



COURT

A meeting of **Court** will be held on **Wednesday 25 November 2020** at **2pm** via Zoom

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AGENDA

Item	Title	Lead	Paper No.	Page No.	Action
1.	Welcome, Apologies, Introductions, Noting of Pre-Court briefing, Declarations of Interest	Convener	Oral		
2.	Minutes of meeting held on Wednesday 30 September 2020	Convener	2.		For approval
3.	Matters arising not otherwise on the Agenda	Convener	Oral		
	Reports 4 to 9 below show some items as starred*. Starred items are the main items for discussion and/or approval.				
4.	*Covid-19 Update	Principal/ David Duncan/ Gregor Caldow	Oral		
5.	Finance Committee Papers withheld FOI Exempt/Commercially confidential	Graeme Bissett/ Gregor Caldow	5. and annexes	-	Items for approval/ otherwise for information
6.	*University Strategy <i>Professor Neal Juster, Senior Vice Principal, will present the University Strategy -2020- 2025</i>	Neal Juster	6. and annex		For approval
7.	Report from the Principal * <i>SMG Priorities 2020-21</i> * <i>Higher Education Developments</i> * <i>University Rankings</i>	Principal	7.		For information/ discussion
8.	Report from the University Secretary * <i>Covid-19 Update</i> * <i>Glasgow Green Strategy</i> * <i>Organisational Change</i>	David Duncan	8. and annexes	-	Items for approval/ otherwise for discussion/ information
9.	*Annual Report for the Scottish Funding Council - Institution Review of Quality Academic Year 2019-20	Jill Morrison	9. and annexes	-	For approval

10.	*Student Matters, including: SEC Report, SRC President update	Liam Brady	10. and annexes		For information/discussion
11.	Reports of Court Committees				
11.1	Estates Committee	Ronnie Mercer	11.1		For information/discussion
11.2	Audit & Risk Committee Papers withheld FOI Exempt/Commercially confidential	Heather Cousins	11.2 and annex		For information/discussion
11.3	HR Committee	June Milligan	11.3 and annexes		For information/discussion
11.4	Remuneration Committee	June Milligan	11.4		For information/discussion
11.5	IPSC Papers withheld FOI Exempt/Commercially confidential	Frank Coton/ Ken Sutherland	11.5		For information/discussion
11.6	Health, Safety & Wellbeing Committee	David Duncan	11.6		For information/discussion
12.	Communications from Meeting of Council of Senate held on 22 October 2020	Jill Morrison	12.		For information
13.	Any Other Business Court members are asked to inform the Secretary of Court 2 days in advance of the meeting, if they have items of Other Business for discussion	Convener	Oral		
14.	Date of Next Meeting Wednesday 10 February 2021 at 2pm held via Zoom				



Court

Minute of Meeting held on Wednesday 30 September 2020 by Zoom

Present:

Ms Elizabeth Passey Co-opted Member (Convener of Court), Cllr Susan Aitken (Glasgow City Council Assessor), Mr Graeme Bissett (Co-opted Member), Mr Liam Brady (SRC President Elect), Dr Chris Cassells (Trade Union Nominee) Ms Heather Cousins (Co-opted Member), Dr Craig Daly (Trade Union Nominee), Mr David Finlayson (Co-opted Member), Professor Carl Goodyear (Elected Academic Staff Member), Professor Nick Hill (Elected Academic Staff Member), Mr Christopher Kennedy (Elected Professional Services Representative), Professor Kirsteen McCue (Elected Academic Staff Member), Dr Morag Macdonald Simpson (General Council Assessor), Mr Ronnie Mercer (Co-opted Member), Dr June Milligan (Co-opted Member), Mr David Milloy (Co-opted Member), Professor Sir Anton Muscatelli (Principal), Ms Elspeth Orcharton (Co-opted Member), Mr Gavin Stewart (Co-opted Member), Dr Ken Sutherland (Co-opted Member), Ms Lesley Sutherland (General Council Assessor), Dr Bethan Wood (Elected Academic Staff Member)

Attending:

Mr Gregor Caldwell (Executive Director of Finance), Dr David Duncan (Chief Operating Officer [COO] & University Secretary), Mr Chris Green (Chief Transformation Officer – Item 6 only), Professor Dan Haydon (Professor of Population Ecology and Epidemiology – Item 7 only) (Ms Amber Higgins (Executive Officer and Clerk to Court), Professor Neal Juster (Senior Vice-Principal and Deputy Vice-Chancellor), Professor Jill Morrison (Vice-Principal & Clerk of Senate).

Apologies:

Ms Teresa Baños SRC Assessor on Court, Dr Simon Kennedy (Elected Academic Staff Member),

CRT/2020/01. Announcements

Dr Chris Cassells and Mr Liam Brady were welcomed to their first meeting of Court, as Trade Union Nominee and SRC President respectively. Court noted that Margaret Anne McParland, who had been a member of Court since 2012 as Trade Union Nominee, was due to retire from the University in November 2020. Court wished to pass on their thanks to her for all her hard work whilst working at the University and as a member of Court.

There were the following declarations of interest in relation to business to be conducted at the meeting: Professor Sir Anton Muscatelli as a Trustee of USS, as an ongoing declaration, given the updates on the scheme.

It was recorded that Mr Gregor Caldwell, Executive Director of Finance had briefed Court at the pre-lunch session, covering the Universities Superannuation Scheme. Court's thanks for the briefing were recorded.

Court was reminded that papers and business were confidential.

CRT/2020/02. Minutes of the meetings held on Tuesday 23 June 2020

The minutes were approved.

CRT/2020/03. Matters Arising

Court noted that under item *CRT 2019.55.3 Committee Remit and Appointments* that the concerns in relation to the breakdown by protected characteristics on Court Committees were yet to be addressed. Court agreed that the Nominations Committee should look at ways to target specific groups more efficiently to increase diversity on Court Committees.

CRT/2020/04. Covid-19 Update and Planning

Court received an update from the Principal, Dr David Duncan and Mr Gregor Caldwell on the current planning and progress made following the reopening of the campus. Particular attention was drawn to the following:

- The recent outbreak in student halls following the start of the academic session. A number of steps had been put in place to support the students including – 4 week rent rebate, £50 cash, and hot meals for students in self isolation. Checks on the students were also being regularly undertaken to ensure that all students felt supported and mental health issues could be dealt with at an early opportunity;
- The Scottish Government had supported the return of students to campuses across the country, with blended learning and the student experience seen as the key focus;
- SRC/GUSA had been heavily involved with supporting students during the isolation period and thanks were noted;
- Health and Safety was the key consideration to all decisions made, with regular meetings of key staff taking place. This had included the introduction of a regular briefing for the Convener of Court following the outbreak in the student halls;
- Construction work had resumed on the James McCune Smith Building, Research Hub and the Clarice Pears Building. The ASBS continued to be on hold;
- Whilst the University continues to focus on how it can exit the crisis, the impact of the movement to online is still unclear for student recruitment, with estimates of fee income from External Relations ranging from “optimistic” £19m above budget, “central” £11m below budget to “pessimistic” £40m below budget, with student recruitment now looking closer to the “central” estimates.

During the discussion it was noted that the University was aware that the ongoing situation would be having an adverse effect on staff and students and the importance of a supportive approach was noted. Court noted that it was important that lessons, in relation to the outbreak in student halls, were identified to ensure that any future outbreaks could be prevented as far as is possible. The key focus in the short term would be supporting students and looking forward to the September intake of PGT students.

It was noted that impact on the reputation of the University following the outbreak would need to be carefully monitored to ensure that there was no impact on student recruitment but it was felt that at present the University had handled the situation well.

Court thanked staff and students for their continued efforts and recognised all the hard work that had been undertaken during the pandemic to keep the University running.

CRT/2020/05. University Risk Register

Court received a presentation by Mr Gregor Caldwell, Executive Director of Finance on the updated Risk Register. It was noted that over the last 12 months a large amount of work had been put into building and implementing the Risk Management Framework, which had been delayed slightly due to the impact of Covid-19 and operational needs. A Risk Management group had been established to monitor and drive forward the implementation of the new format, with College management now supporting the new format. Court recognised the tremendous amount of work that had gone into producing the Risk Register and thanked all those involved.

Court approved the University Risk Register.

CRT/2020/06. Report from the Principal

CRT/2020/06.1 World-Changing Glasgow Transformation programme WCGT

A briefing paper on WCGT progress and developments was noted by Court. Court members also received a presentation by Chris Green (Chief Transformation Officer) which updated members on the key progress over the last 12 months by the WCGT. During the presentation it was noted that the WCGT was:

- Outcome focused – whether that is by improving the students and/or staff experience, supporting research and teaching activity, introducing change that leads to service improvement and/or cost improvement or avoiding future costs;
- Internally owned – where WCGT works in partnership with the University, underpinned by a compelling communication and engagement strategy;
- Delivering results that are sustainable – by enhancing the culture and behaviours needed to enable positive change, enabled by building capability for the longer term.

The WCGT portfolio currently consisted of the following projects:

- Smart Campus - Creating the future digital environment for the University campus, with social, technological and economic impact for the University and the city of Glasgow;
- Assessment & Feedback - Improving the experience for students and staff by significantly redesigning how the University undertakes the assessment of, and provides feedback to students;
- Student Forecasting & Enrolment - Enhancing the student enrolment experience for UG and PGT students to enable effective decision-making and course selection
- Professional Services - Designing services to meet the user's needs, improving the quality of the service delivered and reducing cost;
- Responsive Solutions - A 'bottom-up' service that identifies and addresses important (to staff) challenges in the day-to-day experience.

Court also noted that the WCGT was aiming to deliver:

- UofG Life- A new app for students, focused on enabling students to feel part of the University community was now live. The initial design was complete with a limited number of features that would be added to during the next 3-6 months;
- Online Assessment Management – included is a portal for students to access all their assessment and feedback in one place;
- Learning through assessment – the new policy framework for how the University undertakes assessment & feedback;

- Service reviews - to improve the quality and consistency of the services provided by People & OD; Information Services and Estates;
- Process reviews - to improve the efficiency and effectiveness of the processes that relate to OAM and timetabling, to simplify and streamline the processes and resources needed and reduce the costs associated with both.

During the discussion it was noted that WCGT had been heavily involved with the University Covid response, helping to drive forward: design and set up of a call centre; exam diets online; Modern Ways of Working Website to support switch to remote working; Glasgow Anywhere: Health and Wellbeing support content. A number of projects were also accelerated such as the Digital Service delivery and Assessment and Feedback Phase 1. The Key priorities moving forward would be to continue to develop capabilities to enable change across the University; continue the shift to more digital services for staff and students and to deliver cost savings targets in the partnership with budget holders.

Court thanked Chris Green for the presentation.

CRT/2020/06.2 Principal's Report

Court received the report from the Principal – Paper 6 and the following areas were noted:

- The SFC review which had been commissioned by Richard Lochhead, Minister for Further Education, Universities and Science in Scotland was due to report its first stage findings in late September/ early October;
- The Scottish Government had confirmed that additional funding will be made available for the additional 2020-21 entrants due to the results change in Higher Grades;
- Brexit/Visa and Immigration – negotiations between the UK and EU continued and it had been confirmed that the transition period would not be extended.
- REF 2021 a revised submission date had been set of the 31 March 2021; in recognition of ongoing uncertainty caused by Covid-19, the funding bodies had set a review date in November 2020.

The Principal reported that the student intake numbers were even more challenging to predict accurately this year than in a normal cycle. In the case of international students, there was a number of factors at play including travel restrictions, temporary closure of visa centres, and potential deferral requests. The UK admissions system was also disrupted by the situation with A Level and Higher results. SMG had received weekly updates over the past few months and this would continue for the November 2020 and January 2021 PGT intakes. The figures below were derived from a snapshot of registrations as at 18 September.

Undergraduate (UG):

- Total UG registrations were currently 5383 against a target of 5079. Home/EU funded places are on target with 3822 students registered vs 3496 target;
- RUK - 767 against a 712 target;
- International - currently 766 against a target of 871. In addition, a further 220 international UG students have engaged with the registration process and have completed academic registration but are yet to complete financial registration.

Postgraduate Taught Entry (excluding PDGE):

- Home/EU/RUK- September intake – 1704 registration vs central target of 1443
- International - September intake – 1975 registration vs central target of 1956

It was noted that PGT registrations were compared on a weekly basis with forecasts based on three scenarios (optimistic, central and pessimistic). It appeared that currently the central forecast was the most likely outcome for the September intake. PGT applicants would continue to submit documentation until 12 October for September programmes, and until 2 November for November programmes.

Court noted a query raised in relation to the current hold on recruitment of staff and if this would be lifted in light of the student intake. It was reported that a weekly meeting was taking place to look at staff recruitment and which posts could be released. It was also noted that as the student numbers were confirmed throughout the three intakes, decisions would be made on the proportional release of budgets. Concerns over the workload of staff and the impact of working from home would continue to be monitored by line managers and SMG to ensure that a balance was maintained between financial resources and staff capacity.

Court was informed that Professor Chris Pearce had been appointed as the Vice-Principal (Research) and Professor Iain McInnes has been appointed as the Vice-Principal and Head of College for MVLS. With regards to the Rector it was noted that this position was still vacant and that the SRC was involved with discussion looking at ways to run an online election. Court thanked the Principal for his update.

CRT/2020/07. Report from the University Secretary

Court noted the report from the University Secretary - Paper 7. The following areas were discussed in further detail by Court.

CRT 2020.07.1 Glasgow Green- The University of Glasgow's Climate Change Strategy and Action Plan

Court received a report from Sustainability Working Group (WG) and welcomed Professor Dan Haydon to the meeting, who outlined the key points. The Glasgow Green paper set out the proposed climate change strategy and action plan for the University. It followed the Principal's declaration of a climate emergency in May 2019 – a statement which was reported world-wide and which reinforced similar messages from the UK Parliament and the Scottish Government as well as other universities around the globe.

Court also noted the draft Business travel guidelines and options on offsetting that were currently being developed. Court also received a report from the Green New Deal Coalition.

Court noted that the action plan and strategy outlined the context in which the University was operating, reviewed the progress to date in reducing carbon emissions and set out a route to 'net-zero' carbon emissions by 2030. The action plan proposed a series of actions under five headings:

- Engaging and Empowering Our Community
- Promoting Efficiency
- Governance and Policy
- Continuous Improvement Initiatives
- Building Resilience through Partnerships

The action plan and strategy had also drawn on discussions at Senior Management Group, Senate and the Student Experience Committee, alongside consultation seminars with staff and students, and a wider survey. It was noted that these discussions had demonstrated that

all sections of the University community had agreed that the University should go further and faster in addressing climate change; there was also a consensus that the University should monitor the impact of the actions and make the data public in an open and transparent manner.

During discussion, Court noted that it was essential that the action plan and strategy were affordable and achievable. It was noted that at present there was no budget allocated to green projects centrally and given the current constraints on the University finances following the impact of Covid-19 this was an important consideration that should be monitored.

The following areas were also noted during the discussion:

- Guidelines were in place to ensure that staff mobility in relation to conferences did not impact on promotion or career progression;
- The cost of carbon offsetting needed to be monitored to ensure it was affordable given the impact of Covid-19 on the University's finances;
- Concerns were raised about staff working from home and the impact of this, both in terms of the environmental impact but also the financial cost for staff;
- The need to work with the Glasgow City Council which was also developing a plan to achieve carbon neutrality by 2030;
- Reputational impact if the University was not seen to be ambitious in its strategy.

Court members noted that there were many challenges around the sustainability agenda, and this was an area that many Universities were focusing on at present. Whilst it was key for the University to move forward with an action plan and strategy, Court felt that the University could be more ambitious both in terms of targets and actions taken. During the discussion Court agreed that University should make better use of the University's full suite of assets e.g. land at Cochno Farm. With regards to funding, Court noted that alongside the allocation of budget, funding should also be sought, from alternative areas such as philanthropists and businesses keen to enable the University to lead the sector in the UK. It was highlighted that through COP26 it was important that the University was seen as taking a key role. Court also noted that the strategy and action plan should be seen as an evolving policy to ensure that sustainability and social responsibility continued to play a key part in the University.

Following discussion Court agreed to approve the Glasgow Green - The University of Glasgow's Climate Change Strategy and Action Plan and it was undertaken that:

- 1) The Court Sub committees would review the impact of the strategy and action plan;
- 2) The report would be reviewed with the aim of incorporating good ideas from the Green New Deal Coalition into the action plan;
- 3) The policy wording would be updated to ensure that more ambitious models could be incorporated in the future.

CRT 2020.07.2 Student Contract 2020-21

Court approved the updated Student Contract for academic session 2020-21.

CRT 2020.07.3 Enhancement-Led Institutional Review (ELIR 4)

The University's ELIR was held in 2019 and six recommendations were noted. Court noted the follow-up report on the University's reflection and responses to the recommendation.

Court approved the University's ELIR response to the recommendations.

CRT 2020.07.4 New and continuing Court Members

Court noted that Dr Chris Cassells had been nominated as the Trade Union nominee from amongst the University's support staff, for 4 years from 1 August 2020.

Court also noted that Liam Brady had began his term on Court from the 1 July 2020 *ex officio* as the SRC President, for one year.

CRT 2020.07.5 Court Business 2020/21

Court received the Schedule of Court Business for the coming year, together with the Statement of Primary Responsibilities of Court and a list of remits/memberships of Court Committees for the session.

The attendance lists for meetings of Court and its Committees for 2019/20 had been reviewed; there were no issues for action in connection with this.

CRT 2020.07.6 Directors of Research Institutes and Heads of School Appointments

Court noted the following changes:

School of Psychology and the Institute of Neuroscience and Psychology (INP)

Court noted that a review was currently taking place into the possible consolidation of the School and Institute. Court approved the extended appointment of the current Directorship of INP and Headship of the School, Professor Philippe Schyns, for 6 months or until the conclusion of the consultation period, whichever is earliest.

School of Critical Studies

Professor Alice Jenkins had been re-appointed Head of the School of Critical Studies from 1 January 2021 to 31 July 2022.

CRT 2020.07.7 GUSA Court representative

Court approved Kirsty McConn-Palfreyman, Head of Student Engagement as the Court representative on GUSA.

CRT/2020/08. Student Matters, including: SEC Report; SRC President update

The SRC President highlighted that a working group had been established to look at the student experience in 2020/21, as it was acknowledged that there was a risk that there could be a detrimental impact from Covid-19, with a blended learning model for academic session 2020/21 and reduced social interaction on campus. Student wellbeing was also being closely looked at, with a case for support being put forward, given the different needs of the student population in the next academic year.

CRT/2020/09. Reports of Court Committees

CRT/2020/09.1. Finance Committee

The Committee had received a number of papers that outlined the impact of Covid-19 on the University cash position; projected student numbers; and the USS Consultation. Court noted a report by the Executive Director of Finance which outlined the main discussion points at the Finance Committee. Court also received a brief overview of the USS Scheme and the status of the 2020 valuation.

CRT/2020/09.1.2 CapEx Applications

The Committee had received five capital expenditure request and had approved all of the requests – Windows Virtual Desktops, Optical Tables, Diffractometer for College of Science and Engineering, Automated quantitative pathology imaging and an Upgrade to JIF Facility.

The report was noted.

CRT/2020/09.2 Estates Committee

CRT/2020/9.2.1 Capital Plan

The Committee had received an update on the update on the Capital Plan and the impact of Covid-19 on the building projects. The Committee also received an update on the Minor project budgets which had been prioritised with more fund being made available for maintenance and in particular for IT spend.

CRT/2020/09.2.2 CapEx applications

The Committee had approved CapEx applications relating to: purchase of optical tables for the Research Hub, £0.5million; COSE application for an diffractometer and new multiuser analytical suite in the sum of £0.6million; the purchase of an automated quantitative pathology imaging system in the sum of £0.501million.

The report was noted.

CRT/2020/09.4 Audit & Risk Committee

The Committee received a briefing on the updated Risk Register. It was agreed that the updated Register would be included in Court papers for September 2020 for approval. The Committee also received internal audit reports on: Academic Collaborations; Careers Service Graduate Employability and Covid-19 Return to Campus Preparations. The Committee received an updated 2020/21 internal audit plan. The Committee also received an addendum to the External Audit report for 2019/20. The Committee approved the Annual statement on Compliance with the Concordat to Support Research Integrity.

The report was noted.

CRT/2020/10. Any Other Business

No substantive items were noted.

CRT/2020/11. Date of Next Meeting

The next meeting of Court will be held on Wednesday 25 November 2020 at 2pm via Zoom. A Pre-Court briefing will take place at 12pm via Zoom.

Court noted that due to the ongoing pandemic the Court Dinner will not take place after the Court meeting but it will be rescheduled for Summer 2021, if circumstances allow.

University Court

Wednesday 25 November 2020

University Strategy 2020:2025 Draft

Overview

This paper contains the draft of the University's 2020-2025 strategy, *World Changers Together: World Changing Glasgow 2020-2025*.

The draft text is feature complete at this stage, with the exception of its Key Performance Indicators; these are being developed separately and will be incorporated once agreed.

The strategy itself is intended to be a digital-first document, in keeping with our commitment to become both a more sustainable and digitally enabled university. A supporting publication will be produced once the strategy website itself is complete for use with key stakeholders.

The digital format will enable the strategy to be illustrated and brought to life with a rich supporting array of multimedia case studies and vignettes; Court will have the opportunity to preview some of this supporting content (as well as a development version of the strategy website itself) at its upcoming November meeting.

Action requested

The strategy will be discussed at the Court meeting on 25 November. University Court members are invited to send any initial feedback on the draft in advance of the meeting via email to neal.juster@glasgow.ac.uk to help inform the discussion.

Prof Neal Juster

Senior Vice-Principal and Deputy Vice-Chancellor

World Changers Together

World Changing Glasgow 2020-2025

Introduction from the Principal

I am delighted to share with you our vision for the next five years of our journey as world changers together.

This strategy is the result of extensive consultation amongst our community, starting in the winter of 2018-19 – a time in which the world looked very different. Much has changed in a year, and much will continue to change in ways that we cannot fully predict over the period of this plan. We know that on the domestic stage we will have to adapt – not only to the impact of a pandemic, but also to the consequences of our country’s changing relationship with the rest of Europe. Globally, we will have to use the collective strengths of our disciplines to build coalitions, collaborations and partnerships to tackle the major societal challenges brought by increasing inequality, future threats to human health, the rise of technology and automation, and the existential threat of climate change.

Our vision is of a university characterised by the closeness of its community, the strength of its connections, and the incredible potential unleashed by its collaborative spirit. Our response to the pandemic has shown that our university is more than a motto, or a crest, or even a tower on a hill – it is exceptional people brought together a shared purpose, shared values, and the desire to make a difference. Together we have met the adversity of recent months with extraordinary dedication, courage, and ingenuity, using our collective and diverse skills to support our civic partners and the wider Glasgow community in dealing with the resultant economic and social impacts.

Over the next five years, we will build on these strengths and draw on the power of collaboration to take the first steps of a generational journey to make our University synonymous with discoveries, innovations, and leadership of global importance, building:

- An outstanding student experience that reflects our diverse and internationalised community
- A world-class learning environment infused with interdisciplinary learning opportunities
- A world-leading research culture in which people and careers will thrive
- A resolutely international, innovative and partnership-led approach to changing our world for the better

The University of Glasgow has left permanent footprints along the trail of history; it is the birthplace of modern economics, the crucible of the scientific and industrial revolution, and the wellspring of pioneers in the struggle for human rights and social justice. But more importantly, it is the home of the world changers of today and tomorrow – and I look forward to us walking the path ahead together.

Professor Sir Anton Muscatelli
Principal and Vice-Chancellor

We are the University of Glasgow.

**Our vision is
to be The World-
Changing University.**

Our inventions, interventions and innovations have helped to shape the social, cultural, and economic prosperity of our city, our country, and civilisation itself. We have been changing the world since 1451 – and we’re just getting started.

**Our purpose is
transforming lives
through ideas and action.**

Our teaching inspires our students. Our research inspires the world. Working alongside one another at the forefront of discovery, our staff and students use their developing skills and newfound knowledge to educate, to heal, to fight for justice and equality, to advance global society, and to flourish as purposeful individuals with the power to make a difference.

**Our mission is
to bring a community of
world-changers together.**

We seek the finest minds from the around the world to join Glasgow’s growing international University community. Drawing strength from each other, and inspiration from the people, societies and cities we serve, our diverse body of staff, students and alumni come together as one Glasgow community, driven by a unifying desire to change the world for the better.

Vision in action

*We are already firmly established as part of the world's top 100 universities. Our vision for the next decade of our journey is to make Glasgow synonymous with discoveries, innovations, and leadership of global importance: **The World-Changing University**.*

Key to the realisation of this vision is our continuing success within the six strategic pillars of a world-changing University:

Inspiring people

Our international community of staff, students and alumni represents a winning combination of talent and diversity drawn from almost every country, nationality, ethnicity, and religion. The regular infusion of novel ideas, perspectives, and passion from around the world into our community is vital to our success – bringing fresh insight to challenges old and new.

Global perspective

Our extensive international network of people and partnerships enables us to connect and collaborate with leaders across academia, industry, and society. In doing so, we develop a truly global understanding of the world's most pressing problems and grand challenges – and the means and relationships through which we can use knowledge to make a difference.

World-class research

Our researchers are drawn from the best of global academia, with almost every disciplinary area benefiting from internationally recognised experts in their fields. Whether working side-by-side or as part of large-scale multinational efforts, our teams push back at the boundaries of knowledge and understanding – and bring world-changing discoveries within reach.

Lasting impact

Our discoveries are only the starting point. Through innovative partnerships with industry, policy engagements with Governments, and our role as a regional civic anchor, we work to transform our ideas into action, using our skills to make a difference in everything from local problems to the global grand challenges of our age – changing the world at every scale.

Outstanding teaching

Our internationally renowned degree programmes are shaped by our rich, dynamic research environment which connects learning with global challenges. Adopting evidence-based approaches that are supported by world-class physical and digital learning environments, we work in partnership with our students to co-create knowledge, and to develop the next generation of global thinkers and leaders – creating a living legacy of future world-changers.

Life-changing experiences

Our graduates get more than a degree. We curate an enriching world of social events, sport, volunteering, internships, international experiences and more in which students can connect, develop new skills, and enhance their prospects. More importantly, we give them the space, time, and guidance to forge their own path – and their first steps as future world-changers.

Our values

The future holds innumerable challenges for our sector, our society, and our world. We will have to adapt and change what we do and what we offer if we are to navigate these successfully. Our strategy and approach may evolve as the landscape changes, but our values will remain constant – a fixed point of certainty in uncertain times.

We have identified our values in consultation and partnership with our staff and student community. Living and upholding these values will ensure that we remain true to the spirit of our community and ourselves:

Ambition and Excellence

- > We strive for excellence through our work
- > We defend academic freedom globally
- > We recognise and celebrate shared success
- > We have an unrelenting focus on development

Curiosity and Discovery

- > We innovate and solve problems together
- > We lead by influence and example
- > We engage with lifelong learning and personal development
- > We learn from our mistakes

Integrity and Truth

- > We uphold honesty, integrity and fairness
- > We share our work widely and generously
- > We do the right thing, not the easy thing – or we don't do it
- > We take responsibility

An Inclusive Community

- > We are one Glasgow team, and we care for and respect one another
- > We advocate for diversity and believe in variety as a vital part of a healthy university
- > We champion education as an engine for social progress
- > We practise and advance sustainability

Strategic context

The coming strategic period must leave our University better positioned for the challenges of the five years after. Over the past two years, we have consulted extensively with our community and our partners to understand the expected drivers of global change within our sector and our society over the next decade – preparing our path to 2030 and beyond.

Our strategy responds to four major challenges facing higher education and wider society:

Building a sustainable future

The Covid-19 pandemic has given us all a glimpse of the fragilities and interdependencies underlying global society. Now more than ever, it is deeply apparent that our common prosperity depends on humanity's ability to cooperate and address the most pressing problems of our age – including the existential threat posed by climate change.

Over the next strategic period, we will seek to build a better future for humanity through our knowledge and action, using the full spectrum of our multidisciplinary research expertise to address global challenges – advancing the United Nations Sustainable Development Goals globally while also leading the way locally by changing our day to day working practices to become a sector-leading carbon neutral organisation by 2030.

Creating a fairer society

The past decade has been characterised by widening inequality, diminishing prospects, and rising populism worldwide. Universities too have suffered from an erosion of public trust in their work and relevance, but our sector's pivotal role in the public and scientific response to the coronavirus pandemic has proven that we can be a powerful force for social good.

Over the next strategic period, we will work to reinforce public trust in universities by actively and empathetically engaging with the needs and challenges of our local and global communities, using our research and outreach activities to promote social inclusivity, wellbeing and social justice, and serving as the anchor institution of an innovation-led response to fostering inclusive economic growth for Glasgow, Scotland, and the world.

Reimagining the academy

The rapid evolution of technology is poised to disrupt every facet of our society from the way we connect to one another to the nature of employment itself. This will carry implications for the learning experiences and studying modes that students of the future will expect, as well as the preparation they will need to succeed as future leaders within a changing world.

Over the next strategic period, we will strengthen our digital capabilities to give our students a first-class online experience alongside our physical offering, while also enhancing our curricula and postgraduate development programmes with a new emphasis on the cultivation of digital skills, a global context and a challenge-oriented mindset – preparing our graduates to make a positive impact in a variety of post-graduation destinations.

Diversifying the student body

Our students are changing as fast as the world around us. While the expectations and motivations of our core audiences continue to grow, there is also tremendous scope to diversify our student body by exploring emerging overseas markets, and exciting opportunities to broaden our audience through new models and modes of study including online, short-form and upskilling courses for returning learners.

