

## **Equality and Diversity Annual Report 2015 - 2016**

### **Introduction**

Goldsmiths, University of London is a vibrant, creative place to work and study with a diverse student body. Equality, inclusion and social justice are values which are incredibly important to Goldsmiths. These values are enshrined throughout the University's rich history, entrenched in the subject matter of its research and teaching, and embraced by members of its community.

Our intention is to embed Equality and Diversity across Goldsmiths and make it a part of everything that we do. We have an opportunity for Goldsmiths to lead the way in Equality and Diversity practice by championing innovation and valuing individuality to truly reflect our values.

Over the last academic year we have made significant progress in Equality and Diversity and begun a journey which has refocused Goldsmiths' commitment to Equality and Diversity by adopting a renewed pro-active, strategic approach to the area. This included the launch of a renewed Equality and Diversity Strategy in June 2015 alongside a five year action plan.

This report will evaluate the progress that Goldsmiths has made with regards to Equality and Diversity over the last academic year, whilst also focusing on our strategic objectives and aims for the coming year. The report will assess our progress against the recommended priorities outlined in our last [Equality and Diversity Annual Report 2014 – 2015](#), Goldsmiths' [Equality Objectives 2012 – 2016](#), and present statistical data to allow us to better understand the demographic composition of our staff and students. We will also explore the composition of our Council membership, as this is a key area we have focused on this year.

### **Goldsmiths' Strategic Plan**

At an institutional level, Goldsmiths is working towards a [Strategic Plan](#) which encompasses our mission and Values.

Our mission is:

***“To offer a transformative experience, generating knowledge and stimulating self-discovery through creative, radical and intellectually rigorous thinking and practice”***

*- Patrick Loughrey, Warden of Goldsmiths*

Our values include:

- Achieving academic excellence
- Radical and innovative thinking
- Respecting the individual
- Promoting access and diversity
- Supporting our students and staff
- Creating change, locally and globally

The Strategic Plan has helped to align energy and ambition at Goldsmiths. We are also in a time of unprecedented change in higher education in the UK, and because of this, financial sustainability is

an integral part of the plan. The Strategic Plan is underpinned by four strategic pillars which reflect our commitment to make progress towards our aims.

Equality and Diversity is central to our success, including to our financial sustainability. It is also explicit in our words of Goldsmiths values, 'valuing the individual', 'promoting access and diversity', and 'supporting our students and staff'.

## **Reviewing Our Recommended Priorities**

In Goldsmiths' last Equality and Diversity Annual Report 2014, a number of recommended priorities were made. We will review are progress against these below:

**1. *To create a renewed Equality and Diversity Strategy in 2015 to align and re-focus our aims for Equality and Diversity at Goldsmiths.***

A renewed Equality and Diversity Strategy was developed and launched in June 2015, alongside a five year action plan, and this will be broken down into annual one year implementation plans. This has both realigned and refocused our aims for Equality and Diversity and has had a significant impact on the way that we approach the Equality and Diversity agenda at Goldsmiths.

**2. *To implement a new HR / Payroll System and improve our Student System to allow us to progress our aims to collect high quality data and expand its functionality to enable us to collect data on sexual orientation, religion and/or belief, and gender identity.***

A new Agresso HR/Payroll system has been implemented at Goldsmiths. Its functionality now includes fields to capture data on sexual orientation, religion and/or belief, and gender identity. The system's Equality and Diversity data collection pages have been updated and improved in line with best-practice, legislative changes, and to address other areas identified for improvement following review. This includes adding the gender-neutral title 'Mx', and additional gender fields on the advice of the Equality Challenge Unit (ECU).

**3. *To work to embed Equality and Diversity into everything that we do, including within Learning and Teaching and the Student and Staff Experience.***

The central aim of the renewed Equality and Diversity Strategy is to work proactively towards embedding Equality and Diversity into everything that we do. The Strategy focusses around five strands - Governance, Identity and Awareness, Celebrating Achievements, Learning, Development, and Research, and Access and Inclusion. Various initiatives are being implemented on an ongoing basis under each of these strands and work interdependently towards our central aim.

In addition, we are working with stakeholders at all levels to embed Equality and Diversity into strategic decision making (including in our formal committee structure, Council (Governing Body), and Senior Management Team (SMT)).

**4. *To encourage collaboration between stakeholders, both staff and students across Goldsmiths, to develop a joined up approach to Equality and Diversity.***

Over the last academic year, we have seen a substantial amount of collaboration between stakeholders across Goldsmiths, as part of both the central Equality and Diversity Agenda, and also in academic collaboration in fields related to Equality and Diversity.

The renewed Strategy has helped Goldsmiths to work more strategically and have a joined up approach to Equality and Diversity, with key institutional aims.

In addition to this, we welcomed the launch of the Disability Research Centre (DRC), and the re-launch of the Centre for Caribbean and Diaspora Studies (CCDS), which will be expanded on later in this report.

In November 2015, Goldsmiths held its first 'Celebrating Diversity and Advancing Equality' event. The aim of the event was to promote Goldsmiths' new Equality and Diversity Strategy, whilst enacting many things that the Strategy set out to achieve. We used the event as a vehicle to engage the Goldsmiths community and external stakeholders with Equality and Diversity and bring people together to facilitate a joined up and collaborative effort to making progress. This achievement will be expanded on later in this report.

***5. To consult with our community to gain better feedback on how we can improve support measures for staff and students with protected characteristics and encourage inclusivity.***

The Equality and Diversity Strategy was developed following wide consultation and input from staff and students from across Goldsmiths, including members of the Student Union.

We will ensure that channels of communication are open and that feedback and discussion about Equality and Diversity is encouraged. This is of particular importance in strategic making committees, which have representation in their membership of both staff and students.

We are also developing a number of staff diversity networks which for staff from specific under-represented groups. We hope that this will create additional channels of communication which will enable us to gain a better understanding of their needs.

A strand of the Strategy focuses purely on 'Access and Inclusion', with initiatives recommended to proactively to address any issues. One successful example of a successful initiative that was rolled out during the last academic year was an initiative to increase the number of gender-neutral facilities on campus. This was a collaborative project undertaken by a group of trans students, the Estates Department, and the Equality and Diversity Advisor at Goldsmiths.

***6. To expand the number of Learning and Development opportunities allowing staff to increase their awareness and understanding of Equality and Diversity matters.***

As another part of the Equality and Diversity Strategy, one strand focuses on 'Learning, Development and Research'. As a result of this the 'Valuing Diversity Programme' was launched in early 2015. This is a programme of different learning and development opportunities aimed to increase knowledge and confidence in topics related to Equality, Diversity and Inclusion.

Workshops as part of the programme so far have been very well attended and feedback has been very positive. Workshops have included, unconscious bias, disability awareness, deaf awareness, mental health first aid, and making reasonable adjustments for students. There are many more workshops planned for the coming academic year including, but not limited to, unconscious bias training for Senior Management at Goldsmiths, Trans Awareness Training, and Equality and Diversity training for our Council.

