



Appointing a new Warden: survey feedback

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Produced by independent consultant, Chris Hayes, Live Projects Ltd

Introduction

In November 2018 Goldsmiths started the process of looking for a new Warden, following the announcement of the forthcoming retirement of Patrick Loughrey. The Warden's role is defined in Goldsmiths' charter as the principal academic, administrative and executive officer of the College.

An open web survey was conducted during October and November 2018 to seek initial views on the qualities and skills needed from Goldsmiths' next Warden. A series of focus groups with stakeholders were also held to supplement the web survey, and the insights gained from the consultation process will help inform the person specification and candidate pack.

This report summarises the feedback from the survey. Two questions were asked:

- What are the key priorities of the Warden?
- What kind of Warden do you want?

The survey received a total of 312 responses:

- 98 from alumni;
- 78 from academic staff;
- 66 from professional staff;
- 37 from undergraduate students;
- 23 from postgraduate students;
- 5 from an interested other;
- 3 from a local resident;
- 3 anonymous; and
- 1 from a business or partner.

The responses varied greatly in length, from just a few words to some extending to around 200 words. A manual coding approach was taken to categorise, group and analyse the responses, and the comments within them.

This report summarises the most frequently occurring themes in response to the two questions, organised by respondent type. An individual response would typically include several comments to the questions, which is why there are more coded comments than the number of responses.

Summary

Key priorities for the new Warden

Supporting Goldsmiths' community of students, staff and alumni, and meeting the needs and expectations of students and staff was a shared overarching priority for all respondent groups. For undergraduate students, this related to providing better and more responsive support for students' mental health and wellbeing, and supporting student needs and welfare more broadly. For postgraduate students, the importance of the student and staff voice informing decision making, and open and collaborative engagement. For academic staff, supporting the wellbeing of students and staff, including people from underrepresented groups. While for professional staff and alumni, comments in this area reflected the importance of the student experience and the related benefits of improved participation, access and employability outcomes, alongside student wellbeing.

The importance of an outward facing role for Goldsmiths and promoting the interests of the university through engagement and advocacy at a local, national and international level, was another shared priority area. Academic staff, professional staff, and alumni identified the importance of building stronger links and partnerships with the local communities that Goldsmiths is a part of. Academic staff commented on the importance of promoting Goldsmiths as a model of public and common good, as distinct from the university as a business, and advocating this model of higher education more widely in national policy terms.

A shared priority for both academic staff and professional staff was improving Goldsmiths' internal organisational culture and the need to strengthen relationships between academic and non-academic staff, improving recruitment and retention, and addressing organisational fragmentation. This was also a priority area for postgraduate students.

The most frequent priority area identified by academic staff was promoting and safeguarding Goldsmiths' distinct commitments, values and identity, with specific references to social justice and social responsibility, high quality teaching, critical research, being progressive and dynamic, and Goldsmiths' reputation and commitment to the arts and humanities. Linked to this was Goldsmiths' academic framework and the importance of promoting a high-quality learning environment and research excellence.

These priorities were echoed in a number of responses from other groups, but were not the most frequent priorities. The responses from professional staff put greater emphasis on the need for a new vision, strategy and plan for Goldsmiths to take the university forwards and to address the financial sustainability of the university and improve its reputation and ranking. For undergraduate and postgraduate students and alumni, the majority of comments focused on improving the student experience.

Undergraduate students put a greater focus on wellbeing, promoting equality and inclusion (and tackling inequality and discrimination), and decolonising the curriculum. Alumni respondents tended to frame this priority area around improving student retention, access,

and widening participation, alongside supporting student welfare, and supporting the needs of underrepresented groups.

Person specification of the new Warden

Respondent groups differed on what they felt should be the desired experience of the new Warden. Academic staff clearly identified the importance of broad academic experience over professional experience, while professional staff were more mixed in their responses suggesting that the new Warden should have a balance of academic and professional experience. Undergraduate and postgraduate students made few comments in relation to the desired experience of the Warden, and where comments were made these leaned towards the need for academic experience over professional experience. This was true also in the handful of responses from alumni in relation to the experience of the new Warden.

