



Institution Application Bronze and Silver Award



ATHENA SWAN BRONZE INSTITUTION AWARDS

Recognise a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

This includes:

- = an assessment of gender equality in the institution, including quantitative (staff data) and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- = a four-year plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- = the development of an organisational structure, including a self-assessment team, to carry proposed actions forward

ATHENA SWAN SILVER INSTITUTION AWARDS

Recognise a significant record of activity and achievement by the institution in promoting gender equality and in addressing challenges in different disciplines. Applications should focus on what has improved since the Bronze institution award application, how the institution has built on the achievements of award-winning departments, and what the institution is doing to help individual departments apply for Athena SWAN awards.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver institution awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections, and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section. Inconsistencies

We have provided the following recommended word counts as a guide.

Institution application	Bronze	
Word limit	10,700*	10,660
<i>Recommended word count</i>		
1. Letter of endorsement	700*	686*
2. Description of the institution	500	493
3. Self-assessment process	1,000	873
4. Picture of the institution	2,000	1805
5. Supporting and advancing women’s careers	5,000	5794
6. Supporting trans people	500	494
7. Further information	500	515

Figure 1.1: Email Confirming Additional Words.

Goldsmiths’ new Warden (equivalent of Vice Chancellor) started in August 2019. Therefore, 200 extra words has been granted for our Deputy Warden (who was acting Warden previously) to write an additional letter of endorsement in Section One.

Name of institution	Goldsmiths, University of London	
Date of application	November 2019	
Award Level	Bronze	
Date joined Athena SWAN	April 2016	
Current award	Date:	Level:
Contact for application	Alicia Nagar	
Email	a.nagar@gold.ac.uk	
Telephone	02077173389	

Table 1.1 Glossary of Terms.

AL	Associate Lecturers
AP	Action Plan
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
AS	Athena SWAN
BAME	Black Asian Minority Ethnic
ECR	Early Career Researchers
EDI	Equality, Diversity and Inclusion
ESF	Executive search firms
F	Female
FPE	Full Person Equivalent
FTC	Fixed-Term Contracts
FTE	Full-Time Equivalent
GESG	Gender Equality Steering Group
GLG	Goldsmiths Leadership Group
Goldmine	Goldsmiths' staff intranet
GREG	Goldsmiths Race Equality Group
HE	Higher Education
HEI	Higher Education Institute
HEIDI	Higher Education Information Database for Institutions
HoD	Head of Department
HoS	Head of School
HR	Human Resources

HRC	HR Consultants
HREC	Human Resources and Equalities Committee
ICCE	Institute of Creative and Cultural Entrepreneurship
IMS	Institute for Management Studies
IT	Information Technology
JNCC	Joint Negotiation and Consultation Committee
KPIs	Key Performance Indicator
KIT days	Keep In Touch Days
L&D	Learning and Development
LGBTQ	Lesbian, Gay, Bisexual & Transgender (and other sexual and gender groups)
OD	Organisational Development
PDR	Performance Development Review
PG	Postgraduate
PGR	Postgraduate Researcher
PhD	Doctor of Philosophy
PSS	Professional and Support Staff
R-Only	Research Only
RAE	Research Assessment Exercise
REF	Research Excellence Framework
SAT	Self-Assessment Team
SEAL	Southeast Action Learning
SL	Senior Lecturer
SMT	Senior Management Team
StaCS	Social, Therapeutic and Community Studies
STEMM	Science, Technology, Engineering, Mathematics & Medicine
SU	Students Union
T&R	Teaching and Research
T&S	Teaching and Scholarship
TaLIC	Teaching and Learning Innovation Centre
TU	Trade Union
UCU	University and College Union
UG	Undergraduate
WEI	Workplace Equality Index
WLN	Women's Leadership Network

Table 1.2: Goldsmiths Benchmarking Comparator Group.

Brunel University London
City, University of London
Goldsmiths' College
Kingston University
Queen Mary University of London
Roehampton University
Royal Holloway and Bedford New College
The London School of Economics and Political Science
The School of Oriental and African Studies
The University of Westminster
University of the Arts, London
University of Greenwich

Our benchmarking group is based on institutions that are Goldsmiths UCAS competitors, institutions that offer a similar mix of subjects as well as aspirational institutions.

Table 1.3: Grade explanation for XpertHR equivalents.

Grouping	Pay Grade	XpertHR Mapping
Professorial	PG1	F1
	PG2	
	PG3	
Reader	GR9R/10	I0
Senior Lecturer	GR9	
Lecturer	GR8	J0
	GR7	K0
Junior Academic	GR6	K0
	GR5	L0
	GR4	M0
	GR3	N0
	GR2	O0
	GR1	P0

1. LETTER OF ENDORSEMENT FROM THE HEAD OF INSTITUTION

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the vice-chancellor or principal should be included. If the vice-chancellor is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming vice-chancellor.

Note: Please insert the endorsement letter **immediately after** this cover page.

Goldsmiths
UNIVERSITY OF LONDON

**Goldsmiths,
University of London**

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gold.ac.uk
+44 (0)20 7919 7171

Equality Charters Manager,
AdvanceHE,
First Floor, Napier House,
24 High Holborn,
LONDON,
WC1V 6AZ

29th November 2019

Dear James Greenwood-Lush,

I am writing to confirm my full support and commitment to Goldsmiths' Athena SWAN Bronze-award application. I confirm that the information presented in the application (including quantitative and qualitative data) is an honest, accurate and true representation of the institution.

I am incredibly excited and honoured to be leading an institution which values equality, inclusion and social justice so greatly, and I look forward to continuing to champion gender equality. I joined Goldsmiths in August 2019, and am working closely with the Deputy Warden and Chair of Athena SWAN SAT, Professor Elisabeth Hill, along with the broader Senior Management Team to ensure the College proactively advances equality for all staff.

In my previous role as Head of London College of Fashion I championed the role of fashion as a force for innovation and change, particularly in the areas of sustainability, health and wellbeing. Earlier this year, I spoke about how fashion can be used to raise awareness of violence against women and girls at the inspiring UN Trust Fund to End Violence Against Women's 20th Anniversary Gala in New York. I was also involved in the "Making for Change" project, a fashion training and manufacturing unit within HMP Downview women's prison providing meaningful training to female offenders as part of their rehabilitation. This led to the development of "Fashioning Poplar", a vibrant,

community-focused fashion training and manufacturing unit in the heart of east London delivering accessible fashion programmes predominantly for women from marginalised community groups and female ex-offenders.

In recent years Goldsmiths has also made significant progress in tackling sexual harassment on campus following the publication of its 10-point plan in October 2016, becoming a sector-leading institution on this work. This has included the launch of an online reporting tool, Report and Support, and essential briefings for all staff, and tailored sessions for those in leadership, pastoral and crisis response roles. A project manager was recruited to lead this work alongside the Deputy Warden.

Following Goldsmiths' Athena SWAN application in September 2017, the College reflected on the feedback and have addressed the concerns raised in order to develop an evidence-based action plan aimed at furthering gender equality. This has included recruiting three new posts to support with Athena SWAN; a HR Data Manager, an EDI Coordinator, and an Equality Chartermark Intern.

The Athena SWAN process has clearly highlighted four key priorities for the College:

1. Ensuring our recruitment and selection processes are fair
2. Addressing the barriers women face in the academic promotions process
3. Representation within Head of Department roles
4. Ensuring all staff are engaging in constructive conversations about career development through annual appraisals

I am confident that the College will be able to address the issues that have been identified.

As the first woman to lead Goldsmiths in its 115-year history, I recognise the responsibility of being a role model for others and I will continue to advocate and champion the voices of others.

Yours sincerely,



Professor Frances Corner OBE

Warden

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Equality Charters Manager,
AdvanceHE,
First Floor, Napier House,
24 High Holborn,
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WC1V 6AZ

29th November 2019

Dear James Greenwood-Lush,

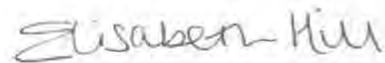
As Goldsmiths' Athena SWAN SAT Chair and Deputy Warden I am writing to fully endorse our Bronze-award application.

I have been involved in Athena SWAN at Goldsmiths since 2017 and have been a senior leader championing gender-equality through my role as Deputy Warden, and Acting Warden prior to Professor Corner joining in August 2019.

Over the last year one of my main responsibilities has been to Chair the College's Sexual Harassment Advisory Board, formed to lead on a programme of work to tackle sexual harassment on campus. As Pro-Warden for Learning, Teaching & Enhancement, I also lead on our Learning, Teaching and Assessment Strategy which includes actions to liberate our degrees. Through this we aim to proactively challenge the white, middleclass, ablist, male-dominated curricula that are prevalent across the HE sector, and to centre the work of marginalised scholars on race, sexuality, gender and disability within academia.

Through our work with Athena SWAN we have identified areas of good practice happening across the College and have taken time to reflect on areas that need further work. I will continue to support and drive our progress towards gender equality and believe that our action plan will help move us forward.

Yours sincerely,



Professor Elisabeth Hill
Deputy Warden,
Goldsmiths, University of London

Section 1	
Actual word count	686
Recommended word count	700

2. DESCRIPTION OF THE INSTITUTION

Recommended word count: **Bronze: 500 words | Silver: 500 words**

Please provide a brief description of the institution, including any relevant contextual information. This should include:

(i) information on where the institution is in the Athena SWAN process

Goldsmiths joined the Athena SWAN (AS) chartership in April 2016. We applied for a Bronze award in April 2017 and received an unsuccessful outcome in September 2017. **We reviewed the feedback and subsequently made changes to our self-assessment team (SAT) structure, including appointing the Deputy Warden (equivalent to Deputy Vice-Chancellor) as Chair of the SAT. We have recruited a full-time Data Manager and full-time Equality Diversity and Inclusion (EDI) Coordinator to support this work.** This investment has enabled the College to take a more robust, evidence-based approach to gender equality. We have also established stronger gender equality engagement mechanisms, including the **formation of a Women's Leadership Network (WLN).**

Our two STEMM departments (Computing and Psychology) are undertaking the self-assessment process to apply for departmental Bronze awards.

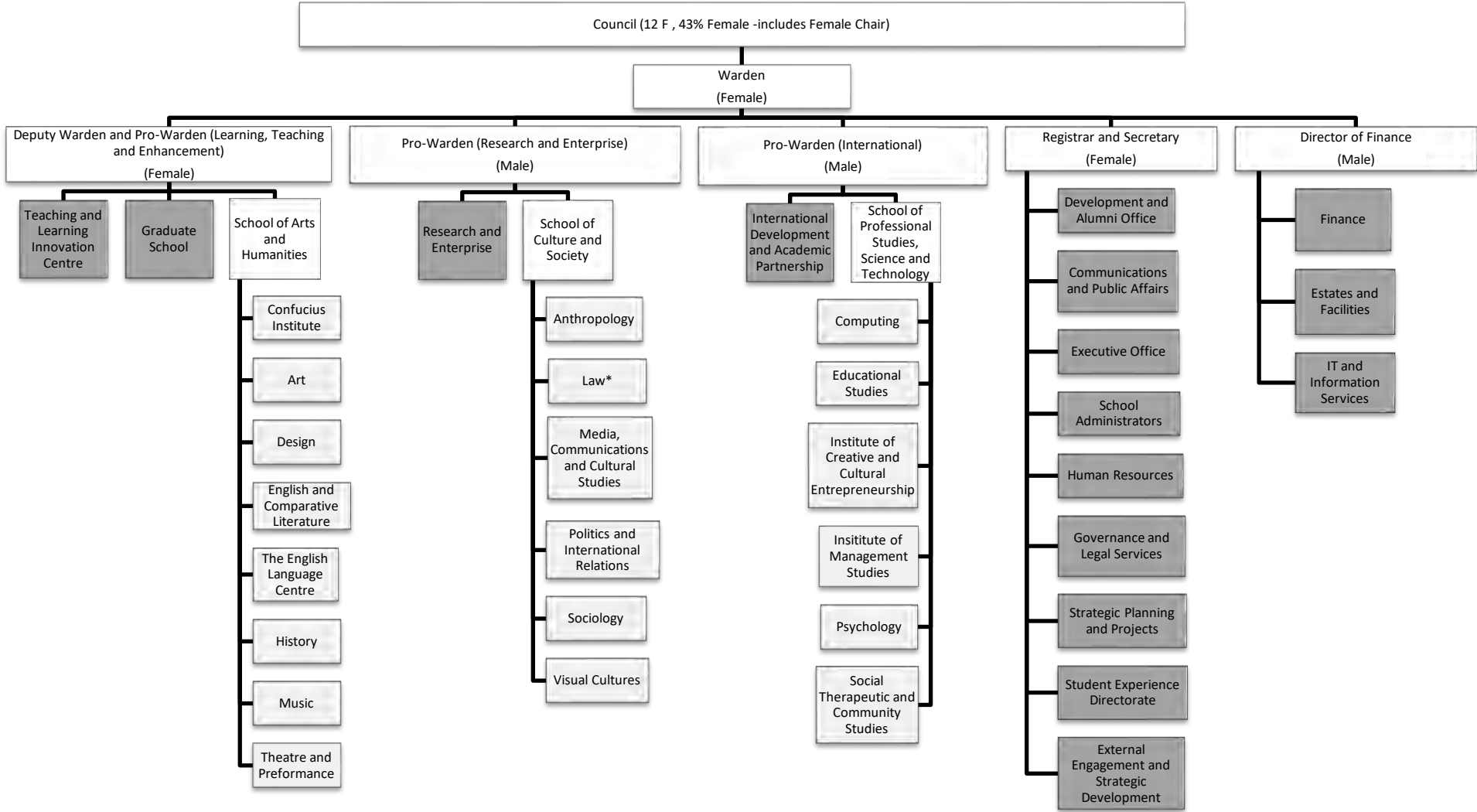
(ii) information on its teaching and its research focus

Attracting over 10,000 students and 2,000 staff from over 140 countries (as at 2019/20), Goldsmiths is based on a single site campus in South East London. We have developed innovative approaches to community engagement and development through our world-class research centres and academic programmes.

Goldsmiths aspires to offer a transformative experience, generating knowledge and stimulating self-discovery through creative, radical and intellectually rigorous thinking and practice. Our interdisciplinary ethos has helped us to become a national leader in many subject areas. In the 2020 edition of the World University Rankings (June 2019), Goldsmiths achieved a ranking of 417 representing a rise of almost 150 places. In the subject rankings (January 2019), we feature for 2 faculties (Arts & Humanities 93; Social Sciences & Management 276) and 11 departments, including 7 in the world top 50. Goldsmiths is in the UK's top 25 for our research quality (REF, 2014).

Our courses and research activities span the arts, humanities, social sciences, cultural studies, computing, business and management across 18 academic departments, structured into three academic schools (Figure 2.1).

Figure 2.1: Goldsmiths Structure Chart 2019/20

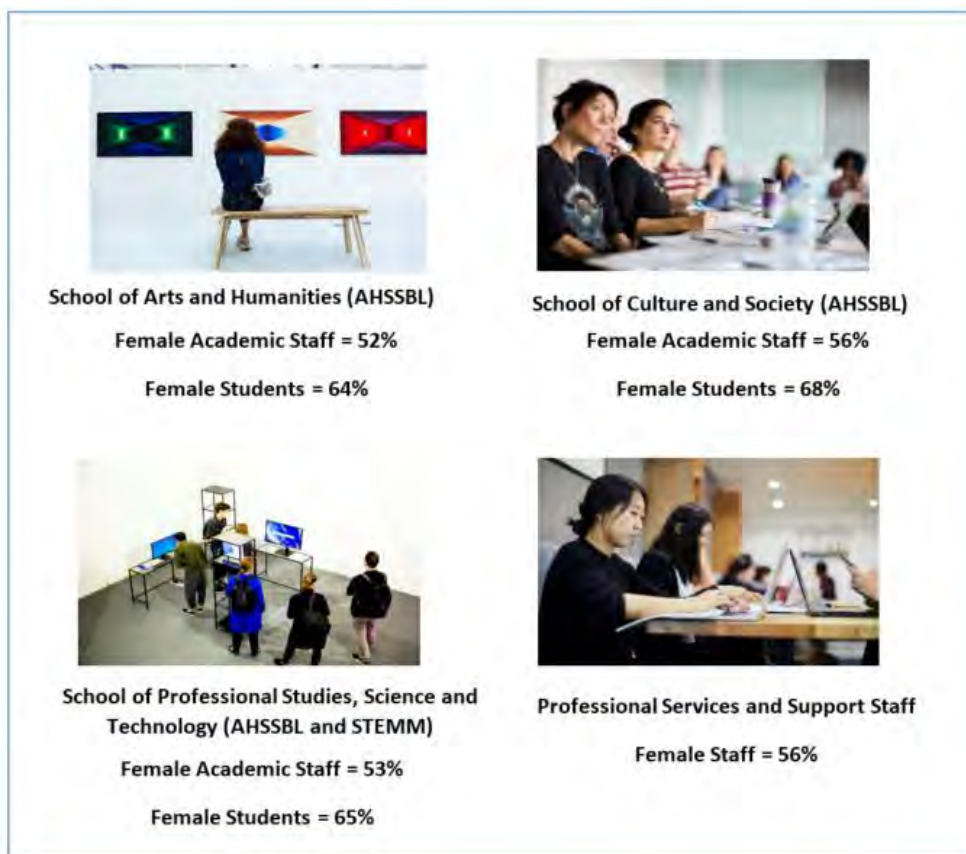


■ = Professional Services Departments
 □ = Academic Departments

*Law is a new department introduced in 2019/20 and will not feature in any future tables

Our Senior Management Team (SMT) (57% F, 2019/20), includes the Warden (F), 3 Pro-Wardens (1F, 2M), Registrar and Secretary (F), Director of HR (F) and Director of Finance (M).

Figure 2.2: Percentage of female staff and students in schools (Headcount, 2017/18).



(iii) the number of staff. Present data for academic and professional and support staff separately

In 2017/18 we employed a total of 2,294 staff (1,286.9 FTE). 1,109 (48%) were employed as professional and support staff (PSS) and 1,185 (52%) were employed as academic staff. Women represent 56% of staff in PSS roles and 54% of staff in academic roles.

Table 2.1: Number of staff by academic / professional and support role (Headcount, 2017/18).

	Female		Male		Total
Professional & Support Staff	621	56%	488	44%	1109
Academic	634	54%	551	46%	1185
Grand Total	1255	55%	1039	45%	2294

(iv) the total number of departments and total number of students

In 2017/18 we had a total of 9,845 students enrolled (66% F), with 30 students identifying their gender as 'other'.

There are variances in the gender profile of students according to department. Women account for over 80% of students in Education, ICCE, Psychology, and STaCS. However,

the representation of women is significantly lower in Music (40%) and lowest in Computing (22%) (Table 2.2). The departmental application for Computing includes actions to address this.

Table 2.2: Total number of departments and total number of students (Headcount, 2017/18)

(Departmental total figures exclude 30 students who identified their gender as “Other” but they are included in School total).

	Female		Male		Other	Total
School of Arts and Humanities	1936	64%	1086	36%	12	3034
Art	485	68%	221	31%		706
Design	312	71%	126	29%		438
English and Comparative Literature	512	72%	202	28%		714
History	171	52%	157	48%		328
Music	191	40%	289	60%		480
Theatre and Performance	265	74%	91	25%		356
School of Culture and Society	2102	68%	975	32%	13	3090
Anthropology	343	72%	133	28%		476
Media, Communications and Cultural Studies	822		350			1178
Politics and International Relations	320	50%	324	50%		644
Sociology	378	78%	101	21%		479
Visual Cultures	239	78%	67	22%		311
School of Professional Studies, Science and Technology	2418	65%	1288	35%	5	3711
Computing	176	22%	640	78%		816
Educational Studies	571	84%	109	16%		680
Institute for Management Studies (IMS)	213	48%	231	52%		444
Institute of Creative and Cultural Entrepreneurship (ICCE)	254	81%	58	19%		312
Psychology	630	81%	149	19%		779
Social, Therapeutic and Community Studies (STaCS)	574	85%	101	15%		710
Grand Total	6456	66%	3349	34%	30	9835

Table 2.3: Headcount of Students by Level (Headcount, 2015/2018).

	2015/16			2016/17			2017/18			
	Female	Male	% F	Female	Male	% F	Female	Male	Other	% F
AHSSBL	4960	2181	69%	5370	2428	69%	5650	2560	28	69%
First degree	3047	1472	67%	3315	1608	67%	3454	1728	8	67%
Postgraduate (taught)	1680	579	74%	1815	686	73%	2025	706	20	74%
Postgraduate (research)	232	130	64%	202	115	64%	171	126	0	58%
STEMM	673	601	53%	717	735	49%	806	789	<5	50%
First degree	534	493	52%	567	607	48%	598	658	<5	48%
Postgraduate (taught)	102	68	60%	111	89	56%	178	92	<5	66%
Postgraduate (research)	37	40	48%	39	39	50%	30	39	<5	43%
Grand Total	5633	2782	67%	6087	3173	66%	6456	3349		67%

(v) list and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

The majority of academic programmes fall within AHSSBL, with two STEMM departments (Computing and Psychology). There is a higher proportion of women academics in AHSSBL departments (55% F) compared to STEMM departments (47% F).

Table 2.4: Academic Staff (Headcount, 2017/18).

	Female		Male		Total
AHSSBL	556	55%	461	45%	1017
STEMM	73	47%	82	53%	155
<i>Professional Services*</i>	5	36%	8	64%	13
Grand Total	632	54%	552	46%	1185

*13 Academic Staff are listed within Professional Services. This group of staff includes Pro-Wardens and staff based in the Teaching and Learning and Innovation Centre. They will not appear in data sets relating to AHSSBL / STEMM from Section 4.

Table 2.5: Academic Staff (FTE and Headcount, 2017/18).

	Female		Male		Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
AHSSBL	260.9	556	217.3	461	478.2	1017
Anthropology	11.9	28	14.3	23	26.2	51
Art	19	53	14.9	33	33.9	86
Confucius Institute	<5	<5	<5	<5		
Design	10	27	22.7	42	32.7	69
Educational Studies	27.3	44	9.3	23	36.6	67
English and Comparative Literature	27.2	56	13.7	31	40.9	87
English Language Centre	<5	16	6.1	24		40
History	7.4	11	9.6	12	17	23
Institute for Creative and Cultural Entrepreneurship	11.7	20	6.5	16	18.2	36
Institute of Management Studies	8.9	14	12.7	23	21.6	37
Media, Communications and Cultural Studies	33	86	29.5	60	62.5	146
Music	8.8	27	16	50	24.8	77
Politics and International Relations	8.6	14	16.3	25	24.9	39
Sociology	34.5	50	13.8	19	48.3	69
STaCS	21	46	12.3	30	33.3	76
Theatre and Performance	13.3	42	6.4	23	19.7	65
Visual Cultures	13.9	21	13.2	27	27.1	48
STEMM	43	73	52.1	82	95.1	155
Computing	13.6	20	32.8	54	46.4	74
Psychology	29.4	53	19.3	28	48.7	81
Professional Services	<5	5	6.2	8		13
Grand Total						

Table 2.6 and 2.7 show the gender breakdown of our PSS staff.

Table 2.6: Professional & Support Staff (Headcount, 2017/18).

	Female		Male		Total
	Headcount	%	Headcount	%	
AHSSBL	199	59%	140	41%	339
STEMM	45	47%	51	53%	96
Professional Services	377	56%	297	44%	674
Grand Total	621	56%	488	44%	1109

Table 2.7: Professional & Support Staff (FTE and Headcount, 2017/18).

	Female		Male		Total	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
AHSSBL	94.9	199	71.5	140	166.4	339
Anthropology	5.6	12	<5	<5		
Art	9.9	27	17.8	34	27.7	61
Confucius Institute	<5	7	<5	<5	<5	
Design	5.3	14	7	13	12.3	27
Educational Studies	8.6	11	5	8	13.6	19
English and Comparative Literature	<5	8	<5	<5		
English Language Centre	<5	<5	<5	<5		
History	<5	<5	<5	<5		
Institute for Creative and Cultural Entrepreneurship	<5	7	<5	<5		
Institute of Management Studies	<5	9	<5	<5		
Media, Communications and Cultural Studies	11.7	19	14.7	22	26.4	41
Music	<5	9	8.7	15		24
Politics and International Relations	<5	<5	<5	8		
Sociology	10	21	<5	6		27
STaCS	7.6	11	<5	<5		
Theatre and Performance	7.1	13	<5	<5		
Visual Cultures	7.1	21	<5	16		37
STEMM	18.2	45	17.7	51	35.9	96
Computing	11.2	26	10.7	41	21.9	67
Psychology	7	19	7	10	14	29
Professional Services	276.7	377	224.6	297	501.3	674
Academic Skills Centre	<5	<5	<5	<5		
Careers & Employability	10.8	18	<5	<5		
Communications	8.8	11	11.6	12	20.4	23
Development and Alumni Office	14.6	19	<5	<5	15	21
Enterprise Office	<5	<5	<5	<5		
Estates	25.9	29	58.6	67	84.5	96
Executive Office	12	15	8.2	15	20.2	30
Finance Department	21.6	25	9	9	30.6	34
Goldsmiths Strategic Venture	<5	<5	<5	<5		
Governance and Legal Services	7.7	10	7.1	10	14.8	20
Graduate School	<5	<5	<5	<5		
Human Resources	10.2	13	5.1	6	15.3	19
Information Technology Services	14.7	20	40.3	46	55	66
International Development and Academic Partnerships	<5	<5	<5	<5		
Library	28.6	59	14.2	29	42.8	88
Research Services	7.7	10	<5	<5		
Residences, Catering and Conference Services	8	8	<5	6		14
Strategic Planning & Projects	8.7	9	<5	5	12.4	14

Student Administration	21.2	25	7.3	8	28.5	33
Student Experience Directorate	6.2	8	<5	8		16
Student Recruitment	35.4	43	27.4	32	62.8	75
Student Support Services	18.4	31	6	12	24.4	43
Teaching and Learning Innovation Centre (TALIC)	<5	5	<5	9		14
Warden's Office	<5	<5	<5	<5		
Grand Total	389.8	621	313.8	488	703.6	1109

Section 2	
Actual word count	493
Recommended word count	500

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

Following our previous application, the number of members on the SAT was reduced to ensure clearer individual responsibilities and effective coordination. Some original SAT members remained in place while a number of new members were selected because of their roles and commitment to gender equality.

