



SENATE

MINUTES AND ACTIONS – APPROVED BY SENATE

1 NOVEMBER 2023- 14:00-17:00 - MICROSOFT TEAMS

NB text in BLACK is for publication; text in BLUE will be redacted for publication.

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ATTENDEES *(listed according to the membership as detailed in [Ordinance 20](#))*

- a) **Chair: Professor Lisa Roberts, President & Vice-Chancellor**
- b) Professor Dan Charman, Senior Vice-President & Provost
- c) Professor Krasi Tsaneva-Atanasova, Vice-President & Deputy Vice-Chancellor, Research and Impact
Professor Tim Quine, Vice-President & Deputy Vice-Chancellor, Education and Student Experience
- d) Professor Rob Freathy, Dean for Taught Students
Professor Andrew McRae, Dean for Postgraduate Research and of the Doctoral College
- e) Professor Alex Gerbasi (ESE)
Professor Gareth Stansfield (HASS)
- f) Professor Jo Bowtell (HLS)
Professor Anni Vanhatalo (HLS)
Professor Li Li (HASS)

- Professor Adam Watt (HASS)
 Professor Dave Hosken (ESE)
- g) James Hutchinson, Director of Education Services and Student Experience
- h) Professor Claire Hulme (HLS)
 Professor Jon Mill (HLS)
 Professor Joanne Smith (HLS)
 Professor James Wakefield (HLS)
 Professor Mark Wilson (HLS)
 Professor Fiona Cox (HASS)
 Professor Clair Gammage (HASS)
 Professor Rebecca Langlands (HASS)
 Professor Jane Milling (HASS)
 Professor Tina Phillips (HASS)
 Professor Mat Collins (ESE)
 Professor Tim Harries (ESE)
 Professor Dave Hodgson (ESE)
 Professor Enrico Onali (ESE)
 Professor Ion Sucala (ESE)
 Professor Nicola Thomas (ESE)
- i) Dr Safi Darden (HLS)
 Dr Andrew Griffiths (HLS)
 Professor Ruth Garside (HLS)
 Dr Ioanna Kapantai (HLS)
 Professor Karen Knapp (HLS)
 Dr Samuel Pollard (HLS)
 Dr Maisha Reza (HLS)
 Dr Abby Russell (HLS)
 Professor Daniel Fountain (HASS)
 Professor David Jones (HASS)
 Anna Kiernan (HASS)
 Professor Anna Mountford-Zimdars (HASS)
 Professor Fabrizio Nevola (HASS)
 Professor Sue Prince (HASS)
 Professor Clare Saunders (HASS)
 Professor Linda Williams (HASS)
 Professor Clare Saunders (HASS)
 Professor Barrie Cooper (ESE)
 Professor Adam Feldman (ESE)
 Dr Sarah Hodge (ESE)
 Professor Ilke Inceoglu (ESE)
 Professor Tim Naylor (ESE)
 Professor Christine Parkin Hughes (ESE)
 Dr Sharon Strawbridge (ESE)
 Professor Ben Zissimos (ESE)
- j) Mike Shore-Nye, Senior Vice-President and Registrar & Secretary
- k) Karen Glide, Academic Director, INTO

- l) Alex Stanley, Education Officer, Students' Guild
 Pip Shaw, Student Living Officer, Students' Guild
 Rhys Wallis, Societies and Employability Officer, Students' Guild
- m) Connie Chilcott, SU President Exeter

IN ATTENDANCE:

Totty Brobyn	Committee Secretariat Administrator (Minutes)
Jeremy Diaper	Assistant Director (Governance)
Eloise Norris	Governance Coordinator
Imelda Rogers	Executive Divisional Director of Human Resources
Alison Chambers	CEO, Students' Guild
Roscoe Hastings	Director of Teaching Excellence and Enhancement <i>(for items 6-8)</i>
Charlotte Jiggins	WIC Project Manager <i>(for item 9)</i>
James Anthony-Edwards	University Librarian <i>(for item 15)</i>

APOLOGIES:

Professor Martin Siegert, Vice-President & Deputy Vice-Chancellor, Cornwall
 Dave Stacey, Chief Financial Officer and Executive Divisional Director of Finance, Infrastructure and Commercial Services
 Professor Richard Follett, Vice-President & Deputy Vice-Chancellor, Global Engagement
 Professor William Gaze (HLS)
 Professor Sallie Lamb (HLS)
 Professor Nick Stone (ESE)
 Professor Naomi Sykes (ESE)
 Emma de Saram, President, Students' Guild

ACTIONS AND DECISIONS

MINUTE	ACTION	LEAD
3.4	That a deep dive into the future of Artificial Intelligence would be scheduled in the second half of the academic year.	Senior Vice-President & Registrar and Secretary
7	Vice-President and Deputy Vice-Chancellor (Education and Student Experience) to explore the possibility of undertaking an external review into Assessment and Feedback.	VP and DVC (Education and Student Experience)
7	Professor Andrew McRae to share best practice in increasing sense of student belonging in the PGR community to help inform further enhancements to the PGT student experience	Dean of PGR
10	The VP & DVC (Research and Impact) to review the institutional Ethics structure and levels of resource across the University.	VP and DVC (Research and Impact)

12	Professor Dave Hosken to share names of academics with experience of high-profile academic misconduct cases to Deputy Vice-Chancellor (Research and Impact)	Professor Dave Hosken
14	Director of Education and Student Services to look into how to obtain data around library use.	James Hutchinson

1. Chair's introduction and Declarations of Interest

- 1.1 The Chair welcomed Senators to the meeting, particularly the new members, including the new student sabbatical officers.
- 1.2 There were no new declarations of interest in relation to the agenda items.

2. Minutes from the meeting of 21 June 2023 (SEN/01/23-24) and Matters Arising.

- 2.1. The committee **APPROVED** the minutes of the meeting held on 21 June 2023 and noted that outstanding actions from the June meeting were in progress.
- 2.2. The Senior Vice-President and Registrar & Secretary issued a call for Senate representatives (two for Education Board and two for the Postgraduate Research Board), all for a term of two years. Senators were warmly invited to volunteer themselves for one of the four available positions and requested to email their interest to the Senate Secretariat (senate@exeter.ac.uk).
- 2.3. Senators were also invited to put themselves forward to be added to a list of volunteers from which selected individuals would be invited to sit on academic recruitment panels as a representative of Senate. Senators were warmly invited to email their interest to the Senate Secretariat (senate@exeter.ac.uk).

3. President and Vice-Chancellor's Report (SEN/03/23-24)

- 3.1. The Chair presented the report from the President & Vice-Chancellor, the Senior Vice-President & Provost, and the Vice-Presidents & Deputy Vice-Chancellors and provided further updates from across the University and wider Higher Education sector:
 - The sector was operating in a challenging policy and political environment and no further increase in government funding was anticipated. In the face of significant financial challenges, the Higher Education sector was increasingly dependent on unregulated international student fee income.
 - Negative public perceptions around the value of Universities had increased, with a continued focus on freedom of speech, student recruitment and immigration debates, and a perception of low-value degrees.
 - The University's high priority areas were highlighted, including: increasing international student recruitment; enhancing the portfolio of programmes in alignment with market demand; continuous improvement in relation to the student experience, assessment and feedback, learning opportunities; enhancing research income per FTE, research quality and cost recovery of research activities.
- 3.2. The appointment of Vice-President & Deputy Vice-Chancellor (People and Culture) had been recommended to Senate and Council and an announcement would follow Council ratification.
- 3.3. Support was in place for those directly and indirectly effected by the situation in Israel and Palestine. It was reaffirmed that the University would continue to prioritise the safety of staff and students, and to ensure the protection of freedom of speech. Particular thanks were issued to the Students' Guild and Student's Union for their work with the University in arranging a number of virtual and in-person events.

3.4. **AGREED: that a deep dive into the future of Artificial Intelligence would be scheduled in the second half of the academic year.**

3.5. Concerns were raised over the risk to the sector in the exposure to international student numbers. It was highlighted that the University would continue to be proactive in responding to the sector-wide challenges and that the teaching portfolio review was being undertaken to ensure the University's educational provision remained attractive to international students in an increasingly competitive environment.

