

Race Justice Strategic Framework

2022

Developed by the Race Justice Project Officer in consultation with the Race Justice Strategy Board, with input from students and staff across the College.

“You can’t just put a stop gap measure and say “oh I’m going to give you this money, here’s £500 go do something,” because next year when that student leaves you’re going to have the same issue again. And so, rather than, putting a plaster and band aid over it, why don’t you look at it from a structural point of view and say “let’s fix this structural problem and let’s fund this and let’s find avenues where we can ensure that these stories are being represented” and then you will see less displacement. Less mental health issues. Less students avoiding the university, essentially stop coming to the classes and then that’s it they’re completely disengaged with everything else, literally. I think that’s quite sad.

“I think a lot of BME students have had to fight for their rights to be here, number one and secondly to then come here to not feel welcomed as well, that’s really going to impact negatively on their state of mind and their wellbeing. I understand the reasons why they disengage because the University doesn’t see the stories or their histories as being as important enough to listen to or put into a structure where they feel included...¹”

Henry (Student)

¹ Sofia Akel, INSIDER-OUTSIDER The Role Of Race In Shaping The Experiences Of Black And Minority Ethnic Students, 2019, 19.

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Mission

The Race Justice Strategic Framework has been created to enable the identification and uprooting of systemic drivers of race discrimination, bullying and harassment at Goldsmiths university.

The Race Justice Strategy Board intend to directly address every driver of race discrimination, bullying and harassment identified within the Strategic Framework to overturn the historical legacies of race inequity at the College.

Vision

To create a multicultural world-class educational experience that engages and prepares all students to positively contribute to an anti-racist global society.

Goldsmiths Historical and Present Context

In March 2019, racist attacks on a candidate in the SU elections acted as a catalyst for students to share experiences of racism on campus. As a result of this the formation and organisation of Goldsmiths Anti-Racist Action (GARA), a Black and people of colour led student protest group, began. On the evening of Tuesday 12 March 2019 GARA initiated what was to become a 137-day peaceful sit-in occupation of Goldsmith's building, Deptford Town Hall, in protest against inaction on race injustice at the College.²

Goldsmiths is internationally famed for its progressive reputation and values of inclusivity and diversity, yet the experience and testimony of staff, students, and local community members of colour demonstrate the opposite.

I was called a n***** for the first time in my life at a university party of Goldsmiths' students by some drunk white guys. That made me really upset and question my position as a person, as I've lived in London all my life and never experienced that.
Bennis³

2 "Goldsmiths Anti-Racist Action Occupation Manifesto", Google Docs, 2022 https://docs.google.com/document/d/116Jn-q8TLqnZtEGiEjEt0d_egF70q2ENcOmwJyk5uIM/edit [Accessed 6 January 2022]; "GARA (Goldsmiths Anti-Racist Action): Everything You Need To Know", Goldsmithssu.Org, 2020 <https://www.goldsmithssu.org/news/article/6013/GARA-Goldsmiths-Anti-Racist-Action-everything-you-need-to-know/> [Accessed 6 January 2022].

3 Sofia Akel, INSIDER-OUTSIDER The Role Of Race In Shaping The Experiences Of Black And Minority Ethnic Students, 2019, 24.

The GARA occupation ended on 27 July 2019 after the College and the campaigners established a mutually agreed statement of commitments.⁴ These included giving Lewisham residents access to Deptford Town Hall, a new racism reporting system, outsourced cleaners to be brought in-house and mandatory anti-racism training for all staff. Staff and students across the College are now expected to work towards upholding and meeting all commitments made, in addition to all systemic barriers and enablers of racism through our Race Justice Strategy.

Coming in ... I looked at my team and I was like, management, white, head, white, director, white, above that, white. I was like, I'm never going to be a manager here and that was quite like—I'm being realistic, I'm never going to be a manager here, I'll probably work here for two years, move on.

Professional Services Colleague⁵

Goldsmiths wasn't originally designed for students who were not white British middle-class men. As such, the structures, frameworks, policies, and processes which govern the College are not inclusive of staff or students of colour, making the College complicit in the oppression, subjugation and marginalisation of non-white students and staff. This is the overarching cause of the prevalence of racism on campus and the hostile environment for staff and students of colour at Goldsmiths, and even local community members. Our current ways of working are not inclusive and perpetuate the cycle of marginalisation and oppression for students and staff of colour by conforming to the wants, needs and expectations of the white national majority, neglecting the inclusion of the global majority. As racism and forms of oppression continue to evolve and as society and higher education changes, we must be vigilant to ensure the work we do as individuals, departments and an institution do not continue to uphold and maintain the structures of race subjugation. We must ensure we are able to successfully identify as an institution and as individuals where, how and why experiences of bullying, harassment and discrimination occur, how they can be prevented and how we can be allies for staff and students of colour.

Goldsmiths' institutional racism and hostile environment has a direct impact on our staff, students and alumni of colour. National data indicates that annually, experiences of discrimination in the workplace against the UK's 5.7 million people of colour has led to 420,000 thousand cases of mental illness, and a reduction in wellbeing equivalent to 132 thousand years of life – annually. People of colour in the UK have lost out on an enormous £28 billion pounds of income, due to missed participation and progression

4 "Commitments To Goldsmiths Anti-Racist Action", Goldsmiths, University Of London, 2020 <<https://www.gold.ac.uk/race-justice/commitments/>> [Accessed 6 January 2022].

