

**GOLDSMITHS**  
**University of London**

**EQUALITY OBJECTIVES 2012-2016 AND ACTION PLAN**

The College's equality objectives are as follows:

- (i) To ensure that the College has comprehensive equalities monitoring data to support the delivery of an inclusive and supportive environment for all staff, students and stakeholders;
- (ii) To ensure that the College's management and strategic decision-making committees are able, through membership and activities, to identify and understand the needs and perspectives of people with protected characteristics and address inequalities and/or actively promote equality and diversity issues through their decisions and activities;
- (iii) To consider the impact of fees on actual and potential students, including those having protected characteristics under the Equality Act 2010. Consider outreach and social inclusion issues in all decisions made by the College along with consideration of anticipatory reasonable adjustments for all equality characteristics;
- (iv) To strengthen organisational capability to produce effective and timely Equality Analysis (formerly, equality impact assessments);
- (v) To provide learning and development opportunities for all staff to develop their awareness of equality and diversity issues in the workplace and in the learning environment, and to increase knowledge and competency to deliver our equality duties;
- (vi) To ensure that the College's physical environment particularly teaching and learning spaces, and core and circulation spaces is accessible for all (including disabled people, parents with dependants on site, breastfeeding mothers, and those with need for rest and first aid spaces.)
- (vii) In our employment functions: to embed and uphold our equality duties towards all staff and others engaged by Goldsmiths to eliminate discrimination promote equality of opportunity, and foster good relations
- (viii) As an education provider, through our Teaching and Learning strategy, to embed and uphold our equality duties towards students to eliminate discrimination promote equality of opportunity, and foster good relations
- (ix) To keep under review behaviour and discipline policies, processes and outcomes for their effectiveness at addressing issues of discrimination, harassment bullying, victimisation and dignity at work and in the learning environment. Outcomes should also be monitored for trends or patterns.

***Approved by Council***  
***19 June 2012***

***The Equality Action Plan to support these objectives follows***

Objective and Rationale	Action(s)	Lead Responsibility	Target Date	Success Indicators
<p><b>Objective:</b>  <b>1 To ensure that the College has comprehensive equalities monitoring data to support the delivery of an inclusive and supportive environment for all staff, students and stakeholders</b></p> <p><b>Rationale:</b>  The College wants to ensure a culture of inclusivity and to provide a supportive environment for all.</p> <p>In order to monitor progress towards this goal, and to ensure that Goldsmiths is not discriminating, directly or indirectly equalities monitoring data is needed on all aspects of the staff and student experience.</p> <p>It is currently not possible to measure the participation and success of staff and students across all of the characteristics protected by the Equality Act 2010.</p>	<p>a) We will ensure that systems are put in place to improve the availability of such data across <u>all</u> protected characteristics, and encourage greater disclosure through the new self-service processes</p> <p>b) ensure that the information obtained is used to enable specific analysis and action planning across the relevant functions set out above</p> <p>c) Quantitative and qualitative data will be used including HESA statistics, internal staff and student data, any staff and student survey results etc. to ensure the College has a rich picture of barriers to access inclusion and progression (potential and actual)</p> <p>d) Equalities monitoring data will be published by 31 January 2012, as required and on an annual basis thereafter, to demonstrate compliance with the public sector equality duty, improve</p>	<p>HR (Collection and analysis of Staff Data)</p> <p>QPAG (Analysis of Student Data provided by Student Services MRC etc)</p>	<p>By September 2012 and reports annually thereafter</p>	<p><b>The availability and accuracy of the following data sets/reports:</b></p> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• comprehensive profile of all staff and protected characteristics</li> <li>• grade and category of staff including full and part-time status</li> <li>• recruitment data - applications for appointment; shortlisted candidates</li> <li>• appointments and promotions</li> <li>• types of contract (permanent, fixed term)</li> <li>• employee relations – grievance, disciplinary, harassment, capability,</li> <li>• complaints</li> <li>• leavers</li> <li>• training and staff development opportunities</li> <li>• requests for flexible working</li> <li>• return rates from maternity leave and the roles to which staff return</li> <li>• pay equity</li> <li>• profile of those with dependants and caring responsibilities.</li> </ul> <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• comprehensive profile of student body and protected characteristics with detail in relation to: <ul style="list-style-type: none"> <li>○ Admissions</li> <li>○ Retention and progression</li> <li>○ Attainment</li> </ul> </li> </ul>

