

Inclusive Leadership embedded into all Leadership and Management training programmes	25
Inclusive Leadership at the 2019 Staff conference	25
Religious Festivals Calendar	26
Objective 8	26
Disability Confident	27
Stonewall Workplace Equality Index	27
Athena SWAN	

Goldsmiths Anti-Racism Action

A student-led occupation by

social justice. The management team publishing a [statement of commitments](#) on how the College will accelerate and build on its work in relation to racial justice, including the roll-out of mandatory anti-racism training and the development of a race equality strategy. A statement on institutional racism, developed in partnership between GARA and the college was also shared with all students and staff. We will ensure our programme of work takes an intersectional approach, recognising the specific forms of discrimination faced by women, trans and non-binary people of colour.

Racial Justice Goldsmiths

Racial Justice Goldsmiths (RJG) refers to the programme of work being carried out at Goldsmiths to advance racial equality. The aim of the programme is to:

- Establish a clear strategic framework to support our actions to advance racial justice
- Improve individual understanding of race and racism
- Draw together existing projects across the institution so that there is awareness and collective ownership of the work we are already doing in this area

Goldsmiths has committed resources to support the work over the next year (2019/20). Racial Justice Goldsmiths builds on and is, in part, a response to the [demands](#) set out by Goldsmiths Anti-Racism Action (GARA), following their 137-day occupation of Deptford Town Hall in 2019.

Our intention is that by working together, we can identify and continue to develop practical ways of improving the experiences and outcomes of racially minoritised students and staff. This sits in line with our Mission and our [Learning, Teaching and Assessment Strategy \(LTAS\)](#) to liberate our degrees also the result of successful student campaigning.

Racial Justice Goldsmiths are working to a number of key priorities to advance racial justice at Goldsmiths. These can be broken down into six key areas:

- The [Decolonising Goldsmiths: Mission Impossible?](#) event was held in October 2019 to explore issues of race and racism in higher education and in Goldsmiths, University of London. Here we launched the [Insider-Outsider \(PDF\)](#) report, which examines the role of race in shaping Black and minority ethnic students experiences here.

Digital interventions promoting access and inclusion

The public sector web accessibility regulations 2018 require all university public websites and internal intranets to be accessible. The Communications department has developed a range of guidance and resources to ensure online content is accessible; including templates to enable staff to produce documents and online content that is accessible and compatible with assistive technology.

The college has launched a new digital recording system, Learn.gold Recording, which aims to support blended learning and alternative modes of assessment. Learn.gold Recording will enable staff to primarily record teaching, assessment and related materials using video and audio as well as providing students with a tool to create their own recordings to support teaching and learning.

