

Equality, Diversity, and Inclusion Report (2021)

Goldsmiths, University of London

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Introduction

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

Goldsmiths under the provisions of the Equality Act (2010) publishes this annual report as part of the Public Sector Equality Duty. This report outlines progress against our Equality, Diversity and Inclusion Objectives and Action Plan (2017-21) and documents our progress against these objectives.

identify the support available to them and helps to highlight the College's commitment to creating an inclusive environment.

Gender Equality

Goldsmiths was awarded the Bronze 'Athena SWAN' award in March 2020. Goldsmiths continues to advance its commitment to gender equality across the institution, including exhibiting Goldsmiths "Wall of Women", delivering the 'Women in Leadership: Open Conversation' and producing an inclusive Menopause Policy. As part of our Athena SWAN action plan we have also launched guidance for Managers on inclusive approaches to PDR and have rolled-out recruitment and selection training.

Section 2: About our Students

This section provides an overview of our student profile for 2020/21 by each of the protected characteristics outlined in the Equality Act 2010. Data refers to students enrolled during 2020-21

Disability

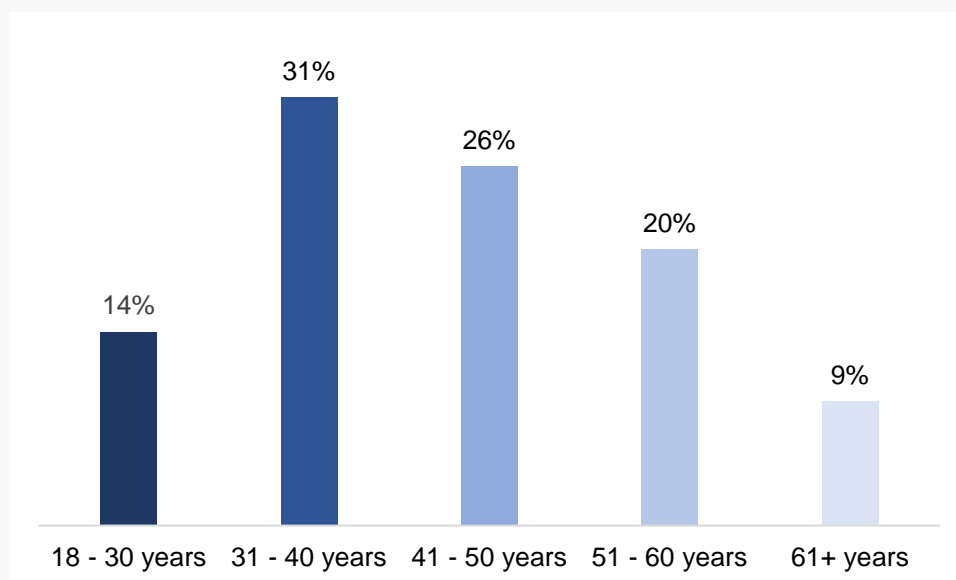
22% of students have a declared disability; this includes 9% of students who have disclosed a mental health condition and

Section 3: About our staff

This section provides an overview of our staff profile from 2020/21 by each of the protected characteristics outlined in the Equality Act 2010. Sector benchmarks are based on the HE staff profile for the 2020/21 academic year, as outlined in Advance HE's Equality in Higher Education: Statistic Report 2021.

