

Senate

**Minutes of a meeting held on Monday 4th July 2022
1330 to 1630 hrs, 80MS02 and remotely (via MS Teams)**

Ex-officio members:

President & Vice-Chancellor
 Chair: Provost & Senior Vice-President
 Pro-Vice-Chancellor, Academic
 Pro-Vice-Chancellor, Research & Innovation
 Pro-Vice-Chancellor, Executive Dean (FASS)
 Pro-Vice-Chancellor, Executive Dean (FEPS)
 Pro-Vice-Chancellor, Executive Dean (FHMS)
 Vice-President, External Engagement
 Associate Dean, Education (FASS)
 Associate Dean, Education (FEPS)
 Associate Dean, Education (FHMS)
 Associate Dean, Research & Innovation (FASS)
 Associate Dean, Research & Innovation (FEPS)
 Associate Dean, Research & Innovation (FHMS)
 Dean International
 Chief Student Officer
 Academic Registrar
 Joint Interim CSO and Head of Employability & Careers
 Director of Surrey Institute of Education
 Director of Library & Learning Support Services
 Director of Research & Innovation Services
 Director of Research Strategy
 Director of Innovation Strategy (Incubation & Enterprise)
 Director of the Doctoral College
 President of the Students' Union
 VP Voice of the Students' Union

Professor Max Lu
 Professor Tim Dunne
 Professor Osama Khan *
 Professor David Sampson
 Professor Bran Nicol (Interim)
 Professor Bob Nichol
 Professor Paul Townsend
 Mr Patrick Degg
 Professor Emma Mayhew
 Professor Esat Alpay
 Professor Rhys Jones
 Professor Rachel Brooks
 Professor Julie Yeomans
 Dr Dan Horton
 Professor Amelia Hadfield
 Vacant
 Mr Adam Child
 Ms Frances Gow
 Professor Naomi Winstone
 Mr Paul Johnson
 Mrs Saniyah Testa
 Dr Alexandra Lewis *
 Mr Will Lovegrove
 Dr Kate Gleeson
 Ms Ajay Ajimobi
 Ms Megan Simmons *

Nominated members:

| | | |
|-------------------------|-----------------------|------------------------------|
| FASS | FEPS | FHMS |
| Dr Joshua Andresen * | Dr Lewis Baker | Professor Jo Armes * |
| Professor Karen Bullock | Professor Tom Bridges | Professor Thorsten Barnhofer |
| Dr Doris Dippold | Dr Philip Jackson * | Dr Surinder Soond * |
| Dr Bora Kim | Dr Tan Sui | Dr Dynatra Subasinghe |

In Attendance

Mrs Beth Herbert (EH), Secretary
 Mr Vib Baxi, on behalf of University Council

* indicates member not present

1. Introductory Items

1.1 Welcome / Apologies for Absence

- .1 The Chair welcomed everyone to the fourth meeting of Senate for the current academic year. The Chair further welcomed Frances Gow (joint interim CSO and Head of Employability & Careers). The Chair also acknowledged that we have one observer in attendance, Vib Baxi, from the University Council.
- .2 Apologies were received from Joshua Andresen, Jo Armes, Philip Jackson, Osama Khan, Alex Lewis, Megan Simmons and Surinder Soond.

1.2 Approval of minutes of meeting on 26th April 2022

- .1 The minutes of the Senate meeting held on 26th April 2022 were approved as a true and accurate record of the meeting.

1.3 Vice-Chancellor's Report to Senate

RECEIVED PAPER 21/SEN/55

- .1 In addition to the above paper, which was taken as read, the Vice-Chancellor made the following comments and observations:
- REF 2021 results have been announced; work is now underway with respect to lessons learned and how we can improve our impact;
 - The NSS 2022 results are due out later this week;
 - The University has announced that a School of Medicine will be established. The school will offer an accelerated four year Bachelor degree course and will welcome its first cohort in 2024.
 - The Higher Education (Freedom of Speech) Bill is causing much debate between the sector and the Government. The UUK has published an open letter telling Ministers they have "crossed a line" on institutional autonomy and on sending the wrong signal that the Racial Equality Charter is not important. The Bill also includes the requirement for universities to declare any gift over £75k from foreign sources outside NATO and the European Union.
 - The Association to Horizon Europe is looking more like "non-association" and a Plan B will soon be implemented. This will be an alternative UK only fund. Investigators can invite EU collaborators to participate in projects however no money will cross borders.
 - BEIS will release three reviews shortly; Adam Tickell Review (on bureaucracy/red tape), Paul Nurse Review (on the innovation ecosystem) and the David Grant Review (on UKRI).

