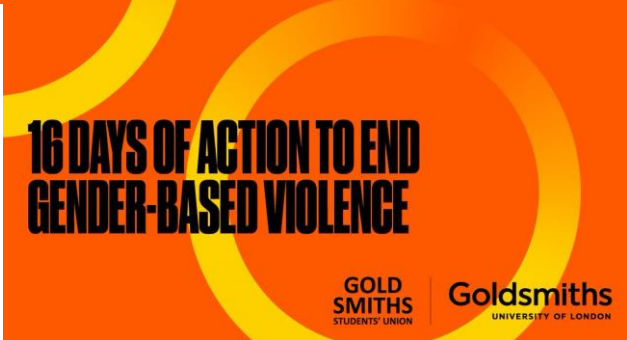# Goldsmiths
UNIVERSITY OF LONDON

Equality, Diversity and Inclusion Annual Report 2018

Images

The Conversation Booth, Black History Month 2018 (top left)
As part of our Black History Month events, Goldsmiths' Café Thirty-Five hosted The Conversation Booth, a pop-up recording studio and sound installation encouraging conversation, listening and sharing. Designed by Goldsmiths MA student, Nicole Robson, The Conversation Booth was part of the Mayor of London's 'Arrival' work, 'Celebrating Windrush and the Communities who followed

Hadeel Ayoub's BrightSign Glove (top right)
Hadeel Ayoub was presented with the People's Choice award for her design, BrightSign Glove, which translates hand gestures into speech and text, at the Santander Universities Entrepreneurship Awards. Hadeel, PhD candidate in the Department of Computing, began developing the glove four years ago during her MA Computational Arts at Goldsmiths, and has since attracted international media attention and a raft of technology awards.

Pride 2018 (centre)
Led by Goldsmiths' LGBTQ Staff Network, Goldsmiths was represented at the Pride in London parade for the first time in 2018. Our marching group consisted of 60 staff and students who carried placards featuring brief quotes that told the crowds about inclusivity at Goldsmiths and their experiences of being part of the LGBTQ community

Goldsmiths Against Sexual Violence (bottom left)
Goldsmiths published the first iteration of its 10-point plan for tackling sexual harassment in October 2016. Significant progress was made throughout 2017/18, including the launch of new policies, Report and Support, and college-wide staff training. In December 2018 Goldsmiths took part in the UN #16Days of Action to End Gender-Based Violence, joining with @GoldsmithsSU to hold a series of events and training sessions as part of our shared Against Sexual Violence campaign.

Re-imagining religion and belief for public policy and practice (bottom right)
Professor Adam Dinham and **Professor Chris Baker** have secured a grant to disseminate further learning and impact from a successful application for an AHRC Network Grant made in 2014 -2016 on the theme of Re-imagining Religion and Belief for Policy and Practice. The project will start in January 2019 and run for the rest of the year. It will deliver a series of impact outcomes with two charity partners, The William Temple Foundation and Faith in Society.

Equality, Diversity and Inclusion

Annual Report 2018

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

This report provides an overview of the key initiatives undertaken during 2018 to promote equality, diversity and inclusion at Goldsmiths, University of London. It includes student and staff demographic data for age, disability, gender, ethnicity, religion, sexual orientation, and gender identity.

Public Sector Equality Duty Objectives
Under the provisions of the Equality Act (2010) universities are required to set Public Sector Equality Duty Objectives and report on progress against these objectives each year. Goldsmiths launched its Equality Objectives 2017- 21 and Action Plan in 2017. Its publication was the culmination of a collaborative project with staff across Goldsmiths and Goldsmiths Students' Union, to articulate the direction of EDI and represent the proactive and embedded work happening across Goldsmiths. Appendix 1 of this report provides an overview of our progress against our Equality Objectives.

Contents:

1. Highlights from 2018
2. About our students
3. About our staff
4. Appendix: Progress on Equality Objectives

1. Highlights from 2018

Goldsmiths against sexual violence

Goldsmiths published the first iteration of its 10-point plan for tackling sexual harassment in October 2016. Since then a significant amount of progress has been made, with the College achieving a number of the goals set out in that plan.

Key Developments (2017-18)

- New policies and practices have been introduced to provide the framework for Report and Support to work effectively.
- In March 2018 Goldsmiths launched Report and Support, the online tool allowing anyone in the Goldsmiths community to report or disclose that they have experienced sexual harassment, sexual violence or sexual misconduct. Those using this system can choose to remain anonymous or share their details with the College.
- In December 2018 the College published figures relating to reports and disclosures of sexual harassment, misconduct and violence received as part of Report and Support. Details of this report can be found here.
- As at January 2019, 1061.current staff have participated in training or briefings to enhance their understanding of best practice in responding to disclosures of sexual violence. Training will be ongoing and staff who have not yet participated are being encouraged to attend.

Next steps:

The College's Senior Management Team and its governing Council regularly review the progress and activity covered by the 10-point action plan and remain committed to its effective delivery. A new three-year strategic plan has also been created by the Strategy and Review Manager. This will be essential in providing a strategic oversight of the College's work in this critical area. It also recognises that this work will continue to develop as it responds to the requirements of everyone in the Goldsmiths community.

BAME attainment gap working group

The BAME Attainment Gap Working Group aims to investigate the possible causes of, and develop strategies and actions to tackle the attainment gap that exists between BAME students and White students at Goldsmiths. The Working Group is chaired by the Deputy Warden and comprises members of staff from across the College and Students' Union.

Key developments:

- Awareness of the BAME attainment gap has been raised to departments through a number of means including data provided in the occasional statistical review. Attainment data has now been provided at department level enabling departments to consider appropriate actions to reduce the attainment gap in their specific programmes and cohorts. Examples of new actions that are being taken at department level include the appointment of a BAME student representative and the development of a BAME studentship to include mentoring.

- An audit of activity within academic departments and Professional services teams, and the activities integrated into current strategies (including the LTAS and EDI objectives) is being undertaken.

- The Students' Union continues to organise important events for students to discuss their experiences, and have appointed a staff member (fixed term) to conduct research to understand the experiences of BAME students at Goldsmiths which will feed into the BAME working group.

- Students and staff continue to organise important events to raise awareness around the experiences of those from BAME backgrounds and these have a range of different foci, for example the book launch of 'Inside the Ivory Tower: Narratives of Women of Colour', and the 'Decolonising the University' event with MA Race, Media and Social Justice students in conversation with Gurminder Bhambra and Kerem Nisancioglu.

Next steps:

Dr Nicola Rollock has been appointed BAME Attainment Academic Lead at Goldsmiths. Dr Rollock has an extensive background in addressing and responding to BAME experiences in education and the workplace, including membership of the Wellcome Trust's Diversity & Inclusion Steering Group, and is the lead author of 'The Colour of Class: the educational strategies of the Black middle class'. From Spring 2019, Dr Rollock will coordinate the BAME Attainment Gap Working Group; collaborating with students, Academic and Professional Services departments to gain an understanding of the causes of the BAME attainment gap, and develop solutions to the issue. Further details on Dr Rollock's appointment can be found here.

Inclusive teaching and learning

The Inclusion Working Group (IWG) was formed in 2016 and identified barriers to all aspects of learning faced by a range of students, including identifying structural changes. IWG continued to function beyond the implementation to changes needed immediately in response to Disabled Student Allowance (DSA) arrangements. They have diversified into several separate working groups evaluating, planning and implementing action on different aspects of inclusion.

