



## COURT

A meeting of Court will be held on **Tuesday 22 June 2021** at **2pm** via Zoom

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## AGENDA

Item	Title	Lead	Paper No.	Page nos.	Action
1.	<b>Welcome, Apologies, Introductions/Announcements, Declarations of Interest</b>	Convener	Oral		
2.	<b>Minutes</b> of meeting held on Wednesday 14 April 2021	Convener	2.		For approval
3.	<b>Matters arising not otherwise on the Agenda</b>	Convener	Oral		
	<b>Reports 4 to 9 below show some items as starred*. Starred items are the main items for discussion and/or approval.</b>				
4.	<b>* Covid-19 Update and Planning</b>	Principal	4.		For discussion
5.	<b>*Budget 21/22 and Financial Forecasts; Capital Plan minor projects</b> <b>Papers withheld FOI Exempt/Commercially confidential</b>	Frank Coton	5. and annexes		For approval
6.	<b>* Annual Report on Research &amp; KPIs</b> <i>Professor Chris Pearce, Vice-Principal (Research) and Dr Tanita Casci, Head of Research Policy will provide the annual update to Court.</i>	Chris Pearce	6.		For discussion
7.	<b>Report from the Principal</b> <i>* Geopolitical landscape * SFC Grants * Higher Education Developments</i>	Principal	7.and annex		For information /discussion
8.	<b>Report from the University Secretary</b> <i>* Understanding Racism, Transforming University Cultures * Organisational Change * Directors/Heads of School</i>	David Duncan	8.		Items for approval/ otherwise for discussion/ information
9.	<b>*Student Matters, including: Rectors Report; SEC Report; SRC President update</b> <i>* SRC Annual Report</i>	Rector/ Liam Brady	9. and SRC Report		For information /discussion
10.	<b>Reports of Court Committees</b>				
10.1	Finance Committee	Graeme Bissett	10.1 and annexes		For information

	<b>Papers withheld FOI Exempt/Commercially confidential</b>				/discussion/ approval
10.2	Estates Committee	<b>Ronnie Mercer</b>	<b>10.2</b>		For information /discussion
10.3	Information Policy & Strategy Committee <b>Papers withheld FOI Exempt/Commercially confidential</b>	<b>Frank Coton</b>	<b>10.3</b>		For information /discussion
10.4	Audit & Risk Committee <b>Papers withheld FOI Exempt/Commercially confidential</b>	<b>Heather Cousins</b>	<b>10.4</b>		For information /discussion
10.5	People and Organisational Development Committee	<b>June Milligan</b>	<b>Oral update</b>		For information /discussion
10.6	Health, Safety and Wellbeing Committee	<b>David Duncan</b>	<b>10.6</b>		For information /discussion
10.7	Nominations Committee	<b>Lesley Sutherland</b>	<b>10.7</b>		For information /discussion/ approval
10.8	Remuneration Committee	<b>June Milligan</b>	<b>10.8</b>		For information /discussion
<b>11.</b>	<b>Senate Business</b>	<b>Jill Morrison</b>	<b>11 – to follow</b>		For information
<b>12.</b>	<b>Learning &amp; Teaching Strategy</b>	<b>Moira Fischbacher-smith</b>	<b>12.</b>		For information
<b>13.</b>	<b>COP26 Update</b>	<b>David Duncan</b>	<b>13.</b>		For information
<b>14.</b>	<b>Any Other Business</b> 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	<b>Convener</b>	<b>Oral</b>		
<b>15.</b>	<b>Date of Next Meeting</b> Wednesday 29 September 2021 at 1400 – TBC				





## Court

### Minute of Meeting held on Wednesday 14 April 2021 via 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), 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), Dr Simon Kennedy (Elected Academic Staff Member), Mr Laic Khalique (Co-opted Member), 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), Ms Lesley Sutherland (General Council Assessor), Mr Gavin Stewart (Co-opted Member), Dr Bethan Wood (Elected Academic Staff Member)

#### **Attending:**

Gregor Caldwell (Executive Director of Finance), Professor Sara Carter (Vice Principal & Head of College Social Sciences), Professor Frank Coton (Vice Principal Academic Planning and Technological Innovation), Dr David Duncan (Chief Operating Officer [COO] & University Secretary), 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), Professor Iain McInnes (Vice Principal & Head of College MVLS), Professor Massimo Palmarini (Director of Centre for Virus Research).

#### **Apologies:**

Ms Julia Hegele (SRC Assessor)

#### **CRT/2020/39. Announcements**

The Convener welcomed Laic Khalique to his first meeting of Court. Laic's appointment as a Co-opted Member had been approved by the Nominations Committee and Court for four years from the 13 April 2021.

The Convener welcomed Professor Iain McInnes (Vice Principal & Head of College MVLS), Professor Sara Carter (Vice Principal & Head of College Social Sciences), and Professor Massimo Palmarini (Director of Centre for Virus Research) to the meeting.

There was the following declaration 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 Steph Scholten (Director of the Hunterian Museum), Siobhan Convery

(Assistant Director – Collections Strategy and Keeper of the Hunterian Books and Manuscripts) and Nicola Cameron (Director of Property Development and Investment) had briefed Court at the pre-lunch session on the historical heritage of the University. Court's thanks for the briefing were recorded.

Court was reminded that papers and business were confidential.

#### **CRT/2020/40. Minutes of the meetings held on Wednesday 10 February 2021**

Following discussion, it was agreed to amend *CRT/2020/29. Covid-19 Update and Planning* to include "a view had been expressed that it was important for some subject areas to return to in-person exams in examinations rooms as soon as government pandemic regulations permitted."

It was also noted that *CRT/2020/35.5 Nominations Committee* would be amended to include reference to concerns that had been expressed about the lack of racial diversity in the University's governance structures.

The minutes of the meeting on Wednesday 10 February 2021 were approved following the amendments outlined above.

#### **CRT/2020/41. Matters Arising**

Court noted that under previous item *CRT 2020.33.1 Disability Complaint* it had been agreed that Court would be updated on the outcome of the appeals and reviews. Court noted that the appeals process was still ongoing and that a further update would come to Court at its September 2021 meeting.

#### **CRT/2020/42. Covid-19 Update and Planning**

Court noted Paper 4 which included updates from the Principal, Dr David Duncan, Professor Neal Juster, Professor Frank Coton and Mr Gregor Caldow on the current planning and progress made following the reopening of the campus. Particular attention was drawn to the following:

- Additional Scottish Funding Council funding for Universities in the current financial year had been announced and it had also been confirmed that the University would retain 100% of the funded places associated with EU undergraduate students in 2021/22 to support the additional recruitment of Scottish students in light of the changes to examination system for secondary schools;
- It was reported that the financial performance of the University remained strong, with February forecast £38m ahead of budget;
- Planning for a gradual increase in numbers on campus was continuing. The Comms group met every morning and weekly meetings of the Covid-19 planning group involved representatives from across the institution to ensure that the University kept in close contact with each other and anticipated new challenges. Key staff were also meeting weekly with Scottish Government officials;
- A project had been set up to look at the planning of admissions and teaching for the next academic year. The new project, Aurora, was chaired by Professor Frank Coton, it

augmented the existing mechanisms in place for the planning of teaching to ensure that the University was responsive to changes in external constraints such as international travel and social distancing;

- A Working from Home Short Life Working Group was established in late January 2021. It was co-chaired by Prof Neal Juster, Senior Vice-Principal and Elise Gallagher, Deputy Director of Human Resources and the main focus of the work was on gathering information in relation to how hybrid working can be introduced to the University in a manner that helps deliver the University Strategy whilst increasing employee satisfaction;
- A short-life planning and mitigation group on research was formed in December 2020. It was tasked with considering how research activities might be altered by the easing of Covid-19 restrictions, and with proposing ways of preparing for these changes and mitigating risks to research. It was noted that research outputs had fallen by 25% during the lockdown period, grant applications had decreased markedly during the last quarter and research income was down significantly.

During discussion it was noted that SMG would urgently consider a range of initiatives to ensure research competitiveness, within the following broad areas: develop a structured plan to manage the return to full research capacity; consider how disrupted research projects can be adapted; look to international partnerships to strengthen and adapt collaborations; actively design or pilot new estates solutions/communications solutions to address the needs of the post-lockdown workplace. A query was raised about the impact of Covid-19 on research outputs/grant applications and if there were any patterns in terms of College or a demographic that had been worst effected and if any steps would be taken to support staff. It was agreed that this would be included in the Research Annual update at the next Court meeting.

Court welcomed Professor Iain McInnes (Vice Principal & Head of College MVLS) and Professor Massimo Palmarini (Director of Centre for Virus Research) to the meeting. Professor McInnes updated Court on the work currently being undertaken by the College of MVLS. During the discussion the following was noted:

- Glasgow Lighthouse Lab was currently the largest Covid Testing lab, with around 650 staff;
- There was a daily capacity for 85,000 tests and around 11million samples had been tested to date;
- A new study would be undertaken to look at Long Covid and the impact on Scotland;
- The amount of data being collected was unprecedented and tools were being created to identify emerging trends and the most at risk;
- The Institute of Health and Wellbeing was also undertaking a key role.

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 especially during the recent lockdown.

### **CRT/2020/43. University Strategy – KPI update**

Following the presentation at the Court in November, Professor Neal Juster (Senior Vice Principal), outlined Paper 5 which presented an update on the development of KPIs to monitor progress on the implementation of the University's strategy to 2025: *World Changers Together*.

It was noted that there had been significant discussion at SMG since Court agreed the strategy

in November 2020 with a significant number of KPIs and targets agreed. However, five KPI definitions remained subject to discussion and a further two subject to having targets set. It was reported that some of the KPIs were intended to encourage and track progress in areas of performance that had not previously been explicitly highlighted by SMG, nor indeed by other universities. This was making the definition of some KPIs more time consuming than originally anticipated.

It was noted that development work would continue on the five identified KPIs currently without associated data/indicators and Court would receive a further update in June. In the meantime, the agreed KPIs would be added to the strategy web pages launched on 6 April: [www.glasgow.ac.uk/strategy](http://www.glasgow.ac.uk/strategy)

During the discussion Court noted a number of suggested areas for inclusion/improvement/clarification: these included: Social/global impact; infrastructure improvements – IT/Buildings; financial sustainability and long-term planning; commercialisation/spin out companies; diversity; and student and staff engagement. Professor Juster agreed to look at the suggestions in more detail and incorporate where possible.

Court thanked all those involved with the preparation of the KPIs and looked forward to a further update at the next meeting.

## **CRT/2020/44. Report from the Principal**

### *CRT/2020/44.1 Higher education developments*

The Principal updated Court on recent developments in higher education and noted:

- Official Development Assistance (ODA) Funded Research – UKRI confirmed a significant reduction in its ODA allocation from BEIS. In FY 2021/22 the overall UKRI ODA budget would be reduced to £125 million, creating a £120 million gap between allocations and commitments. The University had taken two immediate actions in response: firstly direct dialogue with colleagues whose projects were set to be impacted by the funding cuts and secondly work with Russell Group, UUK and concerned voices to lobby for a change to this decision;
- Brexit, Turing Scheme and Welsh International Exchange Programme – guidance had been published on the Turing Scheme. Universities would be able to apply for funding from April, with projects commencing in September. The Turing Scheme would provide education and training opportunities which emphasised ‘a global reach for the UK’. The guidance confirmed that living cost support under Turing would be lower than that provided by Erasmus +. It was noted that on the 21 March the Welsh Government announced plans for its own International Exchange Programme. £65 million had been earmarked for the initiative which was designed to bridge the gap between the Turing Scheme provisions and those the UK enjoyed as a member of Erasmus+;
- Advanced Research and Invention Agency (ARIA) – in March the UK Government had introduced a Bill to create ARIA, an independent research body with a remit to fund high-risk, high-reward scientific research. ARIA was based on the US Advanced Research Projects Agency (ARPA) model and had been welcomed across the sector. The aim was for the agency to be fully operational by 2022;
- The Minister for Science, Research & Innovation had launched an independent review into UK research bureaucracy, intended to identify ways to free up researchers to pursue their research. The University Partnerships Programme Foundation had also announced an independent Student Futures Commission to investigate, in light of the disruption

sparked by the pandemic, what further action universities could take to support new and returning students.

Court also noted that the SFC has published a progress update on its review into coherent provision and the sustainability of the sector. The work had grouped the Review's priorities under three broad headings: emergency years (areas linked to the pandemic phase and its repercussions for the sector); ongoing policy development (areas of policy development and improvement identified in Phase 1 which are already in train); and developing future frameworks (high impact reforms that the SFC plans to bring forward as recommendations for Ministers). With Phase 3 set to begin shortly, the University was committed to ongoing engagement with the SFC around the review. Final recommendations were due to be submitted to Ministers this summer.

The Principal also reported that following the publication of the University's 'Understanding Racism, Transforming University Cultures', the University had been invited to speak with the SFC and senior Government officials. The report was seen as sector leading and had met with a positive reaction. It was agreed that Court would be given an update at its next meeting on the progress with the action plan.

#### *CRT/2020/44.2 SFC Grants 2021/22*

Court noted that the SFC's key points in indicative funding announcement were:

- SFC's Revenue budget for AY 2021/22 has increased by 5.9% (£61.6 million) with Teaching funding increased by 7.7% (£52.7 million) and Research and Innovation budgets increased of 1.5% (£4.4 million);
- Other programme funding had increased by 7.2% (£3.9 million) and Capital maintenance funding had been broadly maintained, in cash terms, at the same level as last year.

The main points to note for the University of Glasgow were:

- Core teaching and research funding had increased from last year, with an overall increase of 4.6% for Teaching, Research and Innovation;
- Main Teaching Grant had increased by 6.3% – mainly due to an increase by 288 FTE for 'SQA places', anticipating that changes to 2021 exam arrangements would lead to another enlarged Scots intake;
- Additional Teaching grants (not included in the Main Teaching Grant): Upskilling: UofG had increased by 2% (£879k to £897k) and continued to hold the largest share of this funding;
- Research Excellence Grant was slightly higher, showing an increase of 1.8%, while sector funding increased by only 1.1%;
- University Innovation Fund funding had increased by 10.2% as part of an overall uplift to research and innovation. This uplift had been spread evenly across the sector, with Glasgow receiving the largest UIF allocation, just ahead of the University of Edinburgh.

#### *CRT/2020/44.3 SFC Outcome Agreement*

The annual SFC Outcome Agreement sets out what the University plans to deliver in return for SFC funding and reflects upon what had delivered to date. In a normal year, the University would soon be sending its finalised Outcome Agreement to SFC, describing how it would contribute towards SFC and Scottish Government priorities between 2021/22 and 2023/24. However, the most recent Outcome Agreement (approved by Court at the February meeting) was an interim document with a narrow scope reflecting upon only 2020/21, with a particular emphasis on the Covid response.

Court noted that work on the original Outcome Agreement for 2020/21 to 2022/23 was suspended in March 2020, as SFC acknowledged that the pandemic would have had an impact on the sector's plans. The interim document ensured that a line of accountability for the funding remained in place for 2020/21. SFC intended to confirm the timescales for the next, forward looking, Outcome Agreement in due course.

In the meantime, SFC had requested an additional section for the University's interim Outcome Agreement – a short description of the activity in Dumfries, as it related to SFC's key priorities. Court approved the SFC Outcome Agreement submission.

#### *CRT/2020/44.4 SMG Changes*

The Principal informed Court that Uzma Khan, Deputy Secretary and Director of Planning would be joining the Senior Management Group.

### **CRT/2020/45. Report from the University Secretary**

Court noted the report from the University Secretary – Paper 7. Court discussed the following areas in further detail.

#### *CRT 2020.45.1 Convener appraisal*

The Convener left the meeting for this item, with the Vice-Convener Graeme Bissett chairing instead. As part of the good practice set out in the Code of Good HE Governance, Ronnie Mercer had undertaken an appraisal of the Convener's performance. Court members had been provided with a report, which Mr Mercer now summarised. Although a number of suggestions made in the report were being considered by the Convener, the report overall on the Convener's performance was positive. It was noted that the appraisal would continue to be undertaken annually.

#### *CRT 2020.45.2 Public Sector Equality Duty – Equality Outcome 2021-2021*

Court noted the Equality Outcomes Report which had been considered by Equality and Diversity Strategy Committee (EDSC) in March 2021. The report outlined the progress on the 2017-2021 Equality Outcomes, the internal and external factors influencing the proposed set of Equality Outcomes, and the consultation process conducted to involve and engage staff and students in setting our new Equality Outcomes for 2021-2025.

Court noted the report.

#### *CRT 2020.45.3 Gender Representation Objective*

Court noted the report made in compliance with Section 8 of the Gender Representation on Public Boards (Scotland) Act 2018. At present 46% of the non-excluded lay Court members are female.

#### *CRT 2020.45.4 Court Co-opted Members*

Court noted that Gavin Stewart's term on Court had ended on 31 March 2021. Gavin had currently served for 4 years and was therefore eligible to continue for a further four years.

The Nominations Committee had recommended that Gavin be reappointed for a further four years from 1 April 2021. Court approved the nomination.

*CRT 2020.45.5 Organisational Change*

Court noted the summary of the Organisational Change Governance Group's business over the last year. A member raised concerns about the lack of union involvement and the ability to be able to object formally to proposed structural changes. Court noted that the JNCC could formally object at any point and that staff and students were represented on the group.

*CRT 2020.45.6 Rectorial Election*

Court noted that the Rectorial elections would take place on 20 and 21 April 2021. Three candidates had been nominated: Junaid Ashraf (SNP Councillor for Cumbernauld South), John Nicolson (SNP MP for Ochil and South Perthshire) and Rita Rae QC (solicitor, advocate and Senator of the Court of Justice).

*CRT 2020.45.7 Directors of Research Institutes and Heads of School Appointments*

Court noted the following change:

College of Science and Engineering

*School of Geographical and Earth Sciences*

Professor Martin Lee had been reappointed as Head of the School for a further year until August 2022.

*CRT 2020.45.8 Glasgow Green – update on implementation*

Court received an update on the implementation of the Glasgow Green action plan. Members raised queries with regard to the upcoming COP26 and the plans for involvement as this was seen as a key strategic opportunity for the University. It was noted that the event was likely to take place in Glasgow in November 2021 with the main delegates attending but the associated events would likely take place online.

It was agreed that Court would receive information about the University's plans for its involvement in COP26 at its next meeting.

*CRT 2020.45.9 Draft Ordinance 211: General Council Membership and Registration*

At the Court meeting on 9 October, Court noted that the composition of, and other arrangements in relation to, the General Council were currently governed by two Ordinances, which required some modernisation and simplification. The consultation period had commenced in Feb 2020 but had been paused due to the pandemic. Court was now asked to re-enact the consultation process.

A draft Ordinance had been circulated, together with the current Ordinances for reference purposes. Court approved the draft Ordinance for consultation.

**CRT/2020/46. Student Matters, including: SEC Report; SRC President update**

The SRC President noted that Court had received reports from the 16 March 2021 meeting. Key points raised included the student hardship and financial issues; hardship fund for sport;

expected conditions for the next academic session; student residences report; review of provision for students with disabilities and student bodies reports. Court also noted that turnout for the recent SRC elections had been high with a 14% increase in student engagement.

A query was raised about the lights in Kelvingrove Park during the late evening. It was confirmed that the parks were not lit up at night as they were closed but Council officers were looking at how best to deal with the issue that had been highlighted on a number of occasions.

David Duncan noted that the University continued to focus on support and wellbeing for both staff and students. It was noted that there continued to be issues with student residences which had been difficult for staff to manage during the most recent lockdown. Current discipline measures were being reviewed and any changes would be communicated to students. Court also noted that the question of smoking on campus had been raised but this would require further consultation before any decision was made.

Court noted that the plan for the next academic session remained uncertain with SMG and staff looking at different options in relation to physical distancing, blended learning vs f2f teaching approaches and additional support needs for new entrants given the disruption to their school education over the last 12 months. The SRC President also reported that it was hoped that some elements of the Freshers Fayre could be held on campus as had happened last year this would help new entrants feel more engaged.

The Convener thanked SRC President and Dr Duncan for their report.

## **CRT/2020/47. Reports of Court Committees**

### *CRT/2020/47.1 Finance Committee*

Graeme Bissett, chair of the Committee, reported that the University continued to respond strongly to the Covid-19 crisis. Court noted that the Committee members had received two presentations: one on student recruitment and numbers; and the second on the Financial Strategy. Both presentations had given a valuable insight into how the University continues to maintain a financially stable position following the pandemic. Court noted that the additional liquidity from the new Revolving Credit Facility was also now in place. Court also noted that the Committee had approved an amendment to the Counterparty Limits and additional money market funds to be set up to manage counterparty risk relating to higher than planned cash balances. Court noted that the Committee had approved 3 Capex projects as outlined in Paper 9.1.

The report was noted.

### *CRT/2020/47.2 Estates Committee*

Ronnie Mercer, chair of the Committee, reported that the Committee had approved 2 Capex projects as outlined in Paper 9.2.

The report was noted.

### *CRT/2020/47.3 IPSC*

Frank Coton, Vice Principal reported that IPSC had considered the University's information security risk management in the context of cyber threat: the Director of IT would draft the terms of reference and convene a working group to consider the issues in detail. Court noted that the Committee had approved: the Network Infrastructure Investment Program (NIIP) business case; the NIIP Phase 4 Capex application (£16.4m) for onward consideration by the Capex



and Finance Committees; and the business case for Documentum data migration to the Microsoft 365 stack (£300k).

The report was noted.

*CRT/2020/47.4 Audit and Risk Committee*

Heather Cousin, chair of the Committee, reported that the Committee had received internal audit reports on reviews of: Disability Services, Supplier Contract Management and IT Project Management. The Committee had also received a report on the overall control framework in Estates which outlined the current management process and governance for all property and infrastructure projects. Ms Cousin explained how the audit findings had enhanced governance of the procedures.

The report was noted.

*CRT/2020/47.5 People and Organisational Development Committee*

June Milligan, chair of the Committee, reported that the Committee had received updates from the Executive Director of P&OD on; USS pension developments, pay negotiations for 2021-22, Performance and Development Review plans for the forthcoming year, the latest developments from a diversity and inclusion perspective, and the University's participation in the 'Developing the Young Workforce' initiative. Ms Milligan also highlighted that the Committee had received a presentation on the Lighthouse lab. Court also noted the draft minutes of the JCCN from the 7th October 2020, along with the draft minute of EDSC from the 16th November 2020 where topics included the report 'Understanding Racism, Transforming University Cultures' and the decision to adopt the IHRA definition of anti-Semitism.

A query was raised in relation to Union of Jewish Students and an anti-Semitism map on the Internet which the University was listed on. The University appeared on the map due to an incident some years ago when a member of staff signed a letter calling for more balanced journalistic reporting in relation to the former Labour leader. It was not felt that there was any reputational issue for the University.

The report was noted.

*CRT/2020/47.6 Health Safety and Wellbeing Committee*

Court noted the report which included the Annual Report. Court acknowledged the hard work undertaken by all the staff involved with Health and Safety, particularly during the last year.

The report was noted.

*CRT/2020/47.7 Nominations Committee*

Elizabeth Passey, chair of the Committee reported that the Committee discussed the Skills Matrix, recruitment brochure and recruitment panel. It was noted that interview panels would include membership from Lay members, staff and student representation, along with a co-opted member of the People and Organisational Development Committee. It was also noted that there would be diversity on the recruitment panel. Court noted that the Scottish Government was currently undertaking work on non-executive appointments and it would be beneficial to investigate this further.

Following discussion Court agreed that Elizabeth Passey would step down as the Chair of the Nominations Committee and a new Chair would be sought prior to the next meeting in May.

The report was noted.

**CRT/2020/48. Senate Matters**

The Clerk of Senate advised Court that the Code of Student Conduct had been revised. The review of the University's Code of Student Conduct was in response to a number of issues that had arisen, particularly in relation to reports of serious non-academic misconduct that had been referred under the Code over the past few years. A revised Code of Student Conduct had now been produced, which separated academic and non-academic misconduct. Although the same principles would apply, the revised Code recognised the increasing complexity of some non-academic misconduct issues and the impact on those involved. The revised Code of Student Conduct would be introduced at the beginning of 2021-22.

The Clerk of Senate also advised Court that, due to the ongoing COVID-19 Pandemic, and the associated restrictions on large gatherings, all summer 2021 graduation ceremonies had, regrettably, been cancelled. The University's Commemoration Day celebration events, that were due to take place in June 2021, were also cancelled. However, an online chapel service to commemorate the University's benefactors would take place. The University was planning to host a number of online celebratory events for students and, should the Scottish Government guidance in June 2021 allow, it was hoped that there might be an on-campus element to the graduation celebrations. All students would be offered the opportunity to return to attend an on-campus graduation ceremony in the future.

Court thanked the Clerk of Senate for the update.

**CRT/2020/49. Annual Report on the University's Complaints Procedure 2019/20**

Court noted the annual report on complaints activity during the academic session 2019/20, noting also from Dr Duncan that the procedure's emphasis was on resolution and a 'lessons learned' approach. Court agreed that it was important that staff dealing with complaints were supported to ensure that their wellbeing was not adversely affected particularly in the case of serial complainants targeting staff.

**CRT/2020/50. Any Other Business**

*CRT/2020/50.1*

Court's congratulations to the new SRC Sabbaticals were noted – President: Ella McCabe, VP Education: Mia Clarke, VP Student Support: Eva Simmons and VP Student Activities: Sam Malis.

*CRT/2020/50.2 Note of thanks*

The Convener thanked all members of the University community for their continued contributions, flexibility and commitment during the last year.

**CRT/2020/51. Date of Next Meeting**

The next meeting of Court will be held on Tuesday 22 June 2021 at 2pm via Zoom.

A Pre-Court briefing will take place at 12pm via Zoom on the Learning and Teaching Strategy.



University  
of Glasgow

# Research Update

Court, 22 June 2021







University of Glasgow

# Research Strategy 2020–2025 Three Pillars

## Collaboration

Working together to tackle bigger challenges

## Creativity

Reaffirming the centrality of ideas

## Careers

Making Glasgow the best place to develop a career

### Building on the underlying principles:

- We value the quality of our research over its quantity
- The University succeeds when our individual researchers succeed
- **How** research is done is as important as **what** is done

### RESEARCH STRATEGY 2020–2025

#### PRIORITIES

##### COLLABORATION WORKING TOGETHER TO TACKLE BIGGER CHALLENGES

We will address urgent problems in our society and the biggest gaps in our knowledge by working together. The timeline for peripartum academic research to societal impact is 10 years or over.

We will collaborate across disciplines, business, industry and society to create new products and services.

We will create the conditions for our researchers to collaborate and enable connectivity to enhance our reach, influence and profile.

##### CREATIVITY REAFFIRMING THE CENTRALITY OF IDEAS

Great research starts with great ideas, but we also know that this creativity takes time and requires the right conditions. The quality of our research outputs and impact will continue to drive the reputation and careers of our researchers, and that rests crucially on the ideas that we develop.

We will support creativity by developing the opportunities in which new ideas can emerge. Our development

##### CAREERS HELPING EACH OTHER TO SUCCEED

Glasgow succeeds when its people succeed. We will make Glasgow the best place in which to pursue a career, whether at the University or in the city, by creating an environment in which colleagues are supported to fulfil their ambition, expectations are met, and measures of progress are seen.

We will create the conditions for our researchers to collaborate and enable connectivity to enhance our reach, influence and profile.





# Delivery Workstreams

## 1. Talent

Attract and develop potential

## 2. Collaboration

Incentivise, reward and support collaboration

## 3. Creativity

Drive new ideas

## 4. Invest in our strengths

Raise our research profile and our research impact

Collaboration

Creativity

Careers



# Our contribution to fighting COVID-19

Contributing to the national effort to understand the nature of the virus, its transmission dynamics, and its effects on health:

**MRC-UofG Centre for Virus Research (CVR)** is:

- Part of £20M COVID-19 Genomics UK Consortium.
- Leading CRUSH, a COVID-19 drug screening and resistance hub in Scotland (accelerating antiviral drug development).
- Part of 'G2P-UK' National Virology Consortium, to study how mutations affect key outcomes.

Secured ~90 externally funded projects (~£38.5M) across all 4 Colleges, including leadership of:

Study into the **mental health and wellbeing** effects of pandemic in adults across the UK.

**Covid In Scotland Study (CISS)** to identify the effects of [long] Covid-19 on the health of people in Scotland.

Hosting the **Lighthouse Lab** COVID-19 testing centre at the Clinical Innovation Zone at the QEUH





# Lockdown: drop in research activity

## Applications (April 2020–March 2021)

By number: -9% (-146 applications)

By value: -25% (-£145M)

## Awards (April 2020–March 2021)

By number: -5% (-48 awards)

By value: -9% (-£20M)

## Enlighten deposits (April 2020–March 2021)

23% drop (-2,382)

## Research income

5<sup>th</sup> largest % drop in Russell Group over last reporting year: -13%; -£26.3M (RG average = -4.6%)





# COVID-19 Research Mitigation

## Mitigation workstream

Deans of Research  
Deans of Graduate Studies  
Cross-College Research Support Team  
Lab for Academic Culture  
Plus two short-life working groups:  
*Research post-COVID*  
*The Future of Research with COVID*

## Consultation

Shadow Board  
RPSC  
Cross-University focus groups  
ECDP focus groups in all 4 Colleges  
Postdoc reps forum  
PGR Conveners  
Regular live Q&As

**The impact** of the pandemic has been *heterogenous* and so the overall mitigation strategy is to introduce various interventions.





# COVID-19 mitigation

£26M SFC & £7M UKRI

## PGR students (£3.5M)

~600 PGRs (25%) have now received a stipend extension; added £200K to hardship fund

## Research funded staff (£6M)

440 RAs furloughed on 100% salary; restarted LKAS Fellowship scheme (78 applications supported)

## Research resources (£1M)

Maintenance costs; e-books & multimedia resources

## COVID-19 research (£3M)

## Careers and wellbeing

Workshops, posts, resources

## UKRI (£7M)

COVID mitigation funding

## Differential Impact of COVID on research (£700K)

Supported 164 R-only and R&T staff





# Actions for ramping up research

- 1. Communications.** A message from the Principal to research staff and students that research is now also a priority
- 2. Stress the urgency.** Increase the SMG risk for Research from **9** to **20** (Impact: 4. Probability: 5)
- 3. Reinvigoration.** A structured plan: survey of impact and barriers; financial support for ambitious research
- 4. Kick-start the strategy.** Implement new projects: invest in challenge areas; strategic recruitment; people development
- 5. Labs of the future.** Pilot new technologies and spaces
- 6. Research Computing.** A review of infrastructure, data security, support, training, etc



## PRIORITIES

### COLLABORATION WORKING TOGETHER TO TACKLE BIGGER CHALLENGES

We will address urgent problems in our society and the biggest gaps in our knowledge by working together. The timeline from determining academic research to societal impact may take years or even decades.

### CREATIVITY REAFFIRMING THE CENTRALITY OF IDEAS

Great research starts with great ideas, but we also know that this creativity takes time and requires the right conditions. The quality of our research outputs and impact will continue to drive the reputation and careers of our researchers, and that rests crucially on the ideas that we develop.

