

**UNIVERSITY OF WARWICK**  
**BOARD OF THE FACULTY OF ARTS**  
**OPEN MINUTES OF THE MEETING HELD 12.00-2.00PM, TUESDAY 2 FEBRUARY 2021**  
**VIA MS TEAMS**

<b>Present</b>	Penny Roberts	PR	Chair and Vice-Provost
	Katherine Astbury	KA	School of Modern Languages and Cultures (arrived at 12.19pm)
	Paul Botley	PB	Department of English and Comparative Literary Studies (left at 12.57pm)
	Jennifer Burns	JB	School of Modern Languages and Cultures
	Rebecca Earle	RE	Department of History
	Hakan Ferhatosmanoglu	FH	Faculty of Science, Engineering and Medicine Representative
	Pierre-Philippe Fraiture	PPF	School of Modern Languages and Cultures
	Stuart Hampton-Reeves	SHR	School of Creative Arts, Performance and Visual Cultures
	Elisabeth Herrman	EH	School of Modern Languages and Cultures
	Sarah Hodges	SH	Department of History
	Christoph Hoerl	CH	Department of Philosophy/Faculty of Social Sciences Representative
	Emma Mason	EM	Department of English and Comparative Literary Studies
	Rachel Moseley	RM	Department of Film and Television Studies
	Zahra Newby	ZN	Department of Classics and Ancient History (left at 12.58pm)
	Stephanie Panichelli-Batalla	SPB	School for Cross-faculty Studies
	Lorenzo Pericolo	LP	School of Creative Arts, Performance and Visual Cultures
	Sidney Pycroft	SP	Undergraduate Student Representative
	Sarah Richardson	SR	Chair of the Faculty Education Committee
	Gavin Schwartz-Leeper	GSL	School for Cross-faculty Studies
	Michael Scott	MS	Department of Classics and Ancient History
	Helen Wheatley	HW	Deputy Chair (left at 12.52pm)
	Tim White	TW	Deputy Chair of the Faculty Education Committee
	Tom Whittaker	TWh	School of Modern Languages and Cultures (left at 12.59pm)
<b>Attending</b>	Rachel Dickinson	RD	Faculty Senior Tutor (left at 12.58pm)
	Jane Furze	JF	Director of Regional Strategy and Public Engagement (item 030 only)
	Alison Greenhalgh	AG	Faculty Secretary
	Damien Homer	DH	Faculty Widening Participation Coordinator
	Diana Stonefield	DS	Faculty Director of Administration
	Carla Toro	CT	Warwick Manufacturing Group (attending)
<b>Ref</b>	<b>Item</b>		
017	<b>Apologies for absence</b> Apologies were received from David Lambert (Department of History).		

