

Equality, Diversity and Inclusion Report (2020)

Goldsmiths, University of London

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Introduction

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

This report provides an overview of the key initiatives undertaken during 2020 to promote equality, diversity and inclusion at Goldsmiths, University of London. It includes student and staff demographic data for age, disability, gender, ethnicity, religion, sexual orientation, and gender identity.

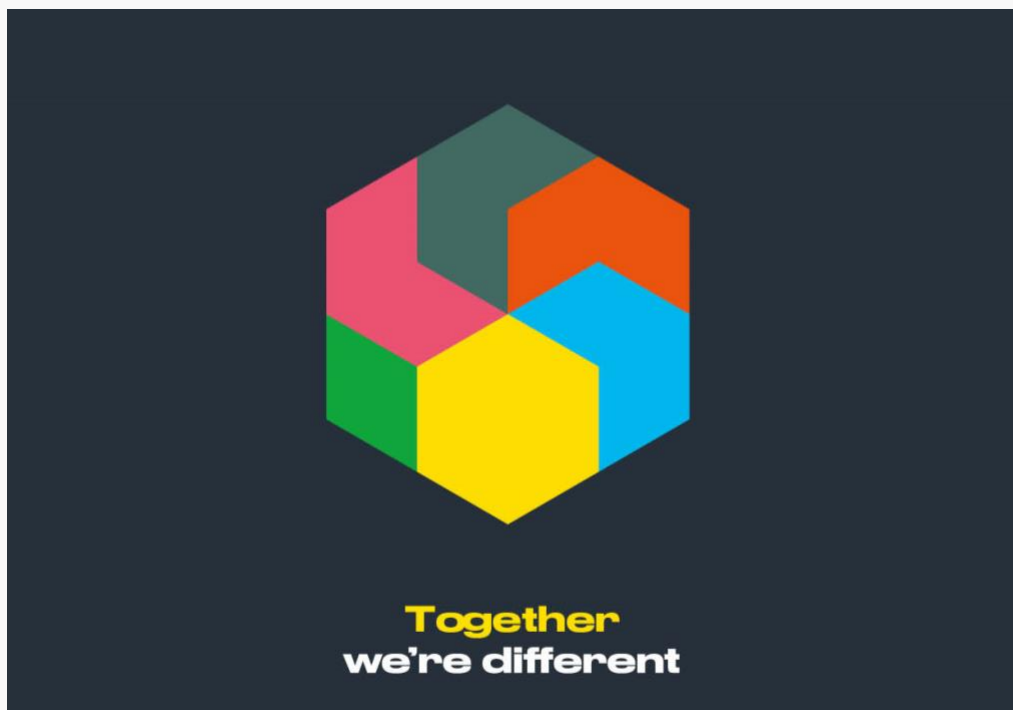


Image: Goldsmiths Equality, Diversity and Inclusion 'Together we are different' branding

Public Sector Equality Duty Objectives

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



Section 1: Key Developments 2020/21

Race Justice at Goldsmiths

In September 2020 Goldsmiths established a 'Race Justice Strategy Board' to monitor and evaluate all aspects of the College's race justice work. The board is chaired by the Warden, Professor Frances Corner, with membership drawn from across the College's academic schools, professional service teams, recognised unions and representative groups.

Establishing a body to oversee race justice work was one of the demands agreed with 'Goldsmiths Anti-Racist Action' (GARA), following a 137-day occupation of the Deptford Town Hall building.

The board is currently developing proposals for a 'Race Justice Strategy' at Goldsmiths, drawing on the experiences of racism staff and students have suffered at Goldsmiths, primary research sources such as **Insider Outsider** and the **Identity and Impact Report**, and learning from external resources from organisations working towards race equality.

To support the Board's work and the College's wider work on race equality, two appointments will be sought in 2021 – an Independent Race Justice Strategy Board Co-Chair and a Race Equality Manager. These will be complemented by a Race Equality Charter Officer operational role in the Equality, Diversity and Inclusion team. Their work will focus on achieving the charter, which will include a full audit of the organisation with regards to race, identifying areas for improvement, and commitment to an ongoing action plan to address these. These roles are an important investment and will be instrumental in delivering on the Board and College's commitment to race justice.

Temporary changes to workplace policies due to Covid-19

In response to the Covid-19 pandemic during 2020, Goldsmiths recognised the need to adapt our ways of working in order to safeguard the welfare of our staff and students, while continuing to deliver teaching online and essential services as normally as possible. Temporary changes were therefore made to usual policies and procedures on sickness absences, flexible working and annual leave.



Religion and Belief

In April 2020 Goldsmiths recruited Muslim and Multi-Faith Chaplain, Muhammad Bhuta to work alongside Chaplain, Rev. Ann Clarke. Ann and Muhammad work with a team of faith advisers from diverse backgrounds, who offer confidential pastoral care to students and staff of all faiths and no faith. The Chaplaincy are currently offering a daily online drop-in session for staff and students, as well as one-to-one sessions upon request.

Staff Networks

Disabled Staff Network

Goldsmiths newly formed Disabled Staff Network (DSN) have elected co-Chairs and are currently working on their terms of reference. The current aims of the network are raising the profile of the group and visibility of disability at Goldsmiths.

Women's Network

Goldsmiths Women's Network (formerly Women's Leadership Network) is for women who have an interest in leadership at Goldsmiths. The network is currently in the process of reviewing its direction and ongoing development, taking into account the needs of its members. This may include further networking sessions, guest speakers, and other opportunities to support the learning and progression of women at Goldsmiths.

Goldsmiths Race Equality Group

Goldsmiths Race Equality Group (GREG) members have actively supported and fed into ongoing race equality work at Goldsmiths, including Racial Justice Goldsmiths. The group in collaboration with the Educational Studies department and Centre for Identities and Social Justice organised a seminar 'Neil Kenlock in Conversation with Eddie Otchere.' This was postponed due to Covid-19 and will now take place in early 2021.

LGBTQ Staff Network

Goldsmiths LGBTQ Staff Network is open to any staff member at Goldsmiths who self-defines as being part of the LGBTQ community.

The group organised a screening of the film 'A Deal with the Universe' and Q&A with the film's directors to celebrate Trans Awareness Week. Donations from the event supported the Networks chosen charity **Educate and Celebrate** who have a mission



to equip communities with the knowledge, skills and confidence to embed gender, gender identity and sexual orientation into the fabric of organisations.

Staff Parents and Carers Network

Goldsmiths Staff Parents and Carers Network provides a space for staff with caring responsibilities to share experiences, resources and ideas. A VLE portal has been created, where members have been able to share ideas on how to take the network forward whilst working remotely.

Staff Menopause Support Network

Goldsmiths Menopause Support Network meet every few weeks to have informal conversations about menopause, providing a space to ask any questions in an open and supportive environment. Due to the pandemic, the group had to postpone a planned exhibition, 'M is for Menopause', led by visual artist Abigail Hammond as part of Women's History Month in March. We hope to host this in 2021. It is an activist project to increase awareness and promote conversation about the menopause using sculpture, soundscape and multi-media work.