***7. To be self-reflective in our approach to Equality and Diversity by monitoring work done in the area for effectiveness and be open to new and innovative ways of embedding Equality and Diversity.***

A self-reflective approach underpins our new work in Equality and Diversity. Goldsmiths' five year action plan is broken down into annual implementation plans. These plans are broken down further into three phases. All plans are monitored incrementally and any outcomes drawn are used to inform any future initiatives.

If any initiatives have not added value to our progress in Equality and Diversity, our aim is to explore new and innovative ways to facilitate change. We also intend to accept if an initiative is ineffective and use this as a learning experience.

***8. To celebrate the ongoing accomplishments of our staff and students to foster an environment that promotes and values Equality, Diversity, and Inclusion.***

Goldsmiths has many academics who are experts in fields related to Equality, Diversity and Social Justice. We have created opportunities to celebrate their achievements and showcase their research, including the Celebrating Diversity and Advancing Equality event, and in regular staff news pieces.

Staff and student engagement is fundamental to our new approach to Equality and Diversity, moving away from a reactive, compliance-based approach. Celebrating things that Goldsmiths does well in is crucial to our ongoing success. It also helps to get more people involved in Equality and Diversity initiatives, foster a shared passion for the subject, and feel more empowered to embed Equality and Diversity into their own work.

We have also worked to raise awareness of the work we are doing in Equality and Diversity more broadly by utilising pages intranet, 'Goldmine'. We intend to build on this further by reviewing our external facing web pages, to engage with even more people (both internally and externally).

## **Equality Objectives under the public sector Equality Duty**

Under the Public Sector Equality Duty, public sector organisations have a responsibility to work towards eliminating discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations. This applies to the organisation as both an employer and as a learning provider, across a number of characteristics including, age, class or socio-economic background, disability, race, gender, gender identity, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion and/or belief, sex and sexual orientation.

To pay due regard to our responsibilities under the Duty, we have put measures to eliminate discrimination during the development of new proposals, policies, systems, and projects. Staff use an Equality Analysis toolkit to help inform the development of their proposals by gaining an understanding of the issues that different groups might face, and reducing or eradicating any adverse impact. This includes projects undertaken by the Strategic Projects Office who now undertake Equality Analysis for every strategic project. In addition, consultation happens wherever possible to allow viewpoints and perspectives to be taken by a number of different stakeholders.

Equality Objectives are set every four years to help meet our legal obligations under the Equality Act. We are proud to present our [Equality Objectives and Action Plan 2012 – 2016](#). New objectives for the next four years will be set at the end of this academic year.

To ensure that Goldsmiths is making progress against each of the objectives set, we will review our progress below and identify any areas for further development. This will help inform future objectives.

| Equality Objective:   | 2016 Equality Objectives Review:   |
|---|--|
| <p><b>1. To ensure that the College has comprehensive equalities monitoring data to support the delivery of an inclusive and supportive environment for all staff, students and stakeholders</b></p>  | <p>Over the last academic year, Goldsmiths embarked on a large scale project to implement the Agresso HR/Payroll system. The system now collects equality data in line with current best practice and legislation, including data on religion and/or belief, gender identity and sexual orientation. We also foresee an opportunity to have a much more in depth understanding of our staff demographic profile. This will help us have a more detailed and direct way of supporting our staff and ensuring Goldsmiths’ environment is inclusive for everyone.</p> <p>The Student Management Information System, Unit-e, has also undergone significant review over the last year and has also been updated in line with best-practice.</p> <p>In the coming year we plan to undertake a data enhancement exercise to ensure that the Equality and Diversity data is robust. This will have a significant impact on Equality and Diversity initiatives planned for 2016 and beyond, such as undertaking a proposed Equal Pay Audit, and working towards our first submission to the <a href="#">Athena SWAN Charter</a>.</p> |
| <p><b>2. To ensure that the College’s management and strategic decision making committees are able, through their membership and activities, to identify and understand the needs and perspectives of people with protected characteristics; and address inequalities and actively promote equality and diversity through their decisions and activities.</b></p> | <p>We systematically review the effectiveness of our committee structure to ensure that Equality and Diversity related matters are embedded into strategic decision making, including understanding and identifying the needs and perspectives of people with protected characteristics.</p> <p>Following a benchmarking exercise against other Higher Education Institutes (HEIs) and after a review of Goldsmiths’ approach, a renewed governance model with a focus on wider participation has been implemented.</p> <p>Equality and Diversity has been embedded into the agendas of all of Goldsmiths’ key management and strategic decision making committees, including the HR Committee (which now has a broader remit under the name, HR and Equalities Committee), Learning and</p>   |

|  |   |
|--|---|
|  | <p>Teaching Enhancement Committee, and Student Experience Sub-Committee. This approach will progress our aim to embed Equality and Diversity into everything that we do.</p> <p>To ensure Equality and Diversity is more than a mere platitude on these committees, we are proactively working with the chairs of committees to ensure they have the knowledge and understanding needed to approach Equality and Diversity.</p> <p>We are also working with our Council, to ensure that Equality and Diversity is embedded at all levels of Goldsmiths.</p>   |
| <p><b>3. To consider the impact of fees on actual and potential students, including those having protected characteristics under the Equality Act (2010).</b></p> <p><b>Consider outreach and social inclusion issues in all decisions made by the College along with consideration of anticipatory reasonable adjustments for all equality characteristics.</b></p> | <p>In Goldsmiths' Strategic plan we make a commitment to put our students at the heart of everything that we do, with a strong focus on student experience and engagement.</p> <p>At Goldsmiths, Students Services underwent a change and improvement programme to improve the student experience. As a result, the Student Centre is now a 'one stop shop' for anything that a student needs. There is a new Inclusion and Learning Support Service which has expanded from a previous disability service. This service seeks to support not only disabled students (as determined by law under the medical model), but all students who have learning support needs. Arguably, addressing the needs of other groups protected under the Equality Act 2010, those who would define themselves as disabled under the social model of disability, and those who wouldn't define themselves as disabled, but still have complex needs.</p> <p>There is also a new Wellbeing service which will explore student wellbeing issues more broadly. This service may have also have an impact directly or indirectly on students of different diverse backgrounds.</p> <p>Goldsmiths is committed to widening participation and we have a particularly generous access agreement which demonstrates our commitment to creating opportunities for students from all backgrounds and, importantly, reflects our presence in the borough of Lewisham.</p> <p>With more than a third of our students coming from outside the UK, drawn from over 120 countries, and around 200 international staff, Goldsmiths is without</p> |

