

GOLDSMITHS
University of London

ANNUAL REPORT ON THE COLLEGE RACE EQUALITY POLICY 2006-07

INTRODUCTION

Goldsmiths, University of London values its diverse community and in order to maintain that diversity, Goldsmiths aims to ensure that all policies, procedures and practices do not disadvantage or exclude on grounds of racial group.

This report provides an overview of what Goldsmiths College has achieved with regards to promoting diversity and the implementation of the Race Relations (Amendment) Act 2000.

The Race Relations (Amendment) Act 2000 provides that institutions are required to meet the following requirements:

- To eliminate unlawful discrimination
- To promote Equal Opportunities
- To promote good relations between people from different racial groups

Within this, we have a specific duty to:

- Prepare a Race Equality Policy
- To assess the impact of the policy
- To monitor the admission of staff and students
- To publish monitoring data

Goldsmiths Context

Staff

College targets are: a minimum of 6.6% Black and Minority Ethnic academic staff and a minimum of 25% Black and Minority Ethnic for other staff.

Latest figures are that there are 1536 staff employed, of whom 544 are academic and 992 other staff. There are 15% Black and Minority Ethnic academic staff and 15% Black and Minority Ethnic other staff.

Students

For the 2006-07 session, for a total student population of 7,979 there are 63% White, 34% Black and Minority Ethnic and 3% who refuse to give information.

Legal Requirements and Future Plans

Legislation requires the College to produce an annual report on Race equality. This annual report provides an insight into the work being undertaken to implement the Race Equality Policy as it is impossible to list all of the initiatives taking place in individual departments. This should be read alongside the updated action plan which is available on the external College website. It is planned to pull together annual reports for Race, Disability and Gender into one document for the academic year 2008-09.

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1. EQUAL OPPORTUNITY & DIVERSITY NETWORKS

Equal Opportunities Facilitators

The Equal Opportunities Facilitator network was established essentially to play a central role in disseminating good practice and encouraging the promotion of equalities within the College. Facilitators meet three times a year to discuss a wide range of issues relating to both staff and students and communicate regularly online via the College Virtual Learning Environment (VLE).

The role of the Equal Opportunities Facilitators is to:

- Inform their colleagues on all Equal Opportunity issues around the College.
- To assist in the facilitation of good Equal Opportunities practice across the College.
- To attend regular Equal Opportunity and Facilitator meetings, to keep updated with current legal updates and disability issues.

The role of the Facilitators provides a resource to the College as a whole, where knowledge and best practice is communicated effectively through the College committee system. In 2006-07 the group was expanded to include representation from the Students' Union. Facilitators' contribution to equality and diversity has included:

- *New Facilitators were welcomed to the group* – and individual training needs discussed.
- *Identified training needs for all* – the Facilitators discussed feedback from the race consultation and agreed that race awareness training for staff would be beneficial.
- *Disseminated training and equality matters* – keeping colleagues informed, seeking views in reviewing Schemes and policies and circulating training opportunities.
- *Review of the Race Equality Policy* – Facilitators were asked and provided examples of work being undertaken and these have been included in the updated action plan.
- *Legislation* – Keeping up to date and discussing the Single Equality Act.
- *Transport and safety issues* – these were considered and reported to the Lewisham Strategic Partnership and local MP by the Head of Communications and Publicity who is a current Facilitator.
- *More frequent communications* – online equality forums were set up using the VLE to allow Facilitators and other diversity groups to communicate more readily between formal meetings.

Harassment Advisors

The College also has a network of Harassment Advisors, who are a confidential source of advice and referral for staff and students who seek a solution to problems of harassment or bullying, or who wish to discuss the issue. This network was established in 2004-05.

The main elements of the role are:

- To clarify the options for resolution which are open to such individuals and to support individuals throughout the resolution of their difficulties.
- To maintain confidentiality at all times, except where there is an unacceptable risk to the complainant, another person or the College.

