



Senate

Paper Title	Vice-Principals' reports.
Outcome requested	Senate is asked to note the Vice-Principal's reports.
Points for Senate members to note and further information	N/A
Questions for Senate to consider	N/A
Regulatory/statutory reference points	N/A
Strategy and risk	N/A
Reporting/consideration route for the paper	N/A
Authors	Professor Steve Thornton, Vice-Principal (Health) Professor Matthew Hilton, Vice-Principal (Humanities & Social Sciences) Professor Wen Wang, Vice Principal (Science & Engineering) Professor Stephanie Marshall, Interim Vice-Principal (Education) Professor Colin Grant, Vice-Principal (International) Dr Philippa Lloyd, Vice-Principal (Policy and Strategic Partnerships) Professor Andrew Livingston (Research and Innovation) Sheila Gupta MBE (People, Culture and Inclusion)

SCHOOL OF MEDICINE AND DENTISTRY – REPORT TO SENATE February 2020

Undergraduate and postgraduate recruitment

Total applications for London-based undergraduate courses at SMD are currently up on 2018/19 figures, with increases in applications for the MBBS five year course and the BDS course. Currently there is a 17% increase in offers across the portfolio

Applications for London-based PGT courses across the SMD have also increased compared to last year, with a 17% rise in applications, a 7% rise in offers and a 14% rise in acceptances to date. We have seen a decrease in home/EU applications, but the overseas application numbers for PGT courses are especially strong, with a 25% increase compared to 2018/19.

MBBS Malta

The number of applications for the 5 year MBBS Malta course has increased markedly compared to 2018/19, with 174 applications to date (cf 65 at this point last year); amounting to a 168% increase. The completion and opening in November 2019 of the new medical school building has been a significant enabler in terms of marketing for the course.

We are continuing to develop a portfolio of other course offerings that could take place in the new medical school facilities.

Equality, Diversity, Inclusion and Athena SWAN

In February, we issued the first combined newsletter highlighting our activities in the equality diversity and inclusion areas (EDI) and Athena SWAN, introducing the key people leading on EDI and Athena SWAN across the faculty, and highlighting this month's focus on LGBT+ history month.

Centre of the Cell

The Times featured the new Neuron Pod in its list of the top ten buildings of 2019 (see news article at <https://www.qmul.ac.uk/blizard/about/news/items/neuron-pod-named-one-of-the-10-best-buildings-of-2019.html>)

The addition of the Neuron Pod to the Centre of the Cell has enabled outreach activity to grow substantially, with over 21,700 school visitors in the 2019 calendar year, plus almost 3,000 public visitors, bringing the total number of visitors since the Centre of the Cell opened to over 200,000.

Research Awards

The Faculty secured £10.9m in new awards during December 2019 and £12.8m in January 2020, which with the awards already made in February brings the total value of new research grants in the year to date to over £51m.

Major awards of note over £1m include:

Claude Chelala and Carol Dezateux – Barts Charity £5.6m

Silvia Marino and Trevor Graham – CRUK £1.5m
Gareth Ackland - NIHR advanced fellowship £1.1m
Katherine Myers Smith – NIHR £1.1m
Pierre Maillard – MRC £1.1m
Prof Nicholas Lemoine – CRUK £1.2m

VP Report to Senate – Faculty of Humanities and Social Sciences

February 2020

Leverhulme Major Research Fellowships

Two colleagues in the Faculty, Professor Tim Bale and Professor David Adger, have successfully been awarded Leverhulme Major Research Fellowships. Professor Bale 's project, "Party on the edge of a nervous breakdown: the Conservatives after Cameron", aims to look at the Conservative Party crisis following the 2016 EU referendum, exploring how and why the party is in such trouble, and whether or not it can avoid long-term decline or possibly even destruction. Professor Adger's project, "Simplifying and Restricting Syntax" adapts ideas about memory from theoretical computer science to both simplify and restrict the theory of generative syntax, and explore new ways of analysing phenomena that have been claimed to necessitate the more complex approach to recursion.

Faculty Leadership Roles

The Faculty is currently recruiting for the following leadership roles:

- Dean for Research (3 years) from January 2021
- Deputy Dean for Research (Impact) (3 years) from July 2020
- Deputy Director (Training and Cohort Development) [London Interdisciplinary Social Science ESRC Doctoral Training Partnership] (3 years) from September 2020.

In addition, Professor Jason Sturgess has been appointed as the next Head of the School of Economics and Finance, and will take up his new role in September 2020.

Senate:
Paper Code:



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Paper Title	Vice-Principal Science & Engineering - update
Outcome requested	Senate is asked to note the report
Points for Senate members to note and further information	This report provides an update on activities relating to key priorities between November 2019 – February 2020, detailing developments in Education, Research and Transnational programmes.
Questions for Senate to consider	N/A
Regulatory/statutory reference points	N/A
Strategy and risk	Relates to all aspects of QMUL strategy and all sections of the Risk Register.
Reporting/ consideration route for the paper	For Senate only
Authors	Elizabeth Powell, Executive Support Officer to the Vice-Principal Science & Engineering
Sponsor	Professor Wen Wang, Vice-Principal Science & Engineering

The Faculty is making good progress in developing its portfolio of taught programmes. Those programmes, which attract relatively modest student numbers, have been withdrawn and, new PGT programmes with stronger student markets are developed for launch in 2020 and 2021. Discussions are also progressing with new level 7 modules and programmes for Distance Learning through QM Online. We are pleased to see that applications for existing MSc programmes have doubled for the year to date, with strong interest from overseas students.

Recruitment to our three TNE programmes in China remains strong. There are a number of new developments, including a joint PGT in our NPU JEI which in steady state will see 195 MSc students. The opening of the market in Mexico is progressing steadily, with firm steps forward in terms of education, research, promotion and raising the University's profile.

