

**GOLDSMITHS
University of London**

COUNCIL

ACADEMIC BOARD

Minutes of the meeting held on 29 May 2019

Present: Mr Patrick Loughrey (in the Chair), Professor Michael Archer, Professor Vikki Bell, Professor Frank Bond, Dr Debbie Custance, Mr Adrian De La Court, Professor Mark d'Inverno, Dr Jasna Dragovic Soso, Dr Iris Garrelfs, Dr Stephen Graham, Ms Annie Guo, Professor Elisabeth Hill, Mr Steve Keirl, Dr Rodger Kibble, Professor Frank Krause, Mr Gerald Lidstone, Dr Betty Liebovich, Ms Karen Matthewman, Professor Richard Noble, Professor Alan Pickering, Ms Maggie Pitfield, Dr John Price, Dr Caroline Rix, Professor Cris Shore, Dr Naomi Thompson, Dr Ragupathy Venkatachalam, Professor Mike Waller, Professor Robert Zimmer, Professor Joanna Zylinska.

Apologies: Mr Martin Conreen, Professor Jan De Fockert, Dr Henrike Donner, Ms Sara Ewing, Professor Anna Furse, Dr Henriette Gunkel, Mr Conrad Heyns, Ms Shehzida Iqbal, Ms Wei Jin, Mr Kevin Jones, Dr Pdraig Kirwan, Ms Taylor McGraa, Mr Kierin Offlands, Professor Osita Okagbue, Professor Simon O'Sullivan, Professor David Oswell, Dr Rajyashree Pandey, Professor Marsha Rosengarten, Mr Paul Stocks, Mr Joseph Tema, Dr Erica Wald.

In attendance: Mr Leo Appleton, Mr Matthew Brooks, Ms Amanda Cater, Ms Helen Cocker (item 5 only), Mrs Rhian Douglas, Ms Katy Gordon, Ms Louisa Green, Ms Wendy McDonald, Ms Alix Poulton, Ms Sally Priddle, Dr Wood Roberdeau, Ms Helen Watson, Mr Ben Wilson, Mrs Cathryn Thompson (Secretary).

OPEN BUSINESS

1 MINUTES

Resolved:

That the Minutes of the meeting held on 20 March 2019 be approved.

2 MATTERS ARISING FROM THE MINUTES

Noted:

- (i) Item 10 vi-x – Updates to College Policy: Extenuating Circumstances Process (20 March 2019)
See Updates to the Goldsmiths Academic Manual (Item 8) below.
- (ii) Item 11 – College Ordinances (20 March 2019)
Council approved the establishment of the Department of Law and the associated amendments to the Ordinances. The Ordinances will be amended on 1 September 2019 when the Department of Law comes into being.
- (iii) Item 16 – Honorary Degrees and Fellowships Committee Vacancy (20 March 2019)
Gerald Lidstone would continue as the Academic Board member sitting on Honorary Degrees and Fellowships Committee for a second and final term from 1 September 2019 until 31 August 2022.

3 EQUALITY AND DIVERSITY

Noted:

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

4 WARDEN'S REPORT

Noted:

- (i) An oral report from the Warden on issues of concern and interest to the College was received. The concerns raised by the **Goldsmiths Anti-Racist Action (GARA)** protestors currently occupying Deptford Town Hall (DTH) and their supporters among the wider student and staff body were acknowledged by the Board. The protest had, and remained to be, Senior Management Team's (SMT) top priority over the last two months, with a significant amount of work undertaken in an attempt to address their concerns. Additional investment of tens of thousands of pounds in staffing for both student support services and project support for Dr [REDACTED] work had been agreed, along with a review of how the hate crime reporting centre might work more effectively alongside the College's own complaints system, with meetings already scheduled to start work on this. The investigation of specific student complaints had been completed and the new mandatory training for staff on race issues was being scoped out with input from trade unions. The College's strategy for the future would be heavily guided by the work of Dr [REDACTED], who was currently scoping out her project. Timescales for her research and recommendations were to be published in the near future.
- (ii) The Warden noted that the exchange of lengthy letters between the College and protestors now had limited value and stressed the importance of face-to-face

discussion. However, SMT had now agreed to look again at the long letter issued by the protestors some weeks ago and to issue a considered response early next week. Whilst SMT recognised the legitimacy of the protestors' cause, it cannot agree with some of their methods or ignore the impact their protest was having on the provision of teaching and other services in DTH. Whilst the Warden acknowledged that the College could have handled some things differently, there were not many universities where a disruptive protest such as this would have been allowed to continue for so long without recourse to legal action, and where the senior management team not only made considerable concessions but repeatedly made themselves available for talks without conditions. The offer of involving an external mediation service also remained.

