



EQUALITY REPORT 2016/2017

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 2016/17 and fulfils its reporting requirements under the Public Sector Equality Duty.

The report includes: information on relevant college policies; a statement of agreed equality objectives; a review of significant initiatives undertaken in the current year; 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

The college adopted new equality objectives at Governing Body in Trinity Term 2017. Progress against these objectives will be reviewed in Michaelmas Term 2018 for inclusion in the 2017/18 Equality Report. The College's specific equality objectives for 2017 – 2020 are:

4.1 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:

- 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).
- Incorporate equality and diversity training into the induction programme for academic staff.
- Continue rolling out race awareness training for appropriate non-academic staff.

4.2 Undergraduate Teaching and Examination Performance

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

Current Specific Objectives:

- Continue annual monitoring and review of examination results by gender and develop initiatives to address the "gender gap".
- Introduce annual monitoring and review of examination results by ethnicity.

4.3 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:

- Continue to develop annual monitoring and review of staff numbers and seniority by gender and encourage sharing of these data across colleges.
- Introduce similar monitoring and review of staff numbers and seniority by ethnicity and encourage sharing of these data across colleges.
- Extend the collection and analysis of information on the destinations of early career academics.

4.4 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:

- Ensure that the College Library and Study Centre are fully accessible to people with disabilities.
- Continue to monitor the physical accessibility of college buildings and consolidate this information in a readily understandable form.

5. SUMMARY OF NEW INITIATIVES TO HELP FULFIL AIMS OF 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 specific new steps taken in 2016/17 to pro-actively help to eliminate discrimination, advance equal opportunities and foster good relations between groups with different protected characteristics.

- Construction work on the new Study Centre commenced in 2016. The College's existing historic library was not accessible for wheelchair users. The new scheme 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
- Bainton Road Nursery opened in November 2016. The College-owned nursery will offer high quality and affordable childcare for children from 6 months to pre-school age, primarily for fellows, staff, lecturers and students of the College.
- The St John's College Women's Network Advisory Group was established in January 2017 to steer the development of a women's network for alumnae and current college members in order to provide opportunities for networking, mentoring and knowledge exchange.

- The College's first Fellow for Ethnic Minorities was appointed in Trinity Term 2017 to take the lead on issues relating collectively to minority ethnic members of college. The new College Officer will advise students on welfare and harassment concerns, develop initiatives related to ethnic minority issues, and advocate and report to Governing Body on relevant points.
- The College implemented a number of training initiatives to improve the awareness of equality issues among staff. Following feedback from BME (Black and Minority Ethnic) students, the training particularly focused on race awareness.
 - The College agreed in Trinity 2017 that in future all members of Governing Body and key committees would be required to complete the University's online equality and diversity training.
 - An external facilitator ran a Cultural Competence workshop for senior academic and administrative staff in October 2016.
 - Race awareness training was provided by University facilitators for about 30 members of domestic staff who have regular contact with students and visitors. This was a trial initiative and it is hoped to roll the training out to more staff in future.
- There were a number of equality-related developments in the College's catering provision.
 - The provision of kosher food was introduced in Hilary Term 2017. The College agreed to cover any excess cost, so that the cost of a kosher meal for a College member would be the same as that of a standard meal.
 - International Dinners were arranged in Hall, taking place once a term from Hilary Term 2017. The dinners, which have been extremely well attended, celebrate diversity and increase awareness of different cultures.
 - The first college Iftar was held during Ramadan 2017 with 35 people taking part.
 - The College agreed to make the BME Dinner a regular event in its annual calendar, taking place every Hilary Term.
- A new procedure was introduced to ensure that graduate students with disabilities or other needs are allocated appropriate accommodation in college. The new procedure increased fairness and transparency. The procedure will be reviewed next year.

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

	2014/15 Candidates		2015/16 Candidates		2016/17 Candidates	
	All	Appointed	All	Appointed	All	Appointed
Total Number	836	23	542	26	371	12
Responses	569	23	369	26	263	12
Male	449 (54%)	7 (30%)	264 (49%)	11 (42%)	137 (37%)	5 (42%)
Female	387 (46%)	16 (70%)	278 (51%)	15 (58%)	234 (63%)	7 (58%)
White	499 (88%)	18 (78%)	314 (85%)	23 (88%)	218 (83%)	11(92%)
BME	63 (12%)	1 (4%)	50 (14%)	1 (4%)	37 (14%)	1 (8%)
Prefer not to say	7 (0%)	4 (18%)	5 (1%)	2 (8%)	8 (3%)	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.

	2014/15 Candidates		2015/16 Candidates		2016/17 Candidates	
	All	Appointed	All	Appointed	All	Appointed
Total Number	390	8	378	9	530	11
Responses	330	7	242	8	336	8
Male	210 (54%)	5 (63%)	193 (51%)	1 (11%)	339 (64%)	4 (36%)
Female	180 (46%)	3 (38%)	185 (49%)	7 (78%)	188 (35%)	7 (64%)
Prefer not to say				1 (11%)	3 (1%)	
White	278 (84%)	6 (86%)	196 (81%)	6 (75%)	253 (75%)	7 (88%)
BME	40 (12%)	1 (14%)	40 (17%)	2 (25%)	56 (17%)	0
Prefer not to say	12 (4%)	0	6 (3%)	0	27 (8%)	1 (13%)

