

# Equality, Diversity, and Inclusion Report (2021)

Goldsmiths, University of London

## Table of Contents

Introduction.....	2
Section 1: Key Developments .....	3
Section 2: About our Students .....	5
Section 3: About our staff.....	9
Section 4: Progress on Equality Objectives.....	13

## Introduction

Equity and inclusion are values that have always been very important to Goldsmiths and are a central element of our culture. Goldsmiths' academic portfolio attracts people with a commitment to equality, and many of our students, staff and alumni are at the forefront of social justice movements.

Goldsmiths under the provisions of the Equality Act (2010) publishes this annual report as part of the Public Sector Equality Duty. This report outlines progress against our Equality, Diversity and Inclusion Objectives and Action Plan (2017-21) and documents our progress against these objectives. It also includes student and staff equalities data for the 2020/21 academic year

We will undertake a review of the Equality, Diversity and Inclusion Objectives and Action Plan (2017-21) during 2022, with input from students and staff across Goldsmiths.

## **Section 1: Key Developments**

### **Race Justice at Goldsmiths**

During 2021, the Race Justice Strategic Board (RJSB) drafted a Race Justice Strategic Framework (RJSF) which drew on the contributions of the board itself, Goldsmiths Race Equality Group, Goldsmiths Students Union and other key stakeholders within the Goldsmiths community. The RJSF provides a root cause analysis approach to identifying the causes of racism and race discrimination at Goldsmiths. The framework outlines key principles, provides alignment between the College's values and beliefs and will provide a guide to drive racial justice and anti-racism at Goldsmiths. The framework is due to be finalised in March 2022.

In June 2021 Goldsmiths became a member of the Race Equality Charter (REC), a national charter mark accredited by Advance HE that provides a framework for race equality work in higher education institutions. Goldsmiths recruited a Race Equality Charter Officer in May 2021 to lead this work. The REC will allow Goldsmiths to work to identify, self-reflect on, and act regarding barriers standing in the way of racialised staff and student communities. Goldsmiths' REC work will employ anti-racist principles and will use the charter marks requirements as a baseline, rather than a benchmark, for ambitious race justice work at Goldsmiths. REC work will complement and work in collaboration with the Race Justice Strategy Board.

### **Disability Equality**

The Student Disability Team has worked on a new and more efficient system to communicate the support plans amongst colleagues involved in implementing reasonable adjustments and a new Disability Policy has been written and ratified by Academic Board. The Disability Team meet regularly with the Students' Union Sabbatical Officers to ensure that student views and experiences are considered in the running and the design of the service. A dedicated Accessibility and Inclusion Working Group also provides a space shared amongst student support teams, academic departments, other professional services and student representatives for discussions around disability provision and inclusion at Goldsmiths.

During 2021, reasonable adjustments in the workplace guidance was reviewed and re-launched, with input from the (Dis)ability staff network. The guidance aims to provide clarity for disabled staff and their managers on the rights of disabled staff and best practice approaches to ensuring an inclusive working environment. Training has been launched to support managers to gain a better understanding of disability equality in the workplace.

### **LGBTQ+ Equality**

Led by the Co-Chair of the staff LGBTQ+ network, the College launched a new webpage outlining support for Trans and non-binary students in 2021. The webpage provides details about procedures for changing name and details on the student system, wellbeing and health, accommodation, sports and societies and reporting transphobic behaviour. This resource provides an important space for students to

identify the support available to them and helps to highlight the College's commitment to creating an inclusive environment.

## **Gender Equality**

Goldsmiths was awarded the Bronze 'Athena SWAN' award in March 2020. Goldsmiths continues to advance its commitment to gender equality across the institution, including exhibiting Goldsmiths "Wall of Women", delivering the 'Women in Leadership: Open Conversation' and producing an inclusive Menopause Policy. As part of our Athena SWAN action plan we have also launched guidance for Managers on inclusive approaches to PDR and have rolled-out recruitment and selection training.

## **Recovery Programme**

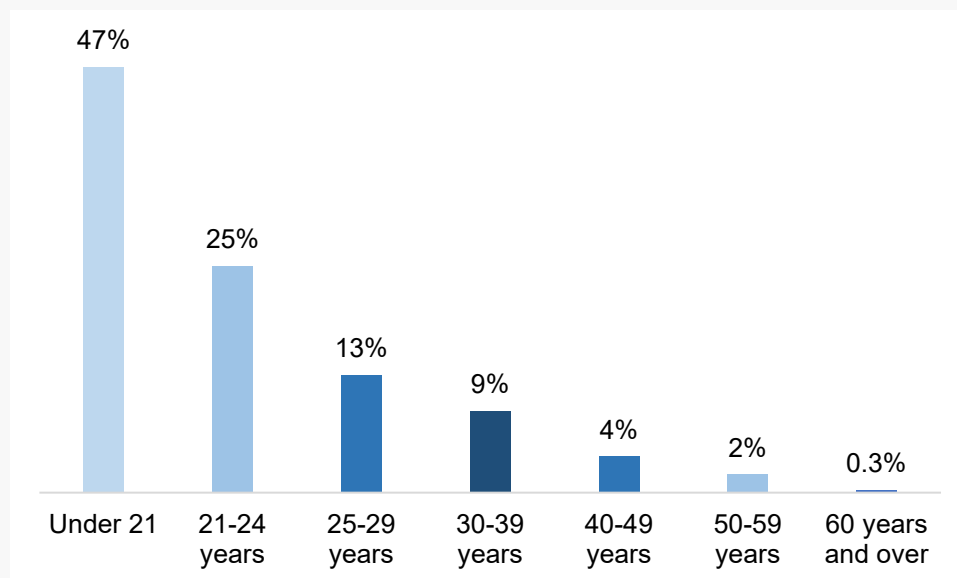
Equality Impact Assessments were conducted as part of the development of the Goldsmiths Recovery Programme. EIAs were undertaken on the proposals set out as part of the Collective Consultation and the Outcome Report. The EIAs included analysis of staff and student data (where relevant), consideration of the equality issues raised during collective consultation and analysis of potential impacts for protected characteristics. EIA action plans were developed and are being progressed in order to ensure the College upholds its commitment to equality.

## Section 2: About our Students

This section provides an overview of our student profile for 2020/21 by each of the protected characteristics outlined in the Equality Act 2010. Data refers to students enrolled during 2020-21. Sector benchmarks are based on the HE student profile for the 2021 academic year, as outlined in the Equality in Higher Education: Statistic Report 2021.

