

## Senatus Academicus

Wednesday 1 February 2017 at 2.00 p.m. in the Debating Hall, Teviot Row House,  
Edinburgh University Students' Association

### AGENDA

#### PRINCIPAL'S COMMUNICATIONS

**Oral update**

#### FORMAL BUSINESS

1. Report of E-Business conducted 10 – 18 January 2017  
**For noting** S 16-17 2 A
2. Development of a Policy on Learning Analytics  
**For discussion** S 16-17 2 B
3. Higher Education Governance (Scotland) Act – Options for the  
Senatus Academicus  
**For discussion** S 16-17 2 C
4. Communications from the University Court  
**For noting** S 16-17 2 D
5. Resolutions – Chairs  
**To make observations** S 16-17 2 E

#### COMMUNICATIONS

6. Teaching Excellence Framework (TEF)  
**For information** **Oral update**

Tea/Coffee Break

Musical Interlude

Presentation and Discussion Theme:

Student Disability Services Review and Mental Health Services Review

#### Review of support for students with disabilities

1. **Introduction: overview, summary of action plan and timescale**
  - Professor Jane Norman, Vice-Principal, People and Culture
2. **Student perspective**
  - Ms Jess Husbands, Students' Association Vice-President, Societies & Activities
3. **Mainstreaming of adjustments**
  - Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance
  - Professor Iain Gordon, Head of School of Mathematics
4. **Implementing adjustments**
  - Professor Sandy Tudhope, Head of School of Geosciences
5. **Improving accessibility of the estate**

- Mr Gary Jebb, Director of Estates

### **Student mental health strategy**

5. **Overview, summary of action plan and timescale**
  - Mr Gavin Douglas, Deputy Secretary, Student Experience
  - Professor Helen Cameron, Director of the Centre for Medical Education

Drinks Reception

The University of Edinburgh

Senate

1 February 2017

Report of E-Business conducted 10 – 18 January 2017

**Executive Summary**

This paper provides the draft report of the electronic business of Senate conducted from 10 – 18 January 2017.

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

Not applicable

**Action requested**

For 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.

**Any other relevant information, including keywords**

Minutes, Emeritus, Knowledge Strategy, Resolutions

**Originator of the paper**

Senate Secretariat  
January 2017

## The University of Edinburgh

### Electronic Senatus

Report of Electronic Business of Senate conducted from  
Tuesday 10 January to Wednesday 18 January 2017

#### **Formal Business**

1. Minutes from the Senate Meeting on 28 September 2016

The Minutes of the meeting of Senate held on 28 September 2016 were approved.

a. Special Meeting and Graduation Ceremonials on 23, 24, 28 and 29 November 2016

The Minutes of the Special Meetings and Graduation Ceremonials in November 2016 were taken as read and approved. It was noted that copies are available from Student Administration, Old College.

2. Membership of Senate

The Senatus noted the new professorial members.

3. Conferment of the title Emeritus Professor

The Senatus agreed to confer the title of Professor Emeritus on the Professors listed who had recently retired or whose retirement was imminent.

#### **Arising from the Minutes**

4. Special Minute

The Senatus adopted the Special Minutes for Professor P Sandercock, Emeritus Professor of Medical Neurology and Professor M Summerfield, Emeritus Professor of Geomorphology.

#### **Communications and Reports**

5. Communications from the University Court

The Senatus noted the content of the report from the University Court on its meetings of 26 September 2016.

6. Report from the Central Academic Promotions Committee

The Senatus noted the report from the Central Academic Promotions Committee informing it of the award of three further out of cycle Personal Chairs.

7. Resolutions

Court presented to Senatus draft Resolutions in accordance with the procedures for the creation of new chairs, renaming of existing chairs and the process for personal chairs. Senatus, having considered the draft Resolutions below, offered no observations.