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

	2014		2015		2016	
	Male	Female	Male	Female	Male	Female
Undergraduate	230 57.8%	168 42.2 %	213 55.3%	172 44.7%	209 54.1%	177 45.9%
(University)	(53.5%)	(46.5%)	(52.8%)	(47.2%)	(53.1%)	(46.9%)
Postgraduate Research	107 57.5%	79 42.5%	99 54.4%	83 45.6%	105 56.5%	81 43.5%
(University)	(58.0%)	(42.0%)	(57.9%)	(42.1%)	(58.2%)	(41.8%)
Postgraduate Taught	23 59.0%	16 41.0 %	20 51.3%	19 48.7%	20 69.0%	9 31.0%
(University)	(54.5%)	(45.5%)	(54.35)	(45.7%)	(55.0%)	(45.0%)

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

	2014			2015			2016		
	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known
Undergrad.	270 85.4%	41 13.0 %	5 1.6%	256 84.2%	38 12.5%	10 3.3%	258 84.3%	43 14.1 %	5 1.6%
(University)	(83.7%)	(12.7%)	(3.6%)	(83.9%)	(13.5%)	(2.6%)	(83.7%)	(14.5%)	(1.9%)
Postgrad. Research	66 86.8%	8 10.5%	2 2.6%	62 84.9%	9 12.3%	2 2.7%	62 86.1%	9 12.5%	1 1.4%
(University)	(82.2%)	(14.2%)	(3.6%)	(82.5%)	(14.2%)	(3.3%)	(82.4%)	(15.1%)	(2.5%)
Postgrad. Taught	4 66.7%	1 16.7 %	1 16.7%	9 90.0%	1 10.0%	0 0.0%	7 77.8%	1 11.1 %	1 11.1%
(University)	(77.2%)	(18.9%)	(3.9%)	(76.4%)	(18.4%)	(5.2%)	(77.5%)	(19.4%)	(3.1%)

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

	2014			2015			2016		
	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known
Undergrad.	43 52.4%	34 41.5 %	5 6.1%	43 54.4%	35 44.3%	1 1.3%	44 55.0%	36 45.0 %	0 0.0%
(University)	(46.0%)	(43.6%)	(10.4%)	(47.9%)	(48.5%)	(3.6%)	(50.2%)	(47.5%)	(2.2%)
Postgrad. Research	74 67.3%	34 30.9%	2 1.8%	70 64.8%	35 32.4%	3 2.8%	78 68.4%	34 29.8%	2 1.8%
(University)	(59.8%)	(36.7%)	(3.5%)	(59.4%)	(37.0%)	(3.6%)	(59.0%)	(37.3%)	(3.7%)
Postgrad. Taught	20 60.6%	12 36.4 %	1 3.0%	14 48.3%	14 48.3%	1 3.4%	13 65.0%	7 35.0 %	0 0.0%
(University)	(56.4%)	(39.9%)	(3.7%)	(52.1%)	(43.6%)	(4.3%)	(53.6%)	(42.7%)	(3.7%)

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 any college. Data on acceptances are only available for students starting on course in October 2016 or earlier. Ethnicity information is not available for non-UK applicants.

8.1 Undergraduate application numbers and acceptance rates by gender

	2014		2015		2016	
	Male	Female	Male	Female	Male	Female
Applications	413	378	483	413	542	443
Acceptances	97	75	97	77	110	87
Accept Rate	23.5%	19.8%	20.1%	18.6%	20.3%	19.6%
(University)	(19.3%)	(16.9%)	(18.4%)	(16.5%)	(17.8%)	(16.3%)

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

	2014			2015			2016		
	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known
Applications	392	120	29	447	145	42	489	173	37
Acceptances	111	17	1	103	23	9	124	35	1
Accept Rate	28.3%	14.2%	3.4%	23.0%	15.9%	21.4%	25.4%	20.2%	2.7%
(University)	(25.5%)	(16.2%)	(6%)	(25.0%)	(15.7%)	(8.7%)	(24.5%)	(16.1%)	(5.5%)

9 UNDERGRADUATE FINAL DEGREE CLASSIFICATIONS

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

9.1 Final degree classifications by gender

	2014		2015		2016	
	Male	Female	Male	Female	Male	Female
First	31	10	27	13	22	15
	50.0%	23.3%	40.3%	27.1%	34.9%	32.6%
(University)	(34.8%)	(27.3%)	(36.5%)	(25.0%)	(37.1%)	(29.7%)
2.1	29	28	34	31	38	28
	46.8%	65.1%	50.8%	64.6%	60.3%	60.1%
(University)	(55.6%)	(67.2%)	(55.2%)	(68.7%)	(54%)	(64.1%)
2.2 or lower	2	5	6	4	3	3
	3.2%	11.6%	9.0%	8.3%	4.8%	6.5%
(University)	(9.6%)	(5.5%)	(8.3%)	(6.3%)	(8.9%)	(6.2%)

9.2 Final degree classifications by ethnicity

	2014		2015		2016	
	White	BME/Not Known	White	BME/Not Known	White	BME/Not Known
First	29 38.2%	12 41.4%	33 37.1%	7 26.9%	28 32.2%	9 40.9%
(University)	(32.2%)	(28.4%)	(32.0%)	(29.0%)	(34.7%)	(29.1%)
2.1	42 55.3%	15 51.7%	50 56.2%	15 57.7	53 60.9%	13 59.1%
(University)	(61.5%)	(59.2%)	(61.8%)	(59.5%)	(59.0%)	(58.9%)
2.2 or lower	5 6.6%	2 6.9%	6 6.7	4 15.4%	6 6.9%	0 0%
(University)	(6.4%)	(12.4%)	(6.2%)	(11.5%)	(6.3%)	(12.0%)