1.4 Chair's Action/Business

RECEIVED PAPER 21/SEN/56

- .1 The Chair advised members that Chair's Action had been taken on 15th June 2022 to approve the Safety Net Policy for SII-DUFE students in 2021/2022 due to the ongoing COVID lockdown.

2. Items for Approval

2.1 University Regulations 2022/2023 – Amendments and Additions

RECEIVED PAPER 21/SEN/57

- .1 The Academic Registrar prefaced the discussion by noting that most of the inspiration for the proposed regulatory changes for 2022/2023 had come from feedback from academic staff and students and from professional services involved with the Seamless Student Journey programme. Some of the proposed changes are regulatory while others provide clarity or consistency. The paper was taken as read, but the Academic Registrar highlighted the following:
- B1 Regulations for Extenuating Circumstances (ECs)
 - Moving from three self-certified applications for ECs per year to one per academic semester and a further EC available in the Late Summer Assessment period (para 20);
 - Proposing a standard approach to extension dates to coursework deadlines to either 5 or 10 University working days (para 25);
 - There remains an issue around the ability of a student to withdraw an EC once they have submitted (para 5). The Students' Union had raised concerns with the proposals that had been considered at QESC and UEC identifying scenarios where it could be seen to be disadvantaging students. Further discussions are underway and the outcome of those discussions will be considered and approved by a University Education Committee Convened resolution for recommendation to Senate during late July 2022.

- B2 Regulations for Academic Integrity
 - Providing better guidance on poor academic practice (para 14);
 - Introducing a new section on concurrent cases of academic misconduct (para 23);
- Informed by process work undertaken as part of the Seamless Student Journey programme, the introduction of minor amendments to the Student regulations (part B of the Quality Framework). These relate to adjusting the constitution of some University panels to allow a more proportionate and efficient approach to decision making.

.2 The Chair invited comments, and the following observation was made:

- The SU President confirmed that discussions were ongoing with the new sabbatical team with respect to B1 Regulations para 5. It was suggested that it might be useful to re-instate or bring back some form of the Regulations Working Group whose membership included the SU as this would allow opportunities to review and discuss proposed regulations at an earlier stage. In terms of the proposed regulatory changes, the SU President noted that following the recent meetings with the Academic Registrar and the PVC Academic, the SU suggested changes have been enacted and the SU supports the presented proposal.

.3 Senate APPROVED the proposed amendments and additions to academic and student regulations for implementation in the 2022/2023 academic year. It was noted that Senate will receive a further proposal relating to B1 Regulations para 5 (the ability of a student to withdraw an EC once they have submitted); approval via Convene resolution will be sought during late July 2022.

2.2 Degree Outcomes Statement 2022

RECEIVED PAPER 21/SEN/58

.1 The Academic Registrar presented the Degree Outcomes Statement with data analysis based on the 2020/2021 academic year. This was the third year that this report was produced in line with the published sector guidance. Since 2016/17, the proportion of Good Degrees (1sts and 2.1s combined) at FHEQ level 6 has varied between 79.3% and 84.7%. Over the past two years, the impact of COVID and the introduction of Safety Net policies has contributed to a modest increase in 1sts and Good Degrees in each of the last two years of reporting.

.2 The Chair invited comments, and the following observations were made:

- In terms of our proportion of Good Degrees, Surrey lies around mid-table nationally; we are no longer an outlier at the top of the national statistics. Our unexplained grade inflation, based on the OfS interpretation, ranks us around mid-table as well; this is possibly due to the Safety Net policies over the past two years. It was anticipated that a slight reduction in Good Honours could occur in future years as cohorts with the safety net completed their awards.
- At the recent Senate Progression and Conferment Executive (SPACE) meeting, with specific reference to grade inflation or deflation, there was very little difference noted in the performance between exams taken online and exams undertaken face-to-face.
- It was noted that students who generally complete a Foundation Year have strong outcomes and progress to the first year of a Bachelor's programme. It was noted that there was discussion at the sector level regarding the funding arrangements for Foundation Year programmes.

