



**Together
we are different**

Goldsmiths' Equality Objectives
2017-2021

Introduction

Background

Equality, inclusion and social justice are core values of Goldsmiths. These values are enshrined throughout the University's rich history, entrenched in the subject matter of its research and teaching, and embraced by members of its community.

Our intention is to embed equality, diversity and inclusion (EDI) and make it a part of everything that we do. We have an opportunity for Goldsmiths to lead the sector in EDI practice by championing innovation and valuing individuality to truly reflect our values.

Legal context

EDI work in Higher Education (HE) is underpinned by a legal framework under the Equality Act 2010 and a further Public Sector Equality Duty that was introduced in 2011. The Duty is designed to help Higher Education Institutions (HEIs) to fulfil the requirements of the Equality Act by taking proactive steps to:

- combat discrimination, victimisation and harassment
- advance and promote equality of opportunity between different groups
- foster good relations between people from different groups

In 2012, Goldsmiths published a [Statement of Commitment on Equality and Diversity](#) which sets out our commitment to our duties under the Equality Act 2010.

There are also three specific obligations we must meet as part of our Public Sector Equality Duty:

1. To publish information to demonstrate compliance with the equality duty by 31 January 2012 (and annually thereafter) – please see our annual reports: [Equality and Diversity Annual Report 2015-16](#) (published January 2016), and [Equality and Diversity Report 2014-15](#) (published January 2015).
2. To set and publish one or more specific and measurable equality objective, at least every four years – please see our previous [Equality Objectives and Action Plan 2012-16](#).
3. To publish information and equality objectives in a manner that is accessible to the public.

Goldsmiths' Equality and Diversity Strategy

In 2015, Goldsmiths launched a renewed [Equality and Diversity Strategy](#) which refocused its aim to embed EDI into everything that we do with a strategic yet practical approach.

The Strategy aims to work towards being a leader in the HE sector and go beyond our legal obligations. The strategy focuses around five work strands – Governance; Identity and Awareness; Celebrating Achievements; Learning, Development and Research; and Access and Inclusion.

Monitoring our progress

We continually review our work to progress EDI, to ensure our initiatives are effective and fit for purpose, and look for innovative ways to approach areas where needs and opportunities are identified. We also review progress towards our Equality Objectives, and our Equality and Diversity Strategy on an annual basis as part of our annual Equality and Diversity Reports which are published on Goldsmiths' website.

Equality Objectives 2017-2021

Having completed our Equality Objective period 2012-16, Goldsmiths is now in the position to develop Equality Objectives for 2017-21. These will align with the aims and work strands of our Equality and Diversity Strategy and build upon the progress made as a result of its implementation.

Goldsmiths' Equality Objectives 2017-21 are as follows:

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.
2. Through the aims of [Goldsmiths' Access Agreement 2017-18](#) (and Access Agreements thereafter), implement outreach and inclusion activities to attract, retain, and support students from lower socio-economic and 'non-traditional' backgrounds and underrepresented groups.
3. Through the aims of our [Learning and Teaching Assessment Strategy 2017-21](#), make steps to develop more inclusive curriculum and pedagogy, considering the needs and strengths of a diverse and multi-cultural student body.
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.
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.

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.
7. Develop tools and offer learning and development opportunities to equip and empower staff to manage and work effectively with diverse groups of people.
8. As a research-intensive learning organisation, proactively develop an inclusive culture that promotes equality and values diversity.
9. Ensure that policies and procedures are robust, inclusive, and fit for purpose (both in terms of design and application) across Goldsmiths.
10. Be proactive in combating discrimination, bullying, harassment, and victimisation at Goldsmiths.

The Equality Action Plan to support these objectives follows on pages 4-13.

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.

Key Equality and Diversity Strategy Strands: Governance; Learning, Development and Research

Context: Our aim is to embed EDI in everything we do at Goldsmiths, regardless of department or function. Since the launch of our renewed Equality and Diversity Strategy in 2015, we have worked together to realise this in practice through leadership, governance, and engagement.

