MEETING OF SENATE
[DRAFT] MINUTES
Monday 29 June 2020

1400, virtual Zoom meeting


Dr M Allinson, Dr K Austin, Dr J Agarwal, Dr M Barbour, Dr N Daahnoun, Dr D Darmen, Dr L Dickinson, Dr M Dudley, Mr E Fay, Dr S Fitzjohn, Dr S Fox, Dr S Hannuna, Dr I Hers, Dr J Howarth, Dr A Howking, Mrs J Inglis, Dr D Ion, Dr P Langton, Dr I Lazar, Dr E Love, Ms L Martindale, Dr S McGuinness, Mr T Metcalfe, Dr K Opie, Mrs L Parr, Dr D Poole, Dr S Proud, Dr L Walling

Apologies: Miss SE Bain, Mr C Brasnett, Mr A Brett, Dr S Bullock, Ms M Coupland, Dr A Flack, Prof C Grierson, Miss R Hudson, Ms B Kent, Mr B Mac Ruairi, Prof B Macfarlane, Mr J McAlinden, Dr N Millner, Mr A Nejad Kourki, Prof H Piggins, Prof M Powell,

In attendance: Prof M Allen, Ms T Brunnock, Ms C Buchanan, Mr S Chadwick (for item 4), Ms P Coonerty, Mrs M Gillway, Ms J Hallett (for item 6), Ms S Johnson (Clerk), Mr R Kerse, Ms L Trescothick-Martin (for item 10), Prof N Roberts

1.1 CONFIRMED and APPROVED the minutes of the meeting of 6 April 2020.

2. CHAIR’S BUSINESS
2.1 The Vice Chancellor updated Senate on key sector developments, particularly in relation to the impacts of the COVID 19 pandemic.

- On a positive note there was a re-awakening nationally about the value of Universities to society, an acknowledgment of the contribution across the sector to COVID related research with colleagues providing guidance to government on a range of issues and an admiration of how university staff had risen to the challenge of transitioning to online education.
- There was also an acknowledgment from Government that University research would be crucial to the economic and societal recovery of the country.
- The relationship with the Home Office and the Office for Students (OfS) was good with an emphasis on working in partnership and trying to reduce the regulatory burden. The Government was making efforts to facilitate international student recruitment, with changes to visa regulations, post study work entitlement and language tests.
• REF deadlines had been adjusted and an extension to UKRI grants was welcomed. The Government had also announced funding to part subsidise research and work was ongoing to further clarify the terms of conditions of that funding. It was understood that ¾ of the funding would be loans and ¼ grants. Working with government to understand what funding available and under what terms. The package put forward acknowledged the gap in overseas student income and the contribution international students made to the research economy.

2.2 The Registrar and University Secretary updated Senate on disruptions to the Open Day which had taken place on Friday 26 June. The Registrar thanked everyone for their input to the Open Day and apologised for the disruptions.
• There had been 20,000 registrations and problems had been experienced logging on to platform.
• The issues had been resolved by 12.30 and the University was now undertaking investigations with the supplier to ascertain the reasons for the problems and whether there had been a capacity issue. (The supplier was used by other Russell Group Universities and had not indicated there would be any capacity issues)
• There had been lower than expected use of the chat function and this would also be taken up with the supplier to ensure that there had been full functionality. It was possible that this was a behavioural rather than a functional issue.
• Going forward the University was looking at other interventions and the priority was to ensure alternative opportunities for potential students to access schools and academics in the weeks and months ahead.
• It was important to ensure that going forward the format of other events was appropriate and provided a positive experience.
• The University would also be looking at procurement procedures and processes to ensure they meet the needs required.

2.3 At the close of the presentation the following comments/key points were made:
• It would be important to facilitate direct 1-1 chat between academics and the relevant students that were registered on Friday but were unable to access the platform. It might also be helpful to invite students who registered to Q&A webinars over the summer.
• It would be helpful if there was dialogue with schools over the next events, acknowledging the time and energy staff had already put into the Open Days
• Future events should look at the Q&A sessions to ensure students can make the most of these and be enabled to ask questions.