5 Marilyn Clarke, Leah Gilbert and Anna Carlile, Identity And Impact Report, 2020, 5.

opportunities and barriers.⁶ Similarly, the reality for many students of colour who graduate or drop out of Goldsmiths is a reduction in wellbeing, poor mental health and grades which do not reflect their true abilities or capabilities. Through our participation in the Race Equality Charter (REC), we will gather an evidence base which will allow us to quantify how this has played out at Goldsmiths for students and staff of colour and inform a longer-term strategy.⁷ Students of colour deserve the opportunity to thrive at Goldsmiths and we must take action to end the continuation of a system of oppression that is centuries old.

For us to achieve our goal of being an anti-racist institution we must take a comprehensive approach to evaluate and align our governing structures to our inclusive values and belief in race justice, opposing all forms of racism. Through participation in REC evidence gathering and self-assessment we will develop our approach to anti-racism to ensure we address:

- Anti-Arab Racism
- Anti-Asian Racism
- Anti-Black Racism
- Anti-Chinese Racism
- Anti-Gypsy and Roma Racism
- Anti-Palestinian Racism
- Anti-Semitism
- Islamophobia

(This is not an exhaustive list & we recognise that some of these forms of racism intersect.)

Because this work will take time and resources, departments must commit to investing and redistributing human and financial resources over the long term to achieve our race equity goals. We must listen to our students and staff of colour and local community members to broaden individual perspectives and seek better understandings of race justice at Goldsmiths. We must commit to ensuring our work in the community is supportive and we are not extracting resource and value from local businesses and organisations. This means ensuring we are supporting local business and organisations

⁶ "Workplace Discrimination: At what cost? | Route 2", Route2.com, 2020 <<https://route2.com/news/workplace-discrimination>> [Accessed December 2021].

⁷ "Race Equality Charter | Advance HE", Advance-He.Ac.Uk, 2020 <<https://www.advance-he.ac.uk/equality-charters/race-equality-charter>> [Accessed 6 January 2022].

practically, materially, or financially. This will ensure our partnerships are equitable, meaning both Goldsmiths and local business and organisations enjoy positive outcomes from partnership working.

Through partnership working, every department within the College will be expected to lead on elements of the Strategic Framework and report on progress and impact to the Race Justice Strategy Board.

Strategic Context

The development of Goldsmiths Race Justice Strategic Framework has been informed by drawing on a range of evidence bases, including but not limited to the Insider-Outsider and Identity and Impact reports, as well as reports from Advance HE, HEPI, Universities UK.

The evidence and information which has been key in the development of this strategy lies in the structural and personal experiences of discrimination shared by the Race Justice Board members', students and staff of colour at Goldsmiths. Through the analysis of these experiences, the tracing of neo-colonial practises at Goldsmiths, individual behaviours, cultural norms, structures, frameworks, policies, and processes which govern the College we have identified a plethora of systemic barriers to race equity and drivers of discrimination at Goldsmiths.

We have drawn out the following thematic areas which encompass the systemic drivers of discrimination and experiences of race bullying, discrimination and harassment at Goldsmiths. These thematic areas will lay the foundation for the work of the Strategy which will be reviewed and, where necessary, refreshed, on a two-yearly basis.

1. A Safe Student Experience

The experiences students have in the early stages of their academic careers influence and shape their route of progression from Undergraduate to Early Career Researcher and beyond.

Students of colour have described and reported disproportionate experiences of bullying, harassment and discrimination from student peers and staff on campus resulting in hostile lectures and seminar experiences but also in living spaces on and off campus.⁸ The 2019 Insider Outsider report indicated that 37% of students of colour felt excluded from participating in university life due to race discrimination, with only 31% who feel a

⁸ "Manifesto 16/03/2019 (Updated And Revised Over Time)", *Google Docs*, 2021 <https://docs.google.com/document/d/116Jn-q8TLqnZtEGiEjEt0d_egF70q2ENcOmwJyk5ulM/edit> [Accessed 15 December 2021] and Halpin (2022). "LIVING BLACK AT UNIVERSITY: Research into the experiences of Black students in the UK student accommodation", [https://www.unite-group.co.uk/wp-content/uploads/2022/02/Living-Black-at-University-Report_FINAL.pdf].

part of the Goldsmiths community.⁹ 34% of students of colour have attempted to modify their ethnic or cultural identity at Goldsmiths in order to 'fit' more closely into prevailing western norms that govern the College.¹⁰ This includes changing their name, appearance, choosing not to wear religious garments for fear of reprisal, and altering their accent. In addition, students have cited the lack of culturally specific wellbeing support as a key barrier to their progression.¹¹

It is vital we take steps to transform the student experience to ensure all students who study at Goldsmiths can learn and live-in safe spaces, both physical and online, that students have access to appropriate wellbeing services and are supported materially to retain their places at Goldsmiths and achieve their academic potential, such as through bursaries.

There are all trends that follow students of colour who pursue academic careers and so will continue into the next theme.

2. People Supported and Empowered to Stay in a Place of Belonging

Despite being situated in one of the most diverse boroughs in London and serving a diverse student body, people of colour are under-represented within academic and senior management roles at Goldsmiths.

Staff of colour have told us there is a hostile environment toward students and staff of colour at Goldsmiths. This manifests in persistent career progression and opportunity barriers, disproportionate turnover, absence and low wellbeing amongst staff of colour, compounded by persistent experiences of discrimination.

This is evidenced by:

1. Fixed Term Contracts
2. Gender and Race Pay Gap
3. Associate Lecturers contracts
4. Lack of representation on Council, Committees and Boards

⁹ Sofia Akel, *INSIDER-OUTSIDER The Role Of Race In Shaping The Experiences Of Black And Minority Ethnic Students*, 2019, 8.

¹⁰ Ibid.

¹¹ Ibid.

Only 5% of staff of colour who participated in the Insider Outsider report told us they believed Goldsmiths Senior Management was diverse. This has not gone unnoticed by students.