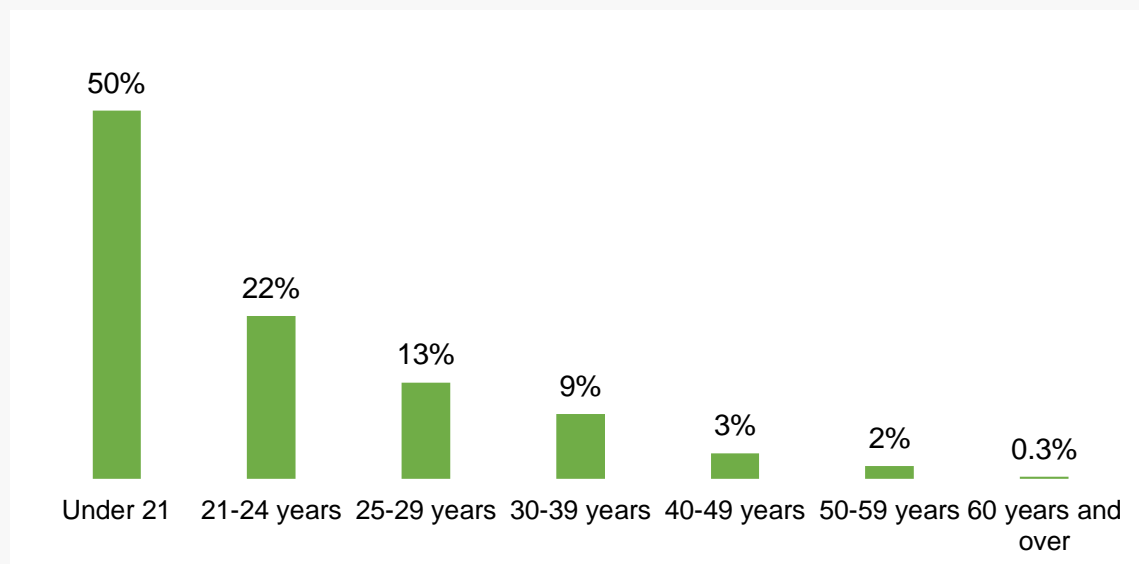


Section 2: About our Students

This section provides an overview of our student profile for 2019/20 by each of the protected characteristics outlined in the **Equality Act 2010**. Data refers to students enrolled during 2019-20. Sector benchmarks are based on the HE student profile for the 2020 academic year, as outlined in the **Equality in Higher Education: Statistic Report 2020**.

Compared to the UK HE sector, Goldsmiths attracts more women (66% compared to 57% nationally), disabled students (21% compared to 14% nationally), Black, Asian and minority ethnic students (48% compared to 24% nationally) and LGBTQ+ students (17% compared to 6% nationally).

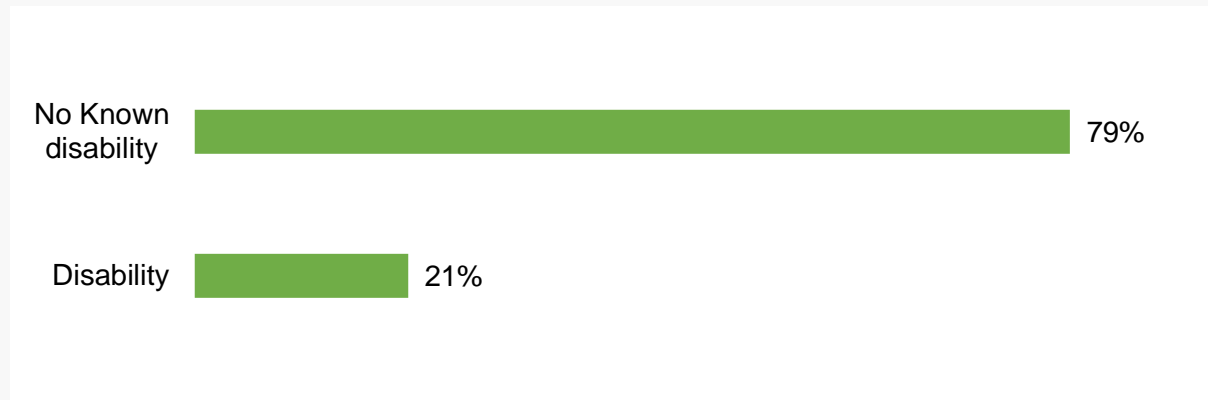
Age



The age profile of Goldsmiths students broadly reflects that of the UK sector average. Around 50% of students are aged under 21, 22% are aged between 21-24, 13% aged 25-29, 9% are aged 30-39 and a further 5% are aged 40 and over.

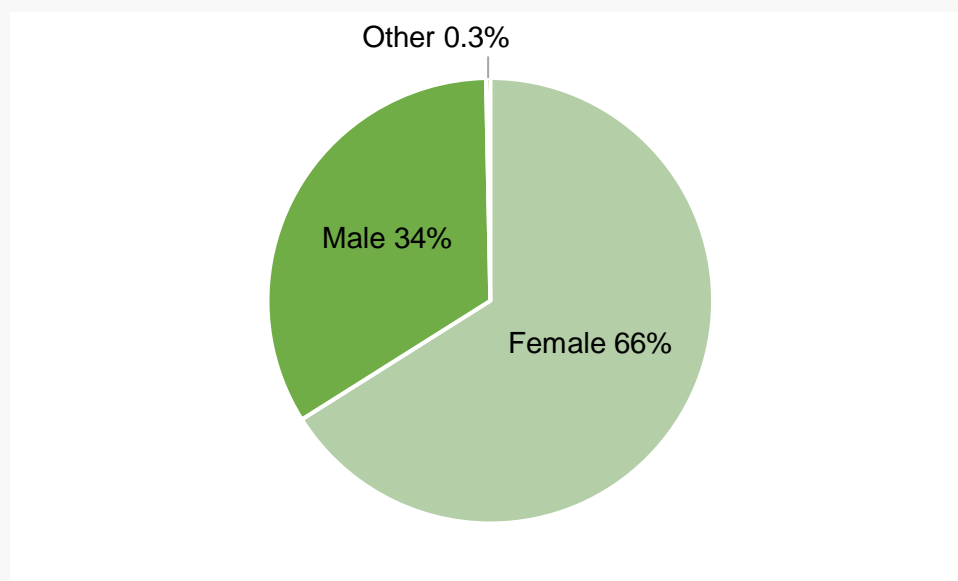


Disability



21% of students have a declared disability; this includes 9% of students who have disclosed a mental health condition, 7% have a specific learning difficulty and a further 5% have another declared disability. We have a higher proportion of students disclosing a disability than average (21% compared to 14% nationally).

Gender



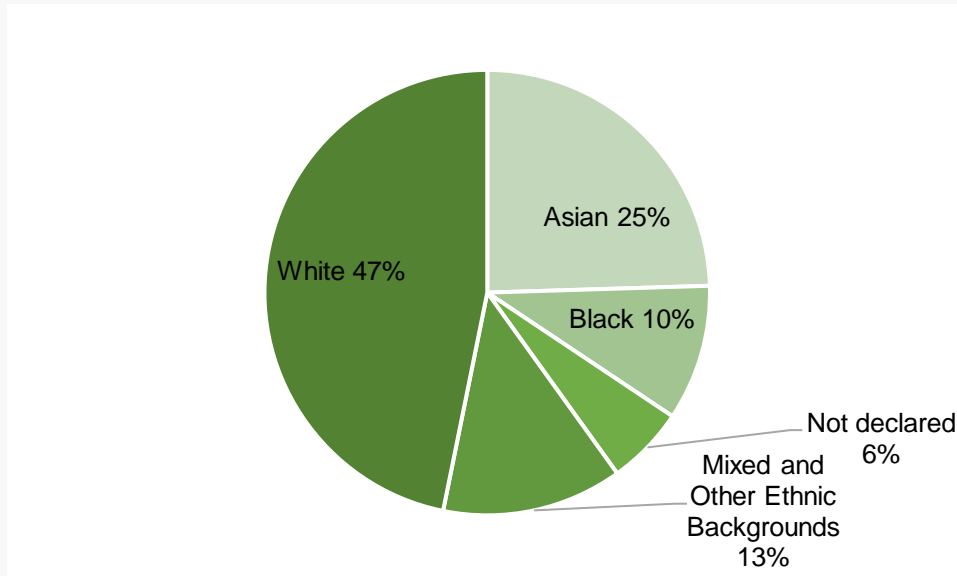
Goldsmiths has a higher proportion of women students (66%) than the sector average (57%). Goldsmiths also had 0.3% of students declare their gender as 'other'.