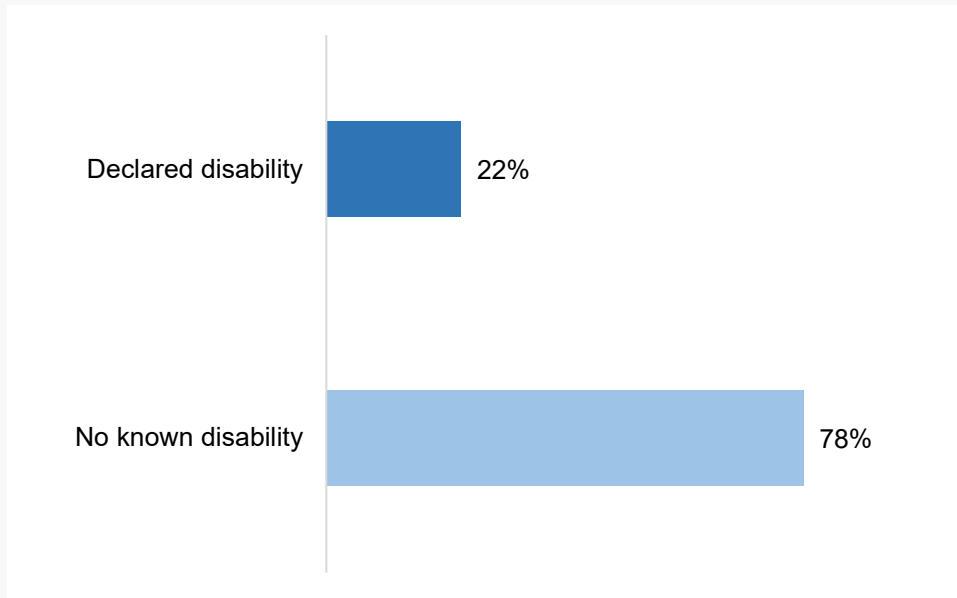
Compared to the UK HE sector, Goldsmiths attracts more women (66% compared to 57% nationally), disabled students (22% compared to 16% nationally), Black, Asian and minority ethnic students (48% compared to 25% nationally) and LGB+ students (17% compared to 5% nationally).

### Age



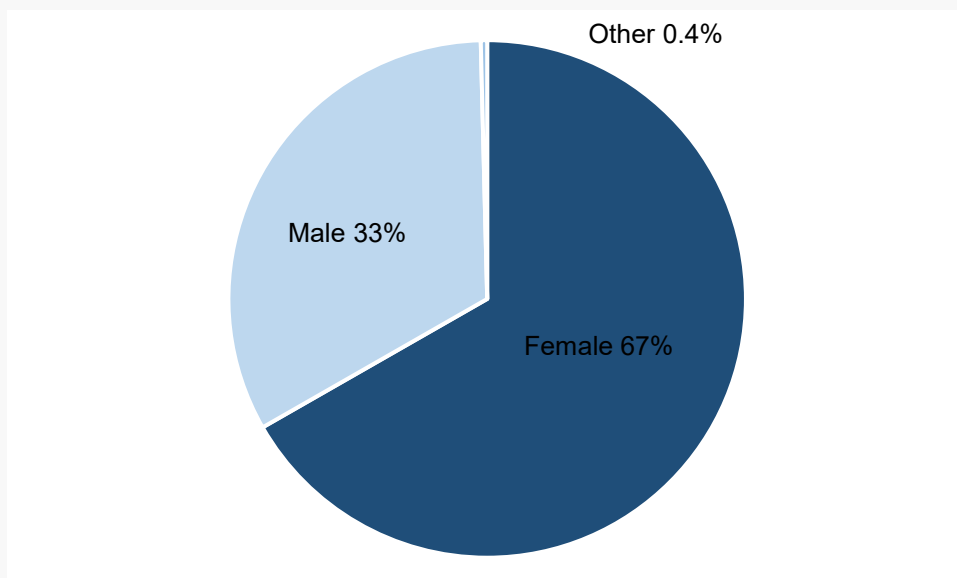
47% of students at Goldsmiths are aged under 21 (compared to 52% nationally) with 53% aged 22 and over. There has been an increase at Goldsmiths of mature students (22 and over), where nationally there has been a decrease.

## Disability



22% of students have a declared disability; this includes 9% of students who have disclosed a mental health condition and 7% have a specific learning difficulty (SpLD). We have a higher proportion of students disclosing a disability than average (22% compared to 14% nationally).

## Gender

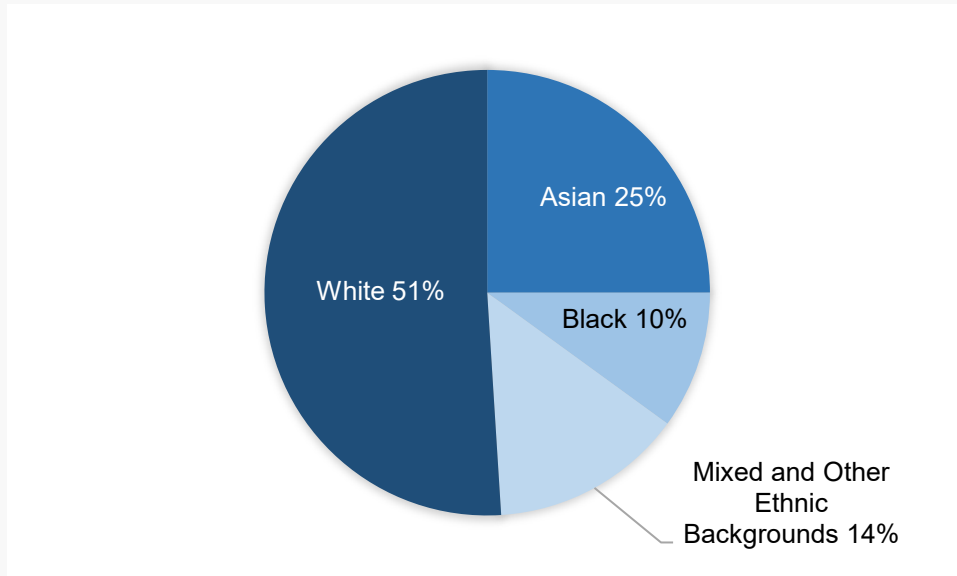


Goldsmiths has a higher proportion of women students (67%) than the sector average (57%). Goldsmiths also had 0.4% of students declare their gender as 'other'.

## Gender Identity

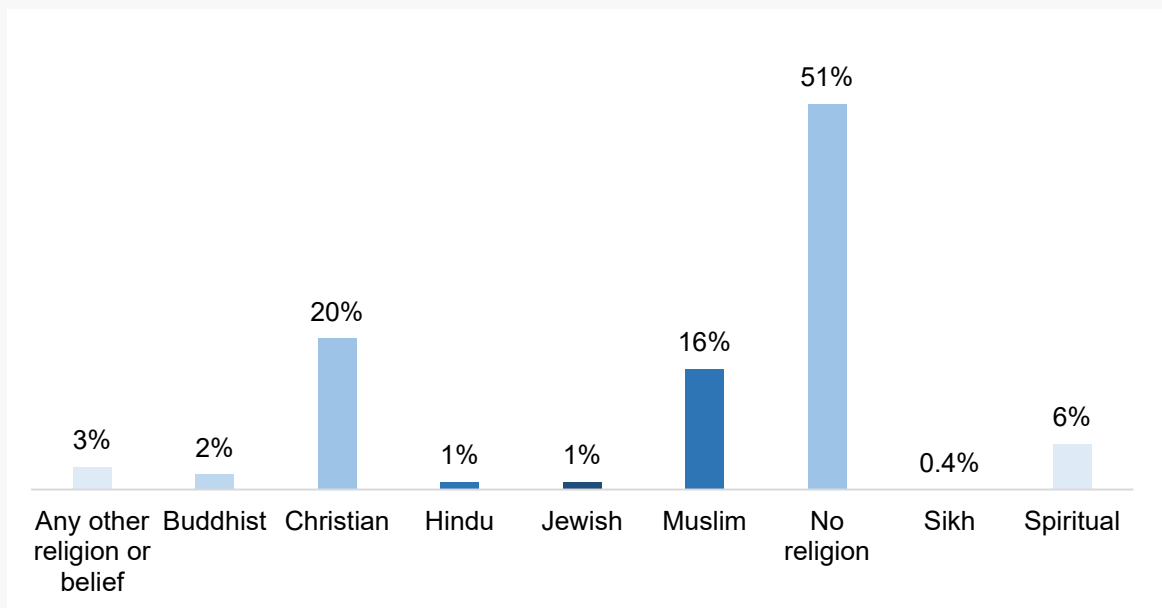
262 students (3%) disclosed that they identify with a gender identity different from that assigned at birth.

