By MA Gender, Media & Culture An Archive of Unwavering Strength

#GoldStrike #WeAreGoldsmiths

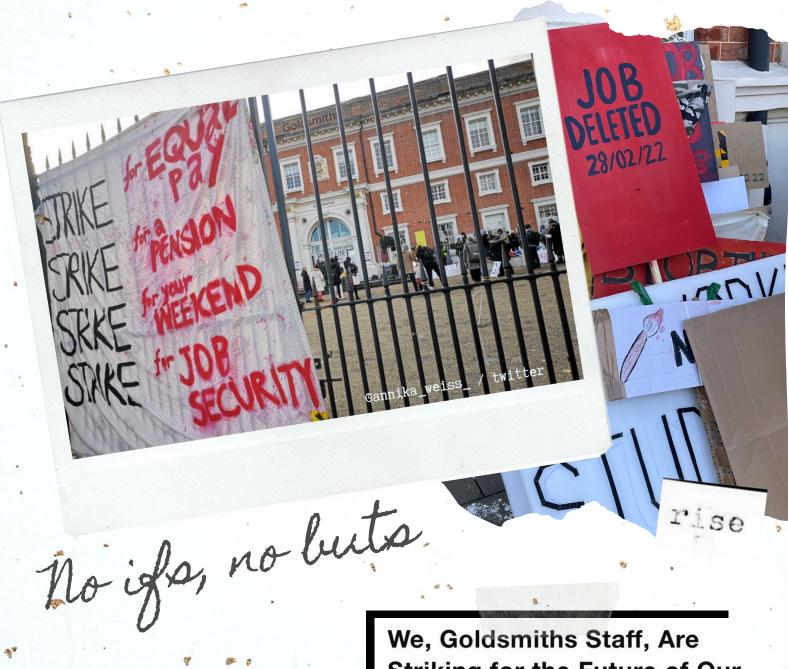


#GOLDSTRIKE

21 days







We, Goldsmiths Staff, Are Striking for the Future of Our Universities

Unelected managers, consultancies and banks are trying to gut Goldsmiths.

by Goldsmiths UCU Finance Working Group 26 November 2021

via Novara Media

no education

effections by Goldsmiths UCU

Att

As unfair as these cuts are, there is even more at stake here than these jobs. Institutions like Goldsmiths, with our emphasis on critical thought, education, social work, and artistic practice, have been under attack by the government for many years. This takes the form of hostile legislation, educational policy that undermines the work we do, and attacks in the media on the value of our degrees. Sadly, we have a senior management that often enforces, rather than challenges, these policies. At the heart of the struggle here at Goldsmiths is the question of who education is for, what education can and should be, and how it is organised. Banks should not have any say in what gets taught in universities, or how it is taught, in the interest of short-term profitability. For a university to be a community of learning, staff and students need to determine the direction of the university together. If our senior management and their banking "partners" succeed in making these cuts, it will have serious consequences not only for our university but for higher education as a whole.

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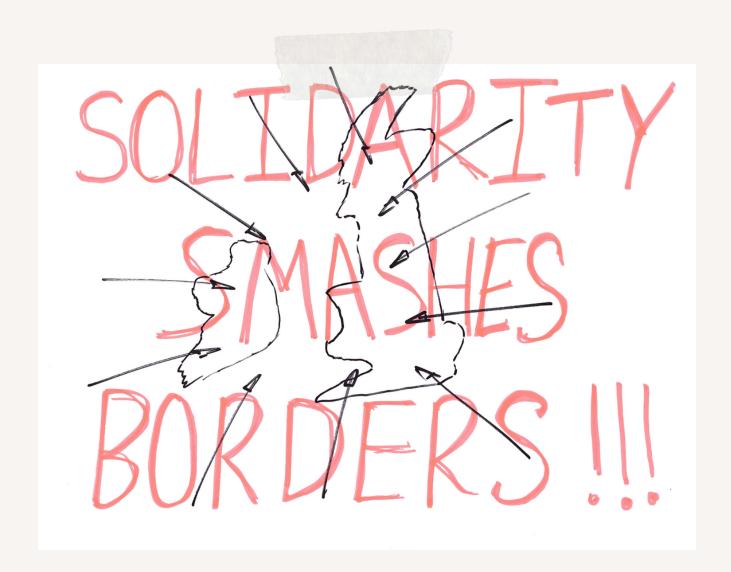
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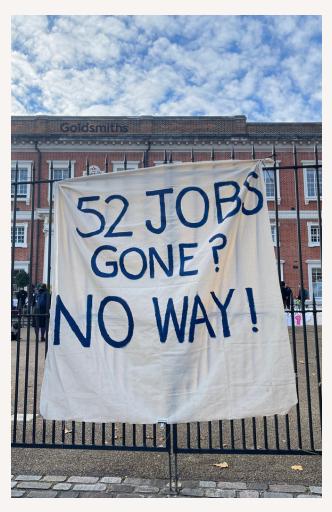
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IN SOLIDARITY, THERE IS STRENGTH.

The Goldsmiths Senior Management Team (SMT) proposed redundancies of up to 32 professional services staff and 20 academics in English & Creative Writing and History, under the argument that these cuts are necessary to ensure the future of the college. Professional services staff are a core to the Goldsmiths community. Such a restructure drains the bandwidth of existing staff, and negatively impacts student experiences. Additionally, the English & Creative Writing and History departments have also developed some of the most trailblazing programmes at our college, such as the MA programmes in Queer History, Black British History, and Black British Literature.