Aims	Actions	Lead responsibility	Timeline
<p>a For EDI to be embedded into strategic decision making, and ‘business-as-usual’ activities.</p>	<ul style="list-style-type: none"> - Support the embedding of EDI into every strategic decision-making committee across Goldsmiths. - Embed Equality Analysis (EA) into the process for all new projects and proposals at Goldsmiths. - Ensure staff engagement with EDI is sustained. - Consider ongoing learning and development opportunities to develop inclusive leadership skills (eg for Chairs of Committees, Council Members etc). 	<p>Head of Legal and Governance</p> <p>Chairs of Committees;</p> <p>Strategic Projects and Planning</p>	<p>Ongoing – reviewed annually as part of Committee Review</p>
<p>b For senior leaders (eg Senior Management Team and Council) to demonstrate inclusive leadership skills, champion Goldsmiths’ EDI agenda, and take accountability when areas of improvement are identified.</p>	<ul style="list-style-type: none"> - Encourage regular discussions about EDI at formal committees and fora (eg Warden’s Advisory Group/Academic Board), chaired by senior leaders. - Work towards a culture where everyone has a responsibility for EDI good practice, rather than a select few. - Continue to support senior leaders to build a level of confidence in relation to EDI practice and inclusive leadership skills. - Continue Goldsmiths’ engagement and communication approach to EDI, to support the development of a shared narrative. 	<p>Heads of Department</p> <p>HR Learning and Development Lead</p>	<p>Ongoing</p>
<p>c To develop informal mechanisms to gather ideas, solutions, and first-hand experiences to inform professional practice in relation to EDI</p>	<ul style="list-style-type: none"> - Develop self-sustaining staff diversity networks that add value both to members, and to Goldsmiths as a whole. - Seek other informal mechanisms to receive feedback from and communicate with students and staff across Goldsmiths (eg through a Departmental Equality and Diversity Ambassador scheme, Departmental Disabled Student Co-ordinators (DDSC) scheme, informal fora). - Work with students and staff to encourage engagement and involvement with strategic initiatives related to EDI. 	<p>EDI Lead</p> <p>Chairs of Staff Networks</p> <p>Student Ambassador Manager</p>	<p>Ongoing</p>

Objective 2

Through the aims of [Goldsmiths' Access Agreement 2017-18](#) (and Access Agreements thereafter), implement outreach and inclusion activities to attract, retain, and support students from lower socio-economic and 'non-traditional' backgrounds and underrepresented groups.

Key Equality and Diversity Strategy Strand: Access and Inclusion.

Context: We are proud of our Access Agreements, which set out the proposed access measures on an annual basis. In the 2014-15 HESA performance indicators, Goldsmiths continued to be one of the best performing University of London colleges (ranked 4th of 15) in terms of access, student success, and progression measures. Our aim by 2021 is to rise to 2nd when benchmarked against the same group of HEIs.

