

**GOLDSMITHS
University of London**

COUNCIL

ACADEMIC BOARD

Minutes of the meeting held on 12 December 2016

OPEN BUSINESS

- Present: Mr Patrick Loughrey (in the Chair),
Professor Lucia Boldrini, Professor Frank Bond, Professor Andy Bremner,
Dr Lisa Busby, Professor Mark d'Inverno, Dr Debbie Custance,
Dr Jasna Dragovic Soso, Professor Matthew Fuller, Mr Ian Gardiner,
Dr Marco Gillies, Mr Conrad Heyns, Mr Steve Keirl, Dr Gholam Khiabany,
Dr Pdraig Kirwan, Mr Gerald Lidstone, Dr Betty Liebovich,
Ms Tara Mariwany, Dr Massimiliano Mollona, Mr Daniel Nasr,
Professor Saul Newman, Professor Osita Okagbue, Professor David Oswell,
Professor Carrie Paechter, Dr Luciana Parisi, Ms Jacqueline Pennell,
Professor Alan Pickering, Professor Jane Powell, Ms Nina Reece
Dr Caroline Rix, Professor Marsha Rosengarten, Ms Astrid Schmetterling,
Mr Paul Stocks, Mr Matthew Ward, Professsor Joanna Zylinska
- Apologies: Professor Vikki Bell, Professor Claudia Bernard,
Professor Rebecca Cassidy, Professor Sean Cubitt, Mr Adrian De La Court,
Ms Annie Guo, Professor Elisabeth Hill, Mr Kevin Jones, Ms Mollie
Kneath, Dr Ben Levitas, Dr Julia Lockheart, Professor Richard Noble,
Professor Simon O'Sullivan, Dr Vivienne Richmond, Dr Erica Wald,
Dr Ragupathy Venkatachalam, Professor Robert Zimmer.
- In attendance: Mr Geraint Fox (item 10 only), Ms Lucie Gibson (item 10 only), Ms Claire
MacLean, Mr Ian Pleave, Mr Gareth Bodrell (Secretary), Ms Tracy Banton

1 NEW MEMBERS

The following new members were welcomed to the Board.

Mr Conrad Heynes	Head of the English Language Centre
Ms Sara Doherty	Head of the Academic Skills Centre
Mr Paul Stocks	English Language Centre
Dr Julia Lockheart	Academic Skills Centre
Ms Nina Reece	Students Union
Professor Alan Pickering	Dean of Graduate School
Mr Martin Conreen	Academic Director Collaborative Provision

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 4 September 2016 be approved

4 WARDEN'S REPORT

The Warden gave an oral report on matters of interest to the College.

Noted:

Helen Watson had been appointed as the new Registrar and Secretary and would join Goldsmiths in February. She was currently Director of Planning at Oxford, and therefore appreciated the importance of building a framework that allowed for consistency in approach while enhancing the distinctiveness of the College's diverse disciplines. Claire Maclean was thanked for having filled the role so capably in the interim.

There had been a number of other changes to the College's Senior Management Team. Professor Elisabeth Hill had been appointed to the role of Deputy Warden replacing Professor Jane Powell; Professor Mark d'Inverno had assumed responsibility for the Internationalisation brief. Professor Powell was thanked for her great contribution to the work of the College over many years.

The College had begun to refresh its strategic plan. It was intended to maximise the involvement of staff in the process and a number of very successful workshops had been attended by a wide range of staff. The next stage of the process would involve a session with Heads of Department and focus groups with students in the spring term.

The speed and nature of the changes in the sector meant that the plan would need to take account of those developments that could be anticipated and also allow sufficient flexibility to react to the unpredictable.

The College was working hard with others to influence MPs and peers in their consideration of the Higher Education and Research Bill. Some helpful amendments had been tabled by the government, including ensuring student representation in the Office for Students. The Goldsmiths Students' Union was to be congratulated for its role in pushing this issue and actively influencing the national picture.

Particular focus was being placed on making the case for STEAM: not viewing the arts and STEM subjects as being in opposition to each other but as interconnected and complementary. It was also important to ensure that the government's industrial strategy was about university-driven research and science.

