

Race Justice Strategy

2022-23

Foreword	2
Introduction	4
Partnership working.....	4
Disrupting and decolonising the institution.....	4
Preventing discrimination	4
Recognising and positively respond to diversity	5
Strategic Objectives	6
Workstreams	6
People Supported and Empowered to Stay in a Place of Belonging Workstream	8
Safe Student Experience Workstream	9
Community Care, Governance and Accountability Workstream	10
Outreach Workstream.....	10
Decolonised Curriculum Workstream	11
Research, Knowledge Exchange and Innovation Workstream	12
Targets, Monitoring, and Review	13
Staff experience and outcomes.....	14
Student experience and outcomes.....	14
Culture and structure	15

Foreword

The Goldsmiths community has a long history of engaging in anti-racist work, with our staff, students and alumni rightly proud of their progressive achievements.

However, we must never become complacent over this vital issue and must always look to push ourselves to be at the forefront of addressing racism and its impact on our communities. In 2019, we were given the message from our students that as an institution we needed to do better and end a collective inaction on racial injustice.

The impact of the 137-day occupation of Deptford Town Hall by Goldsmiths Anti-Racist Action (GARA) cannot be underestimated. It stopped the College in its tracks, bringing the experiences of our Black, PoC and ethnic minority students and staff to the fore. It was the intervention required to bring our community together to have difficult but necessary conversations about racial injustice at Goldsmiths. And it set in motion the groundwork for the strategy we are sharing here.

That work has mostly taken place in our Race Justice Strategy Board – a remarkable group of people who have come together from across the College over many months to bring about positive change.

At the heart of this strategy is a recognition that institutional racism is baked into the structures of our institution and has been left unchallenged for too long. Dismantling those structures is difficult, but possible. Whatever our role at Goldsmiths, we have a responsibility to act.

As an institution with strong civic roots, this responsibility extends to our wider community, too. Our home borough of Lewisham is the second most diverse borough in London, with two out of every five residents from a Black or minority ethnic background. With the Battle of Lewisham in 1977 a clear landmark, the borough has long been an epicentre for anti-racist campaigning and the cultural influence of the area's Black African and Caribbean diaspora communities is clear at every turn.

More than a document, this strategy is a vision for the future of Goldsmiths. It will help the College to look forward, to a future where we not only address these critical issues locally but where I hope we can play an influential role in tackling the blight of institutional racism across higher education.

Professor Frances Corner OBE (she/hers)

Warden of Goldsmiths, University of London

Co-Chair of the Goldsmiths Race Justice Strategy Board

As an external consultant working on anti-racism and wider social equity, I was attracted to Co-Chairing the Goldsmiths Race Justice Strategy Board and supporting the development of the Race Justice Strategy because this important work is being directly shaped by the College's own community.

GARA's action and input, and that of Goldsmiths students and staff, have co-created this Race Justice Strategy; a strategy that isn't content to hide, generic and light behind terms like 'equality' but which actually names and centres Race work as Justice work. In a sea of EDI (Equity, Diversity and Inclusion) initiatives, this caught my eye and stirred my passion.

Racism and racial inequity are baked into our wider culture and Higher Education - and in each of us as individuals. There's a long, hard road ahead to persevere towards racial justice but I do feel hopeful that if we continue to centre the voices of students and staff and engage the Goldsmiths community, we can work together towards racial justice and wide equity.

Mx Natalia-Nana Lester-Bush (they / she)

Equity, Diversity and Inclusion Consultant and Facilitator
Co-Chair of the Goldsmiths Race Justice Strategy Board

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Introduction

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

The Race Justice Strategy has been developed following the identification of systemic and interpersonal drivers of discrimination within the Insider Outsider Report and Identity and Impact Report, and through analysis of staff and student data. Staff, students and GARA members have directly shaped the Strategy through consultation as we seek to co-create a culture of inclusion and anti-racism at Goldsmiths.

The identified drivers of discrimination have now been reframed as objectives with key deliverables to ensure they are directly addressed and uprooted.

The strategy is underpinned by a set of principles to ensure a joint up approach, to guide and inform our actions as we work towards our strategic objectives.