In October 2017, Access and Inclusion Representatives (AIR, previously named Disabled Departmental Student Coordinators) were appointed to work in partnership with Goldsmiths staff in implementing the changes to the Disabled Student Allowance arrangements. The role proved invaluable and has been retained, so that students are proactively involved in providing insights and recommendations into all aspects of inclusion. In addition, staff have been further encouraged to work with students as partners on TaLIC's Teaching and Learning Grants Scheme. Dr Elizabeth Evans (Politics) was awarded £2,000 to work in collaboration with a student to run a project on Liberating the Curriculum. The AIRs helped design and analyse a student survey on all aspects of inclusion, including structural issues. Reports from the Access and Inclusion Reps have been added to the annual cycle of business for the Student Experience Sub Committee. In addition, DisabledGo (now AccessAble) provided a report of recommended structural changes that were all completed.

All staff planning new programmes of study are required to meet with the Teaching and Learning Innovation Centre (TaLIC) to discuss curriculum design. During these meetings, they are encouraged to consider issues of Equality, Diversity and Inclusion (ED&I). ED&I comprise part of the Terms of Reference for the Academic Development Committee and the Programme Scrutiny Sub-Committee. Several departments have formed working groups to consider the issue of liberating the curricular not just in respect to new but also existing programmes (e.g., Visual Cultures and Music).

Goldsmiths has joined an interuniversity group on Liberating Our Curricular. The group is made up of King's College, Queen Mary, UCL, and Canterbury. Representatives from these universities are collaborating to construct a website with insights and resources on all aspects of inclusion. Members of the TaLIC team have attended and made presentations at events on Inclusive Teaching and Learning at Coventry and attended an event on Liberating the Curriculum at UCL. The lessons learned were fed back via talks open to all Goldsmiths staff called TaLIC Lunchtime Conversations.

Library supporting Students Union-led 'Liberate My Degree'
This has been a rich year for the Library to address issues of great importance to our students around challenging the White, Western, privileged, heteronormative structures that uphold HEIs across the UK. The Library has supported students to select learning tools that reflect who they are and where they come from to provide them with a richer, more representative student experience with the Liberate Our Degrees book suggestions, and Reading Lists suggestions. Between 1 August 2017 and 31 July 2018 the library ordered 46 print books (36 different titles) 1 DVD, and 1 e-journal. The team has also worked with academics to produce diversified reading lists. The library continues to forge strong relationships with the Student Union and students around this.

Pride 2018

Led by Goldsmiths' LGBTQ Staff Network, Goldsmiths was represented at the Pride in London parade for the first time in 2018. Our marching group consisted of 60 staff and students who carried placards featuring brief quotes that told the crowds about inclusivity at Goldsmiths and their experiences of being part of the LGBTQ community. Throughout Pride month we featured a "Spotlight on…" news piece on a different member of our LGBTQ community each week. We also used the opportunity to advertise other Pride celebrations, including Trans Pride and UK Black Pride, as alternatives to Pride in London. Goldsmiths is applying to be represented into the Pride in London Parade again for 2019 and hope to increase the numbers of students and staff represented on the day. We will also be marching in convoy with other University of London institutions.

Staff networks
Goldsmiths Race Equality Group (GREG)
At the start of the 2018/19 academic year, three new co-Chairs were chosen to Chair the Goldsmiths Race Equality Group (GREG). Since September the network has formed terms of reference, pro-actively fed into the recruitment process for the new Warden of Goldsmiths and have been organising an event celebrating BME women in HE . The network has also developed a greater online presence to support communication and share information via the Goldsmiths Virtual Learning Environment (VLE). Membership of the network continues to grow.

LGBTQ Staff Network
Following on from leading the successful Pride in London marching group in 2018, the LGBTQ Staff Network have continued to have an active presence at Goldsmiths. Following the departure of one of the co-Chairs the group have elected a new professional services co-Chair for the group, have refreshed their terms of reference, organised a film screening for LGBT History Month in support of UK Lesbian and Gay Immigration Group (UKLGIG), and have consulted on the recently published 'Transitioning at Work' guidance. Membership of the network continues to grow.

Disabled Staff Network
At the end of 2018 we put out a call of interest for starting up a Disabled Staff Network at Goldsmiths. We hope to formally launch this in 2019.

2. About our students

Goldsmiths has a strong history of promoting access and inclusion; enabling a wide range of people to benefit from our learning opportunities. This section provides an overview of our student profile for 2017/18 by each of the protected characteristics outlined in the Equality Act 2010.

Compared to the UK HE sector, Goldsmiths attracts more women (66% compared to 57% nationally), disabled students (18% compared to 12% nationally), black, Asian and minority ethnic students (45% compared to 23% nationally) and LGBTQ+ students (16% compared to 7% nationally).

Data refers to students enrolled during 2017/18.

Age
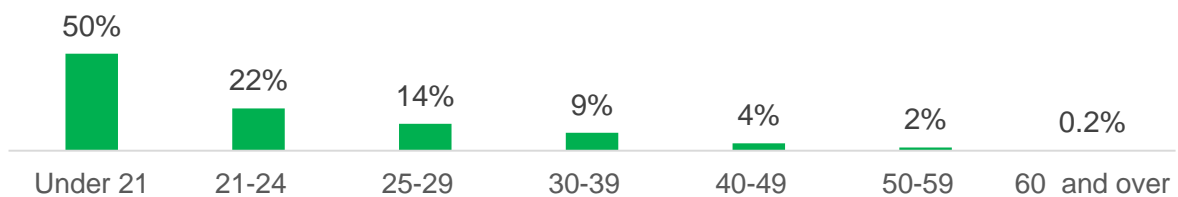
The age profile of Goldsmiths students broadly reflects that of the Uk sector average. Around 50% of students are aged under 21, 22% are aged between 21-24, 14% aged 25-29, 9% are aged 30-39 and a further 5% are aged 40 and over. Mature students represent 23% of home undergraduate students at Goldsmiths, which is in line with the sector (22%). There has been a national decline in the proportion of mature students entering Higher Education since 2010/11.

Disability
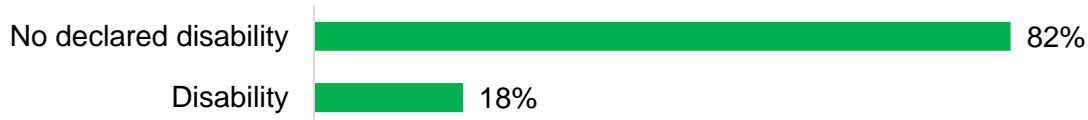

18% of students have a declared disability; this includes 7% of students have disclosed a mental health condition, 7% have a specific learning difficulty and a further 4% have another declared disability. Disability disclosure rates vary between home, EU and International students. 21% of UK students disclosed a disability, compared to 8% of EU students and 8% of International students.

Gender
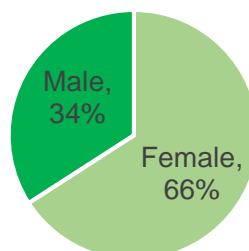
Goldsmiths has a higher proportion of women students (66%) than the sector average (57%).

Ethnicty
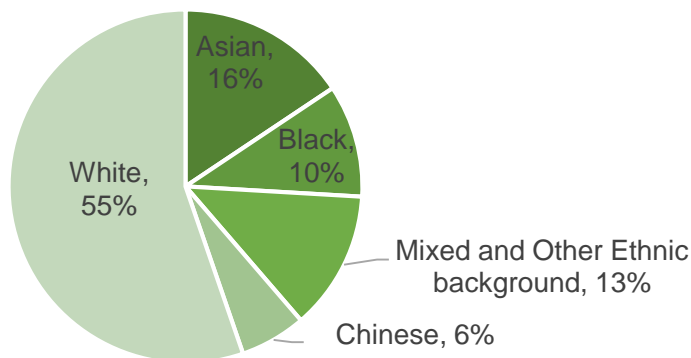
Black, Asian and Minority ethnic students account for:

- 11% EU Students
- 42% of UK students
- 77% of International students
- **45% of all students**

Overall, 45% of Goldsmiths students are from a black, Asian or minority ethnic background. There is a variation in the representation of BAME students by different levels of study; BAME students account for 48% of our first degree students, 40% of taught postgraduates and 29% of postgraduate research students.

