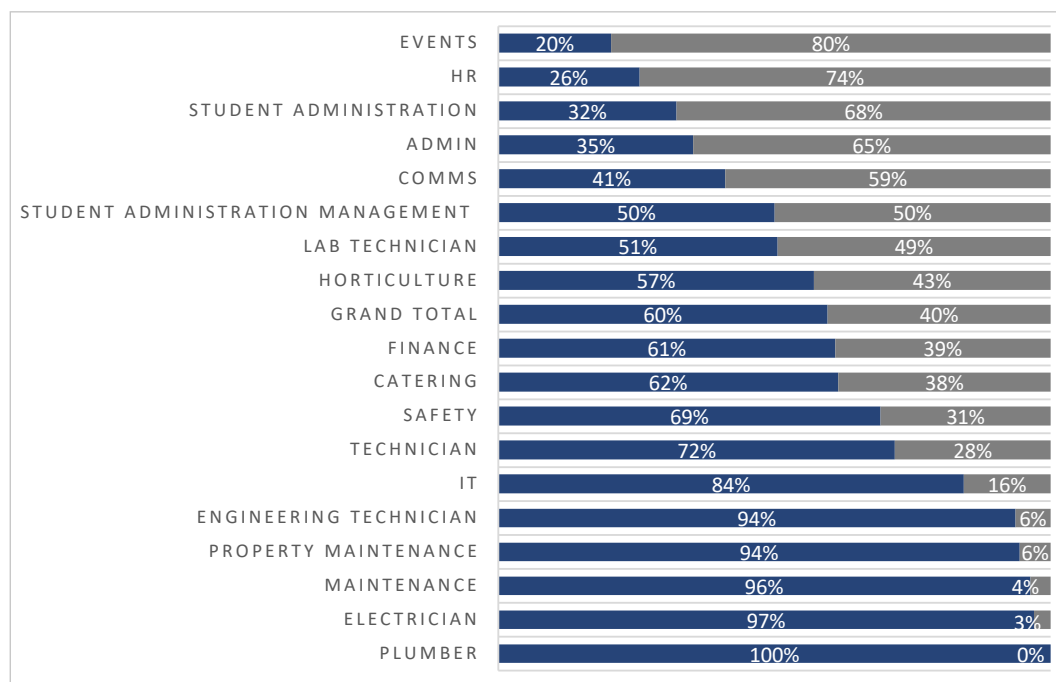
The proportion of women applying for P&M vacancies has been consistently higher than men in the last 3 years, although the difference has decreased from 17% to 10%. There is a general trend that more men are applying for P&M vacancies and that shortlisting and offer proportions are becoming more comparable.

Apprenticeships

As of July 2024, Apprentice grade staff accounted for 0.5% of staff in post (FTE), with an equal proportion of men and women (50%), with 92% under the age of 30 years old. Overall, women accounted for 40% of applicants for apprenticeship vacancies (Fig62), and 60% were from men, where sex was known.

Men applied at significantly higher rates than women for roles including maintenance, electrical, plumbing, IT and printing, and conversely, women applied at higher rates for roles in events, HR and administration. Apprentice-grade posts attracted disabled applicants at a rate of 14%, and applicants from BME backgrounds at a rate of 12%.

Figure 63 – Apprenticeship applicants by legal sex (2022-2024 combined)¹⁶



Work, Learn, Develop Apprenticeships

Apprenticeship programmes are open to all existing University-employed staff across a range of professional skill areas.

In 2023-24, 71 staff were actively undertaking apprenticeships at Level 2 (Intermediate level), Level 3 (Advanced level) and over 70% have been undertaking Level 4 (Higher & Degree level) apprenticeships. Women were engaged on apprenticeships at a significantly higher rate (70%) than men (30%). Staff with disabilities are represented in higher proportions to the university average for Professional Services staff, whereas staff from BME backgrounds are slightly under-represented. Whilst staff from all Divisions are undertaking apprenticeships, staff from MSD and UAS are significantly over-represented by comparison. During 2023-24, an additional 17 staff completed their professional apprenticeships across all 3 levels.

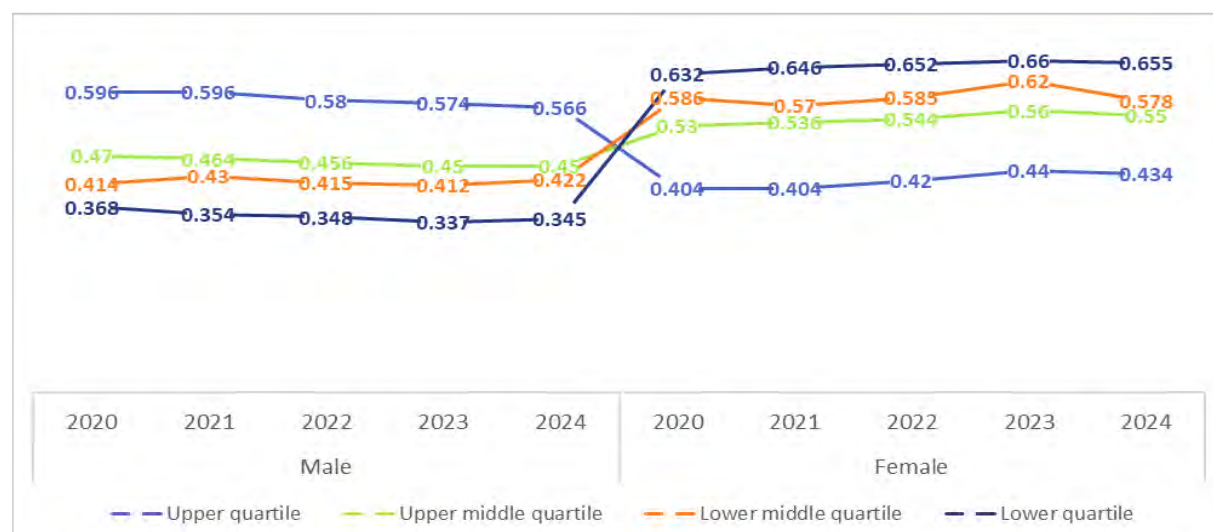
The Gender Pay Gap

In 2023-24, a Task and Finish Group undertook an in-depth analysis of the University's mean and median gender pay gaps, and a series of recommendations to address the gap were agreed and approved by People Committee in Trinity Term 2024.

The in-depth review was initiated in response to pay gaps increasing in the 2023 report (Fig 63), after steadily decreasing in previous years. The Task and Finish Group investigated the drivers of the increase and the gender pay gap overall, and made a series of recommendations to People Committee. In summary, the group found that:

- The gender pay gap is heavily impacted by the over-representation of women in professional services grades 4, 5, 6 and 7, and by the high proportion of women working part time in these grades (80% of staff working part time in Professional service roles are women)
- Academic responsibility allowances are largely driving an academic gender gap, with far more men than women having an allowance
- The pay gap at Oxford is influenced heavily by the staff in the upper quartile, or the highest earners, with a huge variation in pay between the lowest-paid and highest-paid staff

¹⁶ Calculated as a proportion of the previous stage (eg, proportion of those shortlisted from those who applied).

Figure 64 – Gender pay gap: proportion of male and female staff in each pay quartile, 2020-2024

Staff Profile – Race/Ethnicity

As of 31 July 2024, 19% of staff identified as Black or Minority Ethnic (BME). BME staff are represented in significantly higher proportions amongst research staff below Grade 8, comprising 32% and 18% in Professional & Management roles below grade 8. In higher grades, BME staff account for 19% of research roles (1% from target of 20%) and 12% of P&M roles in Grade 8+ (2% from target of 14%).

Table 7 – Staff Groups by ethnicity

Group	% of group 2024
Academic staff	11%
Research staff	27%
Professional and Management staff	15%
Support and Technical staff	16%
In academic roles, BME staff account for:	
Professors	9%
Statutory Professors	8%
Titular Professors	9%
Associate Professors	9%

Figure 65 – Black and Minority Ethnic staff in post by role group, 2020-2024 (FTE)

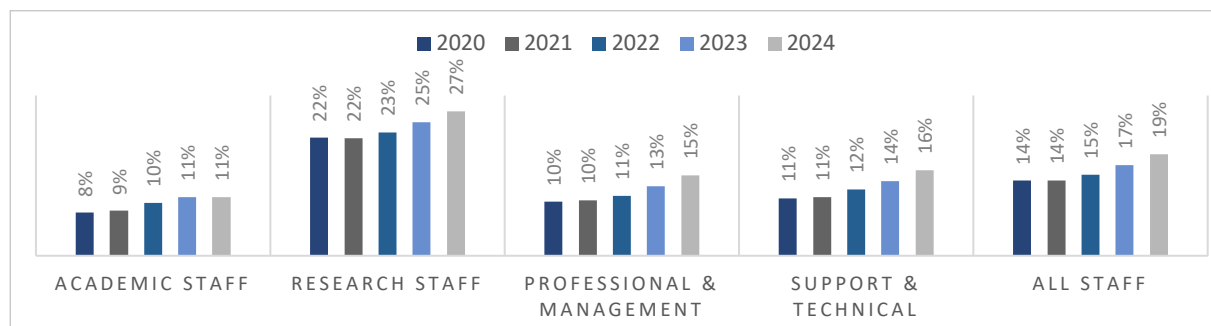


Figure 66 – Staff in post by role group, ethnicity and legal sex, 2024 (Headcount)

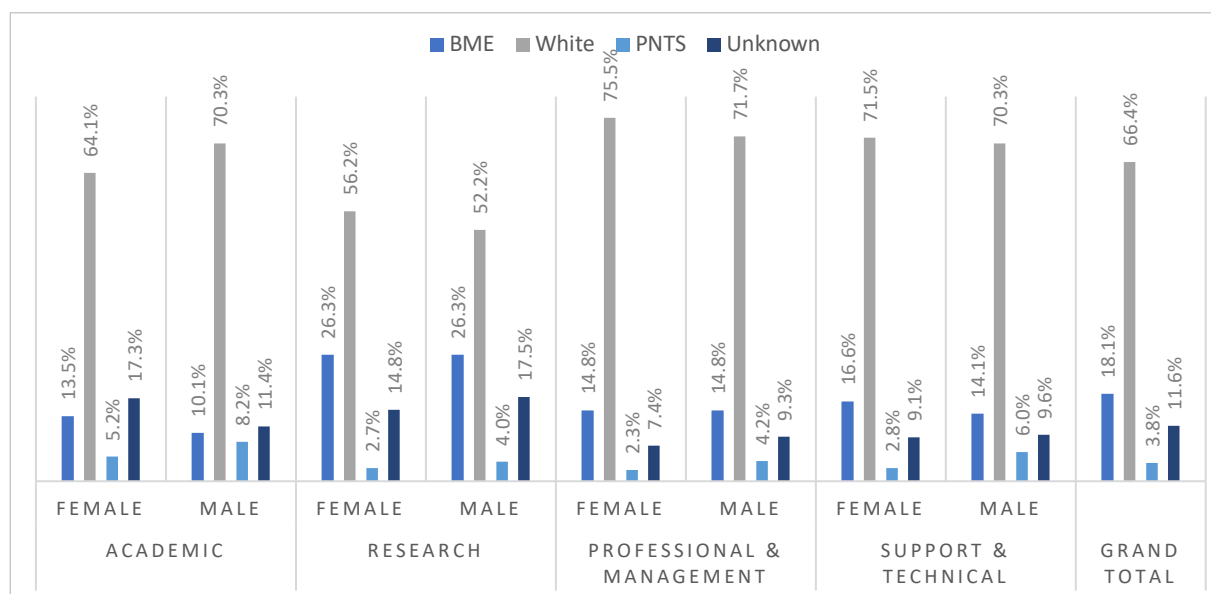


Figure 67 – Black and Minority Ethnic staff in post by Division, 2024 (FTE)

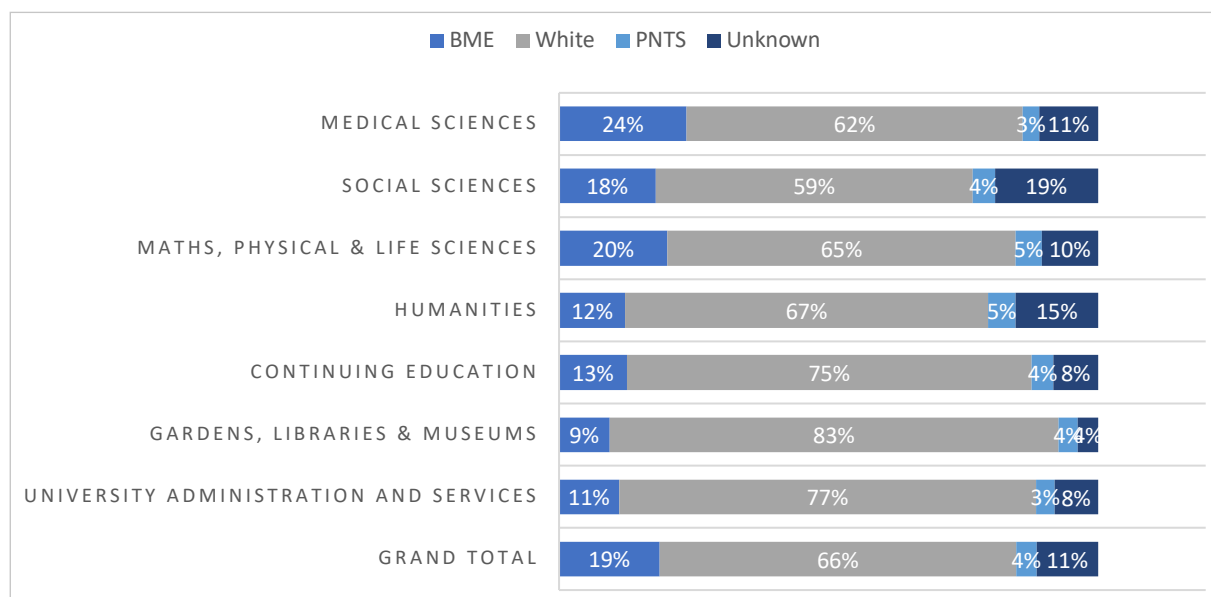


Figure 68 – Black and Minority Ethnic Professors and Associate Professors, 2020-2024 (FTE)