Some commented that the new Warden should have specific public and/or private sector experience, while others, alumni respondents in particular, suggested that the new Warden should have an artistic or creative background. This again points to the need for balance and breadth of experience.

Responses from academic staff put greater focus on the functions and responsibilities of the new warden, with many comments re-emphasising the themes above; that the new Warden should be able to represent Goldsmiths' distinct values and identify and promote Goldsmiths as a model of public and common good as distinct from a business. While professional staff, in contrast, put more focus on the desired leadership qualities of the new Warden; that he or she should be able to provide effective strategic leadership and direction to take the university forwards, and that the new Warden should be both decisive and action focussed and approachable and visible to staff and students.

A number of comments from across respondent groups reflected a desire for the new Warden to be from a group currently underrepresented at a senior level in higher education. Where respondents identified that they would favour a candidate with a particular personal characteristic, we have reflected this insofar as possible without representing a risk to the promotion of equality and diversity throughout the selection process.

Desired qualities and attributes of the new Warden included listening skills, honesty and integrity, and being consultative and collaborative. Undergraduate students and alumni in addition made more comments calling for the new Warden to be dynamic and progressive, visionary, creative and innovative; a moderniser who could take Goldsmiths forward.

The sections below summarise the feedback by respondent group.

Academic staff

Key priorities for the new Warden

Priority areas	No. coded comments
Promoting and safeguarding Goldsmiths' distinct commitments, values and identity	49
Public engagement and advocacy	44
Community/civic engagement and partnerships	(16)
Advocacy and protection of Goldsmiths (and wider HE sector) as a model of public and common good	(13)
Workforce and organisational structure & culture	34
Strengthening the relationships between academic and non-academic staff	(17)
Supporting Goldsmiths people and responding to needs and expectations	30
High quality learning environment	29
Promoting Goldsmiths as a model of public and common good	26
Research excellence	26
Equality, Inclusion, and Democratisation	17
Financial sustainability	9
Strategy and vision	4
Other	3
Other: recruitment process	1

The most frequent priority area identified by academic staff was *promoting and safeguarding Goldsmiths' distinct commitments, values and identity* (49), with references to the following specific values and commitments: social justice/responsibility; high quality teaching; critical research; being progressive and dynamic; and Goldsmith's reputation and commitment to the arts and humanities. Representative comments included:

To safeguard Goldsmiths as an institution committed to social justice, high quality teaching and critical research. To represent the ethos and values that make Goldsmiths so distinctive. To demonstrate commitment to the progressive, dynamic, and socially responsible principles central to Goldsmiths' distinctive identity

Commitment to supporting Goldsmiths as a critical and creative institution.

Maintain the unique selling points of Goldsmiths, including its commitment to the arts in all its forms, its similar commitment to the humanities, its rootedness in New Cross and Lewisham and its ethnic and racial diversity.

To maintain the "ethos" of Goldsmiths. I.e. putting students, learning and innovative research before any other imperatives.

If the priority areas of *promoting research excellence* (26) and promoting a responsive and high-quality learning environment (29) were combined under the heading of *promoting*

Goldsmiths academic framework, this would be the most frequent priority for academic staff. The analysis separated these out as different groups made specific comments in relation to each of these areas. For academic staff, comments on learning and research had a focus on quality, and some comments emphasised the importance of quality over key performance indicators.

To proudly advocate for universities as public institutions of learning and research.

Refocus the university back towards the core features of higher education (teaching, learning, research).

The first key priority in my view is education by which I refer to learning, teaching and research understood broadly

Quality, affordability and excellence in the standard of education delivered by Goldsmiths, measured by a qualitative in-house alternative to incoming metrics (TEF). Provision of support for ongoing excellence in research, measured by a qualitative in-house alternative to incoming metrics (REF). Encourage quality research over quantity to maintain/strengthen reputation of Goldsmiths. Teaching to consist of balance between theory and practice. Students must leave with an even mix of critical thinking skills and practical skills.

Maintain a strong research focus for the college

Promoting Goldsmiths as a model of public and common good was articulated both in general terms (26) but also as an external outward facing action to contribute to national policy and advocate the model of higher education for public good more widely (13), as well as to protect Goldsmiths and the wider higher education sector against the risks and threats to this model, such as marketization.