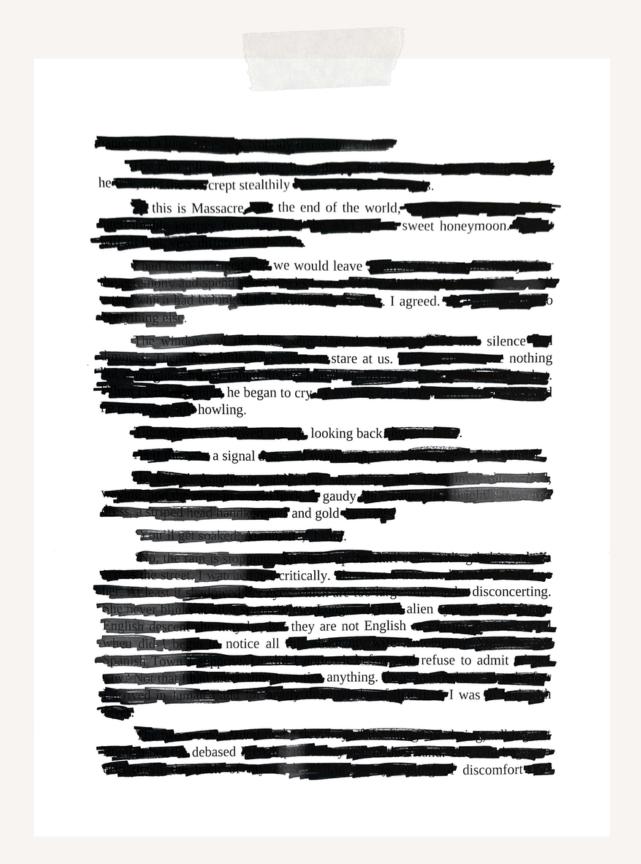
What makes Goldsmiths Goldsmiths is the community of students and staff. For three weeks, we stood together in solidarity against the SMT's proposed restructure and redundancies. During this time, we saw an outpouring of teach-outs, activities, picket line turn-out by students and staff at Goldsmiths and beyond. This zine was made in support and inspiration of our collective voice and power.

The campus became a firework of dialogue and practices of making during the three-week strike action. The hashtags #WeAreGoldsmiths and #OpenTheBooks became a call to claim the intellectual life of our university and to not sell it down the river of neoliberalism under the clutches of top-down management. Despite the groundswell of joined up activity between professional staff, students and academics, the warden, SMT and the Council have ignored the wide-scale dissent and continued with the destructive re-structure.

Academics and students from all over the world sent messages of solidarity as they have watched the relentless ways in which the governance structures at Goldsmiths have ignored staff and students. Those at the top institute instructions through remote control mechanisms, they don't hear what staff and students have been saying out loud. Their ears are eyes are closed to the dissent and the passion for #WeAreGoldsmiths. Consultation is a control-based tick box activity, rather than an act of engagement. The hostile and precarious environment created by the push to destroy the intellectual uniqueness of the university, as well as the knowledge and care provided by departmental administrators, has instituted a depletion of university staffing levels.

This is a feminised labour force actively being undermined with letters from the Registrar announcing their roles have been DELETED. Staff feel squashed, disregarded and precarious, they leave and are not replaced. Amidst the destruction and dogged disregard, we witness the double speak of radicality on the environment, well-being, care of staff and the optics of race and diversity, are blazoned everywhere as the brand of Goldsmiths. Yet inside the life of the institution there is a disregard for academics who have researched and studied race for years.

The support of many for #Goldstrike, including Sisters Uncut, Gary Younge, MP Apsana Begum, writer Bernardine Evaristo against redudancies and the re-structure has not been heard at all. This term the struggle continues as #We are Goldsmiths, not senior management who are remote from the campus and its dissenting energy. From Canada, the feminist scholar Dorothy Smith, now in her nineties, in an online teach-out spoke of the need to undo the structures of power facilitiated by her methodology of institutional ethnography. This we are continuing to do through multiple modalities.



Anonymous, student

History 4

Building counter-narratives

creating history making history remembering history

#GoldStrike

How do you feel about the senior management team?

Department

MA Gender, Media and Culture

THE TASKFORGE GOLDSMITHS OF ARCHIVAL MEMORIES PORTION TO THE PROPERTY OF THE P

"All our struggles are interconnected, and we'll win by organising." -Sara Bafo President, Goldsmiths Students' Union

Crganised by the MA Gender, Media & Culture programme, a team of students conducted oral history interviews with staff at risk of being "deleted" from their jobs. The idea came up as a way to fight against the blatant depersonalisation. Together, we make known that these jobs and departments are not only as important and viable for the institution but also crucial to the archival memory of the university.

Over 50 interviews were conducted across higher education institutions in London, including Goldsmiths and King's College. This speaks to our powerful solidarity that goes beyond barriers.

Listen to the oral histories collection here. Stay tuned to this playlist for upload updates: https://bit.ly/3oTd8tk





LIBERATION LIBRARY

During the strike, we witnessed a compelling unity among students and staff. The teach-outs and picket activities affirmed the concept that learning does not just take place in the classroom. The Liberation Library project, led by students of the MA Gender, Media & Culture programme, aimed at strengthening this communication and connection through free reading material and spoken word.

Titles such as Living a Feminist
Life by Sara Ahmed, The
Appendix: Transmasculine Joy in
a Transphobic Culture by Liam
Konemann and more were made
available at the ground floor of
the Goldsmiths Students' Union.



MY LIBERATION LIBRARY BOOK LIST

TITLES	WRITERS

IN CONVERSATION WITH SARA BAFO

PRESIDENT, GOLDSMITHS STUDENTS' UNION

As President of the Goldsmiths Students Union, Sara is one of the representatives of the student population in meetings with the college. We chatted with Sara about her experience in these meetings, holding space for vulnerability and the navigation of

institutional processes.

hierarchical



What has your experience been like being in board meetings?

What are your views on people in positions of power in institutions engaging in tick-box processes?

It's an interesting experience because I'm one of the only representatives of student population, you're thrown into the deep end. Not only are you trying to create policies or resist policies for students, you're also doing it for staff members because you know the struggles are interconnected. So you're essentially resisting a bunch of external members or the senior management team for the protection of students. It's been a very difficult time being in those spaces because you're the only one and you're meant to represent over 10,000 students alongside staff members who are not also in those rooms. There's particular committees or working groups where members actually don't sit on it and don't have voting rights. So how can I vote against the policy as one single person; there's a bunch of external members who have been in these spaces for years, and I'm only there for two years?

They are disconnected. I say disconnected in a sense where I'm not saying that they are oblivious to what's happening. They just choose to be disconnected. They don't want to know what's happening on campus. They don't want to know what's happening to students or the wider community. For them, it's providing data to the Office of School. For them, its looking at the NSS scores as a way to be, okay, we did a consultation, we did a working group.

Do you have any advice for navigating these hierarchical and red tape institutional processes?

They don't actually speak to students. They heavily rely on the Student Union to gather the information, and when we do, they don't actually incorporate that into the final decision for us be like, So, yes, it must have been a tick box. Consultations at Goldsmiths don't work because who's in those spaces? Who makes the final decision? The argument is they usually get a unanimous decision, or there's a collective of board members that makes these decisions. That's not actually accurate because a lot of these board members are connected.