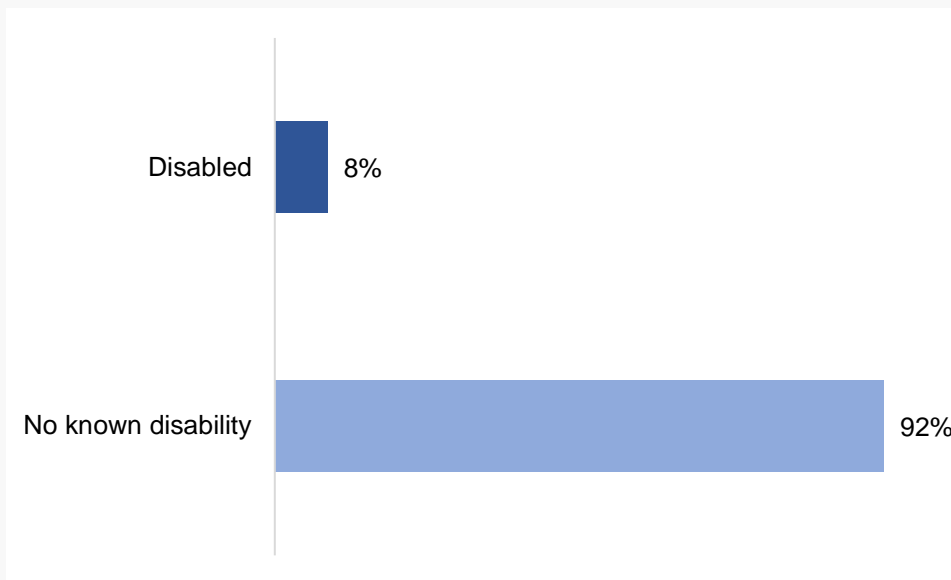
Disclosure rates: the data provided here relates to staff who have disclosed details on the employee self-service system 'Business World'.

Age



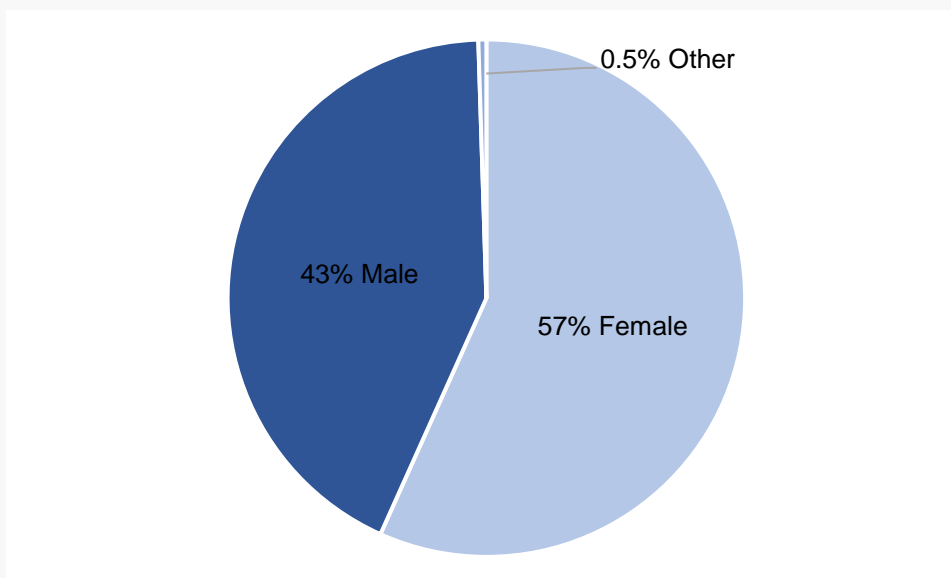
The age profile of staff is broadly in line with the sector average. Around 14% of staff are aged 18-30, 31% are aged between 31-40, 26% aged 41-50, 20% are aged 51-60 and a further 9% are aged 61 and over.

Disability



8% of staff have disclosed a disability; this includes 1% of staff who have disclosed a mental health condition and 2% have a specific learning difficulty (SpLD). The proportion of staff with a disclosed disability is higher than the sector average (6%).

Gender



The gender of staff is broadly in line with the sector average. 57% of Goldsmiths staff identified their gender as female, 43% as male and 0.5% as Other.

