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LIVERPOOL HOPE UNIVERSITY

JOINT CONSULTATIVE AND NEGOTIATING COMMITTEE

Minutes of the Meeting held on 18th May 2021

- PRESENT:** Dr S Marwood (Chair), Dr A Bennett (present for Workload item), Dr P Bamber, Ms S Beecroft, Mr A Catterall, Professor M Lavalette (present for Workload item), Ms A Lowther, Dr J Lux (present for Health & Safety item), Ms M Monaghan, Ms L Mottram, Professor A Nagar, Revd Professor Newport, Dr N O'Sullivan, Dr A Yeates
- APOLOGIES:** Mr B Grice
- SECRETARIAT:** Mr M Jones

1. Minutes of the previous meeting

Members had received minutes of the meeting of 18th February 2021. Re actum 3 (i) Dr Yeates requested that 'his' be corrected to 'this'. Re actum 3 (iv) Dr O'Sullivan requested that the action point be altered to read 'Discussions on the workload model would continue through Special Interest Group, which they did'.

Pending these corrections the minutes were **APPROVED** as a correct record.

2. Matters Arising

Working From Home Risk Assessment (actum 3 i)

Ms Beecroft confirmed that she had contacted Ms McManniman re this.

Staff Student Ratios (actum 3 iii)

Professor Newport and Dr O'Sullivan to discuss.

Yearly Hours Total (actum 3 iv)

Discussions on the workload model to continue through Special Interest Group.

CRT (actum 3 vii)

Dr O'Sullivan informed members that this matter is still being discussed by UCU local branch, adding that issues relating to research buyout are being discussed at School Research Committee level.

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3. Management Items

- (i) Student numbers, update on any key USET/ALT issues since last meeting

Ms Beecroft informed members that firm acceptances for 2021/22 are currently down by 12% compared to 2020/21. Dr O'Sullivan asked whether this figure is reflected across the sector and Ms Beecroft responded that this was the case. Professor Newport informed members that the creation of the Institute for Teacher Training could potentially affect the University's teacher training recruitment, but added that this is unlikely for 2021/22 as the new institute's numbers are limited to 1,000 students.

- (ii) Finance & Estates update

Ms Beecroft informed members that the University's financial losses during the pandemic have continued, with further rent rebates to students. Ms Beecroft informed members that due to strong recruitment in September 2020 and lower than expected attrition, the University will be in a position to deliver a surplus at the end of the academic year.

Ms Beecroft informed members that Estates will be undertaking refurbishment works at Creative Campus during the summer, with a cost of £0.5m, and that the conversion of 2 Islington is projected for completion by September 2022. Ms Beecroft added that work on accommodation at Hermitage & Cloisters is around 50% complete.

- (iii) REF post-submission update

Professor Nagar informed members that the University's submission was completed a few days in advance of the deadline. Professor Nagar added that work by 177 colleagues was submitted across 13 units. Professor Nagar informed members that 28 case studies were submitted, along with 13 environment studies and 433 outputs.

- (iv) USS, national pay negotiations

Mr Catterall informed members that the University would complete the USS consultation report in the coming week. Mr Catterall added that the University is aware of the current pay offer, and of unions' response.

4. UNISON Items

Unison had no items to raise.

5. UCU Items

- (i) Workload Model

Dr Monaghan informed members that UCU's current position is that the local negotiating committee have advised members to reject the proposed workload model. Dr Monaghan acknowledged that UCU agreed to the workload model in June 2020 but had believed it to cover only the coming year (ie 2020/21). (UCU dispute that this was said.) Dr Monaghan added that the model agreed in June 2020 was agreed only in principle and had not been finalised. Dr Monaghan informed members that during these negotiations the position of the local branch has changed. At this point Dr Monaghan's internet

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connection failed. Dr O'Sullivan informed members that Dr Monaghan would supply a written version of her points for inclusion in the minutes. Professor Newport informed members that the University would be proceeding with the current model for the purposes of creating the timetable for the coming academic year. Professor Newport noted the need for more discussion with UCU on the workload model. (UCU dispute that this was said.)

