



UNIVERSITY COURT

MEETING DATE	03/12/2021	
REPORT TITLE	Minutes of the Annual Meeting 2020/21	
CLASSIFICATION	OPEN <input checked="" type="checkbox"/> CONFIDENTIAL <input type="checkbox"/> STRICTLY CONFIDENTIAL <input type="checkbox"/>	
Report Author: Hannah Quinn	Job Title: Head of Governance	
Sponsored by: Lucinda Parr	Job Title: Registrar & University Secretary	
<p>The University Court is asked to</p> <ul style="list-style-type: none"> • APPROVE the minutes of the December 2020 meeting and May 2021 workshop • NOTE the update from the May 2021 workshop 		
<p>The minutes of the meetings held in 2021 are presented for your approval</p> <p>.</p>		
Supporting Information		
<p>Please find enclosed</p> <ul style="list-style-type: none"> - Minutes of the Court meeting December 2020 - Minutes of the Court workshop May 2021 - Report from the Anti-Racism Steering Group further to the May 2021 workshop 		

UNIVERSITY OF BRISTOL
MEETING OF COURT
Friday 4th December 2020

Sir Paul Nurse FRS (Chancellor)
(Hannah Quinn – Clerk)

Members

Category 1 – Elected Members

M Austin, C Burns, A Carr, H Carter, M Evans, A Franks, A Ganapathy, S Gilbert, M Lee, M Liversidge, B Miles, T Mitchell, M Partington, J Phillips, C Scowen, V Smith, G Stirrat, J Thompson, L Wilson, M Young.

Category 2 – Nominated Members

T Aditya, A Bates, X Bell, J Cleeton, P Coles, H David, C Denyer, M Donelan, P Golding, J Holmes, P Hooper, S McGall, S Rolt, T Savage, T Smallwood, E Smith, P Smith, L Testani, S Wilson.

Category 3 – Ex Officio

M Berry, M Prior CVO MBE, M Woolley.

Category 4 – Additional Members

None

In Attendance

Executive Group

H Brady, E Fay, R Kerse, A O'Grady, L Parr, S Purdy, J Squires.

Board of Trustees

K Ashley, M Bhabuta, G Bowen (incoming), J Boyer, L Fletcher, N Joicey, J Palmer, Stephen Robertson (incoming).

Deans

None

Sabbatical Officers

R Day, L Martindale.

Elected individuals from UoB staff

H Abulrub, M Baptist, M Costain, R Ellis-Haque, T Henderson, G Lively, R Logan, J McAllister, P Mutesva, T Mwarewangepo, A Rahman, R Salisu, P Walters

1. WELCOME BY THE CHANCELLOR

- 1.1 The Chancellor welcomed members to the meeting, noting the change in arrangements due to the pandemic.
- 1.2 NOTED that no new material declarations of interests had been received and that all questions would be taken together in item 7
- 1.3 NOTED that this would be the last meeting for Mary Prior and thanked Mary, on behalf of Court, for her service and support on the completion of her term as a University Pro Chancellor.

2. REPORT OF THE VICE-CHANCELLOR

- 2.1 The Vice-Chancellor presented a review of the year, focussing on the COVID-19 response, supported by a presentation.
- 2.2 The Vice-Chancellor acknowledged the extraordinary effort and inspiring contribution of all at the University over this difficult year. The following points were NOTED:
 - 2.2.1 The early phases of the pandemic, gaining intelligence from Chinese partners and looking to learn from other countries. The swift pivot of research activity at this time, utilizing the existing containment facilities to study the virus within weeks. The importance of earlier key investments and appointments in teaching and learning capability to respond to the transition to online and blended learning
 - 2.2.2 The first lockdown and the decision to close early for Easter and allow additional time for transition. The remarkable response of staff and students to convert the curriculum into a globally available digital format. The challenges and opportunities of working from home, the financial impact of rent refunds and the significant disruption to research that could not be continued from home. The change in tone and nature of conversations with government and our regulator and the flexible responses in relation to furlough, language requirements, and immigration.
 - 2.2.3 The research responses between March and June. The establishment of the UNCOVER group to co-ordinate the Covid research response and the publication of seminal papers including a landmark paper in Science exploring the first druggable pocket in the spike protein. The contribution of Bristol research to government policy, clinical trials and vaccine development.
 - 2.2.4 The preparations for reopening the campus between July and September, ensuring that over 300 buildings were made Covid secure to enable the return of students. Engagement with students over the summer to understand their feedback on blended learning and significant effort by all to operationalize a new curriculum. The provision of charter flights from China to enable students to arrive in the UK.
 - 2.2.5 The staggered return of students in September and the outbreak in halls during October. The operational challenges of managing the numbers of students self-isolating and the impact on attendance at face to face teaching. The significant additional investment into student and staff mental health, the hardship fund, and staff and student communication.
 - 2.2.6 The role of the Scientific Advisory group and the significantly reduced seven day rolling average of cases. The positive engagement of students so far with lateral flow testing.
 - 2.2.7 Planning for the remainder of the academic year and the impact of student migration. The likely engagement of the University with vaccine deployment.
 - 2.2.8 The heightened sense of the civic role of the University. Highlights included the early graduation of 200 new Bristol doctors to join the NHS response, the unprecedented levels of student volunteering, and the mass production of hand sanitiser in the Chemistry department.
 - 2.2.9 The importance of the University in contributing to the local recovery through the Western Gateway powerhouse.
 - 2.2.10 The ongoing uncertainty in relation to Brexit and the ability to access the EU network and funding through Horizon Europe.
- 2.3 The Vice-Chancellor offered thanks to all members of the University and to Alumni, friends and partners for their support.

