

Equality, Diversity and Inclusion Annual Report 2017- 18

Introduction

Goldsmiths, University of London's reputation is distinctive amongst universities. Goldsmiths has a close-knit community on a single campus based in South East London. The University strives to build a worldwide reputation for rigorous and innovative academic work with teaching and research that creates new and interdisciplinary approaches.

Equality and inclusion are values that have always been very important to Goldsmiths, and are a central element of its culture. The range of Goldsmiths' academic portfolio often attracts people with a sense of social justice, a creative drive, and an ambition to make a difference. The Goldsmiths community and the core values underpinning what makes Goldsmiths what it is, are an important part of what attracts students and staff to Goldsmiths, and their experience whilst at the University.

In 2015, Goldsmiths launched a renewed [Equality and Diversity Strategy](#) which set out a direction for work in relation to Equality, Diversity and Inclusion (EDI), this brought a pro-active, strategic and collaborative approach to advancing equality at Goldsmiths.

Following this, 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. The final Equality Objectives and Action Plan were approved by Goldsmiths' Council in 2017.

This report will review the progress that Goldsmiths has made with regards to EDI over the last academic year. It will assess the progress against our Equality Objectives and Action Plan, and also pull out some of the highlights over the last academic year.

The report will also present statistical 'at a glance' data to enable a better understand the demographic composition of the staff and student populations at Goldsmiths.

Context

Goldsmiths aim is to embed EDI into everything that we do, by working proactively to advance equality and celebrate diversity. Since the launch of Goldsmiths' EDI Strategy in 2015, many initiatives and actions have moved forward successfully. However, there is still a lot more to do, particularly in the ever-changing landscape of Higher Education.

The Higher Education sector is going through a period of unprecedented change, due to a wide range of external political, social, and economic factors. This includes, but is not limited to, the decision for the UK to leave the European Union.

Goldsmiths is not immune to the pressures on the sector and needs to be flexible to adapt to the challenges it faces in order to sustain and retain its identity as a world-leading centre of educational excellence, whilst staying true to its values of equality, inclusion and social justice.

Goldsmiths' Strategy 2018 - 2023

Goldsmiths has developed a new institution-wide [Strategy 2018 -23](#). This Strategy builds on Goldsmiths' previous Strategic Plan, by responding to the new environment and changing context of the Higher Education sector.

While its mission and values remain unchanged, the revised strategy seeks to respond to the changing environment and reshape Goldsmiths priorities for the next five years.

Goldsmiths mission is:

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

- Patrick Loughrey, Warden of Goldsmiths

Goldsmiths' values include:

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

EDI is a crucial element within all of these values whether explicitly or implicitly, and therefore is central to our success, both in terms of retaining Goldsmiths' unique identity within a competitive market, and sustaining the institution into the future.

Equality Objectives under the Public Sector Equality Duty

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

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

Equality Objectives are set every four years to help meet our legal obligations under the Equality Act. We are proud to present our [Equality Objectives 2017- 21 and Action Plan](#)

We review Goldsmiths' progress against our Equality Objectives on an annual basis as part of our annual EDI Report.

In this report we will make the first review of our new Objectives, published in April 2017.

Some highlights for Equality, Diversity and Inclusion at Goldsmiths in 2017-18

On the table (pages 6 – 22) a summary of the progress updates will be given against each of the Equality Objectives (for year 1). However, please find below some of the highlights for this academic year so far.

Launch of Equality, Diversity and Inclusion Hub

Goldsmiths launched its EDI Hub on the staff intranet, Goldmine. Goldsmiths' staff are able to access it [here](#).

The EDI Hub is designed to be a one-stop-shop for EDI related content - providing better guidance for staff and managers, links to support networks across Goldsmiths and the local Lewisham community, an online space for communities of people from different backgrounds at Goldsmiths. The Hub also promotes research and events that are currently taking place across Goldsmiths that relate to EDI.



Goldsmiths launches world-first MA in Queer History

Goldsmiths is the first University to offer a specialist MA in Queer History. Launched in September 2017 and led by Dr Justin Bengry, the MA provides a comprehensive introduction to the themes and methods of Queer History as well as laying a solid foundation in general historical study. It offers a first-rate overview of important thought and methods from the fields of Queer theory as well as the histories of gender and the body and sexuality.

The launch event for the MA in Queer History, opened by the Patrick Loughrey - Warden of Goldsmiths, followed by its inaugural Lecture by Professor Alison Oram can be viewed [here](#)

Learning and Teaching Assessment Strategy

The [Learning, Teaching, and Assessment Strategy 2017-21 \(LTAS\)](#) was co-developed in 2017 by a number of staff and student representatives from across Goldsmiths. This progressive strategy shows the real progress that Goldsmiths has made, and an example of how we are truly embedding EDI good practice into everything that we do.

The LTAS has five strategic priorities listed below:

1. Liberate our degrees
2. Develop research-teaching synergies
3. Ensure access, inclusion, and robust learning support for all our students
4. Extend our reach
5. Enhance graduate futures

Goldsmiths Students' Union are acknowledged for their pioneering work that has enabled the 'Liberate our degrees' strand to become a more prominent part of the LTAS.

"The aim to 'Liberate our degrees' means to proactively challenge the white, middleclass, ablist, male-dominated curricula that are prevalent across the Higher Education sector, and to centre the work of marginalised scholars on race, sexuality, gender and disability within academia" – LTAS 2017- 21.

A video case study has been published to demonstrate what this strategic aim in the LTAS means in practice. This can be found [here](#).

Diversifying Leadership Programme - Investing in Black and Minority Ethnic Leaders of the future

Goldsmiths has engaged for the first time with the Diversifying Leadership, a new Leadership Programme led by the Leadership Foundation for Higher Education, sending a number of academic and professional services staff on the programme over 2017- 18. The programme is designed to support early career academics and professional services staff from Black and Minority Ethnic (BME) backgrounds who are about to take their first steps into a Higher Education leadership role – or for those who aspire to such a role.



Goldsmiths challenges sexual violence, harassment and misconduct

In October 2016, Goldsmiths set out a 10-point plan to address this sector-wide issue. The 10-point plan was intended as a starting point for Goldsmiths' and Goldsmiths Students' Union's strategic and collaborative work in this area, with the intention that the plan would develop as the project advanced.

Notable progress has been made over the last 12 months. An update about progress of this work can be found [here](#).

The academic year 2017- 18 will see the delivery of a significant number of initiatives around this work including the launch of an online reporting tool, a new policy and process for reporting, and the roll-out of University-wide training programmes. This will include, student peer led active bystander training, and essential staff briefings that every staff member is expected to attend.

Goldsmiths supports trans awareness week

Following on from a month long campaign to celebrate London Pride over July 2017, (where Goldsmiths flew the rainbow and trans flags, and promoted research, teaching and activism related to LGBTQ equality on the across campus, on the web, and on social media), in November Goldsmiths ran a campaign in support of Trans Awareness Week.

Natacha Kennedy, Lecturer in Educational Studies at Goldsmiths, discussed the importance of encouraging the conversation about the trans experience. Natacha's latest research looks at the diversity of trans experience, for instance, how young trans people experience epiphany.

An interview with Natacha as part of Goldsmiths’ social media campaign over trans awareness week can be found [here](#).

Launch of Women’s Leadership Network

More than 60 women from all areas of Goldsmiths attended the launch of the Women's Leadership Network (WLN), to support the initiative, exchange ideas and learn from the experiences of others. Professor Elisabeth Hill, Deputy Warden, opened the network, which is Chaired by Dr Juliet Sprake, Senior Lecturer from the Department of Design. The network is open to women at all stages in their careers, who have an interest in leadership.

HR Data Improvement Project

Since the launch of our EDI Strategy in 2015, Goldsmiths has considerably improved its EDI data completion rates year on year, with 2017 being the most successful year. This demonstrates the proactive approach Goldsmiths is taking to improve its data quality.

As part of Goldsmiths’ HR Data Improvement Project, led by the HR Data and Management Information Manager, even when looking at a snapshot of the data collection over the Autumn Term 2017-18, almost all data items have seen a significant improvement in coverage and quality. A Red Amber Green (RAG) Rating Methodology has been applied to various data items in order to track improvements in data coverage and quality. The data in the table below highlights data that has been re-categorised from red to amber or amber to green. Figures include all HESA-eligible staff.

Data Item	Sep-17	Dec-17
Ethnicity	89%	97%
Disability	86%	93%
Religion	48%	57%
Sexual Orientation	44%	55%
Gender Identity	41%	53%

OBJECTIVE 1: For <i>everyone</i> 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 2018
a) For EDI to be embedded into strategic decision making, and ‘business-as-usual’ activities.	<ul style="list-style-type: none"> - 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. - Consider ongoing learning and development opportunities to develop inclusive leadership skills (e.g. for Chairs of Committees, Council Members etc.). 	<ul style="list-style-type: none"> - New EDI Hub has been developed and launched on staff intranet ‘Goldmine’, to engage with and support staff with guidance and resources (see page 3 for further info) - Equality Analysis is an expectation for all of Goldsmiths’ strategic projects approved via the Strategic Projects Office. - Sustaining staff engagement with a monthly staff news piece for all staff from 2017-18 onwards to celebrate diversity events (Black History Month, Trans Awareness Week, London Pride, International day for disabled people etc.), and raise awareness of EDI related initiatives and support at Goldsmiths and externally. - EDI good practice continues to become embedded within strategic work at committees (e.g. work of the Learning and Teaching Enhancement Committee in developing the Learning and Teaching Assessment Strategy – see page 3 for further info).
b) For senior leaders (e.g. SMT and Council) to demonstrate inclusive leadership skills, champion Goldsmiths’ EDI agenda, and take	<ul style="list-style-type: none"> - Encourage regular discussions about EDI at formal committees and fora (E.g. Wardens Advisory Group/Academic Board), chaired by senior leaders. - Work towards a culture where everyone has a responsibility for EDI good practice, rather than a select few. - Continue to support senior leaders to build a level of 	<ul style="list-style-type: none"> - Active engagement of Goldsmiths’ Council in the development of Goldsmiths’ new sexual harassment, violence and misconduct policy (see page 4 for further information about the project). - Executive and Governance Services develop guidance to support Committee Secretaries and Chairs. Elements of Chair and Secretary training rolled out over 2017- 19.