Draft Resolution No. 1/2017 Foundation of a Personal Chair of Common Law

Draft Resolution No. 3/2017	Foundation of a Personal Chair of Global Agriculture and Food Security
Draft Resolution No. 6/2017	Foundation of a Personal Chair of Paediatric Infectious Diseases and Global Health
Draft Resolution No. 7/2017	Foundation of a Personal Chair of Corporate Finance
Draft Resolution No 8/2017	Foundation of a Personal Chair of Bioinformatics and Computational Biology
Draft Resolution No 2/2017	Foundation of a Chair of Economics
Draft Resolution No 4/2017	Foundation of a Chair of Economics
Draft Resolution No 5/2017	Foundation of a Chair of Business

8. Knowledge Strategy Committee Report

The Senatus noted the Knowledge Strategy Committee Report.

The University of Edinburgh

Senate

1 February 2017

**Development of a Policy on Learning Analytics**

**Executive Summary**

This paper updates Senate on plans to develop an institutional Policy on Learning Analytics, along with some related learning analytics activities. It sets out some initial ideas regarding the Principles and Purposes that could underpin the Policy.

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

This work supports the University's Strategic Objective of Leadership in Learning.

**Action requested**

Senate is invited to:

- Comment on the Task Group's initial ideas regarding the Principles and Purposes that should govern the University's Policy on Learning Analytics;
- Highlight any issues that the Task Group should take into account when developing the statement of Principles and Purposes, and the more detailed Policy document.

**How will any action agreed be implemented and communicated?**

The paper summarises the planned arrangements for consultation and communication activities regarding the Policy. The Task Group responsible for the development of the Policy will be responsible for overseeing these activities.

**Resource / Risk / Compliance**

**1. Resource implications (including staffing)**

The resources associated with the development of the Policy will be relatively modest, and will be associated with the staff time of the members of the task group. Academic Services is providing administrative support for the development of the Policy.

**2. Risk assessment**

The development of the Policy is designed to assist the University to manage and mitigate risks associated with learning analytics activities.

**3. Equality and Diversity**

Learning Analytics has the potential to raise equality and diversity issues, and the task group will produce an Equality Impact Assessment.

**4. Freedom of information**

Open

**Key words**

Learning Analytics, Data

**Originator of the paper**

Prof Sian Bayne, Assistant Principal, Digital Education; Prof Dragan Gasevic, Chair of Learning Analytics and Informatics; Tom Ward, Director of Academic Services,  
24 January 2017

## **Development of a Policy on Learning Analytics**

1. Learning Analytics is concerned with how data generated by learning management systems, student systems and other sources can be used to understand, and improve, the learning experiences of students. This paper updates Senate on plans to develop an institutional Policy on Learning Analytics, along with some related learning analytics activities. It invites Senate to discuss some initial ideas regarding the Principles that could govern the Policy, and provides Senate an opportunity to highlight any issues that the University should take into account when developing the Policy.

### **Task group**

2. The Senate Learning and Teaching Committee (LTC) and the Knowledge Strategy Committee (KSC) have established a task group to develop an institutional policy on Learning Analytics. The group is convened by Prof Dragan Gasevic (Chair of Learning Analytics and Informatics in Moray House School of Education and School of Informatics). Its remit and membership are available at:

[www.ed.ac.uk/files/atoms/files/remitmembershipforweb\\_3.pdf](http://www.ed.ac.uk/files/atoms/files/remitmembershipforweb_3.pdf)

3. The Task Group held its first meeting on 14 December 2016, at which it discussed benchmarking information regarding practices at other institutions, and considered a draft Policy. It recognised that one of the key challenges for the Policy will be establishing approaches to obtaining consent from students for the use of their data which are consistent with Data Protection requirements, while workable from an operational perspective and supportive of the University's aims for Learning Analytics.

### **Initial ideas regarding the Principles and Purposes for Learning Analytics**

4. The Group aims to produce a short student- and staff-facing document setting out the Principles and Purposes of the University's approach to Learning Analytics, along with a more detailed Policy document setting out how the University will handle issues such as data governance, consent, and security. The following is an initial draft statement of the Principles and Purposes.

