



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus

Wednesday 30 May 2018 at 2.00 p.m.
Playfair Library, Old College

AGENDA

Presentation and Discussion Theme: Student Careers and Employability

- 1. Introduction: Edinburgh in context**
Shelagh Green, Director for Careers & Employability
- 2. Preparing for the future graduate labour market**
Deborah McCormack, Head of Recruitment & Graduate Development, Pinsent Masons LLP
- 3. A School-wide approach**
Prof Ewen Cameron, Sir William Fraser Professor of Scottish History and Palaeography, and Head of School, History, Classics and Archaeology
- 4. Collaboration: Concept to Consumer**
Dr Philip Bailey, Senior Lecturer, School of Chemistry
- 5. Next steps**
Professor Susan Rhind, Assistant Principal Assessment and Feedback

Interlude and Tea/Coffee Break

PRESIDENT'S COMMUNICATIONS

Oral Update

FORMAL BUSINESS

- Report of E-Business conducted 8 – 16 May 2018
For formal noting S 17/18 3 A
- Higher Education Governance (Scotland) Act –
recommendations for the practical implementation of the agreed
Senate model
For approval S 17/18 3 B
- Annual Report of the Senate Committees
For formal noting and approval S 17/18 3 C
- Special Minutes
For approval S 17/18 3 D

COMMUNICATIONS

- Membership of Senate 2018/19
For formal noting S 17/18 3 E
- Communications from the University Court S 17/18 3 F

For formal noting

- | | | |
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| 7. | Resolutions
To make observations | S 17/18 3 G |
| 8. | Report from Central Academic Promotions Committee
For information | S 17/18 3 H |

CLOSED

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| 9. | Report from the Honorary Degrees Committee
For approval | S 17/18 3 I |
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The University of Edinburgh

Senate

30 May 2018

Report of E-Business conducted 8 - 16 May 2018

Executive Summary

This paper provides the draft report of the electronic business of Senate conducted from 8 – 16 May 2018.

How does this align with the University/College/ School/Committee's strategic plans and priorities?

Not applicable.

Action requested

For formal noting.

How will any action agreed be implemented and communicated?

Key decisions will be communicated in the Senate Committees' Newsletter.

Resource/Risk/Compliance

1. Resource implications

Does the paper have resource implications? No

2. Risk assessment

Does the paper include a risk analysis? No

3. Equality and Diversity

Does the paper have equality and diversity implications? Not relevant

4. Freedom of Information

This is an open paper.

Key words

Minutes, Emeritus, Resolutions

Originator of the paper

Senate Secretariat
May 2018

**Report of Electronic Business of Senate conducted from
Tuesday 8 May to Wednesday 16 May 2018**

FORMAL BUSINESS

1. Minutes of the meeting held on 7 February 2018 (e-S 17/18 3 A)

Senate approved the minutes of the meeting of Senate held on 7 February 2018.

2. New Members

Senate noted its new members.

3. Conferment of the title Emeritus Professor

Senate agreed to confer the title of Professor Emeritus on Professor R Bhopal, Professor S Murray and Professor A R Wallace, requesting that the Heads of Colleges prepare the Special Minutes.

MATTERS ARISING

4. Special Minutes (e-S 17/18 3 B)

Senate adopted the Special Minutes for Professor G Findlater, Professor W MacNee, Professor M Northcott and Professor R Rodger.

COMMUNICATIONS AND REPORTS

5. Communications from the University Court (e-S 17/18 3 C)

Senate noted the content of the report from the University Court of its meeting on 5 February 2018.

6. Resolutions (e-S 17/18 3 D)

Senate considered the draft Resolutions presented by Court below, and offered no observations.

Draft Resolution No. 10/2018	Undergraduate Degree Programme Regulations
Draft Resolution No. 11/2018	Postgraduate Degree Programme Regulations
Draft Resolution No. 12/2018:	Higher Degree Programme Regulations
Draft Resolution No. 13/2018:	Foundation of a Chair of Agricultural and Resource Economics
Draft Resolution No. 14/2018:	Foundation of a Personal Chair of Tissue Regeneration and Repair

7. Senate Standing Committees: Amended Terms of Reference (e-S 17/18 3 E)

Senate approved the amended Terms of Reference for Senate Learning and Teaching Committee and Senate Quality Assurance Committee.

8. College Academic Management Structures 2018/19 (e-S 17/18 3 F)

Senate noted the College Academic Management Structures for 2018/19.

9. Knowledge Strategy Committee Report (e-S 17/18 3 G)

Senate noted the report of the Knowledge Strategy Committee of its meeting on 23 March 2018.

10. Dates of Meetings of Senate 2018/19 (e-S 17/18 3 H)

Senate noted the Senate meeting dates for 2018/19:

Wednesday 3 October 2018
Wednesday 6 February 2019
Wednesday 29 May 2019

Senate noted the e-Senate business dates for 2018/19:

Tuesday 11 September – Wednesday 19 September 2018
Tuesday 15 January – Wednesday 23 January 2019
Tuesday 7 May – Wednesday 15 May 2019

CLOSED

11. Report of Senate Exception Committee (e-S 17/18 3 I)

Senate noted the business approved by the Senate Exception Committee on 2 April 2018.

The University of Edinburgh

Senate

30 May 2018

Higher Education Governance (Scotland) Act 2016 - recommendations for the practical implementation of the agreed Senate model

Executive Summary

At its meeting on 7 February 2018, Senate endorsed the recommended model of its future membership to comply with the Higher Education Governance (Scotland) Act 2016 (see Section 1), and agreed that the Senate Task Group should prepare specific recommendations for the practical implementation of the model, for future agreement by Senate.

The Task Group on the Higher Education Governance (Scotland) Act met in May 2018 to discuss how the new model would work in practice, and its recommendations are summarised in the attached paper.

How does this align with the University / Committee's strategic plans and priorities?

Compliance with the Act is a statutory requirement.

Action requested

Senate is invited to approve the recommendations for the practical operation of the agreed model in the paper below.

How will any action agreed be implemented and communicated?

Following an informal consultation process with Scottish Government officials and lawyers, draft Ordinances will be submitted to the formal internal University approval process involving Senate, General Council and other stakeholders, before final approval is sought from Court. Ordinances are then submitted to the Scottish Universities Committee, comprising the First Minister, Lord President of the Court of Session and the Lord Advocate and then for final approval by Her Majesty in Council.

Elements of the new model which are not required to be agreed by Ordinance will be the subject of a Resolution or Election Regulations, as appropriate. In parallel with the preparation of the Ordinance, the Senate Task Group on the Higher Education Governance (Scotland) Act will prepare specific proposals for a Resolution outlining the practical implementation of the Senate model, and prepare regulations for Senate elections.

The attached paper contains a recommendation for reviewing the operation of the new Senate model (see Section 10). The recommendation is for a 'year-on' review of the new operation in 2021/22, along with the five-yearly Senate effectiveness reviews which will be externally-facilitated, as required by the Scottish Code of Good Governance

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are staff and other resource implications in relation to the University's preparation for implementation of the Act and the revision of Ordinances through the Privy Council. There are also resourcing implications associated with managing and supporting the newly-constituted Senate

2. Risk assessment

The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation.'

3. Equality and Diversity

The consultation exercise carried out in Semester 1 2017 on the shape of the new Senate model raised issues for equality which were noted in Paper S-17/18 2 B at the Senate meeting on 7 February 2018. These issues have been addressed in the Equality Impact Assessment, which has been drafted in conjunction with drafting the Ordinance. Recommended solutions to these issues have also been noted in the attached paper (Section 7).

4. Freedom of information

Open paper

Key words

Higher Education Governance (Scotland) Act 2016; University Senate

Originator of the paper

Theresa Sheppard; Tom Ward
Academic Services
May 2018

Higher Education Governance (Scotland) Act 2016: Recommendations for the practical implementation of the agreed Senate model

1. Composition of the Senate Model

1. Senate members agreed at the meeting on 7 February 2018 that the Senate model should comprise the following categories with numbers apportioned as follows:

Table 1

Position	Membership
Principal	1
Heads of Schools	21
Other <i>ex officio</i> appointments	Approximately 50
Elected academic staff (Professorial pool)	100
Elected academic staff (Other)	100
Elected students	30
Total	Approximately 300

2. How will the places be divided between members?

Ex Officio Appointments

2. The recommended list of *ex officio* appointments on the new Senate model includes appointments which exist on the current Senate, with some additions which are marked in Table 3 by asterisks. It is recommended that the new ordinance impose a cap of 80 places on the overall number in this category to ensure that the balance between *ex officio* members and elected members remains consistent with the model of around 300 members which was agreed by Senate.
3. The Act specifies that 'Heads of School' should be *ex officio* members of Senate. Under the terms of the Act, however, it is ambiguous as to whether 'Heads of School' (included in the *ex officio* membership) should be interpreted as referring to the University's 'Heads of Schools' or 'Heads of Colleges.' In view of the key role of Heads of Schools as academic leaders, it is reasonable include them as *ex officio* members of Senate. The definition of 'Head of School' which most closely meets the terms of the Governance Act includes the Head of the Medical School, rather than the Heads of the three Deaneries within the Medical School, and includes the Head of the Centre for Open Learning, bringing a total of 21 places.

Elected academic staff

4. Senate has agreed a position on the overall number of academic staff: 100 professorial members and 100 other academic staff members.
5. Table 2 sets out the total number of academic staff in the University, broken down by College.

Table 2

College	Professor	Reader, Senior Lecturers or Lecturer	Tutors and Demonstrators	Grand Total
CAHSS	253	1335	1293	2881
CMVM	230	1427	253	1910
CSE	251	1236	1195	2682
Grand Total	734	4012	2741	7487

April 2018

6. In order to ensure that there is an adequate spread in representation of academic staff from across the University, it is recommended that the places for academic staff in each category be divided between the three Colleges. It is not recommended, however, that places be sub-divided further to School level, since this would be impractical to operate and since the varying sizes of Schools would make it difficult to agree a reasonable and stable distribution of places.
7. The data in Table 2 shows that the Colleges have broadly similar numbers of academic staff, both for professorial and other academic staff (there is greater variation in the numbers of tutors and demonstrators per College, albeit that many of these staff are on small fractional contracts, which will make only a limited impact on the overall full time equivalent numbers), and it is therefore recommended that there be an equal number of elected places for academic staff members in each College in both professorial and other academic staff categories. The recommended distribution of places between Colleges will equate to 33 professorial, and 33 other academic staff members in each college. In addition to the academic staff within each college, there are around 14 academic staff members who fall within University Secretary's Group and Information Services Group. It is recommended that these staff members be allocated to CAHSS for the purposes of election to Senate, since the majority of these roles falls within IAD, which has historically been linked to CAHSS. CAHSS would therefore be allocated 34 members in both categories.
8. There may be an argument for creating sub-divisions for specific categories of staff in addition to the professorial/other academic staff and college divisions, such as setting aside a designated category for tutors and demonstrators. The disadvantage of this approach, however, is that distinctions by staff type may quickly become unusable while academic roles are steadily evolving, and also that it may prioritise certain categories of academic staff over others, and therefore this approach is not recommended.
9. In the event that the relative size of the three Colleges changes substantially, it may be appropriate to change the distribution of elected places. It is recommended that the number of staff across each College be reviewed periodically as part of the five-yearly externally-facilitated overall Senate effectiveness reviews, (see Section 10) to ensure that this division is fair. It would also be appropriate to review the division in the event that any major strategic development for the University (e.g. a merger or restructuring) were to lead to a significant change in the number of academic staff in a particular College.