4. Education and PGR Board Reports (Verbal Updates)

4.1. The Dean for Postgraduate Research and the Dean for Taught Students gave verbal updates on the latest from their respective departments.

4.2. Professor Andrew McRae, the Dean for Postgraduate Research, noted the following updates from the PGR Board:

- Work continued to support students impacted by the Israel/Palestine situation, including identifying funding opportunities to repatriate and consideration of the longer-term impacts.
- PGR had welcomed the first three students on the philanthropic Black British Researchers scheme.
- PGR was working in depth on policy updates including supervisor eligibility criteria and AI.

4.3. Professor Rob Freathy, the Dean for Taught Students, noted the following updates from the Education Board:

- Staff and student roll-out of ELE 2 had been completed in July and August 2023:
 - The project scope had been widened to encompass CEDAR and INTO
 - Cohort-specific ELE 2 pages had been created following extensive data-cleansing/improvements in SITS
 - New marking tools were launched (to replace BART): (i) Turnitin Feedback Studio + (ii) Moodle Tools
 - Currently, mid-term exams were being submitted and marked in ELE 2, with 'Exams ELE' (using ELE 2 + new marking tools) scheduled to be launched in January 2024
 - Wide-ranging assessment guidance had been produced: [ELE Coursework Guide for Academics](#) (see also [Training and Guidance](#))
 - Comprehensive training had been provided, including individual sessions offered to every Department; 1:1 support and team sessions from Technology Enhanced Learning (TEL); and training sessions run by specialists from Turnitin Feedback Studio
 - Staff communications had been delivered, including: (i) weekly emails from Dean for Taught Students to all academics; (ii) weekly check-ins with each Faculty (APVCEs, DESEs, SEPs); (iii) 'ELE 2 - Tips of the Week' in Staff Bulletin; and (iv) all enquiries directed to ELE2project@exeter.ac.uk leading to identified Hot Topics
 - Student communications delivered including: (i) Newsletters; (ii) [Hubs Assessment page](#) and direct communication from Hubs; (iii) PowerPoint slides for academics to use (see [Assessment Reimagined](#)); and (iv) Recent collaboration with Guild/SU to co-create content for social media channels
 - Future work included: (i) full transition of all in-flight, pre-August start, non-standard programmes into ELE 2; (ii) full exploitation of automation and reporting (e.g. marking turnaround times, student late/non-submissions, mitigation applications,); (iii) incorporation of BMBS (Medical School); (iv) end-of-year roll-over (new cohorts); and (v) permanent dedicated examination platform.

4.4. Work was ongoing to find the most suitable balance of cohort-specific and non-cohort specific pages within ELE2.

5. Student President Reports (SEN/04/23-24) and (SEN/05/23-24)

- 5.1. The Education Officer of the Students' Guild presented their report to Senate and highlighted the following points:
- The Students' Guild had been rebranded and the space in Devonshire House had been refurbished.
 - Following a review of Student Guild Officers and in response to the cost of living-crisis, a 'Student Living Officer' had been created to lead on housing, financial support and living in the local community;
 - 'Fresher's Week' had been reframed as Welcome Week to enhance the induction for students upon arrival and had enabled greater levels of engagement and a 71% increase in society membership.
 - Student priorities had altered following the Insights Survey which identified 6 key priorities: Living Costs; Equality Diversity and Inclusion (EDI); Health and Wellbeing; Campaigns; Events and Activities; and Job Prospects. Student led workshops were being held to determine the actions to follow.
 - The cost-of-living crisis and the introduction of the super-saver kitchen and £2 meal deal had been very popular with demand increasing beyond current capacity.
 - Work was ongoing to enhance accessibility to Success for All funding and ensure there were clear pathways for International Students to access support
 - Alongside the Students' Union (SU) and the University, the Guild had launched a review into Academic Representation. Terms of Reference had been determined, with key outcomes expected to be identified by February/March 2024 to enable implementation by the 2024/25 academic year.
 - The process for obtaining student feedback had been improved beyond Student Staff Liaison Committees (SSLCs) by implementing a 'Have Your Say' page.
 - Work was ongoing with the Wellbeing and Library teams to ensure quiet spaces on campus were used for their intended purpose.
- 5.2. The Exeter President of the Falmouth and Exeter Students' Union drew attention to the following points in their report:
- Shared priorities for the current academic year were Climate Action, Communication and Engagement, and Building Community.
 - Enhancing signposting for wellbeing support, via social media and access points, was also a particular priority alongside increasing international student support to help foster a greater sense of belonging and community.
 - Another key area of focus was on providing additional support for students struggling as a result of the cost-of-living crisis, including ongoing work to provide a free soup evening.
 - Housing issues continued to be a cause for concern, including challenges surrounding availability and affordability of high-quality student accommodation. The Students' Union was running a workshop with Acorn, the local housing union, to engage students and inform them of their rights as renters.
 - The Gender Expression Fund had been launched.
- 5.3. The Chair thanked both Alex Stanley and Connie Chilcott for their work so far in this academic year.