A number of comments (30) were made in relation to *supporting Goldsmith's people* and responding to student and staff needs and expectations, and their wellbeing, including black, Asian and minority ethnic people and people from underrepresented groups.

Another important internal organisational priority for academic staff was *building/improving relationships and connections between academic and non-academic staff* (17). Within the theme of workforce and internal organisation, a small number of comments were also made in relation to: in-housing of services, improved management of union relations, and ensuring respectful and ethical employment practice.

Other priorities identified by academic staff included: promoting inclusion and equality, democratisation; public engagement and advocacy; and financial sustainability. These comments were made less frequently, but does not necessarily mean they were considered to be unimportant, since these areas are likely to be implicit in the aforementioned priority areas such as *Goldsmith's distinct values and identity*, and promoting *research excellence and learning*.

Person specification of the new Warden

Comments in relation to specification	No. coded comments
Experience: broad academic experience	28
Leadership: ability to provide vision and strategic leadership	11
Process: the new Warden should be elected	9
Leadership: open, collaborative and collegiate	8
Being from a group currently underrepresented at a senior level in higher education	8
Leadership: approachable and visible	4
Being honest and having integrity	4
Being a listener	4

In relation to experience of the new Warden, comments from academic staff more frequently identified the importance of broad academic experience (28) over professional experience (4). Representative comments included:

An academic who has demonstrated their commitment to higher education as a public good, and who will advocate for universities in general and Goldsmiths in particular as institutes of learning and research, not as a commodity to be marketed to consumers.

I would like a Warden with an academic background as a lecturer and researcher, in one of the subject areas taught and researched in Goldsmiths/or the Humanities generally. It is essential that the Warden thus have a direct understanding of the pressures of teaching and researching, drawn from their own personal experience.

Academic staff often articulated their answers in relation to the functions and priorities of the new Warden over the leadership style and qualities of the new Warden. These responses re-emphasised the priorities in question 1 including:

- promoting and safeguarding Goldsmith's distinct commitments, values and identity;
- promoting Goldsmiths as a model of public and common good;
- supporting Goldsmith's people;
- equality and inclusion; and
- strengthening organisational culture.

In relation to leadership style, (11) comments were made in relation to providing strategic leadership, vision and direction for the University, and taking Goldsmiths forward, and having an open, collaborative and collegiate leadership style (8).

9 comments were made in relation to the recruitment process calling for the new Warden to be elected by staff and students.

Of the qualities and attributes highlighted by academic staff some comments called for the new Warden to be from a group currently underrepresented at a senior level in higher

education, while others commented on the importance of intelligence and diligence, listening skills, and honesty and integrity.

Few comments were made in relation to specific skills and competencies of the new Warden, though it can be inferred that the desired skills and competencies would be those required to achieve the functional priorities highlighted by academic staff.

Professional staff

Key priorities for the new Warden

Priority area	No. coded comments
Supporting Goldsmiths people	29
Strategy, vision and leadership	29
Financial sustainability	23
Workforce and organisational structure & culture	21
Public engagement and advocacy	18
Promoting and safeguarding Goldsmith's distinct commitments, values and identity	11
High quality learning environment	6
Research excellence	5
Equality, Inclusion and Democratisation	4
Other	4
Promoting Goldsmiths as a model of public and common good	1
Other: recruitment process	1

Professional staff identified *supporting Goldsmith's people and responding to student and staff need and expectations* (29) as their joint top priority, and comments had a particular focus on improving *student experience and satisfaction* and *student retention*.

Ensuring the best possible student experience and making sure that students' time at Goldsmiths gives value to their whole lives. Paying particular attention to student hardship and widening participation.

Student numbers matter but not at the sake of student experience and retention.

Our terrible student retention, student experience, and graduate employment outcomes which are all interconnected. An institution wide approach is needed.

Alongside this, and often linked to comments on the student experience, was the need for a *new strategy/plan and vision for Goldsmiths* (29) to take the university forwards in the medium to long-term.

