

**UNIVERSITY OF WARWICK**  
**BOARD OF THE FACULTY OF SCIENCE, ENGINEERING AND MEDICINE**  
**OPEN/ RESTRICTED MINUTES OF THE MEETING HELD ON THURSDAY 4 FEBRUARY 2021**  
**VIA MS TEAMS**

<b>Present</b>	Professor Caroline Meyer	CM	Chair
	Alex Baker	AB	Postgraduate Research Student representative
	Jasmine Brittan	JB	Undergraduate Student representative
	Professor Robin Clark	RC	Warwick Manufacturing Group
	Dr Nick d'Ambrumenil	NdA	Faculty Education Committee representative
	Professor David Davies	DD	Deputy Chair
	Professor Hakan Ferhatosmanoglu	FH	Computer Science
	Alex Fletcher	AF	Undergraduate Student representative
	Professor Lorenzo Frigerio	LF	Life Sciences
	Professor John Greenlees	JG	Mathematics
	Professor David Haddleton (up to agendum 20)	DH	Chemistry
	Professor Paul Jennings	PJ	Warwick Manufacturing Group
	Professor Rebecca Kearney	RK	Warwick Medical School
	Professor Sudhesh Kumar	SK	Warwick Medical School
	Professor Ranko Lazic	RL	Computer Science
	Professor Toby Mottram	TM	Engineering
	Professor Mark Newton	MN	Physics
	Dr Anastasia Papavasileiou	AP	Faculty Education Committee representative
	Professor Gareth Roberts	GB	Statistics
	Professor James Robinson	JCR	Mathematics
	Professor Jose Rodrigo	JLR	Faculty Education Committee representative
	Shikhar Singh	SS	Undergraduate Student representative
	Professor David Towers	DT	Engineering
	Professor Mike Ward	MW	Chemistry
	Professor Chris Warhurst	CW	Board of the Faculty of Social Sciences representative
	Professor Derrick Watson	DW	Psychology
Professor Martin Wills	MW	Faculty Education Committee representative	
<b>Attending</b>	Sandra Beaufoy (agendum 19 only)	SB	Equality, Diversity and Inclusion Manager
	Dr Heather Cegla	HC	Senior Research Fellow, Physics
	Ruth Cooper	RC	Faculty Director of Administration
	Dr Ric Crossman (agendum 20 only)	RC	Statistics
	Dr Tiago de Luca	TdL	Film and TV Studies (shadowing Professor Derrick Watson)
	Dr Beccy Freeman (agendum 20 only)	BF	Dean of Students
	Louise Hasler	LH	Secretary
	Karen Jackson	KJ	Academic Support Manager, Library
	Professor Robin Naylor (agendum 20 only)	RN	Director of Studies, Economics
	Kulbir Shergill (agendum 20 only)	KS	Director of Social Inclusion
	Professor Gwen Van der Velden (agendum 20 only)	GVdV	Deputy Pro-Vice-Chancellor (Education)
	Dr Lukasz Walasek	LW	Psychology (shadowing Professor Mike Ward)
<b>Ref</b>	<b>Item</b>		
014	<b>Apologies for absence</b>		