Plans for the College's TEF written submission were well underway. The metrics adopted were not favourable to the College and had resulted in its initial placement in the bronze category, albeit alongside a number of Russell Group institutions. The written submission would therefore be extremely important. Nonetheless there was real concern that the process was essentially metrics-driven and that the narrative only offered a limited opportunity to contextualise these.

The NSS, was one of the main data sources for the TEF and the College had also initiated projects to address areas that pulled it down in the survey. It was important that the student experience matched the goals of the College.

5 TERMS OF REFERENCE, CONSTITUTION AND MEMBERSHIP OF ACADEMIC BOARD AND ITS COMMITTEES

Received:

- (i) The Terms of Reference, Constitution and Membership of the Board for 2016-17 (16-01R)
- (ii) The Terms of Reference, Composition and Membership for Committees of Academic Board (16-04R)

Noted:

- (i) Terms of Reference, Constitution and Membership of Academic Board and its Committees had been discussed at the first meetings of the year and revised versions were now presented for approval;
- (ii) some concern was expressed about the quantity of business that was approved formally without discussion. It was pointed out that before the meeting any member could request that an item identified as being for report or formal decision be discussed at the Board;
- (iii) it was also suggested that a vote should be taken on all items requiring the approval of the Board. However this was felt to be unnecessary unless there was a clear lack of a consensus on an issue;
- (iv) it was queried whether the membership structure of the Board should be reconsidered. In particular, it was asked whether the selection criteria should be amended to ensure the College's aims for equality and diversity were reflected in the membership and also whether representatives of the trade unions should be members of the Board. In general, the paper explained that the membership was defined by the Statutes and could only be changed with the permission of the Privy Council, acting on a

recommendation from the College Council. With regards to the issues of equality and diversity, most members were either Heads of departments or elected by their departments and the precise composition of the Board could not therefore be determined centrally. It was underlined that the Board's role was to consider academic matters and that official trade union representation would not necessarily be appropriate.

Resolved:

To approve the revisions to the Terms of Reference, Composition and Membership for Committees of Academic Board as presented within the paper.

6 NATIONAL STUDENT SURVEY 2016

Received:

an update on progress in responding to the 2016 National Student Survey results and loop closing on the NSS 2015 (16-206).

Noted:

- (i) Following the process established for the 2015 NSS, departments had been asked to produce an action plan which both reflected on the impact of the actions taken in the previous year and proposed new actions in the light of the 2016 results. The action plans again focussed on the three key areas of assessment and feedback, organisation and management and learning resources. Learning, Teaching and Enhancement Committee (LTEC) had considered and commented on the plans. A summary of the plans had been produced for the Board to consider;
- (ii) the paper also set out additional measures that would be adopted to strengthen the process such as the inclusion of a mid-year review point and the creation of an NSS Leadership Group;
- (iii) it was suggested that there was a significant difference between black and white students' perception of the quality of assessment feedback and there was concern that the College could do more to address this. It was felt that, if this were the case, it could be the result of issues within specific departments since the distribution of BME students was not even across the College. It was explained that the College was working on segmenting data by different characteristics but was not currently able to do so and could not ask departments to respond until this was possible;
- (iv) the revised process involved sending results and action plan templates to departments at an earlier stage in the cycle. However, it was noted that DSCs would need to be appointed earlier to enable departments to allow student input;
- (v) It was suggested that a mechanism should also be developed to include Professional Services within the action planning process since issues arising in areas such as timetabling and ITS could have significant effects on the results of the survey;

- (vi) it was felt that the action plan process would be more successful if targets were set and there were an effective evaluation framework tracking the plans;
- (vii) it was confirmed that the Goldsmiths Students' Union would continue to boycott the NSS and that the Students' Union at another 33 institutions had also voted to do so.

7 TEACHING EXCELLENCE FRAMEWORK

Received:

An update concerning the impending Teaching Excellence Framework submission (16-207).

