EQUALITY REPORT 2017/2018
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 2017/18 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 2017/18; 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 2017/2018 is reviewed below.

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. Reminders are sent to new members and any others outstanding at the start of each academic year.

b) **Incorporate equality and diversity training into the induction programme for academic staff.** *Progress to date: In October 2017 the Fellow for Equality gave an introduction to equality and diversity issues as part of the Welcome Afternoon for new academic staff. It is intended that this will be repeated in future inductions.*

c) **Continue rolling out race awareness training for appropriate non-academic staff.**
Progress to date: Race awareness training was provided by University facilitators in 2017 and unconscious bias training (with emphasis on race) was provided by an external facilitator in 2018. In total about 60 members of non-academic staff who have regular contact with students and visitors have now received training. Further training is being planned for 2019.

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 will also 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 senior 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 the data across colleges.
Progress to date: Equality Committee reviews information on recruitment by gender 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. *Not yet implemented.*

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. *The College's existing historic library was not accessible for wheelchair users. The new scheme, due for completion in 2018/2019, will remedy this, allowing full access over the entirety of the new Study Centre and the existing buildings. A ramp will bridge ground level differences at the principal entrances, a lift will provide access to all levels of the new building, and there will be a level connection between the new building and the historic Library*

d) 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 developed during 2017-18 and will be made available on the College website in 2018-19. The content of this guide will be reviewed annually.

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 specific steps taken in 2017/18 to pro-actively help to eliminate discrimination, advance equal opportunities and foster good relations between groups with different protected characteristics, other than those already covered by the equality objectives reviewed above.

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 2017/18.

- The refurbishment of the Auditorium was completed. As part of this work the stage area is now fully accessible

- The installation of automated doors to Kendrew Quad commenced. This work is still ongoing

- Plans were agreed for the refurbishment of St Giles House in 2018/19. The improvements will include a platform lift to the rear of the building, disabled toilet and improved side access.

- Planning began for refurbishment of the College Lodge. One of the key objectives of this refurbishment is to improve physical accessibility.

College Catering

- Halal meat was made available to students at all lunches (alongside non-halal options). As before, halal and kosher meals can be ordered in advance for dinner, but restrictions on the number of outside guests allowed were relaxed to match those for standard meals.

- College agreed (May 2018) that at most occasions where guests are allowed in Hall, members of College may bring guests of any age to eat at low table, provided that the College's Safeguarding Policy is followed. Highchairs have been purchased to facilitate this.

Religious Festivals

- A Ramadan dinner (Iftar) was held jointly with the Oxford Islamic Society for the first time. The aim of the dinner was both to support Muslim students in College who were fasting and also to develop greater understanding and positive relationships within College between Muslims and other students. Around 100 students took part.

- A process was introduced whereby the College Office systematically check events in the official College Calendar against religious festivals and draw attention to any clashes, which are then considered on a case by case basis.

LGBT+ Initiatives

- The College agreed a transgender policy and guidance statement to be included on its webpage. (Trinity 2018) .

- The College held its first LGBT History Month talk in February 2018 with Angela Eagle MP. It is intended that this will become an annual College event.

Initiatives to Support Disabled Students

- The College agreed in April 2018 to apply to broaden the terms of the Higby Trust. The proposed terms encompass all students and candidates and all disabilities. The terms would also enable funds to be spent in other ways for the good of the beneficiaries, such as the provision of equipment or adaptation of buildings.

- Following a review, further improvements were made to the procedure for ensuring that graduate students with disabilities are allocated appropriate accommodation in College.

Women's Network

- The St John's College Women's Network was launched in November 2017 . The network aims to celebrate and support St John's College women by bringing together students, fellows, staff and alumnae. It does this by coordinating a mentoring programme, hosting speaker and networking events, supporting the Women's Leadership Programme, and organising the Annual Women's Network Dinner.

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.