.3 Senate ENDORSED the Degree Outcomes Statement 2022 and RECOMMENDED it to Council for approval. The Statement will subsequently be published on the website in late July 2022 and updated annually.

2.3 Update on the FEPS Reorganisation

RECEIVED PAPER 21/SEN/59

- .1 The Pro-Vice-Chancellor, Executive Dean of FEPS (PVC, ED (FEPS)), Professor Bob Nichol, prefaced the discussion by noting that the journey to the “school” structure had begun in 2019. Much consultation has been undertaken over the last few months including informal workshops, formal consultations, and discussions with the Faculty (and University) Senior Management Teams. One of the major guiding principles is to seek efficiencies of work and provide a bigger critical mass of people to support the required functions in the school. FEPS has been moving towards a structure of five schools, bringing together similar departments and disciplines. It is noted that (i) the schools are in different phases of evolution as some were formed two years ago while others are forming for the first time, and (ii) it is important for staff (and students) to keep their identity.
- .2 The PVC, ED (FEPS) briefly summarised each of the five schools and their related leadership teams as outlined in the paper. The proposed changes are scheduled for soft launch on 1st August 2022; this will involve changes to financial, HR and IT services as well as changes to the senior leadership teams in affected schools. It is anticipated that additional changes to operational and organisational elements of each school will be taken forward by the appointed Heads during 2022/23, with final structures in place by summer 2023. The PVC, ED (FEPS) took the opportunity to formally record his thanks to the Heads of Departments for Mathematics, Physics, Civil & Environmental Engineering and the Centre for Environment and Sustainability for leading and bringing their senior teams together throughout the various conversations.
- .3 The Chair invited comments, and the following observations were made:
 - The move to the school structure is all about synergising disciplines and growing inter-disciplinary research whilst ensuring an efficient and effective operation.
 - It was noted that the job title for the Director of Research would be updated to Director of Research and Innovation.
 - The school leadership teams are slightly different. For example, in the School of Sustainability, Civil and Environmental Engineering, there is no Director of Research and Innovation because the Director of the Centre for Environment and Sustainability is a research heavy role. In the School of Chemistry and Chemical Engineering, each of the Deputy Heads of Schools will also hold the role of either Director of Learning and Teaching or Director of Research and Innovation.
 - The school structures are completely independent of and do not replace the two pan-University institutes.
 - At school level, support to staff and students is provided.
 - The school structures also provide more opportunities for staff leadership.
 - It is heartening to see that not only has FEPS managed to create change quickly and through broad consultation, but also that evolution and identity are important.
- .4 The Chair concluded by noting the discussion regarding organisation change in FEPS was very positive and supportive. The change is about getting more effective and efficient with the existing workforce, and putting into place a simple model that can be understood by everyone.
- .5 Senate APPROVED the new school structure and names from 1st August 2022.

2.4 Captured Content Procedure

RECEIVED PAPER 21/SEN/60

- .1 The Director of the Surrey Institute of Education, Professor Naomi Winstone, prefaced the discussion by noting that the proposal had been subject to extensive consultation. There were four reasons behind the update:
 - (i) To update the Policy to a Procedure in line with the new Procedure for Policies and Procedures (PoPP);
 - (ii) To bring more consistency across approaches to captured content for students and staff;

- (iii) To recognise the learning from hybrid education; to continue to offer live captured independent and guided learning, and to continue to offer recording of synchronous live lectures, and
- (iv) To align the procedure with *Guidance on Learning and Teaching Provision for 2022/23*, thus decommissioning school/departmental level policies.

It was noted that there is enough flexibility within the stated principles to allow a local tailored approach.

- .2 Senate ENDORSED the Captured Content Procedure and RECOMMENDED it to Executive Board for approval.

