Goldsmiths
UNIVERSITY OF LONDON

Equality, Diversity and Inclusion Report (2019)

Goldsmiths, University of London

Table of Contents

Introduction

Equality 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.

This report provides an overview of the key initiatives undertaken during 2019 to promote equality, diversity and inclusion at Goldsmiths, University of London. It includes student and staff demographic data for age, disability, gender, ethnicity, religion, sexual orientation, and gender identity.

Public Sector Equality Duty Objectives

Under the provisions of the Equality Act (2010) universities are required to set Public Sector Equality Duty Objectives and report on progress against these objectives each year. Goldsmiths launched its Equality Objectives 2017- 21 and Action Plan in 2017. Its publication was the culmination of a collaborative project with staff across Goldsmiths and Goldsmiths Students' Union, to articulate the direction of EDI and represent the proactive and embedded work happening across Goldsmiths.

Section 1: Key Developments 2019/20

Goldsmiths Anti-Racism Action

A student-led occupation by 'Goldsmiths Anti-Racism Action' (GARA) (from March – July 2019) raised serious concerns about Goldsmiths' approach to race equality and social justice. The occupation led to the College's management team publishing a [statement of commitments](#) on how the College will accelerate and build on its work in relation to racial justice, including the roll-out of mandatory anti-racism training and the development of a race equality strategy. A statement on institutional racism, developed in partnership between GARA and the college was also shared with all students and staff. We will ensure our programme of work takes an intersectional approach, recognising the specific forms of discrimination faced by women, trans and non-binary people of colour.

Racial Justice Goldsmiths

Racial Justice Goldsmiths (RJG) refers to the programme of work being carried out at Goldsmiths to advance racial equality. The aim of the programme is to:

- Establish a clear strategic framework to support our actions to advance racial justice
- Improve individual understanding of race and racism
- Draw together existing projects across the institution so that there is awareness and collective ownership of the work we are already doing in this area

Goldsmiths has committed resources to support the work over the next year (2019/20). Racial Justice Goldsmiths builds on and is, in part, a response to the [demands](#) set out by Goldsmiths Anti-Racism Action (GARA), following their 137-day occupation of Deptford Town Hall in 2019.

Our intention is that by working together, we can identify and continue to develop practical ways of improving the experiences and outcomes of racially minoritised students and staff. This sits in line with our Mission and our [Learning, Teaching and Assessment Strategy (LTAS)](#) to liberate our degrees – also the result of successful student campaigning.

Racial Justice Goldsmiths are working to a number of key priorities to advance racial justice at Goldsmiths. These can be broken down into six key areas:

- The [Decolonising Goldsmiths: Mission Impossible?](#) event was held in October 2019 to explore issues of race and racism in higher education and in Goldsmiths, University of London. Here we launched the [Insider-Outsider (PDF)](#) report, which examines the role of race in shaping Black and minority ethnic students experiences here.

- The Liberate Goldsmiths - Database aims to provide a one-stop resource and practice sharing base for staff and students who have led/are leading on race equality initiatives and projects at Goldsmiths.
- A Racial Justice Audit which is currently underway, will examine the experiences and success of Black and minority ethnic professional staff, faculty and students.
- A Racial Justice Strategy Dr Nicola Rollock will work with HR Equalities to write a strategy document to oversee all race work at Goldsmiths.
- Anti-Racism Training for staff is in direct response to the demands made by Goldsmiths Anti-Racist Action in their 2019 occupation of Deptford Town Hall.
- Closing the Degree Awarding Gap The focus of this work is to begin narrowing the existing degree awarding gap (previously referred to as the attainment gap).

Liberate our Library

As part of the Library's strategy and to engage with the aims of the LTAS commitment to 'Liberate our degrees', the Library has launched a *Liberate our Library* campaign and decolonisation offer. The dedicated web page commits to:

- Work to diversify our collections, to de-centre Whiteness, to challenge non-inclusive structures in knowledge management and their impact on library collections, users, and services
- Take an intersectional approach to our liberation work to encompass the many parts of a person's identity

The library offer includes:

- Engaging in critical librarianship to view our practices and praxis through a decolonising lens in order to expose and disrupt offensive and dehumainsing aspects of some of the systems we engage in to carry out our professional duties, e.g. histiorical biases based in racism in Dewey Decimal Classification and Library of Congress Subject Headings.
- Decolonising the curriculum through collaboratively creating diversified reading lists to better represent the identities and experiences of our student body.
- Workshops that help students think more critically about how we find and why we use information from a social justice perspective - critically assess bias in library systems, provide practical tips on how to resist privileging dominant voices by engaging in a practice of inclusive citation.
- Creating a Zines collection - recognising intersectionality of struggles for LGBTQIA+, disabled, women and otherwise institutionally oppressed groups through listening and including the voices of the most marginalised.

Goldsmiths Library is seen as a leader in this field, contributing to a book chapter, articles, conference presentations and appearing as panel members at conferences. Please see page 21 (Objective 3) for more details on the Library's work.

Digital interventions promoting access and inclusion

The public sector web accessibility regulations 2018 require all university public websites and internal intranets to be accessible. The Communications department has developed a range of guidance and resources to ensure online content is accessible; including templates to enable staff to produce documents and online content that is accessible and compatible with assistive technology.

The college has launched a new digital recording system, Learn.gold Recording, which aims to support blended learning and alternative modes of assessment. Learn.gold Recording will enable staff to primarily record teaching, assessment and related materials using video and audio as well as providing students with a tool to create their own recordings to support teaching and learning.

Religion and Belief

Image: illustration taken from the Goldsmiths Religion and Belief guide

Our Coordinating Chaplain, Rev. Ann Clarke was ordained as Goldsmiths Chaplain in Summer 2019. Ann works with a team of faith advisers from diverse backgrounds, who offer confidential pastoral care to students and staff of all faiths and none. The Chaplaincy host events and activities to mark religious festivals as well as Interfaith week which takes place in November each year. In November 2019 the College launched the Multi-Faith Fund to promote interfaith events and build relationships. This fund, established as an outcome of the Goldsmiths Anti-Racist Action (GARA) supports inter faith events and religious/cultural celebrations. It aims to:

- Include a wide range of different religious celebrations through the year
- Promote inter faith events
- Bring new and existing faith communities together

Students and staff can apply for funding to support events and activities. The fund is managed by Student Support Services and applications are made to the Chaplaincy.

