

# Equality, Diversity, and Inclusion Report (2022)

Goldsmiths, University of London

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## Introduction

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

Goldsmiths under the provisions of the Equality Act (2010) publishes this annual report as part of the Public Sector Equality Duty. This report outlines progress against our Equality, Diversity and Inclusion Objectives and Action Plan (2017-21) and documents our progress against these objectives. It also includes student and staff equalities data for the 2021/22 academic year.

We will undertake a review of the Equality, Diversity and Inclusion Objectives and Action Plan (2017-21) during 2023, with input from students and staff across Goldsmiths.

## Section 1: Key Developments

### Race Justice at Goldsmiths

During 2021, the Race Justice Strategy Board (RJSB) drafted a Race Justice Strategic Framework (RJSF) which drew on the contributions of the board itself, Goldsmiths Race Equality Group, Goldsmiths Students Union and other key stakeholders within the Goldsmiths community. Together with key findings from Staff and Student consultations, the Race Justice Strategy was developed from the summer of 2021 to 2022 and approved by the Senior Management Team and Council, in October 2022. The strategy was then published on 16 January 2023.

The strategy is a combination of six workstreams led by Heads of Department which have been developed from key themes that were highlighted during the consultations:

- Outreach
- A Safe Student Experience
- A Decolonised Curriculum
- Research, Knowledge Exchange, and Innovation
- Community Care, Governance and Accountability
- People Supported and Empowered to Stay in a Place of Belonging

After a review on the progress made by workstreams after the first quarter of the year, to better enable the delivery of the actions it was agreed that workstreams would commit to progressing one action for the academic year.

In June 2021 Goldsmiths became a member of the Race Equality Charter (REC), a national charter mark accredited by Advance HE that provides a framework for race equality work in higher education institutions. The REC will allow Goldsmiths to act on racial barriers which have been identified through the work of the REC Officer in collaboration with various teams across the College, which stand in the way of equal and equitable treatment of staff and student communities. Goldsmiths' REC work will employ anti-racist principles and will use the charter marks requirements as a baseline, rather than a benchmark, for ambitious race justice work at Goldsmiths. REC work will complement and work in collaboration with the Race Justice Strategy Board. Our first application is due to be submitted in February 2024.

## Current Successes

- The Decolonised Curriculum Workstream is on track for all but one of their actions.
- Improved infrastructure: Associate Directors (POD), Associate Head of Schools and EDI Co-ordinator roles will enable embedding and delivery of Race Justice Strategy actions.
- Revision of RJSB membership: to be widened for increased participation of colleagues and students.
- Active Allyship Training: The REC Officer is updating current training material which is to be delivered to individual departments following requests, alongside standard induction training.
- REC Survey: The REC Officer has completed the design of the Survey and handed this over to colleagues in the Student Success team for communication to students.
- Positive Action: This is now integrated into Recruitment & Selection training, delivered by the EDI Co-ordinator.

The REC is an external charter mark which is accredited by Advance HE and is aimed at improving the representation, progression and success of staff and students of colour in Higher Education. The Race Equality Charter Officer has worked to reintroduce REC to both staff and students through engaging with various stakeholders and external contacts, gathering necessary data required (through the use of the REC survey) for the application and began work on the Action Plan which will highlight the steps Goldsmiths will take to excel and deepen their work on Race Equality for students and staff. This work will highlight our long-term commitment, improve the way in which we understand student and staff experiences and better academic outcomes for students and staff of colour. Additionally, our Race Equality Charter (REC) application will strengthen the work of the wider EDI team such as the Race Justice Strategy and its relevant Workstreams.

Goldsmiths is currently working towards submitting their first Race Equality Charter application to Advance HE in the year of 2024.

## **Targets, Monitoring, and Review**

With the REC Survey yet to be completed, College-wide KPIs are yet to be set for our key indicators of inequality. Our prospective targets therefore remain unchanged and closely resemble our Athena SWAN targets.

Outcome mapping and harvesting is key to ensuring behaviours, attitudes, relationships, policy, and process align to enable the delivery of actions and achievement of Race Justice Objectives and will be facilitated by the REC Student and Staff Surveys.

RJSB will continue to monitor our progress and achievement of the targets published in January 2023. Workstream leads will be responsible for reporting into RJSB at least once a term on progress of actions within their Workstreams.

As part of the Race Equality Charter Self-Assessment process, the following actions will support target setting, monitoring and review, 2024-2025:

Carrying out College-wide survey of staff and students (REC) to better understand the experiences of staff and students, to measure the impact of racial justice interventions and to identify future priorities.

Undertaking an analysis of each stage of the student experience, from admissions through to graduate destinations. Set quantitative targets for measuring progress in tackling inequalities.

Undertaking an analysis of each stage of the employee life cycle, including representation of staff of colour and ethnic minority at each grade. Set quantitative targets for measuring progress in tackling inequalities.

Consulting with students to understand how some learning environments can negatively affect students of colour and ethnic minority, understand how students participate and are expected to participate in group discussions how students respond to different learning and teaching.

## **Disability Equality**

The Student Disability Team has worked on a new and more efficient system to communicate the support plans amongst colleagues involved in implementing reasonable adjustments and a new Disability Policy has been written and ratified by Academic Board. They are using MS Teams to securely share Reasonable adjustment agreements and have created guidance for staff around what inclusive practice looks like. The Disability Team meet regularly with the Students' Union

Sabbatical Officers to ensure that student views and experiences are considered in the running and the design of the service. The College is also getting ready to launch a Wellbeing Strategy which will aim to embed good inclusive practice across the institution.

During 2021, reasonable adjustments in the workplace guidance was reviewed and re-launched, with input from the (Dis)ability staff network. The guidance aims to provide clarity for disabled staff and their managers on the rights of disabled staff and best practice approaches to ensuring an inclusive working environment. New training has been introduced to give more information to staff, enabling them to better support students at Goldsmiths. 'Supporting Disabled Students at Goldsmiths' has focused on providing support with RASA's, and the administration around this area. Training has continued to support managers to gain a better understanding of disability equality in the workplace, by educating people to understand the Equality Act 2010, and how it relates to the workplace. The workshop also focuses on the use of language and how to put reasonable adjustments in place for staff.

## **LGBTQ+ Equality**

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

In September 2022, an LGBTQ+ Equality Champion was appointed from the Senior Management Team: Matthew Carlile, Head of School for Professional Studies, Science and Technology (PSST). Matthew will help to support staff and students by advocating for LGBTQ+ equality and inclusion through discussions at management level and actively work towards advancing better practice and greater equality and inclusion of the LGBTQ+ community across all of Goldsmiths.

## **Gender Equality**

Goldsmiths was awarded the Bronze 'Athena SWAN' award in March 2020. The award lasts for 5 years, and therefore a new application will be made in 2025. Since receiving this award, Goldsmiths has continued to advance its commitment to gender equality and in March 2022, both the Computing and Psychology departments successfully obtained a bronze award.

As part of our Athena SWAN action plan we have also launched guidance for Managers on inclusive approaches to Performance and Development Review (PDR) and have produced a successful inclusive recruitment and selection training course, with over 100 staff trained in the last 12 months.

## **Recovery Programme**

A Skills Match Questionnaire (SMQ) process was designed as part of the recovery programme to mitigate discrimination and ensure equity in the scoring process for determining redundancies. It was revised following feedback during the collective consultation to be more accessible to staff and address concerns about equity in the scoring process.

The revised SMQ was shared and discussed with chairs of the College's Staff Network groups. All SMQ panel members and assessors undertook Recruitment and Selection and Implicit Bias training which informed the development of the assessment process.

It was then assessed individually against the agreed criteria and then moderated by the panel. The SMQ criteria included elements relating to the staff member's contribution to delivering an inclusive curriculum and leadership in relation to Equality, Diversity and Inclusion.

Staff were invited to attend SMQ briefings prior to submitting their SMQ form. All briefings contained guidance on the equality elements. An additional SMQ briefing was scheduled for people of colour, women and staff who identify as disabled and neuro diverse.

Consideration was given to individual circumstances which may have impacted on a staff member's ability to meet criteria. Consideration was given to the barriers staff from minoritized groups encounter, for example, the barriers to career progression faced by staff of colour, women, disabled staff, LGBTQ+ staff and other minoritized groups.

By the end of the first phase of the programme, the total number of redundancies were 67% less than the expected number at the start of the programme.

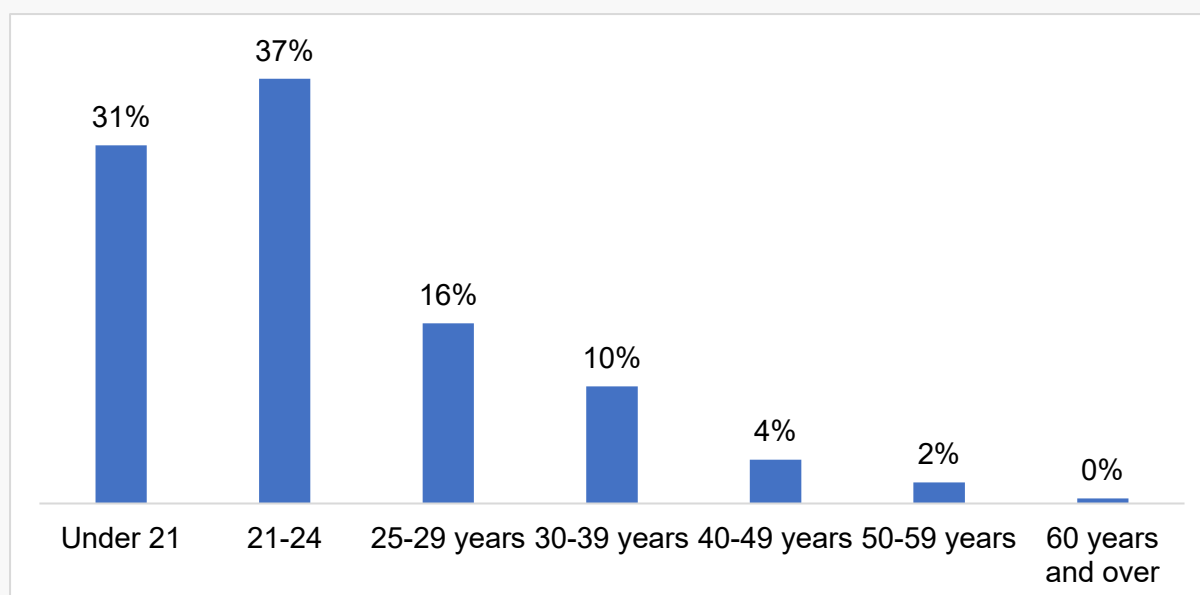
## Section 2: About our Students

This section provides an overview of our student profile for 2021/22 by each of the protected characteristics outlined in the Equality Act 2010. Data refers to students enrolled during 2021-22. Sector benchmarks are based on the HE student profile for the 2022 academic year, as outlined in the Equality in Higher Education: Statistic Report 2022.