Elected students

10. Under the agreed overall number of Senate members, a fixed number of 30 places (10 per cent) will be assigned to students.

11. It is recommended that the Students' Association be responsible for appointing to Senate those students who hold elected sabbatical offices and other elected School and University positions. This would replicate the current practice for appointing associate student representatives to Senate.
12. This will mean that the student members are well placed to make a valuable contribution to Senate, and also that the arrangement would provide a link between their Senate membership and their sabbatical or School roles, giving greater status to their positions elsewhere.
13. The Students' Association would be responsible for determining which office-holders will be assigned places on Senate. The Students' Association's current plans are set in Table 3.
14. It is recommended that the Students' Association inform the Senate Support team if any alteration to this line-up is necessary from time to time.

Recommendation

15. Table 3 below sets out the recommended breakdown of places in each membership category.

Table 3

Position	Membership	Membership Breakdown	Notes
Principal	1		
<i>Ex officio</i> appointments	Approximately 70	Heads of Schools (21)	The definition that most closely meets the letter of the law re: the Governance Act. This includes the Head of the Medical School rather than the Heads of the three deaneries within the Medical School. The draft ordinance will stipulate that there will be a cap of 80 on the overall number of <i>ex officio</i> members of Senate (including Heads of Schools) to ensure that the number is consistent with the agreed model.
		Senior Vice-Principal	
		Vice-Principals (currently 7)	
		Heads of College	
		University Secretary*	
		Assistant Principals (currently 16)	
		Chief Information Officer and Librarian to the University	
		Director of Library and University Collections	
		Up to 5 College-level office holders nominated by each College who hold academic posts (for example, Deans and Associate Deans)	
Office-holders who are specifically entitled to Senate membership under the terms of collaborative agreements.*			
		Senate Assessors on the University Court (3)*	1 Joint Academic and Senate Assessor; 2 Senate Assessors.

			These Assessors will be elected for a four-year term on Court, therefore need to be <i>ex officio</i> on Senate once they become Assessors to ensure they remain as Senate members for the length of their term on Court.
Elected academic staff (Professorial pool)	100	34 Professors from CAHSS	Based on overall numbers of professors which are proportionate between each College, with one additional place allocated to CAHSS to reflect academic staff within USG/ISG.
		33 Professors from CSE	
		33 Professors from CMVM	
Elected academic staff (Other)	100	34 academic staff members from CAHSS	Based on overall numbers of academic staff which are proportionate between each College, with one additional place allocated to CAHSS to reflect academic staff within USG/ISG.
		33 academic staff members from CSE	
		33 academic staff members from CMVM	
Elected students	30	5 Sabbatical Officers	As determined from time to time by the Students' Association
		7 Section Representatives	
		4 Liberation Officers	
		7 Undergraduate School Representatives	
		7 Postgraduate School Representatives	
Total	Approximately 300		

Asterisks denote offices which have been added to the list of ex officio members under the new Senate model

3. How will we determine who is eligible to stand for election and to vote in elections?

16. The Act does not define an academic staff member for the purposes of eligibility for Senate membership and its electoral roll. To allow Senate to represent the broad and diverse nature of the University's academic community, it is recommended that the University operate a broad definition of 'academic' for these purposes, and that this include academic staff on all contracts irrespective of the full-time equivalent.

Recommendation

Elected academic staff

17. 'Academic staff' will apply to all members of staff who are categorised as 'academic' in the University's HR system. At present, these are defined as staff whose Job Segment 2 is one of the following: 'academic,' 'clinical academic,' 'general practice clinician,' 'tutors & demonstrators.'

18. All members of staff who are categorised as 'academic', and who also hold a personal or established chair, will be eligible to stand and vote in the 'elected professorial staff' category. All members of staff who are categorised as 'academic,' and who do not hold a personal or established chair, will be eligible to stand and vote in the 'elected academic staff (other)' category.

19. It is recommended that the call for nominations be made in February each year, in time to hold elections in March or April (see Section 5) and that the electoral roll (which will also be a list of those eligible to stand for election) be compiled from Human Resources' records on 31 January preceding the call for nominations (see Section 8), meaning that nominees for the elected academic staff places will need to have been in their posts from this date in order to be eligible for nomination.
20. Academic staff in both elected categories will be eligible to stand for the places which have been allocated to the College of which they are a member. If an academic staff member is a member of multiple Colleges, they will stand in the College where they work a greater full-time equivalent. If an academic staff member works for equal amounts of time across multiple Colleges, they will be permitted to select the College in which they intend to stand, on condition that they only stand for election in one College, and that they declare in writing to the Senate Support Team in which College they intend to stand.

Elected students

21. The eligibility for students to stand for offices which can entitle them to Senate membership will be determined according to the eligibility criteria used by the Students' Association to appoint students to official roles. In principle, all students who are registered on credit-bearing courses, or who hold sabbatical offices, will be eligible for student membership.

4. What will members' terms of office be?

22. Since the Act does not stipulate the terms of office of elected members, Senate can determine a term of office that it considers appropriate.

Recommendation

Elected academic staff

23. It is recommended that Senate continue to operate a three-year term for elected academic staff members. The three-year term of office has worked well for elected academic staff members under the current Senate; it allows sufficient turnover, which means that regular opportunity is available for academic staff members to stand for membership, and it acknowledges the short-term nature of some academic contracts. Three years is a typical term of office for elected members of Senate within the HE Sector.
24. Under the new Ordinance, there will be no cap on the number of terms of office for which academic staff members may stand; a cap would unduly restrict the ability of academic staff to stand for office, and would raise challenges for the transition from the current to the new Senate model, when some members will be allocated shorter terms of office in the first two years of operation (see Section 6).
25. Academic staff in both professorial and other academic staff categories will assume office on 1 August of the year of election, and will demit office on 31 July of their final year in office.

Elected students

26. The term of office for student members will be one year, since they will be elected on the basis of official Student Association positions which hold the same term. Students will also be eligible to stand for multiple terms of office consecutively, since it will be possible for

students to be appointed to more than one office which is entitled to Senate membership, and since students are now entitled to apply for two consecutive Laigh years in order to take up sabbatical posts. There will be no limit imposed on the number of terms of office for student members, since they are very unlikely to hold official posts for more than six years.

27. Students will be elected to offices which entitle them to Senate membership at Students' Association-run elections in either October or March. The dates of these elections are flexible, and the Students' Association will therefore confirm to the Senate Support Team on an annual basis the dates on which students will assume Senate membership. Student members' terms of office will then run for a year after the date on which they assume membership.

5. How will academic staff be elected to Senate?

Current arrangements

28. Ordinance 204, which specifies the current arrangements for election of members to Senate, sets out a considerable level of detail on how elections should be run. The key points are as follows:

- Elections are held 'during the term immediately prior to the summer vacation of each academic year.' Recently, the elections have taken place in March and April.
- There is a period of 21 days between notice, and date of elections, the deadline for nominations being 14 days before the date of the election.

29. The current election process for Senate members as it current stands is summarised in Table 4:

Table 4

Membership Category	Current method of election
Elected Readers, Senior Lecturers, and Lecturers	Elections are run in Colleges. The Senate Support team sends an annual memorandum to Heads of Colleges, advising them of the deadlines for declaring the elected members, and informing them of the number of vacancies within their College for the forthcoming year.
Elected representatives of University Demonstrators and Research Staff	The process of advertising places, nomination and election for this category operates at University level and is organised by the Senate Support Team.
Elected student representatives - associate members	The Students' Association reports to Senate the students who will serve as associate members on an annual basis. Representation is made up of students who occupy a set of positions on the Students' Association and on College committees.

30. As things stand, all those interested in becoming members of Senate have been automatically appointed, since there have not been more nominations than vacancies, and it has therefore not been necessary to run elections.

Issues to consider for election to the newly constituted Senate

31. In view of the smaller number of places available for the academic staff on the new Senate compared to the number on the current Senate, it is likely that elections will need to be run for places, either at College or University level.
32. The following issues have been considered in reaching the recommendation below:
 - Whether the management of nominations and (if required) elections will be the responsibility of Colleges (as they are currently for lecturers, senior lecturers and readers), or whether they will be run centrally (as they are currently for researchers and demonstrators).
 - How often elections will be held, i.e. whether it would be preferable to allow a portion of places to become available each year so that elections may be held annually.

Recommendation

33. **Who will run Senate elections:** it is recommended that elections be run by the Senate Support team, on the basis that it will be operationally easier to run the elections centrally and because this will ensure that they are run consistently. There will be two elections for each College each year, one for eligible professorial staff vacancies and one for the eligible other academic staff vacancies. The Senate Support team will inform Colleges of the number of vacancies in each elected academic staff category and will report on an annual basis the members of each College in each category who will continue in office.
34. **Who will advertise the Senate elections:** the Senate Support team will be responsible for advertising the elections and the nomination process. The Team will work with key individuals in Colleges to ensure the places are widely promoted, and that notifications reach all academic staff. This will rely on email addresses linked to academic staff records being maintained by Human Resources (see Section 8).
35. **When will elections be held:** when Senate is newly constituted in 2020, members will be introduced in a way which allows elections to take place annually (see Section 6). The call for nominations will be made in February each year. Elections will be conducted on an annual basis in March or April (the precise date should be flexible to allow for changes to the date of the Easter break and to work around elections for Court, if necessary) and the results will be communicated at the first meeting of Senate following the elections.
36. **Which electoral system will be used:** voting in the elections will be conducted online using a secure University portal. Since the elections will involve appointing candidates to multiple places within a single vote, the Single Transferrable Vote, Weighted Inclusive Gregory Method (STV WIGM) will be used, and the candidates with the greatest share of the vote will be elected. This type of voting system is recommended, since it has been used successfully for Court elections and because it has proven value in producing representative results in multi-candidate elections.

6. How will Senate transition from the current model to the new?

37. In order to allow the new Senate model to be fully operational in 2020, all members of the new Senate model will take up office under the new ordinance on 1 August 2020, meaning that all current membership will cease on 31 July 2020, unless members have stood for election under the new model.

Recommendation

38. It is recommended that, in the first two years' operation of the new Senate, members take on varying terms of office in order to ensure that there is annual turnover of members (which will mean that opportunities to stand for Senate membership will occur on a regular basis). In the first year of the elections (2020), the maximum number of places will be filled. Elected members will then be randomly allocated a term of office by drawing lots:

- 33 Professors and 33 academic staff will be allocated a 1-year term (11 in each category from each College)
- 33 Professors and 33 academic staff will be allocated a 2-year term (11 in each category from each College)
- 34 Professors and 34 academic staff will be allocated a 3-year term (11 in each category from CMVM and CSE and 12 in each category from CAHSS).

39. A third of all academic staff vacancies will therefore arise for all subsequent annual elections, and all members standing in elections from 2021 will stand for a full three-year term.

7. How will Senate ensure that its membership is diverse and reflective of the institution as a whole?

40. The responses from academic staff to the consultation on the new Senate model highlighted the need for the new Senate model to reflect the diversity of the institution.

Recommendation

41. It is recommended that Senate use metrics for measuring diversity of membership, thereby ascertaining whether certain demographics are more or less inclined to stand, and be elected, for Senate membership. Senate business will also be operated in a way which does not deter members from any category from standing for membership: the meetings will continue to be held within office hours, ending before 5 pm, and the vacancies will be advertised via a variety of channels. Advertisements for Senate vacancies will also highlight diversity as being a key aspiration for Senate, and the need for a demographic balance across its membership.