The Faculty has been successful in being awarded a number of significant grants. This includes STFC grants totalling £3.1M to cover research programmes in the areas of heliospheric and planetary research, and astronomy until 2023. A NERC grant of £1.2M has been awarded for the prediction of large-scale ecological responses to environmental change.

We are pleased to report the establishment of a new research centre (i.e. Centre for Predictive in vitro Models, CPM) in the Faculty, in collaboration with colleagues in SMD. The Centre is a further development of our strong industrial link to the Emulate and has attracted £2.5M in grand funding from MRC, EPSRC, CRUK and Versus Arthritis.

In January, we hosted the S&E Faculty Celebration Night. This provided an opportunity to applaud our achievements throughout 2019. Colleagues in S&E are fully engaged in developing our Faculty Enabling Plan in support of Queen Mary 2030 Strategy, with ambitious growth in Research, Education and Global Engagement.



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Paper Title	Vice-Principal (Education) – Update
Outcome requested	Senate is asked to note the report
Points for Senate members to note and further information	This report provides an update on: <ul style="list-style-type: none">• The National Student Survey and efforts to encourage participation• The UK Engagement Survey and Postgraduate Taught Experience Survey• Policy developments concerning the TEF and institutional preparations for our next submission• Proposed reductions in OfS teaching grant funding for 2019/20 and 2020/21• Admissions to QM for 2019/20• Developments in institutional education leadership, and the role of the QM Academy• Recent events on the themes of education and the student experience
Questions for Senate to consider	N/A
Regulatory/statutory reference points	N/A
Strategy and risk	Relates to all aspects of QMUL strategy and all sections of the Risk Register.
Reporting/ consideration route for the paper	For Senate only
Authors	Robert Cashman, Executive Officer (Education)
Sponsor	Professor Stephanie Marshall, Vice-Principal (Education)

Vice-Principal (Education) Update – February 2020

National Student Survey 2020

1. The National Student Survey opened on 27 January 2020 with a joint email from the Vice-Principal (Education) and the QMSU Vice President (Education). As of 17 February, we have an institutional response rate of 38.7%. The survey will close on 30 April.
2. An 'NSS Sprint' took place between Monday 10 and Friday 14 February. This aimed to break the record for the number of survey completions within a single week. A £500 donation was pledged for the School with the highest participation rate at the end of the Sprint. The School with the highest response rate was Physics and Astronomy. The School is currently canvassing students via lectures to choose which charity will receive the donation. Additionally, all students who completed the survey by Monday 17 February will receive a £5 voucher for use in campus catering facilities.
3. The Sprint was launched with an email from the Vice-Principal (Education), and as part of the campaign posters have been put up on all campuses and student ambassadors are supporting real-time survey completion across all campuses at key times. There have been two events held in Library Square at which prizes have been available for students who complete the survey during one of these.
4. Alongside the Sprint, promotional activity has included a slide deck for use by teaching staff in lectures and seminars, template emails have been prepared for use by Schools, visual displays are being shown around campus, and there is discussion of communications approaches at Faculty Executive and School meetings. The NSS pages on the myQMUL website have also been updated (see: <http://my.qmul.ac.uk/your-voice/feedback/national-student-survey/>). Messaging has focussed on the actions taken throughout the year, as a result of numerous Going for Gold initiatives (e.g. use of mid-module evaluation; enhancement of SSLCs) and in response to issues highlighted by the NSS in previous years: extended opening hours, additional spaces and resources in the Library; and more mentoring and placement opportunities through the Careers Service.
5. Response rates to date are highest in Physics and Astronomy (53.2%), Dentistry (53.1%), Medicine (48.3%), SBCS (43.8%), Law (42.5%), History (42.2%), Geography (41.6%), and English and Drama (40.4%).
6. OfS announced in October 2019 that it plans to pilot an expanded survey for all undergraduates, which will be phased over the next two years. A consultation is expected on this and other related matters at some point during the spring. OfS also recently published an insight brief 'The National Student Survey: Consistency, controversy and change' (available at: <https://www.officeforstudents.org.uk/publications/the-national-student-survey-consistency-controversy-and-change/>). This raises that at a sector level there are differences in the experiences of underrepresented groups. It also highlights that the NSS does not capture the views of students who do not complete their courses. It is suggested that an all-years survey might allow for a better understanding of why students drop out as well as seeing the impact of improvements made in response to the survey.

UK Engagement Survey (UKES) and Postgraduate Taught Experience Survey (PTES) 2020

7. Queen Mary is participating in the UK Engagement Survey for the third consecutive year. This survey covers undergraduate students who are not taking part in the NSS, and opened on 3 February. As of 17 February, the response rate is at 3.6%. This is an increase on the same time

last year, when the response rate was 2.7%. Across the Faculties, the response rate is currently highest in HSS (4.4%) and lowest in SMD (1.7%). A number of Schools have started to use UKES to track trends in engagement in order to determine what works and what doesn't.

8. Some aspects of NSS promotion have also targeted students who are within the survey population for UKES. The two participation events in Library Square have also been aimed to encourage participation in UKES, with prizes available and a £0.50 donation to charity for each response by 17 February.
9. PTES 2020 will be launched on 16 March.

Teaching Excellence and Student Outcomes Framework

10. We were informed by the Office for Students in January that there will not be a TEF Year 5 exercise in 2020. QMUL holds a Silver rating until January 2021, and we are expecting this to remain in place until the next TEF exercise is conducted.
11. A new TEF framework will be developed over the course of 2020 which will take account of the Pearce review of the TEF, the government response and the latest subject-level TEF pilot. A consultation will take place once these documents have been published. This is currently expected for April 2020.
12. The second dry-run TEF exercise took place in November 2019. Professor Helen Higson (Provost at Aston University and Deputy Chair of the OfS TEF Panel) commented that there had been significant progress made with the narrative statements. There is still further work to be done to better understand the subject-level TEF metrics and act upon the issues they raise. The delay in the TEF timetable gives us an opportunity to do so, and initiatives within Going for Gold should support action here (particularly concerning retention, academic advising, assessment and feedback, and graduate outcomes).