	<p>Apologies were received from Dr Fabio Camilletti (Board of the Faculty of Arts representative), Professor Jon Forster (Statistics), Dr Miriam Gifford (Life Sciences), Professor David Leadley (Physics), Dr Fiona MacCallum (Psychology), Dr Helen Toner (Senior Tutor for the Faculty).</p> <p>The Chair welcomed Dr Tiago de Luca from Film and TV Studies, shadowing Professor Derrick Watson and Dr Lukasz Walasek from Psychology, shadowing Professor Mike Ward.</p>
015	<p><b>Declarations of Interest</b></p> <p>No new declarations were made.</p>
016	<p><b>Minutes of last meeting held on 19 November 2020</b></p> <p>The minutes of the meeting held on 19 November 2020 were received and approved.</p>
017	<p><b>Matters arising from last meeting held on 19 November 2020</b></p> <p>The matters arising were as follows:</p> <p>(a) <b>Welcome events for PGR students (Minute 005)</b> LH had been asked to find out what strategies could be used to integrate PGR students into Welcome week. This was raised with the Senior Assistant Registrar for the Doctoral College who reported that there had been three online welcome events at Welcome which were communicated to departments and incoming students. They had also worked with the Library Community Engagement team and Wellbeing to ensure there was a programme of opportunities available; new resources had been made available online and there was an ongoing programme which had been advertised via Twitter. Feedback was also given that PGR students were usually most keen to integrate in their departments and whilst the programme would be kept under review there were not any plans to expand it at this point. The report on Welcome 2020 had been circulated on 14 December 2020 to the Welcome representatives in each department and within Student Opportunity.</p> <p>(b) <b>To speak to the Provost about the relative lack of PGR students to teach undergraduate students regarding the underpinning reasons for this lack of resource and possible alternative strategies and to follow up with the Director of Administration for the Faculty (Minute 009).</b> The Chair reported that she had raised with the Provost and that cases of insufficient teaching resource would be looked at individually.</p> <p>(c) <b>To feedback to the NSS Lead in Education Policy and Quality that that the relevance of improvements of the order of 1 or 2% points should be further considered (Minute 011)</b> The Secretary indicated that she had noted to pass this onto the new Assistant Registrar whose portfolio contained NSS.</p> <p>(d) <b>Cold Storage Policy (Minute 005).</b> The Secretary reported that discussions with Chemistry had not yet concluded and that she would ensure that the final proposed version of the report was received by the Board for final consideration and approval.</p>
018	<p><b>Chair's Business and Actions</b></p> <p><u>Chair's Action</u></p> <p>Approval of a change in name from Research Centre W-CAHRD to Warwick Centre for Global Health was reported.</p> <p><u>Chair's Business</u></p> <p>The Chair reported the following good news from the Faculty:</p>

	<p><b>RTP:</b> A new RTP had launched on 1 February 2021. X-ray computational tomography (CT-RTP) will enable users to create detailed 3-D images of objects from engine castings to mouse brains, fossils or batteries.</p> <p><b>Physics:</b> Dr Pier Emmanuel Tremblay had won an ERC Consolidator Grant to study evolution of the nearest 400,000 stars. This would follow on directly from his ERC Starter Grant; Dr Jessica Marshall had won an EPSRC Early Career Fellowship to study materials for radiation shielding in nuclear fusion tokomaks. Physics was involved in two new projects funded by the UKRI Quantum Technologies for Fundamental Physics programme. Researchers would use quantum technologies to transform our understanding of the universe and answer key questions such as the nature of dark matter and black holes. The recorded Christmas Lectures were available at <a href="https://www.youtube.com/user/WarwickArtsCentre/playlists">https://www.youtube.com/user/WarwickArtsCentre/playlists</a> - over 2500 views to date.</p> <p><b>Computer Science:</b> Professor Graham Cormode of the Department of Computer Science had been named among the 2020 Association for Computing Machinery (ACM) Fellows. Computer Science had been ranked second in the country and Russell Group for career prospects (97% of undergraduate students go on to work in highly skilled roles and there is a 91% employment rate amongst postgraduate students).</p> <p><b>WMS:</b> In December 2020 WMS had signed a partnership agreement with the University of Chester in support of its development of a medical school to serve Cheshire, the Wirral and Shropshire. WMS had extended its relationship with iHeed to deliver PGT Internationally. Following a successful partnership to offer an on-line Diploma in Diabetes globally further subject areas of leadership, medical education and public health were being considered. Professor Stephen Royle had been awarded the 2021 Hooke Medal for Cell Biology by the British Society for Cell Biology. Liz Corrigan, a PhD student, had been awarded the British Empire Medal for services to healthcare during the covid-19 pandemic. Staff and students of WMS continued to be heavily involved in the effort to combat Covid 19 via testing (both symptomatic and asymptomatic) on campus, vaccination and NHS work.</p> <p>The Chair reported on the STEM Grand Challenge, that the strategic brief phase had been completed and there was a clear sense of next steps and ongoing high level of institutional support for the project. The following workstreams would now be pursued:</p> <p><b>Options Appraisal &amp; Outline Proposal Development (Capital Development and Business Case)</b></p> <ul style="list-style-type: none"> <li>• Including site definition, evaluation of options and scenarios, costing, and implementation planning;</li> <li>• <b>Education and Research workstreams</b> Identifying Education and Research priorities for the Science Precinct through consultation with SEM Faculty departments;</li> <li>• <b>Fundraising and Partnerships workstream</b> Co-ordination and support for existing and potential partnerships, and funding bids for the Science Precinct.</li> </ul> <p>In response to a query from DD, the Chair indicated that groups that would underpin the Faculty's efforts in respect of equality, diversity and inclusion such as the Inclusive Science Group and the Race Group would be launched prior to the Board meeting scheduled for the spring term in order not to delay progress of this important area of work.</p>
019	<p><b>Research Development Concordat</b> The Committee received the report (019.BFSEM.20-21). SB spoke to the Concordat, including key details as follows:</p> <ul style="list-style-type: none"> <li>• That the VC had renewed our commitment to the latest version of the Concordat;</li> </ul>

