

# **Gender Equality Scheme Review and Action Plan**

**April 2010**

# Foreword

This is an exciting time for equalities and diversity at Goldsmiths. The diversity of its students and staff is a key factor contributing to Goldsmiths' excellence, vitality, and energy, stimulating and enriching the learning and working environments for us all; and gender equality is an essential part of our diversity agenda. Our long-standing commitment to equality of opportunity for all staff and students is firmly woven into the College's core values and this is enshrined in its Charter:

*No discrimination on account of race, gender, disability, sexual orientation, faith, belief or age, or any other factor in respect of which discrimination shall be prohibited by law, shall be shown against any person in determining whether such person shall be admitted as a Member of the College, or appointed to its Staff, or shall hold any advantage or privilege thereof.*

*(Charter of Goldsmiths' College, Paragraph 13)*

The College's Strategic Plan reiterates this commitment as one of the core strategic aims:

*To foster an environment committed to and supportive of diversity, the free exchange of ideas, tolerance and equal opportunities, and to work to raise aspirations and widen access to education in general and Goldsmiths in particular.*

*(Strategic Aim Five)*

We are taking the opportunity of reviewing the College's first Gender Equality Scheme and Action Plan, published April 2007, to renew and restate the College's commitment to the Gender Equality Duty 2006 to have due regard to the need to eliminate unlawful discrimination and harassment and to promote equality of opportunity among women and men and transgender people.

Whilst compliance is vital, of course, we are determined to ensure our Gender Equality Scheme and Action Plan fulfil their ambition to be powerful tools to deliver real change and practical improvements for everyone learning and working at Goldsmiths. The Scheme and Plan will help us to identify and respond to gender inequalities where they exist, and to ensure that all members of Goldsmiths' diverse community can achieve their potential and make their fullest contribution in a positive and supportive environment. We need everyone to be fully engaged as part of the Goldsmiths community, and we intend that this Scheme and Plan will help us to provide that positive environment to help meet this need.

This current document is therefore our Review of the 2007 Scheme and Action Plan, and it is intended to help to drive the College's progress, updating and in some places extending our existing gender equality work, and should be read in conjunction with our 2007 Gender Equality Scheme and Action Plan.

# Contact

## We want to hear from you

We are particularly interested in:

- your comments or queries on this document
- feedback on your experiences of equality and diversity at Goldsmiths
- your suggestions for actions to be included in future Equality Schemes and Action Plan

The College's Equalities and Diversity Advisor can be reached via [marcia.williams@gold.ac.uk](mailto:marcia.williams@gold.ac.uk) or on 020 7919 7582, and is based in the College's Human Resources Department - St James Hall, Block 1.

## Publication

This Scheme and Action Plan will be publicised in appropriate ways within Goldsmiths, and externally. The results of any monitoring undertaken under this Scheme and Plan will be published annually within the Equality report on Goldsmiths' web site. Details on consultation exercises undertaken in relation to gender issues will also be published alongside the results of the monitoring exercises.

## Alternative Formats

This Scheme and Plan are published on the College website. Accessible versions of this Scheme and Plan are also available, on request, from the Equalities and Diversity Advisor.

# Introduction and Purpose

## About Goldsmiths

Goldsmiths is all about valuing difference and diversity: the freedom to experiment, to think differently, and to be an individual. We look at subjects in creative and unconventional ways, but everything we do is based on the highest academic standards of teaching and research. Goldsmiths fosters a collaborative and interdisciplinary approach to working: psychologists work with computer scientists, artists with cultural theorists, musicians with anthropologists. The result is groundbreaking, challenging research, which in turn informs and enhances our taught programmes. Numbering almost 9,000 our students have a variety of different backgrounds and reasons for studying, and our high proportion of mature students and international students helps create a diverse student population. In terms of location and community, Goldsmiths is in New Cross, South East London and we are one of the top five largest employers in the London Borough of Lewisham, playing an important role in supporting regeneration in the area. Goldsmiths has a long tradition of encouraging students from all social backgrounds to study at our university, as shown by a wide range of initiatives designed to improve access to our courses, create links with local schools, colleges and the community and provide a supportive learning environment for our students. Our commitment to the local community and to life-long learning is evident in the activities of the Department of Professional and Community Education (PACE), which broadens access to higher education through its return-to-study and access courses, and its programme of part-time and evening classes. Indeed Goldsmiths' tradition of community-based courses predates its membership of the University of London. A history of providing educational opportunities for women is reflected in one of the largest proportions of female students in the British university system – just over two-thirds at the last count.

## Our Values

We offer a transformative experience, generating knowledge and stimulating self-discovery through creative, radical and intellectually rigorous thinking and practice. Our Mission is underpinned by the following values:

### **Achieving academic excellence**

- pursuing intellectual curiosity
- encouraging the highest standards of research and practice

### **Embracing complexity:**

- building on our diverse strengths – academic excellence and rigour inspired by radical thinking
- providing a unique and creative approach to all of our subjects

### **Respecting the individual:**

- encouraging individuality and nurturing talent
- enabling freedom of thought and expression

**Embracing diversity:**

- having the courage to think differently
- providing the freedom to experiment
- working beyond the boundaries of preconceptions

**Radical thinking:**

- being the leader in all our fields
- daring to think differently and to challenge the norms

**Creating change, locally and globally:**

- being socially aware and socially active
- enhancing employability in rewarding careers
- actively promoting sustainability
- fostering a social and intellectual community within, and beyond, Goldsmiths

## Our Commitment

The Gender Equality Duty 2006 places the legal responsibility on public bodies to demonstrate that they treat women, men and transsexual people fairly. More information about the legislative context can be found in **Part 2** of this document. In practice, this means that all our policies and procedures need to consider the different needs of men, women and transsexual people and take actions to address them accordingly.

## The Business case

There are also good business reasons for embracing diversity strategically. Institutions compete on the quality of education they provide, and good strategic diversity management can provide a mechanism for raising standards. The way the institution serves students from all backgrounds, and the reputation it builds, may have important future business implications regarding recruitment from particular backgrounds, such as international students.

In addition to the effects of enhanced reputation on the recruitment of staff and students, their retention can also be supported positively by our ability to cater for the needs of diverse groups of people. Staff and student retention are potentially high cost areas, and ensuring that retention in both areas is maximised makes business sense.

## Purpose

Our first Gender Equality Scheme was published in April 2007. Having been in operation for three years, and reviewed annually, the College is legally obliged to revise that Scheme and Plan. The primary purpose of this Review is to help us focus on the priorities and outcomes we hope to achieve over the next three year period, setting out ways in which Goldsmiths College will meet its statutory obligations and requirements under the Gender Equality Duty 2006.