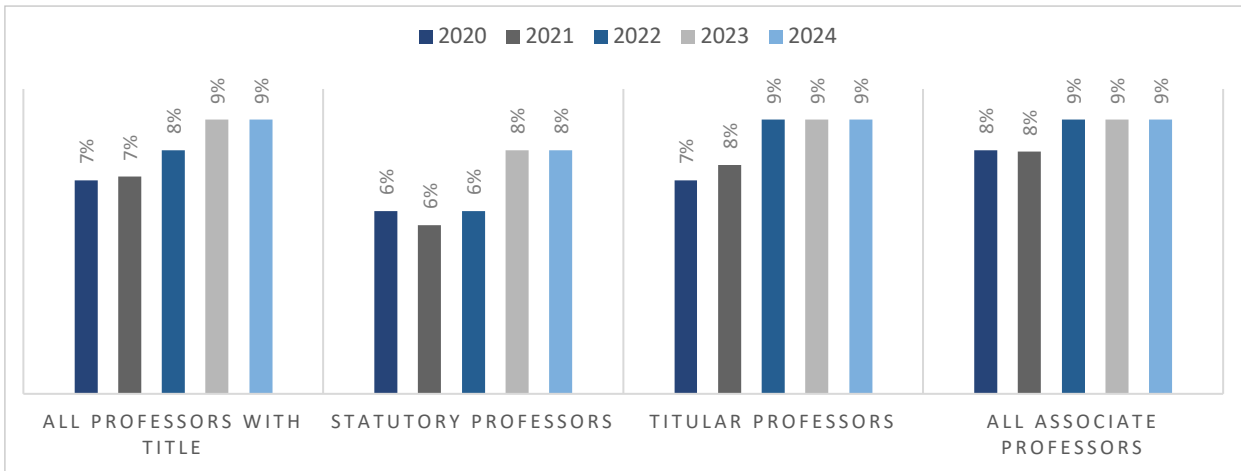


Figure 69 – Research and P&M staff by ethnic group, role group and grade, 2024 (FTE)

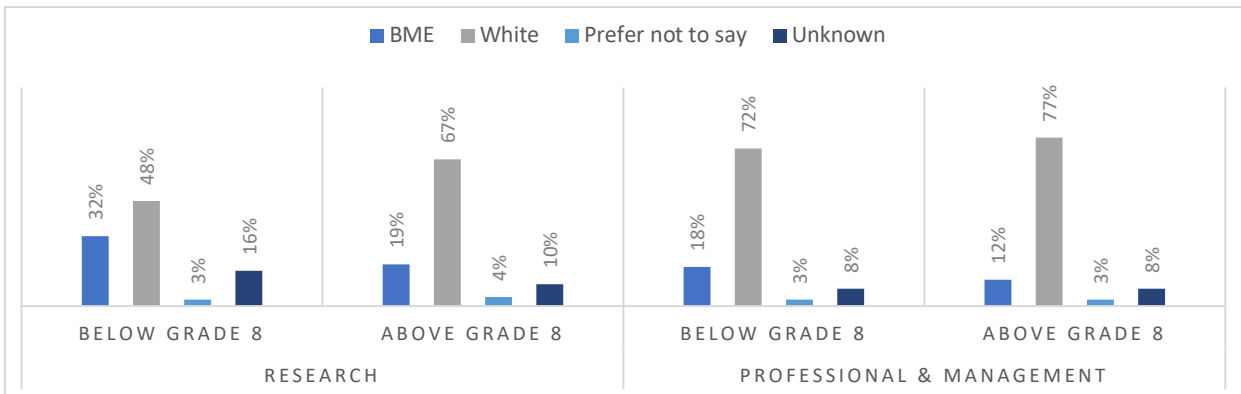


Figure 70 – Black and Minority Ethnic staff by role group and age band, 2024 (FTE)

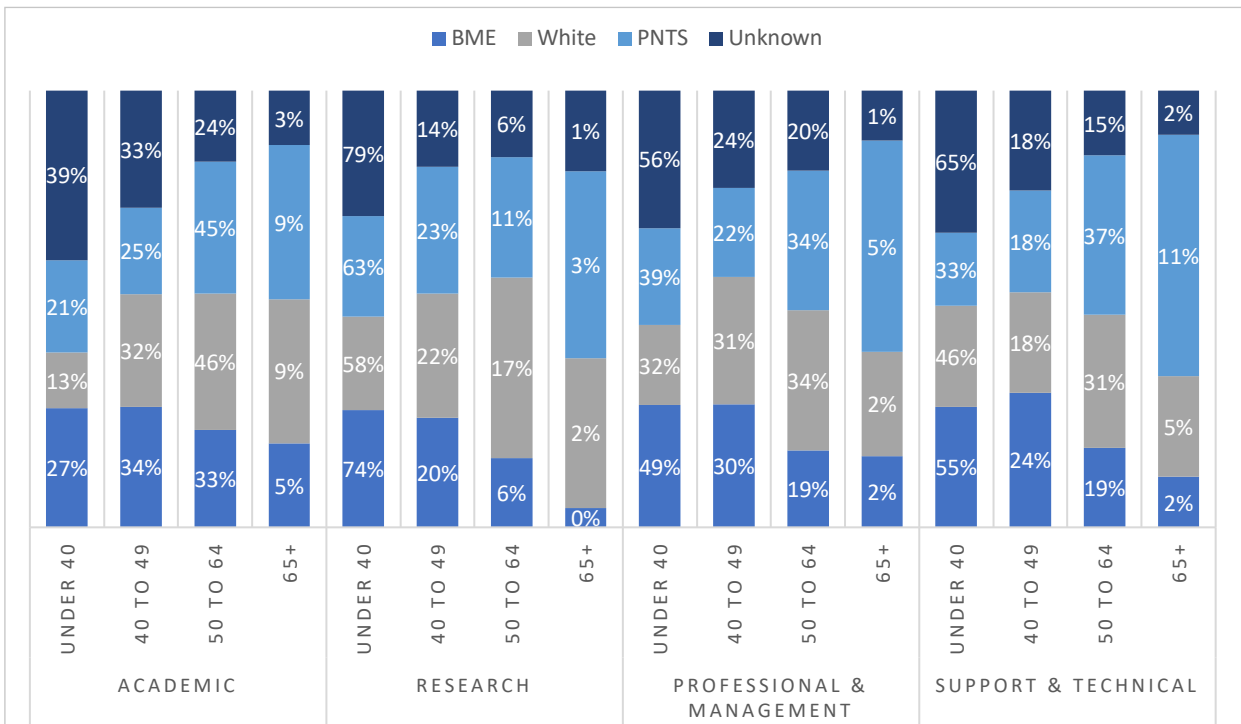


Figure 71 – Staff in post by grade group and detailed ethnic group, 2024 (FTE)

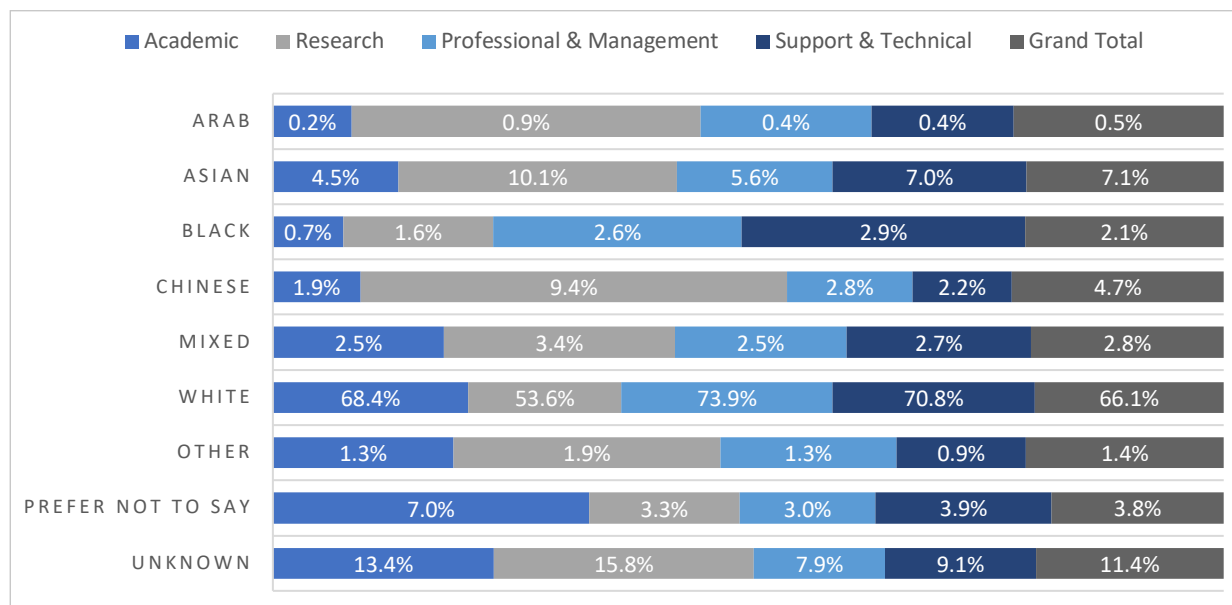
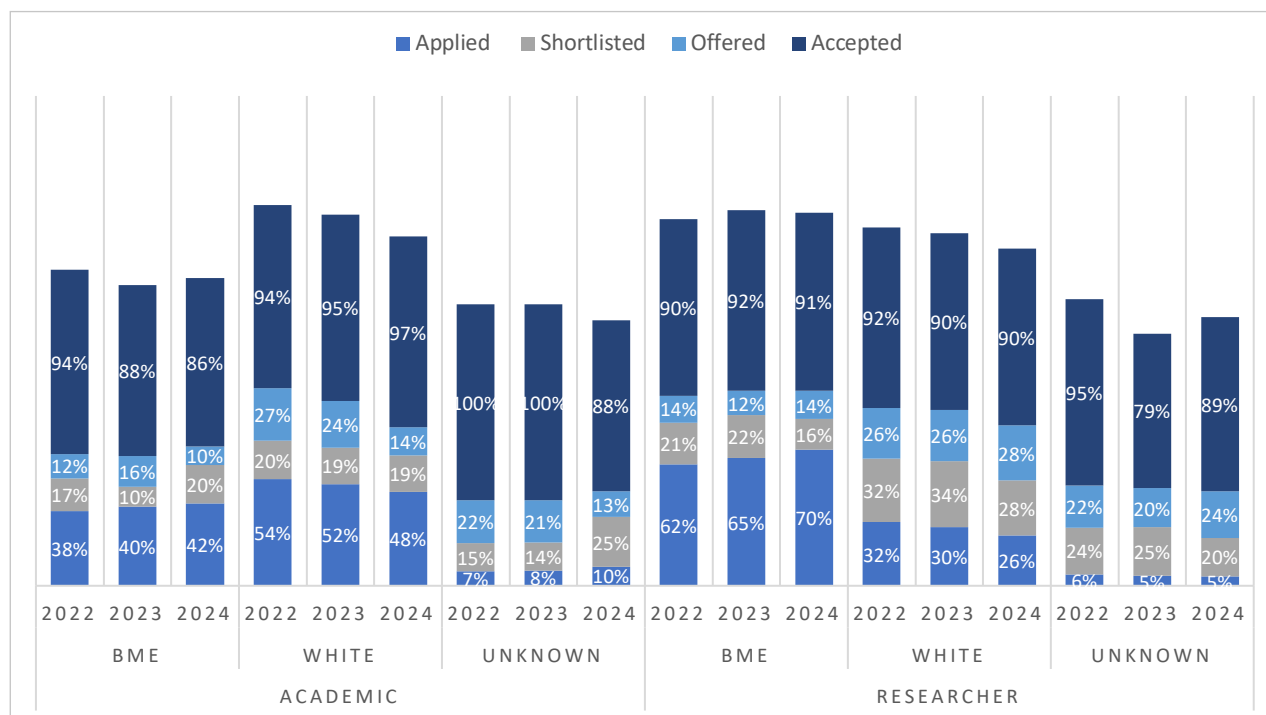
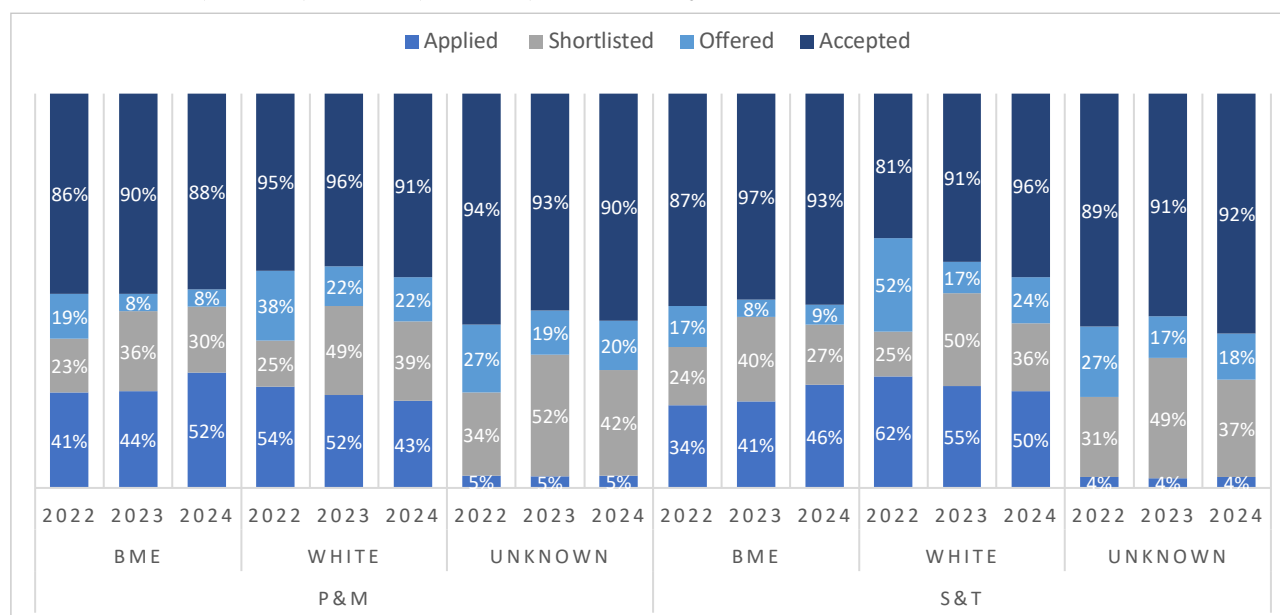


