



STUDENT SURVEY ON THE TRANSFORMATION PROGRAMME



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"I CHOSE GOLDSMITHS BECAUSE OF ITS ALTERNATIVE APPROACH TO LEARNING"

Introduction

We know that any widespread change will have an impact on students and student experience. It is extremely important that the College does not place financial interests over those of our students and community. Students and student experience must be a priority. It should not be prescribed or defined by the institution. We want to champion the voices and experiences of Goldsmiths students. This survey invited students to share their thoughts on their student experience, expectations and questions or concerns around the Transformation Programme. Students also had space to share specific issues, feedback and any actions they want the SU to push for.





GSU!

“ It was the only place where I had classes that were actually interesting and inclusive - in addition, it was the only place where I felt comfortable giving opinions and discussing in class.

ABOUT THE RESPONDENTS

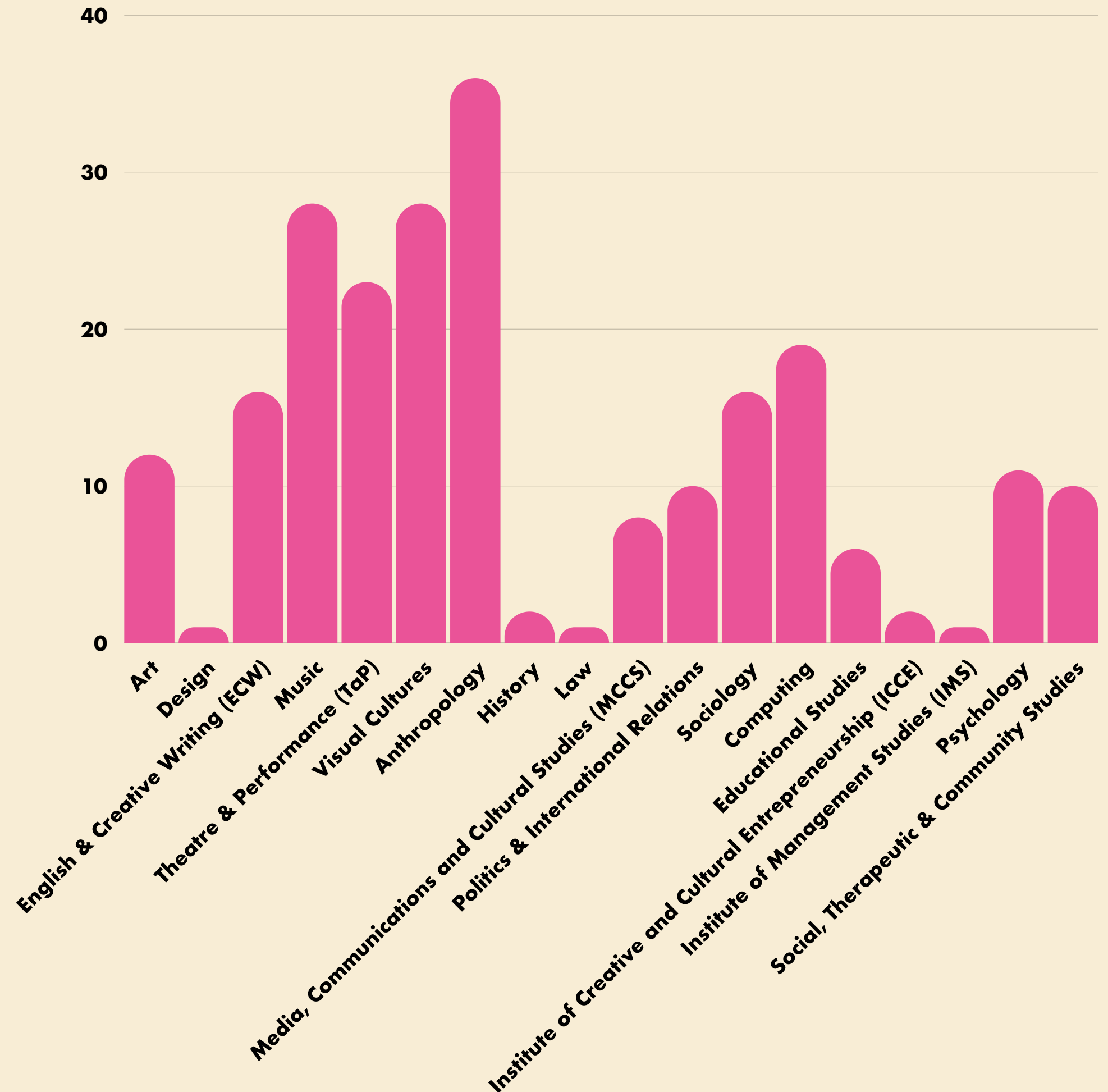
In just over a month, the survey achieved broad reach with **over 230 respondents across academic departments**. This is nearly 3% of the student body. Anthropology, Music, and Visual Cultures are currently leading in participation; following closely were Music and Visual Cultures. The School of Arts & Humanities saw highest balanced engagement, followed by the School of Culture & Society, and the School of Professional Studies, Science and Technology.

