

**GOLDSMITHS
University of London**

COUNCIL

ACADEMIC BOARD

Minutes of the meeting held on 20 March 2019

- Present:** Mr Patrick Loughrey (in the Chair), Professor Michael Archer, Professor Vikki Bell, Dr Debbie Custance, Professor Jan De Fockert, Professor Mark d'Inverno, Dr Jasna Dragovic Soso, Dr Iris Garrelfs, Dr Stephen Graham, Ms Annie Guo, Mr Conrad Heyns, Professor Elisabeth Hill, Mr Kevin Jones, Mr Steve Keirl, Dr Rodger Kibble, Dr Padraig Kirwan, Mr Gerald Lidstone, Dr Betty Liebovich, Ms Karen Matthewman, Professor Simon O'Sullivan, Professor David Oswell, Dr Rajyashree Pandey, Professor Alan Pickering, Ms Maggie Pitfield, Dr John Price, Professor Marsha Rosengarten, Dr Anamik Saha, Professor Cris Shore, Mr Paul Stocks, Mr Joseph Tema, Dr Naomi Thompson, Dr Ragupathy Venkatachalam, Dr Erica Wald, Professor Joanna Zylinska.
- Apologies:** Professor Frank Bond, Mr Martin Conreen, Mr Adrian De La Court, Dr Henrike Donner, Ms Sara Ewing, Professor Anna Furse, Dr Henriette Gunkel, Ms Shehzida Iqbal, Ms Wei Jin, Professor Frank Krause, Ms Taylor McGraa, Professor Richard Noble, Mr Kierin Offlands, Professor Osita Okagbue, Dr Caroline Rix, Professor Mike Waller, Professor Robert Zimmer.
- In attendance:** Ms Jane Boggan (item 6 only), Mr Mark Butler (Director of Development at the Good Governance Institute), Ms Amanda Cater, Mrs Rhian Douglas, Ms Louisa Green, Ms Wendy McDonald, Ms Alix Poulton, Mr James Ringer (item 8 only), Ms Helen Watson, Mr Ben Wilson, Mrs Cathryn Thompson (Secretary).

OPEN BUSINESS

1 NEW MEMBERS

Noted:

Professor Robert Zimmer (Head of Department of Computing) and Professor Cris Shore (Head of Department of Anthropology) were welcomed to the membership of the Board. Ms Louisa Green (Academic Registrar and Director of Student Experience) was also welcomed in attendance to the Board.

2 EQUALITY AND DIVERSITY

Noted:

The Chair reminded members that considerations of equality and diversity should inform the deliberation of all items of business.

3 MINUTES

Resolved:

That the Minutes of the meeting held on 5 December 2018 be approved.

4 MATTERS ARISING FROM THE MINUTES

Noted:

- (i) Item 5 – Search for a new Warden (5 December 2018)
The questions presented to members at the meeting on the qualities and experience required of the appointee were circulated and feedback collated. A focus group meeting of academic Heads of Department was set up and attended by Perrett Laver. Feedback from Heads of Department informed the job description and person specification.
- (ii) Item 11 – Widening Participation Sub-Committee (5 December 2018)
A forum took place on Wednesday 6th March which brought together colleagues from across the academic and professional services departments and included student representation. The intention of the forum was to get multiple perspectives in order to best inform the terms of reference, which will be sent to Governance shortly in order to start up the Sub-Committee.

5 WARDEN'S REPORT

Noted:

