UNIVERSITY OF ABERDEEN

SENATUS ACADEMICUS

Minutes of the meeting held on 27 October 2021


APPROVAL OF AGENDA

1.1 The Principal opened the meeting, welcoming members of the Senate.

1.2 The Secretary reminded members of procedures. The attention of members was drawn to the fact that the meeting would be recorded. Members were reminded to state their name before contributing to discussion and advised to use the chat function to state when they wished to ask a question, members were reminded that the chat itself does not form part of the formal minute, and to remain muted when not speaking. Any voting required was be conducted via Microsoft Forms.

1.3 Scott Styles, School of Law, motioned to have item 7.3 Session Dates 2022-23 Vice-Principal (Global Student Recruitment) considered prior to the Senate Effectiveness Review; there being no objection thereto, said motion granted. Scott advised members that this item was added to the agenda after Senate Business Committee (SBC) convened.

1.4 Karl Leydecker, Senior Vice Principal, confirmed that whilst Senate Business Committee (SBC) considers the agenda, it is subject to additional business needing to be given consideration beyond inclusion in the reports of the educational sub-committees. Karl emphasised the need to confirm the agenda in advance to avoid regularly voting on the organisation of business at Senate.

1.5 Members of the Senate approved the agenda and the meeting proceeded.
APPROVAL OF MINUTES

2.1 Members of the Senate approved the minutes 12 May 2021.

ORAL REPORT FROM THE PRINCIPAL AND
UPDATE ON HE SECTOR/UNIVERSITY DEVELOPMENTS

3.1 The Principal highlighted actions to improve student/staff ratios. He advised members that Court has exceptionally approved a deficit budget of up to £3m to allow for the recruitment of an additional fifty members of academic staff, and that recruitment to these posts is now underway.

3.2 The Principal advised Senate that the number of students registered for on-campus degrees in Aberdeen remains similar to that of five years ago. However, there is a greater number of international and post-graduate students enrolled.

3.3 The Principal then addressed Senate with regards to freedom of expression within the sector. The Principal stated that as an academic community, members have the right to challenge established beliefs and conventional wisdom, as well as a responsibility to do so within the freedoms of the law. He reassured members that the University has safeguards in place to protect freedom of expression, beyond those covered by the law, and these will be collated to provide an account of the Protections of Freedom of Expression within the University. This account will then be brought back to Senate for further consideration.

3.4 Amy Bryzgel, School of Language, Literature, Music and Visual Culture, stated that staff are seeking reassurance that they will be supported and protected by their institution; particularly, in light of matters arising in other institutions such as the University of Sussex. In response to concerns surrounding Freedom of Expression, The Principal assured members that staff are supported.

3.5 Iain McEwan, School of Medicine, Medical Sciences and Nutrition, sought clarification regarding the whether the funding discussed in 5.3 of the Update in the Higher Education Sector and University Developments report, referred to as enabling mission orientated research knowledge exchange, will be additional or detract from current funding programmes. The Principal stated that he understood it to be an additional form of funding. Marion Campbell, Vice President Education, clarified that the Scottish Funding Council (SFC) will identify the areas that require network building, or enhanced capacity, and the funding will be pooled. Marion advised members that the areas of SFC interest currently align with the University’s inter-disciplinary interests, such as NET-zero.

REPORT FROM THE UNIVERSITY COURT

4.1 Diane Skatun, on behalf of the Senate Assessors, stated that Court convened in person on 29th September 2021. The assembly was chaired by Julie Ashworth, newly appointed senior governor, and welcomed two new student members, Alisa Koester, AUSA Student President, and Camilo Torres-Barragán, AUSA Vice President for Communities. The main tenets of the report were as follows:

- The proposed amendment to resolution no. 288 (Procedure for Removal of Members of the University Court) allows for a member of court to seek a review of the decision.
- Governance review report provided by AdvanceHE has been accepted by Court and will be considered by Governance and Nominations Committee with regards to implementation. The role of Senate Assessors on court sub-committees will be retained.
- In addition to finance, and USS position, Court considered the implementation of Aberdeen 2040 over the short and longer-term.
• King’s Transformation Project is a major investment project and Court is considering adaptations to limit associated costs particularly due to additional pressures of inflation and Brexit.
• Court considered the University’s investment strategy and student-led discussion resulted in the move towards fossil fuel divestment.
• The change in the ‘below the line’ items in the Court Agenda, i.e., items for approval, has allowed for a better understanding of Senate business by independent court members.