We will seek more responses from the departments:

- Design - 1 response
- Law - 1 response
- IMS - 1 response
- ICCE - 2 responses
- History - 2 responses



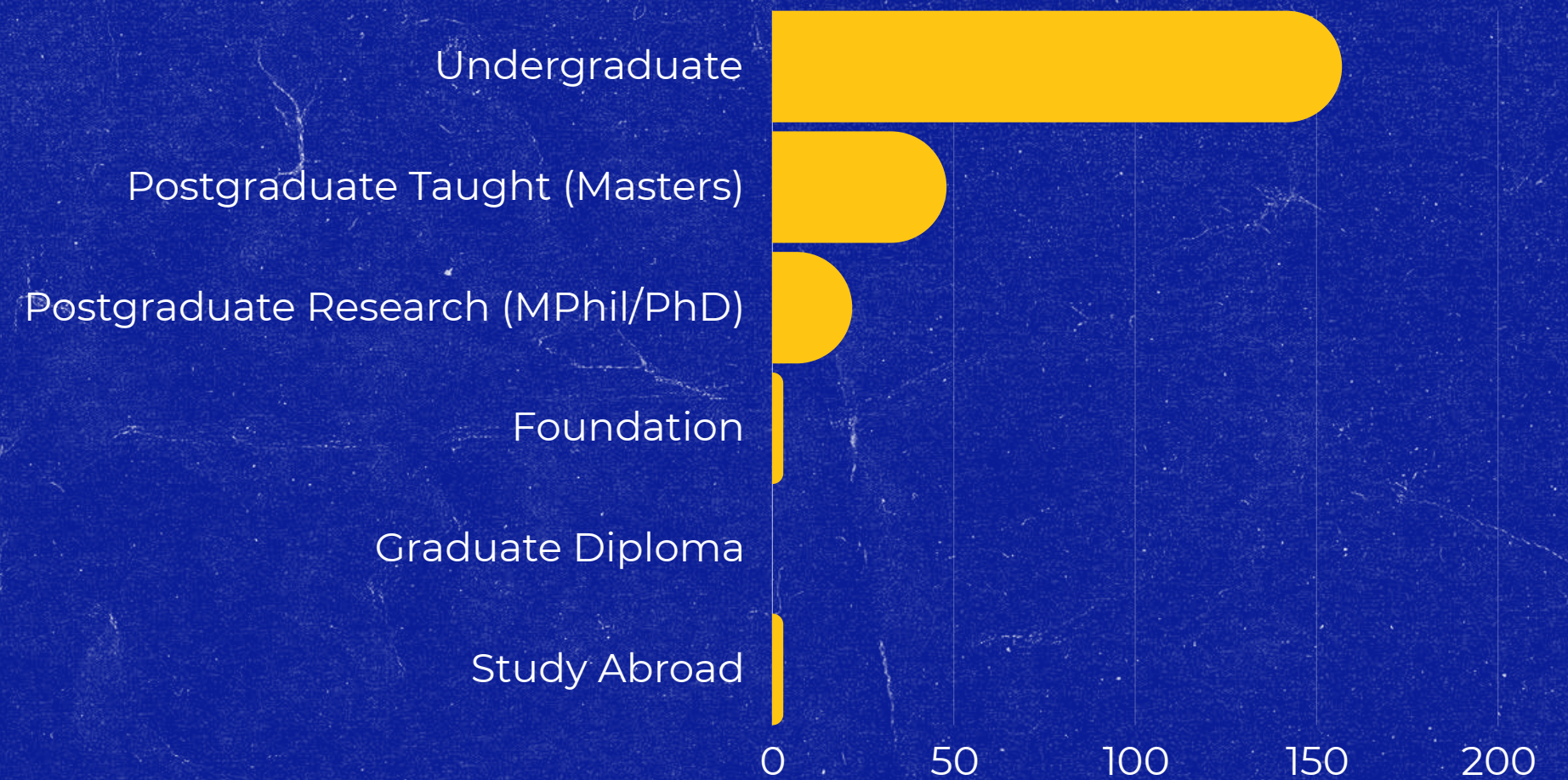
I would like the student voice to be given more power in relation to events such as the Goldsmiths Transformation.



ABOUT THE RESPONDENTS

Over half of respondents were undergraduate (67%), with the remaining largely PGT and PGR students.

