

SENATE – 16 OCTOBER 2019**EFFECTIVENESS REVIEW OF SENATE****PURPOSE**

The purpose of this report is to update Senate on the Effectiveness Review.

CONTENTS

- Pages 1-3: Report
Appendix 1: Survey on Senate effectiveness
Appendix 2: Survey on Senate committees effectiveness

Recommendation:

Senate is recommended to consider and note the report.

REPORT**1. BACKGROUND**

The scope and arrangements for the full effectiveness review of Senate were agreed by Senate on 21 November 2018 (S18/19-058), namely an internal review by the University, and I was appointed as external Chair at the June meeting of Senate (S18/19-159),

2. MEMBERSHIP OF THE REVIEW GROUP

- 2.1 As agreed, as Chair of the Review Group I have approved the composition of the Group:
- Prof Julie Barnett - member of Senate
 - Prof David Bird - member of Senate
 - Dr Rob Branston - member of Senate
 - Dr Andrew Heath - Academic Director of Centre for Learning & Teaching
 - Prof Richard Joiner - Chair, Director of Studies Forum
 - Prof Robert Kelsh - Chair, Academic Assembly Accountability & Transparency working group
 - Ruqia Osman - SU Education Officer
 - Kate Robinson - member of Senate
 - Dr Jane White - Chair of Academic Assembly

Secretary: Angela Pater, Deputy Director (Academic Governance & Compliance).

3. WEB UPDATES AND COMMUNICATIONS

A web page has been set up to show updates at:

<https://www.bath.ac.uk/teams/senate-effectiveness-review-2019-20/>

There is a generic email address for comments: SenateEffectivenessReview@bath.ac.uk

4. TIMESCALE AND MEETINGS

4.1 The timescale for the effectiveness review is set out below:

Month	Action
21 November 2018	Senate formally approved scope and process
5 June 2019	External Chair of Review Group was appointed by Senate
July 2019	Chair of Review Group approved membership
July 2019 - January 2020	Work carried out to include: <ul style="list-style-type: none"> • Survey of members of Senate¹ and its committees • Consultation with key stakeholders including Students' Union • One-to-one meetings/focus groups • Review of key documentation relating to Senate (e.g. Scheme of delegation, Standing Orders, statutory functions)
October/ November 2019	Interim progress reports to Senate.
February/April 2019	Submission of final report to Senate; Chair to attend to present it.

4.2 Meetings of the Review Group have been scheduled for 26 July, 6 September, 16 October and 1 November 2019.

5. WORKING ARRANGEMENTS

5.1 Committee Reviews: Five pairings have been set up to consider groups of committees:

- Staffing and Equality, Diversity & Inclusion (D Bird and A Heath);
- Teaching, Curriculum Transformation, Course approval & QA (K Robinson and R Joiner);
- Research and Ethics (J Barnett and R Kelsh);
- Student Experience (R Osman and J White);
- Boards of Studies (Faculty/School/Doctoral) (R Branston and ANO).

5.2 Focus groups: Groups are being set up to include:

- Members of Senate;
- Chairs of Senate Committees (VC, DVC, PVCs, Deans, Prof C Eccleston);
- Heads of Department (academic and other), Directors of Teaching, Directors of Studies, Associate Deans;
- SU Officers/student academic representatives;
- Members of Academic Assembly (2-3 from each Faculty/School);
- Members of Council;
- Faculty/School Assistant Registrars.

5.3 Surveys: Two surveys are being devised, one for the effectiveness of Senate and one for its committees. See attached Appendices.

5.4 Terms of Reference (Functions in Statutes), Scheme of Delegation, Standing Orders etc. will also be reviewed.

¹ To be sent to Senate members, Council members, Executive Board, Heads of Department, DoTs, DoSs, ADs, members of Senate committees, selection of SU members, Assistant Registrars and a selection of professional service staff.

Recommendation:

Senate is recommended to consider and note the report.