Staff Networks

Goldsmiths Race Equality Group (GREG)

Members of GREG have actively supported and fed into ongoing race equality work included sitting on the Task Force exploring bullying, discrimination and harassment process and the Anti-Racism Training Working Group. The group also supported the launch event of the "Insider-Outsider" report with co-Chair Marilyn Clarke introducing the event. Membership continues to grow.

LGBTQ Staff Network

The LGBTQ Staff Network hosted a film screening of "A Deal with the Universe" for Trans Awareness Week which included a Q&A with film maker Jason Barker. This event was a fundraiser for Educate and Celebrate. Members of the network also walked alongside UKLGIG at the London Legal Walk helping to raise a record breaking £890,000. Plans are underway to collaborate with the Students' Union on a pronoun inclusion campaign. Membership continues to grow.

Disabled Staff Network

A Disabled Staff Network was set up in December following recommendations from disabled staff. The group have met twice to discuss terms of reference and priorities as a network. Chair/co-Chairs are currently in the process of being elected to drive this network forward.

Women's Leadership Network

Goldsmiths' Women's Leadership Network is for women who have an interest in leadership at Goldsmiths. The previous Chair stepped down recently and 3 Co-Chairs staff have recently been appointed. They will review the direction that the network takes and its ongoing development, taking into account the needs of its members. This may include further networking sessions, guest speakers, and other opportunities to support the learning and progression of women at Goldsmiths.

Staff Parents and Carers Network

Goldsmiths' Staff Parents and Carers Network was recently introduced to provide a space for those staff with caring responsibilities to share experiences, resources and ideas. An initial conversation has been started with founding members and a VLE portal created to share ideas on how to take the network forward.

Section 2: About our Students

This section provides an overview of our student profile for 2018/19 by each of the protected characteristics outlined in the Equality Act 2010.

Compared to the UK HE sector, Goldsmiths attracts more women (66% compared to 57% nationally), disabled students (20% compared to 13% nationally), black, Asian and minority ethnic students (48% compared to 24% nationally) and LGBTQ+ students (18% compared to 7% nationally).

Data refers to students enrolled during 2018/19.

Age
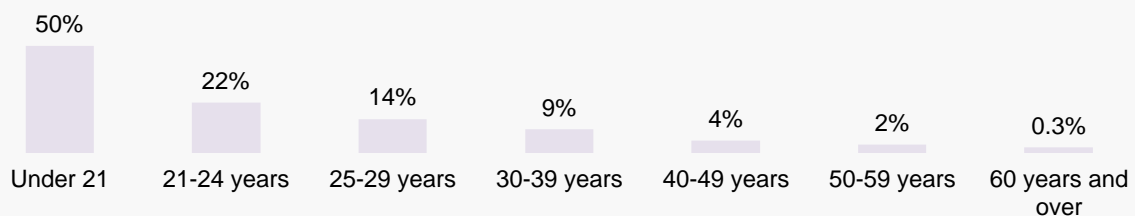
The age profile of Goldsmiths students broadly reflects that of the UK sector average. Around 50% of students are aged under 21, 22% are aged between 21-24, 14% aged 25-29, 9% are aged 30-39 and a further 5% are aged 40 and over. Mature students represent 22% of home undergraduate students at Goldsmiths, which is in line with the sector (22%). There has been a national decline in the proportion of mature students entering Higher Education since 2010/11.

Disability

20% of students have a declared disability; this includes 8% of students who have disclosed a mental health condition, 7% have a specific learning difficulty and a further 5% have another declared disability. Disability disclosure rates vary between home, EU and International students. 23% of UK students disclosed a disability, compared to 10% of EU students and 9% of International students.

Gender and Gender Identity
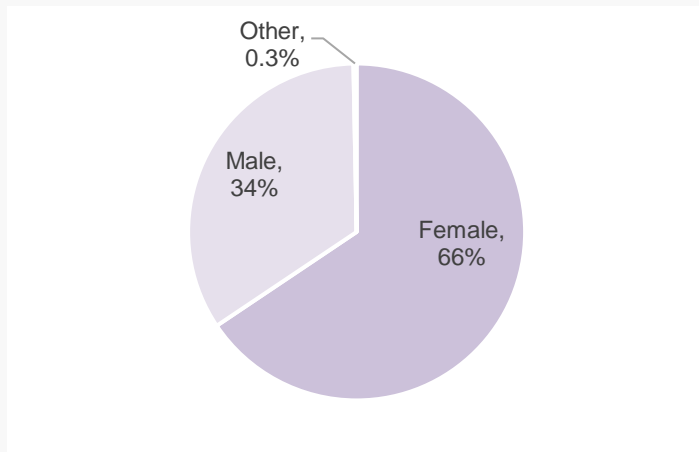
Goldsmiths has a higher proportion of women students (66%) than the sector average (57%). Goldsmiths also had 0.3% of students declare their gender as other.

365 students (4%) disclosed that they identify with a gender identity different to that assigned at birth; this is in line with the sector average.

