UNIVERSITY OF ABERDEEN

SCHOOL MANAGEMENT & GOVERNANCE ARRANGEMENTS

At its meeting on 24 August 2020, the Senior Management Team approved the Guiding Principles for School Management and Governance Arrangements (Appendix A).

Following further consultation with the Heads of School, Vice-Principals and relevant committees within the governance structure (Research Policy Committee and UCTL/Education Committee), a suite of documents was developed to underpin the implementation of these Guiding Principles (Appendices B-F).

The attached Guiding Principles and accompanying documentation, which will support the enhancement of School management and governance structures, were approved by the Senior Management Team on 1 December 2020 and launched at the University Management Group meeting on 17 March 2021.

Background

Following discussion at Senior Vice-Principal/Heads of School meetings, it was agreed that an analysis of current School management and governance arrangements would be undertaken with a view to (i) identifying areas of commonality and areas of difference, (ii) identifying and sharing best practice and (iii) highlighting key issues for further consideration. The following key areas were considered as part of the review:

- *School Executive structure* – including Terms of Reference and membership;
- *School-wide Management roles* – including Director roles and Academic Line Managers; and
- *School committee/meeting structure* – including School Forum and other committee meetings

The initial analysis is included by way of background information at Appendix F.

Development of Guiding Principles

Following approval of the Guiding Principles by the Senior Management Team in August 2020, a consultation process was undertaken with Heads of School and the Vice-Principals to develop the following suite of documents to underpin their implementation:

- Terms of Reference for School Executives and School-level committees;
- Recruitment Protocol (which will underpin the appointment process for School-wide management roles);
- Job Descriptions for School-wide management roles.

Input was also received following discussions at the Research Policy Committee and UCTL.

The Guiding Principles were approved by SMT on 1 December 2020 and endorsed by UMG on 17 March 2021.

It is intended that the revised arrangements will be reviewed at the end of Session 2021/22.

UNIVERSITY OF ABERDEEN

GUIDING PRINCIPLES FOR SCHOOL MANAGEMENT & GOVERNANCE ARRANGEMENTS

Introduction

All Schools operate within a devolved budgetary and management framework. Within this structure, it is the responsibility of the Head of School to determine the optimum management and governance arrangements to support the achievement of the School's strategic and operational ambitions.

It is recognised that a 'one size fits all' approach is not appropriate in view of the diverse nature of the activities undertaken by each School. Nevertheless, adopting a common approach to areas (where it is possible and appropriate to do so) is important in terms of ensuring transparency, effectiveness and consistency across the University. In so doing, it is recognised that Heads of School may wish to adopt a bespoke approach to certain elements of School management and governance arrangements that best suit local circumstances.

The data gathered during the review was presented to the Senior Vice-Principal and Heads of School along with a series of questions to inform the debate on the future size, shape and structure of the various components of School management and governance arrangements. Input was also received from the Vice-Principals and institutional Research and Education Committees.

The outcomes of this debate were incorporated within the development of these Guiding Principles, which aim to support the enhancement of existing School management and governance structures. They are intended to provide School Executive teams, line managers and members of staff and students in each School with the opportunity to (i) review and share examples of best practice and (ii) facilitate School-level conversations, which will inform the development and establishment of appropriate management and governance arrangements at School level to underpin the delivery of our shared Aberdeen 2040 strategic vision.

Guiding Principle 1 – Each School will establish a School Executive to lead and co-ordinate strategic and operational activities

1.1 All School Executives will operate within a common remit/Terms of Reference (see Appendix B).

1.2 The Terms of Reference, including composition and membership, will be reviewed by the School Executive on an annual basis.

1.3 Proposed changes to the Terms of Reference from any School Executive will be considered by all Heads of School prior to amendments being made to ensure consistency across the University.

1.4 It is expected that School Executive meetings will typically take place once per month, but less frequently outwith term time.

1.5 The total membership of all School Executives (including appointed members and 'ex officio' members) is not expected to exceed 12 individuals.

1.6 The core membership of all School Executives is expected to include (as a minimum) the following postholders:

- Head of School (Chair);
- School Director of Education (recognising that some Schools may split UG/PG roles in which case (i) both will be members of the Executive and (ii) one will be designated as the School representative on the institutional Education Committee to ensure continuity in representation);
- School Director of Research (recognising that some Schools may have an additional role with responsibility for PGR in which case they will also be a member of the Executive); and
- School Administration Manager

Thereafter it will be for each Head of School to determine the remaining membership depending on the scale, structure and disciplinary mix of the School.

It is expected that all School Executives will also include (as a minimum) the following in attendance:

- School Accountant/Finance representative;
- HR representative (unless other arrangements are in place to enable HR partners to have input to School Executive decisions); and
- Clerk

The Head of School may invite additional members from within the School to be in attendance for the whole of part of meetings to discuss specific topics and/or agenda items as required e.g. Equality & Diversity Lead.

The Head of School may also invite additional members from outside the School to be in attendance for the whole of part of meetings to suit local circumstances, either on a regular basis or intermittently.

1.7   It is not anticipated that staff or student representatives will be elected or appointed as core members of the School Executive. However, Heads of School are expected to ensure that appropriate structures are in place to ensure that members of the staff and student community can raise matters for consideration at School Executive meetings.

1.8   All members of the School Executive will report directly to the Head of School.

1.9   To ensure transparency and consistency, all School Executive meetings will adopt a standard approach to agenda-setting (including the discussion of key topics throughout the cycle of meetings during each Academic year as outlined in the Terms of Reference), minute-taking and the development of action logs, which will be disseminated across the School as quickly as possible after the meeting.

1.10   Minute-taking training will be made available to support Clerks to School Executives via the School Administration Manager network and/or HR Training & Development team as required.

Guiding Principle 2 – Heads of School will be supported in their leadership and management responsibilities by senior colleagues appointed to School-wide management roles

2.1   Heads of School will receive support in delivering the School's strategic and operational priorities from senior colleagues undertaking School-wide management roles. This support structure will include as a minimum:

- School Director of Research (recognising that some Schools may have an additional role with responsibility for PGR in which case they will also be a member of the Executive); and
- School Director of Education (recognising that some Schools may split UG/PG roles in which case (i) both will be members of the Executive and (ii) one will be designated as the School representative on the institutional Education Committee to ensure continuity in representation).

2.2   It is recognised that these postholders are critical to the effective operation of each School. To ensure consistency, transparency and equality of opportunity in appointing to School-wide management roles, it is expected that School-level recruitment processes follow a Recruitment Protocol (see Appendix C), which includes an advertisement and panel interview. The protocol also includes a suggested suite of template role descriptions (Appendix D), which Heads of School may wish to adapt as necessary to suit local circumstances. Prior to a recruitment process commencing, Heads of School will discuss the proposed role description with the Senior Vice-Principal to facilitate consultation with Vice-Principals relevant Deans, Directors of Professional Services and other colleagues relevant to the portfolio.

2.3   It is anticipated that additional roles may be established at School level (e.g. following a recommendation from the Head of School or as a result of a change to institutional structures and/or strategic priorities) to provide support in relation to specific areas of activity, some of which may overlap with existing portfolios and/or themes outlined in the Aberdeen 2040 strategy. It is expected that appropriate consultation will take place with members of the School Executive, Vice-Principals, Deans and colleagues in relevant Schools and/or Professional Services Directorates in seeking to establish the parameters of such roles. The appointment process outlined in Section 2.2 will also apply to these roles.