### ***Principles***

5. The Policy will start from the position that all uses of data analytics for learning and teaching within the University should be ethical, transparent and focused on the enhancement of the student experience.
  - 5.1 As an institution we understand that data never provides the whole picture about students' capacities or likelihood of success, and it will therefore never be used to inform action at an individual level without human intervention;
  - 5.2 Where we use learning analytics to target support at students, we will do so in order to help all students to achieve their learning goals rather than taking a deficit model targeted at supporting students at risk of failure;
  - 5.3 We will be transparent about how we collect and use data, where consent applies, and where responsibilities for the ethical use of data lie;
  - 5.4 We recognise that data and algorithms can contain and perpetuate bias, and will actively work to build awareness of this and address it where it occurs;

- 5.5 Good governance will be core to our approach, to ensure learning analytics projects and implementations are ethically conducted and align with organisational strategy, policy and values; and
- 5.6 Data generated from learning analytics will not be used to monitor staff performance, as learning analytics is a field that seeks to understand and optimise learning and it does not aim to measure staff performance.

### **Purposes**

6. Learning analytics approaches can support a range of activities within the institution. While to date they have been explored by universities primarily as means to improve retention, they also have potential benefits for the enhancement of student experience, currently of more importance to the University of Edinburgh:
- **Quality** – Learning analytics can be used as a form of feedback on the efficacy of pedagogical design. Academic teams can use analytics about student activity (individual or cohort) as part of course review and re-design processes as well as potentially using analytics as a form of in-course monitoring and feedback.
  - **Equity** – Learning analytics approaches can allow us to see more nuanced views of our highly diverse student population, challenge assumptions that we may be making, and allow supportive resource to be directed where it is most needed.
  - **Personalised feedback** – Learning analytics can be used to tailor the messages and support that we offer to our students, providing more personalised feedback to support student reflection and academic planning.
  - **Coping with scale** – With the challenge of growing cohorts of students, learning analytics can help to strengthen the academic relationship by doing some of the heavy lifting of identifying individuals or groups of individuals that might benefit from particular interventions or information from staff.
  - **Student Experience** – In addition to supporting a more personalised experience, learning analytics can improve progression and retention, ensure that our academic offerings align with the needs and goals of students, and support satisfaction and wellbeing. Analytics can also be used to promote critical reflection skills and enable our students to take responsibility for their own learning.
  - **Skills** – Interactions with analytics as part of the University learning experience can help our students build 'digital savviness' and prompt more critical reflection on how data about them is being used more generally, what consent might actually mean and how algorithms work across datasets to define and profile individuals. Learning analytics approaches can also be used to promote the development of key employability skills. Supporting staff to develop skills in working with learning analytics applications is also an investment in institutional capacity and leadership.
  - **Efficiency** – Learning analytics can be used to evaluate and demonstrate institutional efficiency through a) measuring the impact of initiatives and validating that benefits are being realised and b) demonstrating that publically-funded resource is being deployed in support of the best outcomes of all students.



## **Consultation and communications arrangements**

7. The Task Group plans to submit the statement of Principles and Purposes, and the more detailed Policy for LTC and KSC approval by the end of Semester two, 2016-17. In advance of this, it will oversee a programme of consultation and communications activities with Schools, Colleges, students and other stakeholders.
8. Further information about these consultation and communications arrangements is available at:

[www.ed.ac.uk/academic-services/projects/learning-analytics-policy](http://www.ed.ac.uk/academic-services/projects/learning-analytics-policy)

## **Other related activities**

9. The University is working with an external partner, Civitas Learning on a two-year pilot to understand where learning analytics approaches could be useful within the University. The project is working with anonymous data in the first phase.
10. The University is leading a European Commission-funded research project to support learning analytics policy and practice in higher education, the Supporting Higher Education to Integrate Learning Analytics (SHEILA) Project.
11. Further information about these projects and other learning analytics activities at the University, see:

[www.ed.ac.uk/information-services/learning-technology/learning-analytics](http://www.ed.ac.uk/information-services/learning-technology/learning-analytics)

## **For discussion**

12. Senate is invited to:
  - Comment on the Task Group's initial ideas regarding the Principles and Purposes that should govern the University's Policy on Learning Analytics;
  - Highlight any issues that the Task Group should take into account when developing the statement of Principles and Purposes, and the more detailed Policy document.