Some academic SAT members had time allocated in their departmental workload for their AS activities, but this was not the case for all members and this has been highlighted as a key concern for SAT members. Actions have been identified to address this (Action 3).

The SAT did not have student representatives; we will invite a student representative to participate in future (Action 5.i).

The SAT composition is:

- 82% women
- 12% work part-time
- 53% have caring responsibilities.

We will seek to address the underrepresentation of men, trans and non-binary staff on the SAT (Action 5.ii).

Table 3.1: Descriptions of the SAT members

Name	Job Title	SAT Role
Alicia Nagar	Staff Wellbeing & Engagement Manager and Institutional AS Lead	Athena SWAN Coordinator and editor
Anna Carlile	Senior Lecturer in Education	Member
Anna Furse	Professor in Theatre and Performance	Member
Bethan Williams	Organisational Development and Equalities Manager	Member and application editor
Dafydd Myddleton-Williams	Head of HR Data and Process	Led on Athena SWAN data provision
Eilidh Macdonald	Industry Employability Champion and Computing AS Lead	Member and Computing AS Coordinator
Elisabeth Hill	Deputy Warden & SAT Chair	Chair
Helen Pritchard	Lecturer in Computing	Member
Holly Howe	Continuous Improvement Manager	Member and critical friend
Jane Boggan	Research Excellence Manager	Member
Katherine Robinson	Lecturer in Sociology	Member
Louisa Green	Director of Student Experience and Academic Registrar	Member
Marinella Cappelletti	Senior Lecturer in Psychology and Psychology AS Lead	Member and Psychology AS Coordinator
Michael Banissy	Professor in Psychology and co-Head of Psychology	Member
Nico Singh	Equality, Diversity and Inclusion Coordinator	Member and application editor
Saskia Jensen	Market Intelligence Manager	Led on Athena SWAN Survey
Sian Atkins	Equality Chartermark Student Intern	Member and application editor

Actions Identified:

- **Action 3.** Clarify with Head of Departments that participation in the Gender Equality Steering Group contributes to 'Citizenship' in workload modelling
- **Action 5.i.** Seek student representation via the Students Union (SU)
- **Action 5. ii.** Seek representation from men and trans and non-binary staff to ensure GESG membership better reflects the gender profile of staff

(ii) An account of the self-assessment process

The first SAT meeting took place in May 2018. Early meetings focussed on reviewing and responding to feedback from our previous submission. The SAT was chaired by the

Deputy Warden, reporting into Human Resources and Equalities Committee (HREC) and SMT.

Prior to each meeting an agenda and data for discussion were circulated to members.

SAT meetings focussed on the following areas:

- Ensuring a comprehensive approach to data gathering, enabling a holistic understanding of gender equality across the staff lifecycle.
- Designing AS survey questions in line with AS principles and emerging priorities.
- Analysing staff data and AS survey results, drawing on insights from SAT members to inform the response.
- Allocating responsibilities for drafting sections and actions, and discussing feedback as the AS application was developed.

The AS meetings were valuable in identifying potential responses to the key gender equality issues for Goldsmiths, highlighted through our data and survey, including:

- Under-representation of academic women in senior roles, including the professoriate and Heads of Department (HoD), ensuring actions address intersections of race, gender and gender identity.
- Effective PDR in supporting the career development of women and under-represented groups.
- Effective recruitment and selection procedures and the steps required to promote best practice and prevent bias and discrimination.
- Visibility of trans and non-binary people within gender equality work, with recognition of this throughout our submission.

A Microsoft SharePoint site was created for sharing resources including data, writing guides and examples of successful applications. Sub-teams were formed to support with the writing of the application. **A paid Equality Chartermark Student Intern was appointed in July 2019** for six months to support the final write up, formatting and editing.

An AS survey was emailed to all staff and completed in January 2019. A total of 536 staff responded (23% of total staff, 63% F). The survey included both open and closed questions, providing a wealth of quantitative and qualitative data to inform our reflection and analysis.

Table 3.2: A breakdown of staff who took part in the AS Survey (2019) by staff type.

	Responses	% of all staff
Academic	257	20%
Professional Services and Support Staff	279	27%
TOTAL	536	23%

Members of the SAT conducted three focus groups and 1-1 meetings to gain a deeper understanding of the key gender equality issues highlighted in the AS survey, and to garner feedback on proposed actions in relation to three key themes:

- Recruitment and selection
- Academic promotions
- Support for carers

Two members of Goldsmiths staff (one SAT member) are experienced AS panellists who have input into the application. **We also had three critical friends from other universities review it, all of whom have been AS panellists.** We received written and face-to-face feedback which has been invaluable in preparing our final application.

Our final application was reviewed and endorsed by our SMT, championed by the Deputy Warden and Chair of the SAT. Highlights were also approved by HREC and HoDs.

The SAT is proud and supportive of the Goldsmiths' ethos of radical and intellectually rigorous thinking and practice. We have considered this throughout the process. For example, some staff have historically challenged the concept of mandatory PDR and training, however, there are a growing number who support this as a means of progressing gender equality. Our submission reflects the journey we have taken and the actions we consider to be fundamental in achieving gender equality. We will continue to fully engage all stakeholders as part of the culture change that is necessary to fully embed gender equality into everything that we do.

(iii) Plans for the future of the self-assessment team

Following our 2019 AS submission, we will establish a Gender Equality Steering Group (GESG), which will be responsible for monitoring the implementation of the Action Plan (AP) and will oversee the development of future gender equality initiatives (Action 4.ii). A member of SMT will Chair GESG and will take on the role of Gender Equality Champion (Action 4.i). The GESG will draw representation from the SAT along with staff responsible for leading AP objectives. Sub-groups will be formed to coordinate larger projects as part of the AP delivery. Membership will be reviewed annually and roles will be rotated where possible. Appropriate workload adjustments will apply to members (Action 3).

The GESG will meet twice per term and will report on the progress of the AP to HREC termly. Progress updates will be communicated and published through the Annual EDI Report each Spring (Action 1).

We will continue to raise awareness of the AS principles and keep staff and students updated on our objectives (Action 2), KPIs and AP through regular communications and termly AS talks (Action 30.ii). An additional full-time EDI Officer post, based in HR, will be appointed to support this work, and future departmental submissions (Action 30.iv).

Actions identified:

- **Action 1.** Publish an Athena SWAN progress report as part of the Annual Equality, Diversity and Inclusion Report.
- **Action 2.i.** Communicate the AS application outcome to staff and confirm how the action plan will be implemented.
- **Action 2.ii.** Raise awareness of the AS application and action plan to reinforce the Athena SWAN principles.
- **Action 3.** Clarify with Head of Departments that participation in the Gender Equality Steering Group contributes to 'Citizenship' in workload modelling.
- **Action 4.i.** Appoint member of SMT as Gender Equality Champion.
- **Action 4.ii.** Establish a Gender Equality Steering Group.
- **Action 30.ii.** Continue to deliver a minimum one Athena SWAN talk per term.
- **Action 30.iv.** Appoint an additional member of staff in HR to support EDI work across the college.

Section 3	
Actual word count	873
Recommended word count	1000

4. A PICTURE OF THE INSTITUTION

Recommended word count: Bronze: 2000 words | Silver: 3000 words

4.1. Academic and research staff data

(i) Academic and research staff by grade and gender

Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any differences between women and men, and any differences between STEMM and AHSSBL subjects. Identify any issues in the pipeline at particular grades/levels.

Table 4.1 shows Goldsmiths has grown in recent years, with the number of academic staff increasing by 58 FTE (64% F) since 2015/16. Across the three years there has been a slight majority of female academic staff (53% in 2017/18).

Table 4.1: Academic Staff (FTE, 2015/16 – 2017/18).

	2015/16			2016/17			2017/18		
	F	M	% F	F	M	% F	F	M	% F
Institution	266.4	249.1	52%	277	249.9	53%	303.7	269.7	53%
AHSSBL	227.6	199	53%	236.9	199.8	54%	260.8	217.6	55%
STEMM	38.8	50.1	44%	40.1	50.1	44%	42.9	52.1	45%

Table 4.2 shows HEIDI 2017/18 data used to benchmark Goldsmiths against UK Higher Education Institutions (HEIs), pre-92 universities and our comparator group (Table 1.2).

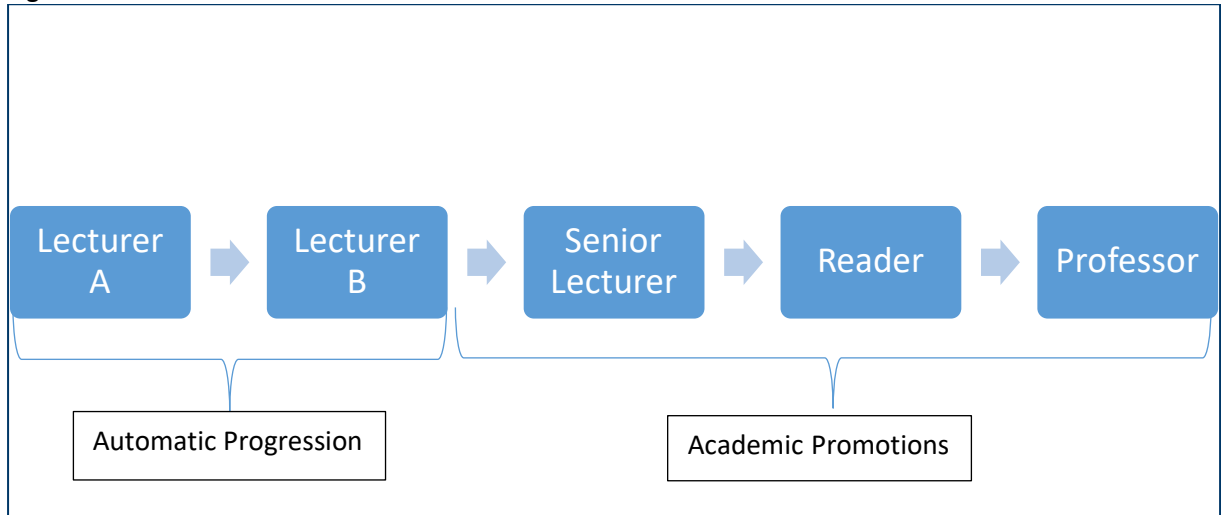
Table 4.2: HEIDI Benchmarking of % Academic Female Staff (FTE, 2017/18)

	Goldsmiths	HE Sector	Pre-92	Comparator Group
Institution	53%	48%	47%	48%
AHSSBL	55%	50%	49%	51%
STEMM	45%	40%	38%	40%

We have a higher proportion of women academics compared to our HE sector comparator groups. However, there are gender differences when we look at the distribution of academic staff by grade, signalling a potential issue with our career pipeline, discussed further below (Table 4.3).

The standard academic career pathway at Goldsmiths is to be appointed at Lecturer A or B and to then progress through the academic promotions process to Senior Lecturer, Reader and then Professor (Figure 4.1). Staff can apply for promotion from Senior Lecturer to Professor directly but this is very rare. Goldsmiths does not have a standard career pathway for Research-only (R-only) staff, this is being addressed through our HR Excellence in Research AP.

Figure 4.1: Academic Promotions Process.



Goldsmiths currently does not have a mechanism for monitoring the number of Early Career Researchers (ECR). A review of ECR support (2017) revealed different definitions across academic departments including: PhD students, Goldsmiths' PhD student alumni within one year of the successful award, Associate Lecturers (ALs) who have an intention to pursue a research career, Post-Doctoral Fellows (i.e. on a research grant), Research Assistants (i.e. working for a Principal Investigator on a grant-funded project), T&R staff within four years of their first academic post. These categories fall into three general groups – PhD students, post-PhDs (i.e. PhD students who were supervised by academic staff at Goldsmiths, and are within one year since successful completion of their PhD) and staff employed by Goldsmiths. On the basis of academic departments' own definitions, it was estimated at the time ECR represented around 206 FTE staff.

For the purpose of our AS application, ECR data has been embedded into our data sets based on their grade. However, we will develop a means of monitoring the number of ECR through our HR database in order to better track ECR career progression and identify appropriate support.

Table 4.3 and Figure 4.2 show the distribution of academic staff (FTE) by grade and gender.

Table 4.3: Distribution of academic staff by grade and gender (FTE, 2015/16 – 2017/18)

	2015/16			2016/17			2017/18		
	Female	Male	% F	Female	Male	% F	Female	Male	% F
INSTITUTION			52%			52%			53%
Lecturer	156.7	120	57%	158.6	125.1	56%	170.8	142.3	55%
Senior Lecturer	60.8	53.5	53%	68.6	53.3	56%	77.6	53.5	59%
Reader	16.4	17.9	48%	16.8	19	47%	21.8	19.5	53%
Professor	32.5	57.7	36%	33	52.5	38%	33.5	54.4	38%
AHSSBL	227.6	199	53%	236.9	199.8	54%	260.8	217.6	55%
Lecturer	133.9	93.1	59%	135	96.1	58%	147.2	115.1	56%
Senior Lecturer	50.8	46	52%	58.8	46.8	56%	65.7	46	59%
Reader	15.4	14.7	51%	15.8	15.5	50%	19	16.5	54%
Professor	27.5	45.2	38%	27.3	41.4	40%	28.9	40	42%
STEMM			44%			44%			45%
Lecturer	22.8	26.9	46%	23.6	29	45%	23.6	27.2	46%
Senior Lecturer	10	7.5	57%	9.8	6.5	60%	11.9	7.5	61%
Reader	<5	<5	24%	<5	<5	22%	<5	<5	48%
Professor	5	12.5	29%	5.7	11.1	29%	4.6	14.4	24%

Figure 4.2: Distribution of academic staff by grade and gender (FTE, 2015/16 – 2017/18).



There is a slightly greater proportion of women Lecturers (55% F), which has remained stable across the three-year period (56% F in AHSSBL, 46% F in STEMM).

We have seen particular growth of 28% in the proportion of women at Senior Lecturer (60.8 FTE in 2015/16 to 77.6 FTE in 2017/18), whereas the proportion of men has remained stable (53.5 FTE in 2015/16 to 53.5 FTE in 2017/18). Our data shows we have

recruited (Table 5.2) and promoted (Figure 5.7) more women into Senior Lecturer roles than men, explaining this trend.

Subsequently, we have an overrepresentation of women at Senior Lecturer level (59% in AHSSBL and 61% in STEMM). The changes in FTE for men and women can be seen in our AHSSBL departments with the FTE for men remaining at 46 FTE whereas women increase by 14.9 FTE. A similar pattern is evident in STEMM where men remained at 7.5 FTE while women increase by 1.9 FTE.

The FTE for Readers in AHSSBL has remained stable over the three years whilst maintaining gender parity, increasing by 0.9 FTE. In STEMM, the FTE for Readers has increased from ■ FTE in 2015/16 (24% F) to ■ FTE in 2017/18 (48% F). This may be due to the large number of women promoted from Senior Lecturer to Reader (Figure 5.8).

At Professorial level we see a significant drop in the representation of women, with more male than female professors (38% F overall, 42% F in AHSSBL, 24% F in STEMM). While this is higher than the national benchmark (25% F, Advance HE Staff Statistical Report 2018), it is significantly lower than the overall representation of women academics (53% F overall, 55% in AHSSBL and 45% in STEMM).

Our data suggests an issue affecting the pipeline of women feeding senior academic roles, with a bottleneck effect at Senior Lecturer level. **Addressing the under-representation of women in senior academic roles has been identified as a key priority for the college.** Actions to support women to progress from Senior Lecturer to Reader and then to Professor have been identified (Actions 15 and Action 16).

Our institutional application will be supported by departmental applications from our two STEMM departments, where proportions of women Readers and Professors are low compared to men. Respective department actions will seek to balance this.

Part-Time /Full-Time

Table 4.4 shows the distribution of academic staff by grade, gender and mode of employment (full-time/part-time) for the institution. Tables 4.5 and 4.6 show this for AHSSBL and STEMM respectively.

Table 4.4: Distribution of academic staff by grade, gender and mode of employment (FTE, 2015/16 – 2017/18).

	Grade	Gender	Full Time		Part Time	
			FTE	%	FTE	%
2015/16	Lecturer	Female	81.6	52%	75.2	48%
		Male	66.7	56%	53.3	44%
	Senior Lecturer	Female	50.3	83%	10.6	17%
		Male	45.9	85%	7.9	15%
	Reader	Female	15.5	95%	<5	5%
		Male	17.2	96%	<5	4%
	Professor	Female	30	92%	<5	8%
		Male	51.3	89%	6.4	11%
2016/17	Lecturer	Female	83.1	52%	75.5	48%
		Male	72.2	58%	53	42%
	Senior Lecturer	Female	58.9	86%	9.6	14%
		Male	44.5	83%	8.8	17%
	Reader	Female	15.2	90%	<5	10%
		Male	18	95%	<5	5%
	Professor	Female	31.5	96%	<5	4%
		Male	43.6	83%	8.9	17%
2017/18	Lecturer	Female	85.3	50%	85.5	50%
		Male	84.4	59%	58	41%
	Senior Lecturer	Female	65.3	84%	12.3	16%
		Male	46.9	88%	6.5	12%
	Reader	Female	19	87%	<5	13%
		Male	16.6	85%	<5	15%
	Professor	Female	30	90%	<5	10%
		Male	45.8	84%	8.6	16%

Table 4.5: Distribution of AHSSBL academic staff by grade, gender and mode of employment (FTE, 2015/16 – 2017/18).

	Grade	Gender	Full Time		Part Time	
			FTE	%	FTE	%
2015/16	Lecturer	Female	65.1	49%	68.8	51%
		Male	46.2	50%	46.9	50%
	Senior Lecturer	Female	40.3	79%	10.6	21%
		Male	38.8	84%	7.4	16%
	Reader	Female	14.5	94%	<5	6%
		Male	14	95%	<5	5%
	Professor	Female	26	95%	<5	5%
		Male	41.5	92%	<5	8%
2016/17	Lecturer	Female	67.8	50%	67.2	50%
		Male	49.2	51%	46.9	49%
	Senior Lecturer	Female	49.9	85%	8.8	15%
		Male	38.5	82%	8.3	18%
	Reader	Female	14.2	90%	<5	10%
		Male	15	97%	<5	3%
	Professor	Female	26.2	96%	<5	4%
		Male	35.6	86%	5.8	14%
2017/18	Lecturer	Female	71.7	49%	75.4	51%
		Male	63.5	55%	51.6	45%
	Senior Lecturer	Female	54.5	83%	11.2	17%
		Male	39.4	86%	6.5	14%
	Reader	Female	16.2	85%	<5	15%
		Male	14.6	88%	<5	12%
	Professor	Female	27	93%	<5	7%
		Male	35.4	89%	<5	12%

Table 4.6: Distribution of STEMM academic staff by grade, gender and mode of employment (FTE, 2015/16 – 2017/18).

	Grade	Gender	Full Time		Part Time	
			FTE	%	FTE	%
2015/16	Lecturer	Female	16.5	72%	6.4	28%
		Male	20.5	76%	6.4	24%
	Senior Lecturer	Female	10	100%	<5	0%
		Male	7.1	93%	<5	7%
	Reader	Female	<5	100%	<5	0%
		Male	<5	100%	<5	0%
Professor	Female	<5	80%	<5	20%	
	Male	9.8	78%	<5	22%	
2016/17	Lecturer	Female	15.3	65%	8.3	35%
		Male	23	79%	6.1	21%
	Senior Lecturer	Female	9	92%	<5	8%
		Male	6	92%	<5	8%
	Reader	Female	<5	100%	<5	0%
		Male	<5	86%	<5	14%
Professor	Female	5.3	95%	<5	5%	
	Male	8	72%	<5	28%	
2017/18	Lecturer	Female	13.6	57%	10.1	43%
		Male	20.9	77%	6.4	23%
	Senior Lecturer	Female	10.8	91%	<5	9%
		Male	7.5	100%	<5	0%
	Reader	Female	<5	100%	<5	0%
		Male	<5	67%	<5	33%
Professor	Female	<5	65%	<5	35%	
	Male	10.4	72%	<5	28%	

Overall, around 50% of Lecturers work part-time. This figure may be affected by our ALs (see section 4.1.ii). We tend to have equal proportions of men and women working part-time across grades, except at Professor level, where a higher proportion of male professors work part-time, particularly in STEMM. The small number of women professors in STEMM means it is difficult to draw meaningful conclusions from the data.

Intersectionality

90% of academic staff have disclosed their ethnicity. Table 4.7 shows academic staff by gender and ethnicity. Ethnicity is grouped into black, Asian and minority ethnic (BAME) and White.

Table 4.7: Academic staff by gender and ethnicity (FTE, 2017/18)*

**Those who did not disclose their ethnicity have been removed from the data set.*

	Female				Male			
	BAME		White		BAME		White	
Institution		11%	208.1	41%		8%	206.2	40%
Lecturer	33.2	12%	117.9	42%	19.8	7%	107.3	39%
Senior Lecturer	10.6	9%	58.2	50%	7.7	7%	41.1	35%
Reader	7.9	21%	11.2	29%	<5	8%	16	42%
Professor	<5	5%	20.8	27%	9.2	12%	41.8	55%
AHSSBL		11%	177.2	42%		7%	167.5	40%
Lecturer	26.8	12%	101.6	44%	17.6	8%	85.7	37%
Senior Lecturer	9.6	10%	48.3	49%	<5	4%	37.1	37%
Reader	7.9	24%	9.4	28%	<5	9%	13	39%
Professor	<5	7%	17.9	30%	5.2	9%	31.7	54%
STEMM		9%	30.9	36%		11%	38.7	45%
Lecturer	6.4	14%	16.3	35%	<5	5%	21.6	46%
Senior Lecturer	<5	5%	9.9	54%	<5	19%	<5	22%
Reader	<5	0%	<5	38%	<5	0%	<5	63%
Professor	<5	0%	<5	17%	<5	24%	10.1	59%

BAME academic staff represent 18.5% of the academic population at Goldsmiths, over double the UK HE benchmark (8.5%, Advance HE Staff Statistical Report 2018). At institutional level, the representation of BAME and White men increases with seniority. The representation of BAME and White women decreases with seniority, especially at Professor. BAME women represent 21% of Readers in AHSSBL, indicating a strong pipeline to diversify our professoriate in the future. However, there are no BAME women Readers or Professors in STEMM.

We will prioritise actions to address the underrepresentation of BAME women in senior academic roles (Action 14).

Focus groups highlighted the importance of HoDs in creating a culture whereby gender and racial inequalities are challenged. We will embed consideration of race equality into academic promotions and PDR briefings and embed inclusive leadership into training for managers (Actions 16.i, Action 20.i and Action 29).

Actions Identified:

- **Action 14.** Deliver a communications plan to celebrate diverse leaders at Goldsmiths, including role models and celebrating the successes of women and BAME staff in the promotions process.
- **Action 15.i.** Invite all women Senior Lecturers and Readers to Academic Promotions Briefings (incl. Women only briefings), encouraging them to find out about the promotions process.
- **Action 15.ii.** Formalise mentoring and coaching offering for women at Senior Lecturer and Reader level.
- **Action 16.i.** Embed discussions of race and gender equality into academic promotions briefings for Head of Department.
- **Action 16.ii.** Require existing Head of Department to attend academic promotions briefings for Head of Department.
- **Action 16.iii.** Identify women at Senior Lecturer/Reader level likely to be promoted in 2-3 years and ensure they are aware of and are encouraged to access career development opportunities.
- **Action 16.iv.** Promote the SEAL programme to women academics, via HODs and the WLN.
- **Action 20.i.** Update the PDR process and guidance so that it can be used as a means of identifying and removing barriers to career progression experienced by staff, including information on Leadership & Management development opportunities.
- **Action 29.i.** Embed inclusive leadership principles into all leadership and management training.
- **Action 29.ii.** Embed within all EDI training a clear explanation of the behaviours that might constitute bullying and harassment and the steps to take in order to promote an inclusive culture.
- **Action 29.iii.** Launch mandatory Anti-Racism training including consideration of intersectional inequalities across race and gender.