Religion
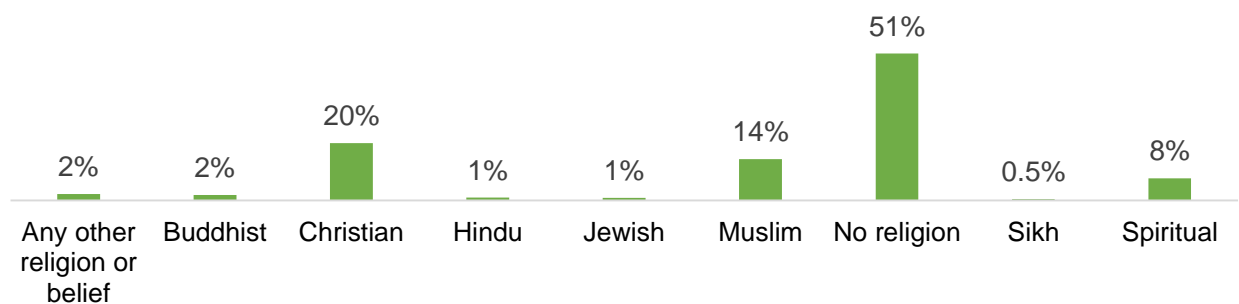
The majority of students (51%) describe themselves as having 'no religion'. The religious profile of students broadly reflects the national picture, however we have a significantly larger Muslim population (14% compared to 8% nationally).

Sexual Orientation and Gender Identity
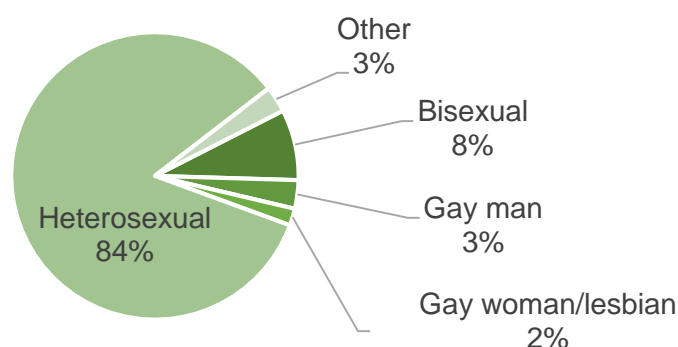
Goldsmiths has a large LGBTQ+ student population. 16% of students identify as LGB+, compared to 7% nationally. 259 students (2%) disclosed that they identify with a gender identity different to that assigned at birth; this is in line with the sector average.

3. About our staff

Promoting access and diversity is a key value of Goldsmiths, and we are committed to recruiting and retaining staff from all backgrounds and experiences. This section provides an overview of our staff profile form 2017/18 by each of the protected characteristics outlined in the Equality Act 2010.

The gender and age profile of our staff is broadly in-line with the Higher Education Sector. Goldsmiths has a higher proportion of Black, Asian and minority ethnic staff (21% compared to 13% nationally), disabled staff (8% compared to 5% nationally) and LGBTQ+ staff (17% compared to 6% nationally).

Disclosure rates: The data provided here relates to staff who have disclosed details on the employee self-service system, Agresso. There has been a significant improvement in staff disclosure rates in the past 2 years. Data for age, disability, gender and ethnicity is comprehensive (above 90%). Data for religion, sexual orientation and gender identity is less comprehensive (around 50% completion rates). HR continues to work to enhance the quality of staff diversity data.
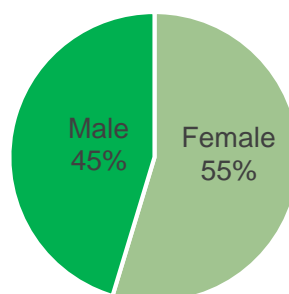
Age
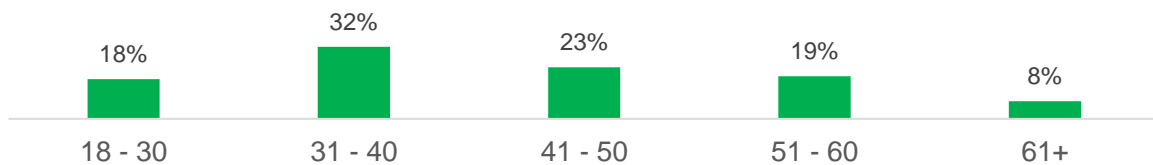
The age profile of staff is broadly in line with the sector average.

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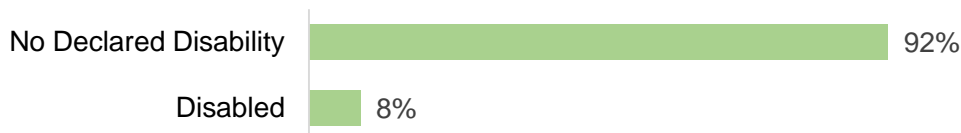
8% of staff have disclosed a disability, this includes individuals with a specific learning difficulty (2%) and mental health condition (2%). The proportion of staff with a disclosed disability is higher than the sector average (5%).

Gender

55% of Goldsmiths staff are female and 45% are male; compared to a student population which is 66% female and 34% male. The gender profile of our staff is in line with the sector average (54% female, 45% male).

Ethnic Origin
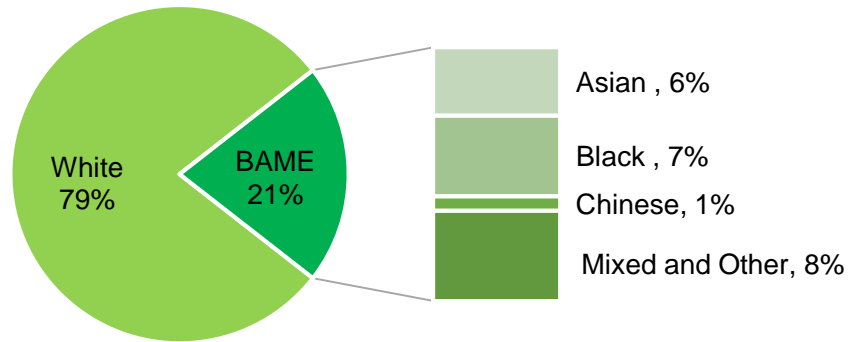
The proportion of staff from a Black, Asian or minority ethnic background is higher than the sector average (13%) but is significantly lower than the Goldsmiths student population (45%).

Religion
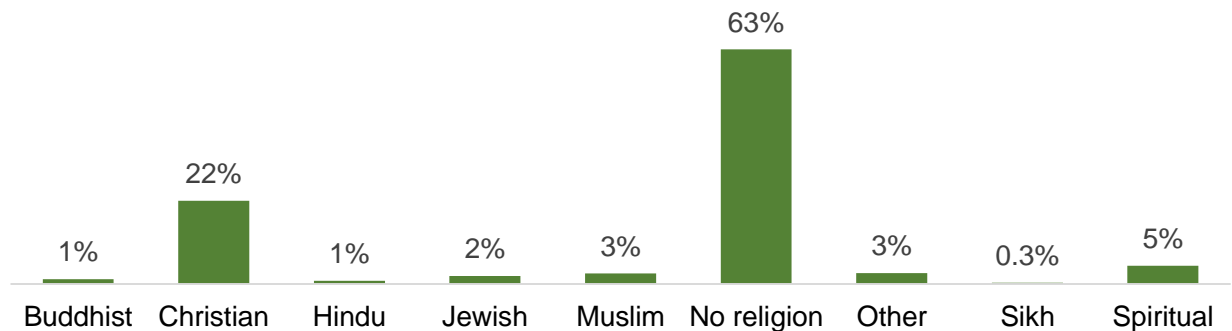
The majority of staff (63%) describe themselves as having 'no religion'. Of those who do identify as religious, the largest groups are Christian, Spiritual, Muslim and Jewish. When comparing the student and staff profile, it is noted that 14% of students identify as Muslim, compared to only 3% of staff.