Office for Students consultation on implementing teaching grant savings for 2019/20 and 2020/21

13. The Office for Students issued a consultation on 17 January regarding the implementation of savings to the teaching allocations to providers. This followed a guidance letter from the Secretary of State for Education to the Office for Students which set out a reduction of £58m in teaching grant funding available for allocation in the financial year 2020-21. This affects the funding available for allocation to providers in the academic years 2019-20 and 2020-21.
14. Alongside the £58m reduction in recurrent funding, there are areas (primarily relating to pre-registration medicine and to other healthcare subjects) which are to be prioritised further. Taking account of this results in a gross reduction of around £70m.
15. OfS propose that the savings in academic year 2019-20 should be met from as-yet unallocated funds and by deferring some activities into the 2020-21 academic year. It is proposed that as far as possible, grants which have already been announced should not be reduced.
16. For the 2020-21 academic year, it is proposed that reductions be implemented across all elements of the recurrent teaching grant at a rate of around 6%, with the exception of the specialist institution stream. OfS also propose to reduce funding for national facilities and regulatory initiatives, to maintain the current level of funding for the National Collaborative Outreach Programme (NCOP), and to make additional budget provision within a small number of high-cost and high-priority areas (primarily to reflect the growth in student numbers in medicine, nursing, midwifery and allied health).

17. A full consultation on the funding method will be conducted from April 2020, and will inform allocations for the academic year 2021-22. The OfS Board will agree in March 2020 any revisions to allocations for 2019-20 and the budget for 2020-21. Initial allocation of recurrent grants for 2020-21 will be notified to providers on 12 May 2020, and published on 13 May 2020.
18. The QMUL response, which was approved by SET, focussed on our ability to achieve our targets in our Access and Participation Plan if faced with a reduction in our recurrent teaching grant, particularly given the cost of operating in London, of delivering high-cost subjects, and in investing to measures to improve outcomes for each and every student.
19. Analysis prepared by Finance shows that the proposed changes would result in a potential reduction of £1.65m in teaching grant for 2020-21. This is based on the known allocation for the 2019-20 academic year, broken down by the component streams and the elements which are within the scope of the proposed reduction, and with the 6% reduction then applied. Those funding streams where Queen Mary's share is small in absolute cash terms see a correspondingly small reduction in forecast allocation. This applies to the student outcomes premiums relating to full-time and part-time study, the postgraduate taught supplement, and funding for Erasmus+ and overseas study programmes.
20. The proposed savings would however lead to a reduction of £1.1m in Queen Mary's high-cost subject funding and of £310k in the allocation for students attending courses in London. A full assessment of the potential reduction is included in Appendix 2.

Admissions: 2019/20

21. Analysis of the 2019 intake as at 1 December shows a total intake of 11,530 against a target of 10,813. QM saw an intake of 4268 Home undergraduates against a target of 4197. The Overseas undergraduate target was not met (918 against 954). PGT, PGR, Distance Learning and TNE all exceeded their targets.

Education Leadership

22. The Education Strategy Group held a half-day workshop on 30 January. This saw over 30 Directors of Education attend. The workshop was aimed at those who had prepared TEF subject narratives, with the aim of understanding the theory of change and its application to the education setting. The Vice-Principal (Education) updated the group on Queen Mary's theory of change, and there was a discussion of how this fits within the individual Schools' TEF narratives.
23. A further ESG away-day will be held on 27 April. Janet de Wilde, the incoming Director of the QM Academy, will be the guest speaker.
24. Professor Janet de Wilde has been appointed as Director of the Queen Mary Academy. She joins the University on 1 March 2020. She is currently Head of Professional Development at Imperial College. The QM Academy will put in place a comprehensive programme of development activities that will enable academic staff to deliver an inclusive educational offering where students flourish and reach their true potential. It will also offer development opportunities to staff engaged in the education of our students at all stages of their career, from teaching assistants through to the professoriate.
25. Robert Cashman joined Queen Mary at the beginning of February as Executive Officer (Education). Robert was formerly at Imperial College London.

Education Events

26. 'Future of Teaching, Learning, and Leadership in Higher Education' was a high-profile event held on 10 December 2019. 110 individuals registered to attend, which commenced with a presentation from the Vice-Principal (Education) followed by a panel discussion led by the Vice-Principal. She was joined on the panel by Ewart Woolridge, Camille Kandiko Howson, Malcolm J Todd and Annika Ramos. The event also saw the launch of 'Strategic Leadership of Change in Higher Education' and the fifth edition of 'A Handbook for Teaching and Learning in Higher Education', two volumes edited and published by the Vice-Principal (Education) in 2019. A full report is available at: <http://connected.qmul.ac.uk/news/items/queen-mary-hosts-conference-on-the-future-of-teaching-learning-and-leadership.html>.
27. The same evening also saw the presentation of the 2019/20 Education Excellence Awards and President and Principal's Prizes. These awards recognise individuals and teams who demonstrate excellence in teaching and learner support. A full list of the 20 award winners and photographs are available here: <http://connected.qmul.ac.uk/news/items/celebrating-our-teaching-and-learner-support-with-the-education-excellence-awards-and-president-and-principals-prizes.html>. This was followed by an excellent reception to celebrate the successes of our staff.
28. The annual Drapers' Lecture took place on 10 February 2020. Nick Hillman, QM alumnus and Fellow, and Director of the Higher Education Policy Institute (HEPI), gave this year's lecture on 'The Future of Higher Education and Implications for Students'. A transcript is available here: <https://www.hepi.ac.uk/2020/02/11/the-future-of-higher-education-and-the-implications-for-students/>. The lecture has had exceptionally strong coverage on social media (<https://twitter.com/nickhillman/status/1227269290362949632>, and you can watch the lecture, if you missed it, here: <http://connected.qmul.ac.uk/news/items/drapers-lecture-2020.html>
- 29.
30. Redwan Shahid, former QMSU VP Education, presented a workshop at the European Universities Association 2020 European Learning and Teaching Forum at Utrecht University on 13 February. This session covered defining graduate attributes, ensuring a coherent curriculum, enabling student and stakeholder involvement, fostering collaboration between teaching staff, and encouraging continuous reflection and facilitating change. Further details about the conference are available here: <https://eua.eu/events/93-2020-european-learning-teaching-forum.html>.
31. This year's Education Excellence Awards and President and Principal's Prizes ceremony has been booked for Tuesday 8 December 2020. Further details will be published in the spring.