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

In 2017/18, 39% of academics had fixed-term contracts (FTCs). The majority of these (64%) were ALs. ALs are appointed where specialist knowledge is required for teaching (e.g. vocal tutors, practicing artists, industry experts) or extra staffing is required to meet

fluctuating student numbers. Additionally, AL contracts are the means by which academic departments provide paid work/teaching experience to PhD students.

ALs receive the same employment benefits as other staff, including eligibility to apply for pay and progression benefits, access to learning and development (L&D), and annual PDR. At 4 years' continuous service AL contracts become permanent.

Table 4.8 shows the proportions of men and women ALs by headcount. For 2017/18 there were slightly more women ALs, however this is proportionate to our overall academic population (54% F).

Table 4.8: Associate Lecturers by gender (Headcount, 2015/16 – 2017/18).

	Female		Male	
	Headcount	%	Headcount	%
Institution				
2015/16	60	52%	56	48%
2016/17	128	56%	102	44%
2017/18	152	54%	128	46%
AHSSBL				
2015/16	54	51%	52	49%
2016/17	121	56%	95	44%
2017/18	114	49%	119	51%
STEMM				
2015/16	6	67%	<5	33%
2016/17	6	46%	7	54%
2017/18	11	55%	9	45%

Table 4.9 shows the proportion of men and women on permanent and FTC by headcount, excluding AL contracts.

Table 4.9: Proportions academic staff on permanent and fixed-term contracts excluding ALs (Headcount, 2015/16 – 2017/18).

	Female				Male			
	Permanent		FTC		Permanent		FTC	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%
Institution								
2015/16	276	80%	68	20%	257	85%	46	15%
2016/17	356	84%	66	16%	336	87%	51	13%
2017/18	380	81%	91	19%	338	82%	73	18%
AHSSBL								
2015/16	241	81%	57	19%	212	87%	32	13%
2016/17	319	87%	48	13%	228	88%	30	12%
2017/18	336	83%	71	17%	286	84%	56	16%
STEMM								
2015/16	35	76%	11	24%	45	76%	14	24%
2016/17	37	67%	18	33%	48	69%	22	31%
2017/18	42	68%	20	32%	54	73%	20	27%

Overall, 23% of staff were on FTCs and for 2017/18 there are no significant differences between men and women.

We have a clear process for managing the end of FTCs, involving full consultation between the member of staff, their line manager and HR. As part of this process redeployment opportunities are explored.

A review is underway (involving TUs) to identify the reasons for appointing staff on FTCs, and the operationalisation of the end of contract process. Recommendations will be taken to SMT.

Goldsmiths does not employ staff on zero-hour contracts.

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only

Comment on the proportions of men and women on these contracts and by job grade.

Goldsmiths employs academic staff on R-Only, T&R and T&S contracts. The majority of staff (67.7%) are employed on T&R contracts. We have not seen material change in contract type over the period.

Table 4.10: Academic and research staff grade 7+ by contract function and gender (FTE, 2015/16 – 2017/18)

	R-only			T&R			T&S		
	F	M	%F	F	M	%F	F	M	%F
Institution									
2015/16	14.8	12.8	54%	187.1	169.5	52%	64.6	66.9	49%
2016/17	15.0	11.2	57%	193.8	170.8	53%	68.1	68.1	50%
2017/18	15.4	13.9	53%	208.0	180.1	54%	80.4	75.6	52%
AHSSBL									
2015/16	8.8	5.8	60%	160.7	134.3	54%	58.2	59.0	50%
2016/17	9.3	5.6	62%	168.2	136.2	55%	59.3	58.2	50%
2017/18	10.4	8.5	55%	181.5	143.3	56%	68.9	65.7	51%
STEMM									
2015/16	6.0	7.0	46%	26.4	35.2	43%	6.4	7.9	45%
2016/17	5.7	5.6	50%	25.6	34.6	43%	8.8	9.9	47%
2017/18	5.0	5.4	48%	26.5	36.8	42%	11.5	9.9	54%

We note:

- 5% of staff are on R-only contracts. Overall, more women are on R-only contracts and this is proportionate to the number of women in the institution.
- There is a slight under-representation of women in STEMM on T&R contracts and numbers have remained stable over the 3 years.
- A slight over-representation of women on T&S contracts appeared in 2017/18 however this equates to a difference of just 1.6 FTE.

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and women, and any differences in schools or departments.

Table 4.11 shows academic staff leavers by grade and gender. Goldsmiths does not currently collect data on the reason for staff leaving and our data is not sufficiently accurate (e.g. we do not record in our system whether a FTC ends early). Therefore, we cannot comment on reasons for academic staff leaving the institution. We will launch an exit survey to address this (Action 6).

Table 4.11: Academic Leavers by Grade and Gender (FTE, 2015/16 – 2017/18).

	Female			Male		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Institution						
Lecturer	12.3	13.9	10.1	14.7	7.8	9.4
Senior Lecturer	<5	<5	<5	0	<5	0
Reader	<5	0	0	<5	0	<5
Professor	<5	<5	<5	<5	<5	<5
AHSSBL						
Lecturer	9.2	10	7	11.7	6	6.3
Senior Lecturer	<5	<5	<5	0	<5	0
Reader	<5	0	0	<5	0	<5
Professor	<5	<5	0	<5	<5	0
STEMM						
Lecturer	<5	<5	<5	<5	<5	<5
Senior Lecturer	0	0	<5	0	0	0
Reader	0	0	0	<5	0	0
Professor	0	0	<5	<5	<5	<5

Table 4.12 shows leaver data by grade and gender as a function of staff turnover. This has been calculated by dividing the number of leavers by the number of staff in post, at that grade. At Lecturer level we have a relatively stable turnover of men and women, except in 2015/16 when there was a greater proportion of men leavers. In 2016/17 we had a particularly large proportion of women Lecturers leave our STEMM departments compared to men. Overall, we see a higher proportion of women Senior Lecturers leaving (2.2% F, 0.2% M in 2017/18). This is higher in STEMM (7% F leavers). Our exit survey will be analysed by gender so actions can be identified to address this. Few Readers left in the last two years. The proportion of Professors leaving is relatively stable between men and women.

Table 4.12: Percentage of Academic Turnover by Grade and Gender (2015/16 – 2017/18).

	Female			Male		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Institution	6.1%	6.5%	4.0%	7.8%	4.8%	3.9%
Lecturer	7.8%	8.8%	5.9%	12.3%	6.2%	6.6%
Senior Lecturer	3.3%	2.9%	2.3%	0.0%	2.4%	0.0%
Reader	3.0%	0.0%	0.0%	6.7%	0.0%	0.5%
Professor	4.3%	6.7%	0.9%	6.1%	5.3%	1.7%
AHSSBL	5.8%	6.0%	3.1%	7.7%	5.0%	2.9%
Lecturer	6.9%	7.4%	4.8%	12.6%	6.3%	5.5%
Senior Lecturer	4.0%	3.3%	1.6%	0.0%	2.8%	0.0%
Reader	3.1%	0.0%	0.0%	6.8%	0.0%	0.5%
Professor	5.2%	7.9%	0.0%	5.9%	6.2%	0.0%
STEMM	8.0%	9.8%	9.8%	7.8%	4.0%	7.7%
Lecturer	13.7%	16.5%	13.1%	11.0%	6.1%	11.4%
Senior Lecturer	0.0%	0.0%	7.0%	0.0%	0.0%	0.0%
Reader	0.0%	0.0%	0.0%	6.0%	0.0%	0.0%
Professor	0.0%	0.0%	6.3%	6.2%	1.8%	6.5%

Actions Identified:

- **Action 6.** Introduce an exit survey, including questions on organisational culture, management practices, career development, and equality of opportunity.

(v) Equal pay audits/reviews

Comment on the findings from the most recent equal pay audit and identify the institution’s top three priorities to address any disparities and enable equality in pay.

In February 2017 the Equal Pay Review panel found a 2.3% equal pay gap in favour of men. As this fell under the recommended 5% threshold it was deemed not significant (JNCHES guidance). We commit to undertake the review every 3 years (Action 7).

Goldsmiths publishes its Gender Pay Gap details annually. Data from 31 March 2018 shows:

- **Mean gender pay gap was 5.2%.**
- **Median gender pay gap was 3.7%.**

Table 4.13 shows pay profiles by gender and quartiles and demonstrates that women have greater representation than men at each quartile, declining further up.

Table 4.13: Pay Profile by Quartile (March 2018).

Quartile	Female	Male
Lower	59%	41%
Lower Middle	58%	42%
Upper Middle	53%	47%
Upper	51%	49%

Goldsmiths' gender pay gap is significantly lower than the average for UK HEIs where the mean gender pay gap is 15.9% and the median gender pay gap is 16.5% (Times Higher Education, 2018). However, it is important to note that gender pay gap data includes both academic and professional services staff. Many of our AS actions will help reduce our gender pay gap, including:

1. Introducing initiatives to improve the representation of women in the professoriate, such as clearer guidance on academic promotion criteria, targeted promotions briefings and embedding gender equality discussions into briefings for HoDs (Action 15, Action 16 and Action 17).
2. Requiring chairs of recruitment panels to undertake recruitment and selection training (which includes consideration of unconscious bias), and to develop positive action guidance for managers and executive search firms (ESF) (Action 8).
3. Undertaking an Equal Pay Review in 2020/21 and annually thereafter to understand and monitor disparities (Action 10).

Goldsmiths does not have a bonus scheme.

Actions Identified:

- **Action 7.** Undertake an Equal Pay Review to monitor disparities in pay in relation to gender.
- **Action 8.i.** Develop policy and guidance on equality and positive action in Recruitment & Selection.
- **Action 8.ii.** Embed guidance on positive action into Recruitment & Selection training.
- **Action 8.iii.** Introduce a requirement for Chairs of interview panels to undertake Recruitment & Selection training.
- **Action 10.i.** All external roles for Reader or Professor to include positive action statement encouraging women to apply.
- **Action 10.ii.** Host a networking event for senior women in academia to showcase Goldsmiths as an inclusive place to work.
- **Action 15.i.** Invite all women Senior Lecturers and Readers to Academic Promotions Briefings (incl. Women only briefings), encouraging them to find out about the promotions process.
- **Action 15.ii.** Formalise mentoring and coaching offering for women at Senior Lecturer and Reader level.
- **Action 16.i.** Embed discussions of race and gender equality into academic promotions briefings for new Head of Department.
- **Action 16.ii.** Require existing Head of Department to attend academic promotions briefings for new Head of Department.
- **Action 16.iii.** Identify women at Senior Lecturer/Reader level likely to be promoted in 2-3 years and ensure they are aware of and are encouraged to access career development opportunities.
- **Action 16.iv.** Promote the SEAL programme to women academics, via HODs and the WLN.
- **Action 17.i.** Update guidance to increase clarity of what evidence is required for promotion.
- **Action 17.ii.** Formalise an effective, constructive and supportive feedback model for those who are unsuccessful at promotion.

Section 4	
Actual word count	1805
Recommended word count	2000

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 5000 words | Silver: 6000 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications, long- and shortlisted candidates, offer and acceptance rates. Comment on how recruitment processes ensure that women (and men in underrepresented disciplines) are encouraged to apply.

All jobs are advertised on the Goldsmiths website and jobs.ac.uk and include a diversity statement (Figure 5.1). Occasionally for senior roles, ESF are used to source candidates, with a requirement to identify a diverse group of candidates in terms of gender and ethnicity.

Figure 5.1: Diversity statement on job adverts



Recruitment activities are led by departments, in line with HR guidance stipulating:

- Shortlisting must be completed by two people.
- Interview panels must include at least three people: two from within and one external to the department.
- Panels are mixed gender.
- Panel members are encouraged to attend Unconscious Bias and Recruitment and Selection training.

Feedback from the recruitment focus group highlighted the need for mandatory training for those involved in recruitment. We will introduce a requirement for Chairs of interview panels to undertake recruitment and selection training in the first instance, to embed best practice across the institution (Action 8.iii.).

Figure 5.2 and Table 5.1 show recruitment data for the last three years for academic roles at Goldsmiths.

Figure 5.2: Recruitment Stages for Academic Roles by Gender (2015/16 – 2017/18).

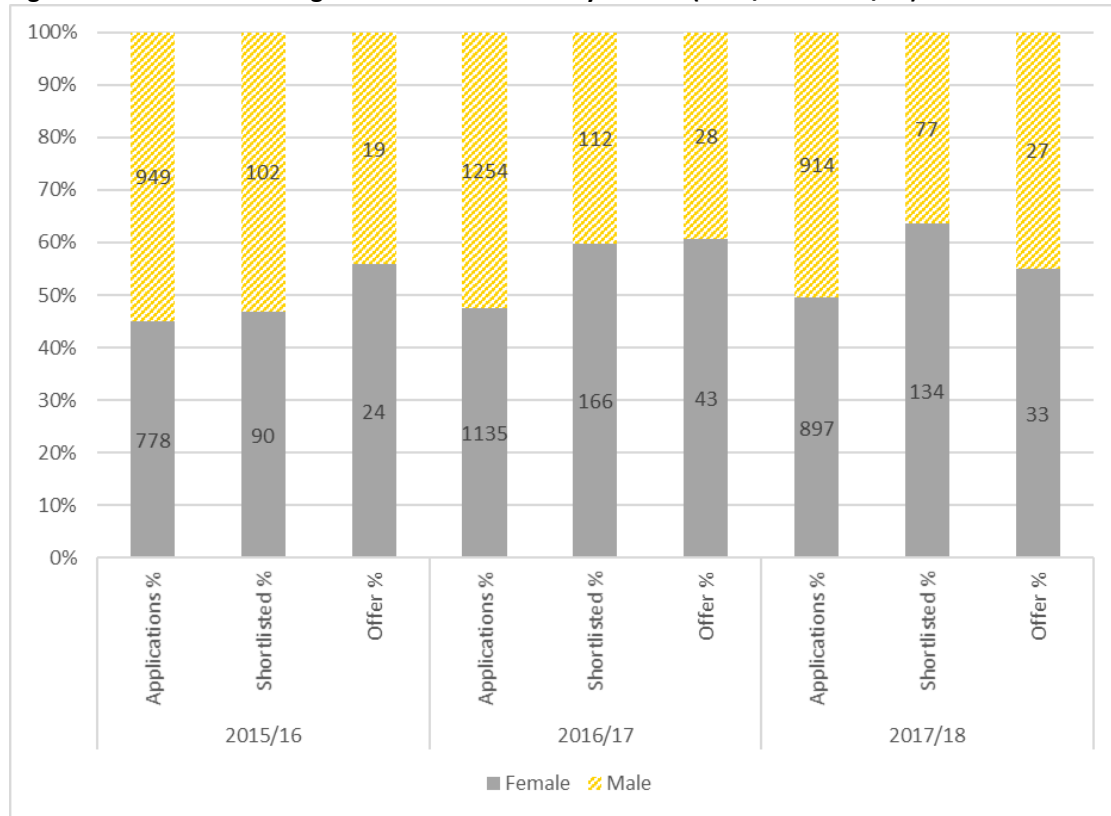


Table 5.1: Recruitment Stages for Academic Roles by Gender (2015/16 – 2017/18).

	2015/16						2016/17						2017/18					
	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %
F	778	45%	90	47%	24	56%	1135	48%	166	60%	43	61%	897	50%	134	64%	33	55%
M	949	55%	102	53%	19	44%	1254	52%	112	40%	28	39%	914	50%	77	36%	27	45%

Data shows:

- Fairly consistent proportions of applications from men and women each year (47% F on average).
- Greater proportion of women shortlisted (57% F on average), which has grown year on year.
- No clear gendered trends at offer stage, with fluctuations each year. However, in 2017/18 we see similar proportions of men and women offered positions, despite women’s greater representation at interview.

Table 5.2 breaks down our recruitment data by grade and gender.

Table 5.2: Recruitment Stages for Academic Roles by Grade and Gender (2015/16 – 2017/18)

Year	Grade	Application			Shortlisted			Offer		
		F	M	%F	F	M	%F	F	M	%F
2015/16	Grade 7-8 (Lecturer)	616	681	47%	69	89	44%	18	18	50%
	Grade 9-10 (SL/R)	162	265	38%	21	13	62%	6	<5	86%
	Grade 10+ (Professor)	0	<5	0%	0	<5	0%	0	<5	0%
2016/17	Grade 7-8 (Lecturer)	1020	1119	48%	151	103	59%	42	27	61%
	Grade 9-10 (SL/R)	105	128	45%	14	7	67%	<5	<5	50%
	Grade 10+ (Professor)	10	7	59%	<5	<5	33%	0	0	0%
2017/18	Grade 7-8 (Lecturer)	868	830	51%	132	72	65%	32	25	56%
	Grade 9-10 (SL/R)	29	79	27%	<5	<5	33%	<5	<5	50%
	Grade 10+ (Professor)	0	5	0%	0	<5	0%	0	<5	0%

We have equal proportions of applications from men and women for entry-level academic roles (Grade 7-8). Women are more likely to be shortlisted and offered roles, except in 2015/16. We have identified actions to ensure our recruitment and selection procedures mitigate bias and promote equality at each stage (Action 8 and Action 9).

Roles at Grade 9+ have had fewer applications from women compared to entry-level roles, except in 2016/17. This discrepancy may be because in 2016/17 we recruited for a Grade 10 academic within our Education department; a discipline where women are over represented nationally (Education 67% F, Advance HE Staff Statistical Report 2018). Actions have been identified to support recruitment of senior academic women (Action 10).

Figure 5.3, Table 5.3 and Table 5.4 provide recruitment data for the AHSSBL departments only.

Figure 5.3: Recruitment Stages for Academic Roles by Gender (AHSSBL, 2015/16 – 2017/18).

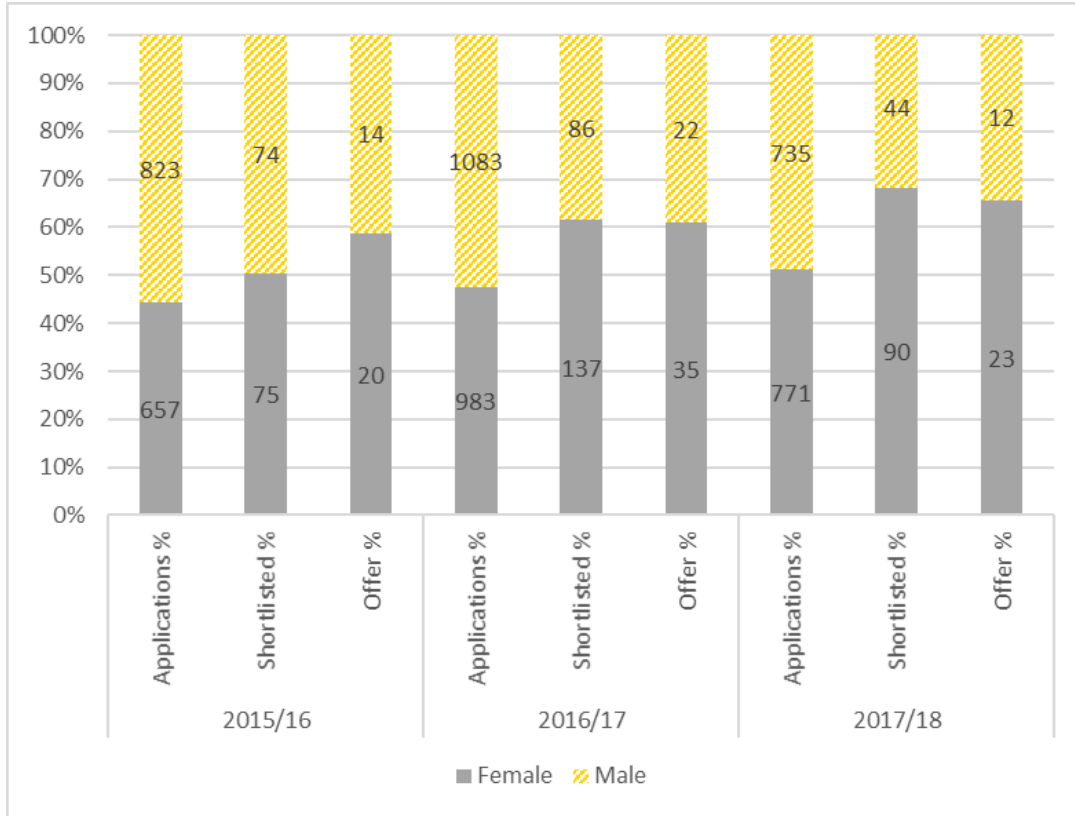


Table 5.3: Recruitment Stages for Academic Roles by Gender (AHSSBL, 2015/16 – 2017/18).

	2015/16						2016/17						2017/18					
	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %
F	657	44%	75	50%	20	59%	983	48%	137	61%	35	61%	771	51%	90	68%	23	66%
M	823	56%	74	50%	14	41%	1083	52%	86	39%	22	39%	735	49%	44	33%	12	34%

Table 5.4: Recruitment Stages for Academic Roles by Grade and Gender (AHSSBL, 2015/16 – 2017/18).

Year	Grade	Application			Shortlisted			Offer		
		F	M	%F	F	M	%F	F	M	%F
2015/16	Grade 7-8 (Lecturer)	495	555	47%	54	61	47%	14	13	52%
	Grade 9-10 (SL/R)	162	265	38%	21	13	62%	6	<5	86%
	Grade 10+ (Professor)	0	<5	0%	0	0	0%	0	0	0%
2016/17	Grade 7-8 (Lecturer)	870	961	48%	122	77	61%	34	21	62%
	Grade 9-10 (SL/R)	103	115	47%	14	7	67%	<5	<5	50%
	Grade 10+ (Professor)	10	7	59%	<5	<5	33%	0	0	0%
2017/18	Grade 7-8 (Lecturer)	748	679	52%	88	41	68%	22	12	65%
	Grade 9-10 (SL/R)	23	56	29%	<5	<5	40%	<5	0	100%
	Grade 10+ (Professor)	0	0	0%	0	0	0%	0	0	0%

The proportion of women shortlisted is greater than the proportion of women who apply for roles in AHSSBL, except at Grade 10+. Representation at offer stage tends to be in line with the proportion shortlisted, suggesting we have a particular issue at shortlisting stage, where rates for men are lower (Action 9 and Action 8.iii).

Figure 5.4, Table 5.5 and Table 5.6 provide recruitment data for the STEMM departments only.

Figure 5.4: Recruitment Stages for Academic Roles by Gender (STEMM, 2015/16 – 2017/18).

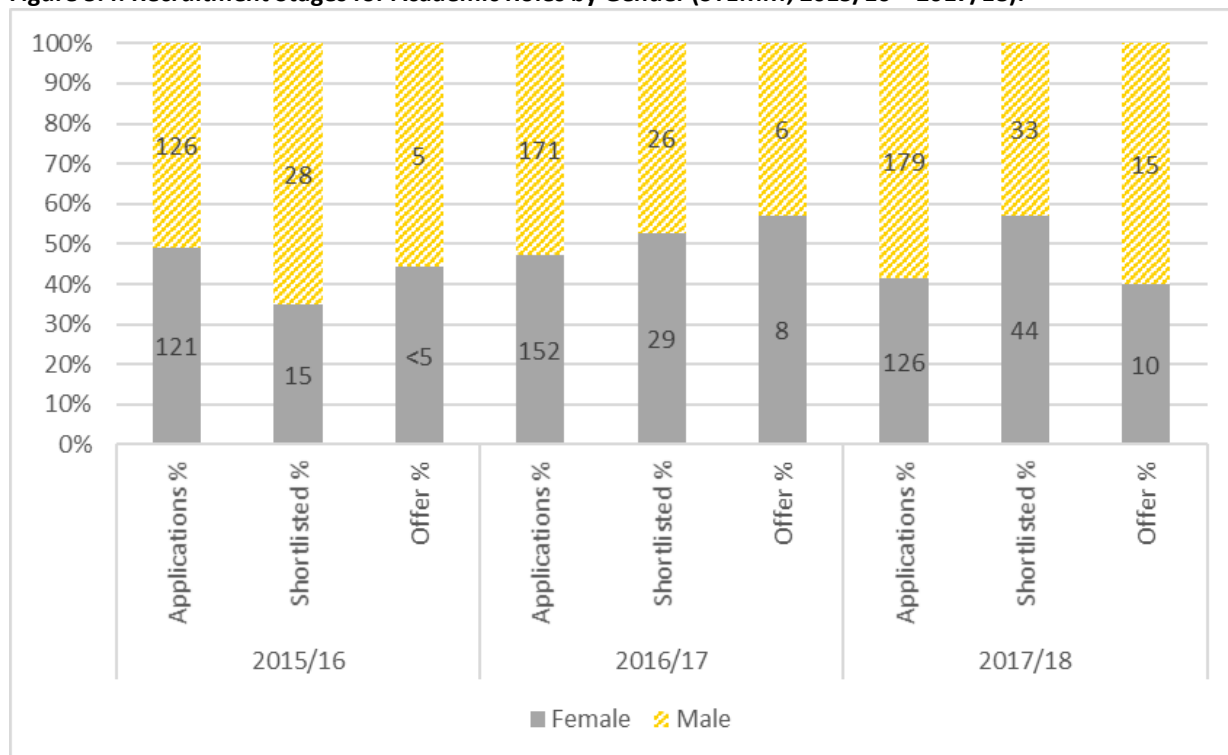


Table 5.5: Recruitment Stages for Academic Roles by Gender (STEMM-only, 2015/16 – 2017/18).