# Gender Equality Outcomes

The aim of the duty is not to establish processes but to make visible and faster progress towards gender equality. Indicators of progress might include:

- Women and men and transgender staff are represented at all levels of the workforce and in all areas of work
- Under-representation of students by gender in subject areas is redressed
- Committees and decision-making groups better reflect the College community.
- Staff and students notice that services are more accessible and better tailored to their needs, and outcomes by gender improve.
- Women and men are making greater use of services and facilities that their sex had previously under-used.
- Staff and students with caring responsibilities are receiving appropriate support.
- Harassment and sexual harassment of students, staff and others is dealt with promptly and systematically, according to agreed procedures, and tolerance of harassment drops within the organisation as a whole.
- The gap between women and men's pay narrows and is eventually eliminated.
- Transgender people feel supported and valued as staff and students and as potential staff and students.
- Staff are aware of the gender equality duty, understand how it will affect their work, and have the skills to implement the duty in their work.
- It is easy to find a wide variety of data and information to assess effectively how certain actions will affect women and men.
- That all staff, students and other stakeholders regard equality of opportunity and contribution by all regardless of gender as a major positive benefit to the whole community of Goldsmiths.

## College Context

### Student numbers

In the 2008-2009 session, Goldsmiths had 66% female and 34% male students. In the total student population in England, 59% of undergraduate and postgraduate students are female.

Students 2008-2009	Female		Male		Total
	Number	%	Number	%	
Undergraduate	3,743	65.5%	1,974	34.5%	5,717
Postgraduate - Taught	1,773	68.6%	810	31.4%	2,583
Postgraduate - Research	323	60.3%	213	39.7%	536
FE	94	59.1%	65	40.9%	159
<b>Grand Total</b>	<b>5,933</b>	<b>66.0%</b>	<b>3,062</b>	<b>34.0%</b>	<b>8,995</b>

Figures relate to the 2008-2009 session and can be found at <http://www.gold.ac.uk/statistics/#d.en.8561>

## Staff Numbers

In terms of staff at Goldsmiths, 55% are female and 45% are male. Women make up 32% of the total number of readers and professors at Goldsmiths (or approximately 38% of senior academic staff). It may be worth noting in particular that the most recent data from the Higher Education Funding Council for England (HEFCE) states that 52% of all people employed in English HE sector are female whilst only 16% of all senior academics or professors at the national scale are female. Staff data will continue to be monitored, in more detail and by adding further dimensions where possible, to ensure we are doing all we can to retain this strong gender diversity, to better understand any gender inequalities within different grades, and to help us ensure there are no gender-related barriers to either women or men being employed or promoted.

COUNT OF STAFF	GENDER				
	Female	Male	Female	Male	Total
Lecturer A	67%	12	33%	6	18
Lecturer B	56%	90	44%	70	160
Senior Lecturer	46%	41	54%	48	89
Reader	41%	12	59%	17	29
Professors	29%	22	71%	54	76
Research	42%	23	58%	32	55
Support	66%	335	34%	176	511
Technicians	30%	21	70%	49	70
<b>TOTAL</b>	<b>55%</b>	<b>556</b>	<b>45%</b>	<b>452</b>	<b>1008</b>

Figures as at January 2010, from HR Pyramid Database

# Framework for the Gender Equality Scheme

**The Council** is responsible for ensuring that Goldsmiths complies with the Equality Act 2006 and that it meets its duties. The Gender Equality Scheme is overseen by the **Equality and Diversity Committee** (EDC) which has responsibility for strategic planning and policy development matters relating to equality and diversity, and it reports its findings to the **Academic Board** and Council at least once a year and Council has the ultimate responsibility for the successful implementation of this scheme. The EDC oversees the implementation and progress monitoring of gender equality and all the equality streams. The strategic remit of the EDC is underpinned and complemented by specialist groups and advisors covering the range of our equality and diversity agenda. These include our Diversity Champions, Dignity and Work and Study Advisors, Disability Co-ordinator, Widening Participation Section, Equalities and Diversity Advisor, Staff Disability Forum, Part-time Forum, and Union colleagues.

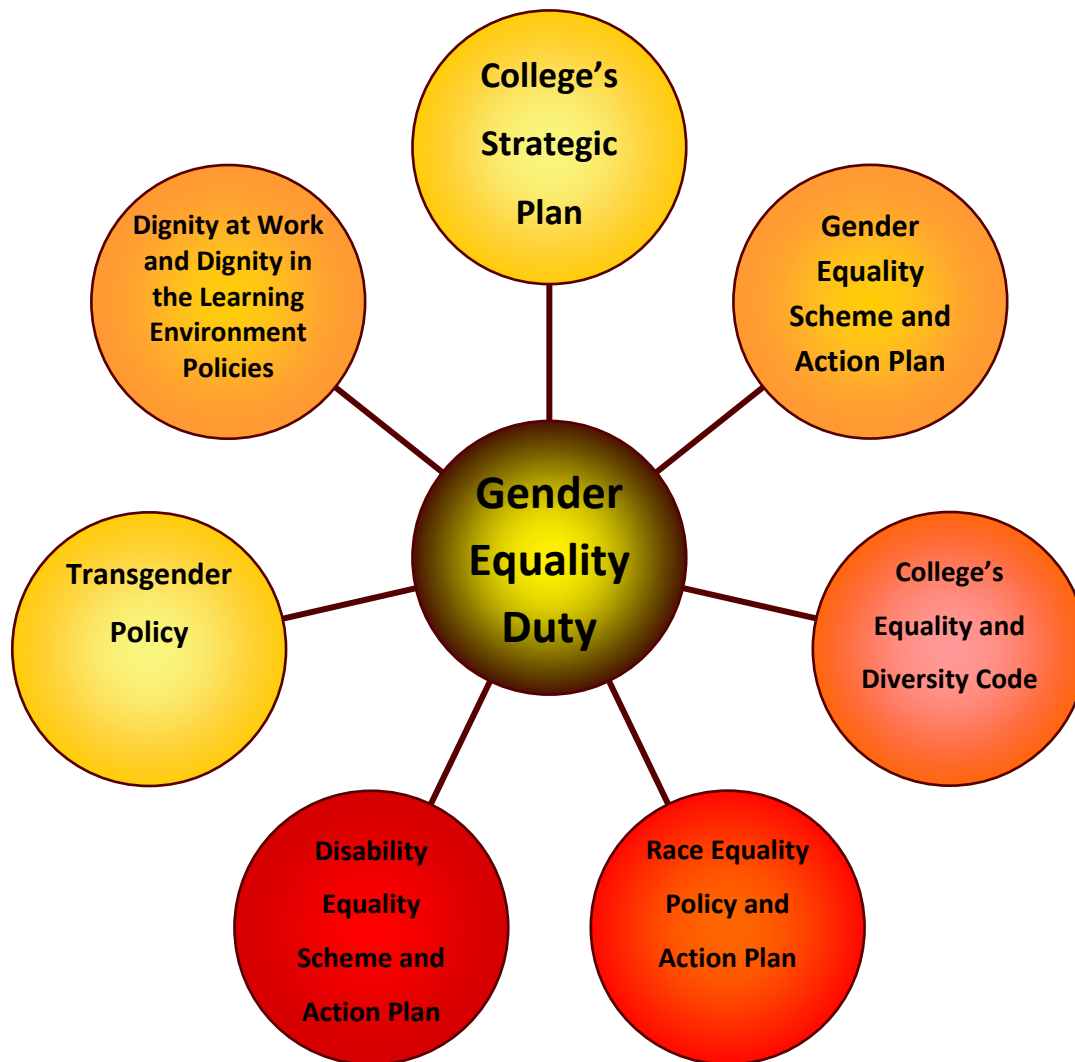


Chart: How our Gender Equality Duty fits into the broader equality picture at Goldsmiths