Attracting, retaining, and supporting our excellent staff of colour is key to our on-going success. Being situated in one of the most ethnically diverse boroughs of London, the visibility, progression and expertise of our staff of colour is integral to the success of the College. We want to invest in the talent we already have in Goldsmiths and build an academic pipeline that supports future academic leaders from racially minoritised backgrounds.

3. Community Care, Governance and Accountability

Staff and students of colour bring a wealth of expertise, knowledge, best practice, skills, and abilities which can be directly related to their cultural identities. Our current frameworks and ways of working are not inclusive of these and do not recognise these cultural assets as being contributory to the production of radical and innovative thinking or community progress. Often, our understanding of Professionalism is heavily defined by white Eurocentric cultural norms, such as standards of dress, hairstyles, speech, accents and work styles.¹² This can lead to increased scrutiny of staff and students of colour who do not conform to Eurocentric cultural norms and often times acts as the driver for the experiences of discrimination we have been told about.¹³ Through our strategy we will ensure these markers of diversity are encouraged, valued and promoted at Goldsmiths.

While we know many colleagues will profess their deep commitment to race justice, we acknowledge that many across the Goldsmiths community have not spent enough time to really understand what this means, and how inherited privilege manifests itself through individual, team and organisational behaviours. Systematic change needs to be underpinned by reflection, engagement and learning. White staff and students have a particular responsibility to consider these issues, and how they affect their interactions with staff and students of colour. In order to tackle structural racism we must ensure that race justice and anti-racist practice is a core objective within the way we all work.

¹² Nonis, S.A, J.K Teng, and C.W Ford, 'A Cross-Cultural Investigation of Time Management Practices and Job Outcomes', *International Journal of Intercultural Relations*, 29.4 (2005), 409–28; "Main Page", *Halocollective.Co.Uk*, 2021 <<https://halocollective.co.uk/>> [Accessed 15 December 2021]; "The Costs Of Code-Switching", *Harvard Business Review*, 2021 <<https://hbr.org/2019/11/the-costs-of-codeswitching>> [Accessed 15 December 2021]; Victoria Clayton, "Why Is Academic Writing So Needlessly Complex?", *The Atlantic*, 2021 <<https://www.theatlantic.com/education/archive/2015/10/complex-academic-writing/412255/>> [Accessed 15 December 2021].

¹³ Sofia Akel, *INSIDER-OUTSIDER The Role Of Race In Shaping The Experiences Of Black And Minority Ethnic Students*, 2019, 34-35.

Staff of colour have told us that they observe a lack of engagement, self-awareness, and willingness within the institution to learn about and practice allyship and anti-racism.¹⁴ A lack of race equity and inclusion in strategic planning and governance has trickled down into Schools, Departments and Professional Service teams, resulting in race equity not being woven consistently through the staff experience.

Staff of colour continue to experience persistent acts of indirect discrimination and microaggressions, creating a hostile environment across the College.¹⁵ The lack of senior staff of colour with decision making authority has been cited as a key barrier to the inclusion of race equity in Goldsmiths and has had a negative impact on the morale of staff of colour.

4. Outreach

Goldsmiths is located in Lewisham, which is the 2nd most diverse borough in London. Of England's 333 Local Authorities, Lewisham is the 15th most ethnically diverse, with two out of five residents from a Black or other global majority background. Goldsmiths as a Civic University is obligated to actively engaging with local communities, helping improve the lives of those living, working or studying locally and promoting access and diversity.

5. Research

Goldsmiths' mission is to stimulate creative, radical and intellectually rigorous thinking and practice, with the objective to support research excellence that addresses local, national and global challenges. This cannot be achieved without the inclusion of the knowledge produced by people of colour who will challenge us to pursue intellectual curiosity about frameworks and practices outside of the prevailing Eurocentric norm, cultivate unique culturally specific responses to key global and local challenges and foster an intercultural and international research networking communities.

National research and an analysis of the experiences of staff of colour at Goldsmith suggest disproportionate trends in the Black experience are underpinned by deep rooted drivers of discrimination. A lack of Black women Professors, staff of colour not being supported to participate in profile-raising or professional development activities and staff of colour research ideas being dismissed, stolen, but then progressed without their involvement are three systemic issues that can be tackled swiftly.

Research at Goldsmiths continues to position Eurocentric knowledge and modes of thinking as the most highly valued with more real-world relevance and application, despite the outputs and recommendations of said research being quite the opposite.

¹⁴ Marilyn Clarke, Leah Gilbert and Anna Carlile, *Identity And Impact Report*, 2020, 16.

¹⁵ Marilyn Clarke, Leah Gilbert and Anna Carlile, *Identity And Impact Report*, 2020, 17-18.

This further contributes to a hostile environment for researchers of colour whose research interests are forced to exist on the margins of the Academy.

The overrepresentation of Eurocentric research contributes further to race inequities in PGR study, where Black students seek supervisors with shared interests and the possibility to have a student-supervisor relationship that is not undermined or restricted by the complexities of race biases. Students of colour have also told us the lack of a representative staff body causes hesitation when considering progression their academic interests into careers.¹⁶ For staff of colour to be included in research activities we must make changes to how we embed research themes, award research leave, recognise contributions and ensure academic staff of colour are able to progress their careers to Professorship at the College.