I'd say always be connected to the classroom. Always be connected to students. That balances me out. Even though I'm in these institutional meetings, I'm still able to come to the picket. I'm still able to meet with students. I'm still able to sense the student experience. Remind ourselves that our liberation will come from the institution, or come from the students, or come from the wider community. So for me, that's how I think about it as I go on these institutional meetings or board meetings. A lot of times what the senior management team does is they act like those meetings are the only solution. What we say is no. Our liberation, and we've seen on both sides over the last couple of years, has been won from direct action, has been won from the student population, has been won because students have forced the senior management seem to listen. That's why I say always be connected to the classroom and on the ground.



Sym, student

"To love a place is not enough. We must find ways to heal it.

Action on behalf of life transforms."

-Robin Wall Kimmerer, Braiding Sweetgrass

THE #GOLDSTRIKE SOLIDARITY ZINE

"We're just giving each other space to be."

IN CONVERSATION WITH MARIANELLA LÓPEZ

STUDENT, ANTHROPOLOGY & MEDIA

EVERY EDIA photo by Justine Cal

Everyday for three weeks, Marianella López attended the #GoldStrike events and activities. They recorded over 400 clips for a documentary of our solidarity as part of their dissertation. As a third year student in the BA Anthropology & Media programme, Marie's experience has been enriched by the strike. They shared some of their reflections with us.

"I'VE BEEN HERE FOR FIVE YEARS, AND I'VE NEVER SEEN ANYTHING LIKE THIS."

Which aspect of the learning stood out to you from the strike?

When I started this documentary, I was really mad at everything. By the end of it, I'm actually really hopeful. I feel really warm inside, and that's because of the sense of community that I've witnessed. I've never witnessed anything like this. I've been here for five years, and I've never seen anything like this – people making an effort to talk to each other, people looking after each other, people who didn't know each other now are friends by the end of the strike. It's wonderful.

It's really heartwarming to see students and staff coming together and supporting each other towards a common goal.

Yes, and feeling like we are in a horizontal structure. With all these teach-outs, it doesn't feel like lecturers are up there and we are underneath or anything. It just feels like we just giving each other space to be.

Absolutely, and did any particular teach-out or activity on the picket line speak to you the most?

To be honest, I am just very amazed by everything that I attended. I wish I could have attended more. The poetry reading was so heartfelt, and then the blockout poetry was beautiful. I had a chat about the casualisation of work which was very insightful in terms of what is actually happening at Goldsmiths and how students are actually feeling. Right now, there's a choir. I love it. There was a performance on Friday that was wonderful. These drama students, collaborating with art students, made masks and were walking around, kind of like reclaiming the space that has been destroyed by Goldsmiths SMT. In the Anthropology department, we started having meetings just to build community to talk about economies of care. There's been quiet poetry readings. I mean, I can't remember them all, but they all were amazing.

It has been fun and engaging! During this time, we also experienced the changing way of education. As students, we're paying a lot to get lessons and learning, especially those set in the classroom. What are your views on the way our education is being delivered during the strike?

You know, one of the conversations we had in the Anthropology meetings were, actually, we are learning more during the strikes than we are in a classrooms. Learning in a classroom is very top down, and we have to trust the teacher to have the information that they're passing on. In the strikes, because the structure has been horizontal, all of our experiences and our thoughts are part of the teaching moment. I feel like we can learn a lot from the way we've organised during the strikes. This community feeling can be carried into the classroom, I believe, if things become a little bit more equal; if student voices are heard more than they have been.

THE #GOLDSTRIKE SOLIDARITY ZINE

IN CONVERSATION WITH

LAUREN SAMMÉ

STUDENT, PERFORMANCE, POLITICS & SOCIETY

What was the inspiration behind The Care Chair?

"I found out that my friend who's an admin was under threat of involuntary redundancy, which I've been through myself. I know the physical and mental side effects being in that position where security is completely ripped away from under your feet. Then, deeper and deeper as I went in, I learned that they had alternatives. That wasn't a necessity, and to hear that there are certain teams that are going to be completely wiped out, that puts more weight and work on the staff. There are also staff, admin or part time workers; the ones who come in temporarily that could not go out on strike.

I was doing live art as a module. At the time, I was looking at a piece about borders. In one of our sessions, you roll a dice and choose an option – a kind of instruction – so the idea came from that. What can I do to support this, to support the staff who strike for the people who can't go out and strike? I'm not part of the union. I'm a student, so where do I sit in that? What can I offer?



"What can I do to support the ones who are supporting the ones who can't afford to support themselves?"



IN THAT EXCHANGE, THERE BECOMES THAT LIMINALITY SO YOU'RE JUST THERE

"

"

From that, The Care Chair was created. I got a chair, a blanket with a cushion, and made a big dice. People could come in, sit down and roll the dice. They can choose from six things that they like – a little shoulder massage, hum a general tune or tell me a little story. It was just about having that one-to-one time.

It was really lovely. Actually, I thought this can be really tiring, but what I got from it was how much I need that, even just putting the blanket over someone's knees and warming their hands. In that exchange, there becomes that liminality so you're just there.

There was definitely one with the person who's about to lose her job. Me and her had this moment. We were here on the picket line but it felt like there was nothing else here apart from me and her. It was really interesting. I couldn't foresee that that would have come from it. It was a very personal moment, in these times especially, where we're losing communication.

It was a live performance and people who engaged were part of that performance so not everyone was keen to engage, and that's okay. People have said that it was nice even to just have it there, and that was comforting for them."

JEREMY CORBYN

at the #GoldStrike Closing Rally

Thanks for giving me a couple of minutes of your time. I want to say first of all, congratulations to everyone for 15 days of strike action, 15 days of free education for students - learning what disputes are about. Actually, there's no finer place to learn things than on the picket line. It is an education in itself. And I want to say, hats off, literally, to the UCU and to all the other unions and people in Goldsmiths that have come out in support of your campaign. It's interesting we're in front of the Richard Hoggart Building. Well, Richard Hoggart wrote a wonderful book on the uses and abuses of literacy. For I think all these management consultants that are looking for work all over the country on how to commodify education and turn universities and colleges into businesses should study the use of language that they're putting forward, because there is a fundamental dispute going on here. It's almost a philosophical dispute. Are our places of education to be places of learning and experience, or are they to be places for commercial exploitation, and turning teachers into commodities just like anybody else and education into a commodity just like anybody else? Which is why I was very proud, two years ago yesterday, to put forward the idea of a national education service that would fund education from cradle to grave, would end student fees, provide a living allowance,





provide an opportunity for people irrespective of their backgrounds, and provide opportunities for those that have not done so well in school through adult education. All these things are possible, and a decent, caring, and free society.