## Ethnicity



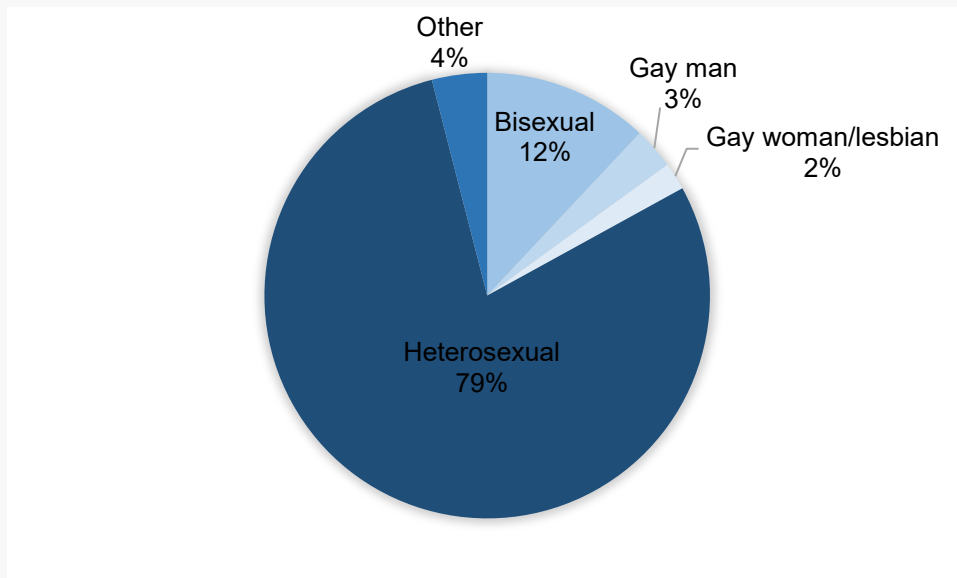
Overall, 49% of Goldsmiths students are from a Black, Asian or mixed and other minority ethnic background. We have a higher proportion of students identifying as Black, Asian and minority ethnic background, compared to 25% nationally.

## Religion



The majority of students (51%) describe themselves as having 'no religion'. The religious profile of students broadly reflects the national picture; however, we have a significantly larger Muslim population (16% compared to 9% nationally). We also have a higher proportion of students declaring their religion as Spiritual (6% compared to 1% nationally).

## Sexual Orientation



Goldsmiths has a large LGB+ student population, with 17% of students identifying as LGB+ (compared to 5% nationally).

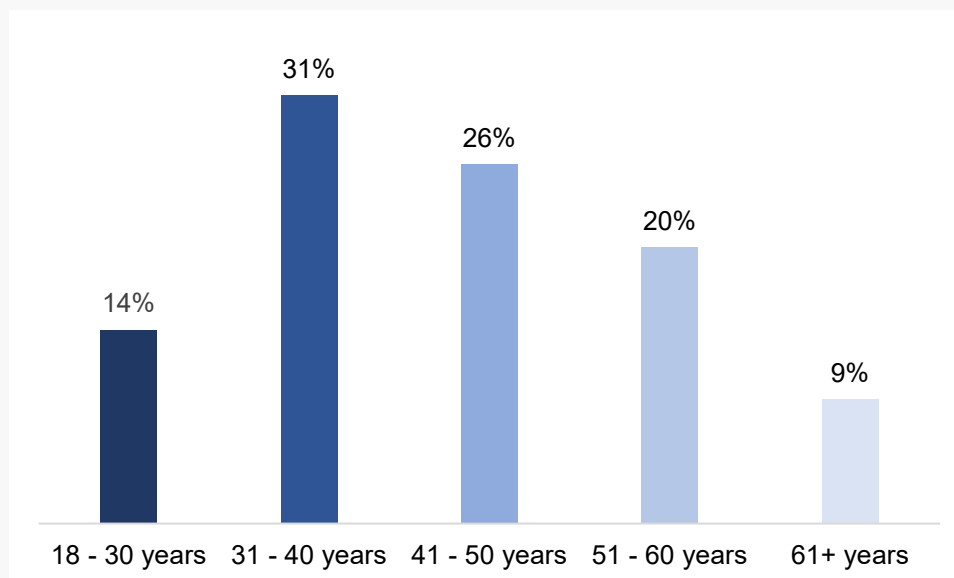


## Section 3: About our staff

This section provides an overview of our staff profile from 2020/21 by each of the protected characteristics outlined in the Equality Act 2010. Sector benchmarks are based on the HE staff profile for the 2020/21 academic year, as outlined in Advance HE's Equality in Higher Education: Statistic Report 2021.

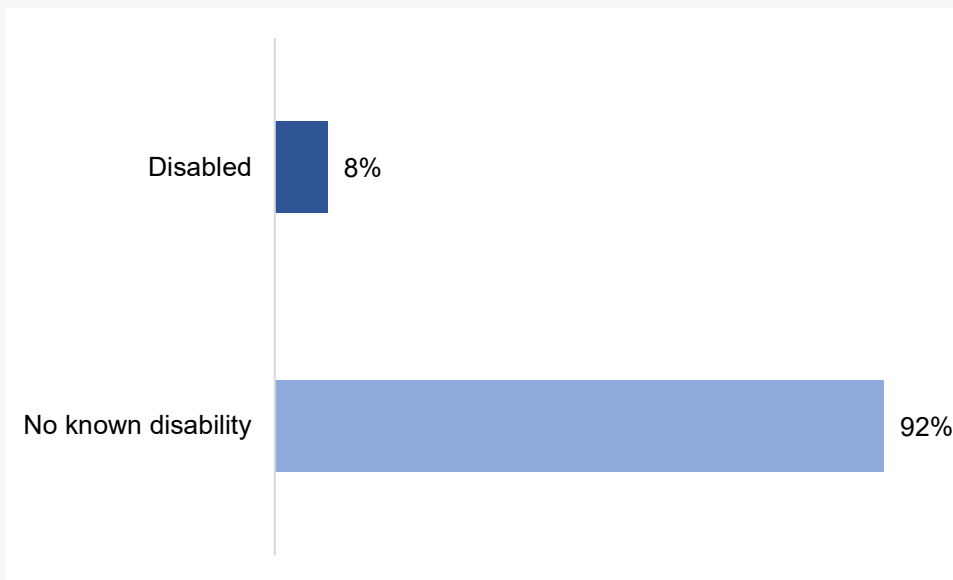
Disclosure rates: the data provided here relates to staff who have disclosed details on the employee self-service system 'Business World'.