Goldsmiths values its diverse community. In order to maintain that diversity, Goldsmiths aims to ensure that all policies, procedures and practices do not disadvantage or exclude on grounds of gender. The College recognises that the problems of discrimination, harassment and bullying threatens staff and students' health, wellbeing and contribution to the organisation and such behaviour will not be tolerated and may result in disciplinary action being taken. Goldsmiths expects all its staff, students, suppliers, contractors and visitors to endorse this commitment and to behave accordingly.

*This Scheme should be read in conjunction with the general College Code of Practice relating to Equal Opportunities for staff and students, the Dignity at Work and Dignity in the Learning Environment Policies, the Race Equality Policy and the Disability Equality Scheme.*

## Goldsmiths' Gender Equality Scheme

Listed below is a re-statement of the College's existing gender equality commitments, summarising what we will do to promote gender equality as part of our wider work to eliminate all discrimination and promote equality of opportunity for all:

### **Management and Governance**

Goldsmiths is committed to a system of management and governance that is fair, inclusive and proactive in undertaking its responsibilities to actively promote equality of opportunity.

### **Staff Development**

Goldsmiths will provide ongoing development opportunities to ensure that everyone is aware of its policies, procedures and practices in relation to gender equality. Goldsmiths remains committed to supporting the learning development of its entire staff.

### **Admissions, access and participation**

Goldsmiths adheres to an admissions policy that is as inclusive as possible and which widens participation for under-represented groups. *This commitment is articulated within the College's Strategic Aim Five (Equality and Diversity).*

### **Monitoring and assessing the Scheme's effectiveness and addressing inequalities revealed**

Goldsmiths will monitor all stages of the student admission processes from application to outcomes and all students' achievements and progress.

### **Curriculum, teaching and learning, assessment**

Goldsmiths aims to ensure that its curriculum, learning, teaching and assessment methods are informed by good practice and are as far as reasonably possible, accessible to all students.

### **Student support and guidance**

Goldsmiths will continue to develop its student support provision in order to provide the best possible experience and resource to students throughout their time at Goldsmiths.

### **Student and staff feedback**

Goldsmiths remains committed to receiving students' and staff feedback on their experience here and will continue to solicit their views via the programme monitoring process, surveys and the regular student census as appropriate. The College will specifically seek feedback from staff in relation to this Scheme.

### **Staff recruitment, promotion, development and career development**

Goldsmiths is committed to a diverse workforce and will pursue the standards set out in the main equal opportunities policy in relation to recruitment, promotion, training and career development of staff. The College will continue to monitor all these activities by department and will regularly assess the monitoring information obtained to evaluate the progress Goldsmiths is making towards meeting its gender equality targets and aims. Policies and practices are in place in regard to the recruitment and employment of female and male staff.

### **Research**

Goldsmiths will ensure that its research strategy is consistent with this policy and will actively encourage the undertaking of research in gender issues. Further, the College is mindful of its responsibilities towards equality of opportunity for those on fixed-term and part-time contracts, in the light of the Fixed-term and Part-time Regulations, and in particular with respect to opportunities for research and for developing a research profile. The Research Office is actively addressing the research training and mentoring needs of fixed-term and part-time staff (including contract researchers), and is in dialogue with Departments concerning the particular needs and opportunities across the subject spectrum at Goldsmiths.

### **Behaviour and discipline**

A programme of briefing and training sessions will ensure that staff are aware of these and other equality and diversity issues. Goldsmiths will review its complaints procedures and disciplinary procedures relating to staff and students to ensure that they are appropriate and effective.

### **Partnerships and community links**

The College's Strategic Plan commits it to developing effective interactions between the College's research and teaching activities and business, especially the creative and cultural industries and the public sector, and to contribute to the economic, social and cultural well-being of local communities (Strategic Aim Six). In undertaking these activities, the College will promote actively its commitment to equality and diversity.

### **Service delivery (outsourcing and contracting out)**

Goldsmiths will review the area of the contracting out of goods and services with the aim of ensuring its policies and activities in this area do not disadvantage any particular group. It will consider sanctions against contractors or providers of service who do not follow the College's Gender Equality Scheme.

## **Accountabilities for Action**

The Registrar and Secretary carries a particular responsibility for ensuring that this Scheme and Action Plan are effective. However all members of the College and its Senior Management Team, particularly the Director of Human Resources, Director of Marketing, Recruitment & Communications, Director of Student Services and the Director of Quality,

Planning and Academic Governance, and heads of academic and support departments, have a duty to be aware of the Gender Equality Duty and to ensure this Scheme and Plan are operationally effective.

## Engagement with Staff and Students

Communication and involvement in relation to the current Review has focused on identifying what is working well and what is not working well and what needs to be changed. In relation to the underlying Scheme and Action Plan the College was, and remains committed to working with its female, male, and transgender staff and students as key stakeholders of this Scheme, and those with knowledge or experience of gender reassignment. Methods used included surveys (paper, telephone and web-based) focus groups, meetings with external bodies such as Lewisham Council and meetings with individuals and officers of the Students' Union. Responses were analysed and used to identify specific priorities within the Action Plan that follows. A summary of responses from earlier surveys and focus groups is contained in Appendix A.

## Monitoring the Scheme's effectiveness and addressing inequalities

Goldsmiths is committed to assessing the equality impact of all its functions and policies on gender equality. The College will also monitor the admission, progression and retention of female and male students and the recruitment and career progression of female and male staff. Goldsmiths will use information arising from the monitoring process to address any patterns of discrimination and inequality, extend good practice, and take positive action for under-represented groups as permitted by legislation. Progress in implementing the scheme will be reviewed annually by the Equality and Diversity Committee who will report their findings to Academic Board and Council. The College is committed to involving staff and students in this process.