The University of Edinburgh

Senate

1 February 2017

**Higher Education Governance (Scotland) Act –  
Options for the Senatus Academicus**

**Executive Summary**

This paper outlines some possible options for the future composition of the Senatus Academicus (hereafter “the Senate”) following the Higher Education Governance (Scotland) Act (hereafter ‘the Act’) passed on 8 March 2016.

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

Effective academic governance arrangements will assist the University to deliver all relevant aspects of its Strategic Plan.

**Action requested**

Senate is invited to discuss the options for the future composition of the Senate and to give any initial comments to help guide the more detailed development of options.

**How will any action agreed be implemented and communicated?**

N/A

**Resource/Risk/Compliance**

1. Resource implications  
There are resource implications in relation to staff time and resource in preparation for implementation of the Act and the revision of Ordinances through the Privy Council. The resource implications involved in managing and supporting the Senate in future will in part be determined by which option on the composition of Senate is finally approved.
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  
An equality assessment of the final agreed model will be carried out by the Task Group.
4. Freedom of Information  
Open paper.

**Originator of the paper**

Theresa Sheppard; Tom Ward  
Academic Services  
January 2017

## Higher Education Governance (Scotland) Act – Options for the Senatus Academicus

### 1. Background

This paper outlines some possible options for the future composition of the Senatus Academicus (hereafter “the Senate”) following the Higher Education Governance (Scotland) Act (hereafter ‘the Act’) passed on 8 March 2016. The full text of the Act is located here: <http://www.legislation.gov.uk/asp/2016/15/contents/enacted>

This paper provides background on the key implications of the Act and invites Senate to hold an initial discussion on some possible options available for the future composition of Senate.

At its meeting on 1 June 2016, the Senate agreed to establish a Task Group to consider how best to implement the requirements set out by the Act in relation to the Senate’s operation.

The membership of the Task Group is as follows:

- Principal
- Conveners of the Senate Standing Committees
  - Professor Charlie Jeffery
  - Professor Tina Harrison
  - Professor Jeremy Bradshaw
  - Professor Alan Murray
- Two Senate Assessors on University Court
  - Professor Sandy Tudhope
  - Professor Sarah Cooper
- University Secretary - Ms Sarah Smith
- Student Association representative – Mr Patrick Garratt

The Task Group has had initial discussions around proposed approach and commissioned further work.

### 2. Implications for the Senate

At present Senate is regulated by the Universities (Scotland) Act 1966 and Ordinance 204, under the terms of which Senate currently has a membership of circa 750 composed of the following:

- All the professors of the University
- Elected non-professorial representatives of readers, senior lecturers and lecturers, forming at least one third of the Senate membership and not less than one half of the number of Professors of the University.
- Elected representatives of University demonstrators and research staff composed of one half of the places determined for readers, senior lecturers and lecturers.
- 12 ‘associate’ student representatives
- *Ex officio* members including the Vice-Principal; Assistant Principal; Head of College; University Librarian; Director of Quality Assurance; Director of the Edinburgh University Computing Service; Head of a School in a College; Head of a cross-College School and others as specified by the Court on the recommendation of the Senate.

The 2016 Act does not change any of the powers and functions of Senate. It does, however, make significant changes to the legal framework for the composition of Senate.

The main changes that the 2016 Act brings about are:

- More than 50 per cent of Senate members must be elected
- Persons appointed by being elected by the students of the institution from among the students of the institution must make up at least 10 per cent of the total membership of Senate, up to a total of 30 members
- The section of the Universities (Scotland) Act 1858 (hereafter 1858 Act) whereby all professors are automatically members of Senate is repealed.

The University will need to review the membership of Senate, and revise Ordinance 204 as a result of these legislative changes.

### 3. Options for the composition of Senate

The Task Group, which has met in Semester 1, has considered the implications of the Act and has reviewed the available options for the future composition of Senate, benchmarking its current operation and make-up against other Higher Education Institutions.