- (i) An oral report from the Warden on issues of concern and interest to the College was received. It was noted that rumours about possible recommendations stemming from the Augar Review continued, but what was clear at this point was that we can't expect the initial recommendations until April or May, although it was acknowledged that this was likely to be delayed further as a result of the planned spending review. Goldsmiths would of course continue to contribute to UUK's lobbying efforts.
- (ii) It was disappointing that there remained so much uncertainty around Brexit. The College had run various exercises to plan for the possible consequences of a 'no deal' Brexit and specifically any potential operational challenges that it might present, such as providing guidance on business related travel. The Goldsmiths Immigration Advisory Service also continued to provide face-to-face meetings with EU staff, alongside publishing regular updates on Goldmine. At a public affairs level, Goldsmiths continued to make interventions where feasible, such as through Parliamentary Questions posed by [REDACTED] (a British Labour Party politician and the Member of Parliament (MP) for [REDACTED]) on our behalf, and by

actively contributing to UUK's campaign around the Erasmus programme. Staff, who, via their research and expertise, continue to offer commentary and analysis on Brexit. Finally, the sector had recently received some good news over international students. Following extensive lobbying across the sector, including from Goldsmiths, the Government had announced some significant concessions around the environment for international students that could make a real difference. This included better migration data collection and an improved post-study work visa position. The post-study leave period would be extended to six months for undergraduate and masters students, and a year for all doctoral students.

- (iii) The Board was informed that the student protest in Deptford Town Hall (DTH) continued. In brief, a group of around 20 student protestors entered DTH on Tuesday 12 March 2019 and a remnant of that group had been there since then. Members of the Goldsmiths Senior Management Team (SMT) met with a small group from the protest that evening, responding within two days to the initial demands which had been raised at that meeting. This included commitments to additional student wellbeing staffing and mandatory training for staff on race awareness. Since then, the group had brought forward a manifesto and list of 32 demands. The SMT spent a substantial amount of time considering these serious and profound issues and would be reverting with a further response in the near future. The SMT wanted to ensure the planned work was strategic and that it enabled meaningful, long-term cultural change. The Warden acknowledged the reports of serious disruption to teaching in DTH on Thursday 14 March, noting that staff and students had reported facing aggressive behaviour from those involved in the protest. The prime concern of the SMT was the safety of all staff and students, with a key priority to resume teaching activity and access to the immigration advisory service in the building as quickly as possible. Teaching scheduled to take place in DTH from Friday 15 March onwards was being relocated and the building was now closed to normal College business. There was no interest in being deliberately punitive to those involved in peaceful protest. Updates would continue to be provided via the usual channels.
- (iv) The Warden informed the Board that discussions with leaseholders were underway over a potential scheme that would see the ground and mezzanine floors of the new block of flats on the corner of Batavia Mews used for design studio space. This initiative sat alongside ongoing discussions with LESOCO about better terms for the College's lease of space at Deptford Creek, which Goldsmiths' Art students had expressed satisfaction with. It was confirmed that the long term plan to find a permanent, off-campus home for the MFA and others situated further away from campus remained.
- (v) The College had successfully secured £[REDACTED] of external funding for phase 1 of Goldsmiths' project to renovate the disused space above the New Cross Road shops to become a centre for encouraging student and community enterprise development. The development was partly about improving the service offered to the large proportion of students who want to set up their own business or social enterprise, but also about using Goldsmiths' facilities to serve the community. Consultation with staff and students on the best way to deliver this offer, and how the hub itself would be designed within the space constraints, would take place in due course. The College would be keen to ensure that Goldsmiths' research specialisms genuinely add value to the offer, to make this enterprise hub distinctive to other similar services in the borough. Colleagues in ICCE were particularly

involved in the project, but others could expect to be called upon to help shape the future of the hub over the coming months.