Vice-Principal (International) Report to Senate

International Strategy, Policy and Partnerships

Coronavirus

1. As is the case for many UK universities, the Coronavirus outbreak in China and surrounding countries has had an impact on Queen Mary's international activities, including the temporary cessation of teaching via 'flying faculty' for Queen Mary's three Joint Programmes in China (with Beijing University of Posts and Telecommunications, Nanchang University, and Northwestern Polytechnical University). The implications for student recruitment activity are detailed in the 'recruitment update' which follows. At the level of the University, a Coronavirus Response Group is meeting on a daily basis to monitor the situation, take practical steps to reduce the likelihood of a case appearing on campus, and ensure that Queen Mary is operationally prepared for all scenarios.

Queen Mary meetings with new UK Ambassadors

2. Forthcoming meetings are scheduled with the UK Ambassadors (designate) to Rabat (Morocco), Amman (Jordan), and Budapest (Hungary), to brief them on the characteristics which make Queen Mary a unique institution and to understand how the Ambassadors' priorities (and those of their host countries) may relate to Queen Mary academic and policy expertise.

Queen Mary Task and Finish Groups on Overseas Student Recruitment and TNE

3. The Vice Principal (International) is currently leading Task and Finish Groups aimed at enhancing Queen Mary's strategy and performance in relation to Overseas Student Recruitment and Transnational Education (TNE) respectively. The two groups will arrive at a series of recommendations for improvements to existing approaches, policies and practice, to ensure that these critical areas of activity are optimally configured.

Deputy Minister of Education of Colombia

4. The Vice Principal (International) and the Director of International Relations in the School of Business and Management, Dr Fernando Barrio, hosted the Deputy Minister of Education of Colombia and accompanying senior officials from the Embassy of Colombia in the United Kingdom, for discussions on Colombia's education strategy and policy priorities, and to discuss relevant areas of Queen Mary expertise.

Camões Annual Lecture

5. On 28 January 2020, the Vice Principal (International) hosted His Excellency Manuel Lobo Antunes, Ambassador of Portugal to the UK, who delivered the 2020 annual Camões Lecture. The Camões Institute is a Portuguese international institution dedicated to the worldwide promotion of the Portuguese language, Portuguese culture, and international aid, on behalf of the Government of Portugal. The support of the Camões Institute has been vital in enabling the teaching of Lusophone language, history and culture at Queen Mary. The Ambassador of Portugal delivered his lecture on the topic: 'The Impact of Brexit on the Relations between the UK, Portugal and the Portuguese-speaking Countries'. The event was attended by over 150 guests.

Partnerships update

Brazil Accelerator Fund

6. Queen Mary University of London has joined with Latin America's premier think tank (Fundação Getúlio Vargas), the region's leading public health research institute (Fiocruz)

and the largest federal university in Brazil (Federal University of Minas Gerais) to create a £160,000 'Brazil Accelerator Fund'. The Fund will support research collaboration across the partners, each of which have committed £40,000. The Fund is one outcome of a November 2019 delegation to Brazil led by the Vice Principal (International), 12 Queen Mary staff, including five academics from the School of Medicine and Dentistry (SMD) and five academics from the Faculty of Humanities and Social Sciences. The Brazil Accelerator Fund received 19 high quality applications in response to a first call for applications, and will award funding to 10 collaborative projects.

Recruitment update (as at 20 February 2020)

7. The Global Engagement Office is focusing marketing and recruitment efforts on 55 countries (including EU). Fee paying associate student recruitment is performing well, with an overall application growth of 20% and a 35% increase in applications for Spring 2020.
8. The Coronavirus is expected to impact on recruitment for September 2020/21 entry if English language testing cannot be reinstated in mainland China by April 2020. There is likely to be particular impact on enrolments for pre-sessional English programmes and postgraduate courses in the School of Economics and Finance, where 83% of students for the 2019/20 postgraduate intake came from China. Mitigation measures are being actively explored, including the introduction of compulsory in-sessional English courses, an 11 week pre-sessional English programme, or an extension to the enrolment deadline for full degree courses.

Undergraduate overseas student recruitment

9. Applications are currently up by 8% on the same period in 2019 with offers and acceptances also increasing by 12% and 4% respectively. All three faculties have seen an increase in applications with the School of Business and Management (+17%), School of Economics and Finance (+18%) and School of Electronic Engineering and Computer Science (+23%) reporting significant growth in applications. The Malta MBBS programme continues to perform well with an application increase of 167%. Applications for foundation programmes are up by 13%, in what is typically a late market.