Section 4: Progress on Equality Objectives

Objective 1

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

Senior Management Team Equality Champions and Equality Steering Groups

In 2020 SMT Champions were appointed to support the embedding of equality across the organization. During 2021, Senior Management Team (SMT) Equality Champions continued to provide strategic leadership and oversight of key equality initiatives relating to Gender, LGBTQ+ and Disability. The SMT Champions for 2020-21 were:

- SMT Disability Equality Champion - Helen Watson, Chief Operating Officer
- SMT LGBTQ+ Equality Champion John Dickinson-Lilley, Director of Communications
- SMT Gender Equality Champion - David Oswell, Pro-Warden for Research, Enterprise, and Knowledge Exchange

New SMT Champions will be identified following the departure of the Director of Communications and Chief Operating Officer..

SMT Equality Champions each chair an Equality Steering Group which monitors the (h)10 (an)10 (go

Objective 2

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

Goldsmiths Access and Participation Plan sets targets to close the gap in good honours between black and white students, Asian and white students, and the gap between those from Index of Multiple Deprivation (IMD) quintiles 1 (most deprived) and 5 (least deprived). In 2020-21 the gap between black and white students has decreased from 20.5 percentage points to 8.6. We have committed to reducing the unexplained gap to 9.6 by the end of the plan period (2024-25). The gap between Asian and white students has narrowed by 12.7 percentage points to 6.9%, and the measure will form part of our APP in future years.

Low Participation Neighbourhoods

Due to Covid19, research from [ImpactEd](#) was delayed to July 2021. Based upon evidence led recommendations from ImpactEd and by developing a Theory of change and Evaluation Framework, we now have targeted activity to engage with students from Low Participation Neighborhoods (LPN).

During the 2021-22 academic year we will be prioritising LPN Students across all widening participation projects and activities. We have planned specific activity to engage with LPN Students, including a ‘GoldScholars’ Programme in partnership with [The Brilliant Club](#), [Goldsmiths Discovery Boxes](#) to demystify subject areas, a [TeamUp Tutoring programme](#) for Year 10 cohorts, a residential summer school and online ‘Fine Art Club’. In addition t

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seeking children and care experienced applicants of any age or duration of care to apply for this award. We awarded 25 in 2020-21 and 27 so far in 2021-22, although applications remain open.

As a part of our Pledge with [Stand Alone](#) for estranged students we are developing resources specifically targeted at estranged students to support their decision-making process.

We have built partnerships with key contacts from the [Care Leavers Covenant](#) in Lewisham and Southwark college and have delivered 1-2-1 sessions as a part of this. We continued our relationship with [Lewisham Virtual Schools](#), including supporting a weekly Study Club for care-experienced and unaccompanied asylum-seeking young people in Lewisham (drop-in, up to 30 students per week). In 2021 widening participation staff and students supported AimHigher's event 'Care Leaver Support at University: What it looks like and how to access it' and had one student support AimHigher's 'Map of Me' coaching project, providing confidence-building sessions to care-experienced students in London. This year we have increased the number of ambassador mentors supporting 'Map of Me' and have begun offering tailored webinar sessions for care-experienced young people at the Young Lewisham Project. We are also in the process of designing an updated version of the Care-Experienced Students' Guide.

Counselling Service

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

Disabled students

We have coordinated 809 individual support and adjustments plans (RASAs) between during the 2020-21 academic year for disabled students. Students have continued accessing our 'Assistive Technology Centre' in the Library and we have funded assistive software for students, and one-to-one support such as specialist study skills, mentoring, study assistance and BSL interpreters for those students who were not able to apply for it via the Disabled Students Allowance.

The Student Disability Team has worked on a new and more efficient system to communicate the support plans amongst colleagues involved in implementing reasonable adjustments and a new Disability Policy has been written and ratified by Academic Board.

We have continued to draw on feedback received from monthly meetings between the Students' Union Sabbatical Officers to ensure that student views and experiences are considered in the running and the design of the service. A dedicated Accessibility and Inclusion Working Group also provides a space shared amongst our teams, academic departments, other professional services and student representatives for discussions around disability provision and inclusion at Goldsmiths.