Partnership working

To achieve sustainable and meaningful change, interventions will be conceived, designed, delivered, and evaluated through partnership and dialogue between strategic and operational leads, and stakeholders. Partnership working requires an infrastructure to ensure regular dialogue, and that this can happen through the Race Justice Strategy Board and Race Equality Charter Self-Assessment Team. Partnership working will ensure the allocation of resources to redress, enact justice, open-up and create opportunities for staff of colour and ethnic minority. Partnership working will also ensure all staff responsibility in taking anti-racist action.

Disrupting and decolonising the institution

Reduce the extent to which the ideas, systems, frameworks, policies, processes, programs, practices, relationships, structures, and communications rewards privilege and advantages the careers and student experience of the white majority, reproducing inequities in access, opportunity, perceived deservedness, legitimacy, and safety for racially minoritised students, staff and members of the local community.

Preventing discrimination

Manage and mitigate the impact of bias and stereotypes, bullying, harassment, and discrimination by taking asset model approaches.

Recognising and positively respond to diversity

Improve our understanding of intersectionality and our ability to relate to qualities, characteristics and experiences that are different from our own and outside the groups to which we belong.

Enacting reparations by redistributing opportunity and resource. Use resources to redress, enact justice, open-up and create opportunities for staff and students of colour and ethnic minority, and local community members as below:

Healing

- acknowledge harm done
- create and signpost 'safe' spaces e.g., networks for staff and students of colour, community spaces
- access to appropriate support

Time

- delegate/redistribute operational tasks that constrain activities

Money

- fund future-orientated/leadership development
- fund community projects
- redress
- pay for extracurricular work
- sponsorship

Visibility

- help align achievements to institutional priorities
- endorse/recognise achievements
- recognising race justice work delivered by colleagues of colour and ethnic minority
- active in the local community
- partnership working

The enactment of these principles will lay the foundations for an anti-racist culture, where all members of the Goldsmiths community are empowered to effect change within their localities, influencing peers.

