

Equality and Diversity Annual Report 2016 - 2017

Introduction

Goldsmiths, University of London is a vibrant, creative place to work and study with a diverse student body. Equality, inclusion and social justice are values which are incredibly important to Goldsmiths. These values are enshrined throughout the University's rich history, entrenched in the subject matter of its research and teaching, and widely embraced by members of its community.

Our intention is to embed equality and diversity good practice in everything that we do. We aim to be a leader in this area in the Higher Education Sector by championing innovation and valuing individuality to truly reflect our values.

Over the last two academic years we have made significant progress in equality and diversity and began a journey which has refocused Goldsmiths' commitment to equality and diversity by adopting a renewed pro-active, strategic approach to the area. This included the launch of a renewed [Equality and Diversity Strategy](#) in June 2015, alongside a five year action plan.

This report will evaluate the progress that Goldsmiths has made with regards to equality and diversity over the last academic year, whilst also focusing on our strategic objectives and aims for the coming year. The report will assess our progress against the recommended priorities outlined in our [Equality and Diversity Annual Report 2015 - 16](#) and also Goldsmiths' [Equality Objectives 2012 – 2016](#) which concluded at the end of 2016, making way for new Equality Objectives (2017- 21), which will be published in Spring 2017.

The report will also present statistical data to allow us to better understand the demographic composition of our staff and students.

Goldsmiths' Strategic Plan

At an institutional level, Goldsmiths is working towards a [Strategic Plan](#) which encompasses our mission and Values. Work is underway to review and refresh our strategic plan.

Our mission is:

“To offer a transformative experience, generating knowledge and stimulating self-discovery through creative, radical and intellectually rigorous thinking and practice”

- Patrick Loughrey, Warden of Goldsmiths

Our values include:

- Achieving academic excellence
- Radical and innovative thinking
- Respecting the individual
- Promoting access and diversity
- Supporting our students and staff
- Creating change, locally and globally

The Strategic Plan has helped to align energy and ambition at Goldsmiths. We are also in a time of unprecedented change in higher education in the UK, and because of this, financial sustainability is

an integral part of the plan. The Strategic Plan is underpinned by four strategic pillars which reflect our commitment to make progress towards our aims.

Equality and diversity is central to our success, including to our financial sustainability. It is also explicit in our words of Goldsmiths values, 'valuing the individual', 'promoting access and diversity', and 'supporting our students and staff'.

Reviewing our Recommended Priorities

In Goldsmiths' last Equality and Diversity Annual Report 2015 -16, a number of recommended priorities were made. We will review our progress against these below:

- 1. To continue with work outlined in the renewed Equality and Diversity Strategy and to review work undertaken as part of the Strategy on an annual basis, monitoring it for its effectiveness.**

As previously mentioned, a renewed Equality and Diversity Strategy was developed and launched in June 2015, alongside a five year action plan, and this has been broken down into implementation plans on an annual basis. Implementation plans have ensured that initiatives and activities continue to be aligned with the aims of our Strategy, are well planned, and realistic. It also helps us to better monitor and communicate about centralised equality and diversity initiatives.

Initiatives from the strategy have been launched and have gone from strength to strength with unprecedented levels of engagement in this area. We hope to keep this momentum as we move forward into the coming academic year and over the next Equality Objective period.

- 2. To improve declaration rates for all Equality and Diversity data, in particular, increasing the declaration rates for the new fields - 'sexual orientation', 'religion and/or belief' and 'gender identity', paying due regard to the sector benchmarked average response rate.**

Over the last academic year we have begun to see significant, incremental improvement with staff equality and diversity data on the new Agresso HR/Payroll System, and in particular, an increase in the new fields of 'sexual orientation', 'religion/belief', and 'gender identity'.

Since the launch of the Agresso system in September 2015 we undertook a wide engagement campaign alongside our Trade Union partners, UCU and Unison, to encourage staff to engage with the self-service function of the system. This would eventually help us with a number of ongoing projects, including Goldsmiths' first equal pay review, its application to the [Stonewall Workplace Equality Index](#), and its [Athena SWAN](#) submission, as well as equality and diversity work more broadly.

Since our campaign, in its first year we have seen an overall increase of 24% in the completion rates for equality and diversity data. This has included an increase in completion rates of - 21.5% for sexual orientation (from 5.4% to 29.9%), 21.4% for Religion/Belief (from 7.6% to 29%), and 23.4% for gender identity (from 0% to 23.4%). More information about Goldsmiths equality and diversity data can be found in our 'At a Glance' data section, later in this report.

3. To further encourage Equality Analysis to be adopted as standard across Goldsmiths so that Equality issues can be considered in planning stages of new proposals.

As part of our ongoing work to embed equality and diversity into everything that we do, we have been working with stakeholders across Goldsmiths to raise awareness of equality and diversity and empower them to take equality and diversity considerations into account in their different areas of work. Over the last academic year there has been an equality and diversity leadership workshop for Council, SMT and Chairs of every strategic decision making committee, which has helped senior managers to embed equality and diversity into their thinking and enable them to undertake Equality Analysis (explore equality and diversity considerations).

Strategic decision making committees have also begun embedding equality analysis into their thinking, taking steps to look at the work their committee governs through the lens of equality of diversity - this will be expanded on in point 6 of this section.

An example of where Equality Analysis has been embedded into standard process is in the Strategic Projects Office. Equality Analysis must now be undertaken for every new project proposal in the planning stages, for the project to go ahead.

4. For Goldsmiths to undertake an Equal Pay Review.

Goldsmiths' first Equal Pay Review is close to completion, with a full analysis of the data having taken place by Goldsmiths' Planning Office. Moving forward, an Equal Pay Review panel will be convened to review the data and interpret the analysis to explore what next steps should take place and consider any actions for the second phase of the project.

The panel will include members of SMT, representatives from our Trade Union partners, UCU and Unison, and nominated representatives from our new Staff Networks - Goldsmiths' Race Equality Group (GREG), and Lesbian, Gay, Bisexual, Trans, and Queer (LGBTQ) staff network.

5. To continue to work with Stonewall as part of the Stonewall Diversity Champions Programme, and utilise our relationship even further to enable Goldsmiths to be even more inclusive for LGBTQ people.

Goldsmiths took part for the first time in Stonewall's Workplace Equality Index in November 2016. This is a full review of every aspect of the university's working environment and practices that impact LGBTQ people. It also included a confidential staff survey about LGBTQ equality.

Goldsmiths will receive full feedback on the submission, and work in relation to LGBTQ equality in the months following the publication of this report. This feedback will be integral in helping us decide what actions will be prioritised in the coming year.

6. To continue to embed equality and diversity into strategic decision making committees and fora.

Strategic decision making committees across Goldsmiths have been tasked by Goldsmiths' Executive and Governance Services to ensure that equality and diversity is on the agenda at every committee. Since then, committees have been discussing equality and diversity for their governance areas to

bring together ideas about how equality and diversity can best be embedded into their agendas in a practical and meaningful way.

Some of the outcomes of this have included, the Academic Development Committee (ADC) making a commitment that all proposals for new programme design and delivery will have to demonstrate that they have undertaken equality analysis when putting together their proposals. The Learning and Teaching Enhancement Committee (LTEC) have embedded equality and inclusion firmly into the work it governs, by making it a central part of the new Learning and Teaching Assessment Strategy 2017 - 21, currently in development; and Goldsmiths' Director of Finance in his role on Goldsmiths' Finance Committee, voiced his commitment to request for a review of Goldsmiths' procurement process, so that equality and diversity good practice could be embedded within it.

This area of work will continue to develop over the coming academic year, following the Equality and Diversity Leadership workshop that took place in September 2016. We are also looking for other ways to build networks of equality and diversity practice and ways in which communications can better filter through to departments at a localised level.