Prof Rebecca Lingwood
(Provost of Brunel University London)
Chair of Senate Effectiveness Review Group
September 2019

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Assessment of Senate Effectiveness

All questions for members of Senate

Only orange highlighted questions for non-members of Senate (and take away sections A, B and C leaving 13 questions in total)

<p>Questions to identify demographic group of the respondent, e.g. member, attendee, non-member, academic, Professional Services, etc.</p>	<p>1-5 1.Strongly disagree 2. Somewhat disagree 3. Neither agree nor disagree 4. Somewhat agree 5. Strongly agree</p>	<p>What could be done better?</p>
<p>A. Creating an effective Senate</p>		
<p>1. There is clarity around what is expected of Senate (e.g. how it supports the University in discharging its responsibility for academic governance).</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>2. The terms of reference for Senate aid understanding of Senate’s responsibilities.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>3. Senate has sufficient diversity of skills and experience to undertake its duties.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>4. Senate has sufficient time and resources to undertake its duties.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>5. Senate currently has 41 members (12 ex-officio including the VC as Chair, DVC & Provost, 3 PVCs, 4 Deans, Librarian, Chair of Academic Assembly and Chair of CPAC; 12 elected from the professoriate; 13 elected from the Academic Assembly by the non-professorial members; 4 students; and the potential to co-opt up to four members of academic staff).</p> <p>a. The size of Senate is too big for it to undertake its duties.</p> <p>b. The balance of academic seniority, discipline, role, and academic and professional staff, etc. provide appropriate representation for Senate to undertake its duties.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	

6. Senate allows the student voice to be heard effectively.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Senate is not over-reliant on any individual members.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. The election procedures for Senate are appropriate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Senate membership is able to represent and understand all the main areas of academic strategy.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Senate membership is able to provide Council with the assurances on academic strategy, governance, and quality and standards at an appropriate level for Council's understanding.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
11. Senate members demonstrate the highest level of integrity (e.g. <i>maintaining confidentiality and identifying, disclosing and managing conflicts</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12. Senate has sufficient understanding of the University and the sector (e.g. <i>how the University operates within the sector, new requirements of the Office for Students, teaching, learning, assessment, research, quality assurance, national funding mechanisms, importance of student numbers and profile, etc.</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
13. Senate is kept well informed on all material matters between meetings, including appropriate external information (e.g. <i>emerging issues and material regulatory changes</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
14. Senate's processes are sufficiently modern/up-to-date for a challenging higher education environment.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
15. Senate has access to appropriate secretarial services.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
16. Senate has appropriate delegation of authority to its committees.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
17. Senate's sub-committee structure allows Senate to conduct its business effectively.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
18. Senate reports appropriately to Council (e.g. <i>via minutes of Senate or a report from Senate going to Council</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
19. Senate is able to report its concerns (e.g. <i>if Senate were not satisfied with any aspect of the QA arrangements</i>) to Council and seek changes.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

B. Running Senate effectively		
1. The chair a. ensures that Senate’s workload is dealt with effectively. b. has an effective leadership style. c. creates a healthy dynamic within Senate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Senate meets too frequently (<i>five times per year</i>).	<input checked="" type="checkbox"/>	
3. Senate maintains constructive working relationships with those individuals who attend its meetings, <i>i.e. with officers/non-members</i> .	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. Senate’s operations provide effective support to Council in fulfilling its responsibilities (<i>e.g. enhance the quality of University’s decision-making</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. The meeting arrangements (<i>e.g. timing, duration, venue and format</i>).enable Senate’s effectiveness	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Senate meetings allow sufficient time for the discussion of substantive matters.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Senate meeting agendas and related background information are circulated in a timely manner to enable full and proper consideration to be given to the issues.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. The papers provided to Senate are appropriate (<i>e.g. not overly lengthy, clearly explain the key issues and priorities, and clearly identify what is requested of Senate, i.e. approval, discussion or to note etc.</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Actions are captured accurately and circulated in a timely manner after Senate meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Sight of outstanding actions is retained effectively over several meetings (<i>e.g. via an action log</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
11. Senate is free from inappropriate influences during meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12. Declarations of interest are taken comprehensively at Senate meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