Sexual Orientation and Gender Identity
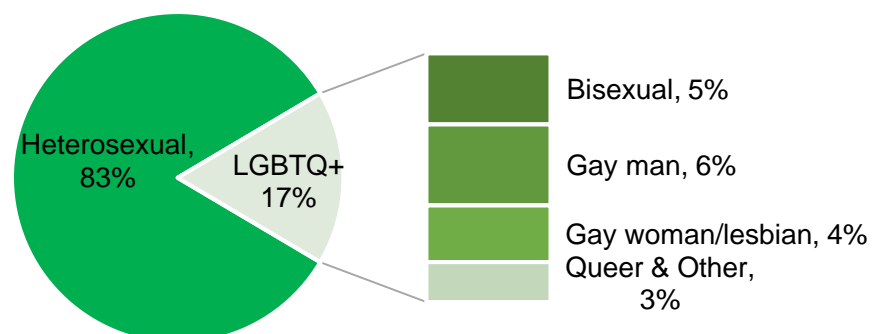
Goldsmiths has a large LGBTQ+ staff population. 17% of staff identify as LGB+, which reflects the student population (16% LGBTQ+). To date, 15 staff have disclosed that they identify with a gender different to that assigned at birth, although the actual number identifying as trans and non-binary is expected to be higher.

Appendix: 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.

Aims	Actions	Progress Update January 2019
a) For EDI to be embedded into strategic decision making, and 'business-as-usual' activities.	- Support the embedding of EDI into every strategic decision making committee across Goldsmiths. - Embed Equality Analysis (EA) into the process for all new projects and proposals at Goldsmiths. - Ensure staff engagement with EDI is sustained. - Consider ongoing learning and development opportunities to develop inclusive leadership skills (e.g. for Chairs of Committees, Council Members etc.).	- Equality Analysis is an expectation for all of Goldsmiths' strategic projects approved via the Strategic Projects Office. - EDI good practice continues to become embedded within strategic work at committees - Sustaining staff engagement with a monthly staff news piece for all staff to celebrate diversity events (Black History Month, Trans Awareness Week, Pride, International day for disabled people etc.), and raise awareness of EDI related initiatives and support at Goldsmiths and externally. - The Communications Team publish regular 'spotlights on' to profile staff from diverse backgrounds and use various communications channels (website/intranet/newsletters/social media) to raise the profile of research relating to issues of equality and social justice.
b) For senior leaders (e.g. SMT and Council) to demonstrate inclusive leadership skills, champion Goldsmiths' EDI agenda, and take accountability when areas of improvement are identified.	- Encourage regular discussions about EDI at formal committees and fora (E.g. Wardens Advisory Group/Academic Board), chaired by senior leaders. - Work towards a culture where everyone has a responsibility for EDI good practice, rather than a select few. - Continue to support senior leaders to build a level of confidence in relation to EDI practice and inclusive leadership skills. - Continue Goldsmiths' engagement and communication approach to EDI, to support the development of a shared narrative.	- EDI is a standing item on all committees reporting to Council - Senior Managers support and champion key strategic equality initiatives, including Goldsmiths Against Sexual Violence and work to enhance support for Early Career Researchers. - Senior Managers inputting into the 'Leadership Conversations' programme discuss the importance of diversity in senior leadership. - In the 2018/19 academic year 11 staff on Aurora (women in leadership); eight staff on Diversifying Leadership (leadership development programme aimed at black, Asian and minority staff in higher education).

OBJECTIVE 2: Through the aims of <u>Goldsmiths' Access Agreement 2017 – 18</u> (and Access Agreements thereafter), implement outreach and inclusion activities to attract, retain, and support students from lower socio-economic and 'non-traditional' backgrounds and underrepresented groups.

Aims	Actions	Progress Update January 2019
a) Continue to develop and implement activities to attract, retain, and support students from lower-socio economic backgrounds and underrepresented groups.	- Work with schools and colleges in 'low participation neighbourhoods' to raise awareness, aspiration and attainment. - Continue GoldStars programme and Goldsmiths' Progression Scheme (GPS). - Deliver Summer Schools – including fair access to more selective programmes. - Continue to seek ways in which Goldsmiths can build on Peer Assisted Learning and support networks such as Goldsmiths peer mentoring scheme – PALS, and Dedicated Listeners Scheme led by Goldsmiths Students' Union. - To provide dedicated support for care leavers and estranged students through Goldsmiths' Student Advice and Wellbeing Service. - As part of student counselling provision, use data to help inform practice and engagement with specific groups (e.g. in relation to gender, international students, and care leavers).	- In 2018 we offered mentoring sessions within four local secondary schools. - Since December 2017, 26 secondary school visits have taken place, with 983 KS3 & KS4 students attending. Since January 2018, nine primary school visits have taken place, with 309 KS2 students attending. - This year we delivered creative writing and careers focused workshops within four inner city London state schools to x265 students (ranging from KS2-KS4). The workshops were led by two Goldsmiths graduates, one MA Creative Writing Student Ambassador. - The GPS Scheme is now on its 4th cohort with 145 students engaged in 2018. Of these students, 78% are BAME, 4% care leavers, 4% young carers, 1.4% POLAR4/Q1. - Summer Schools grew in success and capacity this year, adding another residential week and three more academic departments. Over 180 students attended from wide range of schools and colleges from across the UK, with new relationships built with 6 colleges in the north of England, who sent over 25 students.
b) Continue the focus to recruit, retain and provide support for disabled students at Goldsmiths.	- Continue delivering support for reasonable adjustments, individual learning plans, and enhanced support with assistive technology where necessary. - Continue building on the successful recruitment of high numbers of students in receipt of Disabled Student Allowance (DSA) and expand benchmark criteria to cover *any*	- Student Support has continued to provide advice and guidance to disabled students. The team circulated 485 RASAs in the academic year 16/17 and 728 in the academic year 17/18, an increase of 50%. The team also ran an enhanced transition scheme to increase access to support prior to the start of teaching for new and continuing students for the academic year 2018/19. This has seen over 750 RASAs drafted by the end of Jan 19.

	- disabled student (regardless of DSA). - Implement Disabled Departmental Student Co-ordinators (DDSCs) Scheme with students as partners in reviewing and improving access and inclusion at a local level. - - Build on the work of Goldsmiths' 'Inclusion Working Group' (formed 2016) to ensure that inclusion is embedded into learning and teaching, in light of changes to the DSA.	- The disability team moved to an appointment based system from a drop in system during 2017/18 enabling students space to discuss their needs and be supported to access DSA. In addition, the team conducted individualised needs assessments with students and made recommendations for Goldsmiths funded support and we have also seen an increase in students receiving DSA support. - We continue to work with the SU and the student rep scheme. It is anticipated that for 2018/19 there will new format in the form of workshop based approach from Feb 2019 which student support services will participate in. - The IWG met on a regular basis and underwent an update of the ToR to increase output via work streams that will be led by key staff over the course of 2018/19. - Through the delivery of Goldstart, Student Support Services delivered a number of bespoke sessions on accessing support and launched the amazing apps bar (which was a peer led stall introducing students to assistive technology applications that can enhance learning). - Student Support Services continues to offer briefings through the supporting staff to support student briefings and these are now embedded in to the annual staff calendar. Following on from feedback received, additional lunchtime briefings working in collaboration with TaLIC were delivered on more bespoke areas of discussion (e.g. inclusive practice, Implementing a RASA).
c) Supported by Goldsmiths' <u>Student Experience and Engagement Strategy</u>, ensure that students, regardless of background, succeed at Goldsmiths.	- Continue developing transition programmes to engage students with their learning. - Invest in the development of activities to engage Goldsmiths' 'non-traditional' student population in opportunities for post-graduate study and careers. - Continue to recruit high numbers of mature students returning to study. - Enhance our outreach support provision for particular under-represented groups (e.g.	- We have continued to provide IAG to mature students on access courses through drop ins on personal statements in college. Mature students have increased opportunities for bespoke visits to campus, through mature student's zones at open day, campus visits from Adult Learning Lewisham and a planned event in collaboration with the sociology department for March 2019. A guide for mature students has been developed which is available online and in print. - We have developed a progression agreement with OCN London and LASER, the two largest validators of Access courses in the UK.