Over the next strategic period, we will bring our signature research-led teaching and innovative learning experiences to a broader and more diverse student body than ever before – broadening our transnational education partnerships, expanding our range of alternative qualifications, and diversifying our curriculum to ensure that the Glasgow learning experience evolves in tandem with our international and inclusive student community.

Our strategy: world-changers together

As individuals, we have achieved the incredible: together, we have changed the world.

In recent years, our outstanding disciplinary breadth and expertise has enabled us to make world-changing advances in fields as diverse as medicine, physics, linguistics, public policy, and global development. The key to our success has been consistent: talented staff and students pushing back at the boundaries of knowledge and understanding together.

Our *World Changers Together* strategy supports the long-term realisation of our vision by recognising the fundamental importance of a culture of open cooperation – not just as colleagues and mentors or students and teachers, but as a community of discovery that reaches beyond its walls and draws inspiration and strength from its connections and partnerships worldwide: excellence that’s part of something bigger.

The strategy is articulated across three themes:

Community

People-centred · globally engaged

- > **Leading with our values** and putting our people first
- > **Engaging with our civic mission** via our local and global communities
- > **Building a sustainable future** through our research, education, and actions

Connectivity

Collaboratively minded · digitally enhanced

- > **Creating space to connect** through new collaborative and social space on campus
- > **Investing in our digital realm** to enhance the staff and student experience
- > **Adopting collaborative technologies** for frictionless and flexible work and study

Challenges

Solution-focused · impact oriented

- > **Embracing challenge-led research** to address the needs of global society
- > **Reimagining our curriculum** to prepare students for a challenging and changing world
- > **Strengthening our partnerships** to amplify our local and global impact

Community

People-centred · globally engaged

World-changing ideas begin with world-changing people – and we understand that ideas flow more freely when our staff and students feel valued and supported. We want to work together to build a community with a culture of being values-led with people at its centre – and play our part as global citizens engaged in a shared endeavour to make tomorrow better.

Leading with our values and putting our people first

We will:

- > Develop our culture alongside a new generation of values-led university leaders
- > Invest in the physical and mental health and wellbeing of our staff and students
- > Make the University an exceptional place to work and build fulfilling careers
- > Diversify our community and set challenging targets for BAME inclusion

Engaging with our civic mission via our local and global communities

We will:

- > Actively engage with the needs of our civic partners and local communities
- > Accelerate innovation and inclusive economic growth across the greater Glasgow region through our leadership of the Glasgow Riverside Innovation District
- > Develop new learning and knowledge transfer partnerships around the world

Building a sustainable future through our research and actions

We will:

- > Actively adopt and advance the United Nations' Sustainability Development Goals
- > Create greener, healthier, and more sustainable campuses within our communities
- > Evolve our operations and ways of working to meet our commitment of being a carbon neutral organisation by 2030

Connectivity

Collaboratively minded · digitally enhanced

Creativity feeds on stimulation. Ideas improve when students and colleagues work together, challenge their assumptions, and inspire one another with fresh insights and approaches. We want to make Glasgow a nexus of collaboration and innovation – a physical and digital environment that brings people together whenever and wherever inspiration strikes.

Creating space to connect through new collaborative and social space on campus

We will:

- > Expand our social space provision to make campus a welcome home away from home
- > Create an ecosystem of collaborative spaces on campus, including touchdown hubs to facilitate agile working and spaces for short-term collaborative projects
- > Develop space on campus for externally facing partnership activities including start-ups, spinouts, and co-location of corporate partners

Investing in our digital realm to enhance the staff and student experience

We will:

- > Upgrade our digital systems and services to create a higher quality user experience
- > Expand our network to offer pervasive connectivity across our campuses
- > Roll out smart campus technologies to create an empowering and user-responsive environment

Adopting collaborative technologies for frictionless and flexible work and study

We will:

- > Equip staff for agile working wherever feasible to increase effectiveness, employee satisfaction and work-life balance
- > Augment and enhance our digital learning tools and resources to empower students with freedom of when, where, and how they learn
- > Make it easier for our international community, our networks, and our external partners to connect and collaborate with us virtually

Challenges

Solution-focused · impact oriented

To truly change the world, we need to engage with its most pressing challenges. We will reach beyond our boundaries and strength our international networks and perspective to create real-world impact for industry, employers, governments, and the global citizenry through our work – while also preparing our students to make a positive difference.

Embracing challenge-led research to address the needs of global society

We will:

- > Consolidate the strength of our core disciplines and areas of world-class expertise
- > Invest in major new areas of research excellence that address global challenges
- > Harness the Advanced Research Centre to develop a new generation of challenge-ready researchers

Reimagining our curriculum to prepare students for a challenging and changing world

We will:

- > Evolve our approach to learning and teaching to support graduate skills development
- > Introduce new interdisciplinary core curriculum content to equip students as global citizens with the skills and challenge-focused mindset necessary to change the world
- > Scale up our distance, online, upskilling and international collaborative course options to meet the needs of a changing global economy and society

Strengthening our partnerships to amplify our local and global impact

We will:

- > Augment support for external partnership and engagement activities and remove organisational barriers to frictionless collaboration
- > Expand our transnational education partnerships and explore new delivery opportunities in emerging overseas markets
- > Develop major innovation, knowledge exchange and graduate employment partnerships with industry, government and third sector organisations worldwide

Delivering our vision

We launch this strategy against a backdrop of challenges and changes within the higher education sector and wider society. While we face the future from a position of strength, we must continue to ensure that we use our people and our resources as effectively as possible. All of our teams – academic, professional, technical, specialist or operational - will need to perform at the highest levels of excellence and use their expertise and ingenuity to deliver real value and impact as we pursue our vision to be The World Changing University.

The implementation of World Changers Together will be a genuine partnership of top-down strategic direction and distributed bottom-up delivery across the organisation. Recognising the diversity of our community and our organisation, local leaders will be empowered to implement the strategy in the ways that work for their staff, students, and other stakeholders. We will do this without losing sight of our shared vision by developing our implementation plan with reference to nine delivery principles organised within three change themes:

People centred

User-led

We will prioritise actions which hold the greatest transformative potential for the student and employee experiences, delivering real and perceptible improvements from the outset.

Inclusive

We will develop solutions with the full diversity of our stakeholders in mind, paying particular attention to meeting the needs of underrepresented and minority groups.

Seamless

We will deliver on both the physical and digital experience for our staff, students, and stakeholders, making thoughtful use of both to create an engaging blended environment.

Agile

Streamlined

We will optimise our governance and decision-making processes to enable faster and more responsive action, reducing the time to deliver benefits to our staff and students.

Affordable

We will use our resources wisely, identifying poor-quality activity and transactional waste that we can alter or stop to reinvest in our core academic mission and user experience.

Empowering

We will delegate decision-making downwards to local leaders wherever possible, including strengthening the relationship between Units' performance and their control of resources.

Impactful

Bold

We will foster an entrepreneurial and less risk-averse approach to implementation, encouraging our staff to take calculated risks and accept failures along the way.

Outcomes focused

We will change our managerial culture to recognise and reward the outcomes and impact of our work, delivering better value to students, staff, stakeholders, and global society.

Distinctive

We will set ourselves apart from our peers through creative, engaging and distinctively Glasgow solutions to implementing our strategy– the world changing difference.

Key Performance Indicators

[Under development – see separate discussion paper]

Supporting strategies

[N.B: this is likely to be supporting ‘sidebar material’ to implementation rather than fully developed page in its own right]

World Changers Together will be further operationalised by the associated thematic strategies:

- Research Strategy 2020-2025
- Learning and Teaching Strategy 2020-2025
- Internationalisation Strategy 2020-2025
- Innovation Strategy
- People and Organisational Development Strategy 2020-2025
- Dear Green Place
- IT and Business Intelligence Strategy
- Estates strategy

UNIVERSITY OF GLASGOW

Court

Wednesday 25 November 2020

University Strategy 2020-2025: KPI discussion paper

Brief description

This paper outlines progress towards determining a set of KPIs that will both change behaviours to ensure we can meet our strategic vision, and to allow Court and SMG to monitor progress towards that vision.

The paper suggests the areas/activities that need to be monitored. The paper does not define how each KPI should be measured nor their targets over the next five years.

SMG will consider the views of Court as it prepares a set of more formal definitions to be brought forward for approval at the February 2021 meeting of Court.

Action requested

Court is invited to comment on the range of KPIs being proposed.

Recommended Person/s responsible for taking the action(s) forward

Neal Juster, Senior Vice-Principal and Deputy Vice-Chancellor

Resource implications

None at this stage; however, some of the metrics proposed are not routinely captured within other data collection exercises (e.g. HESA) and if selected their development and collection would carry additional resource requirements. It is expected that this resource would be available from existing operational budgets

Timescale for Implementation (where appropriate)

It is anticipated that a full proposed KPI set will be available for Court's consideration at its February 2021 meeting.

Equality implications

The KPI development team are aware of SMG's strong desire for KPI proposals designed to lend visibility to our progress in creating a more diverse and inclusive staff and student community; we will continue to develop proposals accordingly.

Originator of the paper

Professor Neal Juster, Senior Vice-Principal and Deputy Vice Chancellor

19 November 2020

University Strategy 2020-2025: KPIs

1. Overview

This paper outlines KPIs to be used to assess the implementation of the University's new institutional strategy, *World Changers Together: World Changing Glasgow 2020-2025*.

It is important that KPIs are chosen that drive the required behaviours for success and do not lead to unintended consequences including poor behaviour. KPIs should also enable SMG and Court to monitor performance and inform actions and investment decisions.

The KPIs should be:

- **Transparent.** It should be easy to explain to the wider community what we are measuring, how we are measuring it and why we are measuring it
- **Robust.** The process of measurement should not alter over the period of the strategic plan (whilst acknowledging that some external data collection exercises may change over time, and if that happens, we may have to alter a KPI definition or target)
- **Measurable.** The KPI should be able to be measured consistently and without the need to create new processes or systems to enable measurement.

Each KPI will therefore be accompanied by a factsheet; an example is included in [Appendix 1](#).

It should be recognised that although a relatively small number of KPIs will be included in the strategy, a larger number of KPIs and associated dashboards will be monitored by other committees in the University's executive and governance structures. KPIs and dashboards will also be used to monitor and improve the performance of operational units. These other KPIs and dashboards will be cascaded, where appropriate from the KPIs contained in the strategic plan. Planning, Insights and Analytics (PIA) will ensure coordination of the dashboard data and help the University move towards being a more data-driven organisation.

In addition, some staff behaviours will be reinforced through criteria used in staff recruitment, reward, recognition, and promotion processes.

2. Measuring Core Business Performance

There are several critical activities we need to continue to keep doing well. We are already firmly established as part of the world's top 100 universities. Key to the maintaining and improving on this position are the six strategic pillars of a world-changing University, outlined in the strategic plan's *Vision in Action* section. These pillars are:

1. **Inspiring People:** Creating a dynamic, multinational community, measured by:
 - Growth in the international student population
2. **Global Perspective:** Connecting to the world and being seen by the world to be making a difference, measured by:
 - Improvements in our global reputation

3. **World-class research:** pushing back the boundaries of knowledge, measured by
 - Growth in the research income
 - Improvement in the quality of research publications
4. **Lasting impact:** transforming our ideas into action, measured by:
 - Increasing 3rd party investments into our spin out companies
5. **Outstanding teaching:** developing the next generation of global thinkers, measured by
 - Improvements in student progression
6. **Life-changing experiences:** creating an exceptional student experience and giving students the space, time, and guidance to forge their own path, measured by:
 - Increase in student satisfaction

3. Measuring Success of our Strategic Plan

The strategy is articulated across three themes: Community, Connectivity and Challenges. Each of these three themes have a critical success factor (CSF). If we achieve these, we will know we have succeeded. Success is demonstrated by outcomes, which in turn can be measured by Key Performance Indicators. These are outlined below:

3.1 Community

Critical Success Factor:

We want to build an engaged, diverse, values-led community of staff and students as well as a close collaborative network of local and global partners. This is crucial because world-changing ideas begin with world-changing people and we understand that ideas flow more freely when our staff and students feel valued and supported; moreover, we recognise that we cannot change the world by ourselves and operate as part of a broader global community.

Proposed KPIs

We will know we have been successful when we have:

- > **A more diverse workforce**, measured by:
 - A staff diversity index
- > **A more diverse student cohort**, measured by:
 - Increases in percentage of students from md20 background
- > **A workforce who are proud and happy to be employed by the University of Glasgow**, measured by:
 - Improvements in sentiments measured through a staff survey
- > **Demonstrated we are addressing sustainability, a value of our community**, measured by:
 - Rate of progress towards net zero carbon footprint
- > **A wider range of meaningful partnerships**, measured by:
 - Increase in number of active partnerships with local partners (city region)
 - Increase in number of active partnerships globally

3.2 Connectivity

Critical Success Factor

We want to make Glasgow a nexus of collaboration and innovation, as well as a more connected, digitally enabled community, better equipped to study and work more flexibly than today. This is crucial because collaborations and interactions between peers are vital to the effective generation of innovative ideas and world-changing work; moreover, as our community diversifies and spreads out geographically, we need to ensure that our staff and students can have these critical interactions wherever they are. Becoming a more digitally capable university will also send a strong signal that the University is modern and progressive in its approach.

Proposed KPIs

We will know we have been successful when we have:

- > **A higher percentage of campus space in which to interact and collaborate**, measured by:
 - Percentage of space on campus designated as 'shared' or social
- > **More students take elements of their courses on-line**, measured by:
 - Percentage of courses containing elements delivered and/or assessed digitally
 - Number of students studying courses totally on-line
- > **More staff engaged in using collaborative tools**, measured by:
 - An increase in the number of staff collaborating via the Office 365 platform

3.3 Challenges

Critical Success Factor

We want to help the world address its most pressing challenges and create real-world impact for industry, employers, governments, and the global citizenry. At the same time, we must also prepare our students to make a positive difference as our future world changers. This is crucial because it evidences that we are meeting our vision and ambition to be The World-Changing University.

Proposed KPIs

We will know we have been successful when we have:

- > **A higher percentage of large multi-disciplinary grants in our portfolio**, measured by:
 - Percentage of 'large' grants in our portfolio
- > **A higher percentage of industrial contribution to our research portfolio**, measured by:
 - Percentage of grant and contract income from industrial partners
- > **More students prepared to change the world**, measured by:
 - Improvements in student graduate employability
 - An increase in the number of students with industrial or overseas experience obtained during their degree programme

4. Financial Sustainability

Although it is not our core purpose, we can nor achieve our strategic vision without sufficient resources. We therefore need to ensure financial sustainability, measured by:

- Annual cash generation

5. Current KPIs not included above

The following KPIS are in the current Strategic Plan – but are not included above. This is not to say that that they would not be monitored via our committee structure.

Primary KPIs	Current value	Target
Assessment and Feedback (NSS Q8-11)	-8.2%	75%
	Distance to Target	Target
Gender Equality	-2.7%	33%
PGT HESA FTE	1928	4,500
HESA International Res Inc (£k)	203	29,000
Mobility	4%	20%
£Income/m2	9th	8th in Russell Group
RG Rank		
Service Delivery (Net Satisfaction)		continual improvement
Rank		
% Staff Holding Awards (Headcount)	-10%	65%
HESA Knowledge Exchange (£k)	-79	RG

Appendix 1: Example KPI Factsheet

KPI: Student Satisfaction	
Owner	VP, Learning and Teaching
Purpose	Students coming to Glasgow should have a life changing experience (Pillar)
Strategic Target	Target: 90% Benchmark: NSS for sector benchmarking, pulse surveys for real time coverage of local issues
Behaviour Driver - Desirable	Improved communication to students Improved interaction with Improved accessibility of information Improved out of class experiences
Behaviour Driver – Undesirable	Misdirected pressure for academics to redesign content and teaching methods – reducing challenge to students
Definition	Institution level. Percentage of positive responses to the National Student Survey question 27, which covers 'overall satisfaction'.
Associated metrics	NSS- Assessment and Feedback Student Pulse Surveys UG Progression
Benchmark	UK, Scotland and Russell Group through NSS results
Is KPI	
Transparent	Yes
Measurable	Yes
Robust	Potential for NSS to change in next 5 years, internal pulse surveys could maintain consistency but would not be benchmarkable



Court - Wednesday 25 November 2020

Principal's Report

Items A: For Discussion

1. SMG Priorities for 2020-21

Court will be aware that the formal Performance Development Review (PDR) process was suspended earlier this year as a result of the pandemic – instead a ‘PDR-light’ process was put in place. In this spirit, instead of formal PDR sessions with members of SMG, I have held ‘light-touch’ meetings. From these discussions, a set of priorities has been developed as areas of focus for SMG for the year ahead. These were agreed at my own PDR session with the Convener of Court and Chair of the HR Committee, and I agreed with them that I would share them with Court as a whole.

The Covid-19 crisis has clearly dominated the University’s operations since February-March 2020 and has necessitated a focus on delivering our core teaching and assessment functions, restoring and reorganising the non-Covid-19 research which was disrupted, and principally mitigating the potentially disastrous impact of losses of fee income through intense customer-relationship management of the applicant cohort for 2020-21, as well as developing multiple start dates for PGT courses.

In addition, as with any emergency we have had to cope with additional pressures. For example: the Covid-19 outbreaks in our residences in September; intensive ongoing engagement with both UK and Scottish governments on our Covid response; adapting our teaching methods and practices to a blended model; quickly building up capacity in IT infrastructure, student support and student recruitment functions; furloughing and then re-deploying staff; and flexing processes and systems such as timetabling and student registration.

University management at all levels have been in emergency mode since March, and have focused mainly on keeping our core functions on track through the emergency. The pressure of the crisis has mainly impacted on our people. Additional workload has been a major issue, and I am particularly conscious of the relentless pressure on all colleagues, including those in a position of management responsibility. I am extremely proud of the way in which the University community has responded. The University, as Court has recognised, has responded as a cohesive organisation in a highly professional manner. We are in a position where we look to have mitigated the most serious financial risks which we faced in FY 2019-20 and hopefully also in FY 2020-21.

I also believe that we have taken the right approach in safeguarding employment levels as well as the University’s position at a time of uncertainty. We have throughout struck a tone in our

communications which emphasises a caring culture for colleagues and students. We have also taken an approach which empowers colleagues to take decisions on teaching and assessment at subject and School level, emphasising the overriding importance of health and safety, which has been welcomed by our staff and by our trade union colleagues locally.

I have agreed with SMG the following priority areas of focus for 2020-21:

1. Financial sustainability: Staying as close as possible to financial sustainability through student recruitment and retention.
2. Health and wellbeing: Protecting the health and safety of our staff and students, including as much as possible mental health and wellbeing.
3. Student experience: Maintaining and enhancing the student experience of hybrid/mainly online learning during the crisis to ensure our reputation is enhanced.
4. Research and innovation: Restore non-Covid-19 research and innovation activity as soon as possible to protect our research base and academic careers.
5. Seek out opportunities: Look to the opportunities post-Covid so that we can align and optimise our activities against our strategic plan objectives for 2020-25.

These will act as our major objectives for the coming year when we continue to emerge out of the pandemic.

2. Higher Education Developments

Scottish Funding Council - Review of Coherent Provision and Sustainability

At the previous meeting I briefed Court members on the latest developments regarding the SFC's ongoing review of the sector. On 20 October, the Phase One report was published. This can be accessed via:

http://www.sfc.ac.uk/web/FILES/corporatepublications_sfccp052020/Review_of_Coherent_Provision_and_Sustainability_Phase_1_Report.pdf

This first phase of the report functions akin to a green paper and was informed by over 100 submissions received via the Call for Evidence. The SFC are working to a two-speed process: responding to the immediate pandemic and securing an adaptable and resilient sector for the future. Consequently, it has identified the period 2020-22 as 'emergency years' within which the SFC will prioritise flexibility and stability in funding institutions and key social programs. More broadly, the report lists 10 key themes that will shape the medium-term response of the sector and inform the subsequent phases of the report:

- Keeping the interests of current and future students, and equalities, at the heart of everything we do.
- Supporting the digital revolution for learners.
- Towards an integrated, connected tertiary education and skills eco-system for learners and employers.
- Recognising colleges and universities as national assets and civic anchors.
- Building long-term relationships with employers and industry.
- Protecting and leveraging the excellence of our research and science base.

- Driving the innovation agenda.
- Enhancing collaboration.
- Making the most of the sector's global connections.
- Financial sustainability and funding.

The format and timescales of the next two phases are still to be confirmed but it is anticipated that Phase Two will run until February 2021 and Phase Three to summer 2021. The University will continue to engage closely with this process, and I will keep Court apprised of developments.

Government Support Packages

I updated Court at the last meeting on the additional measures announced by the UK government to support the research base, comprising £180m of UKRI funding for costed grant extensions and the Sustaining University Research Expertise (SURE) Fund, a package of mainly low interest loans with a small proportion of grants.

On 6 November, more details were announced regarding the SURE fund, including information on conditions of funding and how it will be calculated. The value of funding available to each university is calculated based on meeting 80% of losses from international (non-EU) student income, capped at the value of research income from non-public sources including from cross-subsidies. This means that for most universities, the loss in overseas fee income will be the metric which determines the overall support available. This will be calculated using forecast data as at 30 October 2020 compared to 2018-19 baseline data. The final deadline for submissions will be 18 December 2020.

It is apparent that many Russell Group universities, including Glasgow, will be unable to take advantage of the package, because forecast data as at 30 October 2020 may not show a significant decrease in tuition fee income relative to 2018-19. However, there is a risk that the full picture regarding any shortfall on international tuition fees may not emerge until later in the academic year. This is particularly true for universities which, like Glasgow, have a large January intake of international PGT students. I will update Court further at the meeting.

Brexit Preparedness

The University continues to prepare for all Brexit eventualities, ahead of the transition period ending at the turn of the year. This includes stepping up our preparedness for a no deal Brexit. The Director of Finance has tasked the Head of Procurement to restart the previous Brexit programme to understand the University's critical stock requirements and to ensure that necessary supplies are in place. In addition to pre-ordering stock for delivery before 31 December, early renewal of maintenance contracts within MVLS is being explored.

On research funding, the UK Government has restated its ambition to fully associate to Horizon Europe and Euratom, if 'a fair and balanced deal' can be struck. These discussions continue as part of the broader negotiating framework. Under all scenarios, the UK Government has confirmed its aim for UK organisations and entities to continue to participate in Horizon Europe collaborative projects open to third countries, as well as in wider international collaborations.

Should the UK opt not to associate to Horizon Europe, a new Discovery Fund will be established to replace ERC funding. This would offer ‘sizeable grants over long periods of time to talented early, mid and late-career researchers’ and would be open to both international and UK researchers to pursue discovery-led research.

On Erasmus+, while the UK Government has indicated willingness to retain participation in elements of the scheme, it is currently developing a domestic alternative to supporting international student exchange. The University is awaiting further details to be confirmed. Once these have been received, I will brief Court further.

National Centre for Universities and Business – Research To Recovery

On 13 November, the National Centre for Universities and Business (NCUB) published the final report of its R&D Taskforce, of which I was a member. The report contains ten recommendations to boost UK R&D and further strengthen the nation’s research base. These include:

- A refresh of the Industrial Strategy that places research and innovation as its engine. By backing businesses innovation, the Government aims to help create a more resilient, competitive and productive economy.
- The establishment of a network of ‘Innovation Collaboration Zones’ across the UK to aid the levelling up agenda. The Government, with UKRI, should create simpler mechanisms to support businesses to innovate, and to galvanise industry and academia.
- The creation of a lobar Collaboration Fund to encourage universities and businesses to pool their strengths to attract inward investment, attracting investment from businesses in the UK and overseas.
- A widened remit of the Office for Talent to help grow and deliver domestic talent, alongside attracting global talent.

The full report, Research to Recovery, can be accessed via the following: https://www.ncub.co.uk/index.php?option=com_docman&view=download&alias=475-ncub-r-d-taskforce-report-2020-final&category_slug=reports&Itemid=2728

Items B: For Information

3. University Rankings

At the last meeting, I reported our position from a number of the main league tables: the University has been placed 92nd in the THE World Rankings, compared to 99th last year; in the Guardian UK league table, Glasgow’s position improved by two places to 12th; and in the Times/Sunday Times Good University Guide, UofG was placed 14th in the UK (up two places from 16th). In addition, overall student satisfaction in the National Student Survey rose 1% from last year to 87.1%.

Times Higher Education World Reputation Rankings

On 3 November, the THE published the [2020 World Reputation Rankings](#). This league table is based on the results of a major global invitation-only opinion survey of senior academics who are

asked to name no more than 15 universities that they believe to be the best for research and teaching in their field. These data were used as part of the THE World University rankings noted above.

The University of Glasgow was placed in the 101-125 grouping. As we have subscribed to a service which allows further analysis of the data (DataPoints) we were able to ascertain that UofG was placed 110th, an improvement of 33 places from 143rd in 2019. This appears to be our highest ranking in the last six years. For the third year running, Harvard ranked 1st followed by MIT, Stanford, Oxford and Cambridge. Over half of the top 50 continue to be dominated by US institutions, followed by the UK and Canada.

Times Higher Education World University Rankings by Subject

The THE World University Rankings by subject were also published on 28 October 2020. The headline results are as follows:

- We have 4 subjects in the Top 100: Law (40th), Clinical, Pre-Clinical and Health (joint 54th), Arts and Humanities (79th) and Life Sciences (joint 91st)
- 5 subjects improved their rank position year on year: Law (1 place), Clinical, Pre-clinical and Health (2 places), Arts and Humanities (7 places), Business and Economics (up by 3 groupings), Psychology (by 2 groupings)
- 2 subjects stayed at the same grouping: Education (101-125) and Social Sciences (126-150)
- 4 subjects decreased in rank position or grouping: Life Sciences (15 places), Physical Sciences (1 grouping), Computer Science (1 grouping), and Engineering and Technology (1 grouping).

Times Higher Education University of the Year

The University has been shortlisted as THE University of the Year, alongside Edge Hill University, Keele University, The Open University, Staffordshire University and the University of Worcester. Our submission focused on our report into historical slavery and our ongoing programme of reparative justice. The winner will be announced on 26 November.

4. Senior Management Group changes

At the last meeting, I reported that Professor Graeme Milligan had taken on the role of Acting VP/Head of College of MVLS and would remain in this acting role until the recruitment process for a replacement was complete. I am pleased to confirm that Professor Iain McInnes has now been appointed to the role of Vice Principal and Head of College of MVLS, and has taken up his post on 16 November 2020. I am also pleased to inform Court that Professor Chris Pearce has been appointed Vice Principal (Research) with immediate effect.

I would like to place on record my thanks to Professor Milligan for his contribution as Acting Head of College and previously as Deputy Head of College of MVLS.

5. EHRC Report on Racial Harassment – The University’s Response

Court may recall that the Equalities and Human Rights Commission (EHRC) published a report into racial harassment at UK universities in 2019 -

<https://www.equalityhumanrights.com/en/publication-download/tackling-racial-harassment-universities-challenged>).

Following the publication of the EHRC Report, the University's Equality and Diversity Strategy Committee (EDSC) agreed to set up a working group to investigate our student and staff experience of racial harassment at the University of Glasgow. The committee agreed that it was important to understand to what extent the findings of the EHRC investigation were echoed here and to agree a set of appropriate actions. Analysis was conducted around racial harassment reporting and employment patterns of ethnic minority staff, 500 students were surveyed and 20 in-depth interviews were held with staff. Drawing on this research, the working group drafted a report and associated action plan to support University priorities and address racial harassment, whilst moving towards a more inclusive campus culture.

All Universities are grappling with this challenge, and the draft report, as anticipated, makes uncomfortable reading for us. However, we are absolutely committed to addressing this important issue and to be open in the approach we take. EDSC had an opportunity to view and comment on the draft report at its last meeting and the Action Plan suggested by the working group was fully endorsed by EDSC. It will now go to SMG to implement the Action Plan and agree the (internal) publication of the report and its findings.

Normally EDSC will of course report to HR Committee, but giving the timing of HR Committee meetings we do not want to delay actioning the important recommendations within the report. I, Lesley Sutherland, and Liam Brady as the Court members on EDSC can update Court further at the meeting should there be any questions at this stage.

6. Key activities

Below is a summary of some of the main activities I have been involved in since the last meeting of Court, divided into the usual 4 themes: Academic Development and Strategy; Internationalisation activities; Lobbying/Policy Influencing and Promoting the University; Internal activities and Communications and Alumni events. I have, in the main, provided brief headings and can expand on any items of interest to Court. All meetings were online unless noted otherwise.

Academic Development and Strategy

- Fortnightly: Chaired meetings of the Senior Leaders Forum, comprising SMG, Heads of School and Directors of Research Institutes, Deans, and senior Professional Services colleagues.
- Weekly: Chaired meetings of the Appointments Release Group, to take decisions on priorities for staff recruitment.
- 12 October: Senate Business Committee.
- 22 October: Chaired Senate meeting.
- 11 November: Informal discussion with the Senior VP, VP Research, COO/Secretary of Court and the Director of the Research Hub – the Advanced Research Centre (ARC) – to discuss research opportunities and future strategy for the ARC.
- 20 November: Met with SMG colleagues to discuss opportunities for cross-College research collaborations.

- 20 November: Attended Adam Smith Business School Strategic Advisory Board meeting.

Internationalisation Activities

- 23 October: Attended the General Assembly of the Guild of European Research Intensive Universities.
- 30 October: Held a meeting with the President of the University of Tübingen and the VP External Relations to discuss future partnership work through our associate membership of CIVIS, the European Civic University.
- 23 November: Opened the Lower Saxony/Scotland joint symposium which was organised by the European Centre for Advanced Studies (the Centre formed in partnership between UofG and the University of Leuphana, Lüneburg). I was also delighted to award Lower Saxony Minister for Science and Culture, Björn Thümler, an honorary degree.