<p>accountability when areas of improvement are identified.</p>	<p>confidence in relation to EDI practice and inclusive leadership skills.</p> <ul style="list-style-type: none"> - Continue Goldsmiths’ engagement and communication approach to EDI, to support the development of a shared narrative. 	<ul style="list-style-type: none"> - Completed a recruitment exercise to encourage new Council and Committee members from a diversity of backgrounds. - Goldsmiths engages for the first time with the Leadership Foundation for Higher Education’s new Diversifying Leadership Programme. Investing in future leaders and talent from Black and Minority Ethnic (BME) backgrounds for the HE sector. - 6 Staff from across Goldsmiths and Goldsmiths Students’ Union are sponsored attend the Aurora Women’s Leadership Programme 2017- 18, led by the Leadership Foundation for Higher Education.
<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.</p>		
<p>Aims</p>	<p>Actions</p>	<p>Progress Update January 2018</p>
<p>a) Continue to develop and implement activities to attract, retain, and support students from lower-socio economic backgrounds and underrepresented groups.</p>	<ul style="list-style-type: none"> - Work with schools and colleges in ‘low participation neighbourhoods’ to raise awareness, aspiration and attainment. - Continue GoldStars programme and Goldsmiths’ Progression Scheme (GPS). - Deliver Summer Schools – including fair access to more selective programmes. - Continue to seek ways in which Goldsmiths can build on Peer Assisted Learning and support networks such as Goldsmiths peer mentoring scheme – PALS, and Dedicated Listeners Scheme led by Goldsmiths Students’ Union. - To provide dedicated support for care leavers and 	<ul style="list-style-type: none"> - Goldsmiths is developing a collaboration with Peabody Housing to deliver activity to their residents of all ages. - Goldsmiths’ Student Ambassadors have started mentoring young people at the Young Lewisham Project and Conisborough College. - 150 young people took part in Goldsmiths range of residential and day-place summer schools in 2017. - 525 learners took part in the Goldstart pre-entry week, with 96 of evaluation respondents reporting that they knew where to get support and what the academic environment would be like, as a result of attending.

	<p>estranged students through Goldsmiths' Student Advice and Wellbeing Service.</p> <ul style="list-style-type: none"> - As part of student counselling provision, use data to help inform practice and engagement with specific groups (e.g. in relation to gender, international students, and care leavers). 	
<p>b) Continue the focus to recruit, retain and provide support for disabled students at Goldsmiths.</p>	<ul style="list-style-type: none"> - Continue delivering support for reasonable adjustments, individual learning plans, and enhanced support with assistive technology where necessary. - Continue building on the successful recruitment of high numbers of students in receipt of Disabled Student Allowance (DSA) and expand benchmark criteria to cover <i>any</i> 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. 	<ul style="list-style-type: none"> - Goldsmiths' Inclusion Working Group (IWG) conducting a wide-ranging 'audit' of where we are as an institution in terms of inclusion and access. The audit aims to include a record of what existing and potential metrics and measures there are for monitoring and recording inclusion and access. - Student Disability Team developing a new Reasonable Adjustment Student Agreement (RASA) form to clarify to both staff and students what the roles and responsibilities are for all involved. - Recognition that improvements to the RASA could form part of the work of IWG; namely, identifying adjustments in the Department and Assessment sections that should be implemented as across-the-board as best practice, rather than being included as a special adjustment. - Department Accessibility and Inclusion Representatives (formally known as DDSCs) continue to provide localised feedback and review mechanisms at departmental level and work with staff to recommend improvements. - Accessibility and Inclusion Representatives role expanded to cover a wider set of experiences, including promoting awareness of invisible

		impairments/disabilities and feeding back on central processes e.g. implementation of RASA's.
c) Supported by Goldsmiths' Student Experience and Engagement Strategy , ensure that students, regardless of background, succeed at Goldsmiths.	<ul style="list-style-type: none"> - Continue developing transition programmes to engage students with their learning. - Invest in the development of activities to engage Goldsmiths' 'non-traditional' student population in opportunities for post-graduate study and careers. - Continue to recruit high numbers of mature students returning to study. - Enhance our outreach support provision for particular under-represented groups (e.g. 'looked after children', care-leavers, refugees and asylum seekers). - Seek further activities to Increase enrolments from young male learners. 	<ul style="list-style-type: none"> - Specific sessions have been developed at Goldsmiths' Open Days for mature learners. - Childcare provision has been offered at open days to enable learners to maximise their experience. - Progression Agreement is in development with OCN London (who validate Access courses).
OBJECTIVE 3: Through the aims of our Learning and Teaching Assessment Strategy (LTAS) 2017- 21, make steps to develop more inclusive curriculum and pedagogy, considering the needs and strengths of a diverse and multi-cultural student body.		
Aims	Actions	Progress Update January 2018
a) Work towards a fully accessible and inclusive learning and teaching practices, curriculum design and pedagogy in all disciplines.	<ul style="list-style-type: none"> - Identify the barriers to learning faced by a range of students, including disabled students, and then identify structural changes we can make to address these barriers. - Work towards a proactive anticipatory approach to inclusion by identifying barriers to inclusion in learning and teaching practices and then removing them across the board. 	<ul style="list-style-type: none"> - LTAS 2017- 21 was published and included the key strategic aim of 'Access, Inclusion, and Learning Support' (see hyperlink above for further information). - TaLIC (Teaching and Learning Innovation Centre) have launched Teaching and Learning Grants Scheme, seeking applications for small grants of up to £2,000 and larger awards of up to £5,000 to fund projects that support inclusive teaching and learning at Goldsmiths.

	<ul style="list-style-type: none"> - Ensure equality, diversity and inclusion are considered in the design and development of all new academic programmes (approved by Academic Development Committee). - Learn from practice across the sector about tools/models related to inclusive curriculum. - Consider the broad array of learning practices including peer and group learning. - Work proactively to embed inclusive learning and teaching practices across Goldsmiths following changes to the Disabled Student Allowance (DSA). - Work with students as partners in driving forward positive change (e.g. with DDSCs Scheme). - Library to continue working with departments to make reading lists accessible for students and compatible with assistive technology where possible. - To seek ways in which we can use digital platforms and technology to enhance learning and teaching. 	<ul style="list-style-type: none"> - IWG conducting internal audit to assess what good practices are currently underway. - Case studies sought to develop into videos to engage staff with real examples of this LTAS strategic aim in practice (as previously developed for ‘Liberate my Degree’ strategic aim – see page 4 for link to video). - Continued working with students as partners in making progress in this area (development of LTAS, Accessibility and Inclusion Reps, representation on SESC, LTEC and IWG). - Academic Development Committee ensure that all new programmes have undergone Equality pre-assessment. - Equality Analysis undertaken for new international partnership programmes. - MA in Queer History launched and given prominence for its value as a world first programme of its kind (including external promotion (see page 3 for further information)). - Launch of MA in Race, Media and Social Justice in the Department of Communications.
<p>b) For students to feel included and engaged with the content of their curriculum regardless of their background.</p>	<ul style="list-style-type: none"> - Consider the needs of a diverse and multi-cultural student body when developing course content. - Support Goldsmiths’ Student Union and relevant stakeholders to progress the ‘Liberate my Degree’ campaign and its strategic aims (as outlined in the LTAS 2017-21). - Develop further channels where students can feedback about curriculum content. 	<ul style="list-style-type: none"> - LTAS includes strategic aim ‘Liberate our degrees’ Goldsmiths Students’ Union acknowledged for their pioneering work that has enabled the ‘liberate our degrees’ strand to become a more prominent part of the LTAS. - Work proposed to explore issues and barriers in relation to student attainment and progression by ethnic group. - Goldsmiths’ Student Union leading on initiatives to support this strategic aim in practice.

	<ul style="list-style-type: none"> - Seek ways in which reading lists can become more diverse in terms of content and background/perspectives of authors. 	
<p>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.</p>		
Aims	Actions	Progress Update January 2018
<p>a) Continue Goldsmiths' plan to improve the accessibility and inclusivity of the physical environment on campus.</p>	<ul style="list-style-type: none"> - Ensure that Equality Analysis and access considerations are made in the planning stages of new buildings, changes to existing buildings, and capital works projects. - Continue the 'Way Finding' pilot project, (exploring the accessibility of Goldsmiths' library (Rutherford Building)) and consider rolling out to other buildings across campus. - Continue work to ensure signage is clear and accessible. - Continue our standard practice to install hearing loops for every room of 60+ capacity (installing in smaller rooms/specific contexts, and mobile induction loops when required). - Continue to include a gender-neutral toilet option for all new buildings. - Raise awareness of our room for mothers to rest and express milk. - Develop additional inter-faith spaces/facilities on campus. 	<ul style="list-style-type: none"> - Goldsmiths engaging more closely with Disabled Go as part of work of the IWG. - New Caroline Graveson Building opened to co-locate many professional services staff – all floors include accessible, and gender-neutral toilet facilities. Equality Analysis and reasonable adjustments factored into the project. - New interfaith spaces created on campus including new chaplaincy space, mindfulness yurt and 'the snug' – a quiet space to relax and unwind. - Two buildings on campus named after pioneering women (for the first time in Goldsmiths history) - Education Building renamed the Margaret McMillan Building (MMB), alongside the new Caroline Graveson Building. - New wayfinding signage in Richard Hoggart Building (RHB), including additional signage clarifying lift and staircase access to upper floors. - New wayfinding signage in Library and Rutherford Building (RB). - Symbols painted on pavements to highlight access routes around campus.