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

**Data presented is as at 31<sup>st</sup> August 2022**

### Age



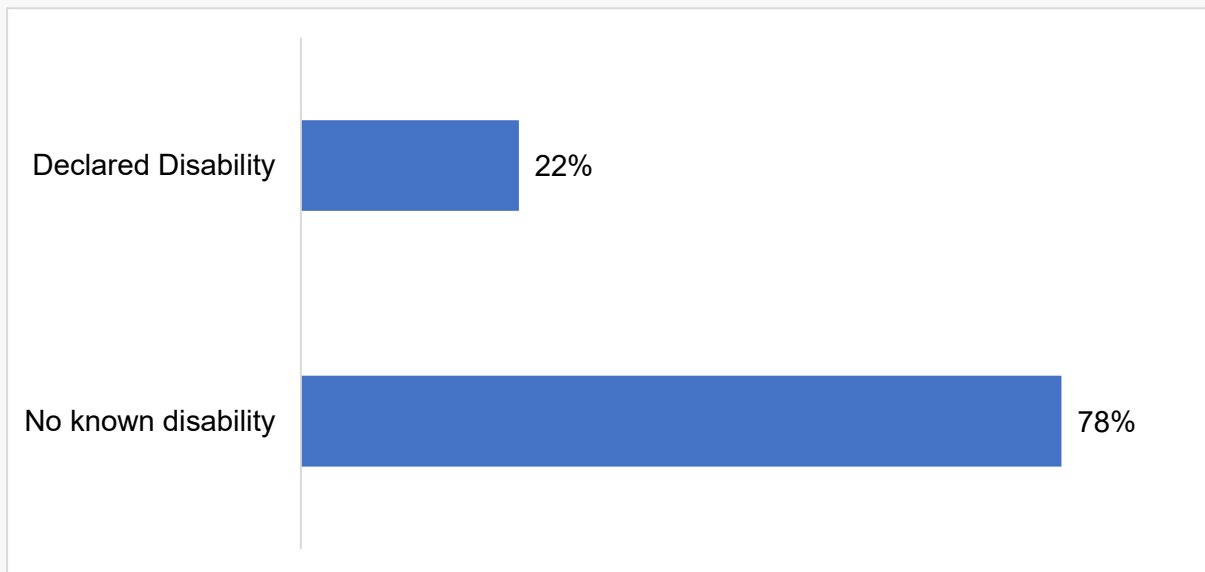
31% of students at Goldsmiths are aged under 21 (compared to 52% nationally) with 69% aged 21 and over. There has been an increase at Goldsmiths of mature students (aged 22 and over), this is comparative to an upward trend in the proportion of mature students within the sector since 2016/17<sup>1</sup>. Furthermore, Goldsmiths is representative of the student population in HE by having a larger mature student population than students under 21. 2020/21 marks a turning point in the HESA

<sup>1</sup> All sector data has been reported within: Advance HE (2022) Equality in Higher Education statistical reports – weighted by full person equivalent



student records across the sector wherein which, for the first time, the majority of students are mature students.

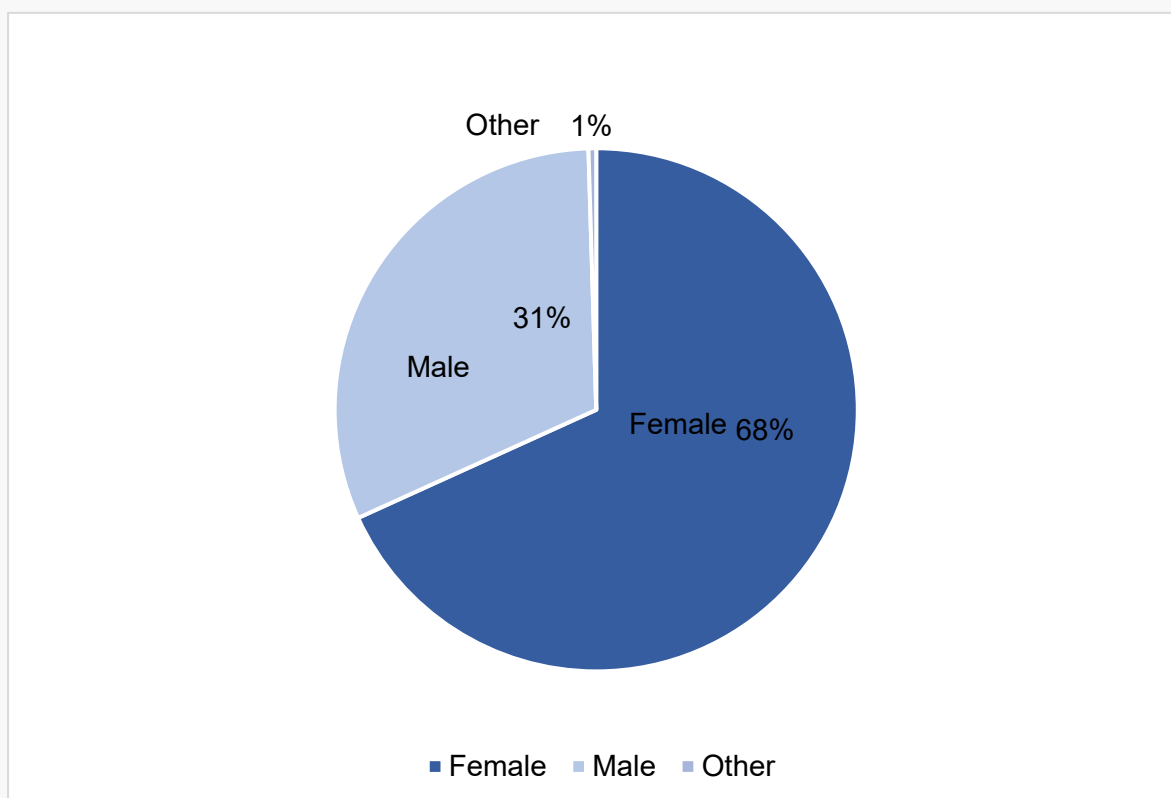
## Disability



22% of students have a declared disability; this includes 9% of students who have disclosed a mental health condition and 7% have a specific learning difficulty (SpLD). 78% of students have no known disability.

We have a higher proportion of students disclosing a disability than average (22% compared to 15.2% nationally). Within the sector there has been an upward trend in proportion of students who disclose as disabled since 2010/11, increasing from 8% to 15.2% in 2020/21.

## Gender

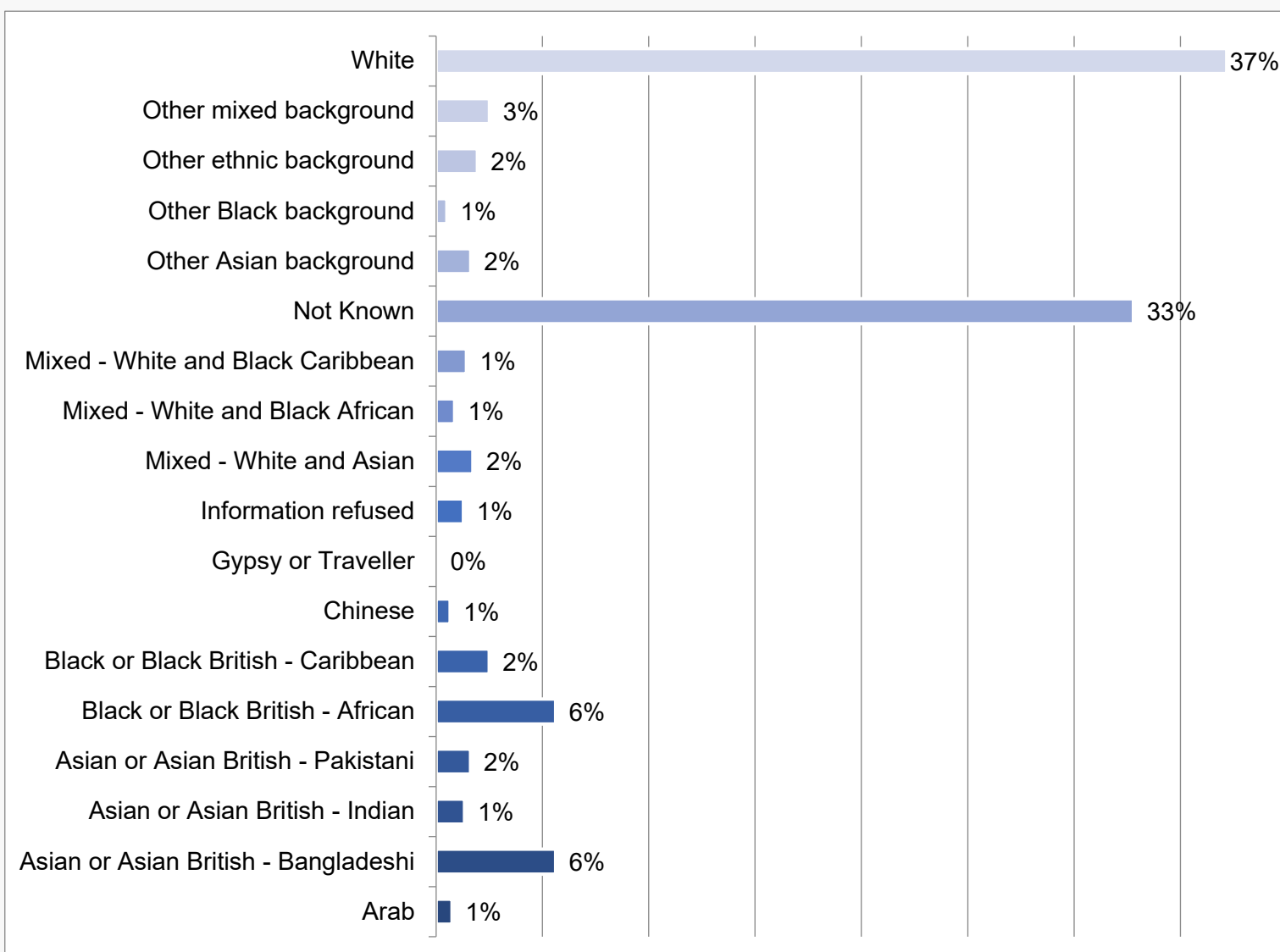


Goldsmiths has a higher proportion of female students than the sector average (5.2%). There is also a 0.5% increase in the students who identified as 'Other'.

