



EQUALITY REPORT 2020/21

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 2020/21 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 2020/21; a summary of key staff and student data. The new equality objectives for 2021 – 25 are included in an Appendix.

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 2017-21: PROGRESS REVIEW

The College adopted specific equality objectives in 2017. Progress against each of these objectives by the end of 2020/2021 is reviewed below. In accordance with the Public Sector Equality Duty, the College will adopt new objectives in Michaelmas Term 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: In 2017, the College agreed that all members of Governing Body and key committees would be required to complete the University's online equality and diversity training. During 2021, an external facilitator was hired to develop bespoke anti-racism workshops for all academic staff. Delivery of these in-person workshops will begin in Michaelmas 2021.

- 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: 'Equality in the Workplace' training was arranged for non-academic staff during 2019-20. In total, 122 staff attended Part 1 and 90 staff attended Part 2, but the training was curtailed due to the pandemic. The College intends to resume the training in 2021-22.

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 was no attainment gap in 2020, but it returned in 2021. Starting in 2019-20, the College has been developing the provision of inclusive study skills support to help all undergraduates reach their academic potential. Overall, uptake of this support by women has been higher than by men.

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

Progress to date: Education Policy Committee has reviewed examination results by ethnicity since 2018. There are significant fluctuations, but averaging over recent years, there is no evidence of a difference in results between BME and non-BME students. The Committee will continue to monitor this.

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 each Michaelmas Term. In 2020-21 the College also conducted a survey of 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. In 2020-21 the College also conducted a survey of staff currently in position.

- c) Extend the collection and analysis of information on the destinations of early career academics.
Since Trinity Term 2020, 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 was designed to remedy this, allowing for full access over the entirety of the new Study Centre and the existing buildings. The new part of the building is now open and fully accessible. Phase 3 of the project, which will address remaining accessibility issues in the old library, began in 2021.

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

A comprehensive Access Audit of the College was completed in June 2021 and made available online. Following on from the audit, the College has set up an annual review meeting to look at accessibility and track progress.

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 new steps taken in 2020/21 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 2017-21.

Race and Equality Working Group

The College's Race and Equality Working Group, with membership drawn from all parts of College, was established in 2020 and met six times during 2020/21. The College also established an Advisory Group of alumni to offer insight and advice to the Race Equality Working Group. At the end of the year, the Working Group produced a detailed report and action plan for implementation.

Some of the recommendations of the Race and Equality Working Group were already taken forward during 2020/21. These included:

- Publishing a College anti-racism statement in Sept 2021.
- Committing to participate in the Black Academic Futures programme to provide scholarships and other support to graduate students of Black British ethnicity, starting from 2021.
- Commissioning a series of portraits to celebrate the ethnic diversity of the St John's community.
- Planning compulsory anti-racism workshops for new students as part of the College's induction week.

Harassment

The College took the following steps to increase understanding and awareness of any type of harassment that might occur in College, and to reduce the risks to College members.

- The College agreed to introduce an anonymous harassment recording process. This will be implemented in 2021/22
- The College's Harassment Policy was revised to bring it fully in line with the University Policy and to clarify responsibility for dealing with any formal complaints.
- Compulsory consent workshops by an outside provider were planned for new students as part of the College's induction week.

Physical Accessibility of College Buildings

In addition to the equality objectives described in section 4D above, the following steps were taken to improve the physical accessibility of College Buildings during 2021/21

- The refurbishment of St Giles House was completed. The improvements to accessibility include a platform lift to the rear of the building, disabled toilet and improved side access.
- The refurbishment of the College Lodge was completed. One of the key objectives of this refurbishment was to improve physical accessibility.
- Planning began for new graduate accommodation on Bardwell Road, to include two accessible rooms.

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 2018/19 but only for those that returned the monitoring forms in 2019/20 and 2021/21.

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.