Aims	Actions	Lead responsibility	Timeline
<p>a Continue to develop and implement activities to attract, retain, and support students from lower socio-economic backgrounds and underrepresented groups.</p>	<ul style="list-style-type: none"> - Work with schools and colleges in 'low participation neighbourhoods' to raise awareness, aspiration and attainment. - Continue GoldStars programme and Goldsmiths' Progression Scheme (GPS). - Deliver Summer Schools – including fair access to more selective programmes. - Continue to seek ways in which Goldsmiths can build on Peer Assisted Learning and support networks such as Goldsmiths peer mentoring scheme – PALS, and Dedicated Listeners Scheme led by Goldsmiths' Students Union. - To provide dedicated support for care-leavers and estranged students through Goldsmiths' Student Advice and Wellbeing Service. - As part of student counselling provision, use data to help inform practice and engagement with specific groups (eg in relation to gender, international students, and care-leavers). 	<p>Lead for Student Experience</p> <p>Lead for Student Advice and Wellbeing</p>	<p>Ongoing – renewed annually with each new Access Agreement</p>
<p>b Continue the focus to recruit, retain and provide support for disabled students at Goldsmiths.</p>	<ul style="list-style-type: none"> - Continue delivering support for reasonable adjustments, individual learning plans, and enhanced support with assistive technology where necessary. - Continue building on the successful recruitment of high numbers of students in receipt of Disabled Students' Allowance (DSA) and expand benchmark criteria to cover any disabled student (regardless of DSA). - Implement Disabled Departmental Student Co-ordinators (DDSCs) Scheme with students as partners in reviewing and improving access and inclusion at a local level. - Build on the work of Goldsmiths' 'Inclusion Working Group' (formed 2016) to ensure that inclusion is embedded into learning and teaching, in light of changes to the DSA. 	<p>Head of Inclusion and Learning Support</p> <p>Pro-Warden – Learning and Teaching</p>	<p>Ongoing – renewed annually with each new Access Agreement and by Inclusion Working Group</p>
<p>c Supported by Goldsmiths' Student Experience and Engagement Strategy, ensure that students, regardless of background, succeed at Goldsmiths.</p>	<ul style="list-style-type: none"> - Continue developing transition programmes to engage students with their learning. - Invest in the development of activities to engage Goldsmiths' 'non-traditional' student population in opportunities for post-graduate study and careers. - Continue to recruit high numbers of mature students returning to study. - Enhance our outreach support provision for particular underrepresented groups (eg 'looked after children', care-leavers, refugees and asylum seekers). - Seek further activities to increase enrolments from young male learners. 	<p>Lead for Student Experience</p>	<p>Ongoing – renewed annually with each new Access Agreement</p>

Objective 3

Through the aims of our [Learning and Teaching Assessment Strategy \(LTAS\) 2017-21](#), make steps to develop more inclusive curriculum and pedagogy, considering the needs and strengths of a diverse and multi-cultural student body.

Key Equality and Diversity Strategy Strands: Learning, Development and Research; Access and Inclusion.

Context: Goldsmiths' aim is to embed equality, diversity and inclusion in everything that we do, including in our learning and teaching practices and assessment. We aspire to have practices that are accessible and inclusive for all students regardless of any part of their identity, background, or personal circumstances. This includes, but is not limited to, disability, gender, race, sexual orientation, gender identity, religion or belief, age, or mode of study (part-time/full-time). This area of focus is embedded throughout Goldsmiths' Learning and Teaching Assessment Strategy 2017-21.

Aims	Actions	Lead responsibility	Timeline
<p>a Work towards fully accessible and inclusive learning and teaching practices, curriculum design and pedagogy in all disciplines.</p>	<ul style="list-style-type: none"> - Identify the barriers to learning faced by a range of students, including disabled students, and then identify structural changes we can make to address these barriers. - Work towards a proactive anticipatory approach to inclusion by identifying barriers to inclusion in learning and teaching practices and then removing them across the board. - Ensure equality, diversity and inclusion are considered in the design and development of all new academic programmes (approved by Academic Development Committee). - Learn from practice across the sector about tools/models related to inclusive curriculum. - Consider the broad array of learning practices including peer and group learning. - Work proactively to embed inclusive learning and teaching practices across Goldsmiths following changes to the Disabled Students' Allowance (DSA). - Work with students as partners in driving forward positive change (eg with DDSCs Scheme). - Library to continue working with departments to make reading lists accessible for students and compatible with assistive technology where possible. - To seek ways in which we can use digital platforms and technology to enhance learning and teaching. 	<p>Pro-Warden – Learning and Teaching</p> <p>Heads of Department</p> <p>TaLIC</p> <p>Lead for Library Services</p>	<p>Ongoing – reviewed annually as part of LTAS 2017-21</p>
<p>b For students to feel included and engaged with the content of their curriculum regardless of their background.</p>	<ul style="list-style-type: none"> - Consider the needs of a diverse and multi-cultural student body when developing course content. - Support Goldsmiths' Students' Union and relevant stakeholders to progress the 'Liberate my Degree' campaign and its strategic aims (as outlined in the LTAS 2017-21). - Develop further channels where students can feed back about curriculum content. - Seek ways in which reading lists can become more diverse in terms of content and background/perspectives of authors. 	<p>Pro-Warden – Learning and Teaching</p> <p>Heads of Department</p> <p>TaLIC</p> <p>Lead for Library Services</p>	<p>Ongoing – reviewed annually as part of LTAS 2017-21</p>