The Task Group has identified five possible models for the Senate in order to comply with the Act:

a) Model 1

**Large Senate**, membership would reach around 1,400 (from c. 760 at present) in order that more than 50 per cent are elected. This Model would incorporate new requirements while retaining all Professors and other current *ex officio* members. The advantage of this Model is that it would involve a broad and inclusive membership, with no requirement to remove existing members. Achieving a quorum could be challenging, however, and engaging and effective discussion more difficult to achieve than at present.

b) Model 2

**Medium-sized Senate**, (c. 250) with the University specifying separate pools for election for Professors and for other academic staff categories. This model could provide sufficient places to allow all Professorial candidates who wish to serve on Senate to be elected, assuming that the number wishing to stand for election is in line with the number currently attending one or more Senate meeting per year. The same number of places available for Professorial staff would be available for the election of other categories of academic staff, and there is also space for all *ex officio* appointments currently on Senate. This model would therefore allow a broad and inclusive membership (although less so than Model 1), while making it easier to have effective and engaging discussion.

c) Model 3

**Smaller Senate**, (c. 70 to 100) involving a pool of elected academic staff, with professorial members being able to stand for election alongside non-professorial staff. The number of *ex officio* members would be reduced from current levels while including Vice- and Assistant-Principals with roles directly relating to teaching and research. This Model would be well-equipped for discussion but would not be as inclusive as Models 1 and 2, and would be unlikely to have space for all Professorial staff who wish to stand for election.

d) Model 4

**Council of Senate**, in which a small committee (Council of Senate) would be constituted to which Senate would delegate its responsibilities. This offers the potential for an effective 'board' while allowing for a larger, more inclusive Senate, perhaps as proposed under Model 1. Under this model, formally speaking, Senate would continue to exist, and the University would therefore comply with the 2016 Act, although it may not be necessary for Senate to meet in practice. There would be various options regarding the size and composition of the 'Council.' It would still be necessary to constitute Senate

itself, however, which would require holding elections for membership of a body which might not in practice fulfil many practical functions.

e) Model 5

**Congregation of Chairs**, which would involve establishing a separate body containing all Professors, and which could be a sounding board to a Senate that is smaller than at present. This Model would offer some of the benefits of having a large Senate.

Senate is invited to discuss these options to help guide the Task Group as it works up further models in more detail.

#### **4. Timeline**

The provisions of the Act came into force on 30 December 2016 with a transitional period of four years. During this four year period, the University must amend its current governance documents and work towards full compliance with the Act. Full compliance will be required by 30 December 2020. It is likely that at least one year will be required to seek approval for changes to the relevant Ordinances in advance of 30 December 2020.

The University of Edinburgh

Senate

1 February 2017

Communications from the University Court

**Executive Summary**

To update Senate on certain matters considered by the University Court at its meeting on 5 December 2016.

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

Not applicable.

**Action requested**

To note formally.

**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**

This paper is open.

**Key words**

University Court

**Originator of the paper**

Dr Lewis Allan, Head of Court Services, January 2017

## COMMUNICATIONS FROM THE UNIVERSITY COURT

5 December 2016

### 1 Principal's Communications

Court noted the content of the Principal's report and the additional information on: recent public and ceremonial events including the November Graduation Ceremonies, with an immersive artwork display in George Square Gardens by honorary doctorate recipient Tony Oursler, St Andrew's Day celebrations, the Remembrance Day service and the Christmas carol concert held at St Giles' Cathedral; a doubling of grant income compared to the equivalent quarter last year including the renewal of funding for the Wellcome Centre for Cell Biology and the announcement of £8m in funding from Cancer Research UK for the University's Cancer Research UK Edinburgh Centre; and the UK Government's Autumn Statement, with a £2bn per annum National Productivity Investment Fund announced.

### 2 Student Experience Update

The Senior Vice-Principal thanked Court members for their contribution to the student experience seminar held prior to the Court meeting and presented an update on ongoing work to understand and enhance the student experience. The importance of work to enhance staff-student engagement and community building was noted and communicating the 2017 National Student Survey with assistance from EUSA discussed.

### 3 Teaching Excellence Framework (TEF) Participation

Court reviewed the UK Government's TEF Year 2 process and considered whether the University should join the scheme. Noting the quality assurance systems currently in place and that suit the Scottish context well, including the four year degree model, it was agreed that the University should not participate in the TEF at this stage.

