

EXETER COLLEGE

EQUALITY REPORT
2016-2017

Published July 2018

GLOSSARY

Associate Professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA
BME	Black and minority ethnic. In its reporting, Exeter College (following the University of Oxford) uses 'BME' to denote all ethnicities other than white, excluding minority white ethnic groups such as Gypsy or traveller and non-British whites.
ECU	Equality Challenge Unit – provides equality advice to the HE sector
EDU	The University of Oxford's Equality and Diversity Unit
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
Hilary	Spring academic term, running from January to March
LGBT	Lesbian, Gay, Bisexual and Transgender
LGBTQ	Lesbian, Gay, Bisexual, Transgender and Queer (Oxford student society)
Michaelmas	Winter academic term, running from October to December
SDMA	The University's Student Data Management and Analysis section
SpLD	Specific Learning Difficulties
Student Barometer	Annual survey of Oxford students (excluding finalists who complete the NSS)
Trinity	Summer academic term, running from April to June
UAS	University Administration and Services
UCEA	Universities and Colleges Employers Association

FOREWORD BY THE RECTOR

On behalf of the Governing Body of Exeter College, I am delighted to present our Equality Report for 2016–2017.

Exeter is one of the oldest colleges within the University of Oxford, having recently celebrated our 700th anniversary. During that time, the collective success of the College has been the result of the contributions made by many individual members - including staff, students, alumni, friends and visitors - from a wide variety of social, cultural and national backgrounds. Embracing this diversity of membership has helped make us who we are today, and we are committed to having diversity continue to shape who we become in the future.

We report annually on equality and diversity, and each time we produce a report we seek to use the opportunity to review the findings against previous reports. This helps us to evaluate those areas where we have seen progress, and those areas where more work can be done. Among many other steps that have been taken during the period covered by this report, we are particularly pleased to have opened the Cohen Quad – our new residential complex which is fully accessible to candidates, students and staff with a disability. This was a major project, and we are extremely proud to be able to offer this facility to members of our college community (and beyond).

This report therefore seeks to articulate the ways in which Exeter College has been working towards the goal of becoming an ever more inclusive environment, as well as to provide an opportunity to review our progress against the Equality Objectives set in 2016, and to identify specific areas that we will focus on in the coming months and years. We hope that our staff and students will all have a fair and equal opportunity to fulfil their potential, within the unique context of living, studying and working at Exeter College

By taking this proactive approach, we hope to ensure that we continue to create an inclusive learning, research and work environment for everyone, and that we can continue to benefit from the diversity of our members well into our eighth century and beyond. With this in mind, if any of our members has a suggestion about how we can do this even more effectively, I would be delighted to hear from them.

Floreat Exon!

Prof Sir Rick Trainor
Rector, Exeter College

INTRODUCTION

The College

Exeter College is one of the oldest colleges within the University of Oxford, and sits alongside 38 other independent, self-governing colleges within the wider collegiate University. We are an education provider, an employer, and a provider of conference and event services, all within one organisation. We therefore have a broad range of constituent members and users, and a correspondingly broad range of responsibilities in respect of equality and diversity.

Our approach to equality and diversity is outlined in more detail in our separate Equality Policy, which can be found on our website at: <https://www.exeter.ox.ac.uk/equality-and-diversity/>

Whilst the College often closely follows (and works with) the policies and practices of the central University, it nonetheless sets its own equality objectives in line with its own local priorities.

These priorities are largely set by the Governing Body, taking account of recommendations from other major committees, including the Finance & General Purposes Committee, and the Education, Research & Welfare Committee.

Taken as a whole, the membership of these major committees (together with the sub-committees that feed into them), includes College Officers, staff, and representatives from the undergraduate and graduate student bodies, so that the College has representation from as broad a cross-section of its constituency as possible.

Legal context

The Equality Act 2010 prohibits discrimination in employment or the provision of training and education in respect of a number of 'protected characteristics'¹.

The Act also introduced the concept of the general equality duty, which covers all the protected characteristics identified in the Act (with the exception of marriage and civil partnership). The general duty has three main aims:

- To eliminate unlawful discrimination, harassment and victimisation, and other conduct prohibited by the Equality Act 2010;
- To advance equality of opportunity between people who share a protected characteristic and those who do not; and
- To foster good relations between people who share a protected characteristic and those who do not.

In addition, the Act introduced a number of specific duties which require the College (as a public sector institution) to:

- Annually publish information to demonstrate our compliance with the general equality duty. (This should include information on employees and service users of the College who share a protected characteristic);

¹ The characteristics protected under the Act are: age; disability; gender reassignment; pregnancy and maternity; race (including ethnic origin and nationality); religion or belief; sex; and sexual orientation. Marriage and civil partnership are also protected in respect of employment only.

- Publish objectives setting out how we will meet the requirements of the Act, at least every four years; and
- Ensure the published information and objectives are made available to the public.

Purpose of this report

This report is Exeter College's equality report for the 2016-2017 academic year (i.e. 1 October 2016 to 30 September 2017), and seeks to demonstrate how the College is meeting the commitments outlined above. The report summarises key equality data for the College, as well as outlining its activity and achievements. Selected employee data is available in **Section B**, and comment on student data is provided in **Section C**.

Section D provides information about sources of support that can be accessed by members of the College community.

The report has been approved by the Governing Body of Exeter College. Whilst overall responsibility for equality and diversity rests with the Governing Body, the major committees advise GB on the strategic development of equality policy and practice.

In this report, the available data have been presented in respect of key staff and student activities. Where sufficient data are available to enable meaningful analysis, this has also been undertaken and the results of this analysis will be used to:

- Identify any action areas for further improvement;
- Inform the setting of targets and indicators for the existing equality objectives; and
- Consider what additional objectives should be identified.

SUMMARY OF EQUALITY ACTIVITIES

As part of the collegiate University of Oxford, Exeter College supports the University's high level commitments to embedding equality and diversity across all its activities (as set out in the University's strategic plan, which can be found at www.ox.ac.uk/about/organisation/strategic-plan).

However, the College also has its own local priorities, and has set its own specific **equality objectives** accordingly. These were agreed in February 2016, and are as follows:

1. To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants.
2. To source appropriate training to improve awareness of, and engagement with, issues relating to equality and diversity, and to implement this for employees working at Exeter College.

The following is a summary of how the College has sought to meet these objectives, as well as outlining some of the broader activities that the College has undertaken in support of diversifying our staff and student bodies, and when seeking to promote equality of opportunity throughout the College.

Equality Objectives

To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants.

This objective was originally set in April 2012, and its purpose was to advance equality of opportunity between people from different protected groups by enabling the College to measure the effectiveness of its policies, identify areas for improvement, and engage with groups of people with protected characteristics (in order to encourage participation in areas where representation is low).

As will be seen from the following, the College has partially fulfilled this objective.

Employees/ Job Applicants

It was previously noted that the College continued to collect and annually report data for applicants to job vacancies, but that it no longer had accurate information about the demographic of its current workforce. The College agreed that this was an area that it needed to review, in order to build a more accurate data set for its current employees.

(Of course, self-declaration by employees can only provide a snap-shot at a particular point in time, as almost all of an individual's personal characteristics could potentially change over time. To be fully accurate, therefore, the data must be re-gathered each year.)

The College has collected some data from new starters during the period covered by this report; its data is therefore better than when the objective was set. However, it has not yet completed a systematic survey of its current staff, in order to provide a more comprehensive overview of its workforce demographics.

The College has also improved the data collection relating to shortlisted and appointed candidates, which has been undertaken for the first time during the academic year covered by this report; again, therefore, its data is better than when the objective was set.

Students

Detailed information is now available to the College from the University's Student Data Management & Analysis team. These data offer the College comparisons between Exeter College and the University as a whole, of the applicant and student body according to "protected characteristics" as defined by the Equality Act. The Education, Research, and Welfare Committee of the College (a "major committee" of the Governing Body) now systematically receives and scrutinises these data.

The scrutiny of these data shows various problems with it as a tool of monitoring equality practice within the College. Many differences from the University norm are a due to small numbers involved in Colleges (which amplify very small changes year-on-year), or the subject mix of the College, or fluctuations from time to time which do not have any clear relation between the College's environment for students who have protected characteristics. A particularly difficult aspect to monitor from the available data is admissions: because of the complex arrangements which ensure that undergraduate admissions candidates are considered across multiple Colleges, the College considers a greatly wider group of candidates than those who appear in statistics as having applied to Exeter; for graduate admissions the primary question of admission to Oxford is in the hands of the University and not the College; the admission of visiting students ("VRO") is almost exclusively made from students who are already undergraduates at Williams College in Massachusetts, USA, and so there is no readily available reference pool within Oxford by which to compare these.

The equality objective to "*To improve the College's arrangements for the collection and analysis of Equal Opportunities data from students, staff and applicants*" is therefore being partially met because the data collected has been enhanced in scope and volume, and these data are being scrutinised in detail by a major committee of the College which has broadly-based academic membership (including student members). This detailed scrutiny has proved fruitful, highlighting problems with the quality and reliability of the data which show areas for improvement in data collection and cleaning before firm conclusions can be drawn. We therefore do not include data tables here.

To source appropriate training to improve awareness of, and engagement with, issues relating to equality and diversity, and to implement this for employees working at Exeter College.

The College has previously identified its preferred training provider, and has been working with them to design and deliver an appropriate training programme for its staff.

The College has therefore partially fulfilled this objective (i.e. it has identified a suitable provider), but the implementation of the training did not occur during the period covered by this report.

Other activities in support of employee equality and diversity

The College undertook the following additional activity to promote equality of opportunity for all employees, and the recruitment and retention of a more diverse employee group:

- a. Continued to provide training to those involved in non-academic recruitment and selection (as required), and to recommend that - where appropriate - line managers undertake the online unconscious bias training programme provided by the University of Oxford;
- b. Took an open-minded and proactive approach to considering flexible working applications received during the period covered by this report;
- c. Continued to harmonise terms and conditions across non-academic staff groups, to ensure that no particular group suffers a detriment;

- d. Increased the number of College-sponsored nursery places from two to four, and continued to make these available to both academic and non-academic staff;
- e. Opened a new residential complex – the Cohen Quad – which is fully accessible to candidates and students with a disability;
- f. Continued to fly the rainbow flag for a month each year, to show support for LGBTQ members of the College.

Eliminating harassment

Exeter College takes seriously the requirement to eliminate discrimination, harassment and victimisation. There were no new initiatives undertaken during the period covered by this report, but the College continues to have a clear policy and procedure on Harassment², and it has planned to include a section on dealing with harassment within its forthcoming equality training.

Student equality

As with staff, Exeter College is committed to fostering an inclusive culture for its students, and one which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its students are respected.

