

## People, Culture and Engagement Committee

TIME /DATE / VENUE	1400, Tuesday 22 February 2022 in Room 0.32, Unit 1, St Andrew's Court
PRESENT	Claudia Iton (Chair) Professor Graham Galbraith David Wilding Christopher Williams (videoconference)
IN ATTENDANCE	Bernie Topham, Chief Operating Officer and Deputy Vice-Chancellor Professor Paul Hayes, Senior Deputy Vice-Chancellor Professor David Sanders, Academic Staff Governor Dr Mike Rayner, Staff Representative Chris Chang, Deputy Vice-Chancellor (Global Engagement and Education Partnerships) (Minute 16) Bobby Mehta, Director of UoP Global (Minute 14) Carol Carter, HR Business Partner (Minute 17) Tamara York, HR Business Partner (Minute 17) Zoe Irvine, Organisational Development Manager (Minute 17) Dr Andy Dixon, Deputy Director (Environment and Strategy) (Minute 18)
SECRETARIAT	Adrian Parry, Executive Director of Corporate Governance Jacqui Bryden, Senior Governance Officer

To facilitate the attendance of staff for specific items, some items were taken out of the order designated in the agenda.

### 11 Welcome, Quoracy, Conflict of Interest and Apologies

- 11.1 The Chair welcomed members to the meeting.
- 11.2 Apologies were received from Jennifer Crighton, Chair of the Board; Helen Dunn, Interim Director of HR; and Becky Miles, Professional Services Staff Governor.
- 11.3 The Executive Director of Corporate Governance confirmed that the meeting was quorate and could proceed to business.
- 11.4 There were no conflicts of interest declared.

### 12 Minutes of the Previous Meeting

- 12.1 The minutes of the meeting held on 7 December 2021 were confirmed as an accurate record.

### 13 Matters Actioned and Matters Arising

13.1 Action was reported within the agenda papers on five items: one was for note, two would be received at a future meeting and two would be received later in the agenda.

13.2 There was one matter arising:

- Fiona Hnatow would commence employment in the post of Chief People Officer on 4 April 2022.

### 14 People, Culture and Engagement: UoP Global

Bobby Mehta, Director of UoP Global provided a presentation about how the skills and knowledge of staff working within UoP Global contributed to the delivery of the University Strategy. The key points raised in the presentation were:

- i. The focus of UoP Global aligned strongly to the University's four strategic imperatives.
- ii. The University had increased its overseas offices to ten. Their establishment contributed to the University's strategic priority to extend its global reach and to boost international recruitment.
- iii. The University's international social media presence had grown in recent years. The University had been ranked in a top 10 profile position in the UK for the last three years. Location-based channels such as WeChat and Weibo as well as international platforms such as TikTok were used extensively.
- iv. International applications for study at the University in 2021/2022 had exceeded the number of applications from Home students. Continued growth was predicted.
- v. Applications from Bangladesh had grown from 10 to 600 students in the last 3.5 years. This had been achieved by liaising with the City Council and the Bangladeshi community within Portsmouth to create sustainable relationships in that country. This also supported the University's civic engagement agenda.
- vi. There had been an increase in applicants from India and other areas in south-east Asia. UoP Global carried out visa compliance interviews to identify any fraudulent applications and to ensure adherence to immigration legislation.
- vii. Global Week would be held in March 2022. Other cultural events and celebration days were held to welcome and support students from other countries.
- viii. Applications from Europe domiciled students remained a viable post-Brexit market for University.
- ix. The University had 117 global partnerships in 32 countries and regions. It had also developed a dual degree with Edith Cowan University in Australia.