As a result of the pandemic and staff shortages this year, no specific outreach support for disabled students has taken place. We prioritised students with a disability for projects last year, this year we will continue to (i)6 (t)0 (nd s)t5dsasasasasSrtifact AM6 (asSrtify)4 (ear

Liberate our Library

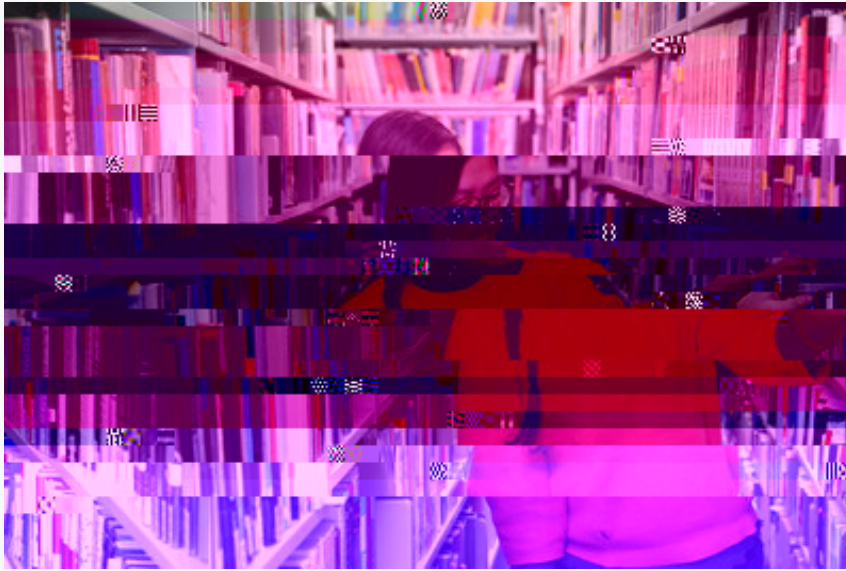


Image: A member of the Goldsmiths Community standing in front of a bookshelf exploring the Library collection

Through the [Liberate our Library](#) initiative, the Library continues to work with teaching staff and the Students Union to decolonise and diversify reading lists in line with the Learning, Teaching & Assessment strategic objective of 'liberate our degrees', to ensure students see themselves reflected in the curriculum. Our aim is to represent all scholars from all backgrounds. The Library works with departmental liberation and decolonisation groups where such groups are in place. The 'Liberate our degrees' collection now has 400+ resources. These resources are suggested for acquisition by students and staff.

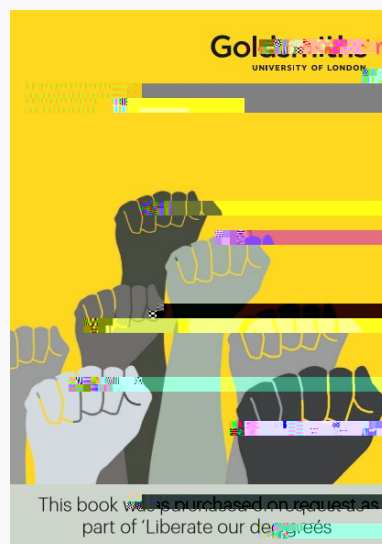


Image: 'Liberate our degrees' bookplate

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

Black, Asian and Minority Ethnic Graduate Traineeship

During 2021, as part of the 'Liberate our Library' initiative the Library offered a traineeship to a graduate who identified as Black, Asian and/or minority ethnic (BAME), BAME staff underrepresented within the library and information sector. The annual traineeships offer an opportunity for a BAME Graduate who has not necessarily had any experience but is interested in exploring a career in the library and information sector to do so. The role was designed so that it allows the successful candidate the opportunity to experience library work across all its core functions, enabling the individual to gain a broad range of experience and the skills and knowledge to build a career in libraries.