2.4   It is expected that appointments to School-wide management roles will be for a period of 3 years (which may be renewable following the conclusion of the appointment process outlined in Section 2.2). Heads of School are expected to ensure that the appointment process is concluded ahead of a period of office coming to an end to ensure a seamless transition between postholders if required.

2.5   The important contributions made by Academic Line Managers across all Schools is recognised and the role, appointment process and support mechanisms for postholders will continue to be kept under review.

2.6   It is expected that each School Executive will agree arrangements, typically on an annual basis, to ensure cover and business continuity in the event of the Head of School being absent. These arrangements will be communicated to staff and students within the School. There is no requirement to appoint a named Deputy Head of School, although it is recognised that this may be the approach adopted in some Schools.

Guiding Principle 3 – Each School will operate within an effective committee structure that underpins an effective and transparent approach to decision-making

3.1   An effective committee structure will be established in all Schools to underpin decision-making processes. This structure will include as a minimum:
- School Education Committee;
- School Research Committee; and
- School Equality, Diversity & Inclusion Committee (responsibility for pre-existing Athena Swan Committees will be incorporated within the remit of the ED&IC and the membership of the School ED&IC established in line with Athena Swan criteria).

These Committees will operate within a common remit/Terms of Reference and will formally report to the School Executive (Appendix E). An outline role description for the School Equality, Diversity & Inclusion (EDI) Lead is included in Appendix D.

These Committees will establish sub-committees and/or ad hoc task & finish groups to take forward specific activities within the School as appropriate.

In line with the University Health & Safety Policy, information from the University Health & Safety Committee is disseminated by School representatives to School/Departmental Health & Safety Committees or those meetings where health and safety is an agenda item.

In the following Schools, a School Health & Safety Committee has been established due to the nature of the research/education activities being conducted:

- School of Medicine, Medical Sciences & Nutrition;
- School of Biological Sciences;
- School of Engineering;
- School of Geosciences; and
- School of Natural & Computing Sciences

In other areas, it is expected that the duties and responsibilities of a School Health & Safety Committee (including issues relating to Wellbeing), will be undertaken by the School Executive where a separate committee does not exist.

3.2   All Schools will hold regular open School Forum meetings to ensure a transparent 2-way flow of information between the Head of School/School Executive team and members of staff.

3.3   It is expected that School Forum meetings will typically take place not less than twice per semester. Heads of School are expected to ensure that appropriate structures are in place to ensure that information can be disseminated to members of the staff and student community within the School on a regular basis outwith Forum meetings.

3.4   It is recognised that the opportunities which arise on an ad hoc basis for members of staff to participate in institutional- and School-level committees, working groups and task & finish groups offer important personal and career development opportunities. Heads of School are expected to ensure that appropriate structures are in place to ensure that such invitations are communicated widely and that due regard is given to the principles of transparency and equality of opportunity in identifying School representatives.

3.5   The ongoing maintenance of a transparent and timely 2-way flow of information between School representatives on institutional and School-level committees/working groups and (i) Heads of School, (ii) School Executive members, (iii) members of staff/students and (iv) other School-level committees is of critical importance. Therefore, Heads of School are expected to ensure that University committee and working group representatives have access to appropriate communication mechanisms within which to disseminate information and consult with colleagues. Similarly, it is the expectation that all School representatives will ensure the effective flow of information between the constituency which they represent and the committee / working group.

3.6   It is expected that regular reports on institutional and School-level committee/working group activities are disseminated to members of staff and students via (i) written reports, (ii) newsletters/Heads of School updates and/or (iii) staff/student meetings.

3.7   It is expected that there will be student representation (which will likely include more than one student representative) on School-level committees as appropriate, including as a minimum (i) School Staff/Student Liaison Committees and (ii) School Education Committees. Similarly, it is expected that there will be PGR student representation on School Research Committees (including School Postgraduate Research Committees where these are established).

TERMS OF REFERENCE

SCHOOL EXECUTIVE

1. **Purpose**

    The School Executive supports the Head of School in ensuring the effective leadership, co-ordination and management of the School's activities. It plays an important role in the dissemination of information to staff and students within the School and in supporting the development, implementation and monitoring of the School's strategic and operational plans.

2. **Remit**
    - To oversee the development, implementation and monitoring of strategic and operational planning activities across the School;
    - To support the Head of School in monitoring and ensuring the delivery of the School's financial plans, targets and budgets;
    - To support the Head of School in ensuring the School's activities contribute towards the delivery of the 20 Commitments and associated Key Performance Indicators set out in Aberdeen 2040;
    - To support the Head of School in fostering a culture of research excellence within the School and ensuring that research activities contribute to the achievement of the Aberdeen 2040 commitments and a high-quality institutional REF submission;
    - To support the Head of School in ensuring that the School offers a high-quality education and learning experience (online, blended and on-campus) to all students;
    - To oversee health, safety and wellbeing matters within the School, either via a School Health & Safety Committee or by assuming direct responsibility where a separate committee does not exist;
    - To ensure the effective oversight and monitoring of School committee activities; and
    - To provide a forum for information sharing and dissemination of management decisions across the School.

3. **Agenda Setting**

    The School Executive will note and agree the minutes from the previous meeting and the progress of activities detailed within the Action Log at each meeting. It is expected that standing items on the agenda will include reports from the School Education, Research and Equality, Diversity & Inclusion Committees. In addition, the School Executive will discuss and review the following topics (which are not included in the remit of other School-level committees as outlined in the Guiding Principles) during the cycle of meetings in each Academic Year:

    - Student Recruitment & Marketing;
    - Commercialisation, Philanthropy & Additional Income Streams;
    - International Partnerships & TNE Activities;
    - Community & Regional Engagement;
    - Interdisciplinary Activities;
    - Space Management;
    - Digital Infrastructure.

    The Head of School may invite Vice-Principals and/or Deans to be in attendance for the whole or part of meetings to discuss topics specific to their portfolios(s).

4. **Composition**

The total membership of the School Executive will not normally exceed 12 individuals. The core membership will include (as a minimum) the following postholders:

- Head of School (Chair)
- School Director of Education (recognising that some Schools may split UG/PG roles in which case (i) both will be members of the Executive and (ii) one will be designated as the School representative on the institutional Education Committee to ensure continuity in representation);
- School Director of Research (recognising that some Schools may have an additional role with responsibility for PGR in which case they will also be a member of the Executive); and
- School Administration Manager

Thereafter it will be for each Head of School to determine the remaining membership depending on the scale, structure and disciplinary mix of the School.

The following postholders (as a minimum) will be 'in attendance' at School Executive meetings:

- School Accountant/Finance representative;
- HR representative (unless other arrangements are in place to enable HR partners to have input to School Executive decisions); and
- Clerk

The Head of School may invite additional members from within the School to be in attendance for the whole of part of meetings to discuss specific topics and/or agenda items as required e.g. Equality & Diversity Lead.

