

EXETER COLLEGE

EQUALITY REPORT
2021/2022

Published July 2023

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Publication date: July 2023

Publication note: It is recommended that you print out this report in colour.

Accessibility: If you require a copy of this report in an alternative format, please contact:

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FOREWORD BY THE RECTOR

On behalf of the Governing Body of Exeter College, I am delighted to present our Equality Report for 2021-22.

Exeter is the fourth oldest college within the University of Oxford, and we will be celebrating our 710th anniversary in 2024. The enduring success of our institution is due to the extraordinary contributions made by the staff, students, alumni, friends, and visitors who come to us from a wide variety of social, cultural, and national backgrounds. Embracing this diversity of membership is one of the College's core principles, and it has been an essential component of the inclusive community framework that we have built – and will continue to build – going forwards.

In the words of our College Strategy, we believe that:

“...the College depends on attracting talented individuals from all backgrounds to join it as students, fellows and staff. Where there are barriers, perceived or real, that discourage certain groups from joining in any capacity, the College itself is the poorer for it. We therefore commit ourselves to actively seeking ways to increase the diversity of all the groups that make up the College community....”

As part of this commitment, we report annually on equality and diversity, and each time we produce a report we seek to use the opportunity to review these findings against our previous records. This helps us to evaluate those areas where we have seen progress, and those where more work can yet be done.

Looking back on the period covered by this report, I am delighted to announce that we introduced the Exeter College Black Lives Matter Creative Competition for students, as well as a parallel competition open to Fellows and staff. This initiative was proposed by our Black Lives Matter Working Group, devoted to promoting race equality within the College and its environs. The BLM Creative Competition was launched at the Black Lives Matter Lecture in June 2022, which featured renowned British actress and guest speaker Adjoa Andoh. Exeter College also welcomed its first Black Academic Futures DPhil Scholar in October, and we look forward to accepting another in 2023-2024. More broadly, we continued to enhance and provide in-person provision of our Exeter Plus bridging programme (to aid the transition to University for those students from a wide range of socio-economic backgrounds), as well as support those students who continue to be affected by the COVID-19 pandemic, by means of grants and related welfare provisions.

I am also very pleased that we saw further progress in the diversity of our undergraduate admissions, with the following table showcasing our steady improvement in all areas from 2018 to 2022:

Measure	2018	2019	2020	2021	2022
State School	58.3%	56.8%	59.5%	60.7%	61.0%
BAME	13.6%	16.0%	29.5%	20.7%	29.3%
ACORN	7.2%	9.2%	19.8%	14.5%	18.8%
POLAR	4.9%	9.2%	14.3%	15.9%	23.4%

With regards to our staff, we continued to implement a number of our Equality Objectives. In particular, I am pleased to announce that the College's first Employee survey was conducted in July 2022, the results of which were very encouraging in terms of employees' experiences of equality, diversity, and inclusion within Exeter, This was particularly true in relation to College engagement and senior management approachability. We also created a new section within the Employee Handbook which provides additional information concerning support networks for staff within the wider University, including the BME Staff network, the Disabled Staff network, and the LGBTQ+ Staff network, among others.

This remains, of course, a work in progress, but it is encouraging to note the steps that are being taken across the College to keep us moving towards our goal of becoming an ever more inclusive environment. By taking this proactive approach, we hope to ensure that we continue to create a communal and diverse learning, research, and work space where everyone has a fair and equal opportunity to fulfil their potential within the unique context of living, studying, and working at Exeter College.

Bearing this in mind, if any of our members has a suggestion about how we can accomplish this even more effectively, I would be delighted to hear from them.

Floreat Exon!

Prof Sir Rick Trainor
Rector, Exeter College

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GLOSSARY

Associate Professor	The main academic grade at Oxford, roughly equivalent to associate professor in the USA
BAME/ BME	Black and minority ethnic. In its reporting, Exeter College uses 'BAME' and 'BME' as umbrella terms for people of non-white minority ethnicity.
DAS	Disability Advisory Service for students
EDU	The University of Oxford's Equality and Diversity Unit
HESA	Higher Education Statistics Agency
Hilary	Spring academic term, running from January to March
LGBTQ+	Lesbian, Gay, Bisexual, and other non-heterosexual orientations
Michaelmas	Winter academic term, running from October to December
Protected characteristic	Term used in UK equality legislation to denote a group of people sharing a particular characteristic
SDMA	The University's Student Data Management and Analysis section
SpLD	Specific Learning Difficulties
Student Barometer	Annual survey of Oxford students
Trinity	Summer academic term, running from April to June
UAS	University Administration and Services

INTRODUCTION

The College

Exeter College is the fourth oldest college 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, diversity and inclusion is outlined in more detail in our separate Equality & Diversity 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 Strategy Committee, and - as appropriate - the Finance and General Purposes Committee ('F&GP'), and the Education, Research & Welfare Committee ('ERWC').

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 by:
 - a. Removing or minimising disadvantages suffered by people due to their protected characteristics;
 - b. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
 - c. Encouraging people from protected groups to participate in public life or in other activities where their participation is proportionately low; and
- To foster good relations between people who share a protected characteristic and those who do not by:
 - a. Tackling prejudice; and

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.

- b. Promoting understanding between people from different groups.

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);
- 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 2021-2022 academic year (i.e. 1 October 2021 to 30 September 2022), 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, diversity and inclusion rests with the Governing Body, the major committees advise the Governing Body on the strategic development of equality policy and practice.

In this report, the available data has been presented in respect of key staff and student activities. Where sufficient data is 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 sets its own specific **equality objectives** accordingly. A number of new objectives were agreed in 2020.

The following is a summary of how the College has sought to meet these objectives during 2021-22, 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

Student-related objectives

- 1. With a view to increasing the number of competitive applications to the College (both UG and PG), and acceptance of offers made: to explain the College to, and engage with, prospective students by helping current and former BAME students talk publicly about the positive experiences that they had at Exeter College and how these related to their prior perceptions:**

The College hoped that at least one such event would be held during each of the Open Days beginning July 2021, but this was not possible during the pandemic.

- 2. To increase engagement with student members of the College who identify as (i) UK-BAME; (ii) BAME from other countries, and to learn about their student experience at the College.**

It had been planned for the JCR and MCR to organise focus groups in early 2021, to be reported to GB by the end of 2021, but – in light of the pandemic – these have been delayed.

- 3. To help ensure student success beyond their degree programme, establish a mentoring programme with alumni for BAME students who come from less-advantaged backgrounds;**

An alumni mentor to be available to all BAME students who want one. By October 2022.

- 4. Building on the commitment by the College's Governing Body to fund a Black Academic Futures DPhil scholarship for award in 2021, to raise money to support further UK-BAME "positive action" graduate scholarships;**

One BAF Scholar began their studies in Michaelmas Term 2022, and it is hoped that another will be added in the following academic year 2023-2024. By October 2025.

Staff-related objectives

- 1. To implement an annual employee engagement survey, which could include a section focusing on diversity and the experience of staff within the College.**

As foreshadowed in last year's report, the College implemented its first Employee Survey in July 2022. This was distributed to c. 120 professional & support staff, and the response rate was 50%.

The College achieved an overall engagement score of 81%, which was very encouraging.

The survey included a number of specific questions relating to employees' experiences of equality, diversity and inclusion issues within the College. Overall, 73% of respondents were positive about their experience within the College. We received particularly favourable comments about the approachability of senior managers, and that senior managers demonstrate strong support for diversity and inclusion. Additionally, over 78% of respondents felt a sense of belonging within the College, and that any concerns would be treated fairly and taken seriously.

One area where the College scored slightly less strongly (68%) in relation to equality and diversity was the extent to which senior managers and/or line managers understand the issues impacting their staff.

The College will continue to evaluate the feedback that was received, and we plan to run another survey in July 2024. We have, therefore, successfully completed this objective.

- 2. To proactively provide information to all staff about support networks within the University, with a specific focus on race. Examples might include the BME staff network, or PIVOT (a mentoring scheme for black or minority ethnic staff).**

The target date for implementing this objective was that information should be included in the Employee Handbook by September 2022, and this has now been successfully completed. In particular, we now have a section providing information about support networks for staff within the University of Oxford, including the BME staff network, the Disabled Staff network, and the LGBT+ staff network.

- 3. To attract those from a black or minority ethnic background to apply for senior roles, including Governing Body, by reviewing recruitment processes to include job descriptions processes and advertising practices.**

The target date for implementing this objective was that a review of recruitment processes should be conducted by September 2022. To date, this objective has not been completed, but the College will continue to work towards implementing this objective.

- 4. To consider how best to support the career progression of those from a black or minority ethnic background.**

The target date for implementing this objective was that proposals should be submitted to the Staff Committee by September 2023; accordingly, this falls outside the period covered by this report, and progress will be reported in a future report.

- 5. To actively promote Black History Month in October each year, holding at least one public event annually from October 2021.**

As in previous years, the College circulated information to all staff in October 2022 regarding Black History month events running in the University of Oxford. Posters and other information were provided on

departmental noticeboards. We did not, however, hold any public events in October 2021. The College has therefore partially implemented this objective, and we will continue to promote Black History Month to staff each year (with further detail to be included in next year's report).

Other activities in support of equality and diversity: staff

During the period covered by this report, the College also undertook a number of other activities to promote equality, diversity and inclusion within its workforce, including:

- a. Published an annual Gender Pay Gap Report. Data for April 2022 showed that the College's mean gender pay gap was 17%, and that the median gender pay gap was 14%. Full details are provided in the Gender Pay Gap report published on the College website.
- b. Continued the Black Lives Matter Working Group (comprising staff and student members) to consider ways in which issues relating to race could be proactively addressed within the College;
- c. Provided equality, diversity and inclusion training to 23 members of staff;
- d. Continued to pay at, or above, the Living Wage Foundation rate for all permanent domestic and support staff;
- e. Continued to provide training to those involved in professional & support 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;
- f. Continued to fund three college-sponsored nursery places, and to make these available to both academic and professional & support staff; and
- g. 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 a section on dealing with harassment is included within our equality, diversity and inclusion training.

Other activities in support of equality and diversity: students

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 2021-2022:

- a. Continued to commit significant resources to access and outreach work (having expanded the role of the Access and Outreach Officer from 0.5FTE to 1.0FTE during 2018/2019).
- b. Enhanced and expanded the Exeter Plus initiative (first delivered in 2018-19) that provides a bridging programme to ease the transition to University for students from a wide range of socio-economic backgrounds. Note: this was delivered in-person again during September 2022 (as it had been in

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

September 2021), having been offered as a mixture of online and face-to-face provision in September 2020 (because of the restrictions of the coronavirus pandemic);

- c. Continued to provide a comprehensive Outreach programme to attract potential, academically-able students, regardless of their background;
- d. Formed a Black Lives Matter Working Group, to raise and support relevant issues. The group met regularly throughout the year, and has created a special collection of library books – and held a series of associated talks and reading groups;
- e. Held a Black Lives Matter lecture in June 2022, with Adjoa Andoh as guest speaker;
- f. Continued to offer halal and kosher meals for those who request them, and sought to accommodate special dietary requirements wherever possible;
- g. 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);
- h. Continued to provide exam guidance (and direction towards central University preparation opportunities), in order to support those students who might be struggling for whatever reason;
- i. Continued to support students with alternative exam arrangements, including a number of exams being sat in College as part of providing reasonable adjustments for students with disabilities;
- j. Continued to support a number of students by providing accessible accommodation;
- k. 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;
- l. Continued to provide a Welfare Dean to act as a strategic lead for student welfare;
- m. Continued to produce a Student Handbook which signposts students to relevant support networks (including those available through the central University), and make this Handbook available in digital and hard copy;
- n. Continued to support social groups at a University & Collegiate level;
- o. 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
- p. Engaged with the 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.