4.2 Scott Styles, School of Law, requested that Senate is provided with regular updates with regards to the progress of the re-development programme. In response, Karl Leyd ecker, agreed that regular updates were important and should be provided to the entire community on a regular basis. It was thereafter suggested that this may form part of the report recommended by the Senate Effectiveness Review.

UPDATE ON IHRA DEFINITION OF ANTI-SEMITISM

5.1 Ruth Taylor, Vice-Principal Education, provided a brief overview for members. The main tenets were as follows:
• On 21st September 2021 Senate met informally to discuss the proposal of the Race Definitions Task and Finish Group for the adoption of IHRA definition of anti-Semitism.
• On 25th November 2021 the Race Definitions Task and Finish Group will meet again to discuss the feedback received from Senate and from others, and then arrange for consultation within the wider community.
• It is proposed that agreed recommendations will be taken to Court during the second half-session.
• Members were advised that there would be a further opportunity for the proposal to be discussed at Senate.

5.2 Alessandra Cecolin, School of Divinity, History, Philosophy & Art History, asked why consideration of the adoption of the IHRA definition of anti-Semitism was not brought to Senate in the first instance. In response, Ruth advised that the Equality, Diversity, and Inclusion Committee (EDIC) had requested that the Race Definition Working Group take forward the work on the IHRA definition of anti-Semitism after being approached by the Student Jewish Society. Ruth also reminded members that it is not a requirement to gain approval from Senate prior to establishing a task and finish group or working group.

5.3 Ilia Xypolia, School of Social Science, relayed her constituents’ concerns regarding the adoption of the definition and the impact it may have on both teaching and research. Ilia stated that her constituents felt like there was very little consultation regarding the process. Ruth advised members that on the 25th November 2021 the Race Definitions Working Group will meet to address how best to consult with the wider community.

5.4 David Anderson, School of Social Science, re-iterated the concerns of his constituents regarding a lack of consultation and noted that the working group was entitled ‘Race Definitions’ which suggests there are more definitions to follow. David stated that by incorporating new definitions it may restrict what can be said by members of staff which is vitally important in terms of freedom of speech. David suggested that constituents and members are given a more active role within the discussion and consultation process, rather than just being kept updated with the activities of a smaller group. Ruth Taylor responded by saying that the intention is to formally return to Senate for discussions after consulting with the wider community. The Principal reminded Senate of the strategic importance of being open to all and the five commitments in relation to inclusiveness as part of Aberdeen 2040.

5.5 Tom Rist, School of Language, Literature, Music and Visual Culture, expressed his support for the comments made by David Anderson and thanked Ruth for confirming that the matter would return to a formal meeting of Senate.
ITEMS FROM EDUCATION COMMITTEE – 
SESSION DATES 2022-23 VICE-PRINCIPAL (GLOBAL STUDENT RECRUITMENT)

6.1 Alan Speight, Vice-Principal Global Student Recruitment, presented the proposal for a change in session dates over the 2022-23 academic year. The following points were highlighted for members:

- Senate is invited to give an academic perspective on the current proposal before it is returned to again to Senate in November.
- The proposal is that the current start dates will persist in 2022-23 i.e., induction during week beginning 19th September and teaching commencing on week beginning 26th September with the exceptions of the School of Education and School of Medicine, Medical Sciences and Nutrition.
- The proposal is intended to provide stability in the on-going pandemic and the flexibility of start dates has had a notably beneficial impact upon student recruitment.
- The proposal of an additional two weeks over the summer period is primarily to facilitate research and teaching preparation.
- Second half-session proposed spring break aligns with local school holidays which is beneficial for those with child-care responsibilities.
- The schedule should ensure delivery of assessment results prior to starting the second half-session.
- The academic year schedule that has been proposed is 12 teaching and assessment weeks in first half-session and 13 in the second half-session with 3 weeks for marking at the end of each half-session.
- The extended summer period offers opportunities for employment and internships & summer schools.

