



THE UNIVERSITY of EDINBURGH

Senatus Academicus
Wednesday 24 May 2:00-5:00pm
Online meeting
Microsoft Teams

AGENDA

1.	Presentation: Emerging findings of the Senate External Effectiveness Review To note and comment
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FORMAL MEETING OF SENATE

SUBSTANTIVE ITEMS

2.	Convener's Communications	Verbal update
3.	Senate Minutes <ul style="list-style-type: none">Minutes of Senate meeting held on 8 February 2023Minutes of Senate meeting held on 29 March 2023Report of E-Senate held from 26 April – 10 May 2023 To approve	S 22/23 5A
4.	Matters Arising <ul style="list-style-type: none">Senate Elections and Amendment to Senate Election Regulations [Minutes of 29 March 2023 meeting of Senate, Matters Arising]Senate Standing Committees membership – outstanding issues [Minutes of 29 March 2023 meeting of Senate, Item 8]	Verbal update
5.	Supporting a Negotiated Resolution to Industrial Action as an Academic Priority To approve	S 22/23 5B
6.	Conferment of degrees for undergraduate Medicine and Veterinary Medicine (MVM) students For approval	S 22/23 5C CLOSED
7.	Honorary Degrees For approval	S 22/23 5D CLOSED
8.	Court Resolution – Personal Chairs To comment	S 22/23 5E

9.	Proposal to extend Scotland's Rural College's (SRUC) Accredited Institution status to Postgraduate Research Provision. For approval	S 22/23 5F
10.	Legal advice in relation to the paper: "Context of Some Recent Member Contributed Papers" To note	S 22/23 5G
11.	Context of Some Recent Member Contributed Papers To note	S 22/23 5H
12.	Senate Oversight of Estates Provision for Academic Offices For approval	S 22/23 5I
13.	Annual Report of the Senate Standing Committees For formal noting and approval	S 22/23 5J
14.	Senate Exception Committee Terms of Reference and Membership 2022-23 For approval	S 22/23 5K
15.	Senate Standing Committee Membership – recommendations For approval	S 22/23 5L
16.	Senate Standing Committees: Membership For formal noting and approval	S 22/23 5M
17.	Review of Timetabling Processes – Progress Update To note	S 22/23 5N

ITEMS FOR FORMAL APPROVAL OR NOTING

18.	Report from the Central Academic Promotions Committee For information	S 22/23 5O
19.	Senate and Senate Standing Committee Election Results 2023 To note	S 22/23 5P
20.	Annual Review of Effectiveness of Senate For noting	S 22/23 5Q
21.	Report from the Senate Exception Committee For noting	S 22/23 5R CLOSED
22.	Conferment of the title of Professor Emeritus For approval	S 22/23 5S

Teams will be used to monitor quorum and to conduct electronic voting during the meeting.

Senate

24 May 2023

Senate Minutes

Description of paper

1. The paper provides the minutes of the Senate meetings held on 8 February 2023 and 29 March 2023, and a report of electronic business conducted between 26 April – 10 May 2023.

Action requested / recommendation

2. For approval.

Resource implications

4. None.

Risk management

5. Not applicable.

Equality & diversity

6. Not applicable.

Communication, implementation and evaluation of the impact of any action agreed

7. Senate minutes are published on the Senate website:
[Senate agendas, papers and minutes](#).
8. Papers and minutes related to meetings of Senate Standing Committees have been circulated via email to Senate members.