In addition, during 2021-2022, the College aimed to help mitigate the impact of the coronavirus pandemic on the experience of students by:

- q. Assisting students with applications to the COVID-19 Hardship Fund;
- r. Contributing funds as required to the COVID-19 Scholarship Extension Fund (CSEF), in order to financially support postgraduate research students (who had previously received College scholarships), so that they could complete their studies;
- s. Providing practical support and catering to those students who were self-isolating in College accommodation, both in and out of term time; and
- t. Waiving College Continuation Charges in line with COVID-related waivers of University Continuation Charges.

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.

As of 31 July 2022, women represented 40% of those Fellows who are part of the Governing Body (23 out of 58 Fellows), which is broadly the same percentage as the previous year (37%).

Committees

The gender balance of the College's committees varies from committee to committee, but overall women comprised 27% of the committee memberships on 31 July 2022.

Senior management

Of the 13 senior managers (those who are heads of department appointed at grade 7 or above) in post at 31 July 2022, 38% were female.

This remains broadly consistent with the proportion of female senior managers in the previous years (44% in 2020/21, 46% in 2019/20 and 2018-19, 47% in 2017-18, and 46% in 2016-17 and in 2015-16), although it is lower than the percentage of female senior managers reported within the Higher Education sector as a whole (55%)³.

³ HESA 2020-21, <https://www.hesa.ac.uk/data-and-analysis/staff/table-3>

OVERVIEW OF COMPLAINTS AND DISCIPLINARY ACTION

Current staff

During the 2021-22 academic year there were two formal grievances raised by employees about issues relating to discrimination, harassment, or victimisation. However, both grievances related to a single incident, which arose due to an interpersonal difference between the two employees in question; the matter was resolved quickly by the College.

Job applicants

During the 2021-22 academic year there were no complaints or Tribunal claims received from job applicants in relation to discrimination, harassment, or victimisation.

Current students

The College now systematically collects 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 2021-2022 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 above, the College has a number of equality objectives whose date for implementation fall outside the period covered by this report. Some of the College's next steps will therefore focus on progressing the implementation of these objectives, including:

- To attract those from a black or minority ethnic background to apply for senior roles, including Governing Body, by reviewing recruitment processes to include job descriptions processes and advertising practices.

In addition, the College:

1. will continue to run a regular survey to gather data about employee gender and ethnicity, to keep improving our baseline demographic data. We anticipate that this will normally take place once every two years.
2. may ask all successfully appointed candidates to complete a Recruitment Monitoring form when they are appointed (if they have not already done so), to help maintain a more accurate profile of the College's workforce.
3. will continue to provide equality, diversity and inclusion training for all staff, with a particular focus on delivering training to new starters.

SECTION B: EMPLOYMENT – KEY DATA

This section provides key data relating to the recruitment of academic and professional & support staff within Exeter College during the 2021-22 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 HR 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 institutions may find the following links useful:

University of Oxford: <https://edu.admin.ox.ac.uk/equality-report>

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

Advance HE: <https://www.advance-he.ac.uk/reports-publications-and-resources/equality-higher-education-statistical-reports>

Higher Education Statistics Agency: <https://www.hesa.ac.uk/data-and-analysis/staff/table-3>

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 2022, women comprised:

- 53% of academic teaching staff employed by the College (compared with 45% in 2021, 38% in 2020, 36% in 2019, and 43% in 2018 and 2017).
- 62% of support staff employed by the College (compared with 61% in 2021, 63% in 2020, 62% in 2019, 60% in 2018, and 64% in 2017).
- 57% of all staff employed by the College, (compared with 55% in 2020, 54% in 2019, 55% in 2018, and 59% in 2017).

Within the University of Oxford, 63% of support staff were female, and 33% of academic staff were female.⁴

In the UK as a whole, women comprised 62% of professional & support staff working in Higher Education, and 48% of academic and research staff combined.⁵

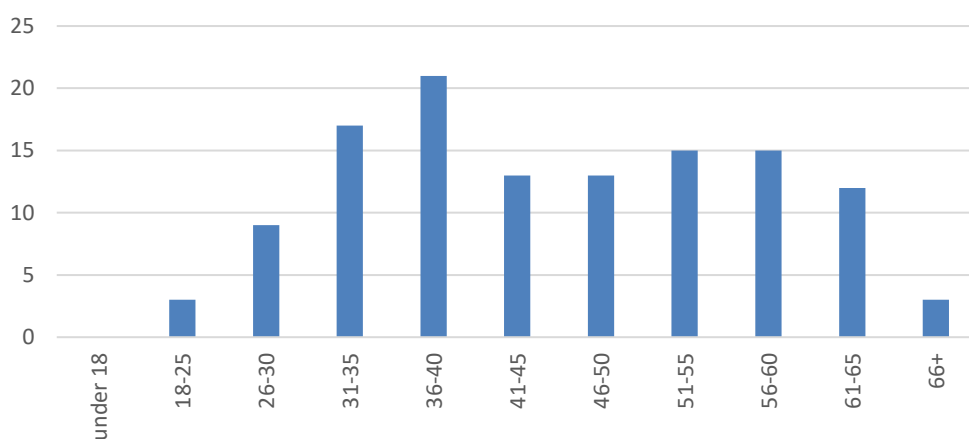
Age

On 31 July 2022, the age demographic of academic and professional & support staff employed at the College was as follows:

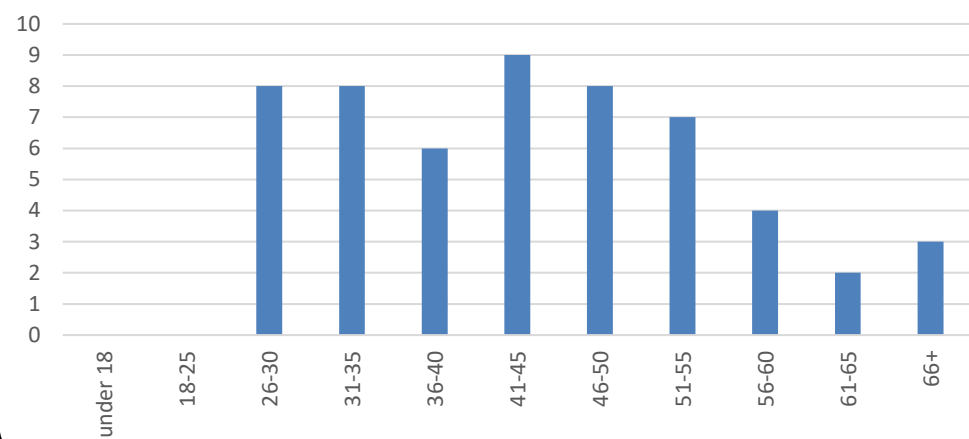
⁴ University of Oxford, [Equality Report 2020-21](#)

⁵ HESA, 2020-21

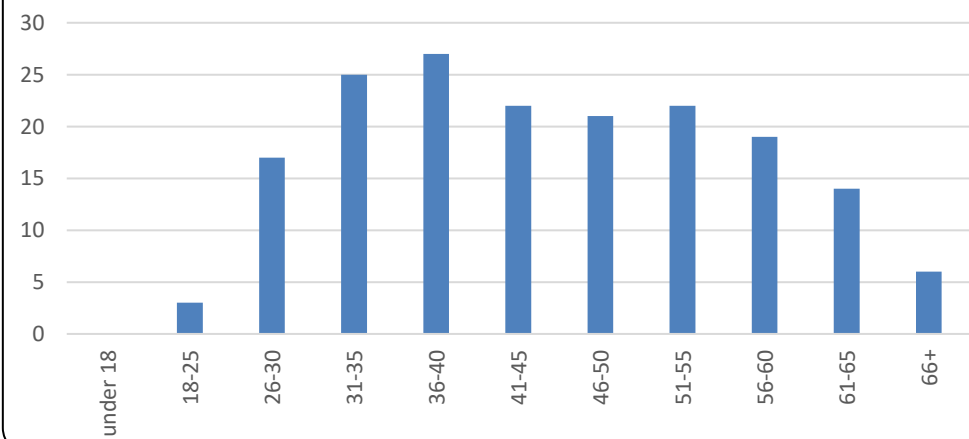
**Age demographic of professional & support staff
as at 31 July 2022**



**Age demographic of academic staff
at 31 July 2022**



**Age demographic of all staff
as at 31 July 2022**



Other protected characteristics

In May 2022, the College decided that it would move to a biannual survey about staff gender and ethnicity. As the previous survey was conducted in July 2021, the College did not survey staff during the period covered by this report.

The College does not hold up-to-date information about the demographics of its staff groups in relation to other protected characteristics (e.g. religion or belief, disability, sexual orientation, etc), although it may seek to collect this data in the future.

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 60 vacancies in the 2021-22 academic year (i.e. 1 October 2021 to 30 September 2022), of which 40 had one or more Recruitment Monitoring forms returned. These vacancies were across both academic and professional/ support staff roles.

The College received a total of 204 Recruitment Monitoring forms from these vacancies, which represents 45% of the total number of applications received (453 applications). This percentage is significantly higher than last year (28%).

In total, the College received 196 applications for academic posts, and 257 applications for professional/ support posts.