13. Decisions of Senate are communicated effectively within the University.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
C. Professional development		
1. Senate members have an effective induction to Senate.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. Senate members have the opportunity to undertake professional development activities (<i>e.g. formal courses and conferences, internal talks and seminars, or briefings by external advisers</i>) that assist with their Senate-related responsibilities (<i>e.g. understanding operational risks facing institutions within the sector</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
D. Free text questions		
1. What are the main strengths of Senate?		
2. What are the main weaknesses of Senate?		
3. What would help you engage better with Senate and/or its committees?		
4. Any other comments:		

Assessment of Senate Committee Effectiveness

<p>Questions to identify demographic group of the respondent, e.g. member, attendee, non-member, academic, Professional Services, etc.</p>	<p>1-5 1.Strongly disagree 2. Somewhat disagree 3. Neither agree nor disagree 4. Somewhat agree 5. Strongly agree</p>	<p>What could be done better?</p>
<p>A. Creating an effective committee</p>		
<p>1. There is clarity around what is expected of the committee (e.g. how the committee supports Senate in discharging its responsibility for governance).</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>2. The remit of the committee is appropriate and distinct from other committees thereby supporting Senate in discharging its duties.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>3. The committee is too big (members and attendees) to effectively undertake its duties.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>4. The committee has sufficient diversity of skills and experience to undertake its duties.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>5. The committee has sufficient time and resources to undertake its duties.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>6. The committee allows the student voice to be heard effectively.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>7. The committee is not over-reliant on any individual member(s).</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>8. There is sufficient opportunity for renewal of the committee’s membership.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>9. The committee has sufficient understanding of the University and the sector (e.g. how the University operates within the sector and new requirements of the Office for Students).</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>10. The committee has access to appropriate secretarial services.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	

11. The committee reports appropriately to Senate (<i>e.g. via minutes of the committee or a report from the committee going to Senate</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12. The effectiveness of the committee is reviewed thoroughly and sufficiently regularly.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
B. Running an effective committee		
1. The chair ensures that the committee’s workload is dealt with effectively.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
2. The committee works constructively as a team.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
3. The committee maintains constructive working relationships with those individuals who attend its meetings, <i>i.e. with officers/non-members</i> .	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
4. The committee provides effective support to Senate in fulfilling its responsibilities and adding value to the institution (<i>e.g. enhances the quality of University’s decision-making</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
5. The meeting arrangements enable the committee’s effectiveness (<i>e.g. timing, duration, venue and format</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
6. Committee meetings allow sufficient time for the discussion of substantive matters.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
7. Committee meeting agendas and related background information are circulated in a timely manner to enable full and proper consideration to be given to the issues.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
8. The papers provided to the committee are appropriate (<i>e.g. not overly lengthy, clearly explain the key issues and priorities, and clearly identify what is requested of the committee, i.e. approval, discussion or to note etc.</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
9. Actions are captured accurately and circulated in a timely manner after the committee meetings to allow actions to be taken.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
10. Sight of outstanding actions is retained effectively over several meetings (<i>e.g. via an action log</i>).	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
11. The committee is free from inappropriate influences during meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
12. Declarations of interest are taken comprehensively at committee meetings.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<p>C. Professional development</p>		
<p>1. Committee members have an effective induction to the committee.</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>2. Committee members have the opportunity to undertake professional development activities (<i>e.g. formal courses and conferences, internal talks and seminars, or briefings by external advisers</i>) that assist with their Committee-related responsibilities (<i>e.g. understanding operational risks facing institutions within the sector</i>).</p>	<p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>	
<p>D. Any other comments:</p>		