|   |   |
|---|---|
|   | <p>doubt a global institution. Our internationalisation strategy is a key aspect of the 'London and the World' pillar of our strategic plan. This cornerstone is built upon the vitality of Goldsmiths' presence in a culturally-rich global capital city, where we have close and longstanding ties with our local London community.</p> <p>Goldsmiths has programmes of engagement and relationship building with local schools and colleges, designed to raise awareness and to make Goldsmiths the institution of choice in the local area. A high proportion of people from the Borough of Lewisham are from BME backgrounds.</p> <p>We also give away a number of scholarships every year to local students, who would not have considered coming to university otherwise.</p> <p>Goldsmiths' Student Outreach and Engagement Team have continued their portfolio of widening participation schemes including, the 'Gold Start Scheme' and 'Goldsmiths Progression Scheme' and the 'Realising Opportunities' (RO) Programme - a unique collaboration of 15 leading, research intensive universities, who are working together to promote fair access and social mobility of students from groups underrepresented in higher education.</p> <p>In 2015, Goldsmiths also started a mentoring scheme for BME students to help enable them to get vocational experience prior to leaving university. This will be expanded on later in this report.</p> |
| <p><b>4. To strengthen organisational capability to produce effective and timely Equality Analysis (formerly, Equality Impact Assessments)</b></p>  | <p>In the last academic year, the Equality Analysis toolkit and guidance has been reviewed and simplified. It has been rolled out to many Departments in 2015.</p> <p>In the coming year we will explore ways to further promote Equality Analysis to those who might not have come across the toolkit at Goldsmiths to ensure more people are considering Equality issues in their planning.</p>   |
| <p><b>5. To provide Learning and Development opportunities for all staff to develop their awareness of equality and diversity issues in the workplace and in the learning environment, and to increase knowledge and competency to deliver our equality duties.</b></p> | <p>As discussed previously, the Valuing Diversity Programme has been implemented successfully across Goldsmiths. This has provided staff with a number of learning and development opportunities in topics related to Equality, Diversity, and Inclusion.</p> <p>In addition, a university wide review is happening of Staff Development at Goldsmiths. This might provide further opportunities for new ways in which we impart</p>  |

|  |  |
|--|--|
|  | <p>knowledge in this area in the coming years, as well as giving us an opportunity to explore ways in which we can embed Equality and Diversity learning into existing programmes and courses, such as Leadership programmes.</p>  |
| <p><b>6. To ensure that the College’s virtual and physical environments particularly teaching and learning spaces, and core and circulation spaces is accessible for all (including disabled people, parents with dependants on site, breastfeeding mothers, and those with need for rest and first aid spaces.)</b></p> | <p>In order for Goldsmiths to improve and expand our academic services in the evolving higher education sector, a sustainable and coherent approach to the use, management and development of our estate is essential.</p> <p>In 2009 Goldsmiths commissioned John McAslan and Partners to take an in-depth analysis of our campus, the outcome being a plan to guide the future development of our campus. The resulting <a href="#">Estates Masterplan</a> proposal, supports the strategic aims of the University and our plans for growth.</p> <p>Work as part of this plan has continued over the last academic year with new accessible buildings proposed, changes and upgrades to existing buildings, and changes to address concerns and needs of different groups in the Goldsmiths community. This includes, a space created for mothers to breastfeed, express, and rest; an increase in the gender-neutral provision on campus (as mentioned previously); and improvement to access routes for people with mobility issues.</p> <p>There is a lot more to do in the coming years to ensure the estate is more accessible and fit for purpose and we hope to continue seeing progress. There has also been a strong focus on virtual learning and improving our online tools and systems. Goldsmiths has employed a new Assistive Technologist to help with this area.</p> |
| <p><b>7. In our employment functions: to embed and uphold our equality duties towards all staff and others engaged by Goldsmiths to eliminate discrimination promote equality of opportunity, and foster good relations</b></p>  | <p>Goldsmiths recognises our legal duty under the Equality Act 2010 with a specific Public Sector Equality Duty to eliminate discrimination, promote equality of opportunity, and foster good relations. We look to address these areas with continued work aligned to our Equality Objectives 2012 - 2016 and with our renewed Equality and Diversity Strategy.</p> <p>This includes initiatives recommended as part of the strategy which include, but are not limited to, the development of staff diversity networks, awareness raising and knowledge building through the Valuing Diversity Programme, and in the development of robust and inclusive HR policies.</p>  |



|   |  |
|---|--|
| <p><b>8. Through our Teaching and Learning Strategy to embed and uphold our equality duties towards students to eliminate discrimination promote equality of opportunity, and foster good relations.</b></p>  | <p>Equality and Diversity is built into our <a href="#">Learning, Teaching and Assessment Strategy 2012-16</a>, which is being reviewed at the end of this academic year.</p> <p>Equality and Diversity has been embedded into the work of the Learning and Teaching Enhancement Committee, which will explore any equality issues within its agenda items.</p> <p>An example of this is the investigation of an attainment gap which has been identified for BME students at Goldsmiths (particularly for Black students). This is a trend which is reflected across the Higher Education Sector. A small sub-group has formed from this committee and they are exploring reasons for the gap and any measures that could be put in place to address barriers for BME students.</p>   |
| <p><b>9. Behaviour and discipline policies, processes and outcomes should be reviewed for their effectiveness at addressing issues of discrimination, harassment, bullying, victimisation and dignity at work and in the learning environment, and promoting good campus relations. Outcomes should also be monitored for trends or patterns.</b></p> | <p>In 2014, a legal and policy specialist was employed by Goldsmiths as part of its revitalised Human Resources team. A large number of new, robust, HR policies have been created as a result. These have been informed by current legislation, sector best practice, and have undergone Equality Analysis and wide consultation with stakeholders and Goldsmiths' Trade Union partners.</p> <p>In addition, several existing policies have been reviewed and updated so that they are fit for purpose in the current climate and context.</p> <p>Some examples of Goldsmiths' new and updated policies include, a new Shared Parental Leave Policy, a new guidance document for making reasonable adjustments for staff, family friendly guidance, and a flexible working policy.</p> <p>In the coming academic year, plans have been put in place to review the Dignity at Work Policy, and to create new policies related to bullying and harassment (staff), and sexual harassment (students and staff).</p> <p>Employment Relations casework is recorded and monitored by Goldsmiths' Human Resources Team and reported to the Human Resources Committee, to assess any trends or patterns in behaviour that might need addressing on a broader scale.</p> <p>Policies and processes affecting students continue to be reviewed to ensure they are up to date and fit-for-purpose. Any changes made to student policies or</p> |

|  |  |
|--|--|
|  | <p>processes are informed by feedback from students, Departmental Student Co-ordinators (DSCs), and student union representatives. Student strategies and policies are co-created where appropriate, including a new Student Experience and Engagement Strategy developed by students and staff during the last academic year.</p> |
|--|--|

## Equality and Diversity Achievements 2015 -2016

Equality and Diversity is a shared passion of Goldsmiths staff and students, reflected in the work our academics do, the events we put on, and in our professional practice.

Some of the achievements mentioned previously will be expanded on below, in addition to highlighting just some of the great achievements that academics at Goldsmiths have had in the last academic year.

### Together, we are different campaign

As part of our renewed Equality and Diversity strategy, one of our aims was to raise awareness of Equality and Diversity and engage our community with it. We have developed a visual identity for our work in Equality and Diversity and the tagline "together, we are different" encompasses our inclusive approach which encourages staff and students to work together collaboratively to make progress in Equality and Diversity at Goldsmiths.