6. Decolonising the Curriculum

Students of colour have described a hostile environment across the College.¹⁷ Students of colour have shared experiences of discrimination, ranging from racist interactions with their student peers around Campus and microaggressions in seminars and lectures.¹⁸ 74% of students told us their course is rooted in Eurocentrism whilst 40% believed that they must conform to the academic opinions of their lecturer to get good grades- for students of colour. Whilst seemingly innocuous, this conforming requires a denial of their ethnic identity and/or culture. Goldsmiths has very few diverse course and module options. Most lectures, seminars and required readings are Eurocentric, as are methods of assessment, assessment criteria, teaching pedagogies, classroom cultures and behaviours.¹⁹ Our canons of knowledge have omitted Black and indigenous knowledge and curriculum - this only further entrenches racism in wider society by not acknowledging the historical lack of development of the curriculum. At present we do not have a culturally cognisant curriculum.

‘Decolonising the curriculum’ has become a buzz-phrase in higher education, and as such is often conflated with reforming measures – for example, the expansion of reading lists within a maintained Eurocentric curriculum. We recognise that decolonising the curriculum encompasses but does not refer only to course content and extends and runs through all strategic themes within our strategy. This will ensure we are not taking a neo-colonial approach in maintaining hierarchies of knowledge as upheld by Western standards for epistemology and labelling reformative acts and processes as

¹⁶ Marilyn Clarke, Leah Gilbert and Anna Carlile, *Identity And Impact Report*, 2020, 20.

¹⁷ *Ibid.*, 6, 23.

¹⁸ *Ibid.*, 7, 25, 29, 31.

¹⁹ Sofia Akel, *INSIDER-OUTSIDER The Role Of Race In Shaping The Experiences Of Black And Minority Ethnic Students*, 2019, 5.

decolonisation. We must move away from ethnocentrism and develop our understanding of what it means to decolonise.

Our immediate focus for decolonising will focus on balancing the curriculum but will also extend across pedagogy, student welfare and protection from discrimination in the classroom, academic support and inclusivity, assessment methods, and more.

Strategic Theme: A Safe Student Experience

“At Goldsmiths it does paint itself as a very liberal place, and it is to some extent, but it is also full of like, white students who have these seemly liberal views but when you get into it they’re not as liberal as you might think and they don’t understand that, even if they think they do.”

Maira²⁰

Relevant Committees

- Learning, Teaching and Student Experience Committee
- Quality and Standards Committee
- Student Access Participation and Outcomes Sub-Committee
- Health and Safety Committee
- Human Resources and Equalities Committee

Strategic leads

- Director of Student Experience
- Director of Governance and Legal Service
- Head of Schools
- Head of Department
- Director of Estates & Facilities

²⁰ Sofia Akel, *INSIDER-OUTSIDER The Role Of Race In Shaping The Experiences Of Black And Minority Ethnic Students*, 2019, 18.

Approach

To ensure an equitable student experience we will take an asset model approach to achieve long-term institutional change, avoiding deficit model projects and interventions. This means solutions to closing the attainment gap will not be aimed at changing the individual student but will focus on removing barriers and reducing experiences which trigger reduced engagement and negatively impact attainment.

We will ensure all students who enrol at Goldsmiths have a clear understanding of and agree to our expectations of their conduct, as well as empowering students to become anti-racist allies. We will support students to develop a nuanced understanding of racism and how anti-racism is relevant to their programme of study.

We will support students to become anti-racist ally's, contributing to the psychological safety of students of colour, as well as ensuring students of colour have access to the same research opportunities and academic support.

Through our participation in the Race Equality Charter our first steps will include:

- Analyse 3 years of qualitative and quantitative data to illustrate the progression and success of students at different stages in their academic career
- Assess our curriculum to identify triggers and causes of the attainment gap

Strategic Theme: People Supported and Empowered to Stay in a Place of Belonging

“The first day I came in and I looked around the office and I was like, hold on ... I’m the only ... ethnic minority here. My whole team are white colleagues, white staff ... we talk about representation quite a lot ... we’re talking about diversity a lot. We represent the student body that is diverse, but I found that the staff that I was working with didn’t.
Professional Services Colleague²¹

as the students were getting more comfortable, they were saying, okay, ... “Are you a manager?” and I was like, “No” he says, “Is your manager like you?” I said, “What do you mean?” ... “Is he of colour basically?” I was like, “No”, he said, “Oh, does that mean that I won’t be able to be a manager?” It’s like—this is just a first-year talking to me and a bunch of his other colleagues and friends and the lecturer and it was just like—wow. I

²¹ Marilyn Clarke, Leah Gilbert and Anna Carlile, *Identity And Impact Report*, 2020, 21.

think sometimes decision-makers undervalue the amount that students pick up and they do answer with their feet through the attainment gap, they're dropping out.

Professional Services Colleague²²

“From my first impression, like what I can see, [sighs] predominately, a lot of the workers doing like cleaning and security, are people of Latino, Black and African representation. You think compared to institutional academics like, the academic staff seem to be majority [pauses] white, European, British. Maybe, there are a few exceptions, in terms of having a like, Latino or Black person, but as a whole I would say probably not. My first impression is that it's not representative of minority ethnic people, no.”

Marcus²³

Relevant Committees

- Academic Progression and Title Awards Sub-Committee
- Finance and Resources Committees
- Nominations and Governance Committee
- Human Resources and Equalities Committee
- Academic Board
- Joint Negotiation and Consultation Committee

Strategic Leads

- Organisational Development & Equality Manager
- Professional Services Directors
- Director of HR
- Heads of School
- Heads of Department

²² Marilyn Clarke, Leah Gilbert and Anna Carlile, *Identity And Impact Report*, 2020, 3.

²³ Ibid.

Our approach

We will scrutinise and review our recruitment, promotion, and career development activities, policies and procedures to ensure we are not rewarding privilege and advantaging the homogenous white majority that has historically dominated Goldsmith's culture. We will ensure these policies and procedures do not reproduce existing inequities in access to employment and career progression at Goldsmiths.