Provide a vision for Goldsmiths future based on its core academic and artistic strengths, originality, and international reputation. Raise academic standards.

To develop and deliver a new vision and strategy for Goldsmiths, that is clearly focused on where we plan to be in 5-years time and includes high-level measurable quantitative and qualitative targets, such as future student number growth (or decline) by subject and study type, research activity including PGR student numbers and research grants and contracts income targets as well as REF performance, TEF going to silver etc.

The strategy should be more focused than our current one, which has no measurable KPI's and simply tries to be all things to all people.

Driving a new culture of engagement with strategy and external drivers;

Sort out the strategy and management of the institution

As in the second comment above, comments on this priority were often linked to *improving Goldsmiths' ranking* in the higher education sector, and some comments in relation to the *stability and sustainability* of the university. A couple of comments challenged whether rankings and league tables were relevant to Goldsmiths.

Linked to strategy and vision, another frequent priority identified by professional staff was the *financial sustainability* of the university (23) and to improve the financial position of the university, with calls to diversify income through fundraising and philanthropy, and lobbying to sustain arts funding and reverse cuts. In some instances, financial sustainability was articulated as an important priority in order to achieve the wider mission objectives of Goldsmiths. In other instances, comments focussed more on the need to increase student numbers and meet key performance indicators in order to achieve financial sustainability.

A further priority for professional staff was *strengthening Goldsmiths' organisational culture and workforce*. Responses centred on: developing leadership within the organisation; improving relations between academic and non-academic staff; improving recruitment and retention; and addressing organisational fragmentation / improving consistency across departments.

Other priorities identified by professional staff included: inclusion and equality; enhancement of the campus estate; welfare and wellbeing; and developing digital skills.

Person specification of the new Warden

Comments	No. coded comments
Leadership style: ability to provide vision and strategic leadership	20
Leadership style: being decisive and action focussed	13
Being from a group currently underrepresented at a senior level in higher education	13
Leadership: approachable and visible	11
Being honest and having integrity	8
Experience: broad academic experience	7
Leadership: open, collaborative and collegiate	6
Experience: broad professional experience	6
Being a listener	5
Leadership: forward looking and a moderniser to take Goldsmiths forward	5
Leadership: administrative/management leadership	4
Leadership: ability to inspire students and staff and drive culture change	4

Experience: private sector experience	4
Leadership: Responsive to challenges and new agendas	3
Being fair	3
Knowledge of higher education and the sector	3

In relation to experience, professional staff, in contrast to academic staff were more mixed in their responses calling for both broad academic (7) and professional experience (6), with a handful of comments calling for private sector experience (4).

In contrast to academic staff and students, professional staff more frequently commented on the desired leadership of the new warden rather than functional priorities or responsibilities, with 20 comments made in relation to providing strategic leadership, vision and direction for the university, 13 on the importance of being decisive and action focussed, and 11 on being approachable and visible to staff and students.

An individual who can develop a vision for our institution. Ideally that individual would embody that vision and be able to bring those, who are committed to Goldsmiths success, onboard with that vision. A person who can motivate and direct all types of staff, who are essential for delivering the full university experience, feels really necessary in the challenging times ahead.

A visionary. A brave and original thinker. Strong leadership. Well connected. Ambitious for Goldsmiths in terms of quality, not growth.

Someone who is visionary about a future for Goldsmiths that turns our reputation for being cutting-edge into a sustainable reality

A decision-maker but a listener

Alongside these leadership qualities, professional staff also made a number of comments (13) on the need for the new Warden to be from a group currently underrepresented at a senior level in higher education.

Where functional priorities and responsibilities were highlighted, these re-emphasised the importance of the new Warden:

- representing Goldsmith's distinct commitments, values and identity
- supporting Goldsmith's people and responding to the needs and expectations of students and staff;
- promoting equality and inclusion; and
- achieving financial sustainability.

Honesty and integrity and listening were identified as important attributes of the new Warden.