The proposal is to continue with the current academic year schedule with the Vice-Principal Global Student Recruitment leading future work on academic year timings beyond 2022/23.

6.2 Tom Rist, School of Language, Literature, Music and Visual Culture, stated that his constituents are in the midst of looking after their children during the October holidays and it is felt that this is causing considerable disruption. Tom advised Senate that his constituents are keen to align term dates with school holidays and reading weeks to alleviate this pressure.

6.3 Neil Vargesson, School of Medicine, Medical Science and Nutrition, stated that Appendix 1 does not include post-graduate teaching which continues until the end of August. Neil raised concerns regarding workload as the current proposal would involve teaching throughout the academic year, with regards to post-graduate students, and it does not allow for research periods as intended. Neil requested that Appendix 1 is updated to include post-graduate data and expressed support for aligning breaks with local school holidays. Neil raised further concerns regarding a lack of exams and the need to ensure online assessments are robust due to the increase in first-class degree classifications.

6.4 Amy Bryzgel, School of Language, Literature, Music and Visual Culture, stated that a large number of constituents contacted her with concerns surrounding the new proposal - particularly those with caring responsibilities. Amy stated that these concerns included the mental health and well-being of staff; constituents reported feeling that the start of term is too late, and this creates a knock-on effect into December which is often a stressful period for those with children. Amy requested consideration of a reading week during the period where Aberdeen City and Aberdeenshire school holidays align, in order to alleviate this. Amy also advised that starting the term a week earlier would mimic that of other institutions and retaining a longer break in December is preferable from a mental health perspective. Amy stated that constituents had suggested working through the spring break as it is often difficult to retain the attention of students afterwards.
6.5 Dragan Jovcic, School of Engineering, advised members that his School held a dedicated meeting on Monday 25th October in response to the proposal. The main tenets of his response were as follows:

- The proposed structure is not deemed to benefit Engineering students
- There is no clear pedagogical reason for the change
- An estimated 50 hours of study per week is deemed unreasonable for students to engage in from both a well-being and academic perspective
- The first half session does not propose adequate consolidation time
- A two-week re-sit diet cannot adequately accommodate the increased number of assessments within a blended learning approach
- The School of Engineering would prefer a 14-week period during the first half-session

The Principal advised members that if circumstances continue to be difficult due to Covid-19 next Autumn the University would like to provide students with flexibility.

6.6 Scott Styles, School of Law, echoed the sentiments regarding school holidays and expressed his concern at losing a week of teaching during the first half-session. Scott stressed that a 14-week period allows for the possibility of reading weeks in alignment with school holidays. Scott stated that a 12-week period is too condensed and suggested bringing the start of term forward by one week to reach a compromise.

6.7 Lindsey Tibbets, Business School, added that first years and new post-graduate students require time to settle in and if they struggle in the first couple of weeks, they are unlikely to catch up. Lindsey raised the issue of compression with regards to the provision of feedback and the need to discuss how this will be achieved in a condensed timeframe. She also raised the issue of block teaching within the first half-session and the likelihood of staff marking throughout the winter break period; for many constituents Christmas is a religious holiday and working during this time is detrimental.

6.8 Ondrej Kucerak, Vice President for Education (AUSA), agreed with the comments made by Lindsey in relation to a lack of opportunities to remedy if a student falls behind. Ondrej stated that students may find such an intensive period of teaching mentally draining. He also raised concerns with regards to the provision of protected time in preparation for assessments and the benefit of revision periods.

