

Monthly Full Time Officer Report

Officer:	Taylor McGraa (they/her)
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Manifesto Pledge Progress

Pledge	Progress
<p><u>LIBERATE MY DEGREE CAMPAIGNS</u></p> <ul style="list-style-type: none"> • Continue vital work on the Goldsmiths BME attainment gap, ensuring that BME voices are kept at the forefront, and that the university addresses this as a crisis. • Launch an incentive for LGBTQ+ inclusion in the classroom, and in academic spaces across Goldsmiths. • Champion students as partners in the shaping of their education, developing agreements within departments to adopt this way of learning and teaching within their practice. • Diversify assessment, pushing for the introduction of an interdisciplinary, credited module across departments. 	<p><u>OCTOBER 2018</u></p> <ul style="list-style-type: none"> • Worked with full-time officer team to address the need for a more urgent address of BME attainment gap crisis at Goldsmiths. • Have planned a timeline for a Pronoun Inclusion campaign on campus, and identified next steps. • In conversation with TALIC about a project, they are doing on students in partnership with their education. I will be promoting a survey going on the VLE that will consult students on partnership in their education. • No progress on final point so far. <p><u>DECEMBER 2018</u></p> <ul style="list-style-type: none"> • Pronoun inclusion consultation starting this week. Working with the current Part Time Trans & Non Binary Officer, we will be consulting trans & non binary students through two coffee hours and a google form, to allow them to shape a one-page recourse on using

	<p>pronouns that will be circulated across the college.</p> <ul style="list-style-type: none"> • There is planning for a second phase fo the campaign, where we will work with trans & non binary students to develop training on how to proactively use inclusive pronoun practices within the classroom.
<p><u>STUDENT COMMUNITY AND OUTREACH</u></p> <ul style="list-style-type: none"> • Propose Goldsmiths scholarships for Grenfell Tower survivors and community. • Create more spaces and support for student-parents and mature students through our Academic Communities programme. • Collaborate with our local community, sports clubs and societies to host ‘alternative education’ events, which challenges the status quo and allows students to unpack what a better education looks like to them. 	<p><u>OCTOBER 2018</u></p> <ul style="list-style-type: none"> • Have been in conversation with academics on how to go about this proposal of a Grenfell scholarship. Need to consult Grenfell community / those who would benefit. • No progress on student-parent spaces. • BME Officer Bella, referred Coachbright to us – an organisation that teams up school students with university mentors. They hosted an event at the Students’ Union and we have built a good relationship with them. <p><u>DECEMBER 2018</u></p> <ul style="list-style-type: none"> • Coachbright will be coming back to Goldsmiths to have their ‘graduation’ here. Student groups from the union have the opportunity to run workshops with the students as part of the day.
<p><u>EQUITY ACROSS GOLDSMITHS</u></p> <ul style="list-style-type: none"> • Work with the university on fixing the RASA (reasonable adjustments) process which continues to fail our disabled students time and time again. • Provide international students with a handbook on their arrival. 	<p><u>OCTOBER 2018</u></p> <ul style="list-style-type: none"> • Associate Director of Student Administration – Alix Poulton – carried out a project on fixing the RASA process. I will seek updates from her.

<ul style="list-style-type: none"> • Work with the Academic Skills Centre to better bridge the gap between life-before and life-at Goldsmiths, ring-fencing classes and workshops for those that need it most. • Work with the Careers Service on developing tailored support for students from liberation groups. • Work with the Career Service on developing better support for international students, especially in regards to visa sponsorships. 	<ul style="list-style-type: none"> • We communicated to the college about their international student handbook and contributed to the contents. This was circulated at the start of the new academic year. • Have begun delegating research on this within the Students' Union. • Mona and I had a consultation with a staff member who was working on an International Student plan within the career service. We made vital contributions to this conversation around the various barriers that international students have communicated to us. I will seek updates on this. <p><u>DECEMBER 2018</u></p> <ul style="list-style-type: none"> • As part of my 'student futures' priority, I am starting to think about how to work with the Careers Service to develop equity in their practice.
<p><u>BETTERING THE ACADEMIC EXPERIENCE</u></p> <ul style="list-style-type: none"> • Push for continued improvements of the VLE making it more coherent, consistent, accessible, and beneficial to the Goldsmiths student experience. • Continue working on the experience of joint-honours students, particularly focusing on practical module selection and communication between staff and students. 	<p><u>OCTOBER 2018</u></p> <ul style="list-style-type: none"> • Was in conversation with TALIC (Goldsmiths Teaching and Learning Innovation Centre) on this over the summer. The VLE has had some big changes, including auto-enrollment. • Hugh Macnicol from the Media Department is waiting to hear back from his last report that we contributed to on plans for improvements on the joint-honours student experience.