	'looked after children', care-leavers, refugees and asylum seekers). - Seek further activities to Increase enrolments from young male learners.	- In our activity with care leavers and looked after children we have worked with young people professionals across a range of projects including homework clubs, coaching and mentoring programmes and IAG conferences. - We have successfully developed and delivered a theatre and performance residential for care leavers. - We have developed our relationship with Lewisham Virtual School, hosting CPD for their designated teachers at Goldsmiths. - We engaged in a collaboration with King's College Widening Participation Team and Centre Point Homeless Hostels, delivering 2 events to 25 young people in a new area of work. - This year we have begun activity to support forced migrants to access higher education, and now provide Southwark Day Centre for Asylum seekers with a drop in service at the centre to provide IAG every 6 weeks. International Response Scholars have been involved with widening participation activity to support Unaccompanied Minors. - In response to feedback from a focus group with the IR scholars, we delivered a transition event to welcome new scholarship students.

OBJECTIVE 3: Through the aims of our <u>Learning and Teaching Assessment Strategy (LTAS) 2017- 21,</u> make steps to develop more inclusive curriculum and pedagogy, considering the needs and strengths of a diverse and multi-cultural student body.

Aims	Actions	Progress Update January 2019
a) Work towards a fully accessible and inclusive learning and teaching practices, curriculum design and pedagogy in all disciplines.	- Identify the barriers to learning faced by a range of students, including disabled students, and then identify structural changes we can make to address these barriers. - Work towards a proactive anticipatory approach to inclusion by identifying barriers to inclusion in learning and teaching practices and then removing them across the board. - Ensure equality, diversity and inclusion are considered in the design and development of	- **Identifying barriers and proactive anticipatory approach:** The Inclusion Working Group (IWG) was formed in 2016 and identified barriers to all aspect of learning faced by a range of students, including identifying structural changes. IWG continued to function beyond the implementation to changes needed immediately in response to Disabled Student Allowance (DSA) arrangements. They have diversified into several separate working groups evaluating, planning and implementing action on different aspects of inclusion - **Students as partners**: In October 2017, Access and Inclusion Representatives (AIR, previously named Disabled Departmental Student Coordinators) were appointed to work in partnership with Goldsmiths staff in implementing the changes to the Disabled

	- all new academic programmes (approved by Academic Development Committee). - Learn from practice across the sector about tools/models related to inclusive curriculum. - Consider the broad array of learning practices including peer and group learning. - Work proactively to embed inclusive learning and teaching practices across Goldsmiths following changes to the Disabled Student Allowance (DSA). - Work with students as partners in driving forward positive change (e.g. with DDSCs Scheme). - Library to continue working with departments to make reading lists accessible for students and compatible with assistive technology where possible. - To seek ways in which we can use digital platforms and technology to enhance learning and teaching.	Student Allowance arrangements. The role proved invaluable and has been retained, so that students are proactively involved in providing insights and recommendations into all aspects of inclusion. In addition, staff have been further encouraged to work with students as partners on TaLIC's Teaching and Learning Grants Scheme. Dr Elizabeth Evans (Politics) was awarded £2,000 to work in collaboration with a student to run a project on Liberating the Curriculum. - **Structural**: The AIRs helped design and analyse a student survey on all aspects of inclusion, including structural issues. Reports from the Access and Inclusion Reps have been added to the annual cycle of business for Student Experience Sub Committee. In addition, DisabledGo (now AccessAble) provided a report of recommended structural changes that were all completed. - **Planning New Curricular:** All staff planning new programmes of study are required to meet with the Teaching and Learning Innovation Centre (TaLIC) to discuss curriculum design. During these meetings, they are encouraged to consider issues of Equality, Diversity and Inclusion (ED&I). ED&I comprises part of the Terms of Reference for the Academic Development Committee and the Programme Scrutiny Sub-Committee. Several departments have formed working groups to consider the issue of liberating the curricular not just in respect to new but also existing programmes (e.g., Visual Cultures and Music). - **Learning from and collaborating with the wider sector:** Goldsmiths has joined an interuniversity group on Liberating Our Curricular. The group is made up of King's College, Queen Mary's, UCL, and Canterbury. Representatives from these universities are collaborating to construct a website with insights and resources on all aspects of inclusion. Members of the TaLIC team have attended and made presentations at events on Inclusive Teaching and Learning at Coventry and attended an event on Liberating the Curriculum at UCL. The lessons learned were fed back via talks open to all Goldsmiths staff called TaLIC Lunchtime Conversations. - **Working proactively**: The IWG (see above) have continued to work

beyond the immediate remit of DSA changes to implement proactively ED&I practices across Goldsmiths. There have been a series of talks as part of the TaLIC Lunchtime Conversation series on ED&I on Inclusion: Understanding Goldsmiths' offer of hardship funds; Inclusive teaching and learning; Understanding student mental health support at Goldsmiths; Understanding the RASA; Mindfulness in the academy; An introduction to assistive technology; and Equality, diversity and inclusion at Goldsmiths. The TaLIC Teaching Grants Scheme for December 2018 submission was Liberating the Curriculum. There were three successful submissions on this theme: Teaching about race and racism (£5,000 STaCS and Educational Studies), Liberating the Politics Curriculum (£2,000) and An exploration for teaching theory through inclusive drama methodologies (£1,900). Staff from Media, Communications and Cultural Studies and TaLIC worked together over the summer of 2018 to produce a document (made available to all on Goldsmiths' staff intranet, Goldmine) entitled: Inclusion at Goldsmiths: Part 1 Accessible face-to-face teaching and support materials. These guidelines have been well received by members of the Departmental Learning and Teaching Chairs Forum and the Learning Teaching and Enhancement Committee. These guidelines can be used by all staff to guide and develop their practice and, in the spirit of inclusion, improve the learning and teaching experience of all students.

- **Library supporting 'Liberate My Degree'** This has been a rich year for the Library to address issues of great importance to our students around challenging the White, Western, privileged, heteronormative structures that uphold HEIs across the UK. We have supported our students to select learning tools that reflect who they are and where they come from to provide them with a richer, more representative student experience with the Liberate Our Degrees book suggestions, and Reading Lists suggestions. Between 1 August 2017 and 31 July 2018 the library ordered 46 print books (36 different titles) 1 DVD, 1 e-journal. The team has also worked with academics to produce diversified reading lists. The

		library continues to forge strong relationships with the Student Union and students around this.
		- **Digital platforms and technology**: There have been great improvement in online learning over the past year. The Virtual Learning Environment, learn.gold, has gone through considerable development with a greatly improved look and functionality. All students are now auto-enrolled onto their modules on learn.gold, which means that staff can contact them from the moment they enrol. Students can access learn.gold via the Student App. There has also been the preparation of a Business Case for introducing a digital recording system to Goldsmiths. According to the current schedule, we will be ready for stage 1 roll out starting in July or August 2019. There has also been considerable development made in Distance Learning. The Department of Computing is about to launch a BSc in Computer Science and currently have over 500 applicants. Distance Learning allows Goldsmiths to extend its reach and provides students from across the world to interact, thereby globalising their academic experience.
b) For students to feel included and engaged with the content of their curriculum regardless of their background.	- Consider the needs of a diverse and multi-cultural student body when developing course content. - Support Goldsmiths' Student Union and relevant stakeholders to progress the 'Liberate my Degree' campaign and its strategic aims (as outlined in the LTAS 2017-21). - Develop further channels where students can feedback about curriculum content. - Seek ways in which reading lists can become more diverse in terms of content and background/perspectives of authors.	- Liberating the Curriculum and Race was a topic of discussion at the Departmental Learning and Teaching Forum in November 2018. Each departmental L&T Chair that was present reported on their activities: Media, Communications and Cultural Studies has set up a working group. Sociology has appointed a Race Liaison officer for L&T. They have also set up interactive reading lists on some modules where students and staff can suggest references. - Anthropology has launched a new module, Thinking About Race. Students and ALs are jointly compiling the reading list. They changed the standing items of the Staff Student Forum to include discussion on liberating the curriculum and race. There is an Art tutors, Women of Colour network working with galleries and here at Goldsmiths. Computing has conducted learning analytics research to explore the attainment gap. In addition, Visual Cultures and Music have also set up a staff-student working party. - History launched its new MA Queer History programme.

