

Equality and Diversity 2014 - 2015

Introduction

Goldsmiths, University of London was founded in 1891, and has been part of the University of London since 1904. Goldsmiths has a rich academic history, but is also known for its creative approach. Goldsmiths is a vibrant, innovative place to work and study and it has a diverse student body. We are proud of this diversity and are committed to creating a positive environment where everybody is treated with dignity and respect. Our ambition is to embed Equality and Diversity across Goldsmiths and make it an integral part of everything that we do.

This report will evaluate the progress that Goldsmiths has made with regards to Equality and Diversity in the last academic year, whilst exploring areas that we can further develop. The report will cover a review of where we are in relation to Goldsmiths' Equality Objectives 2012 - 2016, a reflection on our achievements this academic year, and present statistical data to allow us to better understand the demographic composition of our staff and students.

Recommendations made as a result of analysis will feed into our strategy for Equality and Diversity at Goldsmiths. These will help Goldsmiths to meet both the general and specific duties under the Equality Act (2010).

Our Commitment

Goldsmiths is committed to equality of opportunity and values the diversity of its staff and student population. We seek to maintain an environment which encourages all who work and learn at the College to contribute to their full potential and on an equal basis.

We have underlined this through our Strategic Plan, where our mission is:

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

This aim is underpinned by our values:

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



Equality Objectives under the Public Sector Equality Duty

In addition to this strategic commitment, Goldsmiths will ensure that it pays due regard to the need to eliminate discrimination, harassment and victimisation; advance equality of opportunity; and to foster good relations. This applies to the College as an employer and as a learning provider, across a number of characteristics including, but not limited to, age, class or socio-economic background, disability, gender identity, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, and sexual orientation.

All members of Goldsmiths staff have a responsibility to ensure that our policies or practices do not unjustifiably discriminate. To support staff with this, the College operates a process of undertaking regular Equality Analysis to ensure that where possible, adverse impact is reduced or eradicated.

In addition to this, as part of our public sector duty, Goldsmiths are proud to present our [Equality Objectives and Action plan 2012 - 2016](#). These objectives underpin Goldsmiths' strategic vision and mission.

To ensure that Goldsmiths is progressing towards achieving our Equality Objectives we have reviewed our progress against each objective to recognise our progress so far and assess areas where we can further develop.

Equality Objective:	2015 Equality Objectives Review:
<p>1. To ensure that the College has comprehensive equalities monitoring data to support the delivery of an inclusive and supportive environment for all staff, students and stakeholders</p>	<p>Goldsmiths has embarked on a large-scale project to implement a new HR / Payroll System that will improve the recording, tracking and reporting of staff data.</p> <p>Embarking on this project has given us the opportunity to review the methods we use to collect data on our staff, including how we can improve and expand our current data on religion or belief, sexual orientation and gender identity.</p> <p>In 2011-12 Goldsmiths monitored student data across four of the protected characteristics, age, disability, ethnicity and gender. The student system is now being reviewed to allow for data to be collected and reported on all protected characteristics. This will provide a deeper insight into our student demographic profile.</p> <p>An ongoing focus on improving the quality of our data should result in the ability to conduct a more in-depth analysis of the demographic profile at Goldsmiths. This will help us better support and understand the needs of our staff and students.</p>
<p>2. To ensure that the College's management and strategic decision making committees are able, through their membership</p>	<p>We systematically review the effectiveness of our committee structure to ensure that Equality and Diversity related matters are embedded into strategic decision making, including understanding and identifying the</p>

<p>and activities, to identify and understand the needs and perspectives of people with protected characteristics; and address inequalities and actively promote equality and diversity through their decisions and activities.</p>	<p>needs and perspectives of people with protected characteristics.</p> <p>Following a benchmarking exercise against other Higher Education Institutes (HEIs) and after a review of Goldsmiths' approach, a renewed governance model with a focus on wider participation is being implemented in 2015.</p> <p>A renewed focus is being taken by integrating Equality and Diversity onto the agendas of Goldsmiths' key management and strategic decision making committees (HR Committee, Learning and Teaching Enhancement Committee, and Student Experience Sub-Committee). This approach will progress our aim to embed Equality and Diversity into everything that we do.</p>
<p>3. To consider the impact of fees on actual and potential students, including those having protected characteristics under the Equality Act (2010).</p> <p>Consider outreach and social inclusion issues in all decisions made by the College along with consideration of anticipatory reasonable adjustments for all equality characteristics.</p>	<p>In Goldsmiths' Strategic plan we make a commitment to put our students at the heart of everything that we do, with a strong focus on student experience and engagement.</p> <p>A Student Centre bringing together services for students was opened in 2011 and has since worked to integrate integral elements that impact the student experience. This includes a dedicated Disability Service with specialist staff designed to give advice and support to disabled students during their time at Goldsmiths.</p> <p>Goldsmiths understands that the impact of fees on students can have an effect on student recruitment and retention. Goldsmiths is also aware that fees can potentially have a greater impact on certain groups with a protected characteristic.</p> <p>In addition, the impact of changes to the Disabled Students Allowance (DSA) in September 2015 are being discussed at an Institutional level to enable actions to be put in place to ensure that disabled students will not be disadvantaged.</p> <p>Goldsmiths is committed to widening participation (as outlined in our Access Agreement). Success in recruitment means recognising the diversity among both potential applicants and our current student body, while also fostering the shared purpose expressed in our Mission and Values. In recognising our diverse student body, stakeholders across the college are working</p>