Religion and Belief

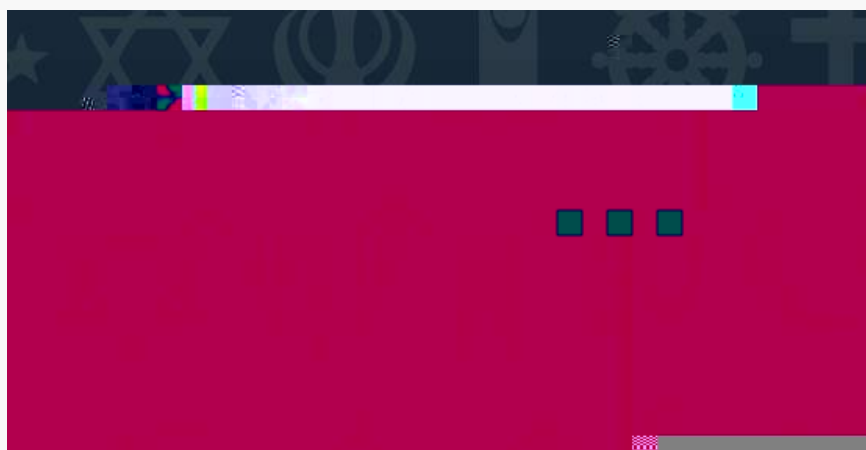


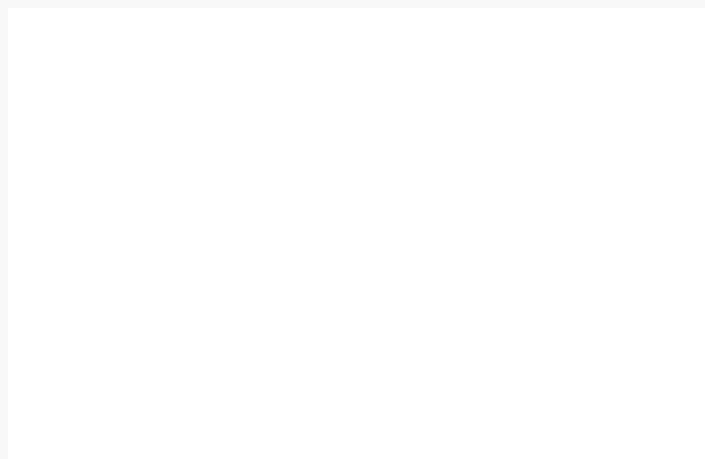
Image: illustration taken from the Goldsmiths Religion and Belief guide

Our Coordinating Chaplain, Rev. Ann Clarke was ordained as Goldsmiths Chaplain in Summer 2019. Ann works with a team of faith advisers from diverse backgrounds, who offer confidential pastoral care to students and staff of all faiths and none. The Chaplaincy host events and activities to mark religious festivals as well as Interfaith week which takes place in November each year. In November 2019 the College launched the Multi-Faith Fund to promote interfaith events and build relationships. This fund, established as an outcome of the Goldsmiths Anti-Racist Action (GARA) supports inter faith events and religious/cultural celebrations. It aims to:

- ◁ Include a wide range of different religious celebrations through the year
- ◁ Promote inter faith events
- ◁ Bring new and existing faith communities together

Students and staff can apply for funding to support events and activities. The fund is managed by Student Support Services and applications are made to the Chaplaincy.

Gender and Gender Identity



Goldsmiths has a higher proportion of women students (66%) than the sector average (57%). Goldsmiths also had 0.3% of students declare their gender as other.

365 students (4%) disclosed that they identify with a gender identity different to that assigned at birth; this is in line with the sector average.

Ethnicity

Black, Asian and Minority ethnic students account for:

- < 14% of EU Students
- < 44% of UK students
- < 79% of International students
- < **48% of all students**

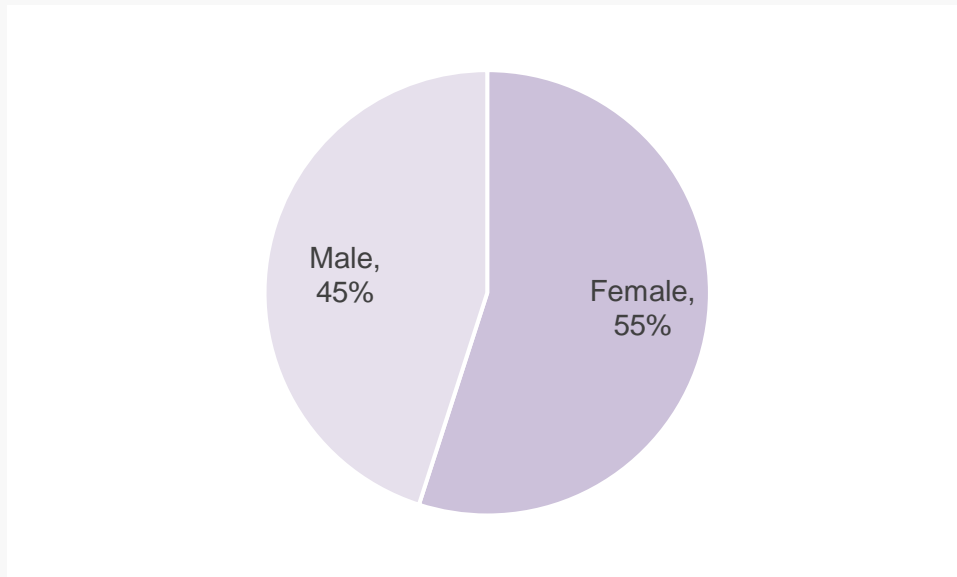
Overall, 48% of Goldsmiths students are from a black, Asian or minority ethnic background. There is a variation in the representation of BAME students by different