| | | - Three TaLIC Grants were dedicated to projects on race or liberating the curriculum (see above for more details). Goldsmiths has joined the interuniversity working group on Liberating Our Curricula (see above for more details). The winners of these grants have enthusiastically agreed as a condition of their award, with the support of TaLIC to run an evening event upon completing their projects - on Liberating the Curriculum. It will be open to Goldsmiths staff and students and external visitors. Finally, TaLIC is collaborating with the Student Unions to help run the Student-led Teaching Awards. TaLIC is offering a prize of £250 to each winner. One of the award categories is on Compelling or Diverse Curriculum Content. One can see from the activities listed above that Goldsmiths as a whole institution, with students and staff in partnership, are working hard to diversify the reading lists and curricular in general. |

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.

Aims	Actions	Progress Update January 2019
a) Continue Goldsmiths' plan to improve the accessibility and inclusivity of the physical environment on campus.	- Ensure that Equality Analysis and access considerations are made in the planning stages of new buildings, changes to existing buildings, and capital works projects. - Continue the 'Way Finding' pilot project, (exploring the accessibility of Goldsmiths' library (Rutherford Building)) and consider rolling out to other buildings across campus. - Continue work to ensure signage is clear and accessible. - Continue our standard practice to install hearing loops for every room of 60+ capacity (installing in smaller rooms/specific contexts, and mobile induction loops when required). - Continue to include a gender-neutral toilet	- We are continuing with this project with the Rutherford Building, two floors of the Richard Hoggart Building and the Whitehead Building having new signage. Other buildings are in planning. - Built into the planning for all new signage - Working with other departments to promote this awareness - We have identified and booked further spaces for peak times (Fridays) during term time.

	option for all new buildings. - Raise awareness of our room for mothers to rest and express milk. - Develop additional inter-faith spaces/facilities on campus.	
b) Work together to gather experience and knowledge to help prioritise actions in relation to campus accessibility.	- Seek ways in which feedback from staff and students can inform practice in relation to campus accessibility (e.g. via DDSCs Scheme). - Estates to continue collaborating with stakeholders to improve access and inclusion. - Communicate progress and updates in relation to campus accessibility/inclusion.	- Estates/SU/AIRs meetings ongoing. Useful input received via AIR and DSC project reports. - See above. Working also with HR, Unions and individual staff to assess need and meet where appropriate. - Estates updates available on Goldmine and in Staff/Student News
c) Make progress in developing accessible teaching and learning environments, including in virtual environments.	- Encourage the staff and students to use Google maps virtual campus map. - Work together to develop more inclusive teaching and assessment practices and environments following changes to the DSA. - Implement an Estates Management System and review the campus room numbering. - Continue providing space for students' use of assistive technology.	- Working with Comms to ensure up to date information is available on virtual campus map. - Responding to requests on revised teaching layout and working with IT&IS on equipment in teaching rooms. - In the process of being implemented. Part of this implementation is a review and renumbering of spaces for reference. - Capital Projects Team is currently reviewing the provision of assistive technology space in the Library and putting forward proposals for improvements.
d) Ensure that any IT and Information management systems we use are accessible and inclusive.	- Review current IT and Information Management systems for their accessibility. - Consider EDI/accessibility in the planning and tendering stages for new systems and tenders. - Work towards the W3C standard/Web Content Accessibility Guidelines (WCAG) (A, AA, AAA) to ensure that we have the most accessible systems and online platforms.	- Review is ongoing with existing suppliers. - Tenders and business cases take EDI under consideration. - We continue to work towards the W3C guidelines to ensure that we have the most accessible systems and online platforms. - We are continuing with this project with the Rutherford Building, two floors of the Richard Hoggart Building and the Whitehead Building having new signage. Other buildings are in planning. - Working with other departments to promote this awareness - We have identified and booked further spaces for peak times (Fridays) during term time.

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.

Aims	- Actions	Progress Update January 2019
a) Capture and store accurate and meaningful EDI data to support better understanding of our staff and student demographic profiles.	- Recruit new 'Data and Management Information Managers' to focus on improving staff and student data. - Build a "data network" across Goldsmiths. - Work with staff to address any gaps in data. - Encourage staff to use the self-service Agresso HR/Payroll system. - Raise awareness of the importance of collecting data to help advance equality. - Consider campaigns to support our progress to improve EDI data. - Continue progress (since Sep 15) to collect staff data for the expanded fields of 'sexual orientation', 'gender identity', and 'religion and belief'. - Continue to publish EDI data as part of Goldsmiths' Annual Equality and Diversity report. - Undertake an institution-wide staff engagement survey. - Continue using qualitative feedback from the National Student Survey (NSS), Departmental Student Coordinators (DSCs), and end of term/year student feedback channels to inform practice which will improve and enhance the student experience.	- System suitability and data processes have been assessed and improvements have been implemented under the leadership of the HR Data and Management Information Manager. - Staff equality data has been shared with departments as part of a pilot programme to explore Positive Action. - As part of the 2 year planning round, HR will include department and school level diversity datasets as part of the staff data dashboards, and support Heads of Department to develop initiatives to promote diversity within their teams. - Analysis of NSS is undertaken across a number of forums and committees, including the Learning and Teaching Enhancement Committee and Student Experience Sub Committee.
b) Develop efficient systems and processes to streamline existing	- Develop a clear data pipeline for EDI data. - Streamline processes to reduce a duplication when capturing or requesting information.	

data collection methods.	- Develop a sustainable process for ongoing robust data capture and good practice data management.	

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.

Aims	Actions	Progress Update January 2019
a) Seek opportunities to collaborate, and promote events with similar themes or shared aims.	- Continue to develop a joined up, collegial approach to EDI events across Goldsmiths and Goldsmiths' Student Union. - Share good practice and knowledge across Departments and disciplines. - Continue developing a community for EDI work and practice. - Continue to seek ways in which we can foster an environment where academic collaboration in this area thrives.	- Goldsmiths hosted a book launch for "Inside the Ivory Towers" in collaboration with Professor Claudia Bernard, Professor of Social Work. - We continue to meet with colleagues from across the College (both academic and professional services) to develop and maintain a community for EDI work and practice. - We will continue to seek opportunities to develop a joined up, collegial approach to EDI events across Goldsmiths and Goldsmiths' SU.
b) Encourage and support a culture of open communication.	- Encourage a culture of open communication (e.g. discussion about support needs and adjustments as necessary, encouragement to raise concerns when issues arise, and by seeking informal resolutions to grievances by communication, where appropriate). - Encourage student and staff representatives to work together to utilise opportunities and address equality issues with an open and joined up approach. - Continue to communicate about institution-wide initiatives and progress in relation to EDI using centralised communication channels.	- A monthly-EDI news story is published via Staff News in line with the diversity calendar to highlight relevant initiatives and upcoming events e.g. Black History Month, LGBT History Month, International Day of Disabled People, etc. - We have developed an EDI Hub on the Goldsmiths intranet (Goldmine) to share institution-wide initiatives and progress in relation to EDI. The pages also celebrate our academic endeavours in the field of EDI.
c) Seek opportunities to engage with and celebrate the	- Continue work to engage academic staff with institution-wide strategic initiatives related to EDI.	- Goldsmiths academics have been engaged with Goldsmiths' Athena SWAN Bronze Institutional and Departmental applications.

