UNIVERSITY OF WARWICK BOARD OF THE FACULTY OF ARTS MINUTES OF THE MEETING HELD 12:00, WEDNESDAY 22 FEBRUARY 2023 SENATE HOUSE COUNCIL CHAMBER			
Present	Rachel Moseley	RM	Chair and Vice-Provost
	Jeremy Ahearne	JA	Deputy Chair (Research) and Chair of the Arts Faculty Research and Impact Committee
	Kate Astbury	KA	School of Modern Languages and Cultures
	Alison Cooley	AC	Department of Classics and Ancient History
	Rosie Dias	RD	School of Creative Arts, Performance and Visual Cultures
	Marta Guerriero	MG	School for Cross-faculty Studies
	Stuart Hampton-Reeves	SHR	School of Creative Arts, Performance and Visual Cultures
	Joanne Lee	JL	School of Modern Languages and Cultures
	Tim Lockley	TL	Department of History
	Stephanie Panichelli-Batalla	SPB	School for Cross-faculty Studies
	Sarah Richardson	SR	Deputy Chair (Education) and Chair of the Faculty Education Committee
	James Robinson	JR	Representative from the Faculty of Science, Engineering and Medicine
	Tim White	TW	School of Creative Arts, Performance and Visual Cultures (from 1pm)
Attending	Adele Browne	AB	Director of Student Experience (for item 025, stayed in meeting for following item 027)
	Pierre Botcherby	PB	Doctoral Training Manager, CADRE
	Andy Calvert	AC	Library Academic Support Manager
	Adam Child	ACh	Academic Registrar (attended meeting from start, left after item 024)
	Susie Cowley-Haselden	SCH	Warwick Foundation Studies (for item 027 only)
	Phil Griffiths	PG	Acting Secretary, Education Policy and Quality
	Helen Hotten	HH	Acting Assistant Secretary, Education Policy and Quality
	Dr Jagjeet Jutley-Neilson	JJN	Department of Psychology (for item 026 only)
	Diana Stonefield	DS	Faculty Director of Administration
Ref	**Item**		
018	**Apologies for absence** Apologies were received from Amie Arnold (UG student representative), Diarmuid Costello (Philosophy), Rachel Dickinson (Faculty Senior Tutor), Alison Greenhalgh (Secretary), David Lambert (History/Director of CADRE), Emma Mason (ECLS), Michael Meeuwis (ECLS), Sueda Oktay (PG student representative), Zahra Newby (Classics and Ancient History), Lydia Plath (History), Ben Richardson (Faculty of Social Sciences), Michael Scott (Classics and Ancient History).		
019	**Declarations of Interest** There were no declarations of interest reported.		
020	**Freedom of Information and Equality and Inclusion** The Committee noted and agreed to abide by the Freedom of Information and Equality, Diversity and Inclusion policies.		

021	**Minutes of last meeting on 22 November 2022** The minutes of the meeting held on 22 November 2022 (021.BFA.220223, Public) were **approved**.
022	**Matters arising from last meeting on 22 November 2022:** - The date of the Faculty of Arts Impact Conference had been rescheduled from 22 March to 12 July 2023. - The Chair and SR were to discuss the scheduling of the next education focused Faculty Assembly. - The Chair, SR and colleagues from the Anti-racist Pedagogy Working Group were to discuss further an outline framework for anti-racist pedagogy to facilitate good practice across the Faculty. - The Faculty had successfully negotiated receiving £20,000 for Inclusive Education initiatives. - IDG were in the process of looking at new curriculum management systems.
	Chair's Business

023	**Chair's Business and Actions**
	The Committee received a verbal report with key details and discussions, as below:
	
	- The Chair raised the 'below the line' paper (031.BFA.220223, Protected) and that discussions with HoDs would take place regarding what constitutes a school or department. Any feedback from the committee on the paper would be welcomed.
	
	- **Athena Swan**
	  - The Chair had met with Kulbir Shergill, Director of Social Inclusion, to discuss work approaches and was looking at data for an institutional Athena Swan submission in relation to the Faculty.
	  - The Chair was working with Michael Meeuwis and other Faculty colleagues to steer future Faculty EDI committee work.
	
	- **Venice**
	  - Warwick in Venice was relaunching in May 2023.
	  - Working with central International Team and Faculty HoDs with particular focus on innovation and what could be achieved in the future. Planning included a small group event on site to include civic groups related to the city and the region, and a live stream event and event to be held at Warwick to enable wider engagement with staff and students.
	  - SHR raised issues with Chinese students obtaining visas for study in Venice and separate issue of staff travelling to Venice on tourist visas as there were issues with Warwick's institutional status in Venice; there needed to be an 'official' educational status in Venice so staff did not have to travel on tourist visas. The Chair would raise with Sally Smith, Director of International Strategy and Relations, and Mike Shipman, Pro-Vice-Chancellor (International) as matter of urgency.
	
	- **FAB**
	  - There was ongoing work with the Estates Operational Management Team on accessibility issues and requirements. The Chair invited HoDs and Faculty colleagues to send any comments/feedback on accessibility issues as evidence to be used in discussions with Estates and UEB.
	
	- **FABFest**
	  - This year the FABFest event would be held on Wednesday 28 June 2023; communications would follow in due course.

	University Business
024	**Optional Overcatting: Implementation Plan** The Committee received (024.BFA.220223, Public) and a update from Adam Child, Academic Registrar, with key points and discussions as follows:

- In the autumn, ARC had requested that further work be done to better understand the impact of optional overcatting on academic departments, to be reported to the Senate meeting on 26 April 2023.
- The report aimed to clarify key points: that there was no impact on current students by any measure; adjustments were to be made to University's marketing and communications materials for students from September 2024; and full compliance with CMA rules.
- There was a commitment to make sure that good access was maintained to language learning, recognising that internationalisation and maintaining strength of language provision was a key tenet of the University's Internationalisation Strategy.
- Interdisciplinarity: optional overcatting was being used by students to enable them to undertake study in other disciplines where their current programme did not allow this. Further work would be undertaken relating to curriculum design to facilitate the integration of interdisciplinary study into programmes' core offer as part of longer-term curriculum development work.

Further discussions were as follows:

- RM: Concerned at the rapidity of the implementation and potential risk for students losing out on interdisciplinary study.

- KA: Needed to ensure the status of modern foreign languages and cultures remained as an academic discipline at Warwick and not just as skills.

  Students who optionally overcat in order to undertake language study currently gained credit as part of their degree as well as core skills points under the Warwick Award. If students studied the same language module solely as part of the Warwick Award, then there was a risk that SMLC's ability to offer a full academic programme would be adversely affected as it would result in reduced funding to SMLC. This could also have implications *inter alia* for students not being able to reach the required levels of language ability to be able to undertake study abroad placements.

  Students who undertook language study as an embedded part of their degree demonstrated a higher commitment to this study than if they took it as part of the Warwick Award. There was a risk of significant numbers of students dropping out part way through modules if fewer students opted for language study via the Warwick Award only.

  There was also a significant number of students who paid to undertake additional language study because they were not able to overcat within their degree; SMLC would lose this income. SMLC had already lost significant income in recent years from staff learners due to the withdrawal of language options from the Warwick Learning Account.

  The University needed to think about their commitment to international, interdisciplinary and language learning. Departments had to be encouraged and supported by central administration that routes for students to undertake meaningful language and interdisciplinary study throughout their degree at Warwick still existed.

- ACh: Curriculum design conversation needed to happen quickly and would have to allow a body of resource for language learning to be sustainable and be funded for the entirety of it to avoid costs of students dropping out early.

- SR: Do not support the proposals as they currently stand; concerned at speed and rapidity of plan and the precedent this might set. As a consultation exercise it had not come through Faculty Education Committees, including key people responsible for running UG programmes.

	Curriculum development 4-year implementation plan: that was where interdisciplinary, language learning and overcatting needed to happen. If taken away, students would not take those options.

Financial implications: a lot of resource would go into SMLC compared to other faculty departments; would be more than cost of overcatting.

- JR: Would be a significant loss for SEM students if no language provision. More consultation with SEM Faculty was needed as they made the most use of overcatting. Staff in SEM departments were happy to continue to facilitate overcatting; this was not a problem that SEM departments had flagged to ARC/EdExec. Students were unhappy, with extensive feedback from them opposing the proposal. Removing overcatting as currently proposed was likely to result in more costs to the University.

- SPB: Question of data figures for SCFC where students were fully registered. Numbers might need to be revised – SPA to check which students were zero credit and remove.

- SHR: In SEM Faculty it really worked and should not be removed as offered a wider experience through language provision; Faculty diversification was a significant student experience issue.

- ACh: If we were designing the University's programmes from scratch, we would not be structuring them in the way that they currently were. There were costs associated with delivering more than was required for a university degree. |
| 025 | **Proposed Student Experience Strategic Framework (followed after item 026)**
The Committee received (025.BFA.220223) from Adele Browne, Director of Student Experience, with key points and discussions as follows:

- Mature students did not report as good results with student experience.
- The WP team had a focus to improve mature students' experiences.
- The strategic framework needed to be put in place to address issues fully.

Further discussions were as follows:

- AC: Requested 'Customer Care' phrase be removed from the paper. Highlighted experience of attempting to support a student with writing skills and found no courses, workshops or support available to assist, only assistance available appeared to be personal tutors.
- DS: Reported the recently closed Arts Study Café would restart in term 3.
- AB: There needed to be links with DSEP teams who had relevant roles and greater working knowledge at departmental level; work was needed to support Student Experience and DSEPs could be one network in that sense.
- SHR: Withdrawing student support for things outside of academic work had a significant impact on student experience; important to measure impact on student experience – needed protecting and championing.
- SR: Highlighted institutional governance issue - FECs are important element but did not appear in this analysis, useful for key FEC members to be involved. Highlighted the impact on student experience of another student survey to be completed - should look further at how better to integrate new areas of work into current governance structures.
- TW: Required sensitive and nuanced methods of testing and surveying; further reflection was needed. |
| 026 | **Development of a Code of Practice for Disabled Students (followed after item 024)**
The Committee received (026.BFA.220223) from Jagjeet Jutley-Neilson, Director of Student Experience and Progression (Psychology), with key points and discussions as follows:

- Aim of report was to socialise the Code of Practice for Disabled Students Code of practice to support disabled students (warwick.ac.uk) and obtain feedback. |

- A summary of policies and guidance relating to requirements and recommendations for inclusive provision for disabled students.
- NSS metrics from 2022 were lower for disabled students around their course and teaching.
- Development of the code of practice:
  - Strong student voice based on sound pedagogical research about the experiences of disabled students and key issues.
  - Research designed and carried out by disabled students.
  - First co-designed code of practice for disabled students across the sector.
  - Practical guidance to support staff and create succinct documentation.

Further discussions were as follows:

- SR: Noted a few items in the Code of Practice that required further detail or clarification such as recording of reasonable adjustments and current University systems that do not support this work. Important to note current accessibility issues with systems, would like to prevent having to regularly go back to students with queries around sensitive student needs; need policies and systems to be implemented consistently.
- JL: Nuance required appropriate to content - better communication with Warwick's Disability Services to support disabled students and interpretation of reasonable adjustments.
- RD: Diversity requesting extensions problematic with issues around staggering of assessments.
- JJN: Would report back nuance suggestions and consider issues of financial burden on departments such as face to face meetings provision and online and logistical issues.

| 027 | **Academic Literacies Support Survey Findings (followed after item 025)** |
| | The Committee received (027.BFA.220223) from Susie Cowley-Haselden, Warwick Foundation Studies, with key points and discussions as follows: |

- RM: Highlighted negative impact of withdrawal of academic writing provision from Student Opportunity, and negative impact on student experience.
- SCH: There were ongoing conversations with the Library on development of online Moodle courses. The team could offer classroom based or workshop based provision, including weekly academic writing workshops. Staff development sessions trial to be held in term 3 – to discuss with academic staff and disciplinary experts and not eat into content time.
- SHR: The impact of the pandemic was a current deficit in standards of student academic writing.
- RD: Useful to differentiate what departments were able to offer – some skills were very discipline specific – Covid deficit significant and standards of written English poor including both home and international students.
- SR: Academic literacy support to be an agenda item at future FEC meeting for escalating up.

	Faculty Business
028	**Arts Curatorial Group Update**
	The Committee received a verbal report with key details as follows:

- Connecting with Warwick Arts Centre and the FAB to provide talks and discussion groups to support the Arts Centre's schedule of upcoming programmes.
- Recent application to Campus Activation Fund for several illuminating boards to slot in exhibition materials - to be located on routes between FAB and Warwick Arts Centre - to highlight Arts events and initiatives.

| 029 | **Student Representatives Updates** |

- No student representatives were able to attend.
- Amie Arnold, UG student representative, had provided an email update highlighting the issue with timetables being released late which caused additional uncertainty to students; it was understood this was being looked at by Student Administrative Services.

030	**Reports from Committees**
	(a) Arts Education Committee
	The Committee received a verbal update and key points and discussions were as follows:
	• The February FEC was by correspondence. • There were currently no Faculty Student Engagement Coordinators; needed to be a high priority to have someone in role for 2023-24 as key to student voice. • ITLR: some negative feedback had been received and some staff reported frustrating experience so far with meetings pushed back into Term 3 when departments did not have capacity and student representatives were not available. • ITLR Strategic themes should be about how to assure quality in future at Warwick. • ITLR framework did not fit well with multi-disciplinary departments and schools like SCAPVC. • Inclusive Action plan: had asked for feedback if there should be a Faculty event and for an external person to write up the report.
	(b) Arts Faculty Research and Impact Committee
	The Committee received (030b.BFA.220223, Public) and key points and discussions were as follows:
	• Humanities Research Fund (HRF) was now exhausted due to a lot of PGR applications. M4C PGRs had applied to HRF as M4C central team had a lot of caveats and strict cap on accommodation costs. • Sustainability of international conference to challenge idea of travel. • More clarity of professional promotion criteria around where to go and networking opportunities. • Student Union survey on cost of living for PGR students had shown a bigger proportion of effect on Faculty PGRs - materially affect Arts more than other Faculties. • KA to confirm that departments could be given extra money to offset more expensive Key Travel costs.
	(c) Arts Equality and Inclusion Forum
	The Committee received (030c.BFA.220223, Public) and key points and discussions were as follows:
	• RM to work with MM to direct and focus Faculty EDI Forum. Staff Culture survey had begun and results were coming out. • Wider student experience initiatives and code of practice for disabled students could feed into next agenda of EDI forum.
	Items below this line were for receipt and/or approval, without discussion
031	**Proposed Reconfiguration of DES, AL, CEDAR, CTE and CLL**
	The Committee received (031.BFA.220223, Protected).
	Other
032	**Any other business**
	SR raised the 'below the line' paper (031.BFA.220223, Protected) noting that from the Faculty Education Committee and a governance position, membership was not as good or robust with less representatives. This should be a material consideration when changing from departments to a school.
033	**Senate Committee Minutes and Reports**
	Board of the Faculty of Arts http://warwick.ac.uk/committees/bfa/minutes
	Faculty Education Committee https://warwick.ac.uk/services/gov/committees/bfa/fec/minutes/
	Board of Graduate Studies http://warwick.ac.uk/committees/bgs/minutes
	Partnerships Committee http://warwick.ac.uk/committees/partnerships/minutes
	Academic Quality and Standards Committee http://warwick.ac.uk/committees/aqsc/minutes

	Student Learning Experience and Engagement Committee https://warwick.ac.uk/committees/sleec/minutes
	University Education Committee https://warwick.ac.uk/committees/ec/minutes
Next meeting: 09:30, Tuesday 6 June 2023	