



## **EQUALITY REPORT 2019/20**

**St John's College, Oxford**

### **1. INTRODUCTION**

This report provides an overview of the activities of St John's College in support of equality and diversity during the academic year 2019/20 and fulfils its reporting requirements under the Public Sector Equality Duty.

The report includes: information on relevant college policies; a statement and review of agreed equality objectives; an overview of other relevant initiatives undertaken in 2019/20; a summary of key staff and student data.

### **2. PUBLIC SECTOR EQUALITY DUTY**

The Equality Act 2010 places all public bodies under an active duty to promote equality, which includes:

- Having due regard to the aims of the General Equality Duty in the exercise of their functions;
- Carrying out equality analysis;
- Setting at least one equality objective;
- Publishing information and data to demonstrate their compliance with the Equality Duty.

The General Equality Duty requires the College to have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

### **3. GOVERNANCE AND POLICIES**

- The Governing Body of the College has due regard for the Public Sector Equality Duty. At the start of each year Trustees, College Officers and all members of Governing Body sub-committees are circulated a copy of the Public Sector Equality Duty and reminded of the need to have due regard.
- The Governing Body actively monitors statistics relating to protected characteristics in its recruitment of academic and non-academic staff, in student admissions to the College, and in student attainment.
- The Equality Committee of the College, which has representation from all members of the College (students, academic and non-academic staff), leads a proactive approach to eliminating discrimination, advancing equal opportunities and fostering good relations in the College. This committee reports directly to the Governing Body.
- The Governing Body appoints a Fellow for Equality who oversees the implementation of matters relating to Equality, as well as a Fellow for Women and a Fellow for Ethnic Minorities. The Fellow for Equality is also the Disability Lead for the College.
- The College's Equality Policy, Public Sector Equality Duty Policy and Harassment Policy can be found at <https://www.sjc.ox.ac.uk/discover/about-college/legal/college-policies/>. The Public Sector Equality Duty Policy in particular gives further details on the college's ongoing procedures and activities through which it fulfils the Public Sector Equality Duty.

### **4. SPECIFIC EQUALITY OBJECTIVES 2017-20: PROGRESS REVIEW**

The College adopted new specific equality objectives in Trinity Term 2017. Progress against each of these objectives by the end of 2019/2020 is reviewed below. In accordance with the Public Sector Equality Duty, the College will adopt new objectives in 2021.

#### **A. Staff Training**

Equality Objective: Provide any training needed to ensure that all staff, students, and visitors are treated with respect and without discrimination and also that the principles underlying the Public Sector Equality Duty underlie all decision-making processes.

Current specific objectives:

- a) Ensure that all members of Governing Body and key College committees, and all staff involved in admissions or appointments, have undergone appropriate equality and diversity training (e.g., the University's online equality and diversity briefing).

*Progress to date: The College agreed in Trinity 2017 that all members of Governing Body and key committees would be required to complete the University's online equality and diversity training. In October 2019, the College agreed a new Equality, Diversity and Inclusion Strategy, featuring an expanded programme of equality and diversity training, including in person training for academic staff. Implementation of this training was put on hold due to the pandemic.*

- b) Incorporate equality and diversity training into the induction programme for academic staff.

*Progress to date: Since October 2017, the Fellow for Equality has given an introduction to equality and diversity issues as part of the Welcome Event for new academic staff.*

- c) Continue rolling out race awareness training for appropriate non-academic staff.

*Progress to date: In accordance with the new EDI strategy, 'Equality in the Workplace' training was arranged for non-academic staff during 2019-20. Part 1 addressed the Equality Act 2010, bullying and harassment and was attended by 122 staff. Part 2 covered cultural awareness, diversity and inclusion, and the importance of language. Part 2 was curtailed by the pandemic, but 90 staff were still able to attend.*

## **B. Undergraduate Teaching and Examinations**

Equality Objective: Minimise any disadvantages experienced by undergraduate students due to their protected characteristics that result in an "attainment gap" in university examinations.

Current Specific Objectives:

- a) Continue annual monitoring and review of examination results by gender and develop initiatives to address the "gender attainment gap".

*Progress to date: Education Policy Committee reviews examination results by gender each year. There continues to be an overall gender attainment gap and therefore the next step will be to consider what College level initiatives might be effective in addressing this gap.*

- b) Introduce annual monitoring and review of examination results by ethnicity.