- (vi) It was noted that the current NSS 2019 response rate across the institution was under 40%, compared to this point in last year's survey where the publication threshold of 50% had already been reached. Participation always varied greatly between departments. The College continued to rely on colleagues who interact with final year undergraduates to explain why completing the survey was worthwhile, so staff were asked to continue with their efforts to encourage students to participate and have their voice heard. The Board were reminded the NSS was only one way the student voice was listened to at Goldsmiths, but that it was a very important and high profile one. Information and messaging relating to the NSS was available on Goldmine and from the Student Engagement team.
- (vii) The Warden thanked those who had worked so hard on the dry run of REF 2021 output assessments. The REF Strategy Group met on 15 February and reviewed all department output profiles, with some decisions on subject groupings expected to be considered further in April. The REF Manager and Pro Warden (Research and Enterprise) had now met with the majority of academic departments to feedback on the profiles and next steps. Next steps included a set of impact case study review days in May (involving external advisors and including departments as with the review days last year), some sessions on environment statements, and a full mock REF submission planned for October/November. Anyone with queries were asked to contact the REF Manager and Pro Warden (R&E) directly.
- (viii) Subject-level QS survey results had some encouraging news, with Goldsmiths now in the top 100 institutions worldwide for Arts and Humanities (up nine places to 93). The College was in the top 10 globally for Communication and Media Studies (up one place), ranked 11 for Art and Design, and in the top 50 for Anthropology, Sociology and Performing Arts. The College had also seen a rise in the rankings for five of the nine subject areas for which Goldsmiths qualifies, and for the first time, the College was registered in Education, placed in the 251-300 bracket. The Warden thanked all those departments who suggested names for overseas academics to be approached for the next survey.
- (ix) Staff were strongly encouraged to give further thought and consideration to nominations for Honorary Degrees and Fellows. The College was keen for a diverse range of names for the relevant committee to consider, not only as these individuals enrich Graduation Ceremonies but also College and departmental life in general.
- (x) The Board was informed that the College's application to the subject-level TEF pilot had been submitted. The TEF Strategy Group, and in particular the TEF Subject Coordinators, students, Director of Strategic Planning and Projects, and Academic Director (TaLIC), were thanked for their involvement and continued support. The College would now focus internally on the lessons learnt, reflect on how data analysis and collection might be gathered routinely within existing processes, and formally feeding back on the process as a whole to the Office for Students. A suggestion from one Head of Department was that the TEF process could usefully be used for REF statements needed by 5 June. In particular that the TEF drop-in sessions, including via email, provided quick answers to questions raised. It was noted that the Pro Warden (Research and Enterprise) would liaise with the REF Manager, who was likely to be able to accommodate this request.

6 REF CODE OF PRACTICE

Received:

The REF Code of Practice (18-357).

Noted:

- (i) The draft Code of Practice had already been shared widely across the Goldsmiths community, including discussion at the Senior Staff Residential in January. Broader consultation with academic staff had taken place, which largely focused on minor edits and typographical amendments. Goldsmiths' University and College Union (GUCU) had also provided helpful feedback on some substantive points. The draft had recently been considered by Human Resources & Equalities Committee and Research Enterprise Committee (REC), prior to this meeting of the Board. The Code must be submitted to the REF Equality and Diversity Advisory Panel by 7 June 2019.
- (ii) The Code of Practice provided a statement as to how the College planned to run the REF. It was noted to be a very good document, which had undergone a significant amount of work, particularly by the REF Manager. It was confirmed that feedback from REC had been incorporated in the latest draft circulated to the Board.
- (iii) A suggestion was made to amend the document to ensure no individual staff names were named, by using only job titles. In addition, it was noted that the final category within the timeline, 'general and ongoing', would be an opportune point to get feedback from colleagues on the process to date and its future direction. The Pro Warden (Research and Enterprise) would explore the possibility of an open meeting to facilitate the discussion.

Resolved:

The REF Code of Practice (18-357) was approved.

7 STUDENT EXPERIENCE WORKSTREAMS

Received:

An update on the delivery phase of the Graduate Outcomes Workstream and Supporting Personal and Senior Tutors project recommendations (18-358).

Noted:

- (i) The President of the Students' Union was pleased to see the proposed initiatives intended to support Personal Tutoring.
- (ii) It was noted that a recent Warden's Advisory Group meeting heard about the work undertaken by the Department of Media, Communications and Cultural Studies in relation to the personal tutoring system, which could be shared across the wider College community.

- (iii) At an appropriate point, it would be important to monitor uptake by departments and progress overall to evaluate whether the initiative was working.

8 ADMISSIONS POLICY – UNCONDITIONAL OFFERS

Received:

A paper on unconditional offers and the College's Admissions Policy were noted (18-359).