42. Academic Services will take advice from Equality and Diversity staff from Human Resources on how metrics used for ensuring diversity among staff will be implemented for Senate membership, and will seek advice as to whether further measures will be necessary to promote equality and diversity in the conduct of Senate business.

43. It is recommended that the equality and diversity of Senate membership be examined at the 'year-on' review, after the first year of the new Senate model's operation in 2021/22 (See Section 10). As part of this review, it will be necessary to gather demographic data on

Senate members, and Academic Services will discuss the availability of this data as part of discussions with Human Resources on establishing robust records of academic staff who are eligible for Senate membership (see Section 8). These metrics can be subsequently examined at the five-yearly, externally facilitated reviews of Senate (See Section 10).

8. Maintaining records of the electoral roll, Senate members, and demographic information

44. In order to be able to run a number of large-scale elections on an annual basis, it will be necessary to operate on the basis of systematically generated lists of staff eligible to vote and to stand for election, with minimum manual intervention or use of discretion.
45. The UUNs for all staff who are eligible for Senate must be able to be generated systematically in order to be entered into the online polling system, and email addresses must be readily available for all academic staff members to enable the Senate Support Team to advertise the elections.
46. These records must be supplied by Human Resources, based on standard HR definitions of academic staff. They must be up-to-date, guaranteeing that all academic staff members in the University are included, and must include all staff members' email addresses. For the election process to be manageable, members of staff who do not appear on the agreed list of academic staff will not be considered eligible.
47. Academic Services will work with Human Resources to determine how records of all academic staff members will be produced and maintained to meet the requirements for Senate elections, and to ascertain the level of demographic information on Senate members which will be available.

9. How will interest in Senate and its business be promoted among the academic community?

48. Interest in standing for Senate membership has historically been relatively low; currently under 10 per cent of available places for non-professorial academic staff are filled, for example. As things stand, vacancies on Senate are advertised via a number of channels, such as Staff News articles and emails to relevant mailing lists.
49. The implementation of the new model provides an opportunity to promote Senate as a forum for meaningful discussion and open debate, which will rejuvenate the electorate and promote interest in standing for membership of a newly reconstituted Senate.

10. How will the operation of Senate be reviewed?

50. It is recommended that the operation of the new Senate model be subject to a 'year-on' review in 2021/22, to establish whether it is operating efficiently under the arrangements outlined in this paper.
51. With regard to the practical implementation of the model, this 'year-on' review should include the following:
 - The advertising of vacancies on Senate and how effective this is

- Whether a centrally administered operation of elections, as opposed to college administered, is working effectively
 - The electoral system and online poll used to elect Senate members
 - The levels of engagement and take-up of places on Senate
52. The model will also be reviewed as part of the five-yearly Senate effectiveness reviews which will be externally-facilitated, and these reviews should include the following:
- Whether the division of academic staff members between each College is still broadly proportionate
 - The level of engagement in Senate, and any measures required to improve this
 - The diversity of members, and whether any measures should be taken to improve this.

The University of Edinburgh

Senate

30 May 2018

Annual Report of the Senate Committees

Executive Summary

This is the annual report of the four Senate Standing Committees: Learning and Teaching Committee; Researcher Experience Committee; Curriculum and Student Progression Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2017-18 and proposes plans for 2018-19. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment.

How does this align with the University/College School/Committee's strategic plans and priorities?

The paper is relevant to the University's strategic objective of 'leadership in learning'.

Action requested

Senatus is invited to note the major items of committee business from 2017-18 and to approve the plans of the Senate Committees for the next academic year.

How will any action agreed be implemented and communicated?

Once approved, the paper will be circulated to Senate Committees at their next meeting and highlighted in the Senate Committees' Newsletter.

Resource/Risk/Compliance

- 1. Resource Implications:** The proposed plans for 2018-19 will have resource implications. Some of the resource requirements will be met through existing resources or have agreed funding in place.
- 2. Risk Assessment:** Does the paper include a risk analysis? No – each individual strand of activity proposed work packages will be subject to risk assessment as appropriate.
- 3. Equality and Diversity:** Does the paper have equality and diversity implications? Where required, equality impact assessments will be carried out for individual work packages completed next year.
- 4. Freedom of information:** Can this paper be included in open business? Yes

Originator of the paper

Tom Ward, Director of Academic Services
Brian Connolly, Academic Policy Officer, Academic Services
Susan Hunter, Academic Policy Officer, Academic Services
Theresa Sheppard, Academic Policy Officer, Academic Services
Ailsa Taylor, Academic Policy Officer, Academic Services
Philippa Ward, Academic Policy Officer, Academic Services

Annual Report of the Senate Committees 2017-18

1. Executive Summary

This report outlines the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2017-18, along with their proposed plans for 2018-19.

2. Introduction

The four Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Learning & Teaching Committee, Researcher Experience Committee, Curriculum and Student Progression Committee, and Quality Assurance Committee. Links to the Terms of Reference and memberships of the Senate Standing Committees:

Learning and Teaching Committee: [Link](#)

Researcher Experience Committee: [Link](#)

Curriculum and Student Progression Committee: [Link](#)

Quality Assurance Committee: [Link](#)

The report sets out the Senate Committees' achievements for the year 2017-18. It also proposes their proposed plans for 2018-19. These proposals have arisen from Committee discussions, and discussion at the Learning and Teaching Policy Group (LTPG, which is composed of the Conveners of the four Committees, along with relevant Assistant Principals, College Deans, and other key staff). The proposals are designed to assist the University to take forward its Learning and Teaching Strategy (see 4.1.1 below).

3. Key Committee and Task Group Activities in 2017-18*

Name of Committee or Task Group	No. of meetings
<i>Learning and Teaching Committee (LTC)</i>	5
Assessment and Feedback Enhancement Working Group	3
Lecture Recording Policy Task Group	5
Digital Education Task Group	6
Research-Led Learning and Teaching Task Group	1
University-Wide Courses Task Group	1
Equality and Diversity in the Curriculum Task Group	1
Careers, Employability and Graduate Attributes Task Group	3
<i>Researcher Experience Committee (REC)</i>	5
Continuing Professional Development for Doctoral Supervisors Task Group	2
PGR Personal and Professional Record Task Group	2
<i>Curriculum and Student Progression Committee (CSPC)</i>	6
Assessment and Progression Tools Task Group	3
Authorised Interruption of Studies Policy Task Group	2
PGT Assessment and Progression Task Group	3
<i>Quality Assurance Committee (QAC)</i>	5
School Annual Quality Review Sub-Group	1
Personal Tutor System Oversight Sub-Group	3

* Includes meetings scheduled for the remainder of the session.

The remits and memberships of the task groups are available at:

www.ed.ac.uk/academic-services/committees/learning-teaching/task-groups

www.ed.ac.uk/academic-services/committees/researcher-experience/task-groups

www.ed.ac.uk/academic-services/committees/curriculum-student-progression/task-groups

www.ed.ac.uk/academic-services/committees/quality-assurance/task-groups

4. Senate Committees' Achievements 2017-18

At its meeting on 31 May 2017, Senate approved the Standing Committees' plans for 2017-18. The Committees' progress in relation to those plans is set out below. This summary does not take account of business conducted at the final cycle of Senate Committee meetings of 2017-18 (the Learning and Teaching Committee's 23 May 2018 meeting, the Quality Assurance Committee's 24 May 2018 meeting, the Curriculum and Student Progression Committee's 31 May 2018 meeting, and the Researcher Experience Committee's meeting on 27 June 2018).

In general, the Committees have made good progress in delivering their plans for 2017-18. In addition, they have addressed some significant areas of work not included in the original plans. One of the key themes for the Committees this session has been 'simplification', with significant progress in rationalising the number of different policies / guidance documents, and implementing streamlined quality assurance processes.

4.1 Activities cutting across the four Committees

4.1.1 Oversight of implementation of University Learning and Teaching Strategy

In 2016-17, the Senate Learning and Teaching Committee approved the University's new Learning and Teaching Strategy, see:

http://www.ed.ac.uk/files/atoms/files/learning_teaching_strategy.pdf

At its meeting on 15 November 2017, the Senate Learning and Teaching Committee (LTC) agreed the main strategic priorities for institutional action in 2017-18 and 2018-19. The Learning and Teaching Policy Group (LTPG) has subsequently overseen the development of an implementation plan for these strategic priorities. LTC will evaluate progress in relation to the Strategy at its meeting in September 2018.

4.1.2 Senate task group to consider how to implement the HE Governance (Scotland) Act 2016 in relation to Senate's operation

Following a consultation during Semester 1 2017/18, in February 2018 Senate endorsed recommendations for changes to the composition of Senate which will enable the University to implement the Act. The Senate task group has coordinated the consultation and development of those recommendations, and has subsequently considered proposals for the practical operation of the planned new Senate model.

4.1.3 Student Administration and Support strand of Service Excellence Programme

All the Senate Committees have received regular updates regarding the Service Excellence Programme (SEP). In addition, the Senate Curriculum and Student Progression Committee (CSPC) has commented on the policy dimensions of the SEP proposals regarding Special Circumstances and Coursework Extensions (see 4.4.2) and Study Away.

4.1.4 Implementation of University Recruitment Strategy – Portfolio Development, Innovation and Review

The University's Student Recruitment Strategy Group has overseen this strand of the implementation of the University's Recruitment Strategy. To support the implementation of the Strategy, the Senate Quality Assurance Committee has strengthened the emphasis on reviewing sustainability of courses and programmes as part of annual and periodic quality review, and the Senate Curriculum and Student Progression Committee (CSPC) is in the process of strengthening guidelines on business planning for the development of new programmes.

4.1.5 Engagement with further development of Teaching Excellence Framework (TEF)

While the University's current position is not to participate in the TEF, the Senior Vice-Principal has continued to lead the University's engagement with the development of the TEF and to update LTC on developments. The Learning and Teaching Policy Group (LTPG) has set up a group to assist the University to monitor the development of the TEF and its implications for the University.

4.1.6 Policies and Codes – Ongoing programme of review of policies

All the University's academic regulations, policies and guidelines are reviewed according to an agreed schedule (typically on a 3 or 4 year cycle), in order to ensure that they remain fit for purpose. Academic Services is responsible for coordinating these reviews. In some cases, substantive reviews of content are required (for example, see 4.3.2, 4.3.3, 4.4.4, 4.4.5), whereas in other cases only technical updates are reviewed. The Annex sets out all reviews of policies undertaken this session. All scheduled reviews have been undertaken as planned, with the exception of several which have been rescheduled for next session to align with the timescales of associated projects, and one relatively minor review which has been delayed until next session for other reasons.

4.2 Learning and Teaching Committee (LTC)

4.2.1 Assessment and Feedback - strands of work regarding the quality of assessment, grade descriptors, and the Leading Enhancement in Assessment and Feedback (LEAF) project

The Committee's Assessment and Feedback Enhancement Group has overseen a range of activities this session. For example, four programmes underwent LEAF audits in 2017/18 using a new jointly-run model where the Schools carry out the desk based research elements and the Institute for Academic Development continues to support the student feedback and reporting elements. New guidance on feedback and assessment was launched in semester 1, and good practice in relation to assessment and feedback was shared at Directors of Teaching Network events.

4.2.2 Develop a policy to support the University's Lecture Recording service

Following Court's agreement to introduce a reliable and comprehensive lecture recording system, the Committee established a task group to develop a policy to support the new system. During 2017-18, the task group has drafted and consulted widely on a policy. It plans to seek approval from the Senate Learning and Teaching Committee for the policy in May 2018, with a view to introducing it from 2018-19, to coincide with further roll-out of the new system and its integration with the timetable system.