		<ul style="list-style-type: none"> - Relocation of Theatre and Performance departmental office from inaccessible mezzanine in RHB to ground floor office in 21/22 Laurie Grove. - Refurbishment of WCs in Library, RB and MMB. - New Staff Wellbeing Centre has been created.
b) Work together to gather experience and knowledge to help prioritise actions in relation to campus accessibility.	<ul style="list-style-type: none"> - Seek ways in which feedback from staff and students can inform practice in relation to campus accessibility (e.g. via DDSCs Scheme). - Estates to continue collaborating with stakeholders to improve access and inclusion. - Communicate progress and updates in relation to campus accessibility/inclusion. 	<ul style="list-style-type: none"> - Continued collaborative approach to improving campus accessibility as part of the IWG. - Designated member of staff has been recruited to deal with estate accessibility issues. - Setting up of Student/Estates Feedback group to discuss issues around campus and scope of new projects etc. This group will meet termly and report into the Space Working Group, and from there into Estates and Infrastructure Committee.
c) Make progress in developing accessible teaching and learning environments, including in virtual environments.	<ul style="list-style-type: none"> - Encourage the staff and students to use Google maps virtual campus map. - Work together to develop more inclusive teaching and assessment practices and environments following changes to the DSA. - Implement an Estates Management System and review the campus room numbering. - Continue providing space for students' use of assistive technology. 	<ul style="list-style-type: none"> - Continued collaborative approach to improving campus accessibility as part of the IWG. - Ongoing development of the Estates Management System. - Collaboration with Library and ITIS to install Laptop Loan lockers.
d) Ensure that any IT and Information management systems	<ul style="list-style-type: none"> - Review current IT and Information Management systems for their accessibility. - Consider EDI/accessibility in the planning and tendering stages for new systems and tenders. 	<ul style="list-style-type: none"> - Progressed with embedding inclusion within IT procurement processes e.g. Student App project where inclusion criteria were included in the tender specification and this ensured that the chosen product

<p>we use are accessible and inclusive.</p>	<ul style="list-style-type: none"> - Work towards the W3C standard/Web Content Accessibility Guidelines (WCAG) (A, AA, AAA) to ensure that we have the most accessible systems and online platforms. 	<p>complied with the accessibility standards we aspire to. The system chosen, campusM is certified to WCAG AA+ standard and fully supports the native iOS and Android accessibility tools including VoiceOver. This project is planning to deliver a new capability to students in 2018.</p> <ul style="list-style-type: none"> - Reviewing existing systems is ongoing as part of vendor management meetings.
<p>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.</p>		
<p>Aims</p>	<p>- Actions</p>	<p>Progress Update January 2018</p>
<p>a) Capture and store accurate and meaningful EDI data to support better understanding of our staff and student demographic profiles.</p>	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - HR Data and Management Information Manager has been recruited to focus on improving staff data. - System suitability and data processes have been assessed and improvements have been implemented. - A baseline position on data quality was established in September 2017. Improvement indicators are now being monitored in order to assess any improvements in data quality. - A data cleansing project is underway. This project seeks to correct the legacy issues surrounding data processing. - A suite of exception reports has been rolled out to ensure that the HR department can quickly identify and correct erroneous data. - A Staff Data Hub (name TBC) will be launched in the new year, providing staff with a central resource for

	<p>survey.</p> <ul style="list-style-type: none"> - 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>understanding data issues and keeping personal information up to date.</p> <ul style="list-style-type: none"> - Equality data fields have been reviewed in line with ECU and HESA new guidance. Additions of 'Queer' for the category sexual orientation have been added in line with best practice and to better reflect Goldsmiths' community. - Data completion rates for new staff on entry to Goldsmiths have consistently improved since 2015 and particularly over 2017-18 (see page 5 for further information).
<p>b) Develop efficient systems and processes to streamline existing data collection methods.</p>	<ul style="list-style-type: none"> - Develop a clear data pipeline for EDI data. - Streamline processes to reduce a duplication when capturing or requesting information. - Develop a sustainable process for ongoing robust data capture and good practice data management. 	
<p>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.</p>		
Aims	Actions	Progress Update January 2018
<p>a) Seek opportunities to collaborate, and promote events with similar themes or shared aims.</p>	<ul style="list-style-type: none"> - Continue to develop a joined up, collegial approach to EDI events across Goldsmiths and Goldsmiths' Student Union. - Share good practice and knowledge across Departments and disciplines. - Continue developing a community for EDI work and practice. - Continue to seek ways in which we can foster an environment where academic collaboration in this area thrives. 	<ul style="list-style-type: none"> - Shared events related to EDI open to staff and students have continued, e.g. Athena SWAN talks. - Black History Month celebrated with spotlights on research from different disciplines and local community history and engagement. - Increased engagement mechanisms with staff news and EDI Hub (with section highlighting academics at Goldsmiths who are/have undertaken research in relation to EDI).
<p>b) Encourage and support a culture of open communication.</p>	<ul style="list-style-type: none"> - Encourage a culture of open communication (e.g. discussion about support needs and adjustments as necessary, encouragement to raise concerns when issues arise, and by seeking informal resolutions to 	<ul style="list-style-type: none"> - Continue to work together with students as partners - New reasonable workplace adjustments guidance developed, with improved 'fast tracking' mechanism for procuring reasonable adjustments via the procurement

	<p>grievances by communication, where appropriate).</p> <ul style="list-style-type: none"> - Encourage student and staff representatives to work together to utilise opportunities and address equality issues with an open and joined up approach. - Continue to communicate about institution-wide initiatives and progress in relation to EDI using centralised communication channels. 	<p>team, and more detailed guidance and information (e.g. outlining internal procurement, and Access to Work processes).</p> <ul style="list-style-type: none"> - Open communication via centralised channels for institutional projects such as the work of the Sexual Harassment Advisory Board (SHAB) (blog, external web page, staff news).
<p>c) Seek opportunities to engage with and celebrate the achievements of staff with an expertise in EDI.</p>	<ul style="list-style-type: none"> - Continue work to engage academic staff with institution-wide strategic initiatives related to EDI. - Seek opportunities to encourage internal experts to share knowledge and research at events at Goldsmiths. - Celebrate success in relation to EDI practice and research. 	<ul style="list-style-type: none"> - Engaging with internal experts for delivering in-house learning and development where possible (e.g. Professor Pam Heaton (Department of Psychology) delivering Autistic Spectrum Disorder Training). - ‘Research and impact’ section on EDI hub celebrates the research and practice of Goldsmiths’ academics. - Academics informing practice and co-developing/delivering initiatives such as Athena SWAN, SHAB, Women’s Leadership Network.
<p>d) Seek out opportunities to collaborate with Goldsmiths' SU, organisations in the local community, and other Higher Education Institutions (HEIs).</p>	<ul style="list-style-type: none"> - Work towards a joined up strategic approach to addressing priorities in relation to EDI issues and opportunities. - Seek opportunities to engage and work with the diverse local community of Lewisham. - Work with other external organisations and HEIs, to share and learn from good practice in the sector and other sectors. - Seek opportunities to showcase success at Goldsmiths (e.g. presentations at conferences). 	<ul style="list-style-type: none"> - Good practice across the sector being used to inform practice and work in relation to combatting sexual harassment, violence, and misconduct. - Work underway by Goldsmiths and Goldsmiths Students’ Union to become a Hate Crime Reporting Centre for the borough of Lewisham. - Goldsmiths joined the University of London Equality Network. - Goldsmiths represented at the Equality Challenge Unit conference, UUK ‘Tackling violence against women, harassment and hate crime affecting university students’ conference, and other EDI related sector fora.

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.		
Aims	Actions	Progress Update January 2018
a) Provide guidance and information related to specific key topics, outlining the legislative framework where necessary.	<ul style="list-style-type: none"> - Develop a suite of user-friendly guidance documents and tools to support staff. - Develop specific toolkits following key legislative changes (E.g. changes to DSA). - Ensure there is clear signposting to relevant additional information, where necessary. - Publish easily locatable and accessible information on relevant digital platforms (Goldmine, Gold.ac.uk, VLE etc.). 	<ul style="list-style-type: none"> - EDI Hub of resources and information developed and live on staff intranet, Goldmine. - Regular news pieces highlighting key information and signposting to support. - Goldmine HR pages undergoing review and refresh. - Key guidance in other areas across Goldsmiths being developed to raise awareness and build knowledge (e.g. Supporting Staff to Support Students' handbook).
b) Provide a variety of learning and development opportunities for staff in relation to equality, diversity and inclusion.	<ul style="list-style-type: none"> - Continue providing a centralised programme of learning and development opportunities that are open to all staff, in different formats and at a variety of times. - Encourage Departments to facilitate staff learning and development opportunities relevant to their specific contexts and disciplines, providing advice when required. - Explore further developing bespoke learning and development opportunities for specific staff groups where necessary (e.g. personal tutors). - Ensure that the PG Cert (delivered by TaLIC) offers a learning and development opportunity in relation to equality, diversity and inclusion in teaching (e.g. via a podcast). 	<ul style="list-style-type: none"> - Unconscious bias training continued as part of open programme of learning and development. - Agreement for trans awareness training to be undertaken by all staff in the Student Experience Directorate over 2018, including intense training for staff in student wellbeing roles. - Bespoke trans awareness training being arranged for departments of Art, Computing, and Social, Therapeutic and Community Studies (STaCs). - Mental health training continued. - Review of mental health first aider provision underway. - Other discipline/department specific development underway as required (e.g. Autistic Spectrum Disorder training for managers and team leaders in ITIS). - Programme of learning and development for all staff being developed and rolled out in relation to

		<p>combatting sexual harassment, violence, and misconduct (in partnership with Rape Crisis South London).</p> <ul style="list-style-type: none"> - 'Supporting staff to support students' briefings rolled out throughout the year to support staff in student-facing roles.
<p>c) Embrace alternative options and/or delivery methods that help develop confidence and knowledge in relation to EDI.</p>	<ul style="list-style-type: none"> - Research and evaluate various options and/or delivery methods that could be adopted (e.g. e-learning platforms, facilitated conversations, mentoring, innovative solutions). - Take an organisational development approach to learning and development to address organisational needs in a planned, forward-thinking, and strategic way. - Encourage greater collaboration between stakeholder groups who provide learning and development opportunities at Goldsmiths (e.g. TaLIC, HR learning and Development, IT, Graduate School, Research Office, Student Services). 	<ul style="list-style-type: none"> - Alternative learning and development options and opportunities being explored as part of new Learning and Development Strategic Plan. - Projects related to EDI are continuing with a joined up, strategic approach (IWG, SHAB, Athena SWAN). - EDI considerations being factored into the work of Goldsmiths' new Regulations Working Group. - Internal Learning and development providers working with a more joined up and collaborative approach. - Relunched the Staff Learning and Development Hub (a one stop shop for all learning and development opportunities across Goldsmiths).
<p>d) For every Chair on interview panels to be trained in recruitment good practice and unconscious bias.</p>	<ul style="list-style-type: none"> - Develop renewed learning and development opportunities in relation to good practice recruitment, that includes content on how to mitigate the effects of unconscious bias (e.g. via an e-learning workshop). - Work towards our aim of having every interview panel Chair sufficiently trained in this area, with incremental progress when reviewed annually. 	<ul style="list-style-type: none"> - HR Consultants providing 1-2-1 and in-house training sessions on recruitment and selection best practice. - Work planned to review recruitment and selection processes and guidance at Goldsmiths. The outcome of which will inform the review of the related learning and development provision.