Lobbying/Policy Influencing and Promoting the University

Russell Group Meetings

- 20 October: Attended Russell Group Board meeting.
- 5 November: Attended Russell Group Board meeting.
- 20 November: Attended Russell Group Board meeting with the Chief Executive of the Office for Students, Nicola Dandridge, regarding SPI modelling.
- 28 October: Attended a roundtable meeting of Russell Group VCs and the Wellcome Trust.
- 12 November: Meeting with Russell Group VCs and Kate Green MP, Shadow Secretary of State for Education.

USS Meetings

- 5/7/8 October: Participated in interview panels for USS Board and Committee positions.
- 13 October: Meeting with PwC to provide input into the USS Covenant Review.
- 14 October: USS Investment Committee meeting.
- 15 October: USS London Open House.
- 15 October: USS Trustee Board meeting.
- 2 November: Meeting with external consultant to provide input to the USS Board Effectiveness Review.
- 5 November: USS Directors' briefing.
- 9 November: Meeting of UUK-appointed USS Directors.
- 10 November: USS Trustee Board meeting.
- 20 November: Meeting of UUK-appointed USS Directors.
- 20 November: USS Directors' briefing.
- 24 November: USS Board meeting.

Media engagement

- 4 November: Appeared as a panelist on BBC Scotland's Debate Night, responding to audience questions on a range of topical issues.
- 12 November: Gave an interview to the Guardian for a feature on the impact of Covid-19 on universities, with an emphasis on students.

Other external engagements

- 1-3 October: Attended (remotely) Pontignano Conference and engaged with Ministers from UK and Italian governments.
- 5 October: Briefed a group of Glasgow constituency MPs on current activities including our Covid-19 response and the support we are offering to students.
- 6 October: Met with Ivan McKee MSP, Minister for Trade, Investment and Innovation, to discuss the forthcoming launch of the Scottish Government's inward investment plan (<https://www.gov.scot/publications/shaping-scotlands-economy-scotlands-inward-investment-plan/>)
- 8 October: Introduced Policy Scotland Q&A event featuring Hilary Benn MP (current Chair of the Select Committee on the Future Relationship with the European Union).
- 8 October: Introduced former First Minister Lord Jack McConnell who delivered the Donald Dewar Memorial Lecture, organised by the Stevenson Trust, to an online audience of students, staff and the general public.
- 9 October: Addressed the Glasgow Economic Recovery Group (GERG), offering a brief summary of the prevailing economic trends over the summer and since the GERG action plan was published, and outlining possible future scenarios for recovery.
- 12 October: Attended AHRC Creative Industries Advisory Group. Items under discussion included research opportunities post-Covid for the Creative Industries. This was the first meeting of the Advisory Group chaired by the new Executive Chair of AHRC, Christopher Smith, who has succeeded Andrew Thompson.
- 13 October: Final meeting of the NCUB R&D Taskforce, ahead of publication of the Taskforce report
<https://www.ncub.co.uk/reports/r-d-taskforce-report-research-to-recovery>
- 16 October: Regular catch-up meeting with Scottish Enterprise.
- 19 October: Chaired a meeting of the Glasgow Commission on Economic Growth.
- 19 October: I spoke as a panelist in a British Council webinar "Study in the UK" aimed at prospective students from Europe. I outlined the huge contribution students from EU countries make to UK HE and society in general and the benefits of attending UK and particularly Scottish universities.
- 20 October: Ministerial roundtable with Minister for Science, Research and Innovation, Amanda Solloway MP and other VCs on alternatives to Horizon Europe.
- 21 October: Attended a meeting of the Westminster All-Party Parliamentary University Group of which the UofG is now a member.
- 22 October: Met with Cabinet Secretary for Finance, Kate Forbes MSP, to discuss ways in which the University can engage with Scottish Government around the recommendations of Mark Logan's review of the Scottish technology ecosystem.
<https://www.gov.scot/publications/scottish-technology-ecosystem-review/>
- 26 October: Recorded an introduction to a webinar launching the Futures Report written by UofG colleagues Professor Duncan MacLennan, Alan McGregor, David Waite and Des McNulty for the Glasgow Commission for Economic Growth. The focus of the report is strengthening the economy of the Glasgow city region in the face of future challenges.
- 28 October: Spoke at the Holyrood magazine event "Scotland: the Recovery". I summarised the recommendations of the Scottish Government Advisory Group on

Economic Recovery, and outlined the challenges of post-Covid economic recovery and how governments might address these.

- 28 October: I spoke alongside UofG alumnus Kevin Sneader, Global Managing Partner of McKinsey, in the first of our series of Glasgow World Changing thought leadership events, again on the topic of economic recovery.
- 29 October: Attended meeting of the Scottish Government Council of Economic Advisers.
- 3 November: Attended THE Leadership and Management Summit and delivered two sessions: a panel session on effective financial planning, and the closing keynote on responding to the pandemic, and also highlighting the University of Glasgow as host for the 2021 Summit (which we hope will take place in Glasgow rather than online).
- 3 November: One-to-one meeting to provide mentoring as part of the Scottish Leaders Mentoring Scheme for women leaders of the future.
- 4 November: Attended National Institute of Economic and Social Research (NIESR) webinar ‘Populism, Plagues and Policies’, chaired by Director Professor Jagjit Chadha. This event was timed to coincide with the publication of NIESR’s new UK and global forecasts and the emerging results of the US elections.
- 4 November: I attended Glasgow Life’s Budget Scrutiny and Planning Group in my capacity as a Board Member.
- 5 November: Attended Annual Campaign for Science and Engineering lecture given by the Chief Executive of UKRI on the topic of the future relationship between science and society and the role UKRI will play.
- 11 November: I spoke alongside Glasgow business leaders as part of a webinar organised by the Glasgow Chamber of Commerce on the future of Glasgow in the post-Covid world.
- 16 November: Introduced Policy Scotland event with the Cabinet Secretary for the Constitution, Europe and External Affairs, Michael Russell MSP.

Internal activities and Communications and Alumni events

- Daily meetings of Covid-19 communications/operational group.
- 1 October: Regular meeting with SRC Executive.
- 16 October: Chaired a meeting of our internal Fundraising Advisory Board: discussed future direction of fundraising strategy in the context of the pandemic.
- 19 October: Regular meeting with SRC Executive.
- 26 October: Attended meeting of the internal working group on Income Growth.
- 26 October: Recorded a video message thanking major donors for their latest generous support of University projects.
- 27 October: Attended the first meeting of the University’s Government Relations Group, chaired by Sean McGivern, Head of Public Affairs. The group’s membership is drawn from SMG and its purpose is to bring greater coordination, focus and effectiveness to the University’s activities in the sphere of public and government affairs.
- 30 October: Annual meeting with the University’s Auditors.
- 2 November: Attended meeting of our Gift Acceptance Committee to consider approaches to various potential philanthropic sources of funding.
- 8 November: Remembrance Sunday – University service. This was a very small socially distanced outdoor service, rather than the usual opportunity for the University community to come together in a collective act of remembrance. Nonetheless, we felt that it was

important to mark Remembrance Sunday and to lay a wreath in our Garden of Remembrance on campus.

- 9 November: Regular meeting with SRC Executive.
- 10 November: Pre-meeting ahead of Campaign Leadership Board with Chair of the Board and the Director of Development & Alumni.
- 17 November: Recorded a video message of congratulations to the Winter 2020 cohort of graduates.
- 17 November: I spoke at an event to raise the profile of IntoUniversity Scotland, an initiative in which we are collaborating with the University of Edinburgh and the charity IntoUniversity, to open three learning centres for young people in Craigmillar, Govan and Maryhill.
- 18 November: Attended Campaign Leadership Board meeting to update the Board on current activities and progress with fundraising.
- 23 November: Regular meeting with the SRC Executive.

7. Senior Management Group business

In addition to standing and regular items, which include Covid-19 response, Student Recruitment, Strategic Risk Register and REF 2021, the following issues were discussed:

SMG Meeting of 5 October

- Student Residences
- Future Scenario Planning – Covid-19 Outbreak and Trajectory
- Centre for Sustainable Solutions: Update on Structure and Focus
- Senior Management Innovation Group
- Mitigating the Impact of Covid-19 on Research: Allocation of the UKRI Covid-19 Grant Extension Allocation
- Athena SWAN
- Extended Christmas break

SMG Meeting of 13 October

- SFC Review into Coherent Provision and Sustainability in FE and HE
- Future Scenario Planning – Covid-19 Outbreak and Trajectory – follow-up discussion
- University Strategy 2020 – 2025: Prioritisation of Actions
- HR Data Analytics
- Lighthouse Lab Testing Capacity

SMG Meeting of 19 October

- UK Government Support Package (SURE)
- Revolving Credit Facility
- 2020 League Table Action Group Review
- Queen's Anniversary Prize 2020-2022: Call for Entries

SMG Meeting of 26 October

- Christmas Break: Departure/Return of Students

- Management Accounts
- University Strategy 2020-2025: Draft update
- Budget Release process 2020-21
- Planning and Budget Round 2021-22
- Management Accounts
- Brexit: Procurement
- SMG Continuity Planning
- SMG Volunteering (Student Residences)
- Alumni Discount – second first degrees
- Revolving Credit Facility
- USS Consultation
- Changes to Immigration Health Surcharge
- Coronavirus Job Retention Scheme

SMG Meeting of 2 November

- Student Registration and Enrolment: January 2021
- PDR / SMG Objectives for 2020-21.
- SFC Review: Phase One Report
- Brexit: Supply Chain
- Capex Approvals/Thresholds
- Proposed Changes to Operation of Appointments Release Group
- USS Consultation Response
- Coronavirus Job Retention Scheme
- THE World Reputation Rankings
- James McCune Smith Learning Hub – Update

SMG Meeting of 9 November

- Covid-19 Vaccine Announcement and Testing Update
- Christmas Break: Departure/Return of Students
- Student Registration and Enrolment: January 2021
- Strategy 2020 – 2025: Draft update & KPIs
- NSS Review and NSS 2021

SMG Meeting of 17 November

- Academic Promotion Round 2020-21
- Strategy 2020 – 2025 draft update and KPIs
- Business Continuity
- Queen’s Anniversary Prize
- HR Data Analytics

Court Context Card 25 November 2020 - University Secretary's Report

Speaker	Dr David Duncan	
Speaker role	COO and University Secretary	
Paper Description	For information / items for approval; items for discussion if Court wishes	
<i>Topic last discussed at Court</i>	Last report was to September 2020 Court	
<i>Topic discussed at Committee</i>	NA	
<i>Committee members present</i>	NA	
<i>Cost of proposed plan</i>		
<i>Major benefit of proposed plan</i>		
<i>Revenue from proposed plan</i>		
<i>Urgency</i>	High, Medium & Low	
<i>Timing</i>	Immediate where relevant	
<i>Red-Amber-Green Rating</i>	Green	
<i>Paper Type</i>	Decision/Discussion/Information	
Paper Summary	Report from Secretary on a number of items for Court's discussion/decision and/or information. A Items are: A1 Information on University action relating to the Coronavirus outbreak A2 Revised Glasgow Green Strategy for information	
Topics to be discussed	As above plus any B items Court members may wish to discuss	
Action from Court	To note the report	
Recommendation to Court		
Relevant Strategic Plan workstream	Empowering People, Agility, Focus	
Most relevant Primary KPI it will help the university to achieve	NA	
Most relevant Secondary KPI it will help the university to achieve	NA	
Risk register - university level	Item 1: Risk 1 Income Generation and Expenditure, Risk 8 Student Recruitment Market, Risk 12 Campus Development Programme, Risk 16 Coronavirus	
Risk register - college level		
Demographics		
<i>% of University</i>	100% Cross University application on several items	
Operating stats		
<i>% of</i>		
Campus	All locations	
External bodies	UK and Scottish Governments; EU; Public health authorities;	
Conflict areas		
Other universities that have done something similar		
Other universities that will do something similar		
Relevant Legislation	Scottish Government Roadmap; industrial relations legislation	
Equality Impact Assessment		
Suggested next steps		
Any other observations		



Court – Wednesday 25 November 2020

Report from the University Secretary

SECTION A - ITEMS FOR DISCUSSION / DECISION

A.1 Covid-19 Update

Since the last meeting of Court, the Scottish Government has announced plans for student travel ahead of the festive period. These measures have been introduced to make sure students who wish to travel home safely for the holidays can do so, whilst minimising the risk of transmission of Covid-19. In line with the Scottish Government plan, the University has committed to supporting students to travel home, with the following five measures:

1. Welfare is the top priority. Students will receive early, clear advice and support. Those who choose to stay in residences over the holiday period will be offered extra support.
2. Staggered and early departure will be implemented for students returning home. We will ensure that students have enough time to self-isolate if required before travelling home.
3. Students are advised to reduce their social mixing for two weeks before going home, and only to go out for exercise and essential shopping. This is particularly important for those returning to areas where Covid-19 is less prevalent or to homes with vulnerable members.
4. Testing will be offered to students who wish to return home, as part of a UK-wide initiative. This will be done on a voluntary basis and with time to allow for self-isolation if required. Further information on this will be issued soon. Students in residences who test positive will be supported.
5. All students will be contacted soon with further travel information and advice to help ensure safe travel over the Christmas period.

We will share guidance on plans for the return of students in the new year as soon as the Scottish Government clarifies its plans in this regard.

On Tuesday 17 November the First Minister announced that Level 4 restrictions will be applied in 11 local authority areas, including Glasgow and East Dunbartonshire. These changes will move the University's Gilmorehill and Garscube campuses into Protection Level 4; the Dumfries campus remains at Level 2. The new measures will start at 18:00 Friday 20 November until 18:00 on Friday 11 December.

The new measures will have some impact on campus operations, but this will be limited as the majority of staff are already working remotely and most teaching is delivered remotely. Officials have indicated that the Scottish Government is not proposing to stop 'essential research' activities; we await updated guidance on this.

In-person teaching continues to be permitted for the delivery of critical and time-sensitive learning, assessments and work placements that cannot be delivered remotely or postponed. Library facilities and study spaces on campus will remain open and available

for use, though we are expecting further guidance from the Scottish Government on this. As was the case in Level 3, staff and students have been advised not to make unnecessary journeys.

The following University facilities will close and/or operations will cease at or before 18:00 on Friday:

- Sports facilities in the Stevenson Building and at Garscube
- Gift shop (website remains operational)
- Hunterian museum and art gallery
- In-person meetings of student clubs and societies.

Limited take-away catering will continue on campus. The Glasgow University Union and the Queen Margaret Union buildings are already closed.

A.2 Glasgow Green – The University of Glasgow’s Climate Change Strategy and Action Plan

At the last meeting, Court approved Glasgow Green – The University of Glasgow’s Climate Change Strategy and Action Plan and agreed that Court Sub Committees would have an opportunity to review and comment on the strategy. A revised version of the document incorporating points made by Court members was circulated to members of Court sub-committees. **Annex 1** sets out the updated climate change strategy and action plan for the University in light of comments received.

SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL

B.1 New Court members

Julia Hegele, Gender Equality Officer, Students Representative Council, has been elected as SRC Assessor on Court, for one year.

B.2 Organisational Change

At the last meeting, Court was informed that School of Psychology and the Institute of Neuroscience and Psychology were being consulted on the possible consolidation of the School and Institute. These discussions are still ongoing.

B.3 Summary of Convener’s Business

A summary of activities undertaken by the Convener since the last meeting is provided to Court members. The details are at **Annex 2**.

B.4 Director of Research Institute Appointments

College of MVLS

Institute of Infection, Immunity and Inflammation

Professor Gerry Graham has been appointed as Acting Director of the Institute of Infection, Immunity and Inflammation from mid-November 2020 to March 2021 pending the recruitment of a new Director.



University
of Glasgow

GLASGOW GREEN



THE UNIVERSITY OF GLASGOW'S
RESPONSE TO THE CLIMATE
EMERGENCY

WORLD
CHANGING
GLASGOW



The environmental crisis remains one of the most pressing issues we face. We must all take stock of what we are doing, and what more might be done.

Professor Sir Anton Muscatelli
Principal

EXECUTIVE SUMMARY

The University of Glasgow recognises that the world is facing a climate emergency; urgent action is needed. This document represents the University's response to that emergency. It commits us to a very significant plan of action to achieve carbon neutrality by 2030, with interim targets over the next decade.

Alongside that, we want to make a measurable difference by raising public understanding of climate change and the challenges it represents for humanity. We will start by engaging the energies of our staff and students – many of whom are already willing us to go further and faster in addressing this agenda. We aim to be a beacon of good practice, drawing on the expertise of our academics,

the enthusiasm of our staff and students, and a willingness to put sustainability at the top of our agenda.

Glasgow takes pride in being a world-class, world-changing University – a community of students and staff which, through education, research and knowledge transfer, makes a meaningful positive impact on our global society. We know that there is a carbon cost implication in our aspirations to be a world-changing University. However, we cannot achieve our goals at the expense of the environment; combatting climate emergency must be an integral part of our work at every level.

This strategy is about much more than shrinking our carbon footprint; it will affect every aspect of the University over the next decade and will have implications that will be felt well beyond our campuses. We seek the support of all members of the community in addressing the climate emergency and making University of Glasgow a leader in this field.



INTRODUCTION

This document sets out a climate change strategy and action plan for the University of Glasgow. It follows the Principal's declaration of a climate emergency in May 2019 – a statement which was reported worldwide – and which reinforced similar messages from the UK Parliament and the Scottish Government as well as other universities around the globe.

The following sections outline the context in which we are operating, review progress to date in reducing carbon emissions and set out a route to 'net-zero' carbon emissions by 2030. In the final section, we identify a series of practical actions under five headings:

- Engaging and Empowering Our Community
- Promoting Efficiency
- Governance and Policy
- Continuous Improvement Initiatives
- Building Resilience through Partnerships

Engaging the University community more effectively is central to this strategy. We believe there are huge opportunities – people at all levels are treating the issue of climate change with a heightened sense of urgency and are willing the University to act. A second theme relates to the University's place in the world – rather than being inward looking, we want to use our influence and expertise to address key challenges and inspire others to action. At the same time, we need a strategy that is affordable and achievable – one which allows the University not only to fulfil its primary objectives, but to make sustainability an essential element in those objectives.

The strategy draws on discussions at Senior Management Group, Senate and the Student Experience Committee, consultation seminars with staff and students, and a wider survey. These discussions demonstrated that all sections of the University community agree that we need to go further and faster in addressing the climate emergency; there is also a consensus that we should monitor the impact of our actions and make our data public in an open and transparent manner.



IN CONTEXT

THE GLOBAL CONTEXT

We are all aware of heightening global concerns about climate change.

The Paris Climate agreement, drafted in 2015, saw **195** countries agree on the need to limit the increase in average temperature to **1.5°C**.

In 2018, the Intergovernmental Panel for Climate Change (IPCC) published a special report which indicated that limiting global warming to 1.5°C would require 'net zero' carbon emissions by around 2050 (IPCC, 2018); the Panel recognised that any additional warming above 1.5°C would significantly worsen the risk of drought, floods, extreme heat and poverty for hundreds of millions of people worldwide. More recently, the United Nations Environment Programme (UNEP) Emissions Gap Report stated that in order to meet the 1.5°C temperature goal of the Paris Agreement, carbon emissions would need to be cut by 7.6% a year, each year, for the next decade.

THE LEGISLATIVE CONTEXT

The United Kingdom has also been active in this space. The Climate Change Act 2008 committed the UK government to reducing greenhouse gas (GHG) emissions by **80%** below 1990 levels by **2050**. A series of Scottish acts, announcements and reports followed, culminating in the Climate Change (Emission Reduction Targets) Scotland Act 2019; this established a legally binding net-zero target of 2045 for Scotland. It set interim targets of 75% and 90% reductions compared with 1990 levels by 2030 and 2040 respectively.

THE REPUTATIONAL CONTEXT

As a world-changing University, Glasgow must react to the global climate crisis – it is undeniably the right thing to do given the scale of the challenge. Putting climate change at the heart of our agenda is consistent with our status as a values-driven institution which aims to change lives for the better, for our own community, for the world at large and for future generations. More broadly, we aim to be a valuable partner in international efforts to preserve and enhance the world's natural capital assets.

Successfully and vigorously addressing climate change can only enhance our global reputation. Now, more than ever, the climate emergency is prominent on the political agenda; all bodies in the public and private sectors are being held to a higher level of scrutiny in this regard. Given the academic expertise they possess and the role they play as education providers, universities have a special duty to provide leadership in thought and action. There is also strong pressure from both staff and students to demonstrate what can be achieved and to apply our research knowledge in this sphere.

Students are significantly more engaged with the climate change agenda than other sections of the population – in response to a NUS survey in May 2019, 91% of students responded that they were 'fairly or very concerned about climate change'. This is the highest percentage to date – an increase from 74% in 2016.



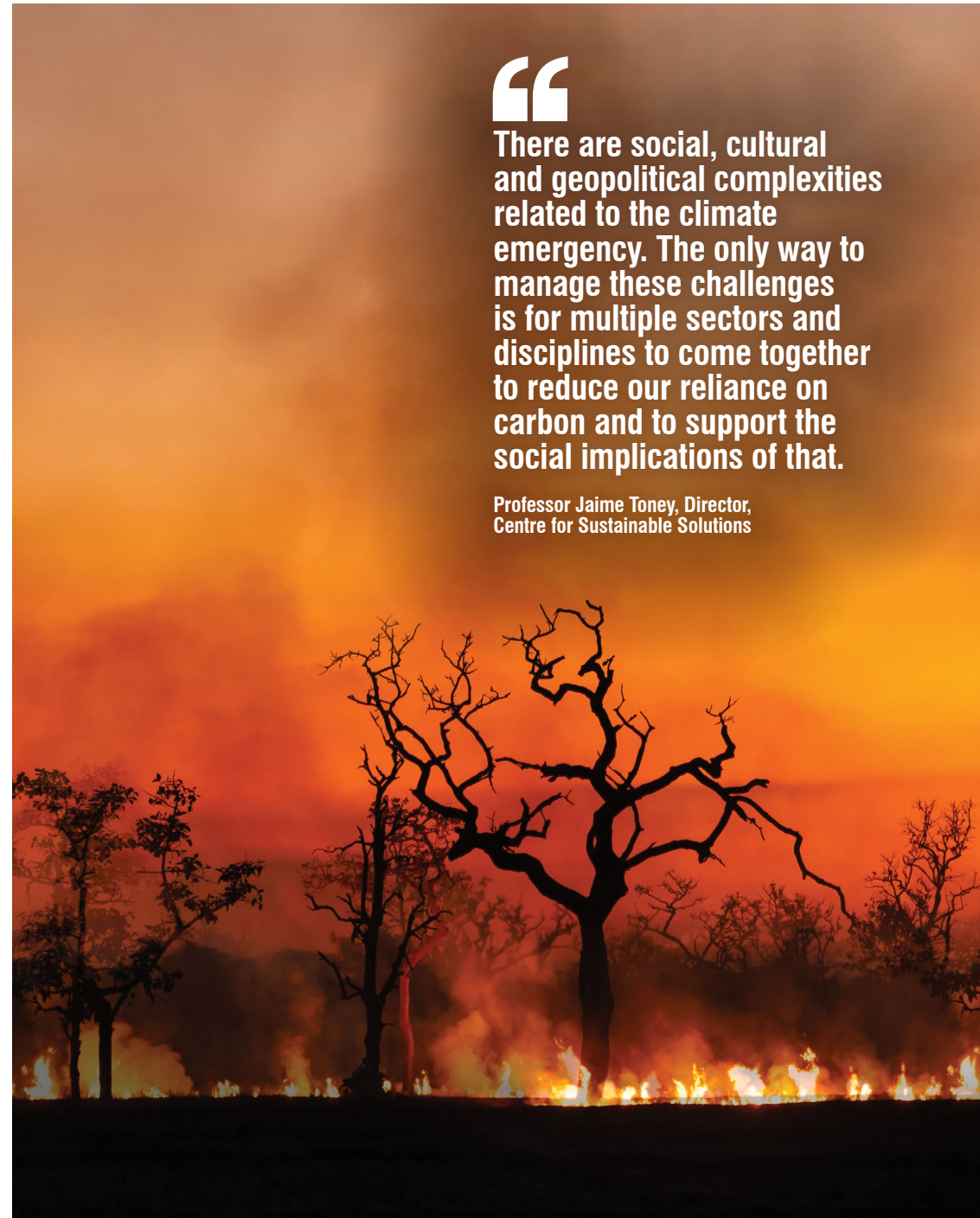
DECLARATION OF CLIMATE EMERGENCY

In October 2017, the University of Glasgow signed the Sustainable Development Goals Accord. This committed us to combatting poverty, inequality, climate change and environmental degradation, and to promoting peace and justice. In May 2019, in response to a call from the Environmental Association of Universities & Colleges (EAUC), we made a formal declaration of climate emergency and pledged to achieve carbon neutrality by a specified date. To support this work, we commissioned consulting engineers to review our current position and advise on next steps.

“

There are social, cultural and geopolitical complexities related to the climate emergency. The only way to manage these challenges is for multiple sectors and disciplines to come together to reduce our reliance on carbon and to support the social implications of that.

Professor Jaime Toney, Director,
Centre for Sustainable Solutions

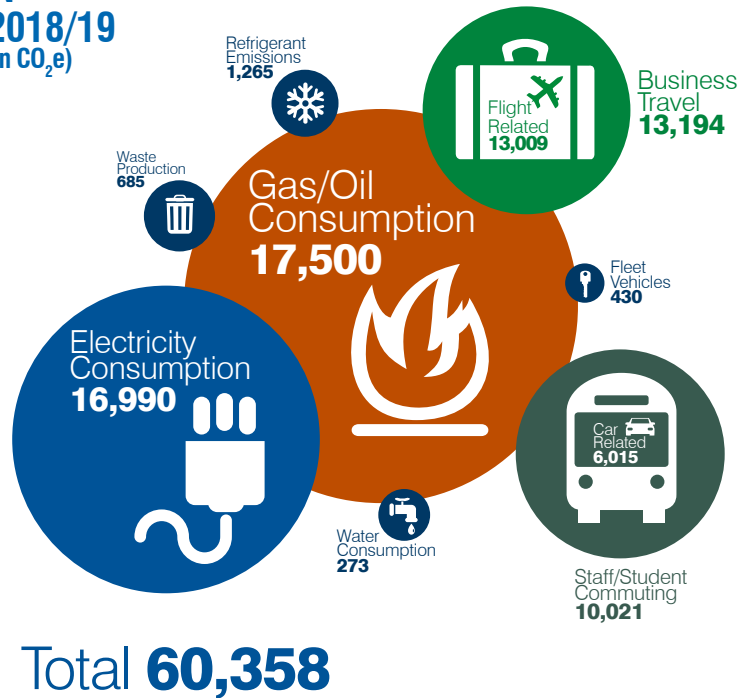


THE CURRENT POSITION

The University has made progress in recent years. In 2015/2016, our carbon footprint was 69,591 tCO₂e; by 2018/2019 the figure had reduced to 60,358 tCO₂e – a decrease of 13.27%. This is largely attributed to increased efficiencies from the introduction of the Combined Heat & Power (CHP) system and the decarbonisation of the national grid. These figures include Scope 1 (direct) and Scope 2 (indirect) emissions, and also some Scope 3 emissions such as business travel.

However, looking forward, our next publicly stated target (as per our public sector climate change duties report) is a reduction in emissions to 55,500 tCO₂e by 2020/2021; this would entail reducing emissions by 20% from a 2015/16 baseline. We expect to meet this target but only because the lockdown caused by the Covid-19 pandemic has dramatically reduced commuting and business travel since March 2020.

UofG CARBON FOOTPRINT 2018/19 (measurements in ton CO₂e)



Total 60,358

Our footprint equates to the annual carbon cost of producing the food for **22,999 meat eaters, 43,403 vegetarians, or 57,220 vegans***

*based on Scarborough, P., Appleby, P.N., Mzdrzak, A. et al. Climatic Change (2014) 125: 179-192

SHRINKING OUR CARBON FOOTPRINT

According to the consultants, if the University maintained its pre Covid-19 trajectory, our carbon footprint would rise to 64,940 tCO₂e by 2035 and to 75,366 tCO₂e by 2045. Instead of this, we have identified a series of actions which, taken together, would reduce our carbon footprint to ca. 32,000 tCO₂e by 2035. The professional advice is that further reductions below this level would be hard to achieve, but that we could aim to hold steady at that level thereafter.

The graph below displays the potential reductions in carbon emissions until 2045 (starting with the pre-coronavirus assumption that we would miss our 2020 target of 55,000 tCO₂e).

The following are put forward as the type of actions which collectively will allow us to achieve a significant reduction in our carbon footprint:

1. Energy efficiency improvements involving heating, ventilation, air-conditioning (HVAC); lighting; insulation; and fabric improvements to specific buildings. These could reduce emissions by **4,200 tCO₂e over ten years.**
2. Installation of a Water Source Heat Pump (WSHP) at the Garscube Campus in 2025. This is projected to displace **2,375 tCO₂e.**
3. Installation of a WSHP at Gilmorehill in 2030 projected to displace **3,800 tCO₂e.**

4. Deployment of an Air Source Heat Pump in suitable standalone buildings.
5. Introduction of solar panels in suitable locations.

The total cost of these works is estimated at ca. £60m, exclusive of fees and inflation. In addition, we are assuming further grid decarbonisation, no further expansion of the estate beyond the old Western Infirmary site, and a reduction in business travel flights and commuting emissions of **3% per annum** until 2035, then stabilisation. Lastly, the numbers assume that the University's staff and student headcount will grow by only 3% a year over the period.

