

**GOLDSMITHS
University of London**

COUNCIL

ACADEMIC BOARD

Minutes of the meeting held on 2 December 2015

OPEN BUSINESS

Present: Mr Patrick Loughrey (in the Chair), Professor Claudia Bernard, Professor Lucia Boldrini, Professor Andy Bremner, Professor Sean Cubitt, Mr Adrian De La Court, Professor Mark D’Inverno, Professor Michael Dutton, Mr Ian Gardiner, Dr Marco Gillies, Ms Annie Guo, Professor Elisabeth Hill, Mr Steve Keirl, Dr Gholam Khiabany, Dr Pdraig Kirwan, Dr Ben Levitas, Ms Julia Lockheart, Mr Daniel Nasr, Professor Saul Newman, Ms Kiona Nieuhaus, Professor Carrie Paechter, Ms Jacqueline Pennell, Professor Jane Powell, Ms Astrid Schmetterling, Dr Anna Traianou, Mr Matthew Ward, Professor Robert Zimmer.

Apologies: Ms Adrihani Abd Rashid, Dr Michael Banissy, Professor Frank Bond, Mrs Liz Bromley, Professor Roger Burrows, Dr Lisa Busby, Professor Gavin Butt, Professor Rebecca Cassidy, Professor Matthew Fuller, Dr Monica Greco, Dr Ariel Hessayon, Mr Kevin Jones, Mr Gerald Lidstone, Dr Mao Mollona, Ms Bahar Mustafa, Dr Richard Noble, Professor Osita Okagbue, Professor David Oswell, Dr Luciana Parisi, Mrs Lucinda Parr, Dr Vivienne Richmond, Ms Joan Turner.

In attendance: Ms Lynda Agili, Mr Matthew Brooks, Ms Sue Dixon, Professor Victoria Goddard, Ms Alison Griffiths, Dr Veronica Lawrence, Ms Claire MacLean, Professor Simon McVeigh, Mrs Cathryn Thompson (Secretary).

1 MINUTES

Resolved:

that the Minutes of the meeting held on 16 September 2015 be approved.

2 WARDEN’S REPORT

The Warden gave an oral report on matters of interest to the College.

The last Board of 2015 marked an extraordinary year, looking back on a successful QAA Higher Education Review, and in turn giving us confidence in meeting the requirements of the Teaching Excellence Framework going forward.

It was noted that this was Professor Roger Burrow’s last meeting of the Board, before his departure from Goldsmiths. The Board thanked him for his contribution and commitment

over the years, and wished him well for the future. The Deputy Warden would take on the leadership of the Culture and Society School in the short term and the Pro-Warden (Learning Teaching and Enhancement) the Graduate School.

Changes in the external context were also noted, including the Nurse review, Spending Review, maintenance loans for postgraduates, and the current consultation on the Green Paper. The opportunity to make a difference in the consultation to achieve cohesion and common purpose was noted. Staff, students and fellows were all encouraged to engage with this fundamental change to the sector and value judgements that needed to be appropriately scrutinised. The development of a 'Gold Paper' by academic colleagues, acting as an alternative response to the challenges the government was trying to address, was also under discussion.

The Goldsmiths' Prize had another successful year, the new Refugee Scholarships in partnership with the Students' Union, and the Education and Design Departments' successful Ofsted inspection and highly complimentary report, were noted.

Goldsmiths had hosted a number of international partners during 2015, including colleagues from Tomsk State University in Russia, which had many departmental connections, strengthening our long research-based relationship which was now flourishing in other areas. Other collaborations with academic partners in South Korea and Hong Kong were also in development.

International student recruitment continued to be a challenge. Students were applying to 8-10 institutions so Goldsmiths needed to be in a position to make recruitment decisions and respond to applications quickly.

Finally, physical space was discussed and the need for big ideas and big programmes to be in a position to invest in a new building. The need for departments to be creative and visionary in their thinking of undergraduate and postgraduate programmes which could redefine student needs in years to come was emphasised.