018	<b>Declarations of Interest</b> No new declarations were made.
019	<b>Freedom of Information and Equality and Inclusion</b> The Committee noted and agreed to abide by the Freedom of Information and Equality, Diversity and Inclusion policies.
020	<b>Minutes of meeting held on 17 November 2020</b> The minutes of the meeting held on 17 November 2020 (020.BFA.020221) were received and approved.
021	<b>Matters arising from meeting held on 17 November 2020</b> The matters arising were as follows: <p><b>a) Terms of Reference and Membership 2020-21 (item 004)</b>  The membership of the Faculty Board had been revised to include TW as Deputy Chair of the Faculty Education Committee and JB as one of three co-opted members.</p> <p><b>b) Application of Green Levy to Externally Funded Travel (item 007)</b>  The RIS team were looking into the question of whether the Green Levy applied to externally funded travel. It was hoped exceptions could be made where budgets had been calculated prior to the introduction of the policy; however, travel costs for research projects were calculated fairly generously to allow for the unpredictability of travel costs and the long lead in time on some research grants. RIS to check with various funding bodies on a case by case basis that grants can be used to cover the cost of the Green Levy. How the levy is built into external grant applications will be looked at with each individual funder.</p>
<b>Chair's Update</b>	
022	<b>Chair's Business and Actions</b> The committee received a verbal update from the Chair and key points were as follows: <p><b>a) Acknowledgement for continued work</b>  The Chair reiterated thanks and acknowledgement for the fantastic work and tremendous effort everyone continued to make in the face of blended learning, the new lockdown and the impact of the pandemic.</p> <p><b>b) Athena Swan</b></p> <ul style="list-style-type: none"> <li>• All departments will be required to give their annual report to the Faculty Board at the next meeting on 25 May 2021. This is to inform the Faculty's report and can be a brief couple of lines to indicate where departments are with the process.</li> <li>• CFS are in the process of submitting an Athena Swan application.</li> <li>• Discussions had taken place re. a possible Faculty-wide submission; this might not include all Faculty departments and further discussion was needed.</li> <li>• Discussions were ongoing within the University around ameliorating some of the pressures caused by the Athena Swan submission process</li> </ul> <p><b>c) Sustainability</b></p> <ul style="list-style-type: none"> <li>• There was now a Faculty Green Action Team led by Lee Martin from SCAPVC focusing on sustainability actions within the Faculty and around the new Faculty building.</li> </ul> <p><b>d) Warwick in Venice</b></p> <ul style="list-style-type: none"> <li>• The Venice term teaching had been suspended for 2020-21 due to the pandemic. Students from History of Art could be doubled up next year for students to take part in their final year.</li> <li>• Discussions taking place about what will happen next year for History students (UG and PGT).</li> </ul>

	<ul style="list-style-type: none"> <li>Discussions also ongoing about the provision of future accommodation in Venice and the association with Ca' Foscari University of Venice.</li> </ul> <p><b>ACTION:</b> Secretariat to invite Lee Martin, Faculty Green Action Team, to report at the next Faculty Board meeting.</p>
023	<p><b>Termly Faculty Assembly</b></p> <p>The committee received a verbal update from SR and key points were as follows:</p> <ul style="list-style-type: none"> <li>The Termly Faculty Assembly will take place on Thursday 4 March, 12.30-2.00pm, on the theme of education.</li> <li>All members of EdExec will be present at the Assembly which will be open to all Faculty members including professional services staff.</li> <li>The format will showcase two or three examples from the Faculty in terms of inclusion, transition, blended learning or wellbeing, with an opportunity for more junior staff to highlight the good things they are doing at the University.</li> <li>A large part of the Assembly will be group discussions on particular themes with a member of EdExec and the Faculty to help facilitate.</li> <li>Themes will include assessment, digital pedagogies, student engagement, inclusive teaching, international mobility, transition, workload, and other categories as suggested by staff.</li> <li>This is a productive point in the year to have these discussions and to showcase the Arts Faculty to EdExec who are enthusiastic to hear from and engage with the Faculty.</li> </ul>
024	<p><b>Faculty of Arts Building Update</b></p> <p>The Committee received a verbal update from DS and key points were as follows:</p> <ul style="list-style-type: none"> <li>The cladding was now three quarters of the way round the building and the staircase had been installed.</li> <li>Staff and students will be shown round the building as soon as is permitted.</li> <li>Date of completion has moved slightly to 11 August 2021.</li> <li>The aim is to occupy the building by the start of the new academic year with the likelihood of retaining Milburn and Humanities for longer during the moving process.</li> <li>Discussions currently taking place with departments regarding furniture and with students about student social learning centres.</li> <li>Discussions were ongoing re. Matthew Raw artwork and funding had been given to commission a poem for the building.</li> <li>Teaching spaces in the building, including descriptions and online pictures, would be bookable for next year.</li> </ul>
025	<p><b>HoDs' Forum Update</b></p> <p>The Committee received a verbal update from the Chair and key points were as follows:</p> <ul style="list-style-type: none"> <li>HoDs' Forum meetings were now taking place weekly as in the first lockdown.</li> <li>The aim is to encourage non-HoD members of the Board to speak up and discuss many of the issues that are coming up, including various committee reports.</li> </ul>
<b>Faculty Business</b>	
026	<p><b>Student Representatives Updates</b></p> <p>The committee received a verbal update from the student representatives and key points were as follows:</p> <p><b>a) UG Representative</b></p> <ul style="list-style-type: none"> <li>Elections for Faculty reps were due in a couple of weeks with a call for PG reps; it had proved difficult to get PG representation for the Faculty over the past two years.</li> </ul>