But if we destroy our education system by turning it into a series of businesses, then those opportunities are lost

and the existing discrimination in society against those from poorer backgrounds, against paying communities will not reduce. It will get worse as a result of it. Education is a way out of discrimination, a way out of poverty, and a way out of an impoverished society as well.

And that's why the struggles of university teachers in universities all over the country is so important. I was at a big demonstration in August in Liverpool at Liverpool University where they were facing much the same as you're facing here at Goldsmiths, and they won. They won the case, they won the argument. They won, and they did it with the support of the people of Liverpool, with all unions in the university itself.

So the idea that some kind of separation between a working class struggle to achieve justice for train drivers, for tube workers, for cleaners or in any other company, is it different from the struggle that the university staff face? Absolutely not.

We are part and parcel of the same movement. But you've only got thus far, and you're now in a position to force the university to accept a policy of no redundancies because of the strength of the student body, because of the solidarity, because of the fact that so many - I hope all of the teaching staff are in union membership just as much as all the other staff in the university. Because the crucial point of defense for all of us is actually the strength and effectiveness of our trade unions. And that means encouraging everyone to join a union and be active in a union in all circumstances. I'm delighted to work with UCU on all these campaigns and all these disputes because, to me, it's fundamental to the way direction in which our society goes. We've been through COVID, possibly. We have a highly competent Prime Minister who's totally on it, understands all



the science and I'm sure has read all the papers on it, and no doubt later today will give us some very sage advice. He's probably imagining what kind of advice he might give as we speak at the moment. Well, getting through COVID is no thanks to Boris Johnson. No thanks to this incompetent Tory government. It's everything to do with nurses, cleaners, catering workers, delivery workers, and everybody else in our society, and all those magnificent people who come out to mutual aid groups all over the country. But you know what? It's made us stronger. It's made us understand the value of every worker.

It's made us understand the value of solidarity, and that's the message that's going through.

So this dispute here, obviously, I'm here to support and hope you're 100% successful because in being successful, you will set a marker for every other university in the country. Imagine all those Vice Chancellors on telephone number salaries - they're going to be looking at the Times Education Supplement, they're going to be looking at all of it - "oh, whoa, it looks like Goldsmiths is going to win, maybe we won't try it here", and that is the message. We win here, win in the next place, win in the place after that. So full support to you, and full support for the diversity of education, the diversity of history, of language and literary teaching that goes on here, because I do think we need to enhance and intensify this public debate about how history, how geography and how language is taught.

I was saying to Martin, who works with me at the Peace and Justice Project, as we're coming up here. I remember being in this very street out here and all the streets around here in 1977 when the National Front. the predecessor of every other fascist organization in Britain, tried to stage a demonstration here in Lewisham. Thousands and thousands of us arrived in Lewisham, and we stayed as long as it took to drive the fascist and the National Front out of Lewisham. We did. We succeeded. But think about it. Where do people's racist ideas and racist attitudes come from? Because they certainly don't come from very small children in nurseries. You look at children in a nursery, they treat each other as another child. Somewhere along the line, images, education, prejudices appear.

The most powerful subject taught in primary and secondary school is our perceptions of history, perceptions of superiority, of inferiority,

the way in which we treat the rest of the world, the way in which we treat people from different places and different communities.

To me, at its best, teaching of history unlocks so much; unlocks so much potential, and gives us such hope and solidarity for the future.

And that's why, additionally, I'm here to support what I know to be some very, very good courses and very good teachers that are here at Goldsmiths because it's understood in a lot of places how good they are and how effective it is. And so the last 15 days have been probably pretty tough and pretty hard. It's been wet, it's been cold. And obviously, the teaching staff have gone without any income during that period. But the solidarity of their union, UCU, has helped to maintain them through this, the support from students and other workers in the university has helped to maintain them through it, and it will help to force the university to back down. I'm looking forward to some successes in 2022, one of which is

no redundancies, no job losses, no job cuts and solidarity with everyone at Goldsmiths to achieve that, that we must achieve it everywhere else.

Thank you very much for inviting me. Thank you.

























STUDENT SOLIDARITY WITH THE STRIKE























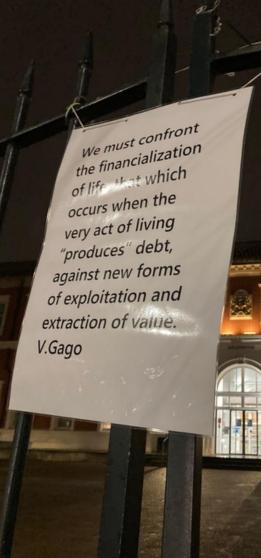


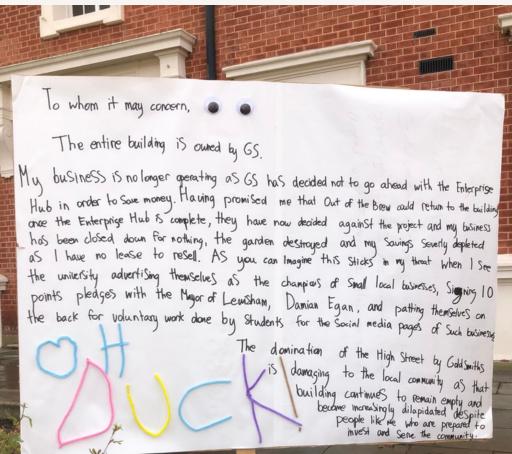




















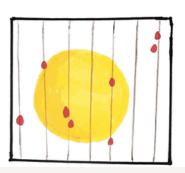
"Standing in the old together" - "knowing that your freedom is bound to everyone affect" - "fighting" - "stickers on your backpack" - "connecting all liberation extrugales" - "host deay others" - "being uncomfortable in learning" - "constantly extending up and being present" - ...

education can and should be revolutionary.

when will we be ready to abolish
the university?