Accordingly, the College demonstrated its commitment to a culture of equality and diversity in a number of practical ways in 2016-17:

- a. Continued to provide a comprehensive Outreach programme to attract potential, academically-able students, regardless of their background;
- b. Continued to offer halal and kosher meals for those who request them, and sought to accommodate special dietary requirements wherever possible;
- c. Continued to provide a number of dinners and social events to celebrate specific religious or national festivals (e.g. Diwali, Passover, Chinese New Year, Thanksgiving, Christmas, Lent);
- d. Continued to provide exam preparation and guidance, in order to support those students who might be struggling for whatever reason;
- e. Continued to support students with alternative exam arrangements, including a significant number of exams being sat in College as part of providing reasonable adjustments for students with disabilities;
- f. Continued to support a number of students by providing accessible accommodation;
- g. Continued to provide a College Nurse and a Chaplain, who are available (among other responsibilities) to give pastoral support to students experiencing difficult personal circumstances;
- h. In 2016-17, created a new position of Welfare Dean to act as a strategic lead for student welfare;
- i. Continued to produce a Student Handbook which signposts students to relevant support networks (including those available through the central University), and making this Handbook available in digital and hard copy;

² <https://www.exeter.ox.ac.uk/governance/>

- j. Continued to support social groups at a University & Collegiate level;
- k. Continued to support student parents, by providing opportunities to encourage them to attend social events (including on occasion with their children) in order to integrate them into our academic community. In addition, the College provided assistance to students taking a break for family reasons and then returning to studies, and in making less-than-full-time arrangements on return to study if they wish to do so; And
- l. Engaged with the newly-created Welfare & Equality Forum, which has been established to support Colleges in sharing and developing best practice with regard to supporting student and staff welfare, and promoting equality objectives.

DIVERSITY OF GOVERNANCE AND DECISION-MAKING

Governing Body

As a charity, Exeter College is accountable to its trustees. Collectively, these trustees form the Governing Body of the College, which is the supreme decision-making body of the College.

Women continue to be reasonably well represented within those Fellows who are part of the Governing Body.

Committees

The gender balance of the College's committees varies from committee to committee, but women continue to be well-represented across the range of committees.

Senior management

Women continue to be well represented among the senior management of the College's non-academic workforce. Of the 15 senior managers (those who are at grade 7 or above) in post at 31 July 2017, 46% were female.

This remains consistent with the proportion of female senior managers in the previous years (46% in 2015-16, and 50% in 2014-15).

OVERVIEW OF COMPLAINTS AND DISCIPLINARY ACTION

Current staff

During the 2016-2017 academic year there were no formal grievances raised by employees about issues relating to discrimination, harassment, or victimisation.

Job applicants

During the 2016-2017 academic year there were no complaints or Tribunal claims received from job applicants in relation to discrimination, harassment, or victimisation.

Current students

The College does not systematically collect data concerning the number of complaints raised by students about issues relating to discrimination, harassment, or victimisation during each academic year.

Student applicants

No serious concerns were recorded in relation to candidates applying to study at Exeter College and which relate to issues of discrimination, harassment, or victimisation during the 2016–2017 academic year.

No concerns were subject to appeals to the University (the appropriate complaints and appeals mechanism relating to undergraduate admissions), on the basis that they had not been concluded adequately.

LOOKING FORWARD/ NEXT STEPS

As noted in the Introduction, the College is required to publish at least one new equality objective every four years. Two equality objectives were therefore set in February 2016, as listed on pages 6 and 7 above.

To date, neither of these objectives have been fully achieved.

In light of the above, a number of the “next steps” that were identified in last year’s report are still relevant, as follows:

1. Send a questionnaire to all academic and non-academic staff, to build a profile of the current workforce. (It was agreed that this should be provided in both electronic and hard copy, so that all employees could participate, and that specific sessions would be run during the working day in order to encourage a good return rate.)
2. Ask all successfully appointed candidates to complete a Recruitment Monitoring form when they are appointed (if they have not already done so), to help build a more accurate profile of the College’s workforce.
3. To conduct an anonymous staff survey - this would seek to capture employees’ attitudes and experiences in relation to issues of equality and diversity at Exeter College; whether anyone had been discriminated against; and whether they felt respected as an individual at work.
4. To implement equality and diversity training for all staff. (It is anticipated that this will commence during the 2017–18 academic year.)

SECTION B: EMPLOYMENT – KEY DATA

This section provides key data relating to the recruitment of academic and non-academic staff within Exeter College during the 2016-2017 academic year, and (where appropriate) also provides relevant statistics and commentary concerning the demographics of the College's current workforce.

The data comes from two sources: (i) standard personnel information held in staff records, and (ii) the responses to recruitment monitoring forms completed by job applicants. To encourage completion of recruitment monitoring forms, each question contains a 'prefer not to say' option, meaning that individuals can choose whether they wish to provide information about a particular protected characteristic.

Readers wishing to draw comparisons with other Higher Education institutions may find the following links useful:

University of Oxford:

http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/ped/University_of_Oxford_Equality_Report_2016-17.pdf

University of Cambridge:

<https://www.equality.admin.cam.ac.uk/equality-and-diversity-cambridge/equality-information-and-reports>

Equality Challenge Unit:

<https://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>

It should be noted that where comparator information is referenced below, it is normally derived from one or more of these sources (unless indicated otherwise).

Part A - Current Staff

Sex

On 31 July 2017, women comprised:

- 43% of academic teaching staff employed by the College, representing an increase on the previous years ((33% in 2016, and 37% in 2015).
- 64% of non-academic staff, representing a slight increase on the previous years (59% in 2016, and 59% in 2015).
- 59% of all staff employed by the College, representing a slightly higher percentage than the previous years (51% in 2016, and 50% in 2015).

Within the University of Oxford, 62% of non-academic support staff were female, and 28% of academic staff were female.³

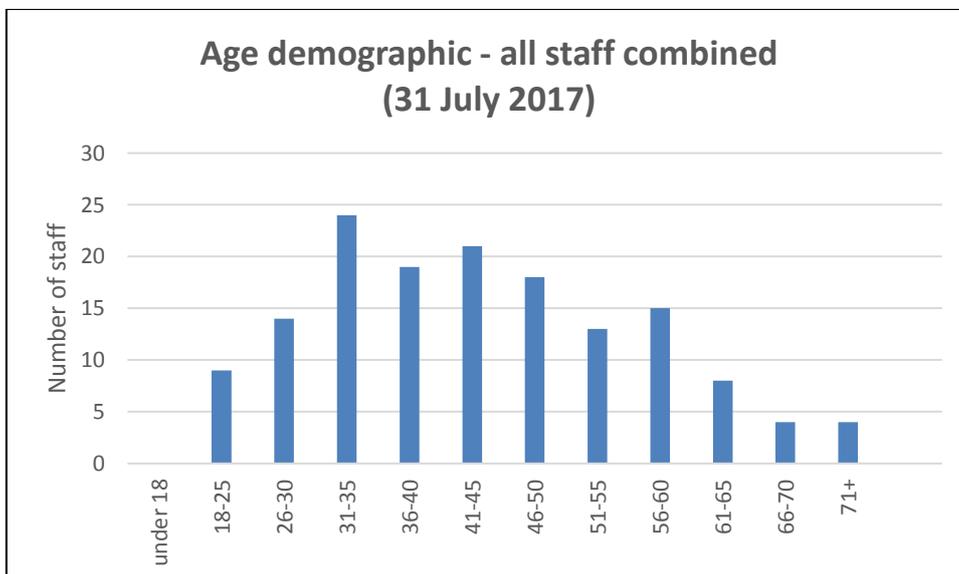
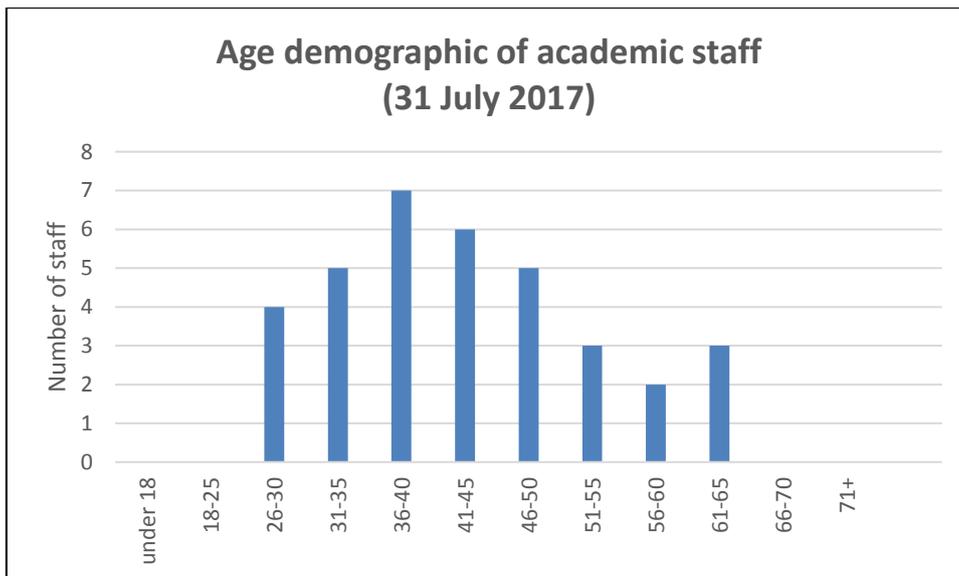
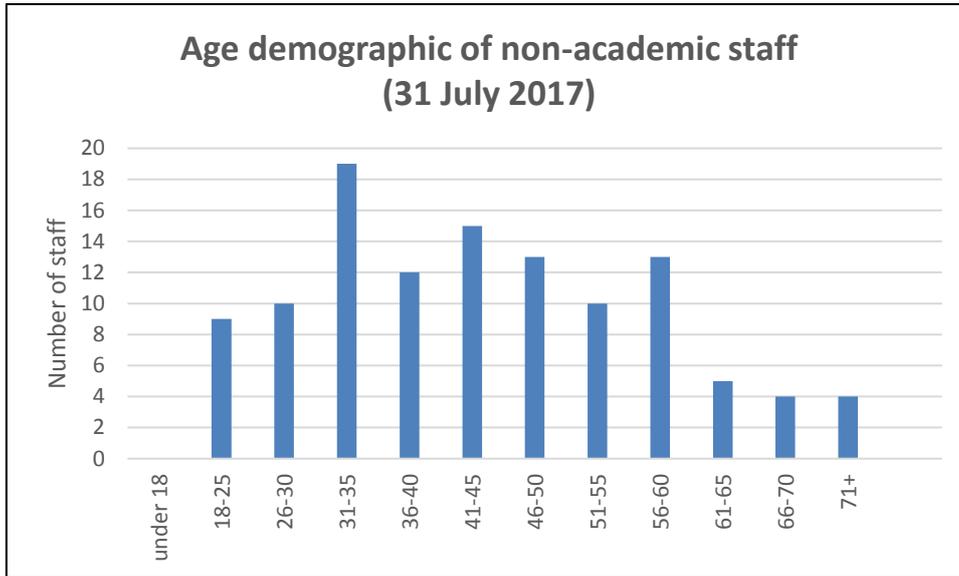
In the UK generally, women comprised 63% of non-academic staff, and 45% of academic and research staff combined.⁴

³ University of Oxford, *Equality Report 2016-17*

⁴ HESA, 2015-16

Age

On 31 July 2017, the age demographic of academic and non-academic staff employed at the College was as follows:



For comparison with the age profile of staff within the University of Oxford, please refer to the relevant annual report at:

http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/ped/University_of_Oxford_Equality_Report_2016-17.pdf

More information about the age profile of staff within the Higher Education section in the UK can be found on the Equality Challenge Unit website at:

<https://www.ecu.ac.uk/publications/equality-in-higher-education-statistical-report-2017/>

Other protected characteristics

The College does not hold up-to-date information about the demographics of its staff groups in relation to other protected characteristics (e.g. race, religion or belief, disability, sexual orientation, etc). This remains something that the College will need to consider in the future.