Noted:

- (i) The metrics for the TEF submission had been received and the College fell clearly into the bronze category. The narrative submission was now being prepared. An initial draft would be prepared before Christmas and circulated for comment before a full version was considered at the senior staff, residential event. The final submission would need to be made on 26 January and the results would be published in April;
- (ii) the challenge for the College was that it was not sufficient to provide evidence of intervention within the narrative submission but also necessary to demonstrate its impact and effectiveness and it was not always straightforward to provide data which did this;
- (iii) research informed teaching was central to the College's ethos and an area in which it could differentiate itself from many other institutions yet this was not easy to evidence. It was suggested that workloads of staff for the previous three years could be produced to demonstrate this. Impact might be demonstrated through examples of successful undergraduate projects or of alumni involved in work which was reflective of, or developed from, departmental research interests;
- (iv) there was concern over the possibility that TEF ranking might be used to limit the number of international students an institution could recruit. It was felt that the College should not only be strident in its opposition to this suggestion but should also record that it considered its international population to be an indicator of the quality of its provision;
- (v) as TEF progressed it would be beneficial for the College to identify staff with expertise in psychometrics and analysis who could help to produce a scholarly, analysis based narrative.

8 RESEARCH THEMES

Received:

a report on the process undertaken to develop Goldsmiths' Research Themes (16-208).

Noted:

- (i) Many staff from across academic and professional departments had been involved in the development of the four research themes, which were a great catalyst for bringing different ideas and staff together. It was hoped that one result of the development of these themes would be an improvement in the College's ability to generate research income;
- (ii) it was reported that the College had been very successful in winning research grants in the current academic year, having been awarded over 5 million pounds to date;
- (iii) the deadline for the response to the HeFCE consultation on implementation of the Stern Review would be on 17 March. A draft would be produced by the end of February. A large number of questions within the response document focussed on impact, the definition of which Stern had made clear needed to be broadened. It was pointed out that Stern had recommended the inclusion of institutional level impact studies and an institutional environment statement which would both be well served by the development of research themes;
- (iv) there were also a number of questions about the selection process and composition of REF panels. It was pointed out that there were opportunities for the College to suggest staff as panel members. The Pro-Warden (Research and Enterprise) and Director of Research would be meeting with Heads of Departments to discuss this in the new year.

9 INTERNATIONAL MATTERS

Received:

- (i) An internationalisation update report on European issues and initiatives of particular interest to Goldsmiths (16-209).
- (ii) An update report on LASALLE College of the Arts, Singapore (16-210), including:
 - a) a review of 2015-16, including an update on the modularisation project and credit framework;
 - b) the successful validation of MA Design
 - c) the upcoming Periodic Review in Spring 2017
- (iii) A report on the recommendations stemming from the recent Institutional Review of LASALLE College of the Arts (16-211), including:
 - a) the renewal of LASALLE as a Partner Institution

b) Regulatory amendments

Noted:

- (i) An International Advisory Group had been established which would report to SMT and Academic Board. The update aimed to give a sense of current activity and new developments, particularly in the light of Brexit;
- (ii) Given the continuing uncertainty over the nature of Brexit it was necessary to scenario plan for number of eventualities which were set out in the update report;
- (iii) It was suggested that the internationalisation strategy needed to consider the experience of international students and say something about how they would be supported once they were here. In this regard, it was noted that there had been a dramatic rise in hate crimes following the Brexit vote. It was pointed out that the Student Experience Strategy had a section on the Goldsmiths community and that the both this and the wellbeing strategy were in place for all students;
- (iv) Some staff at other institutions had also been subjected to racist attacks. It was asked whether the College could provide support for staff who felt under pressure. It was noted that HR and the Immigration Advisory Service could provide support for international staff but it was agreed that the College would need to monitor the situation to ensure it was offering appropriate support to staff and students;
- (v) The update noted the potential for distance learning to extend the College's reach to students beyond the UK and also to enhance its profile internationally and the strategy currently under development for growing Goldsmith's capacity to undertake such provision. It was queried whether this was a fruitful path to follow given that this often proved difficult for institutions to do successfully. Although it was accepted that there were dangers, it was pointed out that the College had a long association with the University of London International Academy, which operated many successful programmes which it was hoped to build on. It was underlined that the strategy would not only relate to full degree programmes but also initiatives such as MOOCs;
- (vi) It was important to strategically target particular markets. It was noted that a working group had been set up to consider opportunities in China and it this could be emulated for other regions where it was felt the college could develop key partnerships;
- (vii) the collaboration with LASALLE had been in place for five years and, in that time the institution and the partnership had undergone a rapid transformation. It was expected that it would aim to obtain its own degree awarding powers within five to seven years.
- (viii) The College had also learnt much from the partnership and now had the experience to develop further collaborations. The new Academic Director - Collaborative Provision and Associate Director – Internationalisation would be meeting with Heads of Departments in the Spring Term to discuss possible new initiatives;
- (ix) It was queried whether there had been student involvement in the discussions preceding the proposed change to assessment regulations. It was confirmed that the

proposals had been formally discussed and approved by committees in LASALLE all of which contained student representatives. It was suggested that it would be timely to open a conversation with LASALLE about the development of a Students' Union.

Resolved:

- (i) Re-approve LASALLE as a Partner Institution of Goldsmiths from 2017-18 to 2021-22, subject to the conditions of the Institutional Review panel;
- (ii) approve QSSC's recommendations regarding LASALLE's Academic Regulations.

10 EXTERNAL EXAMINERS

Resolved:

To appoint the following External Examiners:

Mrs Nadine Baker

Associate Dean (Quality), Edge Hill University
PGCE Primary
From 1st September 2016 to 31st August 2020

Professor D.J.Britton

Director of Creative Writing, Swansea University
MA Creative Writing (LASALLE)
From 1st September 2016 to 31st August 2020

Dr Mari Cruice

Senio Lecturer, Roehampton University
PGCE (QTS) Secondary English
From 1st September 2016 to 31st August 2020

Dr Nicholas Dunlop

Head of English, University of South Wales
Integrated Degree in English
From 1st September 2016 to 31st August 2020

Dr Nigel Eltringham

Senior Lecturer, University of Sussex
MA Development and Rights
From 1st September 2016 to 31st August 2020

Dr Brett Epstein

Senior Lecturer, University of East Anglia
MA Translation
From 1st September 2016 to 31st August 2020

Professor Vassilis Fouskas

Professor of International Politics & Economics, University of East London
BA International Studies / BA Politics and International Relations
From 1st September 2016 to 31st August 2020
BA International Relations
From 1st September 2017 to 31st August 2020

Dr Daniela Gabor

Associate Professor, University of the West of England
BA Economics, Politics and Public Policy
BA Politics, Philosophy and Economics
From 1st September 2016 to 31st August 2020

Professor Charlie Gere

Professor of Media Theory and History, Lancaster University
MA Digital Media: Technology and Cultural Form
From 1st September 2016 to 31st August 2020

Dr Margarita Gluzberg

Reader in contemporary Visual Production
Royal College of Art
BA Fine Art & History of Art [Studio Practice]
From 1st September 2016 to 31st August 2020

Professor Sarah Hibberd

Associate Professor, University of Nottingham
BMus Music
From 1st September 2016 to 31st August 2020

Dr Colin Johnson

Reader and Associate Dean, University of Kent
BSc Computing
From 1st September 2016 to 31st August 2020

Professor Guy Julier

Professor of Design Culture, University of Brighton
MA Brands, Communication and Culture
From 1st September 2016 to 31st August 2020

Dr Anouska Komlosy

Tutor for Anthropology & Humanities, The City Literary Institute
Integrated Degree in Anthropology
From 1st September 2016 to 31st August 2020

Mr Ed Kuczaj

Head of Department, Arts in Health & Community Practice,
CIT Crawford College of Art & Design
MA Art Therapy (LASALLE)
From 1st September 2016 to 31st August 2020

Dr Heather Montgomery

Reader in the Anthropology of Childhood, The Open University
MA Applied Anthropology and Community and Youth Work/Community
Development/Community Arts
From 1st September 2016 to 31st August 2020

Dr Laudan Nooshin

Reader in Ethnomusicology, City, University of London
MA Music (Ethnomusicology Pathway)
From 1st September 2016 to 31st August 2020

Ms Stephanie Norgate

Reader in Creative Writing, Chichester University
MA Creative and Life Writing
From 1st September 2016 to 31st August 2020

Ms Alexa Pollmann

Course Leader & Senior Lecturer, Ravensbourne College
BA Fashion Design and Textures (LASALLE)
BA Fashion Media and Industries (LASALLE)
From 1st September 2016 to 31st August 2020

Mrs Lynn Sampson

Director of Partnerships for Academic and Professional Programmes,
University of Chester
PGCE (QTS) Secondary Art and Design
From 1st September 2016 to 31st August 2020

Dr Andrew Sanchez

Lecturer in Social Anthropology, University of Cambridge
BA Anthropology, BA Anthropology and Sociology, BA History and Anthropology
From 1st September 2016 to 31st August 2020

Dr Malaika Sarco-Thomas

Head of Department of Dance Studies, University of Malta
BA Dance (LASALLE)
From 1st September 2016 to 31st August 2020

Dr Mary Scanlan

Senior Lecturer, University of Winchester
PGCE (QTS) Primary
From 1st September 2016 to 31st August 2020

Dr Sabine Sorgel

Senior Lecturer, University of Surrey
MA World Theatres
From 1st September 2016 to 31st August 2020

Professor Paul Taggart

Professor of Politics, University of Sussex

BA Politics

From 1st September 2016 to 31st August 2020

Dr Ben Walmsley

Associate Professor, University of Leeds

BA Arts Management

From 1st September 2016 to 31st August 2018

11 ADMISSIONS POLICY

Received:

the revised Admissions Policy for the 2017-18 admissions cycle (16-190) and the standard entry requirements for 2018 entry (16-185).

Resolved:

That the revised Admissions Policy and the standard entry requirements for 2018 entry be approved.

12 ACTION TAKEN BY THE CHAIR

Noted:

the action taken by the Chair (16-213)

- (i) to approve an amendment to Ordinances to reflect the name change of the Department of Politics to the Department of Politics and International Relations;
- (ii) to recommend to Council that the Dean of the Graduate School, Academic Director Collaborative Provision and Academic Director of the Teaching and Learning Innovation Centre be included within the membership of Academic Board with immediate effect under 'Class 5: Specified Postholders';
- (iii) to approve the reappointment of external examiners who resigned in response to UCU action, should the department and individual examiners concerned be in agreement.

13 ANNUAL QUALITY REPORT 2015-16

Received:

the Annual Quality Report 2015-16 (16-214).

14 DIGEST OF ACTIVITIES OF DEPARTMENTAL LEARNING AND TEACHING COMMITTEES 2015-16

Received:

a paper from the Quality Officer on the activities of Departmental Learning and Teaching Committees in 2015-16 (16-191).

15 LIBRARY ANNUAL REPORT 2015-16

Received:

the Library annual report 2015-16 (16-180).

16 PERIODIC REVIEW ACTION PLAN FINAL UPDATES

Received:

the final follow-up report on action taken in response to the recommendations of the Periodic Review of:

- (i) Psychology, undertaken on 25 November 2015 (16-75)
- (ii) Sociology, undertaken on 8 March 2016 (16-76)

17 PERIODIC REVIEW ACTION PLAN PROGRESS UPDATE

Received:

final reports, initial responses and follow-up reports on action taken in response to the recommendations of the Periodic Review of:

- (i) Art, undertaken on 22 March 2016 (16-73)
- (ii) English and Comparative Literature, undertaken on 20 April 2016 (16-74)

18 PROMOTIONS OF ACADEMIC STAFF

Received:

a summary of Academic Staff Promotions from 1 September 2016 (16-215).

19 VISITING PROFESSORS AND FELLOWS

Received:

the recent appointments of Visiting Professors and Fellows (16-216).

20 MINUTES OF COMMITTEES OF THE BOARD

Received:

minutes from the following committees:

Learning Teaching and Enhancement Committee – 23 November 2016 (16-217)

Academic Development Committee – 22 September 2016 (16-218)

Research and Enterprise Committee – 10 November 2016 (16-219)

21 FUTURE MEETINGS

Noted:

the following dates of Board meetings in the current academic year:

Wednesday 8 March 2017

Wednesday 7 June 2017

All meetings will begin at 2.00pm and take place in the Professor Stuart Hall Building,
Room 3.26