OBJECTIVE 8: As a research-intensive learning organisation, proactively develop an inclusive culture that promotes equality and values diversity.		
Aims	Actions	Progress Update January 2018
a) Develop proactive initiatives to advance equality and develop an inclusive environment for everyone.	<ul style="list-style-type: none"> - Keep abreast of good practice and innovation, both in the HE sector and other sectors. - Use knowledge of HE sector equality issues to inform localised practice and priorities. - Seek opportunities to build on existing initiatives or expand successful pilot initiatives. - Use Equality Analysis as a tool with which to focus initiatives and priorities. - Undertake an Equal Pay Review and develop a plan to address any equality issues. 	<ul style="list-style-type: none"> - Good practice, HE sector Equality Issues, and research from across the sector continue to be used to inform internal practices and initiatives. - EDI measures and drivers being embedded in broader strategic projects and initiatives as ‘business as usual’. - New Staff Wellbeing Programme developed and launched, alongside Staff Wellbeing Centre created on campus.
b) Actively participate in sector and/or national Schemes and Charters that help support positive cultural change.	<ul style="list-style-type: none"> - Continue to make positive progress in relation to advancing gender equality as part of the Athena SWAN Charter, with an initial aim to receive an institutional bronze award (1st submission target – April 2017). - Consider making an annual submission to Stonewall’s Workplace Equality Index (for LGBT equality) – with demonstrable progress made annually in terms of score awarded. - Continue to make progress as part of the ‘Disability Confident Scheme’, upholding Goldsmiths’ ‘Disability Confident Employer’ status. - Explore joining other equality Charters (e.g. the Race Equality Charter). 	<ul style="list-style-type: none"> - Athena SWAN Charter – first institutional bronze submission entered in April 2017. Award not granted for the first submission. However, Goldsmiths is now responding to feedback from the submission and exploring next steps for a second submission. - Feedback from last Stonewall Workplace Equality Index submission is being acted upon, with a view to submit our next submission to the Equality Index in summer 2018. - Disability Confident Scheme has been renewed for two years and ongoing work is being completed to support the recruitment, retention and support for disabled staff at Goldsmiths.
c) Seek opportunities to use data to inform	<ul style="list-style-type: none"> - As Goldsmiths makes incremental progress with data: - Consider the introduction of more ‘positive action’ 	<ul style="list-style-type: none"> - Data project making good progress to increase and enhance the level and quality of staff data including EDI data (see Objective 5 in this table, and also page 5).

<p>EDI strategy and monitor progress.</p>	<p>initiatives to address areas of underrepresentation.</p> <ul style="list-style-type: none"> - Encourage Departments to use data to inform localised strategic aims. - Develop mechanisms to enable Goldsmiths to better monitor progress and benchmark. 	
<p>d) In Goldsmiths' research activities, ensure that EDI is embedded and practices are inclusive.</p>	<ul style="list-style-type: none"> - 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). 	<ul style="list-style-type: none"> - Mentoring scheme is being piloted for Early Career Researchers. - Researcher development programme being developed to support researchers at all stages of their career. - Ongoing work is being completed to support work of the REF 2021.

OBJECTIVE 9: Ensure that policies and procedures are robust, inclusive, and fit for purpose (both in terms of design and application) across Goldsmiths.		
Aims	Actions	Progress Update January 2018
a) To ensure that HR staff policies are inclusive, fit for purpose, and aligned with current good practice and any changes in legislation.	<ul style="list-style-type: none"> - Continue progress to develop new HR policies/guidance (where required). - Systematically review existing policies. - Consider developing peer review and feedback mechanisms that could be adopted to help inform policy review (e.g. 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. 	<ul style="list-style-type: none"> - New policy in relation to combatting sexual harassment, violence, and misconduct has been developed approved by Council. - Refreshed 'Managing Workplace Adjustments' guidance has been published and continues to be reviewed. - Guidance, resources and information are available on the EDI Hub.
b) Ensure that equality considerations are taken when developing, amending, or removing any policies, practices, or procedures.	<ul style="list-style-type: none"> - 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 and Unison. - Engage with any affected stakeholder groups, gathering different perspectives where possible. 	<ul style="list-style-type: none"> - Agreed practices continuing as standard.
c) For staff to engage with and understand institutional policy and for principles to be 'lived' on the ground.	<ul style="list-style-type: none"> - Departments to be rigorous in the application of institutional policies and procedures. - Work with staff to help them understand and engage with institutional policy, aims, and expectations. 	<ul style="list-style-type: none"> - New guidance and information being shared through different channels including via HR Consultants in Schools Meetings. - Extensive training planned to underpin the launch of the new sexual Harassment, violence and misconduct

	<ul style="list-style-type: none"> - Provide learning and development opportunities to support engagement with institutional policy where required. - To continue to raise awareness about any new policies, guidance, and expectations with departments (e.g. on staff intranet, Schools Meetings, HR updates). 	policy and 'Report and Support' online tool.
d) Ensure that student policies, procedures, and guidance are clearly articulated, fit for purpose, and accessible.	<ul style="list-style-type: none"> - Systematically review institutional policies, procedures and regulations ensuring that Equality Analysis is undertaken and EDI 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 Goldsmiths' new Fitness to Study policy). 	<ul style="list-style-type: none"> - Agreed practices continuing as standard. - Policy and guidance development work in this area (including in relation to Student Assessment and Academic Regulations) has continued and is ongoing.
OBJECTIVE 10: Be proactive in combating discrimination, bullying, harassment, and victimisation at Goldsmiths.		
Aims	Actions	Progress Update January 2018
a) Ensure that cases of discrimination, bullying, harassment, and victimisation raised by students are taken seriously and dealt with appropriately and sensitively.	<ul style="list-style-type: none"> - Ensure that the student complaints procedure is fit for purpose, clear and robust. - Ensure that information about the steps for making complaints is accessible and easily available. - Monitor complaints to explore themes related to harassment and discrimination. - Ensure that students and staff at all levels are aware of Goldsmiths' 'zero-tolerance' approach to these behaviours. - Goldsmiths' Senior Management Team and Heads of 	<ul style="list-style-type: none"> - Goldsmiths focus for this year is on significant work around combatting sexual harassment, violence, and misconduct. <p>The academic year 2017- 18 will see the delivery of a significant number of initiatives around this project including the launch of an online reporting tool, a new policy and process for reporting, and the roll-out of university-wide training programmes. This will include student peer-led active bystander training and essential</p>

	<p>Departments commit to promoting a culture that ensures we have a ‘zero-tolerance’ approach to discrimination, bullying, and harassment on campus.</p> <ul style="list-style-type: none"> - Commit to undertaking Equality Analysis for any complaints process reviews. - Review Goldsmiths’ strategy in relation to dealing with allegations of sexual harassment. - Ensure informal support channels are clearly signposted. - Train a number of front line student support staff to equip them to deal with and respond to reports of sexual violence on campus. 	<p>staff briefings that every staff member is expected to attend (see page 4 for further information).</p> <ul style="list-style-type: none"> - This work will complement and highlight other policies and strategies at Goldsmiths including the Discrimination, Bullying and Harassment Policy developed in 2016- 17.
<p>b) Ensure that cases of discrimination, bullying, harassment, and victimisation raised by staff are taken seriously and dealt with appropriately and sensitively.</p>	<ul style="list-style-type: none"> - Engage staff with Goldsmiths’ Discrimination, bullying, and harassment policy for staff (launched 2016) which is underpinned by Goldsmiths’ ‘zero-tolerance’ approach. - Monitor the number of employment relations cases raised since the Policy’s launch. - Offer briefings/learning and development opportunities to engage staff with the Policy and its contents. - Continue providing broader learning and development opportunities which educate, raise awareness and build confidence in areas related to EDI (and discrimination). - Continue providing unconscious bias training, and bespoke sessions for specific groups when required. - Encourage staff to engage in open discussion and inclusive behaviours, to learn from differences and valuing different strengths. 	<ul style="list-style-type: none"> - See above.

'At a glance' representation statistics

Staff Data

Overview

The staff data presented below is taken from Goldsmiths' Agresso HR/Payroll system and Higher Education Statistics Agency (HESA) submission 2016/2017. The data provided includes all staff but excludes atypical staff (those who are not on Goldsmiths' monthly payroll).

Table 1:

Headcount	1712
FTE	1184.1
Total % of academic staff	60.25%

Goldsmiths' Equality Objective 5 for the 2017-21 period, is to capture and store comprehensive and robust EDI data with demonstrable improvement in declaration rates when reviewed annually.

Figure 1:

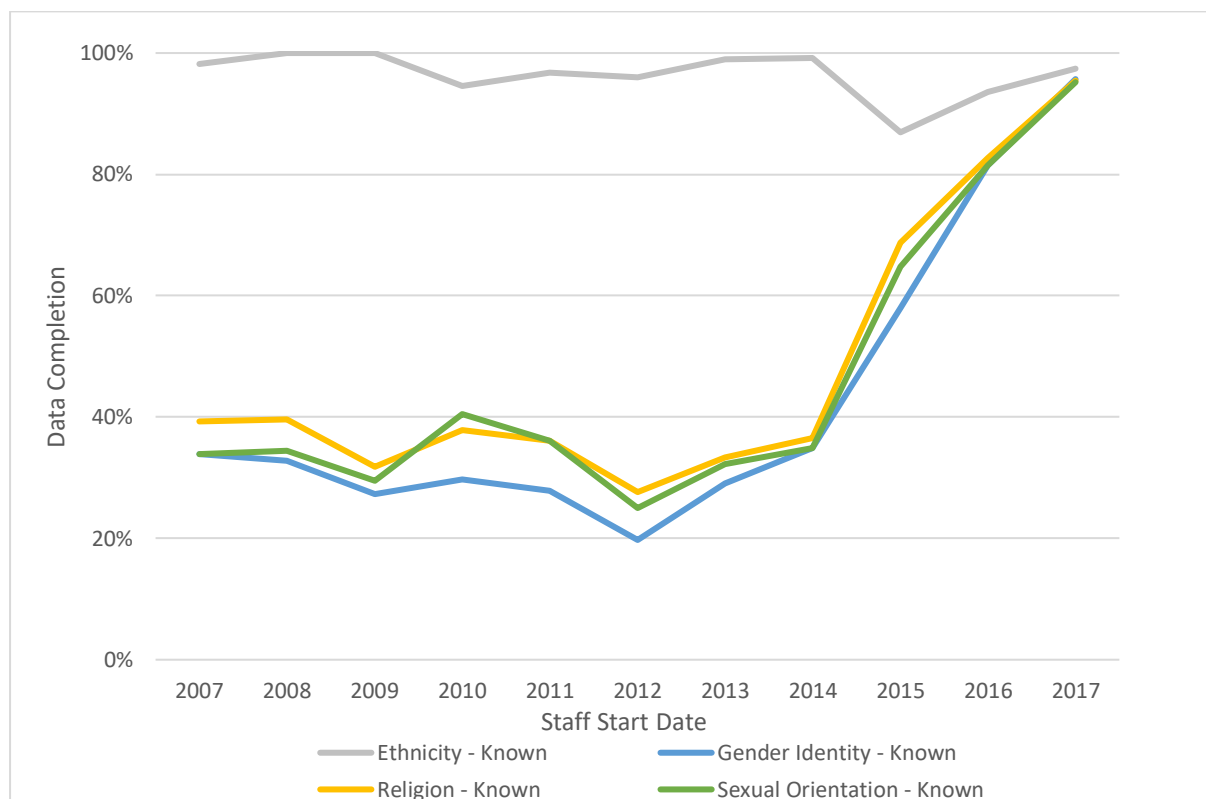


Figure 1 shows new staff data completion rates (on entry) for ethnicity, religion and belief, gender identity, and sexual orientation for each year between 2007 to 2017. As is clear, from 2015 onwards Goldsmiths has considerably improved its completion rates year on year for capturing new staff EDI data, with 2017 being the most successful year. This demonstrates the proactive approach Goldsmiths is taking to improve its data quality.