	<ul style="list-style-type: none"> <li>• That the Concordat provided a framework for a healthy and supportive research culture that allowed researchers to thrive;</li> <li>• That it was based around the principles of environment and culture, employment and professional and career development;</li> <li>• That a senior sponsor would be identified and gap analysis carried out to inform an action plan;</li> <li>• That there was a wish to understand the challenges and barriers to compliance with the Concordat.</li> </ul> <p>SB confirmed that the document was university-wide and was supported by numerous other HEIs and that progress in response to identified actions would be kept under close review and reported annually to Council.</p> <p>SB requested that colleagues contact her directly with feedback on potential barriers to enacting the principles of the Concordat and for relevant line managers to be made aware.</p> <p><b>ACTION: All.</b> Line managers of research staff to be made aware of the aims of the Concordat.</p>
020	<p><b>Student Success</b></p> <p>The Chair indicated that Warwick should be a place where everyone felt welcome and could thrive and that due to concerns NdA had shared with her that she felt that a discussion in advance of the planned agendum was appropriate.</p> <p>NdA shared some slides taken from data published on the SPA dashboard which showed a recent reduction in student applications to Warwick. NdA expressed concern that this reduction in applications was linked to Warwick's message that it wished to diversity and internationalise its student population and decolonise its curriculum, that this was reducing appetite amongst white students to study at Warwick and that it was important to continue to encourage applications from those applicants who constituted the majority of the population.</p> <p>AB challenged this interpretation of these data by explaining that the numbers of international BAME students masked the relatively small numbers of BAME students from the UK.</p> <p>CW shared concerns regarding what he felt was an assumption about an automatic trade off in respect of fluctuations of numbers of white/BAME students respectively. He also expressed the view that change in applications included more factors than change of curricula, e.g. the current challenging context could be leading to students making strategic choices.</p> <p>AP indicated that it was premature to compare 2021 with 2020 application levels and that the situation was more complex than could be expressed by the limited definitions of types of applicants allowed by these data. DW noted that this was not a representative year in respect of applications.</p> <p>Representatives from Chemistry, Computer Sciences, Life Sciences, Mathematics and Psychology wrote that they had not seen anything to convince them that white students were being put off from applying to their departments.</p> <p>LF's view was that there was nothing in the Inclusive Education Model which discriminated against white students; DW and DD framed the model as having the intention of helping all of our students.</p> <p>NdA expressed concerns that the model was based on data that were not sufficiently well understood. There was consensus regarding the difficulty of obtaining clear data on which departments could base interventions.</p> <p>RN joined the meeting to share the systematic approach that had been undertaken in the scrutiny of graduate attainment gap data, which differed in approach to that reviewed annually by the SEM Faculty Education Committee. Key findings of his preliminary analysis of data for the Faculty were as follows:</p> <ul style="list-style-type: none"> <li>• <b>Gender</b> has a strong statistically significant association with class of degree (no statistical association in other Faculties)</li> <li>• <b>Ethnicity 'BAME'</b>, as with Arts and Social Science faculties, has a strongly significant negative association, even when all other criteria are equal.</li> <li>• <b>Low SEC</b> does not have a significant negative association, which is different from the results for the Arts and Social Science faculties.</li> </ul>