Oh, imprisoned voice
will the glory of your despair
ever be a tunnel toward light
through the walls of this loadsome
might?
Oh, imprisoned voice
oh, last of all voices...

آه ، ای صدای زنداین کیا شکوه یأس تر عرگز از حییج سوی این شب منفور نقبی به سری نئور نفوادم زد: که ، ای صدای زنداین ای کفرین صدای صدا ها...



Student

I want to die and
a Free Palestine and
Borris Johnson gone and
Corbyn daddy. Also,
Free Kink and sex parties
+ a beach in London

Student



Akiko Minato, Student



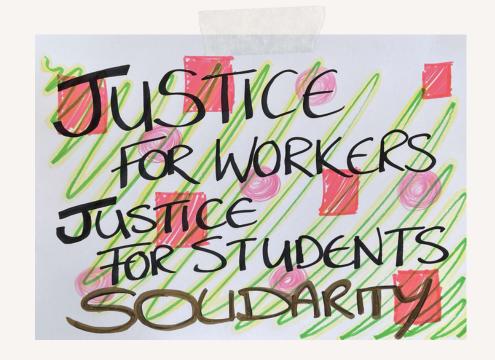
Rosa Davies-Jones, Student

The university can be a place where...

Walls are broken down; dreams surpass boundaries; potential is measured not by material but by possibilities; access is not inhibited by quantitiable possessions; rights are upted not merely by concept but by action; catchy slogans are more than just marketing copies; people are not commodities; community is prioritised beyond performance; The university can be a place, but it can be more than that.

Victoria Chwa, Student

Beth Bramich, Student



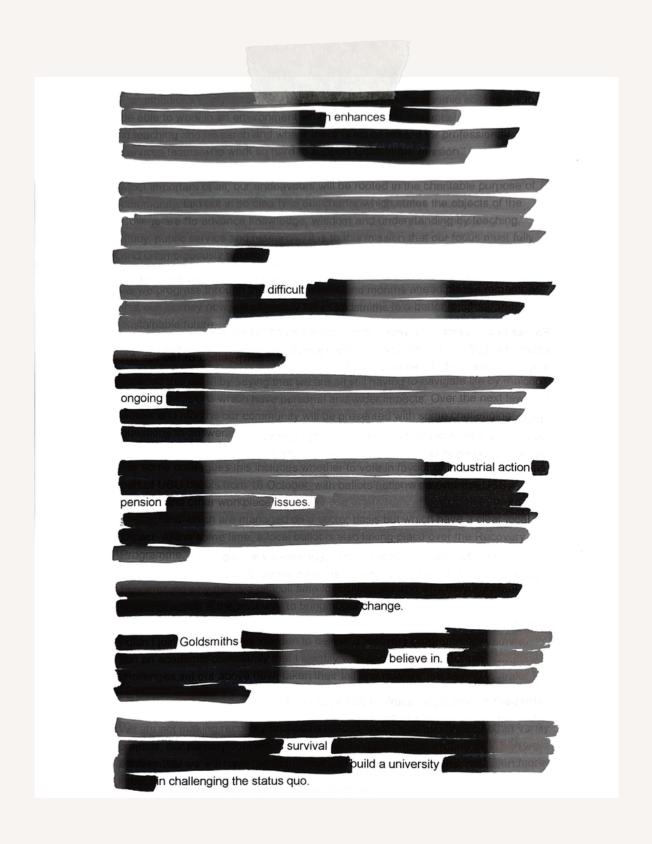
Money lies line 5 Boris lies while others die 1 cry as the government prings Yet the votes still roll in as our country julls in the bin I hope solidarily would win but we've been tought its a sin the

BLACKOUT POETRY

collection



A "found" poetry exercise reclaiming power through redaction of words from redundancy emails received by staff



Dila Aslan, Student

Re: Proposals for change - Professional Services Blueprint (Tranche 1)

As you are aware, the College is working through a review of Professional Services and you were invited to attend the Professional Services Blueprint (Tranche 1) Consultation Launch on Monday 27th September. If you were not able to attend this meeting, a recording has been placed on the Goldsmiths Recovery Programme Portal.

Your position in the new structure

From the consultation documents, you will note that the proposals will involve the deletion of a number of posts and the creation of new roles in a proposed new structure. It has been identified that your current substantive post is proposed to be deleted. Following a job matching exercise to roles in the proposed new structure, you have been provisionally matched to the following role:

Em Anderson-Wallace, Student

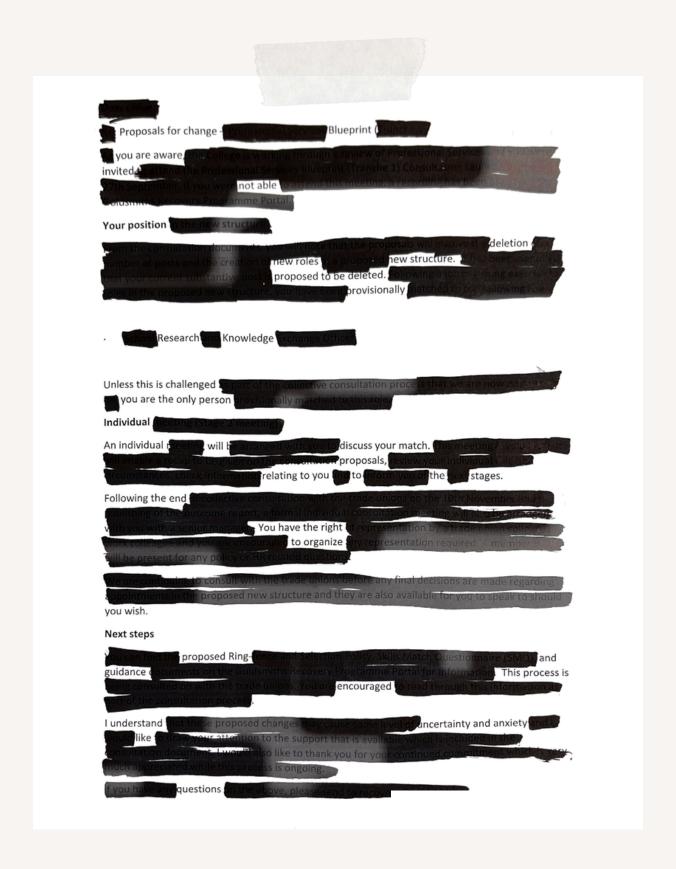
Meg, and Kate just stares at them through that ridiculous glass of hers. Im-

Miss Kare did know several new games, and as the girls would not, and the boys could not, eat any more, they all adjourned to the drawing room to play Rig marole.