Figure 72 – All Academic and Research staff recruitment by racial group, 2022-2024



The proportion of applicants from BME backgrounds for academic posts increased by 4% since 2022. Shortlisting rates for academic posts between BME and white applicants were within 1% in 2023-24. Offers made to BME applicants were 4% lower than for white applicants in 2023-24. However, the gap between offers to white and BME candidates reduced between 2022-2024, from 15% to 4%. For research staff, applications are similar to academic with an increase of 8% in BME applicants in the last 3 years and a reduction in white applicants by 6%. Shortlisting was higher for white researcher applicants by approximately 12%, and offers were higher by 14%; however, acceptance rates were comparable between BME and white applicants.

Figure 73 – P&M (Grade 6+) and S&T (Grade 1-5) recruitment by ethnic group, 2022-2024

The proportion of applicants for Professional & Management posts (Fig73) from BME backgrounds increased by 11% between 2022 and 2024. The offer rate gap has ranged from 14% to 19% over the last 3 years. Applicants from BME backgrounds accepted an offer slightly less often than white applicants.

For Support & Technical posts, applicants from BME backgrounds increased by 12% over the period. However, shortlisting and offer rates remained higher for white applicants than BME applicants.

Staff Profile – Disability

By 31 July 2024, 6.8% of staff had declared a disability (accounting for 1,100 staff), which is an increase from 6.1% in 2023. The highest proportion of staff who declared a disability were within Support & Technical roles, followed by Professional & Management roles. The proportion of complete records increased by 1 percentage point from 87% in 2023 to 88% in 2024. The most common disabilities were long standing illness/health condition (28.5%), Dyslexia/Specific Learning Difficulty (19.7%) and mental health condition (19.5%). The proportion of disabled staff who work part time is slightly more than those who work full time (Fig 75), primarily within Academic, Support and Technical and Research roles.

Table 8 – Proportion of Disabled staff by staff group (FTE)

Group	% of group 2024
Academic staff	3.9%
Research staff	5.2%
Professional and Management staff	8.0%
Support and Technical staff	9.7%
Total disabled staff	6.8%

Figure 74 – Staff by Division and disability status, 2024 (FTE)

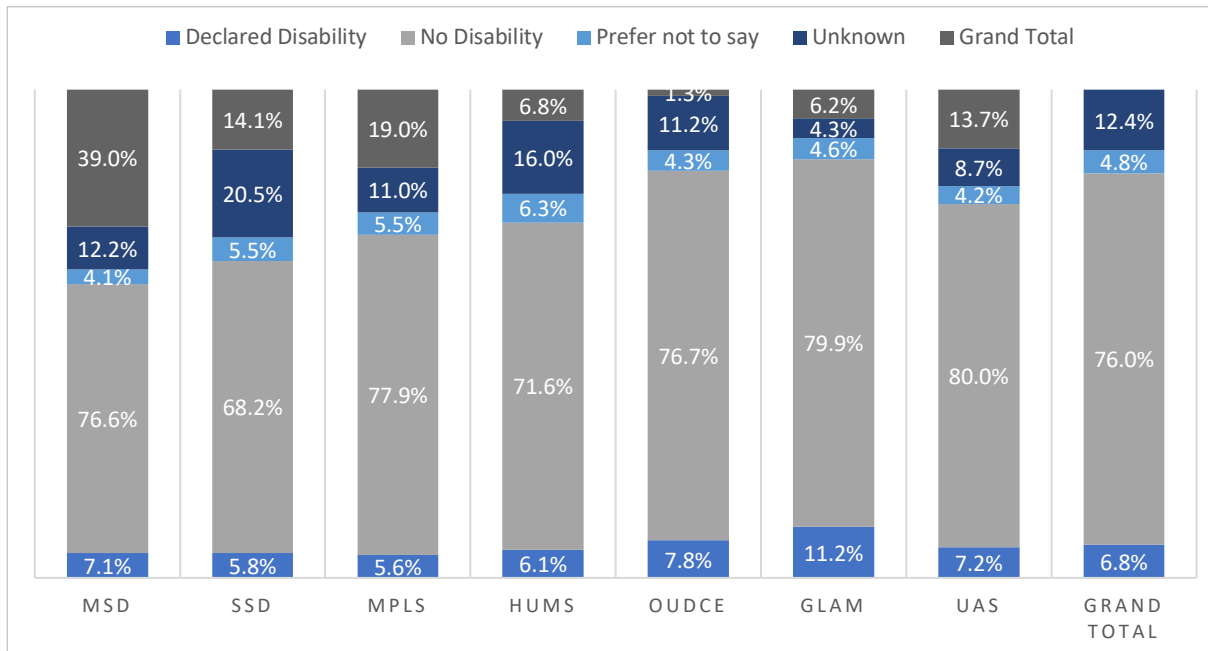


Figure 75 – Disabled staff by role group, 2020-2024 (FTE)

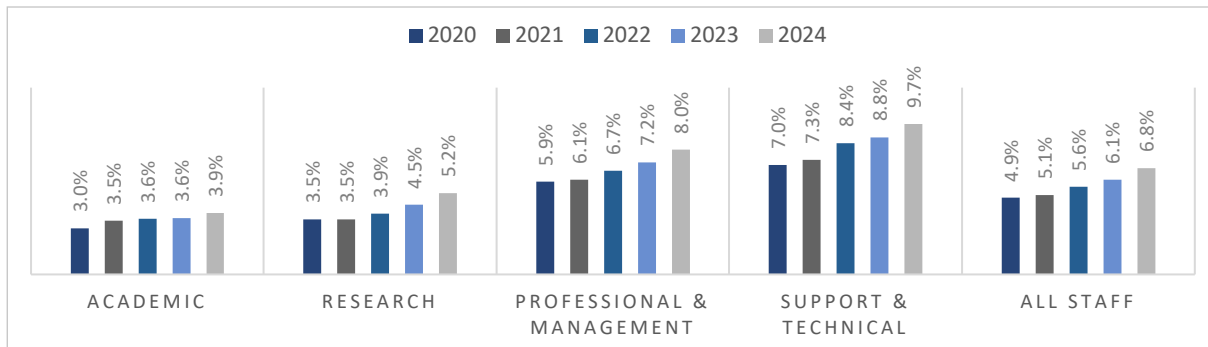


Figure 76 – Disability status by role group and contract type, 2024 (Headcount)

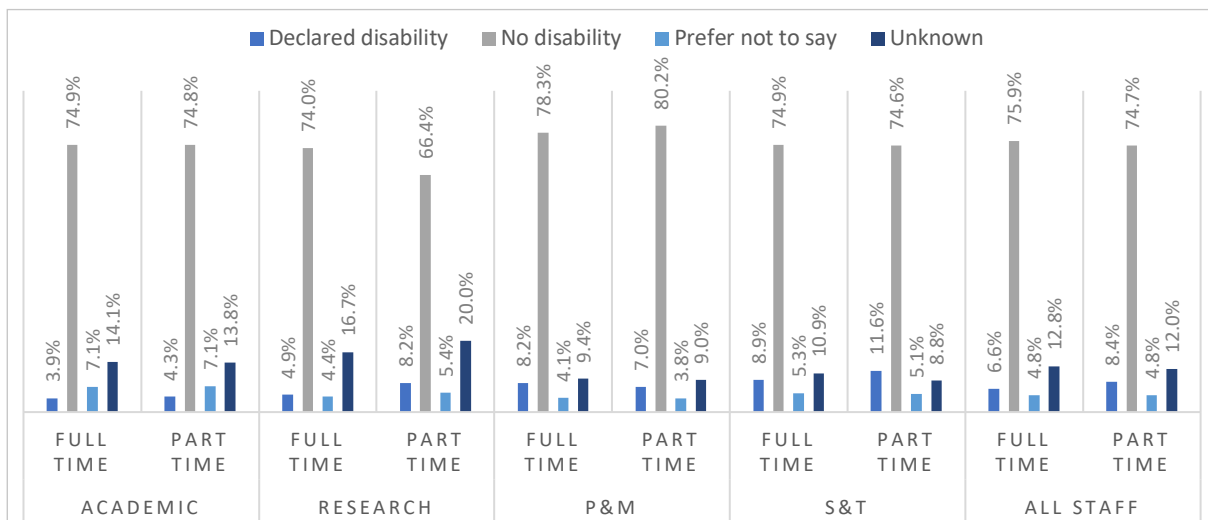
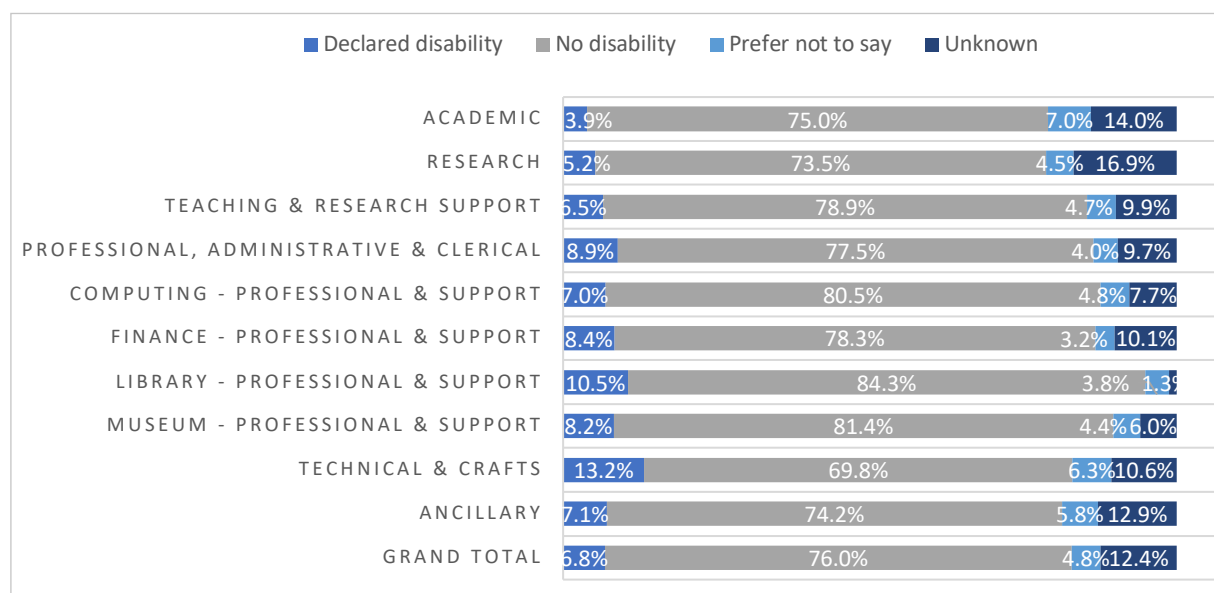
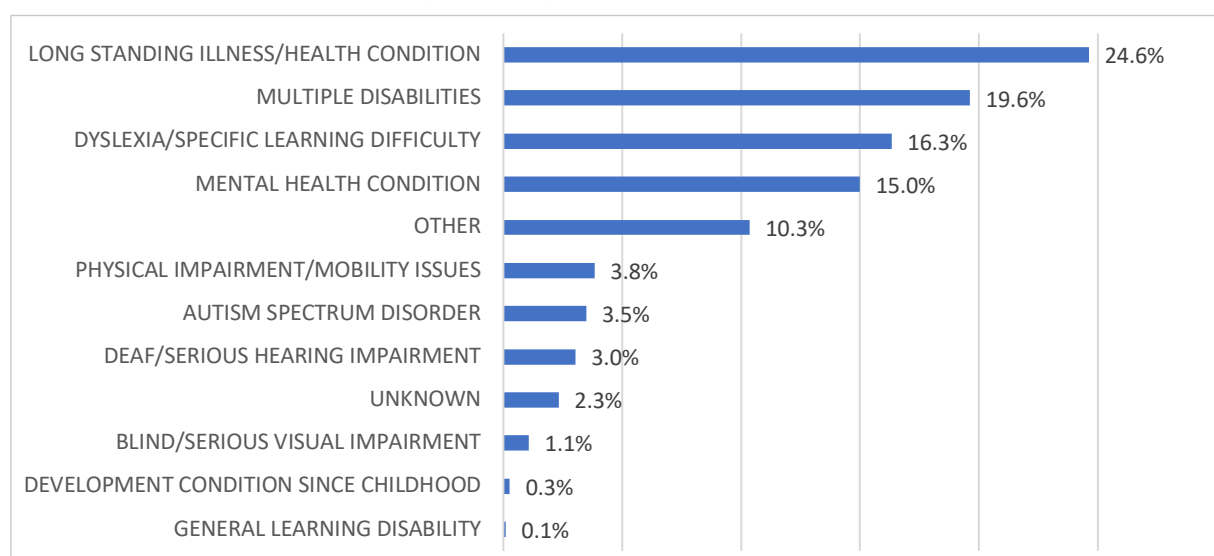


Figure 77 – Disabled staff by staff group (all staff), 2022-24 (FTE)**Figure 78 – Staff declared disabilities (headcount)**

Staff Profile – Sexual Orientation

The proportion of complete staff records for sexual orientation has increased to 64%, an increase of 5% since 2023; 36% of staff records remain 'unknown' (over 5,000 records).

