EQUALITY REPORT 2022/23

St John's College, Oxford

1. INTRODUCTION

This report provides an overview of the activities of St John's College in support of equality, diversity and inclusion during the academic year 2022/23 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 2022/23; 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 committees that report to Governing Body 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 professional 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 professional 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/equality-diversity-and-inclusion/. 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 2021-2025: PROGRESS REVIEW

The College adopted new specific equality objectives in Michaelmas term 2021. Progress against each of these objectives by the end of 2022/23 is reviewed below. In accordance with the Public Sector Equality Duty, the College will adopt new objectives no later than 2025.

A. Increasing Diversity (Staff)

a) Implement a robust process for monitoring and reviewing staff diversity statistics.
Progress to date: The new HR Information System was implemented in June 2023. Staff were asked to complete the equality data, but there is still limited data available. A recruitment module will be added in 2024 and gathering equality data will be part of the recruitment process.

b) Explore ways to increase the diversity of professional staff, including working with experienced local employers to identify best practice and running an open day for the local community.

c) *The college has joined the Oxfordshire Inclusive Economy Partnership. Part of the charter is to offer opportunities into work, supporting those furthest from the labour market. The Head of HR is working with the HMP New Futures network project and is in discussions with Aspire as to how we can work with them to support people getting back into work.*

d) As part of the ECR working group remit, consider how the job structure, recruitment process and communication may impact on diversity in recruitment to College-only academic posts.

   Progress to date: Detailed design of the new Career Development Research Fellow and College Lecturer posts was completed in 2022-3. Recruitment of College Lecturers has begun and the first seven CDRFs will be in post October 2024. Equality concerns were part of the discussion at each stage. The aim was to create attractive and liveable posts which have appeal to a wider pool of applicants.

B. Increasing diversity (Students)

a) Seek to participate in the University's Black Academic Futures programme by undertaking to finance either one full, or two 50%, scholarships.

   Progress to date: The College is currently financing a full scholarship and has agreed to make a further bid to the programme once the current holder finishes.

b) Explore future funding possibilities to facilitate and support access to graduate study for under-represented groups.

   Progress to date: The structural shortfall in graduate funding remains the biggest barrier and was considered under the 2020-21 "Size and Shape" Review. Discussions continue with our funding partners in the University about how best to use our resources and the Senior Tutor regularly discusses new avenues for funding with the Alumni Office. In 2022-23 we participated in the Uniq+ graduate summer school for the second time and have now hosted two rounds of the Ukrainian graduate scholarship scheme.

c) Support the University's target to eliminate the offer gap to Asian applicants by ensuring tutors are made aware of the gap and monitoring outcomes.

   Progress to date: Tutors were alerted to the offer gap in Admissions Committee, Hilary Term 2022 and will continue to be reminded in the admissions letter to tutors. Admissions outcomes by ethnicity are now reviewed annually at the February Admissions Committee meeting. At the University level, there was no offer gap in 2021/2022 after adjusting for course choice and predicted grades.

d) Ensure all tutors participating in admissions have completed the relevant training, including training on Equality considerations.

Progress to date: Almost 85% of all relevant tutors completed the required training for the 2022-23 admissions round. This is the highest level since the College has been actively monitoring completion. Tutors are reminded of the necessary training each year.

C. Teaching and student progression

a) Work with external providers to develop tailored training for tutors and advisors, to help them become more anti-racist in their tutorial teaching, graduate advising, and pastoral support of students.

Progress to date: Five anti-racism workshops for academic staff were delivered by an external facilitator between Nov 2021 and Oct 2023. Members of the Governing Body with significant teaching or management responsibilities in College are required to participate and 80% have done so. More workshops are planned.

b) Evaluate the level of interest in a BAME alumni network and student mentoring scheme aimed at supporting BAME students' progression.

After discussion with the Director of Development and Alumni Relations and student representatives it was agreed that the Alumni Office would help facilitate student-led events that involve alumni, possibly along the lines of the Graduate Women's Leadership Programme, and encourage an informal network to develop. This is being taken forward by the Fellow for Equality, Fellow for Ethnic Minorities and student representatives.

c) Review the process of providing academic support for students with Specific Learning Difficulties and ensure it is fit for purpose.

The Disability Lead (Fellow for Equality) and Disability Coordinator have begun collecting information on the process and will report in 2023/4.

D. Welfare and well-being

a) Complete a review of welfare provision in the College, including particular reference to the recent recommendations of the University of Oxford Mental Health Task Force.