### Celebrating Diversity and Advancing Equality Event

The first of its kind at Goldsmiths, this event brought together staff at all levels, students, colleagues from across the Higher Education sector, charities, local organisations and local residents in a celebration of diversity whilst exploring advances to Equality over the last ten years. The event showcased some of Goldsmiths' research related to Equality and Diversity, attendees heard from local organisation, 'EqualiTeam Lewisham' - who work to ensure fairness for black African and Caribbean residents in Lewisham and there was a speech from Human Rights Campaigner and Goldsmiths' Honorary Fellow, Peter Tatchell.



The event was deemed one of the five best things to have happened that year at Goldsmiths by the Warden, Patrick Loughrey, and the feedback from the event was very positive, with a member of Goldsmiths' Council saying:

*"It honestly made me feel proud, I had a lump in my throat, feeling a small part of it. Goldsmiths is quite special".*

### **The Launch of the Disability Research Centre**

In 2015 marked the launch of Goldsmiths' new Disability Research Centre (DRC). This is an interdisciplinary research centre which sets out to explore and address some of the biggest issues facing disabled people today. Led by Professor Rob Imrie and Dr Anna Hickey-Moody, the Centre brings together academics from a range of disciplines to conduct research about disability in society. It sees disability as an intrinsic part of human life and aims to be at the forefront of shaping government policy on disability, equality and diversity while highlighting the ordinariness and relative invisibility of disability.



### **The Re-Launch of the Centre for Caribbean and Diaspora Studies**

The Centre for Caribbean Studies re-launched as the Centre for Caribbean and Diaspora Studies (CCDS) in 2015. This unique Centre has a rich 24 year history that builds on strong foundations from the 1980s and is the only Caribbean-led Research Centre within a University environment with a unique focus on the local community and the academic.

### **A New Mentoring Programme for Black and Minority Ethnic Students**

Goldsmiths launched a new career focused mentoring programme in partnership with the National Mentoring Consortium, aimed at ethnic minority undergraduates. The National Mentoring Consortium (NMC) aims to support Black, Asian and Minority Ethnic (BAME) students and disabled students to achieve their goals and gain meaningful employment.

The scheme pairs ethnic minority students with a mentor who is a professional in their industry. This relationship allows students to improve their workplace skills and prepare them for the workplace.

### **Sexual Harassment in Higher Education (SHHE) Conference**

Another first of its kind at Goldsmiths, this one day, workshop-based conference investigated the way sexual harassment in higher education between staff and students unfolds institutionally and how it intersects with other embodied experiences of power.

The day included a mix of keynote speakers and workshops, with key note speeches from Dr. Alison Phipps (University of Sussex), Professor Heidi Mirza (Goldsmiths, University of London), and Professor Sara Ahmed, (Goldsmiths, University of London).



**Dr Keon West was awarded the Michele Alexander Award for work bridging Jamaica's 'Gay Divide'**

Dr Keon West, a lecturer in the Department of Psychology, won the Michele Alexander Award in recognition of both his academic research and professional service.

Dr West made it a life and career goal to combat prejudice against Lesbian, Gay, Bisexual, and Trans (LGBT) people, was honoured for his work. His work has significantly increased the psychological understanding of the predictors and reducers of anti-gay prejudice in challenging social situations – with the result being an improvement in the lives of LGBT people.

He has also done much to raise awareness of the situation: his work appears regularly in national and international media including Across Jamaica's Gay Divide an hour-long documentary Dr West made for the BBC World Service.

**The world's first ever MA in Black British Writing**

In 2015 an MA in Black British Writing was launched at Goldsmiths. It was created and convened by Dr Deirdre Osborne (Theatre and Performance) and Professor Joan Anim-Addo (English and Comparative Literature). The course is a world-first and was widely welcomed by academics, authors and playwrights – including children's laureate Malorie Blackman OBE. The journalist Hannah Pool described it as a "landmark for black culture", while novelist Alex Wheatle MBE sees it adding "to the fabric of British literature".

**Goldsmiths became a Stonewall Diversity Champion**

Goldsmiths became a Stonewall Diversity Champion at the beginning of 2015 and has been working closely with Stonewall to ensure that Goldsmiths is an inclusive place for Lesbian, Gay, Bisexual, Trans, and Queer/Questioning (LGBTQ) people.

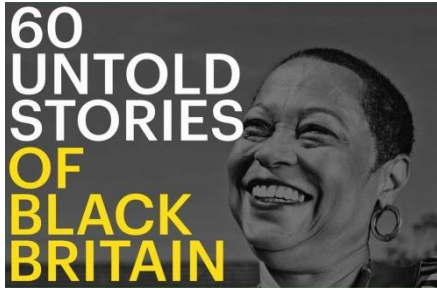
To celebrate gay pride 2015, the rainbow flag was flown over the Professor Stuart Hall Building to celebrate the LGBTQ community at Goldsmiths.



**Goldsmiths Celebrated Black History Month 2015**

A number of events happened at Goldsmiths to celebrate Black History Month 2015 including '60 Untold Stories of Black Britain' – a photographic exhibition celebrating the lives of the "first black middle class". The free show exhibited in the Professor Stuart Hall building which was hailed by The Londonist as a "long-awaited and highly deserved Hall of Fame for the 60 -75 year old professionals involved".

In addition to this, the Student Union held many events to mark the month including gigs, debates and film screenings.



**A major study was led by Goldsmiths - "Just how diverse are arts sector workers?"**

Goldsmiths was at the heart of a new project investigating the diversity of arts sector workers – which culminated with an exciting festival of debates, film and gigs at the end of 2015.

A major study was launched into the backgrounds of people working in the cultural industries with a survey, compiled by Goldsmiths, which assessed the social and cultural make-up of those employed in this sector. This was published on the Guardian website.

Senior Lecturer in Cultural Policy at Goldsmiths, Dr Dave O'Brien (Institute of Creative and Cultural Entrepreneurship), said:

*"This project builds on recent work I've conducted for the Arts and Humanities Research Council, which argued we need much better information about the makeup of the workforce in the cultural and creative industries".*

Through work of this nature, we can then better understand, as a wealth of studies by Goldsmiths' academics have already indicated, the range and nature of inequalities within creative and cultural occupations.

**'At a Glance' Representation Statistics**

The following information will demonstrate the demographic profile of Goldsmiths' staff and student body.

The 'at a glance' staff data presented was taken from Goldsmiths' Personnel and Payroll System, *Pyramid 11.40*, from the Higher Education Statistics Agency (HESA) submission 2014/2015.

We have now implemented a new Agresso HR-Payroll system, however, the data we will use for this HESA submission will have been taken from the existing Pyramid system.