3 OFSTED INSPECTION

Received:

a report on the recent inspection of the Department of Education by Ofsted (15-488).

Noted:

- (i) that the inspection extended beyond both the Design and Education Departments to Goldsmiths College as a whole and all of our 500+ partnerships, and that overall it was a positive experience;
- (ii) that considerable changes to the inspection framework had taken place since Goldsmiths' last review in 2011, with many providers over this period moving from 'Outstanding' to 'Good';
- (iii) that Goldsmiths had been awaiting an inspection for the past 2 years and once the call from Ofsted was received, a large transfer of documentation and data was sent immediately to the Lead Inspector;

- (iv) that the Inspection was conducted in two parts. The May visit involved meetings with students and tutors, meetings on safeguarding and compliance, and visits to schools to observe tutors in the classroom, and in turn how Goldsmiths' quality assures its partners. The second visit was in October 2015, where the Inspectors took a view on how the College had addressed the recommendations stemming from the May visit;
- (v) that Goldsmiths was awarded a Grade 2 'Good' overall, with some 'Outstanding' elements, and it was noted that the Inspectors understood our approach clearly;
- (vi) that it was acknowledged that the College took challenging and complex students and also put them in very challenging and complex placements/schools. However, in order to get 'Outstanding' overall, our completion and achievement data would also need to be outstanding, as the process was not just about 'value added';
- (vii) that it was important to understand the Ofsted process was not like QAA review, as the only way to be successful with Ofsted was to be constantly on top of data and processes since an inspection could be triggered at any time as a result of a drop in a particular dataset.

4 GREEN PAPER

Received:

a discussion paper from the Pro Warden (Learning, Teaching and Enhancement) on the Green Paper and the associated consultation process (15-489).

Noted:

- (i) that Goldsmiths was currently in the process of pulling together its response to the consultation on the Green Paper in time for the 15 January deadline;
- (ii) that Staff News would shortly be providing a link to a page on Goldmine with further information and asking specific questions for staff to complete, in order to gather thoughts that would inform our response to the consultation. Alternatively, if staff did not want to comment on this internally public forum, then they were welcome to send their comments to the Pro Warden (Learning, Teaching and Enhancement) directly. All staff were encouraged to participate in the consultation;
- (iii) that the Students' Union and UCU were also looking at their responses to the consultation, and a number of staff were also blogging about their views separately;
- (iv) that consideration was being given to the publication of a Goldsmiths' Gold Paper, in collaboration with Goldsmiths Students' Union initiatives, in order to put a stamp on Goldsmiths' thoughts and direction of travel;
- (v) that one item of immediate concern to Goldsmiths concerned the use of metrics, such as data on graduate level employment within 6 months of graduation, which was felt to not fit well with the ethos of many of the College's discipline areas;
- (vi) that some tensions in the proposal were identified, including the positive promotion of widening participation and social mobility, which in turn could be negatively impacted on by the ability to charge higher fees as a reward for performing well in the metrics used.

5 NATIONAL STUDENT SURVEY 2015

Received:

an update on progress in relation to the 2015 National Student Survey results (15-490).

Noted:

- (i) that a new campaign would be launching shortly to raise awareness of action taken by the College in response to student feedback, in the form of #MadelItHappen labels popping up around the campus and a range of exhibitions/competitions in public spaces and learning spaces recently renovated. The aim was to get staff and students thinking about how spaces have changed and to also celebrate students' work;
- (ii) that NSS 2016 would formally launch on 1 February and would run until the end of April. A response rate of at least 65% across the board was required, so staff were requested to work with students to raise awareness of the Survey;
- (iii) that the Pro Warden (Learning, Teaching and Enhancement) and the Director of SALS presented an analysis of Departmental Action Plans at the previous night's Departmental Student Coordinator (DSC) meeting. Assessment and feedback, learning resources, and organisation and management were areas of particular focus in the action plans. The DSC meeting was deemed very useful for looking at high level and thematic elements stemming from the NSS 2015 results. The next stage of the analysis included input from Professional Services, ongoing work with DSCs and the Students' Union, and continual close working with the Warden's Advisory Group (WAG);
- (iv) that departmental action plans were very thorough and helpful, and that notable improvements had already taken place. The sharing of good practice more widely across the College was essential going forward;
- (v) that there were three primary concerns highlighted in the NSS 2015 results, impacting negatively on the College's overall performance:
 - Assessment and Feedback: departments were either not adhering to the feedback policy or being perceived as not adhering to it, including outlining clear submission and return dates and providing good quality comments on the work. It was agreed in some instances that this could be resolved with better communication to students, but in other instances this needed wider review and full adherence to the policy;
 - Organisation and Management: there is a need for clear and effective communication to students on all aspects of their student experience. The joint honours student experience was also considered to be an area of dissatisfaction, not necessarily in relation to a bad experience but rather varying practice across departments. Either a more consistent approach is required or better communication as to what differs and why;
 - Learning Resources: this related to both departmental and central resources. Further investment in resources, including IT/IS liaison and the library, were particular areas of focus going forward.

6 SUSTAINING GOLDSMITHS AS A RESEARCH UNIVERSITY

Received:

the Research and Enterprise Strategy 2016 and a range of supporting projects (15-449R), and focusing on the Practice Research Review (15-452).

Noted:

- (i) that Goldsmiths has been a research university since 1996, with the Times Higher front cover stating 'New Star Arises' being a particular highlight at that time. The College had had fantastic performance in previous RAE/REF exercises, however, income from either QR or research grants was dropping;
- (ii) that the papers under consideration by the Board, approved recently by Research Enterprise Committee (REC), were for us as a community to think about how we sustain and enhance ourselves as a research university. It was noted that the Research and Enterprise Strategy and a whole range of activities would be announced at an event on 25 February 2016;
- (iii) that research leave would be replaced with dedicated research time in the new year, in order to sustain practice research at Goldsmiths, and that every department was undergoing a research review which would be reported to the next REC. The promotions criteria were also under review, so that staff who get great research grants and have excellent research outputs are rewarded accordingly, as an example;
- (iv) that there was now an accurate list of all publications by department by year, as well as information on all research grants, with the next planning round set to help build a clear research vision for all departments. It was noted that goals needed to be framed thematically and in terms of how they related to the student experience, such as equality and diversity and London and the world, in order to focus resource accordingly;
- (v) that questions around how Goldsmiths overcomes its weaknesses remained, as well as the current barriers to further integrating research and teaching, the relationship between SSB and an output, and the lead in time expected for an output and how this might be measured as a success or failure. It was noted that many institutional strengths were also closely linked to institutional constraints, which would need careful management;
- (vi) that a possible dedicated research time policy was discussed, envisaged as a useful tool for Heads of Department to strategically reward a resource and to assist allocating time in strategic ways;
- (vii) that Goldsmiths wanted to avoid further shrinkage in next REF round. Although we improved vastly in the last round, the sector improved even more;
- (viii) that the Pro Warden (Research and Enterprise) welcomed comments on the Strategy from the wider Goldsmiths community;
- (ix) that staff were thanked for their input to the Practice Research Review. It was noted that outstanding practice research was taking place across the College, with the Panel viewing Goldsmiths as a 'beacon', but that it was not expressing its position

as vigorously or strongly as it might do. There was no intention to impose a single 'top down' vision of practice research, as we wanted to see this as a collective activity that wells up from the actual work that is being done;

- (x) that the main elements to report included looking at new ways of articulating practice research in ways which are meaningful to us and to our students and assessment modes which distinguish these aspects, that collaboratively we needed to know what others are doing and to expand and to extend on this, how we used our external networks and connections nationally and internationally, and how we could communicate the research, the process and the importance internally but also externally;
- (xi) that it was a critical moment for the College and for practice research, and that it was the time to be bold and innovative. Ideas were welcomed from members of the Board as to how this could most effectively be taken forward.

