EXETER COLLEGE

EQUALITY REPORT
2020-2021

Published July 2022

FOREWORD BY THE RECTOR

On behalf of the Governing Body of Exeter College, I am delighted to present our Equality Report for 2020-21.

Exeter is the fourth oldest college within the University of Oxford, with its foundations in 1314. Throughout our history we have welcomed staff, students, alumni, friends and visitors from a wide variety of social, cultural and national backgrounds, and embracing this diversity of membership has contributed to our success and has been a core part of making us who we are today.

In the words of our 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 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.

Looking back on the period covered by this report, we started to implement a number of new Equality Objectives, and some of these have already been completed. In particular, I am delighted that we committed to awarding our first Black Academic Futures DPhil scholarship, and we look forward to continuing this scheme in the future. More broadly, we reverted to the 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) in September 2021 after the pandemic, and we continued to invest in our student hardship funds, among many other things.

I am also very pleased that we saw further progress in the diversity of our undergraduate admissions, with the following table showing our steady improvement in all areas over a period of time:

Measure	2015	2016	2017	2018	2019	2020	2021
State School	39.4%	56.4%	51.3%	60.0%	57.5%	61.0%	62.2%
BAME	11.1%	11.5%	17.3%	13.6%	16.0%	29.5%	19.5%
ACORN	1.4%	11.4%	5.1%	8.2%	9.2%	19.8%	14.5%
POLAR	8.6%	11.4%	11.7%	4.9%	9.2%	14.3%	17.1%

With regard to our staff, we saw a significant decrease in our Gender Pay Gap when compared with the previous year, and we introduced a new all-staff survey to gather data about gender and ethnicity (in order to improve our baseline data). We also implemented a new Homeworking policy for our professional and support staff, to provide greater flexibility in working practices, and we continued to support our staff through the Covid-19 pandemic (including furloughing staff on full pay, and avoiding any compulsory redundancies).

This is, 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 an inclusive learning, research and work environment for everyone, so that everyone has a fair and equal opportunity to fulfil their potential within the unique context of living, studying and working at Exeter College.

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

Contents

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 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:

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[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.

a. Tackling prejudice; and

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 2020-2021 academic year (i.e. 1 October 2020 to 30 September 2021), 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 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 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 2020-21, 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 scholarship has been awarded, for a student to begin in Michaelmas Term 2022, and it is hoped that another will be added in the following academic year. 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.**

The target date for implementing this objective was 30 June 2021; however, the College reviewed this in the light of the Covid-19 pandemic, and agreed that it would not be appropriate to conduct a survey in June 2021 because not all staff had returned to work.

The College has now identified a provider and will be running its first annual employee engagement survey in June 2022. This survey will include a number of questions relating to staff experiences of equality, diversity and inclusion during their employment at the College.

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; accordingly, this falls outside the period covered by this report, and progress will be reported in the 2021-22 report.

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; accordingly, this falls outside the period covered by this report, and progress will be reported in the 2021-22 report.

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.**

The target date for implementing this objective falls outside the period covered by this report. However, we are pleased to note that the College circulated all staff in October 2021 to provide information about Black History month events running in the University of Oxford. Posters and other information were provided on departmental noticeboards. The College has therefore made significant progress in this objective, and 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

The Covid-19 pandemic continued to affect the operation of the College during the period covered by this report. However, the College sought to ensure that aspects of equality and diversity were proactively considered in its response to the pandemic. Examples of mitigation measures taken prior to 30 September 2021 include:

a. Continuing to pay all employees at their full normal rate of pay whilst they were on furlough;

b. Continuing to pay staff with caring and home-schooling responsibilities their full usual rate of pay regardless of actual hours worked, and offering flexibility about working hours to accommodate caring commitments;

c. Permitting some staff to park in College, to minimise the need for them to use public transport;

d. Conducting online recruitment interviews, to enable candidates to participate more easily during periods of lockdown; and

e. Implementing a new Homeworking Policy, in June 2021, to facilitate flexibility in working practices.

In addition, the College undertook the following non-Covid-19 related activities to promote equality, diversity and inclusion within its workforce:

a. Designed and implemented a new survey to improve baseline data relating to the gender and ethnicity of its staff (as proposed in the 'Looking Forward' section of last year's report). Overall, 47% of staff participated in the survey, and more information is provided in Section B below.

b. Published an annual Gender Pay Gap Report. Data for April 2021 showed that the College's mean gender pay gap had decreased from 20% to 16%, and that the median gender pay gap had decreased from 26% to 9%. Full details are provided in the Gender Pay Gap report published on the College website.

c. 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;

d. Continued its *Legacies of Slavery* project to determine whether the College may have profited from the proceeds of slave-ownership and coerced labour;

e. Continued to provide practical support and guidance to European staff who wished to apply for Settled Status;

f. Continued to pay at, or above, the Living Wage Foundation rate for all permanent domestic and support staff;

g. 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;

h. Continued to fund three college-sponsored nursery places, and to make these available to both academic and non-academic staff; and

i. 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 Harassment[2], and a section on dealing with harassment is included within our equality, diversity and inclusion training.

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[2] https://www.exeter.ox.ac.uk/governance/

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 2020-21:

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 had been delivered through a mixture of online and face-to-face provision in September 2020 (because of the restrictions of the coronavirus pandemic), but reverted to an in-person provision in September 2021;

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. Continued to offer halal and kosher meals for those who request them, and sought to accommodate special dietary requirements wherever possible;

f. Continued to provide a number of dinners and social events (online and in-person) to celebrate specific religious or national festivals (e.g. Diwali, Passover, Chinese New Year, Thanksgiving, Christmas, Lent);

g. 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;

h. 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;

i. Continued to support a number of students by providing accessible accommodation;

j. 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;

k. Continued to provide a Welfare Dean to act as a strategic lead for student welfare;

l. 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;

m. Continued to support social groups at a University & Collegiate level;

n. 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

o. 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 2020-21, the College aimed to help mitigate the impact of the coronavirus pandemic on the experience of students by:

p. Surveying students about their access to online teaching and learning from home, and sharing any issues raised with relevant academic staff;

q. Providing grants to assist with the purchase of IT equipment that would help students to continue or improve their studies remotely;

r. Always giving students (and academic staff) the option of requesting online teaching in place of face-to-face teaching, with no further reasons being requested;

s. Assisting students with applications to the COVID-19 Hardship Fund;

t. Contributing funds as required to the COVID-19 Scholarship Extension Fund (CSEF), in order to support postgraduate research students (who had previously received College scholarships) financially, so that they could complete their studies;

u. Increasing the availability of accommodation throughout the Easter and Summer vacations, to assist students who could not travel home then for any reason, and repurposing Vacation Study Grants so that more students could apply for funding if they faced unexpected additional rent charges;

v. Providing practical support and catering to those students who were self-isolating in College accommodation, both in and out of term time; and

w. 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 at 31 July 2021, women represented 37% of those Fellows who are part of the Governing Body (19 out of 52 Fellows), which is the same percentage as the previous year.

Committees

The gender balance of the College's committees varies from committee to committee, but overall women comprised 31% of the committee memberships on 31 July 2021.

Senior management

Of the 13 senior managers (those who are heads of department appointed at grade 7 or above) in post at 31 July 2021, 44% were female.

This remains consistent with the proportion of female senior managers in the previous years (46% in 2019/20 and 2018-19, 47% in 2017-18, 46% in 2016-17 and in 2015-16, and 50% in 2014-15), although it is slightly lower than the percentage of female senior managers reported within the Higher Education sector as a whole (54%)[3].

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[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 2020-21 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 2020-21 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. There were no cases to report in the academic year 2020/2021.

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 2020-21 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. Many of the College's next steps will therefore focus on progressing the implementation of these objectives, including:

- 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).

- 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 survey of employee gender and ethnicity each year, to keep improving our baseline demographic data.

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 seek to return to offering in-person equality, diversity and inclusion training for all staff, with a particular focus on delivering training on a rolling basis to staff who have not yet received it due to the Covid-19 pandemic (and, subsequently, to new starters).

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 2020-21 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 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: (formerly Equality Challenge Unit)
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 2021, women comprised:

- 45% of academic teaching staff employed by the College (compared with 38% in 2020, 36% in 2019, 43% in 2018 and 2017, and 33% in 2016).

- 61% of support staff employed by the College (compared with 63% in 2020, 62% in 2019, 60% in 2018, 64% in 2017, and 59% in 2016).

- 57% of all staff employed by the College, (compared with 55% in 2020, 54% in 2019, 55% in 2018, 59% in 2017, and 51% in 2016).

Within the University of Oxford, 62% of support staff were female, and 31% of academic staff were female.[4]

In the UK as a whole, women comprised 62% of non-academic staff working in Higher Education, and 47% of academic and research staff combined.[5]

Age

On 31 July 2021, the age demographic of academic and non-academic staff employed at the College was as follows:

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[4] University of Oxford, *Equality Report 2020-21*
[5] HESA, 2020-21

Age demographic of support staff at 31 July 2021

Age band	Count
under 18	0
18-25	2
26-30	12
31-35	20
36-40	12
41-45	15
46-50	15
51-55	14
56-60	10
61-65	7
66+	2
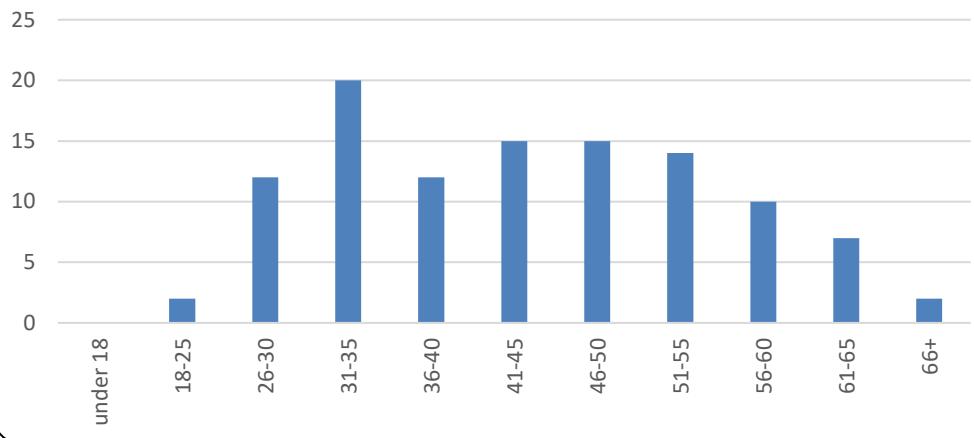
Age demographic of academic staff at 31 July 2021