2.4 The DVC and Provost updated Senate on further developments by the University in response to Black Lives Matter.
• A Race Equality Steering Group had been established (name tbc) and would report directly to the University Executive Board with regular updates to Senate and the Board of Trustees via the Board’s Equality, Diversity, and Inclusion (EDI) Oversight Committee. The Group would actively engage with Faculty EDI Committees
• Membership was from across the University and the Steering Group would be chaired by the DVC and Provost and Jane Khawaja.
• The Steering Group would be focussing on a range of issues to improve the experience and outcomes for BAME staff and students. These would include, enhanced recruitment, support to staff and students, curriculum refresh, renaming of buildings and appropriateness of the University Logo.

3. COVID-19 PLANNING: UPDATES FROM ACADEMIC PLANNING GROUP AND INSTITUTIONAL RECOVERY GROUP
3.1 RECEIVED: paper ref: (SN/19-20/037)
3.2 The DVC & Provost and the Registrar & University Secretary introduced the updates.

3.3 RECEIVED and NOTED the revised governance arrangements for Covid-19 Recovery & Planning.

3.4 NOTED the Terms of Reference for the Academic Planning Group (APG), Institutional Recovery Group (IRG) & Scientific Advisory Group (SAG).

3.5 NOTED the updates from meetings of the APG, IRG and SAG

- A key focus for the APG had been flexible and blended online education and the structure of the academic year.

- The Scientific Advisory Group had been looking at testing guidance and liaising closely with Public Health England on how to deal with outbreaks in the city, including hygiene guidance and quarantine, isolation, and face mask policies. The main focus for the IRG had been on opening the campus and developing the necessary guidance to do that.

- The University was collectively addressing how work would be undertaken in specialist areas e.g. laboratories and the impact of recent Government guidance on 1m social distancing. Face to Face sessions would be difficult with 2m distancing but the University would now undertake modelling based on the 1m guidance. The new guidance could impact on capacity of learning spaces and could have implications for the arrangements for the teaching week, including a desire to enable colleagues to work flexibly according to their own personal situations and without increasing workloads.

- Following a Student Union consultation exercise it was very clear that students expected as far as possible a quality face to face experience as part of the blended learning offer.

- There would be a University Management Plenary meeting which would be looking at remote working practices and support for colleagues during the next academic year.

3.6 During discussions Senators raised some concerns about an extension to the working week for example evenings or weekends and requested that this should be looked at more closely e.g. possibility of teaching on Wednesday afternoons. Any proposals should take into account EDI implications and implications for part-time staff both in academic and professional services. There might also be practical issues in terms of timetabling and co-taught units and there were already pressures in relation to the current timetabling deadlines. It was noted there would be further discussions with the Student Union once any proposals had been worked up.

4. VISION AND STRATEGY

4.1 RECEIVED and NOTED: paper ref: (SN/19-20/038) and presentation (on file)

4.2 The DVC & Provost led the presentation highlighting the following:

- It was an appropriate time to refresh the strategy given that the previous strategy was prepared 4 years ago, did not include major changes such as TQEC, enhanced focus on EDI and student mental health and the significant technological socio-cultural and financial impacts of the COVID 19 pandemic.

- The timeline for agreeing the Strategy was challenging but focused. The refresh would take place in parallel with the ‘Fit for the Future’ discussions.
• The academic ambitions outlined in the strategy, coupled with the high-level plans developed in the Fit for the Future discussion would frame the Faculty Strategies and IPP process, which would kick-off in the autumn.
• The University’s overall vision had not changed but an additional core pillar was proposed of ‘Civic Engagement and Social Responsibility’.
• In addition, running through the strategy were 3 key themes of Environmental Sustainability, Equality Diversity and Inclusion, and Internationalisation and Global Relations.
• The key enablers for the strategy would be People and Ways of Working, Digital and Physical Infrastructure and Financial Sustainability.