Advisors gave a presentation about their role to the Equal Opportunities Facilitators, as part of our current programme to recruit and train more Advisors throughout 2008. A confidential online forum for Advisors to share ideas on good practice has been set up on the VLE to allow them to keep in touch between formal meetings.

2. STAFF ISSUES

Staff Statistics

Of staff who have provided their ethnic origin, Academic and Academic Related staff are 80% White and only 15% and 14% BME respectively. A similar split exists for Senior Academic staff. Visiting Tutors/Associate Tutors are 76% White, Technical 71% White and both 14% BME. Research, with 77% White, only has 9% BME.

Staff groups with the highest proportion of BME are Clerical and Secretarial (20% BME and 66% White) and Manual and Crafts (20% BME and 46% White).

The highest refusals to give information were found in Manual and Crafts (34%) and Others (26% Information Refused and 39% Not Known), significantly different to other job types. For Others, only 8% were known to be BME and 26% White, therefore ethnicity is unknown for two thirds of this group.

Ethnicity of Staff - split by job type, April 2008

Count of Staff	Ethnicity				
	White	BME	Information Refused	Not Known	Grand Total
Job Type					
Academic	80%	15%	4%	1%	
Academic Related	80%	14%	5%	1%	
Research	77%	9%	7%	7%	
Technical	71%	14%	15%	0%	
Clerical and Secretarial	66%	20%	11%	2%	
Manual and Crafts	46%	20%	34%	0%	
Others	26%	8%	26%	39%	
VT/AT	76%	14%	3%	7%	
Grand Total	74%	15%	7%	4%	100%

Staff Totals – split by academic related / other staff and ethnicity, April 2008

Count of Staff							
Job Type	Grand Total	Total	White	BME	Information Refused	Not Known	Grand Total
Academic	386	25%	309	56	17	4	386
Academic Related	158	10%	127	22	8	1	158
Research	73	5%	57	7	5	5	74
Technical	65	4%	46	9	10		65
Clerical and Secretarial	241	16%	160	49	27	5	241
Manual and Crafts	50	3%	23	10	17		50
Others	38	2%	10	3	10	15	38
VT/AT	525	34%	398	74	17	36	525
Grand Total	1536	100%	1130	230	111	66	1537

Total Academic Related	544	35%	436	78	25	5
Total Other Staff	992	65%	694	152	86	61
Grand Total	1536	100%	1130	230	111	66

Percentage Academic Related	35%	80%	14%	5%	1%	100%
Percentage Other Staff	65%	70%	15%	9%	6%	100%
Grand Total	100%					

Ethnicity of Senior Academic Staff, April 2008

Count of STAFF NO		Ethnicity				
TYPE	Academic status	BME	White	Information refused	Not known	Grand Total
Academic	Senior Academic	16%	78%		4%	1%
	Lecturer A & B	13%	82%		5%	1%
Academic Total		15%	80%		4%	1%
Grand Total		15%	80%		4%	1%

Staff Counselling Services

Overall numbers rose by 29% to 53 people seen during 2006-07. The number of technical, clerical and other non-academic staff has remained steady in comparison to last year, but there has been a significant rise in academic and academic-related staff. Many, although not all, have presented with work-related stress, some of which might be linked to changes in the organisation and structure in various departments. The gender balance of clients remains steady, with approximately three quarters being women, and about 14% of all people using the service have a disability. 37% of staff identify themselves as being of African, Caribbean, Asian, European or mixed ethnic origin. 27% of all staff who used the service had never seen a counsellor before.

Harassment Advisors

The pool of Advisors has decreased due to staff turnover. However, the need to recruit and train more has been identified and is being addressed.

The Advisors continue to provide support and advice to a wide range of staff and students. Anonymous records are kept for monitoring purposes but statistics are too low for analysis without potential identification of individuals and have therefore not been released.

RAE

Three impact assessments were carried out on the proposed and final submission of the RAE. The grand total of staff analysed for the submission was 383. This was an increase of 34 from those included in the dry run.