	<p>together to support the needs of all students, putting reasonable adjustments in place where necessary.</p> <p>As well as continuing to recruit the brightest and best students nationally and internationally, there is a strong focus on recruitment from our local communities. Goldsmiths has programmes of engagement and relationship building with local schools and colleges, designed to raise awareness and to make Goldsmiths the institution of choice for both local children and adults who have the potential to benefit and succeed here. We hope to significantly increase the number of applications and enrolments from our local area in future years, and it is expected that this work will have a positive effect on our diversity profile in particular from BME backgrounds.</p> <p>Goldsmiths' Student Outreach and Engagement Team have worked hard to expand our portfolio of widening participation schemes including, the 'Gold Start Scheme' and 'Goldsmiths Progression Scheme'. Goldsmiths have also joined the 'Realising Opportunities' (RO) Programme - a unique collaboration of 15 leading, research intensive universities, who are working together to promote fair access and social mobility of students from groups underrepresented in higher education.</p> <p>Goldsmiths' Student Union have also been very proactive in work related to outreach and social inclusion for people with protected characteristics. This included a disability campaign which aimed to raised awareness and provide support for disabled students. The campaign maintained a visible presence during Mental Health Awareness week, held several fundraising events, and took a renewed focus on visual impairment.</p> <p>In addition, one of Goldsmiths' Student Union's key objectives for 2014/15 is to 'improve our understanding of the needs of disabled students and the services that we provide to them'.</p>
<p>4. To strengthen organisational capability to produce effective and timely Equality Analysis (formerly, Equality Impact Assessments)</p>	<p>In 2014 the Equality and Diversity Manager at Goldsmiths reviewed Goldsmiths' use of Equality Analysis (EA). As a result, an Equality Analysis template was created as a tool for staff and a guidance document was written alongside it.</p> <p>Our current Equality Analysis documentation will be reviewed on an ongoing basis to assess its effectiveness and uptake in the coming year.</p>

<p>5. To provide Learning and Development opportunities for all staff to develop their awareness of equality and diversity issues in the workplace and in the learning environment, and to increase knowledge and competency to deliver our equality duties.</p>	<p>An updated Equality and Diversity Strategy will be communicated in 2015. Part of this strategy will look at how we can improve on the number of opportunities Goldsmiths will offer staff to develop their awareness and understanding of equality and diversity issues.</p> <p>We will also continue to review our current Learning and Development opportunities to assess their effectiveness.</p>
<p>6. To ensure that the College’s virtual and physical environments particularly teaching and learning spaces, and core and circulation spaces is accessible for all (including disabled people, parents with dependants on site, breastfeeding mothers, and those with need for rest and first aid spaces.)</p>	<p>Goldsmiths has made a commitment to improve the Colleges estate and infrastructure so that it becomes a better environment in which to learn and work.</p> <p>There is continued progress being made by our Estates Department to make buildings on campus more accessible for disabled staff and students. A significant investment has been made in this area with notable improvement since 2012. Developments in the area will continue in coming years.</p> <p>Additional initiatives related to access, such as creating a space for breastfeeding mothers, will be investigated and reviewed on an annual basis.</p>
<p>7. In our employment functions: to embed and uphold our equality duties towards all staff and others engaged by Goldsmiths to illuminate discrimination promote equality of opportunity, and foster good relations</p>	<p>Goldsmiths recognises our legal duty under the Equality Act (2010) to eliminate discrimination, promote equality of opportunity, and foster good relations. We look to address these areas with continued work aligned to our Equality Objectives 2012-2016 and with our Equality and Diversity Strategy being developed for 2015 onwards.</p> <p>We will also continue to be self-reflective about the effectiveness of past initiatives related to Equality and Diversity. We aim to progress Equality, Diversity and inclusion, learn from what hasn’t worked in the past, and be open to new and innovative ways of embedding Equality and Diversity across Goldsmiths.</p>
<p>8. Through our Teaching and Learning Strategy to embed and uphold our equality duties towards students to eliminate discrimination promote equality of opportunity, and foster good relations.</p>	<p>Equality and Diversity is built into our Learning, Teaching and Assessment Strategy 2012-16, and highlights the need for teaching staff to engage with the diverse range of needs and abilities of our students, including producing resources and teaching materials accessible to students from many cultures and backgrounds.</p> <p>Equality and Diversity will be embedded further within strategic decision making related to Learning and Teaching from 2015 onwards with the addition of Equality and Diversity as a fixed agenda item on the Learning and Teaching Enhancement Committee.</p>