	2015/16						2016/17						2017/18					
	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %	Applications	Applications %	Shortlisted	Shortlisted %	Offer	Offer %
F	121	49%	15	35%	<5	44%	152	47%	29	53%	8	57%	126	41%	44	57%	10	40%
M	126	51%	28	65%	5	56%	171	53%	26	47%	6	43%	179	59%	33	43%	15	60%

Table 5.6: Recruitment Stages for Academic Roles by Grade and Gender (STEMM, 2015/16 – 2017/18).

Year	Grade	Application			Shortlisted			Offer		
		F	M	%F	F	M	%F	F	M	%F
2015/16	Grade 7-8 (Lecturer)	121	126	49%	15	28	35%	<5	5	44%
	Grade 9-10 (SL/R)	<5	<5	0%	<5	<5	0%	<5	<5	0%
	Grade 10+ (Professor)	<5	<5	0%	<5	<5	0%	<5	<5	0%
2016/17	Grade 7-8 (Lecturer)	150	158	49%	29	26	53%	8	6	57%
	Grade 9-10 (SL/R)	<5	13	13%	<5	<5	0%	<5	<5	0%
	Grade 10+ (Professor)	<5	<5	0%	<5	<5	0%	<5	<5	0%
2017/18	Grade 7-8 (Lecturer)	120	151	44%	44	31	59%	10	13	43%
	Grade 9-10 (SL/R)	6	23	21%	<5	<5	0%	<5	<5	0%
	Grade 10+ (Professor)	<5	<5	0%	<5	<5	0%	<5	<5	0%

There is balanced representation of men and women applying for Lecturer roles in our STEMM departments. Representation at shortlisting stage has increased each year for women, from 35% to 59%. In 2017/18 there was a significant difference between the proportion of women shortlisted (59%) and those receiving an offer (43%) at this level. Actions have been identified to address this (Action 11).

There have only been [redacted] appointments in STEMM for roles grade 9+ over the three-year period, both of which were for roles in Computing. For these roles we had just eight applications from women (16% F) which is slightly lower than the representation of women in Computing at a national level (22% F, Advance HE Staff Statistical Report 2018).

Actions Identified:

- **Action 8.i.** Support recruiting managers in promoting equality in recruitment and selection
- **Action 8.ii.** Develop policy and guidance on equality and positive action in recruitment and Section.
- **Action 8.iii.** Introduce a requirement for Chairs of interview panels to undertake recruitment and selection training
- **Action 9.i.** Launch anonymous applications for PSS recruitment
- **Action 9.ii** Include examples of how to mitigate against unconscious bias into recruitment and selection training
- **Action 9.iii.** All shortlisting and recruitment panels for Reader and Professor roles to be mixed gender
- **Action 10.i.** All external roles for Reader or Professor to include positive action statement encouraging women to apply
- **Action 10.ii.** Host a networking event for senior women in academia to showcase Goldsmiths as an inclusive place to work
- **Action 11.** Encourage all staff involved in recruitment within STEMM subjects to participate in recruitment and selection training.

(ii) Induction

**Describe the induction and support provided to new all staff at all levels.
Comment on the uptake of this and how its effectiveness is reviewed.**

Inductions for new staff are carried out at institutional and department level (Table 5.7).

Table 5.7: Induction events held at Goldsmiths

Staff Group	Induction Activity	Details
All	New Staff Introduction	<ul style="list-style-type: none">• Three sessions annually.• In 2017/18 16 (24%) of 66 new academic staff attended.• Includes: Warden's Welcome; activities/talks about Goldsmiths' history/key information; "Knowledge Café" networking session with departments, staff networks and TUs (Figure 5.6); includes discussion of EDI and AS principles.
All	Department	<ul style="list-style-type: none">• Led by HoDs/line managers.• Signposting to Goldmine new starter page including HR/Payroll; policies and guidance; staff benefits (including help with childcare) (Figure 5.5).
All	Essential Training	<ul style="list-style-type: none">• Online: health and safety, data security• Briefings: Prevention of Harassment and Sexual Violence (includes gender equality discussion).
Researchers	Research Services	<ul style="list-style-type: none">• Meetings for Principle Investigators and new grant awardees, providing details of funders' terms and conditions and support for researchers• Departments: allocation to mentor; meetings with staff in research clusters.
Postgraduate Researchers (PGR)	Graduate School	<ul style="list-style-type: none">• Introduction to the Vitae Researcher Development Framework (RDF).• In 2017/2018, 70 PGRs engaged with induction activities.
New HoDs	HoD Induction	<ul style="list-style-type: none">• 'Preparing to lead a department' two-day management programme.• Nine-month programme including: training on PDR, promotions, supporting students.

Feedback for the New Staff Introduction is collected at the end of each session. **We have acted on feedback by varying the day of the week on which it takes place, to accommodate part-time staff.** A review of the induction guidance for managers has indicated the need for improved signposting to resources, policies and support for staff (Action 13.i). The under-representation of academic staff at the New Staff Introduction is of concern and we have agreed actions to address the small numbers (Action 12). Feedback from the AS survey highlighted inconsistency between departmental inductions, so we will take action to address this (Action 13).

Figure 5.5: Goldmine page for new starters

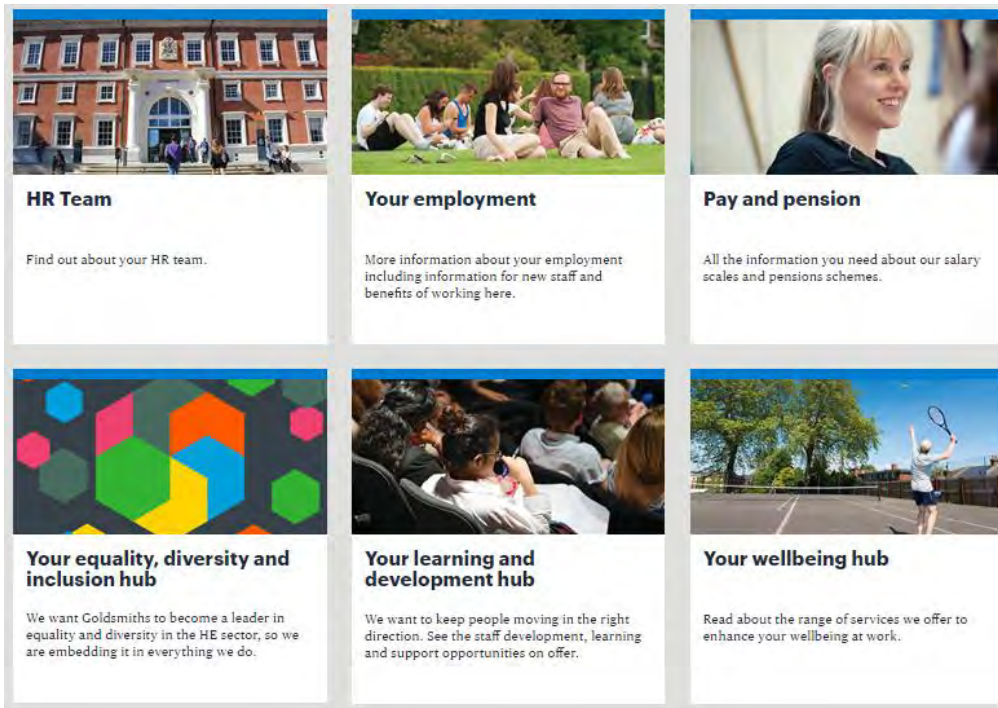


Figure 5.6: ‘Knowledge Café’ 2019 as part of our New Staff Introduction

Actions Identified:

- **Action 12.i.** Include a “save the date” announcement as part of HR’s onboarding welcome email to new staff.
- **Action 12.ii.** Send invitations to HoDs to forward onto new staff and encourage them to attend.
- **Action 13.i.** Update induction guidance for managers to include resources on training and development, objective setting, and Goldsmiths policies and procedures (including flexible working and equality, diversity and inclusion).
- **Action 13.ii.** Include link to ‘Information for new starters’ in ‘welcome email’, outlining staff development opportunities, policies and procedures relating to equality, family-friendly policies and staff networks.

(iii) **Promotion**

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on any evidence of a gender pay gap in promotions at any grade.

Academic promotion is underpinned by our Framework Agreement. To be eligible for promotion, staff must have had a PDR within the last twelve months. Staff self-nominate for promotion. Details of the promotions process and criteria is communicated via staff news and email reminders.

Applications for academic promotion are made in early January. Applications are considered by the Academic Progression and Title Awards Sub-Committee, chaired by

the Warden. Membership includes senior academics and Pro-Wardens. The sub-committee reviews the applications alongside contributions from the applicant's HoD and Head of School (HoS). For promotion to Reader and Professor the sub-committee may also request opinions from expert academics who are external to the College. Final decisions are made in June, and successful applicants are promoted to their new academic role from September.

Briefings on academic promotions, facilitated by the Deputy Warden, are publicised to staff at the start of the Autumn term. The briefings aim to explain the process and criteria, and support staff in understanding what is required in order to submit a successful application. **Women-only briefings are advertised through the WLN.**

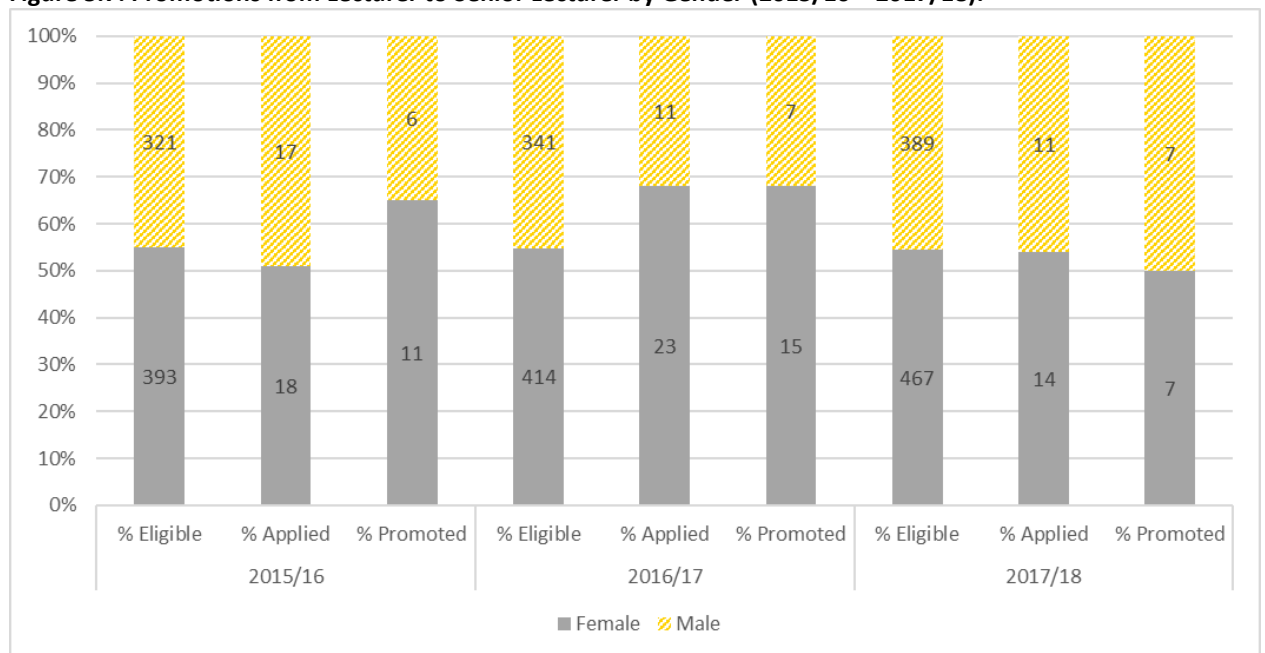
Promotions criteria are based on three broad domains; Learning and Teaching, Research and Leadership, and Management, with differences between T&S and T&R contracts. For promotion to Professor there is also a criterion around societal impact.

Staff who are not successful in applying for promotion are offered feedback.

Lecturer to Senior Lecturer

Figure 5.7 shows promotions data from Lecturer to Senior Lecturer by gender.

Figure 5.7: Promotions from Lecturer to Senior Lecturer by Gender (2015/16 – 2017/18).

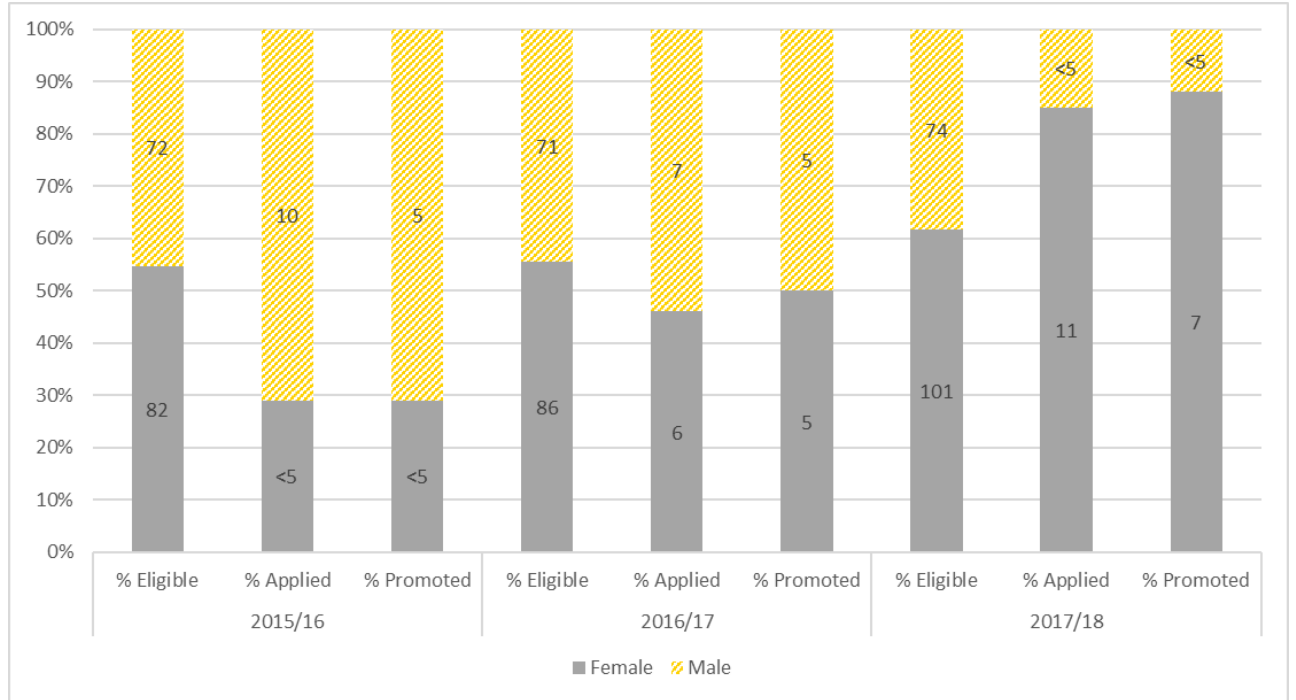


A greater proportion of women apply for promotion from Lecturer to Senior Lecturer than men. This is generally proportionate to the number who were eligible, except in 2016/17. **Success outcomes are fairly equal** except in 2015/16 when women were more successful than men (61% F, 35% M successful).

Senior Lecturer to Reader

Figure 5.8 shows promotions data from Senior Lecturer to Reader by gender.

Figure 5.8: Promotions from Senior Lecturer to Reader by Gender (2015/16 – 2017/18).



In 2015/16, fewer women Senior Lecturers applied for Reader than men, despite having more women Senior Lecturer staff. However, in 2017/18 this reversed, with more women applying for Reader compared to men and at a greater proportion than were eligible.

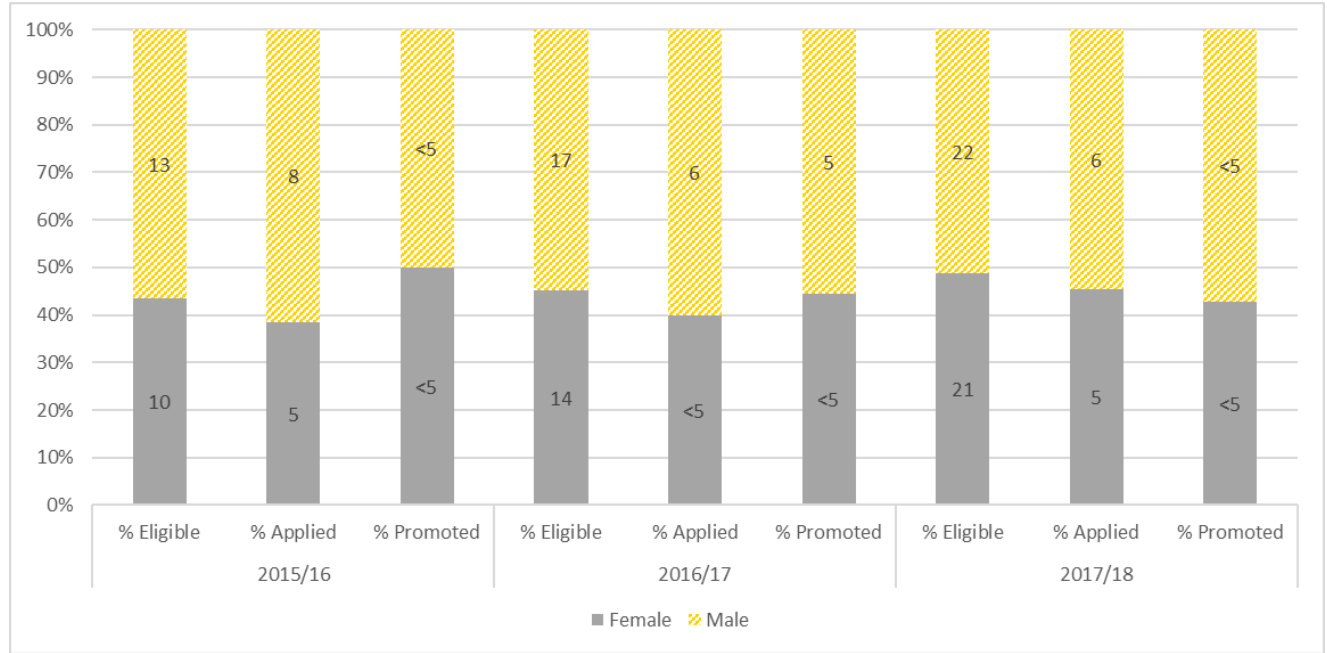
Some women from our focus group stated that they would not apply for promotion until they felt confident they exceeded the criteria, whilst they believed men with comparable experience were more likely to apply, and be promoted, at an earlier stage.

Actions have been identified to ensure women are pro-actively encouraged and supported to apply for promotion (Action 15).

Reader to Professor

Figure 5.9 shows promotions data from Reader to Professor by gender.

Figure 5.9: Promotions from Reader to Professor by Gender (2015/16 – 2017/18).



Few academic staff apply for promotion to Professor (10-13 each year) and small numbers are promoted (<5 each year). Men are slightly more likely to apply for promotion to Professor compared to women.

Table 5.8 shows the success rates at promotion based on the number of applications, indicating:

- Lecturer to Senior Lecturer: men and women equally successful.
- Senior Lecturer to Reader: women more successful.
- Reader to Professor: women were more successful (except in 2017/18).

Table 5.8: Success outcomes for Promotions (2015/16 – 2017/18).

	Lecturer to Senior Lecturer			Senior Lecturer to Reader			Reader to Professor		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Female	61%	65%	50%	50%	83%	64%	40%	100%	60%
Male	35%	64%	64%	50%	71%	50%	25%	83%	67%

Despite the favourable outcomes that women experience at promotion, the AS Survey indicates academic staff perceive the process to be biased in favour of men. Such beliefs may prevent women from applying for promotions.

“I find it shocking that there is little progression to Senior Lecturer level for the majority of our female staff.” - ***Female Academic (Teaching & Research)***

“No women have got Senior Lecturer in the time I have been here which makes it much less likely that others will apply.” - ***Female Academic (Teaching & Research)***

Actions have been identified to challenge the perception that promotions are biased against women (Action 14.i and Action 17).

Focus groups and 1-1 interviews indicated a lack of clarity over how academic promotions criteria are applied and the evidence required to meet the criteria.

Feedback also highlighted that women felt that they take on more administrative and pastoral support duties than their male colleagues. This detracted from the time spent on research, which is perceived to be crucial to academic promotion (Action 17).

Feedback from focus group participants and the AS survey indicated that the HoD plays a crucial role in creating a culture whereby women are proactively encouraged to apply for promotion to senior academic positions (Action 16).

“No one tapped me on the shoulder, I knew I was ready”
“We have to create an environment where women don’t de-select themselves”
“Women wait until they are unassailable”
- ***Female Academic (1-1 interview)***

AS survey responses suggested that the feedback provided to those who are unsuccessful at promotions is not constructive.

“I have more than once felt extremely patronised and dismissed by male senior managers during what have always turned out to be tokenistic and perfunctory feedback sessions following failed promotion attempts. This would be a useful focussed area of improvement, as these opportunities for feedback could with the right input really help

people to develop in their careers.”- *Female Academic (Teaching & Research)*

The focus groups indicated that a lack of constructive feedback negatively impacted women’s confidence to reapply. We have identified actions to formalise an effective, constructive and supportive feedback model (Action 17.ii.).

Actions Identified:

- **Action 14.i.** Deliver a communications plan to celebrate diverse leaders at Goldsmiths, including role models and celebrating the successes of women and BAME staff in the promotions process.
- **Action 15.i.** Invite all women Senior Lecturers and Readers to Academic Promotions Briefings (incl. Women only briefings), encouraging them to find out about the promotions process.
- **Action 15.ii.** Formalise mentoring and coaching offering for women at Senior Lecturer and Reader level.
- **Action 16.i.** Embed discussions of race and gender equality into academic promotions briefings for new Head of Department.
- **Action 16.ii.** Require existing Head of Department to attend academic promotions briefings for new Head of Department.
- **Action 16.iii.** Identify women at Senior Lecturer/Reader level likely to be promoted in 2-3 years and ensure they are aware of and are encouraged to access career development opportunities.
- **Action 16.iv.** Promote the SEAL programme to women academics, via HODs and the WLN.
- **Action 17.i.** Update guidance to increase clarity of what evidence is required for promotion
- **Action 17.ii.** Formalise an effective, constructive and supportive feedback model for those who are unsuccessful at promotion.

(iv) Staff submitted to the Research Excellence Framework (REF) by gender

Provide data on staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Figure 5.10 shows the number and percentages of eligible staff that submitted for RAE 2008 and REF 2014, split by gender.

Figure 5.10: Academics eligible and submitted to RAE 2008 and REF 2014 by Gender.



The gender difference in the eligibility for RAE 2008 submission was 12% in favour of men (44% F, 56% M). Goldsmiths submitted 80% of eligible staff to RAE 2008, with the gender split mirroring the benchmark cohort fairly closely with a 14% difference (in favour of men) being submitted.

By the 2014 submission the gender gap in the eligible cohort had halved to 6% with women comprising 47% of the eligible cohort compared to 53% being men. Whilst Goldsmiths made a more selective submission to REF 2014, returning 71% of eligible staff, the gender gap (on the submitted cohort) had narrowed from 13% in 2008 to 2%, with women being marginally more likely to be submitted than their male colleagues.

In preparation for the submission to REF 2021, Goldsmiths will undertake a series of Equality Impact Assessments. Aggregated data profiling the protected characteristics of the cohort of all eligible staff will be analysed in relation to the range of output quality scores.

At the time of writing we have undertaken the first of these exercises and note that the gender split of the eligible cohort is the reverse of the 2014 submission; 53% of the current eligible cohort are women and 47% are men. The initial review of the quality of research outputs indicates that the profile of staff producing the highest quality outputs reflects this gender split almost exactly.

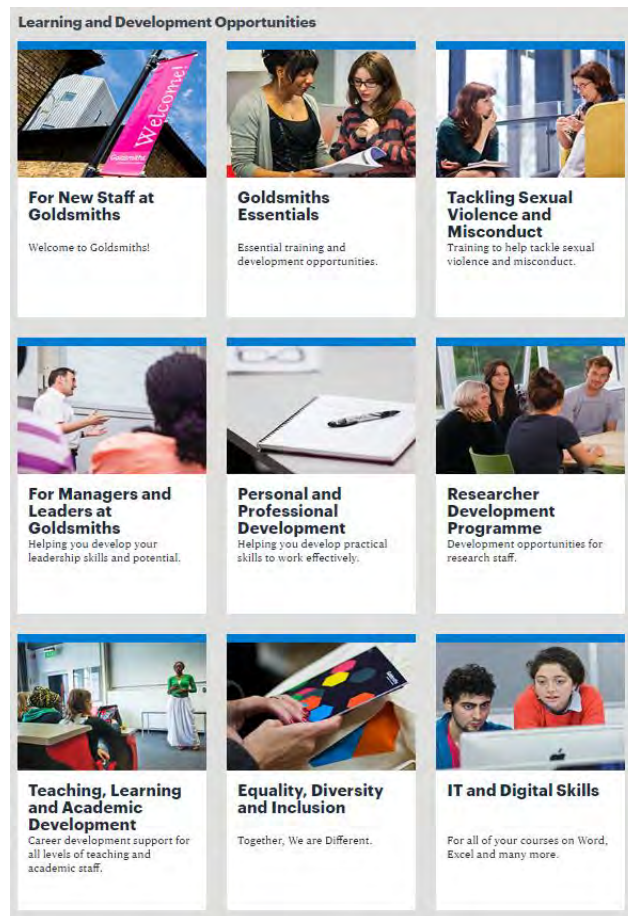
5.3 Career development: academic staff

(i) Training

Describe the training available to staff at all levels. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

The L&D programme offers over 20 professional development courses, organised into categories (Figure 5.11). The Staff Wellbeing programme includes personal development workshops, such as 'Building Resilience' and 'Mindfulness'.