We will support creativity by developing the opportunities in which new ideas can emerge. Our development

### CAREERS HELPING EACH OTHER TO SUCCEED

Glasgow succeeds when its people succeed. We will make Glasgow the best place in which to pursue a career whether at the University or in the city, by creating an environment in which colleagues are supported to fulfil their ambition, and their expectations are met at every career stage, as measures of progress are taken.

We will create a culture of excellence that, history and innovation.



# Proposed Research KPIs

Proposed KPI	Target
Research income / academic FTE	5th in RG
Quality of Research Publications	Continuous improvement (citation-based metric)
Doctoral degrees awarded / academic FTE	RG upper quartile
Contract and collaborative research income as share of total research income	RG median
RG rank of large grants (top 10% by value by funder)	Continuous improvement

University of Glasgow  
**RESEARCH STRATEGY**  
2020-2025

## PRIORITIES

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We will create a culture of support in developing trust and interdependence.



# REF (Research Excellence Framework)

## REF 2021 – submission complete

28 Units of Assessment (research disciplines), comprising:

- 1,445 staff;
- 3,300 outputs;
- 118 impact case studies;
- Research data for every unit;
- 28+1 environment statements

**Results due Spring 2022**

## Ongoing actions

- Review of our impact case studies - complete
- Lessons learnt exercise and EIA - ongoing
- Citation analysis (STEM) for comparison - planned





# Sector Developments

## Uncertain funding landscape

R&D £22bn by 2024/25, ODA cut, EU funds, ARIA, UK Govt Levelling up (Place Strategy), BEIS Innovation Strategy, SFC review

## Assurance

Reducing on the one hand (Concordats review) and Increasing on the other (geopolitics)

## Preparation for future research assessments

### Research Culture

*Action plan (2020–2025)*

*Launched Lab for Academic Culture*

**Actions** to support the Research Strategy (2020–2025):

Strategic recruitment, cross-disciplinary collaboration, large grant capture, people development





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of Glasgow

# Advanced Research Centre

A place to collaborate, to think, and to develop

Opening  
May 2022

Collaboration

Activities and funds to catalyse collaborations

Space and expertise to support collaborations

Creativity

Showcasing how we want to do research

Incubating new research

Careers

A space and focus for the "Talent Academy"

Driving a positive research culture

Space for PGRs and new fellows





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of Glasgow

## Thanks to ...

Deans of Research

Deans of Graduate Studies

Graduate Schools

Cross-College Research Support Team

Research & Innovation Services

People & Organisational Development

Library

Planning, Insights & Analytics

Lab for Academic Culture

Research Planning & Strategy Committee

<b>Court Context Card 22 June 2021 - Principal's Report</b>	
Speaker	Professor Sir Anton Muscatelli
Speaker role	Principal
<b>Paper Description</b>	For information / discussion
<b>Topic last discussed at Court</b>	Last report to Court was April 2021
<b>Topic discussed at Committee</b>	NA
<b>Committee members present</b>	NA
<b>Cost of proposed plan</b>	
<b>Major benefit of proposed plan</b>	
<b>Revenue from proposed plan</b>	
<b>Urgency</b>	NA
<b>Timing</b>	Various
<b>Red-Amber-Green Rating</b>	Various
<b>Paper Type</b>	<b>For information / discussion</b>
<b>Paper Summary</b>	<p>Updates on areas listed in the paper as follows:</p> <ol style="list-style-type: none"> <li>1. Geopolitical Trends and the University</li> <li>2. SFC Grants 2021-22</li> <li>3. Higher Education Developments <ul style="list-style-type: none"> <li>SFC Review</li> <li>Spending Review</li> <li>Response to Augar review &amp; wider funding issues</li> </ul> </li> <li>4. SMG Changes</li> <li>5. League tables - Complete University Guide; QS World University Rankings; NSS</li> <li>6. Key activities</li> <li>7. Senior Management Group business</li> </ol>
<b>Topics to be discussed</b>	In line with paper's headings
<b>Action from Court</b>	To note/discuss if wished
<b>Recommendation to Court</b>	
<b>Relevant Strategic Plan workstream</b>	Empowering People, Agility, Focus
<b>Most relevant Primary KPI it will help the university to achieve</b>	NA
<b>Most relevant Secondary KPI it will help the university to achieve</b>	NA
<b>Risk register - university level</b>	<p>Item 1: Risk 1 Income Generation, Risk 3 Government Policy Changes, Risk 6 Student Learning Experience, Risk 8 Student Recruitment Market, Risk 10 Research</p> <p>Item 2: Risk 1 Income Generation, Risk 3 Government Policy Changes</p> <p>Item 3: Risk 1 Income Generation, Risk 3 Government Policy Changes, Risk 6 Student Learning Experience, Risk 10 Research</p> <p>Item 5: Risk 7 Maintaining and improving reputation</p>
<b>Demographics</b>	
<b>% of University</b>	Items mainly relate to the University as a whole
<b>Operating stats</b>	
<b>% of</b>	
<b>Campus</b>	All locations
<b>External bodies</b>	UK Government, Scottish Government, Russell Group, UUK, Universities Scotland, SFC, UKRI
<b>Conflict areas</b>	
<b>Other universities that have done something similar</b>	
<b>Other universities that will do something similar</b>	
<b>Relevant Legislation</b>	
<b>Equality Impact Assessment</b>	
<b>Suggested next steps</b>	
<b>Any other observations</b>	





**Court - Tuesday 22 June 2021  
Principal's Report**

**Items A: For Discussion**

**1. Geopolitical Trends and the University**

The world may be experiencing a period of greater geopolitical uncertainty now than at any stage since the late 20<sup>th</sup> Century. Following the end of the Cold War era post-1990, the geopolitical landscape has favoured greater integration and collaboration in research, as well as substantially increased student mobility across the globe. The integration of research (particularly in science and technology) has seen Universities at the centre of this movement. Universities have always benefited from seamless interactions across borders, bringing free flows of talent and ideas.

The question is whether a research-intensive University like Glasgow can be resilient to shifts in these trends. At the April meeting, Court asked us to examine some of the potential effects of any shocks to our current international interdependencies.

In many respects the University of Glasgow does not have complete freedom of strategic action in this sphere. The 'business model' for research-intensive Universities in the UK and many anglophone countries is not determined by individual Universities, but the way in which national higher education funding systems operate. The lack of full economic cover for publicly-funded research and publicly-funded teaching has driven those Universities which are research-intensive and wish to maintain high-quality teaching to look for other income sources and commercial opportunities to cross-subsidise teaching and research. Similarly, providing the best opportunities for our students and our research & teaching staff involves international collaboration: internationalisation drives excellence in both teaching and research.

The issue is how we can best mitigate the risks from potential geopolitical shocks, as well as from any changes in UK government policy, to the current pattern of student mobility and research collaboration. Senior Management colleagues (Gregor Caldow, Rachel Sandison and Chris Pearce) will give a presentation with our initial analysis of how we intend to manage any shocks and mitigate risks in the short to medium run.

**2. SFC Grants 2021-22**

At the last meeting I updated Court on the indicative allocations of SFC funding. The final allocations have now been published, and there is negligible change to the indicative allocations reported at the last meeting. Funding has increased from 2020-21, with an overall increase of 4.6% for Teaching, Research and Innovation.

### **3. Higher Education Developments**

#### **SFC Review of Higher Education**

The University has continued to engage with SFC on its review into coherent provision and sustainability of the sector. Publication of the review is expected in June, and if it is published in time I will update Court on any developments at the meeting.

#### **UK Government developments**

##### Spending Review

This year's Spending Review will take place in a challenging fiscal context, with the Treasury keen to reduce borrowing and address the deficit caused by the Covid pandemic. Additional investment in HE is expected to be very low on the Government's priority list and it is highly likely that there will be no additional major investments to be made in the university and research space beyond existing commitments and small real terms increases signalled in the Budget. The government still intends to increase R&D spending to £22bn per year in the medium term, but the increase in UKRI budgets may be limited in 2022-23. We will continue to lobby government, particularly via the Russell Group, and as part of this Universities will need to show how we can play a central role in the post-Covid economic and social recovery and how we can help to deliver on government priorities, including levelling up, net zero and Global Britain. As I mentioned at the last meeting, there is a drive within government to cut bureaucracy in HE and boost the UK's competitive position, and as part of our lobbying efforts Universities will seek to identify ways to achieve this aim.

##### Response to Augar review and wider funding issues in England

The UK Government has committed to providing a final response to the Augar review as part of the 2021 Spending Review. In the government's interim Augar response, concerns were expressed about 'the significant, and growing, taxpayer subsidy' in the higher education student finance system. With the introduction of the Lifelong Loan Entitlement – meaning more learners will be eligible for loan finance to undertake shorter courses and over longer periods – we would expect the situation to become yet more challenging. It is understood that the UK Government is considering several ways to reduce public spending on higher education:

- Cutting the headline fee rate – the starting point is may be a cut to £7.5k fees as recommended by the Augar panel to English HE.
- Capping the number of students entering higher education into English HEIs– for example, introducing a minimum entry requirement in order to access loan finance or a more complex system of targeted student number controls.
- Reforming the terms and conditions attached to student loans.

It is understood that no decisions have yet been taken and the consultation on student finance expected from the Office for Students is likely to be delayed, giving further space for the sector to attempt to influence the outcome. Lobbying efforts are expected to focus on avoiding an uncompensated cut to the headline fee rate and protecting the unit of resource across subject areas.

## **Items B: For Information**

### **4. SMG Changes**

As intimated at the April meeting, Uzma Khan (Deputy Secretary, Director of Planning, Insight and Analytics and interim Director of Research and Innovation) has joined SMG.

### **5. League Tables**

Two of the main league tables were published earlier in June and we have risen in the rankings in both.

#### **Complete University Guide 2022**

Glasgow has risen three places to 16<sup>th</sup> in the UK. This places us 12<sup>th</sup> in the Russell Group and 3<sup>rd</sup> in Scotland after Edinburgh and St Andrews. We also rank top in the UK in five subject areas: Dentistry, Food Science, Social Policy, Sports Science and Veterinary Medicine. Furthermore, 17 individual subject areas are ranked in the top five in the UK, and 31 within the top 10.

However, we have since learned that the tables are being reviewed due to an issue identified with the data analysis within the Graduate Prospects – On Track metric. This issue will affect the absolute numbers for every University, and at the time of writing it is not known whether our rank position will be affected. The Complete University Guide has reassured institutions that impacts should be minimal and I will update Court further at the meeting.

#### **QS World University Rankings 2022**

Glasgow has improved by four places in the rankings from 77<sup>th</sup> to 73<sup>rd</sup> in 2022. We made gains in nearly all indicators. In particular, it is very positive to see that our improved reputation metrics – with a combined weighting of 50% – will have contributed to our enhanced position overall. Our Academic Reputation metric (40% weighting) improved by 3 places in a competitive space within the top 100 for the first time since 2014, and our Employer Reputation (10% weighting) is now in the top 100.

Faculty: Student ratio position (20% weighting) decreased by 10 places, largely expected given the substantial growth of the student population.

In the Citations per Faculty metric (20% weighting) we improved by 46 places this year, however this is our poorest performing indicator. Last year's decrease in the QS rankings, largely owing to one highly cited publication dropping out of scope, demonstrated the sensitivity of these league tables to small changes. We remain focused on improving our performance in this metric.

Work continues to further strengthen our approach to building our reputation worldwide and we will fully engage with colleagues across the institution in this endeavour.

## **National Student Survey**

The Office for Students has confirmed that National Student Survey (NSS) results will be published on 15 July 2021.

This will include data on the new set of COVID-19 questions added to the survey asking students about their experience during the pandemic. These results will not be published at individual University level, but the findings will be presented by several broader sector splits such as subject and mode of learning.

## **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.

Please note that all meetings were virtual/online meetings unless indicated.

I have, in the main, provided brief headings and can expand on any items of interest to Court.

### **Academic Development and Strategy**

- 19 April: Chaired Interview Panel for Director of Institute of Cancer Sciences
- 22 April: Attended UofG Research Planning & Strategy Committee to discuss SFC review with colleagues
- 22 April: Meeting with Professor Graeme Roy, Dean of External Engagement, College of Social Sciences to discuss goals and priorities
- 6 May: Meeting with Heads of College of Arts and Social Sciences and Dean of External Engagement (College of Social Sciences) to discuss progress with establishing the Scottish Council for Global Affairs, a pan-Scotland think tank led by Glasgow. This was followed on 14 May by a meeting with Scottish Government officials to brief them on the Council.
- 18 May: Informal candidate discussions – Head of Strategic Philanthropy post, Development and Alumni
- 21 May: Meeting with senior colleagues to discuss initiatives underway to enhance the University's Research Culture
- 27 May: Chaired Interview Panel for Professorial post in Computational Modelling in the MRC/CSO Social and Public Health Sciences Unit and College of Social Sciences.
- 10 June: Met with the Director of the Advanced Research Centre (ARC) and SMG colleagues to discuss progress with the ARC.

### **Internationalisation Activities**

- 16 April: Hosted private roundtable with EU parliamentarians and officials on international student mobility

- 29 April: Recorded a video message of solidarity and support for partners and friends of the University based in India, given the rise in Covid cases in India
- 5-6 May: U21 AGM, Presidents' Meeting and Annual Network Meeting
- 24 May: Recorded a message of congratulations to students graduating from UESTC
- 2 June: U21 Peer-to-Peer meeting for VCs
- 4 June: Meeting with senior colleagues, Chinese Ministry of Education expert panel and UESTC colleagues to defend the proposed expansion of UESTC Glasgow College in Hainan, an important step in gaining Ministry approval for this new TNE initiative
- 8 June: The Guild of European Research Intensive Universities General Assembly including meeting with the Commissioner Mariya Gabriel European Commissioner for Innovation, Research, Culture, Education and Youth
- 12 June: Attended online symposium organised by the German U15 group of Universities and the Konrad Adenauer Foundation and presented a session on the digital transformation of teaching.

### **Lobbying/Policy Influencing and Promoting the University**

#### Media engagement

- 16 April: Interview with the Financial Times on student mobility and the Turing scheme

#### USS Meetings

- 15 April: USS Diversity and Inclusion Training
- 4 May: USS Investment Committee Meeting
- 7 May: UUK/USS Director meeting
- 13 May: USS Trustee Board Meeting
- 17 May: Participated in interviewing panel for new USS Director positions
- 7 June: USS Directors briefing session
- 8 June: Additional USS Board Meeting
- 9 June: USS Investment Committee Briefing
- 16 June: USS Trustee Board Meeting
- 17 June: JNC and Trustee Board Meeting

#### Russell Group Meetings

- 20 April: Russell Group meeting with Sir Jeremy Farrar, CEO Wellcome Trust
- 22 April: Russell Group meeting with HM Treasury
- 12 May: Russell Group/BEIS Innovation Strategy workshop

#### Other external engagement

- 15 April: Meeting with Professor Chris Pearce and UKRI to discuss cuts to ODA Funded Research
- 19 April: Attended UUK Research and Innovation Policy Network: discussion of BEIS Innovation Strategy
- 21 April: Universities Scotland Main Committee Meeting and SFC Liaison Meeting
- 26 April: One-to-one meeting with BEIS Director of Science, Research and Innovation

- 28 April & 10 May: Meetings of SFC Funding Reference Group: engagement with SFC on the review of the sector
- 6 May: Attended CBI Meeting: In Discussion with Lord Karan Bilimoria, CBI President
- 6 May: Meeting with Global Ethical Finance Initiative to discuss engagement with UofG including COP26 events, and planned high profile Adam Smith essay series
- 11 May: Meeting with Professor Iain McInnes and the Office for Life Sciences
- 11 May: Recorded contribution to a podcast on post-Covid economic recovery worldwide as part of a new podcast series 'UofG Spotlight' on public policy and political process, developed by colleagues in the College of Social Sciences
- 12 May: Delivered keynote speech at Times Higher Education UK Academic Salon - role of R&D in the post-pandemic economic recovery
- 19 May: UUK 'Made at Uni' climate action campaign: co-creation session with other VCs
- 24 May: Introductory meeting with the Cabinet Secretary for the Constitution, External Affairs and Culture, Angus Robertson MSP
- 25 May: I addressed the Tuesday Club, an influential group of economists, on the Scottish Parliament elections and the Scottish political landscape
- 26 May: Meeting with the Director of the Office of the Secretary of State for Scotland
- 1 June: Introductory phone call with the Minister for Higher Education, Further Education, Youth Employment and Training, Jamie Hepburn MSP
- 10 June: Meeting with representatives of the Scotia Group, a global network of internationalists and leaders in law, politics, academia and business, regarding potential cooperation around COP26 and the climate change agenda
- 16 June: Presented at the All Day All Night Social Media conference, on my use of social media as a leader in HE
- 17 June: Meeting with the Principal of the University of Edinburgh and the Deputy First Minister
- 18 June: Planning meeting for the UUK mid-term VCs programme, which I am co-leading – an opportunity for UUK VCs to dedicate time to discuss matters of strategic importance

### **Internal activities and Communications and Alumni events**

- Regular meetings of COVID-19 communications/operational group
- Chaired regular meetings of Senior Leaders' Forum including Heads of School/Directors of Research Institute, Deans, and senior members of Professional Services
- 16 April, 17 May, 11 June: Regular meetings with the SRC Executive
- 21 April: Rectorial Election
- 22 April: Meeting with the COO and Chancellor – to update Dame Katherine on current University activities and priorities
- 23 April: Meeting with Director of Risk and Projects to update mitigating actions on the strategic risks which I own
- 26 April: Attended Adam Smith Business School webinar entitled 'Scottish tax, benefits and public spending - what's happened and what do the parties propose?'
- 29 April: Attended Chancellor's Fund Advisory Board meeting – to agree distribution of philanthropic funding for University projects
- 5 May, 2 June: Chaired Internal Government Relations Group

- 5 May: Meeting with Bonnie Dean in her capacity as Race Equality Champion to discuss my personal objective as part of the URTUC Report Action Plan
- 5 May, 17 May: Meetings of the Gift Acceptance Committee
- 10 May: Addressed UofG colleagues at a Q&A event on International partnerships and activities, at the beginning of UofG International week for staff ‘Global Glasgow’
- 11 May: Final Budget Meeting with University budget holders
- 17 May: Income Growth Working Group
- 21 May, 25 May, 4 June, 11 June: In-person catch up meetings with small groups of SMG colleagues
- 24 May: Opened the Information Services internal conference
- 24 May: Chaired the SMG Marketing and Communications Strategy Group
- 9 June: Internal Fundraising Advisory Board
- 10 June: Senate
- 16 June: Meeting on campus with senior colleagues and a local artist who has been commissioned to produce public art for the new campus
- 18 June: Opened the internal annual Learning and Teaching conference
- 21 June: Opening session, SMG Development Programme.

#### Communications/Alumni events

- 23 April: Filming for return to campus induction video (led by Health, Safety and Wellbeing)
- 27 April: Attended webinar in the World Changing Glasgow Conversations series for alumni and friends: Mental Health Suicide Prevention with Professor Rory O’Connor
- 11 May: University update and discussion with major donors based in the US
- 18 May: University update and discussion with small group of alumni and prospective donors based in the US
- 19 May: Meeting with Director of Development and Alumni and CEO of Wolfson Foundation
- 20 May: UofG Campaign Leadership Board Meeting
- 21 May: University update and discussion with donors based in SE Asia
- 25 May: Filming in the Chapel for the virtual Commemoration Day Service
- 4 June: Topping out ceremony for the Clarice Pears Institute for Health and Wellbeing and groundbreaking ceremony for the Adam Smith Business School/PGT Hub building
- 7 June: In-person meeting with two major donors to the University, on campus
- 7 June: Filming on campus for online graduation celebrations
- 11 June: Recorded an interview which will form part of a promotional film to launch the Living Lab project, funded by the UKRI Strength in Places Fund.
- 21 June: General Council Half Yearly Meeting

## **7. Senior Management Group business**

In addition to standing and regular items, including Strategic Risk Review, Management Accounts and People & OD Data Analytics, the following issues were discussed:

***SMG Meeting of 12 April***

- ODA Funded Research Update
- Planning Assumptions and Priorities for Academic Year 2021-22
- International Student Mobility Post-Erasmus

***SMG Meeting of 20 April***

- Learning and Teaching Planning
- Work from Home Update: Hybrid Working
- World Changers Together: Strategy Implementation
- Global Mobility Implications: Staff Working Overseas Update
- Project Aurora Update

***SMG Meeting of 26 April***

- University of Glasgow Strategic Homelessness Initiative
- Glasgow Riverside Innovation District Update
- Schemes to Mitigate the Differential Impact of COVID-19 on Research: Report on Application Outcomes

***SMG Meeting of 4 May***

- Admissions Update
- Work from Home Review Group Update
- USS Valuation
- Proposal to use Western Campus Modular Buildings to support Engineering growth

***SMG Meeting of 10 May***

- Demolition of the NHS Administrative Building
- Sustainable Glasgow Green Economy Hub Charter

***SMG Meeting of 18 May***

- Streamlining Governance
- 2021-22 Budget and 4-Year Forecast
- Actions to Support the Research Recovery
- Membership of Advance HE
- Work from Home Update: Embedding New Ways of Working
- University-City Partnership and Research Opportunity

***SMG Meeting of 24 May***

- SFC Review

***SMG Meeting of 1 June***

- Estates Capital Plan
- Review of Disability Provision for Students

***SMG Meeting of 7 June***

- Tuition Fee Setting, Scholarships and Discounting



- Student Arrival Policy and Communications Academic Year 2021-22

***SMG Meeting of 15 June***

- Geopolitical Trends and the University
- Hotel Quarantine Arrangements (students arriving from Red List countries)
- URTUC Report Action Plan – Update
- Admissions Update
- University-level KPIs
- Project Aurora Update



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# Managing Geopolitical Risk

**WORLD  
CHANGERS  
WELCOME**



# Overview

- Geopolitical risk to UK HE institutions is rising rapidly up the agenda raising issues around vulnerability/resilience and broader security risks.
- While there is concentration risk China continues to offer significant opportunity both in:
  - Teaching – and income growth
  - Research – growing reputation and attracting students
- Likelihood of full reduction income is remote.
- This presentation provides Court with an overview of managing risks in the context of:
  - Student recruitment
  - Trusted Research
  - Financial modelling and exposure
- Next Steps

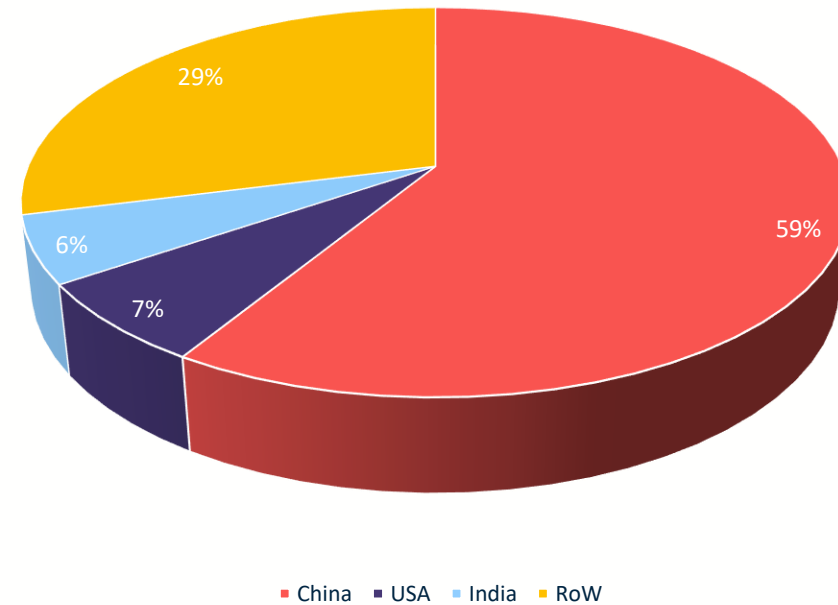


# UofG Key markets 2020/21 entry

Country	2020	2019	% diff
China	6132	5477	12%
United States	702	959	-26%
India	581	354	64%
Malaysia	204	197	4%
Saudi Arabia	191	269	-30%
Canada	168	154	9%
United Kingdom	151	134	13%
Kuwait	144	91	58%
Hong Kong	135	120	13%
Nigeria	129	95	36%
Singapore	114	115	-1%
Pakistan	105	94	12%
Indonesia	99	80	24%
Thailand	91	141	-35%
Oman	73	72	1%
Egypt	71	52	37%
Taiwan	70	96	-27%
Mexico	63	64	-2%
Russian Federation	56	46	22%
Turkey	53	58	-9%
Korea, Republic of	51	59	-14%

Top 20 markets by headcount

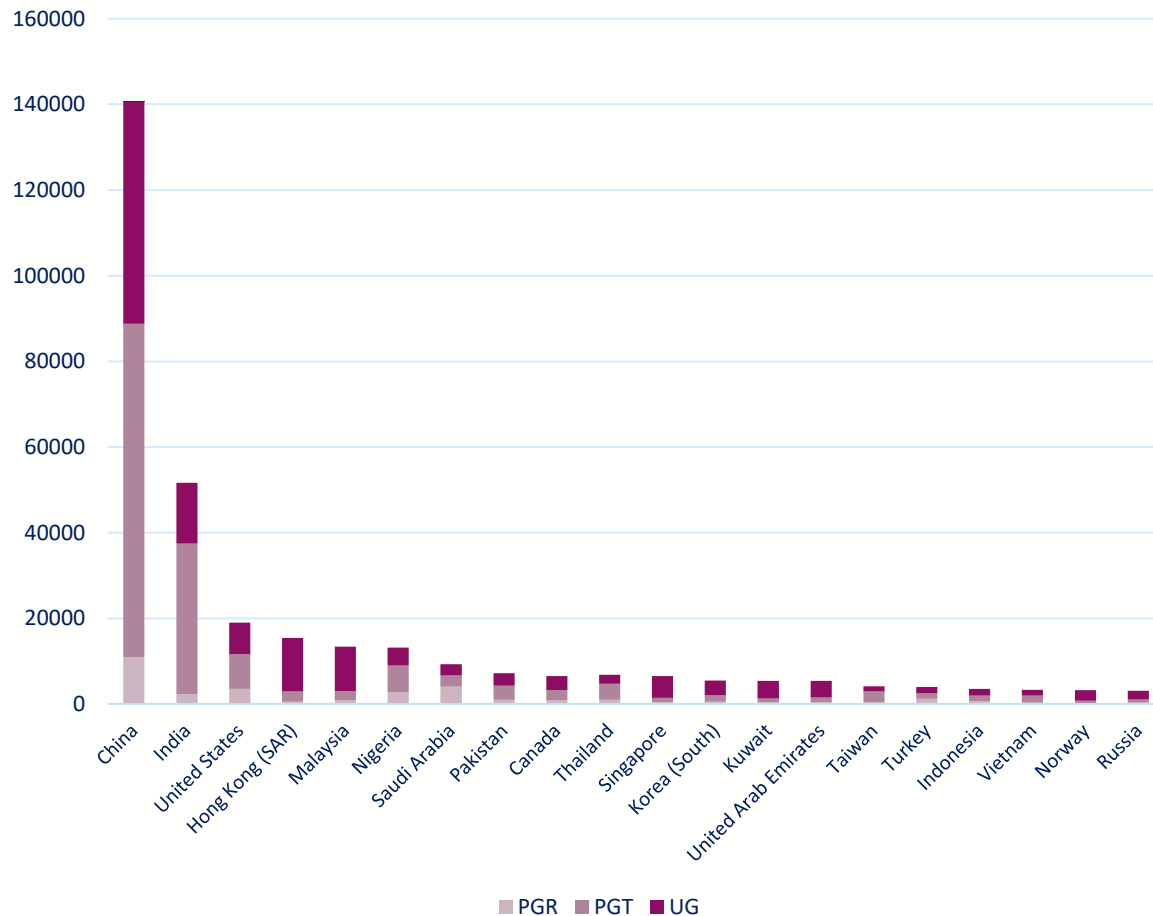
International Headcount 2020/21



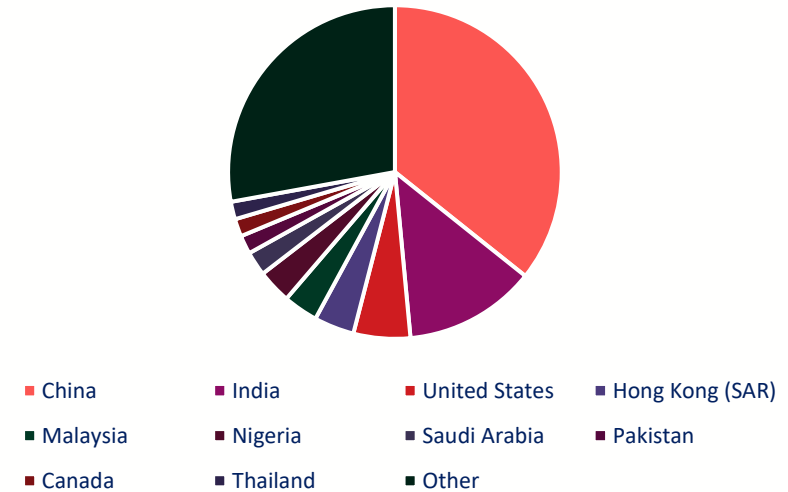
China + USA + India = 71% of total international student population

# International fee-paying students in UK\*

Top 20 international fee-paying students 2019/20 by level



% of international fee-paying students by market



72% came from the top 10 domiciles

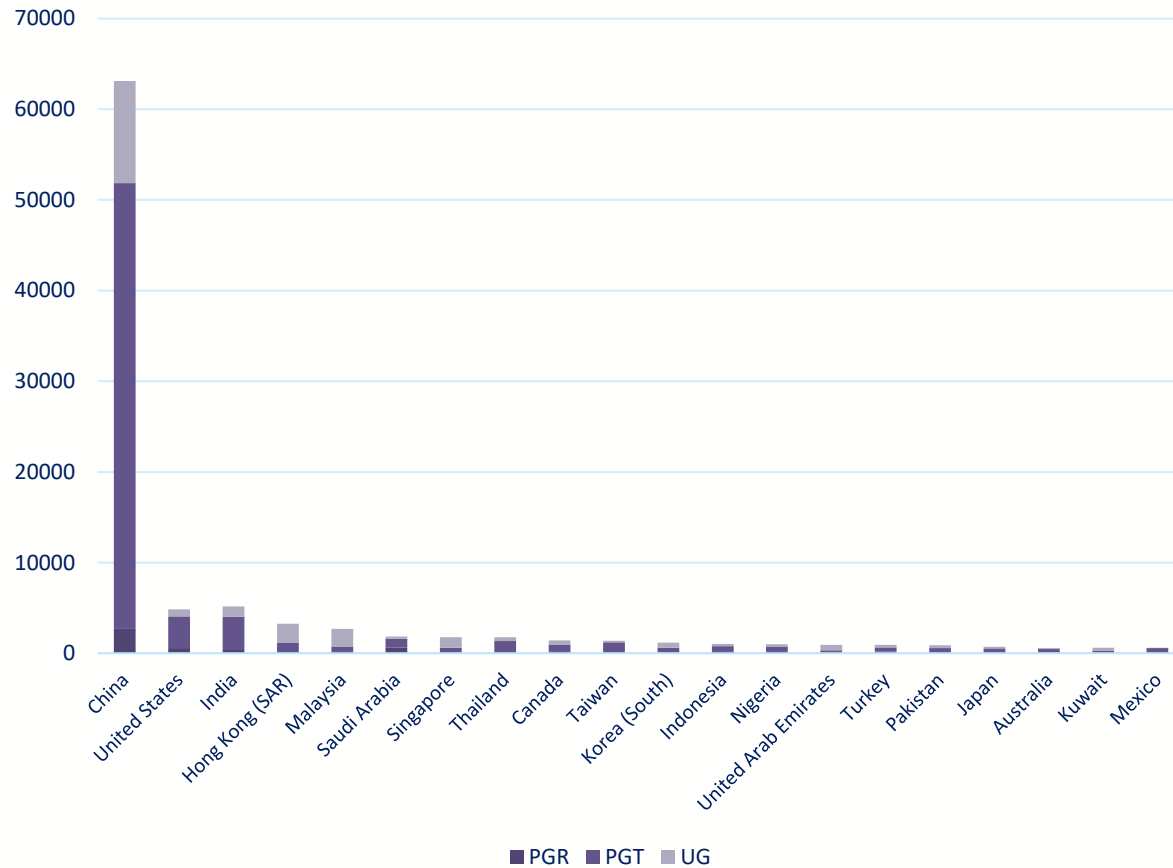
77% of new entrants came from the top 10 domiciles