### Age



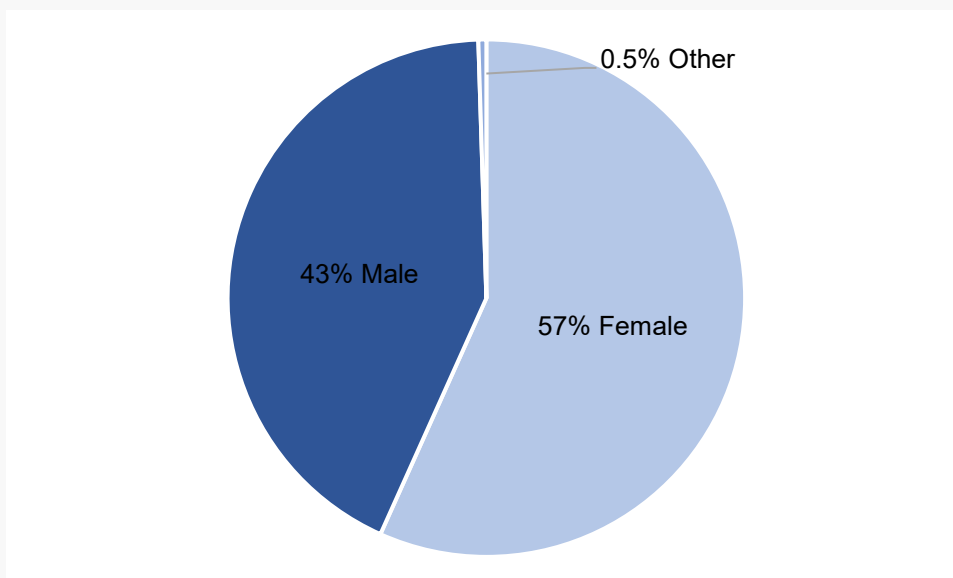
The age profile of staff is broadly in line with the sector average. Around 14% of staff are aged 18-30, 31% are aged between 31-40, 26% aged 41-50, 20% are aged 51-60 and a further 9% are aged 61 and over.

## Disability



8% of staff have disclosed a disability; this includes 1% of staff who have disclosed a mental health condition and 2% have a specific learning difficulty (SpLD). The proportion of staff with a disclosed disability is higher than the sector average (6%).

## Gender

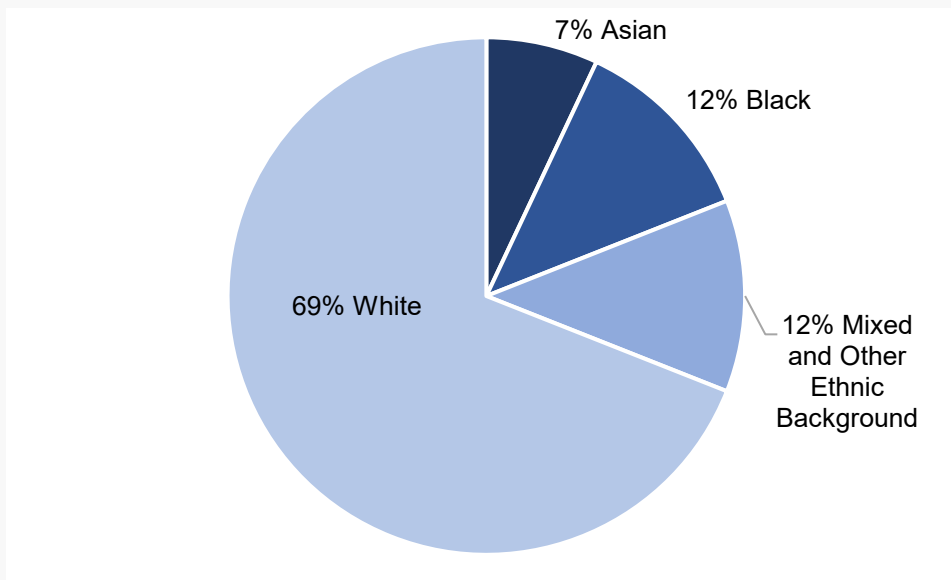


The gender of staff is broadly in line with the sector average. 57% of Goldsmiths staff identified their gender as female, 43% as male and 0.5% as Other.

## Gender Identity

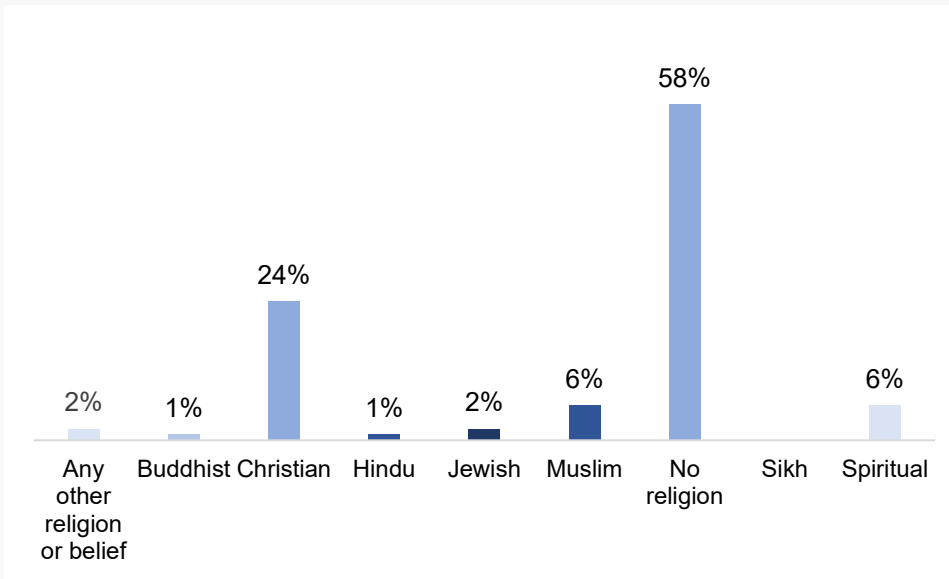
To date, 2% of staff have disclosed that they identify with a gender different from that assigned at birth, although the actual number identifying as trans and non-binary is expected to be higher.