*Progress to date: Starting from Michaelmas Term 2018 Education Policy Committee has worked with the university-level attainment data to review examination results by ethnicity.*

### **C. Staff Recruitment and Professional Development**

Equality Objective: Ensure that there is no discrimination in appointments or promotions and encourage individuals with protected characteristics to apply for roles in areas where they are under-represented.

Current Specific Objectives:

- a) Continue to develop annual monitoring and review of staff numbers and seniority by gender and encourage sharing of these data across colleges.

*Progress to date: Equality Committee reviews information on recruitment by gender and ethnicity each Michaelmas Term. The next step will be to consider approaches to producing useful aggregate data on those staff currently in position.*

- b) Introduce similar monitoring and review of staff numbers and seniority by ethnicity and encourage sharing of these data across colleges.

*Progress to date: Equality Committee reviews information on recruitment by ethnicity each Michaelmas Term. The next step will be to consider approaches to producing useful aggregate data on those staff currently in position.*

- c) Extend the collection and analysis of information on the destinations of early career academics. *Starting in TT2020, the HR Office has collected this information from leavers' forms where it has been provided.*

### **D. Accessibility of Facilities**

Equality Objective: Provide an inclusive and supportive environment for students, staff and visitors with disabilities and make any reasonable adjustments needed.

Current Specific Objectives:

- a) Ensure that the College Library and Study Centre are fully accessible to people with disabilities.

*Progress to date: The College's historic library was not accessible for wheelchair users. The new Study Centre will remedy this, allowing for full access over the entirety of the new Study Centre and the existing buildings. The new Study Centre building was completed in 2019. Phase 3 of the work, which will address remaining accessibility issues in the old library, will begin in 2021.*

b) Continue to monitor the physical accessibility of college buildings and consolidate this information in a readily understandable form.

*A new Access Guide to College buildings was made available on the College website in 2019. The content of this guide will be reviewed annually. In 2019/20 the College also agreed to join the University disability audit scheme*

## **5. SUMMARY OF OTHER NEW INITIATIVES TO HELP FULFIL THE EQUALITY DUTY**

The College has due regard for the Public Sector Equality Duty in all its decision making on an ongoing basis. This section summarises some of the most significant steps taken in 2019/20 to proactively help to eliminate discrimination, advance equal opportunities and foster good relations between groups with different protected characteristics, other than those already covered by the specific equality objectives reviewed above.

### **Equality, Diversion and Inclusion Strategy 2020-4**

A new strategy setting out the College's Equality, Diversion and Inclusion aims was adopted in October 2019 and can be found at <https://www.sjc.ox.ac.uk/discover/about-college/legal/college-policies/equality-diversity-and-inclusion/>. The strategy was supported by a plan for training and activities.

### **Race and Equality**

The College established a Working Group on Race and Equality with membership drawn from all parts of College. The group will:

- review the College's Statement on Equality, Diversity and Inclusivity and the Vision Statement;
- consider the need for further training for College members;
- consider ways of increasing recruitment of more diverse staff;
- ensure robust processes for monitoring and reviewing diversity statistics in staff records;
- recommend an action plan to address issues of inequality, with specific reference to race.

The college also established an Advisory Group of alumni to offer insight and advice to the Race Equality Working Group. Both groups started meeting in Michaelmas 2020.

## **40 Years of Women**

During 2019-20 the College marked the 40th anniversary of women being admitted to St John's with a wide variety of events focusing on the College's ongoing commitment to equality and diversity in all aspects. In acknowledgement of the 40<sup>th</sup> anniversary, the College aimed to make elections to Honorary Fellowships that reflect the diversity of the College and elected three female Honorary Fellows, increasing the total number to eight.

## **Hilary Rodham Clinton Chair**

In summer 2020, the University appointed the first Hilary Rodham Clinton Chair of Women's History in association with St John's College. Professor Stevenson's work explores the intersections of sex, race and politics, putting women – and particularly women of colour – at the centre of accounts of political and social developments.

## **St John's and the Colonial Past**

Starting from October 2019, the College is funding a pioneering project to explore connections between the College and colonialism, uncovering benefactions to College and the alumni who served in the British Empire.

## **Physical Accessibility of College Buildings**

In addition to the equality objectives described under section D above, the following steps were taken to improve the physical accessibility of College Buildings during 2019/20

- Work continued on the refurbishment of St Giles House. The improvements will include a platform lift to the rear of the building, disabled toilet and improved side access.
- Work began on the refurbishment of the College Lodge. One of the key objectives of this refurbishment is to improve physical accessibility.