Ondrej discussed the impact upon the student experience; specifically, seasonal changes and sporting challenges associated with delaying the start of training in comparison to various competitors. The Principal advised members that there are institutions which operate according to the proposed timescale, without an obvious detriment towards their sporting achievements, however any localised effects should be considered.

6.9 Frauke Jurgensen, School of Language, Literature, Music and Visual Culture, advised members of the specific difficulties associated with condensing the first half-session in the discipline of Music. She stated that many of her students are engaged in performances which require a certain degree of practice and therefore time to accomplish this. Frauke stated that due to the proposed time-frame ensembles are often concentrated towards the end of term alongside assessments. Frauke raised the issue of orphan weeks, she asked why the three-week period after Spring break is considered sacrosanct and whether consideration can be given to modifying the current structure.

6.10 Ekaterina Pavlovskiaia, School of Engineering, expressed her agreement with the comments made by Dragan Jovcic, particularly with regards to the negative impact upon student experience due to the shortening of term. Ekaterina advised members that it would be beneficial for students to start at least one week earlier. Ekaterina stated that colleagues appreciated dedicated marking weeks at the end of each term and welcomed the alignment of school holidays within spring break. She raised concerns from her constituents regarding accommodating the volume of assessments required by a blended learning approach within
a two-week re-sit diet; and instead proposed to extend the re-sit diet to four weeks as is currently operational.

6.11 Alessandra Cecolin, School of Divinity, History, Philosophy & Art History, agreed with Scott Styles and asked for consideration to be given to starting one week earlier to allow for alignment with school holidays for carers and increase the ability to plan for research.

6.12 Ben Marsden, School of Divinity, History, Philosophy & Art History, referenced the previous arrangement whereby term dates were organised to allow for international students to undertake their exams prior to the winter break. Ben stated that his constituents find the proposal problematic due to the lack of examinations, and therefore lack of preparation for their subsequent return, as well as the reduced number of teaching weeks in the first term. Ben asked that, if marking is to occur over the winter break, deadlines for the return of marks to registry were sympathetic as this year it was extremely difficult to return them within the given timeframe. He also stressed the importance of using holidays effectively from a mental health perspective. Ben suggested taking into account the local October holidays and the importance of collaboration between Aberdeenshire and Aberdeen City schools with regards to the alignment of their holidays. The Principal advised that Pete Edwards is the new Vice-Principal for regional engagement and may be in a position to facilitate collaboration between councils to align school holidays.

6.13 Alexandros Zangelidis, Business School, advised members that his constituents were concerned regarding the apparent increase in first-class degrees and the lack of examinations. Alexandros reminded members that, according to the previous calendar, there were examinations in January and suggested their re-introduction as well as starting slightly earlier in September.

6.14 Malcolm Harvey, School of Social Science, stated that there appears to be different demands across the disciplines, and asked if there was any flexibility between Schools, with regards to term-dates, in order to achieve a compromise. The Principal advised that operating Schools in accordance with different term-dates would generate significant disruption.

6.15 Alan Speight, Vice-Principal Global Student Recruitment, responded to the points raised above. The main tenets of his response were as follows:

- The proposal will return to Senate after further consideration by the University Education Committee (UEC)
- Suggestions relating to re-structuring of the academic calendar, with regards to the spring break and the accommodation of assessments, will need careful consideration beyond the current proposal and in conjunction with Aberdeen 2040 initiatives.
- Representations regarding the first half-session are noted and consideration will be given to bringing the start of term forward by one week. However, it is important to note that this may impact negatively upon international recruitment - an earlier start date reduces the ability to recruit across international student markets.

6.17 The Principal thanked members for their contributions and recognised the complexity of the issues raised. He added it will be important to find an optimum position which will allow the University to remain competitive and attractive to international students whilst prioritising the educational needs of students and taking others issues (including workload, assessments, and school holidays) into account.