Progress to date: An external review was completed in 2021-2022. Improving the overall standard of our welfare provision is likely to protect disadvantaged groups, but one specific relevant recommendation was to increase the diversity of counsellor provision. The Welfare Advisory Group continued the review process in 2022-3, leading to the appointment of a new Head of Student Wellbeing. In Sept 2023 the College provided

access to a new helpline for students, allowing them to request counsellors with different characteristics.

b) Implement an anonymous harassment recording system to allow all members of College to record any incidents of concern*.*

Progress to date: an online system was introduced in Hilary Term 2022. In Hilary Term 2023 it was decided to continue with the system, subject to further review. In order to increase awareness, information Is now being circulated at the start of each term.

E. **Values and Culture**

a) Adopt and publish a College anti-racism statement

Progress to date: An anti-racism statement by the Governing Body of the College was published on the College webpage in September 2021.

b) Pilot new ways to engage all members of staff in discussions about the College's values, including race equality, in order to create an inclusive culture, and share and extend good practice.

Progress to date: A new Environmental, Social and Governance Policy was agreed in 2022/3. The social aim that the College should make a positive impact on everyone working and studying here was noted. As part of this, a set of shared College values was developed through discussion by groups of staff and is now prominently displayed on screens around College The values are also being embedded through annual performance reviews and staff recognition.

c) Embed diversity and anti-racism education in the life of the College by offering relevant events to students throughout their time in College, not just Welcome Week.

Progress to date: In 2021 the College arranged a workshop for continuing undergraduates on "Understanding and Confronting Racism" but this was cancelled due to lack of interest. Celebrations of festivals such as Diwali, Eid and Chinese New Year have been very popular and have an educational aspect in a broader sense. The Fellow for Equality will explore other ways of achieving this objective.

d) Organise a photographic exhibition to celebrate current and former BAME members of the College community, including students, alumni, academic and non-academic members of staff.

Progress to date: The "Celebrating Diversity" portrait exhibition was held in the Barn Gallery and online in January 2022 and the portraits are now displayed around College.

    F. Accessibility of Facilities

       a) Incorporate planning for access improvements into the Works and Accommodation team's ten to fifteen-year Master Plan, to address current challenges identified in the recent accessibility audit.

          Progress to date: The Master Planning process is ongoing. The Master Plan includes creating accessible JCR spaces (currently none are accessible) and adding four accessible rooms to undergraduate accommodation in Thomas White building, meaning 1st years with disabilities can be housed along with the rest of their cohort.

       b) Improve accessibility of the College sportsground.

          Progress to date: This work is now complete. An automated gate has been installed, Salto access to the pavilion has been provided, and access to the accessible toilet has been improved.

       c) Install two lifts in the existing College library to improve accessibility.

          Progress to date: This work is now complete.

       d) Complete an audit of assistive technology in College.

          Not yet progressed.

5. **OTHER 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. In addition, a range of activities and events are organized throughout the year to celebrate diversity and promote inclusion, some of which are described on the College's EDI Pages. This section highlights some specific new steps taken in 2022/23 to pro-actively help to eliminate discrimination, advance equal opportunities and foster good relations between groups with different protected characteristics, in addition to those already covered by the specific equality objectives 2021-25.

Initiatives to help Students with Disabilities

- The College agreed that students with disabilities that make it difficult to move their possessions from their rooms would be able to leave their possessions over the Christmas and Easter vacations, without any additional charge.
- The College agreed that where students are allocated off-ballot rooms for disability-related needs, the rent would in future be capped at the level of the lowest grade.

Staff/Student Relationship Policy

Governing Body amended the College policy on close personal or intimate relationships between members of staff and students. The new policy, which closely follows the University policy, now prohibits intimate relationships between members of staff and any student for whom they have any responsibility. This will protect all members of College from undesirable risks, but members with some protected characteristics may be particularly vulnerable.

Academic Skills Programme

In 2022/3 the College moved to in-house provision of Academic Skills support for students on a pilot basis, employing its own trained advisors and coordinator. The programme offers regular group sessions and in addition students may be referred for additional support. While the programme is intended to benefit all students, it is hoped that it can also be a tool to help close awarding gaps (see Section 9). The pilot will continue in 2023/4 and uptake will continue to be monitored, including equality data where possible.

Physical Accessibility of College Buildings

In addition to the equality objectives described in Section 4 above, the following steps were taken to improve the physical accessibility of College Buildings during 2022/23.

- Touch pads for power assisted doors were installed in the Porters Lodge in order to make it a fully accessible facility.
- The College applied for planning permission for redevelopment of the Pusey Lane Flats, to include accommodation with accessible rooms including lifts.
- Work was completed on graduate accommodation on Bardwell. This included a number of accessibility measures and two accessible rooms.

Events in College

The College took additional steps to embed events that celebrate diversity and embrace inclusion. There was a review of relevant dinners in College and as a result Diwali, Eid and the annual LGBTQ+ dinner were added to the calendar as regular fixtures. The Australia Day dinner was removed after consultation with Australian members of College about the sensitivities involved. Budgets and organizational responsibilities were clarified to ease organization. The LGBTQ+ History Month Conversation was revived after a gap since 2019.