	<ul style="list-style-type: none"> <li>• The next round of the SU's All Student Vote (ASV) includes motions for a safety net and student support.</li> <li>• Many students eager for things to return to normal as they feel under a lot of strain and pressure with no sense that anything has changed.</li> <li>• Faculty student reps took part in a forum breakout meeting with members of EdExec. EdExec had requested further feedback on what students and staff had liked/not liked and wanted to keep or get rid of from this year.</li> </ul> <p><b>b) PG Representative</b></p> <ul style="list-style-type: none"> <li>• There was no report as no PG representative had been appointed.</li> </ul>
027	<p><b>Reports from Committees</b></p> <p><b>a) Arts Education Committee</b></p> <p>The Committee received the unconfirmed minutes of the meeting held on 13 January 2021 (027.BFA.020221) and a verbal update from its Chair with key points and discussions as follows:</p> <ul style="list-style-type: none"> <li>• The University released a Covid Mitigation Package of Safety Measures for 2020-21 in the first week of term after the government announced that students would not be returning to campus. These measures include self-certification, use of the graduate benchmark statement for final year students, and relaxed extensions and mitigations processes in terms of evidence required.</li> <li>• The Committee was attended by Robin Green, Librarian, and Heather Green, Head of Client Services. Student reps spoke very cogently about the impact that the Library closure had had on Arts students in particular. The situation was being kept under review together with the impact of study space across campus.</li> <li>• The Committee looked at data on international mobility and plans for international mobility going forward. Although this is an area of concern given Erasmus and the current situation, there is some very innovative work going on and Arts is very much at the forefront of these experiences. The University, led by Jo Angouri, Academic Director (Education and Internationalisation), is looking at different models and has launched the Alliance Intensive Study Programme (<a href="#">AISP</a>). There have always been structural challenges to teaching these types of modules, and to have a framework, support and platform to do this is a great credit to those who have put forward these modules. Monash are also very excited about these modules and keen to have more conversations between the two Arts faculties.</li> <li>• The Committee was attended by Pat Tissington, Academic Director (Employability), and Jenny Hughes, Head of Information and Operations, Careers &amp; Skills, to discuss Graduate Outcomes. The news was positive in terms of student engagement with the careers service and the opportunities available to them. This is due to what is happening in departments and central services in supporting students to look forward during these difficult circumstances.</li> </ul> <p>Further comments and discussion were as follows:</p> <ul style="list-style-type: none"> <li>• GS-L: Raised concern over how the University was responding to guidance from the Office for Students (OfS) that providers should not place burden on individual students to rely on mitigating circumstances policies for issues that affect all students; he had received a lot of mitigating circumstances that he suspected would start to form a basis for this kind of decision.</li> <li>• SR: The automation of the mitigating circumstances portal to take into account self-certification was going ahead with an expected rolled out of 15 February. As part of that discussion the University were looking at both the numbers of mitigation and the sorts of mitigation claims that were coming forward. There were a lot of different views across the University on blanket mitigation policies but this did not appear to be the way the University was going.</li> </ul>

- EM: Asked how and when this was going to be communicated to students, pointing out that these communications often stated that departments would follow up with more information so it was important for departments to know what was being communicated to students and when.
- SR: Expected that it would be going out that day via the student newsletter. The wider point about EdExec communications to students had been raised. It had been agreed that EdExec would give departments 48 hours' notice of communications where possible.