Figure 5.11: Goldsmiths learning and development opportunities Goldmine page.



Goldmine lists training and support offered through HR, TaLIC, Research Services, Graduate School and Professional Services departments. Training is publicised through newsletters and communications to managers, HoDs, WLN, Goldsmiths Race Equality Group (GREG) and the LGBTQ network.

Training is aligned with the College Strategy and evaluated using feedback forms, face-to-face evaluation and longer-term surveys.

In 2017 we launched mandatory training on sexual harassment and violence (over 50% completed to date). 118 staff have attended Unconscious Bias training since it was launched in 2015.

Our 2018/19 L&D survey evaluated our provision and identified future priorities, including support for more equality training. We will conduct the survey annually to develop a consistent approach to evaluating staff development (Action 18.ii.).

Academic staff engagement with L&D

The gender of staff participating in L&D reflects the academic staff population (Table 5.9). However, men are over-represented on Leadership and Management training (61% M). Overall, academic engagement with EDI training was low. We will extend training into the summer term, with additional online resources to support blended learning (Action 19).

Table 5.9: Learning and Development programme uptake by gender (2017/18).

Participation of Academic staff in the 2017/18 Learning and Development programme	Female	% F	Male	% M	Total
Equality, Diversity and Inclusion	<5	100%	0	0%	<5
Goldsmiths' Processes and Procedures	52	64%	29	36%	81
IT and Digital Skills	<5	50%	<5	50%	<5
Leadership & Management	17	39%	27	61%	44
Understanding Sexual Violence and Your Responsibilities	212	51%	202	49%	414
Total		52%		48%	

Table 5.10: Leadership and Management training uptake by academic staff and gender (2017/18).

2017/18 Leadership and Management training (Academic Staff only)	Female	Male	Total
Leadership			
Diversifying Leadership	<5	0	<5
Leading at Goldsmiths	9	11	20
New HoD Introduction Event	0	7	7
Preparing to Lead a Department	0	7	7
Management Skills			
A Guide to PDRs	<5	0	<5
Conducting Fair Investigations Training	<5	<5	5
How to Hold a Challenging Conversation	<5	0	<5
Grand Total	17	27	44

'New HoD Induction' and 'Preparing to Lead a Department' programmes had no female participants in 2017/18. These sessions were only open to new HoDs and, as there were no new female HoDs in 2017/18, no women took part. **We reviewed 'Preparing to Lead a Department' in 2019**, broadening the course to include aspiring HoDs and publicising it through staff networks (Action 27.ii). **As a result, female participation increased to 50% with one attendee later being appointed as an Acting HoD.**

"Thanks for an incredibly thoughtful and informative course. Much of it was a revelation to me, even though I have done Leadership training courses before." - **Feedback on 'Preparing to Lead a Department' Female, Academic staff member, 2019**

Goldsmiths sponsored five women to take part in the Aurora programme in 2017/18. In 2019, we established (in partnership with other HEIs) **the Southeast Action Learning (SEAL) initiative**; a network of aspiring women leaders who support each other. No academic women applied to SEAL, so we will ensure that targeted communications are sent to academic women for the next cohort (Action 16.iv).

We will evaluate existing programmes to identify what additional leadership and management training might benefit women academics (Action 18.i).

Actions Identified:

- **Action 16.iv.** Promote the SEAL programme to women academics, via HODs and the WLN
- **Action 18.i.** Evaluate existing internal and external programmes to identify what additional / alternative leadership and management training might benefit women academics and contribute to our gender equality objectives
- **Action 18.ii.** Continue to survey staff through an annual Learning and Development survey to identify and respond to the learning and development needs of academic staff, ensuring this is analysed by gender
- **Action 19.i.** Promote Unconscious Bias and Trans Awareness training to Academic staff via Heads of Department and DBMs
- **Action 19.ii.** Extend training into the summer term and make resources available online to support blended learning
- **Action 27.ii.** Publicise 'Preparing to Lead a Department' via the Women's leadership network and Goldsmiths Race Equality Group, in order to support women and BAME staff to apply for HoD roles

(ii) Appraisal/development review

Describe current appraisal/development review for academic staff at all levels across the whole institution. Provide details of any appraisal/development review training offered and the uptake of this, as well as staff feedback about the process.

All staff are entitled to an annual PDR. This involves a discussion of achievements during the past year and sets goals and priorities for the coming year. Academic staff are required to undertake a PDR prior to submitting an application for promotion.

The AS process has highlighted areas for improvement in relation to PDR:

- PDR is not compulsory and records are not shared with HR, therefore we do not have data on the completion rates (Action 20.ii).
- The PDR form does not include guidance on work-life balance, support for trans staff, or barriers to career progression for women and under-represented groups (Action 20.i).
- HR deliver PDR training for managers, however the number of staff trained each year is low and there are limited resources online to support managers and staff (Action 20.iii).

Table 5.11 shows that women represent the majority of participants in PDR training. The low take-up of training by male managers will be considered as part of the PDR guidance review (Action 20.i).

Table 5.11: Managers participating in PDR training (2017/18)

Managers participating in PDR training (2017/18)	F	M	Total
HR Bitesize – Conducting effective PDR	9	<5	

AS survey data indicates that 32% of academic staff have a PDR less than once a year, and 18% have never had a PDR. There are no significant differences in the responses of men and women.

Table 5.12: AS Survey response to PDR uptake.

How often have you had PDRs at Goldsmiths?	Female academic staff	Male academic staff	All academic staff
Never	16%	21%	18%
Less than once a year	34%	30%	32%
Once a year	43%	41%	42%
More than once a year	1%	2%	2%
Don't Know	6%	6%	7%

70% of women and 74% of men stated that they have a PDR as often as they would like. (Table 5.13).

Table 5.13: AS Survey response to frequency of PDR meetings.

Do you have PDR meetings as often as you would like?	Female academic staff	Male academic staff	All Academic staff
No, not often enough	28%	23%	26%
No, too often	2%	3%	2%
Yes	70%	74%	71%

Survey respondents highlighted perceptions of gender bias (in favour of men) in relation to 'line management support around career development' and 'the likelihood that staff will be promoted' (Table 5.14).

Table 5.14: AS Survey responses to the gender bias surrounding development opportunities.

Provision of opportunities for staff development	Female academic staff	Male academic staff	All Academic staff
No gender bias	53%	64%	54%
Male staff disadvantaged	1%	6%	3%
Female staff disadvantaged	13%	2%	11%
Trans and non-binary staff disadvantaged	5%	2%	5%
Don't know	28%	26%	27%

Feedback from SAT members and focus group participants indicated that an improvement in the PDR process will support our aims of progressing gender equality, by encouraging greater accountability and transparency. We will update the PDR process and guidance so that it becomes an effective means of identifying and removing barriers to career progression and promoting equality (Action 20.i.).

Actions Identified:

- **Action 20.i.** Update the PDR process and guidance so that it can be used as a means of identifying and removing barriers to career progression experienced by staff, including information on Leadership & Management development opportunities
- **Action 20.ii.** Implement a mechanism for HR to collect the Learning & Development priorities from PDRs to ensure staff development priorities are catered for
- **Action 20.iii.** Encourage Heads of Department and academic managers to attend PDR briefings, supporting them to offer PDR to all staff in a consistent way

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff including postdoctoral researchers to assist in their career progression.

Support is provided to academic staff through:

- Coaching and mentoring.
- Funding for conferences/ projects for ECR.
- Opportunities for collaboration through research centres.
- Training (delivered by Graduate School, Research Services, TaLIC, academic departments).
- PGR career development through events and training by the Graduate School, aligned to the Researcher Career Development Framework.

The Graduate School Fund (GSF) supports conference attendance, events organising, fieldwork visits and training costs. In 2017/18, £30,576.39 was awarded to doctoral researchers through the GSF; 66% of awardees were women indicating that men were under-represented amongst awardees (Action 20.iv).

TaLIC coordinates the PG Cert in Learning and Teaching in Higher Education, an annual Teaching and Learning Conference, Graduate Tutor Training Days, and Higher Education Academy Fellowships, which includes access to mentoring. Women represent 63% of PG Cert participants (Table 5.15). An action has been identified to address the under-representation of men in the PG Cert (Action 20 iv).

Table 5.15: PG Cert participants (2016/17 – 2018/2019).

PG Cert	2016/17		2017/18		2018/19		Total	
Female	38	66%	21	54%	23	70%	82	63%
Male	20	34%	18	46%	10	30%	48	37%
Grand Total	58	100%	39	100%	33	100%	130	100%

Actions Identified:

- **Action 20.iv.** Ensure academic staff and PGR are made aware of career development support through PDR / review meetings and that courses / profile of those accessing support reflects the gender balance of the college

5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the institution offers to staff before they go on maternity and adoption leave.

Line managers meet with pregnant staff to complete a risk assessment and discuss:

- how to best support them whilst on leave;
- expected dates of leave;
- arrangements for cover;
- use of KIT days.

Quiet space facilities are available for pregnant staff to rest and pregnant staff can attend all antenatal appointments needed. Staff are eligible for enhanced, contractual maternity pay after 52 weeks of employment (Table 5.16). The staff member must return to work for at least 3 months following this leave.

“Maternity leave is properly covered in my department which is great, and attitudes to becoming a parent are generally positive and understanding. I know this isn't the case in some departments.” - **Female, Academic Staff**

Staff adopting a child can take up to five days paid leave to attend introductory meetings/adoption appointments and adoption pay, at 12 months' continuous service by the match week.

Table 5.16: Contractual maternity leave entitlement.

Number of Weeks	Entitlement
8	Full pay (including statutory pay)
18	Half pay, plus statutory pay (subject to a maximum of full pay when combining the payments)
13	Statutory pay
13	Unpaid

Our AS survey indicated that some departments manage maternity leave better than others, providing support and flexibility for staff (e.g. with attending appointments). We

will take steps to better communicate our family-friendly policies so managers are more consistently supportive (Action 21.iii).

Actions Identified:

- **Action 21.iii.** Develop two communication plans, targeted at staff and managers, to raise awareness of policies supporting staff with caring responsibilities.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the institution offers to staff during maternity and adoption leave.

Managers should agree with the staff member how best to keep in touch with them whilst on maternity and adoption leave. Those on maternity leave can take up to ten KIT days. Arrangements for maternity cover are made at a department level. The AS survey indicated areas of good practice and areas where staff felt arrangements should be reviewed.

“The college should review its maternity leave policy and how it allocates resources to departments to fund maternity leave.” - **Female, Academic Staff**

The AS survey revealed that some staff perceive other HEIs’ maternity packages to be more favourable than Goldsmiths’. **We will undertake a benchmarking exercise, making recommendations for changes, to ensure Goldsmiths follows best practice** (Action 24.ii).

Actions Identified:

- **Action 24.ii.** Undertake a benchmarking exercise to identify good practice in other HEIs.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the institution offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Staff returning within 26 weeks of taking maternity leave are entitled to the same job as before, or a similar job after 26 weeks. However, during the reporting period no staff have returned to a different job.

Staff on FTCs have the same entitlements as their colleagues, up to the end of their contract, with no obligation to return beyond this.

Staff have access to an onsite nursing room and a number of childcare provisions (see section 5.5.viii).

Qualitative AS survey responses highlighted many staff feel supported on their return to work, with departments being flexible about working patterns and location to fit around childcare. Usually this is arranged informally, with some staff aware they can request this formally via HR.

“There is a culture of support for child care in general throughout the department.” - **Female, Technical Staff**

“In the main, I have found Goldsmiths to be a supportive and friendly environment. I have rarely felt that my gender is an issue. Since having children, I see that maternity leave and the subsequent experience of managing children (and their various sick days) in nursery and school has had a noticeable and detrimental effect on my career, but I'm not sure that the Institution could do much else.” - **Female, Academic Staff**

The carers focus group revealed that staff experiences on returning to work varied; with some participants unaware of the policies and procedures to support those returning from maternity leave. We have identified actions to address this (Action 21.ii.). Some staff wanted managers to be more accommodating of their needs when timetabling and planning events, especially outside of 9am – 5pm. **We will introduce considerate working guidelines, encouraging staff to hold events within working hours, with thought for needs of staff with caring responsibilities** (Action 23.i.).

We are aware that other universities offer targeted support for Researchers returning after a career break. Whilst not highlighted by our focus groups, it could make a significant difference to the career development of women. We will explore options for improved support (Action 24.iii.).

Actions Identified:

- **Action 21.ii.** Publicise case studies of academics returning to work after maternity leave, and how they use the support that Goldsmiths offer.
- **Action 23.i.** Develop good practice guidance encouraging staff to arrange meetings and social events with consideration for the needs of staff invited, including their job requirements and caring responsibilities, and to communicate these as far in advance as possible.
- **Action 24.iii.** Explore options for supporting Researchers returning after a career break (e.g. maternity/ paternity/ adoption leave).

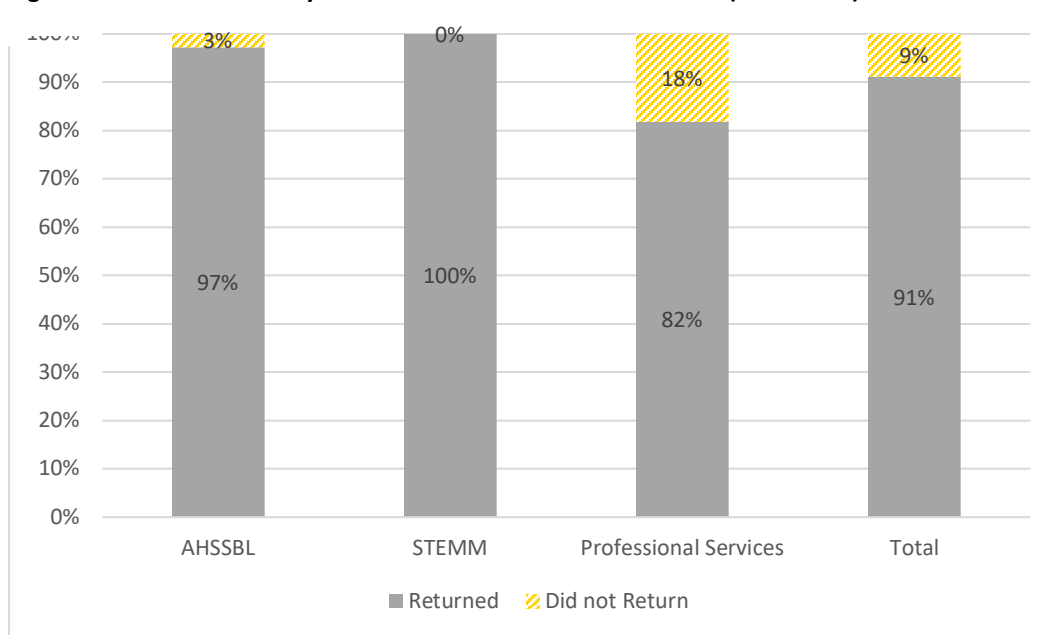
(iv) Maternity return rate

Provide data and comment on the maternity return rate in the institution. Data and commentary on staff whose contracts are not renewed while on maternity leave should be included in this section.

The majority of staff (91%) who took maternity leave in the last three years returned to work (Figure 5.12). Academic departments’ return rates were higher (97%) than

professional services (82%). **We will begin recording staff members' reason for leaving to identify why this difference occurs (Action 6).**

Figure 5.12: Total maternity return rate for the whole institution (2015-2018).



Actions Identified:

- **Action 6.** Introduce an exit survey, including questions on organisational culture, management practices, career development, and equality of opportunity

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade for the whole institution. Provide details on the institution's paternity package and arrangements.

Staff who have worked continuously for at least 26 weeks by the end of the 15th week before the expected week of childbirth or matching week are eligible to take one or two weeks of paid paternity/ co-parent leave. Staff can request further unpaid leave and time off for two antenatal/ adoption appointments.

Statutory shared parental leave is offered to staff with at least 26 weeks' service by the end of the 15th week before the expected week of childbirth or matching week. To qualify for enhanced pay (equivalent to the enhanced maternity package in Table 5.16) they must have 12 months' service at the same stage, and return to work for 3 months following leave.

Table 5.17 shows the uptake of adoption, parental, paternity, and shared parental leave for the whole institution.

Table 5.17: Uptake of adoption, parental, paternity, and shared parental leave across the institution (2015–2018).

Area	Adoption	Parental	Paternity	Shared Parental	Grand Total
AHSSBL	0	<5	9	<5	
STEMM	0	0	<5	0	
Professional Services	<5	<5	14	<5	
Grand Total	<5	<5		<5	

Over half of men who completed our AS survey (52%) were less than ‘moderately aware’ of institutional policies relevant to their working life, including paternity/ co-parent leave. We will raise awareness of our family-friendly policies (Action 21.iii.).

Actions Identified:

- **Action 21.iii.** Develop two communication plans, targeted at staff and managers, to raise awareness of policies supporting staff with caring responsibilities

(vi) Flexible working

Provide information on the flexible working arrangements available.

Flexible working arrangements (e.g. adjusted working hours, compressed hours, working from home) are agreed between a staff member and their line manager. Where an informal request for flexible working is declined by a line manager, a formal request can be made via HR. Requests are considered objectively and only refused if there are clear business reasons to do so, following our Flexible Working Policy. HR Consultants (HRC) advise managers on best practice implementation.

“There are formal and informal processes in place: in our department we have tended to trying to facilitate people's different needs on an informal basis organised internally.” - **Male, Academic staff**

Table 5.18 shows 68% AS survey respondents strongly agreed (27%) or agreed (41%) that Goldsmiths accommodates flexible working. There were no significant differences between men and women.

Table 5.18: Academic staff answers to the question “The institution/my department is accommodating of flexible working” from the Athena SWAN survey.

The institution/my department is accommodating of flexible working	Female Academic Staff	Male Academic Staff	All Academic Staff
Strongly Agree / Agree	69%	67%	68%
Neither agree nor disagree	12%	14%	13%
Disagree / Strongly Disagree	11%	11%	12%
Don't Know	8%	8%	7%

The AS survey suggested that a number of staff were unsure of their entitlement to request flexible working. We will therefore raise awareness and better communicate our flexible working policy through a communications plan by sharing case studies, highlighting how it can improve work-life balance (Action 21.iv).

Actions Identified:

- **Action 21.iv.** Develop and promote case studies on flexible working arrangements and job sharing

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time to transition back to full-time roles when childcare/dependent or caring responsibilities reduce.

Following a career break, staff can request a transition from part-time to full-time, with requests considered by line managers. HRCs provide guidance to managers, however there is no formal policy. This will be included in the larger HR Policy review (Action 24.i).

Actions Identified:

- **Action 24.i.** Develop policy for returning to work following a career break

(viii) Childcare

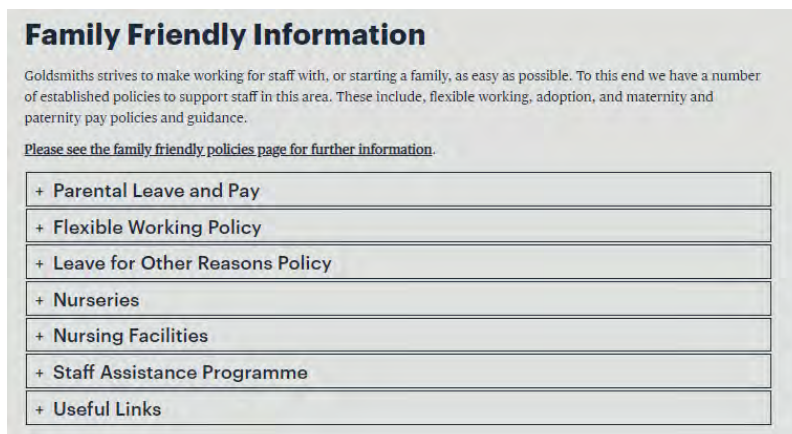
Describe the institution’s childcare provision and how the support available is communicated to staff. Comment on uptake and how any shortfalls in provision will be addressed.

We advertise the Government’s ‘Childcare Choices’ website on our ‘Family Friendly’ Goldmine page to ensure all staff are aware of their entitlements for support with childcare. We also allow expenses for childcare costs to be claimed back, where a research grant allows (Action 22.iii). Through the AS survey, staff highlighted having

difficulty paying for childcare costs and some were not aware of the information we provided.

We will create a checklist for managers, so that they direct staff taking family friendly leave to view this page (Action 21.i). We will also introduce family and childcare focussed financial information sessions for staff (Action 22.ii).

Figure 5.13: Family Friendly Goldmine Page.



Actions Identified:

- **Action 21.i.** Create a checklist for managers for managing family-friendly leave, which will be built into maternity/ paternity/ adoption/ shared parental leave policies, including signposting to family friendly Goldmine page
- **Action 22.ii.** Introduce financial briefings on the Government's 'Childcare choices'
- **Action 22.iii.** Publicise support for researchers with caring responsibilities

(ix) Caring responsibilities

Describe the policies and practice in place to support staff with caring responsibilities and how the support available is proactively communicated to all staff.

The AS survey revealed 17% of respondents have been a full-time carer within the last three years and 27% have been an occasional/shared carer. **Goldsmiths provides time off for staff with caring responsibilities**, arranged through flexible working requests with the staff members' line manager (as above). Our 'Leave for Other Reasons' policy also offers guidance on time off for carers.

Actions have been identified to ensure staff are aware of entitlements (Action 21.iii.). In addition, a **Carers Staff Network will be introduced** to improve support available (Action 22.i).

Actions Identified:

- **Action 21.iii.** Develop two communication plans, targeted at staff and managers, to raise awareness of policies supporting staff with caring responsibilities
- **Action 22.i.** Introduce a Carers Staff Network

5.6 Organisation and culture

(i) Culture

Demonstrate how the institution actively considers gender equality and inclusivity. Provide details of how the charter principles have been, and will continue to be, embedded into the culture and workings of the institution and how good practice is identified and shared across the institution.

Gender equality plays a crucial role in the curriculum, research and decision making of the college. Good practice includes:

- Programmes and research centres focussing on gender equality (e.g. MA Gender, Media and Culture, MA Queer History, Centre for Feminist Research, Centre for Identities and Social Justice).
- Special Collections & Archives enhancing public knowledge of women in the arts (e.g. Women's Art Library, the Daphne Oram Collection, Women's Revolutions Per Minute collective).
- Staff networks (e.g. GREG, LGBTQ Staff Network, WLN) host events and input into gender equality initiatives (e.g. International Women's Day)
- **The Menopause Support Group (established 2017)** meets regularly, with occasional attendance from our local GP partner.
- In response to student and staff campaigns and consultation, **two Goldsmiths buildings have been named after women** who have made a significant contribution to the academic mission of the College (Figure 5.14).
- At the start of all committee meetings, the Chair reminds members to consider equality as part of all discussions. **We have recently revised the cover sheet for all committee papers, including a section on EDI.** (Action 25). Committee chairs and secretaries have undertaken training relating to their roles, including EDI awareness.
- Dedicated pages on Goldmine and our external website outline Goldsmiths' commitment to AS, including a video explaining AS gender equality principles (Figure 5.15).
- A sustained programme of events exploring gender equality, including the 2018 launch of "Inside the Ivory Towers"; a book exploring the career trajectories of women of colour in British academia.
- For International Women's Day, interviews with female SAT members about women who have inspired them, were shared on Twitter and on screens around campus (Figure 5.16).

Figure 5.14: Goldsmiths external webpage recognising the naming of the Margaret McMillan Building (September 2017).

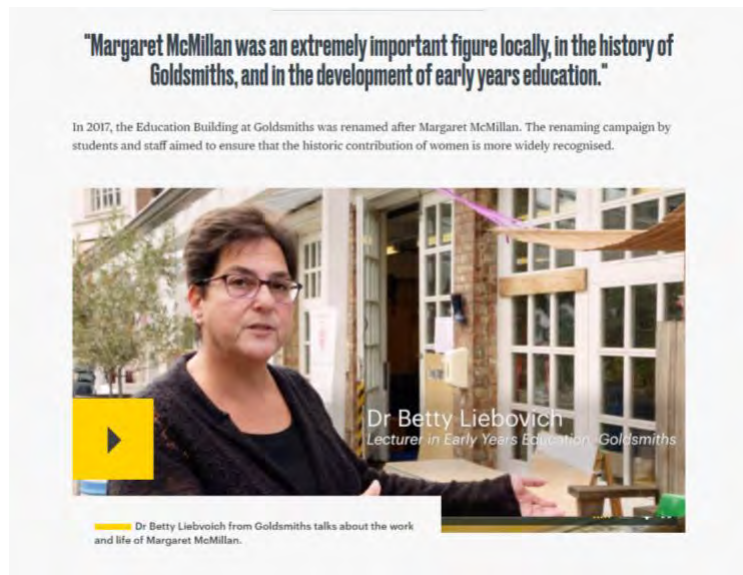


Figure 5.15: Goldsmiths' external Athena SWAN webpage including video.