7 STUDENT COMPLAINTS MEDIATION SCHEME

Received:

an oral report from the Head of Secretariat and Legal on the pilot mediation scheme for handling student complaints.

Noted:

- (i) that the Regulations for some years had said that mediation should play a role in resolving student complaints but no complaint had ever been referred to this process in that time;
- (ii) that Goldsmiths was committed to the full introduction of an effective mediation scheme and acknowledged that it plays a considerable and substantial role in dealing with and resolving student complaints;
- (iii) that mediation is a good mechanism to fully understand the exact nature of a particular student's dissatisfaction;
- (iv) that a Mediation Implementation Group would propose a framework for the introduction of a mediation scheme and oversee a pilot in Term 2 and 3, with a view to roll this out fully at the commencement of the 2016-17 academic year;
- (v) that it was proposed that an internal pool of mediators would be trained by external experts, and that if any staff were interested in being involved to contact the Complaints and Appeals Manager;
- (vi) that the Students' Union would be involved in the implementation group and part of the trained pool of mediators.

8 EXTERNAL EXAMINERS

Resolved:

to appoint the following External Examiners:

Mr Yossi Balanescu-Bal

BA Film (LASALLE)

MA Filmmaking (pathways)

Vice-Chair, Four Corners Film & Photography Workshop & Director, Bridge Films

From 1st November 2015 to 31st August 2019

Mr Kalev Erikson

MA Photography: The Image & Electronic Arts

Senior Archivist & Commissioning Editor, Archive of Modern Conflict

From 20th October 2015 to 31st August 2018

Dr Bradley Evans

MA International Relations

Senior Lecturer, University of Bristol

From 1st November 2015 to 31st August 2019

Dr Dee Ferrett

BMus Popular Music

Senior Lecturer in Popular Music, University of Falmouth

From 1st November 2015 to 31st August 2019

Professor Suzanne Franks

BA Media & Communications / joint degrees

Professor of Journalism

London City University

From 1st November 2015 to 31st August 2019

Professor Robert Alwyn Petrie Hewison

MA Culture Industry

Honorary Professor, Ruskin Research Centre, Lancaster University

From 1st November 2015 to 31st August 2019

Professor Des Hewitt

PGCE Primary

Head of Primary ITT, University of Warwick

From 1st November 2015 to 31st August 2019

Mr Richard Holme

PGCE Primary (non QTS)

Lecturer, Primary Education, University of Dundee

From 1st November 2015 to 31st August 2019

Professor Joseph Hyde

MA/MFA Computational Arts

Professor in Music (Creative Music Technology), Bath Spa University

From 1st November 2015 to 31st August 2019

Ms Kate Ironside

MA Radio

Senior Lecturer, University of Bedfordshire

From 1st November 2015 to 31st August 2019

Mrs Melanie Jay

PGCE Secondary: Design & Technology

PGCE course leader Art and Design / Design and Technology
University of Reading
From 1st November 2015 to 31st August 2019

Mr Andy Lee

BA Media & Communications / joint degrees
Subject Leader, Fashion Film Practice
University of the Arts, London
From 1st November 2015 to 31st August 2019

Dr Naomi Moller

BA Psychosocial Studies
Lecturer, Faculty of Social Science, the Open University
From 1st November 2015 to 31st August 2019

Professor James Lawrie Newell

BA Politics
Professor of Politics, University of Salford
From 1st November 2015 to 31st August 2019

Dr Gillian Peiser

PGCE Secondary (Modern Languages)
Senior lecturer in Teacher Education,
Liverpool John Moores University
From 1st November 2015 to 31st August 2019