3. UPDATE ON THE 2019 MEETING OF COURT: THE GLOBAL CIVIC UNIVERSITY (CRT/20-21/001)

- 3.1 RECEIVED the paper
- 3.2 The DVC & Provost presented to Court on actions and developments further to the workshop last year, supported by a presentation. The following points were NOTED:
- 3.2.1 The useful feedback gathered at Court last year, which had been analysed and emerging themes addressed. A Covid Civic response group had been established to bring together the breadth of the University's activity and this group would be formalized to form a Civic Engagement Committee to co-ordinate activity.
- 3.2.2 The Medicine on the Walls project, where Dr John Lee worked with street artists and the People's Republic of Stokes Croft to create murals with key health messages. These were used digitally, seen by millions virtually on social media and nationally on billboards. A further collaboration with Kenya had seen designs from Nairobi painted on Bristol's walls, and vice-versa.
- 3.2.3 The opening of the Barton Hill Micro campus this academic year despite the pandemic. The settlement had been core to the civic mission of the University since its foundation in 1911. A series of container offices and flexible space for activities had been set up to support teaching, outreach and engagement and provided a venue for the development and delivery of new and existing outreach opportunities. Research projects had been hosted there, as had both curricular and extracurricular student engagement.
- 3.2.4 The importance of measuring our civic activity, and the presentation at last year's Court meeting around the UN Sustainable Development goals (SDG). The commissioning of Dr Sean Fox to review the University's civic plans, against these SDGs and to advise how these align with our ambitions and the One City Plan.
- 3.2.5 Plans to shape the next stages of the strategy and the request for the involvement of Court in shaping the new civic pillar. The establishment of the new Civic Engagement Committee which would co-ordinate work towards the Civic University Agreement (CUA). Plans for co-production of the CUA with city partners.
- 3.7 The DVC & Provost NOTED thanks to Professor Guy Orpen, Deputy Vice-Chancellor New Campus Development, who had been the institutional lead for this area and was retiring at the end of the year.

4. REPORT OF THE BOARD OF TRUSTEES (CRT/20-21/002)

- 4.1 The Chair of the Board presented to Court about the work of the Board of Trustees during 19/20.
- 4.2 NOTED that the Annual Report & Financial Statements were presented to Court
- 4.3 NOTED the University borrowing limit which is £535m
- 4.4 The following points were NOTED:
- 4.4.1 That there had been no changes to the University Charter, Statutes and Ordinances in relation to Court, the Students' Union or the Alumni Association made during the preceding academic year.
- 4.4.2 The pivot of the Board to new ways of working during the pandemic, the introduction of Vice-Chancellor's briefings to the Board between formal meetings, regular email updates and enabling Trustees to join all-staff livestreams.

- 4.4.3 The joint focus of the Board on addressing the short-term impacts of the pandemic but also looking to the medium and long-term impacts of Covid and the post-pandemic role of the University
 - 4.4.4 The swift development and approval of a revised strategy for the 20/21 year, and plans for a full strategy refresh scheduled to come to the Board later this academic year.
 - 4.4.5 The intention to support the Executive in building a stronger and more resilient world-class University, poised to address the new challenges to our sector and community from the pandemic.
 - 4.4.6 The focus on wider regional partnerships and synergies and how the University can support a regional economic levelling up, an example through the Western Gateway.
 - 4.4.7 The raising of the EDI Oversight Working Group to a full Board committee in order to further strengthen the Board's role in equality and diversity engagement.
 - 4.4.8 Changes to membership including the retirement of Moira Hamlin, Geraldine MacDonald and Nicky McCabe, and the appointment of new Trustees Ore Odubiyi, Gillian Bowen and Stephen Robertson. The change in student trustees.
 - 4.4.9 The Board's commitment in working with the Executive to deliver the critical civic role required of Universities in a post-pandemic landscape
- 4.5 The Chair of the Board thanked the Vice-Chancellor and his entire team, as well as all staff and students, alumni, partners and members of Court for their commitment and hard work during this difficult time.
- 5. ANNUAL REPORT AND FINANCIAL STATEMENTS 2019/20 (CRT/20-21/003)**
- 5.1 RECEIVED the paper
- 5.2 NOTED the Annual Report and Financial Statements 2019/20.
- 6. MINUTES OF THE ANNUAL MEETING 2019 (CRT/20-21/004)**
- 6.1 RECEIVED the paper
- 6.2 APPROVED the minutes of the previous meeting (6th December 2019).
- 7. OPEN FORUM QUESTION TIME**
- 7.1 The Director of External Relations chaired the question and answer session.
- 7.2 Court members asked why student rent rebate was offered for the new year at 30% and not higher. The Executive noted that not all students were able to travel home, and would continue to be supported over the holiday period, furthermore, a minority of Bristol students live in halls and any investment needs to be fair. Students had been offered a 10-day full rebate in December, plus 30% of a 7 week period which was felt would fairly compensate them for the average time whilst balancing interests across the institution. In addition, additional bursaries were being provided to specific groups, e.g. care leavers and estranged students.
- 7.3 Court members asked for more information about how the University would address a potential spike of cases when students return. The Registrar confirmed that testing would be available across a period of staggered return. Advice from PHE had been that there was little evidence of transmission from students to the city population. Partnership working with PHE would continue to ensure there are good measures in place to control transmission into the City.