Email from UCU 28th May 2021

Hi Andy,

As a follow-up to your letter last week, and for the avoidance of doubt, UCU accept that we agreed a framework for a workload model with you in July 2020. Negotiations continued on the development of the model, and we now have a finalised model that could be applied to 2021-22 workloads.

The finalised Model presented to us in April 2021 is not an appropriate way in which our members' work can be measured and managed, and has now been rejected by the membership.

We don't believe any development in our position is in itself untoward and inappropriate.

In contractual terms we don't believe that any contractual agreement was made with you last year which allows you to make an imposition without consent this year. We believe the matter is still one for negotiation. Though if you disagree, it would be helpful to understand what you believe is the contractual position.

Next steps

You'll be aware that we have been conducting a consultation process with our members which ended today. Our members have agreed with our position that the Model is not sufficient and requires a position of rejection.

We therefore propose that you refrain from any continued imposition, and we seek to continue negotiations to enable us to reach a position of resolution.

Response from management 14th June 2021

Dear Dr O'Sullivan

Thank you for your email of May 28, 2021 (17.36). I write in response to this in the hope that we can find a way forward. Clearly, we have reached a difficult point. Nevertheless, the University is happy to continue to discuss matters with you and explore options in an effort to reach a compromise that is acceptable to both parties. This depends, however, on making our relative positions clear. I think the University's is. Part of what is found here is an attempt to gain clarity on the precise position of UCU leadership (see in particular the three questions asked in the third row of the table below).

Context and Text

The context of the email of May 28, 2021 is important. On June 2 you were asked by the Chair of JCNC if "the document relating to the "Workload Model" item of the recent JCNC agenda has been produced and shown to management?" You responded by saying that the response had been sent to Andy Catterall on Friday and then copied in the text of the May 28, 2021 email. I am therefore taking that email (the text of which appears below) as the response to which the University itself now needs to respond. Please note this point carefully. The JCNC meeting of May 18, 2021 is still open, and in the as yet

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unconfirmed minutes of this meeting we will find the email quoted below in full. And there will of course be other material in the minutes. What we will not find reference to, however, is the much more extensive note of June 2 from UCU Branch 'Regarding: triggering of the local JCNC disputes procedure'.¹ I am not, therefore, at this time going to respond to the much larger document on triggering the local JCNC disputes procedure. *I will respond to this* but not here as it does not constitute part of what would have been said at the May 18, 2021 meeting had the technology not let us down. I do not believe that anything actually said at the JCNC meeting of the May 18, 2021 or found in the minutes of that meeting via the quoting of the email of May 28, 2021 raises the matter of triggering the disputes procedure. We will need to pick that up separately, which I commit to doing if and when appropriate (i.e. when, at a JCNC meeting, we record that we have failed to agree).

UCU's Response to the "Workload Model" item on the agenda of JCNC

Hi Andy,

As a follow-up to your letter last week, and for the avoidance of doubt, UCU accept that we agreed a framework for a workload model with you in July 2020. Negotiations continued on the development of the model, and we now have a finalised model that could be applied to 2021-22 workloads.

The finalised Model presented to us in April 2021 is not an appropriate way in which our members' work can be measured and managed, and has now been rejected by the membership.

We don't believe any development in our position is in itself untoward and inappropriate.

In contractual terms we don't believe that any contractual agreement was made with you last year which allows you to make an imposition without consent this year. We believe the matter is still one for negotiation. Though if you disagree, it would be helpful to understand what you believe is the contractual position.

Next steps

You'll be aware that we have been conducting a consultation process with our members which ended today. Our members have agreed with our position that the Model is not sufficient and requires a position of rejection.

We therefore propose that you refrain from any continued imposition, and we seek to continue negotiations to enable us to reach a position of resolution.

Best,
Noreen and Alice

Response

Email text	Response
As a follow-up to your letter last week, and for the avoidance of doubt, UCU accept that we agreed a	I am as delighted as I am unsurprised (given the documented facts) that UCU accepts that we have agreed a framework for a workload model in place and that it was agreed in July 2020. While it is unnecessary to go into details now as we have gone

¹ I know this because I have read the email from Dr Marwood of 3 June (09.15) where he indicates to Mr Jones what the minutes should contain. I am not, never have been, nor ever will be in any position to decide what those minutes will or will not contain other than to share with others the responsibility for checking that they accurately represent the meeting that took place of which they are a record.