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

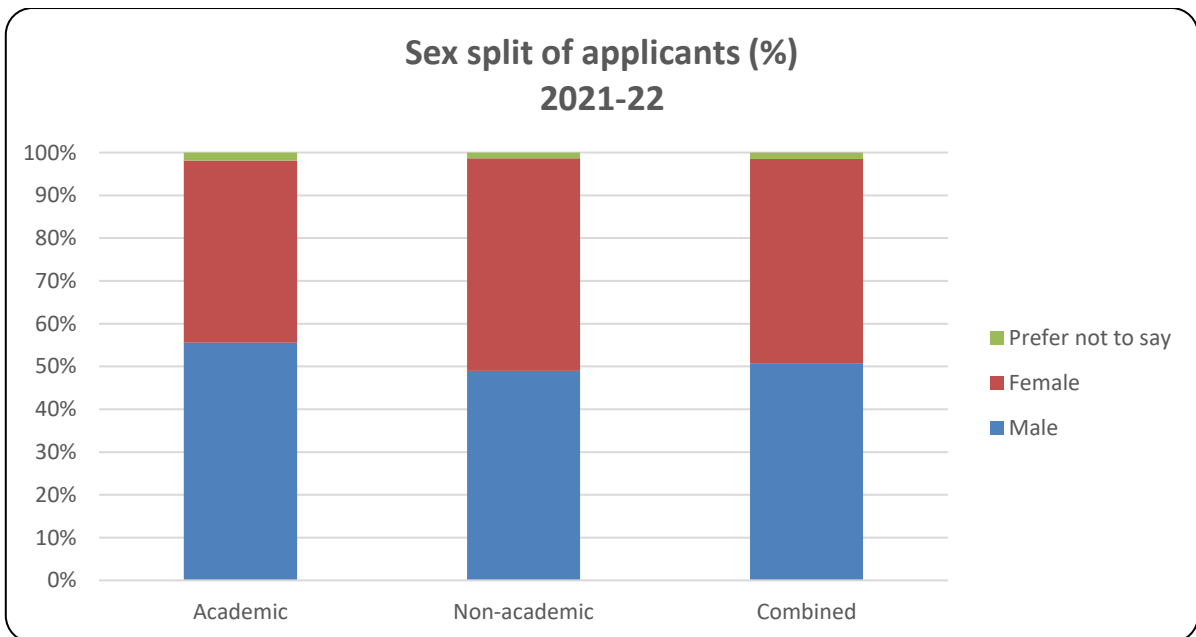
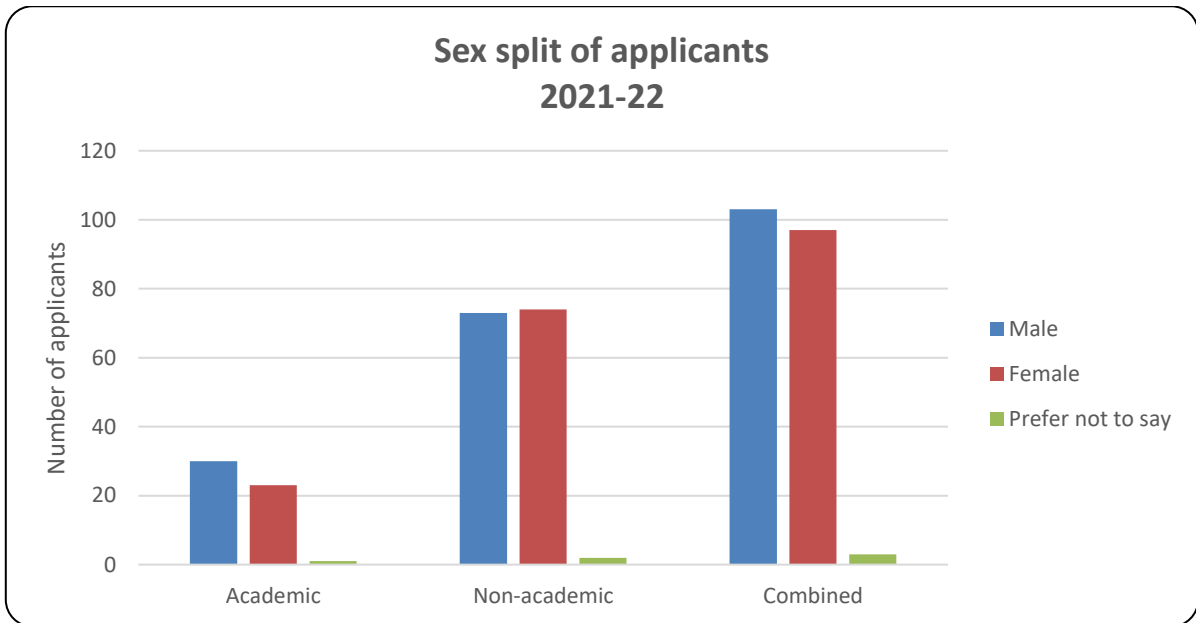
As in previous years, it is important to note the following:

- 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 equality information that is collected by the University for these vacancies;
- 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).

Sex

Of those applicants who submitted a Recruitment Monitoring form, 98.5% declared their legal sex. This is broadly consistent with the percentages in previous years.

[n = 203 applicants (combined)]



Overall, the College received the broadly same number of applications from females as it did from males. This is consistent with most previous years.

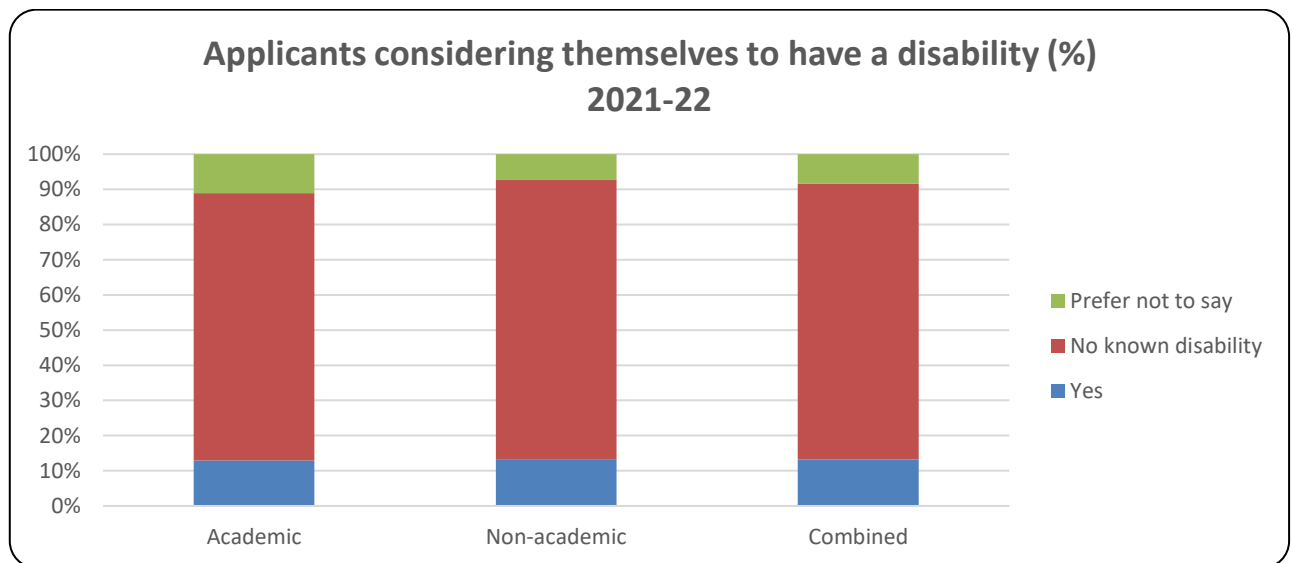
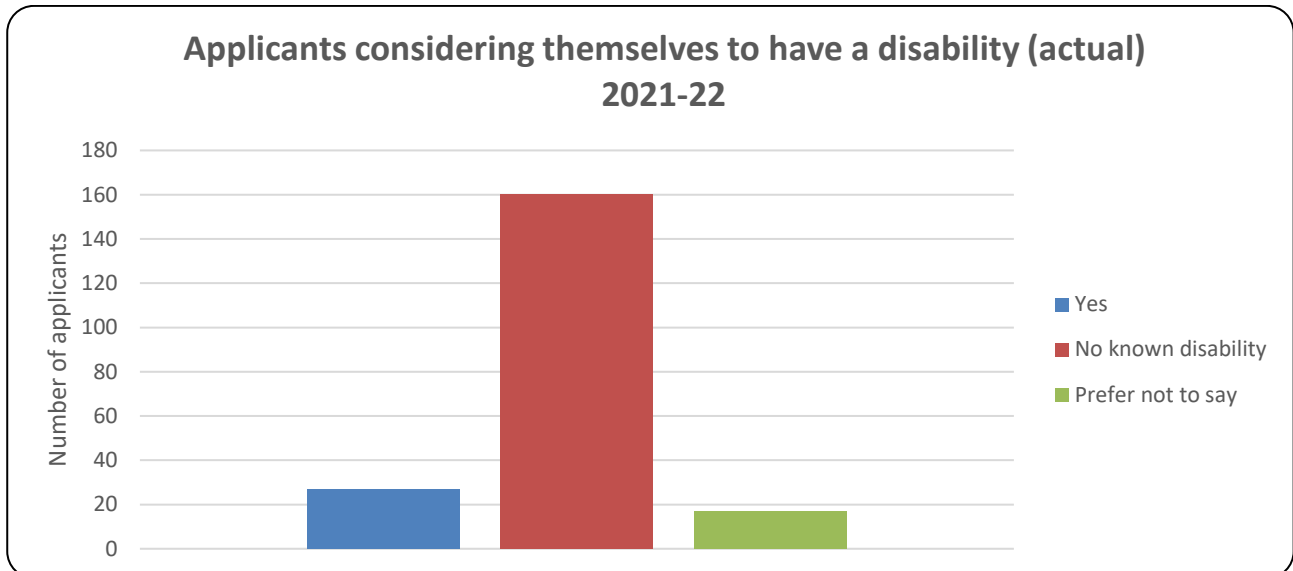
Overall, 51% of shortlisted candidates were female [n=41].

Of the 27 posts for which we have appointee data, 54% of appointees were female. This suggests that the success rate for female applicants is in line with the proportion of applicants who are female, and that the College is neither unduly inhibiting or favouring female applicants in its shortlisting and hiring decisions.

Disability

Of those applicants who submitted a Recruitment Monitoring form, c. 92% declared whether they considered themselves to have a disability⁶. This was approximately the same proportion as in each of the previous five years.

[n = 204 applicants (combined)]



As can be seen, a significant majority (c. 78%) of candidates did not consider themselves to have a disability. This is broadly the same as in previous years.

Approximately 13% of applicants did consider themselves to have a disability, and 8% preferred not to disclose this information.

⁶ 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, 12% of shortlisted candidates considered themselves to have a disability [$n=10$]. This is consistent with the previous year.

Of the 27 posts for which we have appointee data, c. 15% of appointees considered themselves to have a disability.

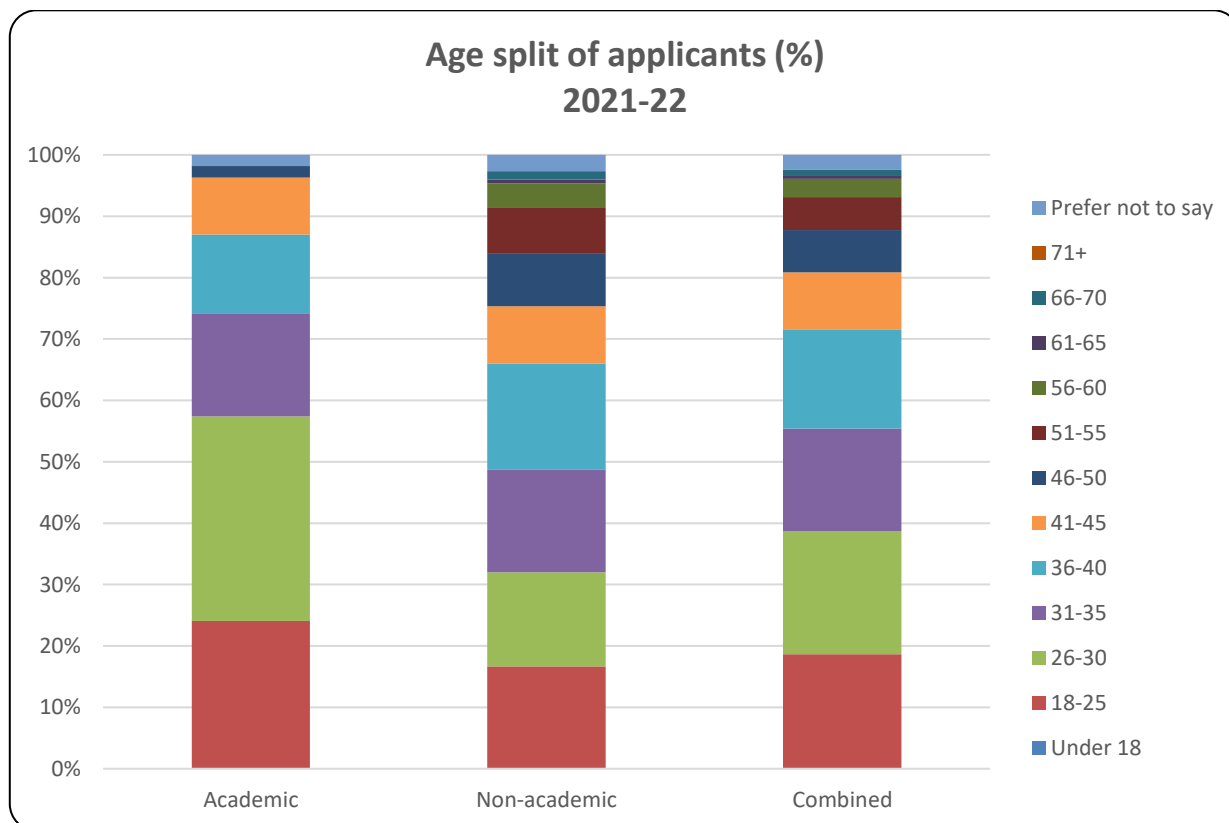
This suggests that the success rate for disabled applicants is in line with the proportion of applicants who consider themselves to have a disability, and that the College is neither unduly inhibiting or favouring disabled applicants in its shortlisting and hiring decisions.