Undergraduate students

Key priorities for the new Warden

Priority area	No. coded comments
Supporting Goldsmiths people	40
Student welfare and wellbeing	(26)
Mental health	(10)
Equality, Inclusion and Democratisation	10
Decolonising the curriculum	(6)
High quality learning environment	8
Financial sustainability	7
Workforce and organisational structure & culture	7
Other	5
Public engagement and advocacy	4
Promoting Goldsmiths as a model of public and common good	3
Other: recruitment process	3
Promoting and safeguarding Goldsmith's distinct commitments, values and identity	1
Research excellence	1

The most frequent priority identified by undergraduate students was supporting students' *mental health and wellbeing* (10) and student welfare more broadly (26), within the theme of supporting Goldsmiths' people.

seriously addressing the mental health climate on campus, and putting serious facilities in place for students.

supporting the fight against mental health problems (other than Well-Being Centre only)

Student well-being and mental health support both at home and for students studying abroad should be a top priority.

Increase funding to mental health services.

Mental health services provided for staff who are overworked.

Other priorities within the area of student welfare included: supporting healthy lifestyles and creating opportunities for physical activity; improving timetabling and administrative support for students; minimising the impact of strikes on student welfare; providing financial support and bursaries; and supporting students from underrepresented groups.

Inclusion and equality and supporting students from underrepresented groups (10) was an important priority for undergraduate students, and linked to this decolonising the curriculum/university.

Engagement and proactive response surrounding racism, sexism, transphobia and many other forms of discrimination that go on at the university on a daily basis

To close the attainment gap for BME students and promote a tolerant and inclusive culture.

Prioritise diversifying the academic work force within the university to ensure real and impactful decolonising of the curriculum.

Decolonising the curriculum and employing far more BAME lecturers.

Other priorities identified by undergraduate students included:

- open and collaborative engagement channels, the student voice informing decision making;
- promoting Goldsmiths as a model of public and common good;
- investment in students and student resources; improving graduate outcomes for employability;
- increasing the number of tutors;
- in-housing services;
- respectful and ethical employment practices;
- enhancement of the campus estate;
- external collaboration and partnerships;
- and that the warden should be democratically elected.

Person specification of the new Warden

Comments	No. coded comments
Process: the new Warden should be elected	6
Leadership: approachable and visible	4
Being from a group currently underrepresented at a senior level in higher education	4
Leadership: open, collaborative and collegiate	4
Being a listener	4
Being dynamic and progressive	4
Experience: broad academic experience	3
Leadership: ability to provide vision, strategic leadership	2
Leadership: Responsive to challenges and new agendas	2
Commitment to higher education	2
Process: value for money	2
Experience: public sector experience	2

The most frequent comments related to functional priorities of the new Warden: supporting Goldsmiths' people in terms of student experience and satisfaction (20); and promoting equality and inclusion (10).

Undergraduate students made few comments in relation to the desired experience of the new Warden. Where comments were made these leant towards broad academic experience (3) and public sector experience (2).

In terms of leadership, students identified the importance of a consultative and collaborative approach, and that the new Warden should be approachable and visible to students and staff.

Being from an underrepresented group, listening, and being dynamic and progressive were also identified by undergraduate students.

Postgraduate students

Key priorities for the new Warden

Priority area	No. coded comments
Supporting Goldsmiths people	12
Workforce and organisational structure & culture	12
Public engagement and advocacy	9
Promoting Goldsmiths as a model of public and common good	7
Promoting and safeguarding Goldsmith's distinct commitments, values and identity	6
Research excellence	5
High quality learning environment	4
Financial sustainability	4
Equality, Inclusion and Democratisation ¹	3
Other: recruitment process	3
Other	1
Strategy, vision and leadership	1

With a lower overall number of responses from postgraduate students, comments were more fragmented across priorities. The most frequent priorities identified were supporting students and ensuring the university is responsive to student needs (12) with references to open and collaborative engagement, and strengthening internal organisational culture and structure (12) with references to strengthening the relationships between staff groups, respectful and ethical employment practices, contract standardisation and in-housing services.

*To connect student, academic, administrative and management staff to ensure that Goldsmiths is a place that is united in its overall missions for educational excellence.
To listen to the voices of those who need to be heard.*

In similar alignment to academic staff, although less frequently, postgraduate staff identified the importance of *promoting Goldsmiths as a model of public and common good* both internally and as part of Goldsmiths wider external public engagement and advocacy.