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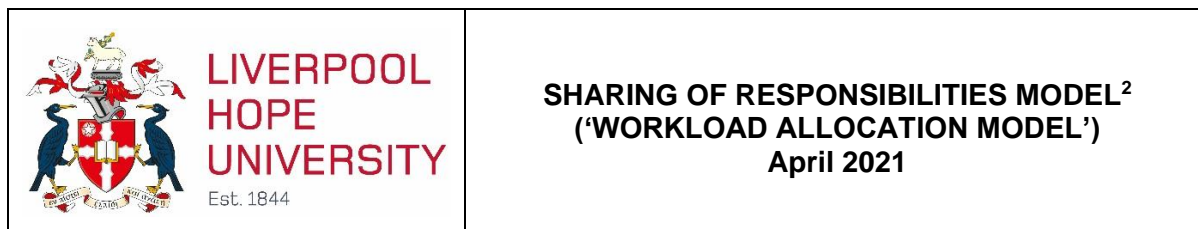
Email text	Response
framework for a workload model with you in July 2020.	over them extensively previously, the model, which you accept we agreed, includes such things as the 1550 hours and the 'headline' splits of the time between a) Teaching-Related Activity; b) Research; c) Administrative and other Responsibilities; and d) Flexible hours.
Negotiations continued on the development of the model, and we now have a finalised model that could be applied to 2021-22 workloads.	<p>I dispute that the model, <i>when taken to include the appendices</i>, which is where most of the discussion has centred, equates to a 'finalised' model. I do not want to be misunderstood here in what I am saying. Please note:</p> <ul style="list-style-type: none"> ▪ What <i>is</i> finalised is what was agreed in July 2020, which is the broad structure and principles (see above). ▪ From the beginning I have consistently said that the appendices are 'live' documents and must be discussed and updated as the actual implementation of the model is rolled out. These appendices <i>are not</i> finalised. We have engaged with you fully here, as you will recall, and we do now have an extensive list of tariffs, many of which were proposed by UCU. ▪ We did need a model that we could implement for 2021/22 for planning purposes. We agreed that the model would be reviewed in the Autumn to see how it was working. This is in addition to keeping the appendices under constant review.
The finalised Model presented to us in April 2021 is not an appropriate way in which our members' work can be measured and managed, and has now been rejected by the membership.	<p>What has been rejected does not exist (see above). So, let us be clear. Please can you answer these questions:</p> <ul style="list-style-type: none"> ▪ Has UCU rejected that which was agreed last July? ▪ Is the suggestion that we need to scrap the work that was done over 2019-2020 and start again? ▪ What does 'not an appropriate way' mean here? Is this a wholesale rejection of the four-part model agreed in July 2020 (which <i>is</i> finalised) or are we talking about the appendices (which are live documents open for further discussion and revision)?
We don't believe any development in our position is in itself untoward and inappropriate.	You may believe that, but I think that <i>if</i> you are now rejecting what was agreed in July 2020 after a full set of discussions at JCNC and SIG meetings and a vote by UCU branch membership, your belief is contrary to what would normally count as conclusive evidence of disconfirmation.
In contractual terms we don't believe that any contractual agreement was made with you last year which allows you to make an imposition without consent this year. We believe the matter is still one for negotiation. Though if you disagree, it would be helpful to understand what you believe is the contractual position.	<p>First: we have not imposed anything. The model, including the 1550 <i>notional</i> hours was agreed with UCU in July 2020, as you accept.</p> <p>Second: the word <i>notional</i> is very important here, as I have pointed out on numerous occasions. To repeat what I have explicitly said in writing to you before, the problem appears to be that your 1480/1470 (I think you have moved on this a bit over the course of the discussion from the higher to the lower) are <i>not</i> notional. They are absolute. While on the one hand I can understand that this gives you a hard line to hold, it is not conducive to meaningful consultation.</p> <p>Third: to hold a fixed position with the precision you have is inconsistent with the academic contracts that have been issued by this University since at least 2006 where such precision is not found.</p>