Figure 5.16: Goldsmiths' Twitter page spotlighting women as part of the International Women's Day campaign (March 2018).



Feedback from staff

The AS survey highlighted that some felt women (13%) and trans and non-binary staff were disadvantaged (6%) in the way they were treated by colleagues at Goldsmiths.

Table 5.19: AS Survey responses to the gender bias surrounding respect of colleagues.

The respect and positivity with which staff are treated by colleagues	Female Academic Staff	Male Academic Staff	All Staff
No gender bias	59%	72%	61%
Male staff disadvantaged	2%	2%	2%
Female staff disadvantaged	16%	4%	13%
Trans and nonbinary staff disadvantaged	6%	4%	6%
Don't know	17%	18%	18%

Focus groups and 1-1 interviews highlighted concerns about inappropriate behaviour and language.

“Conversations about equality often attract people who are interested in making a difference... Lad culture is a prominent problem within some departments.” - **Academic Promotions Focus Group Participant 2019**

“I have witnessed women, especially junior women, being shut down during meetings or over email and intimidated through the use of inappropriate language from senior members of staff, both male and female.” - **Female Academic, AS Survey**

Drawing from focus group discussions, actions have been identified to promote an inclusive culture across all parts of the College (Action 29).

Actions Identified:

- **Action 25.** All committee papers to include a section on EDI in order to fully consider the equality impacts of proposals.
- **Action 29.i.** Embed inclusive leadership principles into all leadership and management training
- **Action 29.ii.** Embed within all EDI training a clear explanation of the behaviours that might constitute bullying and harassment and the steps to take in order to promote an inclusive culture.
- **Action 29.iii.** Launch mandatory Anti-Racism training including consideration of intersectional inequalities across race and gender

(ii) HR policies

Describe how the institution monitors the consistency in application of its HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Include a description of the steps taken to ensure staff with management responsibilities are up to date with their HR knowledge.

In 2016 we reviewed our grievance and disciplinary procedures and introduced a new Bullying and Harassment Policy. Policy updates are communicated through staff newsletters and staff are signposted to policies on key dates throughout the year (e.g. on International Day against Homophobia, Transphobia and Biphobia).

HRCs meet with managers and deliver policy briefings to promote appropriate application of HR policies. Gaps between policy and practice are identified by staff networks and TUs, who feed back to HR via regular meetings and committees (e.g. Joint Negotiation and Consultation Committee [JNCC] and HREC). Identified gaps inform future HR projects/policy reviews as part of the HR Operating Plan.

SMT has agreed to establish Equality Steering groups, including GESG, to ensure a more consistent approach to responding to feedback about equality policies and practices (Action 4.ii).

Actions Identified:

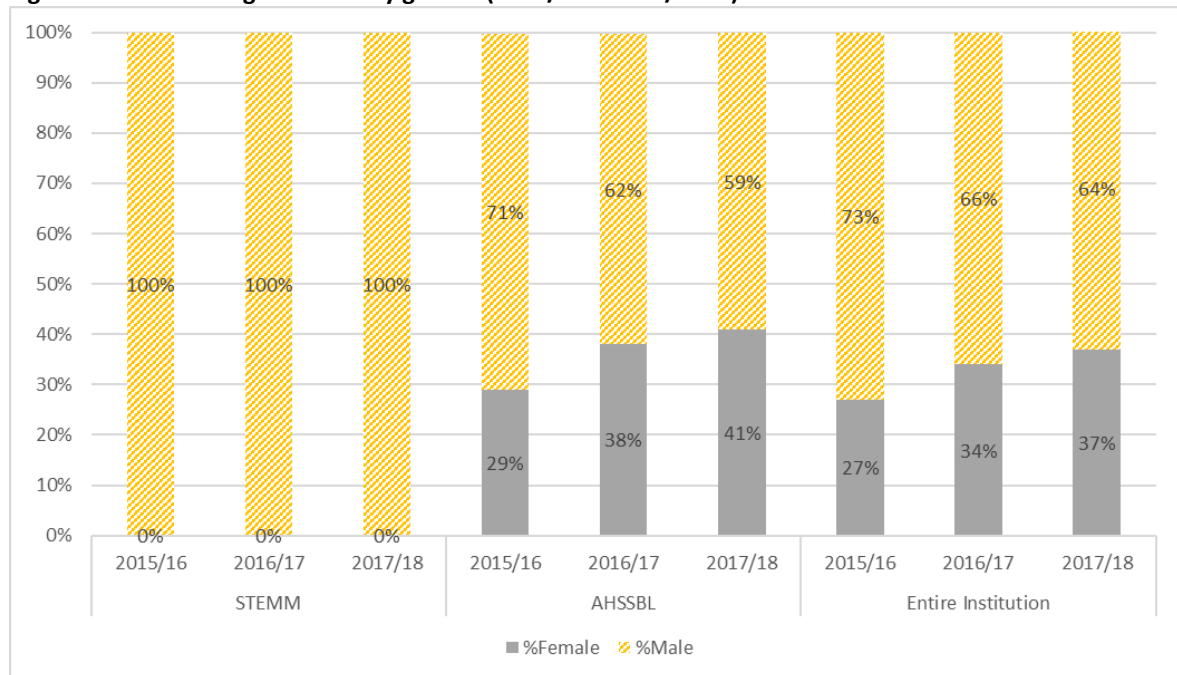
- **Action 4.ii.** Establish a Gender Equality Steering Group

(iii) Proportion of heads of school/faculty/department by gender

Comment on the main concerns and achievements across the whole institution and any differences between STEMM and AHSSBL departments.

HoDs are appointed through an internal process. A panel (consisting of the Warden, a pro-Warden and a serving HoD) reviews and selects the new HoD. The role is rotated over a three-year period, with a semi-automatic extension to four years if requested.

Figure 5.18: Percentage of HoDs by gender (2016/17 – 2018/2019).



Women are under-represented in HoD roles (between 27%-36%) over the last three years. In AHSSBL this peaked at 42% women in 2017/18. There were no women HoDs in STEMM between 2015/16 to 2017/18, however women interim HoDs were appointed in Computing and IMS for 2019/20.

The three HoS posts (1F, 2M) have remained unchanged for three years. These posts are held by Pro-Wardens appointed through an internal recruitment process for three years, which they can be appointed to twice.

The AS survey indicated that some respondents perceived the HoD recruitment process to be unfair and biased towards men. There is also a perception that the HoD role is intensely demanding and detracts from research, making it unappealing to some.

We will review HoD recruitment, with a view to improving transparency and limiting bias (Action 27.i). Addressing the under-representation of women in HoD roles will be a key priority within our AP and will be supported by actions relating to academic promotions and enhancing L&D (Action 15 and Action 18).

Actions Identified:

- **Action 15.i.** Invite all women Senior Lecturers and Readers to Academic Promotions Briefings (incl. Women only briefings), encouraging them to find out about the promotions process.
- **Action 15.ii.** Formalise mentoring and coaching offering for women at Senior Lecturer and Reader level.
- **Action 18.i.** Evaluate existing internal and external programmes to identify what additional / alternative leadership and management training might benefit women academics and contribute to our gender equality objectives.
- **Action 18.ii.** Continue to survey staff through an annual Learning and Development survey to identify and respond to the learning and development needs of academic staff, ensuring this is analysed by gender.
- **Action 27.i.** Review and update HoD recruitment process in order to improve transparency and prevent against bias in the selection process.

(iv) Representation of men and women on senior management committees

Provide data by gender, staff type and grade and comment on what the institution is doing to address any gender imbalance.

The representation of women on SMT fluctuated from 57% in 2015/16 to 33% in 2017/18. Goldsmiths' new Warden (joined August 2019) has taken steps to enhance the diversity of SMT by including additional members. As a result, the 2019/20 composition is four women and three men.

Figure 5.19: Goldsmiths Senior Management Team by gender (2015/16-2017/18)

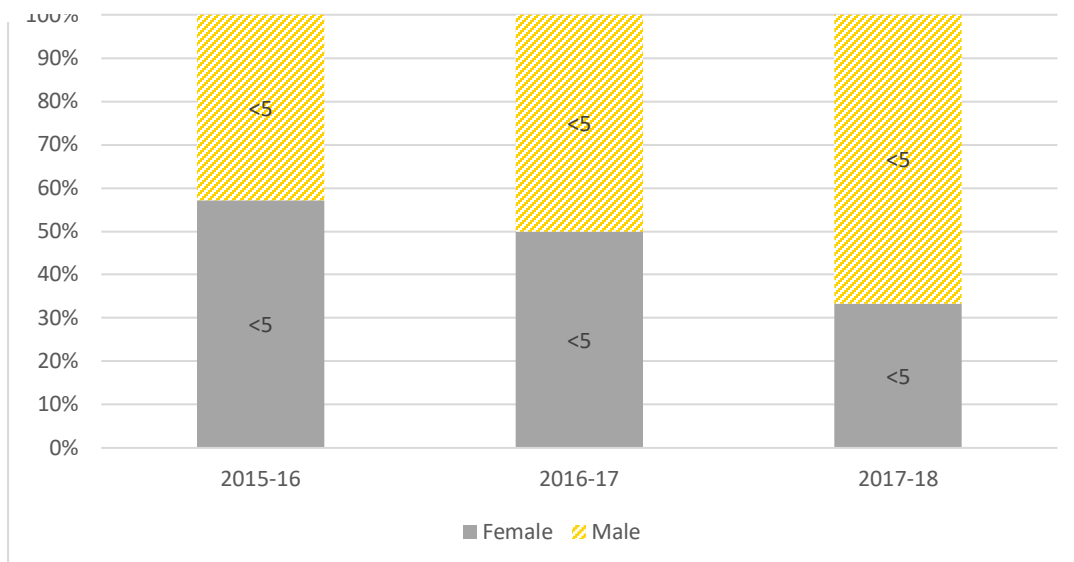
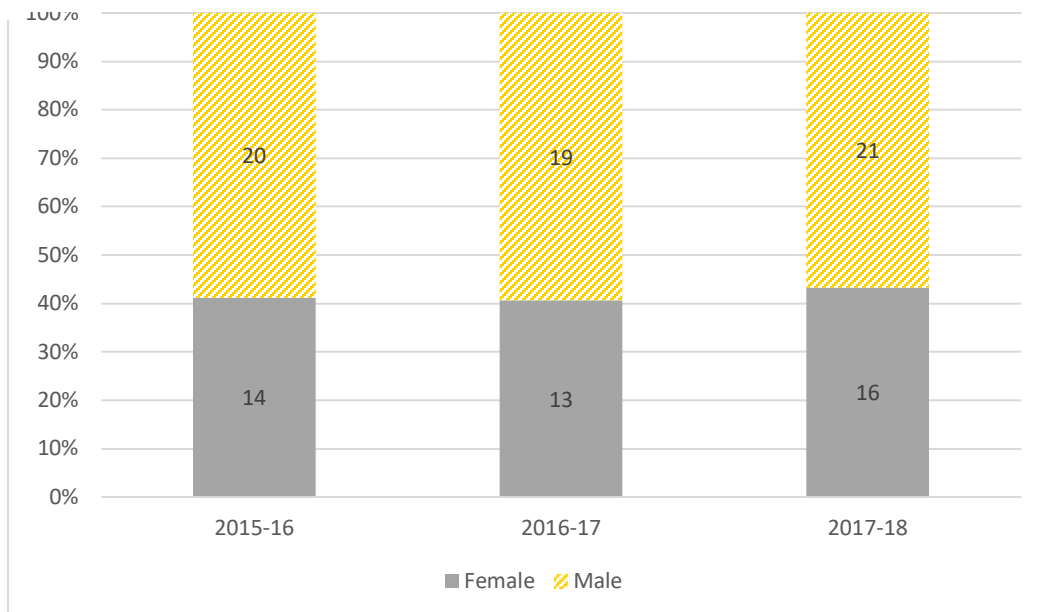


Table 20: Goldsmiths SMT by staff type and gender (2015/16 – 2017/18).

Goldsmiths SMT Grade: all SMT members are classified as 'off scale'.	Female		Male		Total
	<5	%	<5	%	
2015-16	<5	57%	<5	43%	7
Academic	<5	67%	<5	33%	<5
Non-Academic	<5	50%	<5	50%	<5
2016-17	<5	50%	<5	50%	6
Academic	<5	50%	<5	50%	<5
Non-Academic	<5	50%	<5	50%	<5
2017-18	<5	33%	<5	67%	6
Academic	<5	33%	<5	67%	<5
Non-Academic	<5	33%	<5	67%	<5

Goldsmiths Leadership Group (GLG) comprises of HoDs, Pro-Wardens and Directors of Professional Services.

Figure 5.20: Goldsmiths Leadership Group by Gender (2015/16 – 2017/18).



There is a trend of female under-representation on GLG. This is most prominent amongst academic staff, although it improves from 27% F in 2015/16 to 42% F in 2017/18 (Table 5.21). The increase may be linked to an increase of women in HoD roles during these years, since HoDs hold the majority of academic staff roles on the GLG. Measures to encourage women into HoD roles will contribute to an improved representation in GLG (Action 27).

Table 5.21: Goldsmiths Leadership Group (Previously known as Wardens Advisory Group) by Gender and Grade (2015/16 – 2017/18).

Staff Type	Female		Male		Total
2015/16	14	41%	20	59%	34
Academic		27%		73%	
Professor	<5	25%	12	75%	16
Senior Lecturer	<5	33%	<5	67%	6
Non-Academic		67%		33%	
Professional Services - Grade 9-10	<5	100%	0	0%	<5
Professional Services - Off Scale	7	64%	<5	36%	11
2016/17	13	41%	19	59%	32
Academic		32%		68%	
Professor	6	35%	11	65%	17
Senior Lecturer	<5	20%	<5	80%	5
Non-Academic		60%		40%	
Professional Services - Grade 9-10	<5	100%	0	0%	<5
Professional Services - Off Scale	5	56%	<5	44%	9
2017/18	16	43%	21	57%	37
Academic		42%		58%	
Professor	6	38%	10	63%	16
Senior Lecturer	<5	50%	<5	50%	8
Non-Academic		46%		54%	
Professional Services - Grade 9-10	<5	100%	0	0%	<5
Professional Services - Off Scale	<5	36%	7	64%	11

Actions Identified:

- **Action 27.i.** Review and update HoD recruitment process in order to improve transparency and prevent against bias in the selection process

- **Action 27.ii.** Publicise 'Preparing to Lead a Department' via the Women's leadership network and Goldsmiths Race Equality Group, in order to support women and BAME staff to apply for HoD roles
- **Action 27.iii.** Launch mentoring and coaching opportunities for Women and BAME staff who aspire to be HoDs
- **Action 27.iv.** Share accounts of HoDs who have managed the role alongside family commitments and caring responsibilities

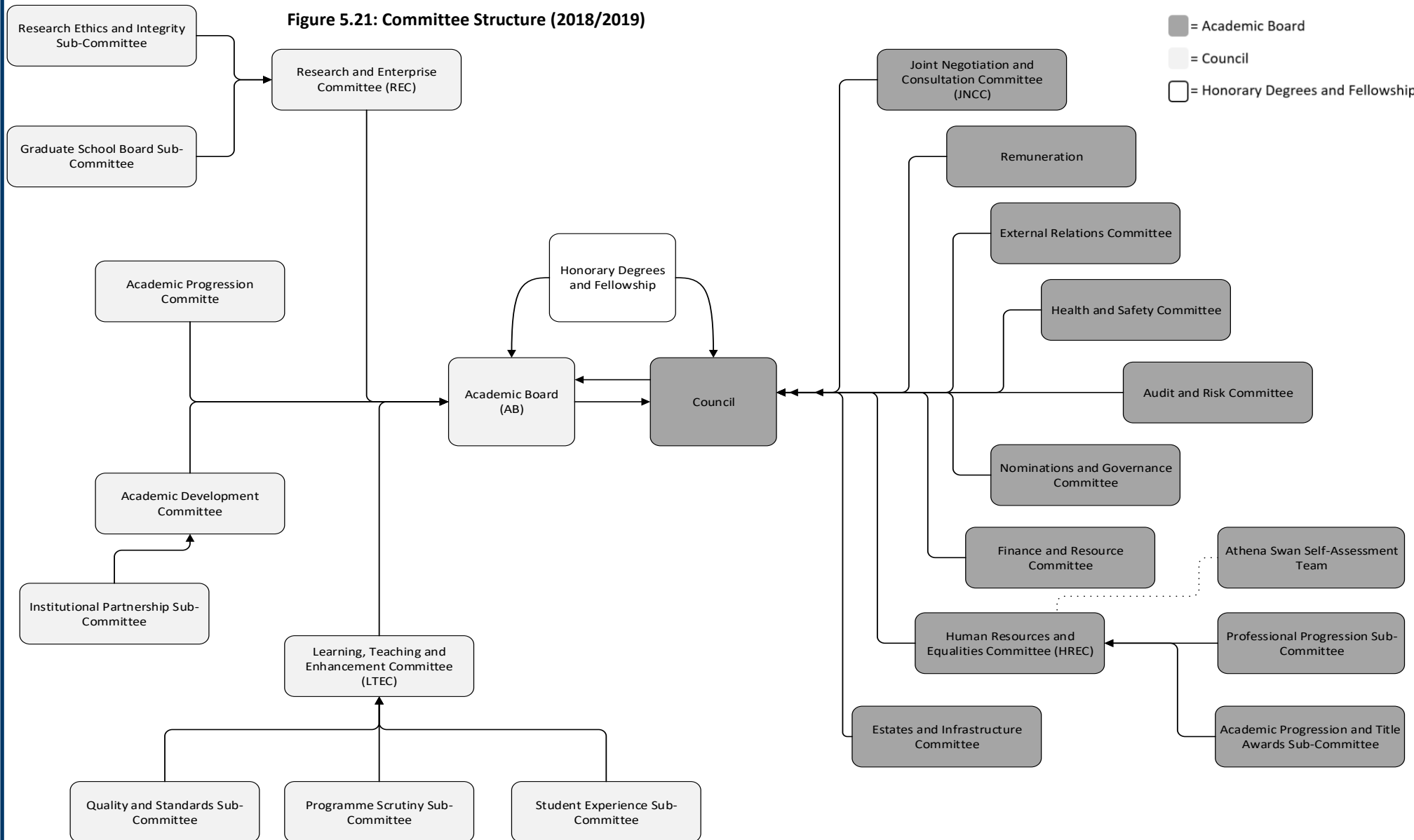
(v) Representation of men and women on influential institution committees

Provide data by committee, gender, staff type and grade and comment on how committee members are identified, whether any consideration is given to gender equality in the selection of representatives and what the institution is doing to address any gender imbalances.

Goldsmiths College committees are structured in relation to Academic Board and Council (Figure 5.21).

Figure 5.21: Committee Structure (2018/2019)

- = Academic Board
- = Council
- = Honorary Degrees and Fellowship



The composition of Council and Academic Board is defined by Goldsmiths Statutes and membership is determined by professional role, or through election. Committees of Academic Board and Council are comprised on a nomination and ex-officio basis. Staff are nominated, or invited, based on their role.

Committees of Academic Board

In 2017/18 women were under-represented on Academic Board (45% F) and Research and Enterprise Committee (44%) and men were under-represented on Learning, Teaching and Enhancement Committee (29% M). The under-representation of women on Academic Board may be linked to the under-representation of women HoDs.

Committees of Council

In 2017/18, women were under-represented on Council and Audit and Risk Committee (33% F) whilst men were under-represented on HREC (10% M), JNCC (38% M), Nominations (17% M) and Pay and Progression (33% M). Table 5.22 indicates that this has been a consistent trend across the reporting period.

We began collecting equality data for independent members of Council in 2018/19. We are using this to inform positive action in recruiting independent Council members, and will include the data in future submissions

We will introduce a formal process requiring committees to promote a gender balance within their membership (Action 26).

Table 5.22: Committees of Academic Board by gender, staff type and grade (2017/18).

Committees of Academic Board 2017/18	F	%F	M	%M	Total
Academic Board		45%		55%	
Academic	18	45%	22	55%	40
Lecturer	<5	33%	<5	67%	6
Professor	8	47%	9	53%	17
Reader	<5	50%	<5	50%	<5
Senior Lecturer	7	47%	8	53%	15
Non-Academic	<5	50%	<5	50%	<5
Professional Services - Grade 9-10	<5	67%	<5	33%	<5
Professional Services - Off Scale	0	0%	<5	100%	<5
Academic Development Committee (ADC)		54%		46%	
Academic	6	67%	<5	33%	
Lecturer	0	0%	<5	100%	<5
Professor	<5	67%	<5	33%	<5
Reader	<5	50%	<5	50%	<5
Senior Lecturer	<5	100%	0	0%	<5
Non-Academic	<5	25%	<5	75%	<5
Professional Services - Grade 8	0	0%	<5	100%	<5
Professional Services - Grade 9/10	0	0%	<5	100%	<5
Professional Services - Off Scale	<5	50%	<5	100%	<5
Academic Progress Committee (APC)	<5	50%	<5	50%	<5
Academic	<5	50%	<5	50%	<5
Professor	0	0%	<5	100%	<5
Reader	<5	100%	0	0%	<5
Senior Lecturer	<5	50%	<5	50%	<5
Learning, Teaching and Enhancement Committee		71%		29%	
Academic	6	67%	<5	33%	
Lecturer	<5	100%	0	0%	<5
Professor	<5	50%	<5	50%	<5
Senior Lecturer	<5	60%	<5	40%	5
Non-Academic	<5	80%	<5	20%	5
Professional Services - Grade 8	<5	67%	<5	33%	<5
Professional Services - Grade 9-10	<5	100%	0	0%	<5
Professional Services - Off Scale	<5	100%	0	0%	<5
Research and Enterprise Committee		44%		56%	
Academic	<5	33%	8	67%	
Professor	<5	33%	8	67%	12
Non-Academic	<5	75%	<5	25%	<5
Professional Services - Grade 9/10	<5	50%	<5	50%	<5
Professional Services - Off Scale	<5	100%	0	0%	<5

Table 5.23: Committees of Academic Board (2015/16 – 2017-/18)

	Year	F	%F	M	%M	Total
Academic Board	2015/16	14	39%	22	61%	36
	2016/17	19	41%	27	59%	46
	2017/18	20	45%	24	55%	44
Academic Progress Committee	2015/16	<5	50%	<5	50%	<5
	2016/17	<5	67%	<5	33%	<5
	2017/18	<5	50%	<5	50%	<5
Academic Development Committee	2015/16	<5	43%	<5	57%	7
	2016/17	5	50%	5	50%	10
	2017/18	7	54%	6	46%	13
Learning, Teaching and Enhancement Committee	2015/16	10	63%	6	38%	16
	2016/17	10	59%	7	41%	17
	2017/18	10	71%	<5	29%	
Research and Enterprise Committee	2015/16	10	56%	8	44%	18
	2016/17	9	53%	8	47%	17
	2017/18	7	44%	9	56%	16
	Grand Total	130	49%	135	51%	265

Table 5.24: Committees of Council 2017/18 by Gender, staff type and grade.