# Updated Action Plan

The College's Updated Gender Equality Action Plan focuses on **four key result areas** of College activity engaged by the gender equality duty:

- **Leadership and Management**
  - *Premises*
  - *Research*
  - *Partnership and Community Links*
  - *Service Delivery*
- **Gender Equality for Staff**
- **Gender Equality for Students**
  - *Admissions, Access and Participation*
  - *Curriculum, Teaching and Learning, Assessment*
  - *Student Support and Guidance*
- **Consultation and Publication of Monitoring and Assessments**

**GENDER EQUALITY SCHEME 2010 – ACTION PLAN**

**A. LEADERSHIP AND MANAGEMENT**

Goal	Action	Accountabilities	Timescales	Outcomes
<p><b>1) The College meets its Gender Equality Duties</b></p>	<p>a) Produce and publish a revised Gender Equality Scheme and <b>Policy for Transgender Students and Staff</b></p>	<ul style="list-style-type: none"> <li>• Equalities &amp; Diversity Adviser</li> <li>• Director of HR</li> </ul>	<p><b>By 30th April 2010</b></p>	<ul style="list-style-type: none"> <li>• Gender Scheme is up-to-date and in the public domain</li> <li>• Publicise progress in staff and student newsletters and the College’s website</li> <li>• Stakeholders are aware of progress against objectives</li> </ul>
	<p>b) Present an annual progress report against objectives to the Equality &amp; Diversity Committee (EDC)</p>	<ul style="list-style-type: none"> <li>• EDC Secretary</li> <li>• Equalities &amp; Diversity Adviser</li> <li>• EDC and other College equalities and diversity networks</li> </ul>	<p><b>Annually (April)</b></p>	
	<p>c) Review, develop and publish a new scheme (or in the alternative, a single equality scheme) every 3 years thereafter, and involve stakeholders in this process</p>	<ul style="list-style-type: none"> <li>• Equalities &amp; Diversity Adviser</li> <li>• Director of HR</li> </ul>	<p><b>Every three years from May 2010</b></p>	
<p><b>2) Mission, vision, values and strategy of the College are strategically linked with its equalities and diversity commitments</b></p>	<p>a) Equality and diversity are embedded in any post-2010 strategic planning, organisational change and other operational processes across the College.</p>	<ul style="list-style-type: none"> <li>• Registrar and Secretary</li> <li>• Director of Quality, Planning and Academic Governance</li> <li>• Senior Management Team</li> </ul>	<p><b>During the next corporate review cycle.</b></p>	<ul style="list-style-type: none"> <li>• All published corporate and strategic documents clearly demonstrate that equality remains central to the core values of the College.</li> </ul>

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<p><b>3) Impact assessments are undertaken</b></p>	<p>a) Review <b>how</b> impact assessments are undertaken at an operational level</p> <p>b) <i>Update and establish impact assessment methodologies (including screening) for all relevant staff, committees and decision-making groups.</i></p> <p>c) <i>Roll-out information and training on when and how to carry out impact assessments all relevant staff, committees and decision-making groups.</i></p> <p>d) Undertake a mapping exercise of the College's formal and informal policies, practices, procedures and criteria to identify priority areas for impact assessment</p> <p>e) Schedule priority areas for full impact assessment and ensure mechanisms are in place for regular future impact assessments</p> <p>f) Ensure Impact assessments are undertaken and results published.</p>	<ul style="list-style-type: none"> <li>• Equalities &amp; Diversity Advisor</li> <li>• Pro-Warden (Students &amp; Learning Development)</li> <li>• Equalities &amp; Diversity Advisor</li> <li>• Staff Development Advisor</li> <li>• EDC</li> <li>• All Heads of Departments and those responsible for managing staff.</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Arrangements for implementation are agreed and in place</li> <li>• Policies are prioritised for full impact assessment</li> <li>• All new policies, and policies undergoing review, are assessed from a gender perspective</li> <li>• Recommended actions on gender equality will be based on agreed priorities identified by the EIA.</li> <li>• Policies and practices are non-discriminatory and promote gender equality</li> <li>• Stakeholders are aware of the outcomes of the impact assessment process and action identified</li> </ul>
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<p><b>4) Participation in Committees and other decision-making groups should reflect the diversity profile of eligible staff and students; and ensure Goldsmiths governance takes appropriate account of its gender equality duties</b></p>	<p>a) Continue to monitor the composition of Goldsmiths Committee System in three-yearly cycles</p> <p>b) Annual reporting duties within the committee structure to be modified to include equality and diversity issues explicitly, in terms of both composition and business of committees, with reports to EDC.</p> <p>c) Review of all committees’ terms of reference planned for 2010-11 to incorporate a general obligation to be alert to equality and diversity considerations which may arise in the areas of College activity which they oversee</p> <p>d) Standing orders and guidelines for committee paper authors to reflect equality and diversity obligations of committees</p>	<ul style="list-style-type: none"> <li>• Head of Corporate Governance and Information Management</li> <li>• EDC Secretary</li> <li>• All Committee Secretaries</li> </ul>	<p><b>After the standard scheduled interval in 2012-13</b></p> <p><b>Summer 2010</b></p> <p><b>2010-11</b></p> <p><b>1 Sept 2010</b></p>	<ul style="list-style-type: none"> <li>• A complete report of the composition of Goldsmiths committees and key decision-making groups to EDC</li> <li>• Clear shared understanding of any areas of disproportionate gender representation among committees, and of steps to be taken to redress imbalances</li> <li>• Greater awareness among committees of their Gender Equality Duties</li> </ul>
<p><b>5) Equalities and Diversity Champions</b></p>	<p>a) Review the support for the senior figure to 'champion' equalities and diversity for the College</p> <p>b) Maintain the College’s network of Diversity Champions, and review the introduction and support for Dignity at Work Advisors</p>	<ul style="list-style-type: none"> <li>• Members of Council</li> <li>• EDC</li> <li>• SMT, esp Director of HR</li> </ul>	<p><b>Summer 2010</b></p>	<ul style="list-style-type: none"> <li>• The College has an active senior Equalities &amp; Diversity Champion to promote and support its equalities and diversity strategies</li> <li>• The College has an active network of well-supported and engaged Diversity Champions across academic and support Departments</li> </ul>
<p><b>6) Research Policy Strategy: encourage undertaking of research in gender issues.</b></p>	<p>a) Assess impact of research policy strategy</p> <p>b) Actively encourage the undertaking of research in gender issues.</p>	<ul style="list-style-type: none"> <li>• SMT</li> <li>• Pro-Warden (Research)</li> <li>• Research Office</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment carried out and any required action initiated.</li> </ul>