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Email text	Response
	<p>Fourth: to hold a fixed position with the precision you have is inconsistent with UCU guidance as found in the Post-92 staff handbook agreed national text published on the UCU website. This guidance includes these words (my emphasis):</p> <p style="text-align: center;"><i>On the matter of the working week, it is not appropriate in a professional contract to be specific as to the exact hours of availability for duties ... (Section 1.3.1)</i></p> <p>Do you reject National UCU's directive here?</p> <p>I suggest that seeking to put in stone 1470/1480 hours in the way you have is inconsistent with the handbook while the University's 1550 <i>notional</i> hours are not; please address this and explain your position clearly so that we can potentially go forward.</p> <p>I have previously invited you to discuss the above and have done so in writing. Do you now wish to take up this offer? If you do, then please answer this question: are the 1480/1470 hours to which you make extensive reference 'set in stone' in the way I have suggested above?</p> <p>a) If the answer is yes, please explain on what basis you have departed from National UCU guidance on this point.</p> <p>b) If the answer is no, are you prepared to enter into discussion about this in the way that I have several times before invited you to do?</p>
<p>You'll be aware that we have been conducting a consultation process with our members which ended today. Our members have agreed with our position that the Model is not sufficient and requires a position of rejection.</p>	<p>Noted. The 'and' in the last sentence, though, cannot be taken as causal in the way you may imply (or perhaps not, we can discuss this at the next JCNC). There is no inevitable link between thinking that the model is 'not sufficient' and rejecting it. Indeed, I have come close myself to saying it is 'not sufficient' by stating so many times that the appendices are 'live documents'. Your predecessors clearly understood this as part of what we had agreed between us. The question is, does it need rejection root and branch or further work? The answer to this will need to be consistent with the one you give above to this: Has UCU rejected that which was agreed last July?</p>
<p>We therefore propose that you refrain from any continued imposition, and we seek to continue negotiations to enable us to reach a position of resolution.</p>	<p>The University needs to plan for next year. Not to do so would bring down timetables, budgets and the stability of the University. Before we come to a stand-off on this point where you are proposing that the University not do X and potentially the University goes ahead and does X, we need to be clear about precisely what you have rejected, and I am still not. Once we are 100% clear about that, we can discuss this point at the JCNC.</p>

UCU Counter-Response

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UCU proposed amendments in green, alongside deletions in black.

Following extensive discussions between the University and UCU via the formal mechanism of JCNC, the new Sharing of Responsibilities Model (previously known as the Workload Allocation Model) for academic staff is set out below. This model replaces an earlier version agreed with UCU in June 2020. Changes reflect ongoing ~~negotiations consultations~~ and reflection as well as the results of some modelling. ~~As the model is implemented, it will be kept under review.~~

Basic Principles

1. It is noted that the National Contract does not stipulate a precise number of hours to be allocated; ~~however, the University naturalised to a 35-hour week during the implementation of the National Framework Agreement (2006), and 1470 hours has been the standard cap in previous workload models.~~ However, a figure is needed if this model is to work. Once annual leave, Bank Holidays, and Liturgical Days, ~~and a nominal number of hours for the major University events of Graduation and Foundation Day,~~ are considered, there are ~~1550~~ 1470 hours to be allocated via this model.
2. These ~~1550~~ 1470 hours are then divided into ~~four~~ three unequal parts. For those on contracts which include research, and for all grades (7,8,9,10),³ these parts are:
 - a. 800 hours for ‘teaching-related activities’ [Note 1](#)⁴
 - b. ~~450~~ 490 hours for ‘research’ [Note 1](#)
 - c. ~~200~~ 180 hours for ‘administration and other responsibilities’ [Note 1](#)
 - d. ~~100 ‘flexible hours’ which may be allocated by the Head of School for ‘research’ or ‘administration and other responsibilities’. While they are not normally allocated to general ‘teaching-related activities’ (though see note 1 below), except where the staff member so wishes, they may, in exceptional circumstances, be allocated to PGR supervision (see 7 below) or, with the agreement of the Head of School, for directly-related professional development activity as indicated in point 10(d) below.~~
 - e. For the purposes of allocating 800 hours for ‘teaching-related activities’, the precise wording is “800 hours of teaching-relating activities, of which up to a maximum of 300 hours may be formal, scheduled contact teaching hours”.
3. ‘Teaching-related activities’ is very broad and includes not only face-to-face teaching but also preparation, marking, [moderation, assessment planning, individual support for students](#), and “office hours”. ‘Preparation’ includes the upkeep of Moodle.
4. ‘Teaching-related activities’ includes dissertation supervision at both UG and PGT level. While not included in ‘formal, scheduled teaching’, hours these activities are included in the total 800 hours. [See also point 8 below.](#)
5. Network of Hope teaching is counted as ‘formal, scheduled teaching hours’ where actual teaching is taking place, be that face-to-face or online, [synchronous or asynchronous](#).