6. TEF Results Update (SEN/06/23-24)

- 6.1. The Vice-President & Deputy Vice-Chancellor (Education and Student Experience) presented an update on the outcome of the Teaching Excellence Framework (TEF) and thanked staff for their outstanding contribution.
- 6.2. The University had achieved an outstanding outcome in TEF 2023 with a prestigious overall Gold rating, underpinned by Gold ratings for each of the two aspects of the Framework (Student Experience and Student Outcomes). The TEF panel particularly highlighted the quality of the student submission.
- 6.3. It was highlighted that it would be important to maintain a focus on TEF 2027, as the last group of students to add to the graduate outcomes metrics had already commenced.
- 6.4. It was hoped that international Student Recruitment would be positively impacted by the outcome of the TEF and the overall Gold rating would be utilised in marketing materials.

7. Student Survey Results (SEN/07A/23-24 and SEN/07B/23-24)

- 7.1. The Vice-President & Deputy Vice-Chancellor (Education and Student Experience) reported on the outcomes of the National Student Survey (NSS) and Postgraduate Teaching Survey (PTES).
- 7.2. The NSS received a 70% response rate but there had been a much lower uptake for PTES in spite of improvements from 2021 to 2023. Increased PTES engagement would be an area of focus for the next round of surveys.
- 7.3. Whilst the NSS metrics used within the TEF illustrated that 3 out of 5 of the areas were below benchmark throughout the TEF period, the current survey results indicated Exeter was above benchmark on 4 out of 5 metrics. 'Academic Support' results had increased above benchmark for the first time since 2018.
- 7.4. The Director of Teaching Excellence and Enhancement added that the sector as a whole continued to perform poorly on 'Assessment and Feedback'. 'Assessment and Feedback' and 'Learning Opportunities' were the two areas of focus for the future, with particular areas of focus around clarity of assessment criteria; fairness in assessment; and feedback improving future work.
- 7.5. The Vice-President & Deputy Vice Chancellor (Research and Impact) reported on the outcome of the Postgraduate Research Survey (PRES). Overall, the performance of Exeter had improved, ranking 10th out of 105, with the response rate almost double that of the Russell Group benchmark. Results also showed that research was above the Russell Group benchmark on six of the assessment categories.
- 7.6. The main area for improvement was 'Research Culture', which was the weakest section across the sector, and would be the focus of the Faculty and Department action planning and presented to RIEG prior to implementation in the coming months.
- 7.7. It was noted that lessons learned from the efforts to enhance the sense of belonging within the PGR community could be used to inform the institutional approach to addressing the low score on the community section on the PTES survey and that it would be important to draw on best practice. And the focus would be on trying to build a sense of belonging, and good practice needed to be shared. The 'Curriculum for Change' programme was also creating opportunities early on in programmes to build on the sense of community through active learning.