Age band	Count
under 18	0
18-25	1
26-30	6
31-35	7
36-40	4
41-45	7
46-50	5
51-55	7
56-60	3
61-65	1
66+	1
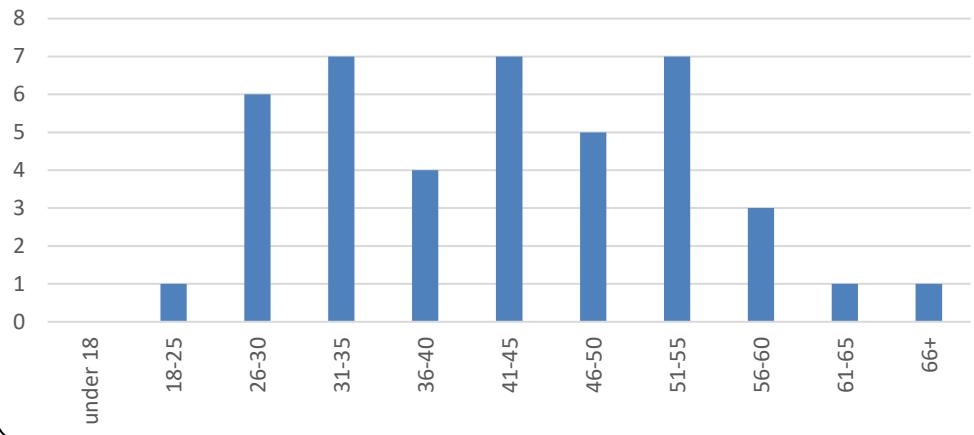
Age demographic of all staff at 31 July 2021

Age band	Count
under 18	0
18-25	3
26-30	18
31-35	27
36-40	16
41-45	22
46-50	20
51-55	21
56-60	13
61-65	8
66+	3
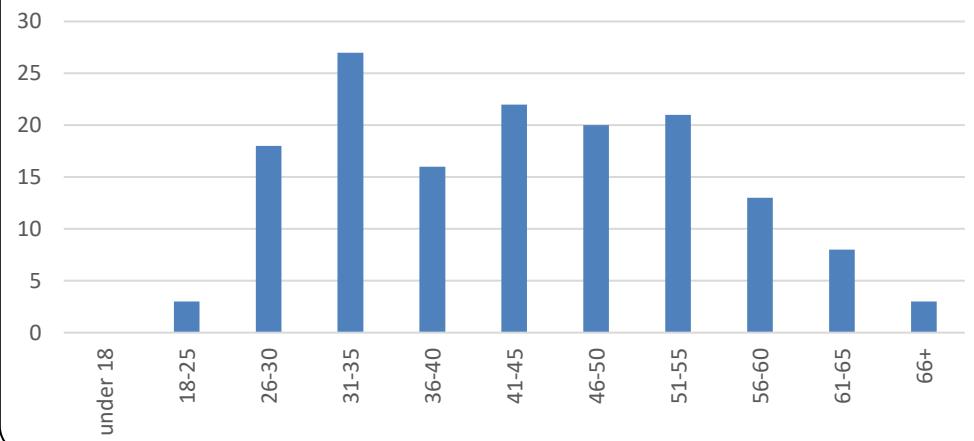
Other protected characteristics

In July 2021, the College asked staff to complete a survey about their gender and ethnicity. Overall, 47% of staff completed the survey *(n=83)*, and the results were as follows:

- Of those who responded, c. 46% identified as a man, and 47% identified as a woman.
- Of those who responded, c. 85.5% identified as being from a White ethnic background.

We will seek to run similar surveys on an annual basis, and will report the data accordingly.

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 42 vacancies in the 2020-21 academic year (i.e. 1 October 2020 to 30 September 2021), of which 26 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 141 Recruitment Monitoring forms from these vacancies, which represents 28% of the total number of applications received (505 applications). This percentage is significantly lower than last year (41%), although the actual number of forms/ applications received was much higher in 2020-21.

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, 100% declared their legal sex. This is consistent with the percentages in previous years (98% in 2019-20, 99% in 2018-19, and 99.5% in 2017-18 and 2016-17).

[n = 141 applicants (combined)]

**Sex split of applicants
2020-21**

**Sex split of applicants (%)
2020-21**
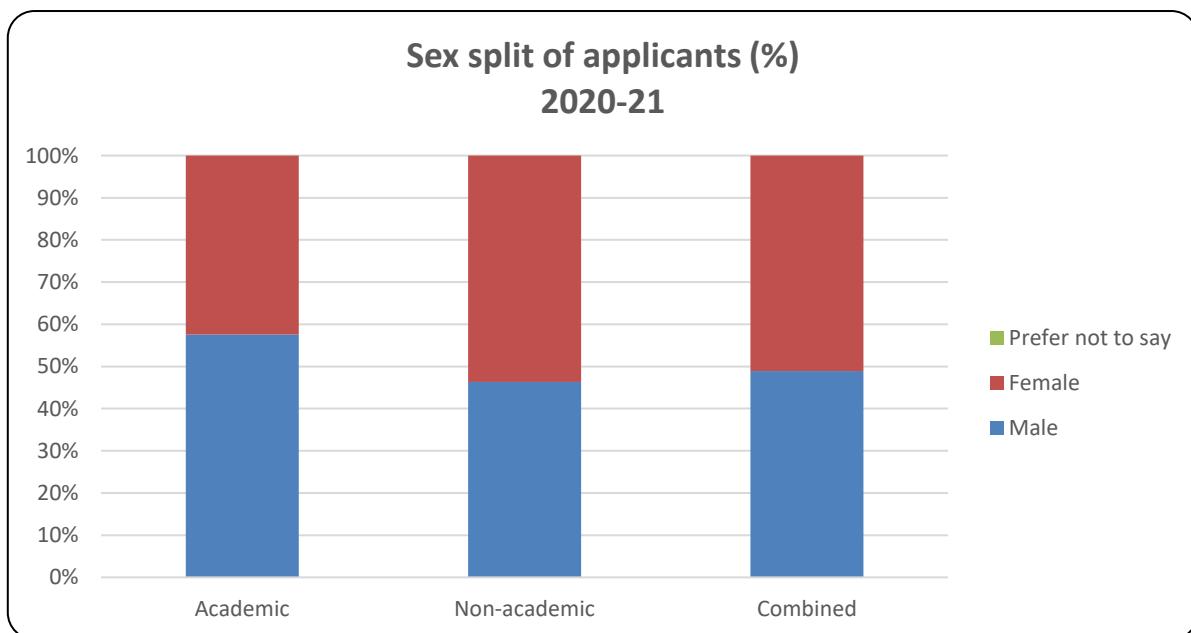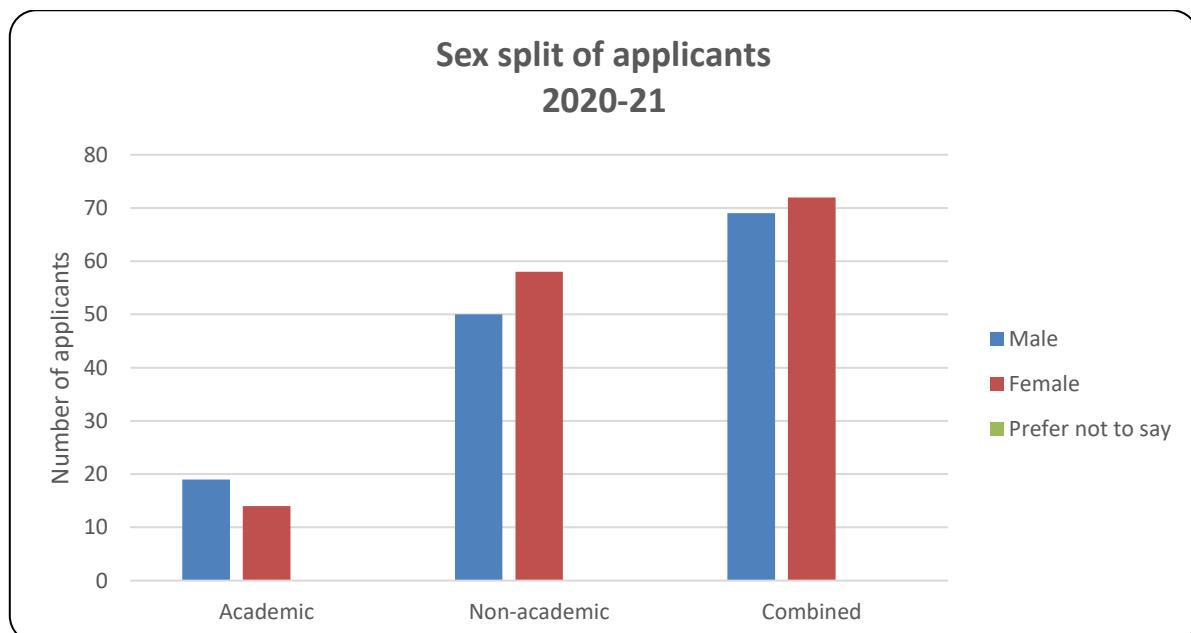
Overall, the College received the same number of applications from females as it did from males. This is a significant difference from last year, when 70% of applicants were female; however, it is more in line with previous years. This change perhaps reflects a return to a more normal recruitment landscape, as the UK began to open up following the Covid-19 pandemic.

Overall, 59% of shortlisted candidates were female *[n=39]*.

We only have data for 5 appointees, and it is therefore not possible to provide meaningful commentary about success rates relative to the overall number of applicants or shortlisted candidates, or to make comparisons with previous years.

Disability

Of those applicants who submitted a Recruitment Monitoring form, 97% declared whether they considered themselves to have a disability[6]. This was approximately the same proportion as in each of the previous five years.