achievements of staff with an expertise in EDI.	- Seek opportunities to encourage internal experts to share knowledge and research at events at Goldsmiths. - Celebrate success in relation to EDI practice and research.	- Goldsmiths hosted a book launch for "Inside the Ivory Towers" in collaboration with Professor Claudia Bernard, Professor of Social Work. The book featured contributions from Professor Claudia Bernard and Professor Heidi Mirza. - Successes in EDI practice and research continue to be shared via internal and external comms, including the weekly staff newsletter, the Goldsmiths intranet (Goldmine) and Twitter.
d) Seek out opportunities to collaborate with Goldsmiths' SU, organisations in the local community, and other Higher Education Institutions (HEIs).	- Work towards a joined up strategic approach to addressing priorities in relation to EDI issues and opportunities. - Seek opportunities to engage and work with the diverse local community of Lewisham. - Work with other external organisations and HEIs, to share and learn from good practice in the sector and other sectors. - Seek opportunities to showcase success at Goldsmiths (e.g. presentations at conferences).	- The Public Engagement team at Goldsmiths recently collaborated with the Mayor of London Office on their project Arrival: Celebrating Windrush and the Communities who followed, where they hosted The Conversation Booth on campus. The Public Engagement team has also been working on projects with academics across the Universities' departments to commemorate and celebrate the Windrush generation and their contributions to British culture which have engaged with the diverse local community of Lewisham and beyond. - Continued membership with AdvanceHE's Higher Education London Equality Network (HELEN), University of London Inclusion Group, and University of London Pride in London Working Group to share and learn good practice. - Goldsmiths staff facilitated two learning sessions at the annual AdvanceHE Equality Conference in October. These were titled 'Decolonising research and curricula' by Dr Sara Ewing and Marilyn Clarke, and 'It takes an entire institution to eradicate sexual violence' by Professor Elisabeth Hill, Vicki Baars, Fifi Badat and Madeleine Spink.

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.

Aims	Actions	Progress Update January 2019
a) Provide guidance and information related to specific key	- Develop a suite of user-friendly guidance documents and tools to support staff. - Develop specific toolkits following key	- Refreshed 'Managing Workplace Adjustments' has been promoted to managers and staff through Goldsmiths communication channels. - A new Transitioning at Work Guidance has been developed, setting

topics, outlining the legislative framework where necessary.	legislative changes (E.g. changes to DSA). - Ensure there is clear signposting to relevant additional information, where necessary. - Publish easily locatable and accessible information on relevant digital platforms (Goldmine, Gold.ac.uk, VLE etc.).	out guidelines for supporting trans and non-binary staff. - Guidance, resources and information are available on the EDI Hub.
b) Provide a variety of learning and development opportunities for staff in relation to equality, diversity and inclusion.	- Continue providing a centralised programme of learning and development opportunities that are open to all staff, in different formats and at a variety of times. - Encourage Departments to facilitate staff learning and development opportunities relevant to their specific contexts and disciplines, providing advice when required. - Explore further developing bespoke learning and development opportunities for specific staff groups where necessary (e.g. personal tutors). - Ensure that the PG Cert (delivered by TaLIC) offers a learning and development opportunity in relation to equality, diversity and inclusion in teaching (e.g. via a podcast).	The Goldsmiths Learning and Development programme offers a range of EDI staff development including: - Unconscious Bias workshops - Trans Awareness - Advancing EDI. - Supporting Staff to Support Students - Mental Health First Aider Training The 2018 Staff Conference included sessions on equality and diversity facilitated by HR. TaLIC Lunchtime Conversations and Research Café events provide opportunities for academic to share best practice in relation to equality, diversity and inclusion.
c) Embrace alternative options and/or delivery methods that help develop confidence and knowledge in relation to EDI.	- Research and evaluate various options and/or delivery methods that could be adopted (e.g. e-learning platforms, facilitated conversations, mentoring, innovative solutions). - Take an organisational development approach to learning and development to address organisational needs in a planned, forward-thinking, and strategic way. - Encourage greater collaboration between	A New Organisational Development and Equalities Manager was appointed in October 2018 and is working with colleagues to review and enhance our Learning and Development Offer, including - Reviewing e-learning platforms and programmes - Developing forums / communities of practice / action learning sets to encourage collaboration and cross-departmental working - Exploring mentoring and sponsorship as a mechanism for continued professional development and as part of positive action initiatives.

	stakeholder groups who provide learning and development opportunities at Goldsmiths (e.g. TaLIC, HR learning and Development, IT, Graduate School, Research Office, Student Services).	
d) For every Chair on interview panels to be trained in recruitment good practice and unconscious bias.	- Develop renewed learning and development opportunities in relation to good practice recruitment, that includes content on how to mitigate the effects of unconscious bias (e.g. via an e-learning workshop). - Work towards our aim of having every interview panel Chair sufficiently trained in this area, with incremental progress when reviewed annually.	Recruitment and Unconscious Bias training delivered to staff as part of the Learning and Development programme.

OBJECTIVE 8: As a research-intensive learning organisation, proactively develop an inclusive culture that promotes equality and values diversity.

Aims	Actions	Progress Update January 2019
a) Develop proactive initiatives to advance equality and develop an inclusive environment for everyone.	- Keep abreast of good practice and innovation, both in the HE sector and other sectors. - Use knowledge of HE sector equality issues to inform localised practice and priorities. - Seek opportunities to build on existing initiatives or expand successful pilot initiatives. - Use Equality Analysis as a tool with which to focus initiatives and priorities. - Undertake an Equal Pay Review and develop a plan to address any equality issues.	- Colleagues participate in sector forums such as the Higher Education London Equality Network to share good practice and develop sector initiatives to address equality and diversity. - HR is working with sector partners to identify ways of promoting inclusive practice within higher education graduate trainee schemes.

b) Actively participate in sector and/or national Schemes and Charters that help support positive cultural change.	- Continue to make positive progress in relation to advancing gender equality as part of the Athena SWAN Charter, with an initial aim to receive an institutional bronze award (1st submission target – April 2017). - Consider making an annual submission to Stonewall's Workplace Equality Index (for LGBT equality) – with demonstrable progress made annually in terms of score awarded. - Continue to make progress as part of the 'Disability Confident Scheme', upholding Goldsmiths' 'Disability Confident Employer' status. - - Explore joining other equality Charters (e.g. the Race Equality Charter).	- Goldsmiths participated in the Workplace Equality Index in 2018; moving up 69 places – a reflection of the sustained organisational commitment to LGBTQ+ equality. - Goldsmiths is preparing to submit its Athena Swan application in Autumn 2019. - Goldsmiths will submit its Disability Confident renewal in Summer 2019. - HR will work with the BAME staff network (GREG) to consider participating in the Race Equality Charter.
c) Seek opportunities to use data to inform EDI strategy and monitor progress.	- As Goldsmiths makes incremental progress with data: - Consider the introduction of more 'positive action' initiatives to address areas of underrepresentation. - Encourage Departments to use data to inform localised strategic aims. - Develop mechanisms to enable Goldsmiths to better monitor progress and benchmark.	- Data project making good progress to increase and enhance the level and quality of staff data including EDI data.