**b) Arts Faculty Research and Impact Committee**

The Committee received the minutes of the meeting held on 2 December 2020 (027b.BFA.020221) and a verbal update from its Chair with key points and discussions as follows:

- HW thanked everybody who had been involved in the preparations for REF 2021. It had been a huge amount of work on top of everything else that was happening at the moment. Preparation thinking for the next REF cycle included ensuring work on impact continued and planning for future research in terms of bidding for research income.
- The City of Culture year will begin in May and look slightly different due to the pandemic. The first few months will be delivered largely online or outside. There are multiple opportunities to showcase Faculty work, collaboration with colleagues in widening participation and regular updates in Insite.
- Expressions for the Faculty of Art Curator post were due to close at the end of the week. There had been lots of enquiries so expected a good field of people. It's anticipated that whoever does the role will spend a few hours a week at first. Although it comes without buy out it's hoped that with the support of the HoDs there will be time within the workload to do the role and maybe possible financial support for the work of the role within Faculty.
- Faculty of Arts at Home continues with a huge thank you to those have made time to contribute to the film series, helping to boost the profile of research and reminding everybody around the University and within the Faculty that research still continues during this difficult time.

Further comments and discussion were as follows:

- MS: Asked about the indication in the Committee's minutes of impact leave being brought back sooner rather than later in the next REF cycle. The Warwick Institute of Engagement (WIE) was keen to be part of the discussions in terms of how it can help broaden that basis of people so not reliant on a small group of people.
- HW: There are a whole range of things that need to be in place to make sure impact is supported throughout the next REF cycle and ensure that people have the space and time to engage with impact. The next step is to think about what needs to be done to secure the pipeline including training needs and relooking at the way impact is reflected in promotion criteria. We need to make sure it is a beginning of cycle issue rather than an end of cycle.
- PR: Also important to have a conversation with the new PVC for Research to ensure that the Faculty is not underrepresented.

**c) Arts Equality and Inclusion Forum**

The Committee received the minutes of the meeting held on 21 January 2021 (027c.BFA.020221) and a verbal update from its Chair with key points as follows:

- Athena Swan: There is an application which is being worked on and discussed in the School for Cross-faculty Studies. It is making good progress and expected to be submitted by the deadline in April.
- The impact of Covid-19 on the ability of researchers and teachers to reconcile caring responsibilities and work is an ongoing issue which people are understandably passionate about.

	<p>Colleagues impacted by Covid-19 would like the University to put in place some concrete measures to support them in these difficult times. The University of Oxford has launched the Coronavirus Research Momentum Fund (CRMF) established to support researchers whose productivity has been impacted by increased childcare, home schooling or other caring responsibilities.</p> <ul style="list-style-type: none"> <li>• Decolonising the Curriculum: The aim is to define a number of core principles that could be applied across the Faculty. It had been suggested that it would be useful for academics to translate a recent report and define a number of principles in order to translate these different initiatives into practical teaching material.</li> </ul> <p><b>DECISION:</b> The change to the Arts Education Committee's Terms of Reference (027a.BFA.020221) was approved.</p> <p><b>ACTION:</b> The Secretariat to invite Nathaniel Tkacz, Director of the Centre for Digital Inquiry, to provide an update on the Centre's work at the next Faculty Board in May.</p>
<b>University Business</b>	
028	<p><b>Draft Inclusive Education Model</b></p> <p>The Committee received report (028.BFA.020221) and a verbal update from SR and DH with key points as follows:</p> <ul style="list-style-type: none"> <li>• The University is aware of local initiatives that are happening but collectively are not moving forward in a cohesive way. This is a model of change in some distinct areas such as leadership, governance and structure, as well as data at a more granular level. It is an attempt to provide a model and have milestones in order to move the institution forward as a whole.</li> <li>• The model is not just focussed on education and curriculum but takes into account the wider environment in which students operate. For example, experience of living on campus, the sports clubs or the Library, which may be much more fundamental to student experience or our own experience of inclusivity.</li> <li>• The model works towards access and participation plan targets in order to close attainment gaps. Over the next 3-4 years this work will seek to address these gaps to ensure that students are supported to equally achieve.</li> <li>• Departments are asked to give examples and practice to DH by 1<sup>st</sup> March through their departmental education committees which will then be compiled into a Faculty response for senior colleagues. It includes UG and PG students and looking at examples of practice within departments, developing practices, or practices departments would like to work on in the future.</li> </ul>
029	<p><b>University Research Centres – Triennial Review</b></p> <p>The Committee received report (029.BFA.020221) and recommendations were as follows.</p> <p><b>DECISION:</b></p> <ul style="list-style-type: none"> <li>• The Committee recommended to the University Research Committee that the Centre for Exoplanets and Habitability continue for a further three years;</li> <li>• The Committee recommended to the University Research Committee that the Centre for Research in Philosophy, Literature and the Arts (CRPLA) continue for a further three years.</li> </ul>
030	<p><b>Warwick Institute of Engagement (WIE)</b></p> <p>The committee received report (030.BFA.020221) from Directors of WIE, Michael Scott and Jane Furze with key points and discussions as follows:</p> <ul style="list-style-type: none"> <li>• The Warwick Institute of Engagement was launched in October 2020 with work divided across three areas: Staff Engage, Student Engage and Warwick Engages.</li> </ul>