## Gender Identity

327 students (3.3%) disclosed that they identify with a gender identity different from that assigned at birth. This is higher than the sector which reports a proportion of 1% students of gender identity having a gender identity different from that assigned at birth. (Excluding 18.7% of all students for whom information was refused or blank).

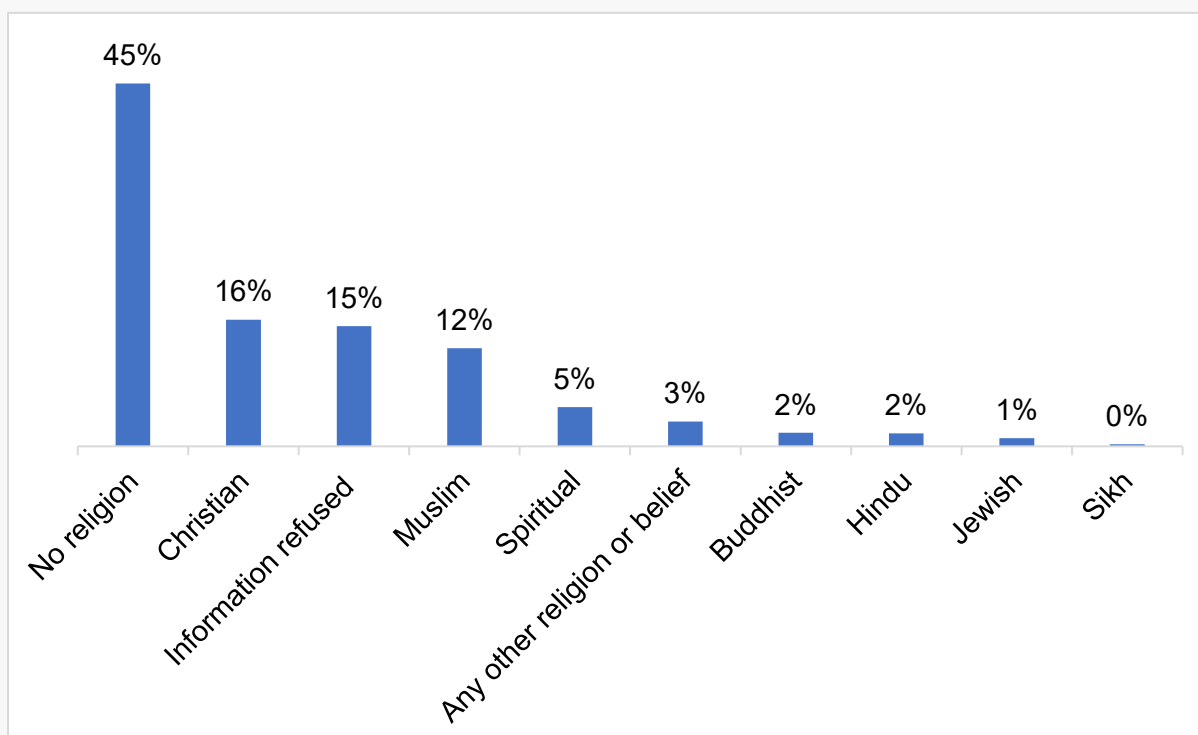
## Ethnicity



The horizontal bar graph shows that 37% of students at Goldsmiths are White, students who identified as ‘Other Black’, ‘Mixed – White and Black Caribbean’, ‘Mixed – White and Black African’, ‘Mixed – White and Asian’, ‘Chinese’, ‘Asian or Asian British – Indian’ and ‘Arab’, each represented 1% of students. 1% of students refused to share this information and 33% of students background is unknown. 0% of students identified as ‘Gypsy or Traveller’.

Overall, 30% of Goldsmiths students are from a Black, Asian, Mixed or Other Ethnic background while 33% of students background is unknown and 37% of students identify as White. We have a higher proportion of students identifying as Black, Asian and minority ethnic background at Goldsmiths, compared to 26.2% nationally.

## Religion

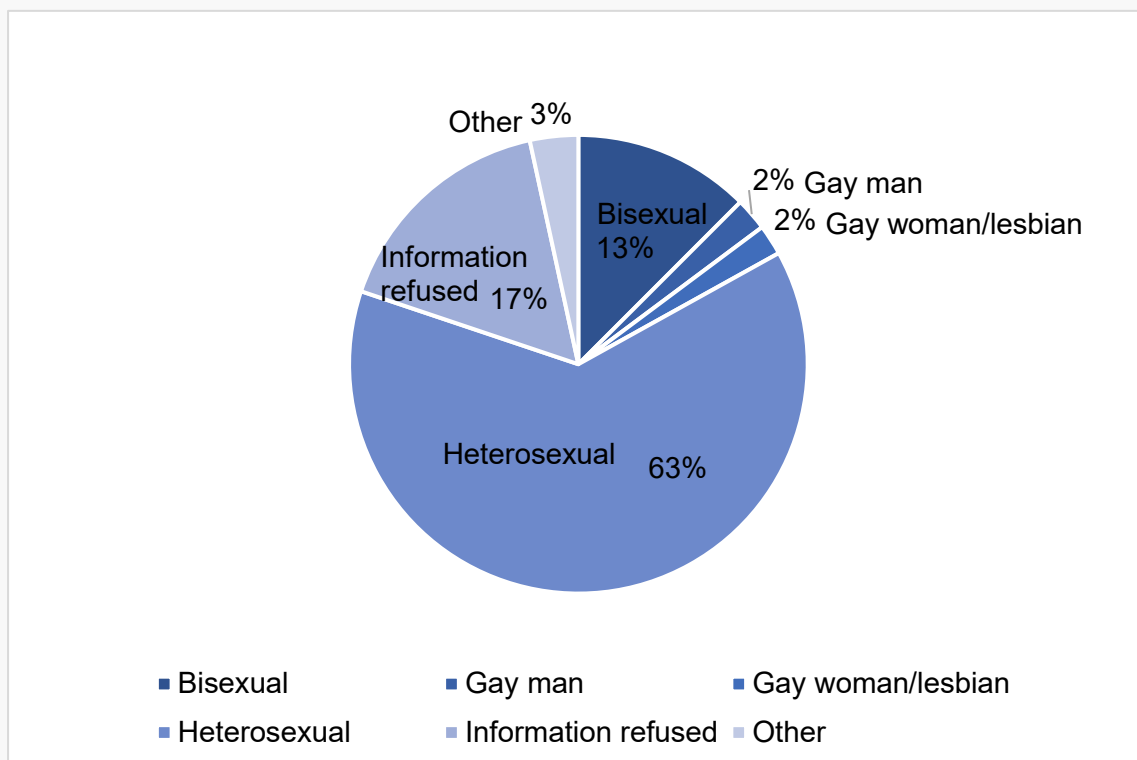


The bar chart shows that 45% of students stated that they have 'No religion', 16% identified as 'Christian', 15% refused to provide this information, 12% identified as 'Muslim', 5% identified as 'Spiritual', 3% said they identified with 'Any other religion or belief', 2% identified as 'Buddhist', 2% identified as 'Hindu', 1% identified as 'Jewish' and 0% identified as 'Sikh'.

The religious profile of students broadly reflects the national picture; Christianity is the most identified religion among students (Goldsmiths: 16%, Sector: 31.6%). Moreover, 48.3% of students in the sector reported having No religion whilst 10.8% of students refused information or left the field blank.

Goldsmiths have a slightly larger Muslim population (12% compared to 10.4% nationally). We also have a higher proportion of students declaring their religion as Spiritual (5% compared to 1.6% nationally).

## Sexual Orientation



The pie chart shows that 63% of students identified as 'Heterosexual', 13% identified as 'Bisexual', 3% identified as 'Other', 2% identified as 'Gay man', 2% identified as 'Gay woman/lesbian' and 17% refused to provide the information.

Goldsmiths has a large LGBTQ+ student population, with 20% of students identifying as LGBTQ+ compared to 10.7% nationally. We have a significantly larger bisexual student population; 13% compared to 5.5% within the sector.