The Head of School may also invite additional members from outside the School to be in attendance for the whole of part of meetings to suit local circumstances, either on a regular basis or intermittently.

5. **Membership Session 2021/22**

Names to be inserted

6 **Frequency of Meetings**

School Executive meetings will typically take place once per month, but less frequently outwith term time.

7. **Dissemination of Information**

Minutes of School Executive meetings will be disseminated across the School as quickly as possible after the meeting.

8. **Changes to Terms of Reference**

The Terms of Reference (including remit, composition and membership) will be reviewed annually at the first meeting of the Academic Session. Proposed changes will be considered by all Heads of School prior to amendments being made to ensure consistency across the University.

RECRUITMENT PROTOCOL:
SCHOOL-WIDE MANAGEMENT ROLES

1. **Introduction**

Heads of School receive valuable support in delivering the School's strategic and operational priorities from senior colleagues undertaking School-wide management roles. Although the management structure will vary to take account of the scale, structure and disciplinary mix, the following roles will be established in each School (as a minimum):

- School Director of Research (recognising that some Schools may have an additional role with responsibility for PGR in which case they will also be a member of the Executive);
- School Director of Education (recognising that some Schools may split UG/PG roles in which case (i) both will be members of the Executive and (ii) one will be designated as the School representative on the institutional Education Committee to ensure continuity in representation).

To ensure consistency, transparency and equality of opportunity in appointing to these roles, each School will follow this recruitment protocol which outlines the expected process in relation to advertising, appointing and supporting postholders. The protocol also includes a suite of template role descriptions (see Appendix D), which Heads of School may wish to adapt as necessary to suit local circumstances. Prior to a recruitment process commencing, Heads of School will discuss the proposed role description with the Senior Vice-Principal to facilitate consultation with Vice-Principals, relevant Deans, Directors of Professional Services and other colleagues relevant to the portfolio.

The workload associated with a School-wide management role will be agreed with the successful candidate upon appointment. The time commitment for School Directors of Research and Education is expected typically to be not less than 0.4FTE.

The recruitment protocol will also apply to additional School-wide management roles which are established to provide support in relation to specific areas of activity e.g. Athena Swan/Equality & Diversity Lead, Race Champion, PGR/PGT Co-ordinator etc.

It is recognised that the opportunities which arise for members of staff to undertake discipline/Institute-level co-ordination roles (e.g. Programme/Course Co-ordinator, Exams Officer, Disability Co-ordinator etc.) offer important personal and career development opportunities. Similarly, opportunities may arise on an ad hoc basis for members of staff to participate in institutional- and School-level committees and working groups. Heads of School will ensure that appropriate structures are in place to ensure that such opportunities are communicated widely and that due regard is given to the principles of transparency and equality of opportunity in selecting postholders / representatives.

2. **Advertisement**

The recruitment process for School-wide management roles will be co-ordinated by the HR Section and the opportunity to apply for posts will be advertised to all members of staff within the School. Applicants will be asked to provide a cover letter and CV, outlining how they meet the criteria associated with the role. The closing date for the receipt of applications will typically be two weeks from the date of advertisement. It is recognised that from time to time, an Academic post which includes a School-wide management role in the overall remit and responsibilities may be advertised externally. In such circumstances, the standard HR appointment process for new members of staff will apply.

3. **Appointment Process**

Following the closing date, the Head of School and at least 2 other interview panel members will produce a shortlist from the applications received. Shortlisted applicants will be invited to attend a panel interview, convened by the Head of School, and involving individuals with relevant portfolios external to the School including, as appropriate, a student representative. Suggested panel compositions are as follows:

School Director of Research
Head of School (Chair)
Research Dean or School Director of Research from another School
Postgraduate Research School representative (if the role includes Postgraduate Research)
Member of the School Executive
HR representative (Clerk)

School Director of Education
Head of School (Chair)
Education Dean or School Director of Education from another School
Member of the School Executive
Student representative
HR representative (Clerk)

Other School-level Director Roles
Head of School (Chair)
Dean with a relevant portfolio or Director from another School with a relevant portfolio
Member of the School Executive
Student representative (if the role involves student- or education-related matters)
HR representative (Clerk)

Other School-wide Management Roles
Head of School (Chair)
School Director with a relevant portfolio
Member of the School Executive
Student representative (if the role involves student- or education-related matters)
HR representative (Clerk)

In constituting selection committees, due attention will be given to the requirement to ensure an appropriate gender balance between members.

4.   **Induction/Ongoing Support**

Heads of School will ensure that following appointment, postholders receive the appropriate support and resources to enable them to fulfil the expectations of their role. Such support will include the establishment of an agreed set of objectives and the implementation of regular review meetings to identify any additional personal or professional development needs.

5.   **Template Job Descriptions**

Template job descriptions and person specifications for the positions of School Director of Research and School Director of Education are attached as Appendix D.

SCHOOL DIRECTOR OF RESEARCH

Role Summary

Reporting to the Head of School, the School Director of Research will provide academic leadership in the promotion of excellence in research, knowledge exchange, innovation, impact and commercialisation across the School. As a member of the School Executive, the postholder will also play an important role in supporting the Head of School in developing and delivering the School's strategic and operational priorities.

Duties

- Work closely with the Head of School and Vice-Principal (Research) to co-ordinate the development of the School's Research Strategy, ensuring it aligns with the institution's strategic ambitions and vision outlined in Aberdeen 2040 and the School strategic and operational plans;
- Co-ordinate the development, monitoring and review of Key Performance Indicators (KPIs) for the School's (i) research, (ii) knowledge exchange and (iii) research impact performance, making recommendations for enhancement to the Head of School, School Executive and School Research Committee as required;
- Co-ordinate and have oversight of the School's monitoring of research quality, ensuring that appropriate strategies are in place to underpin (i) the reporting of outcomes/impacts to external organisations and funding bodies and (ii) internal and external review processes, making recommendations to the Head of School, School Executive and School Research Committee as required;
- Ensure the effective implementation of institutional research-related policies, procedures and practices at School level, working with the Vice-Principals and relevant Deans and colleagues in other Schools and/or Professional Services Directorates as appropriate, to ensure that they continue to support the achievement of School and University research ambitions;
- Promote excellence across all areas of the School's research culture and environment, including:
    - stimulating research, knowledge exchange, innovation, impact and commercialisation performance,
    - supporting the achievement of additional external funding for research, innovation and impact enhancement,
    - disseminating information and sharing best practice across the School;
- Liaise closely with colleagues internal and external to the University to gather intelligence on the external funding landscape, ensuring that funder priorities and funding opportunities are communicated effectively to staff;
- Facilitate interaction and collaboration with other Schools to showcase and promote high quality research, including interdisciplinary and challenge-led research as well as impact and knowledge exchange;
- Facilitate strategic networking to proactively develop new and promote existing collaborative and/or funding relationships with key stakeholders, including local, regional, national and international partners, institutions and organisations;
- Provide motivational leadership, support and guidance to staff and PGR students in the School, including the development and implementation of mechanisms for effective mentoring, development and other support for all Research-active staff, particularly early-career researchers and PGR students;
- Provide peer review support and guidance (or nominate alternative sources of such support) to staff applying for external research funds to enhance the quality of applications, promoting Full Economic Costing (FEC) considerations, research ethics and other matters as appropriate;
- Oversee risk management processes in relation to research within the School, acting as first point of contact for any health & safety, ethics and/or other issues of concern;
- Co-ordinate the development of an informed and constructive School response to institutional and/or external research enquiries and consultation processes;
- Participate as a member of the School Executive team, providing support to the Head of School and taking forward action points as required;
- Convene School- and institutional-level committees, sub-committees and ad hoc working/task & finish groups relating to research, encouraging open and transparent debate and discussion

and ensuring the effective dissemination of information as appropriate to members of staff and students;

- Represent (and/or nominate and support deputies to represent) the School on institutional, School-level and external committees as appropriate, ensuring a transparent, effective and timely 2-way flow of information between the committee/working group and (i) the Head of School, (ii) School Executive members, (iii) members of staff/students and (iv) other School-/institutional-level committees as appropriate;
- Deputise for the Head of School as required.