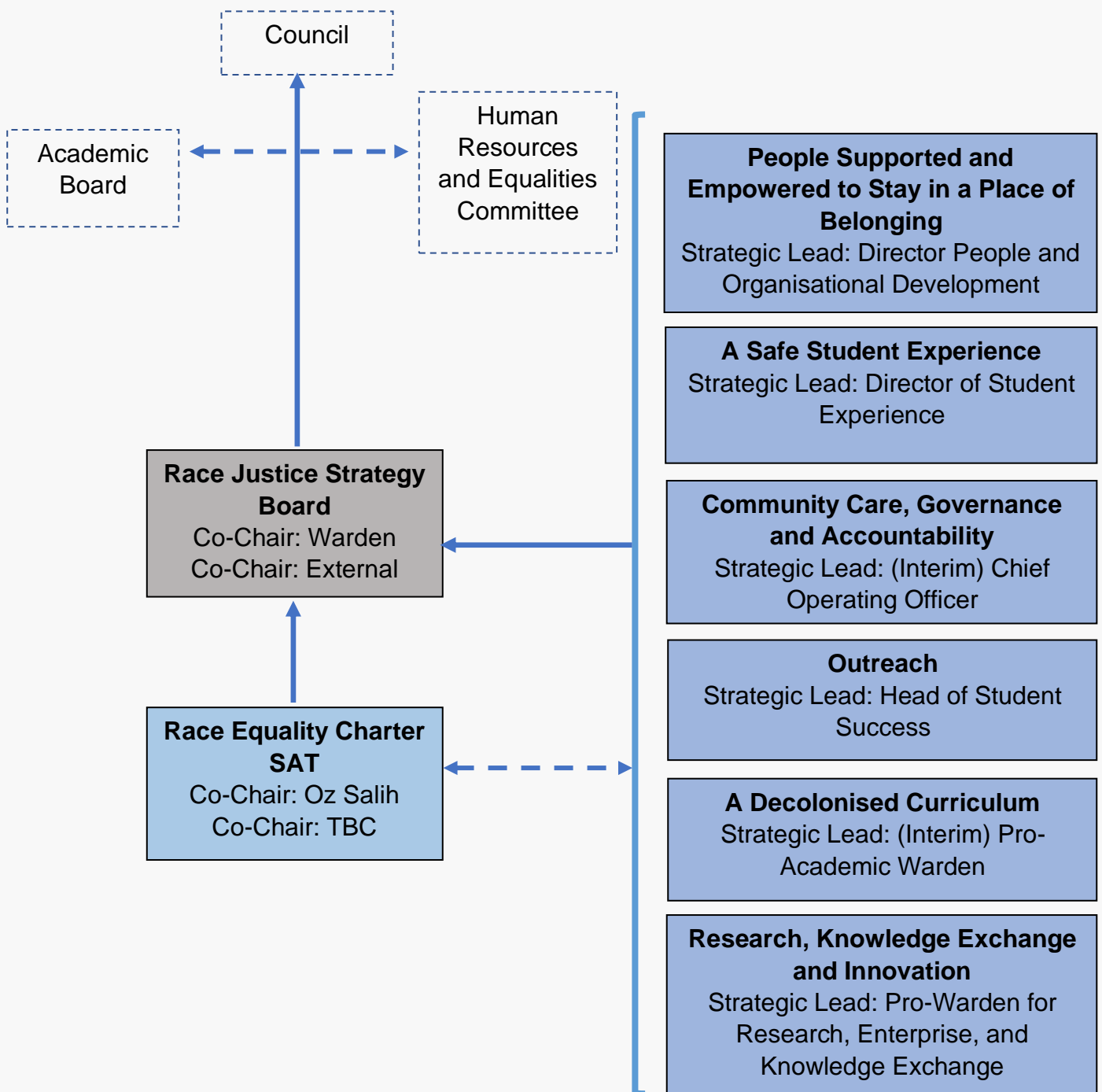
Strategic Objectives

1. Close the ethnicity pay gap and gender pay gap
2. Close the awarding gap
3. Create a culture of psychological safety, belonging and anti-racism
4. Develop a decolonised, accessible, and culturally cognisant multicultural curriculum including life-long learning and short courses
5. Develop equitable relationships with students, staff and local people of colour and ethnic minority-led community organisations and communities
6. Develop inclusive attraction, admissions, teaching and learning and assessment practices
7. Develop inclusive attraction, recruitment, onboarding and exiting practices
8. Ensure clear accountability for racial justice at all levels of the College
9. Equalise career progression and delivery of research and innovation for staff of colour and ethnic minority

Workstreams

To enable the delivery of the Strategy, Workstreams have been established to ensure strategic oversight and accountability, with senior leadership at the front.

Workstreams will coordinate the delivery of the Strategy, with each workstream being aligned to a Strategic Theme of the Race Justice Strategic Framework. Workstream memberships are comprised of senior staff with responsibility for leading on specific objectives and student and staff stakeholders. Strategic Leads have been identified based on their role in leading a key objective and will be invited to report back to RJSB on progress and impact each term.



People Supported and Empowered to Stay in a Place of Belonging Workstream

This workstream is responsible for undertaking work to improve and equalise the experiences of staff of colour and ethnic minority, from attracting, retaining and supporting staff to progress their careers at Goldsmiths, to developing pipelines that support future academic leaders from racially minoritised backgrounds.

This workstream will be contributing to the following Objectives through the delivery of each action:

Objective	Action(s)
Create a culture of psychological safety, belonging and anti-racism	<ol style="list-style-type: none"> 1. Launch all-staff anti-racism training to develop anti-racist knowledge and skills that colleagues can put into practice to create a culture of psychological safety, belonging and anti-racism 2. Undertake a review of current mechanisms for reporting harassment and develop a culturally competent complaints reporting system to safeguard PoC and ethnic minorities experiencing racial discrimination, bullying and harassment
Develop inclusive attraction, recruitment, onboarding and exiting practices	<ol style="list-style-type: none"> 1. Deliver recruitment and selection training, implicit bias and anti-racism training to all recruiting managers 2. Update recruitment and selection training to include content focused on positive action 3. Deliver all employee training on compliance with discrimination, bullying and harassment policies and anti-racism training
Equalise career progression and delivery of research and innovation for staff of colour and ethnic minority	<ol style="list-style-type: none"> 1. Review Academic Promotions procedures and criteria to ensure it is clear and transparent, and that PoC and ethnic minority staff are actively supported to apply for promotion 2. Publish equality data on promotions as part of annual monitoring 3. Review the PDR process so that development reviews actively support PoC and ethnic minority staff are actively supported to apply for promotion groups in progressing in their careers at Goldsmiths

Objective	Action(s)
Close the ethnicity pay gap and gender by ethnicity pay gap	<ol style="list-style-type: none"> 1. Develop targeted career development programmes to support the career progression of PoC and ethnic minority in Estates and Facilities teams 2. Develop targeted career development programme for PoC and ethnic minority staff are actively supported to apply for promotion academics to support progression to Reader / Professor roles and for future Heads of Department 3. Ensure interventions account for intersectional inequalities e.g. the inequalities experienced by Black Female Professors

Safe Student Experience Workstream

This workstream is responsible for transforming 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 spaces at Goldsmiths and achieve their academic potential.