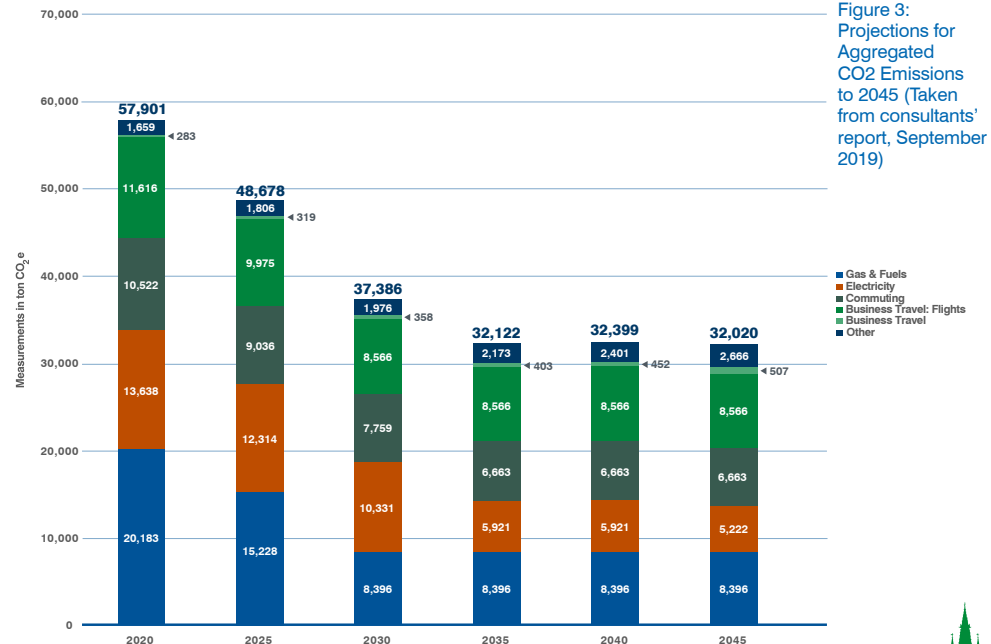


Figure 3: Projections for Aggregated CO₂ Emissions to 2045 (Taken from consultants' report, September 2019)





A REQUIREMENT FOR CARBON OFFSETTING

The University will focus on reducing its carbon footprint as much as possible between now and 2035; at the same time, we will phase in the use of offsetting to help reduce our net carbon footprint during the 2020s and achieve net carbon neutrality by 2030. At that point, the University will have the option of holding its position or electing to go further and becoming carbon net negative.

Gold standard offsetting (involving carbon credits that are real and verifiable) currently costs £20 per tCO₂e. If emissions are reduced to 37,000 tCO₂e per annum by 2030, this would mean a cost of **£740,000 per annum** from 2030, reducing to approximately **£640,000 per annum** from 2035.

Offsetting is not just about salving our institutional conscience – it can also deliver tangible benefits. For example, reforested land or restored peatland in Scotland could provide research and learning opportunities for academics and students, while projects in low- & middle-income countries (LMICs) can improve the quality of life for people around the world; again, these interventions could be combined with research initiatives funded by the UK's

Global Challenges Research Fund and other sources. Organisations like the EAUC are exploring the scope for collaboration across the higher education sector to provide a bespoke approach to offsetting which can be seamlessly linked to academic activity; the benefits for local biodiversity and local communities will also be paramount.

As well as using offsetting to help achieve net carbon neutrality in relation to Scope 1 and 2 emissions, we will address the impact of international student travel by offsetting one return journey a year for every student from outside Europe.

We will build the financial costs of achieving net carbon neutrality by 2030 into our financial and capital plans. At the same time, we recognise that circumstances may change, and that while our goals should remain fixed, circumstances and the best route to achieving them may change.

We will therefore monitor carefully the financial cost of different interventions on the road to carbon neutrality and will be prepared to review the list of measures we implement.





CLIMATE CHANGE ADAPTATION

ADDITIONAL INTERVENTIONS

There are several other interventions which will be necessary and important aspects of our strategy whether or not they are essential for achieving net zero carbon neutrality.

We need to address the issue of space utilisation much more seriously than we have up till now. Despite the pressure of numbers in our growing University community, the use of space across campus is patchy – there is considerable scope for progress in this area through central management of rooms, more efficient sharing of accommodation and strategic disinvestment of inefficient buildings. Flexible working policies (on which more below) will be an important part of this story.

We will work closely with Glasgow City Council, which is also developing a plan to achieve carbon neutrality by 2030. Through our involvement with Sustainable Glasgow, we will contribute to and benefit from collaborative initiatives such as improved public transport, joined up active travel provision and low-carbon district heating networks.

Alongside efforts to increase usage of public transport and active travel, we will aim to reduce the impact of commuting by encouraging the use of electric and hybrid vehicles. Many members of staff live at a distance from the campuses and remain dependent on use of private vehicles for commuting; we will encourage a trend which is already underway towards environmentally

friendly vehicles through a range of financial and other incentives. The take-up of electric vehicles may advance more quickly than is assumed in the consultants' projections, yielding further reductions in emissions.

Finally, we will continue to foster green spaces and biodiversity on the University's campuses. We will utilise our campuses to showcase our approach to environmental sustainability, making particular use of the University's 850-acre farm at Cochno. This should help to raise awareness of sustainability issues as well as creating a more pleasant and healthy working environment. In addition, it will create a test bed for research and education by using the campus as a 'living lab'.

Under the Climate Change Scotland Act (2009), the University has an obligation to ensure our estate is resilient in the future. We have already developed a Climate Change Adaptation Plan for the University, which describes a range of adaptation actions that we will take over the next 10 years. However, the University cannot achieve climate resilience in isolation – we must continue to address this through the Climate Ready Clyde partnership. Continued collaboration in such areas as transport infrastructure, utilities and IT will be essential. Building new partnerships with like-minded organisations will enable the sharing of best practice across and beyond the city of Glasgow.

ACTION ON CLIMATE CHANGE: KEY STRANDS

What are the specific steps we need to take to achieve carbon neutrality and resilience, and contribute more generally to the sustainability agenda? We will organise these around the following headings:

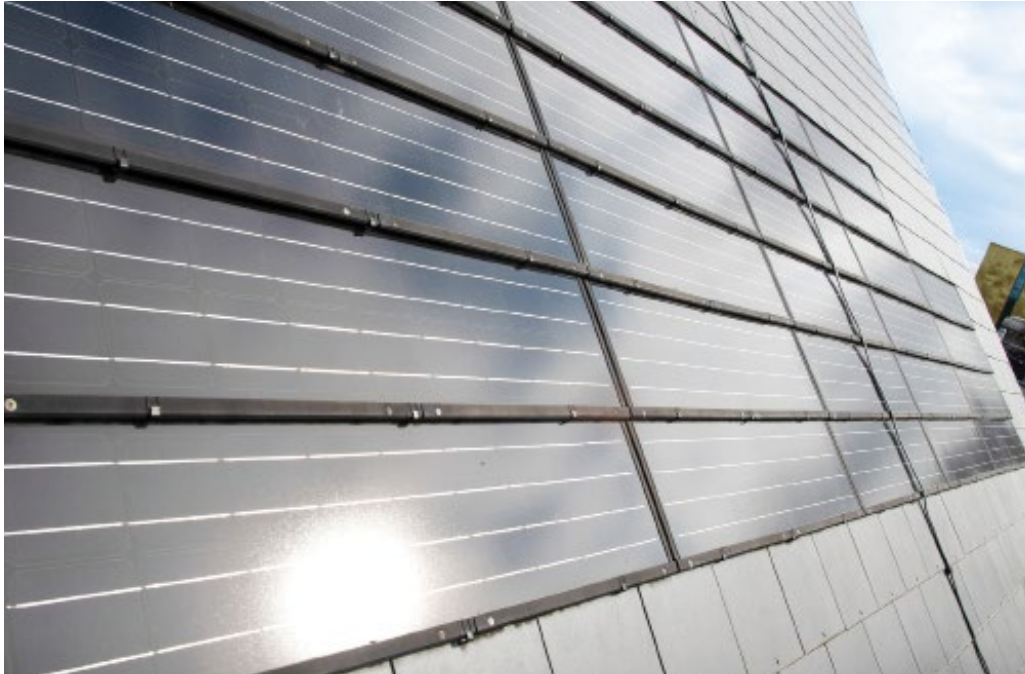


ENGAGING AND EMPOWERING OUR COMMUNITY

Under this heading, we will ensure that the climate emergency is placed at the heart of what we do over the next 20 years. We will strive to engage the entire University community and ensure that everyone is enabled to make a difference.

Specifically, we will:

- Ensure that the forthcoming University Strategy places a strong emphasis on our commitment to addressing the climate emergency.
- Through the Centre for Sustainable Solutions, we will signpost funding opportunities for academics, publicise our sustainability-themed research and related projects, ensure that sustainability is woven into the fabric of the curriculum, develop tools to improve staff/ student knowledge and facilitate behavioural change.
- Promote research on aspects of sustainability and the UN's Sustainable Development Goals, where this matches the academic strengths of the University.
- Promote the development of Green Impact Teams across the University to encourage active engagement by staff.
- Continue to use the GUEST (student intern) network to raise awareness and promote engagement within the student body.
- Ensure clear and coherent communications regarding environmental actions at the University of Glasgow.
- Create a new ECO-HUB space on campus to allow for more effective engagement with our student body.
- Significantly enhance staff and student engagement through regular public forums to help forge an organisation-wide response to the climate emergency.
- Organise an annual careers fair, showcasing green job opportunities to our students.
- Overhaul and expand our catering offering to promote sustainable, climate-friendly, healthy diets, emphasising locally sourced produce, seasonality, organics, and vegetarian options.
- Promote flexible working that fosters a healthy work/life balance, enables home-working and reduces the need for commuting, while recognising the impact this can have on overall emissions.
- Continue to expand the range of online postgraduate programmes, professional development opportunities, short courses and MOOCs (massive online open courses) that we offer.



PROMOTING EFFICIENCY

By promoting efficiency, we mean ensuring that our estate and infrastructure is optimally organised to reduce our carbon footprint and minimise harm to the environment. The University's Smart Campus initiative offers a major strategic platform to address this area by harnessing cutting-edge digital technology.

We will:

- Develop an asset management strategy which ensures that our estate is appropriately maintained, with a focus on improving energy efficiency and ensuring climate resilience.
- Put in place robust project governance mechanisms to ensure that any building refurbishment work is carried out with sustainable outcomes in mind.
- Improve the utilisation rates of both centrally and locally managed spaces and ensure that all newly designed and refurbished spaces adhere to agreed space specifications.
- Exploit advances in renewable energy technology to ensure that our estate is heated in the most carbon-efficient manner, employing water and air source heat pumps, and solar panels.

- Improve the energy efficiency of other infrastructure, including lighting, HVAC, fabric, and sensors, and identify the savings achieved through those initiatives.
- Ensure that sustainability is prioritised as part of a revised video and telecommunications strategy, making it easier for staff and students to reduce unnecessary travel.
- Seek a balance between on-campus and cloud-based data centres to ensure efficient power consumption.
- Improve the utilisation rates of teaching laboratories and design new research facilities with energy efficiency in mind.
- Improve the energy efficiency of laboratories through the S-labs programme and by acquiring Green Lab Certification through the Laboratory Efficiency Assessment Framework (LEAF).
- Design future buildings that are district heating network-ready and able to exploit low-carbon heat sources.
- Drive further improvements in space efficiency and foster collaborative working practices by refurbishing office spaces that facilitate agile working.

GOVERNANCE & POLICY

Under governance and policy, we will structure our governance and management, and allocate appropriate resource under both capital and revenue to initiatives that make a significant impact on our carbon footprint.

In particular, we will:

- Ensure appropriate oversight of all climate emergency-related work through regular meetings of our Sustainability Working Group, with reference to the views of the University community sought through staff and student engagement.
- Monitor progress at Senior Management Group, University Court and other relevant forums.
- Review our capital spending plans to ensure that there is sufficient resource available to effectively respond to the climate emergency.
- Develop and implement a travel policy, with the aim of reducing the number of journeys undertaken for business, promoting active travel and reducing carbon emissions from business-related travel.
- Develop a servicing strategy for our estate that is efficient, minimises the number of vehicle movements, reduces the associated impact on pollution (carbon emissions and particulates), and prioritises the safety of pedestrians and cyclists.
- Set interim carbon reduction targets for the University which match with the UNEP Emissions Gap Report and determine the most appropriate form of carbon offsetting to help achieve these targets (ie a 7.6% reduction in emissions per year).
- Review all other existing environmental policies and action plans, in the light of our declaration of climate emergency, to ensure they are fit for purpose (Energy Strategy, Strategic Travel and Transport Plan, Waste Strategy, Biodiversity Strategy, Design Standards, Sustainable Food Strategy).
- Pursue opportunities to collaborate with the City of Glasgow and other local and national partners, such as the Sustainable Glasgow Partnership, in order to further mitigate our carbon emissions.
- Continue to implement the existing University policy of disinvesting in companies engaged in fossil fuel production.
- Use the COP26 UN Climate Change Summit (to be held in Glasgow in November 2021) to showcase our research output and impact, along with our approach to both climate change mitigation and adaptation.
- Utilise performance review and promotions structures to encourage and reward staff contributions to the strategy.
- Require papers to Court, its sub-committees and Senior Management Group to include a sustainability impact section.
- Review this strategy and action plan at five-yearly intervals, with annual interim reports.
- Monitor the impact of policies to ensure fairness and avoid placing a disproportionate burden on disadvantaged groups.



For students, there's a real sense that universities have a duty to be leaders and drivers of change in society. Caring about the environment and sustainability is something many students want universities to take a lead in addressing. Students expect UofG to take a leading role in COP26 and show it can live up to its reputation as a world-leading, world-changing University."

Amy Mackenzie Smith, Vice President, Student Activities

CONTINUOUS IMPROVEMENT INITIATIVES

Under this heading, we will take forward a range of initiatives which help us reduce waste and contribute to the wider sustainability agenda.

- Roll out improved internal recycling and composting facilities across our estate over the next three years.
- Re-launch the University's *WARPit* asset reuse portal, with a much broader focus than just furniture.
- Install freely available water fountains for staff, student and visitors in all our main buildings.
- Phase out single-use plastics from our catering operations by December 2021 at the latest.

- Promote active travel and enable staff and students to use environmentally friendly transport methods.
- Provide electric vehicle charge points for staff on campus.
- Introduce the *Ecovadis* system for monitoring sustainability-related risks and driving improvements in our supply chain.
- Introduce *Ecosia* (which uses all profits to plant trees) as the default search engine on University computers.
- Continue to implement the actions defined in our Climate Change Adaptation Plan.

BUILDING RESILIENCE THROUGH PARTNERSHIPS

We will lead or contribute to a range of initiatives which help prepare us for the effects of climate change over the decades to come.

In particular, we will:

- Continue to play a role as an active partner in the Climate Ready Clyde initiative, influencing decision making at a city-level, to ensure that the city region is prepared for climate change.
- Freely exchange the knowledge we have gained from the Climate Ready Clyde partnership, to ensure that this innovative approach to delivering climate resilience can be replicated elsewhere.

- Seek to raise funds from alumni and grant-giving bodies for relevant projects.
- Work with other universities and national bodies responsible for the environment to raise awareness of the climate emergency, support natural initiatives and ensure that offsetting is taken forward in a responsible, impactful way.
- Be an active member of the Sustainable Glasgow partnership and contribute to strategy development for the city region, including co-hosting sustainable solutions partnership events in the lead up to COP26.



CONCLUSION

We commend this strategy and action plan, which reflects the strength of feeling across the University community. Staff and students alike want to see the University of Glasgow play a lead role in tackling the climate emergency – not only to eliminate its own carbon footprint but also to effect change in the UK and beyond. We will do this through the strength our example, through public engagement, via formal education, and through the world-changing research and knowledge exchange we undertake. By setting out a clear strategy and engaging hearts and minds throughout the University, we will make our own community stronger, giving staff and students a sense of belonging to a common endeavour.

Dr David Duncan and Professor Dan Haydon
Co-chairs, Sustainability Working Group
November 2020



Convener of Court**Summary of Business – 2 October 2020 to 25 November 2020**

Date	Meeting	Location
6 October 2020	Phone call: Principal	Phone call
15 October 2020	CUC October Mini Plenary	Virtual Meeting
	GoToWebinar: Bank of England Agency for Scotland October 2020 Briefing	Webinar
16 October 2020	CUC Executive Committee Meeting	Virtual Meeting
19 October 2020	Advance HE Governance - session briefing (for EDI session on 22 October)	Virtual Meeting
20 October 2020	Phone call: Kate Allum, Convener of Court, University of the West of Scotland	Phone call
22 October 2020	Key note speaker : Diversity and inclusion: the critical governance role. Exploring effective board assurance of equality, diversity and inclusion progress in HE	Virtual Meeting
28 October 2020	Meeting re COP 26 with VP Rachel Sandison, Baroness Mary Goudie (House of Lords) and Michelle McGinty (Glasgow City Council)	Virtual Meeting
	World Changing Glasgow: Conversations - COVID-19 and the Global Economy: the "Next Normal"	Online Seminar
29 October 2020	Phone call: Principal	Phone call
	Principal's P&DR (with June Milligan, Chair of Human Resources Committee)	Virtual Meeting
30 October 2020	Court Members – Coffee and Catch up with Convener (Morag Macdonald Simpson, David Finlayson, David Milloy)	Virtual Meeting
3 November 2020	Pre Court Officer's Meeting	Virtual Meeting
	Phone call: June Boyle (Convener of Court, Edinburgh Napier)	Virtual Meeting
	Meeting with Janet Legrand, Convener of Court, University of Edinburgh	Virtual Meeting
5 November 2020	Phone call: Liam Brady, SRC President	Virtual Meeting
	Phone call: Chris Cassells, TU Representative on Court	Virtual Meeting
11 November 2020	Remuneration Committee	Virtual Meeting
	Finance Committee	Virtual Meeting

13 November 2020	Court Induction Day	Virtual Meeting
16 November 2020	Meeting with Julia Hegele, SRC Assessor on Court	Virtual Meeting
18 November 2020	University of Glasgow Campaign Leadership Board	Virtual Meeting
19 November 2020	Committee of Scottish Chairs	Virtual Meeting
25 November 2020	Court Pre Meeting	Virtual Meeting
	Court Briefing – Student Recruitment	Virtual Meeting
	Court	Virtual Meeting



University
of Glasgow

Court - Wednesday 25 November 2020

Annual Report for the Scottish Funding Council

**Institutional Report on Quality Assurance and Enhancement -
Academic Year 2019-20**

Cover Sheet

Brief Description of the Paper

A copy of the University's draft annual report to the Scottish Funding Council (SFC) on institution review of quality for AY 2019-20 is attached. The contents are specified by the SFC and include:

- A summary of outcomes from internal quality processes including: Periodic Subject Review (PSR); Annual Monitoring, and Course Evaluation;
- Information on Professional, Statutory and Regulatory Body (PSRB) activity;
- The University's management of quality procedures in light of the Covid-19 pandemic;
- A reflective overview, including summary of action taken and the University's use of contextual information, including performance data and data from student surveys, both external and internal

The report has been approved by Academic Standards Committee and submitted in draft form to the Funding Council. We will confirm to SFC when the report has been approved by Court.

Court has duly approved the annual report for the last several years. Court will recall that a 'Statement of Assurance' is required that Court is content with the Report. The prescribed text is quoted below and should be signed off by the Chair of the Governing Body with an indication of when it was endorsed.

"On behalf of the governing body of the University of Glasgow, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2019-20, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council."

Action Required

Court is requested **to approve** the draft report and endorse the statement of assurance above.

How we assure the effectiveness of arrangements for maintaining academic standards and quality

Under the terms of its constitution, at the University, Senate has responsibility for teaching. This has been understood as meaning responsibility for academic standards and quality. Senate employs a range of mechanisms to ensure standards and quality are maintained. The main methods used are:

- The external examiner system
- The annual monitoring of all courses
- The periodic review of programmes by subject (involving external subject experts)
- The periodic review of the Graduate Schools
- Course evaluation
- The scrutiny of all new courses and degree programmes
- Gathering and analysing feedback from students

Many of the University's degrees are also accredited by professional or statutory bodies and these degrees are reviewed by the relevant body on a cyclical basis.

The findings from the range of mechanisms detailed above are analysed and responded to by committees at School, Research Institute, College and Senate levels. This normally includes annual consideration of ways to enhance the effectiveness of the mechanisms themselves and of the committees that receive and consider them also. The framework of these arrangements is detailed in the University's Academic Quality Framework, which may be found at: http://www.gla.ac.uk/media/media_127773_en.pdf. The University's quality arrangements must also conform to the terms of the Scottish national Quality Enhancement Framework. Details of this may be found at: <https://www.qaa.ac.uk/scotland/quality-enhancement-framework#>

Compliance with the Quality Enhancement Framework is assessed at the five-yearly Enhancement-led Institutional Reviews (ELIRs). The ELIR reviews check (in detail) compliance with the terms of the UK Quality Code for Higher Education published by the Quality Assurance Agency (QAA). This Code includes detailed provisions for each of the main quality assurance mechanisms we employ. ELIR reviews also check compliance with national Subject Benchmark Statements and with the Scottish Credit and Qualifications Framework. Court will be aware that this was undertaken in February and March 2019, which confirmed that the University has effective arrangements for managing academic standards and the student learning experience. This is the best result possible. The report can be found at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007794>

The QAA also checks the University's compliance with the requirements of the annual report to the Scottish Funding Council. No notes of concern have been received on these reports since they began to be required.

University of Glasgow
Annual Report for the Scottish Funding Council
Institutional Report on Quality Assurance and Enhancement Academic Session 2019-2020

At the University of Glasgow, our mission is to bring people together in a world-class environment for learning and research, empowering staff and students to discover and share knowledge that can change the world.

Since 2015, this vision has been articulated via our Strategic Plan: Inspiring People Changing the World. The Strategy, governed by its focus on People, Place and Purpose, has enhanced the staff and student experience, expanded our reach across the globe and ensured that – no matter their background – each of our world-changing students has a platform to realise their full potential.

Our Strategy for 2020 is near completion having been revisited in light of the Covid-19 pandemic, to ensure that our focus reflects the impact of the pandemic on the University and on the wider sector.

1. Introduction

The University of Glasgow submits this annual report in accordance with the Scottish Funding Council guidance to higher education institutions on quality SFC/GD/11/2017 and the supplementary request to provide information on the impact of Covid-19 on our ILR activity. The format and content of the report takes consideration of the technical guidance in section 2.

Following a successful ELIR 4 in February/March 2019 and a productive QAAS annual discussion meeting in May 2020, the University is confident it has effective mechanisms in place to demonstrate compliance with and consideration of the Quality Enhancement Framework (QEF) which is outlined in section 1 of the above SFC guidance.

The University continues to build on the recommendations from ELIR and progress on these activities are outlined in ELIR year on follow-up report which was submitted to QAAS in July 2020.

2. Context

This report was written taking consideration of the impact on key institutional quality process which were disrupted following industrial action in February and March 2020 and national lockdown due to the Coronavirus Pandemic.

2.1 Industrial Action

A period of Industrial Action took place during February and March 2020. The University put in place a series of support measures which ensured that all students were treated fairly, no student was disadvantaged by any amended arrangements and that students were not assessed on any subject area for which they have not been adequately prepared. A detailed paper was issued to all Colleges, Schools and Research Institutes (this is available on request). Information and Frequently Asked Questions were published and made available to students. The University worked collaboratively with the Student Representative Council (SRC) during this period.

2.2 Covid-19 impact and planning

The University established a strategic team with responsibility to manage the impact of Covid-19 on the institutional priorities. Information was shared with staff and students on a weekly basis including FAQ's, video updates and periodic question and answer sessions with the Principal and members of his senior team which were broadcast live and also recorded for wider viewing. All information was published on dedicated [webpages](#) accessible from a banner on our front page. Certain elements of this information have been updated as we have moved through the academic year and into the new session for 2020-21. During this critical time the University worked continually in partnership with the SRC.

As with other universities, the period since the commencement of the pandemic lockdown has seen large-scale and rapid cross-institutional work to convert provision to an online delivery mode to enable teaching for the remainder of 2019-20 to be completed. Similarly, all remaining assessment activities for the academic year were, where possible, converted to online means. Alongside this there was development and implementation of the University's 'No Detriment' policy to take account of the largescale disruption to students undertaking assessment from the middle of March 2020.

Alongside the necessary activity to continue students' education in the second half of the academic year, there has been significant and extensive work required in preparation for teaching and assessment in 2020-21 in the context of the ongoing pandemic, phased lifting of lockdown and ongoing social distancing and other safety requirements. Some of the key aspects of the planning are as follows:

- Staggered start dates so that most undergraduates and some PGTs will commence as scheduled in September 2020, a significant range of PGT programmes will commence in November, and a further large number of PGT programmes will start in January 2021.
- No lectures will be scheduled for on campus for 2020-21.
- On campus examinations will largely be replaced by online assessment.
- Within social distancing guidelines, small group classes, laboratories and skills-based sessions will be scheduled as much as possible on campus.
- A range of measures will be implemented outside the classroom to help manage movement and ensure that staff can access the campus safely.
- The new build James McCune Smith learning hub will be available from January for 2021 for teaching and study purposes.
- Special precautions will be put in place for members of staff who for medical reasons are at particular risk from Covid-19.
- Contingency planning for delivering all activity remotely in the event of a further lockdown.

All measures will be taken forward in compliance with Scottish Government requirements and may be subject to change as these are amended.

2.3 Quality Management in the context of Covid-19

Given the significant impact of the pandemic and the intensive activity required throughout the University to prioritise business continuity and deliver a high quality student experience, there have been some necessary adjustments to our approach to quality management. This has involved the need to both respond to direct disruption of quality arrangements caused by the pandemic, and to re-focus some activity in light of the rapid pace of change required in this unprecedented global situation.

Two ILR events were postponed as a direct impact from the national lockdown which started in late March 2020: the Periodic Subject Review for PGT Medicine, and the Graduate School Review for Medical, Veterinary & Life Sciences. The postponed PSR will take place in the next cycle in 2020-21 and the GSR will be deferred at least until summer 2021, but may be

later, while further development around PGR management takes place (see section 8.6 below). Following dialogue with QAAS and the Funding Council, we have adopted a reduced load of PSR activity during AY 2020-21 in order to release capacity for the priorities around delivering teaching and assessment under the current challenging circumstances. Five PSR reviews are now planned for 2020-21 and a revised schedule for the full six-year cycle of PSR up to 2025-26 has been drawn up (see section 4 below). In managing the risks around deferring reviews within a six-year cycle we have ensured that no Subject will have their review deferred by more than one academic session, so as not to build up any unduly large gaps between reviews. In order to guard against future disruption caused by social distancing, travel restrictions or full lockdown, we will make contingency plans to run the review events fully or partially online. The pandemic has also caused some disruption to other quality processes: to planned development in annual monitoring – pausing a planned enhancement of the process which had been developed and approved for implementation in April 2020 (see section 5.1 below); and for course evaluation, where the roll-out of aggregate reports for Deans of Learning & Teaching and other key stakeholders has been deferred until the end of Semester 1 of 2020-21 (see section 5.3 below).

A temporary modification was agreed for our course and programme approval process in preparation for the development of online provision for 2020-21. This was to facilitate the urgent and large-scale work required across Schools to convert on-campus delivery to online. Blanket approval for temporary adjustments to delivery in 2020-21 was devolved to Schools, on the basis that: i) these changes did not fundamentally digress from the original Intended Learning Outcomes (ILOs) or the aims of any courses, or disrupt the assessment of ILOs. ii) any changes made for 2020-21 which were subsequently to be adopted for use in 2021-22 and beyond would require approval under standard processes by the spring of 2021. These changes are [online](#) and were developed with reference to QAA guidance issued in early June: [Preserving Quality and Standards Through a Time of Rapid Change](#).

Annual monitoring of provision over 2019-20 has also been revised in light of the pandemic. Implementation of the new process was paused, and instead, academic colleagues were asked to review the last session with a very clear focus given to the exceptional circumstances which unfolded over Semester 2. Given the extensive pressure on academic staff over the summer and into the new academic year, the reporting has been streamlined to focus only on two key questions - on the student experience and student performance. This will allow Colleges and the University to reflect on the management of provision during the pandemic and identify actions for enhancement as we move forward with a revised model of delivery in 2020-21. Work is underway to develop more regular pulse surveys with students to evaluate their satisfaction with their experience, and to determine their level of engagement with their studies. The first of these was issued on the 29th September 2020.

3. Summary of Institutional Led Review Outcomes 2019-2020

The University's main ILR mechanism for learning, teaching and assessment for all undergraduate and taught postgraduate credit-bearing provision is Periodic Subject Review (PSR). The postgraduate research student experience is reviewed through the Graduate School Review (GSR) process. This approach enables all subject areas to be reviewed under PSR in line with the national six-year cycle. There is one Graduate School in each of the University's four constituent Colleges, with each reviewed on a four-yearly cycle.

The University places great value in both types of review mechanism – this is borne out in the reports of all ELIR exercises undergone since 2004 and most recently in 2019, as well as in the annual reports to the Funding Council. These and the other quality management arrangements utilised also attest to the sustained quality and standards of our provision.

The table below outlines the approved schedule for 2019-20.