7. To enhance our intranet (Goldmine) and external facing website to better communicate the work we are doing with the Goldsmiths community, and within the sector.

We have continued our progress to enhance pages on Goldmine making them useful and user friendly. The 'Staff Learning and Development Hub' is a good example of a page on Goldmine which has been successfully revamped over the last academic year, bringing together learning and development opportunities into one easily accessible space for staff. This includes information about our equality and diversity learning and development programme - 'Valuing Diversity'. Our aim for the coming academic year is to focus more on this area, increasing the information and guidance that can be accessed.

Goldsmiths' website (Gold.ac.uk) is also continuing to improve and is updated to reflect activities and events around Goldsmiths. Work is underway to make pages containing information for students more accessible and clearer, signposting to external information where necessary. We foresee this to be an area which will improve significantly over the coming academic year.

8. To work with stakeholders at all levels, to continue our collaborative effort to make progress in advancing equality and address areas of underrepresentation where necessary (e.g. on our Council).

Work to address areas of underrepresentation on our Council have started to improve with an ongoing commitment to consider the methods we use to attract and recruit new Council members at Goldsmiths. In particular, we are aware that we have an underrepresentation of members from a Black and Minority Ethnic (BME) background. We are therefore, actively seeking ways to address this underrepresentation in our recruitment practices going forward, including using 'positive action' where necessary.

In terms of underrepresentation in other areas, we have decided to focus our energy on improving our equality and diversity data to allow us to better understand our demographic profile of our staff and students. This will then help us to make more informed decisions about equality and diversity

based on quantitative information, and work to address underrepresentation where this is identified as an issue. In the long term, we hope that staff at departmental level will be able to use localised data to inform departmental strategic equality and diversity decision making and help identify priority areas.

Equality Objectives under the Public Sector Equality Duty

Under the Public Sector Equality Duty, Public Sector organisations have a responsibility to work towards eliminating discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations. This applies to the organisation as both an employer and as a learning provider, across a number of characteristics including, age, class or socio-economic background, disability, race, gender, gender identity, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and/or belief, sex and sexual orientation.

To pay due regard to our responsibilities under the Duty, we have put measures to eliminate discrimination during the development of new proposals, policies, systems, and projects. Staff use an Equality Analysis toolkit to help inform the development of their proposals by gaining an understanding of the issues that different groups might face, and reducing or eradicating any adverse impact. In addition, consultation happens wherever possible to allow viewpoints and perspectives to be taken by a number of different stakeholders.

Equality Objectives are set every four years to help meet our legal obligations under the Equality Act. We are proud to present our Equality Objectives and Action Plan 2012 – 2016. As mentioned previously, new Equality Objectives for the period 2017-2021 will be published in spring 2017.

We review Goldsmiths' progress against each of our Equality Objectives on an annual basis as part of our annual Equality and Diversity Report. In this report we will make our final review of the Equality Objectives 2012-16, before starting work towards our new objectives from 2017.

Equality Objective:	2016 Equality Objectives Review:
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	<p>In academic year 2015-16, Goldsmiths embarked on a large scale project to implement the Agresso HR/Payroll system. The system now collects equality and diversity data in line with current best practice and legislation, including data on religion/ belief, gender identity and sexual orientation.</p> <p>The Student Management Information System, Unit-e, also had a significant review and has also been updated in line with best-practice.</p> <p>As mentioned previously, we had a data enhancement campaign to improve our staff equality and diversity data in 2016 which has made a significant impact on the data, increasing completion rates by 24% overall in the first year.</p> <p>Goldsmiths will now be undertaking a strategic refocused project which will explore our data management</p>

	<p>practices across the board (in all areas of data collection). This project will look at improving the data, and our data management practices going forward, in incremental steps. Two Data and Management Information Managers, focusing on staff and student data respectively, will be recruited in 2017 to drive this area forward. We also intend to create a "data network" to help bring a joined up, cohesive, and strategic approach to data management at Goldsmiths.</p>
<p>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.</p>	<p>Goldsmiths systematically reviews the effectiveness of its committee structure to ensure that equality and diversity related matters are embedded into strategic decision making, including understanding and identifying the needs and perspectives of people with protected characteristics.</p> <p>Following a benchmarking exercise against other Higher Education Institutes (HEIs) and after a review of Goldsmiths committee structure in 2015, Goldsmiths adopted a renewed governance model with a focus on wider participation and engagement. Since then we have been working to embed equality and diversity into all of Goldsmiths’ management and strategic decision making committees, including the HR Committee (which now has a broader remit under the name, HR and Equalities Committee).</p> <p>As mentioned previously, we have been proactively working with Chairs of committees and Council to support their leadership in this area and focus on how equality and diversity could be better embedded into committee agendas in a practical way.</p> <p>To underpin this formal governance, we are also developing informal ways in which we can encourage open dialogue, involvement, and the sharing of ideas and experiences in relation to equality and diversity (e.g. by developing staff networks).</p>
<p>3. To consider the impact on students, including those having protected characteristics under the Equality Act (2010).</p> <p>Consider outreach and social inclusion issues in all decisions made by the College along with consideration of anticipatory</p>	<p>In Goldsmiths’ Strategic plan we make a commitment to put our students at the heart of everything that we do, with a strong focus on student experience and engagement.</p> <p>Goldsmiths has made a number of significant changes to improve the student experience over the last two academic years. This included a change and improvement programme in Student Services where a Student Centre</p>

<p>reasonable adjustments for all equality characteristics.</p>	<p>was created to become a 'one stop shop' for students, refocusing service distribution on how users would prefer to access services.</p> <p>This also included developing an Inclusion and Learning Support Service and a new Student Wellbeing Team. These changes have been very successful with a wider selection of students now getting the support they need, regardless of their legal disability status.</p> <p>The outcome of work from Goldsmiths' aspirational Access Agreements (setting out our access measures, outreach work, and financial support for students on an annual basis) have continued going from strength to strength. Goldsmiths are currently ranked 4th out of 15 University of London Colleges in terms of access, student success and progression measures.</p> <p>Examples of activities outlined in our Access Agreement include, but are not limited to, working with schools in the local borough to raise pupils aspirations about a potential future in Higher Education; delivering Goldsmiths' Progression Scheme which provides local students with a sustained programme of activity at Goldsmiths; facilitating Peer-Assisted Learning and support avenues, and providing individual learning plans, support for reasonable adjustments, and enhanced support with assisted technology (where necessary) for disabled students, amongst many other activities and initiatives.</p> <p>In light of changes to the Disabled Student Allowance, Goldsmiths also created an 'Inclusion Working Group' in 2016, which focused on how Goldsmiths would respond to the changes and develop steps to more inclusive curriculum design and delivery. This included a plan to develop a network of Disability Departmental Student Coordinators (DDSCs) across Goldsmiths who will work with departments to help deliver inclusive practices on the ground. We anticipate this will help Goldsmiths to make progress in this area over the coming Equality Objective period (2017-21).</p>
<p>4. To strengthen organisational capability to produce effective and timely Equality Analysis (formerly, Equality Impact Assessments)</p>	<p>An Equality Analysis toolkit and guidance was re-developed in 2015 to provide a framework to help staff to explore equality considerations for new processes, policies, and practices.</p>