This workstream will be contributing to the following Objectives through the delivery of each action:

Objective	Action
Create a culture of psychological safety, belonging and anti-racism	<ol style="list-style-type: none"> 1. Develop student anti-racism programmes and activities to develop anti-racist knowledge and skills that students can put into practice to create a culture of psychological safety, belonging and anti-racism. 2. Undertake a review of current mechanisms for reporting harassment to enable the development of a culturally competent complaints reporting system featuring proportionate responsive measures to experiences of racial harassment 3. Agree responses and interventions re. racism for staff or students, both on and off Campus 4. Agree procedures to safeguard and support students experiencing racial discrimination, bullying and harassment 5. Develop guidance and training for personal tutors, wellbeing advisers, counsellors and other support staff to ensure student support is informed by a robust understanding of racial trauma, experiences of racism and cultural diversity

Community Care, Governance and Accountability Workstream

This workstream will be responsible for making our everyday ways of working inclusive, ensuring anti-racism and inclusive practice are hallmarks of the Goldsmiths brand.

This workstream will be contributing to the following Objectives through the delivery of each action:

Objective	Action
Clear accountability for racial justice at all levels of the College	<ol style="list-style-type: none">1. Council and SMT agree and communicate College wide values and expectations relating to anti-racism2. Council and SMT members to undertake training in anti-racism and equality analysis to ensure committees actively scrutinise the impact of decisions in relation to progressing racial justice and equality3. Review our approach to conducting EIAs to ensure policies and projects actively promote anti-racism and challenge discrimination4. Race Justice to be included in Departmental Development Plans for Academic Departments and Operational Plans for Professional Services departments5. Ensure ToRs for all College, Departmental Committees and Project Boards include specific requirements in relation to increasing representation of people of colour and ethnic minority, inclusive approaches to holding meetings and clear objectives for progressing racial justice

Outreach Workstream

This workstream is responsible for ensuring our Outreach and Widening Participation activities meet the needs of our local communities and developing supportive relationships with local community members and organisations.

This workstream will be contributing to the following Objectives through the delivery of each action:

Objective	Action
Develop equitable relationships with students, staff and local people of colour and ethnic minority-led community organisations and communities.	<ol style="list-style-type: none"> 1. Continue to deliver Outreach activities that support the Goldsmiths Access and Participation plan. Review the impact of activities to inform new objectives beyond 2024-25 2. Investigate the under-representation of PoC and ethnic minority students and develop outreach initiatives to engage with, and recruit students to Goldsmiths 3. Ensure outreach activities are informed by, and have input from people of colour and ethnic minority (students, staff and community organisations) and where appropriate, develop tailored training for staff leading outreach activities

Decolonised Curriculum Workstream

The immediate focus for this workstream is 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.

This workstream will be contributing to the following Objectives through the delivery of each action:

Objective	Action
Close the awarding gap	<ol style="list-style-type: none"> 1. Establish cross-department forums for staff and students to share effective interventions for enhancing inclusive teaching, learning and assessment, drawing on robust methodologies and evidence of anti-racist practice 2. Review and monitor the TaLIC PG-Cert, with a particular emphasis on decolonising academic practice and inclusive teaching and learning 3. Review current mechanisms for engaging students and staff at department level and establish school or college based foras to encourage cross-departmental collaboration in relation to inclusive teaching, learning and assessment 4. Review contents of Departmental Improvement Plans and develop resources and training to support Heads of Department in identifying

Objective	Action
	<p>interventions which are then monitored through DIP</p> <ol style="list-style-type: none"> 5. Ensure Departmental Development Plans include clear objectives in relation to promoting racial justice and eliminating differentials in participation, continuation and degree awarding gaps, drawing on key resources, training and understanding of best practice including through engagement with the Connected Curriculum 6. Library and Academic Support to continue to work with Departments to inform decolonising teaching, learning and research 7. Ensure that Career Service reporting via Career Service Widening Participation Sub Strategy demonstrates improving outcomes for all 5 Office for Students flags, and closing the progression gap for graduates of colour and ethnic minority
<p>Develop a decolonised, accessible and culturally cogniscent multicultural curriculum including lifelong learning and short courses</p>	<ol style="list-style-type: none"> 1. Develop a programme of initiatives to decolonise academic practices and implement inclusive curriculum across Goldsmiths, as part of the Comprehensive Curriculum Review

Research, Knowledge Exchange and Innovation Workstream

This workstream will be responsible for initiatives to support researchers of colour and ethnic minority at Goldsmiths.