Gender Identity

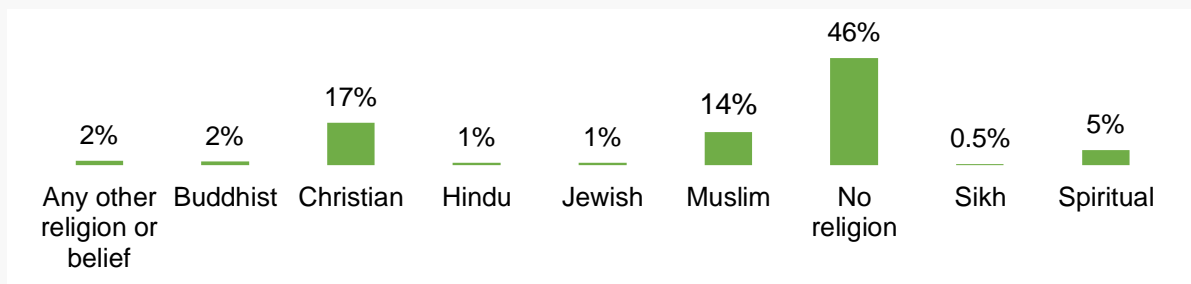
282 students (3%) disclosed that they identify with a gender identity different from that assigned at birth.

Ethnicity



Overall, 48% of Goldsmiths students are from a black, Asian or minority ethnic background. We have a higher proportion of students identifying as BAME, compared to 24% nationally.

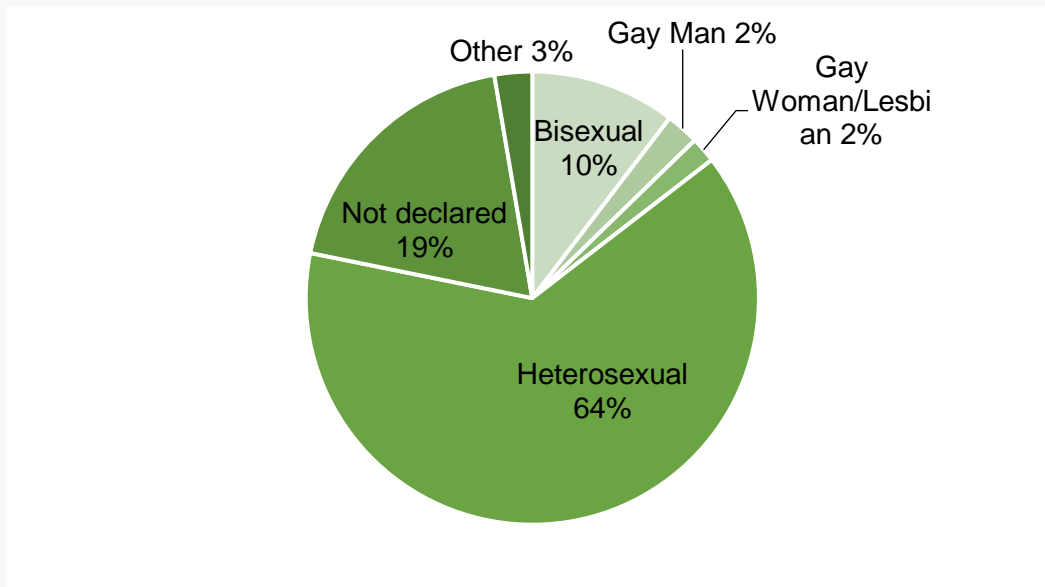
Religion



The majority of students (46%) 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). We also have a higher proportion of students declaring their religion as Spiritual (5% compared to 1% nationally).



Sexual Orientation



Goldsmiths has a large LGB+ student population, with 17% of students identifying as LGB+ (compared to 6% nationally).



Section 3: About our staff

This section provides an overview of our staff profile from 2019/20 by each of the protected characteristics outlined in the **Equality Act 2010**. Sector benchmarks are based on the HE staff profile for the 2020 academic year, as outlined in Advance HE's **Equality in Higher Education: Statistic Report 2020**.

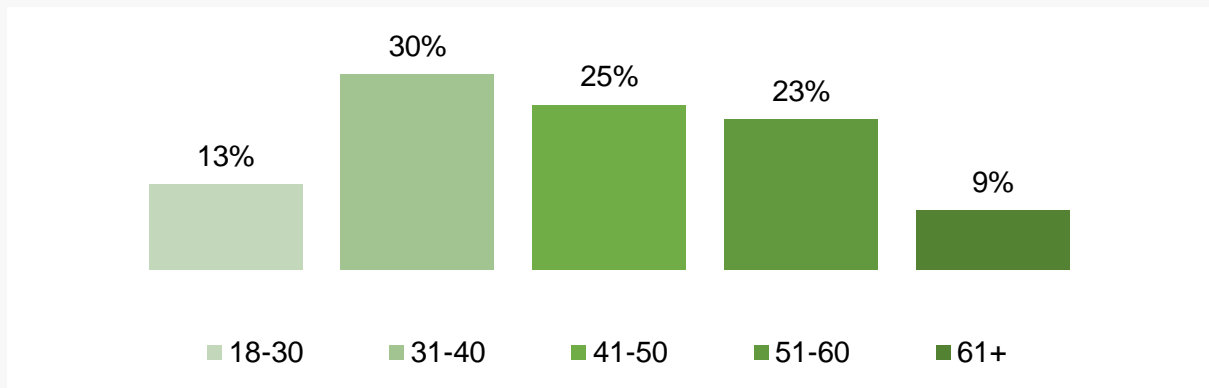
The gender and age profile of our staff is broadly in-line with the Higher Education sector. Goldsmiths has a higher proportion of Black, Asian and minority ethnic staff (28% compared to 10% nationally), disabled staff (8% compared to 5% nationally) and LGB+ staff (18% compared to 6% nationally).

Disclosure rates: the data provided here relates to staff who have disclosed details on the employee self-service system, 'Business World'. Data for age, disability, gender and ethnicity is comprehensive (above 90%). Data for religion, sexual orientation and gender identity is less comprehensive (around 60% completion rates). We recognise these gaps in our data prevent us from having full oversight of our staff make up and we are taking steps to improve the quality of our equality monitoring data to enable us to better understand our staff community.

Disclosure rates	Declared
Age	100%
Disability	98%
Ethnicity	90%
Gender Identity	69%
Religion	65%
Sex	100%
Sexuality	61%

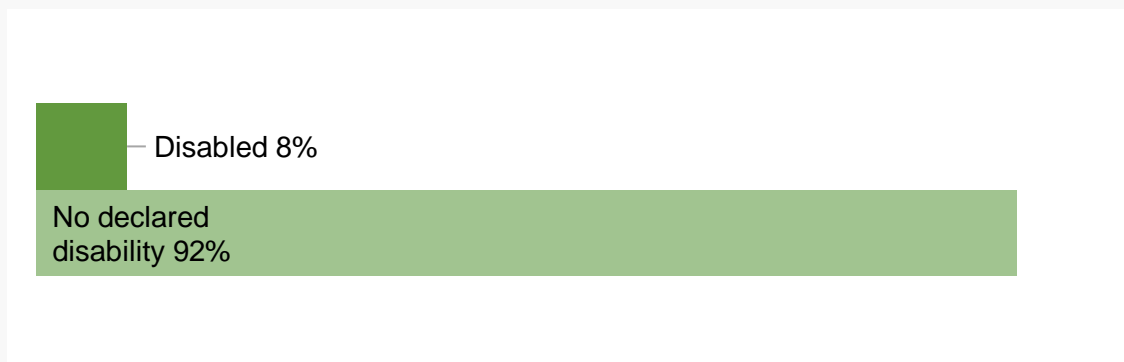


Age



The age profile of staff is broadly in line with the sector average. Around 13% of staff are aged 18-30, 30% are aged between 31-40, 25% aged 41-50, 23% are aged 51-60 and a further 9% are aged 61 and over.