- 7.4 A question was received about the balance of online teaching after the Winter Break. The Executive noted that plans are in place to continue with the blended learning offer with a staggered return in line with guidance and support from government. That student feedback had also favoured blended learning.
- 7.5 Court asked about how the University could support local tourism. The Executive noted that although Bristol does not offer tourism studies or similar, the broader role in supporting the local economy was a key element of the civic mission. Economic regeneration was part of the Western Gateway initiative and the TQEC development would provide additional capacity to upskill in key areas of engineering and digital skills. Applications to applied post graduate courses had seen an increase and work continued with local employers
- 7.6 Court asked for more information about Bristol works with UWE and other regional partners, and with the University Partnership Programme (UPP). The Executive confirmed that Bristol worked closely with UWE on a range of civic engagement ideas, including the Covid response with a joint Vice-Chancellor's statement issued on behaviour, and co-ordination of testing protocols. The UPP Truly Civic report had helped to shape our civic endeavour and the University was keen to work with the City and wider region in order to realise our global civic ambitions.
- 7.8 A request was received for an update on accreditation as living wage employer. The COO confirmed that the University had been accredited for a few years now and would be awarding the recently announced increases in line with the instructions to be received from UCEA who operate the collective pay bargaining arrangement of which the University is a member.
- 7.9 In relation to the global nature of the civic agenda, Court members asked about the challenge of working globally in a pandemic, particularly in relation to student study abroad programmes. The Executive confirmed that students had been able to access provision of online programmes from partner unis, and many students overseas had been supported to return to the UK. This academic year there were more than 300 students currently overseas in Covid secure environments at partner Universities. Students from overseas had been supported to travel, or provided with online provision until the point they were able to travel.
- 7.10 The University was asked to work with Bristol City Council and city partners on approaches to climate change and to diversity and inclusion. The Executive confirmed that members are engaged with the Race Equality Strategic Leaders Group and keen to engage with other organisations to align strategies. In relation to climate change and sustainability issues one of the great benefits of University engagement is through research particularly in providing the scale and quality of research in key areas.
- 7.11 Court members asked whether the University would be engaging with the 26th UN Climate Change Conference of the Parties (COP 26) in Glasgow. The Executive confirmed that the University was a member of the COP 26 Universities and that the Cabot Institute was actively engaged in writing and sharing briefing papers and would continue to shape conversations.
- 7.12 An update on student accommodation was requested by Court. The COO confirmed that during 2019/20 the University had continued to make low level improvements in buildings but that the 10-year investment programme had been placed on pause at the start of the pandemic. The University expected a loss of £26m in residences

income by the end of the current academic year and had paused capital projects until they were affordable

- 7.13 Court enquired as to the University's likely engagement in vaccine delivery. The Executive confirmed that they were in early discussions in partnership with PHE, UWE and BCC and that it was likely that medical students would be involved in the distribution of vaccines and standing up preparations.
- 7.14 Further to a question about international student recruitment and subsequent impact on income, the Executive confirmed that thanks to significant work by colleagues, application numbers continue to track in line with pre-pandemic targets.
- 7.15 The Executive responded to a question from Court about support for staff during the pandemic. The whole team was very conscious that staff had taken on extra challenges, and new pressures, alongside different working arrangements. The University had worked hard to understand staff needs and had provided space on campus for staff who did not have suitable arrangements at home. Additional online counselling and wellbeing support was provided and widely used. A virtual wellbeing festival had over 1,000 sign-ups for events. Colleagues in Sport, Exercise & Health had offered online support and classes. However, it had been, and continued to be, a challenging time and staff were asked to work to their best endeavours, modifying work patterns and taking a flexible approach. A staff pulse survey had also assisted in understanding staff experiences.
- 7.16 Court also asked about additional support for students, particularly first years. The Executive noted efforts in residences to support students to connect to each other in living circles, provision of an online welcome week, food deliveries and additional wellbeing visits. Additional counselling and wellbeing support had also been made available, via Nilaari and a programme of activities was planned for students staying in Bristol over the winter break.
- 7.17 Court sought more information about the Western Gateway initiative. The Vice-Chancellor explained that the Western Gateway had been formally recognised by Government as a local "powerhouse". Its role was to support the development of the regional economy and contribute to the national economy. The Western Gateway was the third such powerhouse, after the Northern Powerhouse and the Midlands Engine and would span from Swindon to Swansea, with Bristol & Cardiff as the key axis.
- 7.18 A question was received about the role of non-HE adult education in Bristol's civic mission. The Executive confirmed that this was not the current focus, however, the University had developed foundation programmes and taster courses to support mature students into degree programmes. Feedback would be welcomed from Court on the demand for this provision.
- 7.19 Court asked about the distribution of annual report and how it was used to engage stakeholders. The Executive confirmed that the report was made widely available online but that the new Civic Engagement Committee would be asked to review how this could be improved.
- 7.20 A question was received in relation to the setting of the agenda for Court. The Registrar confirmed that this is defined in Statute 12 and that the Chancellor approves the agenda in consultation with the Vice-Chancellor and the Board of Trustees.

8. CLOSE

8.1 The Chancellor thanked Court for their engagement in the meeting and with the University. The Chancellor reminded Court of upcoming meeting dates (further details regarding these to follow in due course):

- 7 May 2021: Court Workshop – Anti-Racism
- 3 December 2021: Annual Meeting of Court 2021

DRAFT

UNIVERSITY OF BRISTOL

Friday 7th May 2021

Professor Hugh Brady (Vice-Chancellor)
(Hannah Quinn – Clerk)

Members

Category 1 – Elected Members

R Barry, T Brewer, C Burns, H Carter, R Dufton, A Ganapathy, S Gilbert, A Glykis, M Liversidge, T Mitchell, M Partington, H Phillips, C Scowen, V Smith, J Thompson, A Waterman-Pearson, L Wilson, M Young.