SENATE EFFECTIVENESS REVIEW – FINAL REPORT

7.1 Professor Ritchie, Advance HE, provided Senate with an over-view of the key points contained within the Senate effectiveness review report:

- Senate was reminded of the purpose of conducting said review; firstly, there is a statutory requirement for cyclical reviews under the Higher Education (Scotland) Act
2016, and secondly, it was considered appropriate given changes in management and implementation of Aberdeen 2040.

- It was noted that the sub-committees of the University Education Committee (UEC) were still in their infancy at the time of the review.
- The process was conducted online however staff were extremely helpful and welcoming throughout the process.
- The methodology involved the application of an e-survey and attendance at Senate and key meetings of sub-committees, as well as engaging in discussions with students, student representatives, the Student Effectiveness Review Group, and non-senate members of staff.
- Senate meetings considered lively, purposeful and staff clearly make an effort to represent their constituencies. However, it was noted that there are some members who are nervous of speaking at senate but that the online delivery was welcomed.
- The report covers the structure and processes of Senate, and whether these processes are fit for purpose. It was concluded that there could be enhanced opportunity for senate to contribute to wider strategic debates as a lot of the discussion is centred on processes.
- Increased confidence in management and senior leadership noted.
- Discussion and decision process effective but agenda could benefit from virtual decision making and a greater focus placed on research.
- A review was suggested for University Education Committee (UEC) in a year’s time. It was recommended that the merger of both PGR and PGT committee interests is fully considered in addition to the disestablishment of Senate Experience Committee. The digital strategy committee was considered to be of ever-increasing relevance due to Covid-19.
- The size of Senate is not considered overly large in comparison to other Scottish Universities, but it could be reviewed at a later date. There were differing views with regards to the length of tenureships and it was recommended that this could be reconsidered in due course. Although Senate Business Committee (SBC) is large, its size is considered appropriate due to the many strategic duties it performs.
- The gender balance of Senate is appropriate but little evidence of representation throughout the governance system in relation to other protected characteristics and it is recommended that EDIC considers this further.
- Directors of Services should be present at Senate and better representation required from partnership organisations in terms of both staff and students.

Professor Ritchie advised that by implementing these recommendations, Senate would be better placed to both support and challenge senior management within the University.

7.2 The Principal thanked Professor Ritchie for undertaking the report. The Principal then reminded members that an action plan will be drafted in response to the recommendations contained within the report and it will be returned to Senate for approval.

7.3 Ondrej Kucerak, Vice President for Education (AUSA), raised concerns regarding an imbalance of student representation at Senate due to a greater number of undergraduate student members. Professor Ritchie agreed that there is a need for greater representation of postgraduate students. She also recommended that the relationship between student senators and other student representatives is improved upon.

7.4 Amy Bryzgel, School of Language, Literature, Music and Visual Culture, shared her support for a review of the effectiveness of the University Education Committee (UEC) at the end of 2022. Amy, on behalf of her constituents and in conversation with academics across the University, advised Senate that academic staff felt communication flows between committees were negatively impacted - particularly with regards to PGT matters. Amy stated that this raises transparency concerns. Professor Ritchie agreed on the importance of these concerns and stressed the need for a review of the effectiveness of UEC next year.
7.5 Iain McEwan, School of Medicine, Medical Sciences and Nutrition, mentioned a notably positive shift that has occurred as a result of the changes in senior management. Iain shared his support for recommendations 1 and 4 of the report – particularly with regards to focusing on research. Iain stated that he found the comments with regards to online engagement surprising as he was of the view that there were more diverse voices during the in-person meetings of Senate. The Principal stated that Iain had raised an interesting point and advised members that he found it harder to engage speakers in an online setting because it does not allow for the ability to ‘read the room’.

7.6 Diane Skatun, on behalf of the School of Medicine, Medical Sciences and Nutrition, agreed that it is difficult to ‘read the room’ in an online setting and this impacts upon teaching. Diane discussed her transparency concerns regarding recommendation 18 of the report which suggests splitting the agenda with regards to minor policy changes – in particular, who decides what is considered minor and the current drive to bring items above the line for discussion. The Principal stated it was important to hold confidence in the Senate Business Committee (SBC) and their ability to manage agenda items as they are a large committee.