Noted:

- (i) The paper outlined the current position in relation to Goldsmiths' strategy for making unconditional offers, and provided a response to the OfS briefing in January 2019 on Unconditional Offers: Serving the interests of students?
- (ii) The College currently makes relatively few unconditional offers, using them in a very controlled and measured way, without putting pressure on applicants and encouraging them to work hard and get their best possible grades.

9 NON-CONTINUATION

Received:

A paper on non-continuation (18-375).

Noted:

- (i) It was apparent when preparing for the College's submission for the subject level TEF pilot that departments had been working hard to address issues around non-continuation. The Board considered the 5 key questions outlined in the paper, and specifically how useful the data was and how it was being used. TaLIC's Academic Director noted that there were projects with the HEA and Paul Hamlyn Foundation, involving many institutions, that advised against targeting individual groups of students but recommended continuing with the support that was already in place to support everyone and to develop a culture of belonging so that students were more likely to continue with their studies. Reports could be shared with members of the Board and TaLIC would be happy to talk with people about what they did and what worked well.
- (ii) Centrally, the College was looking at ways of further disaggregating the data and identifying what the current barriers were, and specifically how students might be supported to successful completion. It was noted that mental health was not the most common reason currently given by students leaving the College. Goldsmiths offered a substantive package of support, but it faced huge demand within, and on, the service, so further investment was required. A reminder of the services currently available might usefully be sent out, to signpost to academic departments and students where to go in order to access the right support. It was essential to intervene at an early stage and to identify any potential barriers. The stories behind the data were most important, with effective and accurate methods in place to gather and collate such information. Members of the Board agreed that an end to

end review of the withdrawal process would be required, with an initial meeting to discuss the details of the review scheduled for the week commencing 25 March 2019. It was important to obtain a richer dataset of the reasons that lay behind students withdrawing from their studies, which could then be mapped back onto the more restricted formal HESA return requirements.

- (iii) The issue of non-continuation clearly connected with many other projects currently underway, such as the support for personal and senior tutors (e.g. a senior tutor forum, training for tutors and an online toolkit).
- (iv) The Board was informed that departmental dashboards provide disaggregated non-continuation data for Year 0 to Year 1, for example, and it was confirmed that within the HESA dataset, students leaving to go to another institution were counted as a positive and only those not continuing within Higher Education were negatively counted. The national data was benchmarked.
- (v) Members of the Board were reminded that the Students' Union had resource available through the Academic Communities Fund, for departments to bring students together and provide a greater sense of belonging.
- (vi) A better understanding of what worked well was needed so as to focus resource on the right types of activity. Consideration should be given to the role of peers and the academic relevance of activity so that it remained central to the department and programme of study. A simple intervention that had been made at Wolverhampton was cited in which assessment briefs were explained in greater detail, resulting not only in improved retention but also closing the attainment gap. Goldsmiths Department of Media, Communications and Cultural Studies had revised their approach to the personal tutor system, whereby groups were assigned tasks. There was some initial suspicion from staff and students, but it was now working very well and embedded into their schedule. Appropriate follow up took place when a student was not engaged or absent. Other positive examples of a peer mentoring scheme centred around wellbeing and settling in on a one-to-one basis, and the strong correlation with mid-term performance and non-continuation with tutors contacting students at that mid-point were noted. TaLIC would be happy to share ideas more widely and to explore ways of making activities less burdensome for staff.

10 UPDATES TO COLLEGE POLICY

Received:

Updates to the Goldsmiths Academic Manual (18-360) and Extenuating Circumstances process (18-361).

Noted:

Goldsmiths Academic Manual (GAM)

- (i) Much stakeholder consultation had taken place since the last update on the GAM received by the Board in December 2018 alongside a further meeting of the Regulations Working Group (RWG). The final draft of the regulations section of the GAM was enclosed in the paper, with recent changes highlighted in red. The Associate Director (Student Administration) thanked those who had provided

feedback and contributed to wider discussion on the GAM thus far. The GAM had been considered at department meetings, meetings with Departmental Business Managers, focus groups with students and through the formal College committee structure.