However, as a small and close-knit community, the College recognises that it may, in any case, not be appropriate to publish data on certain protected characteristics, as the risk of individuals being identified might be too high.

Part B – Recruitment Monitoring

Exeter College advertised 34 vacancies in the 2016-17 academic year (i.e. 1 October 2016 to 30 September 2017), of which 27 had one or more Recruitment Monitoring forms returned. These vacancies were across both academic and non-academic/ support staff roles.

The College received a total of 219 Recruitment Monitoring forms from these vacancies, which represents 47% of the total number of applications received (468 applications). This percentage is slightly lower than in 2015-16 (53.3%).

Detailed information about the demographics of candidates is provided in Table 1 below.

However, it is important to note the following:

- a. whilst it is now standard practice to request that applicants return a Recruitment Monitoring form, in practice not all candidates do so;
- b. of those candidates who do return completed forms, not all answer every question;
- c. the presentation and analysis of data below therefore relates to the responses received, not the total number of applicants. The actual percentages could, in reality, be greater or smaller than the figures shown;
- d. for a number of our academic appointments we are not the primary employer (e.g. joint-appointments with the University). We therefore do not coordinate the recruitment process, and do not have access to the full range of equal opportunity monitoring information that is collected;

- e. not all those shortlisted for interview or appointed to role will have completed a monitoring form. It is, therefore, not always possible to draw meaningful comparisons between overall applicant data and overall appointee data; and
- f. the types of academic posts (fixed/permanent; part/full-time), and their subject areas, differ greatly year from year. It is therefore difficult to make generalised comparisons, because of the variations across years or structural differences between candidate pools for different types of roles which are beyond the immediate control of the College (though we do try at all times to encourage the most diverse possible applicant pool).

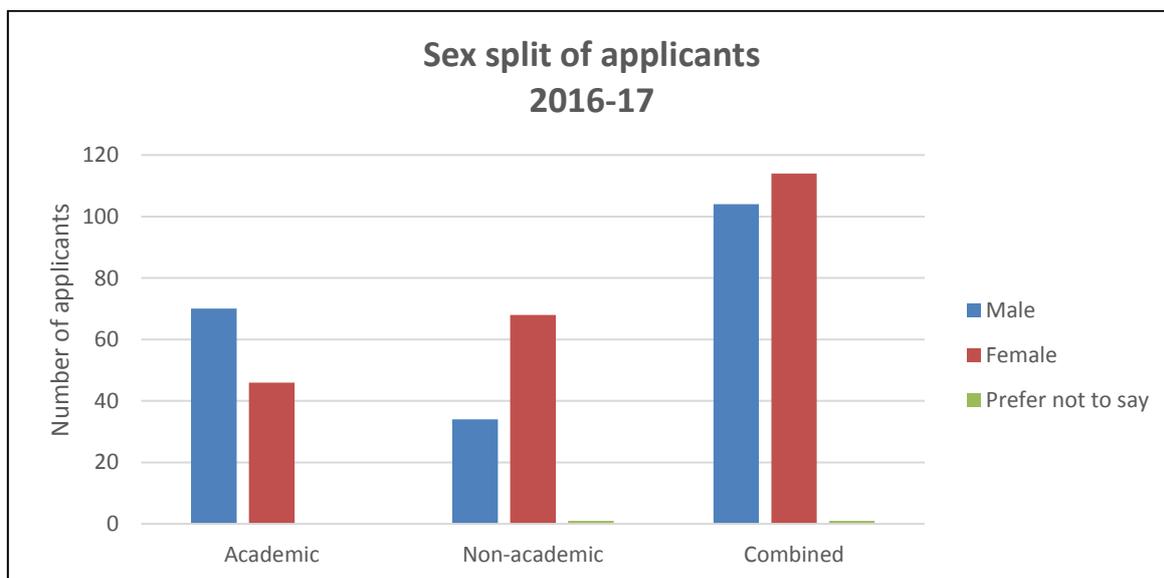
The following represents a summary of the key themes for the 2016-17 academic year. It is hoped that future reports will include a more detailed year-on-year comparison of data.

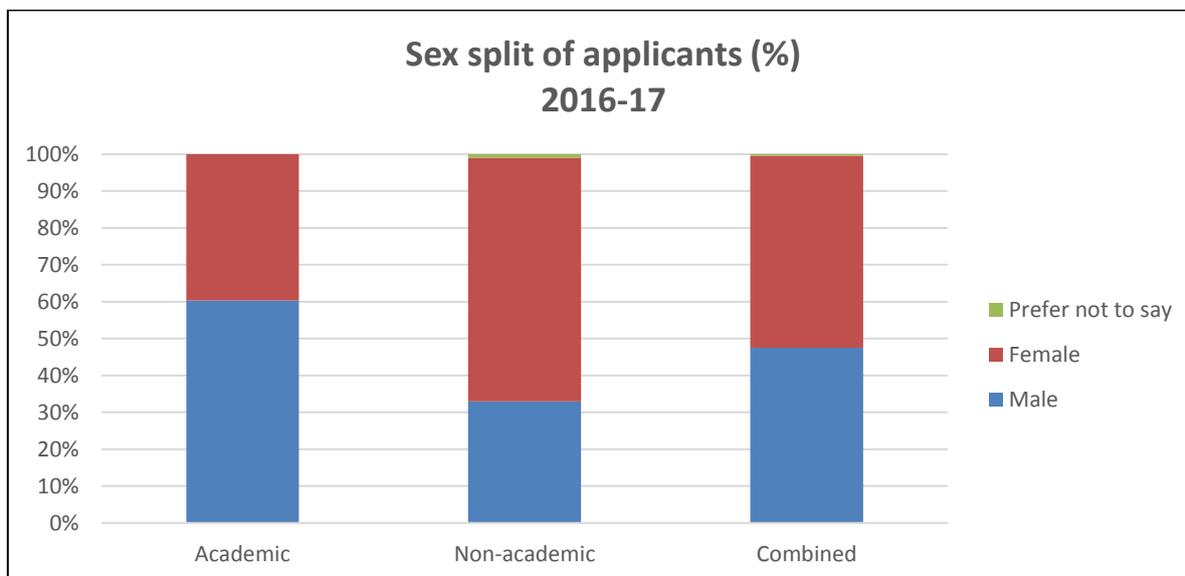
It should be noted that where comparator information is referenced below, it is normally derived from one or more of the sources listed above (unless indicated otherwise).

Sex

Of those applicants who submitted a Recruitment Monitoring form, 99.5% declared their sex. This is an almost identical percentage to the previous years (98.5% in 2015-16, and 98.7% in 2014-15)

[n = 219 applicants (combined)]





Overall, the College received a higher percentage of applications from females (52%) than it did from males (47.5%), although the percentage split is almost equal. This is the same as the previous year.

Across the 2016-17 academic year, 76% of applicants successfully appointed to roles within Exeter College were women. This compares with 72% in 2015-16, and 59% in 2014-15.

The figure is slightly higher for non-academic roles (83%, based on 12 roles), and slightly lower for academic roles (60%, based on 5 appointees). This is a reversal of the situation in the previous year.