- 7.8. A Senate member noted that within the NSS there had been a connection between the need for clarity around 'the knowledge and skills given to students to prepare them for the future' and the clarity and fairness of the marking criteria used to assess their achievement of module intended learning outcomes. It was highlighted that Exeter may be able to improve NSS scores simply by better explaining to students how the ILOs, curriculum, forms of assessment, and marking criteria were constructively aligned.
- 7.9. A suggestion to embark on an external review into assessment and feedback was put forward. The VP & DVC Education noted the work of the Associate Dean for Taught Students and Chief Diversity Officer being undertaken on Assessment Reimagined and the key focus on enhancing marking criteria across a degree programme.
- 7.10. Noting the demographic split analysis with the NSS results, a particular concern was raised around students with a mental health condition which highlighted the 31% gap between home and international students. The Associate Dean for Taught Students (Racial Equality and Inclusion)'s work on the Inclusive Education Working Group within Success for All was due to look into this in more detail.
- 7.11. In discussion: to ensure skills teaching was embedded, students should continue to be asked to actively reflect from the start of their time at the University on the skills they would need in employment; further work was needed to embed best practice for assessment and feedback at a discipline specific level across the institution.
- 7.12. Research culture was the weakest section across the sector, however space remained a challenge for Exeter in this regard, and Covid had changed working practices.
- 7.13. Enabling PGR to 'find' all the seminars/talks/events across the University linked to their research was a challenge and overcoming the barriers to participation was equally as difficult. Loneliness at weekends was highlighted as the difference between accessing social events as a PGR versus an undergraduate student.
- 7.14. **ACTION: Deputy Vice-Chancellor (Education and Student Experience) to explore the possibility of undertaking an external review into Assessment and Feedback.**
- 7.15. **ACTION: Professor Andrew McRae to share best practice in increasing sense of student belonging in the PGR community to help inform further enhancements to the PGT student experience**

8. Academic Assurance

- 8.1. The Vice-President & Deputy Vice-Chancellor (Education and Student Experience) presented the papers to Senate giving particular thanks to Director of Teaching Excellence and Enhancement and Assistant Director (Governance) for their work in enhancing the level of reporting surrounding academic assurance.
- 8.2. Quality and Standards Assurance Report 2022/23 (SEN/08/23-24)
- As recommended at the Joint Senate and Council Away Day in May 2023, it had been agreed that Academic Assurance reporting would move from long descriptive reports to analytical reports.
- 8.3. The Quality and Standards Assurance report reflected the 22/23 academic year and incorporated the enhanced reporting format previously presented to Council in July. The subsequent report would reflect the 2022/23 academic year and scheduled for the November 2024 meeting of Senate.

- 8.4. **ENDORSED: Senate endorsed the Academic Assurance report on 2022/23 to Council.**
- 8.5. Academic Assurance Plan (SEN/09/23-24)
- 8.6. The Education Governance Review had been undertaken to review the current approach to executive and academic governance for Education and Student Experience, with the view to identifying issues and opportunities for enhancement.
- 8.7. The Academic Assurance plan outlined the papers that were scheduled to be presented to Senate and Council in 2023-24 in order to provide assurance on the management and governance of key academic matters and compliance with the University's ongoing conditions of registration with the Office for Students.

AGREED: Senate endorsed the Academic Assurance Plan for 2023-24 to Council.

9. Exeter Academic Review (SEN/10/23-24)

- 9.1. The Senior Vice-President & Provost introduced the report, and highlighted the following:
- The three recommendations Senate were asked to give feedback on by the deadline of 10 November 2023:
 - 1) Unify, simplify and clearly define criteria for probation and promotion;
 - 9) Reduction in the number of external reviews needed for promotion to Associate Professor (AP) or Professor (P);
 - 12) Promotions panels to sit annually for all job families and include EDI input (fast track for retention cases to remain).
- 9.2. Thanks were extended to the Review Group and particularly the WICC Project Manager, for their support in the programme of activity over the previous year.
- 9.3. It would be beneficial for public and community involvement and engagement activities to be specifically mentioned in progression criteria as this would help support the impact and civic university agendas.
- 9.4. A more fluid boundary between job families would allow greater movement between them.
- 9.5. Assurance was sought for the Wellbeing, Inclusion and Culture Committee (WICC) and EDI implications, particularly for those who may miss the annual deadline due to parental leave or medical leave. The Provost assured Senate that whilst the final EDI assessment had been completed this would be taken into account.
- 9.6. The Provost agreed that the possibility of using the form from an unsuccessful application for a subsequent submission would be looked into, particularly in the process of transitioning from one system to another.
- 9.7. The Provost welcomed all feedback and noted that additional feedback must be received by the Exeter Academic team by Friday 10 November 2023.