## 6. STAFF RECRUITMENT DATA

Ethnicity information is available only for those candidates who returned the equality monitoring form. Information on gender is given for all candidates in 2017/18 and 2018/19 but only for those that returned the monitoring forms in 2019/20.

### 6.1 Academic Staff

Recruitment data for academic staff are only available for College appointments i.e., where the College is the only or primary employer. Therefore some joint appointments are excluded.

	2017/18 Candidates		2018/19 Candidates		2019/20 Candidates	
	All	Appointed	All	Appointed	All	Appointed
<b>Total Number</b>	462	17	526	29	488	12
<b>Responses</b>	273	9	218	11	329	6
<b>Male</b>	273 (59%)	10 (59%)	76 (35%)	3 (27%)	191 (58%)	2 (33%)
<b>Female</b>	184 (40%)	7 (41%)	140 (64%)	8 (73%)	130 (40%)	4 (67%)
<b>Prefer not to say</b>	5 (1%)	0	2 (1%)		8 (2%)	
<b>White</b>	218 (80%)	7 (78%)	166 (76%)	9 (82%)	232 (71%)	4 (67%)
<b>BME</b>	41 (15%)	2 (22%)	47 (22%)	2 (18%)	84 (26%)	1 (17%)
<b>Prefer not to say</b>	14 (5%)	0	5 (2%)	0	13 (4%)	1 (17%)

### 6.2 Non-Academic Staff

The HR office is reviewing its process for collecting monitoring forms for non-academic staff following the lack of returns in 2019/20.

	2017/18 Candidates		2018/19 Candidates		2019/20 Candidates	
	All	Appointed	All	Appointed	All	Appointed
<b>Total Number</b>	619	29	526	29	221	11
<b>Responses</b>	187	12	218	11	1	0
<b>Male</b>	361 (58%)	16 (55%)	76 (35%)	3 (27%)	n/a	n/a
<b>Female</b>	258 (42%)	13 (45%)	140 (64%)	8 (73%)	n/a	n/a
<b>Prefer not to say</b>			2 (1%)			
<b>White</b>	152 (81%)	11 (92%)	166 (76%)	9 (82%)	n/a	n/a
<b>BME</b>	34 (18%)	1 (8%)	47 (22%)	2 (18%)	n/a	n/a
<b>Prefer not to say</b>	1 (1%)	0	5 (2%)	0		

## 7 TOTAL STUDENTS ON COURSE

Data are from the Student Statistics Snapshot for December of each year. Equivalent University percentages are given in brackets for comparison.

### 7.1 Number and % of all Students on course by gender and course type

	2017		2018		2019	
	Male	Female	Male	Female	Male	Female
<b>Undergraduate</b>	213 53.7%	184 46.3%	194 49.1%	201 50.9%	202 49.8%	204 50.2%
<b>(University)</b>	(52.7%)	(47.3%)	(51.4%)	(48.6%)	(50.2%)	(49.8%)
<b>Postgraduate Research</b>	110 56.7%	84 43.3%	106 53.3%	93 46.7%	119 55.6%	95 44.4%
<b>(University)</b>	(58.5%)	(41.5%)	(58.1%)	(41.9%)	(57.7%)	(42.3%)
<b>Postgraduate Taught</b>	23 48.9%	24 51.1%	17 45.9%	20 54.1%	17 60.7%	11 39.3%
<b>(University)</b>	(52.8%)	(47.2%)	(53.3%)	(46.7%)	(51.5%)	(48.5%)

### 7.2 Number and % of UK Students on course by ethnicity and course type

	2017			2018			2019		
	White	BME	Not Known	White	BME	Not Known	White	BME	Not known
<b>Undergrad.</b>	259 81.2%	53 16.6%	7 2.2%	246 78.9%	56 17.9%	10 3.2%	236 76.4%	63 20.4%	10 3.2%
<b>(University)</b>	(82.6%)	(15.7%)	(1.7%)	(80.6%)	(17.4%)	(2.1%)	(78.8%)	(19.0%)	(2.2%)
<b>Postgrad. Research</b>	59 83.1%	11 15.5%	1 1.4%	65 78.3%	17 20.5%	1 1.2%	74 81.3%	17 18.7%	0 0
<b>(University)</b>	(82.6%)	(14.6%)	(2.8%)	(79.5%)	(16.8%)	(3.7%)	(79.2%)	(16.4%)	(4.4%)
<b>Postgrad. Taught</b>	10 90.9%	1 9.1%	0 0%	11 91.7%	1 8.3%	0 0	3 60.0%	0 0	2 40.0%
<b>(University)</b>	(78.1%)	(19.0%)	(2.9%)	(3.1%)	(23.0%)	(3.9%)	(71.2%)	(24.7%)	(4.1%)