[n = 141 applicants (combined)]

Applicants considering themselves to have a disability (actual) 2020-21

Applicants considering themselves to have a disability (%) 2020-21

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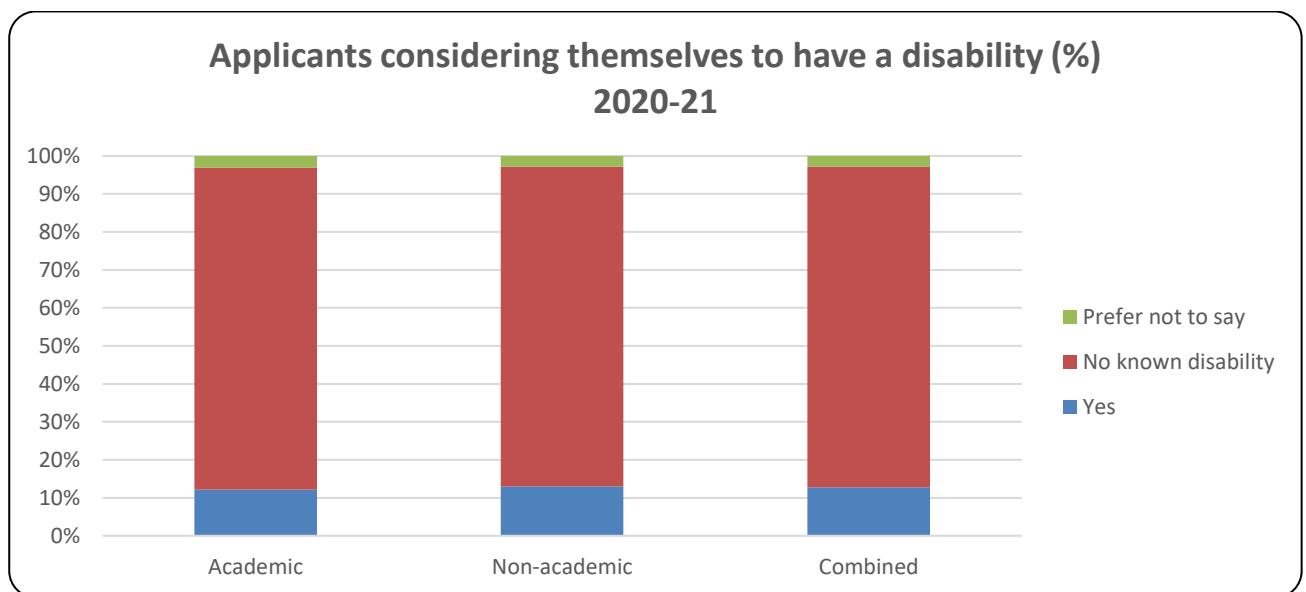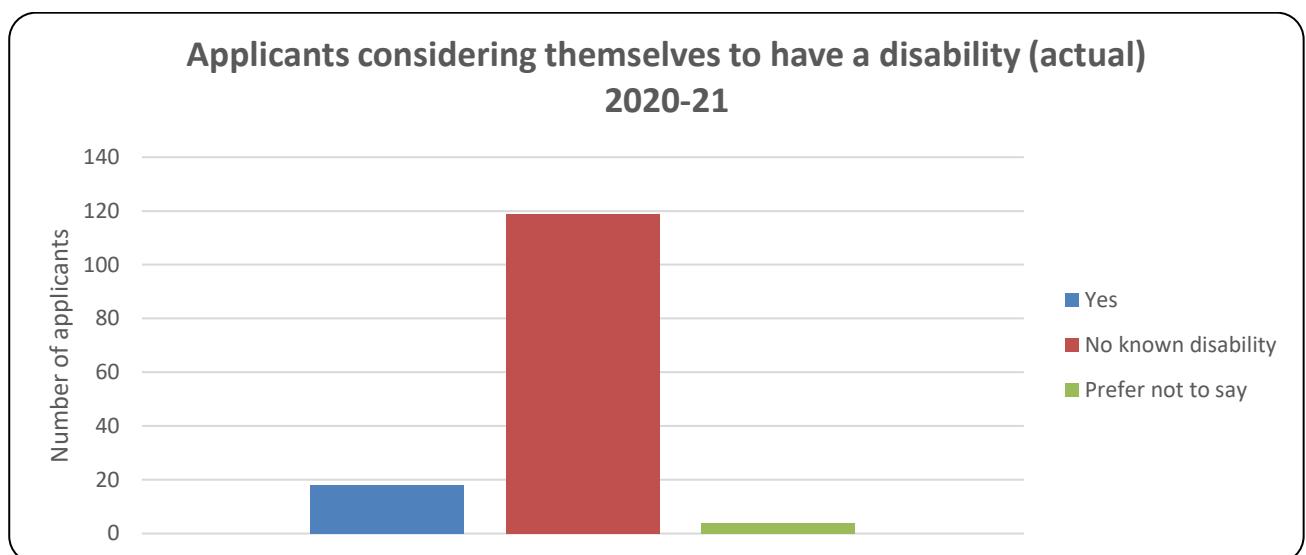
[6] Disability is defined in the Equality Act 2010 as a 'physical or mental impairment which has a substantial and long-term adverse effect on the ability to carry out normal day to day activities'. 'A substantial adverse effect' of an impairment is one which is more than minor or trivial, and the effect 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'.

As can be seen, a significant majority (c. 84%) 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 3% preferred not to disclose this information.

Overall, 10% of shortlisted candidates considered themselves to have a disability *[n=39]*. This is significantly lower than last year (18%), but it is still higher than in 2018-19 (5%).

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 5% of higher education academic staff have disclosed a disability, and 7% of higher education support staff have disclosed a disability.[7]

Age

Of those applicants who submitted a Recruitment Monitoring form, 98% declared their age category. This is broadly the same as in each of the last four years.

[n = 139 applicants (combined)]

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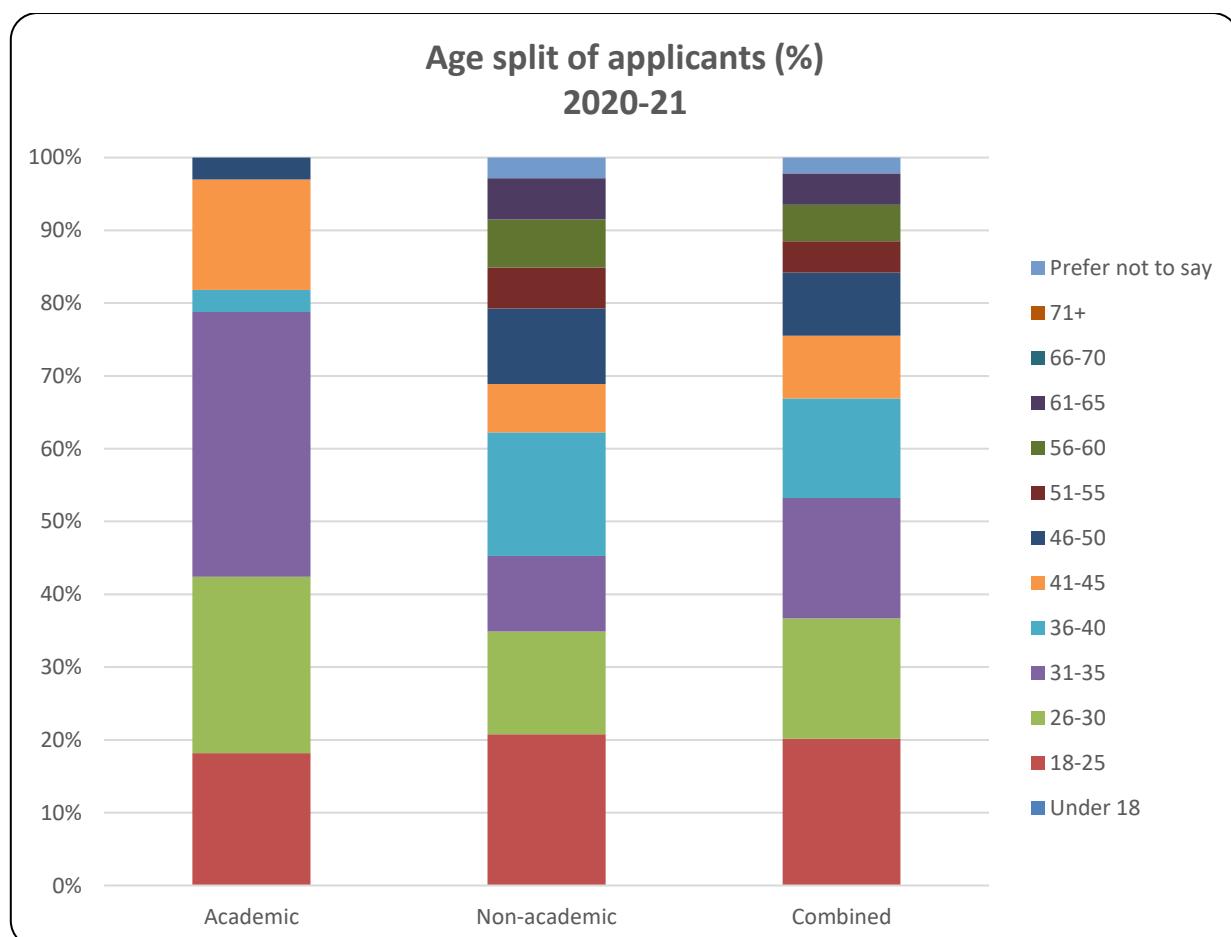
[7] HESA, 2020-21

Age split of applicants (actual) 2020-21
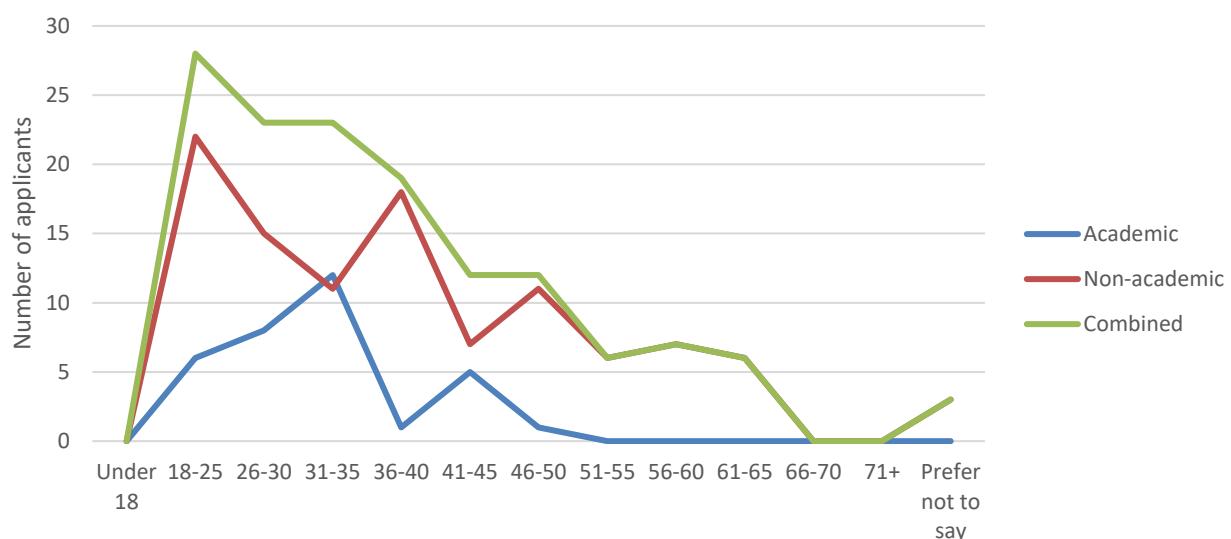
For **academic vacancies**, the highest percentage (61%) of applications came from those in the age bracket 26-35 years of age. This remains consistent with the data from previous years, and - as in previous years - perhaps reflects the number of stipendiary lecturerships and early-career Fellowships that were advertised during the period in question; such roles are, for example, 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 one appointee to an academic post, and so it is not possible to provide meaningful commentary about success rates relative to the overall numbers of applicants and shortlisted candidates.

For **non-academic vacancies**, 45% of applications came from those aged below 35. This is lower than in previous years (e.g. 57% in 2019-20). We only have data for 4 appointees, and so it is not possible to provide meaningful comparison with previous years.

Data relating to the age of applicants and appointees for posts within the University can be found on page 36 of their annual report[8].

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 = 141 applicants (combined)]

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[8] University of Oxford, *Equality Report 2020-21*

Ethnicity of applicants (actual)
2020-21
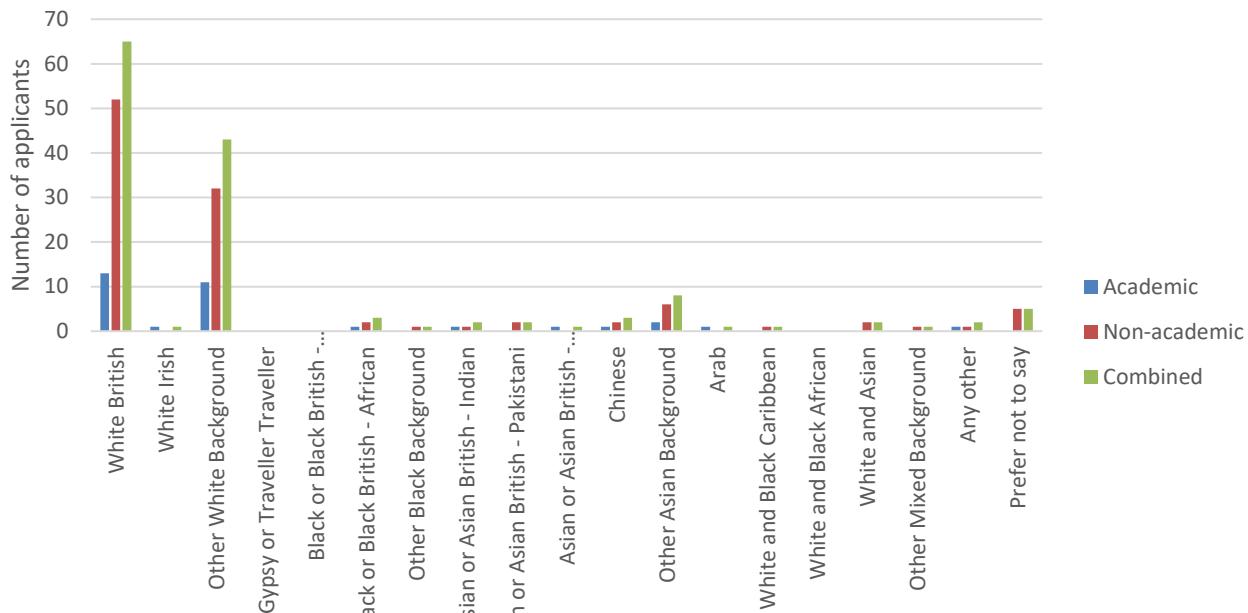
Ethnicity of applicants (%)
2020-21
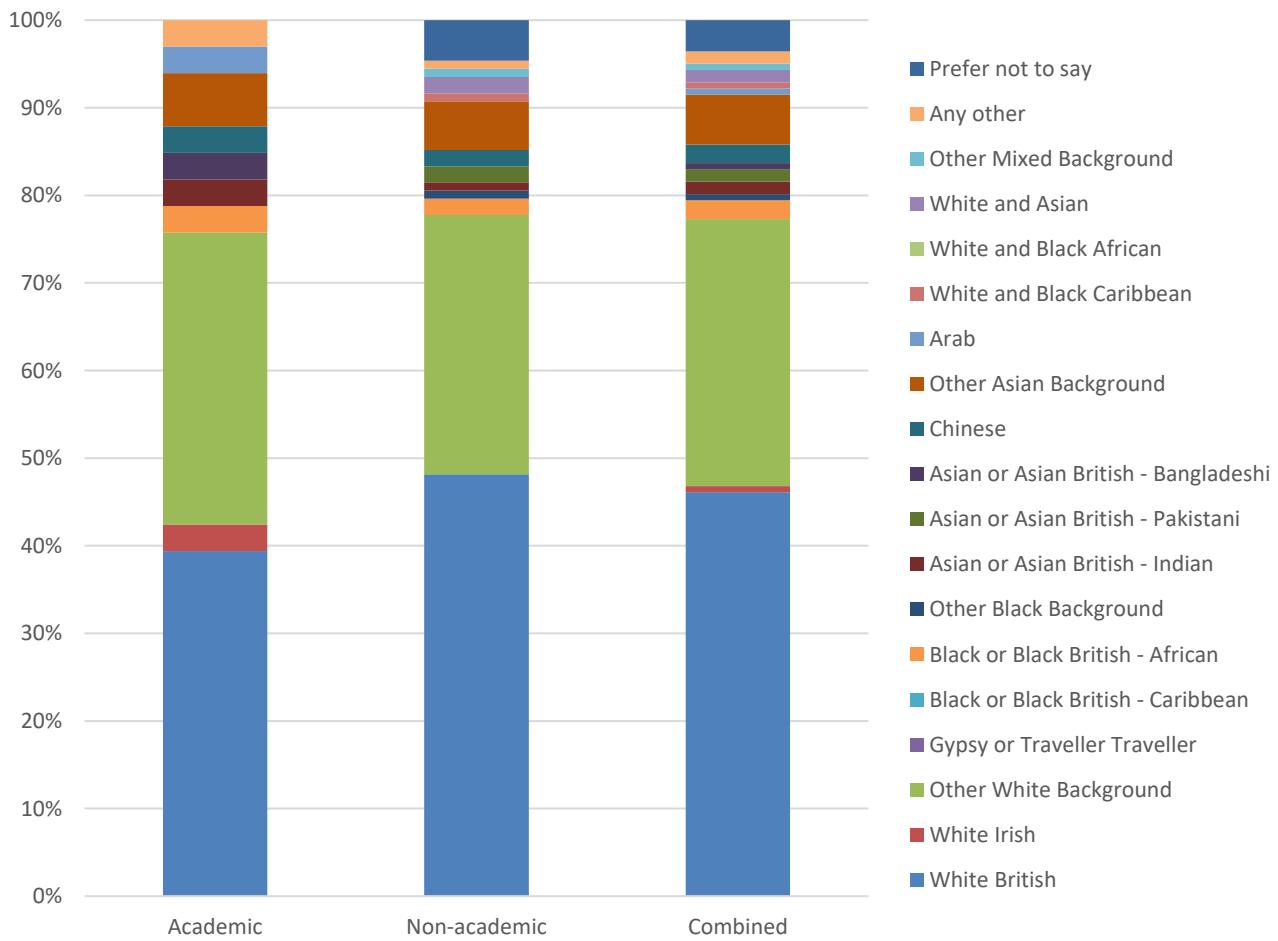
Overall, 77% of applicants were from a white ethnic background. This is broadly the same as in the previous four years. Of the remaining applicants, 19% of applicants identified as black or from a minority ethnic background, and c. 4% of candidates preferred not to provide this information.

Interestingly, this year the percentage of candidates from a white background was approximately the same for both academic and non-academic vacancies. This is significantly different to last year, when candidates from a white background accounted for 61% of academic applicants but 91% of non-academic applicants.

As a whole, 16% of shortlisted candidates identified as black or from a minority ethnic background. This is broadly in line with the overall percentage of applications from BME candidates (19%), meaning that there is no significant drop-off between the application and shortlisting stages.

Approximately 14% of staff within the University of Oxford identified themselves as being from a black or other ethnic minority group in 2020-21[9].

As noted above, 85.5% of Exeter College's current staff are from a white background, according to the responses received in the survey of gender and ethnicity in June 2021.

Sexual Orientation

Of those applicants who submitted a Recruitment Monitoring form, c. 90% declared their sexual orientation. This is slightly higher than last year (83% in 2019-20), but is comparable to the years before that (e.g. 89% in 2018-19).

Sexual orientation therefore remains a personal characteristic about which fewer applicants are willing to disclose information.

[n = 89 applicants (combined)]

Sexual orientation of applicants (actual) 2020-21

Number of applicants (y-axis: 0, 20, 40, 60, 80, 100, 120)

Categories (Academic, Non-academic, Combined): Bisexual, Gay man, Gay woman / lesbian, Heterosexual, Other, Prefer not to say
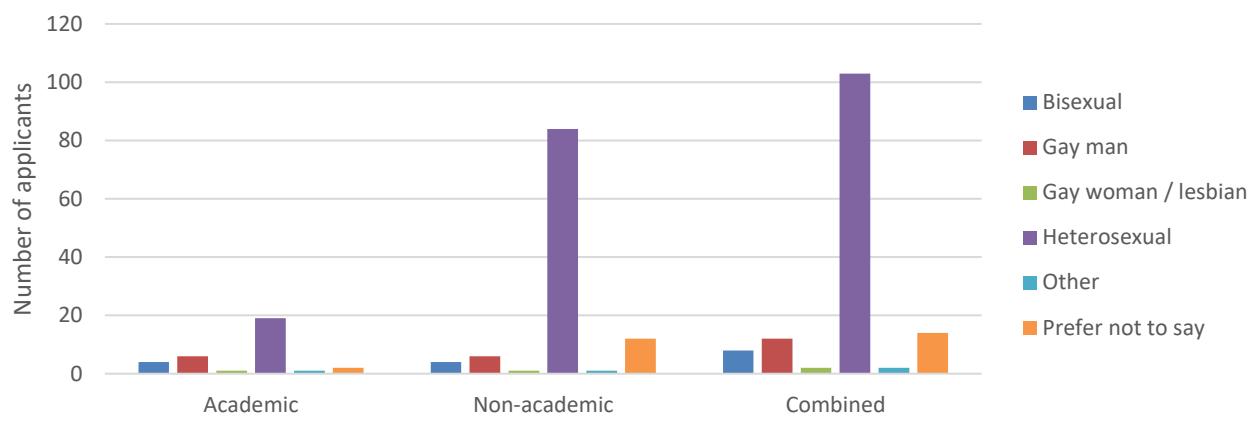
Overall, a significant majority (c. 73%) of applicants identified themselves as being heterosexual. This is broadly the same as in the previous year.

This year, 17% of candidates identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation (LGBTQ+), compared with 10% in 2019-20, 6.8% in 2018-19, 5% in 2017-18 and 8.6% in 2016-17.

Of those candidates who were shortlisted, 21% identified themselves as being gay, lesbian, bisexual or other non-heterosexual orientation, compared with 4.5% in 2019-20 and 9% in 2018-19.

Within the University of Oxford, 8.5% of candidates identified as LGBTQ+ during the period 2019-2021, and 8.0% of shortlisted candidates identified as LGBTQ+ during that period.[10]

Gender reassignment

Of those applicants who submitted a Recruitment Monitoring form, 95% 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 four years.

[n = 141 applicants (combined)]

Gender reassignment - applicants (%) 2020-21

(y-axis: 0%, 20%, 40%, 60%, 80%, 100%)

Categories (Academic, Non-academic, Combined): Prefer not to say, Different gender identity than assigned at birth, Same gender identity as assigned at birth

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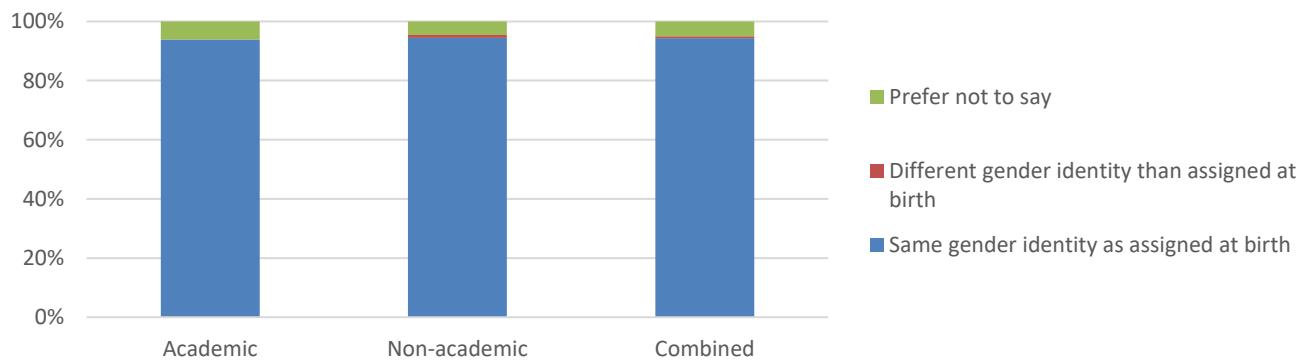
[10] University of Oxford, 2020-21

Gender reassignment - applicants (actual)
2020-21
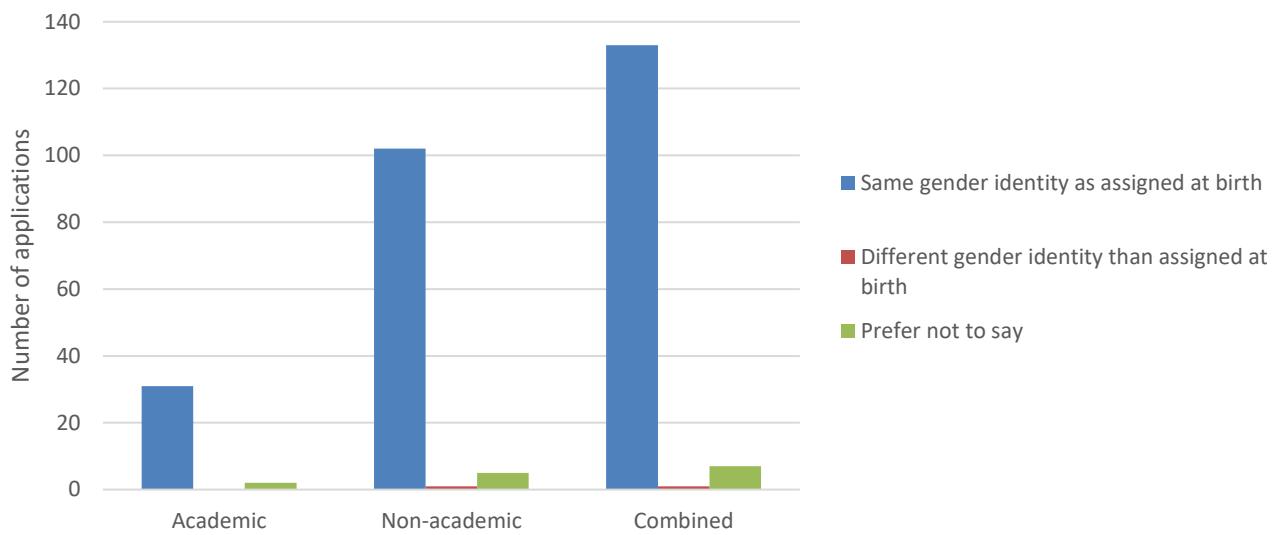
Overall, a significant majority (c. 94%) of applicants identified themselves as having the same gender identity as assigned when they were born. This is broadly similar to previous years.

1% of applicants identified themselves as having a different gender identity to that which was assigned when they were born, and 5% of people preferred not to provide information for this question.

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, 88% declared their religion or belief. This is higher than last year (82% in 2019-20), but is lower than in the years before that (c. 92%).

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 =141 applicants (combined)]

Religion or belief of applicants (%)
2020-21
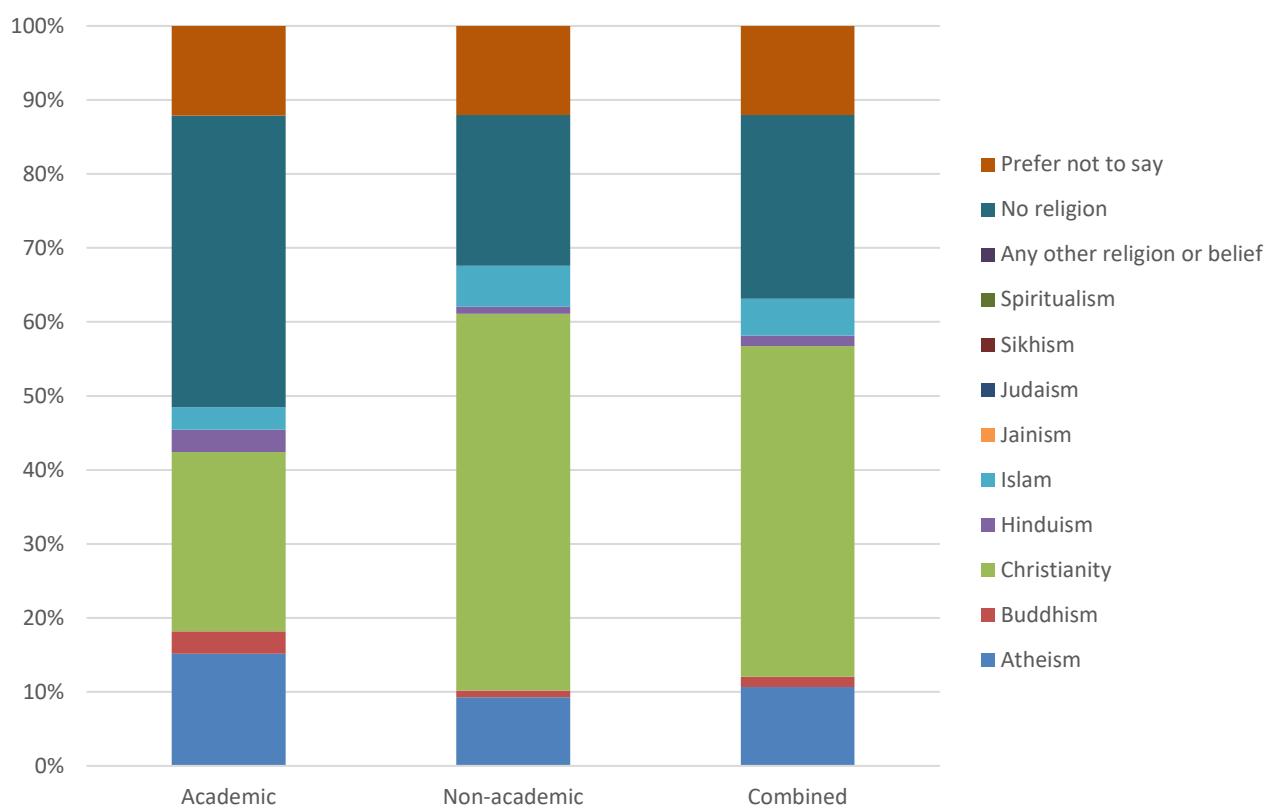
Religion of belief of applicants (actual)
2020-21
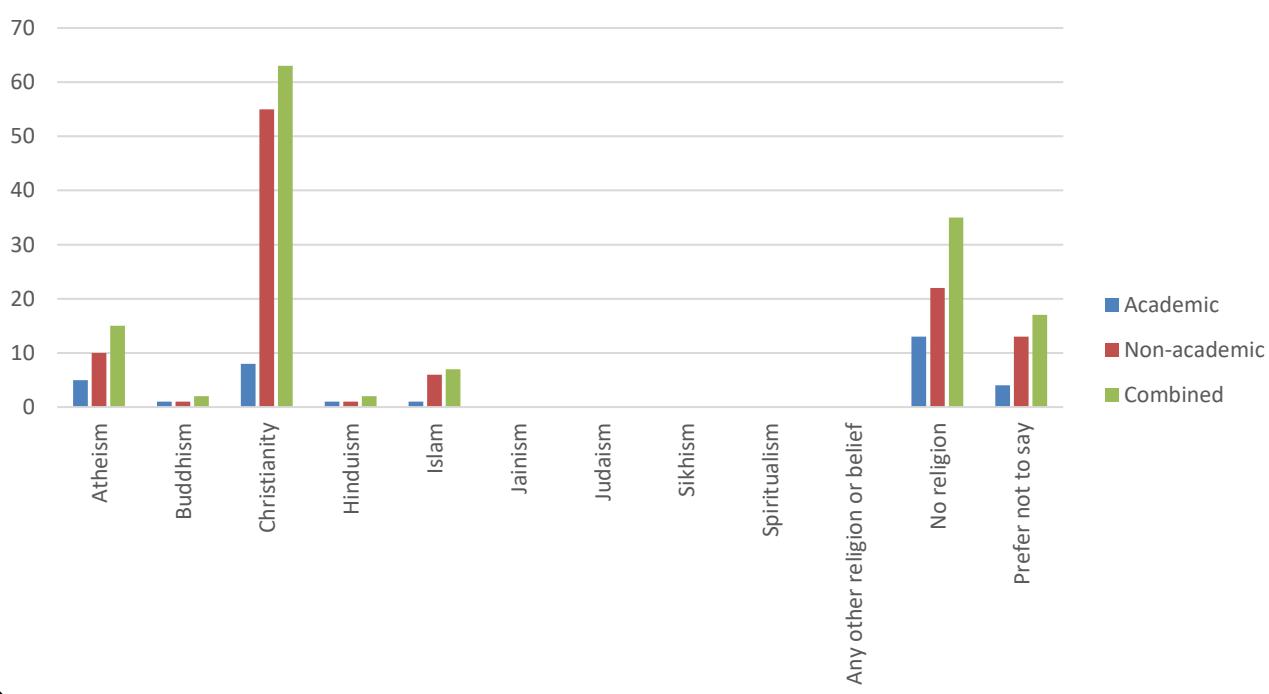
The majority of both academic and non-academic candidates identified themselves as either having a Christian religious belief (45% overall), or as being an atheist/ having no religious belief (35% overall).

This compares with 33% and 42% respectively in 2019-20, 43% and 37% respectively in 2018-19, 52% and 35% respectively in 2017-18, and 45% and 37% respectively in 2016-17.

Overall, 41% of those who were shortlisted identified themselves as having a Christian religious belief, with a further 36% identifying 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 35 of the 2020-21 report:

https://edu.admin.ox.ac.uk/files/universityofoxfordequalityreport2020-21pdf

Marriage and Civil Partnership

Of those applicants who submitted a Recruitment Monitoring form, 96% declared their marital status, and 96% declared their civil partnership status. These are broadly similar percentages to those in the previous five years

[n = 141 applicants (combined)]

Marital status of applicants (actual) 2020-21

Number of applicants

	Married	Not married	Prefer not to say
Academic	5	28	
Non-academic	31	72	5
Combined	36	100	5

Civil Partnership status of applicants (actual) 2020-21

Number of applicants

	Civil Partnership	Not in civil partnership	Prefer not to say
Academic	2	31	
Non-academic	5	97	6
Combined	7	128	6
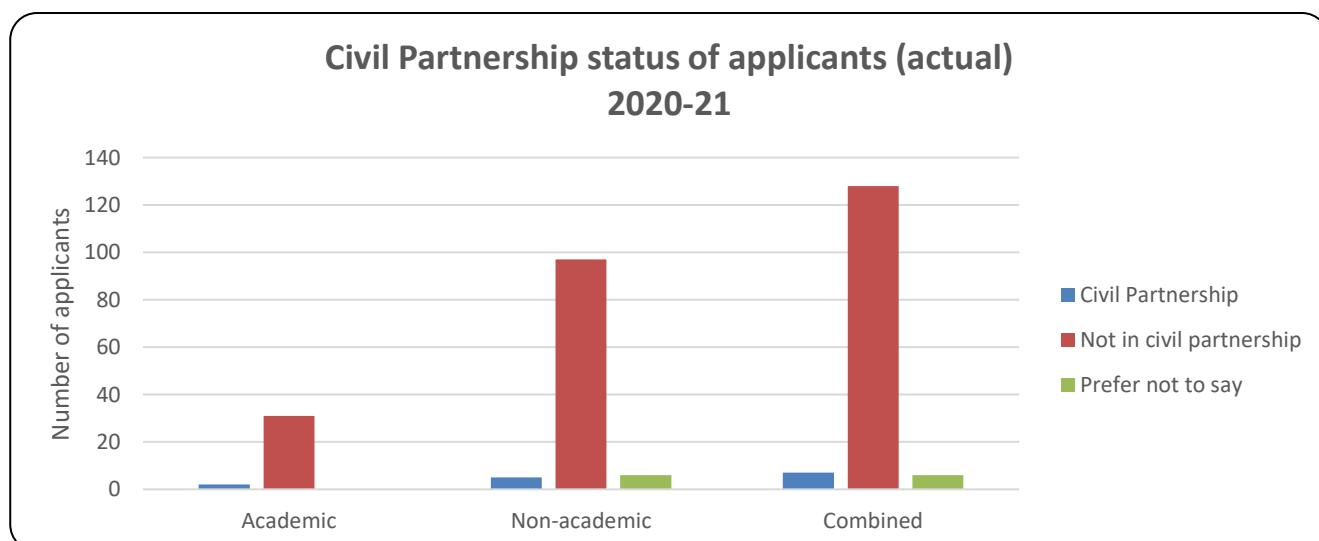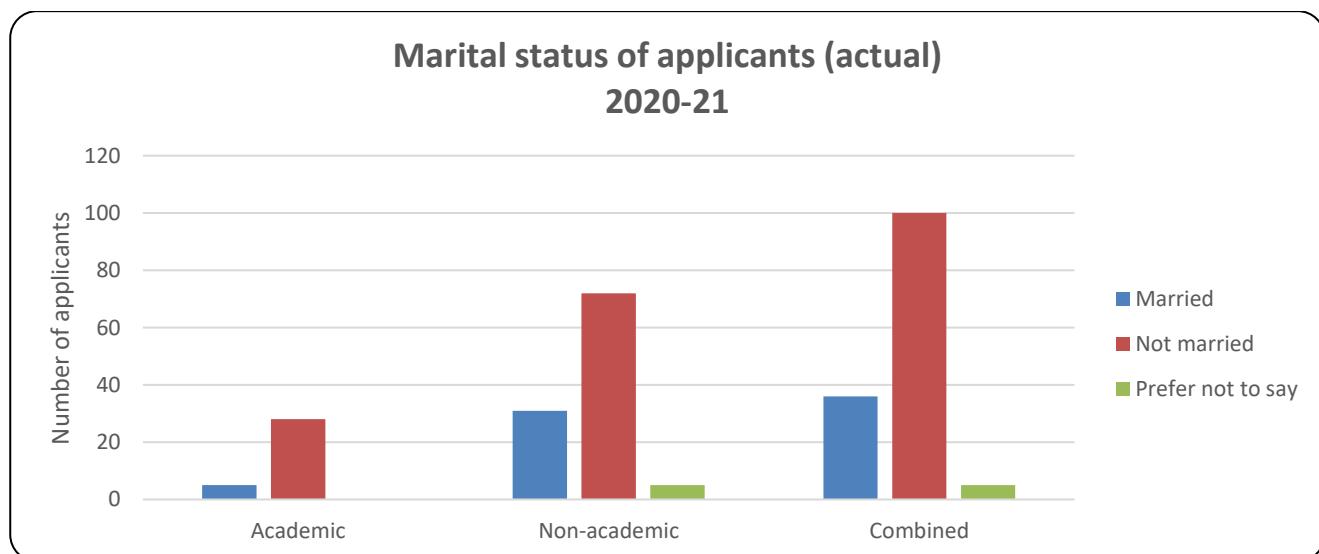
A majority of both academic (85%) and non-academic (67%) applicants were unmarried. This compares with 68% and 74% respectively in 2019-20, 75% and 58% respectively in 2018-19, 70% and 54% respectively in 2017-18, and 65% and 66% respectively in 2016-17.

In total, 26% of applicants were married, whilst 38% of shortlisted candidates were married.

Overall, 6% of academic applicants stated that they were in a civil partnership, and 4.6% of non-academic applicants stated that they were in a civil partnership.

5% of all shortlisted candidates 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 2020-21 academic year.

	Academic	Non-Academic
Sex		
Male	19	50
Female	14	58
Prefer not to say	0	0
Age		
Under 18	0	0
18-25	6	22
26-30	8	15
31-35	12	11
36-40	1	18
41-45	5	7
46-50	1	11
51-55	0	6
56-60	0	7
61-65	0	6
66-70	0	0
71+	0	0
Prefer not to say	0	3
Married		
Yes	5	31
No	28	72
Prefer not to say	0	5
Civil Partnership		
Yes	2	5
No	31	97
Prefer not to say	0	6
Disability		
Yes	4	14
No known disability	28	91
Prefer not to say	1	3

Race/ ethnicity		
White British	13	52
White Irish	1	0
Other White Background	11	32
Gypsy or Traveller	0	0
Black or Black British - Caribbean	0	0
Black or Black British - African	1	2
Other Black Background	0	1
Asian or Asian British - Indian	1	1
Asian or Asian British - Pakistani	0	2
Asian or Asian British - Bangladeshi	1	0
Chinese	1	2
Other Asian Background	2	6
Arab	1	0
White and Black Caribbean	0	1
White and Black African	0	0
White and Asian	0	2
Other Mixed Background	0	1
Any other	1	1
Prefer not to say	0	5
Gender Reassignment		
Same gender identity as at birth	31	102
Different gender identity then at birth	0	1
Prefer not to say	2	5
Sexual Orientation		
Bisexual	4	4
Gay man	6	6
Gay woman / lesbian	1	1
Heterosexual	19	84
Other	1	1
Prefer not to say	2	12
Religion or Belief		
Atheism	5	10
Buddhism	1	1
Christianity	8	55
Hinduism	1	1
Islam	1	6
Jainism	0	0

Judaism	0	0
Sikhism	0	0
Spiritualism	0	0
Any other religion or belief	0	0
No religion	13	22
Prefer not to say	4	13

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 2020/2021, sub-divided by different Award Programme Types:

Table 1:

Award Programme Type	Female (Count)	Female (%)	Male (Count)	Male (%)	Grand Totals
Postgraduate Research	81	40.7%	118	59.3%	199
Postgraduate Taught	63	48.5%	67	51.5%	130
Undergraduate	204	54.5%	170	45.5%	374
Visiting Students	15	55.6%	12	44.4%	27
Grand Total	**363**	**49.7%**	**367**	**50.3%**	**730**

Table 3 (overleaf) shows the (primary) Nationality of students in 2020/2021, 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)	67	34	294	1	396
UK (%)	33.7%	26.2%	78.6%	3.7%	54.2%
Non-UK (Count)	132	96	80	26	334
Non-UK (%)	66.3%	73.8%	21.4%	96.3%	45.8%
Grand Total	**199**	**130**	**374**	**27**	**730**

Table 3:

Nationality	PGR	PGT	UG	VS	Grand Totals
Australia	3	5	2		10
Austria	2				2
Bangladesh			1		1
Belgium		1			1
Brazil	1	4	1		6
Bulgaria	1				1
Burma (Myanmar)	2				2
Canada	3	2			5
China	24	13	22	1	60
Colombia	1	1			2
Cyprus (European Union)		1			1
Czech Republic		1			1
Denmark		1	1		2
El Salvador				1	1
France	6	1	4	1	12
Germany	12	5	1		18
Ghana	1	3			4
Greece	1				1
Hong Kong (SAR)	1	1	2		4
Hungary			1		1
India	15	6	2		23
Indonesia	6	4	1		11
Ireland	1		2		3
Israel		4			4
Italy	7	2	3		12
Japan	1				1
Jersey	1				1
Jordan	2				2
Kazakhstan	1				1
Kenya			1		1
Korea, Republic of (South)	2		2	1	5
Latvia			1		1
Lebanon	1				1
Liberia		1			1
Lithuania	1	1	1		3
Malaysia	1		1		2
Mexico	1				1
Netherlands	3	1	2		6
New Zealand		1	2		3
Nigeria		1			1
Norway		1			1
Pakistan	1				1
Palestinian Territories		1			1
Peru		2		1	3
Philippines	1				1

Poland	2		5		7
Portugal		1			1
Romania			1		1
Russia (Russian Federation)	1	2			3
Rwanda				1	1
Singapore	2	2	9		13
Slovakia	2	2			4
Somalia			1		1
South Africa	3	1	1		5
Spain	2		1		3
Sri Lanka	1				1
Sweden			1		1
Switzerland	4		1		5
Taiwan	1	1	1		3
Tonga		1			1
Turkey		1			1
Uganda	1				1
Ukraine		1			1
United Kingdom	67	34	294	1	396
United States of America	9	20	5	20	54
Venezuela	1				1
Vietnam			1		1
Grand Total	**199**	**130**	**374**	**27**	**730**

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**

Table 4, overleaf, shows the ranking of the College, amongst all of the colleges of the University, for applicants over the period from 2015 to 2021. (1 is high on this measure, and 29 is bottom.)

This data is subsequently shown graphically for each measure.

Table 4

Ranking	2015	2016	2017	2018	2019	2020	2021
BAME Applications	28	28	27	26	29	29	27
BAME Offers	27	23	19	25	24	2	25
BAME Accepts	26	23	18	26	24	3	26
State School Applications	27	28	29	25	29	29	27
State School Offers	28	21	24	14	22	24	21
State School Accepts	28	20	24	12	21	24	21
ACORN Applications	15	16	26	24	29	29	29
ACORN Offers	29	6	29	24	24	3	19
ACORN Accepts	29	4	28	26	23	5	20
POLAR Applications	22	21	29	28	26	29	28
POLAR Offers	12	13	15	28	25	13	12
POLAR Accepts	24	14	19	29	24	17	20

Exeter Ranking amongst Oxford Colleges - BAME admissions
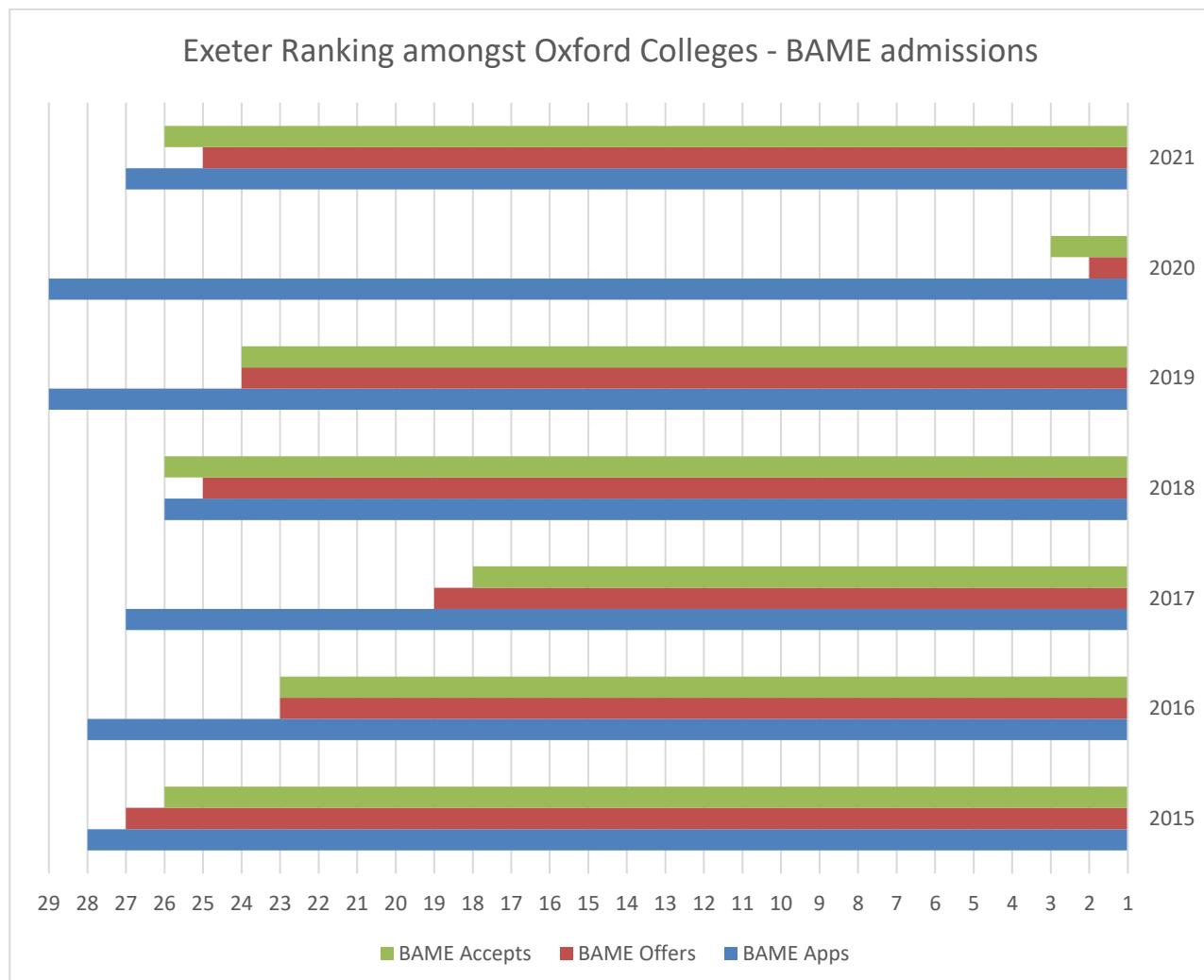
Exeter Ranking amongst Oxford Colleges - State School admissions

Legend: State School Accepts, State School Offers, State School Apps

Years shown: 2021, 2020, 2019, 2018, 2017, 2016, 2015

X-axis: 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1
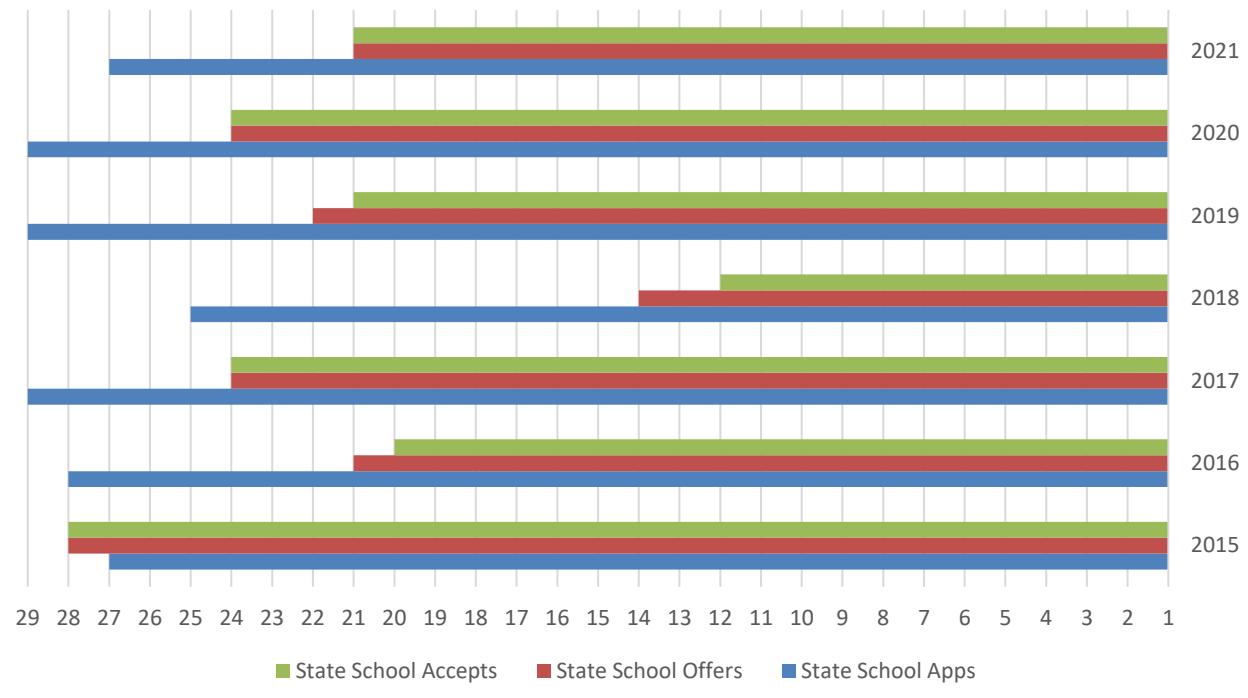
Exeter Ranking amongst Oxford Colleges - ACORN admissions