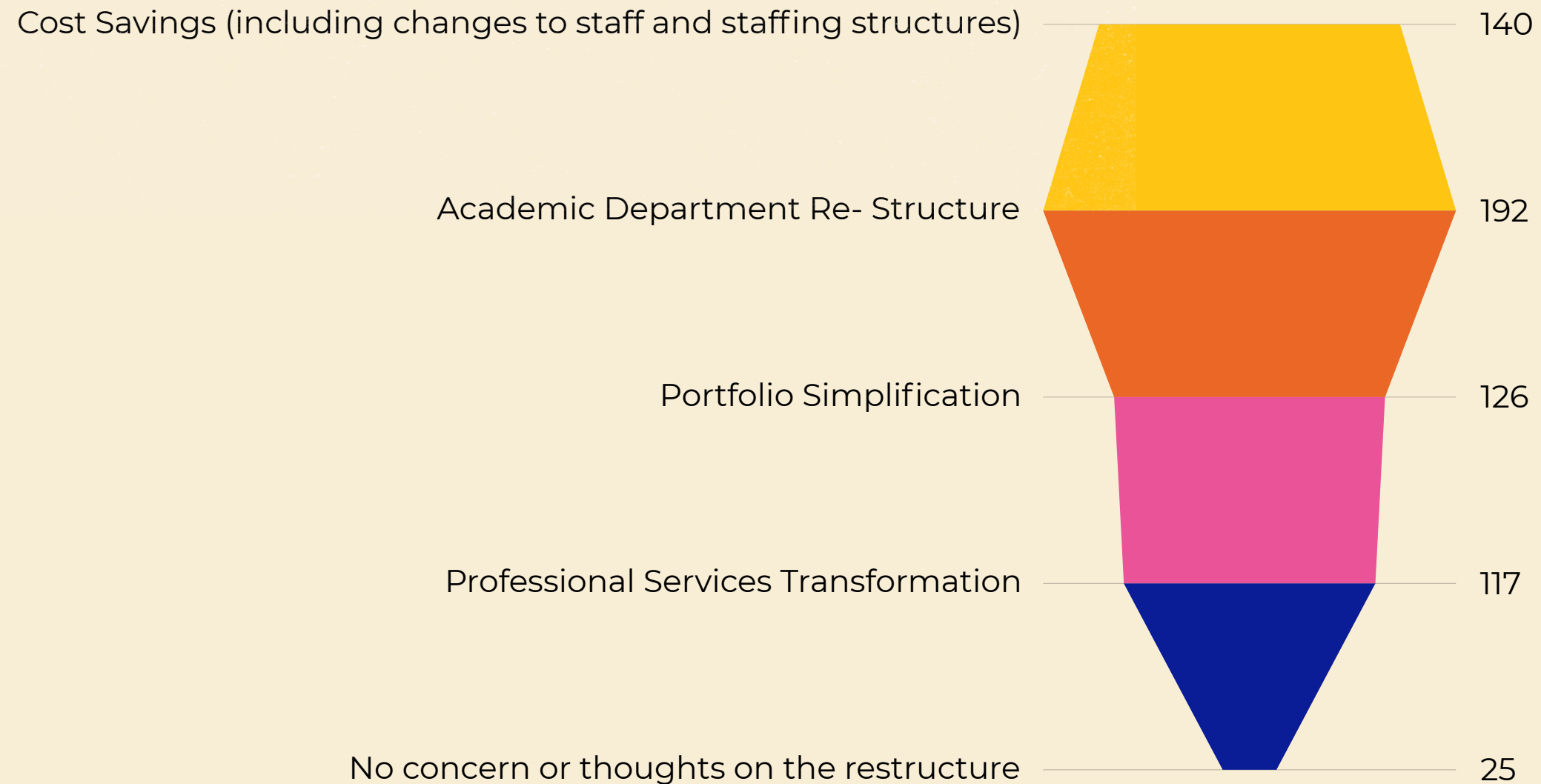
Additionally, 29% of the respondents were international students.



29% - international students



STUDENT CONCERNS HEATMAP



Students were asked to select if there was an aspect of the Transformation Programme that concerned them most. They could select more than one option.

It must be noted that many respondents selected all listed aspects. Nearly half of all respondents selected all 4 aspects of the transformation. **This was the highest ranking combination.**

On specific aspects, Academic Department Restructure emerged as the most prominent concern. This suggests that students are particularly attentive to how changes within academic departments might impact their educational experience, including potential alterations to course offerings, faculty arrangements and departmental resources. The high number of responses indicates a significant level of engagement and concern in ensuring that any restructuring aligns with students' needs, rights and interests. Additionally, the data highlights a considerable level of concern regarding cost savings which includes changes to staff and staffing structures (such as the redundancies), with 124 respondents expressing this. From analysis of open-ended feedback, this indicates that students are attentive to and care about the implications of cost-saving measures on both their experience at Goldsmiths and on Goldsmiths itself.



It is incredibly disappointing to find out that myself, and my peers on the English with Creative Writing degree (as well as many others, I'm sure) will be deprived of many crucial and exciting modules, resources, and opportunities when we come back for third year that have been a large driving force behind many of my efforts thus far at the uni.



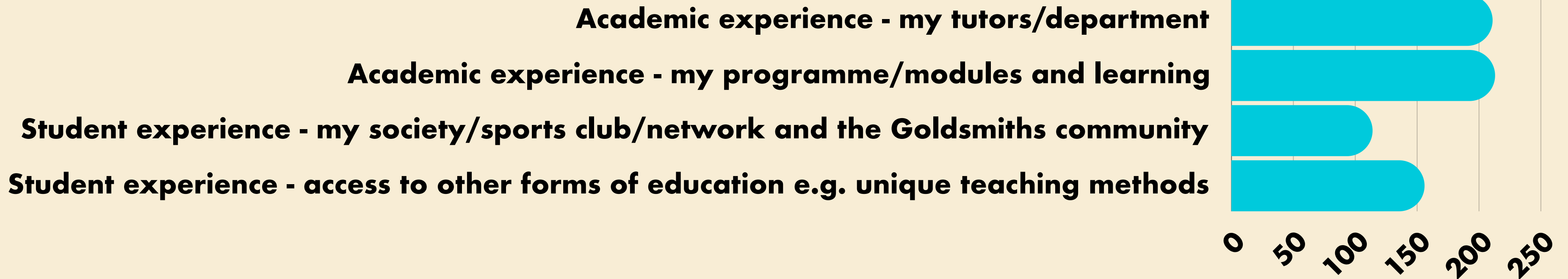
GSU!