Our career development programmes will work on an asset model approach, based on the knowledge that staff of colour already have the leadership attributes needed to progress in their career, and the role of the institution is to dismantle those barriers. We will make sure our progression frameworks and guidance are inclusive of non-Eurocentric practices being demonstrated at Goldsmiths.

We will prevent discrimination by ensuring managers and colleagues are empowered to become allies toward staff of colour and make clear our expectations for staff being inclusive and equitable.

Our first steps will include

1. All recruiting managers will be required to undertake Recruitment and Selection training alongside the all-staff anti-racism training.
2. We will review Academic Promotions Procedures and PDR guidance to ensure they are effective in supporting the career progression of staff of colour.
3. As part of the annual planning process, Heads of Department will be asked to report on the steps they have taken to support the careers of staff of colour.
4. Heads of Department will commit to undertaking positive action to recruit and support the career progression of academics from Black, Asian and Minority ethnic backgrounds.
5. We will develop action learning sets, mentoring and coaching programmes that offer meaningful, tailored career development support that are based on asset-model, anti-racist frameworks, in order to ensure staff of colour are supported to thrive in their careers at Goldsmiths

Through our participation in the Race Equality Charter we will

- Undertake an analysis of each stage of the employee life cycle
- Carry out a College-wide survey of students and staff
- Develop a 3-year action plan with college-wide targets against which we will measure progress.

Strategic Theme: Community Care, Governance and Accountability

I get the feeling from my department, it's not [our] problem, it's someone else, let's blame it on Recruitment. And it just becomes that unwanted kind of element that no one wants a part of. And it becomes like pass the parcel ... no one actually wants to take that ball and say, do you know what, I'll take it and run with it ... it's like, okay, our numbers are down, we don't have great relations with underrepresented groups, but you know, I'm sure someone will do something to change this ... I think the whole institution ... to get rid of this kind of label of being racist ... I think there needs to be a unified approach but at the moment ... Do you know what, we're not doing ourselves justice ... no one is taking responsibility for it.

Professional Services Colleague ²⁴

Relevant Committees

- Council
- Remuneration Committee
- Nominations and Governance Committee
- Human Resources and Equalities Committee
- Joint Negotiation and Consultation Committee

Strategic leads

- Chief Operating Officer/Registrar and Secretary
- Organisational Development and Equalities Manager
- Head of Schools
- Head of Departments

Our approach

We will take a systematic and holistic approach to embedding anti-racist practice across Goldsmiths by assessing the impact of decisions before they are made, ensuring committees and project boards are accountable and that departments, teams and individuals have clear objectives for progressing race justice. Every member of staff will

²⁴ Marilyn Clarke, Leah Gilbert and Anna Carlile, *Identity And Impact Report*, 2020, 16.

understand their responsibility to continually develop their knowledge and understanding of race justice. We will support this work by investing in specialist roles, resources and staff training, so that our anti-racism work based on evidence of what works, and can demonstrate measurable outcomes for our students and staff.

We will also evaluate our existing structural practices and make changes where these structures and practices enable the rewarding of privilege and homogeneity and structural racism. They will be reworked to enable the reproduction of equity across Goldsmiths.

Our first steps will include

- Appointing specialist staff who will work across the college to support staff in reflecting and embedding best practice
- Developing resources, training and discussion forums to engage with staff on issues of active allyship, cultural competency, white privilege and anti-racism.
- Ensuring all committees have clear objectives in relation to anti-racism and that project boards are undertaking robust equality impact assessments of proposals before decisions are made.
- Establishing a framework for student and staff engagement which respects the contributions of students and staff of colour.

Through our participation in the Race Equality Charter we will

- Analyse the ethnic profile of our decision-making boards and committees
- Evaluate our profile-raising opportunities for staff of colour
- Undertake student and staff engagement activities and surveys at key points to better understand and measure cultural change
- Review and evaluate the impact of race justice work across Goldsmiths and draw on the findings of that review in order to develop a detailed, long-term race justice strategy

Strategic Theme: Outreach

I've done [WP] events, and people were like, "Oh, that was fantastic, but I'm not applying to Goldsmiths" ... even students like mature students, they're choosing not to apply to Goldsmiths, and it's just—but we're on your doorstep, if you've got kids, how easy ... they're like, "We're not coming to Goldsmiths because we don't like the culture there."
Professional Services Colleague²⁵

Relevant Committees

- External Relations Committee
- Student Access, Participation and Outcomes Sub-Committee
- Honorary Degrees and Fellowships Committee

Strategic leads

- Head of Civic Engagement
- Director of Research Innovation and Knowledge Exchange
- Pro-Warden Research and Enterprise
- Head of Schools
- Head of Student Recruitment
- Head of Estates and Facilities

Our approach

Through this strategy we will improve student recruitment and widening participation efforts, solidify community partnerships by providing relevant and accessible lifelong learning opportunities which speak to the wants, needs and expectations of the local community. This means ensuring the work we do with the local community is supportive and not extracting value from local business or community groups.

²⁵ Marilyn Clarke, Leah Gilbert and Anna Carlile, *Identity And Impact Report*, 2020, 1.