### 7.3 Number and % of International Students on course by ethnicity and course type

	2017			2018			2019		
	White	BME	Not Known	White	BME	Not known	White	BME	Not Known
<b>Undergrad.</b>	43 55.1%	32 41.0%	3 3.8%	42 50.6%	35 42.2%	6 7.2%	51 52.6%	40 41.2%	6 6.2%
<b>(University)</b>	(47.8%)	(46.5%)	(5.7%)	(47.4%)	(47.1%)	(5.4%)	(45.7%)	(48.4%)	(5.9%)
<b>Postgrad. Research</b>	76 65.6%	38 32.8%	2 1.7%	76 65.5%	37 31.9%	3 2.6%	68 55.3%	50 40.7%	5 4.1%
<b>(University)</b>	(55.2%)	(41.4%)	(3.4%)	(52.2%)	(43.5%)	(4.3%)	(48.4%)	(46.2%)	(5.4%)
<b>Postgrad. Taught</b>	24 66.7%	11 30.6%	1 2.8%	16 64.0%	7 28.0%	2 8.0%	7 30.4%	15 65.2%	1 4.3%
<b>(University)</b>	(52.1%)	(45.3%)	(2.6%)	(49.5%)	(46.5%)	(4.0%)	(48.4%)	(47.6%)	(4.0%)

## 8 UNDERGRADUATE ADMISSIONS DATA

“Applications” refers to all applications specifying St John’s as the first choice college. “Acceptances” refers to all acceptances of those applications by St John’s and does not include acceptances by other Colleges. The stated years are the year of matriculation. Ethnicity information is not available for non-UK applicants.

### 8.1 Undergraduate application numbers and acceptance rates by gender

	2017		2018		2019	
	Male	Female	Male	Female	Male	Female
<b>Applications</b>	486	437	501	475	506	482
<b>Acceptances</b>	56	59	50	63	68	52
<b>Accept Rate</b>	11.5%	13.5%	10.0%	13.3%	13.4%	10.8%
<b>(University)</b>	(16.5%)	(16.3%)	(15.4%)	(15.4%)	(13.8%)	(14.7%)

### 8.2 Undergraduate application numbers and acceptance rates by ethnicity (UK only)

	2017			2018			2019		
	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known
<b>Applications</b>	405	172	34	394	148	42	361	154	27
<b>Acceptances</b>	67	21	3	61	17	5	63	18	4
<b>Accept Rate</b>	16.5%	12.2%	8.8%	15.5%	11.5%	11.9%	17.5%	11.7%	14.8%

<b>(University)</b>	(22.9%)	(15.4%)	(7.3%)	(22.6%)	(14.8%)	(7.8%)	(20.6%)	(15.5%)	(8.3%)
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## 9 UNDERGRADUATE FINAL DEGREE CLASSIFICATIONS

### 9.1 Final degree classifications by gender

	2018		2019		2020	
	Male	Female	Male	Female	Male	Female
<b>First</b>	37 63%	23 47%	29 52%	17 39%	29 51%	31 49%
<b>(University)</b>	(39%)	(33%)	(42%)	(31%)	(51%)	(44%)
<b>2.1 or lower</b>	22 37%	26 53%	27 48%	27 61%	28 49%	32 51%
<b>(University)</b>	(61%)	(67%)	(58%)	(69%)	(49%)	(56%)

### 9.2 Final degree classifications by ethnicity

	2018		2019		2020	
	White/ Unknown	BME	White/ Unknown	BME	White/ Unknown	BME
<b>First</b>	51 59%	9 41%	39 51%	7 29%	45 47%	15 63%
<b>(University)</b>	(38%)	(30%)	(38%)	(30%)	(49%)	(42%)
<b>2.1 or lower</b>	35 41%	13 59%	37 49%	17 71%	51 53%	9 37%
<b>(University)</b>	(62%)	(70%)	(62%)	(70%)	(51%)	(58%)