Keble College
Equality Report 2021-22

This report provides an overview of the College's activities to promote equality and diversity during 2021-22 and helps to fulfil its reporting requirements under the Public Sector Equality Duty.

A. Introduction

Duties

Under the Equality Act (2010), public bodies, of which the College is one, have both general and specific equality duties.

The general duties are to have due regard in decision-making to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not, by
   a. Removing or minimising disadvantages suffered by people due to their protected characteristics;
   b. Taking steps to meet the needs of people from protected groups where these are different from the needs of other people; and
   c. Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low
3. Foster good relations between people who share a protected characteristic and those who do not, by
   a. Tackling prejudice, and
   b. Promoting understanding between people from different groups.

The specific duties are:

1. To publish relevant, proportionate information showing compliance with the Equality Duty by 31st January 2012, and subsequently at intervals no greater than one year from the last publication.
2. To prepare and publish at least one specific and measurable objective that the College thinks it should achieve to meet any of the three aims of the equality duty by 6th April 2012 and at subsequent intervals of no greater than four years.

The protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, and sex and sexual orientation. Marriage and civil partnership are also protected in respect of the first general duty, in employment only.

The report

This report is designed to meet first of the specific duties. It has been prepared for HR and Equality Committee and approved by Governing Body. It can be read alongside the College's **Equality and Diversity Policy**, available from the College's website. The information included relates to the academic community, non-academic staff, graduates and postgraduates. The report covers the academic year 2021-22 (1 October 2021-30 September 2022); where data are presented, they refer to academic year unless otherwise stated.

The College collects data and information on some of the protected characteristics and also relies upon the University to provide data on undergraduates and postgraduates. Not all protected characteristics are addressed for all measures by these data. In some cases, the numbers are too small to be either statistically significant or, more generally, meaningful.

The report is in six parts. Part B reports progress on the College's published objective under the Public Sector Equality Duty. Part C is a short review of actions undertaken academic year 2021-22 in support of the College's equality and diversity objectives and Part D sets out the Action Plan for 2022-23. Data on recruitment, employees, undergraduate applications and on course students is reported in Part E.

B. Public Sector Equality Duty published objective

In May 2020 the College's Governing Body agreed a revised set of objectives:

1. Gender Equality

The College will participate in relevant selection processes in a manner supportive of the University's stated equality objectives for increasing the proportion of women in senior roles.

1a. To aim for a yearly increase in the proportion of female Professors, with 30% representation by 2024; in October 2022 24% of Professorial Fellows (excluding Statutory Professors) and Associate professors with the title Professor were female

1b. To aim for a yearly increase in the proportion of female Statutory Professors, with 20% representation by 2024; in October 2020 22% of statutory Professors were female.

1c. To aim for a yearly increase in the proportion of female Associate Professors, with 40% representation by 2024; in October 2022 36% of associate professors were female.

1d. To aim for an increase in the proportion of female Honorary Fellows to at least 25% by 2024; in October 2022 14% of Honorary Fellows were female.

1e. To aim for an increase in the proportion of female Research Associates to at least 50% by 2024;
in October 2022 22% of Research Associates were female (17% in October 2021)

1f. To aim to at least halve the unexplained difference between the College and University in the ratio of female: male students by 2024.

A comparison of the percentage female for programme types by Division for the whole University and Keble shows that in 2019 there were, across all divisions and programme types, 34 fewer female students than expected (4.0% of all students); in 2020 the figure was 29 fewer than expected (3.2% of all students); in 2021 the figure was also 29 fewer than expected, but this was equivalent to 2.8% of all students.

2. Disability Equality

2a. To establish good access for wheelchair users to at least two more public spaces in College by 2024.

3. Good Relations

3a. To mark at least one major festival or event other than Christian a year until 2024.

4. Awareness and Training

4a. To provide training in at least one equality and diversity field to at least 80% of relevant staff each year until 2024.

C. Review of 2021-22

The following actions were undertaken during academic year 2021-22 in support of the Colleges' equality and diversity objectives:

- The EDI Fellow piloted a reverse mentoring scheme with senior and junior members;
- Portrait of Keble II was installed in the Hall, to recognise and celebrate the diversity of the College community;
- Domestic Committee considered the question of female-only accommodation in College but did not agree to take the proposal any further;
- A Visiting Fellow, Dr Sherine El-Taraboulsi-McCarthy, ran two events on themes of internationalism and equality;
- The College contributed material to the [Oxford and Colonialism](#) website, written by Dr Archer (in 2020-21);
- Five graduates were supported through the College's participation in the Weidenfeld-Hoffman Trust Leadership Programme aimed at young leaders from emerging economies;
- The updated Access Plan included targets to increase the flow of BME candidates at Keble and increase the number of women applying for STEM subjects;
- For LGBTQ+ History Month the 8-stripe Pride flag was flown over the College;
- The Jonathan and Amanda Phillips's Awards were launched, enabling the College to formally recognise the contribution of junior members who had contributed to the life of the community, including in promoting equality, diversity, and inclusion.