Category 2 – Nominated Members

R Amos, S Crew, H David, G Ferguson, P Golding, P Hooper, S Jirde, A Kelly, T M, A Raikes, G Richardson, T Smallwood, P Smith, S Stephenson-McGall, H Young.

Category 3 – Ex Officio

M Berry, J Cornish, A Sheng

Category 4 – Additional Members

P Achieng-Kindberg, J Arday, D Brown, M Curtis, S Gordon, H Gyebi-Ababio, L Hoo, A Hussain, L Ismail, V Kisuule, C Lake, R Pitter, Z Shabir, A Shafi, A Thomas, K Woolf.

In Attendance

Senior Team

C Buchanan, E Fay, J Iredale, T Jessop, R Kerse, E Lithander, A O'Grady, L Parr, S Purdy, J Squires, P Taylor.

Board of Trustees

G Bowen, J Boyer, J Cecil, L Fletcher, N Joicey, J Khawaja, O Odubiyi, J Palmer, A Raffel, S Robertson

Deans

J Norman, K Pollman, J Tavare, S Tormey.

Sabbatical Officers

R Kiruri

Elected individuals from UoB staff

H Abulrub, C Baldwin, M Costain, R Ellis-Haque, K France, T Henderson, J Hunt, R Logan, J McAllister, P Mutesva, T Mwarewangepo, E Palk, R Salisu, P Walters, A Williams.

Facilitators

A Birdi, T Brunnock, M Krishnan, J McWilliams, K Meghrawi, K Miller, T Modood, A Monk, J Morley, O Otele, Z Pither, R Scott, P Smart, L Taylor, L Tikly.

Support

M Blackie, H Cole, L Dineen, S Eichhorn, C Gully, A Hatcher, S Johnson, S Marshall, F Morse, D Mulcahy, L O'Shea, A Sahni.

1. WELCOME BY THE VICE-CHANCELLOR

- 1.1 The Vice-Chancellor welcomed members to the meeting, noting the change in arrangements due to the pandemic. Court was thanked for their time and engagement. It was confirmed that no formal business was planned.

- 1.2 A video message from Sir Paul Nurse was displayed to Court. The Chancellor welcomed all members and attendees, including the Chancellors appointed members.
- 1.3 NOTED that the workshop would be led by the Anti-Racism Steering Group, who would facilitate the breakout sessions.
- 1.4 NOTED that no new material declarations of interests had been received.

2. BECOMING AN ANTI-RACIST UNIVERSITY

- 2.1 The Deputy Vice-Chancellor & Provost and Dr Jane Khawaja, Co-Chairs of the Anti-Racism Steering Group addressed Court, on behalf of the Anti-Racism Steering Group and sought Court's challenge, support and input to better develop our plans.
- 2.2 The following points were NOTED:
 - 2.2.1 The commitment of the University to Anti-Racism and the importance for society as a whole to maintain momentum in addressing racial inequality. The commitment to open and respectful dialogue which will enable understanding of why we seek sustained change.
 - 2.2.3 Dr Khawaja spoke to the impact on many members of our community of the Black Lives Matter movement and the toppling of the Colston Statue as well as the disproportionate impact of Covid which had highlighted ongoing inequalities.
 - 2.2.4 That the impact of institutional racism was shown in absence – the absence of black professors, senior leaders and lack of representation on decision making groups.
 - 2.2.5 That the only way to undo racism was to consistently identify and describe it and then dismantle it. That Anti-Racism was not a new concept, but was rooted in action, and taking steps to eliminate oppression of marginal groups.
 - 2.2.6 The importance of confronting our own past and our responsibility to consider the legacy of slavery on our institution. The 2017 petition from students to rename then Wills Building, and research underway by Prof Olivette Otele to understand our history and to inform the Naming workstream.
 - 2.2.7 The University's engagement in the Bristol's Race Task Force, which had positive outputs including the development of a report and support tool which enables anonymous reporting or requests for support, the introduction of a student inclusion team and an employability manager.
 - 2.2.8 The University's 2020 statement on race equality in partnership with Bristol Students Union, which was a call to action for all members of our University community to ensure there is no place for racism at UoB.
 - 2.2.9 The establishment of the Anti-Racism Steering Group, to affect real change and engage the entire community. The challenge of meeting colleagues demands for swift action and the need to balance this with the need to address root causes and enable sustainable change.
 - 2.2.10 The DVC & Provost introduced the six broad workstreams which would be used to structure the break out sessions and summarized the range of activity, aims and outputs for each.

3. BREAKOUT SESSIONS

- 3.1 Court moved into six break out sessions as below:
 - 3.1.1 Governance: The Theme Leads, Tariq Modood, Jason Palmer & Lucinda Parr, hosted the breakout session.

- 3.1.2 Naming: The Theme Leads, Alicia O'Grady & Olivette Otele, hosted the breakout session.
- 3.1.3 Research & Civic Engagement: The Theme Leads, Madhu Krishnan, John McWilliams & Kate Miller, hosted the breakout session.
- 3.1.4 Staff Representation & Support: The Theme Leads, Claire Buchanan, Raeesah Ellis-Haque & Robiu Salisu, hosted the breakout session.
- 3.1.5 Student Representation & Support: The Theme Leads, Roy Kiruri, Zoe Pither, Sarah Purdy & Palie Smart, hosted the breakout session.
- 3.1.6 Teaching & Learning: The Theme Leads, Alvin Birdi, Khadija Meghrawi & Leon Tikly, hosted the breakout session.