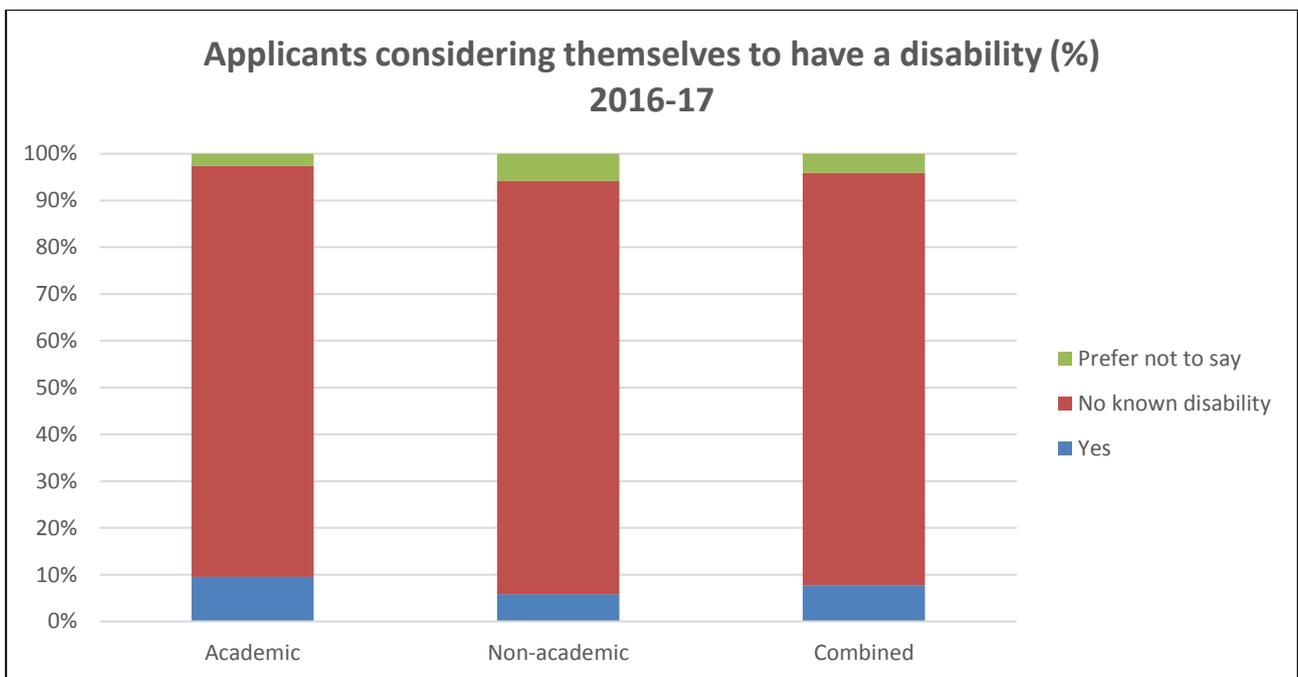
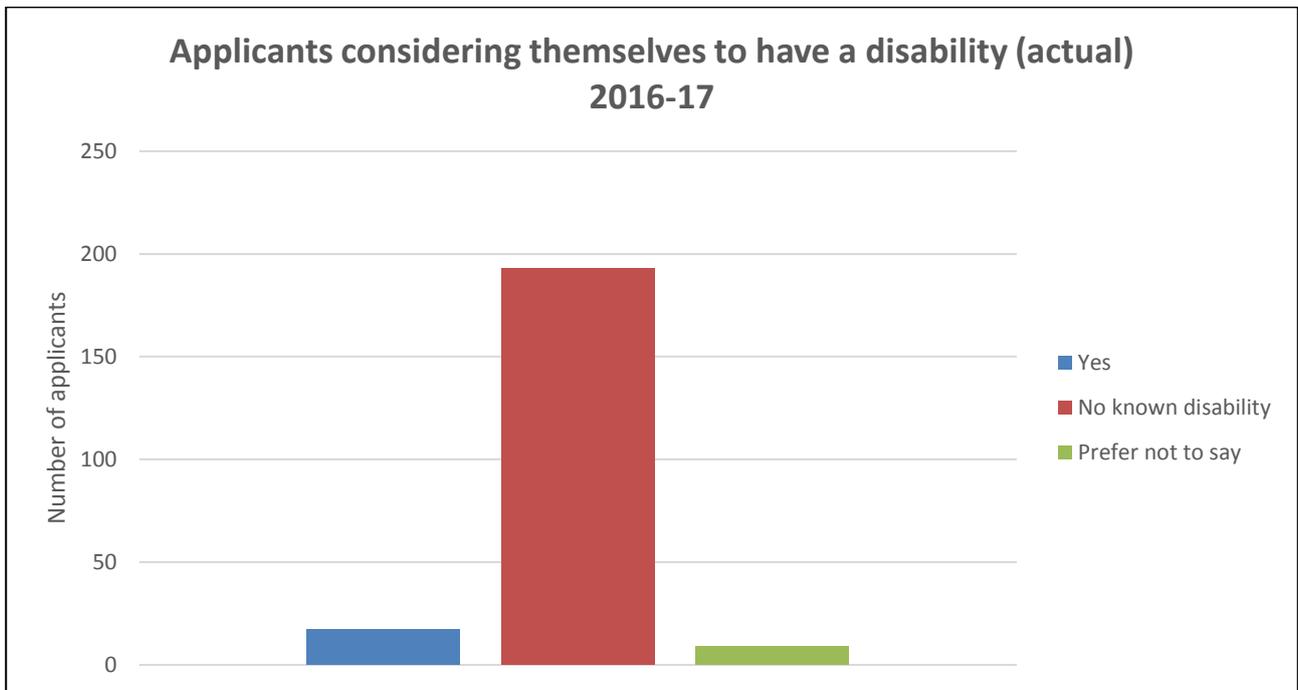
For the College as a whole, therefore, women were significantly more successful in their applications in 2016-17, and even in academic roles the percentage of women appointed is significantly higher than the application rate by women.

Disability

Of those applicants who submitted a Recruitment Monitoring form, 95.8% declared whether they considered themselves to have a disability⁵. This was approximately the same proportion as in 2015-16 and 2014-15.

[n = 219 applicants (combined)]

⁵ Disability is defined in the Equality Act 2010 as a 'physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities'. 'A substantial adverse effect' of an impairment is one which is more than minor or trivial, and the effect is 'long-term' if it has lasted 12 months, is likely to last at least 12 months, or is likely to last for the rest of the person's life. If an impairment has had a substantial adverse effect on a person's ability to carry out normal day to day activities but that effect ceases, it is treated as continuing if it is 'likely' to recur. Conditions with fluctuating effects can still qualify as 'long-term' impairments if they are likely to recur. A condition will be seen as likely to recur if this 'could well happen' rather than the higher threshold of 'more probably than not'.



Overall, a significant majority (just over 88%) of candidates did not consider themselves to have a disability. This is broadly the same as in 2015-16 and 2014-15.

Overall, 8% of shortlisted candidates considered themselves to have a disability. Of those candidates who were successfully appointed, 6.5% considered themselves to have a disability in 2016-17 (whilst not a high percentage, it is nonetheless an increase on the previous year, when the College did not appoint any candidates who considered themselves to have a disability).

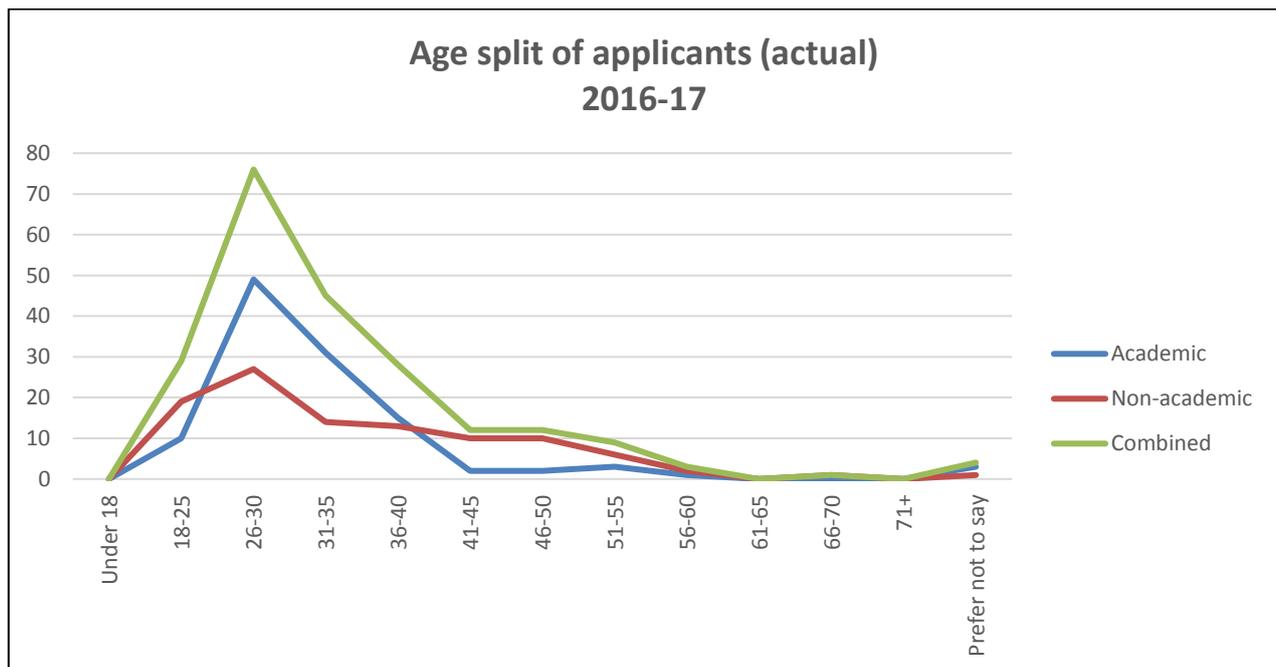
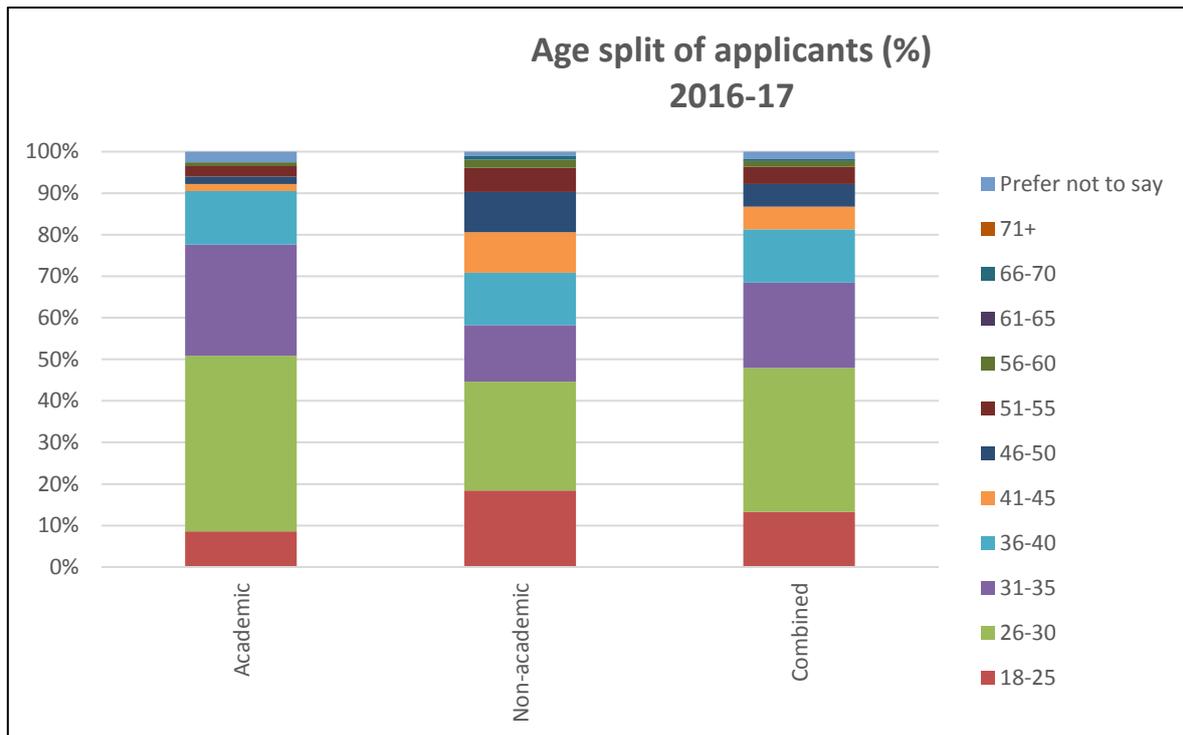
Whilst the College does not currently hold data about the proportion of its workforce who consider themselves to have a disability, within the University of Oxford 4.2% of current staff declared a disability (2016-17).

In the UK generally, 4.1% of higher education academic staff have disclosed a disability, and 5.2% of support staff have disclosed a disability.⁶ Overall, 4.7% of staff have disclosed a disability.