Gender

Figure 2:

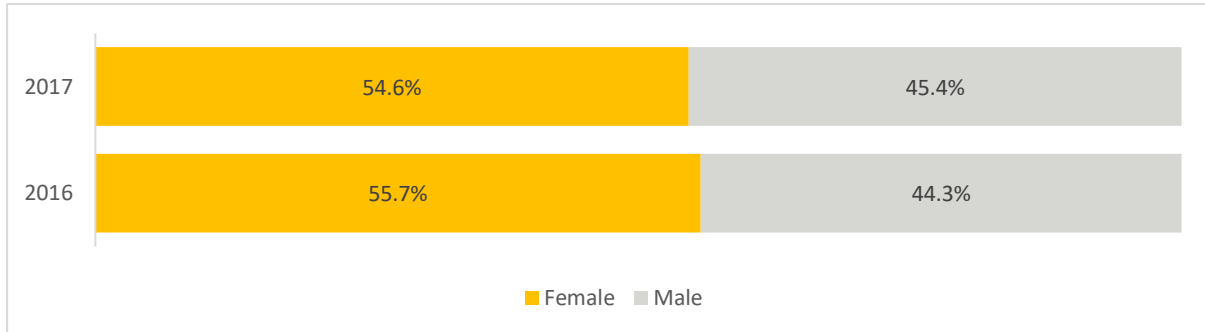


Figure 2 shows the percentage of female and male staff (categorised as legal sex) at Goldsmiths in 2016 and 2017. The sector benchmark for female staff is 54.1% (as provided by the ECU’s ‘Equality in higher education: staff statistical report 2017’).

Figure 3:

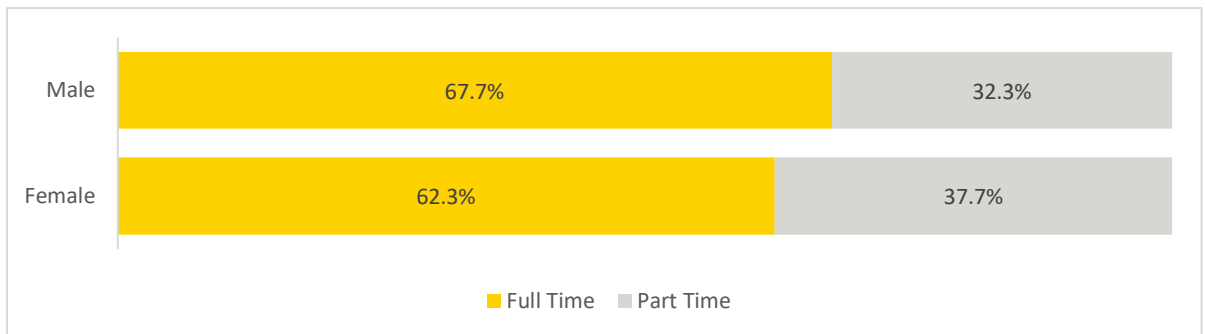


Figure 3 shows the percentage of staff (excluding Associate Lecturers) who are on full time or part time contracts by legal sex for 2017.

Ethnicity

Figure 4:

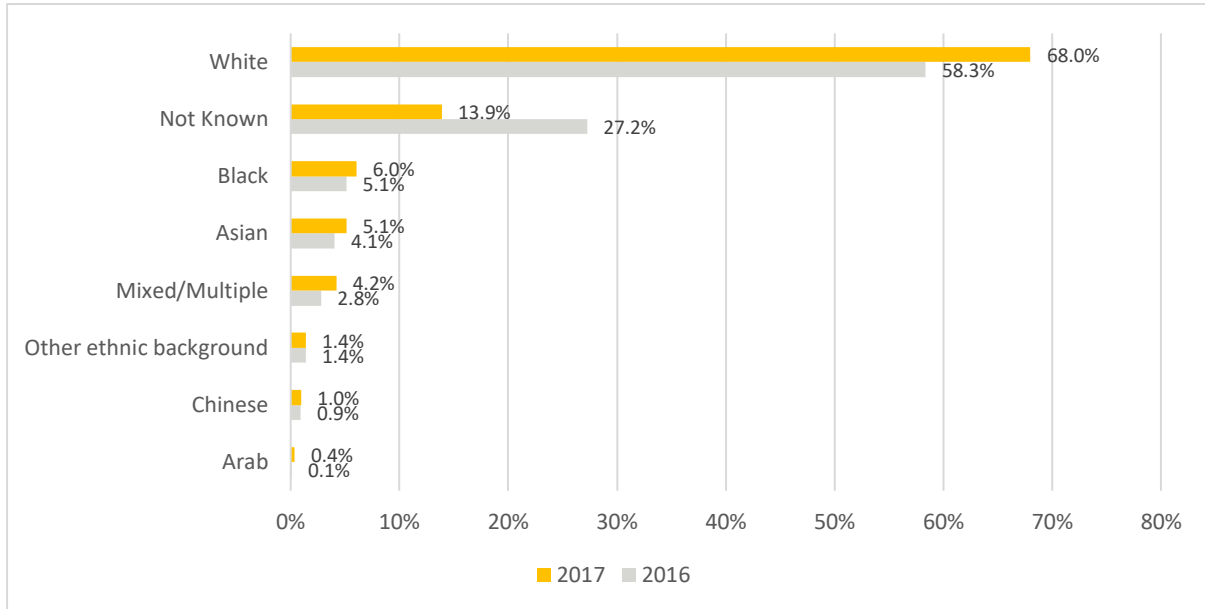


Figure 4 shows the breakdown of staff at Goldsmiths by ethnicity for 2016 and 2017 (as categorised by HESA). As shown, Goldsmiths now holds more data on staff ethnicity compared to 2016, highlighted by the decrease in the “Not Known” category. As a result, each category has increased.

Disability

Figure 5:

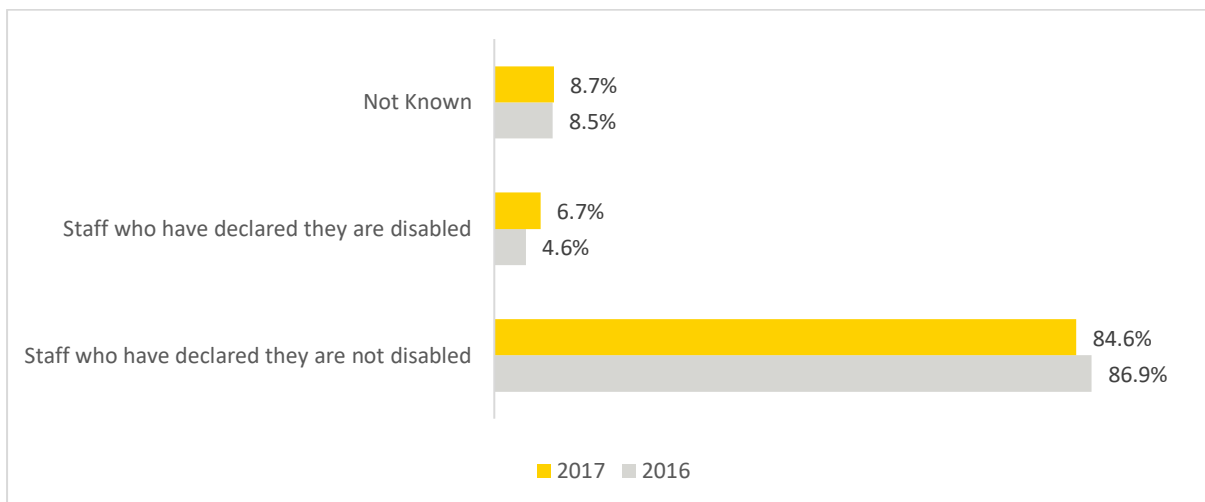


Figure 5 gives an overview of the percentage of staff in 2016 and 2017 who have declared that they are disabled, declared that they are not disabled, or have not made a declaration for this category.