This section provides an overview of our staff profile from 2018/19 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 (23% compared to 10% nationally), disabled staff (8% compared to 5% nationally) and LGB+ 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 two years. Data for age, disability, gender and ethnicity is

Gender

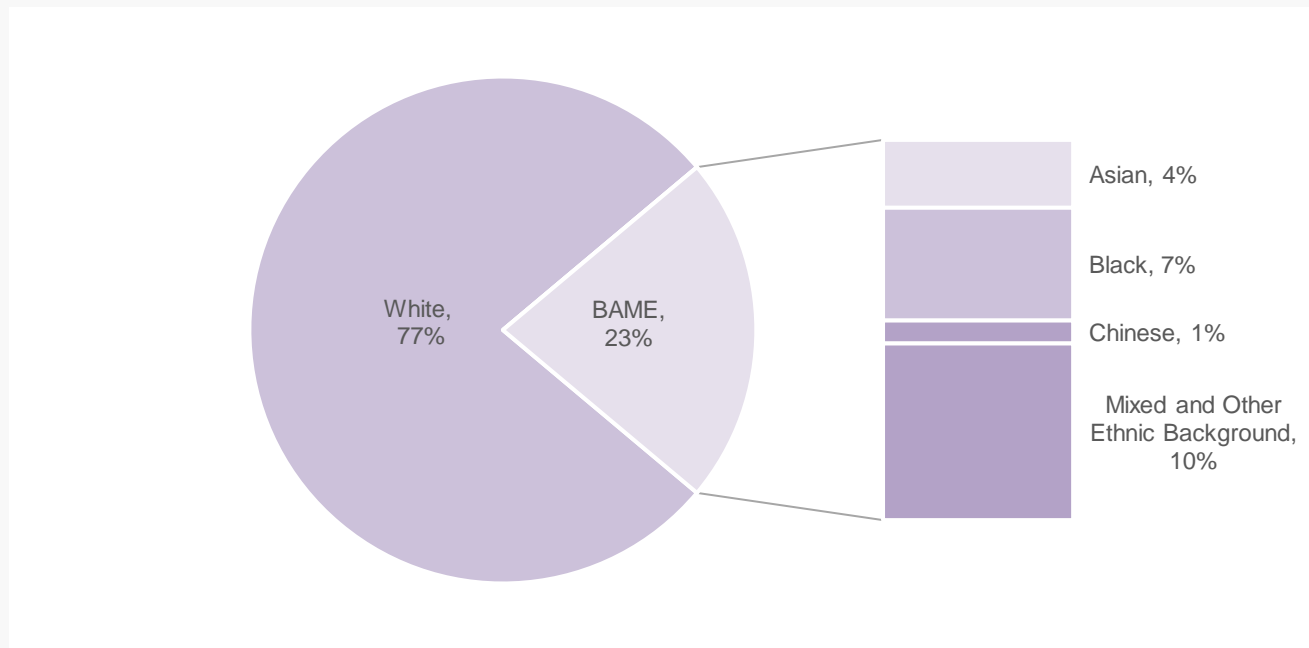


56% of Goldsmiths staff identified their gender as female and 44% as male. 7 staff have

Gender Identity

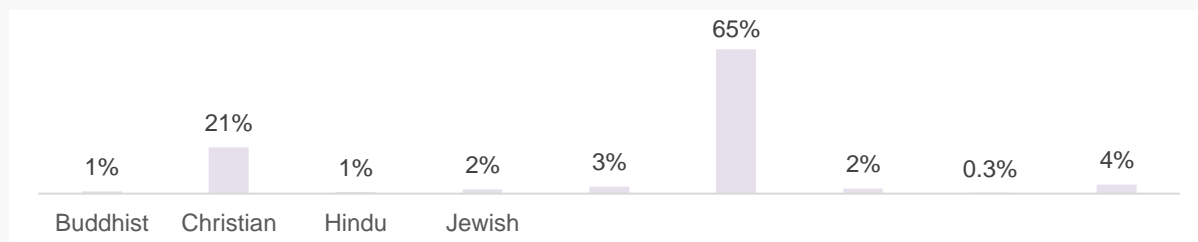
To date, 20 staff (2%) have disclosed that they identify with a gender different to that assigned at birth, although the actual number identifying as trans and non-binary is expected to be higher.