	<p>A heightened level of collaboration between stakeholders across Goldsmiths including, the Equality and Diversity function of Human Resources and Student Services, will further aid improvement and a joined up approach to Equality and Diversity.</p>
<p>9. Behaviour and discipline policies, processes and outcomes should be reviewed for their effectiveness at addressing issues of discrimination, harassment, bullying, victimisation and dignity at work and in the learning environment, and promoting good campus relations. Outcomes should also be monitored for trends or patterns.</p>	<p>In 2014 a designated staff member was employed by Goldsmiths as part of its revitalised Human Resources team. Creating this role allows for robust, fit-for-purpose policies to be created and existing policies to be monitored for their effectiveness incrementally.</p> <p>This ongoing process will allow Goldsmiths to continually improve and update policies related to Equality and Diversity and help us to be a reflective organisation, fulfilling our duty to support our staff and students.</p> <p>In addition, Employment Relations casework is recorded and monitored by Goldsmiths’ Human Resources Team and reported to the Human Resources Committee of the Goldsmiths Governing Body, to assess any trends or patterns in behaviour that might need addressing on a broader scale.</p> <p>Policies affecting students are also being closely monitored to ensure they are up to date and fit-for-purpose. Staff at Goldsmiths are working closely with Departmental Student Co-ordinators (DSCs) to gain feedback on areas that can be improved. In addition, Goldsmiths works closely with the Student Union to ensure that it consults and gains feedback from the student body.</p> <p>Further opportunities for collaboration between staff and students on Equality and Diversity matters will be sought going forward to ensure Equality and Diversity is embedded across Goldsmiths, including running shared events and sharing best practice.</p>

Equality and Diversity Achievements 2014 – 2015

Our staff and students are the heart and soul of Goldsmiths. We are proud to celebrate people in our community who are leading the way in Equality and Diversity related research and practice.

Goldsmiths regularly holds events which celebrate our commitment and passion for Equality and Diversity.

Some highlights of 2014 – 2015 include:

Goldsmiths renaming the New Academic Building after Professor Stuart Hall

Following his death In November 2014, Professor Stuart Hall was remembered at Goldsmiths as a leader in the field of cultural studies, cultural analyst, public intellectual and a uniquely gifted teacher.



Known as the "godfather of multiculturalism", Hall had a huge influence on academic, political and cultural debates for over six decades.

His writing on race, gender, sexuality and identity, and the links between racial prejudice and the media in the 1970s, was considered ground breaking.

Goldsmiths honoured Professor Angela Davis - activist, scholar and writer promoting women's rights and racial justice with an honorary doctorate.



Goldsmiths was nominated and shortlisted for the Diverse Company Award at The National Diversity Awards 2014.

Goldsmiths was the only university nominated for the award, which identified companies that have a diverse workforce and demonstrate a real commitment to helping people from diverse backgrounds further their careers.

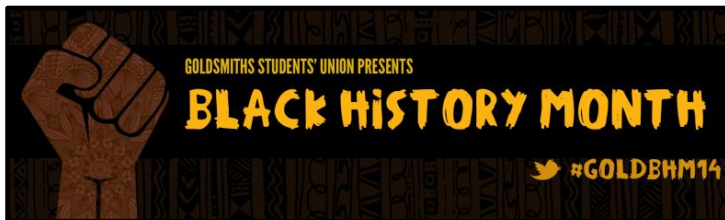
Goldsmiths' Academic, Dr Heidi Mirza - Professor of Race, Faith and Culture, was one of eight winners at the 2014 Media Diversified Eight Women awards, which celebrates the achievements of women of colour across the UK.

Heidi is recognised as one of the first black female professors in the UK and received the award for her pioneering research on race, gender and identity in education.



Picture courtesy of Graham Lacdao, St Paul's Cathedral

Heidi was also one of three eminent speakers invited to commemorate the 50th anniversary of Dr Martin Luther King speaking at St Paul’s Cathedral.



Goldsmiths Students’ Union worked in collaboration with Academics at Goldsmiths on a series of events to celebrate Black History Month 2014.

