BALLIOL COLLEGE
UNIVERSITY OF OXFORD

Equality and Diversity Report 2021-22[1]

1. Introduction

This is Balliol College's Equality and Diversity Report for the academic year 2021–22. The report helps to fulfil the College's reporting requirements under the Public Sector Equality Duty (PSED). To fulfil the PSED, bodies exercising public functions must have due regard for the need to:

(1) eliminate unlawful discrimination, harassment, and victimization;
(2) advance equality of opportunity between those who do and do not share a protected characteristic; and
(3) foster good relations between those who do and do not share a protected characteristic.

The characteristics protected under the Act and covered by the Duty are: age, disability, gender reassignment, pregnancy and maternity, ethnicity, religion and belief, sex (gender) and sexual orientation.

2. Progress on Equality Objectives in the academic year 2021-22

The Equality Report for 2017–18 listed a new set of four Equality Objectives (EO), for four years with effect from April 2018 (new proposals are suggested at the end of this report, in Appendix 2):

(1) to reduce the gap between male and female students in successful admissions to Balliol;
(2) to increase the number of students from ethnic groups which are currently under-represented in the University;
(3) to improve the College's collection of academic and non-academic staff recruitment data;
(4) To improve the College's support for students, staff, and visitors with disabilities.

Since 2018-19, progress on **EO1** and **EO2** with regard to our undergraduates has been benchmarked against data in the University's Annual Admissions Statistical Report, though this always lags behind this report's date by one year, and gathers data over a three-year period. Below is the relevant data on gender and ethnicity from the 2022 report (covering undergraduate students admitted to Balliol in 2019, 2020, and 2021),[2] and it shows that progress continues to be made with regard to the our first two objectives at undergraduate admissions. I have also for the first time this year included in this report

[1] This report was only possible with the help proffered by a legion of people: the Master, Nathalie Perret, Fiona Chippendale, Nicky Trott, Sarah Twinn, Vicky Holt, Frances Wright, Keeley Mortimer, Simon Skinner, Naomi Tiley, Tim Soutphommasane, and many more.
[2] The equivalent PG admissions report is much less useful.

university data from Tableau, which provides single year snapshots for the census dates (here 2022).[3]

• **EO1 (a) UG**: the proportion of female **undergraduates** has continued to improve over the period, slightly, to 49.4% (from 49% in 2020, 45% in 2019, and 38.7% [!] in 2018), though we must note that this figure remains noticeably under the University average of 54.6% (from 53.3% in 2020, and 51.9% in 2019), and the single year snapshot figure for 2022 shows that our total UG population in Balliol was 48%/52% in favour of males (in 2021 it was 47%/53% in favour of males).

Table 5.3: UK applications to Oxford, offers made and students admitted by gender and college, three-year total 2019–2021.

	FEMALE			MALE			FEMALE PROPORTION OF TOTAL UK STUDENTS ADMITTED
	APPLICATIONS	OFFERS	ADMITTED	APPLICATIONS	OFFERS	ADMITTED	
Balliol College	738	138	129	885	140	132	49.4%

The Tableau data for the university (2022) shows some stark disparities across divisions which may help to explain our own admissions profile:

		Students			Students - Percentage		
Division	Programme De..	Female	Male	Total	Female	Male	Total
Medical Sciences	Undergraduate	1,165	660	1,825	64%	36%	100%
Social Sciences	Undergraduate	1,145	990	2,135	54%	46%	100%
MPLS	Undergraduate	1,350	2,575	3,925	34%	66%	100%
Humanities	Undergraduate	2,620	1,480	4,100	64%	36%	100%
Continuing Education	Undergraduate	410	280	690	59%	41%	100%
Grand Total		6,695	5,985	12,685	53%	47%	100%

• **EO1 (b) PG**: at **graduate** admissions (arrival MT 2021), we continue in our journey towards parity in the female/male ratio (49%/51%; in 2020-21, the figure was 48%/52%, in 2019-20 it was 45%/55%, and in 2018-19 it was 47%/53%).[4]

The Tableau results for the university (2022) show (i) the same kinds of divisional disparities as for the UG courses, and (ii) rough parity across PGT courses, but (iii) a notable imbalance in favour of males in PGR courses (the same pattern is seen in 2019–20, and 2020–21):

		Students			Students - Percentage		
Division	Programme Detail	Female	Male	Total	Female	Male	Total
Medical Sciences	Postgraduate Taught	360	185	545	66%	34%	100%
Social Sciences	Postgraduate Taught	1,750	1,620	3,365	52%	48%	100%
MPLS	Postgraduate Taught	175	480	655	27%	73%	100%
Humanities	Postgraduate Taught	470	350	825	57%	43%	100%
Continuing Education	Postgraduate Taught	455	350	805	57%	43%	100%
Grand Total		3,205	2,985	6,190	52%	48%	100%

[3] This data can be accessed easily through the link above, and the census year changed through a dropdown menu.

[4] An error in last year's report had these figures listed one year out of sequence, so this set will look to the eagle-eyed like it is unchanged from that report.

		Students			Students - Percentage		
Division	Programme Detail	Female	Male	Total	Female	Male	Total
Medical Sciences	Postgraduate Research	985	765	1,750	56%	44%	100%
Social Sciences	Postgraduate Research	820	635	1,455	56%	44%	100%
MPLS	Postgraduate Research	840	1,785	2,625	32%	68%	100%
Humanities	Postgraduate Research	575	585	1,160	50%	50%	100%
Continuing Education	Postgraduate Research	70	70	140	50%	50%	100%
Grand Total		3,290	3,845	7,130	46%	54%	100%

• **EO2 (a) UG**: the proportion of **undergraduates** from diverse ethnic backgrounds has increased over the period 2019–21, or at least maintained recent increases, with regard to

(a) *UK-domiciled BME students*, with an increase to 23.1% (from 22.8% in 2020, 22.2% in 2019, and 20.2% in 2018);

(b) *UK-domiciled Black students*, with a slight decrease to 3.5% (from 3.6% in 2020, 2.9% in 2019 and 1.7% in 2018); and

(c) *UK-domiciled Mixed-heritage students*, with an increase to 10.2% (from 9.2% in 2020, 8.4% in 2019 and 8.0% in 2018).