	<p>Since then we have been working with stakeholders as part of our work to embed equality and diversity into strategic decision making and planning.</p> <p>We will continue this work into the coming Equality Objective period, raising awareness of equality and diversity issues, and opportunities so that they can be factored into the planning stages of new proposals and initiatives at Goldsmiths.</p>
<p>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.</p>	<p>Goldsmiths introduced its 'Valuing Diversity Programme' in 2015, a series of Learning and Development opportunities in topics related to Equality, Diversity, and Inclusion. Workshops have been very successful with high numbers of attendance and good feedback. For example, over the last year a large number of people have had unconscious bias training, including bespoke sessions for senior managers in the Warden's Advisory Group (WAG), SMT, and also HR.</p> <p>At the end of 2016, Goldsmiths piloted its 'Let's Talk Series', which was a series of lunchtime sessions which explore specific topics which can often found more challenging to discuss. The Series started with 'Let's talk about race', followed by 'Let's talk about faith'. These sessions were open to both staff and students and provided a forum to discuss these topics in an open but structured way.</p> <p>The Teaching and Learning Innovation Centre (TALIC) has also been providing bespoke learning and development opportunities, guidance, and toolkits for specific groups of teaching and support staff. This includes a resource page for Senior and Personal Tutors, a Disability Inclusion e-learning module, lunchtime conversations on areas such as supporting LGBT students, and a toolkit which helps departments respond to changes to the DSA.</p>
<p>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.)</p>	<p>As Goldsmiths continues to grow, we have been looking for opportunities to expand and further develop our campus estate. This will include improving current facilities on campus to ensure they are fit for purpose and meet the expectations of our growing student cohort.</p> <p>Since 2009, Goldsmiths has been working towards its Estates Masterplan, to support the strategic aims of the University and our plans for growth.</p>

	<p>Work as part of this plan has continued over the last academic year with new accessible buildings proposed, changes and upgrades to existing buildings, and changes to address concerns and needs of different groups in the Goldsmiths community (e.g. a space created for mothers to breastfeed, express, and rest; and an increase in gender-neutral toilet facilities on campus).</p> <p>A project to co-locate some of Goldsmiths' Professional Services Departments into a new building, expanding Goldsmiths' campus, started in 2016. Equality Analysis has been embedded into the planning stages of this project, with accessibility good practice being fully considered in the creation of this shared space.</p> <p>In 2017 we will see this project come to fruition which will mean large changes in terms of space management at Goldsmiths over the coming years. Access considerations will be even more important over this period.</p>
<p>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</p>	<p>Goldsmiths recognises our legal duty under the Equality Act 2010 and Public Sector Equality Duty to eliminate discrimination, promote equality of opportunity, and foster good relations. We look to address these areas with continued work aligned to our Equality Objectives and with our renewed Equality and Diversity Strategy.</p> <p>This includes initiatives recommended as part of the strategy which include, but are not limited to, the development of staff diversity networks, awareness raising and knowledge building through the 'Valuing Diversity Programme', and in the development of robust and inclusive HR policies.</p> <p>We take an inclusive open approach to how we discuss equality issues and opportunities, and how we develop an understanding of 'difference' - trying to bring different groups of people together in open dialogue, instead of using a divisive or deficit approach.</p>
<p>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.</p>	<p>Our Learning, Teaching and Assessment Strategy 2012-16, is currently being reviewed and a new Strategy will be developed and published for the period 2017-21 in Spring 2017.</p> <p>The Learning and Teaching Enhancement Committee (LTEC) who oversee the Strategy, are seeking ways to embed equality and diversity into this Strategy.</p>

	<p>The new Strategy will be much more explicit in its approach by specifically focusing on inclusive learning and teaching practices and curriculum, and also 'liberating the curriculum' - which is an area that Goldsmiths' Student Union, and the National Union of Students more broadly, have focussed on in terms of their campaigning over the last year.</p> <p>The Strategy will be co-developed by members of LTEC which includes staff and students representatives. It will take the perspective of 'students as partners' in learning and teaching.</p>
<p>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.</p>	<p>A number of HR policies and guidance documents have been reviewed and developed over the last academic year. These have been informed by current legislation, sector best practice, and have undergone Equality Analysis and wide consultation with stakeholders, including Goldsmiths' Trade Union partners.</p> <p>Key policies include, a new 'Discrimination, Bullying and Harassment Policy for Staff ' (replacing Goldsmiths' previous 'Dignity at Work policy') and outlining Goldsmiths' 'zero-tolerance approach' to behaviours of discrimination, bullying and harassment. We have also developed and published a 'Shared Parental Leave policy' and good practice guidance about managing workplace adjustments.</p> <p>In addition, student policy and guidance has also been reviewed and developed, including the introduction of a new 'Fitness to Study Policy'. Any changes made to student policies or processes are informed by feedback from students, Departmental Student Co-ordinators (DSCs), and student union representatives. Student strategies and policies are co-created where appropriate, including Goldsmiths' Student Experience and Engagement Strategy.</p> <p>Goldsmiths' formal Student Complaints Procedure was also reviewed in 2015-16 in line with Office of the Independent Adjudicator (OIA) guidelines.</p> <p>In 2016, Goldsmiths embarked on a project to review its policies and processes in relation to reporting and dealing with allegations of sexual harassment. This included the formation of a Sexual Harassment Advisory Board, and plans are underway to recruit a Strategy Review Manager</p>

	<p>in 2017 to review this area and address any areas of improvement.</p> <p>Employment Relations casework are recorded and monitored by Goldsmiths' HR Team and reported to the Human Resources and Equalities Committee(HREC), to assess any trends or patterns in behaviour that might need addressing on a broader scale.</p>
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Equality and Diversity Achievements 2015 -2016

Equality and diversity is a shared passion of Goldsmiths staff and students, reflected in the work our academics do, the events we organise, and in our professional practice.

Please find below just some of the great achievements that academics, staff, and students have had at Goldsmiths have had in the last academic year and also further information about some of the initiatives briefly mentioned previously.

Goldsmiths Race Equality Group (GREG)

Last year Goldsmiths launched Goldsmiths' Race Equality Group (GREG), chaired by David Ramsay of the Department of Education. GREG is a staff network for staff who identify as being from Black or Minority Ethnic backgrounds. GREG has developed and grown over the last year, and the group organised many activities to celebrate Black History Month 2016.

Celebrating Black History Month 2016

To celebrate Black History Month, Goldsmiths and Goldsmiths Student Union organised a range of events and activities.

On 17 October, Goldsmiths historian Dr John Price collaborated with artists and community groups to co-create a mural and explore how the Borough of Lewisham should commemorate the events of 13 August 1977 - the first time the National Front were prevented from marching and the first time police riot shields were used in England – which have since become known as the "Battle of Lewisham".



The following week, Goldsmiths designer and researcher Rose Sinclair recreated a front room typical of Caribbean families in London in the 1970s, celebrating the relationship between textiles and culture.

Curzon Goldsmiths, hosted a special Black History Month screening of 'Belle', a film inspired by the true story of Dido Elizabeth Belle, the illegitimate mixed race daughter of a Royal Navy Admiral.

Goldsmiths Students' Union had a packed schedule of events that celebrated the historical contributions, achievements, challenges and roles of Black people in society. This included, cinema screenings, talks on self-care, and a night of Black British music, film and poetry in collaboration with 'Take Back the City'.

Mojisola Adebayo, a Lecturer in the Department of Theatre and Performance, wrote and performed in the play 'Muhammed Ali and Me'. It was described as a "critically acclaimed coming of age story of a young black girl growing up in foster care and her fantastical friendship with the legendary Muhammad Ali".

GREG organised the screening of 'Paris is Burning', a critically-acclaimed documentary filmed in the mid to late 1980s which documents the lives of the Black and Latino gay community in New York and focuses on the ball culture of the time. The film focuses on race, class, gender, sexuality, but also a culture which is not necessarily the first thing you might associate with when thinking about Black culture.

Challenging the Silence in Higher Education: Race and Racism in the Academy Conference

Hosted by Dr Elizabeth Williams (Goldsmiths) and Dr Akile Ahmed (LSE). The one-day symposium was held at Goldsmiths and was followed by an exhibition held at LSE in the evening. It included well-known academics, speakers and students to front panels on a variety of themes, to explore the experiences of being black and ethnic minority academics and professionals in higher education.