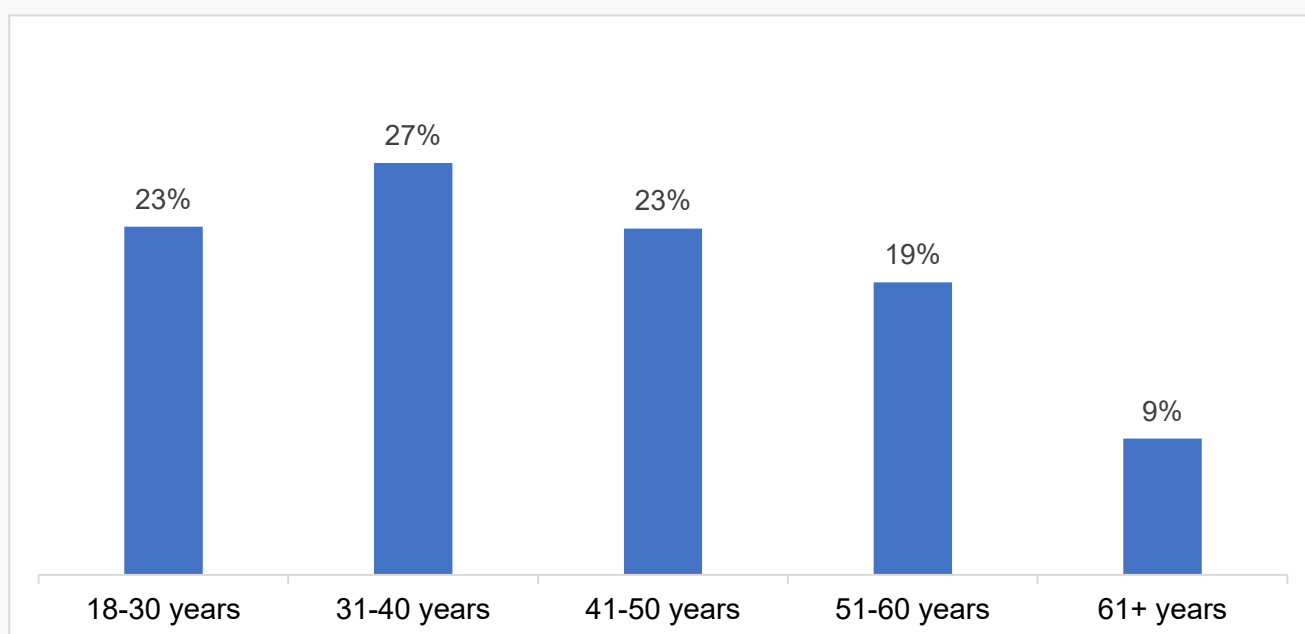
17% of Goldsmiths students refused this field which is similar to the sector which saw a 19.1% of students refuse.

## Section 3: About our staff

This section provides an overview of our staff profile from 2021/22 by each of the protected characteristics outlined in the Equality Act 2010. Sector benchmarks are based on the HE staff profile for the 2021/22 academic year, as outlined in Advance HE's Equality in Higher Education: Statistic Report 2022.

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

### Age

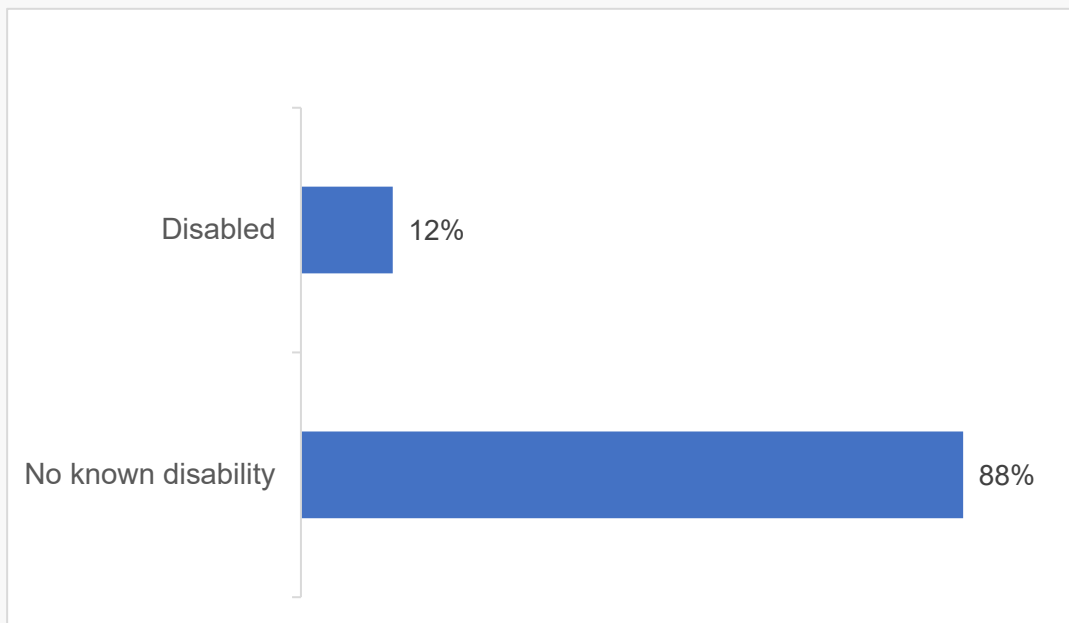


The bar graph shows that 23% of staff at Goldsmiths are aged between 18 and 30 years, 27% are aged between 31 and 40 years, 23% are aged between 41 and 50 years, 19% are aged between 51 and 60 years, and 9% said that they are 61 years and overs.

Compared to the sector; 15.6%, Goldsmiths employs more staff under 30; 23%.

Similarly to the sector; 28.7%, the age bracket with the highest proportion of staff in Goldsmiths was age 31- 40; 27%. In addition, Goldsmiths staff aged 61 years and over; 9% are a higher proportion than those of the same age bracket in the sector where 8.4% of staff are over 61; 0.6% less.

## Disability

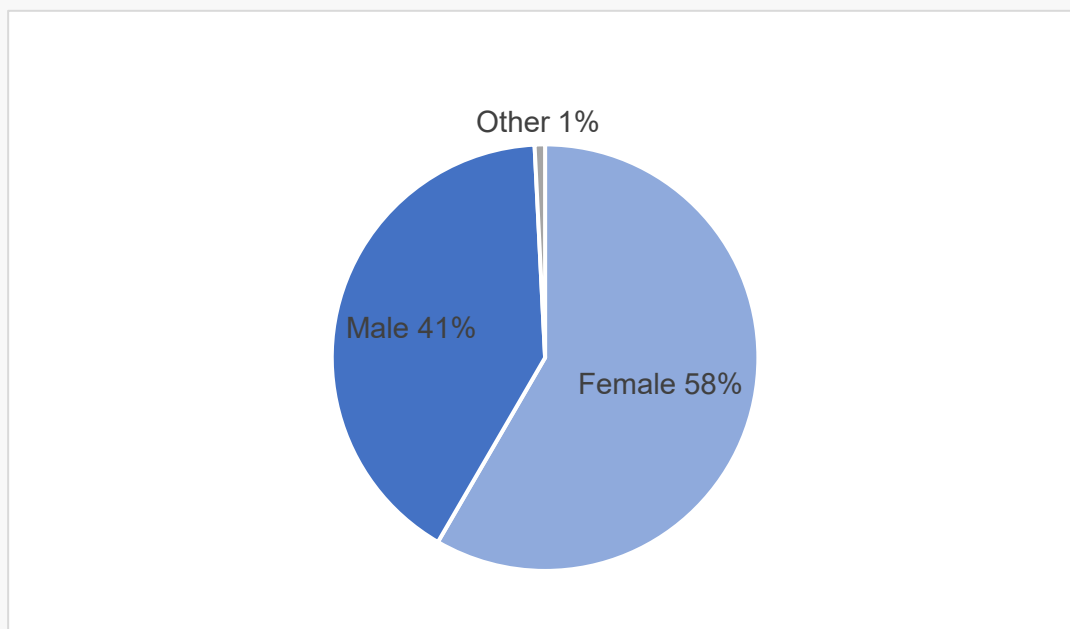


The bar graph shows that 12% of staff have identified as being disabled; which includes a 2% of increase of staff who have disclosed a mental health condition and a 3% increase of staff who have declared having a specific learning difficulty (SpLD). The bar graph also shows that 88% have declared that they have no known disability.

The proportion of staff with a disclosed disability is higher than the sector average (6%).

Within the sector the 2<sup>nd</sup> most disclosed impairment types were a specific learning difficulty (24.8% Professional Services, 19.8% Academic staff). Furthermore, in the sector more than one in eight professional disabled staff (17.8%) and academic disabled staff (12.9%) had a mental health condition.

## Gender



The pie chart shows that 58% of staff identify as Female, 41% identify as Male and 1% identify as Other.

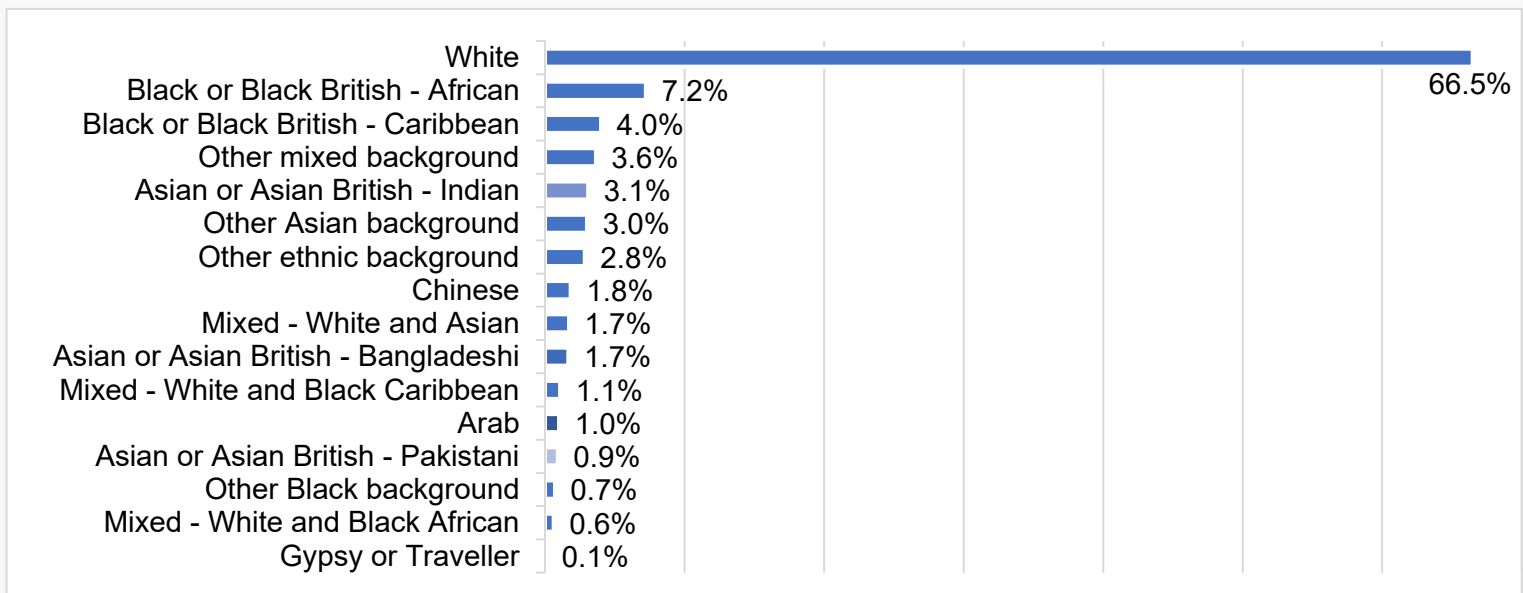
The gender of staff is broadly in line with the sector average which shows that in 2020-21, 54.2% of staff working in UK HEIs were female and 45.8% were male.