Of the 64% of complete staff records, 79% of staff identified as heterosexual; 9% as lesbian, gay, bisexual or other sexual orientation; and 12% preferred not to share their sexual orientation. The following table shows the profile of sexual orientation of staff who have shared theirs.

Table 9 – Proportion of staff by sexual orientation 2024 (FTE)

Group	% of group 2024
Heterosexual	79%
Bisexual	4%
Gay or lesbian	3%
Other sexual orientation	1%
Prefer not to say	12%
Unknown	36%
Total LGB+ staff	9%

Figure 79 – Sexual orientation by role group 2024 (FTE)

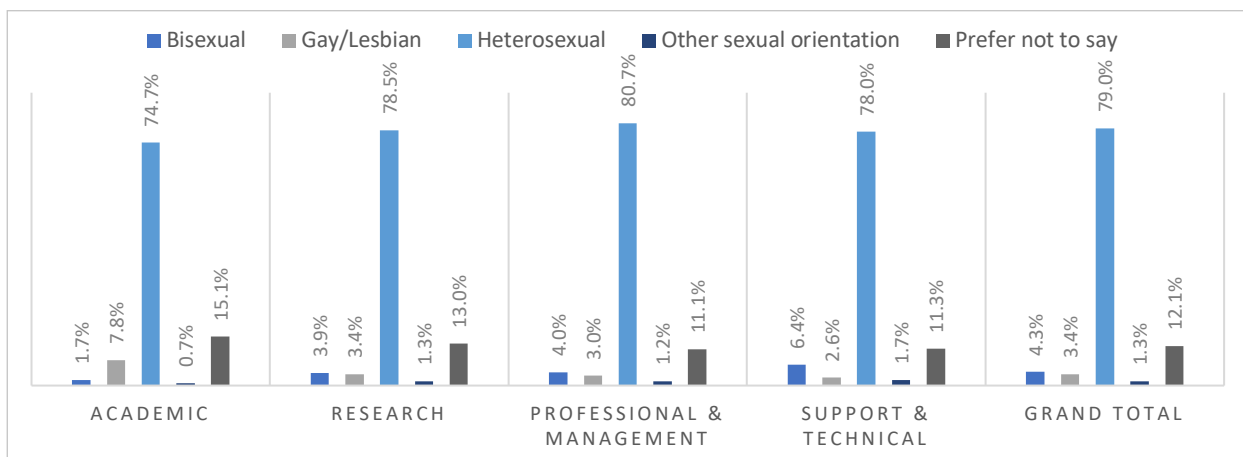
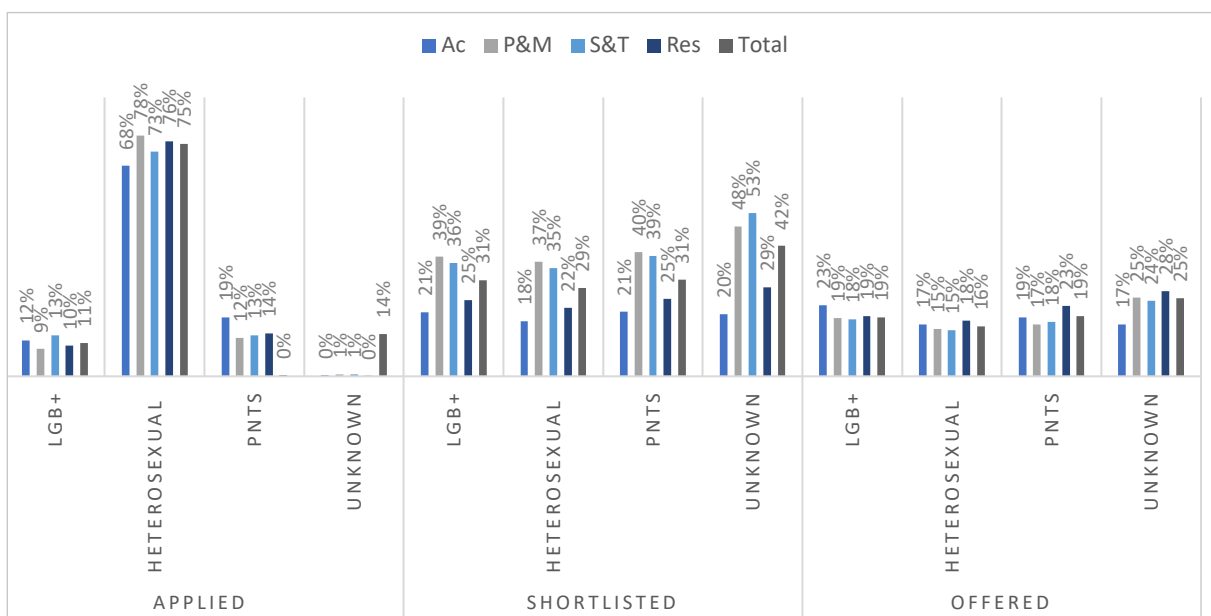


Figure 80 – Recruitment by sexual orientation, by role group, 2022-24 (combined)



Staff Profile – Religion and Belief

The proportion of complete records for religion and belief increased from 59% to 64.1% between 2023 and 2024. Of the staff with a complete record, the majority, 51%, indicated that they had no religion, 26.4% of staff indicated that they were Christian, 11.4% preferred not to say.

Figure 81 – Staff by shared religion or belief, 2023-2024 (FTE)

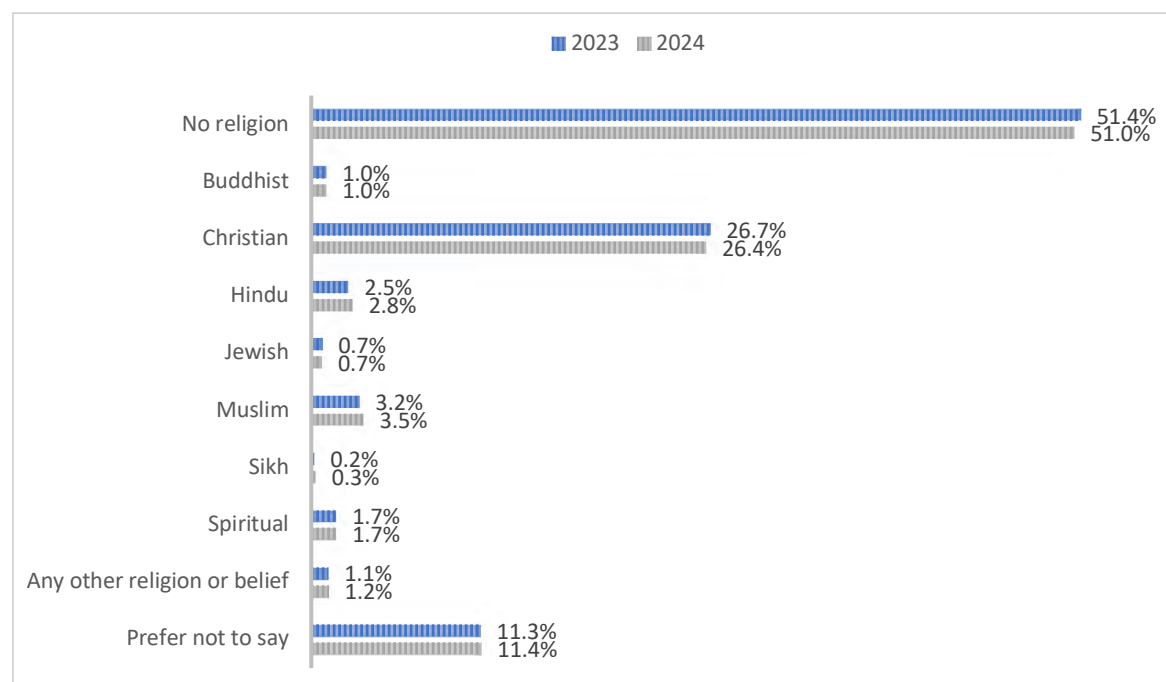
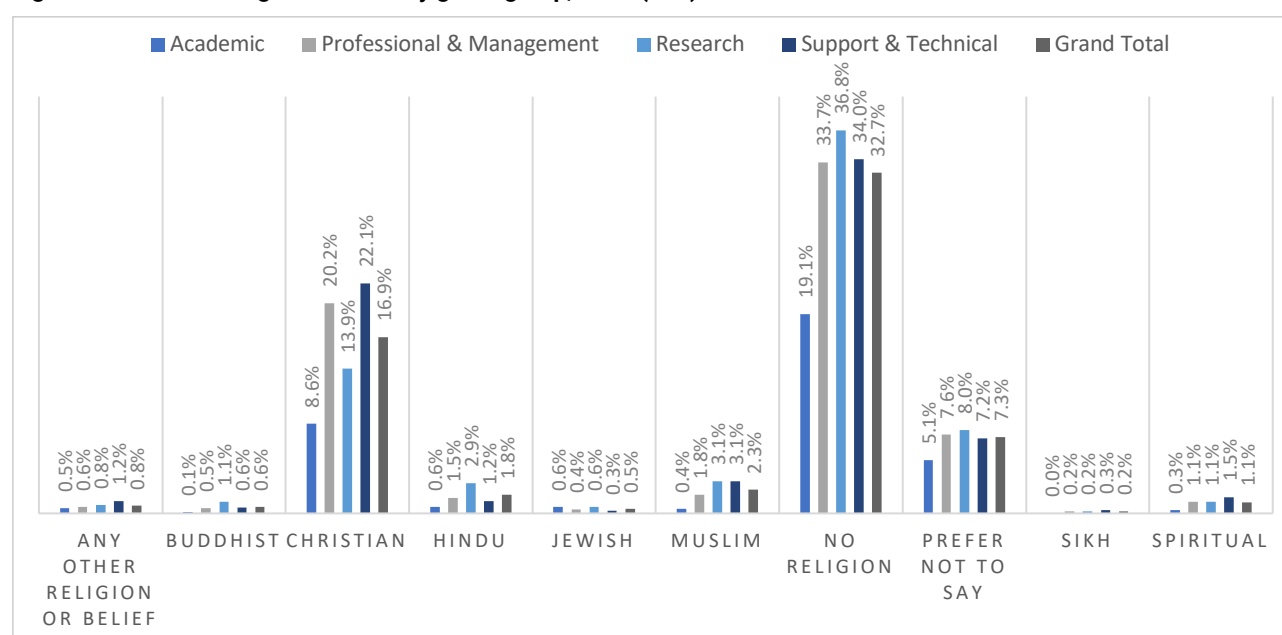


Figure 82 – Shared religion or belief by grade group, 2024 (FTE)



Staff Profile – Age

Figure 83 – All staff by age band and legal sex, 2024 (FTE)