Ms Sue Robertson

MA Applied Anthropology and Community and Youth Work
MA Applied Anthropology and Community Development
MA Applied Anthropology and Community Arts
Placement Tutor, DeMontfort University
From 1st November 2015 to 31st August 2019

Professor Tony Steyger

BA Media & Communications / joint degrees
Associate Professor, School of Media Arts and Technology
Southampton Solent University
From 1st November 2015 to 31st August 2019

9 PHD BY PUBLICATION

Resolved:

that a new programme “PhD by Publication” be approved and to proceed to apply to extend Goldsmith’s Degree Awarding Powers to selective programmes offered on campus (15-214R).

10 STUDENT EXPERIENCE AND ENGAGEMENT STRATEGY 2015-18

Resolved:

that the Student Experience and Engagement Strategy 2015-18 be approved (15-373).

11 INSTITUTIONAL APPROVAL - ERASMUS MUNDUS JOINT MASTER'S DEGREE

Resolved:

that Katholieke Universiteit (KU) Leuven and Pázmány Péter Catholic University (PPCU), Budapest be approved as Partner Institutions of Goldsmiths, from the start of 2016-17 academic year to the end of 2020-21 (15-440).

12 UNIVERSITY OF LONDON INTERNATIONAL ACADEMY (UoLIA) COMPUTING PROGRAMMES ASSESSMENT REGULATIONS

Resolved:

that amendments to the Assessment Regulations for computing programmes offered through the University of London International Academy, relating to compensation arrangements for the complete degree (15-275) and the Diploma of Higher Education exit award, be approved (15-397).

13 ACTION TAKEN BY THE CHAIR

Noted:

the action taken by the Chair (15-492).

14 CAREERS SERVICE ANNUAL REPORT 2014-15

Received:

the Careers Service Annual Report 2014-15 (15-326).

15 COMMITTEE CALENDAR 2016-17

Noted:

indicative dates of College Committees 2016-17
<http://sm8.gold.ac.uk/media/goldsmiths/about/governance/2016-17.pdf>.

16 PERIODIC REVIEW ACTION PLAN FINAL UPDATES

Received:

the final follow-up report on action taken in response to the recommendations of the Periodic Review of the Department of Theatre and Performance, undertaken on 3 March 2014 (15-389).

17 PERIODIC REVIEW ACTION PLAN PROGRESS UPDATE

Received:

the final reports, initial responses and follow-up reports on action taken in response to the recommendations of the Periodic Reviews of:

Social, Therapeutic and Community Studies, Therapies (15-390)
College-level recommendations made by the panels of the Periodic Reviews carried out between December 2013 and November 2014 (15-381)

18 PROMOTIONS OF ACADEMIC STAFF

Received:

a summary of Academic Staff Promotions from 1 September 2015 (15-493).

19 OTHER MATTERS FOR REPORT

Noted:

other matters for report, including Visiting Researchers and Fellows (15-494) and minutes from the following committees;

Learning Teaching and Enhancement Committee – 20 May 2015 (15-495)

Learning Teaching and Enhancement Committee – 14 October 2015 (15-496)

Academic Development Committee – 29 June 2015 (15-497)

Academic Development Committee – 20 October 2015 (15-498)

Research and Enterprise Committee – 27 May 2015 (15-499)

Research and Enterprise Committee – 11 November 2015 (15-500)

20 ANY OTHER BUSINESS

Noted:

- (i) the recent Honorary Fellowship of Lord Puttnam, and that further nominations for Fellows who can be involved in teaching was welcomed.
- (ii) that the venue for Academic Board meetings was currently under review, with the possibility of using Council Chambers going forward.

21 FUTURE MEETINGS

Noted:

the dates of Board meetings in the current academic year, which will begin at 2.00pm in the Professor Stuart Hall Building Room 3.26 as follows:

Wednesday 9 March 2016

Wednesday 8 June 2016

CT

December 2015