“

I've wanted to come to Goldsmiths since I was 14, I previously got declined and **worked so hard** so I could get in the following years. I **love my course** and **all the modules** offered, I would be so gutted to see them discontinue. **Me and everyone else have worked so hard to be here and would love the same opportunities ever other pupil had.**

KEY THINGS STUDENTS VALUE IN THEIR STUDENT EXPERIENCE AT GOLDSMITHS

We asked students to tell us **what they valued most** about their student experience at Goldsmiths. **90.5%** of respondents indicated that they valued their academic experience the most. **Nearly half of responses elaborated this**, direct quotes are in the next slides.



SHARE MORE ON WHAT YOU VALUE IN YOUR STUDENT EXPERIENCE AT GOLDSMITHS

- Academic Experience & Approach

“The **diversity** offered at goldsmiths is what really attracted me as a prospective student rather than a solely art uni the **experts in humanities, education and the variety of students** there by makes it a very special campus. Being asked to take part in psychology studies or design experiments.”

“AS A PERSON WITH ADHD, I DIDN'T THINK I COULD EVER EVEN WRITE AN ESSAY -- BUT WITH MY TEACHING I'VE HAD 3 YEARS OF 2:1'S AND 1ST ON ALL MY ASSIGNMENTS!”

“I value **Goldsmiths' history and legacy** of its departments and programmes. I value the **expertise of the teaching staff** of my department, and the **quality and specificity** of its modules. I value its **supervisors**, who are, to a large extent, the reason why I chose Goldsmiths to conduct my research. I value Goldsmiths as a University for the Arts and Humanities, with a **remarkable history of contribution** to the fields of study that this category encompasses.”

“Over the time I have been here one of the things I have valued the most is **my tutors** and how over time we have built a **working relationship that has helped me so much**. I have struggled with a lot of uni experience but everybody I have been taught by or have spoken to have been able to help me through it and the thought that we may be losing them has absolutely broken my heart and as a result I am prepared to do anything and everything I can to fight for their job security.”

“RESOURCES AND LABS”

“PLACEMENT CONNECTIONS”

“I ENJOY THE NO BRIEFS FORMAT OF THE FINE ART COURSE”

“**content of my degree - stimulating critical thinking and teaching media literacy**”

“My supervisors are one of the main reasons I'm doing my PhD at goldsmiths”

“**My teachers** in the STACs department have **inspired me to transform my learning and transcend my expectations of myself**. I have not only begun my journey to understanding how to care for others, I have found a **community** of likeminded tutors and friends who inspire me to keep going on this course despite the barriers all these cuts are putting in place.”

SHARE MORE ON WHAT YOU VALUE IN YOUR STUDENT EXPERIENCE AT GOLDSMITHS

- Academic Experience & Approach

“The **focus on anti-racist, intersectional social issues in the module curriculum** was and still is one of the things that attracted me to Goldsmiths. The **experienced, knowledgeable and passionate staff** in the Anthropology department I'm in have **inspired, motivated and reignited my love of learning again**. Without either of those things, my uni experience and general life would be much poorer.”

“DIVERSITY IN EVERYTHING”

“The **variety of education** available, which makes the university unique to others. I chose the PPE programme here, rather than a more traditional programme somewhere else, specifically **because we are able to learn about people and events that other universities do not consider important**. The international consideration, access to radical thinkers, and focus on real-world concerns such as racism, misogyny, classism, and the environment make my course worthwhile to me.”

“I chose Goldsmiths because of its **alternative approach to learning**: a focus on colonialism, gender, and race for example, or unique ways of looking at things like economy and power. I value this immensely. I also value the **creative and inclusive environment**: a school where all kinds of people are free to express who they are whether it's the outfit they wear to class or the songs they choose to karaoke at Trashy Tuesdays.”

“THE UNIQUE OPPORTUNITY TO LEARN UNDER SUCH DIVERSE AND SPECIALISED TUTORS. I ALSO COMPLETED MY BA IN VISUAL CULTURES DEPARTMENT AND THE TEACHING AND MODULE RANGE ARE THE REASONS I CONTINUED INTO AN MA AT GOLDSMITHS.”

SHARE MORE ON WHAT YOU VALUE IN YOUR STUDENT EXPERIENCE AT GOLDSMITHS

- Choice & Department

“Being able to choose from a wide variety of modules — which is especially important for my course as **we essentially define our degrees through module selection** — as well as having supportive professors and a wide range of **affordable societies that facilitate meeting other students.**”

“I am in the Computing department, I really value Goldsmiths' strength in the arts and humanities. I **benefit hugely from a creative perspective** on computing and access to Goldsmiths' creative communities.”

“I picked the art and politics program here for a reason - because **it's unique and not found elsewhere.** So if anything happens to the course it would be a real shame and would make me definitely wish I applied elsewhere.”

“I VALUE MY TUTORS.”

“I VALUE GOLDSMITHS ETHOS AND DETERMINATION TO BE DIFFERENT.”

“**Unique programs, with meaningful and important subjects, aligned with the social context** we live in, which is the case, for example, of the MA Ecology, Culture and Society and the MA Art and Ecology”

“This is an educational institution, I am here for an education. That education is provided by the academic staff, **without that staff goldsmiths has nothing of value to offer.**”

“The **exceptional support** of music staff, including supervisors.”