These figures either track or exceed the University averages for each group: (a) 23.4% (21.4% in 2020, 19.4% in 2019); (b) 3.4% (3.2% in 2020, 2.6% in 2019); (c) 8.4% (from 7.9% in 2020, 7.1% in 2019).

There persists, however, a decreasing admissions trend in UK-domiciled Asian students to 8.2% (from 8.4% in 2020, 9.6% in 2019 and 8.8% in 2018), and this is well below the university average (10.1%, up from 9.2% in 2020, and 8.7% in 2019). The numbers involved are small, with 24 offers and 21 admissions in this cycle (as in 2020, compared to 29 offers and 23 admissions reported last year), but worth noting in this context.

The complete figures for the period are below:

Table 6.10: UK-domiciled BME students: applications to Oxford, offers made and students admitted by college, three-year total 2019–2021

	BME STUDENTS			WHITE STUDENTS			BME PROPORTION OF TOTAL UK STUDENTS ADMITTED[11]
	APPLICATIONS	OFFERS	ADMITTED	APPLICATIONS	OFFERS	ADMITTED	
Balliol College	435	63	59	1,103	207	196	23.1%

Table 6.11: UK-domiciled Asian students: applications to Oxford, offers made and students admitted by college, three-year total 2019–2021

	APPLICATIONS	OFFERS	ADMITTED	PROPORTION OF TOTAL UK STUDENTS ADMITTED[11]
Balliol College	246	24	21	8.2%

Table 6.12: UK-domiciled Black students: applications to Oxford, offers made and students admitted by college, three-year total 2019–2021

	APPLICATIONS	OFFERS	ADMITTED	PROPORTION OF TOTAL UK STUDENTS ADMITTED[11]
Balliol College	41	10	9	3.5%

Table 6.13: UK-domiciled Mixed Heritage students: applications to Oxford, offers made and students admitted by college, three-year total 2019–2021

	APPLICATIONS	OFFERS	ADMITTED	PROPORTION OF TOTAL UK STUDENTS ADMITTED[11]
Balliol College	120	26	26	10.2%

Finally, though the university's Tableau snapshot for ethnicity only differentiates between BME and White, the census data for 2022 shows that 3,495 of the university's total 12,685 UG students are BME (27.5%); in 2021 that figure was 3,595 of 12,375 UG students (29%).

In addition, though these are not protected characteristics under PSED legislation, we can also see where Balliol's UG admissions can be plotted according to socio-economic disadvantage (ACORN data), since our average for students from these backgrounds for 2019–21 (14.7%) lags behind the university's for the same period (15.2%).[5] In college terms, nonetheless, it is a rise on the figures from 2018–20 (13.3%) and surely reflects the ongoing influence of Opportunity Oxford and related programs:

Table 3.5: Socio-economic disadvantage: UK applications to Oxford, offers made and students admitted from ACORN categories 4 and 5[6] by college, three-year total 2019–2021

	ACORN 4 AND 5			OTHER			ACORN 4 & 5 PROPORTION OF TOTAL UK STUDENTS ADMITTED[7]
	APPLICATIONS	OFFERS	ADMITTED	APPLICATIONS	OFFERS	ADMITTED	
Balliol College	248	42	38	1,359	233	220	14.7%

2019–21 saw a slight dip in our three-year average for students from backgrounds with traditionally low progression rates (POLAR data) at 16.7% (the figure for 2018–20 was 17.3%). Last year, we came in at fourth overall (after Mansfield, Univ, and Merton), but this year we are very much in the middle of the pack.

Table 3.6: Areas of low progression to higher education: UK applications to Oxford, offers made and students admitted from POLAR quintiles 1 and 2 by college, three-year total 2019–2021

	POLAR 1 AND 2			OTHER			POLAR 1 AND 2 PROPORTION OF TOTAL UK STUDENTS ADMITTED[7]
	APPLICATIONS	OFFERS	ADMITTED	APPLICATIONS	OFFERS	ADMITTED	
Balliol College	230	48	43	1,366	227	215	16.7%

All this information reveals progress across (almost) the (whole) board, matching our response to the need for greater diversity of all types in the undergraduate student body. Our admissions strategies are producing a more diverse undergraduate profile, but again the numbers required to shift these percentages are not large, and in some cases the figures remain concerning.

• **EO2 (b) PG**: it has, regrettably, not proven possible to present the PG data on ethnicity for Balliol, as this data is no longer kept within college and the central data teams of the university were swamped with requests. I shall endeavour to include this material in the next report. Across the university, Tableau data shows that 2,740 of 7,135 PGR students (38.4%) are BME; and 2,755 of 6,190 PGT students (44.5%). The figures for 2021 are 2,580 of 7,035 PGR students (36.6%); and 2,675 of 6,400 PGT students (41.8%).