## Gender Identity

Within the sector, 1.1% of UK Higher Education staff disclosed their gender identity to be different to the one assigned at birth. (This excludes 65.8% of staff for whom information was refused or blank). At Goldsmiths, the actual number identifying as trans and non-binary is expected to be higher than the 1% who identified as Other.



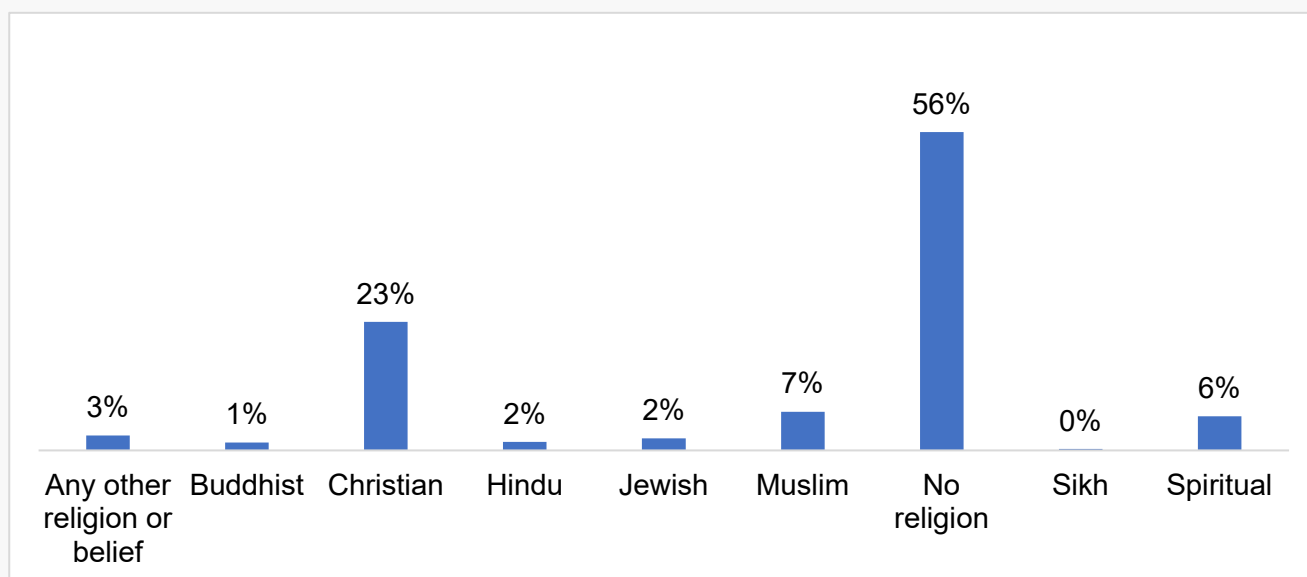
## Ethnicity



The horizontal bar graph shows that 66.5% of staff identified as White, 7.2% identified as Black or Black British – African, 4% identified as Black or British – Caribbean, 3.6% identified Other mixed background, 3.1% identified as Asian or Asian British – Indian, 3% identified as Other Asian background, 2.8% identified as Other ethnic background, 1.8% identified as Chinese. Mixed – White and Asian and Asian or Asian British – Bangladeshi both identified as 1.7%, Mixed – White and Black Caribbean identified as 1.1%, 1% identified as Arab, 0.9% identified as Asian or Asian British – Pakistani, 0.7% identified as Other Black background, 0.6% identified as Mixed – White and Black African, and 0.1% identified as Gypsy or Traveller.

The proportion of staff from a Black, Asian or minority ethnic background is higher than the sector average (11.4%) but is significantly lower than the Goldsmiths student population (49%).

## Religion



The bar graph shows that 56% of staff identified themselves as having 'no religion'. 23% identified as Christian, 7% identified as Muslim, 6% identified as Spiritual. 3% of staff identified as having any other religion or belief. 2% of staff identified as Hindu and 2% also identified as Jewish. 1% of staff identified as Buddhist and 0% identified as Sikh.

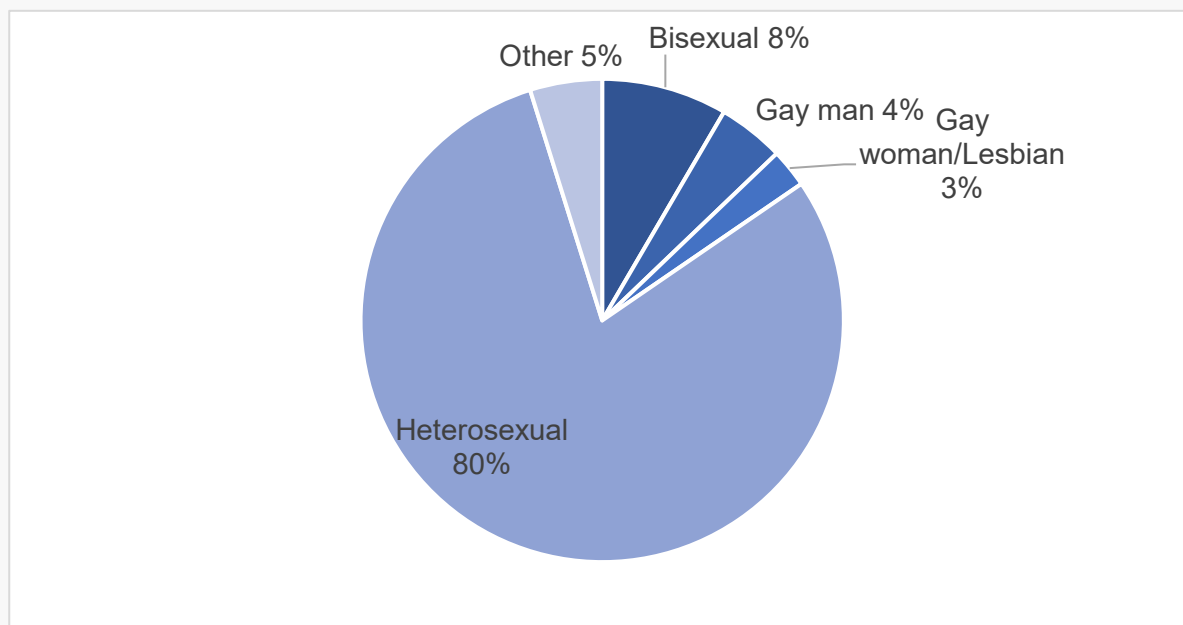
When comparing the student and staff profile, it is noted that 16% of students identify as Christians compared to 23% of staff; an increase of just over a quarter. For Muslims, the figures are opposite where 12% of students identify as Muslim, compared to only 7% of staff; a reduction by almost half.

Compared to the sector the picture was broadly similar where 51.2% of staff identified as having "No religion", 36.1% identified as Christian, 3.9% identified as Muslim.

Goldsmiths has a significantly higher proportion of Spiritual staff (6%) compared to the sector (1.3%) and 2% of Jewish staff compared to the sector (0.7%).

The sector data excludes 51.2% of all staff for whom information was refused or blank.

## Sexual Orientation



The pie chart shows that 80% of staff identified as Heterosexual, 8% identified as Bisexual, 5% identified as Other, 4% identified as Gay man and 3% identified as Gay woman/Lesbian.

Goldsmiths has a large LGBTQ+ staff population. 20% of staff identify as LGBTQ+, which reflects the student population (20% LGBTQ+).

Across UK Higher Education Staff, 7.5% identify themselves as LGBTQ+. Goldsmiths has a significantly higher proportion of staff identifying as “Other” (5%) compared to the sector (0.8%) and staff identifying as “Bisexual” (8%) compared to the sector (2.6%).

This sector data excludes 50.5% of all staff for whom information was refused or blank.

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

### **Objective 1**

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

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

In 2020 SMT Champions were appointed to support the embedding of equality across the organization. During the 2021-22 academic year, Senior Management Team (SMT) Equality Champions continued to provide strategic leadership and oversight of key equality initiatives relating to Gender, LGBTQ+ and Disability.

For the academic year 2022-23, an additional Equality Champion was appointed to provide strategic leadership and oversight of key equality initiatives relating to Religion and Race.

SMT Champions appointed for 2022-23 are:

- SMT Disability Equality Champion – Stephen Graham, Head of School for Arts and Humanities
- SMT Gender Equality Champion – Jilly Court, Chief Operating Officer
- SMT LGBTQ+ Equality Champion – Matthew Carlile, Head of School for Professional Studies, Science and Technology (PSST)
- SMT Race Equality Champion – Frances Corner, College Warden
- SMT Religion Equality Champion – Adam Dinham, Head of School for Culture and Society

SMT Equality Champions are each responsible for chairing an Equality Steering Group which monitors the progress of agreed actions and act as a point of contact for members.