Author

Senate Secretariat
May 2023

Freedom of Information

Open paper



THE UNIVERSITY of EDINBURGH

Senatus Academicus

Wednesday 8 February 2023 at 2-5 pm

Hybrid meeting

Gordon Aikman Lecture Theatre and Microsoft Teams

Unconfirmed Minute

Attendees: Ruth Andrew, Mohammad Amir Anwar, Matthew Bailey, Kasia Banas, Michael Barany, Sian Bayne, Shereen Benjamin, Daniel Bilc, Richard Blythe, Helen Bond, Tom Booth, Lauren Byrne, Conchur O Bradaigh, Laura Bradley, Holly Branigan, Mary Brennan, Jane Calvert, Celine Caquineau, Anthony Carbery, Leigh Chalmers, Hope Conway-Gebbie, Sam Coombes, Chris Cox, Jeremy Crag, Hilary Critchley, Sarah Cunningham-Burley, Jo Danbolt, Jamie Davies, Matuikuani Dax, Anne Desler, James Dunlop, Agata Dunsmore, Murray Earle, Jite Eferakorho, Constantinos Eleftheriou, Natalie Ellingham, Andrea English, Suzanne Ewing, Susan Farrington, Bob Fisher, Chris French, Stuart Gilfillan, Benjamin Goddard, Manuel Fernandez-Gotz, Liz Grant, Richard Gratwick, Yong Guo, Patrick Hadoke, Karen Halliday, Lorna Hamilton, Uzma Tufail-Hanif, Colm Harmon, Tina Harrison, David Hay, Margarete Heck, Pia Helbing, Thorunn Helgason, Melissa Highton, Jane Hillston, James Hopgood, Jenny Hoy, David Ingram, Kirsten Jenkins, Crispin Jordan, Tobias Kelly, Meryl Kenny, George Kinnear, Linda Kirstein, Philip Larkman, Dave Laursen, Ashley Lloyd, Antony Maciocia, Rebecca Marsland, Peter Mathieson (Convener), Alistair McCormick, Gavin McLachlan, Heather McQueen, Steven Morley, Richard Morris, Susan Morrow, Lyndsay Murray, Jade Naulty, Pau Navarro, Robbie Nicol, Paul Norris, Diana Paton, Sarah Prescott, Ken Rice, Sabine Rolle, Mariana Costa Cruz Santos, Bernd Schroers, Matthias Schwanneuer, Robert Semple, Jo Shaw, Mike Shipston, Geoff Simm, Izabela Skowronska, David Smith, Tim Stratford, Elaine Haycock-Stuart, Gavin Sullivan, Amer Syed, Melissa Terras, Robert Thomas, Alex Thomson, Tamara Trodd, Jon Turner, Nadia Tuzi, Jeremy Upton, Stephen Warrington, Christopher Weir, Robyn Woof, Ben Wynne, Ingrid Young

In attendance: Sinead Docherty, Arlene Duffin, Olivia Hayes, David Matheson, Amanda Percy, Ella Ritchie, Tom Ward, Aleksandra Wiaderna

Apologies: Peter Adkins, Arianna Andreangeli, Elizabeth Bomberg, Chandan Bose, Aidan Brown, Tom Bruce, Adam Budd, John Cairns, Andrew Connor, Karen Dawson, Stuart Forbes, Kim Graham, Gillian Gray, Aisha Holloway, Emma Hunter, Laura Jeffery, Catherine Martin, John Menzies, Andrew Morris, Silmee Nowar, Marion Schmid, Tobias Schwarz, David Smith, Sarah Stock, Jonathan Terry, Eleanor Tuladhar-Douglas, Isi Williams, Mark Williams

The Convener, Principal Professor Peter Mathieson, opened the meeting and confirmed that Senate had reached quorum. This was Senate's first hybrid meeting of Senate and he advised members of the etiquette to follow – including discouraging members from using the meeting chat to make substantial points, reminding them that the chat is subject to freedom of information requests, and noting that Senate Support would manage any votes use the Teams voting function, and that non-members attending the meeting should not vote.

The Convener welcomed Professor Ella Ritchie (lead consultant undertaking the external review of Senate and its Committees on behalf of Advance HE) to the meeting. He also welcomed five new Postgraduate Taught student representatives (Daniel Bilc, Mariana Costa Cruz Santos, Matuikuani Dax, Shatabdi Mukhopadhyay and Jade Naulty), and one Postgraduate Research student representative (Patrick Lennard).