Postgraduate overseas student recruitment

10. Postgraduate taught applications are currently 55% up on the same period in 2018. Offers have increased by 35% and acceptances by 37%. All Schools have seen significant increases with particularly strong growth in the Faculty of Science and Engineering (+102%). Application growth is mainly being driven by China (+77%) and India (+137%) which has been boosted by the re-introduction of a UK post-study work route from 2021 onwards. Major recruitment markets such as Nigeria (+47%), Saudi Arabia (+18%) and Thailand (+14%) are also performing well.
11. Application data for comparable UK institutions (e.g. UCL, King's College London, Manchester, Birmingham and Warwick) taken from the end of December 2019 indicates that Queen Mary is receiving a higher number of applications than these universities, and the UK university sector average, in most major markets. Queen Mary's student recruitment performance is particularly strong in China and India, while performance in Saudi Arabia is significantly better than our competitors – many of which have experienced a decline in applications (relative to growth of 18% at Queen Mary).

EU student recruitment

12. Undergraduate applications from EU countries are up by 1%, but postgraduate taught applications from EU countries are significantly down, by 41% (158 applications). The Global Engagement Office will be visiting both Greece and Italy - two of the University's highest recruiting EU postgraduate markets, in March 2020. These visits will incorporate participation to the QS (Greece) and British Council (Italy) student recruitment fairs. Alongside these events, Queen Mary will organise applicant meetings to boost conversion.

Staffing

1. Queen Mary has recently made the following appointments:
 - a. Mark Coddington, Global Projects and Policy Manager
 - b. Andy Durban, Deputy Head of International Student Recruitment
 - c. Sonal Hathi, Global Alumni Engagement Manager
 - d. Siew Mang Yee, Regional Manager, Malaysia
 - e. Danlin Wang, International Campaigns and Conversion Senior Officer

The university is actively recruiting for a new Head of International Partnerships.

Recent international engagements

Resilient Futures India Initiative (RFII) Mumbai Summit

2. Following two previous international meetings of the RFII network in Delhi (February 2019) and London (July 2019), the third international meeting of the Initiative – the December 2019 'Mumbai Summit' – brought new, high-level supporters into the RFII fold and opened up opportunities for corporate and philanthropic endorsement. Through the Mumbai programme, Queen Mary staff had the opportunity to meet with influential individuals and organisations including officials of the Rotary Club of India, mental health campaigner and philanthropist Neerja Birla. An RFII reception, with over 100 invited guests, significantly raised the profile of RFII and Queen Mary in India.

UK-Israel Strategic Roundtable

The Vice Principal (International) led a discussion on academic mobility at a UK-Israel roundtable meeting hosted at the British Council's London offices, and co-convened by the Department for Business, Energy and Industrial Strategy and Universities UK International. Through this event, Queen Mary was able to establish contacts with the leadership of several of Israel's top universities, and so take forward a discussion around prospective research- and mobility-oriented partnerships. A successful application was subsequently submitted to the UK Department for Business for seed funding to support joint workshops between Queen Mary, Tel Aviv University, and the Hebrew University of Jerusalem.

Tianjin University

13. In January 2020, Queen Mary hosted senior staff from Tianjin University (ranked 500-600 in the world, THE), a 211 and 985 Project University, double first class University, to discuss prospective TNE partnerships, particularly in Science and Engineering subjects.

Queen Mary delegation to Pakistan, 17-20 February 2020

14. The Vice Principal (International) led a delegation to Pakistan comprised of the Director of Global Engagement, Professor of Oral Biology, Senior Lecturer – School of Electronic Engineering and Computer Science, and the university’s in-country Regional Manager and Business Development Manager. The aim of the mission was to enhance the university’s already strong profile, brand and reputation in Pakistan (Queen Mary is the number one for student recruitment in the Russell Group in Pakistan), through engagement with senior public and university officials, and with influential alumni. The programme in Pakistan included alumni engagement and offer holder events, and a meeting with Pakistan’s Higher Education Commission – with which Queen Mary has a PhD scholarship funding agreement. Prior to the visit, Queen Mary was hosted at the High Commission of Pakistan in London for a pre-departure briefing, hosted by the High Commissioner and Deputy High Commissioner of Pakistan to the United Kingdom and accompanying officials.

Forthcoming international engagements

15. In May 2020, the Vice Principal (International) will lead a delegation of senior Queen Mary academics to Israel for meetings and academic workshops with Tel Aviv University, Hebrew University of Jerusalem, and Haifa University.
16. In June 2020, the Vice Principal (International) and Deans for International will lead a delegation to partners in the USA and Canada to support partnerships with leading universities, investigate prospective transnational education opportunities, build reputation, and support the development of the QM Global Policy Institute.
17. Also during 2020 (date tbc), a delegation to be led by Deans for International will visit priority countries in East and West Africa.

Senate update: VP, Policy and Strategic Partnerships – 25 Nov- 21 February

I was on a visit from 25 November to 29 November to Mexico where I represented Queen Mary at closing ceremonies hosted by the [Autonomous University of Chihuahua](#) and the [National Polytechnic Institute](#) of Mexico City to mark the end of intensive pre-session English courses and celebrate nine months of successful engagement which has further strengthened Queen Mary's partnerships in Mexico. While I was there, I also visited the [Tijuana Institute of Technology](#), where, with Professor Teresa Alonso Rasgado, I gave talks to students and academics, negotiated a potential matched-funding research project sandpit for 2020 and met with female academics, students and senior staff from the Institute. These meetings took place ahead of Queen Mary's [Empowering women in STEM](#) event that will take place in Mexico in 2020.