Other domiciles of note:

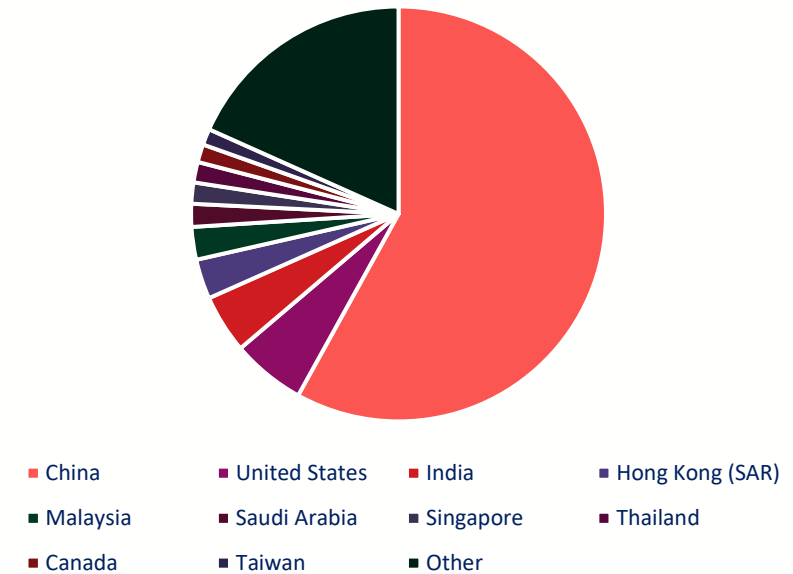
- Mexico, Iran: 2% (each) of PGR

# International fee-payers: Russell Group

Russell Group: top 20 international fee-paying new entrants 2019/20 by level / domicile



Russell Group: international fee-paying new entrants by domicile



82% of new entrants came from the top 10 domiciles

- 74% from the top 5

Much greater dependency on China

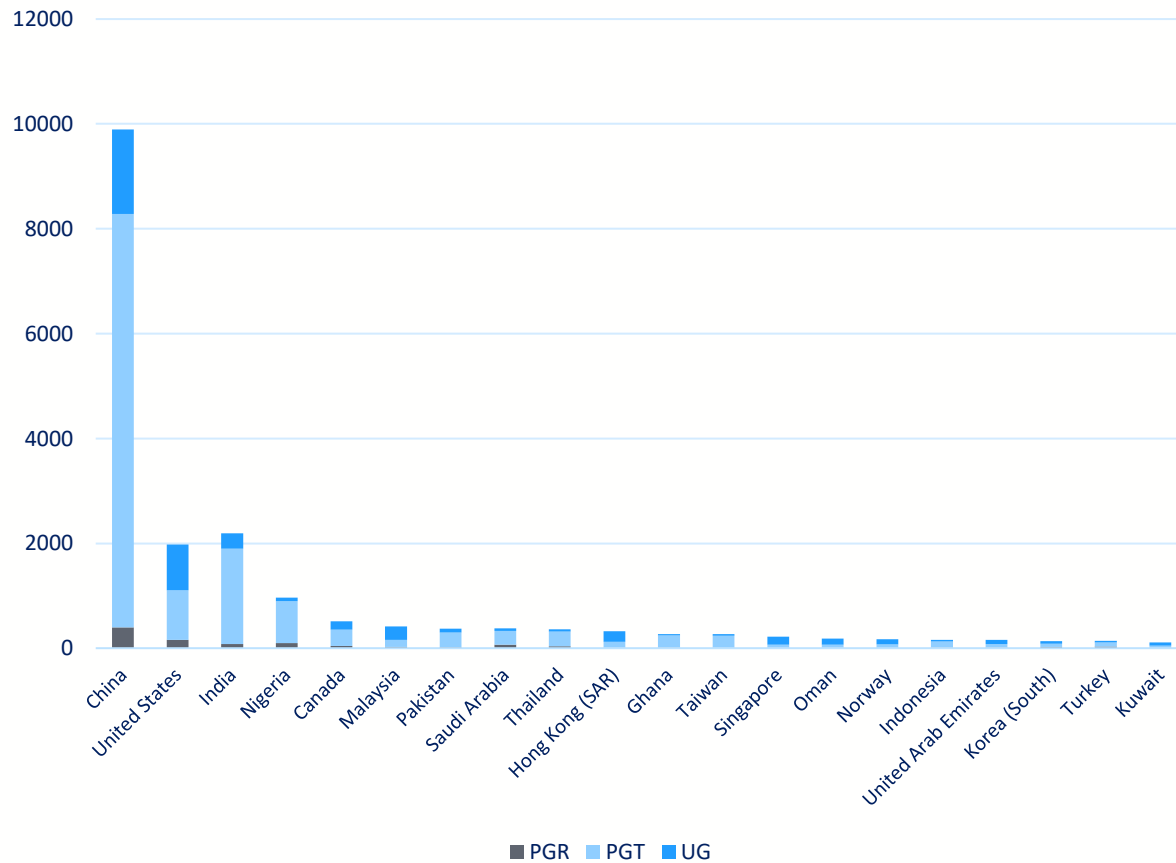
Increased influence in USA

Decreased interest in more fee-sensitive markets

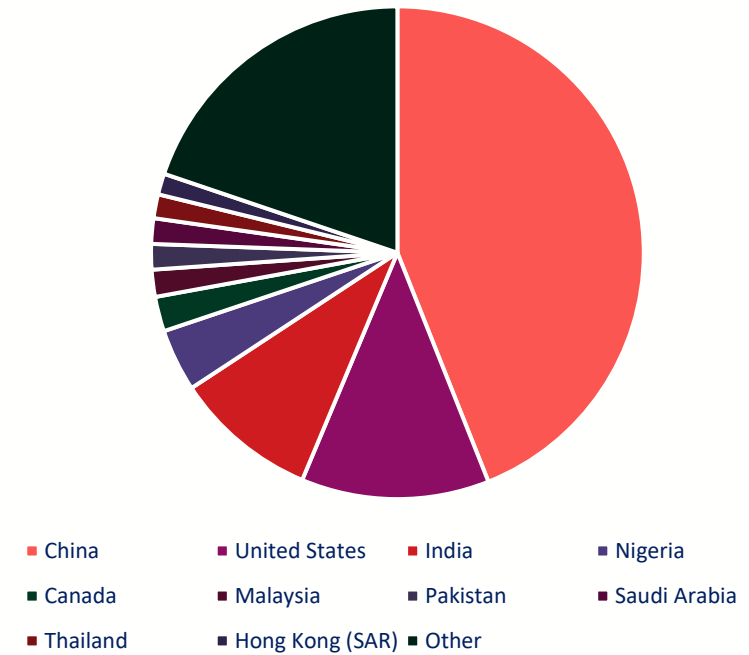


# International fee-payers: Scotland

Scotland: Top 20 international fee-paying new entrants 2019/20 by level / domicile



Scotland: international fee-paying new entrants by domicile



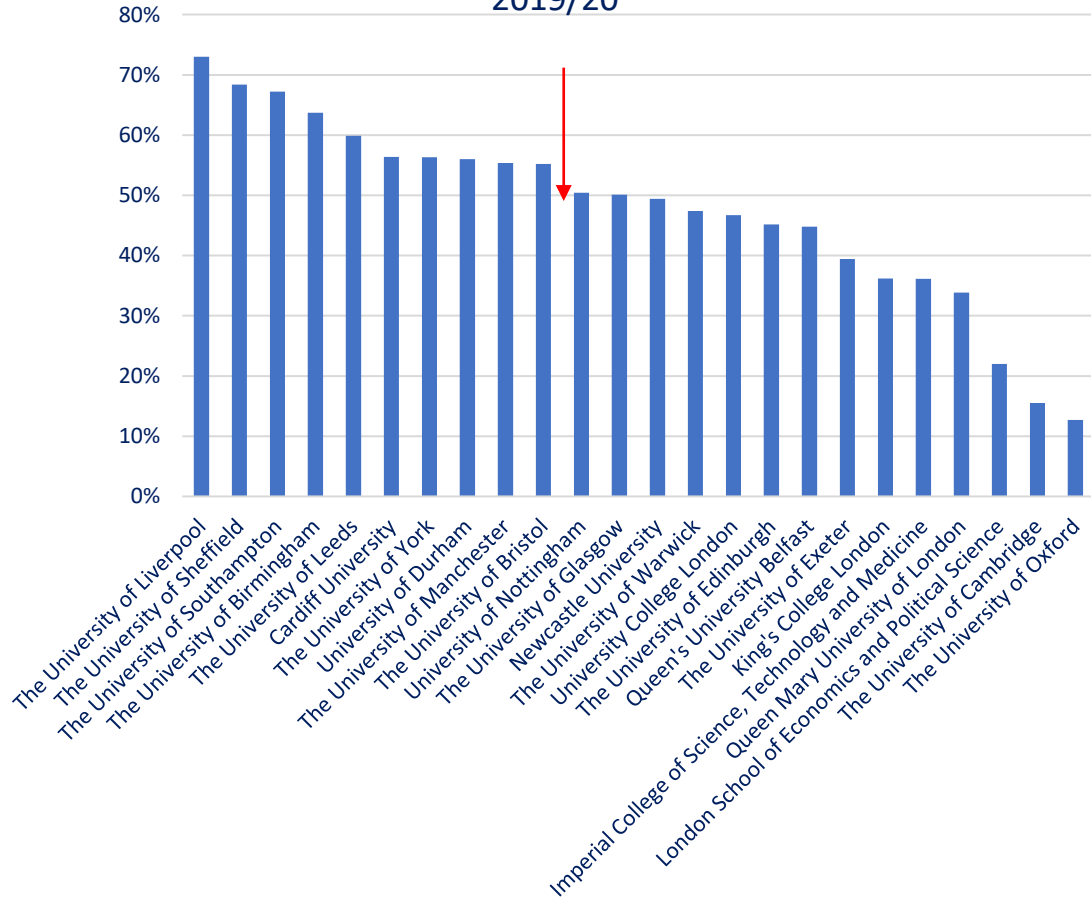
80% of new entrants came from the top 10 domiciles

- 72% from the top 5 domiciles

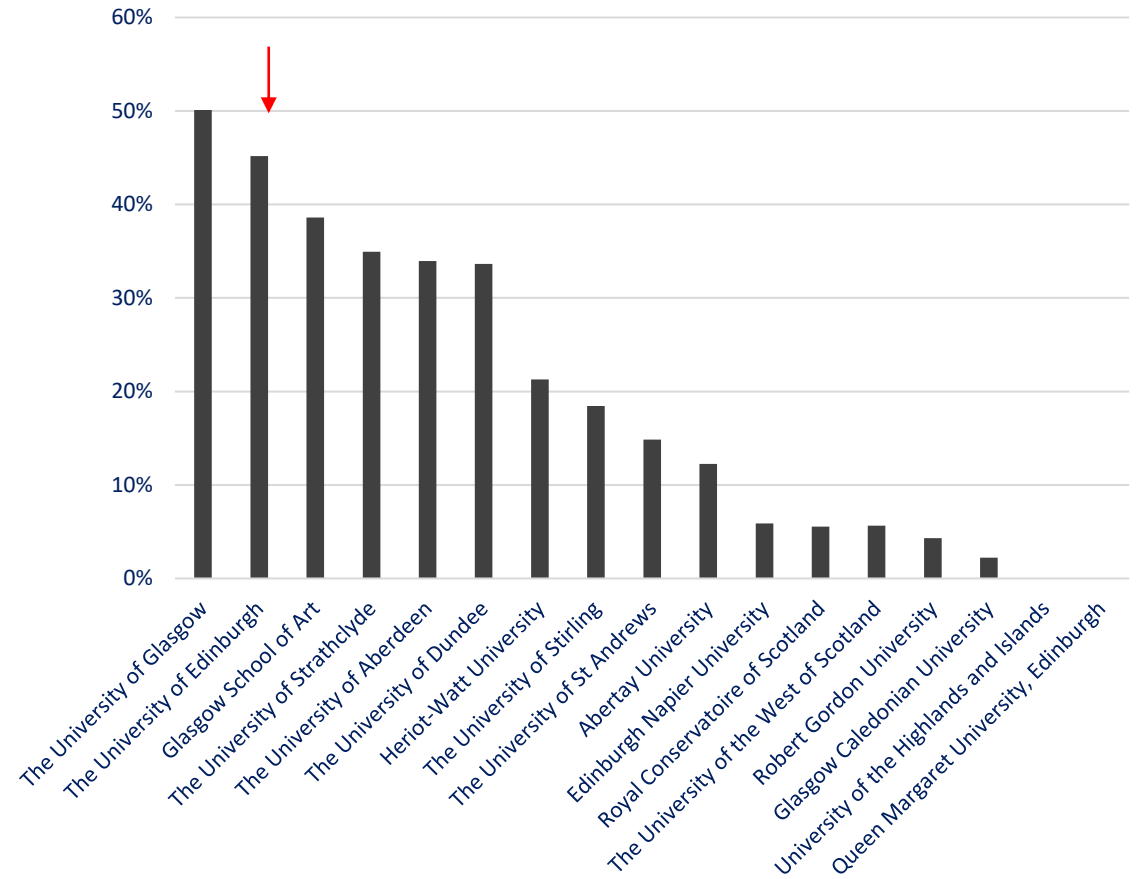


# University of Glasgow in context

### % of Chinese international fee-payers at RG institutions 2019/20



### % of Chinese international fee-payers at Scottish institutions, 2019/20

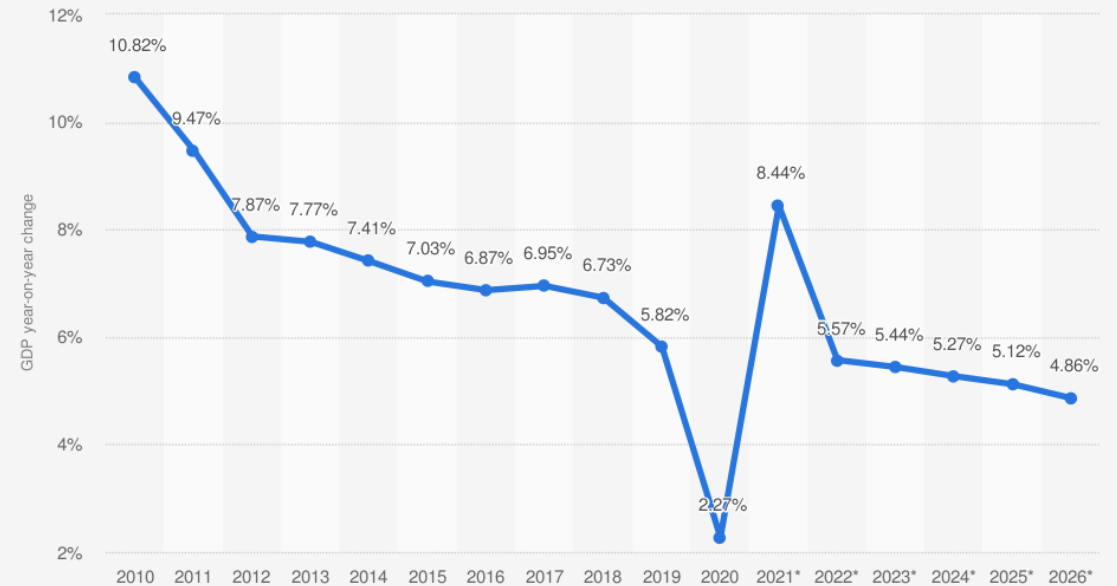






- Economy remains strong –significant bounceback after CV-19
- World's second largest economy; expected to surpass USA in 2028
- China's middle class constitutes 50% of the world's middle class (2018 Global Wealth Report)
- Per capita consumption up to the age of 29 higher than any other country
- Between 2015-2030 spending on education expected to grow to 12.5% of total income (McKinsey Global Institute)

Growth rate of real gross domestic product (GDP) in China from 2010 to 2020 with forecasts until 2026



Sources

IMF; National Bureau of Statistics of China  
© Statista 2021

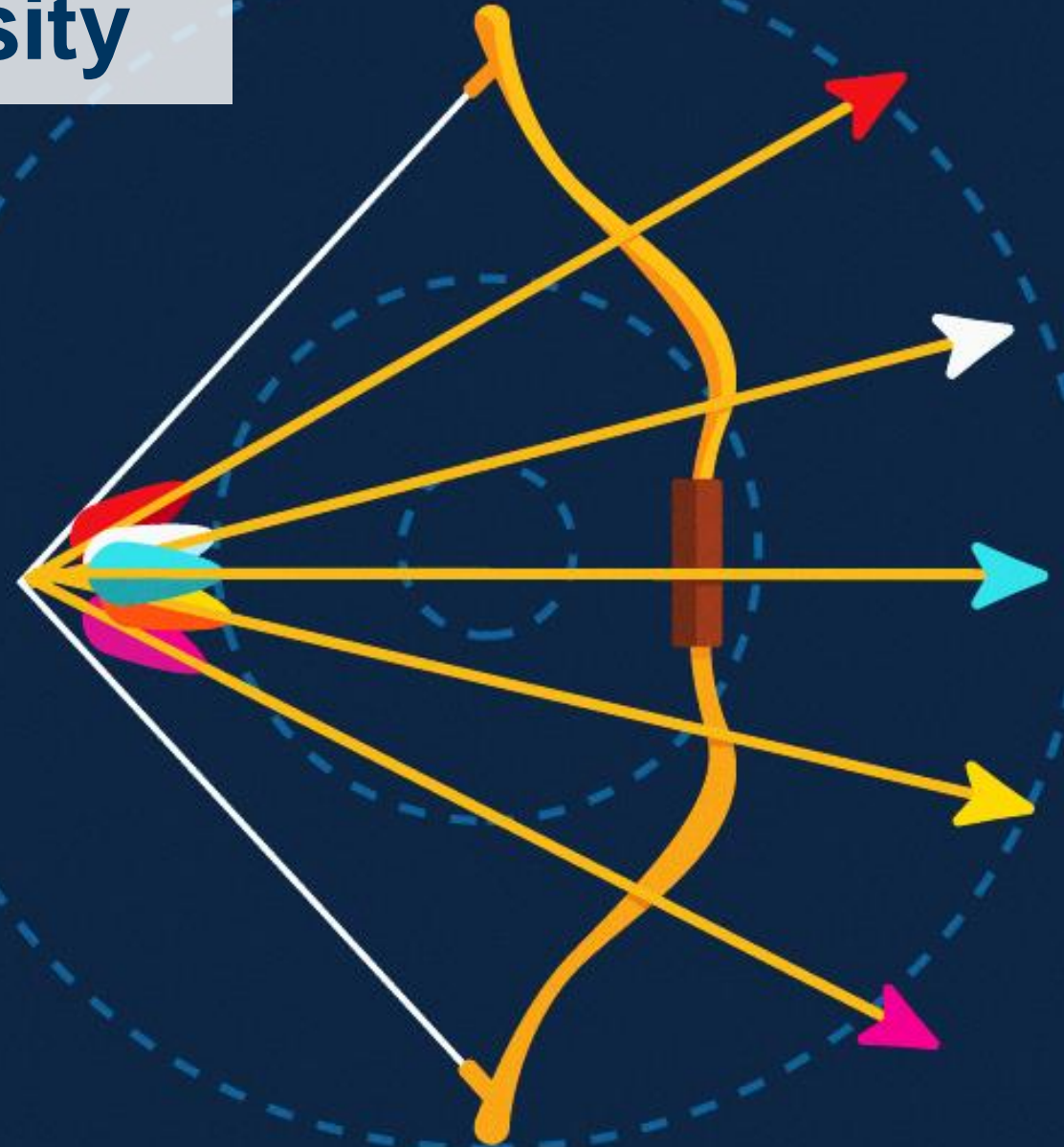
Additional Information:

China; IMF; National Bureau of Statistics of China; 2010 to 2020



# Achieving diversity


- Regional Market Strategies
- Transnational Education
- COIL/Articulation Pathways
- EdTech
- New Product Development
- Targeted Scholarships
- Holistic stakeholder management, including Agent network and dedicated sponsor management
- Enhanced in-country presence
- Scotland International Education Strategy?
- *Improve student experience*
- *Sustainability Agenda*



# UofG global recruitment presence and proposed investment



## Additional investment requested:

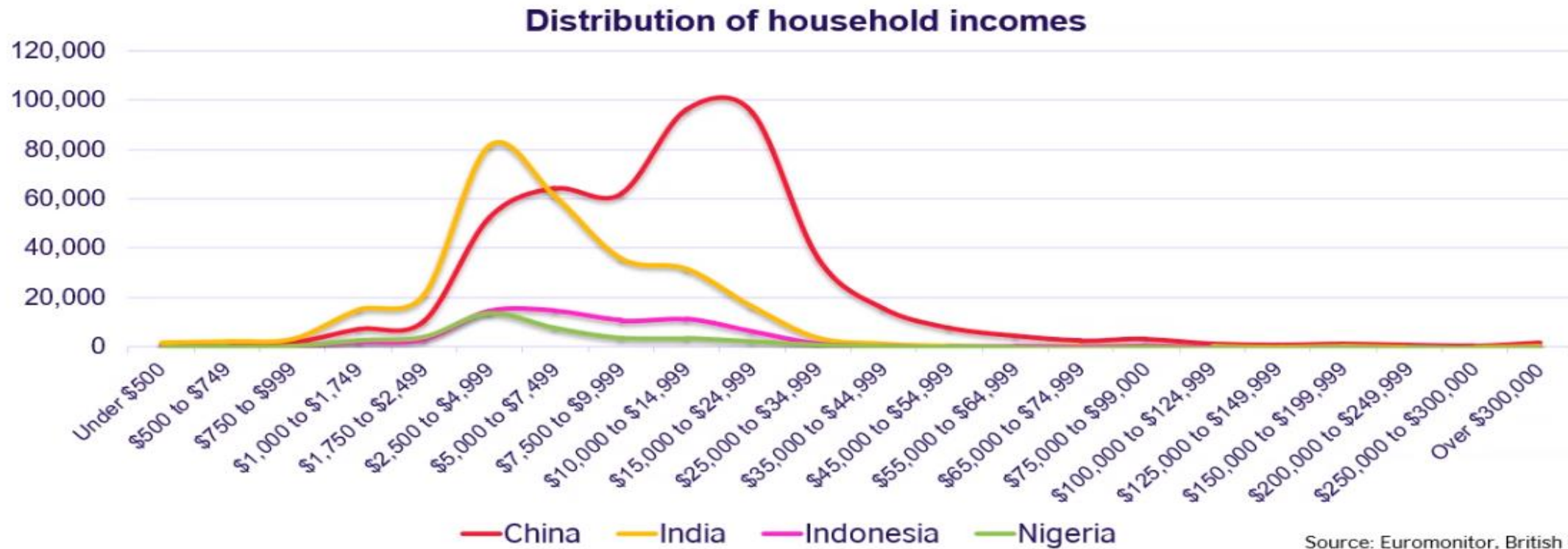
 Singapore / SE Asia	 Pakistan / M East
 N America	 China

## Benefits:

- Increased geographical coverage
- Sustained ability to compete
- Maintained and enhanced brand presence
- Exploration, development and maintenance of partnership opportunities
- Enhanced services to key stakeholders
- Increased recruitment activities
- Accelerated growth
- Capacity to focus on key areas for recruitment (level / subject)
- Ability to travel when UK-based officers can't



## Where is the “next China”?



Source: Euromonitor, British Council





# Market focus: the next 'big thing'

Region	Key Trends
<b>General</b>	<ul style="list-style-type: none"> <li>• <b>Graduate Route</b> will boost interest.</li> <li>• Rebounding oil prices will positively affect ability of sponsors and individuals to fund studies.</li> </ul>
<b>Africa</b>	<ul style="list-style-type: none"> <li>• <b>Increasing competition</b> means discounts / scholarships essential. <b>Automatic discounts</b> will boost conversion. Closer engagement with <b>sponsors</b> in Egypt &amp; Nigeria beneficial for PGR. Border closures/travel restrictions will impact negatively.</li> </ul>
<b>Central Asia</b>	<ul style="list-style-type: none"> <li>• <b>Sponsor-driven</b>, but interest from self-funded students increasing.</li> </ul>
<b>East Asia (non-China)</b>	<ul style="list-style-type: none"> <li>• More students likely to <b>stay closer to home</b> following pandemic</li> <li>• Increasing competition means <b>discounts/scholarships</b> essential</li> <li>• <b>Study Abroad</b> to rebound.</li> <li>• <b>China 14<sup>th</sup> 5-Year Plan</b> (FYP) (governmental priorities for 5 years) focused on Education, Data Science, AI / High Tech Engineering and Life Sciences.</li> <li>• <b>China Plateau</b> expected 2026</li> <li>• Emphasis on <b>employability</b> and <b>preparation of graduates</b></li> </ul>
<b>Europe</b>	<ul style="list-style-type: none"> <li>• Significant drop in market anticipated with introduction of <b>international fees</b>. EU-badged scholarships to mitigate the increase are not currently possible; EU effectively 'hidden' with other internationals.</li> </ul>

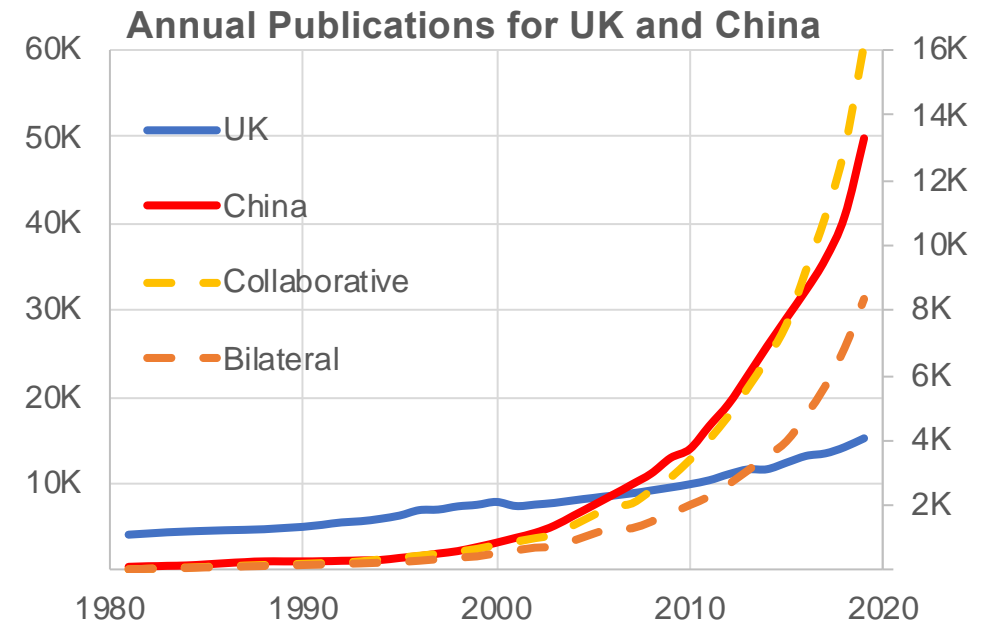
Region	Key Trends
<b>Latin America</b>	<ul style="list-style-type: none"> <li>• STEM and Health subjects as priority. Many reliant on <b>sponsors</b> at PG, but more willing to self-fund. Entirely self-funded at UG.</li> <li>• Severely hit by <b>CV-19</b>. This has brought <b>economic instability</b>.</li> </ul>
<b>Middle East</b>	<ul style="list-style-type: none"> <li>• <b>Sponsors</b> have shown flexibility with current circumstances, but <b>future budget cuts</b> are expected.</li> <li>• Growing numbers of <b>self-funded</b> students.</li> <li>• <b>Need to increase collaborative activity with partners</b>.</li> </ul>
<b>North America</b>	<ul style="list-style-type: none"> <li>• Increasing interest in <b>advanced entry</b> at UG.</li> <li>• <b>Study Abroad</b> expected to rebound.</li> <li>• PGT dipped for 2020 entry as applicants reluctant to leave safe employment, but expected to increase.</li> <li>• Canada will remain focussed on <b>professional programmes</b>..</li> </ul>
<b>South Asia</b>	<ul style="list-style-type: none"> <li>• Market is <b>cost-sensitive</b> and will be more so following the pandemic. <b>Increasing competition</b> means discounts / scholarships essential.</li> <li>• <b>Work-based learning, projects and internships</b> will become increasingly important.</li> <li>• <b>Joint honours</b> at UG becoming more popular.</li> </ul>
<b>South East Asia</b>	<ul style="list-style-type: none"> <li>• More students likely to <b>stay closer to home</b> following pandemic</li> <li>• <b>Government funding</b> still available but can be bureaucratic. Increased interest in advanced entry at UG level</li> </ul>

# What is Trusted Research?

- The Trusted Research campaign has been developed by the Centre for the Protection of National Infrastructure (CPNI) and National Cyber Security Centre (NCSC)
- Key objective is to protect the integrity of international research collaboration
- Primary concern is the security risk posed by hostile state actors targeting Universities to access personal data, research data or IP
- We are expected to take steps to ensure that international research relationships are conducted in such a way as to mitigate risks
- We need to ensure that we have the right governance in place
- However, this is evolving and fast-developing area of Govt policy for the HE sector and most institutions are at fairly early stages of developing response

# Research Collaboration with China

- Chinese HE system is growing in capacity and quality, and increasingly visible and outward facing. Therefore, China is *“a natural and important partner for any well-established research economy, including the UK”*
- Traditional focus of China’s research is **Physical Sciences**
- Strategic focus on disruptive technologies eg: AI, ML, nanotech, cyber, telecomms, space
  - Important research areas with mutual benefit
  - Blurred lines between civil and military uses
- Biomedical Sciences is an increasing focus
- UK and UofG benefits from both international collaboration and talent.
- 12% of UofG collaborative publications are with China. This has increased from 8% several years ago - with most highly cited papers in Physics and Biomedicine.