	<p><u>DECEMBER 2018</u></p> <ul style="list-style-type: none"> • A paper recently went to Academic Board on joint-honours degrees. There are plans for improvements to be made on joint-degree organisation. A working group has been made.
<p><u>NATIONAL CAMPAIGNS</u></p> <ul style="list-style-type: none"> • Continue to campaign against the detrimental Teaching for Excellence Framework. • Continue to oppose the government's islamophobic Prevent agenda. • Continue the national fight for free education. • Continue to campaign against the detrimental Teaching for Excellence Framework, which links the value of our degree to the money in our pockets. • Provide students with training and knowledge on how to fight the changes to the HE sector, collaborating with national activist networks. 	<p><u>OCTOBER 2018</u></p> <ul style="list-style-type: none"> • Developing plans around a 'Better Teaching at Goldsmiths' project – research developed with students from the ground-up, outlining ways that we can better the student experience outside the limitations of what the TEF asks for. This could include, for example, liberating the curriculum. • No physical updates on Prevent opposition, other than a strong union stance. • Final point to be talked about with Joe Leam – a potential addition to his work on rights and skills outside of the classroom. <p><u>DECEMBER 2018</u></p> <ul style="list-style-type: none"> • Above 'Better Teaching at Goldsmiths' project has involved into a 'Beyond the Metrics' research project. We are currently auditing the things that Goldsmiths student value in learning and teaching, which fall outside of the governments reductionary metrics. • I was elected onto the NUS HE Zone Committee, in which I am using my place to scrutinize and contribute to

	<p>how the Zone is addressing free education in their motions for National Conference.</p> <ul style="list-style-type: none"> • Have been in touch with a staff member in Westminster on delivering a session on education campaigning next year.
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Currently Working On

What are you doing?	Progress
Alternative Careers Week 2019	<p><u>OCTOBER 2018</u> This was really successful last year, and lots of students, as well as academics, are eager to get involved. I have been project planning for this, and am setting out to consult students on what sessions they would like.</p> <p><u>DECEMBER 2018</u> I have made some bookings for Alternative Careers Week. Continuing work on this.</p>
Pronoun Inclusion Campaign	Starting the consultation process of this campaign.
A 'Day in the life of a Goldsmiths Student' workshops	In partnership with the college's Student Experience Directorate, I have organised and facilitated student-led training for staff on what it feels like to be a 'Goldsmiths students'. There is a focus on liberation groups, and asks staff members to empathise with a diverse student experience in their work. Good feedback so far, and looking to potentially roll this out in other departments or areas of the university.

External Events That I Have Attended

Where and when	Reason and anything to report
<ul style="list-style-type: none">• NUS SU's• NUS Lead & Change	<ul style="list-style-type: none">• Both were for start of year NUS national training• Hosted meeting at Lead & change which was attended by representation from eighteen different Students' Unions, where we spoke about anti-marketisation campaigns and how to make them more inclusive, or next steps to take.

Anything Else To Report?

OCTOBER 2018

- Did a big push on getting students to fill out the recent GRA consultation.

DECEMBER 2018

- Was elected by Students' Unions across the country onto the NUS HE Zone Committee.
- Delivered a talk to the OIA: 'Student complaints in the 'snowflake' image'

