

RACE EQUALITY SCHEME: Fourth Annual Progress Report (2010-2011)

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1. Introduction

This report outlines progress during 2010-11, highlights key features of the University's continuing race equality work, and provides data on key aspects of the staff and student population of the University. Work on the Race Equality Scheme is overseen by the Race Equality Steering Group (RESG), chaired by the Pro-Vice-Chancellor (Personnel and Equality), and is informed by the Race Equality Working Group (REWG). The Equality and Diversity Unit (EDU) also supports a Race Equality Network (REN) through a regular newsletter and activities.

2. Demonstrating progress

2.1 Promoting equality of opportunity

The RESG supports and guides the work set out in the Race Equality Action Plan¹ to ensure that equality of opportunity is embedded in the policies, practices and procedures of the University.

The specific duties the University aimed to fulfill last year were:

- to assess the impact of policies on ethnic minority students and staff;
- to monitor the recruitment and progress of ethnic minority students and staff; and
- to ensure BME² staff and students were aware of the services and provision available to them.

In addition, the University committed to:

- review and revise the scheme and plan, as appropriate;
- assess and consult on the impact of functions and policies on the promotion of race equality;
- consult stakeholders (i.e. employees, service users and others, including trade unions and students) and take account of relevant information in order to determine the race equality objectives;
- gather and use information on how the University's policies and practices affect race equality in the workforce and in the delivery of services;
- publish the results of assessments, consultations, and monitoring for any adverse impact on the promotion of race equality;
- train staff on issues relevant to the duty to promote race equality;
- provide support for all staff that are recruited for all posts.

2.2 Promoting awareness

Race Equality Communications Plan

The communications plan seeks to raise awareness of and publicise race equality initiatives across the collegiate University. It sets out the activity planned for the 2010-2011 academic year, and is designed to complement the ongoing communications activity carried out by the

¹ The Race Equality Action Plan may be found at <http://www.admin.ox.ac.uk/eop/race/actionplan/>.

² Indicates members of the following ethnicities as identified for UCAS purposes: Bangladeshi, Pakistani, Indian, Indian other, Chinese, Asian other, Black African, Black Caribbean, other Black background, White and Asian mixed, White and African Caribbean mixed, other mixed background and other ethnic background. "BME" is used inclusively regardless of nationality, "home BME" refers to those individuals whose origin is classified as "Home or EU".

Equality Advisor (Race, Religion and Belief), such as the Race Equality Network mailing and the Race Equality website. Full details of the plan can viewed here:

<http://www.admin.ox.ac.uk/eop/race/>.

Race Equality Conference

The Equality Advisor (Race, Religion and Belief) and the REWG organised a conference, "Race Equality in Higher Education: Achievements, Future Challenges and Possible Solutions", on 11 March 2011. This was the first time the University had held a conference of this kind. The aims of the conference were to debate the subject of race equality and the challenges facing the Higher Education sector; to raise awareness of race equality and bring people together to develop constructive solutions; to understand the experiences of BME staff and students within Higher Education; and to provide an opportunity to network. The conference was attended by both internal and external staff and students. The keynote speakers, Ms Afua Hirsch (alumna of St Peter's College and Legal Affairs Correspondent at *The Guardian*) and Dr Gurnam Singh (Principal Lecturer in Social Work and National Teaching Fellow from Coventry University), gave stimulating and insightful talks on the current position within UK HEIs. Feedback from the conference can be found here:

<http://www.admin.ox.ac.uk/eop/race/>.

Black History Month

The third University-organised Black History Month was held in October 2010. The EDU worked alongside academic colleagues to deliver a diverse programme of events, which were all open to members of the public, as well as to the collegiate University. For more information see: <http://www.admin.ox.ac.uk/eop/race/bhm/>.

A new building and scholarships for African students

The African Studies Centre continues to grow in its reputation for promoting greater understanding of African issues, as well as the range and profile of the events that it is able to support. On 13 February, the Centre's new home at 13 Bevington Road was officially opened by Kofi Annan, former Secretary General of the United Nations (1997-2006). During the opening, a new scholarship programme was announced to bring students educated in African Universities in Angola, Ghana, Guinea, and Nigeria to study at St Antony's College. These scholarships, sponsored by the ENI Corporation, will be open to students applying to a number of courses in Oxford, including the MSc in African Studies, and thus represent a major boost to the Centre's campaign to create more scholarships to support talented students.