# What are we currently doing?

- **Protecting our Campuses** - Cyber Security Working Group (technology is a key new risk area under trusted research agenda)
- **Protecting our Partnerships** –ensuring legal frameworks are understood and complied with through the development of institutional guidance on Export Controls (includes TNE and export of technology, software, data or know-how), Nagoya Protocol etc
- **Protecting our People** - Safeguarding Policy (researchers travelling and working overseas); produced ATAS guidance for our researchers
- **Protecting our institutional reputation and values** – Research Integrity, Freedom of Speech.



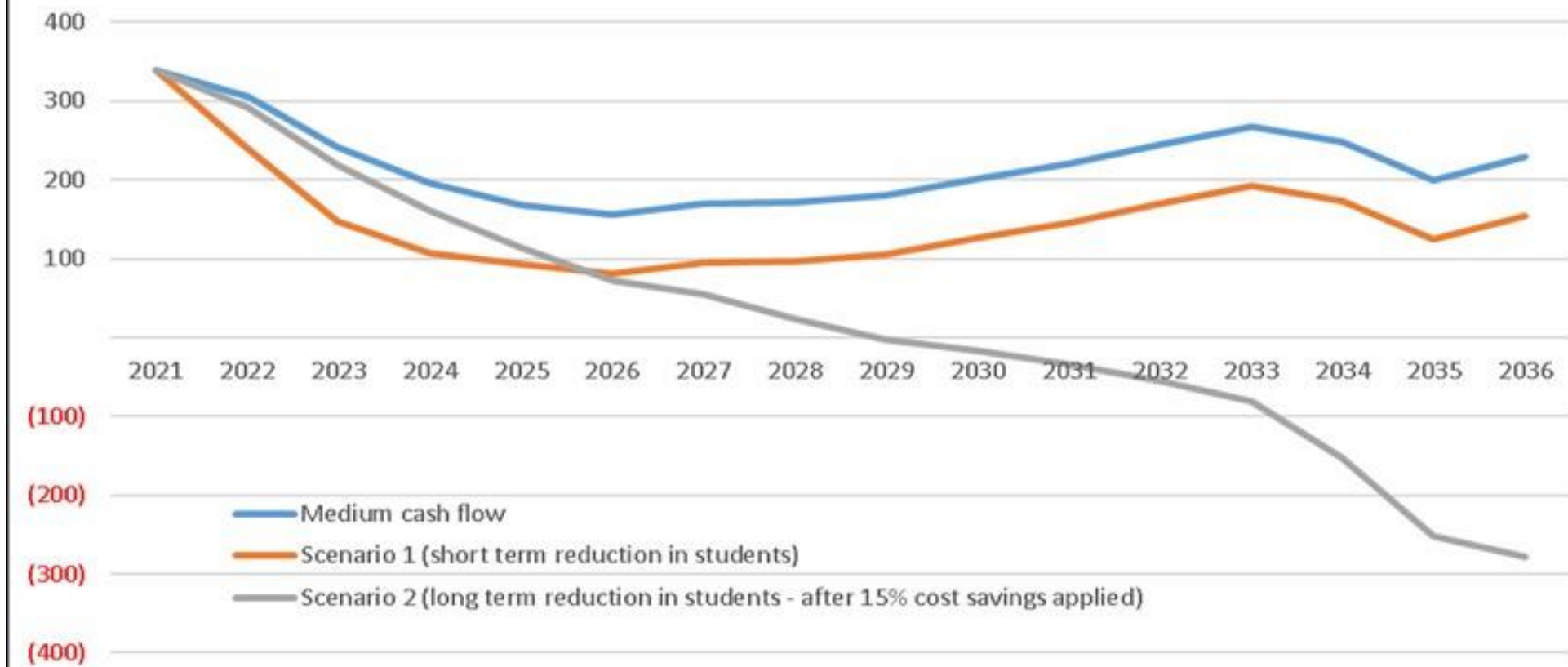
# Next Steps

- **Capture international risk** within our corporate risk register, and assign appropriate institutional risk owner(s)
- **Raising awareness** – develop internal campaign on Trusted Research Culture
- **Legality and international framework** - Publish guidance for export control, and consolidate governance on trusted research
- **Review our due diligence processes** to identify (i) areas of greatest risk and (ii) most sensitive research to prioritise actions and ensure proportionality of response
- **Build capacity and capability** to provide institutional support in this area.

# 3. Financial modelling

- **Financial framework underpins response to cash reduction**
  - Reduced cash generation -> reduce investment
  - COVID cost savings process would also be reintroduced
- **Two scenarios modelled of 50% reduction in international fee income:**
  - Scenario 1 - Short term shock with recovery over four years
  - Scenario 2 – Long term reduction (50% permanent removal)
- **Response:**
  - Scenario 1 – Reduce investment (staff / strategy / backlog maintenance) over four years by £114m to partially offset income loss
  - Scenario 2 – Reduce investment over four years & reducing staffing levels by ~15% to mirror student number reduction
- **Impact**
  - Scenario 1 – Significant impact of ~£75m. Would also impact strategy implementation / defer dealing with maintenance debt.
  - Scenario 2 – Further cost savings would have to be found. Long term sustainability challenge.

### Free Cash Closing Balances (£m)



Free cash closing balances (£m)	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Medium cash flow	338	306	240	196	168	156	171	172	180	202	220	245	267	248	200	230
Scenario 1 (short term reduction in students)	338	240	148	108	93	82	96	97	105	127	145	170	192	173	125	155
Scenario 2 (long term reduction in students - after 15% cost savings applied)	338	293	219	160	114	72	54	23	(3)	(16)	(34)	(56)	(82)	(152)	(253)	(278)

# Closing comments

- International income and partnerships are a considerable strength. We need to continue to capitalise on these while pursuing and investing in diversification.
- Financial framework and strength provides mechanism and flexibility to manage short term shocks.
- Work needs to continue to manage Trusted research agenda.





University  
of Glasgow

# Additional information

**WORLD  
CHANGERS  
WELCOME**





# Components of Trusted Research Governance (1)



## Identify most sensitive research

Commercially sensitive, potential for patent, related defence / national security, possible future dual-use or unethical use



## Identify the threats - to our most valuable research

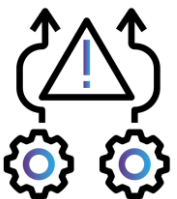
*Targets:* personal data, research data and IP

*Source:* hostile states



## Due diligence

Must consider reputational, ethical and national security risks for prospective research partners. Requires coordination across the institution



## Risk management approach required, balancing benefits and risks

Should not inhibit our ability to collaborate, attract talent & create sustainable funding. We should focus on the most valuable, critical & sensitive part of our portfolio, or part that could pose reputational risk. Requires policies and processes for identifying risks.

## Components of Trusted Research Governance (2)



### **Legality & international legal framework**

Must ensure legal framework for international collaborations is fully understood and we account for local legal frameworks



### **Proportionate access management**

For spaces, information and networks



### **Protect staff**

Incoming and those travelling overseas



### **Protect research and information**

Ensure cyber and information security support is supporting Trusted Research



### **Trusted Research Culture**

Campaign to instill a Trusted Research culture.

**Court Context Card 22 June 2021 - University Secretary's Report**

Speaker	Dr David Duncan	
Speaker role	COO and University Secretary	
<b>Paper Description</b>	For information / items for approval; items for discussion if Court wishes	
<b>Topic last discussed at Court</b>	Last report was to April 2021 Court	
<b>Topic discussed at Committee</b>	NA	
<b>Committee members present</b>	NA	
<b>Cost of proposed plan</b>		
<b>Major benefit of proposed plan</b>		
<b>Revenue from proposed plan</b>		
<b>Urgency</b>	High, Medium & Low	
<b>Timing</b>	Immediate where relevant	
<b>Red-Amber-Green Rating</b>	Green	
<b>Paper Type</b>	Decision/Discussion/Information	
<b>Paper Summary</b>	Report from Secretary on a number of items for Court's discussion/decision and/or information. A Items are: <b>A1</b> Understanding Racism Transforming University Culture - Action plan update <b>B1</b> Organistational Change - Institute of Neuroscience & Psychology (currently within MVLS) and the School of Psychology	
<b>Topics to be discussed</b>	As above plus any B items Court members may wish to discuss	
<b>Action from Court</b>	<b>To note the report</b>	
<b>Recommendation to Court</b>		
<b>Relevant Strategic Plan workstream</b>	Empowering People, Agility, Focus	
<b>Most relevant Primary KPI it will help the university to achieve</b>	NA	
<b>Most relevant Secondary KPI it will help the university to achieve</b>	NA	
<b>Risk register - university level</b>	Item 1: Risk 1 Income Generation and Expenditure, Risk 8 Student Recruitment Market, Risk 12 Campus Development Programme, Risk 16 Coronavirus	
<b>Risk register - college level</b>		
<b>Demographics</b>		
<b>% of University</b>	100% Cross University application on several items	
<b>Operating stats</b>		
<b>% of</b>		
<b>Campus</b>	All locations	
<b>External bodies</b>	UK and Scottish Governments; EU; Public health authorities;	
<b>Conflict areas</b>		
<b>Other universities that have done something similar</b>		
<b>Other universities that will do something similar</b>		
<b>Relevant Legislation</b>	Scottish Government Roadmap; industrial relations legislation	
<b>Equality Impact Assessment</b>		
<b>Suggested next steps</b>		
<b>Any other observations</b>		



**Court – Tuesday 22 June 2021**

**Report from the University Secretary**

**SECTION A - ITEMS FOR DISCUSSION / DECISION**

*A.1 Understanding Racism Transforming University Culture*

At its April meeting, Court received the report on “*Understanding Racism Transforming University Culture*” which was approved by SMG in November 2020. The associated action plan aimed to address issues of systemic racism. The action plan was based on four principles:

- The University of Glasgow takes an anti-racist approach to race equality work and addresses structural inequalities.
- Racial harassment in any form is not acceptable on campus.
- Our curriculum and learning community will thrive when it is reflective of global perspectives and race equality is embedded.
- We want all our staff and students — particularly those from ethnic minorities — to achieve their potential through excellent learning and career development opportunities.

An oral update on the progress with the action plan will be given at Court by Mhairi Taylor, Head of Equality, Diversity and Inclusion.

**SECTION B – ITEMS FOR INFORMATION / ROUTINE ITEMS FOR APPROVAL**

*B.1 Organisational Change*

*Institute of Neuroscience & Psychology (currently within MVLS) and the School of Psychology*

Neuroscience and Psychology are strong academic disciplines at the University of Glasgow. However, they are currently dispersed organisationally across two Colleges and would benefit from a more cohesive organisational structure. The intention of the College of Medical, Veterinary and Life Sciences (MVLS) and the College of Science and Engineering (CoSE) is to bring together the Institute of Neuroscience & Psychology (currently within MVLS) and the School of Psychology (currently within CoSE) in a combined Academic Unit of Neuroscience & Psychology within MVLS, since the academic direction of Neuroscience and Psychology at the University is more closely aligned with MVLS. Such reorganisation would allow for consolidation, growth and development in both research and teaching.

A proposal for an Academic Unit of Neuroscience & Psychology within MVLS has been approved in principle by the MVLS and CoSE College Management Groups and currently forms the basis of staff consultation, which will conclude with a town hall meeting on 18 June 2021. Thereafter, the proposal, with any changes required, will come back to the MVLS and CoSE College Management Groups for final approval, then University Senior Management Group



and University Court. The intention is to maintain momentum and, subject to careful consideration of the staff feedback being gathered, proceed to implementation with an effective date of 1 August 2021 for the new structure to be in place for the next academic year. Once finalised, the new structure will determine the leadership posts. Interim arrangements will be made by the Head of College of MVLS to allow the new unit to commence on 1 August 2021, with University appointment procedures then being followed for the appointment of the new unit leadership posts

## B.2 *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 1**.

## B.3 *Directors of Research Institutes and Head of School Appointments*

College of MVLS

*Institute of Cancer Sciences*

Professor Laura Machesky has been appointed as the Director of the Institute for 5 years from 1 May 2021.

*Institute of Cardiovascular & Medical Sciences*

Prof Christian Delles has been appointed as the Interim Director of the Institute of Cardiovascular & Medical Sciences with effect from 1 September 2021 pending the recruitment of a new Director.

*Institute of Infection, Immunity & Inflammation*

Professor Gerry Graham was appointed as Interim Director of the Institute of Infection, Immunity & Inflammation in the College of Medical, Veterinary & Life Sciences (MVLS) from 16 November 2020, initially for a period of six months, which period was then extended to 31 July 2021. Professor Graham has recently been appointed as MVLS Dean of Research with effect from 1 July 2021. Professor Iain McInnes, Vice Principal and Head of College of MVLS, will appoint an alternative Interim Director of the Institute from 1 July 2021 pending finalisation of the MVLS Research Strategy and appointment of new leadership of the Institute.

**Convener of Court****Summary of Business – 15 April 2021 to 22 June 2021**

<b>Date</b>	<b>Meeting</b>	<b>Location</b>
16 April 2021	Oxford Brookes – Centre for Diversity Studies – speaker at “Supporting Women for Board Success”	Virtual Meeting
22 April 2021	CUC Event: Harassment	Virtual Meeting
20 May 2021	University of Glasgow Campaign Leadership Board	Virtual Meeting
26 May 2021	CUC Event: Mixed Media – What Universities need to know about Journalism.	Virtual Meeting
27 May 2021	Remuneration Committee	Virtual Meeting
1 June 2021	Pre-Court Officer’s Meeting	Virtual Meeting
2 June 2021	Finance Committee	Virtual Meeting
14 June 2021	Introductory meeting with the Rector, Lady Rita Rae	Virtual Meeting
17 June 2021	Committee of Scottish Chairs	Virtual Meeting
21 June 2021	UUK Briefing on USS	Virtual Meeting
	General Council Half-Yearly Meeting with Court	Virtual Meeting
22 June 2021	Court Pre-Meeting	Virtual Meeting
	Court Briefing	Virtual Meeting
	Court	Virtual Meeting

**Court Context Card 22nd June - Student Experience Committee Report from meeting on 18th May 2021**

Speaker	David Duncan and Liam Brady
Speaker role	Joint Conveners of the Committee
Paper Description	Report of the meeting of the Student Experience Committee 18 May 2021
<i>Topic last discussed at Court</i>	14th April 2021
<i>Topic discussed at Committee</i>	
<i>Committee members present</i>	Court members present at last Committee meeting: David Duncan, Liam Brady, Morag Macdonald-Simpson, David Finlayson, Lady Rita Rae
<i>Cost of proposed plan</i>	
<i>Major benefit of proposed plan</i>	
<i>Revenue from proposed plan</i>	
<i>Urgency</i>	Low
<i>Timing</i>	
<i>Red-Amber-Green Rating</i>	Green
<i>Paper Type</i>	Information
<i>Paper Summary</i>	Report of the meeting of the Student Experience Committee (SEC) held on 18th May 2021. Court is invited to note the following updates: Covid 19 (item 1), student finance (Item 2), home students working group (Item 3), Turing scheme (item 4), Freshers week 2021 (item 5), facilities and infrastructure (item 6) and SEC effectiveness survey (item 7)
<i>Topics to be discussed</i>	As Court wishes
<i>Action from Court</i>	to note and discuss as desired
<i>Recommendation to Court</i>	to note
<b>Relevant Strategic Plan workstream</b>	
<b>Most relevant Primary KPI it will help the university to achieve</b>	
<b>Most relevant Secondary KPI it will help the university to achieve</b>	
<b>Risk register - university level</b>	Risk 4 Student: Failure to offer an attractive, high quality and fulfilling student experience to UG and PG students.
<b>Risk register - college level</b>	
<b>Demographics</b>	
<i>% of University</i>	100% students
<b>Operating stats</b>	
<i>% of</i>	
<b>Campus</b>	All
<b>External bodies</b>	
<b>Conflict areas</b>	
<b>Other universities that have done something similar</b>	
<b>Other universities that will do something similar</b>	
<b>Relevant Legislation</b>	
<b>Equality Impact Assessment</b>	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.
<b>Suggested next steps</b>	
<b>Any other observations</b>	

# University of Glasgow

**Court: 22 June 2021**

## **Report of Student Experience Committee held on 18 May 2021**

**Mr Liam Brady and Dr David Duncan (Co-Conveners)**

### **1. COVID 19 Update**

David Duncan gave an update on the University's current measures to respond to the challenges of the pandemic. The announcement that Glasgow was remaining in tier 3 would not make a significant difference to the UofG provision as only a small number of classes were affected. Planning continued for session 2021-22 but it was still unclear what the rules on distancing would be. The University would be able to provide the necessary hotel type quarantine accommodation for the numbers required if the countries on the red list remained broadly the same. Communications would be issued shortly to advise students about departures and collecting any belongings left in residences.

Susan Ashworth gave an update on the current availability of study spaces although the demand had now begun to fall off. Study spaces had been available at the library, the round reading room, the James McCune Smith Learning Hub (JMS) and the GUU. There had been a lot of interest in the JMS and many positive comments received.

It was noted that clear communications were needed on the delivery of teaching next session. This was at the planning stage, but information would be circulated as soon as possible. The planning principles and latest information were available at <https://www.gla.ac.uk/myglasgow/anywhere/learningandteachingplanning/>

### **2. Student Finance**

#### *2.1 Student Finance Sub Committee report*

David Duncan introduced the report from the Student Finance Sub Committee explaining that this group met with the four student bodies to review financial performance and agree annual funding. A modest uplift of funds had been agreed for the coming year. He gave the student bodies an assurance that they would be supported in the coming year given that the impact of Covid was ongoing. It was noted that improvements to the fabric of the two student union buildings were needed. The SEC were supportive of the proposal for a review of the current funding arrangements, to be completed by December 2021, which would inform future allocations to the student bodies.

#### *2.2 Section 6 SEC Action Plan – for review*

SEC reviewed section 6, Student Finances, of the SEC Action Plan, with Alan McConnell, Financial Aid Manager, updating on progress on the action to ensure students were aware of the hardship fund (Action 6.1). The fund had been well publicised during the session through the website, induction and orientation materials and through events run for Schools and Colleges. The *Glasgow Guardian* would be asked to run an update and Louise Annan offered to add information to the Team UofG student newsletter.

Alan gave an update on the use of funds advising that 1,400 students had been awarded funds from the additional allocation from the Scottish Government. £900k of the



discretionary and childcare funds had been spent to date and top-ups would be available over the summer. The main hardship fund would close for this year at the end of May, with a short-term summer fund made available. The costs of PCR Covid tests had been reimbursed to students. It was noted that the refurbishment of the Fraser building would integrate financial advice as part of the Reach Out Service.

Action 6.2, to maintain a watching brief on charges to students across all aspects of student life was ongoing, though this had been less of an issue in the current year. David Duncan invited the student bodies to let him know of any charges they identify which seemed unjust and these would be addressed on an ad hoc basis.

### **3. Home Students Working Group: Compiled Recommendations**

Amy McKenzie Smith presented the findings of the Home Student Working Group survey which had been set up in February and which built on research undertaken previously. There was now a higher number of home-based students and the survey's findings made it clear that further work was needed to support this group. The survey had received 1,400 responses of which 64% reported that they did not feel that they belonged to a community.

The group recommended the employment of an intern to support the introduction of a range of measures designed to bring quick fixes for some of the issues raised in the survey. The next steps would include focus groups which could consider, among other things, the experience on the different campuses. David Duncan agreed to appointing an intern and invited the SRC to move this forward.

The SEC welcomed the report and noted that the problems experienced by home students had been long standing and that UofG and competitor institutions had introduced many initiatives to encourage involvement in the University community.

There were two recommendations identified which the group could not take forward themselves concerning free gym membership and working with local authority and transport partners to lower costs and improve transport links. Jonathan Jones noted that a travel bursary of up to £50 was available and David Duncan advised that the University was working with Glasgow City Council across a number of hubs. It was noted that Planning Insights and Analytics had previously collected data on commuting distances which would be worth revisiting. David Duncan offered to give further consideration to free gym membership but thought this was best built into the Hardship Fund for Sport. Shereif Kholeif agreed but noted there may be other barriers to participation.

### **4. Turing Scheme**

Sarah Armour, Head of Global Opportunities, introduced the paper which gave an update on UofG's application for funds under the UK Turing Scheme, the outcome of which would not be known until the summer. The Scheme was introduced by the UK government to replace Erasmus but it was noted that Erasmus funding would be available until 2023, so the two schemes would run in parallel. Turing funding was more flexible in that it would cover global opportunities, and fund shorter durations of international experience.

The Turing funding was due to commence on 1<sup>st</sup> September and was for one year in the first instance. The University was working closely with our European partners to establish how arrangements would work post Erasmus, since the Turing scheme would not operate as an exchange arrangement. It was reported that these discussions have been both positive and proactive. It was expected that Turing would increase the numbers of students participating in study abroad and would give the University an opportunity to redefine the global

opportunities offered ensuring that these were better matched to students' aspirations and circumstances. It was noted that it would be a priority to target the scheme at widening participation students. Once launched Schools and Colleges, together with the Widening Participation Team, would promote the Turing opportunities.

## **5. Freshers Week 2021**

The student bodies gave updates on their preparations for Freshers week. The GUU and QMU were planning a blended approach with online and in-person events, with safety a priority. Both were encountering problems with booking acts due to the necessity of building in cancellation clauses to contracts to adequately cover the risk of Covid regulations restricting planned activities. David Duncan offered to help with underwriting events and would discuss this separately with representatives from the two unions. The unions were considering whether Freshers week could be extended to include the 2020-21 intake, but capacity would be an issue. GUSA were about to start planning their Freshers week programme and were working on a sports programme to run throughout the summer.

It was noted that students would be encouraged to download the SafeZone App and information on induction would be available on the UofG Life app. It was expected that most students would have been vaccinated by the start of next session and that testing would continue to be available. There was a discussion about charging for Freshers week passes and whether this should be reviewed given the uncertainty around what events could take place. It was agreed that this needed further consideration.

Jill Morrison updated SEC on the plans for summer graduations. It would not be possible for graduations to take place in the Bute Hall this summer, but the University was planning a mix of online and campus-based activities. Graduations would be held between 28<sup>th</sup> June and 2<sup>nd</sup> July with a range of online events. Graduands would be able to download backdrops and there would be bookable photography sessions on campus. Gowns could be ordered direct to homes and would be available to the previous year's cohort as well.

## **6. Facilities and Infrastructure**

### *6.1 Western Infirmary developments*

Nicola Cameron, Director of Property Development and Investment, presented the "meanwhile vision" for the Western Infirmary site showing plans to maximise the benefits of the whole site when the three buildings currently under development (Advanced Research Centre, Clarice Pears building and Adam Smith Business School & PGT hub) were completed. The buildings were currently scheduled for completion in September 2023. Nicola emphasised the importance of the whole site feeling complete during the interim phase before further buildings were approved. The unoccupied spaces would need to evolve to provide active and engaging space around the themes of innovation, social, community, art and reflection, sport and culture and recreation. The use of space for sports activities was welcomed and would be attractive to students. It was agreed that a presence on the Western Infirmary site to showcase the student unions, and clubs and societies should be available. All buildings would be open and active at ground floor level and pop up stands and stalls could be introduced.

### *6.1 Section 5 SEC Action Plan*

SEC reviewed section 5, Facilities and infrastructure, of the SEC Action Plan.

Susan Ashworth advised that 24-hour library opening was on hold (Action 5.1). The first step would be to revert to the original opening hours before reconsidering further extended opening. The JMS had increased the study space available.

Nancy Donald gave an update from Robert Garnish on action 5.2. The Residential Strategy Working Group remained active and had moved forward projects such as Kelvinhaugh Gate bookable space. The investment in Sanctuary-managed properties had been increased and refurbishment of Maclay Residences was planned. Dumfries residences were now managed by Accommodation Services.

The annual refurbishment of social space on campus (relates to action 5.3) had been put on hold but alternative spaces had been provided and storage facilities for clubs and societies were being considered.

On Action 5.4 minimising student travel across campus Karen Lee reported that this was being kept under review, but while improving data on class sizes would help with planning, social distancing rules might limit what can be achieved next session.

## **7. SEC Effectiveness Survey**

Nancy Donald spoke to the survey of the effectiveness of SEC which members had completed, and drew attention to some measures which could be implemented immediately, to which the committee agreed.

These were: to review the remit at the start of session; to arrange agenda items for discussion, approval and noting; to arrange an away day (in person) to discuss the SEC Action Plan and to introduce performance indicators for student services. The plan to review two sections of the action plan at each meeting had been adopted at this meeting and would complement the annual away day. It was noted that the ELIR required SEC to monitor student-facing services from a student perspective and there was an opportunity to enhance the SEC approach to this.

University of Glasgow

Students' Representative Council



Annual Review 2020-21

Providing effective representation, support, opportunities and services for and on behalf of the students of the University of Glasgow.



# Foreword

Welcome to the Glasgow University Students' Representative Council (GUSRC) Annual Review for 2020-21! This last year has provided its fair share of challenges for all of us, but it's one the SRC have faced head on. This report provides a summary of some of our key activities in representing, supporting and engaging students at UofG.

In a year where we may have expected engagement to drop given the pandemic and online fatigue, the opposite happened. Students were more engaged with the SRC than ever before as they reached out to us in these difficult times. COVID-19 brought serious challenges for students; studying throughout a pandemic, being isolated from loved ones, job losses and less income. We raised these issues and more right up to Court and Senate level, constantly lobbying for the best student experience during an unprecedented set of circumstances. Through our work, we saw the University implement a No Detriment policy and set of Academic Support Measures, offer early cancellation and rent rebates for those unable to return to university accommodation, and alter their conduct procedures to be more supportive of those in halls of residences.

Our Autumn and Spring elections saw an increase in positions filled and voter engagement. Almost a year after it was originally meant to take place, we coordinated the rectorial election, which saw The Honourable Lady Rae come out victorious to work alongside the SRC for the next three years in representing students.

Offering support and ensuring student wellbeing are central to the SRC's work.

We moved our Mind Your Mate Suicide Prevention and Let's Talk About Sexual Violence workshops online to ensure we were still reaching and educating students on these important topics. Our Mind Your Mate training is expanding to include resilience training, necessary now more than ever to equip students with the skills to protect their mental health.

Working alongside the University, our representatives have been involved in reviews of the Disability Service and the Student Code of Conduct, ensuring that the student voice is heard and pushing for better outcomes for students. Early in the academic year, there was a COVID-19 outbreak at the university halls of residences. We worked closely with the University to ensure welfare checks were carried out on isolating students, as well as providing them with food packages and financial compensation in the form of one month's rent rebate.

Longer term, our Council voted to endorse a report from the Green New Deal society, noting the SRC's commitment to sustainability and to influencing the University to go above and beyond its own Sustainability Strategy.

2020 saw our volunteering efforts grow in new directions. At the onset of the pandemic, GU Volunteering introduced our #ViralKindness campaign to help vulnerable people in the community impacted by COVID-19 whether that was offering to pick up shopping, post mail, giving a friendly phone call, or getting urgent supplies. Our Volunteering & Social Justice Fair was held online over 3 days in February and featured 21 presentations from community and student-led volunteering providers, leading to over 100 new volunteers signing up to our service. At the start of the academic year, our

volunteering opportunities continued with Freshers' Week where we were able to hold our Freshers' Festival, the only one of its kind in Scotland. This was a huge success and provided new students an opportunity to be welcomed to Glasgow and see what the SRC and our clubs and societies have to offer.

With so many students isolated and alone the inaction offered through student societies was more important than ever. As the support needs of societies changed drastically and we saw a 250% upsurge in requests for assistance as we reviewed our support provision to assist our 306 affiliated clubs and over 16,000 members with operating effectively in lockdown

In a year consumed by COVID-19 and its many challenges, 2020-21 was still a success for the SRC. We remain an integral part of the student experience and the University, continuing to respond to student needs and expectations in a fast-changing environment. None of this would be possible without every individual involved with GUSRC, both staff and students. An immense amount of work goes in behind the scenes to keep us all afloat so a special thank you to all involved. Thank you as well to those we work closely with in the University and in external organisations for supporting us and challenging us in our roles. It has been a pleasure to be involved with GUSRC this past year and we hope you enjoy reading about all that we have accomplished this past year.



Liam Brady  
SRC President 20-21



Bob Hay  
Permanent Secretary

# About Us

## MISSION

GUSRC's mission, as stated in the 2015-2020 strategic plan is:

*"To provide effective representation, support, opportunities and services for and on behalf of the students of the University of Glasgow."*

## AIMS

GUSRC operates according to three high-level aims which define the three key roles of the organisation on campus. These are:

### Representation & Engagement

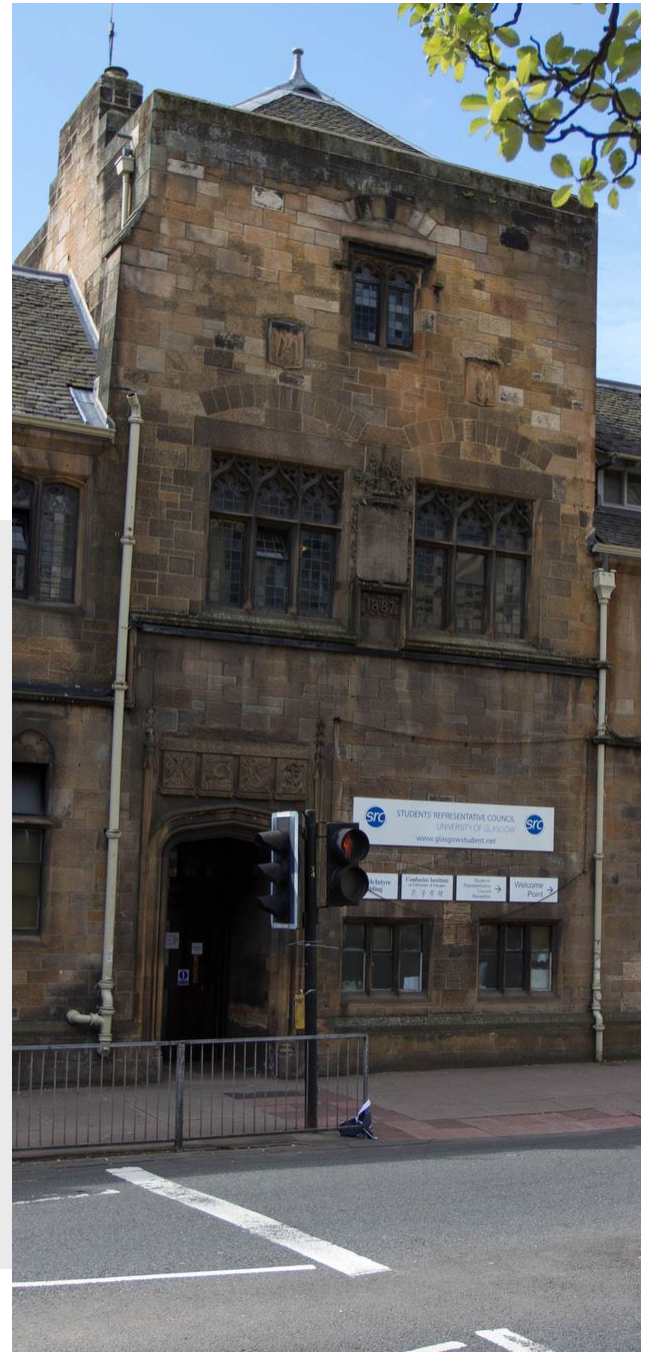
Ensure the interests and views of our members are represented and addressed throughout the University and externally.