- (iii) Goldsmiths continued with a range of work to address the BAME attainment gap and to tackle racism on campus, and accelerated and expanded this work in light of the views put forward by the protestors. The Warden expressed disappointment that the situation had resulted in an occupation in the first place, and specifically that the dispute had not been resolved in advance of his retirement at the end of the week. However, the Warden equally appreciated that the College needed to listen and honour the lived experience of BAME students. Goldsmiths remained deeply committed to racial equality at all levels and should be sector-leading in this area. Examples of good practice could already be highlighted, such as the work of the Library team in decolonising collections, however, there was much more that could be done which lay not only in the hands of SMT but the wider community, including the Students' Union and those occupying DTH.
- (iv) **Philip Augar's report** was expected to be published any day now. It appeared that the headline would be an undergraduate home fee cut to £7,500, with uncertainty as to whether or not the difference between this and the current rate would be topped up by Government. The Warden acknowledged that the consequences for Goldsmiths, and most other universities, should no top-up be forthcoming would be severe. The College would lose up to █████ in income each year. Other suggested recommendations stemming from the Augar report included a reduced interest rate paid by students on their loans, as well as an extended repayment period beyond the current 30 years. Clearly we would have to wait to see what was actually published in the report, which would then be considered by government and would likely involve a lengthy consultation phase, within which, Goldsmiths' campaigning rigour would be important.
- (v) Many uncertainties continued to remain around **Brexit**, particularly in the light of the resignation of the Prime Minister. However, there was one positive message which had been announced by the Department for Education just yesterday, that EU students starting in the 2020-21 academic year would have guaranteed home fee status and financial support for the duration of their course, whether a deal for leaving the EU was in place or not. There still remained important questions about EU students' migration status over the course of their studies in the event of 'no deal', however, there were at least assurances that the current finance regime would remain in place.

- (vi) An important amendment to the Immigration Bill had been tabled which might further assist with European recruitment post-Brexit. This would extend post-study visas to two years after graduation, and would prevent Government from counting international students towards any numerical limit on visas. The amendment appeared to have strong cross-party support so it was hoped it would get through Parliament.
- (vii) It was pleasing to note that more than 62% of final year undergraduate students completed the **National Student Survey 2019**. At this stage in the cycle it was unknown whether increased response rates would mean improved results in terms of student satisfaction, but at least there was the benefit of an increased sample size. The results would provide rich insight when released over the summer, which would be one of many important streams of student feedback to help shape future work and priorities within departments. The Warden was grateful to all colleagues who worked so hard to encourage students to complete the survey.
- (viii) Based on figures from the beginning of May, the position for **undergraduate intake in 2019-20** showed Goldsmiths attracting fewer Home/EU applications [REDACTED] and more Overseas applications [REDACTED] than this time last year. The position varied considerably between departments, but overall the College was in a broadly similar position as last year, against respective targets. The Warden thanked admissions tutors, the Student Recruitment team and all colleagues involved in recruitment, for their hard work in generating a solid position in a difficult environment. Congratulations to all those involved in the launch of LLB Law were noted, as the programme had attracted ten times more applications to available places for this new part of Goldsmiths' academic offer. Further congratulations were made to those involved in the Coursera, University of London computing partnership, which had attracted an extraordinary number of students (in excess of [REDACTED] enrolled), against its target [REDACTED] students), representing a fundamental change in Goldsmiths educational delivery over the past decade.
- (ix) In even more positive news the **Goldsmiths Enterprise Hub**, which will see an underused part of the Goldsmiths campus revitalised for use as flexible workspace for developing new businesses and social enterprise, had attracted well over [REDACTED] in public funding for the project, which demonstrated the trust held in the College to deliver a critically important part of the new Creative Enterprise Zone in Lewisham. Two weeks ago, the Deputy Mayor of London formally announced a [REDACTED] investment in the Hub from the GLA, which built on [REDACTED] confirmed from the Corporation of London. The hub aimed to connect great ideas from students, local residents and others, with Goldsmiths' research expertise, whilst also providing a new workspace for creative collaboration. Building work behind the New Cross Road shops would commence this autumn, with the first phase of the hub due to open by the end of 2020.
- (x) Lastly, the Warden noted his imminent retirement and departure from the College. He noted the incredibly special place that Goldsmiths continued to be, and acknowledged the many improvements and developments to the built estate and IT infrastructure during his tenure, both of which were not ends in themselves but