6.1 Non-Academic Staff

	2015/16 Candidates		2016/17 Candidates		2017/18 Candidates	
	All	**Appointed**	**All**	**Appointed**	**All**	**Appointed**
Total Number	542	26	371	12	619	29
Responses	369	26	263	12	187	12
Male	264 (49%)	11 (42%)	137 (37%)	5 (42%)	361 (58%)	16 (55%)
Female	278 (51%)	15 (58%)	234 (63%)	7 (58%)	258 (42%)	13 (45%)
White	314 (85%)	23 (88%)	218 (83%)	11(92%)	152 (81%)	11 (92%)
BME	50 (14%)	1 (4%)	37 (14%)	1 (8%)	34 (18%)	1 (8%)
Prefer not to say	5 (1%)	2 (8%)	8 (3%)	0	1 (1%)	0

6.2 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.

	2015/16 Candidates		2016/17 Candidates		2017/18 Candidates	
	All	**Appointed**	**All**	**Appointed**	**All**	**Appointed**
Total Number	378	9	530	11	462	17
Responses	242	**8**	336	**8**	273	**9**
Male	193 (51%)	1 (11%)	339 (64%)	4 (36%)	273 (59%)	10 (59%)
Female	185 (49%)	7 (78%)	**188 (35%)**	7 (64%)	184 (40%)	7 (41%)
Prefer not to say	0	1 (11%)	3 (1%)	0	5 (1%)	0
White	196 (81%)	6 (75%)	253 (75%)	7 (88%)	218 (80%)	7 (78%)
BME	40 (17%)	2 (25%)	56 (17%)	0	41 (15%)	2 (22%)
Prefer not to say	6 (3%)	0	27 (8%)	1 (13%)	14 (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

	2015		2016		2017	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Undergraduate	213 55.3%	172 44.7%	209 54.1%	177 45.9%	213 53.7%	184 46.3%
(University)	(52.8%)	(47.2%)	(53.1%)	(46.9%)	(52.7%)	(47.3%)
Postgraduate Research	99 54.4%	83 45.6%	105 56.5%	81 43.5%	110 56.7%	84 43.3%
(University)	(57.9%)	(42.1%)	(58.2%)	(41.8%)	(58.5%)	(41.5%)
Postgraduate Taught	20 51.3%	19 48.7%	20 69.0%	9 31.0%	23 48.9%	24 51.1%
(University)	(54.35)	(45.7%)	(55.0%)	(45.0%)	(52.8%)	(47.2%)

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

	2015			2016			2017		
	White	**BME**	**Not Known**	**White**	**BME**	**Not Known**	**White**	**BME**	**Not known**
Undergrad.	256 84.2%	38 12.5%	10 3.3%	258 84.3%	43 14.1 %	5 1.6%	256 81.0%	51 16.1%	9 2.8%
(University)	(83.9%)	(13.5%)	(2.6%)	(83.7%)	(14.5%)	(1.9%)	(82.7%)	(15.5%)	(1.8%)
Postgrad. Research	62 84.9%	9 12.3%	2 2.7%	62 86.1%	9 12.5%	1 1.4%	59 83.1%	11 15.5%	1 1.4%
(University)	(82.5%)	(14.2%)	(3.3%)	(82.4%)	(15.1%)	(2.5%)	(82.6%)	(14.6%)	(2.8%)
Postgrad. Taught	9 90.0%	1 10.0%	0 0.0%	7 77.8%	1 11.1 %	1 11.1%	10 90.9%	1 9.1%	0 0%
(University)	(76.4%)	(18.4%)	(5.2%)	(77.5%)	(19.4%)	(3.1%)	(78.1%)	(19.0%)	2.9%