Figure 6:

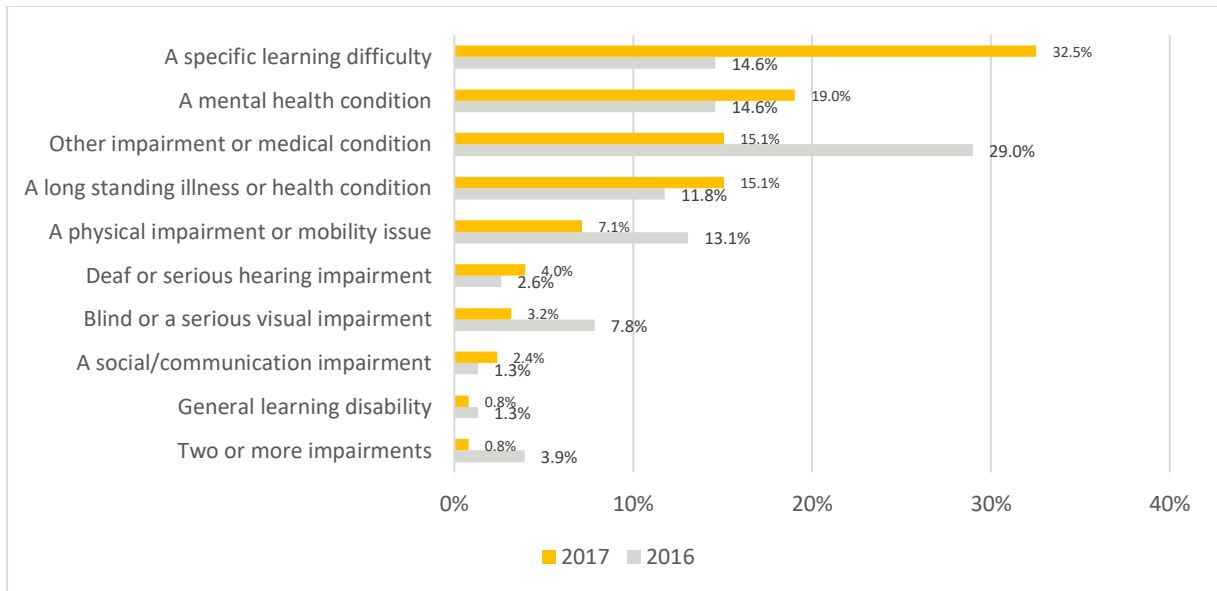


Figure 6 breaks down the percentage of staff who have declared that they are disabled by their impairment type or condition for 2016 and 2017 (as categorised by HESA).

Age

Figure 7:

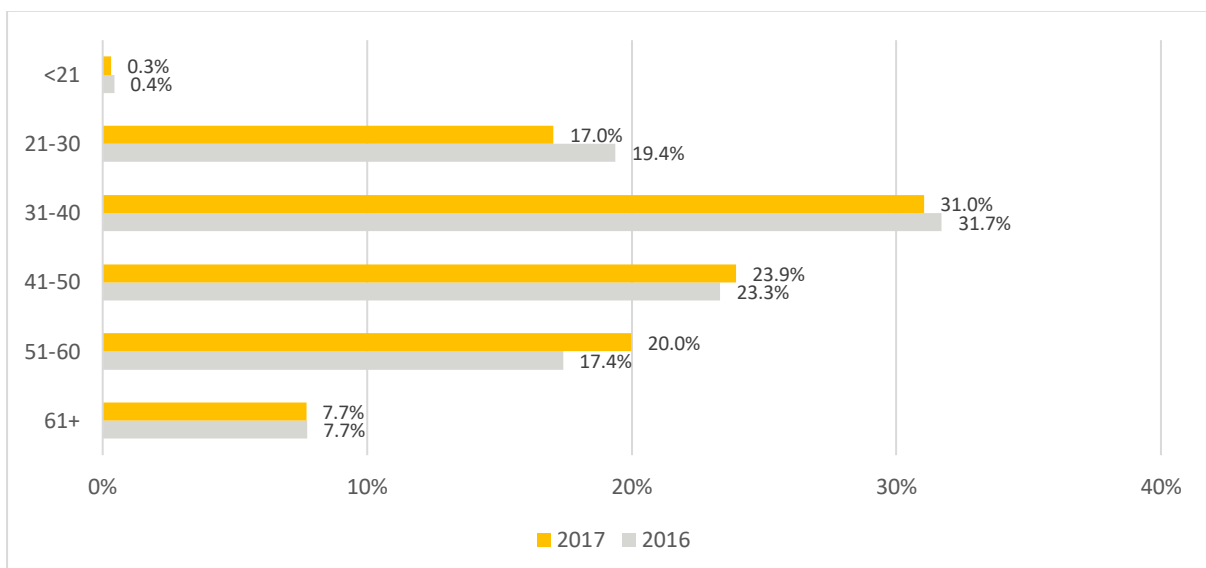


Figure 7 breaks down staff by age group for 2016 and 2017.

Nationality Group

Figure 8:

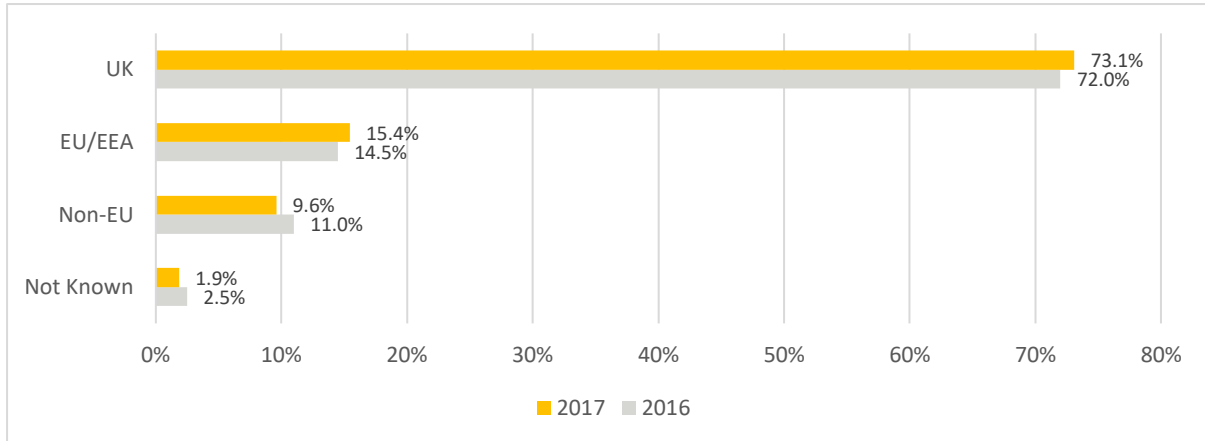


Figure 8 shows a breakdown of staff by nationality group (UK, EU/EEA, Non-EU). We have included this information in light of the 2016 referendum result that will see the UK leave the European Union. As of yet, this has not affected our EU staff numbers.

Sexual Orientation

Figure 9:

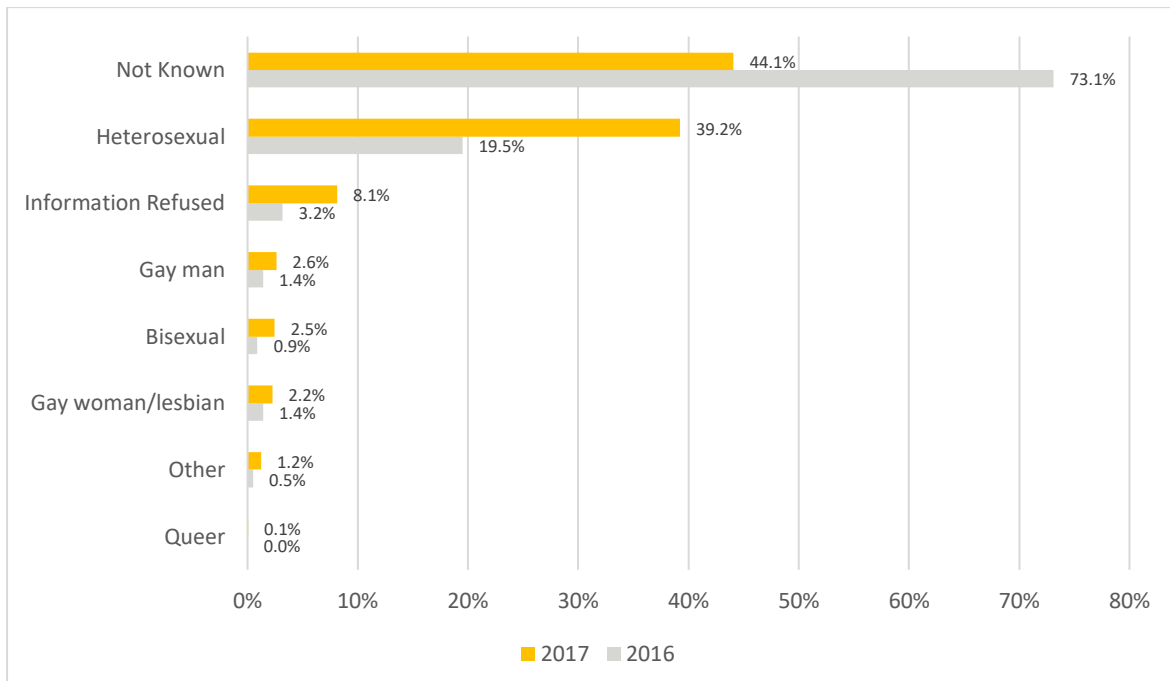


Figure 9 shows a breakdown of staff by sexual orientation. As with ethnicity, we have reduced the amount of unknown information on record in regards to sexual orientation compared with 2016. As such, each category has increased.

Religion and Belief

Figure 40:

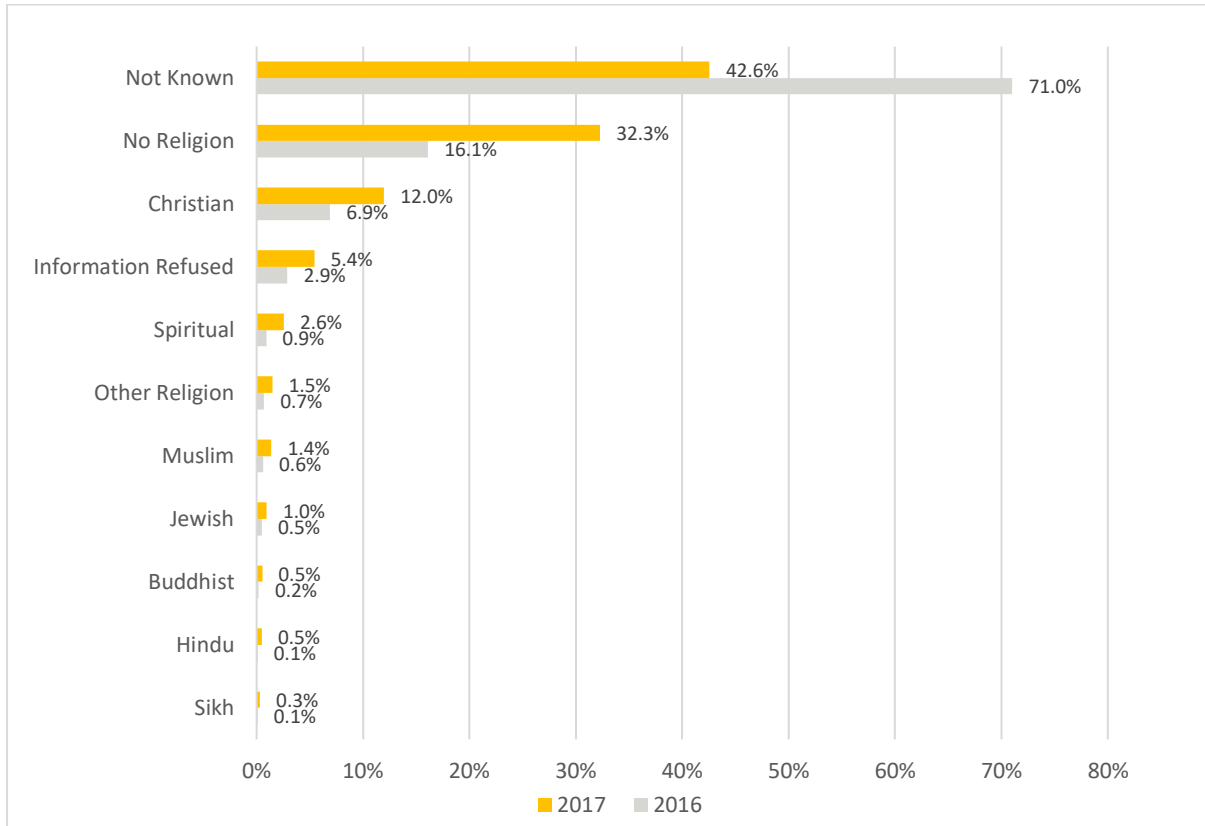


Figure 10 breaks down staff by religion and belief, or lack of. The amount of unknown information has been reduced from 71% in 2016 to 42.6% in 2017 with each category increasing as a result.

