SOAS
BOARD OF TRUSTEES
OPEN AGENDA

Tuesday 17th October from 15:00-18:30 hours (Conference Room, SG36)

Items marked with an asterisk are formal business, not intended for discussion. If members wish to discuss any issues arising from these items they should inform the Secretary by 9am on Monday 16th October.

<table>
<thead>
<tr>
<th>BoT 17/18 1 A</th>
<th>Conflicts of Interest</th>
<th>[Oral Update]</th>
</tr>
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<tr>
<td>BoT 17/18 1 B</td>
<td>Membership, Terms of Reference, procedures for the conduct of meetings, and annual plan of work for 2017-18 To note: A paper from the Secretary</td>
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<tr>
<td>BoT 17/18 1 C</td>
<td>Minutes To approve: The minutes of the meeting held on 10th July 2017</td>
<td>[Attached]</td>
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<td>BoT 17/18 1 D</td>
<td>Actions List</td>
<td>[Attached]</td>
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<tr>
<td>BoT 17/18 1 E</td>
<td>Matters Arising / Matters for Report</td>
<td>[Oral Update]</td>
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<tr>
<td>BoT 17/18 1 F</td>
<td>Chairs Report To consider: An oral report from the Chair: - Admissions Meetings - Update on Trustee recruitment</td>
<td>[Oral]</td>
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<tr>
<td>BoT 17/18 1 G</td>
<td>Director’s Reports To discuss: A paper from the Director 1. Progress against the School’s Strategy - Teaching, Learning and Student Experience - Research and REF action plan - SOAS People - SOAS Voice - SOAS Infrastructure 2. Director’s Reports since the last meeting</td>
<td>[Attached]</td>
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<td></td>
<td>Refreshment break</td>
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<tr>
<td>BoT 17/18 1 H</td>
<td>Registrar’s Report - Action taken in response to admissions for 2017/18 - Revised Financial Forecasts</td>
<td>[Attached]</td>
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</tbody>
</table>
| Bot 17/18 1 I | International Strategy – Initial Approach  
To note - A Report from the Pro-Director, International | [Attached] |
| Bot 17/18 1 J | Changes to the Standing Orders  
To approve – A paper from Governance & Nominations Committee | [Attached] |
| Bot 17/18 1 K | Athena Swan Submission  
To note – A paper from the Secretary | [Attached] |
| Bot 17/18 1 L | Senate Report  
To consider – A Report from the Chair of Senate | [Attached] |
| Bot 17/18 1 M | Sub-Committee Reports  
- Audit Committee (21st September 2017)  
- Health, Safety & Security Committee (4th October 2017)  
  o To approve – Health & Safety Policy  
- Other sub-committee chairs | [Attached] |
| Bot 17/18 1 N | Update on Welcome Week  
To receive – An update from the SU Sabbatical Officers | [Oral] |
| Bot 17/18 1 O | Date of Next Meeting  
Joint Board of Trustees & Academic Board Informal Meeting  
Thursday 02 November (16:00-20:00)  
Goodenough College  
Mecklenburgh Square  
London WC1N 2AB  
Next Formal meeting will take place on Monday 27th November at 3pm. |
SOAS, UNIVERSITY OF LONDON
THE BOARD OF TRUSTEES (BoT)
Monday 10th July 2017
OPEN MINUTES
SOAS, Committee Room, Paul Webley Wing, London, WC1H 0XG

Members:
Ms Marie Staunton (Chair)
Baroness Valerie Amos (Director)
Sir Martin Harris (Vice Chair)
Mr G Dalal (Honorary Treasurer)
Professor Richard Black (Pro Director)
Dr Deborah Johnston (Pro Director)
Mr Steve Tinton
Dr Tamsyn Barton
Sir Richard Stagg
Mr David Skinner
Mr Andrew Popham
Sir Richard Stagg
Mr Geoffrey Robertson
Ms Rozna Mortuza
Professor Alfredo Filho-Saad
Mr Kofi Adjepong-Boateng
Mr Ali Habib (SU Co-President)
Ms Neelam Chhara (SU Co-President)

In attendance:
Mr Graeme Appleby (Director of Finance & Planning)
Dr Chris Ince (Secretary)
Professor Chris Bramall (Dean, Law & Social Sciences)
Professor Lutz Marten (Dean, Languages & Cultures)
Professor Gurharpal Singh (Dean, Arts & Humanities)
Professor Stephen Hopgood
Mr Jerry Smith (Minutes)
Halimo Hussain (SU Co-President – Incoming)
Mehdi Baraka (SU Co-President – Incoming)
Nisha Phillips (SU Co-President – Incoming)
Dimitri Cautain (SU Co-President – Incoming)

Apologies:
Ms Paula Sanderson (Registrar)
Mr Nizam Uddin
Professor Michael Charney
Welcome
The Chair welcomed everyone to the meeting and asked everyone to introduce themselves for the benefit of new attendees.

BoT 16/17 4 A. Conflicts of Interest
There were no conflicts raised.

BoT 16/17 4 B. Minutes
The Board approved the minutes of the meeting on 4th April 2016, subject to an amendment to item 3N SU Accounts as follows: "It was agreed that the Board of Trustees would consider a three-year plan on student facilities in December 2017."

BoT 16/17 4 C. Actions Taken
The Board noted there were no actions due for report at this meeting.

BoT 16/17 4 D. Matters Arising/Matters for Report
There were none raised.

BoT 16/17 4 E. Chairs Report
The Chair reported on three areas of interest; Progress with the Board’s strategic objectives identified at the February away day, Chair’s Actions taken since the last meeting and a discussion item for Executive Board.

A) The Chair spoke about the Board’s strategic areas that had been identified at the Board’s Away Day in February and gave an update on each of the strands:
   a. International Strategy – Professor Stephen Hopgood has been appointed as Pro-Director (International) and would take up this new two-year post on 1st August 2017
   b. Public Voice – There had been discussions on Decolonisation, with a presentation to the Board from the sabbatics, and a discussion on Anti-Semitism with Professor David Feldman. A session on Prevent was scheduled for early in the 2017/18 academic year at the joint meeting with the Academic Board.
   c. Student Experience – This had been discussed at the April meeting and it was agreed that a 3-year plan for student facilities would be prepared ready to be presented in December.
   d. Languages – The Languages Strategy was to go back to Academic Board in October before returning to the Board in November.
   e. Academic Leadership – The new Heads of Department had been appointed and support and training has been planned and commissioned.
f. Estates – The strategy would be looked at again in September before returning to Board in November

g. Finance – Resources & Planning Committee had not yet agreed the 2017/18 budget. A meeting of the Chairs of Committees had looked at principles and road map and agreed a need to focus on research, teaching and the student experience. Group are to review this again in September in order to report to RPC and the Board later in the year

B) Chair’s actions – The Chair confirmed that she had agreed (along with Tamsyn Barton and David Skinner) the voluntary severance package to be offered under the new One Professional Services restructuring (this was in-line with the voluntary severance package agreed for the Academic Restructuring).

C) Discussion item for Executive Board – The Chair spoke about the need for the Lay Trustees to be twinned with the new academic departments, in order that they had a greater appreciation for how the School works. The Trustees were asked to choose which department they wished to work with and the completed list will be presented to Executive Board for approval.

Actions:
Lay Trustees to let the Chair know their departmental preferences
Paper to EB for approval of preferences

The BoT 16/17 4 F. Risk Policy & Risk Register

The Secretary presented the updated Risk Policy and stated that most of the changes were around terminology. The one main addition was the addition as annexes of the supporting documentation informing staff on the details of the process and how to complete documentation. This was in line with a recommendation from the internal auditors. The Board approved the Risk Policy.

Andrew Popham then explained that the changes were about unlocking the risk management processes and bringing them closer to what is actually happening in the School. He went on to explain what risk is – saying that it is a separate lens to look through, to give a more informed view of strategies.

Andrew then asked the members to complete a form that he had prepared, asking everyone to list at least one key external and one internal risk.

The Secretary collated the information in order that it could be reported to the Board at the end of the meeting.

BoT 16/17 4 G. Director’s Report: April, May & June 2017

The Director spoke about the Grenfell fire and that following this tragedy the School had been looking at SOAS buildings and all were fine, though there were some minor issues around cladding on the research building. The Director also confirmed that the School had received assurances from its student accommodation providers that all accommodation was safe.

The Director then spoke about the need for the School to undertake scenario planning around the potential impact on SOAS on any major changes to the current model of student fees, as this could have significant financial implications for the School.
The Director confirmed that the student occupation of the Directorate Office had ended and that there would be an independent enquiry to look at any cases of intimidation.

The Director reported that Nicola Dandridge is to be the Chief Executive of the new Office for Students.

The Director reported that there was an away day in September for new the newly constituted Executive Board and that this would form part of the induction process for the new academic Heads of Department. A series of training sessions were being delivered over the coming year.

The Board received the Director’s reports for April, May & June 2017

**BoT 16/17 4 H. TEF Update**

The Pro-Director Learning and Teaching reported that SOAS received a bronze award as predicted. She explained that there were difficulties around the data that was used, especially with regard to the Student Union boycott of the National Student Survey (NSS). The Pro-Director then explained that SOAS had appealed against the award but were not allowed to proceed to stage 2 of the appeals process, even though a number of institutions were subsequently upgraded to Silver with similar or worse metrics than SOAS.

At this point the following number questions were raised by the Board. These covered why did the School not have a plan to deal with this; Did institutions have to be part of the TEF and to what extent was the NSS boycott a factor in the results; was this an indictment of the teaching and support at SOAS; could SOAS make a legal challenge of the fact that others had been upgraded and SOAS had not.

The Board noted that there needed to be a greater urgency in efforts to address the underlying reasons for the School’s performance and it needed to identify the things that it should be focusing on now and in nice months’ time along with the need for robust data to show improvement.

A discussion then followed that focused on what the School has not done well with regard to the TEF, what the School needed to do next and how the School would move forward. The discussion covered what this meant to the School and how the Bronze award might affect student recruitment. There was a need to get the message out to students and parents on what the School was doing to improve in the future. Also, the need to ensure that new Heads of Department were fully engaged with issues. The Pro-Director then spoke about the requirement to work with students to ensure improvement in the indices on which they provided feedback.

After a full and detailed discussion, it was noted that a key area was to improve assessment and feedback. Amongst other steps, the School would need to work better and more closely with other universities to ensure the SOAS voice was represented in external discussions.

**Actions:** A detailed action plan to be presented to the Board in October

**BoT 16/17 4 I. Registrar’s Report & 18 Month Professional Services Plan**

The Director presented the Registrar’s Report and 18 Month Professional Services Plan.
The Board discussed staff attrition rates and the reasons that they were low on the academic side but relatively high for professional services staff, compared to sector benchmarks. Other topics included the financial implications of the plan and links to the academic restructuring.

The Board received the plan

BoT 16/17 4 J. One Professional Service Change Plan

The Board received the One Professional Service Change Plan, which was presented by the Director.

BoT 16/17 4 K. Finance Report

The Honorary Treasurer introduced and explained the finance papers.

- **17/18 Budget Expenditure**
  Resources & Planning Committee had been unable to approve the budget at its meeting as it does not meet the 5% surplus that has been agreed by the Board. As reported earlier on the agenda, further discussions with the executive team had focused on what the investment priorities were, how SOAS would meet the surplus and what other income streams could be bought on line.

  The Board was asked to approve that Budget and that EB look at the savings that need to be made, as the budget is projected to worsen to a deficit of £1.3M. Inclusion of £1.2M investment in Professional Services, will generate savings of £1M per annum from 2019.

  This was followed by discussions around the catering budget and changes to staffing costs and the use of agency staff. The catering contract element was subject to further consultation.

  The Board approved the budget for 2017/18 along with the related capital expenditure.

- **Financial Forecasts**
  The Director of Finance and Planning presented the financial forecasts to the Board. The paper highlighted the various assumptions with regard to EU student numbers and an assumed growth of staff salaries at 2%.

  The Board approved the financial forecasts

BoT 16/17 4 L. Governance Review

The Secretary presented the Governance Review to the Board and stated that there were just 3 outstanding actions. It was anticipated work on these would be completed over the summer.

The Board noted the Governance Review
BoT 16/17 4 M. Changes to Standing Orders

The Board approved the changes to the Standing Orders as presented by the Secretary.

BoT 16/17 4 N. Student Code of Conduct and Updated Student Disciplinary Procedure for 2017/18

The Student Code of Conduct and Updated Student Disciplinary Procedure for 2017/18 was introduced by the Secretary, who confirmed that it had been agreed by Academic Board.

The Student Union Member stated that they had not been consulted with regard to the Code of Conduct and Disciplinary Procedure. The Secretary confirmed that a full consultation had taken place prior to presentation to Academic Board.

**Action:** The Secretary to present the audit trail for the consultation to the Board

The Board approved the changes to the Student Code of Conduct and the updated Student Disciplinary Procedure for 2017/18 as presented by the Secretary.

**Action:** The secretary to ensure that all future cover sheets for Board papers set out whether there has been consultation, with whom, when and how.

BoT 16/17 4 0. Annual Equality & Diversity Report

Introduced by the Secretary, the focus of the report, as agreed by the Equality & Diversity Committee, was work on addressing the student attainment gap.

There was discussion on how the School implements the recommendations and ensures that they are followed by the individual departments. It was agreed that that the recommendations from the attainment working group go to the Academic Board for approval and that performance indicators be set for all departments and that planning will collect and analyse the data.

The Board approved the Annual Equality & Diversity Report from the Secretary.

**Action:** The Board ask that in future there is a shorter report that contains precise metrics and shows exactly what has been achieved.

BoT 16/17 4 P. Annual Health & Safety Report

The Secretary introduced the Annual Health and Safety Report and stated that it showed a clear plan for the year which had been implemented by the H&S Manager.

The Board approved the Annual Health & Safety Report.

BoT 16/17 4 Q. HEFCE Annual Provider Review 2016-17: Outcomes

The Board noted the HEFCE Annual Provider Review 2016-17: Outcomes.
BoT 16/17 4 R. Sub-Committee Reports
The Board noted the minutes from the following sub-committees

- Academic Board
- Audit Committee
- Equality & Diversity Committee
- Health & Safety Committee
- Resources & Planning Committee

BoT 16/17 4 S. Academic Promotions
The Board approved the academic promotions as recorded in the paper

BoT 16/17 4 T. Emeritus Status*
The Board noted the award of Emerita Reader status to Dr Isolde Standish and Emeritus Professor status to Professor Cosimo Zene

BoT 16/17 4 U BoT membership/Valedictions
The Board recorded its thanks to Rosna Mortuza for all of her work and that she had agreed to remain as an independent external member of the Audit Committee. The Board recorded its thanks to Ali Habib and Neelam Chhara on behalf of the Board for all of the work that they have done, especially in regard to recording of lectures, agreement to develop a three year plan for student facilities by December 2017, work on the attainment gap and a high profile decolonisation debate in the press and internationally, through their tour of South Africa.

BoT 16/17 4 V. Risk – Review of Discussion
The Secretary presented the results of the earlier paper exercise on risk management:

External Risks -
- Reputation and League Tables
- Tuition fee policies
- Government Policy in general and the impact on higher education
- Radical changes in the HE market

Internal
- The impact of campaigns and direct action
- Finance and cost control
- Internal inability to react rapidly to external factors
- Staffing (recruitment and retention)
- Poor internal communications
- Student expectations and concerns

Andrew Popham confirmed that these are all areas that the Executive Board need to look into and report on.

Action: Revised Risk Register to be presented to the Board in November
BoT 16/17 4 W. Next meetings of Board of Trustees

The Board approved the dates of the Board Meetings for the 2017/18 Academic Year.
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<td>July 2018</td>
<td>Chris Ince, Chris Bramall</td>
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<td>BoT 16/17 4V</td>
<td>Revised Risk Register to be presented to the Board in November</td>
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<td>Chris Ince</td>
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The Board is asked to **note** the attached Report

### Executive Summary

At the first meeting of the academic year each committee reviews its own terms of reference (Board of Trustees, Standing Order I) along with the Procedures for the Conduct of Committees (Standing Order XVIII).

There is a separate paper on the agenda that makes a number of minor recommendations to changes to the Board’s Terms of Reference to reflect changes due to the restructure of professional services.

### Recommendations & next steps

None

### Financial Implications

None

### Risks

None

### Equality implications

None
I Board of Trustees

(i) In furtherance of its overall responsibility for the general supervision, direction and control of the School, the Board of Trustees may override any decision made by any other properly constituted body of the School or any Lay or School Officer.

(ii) The Board of Trustees will elect a Chair, Vice-Chair and Honorary Treasurer for a term of office of 4 years, re-electable once. The Vice-Chair and Honorary Treasurer must be elected from the membership of the Board of Trustees.

(iii) The Board of Trustees will normally hold ordinary meetings six times per annum. The Registrar, the Secretary, the Director of Finance & Planning and two Heads of Department shall be in attendance. Other Heads of Department or Directors of Professional Services will attend as required.

(iv) The Board will hold one informal meeting per annum. This meeting will be held jointly with the Academic Board.

(v) The Board of Trustees will only amend its Standing Orders and the procedures for the conduct of committee meetings at an ordinary meeting.

(vi) The Board of Trustees will appoint the following Standing Committees and approve their membership and terms of reference:

- Academic Board
- Audit Committee
- Executive Board
- Health, Safety & Security Committee
- Honorary Degrees & Fellowships Committee
- Governance & Nominations Committee
- Resources & Planning Committee
- Senior Staff Remuneration Committee

(vii) The Board of Trustees will appoint the Director of the School and will establish an Appointments Committee for this purpose;

(viii) The Board of Trustees will appoint a Clerk to the Board of Trustees of the School and will establish an Appointments Committee for this purpose;

(ix) The Board of Trustees will appoint Pro-Directors, on the recommendation of the Director, following appropriate internal consultation procedures. The Pro-Directors will normally serve for a period of five years, renewable once for a period of up to five years;

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1 The Clerk to the Board of Trustees would normally be the Secretary.
The Board of Trustees will appoint each year external auditors on the recommendation of Audit Committee;

(x) The Board of Trustees will keep under review the School's Charter and will approve any changes to the Charter for recommendation to the Privy Council;

(xi) In furthering its overall responsibilities the Board of Trustees will:

(a) Approve the School's corporate strategic plans and financial forecasts;

(b) Approve the annual budget and the annual accounts;

(c) Approve capital projects and other contracts with a total cost exceeding the limit set out in the Budgetary Authorities;

(d) Approve proposals for the School to raise its sector regulator determined external borrowing limit;

(e) Approve changes in the allocation of the School's investment funds in excess of £2 million;

(f) Seek and consider the advice of Academic Board on matters affecting the academic scope and academic structure of the School;

(g) Approve changes to the academic structure of the School;

(h) Implement the staffing procedures laid down by the sector regulators and other relevant legislation;

(i) Provide members to serve on panels to consider final appeals under staff and student grievance and disciplinary procedures;

(j) Approve the Director’s annual report;

(k) Approve changes to Standing Orders, such changes to be made only at an ordinary meeting of the Board of Trustees;

(l) Make arrangements for the delegation of responsibility to the Chair and other Lay and School Officers;

(m) Make arrangements for the declaration of interests and other governance procedures according to the sector regulator guidelines and standards of good practice recommended by the Committee of University Chairs;

(n) Execute all other necessary business in the furtherance of the aims of the School;

(o) Oversee the monitoring of institutional effectiveness;

(p) Monitor the Schools risk environment and monitor and approve the School's risk register.
(xiii) The Board of Trustees will publish on an annual basis the appropriate year’s audited accounts and the Director’s annual report. These will be published no later than 31 December each year.

Annexes XVII and XVIII contain information about the Board of Trustees’ primary responsibilities and reserved powers.
XVIII Procedures for the Conduct of Committee Meetings

These procedures apply to the Board of Trustees and all of its Committees.

1. Meetings of all Committees will be scheduled annually in advance, to allow the orderly conduct of business through to meetings of the Board of Trustees.

2. In the case of a Committee which has no lay members, an agenda paper and supporting papers for each meeting will be sent to each member not later than the third working day before the scheduled meeting and normally five working days before. If a Committee has lay members, an agenda paper and supporting papers for each meeting will be sent to each member not later than the fifth working day before the scheduled meeting and normally seven working days before. This applies to ordinary and extraordinary meetings.

3. The Chair, together with the Secretary, will set a deadline for receipt of papers in order that the agenda may be distributed to Committee members in a timely fashion.

4. No business will be transacted at an ordinary meeting other than that specified in the agenda paper except for any matter of which the Chair has been advised in advance, which he/she considers urgent, and which has arisen too late to be specified in the agenda. No papers may be tabled without the consent of the Chair.

5. Committee agendas shall include reserved items where matters under discussion are of a sensitive nature for reasons of protocol or commercial interest or because they relate to individual or identifiable staff or students.

6. The School operates a core meeting hours policy for the timing of institutional meetings. Core meeting hours are 9.00am – 5.00pm Monday to Friday. All meetings should be held within core hours unless there is a very clear reason why this is not possible. If one-off events need to be organised outwith core hours e.g. Board of Trustees/Academic Board Joint Meeting, these should be announced with plenty of notice (at least 6 weeks) so that colleagues can make alternative arrangements to cover their out-of-work responsibilities.

7. There will be a quorum for all Committees which unless specified otherwise will be one third of the membership. For the Board of Trustees the quorum will be eight, the majority of whom must be lay members, for Resources & Planning Committee five, for Academic Board nine, for Audit Committee two and for Executive Board six. For the Academic Senate the quorum will be 30.

8. Where issues are put to the vote, a majority of those present and voting will be binding. Should the Committee be equally divided, the Chair may exercise a casting vote. Vote tallies (and minority opinions raised during meetings) will be minuted.

9. When necessary a Committee meeting may be adjourned but notice of the adjournment and the date it is to be reconvened will be sent to each member, giving at least three working days notice of the intention to reconvene. In the case of Committees with lay members, at least five working days notice of the intention to reconvene will be given.

10. With the exception of the first meeting of each session, the first business of every ordinary meeting of all Committees will be approval of the minutes of the previous meeting. At the first meeting of each session, the first item on the agenda will ask each committee to note its membership and terms of reference, as well as the Procedures for the Conduct of Committee Meetings.
11. The Chair is responsible for the conduct of the meeting. Members are required to cooperate with the Chair to ensure the fair and effective transaction of business, and the observance of the courtesies of debate.