resources to enable Goldsmiths to achieve its educational aims. Goldsmiths was able to look back on a period of programme development which responded to the changing needs of society and the demands of students. More than one third of current first year students were on programmes that did not exist five years ago. That had only been possible with the energy and vision of academic colleagues and the work of all those on Committees of the Board. The College might well now be facing a period where such expansion was more limited, but the Warden expressed confidence that, knowing Goldsmiths, the urge to innovate would be difficult to suppress.

- (xi) The Warden thanked every member of the Board, and predecessors across departments before them, for their support as the College sought to navigate some challenging times. More such times were feared to be ahead, but the spirit and energy of Goldsmiths was such that he knew it would continue to find a distinctive and principled way forward, ensuring that the academic endeavour would continue to echo across not just New Cross, but far beyond. The Warden wished colleagues and Goldsmiths every conceivable success for the future.

5 UPDATES TO THE GOLDSMITHS ACADEMIC MANUAL

Received:

Updates to the Goldsmiths Academic Manual (18-443R), updated IT Services Regulations (18-507), revised Student Conduct Regulation and Student Disciplinary Procedure (18-508) and an update on the Extenuating Circumstances process (18-509).

Noted:

Goldsmiths Academic Manual

- (i) The extensive consultation which had taken place to date, via the Regulations Working Group (RWG), Quality and Standards Sub-Committee (QSSC), with Departmental Business Managers and at Departmental Learning and Teaching Committees was acknowledged. The Associate Director (Student Administration) thanked members of the Board for their feedback on earlier drafts, as well as those involved in RWG and QSSC.
- (ii) It was noted that were the Regulations approved at this meeting of the Board then they would be applied from the start of the 2019-20 academic year, and published in July in advance of online student enrolment as students sign up to these as part of their terms and conditions.
- (iii) An updated version of high priority policies and procedures and their proposed schedule for approval was contained within the paper (page 32). The ambitious timeline was noted, as well as the volume of work still to be completed. Some draft policies and procedures were considered by RWG and QSSC earlier this month, and RWG had agreed to an additional meeting at the end of June for further

consideration of policy work. Any comments or suggested amendments from the RWG would be incorporated, prior to circulation to QSSC for comment, and then subsequently signed off by Chair's Action by the Acting Warden. The schedule for approval was essential in this instance in order to meet the July deadline for publishing. Members of the Board were reassured that nothing substantive or of detriment to students would be contained in these amended policies and procedures, and that it was purely reformatting and eliminating any inconsistency between policy and regulation. Any element requiring detailed discussion would be taken forward to a physical RWG and QSSC meeting during 2019-20.

- (iv) Detailed discussions with the Communications Team had also taken place, specifically to focus on how students would access and interact with the Academic Manual online. A mock-up of the proposed web pages for the Board's consideration had been provided within the paper (page 34). Discussion and consultation with students had also informed the final format, taking account of feedback received. The Board was satisfied with the design of the web pages and specifically the ease at which students could orientate themselves at Goldsmiths. Given the volume of change to content and presentation, one member of the Board queried how continuing students would be notified. The Associate Director (Student Administration) confirmed that a tracker of changes made would be published, and that this would happen each academic year going forward.

IT Services Regulations

- (v) The Associate Director IT Service Strategy and Planning confirmed the main change to the IT Services Regulations was to restructure paragraphs and draw greater attention to information security. Changes were to language and phrasing rather than content. The Board was satisfied with the proposed amendments.