14.1 In discussion the following points were noted:

- i. Within UoP Global, there were four staff with responsibility for international marketing and two staff responsible for social media content. Their role was to use social media to build engagement with prospective international students.
- ii. UoP Global had exchanged good practice in the use of social media with other University departments.
- iii. Recruiting globally was challenging and required unique skills and innovative practice. It was also subject to rapid change.
- iv. Investment in the international marketing team had enabled the University to maintain its competitive advantage over competitors
- v. The University's international offices provided face to face support for prospective students.
- vi. The recruitment data indicated that all faculties had significantly exceeded their recruitment targets. However, faculties would be set more challenging targets in the future
- vii. It would be important to monitor referrals for 2022/2023 at an earlier stage because the academic year would start a month earlier than in 2021/2022. The student intake had increased by 25% in September 2021 because international students tended to apply at a very late stage. Students had been able to start courses online in 2021 whilst their visas were being processed. However, they would need to be physically present on campus for 2022/2023.
- viii. There was evidence that some applicants had been lost due to long processing times and the University's goal was to respond to all applications within 48 hours.

14.2 The Committee noted the presentation and expressed its thanks to the staff of UoP Global for their positive contribution.

## **15 People, Culture and Engagement: Engaging every student in a life-changing experience**

Professor Paul Hayes, Senior Deputy Vice-Chancellor provided a presentation about how engagement was key to ensuring that every student had a life changing experience at the University. The key points raised in the presentation were:

- i. Students underwent a personal transformational change over their period of study. Since fees had been introduced, student expectations had also changed to focus on both degree and career outcomes.
- ii. This change in focus was reflected in the revised B3 conditions of registration to be introduced by the Office for Students (OfS). The new thresholds would apply across the higher education sector.

- iii. Fifteen months after graduation, graduates were asked by the Higher Education Statistics Agency (HESA) to complete a Graduate Outcomes survey. There was evidence that some responses had originally been recorded incorrectly, specifically in the classification of occupation or further study. The University checked all responses and challenged all erroneous classifications.
- iv. The graduate outcomes for 2020 had shown that the number of graduates progressing to either professional occupations or further study had increased by 4.7% to 68.9% compared to 2019.
- v. Employability was key to a successful graduate outcome and students would be provided with support into employment. The University's Graduate Hallmarks had been redrafted to provide an explanation of what they meant in practice and to emphasise their role in building confidence and professionalism.
- vi. The Hallmarks would be embedded into the curriculum and more opportunities would be provided for students to develop and gain the Hallmarks. These opportunities would include, for example, volunteering, problem solving and research. The Careers and Employability Service would provide further non-mandatory placements.
- vii. Student engagement throughout the period of study and beyond graduation would be key to successful graduate outcomes.

15.1 The following points were made in discussion:

- i. The Graduate Hallmarks would be integral to the experience of all students. There was often a strong correlation between the Hallmarks and the competencies required by professional bodies.
- ii. It was important that programmes of study delivered life- changing experiences for students. and support would be tailored to individual student needs where necessary.
- iii. The University's Careers and Employability Service provided substantial support to students and graduates.

15.2 The Committee noted the presentation.

## 16 Equality, Diversity and Inclusion Agenda Update

Professor Chris Chang, Deputy Vice-Chancellor (Global Engagement and Student Life) provided an update about recent equality, diversity and inclusivity activities. Key points noted were:

- 16.1 The micro-aggressions training that the Board had received in January 2022 had received very positive feedback and would be delivered for senior leaders and faculties and departments.
- 16.2 The staff Inclusive Culture Survey had closed on 18 February 2022, with a response rate of 52%. The analysis would identify key issues and determine the priorities to be addressed.

- 16.3 There were a number of linked events that would be hosted and facilitated by the University. This included events to celebrate LGBTQ+ week, Black History month and women in history events.
- 16.4 The governance structure for EDI had been established and various staff support groups and fora had restarted face-to-face activities following the end of pandemic restrictions.
- 16.5 The EDI Framework would be launched later in the year, planned in conjunction with Pride and Black History Month.
- 16.6 The Committee noted the update and report and expressed its thanks to the team.