### Support & Well-being

Promote the well-being of existing students and potential students by providing independent professional support services which reflect the diversity of the student body.

### Volunteering & Community Engagement

Contribute to a thriving campus life and individual personal development through provision of opportunities and activities which meet the intellectual, cultural and social needs of our members.



# Representation

## Elections

GUSRC runs two sets of elections annually. The Spring elections include the most senior positions of SRC President, VP Student Support, VP Education and VP Student Activities all of which are full time salaried (sabbatical) positions. The Autumn elections are for less senior positions and tend to have a smaller voter turnout as a result. This year GUSRC also assisted in running the University of Glasgow Rectorial Elections.



### AUTUMN ELECTIONS

Our voter turnout in the Autumn 2020 elections saw a 21% increase versus the previous year.

October 2019:

**2204 students voted**

October 2020:

**2664 students voted**



### SPRING ELECTIONS

Our voter turnout in the Spring 2021 elections saw a 14% increase\* versus the previous year. Every sabbatical position was contested, and the elected officers for 2021-22 are:

- President: Ella McCabe
- VP Education: Mia Clarke
- VP Student Activities: Sam Malis
- VP Student Support: Eva Simmons



March 2020:

**3306 students voted**

March 2021:

**3773 students voted**

**14%**  
increase  
in voter  
turnout  
for our  
Spring  
Elections\*

## Class Reps

GUSRC is considerably larger than its elected representatives on Council - with over 1,200 class representatives on campus, we consider there is potential to develop engagement and gain wider influence and understanding of learning and teaching.

### CLASS REPRESENTATIVES: INFLUENCING CHANGE

The SRC trained 894 class representatives in 2019-20.\*

The most recent annual class representative survey found:

- 81% of respondents felt well prepared for their role by the SRC training (86% for international students)
- 77% found it easy or very easy to raise issues at Staff Student Liaison
- 81% reported that some action had been agreed or taken as a result of their input

**894**  
class  
reps  
trained\*

### CLASS REPRESENTATIVES: SKILLS DEVELOPMENT

Through our annual class representative survey over 80% of Class Reps reported that they had developed communication and listening skills and felt these skills increased their effectiveness in their role and their future employability. Class reps consistently espouse how rewarding they found their tenure. Nearly half of all Class Reps reported that action had been taken by the University on issues they had raised this year with a further 25% of actions agreed to be enacted in the next year.

*"a challenging experience by virtue of remote teaching but a rewarding one nonetheless"*

*"As my last year as a student rep, I really loved it and enjoyed it. It's great to be of support for students"*

*"Being a class rep has built my confidence in liaising with my student colleagues and the staff to resolve issues as a community"*

*"Character building - felt in contact with other students and aided them in their worries"*

The latest class rep survey found

- 76% believing that the role enhanced their communication skills
- 53% believed it enhanced confidence
- 48% reported an improvement in negotiation and diplomacy skills
- 41% developed a greater understanding of meeting conventions



### CLASS REP FORUM

We continued our strong links with class representatives and hosted 2 Class Rep Forums. Each event was split into three, mixing topical discussion platforms and opportunities for less formal interaction. Although hosting these events online was a challenge, both were well attended and allowed class reps to interlink whilst enabling us to gather important academic feedback. Topics discussed included: building learning communities, sustainability in and decolonisation of the curriculum, and student academic experiences during COVID-19.

'In one word, how would you describe your experience with online learning?'





# Representation

## Academic Issues

### ADDITIONAL SUPPORT MEASURES

The No Detriment Policy (NDP) ceased effect in September 2020, with the stipulation that discussions would open up again should the need arise. Following representations from Council members about the continuing difficulties of trying to study in the conditions imposed by the pandemic, we asked the University to reinstate the NDP. Due to concerns regarding the value of students' degrees, the University chose not to reintroduce the NDP.

Although we understand the University's reasoning, we also recognise that this decision was not easily accepted by many students, many of whom had hoped for a replication of last year's policy to reflect the significant negative impact on studying during COVID restrictions. We worked closely with the University to find the best possible alternative, and a number of Academic Support Measures were agreed and put in place including further extensions and relaxation of requirements for Good Cause.

### FURTHER ADDITIONAL TIME FOR TIMED ONLINE EXAMS

Recognising the difficulties many students may face this year, we pushed for as much additional time as possible to be allowed for those sitting exams. The University agreed to allow for double time for all timed exams as it was felt this would address the challenges of online exams during the pandemic, but

also be inclusive to disabled students who required reasonable adjustments previously. Student concerns were raised about the fairness of this approach and we discussed these extensively with the University.

Moving forward, we believe that it is vital for the SRC and the University to find a way to engage with all students, especially those who previously had additional requirements when sitting assessments, in order to ensure the extent and variety of student concerns are recognised and addressed before any decisions are made.

### 24-HR EXAMS ACROSS THE UNIVERSITY

With the move to online learning and assessment, it was felt that exams should be open for 24-hours to be more inclusive and as a supportive measure to address issues students were facing during the pandemic: such as being in different time zones and not having a quiet environment to sit exams.

We continue to believe that 24-hour exams are the most inclusive form of assessment and advocate for efforts to be made so these can be effectively delivered across the University. A University working group, including our representatives, has recently been set up to look at the future of inclusive assessment.



## INFLUENCING NATIONAL CHANGE

Our President and 5 Council members attended the Scottish Affairs Committee to help with their inquiry into Universities in Scotland. We raised with MPs the reality of what students are experiencing and pushed for government support and action on issues including academic support, financial packages for tuition fees and rent, and better mental health support.

Further work on influencing national change includes our sabbatical officers attending a forum with Richard Lochhead MSP to question government decisions and relay the concerns of our students. At a UK level, we have been involved with our counterparts in the Russell Group (RG) and other student associations to collaborate on campaigns, including the #ForgottenStudents campaign and letters to the RG and MPs demanding better for students on issues ranging from rent to tuition fees.



## CODE OF CONDUCT REVIEW

We participated in the University Code of Conduct working group; arguing for students' continued right to have an independent Advice Centre advocate in senate assessors meetings, seeking greater clarity on appeal grounds, and ensuring serious misconduct cases in University accommodation are dealt with under formal conduct procedure and thereby carried out properly, transparently and according to clear rules laid down. We also successfully argued that those accused of breaking conduct rules in halls have the right to independent representation in the form of a member of our Advice Team. The revised Code was approved by Senate in April 2021 and will come into force in 2021-22

## RESPONSE TO SCOTTISH GOVERNMENT CONSULTATION ON REVIEW OF PURPOSE BUILT STUDENT ACCOMMODATION (FEBRUARY 2021)

Our submission outlined concerns that exempting PBSAs from regulation had resulted in inconsistency, lack of clarity and unfairness for students, most of whom were unfamiliar with housing law and many of whom do not have English as a first language. We highlighted instances of providers placing barriers in the way of students accessing their new rights under the Coronavirus (Scotland) (no2) Act 2020.

We argued strongly for the need for standard tenancy terms, tighter regulation and clearer forms of redress for students. This is the first step in the SNP Government's manifesto commitment to "undertake a comprehensive review of the Purpose Built Student Accommodation sector and bring forward a student accommodation strategy for Scotland" and we will keep a close eye

on progress and any further opportunities to shape the strategy for the benefit of students.

## ALUMNI FEES DISCOUNT

Following lobbying from the SRC, University Management agreed to continue the 20% alumni discount (introduced for 2020-21) for a further year. So, we have achieved double the normal discount of 10% for alumni starting a Masters or PhD in 2021-22, saving self-funded students hundreds - or even thousands - of pounds in fees.

## OFFICER WORKLOAD

The workload on our 4 sabbatical officers continues to increase year on year, and working from home during the pandemic has further contributed to this. In the last year our officers participated in over 70 different University Committees / Working Groups. In total they attended 2,322 Zoom meetings.\*

**2,322**  
Zoom  
meetings  
attended  
by our  
Sabbatical  
Officers.\*

# Engagement

## Welcome Events



### FRESHERS' WEEK

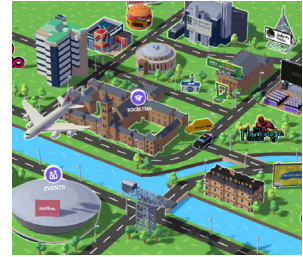
GUSRC continues to carry the responsibility of coordinating and managing Freshers' Week, working with the University and facilitating links with the other student bodies. In September 2020 we successfully organised and managed **the only blended Freshers' Week in Scotland**, as many organisations opted for online-only welcome activities. As with previous Freshers' Weeks, all of our events were free to attend and designed to be as inclusive as possible, including events specifically for international students, disabled students, student parents, mature students and postgrads.

**63** events over 8 days

**8,758** free tickets distributed

**3,100+** students attended the only on-campus Freshers' Festival in Scotland

**150+** events from across the Student Bodies hosted on the GUSRC Native site



### REFRESHERS

In January 2021 we organised a series of digital Refresher events, including an exciting interactive platform: 'The Digital Welcome'.

**31** events over  
2 weeks  
**336** free tickets  
distributed

#### Most popular events:

- **Find a Mate Whilst You Isolate:** a student mixer run via Zoom
- **Virtual Campus Tours**
- **Conversational English Café for non-English Speakers:** a volunteer-led event

### NOVEMBER NEWCOMERS

We coordinated **16** events and activities across November to welcome the second intake of students to life at the University. Events had a focus on introducing the new arrivals to Glasgow and giving them opportunities to make social connections.



## Awards

### STUDENT TEACHING AWARDS (STAs)

This year marked the 11th Annual Student Teaching Awards organised by GUSRC. The aim of the awards is to provide a platform for students to recognise and celebrate the contribution of academic staff, support staff, and student representatives at the University. To maximise engagement, nominations were kept open across both semesters from 16th November 2020 to 26th February 2021. Considerable effort was invested in generating participation in the Awards. Both the 2020 and 2021 awards were impacted by the pandemic, however our team were able to pivot to online and provide extremely well received virtual ceremonies for both events.

**1,100** nominations  
**76** shortlisted nominees  
**15** award winners  
**17,199** total online reach for the virtual award ceremony

### VOLUNTEERING, CLUBS AND SOCIETIES (VCS) AWARDS

Each year, the VCS awards recognise and celebrate the incredible efforts made by any UofG student who plays a leadership role in a club or society, who volunteers with GU Volunteering or who makes a significant contribution to the local community. To reflect the University's and GUSRC's commitment to working with communities across Glasgow and beyond, we introduced the Principal's Award for Civic Engagement. We hope that this award will inspire students to engage with the range of volunteering opportunities we offer across the City. Our virtual awards ceremony received lots of positive feedback and we were pleased that the shift to an online ceremony allowed us to continue to showcase and acknowledge the considerable work done by UofG Volunteers.

**550** nominations  
**47** shortlisted nominees  
**10** award winners  
**15,534** total online reach for the virtual award ceremony





# Engagement



## EXAM DE-STRESS

Once again GUSRC led on the coordination and delivery of the cross-campus Exam De-stress programme. This year the programme aimed to support students through the Winter and Spring exam diets. Additionally this year we targeted those in the August Resit diet.

It was challenging to move to a fully online programme of events, however we were able to host a range of engaging de-stress activities that received significant participation rates including: calligraphy for meditation, virtual therapy dog sessions, poetry workshops, de-stress doodling, dance classes, yoga and more. Every aspect of the campaign shared the common goal of encouraging students to be mindful of their mental health and take breaks from studying to try new activities.

‘Every aspect of the **Exam De-stress** campaign shared the common goal of encouraging students to be mindful of their mental health and take breaks from studying to try new activities.’



## BLACK HISTORY MONTH

We hosted a series of virtual events across October 2020, including intersectional panel discussions on topics such as “Being a Black Woman in Society Today” and “Being Black and Scottish” featuring both students and external speakers. These events, as well as our workshops on “Decolonising the Arts” and “the LGBTQ+ Sphere”, were extremely well received. The month of events was managed in collaboration with the student bodies, clubs and societies including GU Students of Colour Network and the African Caribbean Society.



## LGBTQ+ HISTORY MONTH

To celebrate and recognise students and staff in the LGBTQ+ community, we worked with our clubs and societies to put on a month of virtual events. Activities included film screenings, quizzes, online coffee meet-ups, an event exploring LGBTQ+ terms in British Sign Language, a look into Glasgow’s “Queer Interwar Underworld” and an evening with Inclusion and Wellbeing Consultant David E. Hull-Watters.



### INTERNATIONAL WOMEN'S WEEK

In March 2021 we hosted a series of events to mark International Women's Week. Many of these were in collaboration with clubs and societies such as "the lowdown on contraceptives" with Glasgow Students For Choice, a Creative Industries Panel with GU Muslim Students Association, and a virtual art gallery curated by Glasgow University Magazine.

### RAISING & GIVING (RAG) WEEK

We ran several fundraising activities for students to get involved, including dedicated events for a chosen charity every month throughout both semesters. The RAG programme included a dedicated RAG Week, with 5 days of online activities for students to come along to whilst fundraising for some very worthy causes.

The fundraising total at time of writing sits at **£57,178.\*** Despite restrictions, we have more than doubled funds raised through RAG last year. Through RAG we have enabled students to raise money for charity whilst getting involved in a number of events and activities including: staying motivated during lockdown, virtual coffee mornings, DJ sets and speed-dating.

**£57,178**  
raised by  
the Raising  
and Giving  
Committee.\*



### TRANSGENDER STUDENT DAYS

We organised two key events in support of Transgender students: Transgender Day of Remembrance (Nov 20th 2020) - in collaboration with GULGBTQ+ - and Transgender Day of Visibility (Mar 31st 2020). The first mourned the loss of trans people to transphobia, and featured a series of online activities, including a candle-lit vigil and poetry reading, as well as signposting to support resources. For the Day of Visibility we arranged for the trans flag to be raised on campus, and also produced a video instructing students on how to add their gender pronouns to their Zoom profile - a small change that can have a big impact.



# Engagement

## Digital Events

Throughout the year, we rose to the challenges of lockdown and sought to combat “Zoom fatigue” by putting on a series of innovative and alternative online activities, each with the goal of bringing students together and giving them the chance to make connections.



### CRAFT UOFG: MINECRAFT PROJECT

Hundreds of students engaged in this unique project to recreate the University campus within the hugely popular video game Minecraft. Students were encouraged to form groups to work on different buildings and kept in touch with each other via the communications platform Discord.

### FIND A MATE WHILST YOU ISOLATE

Throughout the year we ran 12 sessions aimed at students who were struggling to make new connections. These events were hosted by SRC volunteers, who gently led the conversation with ice breakers. Participants rated these events highly in terms of satisfaction.

### VIRTUAL CONVERSATIONAL ENGLISH: CHINA CAFÉ

This event provides a casual opportunity for students who do not have English as their first language to meet one-to-one with their peers, to help improve their language skills and connect with someone new.

## Postgraduate Events

Despite not being able to access The Gilchrist Postgraduate Club for much of the year, we were still able to put on a series of events aimed at our Postgraduate students, with the purpose of encouraging a sense of community.

### THE DIVERSITY QUOTA

A comedy night which challenges the status quo. This is the only long running comedy night in Glasgow which selects comedians who are diverse and asks them to share stories about their experiences in a funny way. This night allowed students not only to listen to new perspectives (or see themselves reflected in a comedian), but also gave them a reason to laugh.

### DRAG 101

A drag night which showcases the leading drag artists in Glasgow, run by two longstanding Queens within the scene. The aim of the night was to share different styles and types of performers, to give the audience the full depth of what drag encompasses. This night was aired live, so that the performers and the audience were able to interact with one another and create that live gig feel.

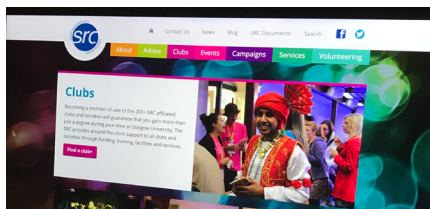
### KNITTING FOR FUN

A social knitting evening every 2nd Monday which was run via Zoom. This meant that our regular knitters were able to still meet and socialise, and it also allowed any new postgraduate students a space to meet people, which was especially important this year. As this was a regular event, it allowed people to build friendships and also pick up a new skill!





## Communications



### WEBSITE

Our webpage [glasgowstudent.net](http://glasgowstudent.net) continued to be a widely used resource, with many students returning to the site regularly (**858,327 total page views\***). Six out of our ten most visited pages related to clubs and societies support, with other top pages including our Flatshare service (11,101 views) and our Advice Centre page of tips for writing an appeal letter (8,345 views).

#### Most visited pages:

- *Find a club* (44,900)
- *Clubs* (31,129)
- *Homepage* (30,696)
- *Clubs Handbook, Secretary Role* (30,696)
- *Letter to the Principal re: Tuition Fees 2016/17* (12,157)
- *Flatshare* (11,101)
- *Clubs Handbook, President Role* (8745)
- *Clubs Handbook, Treasurer Role* (8396)
- *Advice Centre, Tips for Writing an Appeal Letter* (8345)
- *Clubs Categories, Arts & Music* (8056)

**858,327**  
total  
webpage  
views\*

## SOCIAL MEDIA

We worked to grow our social media presence across the year and used Facebook, Twitter and Instagram to engage with students, University staff and the wider community. Through these channels we aim to communicate to students the broad range of services that we offer, as well as promoting the work we do around representation, support & well-being, and community engagement.

In addition to promoting our internal services and activities, and assisting with the University's campaigns, we also created content focused on:

- Keeping students informed on the COVID-19 pandemic
- Responding with agility to local, national and international affairs
- Campus issues such as bookable exam spaces, digital accessibility and access to the library
- Student housing rights
- Studying and exam tips
- Fearless flat hunting tips
- Celebrating cultural, community and religious events (Christmas, Hannukah, Holocaust Day of Remembrance, Memorial Day for Sinti and Roma, Diwali, Ramadan, Chinese New Year, Windrush Day, LGBTQ+ Awareness Days)

**2,376,100**  
total Twitter  
impressions:  
**1,110,221**  
total Facebook  
impressions



### EMAIL

Throughout the year we regularly used mass email communications to keep students updated on work we're undertaking on their behalf. Although there is always a lot for us to share, we try to strike a balance between keeping students informed and trying not to be intrusive.

Despite the proliferation of social media platforms, email remains our most reliable method of reaching out to students, and is often the best way to elicit feedback and engagement in our activities. The sector-wide trend for social media engagement is that Facebook and Twitter are being used less by the 8-24 demographic, with other sites like Instagram and Tiktok proving more popular with this cohort.

This stratification of social media highlights the importance of email as a channel for reaching all students, regardless of their age group or other factors, and is therefore essential to our commitment to being an inclusive organisation.



# Support & Well-being

## The Advice Centre

GUSRC's Advice Centre employs 4 FTE staff members and provides high quality, impartial advice and advocacy on a range of welfare and academic issues to students and prospective students of the University. The Advice Centre also plays a key role in informing and legitimising our policy development and campaigning work.

## CLIENT CONTACT

During the year, the Advice Team dealt with 1,795 cases (for comparison, in the 12 months from May 2019 the advice team dealt with 2,076 cases). The Advice Team moved to remote working on March the 17th and quickly adapted to advising clients via email and online video meetings.

Between September and November 2020, along with the SRC's Welcome Point and Admin Team, The Advice Team was back on-campus on a rota basis, offering a same-day face-to-face appointment service along with telephone advice whilst continuing to offer advice via email and online video conferencing. The second lockdown meant a return to remote working with the Advice Team returning to campus in mid-May, operating a hybrid model that will likely be continued post pandemic.

## TIME SPENT

89,903 minutes were spent in direct contact with clients during the year; this is comparable with the typical annual figure of 86-88k minutes. It was decided to add

'online meetings' as a contact category in the case-recording system in October 2020. Since then, the advice team have spent 3225 minutes in online meetings with clients (this is included in the direct contact figure above). A further 57,537 minutes were spent on non-contact casework (e.g. researching information for clients, contact with third parties on clients' behalf and so on), which is comparable with typical annual figures. This equates to around 9.8 hours per day spent by the team on advice work, compared with just over 9 hours per day in the last annual report (and 7 hours per day in 2017-18).

16% of cases were classed as 'Quick Advice Given', which meant they were dealt with in a single interaction. Conversely, therefore, 84% of cases required more work to resolve. (The equivalent figures in the previous annual report are 27% quick advice given, 73% more work to resolve).

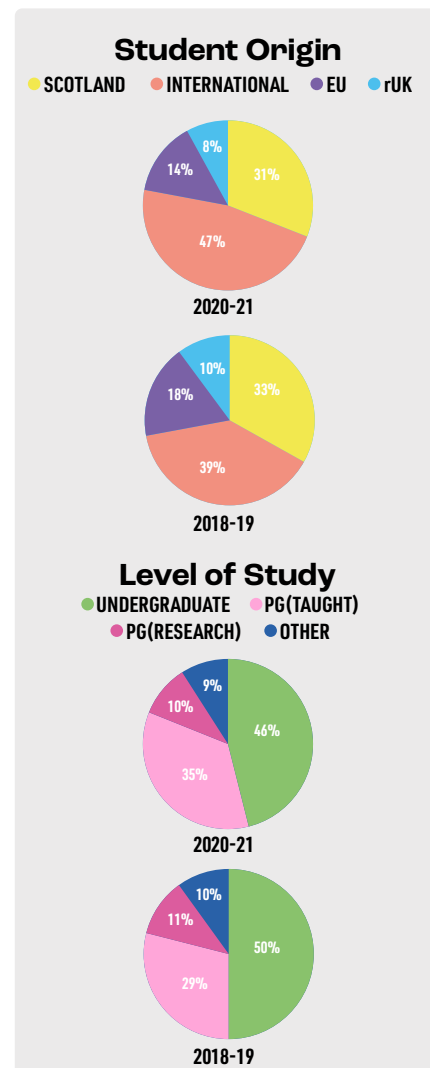
## STUDENT ORIGIN/FEE STATUS

Scottish domiciled students were 31% of those identified (versus 33% in 2019); international students 47% (versus 39% in 2019); EU students 14% (versus 18% in 2019); rUK students 8% (versus 10% in 2019). These figures should be treated with caution as over half of our clients did not provide information about their origin/fee status so this is not a complete picture.

## LEVEL OF STUDY

Of those identified, 46% were undergrads, 35% were postgraduate (taught) students

and 10% were postgraduate (research) students. The remaining 9% of our client group includes students' parents, staff, former students, prospective students and members of the public. Again, however, almost half of our clients did not provide this information so this is not definitive.



## CASE TYPES

As in previous years, University/Academic issues (796 cases), Housing (503 cases) and Finance (219 cases) are the most common types of enquiry. The top ten case topics (by number of cases) were:

1. Student Conduct (Plagiarism / Collusion)
2. Leaving Private Accommodation Early
3. Academic Appeal
4. Other University / Study Issues
5. Housing Disrepair
6. Complaint (academic)
7. Finding Accommodation
8. Tuition Fees
9. Student Finance
10. Council Tax Liability

**£78,594**  
raised as  
a result  
of 44  
student  
financial  
gains\*

## OUTCOMES & GAINS

Over the year there were:

- 17 appeal outcomes, of which 10 were successful
- 138 conduct cases of which 109 were successful
- 3 complaint cases, all successful
- 44 financial gains, totalling £78,594\*
- 608 Non-financial gains

Non-financial gains included almost 500 cases where the student was provided with information they needed to make a decision about how to proceed. Other gains included students being accepted back onto courses (8 cases), resubmissions or resits being granted (31 cases). In addition, 10 students had a grade reviewed/revised; 3 were allowed an uncapped re-sit and 2 received an apology, homelessness was prevented in 2 cases and a health and safety risk averted in a further 2.

As always, there were potentially many more positive outcomes but we can only record confirmations from students when they choose to inform us. 656 cases were closed when the student did not make further contact.



## PUBLICITY

During periods of national lockdown, it was even more important than usual for the Advice Team to make efforts to reach a wider audience, working with the SRC communications team to publicise elements of the range of web-based information at relevant times of the year. The aim is to make information available to students at the most likely point of need.

The Advice Team review and update sections of the website; adding new resources as the need becomes apparent - see page 19 of this report. Although impossible to fully quantify, website analytics data indicates that many students benefit from information downloaded from the advice section of the website or from the range of rights based leaflets the SRC produce.



# Support & Well-being

## Campaigns



### HOME STUDENTS

We established a Home Students Working Group and invited University stakeholders to participate. The group circulated a survey amongst Home Students to ascertain their views of the student experience, receiving a significant response of **1,400**.

A paper was submitted to the Student Experience Committee, highlighting that **64%** of respondents did not feel that they belonged to a community. The committee endorsed the recommendations of the paper that an intern be funded to identify potential for “quick fixes” for some of the issues raised through the survey, and conduct further qualitative research into some of the more complex matters.

### MIND YOUR MATE

We were awarded £22,000 by the National Lottery in March 2017 which enabled us to roll out the fifth iteration of our successful Mind Your Mate programme during 2020-21. The funding allowed us to recruit and train a cohort of 12 volunteer trainers in suicide prevention. Funding for the initial phase of the project had enabled us to fund the training of only 6 volunteers, most of whom have now left the project. The development of a further 12 trainers has enabled us to sustain the programme, despite previous departures, which are generally a result of student trainers graduating and moving on.

The volunteers went on to train 441 students/staff over 19 sessions (fewer sessions than last year as more can be trained when delivered online), including 119 PGRs & 45 Peer Wellbeing Support Service Staff.

#### Feedback from participating students:

- **87%** were more likely to ask for help if they were feeling down or depressed
- **98%** were more likely to help a friend if they were feeling down or depressed\*
- **96%** would recommend other people attend the programme



# 98%

of students attending our **Mind Your Mate** workshops felt they were more likely to be able to help a friend if they were feeling down or depressed\*

## LET'S TALK ABOUT SEXUAL VIOLENCE SUSTAINABILITY

To ensure we continued to raise awareness around topics such as consent, support and bystander intervention, we reviewed our 'Let's Talk About Sexual Violence' workshops so that they could be delivered online. The implementation of the online model took longer than expected therefore participation reduced. We still managed to train 215 students, including Freshers' Helpers from the Unions and GUSA; we also trained student societies and ran monthly open sessions.

In other areas of our campaigning around Gender-Based Violence, we worked alongside one of our affiliated clubs 'Successful Women at Glasgow (SWAG)' to develop 'Dear Safe Space' – a social media campaign focused on providing a collaborative, cross campus approach to tackling GBV, as well as highlighting vital resources available on campus and elsewhere. Alongside SWAG we organised a vigil for Sarah Everard. The turnout and atmosphere hit close to home for many of us, reinforcing our determination to make the University of Glasgow a safe place for each and every person.

### Feedback from Let's Talk included:

- 90% were confident about how to support survivors of sexual violence
- 88% know how to access support if they are affected by sexual violence
- 96% were more likely to intervene if they saw that a friend felt unsafe
- 100% think the programme will have a positive impact on students at the University of Glasgow\*

Sustainability and the climate crisis have been key issues for our council members this year, and via a vote GUSRC have given our support to the student-led 'Green New Deal'. This document calls for a radical set of changes to be made in order to tackle the impending climate crisis. In addition to the Green New Deal, the SRC have adopted 'Ecosia – the green search engine' as each use of this site leads to a tree being planted.

'The Sustainability Challenge', organised in conjunction with GUSA, was set up to encourage clubs and societies to think about sustainability in their operations. Clubs were encouraged to compete against each other in terms of their environmental impact to earn points; the winners received prizes from sustainability-focussed companies. 5 SRC affiliated clubs won awards, including:

- **Language for Water and Global Goals** - Bronze
- **Glasgow Uni Amnesty and Glasgow Uni Magazine** - Silver
- **Just Love Glasgow** - Gold

**100%**  
of students  
attending our  
**Let's Talk About  
Sexual Violence  
workshops think  
they will have a  
positive impact on  
students at UofG.\***



## DISABLED STUDENT SUPPORT

The University undertook a review of disability provisions across the campus. The Disability Review Working Group was established with SRC representation. Our officers led a series of focus groups, and compiled the findings into a report which helped inform the recommendations of the WG.

In December we organised activities to recognise International Day of Disabled People, including a film screening, and the publication of a guide to 'Language and Disability'.

## FREE SANITARY PRODUCTS

Since 2018 GUSRC have worked with UofG to provide free sanitary products to a number of key buildings on campus and to ensure these supplies are sustainable and reusable.



# Support & Well-being

## Services, Information, Publications

The Services, Information and Publications offered by GUSRC continue to be highly sought after by students and are a key part of the support we provide at the University.

### WELCOME POINT ENQUIRIES

The Welcome Point remains an ideal show-piece for new visitors to campus with our student staff team happy to engage and inform visitors. Despite being closed for parts of the year due to COVID restrictions, our team handled **29,462** email & face to face enquiries during the period 1st May 2020 - 30th Apr 2021.

### 2ND HAND BOOKSHOP

With **3,500** books sold in the year up to closing early in March 2020 due to lockdown, the second hand bookshop benefited our students to the tune of **£33,500\*** over the period. The bookshop has been closed since March 2020 due to social distancing and spatial limitations. With over **700** emails from students in early May 2021 asking about buying/selling books, the easing of lockdown has enabled us to establish a click and collect service operated through the Welcome Point.

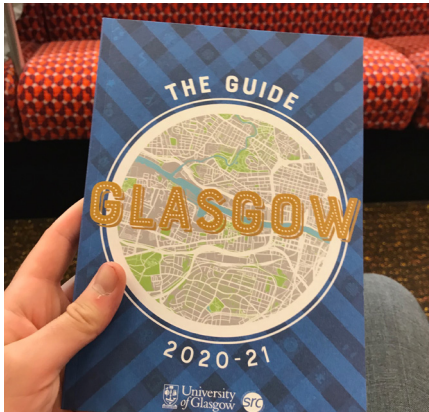


### HISTORICAL TOURS

At lockdown (March 2020) we were on track to have our best year in terms of revenue and daily visitors. Future growth looked secured as we established two new contracts with an international tour company.

By lockdown there had been over **2,200** tour participants for 20/21 and we had to cancel **38** private tours booked between March and July with **468** participants. With demand increasing and lockdown easing we reopened the tours, operating on social distancing principles from April 2021.

**£33,500**  
in funds  
benefiting  
students  
raised by the  
2nd Hand  
Bookshop\*



## PUBLICATIONS

The Student Guide, produced by GUSRC, has long been seen as the key introductory document to life in Glasgow in general, and the University of Glasgow in particular. Produced to high quality print and design standards, 6,000 copies of The Guide were produced and made available to undergraduate and postgraduate students as part of Freshers' Week. As with previous years, we reviewed all aspects of The Guide including design, content, and structure in order to produce a stylish and relevant document that will hopefully serve as a useful introduction to University life and the city itself.