10. Annual Research Integrity Statement (SEN/11/23-24)

- 10.1. The Vice-President & Deputy Vice-Chancellor (Research and Impact) provided an overview of the Annual Research Integrity Statement. The statement was a response to the UK Concordat for Research Integrity, with the intention to inform UKRI, Research England and other funding providers and the public on the position of the University with regards to research integrity.
- 10.2. The document contained the University's commitments and the actions it had taken over the last year. It introduced the named person and the contact for any matters relating to research integrity.
- 10.3. Work was ongoing to improve the training provided to ensure colleagues were supported to navigate the research space.
- 10.4. The Department of Geography Ethics Chair, who supported ethics policy, reported that there had been a reduction in the efficacy of ethics processes over the preceding 12 months, including reduced central support for ethics and a reduction in the usual best practice of sharing knowledge between ethics chairs across the University. The Vice Provost & Deputy Vice-Chancellor (Research and Impact) assured Senate that this was an area of ongoing focus and that increased recruitment would support further improvements moving forwards.
- 10.5. It was queried whether the ten hours of professional development support and training for PIs on how to develop their researchers careers, was being utilised to ensure maximum support for early career researchers. The VP & DVC (Research and Impact) agreed that this was an area for improvement and would be looked at in further detail going forward.
- 10.6. **ACTION: The Vice-President & Deputy Vice-Chancellor (Research and Impact) to review the institutional Ethics structure and levels of resource across the University.**
- 10.7. **ENDORSED: Senate endorsed the statement to Council for final approval prior to onward submission to UKRI in December.**

11. Research Performance (SEN/12/23-24)

- 11.1. The Vice-President & Deputy Vice-Chancellor (Research and Impact) summarised the report and the positive overview of performance.
- 11.2. The success had been critically dependent on the ability to attract large awards, particularly in the Biomedical Research Centre, from National Institute for Health and Care Research (NIHR) equaling £15 million.
- 11.3. Comparatively, the University's research income per FTE was less positive and ranked us 20 out of 24 in the Russell Group.
- 11.4. Opportunities for larger research grants remained incredibly competitive, however it was noted that external engagement was equally important in obtaining large scale funding.

- 11.5. The VP & DVC (Research and Impact) highlighted the importance of working together and balance in portfolio across departments, to ensure equitable cost recovery for larger grants. This was in response to a query around the uncertainty and mixed messages for early career researchers.

12. Draft Procedure for University Allegations of Academic Misconduct (SEN/13/23-24)

- 12.1. The VP & DVC (Research and Impact) presented the draft procedure to Senate.
- 12.2. The procedure was written in line with the concordat to support research integrity and was prepared as an outcome of the recent UKRI funding assurance programme audit. Aligned with the UKRI Office recommendations, it had been consulted widely with the colleagues.
- 12.3. The VP & DVC (Research and Impact) invited those with experience in high profile academic misconduct cases to contribute to the procedure.
- 12.4. **ACTION: Professor Dave Hosken to share names of academics with experience of high-profile academic misconduct cases to DVC Research and Impact.**
- 12.5. **ENDORSED:** Senate **endorsed** the procedure to Council for approval.

13. Doctoral College Strategy (SEN/14/23-24)

- 13.1. The VP & DVC (Research and Impact) introduced the strategy to Senate asking it to note the outcomes of the consultation. The paper summarises the outcome of the consultation, the next steps and the development of the implementation plans.
- 13.2. Interviews for the Dean of the Doctoral College were to take place in mid-November and the outcomes of those interviews would be reported to Senate in due course.
- 13.3. **AGREED:** a representative from the Faculty PGR Management Boards would be added to the membership of the Faculty Executive Boards to create better alignment.
- 13.4. Senate **NOTED** the outcomes from the consultation, the review of roles and responsibilities and the Dean recruitment timeline.

14. Library Strategy (SEN/15/23-24)

- 14.1. The Director of Education and Student Support along with the University Librarian provided a brief verbal introduction to the Library Strategy.