Subject	Due date	Status
Philosophy	March 2020	Postponed to 2020-21 Due to Industrial Action.
Theology & Religious Studies	Feb 2020	Complete.
Nursing & Health Care		Postponed to 2020-21 PSR cycle due to the curriculum change being implemented to meet revised requirements from the Nursing & Midwifery Council. Agreed with SFC in September 2019.
College of MVLS Graduate School: PGT Cluster2: Medical Professions, Health & Wellbeing and Medical & Clinical Science	June 2020	Postponed to 2020-21 due to Covid.
School of Computing Science	March 2020	Complete
Economic & Social History	March 2020	Complete
Sociology	February 2020	Complete

Details of the programmes covered by the reviews are listed in Appendix 1.

3.1 Pilot for new methodology

The opportunity was taken to pilot a new method for PSR at the review of Computing Science. The revised approach aims to reduce the burden on the School while at the same time providing them with an opportunity to be more reflective; and for the outcome to be more helpful while at the same time ensuring compliance. The format and panel remained the same and the guidance was amended to reflect the introduction of a Reflective Analysis. The key aims were to demonstrate the assurance of academic standards, and to produce an outcome that would provide the School with more ownership of the outcome and also demonstrate a more collective and shared responsibility for the student learning experience and its enhancement across the wider College and University. The format of the outcome report was amended to reduce narrative and includes the addition of an action plan which can be used to monitor progress against the recommendations as well as detailing more explicitly the associated responsibilities of University professional support services.

3.2 Commendations

A total of 22 commendations were noted from the 4 reviews. This confirms a commitment to enhancement and development which is evidenced across subjects. The commendations focused on the following thematic areas.

- Innovative approach to the **enhancement of teaching and learning**. Innovative use of technological methods and maximising the benefits from a research to develop the curriculum.
- A clear and explicit focus on the **student voice** across the subject groups and evidence of closing the loop with regard to formal and informal feedback. Also benefits arising from the good use of the Student Staff Consultative Committees.
- **Collaborative approach to working and innovation**. With examples of good collaboration with internal and external stakeholders as a way of sharing and developing good practice and innovative and alternative ways of working.
- Strong commitment to **working with employers and external agencies** as a way of broadening the student experience and making the learning relevant.
- Internal collaboration between a school and student support services to facilitate the **embedding of student support** into the subject.

- ***Inclusive and reflective approach to strategic planning*** with strong commitment to reflection and bottom up approach to developing priorities.
- ***Explicit graduate attributes*** demonstrated through a graduate apprenticeship programme.
- Continued and ***improving outcomes in the NSS scores***.
- Explicit evidence of ***student support services*** working flexibly and supportively with students to facilitate their learning.
- ***National and international reputation*** maintained during periods of significant growth in student numbers.

3.3 Good practice

A total of 7 areas of good practice were identified from across the 4 PSRs undertaken. The key themes supporting the good practice focused primarily around:

- The innovative use of resource to support the student learning experience and maximising when possible the use of technology.
- The collegiate and inclusive approach to develop academic staff (ECRs and GTAs)
- A strong culture of collegiate teaching ambition.
- The further development of Academic Workload Models as a way of managing academic resources and developing staff.

3.4 Enhancement recommendations

The University was pleased to note that no issues were raised within the reviews undertaken that raised any cause for concern or were unknown. This is in line with the ethos of the Scottish enhancement approach. The recommendations primarily built on work identified by the Schools in the PSR documentation and on activities already identified as good practice. The thematic foci of the recommendations are as follows:

- Further develop the Academic Workload Model as a way of maximising the benefits of planning resources, building resilience and developing academic staff with further consideration of university norms.
- Make more explicit the learning outcomes within the programme documentation, in particular if work and assessment is being managed remotely in the coming academic year.
- Ensure the use of new technologies, including developments to MOODLE (virtual learning environment), is fully maximised as a way of sharing and communicating key information with students in a timely manner.
- Enable lecture recording to be undertaken wherever possible and review practice of uploading lecture materials to ensure students are not disadvantaged and the Accessible and Inclusive Learning Policy is followed.
- Consider ways to further develop and integrate the work of the GTAs to maximise the benefits to students and subject areas.
- Continue to review School and College governance committee structures in line with good practice to ensure representation and membership remain relevant.
- Continue to review assessment and feedback mechanisms locally.
- Continue to review and support the adviser of studies system.
- Explore approaches to build a sense of community among student cohorts.
- Continue to develop the student voice with strategies to improve student response rates to course evaluation and review of processes for responding to student feedback including communication back to student representatives.
- Seek to reinforce Learning and Teaching group activity for staff to enhance the identification and sharing of good practice across the subject.
- Continue to work collaboratively with central University support departments to foster a shared understanding of and approach to the wider student experience.

- Continue to work collaboratively and in partnership with key University departments to maximise the benefits of marketing which can inform recruitment targets.
- Continue to work collaboratively with student services department to maximise the benefit of support for students.
- Continue to review the learning spaces within the wider estate to maximise benefit to the learning experience.
- Continue to build collaborative partnerships with business and industry in order to maximise graduate employability.

4. Institutional Led Review schedule for 2020-2021

Following discussions with QAA Scotland and the Funding Council the following schedule for Periodic Subject Review events has been agreed for the 2020-21 academic session.

Subject Review	Original Date	Status	Revised Date
Philosophy	March 2020	Postponed. Industrial Action	Feb/Mar 2021
College of MVLS Graduate School: PGT Cluster2: Medical Professions, Health & Wellbeing and Medical & Clinical Science	June 2020	Postponed. Covid-19	June 2021
Nursing & Health Care	Nov 2020	Moved from Sem 1 to Sem 2 event in 2020-21	Mar 2021
Geographical & Earth Sciences	2020-21	No change	Mar 2021
Urban Studies	2020-21	No change	Mar 2021

The following five subjects were originally scheduled for review in 2020-21 have been deferred to 2021-22:

- Chemistry
- Classics
- Economics
- History
- Theatre, Film & TV Studies

Other subjects scheduled for 2021-22 will be deferred to ensure an even spread of reviews across Schools and Colleges and the full period of the cycle. The proposed revision to the full cycle has been shared with the QAA and is presented in Appendix 2. In order to mitigate risks of delaying the overall review of subject provision, the revised schedule ensures that no review has been postponed for more than one year.

5. Reflection from other quality assurance activities

The University is confident that its quality assurance framework is robust and supports and maintains the development of academic standards and the enhancement of the student learning experience. The outcome from ELIR 2019 and the annual discussion with QAA Scotland reinforces this confidence. The section below outlines some information collated from key QA activities.

5.1 Annual Monitoring

Annual Monitoring at the University of Glasgow is carried out at three levels: School, College and University. School Quality Officers are responsible for collating and analysing information for consideration at School level, and College Quality Officers undertake this activity at College level. Issues requiring University-level action are reported for consideration by Academic Standards Committee (ASC). Relevant services or Groups provide updates and responses to these University-wide matters.

During AY 2019-20 there was reflection on activity in previous session with the following key themes arising from the Undergraduate and Postgraduate Annual Monitoring Summaries for Session 2018-19:

- Suitability and quality of teaching spaces
- Student mental health support
- IT facilities across the campus
- Staffing levels
- Assessment and feedback (particularly the timeliness of feedback)
- Disability reporting and provision
- Student recruitment and admissions
- MyCampus (the student records system)
- Standards of English amongst international students

Good practice

The following good practice from the Undergraduate and Postgraduate Annual Monitoring Summaries for Session 2018-19 were:

- Assessment and feedback
- Innovative teaching practices
- Developing graduate attributes and employability
- Student support and inclusivity
- Staff Development

Enhancement Review of the University's Annual Monitoring process

In line with the University's enhancement agenda, a review of the University's Annual Monitoring process was presented to the University's Academic Standards Committee in November 2019 and a set of changes was approved and due for implementation in March 2020. However, due to the impact of Covid-19, the proposed amendments were paused for the immediate future and the existing Annual Monitoring arrangements were adapted to incorporate a lighter touch focussing on key issues including reflection on the student learning experience in the context of Covid-19 adjustments and monitoring of grades. Planning for the implementation of the approved amendments to the process (which include redefined remits for college and school staff with responsibility for quality enhancement and assurance) will be resumed during 2020-21. Further progress on this will be included in next year's annual report.

5.2 External Examiners

The University has a robust process for managing and monitoring external examiner reports. Thematic reports derived from externals' reports on both UG and PGT programmes are submitted to the Academic Standards Committee (ASC). ASC has delegated authority from Senate for these matters. Since the start of academic year 2018-19, there has been separate reporting on UG and PGT external examiner reports. The University continues to receive positive feedback on its programmes which confirms the assurance and development of academic standards.

Themes concerning Assessment and Feedback note good practice and some room for improvement. Similar comments are made on marking criteria and IT support. Other themes identified relate largely to resource allocation for academic staff and support. Comments and feedback are monitored at School, College and University level via the appropriate academic governance committee. Suggestions for enhancement are dealt with at School level when relating to the programme and comments relating to issues outwith the School are referred to the College. University-level matters are overseen and referred to the relevant areas by

the Senate Office. Examples of good practice highlighted from external examiner reports are as follows:

- Creative low stakes assessment
- Academic standards of programmes
- High-quality feedback to students
- Rigour of marking/grading criteria
- Staff engagement
- Learning & Teaching leadership

The percentage of undergraduate reports received for session 2018-19 was 98%. As this is the first year where there has been separate commentary on undergraduate reports, it is not possible to do a direct comparison with previous years. However, a figure of 98% is most satisfactory. For PGT reports there was an 88% submission rate, this runs over a later and longer reporting period, and therefore the latter end of the cycle overlapped with the beginning of the main period of Covid disruption. However, as a general rule, PGT response rates are lower, so strategies to improve engagement will be reviewed.

5.3 Course Evaluation

The University's Course Evaluation Policy requires that questionnaires are sent to all students enrolled on a given course (equivalent to module), and that the all questionnaires should contain, at a minimum, five 'core' questions, with standard wording agreed in consultation with all Schools and Colleges. In addition to the five core questions asked for every course, Schools and individual members of staff are permitted to add additional questions. Following completion of surveys, the University's course evaluation software automatically generates a report for each course, which provides a statistical summary of student responses to each of the closed questions, and a list of all textual responses to open questions.

Engagement across the University with course evaluation remains high and Schools continued to use course evaluation surveys as the primary means for eliciting student feedback. A number of central departments have been working collaboratively with Information Services to develop an aggregated report which could be considered alongside National Student Survey data and student feedback gathered from other sources. The report will give the average percentage agreement to each of the three closed core questions included in every course evaluation questionnaire for each level of study within every Subject, School and College. It is hoped that this level of granularity will enable each Subject and School to identify areas of good practice and areas requiring enhancement or support. To ensure that staff have confidence in the data reported, the reports will undergo a process of quality control. Technical issues identified last year with the mapping of non-standard course codes into the data aggregation table have been resolved, and it was planned that the aggregated report would be made available to Deans of Learning & Teaching and other key stakeholders at the end of Semester 2 of the 2019-20 academic session. However, due to the disruption caused by Covid-19, this has not been possible and the roll-out of the aggregated report is now planned for the end of Semester 1 of the 2020-21 academic session. The outcome and evaluation of the new process will be included in the annual report next year.

5.4 Graduate School Reviews (GSR)

The Graduate School Review for Medical, Veterinary & Life Sciences (MVLS) was to have been held on 9 June 2020 but was cancelled due to the disruption from the Covid-19 pandemic. Plans to re-schedule this remain under review and discussion to date with the Quality Assurance Agency (Scotland) has noted a planned pause of the Graduate School Review cycle during 2020-21 in light of our planned steps to systematically improve our understanding of the PGR experience as detailed in section 8.6 below.

5.5 Professional, Statutory or Regulatory Bodies (PSRB)

A schedule of programmes accredited by PSRB is attached as Appendix 3. The University continues to work collaboratively with professional bodies and there has been dialogue and re-scheduling of activity due to the disruption caused by the Coronavirus pandemic. Our No Detriment policy was discussed with PSRBs, as necessary, and included provision to ensure that PSRB requirements continued to be met, for example the assessment waiver for the Spring examination diet applied to most first and second year students was not applied on professional degrees such as Medicine, Dentistry & Veterinary Medicine; instead, these examinations were deferred. The following review visits were postponed during the 2019-20 academic cycle due to the pandemic.

School of Veterinary Medicine

European Association of Establishments for Veterinary Education (EAEVE)

2019/20 Review Postponed (11-15 May 2020). Visit rescheduled to 15-19 February 2021. Our BVMS degree programme remains accredited on an ongoing basis, until 2023.

American Veterinary Medical Association (AVMA); Royal College of Veterinary Surgeons (RCVS); Australasian Veterinary Boards Council (AVBC); South African Veterinary Council (SAVC)

2019/20 Review Postponed (27 April-1 May 2020). Visit rescheduled to 5–12 March 2021 with current accreditation extended by 12 months, to September 2021.

School of Engineering

Institution of Mechanical Engineers (IMechE)

Accreditation visit scheduled for April 2020 was postponed to March 2021. Existing accreditation up to end July 2020 applies to the intake year 2019-20, so the delayed accreditation event to March 2021 will seek backdated accreditation to the 2020-21 intake to ensure continuity of accreditation for all students.

6. Student Support Services / Student Wellbeing

As detailed in the ELIR Year-on report we are continuing to develop our framework of activity to support review of student-facing professional services, building on the University's current broad-based approach to monitoring service unit performance that involves a range of mechanisms. As noted in our report, our plans to operationalise reviews from September 2021 will be developed during the autumn once the new Deputy Secretary & Director of Planning is in post. In the meantime, for the remainder of 2020 our activity will focus on the current review of Professional Services support for disabled students as requested by QAAS in order to provide assurance that we are providing an appropriate level of service to our disabled students.

7. Student Participation in ILR processes

We have continued our strong partnership with the Student Representatives' Council (SRC) Sabbatical Officers as reported last year and commended in the ELIR 2019 report. Student representatives have continued to be fully engaged in our quality management processes and to participate in all our academic and student support committees. (These continued to meet online following lockdown.) This positive relationship was fundamental to the planning and communication of priorities for the completion of the 2019-20 academic year during the period of lockdown and also preparation for the new session in 2020/21.

A good example of student participation in quality enhancement and assurance and student feedback is how the University manages the outcome from the course evaluation process. Following completion of the survey, the summary report is sent to all members of staff who

taught on the course, and those staff members are required to produce a Summary and Response Document (SARD) highlighting any comments/concerns raised by students and any proposed actions to address those concerns. Following this, the SARD is posted onto Moodle for students to view - the document is also made available to incoming students for the next offering of the course. The SARD is a standing item on every Staff-Student Liaison Committee agenda, allowing for discussion and periodic progress updates on issues that were raised in previous academic sessions. We work closely with the Students' Representative Council (SRC) to ensure that course evaluation is taking place consistently across the University and that SARDs are being made available to all students. To assist with this, course evaluation is included as a compulsory component of the SRC class representative training and is included in the new 'MyClass Rep' toolkit which was introduced as an online information resource during the 2019-20 academic session. Furthermore, SARDs are included in the documentation reviewed by panel members during each School/Subject's Periodic Subject Review.

In the coming year there will also be increased focus on enhancing the representation of the PGR students as detailed in section 8.6 below.

"I can only commend our student body for their resilience and patience in what has been a very difficult year for everyone. As a University, we have shown ourselves to be adaptable and creative in transforming our delivery of services. We know that the student experience next year will be different, but the lessons of the last few months tell us we can achieve amazing things when we come together as a learning community." *The Principal, Professor Sir Anton Muscatelli. Statement from NSS press release 2020.*

8. Progress and priorities

8.1 Reputation and Ranking

This year's NSS rankings show improvements in a number of areas of the student experience at the University of Glasgow. Our overall satisfaction rating has gone up to 87.1% - up 1% point from last year. Assessment and Feedback (overall) has also risen - to 67.5% - up 0.74% points from last year. In terms of ranking, the University of Glasgow is now second for overall satisfaction among Russell Group universities (up three from last year). Our position among other Scottish universities has also risen – up two to fifth. For Assessment and Feedback overall, the University of Glasgow's ranking among other Russell Group universities has risen to 10th – up seven from its position last year; among other Scottish universities we are also 10th, a rise of three from last year. At a University level, all themes improved year on year, with the exception of Learning Community. The most significant improvement was for Organisation & Management with a 2.74% point climb to 75.2%. This was specifically driven by the question 'Any changes in the course or teaching have been communicated effectively', which climbed 4.47% year on year to 75.1%. Three subject areas achieved 100% satisfaction this year: Earth Sciences, Animal Sciences and Ecology and Environmental Biology.

The University has improved its position among the top 100 universities in the 2021 THE (Times Higher Education) World University Rankings by rising seven places to 92nd of 1,527 universities in the THE World University Rankings. Its improved position is attributed to its better performance in the Citations pillar of the rankings, which has a weighting of 30%. Glasgow also showed improvements in both the Research and Teaching reputation metrics which are weighted at 18% and 15% respectively. The seven-place climb in THE is the highest rise of any UK university within the top 100 this year.

8.2 ELIR reporting

In line with sector requirements, the University has reported progress against the outcome of its most recent ELIR. The content of the report was discussed with the QAA at the annual meeting and received positive feedback.

8.3 QAA Annual Meeting

The annual meeting with QAA was held in May 2020. The agenda included discussions on the preparation of the ELIR year-on report, PSR progress to date and the impact of the industrial action. Further discussions focused on the outcome and future ambitions for the new PSR method, student engagement activities, the QAA Enhancement Theme (Evidence of Enhancement). The University outlined its approach to dealing with the pandemic and also provided updates on key projects supporting learning and teaching, assessment and feedback and the campus development plan.

8.4 QAA Evidence of Enhancement Theme

The University will submit its final report at the end of October 2020 as required in order to close this theme.

8.5 Progress with Priorities highlighted in our report for 2018-19

While there has been inevitable disruption to the planned actions associated with the priorities reported last year, progress was still made in a number of areas. Most notably:

Progress with a number of short-term initiatives from the Assessment & Feedback Working Group including:

- Online guidance (video) on course design developed and published.
- Guidance on reducing and removing high stakes assessment has been produced to provide guidance to staff who are (re) designing assessments to allow staff to evaluate the assessment proposed, with examples of how high stake assessment can be reduced or re-designed.

In addition, arising from the Covid pandemic, the large-scale move to on-line assessment in spring 2020 proved to be successful, resulting in plans to continue with and enhance this form of assessment widely across the University. The centralised queries for students via the IT Helpdesk allowed an analysis of challenges faced by students during the assessment diet and action to be taken to address these. In total there were 609 queries arising from a total of 40,711 exam instances (exams x students) during the online assessment diet in April/May 2020. A checklist of common problems in online assessments will be added to the annual guidance on assessment provided to staff.

Guidelines on Content Advice on academic delivery for students were developed and approved by the Student Experience Committee in March 2020.

Introduction of an Induction Moodle course which was distributed to all Schools and Research Institutes. Initial feedback has indicated that this has been well utilized acting as the backbone for establishing programme of events for new students arriving.

Other developments which remain in progress include:

Development of a comprehensive Graduate Teaching Assistant (GTA) Code of Practice, covering University, College, School as well as GTA responsibilities, along with development of an Induction template for new GTAs and guidance on how GTAs should be supported and developed, with examples of best practice given. GTAs and staff with responsibilities for GTAs, both academic and professional, are represented on the Group taking forward this work and it is anticipated that the Code will be ready in January 2021.

While the work of the Graduate Attributes & Employability Working Group was paused after January 2020, this will be resumed to continue with development of the Graduate Attributes & Employability webpage (specification agreed in January).

Development of the University's Learning & Teaching Strategy for 2020-25 has been active throughout the year and is nearing completion with a draft strategy due to be submitted to the autumn meetings of the Learning & Teaching Committee and Education Policy & Strategy Committee.

8.6 Key Priorities for 2020-21

As well as a focus on business continuity to ensure an optimal student experience at a time of significant change in our delivery of teaching and assessment, our key priorities will include:

Implementation of the Learning & Teaching Strategy

Following finalisation of the 2020-25 Learning & Teaching Strategy, an action plan will be drawn up which will be aligned to the three pillars of the strategy: (1) Evolving our approach to teaching and learning; (2) transforming curricula and assessment; and (3) professional and skills development. This will build on the successes of the last few years and focus on evolving our learning and teaching approaches, in particular building on approaches to online and blended learning that are in place now; strengthening the curriculum in terms of its connection to global challenges; and developing students' professional and academic skills for a changing global environment.

Assessment & Feedback Transformation Project

As reported previously, the World Changing Transformation Team is running a project on Assessment & Feedback as the University has committed to enhance how we undertake assessment and feedback (A&F) so that students have the best opportunity to learn from their studies. We know that this is needed because of the consistent feedback we receive from our students including from the NSS results. For example, in the 2020 NSS we rank 14th in the UK for overall satisfaction, yet on the set of assessment and feedback questions, we rank 95th. The advent of Covid-19 meant the University needed to reconsider use of resources and as a result, the initial budget for the A&F Project was reduced. After some exploratory work the initial work of the Project will build on our current capabilities and in particular we will introduce two simple and powerful capabilities to the University community; a grade aggregation tool and a student portal.

The grade aggregation tool will be designed to calculate students' course grades. This is a complex project, requiring the development of algorithms to automate manual calculations, and will require harmonisation of practice and data sources as well as a move towards a 'single source of truth' in terms of assessment data. This will reduce some of the data manipulation currently required for calculating students' grades, so freeing our colleagues' time to engage in more meaningful work, teaching, and research, and reduce the risks and stress associated with this work. The student portal will enable our students to see all of their assessments, feedback, and grades in one place allowing them to consolidate their feedback and have easy access to their assessments. The portal will also be useful for facilitating meaningful discussions about improving learning between students and their advisers. Both of these tools will gather assessment data from Moodle.

Design work has come with proof-of-concept work and phased roll out planned over the coming months with the target of achieving full roll out by Easter 2021, with all students and staff in all four Colleges having access to both tools.

Academic Regulations

A planned review of academic regulations in light of lessons learned from the impact of the pandemic.

PGR Student Experience

The Vice Principal (Research) is leading a wholesale review of PGR governance arrangements including consideration of data and systems, with support being provided by the University's Transformation team. We anticipate that enhancements to the provision of data for each Graduate School and Research Institute, including more detailed scrutiny of data from the Postgraduate Research Experience Survey will improve the effectiveness and streamlining of the Graduate School Review process as well allowing these data to be used to drive activity and highlight good practice.

Alongside this the SRC President has prioritised work on developing PGR student representation and partnership within the developing governance structure. This will build on preparatory work undertaken during 2019-20 which included a mapping exercise of current PGR representation in each Graduate School which highlighted good practice which will inform the development of the new structure.

Approved by Planning, Insight & Analytics



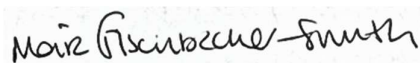
Steve McDonald (Acting Director Planning, Insight & Analytics)

Approved by Academic Standards Committee



Professor Neil Evans, Convener of Academic Standards Committee

Approved by Vice Principal (Learning & Teaching)



Professor Moira Fischbacher-Smith, Vice Principal (Learning and Teaching)

University of Glasgow

Annual Report for the Scottish Funding Council

Institutional Report on Quality Assurance and Enhancement Academic Session 2019-2020

Periodic Subject Reviews

Subject Areas and Programmes Reviewed in Session 2019-2020

Computing Science

Undergraduate

BSc Honours (Combined) in Computing Science (and another subject)

BSc Honours Computing Science

BSc Honours Computing Science (Joint with SIT)

BSc Honours Computing Science (SIT)

BSc Honours Electronic & Software Engineering

BSc Honours Informatics

BSc Honours Informatics (Faster Route)

BSc Honours Software Engineering

BSc Honours Software Engineering (Graduate Apprenticeship)

MSci (Combined) in Computing Science (and another subject)

MSci in Computing Science

MSci in Informatics

MSci in Informatics (Faster Route)

MSci in Software Engineering

MSci in Software Engineering with Work Placement

MSci in Software Engineering with Work Placement (Faster Route)

Postgraduate

MSc Computing Science

MSc Computing Science and Psychology

MSc Data Science

MSc Information Security

MSc Information Technology

MSc IT Cyber Security

MSc Software Development

Economic and Social History

Undergraduate

MA Social Sciences (MA Soc Sci [Honours]), Single Honours degree in ESH

MA Social Sciences with Quantitative Methods (MA Soc Sci [Honours])

Combined Honours degrees in ESH and another subject offered from a range of subjects within the Colleges of Social Sciences; Arts; and Science and Engineering, subject to timetabling restrictions

Postgraduate

MSc in Global Economy (ESRC recognised 1+3 pathway)

Erasmus Mundus International Masters programme (IntM) Global Markets, Local Creativities (GLOCAL)

In addition, ESH offers or has recently offered course/s that contribute to the:

MSc programme in International Relations offered at the University of Glasgow's strategic partner, the University of Nankai.

Sociology

Undergraduate

MA (Soc Sci) Single Honours in Sociology
MA (Soc Sci) Joint Honours in Sociology (with Social Science subjects)
MA Joint Honours in Sociology (with Arts subjects)
MA (Soc Sci) Sociology with Quantitative Methods
MA (Soc Sci) Social Science (Three year 'Ordinary' Degree)

Postgraduate

MRes Criminology
MRes Equality & Human Rights
MRes Global Migrations & Social Justice
MRes Sociology & Research Methods
MSc Criminology & Criminal Justice
MSc Equality & Human Rights
MSc Global Migrations & Social Justice
MSc Media, Communications & International Journalism
MSc Sociology
MSc Transnational Crime, Justice & Security
PGCert Art Trafficking & Art Crime

Theology & Religious Studies

Undergraduate

BD Honours and General Degree
BD (Min) Honours and General Degree
MA Honours in Theology & Religious Studies (single honours)
MA Honours degree in Theology & Religious Studies (joint honours)

The Subject also contributes to the three-year general MA degree overseen by the College of Arts.

Postgraduate

MTh in Ministry, Theology & Practice

Periodic Subject Review (PSR) – Revised Schedule 2021 to 2026 (Pandemic adjustments)

College	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Arts	Philosophy Theatre, Film & TV Studies Classics History	Theatre, Film & TV Studies History Classics Archaeology English Language & Literature and Scottish Literature	Archaeology English Language & Literature and Scottish Literature Information Studies History of Art	History of Art School of Modern Languages & Cultures Music	School of Modern Languages & Cultures Music Celtic & Gaelic	Philosophy ² Theology & Religious Studies Celtic & Gaelic
	1	3	3	1	2	2
Medical, Veterinary & Life Sciences	Nursing & Health Care MVLS Graduate School: PGT Cluster 2: Medical Professions, Health & Wellbeing and Medical & Clinical Science	Dental School	School of Life Sciences	Medical Undergraduate School	School of Veterinary Medicine MVLS Graduate School: PGT Cluster 1: Biomedical Science, Animal & Plant Sciences	MVLS Graduate School: PGT Cluster 2: Medical Professions, Health & Wellbeing and Medical & Clinical Science ² MVLS Graduate School: PGT Cluster 1: Biomedical Science, Animal & Plant Sciences
	2	1	1	1	1	1
Science & Engineering	School of Geographical & Earth Sciences School of Chemistry	School of Mathematics & Statistics School of Chemistry	School of Mathematics & Statistics School of Psychology	School of Psychology School of Physics & Astronomy	School of Engineering TNE	School of Computing Science
	1	1	1	2	2	1
Social Sciences	Urban Studies Economics	School of Interdisciplinary Studies Economics	School of Interdisciplinary Studies Accounting & Finance Central & East European Studies	Accounting & Finance School of Education School of Law Management	School of Law Management Politics	Economic & Social History Sociology
	1	1	2	2	3	2

Other PSR activity		LEADS (PG CAP and MEd)		Short Courses		
	0	1	0	1	0	0
Total PSR	5	7	7	7	8	6
Year of Cycle	1 of 4th	2 of 4th	3 of 4th	4 of 4th	5 of 4th	6 of 4th
Other ILR activity	Review of Glasgow International College (GIC) – provision covered by MoA Professional Services Review: Support for Disabled Students					

*To be deferred to PSR Cycle 2027-2032 as already featured in 2021-26 cycle.

PSR deferred from 2020/21	PSR deferred from 2021/22	PSR deferred from 2022/23	PSR deferred from 2023/24	PSR deferred from 2024/25
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Reviews by Professional, Statutory or Regulatory Bodies (PSRB)

PSRB Reviews conducted in Session 2019-20

The table below shows the PSRB outcomes for reviews held during session 2019-20.

School/Research Institute	PSRB	Outcome
School of Chemistry	Royal Society of Chemistry	Programmes have been reaccredited.
School of Education	General Teaching Council for Scotland	Programmes have been reaccredited.
School of Engineering	Institution of Engineering & Technology	Programmes have been reaccredited.
	Institute of Mechanical Engineers	<i>Review affected by Covid-19 (rescheduled to March 2021).</i>
School of Mathematics & Statistics	Royal Statistical Society	Programmes have been reaccredited.
School of Medicine, Dentistry & Nursing	Nursing & Midwifery Council	Programme has been reaccredited.
School of Veterinary Medicine	American Veterinary Medical Association	<i>Review affected by Covid-19 (rescheduled to March 2021).</i>
	Royal College of Veterinary Surgeons	<i>Review affected by Covid-19 (rescheduled to March 2021).</i>
	European Association of Establishments for Veterinary Education	<i>Review affected by Covid-19 (rescheduled to Feb 2021).</i>
	Royal College of Veterinary Surgeons	Programme has been accredited.