² This model, including the appendices, is available online at [LINK](#)

³ For core academic staff, any SPOT colleagues are also covered by this model.

⁴ See Note1 below.

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6. 'Teaching-related activities' also includes PGR supervision. No member of staff should normally be involved in any capacity with more than three supervisions. Exceptions to this rule can be granted only by the PVC Research. It is for the Head of School to factor PGR supervision into the overall allocation of responsibilities but normally this will not exceed a nominal 100 hours in total. PGR supervision is counted as part of the 800 hours for 'teaching-related activities'. ~~In addition, the 100 'flexible hours' may, in exceptional circumstances, and if the Head of School so determines, also be used for PGR supervision.~~⁵ PGR supervision hours do not count as 'formal, scheduled contact teaching hours' (see note 8 below).
7. In determining the range of activity that comprises the 800 hours, and the relative weighting of 'formal, scheduled teaching' and other teaching-related activity, Heads of School will take into account such things as the size of classes, its assessment type, PGR and PGT supervision, the extent to which the material taught is relatively new and hence needs higher levels of preparation, **and travel time required for additional teaching-related travel. Heads will also take into account any other relevant circumstances⁶, including colleagues' wellbeing.**
8. For those on Professional Tutor or a Teaching and Scholarship contracts, the division of the 1550 hours will be as follows:
 - a. 1000 hours for 'teaching-related activities' **Note 1⁷**
 - b. ~~450~~ **240** hours for 'scholarship' **Note 1**
 - c. ~~300~~ **230** hours for 'administration and other responsibilities' (to include interviewing in the case of ITT and CAPA) **Note 7**
 - d. ~~100 flexible hours which may be allocated by the Head of School for 'scholarship' or 'administration and other responsibilities' but not normally in 'teaching-related' except where the staff member so wishes (please see note 1 below for the exception). Where approved by the Head of School these 100 flexible hours may be used for personal development, for example working towards a directly relevant professional qualification such as (S)FHEA, an NPQ or a further degree, or participation in, for example, Aurora.~~
 - e. For the purposes of allocating 1000 hours for 'teaching-related activities', the precise wording is "1000 hours of teaching-relating activities, of which up to ~~450~~ **400** may be formal, scheduled contact teaching hours".
9. 'Teaching-related activities' is very broad and includes not only face-to-face teaching but also preparation, marking, **moderation, assessment planning, individual support for students,** and "office hours". 'Preparation' includes the upkeep of Moodle. ~~and the upkeep of Moodle.~~ For professional tutors in ITT and Social Work the 1000 hours also includes School-based Teaching/Placement Teaching.
10. In determining the range of activity that comprises the 1000 hours for professional tutors and teaching and scholarship colleagues, and the relative weighting of 'formal, scheduled teaching' and other teaching-related activity, Heads of School will take into account such things as the size of classes, its assessment type, PGT supervision, the extent to which the material taught is relatively new and hence needs higher levels of preparation, and travel

⁵For example, where 'teaching-related activities' totalling 800 hours have already been assigned and further opportunities have arisen, and the member of staff wishes to undertake them.

⁶ Relevant circumstances include those that relate to: leave, health, equality, development, and research.