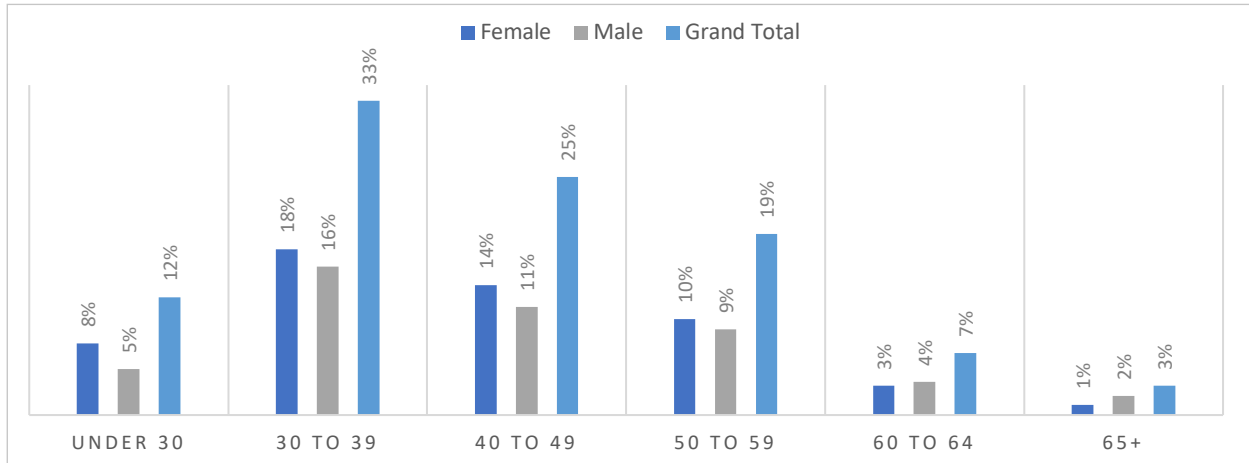


Figure 84 – Staff in post by age band and role group, 2024 (FTE)

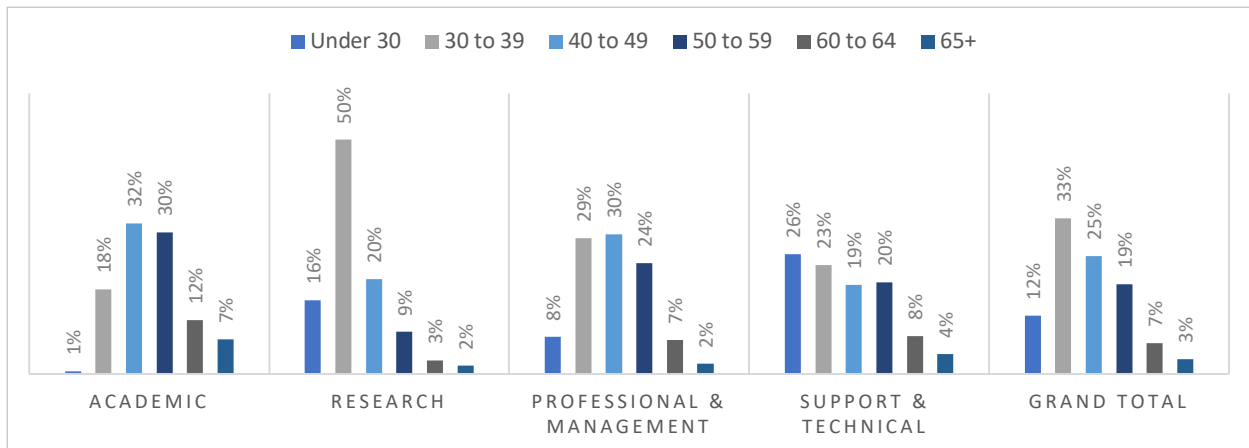


Figure 85 – Staff in post by role group, legal sex and age band, 2024 (FTE)

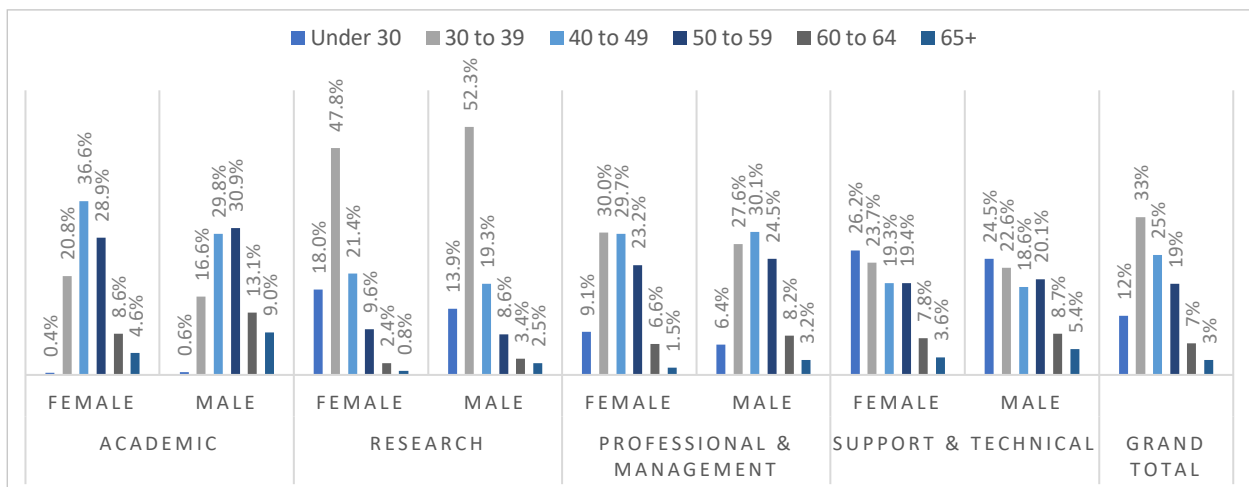
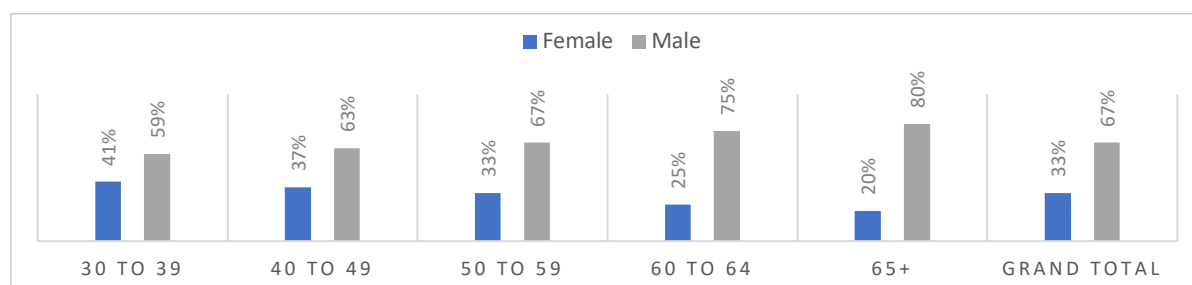
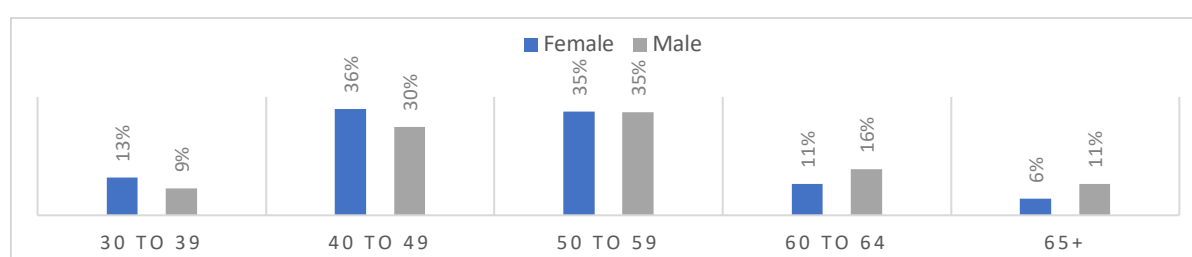
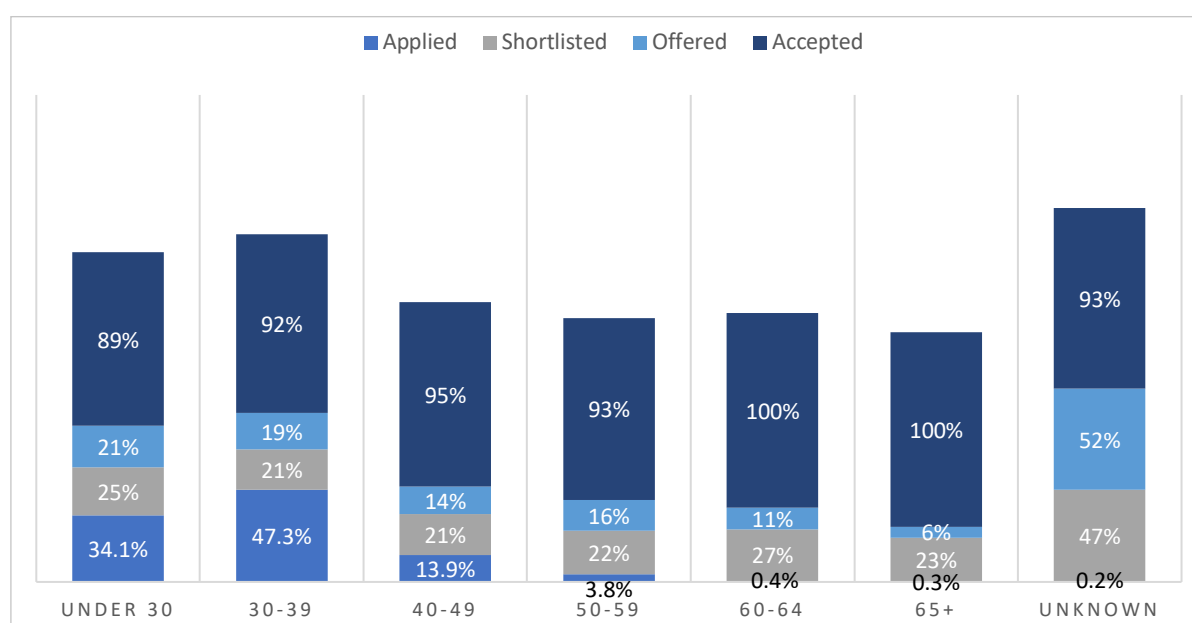


Figure 86 – The proportion of academic staff within scope of the EJRA, by legal sex within each age band, 2024**Figure 87 – The proportion of academic staff within scope of the EJRA by legal sex, as a proportion of total legal sex, by age band, 2024**

Between 2022-24, 81% of all Academic and Research applicants and 85% of appointees (applicants who accepted an offer) were aged 39 years old and under (Fig 88). The proportion of applicants through the recruitment pipeline, as a proportion of the previous stage, shows that the highest number of applications were received from 30-39 year olds (47%). Applicants aged between 60-64 years old were shortlisted at 27%, and applicants under 30 at 25%. Offer rates were highest for under 30s (25%), followed by 30-39 year olds (19%), and lowest for applicants 65+ (0.3%). All applicants over 60 accepted an offer (100%), and under 30s accepted at proportionally lower rates (89%).

Figure 88 – Academic and Research staff recruitment by age band, 2022-24 (combined)

Over the last three years, 69% of all PSS applicants and 70% of appointees (applicants who accepted an offer) were aged 39 years old and under. The proportion of applicants through the recruitment pipeline, as a proportion of the previous stage, can be seen in Fig 88.

Figure 89 – Professional and Support staff recruitment by age band, 2022-2024 (combined)

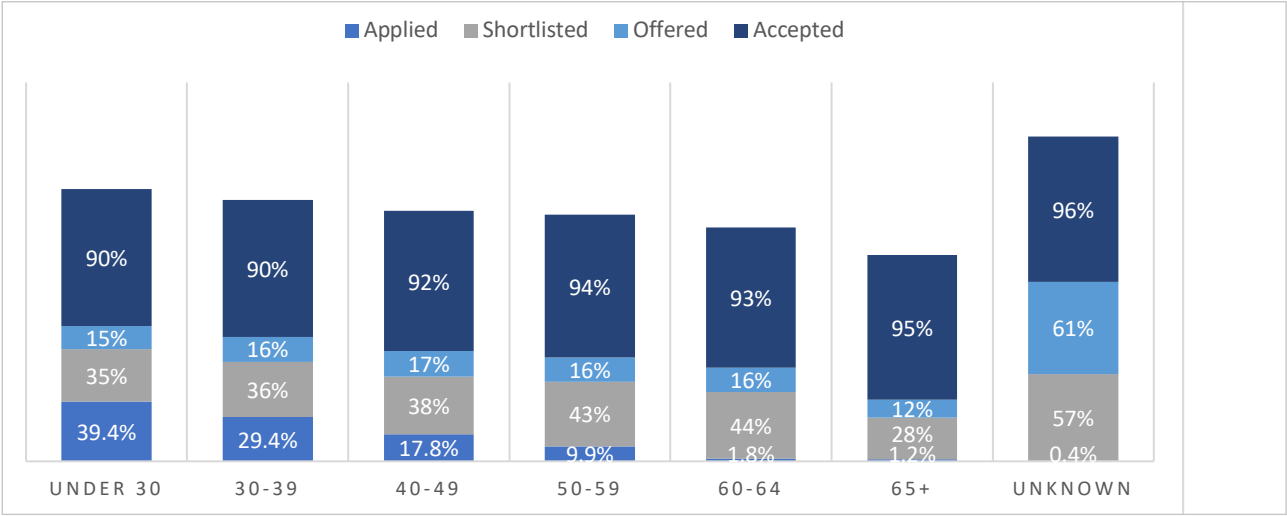
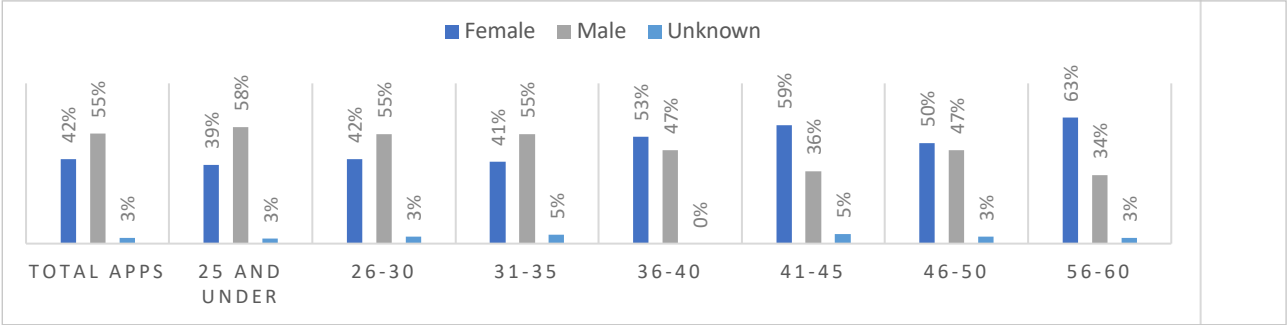


Figure 90 – The proportion of total applicants for apprenticeships of each age band by legal sex, 2022-2024



Applicants for apprenticeships came from all age groups, however, men, aged 30 or less made up 45% of total applicants compared with 31% of women (Fig77). Overall, men and women applied at broadly equivalent rates aged 35+. Applicants of 25 years old or less represented 64% of total applicants (Fig78), after which the proportion decreased significantly to 13% and with each age group.