Ethnicity
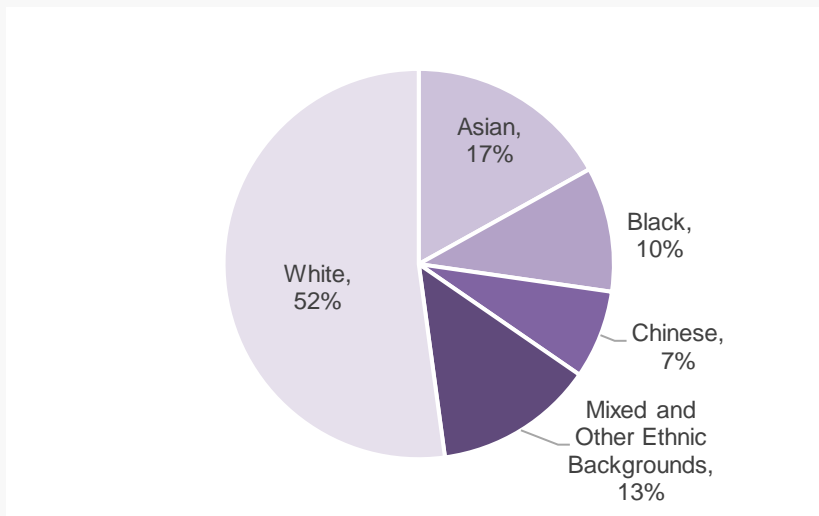
Black, Asian and Minority ethnic students account for:

- 14% of EU Students
- 44% of UK students
- 79% of International students
- **48% of all students**

Overall, 48% of Goldsmiths students are from a black, Asian or minority ethnic background. There is a variation in the representation of BAME students by different

levels of study; BAME students account for 50% of our first degree students, 44% of taught postgraduates and 29% of postgraduate research students.

Religion
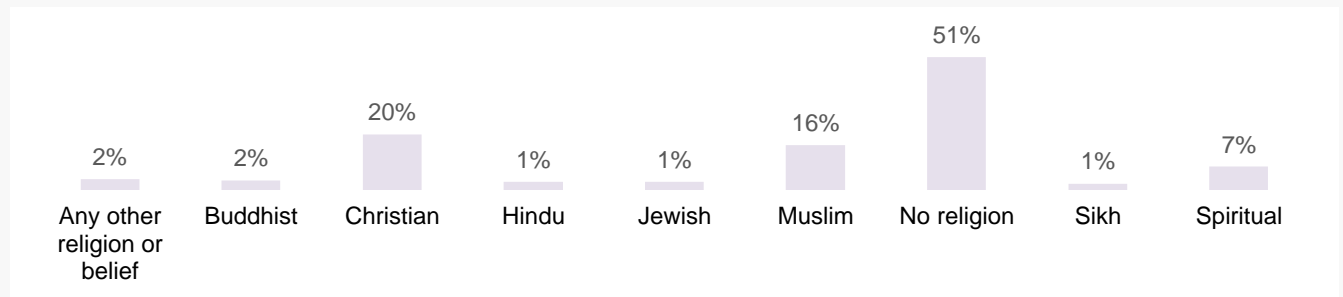
The majority of students (51%) describe themselves as having 'no religion'. The religious profile of students broadly reflects the national picture; however, we have a significantly larger Muslim population (16% compared to 7% nationally). We also have a higher proportion of students declaring their religion as Spiritual (7% compared to 1% nationally).

Sexual Orientation
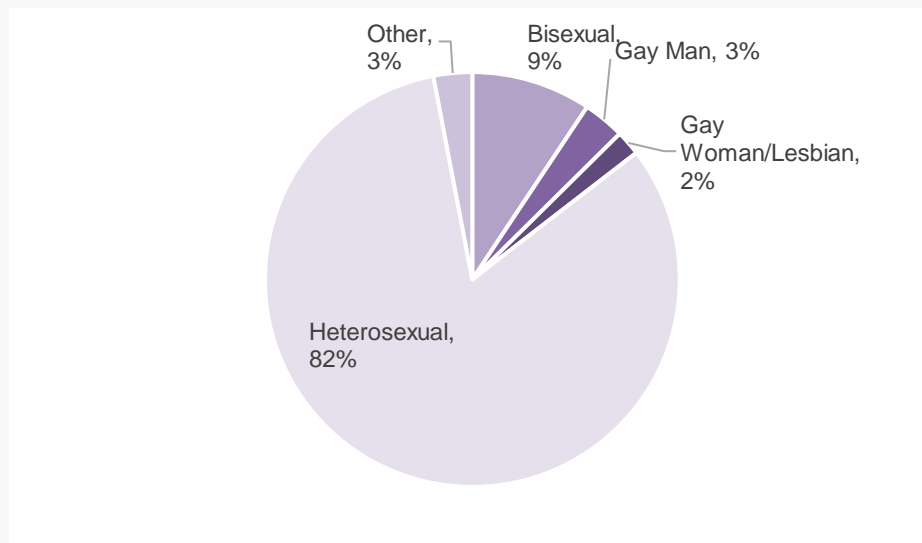
Goldsmiths has a large LGB+ student population. 17% of students identify as LGB+, compared to 7% nationally.

Section 3: About our staff

This section provides an overview of our staff profile form 2018/19 by each of the protected characteristics outlined in the Equality Act 2010.

The gender and age profile of our staff is broadly in-line with the Higher Education Sector. Goldsmiths has a higher proportion of Black, Asian and minority ethnic staff (23% compared to 10% nationally), disabled staff (8% compared to 5% nationally) and LGB+ staff (17% compared to 6% nationally).

Disclosure rates: The data provided here relates to staff who have disclosed details on the employee self-service system, Agresso. There has been a significant improvement in staff disclosure rates in the past two years. Data for age, disability, gender and ethnicity is comprehensive (above 90%). Data for religion, sexual orientation and gender identity is less comprehensive (around 60% completion rates). HR continues to work to enhance the quality of staff diversity data.

Age
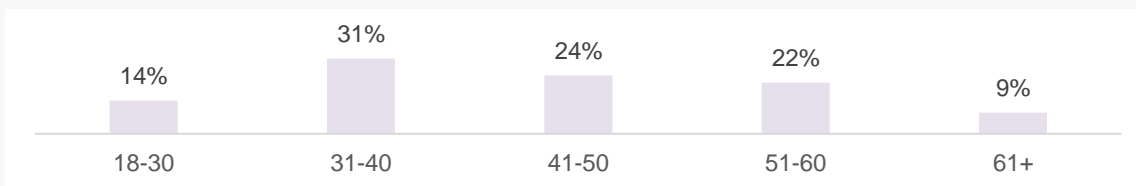
The age profile of staff is broadly in line with the sector average.