Court Context Card - 25 November 2020

Speaker	David Duncan and Liam Brady
Speaker role	Joint Conveners of the Committee
Paper Description	Report of the meeting of the Student Experience Committee 24th September 2020
Topic last discussed at Court	23rd June 2020
Topic discussed at Committee	
Committee members present	Court members present at last Committee meeting: David Duncan, Liam Brady, Morag Macdonald-Simpson, David Finlayson
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	Low
Timing	
Red-Amber-Green Rating	Green
Paper Type	Information
Paper Summary	Report of the meeting of the Student Experience Committee (SEC), held on 24th September 2020. Court is invited to note the following updates: student numbers (item 1), residences (Item 2.1), freshers week (Item 2.2), curriculum enhancement activity programme (Item 2.3) and Student Hardship Fund (Item 3)
Topics to be discussed	As Court wishes
Action from Court	To note and discuss if desired.
Recommendation to Court	To note.
Relevant Strategic Plan workstream	
Most relevant Primary KPI it will help the university to achieve	
Most relevant Secondary KPI it will help the university to achieve	
Risk register - university level	Risk 4 Student: Failure to offer an attractive, high quality and fulfilling student experience to UG and PG students.
Risk register - college level	
Demographics	
% of University	100% students
Operating stats	
% of	
Campus	All
External bodies	
Conflict areas	
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	
Equality Impact Assessment	Many of the areas covered aim to bring about enhancement to the student experience that will positively impact on equality and diversity and cover a number of the protected characteristics of the Equality Act.
Suggested next steps	N/A
Any other observations	

University of Glasgow

Court: 25 November 2020

Student Experience Committee: Report of meeting held on 24 September 2020

Dr David Duncan and Mr Liam Brady, Co-Conveners

1. Update on Student Numbers

Kirsten Swankie, Head of Admissions, introduced the paper which had been presented to SMG, outlining the student registration data from Friday 18th September. Strategy & Planning, Registry and Admissions were working on a dashboard which would give the latest admission, registration, target and budget data in one view and which would be refreshed regularly.

The application cycle had been unprecedented this year and challenging for applicants. The University had strived to respond to these challenges by making the process easier for potential students. Caps on PGT numbers were removed wherever possible and greater flexibility around English language requirements introduced including online testing. Extra in-session English language support would be available and tracking mechanisms introduced. PGT students would be starting at multiple points with a cohort commencing in September (around 45%), a small intake in November for MVLS programmes and a larger intake in January (around 50%). Forecasting student intake numbers had been problematic but Admissions had been refining their predictions as student preferences had become better understood throughout the pandemic. Various scenarios for PGT intakes had been modelled with 25% of forecast international students not enrolling as a result of the pandemic becoming the revised target position. This target had been met for September entrants. Decisions on which PGT programmes to delay had been made in response to the market information and in consultation with the Schools and took account of concerns around capacity, whilst ensuring that quality would be maintained.

Most of the undergraduate student cohort for 2020 entry had not been assessed by school examinations but instead results had been largely based on teacher assessed grades. Entry requirements had been amended for those considered most vulnerable in the process. Recruitment activities had focused on the widening access students and an online summer school had been held with a broad range of subjects offered. A Confirmation and Clearing committee had been formed which aimed to provide flexibility within the entrance parameters. Subsequent changes to results by Scottish and RUK governments had led to some offers being reactivated for students whose grades had improved. Around 200 RUK and 100 international students were recruited through virtual clearing. It was reported that undergraduate registrations were 109% of target for home and EU students, 107% for RUK and 88% for international.

It was expected that attrition rates may be higher this year due to the mode of delivery of teaching. Students who planned to defer for a year would need to reapply unless a deferral had been agreed. Deferral positions had been agreed with each College, amounting to around 10%. The focus would be on supporting students with their learning to minimise the number of students withdrawing. The College Retention Officers would be monitoring

progress closely and would consider measures to further support students recognising that many students may find their first year at University particularly challenging.

It was noted that some students had found the enrolment process difficult and had been struggling with the system. More video content was being made available and tailored support would be provided to students so that fewer problems would be experienced for the November and January intakes.

2. Updates on Response to Covid-19 – Student Experience

2.1 Residences

Robert Garnish presented the results of the latest National Student Housing Survey which had been open for responses before and during lockdown. There had been a positive movement on key measures including value for money. A group had been working through the actions of the Accommodation Strategy Plan though there had been a pause on strategic developments during the pandemic.

All residences had remained open during the initial lockdown phase. A 28 day notice period for accommodation had been introduced and significant numbers had cancelled their contracts in that period. Over the summer the focus for expenditure had been on safety and compliance as well as improvements to wi-fi. In planning for the new session much effort had been put into communicating with the students to ensure that they were well informed in advance about what to expect in the residences, including the production of an animated video. Students had been given instructions on the new phased arrivals process and had been advised clearly on the composition of their household, which might not be intuitive in some of the residences.

During the Covid-19 outbreaks which were currently being experienced in some of the residences food and other supplies were being provided for isolating students by the Living Support team and a strong network had grown to provide round the clock support. UofG Living social channels had kept students apprised of the latest instructions. A mobile testing centre had been in place at Murano Street and would move on to other residences. Students were receiving welfare telephone calls and sports equipment had been provided.

Students and parents were understandably concerned and there had been growing media interest in the current outbreaks. The Principal would be reaching out to students later that day with a video message to offer support and reinforce the importance of adhering to the latest restrictions. It was recognised that local residents would have concerns and it was reported that the University was engaging with them through local contacts and social media. Students were being advised to contact their on-site Living Support team in the first instance for assistance or to direct enquiries to the Accommodation Services mailbox. Further thought was being given to providing online entertainment for students in residences, with clubs and societies developing a range of activities.

The committee extended its thanks to the Living Support Team and the International Support Team for their hard work in a very difficult situation.

2.2 Report on Freshers' Week

Amy McKenzie Smith reported that the Freshers' Week programme had gone extremely well with all on campus events sold out and with very positive feedback from online activities. Shereif Kholeif reported that the Sports Fair had also been very successful with 54 sports clubs represented and around 3500 students had signed up. The GUU had also had a

successful Freshers' Week and was planning to keep open as far as was possible within the guidelines, though neither Union would be open for the coming weekend.

2.3 Curriculum enhancement activity programme

Karen Lee updated the SEC on plans to provide a curriculum enhancement activity programme for students to complement their academic studies. These activities would not be course specific and would be open to all students. General events could include guest speakers or a themed series on topics such as sustainability or climate change. Wellbeing activities such as yoga would also be offered. Numbers would be limited to 30 for on campus events but events could run multiple times and could also be recorded or streamed online. The programme was evolving and would be publicised through the UofG Life app. There had been a good level of interest from Schools and Colleges, but it was expected that new ideas would come forward and gaps in the programme filled once the list had been published. It was hoped that a wide and diverse range of activities would take place demonstrating that there was still a huge amount of activity happening in the University. Further ideas or offers to contribute to the programme would be welcome.

3. Student Hardship Fund

Alan McConnell, Financial Aid Manager, introduced the report on the Hardship Fund. The fund had been relaunched in April in response to the sudden need for financial support during the pandemic. Students applied for help with IT, accommodation, subsistence and travel costs and the process had been stripped back so that funds could be released quickly and flexibly to students in need. Over 3000 students had been supported at a cost of over £1.5M with additional funds coming from the SAAS Discretionary and Childcare funds. Extra help from other services had enabled the Registry team to keep to a 10-working day processing timeframe. DAO fundraising of £320k and an allocation from SMG of £300k had made it possible for support to continue at unprecedented levels. Access to the funds had carried on to August 2020 and both the Hardship (for one-off emergencies) and Discretionary fund had opened again for the current session with a streamlined application process.

SFC had provided £267k to go towards addressing digital poverty. This had been used to purchase over 700 laptops for long term loan. The SFC money was only open to UK students therefore hardship funds would remain open to support EU and international students' IT needs. It was noted that with fewer jobs available more students were likely to be in need of on-going support. Levels of support would be monitored, and additional funding considered if calls on the funds exceeded the amount available. Mr McConnell advised that despite many enquiries there had been no formal applications under the Rent Guarantor Scheme. It was noted that the documentation for this scheme, which had been designed in consultation with the University lawyers, could seem cumbersome and this may have impacted on the take up of the scheme.

Court Context Card 25 November 2020 - Report from Estates Committee	
Speaker	Mr Ronnie Mercer
Speaker role	Estates Committee Convener
Paper Description	Report from Estates Committee 20 October 2020
Topic last discussed at Court	Last report to Court was 30 September 2020
Topic discussed at Committee	Various
Court members present	Mr R Mercer (Convenor), Mr D Milloy, Dr B Wood, Mr D Smith, Mr L Brady, Professor K McCue, Mr C Kennedy
Cost of proposed plan	Various
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	Various
Timing	Short, Medium and Long Term
Red-Amber-Green Rating	Not Applicable
Paper Type	Information
	Minutes including update on Capital programme and Project progress/approval.
Paper Summary	
Topics to be discussed	
Action from Court	Court is asked to note Estates Committee's approval of CapEx applications as follows:
Recommendation to Court	Joseph Black Building Covid 19 Costs in the sum of £0.831 million (EC/2019/62.1refers)
Relevant Strategic Plan workstream	People, Place and Purpose
Most relevant Primary KPI it will help the university to achieve	All
Most relevant Secondary KPI it will help the university to achieve	Effective use of the Estate
Risk register - university level	Risk 9 Estates: Failure to define and implement a coherent, holistic campus development programme which is transformational and offers value for money
Demographics	
% of University	100% staff and students
Campus	Entire University Estate (all campuses)
External bodies	Glasgow City Council; external contractors
Conflict areas	Not Applicable
Other universities that have done something similar	
Other universities that will do something similar	
Relevant Legislation	Building and Planning legislation
Equality Impact Assessment	On a building by building basis/by CapEx, where applicable
Suggested next steps	
Any other observations	

UNIVERSITY of GLASGOW
Estates Committee
Minute of meeting held via Zoom, Tuesday 20 October 2020

Present: Mr R Mercer (Convenor), Professor A Muscatelli (Principal), Dr D Duncan, Mr I Campbell, Professor N Juster, Mr L Brady, Prof K McCue, Mr A Seabourne, Dr B Wood, Mr D Smith, Mr G Caldow, Mr C Kennedy, Mr D Milloy

In Attendance: Mr P Haggarty, Mr D Hall, Ms N Cameron, Mrs K Y Biggins (Clerk)

EC/2019/55 Apologies

The Convenor noted there were no apologies and welcomed all.

EC/2019/56 Minute of the meeting held on 1 September 2020

The Committee approved the minute.

EC/2019/57 Executive Director of Estates Report

The Executive Director of Estates presented the report and noted that the Executive team had been concentrating on five key issues since the last meeting, namely Covid Mitigation, the Facilities Services Review, the Asset Management Review and progressing construction on the Western Site. The Director advised that reports on the Asset Management Review and the Adam Smith Business School review would be placed before committee at the next meeting.

Following questions from the Committee it was noted that :

Asset Management Review – The work includes both utilising previous information and undertaking fresh surveys. It was noted by Committee the review report would include options within an affordability envelope over a 10-year period.

Facilities Services Review – The zonal model had been agreed for JMS and was in the process of being drafted for the remainder of the Estate. It is planned to agree the revised structure by the end of the calendar year with implementation in the first quarter of 2021.

It was also confirmed that the University was legally committed to the Berkley Square acquisition in the late Spring and was required for relocation of staff from other premises

Following discussion related to the Adam Smith Business School, the Convenor noted that should there be a significant change to the business case then the revised proposal would need to be progressed through the governance process afresh.

EC/2019/58 Health and Safety Report

The Executive Director of Estates presented the report noting it was the same report shared with the Estates Executive team.

It was noted that a recent internal audit of Covid 19 procedures and mitigation measures had concluded that the University was fully compliant with its stated policies with a small number of improvement cations mainly relating to adherence to the face coverings policy.

Following a question from the committee it was confirmed that the JMSLH will not be accepted by the University without fire and sprinkler systems being fully commissioned. The committee recommended that the Director of Construction check the fire prevention measures of the contractor as fire risk was highest at the latter stages of any build.

EC/2019/59 Investment Projects Update

The Director of Construction and Capital Programme presented the report.

Committee noted that due to timings of meetings the slide pack covered to the end of August and the Executive Director's report shows the most up to date position.

Following the completion of the OGC Gateway 4 of James McCune Smith Building by external auditors the project was noted as amber/green, with on time delivery being probable and building control consent risks to be monitored. The report also set out recommendations around management/maintenance of the building following handover. The review was noted as positive with an action tracker now in progress.

The Director confirmed that Multiplex construction output is largely being maintained at expected levels and the Minute of Agreement for Covid costs and impact was signed and completed in September. There are continuing discussions around measuring productivity but is currently in the range of 60 – 90 percent dependant on trade. It was also confirmed that a defects and aftercare package of twenty-four and thirty six months, respectively, will allow any post contractual issues to be resolved .

It was also noted that the Covid Lighthouse Lab project Phase 2 was complete with further phases under discussion.

The Director of Finance confirmed he was seeking to re-baseline the Capital Plan at the November Finance Committee.

The Committee noted the report; it was agreed that the information provided could be refined further ; this will be addressed for the next meeting.

EC/2019/60 Estates Risk Register

The Executive Director of Estates presented the report and the Committee noted that this report had previously related only to the Western site but now represents the wider Estate risks.

It was noted that the largest risks related to IT infrastructure being located in rooms not designed for that purpose; lack of maintenance; risk of fire ; loss of a critical building and loss of utilities.

The Director of Construction and Capital Programme noted there are 100 listed buildings on Campus and end of life systems within the buildings contribute to the risks.

The Director of Finance advised that the risk register went through Audit and Risk Committee and last Court meeting., governance for risk is via risk Committee to Court.

The Executive Director of Estates proposed that future committees could review 1 or 2 risks in more depth; this was welcomed by the committee

EC/2019/61 Proposed Terms of Reference

The Committee agreed the Terms of Reference.

EC/2019/62 Capital Committee Reports for Approval

EC/2019/62.1 Joseph Black Building : Impact of Covid 19

The Committee approved the application.

EC/2019/63 Any Other Business

Following a question from the committee it was agreed that a review of construction contract types would be undertaken by an independent party and reported to a future committee.

EC/2019/64 Schedule of Meetings for 2020/21

The schedule of dates was noted:

Tuesday 12th January 2021

Tuesday 2nd March 2021

Tuesday 4th May 2021

Court Context Card - HR Committee - 2 June 2020

Speaker	Ms June Milligan
Speaker role	HR Committee Chair
Paper Description	Draft minute of HR Committee meeting held on 22 October 2020 (incl. JCCN Minute of the 7 October 20 & EDSC Minute from the 24 June 20)
Topic last discussed at Court	Sep-20
Topic discussed at Committee	See paper summary section.
Committee members present	See Attached.
Cost of proposed plan	N/A
Major benefit of proposed plan	N/A
Revenue from proposed plan	N/A
Urgency	
Timing	
Red-Amber-Green Rating	
Paper Type	Information
Paper Summary	The draft minute of HR Committee includes an update from the Executive Director of HR on the following items; ongoing impact and planning wrt Covid-19 pandemic, an update of World Changers - Strategic Plan 2020-25, the People & Organisational Development Strategy, highlights from the People First Initiative, an update on the current status of 2020-21 Pay Negotiations, USS technical provisions consultation overview, UKVI developments, Strategic Recruitment & Talent Acquisition highlights, Service Transformation & Policy Developments updates, PDR Review 2019-20, Organisational Development progress and Diversity & Inclusion. Speakers in attendance at the meetings included; Ian Campbell who provided a comprehensive overview of the Facilities Services Review & Prof. Moira Fischbacher Smith who spoke to the Learning & Teaching Strategy. The papers also include the draft minutes of the JCCN from the 7th October 2020 where topics were inclusive of those listed above, along with the draft minute of EDSC where topics included Refugee & Asylum Seekers, EHRD Tackling Racial Harassment, Student Equality Data, Protected Characteristics & Covid-19 Support, Digital Accessibility Regulations & Updates from the Equality Champions.
Topics to be discussed	None
Action from Court	Primarily to note
Recommendation to Court	
Relevant Strategic Plan workstream	Agility, Focus, Empowering People
Most relevant Primary KPI it will help the university to achieve	Staff Engagement
Most relevant Secondary KPI it will help the university to achieve	Gender Equality/Service Delivery
Risk register - university level	2a,2b,3a,3b,11,12a
Risk register - college level	
Demographics	
% of University	100% staff
Operating stats	
% of	
Campus	All
External bodies	None Highlighted
Conflict areas	None Highlighted
Other universities that have done something similar	N/A
Other universities that will do something similar	N/A
Relevant Legislation	UK Immigration, Legislation regarding consultation with trade unions.
Equality Impact Assessment	The topics discussed will impact on all staff within the University. The Athena Swan initiatives support positive equalities outcomes.
Suggested next steps	N/A
Any other observations	

**University of Glasgow
Human Resources Committee
Minute of meeting held via Zoom on Thursday 22nd October 2020**

Present: Dr June Milligan (JM), Professor Anton Muscatelli (AM), Mrs Christine Barr (CB), Dr David Duncan (DD), Professor Frank Coton (FC), Professor Kirsteen McCue (KM), Professor Carl Goodyear (CG), Dr Morag Macdonald Simpson (MMS), Ms Susan Ashworth (SA), Ms Margaret Anne McParland (MAP), Mr Shan Saba (SS), Mr Christopher Cassells (CC), Mrs Elise Gallagher (EG), Mr Chris Branney (CBr) (Minute)

By Invitation: Mr Ian Campbell (IC) (Executive Director of Estates) & Allison Leitch (AL) (HR Lead – Facilities Service Project) – Item 5, Professor Moira Fischbacher-Smith (MFS) (Vice-Principal (Learning and Teaching)) – Item 7

Apologies: Mr Martin Glover (MG), Mr Rob Goward (RG), Professor Sara Carter (SC)

Executive Summary:

- The Committee received an update from the Executive Director of Human Resources on the development of the People and Organisational Development Strategy (2020-2025) noting the alignment with the World Changers Strategic Plan (2020-2025) and acknowledging that the strategy will be backed by an implementation plan and KPI measures.
- The Committee received an overview from the Executive Director of Estates on progress with the Facilities Service Review which summarised the ongoing shift to a zonal model. Updates were shared on key developments including staffing plans, recruitment activity and upcoming milestones.
- The Committee received an update from the Executive Director of Human Resources on headline items including the latest position on COVID-19 developments, the latest developments on the World Changers Strategic Plan (2020-2025), a summary of the work of the People First initiative, an update on the 2020-21 pay negotiations and further UKVI updates.
- The Committee received an update from the Vice-Principal for Learning and Teaching on the draft Learning and Teaching Strategy, including the core pillars of stimulating transformations in our approach to teaching, to curriculum and assessment design and in student's skills development. Lessons learned over recent months were also noted and future challenges explored.

HR/20/23 - Welcome & Apologies – Opening Remarks

JM welcomed the Committee and noted apologies from MG, SC and RG.

JM welcomed CC and SC (in absentia) to the Committee and thanked Professor Dame Anna Dominiczak (who has left the Committee) and MAMcP who is leaving the Committee. JM acknowledged the significant contributions of both AD and MAMcP and the Committee extended their best wishes to both for the future.

HR/20/24 - Update from Court

JM summarised the recent meetings of Court where significant focus has naturally been on the financial challenges presented by the ongoing pandemic. It was noted that there are still significant challenges ahead, however student attraction has remained positive to date.

Focus has also been on the development of the University Strategy for the next period as well as having ongoing sight of the challenges relating to the current consultations on the USS Pension Scheme.

At the September Strategy day, Court received an update paper on the World Changing Glasgow Transformation work, recognising that the team have been able to provide a diverse range of support across the University to assist with the crisis management phase of the pandemic.

JM echoed the Principal's recognition of the pace and agility with which colleagues have adapted to the challenges COVID-19 has presented in his all staff communications, and wished to add the collective thanks of HR Committee. In particular the role of operational staff in enabling the offer of safe and accessible campus facilities was recognised. Praise was also given to the wider efforts made to maintain effective communications with both staff and students. It was noted that staff in the main were very grateful for the support the University has shown and staff are encouraged to come forward and seek support via the normal channels where concerns remain.

HR/20/25 – COVID 19 Update

EG presented a short update in relation to COVID-19, focussing on the key priorities of communication and engagement, the return to campus and partnership working.

Focus and activities throughout have been in line with the University's published underlying principles and with a particular emphasis around communications and engagement and health and wellbeing. Since June, there has been increasing emphasis on supporting the return to campus (and welcoming students back) and the work environment continues to change and adapt as the situation evolves. This has seen a strong risk management focus to guide any return in line with Government guidance as well as very strong partnership working with Trade Union colleagues.

Other key priorities have been in the policy and good practice arena, including the management of the University's use of the Coronavirus Job Retention (Furlough) Scheme.

It was noted that there are circa. 1000 staff working on campus, leaving approximately 90% of staff working from home. The contribution and support of a wide range of colleagues across campus was noted by the Committee.

Current priorities remain around the return to campus and adapting to ongoing changes in Government policy and guidance, health and wellbeing and the changing landscape with UKVI. Going forward, agile working has been prioritised, capturing the good practice from the shift in working practices thus far whilst considering how this may influence future direction.

HR/20/26 – People and Organisational Development Strategy (2020-2025)

CB shared an update on the development of the new People and Organisational Development Strategy which has been informed through a widespread consultation process. The key themes within the strategy are 'Living our Values', 'Maximising Organisational Capability' and 'Employee Experience' aligned with the new World Changers Strategy, our values and the Glasgow Professional Behavioural Framework. The contents also demonstrate the ongoing journey in transitioning from 'HR' to People and Organisational Development, to be formalised in the forthcoming strategic cycle.

The Committee also heard how the strategy recognises achievements over the previous strategy period, delivering on a broad series of KPIs whilst enhancing the capacity and capability of the service.

The strategy will be executed through an implementation plan and the Committee noted an overview of the timeframe and the high-level activities to be delivered. Both institutional and functional KPIs were outlined to demonstrate how the strategy and the service are being delivered respectively.

The service proposition supporting the delivery of the strategy was also summarised, covering the shift to more strategic business partnering, the increase in capability realised through a functionally aligned operating model and the building of shared service capability to deliver high-volume transactional activity to a consistent quality standard.

The Committee welcomed the development of the strategy with positive feedback indicating that it is clear and well set out and that there is a general sense of excitement around the future direction. Comments were received to suggest further emphasis on the positive partnerships (particularly with Trade Unions), to take the opportunity to advance ethnic diversity following the success of tackling gender diversity in the previous strategy period, and also to ensure that sustainability was embedded throughout, in line with wider developments elsewhere.

HR/20/27 – Facilities Services Review

IC and AL attended to present a Facilities Services Project Update.

The process started in July 2018 focussing on benchmarking and researching potential models, with 6 options identified. The identified model was a zonal one, typical of modern facilities management approaches. Design principles focused on key themes of accountability and customer service. Measurements of success would predominantly come through customer feedback.

Key aims were outlined and consultation continues with current priorities focussed on having a final grade model by the end of January 2021.

In the early weeks of November, increased clarity will be brought to the details of the new model with further refinement to occur into December. Progress has been made with the approval of the Facilities Senior Management structure and the model for the James McCune Smith building (due to open in January 2021).

The importance of Cleaning Services has been recognised and 327 Cleaners have been offered new Cleaning Assistant Roles (moving from Grade 1 to 2). Work continues on the Security Review (including work patterns)

Dialogue is ongoing with Campus Trade Unions as detailed work continues and staff engagement is ongoing with video updates being used to good effect alongside other media.

MAMcP wished to note that the quality of appointment of managerial roles is imperative to ensuring our values are upheld. The Committee echoed the earlier praise for Operational colleagues and stressed the need to ensure they remain supported through and after the review.

HR/20/28 – HR Director Strategic Update

CB presented an overview of the strategic update.

COVID-19

The pertinent points were noted as already covered under the earlier agenda item. There remains a close eye on any possible downturn and associated financial impacts and the Committee was already aware of the ongoing focus on the blended learning experience.

The Job Retention (Furlough) Scheme is closing at the end of October and at this point in time the University will not access the subsequent Job Support Scheme.

World Changers – Strategic Plan (2020-25)

Following deliberations at the Court Strategy Day in September, the new strategic plan will be presented to Court in December. The strategy will reflect additional consultations considering the implications of the ongoing pandemic however the future direction of travel remains on track.

Early projections of a substantial shortfall in international student fee income are currently tracking at £5m below budget and close monitoring is underway of conversion and registration rates for the November and January intakes. Further risk remains around some of the University's commercial operations around Residences, Catering, Sport etc. Coupled with the prospect of having to absorb significant increases in pension contributions this will inevitably adversely impact the financial position.

Discussions have also begun with senior figureheads to determine the optimal academic size and shape of the institution against a backdrop of the ongoing SFC review of Coherent Provision and Sustainability in Further and Higher Education provision in Scotland. It was noted that the Senior Management Group has not yet had a chance to discuss this in detail and that it is early days in the scope of the review. It could however bring potential radical implications for the sector. Impacts will not be fully known until May 2021 and appropriate lobbying will take place in the meantime.

People First

Established by SMG in July in response to the experience of rapid changes to ways of working during the pandemic, the group considered the impact felt by the University community and identified 11 recommendations around improvements in consistently applying and adopting new ways of working in the short, medium and longer term. Recommendations included the introduction and widespread uptake of a lighter touch PDR process, the development of illustrative career development pathways through the Glasgow Professional Behavioural Framework for Professional Services staff and a greater focus on development for managers in supporting staff wellbeing. The recommendations were endorsed by SMG in September and are in the process of being translated into action plans for implementation aligned to the People and OD strategy.

2020-21 Pay Negotiations

The collective Trade Unions have acknowledged that HEIs are not in a financial position to offer a pay uplift for 2020-21 (aside from addressing issues around National Living Wage considerations). Discussions continue on advancing non-pay related items including career development, progression and training and tackling pay gaps.

USS Developments – Consultation on Technical Provisions

It was noted that Court is already well sighted on this matter with the 2020 valuation having a completion date of 30 June 2021. The University remains committed to ensuring the best possible package of pay and pension benefits for members of staff however the valuation will be adversely affected by the economic downturn and its impact on investment markets. There is therefore some inevitability around a need for some pensions reform.

UKVI

The Government's new immigration rules and systems are expected to be published in early November with full details communicated to prospective employees and service users ahead of full implementation by 1 January 2021.

A significant percentage of staff are non-UK nationals and with Brexit approaching there will continue to be an ongoing significant workload to manage the UKVI process, made all the more challenging in light of the ongoing pandemic.

The potential impacts on collaboration activities were noted as movement becomes more restricted, including the impact this has in particular on an international facing University.

Strategic Recruitment & Talent Acquisition

The Appointment Release Group (ARG) has reviewed some 260 business cases for new appointments since its formation in April, with 90% having been approved following robust workforce analysis and financial control by College/US leadership groups.

Generally, there has been a significant reduction in recruitment activity (circa. 30% down year-on-year). A significant focus has been on supporting the

Lighthouse Laboratory and the Committee noted the extensive efforts of colleagues involved in supporting this.

The Committee also noted a number of strategic leadership appointments over the summer months. Gregor Caldow has been appointed Executive Director of Finance, Professor Chris Pearce has been formally announced as Vice Principal for Research and Professor Iain McInnes as Vice Principal and Head of the College of MVLS. Uzma Khan will also join the University in November as Director of Planning and Deputy Secretary.

People and Organisational Development Service Transformation

Work is ongoing to review operational processes, with a particular focus on digitising and establishing a suite of online forms. An HR case management tool has been developed, which amongst other benefits will provide management information in the way of trend analysis whilst also boosting service resilience. These improvements will be complemented by a new enquiry management service developed with user input. A fuller update will be brought to HR Committee in February 2021.

Performance and Reward

The lighter touch PDR approach which was introduced over the summer months was well received by colleagues at all levels and provided an opportunity to acknowledge any agreed adjustments to objectives, workload or working patterns. The formal PDR process for our Early Career Development cohort (c500 staff) commenced in mid-August using the new 'in-house' online PDR solution with a closing date of 31 October 2020. Highly positive feedback has been received thus far from participants.

In the absence of a formal performance contribution mechanism this year it has been crucial to recognise those colleagues required to attend campus to deliver essential services during the initial lockdown period. Some 400 one-off vouchers were issued by way of acknowledgement to a range of staff across campus at Grades 1 to 5 accompanied with a personal note of thanks in various formats. The 2020 academic promotion round is also almost complete with a total of 275 applications having been submitted. This represents an 15% increase on last year with an 80% (221 cases) success rate.

Organisational Development

Two critical posts have now been appointed with Lindsay Barrie joining as Head of Organisational Development and Emilie Kelly joining as Organisational Development Partner.

The team were at the heart of developing proposals for, recruiting and mobilising the new Shadow Board, are continuing to develop our leadership development approach, have piloted a new 'Management Fundamentals' programme and continue to make progress in leading the Engagement and Communications working group in collaboration with colleagues in External Relations.

Diversity and Inclusion

The University was recently notified that our requested reductions (based on defined or complex circumstances) for REF 2021 were accepted, illustrating that the investment and robust procedure has served us well.

In June, the University gave a clear commitment to the Black Lives Matter campaign following which a series of planned activities were highlighted for colleagues and students in support of race equality.

The Committee acknowledged the collective disappointment that the University was unsuccessful in its institutional Athena SWAN Silver submission at University level however an appeal has been lodged and the Committee will hear further updates as appropriate. The Committee offered congratulations to those colleges and research institutes who had individually gained renewed or advanced recognition.

HR/20/29 – Learning & Teaching Strategy Update

MFS presented an update on the circulated Learning and Teaching Strategy for which consultation commenced in October 2019. The strategy itself is not significantly changed by the pandemic, but elements have been accelerated.