**Staff Data**

**Overview**

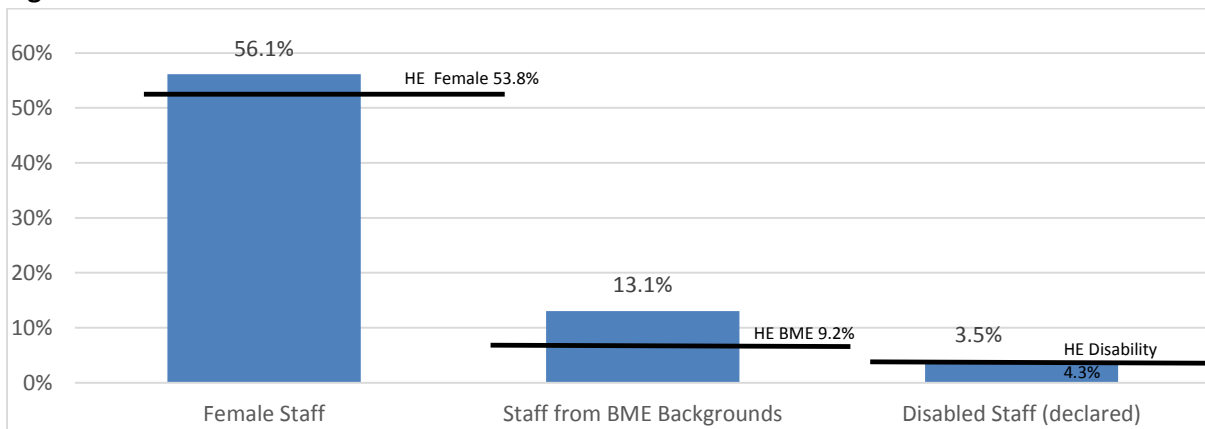
**Figure 1:**

|  |         |
|--|---------|
| Total Staff by Headcount                       | 2038    |
| Total Staff Full Time Equivalent (FTE)         | 1123.96 |
| Academic Employment Marker                     | 42.2%   |
| Flexible working - Employees working part time | 51.5%   |

**How does Goldsmiths compare against other HEIs?**

Figure 2 compares Goldsmiths with the most up to date statistics (depicting the percentage of female, black and minority ethnic, and disabled staff) provided by the Equality Challenge Unit (ECU) in its *Equality in higher education: statistical report 2015 (part 1: staff)*. Data is compared against the average statistics for the Higher Education (HE) Sector in England.

**Figure 2:**



\*Black line depict the average in the HE Sector (England)

**Gender**

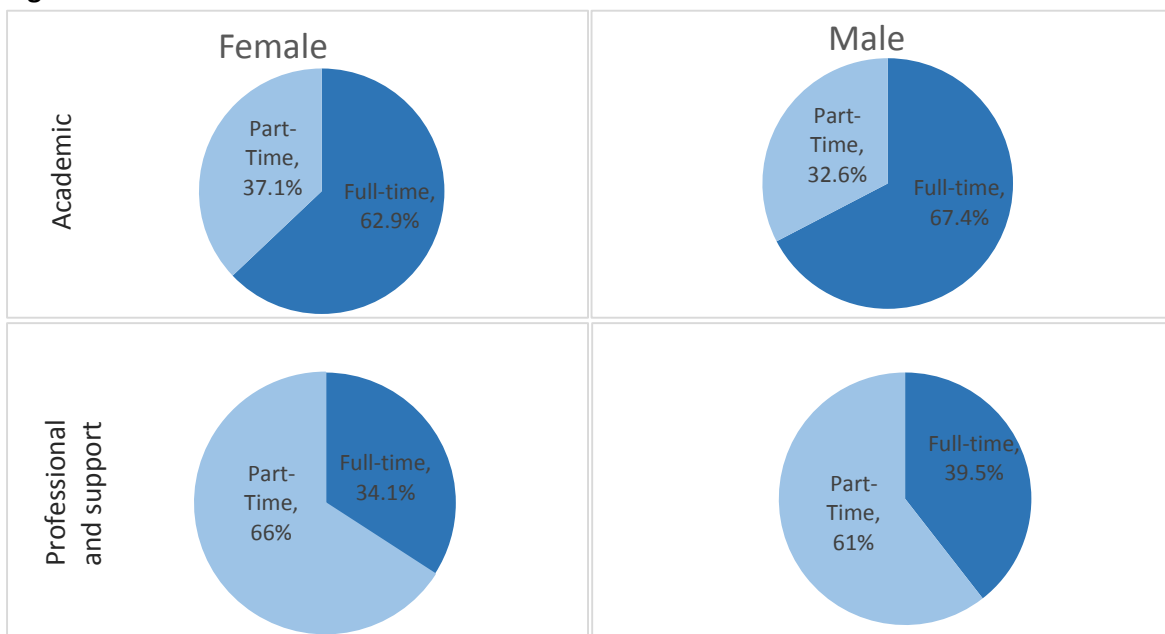
**Figure 3:**

|                        |       |
|------------------------|-------|
| Total Female Employees | 56.1% |
| Total Male Employees   | 43.9% |

**Female/Male staff by activity and mode**

Figure 4 breaks down the number of female and male staff by activity (if they work in an academic or a professional and support capacity) and their mode (whether they work full-time or part-time).

**Figure 4:**



## Ethnicity

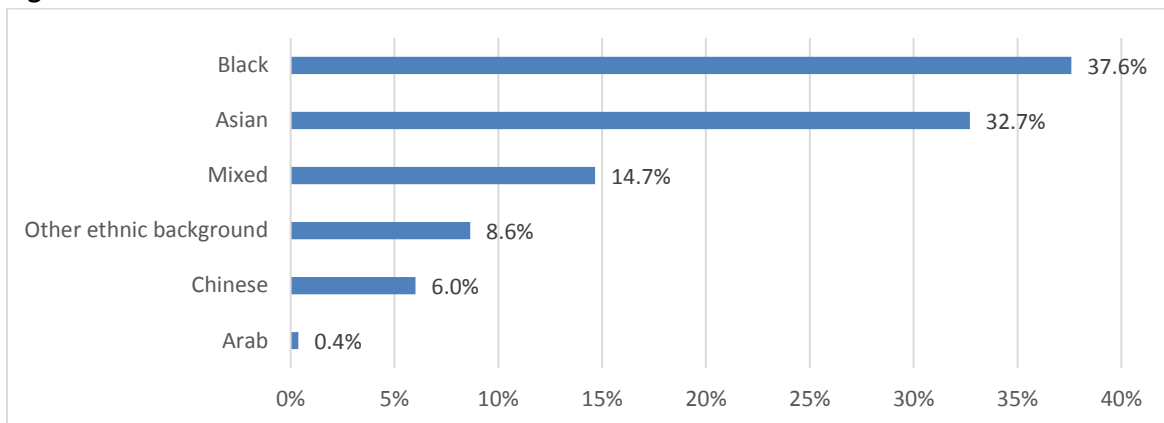
Figure 5 shows a broad overview of the ethnicity of staff broken down by Black and Minority Ethnic (BME), White, and 'Unknown' (where information has not been provided or the information has not been entered).

**Figure 5:**

|                                   |       |
|-----------------------------------|-------|
| Employees with a BME background   | 13.1% |
| Employees with a White background | 70.2% |
| Unknown                           | 16.8% |

Figure 6 shows more detailed breakdown of the ethnicity of staff who identify themselves as being from a BME background (as categorised by HESA).

**Figure 6:**



## Disability

Figure 7 shows a broad overview of the numbers of staff who have declared they are disabled, those who have declared that they are not disabled, and 'unknown' (where information has not been provided or the information has not been entered).