On 13 December, Queen Mary submitted with my sponsorship a bid for nearly £1.7m to the UKRI/OfS Funding Competition for projects on student exchange in knowledge exchange. The bid is for the **Student Knowledge Exchange Through Community Hubs (SKETCH)** project. The aim, if successful, is for SKETCH to become a ground breaking student-led, pro bono and social impact-driven Knowledge Exchange (KE) Enterprise. This programme is aimed at enabling 2000 of our student cohort to enhance their learning; and the interactive learning experience will equip them with the skills, experience and confidence to move from student life to a productive and fulfilling working life.

With my encouragement and sponsorship, we staged at the Great Hall in the People's Palace Theatre, on 27 January, International Holocaust Remembrance Day, in partnership with Georgetown University and Human Rights Watch, the UK premiere of the one man play "Remember This: The Lessons of Jan Karski", starring Hollywood character actor David Strathairn. He put on an acting masterclass for students, and also took part in the post-play panel discussion and Q and A. The panel was chaired by Razia Iqbal of the BBC, with our own Professor Penny Green, Head of the School of Law and expert on genocide and state crime, appearing alongside the actor, the play director as well as Meenakshi Ganguly from Human Rights Watch.

The Centre for Public Engagement has begun the process to reapply for the **Public Engagement Watermark**, after holding the gold level award for three years. The application process involves a detailed application form, an institution-wide survey and a number of site visits. We expect to know the award level in September and are hoping to receive the Platinum Award, representing sustained excellence, which is only available after a Gold Watermark has been held for three years.

<https://www.publicengagement.ac.uk/nccpe-projects-and-services/engage-watermark/about-engage-watermark>

The **Director of the Centre for Public Engagement**, Kimberley Freeman, has been awarded a Wellcome Trust Engagement Fellowship for two years to explore the challenges facing universities and the public engagement sector. We recruited Emily Burns in December as a two year secondment cover to the post of Director, and she will join the team from Diabetes UK where she is currently the Research Communications Manager. Emily will start at the end of March.

I am working with Sharon Ellis and others on what we need to do as an institution to scale up what we do on executive education and CPD, in particular non-credit-bearing. There is a lot of market demand for short course study, summer school provision and consultancy for example, which is a big opportunity for us, competing with other universities, to raise our profile and generate income. We need however to do work to help us have more agile and responsive processes and systems in place, be more commercially minded where

appropriate, and have a more consistent approach to incentives, finance processes, commercial input and controls, oversight/QA etc.

We are now at a critical stage in our negotiations with DfE, the GLA and the developer for the **Institute of Technology**, with the pressure on to complete negotiations in the next month or so, if we can, subject to satisfactory due diligence. We are working on how to resolve concerns over the proposed development of the site and the commercial terms.

Part 1 approval has been given to a new postgraduate level **Degree Apprenticeship** in Clinical Education with Bart's London NHS Trust. We expect this programme to go live in September with an open cohort so that other NHS Trusts can join (the programme is being procured through the Health Education England framework, which should give us significant interest from a wide range of students). We have also begun a broader discussion with the Trust on training and an agreement to build apprenticeships into the Life Sciences initiative.

The second round of recruitment has opened on our Undergraduate **Degree Apprenticeships** with renewed partnerships with the likes of Goldman Sachs, Bloomberg, Mind and KPMG. New partners on our Social Change Degree Apprenticeship delivered in SBM, include Crisis, Guide Dogs for the Blind, Unicef and Macmillan. We added a third cohort to our masters level postgraduate degree apprenticeship in Data Analytics following strong demand from industry.

With thanks to Sharon Ellis, we have developed links with the Valuation Office Agency (an executive agency of the Government), who are interested in working with us and our students on Master's projects. We are looking to do the same with BEIS, and I am working on developing our links with Sky and Lloyds Bank, who are interested in working with us in the first instance on opportunities for students.

The **EDI Steering Group** met on 9 December to discuss progress on Athena Swan, implementation plan for EDI training, a proposal for positive action in recruitment, EDI institutional KPIs to go to SET, race and culture issues raised by the Trade unions, and the EDI calendar of events, as well as updates from various working groups and from faculties.

The **REF Equality and Diversity Group** has met four times since the last Senate report to consider declarations made by staff of individual circumstances that impeded their ability to research productively during the REF census period.

The **Honorary Degrees and Fellowships working group** met on 20 January to consider feedback from the Honorary Degrees and Fellowships Committee on the nominations and updates on invitations to honorands, lessons learned from the winter graduation ceremonies, and developing thinking on how we might work with them post-award.

The Industry Forum met on 24 January to share information and intelligence on our contacts and leads with industry across the institution, and we have set up a specific session on fintech and how we might increase our engagement and opportunities with this area of the economy.

I chaired two further meetings of the Partnerships Board – see separate report to Senate. I also now chair the Charterhouse Square Projects Board, which meets monthly. This board oversees a collection of separate but interdependent estates projects on that campus.

Senate Research Update: March 2020

Vice-Principal Research and Innovation

I arrived as Vice Principal Research and Innovation on 1 November 2019, and have spent much of the initial period here meeting people and working to understand how research and innovation at QMU work. This is still work in progress! The research I have come across so far is very high standard; intriguing, diverse and creative, and it is an honour for me to hold this post. My initial thoughts about our research direction are to focus on seven principles:

1. Research First, Money Second – research funds are an input to the research process, and we need to celebrate and discuss the research itself ahead of the funding we obtained to enable it;
2. Develop and Enable Research Leaders – make sure that we enable our research leaders, both established and early stage, to access the resources and development they need for maintaining and growing their activities;
3. Bottom-Up not Outside-In – let's work with the people and facilities we have and make what is already good, excellent, and what is excellent, world-leading.
4. Support Success – let's seek to leverage and spread the success we already have across the whole university;
5. "We Will" not "They Should" – lets encourage tenacity, self-reliance and responsibility in research endeavours;
6. Evidence over Assertion – seek evidence rather than allow assertion to dominate decisions;
7. Ambitious but Humble – lets be ambitious, in a humble way.