Aims	Actions	Progress Update January 2019
d) In Goldsmiths' research activities, ensure that EDI is embedded and practices are inclusive.	- Consider EDI in Goldsmiths' submission to REF 2021. - Communicate and embed our 'REF 2021 Guiding Principles' on inclusivity. - Actively promote EDI in all aspects of the recruitment and career development of researchers. in line with our <u>Concordat commitments to create an inclusive working environment</u> (e.g. flexible working, providing mentoring, awards for internal funding where available). - Ensure that EDI is embedded in planning and implementation of research support in a 'post-Brexit' environment, and in light of changes to RCUK research funding. - Maintain our 'HR Excellence in Research award' (Renewed in 2016). - Explore any equality implications of the proposed Teaching Excellence Framework (TEF).	- The Draft Code of Practice for REF 2021 sets out Goldsmiths' commitment to promoting equality, diversity and inclusion within the research environment and sets out our approach to conducting Equality Impact Assessments at key stages throughout the process. - In 2018 a major review of the provision for research staff and early career researchers, and reporting thereof, was initiated. Pertinent outcomes of the review included significant bridging support to the PhD community post-studies and the development of an inclusive definition of an ECR. - The Research and Enterprise Committee has agreed the revised framework for reporting and consideration for the categories of staff considered as an ECR. - The HR Excellence in Research Award was attained in September 2012. Since early 2012, there has been a group reporting to Research and Enterprise Committee to oversee the implementation plan for the Concordat to support the career development of researchers and renewal of the HR Excellence in Research Award. A published action plan underpins the six-year renewal of the HR Excellence in Research Award due for review in 2019.

OBJECTIVE 9: Ensure that policies and procedures are robust, inclusive, and fit for purpose (both in terms of design and application) across Goldsmiths.

Aims	Actions	Progress Update January 2019
a) To ensure that HR staff policies are inclusive, fit for purpose, and aligned with current good	- Continue progress to develop new HR policies/guidance (where required). - Systematically review existing policies. - Consider developing peer review and feedback mechanisms that could be adopted to help inform policy review (e.g.	- Refreshed 'Managing Workplace Adjustments' has been promoted to managers and staff through Goldsmiths communication channels. - A new Transitioning at Work Guidance has been developed, setting out guidelines for supporting trans and non-binary staff. - Guidance, resources and information are available on the EDI Hub.

practice and any changes in legislation.	- Consider using themes from employee relations cases and queries to inform policy development and review. - Explore ways to reinforce the positive message of Goldsmiths' Equality and Diversity Strategy that promotes the benefits and opportunities of EDI.	engagement with staff networks).
b) Ensure that equality considerations are taken when developing, amending, or removing any policies, practices, or procedures.	- Undertake Equality Analysis for any new or existing policy, practice, or procedure. - Explore any relevant opportunities or areas of concern when identified. - Continue gaining feedback about new policies from our Trade Union partners, UCU and Unison. - Engage with any affected stakeholder groups, gathering different perspectives where possible.	- Agreed practices continuing as standard.
c) For staff to engage with and understand institutional policy and for principles to be 'lived' on the ground.	- Departments to be rigorous in the application of institutional policies and procedures. - Work with staff to help them understand and engage with institutional policy, aims, and expectations. - Provide learning and development opportunities to support engagement with institutional policy where required. - To continue to raise awareness about any new policies, guidance, and expectations with departments (e.g. on staff intranet, Schools Meetings, HR updates).	- New guidance and information being shared through different channels including via HR Consultants in Schools Meetings. - Extensive training planned to underpin the launch of the new sexual Harassment, violence and misconduct policy and 'Report and Support' online tool.
d) Ensure that student policies, procedures, and guidance are	- Systematically review institutional policies, procedures and regulations ensuring that Equality Analysis is undertaken and EDI	- Agreed practices continuing as standard. - Policy and guidance development work in this area (including in relation to Student Assessment and Academic Regulations) has

clearly articulated, fit for purpose, and accessible.	good practice is embedded. - Conduct a review of the accessibility of institutional policy and guidance. - Develop new student policies and guidance where needs are identified (such as Goldsmiths' new Fitness to Study policy).	continued and is ongoing.

OBJECTIVE 10: Be proactive in combating discrimination, bullying, harassment, and victimisation at Goldsmiths.

Aims	Actions	Progress Update January 2019
a) Ensure that cases of discrimination, bullying, harassment, and victimisation raised by students are taken seriously and dealt with appropriately and sensitively.	- Ensure that the student complaints procedure is fit for purpose, clear and robust. - Ensure that information about the steps for making complaints is accessible and easily available. - Monitor complaints to explore themes related to harassment and discrimination. - Ensure that students and staff at all levels are aware of Goldsmiths' 'zero-tolerance' approach to these behaviours. - Goldsmiths' Senior Management Team and Heads of Departments commit to promoting a culture that ensures we have a 'zero-tolerance' approach to discrimination, bullying, and harassment on campus. - Commit to undertaking Equality Analysis for any complaints process reviews. - Review Goldsmiths' strategy in relation to dealing with allegations of sexual harassment. - Ensure informal support channels are clearly signposted. - Train a number of front line student support staff to equip them to deal with and respond to reports of sexual violence on campus.	Goldsmiths published the first iteration of its 10-point plan for tackling sexual harassment in October 2016. Since then a significant amount of progress has been made, with the College achieving a number of the goals set out in that plan. Key Developments (2017-18) • New policies and practices have been introduced to provide the framework for Report and Support to work effectively. • In March 2018 Goldsmiths launched Report and Support, the online tool allowing anyone in the Goldsmiths community to report or disclose that they have experienced sexual harassment, sexual violence or sexual misconduct. Those using this system can choose to remain anonymous or share their details with the College. • In December 2018 the College published figures relating to reports and disclosures of sexual harassment, misconduct and violence received as part of Report and Support. Details of this report can be found here. • As at January 2019, 1061 current staff have participated in training or briefings to enhance their understanding of best practice in responding to disclosures of sexual violence. Training will be ongoing and staff who have not yet participated are being encouraged to attend.

| b) Ensure that cases of discrimination, bullying, harassment, and victimisation raised by staff are taken seriously and dealt with appropriately and sensitively. | - Engage staff with Goldsmiths' Discrimination, bullying, and harassment policy for staff (launched 2016) which is underpinned by Goldsmiths' 'zero-tolerance' approach.
- Monitor the number of employment relations cases raised since the Policy's launch.
- Offer briefings/learning and development opportunities to engage staff with the Policy and its contents.
- Continue providing broader learning and development opportunities which educate, raise awareness and build confidence in areas related to EDI (and discrimination).
- Continue providing unconscious bias training, and bespoke sessions for specific groups when required.
- Encourage staff to engage in open discussion and inclusive behaviours, to learn from differences and valuing different strengths. | HR are active members of the University Sexual Harassment Advisory Board and support the College's Case management work underpinning Report and Support.

We have prioritised Unconscious Bias training for staff during 2018. 49 staff have participated since Autumn 2019.

HR Consultants work closely with the Learning and Development team to ensure learning from case work informs staff development interventions.

HR supported the coordination of the Sexual Harassment training and briefings; over 1061 participated in these briefings during 2018. |

Data notes

- Unless otherwise stated, the staff profile data is calculated from the full-person equivalent (FPE) over the 2017/18 academic year. Many staff at Goldsmiths hold more than one fractional role across departments. FPE is calculated by dividing staff counts among their activities in proportion to the declared full-time equivalent for each activity. This allows us to develop consistency in comparing staff populations over a period of years.
- Analysis is based on the 'known' population. The number of staff with 'unknown' equality data has been included to provide an indication of disclosure rates.
- Student data tables have not been included in the report, where comparisons are made this is in reference to the 2017/18 student population, based on datasets provided by the Planning Unit.
- Sector benchmarks are based on the HE staff profile for the 2016/17 academic year, as outlined in the 2018 Equality Challenge Unit Statistical Report