The meeting took a short break

4. FEEDBACK FROM THE BREAKOUT SESSIONS

4.1 The Theme Leads, hosted by Co-Chairs, presented feedback from the breakout sessions.

- 4.1.1 Governance: The key points to feedback in relation to recruitment were the importance of clearly defining and measuring skills, the barrier of remuneration, the importance of representation across the University not just at Board level, making the University more inclusive and accessible on a practical level, proactively partnering with groups across the city, intentionally recognizing our privilege, considering our use of data and gaining more input from people with lived experience.
- 4.1.2 Naming: They key points to feedback were the complexity of uncovering our own history, how we can and should commemorate people at the University, ensuring that renaming is about a conversation not a clash of views. Issues also arose around the representation of our workforce and student body, and the accessibility of our campus to members of community.
- 4.1.3 Research & Civic Engagement: The key points fell around three themes, firstly, the importance of having a positive vision for anti-racist research, framing this as an expansive opportunity. Secondly the importance of engaging with the external environment, noting the importance of positioning the University to be able to lobby funding bodies etc. Thirdly acknowledging the importance of co-production with a wide range of partners, experts and actors.
- 4.1.4 Staff Representation & Support: The key points were around the quality of data, particularly around promotion and progression, the importance of retention as well as recruitment, transition and induction for new staff, training and support for line managers and how we can all take accountability and embedding action across the organization.
- 4.1.5 Student Representation & Support: Key points fell around two themes. , firstly the need for a multi-stakeholder approach, co-creating a better future and taking a holistic approach across the student journey; secondly the importance of fostering diverse academic communities. In relation to the first, the importance of intersectionality and taking a multi-generational approach was recognized, along with the value of considering cross sector innovation.

In relation to the second, the group noted the importance of allocation of accommodation to create diverse communities, and the need to consider intersectionality particularly around class and adopt appropriate language support for international BAME students.

- 4.1.6 Teaching & Learning: Key points to feedback included potential productive uses of the Universal City platform, the importance of building on work underway in the City, co-production and creating links. The relationship of Bristol to decolonisation as a global issue and the importance of considering decolonisation as an expansion of the curriculum, not a reductive approach. The need to recognize the contributions of different cultures to all disciplines, and recognize that decolonisation will look different in different disciplines.
- 4.2 The Co-Chairs thanked everyone for their feedback, and noted the rich and absorbing conversations. It was acknowledged that the University will not succeed by working in isolation and that a whole community approach was required to address anti-racism and effect positive change.
- 5. CLOSING REMARKS**
- 5.1 The Vice-Chancellor thanked Court for their engagement in the meeting and with the University. He noted that Court had been reimagined to provide a mechanism to engage with our alumni, the city and wider stakeholders and thanked all for making it a success.
- 5.2 The Vice-Chancellor confirmed that all feedback would be considered by the Anti-Racism Steering Group and incorporated into their plans, which would be fed back to Court and a further update would be provided at the next meeting of Court.
- 5.2 The Vice-Chancellor encouraged Court to complete the feedback form online and reminded Court that the date of the next meeting would be 3 December 2021.

The Anti-Racism Steering Group is pleased to provide an update to Court, further to our discussions at the workshop in May 2021 and feedback received from members. We also provide an update on progress across our workstreams, up to the end of October 2021.

1. Feedback from the Event.

- 1.1 In June 2021, the Steering Group considered your feedback collected after the workshop in May. We noted that although response rates were low, key points included
 - 1.1.1 Positive reception of the workshop overall and the importance of the theme
 - 1.1.2 That participants would have appreciated more time to contribute their thoughts and that discussions had been constrained by time.
 - 1.1.3 That there was a clear appetite for discussions becoming actions and a request for further engagement.
- 1.2 Each workstream provided a summary of feedback gathered. This is provided at Appendix One for your information.
- 1.3 The Group discussed the next steps and actions which they would take forward from the Court Workshop. Each workstream agreed to make contact with the Chancellors Appointed Members who were allocated to their sessions, and offer a smaller, less formal follow up session as desired, organised by each workstream.
- 1.4 Next steps by workstream are provided below:

Governance	<ul style="list-style-type: none"> • Review collection of data to cover more groups, in greater detail to allow disaggregation. • Review essential and desirable characteristics for recruitment of Trustees. • Weight anti-racist recruitment practices further in procurement processes to address privilege of recruitment partners • Review engagement in Governance Apprenticeship Scheme after one year complete • Engage additional workstream co-lead with lived experience, and/or new student co-leads
Naming	<ul style="list-style-type: none"> • Engage directly with interested Court members • Follow up with Deans of Faculties to consider Faculty views in consideration of named Chairs' • Circulate communications plan to stakeholders once complete
Civic & Research	<ul style="list-style-type: none"> • Consider how researchers and the university seek to engage particular communities and whether they are more representative/equitable methods that can be encouraged in guidance. • Consider how researchers and the university communicate the outcomes of research that involves participants so that the impact/reason for limited impact is understood.
Staff Representation & Support	<ul style="list-style-type: none"> • Progress with key areas where feedback reflected areas already identified as needing particular attention. • Continue with the approach to engaging all members of the University in the culture change that is necessary to be inclusive. • Develop a deeper understanding of what is happening beneath the data to understand the differences in employment experience.