## Ethnicity



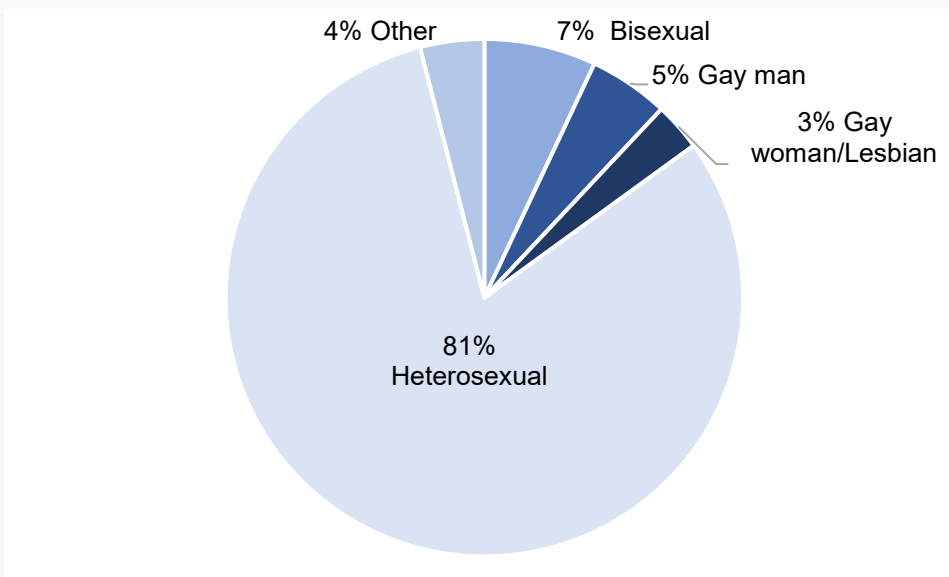
31% of staff identify as coming from a Black, Asian or minority ethnic background. 7% of staff identify as Asian, 12% identify as Black, 6% identify as being from a Mixed ethnic background and 6% identify as being from an Other ethnic background. The proportion of staff from a Black, Asian or minority ethnic background is higher than the sector average (11%) but is significantly lower than the Goldsmiths student population (49%).

## Religion



The majority of staff (58%) describe themselves as having 'no religion'. Of those who do identify as religious, the largest groups are Christian 24%, Muslim 6% and Spiritual 6%. When comparing the student and staff profile, it is noted that 16% of students identify as Muslim, compared to only 6% of staff.

## Sexual Orientation



Goldsmiths has a large LGB+ staff population. 19% of staff identify as LGB+, which reflects the student population (17% LGB+).

## **Section 4: Progress on Equality Objectives**

### **Objective 1**

**For everyone to take an active role in embedding equality, diversity, and inclusion (EDI) good practice in everything that Goldsmiths does, and for staff in leadership and management positions to champion EDI – building it into strategic decision making and leading by example.**

### **Senior Management Team Equality Champions and Equality Steering Groups**

In 2020 SMT Champions were appointed to support the embedding of equality across the organization. During 2021, Senior Management Team (SMT) Equality Champions continued to provide strategic leadership and oversight of key equality initiatives relating to Gender, LGBTQ+ and Disability. The SMT Champions for 2020-21 were:

- SMT Disability Equality Champion - Helen Watson, Chief Operating Officer
- SMT LGBTQ+ Equality Champion John Dickinson-Lilley, Director of Communications
- SMT Gender Equality Champion - David Oswell, Pro-Warden for Research, Enterprise, and Knowledge Exchange

New SMT Champions will be identified following the departure of the Director of Communications and Chief Operating Officer..

SMT Equality Champions each chair an Equality Steering Group which monitors the progress of agreed actions and act as a point of contact for members. A Co-Chair from the College (Dis)ability Staff Network was also appointed for the Disability Equality Steering Group to reflect the lived experience of disabled members of the Goldsmiths community.

### **Race Justice Strategy Board**

Goldsmiths Race Justice Strategy Board is co-chaired by the Warden, Professor Frances Corner and an independent co-Chair Natalia-Nana Lester-Bush, with membership drawn from across the College's academic schools, professional service team, Goldsmiths Students Union, recognised Trade Unions UNISON and UCU and representatives from Goldsmiths Race Equality Group (GREG) and Goldsmiths Anti-Racism Action (GARA).

### **Staff Networks**

Goldsmiths currently has several staff led networks including: '(Dis)ability Staff Network', 'Women @Goldsmiths', 'Goldsmiths Race Equality Group (GREG)', 'LGBTQ Staff Network', 'Menopause Support Network' and 'Staff Parents and Carers Network'.

## Objective 2

**Through the aims of, Goldsmiths Access and Participation plans, implement outreach and inclusion activities to attract, retain, and support students from lower socio-economic and ‘non-traditional’ backgrounds and underrepresented groups.**

Goldsmiths Access and Participation Plan sets targets to close the gap in good honours between black and white students, Asian and white students, and the gap between those from Index of Multiple Deprivation (IMD) quintiles 1 (most deprived) and 5 (least deprived). In 2020-21 the gap between black and white students has decreased from 20.5 percentage points to 8.6. We have committed to reducing the unexplained gap to 9.6 by the end of the plan period (2024-25). The gap between Asian and white students has narrowed by 12.7 percentage points to 6.9%, and the measure will form part of our APP in future years.

### Low Participation Neighbourhoods

Due to Covid19, research from [ImpactEd](#) was delayed to July 2021. Based upon evidence led recommendations from ImpactEd and by developing a Theory of change and Evaluation Framework, we now have targeted activity to engage with students from Low Participation Neighborhoods (LPN).

During the 2021-22 academic year we will be prioritising LPN Students across all widening participation projects and activities. We have planned specific activity to engage with LPN Students, including a ‘GoldScholars’ Programme in partnership with [The Brilliant Club](#), [Goldsmiths Discovery Boxes](#) to demystify subject areas, a [TeamUp Tutoring programme](#) for Year 10 cohorts, a residential summer school and online ‘Fine Art Club’. In addition to this we have a targeted list of schools and colleges from LPNs we are actively working with to build relationships. The [Low Participation Neighborhoods \(LPN\) bursary](#) was first disbursed for 2020 entry, and during the 2020-21 academic year we awarded 47 bursaries and so far in 2021-22 we have awarded 28 bursaries.

[TeamUp](#) tutoring delivered from January 2021-December 2021 to 56 pupils from local secondary schools to improve their attainment in GCSE English or Math. We are offering this programme to 40 more students in the spring term to students from LPN schools and adult learners (Lewisham College Level 2 students).

### Graduate Progression Schemes

Due to Covid19, during 2021 ‘Graduate Progression Schemes’ were run as an online only programme. Student engagement in progression schemes across the HE sector has declined significantly during the pandemic, and we planned for a smaller cohort for 2021 and 130 students received a place on the scheme. Of these students, 82.3% were from a Black, Asian and minority ethnic background, 41.5% were eligible for free school meals, 1.5% were care leavers, 4.6% were young carers, and 3.8% from POLAR4/Q1 areas. There was an average attendance of 47% across the core sessions at the beginning of the scheme.

## **Pre-16 students**

To support aspirations and attainment in pre-16 students, we converted our 'GoldFutures' 6-week mentoring programme to be delivered online. 10 students were selected for the scheme, which ran virtually in summer 2021. In 2022, we plan to run the scheme to 20 more students. We also delivered a coaching programme focusing on self-efficacy to 30 Pre-16 students and will be delivering this to adult learners at Lewisham College.

## **Summer Schools**

In the summer of 2021, once again due to the pandemic, our traditional Summer School offer didn't take place. Instead, we delivered, 'Creative Studios Week' and 'Fine Art Club' which offered subject specific resources and sessions. 'Creative Studios Week', a showcase of Goldsmiths creative subjects, featured 12 sessions, including subject specific webinars. 109 individuals attended, with over 206 session views. 'Fine Art Club' was a three-day creative online club led by two professional artists. 18 students attended from across the UK with priority on UK and LPN characteristics.