4.3 At the close of the presentation the following key points/comments were made:
• At the present time it was impossible to know exactly what a ‘post COVID’ world might look like and it would be important to ensure any future strategy could be adapted to incorporate emerging issues and learning. The annual Integrated Planning Process would assist this with a UMT residential where strategic priorities could be refreshed within the overall aims in the Vision and Strategy – this would make the Strategy a more ‘live’ document.
• Any consultation with staff would need to be meaningful, given the workload and capacity that colleagues currently have preparing for and delivering courses in the next academic year.
• Broader strategic goals might be more appropriate that detail at this point.

5a. FLEXIBLE AND BLENDED EDUCATION AND THE STUDENT EXPERIENCE
5.1 RECEIVED and NOTED: paper ref: (SN/19-20/039a) and presentation (on file)

5.2 The Pro Vice-Chancellor (Education), Pro Vice-Chancellor (Student Experience) and the Pro Vice-Chancellor (Global Engagement) led the presentation and highlighted the following key issues:

• Adoption of an overtly flexible and blended approach to the educational and student experience delivery for academic year 2020/2021.
• Simplification of the academic offering.
• Support for programme teams.
• Start of the teaching term for academic year 2020/2021 would be 5th October, with a managed approach to bringing student cohorts onto campus.
• Student “living circles” would be created in Halls of Residence to provide students with a safe social framework for their student experience.
• Creation of a COVID safer environment with appropriate social distancing and exploration of the development of our own in-house Test, Track and Trace capability, working in partnership with the City and Public Health England.
• Wellbeing and mental health support.

5.3 At the close of the presentation the following key comments/points were made:
• Concerns were expressed that students would not buy into ‘Living Circles’ for long and that lecturers would not be prepared to meet with students one to one if infection control were not robust. It was noted students would be educated about ‘Living circles’ and made aware of their responsibilities both within the University and the wider community. The University would be able to intervene if students did not comply with arrangements in halls and on campus.
• Campus modelling was being undertaken to ascertain the potential frequency of face to face each week.

5b. GUIDING PRINCIPLES FOR EDUCATION IN 20/21
5.1 RECEIVED and NOTED: paper ref: (SN/19-20/039b).

5.2 The Pro Vice-Chancellor (Education) introduced the report which contained guidance to underpin the successful implementation of the blended and flexible education approach including the following:

- Principles for in-person education taking into consideration space capacity, different student needs, and our educational aspirations to foster students' intellectual and personal development and build a scholarly community.
- Enabling conditions linked to programme complexity and diversity of assessment in an online environment, providing guidance about simplifying programmes, and constraining online assessments to provide a consistent student experience and assure the quality of assessment across a diverse portfolio of programmes.
- Advice on education governance following queries about the relationship between Faculty Education Directors, Heads of School, and Faculty Education Groups set up for COVID-19.

6. RESEARCH UPDATE
6.1 RECEIVED and NOTED: paper ref: (SN/19-20/040) and presentation (on file)

6.2 The Pro Vice-Chancellors Research introduced the presentation and highlighted the following key points:

- Professor Phil Taylor would be starting in the role of PVC Research & Enterprise on 1 July 2020.
- The University was now signatory on the Concordat on Open Research Data.
- The FAQs on the SharePoint site remained a central source of information and guidance.
- A “Research Delivery” Risk had been added to the KURR.
- A prioritised and phased return of non-Covid research and reopening of research facilities was gradually underway.
- Data for PGR extensions had been submitted to UKRI.

6.3 The REF slide had been superseded by recent government announcements. The deadline for REF was now 31 March 2021.

6.5 There was a universal deadline extension to 31st December for impact case studies, but it was not expected that all cases would report up to the 31st December if not impacted by COVID 19. Guidance would be provided and July to December impacts would only be incorporated if it would strengthen the case study. It was envisaged some impact case studies would not change, some would have minor changes and a smaller number some significant changes.

