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Academic Governance Effectiveness Review

University of Warwick

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1. Introduction

Warwick is an exceptionally successful university, particularly given its relative youth. It aims to be excellent in everything that it does and to help transform its region, the country, and the world for the collective good. Warwick has extremely strong outcomes in teaching and research, including being recently rated as one of only four Russell Group universities to obtain gold TEF ratings for student experience and student outcomes, as well as in the overall rating. 92% of Warwick's research was rated as world leading or internationally excellent in the most recent Research Excellence Framework.

This is the first academic governance effectiveness review at Warwick since 2016/17 when a broad ranging review was undertaken leading to substantial change to governance structures. A broader (corporate) governance effectiveness review was undertaken in March 2020 which also made recommendations relating to academic assurance for Council.

In the time since the previous reviews, the sector has faced significant financial pressure, a changed regulatory approach, and significant challenges because of the COVID pandemic, which have manifested specific considerations for academic governance.

More specifically there has been:

- Regulatory reform – 2018 Regulatory Framework and the creation of the Office for Students (OfS)

- Increasing expectations on Councils regarding academic assurance

- Increased understanding of the importance of the culture of governance

- Greater recognition of the need for diversity of thought and discourse in governance

- Increasing use of data for governance purposes

- Emphasis on the importance of understanding risk but enabling innovation and agility

- A greater focus on student and staff wellbeing and mental health

- Challenges for HEIs about freedom of speech, racism, harassment, and bullying

- An increasing external focus on quality and standards and the "value" of degrees

- Greater understanding of the climate crisis and the need to operate sustainably

- An increasing use and complexity of technology in education, and hybrid working

In undertaking this review Warwick wants to ensure that academic governance enables robust decision making, and provides safeguards around regulatory compliance, within a

structure that is inclusive and representative of the University's community. The overarching aim is that Senate and its committees facilitate academic self-governance in an inclusive, values driven, and evidence-based way on behalf of Council.

The Advance HE academic governance framework used in undertaking this review considers three elements of governance (enablers, relationships and behaviours, and outcomes) and four levels of successful governance (external compliance, meeting internal requirements, opinions and satisfaction of committee members, and assessment against good practice in comparable organisations).

Advance HE's aim was for the review to:

- Be forward looking with sector insights.

- Review Senate's engagement with academic strategy and policy development as well as with academic assurance.

- Examine how Senate embodies and encourages diversity, inclusion and ethical and collegial behaviour.

- Review size, composition, and delegation.

- Consider the relationship with Council.

The review has been undertaken as parallel processes by the University and Advance HE, overseen by an internal working group which aims to bring both sides of the review together. This report covers only the work undertaken by Advance HE, which has included a workshop with Senate members; an e-survey of Senate members; observation of three key committees (Senate, Academic Strategy Committee, and Education Committee); focus group meetings with UCU and SU representatives; composition benchmarking; and a selective document and evidence review. It has been informed by a survey undertaken by Warwick colleagues and, more recently, interviews undertaken by Jon Scott, acting as an external adviser to the University.

2. Executive Summary

Overall, we found academic governance at Warwick to be **effective**.

From the documentation that we reviewed and the committees that we observed, papers are well written and comprehensive; cover sheets make clear the decisions that committees need to make and highlight strategic issues and risks; and discussion is collegial and thoughtful with respectful challenge to and from the executive. The secretariat team is very able and supports a culture that appears to be admirably self-reflective and unafraid to tackle difficult issues. We noted that the Institutional Teaching and Learning Review process seems like a potential element of excellent practice.

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That said, we have made a large number of recommendations. That is not because, in relation to most issues, there is a burning platform, but is in the spirit of the broad, reflective work that Warwick is already undertaking, and reflects some issues and tensions within the academic governance framework.

Some of the recommendations will be relatively easy to put in place and others will take longer. Warwick can afford to take its time with the more fundamental recommendations, with a view to developing sector leading academic governance, rather than rushing and de-stabilising systems which, albeit not perfect, generally work.

The internal working group on academic governance, summed up our initial discussion as describing a system that was "good but confusing". There is ambiguity about the roles of different parts of academic governance – Senate and its committees, UEB and its committees, Council, and the Assembly - and that can be frustrating, time-wasting, and means that Council does not have quite the clear academic assurance map that it should. Much of this seems to stem from the lack of a shared view about the primary purpose and responsibilities of Senate.

Many of the issues are related to the role of the wider staff and student voice in academic governance and quite strong views were expressed at UCU and SU focus group meetings. The timescales for this review did not allow us fully to triangulate those views but many of the recommendations are aimed, at least partly, to address them.

Diversity of membership appears to be an issue within academic governance at the University, when compared with Senate members and Board members elsewhere and with academic staff diversity across the sector. This needs to be addressed in a purposeful way and we make some recommendations in this regard.

We should note that our primary focus has been on Senate and its sub-committees. Whist we have made some comments about faculty and departmental committees, based largely on the interviews undertaken by Jon Scott and earlier surveys undertaken by the University, these have not formed a significant part of our review. The scope of our work also did not include a review of academic policies and regulations, but we understand that these will be reviewed as part of the wider work being undertaken at Warwick in relation to academic governance.

3. Main Findings

3.1 Academic Assurance and Regulatory Compliance

Academic assurance is becoming an increasingly challenging issue in higher education with regulatory expectations becoming more stringent.

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Academic assurance was the area where Senate members were most confident in the e-survey, with 61% responding positively in this section. Warwick Senate members also expressed relative confidence in this area compared with the benchmark group of institutions that have recently undertaken academic governance effectiveness reviews with Advance HE.

The Senate operates effective processes for maintaining and overseeing the quality and standards of teaching and learning

|						
83%	67%	65%	57%	56%	42%	28%
D	Warwick	C	Benchmark	A	E	B

The Senate makes a clear contribution to the institution's compliance with key legal and regulatory requirements, such as those imposed by the OfS

77%	73%	58%	51%	47%	43%
C	Warwick	Benchmark	A	E	B
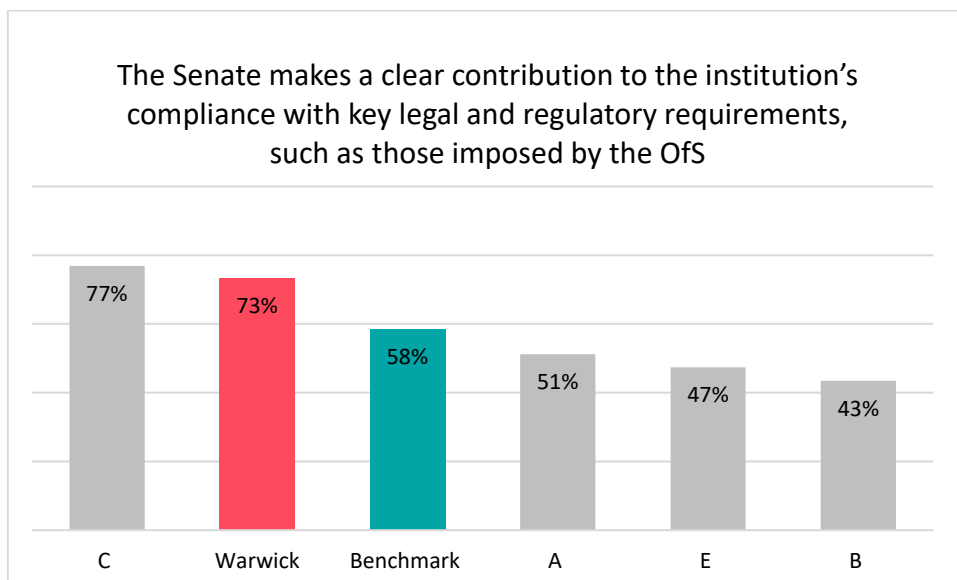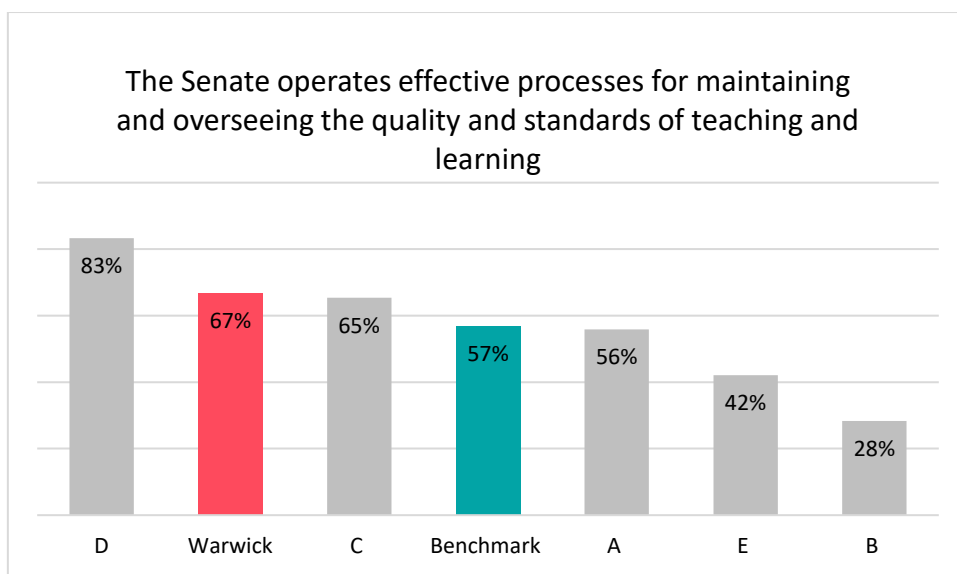
Although this review has not constituted a full academic assurance audit, from what we have seen from the committees that we have observed and the documents that we have reviewed, there does seem to be an appropriate level of oversight and discussion about matters relating to issues such as OfS expectations, freedom of speech, TEF, student complaints, the wider external context, and the Institutional Teaching and Learning Review (ITLR) process. Education Committee appears to be broad-based and strategic

and Academic Quality and Standards Committee seems to do the 'heavy lifting' of academic assurance thoroughly. We felt that the ITLR process, which is extremely comprehensive and undertaken every five years, looks like a potential area of excellent practice in the sector.

We have not seen a mapping of OfS conditions of registration (the Senate schedule of business suggests that Senate was due to receive a report on 'Compliance with OfS Conditions of Registration: Quality and Standards' at the 25/1/23 meeting but, from the agenda and papers, this does not seem to have happened). It would be good practice for Senate to receive such a paper annually as well as a substantive paper on the institutional approach to and any issues arising from academic quality and standards processes and, although this may normally happen, we have not seen these.

Members at the Senate workshop suggested that Senate discussions should be more data driven and we have not seen data on, for example, entry standards, retention, progression, and degree outcomes.

In terms of research related assurance, we did not observe meetings of Research Committee or focus closely on its work but its reports to Senate appear to be concise and informative and provide a helpful RAG rating of key issues. The reports that we saw, did not use the standard committee cover sheet and so any risk, sustainability and EDI issues were not explicitly addressed which would have been helpful. Members commented at the Senate workshop that Senate tends to have a greater focus on education than research.

As discussed in later sections of this report on the scheme of delegation, although our impression is that academic assurance is comprehensive, it is less clear what role is played by the different committees in providing solid academic assurance to Council. It is recognised that much of the detailed work will be done by Education Committee and Research Committee, but Senate should be clear on its own role. Whilst in the main it would be appropriate for Senate to fully delegate educational and research assurance issues to its committees, Senate should be clear on the reporting, evidence, and data it requires to be confident that it is being done well and to provide assurance to Council.

It was notable that, in the Senate meeting observed, a substantive concern about apprenticeships accountabilities and controls was raised in the Institutional Teaching and Learning Review paper and this was not picked up at the meeting. In cases of potential high risk, we would expect that Senate would want to be assured of actions being taken and to be clear how it expected to be updated on progress.

In terms of sector-wide developments, during 2022/23, Advance HE undertook an Effective Academic Assurance project with colleagues from Universities UK (UUK), GuildHE and the Committee of University Chairs (CUC) [Governance Effectiveness Projects: Academic Assurance | Advance HE (advance-he.ac.uk)](https://advance-he.ac.uk). Three online

roundtables were held in March 2023 with representatives from a diverse range of HE institutions. Six key themes emerged that may be helpful for Warwick to consider:

1. An increasing focus from governing bodies on academic assurance and student outcomes.
2. Councils and Senates are interacting more beyond the annual report.
3. Audit and Risk Committee is important and playing an increasing role in ensuring effective structures and mechanisms are in place.
4. Governors require a broader range of knowledge over the functions of the university and experiences to seek assurance.
5. Governors from non-HE backgrounds, corporate or charity leadership, struggle with understanding academic governance and academics often don't understand corporate governance.
6. Student Governors are a key link between academic and corporate governance.

The second phase of the work involved the development of a set of reflective questions on academic assurance that may also be helpful, and case studies of illustrative practice are to follow.

Recommendations

1. If not already the case, it would be good practice for Senate (and Council) to receive an annual paper on how the institution meets the OfS conditions of registration relating to quality and standards and, more broadly, on the institutional approach to academic assurance, and on any themes or issues.
2. Relative accountabilities for academic assurance across the committee structures should be reviewed to ensure that there is clarity of roles and responsibilities, duplication is minimised, and Council has a clear academic assurance map.
3. Consider how the use of data at Senate meetings could strengthen academic assurance, particularly if more of the detailed work is delegated to its committees.

Suggestions

A. It would be helpful for Research Committee papers to Senate to use the standard committee cover sheet so that any risk, sustainability, or EDI issues are highlighted.
B. Consider the themes and reflective questions emerging from the Advance HE/UUK/CUC/Guild HE Academic Assurance project.

3.2 Academic Governance Responsibilities and Structures

The Role of Senate

A key issue emerging from all our sources of information, is that the role of different committees in the academic governance structure a Warwick is unclear and that this can lead to repetition of discussion or, sometimes, gaps in consultation. It also leads to

confusion and, in some cases, significant dissatisfaction, about roles and responsibilities from those involved at different levels of academic governance.

At the heart of this appears to be a lack of clarity about the current role of Senate and its relationship with its own sub-committees and with the University Executive Board (and the executive structures sitting below UEB). The terms of reference for Senate are long, relatively unfocused, and based on Statutes and Ordinances that, presumably, were written for a different time. The scheme of delegation is also long and detailed, but the principles that sit behind it are unclear. A common understanding of the primary role and responsibilities of Senate appears to be missing.

It should be noted that this is perhaps not entirely uncommon in older universities where Senate is clearly identified in Statutes, as at Warwick, as the primary academic authority of the University, but where that role is not clearly explained in the context and complexity of a large, 21st century higher education institution.

Senate's role in relation to UEB (or equivalent) is often unclear in older universities and that appears to be the case at Warwick, and to be a source of some dissatisfaction. Is it Senate's role, for example, to advise the executive, to be a check and balance to the executive, or to work in parallel on issues within its remit?

Warwick seems to have robust structures for executive academic leadership including PVC Executive Groups, a relatively new Academic Strategy Committee (ASC), and a Steering Committee of senior academic and professional service leaders (the latter having one Senate representative). We were impressed, from our observation of Academic Strategy Committee, by its breadth and focus, collegiate approach, well-informed members (staff only, there are no student members), and awareness of decisions that needed to be taken elsewhere in the governance structure. Senate members, however, were unclear, based on our conversations, what these various executive groups meant for the role of Senate.

As the primary academic body, Senate should have oversight of academic policies, academic quality and standards, and academic freedom and integrity. It is less clear, given its academic expertise, what its role should be, for example, in the wider student experience and wellbeing, and in non-academic student discipline and complaints. Council is responsible for institutional strategy but Senate's role in academic strategy development and the relationship with the role of UEB, ASC, and of its own committees in this regard could be clearer. A question was also raised at the UCU focus group about Senate's role in the creation or re-structuring of academic units. As in many institutions, some members felt that Senate was currently, primarily a final approval point for academic issues and that it could more usefully initiate debate, consider 'green papers' on emerging academic issues, and focus more on difficult issues as opposed to institutional successes.

It was notable that only 40.9% of members agreed that 'Senate operates in the wider interest of the University and that members do not prioritise their own school or departmental concerns above the institution as a whole'.

The Scheme of Delegation

Concerns were raised at the Senate workshop and in the e-survey that the scheme of delegation is not well understood. Only 17% of respondents to the survey agreed that delegation to the Senate sub-committees is clear, well understood and applied consistently and effectively, the joint-second lowest score.

As noted above, Warwick's scheme of delegation is very comprehensive, but it is not always clear what the justification is for an accountability sitting in a particular place. It also appears to be contradictory in places. For example, Senate has final authority for academic oversight of quality assurance (based on sub-committee recommendations) but the Vice-Chancellor has final authority in relation to the academic experience and standards, jointly with Audit Committee.

Responsibilities between Senate and its sub-committees and across sub-committees (from the Scheme of Delegation and from their individual terms of reference) are also not always clear and there seem to be some gaps. For example, which body is primarily responsible for postgraduate quality and standards - Board of Graduate Studies? Academic Quality and Standards Committee? Which body is responsible for the Institutional Teaching and Learning Review process? Where are admissions entry standards monitored? and who is primarily responsible for looking at attainment and experience gaps? It was noted in our discussions that there seemed to be a particular lack of clarity about the place of postgraduate taught student issues in academic governance.

At the Senate workshop and in e-survey responses, Senate members felt that some matters were discussed at multiple levels within the academic governance structures, but sometimes there were felt to be times when issues reached Senate without appropriate consultation elsewhere. A fair amount of confusion was expressed about respective responsibilities, how issues reached the agenda of particular committees, and about where authority sits. We noted that, although committee paper cover sheets are generally very clear, they do not always describe the prior consultation route of the paper, and this might be helpful given the concerns expressed.

It is not clear from the Scheme of Delegation, that Senate plays any role in the appointment of the Vice-Chancellor or Provost, and in pre-92 universities this is unusual, even if it is just an advisory role.

Our review has focused mainly on University-level committees, but it is notable that faculty committees are largely invisible in the scheme of delegation. Jon Scott's interviewees noted that faculty structures are weak, with significant autonomy residing in departments, and limited engagement by faculty committees in academic assurance or

portfolio development, despite their terms of reference. Departmental committee structures, however, are not common across the University and so significant variance was reported in local academic governance.

Chairs of departmental committees were reported as being often unclear about academic governance structures beyond the faculty. The variation in "power" of the schools/ departments was also noted with some large schools felt to have greater influence and dominating membership of faculty committees at the expense of others. Faculty Chair roles were believed to be important as an interface between departments and the central structures, albeit that they carry this out through informal networks and relationships. It was noted that both departmental and faculty committees were used "flexibly", with stages sometimes bypassed because of scheduling issues.

These interviews, and a survey undertaken by the University earlier in 2023, showed a general lack of clarity from members of faculty and departmental committees about the role and decision-making authorities of their committees, most having had no training or induction.

All of this was felt to contribute to Senate getting "stuck in the weeds", and departments often feeling that issues disappear into a black hole because responsibilities for reporting back are similarly unclear.

Warwick's internal academic governance review has a Faculty and Academic Department Governance stream and so we have not made specific recommendations in this area, but it is clear that many of the issues are similar to those at University level and would benefit from clarity and review.

"Efficiency" of Governance

Senate has a significant number of sub-committees. They are often quite large, and several key role holders sit on a wide range of them. As above, matters are often discussed across different committees and at different levels and, whilst this might sometimes be necessary for very complex issues, in many cases, Senate could delegate issues more fully to its smaller, more expert, committees (and in some cases to faculties or departments) to reduce duplication of effort. Senate would need to be clear what level of assurance it required about the work that it delegates.

Academic governance structures are not standard elsewhere, although Senate will typically have an Education and a Research Committee, and Academic Quality and Standards Committees are increasingly common. Education Committee often, although not always, has an Undergraduate and Graduate Studies Sub-Committee and often some form of student experience or student engagement committee as well as a committee focused on recruitment, admissions and widening participation. It is probably less usual to have a committee focused specifically on examinations and many of the responsibilities of the Senate Sub-group in relation to examiners are often delegated to faculty level.

Although not necessarily problematic, Warwick's Academic Resourcing Committee, or similar, would probably more usually be an executive committee, and the Academic Staff Committee would probably usually be referred to as an academic promotions committee which doesn't typically report to Senate.

Partnerships Committee might helpfully be re-named, perhaps as an Educational Partnerships and Apprenticeships Committee for transparency. Given the complex regulatory framework for apprenticeships, this would also helpfully increase their visibility in the academic governance structure.

It should be noted that, although formal academic governance requires decision making committees, these should not be confused with fora in which consultation, collaboration, communication, and listening to staff and student voice takes place. This can often be done more effectively through informal routes such as surveys, focus groups, task and finish groups, networks, 1:1 meetings between staff and their supervisors and managers, and through active engagement between the University and SU democratic structures.

Relationship with Council

From the Senate workshop it is apparent that Senate members are unsure about their relationship with Council. They feel that they are unsure of its views, what it expects from Senate and that, although reports were sent to Council, there are no reports back.

Councils are expected by the OfS to play a significant role in academic assurance, and the relationship between Senate and Council is an important one. The Governance Effectiveness Review at Warwick in 2020 noted mixed views of Council members about the effectiveness of their academic assurance oversight and suggested ways in which the confidence of Council members about academic assurance might be increased. These included periodic joint meetings of Council and Senate, academic assurance reports at every meeting, and opportunities for members to meet with staff directly involved in quality assurance matters, in a workshop or Q&A session. It is unclear whether these suggestions have been acted upon. The academic assurance section above notes that there does not yet seem to be a full academic assurance map for Council.

There are four Senate members on Council, and it is not clear that whether these individuals see it as part of their role to be a bridge between Council and Senate. In some institutions such members would, in turn, write a summary report for Senate of the key issues discussed at the previous Council meeting. The 2020 Governance Effectiveness Review also noted that these Senate members of Council were all at professorial level and it was suggested that more diversity in seniority might be encouraged as is more common elsewhere. This remains unchanged however.

Recommendations

4. Develop a clear and relatively simple statement of primary responsibilities of Senate, phrased in terms that make clear its relationship with the University Executive Board.
5. Review Senate's terms of reference, and present them in a clear and accessible format, based on the principles agreed in 4 above. NB this may require some review of Ordinances although Statutes are probably sufficiently broad.
6. Review the scheme of delegation for matters of academic governance, in light of the agreed principles, to clarify the role of Senate, UEB, Senate's sub-committees and, where necessary, faculty and departmental committees, and individual role holders.
7. Consider whether Senate can delegate more fully to its sub-committees with respect to their areas of expertise.
8. Review whether the number of Senate sub-committees could be streamlined, with a focus on the roles of Education and Research Committees as the primary sub-groups.
9. Consider ways of improving two-way communication between Senate and Council. At some institutions this might involve periodic joint meetings, 'link' independent Council members, and/or a Council observer on Senate. It could, however, be as simple as regular reports back from the Senate members on Council. The Academic Assurance project referenced in 3.1 above may also be helpful in this regard.

Suggestions

C. Ensure that oversight and accountability for the overall student experience and for student wellbeing is clear. This does not necessarily require a formal committee, nor does it not necessarily fall within the academic accountabilities of Senate, but it should be clear.
D. Review committee cover sheets so that they make clear any prior consultation that has taken place.
E. Consider structuring committee terms of reference so that they specify the primary purpose, specific duties and responsibilities, decision making powers, and advisory responsibilities of each body.
F. Consider reviewing the names of some committees to improve transparency of purpose.

3.3 Membership, Induction and Training

Composition and Membership

The composition and membership of Senate should obviously be shaped by its role and purpose. Should Senate primarily be an academic forum for those with executive accountabilities, a gathering for a broader range of voices, or a mix of the two as

currently? From the Senate workshop and the outcomes of the e-survey, the current membership mix creates some tensions in terms of the stage at which individual members are joining the debate. Some members have already seen many of the proposals on multiple occasions, or may even have written them, whilst some are coming to them for the first time. Whilst this issue should be aided to some extent by greater delegation to sub-committees, it is likely that this will still need to be considered in relation to Senate's membership and the operation of the meetings.

In the e-survey only 40.9% of Senate members felt that its composition was about right, but there were mixed views about the changes needed with 22.7% agreeing that more ex-officio members were needed (but 50% disagreeing), 31.8% agreeing that more nominated members were needed (with an equal percentage disagreeing); and 36.3% agreeing that there should be more student members (again with an equal percentage disagreeing).

In their focus group, UCU members noted that it was no longer clear how academic members were appointed to Senate, although 68.2% of e-survey respondents felt that recruitment processes for Senate vacancies were transparent. Only 45.4% of e-survey respondents felt that recruitment processes were effective however, 11% below benchmark, and so this may be an area to review.

Sector Comparisons

There is no standard arrangement for Senate membership in the UK and composition varies significantly between institutions dependent on their specific context, charters, ordinances, and constitutions.

We considered the composition of Warwick's Senate in the context of publicly available information from seven other institutions: The Universities of Birmingham, Manchester, Bristol, Exeter, Bath, York, and Keele University. These institutions were selected to include several Russell Group members but also others with a significant research focus, and providing a good range of size, age, and geographical locations.

Warwick's Senate is composed of 49 members, which includes 16 (32.7%) ex-officio members, 24 (49%) academic members drawn from the faculties, six (12.2%) members appointed by the Assembly, and three (6.1%) student members.

In terms of overall size, Warwick's Senate is the second smallest of the group of eight. The largest membership is The University of Bristol with 106 members, and the smallest is The University of Bath with 39 members. Warwick's Senate is closest in size to The University of Birmingham, which has 58 members.

	Overall size of Senate
University of Bristol	106
University of Manchester	100

University of Exeter	67
Keele University	62
University of York	61
University of Birmingham	58
University of Warwick	**49**
University of Bath	39

Warwick has the third highest percentage of ex-officio members (32.7%) compared to The University of Exeter with 56.7% and Keele University with 50%. It is closest to The University of York (29.5%) and similar to the universities of Manchester (29%) and Bath (28.2%). Bristol has the smallest percentage of ex-officio members with 14.2% (although it lists Heads of Schools and other specific post-holders separately).

	Percentage of ex-officio members	**Number of ex-officio members**
University of Exeter	56.7	38
Keele University	50.0	31
University of Warwick	**32.7**	**16**
University of York	29.5	18
University of Manchester	29.0	29
University of Bath	28.2	11
University of Birmingham	17.2	10
University of Bristol	14.2	15

Warwick has the lowest percentage of student members of Senate out of the entire group (6.1%). This is closest to The University of Exeter (7.5%). The highest percentage of student members is seen at Keele University (11.3%).

	Percentage of student members	**Number of student members**
Keele University	11.3	7
University of Birmingham	10.3	6
University of Bath	10.3	4
University of York	9.8	6
University of Bristol	9.4	10
University of Manchester	8.0	8
University of Exeter	7.5	5
University of Warwick	**6.1**	**3**

Diversity of membership is addressed in section 3.5 below.

Induction and training

50% of Senate members who responded to the e-survey felt that induction was effectively managed and 59% felt that it was relevant. Only 27.2% felt that it was periodically evaluated. Responses at the Senate workshop also suggested that training and induction of members had been limited. As noted above, members of faculty and departmental committees seem to receive only informal induction and training at best.

New members of Senate receive a letter confirming their appointment, are given a copy of Senate's Standing Orders, and are invited to a briefing session that is run annually for Senate and Committee members (detail not seen). They are also given a diagram outlining the characteristics of an effective Senate member, including a reminder of the Nolan Principles for public office holders. We have not received any information about tailored briefing for different membership categories (e.g. student members, although see also the Student Voice section below).

Ideally, training would be tailored to suit different types of members (student, new/inexperienced staff member, specific role holders); delivered in easily accessible ways; and repeated or updated periodically. The sorts of issues covered in induction programmes elsewhere are outlined in Appendix Three.

Recommendations

10. Review the membership of Senate to ensure that it is best placed to effectively meet its primary responsibilities.
11. Ensure that the method of appointment to Senate and its committees is straightforward and transparent.
12. Given sector comparisons, consider whether increasing the number of student members of Senate, not necessarily Students' Union officers, would provide more fulsome student voice in academic governance.
13. Review induction and training for Senate and Committee members, noting that training is best delivered in bite-sized chunks and using flexible media (online, face-to-face, videos, briefing documents etc.)

Suggestions

G. Consider the development of a simple guide for members of all committees, perhaps including a short summary of the roles of "senior" committees and guidance on the responsibilities of members (e.g., engage actively and appropriately, read papers, solicit views from and feedback to colleagues, take responsibility for decisions made by the committee, take a university-wide (or faculty/department-wide as appropriate) view etc.).

3.4 Staff and Student Voice, and Institutional Engagement

Student Voice

Student voice is an integral part of academic governance in universities, and student representatives play a pivotal role in ensuring that the views and experiences of all students are relayed and considered thoughtfully. When we spoke with a mix of full-time, and part-time student representatives in a focus-group, there were a range of experiences of engaging with academic governance at the University.

The question of whether students were in the spaces that they needed to be in academic governance terms was discussed, and there was agreement that at school and faculty level, engagement is happening at the right level, and with the right frequency. This was viewed as significantly more challenging at the University level, with Students' Union full-time representatives expressing that there are too many meetings to attend, some often clashing in the diary, making it difficult for them to engage effectively. The disparity between the school and faculty level, and the University level seems to correlate with the feeling that contributions feel valued and are adopted well in the former and passed over and not considered deeply enough in the latter.

In relation to navigating meetings, understanding papers, and contributing appropriately, there were concerns raised about how representatives were trained and supported throughout their time on committees. Induction processes were described as being owned jointly between the University and the Students' Union. The training for full-time officers, deemed more comprehensive, allows them to attend over the summer and spend meaningful time with learning materials and to shadow their predecessors before taking office. Components of Chair training, and support for reading and writing papers, however, are felt to be missing. Part-time academic representatives find the training inconsistent, as summer sessions are inaccessible due to work commitments, and communication of materials is not consistent. School and faculty-level handovers from engaged former representatives, including shadowing where possible, were considered particularly beneficial.

Students described taking pride in the work they do in the academic governance structures and recognise the seriousness of their respective roles. It appears however that the chain of representation does not flow as smoothly as they would all like. The structure, starting at course representative level, then department, faculty, then full-time officer seems to have varying levels of engagement with the University leading to a disconnect between the representatives' experiences. At school, department and faculty level, members of the focus-group described a feeling of equity between student representatives and staff. At University level, some student contributions were described as being 'shot down', with a level of defensiveness from the university on ideas and challenges.

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When reviewing Warwick's documentation, it is clear that students are heavily involved in the governance structures, which is positive. The co-chairing (SU and University) of the Student Learning Experience and Engagement Committee is particularly good to see. It would be worth, however, considering an audit of the number of meetings that the Education and Postgraduate officers are expected to attend. It is possible that membership of some meetings is historic, where officers were brought in due to particular interest and relevance at the time, but where that relevance no longer remains. Alongside this, a review of the terms of reference of meetings, specifically sub-committees at school and faculty level would be helpful to ensure consistency of student engagement at all meetings, such as at Wellbeing, Equality, Diversity and Inclusion (WEDI) meetings, where there was a noted disparity in how much students are allowed to contribute.

Staff Voice

We held a focus group meeting with members of UCU at the University where a number of concerns were raised about aspects of the culture of governance at Warwick, in some cases in ways that were felt to impact on diversity and inclusion. There were also concerns expressed about the relationship between Senate, the Assembly and UEB. There was a feeling that Senate was a disempowered body compared with previously and that most decisions were made elsewhere, either in UEB or through executive groups led by the PVCs.

Although not universal, it was felt that some committee Chairs were unsympathetic to dissenting voices and that they could have a conflict of interest in relation to proposals that they had instigated. In some cases, chairing was described as "hostile" and it was felt to be very challenging for more junior colleagues, sometimes those from diverse backgrounds, to speak up. In other cases, Chairs were just felt to be unskilled at the role and so did not adequately engage all members of their committees.

Chairs of Committees have particular responsibilities in relation to good academic governance, in terms of oversight and decision making, and play an important role in the culture of governance, ensuring that meetings are efficiently run, keep to time, allow all voices to be heard, and create an inclusive environment for debate. Training and/or mentoring for new Chairs should therefore also be considered.

Concerns were also raised about the relationship between UEB and the Assembly and it was alleged that Assembly's standing orders had at times been ignored and meetings not held as required. There was also a recognition, as noted elsewhere in this report, that the complexity of academic governance sometimes meant that matters proposed by the Assembly or by UCU simply 'got stuck' because it was unclear which bodies needed to approve a proposal or who "owned" the relevant policies.

AdvanceHE

It should probably be noted that the Assembly is an unusual body in HE governance and its role at Warwick does seem to be at the heart of several concerns about how Senate and its committees operate. From discussion at the Senate Workshop, Assembly members feel at a disadvantage because they are not generally members of Senate sub-committees and therefore see issues for the first time at Senate. Other members of Senate feel that it is sometimes unhelpful for the Assembly members to raise issues at Senate that have already been well aired elsewhere. Professional Services Assembly representatives are particularly unsure about their role on a primarily academic body.

A review of the Assembly is not in scope for this review but there seems to be a question of whether the Assembly is the best way of taking on board staff voice in academic governance (and more broadly). Across the sector, universities have various ways of assessing staff voice, including periodic staff surveys, all-staff fora such as the assembly (although usually less formal), EDI networks, and groups representing particular staff groups such as early career researchers, technicians, middle leaders and so on. These often engage more directly with the executive, sometimes through HR and are in addition to formal negotiating committees with the trades unions. Whilst it is admirable in many ways that Warwick links the Assembly to Senate (and to some extent to Council), as above, it creates some challenges, and this was frequently mentioned in the feedback that we have received.

UCU members also questioned whether the recommendations of the previous academic governance review had been fully implemented and whether they had been impacted by changes that were made to governance arrangements as emergency measures during the Covid-19 pandemic.

Outside the UCU focus group, 76.2% of the e-survey respondents agreed that there were effective arrangements in place for involving staff in academic governance at University level, 76.2% at faculty level and 66.6% at school level.

It is also worth noting that 68.1% of respondents feel that Senate is chaired and conducted in a way which encourages active involvement of all.

Institutional Engagement

The visibility of Senate is felt to be low in the wider institution from feedback in the Senate workshop and from e-survey responses, where only 7% of Senate members felt that:

> 'the Senate provides regular updates to the wider institutional community on key developments, keeping the community updated with key Academic discussions'

Members also seem unclear what they can share with colleagues about Senate discussions, even in relation to issues that are not identified as confidential.

Some institutions publish a user-friendly digest from each Senate meeting on their website and, in some cases, there are faculty or departmental pre-meets before Senate so that members can discuss any key issues arising with their colleagues. Generally, unless specified otherwise, discussions at Senate should be seen as open for discussion with other members of staff.

It is possibly worth noting that, although governance information is fairly accessible from the staff hub, it is not particularly visible on the University homepage, and it could perhaps be added under "More Links" from this page.

Recommendations

14. Consider undertaking a joint SU and University audit of meetings attended by student representatives, and the balance of attendance by students at different levels.
15. Student committee member inductions should be reviewed, particularly for part-time officers, ensuring consistency of availability, handover and support across faculties and departments. This should also include further training for representatives with extra responsibilities, i.e., chairing.
16. Consider how to ensure that student contributions are valued consistently at every level of academic governance. It appears that work needs to be done to ensure the flow of and participation in representation is strengthened at the SU level, and that the culture of governance is more welcoming and less defensive to student views and challenges.
17. Consideration should be given to training for all committee Chairs to ensure that committees are well run and the culture of governance at Warwick is inclusive.
18. Consider a review of staff voice in academic governance including the role of the Assembly (noting that its role goes beyond academic governance). This should attempt to ensure that staff voice is diverse and representative.
19. The current review process should undertake a light touch review of the current state of play regarding the recommendations of the 2016/17 academic governance effectiveness review.
20. Senate should develop a communication plan which might include publication of a digest of key issues discussed at each Senate meeting and an expectation that members act as ambassadors for the work of the Committee, potentially meeting with faculty or departmental colleagues to facilitate wider staff voice in the work of Senate.

Suggestions

H. Consider how University communication with SU members could be improved – the current system of multiple email addresses (one each for the SU, and the University) appears to have contributed to lost calendar invitations, late papers etc.

I. Although not strongly emerging from any of our sources of information, governance works best when there are strong relationships between the different members. Warwick might therefore consider whether a greater number of Senate meetings should be held face-to-face to encourage this.

3.5 Equality, Diversity and Inclusion

Diversity of membership

Only 17% of members responding to the e-survey felt that 'There are processes in place to ensure that the membership of the Senate reflects the diversity of the organisation in terms of gender, age and ethnicity'. This was the joint-second lowest score.

This view was echoed in the staff and student focus groups with a clear view in the latter that more needs to be done to improve ethnic and gender diversity, as well as class and age in the academic governance structures. There were remarks that 'not a lot of people sound like me' and it was fed back that often white males make the most contributions in meetings. These views are particularly interesting, as they contrast with a more positive outlook on EDI at school and faculty level.

Diversity in the composition of Senate is important in ensuring that a wide range of views are represented in healthy debate. We considered the diversity of Warwick's Senate against several criteria and benchmarked this against our existing datasets to provide a RAG rating (see Appendix Three). It is important to note that data related to protected characteristics was not provided for all Senate members at Warwick, and therefore the percentages relate only to the data available, not to full Senate membership. We did not have diversity data for Senate's committees, and it will be important to collect this in order to ensure that academic governance becomes more inclusive across the board.

Data on sex as a protected characteristic was provided for 27 members. Of these, 10 (37%) were female and 17 (63%) were male. This has been rated **amber** in the RAG rating (a green rating would require a closer balance between males and females). The skew towards male members is significant and Warwick's Senate membership performs poorly on sex diversity when compared to all the other Advance HE datasets. For example, data from other Academic Governance Effectiveness Reviews includes information on 390 members of Academic Boards/Senates across 10 institutions (note that this data also comes only from those members who completed the survey, and therefore, like Warwick's data, is not a comprehensive measure of diversity across full Senate membership in these institutions). In this data set, 49.7% were female and 50.3% were male. The data from UK HE governors includes information gathered from our Governance Effectiveness Reviews of Boards/Councils across more than 50 institutions. In this data set, 43.3% were female and 56.7% were male. The underrepresentation of females is also marked when the data is compared with the diversity of the national academic staff body, which indicates that 47.9% were female and 52.1% male.

Data on BAME/White identity was provided for 26 members. Of these, two (7.7%) identified as BAME and 24 (92.3%) identified as White. This has been RAG rated as **red** and, again Warwick's Senate membership performs poorly against all the other datasets available. The data from other Academic Boards/Senates indicates that 10.3% identify as BAME, and 89.7% as White. Data from governing body/Council members indicates that 16.6% identify as BAME and 83.4% as White. The underrepresentation of BAME members is most stark when considered in the context of the national academic staff body, where 20.4% identify as BAME and 79.6% as White.

Data on disability status was provided for 27 members of Warwick's Senate. Of these, one member (3.7%) had declared a disability and 26 (96.3%) had no recorded disability. This is RAG rated as **red**. The underrepresentation is significant, but the gap is not as large when compared to the datasets for governing body/Council members, which shows that 5.9% had declared a disability, and the national academic staff body, where 6.0% had declared a disability. The underrepresentation is most stark when the data is compared to the information available from other Academic Boards/Senates, where 12.5% had declared a disability compared to 87.5% who had no recorded disability.

Finally, data on age group was provided for 29 members of Warwick's Senate. Of these members, none were under the age of 30, which has been rated as **red**. We are aware that at least three members of Warwick's Senate are likely to be under the age of 30 due to the student members but given that Warwick's percentage of student membership appears low in comparison to the sample group of eight institutions discussed previously, this finding still warrants further consideration. Data from other Academic Boards/Senates indicates that 3.5% of members are under the age of 30. The figure is 8.1% for governing bodies/Councils and 13.5% for the national academic staff body.

Twenty-five (86.2%) of the 29 respondents on age group were between the ages of 31 and 60, which is also rated as **red**. However, this is similar to the 85.8% seen in other Academic Boards/Senates. It is much higher than the 56.6% seen in governing bodies/Councils, where the age group tends to be significantly skewed towards those who are aged 61 or over, and somewhat higher than the national academic staff body, where 77.0% are aged between 31 and 60 years old.

Four (13.8%) of the respondents were over the age of 61, which is rated as **amber**. This is slightly higher than the figures seen in other Academic Boards/Senates (10.8%), and the percentage of people of this age within the national academic staff body (9.5%). As mentioned previously, a much higher percentage (35.3%) of governing bodies/Councils are made up of people within this age range.

In summary, the membership of Warwick's Senate, for which we have data, is less diverse across the four protected characteristics of sex, BAME/White identity, disability status, and age group than would be expected based on the data available from other Academic Boards/Senates, governing bodies/Councils, and the national academic staff body. This might have implications for the breadth of views that are being presented, the

quality of debate and, coupled with the relatively low student representation, Senate's ability to understand and respond to the academic needs of its student body.

As many Councils and Senates have found, there are no silver bullets when it comes to diversifying members of such groups. Councils are in some ways "easier" as there is open recruitment to roles and so diversity can be prioritised in recruitment, and developments such as Board Apprenticeship schemes enable the pipeline to be strengthened. See for example https://www.abdn.ac.uk/about/strategy-and-governance/governance-apprenticeship-2930.php. Advance HE runs a 'Supporting Inclusive Boards' interactive workshops for governance professionals and governors in which collective wisdom can be shared.

With Senates, the progression of members of staff with protected characteristics within the institution is often a more significant issue and diversifying leadership overall should therefore be the primary aim. Advance HE has a number of resources to support the development of inclusive leadership Equality, Diversity and Inclusion | Advance HE (advance-he.ac.uk) and Diversifying Leadership | Advance HE (advance-he.ac.uk).

The lack of visibility of Senate and its committees in the wider organisation is probably not helping to promote a diverse membership. To change this, effort will be required to engage with those who may not feel that they have the experience to engage with a body such as Senate, to make it feel interesting and open to them. Secondly time and effort will need to be invested in supporting members from more diverse backgrounds to engage with the role and make it clear that support is available.

The University might consider how membership of Senate and its committees could be promoted as part of the induction and development programme. Faculties should be reminded of the desire to appoint a diverse range of members when they are considering their appointments. A greater gender balance, given experience elsewhere, should be relatively straightforward to improve. Several respondents to the e-survey and attendees at the Senate Workshop felt that some representation on Senate and/or its committees of early career researchers and teaching fellows would ensure that broader perspectives were considered in academic governance and targeting these staff to a greater extent might also increase representation from those with protected characteristics.

Staff EDI networks could also be asked to promote Senate and its committees and to support and encourage colleagues to come forward.

Most institutions do not go down the route of setting quotas to increase diversity but considering the addition of some places on Senate for members from more diverse backgrounds and/or with expertise in EDI has worked well elsewhere.

Members of the UCU focus group noted that it could be difficult to diversify voices when colleagues from more diverse backgrounds were often either much in demand or were more junior or on short-term contracts, and so could not afford to engage actively in academic governance without some level of workload allocation for doing so.

Finally, schemes such as https://intranet.birmingham.ac.uk/student/news/public/july-sept23/want-to-get-paid-to-promote-an-inclusive-campus-culture.aspx can also help to diversify the student voice in academic governance.

Practice

It is positive to see the concerted effort to highlight EDI considerations on the cover sheets of committee papers. It is good to see a regular practice of staff being mindful of wider considerations when engaging with items on the agenda for Senate and its committees. It is worth, however, reviewing the effectiveness of this in prompting meaningful EDI discussions, rather than just acknowledging them. This would be helped by the recommendations below.

Logistics, paperwork, and engagement are also important when it comes to diversity and inclusion, and it is important for there to be an environment where every member feels there is parity of engagement. One of the concerns flagged in our discussions relates to the length and structure of meetings. It is important to be aware of the impact of long meetings on members with a disability, and how the prevalence of hidden disabilities might mean there are challenges for some members to fully engage.

Within academic governance, it is not unusual for there to be long meetings, with many items and papers to review in that time. At Warwick, there is some good practice in this area, for example a single pack of papers in one PDF, hybrid modes of joining meetings, and the use of multimedia to present on and understand items. Some inconsistencies have been flagged, however. Some meetings go over an hour with no break, some hybrid meetings are more in-person focused, meaning online participants aren't able to contribute fully, and papers are sometimes sent late with little time to read them.

Senate might also benefit from a dedicated session to enhance and update knowledge of EDI. External EDI experts in different areas could be invited to run deep dive sessions for Senate and/or its committees to give context, highlight implications and facilitate discussion and a culture of learning in the academic governance structures.

Oversight of Institutional EDI

Following a review of the papers provided, there does seem to be operational oversight and data on EDI issues institution wide. We saw examples of discussion about disability, inclusive education, and LGBTQ+ issues across several sub-committee meetings.

The Social Inclusion Committee (SIC) regularly receives data and feedback on staff and student issues with reporting on KPIs and strategic priorities. It is encouraging to see that there is a dedicated space where there is oversight of work relating to ethnic, gender, faith, disability and sexuality issues but it was difficult to see how some of these feed into

strategic discussions at Senate and its other subcommittees to create a more integrated approach to EDI. Discussions at the SIC appear to be more focused on staff than students (although both are covered to some extent) and we didn't see any discussion, for example, of student experience or attainment gaps. It was also not clear how SIC measures progress on the institution various initiatives.

Recommendations

21. Consider ways of increasing the diversity of Senate and committees at all levels of academic governance. Some considerations are noted in the body of the report. Clear progress measures should be set for this work, and it should be regularly monitored. It was suggested at an internal working group on academic governance meeting that a more formal Senate Nominations Committee (as exists for Council membership) might give a helpful focus to this work.

22. In attempting to increase the diversity of membership, consider whether a possible workload allocation for academic governance responsibilities might better enable some constituencies to join Senate and its committees.

23. Consider inviting additional co-opted members onto Senate and its committees to improve diversity and provide specific EDI expertise. It may be worth considering a liaison role for co-opted members between Senate and the Social Inclusion Committee, to enable a more proactive approach to EDI considerations.

24. Consider implementing practices that improve the accessibility of meetings such as scheduled access breaks for longer meetings (those over one hour) for at least 5-10 minutes, ensuring that papers go out at least a week in advance for all meetings, and for hybrid meetings, ensuring that a nominated person, or the Chair, regularly checks in on and prompts online participants to engage in meetings.

25. Consider how best to ensure that Senate and all its committees are engaged in EDI discussions, such as those covered at the Social Inclusion Committee, so that EDI is embedded in all areas of academic governance. Requiring an EDI assurance rating for all papers, rather than simply an EDI tick box, and providing guidance and support for report-writers on addressing EDI issues, may encourage greater reflection. Dedicated sessions, with external expertise, to enhance members' awareness of EDI issues might also be beneficial.

4. Annex One – Summary of Recommendations and Suggestions

Number	Recommendation	Accept/Reject Progress
1.	If not already the case, it would be good practice for Senate (and Council) to receive an annual paper on how the institution meets the OfS conditions of registration relating to quality and standards and, more broadly, on the institutional approach to academic assurance, and on any themes or issues.	
2.	Relative accountabilities for academic assurance across the committee structures should be reviewed to ensure that there is clarity of roles and responsibilities, duplication is minimised, and Council has a clear academic assurance map.	
3.	Consider how the use of data at Senate meetings could strengthen academic assurance, particularly if more of the detailed work is delegated to its committees.	
4.	Develop a clear and relatively simple statement of primary responsibilities of Senate, phrased in terms that make clear its relationship with the University Executive Board.	
5.	Review Senate's terms of reference, and present them in a clear and accessible format, based on the principles agreed in 4 above. NB this may require some review of Ordinances although Statutes are probably sufficiently broad.	
6.	Review the scheme of delegation for matters of academic governance, in light of the agreed principles, to clarify the role of Senate, UEB, Senate's sub-committees and, where necessary, faculty and departmental committees, and individual role holders.	
7.	Consider whether Senate can delegate more fully to its sub-committees with respect to their areas of expertise.	
8.	Review whether the number of Senate sub-committees could be streamlined, with a focus on the roles of Education and Research Committees as the primary sub-groups.	

9.	Consider ways of improving two-way communication between Senate and Council. At some institutions this might involve periodic joint meetings, 'link' independent Council members, and/or a Council observer on Senate. It could, however, be as simple as regular reports back from the Senate members on Council. The Academic Assurance project referenced in 3.1 above may also be helpful in this regard.	
10.	Review the membership of Senate to ensure that it is best placed to effectively meet its primary responsibilities.	
11.	Ensure that the method of appointment to Senate and its committees is straightforward and transparent.	
12.	Given sector comparisons, consider whether increasing the number of student members of Senate, not necessarily Students' Union officers, would provide more fulsome student voice in academic governance.	
13.	Review induction and training for Senate and Committee members, noting that training is best delivered in bite-sized chunks and using flexible media (online, face-to-face, videos, briefing documents etc.)	
14.	Consider undertaking a joint SU and University audit of meetings attended by student representatives, and the balance of attendance by students at different levels.	
15.	Student committee member inductions should be reviewed, particularly for part-time officers, ensuring consistency of availability, handover and support across faculties and departments. This should also include further training for representatives with extra responsibilities, i.e., chairing.	
16.	Consider how to ensure that student contributions are valued consistently at every level of academic governance. It appears that work needs to be done to ensure the flow of and participation in representation is strengthened at the SU level, and that the culture of governance is more welcoming and less defensive to student views and challenges.	
17.	Consideration should be given to training for all committee Chairs to ensure that committees are well run and the culture of governance at Warwick is inclusive.	
18.	Consider a review of staff voice in academic governance including the role of the Assembly (noting that its role goes	

	beyond academic governance). This should attempt to ensure that staff voice is diverse and representative.	
19.	The current review process should undertake a light touch review of the current state of play regarding the recommendations of the 2016/17 academic governance effectiveness review.	
20.	Senate should develop a communication plan which might include publication of a digest of key issues discussed at each Senate meeting and an expectation that members act as ambassadors for the work of the Committee, potentially meeting with faculty or departmental colleagues to facilitate wider staff voice in the work of Senate.	
21.	Consider ways of increasing the diversity of Senate and committees at all levels of academic governance. Some considerations are noted in the body of the report. Clear progress measures should be set for this work, and it should be regularly monitored. It was suggested at an internal working group on academic governance meeting that a more formal Senate Nominations Committee (as exists for Council membership) might give a helpful focus to this work.	
22.	In attempting to increase the diversity of membership, consider whether a possible workload allocation for academic governance responsibilities might better enable some constituencies to join Senate and its committees.	
23.	Consider inviting additional co-opted members onto Senate and its committees to improve diversity and provide specific EDI expertise. It may be worth considering a liaison role for co-opted members between Senate and the Social Inclusion Committee, to enable a more proactive approach to EDI considerations.	
24.	Consider implementing practices that improve the accessibility of meetings such as scheduled access breaks for longer meetings (those over one hour) for at least 5-10 minutes, ensuring that papers go out at least a week in advance for all meetings, and for hybrid meetings, ensuring that a nominated person, or the Chair, regularly checks in on and prompts online participants to engage in meetings.	
25.	Consider how best to ensure that Senate and all its committees are engaged in EDI discussions, such as those	

	covered at the Social Inclusion Committee, so that EDI is embedded in all areas of academic governance. Requiring an EDI assurance rating for all papers, rather than simply an EDI tick box, and providing guidance and support for report-writers on addressing EDI issues, may encourage greater reflection. Dedicated sessions, with external expertise, to enhance members' awareness of EDI issues might also be beneficial.	

SUGGESTIONS:

A.	It would be helpful for Research Committee papers to Senate to use the standard committee cover sheet so that any risk, sustainability, or EDI issues are highlighted.	
B.	Consider the themes and reflective questions emerging from the Advance HE/UUK/CUC/Guild HE Academic Assurance project.	
C.	Ensure that oversight and accountability for the overall student experience and for student wellbeing is clear. This does not necessarily require a formal committee, nor does it not necessarily fall within the academic accountabilities of Senate, but it should be clear.	
D.	Review committee cover sheets so that they make clear any prior consultation that has taken place.	
E.	Consider structuring committee terms of reference so that they specify the primary purpose, specific duties and responsibilities, decision making powers, and advisory responsibilities of each body.	
F.	Consider reviewing the names of some committees to improve transparency of purpose.	
G.	Consider the development of a simple guide for members of all committees, perhaps including a short summary of the roles of "senior" committees and guidance on the responsibilities of members (e.g., engage actively and appropriately, read papers, solicit views from and feedback to colleagues, take responsibility for decisions made by the committee, take a university-wide (or faculty/department-wide as appropriate) view etc.).	

H.	Consider how University communication with SU members could be improved – the current system of multiple email addresses (one each for the SU and the university) appears to have contributed to lost calendar invitations, late papers etc.	
I.	Although not strongly emerging from any of our sources of information, governance works best when there are strong relationships between the different members. Warwick might therefore consider whether a greater number of Senate meetings should be held face-to-face to encourage this.	

5. Annex Two – Summary of Survey Results

As part of the review, a survey was issued to members of and attendees at Senate. In total there were 30 responses (comprising 9 ex-officio members, 17 nominated members, and 4 attendees).

It is worth noting that there was no student response to the survey. 83% of respondents were white and 10% (3) preferred not to state their ethnicity.

The survey questions were asked on a Likert scale from 1 (strongly disagree) through to 5 (strongly agree), with an option not to answer or select "don't know".

The benchmark is made up of 5 other UK higher education providers (of a range of types and sizes) who have completed the survey recently.

The **highest scoring section** is Section 1: Academic governance and assurance (61% agree)

The **lowest scoring sections** are Section 4 Equality, Diversity and Inclusion (32% agree

The measures with the **highest scores** are:

- 9 There are effective arrangements in place for involving students in academic governance (77%)

- 8.2 There are effective arrangements in place for involving staff in academic governance: At University and Faculty level (76%)

- 4 The Senate makes a clear contribution to the institution's compliance with key legal and regulatory requirements, such as those imposed by the OfS (73%)

- 12 The Senate receives the information that it needs to make recommendations in a timely manner (70%)

The **lowest scoring measures** are:

- 13 The Senate provides regular updates to the wider institution community on key developments, keeping the community updated with key Academic discussions (7% agree)

- 20 There are processes in place to ensure that the membership of the Senate reflects the diversity of the organisation in terms of gender, age and ethnicity (17%)

- 34 The scheme of delegation to the Senate sub-committees is clear and well understood and applied consistently and effectively (17%)

Measures where there are the greatest **variation between responses from different member types** are:

- 17.2 There should be a different composition of members on Senate

- Ex Officio members 78% agree
  - Nominated members 35% agree
- 9 There are effective arrangements in place for involving students in academic governance
  - Ex Officio members 100% agree
  - Nominated 65% agree
- 6 The Senate fully understands the institutional and academic strategies and is actively involved in their formulation, approval and review
  - Ex Officio members 22% agree
  - Nominated 71% agree
- 25 The Senate is able to add value to the work of the Committees reporting to it
  - Ex Officio members 11% agree
  - Nominated 59% agree

Measures where there are the greatest **variation between responses by duration of membership** are:
- 34 The scheme of delegation to the Senate sub-committees is clear and well understood and applied consistently and effectively
  - Newer members 29% agree
  - Longer-standing members 0% agree
- 28 Working relations between ex-officio and nominated members are productive
  - Newer members 43% agree
  - Longer-standing members 85% agree
- 25 The Senate is able to add value to the work of the Committees reporting to it
  - Newer members 29% agree
  - Longer-standing members 62% agree
- 5 The Senate exercises effective oversight of its sub-committees, receiving sufficient information on their discussions and decisions in the form of, for example, reports from sub-committee chairs and/or minutes of sub-committee meetings
  - Newer members 50% agree
  - Longer-standing members 77% agree
- 24 Senate meetings and business are conducted and chaired in a way which encourages the active involvement of all members in discussion and decision making
  - Newer members 50% agree
  - Longer-standing members 77% agree

Measures where there are the greatest **variation between responses by duration of membership** are:
- 34 The scheme of delegation to the Senate sub-committees is clear and well understood and applied consistently and effectively
  - Newer members 29% agree
  - Longer-standing members 0% agree
- 28 Working relations between ex-officio and nominated members are productive
  - Newer members 43% agree
  - Longer-standing members 85% agree

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- 25 The Senate is able to add value to the work of the Committees reporting to it
  - Newer members 29% agree
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- 5 The Senate exercises effective oversight of its sub-committees, receiving sufficient information on their discussions and decisions in the form of, for example, reports from sub-committee chairs and/or minutes of sub-committee meetings
  - Newer members 50% agree
  - Longer-standing members 77% agree
- 24 Senate meetings and business are conducted and chaired in a way which encourages the active involvement of all members in discussion and decision making
  - Newer members 50% agree
  - Longer-standing members 77% agree

Warwick compares well with other institutions on the 14 measures that can be compared (benchmarked), with Warwick scoring above the average in 11 of the 14 measures. (See Section 4 for full breakdown).

The areas where Warwick scores below the average score are:

- Recruitment processes to fill Senate vacancies are: Effective (11% below)
- There are processes in place to ensure that the membership of the Senate reflects the diversity of the organisation in terms of gender, age and ethnicity (9% below)
- The Senate operates in the wider interests of the University and members do not prioritise their own or School/Departmental concerns above the institution as a whole (2% below)

6. Annex Three – Composition

Protected characteristic	Warwick University Academic Senate		UK HE Governors 2021/22		UK HE Academic Staff 2021/22		UK HE Students 2021/22	
	No.	%	No.	%	No.	%	No.	%
Female	10	37.0	1,635	43.3	111,855	47.9	1,862,380	57.3
Male	17	63.0	2,140	56.7	121,605	52.1	1,386,795	42.7
BAME	2	7.7	540	16.6	43,225	20.4	629,635	26.8
White	24	92.3	2,705	83.4	168460	79.6	1,716,550	73.2
Disabled	1	3.7	225	5.9	14,025	6.0	495,250	15.2
No recorded disability	26	96.3	3,595	94.1	219,745	94.0	2,762,270	84.8
Aged 30 and under	0	0.0	305	8.1	31,550	13.5	-	-
Aged 31 - 60	25	86.2	2,135	56.6	180,085	77.0	-	-
Aged 61 and over	4	13.8	1,330	35.3	22,140	9.5	-	-

Protected characteristic	Warwick University Academic Senate		Advance HE Academic Senate Data	
	No.	%	No.	%
Female	10	37.0	167	49.7
Male	17	63.0	169	50.3
BAME	2	7.7	34	10.3
White	24	92.3	297	89.7
Disabled	1	3.7	40	12.5
No recorded disability	26	96.3	279	87.5
Aged 30 and under	0	0.0	13	3.5
Aged 31 - 60	25	86.2	319	85.8
Aged 61 and over	4	13.8	40	10.8

The Advance HE Academic Senate Data is a benchmark derived from previous Academic Governance Effectiveness Reviews. It currently includes data from 390 academic governors who completed the governance review survey (not all members of the Academic Board or Senate) from 10 institutions. Participants who responded 'Don't know' or 'Prefer not to say' were excluded from the percentages.

7. Annex Four – Senate and Committee Member Induction Topics

1. Introduction
   a. Institutional mission, vision and strategy
   b. Overview of academic governance
   c. Relationship with Council
   d. Relationship with UEB
   e. Key role holders

2. Role of Senate
   a. Terms of reference, primary responsibilities and standing orders
   b. Expectation of members
   c. Breadth of membership

3. Roles of Sub-Committees

4. Academic assurance
   a. Expectations of the Office for Students, the conditions of registration, and other regulatory bodies
   b. Briefing on institutional oversight of educational quality and standards
   c. Senate's role in research assurance
   d. Expectations of faculties, departments and relevant professional service departments

5. EDI
   a. Overview of protected characteristics
   b. EDI governance and oversight
   c. Institutional EDI objectives

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