I hope to engage with many of you and your research teams and colleagues in these next months and years.

My Research

I will move my own research activity here as soon as laboratories are available (summer/autumn 2020). I intend to remain research active, and to rely on all the research services and systems at QMUL. By directly experiencing what it is like to do research at QMUL, I hope that I will be well placed to understand the experiences of colleagues. I have already started to present my research as a faculty member at QMUL at conferences and on papers, and I will work alongside all of you in spreading the good news about research and innovation here at QMUL.

Research Excellence Framework

Adrian Smith will make a detailed report.

Knowledge Excellence Framework

All HEI in England will be assessed by the first iteration of the Knowledge Exchange Framework, which in turn has been informed by a consultation we contributed to in 2019. There are KEF 7 metrics, all of which rely on external data sources and so which will be collected by Research England. These are:

Perspective	Metrics chosen for first iteration of the KEF
Research Partnerships	Contribution to collaborative research (cash) as proportion of public funding
	Co-authorship with non-academic partners as a proportion of total outputs (data provider TBD)
Working with business	Innovate UK income (KTP and grant) as proportion of research income
	HE-BCI Contract research income with non-SME business normalised for institution size by HEI Income
	HE-BCI Contract research income with SME business normalised for institution size by HEI Income
	HE-BCI Consultancy and facilities & equipment income with non-SME business normalised for institution size by HEI Income
	HE-BCI Consultancy and facilities & equipment income with SME business normalised for institution size by HEI Income
Working with the public and third sector	HE-BCI Contract research income with the public and third sector normalised for institution size by HEI Income
	HE-BCI Consultancy and facilities & equipment income with the public and third sector normalised for institution size by HEI Income
Skills, enterprise and entrepreneurship	HE-BCI CPD/CE income normalised for institution size by HEI Income
	HE-BCI CPD/CE learner days delivered normalised for institution size by HEI Income
	HE-BCI Graduate start-ups rate by student FTE
Local growth and regeneration	Regeneration and development income from all sources normalised for institution size by Income
	Additional narrative/contextual information
	Estimated current turnover of all active firms per active spin-out

IP and Commercialisation	Average external investment per formal spin-out
	Licensing and other IP income as proportion of research income
Public and community engagement	Provisional score based on self-assessment developed with NCCPE. Optional submission to Research England as part of narrative template to be provided in February 2020.
	Additional narrative/contextual information

Table 1: Summary of the perspectives and metrics that will be used in the first iteration of the KEF. Metrics that have been modified since the consultation are highlighted by a blue background.

There are three narratives, for which templates will be published before the end of February 2020. These comprise a single page on Institutional Context; a narrative of up to 4 pages on Public and Community Engagement; and a narrative of up to 4 pages on Local Growth and Regeneration.

I am working with Sharon Ellis, Philipa Lloyd , and David Lee on these topics. The narrative component must be submitted before 17:00 on Friday 15th May 2020.

University Research Institutes

I have been working with others on what shape these will take and on how we decide on the areas which they will inhabit. We have started the process of selecting candidates for the Director of the first of these, the Digital Environment Research Institute. It is my ambition that the URI concept should build on active research centres/activities at QMUL and unite them to provide higher profile and impact around several clusters of activity. This process will be driven by a bottom-up development of ideas from the research community at QMUL.

Senate Paper from Vice-Principal (People, Culture and Inclusion) - March 2020

Context and Background

I joined Queen Mary on 20th January 2020. The aim of my role is to provide strategic leadership of the People, Culture and Inclusion agenda to realise the Queen Mary's vision, as articulated in our Strategy 2030, to become the most inclusive research-intensive university in the world. The role of Vice-Principal (People, Culture and Inclusion) is unique in the sector and has a remit for staff, students and alumni. My priority is to shape and deliver a People, Culture and Inclusion Enabling Plan. In doing so, I will work with colleagues on the Senior Executive Team (SET), the Student Union Sabbatical Officers, Trade Union colleagues, and faculty and professional services staff from across the university.

To realise our vision, my key goals are to embed inclusion into everything that we do; lead and shape the Equality, Diversity and Inclusion (EDI) agenda as chair of relevant senior level committees; design a values-based approach to our current leadership development provision; identify innovative ways to embed our institutional values into our strategic decision-making processes as well as our recruitment, appraisal, promotion and reward policies; significantly enhance staff and student engagement; ensure strong synergies with the student EDI agenda and introduce joint strategies where appropriate, for example, in relation to wellbeing and mental health; enhance the relevance and impact of our staff and student support services; promote a bold training, development and events programme; and build strong relationships with influential external networks to ensure that Queen Mary (QM) is an exemplar institution when benchmarked against the best. This will be a long and challenging journey and I set out below some of my early thoughts on how to progress this work in a meaningful and engaging way, working with colleagues across our community.

In my first couple of months my focus will be on listening, learning and reflecting. In order to realise the strategic ambitions of Strategy 2030, I want to truly understand the culture; learn about the aspirations of all our staff and students; explore their experiences of what it is like to work and learn here; and ascertain the challenges and opportunities that lie ahead for us all.

Informing the Enabling Plan - initial impressions and ideas

Through my initial discussions with members of the Queen Mary community, I have come to learn some interesting and important features about the University. At this early stage, I am still formulating my thinking and will wish to engage fully with colleagues across the University in deciding upon the priority of initiatives that will be taken forward and in what form. However, it is useful to share some of the early discourse and associated ideas that are emerging from my initial meetings. Equally, some exciting work is already well underway, both at institutional level and locally, and my plan will be to incorporate this work into the Enabling Plan, underpinning the 2030 Strategy, where appropriate.