Whilst the College does not currently hold data about the proportion of its workforce who consider themselves to have a disability, within the UK generally 6% of higher education academic staff have disclosed a disability, and 8% of higher education support staff have disclosed a disability.⁷

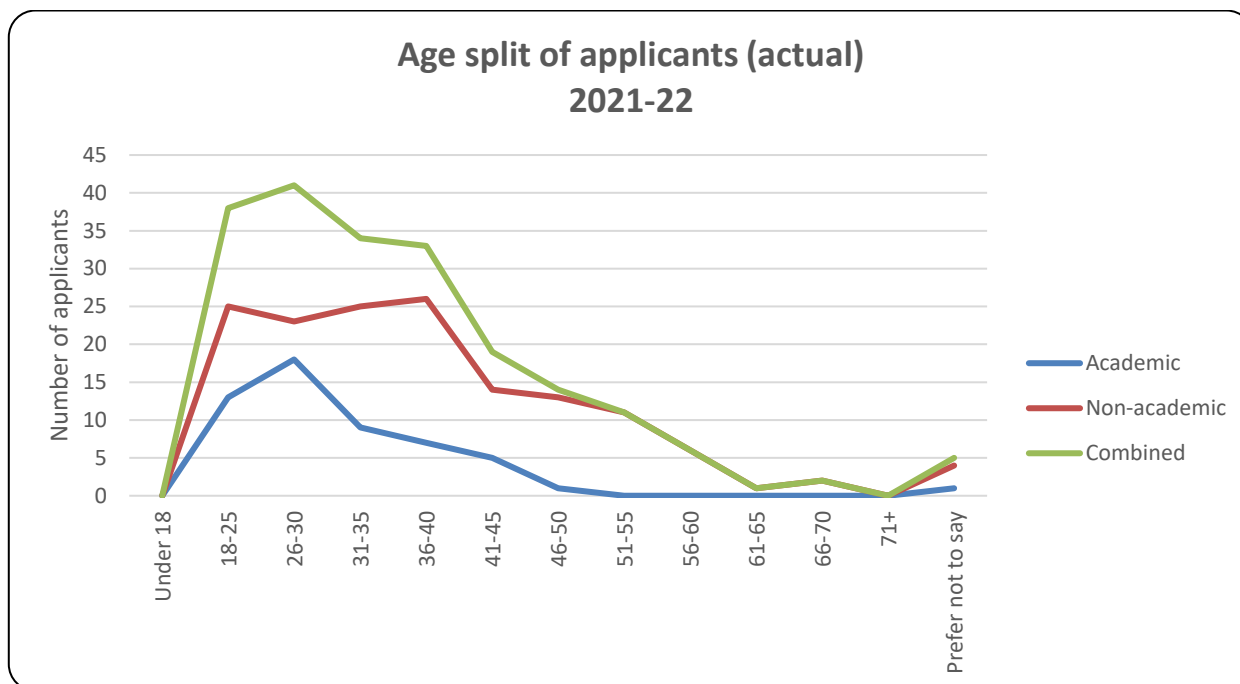
Age

Of those applicants who submitted a Recruitment Monitoring form, 97.5% declared their age category. This is broadly the same as in each of the last four years.

[$n = 204$ applicants (combined)]



⁷ HESA, 2020-21



For **academic vacancies**, the highest percentage (57%) of applications came from those in the age bracket 18-30 years of age. This is a slightly lower age bracket than in previous years (normally 26-35 is the age bracket with the most applicants).

However, this perhaps reflects the fact that the College advertised a Junior Dean vacancy during this period, which typically attracts current graduate students in the 18-25 age bracket. In addition, we advertised a number of stipendiary lecturerships and early-career Fellowships during the period in question; such roles are often more appealing to early-career academics, and it is worth noting that academic careers typically start after the age of 25 (once individuals have achieved the relevant post-graduate qualifications).

Separately, and as in previous years, our data shows that candidates are much more likely to submit Recruitment Monitoring forms when applying for stipendiary lecturerships, rather than when applying to Fellowship posts (where we have very few, if any, completed Recruitment Monitoring forms: although, it should be noted that completion of these forms is entirely voluntary). It should also be noted that recruitment monitoring data is not generally available for Associate Professor vacancies because they are typically handled through a central recruitment portal administered by the University of Oxford.

We only have recruitment monitoring data available for six appointees to academic posts, and so it is not possible to provide meaningful commentary about success rates relative to the overall numbers of applicants and shortlisted candidates.

For **professional & support staff vacancies**, 66% of applications came from those aged below 40, with the number of applicants within each of the age brackets spread evenly. When considering success rates, 64% of shortlisted candidates were aged below 40, and 62% of appointees were aged below 40; this is in line with the proportion of applicants in this age bracket. As with other characteristics, therefore, it appears that the College is neither unduly inhibiting or favouring applicants from particular age brackets in its shortlisting and hiring decisions

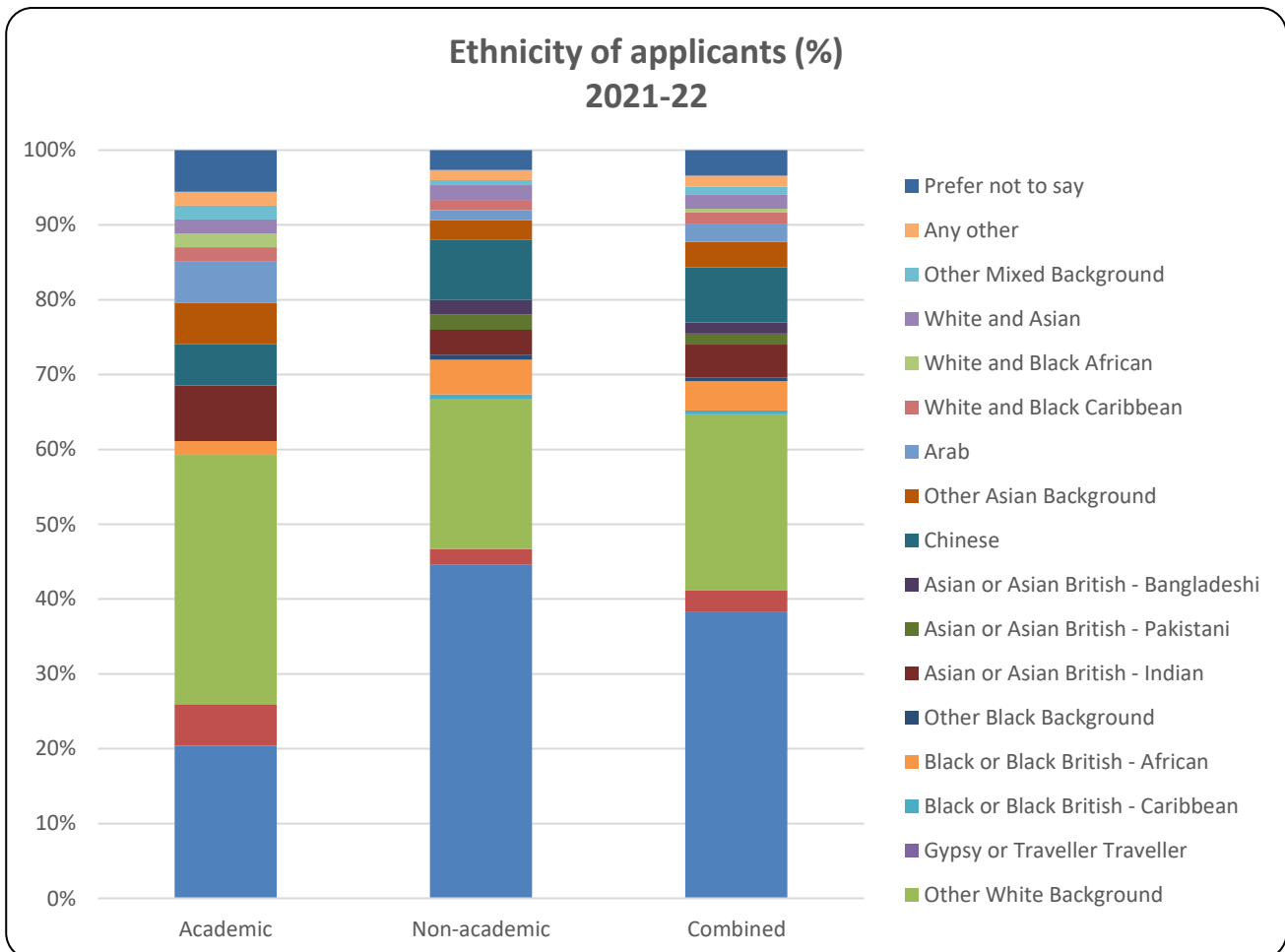
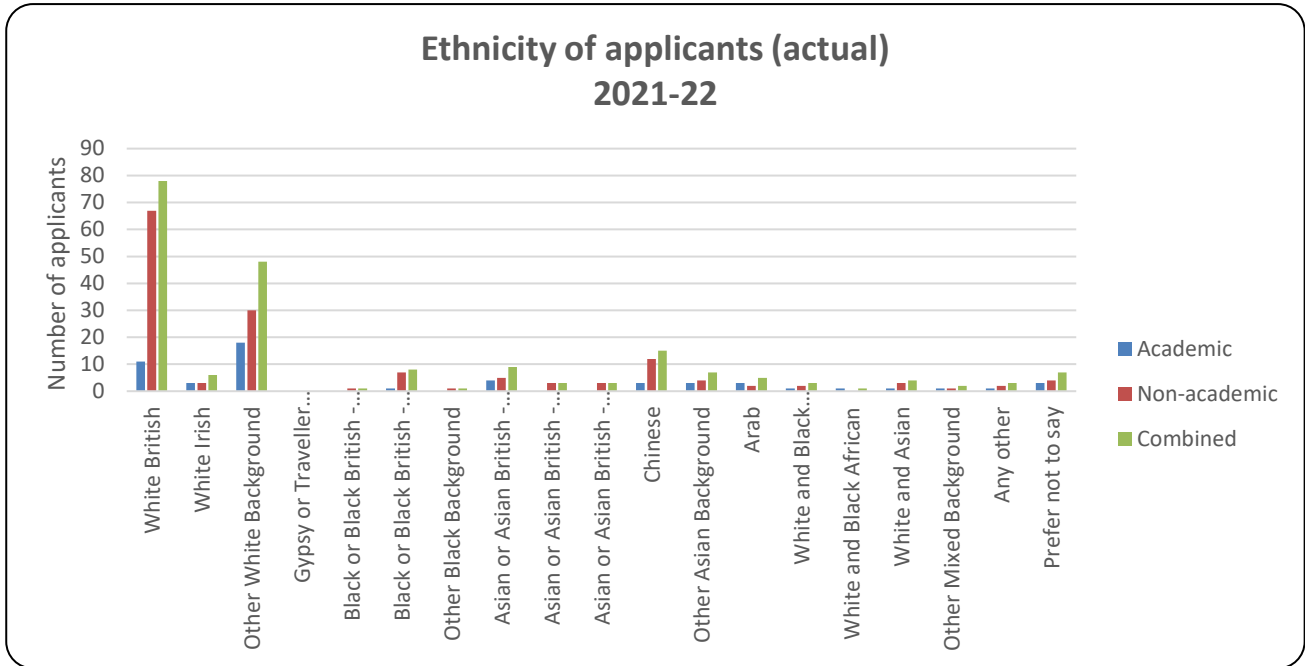
Data relating to the age of applicants and appointees for posts within the University can be found on pages 35 and 36 of their annual report⁸.