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<p><b>7) Partnerships and Community links</b></p>	<p>a) Consider the opportunities afforded by the Gender Equality duty and the College's commitment to widening participation for possible partnerships, including representation on Local Strategic Partnership</p> <p>b) Continue to actively engage with our local communities wherever possible.</p> <p>c) Assess the College's readiness for participating in external Equality and Diversity accreditation schemes e.g. the Two Ticks symbol</p>	<ul style="list-style-type: none"> <li>• Pro-Warden (Students &amp; Learning Development)</li> <li>• Head of Business Development</li> <li>• Director of Marketing, Recruitment and Communications</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Evidence that the implications of the Gender Equality Scheme have been considered and action taken as appropriate</li> </ul>
<p><b>8) Widening participation.</b></p>	<p>a) Ensure that female and male and transgender students identify specific needs and participate in taster days. Continue and review current practice.</p> <p>b) Actively encourage female and male students to become Peer mentors and Student Ambassadors[Part of recruitment of mentors]</p> <p>c) Provide training on gender issues for all Student Ambassadors</p>	<ul style="list-style-type: none"> <li>• Widening Participation Section</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Female and male students continue to participate.</li> <li>• Female and male students become Peer Mentors and Student Ambassadors.</li> </ul>
<p><b>9) Service Delivery</b></p>	<p>a) Promote awareness of College's liability and requirement on contractors.</p> <p>b) Develop standard clause for inclusion in all out-sourcing contracts</p> <p>c) Ensure inclusion of equality clauses in all new contracts</p> <p>d) Consider position in relation to contractors or providers of service who do not follow the College Gender Scheme</p> <p>e) Develop a Supplier Diversity policy to expand opportunities for minority business enterprises including Race, Disability and Gender to participate</p>	<ul style="list-style-type: none"> <li>• Head of Procurement</li> <li>• Equalities &amp; Diversity Advisor</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Clauses included in contracts as standard.</li> <li>• Contractors aware of responsibilities and act accordingly</li> <li>•</li> </ul>

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	in procurement opportunities at Goldsmiths			
<b>10) Premises</b>	<p>a) Continue with a general review of security and safety around campus, the surrounding roads locally and neighbourhood public transport - with Lewisham Council as appropriate - and report on developments</p> <p>b) Department's staff and students to inform Estates of offending graffiti as soon as it is spotted, Estates to prioritise the removal of offensive graffiti when reported to them, with Lewisham Council as appropriate</p>	<ul style="list-style-type: none"> <li>• Staff and students</li> <li>• Director of Estates.</li> <li>• Lewisham Council</li> </ul>	<b>Ongoing</b>	<ul style="list-style-type: none"> <li>• Staff and students will feel confident that their safety and security around campus is a priority</li> <li>• Staff and students are confident that complaints about offensive material will be treated seriously, handled fairly and without undue delay</li> <li>• College premises will be free from offensive graffiti</li> </ul>
<b>B. GENDER EQUALITY FOR STAFF</b>				
<b>11) Recruitment processes are equitable and enable the talents of male and female staff to be identified, demonstrated and assessed fairly, free from unlawful bias</b>	<p>a) Staff on interview panels to be trained either through courses or through coaching</p> <p>b) Gender equality issues and direct and indirect discrimination are covered in training.</p> <p>c) Continue to monitor</p>	<ul style="list-style-type: none"> <li>• Staff Development Advisor</li> <li>• Equalities &amp; Diversity Advisor</li> </ul>	<p><b>Ongoing</b></p> <p>Annual reports to EDC</p>	<ul style="list-style-type: none"> <li>• A more diverse workforce</li> <li>• Staff groups demonstrate gender balance. Where imbalances exist, these can be objectively justified</li> <li>• Meeting the needs of staff involved in recruitment</li> <li>• Staff are more aware of their responsibilities</li> </ul>

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<p><b>12) Appraisal (PDR), and promotion progression processes are equitable and support the talent management and career development of women and men</b></p>	<p>a) Appropriate staff and management courses devised and running</p> <p>b) Specialist courses run for departments as requested or deemed necessary.</p> <p>c) Continue to monitor</p>	<ul style="list-style-type: none"> <li>• Deputy Director of HR</li> <li>• Equalities &amp; Diversity Advisor</li> </ul>	<p><b>Ongoing</b></p> <p>Annual reports to EDC with updates at every meeting.</p>	<ul style="list-style-type: none"> <li>• Female and male staff feel supported in developing their careers</li> <li>• Promotion and progression is perceived as a fair and equitable process by male and female staff</li> <li>• The College has increased the gender diversity of its senior management population</li> </ul>
<p><b>13) Staff development: Access to and participation in training and career development opportunities are equitable and effective in supporting the career development of women and men.</b></p>	<p>a) Continue to monitor those attending training courses and those receiving coaching</p> <p>b) Develop online/ E-learning package (online induction being developed) updated to include more equality links</p> <p>c) Ensure that equality issues including gender have a dedicated slot in staff induction day programme; and encourage senior managers to include equality in their speeches as well</p>	<ul style="list-style-type: none"> <li>• Staff Development Advisor</li> <li>• Equalities &amp; Diversity Advisor</li> <li>• Senior Managers</li> </ul>	<p><b>Ongoing</b></p> <p>Annual reports to EDC with updates at every meeting.</p>	<ul style="list-style-type: none"> <li>• Staff are more aware of their responsibilities</li> <li>• Proportionate uptake of training</li> </ul>
<p><b>14) Equal Pay: Reward and benefits for men and women are equitable</b></p>	<p>a) Undertake an equal pay review in 2010/11</p> <p>b) Identify and investigate causes of any pay gaps</p> <p>c) Implement actions to address causes of pay gaps identified in the review</p>	<ul style="list-style-type: none"> <li>• Director of HR,</li> <li>• Equalities &amp; Diversity Advisor.</li> <li>• HR Business Partner with Reward Specialism</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Equal pay review report is produced and causes of any pay gaps investigated</li> <li>• Where any pay gaps exist, these can be objectively justified</li> <li>• Men and women receive equal pay</li> </ul>
<p><b>15) College policies.</b></p>	<p>a) Ensure that College Policies are reviewed so as to comply with current equalities legislation and good practice</p> <p>b) Rolling programme of reviews devised, impact assessments carried out and future action identified.</p>	<ul style="list-style-type: none"> <li>• Deputy Director of HR</li> <li>• Equalities &amp; Diversity Advisor.</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Impact assessments become part of policy creation and review process</li> </ul>