The report outlined the vision to be globally known for bringing learning and research together and for building community, and it defined what the critical role of the library in providing access to knowledge, learning spaces and skills development;

- 14.2. Assurance was given that there would be ongoing investment into digital resources, and while the content was led by JISC and the purchasing consortium, the strategy highlighted the role open access materials could play in providing high-quality and cost efficient learning materials
- 14.3. The campus libraries would need to provide a digital information hub in order to enhance the University's pedagogical provision. There was a quality/quantity trade off in terms of the number of books on shelves and the number being borrowed annually.
- 14.4. As employers moved to recruit graduates with project management skills, a link to this in the Library Strategy was suggested. However, while study skills, digital skills and employability had moved to the leadership of the library, this type of learning would need to be created in close collaboration with the employability team and built into programmes to fit with the academic teaching.
- 14.5. A Senate member queried how much data the University had about utilisation of library training and resources across different departments and programmes used the library, training and resources and if this data could be used to give insight into how we improve the use and the corresponding impact on student experience and NSS. The University Librarian responded that there was not enough data as only one supplier currently made this data available, as a number of were concerned surrounding potential GDPR breaches. However, it was recognised that the additional data could provide invaluable insight into the importance of the library provision in enhancing teaching and research.
- 14.6. A question was asked as to whether the University was currently utilising resources efficiently, and if there were strategic opportunities to improve the balance between creation of digital text book materials in-house and purchase of external digital resources. While it was acknowledged that other universities were ahead of the curve when it came to in-house publishing and that there could be further opportunities to enhance value for money and the educational experience, further consideration would need to be given to whether the University wished to continue with the textbook model going forward.
- 14.7. It was noted that the Library Strategy would be scheduled for discussed at a subsequent future Council away day.
- 14.8. **ACTION: James Hutchinson to look into how to obtain data around library use.**

15. Items Brought Forward from Part II (SEN/16/23-24)

- 15.1. Senate approved all items brought forward from Part II, including

Part II - For Decision

Education Board: Terms of Reference and membership **(SEN/24/23-24)**

Postgraduate Research Board: Terms of Reference and Membership **(SEN/27/23-24)**

Ordinance 20 - Titles **(SEN/28/23-24)**

Ordinance 7 – Introduction of new award, the Doctor of Business Administration **(SEN/29/23-24)**

16. Chair's Closing Remarks

- 16.1. The Chair thanked all Senate members for their input and engagement and invited input to agendas by emailing the Senate team with suggestions.

Part II - Papers to Note

Chair's Action Updates - Sexual Misconduct Regulation (**SEN/02A/23-24**)

Student Disciplinary Regulation (**SEN/02B/23-24**)

Report on Full Review on Mental Health and Wellbeing (**SEN/17/23-24**)

Wellbeing, Culture and Inclusion Report (**SEN/18/23-24**)

Partnership Principles (**SEN/19/23-24**)

Student Cases Annual Report (**SEN/20/23-24**)

Annual Report of Senate and self-evaluation results (**SEN/21/23-24** and **SEN/21A/23-24**)

Entrance Scholarship Selection Committee Minutes (**SEN/22/23-24**)

Council Minutes: May (**SEN/23A/23-24**), July 2023 (**SEN/23B/23-24**)

Education Board: Minutes of October 2023 Meeting (**SEN/24/23-24**)

Education Board: Terms of Reference and Membership (**SEN/25/23-24**)

Postgraduate Research Board: Minutes of October 2023 Meeting (**SEN/26/23-24**)

Postgraduate Research Board: Terms of Reference and Membership (**SEN/27/23-24**)

Amendments to Statutes, Ordinances and Regulations (that are not in part I)

- Ordinance 20 - Titles (**SEN/28/23-24**)
- Ordinance 7 – Introduction of new award, the Doctor of Business Administration (**SEN/29/23-24**)

Awards of Degrees, Diplomas and Certificates and Conferment of Degrees in Absentia: The award lists, approved by the Vice-Chancellor on behalf of Senate, since the last meeting may be inspected by contacting Student Records.

Dates of meetings for 2023/24

13 March 2024

22 May 2024 – Joint Meeting of Council and Senate

19 June 2024