• **EO3**: after the troubles with the data extraction for 2020–21, the new data storage system is in place. Broken down by gender, age, and ethnicity, the applications made to Balliol during the period 2021–22 are contained in Appendix 1, mapped next to the details for 2019–20. They show – though the numbers remain small, and there is a gap in the data for 2020–21 – that (i) female applicants for academic posts are increasing, though they are still outnumbered by male; (ii) the age profile of candidates for academic posts has lowered, presumably reflecting at least in part the types of posts being offered; (iii) BME applicants for academic posts now slightly outnumber white applicants. On the non-

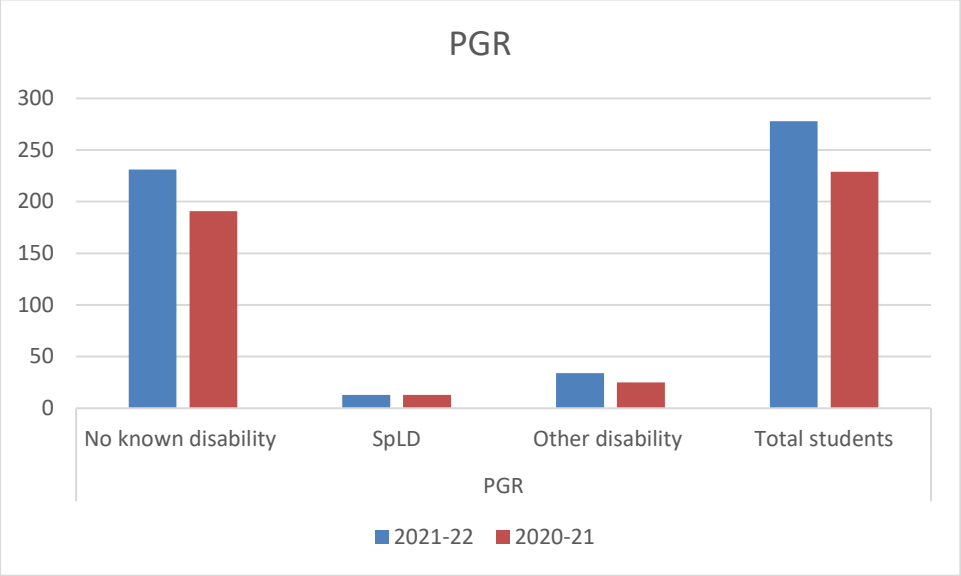
[5] Data for PG is not currently available, though a series of policy changes and admissions pilot programs at divisional (and higher) level will give us access to this information in the near future.

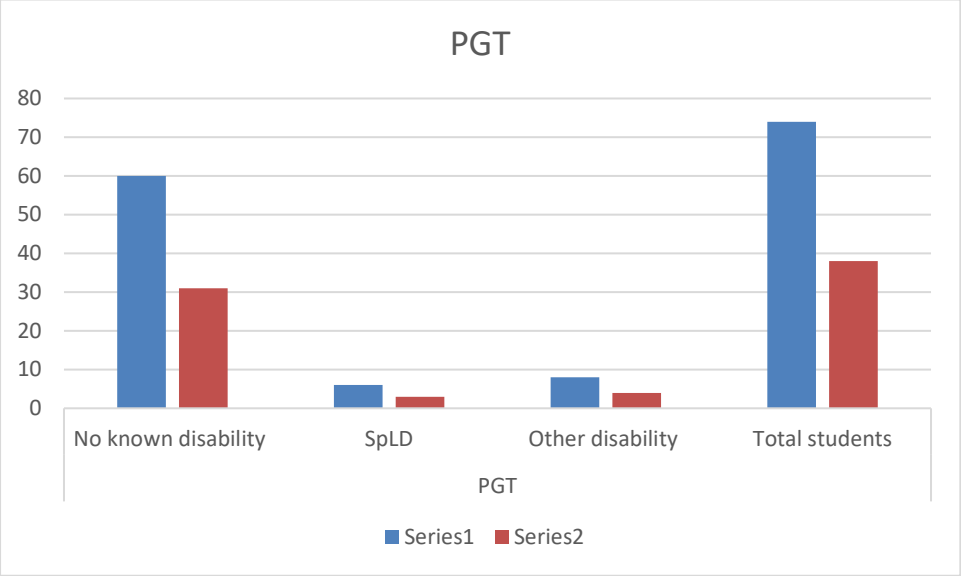
academic side, the records for 2021–22 show considerable variation in job opportunities and numbers, but with a heavy disproportion in both years in favour of white applicants.

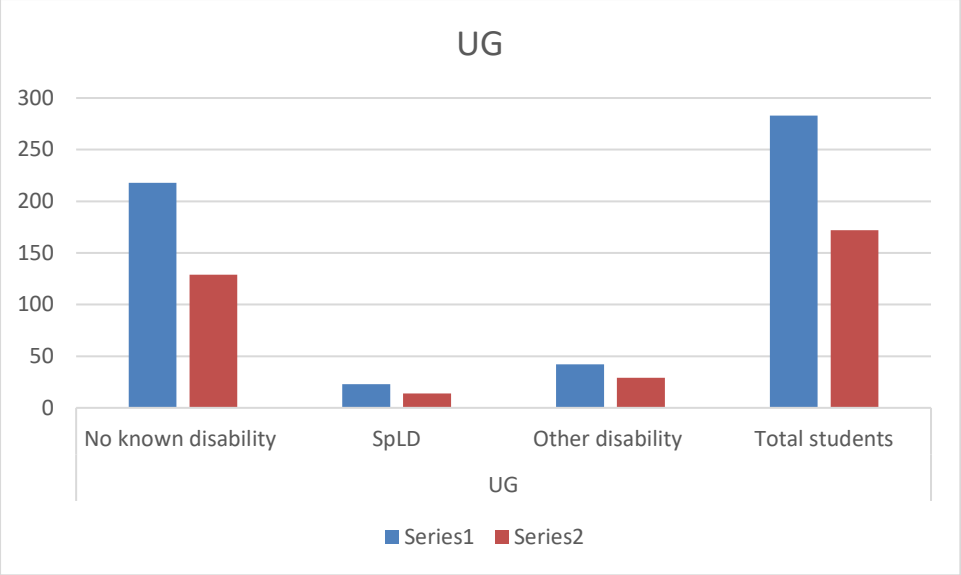
Finally, the equal opportunities form used as part of our employment procedures is now hosted online, where it is rightly stressed that this is a data gathering exercise, and plays no role in the selection process.