Disability

8% of staff have disclosed a disability, this includes individuals with a specific learning difficulty (3%) and mental health condition (2%). The proportion of staff with a disclosed disability is higher than the sector average (5%).

Gender
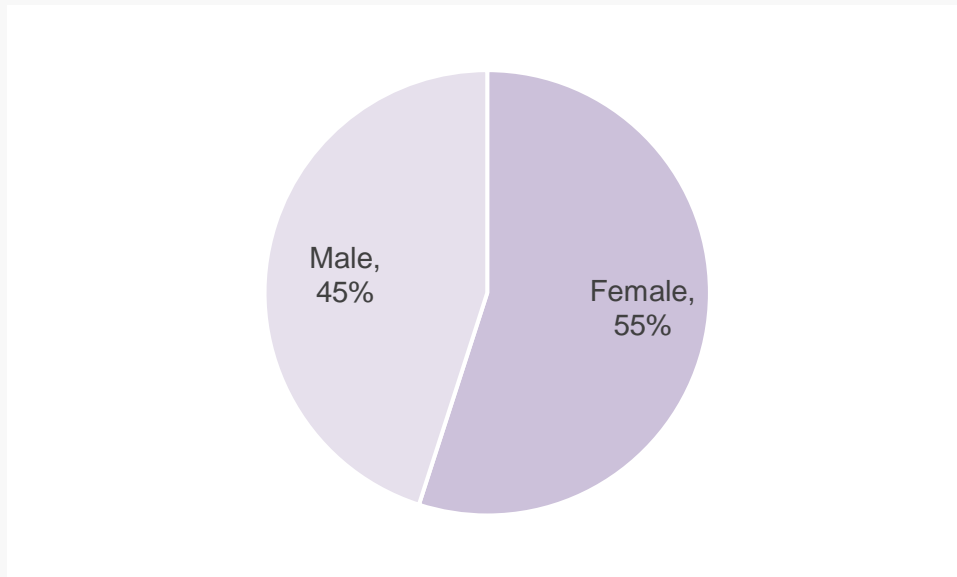
56% of Goldsmiths staff identified their gender as female and 44% as male. 7 staff have identified their gender as 'other'.

Gender Identity

To date, 20 staff (2%) have disclosed that they identify with a gender different to that assigned at birth, although the actual number identifying as trans and non-binary is expected to be higher.

Ethnicity
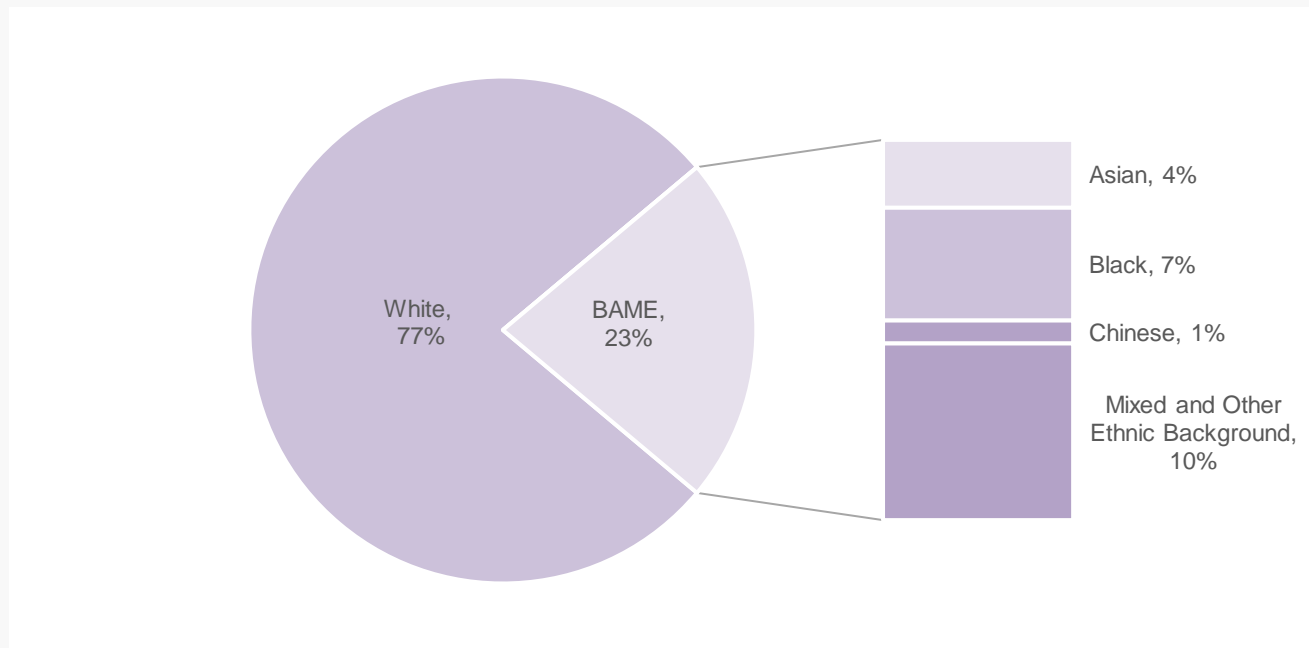
23% of staff identify as coming from a Black, Asian or Minority Ethnic background. The proportion of staff from a Black, Asian or minority ethnic background is higher than the sector average (10%) but is significantly lower than the Goldsmiths student population (48%).