3. Matters for Discussion

[Change to published agenda order]

3.3 Responsible Use of Research & Innovation Metrics; Statement of Principles

- .1 The Pro-Vice-Chancellor, Research & Innovation (PVC, R&I) prefaced the discussion by noting that we have had a responsible use of metrics statement since 2017. We developed an implementation plan in 2021 which sets out how we would achieve our responsible use of metrics. More recently, to further refine and make more transparent what we do, we created an over-arching statement of five principles (merit, context, plurality, transparency and knowledge) which set out how, as an institution, we are going to deal with our responsible use of metrics. At the last meeting of Senate, members agreed that the University of Surrey should become a signatory of DORA to underpin the University's commitment to the responsible use of research metrics.
- .2 The Chair invited comments, and the following observations were made:
 - It was not clear what added value there is with this statement. Can we not simply say we have signed DORA and therefore we will oblige by DORA? It is more about UK policy context, being consistent with the principles of DORA, and being equally clear on what our principles are.
 - The VC chairs the National UK Forum for Responsible Research Metrics that advocates for the responsible use of research indicators (consistent with the DORA principles). We should look to have a high level simple statement on the web in one place which says we are a signatory to DORA and we subscribe to the principles, and what it means in practice for institutions and for researchers. The University of Bristol statement was referred to as an example of a clear and simple statement.
 - The importance of plurality as a principle was mentioned – a portfolio of indicators of research quality across a range of data sources offers a fairer and more holistic insight into research activity and impact. There is a widespread realisation at Surrey that we should not assess staff based on one metric.
 - It was noted that we have a proliferation of action/implementation plans (e.g. the Concordat, Athena SWAN, the 85 Plan) which could be rationalised under one umbrella about academic and research culture. We need to remove overlap and consider prioritising a few key actions that everyone can remember.
- .3 The Chair concluded the discussion by noting there is widespread agreement on over-arching principles that are largely captured by DORA. As the Vice-Chancellor had argued, the next stage is to connect these principles to our policies and procedures in relation to hiring, promotion, appraisals etc. Senate needs to take on board this steer from the Vice-Chancellor and connect norms around responsible metrics to the Optimising Academic Achievement workstream. In other words, we look at actual practices and ensure they are aligned with key principles; such an approach maximises the University's chances of providing clear advice/guidance to academic staff and supervisors. As this

work is on-going, the principles should not be published on the website. Members were reminded that Senate previously agreed that the University should become a signatory of DORA.

3.4 HR Excellence in Research Award and the Concordat to support the Career Development of Researchers (Researcher Development Concordat)

- .1 The Director of the Doctoral College (DDC) opened the discussion by noting that the HR Excellence in Research Award (HREiR) and the Researcher Development Concordat (RDC) are strategically important to the University, and very important for our reputation in many aspects. The Doctoral College leads on this area of work but works very closely with a range of key stakeholders across the University. We have held HREiR accreditation for 12 years and this is revisited every two years; it is an international initiative which demonstrates an organisation's commitment to supporting early career researchers. The University became a signatory to the Researcher Development Concordat in October 2020; this supports the career development of research staff. The paper was taken as read, but the DDC highlighted three areas:
 - (i) The opportunities to link the work of other strategic workstream together to get a "golden" thread weaving its way across the workstreams to focus on research careers and to focus on improving the ECR experience and opportunities and investing in researchers;
 - (ii) The opportunity for teams across the University to come together and allow us to align action plans to reduce complexity; in turn, this allows us to focus on actions that can make a difference;
 - (iii) Employment and career building opportunities for ECRs. Surrey established specialist career consultants some years ago whose focus is on ECRs and PGRs.
- .2 The Chair invited comments, and the following observations were made:
 - In terms of the HREiR Action Plan for 2022-24, we have gone through a long process of consulting broadly and deeply to ensure we have captured everything we already do. Is there an easy way to capture the 10-20% "extra/new commitments" we need to do because of the Concordat rather than list everything?
 - A minority of people have a deep understanding of what support ECRs need but the wider question is how do we ensure that the supervisory staff have that same understanding? We need to find ways to advise and support people inside academic areas to support their researchers. If there are knock-on effects to professional services areas/functions, we need to ensure they understand the requirements.
 - In terms of training, we should focus our efforts on those people who need training rather than train everyone.
- .3 The Chair summarised the discussion by noting that Senate is in broad agreement with and ENDORSES the principles of the presented framework. As the paper will be noted at Council before being published on the University website, it was AGREED that the Concordat be simplified so that staff can access a concise summary detailing any new commitments/recommendations that are deemed to be of importance rather than include a large number of business as usual actions.