## **17 People Delivery Plan**

Carol Carter and Tamara York, HR Business Partners and Zoe Irvine, Organisational Development Manager provided an update on the progress of the People Delivery Plan. Key points noted were:

### **17.1 Policies**

- i. A policy review schedule had been established. This provided a prioritised timeline for the review of policies, guidance documents, agreements and academic handbooks.
- ii. The University's Employment Solicitor had delivered familiarisation training to staff on the updated policies. This had commenced in December 2021 and further training would be scheduled.
- iii. In addition, drop-in sessions to discuss issues and receive one to one training would be scheduled as well as the provision of online toolkits and coaching with the Employment Practice team.
- iv. Initial feedback on the policies had been positive as they were deemed to be more user-friendly and accessible than the previous versions. The introduction of separate policies to manage probation and to manage the end of fixed term contracts had been particularly well received.
- v. Resource would be sought to manage the scheduled reviews.

### **17.2 Learning and Development**

Committee received a presentation on the Inclusive Leadership Programme:

- i. The programme consisted of taught elements, which were supported by "on the job" learning using learning sets called leadership exploration groups.
- ii. One of the aims of the programme was to embed learning within everyday work, which could then be supported via Performance and Development Reviews (PDR).
- iii. The programme addressed skills and behaviour and provided tools to support the delivery of the four strategic imperatives. There were also linkages to Athena Swan, the EDI Framework and the Staff Inclusive Culture Survey. Inclusivity was a key theme of the programme.

- iv. Learning events would be tailored to the role and the needs of the learner.
- v. The first cohort of senior leaders had commenced in the week beginning 28 February 2022 and had combined both face to face and online learning. The first cohort of leaders and managers would commence in May 2022 and the first cohort of aspiring leaders would start in June 2022.
- vi. The following was noted in discussion:
  - a. The Learning and Development team had met with faculty and professional services teams to discuss the programme and to identify how it could support their work.
  - b. The programme had been developed with the support of Advance HE who had praised its holistic approach to addressing the needs of the whole University.
  - c. The Leadership Attributes should be reviewed to ensure that they remain fit for practice and supported the delivery of the University Strategy.
  - d. The last biennial staff survey indicated that 49% of staff felt that the University lacked career development opportunities. It was therefore important that the programme was available to all staff.
  - e. The modules were provided in short, interactive blocks and provided participants with specific skill sets at each stage of learning.
  - f. Success and evaluation would be measured in a methodical way, using an established four stage model in which the fourth stage sought to measure changes in participants' behaviour.
  - g. The first cohort comprised those who had contributed to the development of the programme and had been by invitation only. Places on the second cohort had been available via the employee self-service portal and this was already fully booked.
  - h. The programme had commenced online because it had been unclear whether face-to-face contact would have been possible at that time. However, the course would normally run on a face-to-face basis. Research indicated that face to face learning provided an enhanced learning experience.
- vii. Committee expressed its thanks to the team and looked forward to further updates on the roll-out of the programme.

### 17.3 Structures and Roles

- i. It was acknowledged that further progress was required to address the gender pay gap.
- ii. The analysis of gender pay gap data would progress through the development of an online dashboard as part of the HR and Finance (HRF) Transformation Projects and would link to work being undertaken as part of the EDI Framework.
- iii. It was important to obtain qualitative data about the reasons for the differences in pay based on gender. The new Chief People Officer would work with the team

to consider appropriate actions to be taken, encompassing the whole employee life-cycle. It was envisaged that a new pay and reward framework would be developed.

- iv. The advantages of hybrid working would be quantified. Research indicated that hybrid working patterns facilitated a wider geographical spread of job applicants and also offered a more attractive employment proposition to candidates.

#### 17.4 Service Transformation

A new Head of HR Service Transformation had been appointed for an 18-month fixed term period to help to ensure that the service transformation agenda was resourced and managed.

#### 17.5 Wellbeing

It was anticipated that the next staff survey would be launched in November 2022 and that wellbeing would be its key theme.

#### 17.6 Culture and Engagement

- i. The results of the staff Inclusive Culture Survey would be published in April 2022.
- ii. In discussion, it was noted that the results of the Staff Survey held in June 2021 had been published on the University's intranet.