**Data relates to staff members; external members of Council have not been included.*

Committees of Council (2017/18)*	F	%F	M	%M	Total
Council 2017/18	<5	33%	6	67%	
Academic	<5	33%	<5	67%	6
Professor	<5	25%	<5	75%	<5
Senior Lecturer	<5	50%	<5	50%	<5
Non-Academic	<5	33%	<5	67%	<5
Professional Services - Grade 8	<5	100%	0	0%	<5
Professional Services - Grade 9-10	0	0%	<5	100%	<5
Professional Services - Off Scale	0	0%	<5	100%	<5
Audit and Risk Committee 2017/18	<5	33%	<5	67%	<5
Non-Academic	<5	33%	<5	67%	<5
Professional Services - Off Scale	<5	33%	<5	67%	<5
Estates and Infrastructure 2017/18	<5	57%	<5	43%	7
Academic	0	0%	<5	100%	<5
Professor	0	0%	<5	100%	<5
Senior Lecturer	0	0%	<5	100%	<5
Non-Academic	<5	100%	0	0%	<5
Professional Services - Grade 1-5	<5	100%	0	0%	<5
Professional Services - Off Scale	<5	100%	0	0%	<5
External Relations 2017/18	5	56%	<5	44%	
Academic	<5	25%	<5	75%	<5
Professor	0	0%	<5	100%	<5
Reader	0	0%	<5	100%	<5
Senior Lecturer	<5	50%	<5	50%	<5
Non-Academic	<5	80%	<5	20%	
Professional Services - Grade 1-5	<5	100%	0	0%	<5
Professional Services - Grade 9-10	<5	100%	0	0%	<5
Professional Services - Off Scale	<5	67%	<5	33%	<5
Finance and Resource 2017/18	0	0%	<5	100%	<5
Non-Academic	0	0%	<5	100%	<5
Professional Services - Off Scale	0	0%	<5	100%	<5

Committees of Council (2017/18)*	F	%F	M	%M	Total
Health & Safety 2017/18	6	50%	6	50%	12
Academic	<5	50%	<5	50%	<5
Lecturer	<5	50%	<5	50%	<5
Senior Lecturer	<5	50%	<5	50%	<5
Non-Academic	<5	50%	<5	50%	8
Professional Services - Grade 1-5	<5	100%	0	0%	<5
Professional Services - Grade 8	0	0%	<5	100%	<5
Professional Services - Grade 9-10	<5	33%	<5	67%	<5
Professional Services - Off Scale	<5	67%	<5	33%	<5
Human Resources and Equalities Committee (HREC) 2017/18		90%	<5	10%	10
Academic	5	100%	0	0%	5
Professor	<5	100%	0	0%	<5
Reader	<5	100%	0	0%	<5
Senior Lecturer	<5	100%	0	0%	<5
Non-Academic	<5	80%	<5	20%	5
Professional Services - Grade 8	<5	100%	0	0%	<5
Professional Services - Off Scale	<5	67%	<5	33%	<5
Joint Negotiation and Consultation Committee (JNCC) 2017/18		63%	<5	38%	
Academic	<5	33%	<5	67%	<5
Lecturer	0	0%	<5	100%	<5
Professor	<5	50%	<5	50%	<5
Non-Academic	<5	80%	<5	20%	5
Professional Services - Grade 1-5	<5	100%	0	0%	<5
Professional Services - Grade 8	<5	100%	0	0%	<5
Professional Services - Off Scale	<5	50%	<5	50%	<5
Nominations 2017/18		83%	<5	17%	6
Academic	<5	100%	0	0%	<5
Professor	<5	100%	0	0%	<5
Senior Lecturer	<5	100%	0	0%	<5
Non-Academic	<5	75%	<5	25%	<5
Professional Services - Grade 1-5	<5	100%	0	0%	<5
Professional Services - Grade 8	<5	100%	0	0%	<5
Professional Services - Off Scale	<5	50%	<5	50%	<5
Pay & Progression 2017/18	<5	67%	<5	33%	6
Academic	<5	50%	<5	50%	<5
Lecturer	0	0%	<5	100%	<5
Professor	<5	100%	0	0%	<5
Non-Academic	<5	75%	<5	25%	<5
Professional Services - Grade 1-5	<5	100%	0	0%	<5
Professional Services - Grade 9-10	<5	100%	0	0%	<5
Professional Services - Off Scale	<5	50%	<5	50%	<5
Remuneration 2017/18	0	0%	<5	100%	<5
Non-Academic	0	0%	<5	100%	<5
Professional Services - Off Scale	0	0%	<5	100%	<5
Honorary Degrees & Fellowships 2017/18		60%	<5	40%	
Academic	<5	50%	<5	50%	<5
Professor	<5	50%	<5	50%	<5
Senior Lecturer	<5	50%	<5	50%	<5
Non-Academic	<5	67%	<5	33%	6
Professional Services - Grade 1-5	<5	100%	0	0%	<5
Professional Services - Grade 8	<5	100%	0	0%	<5
Professional Services - Grade 9-10	0	0%	<5	100%	<5
Professional Services - Off Scale	<5	67%	<5	33%	<5

Table 5.25: Committees of Council (2015/16 – 2017-/18)

Committees of Council	Year	F	%F	M	%M	Total
Council	2015/16	<5	33%	6	67%	
	2016/17	<5	30%	7	70%	
	2017/18	<5	33%	6	67%	
Audit and Risk Committee	2015/16	<5	50%	<5	50%	<5
	2016/17	<5	33%	<5	67%	<5
	2017/18	<5	33%	<5	67%	<5
Estates and Infrastructure	2015/16	5	56%	<5	44%	
	2016/17	<5	50%	<5	50%	
	2017/18	<5	57%	<5	43%	
External Relations	2015/16	<5	57%	<5	43%	7
	2016/17	<5	25%	6	75%	9
	2017/18	<5	56%	<5	44%	
Finance and Resource	2015/16	<5	33%	<5	67%	<5
	2016/17	0	0%	<5	100%	<5
	2017/18	0	0%	<5	100%	<5
Health & Safety	2015/16	6	43%	8	57%	14
	2016/17	8	67%	<5	33%	12
	2017/18	6	50%	6	50%	
Human Resources and Equalities Committee (HREC)	2015/16	11	100%	0	0%	11
	2016/17	10	91%	<5	9%	
	2017/18	9	90%	<5	10%	
Joint Negotiation and Consultation Committee (JNCC)	2015/16	7	78%	<5	22%	
	2016/17	7	78%	<5	22%	
	2017/18	5	63%	<5	38%	
Nominations	2015/16	<5	50%	<5	50%	6
	2016/17	<5	67%	<5	33%	6
	2017/18	<5	83%	<5	17%	6
Pay & Progression	2015/16	5	71%	<5	29%	7
	2016/17	5	63%	<5	38%	8
	2017/18	<5	67%	<5	33%	6
Remuneration	2015/16	<5	100%	0	0%	<5
	2016/17	<5	50%	<5	50%	<5
	2017/18	0	0%	<5	100%	<5
Honorary Degrees & Fellowships	2015/16	7	88%	<5	13%	
	2016/17	7	64%	<5	36%	
	2017/18	6	60%	<5	40%	

Actions Identified:

- **Action 26.i.** Governance team will take steps to improve the gender balance and representation of BAME staff on committees where under-representation has been identified
- **Action 26.ii.** Provide the option for ex-officio members to nominate a delegate

(vi) Committee workload

Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of men or women and how role rotation is considered.

Academic staff undertake committee membership alongside other responsibilities. Some members, for example, of Academic Board or Council are elected, and terms are limited to three years.

Some staff are members of multiple committees. This promotes effective cross-working, however it may lead to overload and a lack of opportunity for other staff members to input and gain experience for their development. Actions have been developed to tackle this (Action 26.ii).

Actions Identified:

- **Action 26.ii.** Provide the option for ex-officio members to nominate a delegate

(vi) Institutional policies, practices and procedures

Describe how gender equality is considered in development, implementation and review. How is positive and/or negative impact of existing and future policies determined and acted upon?

Institutional policy is developed, implemented and reviewed in consultation with stakeholders including TUs and staff networks. HR policy changes are signed off by HREC. We strive to develop policies that use gender neutral language to ensure they are inclusive.

Equality analysis is undertaken on all policy reviews and projects. 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. Equality leads within HR are consulted throughout the process.

(vii) Workload model

Describe any workload allocation model in place and what it includes. Comment on whether the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

Workload modelling is managed at department level, accounting for research, teaching, leadership and management, and citizenship. The same elements contribute to the academic promotions process, and should be included in PDRs.

Our AS survey suggested that some departments exhibit better practice and transparency in this area than others. Some respondents indicated that there was too much work to complete within working hours, perceived to be due to poor workload modelling. To improve consistency, we will share best practice examples from departments where this is done well (Action 28).

“Realistic workload modelling based on what we actually do and the time it actually takes to do it. Marking being a case in point.” - **Female, Academic Staff**

Survey respondents reported that activities related to citizenship are not always recorded in workload modelling, and this disproportionately affected women since they are more likely to take on these roles. Increased transparency through sharing best practice between departments will encourage more managers to share these duties fairly (Action 28).

Actions Identified:

- **Action 28.** Share best practice examples from departments where workload modelling is considered to be done well

(viii) Timing of institution meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of meetings and social gatherings.

We do not have a core hours policy, however, meetings are usually arranged between 9am – 5pm. Our survey and focus groups suggested that whilst staff with caring responsibilities struggle to attend social events outside of these times, others found evening events easier to attend due to requirements of their role. Our carers focus group found that in most cases, having advance notice was the main enabler in attending. Guidance will be introduced to promote inclusive events planning (Action 23.i).

Actions Identified:

- **Action 23.i.** Develop good practice guidance encouraging staff to arrange meetings and social events with consideration for the needs of staff invited, including their job requirements and caring responsibilities, and to communicate these as far in advance as possible.

(ix) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the institution’s website and images used.

Women leaders play a key role at Goldsmiths. The Warden, Deputy Warden and Secretary and Registrar are all very visible, engaging female leaders who play an active role in shaping the culture of the College along with many prominent female academics.

The Communications department publish regular ‘Spotlight On’ articles, profiling staff from diverse backgrounds, to raise the visibility of female academics, and of research relating to issues of equality and social justice. We will continue to build on this by creating platforms to raise the visibility of under-represented groups (Action 30).

We do not monitor the gender of speakers and chairpersons in seminars, workshops and other activities, however we will develop guidance to address this (Action 30.i).

Actions Identified:

- **Action 30.i.** Add guidance on equality and diversity to the College’s events planning guidelines, including a requirement to request equality monitoring data from panellists and speakers;
- **Action 30.ii.** Continue to deliver a minimum 1 Athena SWAN talk per term.
- **Action 30.iii.** Install a permanent gallery to celebrate diversity at Goldsmiths (staff, students and alumni), with an emphasis on gender equality.
- **Action 30.iv.** Appoint an additional member of staff in HR to support EDI work across the college.

(x) Outreach activities

Provide data on the staff involved in outreach and engagement activities by gender and grade. How is staff contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by school type and gender.

Table 5.26 indicates women are under-represented within outreach activities (42% F, 57% M).

Table 5.26: Goldsmiths academic staff (above grade 7) involved in outreach activities 2018/19.

Row Labels	Female	Male	Grand Total
Lecturer A	<5	<5	6
Lecturer B	13	13	26
Professor	<5	<5	5
Reader	0	<5	<5
Senior Lecturer	<5	10	<5
Grand Total	21 (42%)	29 (58%)	50

Women represent 67% of undergraduate and 58% of PG student ambassadors, which broadly reflects our student profile.

Table 5.27: Goldsmiths students Ambassadors 2018/19.

Job Title	Female	Male	Total	% F
Undergraduate	112	54	166	67%
Postgraduate	15	11	26	58%

Participant uptake

Mixed-gender comprehensives represent the majority (77%) of the schools with whom we work (Table 5.28).

Table 5.28: Schools and Colleges involved with Goldsmiths Student Recruitment and Outreach

	Private	Grammar	Comprehensive	Grand Total
Girls	14	21	38	73 (16%)
Boys	5	12	12	29 (7%)
Mixed-Gender	37	12	295	344 (77%)
Total	56 (13%)	45 (10%)	345 (77%)	446 (100%)

Gender is recorded for some outreach projects and when it is, female students are in the majority.

Table 5.29: Uptake of Outreach projects by Gender

Project	Female		Male		Total
Realising Opportunities (cohort 10) 2018/20	59	71%	24	29%	83
Summer schools (June/July 2018)	147	78%	41	22%	188
Goldsmiths Progression Scheme (2017/19)	156	80%	39	20%	195

We work with local partners to raise awareness of gender equality, for example, in 2019 Goldsmiths Open Book worked with local schools as part of Lewisham Council's International Women's Day.

(xi) Leadership

Describe the steps that will be taken by the institution to encourage departments to apply for the Athena SWAN awards.

Goldsmiths' Computing and Psychology departments will be submitting departmental Bronze applications alongside our institutional application. Both department submission leads sit on the institutional SAT, ensuring consistency and collaboration.

Staff data for submissions is sourced centrally from the HR department, and disaggregated by department. The institutional SAT designed the AS survey in a format that could be analysed by departments, and reviewed departmental submissions at key stages. We will continue to support other departments in applying and have **invested in an additional post to support AS (Action 30 iv).**

Actions Identified:

- **Action 30.iv.** Appoint an additional member of staff in HR to support EDI work across the college.

Section 5	
Actual word count	5794
Recommended word count	5000

6. SUPPORTING TRANS PEOPLE

Recommended word count: Bronze: 500 words | Silver: 500 words

(i) Current policy and practice

Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.

We participate in the Stonewall WEI each year and work closely with our LGBTQ staff network to ensure we are following best practice. **In 2019, we were marked eleven percentage points above the UK-average for trans inclusion work.** During 2018/19 the Deputy Warden was the College's LGBTQ senior champion, demonstrating Goldsmiths' visible support for LGBTQ equality.

We developed a Discrimination, Bullying and Harassment Policy for Staff in 2016. It is explicit in its 'zero-tolerance' of harassment on grounds of gender identity, gender reassignment, and trans status or history. **We have launched 'Transitioning at Work' guidance to support managers** of staff who are transitioning and also to outline Goldsmiths' responsibility to support trans and non-binary staff.

We provide Trans Awareness training in relation to supporting trans staff and students, delivered by Gendered Intelligence. In 2018/19 112 participants undertook the training.

All campus buildings have gender-neutral toilet facilities, following a collaborative project involving Goldsmiths' trans community (including staff, students, SU). Goldsmiths is committed to installing gender-neutral options into all new buildings.

Figure 6.1: Signage for Gender Neutral Toilet on Campus.



(ii) Monitoring

Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.

Since 2015, we have collected data on gender identity to better understand Goldsmiths' staff profile. Our AS survey provided qualitative feedback about the experiences of trans staff, informing our ongoing practice in this area. (Action 32).

We received some positive feedback such as:

“Goldsmiths has a very inclusive culture in relation to gender from my experience. There are strong role models of both genders at a senior level and an openness to support and embrace the needs of trans staff and students.” – **Female, Professional Services/Support Staff.**

“Generally the staff and student body at Goldsmiths are the most emotionally intelligent and respectful community when it comes to gender-based relations I have ever encountered.” – **Non-binary, Professional Services/Support Staff.**

Some comments indicated areas for improvement such as providing trans and non-binary staff with greater support around career development and promotion, and raising awareness of gender identity beyond the gender binary (Action 31). We also aim to improve support for trans staff through supporting their managers (Action 31.iii.).

We receive feedback from our LGBTQ staff via our Stonewall WEI submission where we can monitor the work we are doing. Also, the LGBTQ Staff Network support the development of new policies and procedures and provide feedback on how we can further LGBTQ-inclusion for staff.

Actions Identified:

- **Action 31.i.** Update HR system to allow staff to self-identity as “non-binary” as their gender identity
- **Action 31.ii.** Develop a strategy for ways to improve the visibility of non-binary people
- **Action 31.iii.** Directly advertise the “Transitioning at Work Guidance” and “Trans Awareness Training” to managers
- **Action 32.i.** Encourage trans and non-binary staff to complete the Athena SWAN survey by advertising directly to the LGBTQ Staff Network
- **Action 32.ii.** Conduct focus groups with trans and non-binary staff as part of our next Athena SWAN application consultation

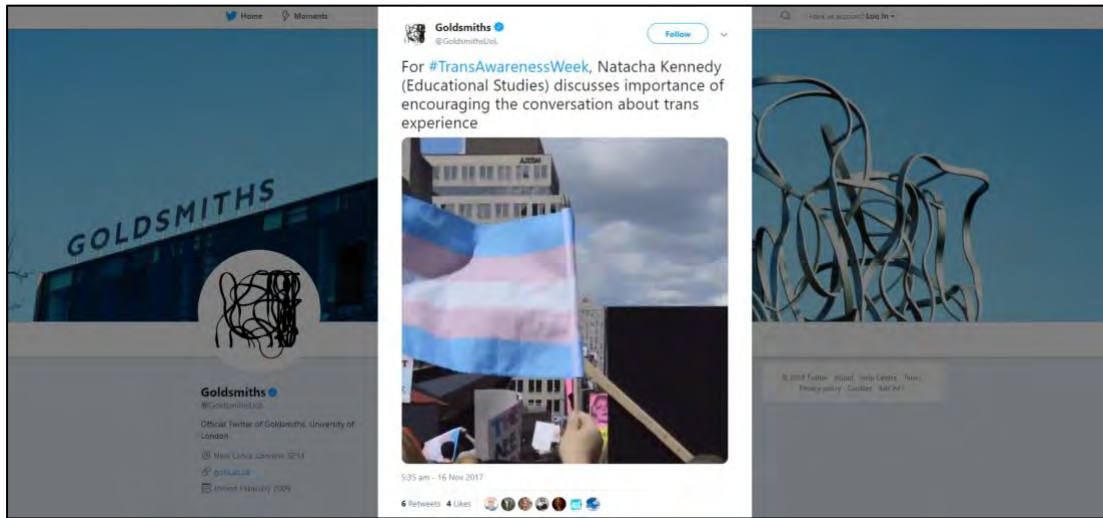
(iii) Further work

Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.

Communication: We aim to keep the Goldsmiths community informed about LGBTQ equality and inclusion work through our weekly staff newsletter (e.g. policy updates, Pride celebrations, routes for reporting bullying, discrimination and harassment). We also use these routes to celebrate our trans community, including an interview with Dr

Jay Stewart, CEO of Gendered Intelligence and Goldsmiths alumni, and Dr Natacha Kennedy who created a short video about the importance of Trans Awareness Week.

Figure 6.2: Goldsmiths marked Trans Awareness Week on Twitter



Research: Goldsmiths’ academics have a national/international impact in relation to trans equality, directly through their research, academic practice, and activism. Queer theory is also embedded throughout the academic curricula and Goldsmiths launched the world’s first MA in Queer History in September 2017.

Section 6	
Actual word count	494
Recommended word count	500

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.

In October 2016 Goldsmiths published a 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 and TUs. In April 2017 the post of 'Strategy and Review Manager – Sexual Harassment' was introduced to implement actions alongside the Deputy Warden, with the AP being updated periodically. The creation of the Sexual Harassment Advisory Board, with representation from across the College and TUs helps guide the work.

Figure 7.1: Goldsmiths Twitter page highlighting students work at the UN as part of #16day.



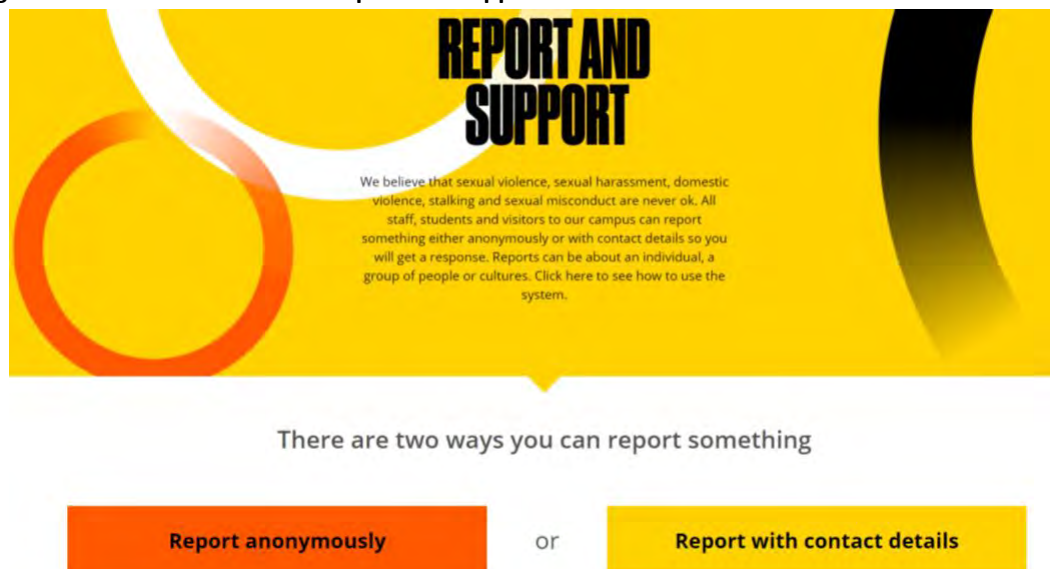
In December 2018 Goldsmiths took part in the UN #16Days of Action to End Gender-Based Violence, joining the SU to hold a series of events and Active Bystander training. The free two-and-a-half-hour session focusses on informing students how to safely identify and intervene in instances of misconduct, challenging the culture of sexual violence on campus.

A mandatory 90-minute training session for all staff was developed to increase understanding of sexual violence and raise awareness of policies and reporting mechanisms. Extended sessions are run for managers and senior tutors. Between June 2017 and June 2019 55% (1,070) of staff participated in the training. We are developing different modes of delivery, including e-learning to support fractional staff to engage with the training in a flexible and accessible way.

Our Sexual Violence, Harassment and Misconduct policy 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. Goldsmiths' website annually publishes figures relating to reports made.

The project has been a high-profile, institution-wide initiative involving staff at all levels and external stakeholders. **Goldsmiths has also shared best practice across the sector, including the Deputy Warden and Strategy and Review Manager running a workshop at the Advance HE EDI Conference titled "It takes an entire institution to eradicate sexual violence".**

Figure 7.2: Goldsmiths external Report and Support Website.



Now in its third year, we will put in place measures to evaluate the impact of steps taken to end sexual harassment, through embedding questions about gender equality within student and staff surveys.

In 2019, a student-led occupation ‘Goldsmiths Anti-Racism Action’ raised serious concerns about the College’s approach to race equality. We have committed to undertake a major programme of work to respond to these concerns, including the roll-out of mandatory anti-racism training and the development of a race equality strategy. We will ensure this programme takes an intersectional approach, recognising the specific forms of discrimination faced by women, trans and non-binary people of colour (Action 29.iii.).

Actions Identified:

- **Action 29.iii.** Launch mandatory Anti-Racism training including consideration of intersectional inequalities across race and gender.

Section 7	
Actual word count	515
Recommended word count	500

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
Monitor and Review							
1	Develop a framework for consistent monitoring of gender equality objectives	i) Publish an Athena SWAN progress report as part of the Annual Equality, Diversity and Inclusion Progress Report	To ensure clear accountability for progress against our objectives	Transparency on institutional progress towards gender equality, and wider staff understanding of which areas require greater progress	Report produced in spring term of each year Report includes progress against KPIs	Ongoing from March 2020	Gender Equality Champion Organisational Development & Equalities Manager
2	Promote awareness of the AS application and action plan	i) Communicate the AS application outcome to staff and confirm how the action plan will be implemented.	To ensure staff are aware of Goldsmiths commitment to gender equality and how they can contribute to progressing gender equality.	Staff and Students are aware of Goldsmiths commitment to gender equality.	Outcome of AS application will be published as part of a communications plan.	March 2020	Gender Equality Steering Group Director of Communications

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		ii) Raise awareness of the AS application and action plan to reinforce the Athena SWAN principles.		Staff and students remain informed of progress against action plan.	Termly updates published via staff newsletter, student newsletter and screens across campus	Termly from March 2020	Gender Equality Steering Group Director of Communications
The Self-Assessment Process							
3	Ensure participation in Gender Equality Steering Group (GESG) is accounted for in workload models	i) Clarify with HoDs that participation in the GESG contributes to 'Citizenship' in workload modelling	Allocation of time for being part of SAT is currently inconsistent	HoDs receive notification from Pro-Wardens to account for GESG within workload modelling.	All staff on the GESG have time allocated in workload for participation in GESG	December 2019	Pro-Wardens Head of Departments
4	Ensure there is senior leadership and accountability for gender equality work.	i) Appoint member of SMT as Gender Equality Champion	To ensure gender equality is embedded into discussions at SMT and that it continues to be recognised as a	Appointed champion to raise gender equality concerns at SMT meetings and Chair Gender Equality Steering Group	SMT Gender Equality Champion role announced	December 2019	SMT

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
			strategic priority for the College				
		ii) Establish a Gender Equality Steering Group	To oversee the delivery of the AS action plan and monitor progress of KPIs	Gender Equality Steering Group will report into SMT and HREC SMT and HREC will monitor progress against KPIs	Gender Equality Steering Group launched and will meet twice termly	December 2019	Gender Equality Champion
5	Improve representation on the GESG	i) Seek student representation via the Students Union	Currently there are no students on the SAT	Better insight into the gender inequalities affecting students.	Two students will sit on the SAT.	Ongoing from January 2020	Gender Equality Champion
		ii) Seek representation from men and trans and non-binary staff so that GESG better reflects the gender profile of staff	Men and trans and non-binary staff were under represented on the SAT	Better insight into the gender inequalities affecting staff	GESG is representative of the gender make up of Goldsmiths staff	Ongoing from January 2020	Gender Equality Champion
Picture of the Institution							

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
6	Understand why staff leave Goldsmiths.	i) Introduce an exit survey, including questions on organisational culture, management practices, career development, and equality of opportunity.	There is currently no process for capturing the reasons for staff leaving yet there are clear gender differences in leavers, particularly at Senior Lecturer level.	There will be reliable data on the gender differences in reasons for leaving Goldsmiths, which will be reported annually to HREC.	Within the first year, 30% of leavers will have completed the survey and then increase by 10% in each year.	Ongoing from May 2020	Head of HR Data & Transactions
7	Identify and address disparities in equal pay.	i) Undertake an Equal Pay Review to monitor disparities in pay in relation to gender.	To ensure we have an up to date understanding of pay disparities.	This will be reported to HREC with recommendations for actions.	SMART actions to address equal pay disparities agreed with HREC	Conduct Equal Pay Review by January 2021, and every three years thereafter	Head of HR Data & Transactions
8	Support recruiting managers in promoting equality in Recruitment and selection	i) Develop policy and guidance on equality and positive action in recruitment and selection including: 1. Using encouragement statements for posts	Focus group participants highlighted a need for improvement to recruitment and selection processes in order to ensure	Recruiting managers are clear on their responsibility to promote equality through recruitment and selection, and the steps they can take to encourage	50% of recruiting managers have reported using the guidance in the first year (Snapshot survey, January 2021).	January 2020 to January 2021	Deputy Director of HR.