• **EO4**: several plans – to improve the college's support for students, staff, and visitors with disabilities – were agreed this year, specifically in the renovations to the access to the Music Room and the provision of a proper disabled toilet, and in the improvement of LR 23 for people with sensory issues and hearing impairment.

I thought it would be useful to introduce into this report some data on those members of our student body registered with a disability (SpLD and 'other'), though evision seems to have some difficulty with the records of our students for 2021, which should therefore be taken with more than a pinch of salt.







The university's 2022 data (previous years can be found on Tableau simply by changing the dropdown) is included in this report for the first time. It reinforces these college figures, and our own sense about rising levels of disability among our students: 1,130 of the university's 7,130 PGR students are registered with a disability (15.8%), 920 of 6,190 PGT students (14.8%), and 2,640 of 12,685 UG students (20.8%). The corresponding figures for 2021 were 1,030 of 7,040 PGR (14.6%), 870 of 6,405 PGT students (13.5%), and 2,480 of 12,580 UG students (19.7%). It is obvious from these numbers that planning for and consideration of these members in the Balliol community is a pressing, and growing, need, possibly reflecting *inter al.* a cultural shift in the definitions and reporting of disabilities, and the longer-term effects of Covid-19.

3. Progress on wider PSED in the academic year 2020-21

Beyond the objectives listed in section two of this report, the college has also been undertaking extensive action within the framework of our PSED more widely, with the several objectives and projects begun in 2020 being brought forward in 2021, despite the challenges presented by the pandemic.

a. Equality and Diversity activities

The Equality and Diversity Committee, involving Fellows and students, and chaired by the Master, continues to meet and provide a forum for exchange between the three common rooms in college. The discrimination complaints channel (feedback@balliol.ox.ac.uk) continues to be monitored by the Master and the Master's PA, and the 'how to make a complaint' quick guide is now on Sharepoint (both with links from the online handbook).

Following her well-received workshop sessions and facilitated conversations with JCR members on anti-racism in Michaelmas Term 2021, Balliol alumna Laura Durrant from EDI consultancy Equitura held a similar series of discussion sessions with staff in Hilary Term 2022.

One of the concerns expressed by students is a lack of diversity in visual representation (portraiture, photography) across the College and in the naming of our buildings and spaces. In Michaelmas Term 2021, the College announced the naming of the eight new

buildings on the Master's Field, after a diverse group of alumni chosen in consultation with staff and students. Plaques with photographs and a short biography were put up in the entrance area of each building.

The eight alumni include Professor Frances Kirwan (former Senior Fellow and the first woman to be the Savilian Professor of Geometry), Dr Carol Clark (the first woman to be a Tutorial Fellow of the College), Sir Seretse Khama (the first President of Botswana), Dr Lakshman Sarup (the first Oxford student to submit for a DPhil degree), and Professor Barry Blumberg (our first Jewish Master).

b. *Balliol and Empire*

The *Balliol and Empire* project began in 2020 and continues to expand and flourish (and will provide quite a bit of material for future reports). In the course of the last academic year, a number of events were held in College. Two seminars were led by our Research Associate on the project, Dr Sebastian Pender. The first, in Hilary Term 2022, was a survey of the activities of all Balliol alumni in the period 1800 to 1920. Evidence from our own archives and from external sources showed our alumni involved in a wide range of roles with a colonial connection, including administrators, academics, writers, missionaries, the armed services, and anti-imperial activists.

The second, in November 2022, was a talk on his research into the life of Benjamin Jowett, our 19th century Master, and in particular his views on Empire and his involvement in training entrants for the Indian Civil Service. You can read more here. Keen Fellow and Tutor in History, Simon Skinner, gave an introduction which put Jowett in the context of his Oxford and the politics of the time.

In the annual Omar Azfar Lecture, in February 2022, Professor Adom Getachew (Chicago) spoke on 'Africa for the Africans: A history of Self-Determination before Decolonization'. From the mid-19th century into the 20th, 'Africa for the Africans' was the banner under which a range of pan-Africanist imaginaries and political projects were articulated. The lecture by Professor Getachew charted the transformations of the idea of Africa for the Africans, examining in particular the shifting conceptions of 'Africa' in the first two decades of the 20th century.

The Library team and Archive Centre have been particularly active with regard to the *Slavery in the Age of Revolution* exhibition, which ran throughout Michaelmas Term 2021 with numerous openings, including viewings specifically for the staff from the Bodleian Libraries who were involved in planning the *These things matter* exhibition with the Museum of Colour; those work experience students (with their families) who had been involved in producing the associated film (see below); and Baroness Amos as Master of University College.

The centre also supported the release of a film associated with the exhibition and screenings for staff and students. The primary aim of the film, which included interviews with students from Balliol's Black and Minority Ethnic Society as well as alumni, Fellows and Library staff involved in the project, was to provide material for the *Teaching the Transatlantic Slave Trade Project* (see below).

This project brought together 18 teachers from schools in the UK and the USA at four online seminars (September & November 2021, and January & February 2022). Supported by the Museum of the American Revolution in Philadelphia, which provided academic expertise and resources, the project aimed to increase awareness of the importance of the transatlantic slave trade and its lasting impact on society; to look at the strategies of resistance by the enslaved and explore the cultural influences that inspired resistance;

and to increase the confidence of teachers to teach the transatlantic slave trade at all key stages in schools. The project was facilitated by Honorary Fellow Oliver Franklin (Balliol 1967), who is based in Philadelphia.

The first seminar was on Tuesday 28 September 2021 and was followed by three more, finishing in February 2022. 19 educators attended ten sessions including lectures and workshops, and returned to their classrooms with deeper subject knowledge, increased confidence, and a range of resources. In August 2022, with support from American Airlines, the UK teachers were able to join their US colleagues in Philadelphia for a five-day seminar Teaching about Transatlantic Slavery teacher's institute organised by The Museum of the American Revolution (MOAR) as the next step of the Slavery in the Age of Revolution exhibition project, which included working with museum collections, a workshop with a Senegalese drum master, and a tour of Mount Vernon.