6.6 The assessment period ends on the 31st July, but it might be possible to include a 500-word statement on the effect of COVID 19 on the institution. A full set of revisions would be published by end of July.

6.7 It was intended to work to current agreed timescales for REF, internal reviews had been completed and it would be important to keep momentum to ensure a good REF
The Vice Chancellor thanked Professor Tim Peters and Professor Paddy Ireland for their excellent work as Interim PVCs Research.

7. **TEMPLE QUARTER UPDATE**

7.1 RECEIVED and NOTED: paper ref: (SN/19-20/041) and presentation (on file)

7.2 The Deputy Vice-Chancellor (New Campus Development) led the presentation and highlighted the following:

- Temple Quarter would be a world-leading campus for an innovation district in the heart of our city pioneering digital, business and social innovation in partnership.
- Major investment had been secured from research funding bodies, industry and philanthropic supporters.
- Temple Quarter would create new capacity and capabilities for a rapidly changing world moving on from the Covid19 crisis and facing ongoing climate and ecological emergencies.
- There would be a new R&D and education & skills capacity for the city-region, Western Gateway and UK – to enable clean, inclusive growth and renewal.
- Social and digital innovation was now even more important.
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8. **LIBRARY BUDGET**

8.1 RECEIVED: paper ref: (SN/19-20/042)

8.2 The Registrar & University Secretary and Interim Chief Librarian introduced the paper.

8.4 ENDORSED the proposed principles as the basis for further consultation and the setting up of a small working group with members of Senate to consider and develop the proposals in more detail.

8.5 The Library budget for academic content in 2020/21 was required to find savings of 955k (-16% of 5,857k in 2019/20). Spend in support of blended teaching and learning since the Covid lockdown in March 2020 had increased by +63% compared to previous years and course redesigns had relied on “free” publisher access to content, including digital textbooks, which would end in July 2020. Ensuring academic content availability for teaching, learning, and research would require cancellations of existing subscriptions and consultation on an approach with Faculties and Schools to prioritise investment in 2020/21.

8.6 Key principles for consultation were:

- Savings would be balanced between teaching, learning, and research and distributed evenly across Faculties and Schools relative to current spend on books, journals, and other content.
- Consultation with Faculties and Schools would determine strategic priority areas for investment and cancellations of existing subscriptions to minimise the impact of savings as far as possible.
- Library Services would prioritise investment in consistency of student experience, open access transformation in scholarly publishing, and accessibility and EDI in access to Library collections.
• Contingency budget would be maintained for on-demand access to mitigate impact of cancellations and loss of access to existing subscriptions (for example through inter-library loan or article fees).
• Sector lobbying via appropriate professional bodies would seek price reductions in continuing access and protect student privacy by ensuring that access to activity data is not part of any agreement.

8.7 At the close of the presentation the following comments/points were made:
• It was noted that this was a very challenging situation and complex area and further detailed consideration of the proposals was needed.
• Instead of a proposed cut in proportion to current spend across Faculties/Schools (principle 1) it might be more effective to look at whether the balance was right.
• Immediate access to journals was key to efficient research. There was a risk for small groups that depended on specific resources and the “majority” principle could adversely affect small specialised groups.
• An inter library loan for journal articles that the University did not subscribe to would be less than 24 hours.
• There were pressures arising out of online courses and open book assessment and significant work to do to identify demand.
• There were concerns about workload issues for staff having to rewrite their resource lists over the summer and about the impact on students not being able to access the textbooks always used and referred to in lectures.
• Cutting access could limit fluent access to the literature, and thus ability to be competitive on grants and papers.
• A national move to challenge publishing giants would be welcomed.
• There would-be longer-term opportunities with the UKRI open access review and a new group in Universities UK re-negotiating with publishers.