	<ul style="list-style-type: none"> • Strive to create a culture of 'belonging' as improving representation is not enough.
Student Support & Representation	<ul style="list-style-type: none"> • The need to break down further when thinking of the student pipeline from UG to PhDs, and the need to appreciate nuance within groups. • Position and platform voices of students, seeking feedback and closing the feedback loops. • Engage with stakeholders and partners in the City/region to ensure needs of students are being met within campus grounds and partnering with the city. • Compulsory learning for all students on being anti-racist, diversity and inclusion. Interventions need to be multi-faceted to address deeply entrenched racism within institutions and society at large. • Engage further with the SU and share leadership in this area.
Teaching & Learning	<ul style="list-style-type: none"> • Develop Universal City concept further to feedback from Court and other stakeholders • Secure ongoing funding to embed Universal City • Link with existing initiatives and resources in the City

2. Progress Highlights

Governance

- Our engagement in the Governance Apprenticeship Scheme attracted 27 applications, with Bristol as the top choice for applicants to the scheme. We have recruited [Freddie Quek](#), who attended his first Board meeting on the 19 November.
- Nominations Committee have considered legal advice and agreed to pursue remuneration of trustees, via an external governance review scheduled next academic year.
- We have recruited two new student co-leads to support the workstream
- We have engaged across the HE sector to share good practice, including as part of an [Advance HE national panel](#) on Board diversity, and engaged with approaches from other Universities.
- By employing a range of positive action measures to improve representation the diversity of our Board of Trustees is now better than the national and sector average as set out below:

Board Representation 2021		
Diversity Monitoring category	HE Sector	University of Bristol
Asian	5.3%	15.8%
Black	2.6%	5.3%
Mixed	2.1%	5.3%
White	89.2%	68.3%

Naming

- We have started consultation with key internal stakeholders, including student and staff networks. We are also testing communications plans with students and networks.
- We have completed our historical and key name research and presented the draft report. This will form part of a public report to underpin the consultation, which will include an overview of our Anti-Racism work, key names, and key steps we are taking as acts of reconciliation. Video interviews will be used to supplement the written report
- We have revised our timeline to ensure that full consultation is incorporated, without significant delays. External consultation will start in the new year.
- We are continuing to develop the framework required to consider the outcomes of consultation including any weighting of responses e.g. to young people and students and the need to be able disaggregate feedback by groups.

Research & Civic

- We are working with existing data sets to identify research, public engagement and civic activity that could be considered anti-racist. A brief survey has been circulated to all staff enabling them to self-identify their research or civic engagement activity as anti-racist and respondents will receive follow-up communication to establish more information, which will be included in the scoping database.
- We are working closely with the Public Arts and Collections teams, and the University Curators group to look at their holdings with an anti-racism lens and further develop with curators the “Decolonising the Collections” project.
- On 4 October 2021, the statue of Henrietta Lacks was unveiled, the first statue of a Black woman to be created by a Black woman in a public space in the UK, created by Bristolian artist Helen Wilson-Roe. Henrietta Lacks died 70 years to the day before this unveiling on 4 October 1951. She died of cervical cancer and, without her knowledge or consent, her cells were taken by a team of scientists in the US to create the HeLa cell line which is used extensively today in Bristol (including in our COVID-19 research efforts) and across the world. The unveiling was broadcast globally and members of Henrietta’s family from the US travelled to Bristol to perform the unveiling. The statue will be used as a focal point to decolonise our life sciences curriculae, work with local schools and community organisations to teach about the story of Henrietta, medical ethics and informed consent.
- Our researchers continue to contribute widely in this area, including leading the project [‘We are Bristol: reparative justice through collaborative research’](#) and chairing the ‘We are Bristol History Commission’. Other projects include a funded project in partnership with Black South West Network (BSWN) looking at the pandemic experiences of those with minoritized ethnicities, the thriving [Research Action Coalition for Race Equality](#) (RACE) is thriving with student research and engagement internships delivering work and a series of engagements with key relevant stakeholders across the city region.
- We continue to explore logistical barriers to partnership work, particularly the kinds of grassroots, community-led and responsive work which our theme often entails. This includes contracts, staff and due diligence processes which can challenge the ability to engage in meaningful civic and international relationships

Staff Recruitment & Support

- We are delivering our careers outreach programme to a range of schools, colleges, alternative education providers and local employability organisations to raise awareness of the employment opportunities available across Professional Services at the University. During 2020/21 we delivered *Discover* sessions to a diverse range of education providers reaching over 1000 young learners, Year 8+, in seven different schools, colleges and education settings.
- We remain committed to using apprenticeships to create career routes across a range of professional services careers at varying entry levels, including Marketing Executives, Data Analysts and Events Assistants. We have recruited 26 trainees at a range of levels under our eXcelBristol apprenticeship scheme and 60% are from ethnic minorities.
- We have removed all personal details such as names from our applications for Professional Services roles to remove any potential for bias in the shortlisting process.
- Improving racial diversity at senior levels remains a priority and we are engaging a range of bespoke positive action activity to address this. Our Elevate development programme was launched in 2020 as a targeted way to improve representation of Black, Asian and minority ethnic women at senior levels. The first cohort of the Elevate development programme has completed and an alumni network has been established.
- We have launched our *Bristol Counts* campaign to improve disclosure rates, particularly in the area of ethnicity as this will enable us to more accurately measure ethnicity pay gaps.
- A new HR Case Management System has been introduced to enhance our ability to track complaints of racism (and other forms of discrimination) and report on outcomes.
- We commissioned training for HR Business Partnering Teams on investigating racist incidents with a specific inclusion of dealing with reports of more subtle microaggressions.
- Over 800 staff have now engaged with our *Disrupting Racism* programme that aims to raise awareness of how each of us must work together to dismantle individual, cultural, and institutional manifestations of racism. We have also joined the 'Union Black: Britain's Black cultures and steps to anti-racism' programme which provides learners with an understanding of the origins and experience of Black British history and culture, as well as a critical appreciation of the concepts of intersectionality and race as a social construct. The course is run by Santander Universities UK in partnership with The Open University and FutureLearn to create an educational learning platform for colleagues and students across all UK universities.
- We have initiated a reciprocal mentoring scheme which pairs staff from Black, Asian and minority ethnic backgrounds with members of the University Executive to mutually share and learn from lived experiences over a six-month period.
- We continue to work collaboratively with all public sector organisations across the city as part of a city-wide approach to collectively tackling race equality issues through our membership of Bristol's Race Equality Strategic Leaders Group and the supporting HR Leaders Group.
- An Annual Staff Inclusion [report](#) has been presented to the Board recently, which you may find interesting and has further detail on our whole approach.