4.2.3 Develop an institutional vision on Digital Education

In 2016-17 the Committee established a task group, convened by Prof Sian Bayne (Assistant Principal Digital Education) to develop an institutional vision for digital education. This 'Near Future Teaching' project has used futures methodologies and participative design thinking to gather input from a wide community of students and staff via 17 events and around 70 short 'vox pop' interviews, during the last year. The project task group will develop the detailed vision in partnership with the service design agency Studio Andthen by the end of 2017-18, then present the project outcomes and visions to the Committee and other stakeholders early in 2018-19, including holding a project event.

Project outputs to date and more detail on process are on the web site:

<http://www.nearfutureteaching.ed.ac.uk>

4.2.4 Research-led Teaching and Learning

During 2016-17, the Committee established a task group, convened by Prof Sarah Cunningham-Burley (Assistant Principal Research-Led Learning) to develop the University's approach to research-led teaching and learning. Following four meetings over 2016-17 and 2017-18, the task group plans to submit its final report to the Committee in May 2018.

4.2.5 Develop a framework for the development and embedding of University-wide courses in the curricula and student experience

During 2016-17, the Committee established a task group, convened by Prof Sarah Cunningham-Burley (Assistant Principal Research-Led Learning) to develop the University's approach to University-wide courses. The group submitted its final report to the Committee in November 2017, setting out a range of recommendations including the idea of developing a single, common University-wide course for all students. The report highlighted the need for programmes and timetables to have sufficient space to allow students to access this type of course, and suggested ways better to publicise existing course options. The Committee agreed to consult Schools on the central recommendations during Semester Two of 2017-18.

4.2.6 Develop an institutional policy on Learning Analytics

In May/June 2017, LTC and Knowledge Strategy Committee approved a set of Principles and Objectives for Learning Analytics. During 2017-18, a task group has developed a more detailed policy setting out how the University will handle practical issues such as data governance, consent and security. While the development of this policy has been slower than planned due to uncertainty around the implementation of the General Data Protection Regulation, a draft policy is now ready and will be brought to the May meetings of LTC and KSC for approval.

4.2.7 Other actions

- The Committee has overseen the implementation of the University's first Student Partnership Agreement;
- The Committee considered the results of the National Student Survey (NSS) 2017, Postgraduate Taught Experience Survey (PTES) 2017 and the 2016/17 Semester 2 Course Enhancement Questionnaires (CEQs);

- The Committee has supported the Students' Association in introducing a programme-level approach to student representatives ('class reps') in Schools, with a view to reducing the number of class reps, while offering a higher quality and more consistent representative system. Feedback to date suggests that Schools are making good progress in preparing to move to this new system. The Committee will consider a report on progress at its May 2018 meeting;
- The Committee discussed the wide range of University projects that are raising strategic issues around aspects of the undergraduate curriculum, and considered the merits of taking a more coordinated and strategic approach to developing the UG curriculum;
- The Committee established a new task group on using the curriculum to promote inclusion, equality and diversity, which will begin its work before summer 2018;
- The Committee established a short-life task group on careers, employability and graduate attributes, which is due to report to the Committee in May 2018;
- The Committee explored the future of computer-based examinations;
- The Committee endorsed new strands of work to strengthen the University's understanding of retention and continuation rates for different student groups, and to develop minimum standards for Virtual Learning Environments;
- The Committee advised on the development of the University's Widening Participation Strategy, and on the development of Distance Learning at Scale.

4.3 Researcher Experience Committee (REC)

4.3.1 Excellence in Doctoral Training and Career Development programme

This programme of work includes three strands: doctoral supervisor training and support; mentoring and well-being; and the development of a personal and professional development record for PGR students. During 2017-18, the Committee has made progress on all these strands.

The Committee has established a task group to develop proposals for enhancing training and support for doctoral supervisors. This group is in the process of exploring the possibility of establishing a CPD framework and online training resources, and reviewing the current requirement that all supervisors must attend training every five years.

In relation to the mentoring and well-being strand, the Committee has considered a report on student well-being strategies, and the Institute for Academic Development and the Students' Association have recently appointed a six-month post (to October 2018) to explore peer mentoring models for postgraduate research students.

The Committee has also established a task group to develop proposals for the development of a PGR personal and professional development record. The Committee supported the recommendations of the group, which reported in December 2017; implementation will be considered as part of the Service Excellence Programme.

4.3.2 Review the Code of Practice for Supervisors and Research Students

REC has reframed the Code of Practice for Supervisors and Research Students as a streamlined and non-mandatory document, having held focus groups with supervisors and

researchers to understand what they would like from the it. The Committee will be invited to approve the new document in June 2018 with a view to making it available for 2018-19.

4.3.3 *Review the Code of Practice for Tutors and Demonstrators*

During 2016-17 REC established a task group to review the Code of Practice for Tutors and Demonstrators. During summer 2017, the group completed its work and, following approval from REC and LTC, launched a new policy (replacing the Code) in September 2017. The new Policy aims to promote consistency and equality of treatment of Tutors and Demonstrators, for example by making it explicit that tutors and demonstrators must be paid for all contact time, and any other required work, and mandatory training. The Policy also clarifies that full-time PGR students should work as tutors and demonstrators (or in other University employment) for no more than an average of 9 hours per week. During 2017-18 Academic Services and HR have taken steps to highlight the requirements of the new Policy to Schools, and Academic Services has also produced FAQs for students. The Committee will review the implementation of the Policy by December 2018.

4.3.4 *Monitor and guide the development of the planned Enlightenment Scholarships scheme*

Following Central Management Group's approval of the introduction of these new doctoral Scholarships (the implementation of which was managed by a group reporting to CMG), REC has established a management group to oversee the next stages of implementation. The first scholars (seven across four Schools) are expected to start their studies in September 2018.

4.3.4 *Enhance support for Early Career Researchers*

The Committee has guided and endorsed the development by the Institute for Academic Development (IAD) of a new 'Taking Control of your Research Career' programme of workshops, online learning and peer support devised to help Early Career Research staff (in some disciplines referred to as 'postdocs') make better decisions and take action to enhance their employability in a range of career areas. To date, IAD has expanded the workshop programme and developed a suite of online resources. The next step will be to develop the peer and line manager support element and embed the programme in Schools and research centres.

4.3.5 *Other actions*

- The Committee has discussed the outcomes of the 2017 Postgraduate Research Student Experience Survey (PRES), and facilitated discussion of the findings at College and School level;
- The Committee continues to monitor the implementation of its plans (which include action on online training for PGR students, supervisor training, and access to hard-copy library materials) to enable the University to make distance PhD study a standard part of the University's offerings – it will consider a progress report in June 2018;
- The Committee has considered draft guidance for the practical operation of PhDs with Integrated Study (this will be explored further by a task group in 2018-19);
- The Committee has overseen the completion of work to put formal Memoranda of Understanding and Agreement in place for Associated Institutions of the University;

- The Committee has contributed to an evaluation of the annual progression review monitoring system.

4.4 Curriculum and Student Progression Committee (CSPC)

4.4.1 Assessment and Progression Tools project

In 2016-17, the APT tools, which support the assessment process from the recording of individual assessment marks through to the calculation of course, progression and overall degree classifications, were rolled out to 18 Schools. The tools provide students with access to their course assessment structures through EUCLID student view, along with summative assessment marks, and Boards of Examiners have access to management reports. In 2017-18, the task group is overseeing the roll-out of the system to the remaining Schools, and the resolution of critical and non-critical system issues.

4.4.2 Evaluate the impact of the revised Special Circumstances Policy and Coursework Extensions regulation

The Student Administration and Support sub-programme of the Service Excellence Programme includes a project relating to Special Circumstances, Extensions, and Concessions (SCEC), which aims to develop standard processes and workflow for special circumstances and coursework extension regulations. In addition to commenting on proposals from SEP, CSPC has also considered feedback from stakeholders regarding specific aspects of the revised Special Circumstance Policy and Coursework Extensions regulation (both of which were introduced in 2016-17). As a result of this feedback, CSPC has extended the acceptable grounds for coursework extensions to include exceptional employment commitments, and has also agreed to make specific reference both to exceptional caring responsibilities and experience of sexual harassment or assault as acceptable grounds for coursework extensions and Special Circumstances requests.

4.4.3 Develop an institutional policy for Authorised Interruption of Studies encompassing both taught and research students

The University's 2016-17 review of support for disabled students recommended that the University develop an institutional policy for Authorised Interruption of Studies, and the Committee established a task group to develop this policy. The group has consulted stakeholders on a draft policy, and plans to present a final draft to CSPC for approval in May 2018.

4.4.4. Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements

This task group has considered a range of significant and inter-related aspects of assessment policy for PGT programmes. Following consultation with stakeholders, the group plans to report to CSPC in May 2018. The report is anticipated to include specific recommendations to change University policy in order to allow resubmission of PGT dissertations in defined circumstances (bringing the University in line with typical arrangements in the sector), and to clarify the roles of dissertation supervisors. The report is likely to recommend a further phase of work in relation to the more complex issue of PGT assessment/progression arrangements.

4.4.5 Review Programme and Course Approval and Management Policy, to take account of recent Competition and Markets Authority rulings, and to provide additional information on business planning and on implementation

Academic Services is working with Colleges to consolidate the existing range of policy and guidance on course and programme design and development documents (which include a range of University and College documents) into a coherent University suite of documents. These documents will take account of recent CMA rulings and provide additional information on business planning. Academic Services plans to present these documents to CSPC for approval in September 2018. In addition, Academic Services and the Institute for Academic Development have introduced training and support for Boards of Studies conveners and administrators, which will assist Schools in understanding how to comply with CMA requirements.

4.4.6 Other actions

- The Committee held an exceptional meeting on 13 April 2018 to agree how the University should mitigate the impact of the industrial action on students while maintaining academic standards;
- The Committee approved a new set of guidelines for the moderation of taught assessment;
- The Committee considered an overview of current practices and preventative measures in relation to academic misconduct, and recent Quality Assurance Agency (QAA) recommendations in relation to contract cheating, and agreed to develop proposals for further activities to promote good academic practice and to address academic misconduct;
- The Committee reviewed the University's approach to degree classification algorithms in the light of a recent Universities UK report, and agreed to a small number of changes to the University's practices; and
- The Committee clarified its policy regarding the requirement to hold Boards of Examiners meetings in January/February to confirm course results for Semester One.

4.5 Quality Assurance Committee (QAC)

4.5.1 Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)

In its autumn 2015 ELIR, the University achieved the highest possible judgement: "effective arrangements for managing academic standards and the student learning experience". QAC has continued to monitor progress against plans, addressing the main areas for development identified by the ELIR, clustering these plans under five themes: Postgraduate Research Student Experience; Personal Tutoring System; Student Representation at College and School Level; Assessment and Feedback; and Staff Engagement in Learning and Teaching.

4.5.2 Continued implementation and monitoring of the streamlining of the quality assurance framework

In 2015-16, following extensive consultation with Schools and Colleges, QAC approved proposals to streamline quality assurance processes and reduce the burden on colleagues,

while deriving maximum benefit from quality activity. In 2016-17, QAC began to implement these new streamlined processes for annual quality reviews (which involve a revised annual report template, and stronger focus on the programme as the key level for reflection), and for periodic reviews (Teaching Programme Reviews and Postgraduate Programme Reviews). In 2017-18, QAC completed the implementation process. It also evaluated the impact of the new annual quality review processes - feedback received from Colleges and Schools was generally positive.

