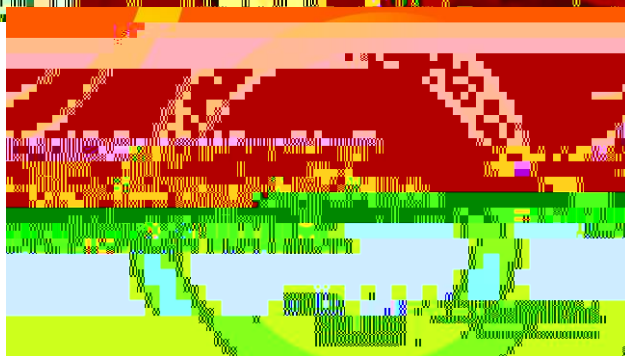
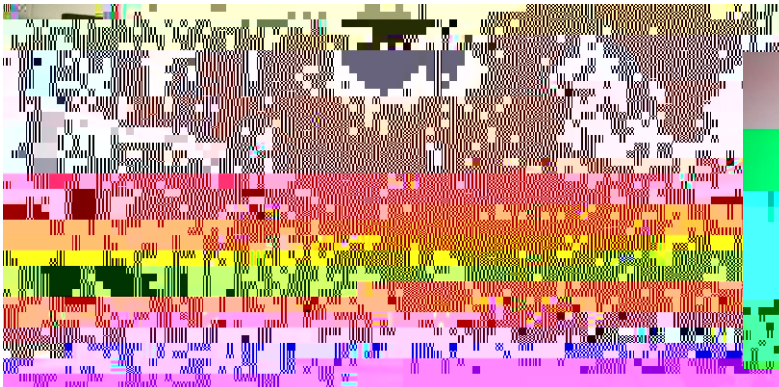


# Equality, Diversity and Inclusion Annual Report 2018





**Equality, Diversity and Inclusion**  
**Annual Report 2018**

## **1. Highlights from 2018**

---

### **Goldsmiths against sexual violence**

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:**

### **Library supporting Students Union-led ‘Liberate My Degree’**

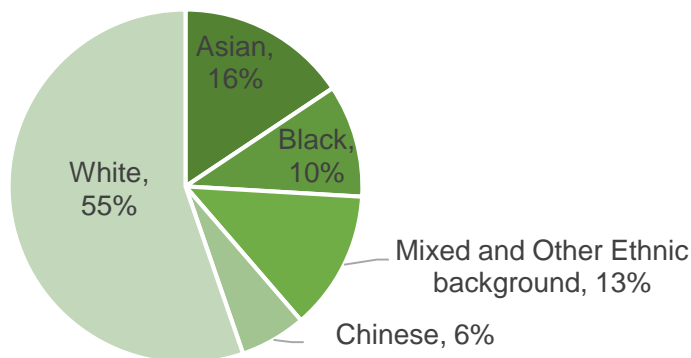
This has been a rich year for the Library to address issues of great importance to our students around challenging the White, Western, privileged, heteronormative structures that uphold HEIs across the UK. The Library has supported students to select learning tools that reflect who they are and where 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,

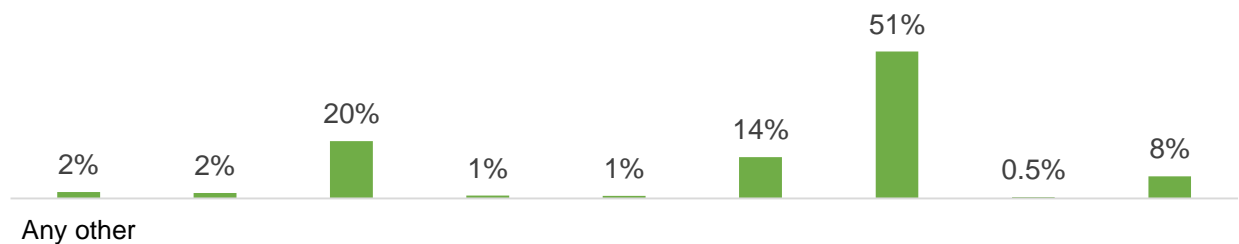


## Ethnicity



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.