Collection Development and Management

The Library is working on an updated Collection Development & Management Policy to look at what we collect and why, to tackle problematic and offensive subject headings, as well as how to address contentious materials in line with our decolonisation work. This will be published in early 2022. The Library continues to acquire fully accessible learning resources in eBook format, where available. During the Covid19 pandemic, the Library invested in more digital learning resources to support the move to online teaching delivery.



Image: A member of the Goldsmiths community wearing glasses looking at their laptop

The Academic Support Team (AST), and the Royal Literary Fellows adapted to full

Goldmine. Existing documentation on Goldmine and Goldsmiths website are being converted to the accessible ready templates as they are updated and reviewed.

A Business Service Owners Group have continued to work to ensure accessibility statements for all web enabled business systems. The checklist for the procurement of new Business Systems includes accessibility requirements as part of the selection process. This checklist was used for the new service management tool for IT&IS which will go live later in 2022. Compliance of existing business systems relies on the vendor.

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

Objective 5

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

Staff data

During 2021 staff equality data has been used to inform detailed analysis of our staff lifecycle as part of the ‘Research Excellence Framework’, Recovery Programme equality impact assessments (EIAs) and positive action initiatives.

Student data

We publish our APP (where we set targets for reducing the degree awarding gaps) on our website. We also publish our annual monitoring return to the OfS on progress against the APP on our website.

Following a request from the Students’ Union, an annual statistical review of BAME attainment is published in the Spring term (since 2018), and shared across the Goldsmiths community. In collaboration with the Students’ Union, an annual statistical review of BAME attainment was published and shared across the Goldsmiths community.

Academic Departments are required to report on work undertaken to remove the ethnicity degree awarding gaps through Departmental Development Plans which are undertaken as part of the Annual Planning Process. The College is investing in staffing resource with specialist knowledge of inclusive curriculum and decolonising academic practice in order to support departments in sharing practice.

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.

Goldsmiths ‘Wall of Women’

Recruitment and Selection training

The College launched new Recruitment and Selection procedures in Autumn 2021 with the aim of ensuring a robust and transparent approach to staff recruitment. Guidelines on Positive Action and Inclusive Interviewing were developed to support the procedure, with the aim of ensuring equity and fairness throughout the process. As part of the new procedures, all recruitment panel Chairs will be required to undertake Recruitment and Selection training. The training is co-delivered between the Race Justice Project Officer and an external facilitator. As at February 2022, 35 staff had taken part and we expect over 100 staff to have received the training by the end of the academic year. SMT members and staff participating in interview panels as part of the Goldsmiths Recovery Programme are undertaking the training in February and March 2022.

Disability Equality in the Workplace training

During early 2021, Goldsmiths piloted 'Disability Equality in the Workplace' training. The session covers the social model of disability as a practical tool, provides a brief overview of the Equality Act 2010, the legal context relating to disability within the workplace and reasonable adjustments. The training is currently available to all staff as part of the learning and development open programme.

Leading Together leadership programme

During 2021, Goldsmiths piloted a leadership programme named 'Leading Together'. The programme provided a safe and affirming space for staff who identify as Black, Asian and minority ethnic to explore their leadership skills and further individual career progression goals, and their line managers to recognise the importance of their role in promoting an inclusive working environment and actively removing barriers. The programme was centred on an 'asset model' approach, recognising that staff from Black, Asian and minority ethnic backgrounds have a wealth of experience and skills to bring to the organisation.

programme also enables networking with women at other higher education institutions in London and the South East of England.

Staff Conference

During October 2021 at the annual Staff Conference, EDI related sessions delivered by members of the Goldsmiths community included 'A Toolkit for Allies', 'Making Workplace Reasonable Adjustments for Colleagues', 'Making Documents Accessible', 'Identity and Impact: Goldsmiths staff diversity and the awarding gap', 'Counter Canon Challenge', 'Supporting the educational journey of Gypsy, Roma and Traveller Students' and 'Hallmarks of an Anti-Racist Institution'. Recordings of each conference session are available to staff on the staff intranet Goldmine.

Academic Promotion