Age

Of those applicants who submitted a Recruitment Monitoring form, 98% declared their age category. This is broadly the same as in 2015-16 and 2014-15.

[n = 219 applicants (combined)]



⁶ HESA, 2014-15

For academic vacancies, the highest percentage of applications came from those in the age bracket 26-30 years of age. This remains consistent with the data from 2015-16 and 2014-15, and perhaps reflects the large proportion of stipendiary lecturerships that were advertised during the 2016-17 academic year. It is also worth noting that academic careers typically start after the age of 25 (once individuals have achieved the relevant post-graduate qualifications).

For non-academic vacancies, the highest percentage of applications also came from those in the age bracket 26-30 (42%), with the next most significant categories being 31-35 and 36-40. There were fewer applicants aged 18-25 than in previous years.

There was only one application from a candidate over the age of 65.

Across the 2016-17 academic year, c. 59% of applicants successfully appointed to roles within Exeter College were below the age of 30. This is interesting, given that the age demographic of current staff as a whole is more evenly spread (see 'Part A - Current Staff' section above).

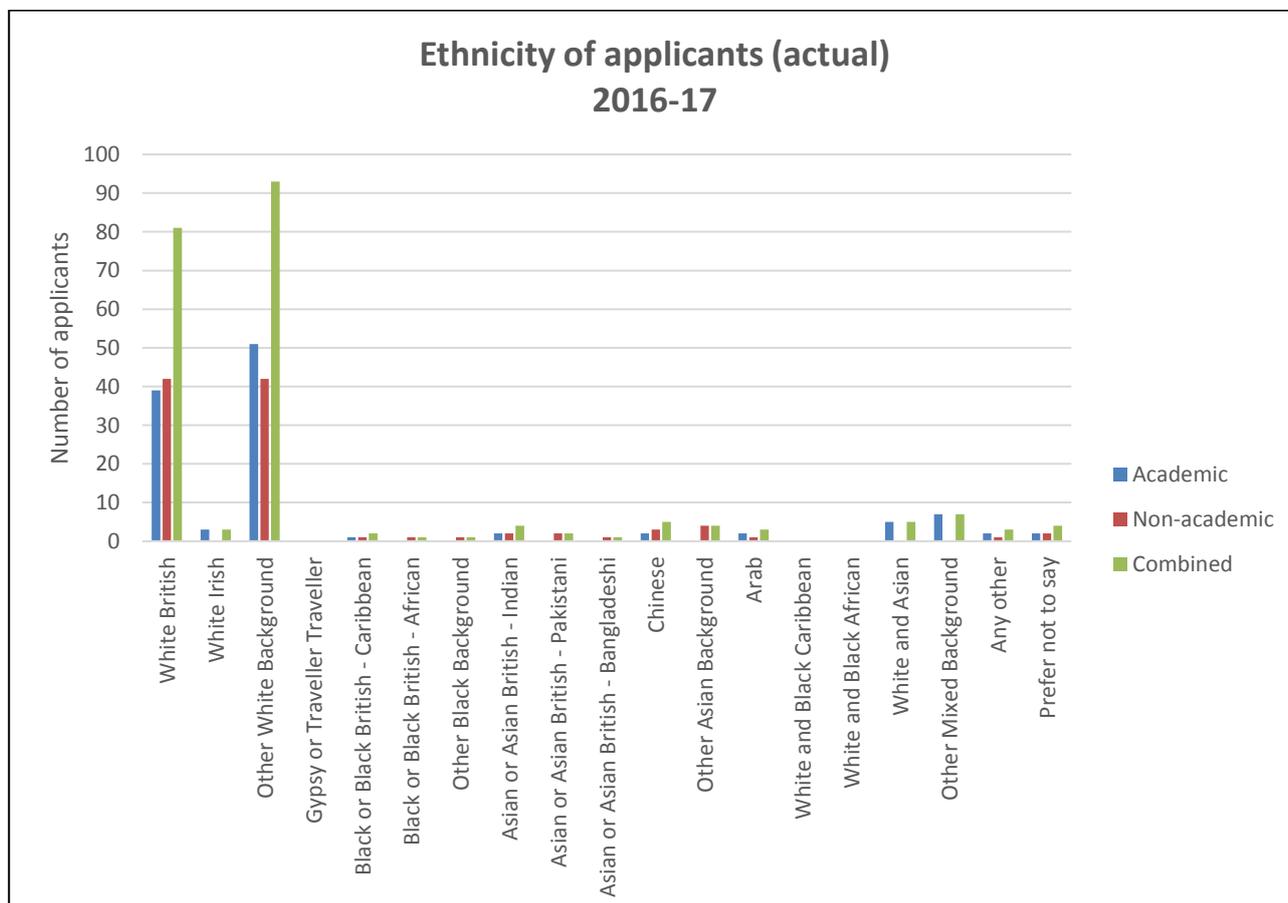
Just over half of those successfully appointed to non-academic roles were below the age of 30, with the remaining appointees being spread across age categories. No successful appointees were over the age of 55.

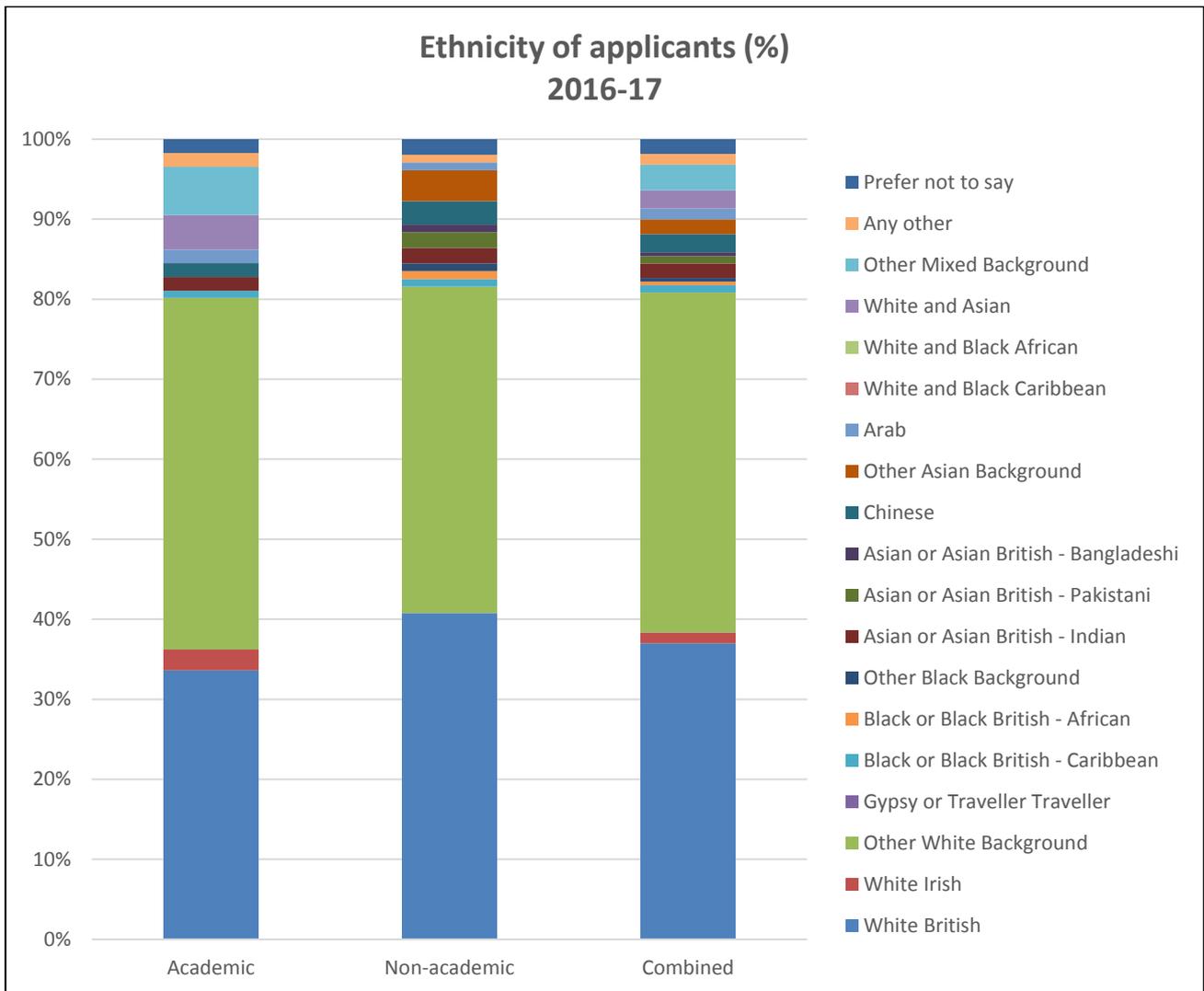
There is currently no reliable data in relation to the age of applicants and appointees for posts within the University.

Ethnicity

Of those applicants who submitted a Recruitment Monitoring form, 98% declared their ethnic origin. This is almost exactly the same as in 2015-16 and 2014-15.

[n = 219 applicants (combined)]





Overall, 80.82% of applicants were from a white ethnic background. This year saw a return to both academic and non-academic applicants having the same percentage of candidates from a white ethnic background, whereas in 2015-16 over 94% of candidates for academic vacancies were from a white ethnic background.

20% of shortlisted candidates were from an ethnic minority background, which is consistent with the overall percentage of ethnic minority applicants.