12. Meetings must be conducted in a constructive, non-confrontational atmosphere and the authority of the Chair must be respected at all times. Members who are guilty of obstructive or offensive conduct will be warned by the Chair that their behaviour is unacceptable. If this behaviour continues, they may at the discretion of the Chair, be asked to leave the meeting.

13. The Chair may at any time call an extraordinary meeting.

14. The Chair will call an extraordinary meeting on the receipt of a written request to that effect stating clearly the purpose for which the meeting is required and signed by no fewer than five members in the case of the Board of Trustees, three for Resources & Planning Committee, eight for Academic Board and one third of the membership for other Committees. Extraordinary meetings of the Academic Senate, focusing on a specific issue, may be called by the Director, 50% of Academic Board, or 60 members of the Senate writing to the Senate Chair.

15. Notice of an extraordinary meeting will be issued a minimum of five working days before the meeting is convened where the Committee has no lay members, and seven working days when the Committee has lay members.

16. The agenda for an extraordinary meeting will only contain papers relevant to the issue(s) under discussion. The meeting will not be asked to approve minutes, deal with any matters arising, nor will any other business be allowed.
BOARD OF TRUSTEES DRAFT ANNUAL PLAN OF WORK 2017/18

Standing Items for 2017/18
- Conflicts of interest
- Minutes of last meeting, actions and matters arising
- Director’s report
- Registrar’s Report
- Risk Overview
- Sub-committee minutes/reports

Tuesday 17 October 2017 – 15.00-18.30
- Membership & Terms of Reference
- Procedures for the conduct of meetings
- Annual Plan of work
- International update
- Update on Strategy
- Changes to Standing Orders
- H&S Policy amendments
- Senate Annual Report
- Formal report from SSRC

Thursday 2 November 2017 – 16.00-18.00 (Informal meeting with Academic Board)
- Prevent
- Quality assurance
- Presentation from Janet Beer (Vice-Chancellor University of Liverpool and Chair UUK)
- Other topic(s) tbc, possibly to include results of benchmarking exercise

Monday 27 November 2017 – 15.00-18.30
- Key Performance Indicators
- Financial Statements
- External Auditors Executive Report & Management Letter
- The Revised Budget
- Faculty & Institute plans
- Annual Internal Audit Report
- Annual Report of the Audit Committee
- The Annual VfM Report
- The Health & Safety Annual Report
- ASSUR Report
• Annual assurance return to HEFCE
• Departmental action plans

Thursday 1 February 2018 - 09.30 – 16.00 (Informal away day)
• Board Strategic priorities for 2018
• Other topics to be confirmed

Tuesday 10 April 2018 - 15.00-18.30
• Mid-Year Financial forecast: financial forecast out-turn
• OFFA Access agreement
• Meetings Schedule for BoT & Committees with lay members for 2018/19
• The Students’ Union Annual Report & Financial Statements
• HEFCE letter on institutional risk
• Annual report on student complaints and appeals

Thursday 17 May 2018 – 15.00-18.30 (Informal meeting)
• To be confirmed – include annual presentation from Students’ Union

Tuesday 10 July 2018 – 15.30-18.00
• Revenue & Capital budgets for 2018/19
• Financial forecasts
• Professional Services Plan
• Board of Trustees Membership
• Equality & Diversity Annual Report
• Emeritus Status
• Risk Policy
• Academic Promotions
• Valedictions
### Board of Trustees

#### Actions List

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<td>Ongoing</td>
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<tr>
<td>BoT 16/17 4N</td>
<td>All future reports to be shorter, contain precise metrics and show exactly what has been achieved</td>
<td>July 2018</td>
<td>Chris Ince, Chris Bramall</td>
</tr>
<tr>
<td>BoT 16/17 4V</td>
<td>Revised Risk Register to be presented to the Board in November</td>
<td>November 2017</td>
<td>Chris Ince</td>
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</table>
Background

The Board of Trustees approved the SOAS Vision and Strategy 2016-2020 at its meeting on 11th July 2015. To achieve that vision our strategic objective focus on:

1. SOAS Teaching and Learning – to enable delivery of an exceptional SOAS student learning experience that challenges traditional perspectives and develops graduates who make an impact.

2. SOAS Research – focused on impactful research that applies a global lens to the critical issues of our time and creates new intellectual and strategic partnerships.

3. SOAS People – focused on attracting, developing and retaining a diverse and successful community of staff that support the school in achieving its shared purpose.

4. SOAS Voice – focused on projecting the schools core values clearly, confidently and consistently, influencing public debate and driving social change.

5. SOAS Infrastructure – maximising the use of physical, financial and digital infrastructure to achieve our shared purpose.

Future reports to the Board of Trustees will focus on the School’s progress in achieving the objectives set under each of the above headings. The School’s International strategy is reported on separately at this meeting but will be an integral part of the above reporting framework going forward.

Included in the Registrar’s update is a document for discussion which brings these themes together into a strategy on a page and supporting KPI dashboard.

Context

Universities continue to operate within a challenging HE Environment with the continued uncertainties during the process of Britain’s planned exit from the EU, the uncertainties with respect to the long term consistency of university funding and the increased competition in the sector.

SOAS took the decision, during the recent admissions round to maintain the entry tariff for new students and not continue a ‘race to the bottom’ which would see our reputation and
league table position negatively affected. This has significantly constrained our financial position since, in the short term, our UG student figures have fallen below target. The financial impact of this and actions we are taking is addressed in the paper from the Registrar. The School’s strategic approach is predicated on sustainable growth within a challenging financial and regulatory climate.

**Update on Teaching Learning and the Student Experience.**

The focus at this meeting is on TEF and in particular, the School’s strategy to move from bronze to silver and then gold in the TEF rankings.

- Only 18% of HEIs including SOAS were awarded Bronze in TEF 2.
- The TEF Panel was influenced by the written submissions as well as the metrics: 45% of HEIs with Bronze metrics were upgraded to Silver, and one to Gold.
- SOAS was one of eleven HEIs with three negative flags: four others were upgraded.
- The results show that the written submission plays an important role in deciding TEF awards.
- The core metrics stay the same in TEF 3, but the NSS weight drops from 50% to 33%.
- Extra metrics are added in TEF 3:
  - Longitudinal Education Outcomes (LEO) data, using tax data to show average salaries and proportions in UK work, 1, 3 and 5 years after graduation.
  - The proportion of firsts and 2:1s awarded.
- TEF 3 submissions are due by mid-January 2018.
- Subject level TEF starts in 2019/20.
- At the institution level, we have two relevant KPIs:
  - NSS Assessment and Feedback
  - Undergraduate Non-Continuation Rates

1. **The Plan for Silver**

- SOAS plans to achieve a TEF Silver award by 2020 (note: this strategy is based on available data about future metrics).
- Silver requires no more than one negative flag in the metrics, so SOAS will need to reduce the negative flags from three to one. To make the change as quickly as possible the three negative metrics are in priority order based on which can be changed the fastest.
• In addition to the metrics, we will strengthen the written submission using lessons learnt from TEF 2.

**Metrics Priority 1: Assessment and Feedback**

• The worst score is for the question on the time taken to mark assessments.

• Actions:
  - Staff will be reminded annually of the SOAS Assessment Feedback Policy, including the four-week turnaround on mark work.
  - From 2017/18, return rates for each department will be monitored centrally – with sanctions in place for late return.
  - In 2017/18, there is a project to improve the content of advice and guidance.
  - From 2017/18, attention is given to the completion of office hours, and there is an evaluation of a pilot on office hour renaming.

**Target: improve the Assessment and Feedback student satisfaction score from 67% in NSS 2017 to 73% in NSS 2019.**

**Metrics Priority 2: Academic Support**

• The NSS questions that need improving ask whether students:
  - Can contact staff when they need to
  - Have received sufficient advice and guidance about their course
  - Had good advice about study choices.

• Actions:
  - From 2017/18, a new module choice fair will be held during Welcome Week to provide more advice to students on their module choices.
  - Effective module choice support will be provided in term 2 of each academic year annually.
  - Departments will annually reflect on tailoring of module choices.
  - From 2017/18, average module attainment data will be given to all programme convenors to identify modules where students are in greater need of support.
  - From 2017/18, student attainment on open options will be scrutinised to help academic staff give more informed advice.
  - High-scoring departments will share good practice with low-scoring departments annually at the committee level.
• We will ensure that student support is foregrounded within new structures and roles being developed through the One Professional Service (OPS) change programme.

| **Target:** improve Academic Support student satisfaction score from 72% in NSS 2017 to 82% in 2019, an average of 5% per year. |

**Metrics Priority 3: Non-continuation**

• The data is very time-lagged: covering students who entered 3-5 years earlier.

**Action:**

• Through the new Retention Strategy SOAS will:
  
  o In 2017/18, evaluate options and implement a new centralised attendance monitoring system, which will be operational in 2018/19.
  
  o Implement real time interventions to support students at risk of leaving from 2017/18.
  
  o Deliver across-the-board bridging courses from 2018/19.
  
  o Provide summer workshops for failing students in summer 2018
  
  o Develop new plans for BME student mentoring from 2017/18.

• No numerical target for 2020, because the timeframe for measuring retention of first-year students (2014-15 to 2016-17) has already passed. Instead the target for future improvement is the plan for Gold.

**Strengthening the written submission for 2020**

<table>
<thead>
<tr>
<th><strong>Issue</strong></th>
<th><strong>Changes</strong></th>
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</table>
| The TEF Panel Chair has given a much clearer indication of the Panel’s agenda since the results came out, beyond what is in the official guidance. | • Describe outcomes for students in every section in line with the SOAS Voice.  
• Highlight student engagement in line with SOAS Voice.  
• Don’t criticise the metrics too much. |
| Learn lessons from other universities’ written submissions and the Panel feedback. | • Do describe improvement over time  
• Do include relatively small activities if they demonstrate good outcomes, e.g. law clinic, outreach, enterprise, careers awards.  
• Don’t solely focus on large-scale initiatives |
2. The Plan for Gold

- SOAS plans to achieve a Gold TEF award in 2025.
- Gold metrics requires three positive flags and no negative flags.
- The no flag position will be maintained for Assessment and Feedback and Academic Support, and three metrics will be targeted to achieve Gold.

**Metrics Priority 1: Non-continuation from negative flag to no flag.**

- The data will cover entrants from 2020 to 2022.

**Actions:**

- Implement and refresh the Retention Strategy from 2017/18, annually.
- Continue implementing and improving real time interventions to support students at risk of leaving from 2017/18.

**Target: reduce non-continuation from 9.4% in 2017 TEF to 6% in 2025 TEF.**

**Metrics Priority 2: Teaching on my course from no flag to positive flag.**

- Actions:

  - More academic staff at SOAS will take a teaching qualification resulting in more reflective and innovative teaching practice, with the aim of 15% of staff qualified by 2025.
  - Students and staff will continue engaging in decolonising the curriculum at SOAS, with a vision agreed in 2017/18.
  - The sense of a learning community at SOAS will be strengthened by better staff-student forums from 2017/18.
  - More teaching sessions will be recorded and made available online, using up-to-date IT tools (currently Panopto).
Target: increase student satisfaction with teaching on my course from 84% in NSS 2017 to 89% in NSS 2025.

**Metrics Priority 3: both employment metrics from no flag to positive flag.**

- The DLHE will have been replaced by the new Graduate Outcomes survey by this time.

- **Actions:**
  
  o Implement the refreshed Careers Strategy from 2017/18.

  
  Target: increase employment or further study from 91.2% in 2017 TEF (0.4% below benchmark) to 94% in 2025 TEF.

  Target: increase highly-skilled employment or further study from 68.6% in 2017 TEF (1.3% below benchmark) to 75% in 2025 TEF.

**Strengthening the written submission**

- By 2025 the wide range of projects identified in the School’s Teaching Excellence and Student Engagement Plan will all have been implemented. The written submission will be able to describe:

  o A distinctive SOAS pedagogy that has been implemented, communicated to internal and external audiences, and that underpins a more inclusive approach to learning and teaching across the School.

  o An embedded retention strategy, providing support throughout the student journey, with timely interventions to support students at risk of leaving, identified using the attendance monitoring system.

  o Highly-engaged students, receiving effective advice and guidance from personal tutors in all departments, and timely feedback on their work.

  o SOAS students developing their career thinking throughout their studies, achieving their own career goals, reflected in positively-flagged graduate outcomes data.

3. **Preparing for subject level**

- SOAS has applied to take part in the subject pilot to try to influence it and learn how it will work from the inside. The universities taking part will be decided by end of October.

- If this application is not successful, developments in the pilot will be monitored closely

- We will review subject-level metrics which will be sent to all universities during the pilot year.
• Identify a lead staff member to review subject-level metrics and prepare an action plan for subject-level TEF due to start in 2019/20.

Other areas of priority with respect to the teaching, learning and student experience agenda will be reported at future meetings. These include

• Tackling high non-continuation rates in some subjects and the racial attainment gap through the inclusivity at SOAS Programme

• Ongoing curriculum review that has taken place in History and Economics, and is underway in Law. In addition there has been a review of all two-subject programmes. These reviews have highlighted areas for improvement, not only in terms of recruitment (and programme deletion) but also poor student outcomes and experience.

• Ongoing efforts to raise awareness with respect to sexual violence and harassment through the Consent Workshops funded by the School and led by the Student Union and the new initiative to tackle hate crime and online harassment on campus funded through a HEFCE catalyst grant.

• Support for student health and well-being, within a holistic framework for student development. This will include a review of current provision and consultation on new delivery structures within the OPS programme.

Update on Research

The School continues to improve its record in raising research income. It grew for the fifth successive year in 2016-17 to £6.7m, whilst secured income from new applications last year was over £14m, the highest ever. This does not include two major grants of £8m and £2m respectively which were secured last year but for which contracts were not signed until this financial year. The focus now is on the school’s plan for REF 2021.

• On 1 September 2017 HEFCE published its initial decisions on REF 2021 – these now provide clarity on the rules of assessment in many areas; there is a further consultation on two specific areas, but the likely outcome is also clear in this area;

• 34 ‘Units of Assessment’ have been announced: we will plan to submit to 11 of these (1 more than in 2014), with 13 separate submissions (2 more than in 2014)

• The assessment period of research outputs will run from 1.1.2014 – 31.12.2020 – we are therefore half way through the assessment period for publications.

• Main panel chairs have been announced, and sub-panel chairs are currently being recruited. It is unlikely that anyone from SOAS will apply to be a sub-panel chair, but we will seek to nominate one person from SOAS to be a member of each sub-panel
The importance of impact will grow in the 2021 exercise to 25% (from 20%). However, research outputs still make up 60% of the assessment.

Specific attention needs to be paid to open research, interdisciplinarity, and equality and diversity, where we will need to demonstrate subject-level engagement.

Current Position

A review of outputs in the last academic year (Annex 1) shows good progress towards targets for 4* publications in five UoAs, but concerns in others.

Of 49 staff not submitted in 2014, 12 have subsequently left the School, 20 are now considered to be on track, but 17 continue to be of concern in REF terms. We are focusing the development of research plans on this group of staff.

There are about 25 further members of staff, who were submitted in REF2014, but whose performance is currently of concern. We are also actively working with this group.

We have identified around 70 potential impact case studies and will work with relevant academics to develop these in the Autumn term. All UoAs have the likely required minimum number of case studies.

All departments were asked to produce a research strategy in 2014 for the current REF period. Following publication of the HEFCE guidance, we will now ask for first drafts of all environment statements this term.

Priorities and deadlines

By 1 Nov: a clear plan for all staff who are not yet at the minimum threshold for submission (Lead: HODs)

By 1 Nov: a draft pipeline of 4* publications for each UoA (REF coordinators)

By 1 Dec: Draft of environment statement for each UoA (REF coordinators)

By 15 Dec: First draft of c.12 ICS (Lead: REO impact team). Will require additional resource as part of PS restructure

By 15 Dec: Clear arrangements for collaboration between PS departments on data, open research, etc (Lead: DREO). Will require additional resource as part of PS restructure

1 Assuming timely arrival of template from HEFCE
## Annex 1: Monitoring of REF publications, 2016-17

<table>
<thead>
<tr>
<th>Dept</th>
<th>UOA</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Validated by CF</th>
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<tr>
<td>ARTS</td>
<td>33 Music, Drama etc</td>
<td>8</td>
<td>11</td>
<td>11</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CF gives slightly more cautious assessment</td>
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<td>LCL &amp; EALC</td>
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<td>18</td>
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<td>Linguistics (1)</td>
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<tr>
<td></td>
<td>31 Theology &amp; Religious Studies</td>
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<td>HRP</td>
<td>18 Law</td>
<td>21</td>
<td>28</td>
<td>19</td>
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<tr>
<td>LAW</td>
<td>17 Business &amp;</td>
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<td>25</td>
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<td>Management Studies</td>
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<tr>
<td>FAM</td>
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<tr>
<td>ANT</td>
<td>22 Anthropology &amp;</td>
<td>21</td>
<td>21</td>
<td>8</td>
<td>38%</td>
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<td>5-6 books in press; CF gives more positive assessment</td>
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<tr>
<td>SIS</td>
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<tr>
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<tr>
<td>ECON &amp; DEV</td>
<td>22 Anthropology &amp;</td>
<td>53</td>
<td>53</td>
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<tr>
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<td>Not yet validated by CF</td>
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<tr>
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<td>19 Politics &amp;</td>
<td>37</td>
<td>37</td>
<td>8</td>
<td>22%</td>
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<tr>
<td></td>
<td>International Studies</td>
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<td></td>
<td>A number of books in press; revised estimate reflects validation by CF</td>
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<tr>
<td>POL</td>
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<tr>
<td>LCL &amp; EALC</td>
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<tr>
<td></td>
<td>Cultural &amp; Media St.</td>
<td>13</td>
<td>17</td>
<td>2</td>
<td>12%</td>
</tr>
<tr>
<td>SIS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Validated by CF</td>
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Notes

- Targets are for full REF cycle: this review slightly short of half-way
- Target 4* based on REF2014 minimum for top quartile institution – 1 per person in social sciences, 1.3 per person in humanities
- In Development Studies, and Languages, a significant group of large externally-funded projects may result in later output delivery
- In Politics, pipeline of books is good
- Area studies is the subject of an independent review: approach still to be agreed
- In Cultural & Media studies: need to respond to reconfiguration of UOAs in this area

SOAS People

Last year’s academic restructuring and the continuing reform of professional services to create ‘One Professional Services has been unsettling for staff. The focus over the next few months is on developing the skills and talent of staff at all levels of SOAS and creating a working environment of respect and trust.

In addition consultations continue on the next phase of the One Professional Service restructuring, with a deadline of August 2018 for final implementation on the changes. The business partnering model between Academic departments and Professional Services Department came into being on 1st August 2017.

In the meantime two leadership programmes have been launched. Through the emerging leaders and managers programme we will develop greater leadership capacity throughout the organisation. Twenty six staff have signed up to the first cohort and we are planning new cohorts each six months. The programme has been developed by the LH Martin Institute and provides accredited, accessible and relevant professional development for aspiring and current managerial staff. At a time when the sector is facing increasing external pressures for change, this course provides a facilitated, blended learning leadership programme for emerging managers/leaders.

A programme of leadership development is being put into place with the objective of supporting the development of the expanded EB into a high performing team. The inclusion of Heads of Departments on Executive Board has created a larger, more inclusive body, to give strong academic leadership at SOAS and create a more consensus based, collegial leadership team.
**SOAS Voice**

The purpose of SOAS voice is to position SOAS in a way which builds on the strength of our global and diverse perspectives which help us to look at the world through a different lens. In the last few years SOAS’ nuanced and different perspective on a range of issues has often been reduced to simplistic headlines which don’t capture the depth of the critical debates in which staff and students are engaged in areas like decolonising the curriculum, challenging the prevent agenda and tackling racism, Islamophobia and anti-Semitism.

SOAS is well placed to lead debate on these issues and we are working on an engagement programme to showcase SOAS perspectives in a number of areas including positioning on a range of public policy issues which impact SOAS eg. Brexit, tuition fees/sector reform, overseas students and UK visa policy.

In addition we will host a lecture series under the broad title ‘A World Turned Upside Down’ to explore the rapid changes taking place in the world and the ways in which SOAS research and scholarship will have an impact on those issues. 2017/18 is a transition year to a longer-term marketing, communications and public engagement strategy to include:

- Implementing a focused, robust evidenced recruitment strategy. This will establish a clear evidence base – including market and competitor analysis; audience segmentation; perception and awareness.

- Building skills and capacity in corporate communications over 2017/18 – as part of the transition to the new One Professional Service operating model over the next 12 months. This will include professionalising and integrating systems and processes used by core communications teams.
**SOAS Infrastructure**

The opening of the Paul Webley Wing has demonstrated the importance of SOAS developing teaching and learning spaces which enhance the student and staff experience. Given our location, SOAS has limited opportunities to expand so it is imperative that we focus attention on improving and maximising the use of our current estate.

We intend to do this by targeting our infrastructure investment where there is a direct impact on our objectives with respect to student and staff wellbeing, the student experience and creating opportunities to support student enterprise and innovation.

Priority objective are:

- Development of a School of Languages linked to the successful catalyst bid.
- Development of a student community and learning space in College Buildings
- Creation of 3 student engagement hubs
- Investment in student wellbeing facilities

The planned refurbishment of the Philips Building has been re-phased.

Valerie Amos

October 2017
Director’s report

Introduction
This month we said goodbye to our graduates in true SOAS style (see spotlight below) and hope that they will remain engaged with the school.

We also received the disappointing news of our TEF bronze rating and the refusal to allow our appeal. Professor Johnston, Pro Director of Learning and Teaching is working with colleagues in the TEF strategy group on a forward plan to improve the school’s rating.

We also say goodbye to co-presidents Adwoa Darko, Ayesha Abbasi, Ali Habib and Neelam Chhara who did so much to promote the Decolonising SOAS agenda and actively campaigned on a number of areas linked to improving the student experience and developing greater equality including tackling the attainment gap. We welcome our new co-presidents Nisha Phillipps, Halimo Hussein, Dimitri Cautain and Mehdi Baraka.

Spotlight: SOAS Graduation 2017
Proud parents, buzzing students, a selfie stick and some giant SOAS letters...Graduation 2017 has been a success. Graduation at SOAS is a joyous occasion – a time of celebration, reflection and exhilaration, the springboard into our graduates’ futures.