⁷ See note 1 below.

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time required for, in particular, school-based or other placement-based teaching. Heads will also take into account any other relevant circumstances⁸, including colleagues' wellbeing.

11. It is the Head of School who has responsibility for the application of this model. Naturally, the subject leads may advise and assist, however it is the Head of School who has the final say and who will be held accountable by the DVC for the fair application of the principles set out above. The University will commit to seeking agreement with the staff member concerned at all times.

12. Where a particular member of staff has a concern relating to the application of this model in his/her individual case, this would normally be resolved by the Head of School. Where this cannot be achieved, the individual member of staff may ask the DVC to review the member of staff's individual allocation of responsibilities. Where the case appears complex and needs full investigation, the DVC may ask a member of Personnel and a senior colleague, normally another Head of School, to advise. If this fails to bring about a resolution the member of staff has access to the standard personnel procedures including grievance proceedings. See Appeals mechanism.

13. Headroom

2 per cent of hours (30 hours in total) within the 'administration and other responsibilities' category will act as a headroom allowance that provides a buffer for unanticipated activities.

14. Related documents

The categories and tariffs associated with this model are to be found in the Appendices, and the model is to be used in line with the Workload Model & Workload Allocation Policy, which integrates the Sharing of Responsibilities Guidance.

The University will ensure that application of this Model will be compliant with relevant statutory safety and equality duties.

15. Amendments and Review

This document is party to collective negotiations and consultations with UCU. Review dates will be at the end of each academic year and agreed with UCU where required. Though nothing shall prevent either party from requesting an earlier review if reasonable in the circumstances.

Flexible Hours

~~For the avoidance of doubt, the 100 hours will in all cases be allocated by the Head of School to a suitable activity and are designed principally to allow the staff member and Head of School to prioritise activity. The staff member may request to have these hours allocated in a particular way, for example for CPD, PGR supervision, research, or scholarship, but it is the Head of School who makes the decision. The clear intention is to use these hours to enable colleagues to 'play to their strengths', but this cannot always be guaranteed as the hours may be required for strategic or operational priorities.~~

~~Update of Model following further consultation and deliberation post June 2020.~~

Note 1

~~It is an important principle of this model that there must be fairness in the distribution of workload activities responsibilities. Initial modelling suggests that a hard division between 'teaching-related activity' and 'Administrative and other Responsibilities' may not always be helpful and by way of this note some flexibility in the model is now introduced. Please note:~~

⁸ Relevant circumstances include those that relate to: leave, health, equality, development, and research.

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1. The University remains committed to the principle that no colleague should exceed the maximum number of 'formal contact teaching hours': 300 in the case of those on teaching and research contracts and 450 400 in the case of those on teaching and scholarship and professional tutor contracts. *This has not changed.*
2. The University remains committed to the 4550 1470 maximum number of hours to be allocated via this model per year. *This has not changed.*
3. The University remains committed to the principle that no colleague should exceed the maximum number of 'teaching-related hours': 800 in the case of those on teaching and research contracts and 1000 in the case of those on teaching and scholarship and professional tutor contracts. *This has not changed.*
4. The University remains committed to the principle that no colleagues should be expected to exceed the maximum number of research or scholarship hours: 490 in the case of teaching and research contracts and 240 in the case of teaching and scholarship and professional tutor contracts.
5. ~~Where, however, there is a need to allocate additional preparation and/or marking time and there is capacity available either in the 'Administrative and Other Responsibilities' or the 'flexible hours' parts of the model, the Head of School may reallocate some of this time to these activities. It is unlikely that this will be necessary very often, but the initial modelling suggests that such flexibility will, in a few cases, enable fairness to all staff.~~
6. Similarly, where a colleague agrees to take on additional administrative and other responsibilities and the 'administrative and other responsibilities' cap is surpassed, it is only right that teaching-related activity hours are proportionately reduced.

Note 2

The principal academic operational unit is now the School and that the departmental structure no longer exists. The School SSR will be an important factor in determining resources and where reasonable⁶⁹ and with the agreement of the staff member concerned colleagues in the School may be asked to contribute to teaching outside of, but cognate to, their own specific subject cluster. Colleagues may also be asked to agree to teach on the Foundation Year where appropriate. It is for the VC to determine at what point a new post may be appropriate within the overall budgeting of the University and in the light of the needs within precise subject areas where a core specialist is needed.