<p>The Higher Education Statistics Agency is introducing new reporting classifications that will enable institutions to report staff and student religion or belief and sexual orientation. Benchmarking will be possible in the future. A considerable number of higher education institutions have already introduced this monitoring for staff, and some have done so or are in the process of doing so for students.</p> <p><b>Better quality monitoring data will enable the College to plan and target its equality and diversity activities more effectively, and systematically.</b></p> <p>Further, quality monitoring data will enable the College to target areas of under-representation with <b>positive action</b> for students and staff accordingly.</p>	<p>transparency, to support the development and tracking of the College's Equality Objectives, and to publicise our progress in equality outcomes.</p> <p>e) Ensure there are multiple opportunities for confidential disclosure of protected characteristics for monitoring purposes, and/or disclosure to support reasonable adjustments etc, including self-editing/updating of monitoring records.</p>			<ul style="list-style-type: none"> <li>○ Career opportunities</li> <li>○ Student experience (including complaints and harassment/bullying)</li> </ul> <p>[these sub-bullets represent the collapsed heading for the types of student data that will be sought, the detailed lists to be agreed by the Equality and Diversity Committee's Data Compliance Working Group]</p>
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<p><b>Objective</b>  <b>2 To ensure that the College's management and strategic decision-making committees are able, through their membership and activities, to identify and understand the needs and perspectives of people with protected characteristics; and address inequalities and actively promote equality and diversity through their decisions and activities</b></p> <p><b>Rationale:</b>  The College's Equality and Diversity Committee is a monitoring committee rather than a management committee. Success on equality and diversity will rely heavily on visible commitment and strong support from all senior managers across the College and throughout the College's governance structures. Ultimately, it is the Council that is legally accountable for the College's equality duties.</p>	<p>a) Offer briefings on the Equality Act 2010 and responsibilities for Council Members</p> <p>b) Offer Committee Chair and member training on Equality Act 2010 and Equality Analysis</p> <p>c) Offer a rolling programme of internal and external subject experts on equality and diversity matters to raise awareness of equality and diversity issues in the workplace and in the learning environment</p> <p>d) Review the internal structure for day-to-day delivery of all equality diversity and access work across the college to maximise strategic opportunities</p> <p>e) To encourage closer liaison between the College's Equality and Diversity Committee and other College Committees throughout the academic year to ensure equality and diversity issues are highlighted and addressed</p>	<p>HR (E &amp; D, Staff Development)</p> <p>Disability Office</p>	<p>By Dec 2012</p> <p>By Dec 2012</p> <p>From September 2012 and onwards</p> <p>From June 2012</p> <p>From start of new Council/Committee cycle Autumn 2012, ongoing</p>	<ul style="list-style-type: none"> <li>• Council Members to have been briefed, and evaluations are good</li> <li>• Council Members demonstrate knowledge and awareness of equality commitments and obligations</li> <li>• Committee members attend training, and evaluations are good.</li> <li>• Committee considerations demonstrate knowledge and awareness of equality commitments and obligations</li> <li>• College decision-making reflects commitment to diversity, the need to eliminate discrimination and promote equality</li> <li>• Successful programme of awareness events is established</li> <li>• Closer joint working is evidenced between respective teams and departments engaged with equality, diversity, access and widening participation work</li> <li>• Goldsmiths 2015 will explicitly reflect a strong commitment to equality, diversity, access and inclusion.</li> </ul>
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<p>The proposed arrangements here will help us manage and embed equality and diversity in our day-to-day practice</p>				
<p><b>Objective:</b>  <b>3 To consider the impact of fees on actual and potential students, including those having protected characteristics under the Equality Act 2010. Consider outreach and social inclusion issues in all decisions made by the College along with consideration of anticipatory reasonable adjustments for all equality characteristics.</b></p> <p><b>Rationale:</b>  To ensure that the charging of the highest levels of fees does not adversely affect student diversity, and indeed that the College's access and outreach work provides opportunities to promote equality and increase diversity</p>	<p>a) To develop systems of using contextual data to support the Objective.</p> <p>b) The establishment of a dedicated Outreach team, with clear roles and responsibilities will enable increased activity within local schools</p>	<p><b>QPAG</b></p> <p><b>MRC</b></p>	<p>From June 2012 and ongoing</p>	<ul style="list-style-type: none"> <li>• Monitoring data demonstrates increased access and places for people with protected characteristics</li> <li>• Impact assessment undertaken</li> </ul>