Ethnicity



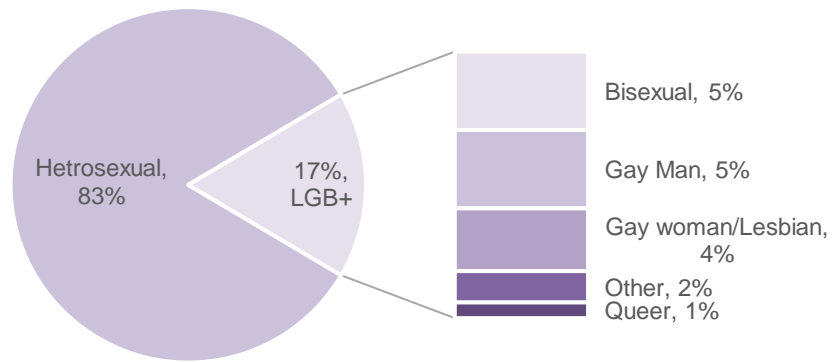
23% of staff identify as coming from a Black, Asian or Minority Ethnic background. The proportion of staff from a Black, Asian or minority ethnic background is higher than the sector average (10%) but is significantly lower than the Goldsmiths student population (48%).

Religion



The staff who identify as religious, the largest groups are Christian, Spiritual and Muslim. When comparing the student and staff profile, it is noted that 16% of students identify as Muslim, compared to only 3% of staff.

Sexual Orientation



Goldsmiths has a large LGB+ staff population. 17% of staff identify as LGB+, which reflects the student population (17% LGB+).

OBJECTIVE 2

Through the aims of [18](#) (and Access Agreements thereafter), implement outreach and inclusion activities to attract, retain, and support students from lower socio-

- A range of activity is being targeted at **low participation neighbourhoods** (LPNs), including a new £500 bursary for students enrolling from LPNs.
- To support aspirations and attainment in pre-16 students, Goldsmiths launched the **GoldFutures 6-week mentoring programme** for 30 pupils from 3 local secondary schools, and TeamUp Tutoring for 38 pupils from local secondary schools to improve their attainment in GCSE English or Maths.
- We ran two **Saturday Clubs** that enabled 59 14-16 year olds from the local area to come to campus for free workshops in art and design or creative writing. Alchemy is a music-based programme for young people aged 14-18, who are at risk of exclusion from school. Music workshops took place on campus on Saturdays coupled with in-school mentoring. 25 students completed the programme.
- 231 Year 12 students were accepted onto the **Goldsmiths Progression Scheme** (GPS). Of these students, 74% are BAME, 35% free school meals, 1.3% care leavers, 3% young carers, 1.3% POLAR4/Q1 (LPN). Cohort 10 for Realising Opportunities involved 83 Year 12 students from 12 schools/colleges from across Greater London and Essex.
- Anthropology, Fine Art, Law and Psychology took part in the **summer schools programme**. Places were prioritised for students from state schools and students from under-represented groups, 86 students attended.
- 30 students took part in the **Disability Focussed Taster Day** in June, which focused on improving the transition to university for students with additional needs.
- Our **Care Experienced Students bursary will be uncapped from 2020**, meaning an award of £1,000 will be given in each year of study to an unlimited number of students (rather than the previous 5 awards). We have also expanded the definition (care) at any point in their life and have removed any upper age restrictions
- Goldsmiths is currently recruiting Disabled students at a higher percentage than across the sector. The disability service has also run a Getting Goldsmiths Ready Campaign to ensure all students who have informed us of a disability during the application process have multiple contacts to ensure access and increase take up of support.