Our Holiday Clubs were run successfully online. We had 118 total applications, with 76 students aged 12-15 who attended all scheduled sessions across 4 different 3-day virtual clubs. Of our participants, approximately 85% identified as first in their family to attend higher education, 62% as Black, Asian and minority ethnic and 30% eligible for Free School Meals. In 2022 we are planning to offer 'Discover Culture' and 'Discover Creative' Holiday Clubs in February half-term for KS3 students, and in July for Year 12 students. The clubs are planned to take place in person, and will include sessions from different departments at Goldsmiths, based on departmental data showing which areas widening participation students are less likely to study.

## **The Brilliant Club**

The Brilliant Club ran a very successful year, transitioning online and providing Goldsmiths with various opportunities to engage with students. We focused and worked hard on recruiting more PhD students to lead the programme in schools. During 2020-21, 7 researchers from Goldsmiths delivered a total of 28 Scholars Programme placements, which meant working with 331 students. 240 students attended either a launch or graduation event hosted by Goldsmiths. A Goldsmiths representative also attended 3 parent panels over the year.

## **Care leaving and estranged students**

Student Support Services continues to offer specific advice related to care leaving and estranged students, both in terms of wellbeing support and student finance guidance. Student Support Services has continued to analyse service usage data to plan and adapt to demand and need.

Our bursary for care experienced students was uncapped for 2020 entry onwards and the criteria of the award expanded to allow estranged students, unaccompanied asylum-

seeking children and care experienced applicants of any age or duration of care to apply for this award. We awarded 25 in 2020-21 and 27 so far in 2021-22, although applications remain open.

As a part of our Pledge with [Stand Alone](#) for estranged students we are developing resources specifically targeted at estranged students to support their decision-making process.

We have built partnerships with key contacts from the [Care Leavers Covenant](#) in Lewisham and Southwark college and have delivered 1-2-1 sessions as a part of this. We continued our relationship with [Lewisham Virtual Schools](#), including supporting a weekly Study Club for care-experienced and unaccompanied asylum-seeking young people in Lewisham (drop-in, up to 30 students per week). In 2021 widening participation staff and students supported AimHigher's event 'Care Leaver Support at University: What it looks like and how to access it' and had one student support AimHigher's 'Map of Me' coaching project, providing confidence-building sessions to care-experienced students in London. This year we have increased the number of ambassador mentors supporting 'Map of Me' and have begun offering tailored webinar sessions for care-experienced young people at the Young Lewisham Project. We are also in the process of designing an updated version of the Care-Experienced Students' Guide.

## **Counselling Service**

The Counselling Service offers traditional therapy, Cognitive Behavioral Therapy (CBT) or mental health adviser appointments. The service also provides links with external specialist support agencies, with some appointments offered on-site at Goldsmiths, which is particularly helpful for students who may have limited time or may only be able to attend appointments whilst they are on Goldsmiths' campus.

## **Disabled students**

We have coordinated 809 individual support and adjustments plans (RASAs) between during the 2020-21 academic year for disabled students. Students have continued accessing our 'Assistive Technology Centre' in the Library and we have funded assistive software for students, and one-to-one support such as specialist study skills, mentoring, study assistance and BSL interpreters for those students who were not able to apply for it via the Disabled Students Allowance.

The Student Disability Team has worked on a new and more efficient system to communicate the support plans amongst colleagues involved in implementing reasonable adjustments and a new Disability Policy has been written and ratified by Academic Board.

We have continued to draw on feedback received from monthly meetings between the Students' Union Sabbatical Officers to ensure that student views and experiences are considered in the running and the design of the service. A dedicated Accessibility and Inclusion Working Group also provides a space shared amongst our teams, academic departments, other professional services and student representatives for discussions around disability provision and inclusion at Goldsmiths.



As a result of the pandemic and staff shortages this year, no specific outreach support for disabled students has taken place. We prioritised students with a disability for projects last year, this year we will continue to prioritise them for projects and have offered 1:1 sessions with disabled students and are planning a discovery day for students with a disability and planning to work alongside the Disability Service to deliver a webinar/guide for students with disabilities.

## **Gypsy, Traveller and Roma students**

We are currently working on signing the [Gypsy Traveller Roma Showmen and Boatmen \(GTRSB\) into higher education pledge](#).

## **Mature learners**

AccessingHE was run as a pilot transition series this year to support applicants who are mature learners or have completed an Access/BTEC course. The webinar series contained info on support services at Goldsmiths. We had a total of 84 sign ups, with 54 individuals attending at least one session. We also offered a specialised Mature Learners transition event during Welcome Week, for students beginning their studies with Goldsmiths in 2021. This year, we have integrated mature learners focused sessions into our [AccessingHE Webinar](#) series, which will include regular webinars.

## **Lewisham Homes**

Goldsmiths is partnering with the Lewisham Homes housing association to support their youth work and progression to HE programme.

## **Objective 3**

**Through the aims of our [Learning and Teaching Assessment Strategy \(LTAS\)](#), take steps to develop a more inclusive curriculum and pedagogy, considering the needs and strengths of a diverse and multicultural student body.**

### **Comprehensive Curriculum review (CCR)**

Our Comprehensive Curriculum review (CCR) reapproval process will require staff to design programmes which reflect a wide variety of voices and perspectives. Inclusion and Accessibility are one of the 8 strategic principles being used for collective curriculum redesign during 2022 for delivery from 2023/24. This principle will be applied across curriculum, pedagogy, and assessment (re)design.

## Liberate our Library



Image: A member of the Goldsmiths Community standing in front of a bookshelf exploring the Library collection

Through the [Liberate our Library](#) initiative, the Library continues to work with teaching staff and the Students Union to decolonise and diversify reading lists in line with the Learning, Teaching & Assessment strategic objective of 'liberate our degrees', to ensure students see themselves reflected in the curriculum. Our aim is to represent all scholars from all backgrounds. The Library works with departmental liberation and decolonisation groups where such groups are in place. The 'Liberate our degrees' collection now has 400+ resources. These resources are suggested for acquisition by students and staff.



Image: 'Liberate our degrees' bookplate

The Library has created several alternative liberation reading lists, such as: [Black Lives Matter](#), [Pride & LGBT+ History](#), [Disability](#) and [Decolonising Research Methods](#). The Library is working in collaboration with the Goldsmiths Racialised Postgraduate Network (GRPN) and their 'Counter Canon Challenge' work on including racialised scholars in reading lists. These lists are shared via ReadingLists@Gold, and missing resources are acquired by the Library. The Library continues to build the Liberate! Zines Collection recognising the intersectionality of institutionally oppressed groups. The Zines collection will be housed in its own space in the Library.

## **Black, Asian and Minority Ethnic Graduate Traineeship**

During 2021, as part of the 'Liberate our Library' initiative the Library offered a traineeship to a graduate who identified as Black, Asian and/or minority ethnic (BAME), BAME staff underrepresented within the library and information sector. The annual traineeships offer an opportunity for a BAME Graduate who has not necessarily had any experience but is interested in exploring a career in the library and information sector to do so. The role was designed so that it allows the successful candidate the opportunity to experience library work across all its core functions, enabling the individual to gain a broad range of experience and the skills and knowledge to build a career in libraries.