⁸ University of Oxford, [Equality Report 2021-22](#)

Ethnicity

Of those applicants who submitted a Recruitment Monitoring form, 96% declared their ethnic origin. This is still broadly comparable to previous years (95% - 99%).

[n = 204 applicants (combined)]



Overall, 65% of applicants were from a white ethnic background. This is significantly lower than in the previous five years. Of the remaining applicants, c. 31.5% of applicants identified as black or from a minority ethnic background, and c. 3.5% of candidates preferred not to provide this information.

As a whole, 31% of shortlisted candidates identified as black or from a minority ethnic background, and 26% of appointed candidates identified as black or from a minority ethnic background. This is broadly in line with the overall percentage of applications from BME candidates, although with a slight drop-off between the shortlisting and appointment stages.

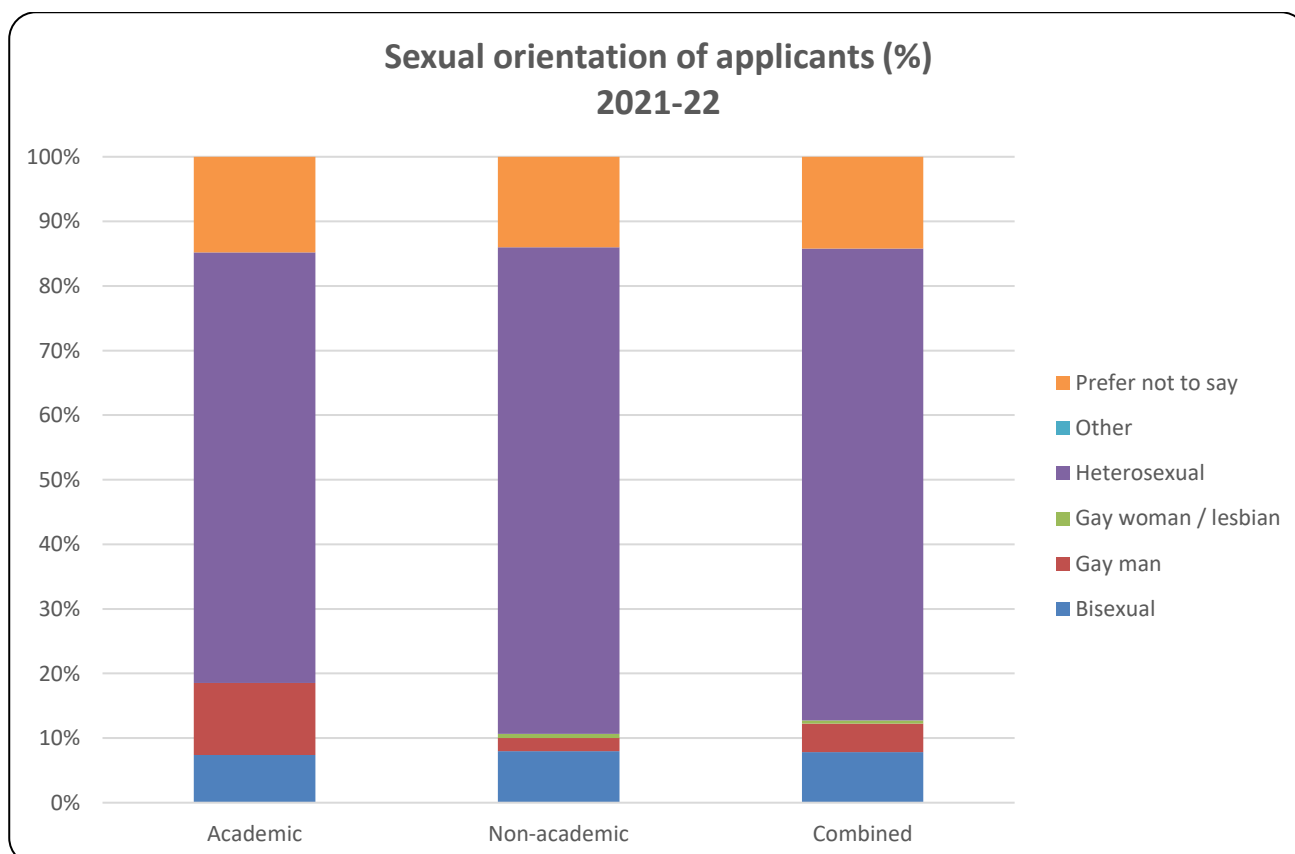
Approximately 15% of staff within the University of Oxford identified themselves as being from a black or other ethnic minority group in 2021-22⁹.

As noted above, the College does not currently hold data about the ethnicity of its staff.

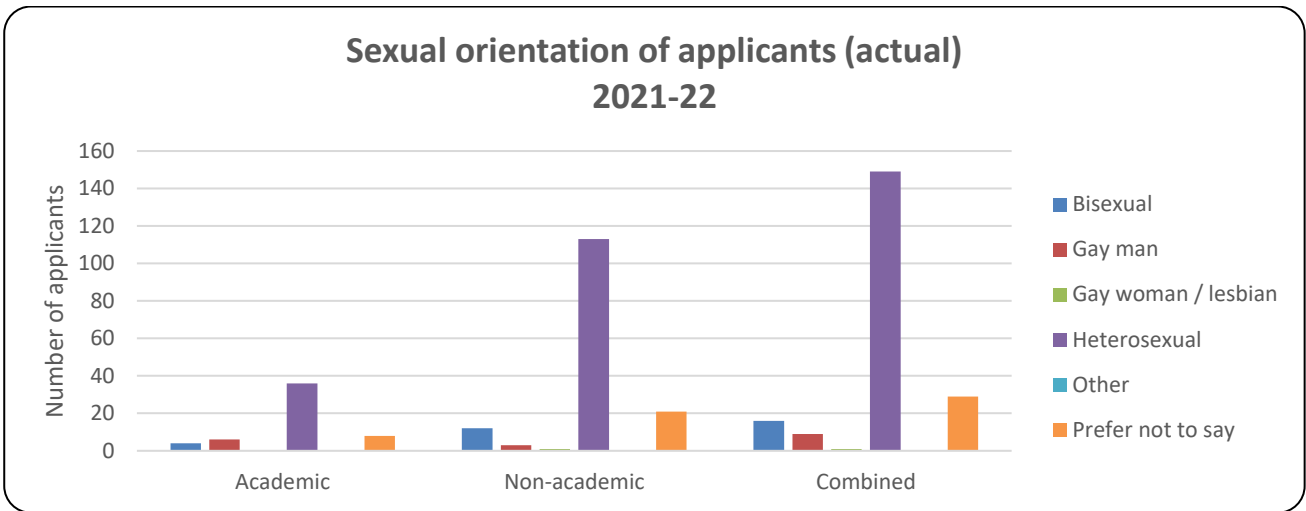
Sexual Orientation

Of those applicants who submitted a Recruitment Monitoring form, c. 90% declared their sexual orientation. This is consistent with most previous years, although sexual orientation remains a personal characteristic about which fewer applicants are willing to disclose information.

[n = 204 applicants (combined)]



⁹ University of Oxford, 2021-22



Overall, a significant majority (c. 73%) of applicants identified themselves as being heterosexual. This is broadly the same as in previous years.

This year, 13% of candidates identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation (LGBTQ+). This is slightly lower than last year, but is higher than most years before that.

Of those candidates who were shortlisted, 20% identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation; this is consistent with last year, but is still significantly higher than previous years (e.g. 4.5% in 2019-20 and 9% in 2018-19). At the appointment stage, we have data for 27 roles, and 26% of appointees identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation.

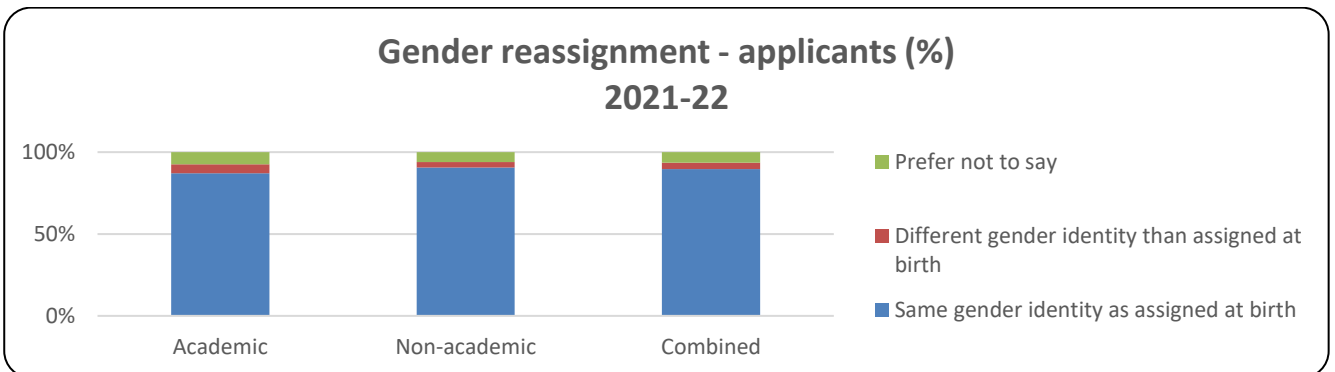
This suggests that LGBTQ+ candidates are more successful at both the shortlisting and appointment stages, relative to the proportion of applicants who identify as LGBTQ+.

Within the University of Oxford, 8% of staff identified as LGBTQ+ during the period 2021-2022.¹⁰

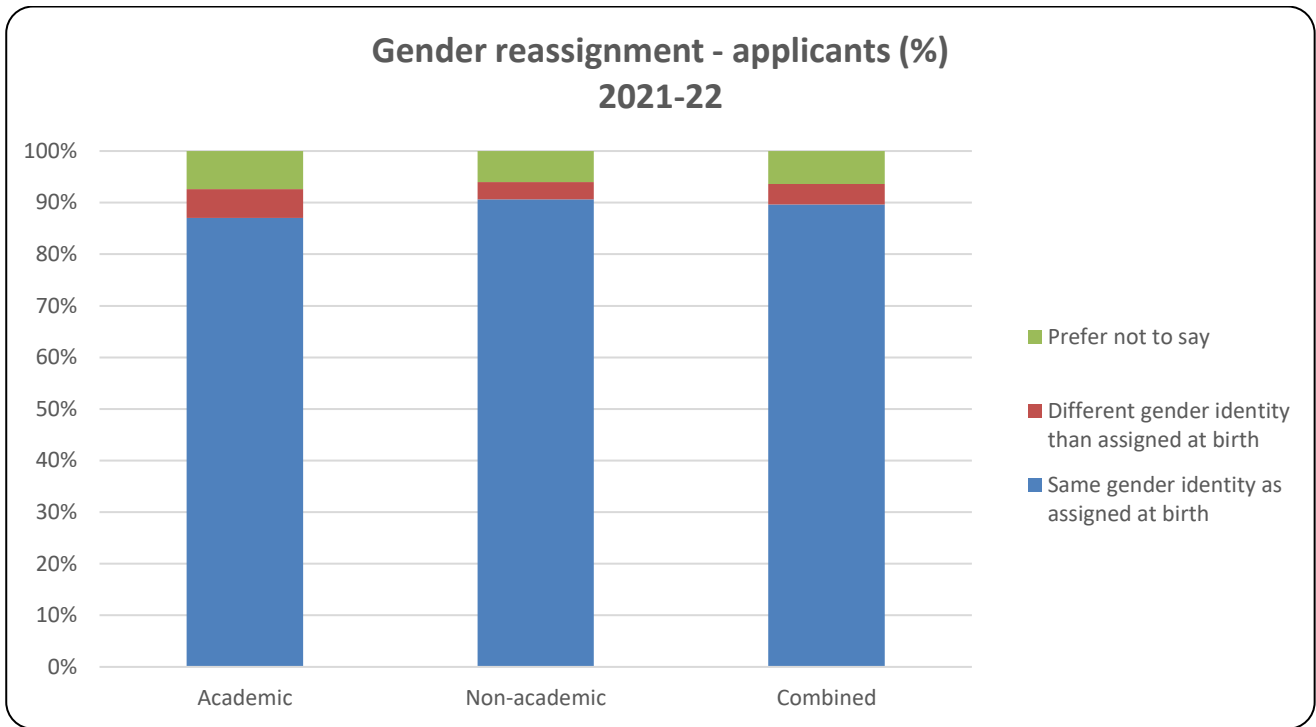
Gender reassignment

Of those applicants who submitted a Recruitment Monitoring form, 93.5% declared whether they identified their gender as being the same, or different, from the gender assigned to them at birth. This is broadly the same as in the previous five years.