Student Data

The student data presented below was taken from Goldsmiths' HESA submission for 2016/2017.

Overview

Table 2:

Total Student Headcount	9,347	100%
Total Students at Undergraduate (UG) Level	6,194	66.3%
Total Students at Postgraduate Taught (PGT) Level	2,758	29.5%
Total Students at Postgraduate Research (PGR) Level	395	4.2%

How do we compare to other HEIs?

Figure 11:

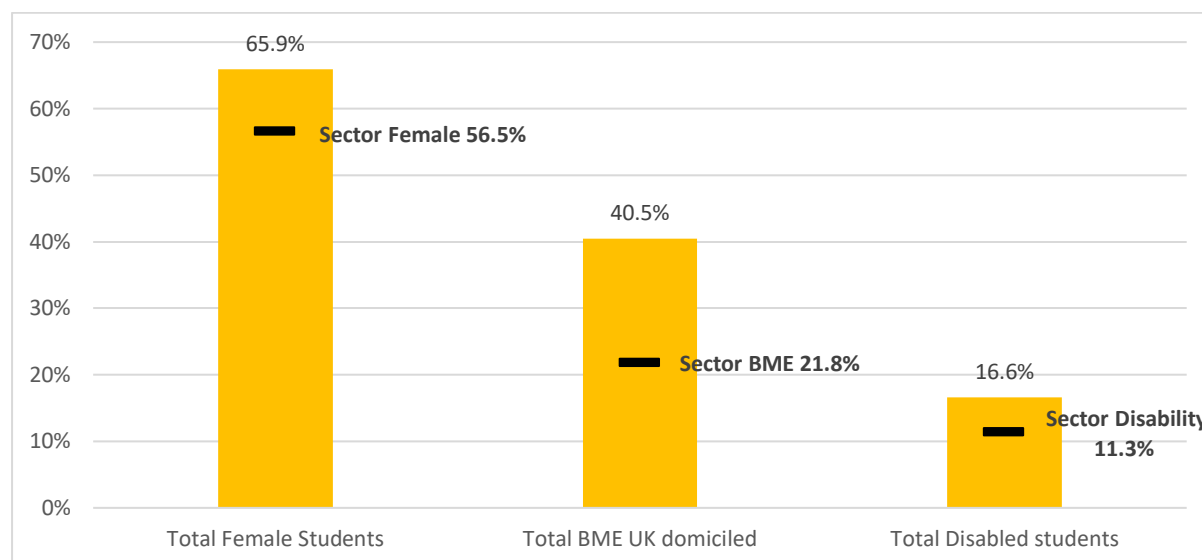


Figure 11 compares Goldsmiths against sector data taken from the Equality Challenge Unit's (ECU) 'Equality in higher education: students statistical report 2017' report.

Ethnicity

Figure 12:

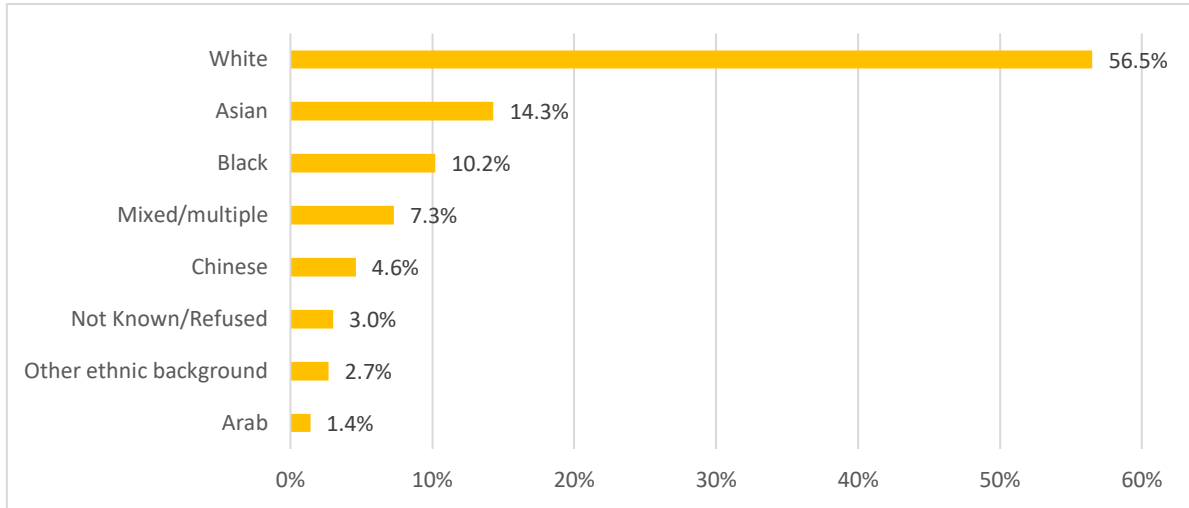


Figure 12 shows a breakdown of student ethnicity (as categorised by HESA).

Disability

Figure 13:

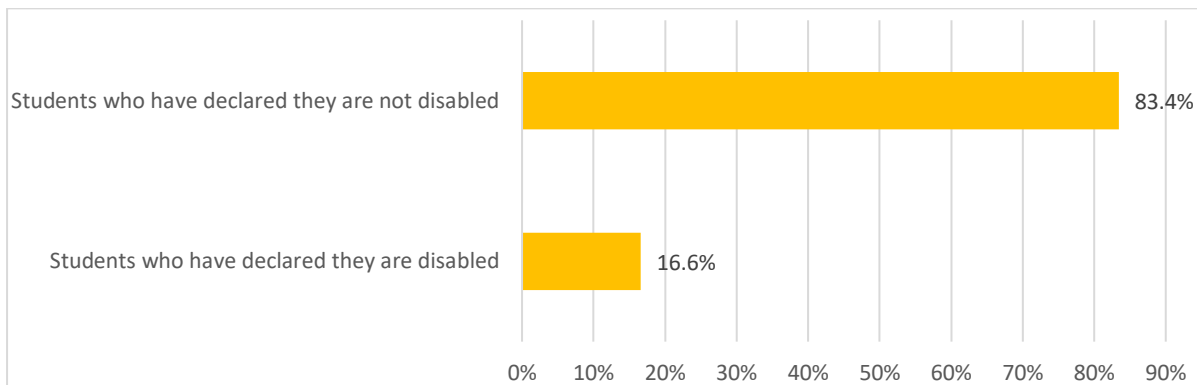


Figure 13 shows the percentage of students who have declared that are, or are not, disabled. The number of students declaring they are disabled has decreased from 18.0% to 16.6% compared to last year.

Figure 14:

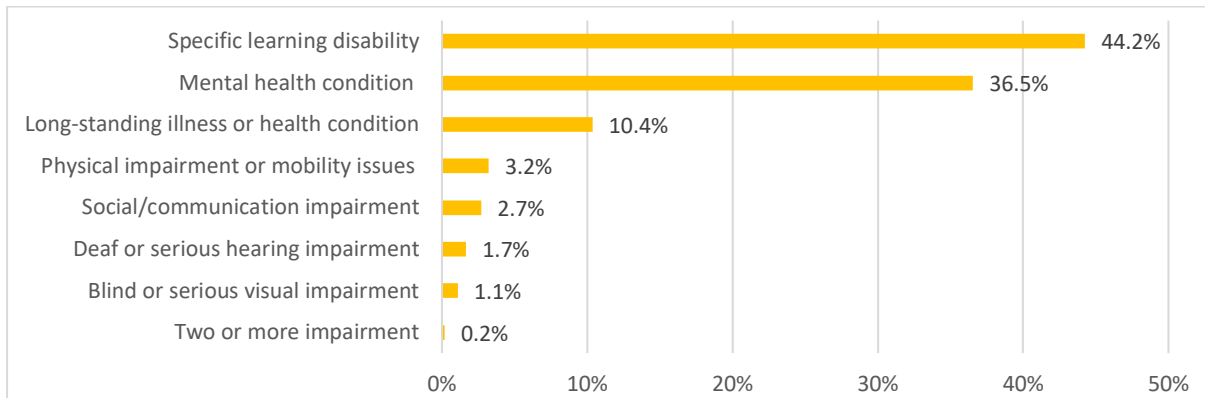


Figure 14 breaks down the percentage of students who have declared they are disabled by impairment type or condition (as categorised by HESA).