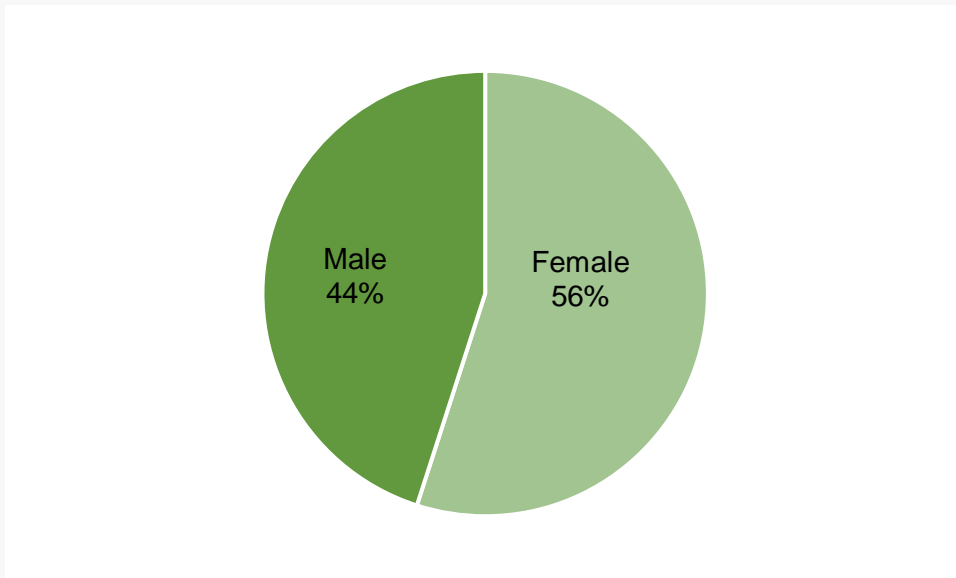
Disability



8% of staff have disclosed a disability. The proportion of staff with a disclosed disability is higher than the sector average (5%).



Gender



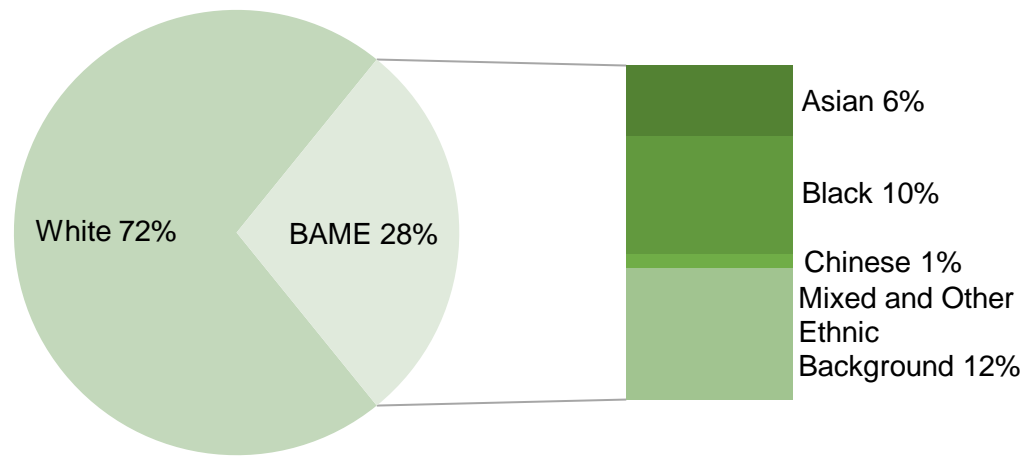
56% of Goldsmiths staff identified their gender as female and 44% as male.

Gender Identity

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



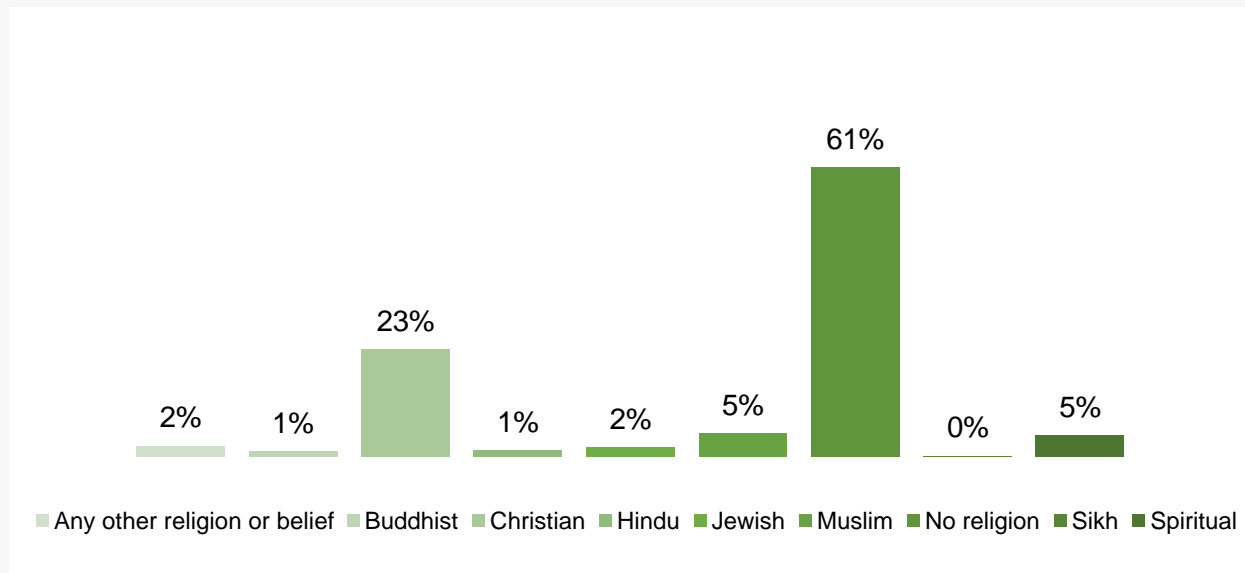
Ethnicity



28% 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%).