Other priorities centred on Goldsmiths' academic framework in terms of creating a conducive environment for research excellence, and a high-quality learning environment.

Academic and research support and space; as well as putting students first. It is crucial that the warden sees the importance of developing Goldsmiths' ability to support and create innovative research outputs and forms. In many ways, if GS is maintain the

¹ Identical duplicates of a specific response with the hashtag #DemocratiseGoldsmiths combined with a request for the new Warden to be elected were sent within a 15-minute window on a single date. Given the lack of technical parameters to prevent such activity, to avoid distorting this analysis, it was assumed to be the activity of one respondent.

value of what it offers, this is more important than a focus on student experience. This would mean someone who can also bridge the gap in priorities and dialogue between SMT and staff and students: currently that gap is hugely detrimental. This will mean SMT moving towards the priorities of staff and students. It will also mean finding ways of engaging staff and students actively in the organisation of the college: for instance in prioritising collaborative and exploratory projects so that we can move away from such a top down and potentially divisive structure.

Person specification of the new Warden

Comments	No. coded comments
Leadership: open, collaborative and collegiate	6
Leadership: ability to provide vision, strategic leadership	6
Experience: broad academic experience	5
Process: the new Warden should be elected	2
Being from a group currently underrepresented at a senior level in higher education	2
Being honest and having integrity	2

Postgraduate students, like undergraduate students, made few comments in relation to the desired experience of the Warden, and where comments were made these leant towards broad academic experience over professional experience.

More frequently, comments in relation to question two reiterated the desired functional priorities of the new Warden:

- promoting Goldsmiths as a model of public and common good;
- supporting Goldsmith's people;
- improving relations between academic and non-academic staff;
- research excellence;
- democratisation.

Fewer comments were made on desired qualities and attributes. Where comments were made these highlighted the importance of being from an underrepresented group, and honesty and integrity.

Alumni

Key priorities for the new Warden

Priority area	No. coded comments
Supporting Goldsmiths people	55
Student experience and satisfaction	(18)
Meeting the needs of BME and underrepresented students	(10)
Public engagement and advocacy	26
Equality, Inclusion and Democratisation	25
High quality learning environment	15
Strategy, vision and leadership	15
Promoting and safeguarding Goldsmith's distinct commitments, values and identity	14
Workforce and organisational structure & culture	8
Promoting Goldsmiths as a model of public and common good	8
Research excellence	7
Financial sustainability	7
Other	3
Other: recruitment process	1

Comments from alumni focussed on meeting the needs of students and improving the student experience, with references to retention rates, improving access, widening participation and supporting student welfare and wellbeing. A number of comments were made on the importance of supporting the needs of black, Asian and minority ethnic and underrepresented students.

To understand that an institution for higher learning is for students and as such the needs of the institution should reflect the needs of the students, in order for it to become an attractive environment for students and other investments. To be able to liaise effectively with the Students Union who are best place to represent the student voice.

To ensure that the wellbeing of the student is paramount, enabling them to achieve the highest academic standards.

How do we continue to attract an international, diverse student population?

Increasing access for prospective undergraduates from disadvantaged and lower income backgrounds

Promoting equality and inclusion, and supporting underrepresented groups was an important broader priority for alumni.

To oppose student fee rises, support free education, support BME, LGBTQ, working class, international, student-parent, mature and women students, oppose education cuts, oppose privatisation, oppose high student rent, to provide student accommodation, support research budgets and to take the focus away from recruitment.

Inclusivity, accessibility, activism, community efforts.

Continuing the commitment to a diverse student body.

My key priority for the new Warden is that they have in-depth awareness and understanding of the disadvantages of minority students, such as BAME students, and takes measures to promote their visibility and inclusion at Goldsmiths. For me, it is vital that the new Warden tackles the issue of sexual harassment on campus. Much more direct action needs to be taken to ensure the safety of women on campus, both staff and students. Another key priority is increased funding and support for mentally ill students.