	2018/19 Candidates		2019/20 Candidates		2021/21 Candidates	
	All	Appointed	All	Appointed	All	Appointed
Total Number	526	29	488	12	527	13
Responses	218	11	329	6	336	7
Male	76 (35%)	3 (27%)	191 (58%)	2 (33%)	202 (62%)	3 (43%)
Female	140 (64%)	8 (73%)	130 (40%)	4 (67%)	122 (37%)	4 (57%)
Prefer not to say	2 (1%)	0	8 (2%)	0	2 (1%)	0
White	166 (76%)	9 (82%)	232 (71%)	4 (67%)	250 (75%)	6 (86%)
BME	47 (22%)	2 (18%)	84 (26%)	1 (17%)	69 (21%)	1 (14%)
Prefer not to say	5 (2%)	0	13 (4%)	1 (17%)	13 (4%)	0

6.2 Non-Academic Staff

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

	2018/19 Candidates		2019/20 Candidates		2021/21 Candidates	
	All	Appointed	All	Appointed	All	Appointed
Total Number	526	29	221	11	468	33
Responses	218	11	1	0	186	10
Male	76 (35%)	3 (27%)	n/a	n/a	74 (40%)	4 (40%)
Female	140 (64%)	8 (73%)	n/a	n/a	112 (60%)	6 (60%)
Prefer not to say	2 (1%)					
White	166 (76%)	9 (82%)	n/a	n/a	155 (83%)	8 (80%)
BME	47 (22%)	2 (18%)	n/a	n/a	30 (16%)	2 (20%)
Prefer not to say	5 (2%)	0	n/a	n/a	1 (1%)	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

	2018		2019		2020	
	Male	Female	Male	Female	Male	Female
Undergraduate	194 49.1%	201 50.9%	202 49.8%	204 50.2%	211 50.7%	205 49.3%
(University)	(51.4%)	(48.6%)	(50.2%)	(49.8%)	(48.9%)	(51.1%)
Postgraduate Research	106 53.3%	93 46.7%	119 55.6%	95 44.4%	121 53.8%	104 46.2%
(University)	(58.1%)	(41.9%)	(57.7%)	(42.3%)	56.9%	43.1%
Postgraduate Taught	17 45.9%	20 54.1%	17 60.7%	11 39.3%	16 45.7%	19 54.3%
(University)	(53.3%)	(46.7%)	(51.5%)	(48.5%)	(50.4%)	(49.6%)

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

	2018			2019			2020		
	White	BME	Not Known	White	BME	Not known	White	BME	Not known
Undergrad.	246 78.9%	56 17.9%	10 3.2%	236 76.4%	63 20.4%	10 3.2%	241 74.3%	71 21.9%	12 3.7%
(University)	(80.6%)	(17.4%)	(2.1%)	(78.8%)	(19.0%)	(2.2%)	(70.1%)	(26.1%)	(3.2%)
Postgrad. Research	65 78.3%	17 20.5%	1 1.2%	74 81.3%	17 18.7%	0 0	76 77.6%	18 18.4%	4 4.1%
(University)	(79.5%)	(16.8%)	(3.7%)	(79.2%)	(16.4%)	(4.4%)	(77.4%)	(17.4%)	(5.2%)

Postgrad. Taught	11 91.7%	1 8.3%	0 0	3 60.0%	0 0	2 40.0%	10 62.5%	5 31.3%	1 6.3%
(University)	(3.1%)	(23.0%)	(3.9%)	(71.2%)	(24.7%)	(4.1%)	(69.8%)	(25.7%)	(4.5%)

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

	2018			2019			2020		
	White	BME	Not known	White	BME	Not Known	White	BME	Not Known
Undergrad.	42 50.6%	35 42.2%	6 7.2%	51 52.6%	40 41.2%	6 6.2%	49 53.3%	38 41.3%	5 5.4%
(University)	(47.4%)	(47.1%)	(5.4%)	(45.7%)	(48.4%)	(5.9%)	(45.7%)	(48.2%)	(6.1%)
Postgrad. Research	76 65.5%	37 31.9%	3 2.6%	68 55.3%	50 40.7%	5 4.1%	69 54.3%	54 42.5%	4 3.1%
(University)	(52.2%)	(43.5%)	(4.3%)	(48.4%)	(46.2%)	(5.4%)	(46.1%)	(48.1%)	(5.8%)
Postgrad. Taught	16 64.0%	7 28.0%	2 8.0%	7 30.4%	15 65.2%	1 4.3%	6 31.6%	12 63.2%	1 5.3%
(University)	(49.5%)	(46.5%)	(4.0%)	(48.4%)	(47.6%)	(4.0%)	(45.6%)	(50.3%)	(4.1%)