Student Recruitment & Support

- We have continued to focus on the awards Gap affecting Black, Asian and minority ethnic students at the University of Bristol. The University of Bristol set nine targets for our performance which were agreed by the OfS, of which three relate to ethnicity. These include targets to increase recruitment of Black and Asian students and to close the awards gap by 2025.
- We are continuing to make progress on the measures to recruit more Black and Asian students in our undergraduate intake. 8.3% of our 2020 intake were Asian students. This is above 2019's 7.1% and our target for the year of 7.5%. 2.9% of our 2020 intake were Black students. This is above 2019's 2.4% and our target for the year of 2.8%. These improvements have been made through targeted interventions and outreach.

Intake		
	Number	Percentage
2016/17	654	14.5%
2017/18	735	16.0%
2018/19	746	15.7%
2019/20	848	17.0%
2020/21	1069	19.5%

Table 1. Recruitment of Black, Asian and Minority Ethnic undergraduate students

- Our Access and Participation Plan 2020-25 includes a target to eliminate the awards gap by 2025 and we are making good progress against this target as set out below. If we continue to make progress at the current rate we will meet our target to eliminate the gap by 2025-26. Our awards gap is half the sector average.

	2017-18	2018-19	2019-20	Yearly milestones				
	Performance (baseline)	Performance	Performance	2020-21	2021-22	2022-23	2023-24	2024-25
Percentage difference in degree attainment (1st and 2:1) between BAME and White students.	7pp	6pp	5pp	6pp	5pp	4pp	2pp	0pp

Table 2. Progress against APP attainment target

- We have commissioned new research into the experience of our Black, Asian and minority ethnic students from an external independent research provider specialising in education and work with young people. This research will focus on the experience of Home Undergraduate Black, Asian and minority ethnic students and explore their interactions with the interventions and perception of change since similar research in 2016/17. The research and recommendations will help inform us to develop the next stage of activity to better support and address the challenges which affect our Black, Asian and minority ethnic students.
- We have also received a comprehensive overview of recruitment activity in relation to Black, Asian and minority ethnic students and the group were content and supportive of the approach.
- The reporting [webpages](#) on the UoB website have been updated in line with student feedback - this work is ongoing but good progress has been made

Teaching & Learning

- This academic year, we are working with 13 schools (approximately 50%) to progress decolonisation work with their curricula. A workshop will bring Schools together to prepare action plans for the year and the workstream will work to help guide their activities. We plan to culminate this activity by showcasing it in an end of year Conference in June.
- We are working on developing an edited collection with Bristol University Press on practical decolonisation to be completed by Summer 2022. There are 6 substantive chapters with a monthly seminar series to present and develop each one. Each seminar will deal with a specific aspect of decolonising work in the University and each will be co-facilitated by a team comprising staff and students.
- As part of a funded project, we are working with three schools to develop a qualitative & quantitative evaluation framework for measuring progress in decolonising the curriculum. We hope that this work will help our work with Schools generally. We have also developed quick guides for decolonisation in a range of subject areas which will provide introductions to decolonisation and will link out to more in-depth resources.
- We have recruited a student fellow who will be working with us to ensure that we partner with students throughout all of our work.
- We have also discussed areas for decolonisation work within professional services divisions will explore these more fully.
- We continue to develop and promote the Universal City platform as well as developing plans for a Phase Two project within either our Curriculum Enhancement Programme or Student Experience Programme.
- The Anti-Racism Steering Group is now receiving regular updates from Schools & Faculties into their own initiatives and plans.

Race Equality Charter Writing Group.

- We have introduced a new workstream to support our submission for the Race Equality Charter. The Race Charter aims to improve the representation, progression and success of minority ethnic staff and students within higher education.
- Through the work of the ARSG we have already made significant progress against the requirements of the Charter. Positioning completion of the Race Charter application in this way demonstrates that it is part of a much broader process of widespread cultural and structural change.
- Under the new workstream, a small group will ensure that the institutional submission progresses in line with our commitment to submit by 28th July 2022. We have launched student and staff surveys and results will be used to help prioritise key areas to address, facilitate the self-assessment process and compile an action plan to help measure our progress long-term in achieving racial equity.