Goldsmiths’ academic Natacha Kennedy, Lecturer in the Department of Educational Studies, was recognised on The Independent’s 2014 Rainbow List for most influential LGBT campaigners.

From more than 4,000 nominees, Natacha was ranked 36 on the list, in recognition for her research into transgender studies and ongoing campaigning for rights for trans people.



‘At a Glance’ Representation Statistics

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

The ‘at a glance’ staff data presented was taken from Goldsmiths’ current Personnel and Payroll System, *Pyramid 11.40*, from the Higher Education Statistics Agency (HESA) submission 2013/2014.

Staff Data

Overview

Figure 1:

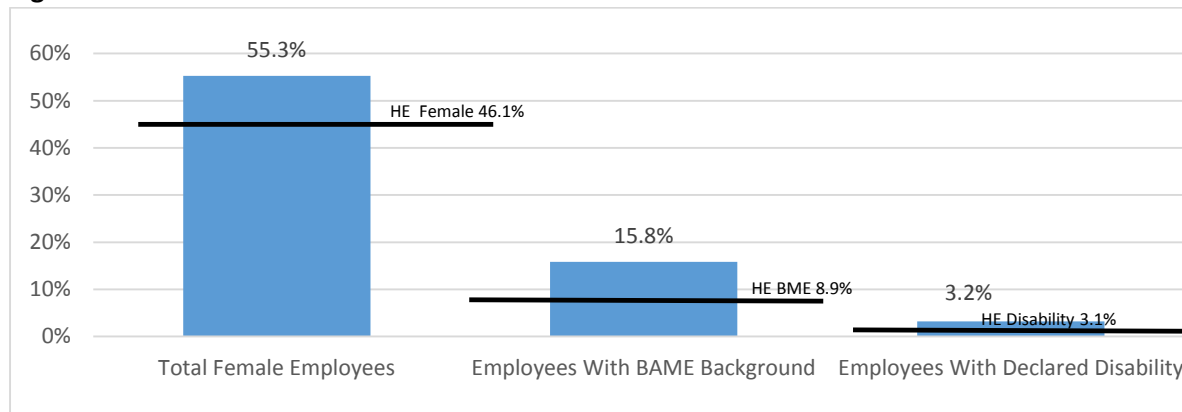
Total number of staff by headcount	1771
Total number of staff Full Time Equivalent (FTE)	878.55
Academic Employment Marker	43.5%
Flexible working - employees working part time	67.0%

How does Goldsmiths compare against other HEIs?

Figure 2 compares Goldsmiths with the most up to date statistics (depicting the percentage of female, black and minority ethnic, and disabled staff) provided by the Equality Challenge Unit (ECU)

in its *Equality in higher education: statistical report 2014 (part 1: staff)*. Data is compared against the average statistics for the Higher Education (HE) Sector in England*.

Figure 2:



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

Gender

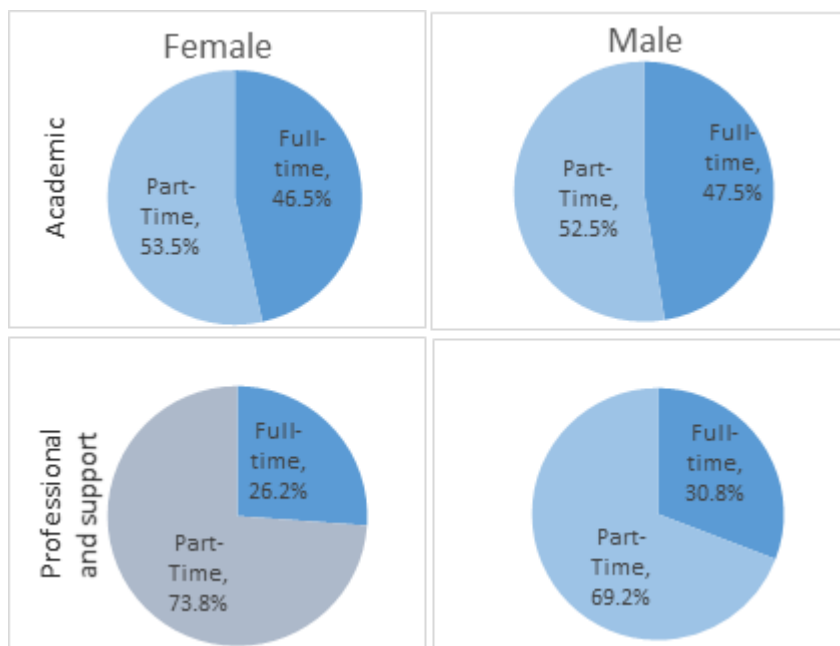
Figure 3:

Total Female Employees	55.3%
Total Male Employees	44.7%

Female/Male staff by activity and mode

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

Figure 4:



Ethnicity

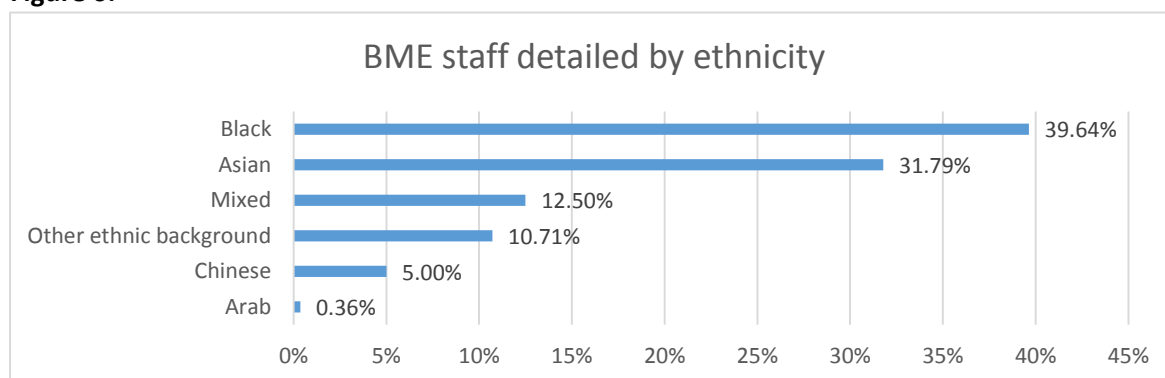
Figure 5 shows a broad overview of the ethnicity of staff broken down by Black and Minority Ethnic (BME), White, and Unknown (where information has not been provided or the information has not been entered).

Figure 5:

BME	15.8%
White	78.5 %
Unknown	5.6%

Figure 6 shows more detailed breakdown of the ethnicity of staff who identify themselves as Black or Minority Ethnic (as categorised by HESA).

Figure 6:



Disability

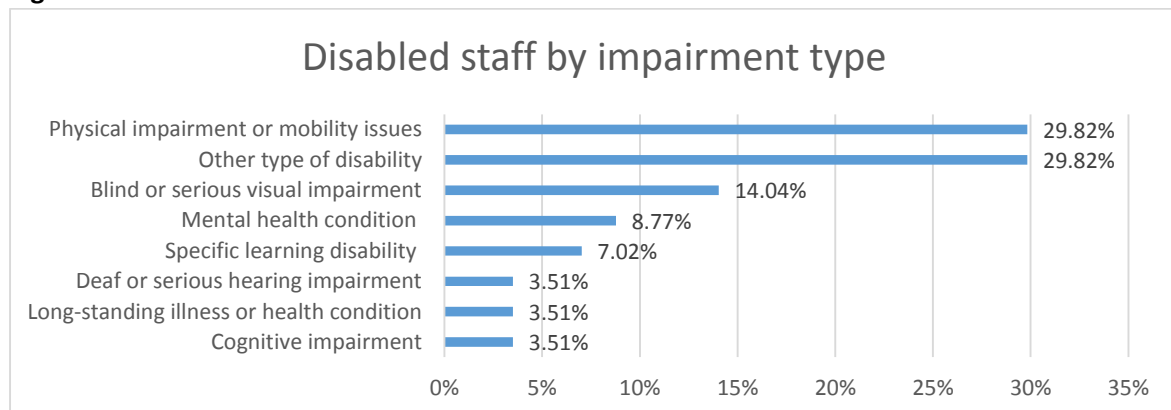
Figure 7 shows a broad overview of staff who have declared a disability, those who have stated that they have no known disability, and 'unknown' (where information has not been provided or the information has not been entered).

Figure 7:

Declared a disability	3.2%
No known disability	96.2%
Unknown	0.56%

Figure 8 breaks down the percentage of staff who have declared a disability by their impairment type.