Age

Figure 15:

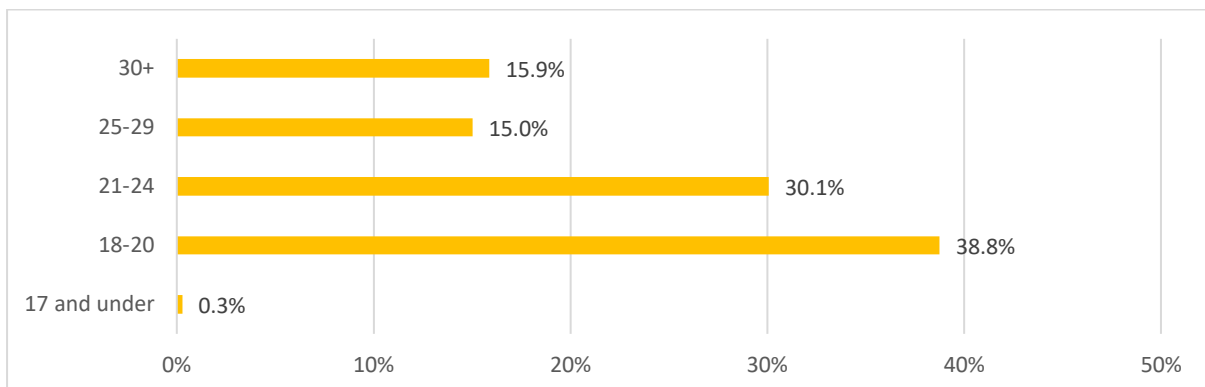


Figure 15 breaks down students by age group.

Gender Identity

Figure 16:

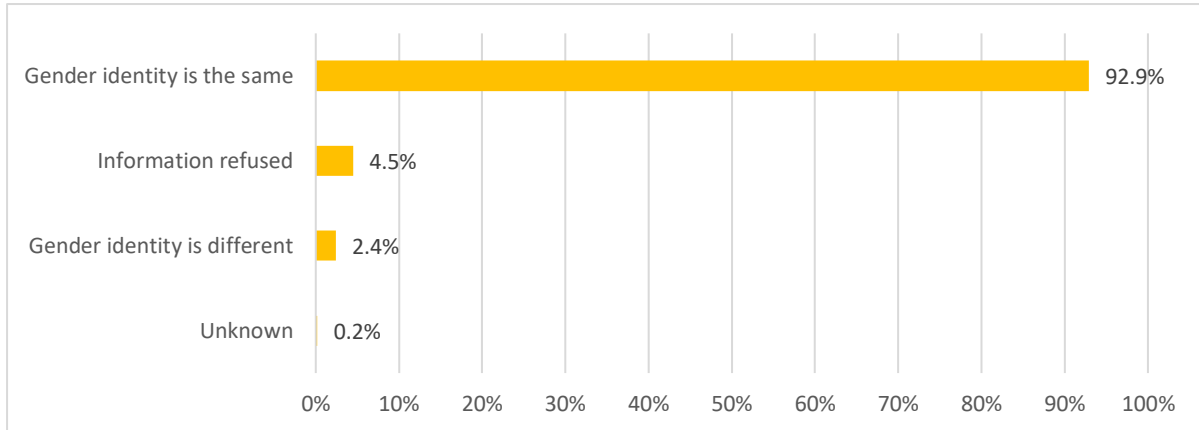


Figure 16 shows a breakdown of students whose gender identity is the same as the one they were assigned at birth, or different from the one they were assigned at birth. It also includes the percentage of students who refused to disclose this information, and the percentage of unknown information. Completion rate for this information has improved from 86.5% in 2016 to 99.8% in 2017.

Religion and belief

Figure 17:

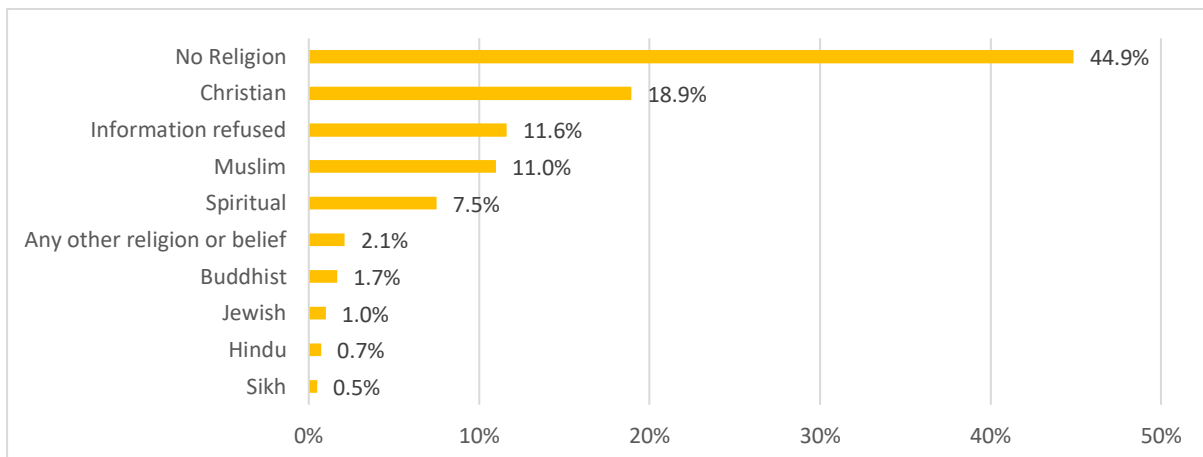


Figure 17 shows a breakdown of students by religion or belief, or lack of. Completion rate for this information has improved from 87.3% in 2016 to 99.8% in 2017.

Sexual Orientation

Figure 18:

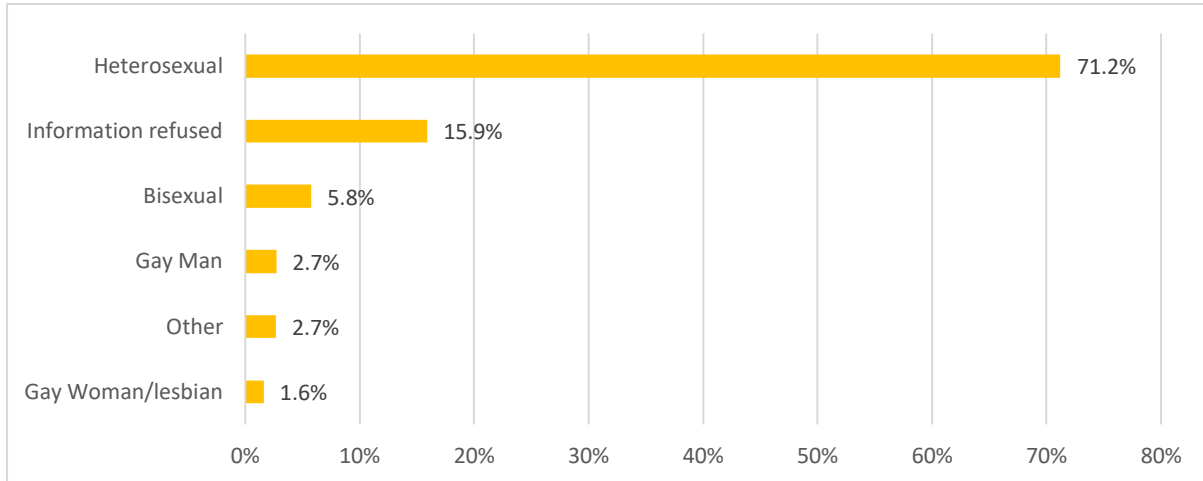


Figure 18 shows a breakdown of students by sexual orientation. Completion rate (on entry) for this information has improved from 86.4% in 2016 to 99.8% in 2017.

Conclusion

Goldsmiths, University of London strives to build a worldwide reputation for rigorous and innovative academic work with teaching and research, whilst retaining its distinctive reputation as a values-based institution where equality, inclusion and social justice are at the heart of everything that we do.

Sustaining Goldsmiths and retaining its unique ethos are even more important through this challenging period of unprecedented change in the Higher Education sector.

Since the launch of Goldsmiths' renewed EDI Strategy three years ago, it is clear that substantial progress has been made to ensure that our values are 'lived' on the ground, and EDI is truly embedded in everything that we do. This has culminated in Goldsmiths' new Equality Objectives and Action Plan 2017- 21 being developed and published in 2017. This piece of work has brought together the great, and often unseen work from across Goldsmiths into one action plan.

It is worth noting that many stakeholders leading on new initiatives, projects and activities at Goldsmiths, such as the work underpinned by our Access Agreements, Learning and Teaching Assessment Strategy, and Institutional Data Improvement Project are unaware of the direct impact their work has on EDI.

The fact that EDI good practice is being embedded into some of Goldsmiths' strategic work so effortlessly, and in some cases being the direct driver for projects, seems to indicate that our central aim to embed EDI into everything that we do is beginning to come to fruition. It also pays testament to the hard work of teams across Goldsmiths and Goldsmiths Students' Union who are ensuring that this work is seen a priority.

Despite our progress, it is crucial that we do not become complacent. This work will continue to form a strong foundation which can be built on over the next three years and support Goldsmiths to be more innovative and progressive in the future.

Recommended Priorities

The sections of this report above, aim to give an overview of Goldsmiths in terms of progress towards our EDI goals and objectives. With this in mind, the following high level priorities are recommended for the coming academic year.

- **Equality Objectives and Action Plan:**
 - Stakeholders across Goldsmiths to continue working towards agreed actions and build on progress.
 - Continue to monitor and record progress updates.
 - Developing an engagement campaign for the Equality Objectives and Action Plan to raise awareness.

- **Data Enhancement:**
 - Continue work around data enhancement to help improve and increase our understanding of the staff and student demographic profiles.
 - Work to establish and consider steps to collect any additional data sets necessary to make progress towards Athena SWAN Charter, Stonewall Workplace Equality Index other EDI related Charters in the future.
 - Plan to move towards developing data sets for longer term 'positive action' initiatives.

- **Proactive work against discrimination, bullying, and harassment:**
 - Support the implementation of activities from Goldsmiths' project to combat sexual harassment, violence and misconduct.
 - Continue work to engage staff with the Discrimination, Bullying, and Harassment policy and other relevant policies.

- **Prepare for submitting the Gender Pay gap report by 31 March 2018.**

Learning, Development and Research

- Build on the work of the open Valuing Diversity Programme with a targeted approach to learning and development, using a flexible delivery model where possible.
- Work with departments to identify their needs.
- Explore long term strategies for learning and development in this area.
- Support the roll out of large learning and development initiatives such as planned trans awareness training for all staff in the Student Experience Directorate over the coming year.

Ongoing monitoring and reviewing mechanisms

EDI at Goldsmiths will be reviewed annually as part of the annual EDI report. This will be published on Goldsmiths' website by 31 January each year (in line with legal obligations under the Public

Sector Equality Duty). This will take into account the ongoing work developed from the EDI Strategy and also review Goldsmiths against its Equality Objectives 2017 – 21 and Action Plan.

Initiatives will be monitored and assessed for effectiveness incrementally in line with the action plan. Any changes can then be made and current initiatives tailored, should additional needs, or further opportunities be identified.