- Staff Engage is strategically aiming to ensure that public engagement training is part of every staff member's experience whatever their particular role. This includes offering public engagement training to those in the research and teaching focus track and working with post docs to ensure that every staff member is given an introduction to what this work is, why it's important and how they can get involved.
- Student Engage has shown strong enthusiasm for getting public engagement skills and experience into the Warwick student experience. This very much falls under the banner of enhancing employability and supporting Warwick students to stand out. A key advance is that the Undergraduate Research Support Scheme (URSS) programme is now open to students who want to work with staff members on not just a research project with a public engagement aspect bolted on but also stand-alone public engagement projects which are equal to and open for the same amount of funding as for research projects.
- The big focus for this year has been planning for engagement around City of Culture, working with a range of people across the University to develop a roadshow with the aim of going out into the community and then culminating in a festival next year.
- Institute fellows have been appointed from across faculties and professional services areas. The Institute was delighted and overwhelmed by the large number of applications, which led to the creation of additional categories in order to incorporate as many people as possible.

#### Next steps:

- Staff Engage: There is some movement on promotions with the Institute being tasked by Chris Ennew to lead an exercise on the impact, outreach and engagement examples that are cited in the University's promotions criteria; to deliver an enlarged set of examples that speak to the wider range of activities that are now on offer; and to provide clarity on what qualifies in this area.
- Students Engage: The Institute is starting with a project to scope out what is currently being undertaken in order to work with departments and faculties to ensure that public engagement teaching is supported and developed, whether it's part of a module or an entire module, formative or summative assessment.
- Warwick Engages: The Institute is keen to ensure that City of Culture builds a legacy of engagement both locally, regionally and nationally. The long term aim is around opening up and bringing the University close to its local and regional communities, e.g. the Faculty of Arts new building and public engagement space, and to work with and support the new curator to build the legacy programme both on campus and off campus.
- The Institute wanted to get a sense of particular priorities in the area of engagement for the Faculty and a sense from the Board on how the Institute could work with the Faculty. It was decided that Student Engage should report into the Faculty Education Committee with new initiatives and Staff Engage should go through AFRIC, with an annual update to the Board and a sense check on direction going forward.

#### Further comments and discussion were as follows:

- EM: Suggested it would be useful to have a clear sense of how this would work for students and staff and how it linked to impact, pointing out that some staff may not feel suited to public engagement and should not feel compelled to be involved.
- MS: With the end of REF, this is a good time to think clearly about a complete spectrum of support for people who want to engage with public engagement having never done any before, and there will be training from the Institute to support this through to the development of impact case studies. The goal is to broaden the number of people who are interested, feel confident in and want to invest their time in this kind of activity. In terms of what the Institute offers to staff and students, it is aiming to be an interdisciplinary hub where people can get out of their departmental and subject space and have interdisciplinary conversations across the University, and see how their work in engagement related to