## NEW INFORMATION RESOURCES: WEB-BASED

GUSRC's website continues to be the "go to place" for independent, accurate and up to date rights based information and advice for students on a host of topics unavailable elsewhere on University platforms. A sample of the webpages our team created includes:

- COVID-19 FAQs webpage updated regularly throughout the year
- Leaving Purpose Built Student Accommodation because of COVID19 webpage created to raise awareness of students' new rights under the Coronavirus (Scotland) (No2) Act 2020
- Debt and Consumer Debt sections of website updated, and linked in support for gambling addiction
- 'EU students and the Brexit Settlement Scheme' page
- 'Money at the End of your Course' and 'Benefits over the Summer' pages (in light of changes to COVID rules, Brexit and Universal Credit)
- '6 top tips on online exams' for Winter 2020 exam diet comms
- '5 top tips on housing', for general comms November 2020
- Flatshare guidance to assist students who needed to move flat, to do so in line with COVID rules
- COVID-safe page to help clubs, societies and volunteers with preparing for the ease of restrictions in Autumn 2020





# Volunteering & Community Engagement

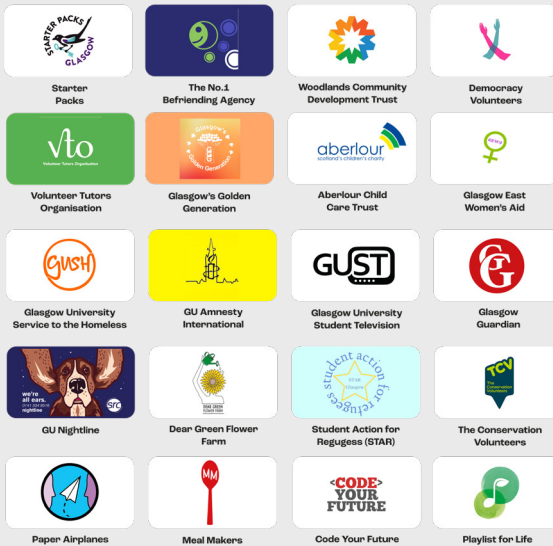
## Volunteering

GUSRC is acknowledged by the University as the key partner organisation for progressing and supporting extracurricular activity at UofG: *"In partnership with the SRC and student services, we are increasing engagement with extracurricular activities through societies, volunteering, internships, enterprise, to promote skills development"*. **UofG Outcome Agreement 2019-20 to 2021-22**

**812** volunteers

**122** volunteering opportunities

**58** community and student-led providers, including:



## VOLUNTEERING & SOCIAL JUSTICE FESTIVAL

In early February 2021, we held our 2nd Volunteering & Social Justice Festival: an event designed to encourage student participation in volunteering through a series of interactive talks. Despite the restrictions of COVID, we were able to host a highly successful online event via our digital events platform. Some key event figures:

- 3 days, 21 presentations and Q&As (14 community / 7 student-led)
- 443 tickets sold, 311 confirmed (70% conversion from expression of interest to attending)
- 100+ new volunteering applications directly attributed to this event.\*

**100+**  
new  
volunteering  
applications  
directly  
attributed to  
our  
Volunteering  
Festival.\*



## VIRAL KINDNESS CAMPAIGN

GU Volunteers collected or printed an SRC / GU Volunteering postcard and posted their details through neighbours' letterboxes, offering help with essential shopping and activities.

## Community Action

Through GU Volunteering, University of Glasgow students have the opportunity to find and pursue new interests whilst developing themselves as individuals and learning about life beyond the more structured learning environment.

### VOLUNTEER TUTOR ORGANISATION (VTO)

We have developed a strong working relationship with The Volunteer Tutors Organisation (VTO), a Glasgow based charity whose role is to “Recruit, train and place volunteer tutors to give educational support to children who need it the most”. We currently provide 16% of all VTO volunteers offering one-to-one mentoring to school children in need of extra support.

Our VTO Volunteer Bronwyn Moles won the **GU Award for Community Volunteering** for her work with one child, and was **commended** by the Social Work department and the child’s guardians.

### DEMOCRACY VOLUNTEERS

Working with Democracy Volunteers, a leading UK electoral observation group, GU Volunteers helped observe recent local and national elections in Scotland. Our volunteers travel around their designated area and visit polling stations with a partner, in order to help Democracy Volunteers collect data on a variety of subjects such as accessibility, electoral malpractice, and the public’s interaction with the process.



### GLASGOW UNIVERSITY FEMALE ENGINEERS (FEMENG) AND GLASGOW IMPROVEMENT CHALLENGE

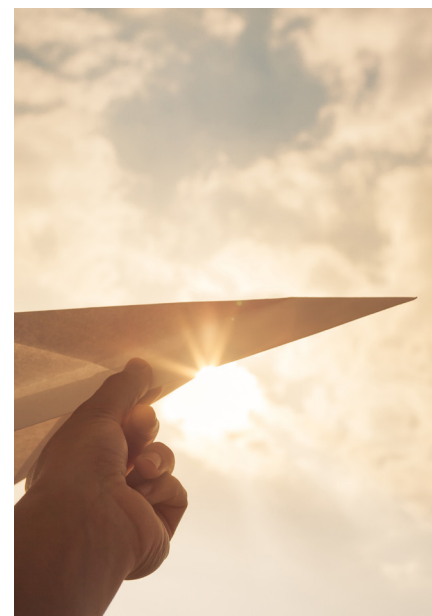
We used our established link with Glasgow Improvement Challenge (GIC) to facilitate a link with FemEng. Over the year the two parties developed a joint project focused on inspiring children and young adults in Glasgow’s schools to consider STEM subjects. The Project between GIC and FemEng is up and running and FemEng have created a 6-week curriculum-based programme with 7 schools participating, reaching anywhere between 550-600 pupils.

### GLASGOW UNIVERSITY SERVICE TO THE HOMELESS (GUSH)

After hearing from the Clerk of Senate that Glasgow Homelessness Charity, the Marie Trust was having difficulties due to many of its volunteers shielding, we put the call out to members of Glasgow University Service to the Homeless (GUSH) who stepped up and assisted the charity with the preparation and delivery of food to homeless people around Glasgow. In April we agreed that it was safe for GUSH to recommence its own activities in the city, providing food, hot drinks and a friendly face to some of the most vulnerable people in the city.

### PAPER AIRPLANES

We became the first UK university to partner with this Jordanian charity, pairing war affected children and adults in Syria with student tutors. Paper Airplanes focus on the skills learners need to access future training, employment, and higher education and with human connection as the foundation of their learning community, students and tutors bond and benefit from cross-cultural exchange. Through GUSRC, UofG students were among the standard-setting first, helping to provide inter-cultural communication and education to those in great need.



### NHS GREATER GLASGOW & CLYDE

Working in partnership with the local health authority, GU Volunteers answered the call to help coordinate the winter period’s flu vaccinations, at a critical time.



# Volunteering & Community Engagement

## Clubs and Societies Support

The support needs of our 306 clubs and societies changed considerably. We reviewed and delivered a whole range of additional support: this included help with practical and legal issues associated with organising online meetings, assistance in promoting their activities and holding online events. We provided an online platform with our new partners Native, and delivered induction training, briefing sheets and technical advice on holding online events/meetings to 375 Society Office bearers.

## AFFILIATIONS & ENQUIRIES

As of June 2020 the total number of student members of affiliated clubs is **16,204**, roughly 49% of all registered students\*. We have 306 affiliated clubs at present. In the period 2019-20: we received 1,118 enquiry emails from clubs. In the period July 2020-April 2021 we received 3,961 enquiries: over 250% increase versus last year.

**49%**  
of UofG  
students are  
in an SRC  
affiliated club.\*

## HEAR

For 19/20 we completed a total of 764 clubs HEAR forms (out of a total 1122 HEAR Forms). We are still currently processing forms for 20/21, however we have a total of **1053** submitted so far.

## TRAINING

From July 2020 to April 2021 we carried out 15 Clubs and Societies induction sessions. We still have 3 inductions left to deliver this year, and completed 2 others this month. So far we have trained a total of **346** Club office bearers. In 2019-2020 we held 14 induction sessions, training a total of 462 club office bearers. This year we also trialled a training session on Digital Events which we will seek to expand upon in the next session.

## NATIVE

In September 2020, we launched the 'Glasgow Student Events Hub' in partnership with student events experts, Native. This reflects the SRC's aim to provide a central location for all club and society events, both virtual and in person. Through this service we have been able provide better support for clubs running events, including digital event training, and have also ensured that events are run safely and securely through our verified site. Since the start of the year, 47 clubs and societies have hosted over 120 events on the site, and we expect to see this number climb in the following session as we return to campus and we raise awareness of the service.



## ON-CAMPUS EVENTS

In semester 2, following representations from our officers, we were able to secure space in an outdoor marquee on campus for clubs to be able to offer in-person activities. Since opening in March 2021, the marquee has been booked over 200 times by SRC affiliated clubs. In the period September - December 2020 we were able to facilitate 40 indoor bookings in spaces available to us on campus. Glasgow Student Dance Company noted their appreciation for access to space this year, saying "We want to say a massive thank you on behalf of the rest of the committee and the whole company for all of the help that you've given us in recent months regarding marquee rehearsal space. We appreciate it so much."

## ZOOM PREMIUM REINSTATEMENT

In October 2020, we received reports from students that access to the 'premium' version of Zoom had been withdrawn. Premium Zoom access is required to host meetings longer than 40 minutes, and this year has been vital to students, and especially clubs and societies running online events at a time where on-campus events are extremely limited. Following discussion with our officers, the University agreed to reinstate premium Zoom access to all registered students.

## Student Media

GUSRC continues to support a range of student media, attracting around 500 volunteers per annum and providing a host of personal development opportunities whilst promoting student engagement and encouraging discourse and debate.

### THE GLASGOW GUARDIAN

Despite the pandemic this was a highly successful year for the Guardian. High profile stories included coverage of the student experience in Halls during COVID, Sexual Harassment, and the Scottish Election and implications for students. Guardian worked with STV, The BBC, The National Guardian and many other organisations as they foster long term connections which can be called upon in the future to assist as mentors or workshop guest speakers.

Guardian facilitated two highly popular workshop series including "How To" and "Getting into media" with the aim of enhancing students' writing and journalistic skills. This year they expanded their team to just over 90 students, enabling more people to get involved in student journalism. This has been a record year for awards as the paper brought home half of the Student Publication Awards for Scotland\* and was able to achieve a record 7 shortlistings and one win in the UK Student Publication Awards.

# Half

of all 2021 Scottish Student Publication Awards won by The Glasgow Guardian.\*

### GUST

Like many others, Glasgow University Student Television (GUST) faced unprecedented challenges over the year. Despite this GUST enjoyed considerable success. GUST enjoyed a successful Freshers' Week becoming one of only a handful of student television societies to produce a full week's worth of Freshers' programming. In October, GUST achieved significant success at the National Student Television Awards; winning Best Freshers' Coverage and Best Technical Achievement and being shortlisted for Best News and Current Affairs.

During the lockdown periods, GUST focused on fundraising through commissions, working with GU Student Dance Company, GU Acapella Society and Move On/FareShare to produce promotional videos around their organisations and events.

### GLASGOW UNIVERSITY MAGAZINE (GUM)

GUM is the oldest student publication in Scotland and offers a mix of fashion, art and politics. Over the year three issues were produced with a circulation of 3,000 distributed at the University and throughout the West End.

The team at GUM performed extremely well at the most recent Student Publication Awards, winning the award for Best Website, and being nominated for Best Magazine Design, Best Human Rights Story, Best Interview, Best Science & Tech Piece at the Student Publication Awards. This year the team sought to diversify their offering through the introduction of a new podcast called 'safe space', and a new online publication, GUM Journal.



### SUBCITY RADIO

Subcity Radio is GUSRC's student-led radio station, broadcasting from Glasgow to the world via the [subcity.org](http://subcity.org) website. The station is known for its inclusive community, inviting not only students, but those outwith the GU student bubble, to be part of its infrastructure.

Subcity Radio continues to grow and expand, boasting over 100 shows broadcast at various times ranging from 8am until midnight, 7 days a week. Subcity has also made a concerted effort to engage and promote those from the LGBTQ+ community, with shows such as Queer Creative represented on the station.

The station continues to fund itself through successful events. A sell-out Freshers' Week collaboration set the standard for the rest of the year, with record-breaking attendances. All parties are sound-tracked by DJ's from the station, and often for them it is the first time playing to an audience.

# Looking Ahead

The limitations imposed by lockdown, meant consultation on our next strategic plan was delayed and our 2015-2020 strategy was extended for a year. Consultation on our next strategy is now complete. Without wishing to pre-empt the content of the next 5 year strategy we have agreed the following broad aims as an interim framework to guide our work over the next year.

## KEY AIM: To remain responsive to a potentially fluctuating operating environment thereby ensuring we:

- Represent the interests of our students as effectively as resources allow. Work with the University in identifying and moving towards an effective postgraduate representation framework
- Contribute to student well-being through provision of high-quality independent information, advice and support, on an ever more complex range of issues to an ever-increasing student population
- Strengthen our support for student led activities through establishment of new services to clubs and societies (e.g. access to banking support; provision of University/SRC Email address) and increase capacity through development of custom-made training modules (leadership; financial management; diversity training)
- Work with the University on its civic engagement agenda, continuing to promote engagement with COP 26, forging new links with additional community and voluntary sector organisations and identifying new community action focused student volunteering opportunities
- Promote the Graduate Attributes Framework amongst our 1,700 registered volunteers and Clubs and Societies. Work in partnership with the University in establishing recognition/award system
- Work to ensure international students feel part of the UofG community, have access to advice and support, and opportunities to participate in UofG life beyond the formal curriculum, whether as a participant in PG Welcome Fortnight, Freshers' Week, a class representative, a volunteer in the local area or an office bearer/member of a club or society
- Continue to focus on the delivery of inclusive and accessible Freshers' and Refreshers Weeks which reflect the interests of non-traditional students
- Encourage good mental health, by continuing to lead student bodies on destress campaigns, continuing to deliver Mind Your Mate and develop and establish new peer led training initiatives including Student Resilience, and Harm Reduction in Drug Taking & provision of Drug Testing Kits (both under development)
- Continue to challenge and raise awareness of Gender Based Violence through delivery of our peer led "Let's Talk" workshops and the rolling out of our Moodle based GBV workshop. Rerun Dear Safe Place Campaign and run pilot of weekly Rape Crisis Surgery
- Increase our recognition amongst students and staff. Build on our investment in communications team; establish ourselves as The Online Glasgow Student Events Hub, building on relationship with current external partners and identifying new ones.
- Continue to promote the University through the delivery of historical tours and supporting the University during open days, offer holders days etc.
- Continue to communicate to students the work we are doing to represent and support them via all of the channels available to us, including further embedding our regular email newsletters

# Postword

Reflecting on the last year, it is safe to say it has been a challenging one for our students for the University and for the SRC itself. Operationally, we embarked on a mission to adapt our services, so that we could continue to function online. While students took up remote learning, our sabbatical team and staff members adapted to remote working, learning to navigate a new work environment and forge team dynamics, all while remaining apart. Suddenly, there was a student population dispersed globally and unprecedented student issues emerging, and we worked hard to continue to represent and support our students effectively.

From being one of the only Universities in the UK to deliver an in-person Freshers' Week, to the creation of the Home Students' Working Group, to running engaging and successful digital welfare campaigns such as for Black History Month, this year we have not just managed, or been challenged - we have achieved. The success of our work to engage students was reflected in the increased turnout in our Spring elections; despite being mostly absent from the physical campus, we saw an impressive 14% increase in voter turnout, some reassurance that our digital presence has maintained our visibility across the year. It has been extremely positive to see that our work over the year has continued to deliver the aims of our extended strategic plan, and we have continued to represent, support, and provide opportunities to our students despite the massive changes to our operating environment.

Looking forward, GUSRC and our members

face further challenging and unpredictable times. The aftermath of Brexit will continue to have implications for our students, both in a domestic context, but also in determining the future landscape of our international student population, and the future of global exchange projects. With the JMS opening and the work on other planned new builds continuing, we will also have to observe and monitor the effects of a shifting campus, and adapt accordingly.

Monumentally, while the vaccine rollouts continue and the country finds itself slowly moving back down the tiers, looking forward to the next year, it is still unclear what the University experience will look like, what guidance will be given to the sector by the Scottish Government, and whether the situation will remain stable or change once again.

This year should also be an exciting one, mind, particularly with GUSRC having the opportunity to act as a conduit between the student population and the conference during COP26 in November, and with the installation of a new working rector, which will certainly make it an interesting year for student representation. Despite uncertainty, GUSRC will continue to rise to the challenges presented to it, and I look forward to seeing continued innovation and improvement because of this. This year we have learned, more than ever, to be agile and responsive, and I am incredibly excited to see this continued next year, in the hope that we will look back with similar pride in a years' time.



*Ella McCabe*  
SRC President 21-22







[www.glasgowstudent.net](http://www.glasgowstudent.net)

THE UNIVERSITY OF GLASGOW STUDENTS' REPRESENTATIVE COUNCIL IS  
A REGISTERED CHARITY IN SCOTLAND | REGISTRATION NUMBER SC006970

<b>Court Context Card 22 June 2021 - Report from Estates Committee</b>	
Speaker	Mr Ronnie Mercer
Speaker role	Estates Committee Convener
Paper Description	Report from Estates Committee (4 May 2021)
Topic last discussed at Court	Last report to Court was 14 April 2021
Topic discussed at Committee	Various
Court members present	Mr R Mercer (Convener), Mr D Milloy, Dr B Wood, 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
Paper Summary	Minutes incorporating update on Capital programme including Professor Cole's Construction Contract Review report and Project progress/approval.
Topics to be discussed	
Action from Court	Court is asked to note Estates Committee's approval of CapEx applications as follows:
Recommendation to Court	None at present
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 4 May 2021**

**Present:** Mr R Mercer (Convenor), 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, Mr B Morton, Mr G Bissett, Mr G Stewart, Mrs J Gallagher, Mrs K Y Biggins (Clerk)

**EC/2020/88 Apologies**

The Convenor noted no apologies were submitted and welcomed all.

**EC/2020/89 Minute of the meeting held on 2 March 2021**

The Committee approved the minute.

**EC/2020/90 Action Tracker**

- 1) This has been actioned and closed.
- 2) This has been actioned and closed.
- 3) This has been actioned and closed.
- 4) Director of Facilities Services has updated the wording to ensure the criticality of the issue in relation to Boyd Orr has been captured. The paper has been shared with the Director of Finance for Finance Committee and also the Health Safety and Wellbeing Committee. This action is now closed.
- 5) Director of Facilities Services provided an update on the action: - The university and Sanctuary Residencies are subject to full fire management and HMO licences. Partnership agreements are subject to due diligence and we no longer recommend private accommodation. This action is now closed.
- 6) The Director of Property Development and Investment advised that work around identifying this figure is ongoing.
- 7) The Director of Property Development and Investment advised that investigation work is ongoing to capture the quantities.

**EC/2020/91 Executive Director of Estates Report**

The Executive Director of Estates presented the period report and noted Covid Management remains a major focus. We continue to follow changes in legislation; on 26 April more buildings and Sports Facilities were opened together with expansion of study facilities ( JMS). The team continues working towards anticipated level 2 status on 17 May (Post meeting note: now delayed).

The Facilities Services Review is progressing well and staff consultation with grades 6-8 has been initiated. As over 50% of the 120 VS scheme applications are from the cleaning team (where resource levels are currently low) the vast majority of cleaning applications are likely to be declined. Grade 1-5 consultation begins at the end of May. The Director of Facilities Services confirmed the model will be in place in August albeit there maybe some individual staff consultation & unfilled vacancies at that point. The focus remains on ensuring operations are not impacted by a lack of operational support staff.

Work continues to the 15 year Investment Plan which will be subject to Finance Committee approval.

**EC/2020/92 Major Projects Contracts Review**

The Executive Director of Estates and the Director of Construction and Capital Programme presented the review of the construction contract review by Professor John Cole (titled '**Review of the Effectiveness of the Procurement and Contract Strategy for the Programme to Extend the Gilmorehill Campus of the University of Glasgow**').

The Estates Committee noted that the report found that '*the creation of a Strategic Partnership (with Multiplex) was an appropriate and logical approach to the management and coordination of the projects within the Development Programme*'. Further, Professor Cole notes that the '*completion of the Development Programme will represent a considerable achievement and could not have been delivered without positive collaboration between those representing the two parties, which collaboration has been promoted and facilitated by the procurement and contracting strategy adopted by the University*'. The benchmarking exercise undertaken as

part of the review indicate that the projects to date have been delivered at costs broadly in line with equivalent projects at other Universities. Finally, Professor Cole notes *'the innovation, commitment, professional awareness and proactive approach that has been demonstrated by those responsible for the overall management and delivery of this exciting programme on behalf of the University'*.

The paper also includes a number of recommendations regarding contracting strategy for developments beyond the construction of the Adam Smith Business School. These recommendations are being considered by the Executive Director of Estates and will be the subject of a further paper to the Estates Committee

In response to a question from the Committee in relation to public art installation – Civic space; the Executive Director of Estates confirmed we have a public art strategy and the Director of Property Development and Investment further advised that the Masterplan includes areas of public art throughout – a Group has been convened and there is a good draft in place; next phase is execution – meeting is arranged with DAO.

### **EC/2020/93 Safety & Compliance Report**

The Director of Facilities Services presented the report and noted that a lessons learnt report is anticipated following the Wolfson Link Building fire.

A lag in reporting from Multiplex following a small fire on the ARC site has been identified; work is ongoing to ensure this is not repeated.

JMS fire evacuation drill has yet to be arranged due to Covid guidance ; this is now likely to occur in June.

### **EC/2020/94 Investment Projects Update**

The Director of Construction and Capital Programme presented the report.

Covid Testing labs are on hold pending confirmation of funding. The Adam Smith Business School has been remobilised. JMS is open for study space and all certification and documentation has been received. The Robertson Building decant is complete and pending demolition The Chapel glass windows project is also complete. . No significant Safety and Compliance issues have been identified ; the programme of leadership inspections is continuing. A Contractor Safety Forum is planned for June.. . Consultant fees are higher than original forecast due to the Covid-19 pandemic. The Govan Development is nearing the point of approval.

### **EC/2020/95 Estates Risk Register**

The Executive Director of Estates presented the report.

A change in format highlights where risks have increased or decreased. Space is a rising risk along with sustainability (whilst work on the detail of the carbon management plan is ongoing) and staff relations. Western Site Construction and Covid risks are reducing risks.

### **EC/2020/96 Space Management**

The Director of Strategy, Performance and Transformation presented the report and introduced her teams remit.

The main challenge for space management is linked to University growth continues around challenges and changes as we grow and the need to evolve; greater growth is both projected and expected. In response to a question from the Committee as to whether in hindsight would we have done anything differently to the recent new builds or coming buildings to alleviate the space issues, it was confirmed that we would not change the design but we now require to consider how we use spaces especially with regards to blended learning. It was further noted that repurposing office to teaching space is not always possible or practical. Professor Juster advised that work is progressing around hybrid working and will have implications on space.

It was also noted that students will wish face to face teaching to return as Covid-19 diminishes and we need to carefully monitor our space usage to avoid student experience diminishing. In response to a query around capping numbers it was advised we can calculate what 'full looks like' but it would be unwise to stop growth thus blended learning becomes more of a possibility. The Director of Finance advised we are seeing continued demand on the investment plan and anticipate a pinch point between growth and space in a couple of years' time.

### **EC/2020/97 Investment Budget**



The Executive Director of Estates presented the paper and advised that following the January workshops and agreement on 'scenario B' planning will progress over summer into autumn; these outline costs are being incorporated into the budget and will be subject to review by the Finance Committee. The budget has moved slightly since January as we need to extend the masterplan for vacant plots for a longer period of time. As of end of 2021 core projects (adaptions) will move out of the Estates budget into a central budget along with sustainability.

#### **EC/2020/98 OJEU Briefing**

The Head of Procurement shared slides with the Committee illustrating the OJEU process. Following a question from the Committee in relation to whether the University was obligated to use the OJEU process it was confirmed that it was a condition of Scottish Funding Council and public grant funding.

#### **EC/2020/99 Capital Committee Reports for Approval**

There were no Capital Committee reports submitted for approval and the summary of delegation was noted

#### **EC/2020/100 Any Other Business**

There were no matters raised.

#### **EC/2020/101 Schedule of Meetings for 2021/22**

The schedule of dates was noted:

Tuesday 31 August 2021  
Tuesday 26 October  
Tuesday 11 January 2022  
Tuesday 15 March  
Wednesday 18 May

Speaker **Dr David Duncan**  
 Speaker role Chief Operating Officer and University Secretary  
 Paper Description For information only

*Topic last discussed at Court* Last report to Court was **14th April 2021**  
*Topic discussed at Committee* N/A  
*Court members present* Dr David Duncan  
*Cost of proposed plan* N/A  
*Major benefit of proposed plan* N/A  
*Revenue from proposed plan* N/A  
*Urgency* N/A  
*Timing* N/A  
*Red-Amber-Green Rating* N/A  
*Paper Type* **For information only**  
*Paper Summary* Agenda  
 Draft Minute  
 Action Log

*Topics to be discussed* N/A  
*Action from Court* N/A  
*Recommendation to Court* N/A

Relevant Strategic Plan workstream N/A  
 Most relevant Primary KPI it will help the university to achieve N/A  
 Most relevant Secondary KPI it will help the university to achieve N/A  
 Risk register - university level 10

Demographics All staff, students and visitors  
*% of University*

Operating stats  
*% of*

Campus All locations  
 External bodies  
 Conflict areas  
 Other universities that have done something similar  
 Other universities that will do something similar  
 Relevant Legislation  
 Equality Impact Assessment  
 Suggested next steps  
 Any other observations

## University of Glasgow

### Health Safety and Wellbeing Committee

#### Minute of Meeting held on Wednesday 26 May 2021 at 10:00 AM via Zoom

**Present:** Mr Ian Campbell, Dr David Duncan, Mr Paul Fairie, Mr Peter Haggarty, Mr William Howie, Mr Christopher Kennedy, Ms Paula McKerrow, Mr David McLean, Mr Cyril Pacot, Ms Aileen Stewart, Mr Dave Thom, Mr Graham Tobasnick, Ms Selina Woolcott, Ms Emma Linquist, Ms Ella McCabe, Mr Gary Stephen

**In Attendance:** Ms Debbie Beales, Mr Chris Ferguson (Senior Compliance Manager)

**Apologies:** Mrs Elise Gallagher, Mr James Gray, Mr John Neil, Ms Gillian Shaw

#### HSWC/2020/35 Minutes of the Meeting held on Wednesday 10 March 2021

The Minute of the meeting held on Wednesday 10th of March 2021 was approved.

#### HSWC/2020/36 Matters arising

##### *HSWC/2020/36.1 Contractor activity (verbal update DH)*

Mr Ferguson informed the Committee that this item is to be covered under Paper 7.

##### *HSWC/2020/36.2 Centralisation of PAT (verbal update BM)*

Mr Ferguson informed the Committee that Estates have purchased the necessary equipment for Portable Appliance Testing and training on the equipment has begun. The pilot, due to take place in the College of Social Sciences, has been postponed until September when there will be more staff on site. Mr Ferguson agreed to provide a report and an action plan for the September meeting of the HSWC.

##### *HSWC/2020/36.3 Fire Prevention Report (Paper 1)*

The Committee noted the Paper that was circulated. Mr Campbell informed the Committee that this report was presented to the Estates Committee and has been circulated to the HSWC for information only.

##### *HSWC/2020/36.4 Sickness absence within operational staff (verbal report DH)*

Mr Ferguson informed the Committee that further analysis of sickness absence within Estates operational staff showed no unusual anomalies to report. As more operational staff have been on campus during lockdown, due to the nature of their work, there will be a higher percentage of staff on sick leave than other areas who have been able to work from home.

##### *HSWC/2020/36.5 MHFA training (verbal update SW)*

Ms Woolcott informed the Committee that the University had been unable to deliver MHFA training for the last 15 months. This was because Public Health Scotland (PHS), the custodians of the programme since the beginning of last year, had been busy dealing with the current pandemic. As PHS are unwilling for the course to be delivered online, the University

is hoping to offer interim training in the next few months while PHS update the previous training model.

#### *HSWC/2020/36.6 Colleague Wellbeing Strategy (Paper 2)*

The Committee noted the Paper that was circulated. Ms Stewart informed the Committee that the Wellbeing Group, which met for the first time in April, had now split into 3 smaller groups and the next meeting would take place in a few weeks to move the strategy forward. Ms Stewart asked that the Committee read the draft TORs and email any feedback directly to Elise Gallagher.

#### **HSWC/2020/37 OH Report (Paper 3)**

The Committee noted the Paper that was circulated. Ms Stewart informed the Committee that the OHU department had been back on campus since Easter, focusing on health surveillance and student clinics. The 1st quarter of 2021 was very busy for referrals, made difficult as the department are down 2 clinical staff. Referrals took place via Zoom/telephone but are now starting to move to face-to-face meetings. Mental Health continues to be the highest reason for referral, followed by prolonged illness. Ms Stewart informed the Committee that, when compiling this report, it became clear that an additional category should be created to reflect the numbers of individuals referred to OHU because of Covid exposure or covid related anxiety. Moving forward, a new code has been created to ensure that covid related referrals are reflected in future quarterly stats.

#### **HSWC/2020/38 SEPS Report (Paper 4)**

The Committee noted the Paper that was circulated. Mr McLean informed the Committee that this SEPS Report contains 2 parts:

1. Accident stats which now includes violence statistics. Mr Stephen informed the Committee that there were 4 violent incidents in the previous quarter. The Committee asked if the stats for near misses can be split into dangerous and non-dangerous and Mr McLean agreed to investigate this for future reports.
2. Incident benchmarking, which was requested at the last HSWC meeting. Mr McLean informed the Committee that in interpreting the data in the report, they should be aware that the data is based on best efforts by many different institutions who collect and categorise raw data in different ways. Universities that are mainly involved in classroom teaching will have a lower incident rate than Universities more heavily involved in practical teaching and research. The University of Glasgow has life sciences teaching, a medical school and veterinary, dental and nursing students which results in considerably higher rates of sharps/animal injuries and spillages. These are the 3 main causes of minor injury to students.

#### **HSWC/2020/39 EAP Report (Paper 5)**

The Committee noted the Paper that was circulated. Ms Stewart informed the Committee that usage was still low despite many publicity drives over the last year. Although the Contract for the EAP provider is due for renewal, it had been agreed that PAM Assist would continue as the EAP provider while the University decided what the future service should look like.

#### **HSWC/2020/40 Sickness absence stats (Paper 6)**

The Committee noted the Paper that was circulated for information only.



## **HSWC/2020/41 Estates Committee Safety & Compliance Report (Paper 7)**

The Committee noted the Paper that was circulated for information only. Mr Campbell informed the Committee that, as this report is shared with Court, the Committee should also have access to it.