Religion
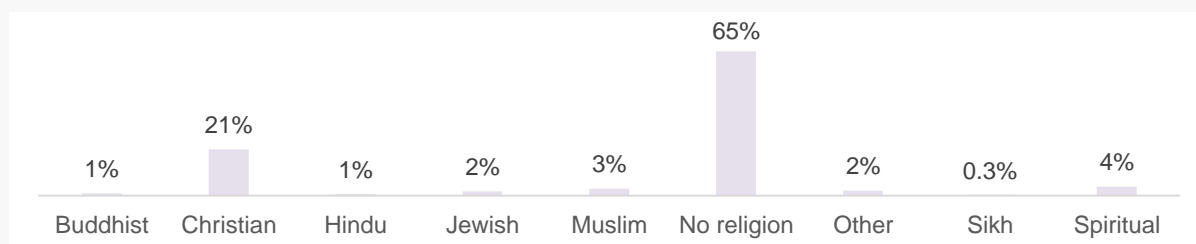
The majority of staff (65%) describe themselves as having 'no religion'. Of those who do identify as religious, the largest groups are Christian, Spiritual and Muslim. When comparing the student and staff profile, it is noted that 16% of students identify as Muslim, compared to only 3% of staff.

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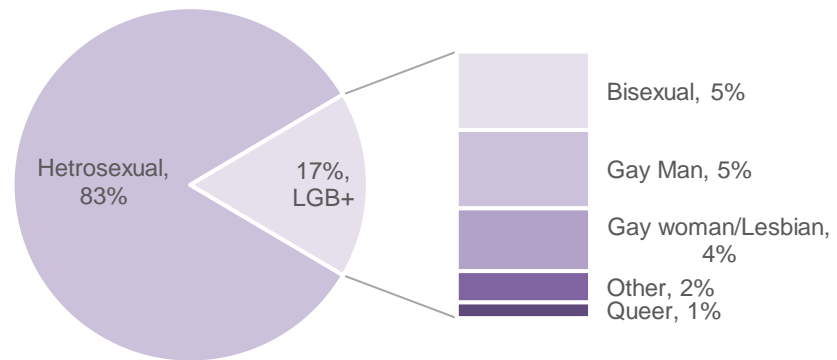
Goldsmiths has a large LGB+ staff population. 17% of staff identify as LGB+, which reflects the student population (17% LGB+).

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.

Equality Champions

In 2019 SMT agreed to develop Equality Champions and Groups to provide strategic leadership and oversight of key equality initiatives relating to Race, Gender, LGBTQ+ and Disability. Senior Equality Champions will coordinate Champion groups to ensure a range of stakeholders work together to progress and monitor equality objectives. Senior champions will also work to raise the visibility of the College's equality priorities on SMT and across the College. HR is working with champions with the aim of holding initial meetings with key stakeholders, including chairs of staff networks, by July 2020.

Promoting EDI through Goldsmiths Committees

- The Governance team has worked with external organisations and professional networks to attract applicants from diverse backgrounds as part of its recruitment of independent council members.
- New cover sheets have been introduced to support the college in identifying the impact of key decisions on our strategic priorities, including student attainment and retention as well as a broader equality analysis.
- As part of our Athena SWAN action plan committees will be encouraged to take steps to promote a gender balance, and better representation of BAME colleagues across all committees.

Communication and engagement

This year staff from HR Equalities, Student Engagement and Communications have collaborated to develop a more coordinated approach to highlighting key dates in the equality calendar and raising the visibility of work by staff and students from diverse backgrounds. The group meet on a monthly basis to discuss content for upcoming diversity events such as LGBT History Month and International Women's Day to ensure all communication channels at the College align key messages in relation to EDI.

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.

- A range of activity is being targeted at **low participation neighbourhoods** (LPNs), including a new £500 bursary for students enrolling from LPNs.
- To support aspirations and attainment in pre-16 students, Goldsmiths launched the **GoldFutures 6-week mentoring programme** for 30 pupils from 3 local secondary schools, and TeamUp Tutoring for 38 pupils from local secondary schools to improve their attainment in GCSE English or Maths.
- We ran two **Saturday Clubs** that enabled 59 14-16 year olds from the local area to come to campus for free workshops in art and design or creative writing. Alchemy is a music-based programme for young people aged 14-18, who are at risk of exclusion from school. Music workshops took place on campus on Saturdays coupled with in-school mentoring. 25 students completed the programme.
- 231 Year 12 students were accepted onto the **Goldsmiths Progression Scheme** (GPS). Of these students, 74% are BAME, 35% free school meals, 1.3% care leavers, 3% young carers, 1.3% POLAR4/Q1 (LPN). Cohort 10 for Realising Opportunities involved 83 Year 12 students from 12 schools/colleges from across Greater London and Essex.
- Anthropology, Fine Art, Law and Psychology took part in the **summer schools programme**. Places were prioritised for students from state schools and students from under-represented groups, 86 students attended.
- 30 students took part in the **Disability Focussed Taster Day** in June, which focused on improving the transition to university for students with additional needs.
- Our **Care Experienced Students bursary will be uncapped from 2020**, meaning an award of £1,000 will be given in each year of study to an unlimited number of students (rather than the previous 5 awards). We have also expanded the definition of 'care experienced' to include any student who has been in care (including kinship care) at any point in their life and have removed any upper age restrictions
- Goldsmiths is currently recruiting Disabled students at a higher percentage than across the sector. The disability service has also run a Getting Goldsmiths Ready Campaign to ensure all students who have informed us of a disability during the application process have multiple contacts to ensure access and increase take up of support.

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.

Liberate our Library

As part of the Library's strategy and to engage with the aims of the LTAS commitment to 'Liberate our degrees', the Library has launched a *Liberate our Library* campaign and decolonisation offer. The dedicated web page commits to:

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- Workshops that help students think more critically about how we find and why we use information from a social justice perspective - critically assess bias in library systems, provide practical tips on how to resist privileging dominant voices by engaging in a practice of inclusive citation.
- Creating a Zines collection - recognising intersectionality of struggles for LGBTQIA+, disabled, women and otherwise institutionally oppressed groups through listening and including the voices of the most marginalised.

Goldsmiths Library is seen as a leader in this field, contributing to a book chapter, articles, conference presentations and appearing as panel members at conferences.