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.

Key Equality and Diversity Strategy Strands: Governance; Access and Inclusion.

Context: Since 2009, Goldsmiths has been working towards an [Estates Masterplan](#) to support the strategic aims of Goldsmiths and its plans for growth. This includes improving our current facilities to ensure they meet the expectations of our growing and diverse student cohort.

Aims	Actions	Lead responsibility	Timeline
<p>a Continue Goldsmiths' plan to improve the accessibility and inclusivity of the physical environment on campus.</p>	<ul style="list-style-type: none"> - Ensure that Equality Analysis and access considerations are made in the planning stages of new buildings, changes to existing buildings, and capital works projects. - Continue the 'Way Finding' pilot project (exploring the accessibility of Goldsmiths' Library (Rutherford Building)) and consider rolling out to other buildings across campus. - Continue work to ensure signage is clear and accessible. - Continue our standard practice to install hearing loops for every room of 60+ capacity (installing in smaller rooms/specific contexts, and mobile induction loops when required). - Continue to include a gender-neutral toilet option for all new buildings. - Raise awareness of our room for mothers to rest and express milk. - Develop additional inter-faith spaces/facilities on campus. 	<p>Director of Estates Chair of Estates and Infrastructure Committee Communications</p>	<p>Ongoing</p>
<p>b Work together to gather experience and knowledge to help prioritise actions in relation to campus accessibility.</p>	<ul style="list-style-type: none"> - Seek ways in which feedback from staff and students can inform practice in relation to campus accessibility (eg via DDSCs Scheme). - Estates to continue collaborating with stakeholders to improve access and inclusion. - Communicate progress and updates in relation to campus accessibility/inclusion. 	<p>Director of Estates Inclusion Working Group</p>	<p>Ongoing</p>
<p>c Make progress in developing accessible teaching and learning environments, including in virtual environments.</p>	<ul style="list-style-type: none"> - Encourage staff and students to use Google Maps' virtual campus map. - Work together to develop more inclusive teaching and assessment practices and environments following changes to the DSA. - Implement an Estates Management System and review the campus room numbering. - Continue providing space for students' use of assistive technology. 	<p>Director of Estates Inclusion Working Group Lead for Library Services</p>	<p>Ongoing</p>
<p>d Ensure that any IT and Information management systems we use are accessible and inclusive.</p>	<ul style="list-style-type: none"> - Review current IT and Information Management systems for their accessibility. - Consider EDI/accessibility in the planning and tendering stages for new systems and tenders. - Work towards the W3C standard/Web Content Accessibility Guidelines (WCAG) (A, AA, AAA) to ensure that we have the most accessible systems and online platforms. 	<p>ITIS Business Relationship Manager/CIO</p>	<p>Ongoing</p>

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.

Key Equality and Diversity Strategy Strand: Governance.

Context: in 2016, Goldsmiths refocused its efforts to incrementally improve all aspects of staff and student data, including EDI data. This includes increasing completion rates and ensuring that robust and sustainable data management processes are adopted going forward.