D. Action Plan for 2022-23

In addition to ongoing activities, the College plans to do the following in 2022-23:

- To conduct a staff survey of equality and diversity characteristics (carried from 2020-21);
- To hold staff training on implicit bias (carried from 2020-21);
- To consider and, where appropriate, act on the advice and recommendations of the Access Audit (continuing form 2020-21);
- Create a diversity forum for junior members (which may involve a facilitated Away-Day (carried from 2020-21);
- Explore an access programme for potential students from Midlands-based Pakistani/Bangladeshi background (carried from 2020-21).

E. Data

E.1 Employee data

The College has a set out its intention to improve the routine collection of employee data by protected characteristics. The most recent survey of college employees was in September 2018 (as reported in 2017/18).

E.2 Recruitment data

Please note that the declaration or response rate refers to the number of applicants who completed the relevant section(s) of the equal opportunities monitoring form. The data therefore refer to the number of responses received and not the total number of applicants; it cannot be assumed that the response population is a representative sample of the total population of applicants. The figures are given as percentages because, in some cases, the number of responses may be so small that they might lead to the identification of particular individuals. For the same reason, it is not appropriate to publish data on certain protected characteristics, as the risk of individuals being identified might be too high.

Applicant age

All applicants by age group October 2021–September 2022.

	Non–academic	Academic
Under 18	0	0
18–30	31.0	36.2
31–40	33.3	35.3
41–50	11.9	13.8
51–60	16.7	6.0
61 and over	0	0.9

Prefer not to say	7.1	7.8

Applicant disability

Among applicants for non-academic positions October 2021-Sepember 2022, 7.1% declared a disability.

Among applicants for academic positions October 2021-Sepember 2022, 6.0% declared a disability.

Applicant ethnicity

All applicants by stated ethnicity October 2021-September 2022.

	Non-academic	Academic
White	61.9	80.2
BME	35.7	15.5
Other	0	2.6
Prefer not to say	2.4	1.7

Applicant gender

All applicants by stated gender October 2021-September 2022

	Non-academic	Academic
Male	52.4	75.0
Female	47.6	24.1
Prefer not to say	0	0.9

Applicant religion and belief

All applicants by stated religion and belief October 2021-September 2022.

	Non-academic	Academic
Atheism	11.9	1.7
Buddhism	2.4	0
Christianity	52.4	56.0
Hinduism	7.1	0.9
Islam	9.5	2.6
Jainism	0	0
Judaism	0	0.9
Sikhism	0	0
Spiritualism	2.5	0
Any other religion	0	0.9
No religion	7.1	23.3
Prefer not to say	7.1	13.7

E.3 Applicants for Undergraduate Admissions

The year displayed is the UCAS Cycle. This relates to the standard year of entry for applicants in that cycle, e.g. the 2021 cycle covers applicants submitting their applications in October 2020, for entry in 2021, or deferred entry in 2022.

In the tables below, 'Success Rate' is calculated as Acceptances/Applications. For calculating the Success Rate, Acceptances include those at any college, be it Keble (the College of Application) or another, importing college. The College of Application (Keble) includes applicants that chose Keble or open Applicants that were assigned to Keble in the initial allocation at the start of the admissions cycle.

Source of data: December 2021 Snapshot report, Student Data Management and Analysis.

Disability
Disability profile of undergraduate application for entry in 2021

	Keble		University of Oxford	
	Number	Success Rate	Number	Success rate
No known disability	1057	*11.2%*	22,408	*13.2%*
Declared disability	116	*9.5%*	1930	*17.1%*

Disabilities declared at time of application only. Undergraduates may also declare disabilities after enrolment. Figures in earlier reports may be for UK students only. The figures in this table are for all students.

Ethnicity
Ethnicity profile of undergraduate application for entry in 2021 (UK domiciled applicants only)

	Keble		University of Oxford	
	Number	Success Rate	Number	Success rate
White	480	*16.9%*	9408	*21.1%*
BME	273	*11.0%*	4254	*15.2%*
Unknown	43	*4.7%*	739	*7.6%*