Goldsmiths Liberation Mural



Bringing vibrancy to a corner of campus a beautiful, statement mural was hand-painted by Design graduate, Ted Low, to the exterior of the Students' Union reflecting the timeline of black liberation through images of key people in history who had an impact on the movement. Ted explained that he tried to include people who may have not had as much public recognition for their political impact as they deserved, choosing to feature Assata Shakur rather than Martin Luther King Jr, for example.

Goldsmiths' MA in Black British Writing

Last year Goldsmiths was proud to be the first university to launch an MA in Black British Writing - hailed as a "landmark for Black culture" by journalist Hannah Pool.

Vanessa Igbo, one of the first students on the course said:

"The MA Black British Writing allows students of black heritage to study themselves ... learning about your roots, your heritage, and how that can inspire you to aspire. And inspire other people!"

Goldsmiths is also launching a new MA in Race, Media and Social Justice in September 2017. Led by experts in the field, the interdisciplinary degree will introduce theoretical and philosophical approaches to contemporary debates on race, ethnicity and racism.

Goldsmiths' Centre for Caribbean and Diaspora Studies

Goldsmiths' Centre for Caribbean and Diaspora Studies was re-launched last year. Now entering its 34th year, the centre continues to develop the representation and promotion of Caribbean cultural knowledge and heritage in the UK and across the world.

The 'Let's Talk Series'

In November 2016 we launched the 'Let's Talk Series' - short discussion-based, lunch time sessions open to both staff and students.

The pilot sessions - 'Let's talk about race' and 'Let's talk about faith' - were led by facilitator and Goldsmiths graduate, Lesley Aitcheson. Lesley said of the Series -



"I always enjoy coming back to Goldsmiths and it has been a pleasure to design and facilitate this exciting and innovative series for a thoughtful and engaged audience. In providing these events, Goldsmiths is working in the vanguard of this area, prepared to tackle difficult topics with honesty and openness for the benefit of staff and students. The 'Let's Talk' series is truly leading the way in the sector".

Over 60 people – both staff and students, signed up to the sessions, and the feedback was very positive.

Mariana Popa, a student in the Department of Social Therapeutic and Community Studies, said *"Thank you for today's workshop. I found it relevant and inspiring"*.

Stonewall Workplace Equality Index

Goldsmiths is a member of the Stonewall Diversity Champions Programme and submitted an application to the Stonewall Equality Index in 2016. As mentioned previously, the Index is a framework that an organisation can use to self-assess many areas its activities, practices, and policies to consider if they are LGBT inclusive or proactive in terms of LGBT equality. This is assessed alongside a confidential staff survey about LGBT equality and inclusion at Goldsmiths.



Goldsmiths had a strong first submission. We will use this as a springboard for future progress - aiming to improve on an annual basis.

'At a Glance' Representation Statistics

The following information will demonstrate the demographic profile of Goldsmiths' staff and student body.

The 'at a glance' staff data presented was taken from Goldsmiths' Agresso HR/Payroll system and Higher Education Statistics Agency (HESA) submission 2015/2016.

Staff Data

Overview

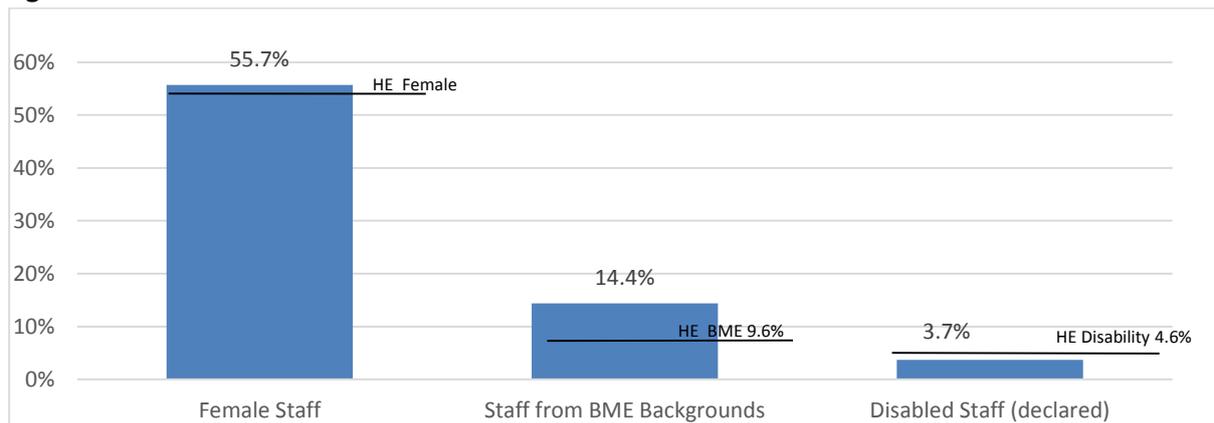
Figure 1:

Total Staff by Headcount	2069
Total Staff Full Time Equivalent (FTE)	1155.98
Academic Employment Marker	59.6%

How does Goldsmiths compare against other HEIs?

Figure 2 compares Goldsmiths with the most up to date statistics (depicting the percentage of female, black and minority ethnic, and disabled staff) provided by the Equality Challenge Unit (ECU) in its *Equality in higher education: statistical report 2016*. Data is compared against the average statistics for the Higher Education (HE) Sector in England.

Figure 2:



*Black line depict the average in the HE Sector (England)

Gender

Figure 3:

Total Female Staff	55.7%
Total Male Staff	44.3%

Female/Male staff by activity and mode

Figure 4 breaks down the number of female and male staff by activity (if they work in an academic or a professional and support capacity) and their mode (whether they work full-time or part-time).

Figure 4:

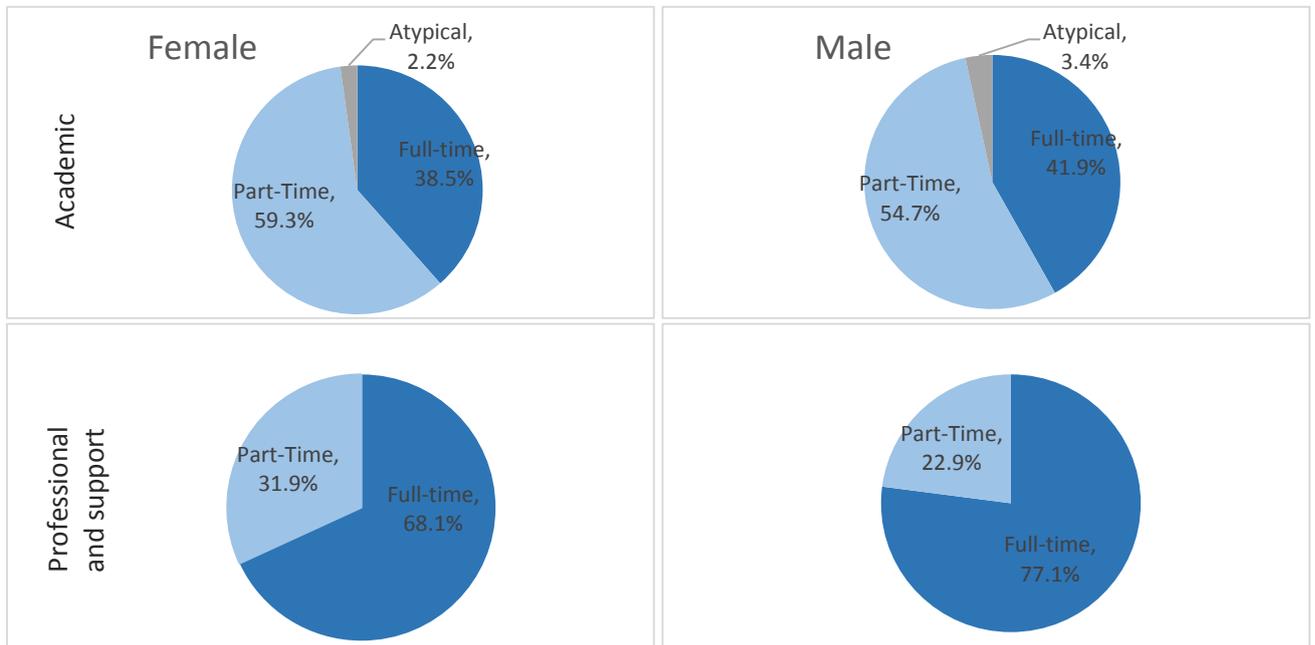


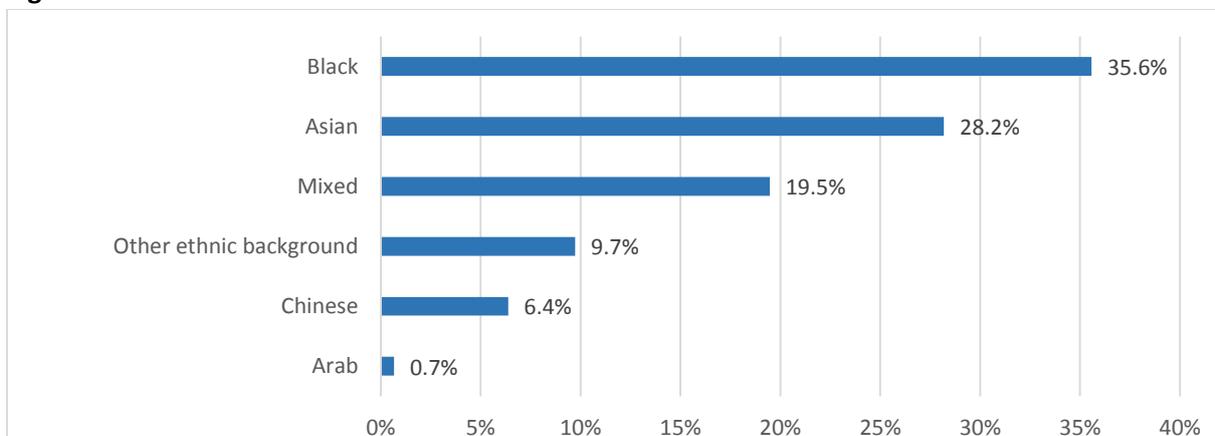
Figure 5 shows a broad overview of the ethnicity of staff broken down by Black and Minority Ethnic (BME), White, and 'Unknown' (where staff have preferred not to answer or the information has not been entered).

Figure 5:

Staff with a BME background	14.4%
Staff with a White background	58.34%
Unknown	27.26%

Figure 6 shows more detailed breakdown of the ethnicity of staff who identify themselves as being from a BME background (as categorised by HESA).

Figure 6:



Disability

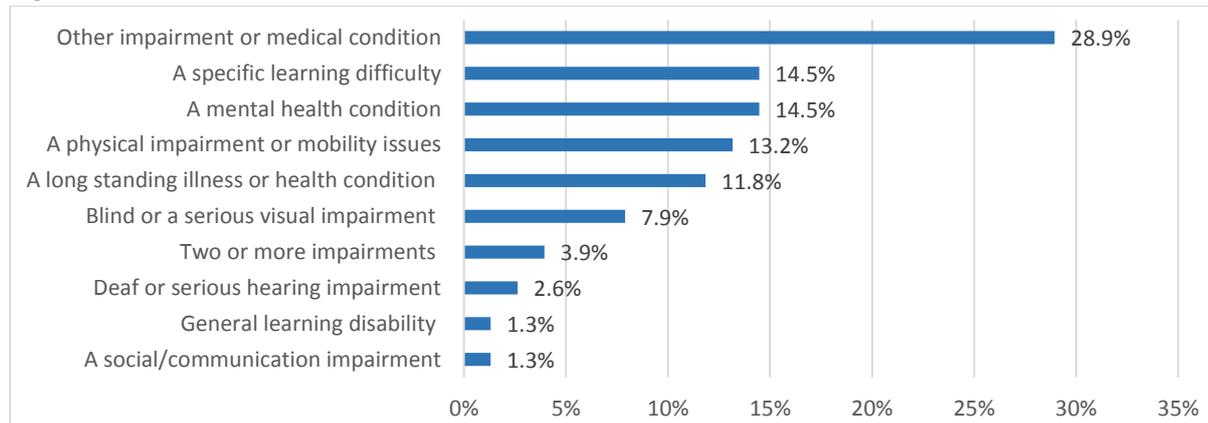
Figure 7 shows a broad overview of the numbers of staff who have declared they are disabled, those who have declared that they are not disabled, and 'Unknown' (where staff have preferred not to answer or the information has not been entered).

Figure 7:

Employees who have declared they are disabled	4.7%
Employees who have declared they are not disabled	86.9%
Unknown	8.5%

Figure 8 breaks down the percentage of staff who have declared that they are disabled, by their impairment type or condition (categories as defined by HESA).

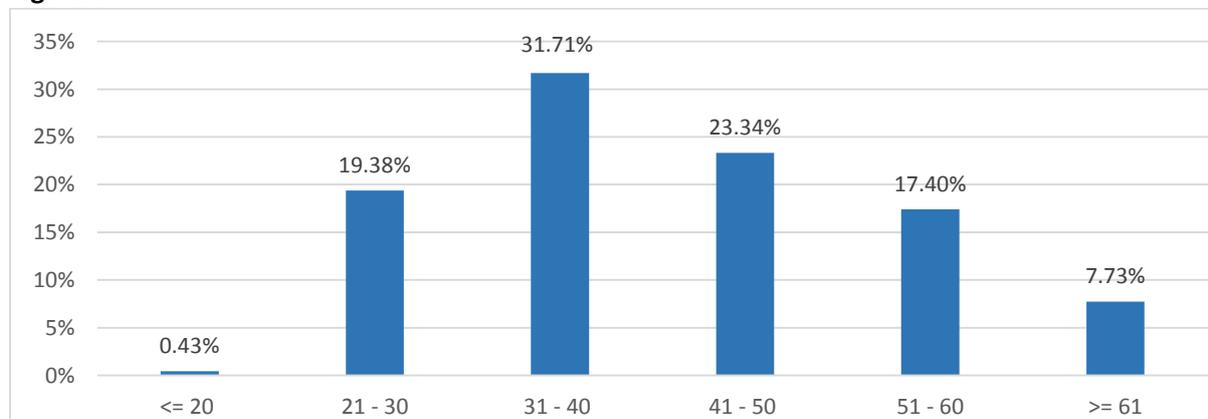
Figure 8:



Age

Figure 9 shows a broad breakdown of staff by age group.