#### **Race Justice Strategy Board**

The Goldsmiths Race Justice Strategy Board was formed in September 2021 and is co-chaired by the Warden, Professor Frances Corner and an independent co-Chair Natalia-Nana Lester-Bush, with membership drawn from across the College's academic schools, professional service team, Goldsmiths Students Union, recognised Trade Unions UNISON and UCU and representatives from Goldsmiths Race Equality Group (GREG) and Goldsmiths Anti-Racism Action (GARA).

The Race Justice Strategic Framework draws together the detail of Insider Outsider and Identity and Impact Report, solidifying the case for racial justice strategy at Goldsmiths and providing guiding principles for colleagues to take anti-racist action. The Race

Justice Strategy was developed after the identification of systemic and interpersonal drivers of discrimination in the Insider Outsider Report, Identity and Impact Report. These drivers of discrimination have now been reframed as objectives with enabling deliverables to ensure they are directly addressed.

Through its discussions and recommendations, the Board works to ensure that the College is advancing race equality and implementing and evaluating the Race Justice Strategy.

The key deliverables of this strategy will form the basis of Goldsmiths Race Equality Charter (REC) Action Plan. As part of the Race Equality Charter Self-Assessment process, we will collect further data through the REC Survey which will further inform the Strategy.

Priorities of the Race Justice Strategy Board for academic year 2022-2023 include, but are not limited to:

- Monitoring and overseeing progress of the Strategic Objectives set out in the Strategic Framework, monitoring outcomes against agreed performance indicators to measure the impact of interventions.
- Reviewing and approving business cases, project plans and project closures that come out of the Strategic Framework and implemented by the Race Equality Charter Self-Assessment Team (REC SAT).
- Acting as a point of escalation for race related risks and issues across the College; identifying risks and issues and advising on mitigating actions.
- Receiving reports from projects overseen by the board on risks and issues. To support projects that have escalated risks and issues that cannot be managed by the project team and require advice, guidance, or support.
- Taking key decisions about which projects or initiatives to prioritise to achieve the goals outlined in the Race Justice Strategy.
- Advising on the development of related policies, procedures, staff and student training, fundraising and action plans.
- Establishing clear communications with individual departments and Schools, as well as Professional and Academic Services teams advocating for the development of effective departmental/team strategies and initiatives which are informed and appropriately supported by central mechanisms.

## School EDI Coordinators

In 2021, School EDI Coordinators were selected from the academic staff to act as a strategic partner to the Head of School, School Administrator and Departmental Heads on matters of Equality, Diversity and Inclusion. By connecting EDI activity across all Academic departments within each School, the EDI Coordinators help to collaboratively develop activities that advance the School's commitment to be a diverse, respectful, and caring community for staff, students, and wider stakeholders. Through collaborative work with the Goldsmiths Equality, Diversity and Inclusion Team these roles provide an opportunity for greater equality and inclusion across the College.

The role has a fixed 12 month tenure after which there is an opportunity for new candidates to apply for the role.

There are EDI Coordinators for:

- The School of Arts and Humanities
- The School of Media, Communications and Cultural Studies
- The School of Professional Studies, Science and Technology (PSST)

## Staff Networks

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

The networks are open to allies and provide a safe space for staff to share any concerns regarding governance and practices related to equality, diversity and inclusion and provide suggestions. The staff networks also act as a consultative group for organisational processes and implementation such as Equality Impact Assessments and Inclusion activities.

## Objective 2

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

## Attainment gaps for Black and Asian students

Goldsmiths Access and Participation Plan sets targets to close the gap in good honours between black and white students and between Asian and white students.

In 2020-21, the attainment gap between black and white students was 9 percentage points, having decreased from a gap of 20 percentage points in 2019-20. We committed to reducing the gap to 11.8 percentage points by 2023-24 (the new end period of the current plan), meaning that we are currently making progress more quickly than expected.

The attainment gap between Asian and white students has narrowed from 22 percentage points in 2019-20 to 7 percentage points in 2020-21, also ahead of our existing Access and Participation Plan target.

Despite the progress made in both cases, we recognise that we have further to go in this area.

## **Goldsmiths Equity Awards**

The Equity Award is a scholarship specifically aimed at supporting Black, Asian and Minority Ethnic Students to achieve their full potential at Goldsmiths. This scholarship was created to help level the playing field for students of colour who disproportionately face financial barriers and are disadvantaged in other ways.

## **Lewisham Borough Fee Waiver**

Goldsmiths also offers the Lewisham Borough Fee Waiver up to 5 applicants annually. The fee waiver provides a full tuition fee waiver for students who are Lewisham Borough Residents and whose household income is below £35,000 per annum.

## **Access gaps for students from Low Participation Neighborhoods**

In the Access and Participation Plan, the Widening Participation Team set a target to reduce the gap between the proportion of students joining Goldsmiths from [POLAR4](#) quintile 5 households (households in areas where young people are most likely to progress to higher education) and those from POLAR4 quintile 1 households (households in areas where young people are least likely to progress to higher education). The target stated a reduction in the ratio of Q5:Q1 students from 8:1 in 2017-18 down to 6.1:1 in 2020-21, continuing to 4.5:1 in 2023-24. In 2020-21 the ratio was 6.1:1, meaning that the target milestone was met for that year.

Students from low participation neighbourhoods (POLAR4 Q1 areas) are prioritised in many areas of the teams activity, and this is a significant consideration when identifying target schools and colleges for the work. However, it is recognised that there are some weaknesses with the POLAR4 methodology when it is applied to London, the area from which most of our students are drawn. As such, in 2022-23, the team will also be considering students in receipt of Free School Meals, as a more meaningful measure of disadvantage within their context.

Data is taken from the [OfS data dashboard](#)

## **Goldsmiths Progression Scheme**

Due to Covid19, during 2021 the Goldsmiths Progression Scheme was run as an online only programme. This was unable to continue in the following academic year due to a large number of staff vacancies which were the result of the organisational re-structure.

### **Pre-16 students**

To support the aspirations and attainment of pre-16 students, a 6-week 'GoldFutures' mentoring programme was delivered to 20 young people, aged 12 – 14. This involved Goldsmiths Student Ambassadors meeting with the students over a period of several weeks across February to April 2022, and working with them to develop their study skills, confidence, and motivation, while providing information, advice and guidance about higher education and their futures. We worked with Deptford Green School and Clapton Girls' Academy in 2022 and are about to launch the same programme with Addey and Stanhope in 2023.

### **Summer Schools and Holiday Clubs**

In February 2022, the Widening Participation Team ran two holiday clubs for students aged 11 – 15. Our 'Discover Culture' club was attended by 13 students from across 6 schools while our 'Discover Creative' club was attended by 24 students from across 12 schools. Both clubs took place across three days, and several local schools were represented, including Deptford Green, Addey and Stanhope, Haberdashers' Hatcham College and Sydenham School. The subject focus of these clubs was identified based on based on departmental data showing which courses are less likely to attract students from underrepresented backgrounds.

In July 2022, the Fine Art department ran a 3-day summer school for Year 12 students instead of the usual 2-week summer school. This was due to the Widening Participation team being restructured and therefore a significant reduction in resources at this time.



# FINE ART SUMMER SCHOOL

**Ever wondered what it's  
like to be at Art School?  
Then join Goldsmith's  
Fine Art Summer School  
2022**

**Goldsmith's Fine Art Summer School provides a great opportunity to experience life at university studying Fine Art.**

Over 3 days you will learn about the many aspects of being an artist by taking part in hands-on creative activities, exhibition tours, talks from current art students, professional artists and curators. You will have the chance to experiment with different art forms such as sculpture and photography, working towards creating your own exhibition display at the Goldsmiths CCA gallery.

**The Fine Art Summer School is free of charge and open to 16-25 year olds currently studying in schools or colleges in London boroughs.**

#### **DATES**

Mon 11 July, 10:00–16:00  
Tues 12 July, 10:00–16:00  
Tues 19 July, 10:00–16:00

#### **VENUE**

Goldsmiths CCA  
St James' New Cross  
London SE14 6AD

Do you want to join our Fine Art Summer School?  
Then please fill out the online booking form by **5th July at 12 noon**

<https://app.gedcoform.com/public/#/modern/21f000hprdtg5c00cvcru4wv3d>

The summer school was held in the CCA gallery residence space. The Junior Fellows (recent graduates employed to help with the art programmes) gave a tour of the studios, library and workshop areas to help get a sense of what University life would be like and to allow students to ask recent graduates questions. As part of the offering Junior Fellows also gave a presentation of their journey through education.

6 students participated in the summer school from Prendergast, Christ the King Sixth Form College and Thomas Tallis School.

## **The Brilliant Club**

Our partnership with [the Brilliant Club](#) enjoyed another successful year in 2021-22. 8 Goldsmiths researchers acted as PhD tutors for the Brilliant Club Scholars' Programme, through which they delivered 31 placements to 346 young people across 29 schools. A placement involves working with the same cohort of students to lead a series of tutorials for young people. Of these students, 51% were Pupil Premium (in receipt of Free School Meals), 65% had no parental history of higher education, and 70% lived in the most deprived areas of the country, according to the Income Deprivation Affecting Children Index (IDACI).

We ran five online launch events for the programme, reaching 338 young people across 27 schools, and 5 graduation events reaching 294 young people from across 25 schools. Due to many of these events being held online, the data we have on their characteristics is less reliable. However, we did hold 4 on-campus graduations, and, for these events, we know that 42% of students were Pupil Premium, 61% had no parental history of higher education, and 77% lived in the most deprived areas of the country according to IDACI.

## Care Experienced and Estranged Students Bursaries

Student Support Services continues to offer specific advice related to care leaving and estranged students, both in terms of wellbeing support and student finance guidance.

Student Support Services has continued to analyse service usage data to plan and adapt to demand and need.

Our bursary for care experienced students was uncapped for 2020 entry onwards and the criteria of the award expanded to allow estranged students, unaccompanied asylum-seeking children and care experienced applicants of any age or duration of care to apply for this award. We awarded 25 in 2020-21 and 35 in 2021-22; 4 students have since withdrawn their application.

As a part of our Pledge with [Stand Alone](#) for estranged students we are developing resources specifically targeted at estranged students to support their decision-making process. This work is overseen by the Student Access Participation and Outcomes Sub Committee (SAPOSC).