Person Specification

The School Director of Research will be expected to demonstrate the following experience and expertise (in addition to any specific requirements as determined by the Head of School to suit local circumstances):

- Proven track record in research activities including evidence of esteem which may include innovation, impact, knowledge exchange and commercialisation of outputs;
- Demonstrable ability to build productive working relationships with colleagues and a wide range of stakeholders (internal and external to the School);
- Detailed knowledge of funding landscape and funding councils' policy priorities around research and knowledge exchange, evidenced by a proven track record of attracting external funding;
- Evidence of a fair and transparent approach to decision-making, with the confidence to delegate and empower colleagues;
- Demonstrable ability to inspire and motivate colleagues;
- A commitment to interdisciplinarity and a demonstrable ability to promote an inclusive approach that facilitates the sharing of best practice across different areas;
- An entrepreneurial and innovative approach, with sound judgement and problem-solving skills;
- Excellent communication, influencing and negotiation skills.

Period of Office

Appointment will be for a period of 3 years, which may be renewable following the conclusion of the appointment process for School-wide management roles as outlined in the Guiding Principles for School Management & Governance Arrangements.

SCHOOL DIRECTOR OF EDUCATION

Role Summary

Reporting to the Head of School, the School Director of Education will provide academic leadership in the development and promotion of excellence in learning, teaching, assessment and feedback for undergraduate and taught postgraduate provision and the student experience across the School. As a member of the School Executive, the postholder will also play an important role in supporting the Head of School in developing and delivering the School's strategic and operational priorities.

Duties

- Work closely with the Head of School and Vice-Principal (Education) to co-ordinate the development of the School's Education Strategy, ensuring it aligns with the institution's strategic ambitions and vision outlined in the Aberdeen 2040 strategic plan and the School strategic and operational plans;
- Co-ordinate the development, monitoring and review of Key Performance Indicators (KPIs) for the School's education performance, making recommendations for enhancement as required;
- Review, develop, monitor and enhance policies, procedures and practices at School level to ensure the quality assurance and quality enhancement of the School's undergraduate and postgraduate taught provision (including online learning and transnational education) and support the achievement of School and University strategic ambitions;
- Promote excellence across all pedagogical activities and ensure the maintenance of quality assurance standards for all undergraduate and postgraduate taught provision (online, blended and on-campus provision) across the School, including (i) approval of course and programme proposals, (ii) the design, implementation, evaluation and review of mechanisms for the quality assurance and quality enhancement of teaching, learning, assessment and feedback and for the safeguarding of academic standards, (iii) oversight of external examiners' reports and (iv) review of student satisfaction metrics, including National Student Survey (NSS), Graduate Outcomes (GO), course evaluation assessments, degree outcomes etc.;
- Co-ordinate arrangements for the Internal Teaching Review (ITR) of the School's degree programmes and external/professional accreditation processes;
- Ensure the effective promotion and dissemination of recognised best practice in relation to undergraduate and postgraduate taught provision, taking account of quality assurance standards and encouraging excellence in education and the wider student experience;
- Facilitate interaction and collaboration with other Schools to develop and promote interdisciplinary courses and programmes and the sharing of best practice;
- Facilitate strategic networking to proactively develop new and promote existing collaborative relationships with relevant local, national and international partners, institutions and organisations in (i) undergraduate and postgraduate taught teaching & learning provision and (ii) the wider student experience, including articulation agreements and other collaborative/partnership arrangements;
- Assess and implement recommendations at School-level from the Quality Assurance Committee and/or external examiners on mechanisms for the assurance of quality and academic standards and, as appropriate, on the overall teaching & learning experience across the School;
- Provide motivational leadership and guidance to School staff to ensure the promotion, development and implementation of effective mentoring, development and other professional development opportunities in relation to learning, teaching, assessment and student feedback;
- Oversee risk management processes in relation to teaching & learning within the School, acting as first point of contact for any health & safety and/or other issues of concern;
- Work closely with the Head of School and Vice-Principal (Global Student Recruitment) to co-ordinate the development of the School's student recruitment strategy, ensuring it aligns with the institution's strategic ambitions and vision outlined in the Aberdeen 2040 strategic plan and the School strategic and operational plans;
- Monitor student admissions (undergraduate, postgraduate and online) against targets and oversee School-based recruitment activities, working closely with the School Administration Manager and colleagues in Professional Services Directorates as appropriate;Have strategic oversight of student recruitment and marketing initiatives across the School, including targeted activities for specific programmes/courses, undergraduate/postgraduate Open Day events,

prospective student visits and studentship funding events working closely with the School Administration Manager and colleagues in Professional Services Directorates as appropriate;

- Co-ordinate the development of an informed and constructive School response to institutional and/or external teaching & learning-related enquiries and consultation processes;
- Participate as a member of the School Executive team, providing support to the Head of School and taking forward action points as required;
- Convene School- and institutional-level committees, sub-committees and ad hoc working/task & finish groups relating to teaching & learning and the wider student experience, encouraging open and transparent debate and discussion and ensuring the effective dissemination of information as appropriate to members of staff and students;
- Represent (and/or nominate and support deputies to represent) the School on institutional, School-level and external committees as appropriate (including the University Education Committee as agreed with the Head of School), ensuring a transparent, effective and timely 2-way flow of information between the committee/working group and (i) the Head of School, (ii) School Executive members, (iii) members of staff/students and (iv) other School-/institutional-level committees as appropriate;
- Deputise for the Head of School as required.