3290 accesses to the *Liberate our Library* web page - 50% accessed via the Library website, 11% accessed from the Academic Skills Centre workshop pages

- 224 books bought by students and staff across 15 departments as 'liberatemydegree' suggestions from a special budget
- Dedicated 'liberatemydegree' collection tag for all such suggestions - 316 accesses to 'liberatemydegree' collection from LibrarySearch

- Co-organised with Birkbeck and UEL and hosted *Decolonising the curriculum: the library's role* conference on 24th January 2020 attended by 82 people
- Participated in *Decolonising Goldsmiths: mission impossible?* event October 2019
- The Library has met with nearly all academic department Heads or LTC leads to discuss our decolonisation work and work collaboratively with departments - led to setting up of Liberate or Decolonsing working groups in departments with Subject Librarians as members
- Workshops - *Decolonising research methods* (set of 10 classes) led by Academic Skills Tutor, and *Resistance researching* workshops (set of 4 classes) led by Subject Librarians

Image: Liberate Our Degrees, illustration by Lizzie Canon (Goldsmiths Textile Collection and Constance Howard Gallery, Library)

Teaching and Learning Innovation Centre working in partnership with colleagues across Goldsmiths.

The Accessible Face-to-Face Teaching Guidelines were developed through collaboration between Media, Communication, and Cultural Studies (MCCS) and TaLIC and made available to all staff on Goldmine and an external website, Goldsmiths Teaching and Learning.

There have been several TaLIC Lunchtime Conversations on inclusion and accessibility:

- Accessible Teaching hosted by Dr Deborah Custance and Ozlem Sahil
- Understanding Alternative Assessment hosted by Student Support
- Anxiety: How it impacts student populations and why it seems more prevalent
- Creating a Culture of Belonging hosted by Dr Deborah Custance

- LGBTQ+ Inclusion hosted by Justin Bengry
- How to Liberate Our Degrees hosted by Elisabeth Evans Approaches to Race hosted by Sue Westman

'Inclusion' was the theme of the 2018/19 TaLIC Grants. Over the past two years, several grant applications relevant to inclusion have been funded:

- How to liberate the Politics degrees, Elisabeth Evans
- How to talk about race in teaching and learning, David Woodger and colleagues
- Inclusive practice-based learning and teaching of drama theory, Danny Braverman
- Managing Pressure points: Developing a shared understanding of the contributory factors that impact on mental health of students, Sue Dixon.
- Peer buddy mentoring system, Charlotte Scott.
- Ableism in the Academy: experiences of disability and their impact on teaching and learning, Alice Andrews.
- Relationship between BAME and faith-identified students and staff, Marilyn Clarke and colleagues.

TaLIC has launched the Learn.gold Development Project with improved navigability and auto-enrollment to module course areas. A Course Area Baseline Checklist has been distributed to all course area owners with guides and an exemplar course area on how to make their learn.gold areas more accessible.

Teaching staff can use learn.gold forums to stimulate discussion and gather suggestions from students.

The Inclusive Teaching Toolkit contains, albeit at present limited, resources on liberating the curricula.

TaLIC and the SU support the Student-led Teaching Awards, which include the category: Compelling or Diverse Curriculum Content.

Teaching staff have been using learn.gold forums to encourage students to feedback about curriculum content.

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.

Digital recording

The college has launched a new digital recording system, Learn.gold Recording, which aims to support blended learning and alternative modes of assessment. Learn.gold Recording will enable staff to primarily record teaching, assessment and related materials using video and audio as well as providing students with a tool to create their own recordings to support teaching and learning.

Guidance on website accessibility launched

The public sector web accessibility regulations 2018 require all university public websites and internal intranets to be accessible. The Communications department has developed a range of guidance and resources to ensure online content is accessible; including templates to enable staff to produce documents and online content that is accessible and compatible with assistive technology.

Personal Emergency Evacuation Plans for students, staff and visitors.

The Health and Safety team have worked with over 85 students and staff to create 'PEEPS' for students and staff with impaired hearing we are promoting the use of a Deaf Messaging System (DMS) in the Richard Hoggart Building; Whitehead Building and Professor Stuart Hall Building where a personal mobile phone can receive text messages informing the user of a fire alarm evacuation. There are also strategically located visual warning devices located throughout the main buildings; including the public toilet areas to warn people of a fire alarm activation.

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.

Disclosure rates for equality questions are as follows:

Disclosure rates	
Disability	98%
Sexuality	58%
Gender Identity	64%
Religion	62%
Ethnicity	90%
Age	100%
Sex	100%

Improvements in the disclosure rates have enabled us to develop a stronger evidence base upon which to inform equality interventions. During 2019 staff equality data has been used to inform detailed analysis of our staff lifecycle as part of Athena SWAN, Stonewall and Research Excellence Framework.

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.

International Women's Day 2019

For International Women's Day 2019, Goldsmiths featured interviews with female staff about women who have inspired them throughout their careers. These where published on screens around campus along with being shared on Goldsmiths Twitter page.

Trans Awareness Week 2019

To celebrate Trans Awareness Week Goldsmiths' LGBTQ Staff Network held a fundraising screening of 'A Deal with the Universe'. The screening was followed by a Q&A with filmmaker Jason Barker. Donations were collected to support Educate and Celebrate, a charity which helps communities embed gender, gender identity and sexual orientation into the fabric of organisations.

Athena SWAN talks

Goldsmiths hosted a range of Athena SWAN talks to promote gender equality on campus. Notable events include a talk from Dr Mary Stiasny, Pro Vice-Chancellor (International) at the University of London, exploring the key drivers and hurdles for women as they reach leadership positions. Professor Annie Pullen Sansfaçon, Université de Montréal, also gave a lecture exploring Transgender children's experiences of clinical services in Canada.

Pride 2019

Staff, students and friends marched in the Pride in London parade in July 2019. Alumni and LGBTQ activist Geoff Hardy joined the group as guest of honour. Goldsmiths joined 16 other London Universities who marched together to demonstrate our collective commitment to LGBTQ equality in the HE sector.

Image: a photograph of the Goldsmiths Pride in London 2019 walking group.

Educate & Celebrate

Dr Anna Carlile's evaluation of the charity Educate & Celebrate's year-long work in faith schools and secular schools serving faith communities is published on 1 February 2019 to mark the start of LGBT History Month.