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

	2015			2016			2017		
	White	**BME**	**Not Known**	**White**	**BME**	**Not Known**	**White**	**BME**	**Not Known**
Undergrad.	43 54.4%	35 44.3%	1 1.3%	44 55.0%	36 45.0 %	0 0.0%	46 56.8%	34 42.0%	1 1.2%
(University)	(47.9%)	(48.5%)	(3.6%)	(50.2%)	(47.5%)	(2.2%)	(48.8%)	(46.3%)	4.9%)
Postgrad. Research	70 64.8%	35 32.4%	3 2.8%	78 68.4%	34 29.8%	2 1.8%	78 63.4%	42 34.1%	3 2.4%
(University)	(59.4%)	(37.0%)	(3.6%)	(59.0%)	(37.3%)	(3.7%)	(57.0%)	(39.4%)	(3.7%)
Postgrad. Taught	14 48.3%	14 48.3%	1 3.4%	13 65.0%	7 35.0 %	0 0.0%	24 66.7%	11 30.6%	1 2.8%
(University)	(52.1%)	(43.6%)	(4.3%)	(53.6%)	(42.7%)	(3.7%)	(52.4%)	(45.1%)	(2.5%)

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. Data on acceptances are only available for students starting on course in October 2017 or earlier. Ethnicity information is not available for non-UK applicants**.**

NOTE: The 2016/17 Equality Report reported acceptances of applications to St John's by <u>any</u> College. This information was no longer available on Tableau this year. If required, the information could be found elsewhere before the Report is published.

8.1 Undergraduate application numbers and acceptance rates by gender (year refers to matriculation)

	2015		2016		2017	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
Applications	483	413	542	443	486	437
Acceptances	58	55	59	55	57	60
Accept Rate (University)	12.0% (18.4%)	13.3% (16.5%)	10.9% (17.8%)	12.4% (16.3%)	11.7% (16.5%)	13.7% (16.3%)

8.2 Undergraduate application numbers and acceptance rates by ethnicity (UK only, year refers to matriculation)

	2015			2016			2017		
	White	**BME**	**Not Known**	**White**	**BME**	**Not Known**	**White**	**BME**	**Not Known**
Applications	447	145	42	489	173	37	405	172	34
Acceptances	74	12	9	84	18	1	67	21	3
Accept Rate (University)	16.6%% (25.0%)	8.3% (15.7%)	11.9% (8.7%)	15.5% (24.5%)	6.9% (16.1%)	2.7% (5.5%)	16.5% (22.9%)	12.2% (14.4%)	8.8% (7.3%)

9 UNDERGRADUATE FINAL DEGREE CLASSIFICATIONS

This information is based on the data underpinning the Norrington table.

9.1 Final degree classifications by gender

	2016		2017		2018	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
First	22 34.9%	15 32.6%	25 48.1%	15 29.4%	37 62.7%	23 46.9%
(University)	(37.1%)	(29.7%)	(37.2%)	(29.6%)	(38.8%)	(32.9%)
2.1	38 60.3%	28 60.1%	22 42.3%	32 62.7%	22 37.3%	25 51.0%
(University)	(54%)	(64.1%)	(53.5%)	(65.6%)	(52.3%)	(62.4%)
2.2 or lower	3 4.8%	3 6.5%	5 9.6%	4 7.8%	0 0.0%	1 2.0%
(University)	(8.9%)	(6.2%)	(9.3%)	(4.8%)	(8.9%)	(4.7%)

9.2 Final degree classifications by ethnicity

	2016		2017		2018	
	White	**BME/Not Known**	**White**	**BME/Not known**	**White**	**BME/Not known**
First	28 32.2%	**9** 40.9%	32 42.1%	8 29.6%	48 57.8%	12 48.0%
(University)	(34.7%)	(29.1%)	(35.6%)	(26.6%)	(37.5%)	(31.1%)
2.1	53 60.9%	13 59.1%	38 50.0%	16 59.3%	34 41.0%	13 52.0%
(University)	(59.0%)	(58.9%)	(59.1%)	(59.9%)	(56.9%)	(57.8%)
2.2 or lower	6 6.9%	0 0%	6 7.8%	3 11.1%	1 1.2%	0 0.0%
(University)	(6.3%)	(12.0%)	(5.3%)	(13.5%)	(5.6%)	(11.1%)