Our first steps will include

- Ensure students and staff with research interests in areas relating to race justice are properly supported to pursue this through effective tuition, information sharing and access to funding opportunities.
- Increase the number of underrepresented discipline specific scholars and researchers to participate in departmental events.
- Explore opportunities to invite scholars from minority-serving institutions to participate as seminar and lecture speakers, panellists and colloquium participants.
- Raise the profile of research by Black staff and students, and staff and students of colour through conferences, research talks and networking events.
- Develop bespoke training and mentoring for people of colour and women research-active staff at Senior Lecturer and Reader levels to support promotion to Professorship;
- Develop options such as short-term buy-out, training, networking and mentoring support for ECR Black African, Black Caribbean and women research-active staff
- Working with the Graduate School, the [Generation Delta project](#) will deliver a series of active interventions to improve the experiences and outcomes for Black African and Black Caribbean female students through 3 phases of the PGR lifecycle: Access to Academy (A2A); Retention and Progression (RaP); and Training for Careers (T4C). We will be reporting back on the outcomes of that programme in subsequent years.
- We will review promotions procedures to ensure the research conducted by staff of colour is recognised and that promotions criteria does not conform to a white euro-centric bias

Through our participation in the Race Equality Charter we will

As part of our work towards the Race Equality Charter, Research Services, the Graduate School and OD&E will work together to support the career progression of researchers of colour, we will monitor the pipeline from post-graduate study to professor, and engage with researchers of colour to develop evidence-based approach to removing the barriers at each career stage.

Strategic Theme: Research

... they [Black PhD students and PhD students of colour] don't know each other exists; which departments there are other BAME postgraduate researchers ... their research is not understood or the expertise is not there in terms of their supervisors, they're not being understood as to what they want to research ... And so, a lot of them just came really frustrated with the institution and I felt like, well, if you're getting to this level and you're having that kind of experience, no wonder we're not seeing more BAME professors and senior lecturers

Professional Services Colleague²⁶

Relevant Committees

- Research and Enterprise Committee
- Postgraduate Research Board
- Research Ethics & Integrity Sub-Committee
- Departmental Research Committees

Strategic leads

- Pro-Warden Research and Enterprise
- Director of Research, Innovation and Knowledge Exchange
- Deputy Director of Research & Enterprise
- TaLIC Academic Director
- Graduate School

Our approach

Goldsmiths' mission is to stimulate creative, radical and intellectually rigorous thinking and practice, with the objective to support research excellence that addresses local, national and global challenges. This cannot be achieved without the inclusion of the knowledge produced by people of colour who will challenge us to pursue intellectual curiosity. To foster an intercultural and international research networks and relationships

²⁶ Marilyn Clarke, Leah Gilbert and Anna Carlile, *Identity And Impact Report*, 2020, 31.

we must include and centralise existing relationships our staff of colour have with peers in Africa, the Caribbean and Asia.

We will invest in supporting researchers of colour to remove the barriers to career progression from post-graduate study through to professorship.

Our first steps will include

- Ensure students and staff with research interests in areas relating to race justice are properly supported to pursue this through effective tuition, information sharing and access to funding opportunities.
- Increase the number of underrepresented discipline specific scholars and researchers to participate in departmental events.
- Explore opportunities to invite scholars from minority-serving institutions to participate as seminar and lecture speakers, panellists and colloquium participants.
- Raise the profile of research by Black staff and students, and staff and students of colour through conferences, research talks and networking events.
- Develop bespoke training and mentoring for people of colour and women research-active staff at Senior Lecturer and Reader levels to support promotion to Professorship;
- Develop options such as short-term buy-out, training, networking and mentoring support for ECR Black African, Black Caribbean and women research-active staff
- Working with the Graduate School, the [Generation Delta project](#) will deliver a series of active interventions to improve the experiences and outcomes for Black African and Black Caribbean female students through 3 phases of the PGR lifecycle: Access to Academy (A2A); Retention and Progression (RaP); and Training for Careers (T4C). We will be reporting back on the outcomes of that programme in subsequent years.
- We will review promotions procedures to ensure the research conducted by staff of colour is recognised and that promotions criteria does not conform to a white euro-centric bias

Through our participation in the Race Equality Charter we will

As part of our work towards the Race Equality Charter, Research Services, the Graduate School and OD&E will work together to support the career progression of researchers of colour, we will monitor the pipeline from post-graduate study to professor, and engage

with researchers of colour to develop evidence-based approach to removing the barriers at each career stage.

Strategic Theme: A Decolonised Curriculum

...it's extremely white, like most of the time it will be about, white European film the whole time and there was even like films with Black-face and, those were shown as examples? And I was like "oh okay, this is history, so you can show it" but at the same time, there's other countries that obviously have a history with films and why are we not seeing literally any of it? I think someone complained so they showed Black Panther, but like? That was it.

Radhika²⁷

Relevant Committees

- Programme Scrutiny Sub-Committee
- Student Access, Participation and Outcomes Sub-Committee
- Departmental Learning and Teaching Committees
- Learning, Teaching & Student Experience Committee
- Quality and Standards Committee
- Academic Progress Committee
- Academic Development Committee
- Academic Partnerships Committee

Strategic leads

- Pro-Warden Research and Enterprise
- Director of Research, Innovation and Knowledge Exchange
- Deputy Director of Research & Enterprise
- TaLIC Academic Director
- Pro-Warden for Teaching and Learning

²⁷ Sofia Akel, *INSIDER-OUTSIDER The Role Of Race In Shaping The Experiences Of Black And Minority Ethnic Students*, 2019, 20.

- Head of Schools
- School EDI leads

Our approach

We recognise that eliminating the ethnicity degree awarding gap at Goldsmiths is hugely relevant to this area of focus: we cannot close awarding gaps without decolonising curricula, pedagogy and assessment on our courses. Courses that are Eurocentric; lack inclusivity and cultural relevance; and/or fail to recognise the skills and perspectives brought by marginalised students contribute greatly to awarding gaps. Indeed, should the College attempt to close awarding gaps without engaging in decolonising work, it would effectively be working to assimilate students of colour into a white system. It is vital we avoid this.