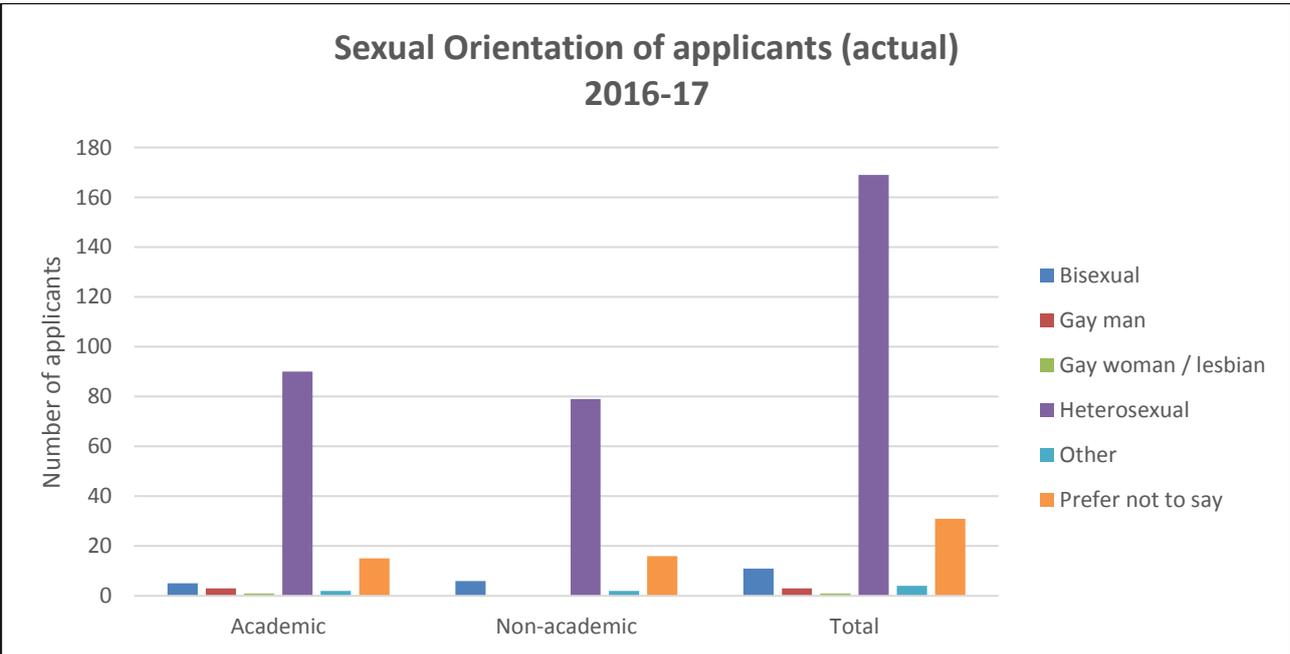
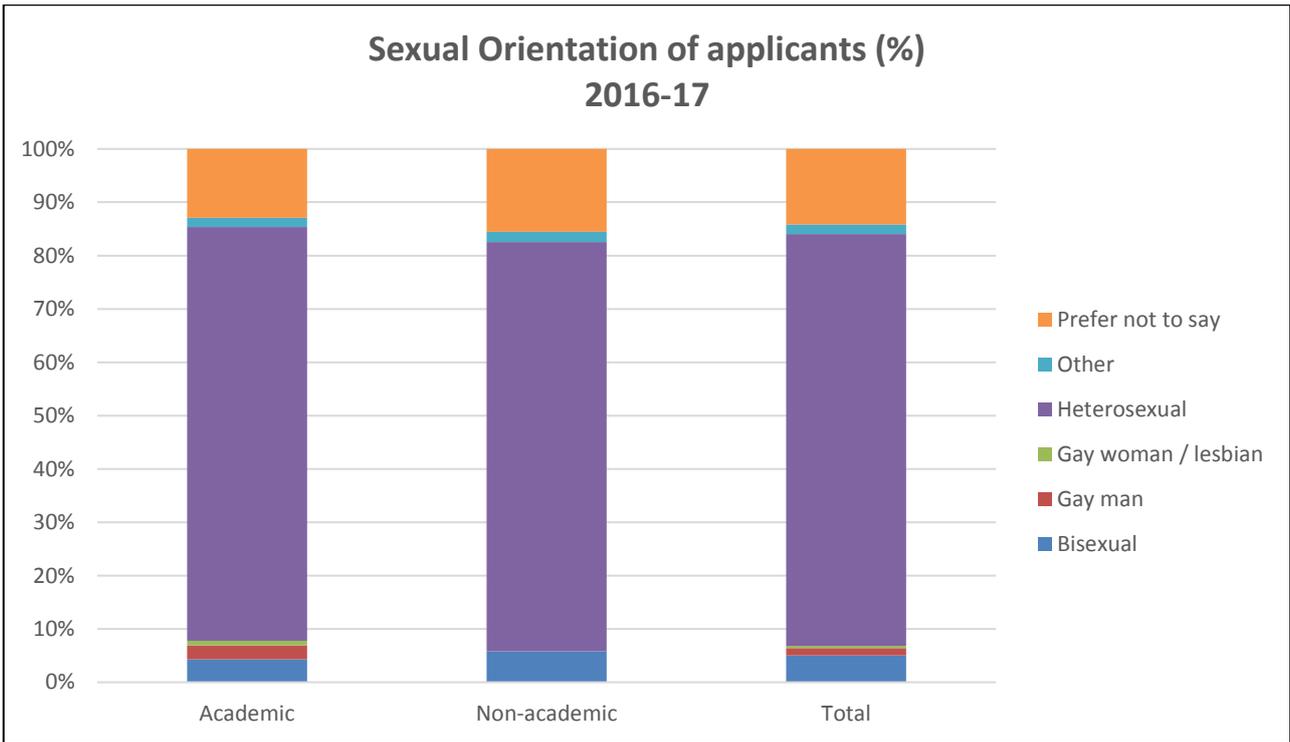
60% of academic appointments were from a white ethnic background, based on 5 appointments (this is lower than last year, when 100% of those appointed to academic positions were from a white ethnic background); conversely, 100% of non-academic appointments were from a white ethnic background, which is higher than in the previous year.

Approximately 13% of staff within the University of Oxford identified themselves as being from a black or other ethnic minority group in July 2017.

Sexual Orientation

Of those applicants who submitted a Recruitment Monitoring form, 86% declared their sexual orientation. This is almost exactly the same as in 2015-16 and 2014-15.

A significantly lower percentage of applicants were therefore willing to disclose their sexual orientation, compared with other personal characteristics. *[n = 219 applicants (combined)]*



Overall, a significant majority (c. 77%) of applicants identified themselves as being heterosexual (which is similar to 2015-16 and 2014-15), and 8.6% identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation.

Of those candidates who were shortlisted, overall 67% identified themselves as being heterosexual and 11% identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation. This suggests that those with a non-heterosexual orientation are not being disadvantaged at the shortlisting stage.

Overall, only 6% of candidates successfully appointed to posts considered themselves to be gay, lesbian, bisexual or other non-heterosexual orientation. This is perhaps slightly lower than might be expected, given the numbers who were shortlisted.

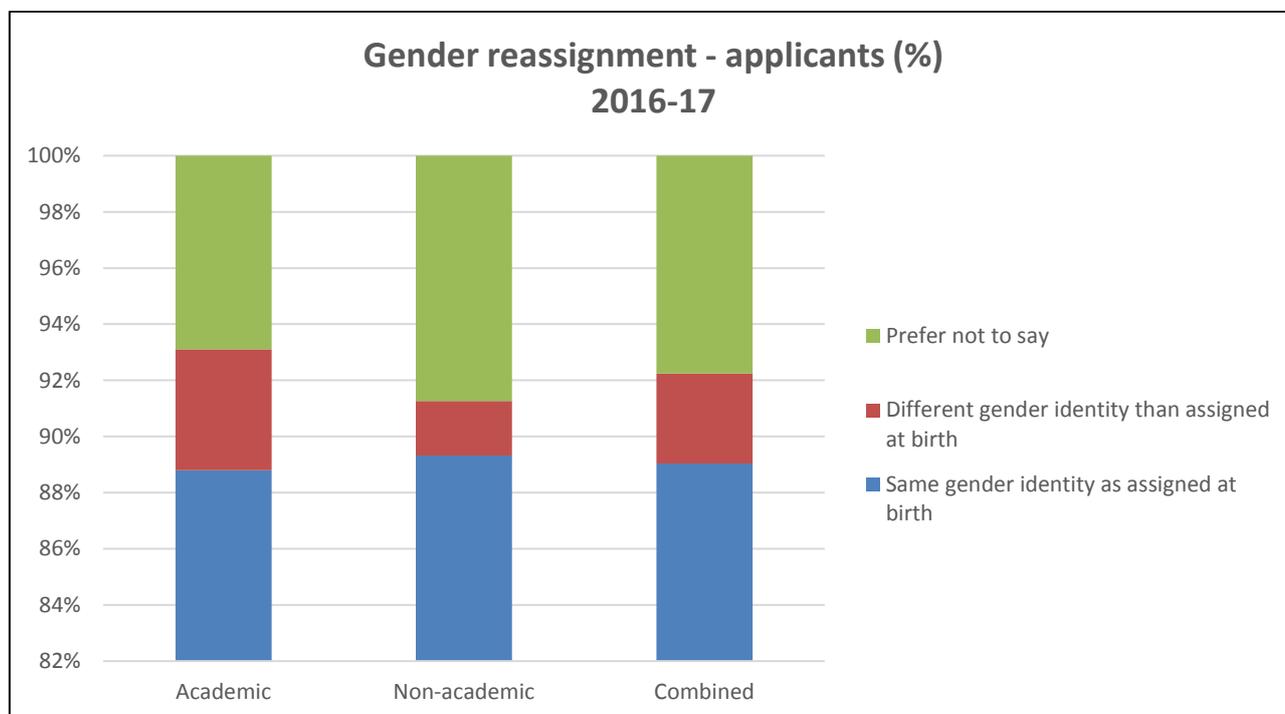
In 2016-17, there were no appointees to non-academic posts who considered themselves to be gay, lesbian, bisexual or other non-heterosexual orientation.

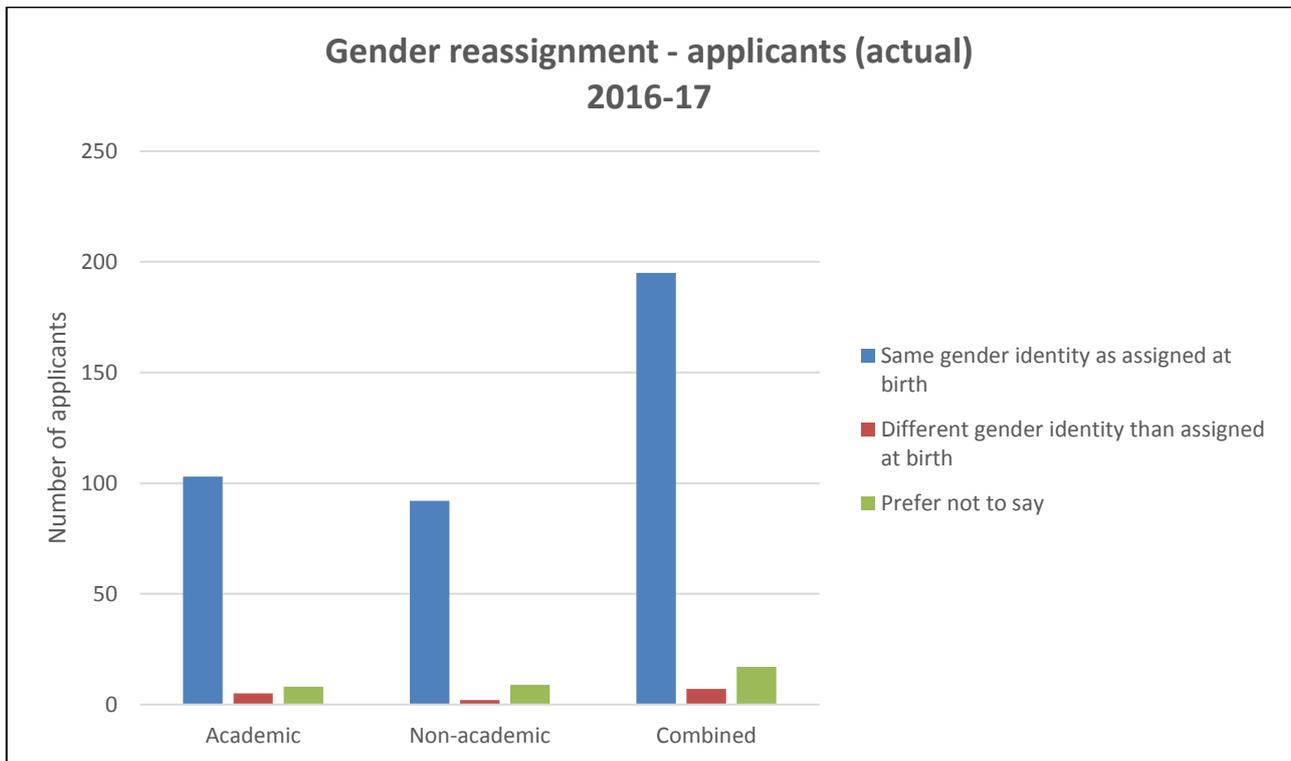
Within the University of Oxford, 7% of applicants identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation, and 6% of those successfully appointed to posts identified themselves as gay, lesbian, bisexual or other non-heterosexual orientation.