## **Collection Development and Management**

The Library is working on an updated Collection Development & Management Policy to look at what we collect and why, to tackle problematic and offensive subject headings, as well as how to address contentious materials in line with our decolonisation work. This will be published in early 2022. The Library continues to acquire fully accessible learning resources in eBook format, where available. During the Covid19 pandemic, the Library invested in more digital learning resources to support the move to online teaching delivery.



Image: A member of the Goldsmiths community wearing glasses looking at their laptop

The Academic Support Team (AST), and the Royal Literary Fellows adapted to full online delivery of the academic support and study skills programme, working collaboratively with academic departments. The AST deliver the 'Resistance Researching' workshops designed to help students think more critically about how they find and use information from a social justice perspective. Examples of these workshops are 'Critical approaches to information gathering', 'Open Access for resistance researching', and 'Inclusive citation'.

## Objective 4

**Ensure that EDI is considered in Estates and IT planning and development to enable physical and virtual environments (including teaching and learning spaces, core and circulation spaces, and IT systems) to be accessible for everyone.**



Image: Members of the Goldsmiths community walking through the automatic door in the Richard Hoggart Building Entrance

To consider equality, diversity, and inclusion (EDI) in estates and facilities planning and development, any planning for new buildings or projects are considered with an equality impact analysis (EIA) and Disability Discrimination Act (DDA) compliance in mind as a part of Goldsmiths normal tender specifications, ensuring that we maintain compliance and physical environments are accessible to everyone.

We have also now updated all external building and directional signage on campus. This means that incorrect, obsolete, and damaged signage has been replaced with clear and accessible signs. More than 40 new signs have been introduced in locations that previously lacked signage, significantly improving the visitor experience. Internal Wayfinding Signage within the Professor Stuart Hall Building has also been completed.

To consider EDI in IT planning and development, staff are provided with guidance on website and document [accessibility requirements](#), including how to ensure that webpages and documents are compliant and are accessible to everyone. Accessible ready documents are guidance available to all staff via Goldsmiths staff intranet

Goldmine. Existing documentation on Goldmine and Goldsmiths website are being converted to the accessible ready templates as they are updated and reviewed.

A Business Service Owners Group have continued to work to ensure accessibility statements for all web enabled business systems. The checklist for the procurement of new Business Systems includes accessibility requirements as part of the selection process. This checklist was used for the new service management tool for IT&IS which will go live later in 2022. Compliance of existing business systems relies on the vendor.

The Microsoft 365 suite of tools is increasing being used across Goldsmiths, including Microsoft Teams being used for remote administrative meetings as well as online teaching and learning. Accessibility features and these are highlighted through the Goldsmiths Centre of Excellence Teams site.

## **Objective 5**

**To capture and store comprehensive and robust EDI data to support the delivery of an inclusive and supportive environment for staff, students and stakeholders – with demonstrable improvement in declaration rates when reviewed annually**

### **Staff data**

During 2021 staff equality data has been used to inform detailed analysis of our staff lifecycle as part of the ‘Research Excellence Framework’, Recovery Programme equality impact assessments (EIAs) and positive action initiatives.

### **Student data**

We publish our APP (where we set targets for reducing the degree awarding gaps) on our website. We also publish our annual monitoring return to the OfS on progress against the APP on our website.

Following a request from the Students’ Union, an annual statistical review of BAME attainment is published in the Spring term (since 2018), and shared across the Goldsmiths community. In collaboration with the Students’ Union, an annual statistical review of BAME attainment was published and shared across the Goldsmiths community.

Academic Departments are required to report on work undertaken to remove the ethnicity degree awarding gaps through Departmental Development Plans which are undertaken as part of the Annual Planning Process. The College is investing in staffing resource with specialist knowledge of inclusive curriculum and decolonising academic practice in order to support departments in sharing practice.

## **Objective 6**

**Engage staff, students, and stakeholders with EDI at Goldsmiths by celebrating diversity, progress, and achievements, linking up with our internal academic experts in EDI, and fostering a culture of collaboration and open communication.**

## **Goldsmiths ‘Wall of Women’**

During March 2021, Goldsmiths Organisational Development and Equalities team produced a “[Wall of Women](#),” a virtual exhibition that draws attention to the achievements of women at Goldsmiths and the impact that they have had at Goldsmiths and on the people around them. Throughout the month of March, to mark ‘International Women’s Day’ and ‘Women’s History Month’ staff, students and alumni submitted their nominations.

## **Women in Leadership: Open Discussion**

During March 2021 to mark ‘International Women’s Day’, Professor Frances Corner (Warden) hosted an online conversation with women in leadership roles at Goldsmiths about how they felt gender had impacted them during their career journeys. The event was organised in collaboration with Goldsmiths Women’s Network. Speakers included Dr Anna Carlile (Head of the School of Professional Studies, Science and Technology), Marilyn Clarke (Director of Library Services, Goldsmiths) and Dr Ronke Akerele (Director of Culture Change, NHS England and Goldsmiths Council Member).

## **Neil Kenlock in Conversation with Eddie Otchere**

During January 2021, the Centre for Identities and Social Justice and Goldsmiths Race Equality Group (GREG) hosted a seminar ‘Neil Kenlock in Conversation with Eddie Otchere.’

## **Objective 7**

**Develop tools and offer learning and development opportunities to equip and empower staff to manage and work effectively with diverse groups of people.**

### **Learning and development**

As part of the 2021 Learning and Development programme, the Organisational Development and Equalities team continued to coordinate staff EDI training as part of its open programme. Between January 2021 - December 2021, 42 staff participated in ‘Unconscious Bias’ training, 40 staff in ‘Trans-Awareness’ training delivered by Gendered Intelligence, 11 staff in ‘Recruitment and Selection’ training (with the expectation that 100 will be trained by the end of this academic year), 37 staff in ‘Disability Equality in the Workplace’ training, 53 in ‘Supporting Staff to Support Students’ training and 35 staff in ‘Safeguarding Coordinator’ training sessions.

During 2021, EDI monitoring questions were included on training feedback forms. This will allow a clearer picture of the staff demographic who access training. Further to this, access requirements for staff are sought at the booking, confirmation, and pre-course stage. When considering alternative delivery methods, British Sign Language (BSL) interpreters were available for staff with hearing impairments.

## **Recruitment and Selection training**

The College launched new Recruitment and Selection procedures in Autumn 2021 with the aim of ensuring a robust and transparent approach to staff recruitment. Guidelines on Positive Action and Inclusive Interviewing were developed to support the procedure, with the aim of ensuring equity and fairness throughout the process. As part of the new procedures, all recruitment panel Chairs will be required to undertake Recruitment and Selection training. The training is co-delivered between the Race Justice Project Officer and an external facilitator. As at February 2022, 35 staff had taken part and we expect over 100 staff to have received the training by the end of the academic year. SMT members and staff participating in interview panels as part of the Goldsmiths Recovery Programme are undertaking the training in February and March 2022.

## **Disability Equality in the Workplace training**

During early 2021, Goldsmiths piloted 'Disability Equality in the Workplace' training. The session covers the social model of disability as a practical tool, provides a brief overview of the Equality Act 2010, the legal context relating to disability within the workplace and reasonable adjustments. The training is currently available to all staff as part of the learning and development open programme.