<p><b>Objective:</b>  <b>4 To strengthen organisational capability to produce effective and timely Equality Analysis (formerly, equality impact assessments)</b></p> <p><b>Rationale:</b>  We all want to experience dignity fairness and equality. However, we are all, to varying degrees, limited by our own experiences, so it is easy to make decisions that do not take account of different needs and circumstances and which may result in unintended consequences.</p> <p>Equality analysis, formerly known as equality impact assessment is the evidence-based management tool used by the College to ensure it is giving due regard to equality when developing and implementing changes to strategy, policy, working practice, service delivery etc. <i>before</i> decisions are made.</p> <p>Equality analysis also</p>	<p>a) Ensure that changes being proposed through policy, strategy, business plans, committee papers, project management or other methods are analysed from an equality perspective, in line with our Equality Act duties</p> <p>b) Equality analysis workshops will be rolled out more widely, offering detailed guidance and templates to support staff in applying the method in their work</p> <p>c) Continue to provide ad hoc training and coaching as required to develop knowledge and competency</p> <p>d) Encourage the embedding of equality analysis in annual business planning processes so that units and departments actively plan for equality analysis at the same time as they plan their work for the year ahead</p>	<p><b>Council and Committees</b></p> <p><b>SMT, Pro-Wardens , The Warden</b></p> <p><b>Heads of Department</b></p> <p><b>HR (Staff Development and E&amp; DA)</b></p>	<p>New workshop programme from Autumn 2012, and ongoing</p> <p>Business Planning processes ongoing</p>	<ul style="list-style-type: none"> <li>• Equality and diversity are demonstrably embedded in all strategic planning, organisational change and other operational processes across the College.</li> <li>• Equality analyses are undertaken, noted by the Equality and Diversity Committee and the results published</li> </ul>
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<p>enables us to demonstrate that we are actively meeting our public sector equality duties</p>				
<p><b>Objective</b>  <b>5 To provide learning and development opportunities for all staff to develop their awareness of equality and diversity issues in the workplace and in the learning environment, and to increase knowledge and competency to deliver our equality duties.</b></p> <p><b>Rationale:</b>  As an educational institution, the College has a strong commitment to providing learning and development opportunities for staff to enable them to be effective in their roles and fulfil their potential.</p> <p>Everybody, in every role at Goldsmiths needs to know something about equality and diversity because we all have a personal responsibility, whatever job we do, for ensuring our equality commitments are met.</p>	<p>a) Review existing learning and development options and resources</p> <p>b) Develop a range of learning and development solutions targeted for different groups of staff depending on their role</p> <p>c) All members of interview panels are trained  Leadership and management programmes specifically address equality and diversity issues</p> <p>d) Access to learning and development opportunities will be monitored</p> <p>e) Coaching and other targeted interventions will be offered to support individuals and or managers</p> <p>d) Learning and development opportunities will continue to be offered at different times of the day and using diverse methods of delivery where possible to meet the needs of</p>	<p><b>HR (Staff Development and E&amp;D)</b></p>	<p><b>From June 2012, and ongoing</b></p>	<ul style="list-style-type: none"> <li>• A strategic approach to delivering equality and diversity learning needs that is valued by participants and reflects a diversity of learning styles and technologies</li> <li>• E&amp;D learning and development opportunities reflect business priorities (e.g. REF exercise)</li> <li>• E&amp;D learning and development opportunities identified by disciplinary investigation reports and reviews are actioned</li> <li>• Increased awareness of and competency in identifying and addressing or promoting equality and diversity issues in the workplace and in the learning environment</li> </ul>

	part-time staff, or those with carer responsibilities			
<p><b>Objective</b>  <b>6 To ensure that the College’s virtual and physical environments particularly teaching and learning spaces, and core and circulation spaces is accessible for all (including disabled people, parents with dependants on site, breastfeeding mothers, and those with need for rest and first aid spaces.)</b></p> <p><b>Rationale:</b>  Our stated commitment to equality, diversity, access and inclusion would be undermined if we were not able to match that with a physical environment that mirrored those values and ensured accessibility for staff, students and visitors alike.</p>	<p>a) Continue with ongoing general review of the College estate to make it accessible. To continue to review security and safety around campus</p> <p>b) Ensure that teaching space is physically accessible and has good lighting</p> <p>c) Ensure that induction loops are included wherever practicable</p> <p>d)Room bookings should be flexible to take account of students, staff and external visitors with specific accessibility needs</p> <p>e)Staff are trained and confident in the use of access technologies</p> <p>f)Staff are trained and confident in the use of induction loops and access equipment</p> <p>g) Signage is clear and helpful to all and will assist users in identifying lifts,</p>	<p><b>Estates</b></p> <p><b>Disability Office</b></p> <p><b>HR (E&amp;D)</b></p> <p><b>Student Services</b></p>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• The number of outstanding items for action from access audits reduces</li> <li>• Greater staff and student satisfaction reported regarding their working and learning environments</li> </ul>