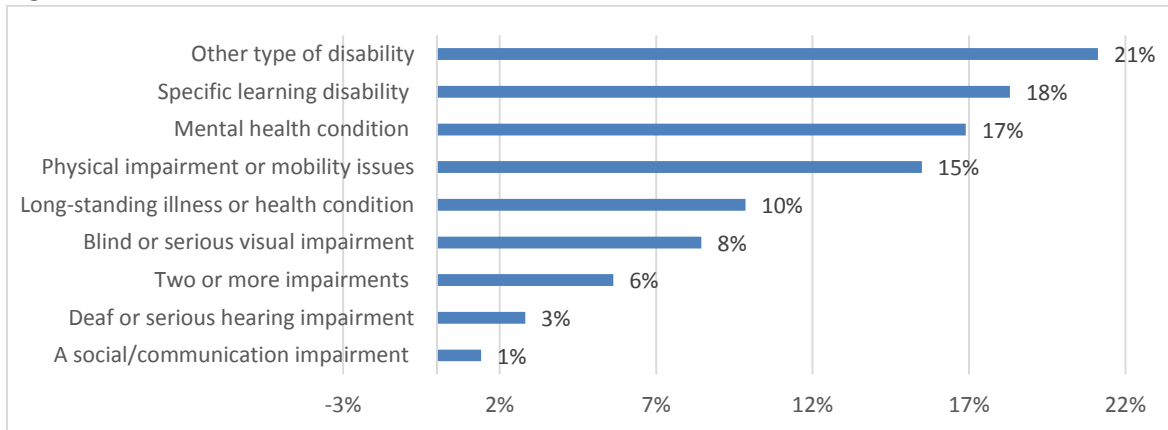
**Figure 7:**

|   |       |
|---|-------|
| Employees who have declared they are disabled     | 3.5%  |
| Employees who have declared they are not disabled | 96.3% |
| Unknown   | 0.2%  |

Figure 8 breaks down the percentage of staff who have declared that they are disabled, by their impairment type or condition (categories as defined by HESA).



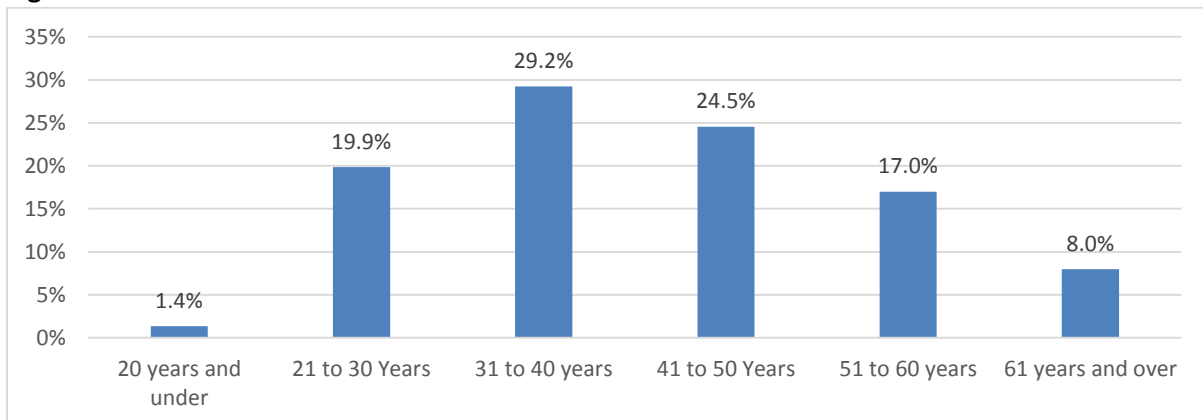
**Figure 8:**



## Age

Figure 9 shows a broad breakdown of staff by age group.

**Figure 9:**



## Sexual Orientation, Religion and/or Belief, and Gender Identity

Since the implementation of our new Agresso HR/Payroll system in September 2015, we have started to collect data on the categories of 'Sexual Orientation', 'Religion and/or belief', and 'Gender Identity', to enable us to get a more in depth understanding of our staff demographic profile and ensure that Goldsmiths is aligned with best practice.

As these fields are so new on the system, we have not yet had sufficient time to collect valid data on these areas. However, this will be a focus and objective for the coming academic year.

Completion of these fields is still relatively low across the Higher Education Sector.

Figure 10 shows the average completion rate for these areas across the sector, and where Goldsmiths are against these figures.



**Figure 10:**

| Equality and Diversity data field: | Completion rate at Goldsmiths: | Higher Education Sector average completion rate: |
|------------------------------------|--------------------------------|--|
| Sexual Orientation                 | 5.4%                           | 33.2%  |
| Religion and/or Belief             | 7.6%                           | 33.2%  |
| Gender Identity                    | 0%                             | 23.6%  |

These benchmarked figures may be helpful in focusing Goldsmiths aims for completion rate in the coming academic year.

## Student Data

The ‘at a glance’ student data presented below was taken from Goldsmiths’ Student management Information System, *Unit-e*, from the HESA submission 2014/2015.

### Overview

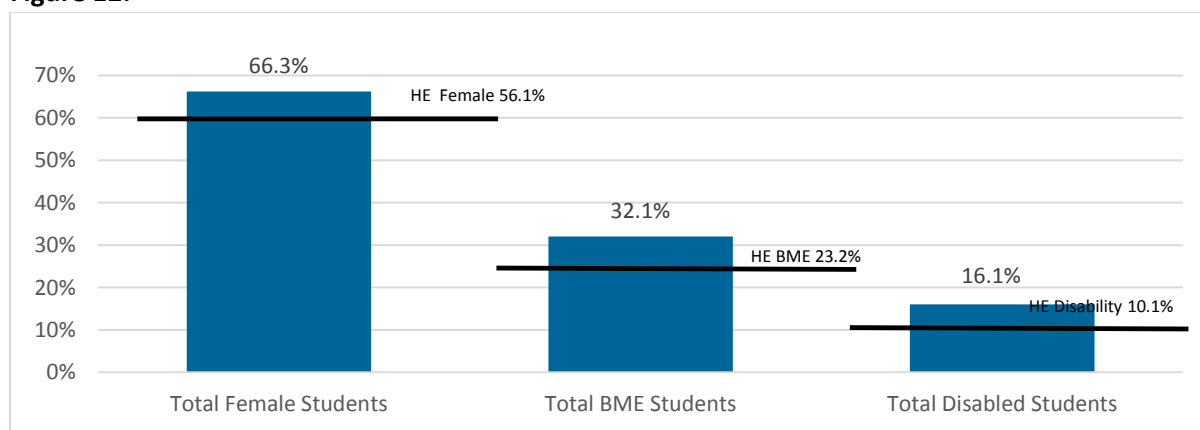
**Figure 11:**

|   |             |        |
|---|-------------|--------|
| Total Student Headcount                             | <b>8167</b> | 100%   |
| Total Student at Undergraduate (UG) level           | 5236        | 64.11% |
| Total Students at Postgraduate Teaching (PGT) level | 2500        | 30.61% |
| Total Students at Postgraduate Research (PGR) level | 431         | 5.28%  |

### How do we compare against other HEIs?

Figure 12 compares Goldsmiths with the most up to date statistics (depicting the percentage of female, black and minority ethnic, and disabled students) provided by the Equality Challenge Unit (ECU) in its *Equality in higher education: statistical report 2015 (part 2: students)*. Data is compared against the average statistics for the Higher Education (HE) Sector in England.