Our work with care leavers was reduced in 21/22 as there were several staff vacancies in the Widening Participation team. We continued to be part of AimHigher's 'Map of Me' coaching project, with 3 Goldsmiths student ambassadors being part of this initiative that provided confidence building sessions to care-experienced students in London.

In 2022-23, we will be working collaboratively with Gonville and Caius College, Cambridge, Rose Bruford College, Brunel University London, Middlesex University, London Metropolitan University, and the University of Greenwich to deliver an event for care-experienced students from Virtual Schools across London. The event will be hosted at Goldsmiths in April 2023.

As part of the student transitions programme, specific content that addressed the needs and concerns of care leavers and estranged students was included in our pre-arrival communications. Topics addressed included out of term accommodation, signposting to funding, local services and additional support to navigate student administrative processes. This information was also embedded in the online student induction course. Since 2022, efforts have been made to engage care leavers and estranged students with the student community leaders scheme.

## Counselling and Mental Health Services

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

collaboration with the NHS and One Health Lewisham has been strengthened to offer students access to a range of NHS psychological services.

In addition, IAPT has resumed offering students appointments on campus and the local substance misuse charity Humankind also supports our students offering one-to-one sessions onsite and group sessions locally.

## **Disabled students**

We have coordinated 1828 individual support and adjustments plans (RASAs) during the 2020-21 academic year for disabled students. Students have continued accessing our 'Assistive Technology Centre' in the Library and we have funded assistive software for students, and one-to-one support such as specialist study skills, mentoring, study assistance and BSL interpreters for those students who were not able to apply for it via the Disabled Students Allowance.

The Student Disability Team is now looking at ways of further streamlining disability support by offering adjustments upfront on disclosure and reserving bespoke support plans for those students with more specific needs.

We have continued to draw on feedback received from monthly meetings between the Students' Union Sabbatical Officers to ensure that student views and experiences are considered in the running and the design of the service.

The Disability team continues to have a dedicated presence at events such as Open Days and Applicant Days to encourage applications from the disabled students' community and to publicise the support and adjustments available.

## **Mature learners**

Our scheduled AccessingHE webinars for mature learners were unfortunately cancelled in 2021-22 due to staff shortages. However, [our progression agreements](#) with Lewisham College and Southwark College were in place, as were our agreements with OCN and Laser, the two major accreditors for Access to HE Diplomas. Through these bespoke agreements, students at these Further Education Colleges, or studying for these qualifications, are entitled to admissions benefits from Goldsmiths. These students tend to be overwhelmingly classified as mature students. The benefits can include a guaranteed interview or guaranteed offer of a place to study with us, set one grade below the standard level. In 2022-23, we are developing a relaunch and promotion plan to ensure that eligible students are aware of the agreements and able to access their benefits.

There are up to 10 awards available (value £3,000 per year of study) for mature learners through the Mature Student Scholarship. Two awards are reserved for applicants nominated by Open Book.

Goldsmiths Open Book is a multi-award-winning programme that aims to break down barriers to higher education by working closely with a network of agencies to support people from a wide range of backgrounds, such as reformed-offenders, prisoners and those who have struggled with addiction and mental health. Through reaching out to marginalised communities, Open Book reaches hundreds of its constituents each year; all are individuals that would not have engaged with higher education. The Open Book programme has supported over 250 people from key skills through to undergraduate and post graduate study; we currently have 18 students studying undergraduate and post graduate programmes at Goldsmiths. Goldsmiths Open Book has provided thousands with their first experience of university.

Plans for the near future include, expanding its prison programme in to more Women's units and working with educational academics to develop a university entry qualification, combining Level 3 study alongside accreditation for prior experiential learning.

Open Book is also working with the Goldsmiths Computing Department to create targeted online learning with specific community organisations working within the community. There will be a particular emphasis on services that work with members of the ex-forces, that are struggling to reintegrate into civilian life. It is envisaged that this will include trauma, housing and benefits' support; the possibility of establishing a Freeview Goldsmiths Open Book television channel is being explored.

To support the transition into higher education and Goldsmiths, a Mature Students' Network was established in 2018. This network provides mature students with opportunities to connect with other mature learners, socially and academically. This network has formed a core part of the Student Community Leaders scheme where current mature students are recruited to facilitate the network and contribute to the development of student communications and other interventions aimed at mature learners.

The network has also been used as an opportunity to source feedback from mature learners to better understand their experiences and needs.

## **Objective 3**

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

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

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



## Liberate our Library

Through the [Liberate our Library](#) initiative, the Library continues to work with teaching staff and the Students Union to decolonise and diversify reading lists in line with the Learning, Teaching & Assessment strategic objective of 'liberate our degrees', to ensure students see themselves reflected in the curriculum. Our aim is to represent all scholars from all backgrounds. The Library works with departmental liberation and decolonisation groups where such groups are in place. The 'Liberate our degrees' collection now has 450+ resources. These resources are suggested for acquisition by students and staff.



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



## Positive Action Graduate Traineeship

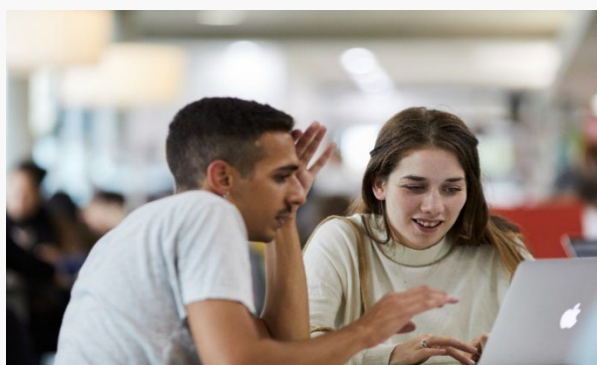
The UK library workforce identifies as 96.7% White\*- this is compared to a UK population that identifies as 88% White. With POC staff so underrepresented within the library and information sector, as part of our EDI work, the library offers a positive action graduate traineeship to a graduate who identifies as a person of colour (POC).

The annual traineeship offers an opportunity for a POC Graduate who has not necessarily had any experience but is interested in exploring a career in the library and information sector to do so. The role was designed so that it allows the successful candidate the opportunity to experience library work across all its core functions, enabling the individual to gain a broad range of experience and the skills and knowledge to build a career in libraries.

A successful recruit of the first trainee in 2021 proved successful and so the initiative has continued with another trainee being selected to start in September 2022. Plans are being made to recruit again for September 2023.

## Collection Development and Management

The Library is working on an updated Collection Development & Management Policy to look at what we collect and why, to tackle problematic and offensive subject headings, as well as how to address contentious materials in line with our decolonisation work. The library continues to acquire fully accessible learning resources in eBook format, where available, and invest in more digital learning resources to support online teaching delivery.



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

\*<https://www.cilip.org.uk/page/Workforcesurvey/> - 'A Study of the UK Information workforce/CILIP (Chartered Institute of Library and Information Professionals) and ARA (Archives and Records Association) commissioned report.

## 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.**



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

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

To consider EDI in IT planning and development, staff are provided with guidance on website and document accessibility requirements, including how to ensure that webpages and documents are compliant and are accessible to everyone. Accessible ready documents are guidance available to all staff via Goldsmiths staff intranet Goldmine. Existing documentation on Goldmine and Goldsmiths website are being converted to the accessible ready templates as they are updated and reviewed.

A Business Service Owners Group have continued to work to ensure accessibility statements for all web enabled business systems. The checklist for the procurement of new Business Systems includes accessibility requirements as part of the selection

process. This checklist was used for the new service management tool for IT&IS which will go live later in 2022. Compliance of existing business systems relies on the vendor.

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

## **Objective 5**

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

### **Staff data**

Since 2021 staff equality data has been used to inform detailed analysis of our staff lifecycle as part of the 'Research Excellence Framework', Recovery Programme Equality Impact Assessments (EIAs) and Positive Action Initiatives.

To gain better insight into the diversity of our community and those we cater for, ethnicity variables have been disaggregated and will help to better inform the data we hold and the approach with which we create services, policies, and inclusive activities.

### **Student data**

Student data collection is an important part of how we understand the makeup of the student body and their experiences at the university. We have begun gathering data surrounding various aspects of their student lifecycle such as identity and belonging, complaints reporting and handling, academic performance and success and wider areas. One example of the way in which we plan to collect and use data in the upcoming academic year (2022 – 2023) surrounds our work on the Race Equality Charter data which included working alongside the Student Success Team to circulate access to a survey, the use of promotional material and engagement techniques, a dedicated email to communicate any concerns surrounding data collection and a clear statement on the use and storing of provided data.

Additionally, as part of this survey, a review of the equalities monitoring section was conducted to ensure the survey was more inclusive and diverse in its answers. This is just one example of the way in which we have positively collected and applied student data whilst maintaining a sense of inclusivity, confidence in anonymity and an adherence to policies on data use.

Student data is published alongside our Staff data in the annual EDI reports.



## 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.**

### South Asian Heritage Month

From 18<sup>th</sup> July to 17<sup>th</sup> August 2022, Goldsmiths celebrated South Asian Heritage Month by sharing profiles of colleagues. Dr Aminul Hoque, Education Lecturer within the Department of Educational Studies and Dr Jennifer George, Head of the Computing Department. Both shared personal reflections on what South Asian heritage meant to them and details about their heritage while giving readers an insight into their favourite piece of South Asian creative work.

### In Living Memory Project

Goldsmiths led a seven-member community project entitled *'In Living Memory'* which provided support with both academic and professional expertise and resource to give the Lewisham community the opportunity to tell their stories through traditional means, artistic and cultural events, and activities.

Alongside the seven projects, Goldsmiths worked with a range of academic, heritage and community stakeholders to develop plans for a new digital archive and online museum with the goal of transforming the current understanding of Lewisham's post-war history through the seven different curations.