Appendix One: Breakout Session Feedback

1. Governance

- Although training is important, there are many well qualified people in the City who are able to carry out Trustee roles already, and we need to access these people. References to training can be condescending.
- The need for young people to see role models on Boards and in decision making. The importance of recruiting senior staff from underrepresented backgrounds and the impact on governance and decision making – for example UEB is not representative.
- The need to simplify access to the University including observer status, or honorary membership to engage people from the community. The accessibility of recruitment and procurement systems.
- The need to build brand awareness of the University across the City, and have a presence elsewhere in the city and work with communities.
- Are we advertising in the right way/right places? Recognise the importance of utilising existing networks and local contacts to promote opportunities. Consider whether the language we are using in recruitment is off-putting or impenetrable.
- Concerns raised on the appropriateness of the Governance Apprenticeship Scheme, and the potential for inequality. There are plenty of Black, Asian and minority ethnic candidates who are able and qualified.
- Consider the privilege of the recruitment partners we work with and their access to Black, Asian and minority ethnic communities. The importance of working with people who have a track record and a passion for equality rather than big firms.
- The importance of being able to evaluate the recruitment process and assess skills in a fair way. Consider how we assess the skills of people with different experiences. Consider the use of unconscious bias training, anonymous applications and the need to have proportionate representation on all decision-making bodies. The key issue is to drill down to what skills are really needed and be intentional about increasing diversity.
- The importance of seeking feedback from people with lived experience and asking them what would encourage them to engage.
- The need to improve the collection of data - to have a wider data set, and more categories to consider.
- There was broad support to pursue the remuneration of Trustees.

2. Naming

The naming workstream was a challenging but productive discussion. It is clear that members of Court – like our community – hold views along a broad continuum, from those who see renaming as erasing history to those who see it as a way of making our spaces safer, more welcoming and representative of the voices of our city. Others see renaming as a path to recontextualising the past, and an opportunity to reinterpret why and how decisions around renaming were taken.

Importantly, in relation to the Wills family name, strong views were expressed, with some alumni and staff members of Court viewing a renaming as disparaging individuals who were not directly tied to the slave trade.

3. Research & Civic Engagement

- Concern that researchers might consider being identified as conducting anti-racist research as risky in career terms, but potential to frame this as an opportunity.

- Some concern that researchers might consider a requirement to conduct anti-racist research as a constraint on research.
- Desire for UoB to visibly advocate for inclusivity.
- Desire for more research that comes directly from the community.
- Desire for more say in what is researched, particularly where that research has the potential to be used by/on the community in question.
- Desire to unsettle knowledge systems by looking at indigenous knowledge and by involving the community in research.
- Belief that change requires structural barriers and incentives to change, so change has to be fostered upstream, and lobbied for by UoB into funding bodies, publishers, REF Research Environment assessment and UoB internal processes (vs academic autonomy).
- Questions about how UoB currently seeks to engage with communities, and concern that a tendency to approach individual “community leaders” as representatives has exclusionary results.
- Broader concern that research doesn’t always involve the communities who are affected by it, nor directly address their needs. Any resulting benefits can be difficult to perceive and/or slow to take effect. Achieving change might require action that is beyond the scope of the University and can be framed as support for the pursuit of research impact.

4. Staff Representation and Support

- **Data:** Although data was shared to support our session it was acknowledged that there were currently limitations in terms of what we could monitor in relation to our staff. This was particularly relevant to tracking how staff progress over the course of their career and to having a deeper understanding of retention. There was a general acknowledgement that quantitative data collection and analysis could be improved. It was recognised that there was a need to introduce ways of measuring staff experience more effectively through the development of cultural indicators.
- **Training:** There was a shared recognition of the importance of ensuring all line managers – particularly those from academic or technical backgrounds – were equipped to manage a diverse range of staff. It was also vital to ensure that managers and leaders at all levels across the University are able to role model and demonstrate inclusive behaviours and to embed inclusion into everything that they do. It was acknowledged that managers play a vital role in building an inclusive culture and it was essential that they fully understood their responsibilities in this area. Inclusive leadership from the very top of the organisation was also highlighted as a powerful way to influence culture.
- **Accountability:** Linked to the discussion around training for managers, the importance of embedding inclusion across the entire organisation was highlighted. It was recommended that we consider establishing a robust framework for accountability and ownership around equality, diversity and inclusion. This should not only apply to leaders and managers, but to every member of our University.

5. Student Representation and Support

- The importance of fostering a sense of belonging in accommodation/halls and considering this in allocation of accommodation. Need to strike balance with integration into the main student body, giving students taste of what is out there and being located with students they feel have a shared experience with.

- Schools are a primary place for fostering a sense of belonging – through engagement, retention, and the way that teaching happens. The importance of being able to engage with academic content which comes from different backgrounds to foster a sense of belonging. Useful reference: Project 2008-2017 Student Retention & Success Paul Hamlyn Foundation and HE Academy.
- The need to consider intersectionality and the issue of class and the impact on students including the wider WP agenda. Need to consider how many of our staff come from privilege in its different forms. We need to acknowledge that majority of staff lecturers and students come from 'privilege'. How do we monitor and challenge what is taught? This has interface with staff recruitment.
- A key issue in belonging is that Black and Asian students don't see role models in faculty staff. UG students not feeding through to PhD research therefore not becoming staff into first place. We need to take a multigenerational approach from preschool to attract Black, Asian and minority ethnic students into subject areas such as science. Universities can play key part in their outreach.

6. Teaching & Learning

The Teaching & Learning workstream was a productive discussion. It is clear that members of Court – like our community – had a strong enthusiasm for the initiatives discussed. We were challenged to consider duplication of effort across the City, and to consider whether we should link with existing work first, rather than creating new approaches. The Universal City concept as demonstrated was supported by Court members, and this will be developed further.