Naomi Tiley will be hosting Balliol's leg of this event in August 2023, having organized a week long programme of events for teacher across the UK and from the US. This will bring back together educators from the first two meetings and an additional ten new teachers from around the UK, with all places at the seminars fully funded to minimise financial barriers to attendance. The 2023 programme, which includes two online introductory sessions, promises object-based teaching workshops in Oxford museums, facilitated reflection on practice and pedagogy, talks from academics and artists, and a day trip to Bristol.

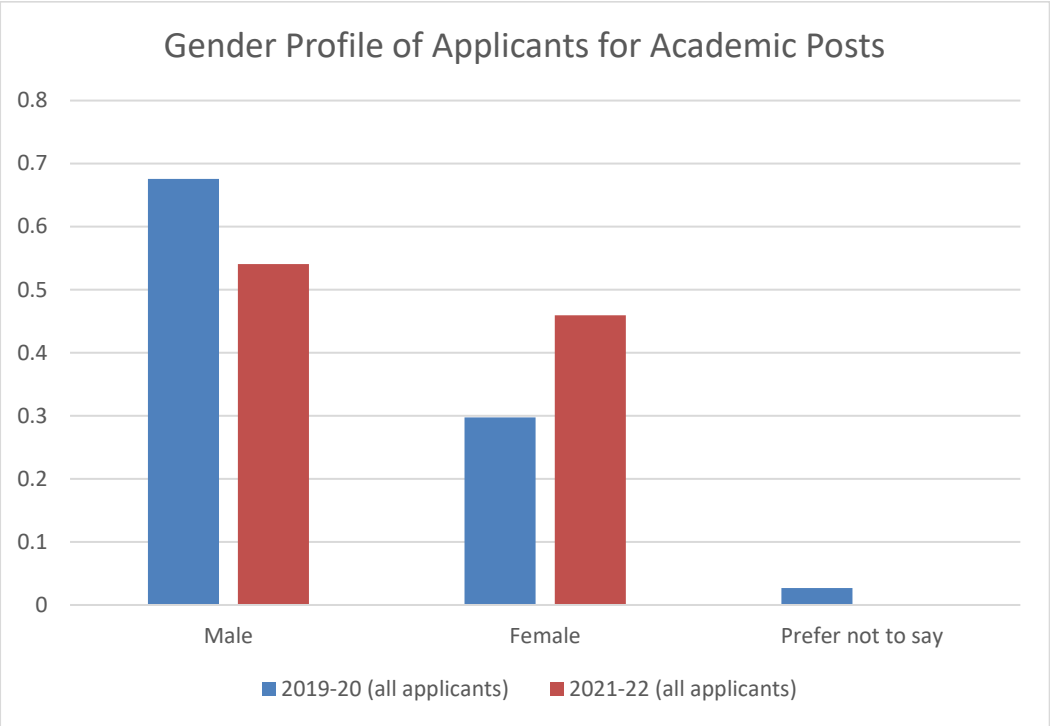
Another effect of *Balliol and Empire* was making the college consider what to do with the 2021 findings of Dr Pender about Balliol money derived from the economy of slavery between 1600 and 1919. A discussion was held at College Meeting (CP 22/26) and the principle of establishing a 'ring-fenced reparations fund' was accepted by the governing body. A Consilium is required to consider the next steps with the settlement and use of this fund.

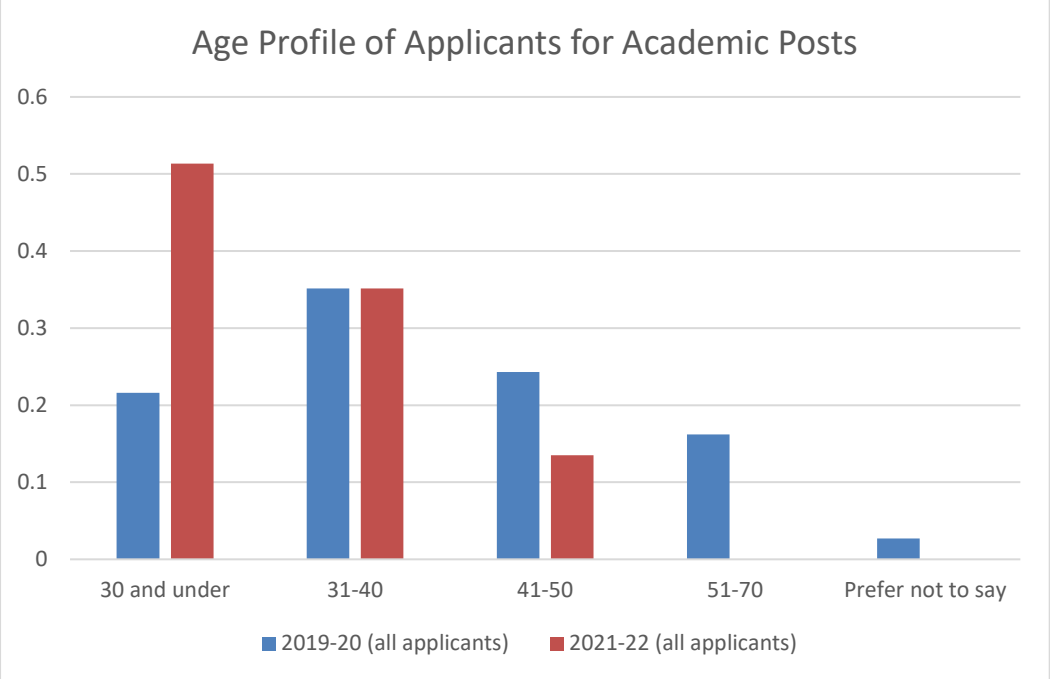
ADK (PSED Lead)
May 2023

Appendix 1. Equality Monitoring Data 2021-22

A. Applications to Academic Posts

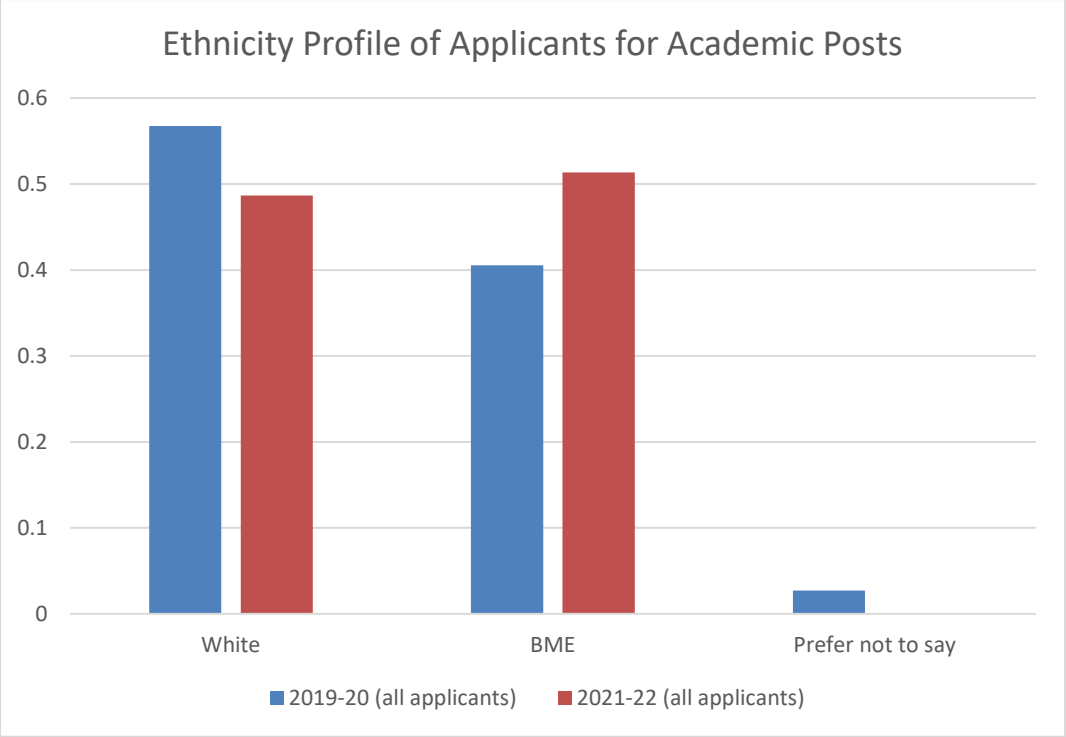
• N.B. In these tables, the vertical axis refers to the percentage of applications, where e.g. 0.7 = 70%.



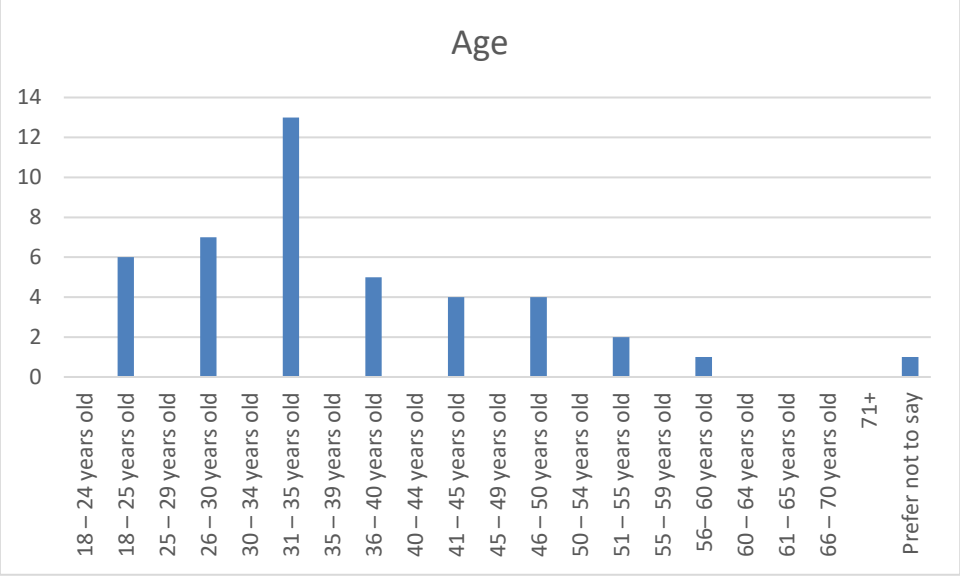


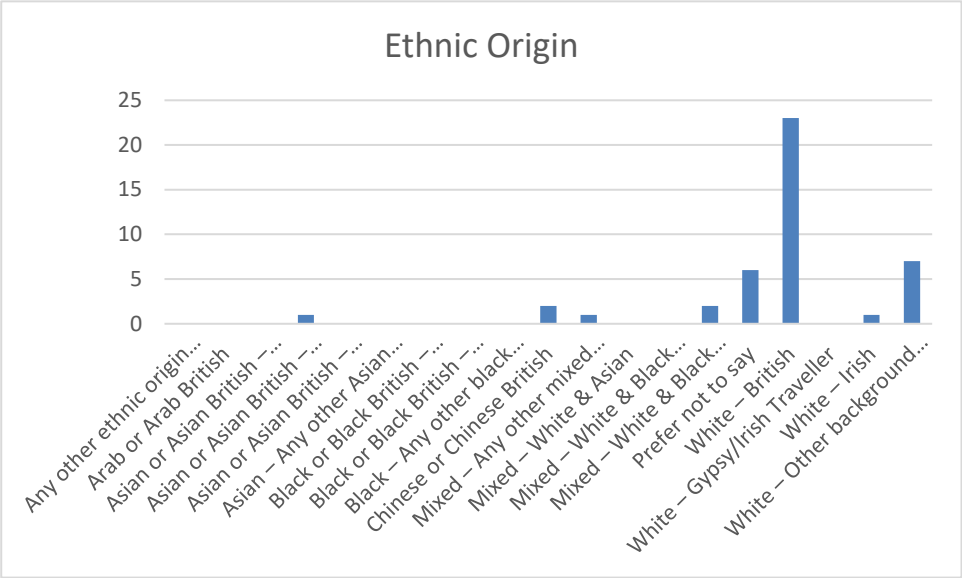
Disability			
	Yes	**No**	**Prefer not to say**
2019-20 (all applicants)	2.7%	97.3%	0.0%

