

**SEN17D027**

**Title:** **Review of Senate Effectiveness**  
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**Issue**

The Committee of University Chairs' Higher Education Code of Governance (December 2014) recommends that a periodic review of academic governance effectiveness is regularly conducted.

This report considers the recommendations from a Review Group established to review the effectiveness of Senate. Senate is invited to consider the report and make recommendations as necessary and appropriate to Council.

**Recommendation**

Recipients are invited

to consider the report and the following recommendations from the Review Group and to make recommendations to University Council accordingly:

Role and function

- 1) that no change is required to the Terms of Reference of Senate;
- 2) that no change is required to the structure of its sub-committees;

Meetings

- 3) that improvements be made in the setting and timing of agendas, and in the quality of paperwork to ensure all areas of responsibility are covered and in particular:
  - a) involving Senate in agenda setting;
  - b) doing more in relation to setting and monitoring KPIs and benchmarking;
  - c) increasing the focus on the efficiency and effectiveness of management and administrative processes associated with teaching and learning, research and innovation;
  - d) giving more consideration to matters of student welfare;
  - e) ensuring proportionality in terms of the time spent reviewing performance of different areas of University business;
  - f) considering how the investment in the University Estate will improve University performance;
  - g) to consider more closely areas of performance where priorities change during the year;
- 4) that the standard committee template be revised for Senate with some additional headings and a guide for authors be produced;

- 5) that further guidance be given to Senate members in relation to the confidentiality requirements;
- 6) that the agenda and papers be distributed earlier i.e. 7-8 working days in advance;
- 7) that it would be desirable to move Senate meetings to a morning slot;
- 8) that further consideration be given to establishing a fourth ordinary meeting per year if the business grows;
- 9) that each meeting commences with a summary of the agenda outlining the key questions to be decided upon, which items they relate to, the reason why the matter is being presented, and the purpose of any presentations;
- 10) that more use was made of Blackboard between meetings to keep members informed;
- 11) more attention is paid to fostering an open and inclusive atmosphere at Senate meetings for members who do not have opportunities to meet up and work together in other fora;

#### Membership

- 12) The Review Group recommends changes be made to the method of recruiting Faculty representatives, and in Senate receiving nominations and that:
  - a) Faculties are provided with wording that could be used in recruitment materials to encourage candidates from under- represented groups;
  - b) Faculties continue with current local practice but work to an earlier deadline on a timescale; that enables
  - c) Senate as the appointing body to be pro-active and undertake a review of the equality profile of Senate generated by the prospective nominations prior to approval; and potentially other nominees sought in good time ahead of the next academic year.
- 13) that there needed to be significant improvements in the induction and training of new Senate members.
- 14) that the membership of Senate be expanded to include all Heads of School
- 15) that Senate members who do not attend meetings regularly are required to step down.

#### Communications

- 16) that a communications plan be developed that:
  - a) raised awareness of Senate's role in the governance of the University
  - b) raised awareness of the discussions that take place at Senate, why they matter and the decisions made
  - c) enabled Senate members to engage with their Faculty constituency where information or feedback could be fruitfully exchanged;
  - d) clarified the role of Senate members in the dissemination process;
  - e) considered the purpose and function of the VC consultations and University policy Half days and the general communication of University strategy to different groups of staff;

#### Venue

- 17) that consideration is given in the Estates Strategy to either refurbishing the Council Chamber or building a new one.

### **Resource Implications**

The proposals will require more time from both Senate members and from those supporting the work of the Committee. An expansion of membership will require additional work to be undertaken by the new members.

### **Risk Implications**

The review was undertaken to mitigate the risk of ineffective academic governance.

## Equality and Diversity

The Review Group considered the membership profile of Senate which is tightly defined with 13 of the 33 members present by virtue of those individuals holding other posts. The Review Group recommends changes be made in the way in which Senate members are recruited and inducted to encourage participation from disadvantaged groups so that membership is more reflective of the profile of academic staffing at UEA. It is noted that the proposed expansion of membership to include all Heads of School will hinder this ambition since we will move from 13/33 (40%) members present due to their holding of specific posts to 29/49 (59%) .

## Timing of decisions

Any recommendations at this meeting they can be implemented ready for the 2018/19 academic year.

## Further Information

For further information please contact Dr Andrea Blanchflower Director of Student and Academic Services (a.blanchflower@uea.ac.uk, x2618).

## 1. Background

The Committee of University Chairs' Higher Education Code of Governance (December 2014) recommends that a periodic review of academic governance effectiveness is regularly conducted (nominally every four years). (Element 4, page 21).

<http://www.universitychairs.ac.uk/wp-content/uploads/2015/02/Code-Final.pdf>

This is the first review to be undertaken of Senate's effectiveness.

### 1.1. Review group

A task and finish group was established to undertake the review with membership which included a range of Senate members from across the institution and had an appropriate gender balance.

#### Review Group

Senate members

- Executive Team member - Professor Fiona Lettice (PVC – Research and innovation) – Chair
- Head of School representative – Prof Mark Searcey (2019) SCI
- Professorial representative – Prof Stephen Church (2018) HUM
- Lecturer representative – Dr Kelly Walker (2019) FMH
- Other academic staff representative – Dr Alfonso Avila-Merino (2019) SSF
- Student representative – Maddie Colledge (PG Education Officer) (2018)

and

- a representative of University professional services and Group Secretary – Dr Andrea Blanchflower

The Group met in June 2017, October 2017 and January 2018.

### 1.2. Research undertaken

The research undertaken by the Group covered a number of areas:

- a) Agendas and Minutes were tested against the Terms of Reference
- b) The quality of papers presented to Senate was evaluated
- c) The diversity of membership was considered
- d) Attendance statistics were considered
- e) The views of various groups of Senate members and other staff were gathered via a questionnaire:
  - current and recently retired Senate members
  - other role holders who regularly attend as observers
  - Heads of School and Directors of Professional Services who are not members and do not normally attend.

Additional reference materials considered included:

- Committee of University Chairs' Higher Education Code of Governance
- Ordinance 3 - Senate Terms of Reference
- Other Ordinances which provide context to the high level management and organisation of the University
- Governance structure of Senate and its sub-committees
- Review of UEA Council effectiveness 2016
- An example of sector best practice – Newcastle University
- Annual reports from Senate to Council 2015, 2016, and 2017.
- Quality Report to Council as part of the Annual Accountability Return 2016.

## 2. Results

### 2.1. Survey

A questionnaire was prepared to elicit information from current and recently retired Senate members and other key role holders as to their views of Senate's effectiveness. The survey questions were based on those used in the review of the effectiveness of UEA Council and work undertaken at the University of Newcastle. The questions were refined by the Review Group and also by the Market Research Manager in the Business Intelligence Unit. Ethical approval was secured prior to distribution. The questionnaire was sent to a total of 71 staff and student role holders.

Senate members	Non-members
25 continuing members 8 members who retired in July 2017 9 staff and 2 student reps joining Senate as new members in 2017/8	5 Academic Directors 13 Heads of School 8 Directors of Professional Services/Divisions Registrar & Secretary (formal secretary to Senate)

It was launched on 15<sup>th</sup> September 2017 and closed on 6<sup>th</sup> October 2017.

The questions were organised into 6 sections and there was an opportunity for respondents to give qualitative comments after each section and also at the very end. The sections were:

- Effective governance structures and processes
- Effective Senate membership
- Senate commitment to organisational vision, culture and values
- Effective strategic development and performance measurement.
- Effective Senate information and communication
- Working relationships and meeting behaviour
- Reflections on personal contribution to Senate (members only)

## 2.2. Survey Results

The survey received 47 replies (an overall response rate of 66%) in the following categories:

Category	Number surveyed	Declared responses	%
Senate Members (current, new and retired)	26 continuing, 8 who retired after 2016/17 and 9 new members (total=43)	21 continuing, 2 retired and 3 new (total = 26)	60%
ET Senate representatives (a sub-set of Senate members, current, new and retired)	9	5	55%
Faculty Senate representatives (a second sub-set of Senate members, current, new and retired) includes Heads of School reps and Academic reps	12 continuing, 5 retired, and 4 new	17	81%
Student representatives (a third sub-set of Senate members, current, new and retired)	5	0	0%
Regular attendees but not members (Academic Directors)	5	5	100%
Neither members nor attendees (Heads of School and Professional Services /Divisions)	13 Heads of School and 8 Directors of Services	13 (includes 8 Heads of School)	62%
Other		2	
Prefer not to say		1	
Total		47	66%

The Review Group considered:

- a) Summary tables and graphs on responses by category (where the category is greater or equal to 5. (Appendix E).
- b) A set of pdfs showing the quantitative and qualitative data for the following groups:
  - Overall report - All respondents
  - Senate Members (continuing – excluding new and retired)
  - ET Senate representatives
  - Faculty Senate representatives

And then other groups associated or represented on Senate but whom are not members

  - Senate meeting attendees (e.g. Academic Directors)
  - Neither attendee nor members
  - Heads of School (a sub-set of the “neither attendee nor member” category)

The pdfs contained the comments received in the free text boxes

Other categories, such as new or retired members were too small to report on separately.

The results of the questionnaire showed markedly different outcomes between those respondents who were members of Senate or regular attendees and those whom were represented but were not members nor attendees. Members and attendees were generally clear about the role of Senate and what it is and what it does, and the committee structure that supports it. Those who were not members were unclear about its role and received no communication about what it was doing or the role it was

playing. The group most critical of Senate's effectiveness were the Heads of School who were not Senate members. There was consensus amongst respondents that the wider University community were unaware of Senate, its sub-committees, and its activities. The detailed findings are discussed in Section 3 below.

### 2.3. Membership and attendance statistics

The Review Group considered an equality analysis of membership and also attendance statistics. There are currently 33 members of Senate. Of the current membership 13 members are present by right of their role/post including three SU sabbatical officers, and the Principal of City College Norwich as an external representative. The SU sabbatical officers have portfolios covering UG Education, PG Education and Welfare, community and diversity, and they are elected to those positions by the student body. There are 20 members who are nominated by their Faculties: 1 Head of School and four academic representatives per Faculty. Of the four academic representatives per Faculty, one must hold a professorial position, and another must hold a post of lecturer. The current process of seeking Faculty representatives varies between Faculties.

In addition to members the Academic Directors of Taught programmes, Postgraduate Research Degree programmes, Widening Participation, Admissions & Internationalisation, and Academic Partnerships all attend Senate as observers. The Registrar & Secretary has traditionally also been assisted in their role as Secretary to Senate by a senior member of the administration who also attends. Members and observers are distinguishable at meetings by having different colour name plates.

Senate meets three times a year in November, March and June and occasionally there has been an exceptional fourth meeting in January.

The attendance over recent years has been as follows (noting that relatively small numbers in each category mean that percentages can vary considerably):

Attendance	Academic reps	HoS reps	Faculty Dean s/ PVCs	VC, PVC-ACAD, PVC-RIN	Directors (SSS, ISD)	SU reps	External rep	TOTAL
2013/14	73%	83%	75%	100%	67%	67%	67%	76%
2014/15	58%	63%	81%	83%	88%	83%	50%	67%
2015/16	48%	44%	94%	83%	63%	58%	75%	59%
2016/17	58%	58%	67%	89%	83%	89%	67%	67%

Academic reps attendance	2013-2014	2014-2015	2015-2016	2016-2017
FMH	83%	63%	81%	92%
HUM	58%	56%	31%	50%
SCI	75%	50%	50%	50%
SSF	75%	63%	31%	42%

The equality profile of staff Senate members can be found in Appendix D and is discussed in more detail in Section 3.2.2.

### 2.4. Review of Senate papers

The Group focussed attention on the 2016/17 academic year and reviewed the paperwork presented to Senate to determine whether or not

- a) Senate was receiving papers on topics which enable it to cover all aspects of activity as defined in its terms of reference
- b) the papers presented were written in manner which Senate members could easily understand and clearly identified the issues for discussion.

### 3. Discussion of the key findings of the Review Group

The Review Group considered the quantitative and qualitative results of the questionnaire, their findings from reviewing 2016/17 papers, the equality analysis and attendance statistics. The Review Group's conclusions are presented in the following sections:

- 3.1 Function
- 3.2 Membership
- 3.3 Paperwork
- 3.4 Meetings
- 3.5 Dissemination
- 3.6 Venue

#### 3.1. Function

Following discussion, the Review Group considered that Senate existed to:

- challenge role holders and office holders about University performance
- to provide connectivity in the consideration of performance of the various areas of University business and so connect activities that may have been generated in work area "silos".
- make decisions on regulations and policies and strategies and not to
- duplicate the work undertaken by Senate's sub-committees where relevant expertise and knowledge resided.

The survey showed that members and attendees were generally clear about what Senate was and what it does, about the governance committee structure and Senate's role in supporting the UEA Vision and UEA Plan.

The Review Group concluded that the current Terms of Reference (Appendix A) accurately reflected this purpose and that no change was required. The sub-committee structure, as shown in Appendix C, also appeared to be working satisfactorily and no change was required.

The Group concluded that Senate was reasonably effective in undertaking the role outlined above in that:

- performance in all areas was being considered
- where Senate has taken ownership, for example coursework turnaround times and 4 year PhD submission rates and monitored progress it has been uniquely effective in improving performance

**but**

- that perhaps more could be done on setting and monitoring KPIs such that Senate could become more focussed on performance improvement and the rate of performance improvement
- there was insufficient focus on the efficiency and effectiveness of management and administrative processes associated with teaching and learning, research and innovation and the impact of this on academic staff time
- more consideration could be given to matters of student welfare, with for example an annual report being presented by the Student Support Service
- there was an unbalance in the attention given to different areas of performance, for example with more time being spent reviewing the performance in learning and teaching areas of business than research
- Senate should be thinking about the wider consequences of decisions it was asked to make in approving strategy/policy before endorsing a particular plan of action/approach

- that there was an absence of information in relation to the development of the University estate and how planned investment would improve performance.

**and that**

- Senate might usefully play a part in reviewing areas of performance where priorities change during the year. For example at the commencement of a recruitment cycle maintaining quality and a high entry tariff may be paramount but during the cycle this may change to a focus on filling places and allowing quality to slip. There was a view that in general more time should be spent on reviewing recruitment and admissions as teaching is the main income generation area of University business. An update at each meeting might be useful.

It was evident from the survey that Senate was failing to communicate with the wider University body and that there was a lack of understanding about its role and purpose and the work it undertook. This was then leading to divergent views from the questionnaire respondents about perceptions of trust and confidence in Senate in the wider staff and student community.

## **3.2. Membership**

### **3.2.1. Size**

The questionnaire did not generate any strong views about the size of Senate and no-one was advocating that it should be increased or decreased in size. However, there were some views about membership which may or may not be related to the fact that the academic representatives currently have difficulty in undertaking this representative role for reasons which are explored later.

There were seven comments across three sections of the questionnaire that suggested that an expansion of the academic representatives may be helpful in a number of ways including:

- improving attendance
- making the quality of debate more consistent,
- reducing the numerical dominance of ET members to facilitate more challenge and improve accountability and good governance.
- helping communicate the work of Senate more widely in the UEA community.
- enabling a more diverse/inclusive membership
- enabling the membership to include expertise and knowledge of all areas of University business
- enabling members to gather views and develop an informed view ahead of meetings and in dissemination if all Schools had a representative.

### **3.2.2. Membership profile**

The Review Group considered an equality and diversity analysis of current staff membership of Senate (Appendix D). Of the current membership 13 members are present by right of their role/post including three SU sabbatical officers. There are 5 members nominated by each Faculty: one who must be a Head of School, one who must hold a professorial position, and one other a lectureship and two others. Each is appointed for a 3 year term in the first instance.

It was considered that more could be done try to encourage more black or minority ethnic staff to join Senate. The total percentage of Black, Asian and Minority Ethnic (BAME) staff at UEA rose from 5.4% in 2008 to 7.6% in 2016 and has remained static in 2017 (UEA Staff Equality Profile Annual Report 2017 – EDC16D009). However, the 2017 data shows that 8.9% of academic staff are Black, Asian or Minority Ethnic and it therefore appears that there are fewer BAME staff who are members of Senate than might be considered representative of the academic body as a whole.

There is also no declared disability amongst staff Senate members whereas data for UEA as a whole as at January 2016 shows 5% of all staff declaring a disability. The gender analysis of membership showed that membership was broadly balanced but has drifted a bit recently. As the University is aiming to apply for Athena SWAN Silver it would be useful to seek to restore a fairly stable balance. Also, membership is predominantly made up by full-time staff and more consideration could be helpfully given as to how to encourage more part time staff to become involved.



The requirements around Faculty representatives do result in a mix of academic staff and it is clear that in making nominations Faculty PVCs do seek to nominate from different Schools of Study to achieve a mix of disciplines. However, the current approach can result in unbalanced membership overall and could be potentially off-putting to staff with a disability, those who work part-time, are from a BAME or international background.

Consequently it is recommended that

- recruitment practices are reviewed; and
- that Senate as the appointing body is more pro-active and rather than accepting Faculty nominations undertakes a review of the equality profile of Senate generated by the prospective nominations and asks Faculties to make other nominations if the result appears unbalanced.

The Review Group also agreed that there needed to be significant improvements in the induction and training of new Senate members.

### **3.2.3. Attendance**

Attendance was considered to be inextricably linked with function and purpose. If Senate was perceived by members as serving a useful function and that their contributions were valued then attendance would be good. It was noted in the questionnaire comments that respondents considered that attendance at meetings should be prioritised by Senate members.

There was a suggestion made that Senate members who do not attend meetings regularly are required to step down.

### **3.2.4. Role of Senate members**

The Guide for Senate members describes the responsibilities associated with being a member of Senate as follows:

- 1) To make arrangements to attend all meetings. Membership is personal with members appointed by Senate having been nominated by Faculties, the Union of Students, or due to their particular University post or office held. If you cannot attend a particular meeting please let the Secretary know and due to the appointment process substitutes are not permitted.
- 2) To be familiar with the Ordinances and role of Senate and in particular the role Senate plays in improving the University's performance:

*3.13 review at least annually the academic performance (in teaching, research, enterprise and engagement) of the University and the standing of the University both nationally and internationally, judged against strategies approved by Council;*

*3.14 identify and advise the Executive Team on such actions as may be necessary or desirable to:*

- a) meet the aims and objectives of strategies approved by Council and generally to;*
  - b) further raise the quality of the student experience and the achievements and potential of students of the University; and*
  - c) further raise the performance of the University in terms of the quality and the reputation of its research; and*
  - d) ensure that the extent of regulation and the administrative services which support teaching, research, enterprise and engagement, promote efficiency and coherence of operation across the University, and avoid unnecessary complexity;*
- 3) School, Faculty and Student representatives are encouraged to gather views and comments on agenda papers from their colleagues ahead of meetings to enable them to express an

informed view, which ensures that there is effective engagement between Senate and the wider University community. While representatives may understandably promote the interests of their own constituencies in discussions, this will need to be balanced with the overall interests of the University and the effective delivery of University strategy in decision making.

- 4) To assist in the dissemination of Senate's deliberations and decisions within your School and/or Faculty or Division or, in the case of student representatives, in the student body.

The Review group noted that with the size of the agendas, the distribution of papers five working days ahead of meetings and the confidentiality restrictions placed on many papers it was difficult for members to gather views and comments and so express an informed view. This is explored further in Sections 3.3 and 3.4.

Dissemination of Senate's deliberations and decisions is also not happening routinely as there is no framework within which Senate members can do this. The Review Group concluded that a communications plan was needed to raise awareness of Senate and disseminate the deliberations and decisions. The role of Senate members should be clarified in this plan. It was thought that this would help recruitment of Senate representatives and improve attendance.

### **3.2.5. Recruitment of Senate members**

Each Faculty undertakes the recruitment and selection of nominees slightly differently and this was considered acceptable provided it was open and transparent. However,

- a) there needed to be more information made available so that potential candidates understood the role of Senate, and the obligations and requirements of membership. Indeed, if all academic staff were made more aware of Senate it was considered that more candidates for membership may come forward; and
- b) the processes are currently uncoordinated and so do not enable Senate to consider the diversity of Senate membership before approving nominations.

Ordinance 3.2 says "The Senate will be the appointing body for all members other than *ex officio* members and will determine from time to time the method for receiving nominations for appointed members".

The Review Group recommends changes be made to the method of recruiting Faculty representatives, and in Senate receiving nominations and that:

- a) Faculties are provided with wording that could be used in recruitment materials to encourage candidates from under- represented groups.
- b) Faculties continue with current local practice but work to an earlier deadline on a timescale that enabled the diversity of the proposed Senate membership to be considered and potentially other nominees sought in good time ahead of the next academic year.

### **3.2.6. Heads of School**

The main area for discussion by the Review Group concerned membership and in particular whether or not all Heads of School should be members.

It had been noted that currently the academic representatives, including the Heads of School representatives, are unable to deliver the role as envisaged as there was no framework in which they could function to be briefed and gather a wide and informed view and disseminate information. Agendas are circulated 5 working days ahead of meetings which leaves little time in which to do this and confidentiality restrictions inhibit such discussions from taking place.

The comments from Heads of School who were not members of Senate were the most critical of Senate's effectiveness and they made reference to:

- their overall lack of awareness of Senate which they considered a cause for concern
- the poor dissemination of information about the governance role of Senate
- the poor dissemination and communication of the topics and discussions it was having and decisions being taken
- concerns as to how they could make their voice heard when there were no mechanisms in place for them to make use of their Faculty representatives
- wanting Senate to be dynamic in approach and membership to ensure new creative thinking and opinions are present and able to assist in strategic decision making on matters of the day influenced by government priorities, legal requirements and the core business of teaching, research, innovation and outreach linked to our national and international reputation

The Review Group was divided on the issue of how best to involve Heads of School and whether or not this could be solved by expanding Senate membership to include them and considered that:

- a) Heads of School were critical in the delivery of academic performance and in the implementation of remedial action plans designed to improve performance and so their presence was thought valuable to discussions
- b) if academic representation was to be expanded would this be best served by appointing Heads of School or by expanding academic representation to having one representative per School.
- c) there was a risk that the presence of 20 Heads of School at Senate might lead to them dominating meetings and so the voices of other Faculty representatives might not be heard
- d) the increased presence of members securing their membership by right of their post would inhibit attempts to increase the diversity of Senate membership
- e) the challenge to the Executive Team may or may not be increased by their presence.
- f) the failure of Senate to communicate and disseminate discussions and decisions made was inextricably linked to this issue. If communication was improved would this address the feelings of isolation expressed by Heads of School?
- g) this also raised questions of how else Heads of School are communicated with and how they influence the University's direction of travel and how things are done.

The Review Group were informed that the range of current opportunities for senior staff, including Heads of School, to be briefed on developments and question policy/strategy includes:

- a) VC consultations – fortnightly – Heads of School, R&S, Heads of Services/Divisions/ DVC, PVC RI, Faculty PVCs, Academic Directors.
- b) Faculty Executives - frequency varies by Faculty - Faculty PVC (Chair), Associate Deans, Heads of School, Senior Faculty Manager, Faculty Finance Manager and Faculty HR Manager.
- c) University Policy Half Days – twice a year - ET members, Faculty Executive members, Academic Directors, Heads of Service/Divisions.
- d) Regular VC Open Fora for all staff – where staff can question the VC (and increasingly ETP too) about University policy/strategy.

The Review Group noted that it was normal for Faculty representation on Senate Sub-Committees to be undertaken by Faculty Associate Deans rather than Heads of School and so Faculty Executives have a critical role in sharing information on performance and policy prior to it reaching Senate. However, the role of Faculty Executives in disseminating the debates that take place at Senate at both the Faculty and School level is undefined and so unclear.

The Review Group recommends that:

- a) It would be useful to review the purpose and function of the VC consultations and University policy Half days and the general communication of University strategy to different groups of staff;
- b) the membership of Senate is expanded to include all Heads of School.

### 3.3. Paperwork

As is standard with UEA Committees Senate agendas are divided into four sections

- Section A: Items for discussion and action
- Section B: Items which contain recommendations but where no debate is anticipated.
- Section C: Items for report
- Section D: Reserved Business

Items in Section A are for discussion and action by the Senate. Items in Section B contain routine recommendations which will be deemed to have been approved at the meeting unless members of the Senate ask for them to be discussed. Items in Section C are for information only. Any member of the Senate may ask for an item from Section B or Section C to be moved to Section A by contacting the Secretary before 5pm on the Monday before the Senate meeting, which always take place on Wednesday afternoons.

Members of the Review Group read through the papers presented to Senate in 2016/17. They found that the papers were:

- comprehensive
- of a generally high standard and were well written
- tend to adhere to the set format but that sometimes the template sections were not completed in a helpful manner which enabled Senate members to obtain a quick overview of the issue before delving into the substance of the paper
- often presented as final reports with no invitation for further discussion and so may not always be placed in the right section of the agenda A, B, C, D
- that the impact of the item/discussion/recommendations on University strategy was not always clear
- some papers detailed “best practices” but it was not clear to what extent they are based on a clear and specific strategy involving a larger number of individuals
- that it was not clear that things discussed and agreed were monitored and revisited in future meetings.

The Review Group recommend the following improvements to papers to improve the quality of discussion at Senate meetings. Papers presented to Senate could be improved if

- a) they gave more information about strategies surrounding the issue under discussion
- b) outlined the dilemmas and options
- c) provided more information about the points that gave rise to most discussion, the areas of contention and debate that took place at the sub-committee and highlighted where controversy might be found.
- d) provided more detail on the links with other strategies and the consequences of acting or not acting.

The Review Group recommended that the committee template be revised for Senate with some additional headings and a guide for authors produced.

Confidentiality was identified as an issue. It was recognised that the University was operating in a highly competitive market and as such the performance data discussed needed to remain confidential in the medium term. However, the confidentiality requirements attached to papers inhibited members from discussing them with colleagues ahead of meetings and so acquiring the wider informed view ahead of meetings which was described in the “Senate Guide”.

In addition, the fact that the minutes were confidential inhibited dissemination and whilst some agreed actions might be commercially sensitive others were not and could be shared. This was considered particularly important in relation to giving the student body confidence that the performance of the University was being carefully monitored and managed.

The Review Group recommended that further guidance be given to members in relation to the confidentiality requirements.

### **3.4. Meetings**

#### **3.4.1. Frequency and timing**

The Ordinances state that Senate should meet at least three times per year and the Standing Orders say there will be three ordinary meetings per year and provides for special and extraordinary meetings to be held at other times.

The three ordinary meetings are normally scheduled in the University Almanac for the Wednesday afternoons in

- Autumn Semester week 7 – mid November
- Spring Semester week 7 – late Feb/early March
- Assessment period week 3 – early June

The frequency of meetings was raised in the qualitative comments. The Review Group considered that the optimal frequency of meetings was inextricably linked to the purpose the University wished Senate to serve. If the purpose was to focus on University performance and to ensure connectivity between different areas then three ordinary meetings per year was probably sufficient.

The Review Group observed that the range of topics covered in each meeting was broad for example the June meeting considered University performance, PGR completion rates, employability, course turnaround times, Do Something Different week, Engagement, Senate nominations, Honorary degrees, a review of standing orders amongst others items. This range of topics, each associated with a comprehensive paper creates large agendas with a significant amount of reading material. The documentation for one meeting comprised 142 pages and would have been distributed to members one working week before the meeting. It was acknowledged that many Senate members found it difficult to read all documentation in the time available whilst undertaking their other responsibilities and that there was little time for Senate members to “gather views and comments on agenda papers from their colleagues ahead of meetings to enable them to express an informed view”.

Setting diary time aside for Senate preparation could usefully be covered in an induction/training session for new Senate members and the time commitment needed to be made clear to potential applicants. It was noted that any attempt to make Senate meetings more efficient and productive was likely to involve more work by individual and teams of Senate members.

The timing of the meetings was questioned. The meetings take place on Wednesday afternoons and traditionally commence at 2pm and normally last 2-3 hours. The Working Group questioned whether it might be more effective to hold Senate meetings in the morning when members may have more energy and to set aside a longer time period for a meeting that is crucial to the University and only occurs a few times a year.

The Review group concluded that

- a) it would be desirable to move the meeting to a morning slot to allow more time for discussion
- b) that further consideration be given to establishing a fourth ordinary meeting per year as in time this may become desirable.
- c) It would be helpful if the agenda and papers be distributed much earlier i.e 7-8 working days in advance rather than 5 as now.

#### **3.4.2. Meeting conduct and participation**

The questionnaire asked a couple of questions about the meetings themselves. The findings showed that 66% of Senate members agreed and 17% of Senate members disagreed that meetings were effectively conducted and chaired in a way which encouraged transparency. There was a high degree

of uncertainty amongst Senate members when asked about the Executive Team's understanding and acceptance of challenge from Senate members and that this challenge is undertaken both appropriately and effectively with 28% neither disagreeing or agreeing and 11% saying "don't know".

The qualitative comments offer some insight into these results by making the following observations:

- that often the voices from Executive Team members and SU reps dominate discussion
- contributions from the SU representatives were hugely valuable.
- that a small number of largely male and professorial members do the majority of speaking
- the contributions of academic representatives are variable with some saying very little at all
- the need for challenge was understood but in practice challenge was not happening as robustly as perhaps envisaged
- some views are not always taken into account
- the number of observers/attendees may inhibit discussion
- not sure Senate makes full use of the expertise, views or motivation of members.
- that more obvious independence of Senate from the Executive Team was required
- that more attention needed to be paid to fostering an open and inclusive atmosphere for members who do not have opportunities to meet up and work together in other fora
- the length of meetings might ideally be kept to a schedule predetermined on the agenda by stating approximate times for each item.

It has already been mentioned that Senate members have difficulty in digesting agendas and papers ahead of meetings and that confidentiality restrictions inhibit them from gathering views ahead of meetings and it would not be unreasonable to consider that this would impact their ability to participate and offer challenge. If the recommendations designed to improve this situation are put in place it could enhance members' opportunities to contribute.

The Review Group welcomed some suggestions as to how meetings could be improved. It was thought useful to

- a) introduce each meeting with a summary of the agenda outlining the key questions to be decided upon, which items they relate to, the reason why the matter is being presented, the purpose of any presentations – are they for information or to seek a decision and identifying what will happen next if Senate takes action.
- b) Make more use of Blackboard between meetings to keep members informed of developments and for example Chair's action being taken between meetings.

### **3.5. Dissemination/communication**

Everyone surveyed agreed that the wider University community were not aware of Senate and the role it plays and indeed some surveyed also were also unclear on its role and purpose and therefore its value to the University. All agreed that there is currently no effective dissemination of the outcomes of Senate discussions.

The Review Group expressed particular concern in relation to communications with Heads of School. It was unclear what the role of Senate members was in disseminating the views and opinions expressed at Senate, due to the confidential nature of the papers.

It was suggested that more use was made of Blackboard site to communicate with members between meetings.

The Review Group recommended that a communications plan was developed that:

- a) raised awareness of Senate's role in the governance of the University
- b) raised awareness of the discussions that take place at Senate, why they matter and the decisions made
- c) enabled Senate members to engage with their Faculty constituency where information or feedback could be fruitfully exchanged.

### 3.6. Venue

The questionnaire elicited a few comments about the Council Chamber with respondents commenting that:

- the acoustics were poor
- the chairs uncomfortable when reading papers online or otherwise taking notes
- the AV was inadequate, dated and has a poorly illuminated projection screen.

The Review Group echoed these comments and recommended consideration be given to:

- a) making desk microphones and monitors available for each person present or at the very least making microphones available for the key participants, and placed at intervals around the room.
- b) replacing the current AV kit with a bright modern display - or the device of having several smaller screens for viewing by different sections of the room could be used
- c) providing equipment to enable Senate members to consider papers online during meetings.

The design of the Edinburgh Parliament was considered to be an example of good practice. It was also noted that the Council Chamber was inaccessible to anyone in a wheelchair.

The Review Group recommended that consideration is given in the Estates Strategy to either refurbishing the Council Chamber or building a new one.

## 4. Recommendations

### 5.

The Review Group recommend

#### Role and function

- 1) that no change is required to the Terms of Reference of Senate;
- 2) that no change is required to the structure of its sub-committees;

#### Meetings

- 3) that improvements be made in the setting and timing of agendas, and in the quality of paperwork to ensure all areas of responsibility are covered and in particular:
  - f) involving Senate in agenda setting;
  - g) doing more in relation to setting and monitoring KPIs and benchmarking;
  - h) increasing the focus on the efficiency and effectiveness of management and administrative processes associated with teaching and learning, research and innovation;
  - i) giving more consideration to matters of student welfare;
  - j) ensuring proportionality in terms of the time spent reviewing performance of different areas of University business;
  - k) considering how the investment in the University Estate will improve University performance;
  - l) to consider more closely areas of performance where priorities change during the year;
- 4) that the standard committee template be revised for Senate with some additional headings and a guide for authors be produced;
- 5) that further guidance be given to Senate members in relation to the confidentiality requirements;
- 6) that the agenda and papers be distributed earlier i.e. 7-8 working days in advance;
- 7) that it would be desirable to move Senate meetings to a morning slot;
- 8) that further consideration be given to establishing a fourth ordinary meeting per year if the business grows;

- 9) that each meeting commences with a summary of the agenda outlining the key questions to be decided upon, which items they relate to, the reason why the matter is being presented, and the purpose of any presentations;
- 10) that more use was made of Blackboard between meetings to keep members informed;
- 11) more attention is paid to fostering an open and inclusive atmosphere at Senate meetings for members who do not have opportunities to meet up and work together in other fora;

#### Membership

- 12) The Review Group recommends changes be made to the method of recruiting Faculty representatives, and in Senate receiving nominations and that:
  - a) Faculties are provided with wording that could be used in recruitment materials to encourage candidates from under-represented groups;
  - b) Faculties continue with current local practice but work to an earlier deadline on a timescale; that enables
  - c) Senate as the appointing body to be pro-active and undertake a review of the equality profile of Senate generated by the prospective nominations prior to approval; and potentially other nominees sought in good time ahead of the next academic year.
- 13) that there needed to be significant improvements in the induction and training of new Senate members.
- 14) that the membership of Senate be expanded to include all Heads of School
- 15) that Senate members who do not attend meetings regularly are required to step down.

#### Communications

- 16) that a communications plan be developed that:
  - a) raised awareness of Senate's role in the governance of the University
  - b) raised awareness of the discussions that take place at Senate, why they matter and the decisions made
  - c) enabled Senate members to engage with their Faculty constituency where information or feedback could be fruitfully exchanged;
  - d) clarified the role of Senate members in the dissemination process;
  - e) considered the purpose and function of the VC consultations and University policy Half days and the general communication of University strategy to different groups of staff;

#### Venue

- 17) that consideration is given in the Estates Strategy to either refurbishing the Council Chamber or building a new one.

### **Appendices**

Appendix A – Senate Terms of Reference

Appendix B – Standing Orders of the Senate

Appendix C - Senate and its sub-committees

Appendix D – Equality profile of staff Senate members

Appendix E – Quantitative questionnaire results (separate document)



## Appendix A

### Senate Terms of Reference

#### ORDINANCE 3 – THE SENATE

This Ordinance was approved by Council on 24 January 2011 and supersedes any previous provisions of the Charter, Statutes and Ordinances which relate to the composition, terms of reference and operation of the Senate. This Ordinance was made under the provisions of clauses 16 (power to make Ordinances) and 7 (powers and functions of the Senate) of the Charter:

##### *“7. The Senate*

*7.1 There shall be a Senate of the University which shall have the composition, powers and functions conferred on it in the Ordinances and which shall have, subject to any requirements of the Council, delegated authority from the Council for:*

*7.1.1 the oversight of the academic performance of the University (including responsibility for the assurance of academic standards) and;*

*7.1.2 the regulation and supervision of the education and discipline of students.*

*7.2 The Vice-Chancellor shall be the Chair of Senate.”*

#### Membership

1. The Vice-Chancellor  
The Pro-Vice-Chancellor Academic and the Pro-Vice-Chancellor Research, Enterprise and Engagement (2)  
The Executive Deans of Faculty (4)  
Four Heads of School (one from each Faculty)  
16 academic representatives (4 from each Faculty) with one of the four from the professoriate and one at lecturer grade  
Director of Information Services  
The Dean of Students  
Principal of City College Norwich  
Two representatives of the Union of UEA Students  
One representative from the Graduate Students' Association
2. The Senate will be the appointing body for all members other than *ex officio* members and will determine from time to time the method for receiving nominations for appointed members.

#### Terms of Reference

3. The Senate shall act always in the best interests of the University as a whole and within the strategies and financial plans approved by the Council. It shall:
  - 3.1. regulate all teaching and courses of study offered by the University;
  - 3.2. regulate the admission of persons to courses of study;
  - 3.3. regulate all University examinations and appoint examiners whether internal or external;
  - 3.4. regulate the conditions qualifying for the award of degrees and other educational awards conferred by the University;
  - 3.5. in the name of the University or jointly or in conjunction or collaboration with another institution or institutions award degrees and other educational awards to persons who have pursued a course of study approved by the Senate and who have passed examinations and other forms of assessment under conditions laid down in regulations, or are otherwise qualified to receive them;
  - 3.6. grant honorary degrees, the title of emeritus professor or other University distinctions;
  - 3.7. revoke any degree, educational award or other distinction conferred by the University where the holder has been subsequently found to be in breach of the requirements for conferment of the award, or whose actions render them unfit to be a member or graduate of the University;
  - 3.8. regulate the use of academic dress in the University;
  - 3.9. approve regulations for the conduct of students and disciplinary procedures and penalties relating to students;
  - 3.10. ensure appropriate provision is made to promote the welfare of students;
  - 3.11. nominate, where required to do so, persons to serve on Council;

- 3.12. determine the formalities which should attach to the conferment of degrees and other distinctions (subject to Ordinance 2);
- 3.13. review at least annually the academic performance (in teaching, research, enterprise and engagement) of the University and the standing of the University both nationally and internationally, judged against strategies approved by Council;
- 3.14. identify and advise the Executive Team on such actions as may be necessary or desirable to:
  - a) meet the aims and objectives of strategies approved by Council and generally to:
  - b) further raise the quality of the student experience and the achievements and potential of students of the University; and
  - c) further raise the performance of the University in terms of the quality and the reputation of its research; and
  - d) ensure that the extent of regulation and the administrative services which support teaching, research, enterprise and engagement, promote efficiency and coherence of operation across the University, and avoid unnecessary complexity;
- 3.15. make, add to, amend or revoke such regulations as are considered necessary relating to Senate's exercise of its powers and functions;
- 3.16. where requested appoint representatives to other bodies of an academic nature;
- 3.17. generally, exercise such powers as may be conferred on Senate by the Charter or Statutes;
- 3.18. meet at least three times per year.

### **Delegation and Chair's Action**

4. The Senate may appoint such committees and other bodies consisting either wholly or partly of members of the Senate or otherwise as it may think fit.
5. The Senate may delegate its powers and functions to:
  - any of the committees or bodies it has appointed;
  - the Chair, a Pro-Vice-Chancellor, an Executive Dean of Faculty or other officers of the University.

### **Chair's Action**

6. In the case of business requiring urgent attention between meetings of Senate or a committee or other body appointed by Senate, the Chair of Senate or the Chair of such committee or other body as may be the case shall, when it is his or her opinion that it is not practical or proportionate to call a special meeting, have delegated authority to exercise the powers and functions of Senate or such committee or other body.

### **Standing Orders**

7. The Senate shall approve such additional standing orders governing the conduct of its business which are not in conflict with this Ordinance as it considers to be necessary.

## **Appendix B**

These Standing Orders are made under the provision of paragraph 7, Ordinance 3.

### **1. Membership**

- (1) The membership of Senate is:
  - The Vice-Chancellor (Chair);
  - The Deputy Vice-Chancellor;
  - The Pro-Vice-Chancellors (5);
  - Four Heads of Schools (one from each Faculty);
  - 16 academic representatives (4 from each Faculty) with one of the four from the professoriate and one at lecturer grade;
  - Director of Information Services;
  - Director of Student Services;
  - Principal of City College, Norwich
  - Three representatives of the Union of UEA Students
- (2) In the absence of the Vice-Chancellor the Deputy Vice-Chancellor will act as Chair, otherwise the Vice-Chancellor will nominate the Chair.
- (3) The Senate is the appointing body for all members other than ex-officio members. The Senate will receive nominations from Faculty Executives for the academic representatives.
- (4) Members of the Senate (other than ex-officio members) will serve for 3 years (renewable, but normally only for one further term) or until they cease to be qualified in the category in which they are appointed or until removed by resolution of the Senate, whichever is the earlier.

### **2. Meetings**

- (1) There shall be three ordinary meetings of the Senate in each academic year.
- (2) Special meetings shall be held at such time and such place as the Senate may determine.
- (3) Extraordinary meetings may in case of urgency be summoned by the Vice-Chancellor and shall be summoned by him or her on written requisition signed by ten members.
- (4) At extraordinary meetings no business shall be taken which does not appear on the Agenda paper.
- (5) Five days' notice with the Agenda paper shall be given for ordinary and special meetings and seven days for extraordinary meetings.

### **3. Order of Business**

- (1) The Agenda for any meeting of Senate will be determined by the Chair.
- (2) Business shall be arranged such that items for discussion will be presented under Section A, matters for report (not requiring discussion) will be presented under Section B, and confidential and reserved business under Section C. Each item and any accompanying paper will be clearly presented to the Senate with details of its origin, its status in terms of confidentiality, and the action required from the Senate.

#### **4. Motions**

Any member of the Senate may require a motion which is relevant to the terms of reference of the Senate to be placed on the Agenda paper by giving notice in writing so that it reaches the office of the Registrar and Secretary no later than the seventh day preceding the meeting.

#### **5. Conduct of Business**

- (1) The conduct of business shall be as directed by the Chair of the meeting.
- (2) The Chair may express the consensus on any issue and if there is no dissent it will be deemed to be resolved with no objections. Any matter put to the vote shall be determined by a majority of the members present and voting on the question. In the case of equality of votes, the Chair shall give a second or casting vote.
- (3) Voting shall be by a show of hands except:
  - (a) when Standing Orders require a ballot, or
  - (b) when any member of the Senate requests a ballot.

#### **6. Honorary Degrees**

- (1) Honorary Degrees may be awarded to persons who have achieved distinction through their contribution to science, learning or the arts, through public life either nationally or internationally, or through service to the University or to the counties of Norfolk and Suffolk or otherwise.
- (2) In each academic year the Registrar and Secretary shall draw the attention of all Heads of School and Directors of Central Divisions to this Standing Order and shall ask for nominations to be submitted to him or her.
- (3) Each nomination shall be made in writing and separately, and shall be accompanied by a statement of the grounds on which the recommendation is made.
- (4) All nominations shall be considered by the Honorary Degrees and Awards Committee, together with any other names agreed by the Committee, and the Committee shall submit its recommendations to the Senate.
- (5) Any member of the Senate may give notice in writing to the Registrar and Secretary before the meeting that he or she wishes a discussion to be held on the recommendations of the Committee. If no such notice is given the Senate shall proceed to a vote by ballot. No proposal shall be approved by the Senate unless a simple majority of those voting are in favour of it.
- (6) In exceptional circumstances and where time is of the essence the Chair may consult members of Senate by email, and approve the award under Chair's action.
- (7) No honorary degree shall be conferred in absentia.

#### **7. Title of Emeritus Professor and Reader Emeritus**

Any proposals to confer the title of Emeritus Professor or Reader Emeritus upon a Professor or Reader who is retiring fully from their post shall be considered by the Honorary Degrees and Awards Committee and the Committee shall submit its recommendations to the Senate.

**8. Members of the Council**

- (1) Nominations from members of Senate of candidates for vacancies on Council for Senate representatives shall be lodged with the Registrar and Secretary in writing no later than the eighth day before the ordinary meeting of the Senate in the Summer Committee round and shall state that the consent of the nominee has been obtained. If Senate is content to proceed the nominations may be approved with no objection or following a ballot as appropriate.
- (2) In the event of nominations for the full number of vacancies not being received, other nominations shall be asked for at the meeting.

**10. Committees**

- (1) The Senate may establish committees from time to time determine and delegate such of its powers and duties as it thinks fit.
- (2) Every committee of the Senate shall have power to appoint sub-committees and to delegate such of its powers and duties as it thinks fit.
- (3) Each committee and sub-committee shall have a Chair appointed by the Vice-Chancellor.
- (4) In the case of urgent business requiring attention between meetings of the Senate, or a committee or sub-committee and when it is not reasonably practicable to call a special meeting the relevant Chair or the Vice Chancellor shall have power to exercise all the powers and duties of the Senate, or the committee or sub-committee (subject to Ordinance 3, paragraph 6).
- (5) Standing Order 5, "Conduct of Business" will apply to committees and sub-committees.
- (6) Members of committees and sub-committees (other than ex-officio members) will serve for 3 years (renewable) or until they cease to be qualified in the category in which they are appointed or until removed by resolution of the Senate, whichever is the earlier.
- (7) The Senate may choose/exercise the delegated powers and duties in any circumstance it deems necessary or appropriate.

**11. Honorary Appointments**

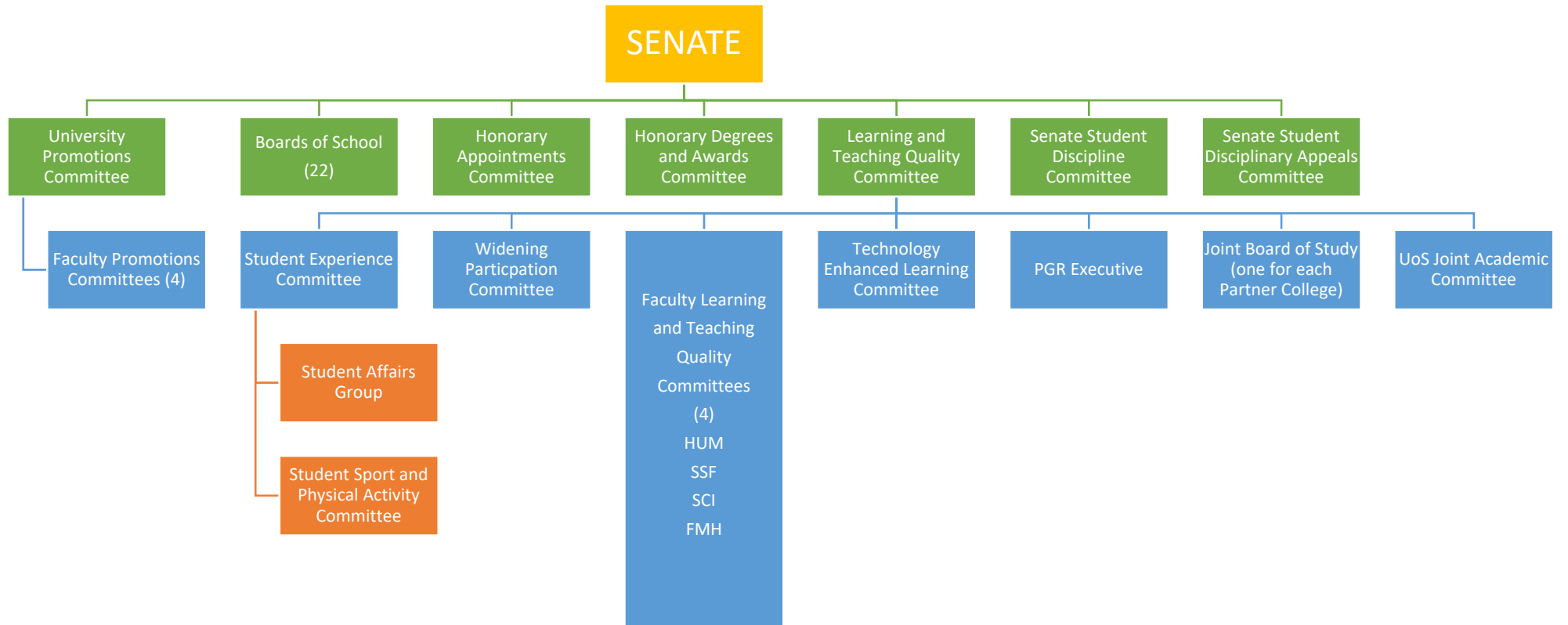
- (1) The Honorary Appointments Committee, a sub-committee of the University Promotions Committee has responsibility for approving recommendations for Honorary Appointments. The membership is as follows:  
  
Pro Vice Chancellor (Research) (Chair)  
Pro Vice Chancellor for the Faculty of Science  
Pro Vice Chancellor for the Faculty of Medicine and Health Sciences  
Head of the John Innes Centre  
Head of the Institute of Food Research  
Head of the School of Biological Sciences  
One member co-opted by the Chair as required  
Secretary: HR Manager
- (2) A Head of School may recommend persons of academic standing not being members of the University who are academically suitable and have a teaching or research role in the School for appointment to honorary positions or (in the case of Readerships or Professorships) for other appropriate and beneficial links.

- (3) The recommendations for all appointments if supported by the School Promotions Committee shall be submitted under confidential cover accompanied by a curriculum vitae and a statement by the Head of School of the case for wishing to create the association and an outline of the duties they will perform.
- (4) Additionally, in the case of recommendations for the appointment of honorary Professors, Schools shall submit the names of three external assessors to whom the Committee may refer for independent expert advice as to the suitability of the persons proposed for appointment.
- (5) Decisions and recommendations will be determined by the Honorary Appointments Committee, or in the case of honorary appointments below the level of Reader, the Secretary on behalf of the Committee.
  - (a) Recommendations in relation to Honorary Professors will be made by the Honorary Appointments Committee to the relevant Faculty Promotions Committee, who will consider cases and where candidates are considered suitable resolve to make appointments.
  - (b) The Honorary Appointments Committee will resolve on appointments to Honorary Readerships.
- (6) The period of appointment for an honorary Chair or Reader shall be a maximum of five years in the first instance. The period of appointment below Reader level shall be for a maximum of three years in the first instance.
- (7) The Honorary Appointments Committee will terminate any appointment if the person appointed ceases the appropriate association with the University.

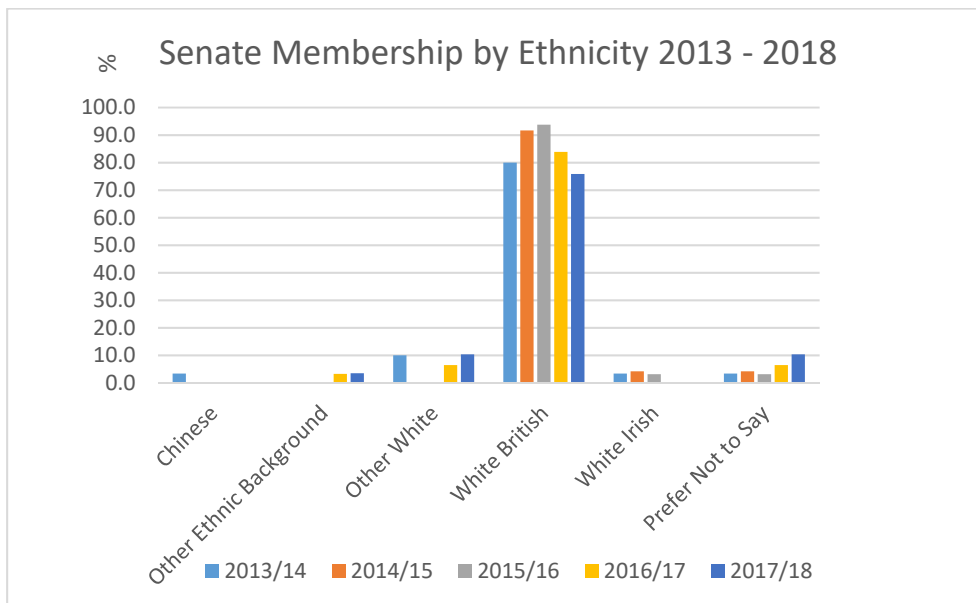
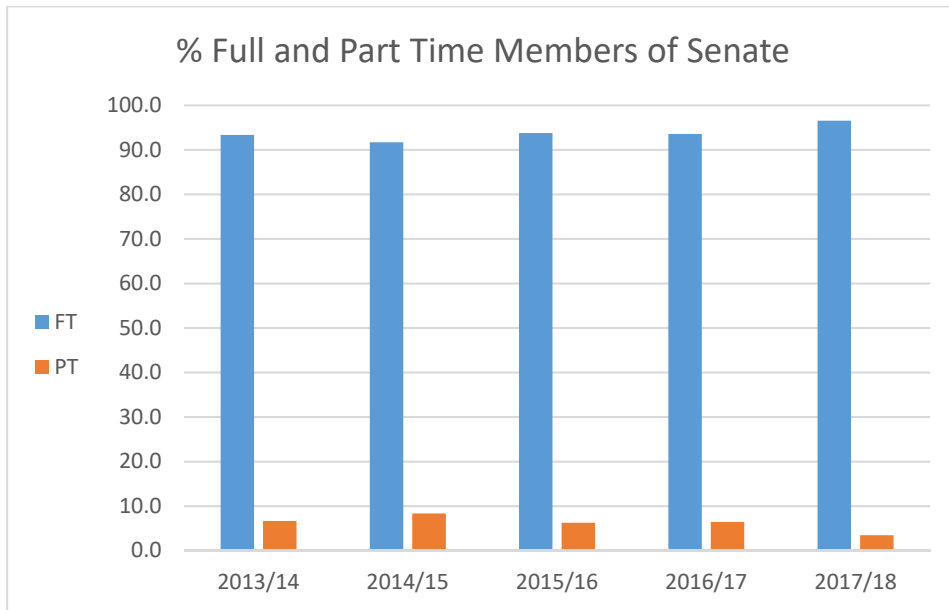
Senate 10.3.71: Minute 136  
 Senate 10.2.71: Minute 116(1)  
 Senate 10.5.72: Minute 201  
 Senate 22.5.74: Minute 251  
 Senate 7.3.79: Minute 137  
 Senate 1.12.82: Minute 57(7)  
 Senate 26.2.86: Minute 78

Senate 1.3.89: Minute 52(3)  
 Senate 6.6.89: Minute 66  
 Senate 16.1.91: Minute 23(1)  
 Senate 28.6.00: Minute 44  
 Senate 20.11.02: Minute 8 (d)  
 Senate 2.3.05 : Minute 17  
 Senate 7.6.17: Minute 38

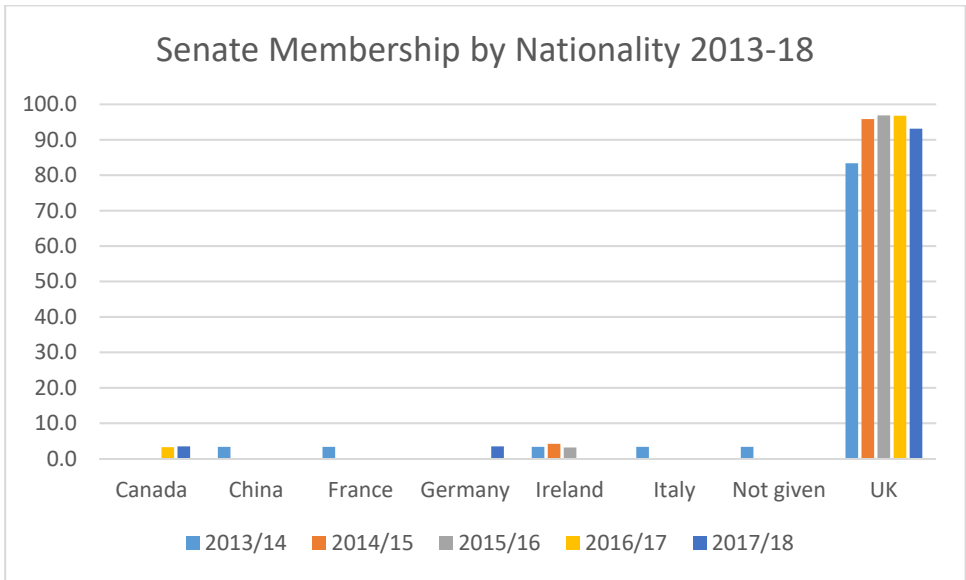
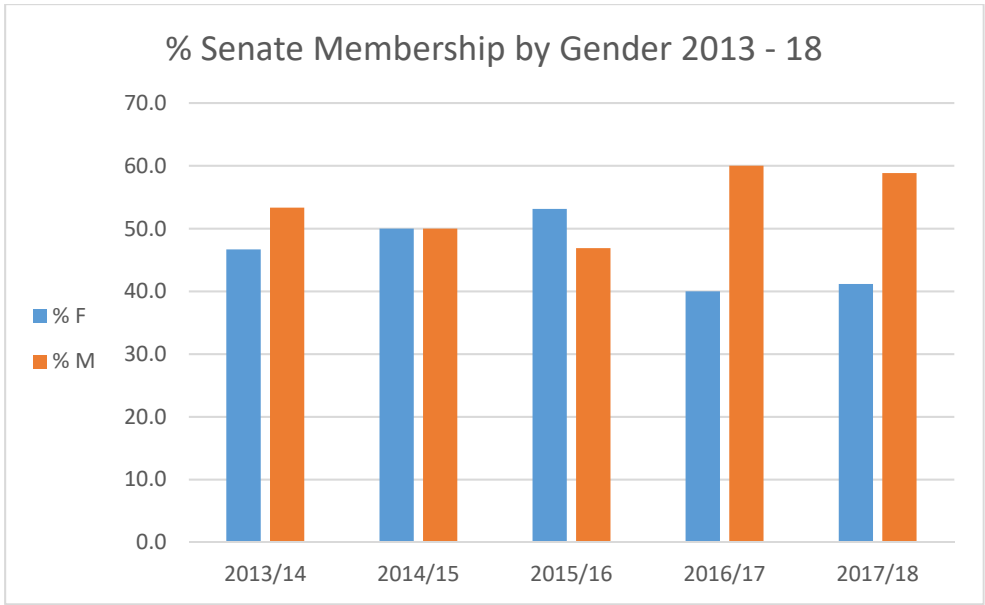
**Appendix C**  
**Senate and its sub-committees 2017/18**



## Appendix D Senate Equality Profile 2013-2018







**DISABILITY**

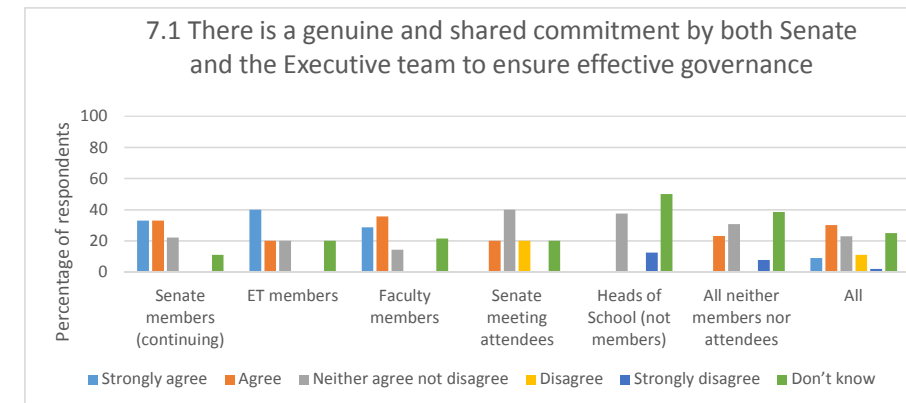
No senate members have declared a disability

Review of Senate effectiveness - questionnaire results October 2017

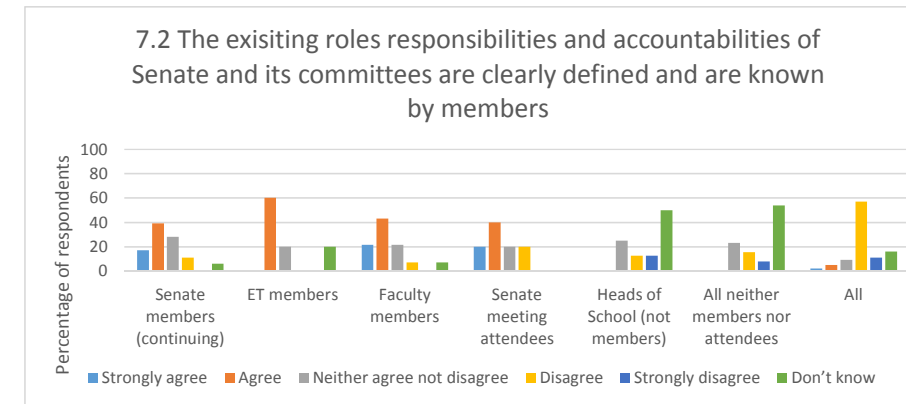
To what extent do you agree or disagree with the following statements (all responses in %)

**Q7. Effective Governance Structures and Processes**

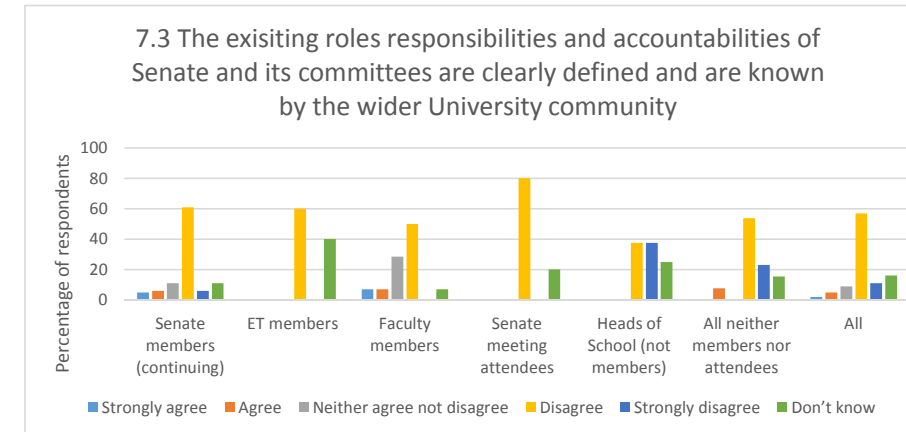
7.1 There is a genuine and shared commitment by both Senate and the Executive team to ensure effective governance	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	33	33	22	0	0	11	18
ET members	40	20	20	0	0	20	5
Faculty members	28.6	35.7	14.3	0	0	21.4	14
Senate meeting attendees	0	20	40	20	0	20	5
Heads of School (not members)	0	0	37.5	0	12.5	50	8
All neither members nor attendees	0	23.1	30.7	0	7.7	38.5	13
All	9	30	23	11	2	25	44



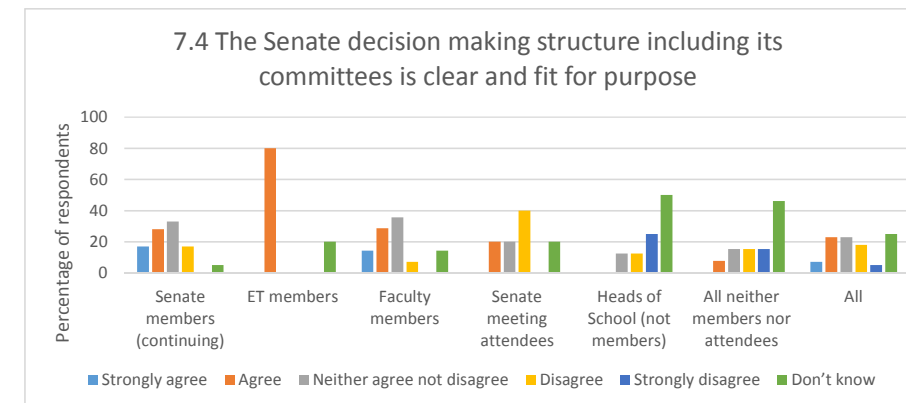
7.2 The existing roles responsibilities and accountabilities of Senate and its committees are clearly defined and are known by members	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	17	39	28	11	0	6	18
ET members	0	60	20	0	0	20	5
Faculty members	21.4	42.9	21.4	7.1	0	7.1	14
Senate meeting attendees	20	40	20	20	0	0	5
Heads of School (not members)	0	0	25	12.5	12.5	50	8
All neither members nor attendees	0	0	23.1	15.4	7.7	53.8	13
All	2	5	9	57	11	16	44



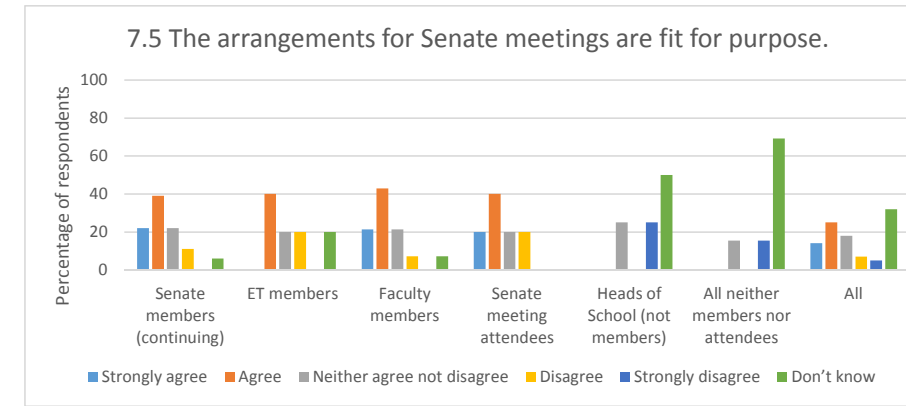
7.3 The existing roles responsibilities and accountabilities of Senate and its committees are clearly defined and are known by the wider University community	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	5	6	11	61	6	11	18
ET members	0	0	0	60	0	40	5
Faculty members	7.1	7.1	28.6	50	0	7.1	14
Senate meeting attendees	0	0	0	80	0	20	5
Heads of School (not members)	0	0	0	37.5	37.5	25	8
All neither members nor attendees	0	7.7	0	53.8	23.1	15.4	13
All	2	5	9	57	11	16	44



7.4 The Senate decision making structure including its committees, is clear and fit for purpose	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	17	28	33	17	0	5	18
ET members	0	80	0	0	0	20	5
Faculty members	14.2	28.6	35.7	7.1	0	14.3	14
Senate meeting attendees	0	20	20	40	0	20	5
Heads of School (not members)	0	0	12.5	12.5	25	50	8
All neither members nor attendees	0	7.7	15.4	15.4	15.4	46.1	13
All	7	23	23	18	5	25	44

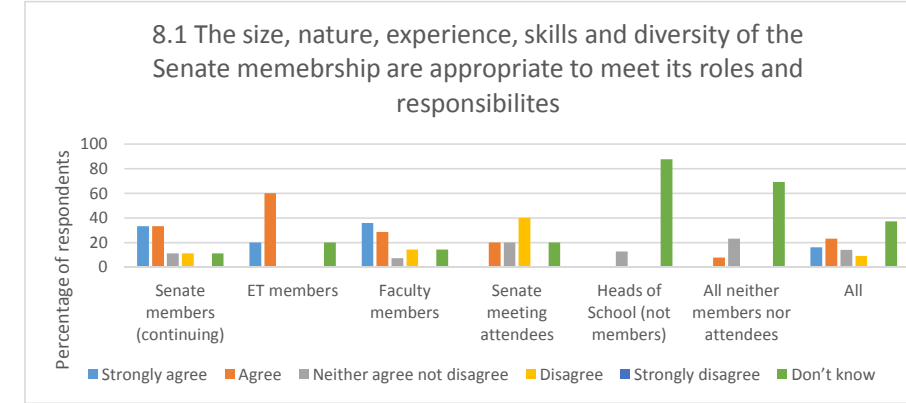


7.5 The arrangements for Senate meetings are fit for purpose.	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	22	39	22	11	0	6	18
ET members	0	40	20	20	0	20	5
Faculty members	21.4	42.9	21.4	7.1	0	7.1	14
Senate meeting attendees	20	40	20	20	0	0	5
Heads of School (not members)	0	0	25	0	25	50	8
All neither members nor attendees	0	0	15.4	0	15.4	69.2	13
All	14	25	18	7	5	32	44

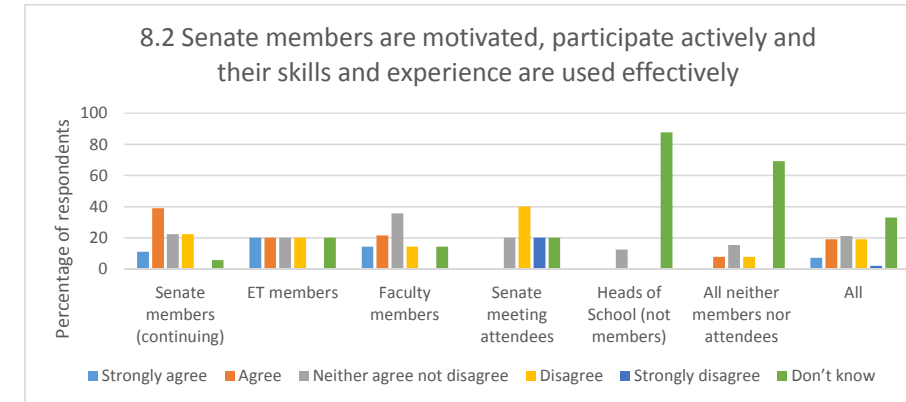


**Q8. Effective Senate membership**

8.1 The size, nature, experience, skills and diversity of the Senate membership are appropriate to meet its roles and responsibilities	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	33.3	33.3	11.1	11.1	0	11.1	18
ET members	20	60	0	0	0	20	5
Faculty members	35.7	28.6	7.1	14.3	0	14.3	14
Senate meeting attendees	0	20	20	40	0	20	5
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	7.7	23.1	0	0	69.2	13
All	16	23	14	9	0	37	43

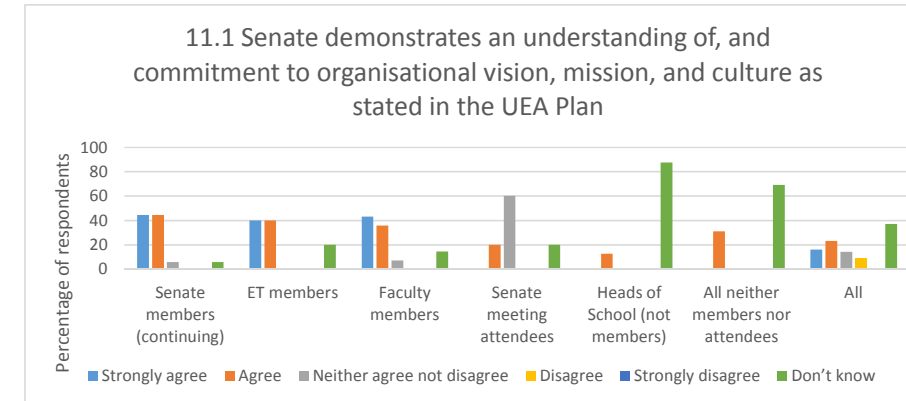


8.2 Senate members are motivated, participate actively and their skills and experience are used effectively	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	11.1	38.9	22.2	22.2	0	5.6	18
ET members	20	20	20	20	0	20	5
Faculty members	14.3	21.4	35.7	14.3	0	14.3	14
Senate meeting attendees	0	0	20	40	20	20	5
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	7.7	15.4	7.7	0	69.2	13
All	7	19	21	19	2	33	43

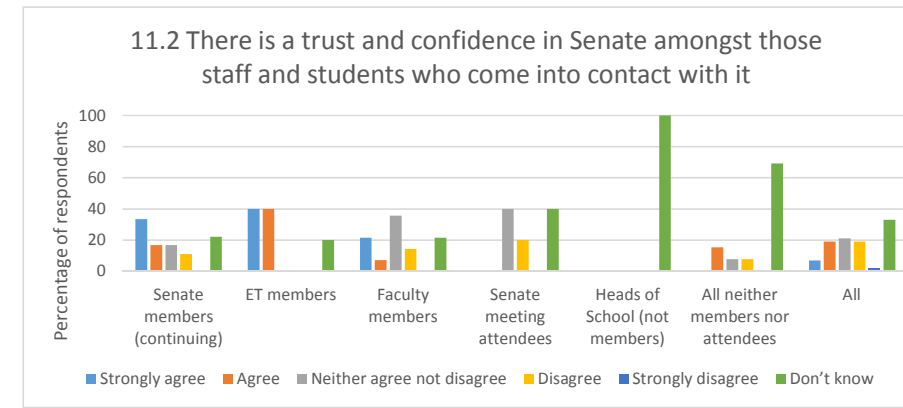


**Q11. Senate Commitment to Organisational Vision, Culture and Values**

11.1 Senate demonstrates an understanding of, and commitment to organisational vision, mission, and culture as stated in the UEA Plan	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	44.4	44.4	5.6	0	0	5.6	18
ET members	40	40	0	0	0	20	5
Faculty members	42.9	35.7	7.1	0	0	14.3	14
Senate meeting attendees	0	20	60	0	0	20	5
Heads of School (not members)	0	12.5	0	0	0	87.5	8
All neither members nor attendees	0	30.8	0	0	0	69.2	13
All	16	23	14	9	0	37	43

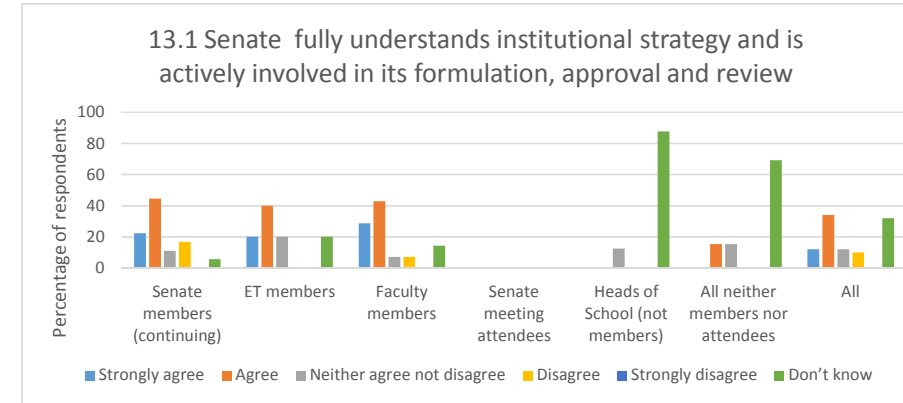


11.2 There is a trust and confidence in Senate amongst those staff and students who come into contact with it	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	33.3	16.7	16.7	11.1	0	22.2	18
ET members	40	40	0	0	0	20	5
Faculty members	21.4	7.1	35.7	14.3	0	21.4	14
Senate meeting attendees	0	0	40	20	0	40	5
Heads of School (not members)	0	0	0	0	0	100	8
All neither members nor attendees	0	15.4	7.7	7.7	0	69.2	13
All	7	19	21	19	2	33	43

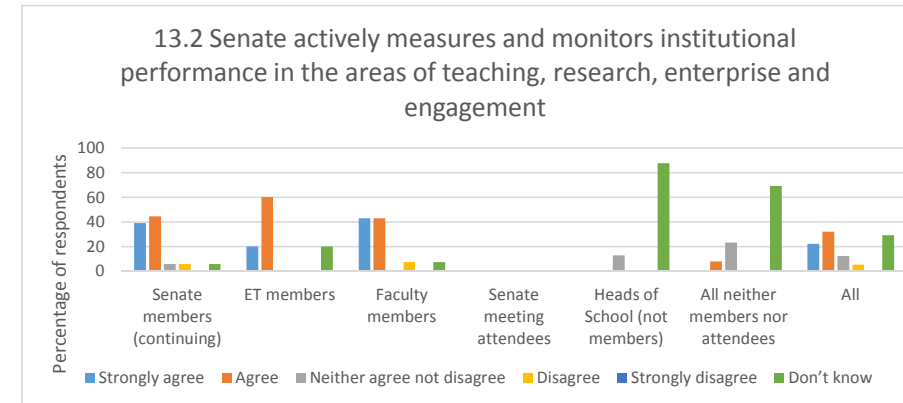


**Q13. Effective strategic development and performance measurement**

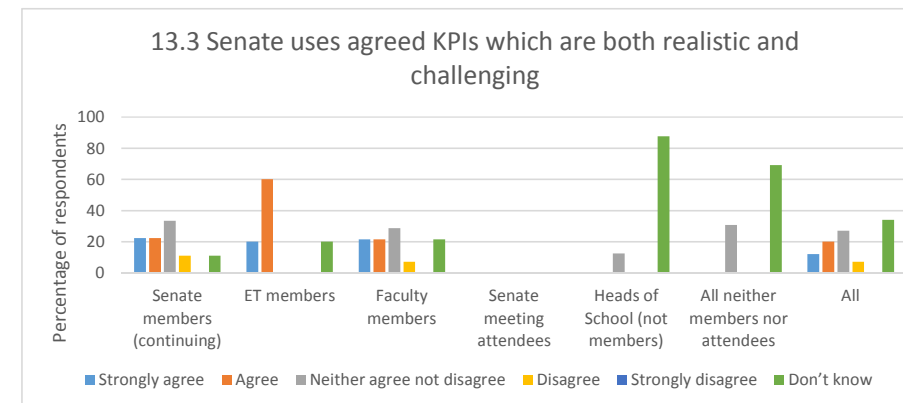
13.1 Senate fully understands institutional strategy and is actively involved in its formulation, approval and review	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	22.2	44.4	11.1	16.7	0	5.6	18
ET members	20	40	20	0	0	20	5
Faculty members	28.6	42.9	7.1	7.1	0	14.3	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	15.4	15.4	0	0	69.2	13
All	12	34	12	10	0	32	41



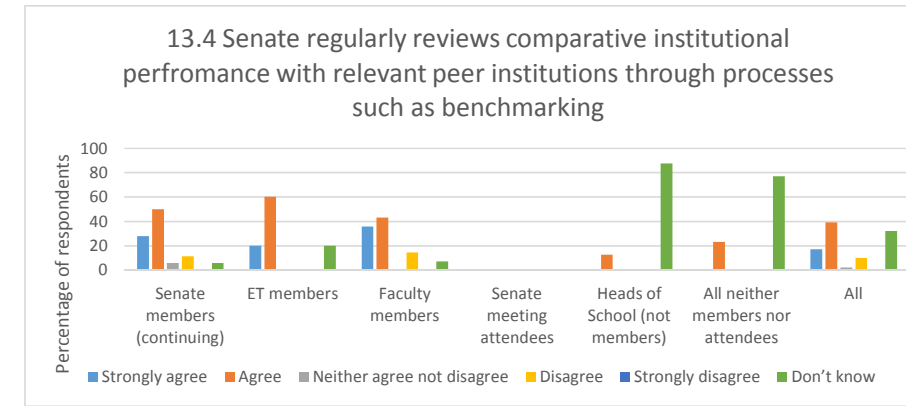
13.2 Senate actively measures and monitors institutional performance in the areas of teaching, research, enterprise and engagement	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	38.9	44.4	5.6	5.6	0	5.6	18
ET members	20	60	0	0	0	20	5
Faculty members	42.9	42.9	0	7.1	0	7.1	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	7.7	23.1	0	0	69.2	13
All	22	32	12	5	0	29	41



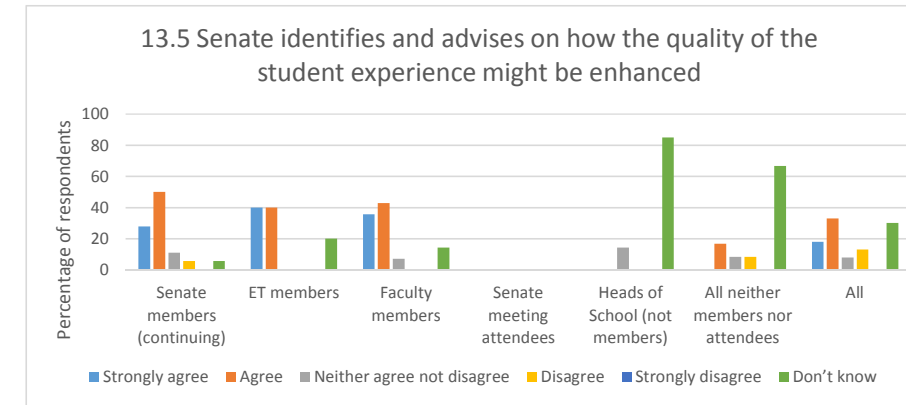
13.3 Senate uses agreed KPIs which are both realistic and challenging	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	22.2	22.2	33.3	11.1	0	11.1	18
ET members	20	60	0	0	0	20	5
Faculty members	21.4	21.4	28.6	7.1	0	21.4	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	0	30.8	0	0	69.2	13
All	12	20	27	7	0	34	41



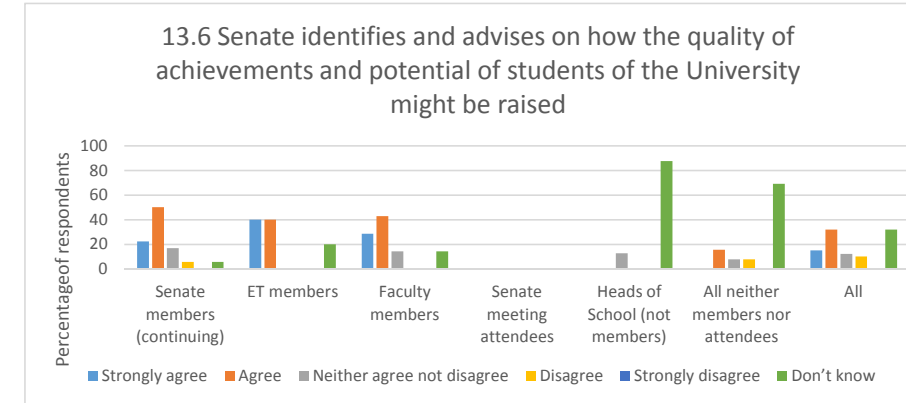
13.4 Senate regularly reviews comparative institutional performance with relevant peer institutions through processes such as benchmarking	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	27.8	50	5.6	11.1	0	5.6	18
ET members	20	60	0	0	0	20	5
Faculty members	35.7	42.9	0	14.3	0	7.1	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	12.5	0	0	0	87.5	8
All neither members nor attendees	0	23.1	0	0	0	76.9	13
All	17	39	2	10	0	32	41



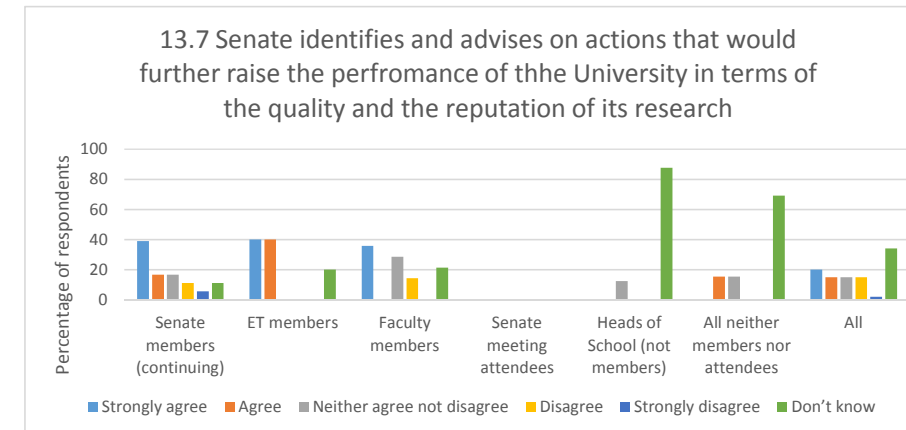
13.5 Senate identifies and advises on how the quality of the student experience might be enhanced	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	27.8	50	11.1	5.6	0	5.6	18
ET members	40	40	0	0	0	20	5
Faculty members	35.7	42.9	7.1	0	0	14.3	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	14.3	0	0	85	7
All neither members nor attendees	0	16.7	8.3	8.3	0	66.7	12
All	18	33	8	13	0	30	40



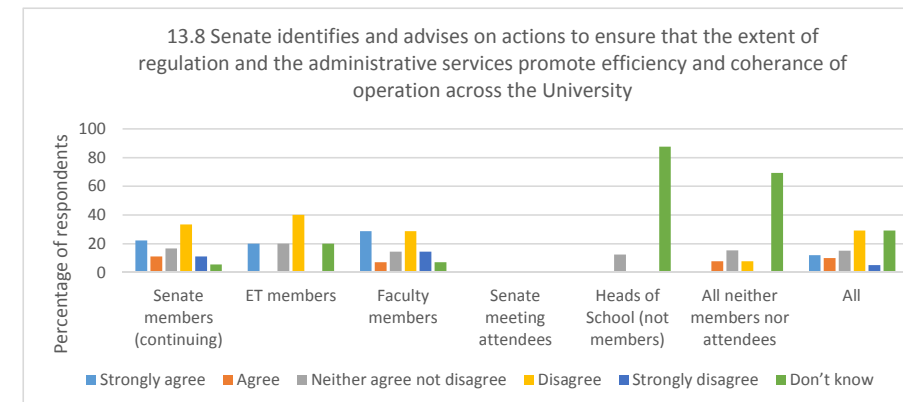
13.6 Senate identifies and advises on how the quality of achievements and potential of students of the University might be raised	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	22.2	50	16.7	5.6	0	5.6	18
ET members	40	40	0	0	0	20	5
Faculty members	28.6	42.9	14.3	0	0	14.3	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	15.4	7.7	7.7	0	69.2	13
All	15	32	12	10	0	32	41



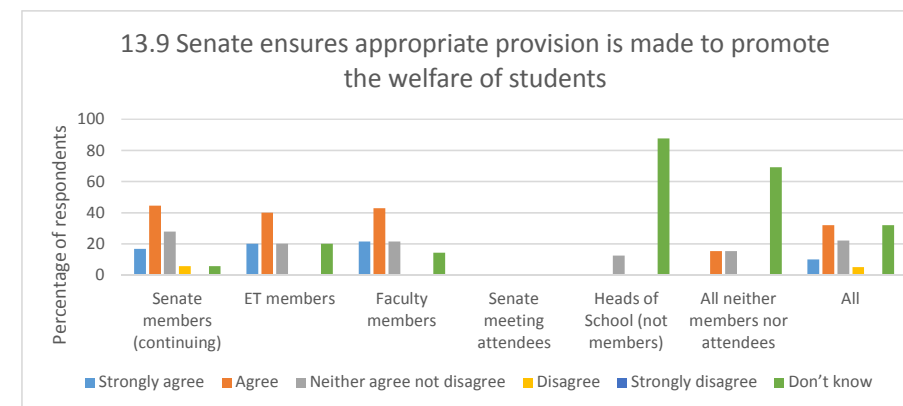
13.7 Senate identifies and advises on actions that would further raise the performance of the University in terms of the quality and the reputation of its research	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	38.9	16.7	16.7	11.1	5.6	11.1	18
ET members	40	40	0	0	0	20	5
Faculty members	35.7	0	28.6	14.3	0	21.4	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	15.4	15.4	0	0	69.2	13
All	20	15	15	15	2	34	41



13.8 Senate identifies and advises on actions to ensure that the extent of regulation and the administrative services which support teaching, research, enterprise and engagement promote efficiency and coherence of operation across the University and avoid unnecessary complexity	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	22.2	11.1	16.7	33.3	11.1	5.6	18
ET members	20	0	20	40	0	20	5
Faculty members	28.6	7.1	14.3	28.6	14.3	7.1	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	7.7	15.4	7.7	0	69.2	13
All	12	10	15	29	5	29	41

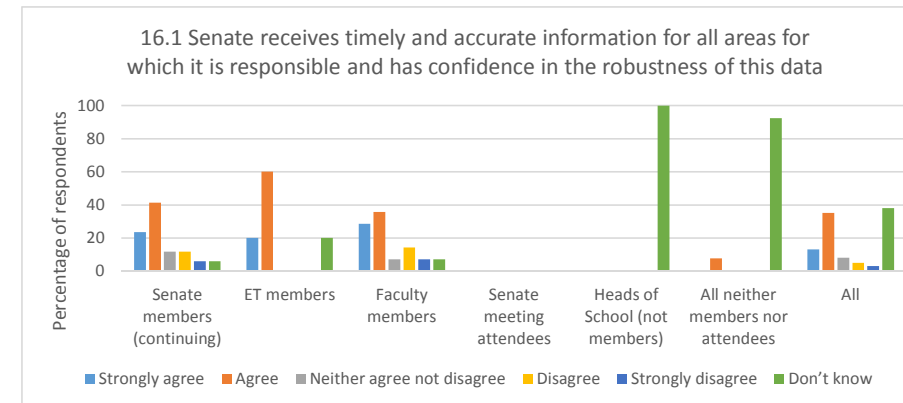


13.9 Senate ensures appropriate provision is made to promote the welfare of students	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	16.7	44.4	27.8	5.6	0	5.6	18
ET members	20	40	20	0	0	20	5
Faculty members	21.4	42.9	21.4	0	0	14.3	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	15.4	15.4	0	0	69.2	13
All	10	32	22	5	0	32	41

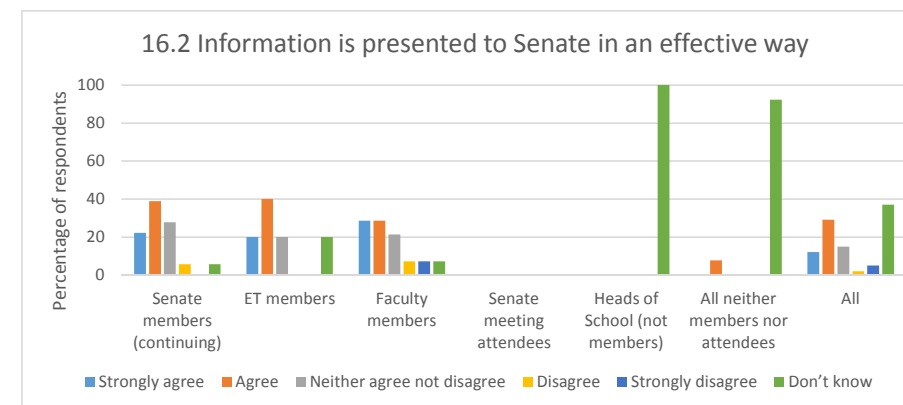


**Q16. Effective Senate Information and Communication**

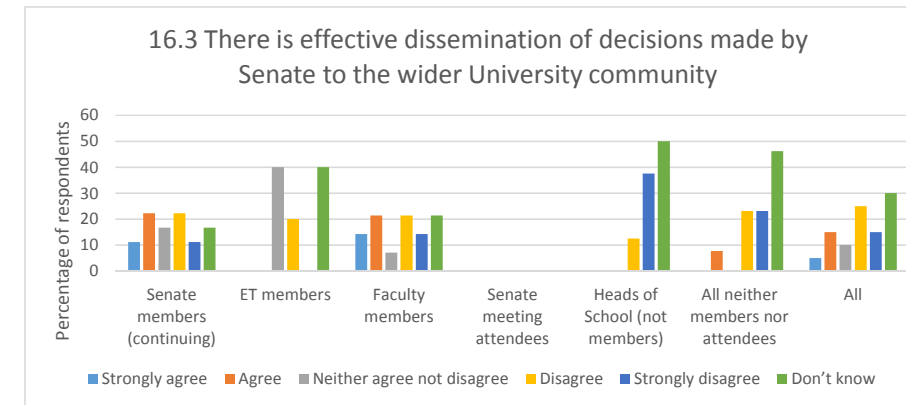
16.1 Senate receives timely and accurate information for all areas for which it is responsible and has confidence in the robustness of this data	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	23.5	41.2	11.8	11.8	5.9	5.9	17
ET members	20	60	0	0	0	20	5
Faculty members	28.6	35.7	7.1	14.3	7.1	7.1	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	0	0	0	100	8
All neither members nor attendees	0	7.7	0	0	0	92.3	13
All	13	35	8	5	3	38	40



16.2 Information is presented to Senate in an effective way	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	22.2	38.9	27.8	5.6	0	5.6	18
ET members	20	40	20	0	0	20	5
Faculty members	28.6	28.6	21.4	7.1	7.1	7.1	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	0	0	0	100	8
All neither members nor attendees	0	7.7	0	0	0	92.3	13
All	12	29	15	2	5	37	41

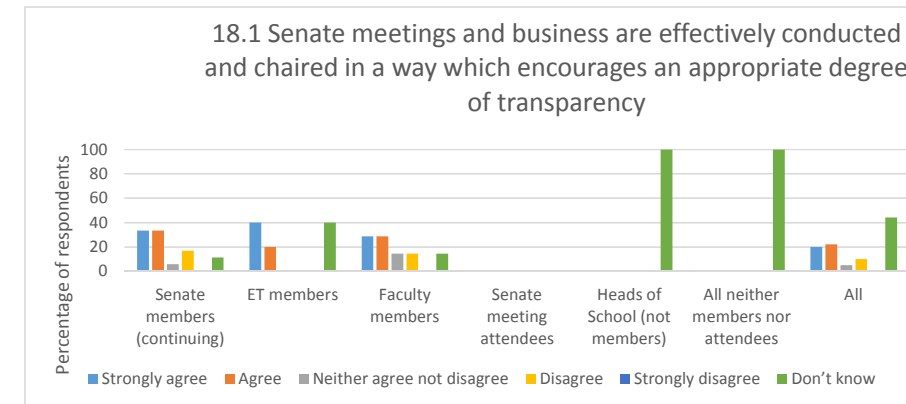


16.3 There is effective dissemination of decisions made by Senate to the wider University community	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	11.1	22.2	16.7	22.2	11.1	16.7	18
ET members	0	0	40	20	0	40	5
Faculty members	14.2	21.4	7.1	21.4	14.3	21.4	14
Senate meeting attendees	-	-	-	-	-	-	3
Heads of School (not members)	0	0	0	12.5	37.5	50	8
All neither members nor attendees	0	7.7	0	23.1	23.1	46.1	13
All	5	15	10	25	15	30	40



**Q18. Working relationships and meeting behaviour**

18.1 Senate meetings and business are effectively conducted and chaired in a way which encourages an appropriate degree of transparency	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	33.3	33.3	5.6	16.7	0	11.1	18
ET members	40	20	0	0	0	40	5
Faculty members	28.6	28.6	14.3	14.3	0	14.3	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	0	0	0	100	8
All neither members nor attendees	0	0	0	0	0	100	13
All	20	22	5	10	0	44	41



18.2 The need for constructive challenge by Senate members is understood and accepted by members and the Executive Team and is undertaken both appropriately and effectively	Strongly agree	Agree	Neither agree not disagree	Disagree	Strongly disagree	Don't know	Number of respondents
Senate members (continuing)	16.7	22.2	27.8	22.2	0	11.1	18
ET members	0	40	20	20	0	20	5
Faculty members	14.3	14.3	28.6	21.4	0	21.4	14
Senate meeting attendees	-	-	-	-	-	-	4
Heads of School (not members)	0	0	12.5	0	0	87.5	8
All neither members nor attendees	0	15.4	7.7	0	0	76.9	13
All	7	20	20	15	0	39	41