St John's College and the Colonial Past

The project was completed and the final report received by GB. The project explored connections between the College and colonialism, uncovering benefactions to St John's and the alumni who served in the empire. It produced a range of podcasts, blog posts, online exhibitions and more, with the aim of sharing its findings as widely as possible

6. STAFF RECRUITMENT DATA

Gender and ethnicity information is available only for those candidates who returned the equality monitoring forms. The proportion of forms returned was slightly lower in 2022/3 than for previous years. Under the new HR Information System, equality data will be captured electronically as part of the application process and it is hoped that this will increase return rates.

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.

The difference between the number of male and female applicants in 2022/3 was largely driven by the candidates for the Supernumerary Teaching Fellowship in Maths.

	2020/21 Applicants		2021/22 Applicants		2022/23 Applicants	
	All	**Appointed**	**All**	**Appointed**	**All**	**Appointed**
Total Number	527	13	316	6	556	8
Responses	336	7	204	4	229	4
% returned	64%	54%	65%	67%	41%	50%
Male	202 (62%)	3 (43%)	118 (58%)	1 (25%)	149 (65%)	2 (50%)
Female	122 (37%)	4 (57%)	85 (42%)	3 (75%)	75 (33%)	2 (50%)
Prefer not to say	2 (1%)	0	1 (<1%)	0	5 (2%)	0
White	250 (75%)	6 (86%)	143 (70%)	2 (50%)	133 (58%)	1 (25%)
BME	69 (21%)	1 (14%)	46 (23%)	2 (50%)	57 (25%)	2 (50%)
Prefer not to say	13 (4%)	0	15 (7%)	0	39 (17%)	1 (25%)

6.2 Professional Staff

The College receives more applications from female than male candidates. This difference is driven by the applications to administrative posts.

	2020/21 Applicants		2021/22 Applicants		2022/23 Applicants	
	All	Appointed	All	Appointed	All	Appointed
Total Number	468	33	448	37	522	33
Responses	186	10	158	14	129	12
% returned	40%	30%	35%	38%	25%	36%
Male	74 (40%)	4 (40%)	67 (42%)	4 (29%)	43 (33%)	4 (33%)
Female	112 (60%)	6 (60%)	88 (56%)	10 (71%)	85 (66%)	8 (67%)
Prefer not to say			3 (2%)		1 (1%)	0
White	155 (83%)	8 (80%)	118	13 (93%)	90 (70%)	8
BME	30 (16%)	2 (20%)	36	1 (7%)	32 (25%)	4
Prefer not to say	1 (1%)	0	4	0	7 (5%)	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

There was a slight fall in the proportion of female undergraduates and PGRs in 2022-3, counter to the University trend. There was an increase in the proportion of female PGTs.

	2020		2021		2022	
	Male	Female	Male	Female	Male	Female
Undergraduate	211	205	210	208	221	198
	50.7%	49.3%	50.2%	49.8%	52.7%	47.3%
(University)	(48.9%)	(51.1%)	(47.4%)	(52.6%)	(47.2%)	(52.8%)
Postgraduate Research	121	104	117	102	119	96
	53.8%	46.2%	53.4%	46.6%	55.3%	44.7%
(University)	(56.9%)	(43.1%)	(55.3%)	(44.7%)	(53.9%)	(46.1%)
Postgraduate Taught	16	19	22	16	10	21
	45.7%	54.3%	57.9%	42.1%	32.3%	67.7%
(University)	(50.4%)	(49.6%)	(51.0%)	(49.0%)	(48.2%)	(51.8%)

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

The proportion of students who were BME increased slightly again this year, in line with University trends. This was true for both undergraduates and graduates, and for both UK and International students.

	2020			2021			2022		
	White	BME	Not Known	White	BME	Not known	White	BME	Not known
Undergrad.	241 74.3%	71 21.9%	12 3.7%	240 74.8%	73 22.7%	8 2.5%	236 73%	76 24%	11 3%
(University)	(70.1%)	(26.1%)	(3.2%)	(75.3%)	(22.4%)	(2.3%)	(74%)	(24%)	(2%)
Postgrad. Research	76 77.6%	18 18.4%	4 4.1%	74 74.7%	21 21.2%	4 4.0%	62 69%	23 26%	5 6%
(University)	(77.4%)	(17.4%)	(5.2%)	(77.5%)	(17.2%)	(5.3%)	(76%)	(19%)	(5%)
Postgrad. Taught	10 62.5%	5 31.3%	1 6.3%	7 77.8%	1 11.1%	1 11.1%	4 80%	1 20%	0 11.1%
(University)	(69.8%)	(25.7%)	(4.5%)	(70.4%)	(25.0%)	(4.6%)	(70.4%)	(25.0%)	(4.6%)