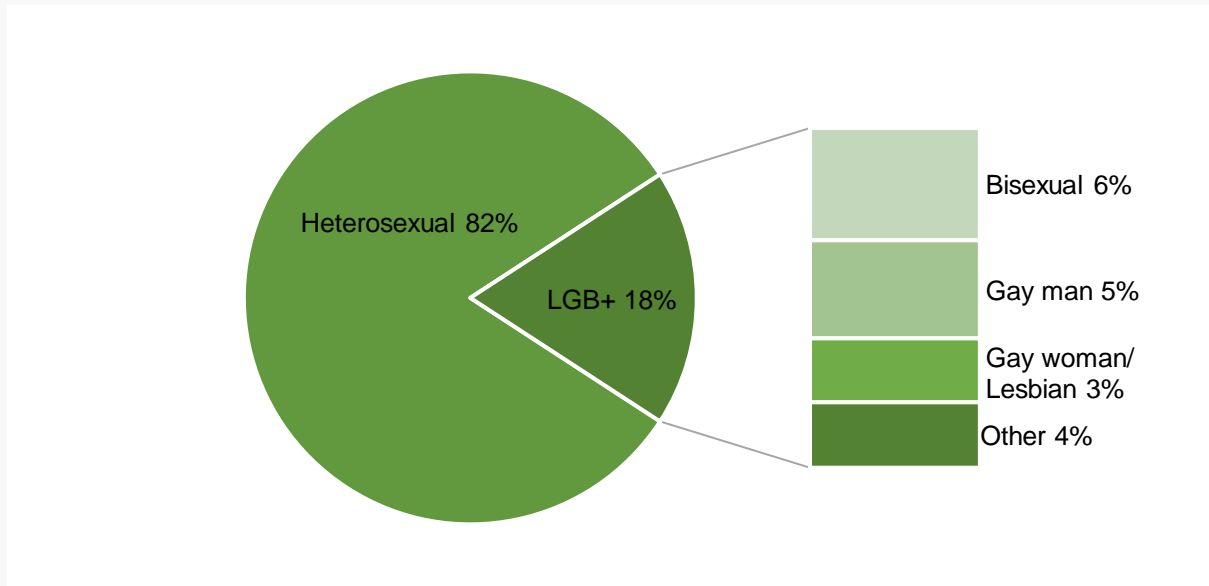
Religion



The majority of staff (61%) describe themselves as having 'no religion'. Of those who do identify as religious, the largest groups are Christian, Spiritual and Muslim. When comparing the student and staff profile, it is noted that 14% of students identify as Muslim, compared to only 5% of staff.



Sexual Orientation



Goldsmiths has a large LGB+ staff population. 18% of staff identify as LGB+, which reflects the student population (17% LGB+).



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.

Equality Champions

In 2020 Senior Management Team (SMT) Equality Champions were established to provide strategic leadership and oversight of key equality initiatives relating to Gender, LGBTQ+ and Disability. The implementation of SMT Equality Champions can be an effective way of raising the profile of the College's work and progress key projects through collaboration with students and staff, whilst strengthening accountability for delivering EDI objectives.

Current SMT Equality Champions are:

- Helen Watson, Secretary/Registrar – Disability Equality Champion
- John Dickinson-Lilley, Director of Communications – LGBTQ+ Equality Champion
- David Oswell, Pro-Warden (Research and Enterprise) – Gender Equality Champion

Equality Steering Groups

Equality Steering Groups were established to co-ordinate activities in relation to progressing gender, disability and LGBTQ+ equality objectives. Each Equality Steering Group is led by the appointed SMT Equality Champion who chairs termly meetings, monitors the progress of agreed actions and are a point of contact for members.

Communication and Engagement

Staff from the Human Resources (HR) Equality, Diversity and Inclusion team, Student Engagement team and Communications team have continued to collaborate to develop a more coordinated approach to highlighting key dates in the equality calendar and raise the visibility of work by staff and students from diverse backgrounds. The group meet on a monthly basis to discuss content for upcoming diversity events to ensure all communication channels at the College align key messages in relation to EDI.



Staff from the HR Equality, Diversity and Inclusion, Wellbeing and Learning and Development teams have established a termly organisational development (OD) newsletter 'OD Update'. This is to raise the visibility of work undertaken by staff and to share resources and event information.

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.

Low Participation Neighbourhoods

Goldsmiths have commissioned 'ImpactEd' to research and provide evidence-led recommendations to engage directly with students in Low Participation Neighbourhoods (LPNs). Following the literature review 'ImpactEd' will undertake focus groups with students in LPNs outside of London, before providing intervention recommendations ready to trial in Summer 2021. The Low Participation Neighbourhoods £500 bursary was disbursed for the first year during 2020 entry and will continue for 2021 entry.

Goldsmiths Progression Scheme

During 2020 355 Year 12/1st year college students were accepted onto the 'Goldsmiths Progression Scheme.' Of these students, 85.9% are BAME, 36% free school meals, 0.8% care leavers, 5% young carers, 1.4% POLAR4/Q1 (LPN). Due to lockdown and the move to home schooling the programme was moved online where possible, and as a result engagement decreased over the course of the year.

Gold Futures

To support aspirations and attainment in pre-16 students, we converted our 'GoldFutures' 6-week mentoring programme to be delivered online. This was delivered to 30 pupils from 3 local secondary schools, targeted at opening up conversations around GCSE choices and education pathways. We are looking to extend this to 'Lewisham Virtual School' and Southwark College's Level 2 students in the coming months.



TeamUp Tutoring

In 2020 we implemented 'TeamUp Tutoring' for 38 pupils from local secondary schools to improve their attainment in GCSE English or Maths. Due to the pandemic this was converted to an online offering. This work has shown to have increased participating students grades between 1-1.6 grade. We offered an additional term of tutoring to partner schools in the Autumn term to support learners to get back up to speed after the effects of the lockdown and home schooling.

Summer Schools Programme

Due to the pandemic our traditional summer schools programme did not take place. An online alternative, 'Fine Art Week', took place in November across two evenings and one weekend with 70 individual attendees aged 16+ years.

Holiday Clubs

Two online holiday clubs were held targeting 12-16 year olds from underrepresented groups. These focused on "Writing and Talking" and "Art and Design" and took place in the last two weeks of July 2020.

Progression Agreement

A new progression agreement and wider memorandum of understanding has recently been signed with Lewisham and Southwark colleges. This will lead to closer collaborative working across all institutions involved.

The Brilliant Club

We continue to partner with **The Brilliant Club** and moved to an online delivery model to provide resources during the pandemic, as well as recruit Goldsmiths PhD students to take part in the programme.

Care Experienced and Estranged Student Bursary

Our bursary for care experienced students was uncapped for 2020 entry onwards. The criteria of the award were expanded to allow estranged students, unaccompanied asylum seeking children and care experienced applicants of any age or duration of care to apply for these awards.



Standalone Pledge

In 2021 we will be renewing our commitment to the **Standalone Pledge** to support estranged students.

Lewisham Virtual School

We work with **Lewisham Virtual School**, which promotes and supports the educational attainment and progress of children and young people in care, in supporting their homework clubs for ESOL students. We are looking to provide a mentoring programme with our student ambassadors in 2021.

Lewisham Homes

We have partnered with the **Lewisham Homes** housing association to support the delivery of their UCAS progression programme to residents in year 12 and 13.

Disabled students

We have put in place 834 new or updated support plans for disabled students; meaning students have continued accessing our 'Assistive Technology Suite' in the Library and we have funded assistive software for students who were not able to apply for it via the Disabled Students Allowance.

The Student Disability Team worked closely with Department Business Managers/Senior Administrators and Senior Tutors, and monthly meetings between the Students Union Sabbatical Officer and Student Support Services have also been introduced to ensure that student feedback is taken into account in the running and the design of the service.

Goldsmiths Equity Award

Led by the Development and Alumni Office staff from across the College have worked together to develop a fundraising campaign called 'Goldsmiths Equity Award'. The award aims to support Black, Asian and Minority Ethnic students at Goldsmiths to achieve their full potential. The campaign will officially launch in January 2021.



Black, Asian and Minority Ethnic and Widening Participation Attainment Gap

Goldsmiths retention and attainment gaps increased in the 2019/20 academic year. The College's retention rate increased to 19.8%, its highest percentage in the last 5 years. The increase in the non-continuation from 18.6% in 2018/19 to 19.8% in 2019/20 was chiefly caused by the non-continuation of Black students. This increased from 21.2% in 2018/19 to 27.6% in 2019/20. Retention rates remained similar for all other ethnic groups between 2018/19 and 2019/20.

In 2019/20 attainment increased for all ethnic groups across the College. There were, however, significant gaps in attainment between Black, Asian and White students. For example, in 2019/20 there was an increase of 8% in the number of White students achieving first class degrees from 2018/19, taking the percentage total of White students achieving firsts to 41%. In comparison, in 2019/20 there was only an increase of 3% for Black students, taking the percentage of Black students achieving firsts to 20%. In 2019/20 Asian students became the ethnic group awarded the lowest percentage of awarded firsts at 17%. Similar trends can be observed for good honours, where in 2019/20 the number of White students being awarded good honours increased to 93%, but only to 71% for Asian students, 72% for Black students, and 87% for 'other' minority students.