Aims	Actions	Lead responsibility	Timeline
<p>a Capture and store accurate and meaningful EDI data to support better understanding of our staff and student demographic profiles</p>	<ul style="list-style-type: none"> - Recruit new 'Data and Management Information Managers' to focus on improving staff and student data. - Build a 'data network' across Goldsmiths. - Work with staff to address any gaps in data. - Encourage staff to use the self-service Agresso HR/Payroll system. - Raise awareness of the importance of collecting data to help advance equality. - Consider campaigns to support our progress to improve EDI data. - Continue progress (since September 2015) to collect staff data for the expanded fields of 'sexual orientation', 'gender identity', and 'religion and belief'. - Continue to publish EDI data as part of Goldsmiths' Annual Equality and Diversity report. - Undertake an institution-wide staff engagement survey. - Continue using qualitative feedback from the National Student Survey (NSS), Departmental Student Coordinators (DSCs), and end of term/year student feedback channels to inform practice which will improve and enhance the student experience. 	<p>Deputy Director of HR</p> <p>Data & Management Information Leads (staff & student)</p> <p>Strategic Projects and Planning</p> <p>Heads of Department</p> <p>Communications</p>	<p>Ongoing – annual review in Equality and Diversity Report</p>
<p>b Develop efficient systems and processes to streamline existing data collection methods.</p>	<ul style="list-style-type: none"> - Develop a clear data pipeline for EDI data. - Streamline processes to reduce duplication when capturing or requesting information. - Develop a sustainable process for ongoing robust data capture and good practice data management. 	<p>Deputy Director of HR</p> <p>Data & Management Information Leads (staff & student)</p> <p>Strategic Projects and Planning</p>	<p>Ongoing – annual review in Equality and Diversity Report</p>

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.

Key Equality and Diversity Strategy Strands: Celebrating Achievements; Identity and Awareness; Learning, Development and Research.

Context: Goldsmiths leads the way in EDI through the teaching, research, and activism of our staff and students. Our renewed approach to EDI actively celebrates the achievements of our community. By working together and developing a culture of open communication and collaboration we believe we can make even more of a difference in advancing equality and celebrating diversity.

Aims	Actions	Lead responsibility	Timeline
<p>a Seek opportunities to collaborate, and promote events with similar themes or shared aims.</p>	<ul style="list-style-type: none"> - Continue to develop a joined-up, collegial approach to EDI events across Goldsmiths and Goldsmiths' Students' Union. - Share good practice and knowledge across departments and disciplines. - Continue developing a community for EDI work and practice. - Continue to seek ways in which we can foster an environment where academic collaboration in this area thrives. 	<p>EDI Lead Heads of Department Communications Senior Management Team</p>	<p>Ongoing</p>
<p>b Encourage and support a culture of open communication.</p>	<ul style="list-style-type: none"> - Encourage a culture of open communication (eg discussion about support needs and adjustments as necessary, encouragement to raise concerns when issues arise, and by seeking informal resolutions to grievances by communication, where appropriate). - Encourage student and staff representatives to work together to utilise opportunities and address equality issues with an open and joined-up approach. - Continue to communicate about institution-wide initiatives and progress in relation to EDI using centralised communication channels. 	<p>HR Line Managers EDI Lead Communications</p>	<p>Ongoing</p>
<p>c Seek opportunities to engage with and celebrate the achievements of staff with an expertise in EDI.</p>	<ul style="list-style-type: none"> - Continue work to engage academic staff with institution-wide strategic initiatives related to EDI. - Seek opportunities to encourage internal experts to share knowledge and research at events at Goldsmiths. - Celebrate success in relation to EDI practice and research. 	<p>All stakeholders EDI Lead Communications</p>	<p>Ongoing</p>
<p>d Seek out opportunities to collaborate with Goldsmiths' SU, organisations in the local community, and other Higher Education Institutions (HEIs).</p>	<ul style="list-style-type: none"> - Work towards a joined-up strategic approach to addressing priorities in relation to EDI issues and opportunities. - Seek opportunities to engage and work with the diverse local community of Lewisham. - Work with other external organisations and HEIs, to share and learn from good practice in the sector and other sectors. - Seek opportunities to showcase success at Goldsmiths (eg presentations at conferences). 	<p>All stakeholders</p>	<p>Ongoing</p>

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.