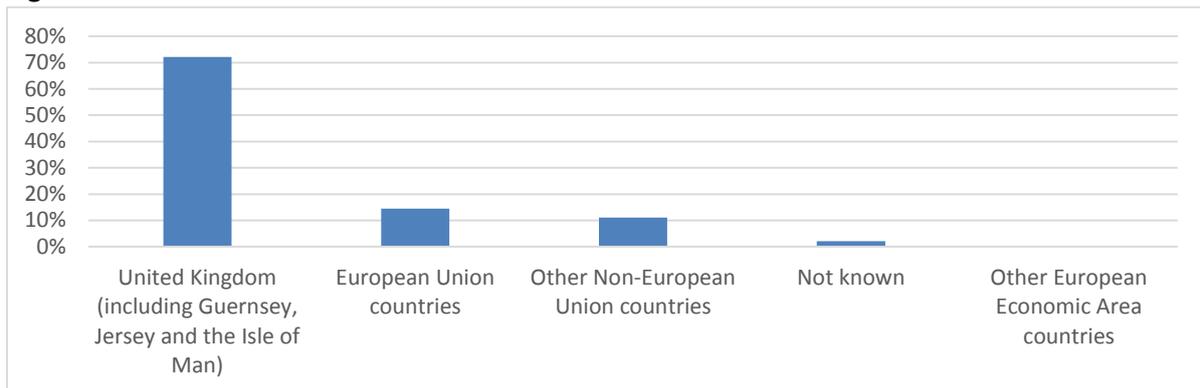
Figure 9:



Nationality Group*

Figure 10 shows a breakdown of staff by nationality group (*UK, EU, or Non-EU). We have included this information in light of the referendum result on the UK leaving the EU, which might have a direct impact on some staff.

Figure 10:



Gender Identity, Religion and/or Belief, and Sexual Orientation

Since the implementation of our new Agresso HR/Payroll system in September 2015, we have started to collect data on the categories of, 'Gender Identity', 'Religion and/or belief', and 'Sexual Orientation', to enable us to get a more in depth understanding of our staff demographic profile and ensure that Goldsmiths is aligned with best practice.

Completion rates for these fields is still relatively low across the Higher Education Sector, with an average of 23% for gender identity and 33% for sexual orientation and religion/belief.

The figures below show our incremental progress for the first year of collecting these fields. We aim to build on this and showing progress on an annual basis.

Gender Identity

Total completion rate (year one): 23.4%

Figure 11 shows a breakdown of staff who have declared that their gender is 'the same as the gender identity they were assigned at birth' or their gender identity is 'different from the gender identity they were assigned at birth'.

Figure 11:

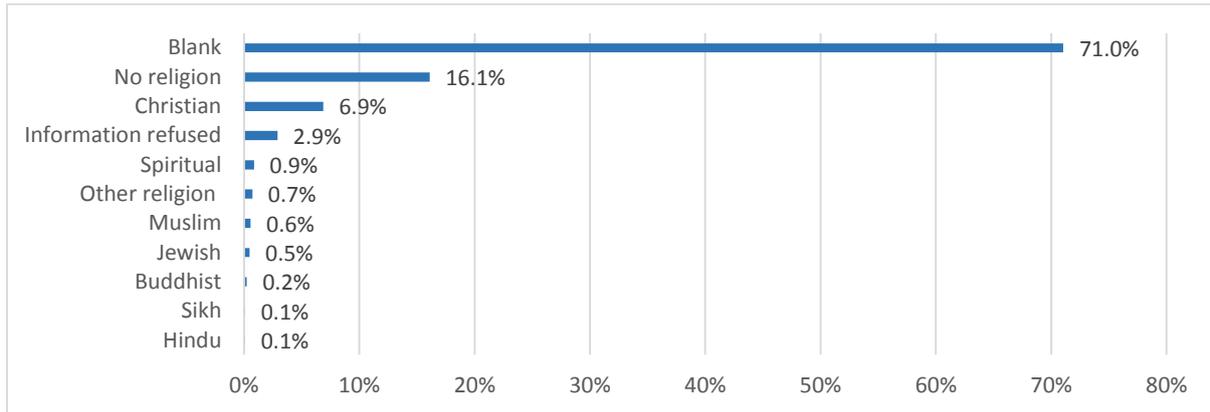
Gender identity is the same	22.2%
Gender identity is different	0.4%
Information refused	0.8%
Blank	76.7%

Religion and Belief

Total completion rate (year one): 29%

Figure 12 shows a breakdown of staff by religion/belief (or lack of religion/belief).

Figure 12:

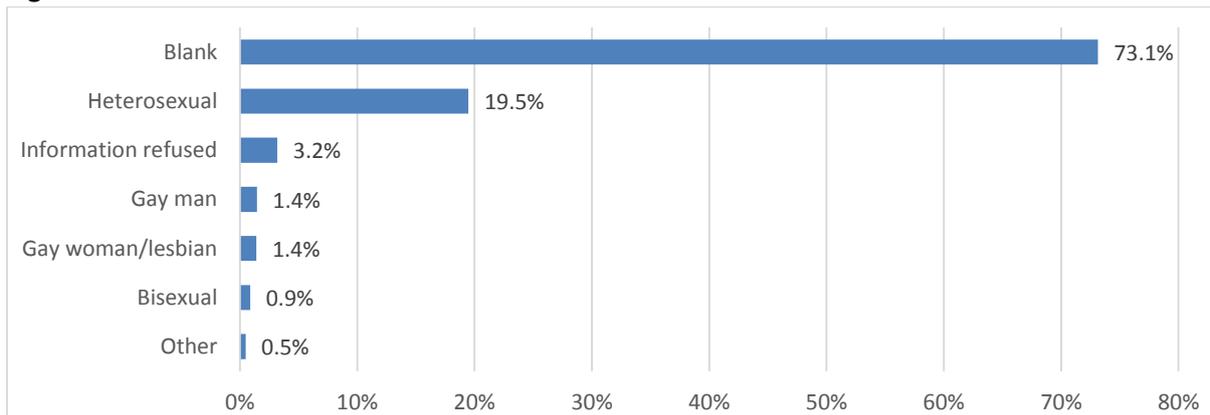


Sexual Orientation

Total completion rate (year one): 26.9%.

Figure 13 shows a breakdown of staff by sexual orientation.

Figure 13:



Student Data

The 'at a glance' student data presented below was taken from Goldsmiths' Student management Information System, *Unit-e*, from the HESA submission 2015/2016.

Overview

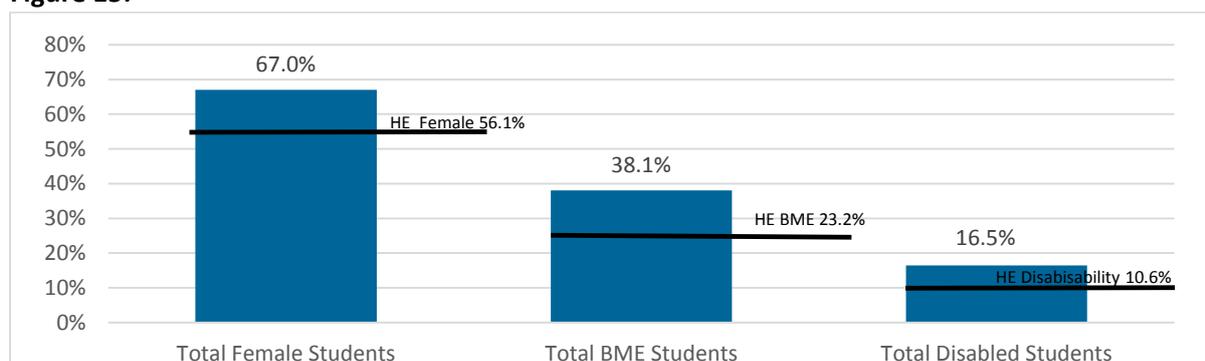
Figure 14:

Total Student Headcount	8,522	100%
Total Student at Undergraduate (UG) level	5,655	66.36%
Total Students at Postgraduate Teaching (PGT) level	2,428	31.52%
Total Students at Postgraduate Research (PGR) level	439	5.91%

How do we compare against other HEIs?

Figure 15 compares Goldsmiths with the most up to date statistics (depicting the percentage of female, black and minority ethnic, and disabled students) provided by the Equality Challenge Unit (ECU) in its *Equality in higher education: statistical report 2016*. Data is compared against the average statistics for the Higher Education (HE) Sector in England.