**GENDER EQUALITY SCHEME 2010 – ACTION PLAN**

<p><b>16) Staff and students do not suffer harassment or bullying on the grounds of their gender, or gender reassignment</b></p>	<p>a) Promote and train on the 2010 Dignity at Work and Dignity in the Learning Environment Policies (this will also cover students)</p> <p>b) Cases of harassment to be managed effectively.</p>	<ul style="list-style-type: none"> <li>• Equalities &amp; Diversity Advisor</li> <li>• Dignity at Work Advisors</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• If harassment does occur, staff feel confident in addressing it and accessing support services.</li> <li>• Managers identify and address unacceptable behaviour and are confident in applying the Policy</li> </ul>
<p><b>17) Behaviour and discipline</b></p>	<p>a) To review and assess impact of the disciplinary, grievance and complaints procedures for staff and students <i>[Impact assessments on new policies being carried out as policies updated and developed.]</i></p> <p>b) Continue to monitor complaints</p>	<ul style="list-style-type: none"> <li>• Director of HR</li> <li>• Director of Quality, Planning and Academic Governance</li> </ul>	<p><b>Ongoing</b></p> <p>Annual reports to EDC, including student complaints after examination results have been received.</p>	<ul style="list-style-type: none"> <li>• Gender-specific trends are identified and acted upon</li> <li>• Staff and students are aware of procedures. Appropriate action taken as a result of proven complaints.</li> </ul>

**GENDER EQUALITY SCHEME 2010 – ACTION PLAN**

C. GENDER EQUALITY FOR STUDENTS				
<p><b>18) To assess impact of policies on students.</b></p>	<p>a) Carry out impact assessments on policies and procedures. <i>[Most data available on College systems but suitable reporting mechanisms need to be established.]</i></p> <p>b) Monitor student admission by: choice of subject; Home or international status; recruitment and selection methods; student numbers; transfers; drop out for each course; student assessment including results of different assessment methods; work placements</p> <p>c) Establish data already collected and identify any gaps.</p> <p>d) Ensure that in selecting students decisions are made on fair and justifiable grounds <i>[New online training for Admissions Tutors in place and being used]</i></p>	<ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• Director of Marketing, Recruitment and Communications</li> <li>• Heads of Academic departments take responsibility.</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Staff are aware of gender equality issues and draw on this in carrying out their duties</li> <li>• Female and male visitors to the University are satisfied that they are treated equally</li> <li>• Student recruitment is perceived as a fair and equitable process by male and female students</li> </ul>
<p><b>19) Staff and students do not suffer harassment or bullying on the grounds of their gender, gender reassignment</b></p>	<p>a) Introduce Dignity at Work and Study policy (this will also cover students)</p> <p>b) Cases of harassment to be managed effectively.</p>	<ul style="list-style-type: none"> <li>• Equalities &amp; Diversity Advisor</li> <li>• Dignity at Work Advisors</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• If harassment does occur, staff and students feel confident in addressing it and accessing support services.</li> <li>• Managers identify and address unacceptable behaviour and are confident in applying the Policy</li> </ul>

**GENDER EQUALITY SCHEME 2010 – ACTION PLAN**

<p><b>20) Curriculum, Teaching and Learning, Assessment</b></p>	<p>a) <b>Learning needs and styles:</b> To ensure that the College is committed to a range of teaching methods that are responsive to different learning needs and styles of an increasingly diverse student population. [College in process of writing revised Learning Teaching and Assessment Strategy (LTA) in which greater emphasis is placed on the adoption of a student-centred approach to learning and the need to meet the varied learning styles of an increasingly diverse student population.]</p> <p>b) Work with Departments in formulating approaches to learning and teaching and assessment that accommodate different learning styles and is informed by potential differences associated with race, disability, age, social class and in relation to this Gender Strategy.</p> <p>c) <b>External placements:</b> To ensure as far as possible that external placements are accessible for all students including those with childcare and caring responsibilities.</p> <p>d) To produce policy and guidelines making clear placement providers’ obligations.</p> <p>e) <b>Field trips and study abroad:</b> To ensure that wherever possible all students have access to academic and vocational placements including field-trips.</p>	<ul style="list-style-type: none"> <li>• Head of Goldsmiths Learning Enhancement Unit</li> <li>• All staff</li> <li>• Departments.</li> <li>• This is handled by individual departments</li> <li>• Students encouraged to discuss their personal circumstances to providers.</li> <li>• Departments (subject to permission) to liaise with placement providers.</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• <b>Assessment of work is perceived as a fair and equitable process by male and female staff</b></li> <li>• Whether Departments have actively committed to introducing student – centred approaches to learning teaching and assessment.</li> <li>• Departments are aware of factors that can affect students with caring and childcare responsibilities.</li> <li>• Departments to make every effort to accommodate all students on field trips</li> <li>• Most students can and do participate in field trips.</li> </ul>
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**GENDER EQUALITY SCHEME 2010 – ACTION PLAN**

<p><b>21) Student Support and Guidance</b></p>	<p>a) Assess the impact of Student Services policies on female/male students [<i>Monitoring data already collected</i>]</p> <p>b) Student Committee to review professional services for students in correspondence with Equality and Diversity Committee, <b>periodically as agreed</b></p> <p>c) Report and analysis from <b>Student Services</b></p>	<ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• Counselling Service</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Impact assessments completed and action plans agreed</li> <li>• report produced and action points addressed</li> </ul>
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**D. CONSULTATION AND PUBLICATION OF MONITORING AND ASSESSEMENTS**

<p><b>22) Duties to publish</b></p>	<p>a) Publish Gender Equality scheme on external website</p> <p>b) Consider how best to publish impact assessments</p> <p>c) Annual Reports presented to Committees and published on external web site</p>	<ul style="list-style-type: none"> <li>• Equalities &amp; Diversity Advisor/ Web Manager for publication</li> <li>• Internal Communications Manager/Equalities &amp; Diversity Advisor</li> <li>• Directors of Human Resources, Quality, Planning and Academic Governance for data</li> </ul>	<p><b>Ongoing:</b></p> <p>Revised Scheme by <b>30<sup>th</sup> April 2010</b>; Scheme reviewed <b>annually</b> and fully revised <b>every three years</b> thereafter</p>	<ul style="list-style-type: none"> <li>• Equality Scheme, Annual Reports and Impact Assessments published and stakeholders are aware of these publications</li> </ul>
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**GENDER EQUALITY SCHEME 2010 – ACTION PLAN**

<p><b>23) Promotion of Gender Scheme as associated activities</b></p>	<p>a) Endeavour to make staff and students aware of the need to promote equal treatment of male, female and transgender students and staff</p> <p>b) Continue to ensure College publicity programme details and general information are accessible to all.</p> <p>c) Ensure gender balance in publications</p> <p>d) Actively support ongoing programme of events that promote equality,</p> <p>e) Promotion of flexible working patterns and opportunities to address the long-hours culture; and tackle potential negative impacts in relation to work-load and progression prospects</p>	<ul style="list-style-type: none"> <li>• Director of Marketing, Recruitment and Communications</li> <li>• Publications Manager</li> <li>• Academic and support departments</li> <li>• Internal Communications Manager</li> <li>• Chief Executive of Students' Union</li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Positive feedback from staff and students</li> </ul>
<p><b>24) Involvement of staff and students (particularly in relation to the development of policies to support transgender students and staff)</b></p>	<p>a) Involvement of female, male and transgender staff and students in developing and monitoring scheme. <i>[Staff and students asked for their feedback and issues regarding the Gender Scheme. Transgender staff and those with specific academic expertise involved in drafting Transgender policy.]</i></p> <p>b) Continue to work with focus groups, staff and students and external organisations in reviewing the Gender Scheme</p> <p>c) Develop specific guidance on the management of transgender issues in line with advice from transgender organisations and incorporate into other policies/guidance and learning and development programmes as relevant</p> <p>d) Review systems for recording staff gender and make appropriate changes to ensure compliance with the Gender Recognition Act</p>	<ul style="list-style-type: none"> <li>• <b>All</b></li> </ul>	<p><b>Ongoing</b></p>	<ul style="list-style-type: none"> <li>• Staff and students continue to wish to be involved and can identify action as a result of their contributions</li> <li>• Transgender students and staff feel they are treated fairly and with respect</li> <li>• <b>Staff and students feel confident dealing with needs and issues related to transgenderism</b></li> <li>• <b>Systems are compliant with the Sex Discrimination Act and Gender Recognition Act</b></li> </ul>