In 2020 the College continued its activities to address the gaps in retention and attainment experienced by Black, Asian and Minority Ethnic (BAME) and widening participation students at Goldsmiths. A key development was the establishment of the Student Access, Participation and Outcomes Sub-Committee (SAPOSC) which provides 'strategic leadership in identifying and implementing of programmes of work, activities, and initiatives that support student access, progression, and outcomes, and monitor and evaluate progress in these areas'. This sub-committee monitors progress against the College's Access and Participation Plan which sets targets and identifies actions for the institution to undertake to address its gaps in retention and attainment. The sub-committee also monitors local departmental level initiatives to address gaps in retention and attainment through monitoring the actions and progressing Departmental Development Plans (DDP). This is a new quality process introduced in the summer of 2020. Two staff-student co-creation working groups were also established under SAPOSC focusing on BAME retention and attainment which met in February 2020.

The Curriculum Review is another key driver of strategic work that aims to address issues of retention and attainment at Goldsmiths. This work, led by the Deputy Warden, is exploring how Goldsmiths' curriculum can be redeveloped to support increased retention and attainment for BAME and widening participation students. Staff and student workshops



focusing on these issues are due to be held in early 2021. An institutional review of Personal Tutoring, led by the Dean of Students, is also currently underway. This work examines how personal tutoring can be developed to better support student retention and attainment.

Further initiatives by the College to reduce gaps in retention and attainment include the removal of the calculation of the first year within final degree calculations in our academic regulations and development of a new institutional comparison data set for BAME retention and attainment. The Strategic Planning Team and Dean of Students have also conducted data analysis and presentations for schools and departments to support them in addressing the retention and attainment gap. There was also consultation on these issues between strategic planning, the Director of Student Experience and the Quality Office as part of the DDP planning meetings in Autumn term 2020. The Widening Participation team continued to play a key role in supporting BAME retention and attainment including through the development of the new 'Accessing HE' events which includes sessions for students on access programmes on supporting their goals, future and wellbeing. The BAME attainment gap also continues to be a priority for Goldsmiths Students Union who have supported work in this area by hosting events looking at the causes of the attainment gap and contributing to, among other things, the work of the newly established 'Race Justice Board'.

Risks of widening inequality caused by the Covid-19 pandemic were evaluated through the College's Teaching and Learning Equality Impact Assessment. They were mitigated by the activities of the 'Critical Incident Group Teaching and Learning' work stream and 'Student Support' work stream. These work streams, which featured student and staff representation, contributed to the development of resources to support closing gaps in retention and attainment, such as the new Inclusive Pedagogy Guide.

Objective 3

Through the aims of our Learning and Teaching Assessment Strategy (LTAS) 2017-21, take steps to develop a more inclusive curriculum and pedagogy, considering the needs and strengths of a diverse and multi-cultural student body

Since March 2020 in response to the Covid-19 pandemic Goldsmiths has moved to online learning, either fully online or a hybrid model reflecting a mix of online and face to face teaching. Inclusion and accessibility have been considered during this process.



Learn.gold



Image: A member of the Goldsmiths community studying in the Library/Rutherford Building.

The introduction of Learn.gold recording (Panopto) in January 2020 has meant considerable advantages with respect to inclusion. The recording of learning and teaching materials is of considerable benefit to students with learning differences and those for whom English is not their first language. It also allows much greater flexibility of learning so that students with caring responsibilities can schedule their learning around their other responsibilities. In addition, the baseline standard for Learn.gold emphasises accessibility in keeping with the Web Accessibility Directive (EU).

Inclusive Teaching Toolkit

Goldsmiths Teaching and Learning Innovation Centre (TaLIC) website contains a toolkit dedicated to inclusive teaching that is available to all staff at Goldsmiths.

Workshops and Discussion Sessions

During 2020 the Teaching and Learning Innovation Centre (TaLIC) has hosted workshops including Accessibility on Learn.gold Recording (Panopto). TaLIC also facilitated a series of Lunchtime Conversation sessions including 'The LGBTQ+ Classroom' hosted by Dr Justin Bengry (History department, Goldsmiths) and 'Approaches to Race' hosted by Susan Westman (Social, Therapeutic and Community Studies department, Goldsmiths).



TaLIC funded a project conducted by Prof Julian Henriques (Media, Communications and Cultural Studies department, Goldsmiths), who as part of the project hosted a Lunchtime Conversation, on a community youth outreach project on sound learning. This was a joint event hosted by Goldsmiths students and young people from the borough of Lewisham.

TaLIC funded a research project by Dr Ai Yu (Institute of Management Studies, Goldsmiths) on teaching-research synergies and hosted a lunchtime conversation 'Teaching/Research Synergies: An impossible workload strain?'

Goldsmiths Comprehensive Curriculum Review

Goldsmiths 'Comprehensive Curriculum Review' was established in 2020 and will consider the curriculum and learning, teaching and assessment pedagogies. Inclusion and accessibility will be an important component of this work, as such Equality Impact Assessments will be conducted and supported by the staff Equality, Diversity and Inclusion Officer. Student voices will feed into this work from the outset and includes the Students Union Education Officer as part of the project board, as well as planned student focus groups.

Liberate our Degrees

Dr Elizabeth Evan (Politics department, Goldsmiths) hosted a Lunchtime Conversation 'How to Liberate Our Degrees' and the Teaching and Learning Innovation Centre (TaLIC) developed an online toolkit on Inclusive Teaching with a section dedicated to 'Why and How to Liberate Your Curricula.'



Liberate our Library



Image: Members of the Goldsmiths community studying socially distanced in the Library/Rutherford Building.

The Library have extended the 'Liberate My Degree' collection to 303 items which are based upon student suggestions, spending £4,570, set up a 'Liberate! Zines' collection and have purchased zines that align with the goal to bring underrepresented voices into Goldsmiths Library collection and established a 'Black Lives Matter' reading list.



Image: 'Liberate our Degree' bookplate

Black History Month 2020

During Black History Month the Library co-hosted an event with the Oxford Centre for Religion and Culture 'Liberating & Decolonising Historical Minds' led by Dr Elizabeth Williams (Academic Support Manager and Historian, Goldsmiths) in conversation with Professor Hakim Adi (University of Chichester), Dr Angelina Osborne (Historian and independent researcher) and Professor William Henry (University of West London). The event explored liberating and decolonising historical minds and what this should mean for historical knowledge and research.

Buchi Emecheta Exhibition Space

In 2020, the Library established a new exhibition space on the 2nd floor of the Rutherford Building, the 'Buchi Emecheta Exhibition Space', which was launched with an exhibition entitled 'Becoming an Archive' by Present Futures.

Resistance Researching

Workshops delivered included 'Resistance researching: critical approaches to information gathering, Resistance Researching: Inclusive citation' and 'Open Access for resistance researching.' These built on the success of 'Resistance Researching' critical literacy academic support workshops in relation to challenging dominant narratives around race, representation, and pedagogical approach.

Decolonising the Curriculum

In January 2020, the Library co-organised (with the University of East London and Birkbeck, University of London) and hosted a sector conference 'Decolonising the Curriculum: The Library's Role.' This was attended by over 80 library workers from across the UK.

Positive Action Traineeship

The library started work on establishing a positive action traineeship to address Black, people of colour (POC) and Global Majority underrepresentation in the library sector.



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.