## **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
<p>a) For EDI to be embedded into strategic decision making, and 'business-as-usual' activities.</p>	<p>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.            ConsiMCID 276.74 351.31 Tm2( )6(f)MCID</p>	

**OBJECTIVE 2: Through the aims of Goldsmiths' Access Agreement 2017 – 18 (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		

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.



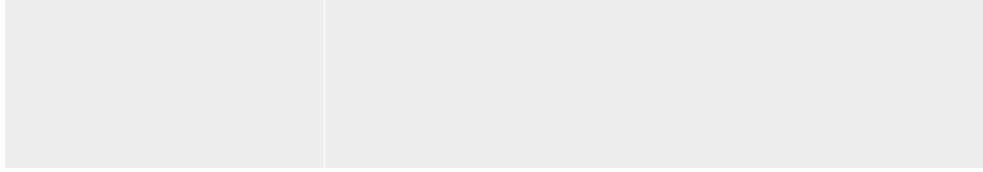


beyond the immediate remit of DSA changes to implement proactively ED&I practices across Goldsmiths. There have been a series of talks as part of the TaLIC Lunchtime Conversation series on ED&I on Inclusion: Understanding Goldsmiths' offer of hardship funds; Inclusive teaching and learning; Understanding 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: Pa 0 1 447.







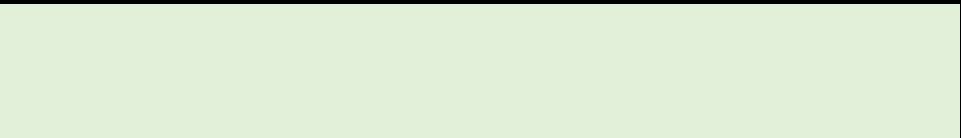


**OBJECTIVE 5: To capture and store comprehensive and robust EDI data to support the delivery of an inclusive and supportive environment for staff, students and stakeholders – with demonstrable improvement in declaration rates when reviewed annually.**

Aims	Actions	Progress Update January 2019
<p>a) Capture and store accurate and meaningful EDI data to support better understanding of our staff and student demographic profiles.</p>	<p>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.</p>	<p>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.</p>
<p>b) Develop efficient systems and processes to streamline existing</p>	<p>Develop a clear data pipeline for EDI data.            Streamline processes to reduce a duplication when capturing or requesting information.</p>	

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,**

achievements of staff  
with an expertise in  
EDI.

Seek opportunities to encourage internal  
experts to share knowledge and research at



---

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) 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 Concordat commitments to create an inclusive working environment (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'

<p>practice and any changes in legislation.</p>	<p>engagement with staff networks). 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.</p>	
<p>b) Ensure that equality considerations are taken when developing, amending, or removing any policies, practices, or procedures.</p>	<p>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 [REDACTED] Engage with any affected stakeholder groups, gathering different perspectives where possible.</p>	<p>Agreed practices continuing as standard.</p>

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

<p>b) Ensure that cases of discrimination, bullying, harassment, and victimisation raised by staff are taken seriously and dealt with appropriately and sensitively.</p>	<p>Engage staff with Goldsmiths' Discrimination, bullying, and harassment policy for staff (launched 2016) which is underpinned by Goldsmiths' 'zero-tolerance' approach.</p> <p>Monitor the number of employment relations cases raised since the Policy's launch.</p> <p>Offer briefings/learning and development opportunities to engage staff with the Policy and its contents.</p> <p>Continue providing broader learning and development opportunities which educate, raise awareness and build confidence in areas related to EDI (and discrimination).</p> <p>Continue providing unconscious bias training, and bespoke sessions for specific groups when required.</p> <p>Encourage staff to engage in open discussion and inclusive behaviours, to learn from differences and valuing different strengths.</p>	<p>HR are active members of the University Sexual Harassment Advisory Board and support the College's Case management work underpinning Report and Support.</p> <p>We have prioritised Unconscious Bias training for staff during 2018. 49 staff have participated since Autumn 2019.</p> <p>HR Consultants work closely with the Learning and Development team to ensure learning from case work informs staff development interventions.</p> <p>HR supported the coordination of the Sexual Harassment training and briefings; over 1061 participated in these briefings during 2018.</p>
--	--	---

## 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