## Part 2

### The Gender Equality Duty – Background

#### 1. What is the gender duty and what does it mean?

The Equality Act 2006 amends the Sex Discrimination Acts (SDA) to place a statutory duty on all public authorities, when carrying out their functions, to have **due regard** to the need:

- a. to eliminate unlawful discrimination and harassment
- b. to promote equality of opportunity between men and women.

This is known as the '**general duty**' and came into effect on 6 April 2007.

As part of the duty, public authorities are required to have due regard to the need to eliminate unlawful discrimination and harassment in employment and vocational training (including further and higher education), for people who intend to undergo, are undergoing or have undergone gender reassignment.

This **general duty** applies to all public authorities (including all Higher Education Institutions in respect of all of their functions, with only limited exceptions. This means it applies to service delivery, strategy and policy-making, employment matters, and in relation to enforcement or any statutory discretion and decision-making. It also applies to a public authority in relation to services and functions which are contracted out.

In the Higher Education context, the **public authority** is the institution's **Governing Body**.

Public authorities are expected to have '**due regard**' to the need to eliminate unlawful discrimination and harassment and promote equality of opportunity between men and women in all of their functions. '**Due regard**' comprises two linked elements: **proportionality** and **relevance**. The weight which public authorities give to gender equality should therefore be proportionate to its relevance to a particular function: the greater the relevance of a function to gender equality, the greater regard which should be paid to it.

This means that the duty is not a negative or passive one, but requires public authorities to adopt a **proactive approach** to meeting the duty. When the Equality and Human Rights Commission (EHRC) and public sector inspectorates are monitoring and evaluating compliance with this duty, they will be looking for **evidence of action and positive change**. Without such evidence, it will be difficult to establish that the authority is meeting the gender equality duty.

To support progress in delivering the general duty, there is also a series of **'specific duties'** which apply to listed public authorities. Those specific duties, in brief, are:

- To prepare and publish a gender equality scheme, showing how it will meet its general and specific duties and setting out its gender equality objectives.
- In formulating its overall objectives, to consider the need to include objectives to address the causes of any gender pay gap.
- To gather and use information on how the public authority's policies and practices affect gender equality in the workforce and in the delivery of services.
- To consult stakeholders (i.e. employees, service users and others, including trade unions) and take account of relevant information in order to determine its gender equality objectives.
- To assess the impact of its current and proposed policies and practices on gender equality.
- To implement the actions set out in its scheme within three years, unless it is unreasonable or impracticable to do so.
- To report against the scheme every year and review the scheme at least every three years.

The gender equality duty is similar to public duties on **race** and **disability equality** and all three have the same spirit and intention behind them, requiring public authorities to take action to tackle discrimination, to prevent harassment, and to ensure that their work promotes equality of opportunity across all their functions.

## 2. How the different parts of the duty work together

The general duty has three parts:

- eliminating unlawful discrimination
- eliminating harassment
- promoting equality of opportunity between men and women

These three parts support each other, and in practice may overlap. For example, promoting equality of opportunity may also eliminate or prevent unlawful discrimination and harassment. It is important to remember, however, that the three parts are different, and that achieving on one may not lead to achieving all three. Public authorities must consider and deal with all three parts of the gender duty.

### 3. Unlawful discrimination

Unlawful discrimination includes discrimination as defined by the SDA, and discrimination that is unlawful under the Equal Pay Acts (EqPA). In the SDA, unlawful discrimination is defined as:

- direct and indirect discrimination on grounds of sex
- discrimination on the grounds of pregnancy and maternity leave
- discrimination on the grounds of gender reassignment
- direct and indirect discrimination against married persons and civil partners
- victimisation
- harassment and sexual harassment

In the **employment field**, the SDA prohibits discrimination in non-contractual pay and benefits, such as discretionary bonuses. Sex discrimination related to contractual pay and benefits is dealt with under the EqPA.

The EqPA gives an individual a right to the same contractual pay and benefits as a person of the opposite sex in the same employment, or where the source of the pay is the same, where the man and the woman are doing:

- the same or broadly similar work
- work which has been rated as equivalent under an analytical job evaluation study
- work that is of equal value (work of equal value is where the work done is different but considered to be of equal value or worth in terms of demands such as effort, skill and decision-making).

A public authority can pay a man more than a woman (or vice versa) in such circumstances if there is a genuine and material factor for doing so which is not attributable to direct or indirect sex discrimination.

### 4. Harassment and sexual harassment

Harassment and sexual harassment are unlawful under the SDA and the duty requires public authorities to have due regard to the need to eliminate them. The duty to have due regard to the need to promote equality of opportunity between men and women is also relevant to ensuring that harassment is **prevented** before it occurs.

Different legal definitions apply, depending on whether the harassment occurs in:

- **employment** and related fields, vocational training (including further and higher education) and in the exercise of public functions; or
- **schools**, the provision of goods, facilities or services, or in the disposal or management of premises.

## 5. The 'duty to promote'

The duty on public authorities 'to have due regard to the need to promote equality of opportunity between men and women' is a new aspect of the SDA. It means identifying where different outcomes exist for men and women and taking action to improve those outcomes in order to achieve actual equality of opportunity. For instance it may be necessary to recognise that in certain circumstances it may be appropriate to treat women and men differently if that action is aimed at overcoming previous disadvantage.

## 6. How to meet the gender duty

The Gender Equality Duty Statutory Code of Practice states that the steps which will assist a public authority to comply with the duty are as follows:

- gathering and analysing information
- consulting stakeholders
- carrying out impact assessments
- prioritising and implementing gender equality objectives
- reporting and reviewing.

It goes on to state that other important mechanisms for successful compliance with the duty include:

- accountability and leadership
- mainstreaming the duty into core functions
- ensuring implementation through clear staff roles
- staff expertise and training.