Key Equality and Diversity Strategy Strands: Learning, Development and Research; Identity and Awareness.

Context: Staff Learning and Development at Goldsmiths has begun a period of transformation adopting a 'learning and development hub' model in 2016. We currently provide tools and guidance on Goldmine and the Virtual Learning Environment (VLE), learning and development opportunities through an open 'Valuing Diversity Programme', and also support departments to deliver workshops for specific staff groups.

Aims	Actions	Lead responsibility	Timeline
<p>a Provide guidance and information related to specific key topics, outlining the legislative framework where necessary.</p>	<ul style="list-style-type: none"> - Develop a suite of user-friendly guidance documents and tools to support staff. - Develop specific toolkits following key legislative changes (eg changes to DSA). - Ensure there is clear signposting to relevant additional information, where necessary. - Publish easily locatable and accessible information on relevant digital platforms (Goldmine, gold.ac.uk, VLE etc). 	EDI Lead HR Policy Lead TaLIC Lead for Student Services	Ongoing
<p>b Provide a variety of learning and development opportunities for staff in relation to equality, diversity and inclusion.</p>	<ul style="list-style-type: none"> - Continue providing a centralised programme of learning and development opportunities that are open to all staff, in different formats and at a variety of times. - Encourage departments to facilitate staff learning and development opportunities relevant to their specific contexts and disciplines, providing advice when required. - Explore further developing bespoke learning and development opportunities for specific staff groups where necessary (eg personal tutors). - Ensure that the PG Cert (delivered by TaLIC) offers a learning and development opportunity in relation to equality, diversity and inclusion in teaching (eg via a podcast). 	HR Learning and Development Lead EDI Lead TaLIC	Ongoing
<p>c Embrace alternative options and/or delivery methods that help develop confidence and knowledge in relation to EDI.</p>	<ul style="list-style-type: none"> - Research and evaluate various options and/or delivery methods that could be adopted (eg e-learning platforms, facilitated conversations, mentoring, innovative solutions). - Take an organisational development approach to learning and development to address organisational needs in a planned, forward-thinking, and strategic way. - Encourage greater collaboration between stakeholder groups who provide learning and development opportunities at Goldsmiths (eg TaLIC, HR Learning and Development, IT, Graduate School, Research Office, Student Services). 	TaLIC HR Learning and Development Lead ITIS; Lead for Student Services	Ongoing
<p>d For every Chair on interview panels to be trained in recruitment good practice and unconscious bias.</p>	<ul style="list-style-type: none"> - Develop renewed learning and development opportunities in relation to good practice recruitment, that includes content on how to mitigate the effects of unconscious bias (eg via an e-learning workshop). - Work towards our aim of having every interview panel Chair sufficiently trained in this area, with incremental progress when reviewed annually. 	HR Learning and Development Lead EDI Lead	Ongoing – annual review

Objective 8

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

Equality and Diversity Strategy Strands: Access and Inclusion; Celebrating Achievements.

Context: The political and economic landscape of the UK has seen unprecedented levels of change that will impact on the HE sector, particularly in terms of its research and teaching. At Goldsmiths, we have taken a proactive, strategic approach to EDI in all areas of our practice. We hope this will have a positive impact on Goldsmiths, particularly as it continues through the period of change and uncertainty ahead.