Person Specification

The School Director of Education will be expected to demonstrate the following experience and expertise (in addition to any specific requirements as determined by the Head of School to suit local circumstances):

- Proven track record of effective leadership in the development, delivery and/or research of learning, teaching, assessment and feedback activities at programme and/or School level;
- Demonstrable commitment to (and ideally experience of) providing an outstanding experience for all learners (on-campus, online, blended and distance) at all levels (undergraduate, postgraduate and short courses);
- Experience and understanding of student feedback mechanisms (e.g. NSS, course evaluations) and a demonstrable ability to put in place actions that lead to enhancement;
- Proven track record of engaging constructively with students through feedback processes, providing effective support to enable the successful achievement of learning and teaching outcomes;
- Experience and understanding of employability and entrepreneurship, with a demonstrable ability to develop innovative approaches that seek to enhance employability outcomes;
- Proven track record of educational innovation, with a demonstrable ability to engage stakeholders in developing and driving forward new approaches to teaching.
- Demonstrable knowledge and understanding of quality assurance processes and practices for teaching, learning and assessment;
- Demonstrable ability to build productive working relationships with colleagues and a wide range of stakeholders (internal and external to the School);
- Demonstrable ability to work collaboratively within and across School and University groups/committees with the aim of influencing, informing and leading the School's Education strategy;
- A commitment to continual quality enhancement and review, particularly in relation to curriculum development and the organisation of teaching, learning and assessment;
- Evidence of a fair and transparent approach to decision-making, with the confidence to delegate and empower colleagues;
- Demonstrable ability to inspire and motivate colleagues;
- A demonstrable ability to promote an inclusive approach that facilitates the sharing of best practice across different areas;
- An entrepreneurial and innovative approach, with sound judgement and problem-solving skills;
- Excellent communication, influencing and negotiation skills.
- Higher Education Academy (HEA) accreditation is desirable, but not essential.

Period of Office

Appointment will be for a period of 3 years, which may be renewable following the conclusion of the appointment process for School-wide management roles as outlined in the Guiding Principles for School Management & Governance Arrangements.

SCHOOL EQUALITY, DIVERSITY & INCLUSION (EDI) LEAD

Role Summary

Reporting to the Head of School and the School Executive, the Equality, Diversity and Inclusion (EDI) Lead will provide academic leadership in the development and promotion of Equality, Diversity and Inclusion across the School (aligned with the ambitions of Aberdeen 2040). As convenor of the School Equality, Diversity & Inclusion Committee, the postholder will also play an important role in developing, monitoring and reviewing the implementation of institutional equality, diversity and inclusion-related policies and initiatives within the School, including relevant accreditation processes such as Athena SWAN, and the Race Quality Charter.

Duties

- Work closely with the Head of School and School Executive to co-ordinate the development of the School's EDI Strategy, ensuring it aligns with the institution's strategic ambitions and vision outlined in the Aberdeen 2040 strategic plan and School plan;
- Oversee the implementation of relevant action plans, including those associated with accreditation processes such as Athena SWAN, and the Race Quality Charter;
- Provide motivational leadership and guidance for School staff and students to ensure the promotion, development and implementation of best practice in relation to EDI matters;
- Convene the School Equality, Diversity & Inclusion committee and ad hoc working/task & finish groups relating to EDI, encouraging open and transparent debate and discussion and ensuring the effective dissemination of information as appropriate to members of staff and students;
- Act as a point of contact for staff and students on EDI matters in the School;
- Signpost staff and students to appropriate internal or external information and ensure that they are able to access support as required;
- Lead and contribute to relevant awareness-raising activities;
- Work with the School Race Equality Champion, Athena SWAN/SAT Lead and others to deliver against the School's EDI ambitions;
- Represent (and/or nominate and support deputies to represent) the School on institutional, School-level and external committees as appropriate, ensuring a transparent, effective and timely 2-way flow of information between the committee/working group and (i) the Head of School, (ii) School Executive, (iii) members of staff/students and (iv) other School-/institutional-level committees as appropriate.

Person Specification

The Equality, Diversity & Inclusion Lead will be expected to demonstrate the following experience and expertise:

- Demonstrable interest in equality, diversity and inclusion and commitment to creating inclusive study and working environments;
- Knowledge and understanding of key equality matters in a University context;
- Proven ability to support individuals effectively on a one-to-one basis;
- Experience of effectively handling sensitive and confidential information;
- Demonstrable ability to promote an inclusive approach that facilitates the sharing of best practice across different areas;
- Demonstrable ability to build productive working relationships with colleagues and a wide range of stakeholders (internal and external to the School);
- Demonstrable ability to work collaboratively within and across School and University groups/ committees with the aim of influencing, informing and leading the School's EDI strategy;
- Evidence of a fair and transparent approach to decision-making, with the confidence to delegate and empower colleagues;
- Demonstrable ability to inspire and motivate colleagues;
- Excellent communication, influencing and negotiation skills.

Period of Office

Appointment will be for a period of 3 years, which may be renewable following the conclusion of the appointment process for School-wide management roles as outlined in the Guiding Principles for School Management & Governance Arrangements.

SCHOOL COMMITTEE STRUCTURES

TERMS OF REFERENCE

SCHOOL EDUCATION COMMITTEE

1. **Purpose**

   Reporting to the School Executive and working closely with the University Education Committee, the School Education Committee ensures the strategic oversight of education matters and the wider student experience within the School, both undergraduate and postgraduate. It has responsibility for overseeing (i) the School-level implementation of policies and practices for the assurance of the quality of the University's educational provision, (ii) the design, implementation and review of mechanisms across the School for the quality assurance and quality enhancement of educational provision, (iii) the development of approaches to educational innovation and the oversight and development of a range of modes of study (i.e. on-campus, online, blended); and (iv) the safeguarding of academic standards.

   The School Education Committee will work closely with other School-level committees, Education Committees and other relevant sub-committees/working groups on matters of common interest, in particular in the review of student feedback and engagement.

   The School Education Committee will establish sub-committees and/or ad hoc task & finish groups to take forward specific activities within the School as appropriate.

2. **Remit**

   - To support the Vice-Principal (Education), Head of School, University Education Committee and School Executive in developing, monitoring and reviewing the implementation of institutional policy relating to education in undergraduate and postgraduate programmes within the School;
   - To develop, implement, monitor and continually enhance School-level strategic policies on education and quality assurance matters;
   - To have oversight of the monitoring, review and enhancement of School education Key Performance Indicators (KPIs) as outlined in the School's strategic plan;
   - To have oversight of School responsibilities for the ongoing monitoring, review and enhancement of the quality of education within the School, including course and programme approval, curriculum development, accreditation, external examiners and annual course and programme review activities;
   - To have oversight of the activities and quality assurance of online learning, transnational education (TNE) and other collaborative agreements relating to teaching & learning within the School;
   - To have oversight of the student experience within the School in relation to both academic and non-academic matters, including (i) ensuring that all students within the School have an opportunity to raise feedback and issues via Staff/Student Liaison Committees (or similar forum) and (ii) ensuring that any issues arising from student feedback are raised for further consideration/action via the appropriate processes and procedures;
   - To have oversight of the work of sub-committees and ad hoc task & finish groups relating to education and quality assurance, including receiving reports and considering recommendations as appropriate;
   - To develop, review and promote professional staff development opportunities to encourage the continuous enhancement of innovative and effective education activities and the dissemination of best practice in quality assurance matters;
   - To proactively contribute to the development of institutional education policies at undergraduate and postgraduate level, including (i) considering their impact on School-

level policy/practice and providing feedback accordingly and (ii) making recommendations to the School Executive in relation to implementation as appropriate;

- To facilitate the effective 2-way flow of information between the School and institutional committees with responsibility for education matters including (i) the University Education Committee (ii) its associated sub-committees and (iii) Senate;
- To be responsible for the effective dissemination of information within the School on information and best practice in relation to careers information and employability initiatives, including feedback from Programme Advisory Boards.