#### 17.7 Realise the Potential of Our Staff

The People Delivery Plan had seven key themes which would be reviewed and directed by the incoming Chief People Officer.

17.8 Committee thanked the HR Business Partners and the Organisational Development Manager for attending and presenting to the meeting.

17.9 Committee noted the updates.

## **18 Concordat to Support the Career Development of Researchers**

Dr Andy Dixon, Deputy Director (Environment and Strategy) of Research and Innovation Services provided an overview of the Researcher Development Concordat which had been updated following consultation in 2019. The updated version of the Concordat included a requirement for institutions to report formally to their governing body on their approach and progress towards meeting the requirements of the Concordat. Key points noted were:

- 18.1 There were three principles within the Concordat: environment and culture; employment; and professional career development. These were to be achieved by the four key stakeholder groups:
  - i. Researchers
  - ii. Managers of researchers
  - iii. Funders
  - iv. Institutions

18.2 It was important that the University aligned to the Concordat as this facilitated access to

funding bodies including UK Research and Innovation.

18.3 There were five priority areas to support research careers, which would be actioned with particular regard to the University Strategy and the University's ambition to boost diversity and inclusivity. These were to:

- i. Embed 10 days of development time for researchers.
- ii. Ensure effective Performance and Development Reviews (PDRs) for all researchers and their managers.
- iii. Ensure effective inductions for researchers.
- iv. Support and prepare researchers for future careers.
- v. Foster effective engagement with all stakeholders.

18.4 In discussion, the following points were noted:

- i. It was important to invest in the transferability of the skills of researchers and to support careers through the four-stage research career model below:
  - 1st stage are young researchers working on their doctoral dissertation (Doctoral Student, PhD Student)
  - 2nd stage is the career phase of researchers who have recently completed their doctorate (Postdoctoral Researcher)
  - 3rd stage consists of independent research and education professionals capable of academic leadership (Senior Research Fellow)
  - 4th stage is that of professorship (Professor, Research Professor)
- ii. The aim of the Concordat was to empower researchers to take ownership of their own careers and to facilitate their own career and personal development.
- iii. Research funding was frequently sourced from external funders on a project by project basis. This sometimes led to precarity of employment amongst researchers. Some departments were able to fund fallow periods between the receipt of research grants to ensure continuity of skills and experience amongst their researchers.
- iv. The statistics indicated that Black, Asian and Minority Ethnic staff tended to be disproportionately affected by the precarity of the research employment contract. The University would take special care to address this issue.
- v. Some institutions had created a local consortium to create a wider range of opportunities for research career progression.
- vi. The government had indicated its commitment to expenditure on research and research careers and had acknowledged the need to safeguard the wellbeing of researchers.
- vii. UK Research and Innovation encouraged the ability to include costs to support research career development in the bid for funding.
- viii. The Wellcome Trust, as part of its accreditation for the Investors in People standard, had provided funding to bridge research contracts if there was a commitment in place to provide further external research funding.
- ix. A model for continuous funding had the potential to favour research intensive universities and, conflictingly, to remove the ability to support career development on a sector-wide basis.

18.5 Committee received and noted the report.



## **19 Annual Payroll Movements**

Committee received and noted the annual report on payroll movements for 2020/2021 provided by Emma Woollard, Executive Director of Finance. The report analysed the payroll costs of the University over that period. Key points noted were:

- 19.1 The Local Government Pension Scheme represented a considerable commitment and future liability on the annual pay bill.
- 19.2 Committee noted the report.

## **20 Committee Indicative Business**

- 20.1 Committee noted the 2022 indicative programme of work, which would be reviewed at the next meeting. It was noted that the newly appointed Chief People Officer would be in-post when the Committee next met.
- 20.2 There were four items to be scheduled for future meetings.

## **21 Date of Next Meeting**

The next meeting of the Committee would take place at 1400 on Tuesday 17 May 2022.