## **HSWC/2020/42 Any Other Business**

- Fire in the Wolfson Link Building. Mr Campbell informed the Committee that, following the fire at the Wolfson Building, Estates held a lessons learned exercise with SEPS and the College of MVLS. The cause of the fire was a faulty Bunsen burner where the gas shutoff point was not easily accessible. Mr Campbell agreed to share the results of the lessons learned exercise with the HSWC.
- Travel Policy update. Ms Woolcott informed the Committee that there had been a lot of changes to the Travel portal which would be formally launched in the next campus bulletin. The new Travel Policy is available on the SEPS website.
- Safezone App. Ms Linquist informed the Committee that there are a few areas around campus that are currently not covered by the SafeZone App. Mr Stephen agreed to work with Ms Lindquist to resolve this issue.
- Lighthouse Lab accreditation. Mr Fairie informed the Committee that, following a United Kingdom Accreditation Service (UKAS) inspection, the Lighthouse Lab had been awarded UKAS accreditation. UKAS are appointed by the UK Government to assess organisations who provide testing.
- Student accommodation for Covid quarantine. Ms McKerrow asked the Committee if there was any further information on using student accommodation to provide safe areas for students to quarantine on arrival from overseas. The Committee were assured that, if this takes place, there would be strict adherence to all Government rules and regulations for Covid quarantine.

## **HSWC/2020/43 Date of Next Meeting**

The next meeting of the HSWC will take place on Wednesday 22nd September 2021 via Zoom.

*Created by: Ms Debbie Beales*

Court Context Card 22 June 2021 - REPORT FROM Nominations Committee	
Speaker	Lesley Sutherland
Speaker role	Nominations Committee Convenor
Paper Description	Nominations Committee Report to Court
Topic last discussed at Court	Apr-21
Topic discussed at Committee	May-21
Court members present	Court members present at last meeting: E Passey, H Cousins, L Brady, A Muscatelli, C Cassells, L Sutherland, C Goodyear, R Mercer
Cost of proposed plan	
Major benefit of proposed plan	
Revenue from proposed plan	
Urgency	High
Timing	Immediate
Red-Amber-Green Rating	Green
Paper Type	For information and discussion
<b>Paper Summary</b>	
<p>The Committee reviewed the updated brochure for the co-opted members of Court and noted the recruitment cycle. The Committee noted that the process for some positions on Court were done by nomination or election and were often set out with distinct criteria by the University Resolutions or Ordinances so potential changes were limited. Following discussion it was agreed that Court would be looking for a 12% BAME representation which could be fulfilled with two further appointments to Court. The Committee approved the recommendation to reappointment of David Finlayson for 4 years and to approve Gavin Stewart as the Finance Committee Chair and Elspeth Orcharton as the Audit and Risk Chair.</p>	
<b>Topics to be discussed</b>	
	None
<b>Action from Court</b>	<p>To <b>approve</b> the reappointment of David Finlayson for 4 years and to <b>approve</b> Gavin Stewart as the Finance Committee Chair and Elspeth Orcharton as the Audit and Risk Chair</p> <p>To <b>note</b> the process for recruiting Court Members</p> <p>Other items for noting</p>
<b>Recommendation to Court</b>	To <b>approve</b> the appointments as outlined in the minutes
Relevant Strategic Plan workstream	Agility, Focus
Most relevant Primary KPI it will help the university to achieve	Cash generation
Most relevant Secondary KPI it will help the university to achieve	
Risk register - university level	
<b>Demographics</b>	
% of University	100% students 100% staff
<b>Operating stats</b>	
% of	
Campus	All
<b>External bodies</b>	
<b>Conflict areas</b>	
Other universities that have done something similar	
Other universities that will do something similar	
<b>Relevant Legislation</b>	
<b>Equality Impact Assessment</b>	
<b>Suggested next steps</b>	
Any other observations	

**University of Glasgow**  
**Nominations Committee**  
**Notes of Meeting held on Friday 7 May 2021**  
**via Zoom**

**Present:** Liam Brady (LB), Dr Chris Cassells (CC), Dr David Duncan (DD), Professor Carl Goodyear (CG), Lesley Sutherland (LS) (Chair), Ronnie Mercer (RM), Prof Anton Muscatelli (AM), Elizabeth Passey (EP).

**In attendance:** Christine Barr (CB), Amber Higgins (Clerk)

**Apologies:** Heather Cousins (HC)

### **1. Notes of the last meeting**

The notes from the meeting on Tuesday 2 March 2021 were approved.

### **2. Recruitment Brochure**

CB outlined the Recruitment Brochure provided by HR and it was noted that an external agency had also briefly reviewed the brochure. The Committee agreed a number of wording changes to ensure that any potential applicants were not put off by the essential and desirable criteria. It was also agreed to break down the Court membership to show the lay members and University staff more clearly. It was agreed to pass the Brochure to Laic Khaliq, Co-opted Lay Member as a recent recruit to Court.

The Committee approved the brochure following minor modification and it was agreed that the brochure would be published in Mid August with a closing date of end of September.

The Committee also noted that it would be beneficial to include information in Avenue Magazine and where possible link in with COP26. The Committee noted the appointment process.

### **3. Recruitment Cycle 2021/22**

The Committee discussed the recruitment cycle for Lay members of Court and it was noted that 3 appointments were due to arise in the next 9 months and it was unclear at this stage if a second round of recruitment would be required to fill all three positions.

The Committee noted that a number of appointments either resulted from election or nomination. It was noted that DD advised those responsible for the process that Court was looking to improve its gender balance and BAME representation. The Committee noted that the process for nomination or election was often set out with distinct criteria on the University Resolutions or Ordinances so potential changes were limited.

Following discussion it was agreed that Court would be looking for a 12% BAME representation which could be fulfilled with two further appointments to Court.

It was agreed that a similar recruitment matrix would be drafted for the Sub Committees of Court.

#### 4. Skills Matrix

The Committee noted the refreshed format of the Skills Matrix. The following was agreed:-

- amend the Skills listed on the Matrix to include those previously suggested and remove any that are no longer relevant;
- the revamped form to be shared with Sub Committees of Court for discussion.

It was noted that it would be beneficial for Court members to be asked to complete a more detailed equality and diversity survey in the future.

#### 5. Court Reappointment

The Committee approved the reappointment of David Finlayson who was eligible for reconfirmation for a further 4 years from October 2021.

During discussion it was noted that Nominations should be mindful of reappointments and the degree to which it would be appropriate in the future for reappointments to take place on an automatic basis, bearing in mind the drive to fulfil the gender balance and BAME targets.

#### 6. Court Subcommittee appointments

It was noted that Graeme Bissett Chair of the Finance Committee was due to step down from his Court Role in December 2021. Gavin Stewart had therefore agreed to be nominated as the Chair of the Finance Committee. The Committee approved this appointment.

It was noted that Heather Cousins Chair of the Audit and Risk Committee was due to step down from her Court Role in March 2022. Elspeth Orcharton had therefore agreed to be nominated as the Chair of the Audit and Risk Committee. The Committee approved this appointment.

#### 7. AOB

During discussion a query was raised about the prospect if Court could allow additional members, that would allow less experienced lay members to gain experience of being a governor on a board. It was noted that there were some schemes on operation that would support this. It was agreed that this would be discussed at the next meeting.

The Chair noted that it would also be beneficial to gather ideas from all members on ways to improve and embed diversity in Court and sub committees. It was agreed that Court members would be asked to forward suggestions that would be discussed at the next meeting.

#### 8. Table of Actions

Action	Date Due	Notes
Updated recruitment brochure for Co-opted members of Court	June 2021	Executive Director of People and Organisational Development
Recruitment brochure to be passed to Laic Khalique for comments	May 2021	Clerk
Recruitment matrix for sub committees to be created	August 2021	Clerk



Skills Matrix to be amended to identify key skills required	August 2021	Clerk
Skills Matrix to be circulated for Sub Committees to complete	August 2021	Clerk
Clerk to pass to Court the appointments for approval	June 2021	Clerk
Court members to be asked for ideas on ways to improve diversity on Court	June 2021	Clerk

### **9. Date of Next Meeting**

It was agreed that a meeting would take place in August 2021.

**Court Context Card 22 June 2021 - Remuneration Committee Report to Court**

Speaker	June Milligan
Speaker role	Remuneration Committee Convener
<b>Paper Description</b>	Remuneration Committee Report to Court
<b>Topic last discussed at Court</b>	Nov-20
<b>Topic discussed at Committee</b>	May-21
<b>Committee members present</b>	Court members present at last meeting: June Milligan (Convener), Ronnie Mercer, Elizabeth Passey, Dr Craig Daly, Liam Brady Other members present Kerry Christie, Rob Goward
<b>Cost of proposed plan</b>	
<b>Major benefit of proposed plan</b>	
<b>Revenue from proposed plan</b>	
<b>Urgency</b>	Low
<b>Timing</b>	Immediate
<b>Red-Amber-Green Rating</b>	Green
<b>Paper Type</b>	For information
<b>Paper Summary</b>	Minutes of the meeting of Remuneration Committee 27 May 2021 at which was discussed the Principal's report relating to SMG performance and reward; Grade 10 professorial and professional staff performance and reward; Salary Augmentation Policy Review; Voluntary Severance and Salary Augmentation Approvals since the last meeting; Contractual/appointment changes (SMG); expenses report.
<b>Topics to be discussed</b>	
<b>Action from Court</b>	For information/discussion
<b>Recommendation to Court</b>	
<b>Relevant Strategic Plan workstream</b>	
<b>Most relevant Primary KPI it will help the university to achieve</b>	
<b>Most relevant Secondary KPI it will help the university to achieve</b>	
<b>Risk register - university level</b>	
<b>Demographics</b>	
<b>% of University</b>	
<b>Operating stats</b>	
<b>% of</b>	
<b>Campus</b>	
<b>External bodies</b>	CUC
<b>Conflict areas</b>	
<b>Other universities that have done something similar</b>	HE sector as a whole
<b>Other universities that will do something similar</b>	
<b>Relevant Legislation</b>	Scottish Code of Good HE Governance
<b>Equality Impact Assessment</b>	
<b>Suggested next steps</b>	
<b>Any other observations</b>	

**University of Glasgow**  
**Remuneration Committee**

**Minutes of the Remuneration Committee held on 27 May 2021 at 1400 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, Dr David Duncan, Sir Anton Muscatelli, Amber Higgins (Clerk)

**1. Welcome and Introductions**

The Convener welcomed Members to the meeting.

**2. Notes from the meeting held on 11 November 2020**

The notes from the meeting held on 22 November were approved as an accurate record.

**3. Matters Arising**

No substantive matters were raised.

**4. Remuneration Committee Annual Report**

The Director of People & OD 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; current strategic challenges in the HE context including the risks associated with student and staff recruitment as impacted by changes in the UK Visa & Immigration system and the Covid pandemic; institutional performance with regards to financial sustainability and budgetary position; KPIs and league table performance, and data relating to employment expenditure and pay progression at the University.

The Committee noted that following the recent USS valuation report, UUK had proposed an alternative hybrid package based on current contribution rates. This provided for a DB pension accrual at 1/85<sup>th</sup> of salary, a £40K salary threshold, CPI indexation capped at 2.5% and DC benefits above the threshold to remain unchanged at 20%. In addition, employers were consulted with regards to the introduction of more flexible and lower cost options to provide greater flexibility relative to issues of affordability and portability for members, given current opt-out rates. Further, a series of financial assurances were sought with respect to covenant strengthening measures. Taken together, the proposed benefit reforms had been put forward with a view to addressing the longer-term affordability and sustainability of the USS scheme.

It was noted that a number of staff webinars had been held during May to outline the anticipated impact of any subsequent changes to the scheme. Following consultation with USS employers, these proposals will be debated and subsequently determined by

the JNC, any agreement reached will be subject to further consultation with University employers in the autumn of this year, with changes implemented by April 2022. Dr Daly, on behalf of UCU, commented upon the communication and consultation process at a local level, reporting positively upon the discussions that had taken place with UCU members. Consultation with colleagues revealed strong support for the retention of a defined benefit element of the Scheme with a preparedness on the part of the majority having responded to pay slightly more to secure this provision.

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

It was noted that Remuneration Committee normally reviewed the performance of the Principal and other members of SMG through the annual PDR process, evidencing strategic delivery at an institutional level, assessed against University KPIs and institutional performance in domestic and international league tables. This, in addition to an assessment of team and individual delivery against objectives set in the preceding year as pertinent to each role. This review mechanism was suspended last academic year in light of the impact of the global pandemic with informal discussions taking place between SMG members and their respective reviewer.

The Committee noted that the University performed well against its agreed KPIs in AY 2020-21 culminating in the University being awarded Times Higher Education University of the Year 2020. It was also reported that remuneration of the Senior Management Group fell outside the national negotiating framework for the substantive workforce for which UCEA (the Universities' & Colleges Employers' Association) leads negotiations with the five recognised trade unions on behalf of HEIs across the UK. Further, the Remuneration Committee recalled that a pay freeze applied to colleagues covered by this agreement in AY 2020-21 given the backdrop of the pandemic and the associated financial pressures experienced across the HE sector.

A similar approach was adopted for SMG with the University's team approach to pay review for this group suspended for AY 2019-20 regardless of institutional performance. This, a consequence of the constrained funding environment and the resultant pay freeze applied across the sector aligned with the University's remuneration policy principles and practices.

The Committee noted that the University continued to work hard to maintain its current financial performance and had yet to observe any adverse impact post Brexit and changes to UKVI on colleague attraction and retention. The University continues to closely monitor student intake forecasts with regards to international (especially EU) recruitment targets for AY 2021-22. Despite mitigation efforts, the ongoing strength, capacity and quality of our research base had yet to be fully tested as adversarial fiscal and research investment policies at a national level had the potential to affect performance.

*Senior Performance and Reward – Grade 10 Professorial and Professional Staff*

As with SMG, PDR processes for these groups were paused in AY 2019-20, with a greater focus on development and support towards future career plans. This was achieved through informal discussion routes given the increased workload expectations associated with the University's online teaching provisions and the resultant challenges faced professionally and personally throughout the pandemic. Colleagues had similarly not been in receipt of any pay uplift in recognition of performance. Dr Daly confirmed that the future discontinuation of performance assessment outcomes as part of the PDR process was welcome however stressed the importance of development and future career progression discussions remaining part of this dialogue.



The Committee noted that there were a number of retention and market related uplifts (17 in total) in AY 2020-21 to date aligned with the University's Retention & Market Supplement related policies to the value of £158,697, averaging £9,335.

Exceptionally this year, the University took the opportunity to recognise the tremendous work undertaken across the Campus and to acknowledge the instrumental part that everyone had played over the last year, adapting to new ways of working and ensuring the continuation of core research and teaching activities. In light of these achievements and the University having been awarded THE University of the Year for 2020, colleagues across the institution were given a recognition payment (exc. SMG) in March 2021.

#### *Exceptional Contribution*

The Committee noted that given the absence of the annual performance review process last academic year, the University did not make any awards in recognition of exceptional performance through this route. It was of note however that a small number of colleagues (344 in total - 3.4% our population), having made an essential contribution in support of research, teaching, and other services at the height of the pandemic, were recognised accordingly. Those in scope, predominantly employed in University Services and the College of MVLS based on their respective inputs to the 'war effort', were awarded voucher payments ranging from £25 - £750 irrespective of job category or grade, to the value of £109,000.

#### *Clinical Academic Excellence & Innovation Award Scheme*

Following formal approval by Remuneration Committee in November 2020, it was noted that there had not been any further awards of this nature in the intervening period although it was anticipated, this would be reviewed later this year.

#### *Vice Chancellors Remuneration – Current Landscape*

The Committee noted that Vice Chancellors' remuneration dominated the headlines in May 2019, when this topic was last seriously considered by Remuneration Committee. The political landscape and headlines afforded to VC pay had substantially changed in the intervening period, given the impact of the pandemic. Against this backdrop, there was a continuing trend across the sector to bring more structure and rigour to senior management pay, especially as the sector emerges from the pandemic. Further, there was greater transparency following the introduction of governance codes for this purpose: the Scottish Code of Good HE Governance, the Committee of University Chairs (CUC) and the Office for Students (OFS) with increased scrutiny of executive pay and a push from Remuneration Committees relative to fairness and transparency considerations with respect to job size and institutional competitiveness.

This assessment had been supported through an independent review of the HE Senior Staff Remuneration Code, published on behalf of the CUC in December 2020. The review concluded that it was premature to comment on the extent to which publication of these frameworks had had a significant impact on pay constraint at this juncture. There has been a resultant impact on VC salaries over the course of the past 18 months, with UCEA's Senior Salary Staff Remuneration Survey for 2020 reporting an increase of 1.2% in the median salaries of VCs in the Russell Group. This marginal increase was primarily a consequence of the appointment of new VCs to particular institutions across the UK, as the vast majority of institutions did not apply any form of uplift to VCs as evidenced in the 2021 CUC Survey of Remuneration of Vice Chancellors. The

Committee noted that this was important to note for succession planning purposes in the coming years.

## **5. Salary Augmentation Policy Review**

Christine Barr described the University's Salary Augmentation Policy in lieu of Pension Contribution that has been in place since 1 April 2016. The policy was originally developed by the University to maintain institutional competitiveness in offering attractive, meaningful, and flexible employment packages to those who are instrumental to strategic deliverables. The policy provided an opportunity for higher earning colleagues electing to withdraw from membership of the University's recognised pension schemes to exceptionally apply for salary augmentation in lieu of employer pension contributions, conditional upon satisfying a set of qualifying criteria. This followed a series of legislative changes in UK government fiscal policies with regards to taxation of pension savings around this time.

The Committee noted its responsibility to regularly monitor and review the policy, its operation on a cost neutral basis and participation levels across the institution, and had the authority to modify or withdraw this provision at any time.

The Committee acknowledged that the policy was extremely valued and forms an important element in the attraction and retention of senior colleagues. Furthermore, there was significant support across the institution to retain this benefit provision. In the current climate, particularly in the light of the anticipated changes and benefit reforms to USS, and the potential for recurring increases in employers' pension contributions going forward, it was prudent to introduce a cap on the level of salary augmentation for future recipients.

It was reported that whilst this practice may not be widespread across the public, private and third sectors, those organisations with such policies had capped the benefit somewhere between 12-15% of salary. In the circumstances, given both the current and anticipated changes to the employers' contribution of the USS hybrid scheme going forward, and in the interests of fairness and transparency to future recipients of this provision in lieu of pension contribution, it was recommended that a cap be introduced.

The Committee agreed that the University should retain the benefit capped at 15% of salary for any new applicant effective from 1 August 2021. The cap for those already in receipt of the benefit would be maintained at its current level of 16.42%.

## **6. Contractual Changes**

The Committee noted that there had been no SMG contractual changes since the last meeting.

## **7. Expenses Report**

A summary of expenses incurred by SMG members over the period from 1 August 2020 to 31 January 2021 was noted by the Committee. This information included travel expenses booked on behalf of SMG members for University business, in addition to expenses claimed by members.

## **8. Recent Voluntary Severance Approvals**

*Voluntary Severance Approvals*

Since the last meeting of the Committee on 11 November 2021, 22 severance packages had been approved within the standard terms of the University's Voluntary Severance Scheme. The split as follows: Arts 2; MVLS 1; Science & Engineering 2; Social Sciences 4; and University Services 13. The total cost of which totalled £405,417.96 with an average payback period of 8.09 months.

Further, the Committee noted that the Facilities Services review had provided a Voluntary Release (VR) Scheme for those seeking to pursue alternative opportunities outwith the University. To date 30 applicants had accepted offers totalling £544,667.60 with an average payback period of 7.88 months. Dr Duncan reported that VR applications are monitored and that this practice would continue going forward.

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.

#### **9. Salary Augmentation Approvals**

The Committee noted that one application for salary augmentation had been approved in the period since the last meeting of Remuneration Committee on 11 November 2020. A total of 27 members of staff currently benefit from the policy.

#### **10. Any Other Business**

There was no other business

#### **11. Date and time of next meeting**

The next meeting will be held on 17 November 2021.

## University of Glasgow

### University Court – Tuesday 22 June 2021

Communications to Court from the meeting of Senate held on 10 June 2021

Ms Helen Butcher, Head of Senate Office

(All matters are for noting)

#### **1. University Budget update - Presentation by Vice-Principal Academic Planning and Technological Innovation**

Professor Frank Coton, Vice-Principal Academic Planning and Technological Innovation, informed Senate that the University had emerged from the COVID-19 Pandemic in a position of financial strength and provided an update on the University's current financial position, projected staff and student growth, and projected income growth.

#### **2. Update on preparation for Academic Year 2021-22: Project Aurora - Presentation by Vice-Principal Academic Planning and Technological Innovation**

Professor Frank Coton, Vice-Principal Academic Planning and Technological Innovation, informed Senate that the remit of Project Aurora was to:

- Prepare the University for the 2021-22 academic year in terms of learning and teaching planning, including setting basic expectations of what might be possible under different pandemic scenarios.
- Confirm timing of PGT student starts.
- Address short-term systems issues in admissions.
- Determine short-term resource needs and IT investments to support the above.

Professor Coton informed Senate that the scope of Project Aurora included all undergraduate and postgraduate students, and all taught programmes at the University. The Project would be responsible for planning the reintroduction of on-campus teaching and would be responsive to a range of pandemic scenarios. The Project would also be responsible for agreeing registration and enrolment deadlines, the phasing of postgraduate taught programme start dates, and identifying resourcing requirements to ensure institutional capacity.

Regarding the Project's governance structure, Professor Coton informed Senate that he was responsible for chairing the Aurora Project Governance Group and that six sub-groups had been set up to assist the Governance Group. These included: the Sponsor Group (chaired by Professor Frank Coton); the Admissions Group (chaired by Mr Gregor Caldwell, Executive Director of Finance); the PGT Intake Group (chaired by Ms Rachel Sandison, Vice-Principal External Relations); the Aurora Teaching Delivery Board (chaired by Professor Moira Fischbacher-Smith, Vice-Principal Learning and Teaching); the Aurora Lab Teaching Group (chaired by Professor Scott Roy, James Watt School of Engineering); and the Aurora Timetabling Group (chaired by Professor Moira Fischbacher-Smith). These groups contained members of staff from every College, the Students' Representative Council, and University Services.



Professor Coton provided Senate with a detailed breakdown of the timetabling activity timeline, including a summary of key milestones, teaching delivery dates, admissions systems, postgraduate taught student intake dates, and a summary of the communications and engagement timeline. Professor Coton also provided Senate with a summary of the main activities being undertaken by the Teaching Planning Group, the Admissions Group, and the PGT Intake Group. Regarding the Teaching Planning Group, Professor Coton noted that the Group had: developed and published a set of teaching planning principles for general teaching; published a set of lab teaching guidelines; completed the gathering of general timetabling requests from academic areas; and shared initial timetabling modeling insights from Central Timetabling. Professor Coton further noted that timetabling was going ahead on the assumption of one metre distancing requirements and that the Group had been supported by a range of stakeholder events, including an open session of the Learning and Teaching Committee with 296 attendees. Further Learning and Teaching Committee sessions were being arranged around topics including: lab teaching; hybrid teaching; learning design; and learning from the pandemic. Other open University events would feature aspects such as staff and student on-campus safety. Despite these activities, Professor Coton informed Senate that a number of challenges remained. These included: delays to the Scottish Government's decisions around social distancing; difficulties associated with delivering hybrid learning; managing student expectations and experience; and technical and system process challenges associated with recording different types of teaching activity and student numbers.

Regarding the Admissions Group, Professor Coton reported that the Group was working to tight timelines and that significant work was required to deliver solutions. The Group's current focus was on visa issuing, but other priorities for systems development were being confirmed, and contingency plans were being invoked for other requirements. The Group was also in the process of reviewing the priority of detailed requirements with a focus on gathering requirements, estimating work, and providing timelines for delivery. In relation to the PGT Intake Group, Professor Coton informed Senate that there was ongoing uncertainty around the offer/acceptance conversion rate and subsequent student enrolment numbers while the COVID-19 restrictions remained in place. In the event of a shortfall in recruitment in September 2021, the Group had developed a timeline for decision making, and work was underway to confirm the shortfall threshold that would trigger the need to initiate an additional January intake and to identify the requirements to support this.

Concerning the communications and engagement strategy for Project Aurora, Professor Coton informed Senate that the Project Group was currently in the process of engaging directly with different stakeholder groups through regular working groups, a weekly Project bulletin, and a lab teaching open learning and teaching session. The Project Group was also finalising its student communication approach, publishing Q&As, and updating the Project webpages. During July 2021, the Project Group would deliver a student-focused communications plan in collaboration with the Students' Representative Council, deliver a regular all-staff communication, organise a number of themed open learning and teaching sessions, and continue to publish and augment existing Q&As. During August 2021, the Project Group would continue to engage directly with different stakeholder groups through regular working groups and themed learning and teaching sessions, continue to produce clear communications for staff, and host a number of question and answer sessions for students.

Professor Coton advised Senate that the key priorities for Project Aurora over the next three months would be to:

- Confirm decision on distancing measures, complete scheduling and finalise timetable production.
- Continue to provide guidance and support with planning for learning and teaching,

particularly in relation to hybrid teaching and lab teaching.

- Develop visa issuing functionality and other MyCampus developments as prioritised by the Admissions Governance Group, and implement contingency plans for elements that could not be delivered via a systems solution.
- Confirm PGT dual Intake requirements and support with contingency planning.
- Produce clear and regular communications for both staff and students.

### **3. Mental Health Group - Update from the University's Chief Operating Officer and University Secretary**

Dr David Duncan, Chief Operating Officer and University Secretary, provided Senate with an update on the recent work of the University's Mental Health Group. In relation to student support, Dr Duncan reported the following:

- A Student Wellbeing Strategy had been put in place by the University.
- Counselling and Psychological Services (CAPS) had been extended, with the recruitment of additional counsellors and wellbeing officers. These trained therapists could advise students on wellbeing, work with students' Advisers of Studies, and run workshops on topics such as perfectionism and stress management.
- Student Support Officers had been put in place at College level.
- Waiting times for CAPS had been reduced over the previous months and were currently sitting at three days. Urgent therapy could be provided very quickly, and non-urgent therapy could be provided within 26 days.
- The University's 'Togetherall' online service had been launched. The service could be accessed by students and staff 24 hours a day, and consisted of an anonymous community where members could support each other and gain access to trained professionals and a wide range of self-assessment resources and self-guided courses.
- The University's Crisis Team and Students' Representative Council Advisory service was available to students who required it.
- Living Support Assistants and University Security staff had had a challenging year in student residences.

Regarding support for staff, Dr Duncan reported that:

- A Colleague Wellbeing Strategy was under development and was being led by Mrs Elise Gallagher (Deputy Director of Human Resources) and Mr Jim McHarg (Head of Human Resources for the College of Social Sciences).
- Planning and Organisational Development had been running workshops for staff with support from 'Headtorch'.
- The University's Employee Assistance Programme had counselled 172 staff by telephone in the nine months until the end of April 2021.
- The 'Togetherall' service and Occupational Health assessments were available for all staff.

In addition to these developments, Dr Duncan reported that the University's Mental Health Group was considering how to make the University's approach to mental health more trauma-informed. The University was also investing more resources into Disability Services following a review led by Professor Jill Morrison (Clerk of Senate and Vice-Principal).

#### 4. Research Policy and Strategy Committee

Professor Chris Pearce, Vice-Principal for Research, provided Senate with an update on the University's research landscape. Professor Pearce reported that the University had seen a significant drop in research activity since March 2020. The number of funding applications submitted by staff between April 2020 and March 2021 had declined by 9%, and the value of these applications had fallen by 25% (equivalent to £145m). Enlighten deposits had also fallen during this period by 23%, and awards issued had declined by 5% in number and 9% in value (equivalent to £20m). Overall, the University had seen a 13% drop in research income over the last reporting year - equivalent to £26.3m. This was the fifth largest percentage drop in research income out of the Russell Group.

In order to mitigate against the impact of the COVID-19 Pandemic, the University had set up a mitigation workstream, involving: the Deans of Research and Deans of Graduate Studies from each of the four Colleges; the Cross-College Research Support Team; the Lab for Academic Culture; and two short-life working groups ('Research post-COVID' and 'The future of research with COVID'). Consultation was also taking place through: a 'Shadow Board'; the University's Research Policy and Strategy Committee; cross-University focus groups; the Postdoctoral Representatives Forum; Postgraduate Research Conveners; and regular live question and answer sessions. In recognition of the fact that the impact of the COVID-19 Pandemic had been heterogeneous, a number of targeted interventions would also be introduced.

In relation to funds to mitigate against the impact of COVID-19 on research staff and students, Professor Pearce noted that the University had secured an additional £26m from the Scottish Funding Council, and an extra £7m from UK Research and Innovation. The University had spent £3.5m on extending stipends for approximately 25% (600) of its postgraduate research students, and an additional £200k had been added to the University's Hardship Fund. The University had also spent an additional £1m on research resources such as e-books and multimedia resources, an extra £6m on furloughing 440 research staff on 100% of salary and restarting the Lord Kelvin Adam Smith Fellowship scheme, and an additional £3m to fund research into COVID-19. Furthermore, the University had spent £700k on mitigating against the differential impact of COVID-19 by supporting 164 staff on research only and research and teaching contracts.

Professor Pearce reported that the following actions had been taken to stimulate research across the University:

- A message had been sent from the Principal to research staff and students to inform them that research was now a key priority for the University.
- The University's Senior Management Group had increased the risk level for research from 9 to 20.
- A survey of impact and barriers to research had been sent out, and a package of financial support had been created for ambitious research projects.
- New projects would be implemented to invest in challenging research areas, strategic recruitment, and people and development.
- New research technologies and spaces would be piloted.
- A review of infrastructure data, security, support, and training would be undertaken.

Regarding key performance indicators in research, Professor Pearce reported that the following targets had been set for the University:

- To have the fifth highest research income/academic FTE ratio in the Russell Group.

- To see continuous improvement in the quality of research publications based on citations.
- To be in the upper quartile of Russell Group universities in relation to the ratio of doctoral degrees awarded/academic FTE staff.
- To reach the Russell Group median of contract and collaborative research income as a share of total research income.

## 5. Convener's Business

### *5.1 New Scottish Government Minister for Higher Education and Scottish Council for Global Affairs think-tank*

The Principal informed Senate that he had had initial contact with Mr Jamie Hepburn, the new Scottish Government Minister for Higher Education, following his recent appointment to the role. The Principal also informed Senate that colleagues in the College of Arts and the College of Social Sciences were leading a pan-Scotland consortium to create a Scottish Council on Global Affairs. Working in collaboration with the Royal Society of Edinburgh, the University of St Andrews and the University of Edinburgh, the aim was to create a global affairs think-tank with international reach and reputation.

### *5.2 University Final Funding Allocations 2021/22*

The Principal informed Senate that the Scottish Funding Council had recently published its final funding allocations for 2021/22, and additional funding for the 2020/21 financial year. Regarding additional funding for 2020/21 in response to challenges presented by the COVID-19 Pandemic, the Principal noted the following:

- £40m had been allocated to assist universities and colleges to maintain research activities, protect jobs, and help students. £35m of this funding had been awarded to universities, with £0.5m being awarded to every university, and the remainder being allocated based on each university's existing share of core grants. Including the initial £0.5m, Glasgow had received £4.26m.
- £20m had been allocated to boost research and knowledge exchange. Glasgow had received £4.01m of this, which was the second highest share behind Edinburgh (who received £6.2m). These additional funds were a 'top up' to the £75m that was announced in May 2020, of which Glasgow received £15.3m.
- £10m had been allocated to universities and colleges for income lost in providing rent rebates. Glasgow had received £612k based on an estimated net income loss of £3.87m. Edinburgh had received £3.47m based on an estimated net income loss of £21m.