The percentage of BME staff recommended for submission was 12% of the grand total, which was an increase from 10% in the dry run.

Percentage of Total Eligible Staff

Count of Surname	Submission			
Ethnic Group	N1¹	N4²	Y³	Grand Total
White	3%	5%	70%	78%
BME	0%	1%	11%	12%
Refused	0%	0%	5%	5%
Unknown	0%	0%	5%	5%
Grand Total	4%	6%	90%	100%

Split by Characteristic across Submission Groups

(compare down columns)

Count of Surname	Submission			
Ethnic Group	N1	N4	Y	Grand Total
White	4%	6%	89%	100%
BME	2%	7%	91%	100%
Refused	0%	0%	100%	100%
Unknown	0%	0%	100%	100%
Grand Total	4%	6%	90%	100%

Impact Assessments

In addition to the impact assessments on the RAE, a template has been devised and assessments are being carried out on new HR policies, for example capability. A timetable is being drawn up to assess all existing HR policies and procedures.

¹ Possibly included, depending on progress with outputs during the year

² Very unlikely to be included

³ Recommended to be included

3. TRAINING AND AWARENESS

The College policy is to include equality and diversity elements in all training courses and activities. In addition Goldsmiths provides specialist training to raise awareness and address issues.

Staff Development monitor the content of the workshops by sitting in, reviewing any handouts and conducting post-workshop evaluations with staff, aiming to include colleagues from across the College whose remit includes equality issues as contributors to workshops.

A series of workshops under the banner Celebrating Difference is planned for 2007-08, covering topics such as deaf and visual awareness, transgender issues, cultural awareness and career progression for women. Staff are continually consulted on possible topics for further training courses and workshops.

For the academic year 2006-07, 69% of overall course attendees were White and 15% BME. This percentage figure matches the profile of the total of Goldsmiths staff employed at April 2008.

Staff Development Data

Attendances per Department (Staff Development Programme 2006/7)					
Department	#	%	Department	#	%
Anthropology	11	4	Media & Communications	10	3
Careers Service	3	1	Music	6	2
Caribbean Studies Centre	1	0	Business Development Office	1	0
CELT	3	1	PACE	11	4
Centre for Cultural Studies	4	1	Planning	2	1
Communications & Publicity	4	1	Politics	3	1
Computing	9	3	Pro-Warden's Office	2	1
Constance Howard Centre	3	1	Psychology	15	5
Counselling Service	1	0	Quality Affairs	2	1
Design	5	2	RCCS	10	3
Development Office	2	1	Registrar & Secretary's Office	2	1
Drama	6	2	Registry	27	9
Education Studies	6	2	Reprographic	2	1
English & Comparative Literature	11	4	Research Office	2	1
Estates & Facilities	6	2	Sociology	15	5
Finance	33	11	Student Support Services	6	2
History	3	1	Student Union Officers	4	1
Human Resources	13	4	Visual Arts	7	2
IT Services	17	6	Visual Cultures	7	2
Language Studies	2	1	Warden's Office	1	0
Learning & Teaching Office	4	1	Not Known	3	1
Library	7	2	Total from all departments:	292	100

Staff Development Programme 2006/7		
Ethnicity	#	%
Asian or Asian British - Bangladeshi	3	1
Asian or Asian British - Indian	9	3
Asian or Asian British - Pakistani	1	0
Black or Black British - African	6	2
Black or Black British - Caribbean	10	3
Chinese	3	1
Mixed - White & Black African	1	0
Other Asian Background	5	2
Other English Background	6	2
Other Mixed Background	4	1
Other White Background	42	14
White - British	157	54
White - Irish	4	1
Refused and Not Known	41	14
Total:	292	100

4. COMMUNICATION

The Race Policy and associated action plan were published in 2002. The action plan has been regularly updated and both the policy and most recent action plan are published on the College external website.

Equal Opportunities Facilitators have been key in raising issues, for example suggestions for training on raising awareness about ethnicity.