4.5.3 *Oversee and evaluate the effectiveness of Personal Tutor system*

See 5.3, below.

4.5.4 *Review of progress on collaborative undergraduate programmes with Zhejiang University*

In April 2018, the University sent a panel to visit the joint Edinburgh/Zhejiang Institute to carry out a review of the operation of the collaborative programmes in Integrative Biomedical Sciences (which started running in 2016-17).

4.5.5 *Thematic review of support for student parents/student carers/mature students*

This review is currently underway. The Committee considered an interim report at its meeting in April 2018, and is due to receive a final report at its first meeting in 2018-19.

4.5.6 *Other actions*

- The Committee approved a new succinct Policy (consolidating a range of existing documents) setting out the University's approach to gathering, learning from and responding to the student voice;
- The Committee advised the University on how to respond to consultations regarding a revised UK Quality Code;
- The Committee explored patterns and trends in relation to undergraduate degree classification outcomes, and agreed some actions to encourage Schools to review patterns and trends in relation to their programmes.

5. Overview of delivery of core functions in 2017-18

Senate has delegated to the Committees a range of its powers. These powers are set out in the Committees' terms of reference (see Section 2, above). The following is a summary of the main powers that the Committees have exercised during 2017-18 (in addition to the project-based activities set out in Section 4, above):

5.1 Strategies / regulations / policies / codes

The attached Annex sets out any new strategies / regulations / policies / codes that the Committees have approved (the more substantive of which are covered in Section 4 above), along with changes to existing documents.

5.2 Approval of curriculum changes

While the Senate Curriculum and Student Progression Committee (CSPC) has delegated to Schools and Colleges authority for approving the introduction of new programmes and

courses, and changes to and closure of existing ones, CSPC's approval is required for programme and course developments that are not compliant with the University's Curriculum Framework or the academic year structure, and/or which have wider implications. This includes collaborations with other institutions which do not operate under the University's normal regulations.

In 2017-18, the Committee approved proposals in relation to seven different degree programmes, including four collaborative programmes.

5.3 Quality Assurance

The Quality Assurance Committee (QAC) oversees the operation of the University's processes for the annual quality review of all credit-bearing provision along with Massive Open Online Courses (MOOCs). This involves Schools reviewing their provision and each producing an annual report on key themes and actions from in-year monitoring, review and reflection, and Colleges providing annual reports outlining their action plan for the support of teaching excellence and capacity building. QAC established a subgroup to review Schools' 2016-17 reports, which operated under the new streamlined arrangements (see 4.5.2). The subgroup was satisfied with all Schools' reports, subject to recommending that 13 Schools take some additional action. The Committee also discussed the Colleges' reports, which raised a range of issues that required institutional action.

QAC also conducted the annual quality review of student support services. It agreed to move the timescales of the reporting process so that, from summer 2018, they would be more closely aligned with the overall University planning cycles. During the transitional year, 2017-18, the Committee conducted the review process on a lighter-touch basis than usual.

In addition to overseeing the annual quality review process, the Quality Assurance Committee oversees the operation of the Teaching Programme Review (TPR) and Postgraduate Programme Review (PPR) processes, under which each academic area is subject to a review conducted by a visiting panel (including discipline experts external to the University) every six years. QAC is responsible for determining the framework for and schedule of reviews, and then approving the reports of reviews, and reviewing Schools' responses to the reviews. Seven Teaching Programme Reviews (TPR), and four Postgraduate Programme Reviews (PPR) have taken place in 2017-18. In addition, the Committee oversaw a review of collaborative undergraduate programmes with Zhejiang University (see 4.5.4), and undertook a light-touch review of Student-Led Individually Created Courses (SLICCs). All the reports submitted to date confirm that areas have effective management of the quality of the student learning experience, academic standards, and enhancement. The Committee identified key general themes from TPRs and PPRs for development and further action at University level, such as the provision of space (both for students and staff), and the career development of academic staff.

QAC continued to monitor trends and patterns regarding Student Conduct, Student Appeals and Complaint Handling. It noted some early signs of a plateauing in the volume of academic appeals, following an upward trend in recent years, and also an increasing number of student conduct cases related to allegations of sexual violence. There were no discernible trends in relation to the student complaint cases.

QAC's Personal Tutor System Sub-Group is tasked with QA oversight of the Personal Tutor (PT) system. Since the last Senate report, the Group has met on two occasions to approve the School Personal Tutoring Statements for 2017-18 and to consider the operation of the PT system in relation to the most recent National Student Survey (NSS), and Postgraduate Taught Experience Survey (PTES) results. While the group was broadly content with the Tutoring Statements, it asked nine Schools to make some amendments to their Statements

before publishing them. It also identified a range of actions for Schools and Colleges in relation to the operation of the PT system.

5.4 Student concessions

The Senate Curriculum and Student Progression Committee has responsibility for considering some of the more exceptional categories of student concessions, for example to allow a student to extend or interrupt their study beyond what is permitted by the Degree Regulations, or to graduate without the required number and/or level of credits for the degree programme. To date this session, the Committee has approved 15 concessions.

6. Senate Committees' Priorities for 2018-19

The following are the Senate Committees' proposed plans for 2018-19. The Committees will seek to deliver as many of these as possible, while adjusting them as necessary to take account of any changes in the internal and external environment. The majority involve the completion of projects started in 2017-18, with relatively few new activities planned.

6.1 Proposed activities cutting across the four Committees

Activity
<ul style="list-style-type: none"> Work with Students' Association to promote and implement the Student Partnership Agreement*
<ul style="list-style-type: none"> Continue to implement the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016*
<ul style="list-style-type: none"> Student Administration and Support strand of Service Excellence Programme – likely to raise various new strands of activity for Senate Committees, for example regarding academic policy and regulations
<ul style="list-style-type: none"> Take steps towards aligning with the new UK Quality Code, with a view to full alignment prior the University's next ELIR
<ul style="list-style-type: none"> Engage with further development of Teaching Excellence Framework*
<ul style="list-style-type: none"> Policies and Codes – Ongoing programme of review of policies

* Already underway in 2017-18

6.2 Learning and Teaching Committee

Activity
<ul style="list-style-type: none"> Oversee implementation of University Learning and Teaching Strategy*
<ul style="list-style-type: none"> Implement new institutional policy to support the University's Lecture Recording service*
<ul style="list-style-type: none"> Develop an institutional vision for Digital Education (the 'Near Future Teaching' programme)*
<ul style="list-style-type: none"> Distance Learning at Scale project – contribute to learning, teaching and student experience dimensions *

<ul style="list-style-type: none"> • Oversee and guide work to support students' Careers, Employability and Graduate Attributes*
<ul style="list-style-type: none"> • Monitor implementation of the Student Mental Health Strategy*
<ul style="list-style-type: none"> • Oversee and guide the implementation of recommendations from the task group on research-led learning and teaching*
<ul style="list-style-type: none"> • Oversee implementation of recommendations from the University-wide courses task group, taking account of the Spring 2018 consultation process*
<ul style="list-style-type: none"> • Assessment and Feedback - strands of work regarding the Leading Enhancement in Assessment and Feedback (LEAF) project, and the role of curriculum design in facilitating quality assessment and feedback models*
<ul style="list-style-type: none"> • Strengthen the University's understanding of retention and continuation rates for different student groups*

* Already underway in 2017-18

6.3 Researcher Experience Committee

Activity
<ul style="list-style-type: none"> • Excellence in Doctoral Training and Career Development programme (focusing on supervisor training and support, and student mentorship and wellbeing)*
<ul style="list-style-type: none"> • Oversee the introduction of the Enlightenment Scholarships scheme*
<ul style="list-style-type: none"> • Evaluate the implementation of the new Policy for the Recruitment, Support and Development of Tutors and Demonstrators*
<ul style="list-style-type: none"> • Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)
<ul style="list-style-type: none"> • Develop guidance for the operation of PhD by Integrated Study programmes*
<ul style="list-style-type: none"> • Clarify the status of students during the period following the submission of the thesis for assessment

* Already underway in 2017-18

6.4 Curriculum and Student Progression Committee

Activity
<ul style="list-style-type: none"> • Complete the Assessment and Progression Tools project*
<ul style="list-style-type: none"> • Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the current programme of work (e.g. Study Away and Special Circumstances, Extensions and Concessions strands)*

<ul style="list-style-type: none"> Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements (complete any elements outstanding from 2017-18 and oversee introduction of any changes in policy)*
<ul style="list-style-type: none"> Review the Code of Student Conduct
<ul style="list-style-type: none"> Review the Support for Study Policy
<ul style="list-style-type: none"> Develop common institutional guidance for managing undergraduate degree programme transfers
<ul style="list-style-type: none"> Strengthen support for course and programme design and development – consolidate the existing policy and guidance into a single University suite of documents, and roll-out training and support for Boards of Studies conveners and administrators*

* Already underway in 2017-18

6.5 Quality Assurance Committee

Activity
<ul style="list-style-type: none"> Work with the Students' Association to enhance the Class Representation System*
<ul style="list-style-type: none"> Oversee and evaluate the effectiveness of the Personal Tutor system*
<ul style="list-style-type: none"> Oversee institutional activities in response to 2015 Enhancement-led Institutional Review (ELIR)*
<ul style="list-style-type: none"> Oversee initial preparations for the University's next ELIR
<ul style="list-style-type: none"> Embed mid-course feedback for undergraduate students, and develop appropriate mechanisms for evaluating its operation*
<ul style="list-style-type: none"> Thematic review to support the implementation of the University's Widening Participation Strategy
<ul style="list-style-type: none"> Review good practice identified in quality review processes in relation to developing academic communities

* Already underway in 2017-18

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Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2017-18

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
Senate	Student Partnership Agreement	Introduction of new document
Learning and Teaching	Lecture Recording Policy*	Introduction of new policy
Learning and Teaching	Learning Analytics Policy*	Introduction of new policy
Learning and Teaching	Policy for the Recruitment, Support and Development of Tutors and Demonstrators	Introduction of new policy (replacing existing Code)
Learning and Teaching	Code of Practice for Tutors and Demonstrators	Deletion of existing document (replaced by new Policy)
Curriculum and Student Progression	Taught Assessment Regulations*	Revision of existing document
Curriculum and Student Progression	Postgraduate Assessment Regulations for Research Degrees*	Revision of existing document
Curriculum and Student Progression	Undergraduate Degree Regulations#	Revision of existing document
Curriculum and Student Progression	Postgraduate Degree Regulations#	Revision of existing document
Curriculum and Student Progression	Authorised Interruption of Study Policy*	Introduction of new policy
Curriculum and Student Progression	Authorised interruption of study or extension of study- postgraduate research*	Deletion of existing document
Curriculum and Student Progression	Procedure for Withdrawal and Exclusion from Study*	Revision of existing document
Curriculum and Student Progression	Special Circumstances Policy	Revision of existing document
Curriculum and Student Progression	Academic Misconduct Investigation Procedures*	Revision of existing document
Curriculum and Student Progression	Programme and Course Handbooks Policy*	Revision of existing document
Curriculum and Student Progression	Course Organiser: Outline of Role*	Revision of existing document

Curriculum and Student Progression	Resits and Supplementary Assessments Guidance	Deletion of existing document
Curriculum and Student Progression	Curriculum Framework- Structure for Teaching and Assessment	Deletion of existing document
Curriculum and Student Progression	Academic Timetabling Policy*	Revision of existing document
Quality Assurance Committee	Student Voice Policy	Introduction of new policy (replacing documentation relating to Learning from and Responding to the Student Voice)
Quality Assurance Committee	Policy on Learning from and Responding to the Student Voice	Deletion of existing document
Quality Assurance Committee	Code of Practice on Learning from and Responding to the Student Voice	Deletion of existing document
Quality Assurance Committee	EUSA and University Student Engagement Statement	Deletion of existing document (incorporated into Student Partnership Agreement)
Quality Assurance Committee	Student Staff Liaison Committee Operational Guidance	Revision of existing document
Quality Assurance Committee	External Examiners for Taught Programmes Policy	Revision of existing document
Quality Assurance Committee	Thematic Review Guidance	Revision of existing document
Researcher Experience Committee	Code of Practice for Supervisors and Research Students*	Revision of existing document

*Subject to Committee approval May/June 2018

#Subject to approval by Court via resolution June 2018

The University of Edinburgh

Senate

30 May 2018

Special Minutes

Executive Summary

The paper provides the Special Minutes for Professors R Bhopal, E Klein and S Murray.