This workstream will be contributing to the following Objectives and priority actions:

Objective	Action
<p>Equalise career progression and delivery of research and innovation for staff of colour and ethnic minority</p>	<ol style="list-style-type: none"> 1. Evaluate provision of Knowledge Exchange and Research funding support to ensure it addresses the barriers that PoC and ethnic minority researchers may face in relation to accessing research funding and opportunities for knowledge exchange 2. Develop guidance for Directors of Research, PHD Supervisors, Principle Investigators and Heads of Department, outlining the role they can play in raising the profile of PoC and ethnic minority researchers, drawing on active allyship and asset model approaches 3. Identify opportunities for Goldsmiths to progress research in relation to racial justice through supporting Research Forums, Units and Centers, led by PoC academics

Targets, Monitoring, and Review

The deliverables of this Strategy will form the basis of Goldsmiths Race Equality Charter Action Plan. As part of the Race Equality Charter we will collect further data through the REC Survey which will further inform the Strategy and solidify our targets. The REC Survey will also capture additional baseline data that is not already captured in our existing data collection and reporting.

College-wide KPIs will be established to monitor progress in tackling the following indicators of inequality:

1. The underrepresentation of people of colour and ethnic minority in academic and senior professional and support roles
2. Differential outcomes for students of colour and ethnic minority across key points of the student journey (student recruitment, retention, degree classifications and graduate destinations)
3. Hostility and a lack of support, experienced by students and staff of colour and ethnic minority manifesting in discrimination and harassment

These targets are set below and closely resemble our Athena SWAN targets.

RJSB will monitor our progress and achievement of the targets as set out below. Workstream leads will be responsible for reporting into RJSB at least once a term on progress of actions within their Workstreams.

Staff experience and outcomes

1. 2% of each ethnic group of academic staff members enter the promotions process
2. 70% of PoC and ethnic minority staff entering the promotions process are awarded promotion
3. 100% PoC and ethnic minority academic staff at grade 8 and above have access to a mentor/coach
4. 80% of those who have had mentoring/coaching report positive benefits to their career development
5. 70% of PoC and ethnic minority REC survey respondents agree that the academic promotions process is transparent
6. 70% PoC and ethnic minority REC Survey respondents agree they have been supported by their line manager in their career progression
7. 100% PoC and ethnic minority REC Survey respondents have a PDR
8. 70% PoC and ethnic minority REC Survey respondents agree having a PDR has supported their career progression.
9. 50% PoC and ethnic minority who apply for promotion to Reader / Professor roles are successful by Academic Year 2024

Student experience and outcomes

1. 70% of PoC and ethnic minority students agree support from personal tutors, wellbeing advisors, counsellors and other support services are informed by a robust understanding of racial trauma, experiences of racism and cultural diversity
2. Reducing the gap in degree attainment between Black and white students by 90% and so reducing the absolute gap from 22.5% to 9.6%
3. More than halving the gap in continuation between Black and white students to 2%, even allowing for an increase in continuation for white students
4. Reducing the gap in degree attainment between Asian and white students from 26% to 9.6%
5. Eliminating the gap in progression between Asian and White students

Culture and structure

1. 100% of Departmental Development Plans detail PoC and ethnic minority staff career progression support
2. 100% increase in PoC and ethnic minority staff promoted through Academic Promotions process
3. 80% PoC and ethnic minority REC Survey respondents agree there is impactful and visible allyship and anti-racist leadership at Goldsmiths
4. 100% of EIA's ethnicity analysis highlight positive and negative impacts
5. 100% of College, Departmental and Committee Term of References include objectives to monitor and progress key actions within the Race Justice Strategy by 2023-24
6. 100% of College, Departmental and Committees have diverse and representative membership by 2023-24
7. 100% of job descriptions grade 8 and above require equalities experience
8. 300 staff per academic year attend anti-racism training

As part of the Race Equality Charter Self-Assessment process, we will undertake a further detailed analysis of staff and student data by:

- 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 styles