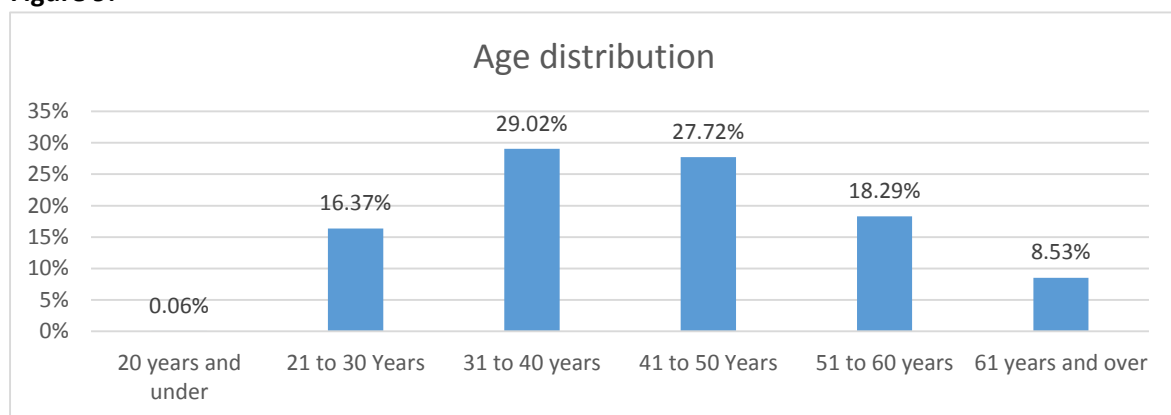
Figure 8:



Age

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

Figure 9:



Sexual Orientation, Religion or Belief, and Gender Identity

As Goldsmiths develops and implements its new HR/ Payroll system (as mentioned above) the ability to collect high quality data and report on all protected characteristics will be attainable. This will allow us to have more clear understanding of our staff demographic profile and enable us to better understand the needs of staff.

In line with the implementation of the new system, related processes will be reviewed to encourage and make it easier for staff to declare.

Student Data

The 'at a glance' student data presented was taken from Goldsmiths' Student Management Information System, *UNIT-e*, from the Higher Education Statistics Agency (HESA) submission 2013/2014.

Overview

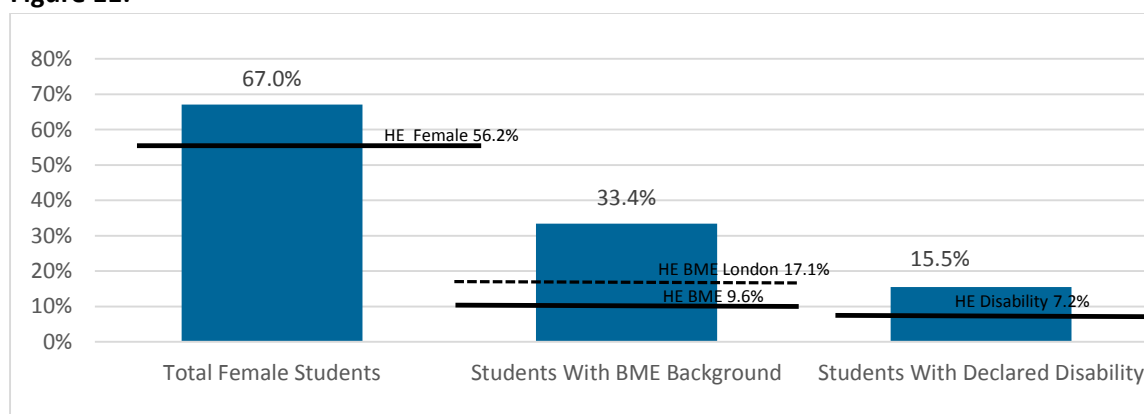
Figure 10:

Total Student Headcount	8027
Total Students by Undergraduate level (UG)	62.58%
Total Students by Postgraduate Teaching (PGT)	31.52%
Total Students by Postgraduate Research (PGR)	5.91%
Total Students part-time	13.57%
Total Students full-time	86.43%

How do we compare against other HEIs?

Figure 11 compares Goldsmiths with the most up to date statistics (depicting the percentage of female, black and minority ethnic, and disabled students) provided by the Equality Challenge Unit (ECU) in its *Equality in higher education: statistical report 2014 (part 2: students)*. Data is compared against the average statistics for the Higher Education (HE) Sector in England.

Figure 11:



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

Ethnicity

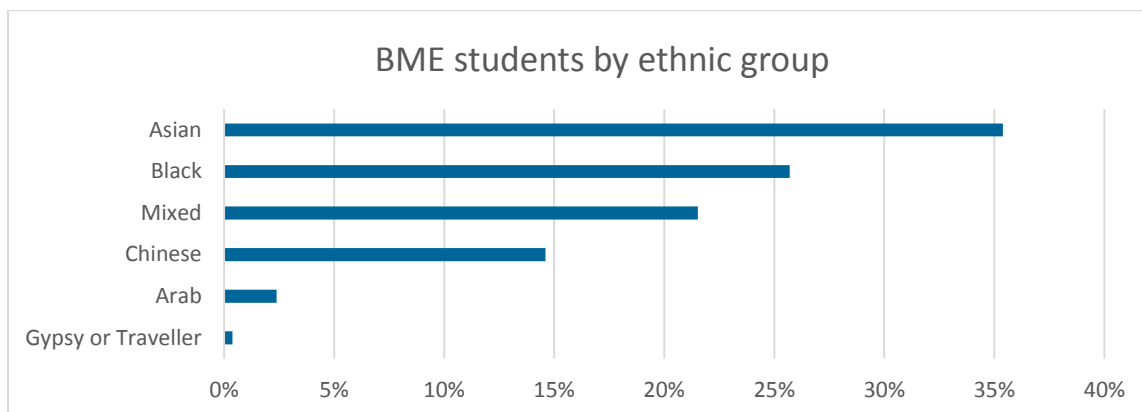
Figure 12 shows a broad overview of the ethnicity of students broken down by Black and Minority Ethnic (BME), White, and Unknown (where information has not been provided or the information has not been entered).