**Figure 12:**



\* Black lines depict the average in the HE Sector (England)

## Ethnicity

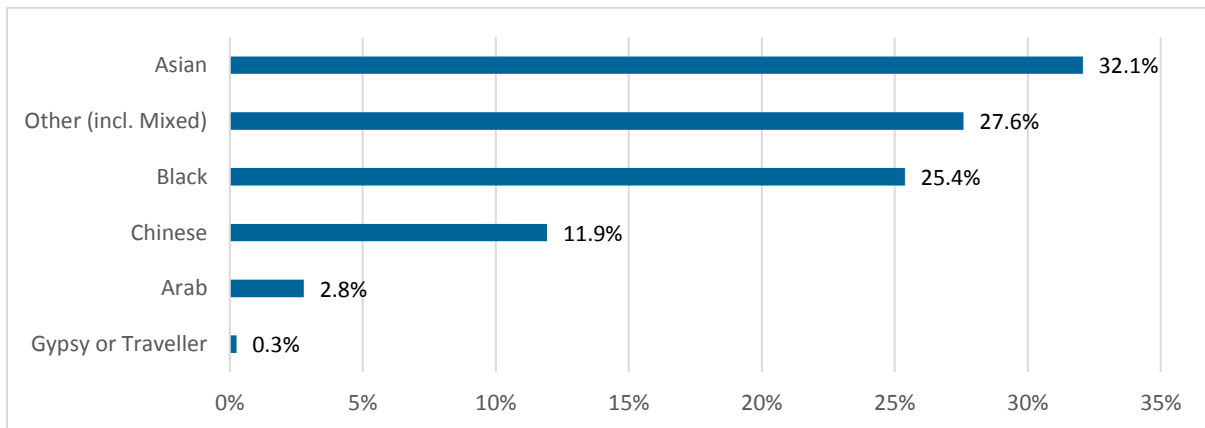
Figure 13 shows a broad overview of the ethnicity of students broken down by Black and Minority Ethnic (BME), White, and 'unknown' (where information has not been provided or the information has not been entered).

**Figure 13:**

|                                 |       |
|---------------------------------|-------|
| Students with a BME Background  | 33.9% |
| Student with a White Background | 59.2% |
| Unknown                         | 7%    |

Figure 14 shows more detailed breakdown of the ethnicity of students who identify themselves as being from a BME background (as categorised by HESA).

**Figure 14:**



## Disability

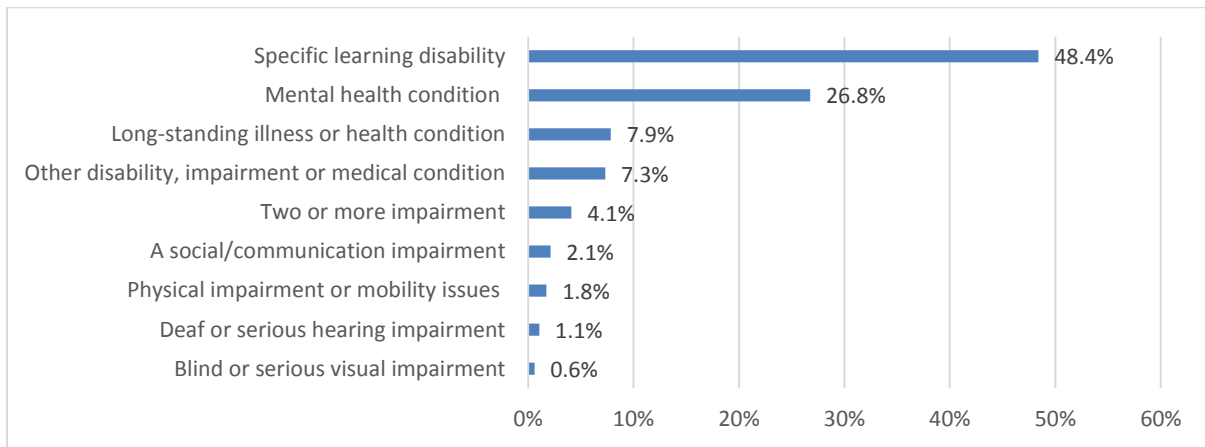
Figure 15 shows a broad overview of students who have declared that they are disabled, those who have declared that they are not disabled, and 'unknown' (where information has not been provided or the information has not been entered).

**Figure 15:**

|  |       |
|--|-------|
| Students who have declared they are disabled     | 16.1% |
| Students who have declared they are not disabled | 83.9% |
| Unknown  | 0%    |

Figure 16 breaks down the percentage of students who have declared that they are disabled, by their impairment type or condition (categories as defined by HESA).

**Figure 16:**



## Age

Figure 17 shows a broad breakdown of students by age group.

**Figure 17:**

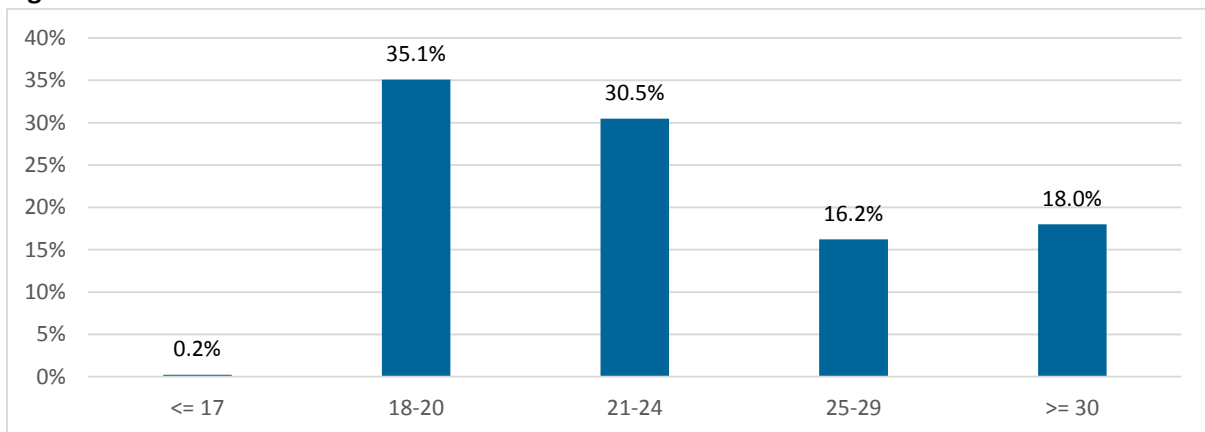
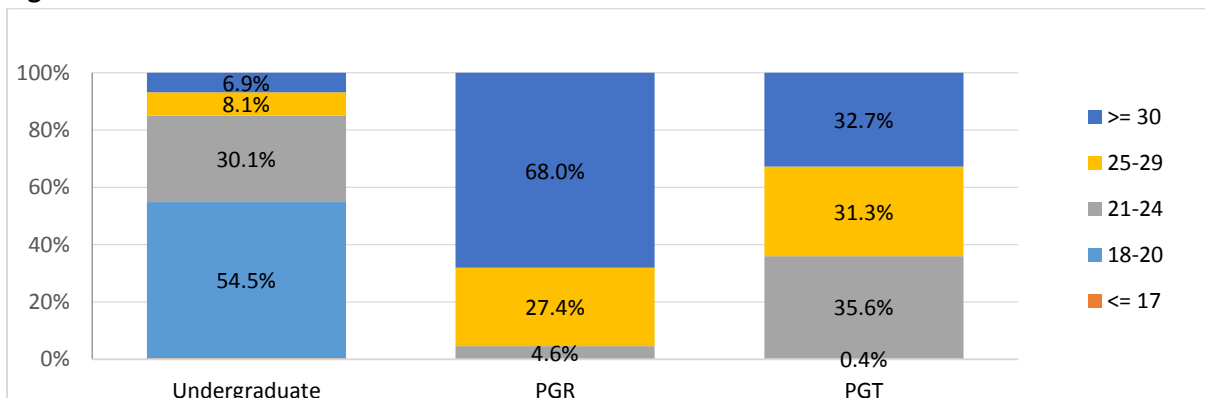