"One person begins a story, any nonsense you like, and tells as long as he pleases, only taking care to stop short at some exciting point, when the next takes it up and does the same. It's very funny when well done, and makes a perfect jumble of tragical comical stuff to laugh over. Please start it, Mr. Brooke, said Kath with a commanding air, which surprised Meg, who treated the futor with a much respect as any other gentleman.

Lying on the grass at the feet of the two young ladies, Mr. Brooke obediently,

togical



Student

Dear Colleague,

Further information on the Job Description Review Process

I wrote to you warrier this week asking you to review and feedback on the current Job Description we half on file for you.

We have had a request from GUCU and UNISON to provide some further clarification on what you need to do if you do not thinknyour job description is accurate: We have set out the answers to the questions relised by the Unions below:

I have been sent a job description or comparator JD that does not reflect my current role — what should I do?

clease email Recovery@gold.ac.uk to let them know this and send them the correct one, or relevant information, if you have this Records have already been thoroughly checked and where an up-to-date ID cannot be found existing work duties and tasks will need to be identified and confirmed with your line manager so that a new job description can be written.

I don't feel I have time to review my job description before 10 November—what should I do? In the main, this process is a check of your existing main duties and providing relevant updates of changes. It is not a substantial re-writing of the ID itself. The process should take no more than one hour or two hours if help or checking is required. Most staff should be able to speak to their line managers and request an hour during the working week to review this and this time will not be unreasonably refused.

What formats can I submit my feedback in?

you can provide the feedback in any of the following formats:

- Scanned copy of the job description with handwritten annotations
- Copy of the job description with tracked changes and comments in word or Adobe.
- A fresh Job description on the Word Template previously sent out
- A bullet point list of the main points that are inaccurate and your main duties

Whichever format you use please send them to Recovery@gold.ac.uk by 10th November 2021

What adjustments or support is available?

If you require any reasonable adjustment to this process, for example are dyslexic and need more time, please speak to your line manager or email Recovery@gold.ac.uk explaining the adjustment that you are requesting. Further guidance on workplace adjustments is available on Goldmine: Goldmine Our Disabled Community

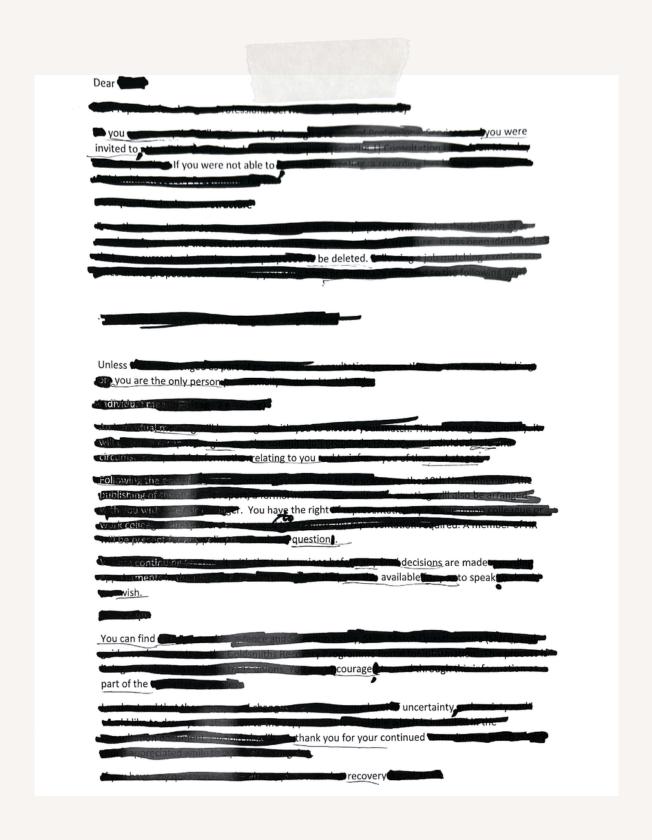
What happens next?)

Once we receive your feedback the Recovery Team will share the details with your line manager and work with them to produce an up-to-date job description which will be shared with you as soon as possible. You will have furthen opportunities to discuss how your current role will be matched into the new structure during the individual consultation meetings which will take place once the Collective Consultation process has been concluded.

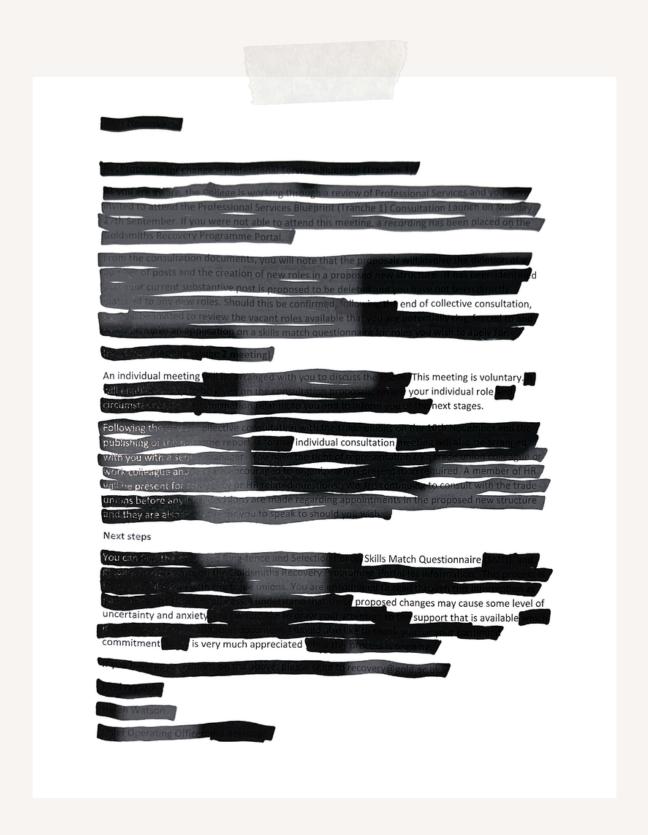
I'hope this has provided some clarification on this process. If you have any questions please speak to your line manager, your HR consultant or contact the Recovery@gold.ac.uk Helen Watson Chief Operating Officer



Maria Garcia, Student



Wei, Student



Student





During the strike I found the campus vibrant. And I have to mention here that I do struggle with English words' connotations. So, I found the campus vibrant. How would you find my description of it as such? How would the people on the picket line find this adjective? Would they understand it as I intended it to be understood? Is it selfish of me to go about this with focus on my perception of the campus rather than the campus itself, or is that part of the question?