Legend: ACORN Accepts, ACORN Offers, ACORN Apps

Years shown: 2021, 2020, 2019, 2018, 2017, 2016, 2015

X-axis: 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Exeter Ranking amongst Oxford Colleges - POLAR admissions

POLAR Accepts   POLAR Offers   POLAR Apps
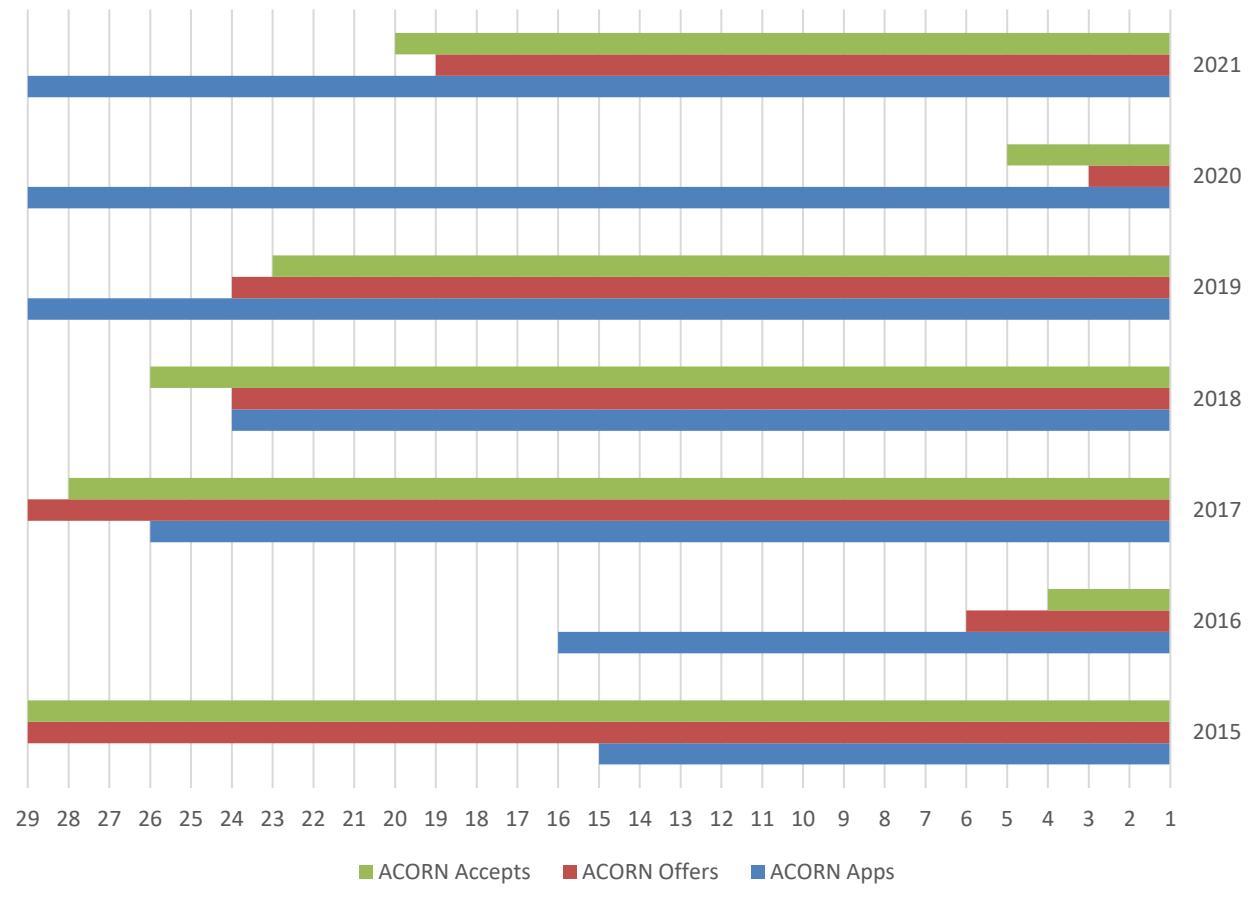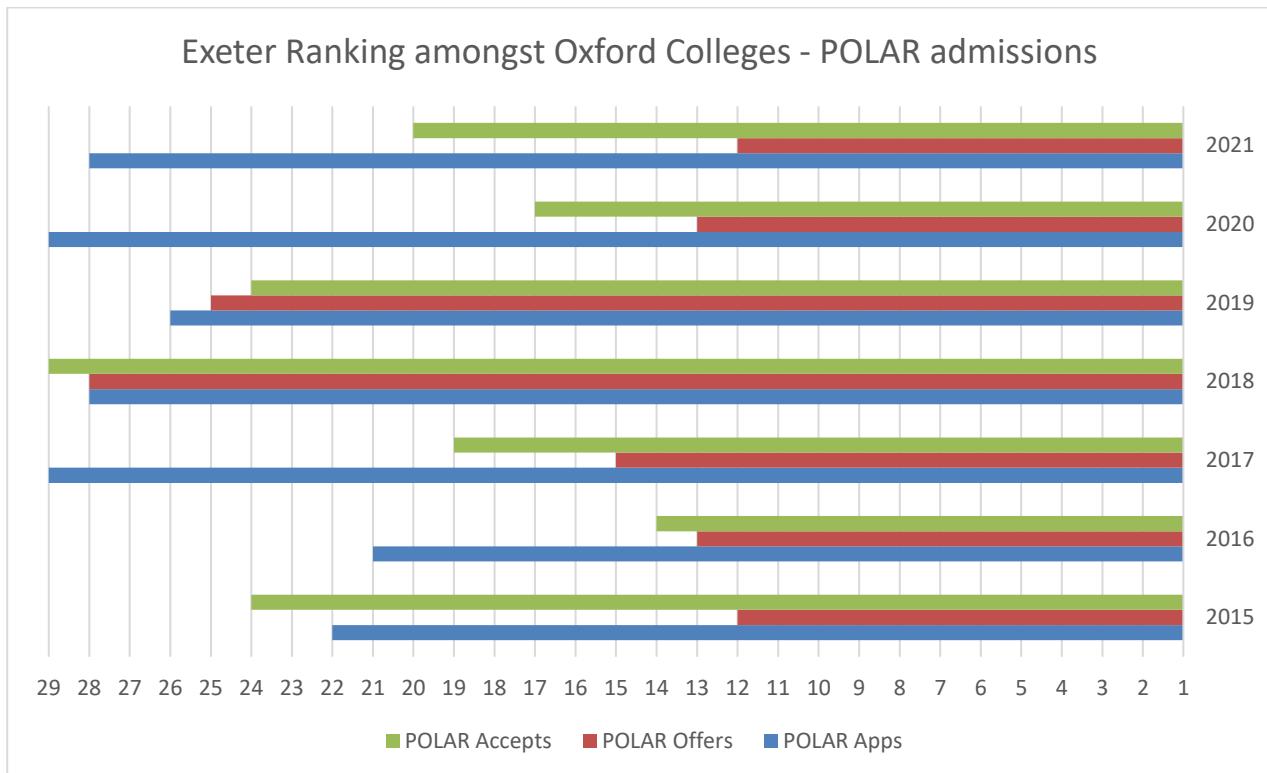
Table 5, below, shows the percentage of students in these categories actually admitted for study at the College in each year from 2015 to 2021. The data, which demonstrates overall steady progress in all areas across that time period, is also shown graphically below.

Table 5

Measure	2015	2016	2017	2018	2019	2020	2021
State School	39.4%	56.4%	51.3%	60.0%	57.5%	61.0%	62.2%
BAME	11.1%	11.5%	17.3%	13.6%	16.0%	29.5%	19.5%
ACORN	1.4%	11.4%	5.1%	8.2%	9.2%	19.8%	14.5%
POLAR	8.6%	11.4%	11.7%	4.9%	9.2%	14.3%	17.1%

Exeter College Percentage Admitted in Each Category

University 2021 Entry
State School 70%
BAME 24.6%

State   BAME   ACORN   POLAR
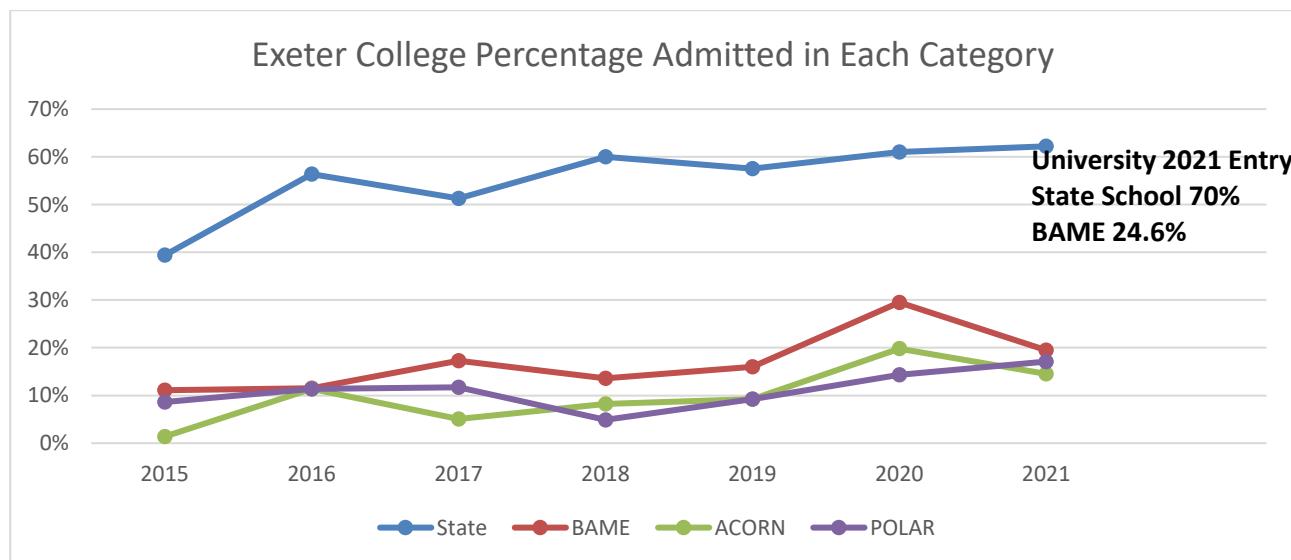
SECTION D: FURTHER INFORMATION AND SOURCES OF SUPPORT

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