Someone who understands that education is all about the free exchange of ideas and not the suppression of minority views. That protecting freedom of speech is most important when it is most difficult - when a viewpoint is unpopular.

Someone who can lead the university towards the brighter and inclusive future.

Alumni respondents made more comments in relation to external outward facing priorities including community engagement and building community partnership, and public engagement and advocacy at a national and international level – perhaps reflecting their broader external experience and perspective. Linked to this was the importance of promoting Goldsmiths as a model of public and common good.

Other priorities identified by alumni included: strategic leadership and vision for Goldsmiths; research excellence; welfare and wellbeing; financial support for students; open and collaborative engagement channels; democratization; maintaining Goldsmith's arts and humanities focus; tackling sexual harassment; improving Goldsmith's reputation and ranking in league tables.

Person specification of the new Warden

Comments	No. coded comments
Being from a group currently underrepresented at a senior level in higher education	19
Leadership: open, collaborative and collegiate	13
Experience: broad academic experience	12
Being artistic and creative / having a creative background	12
Leadership: approachable and visible	8

Leadership: forward looking and a moderniser to take Goldsmiths forward	8
Being a listener	7
Being innovative and creative	7
Leadership: ability to provide vision, strategic leadership	6
Leadership: administrative/management leadership	5
Experience: balanced mix of academic and professional experience	4
Being kind and generous	3
Being dynamic and progressive	3
Being intelligent and diligent	3
Arts	3

In relation to experience, comments from alumni identified the importance of academic experience over professional experience, though there were a handful of comments that identified a more balanced experience, with specific references to public sector experience, and experience of the arts.

Being from a group currently underrepresented at a senior level in higher education, was the most frequent comment type from Alumni in response to question two.

The importance of the arts was more frequently expressed by alumni, with the new Warden's desired quality of being artistic and creative as one of the top comments.

Comments reiterated desired functional priorities of the new Warden to promote inclusion and equality, support student experience and welfare, and promote Goldsmiths as a model of public good, opposing marketisation.

Comments in relationship to leadership style identified the importance of a consultative and collaborative approach, someone who would be approachable and visible, and a forward-looking moderniser who could take Goldsmith's forward. Linked to this, other desired attributes were being a listener, and being innovative and creative.

Other interested parties

The survey received five responses from other interested parties. Key themes included: promoting equality and inclusion; promoting and safeguarding Goldsmiths' distinct, values and identity; investing in the student experience; and promoting research excellence.

Clarity and promote an identity for Goldsmiths which celebrates its unique attributes. Counter the negativity of students and staff, channel some of the energy put into protest and resistance into positive momentum. Build on the solid base delivered by the previous Warden to create an ambitious organisation, change drive, that wants to set the agenda and has the agile infrastructure to deliver this efficiently

Revitalize research. Grow areas of student demand. Restructure areas of low demand within new general Liberal Arts. Develop Law and other areas: architecture, a new management school...get rid of overlap in courses and departments. Consolidate student numbers. Make Goldsmiths London's public Liberal Arts and Science College. Be brave and radical and defend liberal arts in upcoming culture wars. Turn campus into a venue - cinema, gallery, public talks, food, clubs...start evening classes and summer school, more short courses, evening events etc. Follow Birkbeck and exit the league tables. Need to improve senior management and professional services ...

The five responses from interested other parties in relation to question two focussed in on the new Warden's function and priorities; promoting Goldsmiths' academic framework and distinct identify, promoting research excellence, and strategic leadership and change to take Goldsmiths forward. There was also a call for the new Warden to be brave and radical in defending the arts and humanities, and to improve senior management and professional services.

Local residents

The survey received three responses from local residents. Responses identified the importance of community engagement to widen participating, using community resources to support students; and developing a wider range of education and community projects. The three responses from local residents in relation to question two focussed in on the new Warden's function and priorities: community engagement as a means to widen participation and improve research outcomes.

Business or partner

The survey received one response from a business or partner of the university which identified the importance of partnerships with local businesses to provide enterprise and start-up support for students. The one response from a business or partner in relation to question two emphasised the importance of someone with "real-world experience" in modern industries and a service and enterprise mentality.