Promoting and advancing equality, diversity and inclusion

Sex and Gender

Athena Swan - Institution

At institutional level, the University is working towards achieving eight objectives set out in the 2023-2028 action plan.

In the last year, there have been a number of achievements towards that plan, including the launch of the *Breaking Barriers* report (see below).



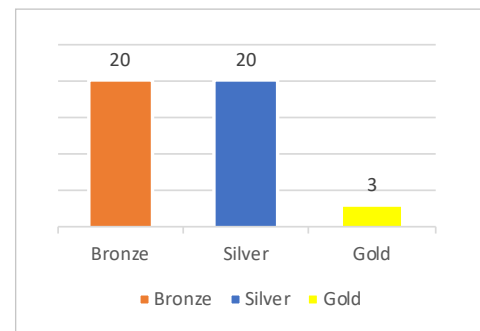
Athena Swan - Departments

The University holds 43 Athena Swan awards, and in the last year, achieved two new Gold awards, for the Department of Paediatrics and the Nuffield Department of Women's and Reproductive Health. The Department of Economics has also become the first Economics department in the UK to achieve a Silver Athena Swan award.

Figure 91 – Athena Swan awards 2012-2024

The Humanities Division has also seen the number of faculty awards rise to four, with the Faculty of Classics achieving its first Bronze award in 2023.

All departments have engaged with integrating EDI into department activities and there are a number of Athena Swan applications in motion.



Athena Swan Showcase

In September 2024, the EDU launched a series to support the Athena Swan community across the University. The series launched with the Athena Swan Learning Showcase in September, an event on Athena Swan's impact across the University. The event featured an overview of progress on gender equality and Athena Swan over the last ten years, and highlighted impactful initiatives by departments, including inclusive recruitment strategies, actions that addressed the academic gender gap, and initiatives to close the gender pay gap.

International Women's Day 2024 – Gender equality: How can we make AI a force for inclusion?

To celebrate International Women's Day 2024, the Vice-Chancellor, Professor Irene Tracey hosted a discussion online and in person at Pembroke College on the role AI could play in progressing gender equality. The panellists explored the opportunities and challenges AI presents and what is needed to effectively harness AI for society. They included:

- Kelsey Doerksen – PhD student in Autonomous Intelligent Machines and Systems, Data Science Research Fellow at UNICEF and Visiting Researcher at European Space Agency, Machine Learning for Air Quality at NASA Jet Propulsion Lab, President of Oxford Women in Computer Science Society, MPLS Equity, Diversity and Inclusion Fellow;

- Dr Anne-Marie Imafidon, MBE, Co-founder of Stemettes, 2022-2023 President of the British Science Association, was voted 2020's most influential woman in tech in the UK, Oxford University alumni;
- Professor Helen Margetts, OBE, Turing Fellow and Director of the Public Policy Programme at The Alan Turing Institute, Professor of Society and the Internet at the University of Oxford; and
- Professor Anne Trefethen, Pro-Vice-Chancellor (People and Digital), Professor of Scientific Computing.

The discussion focused on the opportunities and challenges presented by generative AI for advancing gender equality.



Image 19: International Women's Day panel, 2024

IARU Gender Group Annual Meeting

In September 2024, the EDU hosted the annual Gender Group meeting of the International Alliance of Research Universities (IARU) over 3 days, in Oxford. The IARU Gender Group focuses on gender equality, discussing initiatives at IARU member institutions and relevant research to inform institutional practices; the group meets annually at a member campus and holds virtual meetings during the year. In addition to presentations on the Breaking Barriers report and the EDI Strategic Plan, the group shared progress they have made at their institutions and discussed approaches to common challenges. The next steps for the group include a series of actions to better support each other in between annual meetings, including a shared repository of resources, and a commitment to work towards a collective output.

Highlights from across the collegiate University

Women Collectors of Natural History in Nineteenth-Century Britain took place on 24 June 2024 at the Pitt Rivers Museum of Natural History. Part of a CNRS International Emerging Actions research project, the symposium aimed to re-examine the place of female collectors in the field of natural history in nineteenth-century Britain to define and reassess some of these women's collections.

The Department of Chemistry was awarded the Royal Society of Chemistry's Horizon Prize for Education in 2024 for Season 2 of the student-led *PERIODically* Podcast. *PERIODically* is the podcast that covers all things periods and chemistry.

In the Department of Physics, [The COMPOS programme](#), launched by Prof Alex Lvovsky in 2021, helps students to learn maths/physics at a deep level and successfully targets/achieves 30% representation of female/non-binary students. Assignments/tutorials are supplemented by weekly webinars. Thanks to funding from MESME, participation is free for UK state school students. There are currently 30 former COMPOS students studying STEM subjects at Oxford, 10 of whom are women. Tutors are 20% female.

Race and Ethnicity

Race Equality Charter – Institution

At institutional level, the University is working towards achieving 8 objectives set out in the 2023-2028 action plan.

In February 2024, the University announced its successful Bronze Renewal for the Race Equality Charter award, in line with the [Equality Objectives](#) approved by Council. The 2023 application was spearheaded by the Race Equality Charter Working Group, a subgroup of the Equality and Diversity Panel. Progress toward the 2023-2028 Action Plan is monitored by the Joint Committee for Equality, Diversity and Inclusion.



Diversifying Governance

In April 2024 the EDU developed an interactive webinar to highlight Council vacancies, demystify the application process and to hear from past and current Council members, Prof Patricia Daley and Prof Helen McShane, on their experiences of participating in University governance.



Image 20: Webinar for staff on diversifying University governance

Race Equality Week 2024

In February 2024, the annual Race Equality Week Tea was hosted by the Chief Diversity Officer, this year celebrating the renewal of the University's Race Equality Charter Bronze award.



Image 21: Afternoon Tea celebrating the Bronze Renewal of the Race Equality Charter during Race Equality Week 2024

Black History Month 2023

The annual University of Oxford Black History Month Lecture, was organised as a collaboration between the BME Staff Network and the Equality and Diversity Unit, supported by the Mathematical Institute. It was delivered by writer and independent historian of Britain and the Caribbean Dr Christienna Fryar.

Entitled ‘Ann Pratt, Mary Seacole, and Questioning British History’, the lecture explored the fraught relationship between British history and Black British history. It forefronted the story of two mixed-race Jamaican women, one of whom is widely considered an important figure within Black British history while the other is barely known.

Each year there are a wide array of observances, events and lectures to mark to Black History Month at Oxford. These included events organised by colleges, departments and student societies and included the following.



Image 22: Dr Christienna Fryar

Highlights from across the collegiate University

Oxford Internet Institute: Detecting and Preventing Online Abuse Against Black Women

In October 2023, Oxford Internet Institute hosted Dr Julia Slupska, Head of Policy, Research and Campaigns at Glitch, who delivered a lecture titled ‘We Need to Talk About Misogynoir: Detecting and Preventing Online Abuse Against Black Women’. The event called on tech companies, governments, researchers and digital citizens to dismantle digital misogynoir.

The Department of Politics and International Relations held a Black History Month Panel Discussion ‘Challenging Stereotypes’. The discussion brought together BME academics and academics researching topics related to racism, (anti-) colonialism and professionals working on EDI matters at the DPIR.

In October 2023, the Bodleian Libraries hosted musician and artist Peter Brathwaite, who led an impactful workshop examining Black lives in the archives. Using Bodleian archives, Peter traced his roots back to the British-owned Codrington plantations in Barbados. During this research, he discovered the stories of three ancestors whose lives intersected amid the grim reality of slavery in 18th-century Barbados.



MPLS Beyond Boundaries Initiative

MPLS has continued its [Beyond Boundaries](#) initiative, a science-inspired art competition for Oxfordshire state school students in Years 5-8 to create art inspired by the research and lives of Black, Asian and Minority Ethnic scientists and mathematicians at the University of Oxford. Winners and runners-up receive prize money and other awards, and exhibits are held at the Oxford University Museum of Natural History. In 2023, the programme was expanded to include researchers from the Medical Sciences Division and there was an additional exhibition in the Mathematical Institute throughout all of August. The project was showcased in the University's EDI Roundtable event in October 2023.

Race and Psychiatry Journal Club

In the Department of Psychiatry, postgraduate research students Anabelle Paulino and Maya Ogonah have created a Race and Psychiatry Journal Club, which involves a new seminar series focusing on issues relating to race in the field of psychiatry. The Club creates a space in which the implications of race and ethnicity on lived experiences and mental health outcomes can both inform future work, and inspire researchers from diverse backgrounds to get involved and engage members from their own community in research.

Decolonisation in Motion: The Second Annual Decolonising Research Debate

The EDIN research network hosted this annual event to discuss what it means to decolonise research within Higher Education. The debate, chaired by Dr Lindsay Steenberg of Oxford Brookes University, and including speakers Walid Benkhaled, Bodleian Library and Natalya Vince, University College, Oxford, concentrated on decolonisation through film, looking at the specific case of contemporary Algeria. Most urgently, this event looked at decolonisation as an action and practice.

SSD 'Voices' Films

The Social Sciences Division produced three short films to foster empathy and understanding of the lived experiences of members of our community from diverse backgrounds. Conceived and created by Social Sciences EDI Associates, minoritised students and early career staff, these films highlight their everyday experiences at the collegiate University, draw attention to the issues that affect them at Oxford and suggest positive action that can be taken. Each film is approximately five minutes long and is intended to stimulate reflection and perspective-taking. It is hoped the films will be widely shared through departmental websites and newsletters to raise awareness, and shown at meetings to encourage discussion.

Reuben College's 'Reuben Explores' series organised an 'Uncomfortable Oxford' tour in October 2023. This unique, guided walking tour around Oxford enabled participants to get to know more about Oxford, raising awareness and generating discussions about racial inequality, gender and class discrimination, and the legacies of empire.

Disability

EDU Workplace Adjustment Plans

Following a successful pilot of workplace adjustment plans in 2022-23, resources and guidance were made available via the EDU website during 2023-24.

Workplace Adjustment Plans are intended to serve as a formal mechanism for discussing, agreeing and communicating the range of specific support and adjustments required by disabled staff. The primary purposes of these Plans are to:

- ensure all parties have a clear record of agreed adjustments; and
- reduce the need to reassess adjustments as a result of changes to an employee's job or line manager.

In 2024, the EDU worked in partnership with the Staff Disability Advisory Group and disabled students to bring more stories to our wider University community, helping to build a deeper understanding of how being disabled can affect disabled people and carers, and their experience of working and studying at Oxford.

The 10th Annual Disability Lecture



In April 2024, the 10th Annual Disability Lecture was hosted by the Disability Advisory Group and the EDU at the Blavatnik School of Government. Speaker Beth Kume-Holland gave a poignant lecture, 'Changing the disability narrative: From unseen to understood', drawing on her own lived experience and a bit of social theory to offer a practical and moving reflection on key issues relating to disability and accessibility, and why they matter.

Disability History Month 2023

Disability History Month 2023 focused on the experience of disablement amongst children and young people in the past, now and what is needed for the future. To reflect this, Dr Joanna Kemp shared their lived experience of being disabled as a child in the 1990s, and now as an adult. By sharing their story, Joanna has inspired others to share theirs too.



Image 23: Dr Joanna Kemp

'I know that not everyone likes labels, but I find they help me understand who I am, so I have quite a few. In 1996 I gained the label "diabetic" and I have since acquired a few other health conditions that fall under the "disabled" label, as well as being autistic and a member of the LGBTQ+ community.'

Dr Joanna Kemp,
EDI Programme Manager

Highlights from across the collegiate University

'Integrating Disability Across the Community' was the Social Sciences Division's inaugural EDI lecture, which took place at the Weston Library in June 2024. Rosemarie Garland-Thomson, Professor of English and Bioethics at Emory University, delved into the heart of disability justice and culture at this special lecture which was attended by the Vice-Chancellor, Chief Diversity Officer and Head of the Social Sciences Division Professor Tim Power. Professor Jonathan Herring of the Oxford Law Faculty acted as the discussant after the lecture.