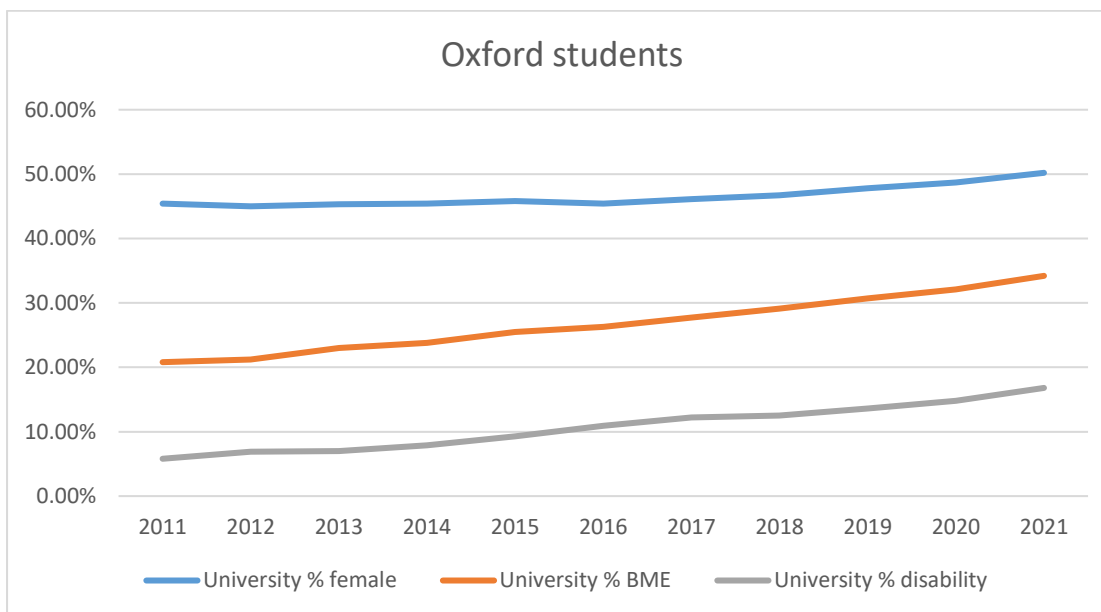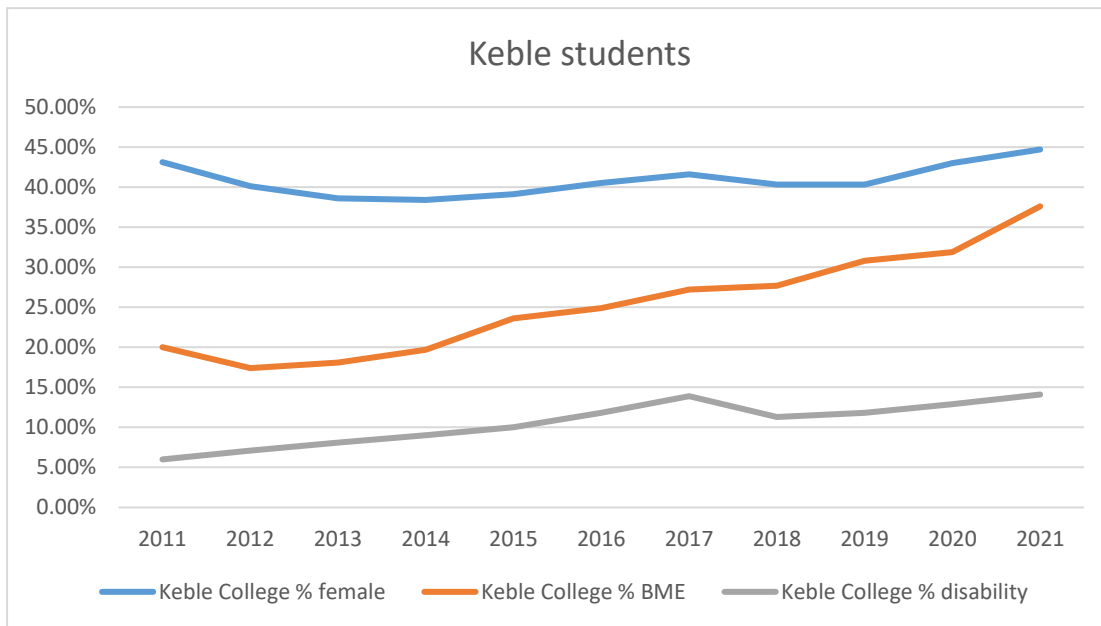Ethnicity declared at time of application only. UCAS does not ask EU and non–EU non–UK domiciled (i.e. Overseas) applicants for their ethnicity.

Sex
Sex profile of undergraduate application for entry in 2021

	Keble		University of Oxford	
	Number	Success Rate	Number	Success rate
Female	560	*12.1%*	12,370	*14.3%*
Male	613	*10.0%*	11,968	*12.8%*

E.4 On course students

Keble students

Chart showing Keble student percentages from 2011 to 2021:
- Keble College % female: starts around 43% in 2011, dips to ~38.5% in 2014, rises to ~44.5% in 2021
- Keble College % BME: starts around 20% in 2011, rises to ~37.5% in 2021
- Keble College % disability: starts around 6% in 2011, rises to ~14% in 2021

Legend: Keble College % female | Keble College % BME | Keble College % disability

Oxford students

Chart showing Oxford student percentages from 2011 to 2021:
- University % female: starts around 45% in 2011, rises to ~50% in 2021
- University % BME: starts around 21% in 2011, rises to ~34% in 2021
- University % disability: starts around 6% in 2011, rises to ~17% in 2021

Legend: University % female | University % BME | University % disability

Data December 2021 Student snapshot