How does this align with the University/College School/Committee's strategic plans and priorities?

Not applicable.

Action requested

The Senatus is invited to adopt the Special Minutes.

How will any action agreed be implemented and communicated?

Emeritus Professor procedures for communication will be followed.

Resource/Risk/Compliance

1. Resource Implications

None

2. Risk Assessment

This paper does not include a risk assessment.

3. Equality and Diversity

Not applicable.

4. Freedom of Information

Open paper.

Key words

Special Minute

Originator of the paper

Senate Secretariat
May 2018

Special Minute

Raj Bhopal CBE, DSc (hon), BSc, MBChB, MPH, MD, FFPH FRCP(E), Emeritus Professor of Public health

Raj Bhopal retires on 31st of May 2018 after 19 years of service to the University of Edinburgh as the seventh holder of the Bruce and John Usher Chair in Public Health, established in 1898. He graduated BSc(honours) in physiology from the University of Edinburgh in 1975 then MBChB in 1978. He graduated Master of Public Health (MacKinlay Prize and distinction) at the University of Glasgow 1984. He was appointed lecturer at Glasgow University in May 1985. He completed postgraduate diplomas (Membership of the Royal College of Physicians (UK) in 1982 and Membership of the Faculty of Public Health Medicine (UK) in 1987) while training in medicine and public health and graduated MD from the University of Edinburgh in 1991. His MD dissertation was on the Geographical Epidemiology of Legionnaire's Disease in Scotland, which prepared him for a lifelong passion for the applications of epidemiology in public health. In 1988 he moved from Glasgow University to Newcastle University as senior lecturer/consultant in public health medicine and in 1991 was appointed to the Chair of Epidemiology and Public Health and Headship of the Department there. While on sabbatical at the School of Public Health in North Carolina, USA, in 1996 he drafted the prize-winning textbook, Concepts of Epidemiology, published by Oxford University Press in 2002, now in its third edition.

In 1999 Raj came to the University of Edinburgh to the Chair of Public Health in the Department where he was taught undergraduate public health. Raj pursued his interests in epidemiology with particular reference to ethnic variations in health with a focus on coronary heart disease and diabetes. This work led to UK wide and international collaborations, particularly with the European Public Health Association's Migrant and Ethnic Health Section. Oxford University Press published his second prize-winning postgraduate textbook in 2007 and a second edition in 2014 (Migration, Ethnicity, Race and Health in Multicultural Societies). He edited two other multi-author books, including one celebrating the centenary of the Usher Institute (Public Health: Past, Present and Future).

Raj's teaching focused on medical undergraduates, MSc/MPH students, and continuing education courses in epidemiology. Raj has published more than 300 research papers with particular focus on infectious and environmental epidemiology, and many aspects of ethnicity and health. His work has included community-based cross-sectional studies, case-control studies, retrospective cohort studies, birth cohort studies and community-based trials of preventive interventions.

Raj served the NHS in myriad ways including being a non-executive director and deputy chairman of Newcastle Health Authority, and the Health Education Authority in England. He served on the Department of Health's committee preparing the ground breaking National Service Framework for Coronary Heart Disease. In Scotland he worked in diverse roles for NHS Lothian, NHS Health Scotland, Information Services Division, and the Scottish Government. Working collaboratively he helped establish Scotland become recognised as a leader in the field of migration, ethnicity and health, partly because the Scottish Health and Ethnicity linkage study of 4.62 million people whose 2001 census records have been linked anonymously to hospitalisation, mortality and other health outcomes under Raj's direction. He has served on many committees and groups, nationally and internationally. Raj peer-reviewed for many journals and organisations, most notably the MRC's Health Services Research and Public Health Board and Cross-Board Group. In 2011 he led the 19th World Congress of Epidemiology, which attracted 1471 delegates. In May 2018, again in Edinburgh, his swansong will be the first World Congress on Migration, Ethnicity, Race and Health where about 1000 people are expected.

Raj's achievements have been recognised by the award of CBE in 2001, and other awards including from The Faculty of Public Health, The Society of Public Health, the Royal Society For the Promotion of Health, the BMA (for Concepts of Epidemiology), the Sikh Heritage in Scotland, The Medical Journalists Association, The British Association of Physicians of Indian Origin, and the South Asian Health Foundation.

We wish Raj a happy retirement. He will spend more time with his family (wife Roma, four sons, two daughters in law, and grandchildren). He intends to improve his chess; having played for the Scottish junior team, and after a 30 year absence, he captained the Scottish senior team in the World Senior Championship in 2017. Improving his golf handicap is more a dream than an achievable objective. Furthermore, Raj hopes to scribble away in a range of issues in public health for some time and perhaps even prepare some difficult questions to ask at future Usher Institute seminars.

Special Minute
Professor Ewan Klein BA, MA, PhD
Emeritus Professor of Language Technology

Ewan Klein joined the University of Edinburgh's School of Epistemics in 1983, initially as SERC Advanced Research Fellow and two years later as Lecturer. After helping manage the unit's transition to becoming the Centre for Cognitive Science within the College of Science and Engineering, he completed two four-year terms as Head of Department. Despite its small complement of teaching staff, the Centre nurtured a thriving, interdisciplinary PhD programme with global reach, many of whose alumni subsequently became internationally recognised research leaders. During this period, he helped found the ESRC-funded Human Communication Research Centre (HCRC), developing organisational structures and attracting external funding to build a critical mass of researchers in natural language processing. In the early 90s, he founded and coordinated ELSNET, the European Network of Excellence in Human Language Technologies, and served as President of the European Chapter of the Association for Computational Linguistics. Towards the end of that decade, he collaborated with his counterparts in the departments of Computer Science and Artificial Intelligence to design and establish the School of Informatics. The research and staff contributions to this new entity that were provided jointly by the Centre for Cognitive Science and HCRC laid the foundations for the School's Institute for Language, Cognition and Computation, one of the largest and most influential groups of its kind.

His work in theoretical and computational models of natural language has been influential across the specialisms of semantics, syntax and phonology, and has reached large audiences via his involvement in two collaborative initiatives: Generalised Phrase Structure Grammar (dating back to the 80s) and the Natural Language Toolkit, a very widely used library of pedagogically-oriented text processing tools. He has also embraced opportunities to apply techniques from language processing to a broad diversity of domains, including requirements engineering for computer hardware and software, assisted curation of biomedical documents, and 'big data' for historical analysis of 19th century global commodity trading.

In more recent years, his work has shifted in the direction of open data, data literacy and data governance. He is a co-founder and co-director of Edinburgh Living Lab, a joint initiative between the University and the City of Edinburgh Council that develops data-driven innovation projects with an emphasis on community engagement. Despite having officially retired, he is currently acting as academic coordinator and Programme Sponsor of the University's Internet of Things Initiative, which is expected to be a significant component of the Data Driven Innovation programme in the City Region Deal.

In addition to these activities, Professor Klein plans to spend more time with his wife Mimo, daughters and grandchildren, and rekindle his interests in life-drawing and painting. We wish Professor Klein all the best in his numerous future endeavours.

Special Minute
Scott Murray MBE MD FRCGP FRCP(Ed)
Emeritus Professor of Primary Palliative Care

Scott Murray retires on the 31st May 2018 after 28 years of service to the University of Edinburgh, latterly as the inaugural St Columba's Chair of Primary Palliative Care.

Early career

Scott graduated MBChB from the University of Aberdeen in 1977 where he further trained in general practice. With his wife and young family, he then served as a medical missionary at Chogoria Hospital in Kenya where he helped develop community-based health care for a large rural population. Returning to Scotland in 1989 he took up a post as Lecturer in General Practice at the University of Edinburgh.

Career at Edinburgh

From the start, Scott was involved in undergraduate and postgraduate teaching, clinical work at Mackenzie Medical Centre and research. Seeing inequalities in health care, even in central Edinburgh, Scott undertook an MD in order to better understand the needs of people living in Dumbiedykes, a disadvantaged area. Always committed to making a difference, on finding that the elderly community prioritised better transport to improve their wellbeing, Scott convinced Edinburgh Council to reroute a bus service which locals greatly appreciated. In 1996, Scott now a Clinical Senior Lecturer, observed how many people with heart and lung failure had poorer end-of-life care services than those with cancer. He conducted research to evidence this and started a campaign in the British Medical Journal entitled "*Making a difference beyond cancer*". This campaign resulted in 37 peer-reviewed articles in the British Medical Journal calling for palliative care for all. In 2004, Scott was appointed as a Reader and started to build up the Primary Palliative Care Research group.

In 2006, Scott took up the newly endowed St. Columba's Hospice Chair of Primary Palliative Care. Being based in Community Health Sciences he adopted a primary care and public health approach to address the needs of people with various advanced conditions. By developing innovative, longitudinal qualitative research his team popularized the concept of "typical trajectories" of decline at the end of life, and on that basis has called for a radical re-design of palliative care services so that they can be accessible to everyone in need.

Scott has enthusiastically delivered innovative undergraduate and postgraduate teaching, advocating that palliative care be integrated in the early management of all advanced diseases in all settings. Scott founded and continues to chair the International Primary Palliative Care Network which seeks to encourage research and advocacy for a palliative care approach to be adapted internationally. This group advises the WHO and regional and national policy makers. He also chairs the European Association for Palliative Care Reference Group which has produced a toolkit for national palliative care development, now translated into many languages.

Many high-impact publications resulted in widespread dissemination of Scott's research, and he helped launch a new Journal - *BMJ Supportive and Palliative Care*; this has a focus on integrated approaches to palliative care. In 2011, Scott was instrumental in founding the Africa Palliative Care Research Network which currently supports the first African-based BSc and MSc in Palliative Care. Two recent PhD students have returned to Uganda and Kenya to start palliative care departments in sub-Saharan Africa. Scott recently received an award from the Africa Palliative Care Association for his support of palliative care development throughout Africa. In 2012 he was awarded a MBE for services to palliative care. In 2013 Scott's research group gained the University of Edinburgh Principal's Medal for outstanding

service. In 2015 he was presented with the George Abercrombie Award from the Royal College of General Practitioners for exceptionally meritorious writing with international significance.

To help address the stigma of death and palliative care Scott started a national initiative in 2011 to help people talk about death and dying more easily. For the last 3 years he has organised and lectured at 'Death at the Fringe' at the Edinburgh Festival. He has produced short videos such as 'How to have a good death' and 'Strictly come dying' to inform people about dying so that they can talk about it and consider preparing for it.