### 4 Annual Report and Accounts 2015/16

Following scrutiny by Audit & Risk Committee and Policy & Resources Committee, the University's Annual Report and Accounts for the year ended 31 July 2016 were reviewed and approved.

### 5 Estates

- **Building a New Biology**

Court approved funding from University Corporate Resources to complete the redevelopment of the Darwin Tower, BioHive and a Biology Biomedical Research Facility.

- **Biological Research Facility at the Institute of Regeneration and Repair**

Court approved funding from University Corporate Resources to finance a Biological Research Facility at the Institute for Regeneration and Repair.

- **St Leonard's Street Student Accommodation**

Court approved a Nominations Agreement for a 579 room student accommodation building at St Leonard's Street.

**6 Annual Review 2015/16**

Court approved nine feature articles for publication in the University's Annual Review 2015/16.

**7 EUSA President's Report**

The EUSA President reported on activities since the last meeting, including a student referendum on the provision of 'nap pods' in the University Library; the award of grants to 133 students from widening participation backgrounds to assist with participation in student societies involving travel or specialist equipment costs; preparation for the second annual Mental Health & Wellbeing Week in late January; and the first Green Festival to celebrate sustainability at the University and in the city.

**8 EUSA Democracy Review Phase 2**

Phase 2 of the EUSA Democracy Review was approved – facilitating a change in the number and individual responsibilities of sabbatical officers, the appointment of student trustees and a change in the membership of Student Council.



The University of Edinburgh

Senate

1 February 2017

**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  
18 January 2017.

**Senate**  
**Resolutions**

Establishment of Chair (Appendix 1)

The Central Management Group approved the creation of the following new Chairs:

Draft Resolution No. 9/2017:	Foundation of a Chair of Environmental Law
Draft Resolution No. 10/2017:	Foundation of Additional Chairs of Finance (2 chairs)
Draft Resolution No. 11/2017:	Foundation of a Chair of Infection Medicine
Draft Resolution No. 12/2017:	Foundation of a Chair of Interdisciplinary Science
Draft Resolution No. 13/2017:	Foundation of a Chair of Software Engineering
Draft Resolution No. 14/2017:	Foundation of a Chair of Quantum Technology Innovation

Alteration of title of Chair (Appendix 2)

The Central Management Group approved the alteration of the title of the following new Chair:

Draft Resolution No. 15/2017:	Alteration of the title of the Chair of Classroom Learning
-------------------------------	--

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 9/2017**

**Foundation of a Chair of Environmental Law**

At Edinburgh, the Twenty fourth day of April, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Chair of Environmental Law:

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 Environmental Law 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 seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 10/2017**

**Foundation of Additional Chairs of Finance**

At Edinburgh, the Twenty fourth day of April, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found two additional Chairs of Finance:

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 two additional Chairs of Finance in the University of Edinburgh.
2. The patronage of the Chairs 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 seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 11/2017**

**Foundation of Chair of Infection Medicine**

At Edinburgh, the Twenty fourth day of April, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Chair of Infection 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 Infection 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 November Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 12/2017**

**Foundation of Chair of Interdisciplinary Science**

At Edinburgh, the Twenty fourth day of April, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Chair of Interdisciplinary Science:

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 Interdisciplinary Science 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 seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 13/2017**

**Foundation of Chair of Software Engineering**

At Edinburgh, the Twenty fourth day of April, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Chair of Software Engineering:

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 Software Engineering 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 seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 14/2017**

**Foundation of Chair of Quantum Technology Innovation**

At Edinburgh, the Twenty fourth day of April, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Chair of Quantum Technology Innovation:

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 Quantum Technology Innovation 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 seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary



**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 15/2017**

**Alteration of the title of the Chair of Classroom Learning**

At Edinburgh, the Twenty fourth day of April, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Classroom Learning founded by Resolution 37/1999;

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships;

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the University Court itself:

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. The Chair of Classroom Learning shall hereafter be designated the Chair of Languages and Classroom Education.
2. This Resolution shall come into force with effect from 1 August Two thousand and seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary