

**MATHEMATICAL INSTITUTE
CONSULTATIVE COMMITTEE FOR GRADUATES**

Meeting of the Consultative Committee for Graduates on
Tuesday 30 January 2024 at 1pm in N4.01 Board Room.

AGENDA

Members of the Consultative Committee for Graduates will be asked to declare any interest that could give rise to conflict in relation to any item on the agenda at the beginning of the item in question. All interests so disclosed will be recorded in the minutes of the Committee. If the chair of the meeting deems it appropriate, the member shall leave the room for all or part of the committee's discussion of the matter. Committee members are also reminded of the requirements of the Public Sector Equality Duty.

Ordinary business ('above the line')

1. Welcome and apologies (Chair)
2. Minutes of the Consultative Committee for Graduates meeting held on 24 October 2023 (Chair) *[Item 2]*
Pages 3-5
3. Matters Arising (DHAA)
 - a. Historic DPhil travel funding usage
 - b. CCG webpage ownership and advertising
 - c. Lecture clashes with other departments
4. Chair's Business (Chair)
5. Athena SWAN and Race Equality update (Head of Faculty Services and HR) *[Item 5]*
Pages 6-19
6. Student Fees Exercise 2023/24 (Chair) *[Item 6]*
Pages 20-22
7. DPhil Teaching Requirements for 2024 entry and beyond (Chair)
8. DPhil Travel Funding update (DHAA)
9. MPLS Committee update (MPLS representative – Patrick Nairne)
10. Items from student representatives
 - a. Update on train fare allowance for CDT students (Shyam)
 - b. Webpage for external postdoctoral vacancies (Shyam)
 - c. DPhil travel funding poll MT23 (Patrick) *[Item 10c]*
Pages 23-24
 - d. Incentivising environmental travel to and from Europe (Patrick)
 - e. Provision of past exam and problem sheet solutions for MSc courses (Gabriel)
 - f. Exam durations in the Exam Schools (Gabriel)
 - g. Missing lecture recordings (Gabriel)
11. Any Other Business

Items for approval or report without discussion ('below the line')

Date of Next Meeting – Tuesday 07 May 2024, 1pm

**MATHEMATICAL INSTITUTE
CONSULTATIVE COMMITTEE FOR GRADUATES**

Unconfirmed Minutes of the Consultative Committee for Graduates meeting
held on Tuesday 24 October 2023 at 1.00pm

Present: Dave Borthwick (Secretary), Edward Tao Du, Leo Gitin, Samriddhi Mishra, Patrick Nairne, Gabriel Berk Pereira, Shyam Popat, Tom Sanders (Chair), Tassilo Schwarz.

1. Welcome and Apologies

Apologies were received from Professor Christoph Reisinger and Maria Olympia Tsianni.

2. Conflicts of Interest and Public Sector Equality Duty reminder

These were noted by the Committee.

3. Policy and Guidance on Student Engagement and Representation

This was noted by the Committee.

4. Minutes of the Consultative Committee for Graduates meeting held on 09 May 2023

The minutes were approved by the Committee.

5. Matters Arising

The Committee noted the following:

- a. Junior seminar funding:
Information about junior seminar funding has been added to the [Graduate Research Student Handbook](#).
- b. Earlier buddy lunch date:
The DPhil buddy lunch took place on Thursday of Week 1 in 2023.
- c. Graduate Research Student Handbook circulation:
The Graduate Research Student Handbook was circulated as a link rather than an email copy to all incoming DPhil, MSc(Res) and CDT students this year.
- d. CCG student members requesting agenda items:
CCG members had requested agenda items from all MSc and DPhil/CDT students using the relevant mailing lists.
- e. Keeping DPhil personal webpages updated:
All DPhil students were asked to update their personal webpages on the MI website and this request will go out again at the start of each term.
- f. Bulletin job advert circulation:
The Bulletin now has a section for job adverts aimed at graduate students.

Matters arising not on the agenda:

- g. HR and Faculty Services report:
In relation to minute 3(d) of the HT22 meeting, the Committee noted that the Head of Human Resources and Faculty Services would be providing an update on the Athena Swan and Race Equality action plans at the HT24 meeting.

h. Graduate outreach strategy:

In relation to minute 6 of the HT22 meeting, the Committee noted that work was underway to produce videos relating to MSc and DPhil admissions.

i. Travel funding:

In relation to minute 3(b) of the HT22 meeting, the Committee noted it was told that it would take Finance a while to gather data on travel funding usage. It was also noted that travel funding has not increased in line with inflation, and that appropriate travel funding is an important issue so information should be gathered for a case to be made. The possibility of redistributing unused travel funding by applications for top-ups was discussed.

It was further noted that there are inequalities in the availability of travel funding from Colleges and from conferences in different fields.

[Action: DHAA to get an update from the Finance team.]

6. Chair's Business

The Chair had no business.

7. Contributing to the Department Award

The Committee noted that the Contributing to the Department Award for 2022-23 was awarded to Rhiannon Savage, James Harris and Matthew Cotton. Although the number of nominations was small the majority of the nominees were involved in several different initiatives and areas across the department.

8. Advertising CCG to the wider department

The Committee was reminded that they have the ability to advertise CCG to the student body in any way they deem appropriate. It was noted that good use has already been made of access to MSc and DPhil mailing lists to harvest agenda items. Some possibilities going forward would be to create posters for department noticeboards advertising CCG and how to contact members about any issues, as well as developing the CCG webpage on the MI website to make it more appealing (editing permissions could be given to committee members).

[Action: student members to contact DHAA if interested in taking this on]

9. MPLS Committee update

PN reported on the most recent meeting of the MMPLS Graduate Joint Consultative Forum. That meeting had discussed inequality of DPhil travel funding across MPLS departments – with amounts ranging from £300 to £2000 per student. There are plans to collect data about how things differ across departments and to share this divisionally (there will be a survey sent to Maths students shortly). There are also plans to standardise the guidance given to departments about expectations on conference attendance and travel. It was noted that it would be useful for the CCG to have this information for its own case on travel funding (item 5(i) above).

10. Items from student representatives

CCG members reported comments of clashes between some lectures and/or problem classes. The Committee noted that the Academic Administration team work hard to minimise any potential clashes but that this can be particularly difficult with lectures and classes offered by

other departments. It was suggested that a link to lecture timetables could be sent out alongside class scheduling information for class tutors and TAs in order to help reduce potential clashes with popular combinations.

The Committee was also reminded that as all lectures are recorded it is always possible to attend one lecture in person and then watch the recording of the other lecture at a later time.

[Action: DHAA]

11. Any Other Business

The Committee noted that it appears to be the case that MSc students have already met their supervisors and that the issue relating to this from last year has been resolved.

Date of Next Meeting – Tuesday 30 January 2024, 1pm

MATHEMATICAL INSTITUTE
Consultative Committee for Graduates
 Athena SWAN Update

1. Summary

The Mathematical Institute's Silver Athena SWAN award is due for renewal in July 2027 and is reviewed annually by EDIC. The review helps ensure that we are transparent about our successes, as well as our challenges, and can be clear about our priorities, and the improvements we can make to achieve them.

The primary purpose of this paper is to provide a picture of the progress made against the actions set out in the Athena Swan Action Plan and restructure some of the objectives.

2. Action required

This paper is presented as an update to CCG,

- a) a summary of progress towards each objective is outlined in paragraphs 3.2 - 3.16, and
- b) detailed data against the objectives is presented in annexe A, along with a RAG rating of progress.

3. Further detail

3.1 Over the long vacation, the AHOD (People) met with the chair of each major committee to ensure that the Athena SWAN (AS) and Race Equality objectives are embedded in governance throughout the dept. Each committee will aim to carve out sufficient time for strategic discussion of progress towards the objectives during their annual agenda. To successfully meet the assessment criteria for a future Silver renewal, the relevant committees must undertake evidence-based assessment of the issues, to evaluate our progress and identify key actions.

3.2 Objective 1: Sustain progression towards gender equality in undergraduate admissions; achieving at least 30% female undergraduate admissions across all Mathematics degrees, by 2025. In 2019 28% of undergraduates admitted were female, 27% in 2022, and 22% in 2023. Whilst these numbers fall slightly short of the original target set for this objective, it's important to note the corresponding numbers of pupils taking Further Maths at A-Level; the appropriate objective here is that Oxford University continues to attain a fair proportion of the best mathematics students and at this mid-point of the action plan Admission Committee have suggested that we consider the wording of this objective to ensure it remains appropriate and tailored to our operating context. Many actions have been successfully achieved in relation to this objective, including a hugely successful outreach programme, support for MAT preparation including the Livestream, and an increase of our digital outreach content to grow accessibility. So far, all public-facing lectures and talks are online (YouTube). The department's Instagram page has 124K followers – and Youtube, which is the main outreach channel has 385K subscribers. Generally, a gender breakdown is almost impossible with website and digital access however the Instagram platform appears to have more female followers than Twitter and other social media platforms.

- 3.3 Objective 2:** Reduce the gap between male and female attainment of firsts for Parts A&B to 4.4% by 2025. As set out in Annexe A, the gap appears to have grown since 2019/2022, but given the size of the data sets involved, there can be year-to-year disparities. Progress with the SDMA project to consider the progression of female students at each assessment stage has been delayed, and the Teaching Committee will continue to review alongside ongoing work to consider alternative teaching and assessment methods.
- 3.4 Objective 3:** Reduce the gender gap in the progression of female students into 4th year to undergraduate degree (Part C) to 4% by 2025. Currently, the progression gap is at 2% with 82% of female students progressing into 4th year compared to 84% of male students. Investigating the data trend and how this target was met should be considered to sustain this success – again noting that the data set is relatively small.
- 3.5 Objective 4:** Sustain progression towards gender equality in postgraduate admissions; achieving at least 30% female admissions across all Mathematics postgraduate taught and research courses by 2025. The proportion of female postgraduate admissions is 29.5% in 2019, 27.3% in 2022/2023 and 32% in 2023/2024. Targeted studentships (action 4.2) and Postgraduate web presence and virtual open days (action 4.3) are a few of the actions that have contributed progress to achieving the target of this objective.
- 3.6 Objective 5:** Reduce the gap between male and female attainment at the postgraduate taught level, to 2% by 2025. There was an attainment gap of 6% in 2019 in the number of distinctions awarded at the postgraduate taught level (41% F vs 47% M), 2022/21, 19% attainment gap (33% F vs 52% M) and 2022/23, 18% attainment gap (32% F vs 18% M), as set out at Annexe A. Following the completion of the MSc course review, the Teaching Committee is exploring teaching and assessment methods to address this.
- 3.7 Objective 6:** Raise awareness and uptake of learning and development opportunities, especially among postgraduate students. 30 training events attended in 2021, 42 training events attended in 2022 and 35 training events attended in 2023. Of the PG students who have engaged and completed learning and development provided by the University (mainly web, class-based, and documents it is challenging to do a gender breakdown because this information is not usually stated by students.
- 3.8 Objective 7:** Improve staff and student awareness and uptake of wellbeing support. The staff survey in 2020 (Covid survey) showed 71% overall staff satisfaction with wellbeing support. The University staff experience survey showed 70% staff satisfaction with wellbeing support in 2021, and 65% satisfaction in 2023. To ensure that staff continue to feel supported, and to improve on this score, a wellbeing strategy was implemented in MT23 and a University-wide Employee Assistance Programme is also available for staff – it is a priority to communicate this provision and ensure engagement. There is ongoing mental health training and support for managers, student supervisors, and staff in student-facing roles.
- 3.9 Objective 8:** Increase the gender diversity among academic staff to at least the current national average, 22% female or higher, within the next 5 years. In 2022, female 'academic' staff in the department was 17.5%, 15% in 2022 and 15.2% in 2023. Although good progress has been made toward the actions proposed, momentum toward this objective to reach the national average of

22% does not appear to be on the right trajectory. Thoughtful consideration is required to reflect on how the operating context has changed since 2021, whether new opportunities might be explored as a result, and what innovative approaches the department might try to overcome barriers.

- 3.10 Objective 9:** Provide onboarding support and comprehensive induction to all new starters. 50% of staff found their departmental induction to be useful in 2018, 84% in 2021, and 74% in 2023. Currently, all new staff receive an induction and onboarding at the start of their new role. The HR website is also active to provide useful information to staff. In MT23 a new induction session was introduced for all new researchers and faculty, and the HR team worked to continuously improve the offering.
- 3.11 Objective 10:** Provide all staff with the opportunity to reflect on their performance and discuss their career development aims as part of a departmental appraisal scheme. In the 2021 staff survey, 74% of ECRs found their Continuous Development Review (CDR) to be useful and 58% of PSS also found their PDR to be useful. In the 2023 survey, 61% of ECRs found their CDR useful, and 53% of PSS found their PDR to be useful. MT23 saw the launch of Career Development Discussions for faculty, and a review of CDR for ECRs and PDR for PSS is planned for the remainder of 2023/24 to refine the processes and improve satisfaction.
- 3.12 Objective 11:** Increase awareness of, and uptake of the schemes available to support career progression, across Academic, ECR, and PSS staff groups. 80 training events attended (41% female) in 2021, 95 training events attended (44% female) in 2022 and 130 training events attended (53% female) in 2023. In the 2021 staff survey, 64% of staff were satisfied with career development (66%F and 65% M) with 62% saying they are clear about the training and development opportunities available to them. In the 2023 survey, 62% satisfaction with career development (58% F and 65% M) with 54% saying they are clear about the training and development opportunities available to them.
- 3.13 Objective 12:** Develop the leavers process to ensure that we capture accurate destination data and learn from employee experience feedback. 12 months of exit questionnaire data is available each year in January and the January 2023 report recorded 21 responses and a 33% response rate from leavers. The leading factor influencing the decision to leave was “contract type” which is expected due to the nature of fixed-term contracts especially with Research Associates/Fellows.
- 3.14 Objective 13:** Reduce departmental workload demands for academic and professional services staff by 2025. There has been a significant drop in satisfaction with the workload from staff survey results since 2018 – 2021 – 2023, as per annexe A. The Department stint review aims to address this for faculty, and it’s been identified as a priority for the department. Since workload scores dropped across the board for the University, this has been identified as an issue for VC’s Pay & and conditions review, Academic Career and Reward Framework project, and Registrar’s Strategic Review of Professional Services.
- 3.15 Objective 14:** Raise awareness of and participation in the range of networks, societies, and informal groups for female and non-binary staff and students. The 2021 staff survey showed 62% staff satisfaction with networks and societies within the department, and 64% satisfaction among female and non-binary staff. The 2023 survey also 73% satisfaction with networks and societies,

and 63% satisfaction among female and non-binary staff. The department publicizes and offers financial support to groups and events specifically for women and non-binary staff and students such as Mathematrix and Mirzakahani, and also commemorates days such as International Women's Day annually.

3.16 Objective 15: Increase the diversity of speakers, ensuring that at least 25% of invitations go out to female speakers across the department as a whole. As a result, it is recorded that 17% of speakers were female in 2019/20, 16% female speakers in 2021/22 and 12% female speakers in 2022/23. A seminar speaker's fund of £10k has been set up to invite speakers who organizers believe will add to the diversity of the seminar series beyond what is otherwise possible. This initiative aims to increase the diversity of speakers to approach the target of this objective.

Annexe A

High-level summary of progress towards Athena SWAN objections, 2022/2023

Objective	Application baseline (2019/2020)	2021/22 Update	22/23 Update
1. Sustain progression towards gender equality in undergraduate admissions; achieving at least 30% female undergraduate admissions across all Mathematics degrees, by 2025	2019: 28% undergraduate F (all subjects) and 29% undergraduate F (single subject)	MT22: 27% of the incoming cohort is female (no significant change on recent years). Of the Home fee-status students, 31% are female.	MT23: 22% female undergraduates
2. Reduce the gap between male and female attainment of firsts for Parts A&B to 4.4% by 2025	2019/20: 35% female students achieved a first, compared to 40% male – <i>Attainment gap 5%</i> 2020/2021: 35% female students achieved a first, compared to 54% male <i>Attainment gap 19%</i>	2021/2022: 13% Female students achieved firsts, compared to 53% Males. <i>Attainment gap 40%</i>	2022/2023: 14% Female students achieved firsts, compared to 44% Males. <i>Attainment gap 30%</i>
3. Reduce the gender gap in progression of female students into the 4th year of undergraduate	2017/18: 55% female and 63% male students	2021/22: 75% female and 90% male students	2022/2023: 82% female and 84% male students

degree (Part C) to 4% by 2025	<p>progressed into 4th year</p> <p><i>Progression gap is 8%</i></p>	<p>progressed into 4th year</p> <p><i>Progression gap is 15%</i></p>	<p>progressed into 4th year</p> <p><i>Progression gap is 2%</i></p>
4. Sustain progression towards gender equality in postgraduate admissions; achieving at least 30% female admissions across all Mathematics postgraduate taught and research courses, by 2025	<p>2019 data:</p> <p>29.5% female postgraduate taught students & 23% female postgraduate research students</p>	<p>2022/2023:</p> <p>27.3% female postgraduate research & taught students</p>	<p>2023/2024:</p> <p>32% female postgraduate research and taught students</p>
5. Reduce the gap between male and female attainment at postgraduate taught level, to 2% by 2025	<p>2019:</p> <p>Distinctions awarded to 41% female & 47% males</p> <p>Merits awarded to 22% female & 26% males</p>	<p>2022/2021:</p> <p>Distinctions awarded to 33% Females & 52% Males.</p> <p>Merit awarded to 29% Females & 19% Males</p>	<p>2022/2023:</p> <p>Distinctions awarded to 32% Females & 50% Males.</p> <p>Merit awarded to 24% Females & 22% Males</p>
6. Raise awareness and uptake of learning and development opportunities, especially among postgraduate students	<p>2021 PG Student data</p> <p>30 training events attended</p>	<p>2022 PG Student data</p> <p>42 training events attended</p>	<p>2023 PG Student data:</p> <p>4 training events attended</p>
7. Improve staff and student awareness and uptake of wellbeing support	<p>July 2020 (Covid survey):</p> <p>71% overall staff satisfaction with wellbeing support</p>	<p>2021 University staff survey:</p> <p>70% staff satisfaction with wellbeing support</p>	<p>2023 University Staff Survey:</p> <p>65% staff satisfaction with wellbeing support</p>
8. Increase the gender diversity among academic staff to at least current national average, 22% female or higher, within next 5 years	<p>2020:</p> <p>17.5% female 'academic' staff (national average 22.4%)</p>	<p>MT22 staff data:</p> <p>15% female 'academic' staff (14.77%fte)</p>	<p>MT23 staff data:</p> <p>15.2% female academic staff</p>
9. Provide on-boarding support and a comprehensive induction to all new starters	<p>2018 staff survey:</p> <p>50% of staff found their departmental induction useful</p>	<p>2021 staff survey:</p> <p>86% of staff found their departmental induction useful</p>	<p>2023 staff survey:</p> <p>74% of staff found their department induction useful</p>