Figure 18 shows a more detailed breakdown of students by age and level of study (if they are at Undergraduate (UG) level, Post-Graduate Taught (PGT), or conducting Post-Graduate Research (PGR)).

**Figure 18:**



## Sexual Orientation, Religion or Belief, and Gender Identity

Goldsmiths is working to improve the quality of the data that we collect and report on. We aim to do this by working collaboratively across the college, by utilising the functionality of our current data systems and by working with stakeholders who manage this information. In the last academic year we have expanded our data fields in line with best practice, to collect information on sexual orientation, religion and/or belief, and gender identity.

As with staff data, the sample size who have declared information for these fields is still very low. However, we will explore ways in which to increase the rates of declaration for these areas in the next academic year, to enable us to better understand our student demographic profile and to address any specific needs they might have.

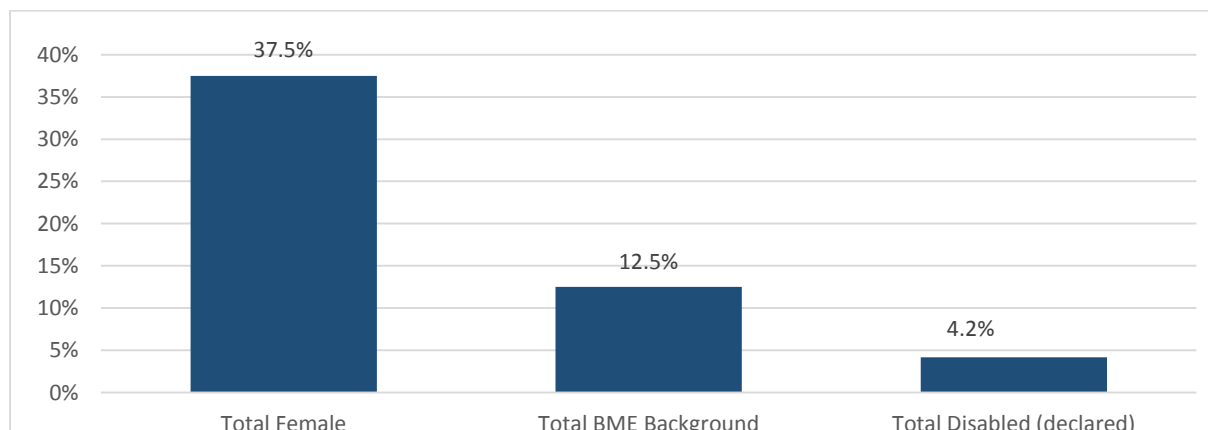
## Council Membership

In addition to the expanded staff and student data that we now collect, we have also taken active measures to start collecting Equality and Diversity data from the governing body at Goldsmiths, our Council.

This is an ongoing collaborative initiative between the Legal and Governance Services and the Equality and Diversity Advisor at Goldsmiths, which seeks to better understand the membership of our council and proactively seek to address any areas of underrepresentation. As a result we believe that this will help us achieve our aim of embedding Equality and Diversity at all levels at Goldsmiths.

*Figure 19* provides a broad overview of the demographic profile of our Council (with a focus on gender, ethnicity and disability). These are key areas which highlight the underrepresentation that we seek to address.

**Figure 19:**



## **Conclusion**

The values of equality, inclusion, and social justice are very important to Goldsmiths. These values are enshrined in the work of our academics, and reflected in the people we employ and the students we teach. We have the potential to be a leader in Equality and Diversity in the Higher Education sector by embedding Equality and Diversity into everything that we do, across all levels of the University.

We have seen substantial progress over the last year which has enabled our professional practice, to better reflect the values, skills and expertise that people at Goldsmiths have. This report has reviewed our progress against the priorities that we set last year, where we are in relation to our Equality Objectives, and also what the institution 'looks like' in terms of staff, student, and council demographic profile.

Our new strategic, proactive, and positive approach to facilitating change in this area has had an impact on how Equality and Diversity is perceived at Goldsmiths. It has engaged with the community in a way which fosters a shared collaborative effort to making progress. It has also helped to highlight the significant achievements of staff and students in the field.

However, we are just at the beginning of our journey. We believe that the foundations laid this year can be built on to allow us to become even more progressive, forward thinking and innovative in our aim to embed equality and diversity across Goldsmiths in everything that we do.

## **Recommended Priorities**

As a result of the review undertaken in this report, and in light of our Goldsmiths' duties under the Equality Act 2010 and Public Sector Equality Duty, the following recommended priorities have been outlined for the coming year.

- To continue with work outlined in the renewed Equality and Diversity Strategy and to review work undertaken as part of the Strategy on an annual basis, monitoring it for its effectiveness.
- To improve declaration rates for all Equality and Diversity data, in particular, increasing the declaration rates for the new fields - 'sexual orientation', 'religion and/or belief' and 'gender identity', paying due regard to the sector benchmarked average response rate.
- To further encourage Equality Analysis to be adopted as standard across Goldsmiths so that Equality issues can be considered in planning stages of new proposals.
- For Goldsmiths to undertake an Equal Pay Audit.
- To continue to work with Stonewall as part of the Stonewall Diversity Champions Programme, and utilise our relationship even further to enable Goldsmiths to be even more inclusive for LGBTQ people.
- To continue to embed Equality and Diversity into strategic decision making committees and fora.

- To enhance our intranet (Goldmine) and external facing website to better communicate the work we are doing with the Goldsmiths community, and within the sector.
- To work with stakeholders at all levels, to continue our collaborative effort to make progress in advancing equality and address areas of underrepresentation where necessary (e.g. on our Council).