Gender reassignment

Of those applicants who submitted a Recruitment Monitoring form, 92% declared whether they identified their gender as being the same, or different, from their gender at birth. This is slightly lower than in 2015-16 (96.1%) and in 2014-15 (95.6%).

[n = 219 applicants (combined)]





Overall, a significant majority (c. 89%) of applicants identified themselves as having the same gender identity as assigned when they were born. This is very slightly lower than in 2015-16 (94%) and in 2014-15 (92%).

The percentage of academic candidates (89%) who identified themselves as having the same gender identity as assigned when they were born was the same as the percentage of non-academic candidates.

Last year, both groups were higher, with 98.2% of academic applicants and 92.6% of non-academic applicants identifying themselves as having the same gender identity as assigned when they were born.

Overall, 91% of shortlisted candidates identified themselves as having the same gender identity as assigned when they were born, although it is worth noting that the remaining 9% declined to identify their gender identity.

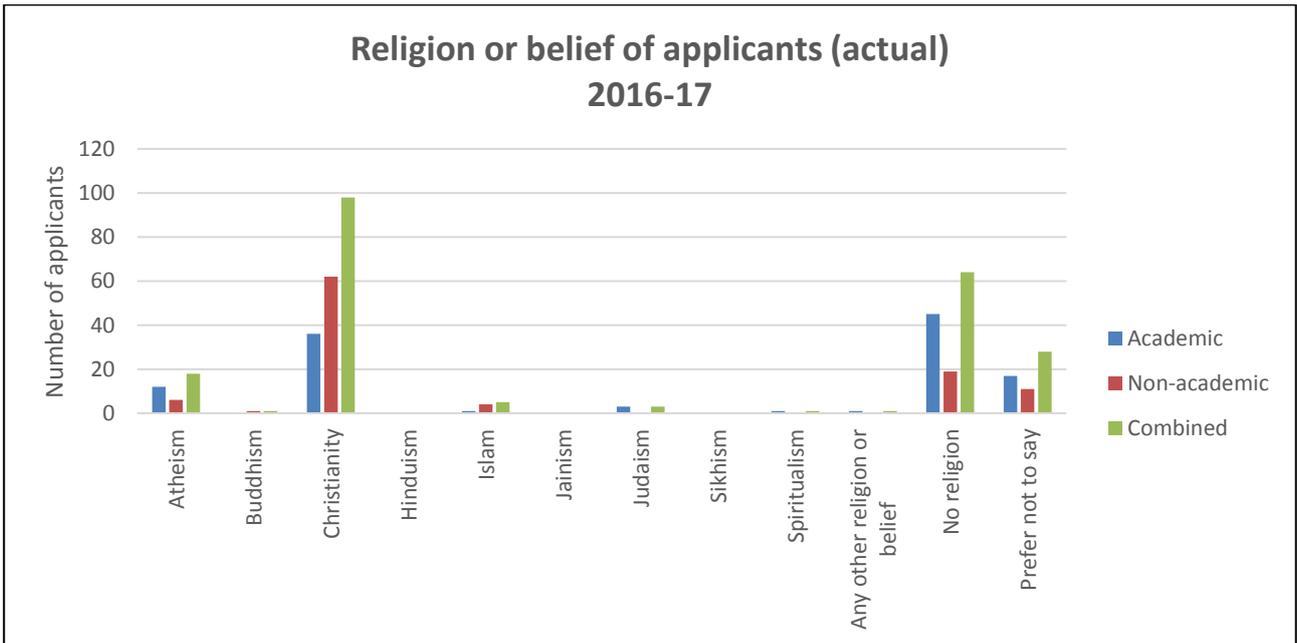
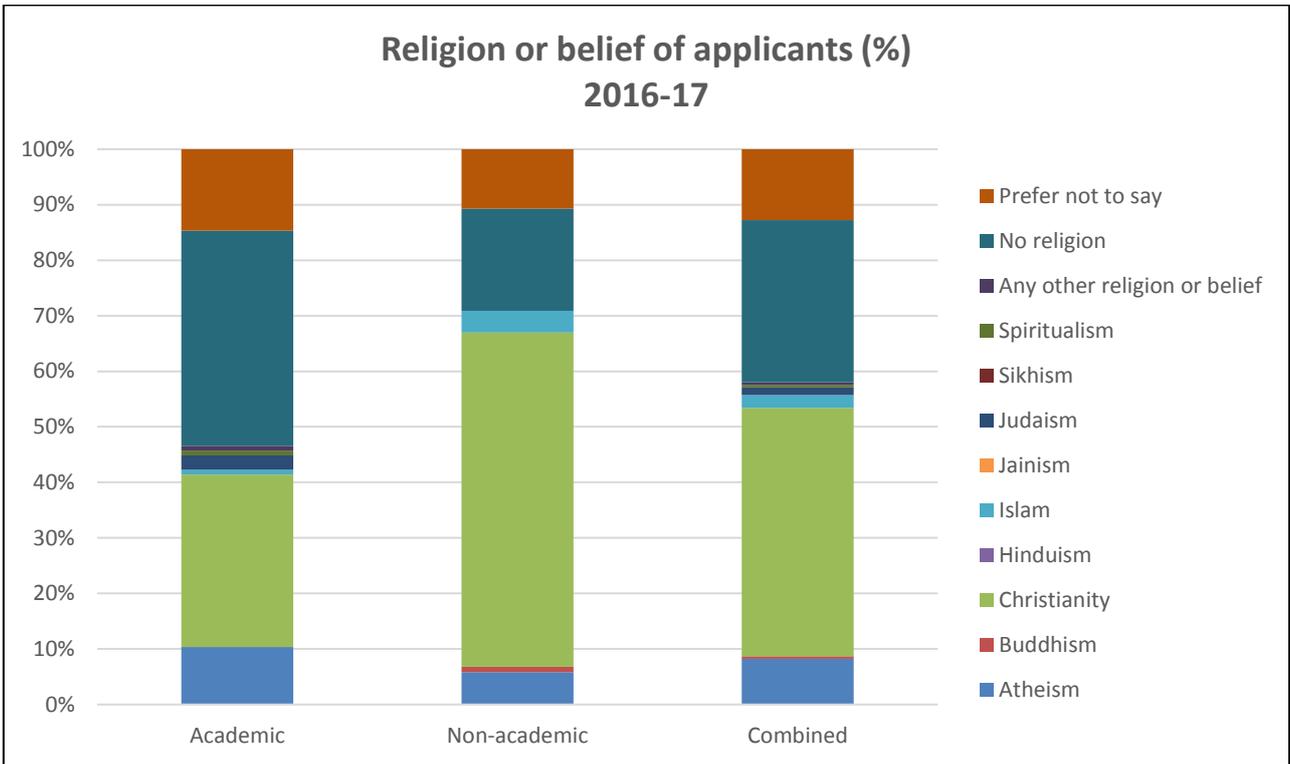
Of those successfully appointed candidates, 100% identified themselves as having the same gender identity as assigned when they were born (this is slightly higher than the 96% in 2015-16).

Religion, Belief or Lack of Belief

Of those applicants who submitted a Recruitment Monitoring form, 87% declared their religion or belief. This is broadly the same as in 2015-16 (90%) and in 2014-15 (85.5%).

As with sexual orientation, this appears to be a personal characteristic that a significantly higher proportion of applicants prefer not to disclose.

[n = 219 applicants (combined)]



The majority of both academic and non-academic candidates identified themselves as either having a Christian religious belief (45% overall), or as being an atheist/ having no religious belief (37% overall).

This compares with 48% and 32.7% respectively in 2015-16.

However, a greater percentage of applicants to academic posts (49%) considered themselves to be an atheist/ having no religious belief than was the case for non-academic posts (24%).

In both cases, the percentage of those applicants who preferred not to state their religion or belief was significantly higher than with other protected characteristics.

Overall, 48% of those who were shortlisted identified themselves as having a Christian religious belief, with a further 30% identifying themselves as being an atheist or having no religious belief. A considerably higher percentage (59%) of applicants to non-academic identified themselves as having a Christian religious belief, compared with applicants to academic posts.

Of those successfully appointed to posts, 41% identified themselves as having a Christian religious belief, whilst 47% identified themselves as being an atheist or having no religious belief.