The report also offers ten steps of guidance for schools serving faith communities, based on successful initiatives for pupils, parents and teachers introduced by Educate & Celebrate.

Interfaith week 2019

To mark interfaith week, the Multi-Faith Chaplaincy, Campus Support and Student Engagement held a number of events. These included an informal chat with staff, students and Chaplains of different faiths to announce a new weekly Inter-faith group for friendship and community. The Chaplaincy also hosted a talk 'Invest in Peace' which told the stories of two peace activist: one Israeli and one Palestinian.

Battle of Lewisham

A new public artwork commemorating the 1977 Battle of Lewisham was formally unveiled at Goldsmiths on Saturday 26 October 2019. The mural was created through a collaboration between local community groups and graphic designer Ted Low, a Goldsmiths graduate,

and is formed from a collage of images by five photographers who captured the events of 13 August 1977. The artwork gives prominence to key figures and community leaders among the counter-protestors, including civil liberties campaigner Darcus Howe; the then Bishop of Southwark; and members of the All Lewisham Campaign Against Racism and Fascism and Anti-Racist / Anti-Fascist Co-ordinating Committee.

Image: a photograph of 'Battle of Lewisham' mural unveiling

Online Windrush records preserve history

Searchable records of Empire Windrush passengers who arrived in the UK on 22 June 1948 are now available to all online for the first time, alongside recreations of lost landing cards. The original 1,027 passenger cards were destroyed by the Home Office in 2010, then remade and displayed at a Goldsmiths, University of London exhibition earlier this year.A free database of information, including names, nationality, occupations, and planned destinations, is now available through the Goldsmiths website.

Goldsmiths supports UKLGIG

Members of Goldsmiths' LGBTQ Staff Network joined UKLGIG and over 15,000 legal professionals, their clients and friends as they walked through London for the annual London Legal Walk. UKLGIG assists LGBTQI+ people seeking a safe haven from persecution. They provide psychosocial and emotional support for LGBTQI+ asylum seekers to help improve their mental health and reduce isolation and they also provide legal information and advice.

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.

Staff training

The Organisational Development team in HR continues to coordinate EDI training as part of its open programme, this complements targeted events coordinated by TaLIC and academic departments. Between March 2019-March 2020, 27 staff participated in Unconscious Bias training, 34 in Trans Awareness, 36 in Supporting Staff to Support Students, and 60 in Mental Health training.

Inclusive Leadership embedded into all Leadership and Management training programmes

Goldsmiths runs three internal Leadership Programmes – Goldsmiths New and Aspiring Managers, Leadership Conversations and Preparing to Lead a Department. In 2019/20 programme facilitators were provided with information about the College's equality, diversity and inclusion commitments and were required to embed discussions of inclusive leadership into their programmes. As a result, participants were encouraged to reflect on their role in promoting equality through their leadership at Goldsmiths.

Inclusive Leadership at the 2019 Staff conference

The HR Organisational Development team facilitated a session on inclusive leadership at the 2019 Staff Conference. Participants engaged with a range of resources (objects, artwork, text, film), and reflected on their own experiences to inform a discussion about what inclusive leadership means to them, what it looks like in practice and what practical steps can teams take to promote equality, diversity and inclusion. A student was commissioned to produce a live animation of the session, enabling the concepts and discussions to be documented and shared with others.
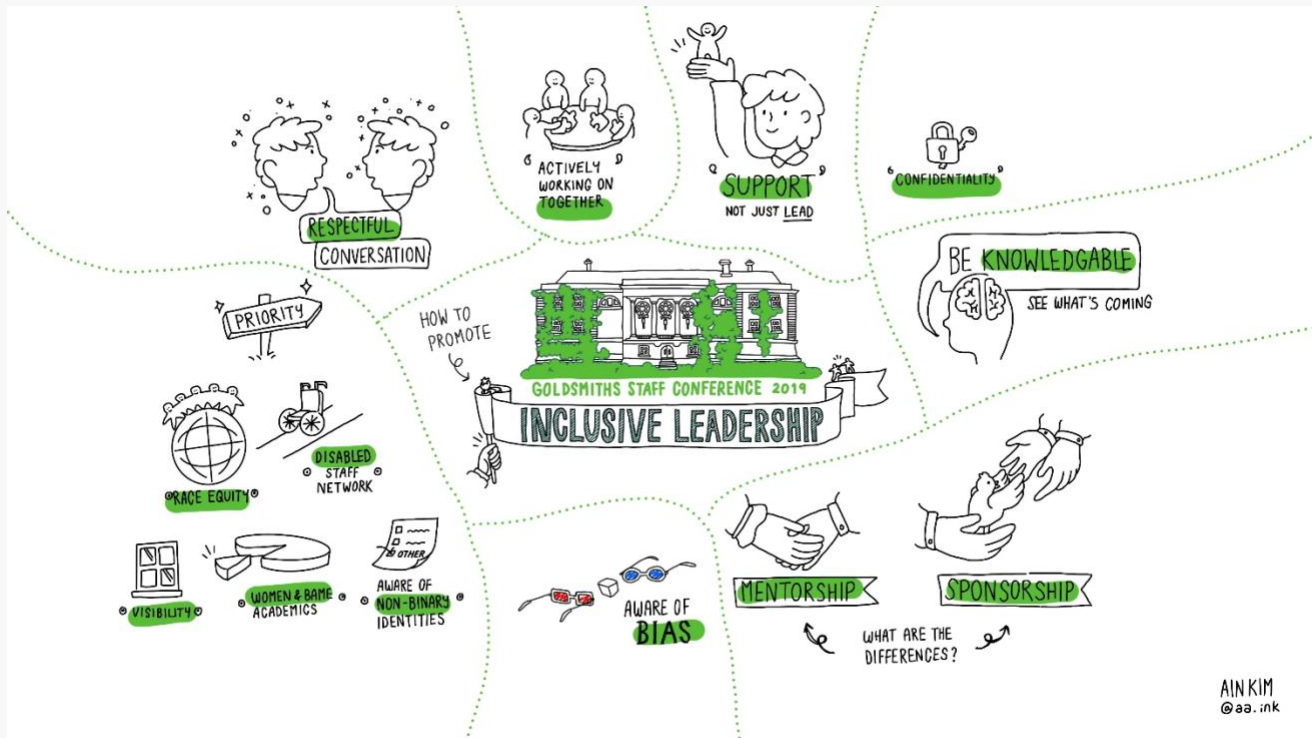
Image: Inclusive Leadership, illustration by Ain Kim (BA Design in 2019)

Religious Festivals Calendar

The College has 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, in order 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 8

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

Goldsmiths participates in a number of equality charters and programmes which provide frameworks for developing an inclusive culture and promoting equality, diversity and inclusion

Disability Confident

Goldsmiths is accredited with the Disability Confident Scheme and we apply a guaranteed interview scheme for disabled applicants who meet the essential criteria, ensuring that the recruitment process is open and accessible to all.