Consultation on religion and belief

Following the multi-faith conference, entitled *Exploration, Understanding and Worship* which took place in 21 April 2010, the EDU launched an on-line consultation on religion and belief. This sought to map current views and practice in the collegiate University. The survey results provide information about the experience and religious needs of staff and students, and will inform future policy-making and practical provision in this area.

BME Early Career Researchers Forum

A joint Oxford Brookes and University of Oxford networking event took place on 7 April 2011 to support DPhil and contract research staff. The aim of the forum was to bring together colleagues from the two universities with their diverse heritage to share experiences and to make and renew contacts. The event attracted over 50 people and is set to continue as an informal support group and research career platform.

Cultural awareness workshops for college equality committees

The EDU has worked with several colleges during the year to provide training, information and guidance on cultural awareness and race equality. Bespoke training has been provided for colleges, and feedback has been very positive and sessions well received.

Review of the Oxford Learning Institute's personal development programmes

The Equality Advisor (Race, Religion and Belief) was seconded for one day a week to the Oxford Learning Institute in MT 2010 to review and develop online and course information on equality and diversity issues.

2.3 Eliminating discrimination

The University takes an integrated approach to training and information about the elimination of discrimination. For staff recruitment there is compulsory online training for all those who chair selection panels and the training includes advice on good practice for race equality. For student recruitment there is compulsory online and face-to-face training for new tutors involved in the admissions process.

To support staff in thinking about diversity within departments, the Oxford Learning Institute runs a course entitled *Managing for Diversity*. This is a half-day seminar intended for those in the University who have responsibility for staffing and who wish to 'make a difference' by raising awareness and working towards greater inclusivity within their department, faculty, or college. Participants are likely to be lead departmental administrators, faculty board or divisional secretaries, heads or deputies of a central service, or their college equivalents.

The University has a policy on the elimination of harassment and bullying, which is supported by a network of around 250 harassment advisors, with an advisor for each college and department. Regular training sessions are provided. An online facility for harassment advisors to log harassment cases is now available, which will enable the University to monitor harassment more effectively.

2.4 Community engagement

Within the University there are a number of initiatives to engage BME communities both internally and externally.

The university museums

The remit of the cross-museum Community Education Officer, appointed in August 2005, is to increase access to Oxford University's museums for adult, non-traditional users. She has successfully engaged with BME communities through targeting groups that support adult learners, including those learning English as a second language by working with the Community English School. Community-specific resources have also been produced for follow-up visits to the museums. For more information see:

<http://www.museums.ox.ac.uk/community>

Museums Diversity working group

In the summer of 2009, the Museum, Libraries and Archives Council funded the Museum Association to support workforce diversity initiatives in museums in receipt of Renaissance funding. In Oxford this support took the form of an external consultant joining a working group drawn from the Museums, the Equality and Diversity Unit, Personnel Services, and the Oxford Learning Institute, to look at a new approach to diversity training. The training took the form of online sessions, a seminar, and a feedback workshop.

Student Societies

There are a number of student societies working with BME groups, including STAR (Student Action for Refugees), who encourage volunteering with local asylum charities, as well as organising food collections. Jacari (Joint Action Committee Against Racial Intolerance), is a student-led charity providing home teaching for children living in Oxford. Jacari works with children aged between 4 and 16, who have English as a second language and often come from refugee families. University students volunteer to tutor an individual child in English and other subjects as required.

In addition, Oxford has several cultural societies, including an African Caribbean society (ACS) and an Asian society (Majlis), which host a variety of events for all students.

There are also a number of religious societies: Baha'i Society, Catholic Society (Cath Soc), Hindu Society (HumSoc), Islamic Society (ISoc), Jewish Society (JSoc), MuJewz a Muslim and Jewish interfaith society, Oxford Inter-Collegiate Christian Union (OICCU) and Sikh Society (this is not exhaustive) who organise excellent religious, cultural and interfaith events.