- ⟨ LGBTQ+ Inclusion hosted by Justin Bengry
- ⟨ How to Liberate Our Degrees hosted by Elisabeth Evans Approaches to Race hosted by Sue Westman

ears, several

grant applications relevant to inclusion have been funded:

- ⟨ How to liberate the Politics degrees, Elisabeth Evans
- ⟨ How to talk about race in teaching and learning, David Woodger and colleagues
- ⟨ Inclusive practice-based learning and teaching of drama theory, Danny Braverman
- ⟨ Managing Pressure points: Developing a shared understanding of the contributory factors that impact on mental health of students, Sue Dixon.
- ⟨ Peer buddy mentoring system, Charlotte Scott.
- ⟨ Ableism in the Academy: experiences of disability and their impact on teaching and learning, Alice Andrews.
- ⟨ Relationship between BAME and faith-identified students and staff, Marilyn Clarke

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.

Digital recording

The college has launched a new digital recording system, Learn.gold Recording, which aims to support blended learning and alternative modes of assessment. Learn.gold Recording will enable staff to primarily record teaching, assessment and related materials using video and audio as well as providing students with a tool to create their own recordings to support teaching and learning.

Guidance on website accessibility launched

The public sector web accessibility regulations 2018 require all university public websites and internal intranets to be accessible. The Communications department has developed a range of guidance and resources to ensure online content is accessible; including templates to enable staff to produce documents and online content that is accessible and compatible with assistive technology.

Personal Emergency Evacuation Plans for students, staff and visitors.

for students and staff with impaired hearing we are promoting the use of a Deaf Messaging System (DMS) in the Richard Hoggart Building; Whitehead Building and Professor Stuart Hall Building where a personal mobile phone can receive text messages informing the user of a fire alarm evacuation. There are also strategically located visual warning devices located throughout the main buildings; including the public toilet areas to warn people of a fire alarm activation.

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.

Disclosure rates for equality questions are as follows:

Disclosure rates	
Disability	98%
Sexuality	58%
Gender Identity	64%
Religion	62%
Ethnicity	90%
Age	100%
Sex	100%

Improvements in the disclosure rates have enabled us to develop a stronger evidence base upon which to inform equality interventions. During 2019 staff equality data has been used to inform detailed analysis of our staff lifecycle as part of Athena SWAN, Stonewall and Research Excellence Framework.

Image: a photograph of the Goldsmiths Pride in London 2019 walking group.