3. **Composition**

The core membership will include (as a minimum) the following postholders:

- School Director of Education (recognising that some Schools may split UG/PG roles) – Chair/Co-Chair as agreed with the Head of School
- School Examinations Officer
- Senior Personal Tutor
- Quality Assurance Committee Representative
- Undergraduate Student Representative
- PGT Student Representative
- School Administration Manager (or nominee)
- Head of School (ex officio)
- Clerk

Thereafter it will be for each Head of School and School Director of Education to determine the remaining membership depending on the scale, structure and disciplinary mix of the School.

The Head of School/School Director of Education may invite additional members from outside the School to be in attendance for the whole or part of meetings to suit local circumstances, either on a regular basis or intermittently.

Due attention will be given to the requirement to ensure an appropriate gender balance amongst members.

4. **Membership Session 2021/22**
Names to be inserted

5. **Frequency of Meetings**

School Education Committee meetings will typically take place not less than twice per semester.

6. **Dissemination of Information**
Minutes of School Education Committee meetings will be disseminated to staff and students across the School as quickly as possible after the meeting.

7. **Changes to Terms of Reference**
The Terms of Reference (including remit, composition and membership) will be reviewed annually at the first meeting of the Academic Session. Proposed changes will be considered by all Heads of School prior to amendments being made to ensure consistency across the University.

SCHOOL RESEARCH COMMITTEE

1. **Purpose**

Reporting to the School Executive, the School Research Committee supports the Head of School by ensuring the strategic oversight of research, knowledge exchange, innovation, impact and commercialisation activities within the School. It has responsibility for overseeing (i) implementation of institutional research-related policies within the School, including the development and implementation of School-level research policies (ii) the design, implementation and review of mechanisms across the School for the quality assurance and enhancement of research, (iii) the School's preparations for the Research Excellence Framework (REF) exercise and (iv) the development of measures and mechanisms within the School to support quality research and impact, interdisciplinarity, open access and equality and diversity.

The School Research Committee will work closely with other School-level committees, Research Committees in other Schools and the institutional Research Policy Committee and associated sub-committees/working groups on matters of common interest.

The School Research Committee will establish sub-committees and/or ad hoc task & finish groups to take forward specific activities within the School as appropriate.

2. **Remit**

- To support the Vice Principal (Research), Head of School, University Research Policy Committee and School Executive in developing, monitoring and reviewing the implementation of institutional research-related policy, including matters relating to knowledge exchange, innovation, impact and commercialisation, within the School;
- To develop, implement, monitor and continually enhance School-level policies on research, knowledge exchange, innovation, impact and commercialisation, ensuring they align with the institution's strategic ambitions and vision outlined in Aberdeen 2040 and the School strategic and operational plans;
- To have oversight of the monitoring, review and enhancement of research-related School Key Performance Indicators (KPIs), including (i) research, (ii) knowledge exchange and (iii) research impact performance as outlined in the School's strategic plan;
- To have oversight of research risk management processes, including liaising with relevant colleagues and committees in the School and/or other areas of the University as appropriate in relation to health and safety matters;
- To have oversight of research integrity, ethics and governance issues within the School, including proactively contributing to the ongoing development and review of institutional policy;
- To promote excellence across all areas of the School's research culture and environment, providing a forum for information exchange, knowledge transfer (including the commercialisation and impact of research) and the dissemination of best practice across the School;
- To have oversight of the implementation at School level of voluntary instruments e.g. Concordats/Codes of Practice and compliance with funders' requirements;
- To provide strategic direction and focus for the School's REF preparations, including oversight of the quality of research outputs, impact case studies, and the research environment;
- To encourage and promote interdisciplinary research opportunities within disciplines in the School and across the wider University;
- To make recommendations to the School Executive and Head of School in relation to research budget allocations and research studentships;
- To encourage, motivate and support School staff to maximise their individual and collective income generation potential, including promoting opportunities to (i) diversify/continually seek new income streams to stimulate research, knowledge exchange, innovation, impact and commercialisation performance and (ii) support the achievement of additional external funding for research, innovation and impact enhancement;

- To encourage, promote and support engagement with research stakeholders and industry, including the promotion of innovation, entrepreneurship, co-creation of research and partnership working;
- To develop, review and promote professional development opportunities for staff with particular reference to researcher career development and the Concordat;
- To proactively contribute to the development of institutional research policies, including (i) considering their impact on School-level policy/practice and providing feedback accordingly and (ii) making recommendations to the School Executive in relation to implementation as appropriate;
- To have oversight of the work of sub-committees and ad hoc task & finish groups relating to research activities, including receiving reports and considering recommendations as appropriate;
- To work with committees and colleagues across the University to support and promote professional development opportunities for postgraduate research students and monitor student progression criteria;
- To facilitate the effective 2-way flow of information between the School and institutional committees with responsibility for research matters including (i) the Research Policy Committee, (ii) its associated sub-committees and (iii) Senate.

3. **Composition**

The core membership will include (as a minimum) the following postholders:
- School Director of Research (recognising that some Schools may have an additional role with responsibility for PGR) – Chair/Co-Chair
- PGR Co-ordinator
- Early Career Researcher
- PGR Student Representative
- School Administration Manager (or nominee)
- Representative from R&I
- Head of School (ex officio)
- Clerk

Thereafter it will be for each Head of School/School Director of Research to determine the remaining membership depending on the scale, structure and disciplinary mix of the School.

The Head of School/School Director of Research may invite additional members from outside the School to be in attendance for the whole or part of meetings to suit local circumstances, either on a regular basis or intermittently.

Due attention will be given to the requirement to ensure an appropriate gender balance amongst members.

4. **Membership Session 2021/22**

Names to be inserted

5. **Frequency of Meetings**

School Research Committee meetings will typically take place not less than twice per semester.

6. **Dissemination of Information**

Minutes of School Research Committee meetings will be disseminated to staff and students across the School as quickly as possible after the meeting.

7. **Changes to Terms of Reference**

The Terms of Reference (including remit, composition and membership) will be reviewed annually at the first meeting of the Academic Session. Proposed changes will be considered by all Heads of School prior to amendments being made to ensure consistency across the University.

SCHOOL EQUALITY, DIVERSITY & INCLUSION COMMITTEE

1. **Purpose**

Reporting to the School Executive, the School Equality, Diversity & Inclusion Committee supports the Head of School by ensuring the strategic oversight of equality, diversity & inclusion matters within the School. It has responsibility for overseeing the implementation of institutional equality, diversity & inclusion-related policies within the School, including the development of School policies and practices to ensure the study and work environment for all students and staff is inclusive, tolerant and accessible.

The Committee will work closely with the University Equality, Diversity & Inclusion Committee, other School-level committees and Equality, Diversity & Inclusion Committees in other Schools on matters of common interest.