3. Monitoring and information gathering

3.1 Undergraduate admissions

Promoting fair access

The collegiate University approved a Common Framework for Undergraduate Admissions in June 2006, covering colleges, departments, and faculties. The framework lays down key principles and procedures for undergraduate access, student recruitment, and admissions. In addition, the University subscribes to the QAA Guidelines on Student Recruitment and Admissions, and all equality legislation is embedded in the undergraduate admissions process. Particular attention has been paid to ensuring that staff involved in admissions interviews are made aware of their responsibilities and demonstrate appropriate cultural sensitivity when preparing and conducting interviews. This raising of awareness has been embedded in the on-line interview training programme provided by the Oxford Learning Institute that is a pre-requisite for all tutors who conduct undergraduate admissions interviews for the first time.

The University's OFFA Agreement for 2012 onwards includes a number of targets that focus on diversifying the student body – in particular, raising the numbers of students from neighbourhoods with low participation in higher education (identified by residential postcode) and suffering socio-economic deprivation.

The Undergraduate Admissions Office has also conducted extensive analysis of applicant attainment and subject choices to better understand the decisions and outcomes in the admissions process for home BME applicants; and to provide appropriate guidance and advice on this to students and their teachers and advisers.

The Access Office runs a number of interventions for young people who are currently under-represented in Higher Education, which includes BME groups. For further information and projects see:

http://www.ox.ac.uk/admissions/undergraduate_courses/working_with_schools_and_colleges/widening_participation_pre16_local_engagement/index.html

In addition, a new residential summer school programme began in summer 2010, thanks to a generous donation from the Heslington Foundation. The programme was open to UK state school students and was free of charge. The aim of UNIQ is to encourage application to

Oxford by applicants selected for their ability from schools or backgrounds that are under-represented amongst those normally applying. Participants in UNIQ are shown in the course of a week what it is like to study here. 507 students attended the first summer school, of whom 108 were BME, 388 white, and 11 declined to specify their ethnicity. 348 of those who attended (68.6%) applied for a place at Oxford, of whom 137 (39%) were successful. Of these successful applicants, 24 were British BME. Success rates for UNIQ participants were thus considerably above average success rates for all applicants. UNIQ played a particular role in increasing the number of BME students admitted to Oxford, with UNIQ providing 7.5% of successful BME applicants as compared with 5% of successful white applicants. For further information on the 2011 UNIQ Summer Schools see:

http://www.ox.ac.uk/admissions/undergraduate_courses/working_with_schools_and_colleges/uniq/new_summer_school.html

Undergraduate admissions data

At undergraduate level, 15.3% of the Oxford student body are BME (data snapshot taken on 1 December 2010). At a national level in 2009/10, 17.5% of (UK domiciled) students studying at universities in the UK were BME.

Oxford received a record number of applications for 2010 entry: 17,144. This was an increase of 12% over the previous year. The overall acceptance rate for 2010, 18.4%, was accordingly lower than for 2009 (21%). Of the 17,144 applicants, 11,566 were classified as home/EU, and a detailed analysis of their ethnicity is shown below in Table 1. There were 9,532 white applicants and 2,034 BME applicants (up by 13.8% and by 11.1% respectively).

The Undergraduate Admissions Office carried out research into national A-Level results and BME applications to Oxford. In 2009, more than 29,000 white students obtained three As or better at A-level (excluding General Studies). Of these, 28.4% applied to Oxford. Nearly 5,800 BME students obtained three As or better at A-level (excluding General Studies) and more than 30% of them applied to Oxford. In the UK, the total number of Black students who obtained three As or better at A-level (excluding General Studies) was 452 students. Almost half of this cohort applied to Oxford.

The University is attracting a higher proportion of AAA applicants from BME backgrounds than the sector as a whole. Of the students who obtained AAA or better at A-level (excluding General Studies) applying through UCAS in 2009, 16.1% came from ethnic minority backgrounds. The proportion of UK students applying to Oxford from BME backgrounds was 17.1% in the same year. This outcome is encouraging in a context in which university subject choice brings some restriction to the number of BME students who apply to Oxford: on average in 2007-9, at least 10% of BME applicants getting AAA or better (excluding General Studies) applied to other universities for courses that Oxford does not offer.

Given the increased numbers of both white and BME applicants for entry in 2010, it is to be expected that the acceptance rates for both groups will be less than in the previous year: the acceptance rate for white applicants was 24.1% (c.f. 27.6% for 2009), and the rate for BME applicants was 15.7% (c.f. 18.4% for 2009). For both the 2010 and the 2009 entries, the success rate amongst home students was lower for BME applicants than for white applicants. The size of this effect was comparable in the two years, the acceptance rate for BME applicants being close to 70% of that for white applicants on both occasions.