- (ii) The next phase of the project was the development of, and update to, policy. A list of policies underpinning the regulations was provided within the paper, all of which had been Red-Amber-Green (RAG) rated to identify those which required more urgent attention and likely revision. The timeline for such review in time for the May meeting of Academic Board was noted to be very ambitious, however, there was also a further opportunity for policy consideration and approval at the September meeting. The Quality Office was liaising with staff assigned to update each individual policy.
- (iii) Considerable work had also taken place on how the regulations and supporting policy, procedure and guidance would be viewed and accessed online. The Communications Team was very much involved and feedback from student focus groups on the accessibility and navigability of the GAM had influenced its development. A communications plan had been developed.
- (iv) One member of the Board noted that the Glossary was really useful. A request for the consistent use of the term 'lead department' rather than 'home department' was made. The ordering of the paragraphs on academic integrity should be reviewed, and the section advising on ethics should refer to students and staff collectively and consistently. The RAG rating for the Research Ethics Code of Practice should include some ownership by the Research Ethics Sub-Committee in addition to the Graduate School.
- (v) The Board was satisfied with the content of the GAM and expressed thanks for the work to date.

Extenuating Circumstances (EC) process

- (vi) Following the update provided at the last meeting of the Board, School Administrators, all academic departments, the Associate Director (Student Administration) and the Students' Union had continued to look at how the EC process might be best delivered.
- (vii) A summary of internal responses to the recent consultation, with both academic and professional service departments and with students, had been provided in the paper along with a set of proposals which best represented the feedback from the consultation. Consultation had provided a mixed picture regarding where ECs should be processed and where decision making should take place. All responses, however, had been very clear that any EC process should be fair, clear and consistent, and that, as a minimum, students should be required to make only one EC application and get a consistent and quick response in return. The Students' Union had argued repeatedly to this effect and stated that the current system for considering ECs was unsustainable.
- (viii) The paper was also drafted in response to an Internal Audit of the ECs process carried out in 2015-16, which made recommendations to Council with regards to management information, departmental processes, and College level policies and

procedures. These issues remained outstanding and this was of significant concern to the Audit and Risk Committee. Academic Board is required by Council to agree a solution to the issues identified in the report, and the College is required to follow its agreed policies and procedures at any given time.

- (ix) A variety of comments and opinions were expressed, including: the need for greater details of how the ECs process would be implemented; the potential to involve another member of staff external to the department should an EC not be approved; what was meant by students being permitted to self-certify and submit five days late on two occasions, and specifically whether 'an occasion' related to a single piece of work or all submissions with the same deadline, the latter of which would have a greater impact on departments with single hand-in dates across the term; whether the VLE would be used for submitting ECs and the issue of its configuration, specifically with regards to the time taken to download information; concerns around self-certification and impact on administrative staff workload; what support was in place for departments to support students before they got to the stage of applying for ECs; departmental workload concerns; and the practicalities of the lead department processing ECs and any decision in relation to joint honours students. Some members of the Board concluded that the overarching and fundamental principles, including a consistent approach, could only come from a centralised system. Concerns were also expressed regarding academic staff not being qualified to make decisions about individual medical issues as well as being exposed to confidential information, which was deemed to be unethical and placing staff in a difficult position. Others, however, felt strongly that staff within departments were best placed to support students in their time of crisis.
- (x) A decision was taken that members of the Board who were present, excluding those in attendance, to vote on whether the responsibility for processing extenuating circumstances should rest with academic departments or outside the department at a College (or potentially School) level. Once an agreement had been reached, the considerable issues around practice and details by which ECs are processed would then be worked through with all stakeholders, including training, support and workload issues. Members of the Board voted, with 13 in favour of the processing of ECs staying with academic departments and 10 opting for a centralised system outside of academic departments, whilst 7 abstained. It was agreed that the outcome to keep ECs within academic departments should be trialled for one year, at which point its effectiveness would be evaluated and a decision taken as to whether change was required.