## 7. Accountability and leadership

Within each public authority, this responsibility will rest with the groups or individuals who are liable (legally responsible) for the authority's acts or failure to act. As well as being legally liable for meeting the duty, these individuals and senior staff have an important leadership role to play in ensuring the success of the duty. As a matter of good practice, it is recommended that all such individuals should be

briefed on their responsibilities under the duty and given regular reports on progress. They should be encouraged to build the duty into strategic planning, keynote speeches and organisational development work, so that a consistent message is given to staff and stakeholders that gender equality is integral to the core business of the authority. Senior management will be responsible for ensuring that the necessary resources and expertise to meet the duty are made available within the organisation.

## 8. Mainstreaming

The duty requires public authorities to have due regard to the need to eliminate unlawful discrimination and harassment and to promote equality of opportunity in all functions. This includes the high-level functions of a public authority such as business planning, budget allocation, annual reporting and organisational development. These will be particularly important in ensuring that the duty is mainstreamed into the day-to-day workings of the public authority, is not marginalised, and results in changes in the most relevant areas of the authority's work.

## 9. Expertise and training

In addition to any specialist equality staff, it will also be necessary to build the skills and understanding of relevant staff throughout the organisation to ensure they understand the duty, its meaning for their work and their organisation's priority goals in gender equality together with the skills to collect and analyse gender data, to ensure that stakeholders are consulted effectively and to undertake gender impact assessments.

## 10. How is the gender duty enforced?

The general duty is enforceable by judicial review. Any person or body affected by a failure to comply with the general duty by a public authority may take action through judicial review proceedings. The EHRC has powers to conduct formal assessments and to issue compliance notices in connection with a breach of the **general duty** which are enforceable in the courts. The EHRC also has powers to issue compliance notices in respect of the **specific duties**. In addition, relevant inspection bodies may require evidence of compliance with the general and specific duties.

## 11. Future changes in legislation

The Future – A Single Equality Scheme: The policies and objectives from this Scheme and Action Plan will be incorporated into our forthcoming Single Equality Scheme. We are awaiting confirmation of anticipated changes in our legislative duties before producing our scheme in order to ensure that we meet the new requirements.

## 12. Where to obtain further information

- Link to the Government Office for Equalities (to the **Equality Act 2010** update pages) [http://www.equalities.gov.uk/equality\\_bill.aspx](http://www.equalities.gov.uk/equality_bill.aspx)
- The Sex Discrimination 1975 (Public Authorities) (Statutory Duties) Order 2006 <http://www.opsi.gov.uk/si/si2006/20062930.htm>
- Link to the Equality Challenge Unit's web site <http://www.ecu.ac.uk/>
- Link to Equality and Human Rights Commission site <http://www.equalityhumanrights.com/>
- Goldsmiths College's diversity web pages <http://www.gold.ac.uk/equality-diversity/>
- Goldsmiths College's Gender Scheme and Action Plan 2007-2010 <http://www.gold.ac.uk/media/gender-equality-scheme.pdf>
- Goldsmiths College's Annual Gender Equality Report <http://www.gold.ac.uk/equality-diversity/equality-diversity/gender/>
- Goldsmiths College Equality and Diversity Committee Terms of Reference <http://www.gold.ac.uk/committees/tor/joint/equality/>
- Goldsmiths College's Equality Impact Assessments Guidance and forms <http://www.gold.ac.uk/equality-diversity/equalityimpactassessments/>
- Goldsmiths College's Dignity in the Learning Environment Policy <http://www.gold.ac.uk/media/dignity-learning-environment.pdf>
- Goldsmiths College's Dignity at Work Policy <http://www.gold.ac.uk/media/dignity-work.pdf>

## APPENDIX A

### SUMMARY OF KEY ISSUES FROM SURVEYS AND FOCUS GROUPS [Reproduced from 2007 Scheme]

A survey was undertaken to find out the perceptions and key issues in relation to gender issues in Goldsmiths. 50% of staff were sent a survey (equal numbers of female and male staff received this). 1,000 students including those on undergraduate, post graduate and further education courses were sent surveys. The student sample was 70% female and 30% male. The survey was also made available through the website and intranet for anyone who wanted to contribute. 13 students and 17 staff responded via this method.

Two focus groups were held on identifying three priority areas to be addressed by the Scheme. Key issues that were raised were as follows:

- Flexible working – lack of clarity on policies and entitlement with much reliance on local agreements. Lack of knowledge on issues such as special or compassionate leave and ability to make up time for any home emergencies.
- Childcare arrangements and provision on site.
- Part-time working – workload, lack of recognition for contribution, not included in team/departmental meetings and expectations those hours worked can be altered as no recognition of outside commitments.

Discussions were also undertaken with Officers of the Students Union. Key issues that they highlighted were as follows:

- Childcare – facilities and cost
- Safety including the use of public transport and the local area
- Student Union facilities – the use of support services such as welfare having gender imbalance.

Key issues from staff survey:

- Lack of awareness of flexible working options and concern about local decision making, for example, flexibility curtailed on change of line manager
- Workload for part-time staff, concern that workload is similar to that expected from a full time member of staff.
- Home working appreciated as allows concentration on detailed tasks without interruption.

- Concern over long hours culture and need to work extra hours to be promoted and recognised.
- Many concerns over bullying and harassment with examples of staff moving departments, low morale and poor management. Concern over the time being spent dealing with these issues.

Key issues from students survey:

- Feeling patronised or uncomfortable in certain courses where there was an imbalance in numbers of one gender (women quoted as being assumed less knowledgeable and others stated feeling intimidated by staff).
- Low awareness of Student Union facilities and support services by part time, evening students and or those with other commitments such as caring responsibilities and jobs.
- Raised fees hit International and PACE students, discriminating against those on low-incomes (often women) and cutting course numbers.
- Lack of security checks on certain College and Halls of Residence entrances could allow intruders on site.
- Main roads around New Cross are unwelcoming, especially at night.
- Use of Network Rail local stations, particularly New Cross, and buses when dark is another safety concern.

Suggestions for priority areas for Goldsmiths were as follows, most suggestions coming from staff as an overriding issue identified by students was safety:

- Improve availability of childcare places.
- Nursery to provide more flexible hours e.g. in the evening and school holidays.
- Women being encouraged to apply for promotion.
- Consider about ways in which maternity leave should not slow down women's career progression.
- Consider career development opportunities for part-time staff.
- Raise awareness of flexible working patterns; ensure clear policies and fair implementation.
- Administrative tasks should be allocated equally between male and female academics.

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- More senior posts filled by women and more senior female academics.
- Carry out equal pay audit and review any inequalities in pay identified.
- Diversity and equality awareness training to be provided for all staff and especially for managers.
- Examine management cultures.

## Transgender

- Staff and students have declared experience and expertise and offered to assist with drafting a transgender policy.