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		<p>where particular groups are under-represented.</p> <p>2. Applying the use of 'tie-break' scenarios where there is evidence of under-representation from particular groups.</p> <p>3. Engaging prospective applicants through networking events.</p> <p>4. Shortlisting and interview panels to have ethnic and gender diversity wherever possible.</p>	equality of opportunity.	applications from under-represented groups.			
		ii) Embed guidance on positive action into		Improved understanding of positive action in	In post training feedback, 70% of participants report	March 2020 to June 2020	HR Consultants OD and Equalities Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		recruitment and selection training.		recruitment and selection	understanding of positive action and equality in recruitment and selection.		
		iii) Introduce a requirement for Chairs of interview panels to undertake recruitment and selection training	Feedback from focus groups highlighted the need for mandatory training for those involved in recruitment.		100% of Chairs of recruitment panels are trained in recruitment and selection.	June 2020 to June 2023	Organisational Development & Equalities Manager Deputy Director of HR
9	Implement further steps to reduce unconscious bias in the recruitment and selection process	i) Launch anonymous applications for PSS recruitment	Recruitment data indicates that there is a gender imbalance at shortlisting and appointment stage, which sometimes favours women and sometimes favours men.	Minimising the potential for bias within the shortlisting stage of recruitment.	100% of PSS job applications are anonymised	September 2020	Head of HR Data & Transactions
		ii) Include examples of how to mitigate against unconscious bias into recruitment and selection training		Minimising the potential for bias within the recruitment and selection stages.	In post training feedback, 70% of participants report understanding how to minimise	March 2020 to June 2020	HR Consultants Organisational Development & Equalities Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
					unconscious bias in recruitment.		
		iii) All shortlisting panels for Reader and Professor roles to be mixed gender		Minimising the potential for bias within the shortlisting stage of recruitment.	100% of shortlisting panels for Reader and Professor roles are mixed gender	Ongoing from January 2020	HoD
10	Encourage external women to apply for senior academic roles (grade 9+)	i) All external roles for Reader or Professor to include positive action statement encouraging women to apply	Few women are applying for grade 9+ roles (39% F, from 2015 – 2018)	Increased representation of women in Reader and Professor roles	50% of applications for grade 9+ roles are from women	Ongoing from January 2020	HoD
		ii) Host a networking event for senior women in academia to showcase Goldsmiths as an attractive place to work			50% of applications for grade 9+ roles are from women	December 2021 to May 2022	Chair of Women's Leadership Network

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
5. Supporting and advancing women's careers							
KEY PERFORMANCE INDICATORS							
<p>i. Increase the proportion of women in Professor roles: At least 53% of appointments to Professor (through academic promotions / recruitment) will be to women. Ensure the increase in representation of women is achieved in respect of BAME women who are significantly under-represented within the Professoriate roles (Key supporting objectives 14,15,16,17,18,20).</p> <p>ii. Increase the proportion of women in Head of Department roles: At least 53% of appointments to Head of Department roles will be to women. Ensure this increase in representation of women is achieved in respect of BAME staff who are under-represented in HoD roles (Key supporting objectives: 14,18,20, 27).</p>							
11	Ensure that staff involved in recruitment in STEM are aware of their responsibilities to promote equality in recruitment and selection.	i) Encourage all staff involved in recruitment within STEM subjects to participate in recruitment and selection training.	Evidence that women are less likely to be appointed at interview stage within STEM subjects (57% F application, 40% F offered role)	All STEM staff involved in recruitment are clear on their responsibility to promote equality through recruitment and selection, and the steps they can take to encourage applications from under-represented groups.	100% of staff involved in recruitment in STEM trained. In post training feedback, 70% of participants report understanding of positive action and equality in recruitment and selection.	June 2020 to June 2022	STEM HoDs

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
12	Increase the number of academic staff who attend the College's New Staff Introduction so that they are aware of the College's approach to gender equality	<p>i) Include a "save the date" announcement as part of HR's onboarding welcome email to new staff.</p> <p>ii) Send invitations to HoDs to forward onto new staff and encourage them to attend.</p>	<p>24% of new academic staff attended the New Staff Introduction event in 17/18 where key information about the College is shared.</p>	New staff have a consistent experience of onboarding at an institutional level.	Increase by 10% each year with the target of reaching 54% of academic staff attending New Staff Introduction by 2023	<p>Ongoing from September 2020</p> <p>Improved attendance by 2023</p>	Learning and Development Coordinator
13	Improve the consistency of support offered to new staff during induction in order to ensure all new staff are aware of college policies and understand the support available to them.	i) Update induction guidance for managers to include resources on training and development, objective setting, and Goldsmiths policies and procedures (including flexible working and equality, diversity and inclusion).	AS Survey and focus groups highlighted inconsistencies in staff experiences of departmental inductions.	The experience of departmental inductions will be more consistent, resulting in better awareness of policies and greater understanding of the support available to staff (outlined in	70% of new staff will report positive experiences of induction in New Staff Introduction survey.	March 2020	Staff Wellbeing & Engagement Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
				'Information for new starters')			
		ii) Include link to 'Information for new starters' in 'welcome email', outlining staff development opportunities, policies and procedures relating to equality, family-friendly policies and staff networks		New staff will be aware of the policies and benefits that Goldsmiths has.	70% of staff report having seen 'Information for new starters' in New Staff Introduction survey	Ongoing from September 2020	IT Head of HR Data & Transactions
14	Celebrate senior role models from underrepresented groups	i) Deliver a communications plan to celebrate diverse leaders at Goldsmiths, including role models and celebrating the successes of women and BAME staff in the promotions process.	Women are underrepresented in the Professoriate (38% F) compared to the overall academic community (54% F). Focus groups indicated that there is a perception that	After each promotions round, women and BAME staff who have been promoted, are celebrated through Staff News	80% of respondents in the 2023 AS survey indicate that there are visible female and BAME role models at Goldsmiths	September 2020, and then annually thereafter	Director of Communications

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
			women are less likely to be promoted.				
15	Ensure women are actively supported through the Academic Promotions process	i) Invite all women Senior Lecturers and Readers to Academic Promotions Briefings (incl. Women only briefings), encouraging them to find out about the promotions process.	Feedback suggests women deselect themselves from attending briefings	Attendance at academic promotions briefings increases and understanding of the criteria improves	70% of staff in the 2023 AS survey report that they understand the criteria and process for promotion.	October 2020, and annually thereafter	Deputy Warden
		ii) Formalise mentoring and coaching offering for women at Senior Lecturer and Reader level	Mentoring is currently offered at a departmental level but is not targeted to support women into senior academic posts.	Ensure Senior Lecturer and Reader women are supported to identify career goals and access support to apply for promotion	100% of women at Senior Lecturer and Reader level have access to a mentor/coach. 80% of those who have had mentoring/coaching report positive benefits to their	September 2020 to March 2021	Gender Equality Champion Organisational Development & Equalities Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
					career development.		
16	Ensure HoDs actively encourage women to apply for promotion	i) Embed discussions of race and gender equality into academic promotions briefings for new HoDs	To ensure HoDs are aware of race and gender equality issues in promotions and have the space to reflect on this	HoDs are aware of steps they can take to support underrepresented groups (women, LGBTQ and BAME) through academic promotions process	100% of new HoDs attend Academic Promotions briefings for HoD	September 2020, and then annually thereafter	Deputy Warden
		ii) Require existing HoDs to attend academic promotions briefings	Feedback from 1-1 interviews highlighted the importance of HoDs in encouraging women to apply for promotion.		100% of existing HoDs attend Academic Promotions Briefing for HoDs by Dec 2021	Sept 2020 to Dec 2021	Pro-Wardens Heads of Department
		iii) Identify women at Senior Lecturer/Reader level likely to be promoted in 2-3 years and ensure they are aware of and are encouraged to access			HoDs actively encourage women to engage with career development opportunities and encourage them to apply for promotion	100% of departments receive list of eligible candidates for promotion (based on length of service) at the start	June 2021, and annually thereafter

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		career development opportunities			of each academic year		
		iv) Promote the SEAL programme to women academics, via HODs and the WLN	No academic staff applied for the women-only SEAL programme	Academic women feel empowered to apply for promotion and for senior positions e.g. HOD	50% of applications for SEAL in 2021 are academic staff	December 2020	Staff Wellbeing and Engagement Manager
17	Ensure the promotions process is clear and transparent to improve perception of fairness.	i) Update guidance to increase clarity of what evidence is required for promotion	There is a perception that the promotions process is biased against women, despite women being more successful than men when they apply for promotions.	Staff understand the evidence needed and steps to take in preparing to apply for promotion.	70% of staff report that they understand the criteria and process for promotion (2023 AS survey)	September 2020 to August 2021	Director of HR Deputy Warden Warden

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		ii) Formalise an effective, constructive and supportive feedback model for those who are unsuccessful at promotion.	Feedback from AS survey suggests feedback after unsuccessful promotions applications is unconstructive and not helpful for future applications.	Introduce feedback forms with clear headings (e.g. research, teaching, citizenship, etc.) and brief Pro-Wardens on providing constructive feedback	70% of staff report that they feel satisfied with the feedback provided through the academic promotions process (2023 AS survey)	March 2020 to September 2020	HR Director
18	Ensure leadership programmes are relevant and effective in supporting the career progression of women.	i) Evaluate existing internal and external programmes to identify what additional / alternative leadership and management training might benefit women academics and contribute to our gender equality objectives.	Female academics are under-represented (39% F) amongst participants in leadership and management training	Update the aims, objectives and contents of the leadership and management programmes to respond to the priorities of female academics.	Participation is in proportion to the gender makeup of the college (53% F 2017/18)	March 2020, and then evaluate annually until 2023	OD and Equalities Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		ii) Continue to survey staff through an annual Learning and Development survey to identify and respond to the learning and development needs of academic staff, ensuring this is analysed by gender.		Survey data collected will be used to inform the staff learning and development programme to make sure they account for the priorities of female academics.	Learning and Development survey response rate improves to 15%, and then by 5% annually thereafter. (Last year at 9.8% 2018/19)	May 2020, and then annually thereafter	OD and Equalities Manager
19	Ensure academic staff develop their knowledge and understanding of EDI through appropriate staff development.	i) Promote Unconscious Bias and Trans Awareness training to Academic staff via Heads of Department and DBMs ii) Extend training into the summer term and make resources available online to support blended learning	To ensure all staff are aware of their duties to promote equality, diversity and inclusion	An increase in academic staff participating in EDI training	Participation in EDI training is proportionate to the profile of academic staff within the college (Currently 55% 2017/18)	June 2020, and monitored annually thereafter	Heads of Department Departmental Business Managers School Administrators

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
20	Improve the PDR process so that it is used as an effective mechanism for removing barriers to career progression for women and under-represented groups.	i) Update the PDR process and guidance so that it can be used as a means of identifying and removing barriers to career progression experienced by staff, including information on Leadership & Management development opportunities	Survey data indicates that 32% of academic staff have a PDR less than once a year, and 18% have never had a PDR. Survey respondents highlighted perceptions of gender bias (in favour of men) in relation to 'line management support around career development' and 'the likelihood that staff will be promoted'.	Make PDRs more development focused with PDR forms and guidance including reference to work-life balance, promotion and to consider how they can support staff from under-represented groups.	Uptake of PDRs increases by 10% per year (currently 42% 2018/19)	June 2020	OD and Equalities Manager
		ii) Implement a mechanism for HR to collect the Learning & Development priorities from PDRs to ensure staff development priorities are catered for.		Implement a PDR window to encourage them to take place, in line with the annual planning process. HR have an accurate understanding of development	Staff development priorities collected from all three Schools	June 2020 to June 2021	OD and Equalities Manager.

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
				priorities across Goldsmiths.			
		iii) Encourage Heads of Department and academic managers to attend PDR briefings, supporting them to offer PDR to all staff in a consistent way.		HoDs and academic managers are confident in providing effective PDRs consistently	An additional 20 staff are trained each year.	October 2020	HR Consultants and OD and Equalities Manager.
		iv) Ensure academic staff and PGR are made aware of career development support through PDR / review meetings and that courses / profile of those accessing support reflects the gender balance of the college	Data indicates low take-up of L&D courses by academic staff and men are under-represented on certain programmes and support schemes e.g. PG Cert and Graduate School Fund.	Academic staff and PGR are aware of the range of learning and development options available to them	Participation in L&D, PG Cert and Graduate School Fund is proportionate to the profile of the academic staff, and gender profile of the college	October 2021	OD and Equalities Manager. Director of TaLIC Director of Graduate School
21	Improve consistency of the	i) Create a checklist for managers for managing	Survey data highlighted that staff	Staff taking such leave will be	70% of staff who have been on such	March 2020 to June 2020	HR Consultants

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
	support received by staff from their managers around caring responsibilities	family-friendly leave, which will be built into maternity/ paternity/ adoption/ shared parental leave policies, including signposting to family friendly Goldmine page.	receive inconsistent support from their managers/ departments when taking leave, despite policy and guidance being available to them	supported consistently and fairly.	leave will report feeling supported by their manager in the 2023 Athena SWAN Survey.		
		ii) Publicise case studies of academics returning to work after maternity leave, and how they use the support that Goldsmiths offer.	Data from survey shows there is inconsistency in the support provided to staff returning from maternity leave.	Increased awareness of good practice and support available in relation to staff returning from maternity leave.	70% of staff who have been on maternity leave will report feeling supported by their manager on return to work in the next Athena SWAN Survey in 2023.	February 2021 to February 2022	Director of Communications
		iii) Develop two communication plans, targeted at staff and	Data from survey shows there is inconsistency in the	Improve signposting to HR Policies and guidance,	70% of staff who have been on such leave will report	February 2021 to February 2022	Director of Communications

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		managers, to raise awareness of policies supporting staff with caring responsibilities.	implementation of HR policy between different managers/ departments.	specifically those which are family friendly.	feeling supported by their manager in the next Athena SWAN Survey in 2023.		
		iv) Develop and promote case studies on flexible working arrangements and job sharing.	Our survey and focus groups highlighted that some staff were unaware of the flexible working policy.	Demonstrate how flexible working can help provide work-life balance, using role modelling.	90% of staff will report that they are aware of how to request flexible working.	September 2020 to June 2021	Director of Communications
22	Increase institutional support for staff who are carers	i) Introduce a Carers Staff Network	Our carers focus group indicated that staff would benefit from an informal support network	Staff who are carers have a safe space to meet with others and opportunity to discuss issues affecting carers	Launch staff carers network.	January 2020 to March 2020	Staff Wellbeing & Engagement Manager
		ii) Introduce financial briefings on the Government's 'Childcare choices'	Our survey and focus groups highlighted that staff would find it helpful to receive	Staff feel better informed about the childcare support	Two sessions will be held per year.	December 2019, and then bi-	Staff Wellbeing & Engagement Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
			information about the support available to cover the costs of childcare.	options available to them.		annually thereafter	
		iii) Publicise support for researchers with caring responsibilities	Benchmarking against other HEIs indicates we could provide better targeted guidance for researchers with caring responsibilities	Research staff feel better informed about the support available for them/	70% of research staff report being aware of the support available to them (2023 Athena SWAN Survey)	September 2021 – June 2022	Staff Wellbeing & Engagement Manager Pro-Warden Research and Enterprise
23	Create an inclusive environment where all staff, including carers, are able to access events	i) Develop good practice guidance to support carers including: <ul style="list-style-type: none"> Advance notice for events held outside of 9am to 5pm allowing for staff with caring 	Feedback from a carers focus group highlighted that staff with caring responsibilities have difficulty attending meetings/ social events out of hours.	Staff who are carers are able to attend workplace events.	80% of staff report in the 2023 Athena SWAN survey that events were planned far enough in advance to enable them to attend.	July 2020 to December 2020	Staff Wellbeing & Engagement Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		responsibilities to arrange childcare. <ul style="list-style-type: none"> Encouraging staff to arrange meetings and events between 9am -5pm, where possible 	Just 59% of staff reported that events were planned far enough in advance to enable them to attend				
24	Review HR family friendly policies to ensure they follow best practice	i) Develop policy for returning to work following a career break	There is currently no institutional policy surrounding transition from part-time to full-time after a career break.	Managers effectively support staff who return to work following a career break.	70% of staff report feeling supported when returning to work following a career break (2023 AS survey).	September 2021 to September 2022	Deputy Director of HR
		ii) Undertake a benchmarking exercise to identify good practice in other HEIs	Staff perceptions on the fairness of HR policy, compared to other HEIs, is varied	Policies will be collected from comparator HEIs and compared to Goldsmiths policies and benefits.	100% of HR Policies that require adjusting are updated in line with recommendations.	January 2020 to January 2021	HR Consultants

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		iii) Explore options for supporting Researchers returning after a career break (e.g. maternity/ paternity/ adoption leave).	Whilst not highlighted through focus group / surveys, sector research indicates there are specific barriers for researchers, which require further exploration.	We will have a clear understanding of good practice in Goldsmiths and externally, and will develop policy responses as appropriate.	Good practice identified and shared to increase awareness. SMART actions to be developed by the next AS submission	September 2021 to September 2022	Pro-Warden Research and Enterprise
25	Ensure EDI is embedded into the decision making structures of the institution.	i) All committee papers to include a section on EDI in order to fully consider the equality impacts of proposals	Feedback from committee members indicated that discussions require more thought and consideration in order to ensure the equality implications of decisions are properly considered.	EDI is fully considered in committee discussions and decision making to actively promote equality.	100% of committee papers have an EDI section.	Launch December 2019 Review impact December 2020	Head of Governance
26	Ensure committee composition	i) Governance team will take steps to improve the gender balance and	Committee data indicates that some committees do not	Committee membership to reflect the gender	Each committee reflects the gender and BAME	December 2019, and	Head of Governance Committee Chairs

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
	reflects the gender and ethnic diversity of the staff community.	representation of BAME staff on committees where under-representation has been identified.	reflect the gender profile of staff	and ethnic diversity of the staff community, and decisions are informed by the perspectives of staff from diverse backgrounds.	representation of the institution. (19% BAME, 53% women)	annually thereafter.	
		ii) Provide the option for ex-officio members to nominate a delegate.		Reduce overload and to provide development opportunities for a more diverse range of staff.		From December 2019	Ex-officio committee members
27	Increase the number of women in Head of Department positions.	i) Review and update HoD recruitment process in order to improve transparency and prevent against bias in the selection process.	AS survey qualitative feedback indicates some staff find the HoD recruitment process unfair which may deter women from self-nominating.	New HoD recruitment process has clear steps to mitigate bias, and staff feel more confident in the process.	53% of self-nominations for HoD positions will be women 70% of AS survey respondents report that the HoD	June 2020 to June 2021	Director of HR

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
					recruitment process is transparent.		
		ii) Publicise 'Preparing to Lead a Department' via the Women's leadership network and Goldsmiths Race Equality Group, in order to support women and BAME staff to apply for HoD roles.	Women and BAME staff are underrepresented in Head of Department roles.	Women and BAME staff who aspire to apply for HoD positions will attend the training, and feel better supported to apply for HoD roles.	Participation is in proportion to the gender and ethnicity makeup of the college (19% BAME, 53% women)	June 2020 and annually thereafter	OD and Equalities Manager Staff Wellbeing and Engagement Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		iii) Launch mentoring and coaching opportunities for Women and BAME staff who aspire to be HoDs	Focus groups / Interviews acknowledged the benefits of coaching and mentoring to support the career progression of under-represented groups.	Women and BAME staff who aspire to be HoDs are supported to access tailored support in relation to applying to HoD roles	80% of those who have had mentoring / coaching report positive benefits to their career development.	June 2021 to June 2022	Pro-Wardens Current HoDs OD and Equalities Manager
		iv) Share accounts of HoDs who have managed the role alongside family commitments and caring responsibilities.	Focus group /interview participants perceive the HoD role to be incompatible with having family commitments e.g. young children.	Greater awareness of how HoDs develop work-life balance, resulting in a more positive perception of this role as a career option for those with caring responsibilities.	Focus group /interview participants report that they are aware of HoDs who have caring responsibilities	March to September 2021	OD and Equalities Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
28	Improve workload modelling within the institution	i) Share best practice examples from departments where workload modelling is considered to be done well.	Survey data highlighted that staff feel workload modelling is not applied in a fair and consistent way.	Departments offer a fair system of workload modelling accounting for individual differences, in a consistent way.	70% of AS survey respondents say that workload modelling is fair and transparent.	June to September 2020	Director of HR and HR Consultants via School meetings.
29	Promote an inclusive culture in which staff and students are treated with dignity and respect	i) Embed inclusive leadership principles into all leadership and management training	Free text comments in the AS survey and focus group participants indicated perception that staff not always treated with dignity and respect.	Managers understand their responsibilities to promote an inclusive culture within their teams	Through feedback forms, 80% participants report a better understanding of inclusive leadership and culture.	September 2020 to June 2021, then monitored annually	OD and Equalities Manager
		ii) Embed within all EDI training a clear explanation of the behaviours that might constitute bullying and harassment and the steps to take in order to		All staff understand the types of behaviour that might constitute bullying and harassment	Through feedback forms, 80% participants report a better understanding of bullying and harassment and the	September 2020 to June 2021, then monitored annually	OD and Equalities Manager

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		promote an inclusive culture.			steps to take to promote an inclusive culture.		
		iii) Launch mandatory Anti-Racism training including consideration of intersectional inequalities across race and gender.		All staff understand their role in promoting race equality and how this intersects with gender and other protected characteristics	Through feedback forms, 80% participants report a better understanding of their role in promoting race equality and how this intersects with gender.	September 2020 to June 2021, then monitored annually	Deputy Warden University Secretary and Registrar
30	Continue to embed Athena SWAN principles into the culture of the institution	i) Add guidance on equality and diversity to the College's events planning guidelines, including a requirement to request equality monitoring data from panellists and speakers	To ensure staff are reminded to consider the gender balance of panellists and measure representation at events	Event organisers take steps to ensure panellists and speakers are balanced in terms of gender, and feature contributions from under-represented groups, including	Profile of panellists reflects the gender and ethnicity profile of the college (Women 53% , BAME staff 19%).	Sept 2020 to June 2021, and then monitored annually thereafter	Director of Communications

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
				BAME academics, trans and non-binary and disabled people.			
		ii) Continue to deliver a minimum of 1 Athena SWAN talk per term	To embed Athena SWAN practice and principles into Goldsmiths and demonstrate an organisational commitment to AS	Staff and students across Goldsmiths have an opportunity to engage with discussions about Gender equality	1 AS talk is held per term	Termly from November 2019	Staff Wellbeing & Engagement Manager
		iii) Install a permanent gallery to celebrate diversity at Goldsmiths (staff, students and alumni), with an emphasis on gender equality.	To raise the visibility of diverse role models and promote principles of equality and social justice, including AS principles.	The contributions of women and under-represented groups are acknowledged and celebrated.	Gallery installed on campus	June 2022	Director of Communications Director of Estates
		iv) Appoint an additional member of staff in HR to	To help support future submissions and	Future institutional and department	Appointment of EDI Officer	December 2019	Director of HR

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
		support EDI work across the college.	ongoing work related to Athena SWAN.	submissions are better supported.			
6. Supporting Trans staff							
31	Increase visibility of trans and non-binary identities	i) Update HR system to allow staff to self-identity as “non-binary” as their gender identity.	Qualitative survey data suggested that gender is still considered binary when addressing trans issues and a voice is not present for all genders.	Non-binary staff are able to self-identify	HR system updated to include additional gender identity options	June 2020	Head of HR Data & Transactions
		ii) Develop a strategy for ways to improve the visibility of non-binary people.		Improving the visibility and awareness of non-binary identities	Implement strategy in consultation with the LGBTQ network	July 2020 to November 2020	Corporate Communications Officer (Internal Communications) EDI Officer
		iii) Directly advertise the “Transitioning at Work Guidance” and “Trans Awareness Training” to managers	Feedback from the AS survey suggested trans staff needed greater support from their managers.	Mangers feel better supported in supporting trans staff	80% of managers who attend trans awareness training will feel better equipped to support trans staff in post training feedback	January 2020 to January 2022	Learning and Development Coordinator EDI Coordinator

Ref.	Objective	Action(s):	Rationale	Outcome:	Progress indicator/ target:	Time Frame:	Owner:
32	Improve consultation with trans and non-binary staff	i) Encourage trans and non-binary staff to complete the Athena SWAN survey by advertising directly to the LGBTQ Staff Network	Few trans and non-binary staff took part in the Jan 2019 Athena SWAN survey	Improved insight into the gender issues that affect our trans and non-binary staff	Response rate in line with the proportion of trans and non-binary staff at Goldsmiths (1% as of Oct 2019)	January 2023	LGBTQ Staff Network Chair
		ii) Conduct focus groups with trans and non-binary staff as part of our next Athena SWAN application consultation			Focus groups undertaken and actions developed as part of our next Athena SWAN application	January 2023	EDI Officer



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