“ITS UNIQUE PROGRAMMES - NO OTHER SCHOOL OFFERS SUCH SPECIFICITY AS VISUAL CULTURES AT GOLDSMITHS.”

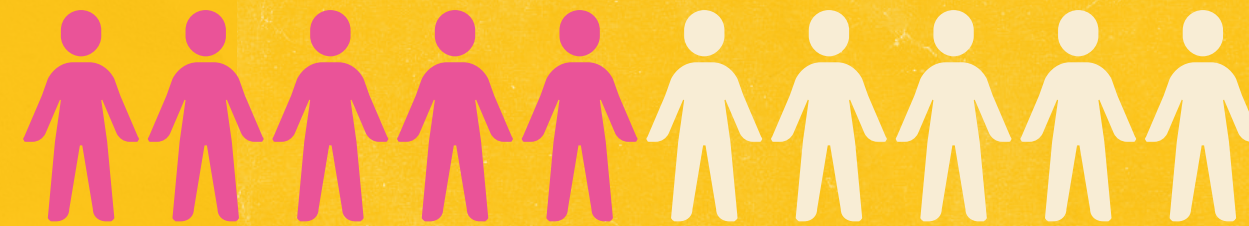


What improvements do you think are needed at Goldsmiths?

7 in 10 students felt **Procedural/Administration e.g. Extenuating Circumstances, Appeals and Complaints** needed improvement



5 in 10 students felt **Academic Support e.g. Personal Tutor system, library support, etc.** needed improvement



6 in 10 students felt **Cost-of-Living Support e.g. Hardship Fund, Transport, Rent, etc.** needed improvement





What improvements do you think are needed at Goldsmiths?

6 in 10 students felt **Student Support e.g. Wellbeing services** needed improvement



4 in 10 students felt **Student Experience Specific Support e.g. Accessibility, Marginalised and Liberation Group Specific Support** needed improvement





GSU!

“

As an international student, anthropology department professors welcome me with big arms two years ago when I transferred from Durham university to goldsmith. They help me with all the processes and visa problems. **I admire the free and non-commercial, “not for sale” vibe at Goldsmith** and that’s why I transferred to goldsmiths.

SHARE YOUR THOUGHTS ON IMPROVEMENTS YOU THINK ARE NEEDED AT GOLDSMITHS.

- Admin & Engagement

“The **administration** is appalling. I was in dire need of some financial aid but I was **never able to complete my application for the hardship fund** as I have adhd and found **the beureaucracy and admin extremely patronising and intimidating**. I was sent an online course about finance and budgeting and if I didn't complete the course I couldn't finish my application- this is incredibly classist and ableist. **The general administration fails students and staff.**”

“**making very basic things (eg timetables) work. more contact/class hours. hiring more teachers so we don't rely only on underpaid TAs who don't have time to go through their emails. deal with the transphobia/racism instead of just talking about it**”

“I think there needs to be an **improved communication between the students and the decisions made by the university** because the way they get the message out is not clear or accessible to everyone.”

“STUDENTS TO BE TREATED AS VALUED INDIVIDUALS RATHER THAN MERE TRANSACTIONS.”

“The university should **care more for international students. Teachers should focus on us understanding what we should do with assessments** rather than failing us or giving us low grades.”

“**MORE POWER TO LECTURERS/TUTORS OVER THE WAY THEIR MODULES ARE RUN**”

“The **hub is a useless system**. I have contacted them for assistance and they often take weeks (or sadly months) to reply. **Sometimes multiple people reply with different answers**. It is an inefficient set-up that wastes time and precious resources. **Extensions** are dealt with in haphazard ways. I was **asked to "justify" and "elaborate upon" my chronic disability at length** before they granted me an extension. It was disrespectful and added to my stress at a time when I was already have stress related health complications.”

SHARE YOUR THOUGHTS ON IMPROVEMENTS YOU THINK ARE NEEDED AT GOLDSMITHS.

- Services, Systems & Culture

“DISABILITY SERVICES NEEDS IMPROVEMENT”

“As a disabled person I'm not being protected or considered and my needs are not being met. The university is unaccessible for me. It's loud and unsafe... Particularly there are steps in the university without markings. Usually there is yellow or black risk markings in steps to help blind people detect risk but there's not here. There is **no rooms that are quiet or neurodiversity friendly** and so I am constantly overwhelmed and stressed. When I have a it issue or administration issue **it takes me emailing a lot of people to get anything resolved**. I nearly had to drop out last year because they didn't enrol me for a month and I had no access to my student finance”

“CREATING A MORE CARING & LESS HOSTILE WORK ENVIRONMENT FOR ALL STAFF ALREADY WORKING AS ACADEMICS, TUTORS & SUPPORT STAFF.”

“A system that **doesn't require students choosing between Male and female when submitting forms to the school** as well as a way for trans student to go under their current names, **not deadnames**. There should also be a **better process in place for student to do attendance. One that can protect international students** and is not subject to manipulation through the sharing of class codes to classmate not in class.”