Student Conduct Regulation and Student Disciplinary Procedure

- (vi) It was noted that the imperative change to regulation and procedure was to conform to the standard College format and to ensure it was in accordance with the good practice framework published by the Office for Students.
- (vii) Amendments also reflected a considerable increase in matters of student conduct being dealt with at Goldsmiths, as well as their increased complexity and need to work in harmony with other policies and procedures. The regulation and procedure now placed the individual at the centre of the process by ensuring a quicker resolution was reached, thus keeping any disruption, and perceived punishment, to a minimum. Consultation with the Students' Union had taken place.
- (viii) The Board thanked the Strategy and Review Manager (Sexual Harassment) for her extensive work on the regulation and procedures, which would be sent to Council for final approval.

Extenuating Circumstances process

- (ix) Following the March meeting of Academic Board, the revised paper on extenuating circumstances (ECs) was considered by the Regulations Working Group (RWG), which included a timeline for more limited amendments for implementation next academic session. The main amendment outlined a development to My Goldsmiths, to allow students to apply for ECs via the student record system.
- (x) An ECs project group had been established to oversee implementation, which would report to the RWG. The project group would be Chaired by the Chair of RWG for continuity and a call for members would be shared with the Goldsmiths community shortly. The ECs special topic group would look at criteria and evidence, with any recommendations brought to Academic Board in Spring 2020.
- (xi) Training for staff making decisions on ECs would be developed. Staff training as well as a revised ECs form would attempt to address issues of consistency across academic departments, highlighted by students and the College's internal auditors.
- (xii) A report by module on the number of students recorded 'absent by mitigation' at the Board of Examiners for the past 3 years would be reported to QSSC in October 2019. The report would also be shared with academic departments once available.

Resolved:

The Goldsmiths Academic Manual (18-443R) and schedule for approval of policy and procedures, IT Services Regulations (18-507) and Student Conduct Regulation and Student Disciplinary Procedure (18-508) were approved by the Board.

6 REVIEW OF SEXUAL VIOLENCE POLICY AND PROCEDURES

Considered:

To consider and approve a one year review and updates to the sexual violence policy and procedures (18-510).

Noted:

- (i) Relatively minor amendments had been made to Policy following an extensive review of the Policy, following its first year of implementation. The most notable changes were (a) to include 'stalking' and 'domestic violence' in the title, as the data indicated that the majority of reports were linked to domestic violence and stalking. The title change intended to highlight to the community the route and availability of support. (b) 'Vexatious reporting' had changed to 'false reporting'. Particular care had been taken to incorporate wording which highlighted that the primary focus remained on eliminating sexual violence at Goldsmiths. It was agreed that it would be important to continue to highlight the issue of false reporting since this was a particular challenge in the area of sexual violence and was a myth that had been raised within investigations. (c) In line with advice received from the Data Protection

Officer, 'whether informing the reporting party would seriously impair the achievements of Report and Support' had been added to the considerations when deciding when to inform a responding party that a report had been made about them. The implications of this had been carefully considered.

- (ii) The Board thanked the Sexual Harassment Advisory Board, Vicki Baars (Sexual Harassment Strategy and Review Manager) and other members of Academic Board for their work to date on moving a very negative position in a positive direction.
- (iii) The Report would be sent to the June meeting of Council for their consideration and approval.

Resolved:

Updates to the sexual violence policy and procedures (18-510) were approved.

7 SUBJECT LEVEL TEF

Received:

A report on Goldsmiths' experience of Subject Level Teaching Excellence framework (TEF) and lessons learnt from participating in the pilot (18-511).

Noted:

- (i) It was noted that the report was discussed extensively at TEF Strategy Group in the previous week, reflecting back on experience of participating in the pilot and considering what the future direction of TEF might be. Members were acutely aware of using data available in order to make changes and interventions as a result to improve the experience for students, irrespective of satisfying requirements of TEF and/or the Office for Students.
- (ii) Any amendments to policy and process that stemmed from these reflections would not only enable the College to submit the best TEF narrative during the next exercise by collecting these narratives more routinely, but more importantly would improve the student and staff experience more generally.
- (iii) Members of the Board were pleased to see recognition within the paper of the significant amount of staff time the pilot exercise took and that it should be recognised within departmental workload allocation models once the future of the TEF exercise was known. The outcome of the review of TEF by Dame Shirley Pearce was expected over the Summer period. It was noted that the impact on TEF would vary from department to department. The next stage of the process post-pilot would be to review College results once available and reflect further on lessons-learnt.
- (iv) The Board supported the recommendations outlined in the report, which would be sent to the June meeting of Council for their consideration, as Council had overarching responsibility for the quality of academic provision at the College.