The Committee heard that the strategy aims to stimulate transformations in our approach to teaching, to curriculum and assessment design and in student's skills development. These are the three pillars on which to leverage the creativity, ambition and commitment of students and staff.

The Committee discussed the likelihood of any impacts on potential engagement with non-HE sectors being able to give students exposure to non-academic routes and considered how the new strategy might be used to help shape mindsets around this. It was acknowledged that one of the challenges faced is that academics often don't see their strengths lying in teaching a generic skillset.

Discussion also took place around the extent to which recent approaches (during the early stages of the pandemic) may be retained, giving online examinations as an example.

With regard to the approach to teaching, the focus will be on ensuring a valuable experience. In some cases, face-to-face teaching will be essential but in other cases there will be benefits to using online content and re-prioritising other teaching time available.

The Committee acknowledged the pace with which the shift had been made already and encouraged continuing reflection and learning from experience and shared understanding so far on this journey.

Questions were also asked around preparedness for any increase in preference for part-time study (should it arise) and it was noted that this is something that will be kept in mind, however current priorities are based on supporting the transition for the existing cohort.

HR/20/30 – People Analytics

The HR analytics as at September 2020 were noted by the Committee.

It was noted that headcount can fluctuate at different points in the year whilst turnover (both voluntary and non-voluntary) have both slightly reduced, however do not point towards a different trend at this time. It was also noted that there has been an increased focus over the summer to redeploy colleagues nearing the end of their contracts.

The Committee also heard that to date, 400 colleagues had reported as having self-isolated since the start of the pandemic whilst 45 had reported an absence due to COVID-19.

HR/20/31 – Draft Minute of the Equality and Diversity Strategy Committee (EDSC) (June) and Joint Committee of Consultation and Negotiation (JCCN) (May)

The minutes of the June Equality and Diversity Strategy Committee (EDSC) and the May Joint Committee of Consultation and Negotiation (JCCN) were noted by the Committee.

The Committee noted that as per matters raised at EDSC, race be prioritised in the new People and Organisational Development strategy.

FC updated the group that the reference under EDSC item 11.4 (re individuals having to bear assessment costs) had been resolved.

HR/20/32 – Minute of Meeting & Matters Arising (02.06.20)

The minutes of the previous meeting were noted and approved by the Committee.

HR/20/33 – Closing Remarks

CB reminded HR Committee that Remuneration Committee were due to meet again in November 2020.

No other business was noted and the meeting was closed.

Equality and Diversity Strategy Committee

24 June 2020 at 14:00 – 16:00

- Present:** Prof Neal Juster (Convener, vice Principal Anton Muscatelli), Ms Bonnie Dean, Mrs Elise Gallagher (vice Mrs Christine Barr), Mrs Emma Gilmartin, Mr Scott Kirby, Mr Thomas McFerran, Dr Sylvia Morgan, Prof Jill Morrison, Miss Rachel Sandison, Ms Lesley Sutherland, Ms Mhairi Taylor
- Apologies:** Principal Anton Muscatelli, Mrs Christine Barr, Prof Muffy Calder, Prof Frank Coton, Dr David Duncan, Dr Robert Partridge, Prof Roibeard O Maolalaigh, Dr Helen Stoddart
- Attending:** Dr Katie Farrell, Mrs Janell Kelly (clerk), Ms Cassie Masterton, Miss Ella McCabe, Dr Dania Thomas, Prof Satnam Virdee, Miss Leanne Whiteside

1 Welcome, apologies and introductions

The Convener welcomed members and acknowledged the apologies received.

The Convener welcomed Ms Cassie Masterton and Prof Satnam Virdee, attending to speak to Agenda Item 5. He noted Dr Dania Thomas, the next JULC nominated Trades Union representative, and Miss Ella McCabe, SRC Vice President Student Support Elect, would be observing the full meeting. Members noted Miss Leanne Whiteside would join the meeting later for Agenda Item 6 along with Dr Katie Farrell, to observe that item.

Members noted R Sandison, Refugee and Asylum Seekers Champion, had another meeting to attend and the agenda has been arranged to allow for this.

2 Minutes of the Previous Meeting – EDSC/20200319/Minutes1.0

The minutes were approved as an accurate record.

3 Matters arising from previous meeting – Paper 1

The Convener referred members to Paper 1, noting most were marked complete with written updates provided. He noted Actions 5 and 6 were ongoing.

4 Refugee and Asylum Seekers – Champion's update

R Sandison updated members on the recent activity relating to Refugees and Asylum Seekers:

- The University celebrated Refugee Week and World Refugee Day on social media.
<https://twitter.com/UofGlasgow/status/1274265230155984897?s=20>
<https://twitter.com/RachelSandison/status/1272486073189445632?s=20>
- Prof Alison Phipps delivered the 4th Annual UNESCO RILA lecture for World Refugee Day.
- University of Sanctuary will be running a session for Widening Participation colleagues.
- Creation of a working group with City of Sanctuary, to conduct a full audit of procedures and review our current offerings for asylum seekers and refugees. Details to be circulated.

ACTION: R Sandison

T McFerran stated, following the recent incidents in George Square, during a peaceful refugee rally, the SRC had received a number of enquiries from prospective students who were now worried for their safety. He asked if there were any plans to allay their concerns.

R Sandison confirmed colleagues in Widening Participation were working with Communications to put together a message. She confirmed the SRC could feed into that work and agreed to share the work so far.

ACTION: R Sandison

5 EHRC Tackling Racial Harassment Working Group/Race Equality Project Update – Paper 2

C Masterton took members through the content of Paper 2, which provided an overview of the key investigations completed to date, along with outcomes, conclusions and proposed next actions.

Conclusions so far:

- Severe under-reporting of harassment at UoG by both staff and students; with preliminary analysis showing:
 - lack of awareness of reporting mechanisms
 - lack of confidence in the University's ability to effectively deal with harassment
 - fear of victimisation, from both the University (in terms of how it would affect their studies/research/employment) and from fellow students/colleagues.
- Racial harassment needs greater focus within both Equality and Diversity Policy and Dignity at Work and Study Policy.
- Need for greater BAME representation in the UoG workforce, particularly in higher grade roles and University Services.
- Disparities in BAME recruitment require further investigation.
- Staff members interviewed stressed the need for better race related training and education and the establishment of an ethnic minority community.

Proposed Initial Actions:

- Direct and clear messaging, from the Principal and SMG down, that racial harassment in all forms is unacceptable, and the University takes an anti-racism approach to this work. A campaign focused on racial harassment would be highly beneficial.
- Formation of a BAME staff network to create a sense of community and support as well as influence decision making with regards to matters of race.
- Update the Equality and Diversity Policy and Dignity at Work and Study Policy.
- Review of the online reporting system for students to ensure it is fit for purpose and create a seamless link with other reporting mechanisms used to report racial harassment.
- Development of a staff online reporting tool to encourage staff to report racial harassment and to understand the scale of racial harassment in the professional context.
- Staff specific training on matters of racial diversity, such as recruitment staff, line managers and others responsible for dealing with racial harassment.
- Greater visibility of the reporting mechanisms and ensure students and staff know where to seek support and give confidence that their complaint will be dealt with effectively.

C Masterton highlighted many positive reactions and experiences had also been conveyed during the staff interviews but for many the impacts of their negative experiences, such as micro-aggressions/micro-incivilities, took a toll on their mental health, affected their feelings of safety and security and their self-confidence, which in turn negatively affected their career progression.

The Convener stated the report made for uncomfortable reading. Members agreed and fully endorsed the urgent need for effective and connected reporting systems to be put in place and for this work to continue with a fully visible and vocal anti-racist stance, noting proper resourcing from the University was required.

S Virdee welcomed members support for improved reporting solutions but reminded members incidents of racism are usually only reported as a last resort. He suggested even the best reporting tools can often only deal with individual incidents and individual perpetrators. In order to truly affect change, the University must address the culture which fosters such incidents in the first place.

L Sutherland highlighted, although the current focus is on harassment, all forms of racial discrimination must also be addressed. She suggested the wording of Conclusion (iv) on pg 5 be amended as, if taken out of context, it could be problematic.

ACTION: EDU

R Sandison and M Taylor noted L Sutherland's statement about her difficulty in finding useful support information in relation to harassment within the University's webpages and agreed to look at improving search results as well as the EDU's navigation pane for the E&D Policy. M Taylor also agreed to look at returning the Dignity at Work and Study Policy to its original name or renaming it altogether.

ACTION: R Sandison/EDU

S Virdee referred members to C Masterton's analysis of the increases seen in the University's BAME staff population, noting this has mainly been through international recruitment. Members noted the practice of aggregating staff into one category title, BAME (Black, Asian and Minority Ethnic), as currently used by the University and many other organisations, masks the low levels of British-born People of Colour (POC) and the even smaller level of representation within that of people from Black Caribbean or African backgrounds. M Taylor agreed to look at this for future staff monitoring reports.

ACTION: EDU

M Taylor advised the EHRC Working Group would next meet on 30 June and would consider the full versions of the two interim reports. M Taylor advised she and S Virdee will continue this work over the summer as C Masterton was leaving the University to take up a new position. The next Ambitious Futures Graduate will join the EDU in the Autumn and their focus will be the implementation of any actions identified and agreed by the working group.

Members supported S Kirby's call to publish the resulting reports, thus ensuring the University is being open and transparent with both the staff and student communities on the scale of the issue and that it is committed to tackling it.

ACTION: EDU/Communications

E Gilmartin noted Aine Allardyce had recently drafted a campus campaign document on this area and requested Aine Allardyce, Communications Manager, is invited to join the EHRC Working Group to assist with planning any communications about the outputs.

ACTION: EDU

On behalf of members the Convener thanked C Masterton for the work done on this and wished her well in her new position.

6 QlikSense – Student Equality Data Tool – Presentation

Leanne Whiteside from Planning, Insight and Analytics took members through a demonstration of the new 'QlikSense' portal, developed to look at data, by declared protected characteristic, at key points on the student 'journey'. She highlighted the current portal is still in the final development stage.

L Whiteside advised the current data set is derived from HESA defined fields with further data, such as Admissions information, possibly being incorporated later.

Members noted the reporting will focus on:

- Active Students Registered
- Continuation
- Good Honours
- Positive Graduate Destinations

While reminding members this was not the final product, L Whiteside demonstrated the Good Honour data which showed a significant disparity in the attainment levels between Black and White students.

J Morrison noted students may not continue in their studies for a number of different reasons and asked if it was possible to look at data intersectionally. L Whiteside confirmed it should be possible; by incorporating data from this tool with other analysis tools. She advised it may be possible to add further data, such as Widening Participation information.

M Taylor confirmed she, L Whiteside and Robert Partridge will take this work forward with Prof Moira Fischbacher-Smith and the Learning and Teaching Committee's Retention and Success Committee. Members welcomed the new tool and agreed it should play a key role in future strategic decisions. The Convener requested EDSC receive an annual update, based on the analysis from QlikSense.

ACTION: EDU/PI&A

7 Protected Characteristics and COVID-19 Support

Members noted, in addition to the support provided by the University, EDU had curated external resources on COVID-19 related support for people who identify with the various protected characteristics.

M Taylor reported work had since moved to developing guidance for the return of staff and students to campus with amendments and updates made to the related Managers Guidance. She reported discussions had also been held with B Dean, S Virdee and the SRC on specific support for BAME staff and students.

Members noted the current situation may also have long term impact on women, in terms of reduced research publications and the possible effect on promotion/progression. E Gallagher confirmed the Senior Leadership Forum were already discussing how to mitigate and avoid inequalities.

In response to L Sutherland's question, E Gallagher confirmed transport/travel arrangements have also been included in the updated Managers Guidance, along with considerations on flexing the working day to avoid peak times on public transport.

8 Staff Items

8.1 – UCU Report ‘The Realities of Casualisation at the University of Glasgow’ – Paper 3

The Convener noted the UCU report had been discussed previously in a number of other committees and forums.

S Morgan advised she was not part of the UCU committee who produced the report and referred members to the papers coversheet which outlines UCU’s requests of EDSC. She stated, although the report is imperfect, it represents the first investigation into these complex issues which now merit further investigation by the University.

E Gallagher reassured members the University welcomed the report and had already agreed, at the report’s initial launch, to work with UCU on proposals 1, 3 & 6; confirming a working group had already been formed to take this work forward.

E Gallagher committed to undertake an equality impact assessment on fixed term contracts, as per proposal 5, noting the University already retains 80% of staff when they come to the end of a fixed term contract. She conceded the working group would first need to undertake some data analysis and would prepare a report which would then be shared with EDSC.

ACTION: E Gallagher/EDU

8.2 – Athena SWAN progress update – Paper 3

J Morrison provided members with an overview of the 2019/2020 Athena SWAN cycle.

November 2019 Submissions Results

Two successful **Bronze** awards for School of Critical Studies and School of Modern Languages and Cultures. The School of Culture and Creative Arts are appealing an unsuccessful Bronze submission.

Three successful **Silver** awards for Institute of Biodiversity, Animal Health and Comparative Medicine; Institute of Immunity, Infection and Inflammation and School of Medicine, Dentistry and Nursing. The James Watt School of Engineering were unsuccessful in their Silver submission but will be reapplying.

May 2020 Submissions

University’s Institutional Award – Silver

Institute of Molecular, Cell and Systems Biology – Silver

Institute of Neuroscience and Psychology and School of Psychology – Silver (joint)

November 2020 Submissions expect to submit

School of Computing Science – applying for upgraded Bronze

James Watt School of Engineering – re-applying for Silver

J Morrison paid tribute to Dr Katie Farrell, who continued to provide support to all the Schools and Research Institutes while also working on the Institutional Silver submission.

Members noted the Advance HE review of the Athena SWAN Charter is ongoing, following the publication of the Steering Group’s report and recommendations.

9 Student Items

The Convener noted there were no items for discussion that had not already been discussed here or at the various Equality Groups.

10 Digital Accessibility Regulations

M Taylor advised the University had approved the purchase of a new software package, Blackboard Ally, which will integrate with Moodle. This provides course owners with details of how accessible their content is and if required, guidance on making it more accessible. For students it will automatically provide content in a range of alternative formats, on request.

T McFerran stated the purchase of Blackboard Ally is a massive step forward for the University and advised the SRC, as part of the working group, will be assisting with the ongoing communications plan by developing a video which will go out to all staff, explaining the regulations, what they mean in terms of teaching materials and the benefits to all students of making course content as accessible as possible.

M Taylor noted, along with a dedicated communication plan, the existing [Digital Accessibility Guidance](#) webpages will continue to be developed over the summer, in advance of the main regulations implementation in September.

11 Equality Champions Updates

11.1 – Religion and Belief

The Convener reported the new University Chaplain, Rev Carolyn Kelly, had now arrived and taken up their role.

11.2 – Gender

J Morrison reported the following updates and activities:

- University's Gender Based Violence Working Group met recently.
- University has signposted to domestic abuse resources, as there was an expectation of an increase in incidents during lockdown.
- Scottish Funding Council have delayed the reporting on the Institutional Gender Action Plan (iGAP). It is expected this will become more linked to the Outcome Agreements but we have yet to be advised of any new date for reporting.

11.3 – Race

B Dean and S Kirby advised members of the proposal, which has backing from the SRC and both the School of Geographical and Earth Sciences and the School of Humanities, to rename the Gregory Building, named for Professor John W Gregory, who had publicly held racist views.

S Kirby agreed to circulate the renaming proposal noting, with the building's proximity to the new James McCune Smith Learning Hub, there was a need for action before the beginning of the new academic session.

ACTION: SRC

Clerk's Note: Dr David Duncan, Chair of the Renaming Committee, confirmed the University has committed to renaming the building.

11.4 – Age, Disability and LGBT+

M Taylor noted she was not aware of any recent work or reports specifically relating to Age.

M Taylor reported on behalf of R O Maolalaigh (LGBT+):

- The LGBT+ Network are, following agreement with External Relations, working with the University Gift Shop to produce branded rainbow lanyards.
- The SRC and student societies hosted a full programme of virtual/online events during June as Pride Month.

- The LGBT+ Network hosted a virtual research sharing event.
- The SRC produced a virtual Pride march video, which was shared across social media feeds.

M Taylor reported on behalf of F Coton (Disability):

- Disability Service provided the Disability Equality Group (DEG) with statistics which showed, over a 3 and half year period, only 7 of the 133 people who were referred to an Educational Psychologist were not found to have a Specific Learning Difficulty (SLD). Those assessed as not having a SLD then have to bear the full cost of the assessment (£400). Given the small numbers involved and the financial impact for the students, DEG has asked Student Services to discuss with Registry if there is a way to mitigate the costs involved.
- Estates are undertaking a feasibility study for the creation of a much needed accessible toilet facility in the Committee Rooms area of the main building.
- DEG fed back to the Health Safety and Wellbeing Committee on the proposed introduction of a policy on Assistance Dogs and Dogs on Campus; DEG's preference was to have strong guidance based on individual risk assessments, rather a strict policy.

11.5 – Mental Health – Paper 4

Members noted the update provided in advance by Dr D Duncan.

12 Any Other Business

12.1 – Sanitary Products

T McFerran advised due to the current COVID restrictions, Estates and Student Services are looking at a way to provide students with free sanitary products via an online order. It is hoped this will become the normal process for supply and distribution.

12.2 – Social Media Update

E Gilmartin advised members the Social Media team will be running extensive virtual celebrations and stories from the 2020 graduates. She noted, as part of the many stories, one will be by a student who was sexually assaulted and has used her experience to support other survivors – this will be accompanied by suitable content warnings.

12.3 – Vote of Thanks

Members echoed the Convener's thanks to S Kirby and T McFerran for their commitment to promoting equality and inclusion during their time as SRC President and SRC Vice President Student Support and wished them both well for the future.

Members noted S Morgan was stepping down from her role on EDSC, with D Thomas taking over the role in the next academic session.

13 Date of Next Meeting

To be confirmed

Joint Committee of Consultation & Negotiation (JCCN)

Date: 7 October 2020

Time: 14.00-16.00

Location: Zoom

Attendees:

David Duncan (DD)	Chief Operating Officer	Jim Spence (JS)	GMB
Frank Coton (FC)	Vice Principal	John Neil (JN)	Unite
Christine Barr (CB)	Executive Director of HR	Craig Daly (CD) - Chair	UCUG
Elise Gallagher (EG)	Deputy Director of HR	Jeanette Findlay (JF)	UCUG
Laura McCrimmon (LM)	EA to HRD (Minute)	Margaret Anne McParland (MAP)	UNISON
		Jacqui Dowd (JD)	UNISON

In Attendance:

Neal Juster (NJ)	Senior Vice-Principal and Deputy Vice Chancellor
Gregor Caldwell (GC)	Executive Director of Finance

Minute

Item Topic

JC188 **Welcome & Apologies**

CD welcomed members to the meeting; no apologies were received. NJ & GC joined the meeting for their respective agenda items.

JC189 **Approval of Previous Minute/Matters Arising – 20 May 2020**

The minute of the 20 May was approved, with one minor change in JC184 (now reflected). All matters arising were addressed and concluded out with the meeting.

JC190 **Financial Position & Planning**

GC spoke to slides providing an overview of the University's financial position, noting that the University responded quickly to the pandemic in making significant cost reductions. Early projections indicate a shortfall in international student fee income (currently tracking £5m below budget), if this projection is indeed where we end up this would result in a relatively positive financial result for 19/20. Close monitoring of November and January intake does suggest anticipated income of c.£50m, however this income is yet to be realised therefore we must maintain a cautious approach.

In light of the ongoing Covid-19 restrictions we remain exposed to further risk wrt to income generating activities such as our commercial operations (residences, catering, sport), as well as the prospect of having to absorb significant increases in pension contributions following the next USS valuation as well as the many unknowns regarding future demand and Government debt. All of which will inevitably have an adverse effect on our financial position. A prudent approach has been taken to income and investment for this coming academic year e.g. IT Infrastructure, and Estates (maintenance) spend etc., but progress in these areas must continue to be monitored to ensure we remain fit for the future.

The Committee acknowledged that whilst the Institution has responded extremely well to the pandemic, it has come at the cost of extreme pressure on many staff. GC noted a staged budget release will now be implemented to allow Colleges/US to respond appropriately to student numbers as they transpire.

MAP: Questioned why a pay lift would not be implemented this year given the positive financial outlook and in recognition of staff, who have worked tirelessly throughout the pandemic. FC/GC noted that significant uncertainty remains, and a cautious approach must continue in the interest of protecting employment and our long-term financial position. CB reminded the Committee that the University is

part of the JNCHES national pay negotiations, which will be revisited at a national level in November, however given the varying financial positions of participating HEIs a pay uplift is unlikely to be agreed this year.

USS

GC expressed concern wrt the ongoing affordability of USS for both employees and the employer, with proposed combined contribution rates ranging from 40-68%. The 2020 consultation wrt to the assumptions for the planned 2020 Valuation is underway with UoG's institutional response due by the 30 October. The illustrative overview of contribution rates, potential increases & impact have been published and are detailed below, alongside the anticipated timeline:

Effective Date	Employee Contributions	Employer Contributions	Combined	Employers Financial Impact p.a.	Current Budget impact p.a.
	%	%	%	(£)	(£)
1 Apr. 2016	8.0	18.0	26	-	
1 Apr. 2019	8.8	19.5	28.3	+3m	
1 Oct. 2019	9.6	21.1	30.7	+6m	
1 Oct. 2021	11.0	23.7	34.7	+11m	
2020 Consultation - Low point	13.14	27.67	40.8	+19m	+8m
2020 Consultation - High point	22.62	45.28	67.9	+54m	+£3m

Timeline	
30 Oct 2020	Response to UUK Consultation
Autumn	PwC report on strength of covenant
Dec	JNC notified of required overall contribution rate
Mar 2021	JNC determines approach to address contribution rate
Mar-May	Employers consult with employees on potential changes required
30 Jun	Completion deadline for valuation to be with the Pensions Regulator

DD highlighted the importance of continued lobbying of the negotiators from both a University and a Trade Union perspective to find a solution affordable to all. CD expressed the view that UUK must do everything possible to maintain the strength of the covenant and questioned if there was much room for negotiation. GC stated that the higher end of the discount rate coupled with an extended recovery period would be the most affordable outcome, noting however that it is difficult to predict the outcome given the complexity of the scheme and varied membership within the covenant.

JF questioned the potential for UUK and the TUs to seek government support over the next few years as it would be unreasonable to expect staff to sustain both a pay freeze and an increase in pension contributions. **Action: DD** will discuss with UUK at an upcoming meeting*.

JC191 World Changers Together Strategy Update

NJ spoke to the slides providing a high-level overview of the themes and values set out in the developing University Strategy 2020-25: World Changers Together. NJ highlighted that 'Collaboration' will be a key part of the strategy, and outlined our Vision, Purpose and Mission.

Our **Vision** - to be the world-changing University

Our **Purpose** - to transform lives through ideas and action

Our **Mission** - to bring a community of world-changers together.

James Hamilton (JH) – Director of Organisational Development worked with SMG hosting numerous workshops to help redefine the University Values (outlined below);

- Ambition & Excellence
- Curiosity & Discovery
- Integrity & Truth
- An Inclusive Community

Significant work has taken place across Campus hosting consultation exercises, workshops, and networking events with staff and students, which have been hugely valuable in shaping the strategy and developing the World **Changers Together – Strategic Themes** below;

Community	Connectivity	Challenges
<ul style="list-style-type: none"> • Supportive, values-led university culture • Civically & globally engaged Glasgow • Green & sustainable 	<ul style="list-style-type: none"> • Collaborative space • Digitally enhanced university experience • Flexible work & study 	<ul style="list-style-type: none"> • Challenge-led research • Curriculum for Future World Changers • Partnerships & Innovation

No questions were raised in relation to the developing strategy, which will be shared with the JCCN following sign off at SMG in the coming weeks.

Shadow Board (SB) Update

JH joined the first meeting of the Shadow Board to outline the remit of the group (who will meet again in November). Papers tabled at the shadow board will be shared with the JCCN, who will be given the opportunity to comment/input as appropriate.

NJ outlined the recruitment selection process to joining the Shadow Board, which included an email application from all Grade 8 and below staff who wished to become part of the Board. Applications were submitted via the OD team, where all identifiers were removed prior to review by a panel chaired by Martina Cooper (MC) – Director of Recruitment and Talent Acquisition. The panel reviewed 181 applications between them, with each member selecting their top 10 applications based on agreed criteria. The group then reviewed the top 50 applications and collectively recommended 12 candidates and 15 reserve candidates to CB and NJ who reviewed the selected candidates to ensure there was a diverse range of members. Of the candidates selected (blind) there were a disproportionate number of females and limited representation from Grade 5 and below. The panel held informal interviews with four reserve candidates and selected two additional members at Grades 1 and 4, bringing the total members of the Board to 14 (two staff members from each College and the remainder are from University Services). Members will each serve an initial term of one year, with an application process for a second term required. It is hoped that new members will be phased in as required so the entire board is not replaced at once. An article will be published in my Campus with details of the members in the coming weeks.

JC192 **People & Organisational Development (POD) Strategy 2020-25**

CB spoke to the POD strategy developed in conjunction with both the overarching UoG Strategy and other more localised strategies (L&T, Research etc). The trade unions were consulted on the POD Strategy out with the JCCN forum and have indicated their support for the direction of travel being taken. Key highlights from the strategy included;

- Diversity & Inclusion feature heavily throughout.
- OD worked with SMG to develop the values (closely aligned to the Glasgow Professional)
- There is a focus on leadership development, strategic business partnerships, and change capability.
- Meaningful discussion will continue on the future delivery of PDR following the success of the light touch approach applied this year, which has been very well received.
- Consideration will be given to the future size and shape of the organisation.
- People will remain front and centre of what we do going forward from attraction through to development and progression.
- A Health and Wellbeing strategy for staff will be developed in due course.

The aim is to publish and socialise the strategy more widely in coming months.

People First (PF)

The PF initiative conducted over the summer formed two groups to address any differential impact on colleagues as a consequence of the pandemic, one focussed on Professional Services and the other on the Academic cohort. Recommendations from each group were considered and evaluated to develop project type initiatives, which may need further developed and Trade Union support to move forward. The summarised findings in response to the impacts of the pandemic across a number of critical areas of University life, specifically:

- 1) Promoting equality and reducing any differential impact by protected characteristics e.g. gender, race, age, disability;
- 2) Enabling personal/professional development and career progression;
- 3) Balancing workload and productivity including workload management and the role of the manager;
- 4) Supporting mental health, wellbeing and work-life balance;
- 5) Maximising reward and recognition provision (including more consistent application);
- 6) Embedding new ways of working for the long term (not part of the original remit of PF but came on board later).

Discussion followed on whether or not our Academic Promotion, Regrading, and Reward & Recognition processes will proceed this session. CB noted there is a strong desire to progress subject to affordability, prior to any commitment to proceed being communicated. JF expressed that more detailed discussions surrounding promotion criteria (to address potential inequalities) should take place. CB noted that the promotion criteria is regularly reviewed and updated in line with any potential inequalities wrt protected characteristics. Further, existing reward and recognition procedures, their application and outcome monitoring are regularly revised/reviewed to ensure a fair and proportionate distribution and that due process is followed by line managers.

The Committee agreed that an appropriate strategy/infrastructure to address and support ongoing challenges around with workload, work life balance and mental health concerns will be most welcomed. Work is underway and will be shared in due course.

JC193 **Covid 19 and Return to Campus Workstreams**

EG thanked the collective trade unions for their support and the close working partnership, which has allowed for meaningful consultation and swift action to be taken in response the pandemic. EG outlined the key people elements of the Covid-19 workstreams, which include;

- Ongoing comms and engagement
- Revision and updating of policy provisions and good practice
- Supporting line managers and staff on returning to Campus and/or work as appropriate.
- Job Retention Scheme (Furlough) - due to end October 2020
(to date 1959 staff have been placed on furlough throughout the duration of the scheme, with c. 380 remaining on full or part time furlough at this time. Local HR teams are supporting staff and line managers wrt appropriate adjustments which may be required to facilitate staff returning to work or being redeployed).

MAP offered to share an article with DD on antibody testing which he may find useful for the next day's call with Public Health Scotland. JS asked if there were any plans to implement temperature checks in heavy traffic areas i.e. the library. DD noted it had been considered and he would seek further advice from Public Health Scotland*.

****Information received from DD following the meeting (8 October 2020):***

Public Health Scotland did not recommend temperature checks as an accurate route for determining access to our library, however this would not stop UoG implementing this if they deemed it appropriate.

JC194 **Updates**

EG spoke to the papers 'Change Projects – Local Consultation Summary', and 'Update from the Policy Review Group'. No questions were raised on either paper during the meeting.

JC195 **AOCB**

No Further business was raised, and the meeting was brought to a close.