We will take an intersectional approach that recognises that students of colour are not a monolith. We will recognise distinct experiences under the people of colour (POC) umbrella and will also work with a mind to how other protected characteristics interact with race in the classroom. We recognise that decolonisation as a concept necessarily includes intersectional work.

Through our participation in the Race Equality Charter, our first steps will include

- Consider ‘curriculum’ according to REC’s broad definition: ‘Advance HE refers to curriculum in its widest sense, encompassing course content, delivery, assessment and those involved in teaching and learning.’²⁸
- Ensure that race equality is considered within course content
- Consider, by ethnicity:
 - The outcomes of different assessment methods
 - How students respond to different learning and teaching styles
 - The learning environment: how this can affect and be hostile one for students of colour
 - How students participate and are expected to participate in group discussions, including how students are encouraged to work in groups with those with whom they do not usually work

²⁸ Advance HE, *Race Equality Charter: Handbook 2021* (2021), p.55.

- Consider the level of confidence academics have in covering race justice topics/teaching in a decolonised manner – including training, sharing of good practice, incentivisation, etc.

Appendix 1a: Risk Summary

	Risk	Cause and effect
A Safe Student Experience		
1.1	Inability to provide students of colour with appropriate support from admission to completion	Lack of appropriate support services resulting in breach of OfS conditions of registration B2.
1.2	Impact of Pandemic rules and restrictions on students living in Halls of Residence	Research indicates people of colour are at greater risk of contracting Covid-19 leading to higher occurrences of self-isolation and inability to engage with programme of study impacting engagement and attainment.
1.3	Enrolling high levels of white students who do not have anti-racist values or beliefs	Not in financial position to turn away students whose beliefs/values don't align with our anti-racist values causing hostile environment and experiences of discrimination, harassment and bullying for students of colour on Campus, from seminars to living on halls of residence.
People Supported to Stay		
2.1	Unable to deliver development programme	Lack of specific service provision, increasing consultancy costs and a market perpetuating the status quo could limit our ability to provide appropriate development programme.
2.2	Structural change absorbed into management strategies	Lack of engagement and willingness from white staff to become anti-racist allies towards peers and students of colour.
Community Care & Accountability		
3.1	Governance	Weaknesses in the skills and diversity of the board leading to failure to appropriately lead the Universities commitment to anti-racism and embed RJSB principles across College culture within

	Risk	Cause and effect
		decision making and safeguard the reputation and long term financial viability.
3.2	Unable to achieve strategic objectives through our people	Failure to recruit, develop and retain a skilled, competent, and diverse workforce reflective of our student body and local community, and to develop the leadership skills required to meet the Universities changing needs as well as the wants, needs and expectations of students and staff of colour, whilst maintaining a strong anti-racist culture where all people are engaged and committed to achieving anti-racist goals and objectives.
3.3	Structural change absorbed into management strategies	Lack of engagement and willingness from white staff.
3.4	Lack of engagement and willingness from white staff	Individual behaviours resulting in lack of culture change and perpetuation of hostile environment.
Outreach		
4.1	Competing demands for Widening Participation and Civic engagement resulting in inability to adequately invest in existing partnerships to meet...	Lack of strategic Civic Outreach strategy and delivery of outreach and Widening Participation programmes leading to lack of engagement amongst local community and potential students of colour, locally and internationally, and poor relationship with local communities.
4.2	Dissatisfaction amongst students from local community and Civic partners with our Curriculum, lack of staff diversity and partnership working	Poor student satisfaction levels that lead to reputational risk and high levels of non-engagement with potential future students and Civic partners.
Research		
5.1	Research themes	Most of our research outputs are Eurocentric with much of our research straddling discipline boundaries, including unusual kinds of research

	Risk	Cause and effect
		outputs leading to the perpetuation of Eurocentric knowledge.
5.2	Practice research not universally understood or accepted at Goldsmiths	Staff not familiar with practically applying theory struggling to implement anti-racist theory practically in teaching and pedagogy leading to Eurocentric research, curriculum and pedagogy and unfavourable outcomes for students of colour.
5.3	Lack of Professors of colour or staff of colour in senior management roles	Lack of PDR, succession planning, transparency in recruitment and Head of Department targeted action leading to lack of opportunity for staff of colour to progress career.
5.4	Inability to partner with African and Caribbean based Universities	<p>Staff of colour not supported to formalise existing relationships with academics in African and Caribbean Universities due to perception of 'personal projects' despite research interests aligning with Goldsmiths Strategic Objectives.</p> <p>African and Caribbean based Universities may no longer be interested in forming research alliances with Goldsmiths as an institution, due to reputation amongst staff of colour.</p>
5.5	Funding and other material support not awarded equitably	<p>No formal framework to consolidate and make clear appropriate research activities which should be supported leading to less support and permissions for staff of colour seeking pursuing activities compared to white staff.</p> <p>Staff of colour pursuing research and journal creation and publications outside of Goldsmiths, leading to the perpetuation of Eurocentric outputs at Goldsmiths whilst external publishers and research bodies reap benefits of Goldsmiths staff academic knowledge.</p>
A Decolonised Curriculum		