The review of the Scheme was widely publicised through Staff and Student Gold and the Facilitator network.

Events

Black History Month

A public lecture was held on 31 October to mark Black History Month and commemorate the 200 anniversary of the abolition of the slave trade. Professor David Killingray's lecture was entitled Black and White opponents of the slave trade and slavery, 1750-1808.

Discover Islam Week

In October the Islamic Society invited all staff and students to their Discover Islam Week in October. Events included an exhibition with displays, quiz, food and cultural stalls, Iman Shakeel Begg delivering a presentation on 'Who is Allaah?' and a day of prayers held in the Multifaith Prayer Room.

Lewisham '77 Commemorative event

An afternoon of speakers, debate and a photographic display was held on 10 November to mark the 30th anniversary of the 'Battle for Lewisham' when the National Front attempted to march from New Cross to Lewisham. Speakers included Professor Paul Gilroy author of 'Ain't No Black in the Union Jack'.

5. PARTNERSHIP AND COMMUNITY LINKS

Goldsmiths actively encourages engagement with the university through its outreach activities from ethnic groups underrepresented in higher education.

6. STUDENT ISSUES

Student Statistics

Student Ethnic Origin- figures relating to 2006-07 session

Students	UG	PGT	PGR	FE	Total	%Total
Asian/Asian British - Bangladeshi	217	25	6	1	249	3.1%
Asian/Asian British - Indian	130	57	8	3	198	2.5%
Asian/Asian British - Pakistani	84	24	7	-	115	1.4%
Other Asian Background	210	123	53	1	387	4.9%
Black/Black British - African	281	88	13	34	416	5.2%
Black/Black British - Caribbean	263	80	21	48	412	5.2%
Other Black Background	48	23	4	4	79	1.0%
Chinese	110	78	26	-	214	2.7%
Mixed – White and Asian	33	15	3	-	51	0.6%
Mixed – White and Black African	35	7	2	4	48	0.6%
Mixed – White and Black Caribbean	67	10	2	4	83	1.0%

Students	UG	PGT	PGR	FE	Total	%Total
Other mixed background	132	63	6	3	204	2.6%
White	641	738	410	35	1824	22.9%
White – British	1978	372	17	20	2387	29.9%
White – Irish	31	15	-	-	46	0.6%
White – Scottish	1	6	-	-	7	0.1%
Other White Background	431	319	7	5	762	9.5%
Other ethnic background	149	72	25	-	246	3.1%
Information refused	188	33	16	14	251	3.1%
Grand total	5029	2148	626	176	7979	100%

Key

UG = Undergraduate; PGT = Postgraduate Tutor; PGR = Postgraduate Research; FE = Further Education

Total White	3082	1450	434	60	5026	63%
Total BME	1759	665	176	102	2702	34%
Total Information Refused	188	33	16	14	251	3%
Grand Total	5029	2148	626	176	7979	100%
Percentage White	61%	68%	69%	34%	63%	
Percentage BME	35%	31%	28%	58%	34%	
Percentage Information Refused	4%	2%	3%	8%	3%	
Grand Total	100%	100%	100%	100%	100%	

For the 2006-07 session, for a total student population of 7,979 there are 63% White, 34% Black and Minority Ethnic and 3% who refuse to give information.

The split between the different student groups varies. For undergraduates, 61% White, 35% BME and 4% refused. Postgraduate tutors were 68% White, 31% BME and 2 % refused and Postgraduate researchers were 69% White, 28% BME and 3% refused.

However, these contrast completely with the figures for Further Education students, which are 34% White, 58% BME and 8% refused. It is likely that difference in the Further Education figures reflects on these students being more local to Lewisham and the neighbouring areas of South East London than the undergraduate and postgraduate students, who will come to study from a wider geographical area.

From the end of the 2008 assessment cycle, degree classification will be monitored according to ethnic origin.