Figure 15:



* Black lines depict the average in the HE Sector (England)

Ethnicity

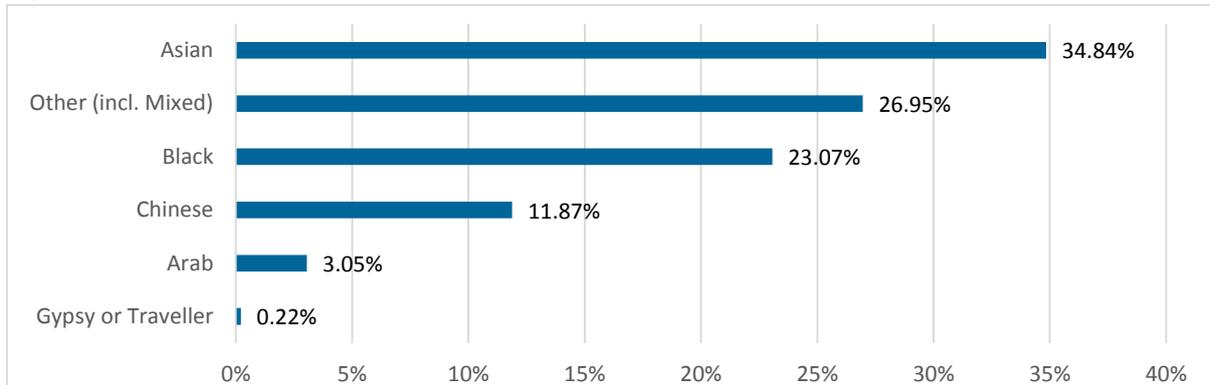
Figure 16 shows a broad overview of the ethnicity of students broken down by Black and Minority Ethnic (BME), White, and 'unknown' (where students have preferred not to answer or the information has not been entered).

Figure 16:

Students with a BME Background	38.1%
Student with a White Background	59.7%
Unknown	2.3%

Figure 17 shows more detailed breakdown of the ethnicity of students who identify themselves as being from a BME background (as categorised by HESA).

Figure 17:



Disability

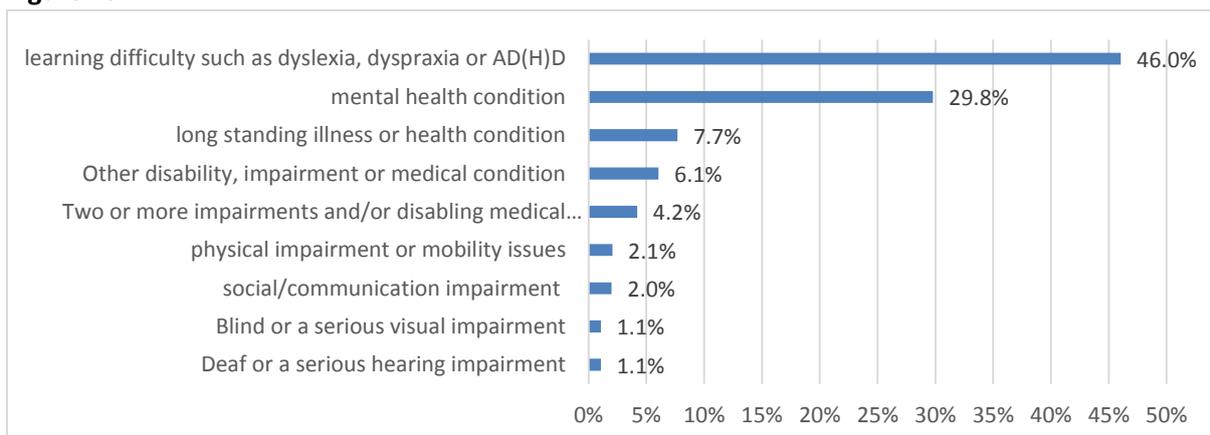
Figure 18 shows a broad overview of students who have declared that they are disabled, those who have declared that they are not disabled, and 'unknown' (where students have preferred not to answer or the information has not been entered)

Figure 18:

Students who have declared they are disabled	16.5%
Students who have declared they are not disabled	83.5%
Unknown	0%

Figure 19 breaks down the percentage of students who have declared that they are disabled, by their impairment type or condition (categories as defined by HESA).

Figure 19:



Age

Figure 20 shows a broad breakdown of students by age group.

Figure 20:

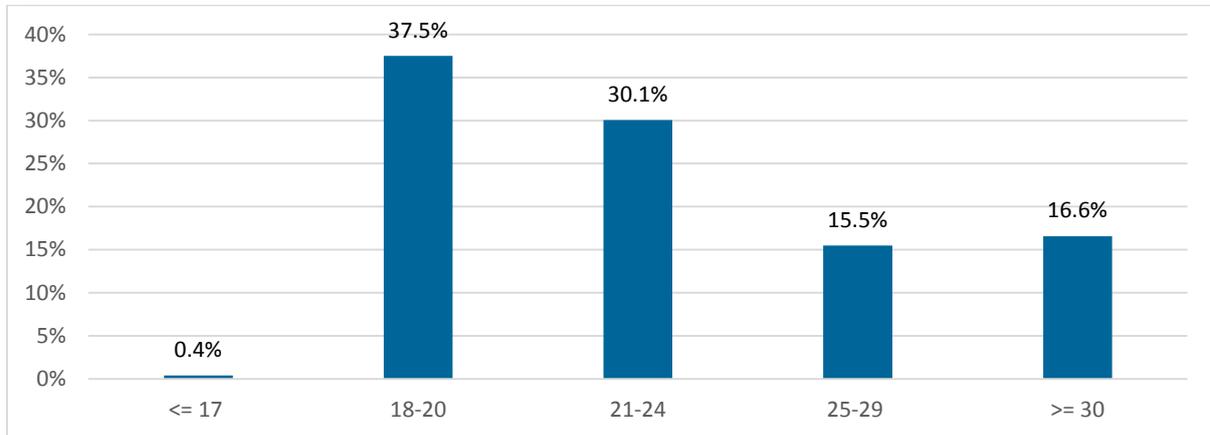
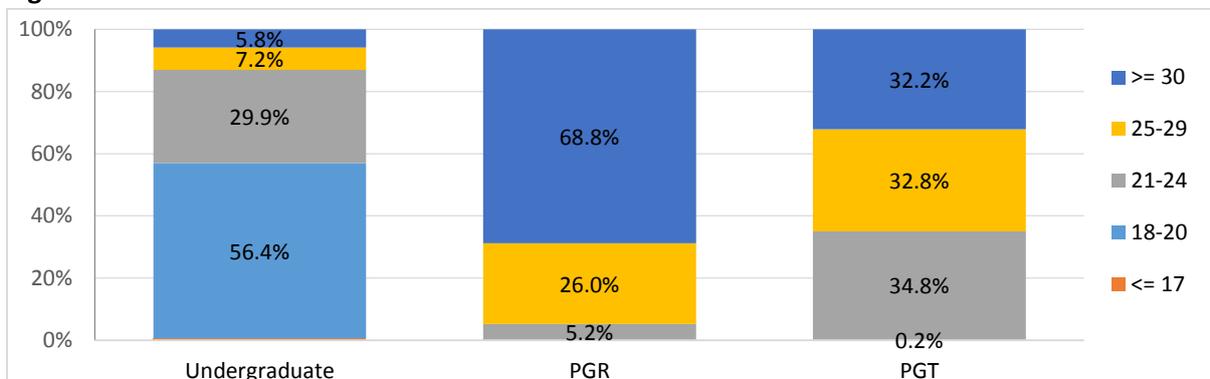


Figure 21 shows a more detailed breakdown of students by age and level of study (if they are at Undergraduate (UG) level, Post-Graduate Taught (PGT), or conducting Post-Graduate Research (PGR)).