Note 3

~~Although the following points cannot be guaranteed in all instances,~~ This model also confirms that normally:

1. No colleague should undertake more than four hours of consecutive teaching. Any exceptions to this should be considered very carefully by the Head who should seek to find a solution.

Note 4

The Heads' working group which has been advising the DVC on the implementation of this will continue to meet. The principal ongoing responsibilities of this group are:

1. to ensure equality of practice across Schools and Departments;

⁹ This is not to suggest that colleagues could be asked to agree to teach material completely outside the range of their competency and the Head of School will exercise clear judgement. It is particularly important that some level of flexibility is achieved in the light of cyclical declines in some subjects and growth in others. *Though the university will commit to seeking agreement with the staff member concerned at all times.*

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2. to report to the DVC any issues that arise in the course of implementation that need further consideration, particularly as related to ensuring that the overall ~~4550~~ 1470 hours are not exceeded.
3. To engage in meaningful collective negotiations and consultations with UCU on any relevant changes.

(ii) Teaching scenarios from September

Dr Lux requested information as to the University's teaching plans for the coming academic year, and the framework in which such plans are made. Dr Lux noted that the information sharing process between management and unions has improved, and requested further consultation re decisions relating to return to campus. Dr Lux suggested that the University be prepared to delay the autumn 2021 return to campus by a few weeks if case numbers give cause for concern. Dr Lux also emphasised the need for risk assessments to be in place before any decision is made. Dr Lux undertook to forward a proposed timeline for return to campus planning to members.

ACTION: Dr Lux to summarise her ongoing suggestions and concerns to Ms Beecroft.

Ms Beecroft assured members that the University is planning for a number of scenarios, ranging from a full return to campus to a blended model, to a fully-online model. Mr Catterall assured members that the University is following PHE and statutory guidance.

Dr O'Sullivan voiced the opinion that Dr Haughan's email to students guaranteeing them opportunities for face to face teaching was sent without prior consultation with academic staff. Dr Lux requested that attendance at face to face session be monitored. Mr Catterall assured members that this was the case. Professor Newport assured members that while the University's wish is for a full time return to campus in September 2021, plans are being made for a range of scenarios. Dr Bamber suggested that this information be shared with all members of staff.

(iii) Promotion Issues

Dr O'Sullivan expressed the need for parity of promotion opportunity between Teaching & Scholarship roles and Teaching & Research roles and asked for details of the promotion route for colleagues in Teaching & Scholarship roles. Professor Newport responded that the situation at hand applies to six colleagues, adding that it is not the University's intention to recruit to, or expand, Teaching & Scholarship roles. Professor Newport added that two colleagues in Teaching & Scholarship roles requested to move across to Senior Lecturer (Teaching & Research) and that this has happened in both cases. Dr O'Sullivan voiced the opinion that promotion is a collective issue, adding that changes to promotion routes cannot be enacted without discussion with unions. Dr O'Sullivan requested that a promotion route for Teaching & Scholarship grade seven to eight be established. Professor Newport responded that one colleague who was in a grade seven Teaching & Scholarship role is now in a grade eight Teaching & Scholarship role. Professor Newport voiced the opinion that a formal promotion route in this area would be unnecessary given that such promotions have been shown to be possible. Dr Yeates asked Professor Newport to confirm that no formal promotion process exists for Teaching & Scholarship lecturers to become Teaching & Scholarship senior lecturers. Professor Newport confirmed that this was the case, but added that such promotions have occurred. Dr Yeates voiced the opinion that the transparency re Teaching & Research promotions is not matched by Teaching & Scholarship promotions. Professor Newport responded that he had contacted Heads of School and Departments asking