I found the campus vibrant. I found the campus freeing and a source of anxiety at the same time. I found the campus welcoming at times and something else entirely at other times. During the strike, I found the campus as an experience worth having.

How did the campus find me?



Student



The university can be a place where our sole purpose is not to gain and produce knowledge, which are both fascinating things to do, but to also re-imagine worlds. By doing that we can re-imagine universities themselves. I keep reminding myself that I do not have answers.

Student

The university can be a place where education meets equality. Where Goldsmiths is not a brand to be marketed but a place of learning and growth for all.

Demi Echezona, Student



Let me brief you
Let me bring you
up to my speed
Let me spit
on you
you wouldn't feel it
under the thick
layer of dirt
that covers your cheek.

It's not pollution. It's obliviousness, it's ignorance, it's impotence, it's guilt.

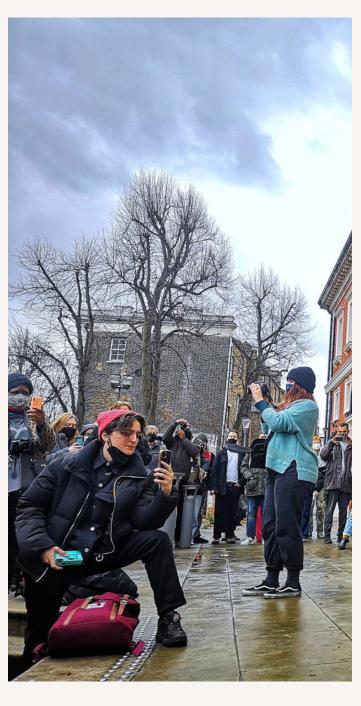
Let me beat you like the hours harassing a watch for which there's no time and let me watch you crawl 'round my things like a servant.

You're a servant,
you're a worker of a system
that doesn't give a damn
about you,
you're a failure,
a lost cause,
a misfit;
you're not going to be
fed here
you're not going to be
helped.

A POEM BY MARIANELLA LÓPEZ MARRERO

Scan or click through to listen: https://bit.ly/31WHIPI





You're going to be held up high a wire around your neck, a fire beneath your toes, a toast on the other side of the earth to celebrate that the poor always waste their strength to lose their cause.

You're never going to win, never going to grasp control, never succeed, never achieve your goal, never flee, never hide for too long, never see the shore, never be good enough.

Never believe them.

They're trying to break your wings to rip your thoughts to force beliefs to blame your god to make you obscene obsolete lost.

They're trying to make you to mould you into a sphinx from the clay of the rib of the almighty, they're trying to persuade you into discarding your dreams, they're bending your knees with their prices, their lack of praise, the smell of dissent corrupts all the senses and you...

you wait, you wait, you wait, y yo también.

But the truth doesn't seem less inhumane the next morning.

You wait for the sun
to hide one more time
and just in case
there's no tomorrow
you list your sorrows
on a serviette
choosing as your last meal
a takeaway
from your nearest
Turkish place.
I know.

You wait
and you stuff your face
with such grace
and no resentment no other unfed belly
in the continent
would dare
to make you share.

You wait and your shoes choke your soul,
I know.

Our lungs are corrupt with smoke, our hands are covered in blood and how fun is it to exploit the Amazon on behalf of the developed world?

We're no longer divided
by the width of our nose,
or the shade of our skin.
or the tone of our voice,
our songs
are no longer called noise—
we hear
while we scream
to our fears,
we spread
our despair,
we cry
for de dead:
tons of non-white heads.

We wait and our roofs run out of slates.

We're building a wall in Cale that will push thousands to their graves still we wait and we bend and we pay!

innocent skirts
are worn on the streets
for little girls
don't know their knees
as hidden treasures.

The flow of petrol controls our education, the lack of funding obstructs our aspirations, for the man who sells the weapons we are all felons.

My crib costs more than my will to preach to the freedom of speech that I lack of. We wait
for the circus
to come to town
who cares if animals
once owned
the ground
that we stand on.

We all claim to be out of control,
"I would. I could. I might"
I would have done something
to stop the roar
of the horns
though Oxford Street
last Monday,
but my voice is too weak,
by itself.

Reality has become the worst of our fears and I swear we wait still holding onto the frames of the dreams that turned into nightmares.

We wait for the storm to remit, we yearn for it to cease and it only gets stronger – Suicidal LGBT[Q+] members die unreported for we don't understand "their" pain as "ours".

Though we do live in vein, do we still wait?

Your brother dies in a hospital bed and you pray to the NHS for there's no fate for those who fight no more.

We implore no more!

We bend only
to plot our revenge
in silence They've made us compliant,
entitled,
alien.

We split no more!

They've made us miserable, different, boxed us into classes, turned forests into fires to build overpriced homes.

We rest no more!

They've turned us into enemies, the media commands us to hate refugees for they come to take our wealth?

We trust no more!

Now, What the fuck have we done for our world?

We wait no more!



If you have ever wondered what the soul of Goldsmiths looks like, it became clear to me at the picket lines, at the teach outs and at the marches. It was in these places that I began to understand what an institution should be and could be. Everyone striving and working hard to create and learn together. Fighting for causes that are bigger than any individual. And though we knew who the enemy was, I found myself rarely thinking about them. I could easily list the grievances we have with the banks and the warden and all those who only care about profiting off of this institution. And it goes without saying that we are angry at them, I am angry, I am angry all the time at what capitalism condones. However, in these three weeks I had never felt a stronger sense of community and warmth. It is in these three weeks that I was able to smile deeply and fight fiercely. I found a perfect balance of hope and rage that has before died out in the face of what feels insurmountable but only to be sparked again here. In this country that values individualism and fighting alone, Goldsmiths is the antithesis of this. This is what is at it's centre, a community so strong and proud and fearless.