[n = 203 applicants (combined)]



¹⁰ University of Oxford, 2021-22



Overall, a significant majority (c. 90%) of applicants identified themselves as having the same gender identity as assigned when they were born. This is broadly similar to previous years.

4% of applicants identified themselves as having a different gender identity to that which was assigned when they were born, and 6% of people preferred not to provide information for this question.

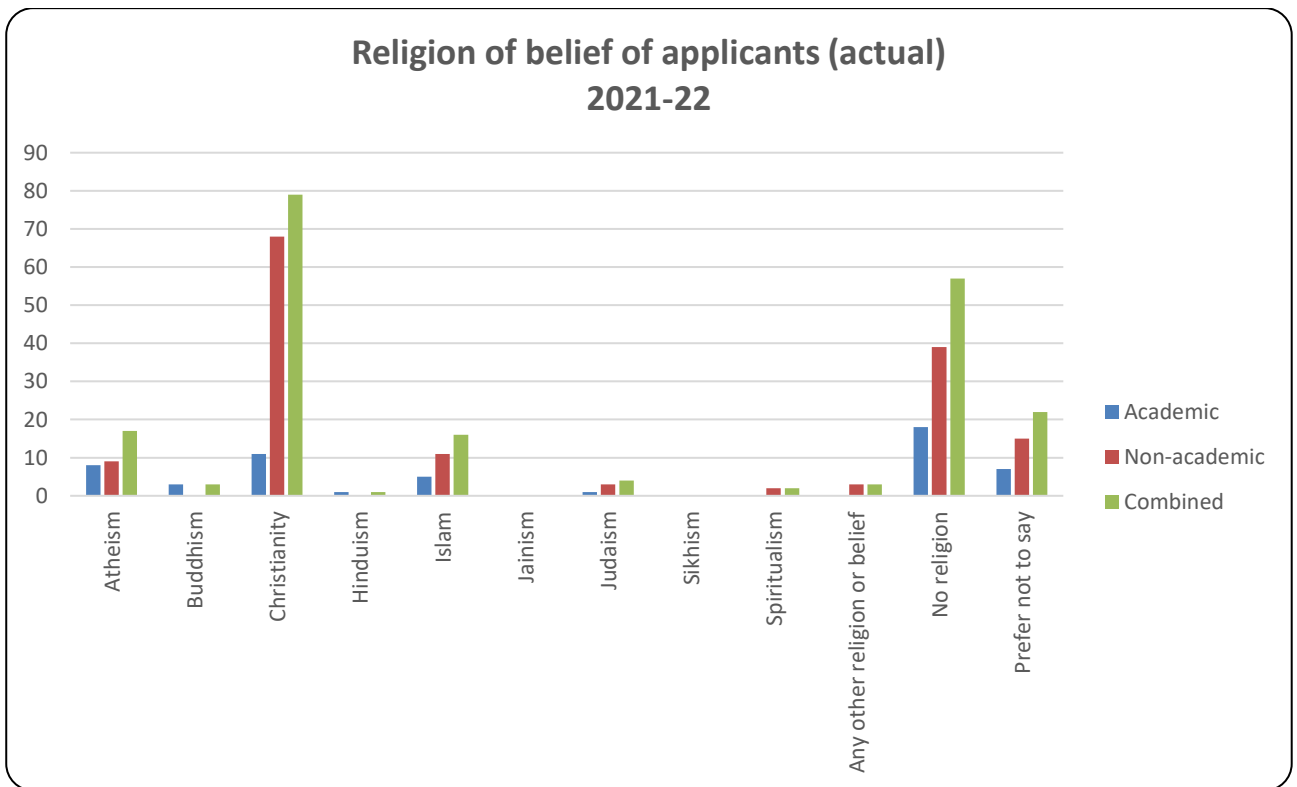
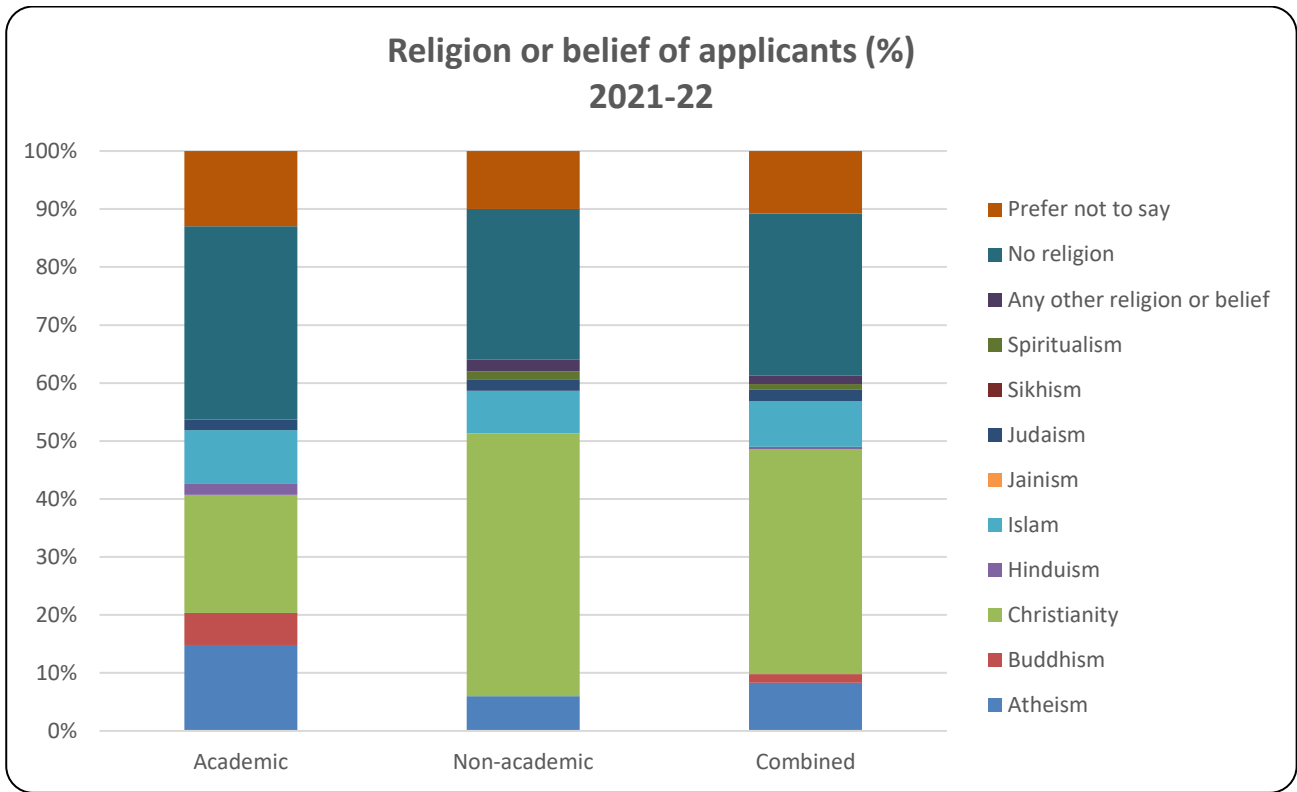
Overall, 90% of shortlisted candidates, and 96% of appointed candidates, identified themselves as having the same gender identity as assigned when they were born. This suggests that they are slightly more successful at the appointment stage, relative to the proportion of applicants who identify as having the same gender identity as assigned at birth.

Given the lack of relevant data from either the University of Oxford or HESA, it is difficult to compare the College's data with the wider UK context.

Religion, Belief or Lack of Belief

Of those applicants who submitted a Recruitment Monitoring form, 89% declared their religion or belief. This is consistent with last year. As with sexual orientation, this appears to be a personal characteristic about which a significantly higher proportion of applicants prefer not to disclose information.

[n = 204 applicants (combined)]



The majority of both academic and professional & support candidates identified themselves as either having a Christian religious belief (39% overall), or as being an atheist/ having no religious belief (36% overall).

This compares with 45% and 35% respectively in 2020-21, 33% and 42% respectively in 2019-20, 43% and 37% respectively in 2018-19, and 52% and 35% respectively in 2017-18.

Overall, 38% of those who were shortlisted identified themselves as having a Christian religious belief, with a further 34.5% identifying themselves as being an atheist or having no religious belief.

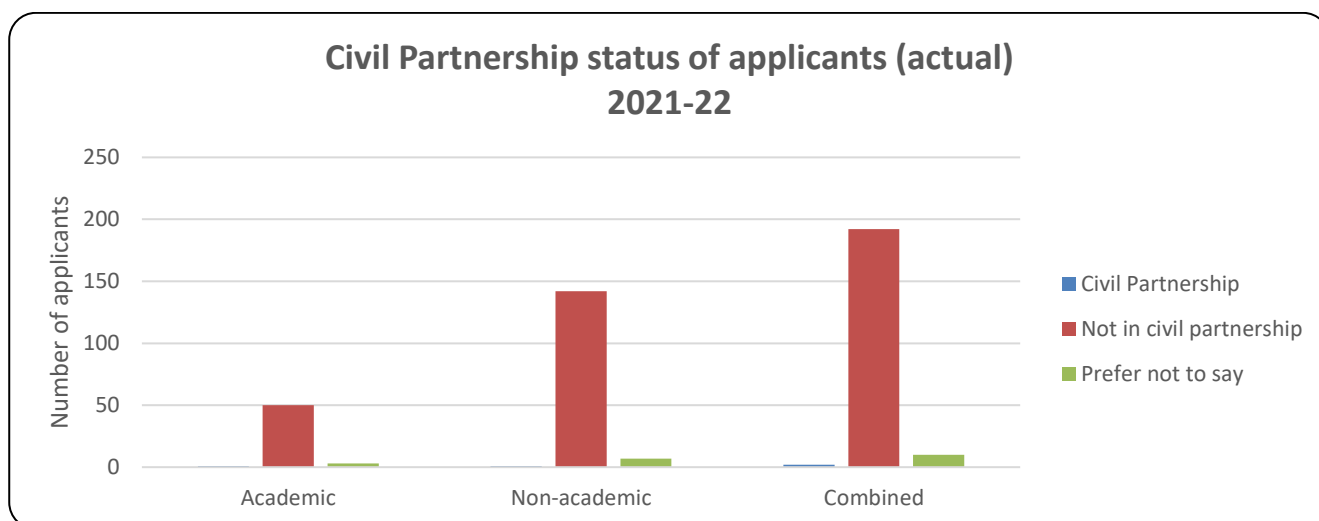
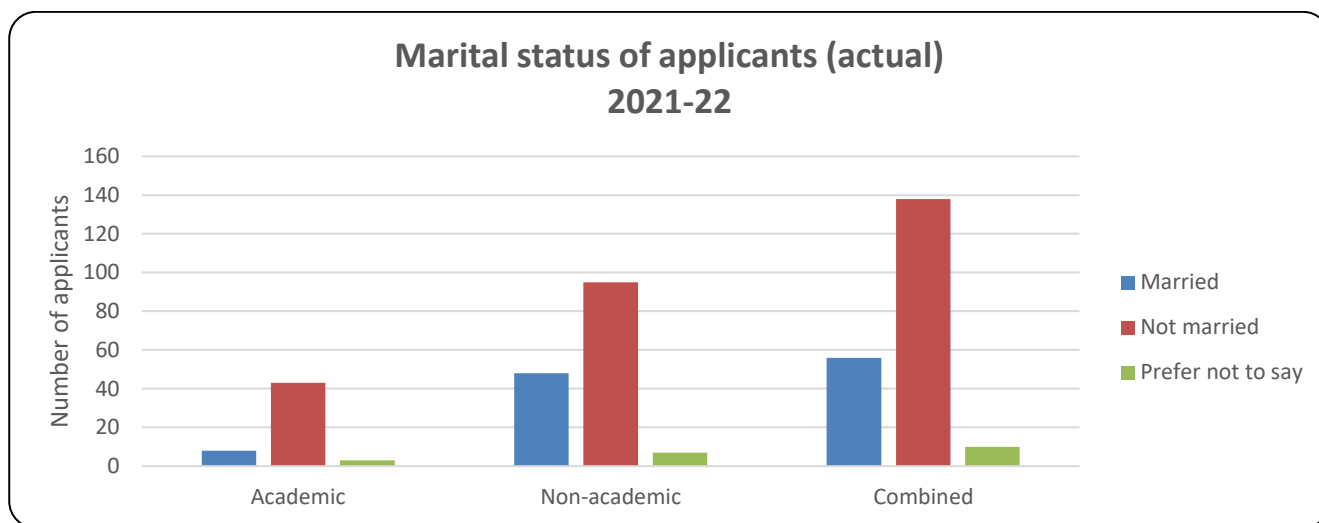
At the appointment stage, c. 41% of candidates identified themselves as having a Christian religious belief, with a further 44% identifying themselves as being an atheist or having no religious belief.

Data for the religion or belief of staff within the University of Oxford can be found on pages 34 and 35 of their annual report.¹¹

Marriage and Civil Partnership

Of those applicants who submitted a Recruitment Monitoring form, 95% declared their marital status, and 95% declared their civil partnership status. These are broadly similar percentages to those in the previous five years.

[n = 204 applicants (combined)]



A majority of both academic (80%) and professional & support (63%) applicants were unmarried. This compares with 85% and 67% respectively in 2020-21, 68% and 74% respectively in 2019-20, 75% and 58% respectively in 2018-19, and 70% and 54% respectively in 2017-18.

¹¹ University of Oxford, 2021-22

Overall, 27% of applicants were married, whilst 31% of shortlisted candidates were married, and 37% of appointed candidates were married. This suggests that married candidates are more successful at appointment stage than might be expected, based on the proportion of applicants who are married.

With regard to civil partnership, 2% of academic applicants stated that they were in a civil partnership, and 0.5% of professional & support applicants stated that they were in a civil partnership.

No shortlisted candidates stated that they were in a civil partnership, and consequently no appointees 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 2021-22 academic year.

	Academic	Professional & support
Sex		
Male	30	73
Female	23	74
Prefer not to say	1	2
Age		
Under 18	0	0
18-25	13	25
26-30	18	23
31-35	9	25
36-40	7	26
41-45	5	14
46-50	1	13
51-55	0	11
56-60	0	6
61-65	0	1
66-70	0	2
71+	0	0
Prefer not to say	1	4
Married		
Yes	8	48
No	43	95
Prefer not to say	3	7
Civil Partnership		
Yes	1	1
No	50	142
Prefer not to say	3	7
Disability		
Yes	7	20
No known disability	41	119
Prefer not to say	6	11

Race/ ethnicity		
White British	11	67
White Irish	3	3
Other White Background	18	30
Gypsy or Traveller	0	0
Black or Black British - Caribbean	0	1
Black or Black British - African	1	7
Other Black Background	0	1
Asian or Asian British - Indian	4	5
Asian or Asian British - Pakistani	0	3
Asian or Asian British - Bangladeshi	0	3
Chinese	3	12
Other Asian Background	3	4
Arab	3	2
White and Black Caribbean	1	2
White and Black African	1	0
White and Asian	1	3
Other Mixed Background	1	1
Any other	1	2
Prefer not to say	3	4
Gender Reassignment		
Same gender identity as at birth	47	135
Different gender identity then at birth	3	5
Prefer not to say	4	9
Sexual Orientation		
Bisexual	4	12
Gay man	6	3
Gay woman / lesbian	0	1
Heterosexual	36	113
Other	0	0
Prefer not to say	8	21
Religion or Belief		
Atheism	8	9
Buddhism	3	0
Christianity	11	68
Hinduism	1	0
Islam	5	11
Jainism	0	0
Judaism	1	3

Sikhism	0	0
Spiritualism	0	2
Any other religion or belief	0	3
No religion	18	39
Prefer not to say	7	15

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 for monitoring equality practice within the College. It is not, therefore, helpful to provide detailed data here.

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

For 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:

<https://academic.admin.ox.ac.uk/student-statistics>

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

- [Undergraduate Admissions report published in May 2020](#)
- [Undergraduate Admissions report published in May 2021](#)
- [Undergraduate Admissions report published in May 2022](#)

College Data

The College does not currently hold student data relating to many areas of equality, but two measures (Sex and Nationality) are included here.

Table 1 here shows the sex of students of the College in 2021-2022, sub-divided by different Award Programme Types:

Table 1:

Award Programme Type	Female (Count)	Female (%)	Male (Count)	Male (%)	Grand Totals
Postgraduate Research	95	42.4%	129	57.6%	224
Postgraduate Taught	75	55.1%	61	44.9%	136
Undergraduate	216	55.2%	175	44.8%	391
Visiting Students	18	60.0%	12	40.0%	30
Grand Total	404	51.7%	377	48.3%	781

Table 3 (overleaf) shows the (primary) Nationality of students in 2021-2022, also sub-divided by Award Programme Type. That data is summarised for UK and non-UK Nationalities in Table 2 here:

Table 2:

Nationality	PGR	PGT	UG	VS	Grand Totals
UK (Count)	70	31	304	0	405
UK (%)	31.25%	22.79%	77.75%	0.00%	51.86%
Non-UK (Count)	154	105	87	30	376
Non-UK (%)	68.75%	77.21%	22.25%	100.00%	48.14%
Grand Total	224	136	391	30	781

Table 3:

Nationality	PGR	PGT	UG	VS	Grand Totals
Australia	3	6	1		10
Austria	3		1		4
Bangladesh			1		1
Bosnia and Herzegovina				1	1
Brazil	1		1		2
Bulgaria	1				1
Canada	5	8			13
China	30	16	27		73
Colombia	1	1			2
Cyprus (European Union)	1				1
Czech Republic	1	3			4
Denmark			1		1
France	6	2	3	2	13
Germany	13	3			16
Ghana	2	1			3
Greece	1	1			2
Hong Kong (SAR)	3	3	2		8
India	15	3	4		22
Indonesia	9	3	1		13
Iran	1			1	2
Ireland			1		1
Israel		1			1
Italy	7	3	2		12
Japan	1	1			2
Jersey	1				1
Jordan	2				2
Korea, Republic of (South)	2		7		9
Latvia			1		1
Lebanon	1				1
Lithuania	1	1	1		3
Malaysia	1	1	2		4
Myanmar (Burma)	1				1
Nepal				1	1
Netherlands	2		2		4
New Zealand		2	1		3
Nigeria		2			2
Pakistan	1	1			2
Peru		2			2
Philippines	1				1
Poland	2		7		9
Romania		1	1		2
Russia (Russian Federation)	2	2	1		5
Saudi Arabia		3			3
Singapore	2	3	6		11
Slovakia	1				1
Somalia			1		1

South Africa	3	2	1		6
Spain	2		2	2	6
Sri Lanka	1				1
Switzerland	6		1		7
Taiwan	2	3	1		6
Tonga		1			1
Turkey		2	1		3
Uganda	1				1
Ukraine		1			1
United Kingdom	70	31	304		405
United States of America	14	22	5	23	64
Venezuela	1				1
Vietnam		1	1		2
Grand Total	224	136	391	30	781

Applicants and Offers Made

Although the College does not hold data relating to many equality objectives for current students, a number of measures are recorded for undergraduate applicants and subsequent offer-holders. These include:

- **ACORN** – A Classification of Residential Neighbourhoods
- **BAME** – Black, Asian and Minority Ethnic
- **POLAR** – Participation of Local Areas. POLAR4 classifies local areas across the UK according to participation rate in Higher Education
- Previous education at **State School** or **Independent School**

The tables below show the figures for the College, with a comparison for the University as a whole, for each of the above measures.

Table 1: ACORN classification for undergraduate applicants to Exeter College, in comparison with the University of Oxford as a whole

UCAS Cycle	ACORN status	College Applications	University Applications	College Offers	University Offers	College Accepts	University Accepts	College Offer Rate	University Offer Rate	College Acceptance Rate	University Acceptance Rate
2022	N	416	12000	71	2,321	67	2178	17.1%	19.3%	16.1%	18.2%
	N/A	1	82	0	24	0	22	0.0%	29.3%	0.0%	26.8%
	O/S	282	9245	33	834	26	670	11.7%	9.0%	9.2%	7.2%
	Y	48	2492	11	466	9	401	22.9%	18.7%	18.8%	16.1%
2021	N	434	11904	73	2,267	71	2202	16.8%	19.0%	16.4%	18.5%
	N/A	4	122	1	29	1	29	25.0%	23.8%	25.0%	23.8%
	O/S	270	9937	24	774	20	607	8.9%	7.8%	7.4%	6.1%
	Y	52	2375	13	485	12	460	25.0%	20.4%	23.1%	19.4%
2020	N	380	11661	74	2,532	73	2451	19.5%	21.7%	19.2%	21.0%
	N/A	3	125	0	32	0	32	0.0%	25.6%	0.0%	25.6%
	O/S	296	9312	23	873	21	745	7.8%	9.4%	7.1%	8.0%
	Y	44	2316	20	495	18	467	45.5%	21.4%	40.9%	20.2%
2019	N	360	11666	82	2,618	69	2254	22.8%	22.4%	19.2%	19.3%
	N/A	5	118	0	23	0	23	0.0%	19.5%	0.0%	19.5%
	O/S	277	9145	25	836	21	696	9.0%	9.1%	7.6%	7.6%
	Y	33	2097	9	418	7	313	27.3%	19.9%	21.2%	14.9%
2018	N	352	11037	82	2,561	77	2261	23.3%	23.2%	21.9%	20.5%
	N/A	1	104	0	20	0	20	0.0%	19.2%	0.0%	19.2%
	O/S	275	8503	25	881	22	740	9.1%	10.4%	8.0%	8.7%
	Y	44	1872	9	379	6	289	20.5%	20.2%	13.6%	15.4%

Table 2: Ethnicity classification for undergraduate applicants to Exeter College, in comparison with the University of Oxford as a whole

UCAS Cycle	Ethnicity	College Applications	University Applications	College Offers	University Offers	College Accepts	University Accepts	College Offer Rate	University Offer Rate	College Acceptance Rate	University Acceptance Rate
2022	BME	127	4610	24	773	22	708	18.9%	16.8%	17.3%	15.4%
	None - EU/OS	282	9250	33	839	26	675	11.7%	9.1%	9.2%	7.3%
	Unknown	33	840	2	81	1	53	6.1%	9.6%	3.0%	6.3%
	White	305	9119	56	1,952	53	1835	18.4%	21.4%	17.4%	20.1%
2021	BME	119	4254	18	670	17	648	15.1%	15.7%	14.3%	15.2%
	None - EU/OS	270	9937	24	774	20	607	8.9%	7.8%	7.4%	6.1%
	Unknown	23	739	2	62	2	56	8.7%	8.4%	8.7%	7.6%
	White	348	9408	67	2,049	65	1987	19.3%	21.8%	18.7%	21.1%
2020	BME	88	4024	28	706	26	684	31.8%	17.5%	29.5%	17.0%
	None - EU/OS	296	9312	23	873	21	745	7.8%	9.4%	7.1%	8.0%
	Unknown	16	569	3	60	3	52	18.8%	10.5%	18.8%	9.1%
	White	323	9509	63	2,293	62	2214	19.5%	24.1%	19.2%	23.3%
2019	BME	69	3596	15	669	12	558	21.7%	18.6%	17.4%	15.5%
	None - EU/OS	277	9145	25	836	21	696	9.0%	9.1%	7.6%	7.6%
	Unknown	19	702	2	84	1	54	10.5%	12.0%	5.3%	7.7%
	White	310	9583	74	2,306	63	1978	23.9%	24.1%	20.3%	20.6%
2018	BME	80	3097	13	551	11	457	16.3%	17.8%	13.8%	14.8%
	None - EU/OS	275	8503	25	881	22	740	9.1%	10.4%	8.0%	8.7%
	Unknown	29	868	3	104	2	68	10.3%	12.0%	6.9%	7.8%
	White	288	9048	75	2,305	70	2045	26.0%	25.5%	24.3%	22.6%

Table 3: POLAR classification for undergraduate applicants to Exeter College, in comparison with the University of Oxford as a whole

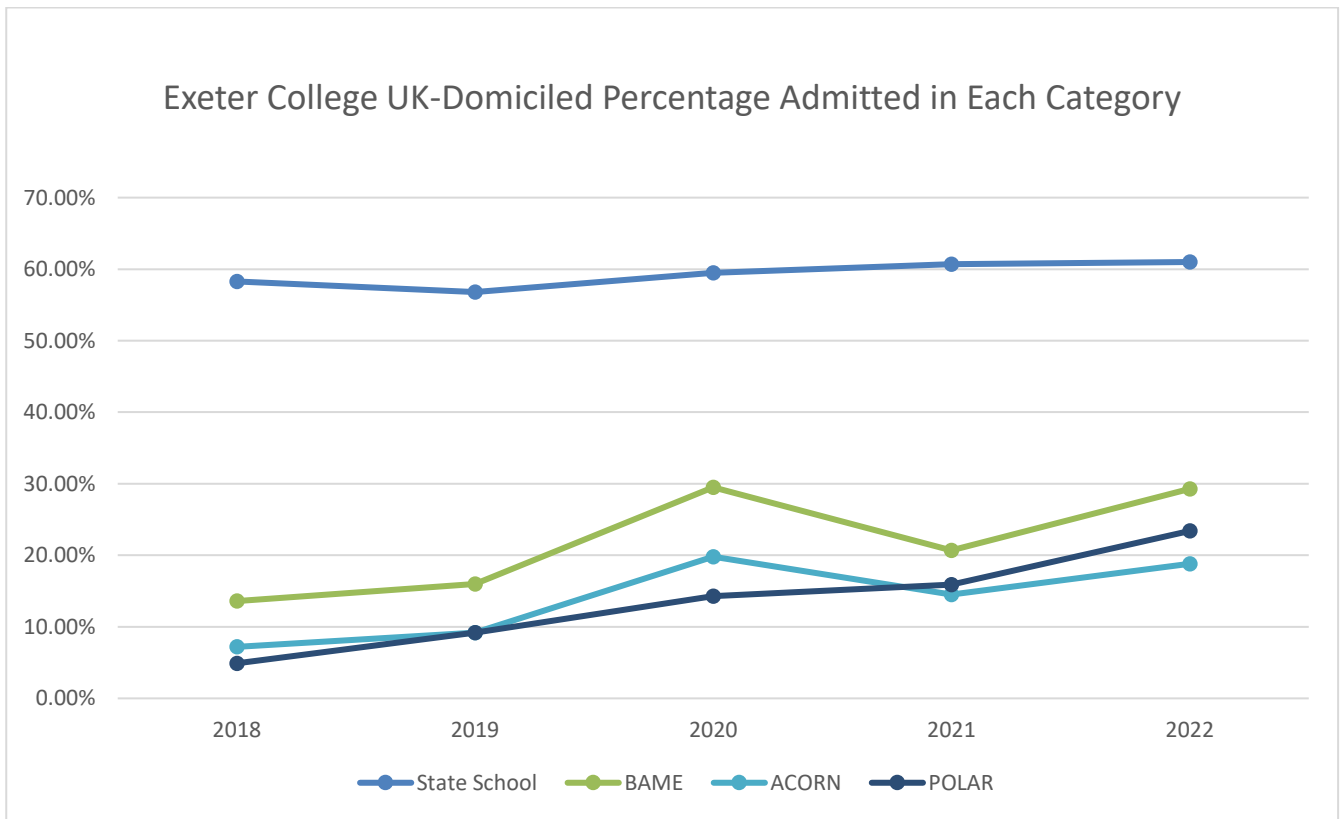
UCAS Cycle	POLAR status	College Applications	University Applications	College Offers	University Offers	College Accepts	University Accepts	College Offer Rate	University Offer Rate	College Acceptance Rate	University Acceptance Rate
2022	N	413	12086	62	2,298	58	2145	15.0%	19.0%	14.0%	17.7%
	N/A	1	112	0	32	0	30	0.0%	28.6%	0.0%	26.8%
	O/S	282	9245	33	834	26	670	11.7%	9.0%	9.2%	7.2%
	Y	51	2376	20	481	18	426	39.2%	20.2%	35.3%	17.9%
2021	N	424	11935	71	2,264	69	2200	16.7%	19.0%	16.3%	18.4%
	N/A	6	178	2	41	2	41	33.3%	23.0%	33.3%	23.0%
	O/S	270	9937	24	774	20	607	8.9%	7.8%	7.4%	6.1%
	Y	60	2288	14	476	13	450	23.3%	20.8%	21.7%	19.7%
2020	N	381	11796	80	2,544	78	2459	21.0%	21.6%	20.5%	20.8%
	N/A	3	183	0	37	0	37	0.0%	20.2%	0.0%	20.2%
	O/S	296	9312	23	873	21	745	7.8%	9.4%	7.1%	8.0%
	Y	43	2123	14	478	13	454	32.6%	22.5%	30.2%	21.4%
2019	N	336	11475	79	2,531	69	2186	23.5%	22.1%	20.5%	19.1%
	N/A	13	327	2	57	0	49	15.4%	17.4%	0.0%	15.0%
	O/S	277	9145	25	836	21	696	9.0%	9.1%	7.6%	7.6%
	Y	49	2079	10	471	7	355	20.4%	22.7%	14.3%	17.1%
2018	N	357	10892	84	2,509	78	2197	23.5%	23.0%	21.8%	20.2%
	N/A	6	268	1	47	1	43	16.7%	17.5%	16.7%	16.0%
	O/S	275	8503	25	881	22	740	9.1%	10.4%	8.0%	8.7%
	Y	34	1853	6	404	4	330	17.6%	21.8%	11.8%	17.8%

Table 4: classification of previous schools for undergraduate applicants to Exeter College, in comparison with the University of Oxford as a whole

UCAS Cycle	School Type	College Applications	University Applications	College Offers	University Offers	College Accepts	University Accepts	College Offer Rate	University Offer Rate	College Acceptance Rate	University Acceptance Rate
2022	Independent	185	4328	33	869	30	837	17.8%	20.1%	16.2%	19.3%
	n/a	120	4221	14	390	10	302	11.7%	9.2%	8.3%	7.2%
	Other	162	5232	18	531	15	450	11.1%	10.1%	9.3%	8.6%
	State	280	10038	50	1,855	47	1682	17.9%	18.5%	16.8%	16.8%
2021	Independent	218	4782	33	882	33	865	15.1%	18.4%	15.1%	18.1%
	n/a	116	4752	7	404	6	304	6.0%	8.5%	5.2%	6.4%
	Other	143	5111	18	432	14	362	12.6%	8.5%	9.8%	7.1%
	State	283	9693	53	1,837	51	1767	18.7%	19.0%	18.0%	18.2%
2020	Independent	219	4808	34	986	34	967	15.5%	20.5%	15.5%	20.1%
	n/a	133	4406	12	421	10	347	9.0%	9.6%	7.5%	7.9%
	Other	152	4617	19	489	18	429	12.5%	10.6%	11.8%	9.3%
	State	219	9583	52	2,036	50	1952	23.7%	21.2%	22.8%	20.4%
2019	Independent	209	5132	37	1,120	32	1003	17.7%	21.8%	15.3%	19.5%
	n/a	119	4397	13	401	12	333	10.9%	9.1%	10.1%	7.6%
	Other	147	4425	14	460	11	388	9.5%	10.4%	7.5%	8.8%
	State	200	9072	52	1,914	42	1562	26.0%	21.1%	21.0%	17.2%
2018	Independent	195	5016	37	1,172	35	1068	19.0%	23.4%	17.9%	21.3%
	n/a	113	4114	11	403	9	332	9.7%	9.8%	8.0%	8.1%
	Other	136	4034	13	470	12	401	9.6%	11.7%	8.8%	9.9%
	State	228	8352	55	1,796	49	1509	24.1%	21.5%	21.5%	18.1%

Table 5: the table presented below summarizes and distils the information presented in Tables 1-4, showcasing the percentage of UK-domiciled undergraduate students in each category actually admitted for study at the College in each year from 2018-2022. The data, which demonstrates overall steady progress in all areas across that time period, is also shown graphically below.

Measure	2018	2019	2020	2021	2022
State School	58.3%	56.8%	59.5%	60.7%	61.0%
BAME	13.6%	16.0%	29.5%	20.7%	29.3%
ACORN	7.2%	9.2%	19.8%	14.5%	18.8%
POLAR	4.9%	9.2%	14.3%	15.9%	23.4%



University 2022 Entry UK-Domiciled Percentage Admitted in Each Category:

- State School: 66.77%
- BAME: 27.8%
- ACORN: 15.5%
- POLAR: 16.6%

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

Step Forward (for women) <https://www.careers.ox.ac.uk/step-forward/>
People & Organisational Development <https://pod.admin.ox.ac.uk/>

Disability

National Bureau for Students with Disabilities www.skill.org.uk/
Oxford Students Mental Health Network: <http://www.osmhn.org.uk/>
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/

Race, ethnicity and nationality

University of Oxford initiatives <https://edu.admin.ox.ac.uk/bme-staff-network>
Advance HE www.ecu.ac.uk

Sexual Orientation

University of Oxford LGBT+ network www.ox-lgbt-acad.org.uk (staff)
<http://www.oulgbtq.org/> (students)

The Terence Higgins Trust www.tht.org.uk/
Stonewall www.stonewall.org.uk/

Religion, belief or lack of belief

Religious festivals: <https://edu.admin.ox.ac.uk/equality-dates>
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: <https://childcare.admin.ox.ac.uk/nurseries>

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