7.7 Kirsty Kiezebrink, School of Medicine, Medical Sciences and Nutrition, agreed that an evaluation of UEC is required however some of the difficulties surrounding communication flow are attributable to the challenges imposed by the pandemic. Professor Ritchie agreed and stated that reviews reflect the times they are set in.

7.8 Zeray Yihdego, School of Law, stated that members may be uncomfortable speaking at Senate for various reasons; including securing the time to read and prepare fully and feeling nervous due to the size of the meeting. Zeray stated that the opportunity to meet senators in smaller groups may help to mitigate this and increase engagement between senior management and senators.

7.9 Scott Styles, School of Law, stated that in the interests of transparency papers and minutes should be made available to all members of staff. Scott raised concerns regarding the creation of ad-hoc groups and a lack of clear communication surrounding potentially wide-ranging issues i.e., trigger warnings. The Principal agreed that transparency should be observed, and any final papers should be release to all staff.

7.8 Karl Leydecker, Senior Vice Principal, thanked Professor Ritchie on behalf of the University for undertaking the report.

7.9 Tracey Slaven, Secretary, stated that the recommendations made in the report will require careful integration into a suitable action plan, in conjunction with the wider governance review, and subject to the appropriate approval structures. Tracey stated that communication flows will be key with regards to successful implementation.

7.10 The Principal also thanked Professor Ritchie and stated that he was pleased to hear that the senate was deemed active and committed.

7.11 The Principal invited Members of Senate to vote on the recommendations within the report. Senate voted to accept the proposals:

| In Favour | 71 |
| Not in Favour | 0 |
| Abstaining | 4 |

ITEMS FROM EDUCATION COMMITTEE - PRESENTATION FROM VICE-PRINCIPAL (EDUCATION) REGARDING APPROACH TO THE DELIVERY OF ABERDEEN 2040 EDUCATION COMMITMENTS
9.1 Ruth Taylor, Vice-Principal Education, addressed the key issues via a PowerPoint presentation. The main tenets are as follows:
- Focus placed on a clear articulation of Aberdeen 2040 and the impact of COovid-19 on delivery of teaching, learning and assessment (blended learning)
- Excellent achievements within the National Student Survey (NSS)
- Papers in relation to graduate outcomes, degree classifications, and non-continuation to follow Institutional theme following the NSS results on assessment and feedback including the provision of timely feedback amongst other enhancements
- Preparation for ELIR (2023) will commence in 2022
- Holistic review of all education policy over 2-3 years has commenced
- Engagement with QAA transnational education framework will allow the University to share and learn from good practice across the sector
- Consultation processes will involve the wider university community

9.2 Amy Bryzgel, School of Language, Literature, Music and Visual Culture, raised the issue of gender-based violence in relation to non-continuation and resilience. Amy stated that it is very important to carry out a risk assessment, informed by Rape Crisis, in the case of a disclosure of sex and gender-based violence. Amy advised members that EUK and the office of independent adjudicators state that all parties should be treated equally in that process. She also advised members that often the reporting student is too frightened to attend campus, and this impacts their education as a consequence. Amy informed members that victims are often female and therefore this not only raises equality concerns but also discrimination. The Principal agreed on the importance of the issue and advised members that it is being taken very seriously.

9.3 The Principal asked Professor Marion Campbell, Vice-Principal Research, to provide Senate with an over-view of research being undertaken for the next meeting of Senate if possible.