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

	2020			2021			2022		
	White	BME	Not known	White	BME	Not Known	White	BME	Not Known
Undergrad.	49 53.3%	38 41.3%	5 5.4%	51 52.6%	44 45.4%	2 2.1%	41 43%	51 53%	4 4%
(University)	(45.7%)	(48.2%)	(6.1%)	(42.2%)	(52.4%)	(5.4%)	(37%)	(56%)	(7%)
Postgrad. Research	69 54.3%	54 42.5%	4 3.1%	61 51.0%	55 45.8%	4 3.3%	54 43%	64 51%	7 6%
(University)	(46.1%)	(48.1%)	(5.8%)	(43.2%)	(51.0%)	(5.8%)	(41%)	(52%)	(6%)
Postgrad. Taught	6 31.6%	12 63.2%	1 5.3%	10 34.5%	17 58.6%	2 6.9%	11 42%	13 50%	2 8%
(University)	(45.6%)	(50.3%)	(4.1%)	(42.6%)	(52.9%)	(4.5%)	(41%)	(55%)	(4%)

8 UNDERGRADUATE ADMISSIONS DATA[1]

"Applications" refers to all applications specifying St John's as the first choice college. "Acceptances" refers to all final 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.

---

[1] Data for the 2022-23 admissions cycle will be added when it is made available by UCAS/University.

8.1 Undergraduate application numbers and acceptance rates by gender

The College consistently receives a lower proportion of female applicants than the University as a whole. This has been true for the last 10 years but the gap has recently increased. Further analysis will be done to identify whether this is a subject composition effect.

	2020		2021		2022	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Applications	640 55%	513 45%	688 53%	605 47%	614 56%	482 44%
(University)	(50%)	(50%)	(49%)	(51%)	(50%)	(50%)
Acceptances	65 51%	63 49%	55 47%	60 53%	71 59%	49 41%
(University)	(48%)	(52%)	(46%)	(54%)	(48%)	(52%)
Accept Rate	10%	12%	8%	10%	12%	10%
(University)	(15.0%)	(16.5%)	(12.8%)	(14.3%)	(13%)	(14%)

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

The proportion of UK applicants who are BME is growing and is slightly higher than for the University. Like the University, the College has a lower acceptance rate for BME applicants. Analysis of University data by UCAS suggests that in 2022 this could be explained by differences in course choice and predicted grades.[2]

	2020			2021			2022		
	White	**BME**	**Not Known**	**White**	**BME**	**Not Known**	**White**	**BME**	**Not Known**
Applications	465 66% (67%)	218 31% (29%)	26 4% (4%)	465 64% (65%)	225 31% (30%)	40 5% (5%)	396 60% (63%)	221 34% (32%)	38 6% (6%)
Acceptances	80 78% (75%)	20 19% (23%)	3 3% (2%)	63 73% (65%)	25 26% (30%)	1 1% (5%)	66 73% (71%)	22 24% (27%)	2 2% (2%)
Accept Rate	17.2%	9.7%	11.5%	13.5%	11.1%	2.5%	17%	10%	5%
(University)	(23.3%)	(17.0%)	(9.1%)	(21.1%)	(15.2%)	(7.6%)	(20%)	(15%)	(6%)

---

[2] UCAS Undergraduate Data Release Archive | Undergraduate | UCAS

9   UNDERGRADUATE FINAL DEGREE CLASSIFICATIONS[3]

There remains a gender classification gap and a ethnicity classification gap, as in the University. This was not the case in 2020, when temporary changes in assessment methods due to the pandemic may have been a factor.

9.1 Final degree classifications by gender

	2020		2021		2022	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
First	29 51%	31 49%	28 56%	24 44%	22 46%	19 35%
(University)	(51%)	(44%)	(42%)	(39%)	(41%)	(34%)
2.1 or lower	28 49%	32 51%	22 44%	31 56%	26 54%	35 65%
(University)	(49%)	(56%)	(58%)	(61%)	(59%)	(66%)

9.2 Final degree classifications by ethnicity

	2020		2021		2022	
	White/ Unknown	**BME**	**White/ Unknown**	**BME**	**White/ Unknown**	**BME**
First	45 47%	15 63%	38 50%	9 45%	31 42%	10 34%
(University)	(49%)	(42%)	(42%)	(35%)	(39%)	(32%)
2.1 or lower	51 53%	9 37%	38 50%	11 55%	42 58%	19 66%
(University)	(51%)	(58%)	(58%)	(65%)	(61%)	(68%)

---

[3] Data for FHS 2023 will be added when it is made available by the University