2. **Remit**

- To support the Head of School and School Executive in developing, monitoring and reviewing the implementation of institutional equality, diversity & inclusion-related policy and initiatives within the School, ensuring they align with the institution's strategic ambitions and vision outlined in Aberdeen 2040 and the School strategic and operational plans;
- To develop, implement, monitor and continually enhance School-level strategic policies and practices in relation to equality, diversity and inclusion;
- To have oversight of the monitoring, review and enhancement of School equality, diversity & inclusion Key Performance Indicators (KPIs) as outlined in the School's strategic plan;
- To have oversight of equality, diversity & inclusion-related action plans and accreditation processes within the School, including (but not limited to) Athena Swan and Race Equality Charter;
- To encourage and promote understanding within the School of equality, diversity & inclusion- related issues across all protected characteristics, including mental health;
- To encourage, motivate and support School staff to engage in data gathering exercises to support the development, review and continual enhancement of institutional and School-level equality, diversity & inclusion-related policies and practices;
- To proactively contribute to the development of institutional equality, diversity & inclusion-related policies, including (i) considering their impact on School-level policy/practice and providing feedback accordingly and (ii) making recommendations to the School Executive in relation to implementation as appropriate and (iii) having oversight of School publicity, recruitment materials and social media outlets in the context of inclusion;
- To have oversight of the work of sub-committees and ad hoc task & finish groups relating to equality, diversity & inclusion activities, including receiving reports and considering recommendations as appropriate;
- To facilitate the effective 2-way flow of information between the School and University Equality, Diversity & Inclusion Committee and associated ad hoc working groups.

3. **Composition**

The core membership will be established in line with the Athena Swan guidance (see below) and will include (as a minimum) the following postholders:

- School Equality, Diversity & Inclusion Lead (Chair)
- Representative from School Education Committee
- Representative from School Research Committee
- School Athena Swan Lead
- Race Equality Champion
- School Disability Adviser
- LGBT+ Network Representative
- HR Representative
- Athena Swan Officer dedicated to the School

- School Administration Manager (or nominee)
- Head of School (ex officio)
- Clerk

Thereafter it will be for each Head of School/School Equality, Diversity & Inclusion lead to determine the remaining membership depending on the scale, structure and disciplinary mix of the School.

The Head of School/School Equality, Diversity & Inclusion lead may invite additional members from outside the School to be in attendance for the whole of part of meetings to suit local circumstances, either on a regular basis or intermittently.

Due attention will be given to the requirement to ensure an appropriate gender balance amongst members.

4. Membership Session 2021/22

Names to be inserted

5. Frequency of Meetings

School Equality, Diversity & Inclusion Committee meetings will typically take place not less than twice per semester.

6. Dissemination of Information

Dissemination of information across the School (including the circulation of minutes) will take place as actively and as quickly as possible after meetings of the School Equality, Diversity & Inclusion Committee.

7. Changes to Terms of Reference

The Terms of Reference (including remit, composition and membership) will be reviewed annually at the first meeting of the Academic Session. Proposed changes will be considered by all Heads of School prior to amendments being made to ensure consistency across the University.

GUIDANCE ON ATHENA SWAN CRITERIA

The following guidance is presented to support Heads of School and School Executives in leading the development of Athena Swan applications.

Purpose of the Self-Assessment Team (SAT)
To participate in the Athena Swan Charter, the School will need to establish a strong and effective self-assessment team (SAT). This is key to the success of an application and to the effectiveness of the process.

The SAT will be expected to undertake the following activities:
- Reflect on a range of quantitative and qualitative data to identify both challenges and opportunities with regards to gender equality;
- Evaluate relevant policies, practices and activities;

- Respond to the findings of the above and establishing gender equality-based priority areas and appropriate aspirations and targets;
- Develop an evidence-based, comprehensive action plan to underpin advancement against the agreed priorities over the whole period of time, after which time the unit will apply to renew or upgrade their award;
- Evaluate the effectiveness of actions undertaken on an ongoing basis to ensure actions are delivering impact against objectives and evolving the action plan in response to evaluation.

Forming the Self-Assessment Team (SAT)

A SAT can be a committee, or it can operate under the umbrella of another group. If an existing committee structure will be absorbing the work of the SAT, it is important to ensure that the chair of that committee, or another representative is on the SAT so there is some continuity.

The composition of the SAT is an important factor in its status, and it will need to include the following:
- The Chair
- A proportion of men and women that reflects the gender profile of the submitting unit
- A group of academics, professional and support staff, researchers at different grades that is representative of the submitting unit;
- Students at different levels;
- Full-time and part-time staff;
- Staff on different contract types; and
- Individuals with knowledge of, skills experience in advancing gender equality.

To ensure effectiveness, while also maintaining adequate representation, a more complex structure might be appropriate - for example a smaller application writing team and a larger working group.

It will be useful for SAT members to undertake some initial training or facilitated discussions around gender equality so that all members feel comfortable and confident in having what are likely to be difficult conversations.

It is crucial to identify, at the beginning of the self-assessment process, what role each SAT member will play within the SAT. The following table shows what information the Athena Swan assessment panel will expect to be included in the Athena Swan application (up to 20 words per member):

Member's name	Job Title	Role of the member in the SAT	Experience
		For example: - Survey analysis - Data analysis - Focus group lead	For example: - Promoted (2010) - Works part-time (0.7 FTE)

Staff and Student Consultation

Consultation with both staff and students is crucial to a successful application. The consultation must include:
- Surveys (results disaggregated by gender);
- Focus groups, structured or semi-structured one-to-one interviews, or round-table discussions;
- Any other relevant activities.

Shared Responsibility, Workload, and Recognition

Conducting a thorough self-assessment and completing an application requires considerable time and efforts, and participation on the SAT should be taken into account in relation to:
- Workload Allocation Model;
- Annual Review; and
- Evidence of leadership and/or contributing to the running of the institution/department in promotion applications.

BACKGROUND INFORMATION

Initial Analysis and Questions for Debate by Heads of School

1. BACKGROUND

Following discussion at Senior Vice-Principal/Heads of School meetings, it was agreed that an analysis of current School Executive structures would be undertaken with a view to (i) identifying areas of commonality and areas of difference, (ii) identifying and sharing best practice and (iii) highlighting key issues for further consideration.

The following areas were considered as part of the review:

- School Executive structure – including Terms of Reference and membership
- Management roles – including Director roles and Academic Line Managers
- School committee/meeting structure – including School Forum and other committee meetings

2. SCHOOL EXECUTIVE STRUCTURE

2.1 Current Structures

2.1.1 *Role of School Executive*

All Schools operate within a School Executive management structure, with the role of this group being similar in all areas i.e. development/implementation of School strategy alongside oversight of planning processes, operational matters and School-level committees. The remit and responsibilities of the School Executive is formalised/documented in most, but not all, Schools.

2.1.2 *Composition of School Executive*

The composition of the School Executive varies across the Schools, with some groups being considerably larger than others. The smallest School Executive comprises 7 individuals, with the largest comprising 18 individuals.

Common Roles
The following roles are common to all School Executive groups:
- Head of School (convener)
- Director of Research
- Director of Teaching & Learning
- Director of Postgraduate Studies (in some Schools this is a joint role, in others there are Directors of PGT and PGR)
- School Administration Manager

All Academic Line Managers are members of the School Executive in 6 Schools, which increases the size of the group by between 5 and 13 individuals. In the School of LLMVC, it is currently intended that two representatives from the overall team of 6 Academic Line Managers will be represented on the School Executive in future.

Heads of Discipline/Department are members of the School Executive in all multi-disciplinary Schools (either by virtue of their Academic Line Manager role or as named Head of Discipline members).