ITEMS FROM EDUCATION COMMITTEE –
FOR INFORMATION: UNIVERSITY EDUCATION COMMITTEE REPORT TO SENATE

10.1 Ruth Taylor, Vice-Principal Education, broadly outlined the approach that will be taken for the second half-session and the rest of the academic year. The central points are as follows:
- To deliver teaching, learning and assessment in the same manner as the first half-session.
- 1m physical distancing will be employed via timetabling / rooming processes.
- The proposal is that all students will be expected to return for campus delivery unless the university is notified of particular instances where students are unable to attend and require an online delivery method. A process is being developed to enable students to make a request and a panel will review all such requests.
- Therefore, Schools are not required to routinely put in place an alternative online session for each on campus session. Where a student is approved as fully online, Schools will be informed, and Schools will put in place teaching.
- Procedures will be put in place to ensure that students undergoing self-isolation will not go through C6 process.
- Online sessions will be required to be in place with regards to block teaching due to any student absence (e.g., for self-isolation reasons) impacts on a high proportion of delivery of teaching.

10.2 Sarah Woodin, School of Biological Sciences, raised the issue that students are not using the reporting system to inform the University of their intention to engage online. Sarah advised members that three of her students have now elected to return home and study online. She requested greater restrictions with regards to online study and the facilities to support this. Ruth Taylor, Vice-Principal Education, assured members that steps are being taken to
implement a process which will allow for students to put in an exceptional request to study online.

10.3 Ondrej Kucerak, Vice President for Education (AUSA), advised that when the online learning arrangements were made it was a very different time with regards to restrictions. Ondrej asked why the University was adopting a one-metre distancing rule when it is not necessarily adopted within wider society. The Principal advised members that there are specific differences in guidelines for Higher Education institutions.

10.4 Amy Bryzgel, School of Language, Literature, Music and Visual Culture, requested that staff are provided with technical support if dual delivery is to continue as staff spend a lot of time trying to facilitate online delivery. The Principal advised members that whilst there may continue to be dual delivery it is expected that it will be significantly lower during the next half-session. Ruth Taylor, Vice-Principal Education, advised that there will be communication being sent out via School Academic Managers detailing how to gain access to further technical support. Ruth also stated that technical difficulties are partly due to supply chain issues.

10.5 Ruth Taylor, Vice-Principal Education, stressed that if members are aware of rooms that are not being sufficiently utilised to report this for timetabling purposes.

ITEMS FROM RESEARCH POLICY COMMITTEE - OPEN ACCESS POLICY

11.1 Item to be considered via circulation.

ITEMS FROM RESEARCH POLICY COMMITTEE - UKRI DRAFT OPEN ACCESS POLICY

12.1 Item to be considered via circulation.

ITEMS FROM RESEARCH POLICY COMMITTEE - ELSEVIER SCIENCE DIRECT NEGOTIATIONS

13.1 Item to be considered via circulation.

13.2 The Principal requested that Senate Business Committee places research at the top of the agenda for the next meeting of Senate.

ANY OTHER ITEMS FOR DISCUSSION

14.1 Tracey Slaven, University Secretary, responded to concerns regarding ventilation and COVID-19 transmission. The main points were:
- Significant efforts have been made with regards to capacity testing and repairs underway to improve physical ventilation.
- The University has invested in 51 CO2 monitors which help to indicate airflow.
- There is further guidance regarding ventilation on the University website under teaching FAQs.
- If the ventilation capacity fell below what is required within 1m distancing these rooms/facilities have been removed from timetabling.

RECTORIAL ELECTION

15.1 Senate approved that, on the recommendation of the Senate Business Committee (SBC), Ruth Taylor, Vice-Principal (Education) acts as Returning Officer for the election and that the
memberships of the Election Committee and the Student Election Committee are as outlined (copy filed with principal copy of minute).

SENATE ELECTION OUTCOME

16.1 The Senate noted the outcome of the Senate elections conducted at the end of last academic year as detailed below. The following have been elected to serve on the Senatus Academicus from 01 October 2020 until 30 September 2024 (except where indicated otherwise):

School of Social Science
Malcom Harvey

School of Language, Literature, Music & Visual Culture
Phillip Cooke (until 2022)

SENATE ASSESSOR ELECTIONS

17.1 The Senate is invited to note that following recent elections Diane Skåtun and Joachim Schaper were elected as Senate Assessors to Court from 1 October 2021 to September 2025.