Figure 21:



Gender Identity, Religion/Belief, and Sexual Orientation

Goldsmiths is working to improve the quality of the data that we collect and report on. We aim to do this by working collaboratively across the University, by utilising the functionality of our current data systems and by working with stakeholders who manage this information.

Gender Identity

Total completion rate: 99.4%

Figure 22 shows a breakdown of students who have declared that their gender is 'the same as the gender identity they were assigned at birth' or their gender identity is 'different from the gender identity they were assigned at birth'.

Figure 22:

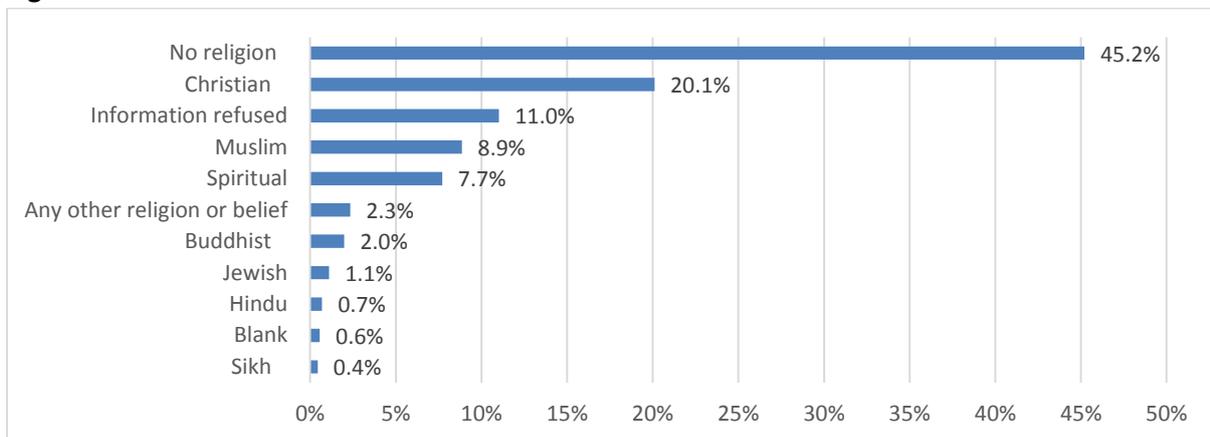
Gender identity is the same	91.4%
Gender identity is different	2.4%
Information refused	5.6%
Unknown	0.6%

Religion and Belief

Total completion rate: 99.4%

Figure 23 shows a breakdown of students by their religion/belief (or lack of religion/belief).

Figure 23:

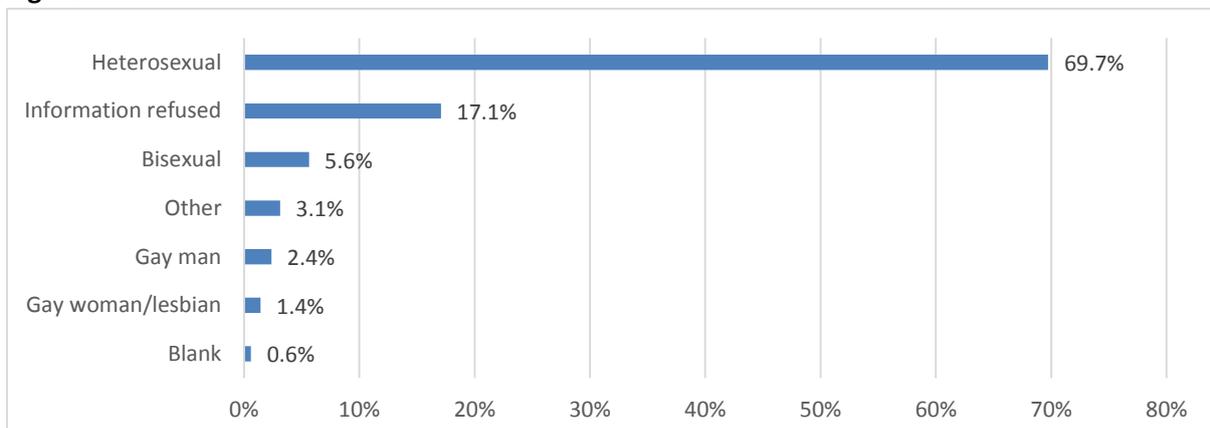


Sexual Orientation

Total completion rate: 99.4%

Figure 24 shows a breakdown of students by their sexual orientation.

Figure 24:



Conclusion

The values of equality, inclusion, and social justice are very important to Goldsmiths. These values are enshrined in the work of our academics, and reflected in the people we employ and the students we teach. Goldsmiths aims to truly reflect these values in our professional practice by embedding equality and diversity into everything that we do, across all levels of the University.

We have seen substantial progress over the last two years at Goldsmiths driven by the work of our ambitious Access Agreements and renewed Equality and Diversity Strategy.

This report has reviewed our progress against the priorities that we set last year, where we are in relation to our Equality Objectives. It also gives an overview of the demographic profiles of both staff and students.

Goldsmiths' strategic, proactive approach to developing and improving equality and diversity practice at Goldsmiths has arguably been successful and seems to have increased levels of engagement with equality and diversity work at Goldsmiths. It has also helped to highlight the significant achievements of staff and students in the field and encouraged people to move away from thinking about diversity as a measure of compliance, to something that will add value to the University on many levels.

However, we are incrementally progressing and we strive to do more. Changing cultures and reframing the perceptions of equality and diversity takes time. We believe that the last two years have been useful in building new foundations and setting Goldsmiths in a positive direction. However, we now want to use this as a springboard with which to continue our journey, be more progressive, aspirational and innovative.

Recommended Priorities

As a result of the review undertaken in this report, and in light of our Goldsmiths' duties under the Equality Act 2010 and Public Sector Equality Duty, the following recommended priorities have been outlined for the coming year.

- Continue work to embed equality and diversity into committees and strategic decision making, working with senior leaders to champion equality and diversity.
- Continue working towards the aims of Goldsmiths' Access Agreement to implement outreach and inclusion activities to attract, retain, and support students to Goldsmiths from lower-socio economic or "non-traditional backgrounds" and underrepresented groups.
- Develop and launch Goldsmiths' new Learning and Teaching Assessment Strategy with a focus on inclusive curriculum design and delivery.
- Continue work to support staff in adapting to changes in the Disabled Student Allowance.
- Continue the second year of the 'Valuing Diversity Programme' of learning and development opportunities for staff.

- Seek opportunities to engage staff and students further with equality and diversity - promoting and celebrating key events such as Black History Month and LGBT History Month.
- Develop actions to address feedback from our Stonewall Workplace Equality Index 2017 and explore the feasibility submitting a new application for 2018.
- Aim to submit Goldsmiths' first application for the Athena SWAN Charter (Institutional bronze award).
- Continue our institutional policy review, develop new policies/guidance where required, and widely promote and embed current policies and guidance e.g. Goldsmiths' new 'Discrimination, Bullying and Harassment Policy for staff'.
- Finalise our Equal Pay Review and develop a plan to address any actions.
- Review our working and recruitment practices in light of the new ['Disability Confident Scheme'](#) and proactively address any areas highlighted for improvement, ensuring that Goldsmiths retains its status as a 'Disability Confident Employer' at the end of 2017.
- Refocus on developing informal networks and fora including further development of existing staff networks – LGBTQ and GREG, and the development of new networks of equality practice and communication such as Department Equality and Diversity Ambassadors and Diversity Forum.
- Continue Goldsmiths' strategic data enhancement project to incrementally increase completion rates for and improve Goldsmiths equality and diversity data (including newer fields of gender identity, sexual orientation, and religion/belief).