Conclusion

Throughout his career, Scott has had a passion for addressing inequalities in health and health care, and has achieved this through compassionate clinical care, enthusiastic teaching, innovative, insightful research, and wide dissemination and impact. Scott is set to have a happy retirement in the heart of his family with his wife Mary and their children Andrew, Susan and Iain, and their partners and their seven grandchildren.

Scott would be a most worthy recipient of emeritus status at the University of Edinburgh. Not only has he made an outstanding contribution to the University over many years, he will continue to engage with the palliative care research community at Edinburgh and beyond. Scott's Primary Palliative Care group will continue to benefit from Scott's ongoing interest and engagement – and his wise counsel. And his academic and clinical colleagues hope for more opportunities to engage with Scott as he moves into this new phase of his life.

The University of Edinburgh

Senate

30 May 2018

Membership of Senate 2018/19

Executive Summary

The paper informs Senate of its new members. Student representatives will be reported at the beginning of the next academic session.

How does this align with the University/College/School/Committee's strategic plans and priorities?

N/A.

Action requested

Senate is invited to note and welcome its new members.

How will any action be implemented and communicated?

New members will receive a welcome email and an invitation to an induction event prior to the beginning of the Senate meeting cycle 2018/19.

Resource/Risk/Compliance

1. Resource Implications

N/A

2. Risk Assessment

N/A

3. Equality and Diversity

Elected members were elected from specific categories, i.e. a pre-defined constituency. Within these pre-defined constituencies no barriers to election to Senatus were found.

4. Freedom of Information

Open paper.

Originator of the paper

Senate Secretariat
May 2018

Membership of Senate 2018/19

Readers, Senior Lecturers, and Lecturers

The following have been elected or re-elected by their College for a period of two years from 1 August 2018 to 31 July 2020.

Arts, Humanities and Social Sciences

Dr W M Aird	History, Classics and Archaeology
Dr A Aydin-Atchinson	Law
Dr C Beattie	History, Classics and Archaeology
Dr L Dawson	Literature, Languages and Cultures
Dr A M Daza Vargas	Law
Dr S Dunnett	Business
Dr S Flemig	Business
Dr E Haycock-Stuart	HiSS
Dr S Ivory	Business
Dr W Kwon	Business
Dr E Mahadeen	LLC
Dr D El-Manstrly	Business
Dr F Narumi-Munro	LLC
Dr M Novenson	Divinity
Dr N Pak-Shiraz	LLC
Dr G Palattiyil	SSP
Dr C Reid	HiSS
Dr B Sila	Business

Medicine and Veterinary Medicine

Miss D Aitken	Edinburgh Medical School
Dr C C Caquineau	Deanery of Biomedical Sciences
Dr H Ellis	Deanery of Clinical Sciences
Dr T Fawns	Edinburgh Medical School
Dr J Menzies	Deanery of Biomedical Sciences
Dr S Morley	Deanery of Clinical Sciences
Dr P Smith	Deanery of Clinical Sciences
Dr U Tufail-Hanif	Deanery of Clinical Sciences

Science and Engineering

Dr J Bradfield	Informatics
Dr D Cavanagh	Biological Sciences
Dr H McQueen	Biological Sciences

University Tutors, Demonstrators and Academic Research Staff

The following have been elected or re-elected for a period of two years from 1 August 2018 to 31 July 2020.

S Amanfo	Deanery of Molecular, Genetic and Population Health Sciences
A Brisan	School of Informatics
A Constantin	School of Informatics

M Di Tommasi	School of History, Classics and Archaeology
N Ogryzko	Deanery of Clinical Sciences
D Osakunor	School of Biological Sciences
R Sendelbeck	School of Philosophy, Psychology and Language Sciences
J Thor	School of Divinity
A Zaunseder	School of Social and Political Science

Ex Officio Members

The following College Office bearers have been nominated under Ordinance 204, section 6(i)(b)1:

Arts, Humanities and Social Sciences

Dr S Rolle	Dean of Undergraduate Studies
Dr J Crang	Dean of Students
Dr S Benjamin	Associate Dean Quality Assurance
Dr L Kendall	Head of Academic and Student Administration

Medicine and Veterinary Medicine

Dr S Argyle	Director of Veterinary Medicine Admissions
Dr D Kluth	Director of Undergraduate Medical Teaching
Dr P Larkman	Director of Teaching, Biomedical Teaching Organisation
Ms L Marson	Director of MBChB Admissions
Dr G Pearson	Dean of Students

Science and Engineering

Dr A Maciocia	Dean of Students
Dr N Shortt	Dean of Diversity and Inclusion
Dr G Spittle	Dean of Innovation

The University of Edinburgh

Senate

30 May 2018

Communications from the University Court

Executive Summary

To update Senate on certain matters considered by the University Court at its meeting on 23 April 2018.

How does this align with the University / Committee's strategic plans and priorities?

Not applicable.

Action requested

Senate is invited to note the report. The draft Resolutions in Item 9 were previously circulated for comment at the e-Senate meeting of 8-16 May 2018.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Where applicable, as covered in the report.

2. Risk assessment

Where applicable, as covered in the report.

3. Equality and Diversity

Where applicable, as covered in the report.

4. Freedom of information

Open paper.

Key words

University Court

Originator of the paper

Dr Lewis Allan, Head of Court Services, May 2018

COMMUNICATIONS FROM THE UNIVERSITY COURT

23 April 2018

1 Membership

The Vice-Convener welcomed the Rector, Ann Henderson, and the Rector's Assessor, Angi Lamb, to their first Court meeting following the February 2018 election.

The Rector thanked the Vice-Convener and on behalf of Court, thanked Student President Patrick Kilduff and Vice-President Welfare Esther Dominy, whose terms of office conclude in early June, for their service to the student body and the University over the past year and welcomed Eleri Connick, Student President-elect and Kai O'Doherty, Student Vice-President Welfare-elect, observing the meeting as part of their induction.

The Rector congratulated Professor Sarah Cooper and Dr Claire Phillips on their re-election as Senate Assessors, from 1 August 2018 to 31 July 2022.

Court noted the passing on 3 March of Violet Laidlaw, the first Non-Teaching Staff Assessor on Court, who served from 1978-1981.

2 Principal's Communications

Court noted the contents of the Principal's Report and the additional information on: senior appointments and retirements, with Professor Moira Whyte appointed as Vice-Principal and Head of the College of Medicine & Veterinary Medicine from 1 April, Theresa Merrick appointed as Director of Communications & Marketing from 4 June, Professor Conchúr Ó Brádaigh appointed as Head of the School of Engineering and Professor James Dunlop appointed as Head of the School of Physics & Astronomy – both with effect from 1 August, and the announcement of the retirement of Phil McNaull as Director of Finance at the end of the calendar year.

The Principal provided an update on the USS pensions dispute, with 14 strike days called by the University & College Union (UCU) over a four week period in February and March and additional action short of a strike. Following a revised proposal by Universities UK, including the establishment of an expert panel nominated in equal numbers by Universities UK and UCU, UCU members voted to suspend ongoing and planned industrial action from 13 April.

Court discussed variance in the impact of industrial action across the University and the potentially significant costs to employers and USS members if the USS Trustees impose an interim solution to satisfy the Pensions Regulator before the expert panel proposes a solution.

Student admission and research grant statistics were noted, with a future paper covering online learning requested and the international political environment and domestic demographic trends that may impact on student applications discussed.

3 Student Experience Update

The Senior Vice-Principal introduced a regular update on the University's student experience enhancement activities, with the Head of College of Medicine & Veterinary Medicine summarising a metrics-and-narrative based report, including key student survey findings and work underway in response. Court discussed initiatives to improve the training of NHS staff involved in student medical teaching, improving lecture timetabling, plans to develop a

teaching building at Little France and the advantages and disadvantages of setting numerical targets for improvements in student satisfaction measures.

The Heads of the Moray House School of Education and the School of Physics & Astronomy presented on the approach to recognition and incentives for teaching within their Schools. Challenging a perception that research is valued over teaching was discussed, including reframing language and fully considering teaching contributions in promotion, appointment and annual review processes. It was requested that a future update include the contribution that professional services staff make to improving the student experience.

4 Widening Participation Strategy

A draft Widening Participation strategy was reviewed, to build on the University's leadership in the development of contextualised admissions and innovative outreach programmes. Taking a broader approach to widening participation than the SIMD20 measure (Scottish Index of Multiple Deprivation least advantaged 20% of postcodes), using successful case studies, outreach to secondary school teachers, regional collaboration with other universities, mentoring schemes, potential for additional funded places and communication appropriate for a wide diversity of prospective students was discussed.

Court approved the guiding principles for the strategy and the approach to external communications, with the implementation plan and outline communications plan to progress to the University Executive for approval.

5 Outcome Agreement 2018/19

The draft Outcome Agreement for 2018/19 was approved and authority delegated to the Deputy Secretary, Strategic Planning, to finalise and submit the Outcome Agreement to the Scottish Funding Council by 30 April 2018.

6 Edinburgh University Students' Association (EUSA) and Edinburgh University Sports Union (EUSU)

- **EUSA and EUSU Planning Round Submission**

The proposed University budget allocations to the Edinburgh University Students' Association and Edinburgh University Sports Union for 2018-19 were approved.

- **EUSA Budget 2018-19**

Following approval by the EUSA Board of Trustees, the proposed EUSA Budget for the 2018-19 financial year was approved.

- **EUSA President's Report**

The Student President provided an update on a fire in King's Buildings House on 16 April that has led to the temporary closure of the facility, with the cause and extent of damage under investigation. The report was noted.

7 Naming Policy

A draft policy to replace the existing Policy for Naming of Buildings, Rooms and other Facilities was reviewed. The following points were raised in discussion:

- The potential for a greater number of namings in recognition of philanthropic donations;
- The intention to reflect diversity in namings while treating each case on its merits in line with the policy was welcomed;
- Risk in accepting a donation is assessed at the point the donation offer is made, with the Ethical Fundraising Advisory Group considering cases as appropriate; and,
- Any donors who wish to remain publicly anonymous will be known to the University and reviewed before acceptance as appropriate.

The Naming Policy: Recognising Philanthropic Contributions and Individuals of Distinction was approved.

8 Equality, Diversity Monitoring & Research Committee (EDMARC) Staff and Student Reports 2017

The EDMARC staff and student reports 2017 were approved for publication, with a report on the undergraduate black and minority ethnic student journey from application to outcome to follow.

9 Resolutions

The following draft resolutions were referred to the General Council and to Senate for observations:

Draft Resolution No. 10/2018: Undergraduate Degree Programme Regulations

Draft Resolution No. 11/2018: Postgraduate Degree Programme Regulations

Draft Resolution No. 12/2018: Higher Degree Programme Regulations

The following resolutions were approved:

Resolution No. 4/2018: Foundation of a Chair of Brain Inflammation and Repair

Resolution No. 5/2018: Foundation of a Chair of Translational Molecular Medicine

Resolution No. 6/2018: Foundation of a Chair of Immunology and Infectious Diseases

Resolution No. 7/2018: Foundation of a Chair of Forest Ecology

Resolution No. 8/2018: Foundation of a Chair of Antimicrobial Resistance

Resolution No. 9/2018: Foundation of a Chair of Immunology.

The University of Edinburgh

Senate

30 May 2018

Resolutions

Executive Summary

This report is presented to Senate in accordance with the procedures for the creation of new chairs, renaming of existing chairs and alteration of Resolutions.