The research carried out shows that the success rate of BME applicants is affected by subject choice. BME students apply disproportionately for the most competitive subjects, which contributes to a lower than average success rate for the group as a whole. This can be summarised as follows:

Oxford's three most competitive courses (Economics & Management, Medicine and Maths) account for:

- 17% of all white applicants
- 43% of all BME applicants

In particular, for 2009:

- 28.8% of all Black applicants and 17.2% of all Asian applicants applied for Medicine, as compared with just 7% of all white applicants
- 10.4% of all Black applicants and 16.2% of all Asian applicants applied for Economics & Management, as compared with just 3.6% of white applicants.

It is also worth noting that a high proportion of applicants do not declare their ethnicity as part of the UCAS process (around 33%) which may lead to an under-reporting of the participation by BME students at Oxford.

Table 1: Applications, acceptances and success rate of home students by ethnic origin, 2009 applications (2010 entry)

Ethnicity	Applications	Acceptances	Success rate %
Bangladeshi	53	4	7.5
Chinese	214	27	12.6
Indian	480	78	16.3
Pakistani	208	19	9.1
Other Asian	201	30	14.9
Black Caribbean	40	7	17.5
Black African and other	187	13	7.0
White & Black Caribbean	60	10	16.7
White & Black African	36	9	25.0
White & Asian	310	74	23.9
Other mixed	135	33	24.1
White	9532	2298	24.4
Other	110	15	13.6
Total	11566	2617	22.6
All BME	2034	319	15.7

Source: Undergraduate Admissions Office Statistics

N.B. Acceptance is acceptance by a given college. In most cases, a place was sought and offered for 2010, but a few applications and offers are made with deferral to allow a gap year.

3.2 Graduate admissions

Overall applications for 2010-11 entry were up by almost 15% compared to 2009-10 entry. The overall offer rate fell from 39.4% to 34.1%.

A total of 44.7% of graduate applications came from applicants who declare as BME, including home, EU and overseas students. The offer rate for BME applicants is 24.5%, compared to 41.8% for non-BME students. The overall acceptance rate for BME students is 55.7% compared with the non-BME acceptance rate of 63.2%. The figure for 'unknowns' for current graduate students, when cross-tabulating both ethnicity and nationality is 50%. It is

therefore difficult to draw firm conclusions from this data set; and further analysis is needed to understand patterns of application, including by course: some courses attract more applicants than others.

For graduate admissions data see:

http://www.ox.ac.uk/about_the_university/facts_and_figures/graduate_admissions_statistics/index.html

3.3 Student retention and withdrawal rates

Oxford has one of the lowest drop-out rates in the UK: latest figures from the Higher Education Statistics Agency (HESA) show that only 1.5% of students at Oxford discontinued their course in 2009-10, compared with the national rate of 7.2 %³. 20.6% of all students across the collegiate University were BME, and, of those who dropped out in 2009-10, 25.6% were from BME groups, 60.6 % were white, and 13.8 % were of an unknown ethnicity.

Table 2: Student discontinuation figures 2009-2010

Course Type	Asian	Black	Chinese	Mixed	Not known	Other	White	Total Dropout	Total Registered
UGRAD	5	1	3	9	22	0	84	124	11765
PGRAD_R	14	0	6	5	9	2	52	88	5013
PGRAD_T	19	2	6	4	11	6	54	102	3688
VRO	0	0	0	0	2	0	4	6	461
Total	38	3	15	18	44	8	194	320	20927

Source: Student Data, Management and Analysis Team

3.4 Student Progression

As shown in Table 3a below, 94% of white candidates obtain either a 1 or 2.1 degree classification, compared with 89% of Asian candidates, 78% of Black candidates, 69% of Chinese candidates, and 94% of mixed race candidates. The proportion of BME candidates achieving a 1 or 2:1 (a "good degree") fell from the previous year by 1% for Asian candidates, 6% for Black candidates, 10% for Chinese candidates and 1% for mixed race candidates.

³ Data sourced from

http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1706&Itemid=141 Table G

Table 3a: Degree results Final Honours School (FHS) 2010

Ethnic Origin	Degree Classification (%)								Proportion of total FHS population (%)
	1	2.1	2.2	3	Fail	Pass	P/Ord	UNC	
Asian	28	61	11	0	0	0	0	0	5.2
Black	26	52	22	0	0	0	0	0	1.2
Chinese	30	39	20	8	0	0	1	1	4.6
Mixed	25	69	5	0	0	0	0	1	4.2
Unknown	23	66	8	3	0	0	0	0	21.2
Other	20	75	5	4	0	0	0	0	0.6
White	30	64	5	1	0	0	0	0	63.0
Total	868	1961	215	40	0	1	3	5	

Source: Student Data, Management and Analysis Team

Students from BME backgrounds were awarded a greater proportion of 2.2 and third class degrees, as shown in Table 3b below. As a whole, the proportion of BME students obtaining a 2.2 or lower classification was statistically significantly higher than the proportion of white students (Table 3b). While Oxford degree results show this unexplained gap in degree classification between ethnic groups, this is not as pronounced as that found nationally⁴: research in this area carried out by the Higher Education Academy found the national gap in 2009 to be 18%, i.e. almost twice as high as at Oxford.

A complicating factor is that the proportion of first class degrees awarded varies by academic division, as does the spread of BME candidates. In 2010, 37% of students on courses in MPLS achieved a First, compared to 29% in Medical Sciences, 26% in Humanities, and 21% in Social Sciences. Although students in MPLS were more likely to obtain a First, they were also more likely to be awarded a 2.2 or lower class of degree. BME students are not evenly distributed among the divisions: for example, 39% of Chinese students read subjects within MPLS, compared with only 24% of white students. Additional statistical modelling would be required to determine the true extent of the apparent race gap in academic attainment.

Table 3b: Degree results for white and BME total FHS students percentage (%)

Ethnic Origin	Degree Classification (%)			
	1	2.1	2.2	3
BME*	27	57	13	3
White	30	64	5	1

Source: Student Data, Management and Analysis Team

* Total BME are Asian, Black, Chinese, mixed and other (15.8% of final honours year students)

3.5 Current staff in post data

Staff data are published annually; the figures in Table 4 below are for July 2010. Full statistics can be found here: <http://www.admin.ox.ac.uk/ps/staff/figures/diversity/index.shtml>. Over the period 31 July 2009 to 31 July 2010, the staff headcount increased by 3.4%, from 10,086 to 10,427. The overall proportion of BME academic staff (6.3 %) increased by 0.3% over the previous year, and compares with national figures for academic staff of 6.7%

⁴ Ethnicity, Gender and Degree Attainment Project, Higher Education Academy, 2008

published in the Equality Challenge Unit's statistical analysis report of November 2010. Amongst academic staff, the Social Sciences and Medical Sciences Divisions have the highest proportion of BME staff at 8.4% and 8.2% respectively, while Humanities has the lowest. Further work is needed to understand why this is the case.

Table 4a: BME Academic staff by Division (headcount as at 31.07.10)

Division	No. of academic BME staff	No. of academic staff unknown	Total no. of academic staff	BME staff as a percentage (%)
Humanities	21	77	473	4.4
MPLS	27	100	486	5.6
Medical Sciences	21	42	255	8.2
Social Sciences	33	69	393	8.4
Academic Services	<5	3	20	5.0
Continuing Education	<5	1	17	5.9
Total	104	291	1644	6.3

Source: University of Oxford Personnel Services/OpenDoor

N.B Academic staff are defined as all staff with a staff classification code of AC (teaching and research)

3.6 Staff recruitment data

(Staff recruitment data are collected by means of monitoring forms returned by applicants on a voluntary basis. In 2009, 49% of applicants returned monitoring forms, whereas in 2010 64% returned forms. While this marks an improvement, caution is still necessary when interpreting the results of staff recruitment data, as the data are significantly incomplete. It is to be hoped that the introduction of a new Personnel database (HRIS) and online recruitment will facilitate more comprehensive data collection and improve the accuracy of recruitment data.)

This year BME applications fell by 1% overall, while BME appointments constituted 15% across all divisions. The division with the highest number of BME appointments was MPLS, where 20% of newly-appointed staff were from BME groups, many of whom were research staff from overseas.