	<p>RN concluded that it was important that analysis was at the level described in order to inform local interventions and that he was keen to see consensus on data as there would be benefits from using a loosely common framework.</p> <p>DD was supportive of a systematic approach (noting that attainment data was more helpful if it was collected for each year of study rather than only in respect of final degree outcomes) and offered that a workshop for departments or working individually with RN would help to inform his analysis.</p> <ul style="list-style-type: none"> <li>• There is no association with <b>previous schooling</b>, whilst there is some weak statistically significant association in the other faculties (negative and positive, respectively).</li> <li>• <b>Prior Qualifications</b> are crucial.</li> </ul> <p>BF and GVdV joined the meeting to introduce the Inclusive Education Model. It was emphasised that:</p> <ul style="list-style-type: none"> <li>• the model related to participation rather than access;</li> <li>• focus was on attitudinal and structural constraints;</li> <li>• whilst data was helpful, speaking with students would allow the real issues to be understood;</li> <li>• zero attainment gaps were expected by the OfS;</li> <li>• they had attempted to include planned for activities;</li> <li>• the <a href="#">Tackling Racial Inequality Programme</a> could be a helpful catalyst for attitudinal change;</li> <li>• there was a need to understand the importance of a holistic experience;</li> <li>• there would be an approach made to identify colleagues in relevant positions of leadership;</li> <li>• that the model had been cascaded to departments with a request for feedback</li> </ul> <p>In response to DD that there seemed to be relatively low awareness amongst students of relevant initiatives, GVdV the colleagues were supportive and this would help with awareness raising.</p>
021	<p><b>Items from the Faculty of Science, Engineering and Medicine Education Committee</b></p> <p>DD spoke to the written report, with emphasis on the strategic item which was wellbeing support for the students of the Faculty, an important theme in the current climate. In particular it had been noted that a single point of access approach by WSS had been implemented from September 2020 and that they engaged in outreach with the wider University.</p> <p>DD summarised the small proposed change to the Terms of Reference of the Faculty Education Committees to reflect change of practice in respect of approval of course and module changes. The Board approved this change and noted that it had also been approved by the Boards of the Faculties of Arts and Social Sciences.</p>
022	<p><b>University Research Centres – Triennial Review</b></p> <p>The Board was invited to consider further documentation provided by University Research Centres subject to triennial review in 2020-21 and to recommend their continuation to the Research Committee. It was noted that the report on the Centre for Research in Philosophy, Literature and the Arts is in the Faculty of Social Sciences had been included just for information and the emphasis was on the Centre for Exoplanets and Habitability which was part of the SEM Faculty.</p> <p>HC gave an introduction to the Centre for Exoplanets and Habitability, setting out:</p> <ul style="list-style-type: none"> <li>• its highly interdisciplinary nature, crossing seven disciplinary areas;</li> <li>• that there was a wish to promote this as an area of teaching and there was a pg module in habitability;</li> <li>• the strategic position and research profile of the Centre was being developed;</li> <li>• that habitability was a Global Research Priority and effective liaison with this would be ensured;</li> <li>• that world class research was being produced and new talent attracted (PhD applications were high)</li> <li>• that there would be a focus on groups under-represented in STEM and interdisciplinarity would be helpful</li> </ul> <p>LF indicated that the Centre created a good opportunity to consider the development of new curriculum and to think how pedagogy could be changed.</p>

	The continuation of the Centre was unanimously approved by the Board.
<b><i>Items below this line were for receipt and/or approval, without discussion</i></b>	
023	JR expressed concern about the cessation of the block grant for open access funding and indicated that there was an urgent need for advice in respect to whether UKRI funding would be available to applications in advance of the availability of the April grant. The Chair undertook to seek clarification and feed back to Heads of Department. <b>ACTION: CM.</b>
<b>Next meeting: 2.00pm, Monday 24 May 2021</b>	

DECISIONS AND ACTIONS			
ITEM	DECISION/ACTION	LEAD AND DUE DATE	STATUS
2020-21			
019	Line managers of research staff to be made aware of the aims of the Concordat.	<i>All, asap.</i>	<i>In progress.</i>
023	To seek timely advice on the funding of applications.	<i>CM, asap.</i>	<i>In progress.</i>