This year SOAS held five ceremonies in Logan Hall at the Institute of Education, each followed by a drinks reception in the Paul Webley Wing. The ceremonies included music from West Africa with the kora, a Syrian kanun and a Balkan accordion.

Our Honorary Awardees were Kanya King MBE, internationally renowned entrepreneur and founder of the MOBO (Music of Black Origin) Awards; Sir David Adjaye OBE a leading
architect of his generation whose largest project to date is the $540 million Smithsonian Institute National Museum of African American History and Culture; and Sokari Douglas Camp CBE, one of the world’s leading metal artists who has represented Britain and Nigeria in national and international exhibitions.

On the eve of Graduation, our President Dame Graça Machel hosted a drinks reception in the Paul Webley Wing which included all of our Honorary graduates and fellows, as well as other friends and colleagues of SOAS. Over a hundred guests came together to celebrate SOAS’ vibrant honorary graduate community and welcome its new additions. Guests included Michael Palin, Diane Abbott and Baroness Doreen Lawrence and the mayor of Islington, Councillor Una O’ Halloran.

We celebrated the graduation of 1,250 students, welcomed more than 2,850 guests from across the world, distributed 5,000 bottles of water and 3,500 badges and served 12,000 glasses of summer cocktails. This was all made possible with the help of 200+ volunteers.

The graduation ceremonies’ live broadcast was watched more than 3,500 times.

The new Paul Webley Wing was buzzing with students and guests at our post-ceremony receptions and our new SOAS letters joined Thiruvalluvar as a prime spot for photos.

Many congratulations to all our SOASians.
SOAS hosts UNHCR art installation of a Syrian family’s refugee tent

A tent once home to a Syrian refugee family in Jordan’s Za’atari camp was on display as a UNHCR art installation at this year’s graduation ceremonies. The artwork, by London-based artist Kate Daudy, entitled Am I My Brother’s Keeper? is concerned with questions of home, identity and memory, and is based on an ancient Chinese literary practice of writing on objects.

Daudy visited several refugee camps on different occasions and met with activists, war-wounded, volunteers, doctors, diplomats and other aid organisations, from nearly 60 nations, asking them about their experience of the refugee crisis, and their observations about home and identity rising from it. The tent is inscribed with work and words of the refugees themselves. Daudy commissioned the circles on the tent to compose the enormous tree of hope, as well as the crochet elements, which were made by women in Syria and transported to London, to create the hollyhock bushes.

SOAS students have played a leading role in campaigning on refugee issues and supporting refugee families in the UK with Amira Rady and Holly Buck founding the ‘Education without Borders’ campaign which led to the creation of the seven Sanctuary Scholarships which support displaced people who cannot access Student Finance. SOAS is a leader in UK higher education on migration issues including our work on the European Commission funded project on migration and displacement in the Horn of
Africa, the hosting of Why Comics which uses interactive comics embedded with multimedia to communicate humanitarian and social issues. Our students want to live in a world which is fair and where diversity is valued.

**Research and Enterprise**

**Research**

Jonathan Goodhand, Professor in Conflict and Development Studies at SOAS University of London, has been awarded a grant of just over £7million from The Global Challenges Research Fund (GCRF) Research Councils UK Collective Fund for a project on war and drugs.

**Worktribe**

The Research Office has introduced Worktribe, a grant management system for staff applying for external research funding. Worktribe simplifies the process of applying for research funding at SOAS, creating a shared online space for academics and the Research Office to work on bids together, and helps the Research Office deliver great support, faster approvals and very accurate costings.

**Impact Acceleration Fund**

The invitation to submit proposals to the Impact Acceleration Fund for 2017-18, launched in March, generated significant interest this year. The fund aims to support engagement beyond academia, thereby accelerating the impacts generated from research projects.

The five projects selected for funding aim to: 1) support the development of Kachin history curricula and materials for use in educational institutions and networks in Myanmar (Mandy Sedan, Department of History); 2) produce and disseminate visual materials and conceptual art work to promote understanding of the role of borderlands and brokers in post-war transitions in Nepal and Sri Lanka (Jonathan Goodhand, Department of Development Studies); 3) advance development and uptake of a multilingual, inclusive teaching programme that facilitates the teaching of basic literacy skills in all the local languages in Senegal (Friederike Luepke, Department of the Languages and Cultures of Africa); 4) promote an increased understanding amongst academics and practitioners of the history of the United Nations War Crimes Commission and its impact on current applications of international criminal law (Dan Plesch, Centre for International Studies and Diplomacy) and 5) promote uptake of Rwandan-generated research to inform policy and decision-making in post-conflict Rwanda among national and international actors (Phil Clark, Department of Politics and International Studies).
Whilst the outcomes of these projects are anticipated to be particularly interesting, advice and guidance will be provided to all applicants by the SOAS Impact Officer (Silvia Guizzardi) to enable them to develop and progress their projects.

Knowledge Exchange Fund
5 projects have been selected for support through the new Knowledge Exchange Fund which was launched in March this year. The invitation to submit proposals received a very positive response with an encouraging number of high quality proposals. Funded projects will develop a SOAS-led commercial consultancy for private sector investment in Africa (Victor Murinde, School of Finance and Management), a certified professional training programme for yoga teachers (James Mallinson, Languages and Cultures of South Asia), a business case for digitisation of library resources (Library and Information Services), the provision of digital archiving services for language collections (Mandana Seyfeddinipur, Endangered Languages Archive) and a translation agency and Asian and African languages (Nana Sato-Rossberg, Centre for Translation Studies). The projects will be developed over the course of the next academic year with support from the enterprise team and will contribute to the development of knowledge exchange activity at SOAS.

Enterprise
SOAS ran a 5-day workshop in June on economic theory, evidence and policy for a small group of senior Ethiopian policy makers. The Ethiopian High Level Policy Workshop, directed by Professors Christopher Cramer and John Sender, addressed macroeconomic balances, exchange rate policy, development banking and taxation, public private partnerships, and China’s management of banking in the context of globalisation and financialisation. Speakers came from SOAS and the University of Cambridge and included Dr. Ken Coutts, Michael Kuczynski, Professor Peter Nolan, Dr Jonathan Di John, and Drs. Elisa van Waeyenberge and Kate Bayliss. The workshop was funded by a grant from the New Venture Fund and will be followed up by a report with a set of priorities to accelerate the transformation for the Ethiopian coffee sector produced by Chris Cramer.

Professional Services Restructure
On 24th July the month-long consultation on One Professional Service closed. A large number of responses to the consultation were received from staff, which provided they are not personal to individuals, will be published on the One Professional Service MySOAS staff pages.

The Registrar and the Change Management Team have reviewed all the responses to the consultation and a revised Change Proposal has been issued, which takes into account the feedback received from staff.
The key changes to the proposal are:

The separation of IT from the remit of the Deputy COO (Resources & Planning). IT will now stand alone under a CIO, with some of the functions formerly sitting under Planning & Governance moved to the CIO post, such as Information Compliance and Records Management.

Planning & Governance has been disaggregated to form separate Planning and Governance & Legal functions.

Equality & Diversity has been taken out of the Governance & Legal directorate and now sits in two areas: HR for staff and Student & Academic Experience for students.

The revised structure is now the one which we will be moving forward with as we create One Professional Service at SOAS. This revised structure is stronger as a result of the feedback from staff. And even in areas where the functions as proposed will be retained, comments and suggestions made were helpful in testing out the strength of the proposed structures.

This initial consultation has been on the new top-level structure and the creation of the new directorates. The next phase will be the creation of the structures of the new directorates themselves, with directors working with their teams and staff to develop proposals for their directorate, each one of which will then be subject to consultation in the normal way.

**Academic Restructure**

The new academic structure has come into effect. All academic, research and permanent teaching-only staff have received formal notification of their department and line-manager. Financial and planning models based on the eleven departments of the new structure are being prepared. Changes to key information systems within the School, including human resources, finance and research systems, are underway. The School website is being revised to reflect the new structure. The new enlarged Executive Board will meet for the first time in September. Arrangements for transitional administrative support for departments are being finalised, along with a leadership programme to prepare Heads of Department and other members of Executive Board for their revised responsibilities.

**SOAS in the News**

**Broadcast**

Monocle Radio: Steve Tsang discussed the Abbas visit to China

Focus on Africa: Ini Dele-Adedeji discussed the claims made by the Nigerian government to have defeated Boko Haram

CNN(x3), BBC World Service, BBC World TV: Leslie Vinjamuri discussed the Russia investigations in the US, the Presidential pardon and the first 6 months of the Trump presidency
Radio 4: Jieyu Liu interviewed on China’s two-child policy

Online

SCMP, Korea Times, Voice of America, Taipei Times: Steve Tsang discussed US-China relations and the banning of Pooh bear

Jewish Chronicle: Colin Shindler published an article on Jews and the Labour Party

Le Monde Diplomatique: Gabriele vom Bruck commented on the Qatar crisis

Sentinel, Taipei Times: Dafydd Fell published an article on Taiwan’s 30th anniversary of lifting martial law and his book Social Movements in Taiwan was also reviewed

Wishing everyone all the best for the summer. The next Director’s report will be in September.

Valerie Amos
31st July 2017
Director’s Report
September 2017

Introduction

Higher Education continues to be in the spotlight with fierce debate on the impact of tuition fees - an issue of great importance to SOAS students - and the impact of growing competition in the sector. This year, UG student admissions to SOAS have fallen as a result of the decision to ensure that, through clearing, the School maintained tariff levels. This has led to a challenging financial environment for the School going forward. An all staff meeting has been called (4 October) to advise staff how the School intends to address the issues, in advance of meetings of the Resources and Planning Committee and Board of Trustees meetings later this month.

Last week saw the arrival of our new cohort of students in a busy Welcome Weekend and we also welcomed back our returning students.

In addition to the usual welcome and induction, events for Welcome Week this year included "Questions in The Atrium" aimed at getting SOAS students immersed in the learning community on campus. We want to showcase the wealth of knowledge here at SOAS as part of our renewed focus on the student experience.

Spotlight on China

The SOAS China Institute (SCI) is one of the world-leading centres for China expertise located in the heart of London. With more than 50 academics working on different aspects of China at SOAS, it is home to the largest community of Chinese Studies scholars in Europe.

We teach BA degrees in Chinese (Modern and Classical) and Chinese Studies; plus a range of BA degrees combined with Tibetan. Our Taught Masters programmes include Advanced Chinese Studies, Chinese Studies, Sinology, Taiwan Studies and Contemporary China Studies. We offer Research Degrees (MPhil/PhD) in Chinese and Inner Asian Studies. We have over 150 students on the UG and 25 students in the PG programmes.

The SCI has connections with a range of Chinese universities including Beijing Foreign Studies University, which is the key connection for the London Confucius Institute at SOAS; Beijing Normal University, which hosts our UG Chinese Studies students; partnership at the Yenching Academy at Peking University, under which one of our graduates is usually offered a place and full scholarship on its Master programme. Shanghai University where we have a strong humanities partnership involving a select group of other leading UK and Chinese universities; Zhejiang University related to their art collections and which our MA in Advanced Chinese Studies students attend for Mandarin training.
Image from the ‘British or Chinese? Stories of Migration, Family and Identity’ exhibition, based on Dr Jieyu Liu’s research. The exhibition took place at the China Exchange and then later in the Paul Webley Wing in May and June 2017.

As set out in the SCI report to the Academic Board (June 2017), we are now strengthening this work further.

- SCI has a significantly raised profile in academia, the media, the public sector, and the corporate sector. It is now on track to reclaim the position Chinese Studies used to enjoy in the UK two decades or so ago, as the leading centre for the study of China in this country.

- In academia, world class scholars from afar are now visiting and speaking at SOAS regularly. They include professors Minxin Pei, Barry Naughton, David Shambaugh, Joseph Fewsmith from the USA, Baogang He from Australia, Guogang Wu from Canada, as well as respected practitioners like Andrew Collier of Orient Capital of Hong Kong and Lyushun Shen, a former Deputy Foreign Minister of Taiwan.

- SCI has also held joint events and conferences with Chinese partners, such as the conference on social governance in September with Beijing Normal University.

- A partnership to deliver a global art programme with the new Guardian Art Institute in Beijing and the Chicago Art Institute is being launched next month.

- In the media, from December 2016, the SCI was quoted in the media over 150 times, including on BBC Main News, Newsnight, ITN, Channel 4 News, Channel 5 News, the
Breakfast Show, the Andrew Marr Show, Today, New York Times, Wall Street Journal, the Financial Times and the Guardian.

- The SCI now regularly engages with the Foreign Office and the Cabinet Office in discussing China related policy matters, and the SCI Director has given evidence to the Foreign Affairs Committee and in the House of Lords on China matters.

- The SCI has secured support from the corporate sector to fund the full costs of the annual China Debate the annual WSD Handa Distinguished Lecture Series. The first lecture was delivered by former Prime Minister of New Zealand Sir John Key and a conference on the 19th Congress of the Chinese Communist Party.

- The SCI is now planning to launch a new Corporate Membership scheme which is designed to raise the profile of SOAS in the business world so that insights and expertise the SCI is fostering can be used to make impact and new income can be generated to enable it to enhance the core academic programmes.

The academic journal, The China Quarterly, the leading source for serious scholarship on contemporary China and Taiwan is published by CUP for SOAS, with SOAS academic Tim Pringle the journal editor. The Journal took a strong stand last month in relation to academic freedom, successfully ensuring access was restored to 300 online articles and reviews published in the journal that had initially been restricted by CUP at the request of a Chinese import agency.

Steve Tsang

Student experience and inclusivity

In his role as the new Deputy Chief Operating Officer (Student and Academic Experience), Dr Ian Pickup is starting a SOAS-wide conversation about the student experience. To launch this project, Ian recorded a [short video which everyone can watch on MySOAS](#). All aspects of the student experience – from recruitment and enrolment through to graduation and beyond – and all the activities SOAS undertakes to engage with students, will be included. Staff are being invited to get involved now, initially [by completing a survey](#) on their perceptions of the student experience at SOAS. There will be open events and workshops for staff in the Paul Webley Wing over the coming weeks, designed to share ideas and open up discussion around emerging themes. Students will be involved as the term evolves, ensuring that the student voice is central to the discussions.

Complementing this, Professor Deborah Johnston, Pro-Director Teaching and Learning has set out the Inclusivity at SOAS programme to help ensure SOAS explicitly and openly creates an environment where the gaps and differences in outcomes and achievements between students from different backgrounds can be challenged and addressed.

Academic restructure

The School’s new academic structure came formally into effect on 1 August with a transition year running 2017-18 to facilitate the academic and administrative support changes required to ensure the smooth running of each department. Heads of Department are now
members of the School’s Executive Board. In each department, Heads will work closely with a Research Coordinator, a Learning & Teaching Coordinator and a Department Manager.

Professor Stephen Hopgood was appointed our first Pro-Director International, to take forward the International Strategy.

Work is ongoing to make changes to key information systems within the School, including human resources, finance, research and student data systems, to reflect the new structure. Changes to staff- and student-related processes and policies are being prepared for consultation and approval by the relevant committees. An academic workload planning tool is being procured and tested in consultation with colleagues.

The regional institutes and centres have not been affected by the introduction of the new academic structure. They remain outside of the departmental structure and are currently being reviewed as part of the Area Studies Review, which will report to Academic Board this term.

**One Professional Service**

SOAS continues to take forward the development and implementation of the One Professional Services structure for SOAS to ensure effective support for our staff and students aimed at delivering the excellence which is at the heart of the School’s medium term strategy.

Graeme Appleby and Ian Pickup have been appointed as Deputy COOs within the new structure.

**Self-delivery of facilities and catering**

At the start of August we announced that SOAS will directly employ staff engaged in key support services from September 2018.

Our support staff help to make the university tick and we could not deliver on our teaching and research agenda or offer an excellent student experience without them. We will work with the staff and our trade union partners at national, regional and local level to enable a smooth transition over the next 12 months.

**Welcome week activities**

Welcome Week activities were grouped into four strands involving nearly 300 events.

- **Getting Enrolled:** Including the Enough is Enough Consent Workshops.
- **Getting Connected:** These activities revolved around getting familiar with the content, people and details of the programme of study.
- **Getting Started:** A series of events to help students get familiar with the support services and facilities that are available in and around SOAS.
- **Getting Involved:** An opportunity to participate in activities at SOAS. These are social and interactive and help students to get right into student life at SOAS.
"Questions in The Atrium" aims to get SOAS students immersed in the learning community on campus. These will take place in the Paul Webley Wing on the steps at 5:30pm every day from 2-5 October. Speakers will include SOAS academics speaking on topics ranging from globalisation to national identity.

**World Turned Upside Down**

Building on the centenary events programme, SOAS is launching a public lecture series between January-June 2018. "A world turned upside down" is the theme chosen to represent the specific role SOAS plays in challenging traditional thinking and seeing the world from different perspectives.

**Student recruitment**

UK: September is a busy month for the UK recruitment team with 12 fairs and 7 school visits (four more than last year). Most events take place in the London area and Scotland where interest is strong across all SOAS subjects.

International recruitment: There were 9 international visits in September (USA, Canada, Germany, France, Belgium, Switzerland, Spain, Ireland and India).

The events in Europe were well received though Brexit is a concern for those applying from 2019 onwards. We are increasing our activity in the EU this year to maximise enrolments while EU students still pay UK fees and have access to loans. In the USA there was a greater concentration on reaching school and university counsellors by attending the NACAC conference as well as attending fairs in New York, Boston and Houston. In Canada the QS fairs in Toronto and Vancouver attracted a large number of prospective students interested in the subjects SOAS offers.

**Development, Alumni and External Engagement**

Building on the centenary events programme, SOAS is launching a public lecture series between January-June 2018. "A world turned upside down" is the theme chosen to represent the specific role SOAS plays in challenging traditional thinking and seeing the world from different perspectives.

The Development and Alumni team have spent much of August and September capturing the stories of our newest alumni, and renewing the support of generous donors such as the Allan and Nesta Ferguson Charitable Trust. The Trust supports three Ferguson scholarships at SOAS. The Scholarships are distributed to African Students (African nationals and resident in Africa) who wish to undertake a taught master’s course at SOAS.

The regular **Alumni e-Bulletin**, a newsletter round up of SOAS activities and alumni news, was sent out to approximately 26,000 SOAS alumni in early September. The most popular item was our **new Alumni website** ([https://www.soasworld.org/](https://www.soasworld.org/)).

The Alumni team are now moving into the second phase of launching **SOAS Connect**, our new Alumni mentoring platform: [http://www.soasconnect.net/](http://www.soasconnect.net/) SOAS Connect is an online community exclusively for SOAS alumni where alumni can share contact and career details, expand professional networks and find an alumni mentor or mentee.
Photographs from graduation are available on SOAS’s new alumni website.

**HR**

For this academic year, a new payment and contractual system called VT has been successfully introduced for fractional teachers. The new software automates the issue and authorisation of contracts, whilst providing detailed information on pay and hours of work. This helps to address wide-ranging problems experienced in previous years in ensuring that correct, clear and transparent contractual payments are made.

Given the continuing uncertainties for staff from the EU with respect to the impact of Britain’s decision to leave the EU, on their employment status, HR will continue to send out updates and convene information sessions for staff.

**Research and Enterprise**

**REF**

On 1 September HEFCE published its initial decisions on the Research Excellence Framework 2021. A further set of decisions will be taken on the remaining aspects of the framework in the autumn. The most significant change is the importance of impact, which will grow to 25% from 20% in REF 2014. In light of the increased weighting for impact, we are launching a series of impact training and development workshops with external expert facilitators.

**Recent Awards**

SOAS has continued to be successful in winning external awards.

- Emma Crewe has just been awarded an AHRC Networking Plus Grant of £2,032,575; “Deepening democracy in extremely politically fragile countries: networking for historical, cultural and arts research on Parliaments and people.” The goal of this project is to create opportunities for scholars in extremely politically fragile states to undertake research on democracy, public engagement and women’s political participation. It is designed to support national researchers to be the main protagonists in all aspects of this programme.

- Laixang Sun and Huan Zou have been awarded a grant from the Met Office of £155,000 for "The Development of an integrated urban framework for climate services in the Yangtze River Delta Region". This is part of the Climate Science for Service Partnership for China (CSSP China), supported by the UK Government’s Newton Fund, which is a joint UK-China research programme that aims to help build the basis for services to support climate and weather resilient economic development and social welfare through strong strategic partnerships harnessing UK scientific expertise.

- Paul Basu has been awarded an AHRC standard grant entitled "Museum affordances: activating West African ethnographic archives and collections" this is a collaborative project with Cambridge and ODI with SOAS being awarded £645,000, "This project investigates the latent possibilities of museum collections, curatorial interventions, and innovative exhibition practices, focusing on the material legacies of colonial-era anthropological fieldwork and collecting. It explores how museums can activate such
historical collections as catalysts for intercultural understanding, for recovering lost histories, repairing past injustices, building relationships, exchanging knowledge and engaging creatively across social and cultural boundaries."

- Marie Rodet has been awarded an ESRC-DFID Frontier award entitled "Resilience in West African Frontier communities", for £300,000. This research is looking at small-scale communities in the border regions of Southern Senegal, Western Mali and Eastern Guinea who have developed longstanding strategies allowing them to adapt to recurrent deep changes in political structure and social stratification that are typical of Frontier societies. This project aims to generate a better understanding of resilience strategies and local knowledge as developed in those frontier communities to respond to ongoing ecological, economic and political stresses.

- Laura Hammond has been awarded £65,000 from the Netherlands Ministry of Foreign Affairs to research “Migration And Displacement In And From Darfur: Conflict, Livelihoods And Food Insecurity.” The proposed research aims to examine trends, processes and drivers of migration and displacement in and from Darfur, with a particular focus on migration flows during its protracted conflict.

In July and August we welcomed around 150 students from all over the world to the SOAS Academic Summer School. 10 courses ran in two sessions over a 6-week period, covering a wide range of topics related to Finance and Economics, Politics, Development and Law. The SOAS Academic Summer School has now been running for 5 years and numbers have grown steadily year on year.

Other news

In mid-September SOAS was ranked 77th in the world and 14th in the UK for Arts and Humanities in the Times Higher Education’s World University Rankings 2018. In the overall THE World rankings released earlier in September, SOAS received its highest score in the “international outlook” category, ranking it 167th out of more than 1,100 universities worldwide.