“IT AND ONLINE LIBRARY SYSTEM”

“ENGAGEMENT / LECTURER ORGANISATION”

“NO RESTRUCTURE OF THE STAFF”

“fair pay to staff, and wage equality”

“EVERYTHING”

SHARE YOUR THOUGHTS ON IMPROVEMENTS YOU THINK ARE NEEDED AT GOLDSMITHS.

- Services, Systems & Culture

“**Goldsmiths needs to keep its promises.** My studio is a mess, the sinks are always blocked with no soap or towels and the stench coming from said sinks is unbearable. **Goldsmiths needs to understand what accessibility means,** instead of promising me my classes would be close together and accessible only to be **put on the 3rd floor of RHB** and given an unreasonable solution considering my severe social anxiety. **Hidden illnesses are still valid,** and I'm appalled at how I have been left to suffer without much consideration based on the fact I don't have a DSA form, but I do have all the information needed on said form just on different paper. My RASA is a joke”

“STUDENTS ON STUDY ABROAD PROGRAMMES HAVE FACED HOMELESSNESS AND SERIOUS MENTAL HEALTH ISSUES DUE TO A LACK OF SUPPORT FROM GOLDSMITHS.”

“The **Seats App** doesn't work, there is no point in the uni spending money on it.”

“**The administrative cuts that took place a year prior made my study abroad experience incredibly difficult** as I had very little support and only received assistance when I was in my final weeks of the exchange. Because admin staff was centralized to the Hub, which was reduced to a pre-filled form, I was never able to resolve any issues that arose in a timely manner and resorted to consulting my home university admin to receive any sort of answers. Because admin staff and professors are so crucial to students' success, a further reduction in their position completely jeopardizes any incoming student experience. And **students talk, we share experiences with one another.**”

“The vast majority of the college's shortcomings are **due to an out of touch and exploitative upper management,** the strengths of Goldsmiths are due to a passionate body of staff and students who succeed despite the upper management.”

“THE STAFF THEN NEED TO BE BETTER AT SUPPORTING STUDENTS WHO ARE VULNERABLE AND ARE BEING BULLIED.”

SHARE YOUR THOUGHTS ON IMPROVEMENTS YOU THINK ARE NEEDED AT GOLDSMITHS.

- Services, Systems & Culture

“The admin at Goldsmiths already appears to be hanging on by a thread; I personally have experienced delayed grading (and was told my moving on the the next year was not guaranteed) spanning over the entire summer, causing **extreme stress**. I also experienced **invoicing mistakes** which once again had me **receiving emails with ominous threats of expulsion when the mistake was on the schools end**, and the labour of fixing the mistake was left to my course lead. I am aware that many of these admin issues stem from similar restructurings which occurred prior to this one, and I believe it’s absolutely ludicrous to further deplete the administration when it’s already suffering so acutely and causing so much unneeded stress to staff and students alike.”

“THE EXTENUATING CIRCUMSTANCES SYSTEM IS POOR. I BELIEVE IT SHOULD BE UP TO THE DISCRETION OF INDIVIDUAL MODULE LEADERS RATHER THAN A FACELESS PANEL.”

“There are a lot of things I think Goldsmiths shouldn't be doing, but instead I'll tell you what it should be: Goldsmiths should be an alternative arts and humanities university. It should be proud to be a specialised university and advocate for the valuing of arts and humanities in the UK, the valuing of what its students are passionate about. It should continue to provide unique, non-mainstream modes of learning. It should market itself as all of the above and students will come running to learn at such a special university. I thought my love for arts and humanities would be appreciated at Goldsmiths. However, I have once again been pushed aside for STEM.”

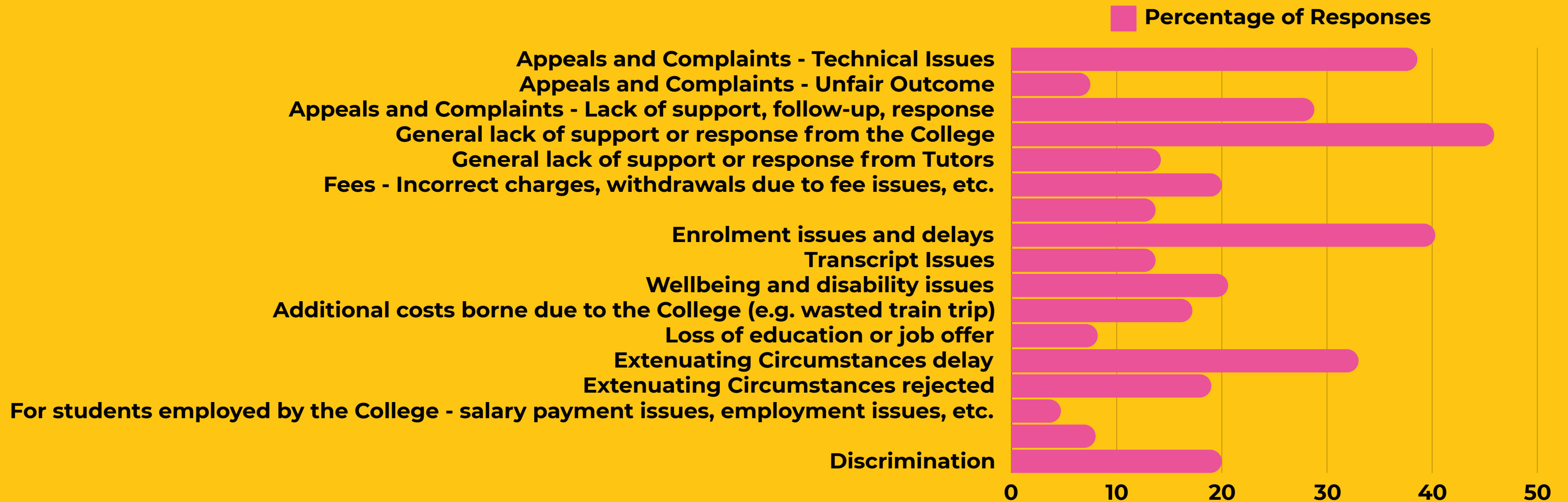


HAVE YOU EXPERIENCED ANY OF THE FOLLOWING IN YOUR TIME AS A STUDENT?

Respondents were asked to select if they had experienced any of the following issues in their time as a student. Categories are determined based on the general nature of cases we see at the SU, but is non-exhaustive. The top 3 issues respondents have experienced are:

1. General lack of support or response from the College
2. Enrolment issues and delays
3. Appeals and Complaints - Technical Issues

7% of respondents did not experience any issues.





IF YOU'D LIKE TO EXPAND ON ANY OF THE POINTS ABOVE OR MENTION SOMETHING ELSE, PLEASE DO SO HERE.

Respondents were offered a space to elaborate on the issues they experienced if they wished. 67 of 233 respondents elaborated on issues they had experienced, all of them contained details of severe impact on at least two or more combinations of issue options in the previous question, revealing that issues in student experience are increasingly interconnected and institutional as they increase in severity. The most common combination of issues from the elaborations are, in order of frequency in responses:

1. Fee issues leading to incorrect withdrawal + Wellbeing issues
2. Racism and discrimination + Wellbeing issues
3. Extenuating circumstances + Wellbeing and disability issues
4. Enrolment + IT/Technical issues

I had to appeal after being withdrawn because I missed several year 2 assignments. The college was very blunt and reluctant to assist and I am now paying £18,000 for an additional year of university. On top of this, I was only able to enrol during the last two weeks of first term.

i have watched my trans and nonbinary classmates be blatantly disrespected. we were never informed of any change being made or measures taken to properly respond to our complaints.

Extenuating circumstances were rejected for a weekly coding assessment thing as there was only one deadline to choose rather than four specific deadlines

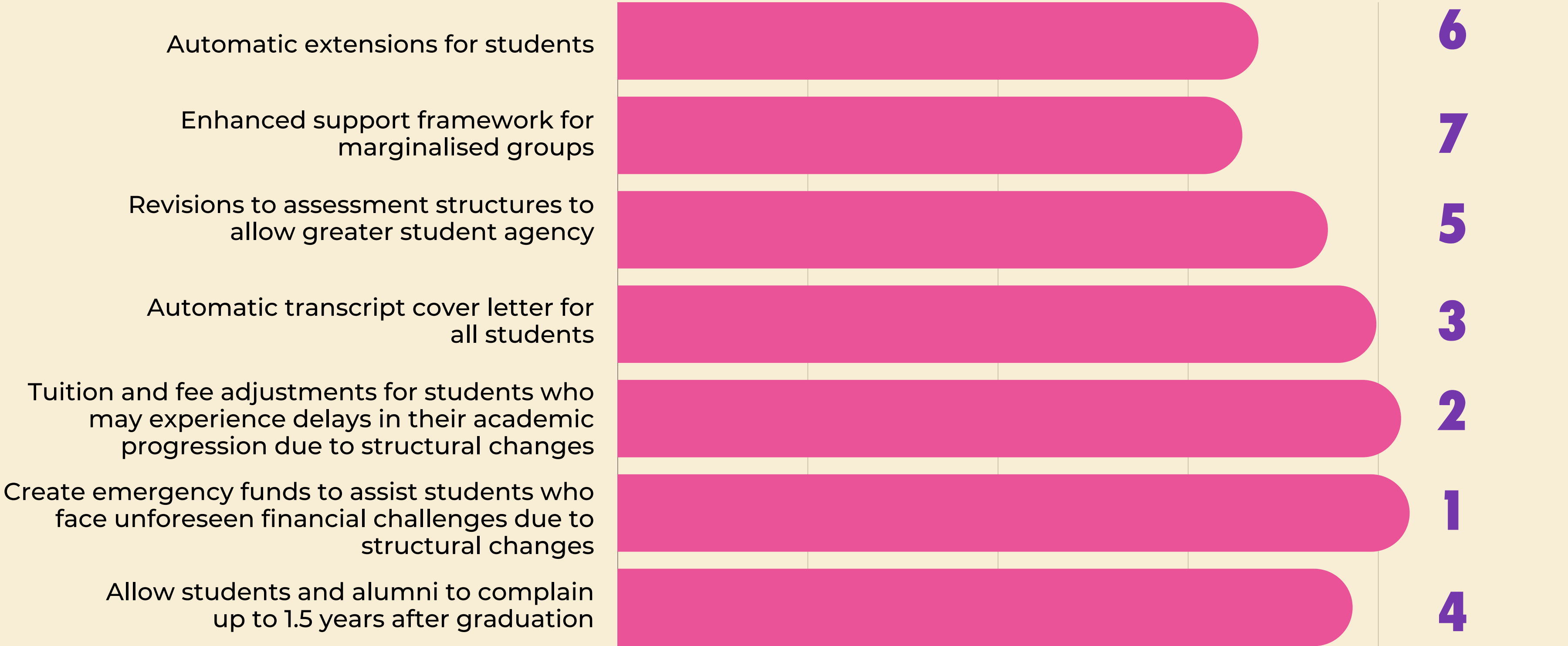
I was homeless and that wasn't reason enough for my extenuating circumstance apparently- I also have not been successful in applying for hardship fund as a working class person with adhd I found the process extremely [daunting]



The real issues don't lie with 'too many professors', there are plenty of students wanting to study any given subject. No board member wants to face the real issue, where they actually put the money or how can they cut costs just to line their own pockets, "it's for the bottom line" or "we need to protect the profits". **If you're turning universities into a business, you should re-evaluate the reasons why we have education.**

THE SU DEMANDED THE FOLLOWING MEASURES FOR STUDENT SUPPORT. PLEASE TICK THE MEASURES YOU SUPPORT.

Percentage of Responses



What else do students want?

Information, Communication & Transparency

Explain why ext consultants need to be hired, they are extremely expensive and don't always result in amazing outcomes. If proceeding to hire them Be clear about how the money spent on them resulted in positive change.

Full transparency on financial investments, uphold students right to protest, meet the demands of students for Palestine

Better transparency with SMT

Further compensation/ transparency with the future structuring of Goldsmiths

Direct communication between the SMT and the staff and, especially, the students. The transformation programme has brought to light that the SMT care very little to not at all for the staff and student experience that makes the Goldsmiths community and teaching the ONLY reason why people apply.

Procedural & Infrastructure

Better management of extenuating circumstances.

To address the issue of SEAtS. Attendance registry is a legal requirement of the university but students should be consulted (eg, via a survey) on HOW attendance should be registered. Additionally general information should be released on what SEAtS actually is/what it does.

Less IT failures and more transparency on marking and upcoming changes, more mental health support

Disability considerations & Campus Accessibility

Regular discussions and dialogic feedback

Give disability training - universally to students and staff - ideally led by disabled people (as the best people to speak on our own issues)

Other Student Experience Considerations

Stop having students write essays over their breaks. That's not a real break and many students would have better health and well-being if they had an actual break and their essays were handled during the term the module was given. I would also like SMTs salaries for the past three fiscal years to be clearly published on the SU website.

students who have medical or caretaking leave need to be not left in financial turmoil

Student tutors, in ALL subject areas. Student should be able to volunteer or get paid for this. Alumni should also be able to volunteer.

Specialised support pathways and more mental health sessions. Coursework deadline timing.

Improve food quality on campus

Freedom of speech, like with the situation in Gaza, the first few months it felt like we couldn't talk about the situation/conflict, but it slowly became easier to talk about it

What else do students want?

Maybe **some type of guarantee** SMT keep trying to restructure every year or two. As a part time student, in the last two years while a student I've both been impacted by previous restructuring chaos in registry and administration and again now it's happening again.

The enactment of an **official consultation with students on how to deal with the financial situation SMT has put the College in, and how our fees are being used**. That all plans for the Transformation Programme be halted immediately, and that a commitment to no compulsory redundancies is made

Transparency across department and department specific information on this transformation

Please give **Grad School** the resources they need! Please reinstate dept-specific liaisons for Grad School!

My central concern is **keeping the quality of my degree as high as possible**

TP-related open feedback shows that the students have concerns about how the TP will affect their education and student experience, and want guarantees in that respect. A majority of students are concerned about the redundancies, voicing feedback and support for their lecturers, supervisors and departments. A handful of students have expressed concern over industrial action.

Ensure **continuity and consistency** for students enduring the transformation. **Protect the staff** who have been successfully shaping programmes over the years - **get student feedback before making decisions**.

Proof that they have considered smaller courses when planning this restructure as I believe they have likely overlooked them in favour of bigger courses

If someone's entire degree is cut then there should be some sort of **option for them to transfer to another school without much hassle**. Goldsmiths could help facilitate this in some sort of way, especially since they're a part of UoL.

Protect our lecturers jobs. Protect the therapeutic studies department. What is goldsmiths if not for our creative merit and systemic care modules. **Don't use alumni's names whose courses you now look to affect**.

No mass redundancies on staff. No needless restructuring

Ensuring that **PhD supervisors** who are made redundant under this scheme are still **paid to continue supervising all their current PhD students until completion** of their PhD, as most supervisors have unique areas of expertise directly relevant to their students' research, and cannot simply be replaced by another supervisor.

support with visa problems caused due to restructuring

The **students right** to share opinions and easier opportunities to make formal complaints as all of the pages on the goldsmiths website have been taken down.

Consistent and secure assessment and marking regardless of the university's situation.

First of all, Thank you for all your efforts. **I just don't want to protest while paying money**. Please help me to focus on my studies.



The fact that Goldsmiths is choosing axe creative and critical degrees and focus on STEM and business subjects is a disgrace. Goldsmiths has built a reputation on offering degrees that are centred around experimental, radical thinking and **the institution clearly has no relationship with its students or staff** as this decision goes against the ethos Goldsmiths has established.

**GOLDSMITHS
STUDENTS'
UNION!**