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

	2018		2019		2020	
	Male	Female	Male	Female	Male	Female
Applications	501	475	506	482	640	513
Acceptances	50	63	68	52	65	63
Accept Rate	10.0%	13.3%	13.4%	10.8%	10.2%	12.3%
(University)	(15.4%)	(15.4%)	(13.8%)	(14.7%)	(15.0%)	(16.5%)

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

	2018			2019			2020		
	White	BME	Not Known	White	BME	Not Known	White	BME	Not Known
Applications	394	148	42	361	154	27	465	218	26
Acceptances	61	17	5	63	18	4	80	20	3
Accept Rate	15.5%	11.5%	11.9%	17.5%	11.7%	14.8%	17.2%	9.7%	11.5%
(University)	(22.6%)	(14.8%)	(7.8%)	(20.6%)	(15.5%)	(8.3%)	(23.3%)	(17.0%)	(9.1%)

9 UNDERGRADUATE FINAL DEGREE CLASSIFICATIONS

9.1 Final degree classifications by gender

	2019		2020		2021	
	Male	Female	Male	Female	Male	Female
First	29	17	29	31	28	24
	52%	39%	51%	49%	56%	44%
(University)	(42%)	(31%)	(51%)	(44%)	(42%)	(39%)
2.1 or lower	27	27	28	32	22	31
	48%	61%	49%	51%	44%	56%
(University)	(58%)	(69%)	(49%)	(56%)	(58%)	(61%)

9.2 Final degree classifications by ethnicity

	2019		2020		2021	
	White/ Unknown	BME	White/ Unknown	BME	White/ Unknown	BME
First	39	7	45	15	38	9
	51%	29%	47%	63%	50%	45%
(University)	(38%)	(30%)	(49%)	(42%)	(42%)	(35%)
2.1 or lower	37	17	51	9	38	11
	49%	71%	53%	37%	50%	55%
(University)	(62%)	(70%)	(51%)	(58%)	(58%)	(65%)

APPENDIX: EQUALITY OBJECTIVES 2021-25

(agreed MT2021, revised HT 2022)

No.	Equality Objective	Specific Objectives
1a)	Increasing diversity (staff)	Implement a robust process for monitoring and reviewing staff diversity statistics.
		Explore ways to increase the diversity of non-academic staff, including working with experienced local employers to identify best practice and running an open day for the local community.
		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.
1b)	Increasing diversity (students)	Seek to participate in the University's Black Academic Futures programme by undertaking to finance either one full, or two 50%, scholarships.
		Explore future funding possibilities to facilitate and support access to graduate study for under-represented groups.
		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.
		Ensure all tutors participating in admissions have completed the relevant training, including training on Equality considerations.
2.	Teaching and student progression	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.
		Evaluate the level of interest in a BAME alumni network and student mentoring scheme aimed at supporting BAME students' progression.
		Review the process of providing academic support for students with Specific Learning Difficulties and ensure it is fit for purpose.
3.	Welfare and well-being	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.
		Implement an anonymous harassment recording system to allow all members of College to record any incidents of concern
4.	Values and Culture	Adopt and publish a College anti-racism statement
		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.
		Embed diversity and anti-racism education in the life of the College by offering relevant events to students throughout their time in College.

		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
5.	Accessibility of Facilities	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.
		Improve accessibility of the College sportsground.
		Install two lifts in the existing College library to improve accessibility.
		Complete an audit of assistive technology in College.