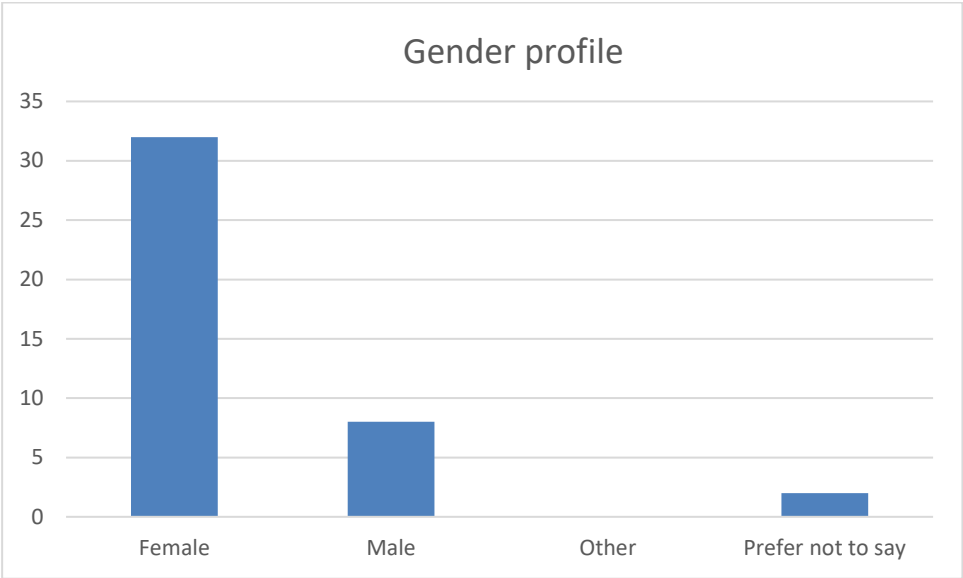
2021-22 (all applicants)	0.0%	94.6%	5.4%