9. EDUCATION COMMITTEE REPORT
9.1 RECEIVED: paper ref: (SN/19-20/043).
9.2 The Pro Vice-Chancellor (Education) introduced the paper.
9.3 APPROVED a series of recommendations relating to the CREATE continuing professional development scheme for academics, as per the below:

Recommendation 1: Simplify the CREATE Standard Route/taught route.
Recommendation 2: Change the Standard Route/taught route to a Postgraduate Certificate in Higher Education.
Recommendation 3: Recognise new staff’s teaching experience so they can engage with the CREATE Experienced Route.
Recommendation 4: Involve staff across the University in the running of the CREATE Scheme.
Recommendation 5: Embed CREATE’s replacement and support for development of staff who teach into HR processes (from recruitment to promotion).
Recommendation 6: Update policy to reflect this.
Recommendation 7: Ensure the new taught and experienced routes are more strategic and supportive of University and Faculty goals.
Recommendation 8: Increase the flexibility and usefulness of new

9.3 NOTED the Statement on Degree Outcomes, Draft Student Agreement, Student Protection Plan and Student Complaints Officer report
10. AMENDMENT TO STUDENT DISCIPLINARY REGULATIONS
10.1 RECEIVED: paper ref: (SN/19-20/044).

10.2 The Pro Vice-Chancellor (Student Experience) introduced the paper.

10.3 APPROVED the amended version of the Student Disciplinary Regulations, to be in force by 1 August 2020.

11. ACCESS & PARTICIPATION PLAN UPDATE
11.1 RECEIVED and NOTED: electronically in advance of the meeting: paper ref: (SN/19-20/045).

11.2 NOTED the University’s progress on the OfS set targets on access, student success and progression and raise any concerns by providing feedback in advance.

11.3 NOTED that the University is subject to enhanced monitoring on a range of measures related to access, student success and progression. NOTE progress against these measures and the plans in place to fulfil the enhanced monitoring requirements and raise any concerns by providing feedback in advance.

11.4 NOTED the projected student financial support overspend from 2019-20 onwards and plans to stay within the agreed 29% proportion of higher fee income investment.

11.5 Comments were received from Dr Sheelagh McGuinness prior to the meeting and are appended to the minutes with the responses.

12. UNIVERSITY CONSTITUTION MODERNISATION UPDATE
12.1 RECEIVED and NOTED, electronically in advance of the meeting: paper ref: (SN/19-20/046).

13. RESEARCH COMMITTEE REPORT
13.1 RECEIVED and NOTED: electronically in advance of the meeting: paper ref: (SN/19-20/047).

14. ANNUAL REPORT: APPOINTED EMERITUS PROFESSORS & HONORARY AND VISITING APPOINTMENTS
14.1 RECEIVED and NOTED: electronically in advance of the meeting: paper ref: (SN/19-20/048).

15. CHAIR’S ACTION
15.1 RECEIVED and NOTED actions taken by the Vice Chancellor since the last meeting of Senate: electronically in advance of the meeting: paper ref: (SN/19-20/049).

16. FINAL UNIVERSITY ESTATES STRATEGY 2020-2023
16.1 RECEIVED and NOTED: electronically in advance of the meeting: paper ref: (SN/19-20/050).

17. FINAL UNIVERSITY DIGITAL STRATEGY
17.1 RECEIVED and NOTED: electronically in advance of the meeting: paper ref: (SN/19-20/051).
17.2 **NOTED** the Digital Strategy would undergo a light touch review in circa 12 months to ensure that it still aligned with the University’s post COVID Strategy and supporting strategies.

18. **REVISED ARRANGEMENTS FOR THE ACADEMIC YEAR 2020/21**
18.1 RECEIVED and **NOTED**: electronically in advance of the meeting: paper ref: (SN/19-20/052).

19. **CLOSE OF BUSINESS MEETING**
19.1 At the close of the business meeting the Vice Chancellor and Senators thanked Sally Heslop, Associate Pro Vice Chancellor for her many valuable contributions to Senate and the academic life of the University.

20. **Date of Next meeting:**
20.1 The date of the next meeting of Senate would be Monday 12 October 2020.
APPENDIX 1 TO SENATE MINUTES

Access and Participation Plan

[REDACTED: COMMERCIAL IN CONFIDENCE]