*'Where to, now the sequins have gone?'* a 100% LGBTQ+ focused pop-up exhibition curated by Bijou Stories in Lewisham shopping centre was presented as a 10-day celebration of the borough's LGBTQ+ community. The exhibition begun on 21<sup>st</sup> September 2022 and finished on 8 Oct 2022. It consisted of a series of meet ups, memory sessions and creative workshops, and uncovered the histories of Lewisham's lost gay venues that thrived from the 1970s – 90s.

### Black History Month

Goldsmiths are planning to celebrate the annual event in October with a range of activities including a visit to Tate Britain for the [African Heritage Tour](#) which explores the history and influence of people of African and Caribbean Heritage in British Art from the 1500s to the current day, a comedy night featuring popular Black artists [A Dot Comedian](#) and [Thanyia Moore](#), and a themed Symposium featuring two of Goldsmiths staff members from the Education and Computing departments, as well as a first year History student who has founded the [Black Poppy Rose](#) organisation; an initiative created in remembrance of the African, Black Peoples, West Indian, Caribbean, Pacific

Islands & Indigenous Communities contributions to Global Wars that have paved the way for the 'Cultures' we know and understand today.

## Generation Delta

In October 2022, Goldsmiths will be hosting the Generation Delta Project Launch which will include a welcome address from Professor Frances Corner, Warden. At the event, Professor Corner will outline the Goldsmiths' commitment and support for Generation Delta in the context of the institution's Racial Justice Strategy. Running from 2022 to 2026, led by BAME female professors from six universities including Goldsmiths, the initiative aims to lay the foundations for a long-term increase in the number of Black, Asian and minority ethnic women securing professorships in higher education institutions in England.

It will focus on three key phases of the Postgraduate lifecycle:

- Access to Academy
- Retention and Progression
- Training for Careers

## Objective 7

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

### Learning and Development

As part of the Learning and Development programme in the 2021/2022 Academic year, the Organisational Development and Equalities team continued to coordinate staff EDI training as part of its open programme. Between September 2021 - August 2022, 54 staff participated in 'Implicit Bias' training, 26 staff in 'Trans-Awareness' training delivered by Gendered Intelligence, 84 staff in 'Inclusive Recruitment and Selection' training, 28 staff in 'Disability Equality in the Workplace' training, 60 in 'Supporting Staff to Support Students' training,' and 35 staff in 'Safeguarding Coordinator' training sessions.

The programme also expanded into new programmes from both internal departments and industry leaders. 40 staff attended 'Supporting Disabled Students at Goldsmiths' to support with the RASA process. Stonewall Equality UK, the foremost organisation for LGBTQ+ rights delivered two workshops in 2021/2022, which saw 41 staff trained in 'Introduction to LGBTQ+ Allyship' and 'Being a Better Ally to LGBTQ+ People of Colour.'

During 2021/2022, EDI monitoring questions were included on training feedback forms. This will allow a clearer picture of the staff demographic who access training. Further to this, access requirements for staff are sought at the booking, confirmation, and pre-course stage. When considering alternative delivery methods, British Sign Language

(BSL) interpreters and closed caption technology (Otter.ai) were available for staff with hearing impairments.

## **South East Action Learning**

During 2021/2022, Goldsmiths participated in the 'South East Action Learning (SEAL) programme'. SEAL is an external programme available to academic and professional staff who identify as women. The programme uses action learning and peer coaching to enable participants to support each other in tackling complex challenges and issues. The programme also enables networking with women at other higher education institutions in London and the South East of England.

## **Objective 8**

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

### **Disability Confident**

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

### **Stonewall Workplace Equality Index**

In September 2022 Goldsmiths submitted an application for the 'Stonewall Workplace Equality Index' (WEI). The WEI is the UK's leading benchmark tool for LGBT inclusion in the workplace. Taking part is a voluntary, annual exercise that enables employers to measure, verify and improve their inclusion practice. The rankings are based on evidence submitted by employers against a set of criteria and feedback from staff collected in an anonymous and confidential online survey. Goldsmiths previous application in September 2021 received a Bronze Award in February 2022.

### **Athena Swan**

Goldsmiths was awarded the Bronze 'Athena SWAN' award in March 2020. Goldsmiths continues to advance its commitment to gender equality across the institution, including work towards producing an inclusive Menopause Policy. As part of our Athena SWAN action plan we have also launched guidance for Managers on inclusive approaches to PDR and have rolled-out recruitment and selection training. The award gives Goldsmiths a Bronze status for 4 years with an option to extend this for an additional year.

## **Race Equality Charter**

The Race Equality Charter (REC) is an external charter mark which is accredited by Advance HE and is aimed at improving the representation, progression and success of staff and students of colour in Higher Education. In June 2021, Goldsmiths became a member of the 'Race Equality Charter' (REC), an accreditation that provides a framework through which Goldsmiths will be able to work to identify and self-reflect on barriers standing in the way of Black, Asian and minority ethnic staff and students. The REC Self-Assessment Team has been established and includes members of the Goldsmiths Race Equality Group (GREG) Staff Network being established.

The REC Officer has worked to reintroduce REC through the engagement of both staff and students with various stakeholders and external contacts, gathering necessary data required through the use of a REC survey. Goldsmiths is currently working towards submitting their first Race Equality Charter application to Advance HE in the year of 2024.

As part of the application, an Action Plan which contains the steps Goldsmiths will take to excel and deepen their work on Race Equality for students and staff is due to be submitted. This work will highlight our long-term commitment to Race Equality, improve the way in which we understand student and staff experiences and support better academic outcomes for students and staff of colour. Additionally, the REC application will strengthen the work of the EDI team with projects such as the Race Justice Strategy.

## **StellarHE - Strategic Executive Development for Diverse Leaders in Higher Education Programme**

As part of our research staff development programme, Goldsmiths has committed to fund up to 6 participants for the 2023 StellarHE Strategic Executive Development for Diverse Leaders in Higher Education Programme. The core focus of this programme is to positively develop and enhance leadership skills for Black, Asian and Minority Ethnic researchers seeking to progress to senior and strategic level leadership at the College.

The StellarHE programme has been designed in response to the unique challenges and experiences of Black, Asian and Minority Ethnic staff within the higher education industry. Evidencing Goldsmiths' commitment and interest in progressing the work of Black, Asian and Minority Ethnic researchers at the College, this programme is framed by the institutions' EDI and HR Excellence in Research Award action plans with the intention of promoting meaningful individual and institutional development.

The StellarHE programme consists of a seven-month series of workshops and learning opportunities including Borderless Coaching and innovative learning methods. The program is aimed to support participants currently at mid-career level with aspirations to progress to senior, strategic-level leadership. There is no eligibility threshold for salary grade or title.

To support programme enrollees and embed their learning into the college environment, active and supportive engagement of their line managers is a central element of the StellarHE programme. Participants' line managers will be required to contribute by attending programme events specifically for managers and to ensure participants have the time and space to be able to fully participate. Line managers will be tasked with assisting programme attendees with embedding and increasing impact of programme learning in their roles at the institution. In addition to funding participant enrollment, the College has also committed to support participation by committing funds for workload replacement for the StellarHE participants.

Going forward, it is the College's intention to support research staff participation in StellarHE annually as part of our recurring researcher development offer.

## **Religious Festivals Calendar**

The College will be publishing a revised 'Religious Festivals Calendar' for the 2022/23 academic year to assist staff and students in planning events in an inclusive way to include more dates and information. The calendar lists holidays and festivals which take place throughout the academic year, indicating if a festival involves fasting or a restriction on work, to highlight dates that are likely to have a particular impact on participation or attendance. Colleagues are encouraged to consider the festivals calendar when planning major events and share these within their teams to encourage learning and awareness.

## **Objective 9**

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

### **Policy Review/Equality Impact Assessments**

During 2021 Equality Impact Assessments (EIAs) have been undertaken on a number of key policies and procedures such as the Volunteering Policy.

Equality Impact Assessments were conducted as part of the development of the Goldsmiths Recovery Programme. The EIAs included analysis of staff and student data (where relevant), consideration of the equality issues raised during collective consultation and analysis of potential impacts for protected characteristics.

As a result of the EIA's being completed for the Recovery Programme workstreams - several interventions were put in place to assist, such as the training that was specifically aimed at underrepresented groups for the purposes of completing the Skills Match Questionnaire.

Consideration was given to individual circumstances which may have impacted on a staff member's ability to meet criteria. Consideration was given to the barriers staff from

minoritized groups encounter, for example, the barriers to career progression faced by staff of colour, women, disabled staff, LGBTQ+ staff and other minoritized groups.

Policies scheduled to have an EIA include the Menopause, Parental Bereavement Leave and Managing Sickness Absence, after which they will be sent via the appropriate channels for approval.

## **Reasonable Adjustments in the Workplace**

During 2021, reasonable adjustments in the workplace guidance was reviewed and re-launched. The new procedures were developed with input from the (Dis)ability staff network and aimed to provide clarity for disabled staff and their managers on their rights and best practice approaches to ensuring an inclusive working environment. The guidance draws on the social model of disability and encourages colleagues to take an anticipatory approach to disability equality.

As sometime has passed since the relaunch and Goldsmiths (like many organisations) has experienced significant staff turnover; it became apparent to the People and Organisational Development (POD) Team that awareness of the guidance is limited. Furthermore, when adjustments are identified managers are unsure of the process or where to obtain equipment or advice.

Commencing next academic year, POD will be actively addressing these issues in various ways which include:

- Reminding Line managers of the guidance
- Seeking to raise the awareness of the guidance more widely
- Providing specific information on where to get equipment and advice
- Running workshops for line managers to assist them in supporting staff who require reasonable adjustments
- The guidance is supported by a 'Workplace Adjustments Agreement' form which aims to support conversations between a staff member and their line manager about reasonable adjustments.

## **Objective 10**

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

### **Anti-racism training**

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

been decided that bespoke training will be developed with the aim to be launched in the academic year 2023 - 2024.

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## **Against sexual violence training**

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

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

In partnership with the Students Union, the Race Justice Project Officer has initiated a project to review procedures for reporting racial discrimination and harassment. The Chief Operating Officer has been involved in discussions looking at rolling out the current report and support tool to cover other forms of harassment which include those of race.