Disability Discrimination Act Access Audit

The Goldsmiths estates and facilities team have carried out a campus-wide Disability Discrimination Act (DDA) Access Audit. This will facilitate a programme of projects to implement the required adaptation of the campus to ensure exclusivity and accessibility are achieved for all site users, to enhance the onsite day to day experience.

In 2020 the Richard Hoggart Building Quadrant lift refurbishment project was completed and a new means of escape emergency stairs were added to the Performing Arts Building. This was designed with a DDA refuse landing to facilitate the evacuation of wheelchairs users.

Campus Accessibility



Image: Yellow directional signage installed on Goldsmiths campus

In April 2020 new directional and accessibility signage was installed across campus. The accessibility signage is based on 'heads-up' orientations of the campus accessibility map.



The **campus accessibility map** shows designated wheelchair routes, wheelchair accessible circulation and gradients, as well as features such as toilets, disabled parking bays and automatic doors. The map was commissioned by Estates & Facilities in consultation with the Disability Office. The signage was installed at eight locations, including all disabled parking bays. The maps are placed lower than on the general campus signage, to make them easier for people using a wheelchair to use. A printed version of the campus accessibility map has been made available at the main reception areas.

Updates of internal wayfinding signage have been completed for the Lockwood, Richard Hoggart and Whitehead buildings. Signage in the Professor Stuart Hall Building and Warmington Tower will also be updated shortly.

Gender neutral shower/hygiene room

In 2020 a new gender-neutral shower/ hygiene room was installed in the Richard Hoggart Building to create flexible welfare facilities for site users. The shower/hygiene room is equipped with a ceiling hoist and a shower trolley to aid with in the user's mobility.

Covid-19 protocol



Image: A member of the Goldsmiths community using a hand sanitizing station in the Richard Hoggart Building as part of Covid-19 spatial distancing protocol.



Goldsmiths estates and facilities team have undertaken spatial distancing Covid-19 protocol to the campus site wide, to ensure all site users can continue to use and navigate the campus safely.

Document Accessibility

Document accessibility guidance is available to staff via the staff intranet, Goldmine, which continues to be updated and includes 'accessible ready' document templates. This guidance enables the production of documents that are easier to read when using assistive technology and enables the presentation of information in a clear way for the benefit of people with neurodiversity or cognitive impairments.

Microsoft Teams

Goldsmiths Information Technology and Information Services (IT&IS) and the Teaching and Learning Innovation Centre (TaLIC) led a project to introduce Microsoft Teams for teaching. Accessibility features of Microsoft Teams, which is also used for administrative meetings, has been publicised via TaLIC, the Centre of Excellence and guidance is available via Goldmine.

Website Accessibility

In February 2020 a website/intranet accessibility questionnaire was sent to business service owners of web accessible systems to increase awareness of the importance of accessibility and the need for accessibility statements for all systems. Accessibility statements are now included on the 'go live' checklist for the launch of any new systems or major upgrades.

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.

During 2020 staff equality data has been used to inform detailed analysis of our staff lifecycle as part of the 'Research Excellence Framework' and 'Leading Together,' our bespoke leadership programme for Black, Asian and minority ethnic (BAME) staff and their line managers at Goldsmiths.



Leading Together

‘Leading Together’ is being developed in response to sector research into the effectiveness of Leadership Development programmes aimed at Black, Asian and minority ethnic (BAME) staff. It is being coordinated with the aim of providing a safe and affirming space for BAME staff to explore and nurture their leadership skills with the objective of furthering individual career progression. We have used both sector and Goldsmiths specific EDI data to map the career progression of BAME Academic and Professional and Support staff and BAME representation within senior level and senior management roles to inform the approach to the development of the programme.

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 Queer History Fair

In January 2020, the Centre for Queer History hosted the annual ‘Goldsmiths Queer History Fair’ was held at the Bishopsgate Institute. The fair brings together representatives from LGBTQ and heritage organisations including English Heritage, the Victoria & Albert Museum, The National Archives and Goldsmiths Special Collections and Archives.



LGBTQ+ History Month 2020

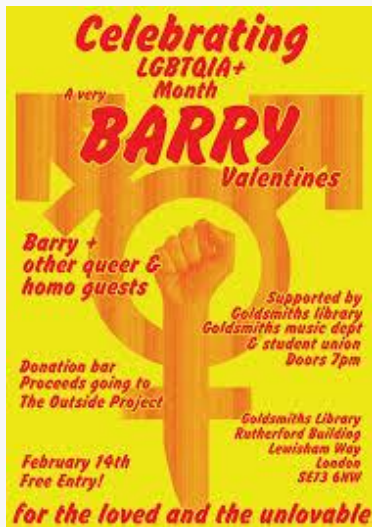


Image: a poster from the 'A Very Barry Valentines' event

In February 2020, to mark LGBTQ+ History Month several events took place, including an LGBTQIA+ music night 'A Very Barry Valentines' in the Library supported by the Music department and Students Union, a 40th Anniversary screening of 'Cruising' in collaboration with Curzon and a Queering Children's Literature event organized by the Educational Studies department, Centre for Identities and Social Justice and Centre for Language, Culture and Learning.

Trans Awareness Week 2020

During 'Trans Awareness Week' in November 2020, Goldsmiths LGBTQ Staff Network launched a call-out for a trans artefacts exhibition that will be unveiled during Trans Awareness Week in 2021. The LGBTQ Staff Network also shared a 'Trans Reads' list and additional resources throughout the month.

Pride Inside Campaign



Image: Pride Inside Logo

Due to 'Pride in London 2020' and 'UK Black Pride 2020' being postponed, Goldsmiths marked Pride Month in June 2020 by making a donation to and participating in **Pride Inside** a campaign with ClearChannel where more than 1,000 digital billboards and display sites across the United Kingdom featured portraits of members of the LGBTQ+ community taken on their doorsteps.

Breath, Battle of Lewisham



Image: a screenshot from a film produced about 'Breath' by Goldsmiths public engagement team

In August 2020, **Breath** a poem responding to the 1977 Battle of Lewisham by acclaimed writer Grace Nichols was installed alongside Goldsmiths permanent public artwork commemorating the Battle of Lewisham. The poem was commissioned to highlight Black women's participation in history, which often becomes overlooked.

Athena SWAN Events Programme

In 2020 we delivered two events as part of our Athena SWAN programme, both by Goldsmiths alumni. They were 'How women are winning online' in January with Kajal



Odedra, Executive Director of Change.org, and 'Stand up, Stand out' in February with Cally Beaton. Both are alumnus.

Black History Month 2020

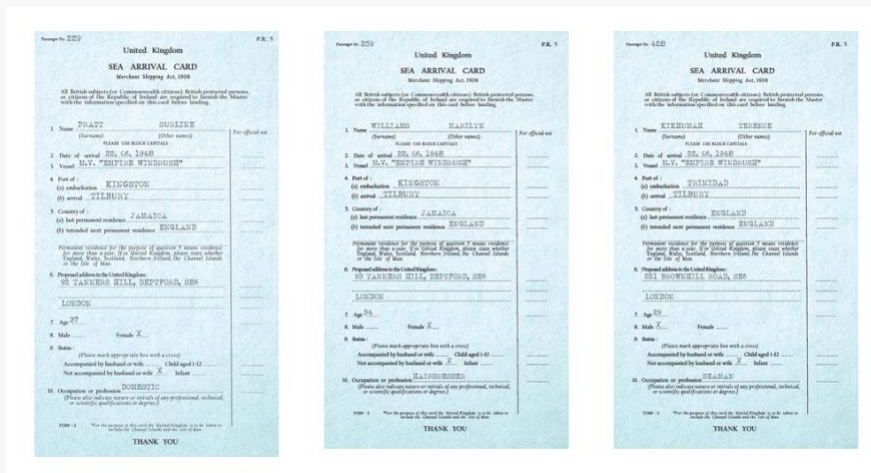


Image: detail from several of the landing cards included in the exhibition

During December 2020, Goldsmiths in collaboration with the London Borough of Lewisham marked Black History Month by holding a series of free exhibitions and online workshops exploring Caribbean migration to post-war UK. This included a display based on research by Dr John Price (History Department) that recreated the landing cards of passengers who gave South London as their proposed destination, and a recreation of a mid-century Caribbean front room by Rose Sinclair (Design Department) in the windows of 'The Broadway Theatre' in Catford, Lewisham.