Figure 12:

BME	33.4%
White	62.0%
Unknown	4.5%

Figure 13 shows more detailed breakdown of the ethnicity of students who identify themselves as Black or Minority Ethnic (as categorised by HESA).

Figure 13:



Disability

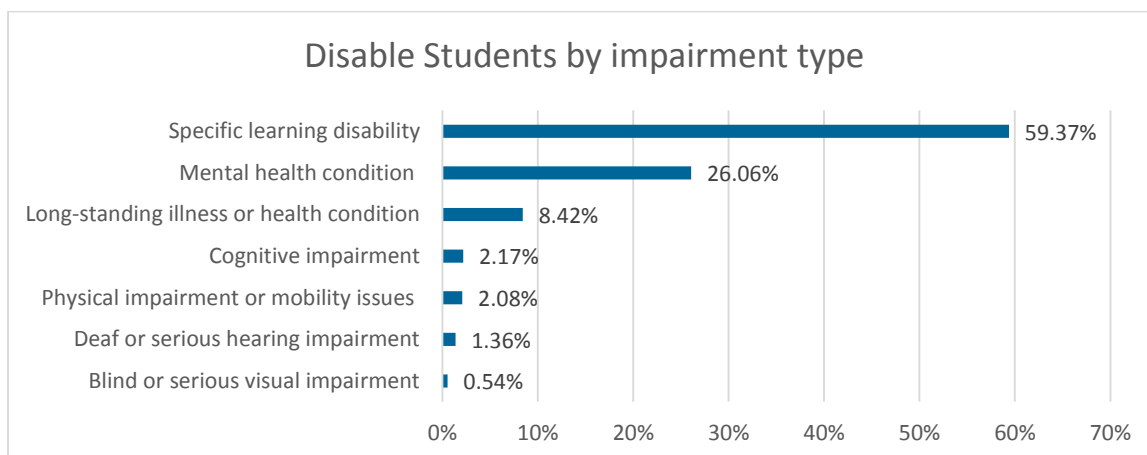
Figure 14 shows a broad overview of students who have declared a disability, those who have stated that they have no known disability, and 'unknown' (where information has not been provided or the information has not been entered).

Figure 14:

Declared a disability	15.5%
No known disability	84.5%
Unknown	0.6%

Figure 15 breaks down the percentage of students who have declared a disability by their impairment type.

Figure 15:



Age

Figure 16 shows a broad breakdown of students by age group.

Figure 16:

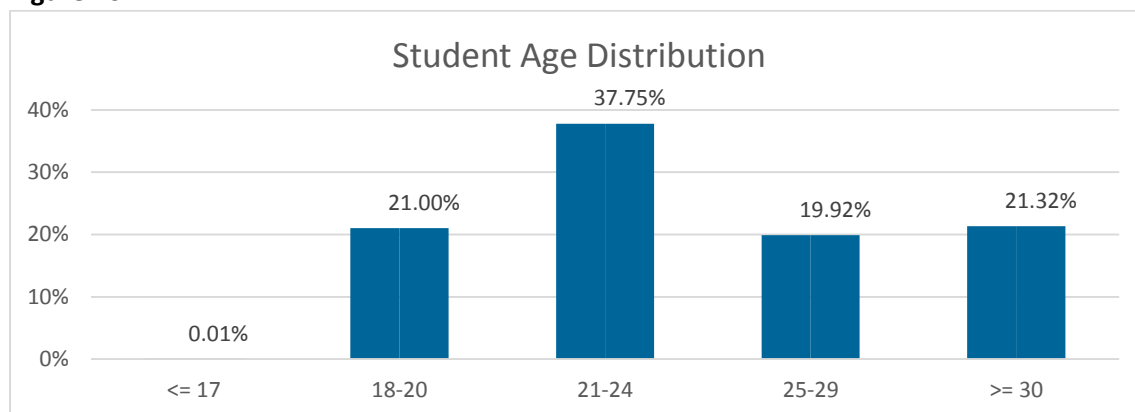
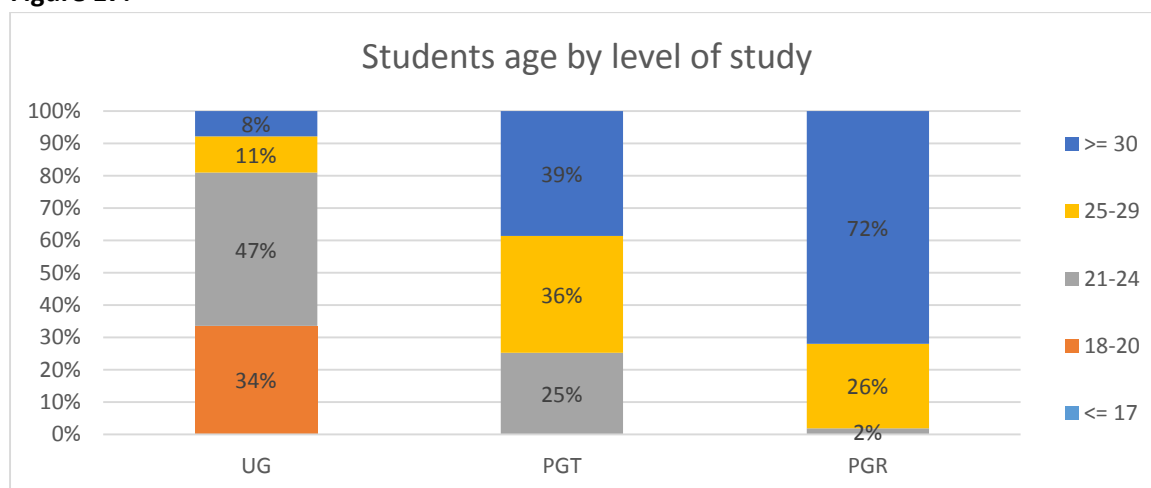


Figure 17 shows a more detailed breakdown of students by age and level of study (if they are at Undergraduate (UG) level, Post-Graduate Taught (PGT), or conducting Post-Graduate Research (PGR)).

Figure 17:



Sexual Orientation, Religion or Belief, and Gender Identity

Goldsmiths is working to improve the quality of the data that we collect and report on. We aim to do this by working collaboratively across the college, by utilising the functionality of our current data systems and through working with stakeholders who manage this information. Our ambition is to expand our reporting to cover information related to all protected characteristics for both staff and students.

Goldsmiths is aware that by having in depth knowledge of our student demographic we can work to better understand and support their needs.

Conclusion

Goldsmiths is a vibrant, creative, and innovative place to work and study. Our ambition is celebrate our achievements and achieve our aims to embed Equality and Diversity across the College, making it an integral part of everything that we do.

This report has reviewed Equality and Diversity at Goldsmiths for the academic year 2014 - 2015, providing both an evaluation of the progress that Goldsmiths has made so far, whilst exploring areas that can be developed further.

The report has reviewed where Goldsmiths is in relation to its Equality Objectives 2012 - 2016, reflected on achievements at Goldsmiths in the academic year so far, and gathered 'at a glance' statistical data to allow a better understanding of the demographic of the staff and students at Goldsmiths.

Recommendations made as a result of this analysis will contribute to our strategy for Equality and Diversity at Goldsmiths and shape the way we move forward to achieve our aims.

Recommended Priorities

In light of this review, underpinned by our Equality Objectives 2012 - 2016 and duties under the Equality Act (2010) and Public Sector Equality Duty, the following recommended priorities have been outlined for the coming year:

- To create a renewed Equality and Diversity Strategy in 2015 to align and re-focus our aims for Equality and Diversity at Goldsmiths.
- To implement a new HR / Payroll System and improve our Student System to allow us to progress our aims to collect high quality data and expand its functionality to enable us to collect data on sexual orientation, religion or belief, and gender identity.
- To work to embed Equality and Diversity into everything that we do, including within Learning and Teaching and the Student and Staff Experience.
- To encourage collaboration between stakeholders, both staff and students across Goldsmiths, to develop a joined up approach to Equality and Diversity.
- To consult with our community to gain better feedback on how can improve support measures for staff and students with protected characteristics and encourage inclusivity.
- To expand the number of Learning and Development opportunities allowing staff to increase their awareness and understanding of Equality and Diversity matters.
- To be self-reflective in our approach to Equality and Diversity by monitoring work done in the area for effectiveness and be open to new and innovative ways of embedding Equality and Diversity.
- To celebrate the ongoing accomplishments of our staff and students to foster an environment that promotes and values Equality, Diversity, and Inclusion.

Contact Information

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This report is available online and can be made available in other formats.

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