Future Meetings & Chair (on rotation): 2 February 2021, David Duncan to Chair

Court Context Card - Remuneration Committee Report to Court 25 November 2020

Speaker	June Milligan
Speaker role	Remuneration Committee Convener
Paper Description	Remuneration Committee Report to Court
Topic last discussed at Court	Dec-19
Topic discussed at Committee	
Committee members present	Court members present at last meeting: June Milligan (Convener), Ronnie Mercer, Elizabeth Passey Other members present Kerry Christie, Rob Goward
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	Low
Timing	Immediate
Red-Amber-Green Rating	Green
Paper Type	For information
Paper Summary	Minutes of the meeting of Remuneration Committee 11 November 2020 at which was discussed the Principal's report relating to SMG performance and reward; the Convener of Court's report on Principal's performance and reward; Grade 10 professorial and professional staff performance and reward; Clinical Merit Award Scheme; Voluntary Severance and Salary Augmentation Approvals since the last meeting; Contractual/appointment changes (SMG); expenses report.
Topics to be discussed	
Action from Court	For information/discussion
Recommendation to Court	
Relevant Strategic Plan workstream	
Most relevant Primary KPI it will help the university to achieve	
Most relevant Secondary KPI it will help the university to achieve	
Risk register - university level	
Demographics	
% of University	
Operating stats	
% of	
Campus	
External bodies	CUC
Conflict areas	
Other universities that have done something similar	HE sector as a whole
Other universities that will do something similar	
Relevant Legislation	Scottish Code of Good HE Governance
Equality Impact Assessment	
Suggested next steps	
Any other observations	

University of Glasgow
Remuneration Committee

Minutes of the Remuneration Committee held on 11 November 2020 at 1000 via Zoom

Present: Dr June Milligan (Convener), Liam Brady, Kerry Christie, Dr Craig Daly, Rob Goward, Ronnie Mercer, Elizabeth Passey

Apologies: None

Attending: Christine Barr (absent for item 4 where it related to her own remuneration), Dr David Duncan (absent for item 4 where it related to his own remuneration) Professor Sir Anton Muscatelli (absent for item 4 where it related to his own remuneration), Amber Higgins (Clerk)

1. Welcome and Introductions

Members introduced themselves. It was noted that Christine Barr had met Liam Brady and Amber Higgins ahead of the meeting by way of preparatory briefing.

2. Notes from the meeting held on 22 November 2019

The notes from the meeting held on 22 November were approved as an accurate record. The Committee noted that due to the Covid-19 pandemic it had been agreed that the meeting that had been due to be held in May 2020 had been cancelled.

3. Matters Arising

3.1 Salary Augmentation Policy (Item 6)

Christine Barr reported that following further discussion it had been agreed that the Salary Augmentation Policy would be discussed at the next meeting in May 2021. The External Lay members of the Committee noted that it was industry standard to have a fixed allowance as a percentage of salary.

Action CB

4. Remuneration Committee Annual Report

It was noted that the Principal, Christine Barr and David Duncan would leave the meeting at the point when their own remuneration was to be discussed.

The Director of HR introduced the report, advising that its format had been determined by CUC guidance and the Scottish Code of Good HE Governance.

Current Strategic Context and Institutional Performance

Christine Barr summarised details of: the Committee's terms of reference, remit and membership, which it was noted included new member Liam Brady (SRC President as student member of the Committee); current strategic challenges in HE context including the risks associated with student and staff recruitment by the proposed post-Brexit immigration system; institutional performance in the University's financial sustainability and budgetary position; KPIs and league table performance; and data relating to employment expenditure and pay progression at the University.

The report also outlined the current contextual background and wider economic impact of the Covid-19 pandemic, and in particular, its impact on the financial performance and longer term sustainability of the University. Covid-19 has demonstrated the extent to which HEI's are vulnerable and exposed to the impact of global events beyond their control and the inherent risk of relying on international tuition fee income in the short to medium term.

The ongoing financial performance of Universities remains subject to intense scrutiny with every institution undertaking detailed scenario planning in the light of COVID. The most significant risks outlined include; failure to achieve international student recruitment targets; reduction in commercial income; UK's imminent exit from the EU and its impact in terms of research and mobility; substantial increases in USS employer costs; changes to UK visa and immigration regulations; public spending cuts in teaching and/or research income and changes to UK research funding.

The Committee noted that the student intake for September had exceeded expectations both at Home/EU and international UG and PGT levels, currently tracking ahead of the central projection based on a range of best to worst case future scenario modelling from a funding perspective. The student experience mainly an online blended learning approach, with f2f teaching (circa. 9% of total provision) continuing on a restricted basis for some of the professional subject disciplines i.e. Vet Medicine, Dentistry, etc. for the purpose of ensuring fitness to practice.

Christine Barr also highlighted that the new World Changers strategic plan was due to be approved at the next Court meeting in November 2020, with the institution aiming to emerge from the crisis in as strong position as possible.

Institutional performance data presented illustrated the University was performing well against the KPIs. The Committee noted that the Gender Equality (Senior Staff) KPI target of 33% by 2020 had been exceeded. It was noted that there was still progress to be made in relation to the Assessment and Feedback and UG Satisfaction KPIs.

The University had broadly performed well across the domestic league tables, with international leagues tables bringing mixed results for the University – dropping to 77th in QS and moving up to 92nd in THE.

The Committee noted that Staff expenditure as a proportion of total expenditure at an institutional level had increased to 58.4% (previously 54.9%) mainly as a result of headcount having increased by 8.9% (4.5% by fte) during the same period and a reduction in operating expenditure, mainly in research as a result of COVID. This trend was reported as appropriately aligned with the sector.

The Principal and David Duncan left the meeting.

Senior Performance and Reward – Remuneration Principles

Christine Barr outlined that the University's annual PDR process was suspended this year in the light of COVID. P&DR discussions with the Principal & members of SMG had taken place at the request of each reviewee rather than the reviewer/ line manager utilising a 'lighter touch' approach to the process in a similar fashion to that adopted across the wider workforce. Discussions had largely focussed on development and feedback rather than evaluation. Consequently, the Convenor of Court and the Principal would not make a recommendation with regards to a pay uplift for the Principal and SMG for AY 2019-20 given the constrained funding environment, consistent with the pay freeze across the HE sector. Further, it was reported to the Committee that the Principal

and most members of SMG had donated a proportion of their salary to the University this year by way of a gesture given the background outlined above.

Christine Barr left the meeting.

Senior Performance and Reward – Principal

The Convener of Court, Elizabeth Passey, informed the Committee that she and the Convener of the Remuneration Committee had conducted the Principal's Performance Review in the form of a light touch. The review was informed by an assessment of the Principal's performance against agreed objectives and by feedback invited from all members of Court. Ms Passey noted a strong focus had been given to the current context in which the Principal was operating.

The Committee accepted the report of the Convener of Court with regard to the Principal's performance.

The Principal returned to the meeting.

Senior Performance and Reward – SMG (Principal's Report)

With respect to SMG, the Principal outlined that following the outbreak of COVID the University had focused on initially delivering core teaching. The performance of SMG (both individually and as a team) in response to the pandemic, along with all staff had been outstanding. To reflect the significant shift in the HEI sector, 7 new SMG P&DR Team objectives had been set for AY 2020-21, the key elements focusing on financial sustainability; health and wellbeing of staff and students; maintaining and enhancing the student experience; restore non-COVID research; and looking for opportunities post COVID.

The Committee agreed that it supported the Principal's proposal that there would not be a pay uplift for SMG members this year given the current financial uncertainty.

Christine Barr and David Duncan returned to the meeting.

Senior Performance and Reward – Grade 10 Professorial and Professional Staff

Remuneration principles applying to Grade 10 Professorial and Professional Staff, and a summary of the proposed P&DR approach to these categories of staff in 2019/20, were noted. The Committee noted that, on an annual basis, Grade 10 remuneration levels were benchmarked against UCEA salary survey data to ensure the University maintained its competitive position in terms of policy and practice. The University continued to maintain its position against the market median.

The Committee noted as outlined above that there would not be any form of pay uplift recommended for Grade 10 Professorial and Professional Staff and approved that the sum normally budgeted for contribution be absorbed elsewhere for purposes other than senior staff remuneration.

Payments to Members of the Governing Body

The remuneration level for the Convener of Court was for the period of September 2019 to August 2020 was noted. The Convener of Court also reported that a donation of £500 was made to the COVID fund set up by the University.

5. Clinical Merit Award Scheme

Christine Barr outlined the MVLS Clinical Academic Excellence and Innovation Awards to the Committee. It was noted that until 2010 the NHS Scotland pay framework included the possibility of substantial clinical merit pay through the then Distinction Award scheme, to recognise excellence, funded by the NHS. This scheme was frozen to new entrants in 2010 without an alternative scheme in Scotland whilst other such award schemes remain available to both new and existing senior clinical academics in the other UK nations.

The Committee noted the retention related challenge for the University of senior clinical academics seeking alternative employment elsewhere given greater earnings potential elsewhere.

Christine Barr reported that in a small number of individual cases, supplementary payments had been agreed in accordance with the University's Market Supplement Pay Policy to secure the recruitment and retention of key individuals based on market-based rates. It was agreed however that such an approach was reactive and may lead to diversity related issues. The Committee agreed that the adoption of a more systematic approach provided the opportunity to recognise and reward strategically aligned excellence and secure long-term retention of senior clinical academics, broadly consistent with the zone based approach applicable to professorial staff.

The Committee were advised that it was the expectation that these awards, given the stringent criteria, would be extended and it would only be to relatively few members of staff. The Committee approved the MVLS Clinical Academic Excellence and Innovation Awards and the implementation of the new policy.

6. Recent Voluntary Severance Approvals

Voluntary Severance Approvals

Since the last meeting of the Committee on 2 November 2019, 59 severance packages had been approved within the standard terms of the University's Voluntary Severance Scheme. The split by College was as follows: Arts 1; MVLS 3; Science & Engineering 6; Social Sciences 5; and University Services 44. The total cost of the package was £1,544,853.50 with an average payback period of 8.33 months.

The Committee noted that a further 6 cases were approved within MVLS in accordance with MRC legacy terms and conditions to the value of £211,976.46, the costs of which had been absorbed by MRC.

Whenever voluntary severance proposals departed from the standard terms approved by Court; or exceeded £100,000; or involved a member of SMG, the matter was referred to Remuneration Committee for decision. There had been no such cases since the last meeting of the Committee.

7. Salary Augmentation Policy

The Committee noted that since the last meeting in November 2019, two requests for Salary Augmentation had been approved.

8. Contractual Changes

The Committee noted a number of SMG contractual changes including one resignation, one temporary extension, one end of contract, three new appointments, and one temporary appointment.

9. Expenses Report

A summary of expenses incurred by SMG members over the period 1 August 2019 to 31 July 2020 was noted. The Committee noted that the details now included travel expenses booked on behalf of SMG members for University business, as well as expenses claimed.

10. Any Other Business

There was no other business

11. Date and time of next meeting

The next meeting will be held on 27 May 2021.

Court Context Card XXXXX - REPORT FROM Health Safety & Wellbeing Committee

Speaker	Dr David Duncan	
Speaker role	Chief Operating Officer and University Secretary	
Paper Description	For information only	
<i>Topic last discussed at Court</i>	Last report to Court was 25 November 2020	
<i>Topic discussed at Committee</i>	N/A	
<i>Court members present</i>	Dr David Duncan	
<i>Cost of proposed plan</i>	N/A	
<i>Major benefit of proposed plan</i>	N/A	
<i>Revenue from proposed plan</i>	N/A	
<i>Urgency</i>	N/A	
<i>Timing</i>	N/A	
<i>Red-Amber-Green Rating</i>	N/A	
<i>Paper Type</i>	For information only	
<i>Paper Summary</i>	Agenda Draft Minute Action Log	
<i>Topics to be discussed</i>	N/A	details e.g. of any major items for Court discussion
<i>Action from Court</i>	N/A	For discussion/information - approval (as applicable)
<i>Recommendation to Court</i>	N/A	insert recommendation if Committee have made one
Relevant Strategic Plan workstream	N/A	Empowering People, Agility, Focus (delete as applicable)
Most relevant Primary KPI it will help the university to achieve	N/A	see kpis at https://www.gla.ac.uk/explore/strategy/kpi/ and select
Most relevant Secondary KPI it will help the university to achieve	N/A	see kpis at https://www.gla.ac.uk/explore/strategy/kpi/ and select
Risk register - university level		10 insert details from risk register headers
Demographics	All staff, students and visitors	
<i>% of University</i>		Insert any key %s e.g. all staff /All PGs / x% of students or part of estate etc
Operating stats		
<i>% of</i>		Insert any relevant key operational stats relating to the report/paper
Campus	All locations	
External bodies		All locations / or relevant part of UoG
Conflict areas		list any relevant to your committee report/paper e.g. UK Government; Scottish Government; SFC; USS;Glasgow city council etc
Other universities that have done something similar		Give details
Other universities that will do something similar		insert any relevant info
Relevant Legislation		insert any relevant info
Equality Impact Assessment		e.g. planning, health and safety, employment etc.
Suggested next steps		details if done for the activities described
Any other observations		if any notes for Court

University of Glasgow

Health Safety and Wellbeing Committee

Minute of Meeting held on Thursday 1 October 2020 at 10:00 AM via Zoom

Present: Dr David Duncan, Mrs Elise Gallagher, Mr James Gray, Mr Peter Haggarty, Mr William Howie, Mr Christopher Kennedy, Mr David McLean, Mr John Neil, Ms Gillian Shaw, Mr Dave Thom, Mr Graham Tobasnick, Ms Selina Woolcott, Ms Ella McCabe, Mr Luke McBlain

In Attendance: Ms Debbie Beales, Mr Ian Campbell, Mr Barry Morton, Mr David Harty

Apologies: Mr Paul Fairie, Ms Aileen Stewart, Mr Cyril Pacot, Ms Paula McKerrow

Convenor's business

The Convenor welcomed Ian Campbell, Director of E&CS and Ella McCabe, SRC rep.

HSWC/2020/1 Minutes of the Meeting held on Thursday 28 May 2020

The Minute of the meeting held on Thursday 28th May 2020 was approved.

HSWC/2020/2 Matters arising

HSWC/2020/2.1 Contractor activity, verbal update DH

Mr Harty informed the Committee that E&CS are holding 3 types of meetings with contractors:

1. Weekly contractor activity meetings which are minuted and focus on safety issues, Covid related communications, risk assessments and method statements.
2. Daily operational meetings relating to deliveries and the access of buildings
3. Weekly meetings, specifically for the Boyd Orr Building, which are used for tracking arrangements for the handover of the building such as housekeeping, fire safety etc.

There has been one safety incident, in the Boyd Orr Building, where the University issued a safety alert to Multiplex. A contractor has tested positive for Covid but was only on site for one day and is now self-isolating for 2 weeks, as are his co-workers.

HSWC/2020/2.2 Implementation of reasonable adjustments passport, verbal update EG

Mrs Gallagher informed the Committee that the Policy Review Group is working in partnership with the TU's to decide on how best to implement this document and it is hoped that the passport will be live within the next 3 months.

HSWC/2020/2.3 Staff safety communication, verbal update BM

Mr Morton informed the Committee that with the launch of the SafeZone app the staff communication on how to contact the Gatehouse in an emergency is no longer required. The SafeZone app allows users to contact the Gatehouse/Security directly and is now fully operational with over 1,200 users downloading the app during fresher's week alone. The Committee discussed the app and agreed that the app has many functions, which include loan

working and help buttons, are extremely useful. The Committee agreed that it would be useful if Selective Travel could promote the app in their confirmation emails. The option of an open text function where users can list that they have a disability will be investigated.

HSWC/2020/2.4 Centralisation of PAT, verbal update BM

Mr Morton informed the Committee that, due to the current pandemic, this item is currently on hold.

HSWC/2020/2.5 Assistance dogs in the workplace policy, Paper 1

The Committee noted the Paper that was circulated. Mr McLean informed the Committee that, following discussions with the Disability & Equality Group and several Schools, it was agreed that a guidance document would be more helpful than a Policy and has worded the circulated document accordingly. The Committee agreed that the document should now be uploaded to the SEPS website.

HSWC/2020/3 OH Report, Paper 2

The Committee noted the Paper that was circulated. Mrs Gallagher informed the Committee that OHU are now onsite and fully operational. There are some operational issues as the Service is predominantly face to face with patients which can be challenging in the current pandemic situation. Standard health surveillance is behind schedule as a result and Mrs Gallagher is working with the Manager of OHU to resolve this. OHU have just undertaken the huge task of screening all new medical, dental, nursing and veterinary students prior to the start of the semester and the staff have all worked extremely hard during this process.

HSWC/2020/4 SEPS Report, Paper 3

The Committee noted the Paper that was circulated. Mr McLean informed the Committee that there was only 1 reportable incident in the April to June period as Campus was on lockdown due to Covid for most of this period. The incident in question took place off campus, with a field worker contracting Lyme disease as a result of a tick bite. SEPS are on campus again, fire safety officers were on campus throughout lockdown, and the Biological and Chemical Safety Officers are conducting site visits and also working from home. The internal safety audit process is currently on hold.

HSWC/2020/5 EAP Report, Paper 4

The Committee noted the Paper that was circulated. Mrs Gallagher informed the Committee that there was a downturn in service use during lockdown, but this is increasing as staff return to work. The current EAP contract is due for renewal and will be reviewed in the next 3-6 months. Mrs Gallagher agreed to update the Committee on this at the December meeting. The Committee discussed the lack of awareness of mental health services that are available for both staff and students and agreed that World Mental Health day would be an appropriate time to publicise Togetherall, CaPS and PAM Assist.

HSWC/2020/6 Sickness absence stats, Paper 5

The Committee noted the Paper that was circulated. Mrs Gallagher informed the Committee that the stats are consistent year on year as well as being comparable with other sectors and within the Russell Group. Around a quarter of reported sickness absences are due to mental

health issues. HR are aware that there is an issue with under reporting, especially in the academic sector, which means that the stats for operational/technical staff is much higher.

HSWC/2020/7 Travel Safety Policy, Paper 6

The Committee noted the Paper that was circulated. Ms Woolcott thanked the Committee for all the comments that had been provided and informed the Committee that the Policy has now gone through a consultation process. The Committee agreed that the Policy should be published on the University website with the following addition:

- A roles and responsibility table within the executive summary

It was also agreed that a specific section on deep vein thrombosis be added to the Travel Safety Risk Assessment.

HSWC/2020/8 Lone Worker Procedure, Paper 7

The Committee noted the Paper that was circulated. Ms Woolcott informed the Committee that the Lone Worker Procedure is now live on the SEPS webpage, with the accompanying risk assessments currently being updated. There were no major changes to the procedure with the new SafeZone app being the preferred tool for lone workers. The Lone Study procedure will be updated next.

HSWC/2020/9 Covid-19 update

Dr Duncan informed the Committee that following a huge amount of work on risk assessments, the Campus is fit for use with assurance audits taking place across the University. There are currently no on-campus transmissions with Covid cases being limited to student residences. There are currently no hospital cases, with students showing mild or no symptoms. There are over 1,000 students currently self-isolating within student residences and the University is providing supplies and hot meals with the help of volunteers. The TU's raised the issue of safety within the main library. Library staff have raised concerns over visitors to the library not using face masks or gathering in groups of more than six people. In this situation they feel unable to challenge people for fear of abuse. The Committee agreed that aggression will not be tolerated with conduct charges being used where appropriate. Mr Campbell informed the Committee that there has been guidance issued to teaching staff which can be adapted for general staff to give clarity in these situations. Mr McLean agreed to speak to the TU's after the meeting to provide further guidance and support.

HSWC/2020/10 Any Other Business

- Mr Haggarty informed the Committee that E&CS have again achieved the RoSPA Gold award and thanked Mr Harty for his hard work in attaining the award.

HSWC/2020/11 Date of Next Meeting

The next meeting of the Health, Safety & Wellbeing Committee will take place on Wednesday 9th December 2020 at 10am via Zoom.

Created by: Ms Debbie Beales

University of Glasgow

University Court – Wednesday 25 November 2020

Communications to Court from the meeting of Senate held on 22 October 2020

Ms Helen Butcher, Senate Office

(All matters are for noting)

1. Principal's Q and A

Three questions had been received for the Principal's Q and A item.

How is the University responding to current challenges posed by the COVID-19 Pandemic, including support for students in University accommodation, concerns about face-to-face teaching, and additional support and resources, for online teaching?

The Principal provided Senate with a summary of the number of confirmed student cases of COVID-19 in University accommodation since September and the support that had been provided to students who were self-isolating. The Principal also outlined the measures that had been taken to ensure the safety of staff and students on campus and highlighted the additional IT investment that the University had made to support online learning. The Principal offered his thanks to members of staff for adapting so quickly to online teaching and for the exceptional support that they had provided to students.

What is the University's position on the Universities Superannuation Scheme (USS) given the recent valuation and consultation?

Professor Neal Juster, Senior Vice-Principal and Deputy Vice-Chancellor, reminded Senate that, as part of resolving the dispute between the Universities and Colleges Union (UCU) and universities regarding pensions in 2018, it had been agreed that there would be a new evaluation of the USS pension scheme in 2020.

Professor Juster informed Senate that, when valuing the USS pension scheme, a range of assumptions had to be made about factors such as life expectancy, wage growth, retirement age and how many staff would leave the scheme. Current analysis, in the USS consultation on the Technical Provisions (used to determine what assumptions should be made when the scheme is valued), indicated that total payments into the scheme would probably need to be in the range of 40% and 70% of employee pay. At present, combined employer and employee contributions into the scheme were 30.7%, 21.1% of which was provided by the employer, with 9.6% provided by the employee. This was due to increase to 34.7% by October 2021, with 23.7% provided by universities and 11% provided by staff.

One factor that moved predicted payments towards the lower end of the contributions outlined in the consultation was the Covenant - the ability of a university to pay into the scheme if assumptions turned out to be incorrect and the scheme was short of funds. To ensure the Covenant remained strong, the Trustee had asked employers to think about committing to a number of things:

- **Parri Passu**, which would mean that any debt taken out by a university could not be given preferential treatment with respect to payments to USS.
- **Debt monitoring** which would require universities to let USS know if they were wanting to take out loans.

- **Universities must agree not to leave the scheme** to ensure that there was a sufficient number of universities in the scheme to cover any pension liabilities should an institution go bankrupt.

Universities UK (UUK) were discussing with the Trustee alternative ways to ensure a strong Covenant, and Glasgow University was in the process of developing a response through a group consisting of Court and Senior Management Group (SMG) members. The response had yet to be agreed, but it was being framed in the knowledge that the university would want a scheme that:

- 1) Was affordable for staff and for the University
- 2) Encouraged staff to remain in the scheme
- 3) Would limit intergenerational unfairness
- 4) Was sustainable in the long-term
- 5) Had the best possible benefits given the above
- 6) Had a strong covenant

What progress has the University made towards meeting its net zero carbon targets and how would the University ensure that progress will not be affected once face-to-face activities resume and that any action taken will not impact negatively on face-to-face teaching and other activities once they resume?

Dr David Duncan, Chief Operating Officer and University Secretary, informed Senate that the University was committed to achieving reductions in its carbon footprint, with a 2030 target for net carbon neutrality. In order to assist with this, the University had published a strategy document - "Glasgow Green: The University of Glasgow's response to the climate emergency". This strategy was approved by Court in September 2020 and outlined the University's approach to reducing carbon emissions and proposed a series of practical actions, including:

- Engaging and empowering the University community
- Promoting efficiency
- Governance and policy
- Continuous improvement initiatives
- Building resilience through partnerships

Dr Duncan also informed Senate that he would provide an update on the University's net zero carbon targets at the next meeting of Senate on 8 December 2020.

2. Estates Strategy - Presentation by Senior Vice-Principal and Executive Director of Estates

Professor Juster welcomed Mr Ian Campbell, the Executive Director of Estates, to his first meeting of Senate. Professor Juster informed Senate that Mr Campbell had joined the University in March 2020, following his previous position as Group Property Director at Rolls Royce plc.

Mr Campbell reminded Senate that the following delivery dates had been agreed as part of the original campus redevelopment programme:

- James McCune Smith Learning and Teaching Hub - September 2020
- Research Hub - September 2021

- Clarice Pears Building - October 2021
- Adam Smith Business School Building - September 2022

As a consequence of the COVID-19 Pandemic, construction on campus had been halted on 23 March 2020. Limited work had recommenced on 28 May 2020, but full work was unable to recommence until 15 July 2020. These delays had cost the University £12.9m and had resulted in the following revised delivery dates:

- James McCune Smith Learning and Teaching Hub - 8 January 2020
- Research Hub - 15 February 2022
- Clarice Pears Building - 1 July 2022
- Adam Smith Business School Building - 1 September 2023 (currently on hold)

Regarding core projects relating to the University's existing estate, Mr Campbell noted that the annual budget for these projects had been retained at £15m but would be split between Estates, IT Services, and World-Changing Glasgow Transformation (WCGT). Estates had recently embarked on a consultation process with business partners appointed for each College. Projects, including building replacement projects, would be prioritised by Colleges using strategic criteria and would be considered over two years, 2020/21 and 2021/22. Mr Campbell highlighted that maintenance was a key concern for Colleges and that an additional £4m would be allocated for this purpose.

In relation to asset management, Mr Campbell reported that parts of the existing University estate had suffered from decades of under-investment and that there was a significant maintenance backlog. However, there was a limited understanding of the scale of the issue. As a result, Estates would carry out a comprehensive 10-year assessment, starting in January 2021, which would include a quinquennial survey, a mechanical and electrical assessment, roof surveys, replacement of services, and a refurbishment programme.

Aside from the construction and management of buildings, Mr Campbell reported that there would be a drive towards improving service across the University estate. This would be achieved through a customer-focussed Facilities Services Review, which would involve accountable managers being allocated to each University building, the establishment of a single technical team, and improvements to Helpdesk. The Review would also focus on reactive maintenance and improved communication with the University community. Improved service delivery would also be achieved through business partners who would act as the main point of contact for School and Colleges, and strategic investment leads.

Mr Campbell informed Senate that an infrastructure board had been set up as part of a new process for aligning infrastructure spend with strategy in relation to new build projects, core projects, maintenance, IT, and equipment. This process would reflect the process adopted for core projects and may result in shifts in the relative spend between these categories.

Members of Senate enquired about the possibility of making an appointment to visit the new James McCune Smith Learning and Teaching Hub once it had been completed. Mr Campbell informed Senate that he hoped members of University staff would be able to visit the building in the near future but advised that any visits could only involve small numbers of staff due to physical distancing requirements. Professor Fischbacher-Smith, Vice-Principal (Learning and Teaching), also highlighted that the University would be holding some continuing professional development sessions for staff in the building once this was permitted.

Members of Senate expressed concerns about the poor level of maintenance and need for refurbishment in parts of the existing University estate and enquired about how data would be gathered to inform any future work. Mr Campbell informed Senate that a detailed survey

of the University estate was required before decisions could be made about which buildings could be refurbished and which buildings had reached the end of their economic life and required replacement. Mr Campbell also acknowledged that some buildings had suffered from years of under-investment and were no longer fit for purpose. The Principal added that significant investment would be required over the next decade to improve the University estate and that one of the main priorities would be to secure decant space for staff and students to be temporarily relocated to while buildings were being refurbished or decommissioned.

3. Convener's Business

Student recruitment and University finances

Professor Frank Coton, Vice-Principal (Academic Planning and Technological Innovation), provided Senate with a summary of current RUK, Home, EU, and international student numbers, in addition to forecasted student numbers for the November 2020 and January 2021 intakes. Based on these numbers, Professor Coton provided Senate with an assessment of the University's current and projected financial position and the impact that this was likely to have on staff recruitment and the releasing of resources to individual Colleges over the course of the current academic session.

4. Clerk of Senate's Business

Online Assessment

The Clerk of Senate reported that, in consultation with members of the University's Education Policy and Strategy Committee (EdPSC), it had been agreed that online assessment, including online exams, would continue during the 2020-21 academic year and that there would be no on-campus examinations. There had also been agreement that a move away from high-stakes assessment and end of course exams should be encouraged. Materials had been developed to provide staff with guidance on reducing high-stakes assessments and delivering online assessments, and it was hoped that further developments in this field would support the ambition for online assessment to become part of the standard approach for most courses over the long-term.

Members of Senate enquired about arrangements for students with disabilities that required them to have hard copies of assessments. The Clerk of Senate informed Senate that the arrangements for online assessments had been agreed in consultation with the University's Disability Services and that assessments would be made accessible to all students.

No Detriment Policy

The Clerk of Senate reported that the No Detriment Policy had been further developed over the summer to include some clarification and examples of how the Policy could be applied to Postgraduate Taught (PGT) Masters degrees, along with confirmation of arrangements following the August 2020 resit examination diet and further assessment opportunities beyond this point. It was also confirmed that the No Detriment Policy applied to all assessments taking place between 16 March and 11 September 2020. As a result, the Policy would continue to be applied during the coming academic session and beyond for student cohorts where assessments that contributed to the final degree outcome, such as junior honours assessments, had been held during the No Detriment period. Further advice relating to the application of the Policy to awards made in 2020-21 where part of the assessment fell within the No Detriment Period had recently been issued to staff for the coming academic session. An explanatory video for students would also be issued, and a full report would be submitted to the University's Academic Standards Committee (ASC) and EdPSC in the autumn.

Members of Senate enquired about arrangements for students with disabilities that required them to have hard copies of assessments. The Clerk of Senate informed Senate that the arrangements for online assessments had been agreed in consultation with the University's Disability Services and that assessments would be made accessible to all students.

Academic governance

The Clerk of Senate reminded members of Senate of the emergency arrangements for academic governance that had been put in place in April 2020 in response to the COVID-19 Pandemic and the closure of the University campuses in late-March 2020. These arrangements meant that policy decisions that would usually have been discussed and approved through the University's committee structure had instead been made by colleagues, including the Vice-Principal of Learning and Teaching, the Vice-Principal for Research, the Deans of Learning and Teaching, the Deans of Graduate Studies, the Convener of ASC, and the Students' Representative Council (SRC). These decisions had also been made in consultation with SMG and the College Management Groups. In the current academic year, academic policy would be developed through the committee structure in the standard way. However, should the need arise for urgent decisions to be considered for immediate implementation, the emergency arrangements used between March and September 2020 would be adopted.

5. University Court: Communications from the meeting held on 23 June 2020

Senate received and noted a report from the University Court meeting held on 23 June 2020. Items included:

- COVID-19/Coronavirus update and planning
- University KPIs
- Report from the Principal
- Annual Report on Research and KPIs
- Report from the University Secretary
- Student matters, including: SEC Report; SRC President update
- Communications from Senate - 4 June 2020