	<p>their research can filter into their teaching and their work with students as well as through major university projects; it's a connective tissue that currently isn't there.</p> <ul style="list-style-type: none"> <li>• JF: In terms of the role of connecting and being an interdisciplinary hub there is a strong role in supporting connections externally as well to bring in knowledge exchange and public and community engagement; regional engagement and place making are set to play a very strong role in that. We need a hub to be able to address some of these things and tell the strongest story about Warwick.</li> <li>• SR: This is a really exciting initiative and public engagement has been a poor relation of academic work for a long time. We know there are people that are doing immense work with individual communities and schools and it's important to raise that profile as it's something the Faculty does very well. In terms of recruitment of students this is fundamental in getting that element of our profile out and maximising our assets; the Institute could play a very important role in this.</li> <li>• EM: Concerned that not all students will want to engage and that in terms of recruitment a lot of what we work towards as a much more marketised University, is what alienates student from applying to Warwick and is there evidence that institutions that recruit better than us are doing more of this. Public engagement is an amazing intellectual experience but there is a risk of slightly alienating certain groups which needs to be considered.</li> <li>• MS: It is not the experience students have to have and the Institute is very much led by students on this, as an example the first module about public engagement was run through IATL and was the second of IATL's modules to attract most interest. It is not a one size fits all approach but works towards putting public engagement as an important and recognised part of what universities do now. The sense is that externally people want it as long as it's engagement on their terms and is of benefit as they want the University to work with them and be an active, visible part of their region.</li> </ul>
<b>Other</b>	
031	<p><b>Any other business</b></p> <p>There was no other business.</p>
<b>Items below this line were for receipt and/or approval, without discussion</b>	
032	<b>No items below the line to report.</b>
	<p><b>Senate Committee Minutes and Reports</b></p> <p>Board of the Faculty of Arts <a href="http://warwick.ac.uk/committees/bfa/minutes">http://warwick.ac.uk/committees/bfa/minutes</a></p> <p>Faculty Education Committee <a href="https://warwick.ac.uk/services/gov/committees/bfa/fec/minutes/">https://warwick.ac.uk/services/gov/committees/bfa/fec/minutes/</a></p> <p>Board of Graduate Studies <a href="http://warwick.ac.uk/committees/bgs/minutes">http://warwick.ac.uk/committees/bgs/minutes</a></p> <p>Partnerships Committee <a href="http://warwick.ac.uk/committees/partnerships/minutes">http://warwick.ac.uk/committees/partnerships/minutes</a></p> <p>Academic Quality and Standards Committee <a href="http://warwick.ac.uk/committees/aqsc/minutes">http://warwick.ac.uk/committees/aqsc/minutes</a></p> <p>Student Learning Experience and Engagement Committee <a href="https://warwick.ac.uk/committees/sleec/minutes">https://warwick.ac.uk/committees/sleec/minutes</a></p> <p>University Education Committee <a href="https://warwick.ac.uk/committees/ec/minutes">https://warwick.ac.uk/committees/ec/minutes</a></p>
<b>Next meeting: 12:00, Tuesday 25 May 2021</b>	

<b>DECISIONS AND ACTIONS</b>			
<b>ITEM</b>	<b>DECISION/ACTION</b>	<b>LEAD AND DUE DATE</b>	<b>STATUS</b>
<b>[2020-21]</b>			
007 Chair's Business and Actions	<b>ACTION:</b> HW to provide clarification around the University's travel policy on claiming the surcharge for air travel for research expenses when externally funded.	HW, Feb Board meeting	Ongoing



008 Termly Faculty Assembly	<b>ACTION:</b> SR to look at arrangements for an online Assembly on planning T&L for 2021/22; suggestions from members to be sent to SR/Secretary.	SR, spring term	Completed
022 Chair's Business and Actions	<b>ACTION:</b> Secretariat to ask Lee Martin, Faculty Green Action Team, to report back to the next Faculty Board meeting.	AG, May Board meeting	Completed
027 Reports from Committees	<b>DECISION:</b> The change to the Arts Education Committee's Terms of Reference (027a.BFA.020221) was approved.	AG, Feb Board meeting	Completed
027 Reports from Committees	<b>ACTION:</b> The Secretariat to invite Nathaniel Tkacz, Director of the Centre for Digital Inquiry, to provide an update on the Centre's work at the next Faculty Board in May.	AG, May Board meeting	Completed