Aims	Actions	Lead responsibility	Timeline
<p>a Develop proactive initiatives to advance equality and develop an inclusive environment for everyone.</p>	<ul style="list-style-type: none"> - Keep abreast of good practice and innovation, both in the HE sector and other sectors. - Use knowledge of HE sector equality issues to inform localised practice and priorities. - Seek opportunities to build on existing initiatives or expand successful pilot initiatives. - Use Equality Analysis as a tool with which to focus initiatives and priorities. - Undertake an Equal Pay Review and develop a plan to address any equality issues. 	<p>EDI Lead Deputy Director of HR</p>	<p>Ongoing</p>
<p>b Actively participate in sector and/or national Schemes and Charters that help support positive cultural change.</p>	<ul style="list-style-type: none"> - Continue to make positive progress in relation to advancing gender equality as part of the Athena SWAN Charter, with an initial aim to receive an institutional bronze award (first submission target – April 2017). - Consider making an annual submission to Stonewall’s Workplace Equality Index (for LGBT equality) – with demonstrable progress made annually in terms of score awarded. - Continue to make progress as part of the ‘Disability Confident Scheme’, upholding Goldsmiths’ ‘Disability Confident Employer’ status. - Explore joining other equality Charters (eg the Race Equality Charter). 	<p>EDI Lead Athena SWAN Lead HR Senior Management Team/Pro-Wardens</p>	<p>Annual review of all Charter Marks and Schemes</p>
<p>c Seek opportunities to use data to inform EDI strategy and monitor progress.</p>	<p>As Goldsmiths makes incremental progress with data:</p> <ul style="list-style-type: none"> - Consider the introduction of more ‘positive action’ initiatives to address areas of underrepresentation. - Encourage Departments to use data to inform localised strategic aims. - Develop mechanisms to enable Goldsmiths to better monitor progress and benchmark. 	<p>Heads of Department Data & Management Information Leads Strategic Planning</p>	<p>Ongoing (annual incremental progress)</p>
<p>d In Goldsmiths’ research activities, ensure that EDI is embedded and practices are inclusive.</p>	<ul style="list-style-type: none"> - Consider EDI in Goldsmiths’ submission to REF 2021. - Communicate and embed our ‘REF 2021 Guiding Principles’ on inclusivity. - Actively promote EDI in all aspects of the recruitment and career development of researchers, in line with our Concordat commitments to create an inclusive working environment (eg flexible working, providing mentoring, awards for internal funding where available). - Ensure that EDI is embedded in planning and implementation of research support in a ‘post-Brexit’ environment, and in light of changes to RCUK research funding. - Maintain our ‘HR Excellence in Research award’ (renewed in 2016). - Explore any equality implications of the proposed Teaching Excellence Framework (TEF). 	<p>Director of Research Pro-Wardens (Research; and Teaching)</p>	<p>Ongoing</p>

Objective 9

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

Key Equality and Diversity Strategy Strands: Governance; Access and Inclusion; Identity and Awareness; Learning, Development and Research.

Context: Since 2014, Goldsmiths has reviewed HR policy, aligning it with our renewed Equality and Diversity Strategy, and ensuring it is up to date and fit for purpose. Student policy and institutional regulations are also reviewed and developed on a regular basis. Goldsmiths aims to improve how we communicate about institutional policy and processes, to make them clearer and more accessible.