Stonewall Workplace Equality Index

Goldsmiths has participated in the Stonewall WEI for the past three years, and has climbed 93 places in the past two years, positioning us at 256th out of 502 participating organisations in 2019. 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

Athena SWAN

Athena SWAN is a nationwide charter mark which seeks to address gender inequalities in higher education. Goldsmiths applied for an Institutional Bronze award in November 2019, alongside department applications from Computing and Psychology.

The submission was informed by an extensive statistical analysis of every stage of the staff lifecycle, including recruitment, promotion, turnover, engagement with learning and development. Consultation included a staff survey (536 respondents), focus groups and 1-1 interviews to understand perceptions of gender equality. The Self-Assessment Team (SAT) comprising academic and professional and support staff inputted into the action plan, all actions have been agreed with Leads and Heads of Departments were consulted about the action plan by email. In addition to this, we received feedback from Peer Reviewers from 3 other HEIs, SAT members (1 of whom has experience of working on Athena SWAN at Advance HE), and Pro-Wardens.

Key Findings

- Women account for 53% of all academic staff but only 38% of Professors.
- In 2018-19, women accounted for 5 out of 19 Heads of Department, with no significant alteration over the three-year reporting period.
- Staff consultation emphasised a desire for robust guidance on equality in recruitment, and to ensure best practice is consistently applied.
- The Goldsmiths Athena SWAN survey showed that 32% of academic staff have a PDR less than once a year. PDRs are not compulsory and records are not shared with HR, as a result there is no way of assessing how fairly they are applied, and no way of collating the development priorities of staff in a strategic way.

- The Athena SWAN action plan sets out the steps we will take to progress gender equality at Goldsmiths over a 3-4-year period.

KPI: At least 53% of appointments to Professor (through academic promotions / recruitment) will be to women. Ensure the increase in representation of women is achieved in respect of BAME women who are significantly under-represented within the Professoriate. We will achieve this by:

- Reviewing our Academic Promotions guidance, training and feedback to promote greater confidence and awareness of the process, with the aim of supporting more women to apply for promotion. (Actions 14, 15i, 17)
- Providing mentoring and coaching to women at SL and Reader level to support them in progressing to professor (Action 15. ii)
- Ensuring HoDs actively encourage women to apply for promotion (Actions 16 i, ii, iii)
- Ensuring leadership programmes are relevant and effective in supporting the career progression of women (Action 18)
- Celebrating senior role models from under-represented groups (Action 14)
- Improving the PDR process so that it is used as an effective mechanism for removing barriers to career progression for women and under-represented groups (Action 20)

KPI: At least 53% of appointments to Head of Department roles will be to women. Ensure this increase in representation of women is achieved in respect of BAME staff who are under-represented in HoD roles. We will achieve this by:

- Reviewing and updating the HoD recruitment process in order to improve transparency and prevent against bias in the selection process (Action 27 i)
- Publicising 'Preparing to Lead a Department' via the Women's' leadership network and Goldsmiths Race Equality Group, in order to support women and BAME staff to apply for HoD roles (Action 27 ii)
- Providing mentoring and coaching opportunities for Women and BAME staff who aspire to be HoDs (Action 27 iii)
- Sharing accounts of HoDs who have managed the role alongside family commitments and caring responsibilities
- Celebrating senior role models from under-represented groups (action 14)
- Improving the PDR process so that it is used as an effective mechanism for removing barriers to career progression for women and under-represented groups (Action 20)

OBJECTIVE 9

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

Equality Analysis

During 2019/20 Equality analyses have been undertaken on a number of key policies and procedures including the Digital Recording Project, SEATS, Research Excellence Framework. The process requires the lead to consult with groups across different protected characteristics, undertake statistical analysis and review research to identify potential areas of direct or indirect discrimination.

OBJECTIVE 10

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

Against Sexual Violence

Goldsmiths continues to progress the ten-point plan to address sexual violence, harassment and misconduct on campus. The work was developed in partnership with Rape Crisis South London who helped establish training alongside Goldsmiths' SU and TUs. A mandatory 90-minute training session for all staff was developed to increase understanding of sexual violence and raise awareness of policies and reporting mechanisms. Extended sessions are run for managers and senior tutors. As at January 2020 1,058 (52%) of current staff have participated in anti-sexual violence training. Our Sexual Violence, Harassment and Misconduct policy sets out clear definitions of misconduct and robust procedures for reporting and accessing support. The Report and Support system was launched in March 2018 providing a confidential mechanism to report cases of sexual violence, including harassment, stalking or domestic violence, either anonymously or with contact information. The College established a trained response team to support disclosures and refer cases to the appropriate departments. The website also directs users to internal and external support mechanisms. Goldsmiths' website annually publishes figures relating to reports made.

Harassment Taskforce

The College has established a taskforce to review how incidents of harassment and discrimination are currently being responded to on campus, and includes both student and staff representatives. The scope of the group is to make proposals to improve the ways in which behaviors of harassment and discrimination are dealt with on campus and develop a new policy and procedure for both students and staff

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Don't using block capitals or italics as these are hard for people with dyslexia and similar conditions to read. Use bold to make text stand out instead.

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