3.2 Student Engagement and Plan for Student Engagement 2022/2023

- .1 The Associate Dean, Education (FASS) (ADE, FASS) gave a presentation, "*Seven Point Plan to Improve Student Attendance from September 2022*". Not unlike the national picture, it was reported that student attendance at scheduled teaching sessions in Semester 2 this academic year has dropped off. Attendance rates differ from module to module across the Faculties; this can have an effect on (i) staff morale (who may need to adjust active learning sessions), (ii) students who turn up and feel their "experience" has been affected due to lack of other students, and (iii) the wellbeing, attainment and experience of those who do not turn up. This may be attributed to the continuing fall out from COVID but it also can affect our NSS, progression and completion rates. Following much discussion in the community, with the Students' Union and with the Education Leadership Team, a seven point plan to improve attendance has been created for September 2022.

- .2 The presentation continued with the ADE, FASS outlining:
- (i) The results of the research that had been undertaken (top three drivers for non-attendance were timetabling, online learning and COVID/ health-related concerns; top three drivers for attendance were to do well, to see friends and to use the Library).
 - (ii) What others in the sector were doing.
 - (iii) Communication (using key, positive messages when communicating with students, especially during Welcome and Returners Weeks, and reworking existing messaging in handbooks).
 - (iv) MySurrey Engagement (available from September; empowering students by giving them data to reflect on their engagement).
 - (v) Student Support (mapping out an end to end process showing what actions should be taken and when, to ensure clarity and consistency in how we support students).
 - (vi) Exploring whether we can change any current practices.
 - (vii) Opportunities for flexibility in timetabling (for example, can we cluster core/compulsory modules to one day to bring students together?).
- .3 The Chair invited comments, and the following observations were made:
- Are there spaces available on Manor Park for students to get together? Heart & Soul is under renovation, and when it becomes available later this year, it will house a food outlet and work/study space.
 - We need to encourage our students to return to campus. Some of our common rooms are being refreshed; we are talking to students to see what they want to see in those rooms (eg, coffee machines, pool table, lockers etc).
 - COVID had a particular effect on overseas students. Due to late arrival points (necessary due to travel restrictions), It proved difficult to engage students who joined at these latter stages.
 - The MySurrey dashboard is a fantastic idea and staff are looking forward to that launch.
 - Providing clarity with clear guidance for personal tutors is also welcome. If we don't see a student, the Personal Tutor should be the first point of contact to follow up with supportive, positive conversations.
 - Community building is important; we want to build students' intrinsic motivation rather than extrinsic motivation. We can also design teaching and learning activities that emphasise timetabled sessions 'value added', i.e. students get something they can't get elsewhere,
 - Are the costs of travel a factor for lack of attendance? The research showed that some students identified the cost of travel as a reason but it is down the list. Students have access to apply to the Student Hardship Fund.
- .4 The Chair concluded the discussion by noting the strong support from members on the various initiatives. We need to activate the community – not only by trying to reset to pre-COVID, but also in re-imagining ways to get students back on campus.

3.1 Senate and its Format/Structure

- .1 This item has been deferred to the first meeting of Senate in 2022/23.

[Return to published agenda order]

4. Items to Note

4.1 Education & Student Experience Report to Senate RECEIVED PAPER 21/SEN/63

- .1 Senate NOTED the report.

4.2 Research & Innovation Report to Senate

RECEIVED PAPER 21/SEN/64

- .1 Senate NOTED the report.

4.3 Senate Sub-committee Minutes

4.3.1 University Education Committee Minutes, 7th June 2022

RECEIVED PAPER 21/SEN/65

- .1 Senate NOTED the unconfirmed minutes.

4.3.2 University Research and Innovation Committee Minutes, 23rd May 2022

RECEIVED PAPER 21/SEN/66

- .1 Senate NOTED the unconfirmed minutes.

5. Closing Items

5.1 Any Other Business

- .1 The Chair thanked members of Senate for their contributions over the past year. On behalf of Senate, the Chair warmly thanked Ajay Ajimobi (outgoing SU President) for her hard work (and that of the Sabbatical Team) over the past year; Julie Yeomans (ADRI, FEPS) who retires this summer after 34 years at Surrey; and the three academic representatives whose term comes to an end in late August (Doris Dippold from FASS, and Jo Armes and Thorsten Barnhofer from FHMS). The Chair also thanked Vib Baxi for observing the meeting.

5.2 Dates of next Senate meetings

24th October 2022, 1330 to 1630 hrs

17th January 2023, 1330 to 1630 hrs

27th April 2023, 1330 to 1630 hrs

28th June 2023, 1330 to 1630 hrs

/eh