Aims	Actions	Lead responsibility	Timeline
<p>a To ensure that HR staff policies are inclusive, fit for purpose, and aligned with current good practice and any changes in legislation.</p>	<ul style="list-style-type: none"> - Continue progress to develop new HR policies/guidance (where required). - Systematically review existing policies. - Consider developing peer review and feedback mechanisms that could be adopted to help inform policy review (eg engagement with staff networks). - Consider using themes from employee relations cases and queries to inform policy development and review. - Explore ways to reinforce the positive message of Goldsmiths' Equality and Diversity Strategy that promotes the benefits and opportunities of EDI. 	<p>HR Policy Lead EDI Lead</p>	<p>Ongoing</p>
<p>b Ensure that equality considerations are taken when developing, amending, or removing any policies, practices, or procedures.</p>	<ul style="list-style-type: none"> - Undertake Equality Analysis for any new or existing policy, practice, or procedure. - Explore any relevant opportunities or areas of concern when identified. - Continue gaining feedback about new policies from our Trade Union partners, UCU and Unison. - Engage with any affected stakeholder groups, gathering different perspectives where possible. 	<p>The developer or reviewer of the policy or procedure HR</p>	<p>Ongoing</p>
<p>c For staff to engage with and understand institutional policy and for principles to be 'lived' on the ground.</p>	<ul style="list-style-type: none"> - Departments to be rigorous in the application of institutional policies and procedures. - Work with staff to help them understand and engage with institutional policy, aims, and expectations. - Provide learning and development opportunities to support engagement with institutional policy where required. - To continue to raise awareness about any new policies, guidance, and expectations with departments (eg on staff intranet, Schools Meetings, HR updates). 	<p>Heads of Department Head of Legal and Governance HR Senior Management Team/Pro-Wardens</p>	<p>Ongoing</p>
<p>d Ensure that student policies, procedures, and guidance are clearly articulated, fit for purpose, and accessible.</p>	<ul style="list-style-type: none"> - Systematically review institutional policies, procedures and regulations ensuring that Equality Analysis is undertaken and EDI good practice is embedded. - Conduct a review of the accessibility of institutional policy and guidance. - Develop new student policies and guidance where needs are identified (such as Goldsmiths' new Fitness to Study policy). 	<p>Head of Legal and Governance Lead for Student Services</p>	

Objective 10

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

Equality and Diversity Strategy Strand(s): Governance, Access and Inclusion.

Aims	Actions	Lead responsibility	Timeline
<p>a Ensure that cases of discrimination, bullying, harassment, and victimisation raised by students are taken seriously and dealt with appropriately and sensitively.</p>	<ul style="list-style-type: none"> - Ensure that the student complaints procedure is fit for purpose, clear and robust. - Ensure that information about the steps for making complaints is accessible and easily available. - Monitor complaints to explore themes related to harassment and discrimination. - Ensure that students and staff at all levels are aware of Goldsmiths' 'zero-tolerance' approach to these behaviours. - Goldsmiths' Senior Management Team and Heads of Departments commit to promoting a culture that ensures we have a 'zero-tolerance' approach to discrimination, bullying, and harassment on campus. - Commit to undertaking Equality Analysis for any complaints process reviews. - Review Goldsmiths' strategy in relation to dealing with allegations of sexual harassment. - Ensure informal support channels are clearly signposted. - Train a number of front line student support staff to equip them to deal with and respond to reports of sexual violence on campus. 	<p>Senior Management Team</p> <p>Heads of Department</p> <p>Head of Legal and Governance</p> <p>Lead for Student Services</p> <p>Lead for Student Complaints</p> <p>Lead for Student Advice and Wellbeing</p>	<p>Ongoing</p>
<p>b Ensure that cases of discrimination, bullying, harassment, and victimisation raised by staff are taken seriously and dealt with appropriately and sensitively.</p>	<ul style="list-style-type: none"> - Engage staff with Goldsmiths' Discrimination, Bullying and Harassment Policy for Staff (launched 2016) which is underpinned by Goldsmiths' 'zero-tolerance' approach. - Monitor the number of employment relations cases raised since the Policy's launch. - Offer briefings/learning and development opportunities to engage staff with the Policy and its contents. - Continue providing broader learning and development opportunities which educate, raise awareness and build confidence in areas related to EDI (and discrimination). - Continue providing unconscious bias training, and bespoke sessions for specific groups when required. - Encourage staff to engage in open discussion and inclusive behaviours, to learn from differences and valuing different strengths. 	<p>HR</p> <p>HR Learning and Development Lead</p> <p>EDI Lead</p> <p>TaLIC</p> <p>Heads of Department</p>	<p>Ongoing</p>