How does this align with the University / Committee's strategic plans and priorities?

Not applicable.

Action requested

Senate is invited to make observations on the attached draft Resolutions.

How will any action agreed be implemented and communicated?

Via Senate's report to University Court.

Resource/Risk/Compliance

1. Resource implications (including staffing)

There are no resource implications. Part of the approval process involved confirmation of the funding in place to support new Chairs.

2. Risk assessment

The paper does not include a risk analysis. There are reputational considerations in establishing and renaming Chairs and updating regulations, which are considered as part of the University's approval processes.

3. Equality and Diversity

There are no specific equality and diversity issues associated with this paper. However equality and diversity best practice and agreed procedures are adopted in appointing individuals to chairs.

4. Freedom of information

Open paper.

Key words

Court, Resolutions, Chairs

Originator of the paper

Ms K Graham
Deputy Head of Court Services
May 2018

Establishment of Personal Chairs

This Personal Chair requires to be created:

Draft Resolution No. 15/2018: Foundation of a Personal Chair of Paediatric Medicine

These Personal Chairs require to be created as a result of the deliberations of the University's Central Academic Promotions Committee. Resolutions founding Personal Chairs follow a standard format and Draft Resolution No. 16/2018 is therefore included as example for each Resolution as listed below:

Draft Resolution No. 16/2018: Foundation of a Personal Chair of Morphosyntax

Draft Resolution No. 17/2018: Foundation of a Personal Chair of Intellectual History

Draft Resolution No. 18/2018: Foundation of a Personal Chair of Labour Law

Draft Resolution No. 19/2018: Foundation of a Personal Chair of Science and Technology Studies

Draft Resolution No. 20/2018: Foundation of a Personal Chair of Nineteenth-Century Art

Draft Resolution No. 21/2018: Foundation of a Personal Chair of History

Draft Resolution No. 22/2018: Foundation of a Personal Chair of English Language and Book History

Draft Resolution No. 23/2018: Foundation of a Personal Chair of Cultural Sociology

Draft Resolution No. 24/2018: Foundation of a Personal Chair of Forensic Clinical Psychology

Draft Resolution No. 25/2018: Foundation of a Personal Chair of Early Modern Art History

Draft Resolution No. 26/2018: Foundation of a Personal Chair of Public Health Policy

Draft Resolution No. 27/2018: Foundation of a Personal Chair of Marketing

Draft Resolution No. 28/2018: Foundation of a Personal Chair of Applied Development Psychology

Draft Resolution No. 29/2018: Foundation of a Personal Chair of Qualitative Inquiry

Draft Resolution No. 30/2018: Foundation of a Personal Chair of Translational Obstetrics

Draft Resolution No. 31/2018: Foundation of a Personal Chair of Molecular Microbiology and Global Health

Draft Resolution No. 32/2018: Foundation of a Personal Chair of Translational Liver Research

Draft Resolution No. 33/2018: Foundation of a Personal Chair of Farm Animal Health and Production

Draft Resolution No. 34/2018: Foundation of a Personal Chair of Transplant Surgery

Draft Resolution No. 35/2018: Foundation of a Personal Chair of Clinical and Experimental Surgery

Draft Resolution No. 36/2018: Foundation of a Personal Chair of Preclinical Ultrasound

Draft Resolution No. 37/2018: Foundation of a Personal Chair of Developmental Haematology

Draft Resolution No. 38/2018: Foundation of a Personal Chair of Melanoma Genetics and Drug Discovery

Draft Resolution No. 39/2018: Foundation of a Personal Chair of Medicinal Chemistry

Draft Resolution No. 40/2018: Foundation of a Personal Chair of Veterinary Immunology and Infectious Diseases

Draft Resolution No. 41/2018: Foundation of a Personal Chair of Parasite and Mitochondrial Biology

Draft Resolution No. 42/2018: Foundation of a Personal Chair of Patterned Parallel Computing

Draft Resolution No. 43/2018: Foundation of a Personal Chair of Human Geography and Cultural Studies

Draft Resolution No. 44/2018: Foundation of a Personal Chair of Experimental Nuclear Physics
Draft Resolution No. 45/2018: Foundation of a Personal Chair of Cryosphere-Atmosphere Interactions
Draft Resolution No. 46/2018: Foundation of a Personal Chair of Astrostatistics
Draft Resolution No. 47/2018: Foundation of a Personal Chair of Computational Language Learning
Draft Resolution No. 48/2018: Foundation of a Personal Chair of Epigenetics and Developmental Biology
Draft Resolution No. 49/2018: Foundation of a Personal Chair of Atmospheric Chemistry
Draft Resolution No. 50/2018: Foundation of a Personal Chair of Microbial Geochemistry
Draft Resolution No. 51/2018: Foundation of a Personal Chair of Asymptotics and Special Functions
Draft Resolution No. 52/2018: Foundation of a Personal Chair of Machine Learning
Draft Resolution No. 53/2018: Foundation of a Personal Chair of Structural Materials
Draft Resolution No. 54/2018: Foundation of a Personal Chair of Ocean Engineering

Establishment of Chairs

University Executive approved the creation of the following new Chairs:

Draft Resolution No. 55/2018: Foundation of a Chair of Renewable Energy Technologies
Draft Resolution No. 56/2018: Foundation of a Chair of Genomic Medicine

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 15/2018

Foundation of a Personal Chair of Paediatric Medicine

At Edinburgh, the Eighteenth day of June, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Paediatric Medicine:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Paediatric Medicine in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Paediatric Medicine together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 December Two thousand and seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 16/2018

Foundation of a Personal Chair of Morphosyntax

At Edinburgh, the Eighteenth day of June, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Morphosyntax:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Morphosyntax in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Morphosyntax together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 August Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 55/2018

Foundation of a Chair of Renewable Energy Technologies

At Edinburgh, the Eighteenth day of June, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Chair of Renewable Energy Technologies.

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Chair of Renewable Energy Technologies in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 August Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 56/2018

Foundation of a Chair of Genomic Medicine

At Edinburgh, the Eighteenth day of June, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Chair of Genomic Medicine.

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Chair of Genomic Medicine in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 March Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

The University of Edinburgh

Senate

30 May 2018

Report from Central Academic Promotions Committee

Executive Summary

Report of the recommendations of the Central Academic Promotions Committee.

How does this align with the University/ College School/Committee's strategic plans and priorities? N/A

Action requested

For information.

How will any action be implemented and communicated? N/A

Resource/Risk/Compliance

1 Resource implications

Does the paper have resource implications? Yes, increased salaries will impact on each individual College's staff budget.

2. Risk Assessment

Does the paper include a risk analysis? No

3. Equality and Diversity

Has due consideration been given to the equality impact of this paper? Equality and Diversity is central to the considerations of the Central Academic Promotions Committee.

4. Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Karen Lothian
Senior HR Partner Reward
University HR Services
22 May 2018

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE

The Committee met on 16 May 2018 to consider academic promotions to Grade 10 plus award of title of Personal Chair and award of title of Personal Chair to clinical academic staff.

The Committee approved 39 nominations for award of the academic title of Personal Chair. All Personal Chairs are effective 1 August 2018 as follows:

Personal Chairs

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	P	Ackema	CAHSS	School of Philosophy, Psychology and Language Sciences	Personal Chair of Morphosyntax
Dr	T	Ahnert	CAHSS	School of History, Classics and Archaeology	Personal Chair of Intellectual History
Mr	D	Cabrelli	CAHSS	School of Law	Personal Chair of Labour Law
Dr	J	Calvert	CAHSS	School of Social and Political Science	Personal Chair of Science and Technology Studies
Dr	F	Fowle	CAHSS	Edinburgh College of Art	Personal Chair of Nineteenth-Century Art
Dr	J	Goodare	CAHSS	School of History, Classics and Archaeology	Personal Chair of History
Dr	T	Mole	CAHSS	School of Literatures, Languages and Cultures	Personal Chair of English Literature and Book History
Dr	N	Prior	CAHSS	School of Social and Political Science	Personal Chair of Cultural Sociology
Dr	E	Quayle	CAHSS	School of Health in Social Science	Personal Chair of Forensic Clinical Psychology
Dr	C	Richardson	CAHSS	Edinburgh College of Art	Personal Chair of Early Modern Art History
Dr	K	Smith	CAHSS	School of Social and Political Science	Personal Chair of Public Health Policy
Dr	A	Tregear	CAHSS	Business School	Personal Chair of Marketing
Dr	J	Williams	CAHSS	School of Health in Social Science	Personal Chair of Applied Development Psychology
Dr	J	Wyatt	CAHSS	School of Health in Social Science	Personal Chair of Qualitative Inquiry
Dr	F	Denison	CMVM	Deanery of Clinical Sciences	Personal Chair of Translational Obstetrics
Dr	D	Everett	CMVM	Deanery of Clinical Sciences	Personal Chair of Molecular Microbiology and Global Health

Dr	J	Fallowfield	CMVM	Deanery of Clinical Sciences	Personal Chair of Translational Liver Research
Dr	A	Macrae	CMVM	R(D)SVS	Personal Chair of Farm Animal Health and Production
Miss	L	Marson	CMVM	Deanery of Clinical Sciences	Personal Chair of Transplant Surgery
Mr	D	Mole	CMVM	Deanery of Clinical Sciences	Personal Chair of Clinical and Experimental Surgery
Dr	C	Moran	CMVM	Deanery of Clinical Sciences	Personal Chair of Preclinical Ultrasound
Dr	K	Ottersbach	CMVM	Deanery of Clinical Sciences	Personal Chair of Developmental Haematology
Dr	E	Patton	CMVM	Deanery of Molecular, Genetic and Population Health Sciences	Personal Chair of Melanoma Genetics and Drug Discovery
Dr	A	Unciti-Broceta	CMVM	Deanery of Molecular, Genetic and Population Health Science	Personal Chair of Medicinal Chemistry
Dr	L	Vervelde	CMVM	The Roslin Institute	Personal Chair of Veterinary Immunology and Infectious Diseases
Dr	A	Schnauffer	CSE	Biological Sciences	Personal Chair of Parasite and Mitochondrial Biology
Dr	M	Cole	CSE	Informatics	Personal Chair of Patterned Parallel Computing
Dr	J	Cupples	CSE	GeoSciences	Personal Chair of Human Geography and Cultural Studies
Dr	T	Davinson	CSE	Physics and Astronomy	Personal Chair of Experimental Nuclear Physics
Dr	R	Essery	CSE	GeoSciences	Personal Chair of Cryosphere - Atmosphere Interactions
Dr	J	Gair	CSE	Mathematics	Personal Chair of Astrostatistics
Dr	S	Goldwater	CSE	Informatics	Personal Chair of Computational Language Learning
Dr	J	Goodrich	CSE	Biological Sciences	Personal Chair of Epigenetics and Developmental Biology
Dr	M	Heal	CSE	Chemistry	Personal Chair of Atmospheric Chemistry
Dr	B	Ngwenya	CSE	GeoSciences	Personal Chair in Microbial Geochemistry
Dr	A	Olde Daalhuis	CSE	Mathematics	Personal Chair of Asymptotics and Special Functions

Dr	A	Storkey	CSE	Informatics	Personal Chair of Machine Learning
Dr	T	Stratford	CSE	Engineering	Personal Chair of Structural Materials
Dr	V	Venugopal	CSE	Engineering	Personal Chair of Ocean Engineering

There have been no Out-of-Cycle awards of Personal Chair made since the last report to Senate.