B. Applications to non-academic posts (i) 2021



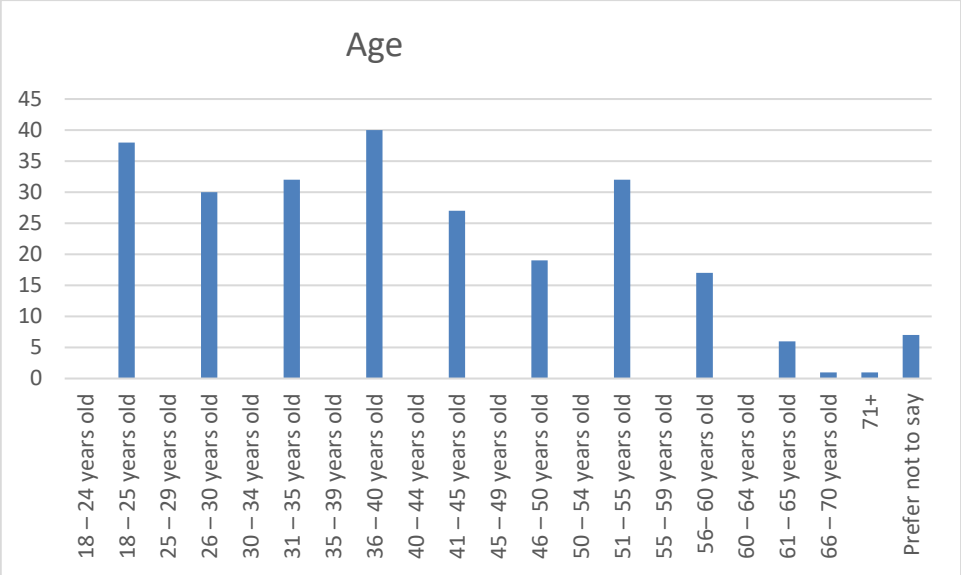


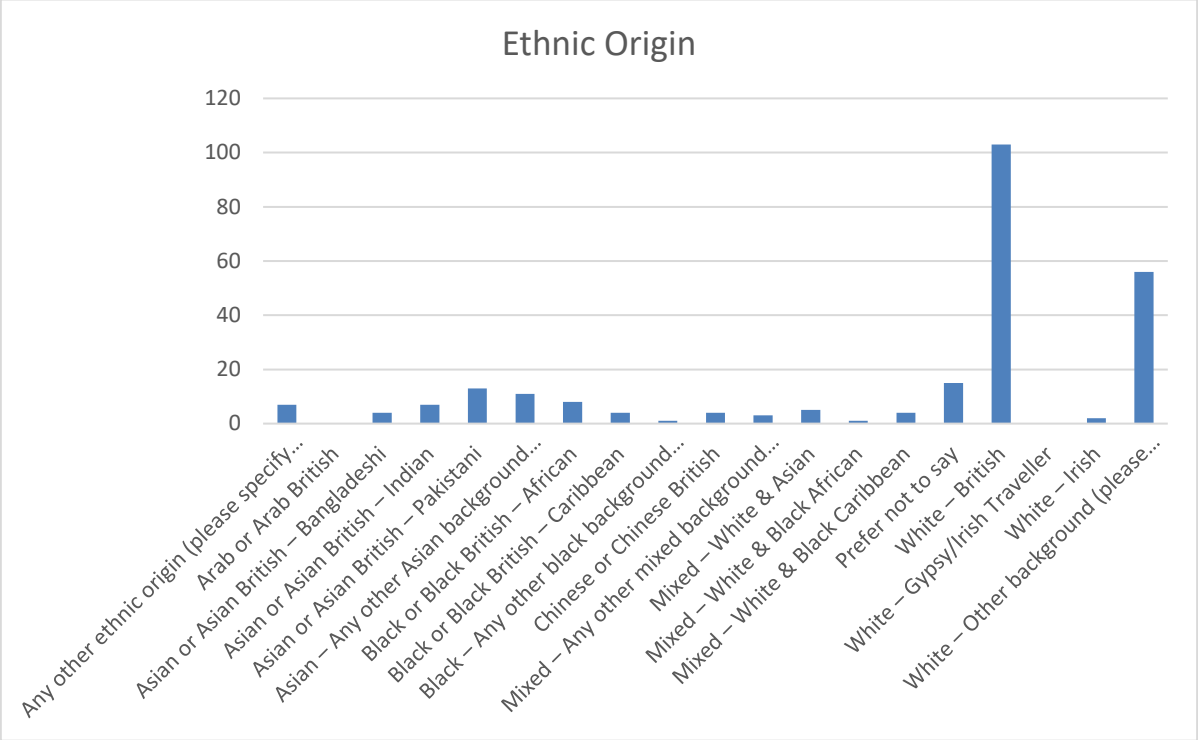


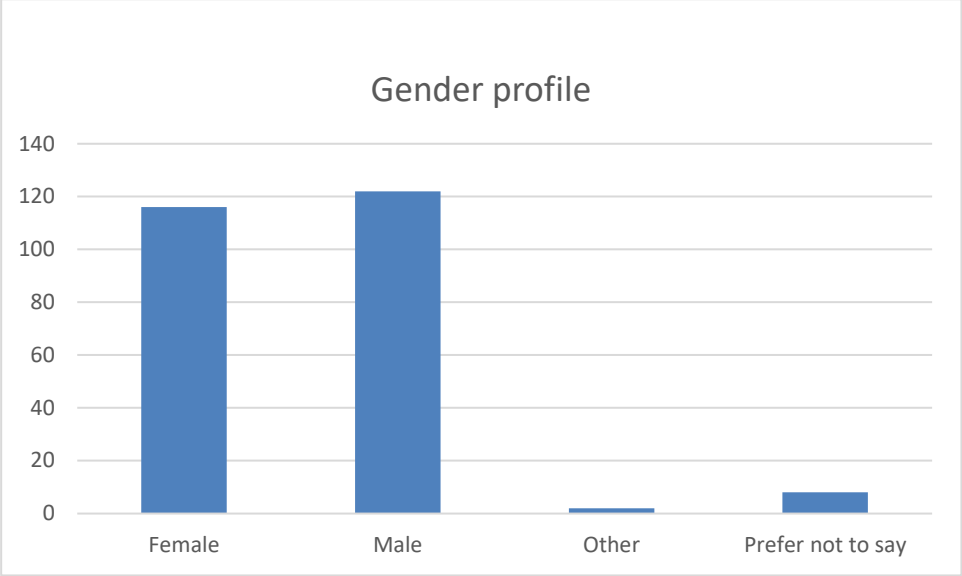
Disability

No	33
Prefer not to say	4
Yes	6

B. Applications to non-academic posts (i) 2022







Disability

No	279
Prefer not to say	15
Yes	10

Appendix 2

New Equality Objectives (2023-2026)

Our previous group of equality objectives (2018–23) were as follows:

> (1) to reduce the gap between male and female students in successful admissions to Balliol;
>
> (2) to increase the number of students from ethnic groups which are currently under-represented in the University;
>
> (3) to improve the College's collection of academic and non-academic staff recruitment data;
>
> (4) To improve the College's support for students, staff, and visitors with disabilities.

It must be said that progress on **(1)** has stalled, so we need both to retain this objective and think more actively about ways to address it. I suggest that we 'prime' admitting tutors in the week 0 College Meeting of every MT, reminding them of the need to address this objective as they go through the extended admissions process over that term; **(2)** has been largely achieved, but the challenge remains to maintain those achievements and to continue to support students from diverse ethnic backgrounds. I suggest retaining and modifying that objective to reflect that need; **(3)** requires attention. Largely for GDPR reasons, the college's retention of this data is not universal, and this has necessitated a lot of extra work on the part of the administrative staff (for which I am very grateful). The PSED lead should get together with the college's data captain to make sure that we do have this data ready to hand for the composition of this report. This objective needs, therefore, to be retained; **(4)** the college continues to improve the physical accessibility and practical forms of support for students, staff, and visitors with disabilities, and it remains an important requirement under PSED. Nonetheless, that progress has been quite successful, and so I suggest replacing it as an equality objective with the support and monitoring of students who come from backgrounds traditionally under-represented at university. This new objective responds to the changing socio-economic profile of our student body, and the need to make sure that improved performance on the admissions front is supported and extended for these students as they progress throughout the degree. The new objectives are, therefore:

> (1) to reduce the gap between male and female students in successful admissions to Balliol;
>
> (2) to maintain the representation of students from ethnic groups which are traditionally under-represented in the University;
>
> (3) to improve the College's collection of academic and non-academic staff recruitment data;
>
> (4) to improve the College's support and monitoring of academic progress for students who come from backgrounds traditionally under-represented at university.

If Executive Committee is happy with those recommendations, they can be adopted for future iterations of this report.