8 STUDENTS' UNION ANNUAL IMPACT REPORT 2018-19

Received:

A report from the Goldsmiths Students Union reviewing 2018-19 and looking ahead to 2019-20 (18-512).

Noted:

- (i) In the absence of Students' Union representation at the meeting the Deputy Warden welcomed feedback from members of the Board, which would be fed back to the Union accordingly. Whilst the College attempted to ensure student consultation at every level of its business, the Warden was saddened by the Students' Union's withdrawal from Goldsmiths committees, working groups and project boards in connection to progress with the GARA occupation.
- (ii) One member of the Board requested detailed cover sheets, including an executive summary, for all papers received by the Board. The Head of Secretariat and Head of Quality welcomed feedback from members and comments should be provided to the Governance Team.
- (iii) The Report would be sent to the June meeting of Council for their consideration.

9 ACCESS AND PARTICIPATION PLAN

Considered:

To scrutinise and validate Goldsmiths' Access and Participation Plan prior to submission to the June meeting of Council (18-513).

Noted:

- (i) The Access and Participation Plan (APP) would come into effect in 2020-21 and would be sent to Council in June for final approval, prior to submission to the Office for Students on 1 July 2019. The Board were reminded of the nature of the exercise and risks to the institution presented by the requirements, and its role in monitoring the implementation and impact of the Plan, and in giving assurance to Council. The Board's annual schedule of business for the next academic session would be updated to reflect the monitoring and reporting requirements of the APP.
- (ii) The draft 5-year APP would replace Goldsmiths' previous access agreements and one-year Plan. Its focus was much more on impact and student outcomes and success, which would regularly be reviewed and reflected on. The institutional level overview provided an assessment of Goldsmiths' current position and identified current gaps. The Plan must include stretching targets, seven of which had been identified in the document covering students from low participation neighbourhoods, non-continuation, degree attainment and progression. Student consultation on the

development and implementation of the APP would take place shortly, by correspondence as well as through focus groups.

- (iii) The College would need to develop a clear Impact Evaluation Strategy, which was noted to be a big change in approach, in order to ascertain how to evaluate the impact of action taken on student success. This would involve both qualitative and quantitative methods.
- (iv) The Director of Student Experience and Academic Registrar drew the Board's attention to a series of questions which focused on key strategic measures within the paper and the targets set, and asked members whether they looked familiar to Goldsmiths and specifically whether they could be delivered. Any omissions within the seven targets were also requested as well as feedback more generally. Academic departments were asked what they would need to implement the plan as currently set out.
- (v) Consultation with staff would take place via a working group, which would require increased academic membership going forward. The timeframe for conducting appropriate consultation prior to submission was limited, given the external deadlines set. However, further and more extensive consultation for implementing the plan would take place post-submission to the OfS.
- (vi) Discussion on Goldsmiths' ability to achieve the targets set took place. The College needed to identify meaningful points during the year at which impact could be measured and evaluated, being prepared to adapt and tweak activity going forward as necessary. Committee memberships would be reviewed to ensure relevant staff positions had appropriate input, such as Dr [REDACTED] work on addressing the BAME attainment gap. It was noted that targets had not yet been set within the APP in relation to the BAME attainment gap, pending Dr [REDACTED] project plan.
- (vii) One member of the Board commented that some phrasing within the APP was somewhat absolute rather than value-added. The Warden noted that it was not about absolute performance against targets, but more that regulators looked for positive trends and development in the right direction.
- (viii) The benchmarking issue was also noted by the Board, as some targets were being compared to benchmarked targets set by TEF, with others, which were not part of TEF metrics, using absolutes. The Board recognised the variety of datasets being used and the need for the College to be far more nuanced internally on how students were supported. Discussion on our pedagogy at Goldsmiths took place, including possible interventions such as a separate first year for students entering with lower tariffs. However, some simpler interventions were also recognised to be very effective, so good practice within the sector needed to be drawn upon. Goldsmiths mustn't be wedded to old processes or solutions, but needed to evaluate effectiveness and continually improve.
- (ix) Whilst the APP was a condition of registration with the OfS, it was an iterative process which could be further developed and resubmitted if necessary. The Board

were reminded of the risks associated with the APP not being approved, but also of consequences if the APP and targets attached were not achieved, including not remaining on the Register, a large fine and/or being able to charge higher tuition fees. The Director of Student Experience and Academic Registrar committed to recirculating the APP and targets set to Head of Department should any substantial changes to targets be made following discussion with the OfS.