SPOKEN WORD BY VICTORIA CHWA

ALL THE THINGS WE FORGET TO SEE

What do you see when you close your eyes?
What do you feel? What do you find?
Is it dark, like a winter's night sky?
Or a bright morning, with birds flying by?
Does it feel like a desperate craving for hot chocolate on a bitterly cold day?
Or like a wide open garden - fresh flowers and not a care in the way?
Do you see a million little sparks as you try and rest?
or inkblot wavy lines like pests?
Or is it the emails, to-do lists, and the horizon we're trying to find
And all the hopes and dreams in the world combined?

What do you hear when you close your eyes?
Is it your own voice? or is it mine?
Is it the sound of a memory of better times?
Or the morning alarm, coffee maker, and the bus driving by?
Can you hear the song of our voices as we stand together and say We're not going down. Not today.

Now let me ask you this
When was the last time you said you couldn't do it
It isn't worth it
I've tried everything and i can prove it
A bikini? on this body? i know i cannot work it.
I don't even know what's out there, how can i do it
Let that be the last time because it is not true - you've done it.
Look at this survival. you've done it.
Look at this power. you've done it.
Look at this growth. this potential. this inspiration. you've done it.
Look at all the roadblocks you've conquered. you've done it.
Look at all the fights and healing you've been through. you've done it.
Even when you didn't think you could. you've done it.

So what do you see when you close your eyes?
I hope you see what i see
A masterpiece in bloom; in action
A chain reaction of compelling motivation and traction
Stimulating the creation of a tradition of inspiration
Reaching heights beyond our imaginations!

And as you open your eyes i hope you remember The power we have as individuals and together. Whatever the goal we try and achieve Never let them shift your beliefs.



Scan or click through to listen: https://bit.ly/30v6joH



#GOLDSTRIKE WORD SEARCH

N E S N G K X X M W E C A B 0 0 K 0 R 0 X E K U C N E T p G N N R G G K T R D T V H R S G 0 U T 0 Z 0 G T D 0 H C F W S Z R A Y N X D E E N F p E N R D T E E D C S R P B Z B Q Y H H H X S Z R M S H Q R T Y C M 2 U E M E Y S T R T U R T U S 0 R X G Z Z J U Y 0 F E 0 0 U R A Z C Z P Q Q 0 N T T Y Q Α S T U T T N D R E Q N 0

Community
Deleted
Goldsmiths
Institution

Liberation
Organisation
Recovery
Solidarity

Strike
Structure
Support
Union

Notes, Thoughts & Ramblings



Next steps

Put simply, this means that no viable alternative proposals were made during the period of collective consultation to deliver the full savings required. The College will now need to commence its original proposals of reducing staff numbers as the way to make savings.

ollective consultation has now closed and a process of personal individual ensultation with staff in ECW will now begin.

Redundancies remain a last resort – but they are now an unfortunate reality. As we go through these changes the College will follow all relevant policies and provide the best possible support for staff and students at what is an understandably challenging time.

Seeking solutions

The College has worked closely with ECW and History to find ways to save money – but could not deliver the full amount of savings required with a shortfal of more than £800,000 between them.

This meant the College needed to suggest ways of achieving the required savings.

Having explored all other options Goldsmiths believed that the only way to make these savings was by reducing the number of academic staff. Across the College staff spending is our highest cost at some £90.4 million a year – meaning that it is the most evident area for making savings.

Reducing staff numbers is not a situation the College would ever wish to be in but

The global boycott means the union is asking its members, other trade unions, labour movement organisations and the international academic community to support its members at Goldsmiths in any way possible, including by:

- refusing to speak at or organise academic or other conferences and events (with Goldsmiths or involving Goldsmiths) which do not directly contribute to core teaching duties on accredited programmes
- refusing to participate in non-research based partnership enterprises with Goldsmiths
- refusing to write for any academic journal which is edited at or produced by Goldsmiths
- · refusing to accept new contracts as external examiners for taught courses
- relocating events due to take place at Goldsmiths to other venues.

UCU is also urging all external speakers invited to participate in events at Goldsmiths to refuse to collaborate with the institution in solidarity with staff fighting to save jobs and defend the future of the university.

On 13 January 2022, the University and College Union (UCU) censured Goldsmiths with the ultimate sanction of a global academic boycott after the university management doubled down on job cuts. In a college-wide email sent on the 10th of January, Goldsmiths Management responded to collective consultation saying "no viable alternative proposals were made during the period of collective consultation to deliver the full savings required". As an institution that consistently markets itself using ideas of inclusion and social justice, this capitalistic valuing of the university's academic integrity and community proves it does not practice what it preaches.

The global boycott calls for academics, union members, other trade unions, labour movement organisations and the international academic community to support its members at Goldsmiths in various ways.

For updates, stay tuned to:

- Goldsmiths UCU / Twitter
- Goldsmiths UCU / Instagram
- Goldsmiths SU / Instagram

FURTHER STRIKE ACTION IN THE SPRING TERM 2022

In spite of three weeks of strike action last term and active support from students and sabbatical officers, SMT have made no concessions and the proposed 46 redundancies are still on the table. SMT (Senior Management Team) has also failed to be transparent over the College's finances and has not agreed to an alternative plan to reduce the College's financial deficit. This leaves the union with no choice but to escalate the dispute by declaring its intention to strike again.

In a branch meeting on the 19th of January 2022, the staff union's membership voted in favour of strike action this term and for an escalating approach, meaning that not all days of the week will be strike days. This allows course convenors and seminar leaders to be in touch with their students, teach and extend support on working days.

The staff union has been negotiating with the SMT for months and during the last strike period in order to come to an agreement and stop the strike action. After reviewing the college's finances and negotiating with SMT, GUCU's current position is that the restructure and the proposed redundancies are not financially necessary in order to make up the college's deficit. In other words, SMT doesn't need to fire 46 people in order to fix college finances. The 46 redundancies that unions on campus are currently resisting are the first of several 'tranches' of upheaval promised by SMT so it is vital that we continue to resist the restructure. Stopping strike action now would put us back to square one and reverse all the incredible hard work that has been done by students, sabbatical officers, those working in the teachout programme and the negotiation team. We need to declare further action to keep pressure up and keep building on all the work that has been done over the past few months by students, staff, sabbatical officers and organisers.



"if we think of anger as compost, we think of it as energy that can be recycled in the direction of our good.

It is an empowering force."

in memory of bell hooks