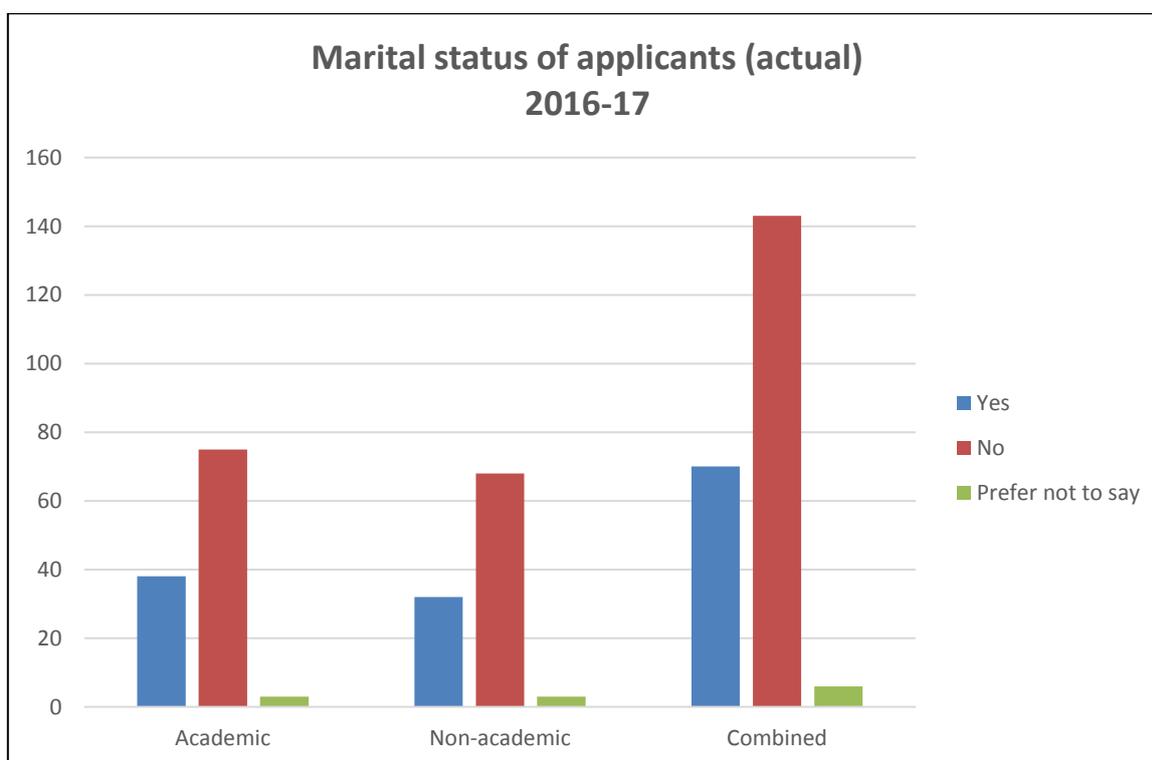
Data for applicants to posts within the University of Oxford can be found on page 38 of the 2016-17 report:

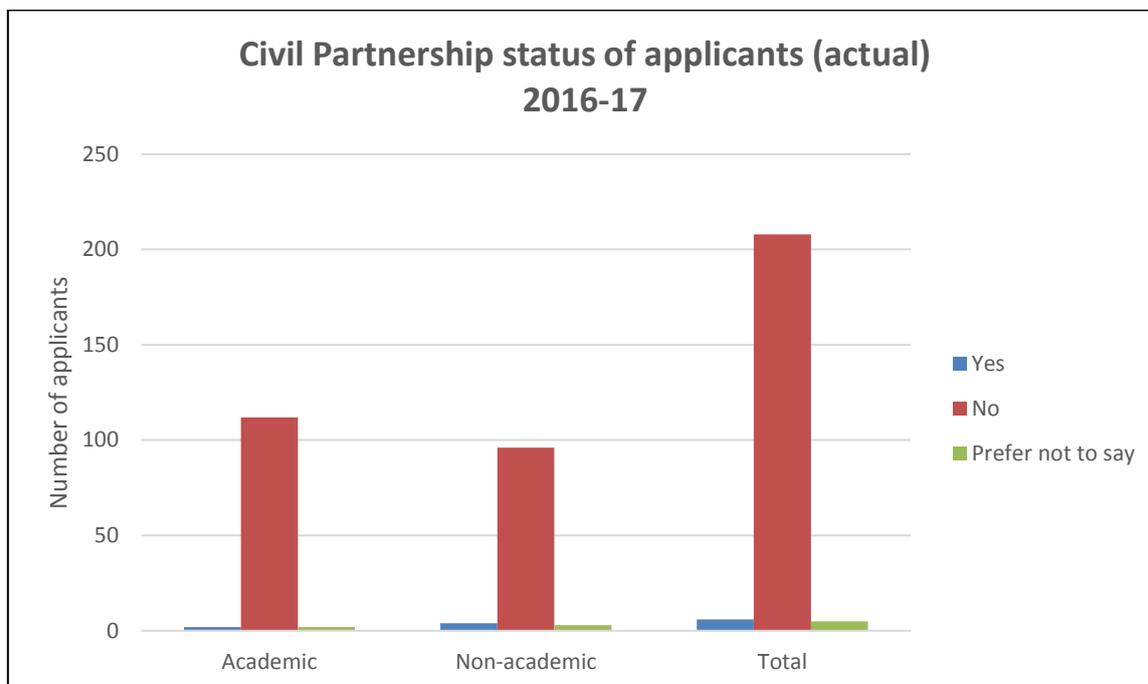
http://www.admin.ox.ac.uk/media/global/wwwadminoxacuk/localsites/equalityanddiversity/documents/p sed/University_of_Oxford_Equality_Report_2016-17.pdf

Marriage and Civil Partnership

Of those applicants who submitted a Recruitment Monitoring form, 97% declared their marital status, and 98% declared their civil partnership status. These are broadly similar percentages to those in 2015-16 and in 2014-15.

[n = 219 applicants (combined)]





A majority of both academic (65%) and non-academic (66%) applicants were unmarried.

A large majority of both academic (97%) and non-academic (95%) applicants were not in a civil partnership.

Overall, 66% of those shortlisted for non-academic posts were unmarried, and 59% of those shortlisted for academic posts were unmarried.

Of those candidates who were successfully appointed to posts, 18% stated that they were married. This is a decrease from last year, when 40% stated that they were married.

There were no appointees who stated that they were in a civil partnership.

Summary of recruitment monitoring data

Table 1:

Comparison of the actual number of applicants who identified themselves as having a particular protected characteristic on completed recruitment monitoring forms in the 2016-2017 academic year.

	Academic	Non-Academic
Gender		
Male	70	34
Female	46	68
Prefer not to say	0	1
Age		
Under 18	0	0
18-25	10	19

26-30	49	27
31-35	31	14
36-40	15	13
41-45	2	10
46-50	2	10
51-55	3	6
56-60	1	2
61-65	0	0
66-70	0	1
71+	0	0
Prefer not to say	3	1
Married		
Yes	38	32
No	75	68
Prefer not to say	3	3
Civil Partnership		
Yes	2	4
No	112	96
Prefer not to say	2	3
Disability		
Yes	11	6
No known disability	102	91
Prefer not to say	3	6
Race/ ethnicity		
White British	39	42
White Irish	3	0
Other White Background	51	42
Gypsy or Traveller	0	0
Black or Black British - Caribbean	1	1
Black or Black British - African	0	1
Other Black Background	0	1
Asian or Asian British - Indian	2	2
Asian or Asian British - Pakistani	0	2
Asian or Asian British - Bangladeshi	0	1
Chinese	2	3
Other Asian Background	0	4
Arab	2	1
White and Black Caribbean	0	0

White and Black African	0	0
White and Asian	5	0
Other Mixed Background	7	0
Any other	2	1
Prefer not to say	2	2
Gender Reassignment		
Same gender identity as at birth	103	92
Different gender identity then at birth	5	2
Prefer not to say	8	9
Sexual Orientation		
Bisexual	5	6
Gay man	3	0
Gay woman / lesbian	1	0
Heterosexual	90	79
Other	2	2
Prefer not to say	15	16
Religion or Belief		
Atheism	12	6
Buddhism	0	1
Christianity	36	62
Hinduism	0	0
Islam	1	4
Jainism	0	0
Judaism	3	0
Sikhism	0	0
Spiritualism	1	0
Any other religion or belief	1	0
No religion	45	19
Prefer not to say	17	11

SECTION C: STUDENTS

As noted above, the quality and reliability of the data available to the College shows various problems with using it as a tool of monitoring equality practice within the College. It is not, therefore, helpful to provide detailed data here.

At a general level, information about undergraduate admissions at the University level can be found [here](#).

Information about graduate admissions at the University of Oxford, please click [here](#).

Statistical information concerning student numbers within the University of Oxford can be found at:

<http://www.admin.ox.ac.uk/aad/sdma/statistics/student/>

The University's annual statistical undergraduate admissions report can be found here:

<https://www.ox.ac.uk/sites/files/oxford/Oxford%202018%20Annual%20Admissions%20Report.pdf>.

SECTION D: FURTHER INFORMATION AND SOURCES OF SUPPORT

The Equality & Diversity Unit (EDU) at the University of Oxford has a wealth of information in relation to equality and diversity. This can be accessed on the website at: <http://www.admin.ox.ac.uk/eop/>

In addition, the following provide further information and/ or sources of support in relation to particular personal characteristics (it is not intended to be an exhaustive list):

Gender

Oxford Women's Network	www.admin.ox.ac.uk/eop/gender/own.shtml
Springboard (for women)	www.springboardconsultancy.com
Oxford Learning Institute	www.learning.ox.ac.uk/index.php
UK Resource Centre for Women in Science, Engineering and Technology	www.setwomenresource.org.uk/

Disability

National Bureau for Students with Disabilities	www.skill.org.uk/
Oxford Students Mental Health Network:	www.brookes.ac.uk/student/services/osmhn/
Government website on disability issues:	www.direct.gov.uk/en/DisabledPeople/index.htm
MIND	www.mind.org.uk/
SANE	www.sane.org.uk/
Mental Health Foundation	http://www.mentalhealth.org.uk/about-us/

Age

Carers UK	www.carersuk.org/
Carers Trust	www.carers.org/getting-help
Carers Oxfordshire	www.carersoxfordshire.org.uk/cms/

Oxford Learning Institute retirement planning seminar:

www.learning.ox.ac.uk/seminar_desc.php?cat=az&ls=&cc=EFF/RET/PLA&page=3&id=1740

Race, ethnicity and nationality

University of Oxford initiatives	www.admin.ox.ac.uk/eop/race/whatsgoingon/
Equality Challenge Unit	www.ecu.ac.uk
Report Racism	http://www.reportracism.pl/en/

Sexual Orientation

University of Oxford LGBT network	www.ox-lgbt-acad.org.uk	(staff)
	http://oulgbtq.sitefly.co/	(students)
Oxford Friend helpline	www.oxfordfriend.co.uk	
The Terence Higgins	www.tht.org.uk/	
Stonewall	www.stonewall.org.uk/	

Religion, belief or lack of belief

Religious festivals: www.admin.ox.ac.uk/eop/equalitydates2014-2015/
Daily Info www.dailyinfo.co.uk/guide/religion/religion.html
BBC Religion & Ethics website <http://www.bbc.co.uk/religion>

Pregnancy, maternity and childcare

University of Oxford nurseries: www.admin.ox.ac.uk/eop/parentsandcarersinformation/universitynurseries/

Oxfordshire County Council: www.oxfordshire.gov.uk/cms/public-site/children-education-and-families

Oxfordshire Family Information Service:

www.oxfordshire.gov.uk/cms/content/oxfordshire-family-information-service-oxonfis