Resolved:

That the processing and approval of extenuating circumstances would remain the responsibility of the lead academic department, with the exact details relating to how this would work in practice to be discussed further and submitted for approval at the May meeting of the Board.

11 COLLEGE ORDINANCES

Received:

A proposal for the establishment of the Department of Law and, where appropriate, that the Ordinances be revised to give account to the Department of Law (18-362).

Noted:

- (i) Goldsmiths' Law provision had been developed over a number of months, with a large number of applications received to date for the new LLB programme commencing in September 2019.
- (ii) Following a query, it was confirmed that the Goldsmiths' Law programme had been developed in the light of the Solicitors Regulation Authority reform, and specifically that there would no longer be a requirement to have obtained a qualifying law degree as part of the process. Goldsmiths' Professor of Law was in regular communication with the Professional Body, as was the College's external member of Programme Scrutiny Sub-Committee who also had a Law background.
- (iii) It was also clarified that appointments of academic staff for Goldsmiths' Law provision had, and would continue to be, cautious and considered, with staff increasing as the programme embeds.
- (iv) The development of Goldsmiths' Law provision was currently overseen by a Project Board, which would stay in existence until the department was fully set up. The Project Board involved the Estates department and the Deputy Director of Finance. Discussions around space for the department were underway as their current location was neither sustainable nor accessible.
- (v) It was confirmed that Law would not have a separate REF 2021 submission, as impact case studies would be needed.

Resolved:

The proposal for the establishment of the Department of Law was recommended for approval by Council and, where appropriate, that the Ordinances be revised to give account to the Department of Law (18-362).

12 EXTERNAL EXAMINERS**Resolved:**

To appoint the following External Examiners:

Dr [REDACTED]
[REDACTED] School of Art, University of [REDACTED]
MA/PG Dip Global Media and Transnational Communications
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
University of [REDACTED] (Teacher Education)
PGCE Secondary (Media with English)
From 1st September 2018 to 31st August 2022

Professor [REDACTED]
University of [REDACTED] (Emeritus)
MA Journalism

From 1st September 2018 to 31st August 2022

Dr [REDACTED]
[REDACTED] (Health & Social Sciences)
BA Psychosocial Studies
From 1st September 2018 to 31st August 2022

Ms [REDACTED]
University of [REDACTED] & University of [REDACTED]
MSc Occupational Psychology
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
Department of History, University of [REDACTED]
BA History/ Joint degrees
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
Department of Education & Social Justice, University of [REDACTED]
MA Education: Culture, Language & Identity
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
School of History, University of [REDACTED]
MA / MResHistory
From 1st September 2018 to 31st August 2022

Professor [REDACTED]
University of [REDACTED] (School of Media & Performance)
MA/PG Dip Counselling / Certificate in Humanistic & Psychodynamic Counselling
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
School of Psychology & Sport Science, [REDACTED] University
BSc Psychology programmes
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
University of [REDACTED], Department of Sociology
MA Cities & Society
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
[REDACTED] (Institute of Education)
MA Sociocultural Linguistics / MA Multilingualism, Linguistics & Education
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
School of Psychology, University of [REDACTED]
BSc Psychology programmes
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
Faculty of Science, [REDACTED] University
MSc Foundations in Clinical Psychology & Health Services
From 1st September 2018 to 31st August 2022

Professor [REDACTED]
Professor of Photography, [REDACTED] University
MA Photography: The Image and Electronic Arts
From 1st September 2018 to 31st August 2022

Mrs [REDACTED]
University of [REDACTED] (Education Dept)
PGCE Secondary (Drama)
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
City, University of [REDACTED] (Dept of Computer Science)
MSc Data Science
From 1st September 2018 to 31st August 2022

13 TERM DATES

Resolved:

An addition to the 2019-20 non-standard term dates, the 2020-21 standard and non-standard term dates and 2021-22 standard term dates were approved, and the 2022-23 and 2023-24 provisional standard term dates were noted (18-364).

14 ENTRY REQUIREMENTS

Resolved:

The 2020 Entry Requirements for undergraduate and postgraduate programmes (18-167R) were approved.