	Risk	Cause and effect
6.1	Inability to provide diverse and authoritative curriculum and pedagogy	Lack of diverse curriculum and pedagogy resulting in breach of OfS conditions of registration B1, B3, B5.
6.2	Inability to consistently provide diverse and varied curriculum	Lack of appropriate teaching staff resulting in non-delivery or cancelation of courses resulting in breach of OfS conditions of registration B4.
6.3	Eurocentric practices and knowledge restricting decolonial practice	Individual behaviours resulting in a reproduction of race hierarchies.
6.4	Lack of engagement and willingness from white staff to transform pedagogy	Individual behaviours resulting in lack of culture change and perpetuation of Eurocentric pedagogy.
Equality Act 2010		
7.1	Non-compliance with PSED	Staff not consciously considering the need to eliminate discrimination, advance equality of opportunity and foster good relations when making decisions and within their day-to-day activities.
Freedom of Speech and Academic Freedom		
8.1	Breach of Freedom of Speech criminal and civil laws	Not understanding that Freedom of Speech does not extend to breaches of criminal law including: <ul style="list-style-type: none"> a) Speech causing fear b) Speech causing provocation of violence c) Acts intended or likely to stir up hatred on grounds of race, religion or sexual orientation d) Speech amounting to a terrorism related offence e) Causing a person harassment, alarm or distress where this would constitute and

	Risk	Cause and effect
		<p>offence under the Public Order Act 1986;</p> <p>as well as unlawful in respect of civil law, including defamatory speech such as defamatory material on social media.</p>
8.2	Staff and students not supported to challenge conventional wisdom	Lack of allyship and anti-racist confidence amongst staff and student peers leading to
8.3	Students facing differential treatment or adverse impact on career prospects on basis of expressed views	Teaching staff expecting students of colour to assimilate to their views impacting student outcomes and employability.
Failure to implement RJSF action plan		
	Student occupation	Non-commitment of objectives and a delay in the implementation of the action plan leading to further distrust of the College and the need for further action
	Non-commitment	Non-raceised staff not understanding the need for specific anti-racist work or viewing race justice for raceised people as exclusionary and contradictory due lack of engagement with the overwhelming evidence which speaks to the disproportionate experiences of raceised peoples in Higher Education and at Goldsmiths
	High staff attrition rates	Staff not supported and empowered to stay through the Strategic Framework leading to seeking opportunity and career development at other Higher Education Institutes or outside of the Sector.
	Reputational risk	They delay in action following DTH occupation and commitments to anti-racist creating the view of performativity and not understanding the need for immediate change.

Appendix 1b: Priority Outcomes and KPIs

Outcome	KPI
All staff have developed anti-racist knowledge and skills that can be put into practice to create a culture of psychological safety, belonging and anti-racism starting in academic year 2022-2023.	Staff of colour report a changed culture of psychological safety, belonging and anti-racism across Goldsmiths.
Staff and students have an accessible, culturally competent complaints reporting system with proportionate responsive measures to experiences of race harassment and procedures to safeguard staff of colour experiencing race discrimination, bullying and harassment by end of academic year 2022-2023.	Complaints of race bullying, harassment and discrimination no longer disproportionately not upheld.
Provide staff of colour with material support for professional development and career progression from Summer 2022 onwards	Staff of colour report they are empowered to be agentic in career development supported by effective line management in the identification of opportunities and opening of networks.
Goldsmiths students and staff of colour have improved representation, progression and success at Goldsmiths	A clear 3-year Race Equality Charter action plan with college wide targets by July 2023
Reduction in the attrition rates for staff of colour by 20% by 2024	Staff of colour retained at the same rate as non-white staff

Appendix 2: SWOT

As part of our strategic planning to create an anti-racist culture a review of the institutional and sector strengths and weaknesses and the opportunities and challenges we face has been undertaken. An outline of these is given below.

Many of the weaknesses have the potential to be viewed as opportunities and challenges and are areas of focus for us in the coming years.

Strengths

- Geographically located within London's 2nd most ethnically diverse borough
- Robust Strategic Framework and anti-racist principles
- Strong staff network (GREG)
- Strong student activists (GARA) committed to holding the College to account
- Reputation for social justice
- Sector influence (Warden on multiple external boards)
- Strong expertise and specialisms across the College for anti-racism
- Evidence of closing awarding gap
- Evidence of individual Departments leading in race equity education and best practice

Weaknesses

- Eurocentric curriculum
- Not living up to diverse and equitable reputation
- Limited number of appropriate student support partners
- Policies and processes
- Individual behaviours
- Underutilisation of student and staff data in planning
- HR metrics require expansion and disaggregation
- Revenue shortfall
- Lack of accessible and relevant courses for Black and Brown learners of all ages
- Lack of academic confidence in practicing race equality in teaching
- Lack of academic confidence assessing non-Eurocentric work

- Economic climate
- Governance structures
- Inclusive Recruitment
- Putting anti-racist learning into practice

Opportunities

- Improve complaints reporting system
- Sponsorship/Scholarships for students to study abroad or interdisciplinary field
- Attainment gap
- Showcasing research and practice of staff of colour
- Pipeline from UG to PG to ECR
- Connecting staff of colour
- Civic relationships and partnerships
- Cultural insight, transformation & leadership
- 'Levelling up' white paper
- Removal of Covid-19 restrictions
- Partnerships with the Global South
- Online courses
- Race Equality Charter
- Succession planning for career development into senior positions
- Strong student demand for race equity
- Strong student demand for decolonised curriculum and pedagogy
- London Higher
- Civic Strategy
- Freedom of Speech

- Strengthen Governance anti-racism practice

Threats

- Prevalence of 50+ drivers of discrimination across the institution
- Building trust between students and staff of colour
- Competition
- Increased expectations of students and staff of colour
- Individual behaviours
- Lack of Government funding and support
- Financial situation
- Freedom of Speech misinterpretations
- Covid-19 restrictions
- Climate change and zero carbon
- Poverty and reduced social mobility
- Market position – league tables and national student survey
- Institutional relationships with the Global South
- Adverse relationship with local community
- Sewell Report
- Exchanges and communications with students on social media
- Industrial strike action
- Political climate regarding race equity in the UK