

Monthly Full Time Officer Report

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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 pronouns that will be circulated across the college.

	<ul style="list-style-type: none"> • There is planning for a second phase of 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>JANUARY 2019</u></p> <ul style="list-style-type: none"> • Have consulted students on Pronoun Inclusion campaign poster content and have been meeting with key stakeholders in the college. • Have been meeting with the library to discuss their Liberate our Library activity -- really exciting, you should check it out! <p><u>MARCH 2019</u></p> <ul style="list-style-type: none"> • HR Committed to funding 2 x focus groups with Gendered Intelligence to collect stories on the experiences of trans and non binary students. This will then be used to develop training on pronoun inclusion in the classroom at Goldsmiths.
<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

	<p>at the Students' Union and we have built a good relationship with them.</p> <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. • 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. 	<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. • 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

	<p>Careers Service to develop equity in their practice.</p> <p><u>JANUARY 2019</u></p> <ul style="list-style-type: none"> • Due to meet with the Careers Service on how we could collaborate to produce events focused on access and liberation. <p><u>MARCH 2019</u></p> <ul style="list-style-type: none"> • Working with the alumni team on a '(Real) Life after Goldsmiths' event (16th May). A panel and roundtable on what life is really like after graduation, from a diverse group of people which seeks to reflect our student body.
<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>JANUARY 2019</u></p> <ul style="list-style-type: none"> • Currently part of the joint-honours working group and recruiting student reps to be part of it, increasing the student voice within the project.
<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 how the Zone is addressing free education in their motions for National Conference.

	<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. <p><u>JANUARY 2019</u></p> <ul style="list-style-type: none"> • Following up with Westminster training session • Have worked with Student Experience Directorate to develop 'A Day in The Life of a Student' training, focusing on the experiences of students from liberation groups and underrepresented student profiles. <p><u>MARCH 2019</u></p> <ul style="list-style-type: none"> • We have now rolled out the second 'Day in the Life of a Goldsmiths Student' training sessions, not only for the Student Experience Directorate, but for some academics and HR. Great feedback again, and will now be developing a report on how to make this a permanent feature in the college to develop on soft skills.
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Currently Working On

What are you doing?	Progress
Alternative Careers Week 2019	<p><u>OCTOBER 2018</u></p> <p>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></p>

Pronoun Inclusion Campaign

I have made some bookings for Alternative Careers Week. Continuing work on this.

JANUARY 2019

Alternative Careers Week all set and ready to go! All of the events are on the Goldsmiths SU Facebook pages. There are eight workshops over five days.

DECEMBER 2018

Starting the consultation process of this campaign.

JANUARY 2019

Currently in discussion with key stakeholders in the college to ensure that there is institutional investment in the campaign.

MARCH 2019

HR Committed to funding 2 x focus groups with Gendered Intelligence to collect stories on the experiences of trans and non binary students. This will then be used to develop training on pronoun inclusion in the classroom at Goldsmiths.

Posters are almost ready to go -- awaiting final input from Goldsmiths LGBTQ+ staff network.

A 'Day in the life of a Goldsmiths Student' workshops

DECEMBER 2018

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.

	<p><u>JANUARY 2019</u></p> <p>Training sessions were very successful and have been recognised by senior members of the college. We will be doing another round of the training sessions in March, with more people from professional services attending, along with the Senior Management Team. There will be a report produced with the hopes to develop this into a sustainable part of student feedback and staff training packages. Yet to develop.</p> <p><u>MARCH 2019</u></p> <p>We have now rolled out the second 'Day in the Life of a Goldsmiths Student' training sessions, not only for the Student Experience Directorate, but for some academics and HR. Great feedback again, and will now be developing a report on how to make this a permanent feature in the college to develop on soft skills.</p>
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External Events That I Have Attended

Where and when	Reason and anything to report
<ul style="list-style-type: none"> ● NUS SU's (Term One) ● NUS Lead & Change (Term One) 	<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.

<ul style="list-style-type: none"> • TEF Review Student Listening Sessions (March) 	<ul style="list-style-type: none"> • I attended a TEF Review Student Listening Session and spoke out against the market of competition created by TEF as it stands. We spoke about looking at good teaching in regards to how well the curriculum or accessibility and inclusivity of a university reflects its student body, partnership approaches etc.
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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'

MARCH 2019

- Huge well done to the student reps who delivered reports on Teaching, Retention and Community. They presented their reports alongside workshops which asked staff to help develop recommendations going forward -- this introduced a better partnership approach to the annual rep reports.