Student Appeals and Complaints: 2006-07

Records are kept of ethnicity, gender, age and disability in order to monitor trends, and in particular to determine whether there are particular categories of student over-represented amongst those who either appeal or complain. The figures below show certain groups as a percentage of those from whom appeals and complaints have been received as set against the proportion of the student body such students constitute. Figures for 2003-04, 2004-05 and 2005-06 are also noted for comparative purposes. An additional table this year shows the same breakdowns separately for appeals and for complaints.

	% of appellants/complainants ⁴				% of student body			
	2006-07	2005-06	2004-05	2003-04	2006-07	2005-06	2004-05	2003-04
Black and Minority Ethnic students	37	40	42	44	38	32	31	33
Mature students ⁵ :								
UG only	41	32	32	40	48	48	49	49
All students	66	51	48	50	67	87	67	67
Female students	62	60	66	68	66	66	68	68
Students with a disability	18	16	15	15	7	7	7	7

2006-07 figures:

	% of appellants	% of complainants ⁶	% of student body
Black and Minority Ethnic students	49	16	38
Mature students:			
UG only	45	33	48
All students	63	72	67
Female students	58	80	66
Students with a disability	16	20	7

⁴ Does not include joint/class complaints

⁵ Aged 21 and over at commencement of course/programme

⁶ Joint/class complaints not included (5 in total)

It should be noted that students with declared disabilities are consistently disproportionately represented amongst those making complaints and appeals. Female students are over-represented amongst the students submitting complaints. The finding in previous years that Black and Minority Ethnic students are disproportionately represented, supported by anecdotal evidence from other HEIs, can be seen this year to apply only to appeals and not to complaints. The low number of complaints that are upheld indicates that the processes and policies in place at Goldsmiths do not discriminate against these groups. The proportion of complaints and appeals from these groups suggests that the College should review the clarity of the information it provides, to ensure it addresses the issues that are most frequently raised.

Of those appeals which were upheld, 38% were submitted by Black and Minority Ethnic students, 15% by those students with a declared disability, and 54% by female students. However, it should be noted that the number of successful appeals is too low to allow for meaningful analysis. The low number of complaints and appeals which are upheld indicates that the policies and processes of Goldsmiths do not discriminate against these groups. The disproportionately high level of complaints and appeals from these sections of the student body is concerning and suggests the College should review the information provided to students who may feel they have a grievance.

Student Counselling Service

2006 – 2007		Equivalent % in College	
White	72%	White	59%
Indian	1.9%	Indian	3%
Pakistani	1.4%	Pakistani	2%
Bangladeshi	2.3%	Bangladeshi	5%
Chinese	2.3%	Chinese	2%
Japanese	1.9%	Black African	6%
Black African	4.7%	Black Caribbean	1%
Black Caribbean	3.1%	Asian Other	5%
Asian Other	2.1%	Black Other	1%
Black Other	1%	Mixed Background	2%
Mixed Background	4.9%		
Other	3.5%	Other	5%

2005– 2006	
White	76%
Black Caribbean	4%
Japanese	2%
Black African	3%
Chinese	2%
Mixed Race	1%
Asian – Other	2%
Indian	3%
Pakistani	1%
Bangladeshi	2%
Black Other	1%
Other	3%

2004 - 2005	
White	72%
Black Caribbean	5%
Japanese	4%
Black African	4%
Chinese	2%
Mixed Race	1%
Asian – Other	2%
Indian	3%
Pakistani	1%
Bangladeshi	2%
Black Other	1%
Other	3%

In previous years the number of students from non white backgrounds using the service has approximately matched their representation in the student body as a whole (or indeed at times exceeded it). For the first time this year there is a discrepancy with a lower proportion of students from ethnic minority backgrounds seeking counselling. This is probably a one-off situation but if this discrepancy were to continue, we would have to re-assess whether there was a need to change any aspects of service delivery to ensure that the service was user friendly for all ethnic groups.

Impact Assessments

The impact assessment process has started on policies and procedures covered by Student and Support Services. Further guidance and a toolkit are being developed.

Hilary Lowe
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April 2008