## **Leading Together leadership programme**

During 2021, Goldsmiths piloted a leadership programme named 'Leading Together'. The programme provided a safe and affirming space for staff who identify as Black, Asian and minority ethnic to explore their leadership skills and further individual career progression goals, and their line managers to recognise the importance of their role in promoting an inclusive working environment and actively removing barriers. The programme was centred on an 'asset model' approach, recognising that staff from Black, Asian and minority ethnic backgrounds already have the leadership attributes needed to progress in their career, the programme aimed to support them in recognising, articulating and maximising their existing strengths. Alongside this, line managers explored the impact of structural racism on career development, their role in challenging existing structures of power and privilege, and the actions they can take to pro-actively support the career progression of staff within their teams. The programme involved 30 staff in total. Participant feedback has been very positive, with colleagues reporting that they have had better conversations about their career progression and managers taking more time to consider the steps they can take to create a more inclusive working culture. An evaluation of the programme has been undertaken, this will inform the next stage of work to support the career progression of staff of colour.

## **South East Action Learning**

During 2021, Goldsmiths participated in the 'South East Action Learning (SEAL) programme'. SEAL is an external programme available to academic and professional staff who identify as women. The programme uses action learning and peer coaching to enable participants to support each other in tackling complex challenges and issues. The

programme also enables networking with women at other higher education institutions in London and the South East of England.

## **Staff Conference**

During October 2021 at the annual Staff Conference, EDI related sessions delivered by members of the Goldsmiths community included 'A Toolkit for Allies', 'Making Workplace Reasonable Adjustments for Colleagues', 'Making Documents Accessible', 'Identity and Impact: Goldsmiths staff diversity and the awarding gap', 'Counter Canon Challenge', 'Supporting the educational journey of Gypsy, Roma and Traveller Students' and 'Hallmarks of an Anti-Racist Institution'. Recordings of each conference session are available to staff on the staff intranet Goldmine.

## **Academic Promotion sessions**

During 2021, staff briefings on Academic Promotion included sessions specifically for women and staff who identify as Black, Asian and/or minority ethnic to allow discussion around common barriers and to facilitate networking.

## **Objective 8**

### **As a research-intensive learning organisation, proactively develop an inclusive culture that promotes equality and values diversity**

Goldsmiths participates in a number of equality charter marks and accreditations which provide frameworks for developing an inclusive culture and promoting equality, diversity and inclusion:

#### **Disability Confident**

In June 2020 Goldsmiths renewed its accreditation with the 'Disability Confident' Scheme. During 2021, Goldsmiths offered 'Disability Equality in the Workplace' training to all members of staff within the Human Resources directorate and this training will be available to all staff during 2022. Goldsmiths continues to apply a guaranteed interview scheme for disabled applicants who meet essential criteria, ensuring that the recruitment process is open and accessible to all.

#### **Stonewall Workplace Equality Index**

In September 2021 Goldsmiths submitted an application for the 'Stonewall Workplace Equality Index' (WEI). The WEI is the UK's leading benchmark tool for LGBT inclusion in the workplace. Taking part is a voluntary, annual exercise that enables employers to measure, verify and improve their inclusion practice. The rankings are based on evidence submitted by employers against a set of criteria and feedback from staff



collected in an anonymous and confidential online survey. Goldsmiths were awarded a Bronze Award in February 2022.

## **Athena Swan**

Goldsmiths was awarded the Bronze 'Athena SWAN' award in March 2020. Goldsmiths continues to advance its commitment to gender equality across the institution, including exhibiting Goldsmiths "Wall of Women", delivering the 'Women in Leadership: Open Conversation' and producing an inclusive Menopause Policy. As part of our Athena SWAN action plan we have also launched guidance for Managers on inclusive approaches to PDR and have rolled-out recruitment and selection training.

## **Race Equality Charter**

In June 2021, Goldsmiths became a member of the 'Race Equality Charter' (REC), an accreditation that provides a framework through which Goldsmiths will be able to work to identify and self-reflect on barriers standing in the way of Black, Asian and minority ethnic staff and students. The REC Self-Assessment Team is being established, and the REC Officer is working with colleagues to develop guidelines on 'Active Allyship' and 'Support for Staff and Students of colour'.

## **Religious Festivals Calendar**

The College published a 'Religious Festivals Calendar' to assist staff and students in planning events in an inclusive way. The calendar lists holidays and festivals which take place throughout the academic year, indicating if a festival involves fasting or a restriction on work, to highlight dates that are likely to have a particular impact on participation or attendance. Colleagues are encouraged to consider the festivals calendar when planning major events.

## **Objective 9**

**Ensure that policies and procedures are robust, inclusive, and fit for purpose (both in terms of design and application) across Goldsmiths.**

### **Equality Impact Assessments**

During 2021 Equality Impact Assessments (EIAs) have been undertaken on a number of key policies and procedures including the Fixed Term Contracts Policy, Return to Campus during the Covid Pandemic and the Recovery Programme.

### **Reasonable Adjustments in the Workplace**

During 2021, reasonable adjustments in the workplace guidance was reviewed and re-launched. The new procedures were developed with input from the (Dis)ability staff

network and aim to provide clarity for disabled staff and their managers on the rights of disabled staff and best practice approaches to ensuring an inclusive working environment. The guidance draws on the social model of disability and encourages colleagues to take an anticipatory approach to disability equality. The guidance is supported by a new 'Workplace Adjustments Agreement' form which aims to support conversations between a staff member and their line manager about reasonable adjustments.

## **Menopause Policy**

During 2021, an inclusive Menopause Policy was produced in collaboration with the College Menopause Support Network. The policy is due to be approved in early 2022.

## **Objective 10**

**Be proactive in combating discrimination, bullying, harassment, and victimization at Goldsmiths.**

### **Anti-racism training**

During 2021, Goldsmiths committed to launching essential staff anti-racism training. This forms part of the Colleges commitments to Goldsmiths Anti-Racism Action (GARA). The training will underpin the college's commitment to promoting equality, tackling racism, and progressing social justice. In November 2021, Goldsmiths began an open tender process for organisations to apply to facilitate the anti-racism training with an aim of launching the training in 2022.

### **Against sexual violence training**

As part of Goldsmiths ten-point plan to address sexual violence, harassment, and misconduct on campus we continue to deliver the staff 'Understanding Sexual Violence and Your Responsibilities' essential briefing session and 'Understanding and Responding to Sexual Violence' session for line managers and Senior Tutors. As of January 2022, 52% of current staff had participated in Against Sexual Violence training and during 2021 273 members of staff attended either the essential briefing line manager and Senior Tutor session.

### **National Hate Crime Awareness Week**

To mark 'National Hate Crime Awareness Week' in 2021 from the 10th - 17th October, the Organisational Development and Equalities team shared information with staff about Goldsmiths Discrimination, Bullying and Harassment Policy, Hate Crime Reporting Centre and support available to staff and students.

## **Review of procedures for reporting racial discrimination and harassment**

In partnership with the Students Union, the Race Justice Project Officer has initiated a project to review procedures for reporting racial discrimination and harassment. The project will be a priority for the College in 2022.