	ramps and other assistance as required.			
<b>Objective: 7 In our employment functions: to embed and uphold our equality duties towards all staff and others engaged by Goldsmiths to eliminate discrimination promote equality of opportunity, and foster good relations</b>	<p>a) Ensure that College policies are systematically reviewed to comply with the Equality Act 2010</p> <p>b) Ensure the Equality Code is reviewed annually</p> <p>c) Review the Dignity at Work and Dignity in the Learning Environment Policies</p> <p>d) Introduce a network of trained dignity at work advisors</p> <p>e) Consider a policy on targets to address underrepresentation of staff as identified by the monitoring data, e.g. the underrepresentation of BME senior academics, or the 'over-representation' of BME academics on fixed-term contracts</p> <p>f) Undertake an Equal Pay Review</p> <p>g) Ensure that REF 2014 is undertaken with full regard to the new equality and</p>	<b>HR</b>	<b>Ongoing</b>	<p>An updated suite of employment policies that are compliant with the Equality Act and indeed promote equality and diversity as far as possible</p> <p>An updated Equality Code that reflects the College's aspirations and priorities</p> <p>Targeted (positive) actions to address under-representation and barriers to entry or progression or flexibility in working lives</p> <p>A fair pay policy and action plan informed by the Equal Pay review</p> <p>Retaining our Two Ticks Accreditation</p> <p>Participating in the Stonewall Index for the first time</p> <p>REF 2014 reflects new best practice requirements for equality and diversity</p>

	<p>diversity requirements</p> <p>h) Retain and actively deploy our Two Ticks accreditation</p> <p>i) Actively promote diversity and equality in all aspects of the recruitment and career management of researchers in line with our Concordat commitments to create an inclusive research environment</p> <p>j) Ensure that future staff surveys are monitored in terms of all protected characteristics and that the results are also analysed by equality characteristics</p> <p>k) Develop appropriate support for managing flexible retirement and extended working lives.</p>			
<p><b>Objective:</b>  <b>8 Through our Teaching and Learning Strategy to embed and uphold our equality duties towards students to eliminate discrimination promote equality of opportunity, and foster good relations</b></p>	<p>a) Address any issues of underrepresentation or underperformance (by subject area) identified by the monitoring data</p> <p>b) Ensure that academic staff are aware of the needs of students with protected characteristics</p>	<p><b>Academic Departments</b></p> <p><b>Student Services</b></p> <p><b>HR (Staff Development)</b></p> <p><b>MRC</b></p> <p><b>GLEU</b></p>	<p>ongoing</p>	<ul style="list-style-type: none"> <li>• A diverse student body across all departments and subject/programme areas</li> <li>• Fair access to learning and assessment opportunities</li> <li>• Adjustments are made to meet the needs of diverse students</li> <li>• Academic colleagues are knowledgeable about their equality responsibilities and who support students with protected</li> </ul>

	<p>c) To continue to develop innovative and inclusive methods of teaching and assessment which value diverse forms of learning and enhance student engagement with learning opportunities</p> <p>d) Ensure all course requirements and prerequisites are equality assessed to eliminate any disadvantage for people with protected characteristics</p> <p>e) To ensure open days, interviews, enrolment, registration and induction of new entrants is inclusive and meets the needs of, and fosters understanding for students with protected characteristics</p> <p>f) Provide appropriate student support for people with protected characteristics and ensure developments in learning technologies take account the accessibility requirements of all students</p>			<p>characteristics</p> <ul style="list-style-type: none"> <li>• Diverse teaching, learning and assessment styles are in evidence</li> <li>• Student retention and satisfaction is high</li> <li>• Complaints/casework is minimised</li> </ul>
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<p><b>Objective</b>  <b>9 Behaviour and discipline policies, processes and outcomes should be reviewed for their effectiveness at addressing issues of discrimination, harassment bullying, victimisation and dignity at work and in the learning environment, and promoting good campus relations. Outcomes should also be monitored for trends or patterns.</b></p>	<p>a) Review and undertake equality analysis of the disciplinary, grievance and complaints procedures</p> <p>b) To monitor outcomes in terms of all the characteristics protected by the Equality Act 2010</p>	<p><b>QPAG (Complaints) Student Services HR</b></p>	<p>Ongoing, with reports produced annually</p>	<ul style="list-style-type: none"> <li>• Staff and students are aware of procedures. Appropriate action taken as a result of proven complaints</li> <li>• Any trends or patterns in relation to the protected characteristics are identified and investigated</li> </ul>
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