Resolved:

The Board approved Goldsmiths' Access and Participation Plan prior to submission to the June meeting of Council (18-513).

10 STUDENT EXPERIENCE WORKSTREAMS

Received:

An update on the delivery phase of the Student Communications (Pilot evaluation of the Student App project and email system improvements), an interim project report on Joint Degrees, and an update on the Assessment and Feedback project recommendations (18-514).

Noted:

- (i) The Registrar and Secretary reminded the Board of the two-year period of planned activity committed to last year. The Director of Communications and Public Affairs informed the Board of the huge success of the Student App, with around [REDACTED] active users each week. Student wellbeing had also experienced an increase in traffic to their website for more detailed information on the service and how to access it. Future developments on the App included push notifications in the coming months. The suggestion that students be given an option to amend contact details from their Goldsmiths email address to a personal one was recommended to be removed in the light of other College system developments eliminating the need for this function.
- (ii) The interim project report on joint degrees outlined work to date and broad agreements from the Joint Degrees Working Group (JDWG). Three broad themes had been identified: organisation and management; building student communities; and teaching and learning and curriculum matters. Academic Board was invited to approve recommendations from the Student Experience Sub-Committee (SESC) and further discussed at Learning, Teaching and Enhancement Committee (LTEC) on developing centrally provided support to improve the experience of joint degree students. The Board could also expect to receive a draft policy and implementation plan for consideration at its September meeting. Finally, the Board was asked to agree delegated responsibility of teaching and learning matters of joint degrees to LTEC, with outcomes being reported to Academic Board in December 2019.
- (iii) One member of the Board expressed concern with the recommendation to hold termly social meetings for all three joint degree cohorts to come together, purely due to the practicality of sourcing a suitably sized room. The School Administrator

confirmed that the recommendations were to be taken forward where practical to do so, however, it was suggested that potential use of Students' Union space should be explored for this purpose. With regards to having a dissertation supervisor in each department, it was confirmed that this would only be a requirement when the dissertation was cross disciplinary. It was agreed that any documentation in relation to this must be clear that it is not a requirement for all joint students.

- (iv) The Board welcomed the use of a 'virtual common room', which was particularly helpful for international and study abroad students in order to ensure they remained in the communication loop. The language learner space had been pioneers in the use of the virtual meeting place with over 600 students active on the site making friends and socialising. The Students' Union were exploring different versions of this approach to build additional communities. The Director of Goldsmiths' Confucius Institute requested to join the JDWG so that experience of offering 4 year degrees and 12 week programmes could inform discussion.
- (v) The Academic Director of TaLIC informed the Board of the work with the Head of Student Engagement and the Head of the English Language Centre on the assessment and feedback project. All targets set by the project working group had been met and a workshop on assessment and feedback had been fairly well attended, however, the group would like to repeat the workshop to increase participation across more departments. All work undertaken to date fed into the Assessment and Feedback Policy approved by a previous meeting of the Board, which had been well received by departments.
- (vi) An assessment and feedback toolkit had been developed to share good practice, which currently contained approximately 40 different resources, including 20 bite-size guides. The toolkit was available on TaLIC's external website and was easy to navigate and download from. This open resource was available for staff to contribute to and TaLIC would be pleased to receive feedback on what further developments could be made. The department was currently looking to include a guide on plagiarism, following a staff request. The Associate Director for TaLIC would liaise with the Communications Team to promote the resource internally.
- (vii) Members were reminded that TaLIC's e-learning advisers were available to all departments for advice on all teaching and learning activity, not just the VLE. Advisers would also be happy to run workshops within departments on request, three of which had already taken place within Music, Politics, and Media, Communications and Cultural Studies.

Resolved:

School Administrator (Arts and Humanities) to liaise with the Students' Union regarding the possible use of space for joint degree activity related to building a sense of community.