10. Provide all staff with the opportunity to reflect on their performance and discuss their career development aims as part of a departmental appraisal scheme	<p>2018:</p> <p>38% of ECRs found their CDR to be useful & 58% of PSS found their PDR to be useful</p>	<p>2021:</p> <p>74% of ECRs found their CDR to be useful & 58% of PSS found their PDR to be useful</p>	<p>2023:</p> <p>61% of ECRs found their CDR to be useful & 53% of PSS found their PDR to be useful</p>
11. Increase awareness of, and uptake of, the schemes available to support career progression, across Academic, ECR and PSS staff groups	<p>2021:</p> <p>80 training events attended (41% female)</p>	<p>2022:</p> <p>95 training events attended (44% female)</p>	<p>2023:</p> <p>130 training events attended (53% female)</p>
12. Develop the leavers process to ensure that we capture accurate destination data and learn from employee experience feedback		<p>12m of Exit questionnaire data to be available in Jan 2023</p>	<p>Jan 2023:</p> <p>21 responses / 33% response rate (report on key themes presented to EDIC)</p>
13. Reduce departmental workload demands for academic and professional services staff, by 2025	<p>2018 staff survey:</p> <p>50% Academic (F25%/M53%) and 69% PSS (F30%/M45%) agree workload is fair and transparent</p> <p>56% Academic (F25%, M60%) and 69% PSS (F67%/M82%) agree workload allocation is reasonable</p>	<p>2021 staff survey:</p> <p>27% Academic (11%F/30%M) and 68%PSS (77%F/25%M) agree able to strike the right balance between my work and home life</p> <p>22% Academic (22%F/22%M) and 73% PSS (81%F/38%M) agree can meet the requirements of my job without regularly working excessive hours</p>	<p>2023 Staff survey:</p> <p>23% Academic (29%F/23%M) and 62%PSS (59%F/73%M) agree able to strike the right balance between my work and home life</p> <p>13% Academic (0%F/13%M) and 59% PSS (56%F/64%M) agree can meet the requirements of my job without regularly working excessive hours</p>
14. Raise awareness of and participation in the range of networks, societies and informal groups for female and non-binary staff and students		<p>2021 staff survey (first time asked):</p> <p>62% staff satisfaction with networks & societies</p>	<p>2023 Staff survey:</p> <p>73% staff satisfaction with networks& societies.</p>

		64% satisfaction among female and non-binary staff	63% satisfaction among female and non-binary staff
15. Increase diversity of speakers, ensuring that at least 25% of invitations go out to female speakers across department as a whole.	2019/20: 17% female speakers	2021/22: 647 speakers recorded (16% female)	2022/23: 445 speakers recorded* (12% Female) <i>*52% of 'speaker gender' fields are blank; action required to improve data quality</i>

MATHEMATICAL INSTITUTE
Consultative Committee for Graduates
 Race Equality Action Plan

1. Summary

The departmental Race Equality Action Plan (REAP) was introduced at the end of Trinity Term 2022 and is reviewed annually by EDIC. The review helps ensure that we are transparent about our successes, as well as our challenges, and can be clear about our priorities, and the improvements we can make to achieve them.

The primary purpose of this paper is to provide a picture of the progress made against the actions set out in the Race Equality Action Plan.

2. Action required

This paper is presented as an update to CCG,

- a) in particular progress against objectives as outlined in paragraphs 3.2 - 3.13, and
- b) suggestions for additional ideas or actions, further to section 4.

3. Further information

- 3.1. The University is submitting an updated Race Equality Charter in MT23, the department will review the published charter and align the Departmental plans accordingly.
- 3.2. **Objective 1:** Continue to increase the proportion of Black/Mixed Black home undergraduate (UG) students; the proportion of Black and Mixed black UG students was 1.5% (2018-2020) and is currently 2% (2021-2022). Several interventions have been initiated to steadily increase the numbers (action i). To help identify 'target schools' and build relationships with them, the Outreach Administrator has undergone training to use a new Schools Targeting Tool via Power BI. This will be used for targeted events and smaller school visits (action ii). To consider what we might learn from best practice outreach at other Universities, the Outreach team has met with the outreach officer at Edinburgh Maths to investigate outreach activity at other UK universities, and there are plans to coordinate meetings with other stakeholders within the University (action iv). The student objectives in the action plan specifically aim to increase the proportion of Black and Mixed Black home students. The percentages quoted here based on the information available through the University's data management and analysis system provides information for all the black and mixed black students under the following categories: any other Black background, Black or Black British – African, Black or Black British – Caribbean, Mixed - other mixed Black background, Mixed - White and Black African, Mixed - White and Black Caribbean. A further consultation with the University's data management and analysis team will enable a breakdown of this data by fee status to capture the proportion of home students only.
- 3.3. **Objective 2:** Investigate whether there is a BME student progression differential at UG degree classification. Progress with this SDMA project to consider the progression of BME students

at each assessment stage has been delayed; Teaching Committee is recommended to reconsider the benefits of the approach.

- 3.4. **Objective 3:** Investigate whether there is a BME awarding gap at the PGT level. Distinctions were awarded to 37% BME students and 42% White students in 2020/2021 with a 5% awarding gap between BME and White students. Merits were awarded to 29% BME students and 19% White students in 2022/2021, with a 19% awarding gap. In 2021/2022, Distinctions were awarded to 25% BME students and 51% White students, a 30% awarding gap between BME and White students. Merits were awarded to 31% BME students and 26% White students, with 5% awarding gap.
- 3.5. **Objective 4:** Continue to increase the proportion of Black and Mixed black students in (a) Postgraduate Taught (PGT), and (b) Postgraduate Research (PGR). In 2017-2020, the department admitted 2% Black and Mixed Black PGT and 2% Black and Mixed Black PGR students and in 2021-2023 it is 1% Black and Mixed Black PGT and 2% Black and Mixed Black PGR students. Much work has been done to impact these figures in future years including support for scholarships, such as future streams of Black Academic Futures (BAF), and two Jane Street/BAF have been awarded for 2023-24 (action ii). The department has also engaged with the University's plans to pilot an ACORN / POLAR-type scheme for PGT and PGR admissions, and the department is part of the socio-economic data trial for 2023-24 entry. The DGS(R) and DHAA will sit on the Selection Pilot Working Group in 2023-24 and 2024-25 (action iv). The PG-level outreach program, Mfano Africa-Oxford, has continued to develop and become an embedded activity, receiving 150 applications in 2022-23 (action v). To better understand the barriers faced in the admissions process, an ethnicity question was added to the 2023 PGR student survey - combined with questions about the admissions process this will provide valuable insight to inform future actions (action vii). In line with the University's data management and analysis system, information is provided against this objective for all black and mixed black students under the following categories: any other Black background, Black or Black British – African, Black or Black British – Caribbean, Mixed - other mixed Black background, Mixed - White and Black African, Mixed - White and Black Caribbean.
- 3.6. **Objective 5:** Seek ways to improve the overall experiences of BME students. In 2019, responses from the University's Student Barometer survey showed that 84.9% of BME students in the department were satisfied with all aspects of their University experience. It declined to 75% in 2020 and increased to in 2022 83.3 %. In comparison, their White counterparts seemed more satisfied in 2019 (93.5%), and 2020 (81%) but appeared to be less happy with their University experience in 2022 (77.6%) than BME students. An ethnicity question was added to the 2023 PGR student survey and, as suggested above, this information will provide valuable insight to inform future actions. The department is willing to support/fund BME student groups and consult with them on ways to improve students' experiences; It may be that a focus group discussion is helpful to gauge the interest.
- 3.7. **Objective 6:** Increase the ethnic diversity of our staff body. Progress has been made over the years with the number of BME research staff increasing from an average of 19.3% between 2017 to 2019 to 22.7% in 2023. however, there is still work to be done to improve the ethnic diversity among Academic staff, and the ethnic diversity of our professional services staff body is not yet reflective of the City's proportion of BME residents (22%) as targeted. Recruitment protocol is now in place (action iii) as well as inclusive Associate Professor recruitment

guidelines implemented by University last year, and mandatory training compliance in place (action iv).

- 3.8. **Objective 7:** Fair representation of BME staff in decision-making at all levels across the Department. Despite the difficulty in obtaining individual ethnicity information to measure the representation of BME staff in decision-making positions such as External Advisory Panel (action i) and departmental committees (action iii), maintaining this objective is important and a focus on encouraging and supporting access to leadership training and development of BME staff (action ii) should be considered an appropriate way of achieving this objective. Further, the staff survey considers employee voice with 47% of BME staff feeling that they can have a voice on issues within the department, compared to 66% of White staff. In terms of decision-making, 21% of BME staff and 57% of White staff feel they have the opportunity to contribute their views before changes are made which affect them, although both staff groups are dissatisfied in this case – BME staff seem to be far less satisfied with how decisions that affect them are made. One suggestion is to formalise the BME staff network within the department to allow for consultative meetings to discuss changes/ issues that affect BME staff.
- 3.9. **Objective 8:** Seek ways to improve the overall experience of BME staff. The overall satisfaction of BME staff in the department declined from 85% in 2021 to 65% in 2023. While overall satisfaction of White staff also declined from 89% in 2021 to 81% in 2023, it seems like BME staff are considerably less happy in comparison. BME staff are less satisfied than White staff across all key themes reviewed in the survey except for Mentoring where 78% found it useful. The 2023 staff survey shows that in terms of Relationships, BME staff feel less able to themselves at work (63%) compared to their white counterparts (88%), they also do not feel as included in the departments social and networking activities as their White colleagues (BME: 58%, White: 74%). BME staff (68%) do not feel as integrated into their team as White staff (88%). In terms of employee voice, BME staff (68%) feel they have less of a voice within their team compared to White staff (88%). As much as the dissatisfaction with Pay and Benefit is across the board, BME staff (18%) appear to be considerably less satisfied compared to their white counterparts (41%) and the rest of the department. The committee reviewed exit questionnaire data compiled after 12 months of operation (action ii). In terms of ensuring that equality impact is routinely considered during regular decision-making, for example the AHoD (People) delivered an intro session to each of the AcAdmin Working Groups, and Equality Impact assessment (EIA) is a standing item on each committee at the start of the year (action iii).
- 3.10. **Objective 9:** Streamline reporting and provide informative ethnicity data to relevant committees in a systematic way. The Chair of EDIC has met with each major committee to ensure that the Race Equality objectives are embedded in governance throughout the department, ensuring sufficient time for strategic discussion of progress towards these objectives during the year. The project officer is touch with the secretaries of committees to provide annual reports on objectives. Staff have been asked to update their diversity data as part of induction, and annually thereafter through HR self-service, a standard HR 'start of year' policy email (action ii) is sent out annually. It is suggested that this objective be embedded as business as usual and moved to become a new action under objective 10 within the Race Equality Plan so as to monitor its execution.

- 3.11. **Objective 10:** Engage the department with race equality to create an inclusive culture. The department has made progress on this action by engaging both students and staff in projects and events that promote diversity and inclusion. For example, events such as the Black History Month (BHM) lecture hosted by the department, and the Portraiture project to mark the 10-year anniversary of the Andrew Wiles building, are all steps in the right direction. The department works actively with the MPLS BIPOC network by inviting them to student inductions, hosting of their events i.e.: Breaking Barriers and, the Responsible Bystander training sessions. There have also been updates to the EDIC webpage and photo library to further reflect our commitment to EDI issues. The department continues to explore ways to deepen its efforts toward an inclusive culture and create awareness among students, staff, and faculty.
- 3.12. **Objective 11:** Diversifying the curriculum - promote and celebrate a full range of diversity in scholarship, learning, and teaching. The University has developed guidance to support departments and teaching staff to better understand education practices including accessible teaching and learning, flexible and inclusive teaching, racially inclusive teaching, designing assessments, digitally supported inclusive teaching, and supporting student academic transitions. Teaching Committee is due to review these resources and update the curricula, teaching, and assessment methods to better reflect the diversity of society and/or scholarship (noting the impact of the Faculty Advisor position being currently vacant) and these actions will continue in 2023/24.
- 3.13. **Objective 12:** Encourage and support visitors, to foster a global research network. The department has recorded a good spread of global visitors and provided them with the needed support. We have continued to partner with AfOx to offer two visiting fellowships – funding for this continues into 2023-24 (action i) and made improvements to the support system to ensure that Research Group Assistants and the HR team deliver efficient support for faculty and their visitors, including throughout the visa process (action ii).

4. Next steps

- 4.1. Several actions are ongoing, for example:
- i. Developing an outreach database for tracking events and reporting, and implementation of an undergraduate Outreach Framework;
 - ii. Developing a postgraduate Outreach Framework;
 - iii. Work on progression differential for BME students
 - iv. Continue joint effort with colleagues in MPLS BIPOC Network, MPLS Equality Diversity Unit, BME Staff network and others to support events, training and networks; and
 - v. Training - to strive for better communication of what is available at divisional and university levels, and support with local provision of sessions to meet gaps.
- 4.2. Several new actions were agreed at EDIC, and additional new ideas are welcomed from the CCG, in particular to improve the experience of BME students:
- i. Support the organization of a BME student / staff network
 - ii. Consider developing a Math specific inclusive teaching guidance.
 - iii. An ED&I library within the department, making accessible ED&I resources easily available to everyone within the department thereby better engaging members of the department with race equality to create an inclusive culture;
 - iv. A trial of seminar speaker diversity fund.

- v. 2023/24 EDI Fellow to focus on new and innovative inclusive recruitment practises during fellowship period;
- vi. Improved handling of informal and formal complaints and alignment with the anticipated roll out of the MPLS Resolution scheme and a University-wide 'report and support' system.

Appendix A: Overarching summary of progress toward Race Equality objectives, MT2023

Objectives	Baseline	2023 update
1. Continue to increase the proportion of Black/Mixed Black undergraduate students in the Department (Home students)	2018-2020: 1.5% of undergraduate students in the department are Black/Mixed black students	2021-2022: 2% of undergraduates in the department are Black/Mixed Black students
2. Investigate whether there is a BME student progression differential at UG degree classification.		
3. Investigate whether there is a BME awarding gap at the PGT level	2020/2021: Distinctions awarded to 37% BME students and 42% White students <i>5% awarding gap</i> Merits awarded to 29% BME students and 19% White students <i>19% awarding gap</i>	2021/2022: Distinctions awarded to 25% BME students and 51% White students <i>30% awarding gap</i> Merits awarded to 31% BME students and 26% White students <i>5% awarding gap</i>
4. Continue to increase the proportion of Black and Mixed black students; a. Postgraduate Taught b. Research	2017-2020: 2% of Postgraduate Taught degree students admitted were Black/Mixed Black students 2% of Postgraduate Research students were Black/Mixed black students	2021-2023 1% of Postgraduate Taught degree students admitted were black/Mixed Black students 2% of Postgraduate Research students were Back/Mixed Black students
5. Seek ways to improve the overall experience of BME students	2019: 84.9% BME and 93.5% White students were satisfied with all aspects of their University experience compared to 89.9%BME and 91.5% in the rest of the University 2020: 75.0% BME and 81% White students were satisfied with all aspects of their University experience compared with 75.8% BME and 76.5% White in the rest of the University	2021: 83.3% BME and 77.6% White students were satisfied with all aspects of their University experience compared with 80.8% BME and 85.0% White in the rest of the University.
6. Increase the ethnic diversity of our staff body a. Academic Faculty b. Early Career Researchers c. Professional Services staff (to better reflect the City's proportion of BME residents which is 22%)	2017-2019 BME staff profile 10.7% Academic faculty 19.3% Researchers 12% Professional Services Staff (6-10) 17.3% Professional Services Staff (1-5)	2023: BME staff profile 9.5% Academic Faculty 22.7% Researchers 9.1 % Professional services staff (6-10) 7.4% Professional services staff (1-5)

7. Fair representation of BME staff in decision-making at all levels across the Department.		
8. Seek ways to improve the overall experience of BME staff	2021: The overall satisfaction of BME staff in the department was 85%	2023: The overall satisfaction of BME staff in the department was 65%
9. Streamline reporting processes and provide informative ethnicity data to relevant committees in a systematic way		
10. Engage the department with race equality to create an inclusive culture	2021: 88% of Staff indicated they feel able to be themselves at work. 62% of staff say they are satisfied with the provision of informal networking events/societies within the department	2023: 85% of Staff indicated they feel able to be themselves at work. 73% of staff say they are satisfied with the provision of informal networking events/societies within the department.
11. Diversifying the curriculum - Promote and celebrate a full range of diversity in scholarship, learning and teaching	The University has developed guidance to support departments and teaching staff to better understand education practices including accessible teaching and learning, flexible and inclusive teaching, racially inclusive teaching, designing assessments, digitally supported inclusive teaching, and supporting student academic transitions. The Teaching Committee of the MI has yet to review these resources and update the curricula, teaching, and assessment methods to better reflect the diversity of society and/or scholarship.	
12. Encourage and support visitors, to foster a global research network	2020/2021: 114 global visitors 30 applications were received for Mfano Africa Mentorship and 14 students from 12 African countries	2022/2023: 613 global visitors (58% Europe, 18% North America, 17% Asia, 3% Australia, 1% Africa, 1% South America) 150 applications were received for Mfano Africa Mentorship, and 14 students were accepted from 8 African countries. 2023/24 1 Afox visiting fellow 2023(calendar year) 1 Afox visiting fellow

MATHEMATICAL INSTITUTE
GRADUATE STUDIES COMMITTEE

Student fees exercise 2023-24

1. Summary

Each year the University's Planning and Resource Allocation Committee (PRAC) requires divisions and departments to consider the student course fees to be charged for the following academic year. The department has been asked to consider its course fees for 2025-26 entry, noting that Home undergraduate fees are regulated by the government and the PRAC guidance as to what fee levels PRAC may consider acceptable (see Annex A). PRAC and Conference of Colleges agreed that all fees would be uplifted by 6.7% over 2024/25 fees. Fees for postgraduate research courses will be reviewed as part of a separate University exercise.

2. Action required of the committee

To consider and approve postgraduate taught student course fees to be charged for 2025-26 entry by the Mathematical Institute, as follows:

- (a) Maintain Home postgraduate taught fees at P01340 (i.e. £14,910) for the MSc Mathematical Sciences (OMMS), MSc Mathematical Modelling and Scientific Computing (MMSC), MSc Mathematics and Foundations of Computer Science (MFOCS), and MSc Mathematical and Theoretical Physics (MTP);
- (b) Maintain overseas postgraduate taught fees at P03520 (i.e. £38,410) for the MSc Mathematical Sciences (OMMS), MSc Mathematical Modelling and Scientific Computing (MMSC), MSc Mathematics and Foundations of Computer Science (MFOCS), and MSc Mathematical and Theoretical Physics (MTP);
- (c) Maintain Home and overseas postgraduate taught fees for the 10-month free-standing MSc Mathematical and Computational Finance (MCF) at P03680 (i.e. £46,060).

3. Further information

- 3.1 The Mathematical Institute wishes to maintain its current Home and overseas postgraduate taught fees, subject to the 6.7% uplift. The department is mindful that students on its postgraduate taught programmes (with the exception of MCF) take some of the same classes as students on the fourth year of the MMath Mathematical Sciences and MMath/MPhys Mathematical and Theoretical Physics, and having increased fees in 2021-22 does not wish to increase fees further this year. Given the overlap in classes taken, the department also considers it important to maintain the same fees across these four MSc programmes (OMMS, MMSC, MFOCS and MTP). This means that the overseas fees for MTP are lower (2%) than at Cambridge whilst Home fees are higher (14% higher), noting that Cambridge is our principal competitor for this course; our Home fees are lower and overseas fees are marginally higher than at Imperial (with the Home fee 10% lower); and there is no comparable non-lab course at UCL. The overseas fees for OMMS are also lower than at Cambridge whilst Home fees are higher; and both overseas and Home fees are comparable with Imperial. For MMSC and MFOCS, overseas and Home fees are again comparable with Imperial; lower than UCL's Home fees but higher than UCL's overseas fees; and significantly higher than Warwick's overseas and Home fees.
- 3.2 For information, Home fourth-year Part C undergraduates are charged the government-capped Home fee rate, i.e. £9,250. The department is proposing to maintain overseas undergraduate fees at U01290 (i.e. £43,830).

- 3.3 The department wishes to maintain Home and overseas postgraduate taught fees for the 10-month free-standing MSc Mathematical and Computational Finance (MCF) at P03600 (£46,060), noting that Cambridge does not offer such a programme and that the fees are comparable with Imperial's.
- 3.4 Information on this year's student fees exercise will be considered by the Consultative Committee for Graduates, Graduate Studies Committee and MSc Supervisory Committees by circulation where necessary, as well as Department Committee, in order to meet the divisional deadline for response (noting that the exercise was only shared with the department on 15 January). Graduate Studies Committee, CCG and the MSc Supervisory Committees include student representatives, and as such allow consultation on the proposals. The Institute will also consult with the Department of Computer Science, Department of Physics and Department of Statistics, as well as the Faculty of Philosophy. The deadline for departmental returns to the Division is 16 February 2024.
- 3.5 Under competition law, it is important that institutions do not share their intentions over future fee policy, and care should be taken not to discuss future proposals with individuals in other institutions. Information that is already in the public domain may be freely discussed.

Annex A Extract from PRAC circular to Divisions for fees and additional course costs for 2025/26 entry

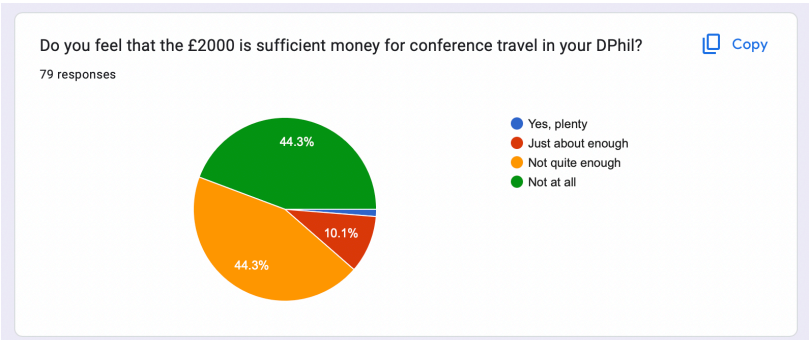
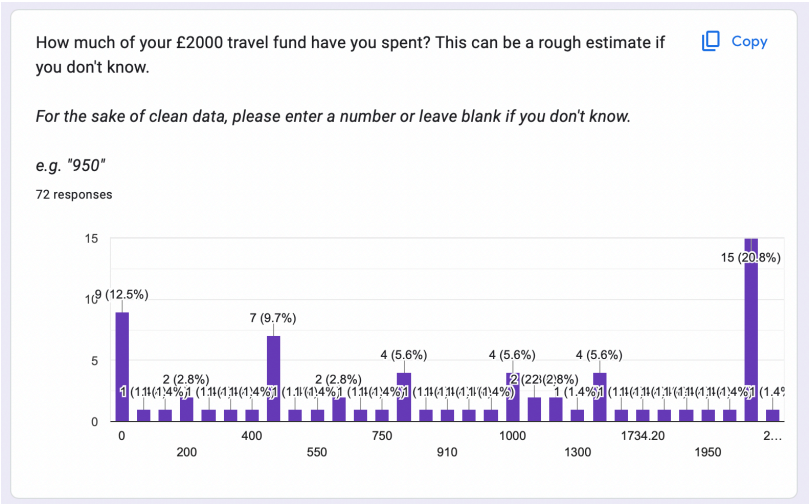
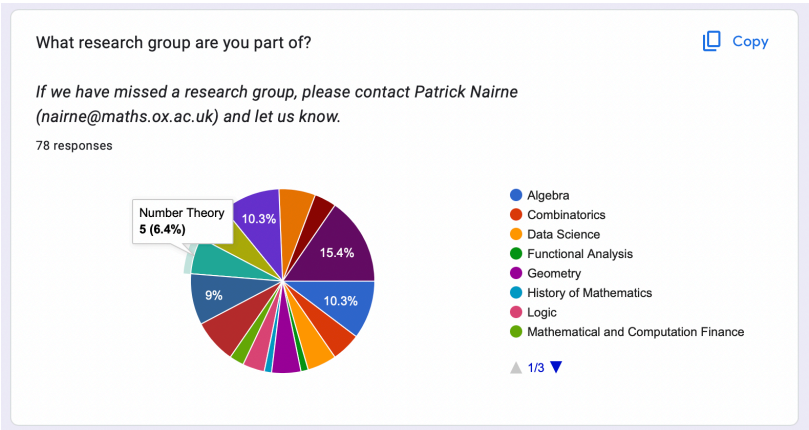
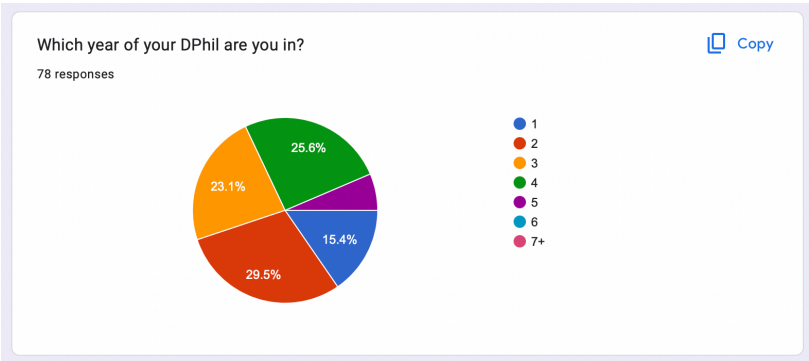
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Annex A**Extract from PRAC circular to Divisions for fees and additional course costs for 2025/26 entry***Rationale for proposed fee levels*

24. A brief statement about the rationale for the fees proposed should be entered on the benchmarking template. If fees are above that of the highest benchmark, simply state this. If the fees proposed are below those at the highest listed, please comment on the reasons. It is expected that divisions will provide one or two bullet points on the template, and may wish to add further details in their divisional commentary. Relevant factors may include:
- (a) a particular market for the course (e.g. most students are drawn from developing nations) that differs from that for course(s) x/y and justifies a lower fee at Oxford;
 - (b) course(s) x/y have state-of-the art facilities or other exceptional features that Oxford cannot match.
25. The JFSSAG high level guidance with regards to its expectations for the 2025/26 fee setting round are the same as for the previous year and are outlined below. The basis for benchmarking should be that *as a world leading institution Oxford's course fees should be aligned with UK market leaders, representing the value of an Oxford education.*

% below highest UK Benchmark	Guidance
10%+	<p>Unlikely to be acceptable. Exceptional proposals must include specific justification that compares the course at Oxford to that of the highest benchmark (in terms of quality, reputation, facilities, etc) and, where possible, evidences this clearly.</p> <p>Justifications for such proposals may also be allowed where they demonstrate clear strategic goals that are met or significantly supported by the lower fee. Please note strategic goals need to be in-line with wider divisional strategy.</p>

Mathematics DPhil Travel Fund Questionnaire



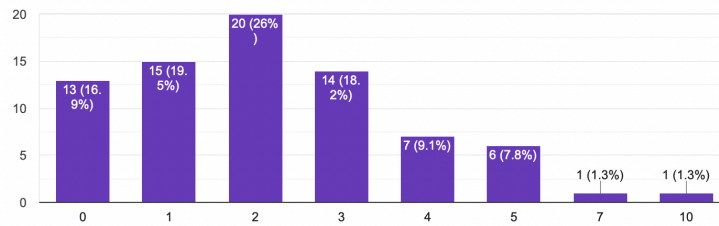
How many UK-based conferences, or meetings, have you been to already?

 Copy

For the sake of clean data, please enter a number or leave blank if you don't know.

e.g. "4"

77 responses



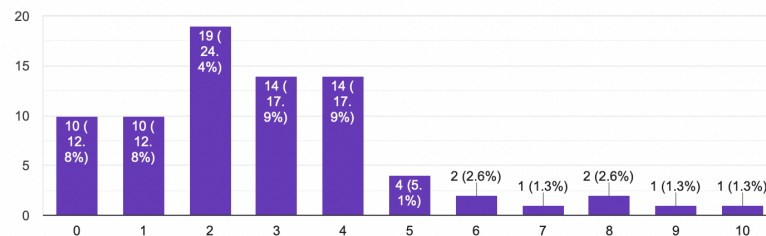
How many international conferences, or meetings, have you been to already?

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For the sake of clean data, please enter a number or leave blank if you don't know.

e.g. "4"

78 responses



Any further comments or information that qualifies your responses?

- "There is not much left of the fund after a single trip to North America"
- "I am saving the money so that I can attend conferences once I have my own research to share. I think by the end of my PhD I will not have enough, especially to go outside of Europe."
- "I received some funding from the conference itself for every conference I've been to. This always covered (at least) the accommodation. Due to COVID of course I didn't attend anything between January 2020 and April 2022."
- "I had to give up an invitation to speak at DS23. It might seem like I have a lot of money left (im sure other do too) but that is because 1000 would not be enough to cover the conference. It's not because I haven't had the chance to spend it, it is that it is too little. For the other conferences, I paid a substantial amount through my scholarship."
- "I often go to one very large conference which takes most of my travel budget and then don't go to more because my budget is so limited afterwards."
- "The tuition fee for MSc and undergraduate have been much more than before. I think DPhil could get some benefits from this process."
- "probably would've travelled more if there wasn't covid"
- "I very recently completed my DPhil. So this is data for my whole time as a DPhil student. For two academic years I did not attend any in-person conferences due to COVID-19. So I used all my budget in 2 years (in Europe only). Throughout I luckily had significant support from conferences and/or college."
- "I've used a bunch of college funding which others don't have access to, and the first 2yrs of my PhD had no conferences due to COVID, and still have used this much (with an entire year left to go). Travel costs have gone up a lot. I think it should be more like £2750-3000."
- "I was not aware that the department had a travel grant available for students."
- "As a new student, I have not yet incurred any travel expenses, but it seems to me that one or two conferences in europe, and perhaps even fewer conferences further afield could use up nearly all of my allocated travel fund"