Educate & Celebrate

schools and secular scho

-long work in faith

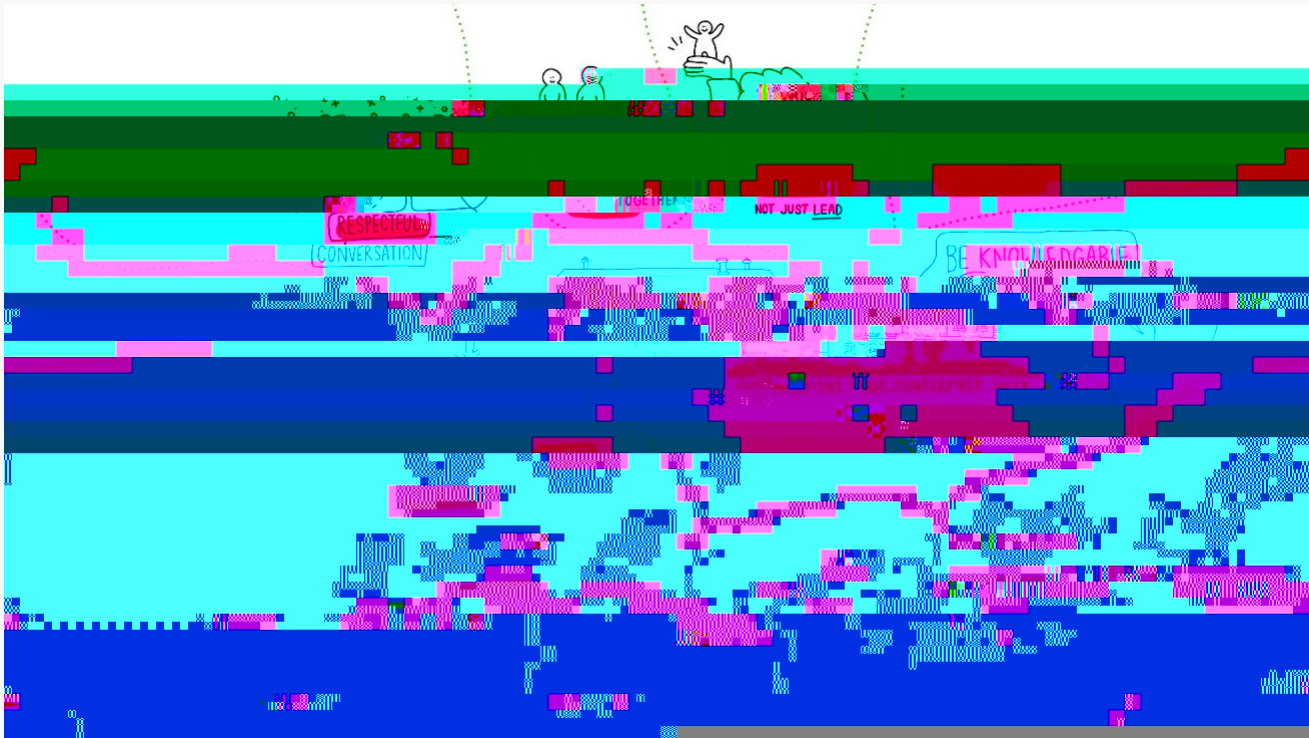


Image: Inclusive Leadership, illustration by Ain Kim (BA Design in 2019)

Religious Festivals Calendar

The College has published a Religious Festivals Calendar to assist staff and students in planning events in an inclusive way. The calendar lists holidays and festivals which take place throughout the academic year, indicating if a festival involves fasting or a restriction on work, in order to highlight dates that are likely to have a particular impact on participation or attendance. Colleagues are encouraged to consider the festivals calendar when planning major events.

OBJECTIVE 8

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

Goldsmiths participates in a number of equality charters and programmes which provide frameworks for developing an inclusive culture and promoting equality, diversity and inclusion

Disability Confident

Goldsmiths is accredited with the Disability Confident Scheme and we apply a guaranteed interview scheme for disabled applicants who meet the essential criteria, ensuring that the recruitment process is open and accessible to all.

Stonewall Workplace Equality Index

Goldsmiths has participated in the Stonewall WEI for the past three years, and has climbed 93 places in the past two years, positioning us at 256th out of 502 participating organisations in the workplace.

Taking part is a voluntary, annual exercise that enables employers to measure, verify and improve their inclusion practice. The rankings are based on evidence submitted by employers against a set of criteria and feedback from staff collected in an anonymous and confidential online survey

Athena SWAN

Athena SWAN is a nationwide charter mark which seeks to address gender inequalities in higher education. Goldsmiths applied for an Institutional Bronze award in November 2019, alongside department applications from Computing and Psychology.

The submission was informed by an extensive statistical analysis of every stage of the staff lifecycle, including recruitment, promotion, turnover, engagement with learning and development. Consultation included a staff survey (536 respondents), focus groups and 1-1 interviews to understand perceptions of gender equality. The Self-Assessment Team (SAT) comprising academic and professional and support staff inputted into the action plan, all actions have been agreed with Leads and Heads of Departments were consulted about the action plan by email. In addition to this, we received feedback from Peer Reviewers from 3 other HEIs, SAT members (1 of whom has experience of working on Athena SWAN at Advance HE), and Pro-Wardens.

Key Findings

- Women account for 53% of all academic staff but only 38% of Professors.
- In 2018-19, women accounted for 5 out of 19 Heads of Department, with no significant alteration over the three-year reporting period.
- Staff consultation emphasised a desire for robust guidance on equality in recruitment,

■

OBJECTIVE 9

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

Equality Analysis

During 2019/20 Equality analyses have been undertaken on a number of key policies and procedures including the Digital Recording Project, SEATS, Research Excellence Framework. The process requires the lead to consult with groups across different protected characteristics, undertake statistical analysis and review research to identify potential areas of direct or indirect discrimination.

OBJECTIVE 10

properties also changes it in the footer and carries it over to the PDF. Use the Summary tab in properties to edit. Also change the author to

using block capitals or italics as these are hard for people with dyslexia and similar conditions to read. Use bold to make text stand out instead.

Be wary of using colours as many combinations are hard for people to see. Red text can be particularly bad for some people.