11 EXTERNAL EXAMINERS

Resolved:

To appoint the following External Examiners:

Dr [REDACTED]
Reader in Creative Industries, University of [REDACTED]
MA Arts Administration & Cultural Policy
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
Lecturer in Modern British and Irish History, [REDACTED]
BA History & joint programmes
From 1st September 2018 to 31st August 2022

Ms [REDACTED]
[REDACTED]
BA Fashion (LASALLE)
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
Senior Lecturer in Early Modern Studies, University of [REDACTED]
University of London Worldwide BA and Diploma in English
From 1st September 2018 to 31st August 2022

Dr [REDACTED]
Senior Lecturer, University of [REDACTED]
BSc Management with Pathways
From 1st September 2018 to 31st August 2022

12 COLLABORATIVE PROVISION

Resolved:

- (i) Institutional Review of Capital Normal University and recommendations of Institutional Partnerships Sub-Committee (18-477)
- (ii) Nordoff Robbins Music Therapy: approval of new teaching base (18-478)
- (iii) Institutional approval report for the dual degree partnership with Tomsk State University, Russia (18-479)

13 COMMITTEE TIMETABLE 2019-20

Resolved:

To recommend to Council dates of meetings of College Committees 2019-20 (18-516).

14 TERMS OF REFERENCE, COMPOSITION AND MEMBERSHIPS OF ACADEMIC BOARD

Received:

The terms of reference, composition and membership of Academic Board for 2019-20 (18-517).

15 ELECTED MEMBERS OF ACADEMIC BOARD

Received:

The elected Academic Departmental Members on the Board and the election of Academic Board members to Council from 1 September 2019 (18-518).

16 APPOINTMENT OF STUDENTS' UNION SABBATICAL OFFICERS

Noted:

The appointment of Students' Union Sabbatical Officers for 2019-20:

President	Joe Leam
Education Officer	Lauren Corelli
Campaigns and Activities Officer	Beth Lowe
Welfare and Liberation Officer	Mona Mounir

17 NSS

Received:

A report on NSS completion rates (18-459).

18 ANNUAL PROGRAMME REVIEW REPORTS 2017-18

Received:

Annual Programme Review summary reports for:

- (i) Goldsmiths supplementary report for Undergraduate programmes (18-468)
- (ii) Goldsmiths Postgraduate programmes (18-466)
- (iii) University of London programmes in Computing and Information Systems, Creative Computing and English (18-467)

19 ANNUAL REVIEW REPORT – LASALLE COLLEGE OF THE ARTS

Received:

The LASALLE College of the Arts, Singapore annual review report from March 2019 (18-482).

20 PERIODIC REVIEW

Received:

Reports and updates to action plans for the following periodic reviews:

- (i) Department of Media, Communications and Cultural Studies (Postgraduate) Periodic Review Report and initial response, 6-7 December 2018 (18-439)
- (ii) Department of Computing Action Plan update, 11-12 May 2017 (18-440)
- (iii) Department of Visual Cultures Action Plan update, 7 December 2017 (18-441)
- (iv) LASALLE College of the Arts Action Plan update, 27 February to 8 March 2017 (18-442)

21 ANNUAL REPORT TO ACADEMIC BOARD ON PROGRAMMES APPROVED, TERMINATED AND SIGNIFICANTLY AMENDED

Received:

The annual report to Academic Board on Programmes Approved, Terminated and Significantly Amended in 2018-19 (18-469).

22 VISITING PROFESSORS AND FELLOWS

Noted:

Recent appointments of Visiting Professors and Fellows (18-519).

23 MINUTES OF COMMITTEES OF THE BOARD

Noted:

Minutes from Academic Development Committee on 5 March 2019 (18-520).

24 RETIREMENTS FROM THE BOARD

Noted:

- (i) That Vikki Bell, Martin Conreen, Shehzida Iqbal, Betty Liebovich, Taylor McGraa,

Kierin Offlands, Osita Okagbue, Simon O'Sullivan, Alix Poulton, Caroline Rix, Marsha Rosengarten, Paul Stocks, Joseph Tema and Erica Wald were retiring from the Board and were thanked for their contributions.

- (ii) A tribute was made to Patrick Loughrey, Warden, who was thanked by members of the Board and wished well for his retirement.

25 FUTURE MEETINGS

Noted:

Dates of meetings in 2019-20 as follows:

18 September 2019

11 December 2019

18 March 2020

3 June 2020

All meetings take place between 14.00-16.00 in the Professor Stuart Hall Building, Room 3.26.