In 2009-10, success rates for applicants from each racial group were as follows: white applicants 7% (unchanged from last year); Asian 3% (unchanged from last year), and Black applicants 2% (down by 2%). The profile of new staff for this period was as follows: 80% of new staff were white, 4% Asian, and 3% black.

According to the 2001 Census, the overall BME population was 7.9% of the total population of the United Kingdom. The projected figures for England (only) in 2007 were estimated at 11.8%. More information can be found here:

<http://www.statistics.gov.uk/statbase/product.asp?vlnk=14238>

In terms of the local community, from the 2001 Census, the total BME population for Oxford was 13.0%, projected figures for 2007 were estimated to be 17.2%. More detailed figures can be found here:

http://www.oxford.gov.uk/Direct/2_Population%20by%20ethnic%20group%202007.pdf

Academic-related and support roles are recruited both locally and nationally, while academic and research positions are recruited both nationally and internationally, making assessment of proportionate recruitment difficult to judge. The divisions now include positive action

statements in all university advertisements for academic posts. The chairs of recruitment panels must also undertake the Oxford Learning Institute's online course on recruitment and selection. However, the recruitment data above suggest that more work should be undertaken to attract BME residents in the City of Oxford to apply for appropriate posts at the University.

3.7 Staff progression

Table 4b shows the percentage of staff who were re-graded in post, or succeeded in applying for another post at a higher grade within the University between 1 August 2009 and 31 July 2010. 8,690 staff employed on 31 July 2009 were also still employed on 31 July 2010; of these 512 had risen to a higher grade during the period. This is only one measure of staff progression and does not take into account staff that may have moved sideways into other roles or research areas in order to progress their careers.

The data in table 4b have been presented by grade group and ethnicity for the 512 people that have risen to a higher grade. Variation in the percentage of staff who moved to a higher grade can be observed between grade groups: 11% of support staff moved to roles of a higher grade, compared with 6% of academic-related staff, 4% of research staff, and 1% of academic staff. This probably reflects the relative availability of suitable positions at higher grades and the fact that research roles are more likely to be of a fixed-term duration, for a specific research project, which may mean that staff in this group are less likely to move within Oxford to roles of a higher grade. These staff often move to other research roles within other universities in the UK and worldwide as part of their pattern of career progression.

Overall, there is no difference between the percentage of BME staff and the percentage of white staff that moved to a higher grade (both 6 %).

Table 4b: Career progression by grade group and ethnicity 1 August 2009 to 31 July 2010

Grade Group (as at 31/07/09)	Percentage (%) of staff who moved to a higher grade (between 31/07/09 and 31/07/10)			
	BME	White	Unknown	Total
Academic	0	1	1	1
Research	3	4	4	4
Academic-related staff (grades 6 and above)	6	6	5	6
Support Staff (grades 1 - 5)	12	11	9	11
All grade promotions	6	6	5	6

Source: University of Oxford Personnel Services/OpenDoor

4.0 Continuation and development of the RES

Membership of the RES Steering Group includes a cross-section of the collegiate university's staff and students. It is chaired by Dr Stephen Goss (Pro-Vice-Chancellor (Personnel and Equality)) with the Head of Equality and Diversity as Secretary and the Race Equality Adviser in attendance.

Following changes to equalities legislation, the University will be reviewing the Race Equality Scheme and Steering group during 2011/12, alongside the other equality schemes.

2011 Membership

Dr. Stephen Goss	Chair and Pro-Vice-Chancellor (Personnel and Equality)
Trudy Coe	Head of the EDU (Secretary)
Leyla Okhai	Equality Advisor (Race, Religion and Belief)
Keith Zimmerman	Director of Student Administration and Services
Dr Eva Sansavior	Academic staff member
Dr Patricia Daley	UCU Equality representative
Emma Lewis	Unison Equality representative
Sitara Thobani	Campaign for Racial Equality and Awareness
Se-shauna Wheatle	Graduate representative
Hilary Riseley	Personnel Services
Susannah Wintersgill	Public Affairs Directorate
Ben Hegedus	Chair of the Race Equality Working Group
Nancy Braithwaite	Conference of Colleges
Lucia Nixon	St Hilda's College
Phil Taylor	Oxford University Press