In the Times’ Good University Guide 2018 SOAS retained its improved rating of sixth in London and our top 40 spot with 36th place in the UK. SOAS was also ranked in the top 10 for East and South Asian Studies (7); Middle Eastern and African Studies (7); Anthropology (9) and in the top 20 for Theology and Religious Studies (14); History of Art, Architecture & Design (15); Linguistics (16) and Music (17).

On European Languages Day on 26 September, activities in PWW offered a mix of art exhibitions, multimedia installations, and flash talks open to the public. Some of the highlights include a poetry and translation workshop; talks from the student-led SOAS Sylheti Project, which aims to document the Sylheti language as spoken by the various generations of a local community, and video installations of speakers of endangered languages.

We also announced our collaboration with the Endangered Poetry Project.
SOAS in the media

SOAS academics have been in demand as world events in North Korea, China and the US dominated the international news agenda.

By way of illustration in one week in September, in the broadcast media:

- Steve Tsang discussed North Korea and China on BBC Breakfast, Radio 5 Live, BBC World News, BBC News Channel, BBC Wales, Austrian Radio, BBC Cumbria, CBC.
- Leslie Vinjamuri discussed domestic and international US politics on CNN, BBC News, Bloomberg TV, Radio 4
- Hazel Smith discussed the situation in North Korea (also in La Razon – Spain) on Victoria Derbyshire, Sky News, Talk Radio, Radio Scotland, BBC Radio Scotland, BBC West Midlands radio, LBC, BBC World, BBC Radio 5;

A listing of all SOAS academic comment in the media can be found in the weekly SOAS in the media round up.

The SOAS Library featured in the new BBC One detective drama, The Cuckoo’s Calling, an adaptation of the 2013 detective novel by JK Rowling. The novel featured a fictional SOAS academic. In the TV drama the murder trail leads them to investigate resources in the SOAS Library. The scenes were shot at SOAS in the spring of this year.

Valerie Amos
1st October
1. Actions taken in response to 2017/18 Admissions

1.1 This paper is supported by a presentation entitled ‘Situational Analysis’. The presentation at appendix 1 outlines the current challenges facing HE institutions in Britain and SOAS’ plans to address those challenges.

Quality
Quality has fallen with this summer’s admissions cycle demonstrating a ‘cliff edge’ in terms of the quality of students that we are able to attract.

Financial
We are not able to recruit sufficient high tariff students to maintain our brand and reputation whilst also meeting financial obligations.

Reputation
There has been a gradual undermining of our reputation, particularly in relation to league table position, and our performance in REF and TEF. This has currently impacted UG recruitment and left unmanaged, it will also impact PG recruitment.

The above challenges need to be addressed urgently given the ongoing changes in the HE sector and the actions being taken by other universities to minimise their risk to the impact of those changes. SOAS cannot afford to be left behind.

1.2 What actions do we plan to take?

i. Address the financial shortfall by reducing the cost base in the following areas:
   - As already signalled in the One Professional Services proposals, the professional services staff budget will be reduced by £1m, refocusing professional staff efforts to: areas that have maximum impact on the student experience; improvements in systems and information; better support to academic leaders; internationalisation objectives.
   - Reduction in staff salaries in the region of £3m over the coming 2-year period. It is not anticipated that there will need to be compulsory redundancies.
   - Undertake a zero-based budgeting exercise, reviewing all budget lines across the institution and prioritising spend in line with our situational analysis and institutional strategy.

ii. Improve performance management
Implementation of a workload planning tool will provide transparency over teaching and other commitments and allow us to understand more clearly our costs of delivery.
iii. Target both revenue and capital investment only in areas that improve teaching, learning and the student experience, improving REF outcomes and facilitating international partnerships.

The clear intention is to invest only where there is a direct impact on external measurements of quality. Plans include:

- Re-phasing work on the Philips Building (pulling back circa £20m in capital spend for a period of 3-5 years)
- Utilising the HEFCE SIL fund to convert space within the current estate to the School of Languages.
- Targeted investment to improve the experience and aid retention of our students including:
  - Developing a student community and learning support space in College Buildings
  - Creation of 3 Student Engagement hubs, located in close proximity to existing Academic Departments
  - Investment in student wellbeing facilities
  - Potential investment in student enterprise/innovation
- Specific investment into REF, particularly transformational initiatives that have the capacity to generate significant income and enhanced external partnerships (£180k)
- Specific investment into TEF, particularly Feedback and Assessment and Academic Support (£170k)

1.3 *Medium term*

In the medium term we need to ensure that we are playing to our strengths. SOAS has a unique portfolio and position in the Higher Education sector nationally and internationally. We need to be confident that our operating model is effective and that the size and shape of our institution support that unique portfolio.

There is a need to focus our attention on a small number of high impact strategic projects. Consultation on potential strategies are in progress and will require detailed feasibility studies and broader consultation with the SOAS community but may include:

- Expansion in distance learning provision
- Greater international presence including through Transnational Education (e.g., partnerships, articulation agreements, dual/double degree provision).
- Student enterprise and innovation

1.4 Additionally, we need to continue to focus on key areas that have already been identified for improvement. These include ongoing priorities as follows:

- Academic Restructuring / Business Partnering implementation
- Continued curriculum Reform-can Deborah say how many programmes have gone and in which Departments?
- Implementation of our Teaching and Learning Strategy: focus on retention and WP. For example, we are putting place mentoring, support and information systems to help us identify and support students early on who are struggling.
- One Professional Service Strategy
- Research Excellence Strategy, designed to ensure a top quartile performance
- Development and implementation of our International Strategy
- Key Infrastructure and Investment Plans – investing only where we contribute directly to institutional success measures
• Major review of our marketing position/strategy
• Ongoing financial and performance management including a review of our cost base through a zero-based budgeting exercise

1.5 We will also consult on two to three key income generating initiatives over the coming months. Feasibility studies and detailed business plans are in progress and will be presented to the Board by February. Whilst these pans are not yet fully articulated and need careful planning, the following areas are under discussion:
  ▪ Significant growth in distance and blended learning
  ▪ A Transnational Education (TNE) Strategy that initially targets greater recruitment to existing programmes through global partnerships, articulation agreements, etc.
  ▪ Greater income from enterprise activity
  ▪ Undertake a planned review of SOAS size, shape and focus

2. Revised Financial Forecasts

2.1 The presentation includes two slides on the finances titled ‘Financial Health Check’. They represent updated forecasts which reflect the very difficult admissions round in August where our decision to protect tariff (grade point average) meant that UG recruitment fell circa 216 short of target (including a 5% attrition rate). In financial terms this is around £1.99m below forecast. The slide deck explains that decision in some detail and signals a move to maintain the strength of the institutional brand and the position of the university in the various league tables after a six-year period of declining indicators of quality.

2.2 **Scenario 1** (slide 16) is a ‘no further action’ scenario.

![Projected deficit graph]

The scenario builds on our current admissions position and forecasts only minor improvements in recruitment over the coming 5 years. Modest improvements result in an overall adjustment downwards to our forecast of £6.61m when the impact of falling recruitment is at its greatest in 2019/20. This being the point at which reduced UG numbers for a three-year cohort are evident in full in the forecast.
We have also included the latest policy outcome relating to a non-inflated fee at £9,250 on home UG fees, resulting in a reduction in fee income of £1.83m by 2021/22. Further sensitivity analysis on fee income is being undertaken. However, the volatility of current political debate makes meaningful analysis challenging.

Scenario 1 includes only known, planned projects e.g., savings of £1m from the One Professional Service restructure, the costs of moving to fully self-delivered facilities services and modest investment in TEF and REF strategies.

It is clear that significant further action needs to be taken and that this scenario is not sustainable.

2.3 **Scenario 2** includes some actions to address our cost base and more accurately reflects decisions being made within the institution to address the ongoing shortfall.

In this scenario, the Phillips Building project is re-phased whilst limited, targeted capital investment in the student experience is prioritised. This scenario includes £5m investment in Strategic Languages and allows us to draw down a further £5m investment from HEFCE.

The scenario includes efficiency saving targets of £1.5m in 2018/19, rising to £3m per annum from 2019/20. Exceptional costs of restructuring of £1.2m are included in 2017/18 and 2018/19.

It is important to note that whilst the slide references some potential savings, they include no positive change in our income streams through key strategic initiatives and does not yet model work being undertaken to improve our admissions position through:

- targeted improvements in PG marketing
- improvements in our League Table position,
- improvements in key metrics (TEF and through targeted investment in our infrastructure that directly contributes to our students experiences on campus

Updates in respect of these initiatives will be provided when feasibility studies are complete and when costed business planning has been undertaken.

Once this work is undertaken and clear evidence is available on to support positive, income generating strategies, the Board will be presented with an updated scenario. Executive Board are clear that this alongside a clear descriptor of our vision for the size and shape of the institution is a priority.

2.4 Slide 17 provides an update on **projected cash balances** and primarily shows the impact of decisions being taken to re-phase capital works. In this slide, scenario 1 highlights cash deficits should we have made a decision to proceed with the Phillips building refurbishment. Scenario 2 highlights cash balances with a delayed project start.
2.5 Both projections highlight significant deterioration in our cash position and reflect the projections which are based on Scenario 2 above but do not take account of any of the strategic improvement projects outlined above.

Paula Sanderson
October 2017
Situational Analysis October 2017

SOAS Performance, Projections and Plans in light of the Changes and Challenges in the UK Higher Education Landscape.
Changes & Challenges

- Competition is becoming more intense - UK & Global
- Sector is becoming ever more marketised
- New providers encouraged by The HE and Research Act
- Uncertainty regarding future funding of the sector
- Fewer UK students in the pipeline
- Uncertainty caused by Brexit
Changes & Challenges

- Growth in Transnational Education
- Blended learning - rather than online
- Government focus on apprenticeships
- Increased emphasis on careers and employability
- League table position has become shorthand for excellence
Number of 18 year-olds in short-term decline

International students in the UK plateauing. Transnational numbers growing.

Source: Janet Ilieva. Analysis based on HESA Student Record and Aggregate Offshore Record
Grant income declining. Tuition fee income growing.
SOAS Enrolments declined this year

**Undergraduate New Students (FTE)**

<table>
<thead>
<tr>
<th>Year</th>
<th>SOAS NEW UG</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>844</td>
</tr>
<tr>
<td>2012</td>
<td>838</td>
</tr>
<tr>
<td>2013</td>
<td>942</td>
</tr>
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<td>2014</td>
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</tr>
<tr>
<td>2015</td>
<td>1021</td>
</tr>
<tr>
<td>2016</td>
<td>1069</td>
</tr>
<tr>
<td>2017*</td>
<td>854</td>
</tr>
</tbody>
</table>

**Postgraduate Taught New Students (FTE)**

<table>
<thead>
<tr>
<th>Year</th>
<th>SOAS NEW PGT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
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<tr>
<td>2012</td>
<td>1269</td>
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</tr>
<tr>
<td>2015</td>
<td>1261</td>
</tr>
<tr>
<td>2016</td>
<td>1451</td>
</tr>
<tr>
<td>2017*</td>
<td>1432</td>
</tr>
</tbody>
</table>
Where does SOAS income come from?
2016-17

Income by source 2016/17

- Tuition fees: 72%
- Funding Council - R grant: 5%
- Funding Council - T grant: 5%
- Research contracts: 3%
- Endowments & donations: 7%
- Other income: 7%
- Endowment and investment income: 1%
SOAS has historically reduced tariff to compensate for a fall in applications – against the national trend.

Indicates the gap between tariff that would have been necessary to meet our financial target and actual tariff achieved.

<table>
<thead>
<tr>
<th>Year</th>
<th>SOAS</th>
<th>Sector Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>436.5</td>
<td>348</td>
</tr>
<tr>
<td>2012/13</td>
<td>422.2</td>
<td>355.7</td>
</tr>
<tr>
<td>2013/14</td>
<td>406.6</td>
<td>351.5</td>
</tr>
<tr>
<td>2014/15</td>
<td>410.3</td>
<td>353.7</td>
</tr>
<tr>
<td>2015/16</td>
<td>401.4</td>
<td>355.1</td>
</tr>
<tr>
<td>2016/17</td>
<td>390</td>
<td></td>
</tr>
<tr>
<td>2017/18</td>
<td>350</td>
<td></td>
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</table>
### SOAS League Table Standings (2014 – 2017)

<table>
<thead>
<tr>
<th>League Table</th>
<th>Last Release</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERNATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>QS (Subject Ranking – Arts &amp; Hum.)</td>
<td>June, 2017</td>
<td>331</td>
<td>275</td>
<td>252</td>
<td>296</td>
</tr>
<tr>
<td>(Subject Ranking – Soc Sci)</td>
<td>March, 2017</td>
<td>79</td>
<td>60</td>
<td>46</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>March, 2017</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Times Higher Education (THE)</td>
<td>Sept, 2017</td>
<td>---</td>
<td>---</td>
<td>401-500</td>
<td>401-500</td>
</tr>
<tr>
<td>(Subject Ranking – Arts &amp; Hum.)</td>
<td>Sept, 2017</td>
<td>---</td>
<td>---</td>
<td>77=</td>
<td>101-125</td>
</tr>
<tr>
<td>(Subject Ranking – Soc Sci)</td>
<td>Oct, 2017</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>NATIONAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete University Guide (CUG)</td>
<td>April, 2017</td>
<td>35</td>
<td>43</td>
<td>43</td>
<td>38</td>
</tr>
<tr>
<td>The Guardian</td>
<td>May, 2017</td>
<td>24</td>
<td>26</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>The Times/Sunday Times</td>
<td>Sept, 2017</td>
<td>31</td>
<td>44</td>
<td>35</td>
<td>36=</td>
</tr>
</tbody>
</table>

*Year shows calendar year of release, not the year used by the League Table in their publications.*
Impact of REF 2014 and NSS 2016 on SOAS National Rankings

SOAS National League Table Rankings (2011-2017)

### Times 2016 and CUG & Guardian 2017 use improved NSS 2016 scores

### Drop in league tables that use heavier research weightings
NSS and TEF results have an impact

UCAS Track Survey (1,100 respondents for SOAS)

Most important factors influenced a "firm" decision were: course and course content; academic reputation; and social life. Declines are driven by: cost of living; course content; reviews from other students; league table results.
We don’t perform well on Black & Asian attainment gap

Fourth and third highest respectively in the sector for Black and Asian attainment gap

122 of 124 for Long term employment prospects
Spiral of decline pushing us closer to cliff edge. Pre-Clearing Position

**Impact of softening on INCOME £m and Indicative League Table position**

<table>
<thead>
<tr>
<th></th>
<th>Soften</th>
<th>Indicative impact on LT position</th>
<th>Institutional loss</th>
<th>Cumulative change in LT compared to current</th>
<th>Cumulative change in loss compared to current</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current position</td>
<td>1 grade</td>
<td>+4</td>
<td>-£3.56m</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Scenario 1</td>
<td>2 grades</td>
<td>-1</td>
<td>-£2.99m</td>
<td>-5</td>
<td>+£0.57m</td>
</tr>
<tr>
<td>Scenario 2</td>
<td>3 grades</td>
<td>-6</td>
<td>-£2.37m</td>
<td>-10</td>
<td>+£1.19m</td>
</tr>
</tbody>
</table>
### Financial Health Check

**Scenario I - no action**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus / (deficit) - Jul projection*</td>
<td>(1.69)</td>
<td>0.82</td>
<td>2.45</td>
<td>2.83</td>
<td>2.61</td>
</tr>
<tr>
<td>Fee adjustment - post confirmation</td>
<td>(1.99)</td>
<td>(4.36)</td>
<td>(6.61)</td>
<td>(6.07)</td>
<td>(5.93)</td>
</tr>
<tr>
<td>UG Home Fee Freeze</td>
<td>-</td>
<td>(0.42)</td>
<td>(0.90)</td>
<td>(1.37)</td>
<td>(1.83)</td>
</tr>
<tr>
<td>FM self delivery - transition costs</td>
<td>(0.70)</td>
<td>(0.08)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TEF/REF investment</td>
<td>(0.35)</td>
<td>(0.70)</td>
<td>(0.70)</td>
<td>(0.70)</td>
<td>(0.70)</td>
</tr>
<tr>
<td>Surplus / (deficit) - no action</td>
<td>(4.73)</td>
<td>(4.74)</td>
<td>(5.76)</td>
<td>(5.31)</td>
<td>(5.85)</td>
</tr>
</tbody>
</table>

* includes £1m central cost savings from 19/20

**Scenario II - post actions**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deficit no action</td>
<td>(4.73)</td>
<td>(4.74)</td>
<td>(5.76)</td>
<td>(5.31)</td>
<td>(5.85)</td>
</tr>
<tr>
<td>Efficiency savings</td>
<td>1.50</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
<td>3.00</td>
</tr>
<tr>
<td>Depreciation w/back Phillips Building</td>
<td>0.20</td>
<td>0.84</td>
<td>0.84</td>
<td>0.84</td>
<td>0.84</td>
</tr>
<tr>
<td>Depreciation new capital plans</td>
<td>(0.12)</td>
<td>(0.25)</td>
<td>(0.25)</td>
<td>(0.25)</td>
<td>(0.25)</td>
</tr>
<tr>
<td>Underlying deficit post actions</td>
<td>(4.85)</td>
<td>(3.29)</td>
<td>(2.17)</td>
<td>(1.72)</td>
<td>(2.26)</td>
</tr>
<tr>
<td>Exceptional restructuring costs</td>
<td>(1.20)</td>
<td>(1.20)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deficit post actions</td>
<td>(6.05)</td>
<td>(4.49)</td>
<td>(2.17)</td>
<td>(1.72)</td>
<td>(2.26)</td>
</tr>
</tbody>
</table>
### Projected cash

<table>
<thead>
<tr>
<th>Year</th>
<th>Scenario I - no action</th>
<th>Scenario II - post actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017/18</td>
<td>17.8</td>
<td>14.5</td>
</tr>
<tr>
<td>2018/19</td>
<td>-0.1</td>
<td>10.7</td>
</tr>
<tr>
<td>2019/20</td>
<td>-5.1</td>
<td>8.7</td>
</tr>
<tr>
<td>2020/21</td>
<td>-9.6</td>
<td>7.2</td>
</tr>
<tr>
<td>2021/22</td>
<td>-13.8</td>
<td>6.0</td>
</tr>
</tbody>
</table>
To address Financial Shortfall
Direct actions:

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeframe for Action</th>
<th>Impact</th>
<th>Timeframe for Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Improve retention rates</td>
<td>17/18</td>
<td>Reduce UG forecast drop out rates from 10% to 7.5% (Yrs 1-2), 8% to 6% (Yrs 2-3 and 3-4) *</td>
</tr>
<tr>
<td>2</td>
<td>Amend capital investment plans</td>
<td>17/18</td>
<td>Removes £12m net cash outflow * Reduction in depreciation of £0.59m *</td>
</tr>
<tr>
<td>3</td>
<td>Refocus marketing and student recruitment effort for PGT</td>
<td>17/18</td>
<td>Increased income from increase in overseas PGT recruitment (target TBD)</td>
</tr>
<tr>
<td>4</td>
<td>Implement zero based budgets</td>
<td>17/18</td>
<td>Contribute to £1m Prof Services savings *</td>
</tr>
<tr>
<td>5</td>
<td>Identify and implement staffing efficiency savings</td>
<td>17/18</td>
<td>£1.5m savings Additional £1.5m savings</td>
</tr>
<tr>
<td>6</td>
<td>Expand Enterprise activity</td>
<td>17/18</td>
<td>Increased income (target TBD)</td>
</tr>
<tr>
<td>7</td>
<td>Develop and deliver Global Partnerships and TNE • Scoping • Agreement • Delivery</td>
<td>By March ’18 18/19 for 1st contract From 19/20 1st contract</td>
<td>Increased income (TBD in International Strategy)</td>
</tr>
<tr>
<td>8</td>
<td>Reform and expand DL activity • Refine DL model • Develop new DL programmes • Deliver new DL programmes</td>
<td>By July ‘18 17/18 - 18/19 19/20</td>
<td>Increased income from Distance Learning (TBD)</td>
</tr>
<tr>
<td>9</td>
<td>Deliver Research Excellence Strategy</td>
<td>17/18 - 2020</td>
<td>Improved REF performance and increased QR funding</td>
</tr>
</tbody>
</table>

* Already included in revised financial forecasts
To address Financial Shortfall
Enabling activities:

- One Professional Service Programme
- Academic Restructuring
- Implementation of workload modelling tool
- Business Partnering
- Curriculum Reform
- Financial and Performance Management
- Development and Implementation of: Teaching & Learning, Research Excellence and International Strategies
The Board of Trustees is asked to **consider** the following Paper

**Executive Summary**

The attached paper is a draft of a new method for reporting on progress against the School’s strategy. The document represents a distillation of the Strategy agreed by the Board to allow simpler reporting and focus the Board’s discussions on the most strategically important items. This revised narrative enables a clearer communication of the vision, one that connects with the whole SOAS community. This outlines targeted improvements in:

- SOAS Teaching, Learning & the Student Experience
- SOAS Research
- SOAS People
- SOAS Voice
- SOAS Infrastructure

An initial Strategy on a Page linked with these thematic areas of delivery alongside an associated dashboard and detailed action plans are presented for consultation.

Future Director & Registrar updates will be given under these five themes of operation.

Attached to this paper are:

- An initial page that proposes a series of new KPIs that are aligned to the two main themes of the Strategy
- The “Strategy on a Page”, taking these five themes and detailing how we will achieve this and how we know when we will have succeeded.
- Detailed action plans for each of the five themes. These would not normally be reported to the Board but dealt with at relevant sub-committees. However, they are included here for the Board to see the work to date. The plans for SOAS Voice are still in an initial phase of development pending the appointment of the new Director of Development, External Engagement & Policy.
- The final annex shows the current KPIs approved by the Board, so it can see what changes are being proposed or it may wish to consider in its discussions.

**Recommendations & Next Step**

To review the document with particular reference to

- Document Format
- Distillation of strategic aims into “Strategy on a page”
- Appropriateness of KPI’s, targets and Committee ownership

and provide feedback to the Executive Board for development of a final version.

**Financial Impact**

None from the paper
<table>
<thead>
<tr>
<th><strong>Risks</strong></th>
<th>No direct risks from the paper and the proposals should improve the Board's discussions of key items and so decrease the risk of poor or ill-informed decision making.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equality implications</strong></td>
<td>None from the paper. However, many of the detailed action plans will require consideration of the equality impact</td>
</tr>
</tbody>
</table>
### SOAS Teaching, Learning & The Student Experience:
Delivering an exceptional SOAS student learning experience that challenges traditional perspectives and develops graduates who make an impact

<table>
<thead>
<tr>
<th>Key Performance Indicator</th>
<th>Current value</th>
<th>Target</th>
<th>Date</th>
<th>RAG status</th>
<th>Lead EB member</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEF Performance</td>
<td>Bronze</td>
<td>Silver</td>
<td>2020</td>
<td>RED</td>
<td>PDLT</td>
<td>Academic Board</td>
</tr>
<tr>
<td>Domestic League tables</td>
<td>tbc</td>
<td>Upper quartile</td>
<td>2025</td>
<td>AMBER</td>
<td>PDLT</td>
<td>Executive Board</td>
</tr>
<tr>
<td>Graduate destinations</td>
<td>tbc</td>
<td>Upper quartile</td>
<td>2025</td>
<td>AMBER</td>
<td>PDLT</td>
<td>Executive Board</td>
</tr>
</tbody>
</table>

### SOAS Research:
Impactful research that applies a global lens to the critical issues of our time and creates new intellectual and strategic partnerships

<table>
<thead>
<tr>
<th>Key Performance Indicator</th>
<th>Current value</th>
<th>Target</th>
<th>Date</th>
<th>RAG status</th>
<th>Lead EB member</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Income</td>
<td>£5.8m</td>
<td>£7.5m</td>
<td>2020</td>
<td>GREEN</td>
<td>PDRE</td>
<td>Research &amp; Enterprise</td>
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<tr>
<td>International co-authorship</td>
<td>N/A</td>
<td>tbc</td>
<td>tbc</td>
<td>AMBER</td>
<td>PDRE</td>
<td>Research &amp; Enterprise</td>
</tr>
<tr>
<td>Peer reviewed articles</td>
<td>192</td>
<td>200 2018?</td>
<td></td>
<td>AMBER</td>
<td>PDRE</td>
<td>Research &amp; Enterprise</td>
</tr>
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</table>

### SOAS People:
To attract, develop and retain a diverse & successful community of staff that supports the School in achieving its shared purpose

<table>
<thead>
<tr>
<th>Key Performance Indicator</th>
<th>Current value</th>
<th>Target</th>
<th>Date</th>
<th>RAG status</th>
<th>Lead EB member</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff recruitment and retention</td>
<td>8%</td>
<td>2.5-7.5%</td>
<td>2018</td>
<td>AMBER</td>
<td>REG</td>
<td>HR Committee</td>
</tr>
<tr>
<td>Staff survey</td>
<td>tbc</td>
<td>x% satisfaction?</td>
<td>2018</td>
<td>AMBER</td>
<td>REG</td>
<td>HR Committee</td>
</tr>
</tbody>
</table>

### SOAS Voice:
To project our core values clearly, confidently and consistently - challenging the establishment and driving social justice

<table>
<thead>
<tr>
<th>Key Performance Indicator</th>
<th>Current value</th>
<th>Target</th>
<th>Date</th>
<th>RAG status</th>
<th>Lead EB member</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brand profile &amp; perception</td>
<td>tbc</td>
<td>tbc</td>
<td>tbc</td>
<td>AMBER</td>
<td>REG</td>
<td>tbc</td>
</tr>
<tr>
<td>Fundraising targets</td>
<td>tbc</td>
<td>tbc</td>
<td>tbc</td>
<td>GREEN</td>
<td>REG</td>
<td>tbc</td>
</tr>
<tr>
<td>UG/PGT targets</td>
<td>tbc</td>
<td>tbc</td>
<td>tbc</td>
<td>RED</td>
<td>DIR</td>
<td>Resources &amp; Planning</td>
</tr>
<tr>
<td>Community engagement</td>
<td>tbc</td>
<td>tbc</td>
<td>tbc</td>
<td>AMBER</td>
<td>DIR</td>
<td>tbc</td>
</tr>
</tbody>
</table>

### SOAS Infrastructure:
To maximise the use of physical, financial and digital infrastructure to achieve our shared purpose

<table>
<thead>
<tr>
<th>Key Performance Indicator</th>
<th>Current value</th>
<th>Target</th>
<th>Date</th>
<th>RAG status</th>
<th>Lead EB member</th>
<th>Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure condition</td>
<td>tbc</td>
<td>tbc</td>
<td>tbc</td>
<td>GREEN</td>
<td>DCOORP</td>
<td>Estates &amp; IT</td>
</tr>
<tr>
<td>Sustainable capital plan</td>
<td>tbc</td>
<td>tbc</td>
<td>tbc</td>
<td>AMBER</td>
<td>REG</td>
<td>Estates &amp; IT</td>
</tr>
<tr>
<td>5% surplus</td>
<td>0%</td>
<td>5% 2020/21</td>
<td></td>
<td>RED</td>
<td>DCOORP</td>
<td>Resources &amp; Planning</td>
</tr>
<tr>
<td>Cash balances</td>
<td>66-23 days(Jul '22)</td>
<td>min 30 days cash</td>
<td>ongoing</td>
<td>AMBER</td>
<td>DCOORP</td>
<td>Resources &amp; Planning</td>
</tr>
<tr>
<td>Internal audit</td>
<td>tbc</td>
<td>tbc</td>
<td>tbc</td>
<td>AMBER</td>
<td>DCOORP</td>
<td>Audit</td>
</tr>
</tbody>
</table>
SOAS - STRATEGY ON A PAGE

WE WILL ACHIEVE THIS BY

- Catalyzing a heightened focus on high quality teaching and learning
- Recruiting the best SOAS students from a diversity of backgrounds - nationally and internationally
- Enhancing the unique student learning experience through curriculum, resource and pedagogic innovation
- Enhancing academic support to best facilitate student retention, progression and academic success
- Supporting students to have positive career destinations and to make an impact throughout their careers
- Developing innovative approaches to student wellbeing and personal development as enablers of academic, personal and professional success

WE WILL HAVE SUCCEEDED WHEN

- We achieve and sustain TEF Silver by 2020 and Gold (or equivalent) by 2025, with a particular focus on Assessment and Feedback and Academic Support
- We achieve and sustain upper quartile domestic league tables by 2025
- We achieve and sustain upper quartile of graduate destinations by 2025

WE WILL ACHIEVE THIS BY

- Delivering modern and flexible teaching and learning tools, spaces and services
- Accurate, robust and timely management information that is made easily accessible to inform decision making

WE WILL HAVE SUCCEEDED WHEN

- We achieve and sustain upper quartile of graduate destinations by 2025
- We achieve and sustain TEF Silver by 2020 and Gold (or equivalent) by 2025
- We achieve and sustain upper quartile of graduate destinations by 2025

IMPACTFUL RESEARCH THAT APPLIES A GLOBAL LENS TO THE CRITICAL ISSUES OF OUR TIME AND CREATES NEW INTELLECTUAL AND STRATEGIC PARTNERSHIPS

SOAS - STRATEGY ON A PAGE

WE WILL ACHIEVE THIS BY

- Developing SOAS as an employer of choice both internally and externally
- Developing policies and pay and reward structures that incentivise and motivate staff to deliver the SOAS Strategy
- Developing a culture of quality and high performance
- Implementing One Professional Service, with the underpinning management structures, systems, processes

WE WILL HAVE SUCCEEDED WHEN

- We attract and retain the brightest and the best, measured through high quality teaching and research metrics
- We have transformed engagement with and between staff, student and alumni communities
- We have met UG and PGT targets
- We have delivered fundraising targets
- We have met our performance indicator on Internal audit confidence
- The School delivers a 5% surplus for reinvestment by 2020/2021
- There is a sustainable and funded capital plan
- Infrastructure maintains high survey condition and scores highly in the NSS learning community metric

ENSURED BY

SOAS VOICE

TO PROJECT OUR CORE VALUES CLEARLY, CONFIDENTLY AND CONSISTENTLY - CHALLENGING THE ESTABLISHMENT AND DRIVING SOCIAL JUSTICE

WE WILL ACHIEVE THIS BY

Establishing an integrated marketing, communication, engagement, development and fundraising strategy - targeted at shared objectives, delivered by a robust, high quality operation. This will include:
- Implementing a marketing and brand building strategy - to underpin sales, recruitment and strategic partnerships in key markets.
- A programme of community building programmes with staff, students and alumni
- The "Questions Worth Asking" campaign - focused on major strategic projects and financial objectives.
- A public policy and political engagement programme - led by the SOAS Director

WE WILL HAVE SUCCEEDED WHEN

- We have a strengthened brand profile, reputation and perception
- We have delivered fundraising targets
- We have met UG and PGT targets
- We have transformed engagement with and between staff, student and alumni communities

SOAS RESEARCH

WE WILL ACHIEVE THIS BY

- Research income continues to grow beyond our target of £7.5m in 2020 (considering both historic data and income secured & grants awarded)
- Our research is recognised worldwide through improved league table rankings and REF performance indicated by an increase in international co-authorship and production of at least 200 peer-reviewed journal articles per year

WE WILL HAVE SUCCEEDED WHEN

- We achieve and sustain upper quartile of graduate destinations by 2025
- We achieve and sustain upper quartile domestic league tables by 2025
- We achieve and sustain upper quartile of graduate destinations by 2025

INFRASTRUCTURE

TO MAXIMISE THE USE OF PHYSICAL, FINANCIAL AND DIGITAL INFRASTRUCTURE TO ACHIEVE OUR SHARED PURPOSE

WE WILL ACHIEVE THIS BY

Establishing a strong business infrastructure, robust investment strategy and strong, operational backbone to deliver business priorities. This will include:
- Developing and implementing a property strategy and investment programme to create and manage the right physical environment to realise our aims
- Developing and implementing a new generation of academic leaders through tailored support for our academic community whether early career researchers or senior academics striving for large collaborative grants
- Expanding our international presence by engaging with HEIs, universities and the third sector in Asia, Africa and the Near Middle East to achieve meaningful and lasting research impact
- Creating an innovative learning environment by embedding cutting-edge research into the student journey
- Building SOAS as a leading institution with a holistic approach to collaboration/beyond-research, ie strengthening local infrastructures, research support and governance
- Targeting our research at the highest quality outlets possible and making it available: Open Access wherever possible.

WE WILL HAVE SUCCEEDED WHEN

- We see improvements in the biennial Staff Survey
- We have transformed engagement with and between staff, student and alumni communities
- We achieve and sustain upper quartile of graduate destinations by 2025
- We achieve and sustain upper quartile domestic league tables by 2025
- We achieve and sustain TEF Silver by 2020 and Gold (or equivalent) by 2025, with a particular focus on Assessment and Feedback and Academic Support
- We achieve and sustain upper quartile of graduate destinations by 2025

SOAS PEOPLE

TO ATTRACT, DEVELOP AND RETAIN A DIVERSE & SUCCESSFUL COMMUNITY OF STAFF THAT SUPPORTS THE SCHOOL IN ACHIEVING ITS SHARED PURPOSE

WE WILL ACHIEVE THIS BY

- Developing SOAS as an employer of choice both internally and externally
- Developing policies and pay and reward structures that incentivise and motivate staff to deliver the SOAS Strategy
- Implementing One Professional Service, with the underpinning management structures, systems, processes

WE WILL HAVE SUCCEEDED WHEN

- We attract and retain the brightest and the best, measured through high quality teaching and research metrics
- We improve improvements in the biennial Staff Survey

SOAS TEACHING, LEARNING & THE STUDENT EXPERIENCE

DELIVERING AN EXCEPTIONAL SOAS STUDENT LEARNING EXPERIENCE THAT CHALLENGES TRADITIONAL PERSPECTIVES AND DEVELOPS GRADUATES WHO MAKE AN IMPACT

WE WILL ACHIEVE THIS BY

- Catalyzing a heightened focus on high quality teaching and learning
- Recruiting the best SOAS students from a diversity of backgrounds - nationally and internationally
- Enhancing the unique student learning experience through curriculum, resource and pedagogic innovation
- Enhancing academic support to best facilitate student retention, progression and academic success
- Supporting students to have positive career destinations and to make an impact throughout their careers
- Developing innovative approaches to student wellbeing and personal development as enablers of academic, personal and professional success

WE WILL HAVE SUCCEEDED WHEN

- We have a strengthened brand profile, reputation and perception
- We have delivered fundraising targets
- We have met UG and PGT targets
- We have transformed engagement with and between staff, student and alumni communities

SOAS RESEARCH

IMPACTFUL RESEARCH THAT APPLIES A GLOBAL LENS TO THE CRITICAL ISSUES OF OUR TIME AND CREATES NEW INTELLECTUAL AND STRATEGIC PARTNERSHIPS

WE WILL ACHIEVE THIS BY

- Research income continues to grow beyond our target of £7.5m in 2020 (considering both historic data and income secured & grants awarded)
- Our research is recognised worldwide through improved league table rankings and REF performance indicated by an increase in international co-authorship and production of at least 200 peer-reviewed journal articles per year

WE WILL HAVE SUCCEEDED WHEN

- We achieve and sustain upper quartile of graduate destinations by 2025
- We achieve and sustain upper quartile domestic league tables by 2025
- We achieve and sustain upper quartile of graduate destinations by 2025
Develop and implement new student support agreements and £50 plans with related targets.

Develop and implement new student support agreements and £50 plans with related targets.

Review and improve admissions processes and the ‘applicant journey’.

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Enhance academic support to best facilitate student retention, progression and academic success.

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Develop and implement new student support agreements and £50 plans.

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Strategic Objective

Strategic Objective

TEACHING

Enhancing the unique student learning experience through curriculum, resource and pedagogic innovation.

Developing innovative approaches to student wellbeing and personal development as enablers of academic, personal and professional success.

Enhancing academic support to best facilitate student retention, progression and academic success.

Develop and implement a comprehensive teaching and student experience strategy.

Develop and implement a comprehensive teaching and student experience strategy.

Increased opportunity for work based learning support.

Increased opportunity for work based learning support.

Teaching and learning support and services.

Teaching and learning support and services.

Support student-facing staff with training and development.

Support student-facing staff with training and development.

Further develop peer based learning support schemes.

Further develop peer based learning support schemes.

Development of Distance and Blended learning provision.

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Further develop peer based learning support schemes.

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<tr>
<th>Initiative</th>
<th>Deputy COO (SAE)</th>
<th>Head of SAaW</th>
<th>Head of LTD</th>
<th>PDTL; ADTLs; Deputy COO (SAE)</th>
<th>Students in development</th>
<th>Notes</th>
<th>UUK Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop multi faith advisory service and activities</td>
<td>Increased number of students in ongoing</td>
<td>Initial ideas in development</td>
<td>SU; LTD; Careers; Head of SAaW</td>
<td>SU; LTD; Careers; Head of SAaW</td>
<td>SU; LTD; Careers; Head of SAaW</td>
<td>New multi faith space developed</td>
<td>Oct-17</td>
</tr>
<tr>
<td>Develop range of extra curricular opportunities for students to gain additional experience as leaders, mentors, volunteers</td>
<td>More students gain experience in ongoing</td>
<td>Student scores in NSS re academic support increase</td>
<td>SU</td>
<td>More students gain experience in relevant areas outside the classroom</td>
<td>Hefce Catalyst bid made for student leadership programmes</td>
<td>New multi faith space developed</td>
<td>SU; LTD; Careers; Head of SAaW</td>
</tr>
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</table>

*NB: The Deputy COO (SAE) and team will lead from a professional services perspective, working in partnership with PDTL
<table>
<thead>
<tr>
<th>Strategic Objective</th>
<th>Objective Lead and Team Involvement</th>
<th>Measures, KPIs</th>
<th>Direction of Travel</th>
<th>Deadline</th>
<th>Progress - commentary</th>
<th>Support requested of other departments/areas</th>
</tr>
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<tbody>
<tr>
<td><strong>Transforming the way we do research by transitioning from individual to more collaborative and cross-disciplinary research projects building on our unique regional and global research portfolio and strengths</strong></td>
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<td></td>
<td><strong>Departmental and UoA research (excellence) strategies in place, regularly reviewed and updated</strong></td>
<td><strong>PORE, DRE, RM, RISU</strong></td>
<td>Number of collaborative/cross-disciplinary/international projects increasing year on year, increased success rates with external bids, hence research income increasing each year</td>
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<td><strong>Internal funding schemes with a focus on building collaborations and monitoring of outputs/outcomes of awarded projects with requirement to apply for external funding at end of project</strong></td>
<td><strong>PORE/DRE/RDM</strong></td>
<td>Number and value of externally funded collaborative/cross-disciplinary/international projects increasing each year</td>
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<td><strong>SOAS Research Groups/Centres structure revised to ensure appropriate cross-disciplinary interactions and close match with funder priorities and themes</strong></td>
<td><strong>PORE, PDR, DRE</strong></td>
<td>Increased success rates with external bids etc</td>
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<td><strong>Establish sound post award processes and improve integration of grant project coordinators into a project office</strong></td>
<td><strong>RSM</strong></td>
<td>Increase in grant underspent to a maximum of 10%</td>
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<td><strong>Developing a new generation of academic leaders through tailored support for our academic community whether early career researchers or senior academics seeking for large collaborative grants</strong></td>
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<td><strong>High quality research and enterprise training and development programme with sessions and materials to meet needs of different audiences - ECRs, established researchers, P.I.s - using external and internal facilitators including some of our academic staff, 'best practice' scenarios in each session</strong></td>
<td><strong>DRE, RM/EM</strong></td>
<td>Numbers of attendees at each session increasing, improved satisfaction ratings with programme, increased compliance with School and funder requirements, increase in research bids/awards won, increase in outputs, impact, increased PhD Completions (??)</td>
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<td><strong>Dedicated research impact training programme and materials leading to improved impact planning, tracking of impacts and retention of evidence</strong></td>
<td><strong>REM, IO</strong></td>
<td>Increased success rates with external bids, increasing number of high quality impact case studies, increased visibility of SOAS research</td>
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<td><strong>Intranet (MySOAS) and internet content revised/Improved to meet information/training needs of SOAS researchers</strong></td>
<td><strong>REO</strong></td>
<td>Increased number of visits/downloads</td>
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<td><strong>Mandatory Research Integrity/ethics training for new staff, PhD students</strong></td>
<td><strong>RM</strong></td>
<td>Improved compliance with internal and external policies, reduction in queries (?</td>
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<td><strong>Weekly drop in sessions made available for all academic colleagues to focus on electronic submission portals, Research Professional, and Worktribe and general research related questions.</strong></td>
<td><strong>RM</strong></td>
<td>Improved activity with RP, improved compliance with WT and electronic submission portals</td>
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<td><strong>Building SOAS as a leading institution with a holistic approach to collaboration beyond research, in strengthening local infrastructures, research support and governance</strong></td>
<td><strong>DRE, New Partnerships Office REO</strong></td>
<td>Number of formal Partnerships Office established increasing by x% each year</td>
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<td><strong>Partnerships Office established to align engagement with each of our regions across research, teaching and outreach</strong></td>
<td><strong>DRE, RM, PO</strong></td>
<td>All contracts following a standard review process &amp; revised Schedule of Authorities published</td>
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<td><strong>Develop the REO contracts team in a central contracts function with a sound contract approval and review process &amp; establish a central library of all contracts.</strong></td>
<td><strong>DRE, RM, PO</strong></td>
<td>Increased uptake of SOAS research by external/international organisations</td>
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<td><strong>Impact/PER Strategies and implementation plans published and carried out</strong></td>
<td><strong>DRE, RM, RSM, TAM, PD</strong></td>
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<td><strong>Identification of possible KE and service tenders to allow transfer of knowledge to other countries/sectors.</strong></td>
<td><strong>Res Comms?, PD, RM, EM</strong></td>
<td>Increase in KE and tender applications. Aim to submit x? With a 25% success rate.</td>
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<td><strong>Developing innovative structures, systems and processes that increase efficiency of research support and minimise research administrative burden</strong></td>
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<tr>
<td>Process / system in place to review and report on research outputs, collaborations, co-authored outputs, publication routes used (eg which journals) to inform strategies</td>
<td>DRE, REM, Office of Scholarly Comms/Library?</td>
<td>Number of co-authored outputs (esp international) increasing by x% each year, improvement in quality of journals published in, in arts and humanities; gradual increase in number of books/monographs published; 100% compliance with Open Access policies</td>
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<tr>
<td>Reports available on research income and other performance indicators, both at School and departmental level</td>
<td>DRE, Planning?</td>
<td>Improved data integrity &amp; quality; better tools to inform decision-making</td>
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<tr>
<td>Incentives in place for staff to lead on and engage with research excellence agenda, fixed term REF Coordinator and academic impact champion roles to work closely with REO/RIS team</td>
<td>PDRE</td>
<td>At least one impact champion and REF Coordinator in place in each Dept/UA on fixed term appointments, increased engagement with REO/RIS team</td>
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<tr>
<td>Clear objectives, outputs and outcomes for all staff granted research leave and monitoring on return, each Dept to produce annual report</td>
<td>HoDs</td>
<td>Increase in grant applications, outputs, and information in impact repository which can be clearly linked to research leave to establish/prove the scheme’s value</td>
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<tr>
<td>Efficient and effective REO structure to ensure maximum efficiency and effectiveness (e.g. pre-award support, flow of information from pre-post award, contracts, due diligence, projects conducted in accordance with contractual terms and internal policies)</td>
<td>DRE</td>
<td>Reduction in underspends leading to increased research income, excellent outcomes from external and internal audits.</td>
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<td>Sound support structures for REF2021 in place including annual reviews</td>
<td>PDRE/RIS</td>
<td>Improved REF performance</td>
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<td>Worktribe embedded across institution, options for purchase of other systems reviewed (Outputs/REF, SciVal, impact repository, automated production of reports on research and enterprise activity)</td>
<td>DRE, RM</td>
<td>High academic satisfaction with research systems, 100% engagement with systems, high satisfaction with reports</td>
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<td>Enhanced understanding of League Tables and development of action plan to improve ranking</td>
<td>DRE/Planning?</td>
<td>Understanding of research elements in League Tables enables SOAS to move up them</td>
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<td>Expanding our international presence by engaging with HEI, industries and the third sector worldwide to achieve meaningful and lasting research impact</td>
<td>PD, EM</td>
<td>Increase in SOAS formal and informal partnerships, increase in engagement by SOAS researchers with international networks</td>
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<tr>
<td>Database of engagement with other HEIs, industries, the third sector in place and maintained</td>
<td>PD, EM</td>
<td>Increase in SOAS formal and informal partnerships, increase in engagement by SOAS researchers with international networks</td>
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<td>Achieve higher than average sector growth in our key areas of KE which are CPD and consultancy, and to strengthen our position with regard to contract and collaborative research.</td>
<td>EM</td>
<td>Targets related to HE-BCI return as detailed in HEIF plan</td>
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<tr>
<td>Increase involvement of academic staff in KE activities by creating a favourable environment with quantifiable outputs.</td>
<td>PDRE/DRE/EM</td>
<td>Target 20% of academic staff involved in KE activities.</td>
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<tr>
<td>Develop strategic partnerships with key commercial, government and not-for-profit organisations in the UK and overseas to achieve sustainable relationships and income streams.</td>
<td>PDRE/DRE/EM</td>
<td>2 new partnerships facilitated each year.</td>
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<tr>
<td>Join-up and grow summer school activities</td>
<td>EM</td>
<td>Increased uptake and conversion rates</td>
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<td>Review and revise SOAS CPD provisions</td>
<td>DRE, EM, Acad Serv?</td>
<td>High quality &amp; efficient delivery with increased income and HEIF contribution</td>
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**Improve the management and accountability of KE up to the most senior levels of the institution and across the School.**

Suggestions needed here - could include incorporating a section on KE in all School / departmental plans, giving KE a more prominent position in REC meetings, quarterly KE reporting to REC / EB, rewards and recognition processes to incorporate KE more explicitly.

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<th>Activity</th>
<th>Responsible</th>
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<td>Creating an innovative learning environment by embedding cutting edge research into the student journey</td>
<td>PDRE, D-COO SAS</td>
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<tr>
<td>Establish undergraduate student research bursaries and student research placements</td>
<td>PDRE, D-COO SAS</td>
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<th>Action</th>
<th>Status</th>
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<td>TBD</td>
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<tr>
<td>Strategic Objective</td>
<td>Objective Lead and Team Involvement</td>
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<td>-----------------------------------------------------------------------------------</td>
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<tr>
<td>Developing SOAS as an employer of choice both internally and externally</td>
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<td>Evaluate external brand perception</td>
<td>HR Head of Recruitment and Ops</td>
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<td>Develop and launch revised external branding to attract staff</td>
<td>HR Head of Recruitment and Ops</td>
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<tr>
<td>Developing policies and pay and reward structures that incentivise and motivate</td>
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<td>staff to deliver the SOAS Strategy</td>
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<td>Implement a distributed leadership development scheme</td>
<td>Head of staff development</td>
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<td>Implement HODS/DOPS leadership development programme</td>
<td>Head of staff development</td>
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<tr>
<td>Review career development mentoring / job shadowing schemes</td>
<td>Head of staff development</td>
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<td>Implement Promotion Done Better</td>
<td>Equality and diversity adviser</td>
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<td>Develop and launch &quot;thank you&quot; scheme</td>
<td>HRCs</td>
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<tr>
<td>Simplify grading review process</td>
<td>Deputy Director HR</td>
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<td>Review reward scheme</td>
<td>HRBPs</td>
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<td>Implement and embed payment system for fractional staff</td>
<td>Deputy Director HR</td>
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<td>Implementing One Professional Service, with the underpinning management, systems,</td>
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<td>processes</td>
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<td>Support the creation of One Professional Service</td>
<td>HRD with HRBP team support</td>
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<td>Resource FM services</td>
<td>HRBPs</td>
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<td>Developing a culture of quality and high performance</td>
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<td>Introduce behavioural competencies</td>
<td>HRD with Agar Management Consultancy</td>
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<td>Support development and use of workforce allocation tool in aligning</td>
<td>HRD with HRBP team support</td>
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<td>individual activities to departmental strategies</td>
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<tr>
<td>Revise and develop SDR tool as necessary to support the alignment of individual</td>
<td>HRD/Head of staff development</td>
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<td>activities to departmental strategies</td>
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<td>Strategic Objective</td>
<td>Objective Lead and Team Involvement</td>
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<tr>
<td>Implementing a marketing and brand building strategy - to underpin sales, recruitment and strategic partnerships in key markets</td>
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<tr>
<td>A programme of community building programme(s) with staff, students and alumni</td>
<td></td>
</tr>
<tr>
<td>The &quot;Questions Worth Asking campaign&quot; - focused on major strategic projects and financial objectives</td>
<td></td>
</tr>
<tr>
<td>A public policy and political engagement programme - led by the SOAS Director</td>
<td></td>
</tr>
<tr>
<td>Strategic Objective</td>
<td>Objective Lead and Team Involvement</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Develop and implement a property strategy and investment programme to create and manage the right physical environment to realise our aims</td>
<td>Director of E&amp;F and Assistant Director E&amp;F (Capital Development)</td>
</tr>
<tr>
<td>We will capital development plans for the Bloomsbury estate</td>
<td>Director of E&amp;F and Assistant Director E&amp;F (Facilities Management)</td>
</tr>
<tr>
<td>Maintain high standards of environmental management and performance</td>
<td>Director of E&amp;F, Assistant Director E&amp;F (Facilities Management) and the Head of Energy Management</td>
</tr>
<tr>
<td>Provide a high quality research and learning environment</td>
<td>Director of E&amp;F and Assistant Director E&amp;F (Capital Development)</td>
</tr>
<tr>
<td>Finance Business Partners to be appointed and trained appropriately to support new Academic Heads of Department</td>
<td>Director of Finance &amp; Planning</td>
</tr>
<tr>
<td>Academic Department plans to address financial shortfalls against target</td>
<td>Director of Finance &amp; Planning</td>
</tr>
<tr>
<td>One professional services plan to deliver cost efficiencies</td>
<td>Registrar</td>
</tr>
<tr>
<td>Zero based budgeting for all professional services</td>
<td>Director of Finance Planning, Finance Business Partners</td>
</tr>
<tr>
<td>Employment of robust financial management that generates surpluses for future investment into key strategic priorities</td>
<td>KPI : generate 5% surplus by 19/20. PI: min cash of 30 debtor days</td>
</tr>
<tr>
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<td>Director of Finance &amp; Planning</td>
</tr>
<tr>
<td>HR &amp; Departmental managers</td>
<td>Director of Finance &amp; Planning</td>
</tr>
<tr>
<td>All DoPs</td>
<td>Registrar</td>
</tr>
<tr>
<td>All DoPs</td>
<td>Director of Finance Planning, Finance Business Partners</td>
</tr>
<tr>
<td>Academic departments and Professional Services. External consultancy for specialised elements.</td>
<td>Director of Finance &amp; Planning</td>
</tr>
<tr>
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<td>Director of Finance Planning, Finance Business Partners</td>
</tr>
</tbody>
</table>

**SOAS Infrastructure**

**Financial Management**

- **Population, roll out, and timely updating of SOAS info hub**
  - Head of Planning, Planning
  - All areas populated and updated in line with planning cycle
  - Info hub 50% populated
- **Monthly communication of SOAS info hub updates**
  - Head of Planning, Planning
  - Monthly communication distributed/included in newsletter
  - End Nov 17
- **Departments are supported by Business Partners in their planning and decision making processes through analysis and interpretation of MI**
  - Director of Finance & Planning, Business Partners
  - Feedback from Heads of Department
  - Appointments & training Oct 17
  - Appointments & training Oct 17
  - Initial training programme scoped
  - HR & Departmental managers
- **Regular system generated financial and management reports providing clear and consistent financial information to support decision making at department and executive level**
  - Director of Finance & Planning Monthly departmental reports Quarterly executive reports
  - Agresso consultant booked for assistance with technical specification
  - IT
- **All new (and existing) programmes supported by a robust programme costing tool/model**
  - Director of Finance & Planning, Finance & Planning
  - Model for programme costing tool/model
  - Costing tool incorporated into new programme applications
  - Oct 18
  - Methodology for programme costing devised
  - Academic Dept - for information on module teaching requirements
- **Delivering modern and flexible teaching and learning tools, spaces and services**
  - NSS score
  - Systems on most recent release
<p>| Ensure SOAS’s spaces are fit for purpose and deliver high quality experiences aligned with student expectation | ICT | Create a staff student liaison officer for student provision &amp; PC labs |
| Ensure key information to students through the online spaces they use | ICT, CSAS | Integrated informatics for students delivered through website, Intranet and Apps detailing key data around resources |
| Improve the ability for students to self serve information and services | ICT, CSAS, CSBS | Reduce service desk requests for basic services by 30% by ensuring students can self-serve information and support without needing guidance or help |
| Embedding secure and trusted systems that protect and enhance the delivery of our services by using our core systems as platforms for growth | ICT | 0% successful cyber attacks |
| Create secure and reliable systems that protect the School and its assets building staff confidence | ICT | Zero successful ransomware attacks that cause SOAS to lose data |
| Develop robust DR and continuity systems | ICT | Network availability &gt;99.9% during core hours (&lt;8 hours per annum) |
| Ensure highly secure systems using industry best practise | ICT | Site to site failover capable of supporting normal business. |
| ICT | Ensure offsite backup of critical systems |
| ICT | Annual external security audit of systems with no significant red findings |
| ICT, CSAS, CSBS | Monthly meetings with stakeholders with published work prioritisation to enhance systems in a timely manner |
| ICT, CSAS, CSBS | Annual Horizon scan for key systems with published recommendations on system migrations / replacements |
| Building a strong governance framework that maintain agility and responsiveness at a time of sectoral change | ICT, CSAS, CSBS | Site to site failover capable of supporting normal business. |
| An engaged stakeholder community with a planned roadmap of system enhancements | ICT, CSAS, CSBS | Site to site failover capable of supporting normal business. |
| ICT | Ensure offsite backup of critical systems |
| ICT | Annual external security audit of systems with no significant red findings |
| ICT, CSAS, CSBS | Monthly meetings with stakeholders with published work prioritisation to enhance systems in a timely manner |
| ICT, CSAS, CSBS | Annual Horizon scan for key systems with published recommendations on system migrations / replacements |
| Building a strong governance framework that maintain agility and responsiveness at a time of sectoral change | ICT, CSAS, CSBS | Site to site failover capable of supporting normal business. |
| Fully revised Charter, Articles &amp; Standing Orders to match new academic and professional services structures | Secretary, Governance &amp; Compliance | Revised arrangements approved by BoT - Can be phased but would not want to take too many times |
| Clear schedule of delegation with greater devolution to Heads of Department and Directors of Professional Services | Secretary / EB | Schedule approved by EB and then Board of Trustees |
| Revised risk management framework that links in a simple and intuitive way to Strategy | Secretary/ Finance Director | New risk framework |
| Governance process to cover initiation, development, due diligence and approval of [international] collaborations | PO/1st Ac Reg | Need to check other themes and existing work led by Richard Black |
| Review of how School manages and assesses Value for Money; including review of legal services | Secretary/Procurement | 1. Revised VfM strategy. 2. Paper on possible in-house legal options. 3. Detailed VfM plan. 4. Agreed % reduction in costs on non-pay, fractions etc. |
| Creation of structure to better support informal resolution of student complaints nearer to the source | DGDO (Student) / Secretary | Cover in L&amp;T section? Part or plan to incorporate initial stages of student complaints in to student life/welfare function |
| Agreed welfare arrangements and incident management response for staff and students overseas | Secretary / DGDO (Student) | Agreed support arrangements and fully developed response plan Build upon work in 16/17 led by lan |
| Academic Services | Academic Services | Academic Services. Possible financial implications of any solution |</p>
<table>
<thead>
<tr>
<th>KPI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.  Research income reported for the School to HESA</td>
</tr>
</tbody>
</table>
| 2.  Peer-reviewed publications:  
  (a) Total number of peer-reviewed outputs;  
  (b) Number of peer-reviewed publications that are judged “world-leading” |
| 3.  Narrative on case studies and their impact |
| 4.  Percentage of target enrolment achieved in Home/EU and International:  
  (a) UG  
  (b) PGT  
  (c) PGR |
| 5.  a) Percentage of Young students from lower participation neighbourhoods (LPN)  
  b) Percentage of Mature students from lower participation neighbourhoods (LPN) |
| 6.  NSS Assessment and Feedback |
| 7.  Undergraduate Non-Continuation Rates |
| 8.  Number and percentage of graduates in graduate-level jobs after 6 months - DLHE |
| 9.  Surplus as percentage of Total Income (Pre FRS102 adjustment) |
| 10.  Non cash flow from operating activities as a percentage of income |
| 11.  Staff costs as percentage of Total Income |
| 12.  Percentage Turnover of Permanent Staff  
  (a) Academic staff  
  (b) Professional staff |
| 13.  a) Percentage of women in senior academic roles (Senior Lecturers, Readers, Professors)  
  b) Percentage of BME staff in senior academic roles |
| 14.  Bed spaces per student FTE |
| 15.  Percentage absolute reduction in carbon emissions (kg CO₂) against 2005/06 baseline |
Update on Internationalisation Strategy

The Board of Trustees is asked to note the following Report.

Executive Summary
This paper updates the Board of Trustees on the steps taken so far by the newly installed Pro-Director (International) to implement SOAS's International Strategy.

Sponsor: Professor Stephen Hopgood

Recommendations & Next Step
The report contains no specific recommendations at this point.

Next steps include developing the institutional profile of a new Global Engagement Office, changing the process by which SOAS pursues, concludes and monitors all forms of agreement, and further developing high-level strategy on transnational education (as well as identifying organisational needs).

Financial Impact
None at this stage.

Risks
That to not effectively implement our international strategy will adversely affect SOAS's academic reputation and financial position.

Equality implications
None yet identified.
Update on Internationalisation Strategy

The initial phase of implementing a more effective international strategy at SOAS has included identifying organisational processes and systems that need to change/develop and establishing a clearer view of priority objectives linked to work we are doing on the core SOAS brand.

This international work will take time to yield returns but after an initial three-year period should begin to bring in substantial income. Better use of transnational education (TNE) e.g., in terms of dual and joint degrees, and course verification, has significant potential for us by giving us access to a whole new tranche of international students, and enabling us to play a key role in validating the courses and curricula of overseas institutions. There is every reason to think this could be generating up to £1.5-£2m of revenue after an initial three-year period. Add to this expansion of online learning, and growth in our raised profile through donations and alumni giving, and the international work’s direct benefits to the organisation should be in the order of £2m+ beyond 2020-2021. This will require some up-front investment for what should be substantial returns.

The main organisational weakness identified so far is the relative lack of coordination in SOAS’s international work. Already through a series of working group meetings on various issues we have identified the key stakeholders necessary to create a more integrated and focused international strategy. This has brought research partnerships, alumni and development, international student recruitment, and the international student experience, into closer cooperation (visible, for example, in better integrated strategic planning and core objective setting for forthcoming overseas trips). There is now a greater awareness of the need to collaborate and share information, to plan missions as part of SOAS’s overall priorities and strategy, and to make use of the Director’s time and reputation much more strategically and effectively.

Emerging out of this process have been various concrete initiatives.

A high-level International Strategy Group has been set up to look at our existing approach and priorities, to identify the essential steps, and their sequence, towards implementation of our international strategy, to horizon scan, and to develop bold new initiatives.

Plans for a Global Engagement Office (GEO) rather than an International Office are being developed (designed to emphasize the wider nature of our aspirations, the role of online learning, the integration of research, teaching and outreach etc). This GEO will perform a vital coordinating function at the School level with dotted-line reporting relationships with all the key functions involved in increasing our global profile – research, alumni and development, international student recruitment, and experience, year-abroad placements and summer schools, and transnational education (including distance learning).

Progress has been made in terms of collating and reviewing all our agreements, including MOUs. These are negotiated and signed-off through at least three separate routes (research office, academic development committee – for QA reasons – and via heads of departments and centres/institutes). We will streamline this process so every agreement goes through
the same office twice – for an initial overview of feasibility, strategic or operational desirability and risk assessment (including financial implications) – and a final due diligence sign-off with delegated authority changed to enable those MOUs that do not commit the whole institution to a strategic partnership to be agreed by, probably, Pro-Directors.

Work is already well advanced on a comprehensive database of all our existing agreements so we can identify a baseline set of existing institutional commitments and risks and create solid foundations for the revised process.

In terms of TNE, we have identified the need for dedicated Registry support so that we can offer dual and joint BA and MA degrees with other institutions. We need a robust model so that we can offer potential partner institutions a clear model and costings for engaging in dual and joint degrees with us. The Pro-Director (Research and Enterprise) has also developed a model for split-site PhDs.

We are creating a clearer organisational focus for online learning, including looking at blended learning, and in the International Strategy Group discussed a “whole organisation” strategic pilot where we would align a MOOC, a new online course, marketing, a social media campaign, events, alumni and student recruitment activities. A key part of our online strategy going forward will be the renegotiation of our relationship with the University of London.

We are prioritising the development of partnerships that have the potential to increase student numbers, particularly those that lead to articulation pathways for students on overseas programmes.

On alumni, the key aim is to build on our existing network, and the work we have done creating alumni ambassadors, to increase the number of associations we have and to try to provide more dedicated support to key associations. The longer-term aim will be to spread the “Friends of SOAS” model to areas where there is high potential for alumni engagement and fund-raising.

We have also begun looking at overseas placements and summer school experiences for all our BA students, not just language students, and need to explore further the set of issues around making those credit-bearing.
**Standing Orders**

The Board of Trustees is asked to **approve** minor revisions to the Standing Orders on the recommendation of the Governance & Nominations Committee.

**Executive Summary**

The attached paper covers a number of minor changes to the School’s Standing Orders to reflect the changes in the School’s professional services structure.

Most changes are to reflect changes in job titles but the paper does propose changes to the membership of Executive Board that see its overall membership increase by one member.

The changes have been circulated to the Governance & Nominations Committee, which agreed by correspondence to recommend the changes to the Board of Trustees.

The paper also highlights a number of future changes that will need to be made later in the academic year once they have been discussed at Academic Board or Resources & Planning Committee. These are presented for information as approval of annexes can take place at AB or RPC, in line with the revisions to Standing Orders agreed at the Board of Trustees in July.

Chris Ince
Secretary

**Recommendations & Next Steps**

Board of Trustees to approve the changes to the Standing Orders, for immediate implementation

**Financial Impact**

None

**Risks**

The changes to the membership of Academic Board reflect changes in job titles but will need to be reported to the next meeting.

**Equality implications**

None
Standing Orders

The following paper covers a number of changes required to reflect changes to senior professional services roles

1. Change to Articles

A change to the Article is required:

“The Board of Trustees shall appoint a Clerk to act as Secretary to the Board of Trustees and this shall normally be the Secretary”.

Reason: Secretary role will no longer exist. Changes were made to the Charter in 2014 to reflect the split of the Registrar & Secretary role. Following precedent, a change will need to be made to the Articles to reflect the change in titles merging the role of Registrar & Secretary into new role Registrar & Secretary (COO). This change will be included in the other changes to the Charter and Articles that the Board of Trustees will consider later in the academic year.

2. Change to Standing Orders

Process for amending standing orders:

1. The Board of Trustees is responsible for approving all amendments to Standing Orders.

2. The Board of Trustees may not add to, amend, or revoke any Standing Order in force for the time being except at an ordinary meeting.

3. All Standing Committees of the Board of Trustees may seek to amend Standing Orders by making recommendations to the Board of Trustees, with sub-committees of Academic Board and Resources & Planning Committee doing this through their respective parent committee. All changes to Standing Orders must be submitted in the first instance to Governance & Nominations Committee which will determine whether or not a formal recommendation should be made to the Board of Trustees.

4. Details of proposed amendments to Standing Orders must be issued to all members of the Board of Trustees with the agenda paper for the meeting at which they are to be considered for adoption.

Timeline for changes to Standing Orders:

- Executive Board 18 September 2017 - completed
- Governance & Nominations Committee - completed
- Board of Trustees 17 October 2017

Note most Committee Terms of reference state: The Registrar will nominate a Secretary. This will be changed to Registrar & Secretary (COO)
Standing Orders of the Board of Trustees

I Board of Trustees

(iii) The Registrar, the Secretary the Director of Finance & Planning and two Heads of Department shall be in attendance. Other Heads of Department or Directors of Professional Services will attend as required.

Change to: The Registrar and Secretary (COO), the Director of Governance & Legal Services, Deputy COO Resources & Planning and two Heads of Department will be in attendance

(viii) The Board of Trustees will appoint a Clerk to the Board of Trustees (normally the Secretary) of the School and will establish an Appointments Committee for this purpose;

Change to: The Board of Trustees will appoint a Clerk to the Board of Trustees (normally the Director of Governance & Legal Services) of the School and will establish an Appointments Committee for this purpose;

II Academic Board

Ex-officio Members:
Pro-Directors
Interim Deans
Head of Doctoral School
Registrar
Director of Library & Learning Resources
All academic Heads of Department

In attendance:
Secretary
Director of Academic Services
Director of Research, Enterprise, Innovation and Partnerships
Head of IFCELS
Students' Union General Manager
Academic Head of Online Learning
Others by invitation of the Chair

Change to:

Ex-officio Members:
Pro-Directors
Interim Deans
Head of Doctoral School
Registrar & Secretary (COO)
Director of Library Services
All academic Heads of Department

In attendance:
Director Governance & Legal Services
Deputy COO Student and Academic Experience
Director of Research, Enterprise, Innovation and Partnerships
Head of IFCELS
Students' Union General Manager
III Audit Committee

(iii) The Registrar, the Secretary, the Director of Finance & Planning and the Internal Auditor will attend meetings. The Director and the External Auditors will attend meetings as required.

Change to:

The Registrar & Secretary (COO), the Deputy COO Resources & Planning, the Director of Governance & Legal Services and the Internal Auditor will attend the meetings. The Director and the External Auditors will attend meetings as required.

IV Executive Board

Ex-officio Members:
Pro-Directors
Academic Heads of Department
Registrar
Director of Finance & Planning
Director of Human Resources
Head of Doctoral School

Change to:

Ex-officio Members:
Pro-Directors
Academic Heads of Department
Registrar & Secretary (COO)
Deputy COO Resources & Planning
Deputy COO Student and Academic Experience
CIO
Head of Doctoral School

In attendance:
Director of Human Resources
Interim Deans

V Health, Safety & Security Committee

Ex-officio Members:
Secretary (normally the Chair)
Director of Estates & Facilities
Human Resources Manager (Equality & Diversity)
Safety Advisor

Change to:
Ex-officio Members:
Director of Governance & Legal Services (normally the Chair)
Assistant Director of Estates & Facilities
HR Equality & Diversity Advisor
Health & Safety Manager

VI Honorary Degrees & Fellowships Committee

Ex-officio Members:
Chair of the Board of Trustees
Vice Chair of the Board of Trustees
Pro-Directors
Secretary

Change to:

Ex-officio Members:
Chair of the Board of Trustees
Vice Chair of the Board of Trustees
Pro-Directors
Registrar & Secretary (COO)

VII Governance & Nominations Committee

Ex-officio Members:
Chair of Board of Trustees
Director
Secretary

Change to:

Ex-officio Members:
Chair of Board of Trustees
Director
Registrar & Secretary (COO)

In attendance: Director of Governance & Legal

VIII Resources & Planning Committee

Ex-officio Members:
Chair of the Board of Trustees
Vice-Chair of the Board of Trustees
Chair of Estates & IT Governance Development Board
Director
Pro-Directors
Registrar

Change to:
Chair of the Board of Trustees
Vice-Chair of the Board of Trustees
Chair of Estates & IT Governance Development Board
Director
Pro-Directors
Registrar & Secretary (COO)

(ii) The Director of Finance & Planning will be in attendance…

The Deputy COO (Resources & Planning), and the HR Director will be in attendance

IX Senior Staff Remuneration Committee

The Registrar will be in attendance at meetings and will nominate a Secretary. The Committee will normally hold one ordinary meeting per annum.

Change to:
The Registrar & Secretary (COO) will be in attendance…

(a) The remuneration and terms and conditions of service of the Director, the Registrar, the Secretary and the Pro-Directors…

Change to:
(a) The remuneration and terms and conditions of service of the Director, the Registrar & Secretary (COO) and the Pro-Directors…

XI School Officers

(ix) The Secretary will normally be Clerk to the Board of Trustees and will normally act as the Secretary to the Board of Trustees, advising the Chair of the Board of Trustees concerning the exercise of powers of the Board of Trustees and on matters relating to governance.

Change to:

(ix) The Director of Governance & Legal Services will normally be Clerk to the Board of Trustees. The Registrar & Secretary (COO) will normally act as the Secretary to the Board of Trustees, advising the Chair of the Board of Trustees concerning the exercise of powers of the Board of Trustees and on matters relating to governance.

(x) The Registrar will be responsible to the Director for all matters relating to the administration of the School and its planning processes not delegated to others reporting directly to the Director. He/she will advise the Director regarding any such matters.

Change to:

(x) The Registrar & Secretary (COO) will be responsible to the Director for all matters relating to the administration of the School and its planning processes not delegated to others reporting directly to the Director. He/she will advise the Director regarding any such matters.
XII School Seal

(i) The Secretary will be responsible for the control of the School Seal. All documents to which the School Seal will be required to be fixed will be sealed in pursuance of a resolution of the Board of Trustees or under delegated authority, provided that during vacation, and in the case of urgency, the Chair of the Board of Trustees or Vice-Chair may give authority for the sealing of any such document in conjunction with another lay member of the Board of Trustees. The School Seal will be fixed to any document only in the presence of:

(a) The Director or the Registrar; and
(b) The Secretary or the Director of Finance & Planning.

This authority will not be delegated to any other member of staff except by resolution of the Board of Trustees. Such sealing will be attested by the signature of the persons in whose presence the School Seal is affixed.

(ii) The Secretary will keep a book in which the sealing of every document will be registered together with the date and the purpose for which the School Seal is affixed. Each such record will be signed by the persons in whose presence the School Seal was affixed.

Change to:

(i) The Registrar & Secretary (COO) will be responsible for the control of the School Seal. All documents to which the School Seal will be required to be fixed will be sealed in pursuance of a resolution of the Board of Trustees or under delegated authority, provided that during vacation, and in the case of urgency, the Chair of the Board of Trustees or Vice-Chair may give authority for the sealing of any such document in conjunction with another lay member of the Board of Trustees. The School Seal will be fixed to any document only in the presence of:

(a) The Director or the Registrar & Secretary (COO); and
(b) The Deputy COO Student and Academic Experience, Deputy COO Resources & Planning or the Director of Governance & Legal Services

This authority will not be delegated to any other member of staff except by resolution of the Board of Trustees. Such sealing will be attested by the signature of the persons in whose presence the School Seal is affixed.

(ii) The Registrar & Secretary will keep a book in which the sealing of every document will be registered together with the date and the purpose for which the School Seal is affixed. Each such record will be signed by the persons in whose presence the School Seal was affixed.

XVI Appointment Procedures for Heads of Department and Associate Directors

2. To fill any vacancy, each Department will select a nominee or nominees for Head at least six months in advance. The process should include a formal call for applications from academic staff (G9+) at SOAS, based on the Heads’ job description and person specification, an opportunity for all members of staff to come to a shared view on their preferred nominee or nominees.

Change to:
2. To fill any vacancy, each Department will select a nominee or nominees for Head at least six months in advance. The process should include a formal call for applications from academic staff (G9+) at SOAS, based on the Heads’ job description and person specification and an opportunity for all members of staff in the Department to come to a shared view on their preferred nominee or nominees.

**XXV Register of Interests**

[Third paragraph] The proper manner of indicating a conflict or potential conflict of interest is to inform the Secretary (as Clerk to the Board of Trustees) in advance of the meeting or to draw it to the attention of the Chair of the meeting as the member becomes aware of a conflict during the course of discussion.

Change to: The proper manner of indicating a conflict or potential conflict of interest is to inform the Registrar & Secretary (COO) in advance of the meeting or to draw it to the attention of the Chair of the meeting as the member becomes aware of a conflict during the course of discussion.

**XXVI Financial Authorities**

Will need to be review – there are references to Registrar and also Secretary. New roles of Deputy COO’s will also need to be considered

3. **Annexes of the Board of Trustees (Future changes – For information)**

The following changes relate to the Annexes, so can now be approved at Academic Board or Resources & Planning Committee, so are presented for information.

It is recommend the following changes are formally approved later in the year and are made at same time as those changes to Standing Committees that are due to be made after the interim year for Academic Restructuring [applicable to academic governance committees only]

**Annex I Academic Development Committee [Requires AB approval]**

**Ex-officio Members:**
- Pro-Directors
- Interim Deans
- Director of Academic Services
- Head of Planning
- Academic Head of Online Learning

**Change to:**

**Ex-officio Members:**
- Pro-Directors
- Interim Deans
- **Deputy COO Student and Academic Experience**
- Head of Planning
- Academic Head of Online Learning
### Annex III Equality & Diversity Committee [Requires AB approval]

**Ex-officio Members:**
- Secretary
- Director of Human Resources
- Diversity & Inclusion Manager
- Student Disability Advisor

Change to: **TBD**

### Annex V Research & Enterprise Committee [Requires AB approval]

**Ex-officio Members:**
- Head of Doctoral School
- Director of Library & Learning Resources
- Director of Research & Enterprise
- Director of Academic Services

Change to:

**Ex-officio Members:**
- Head of Doctoral School
- Director of Library Services
- Director of Research, Enterprise, Innovation and Partnerships
- Deputy COO Student and Academic Experience

### Annex VI: Learning and Teaching Quality Committee [Requires AB approval]

**Ex-officio Members:**
- Associate Deans (Learning & Teaching)
- Director of Library & Learning Resources
- Director of Academic Services
- Head of IFCELS
- Academic Registrar
- Chair of the Periodic Review Panels

Change to:

**Ex-officio Members:**
- Associate Deans (Learning & Teaching)
- Director of Library Services
- Deputy COO Student and Academic Experience
- Head of IFCELS
- Academic Registrar
- Chair of the Periodic Review Panels

### Annex VIII Student Experience Committee [Requires AB approval]
Ex-officio Members:
Director of Academic Services
Director of Estates & Facilities
Director of Library & Learning Resources
Students' Union General Manager

Change to:

Ex-officio Members:
Deputy COO Student and Academic Experience
Director of Estates & Facilities
Director of Library Services
Students' Union General Manager

Annex XII Estates & IT Governance Development Board [requires RPC approval]

Ex-officio Members:
Registrar
Director of Estates & Facilities
Director of Finance & Planning
Director of Library & Information Services

Change to:

Ex-officio Members:
Registrar & Secretary
Director of Estates & Facilities
Deputy COO Resources & Planning
Director of Library Services

In attendance:
Assistant Director, Estates & Facilities
Deputy COO Student & Academic Experience

Annex XIII Human Resources Committee [requires RPC approval]

Chair:
Registrar

Change to:

Chair:
Registrar & Secretary
The Board of Trustees is asked to note the following Report

**Executive Summary**

The attached paper provides a short briefing on the Athena SWAN Charter and the School's current work to prepare a submission to renew its Bronze Award in November 2017.

Chris Ince
Secretary

**Recommendations & Next Steps**

To note the update on the School's Athena SWAN award submission.

To consider any Board involvement in the final stages of the submission.

**Financial Impact**

None from this paper. The work involved has required a significant amount of time from staff across the School and has also had external support for the data analysis. This has all been contained within existing budgets.

**Risks**

Failure to renew the School's bronze award could have a significant negative impact on the School’s reputation.

There is also a risk that some research councils, REF panels and other external agencies will require Athena SWAN status as a requirement for funding or as a benchmark for good equality performance.

**Equality implications**

The focus of the Athena SWAN Charter is to advance gender equality. Therefore, the actions to date and future plans will all promote and advance equality within SOAS.
Athena SWAN Institution Awards

Overview of the Charter

The Athena SWAN charter is assessed and awarded by the Equality Challenge Unit (ECU). It recognises that institutions have a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.

ECU’s Athena SWAN Charter was established in 2005 to encourage and recognise commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment in higher education and research.

In May 2015 the charter was expanded to recognise work undertaken in arts, humanities, social sciences, business and law (AHSSBL), and in professional and support roles, and for trans staff and students. The charter now recognises work undertaken to address gender equality more broadly, and not just barriers to progression that affect women.

ECU’s Athena SWAN Charter covers women (and men where appropriate) in:

- academic roles in STEMM and AHSSBL
- professional and support staff
- trans staff and students

In relation to their:

- representation
- progression of students into academia
- journey through career milestones
- working environment for all staff

The assessment includes:

- An assessment of gender equality in the institution, including quantitative staff data and qualitative (policies, practices, systems and arrangements) evidence and identifying both challenges and opportunities
- A four year action plan that builds on this assessment, information on activities that are already in place and what has been learned from these
- Development of an organisational structure, including a self – assessment team, to carry proposed actions forward

Submission for November 2017

The charter for AHSSBL subjects was previously known as the Gender Equality Mark (GEM) and SOAS last made a submission under the criteria for this. That submission resulted in accreditation at Bronze level as part of a pilot scheme in the sector.
The School is currently due to reapply to maintain its accreditation by the end of November 2017. The aspiration is to retain our Bronze standard and then work over the next lifecycle of the award to move to a Silver status.

We have in place a self-assessment team (SAT), chaired by Professor Chris Bramall. This team is currently in the process of reviewing the draft submission to ensure that the submission is completed (with an accompanying action plan) to meet the submission deadline. The draft plan will be discussed at the School's Equality & Diversity Committee in October and then the final version approved by the Executive Board for submission.

The final submission has a 10,000 word limit and this covers the following areas:

- Letter of endorsement
- Description of the institution
- Self-assessment process
- Picture of the institution
- Supporting and advancing women’s careers
- Supporting trans people
- Further information

A significant level of work has taken place over the last 6-8 months on the submission and in particular the detailed data analysis that is required to evidence the current position at SOAS, any progress or trends over the last three years and the basis for future actions.

Future actions include areas such as unconscious bias training, supporting the careers of fractional staff, improvements in the recruitment and selection process, ongoing data analysis and an enhanced use of equality impact assessments. The future role for the SAT will also be considered to ensure monitoring and support for the action plan.

**Recommendations**

The Board of Trustees is asked to note the progress to date. It is asked to consider if it, or any specific members, would like to be involved in the final stages of the School’s submission.
Summary

- Senate had a busy and productive first year; its clearest impact was on the direction of Academic Restructuring
- Other policies were discussed and taken forward (e.g. policies re: non-academic publishing; discussions re: workload planning)
- Senate members on Academic Board were active in drawing attention to the interests / concerns of academic staff

Priorities for 2017/18

- Wider engagement and mobilisation of staff on institutional policy, strategy, transparency, and accountability as well as the wider HE context
- Building better connections with Students’ Union and Board of Trustees
- Encouraging better attendance and cross-Departmental debate / dialogue
- Engagement with initiatives focusing on administrative / professional support at SOAS (e.g. One Professional Service)

Senate Activities 2016/17

2016/17 was the first year of operation for the Academic Senate at SOAS, which was established as a sub-committee of Academic Board by changes to the Standing Orders enacted in 2015/16. These changes were part of a wider package of reforms designed to improve academic governance and transparency in the School, which also included expanding Academic Board to include all Heads of Department and a contingent of elected academic members from the Senate. The purpose of these reforms was to have a deeper sense of academic ownership and oversight of academic policy issues across the institution as a whole, as well as to facilitate greater communication and deliberation on matters of cross-cutting interest.

169 votes were cast in the Senate Elections in 2016 to elect the Chair, Deputy Chair and final member of the Academic Board.

During the year, Senate met four times and voted on seven motions plus a vote on alternatives for restructuring. It also discussed thirteen further items. All of the Senate papers and minutes are available on the Senate section of MySOAS.

Meetings

- October 19th 2016 (extraordinary meeting: Academic Restructuring)
- November 10th 2016
- January 17th 2017 (extraordinary meeting: Academic Restructuring)
- March 9th 2017

Motions

- Motion for New Proposals on Academic Restructuring
- Motion on Replacing Faculties
- Motion on Development Studies as a Department
- Motion on Japan Research Centre as an independent regional unit
- Motion from Faculty of Languages and Cultures members
- Motion for consideration of distance learning within restructuring
- Motion for an institutional policy on non-academic publishing
Votes

• Alternative structures for restructuring

All of the above were followed by an electronic vote. In total, 1252 votes were cast on the various motions.

Items for noting / discussion

• Proposals for Academic Restructuring
  o Comment from Centre for Film Studies
  o Comment from Centre for Cultural, Literary and Postcolonial Studies (CCLPS)
  o Comment from School of Arts
  o Comment from Doctoral School staff re PGR
  o Response from School of Arts / Centre for English Studies
• Concept Note for the School of Global Affairs
  o Comment from Politics Department on the School of Global Affairs
• TEF Initial Award
• Decolonising SOAS
• Draft School policy on lecture recording
• Introduction of institutional policies on workload planning

Dates for Senate 2017/18

The regular meetings of Senate in 2017/18 will be 11th October 2017, 12.00-14.00 and 1st March 2018, 15.00-17.00. If necessary, extraordinary meetings may be called as well.

Changes to Senate membership

At its December 2016 meeting, Academic Board voted to adjust the Senate membership such that all staff on academic contracts at G7 and above would be voting members, with all Professional Services staff on contracts G5 and above as observers, with the right to participate fully in discussions. The quorum for Senate meetings and votes was adjusted to 30.

Chair’s Comments

Following activity from the DemocratiseSOAS campaign in previous years, with the widespread support of staff and students, the Senate was established to enhance levels of participation in, and ownership of, academic governance by staff as well as more space for dialogue and deliberation on key policy issues. During 2016/17 restructuring figured prominently, and within this context the Senate played an important role in facilitating institutional dialogue and collective commentary on the proposals before the institution. We hope to build on this pattern of engagement in coming years.

Informal feedback around the School suggests that the first year of Senate’s operation was broadly successful. However, attendance dropped sharply towards the end of Term 2, so it is clear that there is still work to be done going forward. At a general level, bodies such as the Senate thrive when they are used by their members to articulate and advance members’ priorities. In our view academic colleagues across the School could use it more often—as a sounding board and, crucially, as a space of policy development for issues of common concern at SOAS.
We also exist in a wider structural and regulatory context of semi-permanent revolution within UK Higher Education. This context seeks to fundamentally transform some aspects of university purpose and function - not always in ways that are positive. SOAS will doubtless have some difficult challenges to face in the years ahead, and the active engagement of staff who are involved in frontline research, teaching and student support will be crucial to ensure that SOAS makes good decisions.

Next year we hope to improve the linkages between the Senate and two other important bodies - the Students' Union and the Board of Trustees. Discussions are underway regarding how this might be taken forward, but we are hopeful that these kinds of connections will lead to a better collective understanding of where we are as a whole.

We will also be active in encouraging colleagues to raise issues of concern to them through the Senate (both as motions for voting and as items for discussion), so that Senate members can encourage Academic Board and others to act.

One example of how this worked outside the restructuring context involved a Senate motion at Senate regarding the development of a Public Comment policy giving staff who share their academic views in the public domain clear guidance and protection, particularly in the event of online harassment. This policy has now been drafted and will likely be tabled at Academic Board at its first meeting of the new session.

We hope that more of the issues that frame our work as scholars and teachers will be raised by members in 2017-18.

Meera Sabaratnam, Chair
Matt Nelson, Deputy Chair

September 2017
These minutes are for information only. Any corrections to the minutes will be recorded in the minutes of the subsequent meeting of the committee.

SOAS, University of London

AUDIT COMMITTEE

Thursday 21st September at 10.00am (Room 115, SOAS)

MINUTES

Members: Steve Tinton (Chair)
Rosna Mortuza
Andrew Popham
Geoffrey Robertson

Apologies: Mr James Aston (BDO – External Auditors)
Neil Thomas (KPMG – Internal Auditors)

In attendance: Baroness Valerie Amos (Director)
Graeme Appleby (Director of Finance & Planning)
Mr Lee Dobbing (KPMG – Internal Auditors)
Dr Chris Ince (School Secretary)
Dr Deborah Johnston (Pro-Director Learning and Teaching, Item AC 17/18 1 E)
Ms Jenni Rhodes (Item AC 17/18 1 E)
Marie Staunton (Chair, Board of Trustees)

Terms of Reference and Procedures for the Conduct of Meetings AC 17/18 1 A

The Committee noted its Terms of Reference. The Committee agreed some minor amendments that would be included in the Audit Committee Annual Report at the next meeting and then presented to the Board of Trustees for approval in November.

The Committee noted that there had been no changes in any conflicts of interest. The Chair was also the Chair of the Estates & IT Development Board and arrangements were in place for where there could be any potential conflict of interest.

Minutes AC 17/18 1 B

The Committee approved the minutes of the meeting held on 18th May 2017.
Action Points

(i) AC 16/17 3G – Prevent
The Committee noted that KPMG would report on this at the next meeting. The School still had some meetings where the appropriate procedures had not been followed and additional steps had been put in place to make the process more robust and require electronic submission of additional data.

(ii) AC 16/17 4 B – Deep Dives
The Chair requested that members send any thoughts on areas for potential deep dives to him. These could be considered at the next meeting along with the internal audit plan and reference to the strategic priorities of the Board of Trustees.
There would be no deep dive at the next meeting due to the number of items on the agenda in relation to both external and internal audit.

(iii) EB 16/17 4 C – Risk Register
The Secretary reported on plans to link the risk register more clearly to the School’s strategy. There was a very dynamic environment internally and externally so the register needed to be reviewed regularly and have clear actions linked to the risk profile.

The Committee noted that all other actions due for completion had been completed or were on the agenda.

Matters Arising

(i) Internal audit
The Committee noted that the Internal Audit Annual Report and Plan of Work for 2017/18 would be considered at the next meeting. The Committee would also receive the final internal audit report of the 2016/17 year, on data quality.

(ii) Next meeting
The Committee agreed that the next meeting would start at 9am on 10th November. The meeting would still aim to finish within two hours but this allowed for additional time if required.

Deep Dive: Annual Academic Quality Reporting

The Pro-Director, Learning & Teaching and the Quality Assurance Manager presented a deep dive on the School’s academic quality reporting arrangements. There were a range of regulatory reports and from last year the Board of Trustees had to report on quality assurance as part of its annual return to HEFCE.

The Committee discussed the student input in to the quality assurance process and the level of feedback that was provided on modules and programmes. The mode of teaching did vary by academic discipline but it was essential to ensure a clear vision of what was required
at an institutional level, especially as many students studied across more than one department. The Committee considered how to combine any quality assurance compliance requirements with proper engagement from the student body and the range of actions that were underway to improve this.

The Committee noted that four programmes had not completed their annual programme reviews for 2016/17. An update on this would be provided for the next meeting.

The Pro-Director, Learning & Teaching reported on the plans to change the departmental review process to include resources and finances and so provided an integrated review of a department’s performance. These had to take place at least every five years but there would be triggers, both financial and academic, to bring these forward if required.

An important part of the overall process was ensuring academic standards and the role of external examiners and examination boards was a key component in this and was linked to sector standards. The School would have to reference EU standards in its next return to HEFCE and the QAA had undertaken a mapping exercise to confirm that the UK standards were compatible.

**Internal Audit Report: Scholarships**

The Committee received the Internal Audit Report on Scholarships. The report gave significant assurance with only two low priority recommendations. The Committee noted that although the review gave a strong assurance on the process it was critical to consider the experiences students had of the process and if it worked for them. The School was looking more widely at scholarships already and ensuring there were minimum standards in place for both scholars and funders. The School already reported annually to each funder and included feedback from scholars.

**Internal Audit Report: IT Infrastructure**

The Committee noted the Internal Audit Progress Report on IT Infrastructure, which gave partial assurance with improvements required. There were 15 recommendations in total, with two at a high priority.

The first related to the ongoing work on the IT governance framework and strategy to underpin the institutional strategy. The Registrar reported on the transition from a converged library and IT service and plans to recruit a Chief Information Officer. The re-constituted Estates & IT Development Board would play an important role in driving this strategic work.

The second of the high priority actions related to encryption on mobile devices and this was expected to be resolved by January 2018. The School would look to see if swifter progress could be made but the team had undergone several changes recently and was rebuilding.
The Committee **noted** that the General Data Protection Regulation was a possible candidate for consideration in the internal audit programme or as a deep dive, as was the School’s approach to patching existing software. The Registrar would report back on a communications/management plan for if the School did have a significant data loss.

The Committee **noted** its continued concern with the slow progress in this area, which had been highlighted in previous audits. However, it was reassured that the appointment process for the new CIO post was in hand and this was an integral part of addressing these concerns.


Audit Committee **noted** the report. Any changes in process or resource requirements would be dealt with as part of the professional services restructure.

**Plan for Audit Committee Annual Report**

The Committee **noted** the plan for its Annual Report.

**HEFCE Memorandum of Assurance and Accounts Direction**

The Committee **noted** the new MoA with HEFCE and the revised Accounts Direction. There were no major changes that the Committee needed to discuss.
<table>
<thead>
<tr>
<th>Minute</th>
<th>Action Detail</th>
<th>By</th>
<th>Person</th>
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<tbody>
<tr>
<td>6 October 2016</td>
<td><strong>Internal Audit Report: Library Services</strong>&lt;br&gt;The timescales for taking action would be 12 months from the submission of the response to the report and the recommendations timescales would be updated accordingly.</td>
<td>February 2018</td>
<td>KPMG/Head of Library</td>
</tr>
<tr>
<td>9 February 2017</td>
<td><strong>Prevent: Risk Analysis</strong>&lt;br&gt;AC 16/17 3 G&lt;br&gt;Prevent duty: Run a review on whether there were controls in place and that they were working in each instance</td>
<td>November 2017</td>
<td>KPMG</td>
</tr>
<tr>
<td>21 September 2017</td>
<td><strong>Deep Dives</strong>&lt;br&gt;AC 17/18 1 C&lt;br&gt;Agree plan for the year with reference to the BoT strategic priorities and internal audit plan</td>
<td>November 2017</td>
<td>CI</td>
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<td></td>
<td><strong>Deep Dive – QA arrangements</strong>&lt;br&gt;AC 17/18 1 E&lt;br&gt;Update on four programmes yet to finalise annual programme reviews</td>
<td>November 2017</td>
<td>CI</td>
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<td></td>
<td><strong>IT audit</strong>&lt;br&gt;AC 17/18 1 G&lt;br&gt;Report on comms/management plan for any significant data loss</td>
<td>November 2017</td>
<td>PS</td>
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</tbody>
</table>
The minutes from the meeting that was held on 24 May were approved as a true record.

The committee noted the following points in relation to action points:

(i) HSS 16/17 3 B – Smoke Free Campus
The Committee noted that signs and posters had been redesigned and would be in place by the end of the month.

(ii) HSS 16/17 3 B – Access Statement
The Committee noted that the Access Statement for PWW had been completed as part of the revised evacuation plan.
The Chair reported that the Risk Register had been revised based on any feedback. The School was reviewing the methodology and the register would be considered at the next meeting of the Committee.

The Committee noted that the additional data had been supplied.

The Committee noted that this would take place before the end of term and would also provide an opportunity to promote good records management practices.

Matters Arising/Matters for Report

(i) Risk Assessments for overseas travel
The Committee discussed the revised procedures for overseas travel and fieldwork. Training was being provided to departments and the documents were on line to facilitate completion. Further embedding of the process was required and Heads of Department were responsible for this.

The Committee noted that the Doctoral School had included elements of the procedure in its own documentation for research students and relevant links with the research ethics procedures. Further work would take place to look at PGT students.

Reports from the Health & Safety Manager

The Committee received the report from the Health & Safety Manager. The Report covered several topics including the completion of building audits for all SOAS properties and that this had informed the H&S improvement plan for the current academic year.

Good progress had been made in many areas but further work was required to address some concerns that remained from the previous year including roof protection, signage and fire doors. Estates & Facilities had plans in place to address these concerns or had measures in place to restrict access to any areas, such as the roofs, to minimise any risks. The Assistant Director would follow up with the H&S Manager and report back at the next meeting.

An audit of all teaching spaces had highlighted a few minor safety issues that had already been fixed.

The report covered several other areas including small improvements to the Overseas Travel Policy, evacuation plans and safety training.
Reports from the Assistant Director of Estates  

The Committee received the Report from the Assistant Director of Estates. The report covered several areas including confirmation the School was meeting all its statutory testing requirements, the impact and cost of security in relation to events during 2016/17 and reassurance that the current security and safety arrangements would be preserved during the plans for a self-delivered facilities management service.

The Committee noted that there would be a project board established to oversee the work on the move to a self-delivered facilities management service.

Health & Safety Policy

The Committee approved minor revisions to the Health & Safety Policy. These mostly related to changes in roles or job titles as part of the restructure of academic departments and professional services. These would be recommended to the Board of Trustees for formal approval.

The Committee noted that the Chair would contact Heads of Department about the roll out of the new policy and the need to appoint departmental safety contacts where this has not already been completed.

Fire Policy

The Committee approved a revised version of the SOAS Fire Policy. This had been updated to reflect the latest evacuation strategy for each building.

Work was underway to see if secondary power supplies could be included as part of the lift refurbishment programme, which would enable their use in fire evacuations.

The Committee noted that the Grenfell Fire would lead to a major review of fire legislation and although the initial focus would be on similar buildings it was likely that there would be a shift to increased control within fire-related legislation. The Committee noted that there were no concerns with the student residences the School had arrangements with.

Legionella Policy

The Committee approved the School’s Legionella Policy

Occupational Health Services

The Committee noted the work of the Group looking at the Stress Management Policy and this had now been mapped to the HSE documentation and the School’s staff survey results. Other work was taking place with the OH provider on the wider issue of mental health.
support and provision.

The Committee noted that there had been an increase in OH referrals, predominately for muscular-skeletal issues. Existing adaptive equipment was being reused where possible.

**Reports from Staff Representatives, Student Representatives and from Union Safety Representatives**

The Committee noted that cooling measures were required in the AV spaces in both LG50 and BGLT.

The SU reported that it was undertaking generic risk assessments for all standard club and society activities. All societies were then required to complete a specific risk assessment for any activity or event not covered within the generic assessments.
## Action Points

<table>
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<th>Item</th>
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<tbody>
<tr>
<td>HSS 17/18 1 D – H&amp;S Report</td>
<td>Follow up on actions outstanding from 16/17 safety plan</td>
<td>Feb 18</td>
<td>RH / RSF</td>
</tr>
<tr>
<td>HSS 17/18 1 F – H&amp;S Policy</td>
<td>Take to BoT for approval</td>
<td>Feb 18</td>
<td>CI</td>
</tr>
<tr>
<td>HSS 17/18 1 F – H&amp;S Policy</td>
<td>Contact HoDs re departmental safety contacts</td>
<td>Feb 18</td>
<td>CIs</td>
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Statement of Safety Policy

SOAS aims to devise a dynamic health and safety system which places our people at its centre and is embedded as a core function of management. The outcome will be a safe work environment that promotes positive health and safety behaviour at the School’s main sites, those premises under its direct control, and in the field. The expectation is that, over time, the behaviour will become integrated in the decision making culture and encompass all aspects of working practices and phases of project management.

The underpinning health and safety system will manage the risks and the control of identified hazards with the aim of managing these to as low as is reasonably practical. In doing so, the system’s components will be compliant with statute, comprehensive in coverage, and transparent in the dual lines of accountability and shared responsibility. Collectively and in combination the system’s components will work to support the academic work environment and aspire to match or exceed recognised good practice.

In recognition that everyone has an important part to play in ensuring the health and safety system effectively promotes a positive safety culture, SOAS expects all managers to lead by example and all students, staff and visitors to adhere in full with the general institutional policies and those specific to their work and activities.

Signed

Valerie Amos             Marie Staunton
Director                Chair – Board of Trustees

Approved: September 2017
Owner: Secretary
Due for review: September 2018
SOAS Health and Safety Policy
In accordance with the health and safety at work etc. act 1974 (section 2) and The Management of Health & Safety at Work Regulations 1999

APPENDIX 1

Health & Safety Responsibilities within SOAS

The Director has final and overall day-to-day responsibility for Health and Safety within the School, as executive officer with responsibility to the Board of Trustees.

Responsibility for health and safety forms part of managerial responsibility, through the management chain, even if not formally specified in the job description. The supervision of health and safety can be delegated, but the responsibility cannot.

All staff who perform a managerial or supervisory role, either of other staff or of students, should ensure that activities are carried out in a manner which protects the health and safety of those involved.

All staff have a duty to cooperate with the School to achieve a healthy and safe workplace and to take reasonable care to ensure the safety of themselves and others.

The School’s organisational arrangements for meeting its formal obligations are summarised below:
1 The Board of Trustees is responsible for ensuring that:
The School has implemented such management arrangements as are necessary to fulfil its statutory obligations

The risk assessment process is the basis for identifying and addressing hazards and risks based on the assessed level of risk formally identified

Performance to the standards set in the Safety Policy and other related documents is being met

Health and Safety performance is monitored through receipt of an annual report from the Health, Safety & Security Committee and reports in relation to any serious Health & Safety incidents.

2 The Director is accountable to the Board of Trustees for:
The organisational implementation of the School's Safety Policy and other formal health and safety-related documents

Taking such measures as are necessary to ensure that, at the strategic level, performance standards and timescales are adhered to

Ensuring that a risk based approach to the identification and management of risk is being undertaken by all staff.

Ensuring the School is compliant with relevant legislation including the Health & Safety at Work Act 1974

3 The Secretary is responsible to the Director for:
The overall management of health and safety at the School, including the provision of professional health and safety advice and maintenance of the relevant policies and procedures

Co-ordination of emergency management planning arrangements for the School and their implementation at an operational level.

4 The Registrar, Directors of Professional Services and Heads of Department are responsible for:
Management of health and safety arrangements, including emergency arrangements and for ensuring compliance with School policies and procedures.

They will ensure that:
Health and safety induction training is provided to staff and students on joining the /Department, based on the School's Health and Safety Induction Checklist

Departmental activities are undertaken in accordance with formal School and other relevant health and safety standards

Where identified to be necessary, departmental codes of safe working practice are developed and implemented

Measures are taken to identify any deficiencies in, and controls required to ensure, the health and safety of the working environment in their Department and working practices as determined by the risk assessment process, including the application of 'safe systems of work'
Risk assessment is undertaken to establish the measures necessary to identify and control potential risks and to ensure these controls are implemented.

In addition, heads of department are responsible for nominating suitable Departmental Safety Representative(s) for the day-to-day supervision of safety matters within the department.

5 **All Line Managers, Principal Investigators and Supervisors should:**

Support their Head of Department in discharging their health and safety responsibilities with regard to their own teams

Ensure that safe systems of work are in place and being followed by all staff and students.

6 **The Director of Estates and Facilities is responsible for:**

Ensuring any staff working at, but not employed by the School, meet the requirements of the School's policies and procedures.

7 **Individual Members of Staff, Students and visitors (including contractors) should:**

Co-operate and comply at all times with the safety information, instruction and training provided. They should bring, without delay, to the attention of their line manager or other appropriate responsible person such as a tutor, any hazards identified, or improvements considered necessary

Take reasonable care of the health and safety of themselves and of other persons whom their acts or omissions may affect

Co-operate with the School to enable it, or any other person, to comply with any duty or requirement imposed by the Health and Safety at Work Act 1974, or any relevant statutory provision or other health and safety-related requirement

Not intentionally or recklessly interfere with or misuse procedures or materials provided in the interests of health, safety and welfare, such action being subject to the School's disciplinary procedures.

Ensure that when supervising contractors, they are made aware of the School's H&S Policy and other relevant procedures.

8 **The Health and Safety Manager** is responsible for advising the School on safety matters within the School. They are empowered to act on behalf of the School in these matters. The full details are provided in the contract for Health & Safety Services and include, but are not limited to:

- Monitoring compliance with legislation and updating the School on changes
- Reviewing safety documentation, reports and safety checks
- Induction and training of staff and students
- Safety inspections and risk assessments
- Fire evacuations and drills
- Emergency response
- Incident investigation and reporting under RIDDOR
- Internal risk audits and reports
- Arranging training for fire wardens, manual handling and first aiders
Duties of the Departmental Safety Representatives and arrangements for Professional Services are given in Appendix 2.

Some activity does not take place on an organisational structure basis but by the location it takes place. These are covered in more detail in Appendix 3.

The terms of reference and constitution of the School's Health, Safety & Security Committee are given in Appendix 4.

Separate Codes of Practice are available for specific areas such as working overseas, COSHH and accident reporting and first aid. A current list of these is given at Appendix 5.
APPENDIX 2

All Safety Representatives, Fire Wardens and First Aiders are required to undertake initial training as requisite for the role and receive periodic refresher training.

**Duties of the Departmental Safety Representative(s)**

1. The Departmental Safety Representative(s) are nominated by heads of department, and approved by the Director, for the day-to-day supervision of safety matters involving staff, students and visitors in the department. This includes the maintenance of departmental safety records, such as any local risk assessments or inspection reports. They must also inform the Health and Safety manager if a fire warden or first aider within their department leaves SOAS or is on long term sick leave. This will enable the school to ensure that alternative personnel are trained to fulfill any gaps in these positions.

2. Each Departmental Safety Representative (DSR) is accountable to the head of department for all matters of safety within the department.

3. A formal safety inspection of the department must be carried out at least once a term. The DSR should conduct the inspection jointly with the department head together with relevant union safety representatives. Written records of all safety inspections must be made by the DSR, approved by those involved, and copies sent to the department head, to individuals concerned and to the Health and Safety manager.

4. The DSR must bring matters requiring urgent attention, e.g. serious accidents involving medical treatment, to the immediate notice of the Safety Office by telephone and confirm in writing with a copy to their department head.

5. The DSR must ensure that all accidents and incidents are reported on a School accident form.

6. The DSR must ensure that all necessary Risk / Hazard Assessments are made, and are kept under constant review.

7. When the DSR is absent from the School for an extended period of time, an appropriately trained deputy must be identified and notified to the department.

**Professional Services**

8. The Directorate Safety Representative(s) is/are appointed by the Registrar for the day-to-day supervision of safety matters involving staff, students and visitors in all the professional services sections other than those listed below.

9. The day-to-day supervision of safety within the more specialized areas of the Schools Central Services (i.e. the Catering, Cleaning, Estates & Supplies) will usually be carried out by the relevant member of DOPS, with assistance as required from the Health and Safety Manager, and they will be expected to carry out the duties detailed above. This will take place in conjunction with the relevant third party for any outsourced contract.

**Area responsibilities**
Some activity does not take place on an organisational structure basis but by the location it takes place. These are covered in more detail in Appendix 3.

Fire Wardens and First Aiders are assigned on a location basis.
**APPENDIX 3**

**Area responsibilities**

<table>
<thead>
<tr>
<th>Area</th>
<th>Function responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department office space</td>
<td>Relevant Department</td>
</tr>
<tr>
<td>Professional services office space</td>
<td>Relevant Directorate</td>
</tr>
<tr>
<td>Students’ Union</td>
<td>Students’ Union</td>
</tr>
<tr>
<td>Catering outlets</td>
<td>Estates &amp; Facilities</td>
</tr>
<tr>
<td>Cleaning cupboards</td>
<td>Estates &amp; Facilities</td>
</tr>
<tr>
<td>Teaching spaces</td>
<td>Estates &amp; Facilities</td>
</tr>
<tr>
<td>Outdoor spaces</td>
<td>Estates &amp; Facilities</td>
</tr>
<tr>
<td>All other general and circulation spaces</td>
<td>Estates &amp; Facilities</td>
</tr>
</tbody>
</table>
APPENDIX 4

Health, Safety & Security Committee
Health, Safety & Security Committee reports to the Board of Trustees.

(i) The membership of the Health, Safety & Security Committee will comprise:

Chair:
A member of staff, appointed by Governing Body (normally the Director of Governance & Legal)

Ex-officio Members:
Director of Governance & Legal (normally the Chair)
Assistant Director of Estates & Facilities
HR Equality & Diversity Advisor
Health & Safety Manager

Other Members:
All Academic and Directorate Safety Representatives
1 member of academic staff nominated by Research & Enterprise Committee
1 representative from each of the recognised Trades Unions
1 member nominated by the Students’ Union Executive Committee

(ii) The Registrar will nominate a Secretary. The Committee will normally hold three ordinary
meetings per annum.

(iii) The Health, Safety & Security Committee will have the following terms of reference:

(a) To propose and consider policy changes with respect to the health, safety, security and welfare of
School staff (including contractors and outsourced workers), students, visitors and of other persons
who may be affected by work carried out within or external to the School or as part of the School’s
activities (including external fieldwork activities carried out in both the United Kingdom and
overseas). The term ‘health and safety’ will include the School’s security provision, fire arrangements
and occupational health service;

(b) To monitor implementation of health and safety policies and codes of practice and to propose
changes as necessary;

(c) To advise the Board of Trustees through the Secretary on health and safety implications of School
strategies and plans, including those relating to the development of the Estate;

(d) To provide an annual report of the Committee’s activities and recommendations to the Board of
Trustees;

(e) To monitor compliance with current health and safety and related legislation;

(f) To keep under review current, emerging and potential challenges in relation to health and safety in
the external environment that could have impact on School activities (including proposed changes to
legislation), discuss the implications and provide advice on possible responses and implement
change where appropriate;

(g) To monitor the School’s health and safety risk management strategies;

(h) To advise the Board of Trustees through the Secretary on the management of risks in relation to
health and safety and monitor actions taken to minimise these risks;

(i) To provide input into the School’s emergency and business continuity planning;
(j) To review accidents, incidents, hazardous occurrences, sickness absence and ill health (including stress) related to work undertaken by staff, students and visitors, and to ensure corrective action is undertaken and consider implications for strategy, policy or practice;

(k) To ensure appropriate health and safety training is provided and to monitor its effectiveness;

(l) To provide guidance to managers, other staff, students and visitors about policy and practice concerning health and safety;

(m) To keep under review the provision of information and communication of health and safety information;

(n) To consider reports from the management representatives, Union safety representatives, staff and student representatives and any other appropriate bodies, including any audit or inspection reports.

(o) To monitor security provision across the School to enable staff and students to carry out their duties in a secure environment
APPENDIX 5

Communication

The initial chain of communication for Health and Safety issues is detailed above. A copy of the SOAS Health and Safety policy is to be kept on display at every site (This is to be replaced each year when the policy is updated). A full copy of the Health & Safety Policy must be available for staff to view at all sites, in addition the policy can also be found on the intranet. Any changes to the policy will be communicated to staff via email prompting them to view the new document via the intranet. If these changes are extensive, training sessions will be set up with more detailed explanatory notes. Advice and general updates may also be disseminated through safety committee minutes, or SOAS news bulletins.

The SOAS Health and Safety manager will be available to answer queries on health and safety issues. All line managers with a responsibility over staff and / or facilities/equipment (e.g. should communicate the identification of a hazard or risk to the Health and Safety manager who can then liaise with the relevant internal staff to resolve the matter)

Training

Initial Health and Safety training will be delivered by line managers through the staff induction process which is mandatory for all new employees. The Health and Safety manager will deliver further Health and Safety induction training via training courses provided by the staff development team. Full details can be found via the Safety Training link in the Arrangements section.

The Health and Safety manager will liaise with the human resources manager, department heads and the staff development team to organise any specialist health & safety training such as manual handling, DSE, fire warden and first aid as and when it is required.

Students will receive a health and safety induction as part of their Welcome Week program.

Maintenance of SOAS Premises and Equipment

There is a schedule of inspection and maintenance pertaining to all SOAS premises, equipment and plant; this is managed by the Estates team. They are also responsible for the up keep of the building fabric and the water system.

Smoking

SOAS operates a strictly no smoking policy at all of it premises

APPENDIX 6

Review, Audit and Improvement

The review of this policy will be the responsibility of the Secretary. Review will occur on an annual basis or when legislative changes or incidents dictate.

The Health and Safety manager will carry out, on an annual basis, an audit of all SOAS premises using HSG65 as a basis of the safety audit. The audit along with an annual review of the risk assessment for each premises will measure the effectiveness of the policy and expose any areas whereby compliance is compromised.

The Health and Safety manager will provide an annual report with recommendations for improvement and suggested time frames in which to achieve these.
Where significant changes occur, which may affect the level of risk in any area of the working environment of SOAS, additional risk assessments will be conducted as required by Health & Safety legislation. Should these risk assessments expose any weakness in the SOAS Health & Safety Policy or the specific arrangements for maintaining appropriate standards of Health & Safety; these will be reviewed and revised if necessary. Similarly, if any weakness in policy, arrangements or chain of responsibility should be exposed by any means, SOAS will undertake to review the appropriate area and to make such amendments as are required.

APPENDIX 7

Arrangements - Further guidance on specific areas

Display screen equipment - https://www.soas.ac.uk/healthandsafety/computers/

Smoking Policy - https://www.soas.ac.uk/healthandsafety/smoking/

Guidance for new and expectant mothers – https://www.soas.ac.uk/healthandsafety/guidance-for-mothers/

Fire Safety- https://www.soas.ac.uk/healthandsafety/fire/

Accident Reporting first aid and defibrillators - https://www.soas.ac.uk/healthandsafety/firstaid/

Emergency Egress for disabled people (peeps) - https://www.soas.ac.uk/healthandsafety/egress/

Manual handling - https://www.soas.ac.uk/healthandsafety/manual-handling/

Safety training - https://www.soas.ac.uk/healthandsafety/training/

Risk assessments - https://www.soas.ac.uk/healthandsafety/wwwsoasacuk/healthandsafety/riskassessment/

Lone working - https://www.soas.ac.uk/healthandsafety/lone-working/

Working overseas- -https://www.soas.ac.uk/healthandsafety/working-overseas/

COSHH – https://www.soas.ac.uk/healthandsafety/coshh/

Emergency Procedures -

Maintenance and Electrical - https://www.soas.ac.uk/healthandsafety/maintenance/

Control of contractors - https://www.soas.ac.uk/healthandsafety/contractors/

Asbestos - https://www.soas.ac.uk/healthandsafety/asbestos/

Legionella - https://www.soas.ac.uk/healthandsafety/legionella/

Food allergies - https://www.soas.ac.uk/healthandsafety/food-allergies/
Young persons/Work experience- [https://www.soas.ac.uk/healthandsafety/work-experience/](https://www.soas.ac.uk/healthandsafety/work-experience/)

Safety Training- [https://www.soas.ac.uk/healthandsafety/training/](https://www.soas.ac.uk/healthandsafety/training/)