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them to have career discussions with colleagues potentially affected by this situation and that as a result of these discussions the number of colleagues potentially affected has fallen to six. Professor Newport added that the University is committed to further discussions with the remaining affected colleagues. Ms Lowther informed colleagues that the University does not have promotion policies for Teaching & Scholarship roles or Professional Tutors as both these roles are not currently identified by the University as areas of strategic growth. Ms Lowther assured members that all University roles are based on role profiles and linked to the HERA framework. Dr O'Sullivan requested that UCU be supplied with the material sent to colleagues on professional tutor contracts who ask to have their role evaluated. Ms Lowther informed members that the absence of a policy in this area does not imply the absence of a promotion route and informed members that the policy will be shared when it is completed. Professor Newport informed members that every member of staff in a Teaching & Scholarship grade seven role who is eligible to move to a Teaching & Scholarship grade eight role has had a discussion with their Head of School/Department about their career aspirations within the University. Professor Newport assured members that all remaining colleagues in Teaching & Scholarship grade seven roles have clarity as to the current situation. Professor Newport requested that any colleagues who feel they have been disadvantaged by this situation contact Ms Lowther. Dr O'Sullivan asked whether role profiles for Professional Tutors are taken from local or national role profiles. Mr Catterall responded that the University takes into account the National Library of Role Profiles, adding that the role profiles for Professional Tutor and Senior Professional Tutor were developed in liaison with UCU in 2013.

Dr Yeates reminded members of discussions at the previous meeting around including opportunity for covid-related adjustments to the promotions scheme and noted that this mitigation has been rolled out to all staff. Dr Yeates welcomed this development but requested that specific space be given for colleagues who have had (eg) caring responsibilities during the pandemic to register this.

(iv) Croydon & Network of Hope

Dr O'Sullivan requested further information on the inclusion of Spurgeon's College in the Network of Hope. Professor Newport responded that following the announced closure of St Mary's College Blackburn the University looked to add another college to the Network of Hope; Professor Newport added that the University has an existing relationship with Spurgeon's College, which is in an area of London under-served in terms of higher education. Dr O'Sullivan voiced the opinion that inclusion of Spurgeon's College in the Network of Hope constituted a significant change in the working conditions of affected colleagues, adding that these colleagues' working hours will be extended into evenings and weekends. Mr Catterall reminded members that the University's academic contract of employment specifies that from time to time employees may be required to travel within the UK or overseas. Mr Catterall requested that any colleagues with concerns about the arrangement contact their line manager. As Dr O'Sullivan was explaining UCU's concerns, her battery emptied on her laptop and shut her out of the meeting. When she returned, she asked that she be allowed to finish addressing UCU's concerns in relation to Croydon. The Chair ruled against UCU's request.

(v) Home Working Protocol

Dr Yeates expressed that UCU would welcome the University and UCU to work together on developing a Home Working Protocol. Professor Newport responded that staff are expected to be on campus during working hours, except for by arrangement with their line manager. Dr Yeates informed members that there is variation of practice between schools and departments on this matter. Management did not accept the request.

(vi) Medium & Long Term Cover Policy

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Dr O'Sullivan requested greater clarity around the variables used to determine whether or not to engage cover for medium and long term absence. Professor Newport responded that when an absence cannot be covered by redistributing work among existing staff, arrangements are made for cover. Professor Newport added that the variables in relation this include capacity, workload and SSRs.

(vii) TU Facilities Time

Dr O'Sullivan requested that this item be postponed to the next meeting.

(viii) Timetabling

Dr Yeates asked whether it would be possible to second colleagues to work on timetabling in September to assist in the correction of errors. Mr Catterall responded that he did not believe any issues with timetabling are linked to staffing but undertook to discuss the matter with Dr Haughan.

ACTION: Mr Catterall to discuss with Dr Haughan, as above.

(ix) Summer Research Project

Dr Yeates asked for further detail on the summer research project, with particular reference to staff annual leave. Professor Nagar clarified that the research project is intended to take around 100 hours and undertook to contact Heads of School/Department re this.

ACTION: Professor Nagar to contact Heads of School/Department, as above.

6. AOB

The Chair reminded members that the next Chair of JCNC would be selected by the trades unions. Dr O'Sullivan requested another JCNC meeting, in June. Mr Catterall suggested waiting to see what comes through from the regional group.