Image 24: Professor Rosemarie Garland-Thomson

TORCH Neurodiversity Network Launch Event

In May 2024, the TORCH Neurodiversity Network was launched, with a panel discussion illustrating the wide-ranging nature of the projects that will fall under its umbrella. 'Doing Academic Research Neurodivergently' included panellists Dr Sarah Carr (King's College London), Georgia Lin (University of Oxford) and Professor Paul Lodge (University of Oxford and Mansfield College).

The IDRME EDI Seminar 'Talking Spectrum: Navigating Neurodivergence in the Here and Now' took place in July 2024, where Dr Cressida Ryan talked about her own journey being neurodivergent and what that has meant for her working life.

The Department of Chemistry has created and continue to develop a more neuro-inclusive environment by providing training to senior management, campaigning to make sure all Departmental meetings (where possible) are offered as hybrid, and have included posters in meeting rooms to promote simple adjustments to make meetings more neuro-inclusive. A disability staff survey has been conducted to see how we can better support staff and students with a disability, with analysis of the survey results underway with the Disability Working Group.



LGBTQ+

LGBTQ+ Task and Finish Group

The Task and Finish Group was established to bring together students and staff across the collegiate University working to create a culture of belonging for LGBTQ+ people. Chaired by David Isaac, CBE, Provost of Worcester College, the group has worked to draw together staff, students and societies working on LGBTQ+ inclusion to review key data and insights, inform the work of the EDU and celebrate the contribution of the LGBTQ+ community in Oxford.



Image 25: David Isaac, CBE, Provost of Worcester College

Student Gender Data Project

During 2023-24, the 'Inclusivity Improvements – Student Gender Data' project within IT Services collaborated with the EDU, Student Registry and Student Systems teams to enhance the way the University records and uses student gender data, to support an inclusive learning environment for all students at Oxford.

In addition to confirming legal sex (in line with legal documents) and title, students are now invited to provide the gender they identify with, and personal pronouns. They can update this information at any time. University and college staff have access to title and pronouns, making it easier for them to address students in the way the student chooses.

LGBT+ History Month Lecture

In January 2024, the LGBT+ History Month lecture featured Dr Jack Doyle, Departmental Lecturer in LGBTQ History at Mansfield College.

LGBT+ HISTORY MONTH LECTURE

**ARCHIVES AGAINST THE GENDER CLINIC:
HISTORICISING BRITAIN'S TRANS HEALTH
CRISIS**

**DR JACK DOYLE, DEPARTMENTAL LECTURER IN
LGBTQ HISTORY AT MANSFIELD COLLEGE,
UNIVERSITY OF OXFORD**

6 PM - 7 PM 31 JANUARY 2024
THE CUBE, LAW FACULTY
(HYBRID)

Register via the QR code:



LGBT+
LGBT+ Staff Network



Trans Day of Remembrance

During November 2023, a range of events and lectures took place for Trans Awareness Week, closing with a commemoration of Trans Day of Remembrance. To mark this day, the Student OULGBTQ+ Society held an evening multi-faith service, bringing together community members sharing speeches and poems, and reading out the more than 300 names of trans people worldwide lost to violence this year. Afterwards, the Student Union's LGBTQ+ Campaign held a candlelight vigil outside of the Radcliffe Camera.



Image 26: Trans Day of Remembrance service at Radcliffe Camera

‘While the service was more sombre, the vigil was more impassioned. It felt like a protest; community members held signs and listened to speakers on a megaphone decrying the injustices faced by trans people in our community and around the globe. The two spaces had very different energies, but both were necessary, and having both meant people could choose how they wanted to observe the day.’

Julian, student officer in the OULGBTQ+ Society



Image 27: Professor Matt Cook

Highlights from across the collegiate University

In October 2023, Mansfield College appointed the UK's first permanently endowed Professorship in LGBTQ+ History, in association with the Faculty of History. The renowned historian Professor Matt Cook became the first Jonathan Cooper Chair of the History of Sexualities.

Oxford Pride 2024

On Saturday 8 June 2024, members of the LGBTQ+ Staff Network, alongside students and the wider LGBTQ+ community joined together to march through Oxford in celebration of LGBTQ+ rights.



Image 28: The front of the Pride parade, which included Oxford students and staff

Medical Sciences Pride 2024

MSD held a panel discussion on LGBTQ+ health research in June 2024, with speakers Henry Blest, Shamisdeen Yusuf and Alex Schutz, who shared their experiences as members of the LGBTQ+ community who undertake health research.

Four College EDI Fund

Oriel College partnered with neighbouring colleges Corpus Christi, Christ Church & University College to provide a 'Four College EDI Fund'. This fund was set up to enable and promote events organised by students which are related to equality, diversity and inclusion, and which are open to students from all four colleges. Proposals are invited and considered on a termly basis and any student at any of the four colleges can apply. Events funded via this scheme during 2023-24 include 'Dragademia' Show and Tell in 2023, an LGBTQ+ Indoor picnic and LGBTQ+ History Month Panel 'Diversity in gender and sexuality in the modern world' in 2024.

Iridescent ERG

At Saïd Business School, revised terms of reference strengthened the voice and governance of Employee Resources Groups (ERGs) and a new ERG, 'Iridescent', was formed for the LGBTQ+ community and LGBTQ+ allies.

Religion and Belief

Racial and Religious Inclusion Briefing

In September 2024, a 90-minute session was held for key University and college staff, including Oxford University Security Services (OUSS), Head Porters, Public Affairs Directorate, Oxford Student Union, Proctors' Office and Student Welfare Services.

The Briefing was led by the Chief Diversity Officer and the EDU Student Equalities Officer, featuring Community Security Trust and Tell Mama, and student representatives from the Jewish Society and Islamic Society.



Image 29: Staff participate in a briefing on racial and religious inclusion

Highlights from across the collegiate University

Members of the collegiate University joined a vigil for peace on 5 November 2023 on Oxford's Broad Street, convened by the city's faith leaders, civic leaders and parliamentary representatives. The event brought together students, staff and the Oxford community seeking peace and understanding amid global conflict and hardship.



Image 30: Vigil for peace on Broad Street

Sukkot Celebration on Broad Street

Oxford students and staff joined the annual grand Sukkot celebration on Broad Street, hosted by the Oxford Chabad Society, and enjoyed an exciting line-up of musicians, activities, culture, history and food.

Annual Iftar at Mansfield College

The Dialogue Society's Oxford Branch held its Annual Iftar in March 2024 at Mansfield College of Oxford University, in partnership with Oxford Brookes University. This inclusive gathering brought together faculty members, students, and community leaders from over thirty-five different organisations.



Image 31: The Vice Chancellor attends Iftar at Mansfield with the Dialogue Society

Interfaith Friendship Walk 2024

The Oxford Interfaith Friendship Walk took place in June 2024. The walk, organised by the Oxford Council of Faiths (OxCoF), provided an opportunity to meet and walk with people from Oxford's many different faith communities. The Oxford Council of Faiths aims to create deeper understanding and mutual respect between diverse communities and promotes and encourages interfaith social and cultural activities in Oxford. People of all faiths and none, including student and staff members of the University, joined the event.

Faculty of Theology and Religion Speaker Series

Over Michealmas Term 2023, the Faculty of Theology and Religion organised the Speaker's Lectures in Biblical Studies, Martin Luther King, Jr. and the Apocalyptic Imagination: Canonical and Extra-Canonical Apocalyptic Traditions in Protest and Resistance Discourse with Dr Lisa Bowens of the Princeton Theological Seminary.

THE SPEAKER LECTURES IN BIBLICAL STUDIES 2023

DR. LISA BOWENS
(PRINCETON THEOLOGICAL SEMINARY)

**MARTIN LUTHER KING, JR.
AND THE APOCALYPTIC IMAGINATION**

CANONICAL AND EXTRA-CANONICAL APOCALYPTIC
TRADITIONS IN PROTEST AND RESISTANCE DISCOURSE

LECTURE THEATRE, HB ALLEN CENTRE, KEBLE COLLEGE

LECTURE 1: 24 OCT., 12:00-1:00,
"MARTIN LUTHER KING, JR AS APOCALYPTIC SEER"

LECTURE 2: 26 OCT., 12:00-1:00,
"MARTIN LUTHER KING, JR AND THE
NEW JERUSALEM IN REVELATION 21"

LECTURE 3: 31 OCT., 12:00-1:00,
"ALL THINGS NEW: THE APOCALYPTIC PROJECT
OF REVOLUTION IN REVELATION 21"

LECTURE 4: 2 NOV., 12:00-1:00
"THIS LECTURE WILL TAKE PLACE AT THE
PUSEY ROOM IN KEBLE COLLEGE"
"THE KNOCK OF CHRIST IN REVELATION 3:
DIVINE AND HUMAN AGENCY IN CONQUERING EVIL"

THESE LECTURES ARE FREE
AND OPEN TO THE PUBLIC

Academic and Research Engagement on EDI

Breaking Barriers

Co-authored by Dr Mahima Mitra and Professor Sue Dopson, *Breaking Barriers* explores the barriers to progression faced by under-represented academics at the University of Oxford and proposes recommendations for how EDI can be better supported in academic career pathways at the University.

Funded by the Oxford-Wellcome [Institutional Strategy Support Fund](#) (ISSF), the research presented in the report is based on 104 interviews with academics at different careers stages from across the Humanities, Social Sciences, Medical Sciences, and Mathematical, Physical and Life Sciences. It marks a significant milestone as the first qualitative study examining the barriers encountered by under-represented academics at the University.

The findings in the report are structured along five different types of under-representation: *gender*, *ethnicity*, *disability*, *sexual orientation*, and *social class*. Within these, the report identifies five sets of barriers that challenge under-represented academics' careers:

1. the accomplishment barrier;
2. the agency barrier;
3. the credibility barrier;
4. the 'do more' barrier; and
5. the productivity barrier.



Image 32: Mahima Mitra presents research on EDI at Oxford at the EDI Roundtable, Worcester College

The report was launched in May 2024, with a follow-up action plan setting workshop in June 2024. The recommendations and initial actions have been integrated into the EDI Strategic Plan.

Leading in Academic Research Environments

This innovative programme, funded by Wellcome, offers experienced leaders in research across all academic divisions the opportunity to further develop their leadership influence and impact, and to contribute towards the advancement of our research culture in a tailored, peer environment. Co-designed by Oxford academics, leadership and EDI experts throughout 2023-24, the pilot programme will run throughout 2025.



Outstanding people leadership. Outstanding research.

Highlights from across the collegiate University

The Social Sciences Division held its inaugural Annual EDI lecture on 6th June 2024. Professor Rosemarie Garland-Thomson, Professor of English and Bioethics at Emory University, gave an inspiring talk, and was joined by Professor Jonathan Herring of the Law Faculty as a discussant. The event was opened by the Vice-Chancellor Professor Irene Tracey, and the lecture was warmly received.

In November 2023, Jesus College alumnus Sunder Katwala (PPE, 1992) gave a talk on patriotism, followed by a Q&A session and drinks reception. Sunder Katwala is Director of British Future, an independent, non-partisan UK think-tank which works for 'a confident and welcoming Britain, inclusive and fair to all'.

MPLS reached new engaged audiences with their Diversifying STEM Curriculum event series, which included a talk with STEM and History of Science academics about statistician and eugenicist, Sir Ronald Aylmer Fisher, and a presentation by Professor Caroline Dessent and Dr Kelechi Uleanya from the University of York, about their practical approaches to inclusive teaching in Chemistry.

Research culture

In 2023-24, the Researcher Hub increased researcher representation on University committees to 19 representatives on 14 University committees and working groups. The Hub also worked on the development of a Charter for the Career Development of Researchers launched on 31 October 2024; it lists the University's commitments to support researchers' career development as laid out in the Concordat Action Plan 2022–2025 and outlines the responsibilities of researchers and their PIs/line managers.

In April 2023 – March 2024 the Careers Service delivered over 780 one-on-one sessions with fixed term researchers; 36% of participants at the 2024 Beyond Academia Careers Conference were fixed term researchers, a 7% increase on last year. Career Development Reviews (CDRs) continued to be rolled out with new resources to support constructive career conversations made available and funding secured for a system solution to track the uptake and effectiveness of CDRs.

The Equity in Research Funding project convened an internal working group to oversee the implementation of the Action Plan and the delivery of some of its objectives. Members were drawn from across all divisions, and included colleagues with specific expertise, such as IT, Equality and Diversity, and administration of funding schemes. The working group is reviewing internal funding schemes, identifying gaps in processes, developing support packages, toolkits, and guidance; developing and understanding diversity data.

The Equity in Research Funding Forum took place in Oxford in February 2024, where more than 60 delegates representing UK Universities and Funders discussed how to work together to implement the sector-wide recommendations of the Equity in Research Funding report. The forum resulted in a public statement with principles that will guide the sector in delivering this work, a list of priority areas for the sector to deliver together, and Terms of Reference for the Forum through which the work will be delivered. The Forum selected three priorities to progress: positive action, demand management, and data reporting.

The development of a research culture toolkit commenced early 2024. The purpose of the toolkit is to enable collection and sharing of relevant on research culture initiatives, to capitalise on good practice that exists in departments/faculties and colleges, and to support consistency in the activities undertaken. The toolkit was refined through a pilot in spring 2024, and will be rolled out across the University at the start of 2024–25. The toolkit will be updated with the REF 2029 People, Culture and Environment indicators when these are published in 2025.

The latest Researcher Development Annual Report was published in summer 2024. It outlines opportunities for improvement and highlights progress, such as increasing researcher representation on University committees (eg, the Pay & Conditions Review committee); appointing Research Culture Facilitators in all divisions; running community-building and training events, providing Careers Service support and more

Highlights from across the collegiate University

The Department of Engineering Science has successfully piloted an 'Inclusive Leadership, Inclusive Teams, and EDI' workshop in Michaelmas Term 2023 and will offer this across all teams in 2024.

The Department of Physiology, Anatomy and Genetics' (DPAG) Lunch & Learn programme offered termly talks/ panel discussions for researchers on career transitions, roles inside and outside of academia, specific academic skills, and balancing family life in academia. The series aims to inform researchers about the support and opportunities available within the Department and University.

The Social Sciences Division continued their programme of EDI Research events which had begun in 2022-23, holding a further 5 events in 2023-24. This included initiating a new series of SSD EDI Research Spotlight events to showcase the contribution of DPhil students to the broad field of scholarship on equality and diversity. These events were attended by a total of 116 people, increasing awareness of our work in this area, and providing opportunities for networking and future collaboration.

Improving Research Culture at Nuffield Department of Orthopaedics, Rheumatology and Musculoskeletal Sciences

Efforts on improving research culture in NDORMS were recognised with Dr Anjali Shah, Clinical Trials Manager and Epidemiologist was recognised with a Vice Chancellor's Research Culture Award. A strong advocate and representative for Research Staff, Anjali was involved with the Researcher Development Concordat, the Reimagining Research Culture project and chaired the Oxford Research Staff Society.

The Department of Chemistry have introduced informal coffee mornings for all new postdocs with the Associate Head for People to help new researchers in the Department meet others and feel welcomed. The department is also rolling out a postdoc buddy system for new postdocs, with volunteer 'buddies' from the current postdoc community in Chemistry.

Based at the Oxford Martin School, the Agile Initiative is a five-year, £10 million research programme, which received further funding to advance work on EDI. The Agile Initiative published their Diversity and Inclusion Plan in March 2024, with 23 actions to enhance equality, diversity, and inclusion. The team completed accessibility training and created internal guidance for accessible communications and events. They are committed to improving equality, diversity and inclusion through Equality Impact Assessments completed for each Sprint research team at the start of each project. Stephanie Perrin, Agile's EDI Officer, co-presented a session on EIAs at the EDI Conference in September 2024, promoting good practice and contributing to a shift in research culture at the University.



'Oxford conducts excellent research and parts of Oxford, such as in NDORMS, have an excellent research environment. But I believe in continuous improvement. The award will spur me on with improving research culture and sharing good practice across our diverse and wonderful institution.'

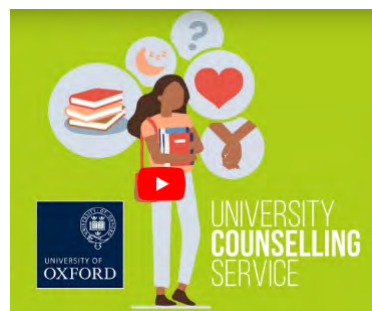
Dr Anjali Shah



Wellbeing

Staff Mental Health and Skills training

The Student Welfare and Support Service partnered with Wellbeing to offer mental health training to University staff. A programme of mental health masterclasses was developed, providing a deep dive into a particular aspect of mental health for staff encountering students in distress. The programme includes workshops specifically aimed at those working with students from diverse backgrounds, including workshops exploring the impact of racism on students' well-being and academic work.



The Counselling Service has welcomed support to increase the diversity of the staff team in recent years in recognition that students may prefer to see a counsellor with shared identity/lived experience as them.

The Counselling Service has continued to expand its extensive programme of groups and workshops, including new workshops for students of colour and a group for students who have experienced relationship abuse. Groups for LGBTQ+ students and students who are survivors of sexual violence have continued to run successfully, and a new group for neurodivergent students is in development and will be piloted in the 2024-25 academic year.

As part of a rolling programme of training, SWSS staff collectively attended in-house training sessions on autism, gender identity and suicidality. The Counselling Service also established two internal peer supervision groups which meet regularly to discuss and reflect on themes of diversity and neurodiversity.

In the 2023-24 academic year, a new cohort of peer supporters were trained. Trained peers can affiliate with a number of groups: Peers of Colour, Rainbow Peers, Peers of Faiths and Disability Diversity Peers.

The Disability Advisory Service

Demand for the Disability Advisory Service (DAS) remained high in 2023-24, in line with sector trends. DAS continues to register more than 25% of the student population, with a significant number of Student Support Plans (SSP) in circulation.

A new Student Support Plan model was implemented in 2023-24. A Disability inclusion statement (SSP A) is now issued for all newly registered students as soon as evidence of a disability has been verified, setting out inclusive practices and reasonable adjustments recommended as standard for disabled students.

Sexual Harassment and Violence Service:

There are a number of student groups disproportionately affected by sexual violence and domestic abuse, and the SHVS team are considering the barriers they face when seeking support.

For the third year, the SVHS team worked with 15 colleges to deliver the Healthy Relationships and Consent workshop programme in Michaelmas Term 2024, which reached over 1,100 new students.

Peer Support

In the 2023-24 academic year, more than 400 students were actively working as trained peer supporters across the collegiate University. The programme includes Peers of Colour, Rainbow Peers, Peers of Faiths, and Disability Diversity Peers; these groups were created to provide a safe and inclusive talk-led space for students to improve active listening, discuss impactful themes, encourage self-reflection, and help with onward referral.

Highlights from across the collegiate University

Professor Alex Betts, Local and Global Engagement Officer and Chair of the University's Wellbeing Delivery Group, authored a blog sharing his reflections on his own wellbeing habits and things we can all do to look after ourselves and others to coincide with Men's Health Awareness Month in November 2023.

Since 2021, MPLS have been running a week-long programme of activities in May for anyone across the University to prioritise their mental health. The theme for Mental Health Awareness Week 2024 was 'moving for your mental health', and sessions included wellbeing walks, dancing, fitsteps, strategies for self-care, a bicycle drop in, menopause and many more.



Image 33: Professor Alex Betts in conversation with the Vice Chancellor



Preventing Bullying & Harassment

The University continues to work towards building a culture free from bullying and harassment and strengthening the capacity of staff to respond effectively to incidents or concerns.

In January 2024, the University piloted the online Report + Support platform to improve access to support, information and signposting for University staff affected by bullying and harassment. The insights from the pilot have informed prevention efforts. Over 85 Harassment Advisors were successfully onboarded to support staff via Report+Support.

Harassment Advisors continue to be a key element of the response and prevention of harassment and bullying at the University. The EDU has developed sessions to improve skills and confidence in tackling and preventing bullying and harassment:

- A training session was piloted as part of the Confident Manager's Programme Masterclass series to enable managers to build the capability to respond effectively to unacceptable behaviour and prevent bullying and harassment in their area of responsibility.
- Active Bystander Intervention training was refreshed and re-launched to departments, reaching 104 people and establishing a train the trainer model to expand and create a sustainable method of delivery across the University. Over 87% of participants were 'very satisfied' with the training.

The University strengthened the use of informal resolution processes by extending the mediation service to the whole of Medical Sciences and MPLS Divisions to offer staff and students the opportunity to engage in early conflict resolution. The MSD Mediation Service July 2024 report showed that 93% of participants said that mediation gave them tools to manage future conflicts.

The MPLS Resolution Service was launched in January 2024, which includes insightful webinars and workshops available to everyone, and a pool of trained resolvers/mediators to help facilitate conversations with people in conflict.

Parents and Carers

Returning Carers Fund and Returning Parent Workshops

The annual £240,000 Returning Carers Fund provides support to staff who have taken parental or caring leave to re-establish their research and academic pathways.

In the 2023-24 award year, 45 staff received awards, with the majority returning from maternity leave, and five applications from fathers/partners returning from shared parental leave of at least 3 months. The awards can be used for any reasonable activity to support progressing an academic or research career, including teaching buyout, short-term research assistance to complete a piece of work, travel to an annual conference or leadership or training support.

Guidance on pregnancy loss has been introduced to support employees, offering advice for managers to support staff and directing them to appropriate resources.

The Fertility Treatment Policy was reviewed, noting that many aspects are covered by other policies. Employees are now entitled to 2 days per year specifically for dealing with the physical or emotional effects of fertility investigations or interventions.

Parents

The University's Childcare Services team continues to offer a wide range of benefits to both staff and student parents and carers. Five university and nine community settings accommodate almost 600 children in a range of part time and full time nursery places. The ratio of nursery places to staff is 1:31 (compared with the Russell Group average of 1:51), placing Oxford in the top three Universities nationally in terms of childcare provision. Through 2024, we have worked with Kids Planet to secure places at their first Oxfordshire community nursery setting. These will be available to parents from early 2025.

Parent employees are able to pay for their child(ren)'s nursery fees via salary sacrifice under HMRC workplace nursery legislation, which, when combined with newly introduced government funding for the early years, means significant savings for our University families.

Starting in April 2024, existing government childcare support was expanded in phases:

- From April 2024, working parents of two year olds were able to access 15 hours' childcare support/week for 38 weeks of the year.
- From September 2024, 15 hours' childcare support was extended to all children from the age of 9 months – 3.
- By September 2025, working parents of children under the age of 5 will be entitled to 30 hours' childcare support/week.

All of the above measures mean that parents will need to sacrifice less of their income than ever before to pay for childcare.

Teams communities for a range of parent groups, including solo parents and parents of children with additional needs, moderated by the Childcare Services team, provide additional resources and support.

Carers

The provision of support for carers includes carers' leave which gives carers some additional flexibility to deal with short-term requirements such as to set up and/or settle a dependant into a new care arrangement or to provide support to a dependant who has an acute caring need. Find out more about support for carers.

A new, online peer-support group for staff with caring responsibilities was established in 2024. Carers can make contact with other working carers, seek advice, share experiences, challenges and strategies in a supportive environment.

Notes on Data

Student data

The most recent Student Statistics undergraduate snapshot was taken on 1 December 2024, unless otherwise stated, 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. The most recent, complete postgraduate data relates to 2023 year of entry.

Additional data are available at:

- Equality Report (accessible data): <https://edu.admin.ox.ac.uk/equality-report>
- Admissions: <http://www.ox.ac.uk/about/facts-and-figures/admissions-statistics>
- Student statistics: <http://www.ox.ac.uk/about/facts-and-figures/student-numbers>
- Undergraduate degree outcomes: <http://www.ox.ac.uk/gazette/statisticalinformation>
- Student surveys: <http://www.ox.ac.uk/students/life/student-engagement>
- Destinations of Leavers survey: <http://www.careers.ox.ac.uk/sectors-occupations>
- Race Equality Charter application: <https://edu.admin.ox.ac.uk/race>
- Equality and Diversity Unit: <https://edu.admin.ox.ac.uk/equality-analysis>
- Higher Education Statistics Agency: <http://www.hesa.ac.uk/data-and-analysis/students>
- Advance HE: <http://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports>

Staff data

An annual staff data snapshot was taken on 31 July 2024 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. Recruitment data only relates to records which are complete.

Additional data are available at:

- Equality Report (accessible data): edu.admin.ox.ac.uk/equality-report
- Staffing figures: <https://hrsystems.admin.ox.ac.uk/staffing-figures> (Single Sign On required)
- Athena Swan application (institutional): edu.admin.ox.ac.uk/athena-swan
- 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: <http://www.hesa.ac.uk/data-and-analysis/staff>
- Advance HE: <http://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/statistics-reports>

Attribution and caveat

This publication includes data derived from the:
HESA Student Record, 2023-24

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

Glossary

ACORN	ACORN is a postcode-based tool that categorises the UK's population by level of socio-economic advantage. ACORN and POLAR are widely recognised measures used to set admissions targets for universities, including Oxford.
Associate Professor (AP)	The main academic grade at Oxford.
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 under-represented at Oxford) but recognise its multiple inherent limitations and have provided disaggregated data where possible.
CoP	Community of Practice
DAS	Disability Advisory Service for students
EDI	Equality, diversity and inclusion
EDP	Equality and Diversity Panel
EDU	Equality and Diversity Unit
FPE	Full person equivalent (used by HESA)
FTE	Full-time equivalent (used in Oxford's staffing figures)
GLAM	Gardens, Libraries and Museums
HESA	Higher Education Statistics Agency
HUMS	Humanities Division
JCEDI	Joint Committee for Equality, Diversity & Inclusion
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer 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
OU DCE	Oxford University Department for Continuing Education
P&M	Professional & Management (job types)
PeopleXD	The University's human resources system
PGT	Postgraduate taught (Masters students)
PGR	Postgraduate research (Research students)
PNTS	Prefer not to say
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
PSS	Professional and Support Staff

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
Statutory Professor (SP)	An academic who holds a named or endowed chair, established under the University's statutes and regulations.
STEM(M)	Science, technology, engineering and mathematics (and medicine)
Student Barometer	Annual survey of Oxford students
Trans	Also 'transgender', refers to people who are taking or have taken steps to change their gender identity
Titular professor	An academic or researcher, including associate professor, who has been awarded the title of professor.
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





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If you require a copy of this report in an alternate format, please contact equality@admin.ox.ac.uk.

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