Regarding the final funding allocations for 2021/22, the Principal reported that the Scottish Funding Council's revenue budget had increased by 5.9% (£61.6m). Teaching funding had increased by 7.7% (£52.7m), Research and Innovation funding had increased by 1.5% (£4.4m), and other programme funding had increased by 7.2% (£3.9m). Capital maintenance funding had been broadly maintained, in cash terms, at the same level as last year. In relation to Glasgow, the Principal noted that:

- The University's core teaching and research funding had increased from last year by 4.6%.
- The University's Main Teaching Grant had increased by 6.3%. This had been driven by several factors including: a subject price group increase; 288 additional full-time 'Scottish Qualifications Authority places' in anticipation that changes to the 2021 exam arrangements would lead to another enlarged Scottish student intake; and 40



full-time graduate apprenticeship places that had previously been funded by Skills Development Scotland.

- An increase of 2% for upskilling (from £879k to £897k). Glasgow continued to hold the largest share of this funding.
- A 1.8% increase in the University's Research Excellence Grant (REG). This was the largest increase across universities with a large share of REG funding.
- A 10.2% increase in University Innovation Fund (UIF) funding as part of an overall uplift to research and innovation. This uplift had been spread evenly across the sector, with Glasgow receiving the largest UIF allocation, slightly ahead of the University of Edinburgh.

The Principal thanked colleagues for their hard work and adaptability over the previous academic session. The Principal also thanked the outgoing President of the Students' Representative Council (SRC), Mr Liam Brady, and the other outgoing SRC Sabbatical Officers for their significant contributions over an extremely challenging year.

## **6. University Court: Communications from the meeting held on 14 April 2021**

Senate received and noted a report from the University Court meeting held on 14 April 2021. Items included:

- COVID-19 update and planning
- University Strategy - KPI update
- Report from the Principal
- Report from the University Secretary
- Reports of Court Committees
- Communications from meeting of Senate on 8 April 2021

Our Purpose: to develop and support our students through an excellent University experience so that they fulfil their academic potential and contribute in the fullest way possible to culture, society and the economy throughout their lives.

### Values

- **Inclusive** policies and practices that promote student and staff wellbeing
- **Integrity** and **respect** in our behaviours, academic standards and quality
- **Collaboration** across staff and student communities, recognizing diversity of contribution and valuing collective endeavour
- Promoting **continuing professional and skills development** to support evolution in learning and teaching
- **Harnessing** curiosity, creativity and enterprise in our **research-rich environment**
- Promoting **excellence** through evidence based approaches and recognizing efforts and achievements
- Evaluating our programmes, teaching practices and our associated investments in technology in terms of their connection with and impact on **sustainability** and in particular, climate change

### Pillars

<p><b>Evolving Approach to Student-Centred Active Learning</b></p> <ul style="list-style-type: none"> <li>• Redesigning teaching to support interaction</li> <li>• Maximising, and supporting engagement with, blended learning opportunities</li> <li>• Developing team approaches to design and delivery of teaching</li> <li>• Redesigning formative and summative assessment to connect to real world challenges</li> <li>• Developing students' independent learning and groupworking skills</li> <li>• Enabling relationship building to support wellbeing and retention</li> </ul>	<p><b>Transforming curricula and assessment</b></p> <ul style="list-style-type: none"> <li>• Connecting with real-world challenges</li> <li>• Programmes and assessment that foster creativity and problem solving</li> <li>• Programmatic and inclusive curriculum design and assessment</li> <li>• Work-related learning, employer engagement and student-led practice engagement</li> <li>• Flexibility to support relevant course combinations and multidisciplinary</li> <li>• Easier transition through routes to study</li> </ul>	<p><b>Students' Professional &amp; Skills Development</b></p> <ul style="list-style-type: none"> <li>• Short, stand-alone academic courses focusing on insights and skills and refreshed in light of employer feedback</li> <li>• Professional and academic development focusing on integrity and behaviours</li> <li>• Enhanced focus on graduate attributes</li> <li>• New approach to articulate and demonstrate skills development</li> </ul>
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### Enabled by

- Investments in SMART campus, technology and analytics
- Improved learning environments and infrastructure
  - Increased Staff Support and Development
- Consolidation of Online and Blended Learning Support & Expertise
- Enhanced Support for Enterprise and Student-Led Activities

### Outcomes

- **Students:** Depth of disciplinary expertise through professionally recognized and externally valued curricula that connect with global challenges. Engaged learning through interactive teaching enabled by enhanced digital literacy, depth of focus on disciplinary skills and expertise, alongside development of professional skills and attributes to support career advancement. Opportunity to work in partnership within an inclusive and collaborative learning environment that supports a diverse student population studying online, on our campuses and with our TNE partners.
- **Staff:** Well-supported teaching environment with opportunity and challenge to transform curricula and approaches to teaching, whilst building on the achievements during the coronavirus pandemic. Improved digital teaching and assessment environment, support for learning and assessment design and evaluation. Strengthened sense of community and multi-disciplinary and cross-organizational team working.
- **External Stakeholders:** Contemporary and high-quality degrees supporting excellence in our graduates, professional recognition, engagement with and contribution to culture, economy and society and with flexible pathways through study that adapt to the evolving needs of society, government, employers, NGOs and our national and international partners.



# **Learning and Teaching Strategy 2021 - 2025**

**(approved by Senate - February 2021)**

## Introduction

Our core educational purpose is to **develop and support our students through an excellent University experience so that they fulfil their academic potential and contribute in the fullest way possible to culture, society and the economy locally and globally throughout their lives.** We seek to create an inclusive environment where students develop meaningful relationships with one another and with staff, and through those encounters, create new knowledge, challenge received wisdom, build inter-cultural and leadership capabilities, and develop disciplinary excellence and an appetite for lifelong learning and enquiry. Rapid and seismic impacts on societies and economies around the world from the Coronavirus pandemic, combined with the fast pace of change resulting from the impact of technology, require flexible and adaptable graduates who can integrate knowledge across disciplines to bring creative solutions to complex world problems. **This strategy therefore aims to stimulate evolutions in our approach to teaching, to curriculum and assessment design, and in students' skills development that serve our educational purpose. These three pillars of the strategy are shaped by the values, creativity, ambition and commitment of students and staff, and that are needed to support students and staff to thrive in a rapidly shifting, internationally competitive higher education sector.**

## Key Internal and External Drivers

The **internal drivers** underpinning this strategy are **core values** that students and staff have identified as important motivators for our priorities and that underpin our ability to respond appropriately to external challenges:

- Ensuring that our learning and teaching is **inclusive** and supports a diverse student community whose needs and aspirations vary substantially, and that our academic policies and practices support and promote student and staff **wellbeing and inclusion.**
- Maintaining and promoting **academic integrity** and **respect** in terms of our behaviours and the approach we take to academic standards and quality.
- Working **collaboratively** across staff and student communities, campuses and international partnerships, recognising the **diversity of contributions** that shape and build an excellent learning and teaching environment, and valuing the benefits of collective endeavour.
- Recognising and promoting the importance of **continuing professional and skills development** for students and staff to realising our educational ambitions, enhancing quality in teaching and supporting learning, and supporting students' career advancement.
- **Harnessing** the full potential of the curiosity, creativity, and enterprise that characterise **the research-rich environment** in which research-led learning and teaching are shaped and experienced.
- Promoting **excellence** in learning and teaching through evidence-based approaches that shape our teaching and assessment practices, learning design, and partnership development, recognising those efforts and achievements in terms of career advancement.
- Evaluating our programmes, our teaching practices and our associated investments in technology in terms of their connection with, and impact on, **sustainability and in particular, climate change.** A strategy that advocates more engagement with learning technologies and with refurbishment of physical teaching spaces, has an impact on our carbon footprint and so actions resulting from this strategy need to be incorporated into the University's wider action plan in relation to climate change and sustainability.



There are many **external drivers** including demographic shifts, economic instability, the impact of Brexit, long term global impacts of the pandemic, and the changing role of private education providers. The impact of the pandemic on current and future students is also having a profound effect on their experiences and expectations of education, their health and aspirations, and the increased support that they will continue to need in the coming years. Inevitably, changes in the policy and funding landscape also influence our approaches, the nuances within them and the specific measures and outcomes expected, impacting in turn upon prioritisation over the timeframe of the strategy. Particular drivers that we envisage will prevail throughout the next few years are:

- The pace of **technological change and innovation** and the impact of this on: workplaces; job opportunities; societal debate; expertise, skills and ongoing upskilling; and for education providers, the impact on how we teach and assess, and on how students learn.
- **Attitudinal change**, both positive and negative, in relation to the perceived value of undergraduate and postgraduate degrees and higher education expertise generally, from the point of view of individuals, governments and sponsors who fund education.
- Differential rates of **economic recovery** following the Coronavirus pandemic, along with ambitions for **social renewal and economic growth** across nations, and the need for universities to be part of the solution in terms of upskilling, fulfilling a meaningful civic role and in reducing inequalities in access to education.
- **Expectations from students** for flexible modes and programmes of study, international experiences and new forms of virtual mobility, skills development, engagement with employers and international partners, recognition from professional bodies, and values-led education that contributes to a sustainable and fulfilling future.
- The **requirement for Universities to adapt** to new forms of, and routes through learning such as growth in articulation and partnership routes, international developments that augment opportunities for physical and virtual mobility, and to emerging forms of academic credit such as micro-credentials and stackable degrees.

### Building on our Response to the Pandemic

The development of this strategy began pre-Covid. Commitment to the strategy at the start of 2021, is built on the fact that the University has already made substantial changes in approach to learning and teaching in our response to the pandemic. From April 2020, University guidance on approaches to learning design for blended and online learning has been created with these strategy pillars in mind. As such, the response made by staff and students across the University community has accelerated engagement with this strategy even before it was fully articulated, and these efforts have served as a huge catalyst for change already. The considerable gains in creating online resources, and in developing engaging online teaching, place us in a strong position to realise much of what follows and to continue to benefit from the considerable investments that staff have made in changing teaching practice to respond to the impact of the pandemic. Whilst the pandemic has propelled us to teach mainly online, **the University remains committed to an excellent, on-campus experience for students that realises the educational benefits of a blended approach to learning. There is opportunity during 2021 in particular whilst still teaching online, to evaluate the desired future blend of online and on-campus learning for students, decide how to make the best use of on-campus time, interactions, and spaces, and explore the potential for opening up opportunities for more online learning within on-campus programmes and further development of fully online degrees.** This strategy is designed to support ongoing investment in and development of this full range of provision in a way that acknowledges and supports students and staff in making these changes.

## Three Core Strategy Pillars

There are three core pillars to the strategy: (1) Evolving our approach to teaching and learning towards student-centred, active learning; (2) transforming curricula and assessment; and (3) professional and skills developments for students. Each pillar builds on foundations laid in the 2015-2020 learning and teaching strategy and provides focus for students and staff.

### 1. Evolving our Approach to Learning and Teaching: towards Student-Centred, Active Learning

There is a significant body of evidence that points to the positive impact of student-centred, active learning approaches on student engagement, retention and attainment. This requires a move away from a focus on the teacher, to a more distributed learning approach. Active learning approaches are supported by a blended approach to learning, that is, the “thoughtful integration of classroom face-to-face learning experiences with online learning experiences” (Garrison and Kanuka, 2004, p.96-7). Blended approaches “use multiple methods to deliver learning combining face-to-face interactions with online activities...The flexibility inherent in this form of delivery enables teachers to rethink where and how they focus learning activity and students to develop self-directed learning skills and digital literacies” ([Advance HE, 2020](#)).

We will **promote, encourage and enable more pervasive engagement with student-centred active learning approaches**

Building on our existing commitment and practice in this approach, we will **promote, encourage and enable more pervasive engagement with student-centred active learning approaches**, which involves:

- Redesigning teaching so that students can engage more deeply in their learning of the discipline during contact time, through interacting with their peers and with staff and focusing on developing understanding.
- Maximising the benefits of learning technologies to create blended approaches that focus students more fully on understanding and engagement with material during class time for example, through exploring areas of uncertainty in the topic, engaging with feedback and identifying and creating learning resources.
- Taking a team approach to course design and delivery, involving more diverse staff inputs. This may include disciplinary, technical, administrative and skills development expertise to support active learning and increased student self- and peer-assessment.
- Creating interdisciplinary teaching teams that can support team-based learning where appropriate.
- Redesigning summative and formative assessment with both more readily taking place during classes and connecting to real world challenges as we transform the curriculum.
- Designing in opportunities for students to develop both responsibility for their own learning and the collaborative skills that are essential in group work and team learning and in extra-curricular activities such as volunteering, societies, employment and competitions.
- Enabling students to connect with their peers and develop the relationships that are essential to enabling wellbeing and retention.

We have a particular opportunity during the pandemic, having moved almost fully online, to take the opportunity to re-think how we use face-to-face time and spaces more creatively after the pandemic, to support active and blended learning.

## 2. Transforming curricula and assessment

Knowledge and received wisdom in many areas is changing rapidly. Students have access to resources that can render course content out-of-date more quickly than in the past, and big data is changing approaches to science and understanding societies. These changes need to be reflected in the programmes we offer. The research-intensive nature of the University provides significant opportunities for us to enable students to undertake research, create new knowledge, develop critical enquiry skills, engage with emerging research, and inspire creativity in problem solving. This is a foundational element of our research-led provision and we have well regarded programmes valued by students and by external and professional bodies. The rapidly changing external environment is, however, creating a greater impetus than ever, to **transform curricula and assessment in ways that draw on disciplinary knowledge to address the societal challenges that we face globally, reflect our values of inclusivity, wellbeing and sustainability, draw on best practice in teaching and assessment, and embed work-related, professionally recognised learning opportunities for students.** It is important, therefore, that we **reposition and reshape our programmes in order that they:**

We will transform curricula and assessment in ways that address the societal challenges that we face globally, reflect our values of inclusivity and integrity, draw on best practice in teaching and assessment, and embed work-related, professionally recognised learning opportunities for students.

- Explicitly position what we do in relation to real-world challenges, drawing on research in the discipline, and connecting with the value-based commitments of the University in relation to sustainability, civic engagement, global challenges and the United Nations sustainable development goals.
- Embed approaches to programme and assessment design that foster creativity amongst students, promote problem-solving approaches, expand opportunities for knowledge creation, research and innovation and enhance students' self-evaluation skills and confidence.
- Reflect our values of inclusivity, wellbeing, integrity and respect in our learning and curriculum design through decolonising the curriculum, embedding our Accessible and Inclusive Learning Policy and engaging in student-staff partnerships to facilitate co-creation.
- Articulate a programmatic approach to assessment and learning – clarifying where learning builds on prior study, how assessment operates across core courses, and where key discipline-specific and transferrable skills are developed and demonstrated.
- Ensure work-related learning opportunities for students, regular engagement with employers and increased provision of opportunities for student enterprise and student led activities that support engagement with practice.
- Enable meaningful flexibility so that students can undertake relevant courses in other disciplines, engage in interdisciplinary learning and projects and/or professional development courses for credit.
- Ease transition to study through routes of entry that support part-time workplace learners, articulation from Further Education and Foundation pathways, Transnational Education (TNE) relationships, international partnerships, virtual mobility study and new forms of collaborative partnership provision.

## 3. Professional and Skills Developments for Students

We are committed to a University experience in which students fulfil their academic potential. We will **work in partnership with students to support their development as flexible and adaptable**

**graduates who can work effectively with others to bring disciplinary skills and knowledge together to form creative solutions to complex world problems.** This presents two aspects of skills development: (1) depth of disciplinary knowledge and skills associated with their degree and relevant professional accreditation and (2) graduate attributes, dispositions and skills that facilitate success during study and post-graduation, including progression within a research career.

Building on the proposals for curriculum transformation are opportunities to create **short, stand-alone academic courses for all students**, irrespective of discipline, to develop insights and skills in aspects such as data literacy, numerical and statistical analysis, computation, philosophy of science, climate justice, racial equality, inter-cultural communications, enterprise, design thinking and science communication. Such courses can both enhance and augment disciplinary expertise, helping to develop relevant and related academic insights and skills, and could be taken for credit or for development.

In addition, there is a need to focus on students' **professional and academic development** through

We will **work in partnership with students to support their development as flexible and adaptable graduates who can work effectively with others to bring disciplinary skills and knowledge together to form creative solutions to complex world problems.**

a focus on academic integrity, inclusive behaviours on campus and online, understanding of unconscious bias, group working, digital literacy and active learning, building these into student learning development, formal curricula and extended student induction.

There will also be an agreed programme of work in partnership with students through which we:

- Raise awareness of the importance of professional and academic skills development.
- Develop a greater understanding of the Graduate Attributes Framework amongst students.
- Create a portable portfolio tool or equivalent means through which students can articulate, demonstrate and then share evidence of their achievements across their academic study and alongside volunteering, internships, study abroad and exchange, and other related activities.
- Increase availability of and recognition for student focused CPD.
- Review and refresh the areas of short-course provision in light of employer feedback, engagement with students on internships and work placements, and industry analyses of skills gaps.

## Strategy Enablers

Achieving the ambitions outlined above in a way that benefits all students, will cause us to continue to challenge existing practices and refresh course offerings, and to consolidate and embed many of the excellent learning and teaching developments that exist across the University but that presently remain within pockets resulting in a 'patchy' approach. Reflecting the value placed upon working in partnership, the **strategy is best enabled through collaboration** within the University - across University Services', College, School, Institute and Subject teams – and with our international partners who support joint provision and international experiences. These collaborations bring together academic and professional services colleagues, technicians, GTAs, tutors, demonstrators and associate staff from the professions. Such collaborations between staff combined with student-

staff partnerships, provide the network of communities through which to develop shared expectations of the learning and teaching experience, and to realise the strategy.

Other enablers include the continued development of appropriate analytics and insights to inform interventions to improve retention, investments to enhance learning, and to shape our approach to a more personalised student experience. Similarly, developments associated with the SMART campus project and investments in improving the assessment and feedback systems and processes and enhancing the IT and physical infrastructure continue and remain fundamental to realising the strategy. However, there are four further key enablers that are of particular significance.

### Learning Environments & Infrastructure

There has been significant investment in our physical and digital infrastructure in recent years, with further investment planned. In order for students and staff to benefit fully from these investments, we will:

- Prioritise the development of, and ongoing investment in, teaching spaces and the digital infrastructure in order to create and maintain excellent and inclusive physical and digital spaces, building on the presumption that all spaces should facilitate collaboration.
- Continue to develop a more integrated approach to teaching and assessment technologies focusing on interoperability, consistency of experience, and sustained centralised support.
- Engage in further system developments to support curriculum mapping and curriculum change.
- Ensure that student and staff professional development opportunities and upskilling relate directly to making the best educational use of existing and new physical and digital learning environments and solutions.

### Staff Support and Development

Staff support and professional development is an important aspect of implementing the transformational changes envisaged in this strategy. As the response during the pandemic has shown, engagement in educational development and the roll out of staff support and upskilling, particularly in the use of technology, are key determinants of supporting changing practices. Whilst there has been considerable change in our approach to teaching because of the pandemic, there has not been the time to design our online and blended provision as we would under other circumstances. The transformations envisaged here, need to be pedagogically led not technology led. It remains important, therefore, when revisioning our future teaching, to create time and capacity to engage in evaluating what we have achieved and in renewing our focus on learning and assessment design. In order to support the implementation of this strategy, we will:

- Prioritise the creation and timely sharing of resources and guidance that set out the evidence base for changes in learning and teaching practice.
- Create opportunities for reflection on, and coordinated evaluations of, our own learning and teaching practice, in keeping with the University's commitment to enhancement of learning and teaching, and to scholarship of learning and teaching.
- Develop further support and guidance for staff engaged in scholarship of learning and teaching in order to evaluate and enhance our developments and to engage in informed, evidence-based dialogues with professional bodies about future educational approaches.



- Collaborate to review and develop support for all staff involved in teaching and supporting teaching and learning, and in particular ensure enhanced, funded support and development for GTAs.
- Agree with Schools and Institutes, models of staff engagement and devolved leadership to undertake changes envisaged in the strategy, ensuring appropriate resourcing, staff development opportunities and support for collaboration with employers and international partners.

### Consolidation of Online and Blended Learning Design and Technology Support and Expertise

Many of the developments outlined here can only be achieved through expanded and harmonised support for blended and online learning both in terms of learning design and learning technology expertise. There is, therefore, the opportunity and need to build on experiences during the pandemic and to invest appropriately in the support for ongoing transformation of our approach. As such, we will:

- Consolidate central learning design and learning technology support, ensuring widespread awareness of sources of expertise amongst central teams such as Information Services and Academic and Digital Development and to communicate and demonstrate how this expertise might be more easily accessed and drawn upon locally.
- Draw on the disciplinary, educational and technical expertise and experience across the University community to inform, engage with, and evaluate learning developments and technology adoption.
- Raise awareness of existing teaching and learning approaches, maximising the benefits of existing investments and allowing more comparative evaluation of approaches of how learning technologies enhance learning and teaching.
- Innovate, pilot and evaluate new educational approaches and supporting technologies, ensuring that new approaches integrate with existing digital infrastructures and support is provided.
- Enable more rapid and integrated diffusion of innovation throughout the University in order to increase engagement with MOOCs, micro-credentials, blended and fully online learning.
- Develop communications and decision-making processes that ensure that educational objectives determine investments in, and evaluation of, technologies and software solutions.
- Review and develop support for and within academic areas that is necessary to enable the student and staff developments and activities outlined in this strategy, particularly in relation to blended and online teaching.

### Enhanced Support for Enterprise and Student-Led Activities

Student-led activities play an important part in the student experience overall, as well as in supporting personal and skills development. Many student societies associated with academic programmes undertake a range of activity, but support for such work is not systemic or sustained. In the same vein, student competitions which often support mobility and interdisciplinarity, can only be afforded by some student communities and not others. As a result, not all students have equivalent opportunities to benefit from the benefits of academic-related or extra-curricular student activities<sup>1</sup>.

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<sup>1</sup> This is distinct from the funding of the Student Bodies (GUSA, GUU, QMU and the SRC).

Student enterprise is also a key platform for many students across the University to develop not only their own businesses, but also an entrepreneurial mindset that will stimulate innovation, build confidence, and support contributions within a range of public sector, NGO, academic, social enterprise and other settings. We therefore need to:

- Expand student enterprise provision where it both supports new business start-ups, and allows all students to engage in enterprise education should they wish.
- Further develop incubator and accelerator programmes and resources.
- Create sustainable funding arrangements to support and grow student-led activities that build extra-curricular opportunities relating to programmes of study.



University  
of Glasgow

# COP26

**Rachel Sandison**

Vice-Principal, External Relations

**WORLD  
CHANGING  
GLASGOW**







## COP26, 1-12 November 2021

- COP26 Working Group:
  - **Event Management**
  - **Marketing & Communications**
  - **Student Engagement**
- Centre for Sustainable Solutions Leadership
- Presidency themes: Adaption & Resilience, Nature, Energy Transitions, Clean Transport, Finance
- COP26 Universities Network
- On-campus, Virtual, Community Outreach, Green Zone, City Zone





# COP26 Events Programme

- Building the University's presence at COP 26
- Developing on-campus COP 26 Events Programme
- External partnership engagement
- Events Practitioners' Group

- Bringing to life the key themes of COP26 within the University's Events Programme
- Position UofG as a key climate change player by showcasing key strands of 'Glasgow Green'

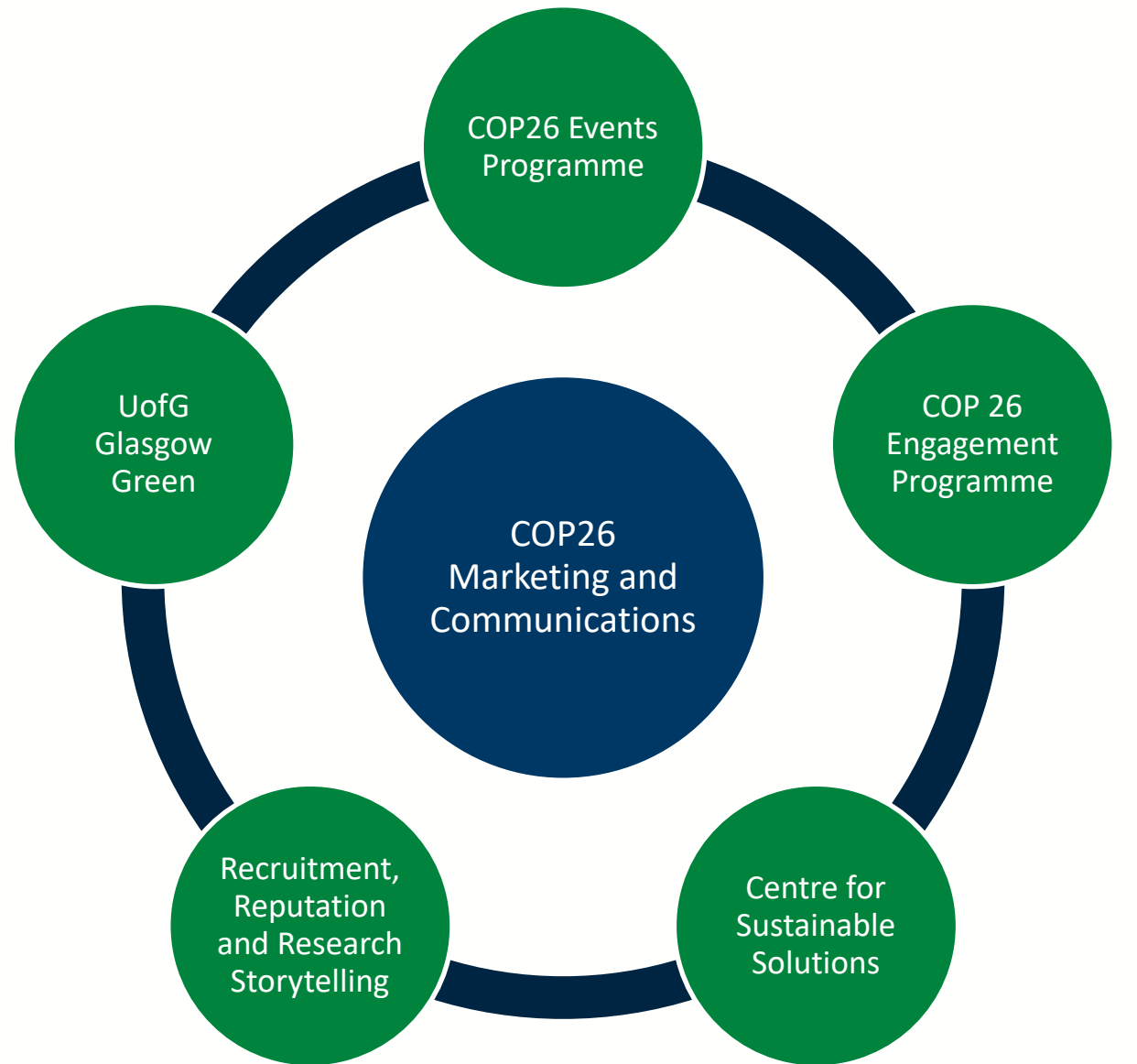
- COP26 is just the beginning
- Building communities post COP26

Build-Up

COP26

Legacy





We recognise the world is facing a climate emergency and urgent action is needed. We are committed to achieving carbon neutrality by 2030 and raising public understanding of climate change and the challenges it represents for humanity.

# Sustainability web pages



## Our response to the climate emergency

→ Glasgow Green: the University's action plan to achieve carbon neutrality by 2030.



## Centre for Sustainable Solutions

→ Building a sustainable future through education, research and partnership.

## Our climate commitments

- 2014: the first UK university to declare it would divest from fossil fuels within a decade
- 2017: signed the Sustainable Development Goals Accord
- 2019: first University in Scotland to declare a climate emergency
- 2020: opened the Centre for Sustainable Solutions
- 2020: published our response to the Climate Emergency 'Glasgow Green'
- 2021: launched new plan to cut carbon emissions from business travel by 7.5% each year



## Study

Glasgow degrees related to sustainability and the environment.

- Undergraduate degree programmes
- Postgraduate taught degrees
- Postgraduate research opportunities



## Environmental sustainability

→ From energy management to serving sustainable food on campus.



## GUEST working group

→ Empowering students to improve the environmental practice of the University.



# Key Confirmed Events

- **Connect with Climate Change Events**, a virtual exchange series in Partnership with Scottish Power & the University of Strathclyde. This series will take place throughout 2021 in the run up to COP26. **Next Event *June 29th* - Raising ambition: A tale of two regions** (*Partnership & Industry Engagement*)
- **Water & Climate Change Meeting 27<sup>th</sup>-29<sup>th</sup> October 2021**, (*Industry Engagement*)
- **Annual Carnegie Lecture, 4<sup>th</sup> Nov 2021**, *delivered by Baroness Brown* (*Public Engagement*)
- **The Global Landscapes Forum 5<sup>th</sup>-8<sup>th</sup> Nov 2021** (*University is host venue*) The GLF is the world's largest knowledge-led platform on sustainable land use, dedicated to achieving the Sustainable Development Goals and Paris Climate Agreement. GLF will be broadcasting in multiple languages and expect in excess of 35,000 to join online, while reaching more than 60 million through social media and the same or more in traditional media.
- **The 30% Club Panel Event & Dinner, Thursday 11<sup>th</sup> Nov 2021**, (*Partnership & Industry Engagement*)





## Student Engagement

- Working with SRC & Green New Deal Coalition to organise a series of Climate Citizen Assemblies to inform changes to UofG's climate-related strategies and action plans
- Planning underway for Go Green Week and Glasgow Goes Green - interactive student-facing event series focusing on power & policy
- Panel events on topics including the history of sustainable labs, the countdown to COP and the role of the community in COP26 in collaboration with student groups
- Interactive digital events for students like bookclubs and cookalongs
- Communicating sustainability work on campus, e.g. GUEST podcast
- The SRC developing a sustainability guide, specifically for first years for now, although with the hope of expanding this.





# Green Zone Successes

- **Dr Andrew Judge, Lecturer in International Relations/Deputy Head of Politics & IR**  
Project: 'Climate Literacy and Citizenship: A COP26 'pop up news room' to engage young people in Scottish schools'
- **Ana Miranda, Knowledge Exchange Associate - LMIC Research Network**  
Panel Event entitled 'Building sustainable and resilient urban spaces - the experience of LMIC cities and neighbourhoods'.
- **Still in conversation: Dr Gozel Shakeri**  
Exhibiting 'Envirofy your shop: a real time tool to support eco-friendly food purchases online'.





## COP26, 1-12 November 2021

- Next Steps:
  - Development of Directory of Experts
  - UKG, SG, GCC Engagement
  - Upskilling Course – Climate & Carbon Literacy /microcredentials
  - Full events programme shared
  - Get Ready Glasgow Activation
  - Clarification on form COP26 will take
  - COP26 Legacy planning