Hidden Disabilities Sunflower Campaign

Goldsmiths supports the Hidden **Disabilities Sunflower** campaign to highlight non-visible disabilities and Sunflower lanyards have been made available to staff and students. During the International Day of Persons with Disabilities on the 3rd December 2020, the Human Resources Equality, Diversity and Inclusion team raised awareness amongst staff about the campaign.



Objective 7

Develop tools and offer learning and development opportunities to equip and empower staff to manage and work effectively with diverse groups of people.

Staff Training

The Organisational Development team in Human Resources continues to coordinate EDI training as part of its open programme, this complements targeted events coordinated by TaLIC and academic departments. Between January 2020-January 2021, 167 staff participated in 'Unconscious Bias' training, 8 in 'Trans Awareness', 77 in 'Supporting Staff to Support Students' and 41 in 'Mental Health training'. Some training was postponed due to the pandemic.

Unconscious Bias for Committees

During 2020 Goldsmiths committed to making sure that staff members of key College committees attended 'Unconscious Bias' training, with 101 committee members having completed training. This was in addition to open sessions as part of the College programme.

Religious Festivals Calendar

The College 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 organisation, 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



Image: Disability Confident Employer accreditation badge

In June 2020 Goldsmiths renewed its accreditation with the ‘Disability Confident’ Scheme. As part of this accreditation Goldsmiths committed to offering Disability Equality in the Workplace training to all Human Resources staff members, which is due to take place in early 2021. Goldsmiths also committed to continuing to apply a guaranteed interview scheme for disabled applicants who meet essential criteria, ensuring that the recruitment process is open and accessible to all.

Stonewall Workplace Equality Index

In June 2020 due to the COVID-19 pandemic, submissions for the ‘Stonewall Workplace’ *Equality Index* were closed. Therefore, we were unable to build upon our success of climbing 93 places in the index and are currently still positioned at 256th out of 502 participating organisations. The WEI is the UK’s leading benchmark tool for LGBT inclusion 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, Bronze Award



Image: Athena Swan Gender Charter Bronze Award accreditation badge

Goldsmiths was awarded the Bronze 'Athena SWAN' award in March 2020. This achievement marks Goldsmiths' commitment to gender equality across the institution along with its ongoing dedication to representation, progress and success for all. A Bronze 'Athena SWAN' award highlights a dedication to improving equality for all genders. Receiving the award has allowed the College to recognise good practice as well as identify gaps and reflect on areas of improvement.

The creation of an evidence-based, three-year action plan demonstrates the College's commitment to a strategy of improving representation, tackling barriers within career progression and supporting all of our staff in creating a culture that reflects the values of our diverse community.



Race Equality Charter



Image: Race Equality Charter member badge

In August 2020 Goldsmiths became a member of the 'Race Equality Charter' (REC), an accreditation that provides a framework through which Goldsmiths will be able to work to identify and self-reflect on barriers standing in the way of Black, Asian and Minority Ethnic staff and students. In early 2021, Goldsmiths will be recruiting several roles relating to the REC, including a Race Equality Manager and Race Equality Charter Officer.

Inclusive Culture Pledge



Image: Inclusive Culture Pledge member badge

During 2020, Goldsmiths joined a group of leading companies from the energy, property, transport, engineering and creative sectors in taking the 'Inclusive Culture Pledge', overseen by leading diversity consultancy Equality Works (EW) Group. We made a statement in support of this, published on our website; "In 2020, we will build an inclusive



culture by embedding inclusive leadership principles into our management development programmes.”

Objective 9

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

Equality Impact Assessments (EIA)

In 2020 Goldsmiths updated its Equality Impact Assessment form and guidance. An Equality Impact Assessment is a way of systematically taking equality, diversity and inclusion into consideration when making a decision and ensuring that our services, policies and practices do not directly, indirectly, intentionally or unintentionally discriminate against students and staff.

During 2020 Equality Impact Assessments have been undertaken on a number of key policies and procedures including the impact of returning to campus post COVID-19 and fixed-term contracts. 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.

Maternity Policy

In September 2020, we improved our staff ‘Maternity Policy’ so that those who qualify for Statutory Maternity Pay (SMP) will qualify for enhanced maternity pay. Enhanced pay will be increased to 18 weeks of full pay followed by 8 weeks half pay plus Statutory Maternity Pay.

Objective 10

Be proactive in combating discrimination, bullying, harassment, and victimization at Goldsmiths.



Against Sexual Violence



Image: Goldsmiths Against Sexual Violence logo

Goldsmiths continues to progress the ten-point plan to address sexual violence, harassment and misconduct on campus. The work was developed in partnership with Rape Crisis South London who helped establish training alongside Goldsmiths' SU. A mandatory in-person 90-minute training session for all staff was developed to increase understanding of sexual violence and raise awareness of policies and reporting mechanisms, as well as extended sessions for Managers and Senior Tutors. During 2020 and in response to the COVID-19 pandemic, training for the foreseeable future will be delivered online.

Goldsmiths has invested in a new platform 'Consent Matters' for students, which is a fully interactive and scenario-based online course about consent, respect, boundaries and positive intervention. The award-winning course, developed by Epigeum and Oxford University Press in collaboration with experts in the field, will be made available to all Goldsmiths students.

As of January 2021, 956 (52%) of current staff had participated in Against Sexual Violence (ASV) training. We are currently exploring ways of enhancing our approach to the coordination of the ASV training. Our policy and procedure on sexual violence, sexual harassment, stalking, domestic violence and sexual misconduct sets out clear definitions of misconduct and robust procedures for reporting and accessing support.

The 'Report and Support' system was launched in March 2018, providing a confidential mechanism to report cases of sexual violence, including harassment, stalking or domestic violence, either anonymously or with contact information. The College established a trained response team to support disclosures and refer cases to the appropriate departments. The website also directs users to internal and external support mechanisms



16 Days of Activism Against Gender Based Violence

Goldsmiths participated in the **16 Days of Activism Against Gender-Based Violence** and in November 2020 the staff Equality, Diversity and Inclusion team collaborated on an event 'Black Girls in the City: Normalized violence and strategic' agency with Professor Claudia Bernard (Social, Therapeutic and Community Studies department, Goldsmiths) and Dr Anna Carlile (Educational Studies department, Goldsmiths). They presented their research into how young Black women living in gang-affected neighbourhoods navigate their safety in public and private spaces, and how these spaces overlap and intersect, to 70 attendees.

National Hate Crime Awareness Week

To mark 'National Hate Crime Awareness Week 2020' from the 10th - 17th October, the Equality, Diversity and Inclusion Team shared information with staff about Goldsmiths **Discrimination, Bullying and Harassment Policy, Hate Crime Reporting Centre** and support available to staff and students.

International Day Against Homophobia, Transphobia and Biphobia

In May 2020 to mark the 'International Day Against Homophobia, Transphobia and Biphobia' (IDAHOBIT), Goldsmiths Equality, Diversity and Inclusion team, in collaboration with the LGBTQ Staff Network created an **interactive list of online resources**, including books, films and documentaries that focus on the experiences of LGBTQ+ people. IDAHOBIT is a day that draws attention to the violence and discrimination experienced by lesbian, gay, bisexual, and transgender people.