15 FITNESS TO TRAIN POLICY

Resolved:

The Fitness to Train (pre-enrolment) policy (18-264R) was approved.

16 HONORARY DEGREES AND FELLOWSHIPS COMMITTEE VACANCY

Noted:

A vacancy for a member of Academic Board to sit on Honorary Degrees and Fellowships Committee (18-365).

17 GRADUATION CEREMONIES

Noted:

Dates and location of the Graduation Ceremonies for Summer and Winter 2019-20, as follows:

Thursday 18 and Friday 19 July 2019 at The Queen Elizabeth II Centre
Thursday 16 and Friday 17 January 2020 at The Queen Elizabeth II Centre

18 EXTERNAL CONSULTATIONS

Received:

The College's response to recent consultations:

- Degree Classification Consultation by QAA on behalf of the UK Standing Committee for Quality Assessment (UKSCQA) (18-266R)
- Independent review of the Teaching Excellence and Student Outcomes Framework (TEF) required by the Higher Education and Research Act 2017 by Dame Shirley Pearce (18-366)

19 ASSESSMENTS REPORTS

Received:

The Annual Assessment Reports relating to Goldsmiths assessments process in session 2017-18 (18-261) and for programmes delivered at LASALLE College of the Arts and Nordoff Robbins (18-262).

20 POSTGRADUATE TAUGHT DEGREE CLASSIFICATIONS

Received:

The Postgraduate Taught Degree Classifications Report (18-263R).

21 EXTERNAL EXAMINATION SUMMARY REPORTS 2017-18

Received:

The external examination summary reports for the academic session 2017-18 for Goldsmiths (18-258), LASALLE College of the Arts (18-259) and the University of London Worldwide (18-260).

22 ANNUAL PROGRAMME REVIEW REPORTS 2017-18

Received:

Annual Programme Review summary reports for Goldsmiths Undergraduate programmes (18-299) and Collaborative Provision programmes (18-301).

23 PERIODIC REVIEW

Received:

An updated action plan for the Department of Computing's Periodic Review (18-265).

24 DESTINATION OF LEAVERS FROM HIGHER EDUCATION (DLHE) REPORT

Received:

The Annual Destination of Leavers from Higher Education (DLHE) Report 2016-17 (18-297).

25 CAREERS SERVICE ANNUAL REPORT AND UPDATE TO EMPLOYABILITY STRATEGY

Received:

The Annual Report from the Careers Service 2017-18 (18-310) and an update on progress with the Goldsmiths Employability Strategy one year on (18-309).

26 APPEALS, STUDENT COMPLAINTS, ACADEMIC PROGRESS AND STUDENT DISCIPLINE REPORT

Received:

The Academic Appeals, Student Complaints, Academic Progress and Student Discipline Report for the academic sessions 2016-17 and 2017-18 (18-134).

27 PROMOTIONS OF ACADEMIC STAFF

Received:

A summary of academic staff promotions from 1st September 2018 (18-367).

28 VISITING PROFESSORS AND FELLOWS

Noted:

Recent appointments of Visiting Professors and Fellows (18-368).

29 MINUTES OF COMMITTEES OF THE BOARD

Received:

Minutes from the following committees:

- Learning, Teaching and Enhancement Committee – 14 November 2018 (18-369)
- Learning, Teaching and Enhancement Committee – 20 February 2019 (18-370)

- Academic Development Committee – 6 February 2019 (18-371)
- Academic Development Committee – 21 November 2018 (18-372)
- Research and Enterprise Committee – 20 November 2018 (18-373)
- Research and Enterprise Committee – 28 February 2019 (18-374)

30 ANY OTHER BUSINESS

Noted:

That it was Dr Anamik Saha's (Department of Media, Communications and Cultural Studies) last meeting of the Board. The Warden thanked him for his contributions and continued support.

31 FUTURE MEETINGS

Noted:

That the next meeting of the Board would be held on Wednesday 29 May 2019 at 2.00pm (Richard Hoggart Building, room 300a).

CT
March 2019