Inclusive language

A recurrent theme has been in relation to language and how the use of the term Black and Minority Ethnic (BAME), does not resonate with members of our staff and student communities. Interestingly, both UK and international colleagues feel no connection with this terminology and often do not self-identify as BAME. Given the importance of language to achieving a sense of inclusivity, this will be an important conversation to have to identify language that is seen as more closely reflecting our sense of individual identity. We can explore whether other terms have more resonance, such as, 'people of colour'. This discourse will form part of a larger conversation.

Separately, if we are able to introduce more inclusive language for use within QM, we also need to consider how we continue to use these terms for the purposes of reporting data to regulatory bodies, such as the

Higher Education Statistics Agency; and where we are required to record and report on data under the Equality Act 2010.

Embedding our values in all that we do

I would like to identify an engaging way of giving life to the University's values so that we all exemplify them in the way that we work and interact with each other. I will be bringing forward ideas for consultation with the University community to help to embed our values effectively in our policies, procedures and practices. One idea that seems to have particular resonance across different parts of the University is that of embedding the concept of citizenship in our recruitment, induction, appraisal, promotion and reward processes. Many organisations, including public bodies, have posters that promote their values, which can be an effective way of encouraging all members of our community to display them, or hold others to account when these are not upheld.

Leadership development

Closely linked to the discourse on values, is the view that the University could enhance its approach to leadership and management development. At present, there is a programme for Heads of School/Institutes, which has been well received, however the suggestion to introduce a leadership development framework, aligned to our institutional values, that supported our ambitions to ensure we have a strong culture of collective and distributed leadership, has been well received with colleagues with whom I have discussed this idea. Such a framework would facilitate fair and equitable criterion-based succession planning and could contribute to our ambitions to improve diversity across our different levels of leadership. Many universities have implemented such frameworks and the opportunity to develop one that represents Queen Mary's values would be a significant step in implementing an inclusive model of leadership.

Student Experience Survey

In response to the recent Student Experience Survey of BAME students and subsequent report containing recommendations to the Education Quality and Standards Board (EQSB), I will work in close collaboration with Professor Stephanie Marshall and Annika Ramos to take forward actions to enhance the educational experience of BAME students at Queen Mary; investigate the factors that affect the BAME attainment gap; and tailor our support services to better meet the needs of our BAME students. There are several areas of synergy with issues raised in the Staff Survey, as set out below, and I propose to explore with our Student Sabbatical Officers, if they would like to participate in any of the initiatives below, which may have equal resonance for students at Queen Mary.

Staff Survey (initiatives to include students where appropriate)

Harassment and bullying: The high incidence of harassment and bullying reported in the Staff Survey indicates the importance of more extensive training. I recently trialled Active Bystander training with colleagues from SET, including the Principal, some Heads of School and senior PS Managers. Calling out bad behaviour is a shared responsibility for us all and using well tested techniques, as covered in this training, can help to empower us all to challenge unacceptable behaviour whenever we see it.

Race equality: Similarly, creating an inclusive community involves having confidence to promote race equality, as well as conducting difficult conversations at times when people's comments or behaviours are not consistent with our values. I have tested training with a small group of colleagues from across the university with a remit for EDI, on 'Talking Confidently About Race'. This is another programme that will be tailored and rolled out across the university.

Wellbeing and mental health: The Staff Survey outcomes, and my own discussions with staff and students, highlight the importance of providing effective support to those experiencing stress or pressure. There has been significant interest expressed by staff and the Student Union in introducing an integrated strategy, such

as the UUK #Stepchange framework, for dealing with student and staff well-being and mental health. I plan to conduct further consultation to establish if there is support for such an approach, and will work to implement this, or a similar model, in close collaboration with relevant teams and the Student Union.

Staff Networks: Staff from underrepresented communities, particularly BAME groups and staff with disabilities, do not feel that they have an effective voice and do not feel part of an inclusive community. We have received a proposal from QMOut in relation to the current LGBTQ+ Network and it seems opportune to explore whether other communities who are underrepresented would also welcome their own network. Dedicated staff networks can provide a valuable and valued channel through which staff express their views, aspirations and needs.

Engaging with our alumni

Queen Mary has many distinguished, successful and inspiring alumni and yet we do not engage as effectively as we might with such a valuable community who can contribute to enriching our culture and helping us realise our aspirations to be truly inclusive. Professor Colin Grant has proposed a number of alumni with whom I can engage to explore future areas for collaboration.

External Activities

Philippa Lloyd and I are exploring the development of a vibrant public events programme, which can serve to raise awareness both within the university and beyond, perhaps helping to foster links with the local community on issues of common interest, thereby building trust and closer relationships on issues of equality, diversity and inclusion.

I am also keen to position Queen Mary as a key player in external networks and sector organisations. I am therefore exploring links with the Russell Group and other key contacts; the EDI Academic Network; and Advance-HE.

Committees

As Vice-Principal for People, Culture and Inclusion, I will be chairing the Equality, Diversity and Inclusion Steering Group, the Gender Equality Self-Assessment Team and the Joint Consultative Forum. At the time of writing, only the last of these groups has met. The meeting was very constructive and it was agreed that I would continue the very positive model of meeting informally with trade union colleagues to understand their concerns and progress issues.

Chair of Coronavirus (Covid-19) Management Group

In my capacity as a member of SET, I am also the Chair of the Coronavirus Management Group, which has been established to manage the institution's preparations for dealing with an outbreak of the illness should this occur at the University. I have been very pleased at the speed and professionalism with which colleagues from across Queen Mary have joined together to ensure that the University is as prepared as it can be for such an event. A particular benefit has been an opportunity for me to meet staff that I would not normally have had the chance to meet and work with, and learn about their roles and how different parts of the University operate.