Additional Roles
Of those Schools where laboratory-based research is conducted, the Technical Resources Manager or other Technical Lead is a member of the School Executive in the Schools of Biological Sciences, Engineering and Geosciences.
The School of Law includes an elected staff representative on the School Executive and the inclusion of a junior staff member in the group within the School of LLMVC is planned.

Five Schools include their Equality & Diversity/Athena Swan lead representatives in the School Executive membership. The School Executive for Geosciences includes a Health & Safety representative.

<u>Professional Services Representation</u>
The School of MMSN School Executive includes representatives from Finance, HR and Marketing in its composition and the School of DHP includes representatives from Finance and HR on an 'in attendance' basis. Similarly, the School Accountant for the School of Education attends School Executive meetings on an 'in attendance' basis.

Last year it was agreed that a representative of Finance would be in attendance at each School Executive.

In the School of MMSN, members of staff from central Professional Services areas are invited to deliver presentations to the meeting e.g. launch of new policies/procedures as part of the standing agenda which comprises finance, student numbers/marketing/recruitment/communications, capital plans (equipment and refurbishments), teaching and research.

2.1.3   *Dissemination of Information*

Eleven School Executive meetings are either minuted or some form of action log is taken. Of the School Executive meetings which are minuted, 8 Schools provide the wider staff community with either (i) the minutes via the School Sharepoint site or (ii) a summary/actions list (provided either by circulation or at School Forum meetings).

2.1.4   *Frequency of Meetings*

The School Executive meetings take place on a monthly basis in 7 Schools. Within the remaining 5 Schools, the frequency of meetings varies from fortnightly to once per semester.

2.2   **Issues for Further Consideration**

The following issues are highlighted for further consideration:

- Should there be an agreed remit/Terms of Reference common to all School Executives?
- Would it be helpful to establish a baseline of membership that is common to all School Executives, with additional roles being identified at School-level to suit local circumstances? If so, which postholders should be included on all School Executives?
- What is the optimum/minimum/maximum size for a School Executive to operate effectively?
- Should there be 'non-management' representatives on School Executives? If so, how should they be identified?
- Should there be student representatives on School Executives? If so, how should they be identified?
- Would it be helpful to have Professional Services representatives regularly attend/be part of School Executives? If so, which Directorates should be represented? What is the most effective way to optimise their attendance e.g. full membership, 'in attendance', invited to deliver updates/presentations etc?
- Should decisions/actions taken at School Executive meetings be recorded? If so, should a full minute/action log be disseminated to all staff or a summary provided? What is the optimum way to disseminate this information e.g. Sharepoint, email, Teams, School Forum?
- Should there be any upwards reporting from School executives, and if so how?
- What is the optimum frequency for School Executive meetings?

3. **MANAGEMENT ROLES**

3.1 **Current Arrangements**

3.1.1 *School Management Roles*

The following School-wide management roles are currently common to all Schools:

- Director of Research
- Director of Teaching & Learning
- Director of PG Teaching
- Academic Line Managers

Six Schools have established a specific role of Director/Co-ordinator of PG Research.

Four Schools (Business, Engineering, Geosciences, Law) have established a Director role which includes internationalisation in its remit.

3.1.2 *Academic Line Managers*

The number of ALMs varies in each School, ranging from 5 to 18 (excluding the School of MMSN, which operates with considerably more due to its scale).

3.1.3 *Industry-Specific Roles*

A small number of Schools have established industry-specific School-wide roles to take account of their specific local requirements e.g. Director of Accreditation (Business School), Alternative Routes & New Initiatives Strategic Co-ordinator (School of Education).

3.1.4 *Equality & Diversity/Athena Swan Roles*

Five Schools have established School-wide roles with responsibility for Equality & Diversity/Athena Swan matters.

3.2 **Issues for Further Consideration**

- Would it be helpful to establish a baseline structure of School-wide roles that is common to all Schools, with additional roles being identified at School-level to suit local circumstances? If so, should there be an agreed set of role descriptions/person specifications that are used across all Schools? Is there scope to consider the alignment of School roles with Vice-Principal/Dean roles?
- Would it be helpful to undertake further analysis of the Academic Line Manager arrangements across all Schools e.g. identifying the optimum number of ALMs, reporting structure, opportunities for ALMs to collaborate/share best practice within and between Schools?
- Several Schools have an identified Deputy Head of School, and in response to the pandemic a cover plan was put in place in each School for the role of Head of School. Does further consideration need to be given to the formalisation of arrangements for deputising for the Head of School?
- Given that all roles in Schools must be appointed to through a formal process, should protocols be established as to how this process should work, how panels should be assembled, including the level of externality that should be involved (e.g. involvement of VPs or Deans from relevant portfolios and as appropriate a student representative as panel members)?

4. **SCHOOL COMMITTEE/MEETING STRUCTURE**

4.1 **Current Structures**

4.1.1 *School Forum Meetings*

All Schools hold open meetings for all staff. These meetings provide an opportunity for staff to meet with the Head of School, receive updates on matters of common interest, hold a Q&A session and

receive presentations from invited speakers from other areas of the University. The frequency of these meetings varies from weekly to twice per year.

4.1.2 *School Committees*

The number of School-wide Committees varies across the University, with industry/discipline-specific committees established in some areas e.g. Employer Liaison Committee/CB Davidson Committee (School of Law), Industrial & NHS Liaison Groups (School of MMSN).

The following Committees are common to all Schools:

- Teaching & Learning Committee
- Equality & Diversity/Athena Swan Committee

Eleven Schools have established a Research Committee, and 6 Schools have established a committee which considers marketing as part of its remit.

4.1.3 *Student Representation*

All Schools have Student-Staff Consultative/Liaison Committees which provide student representatives with the opportunity to raise and discuss issues with members of the School management team. Outwith this structure, the opportunities for student participation in School committees varies. In eight Schools, students are represented on the Teaching & Learning Committee. In four Schools, students are represented on the Equality & Diversity/Athena Swan Committee. Students are represented on the Health, Safety & Wellbeing Committee in the School of Biological Sciences.

4.2 **Issues for Further Consideration**

- What is the optimum format and frequency for School Forum meetings? Does the experience of using Teams during the pandemic provide opportunities to make lasting changes to the operation of School Forums?
- Would it be helpful to establish a baseline committee structure that is common to all Schools, with additional committees/working groups being identified at School-level to suit local circumstances? If so, should there be an agreed remit/Terms of Reference/membership common to all University-wide School committees?
- How should members of School committees be selected e.g. by virtue of their office, election etc?
- What is the optimum way for School Committees to link to School Executives and University Committees?
- What is the optimum way to disseminate information from School committees to members of staff?
- What is the optimum way to disseminate information from School committees to students?
- Would it be helpful to extend student representation on School committees beyond Student-Staff Liaison/Consultative and Teaching & Learning Committees? If so, how should student representatives be identified?
- What is the best way to ensure that School representatives at University-level committees or groups are able to liaise effectively with School Executives and the wider School?

Document Updates
December 2021 (to take account of School EDI Lead role description).
Reviewed: 28 September 2022 (no amendments following review of all feedback received in consultation process; any operational issues will be addressed as they arise)