1.	<p>Convener's Communications</p> <p>The Convener noted the following points:</p> <ul style="list-style-type: none"> • People and Money continues to generate a high level of concern among colleagues, and Senate will receive an update on this under Item 7. • A period of industrial action is underway with further strike action scheduled for the coming weeks. Senate will receive an update on this under Item 8. • The University has negotiated a renewal to the MasterCard Foundation scholars programme, which was due to conclude in 2023. The renewal sees a further £40 million of investment to 2030, focussed primarily on Postgraduate Taught opportunities. • The Chancellor, Her Royal Highness, The Princess Royal, recently visited the University. She hosted the annual Chancellor's dinner where she presented the Chancellor's awards; met colleagues involved in an industry collaboration between the University, Babcock International and Fife College; and met colleagues and students from the School of Health in Social Sciences. • Universities Scotland held its annual Parliamentary reception at the Scottish Parliament Building, the first since 2020. Around 30 Members of the Scottish Parliament attended the event, including Cabinet Secretary for Education, Shirley-Anne Somerville. The event showcased innovation from across Scotland's universities, with the University's presentation focussing on a data driven start-up.
2.	<p>2.1 Senate Minutes S 22/23 3 A</p> <ul style="list-style-type: none"> • Minutes of Senate meeting held on 12 October 2022 <p>Senate approved the minutes, subject to the following amendments:</p> <ul style="list-style-type: none"> • Under Item 7: Code of Student Conduct: The statement was read out by the EUSA Women's Liberation Officer, not EUSA VP Welfare. • Under Item 2.2: The query regarding the resourcing of Timetabling should be recorded under Item 1.1 not 2.2. The comment should be amended to reflect Ms Evan's response to the query, which was to confirm that Timetabling was adequately resourced. <p>In relation to Timetabling, a Senate member indicated that the issues that Senate members had raised in October 2022 in relation to Semester 1 continue to be experienced in Semester 2. The Convener noted that some Senate members had asked that Ms Evans provide an update on Timetabling at this meeting. However, given the substantial agenda for the 8 February meeting, this update would be received at the next Ordinary meeting of Senate. Ms Evans invited members to raise any concerns with her in the interim.</p> <ul style="list-style-type: none"> • Report of E-Senate held from 11 – 25 January 2023 <p>Senate approved the report.</p>
	<p>2.2 Matters arising Verbal update</p> <ul style="list-style-type: none"> • Report of Curriculum Transformation Programme costs [Minutes of 9 February 2022 meeting of Senate, Item 4] <p>This was covered in the paper under item 6.2: <i>Curriculum Transformation Project - Planning</i>.</p> <ul style="list-style-type: none"> • Senate Standing Committees membership – outstanding issues [Minutes of 12 October 2022 meeting of Senate, Item 5] <p>This was due to be covered in the paper under item 11: <i>Senate Standing Committee Membership – outstanding membership items</i>.</p> <ul style="list-style-type: none"> • Update on discussions on the Sustainable Travel Policy [Minutes of 12 October 2022 meeting of Senate, Item 8]

	<p>The Convener confirmed that, following Senate’s discussion on 12 October 2022, he had conveyed Senate’s views on the Sustainable Travel Policy to the University Executive. The University Court also received a report which included the minute on this item from the 12 October 2022 Senate meeting. In response to a query that Senate had raised in October 2022, the University Secretary confirmed that the contract with the supplier, Diversity Travel, runs until 2025. The contract does not contain specific review dates but can be terminated or suspended as provided for in the contract. She also confirmed that the contract does not stipulate that the University must use a single supplier for bookings.</p> <ul style="list-style-type: none"> • Senate Exception Committee membership – expansion of membership [Minutes of 12 October 2022 meeting of Senate, Item 11] <p>The Convener confirmed that Academic Services had completed this action, adding four new elected academic Senate members to the Committee. The updated membership of the Committee is available on the Academic Services website.</p> <ul style="list-style-type: none"> • Research Strategy Group update – report to UE on REF performance and funding [Minutes of 12 October 2022 meeting of Senate, Item 16] <p>The Annex to Item 13: <i>Research Strategy Group update</i> included the information that Senate had asked for.</p>
3.	<p>Update on Externally Facilitated Review Verbal update</p> <p>Professor Ella Ritchie introduced herself, indicating that she is former Deputy Vice-Chancellor of Newcastle University and has undertaken reviews of four Scottish Universities. She is supported on the review by Professor David Langley, and Hillary Gyebi-Ababio. Ms Gyebi-Ababio is the former Vice-President (Higher Education) at the National Union of Students (NUS) and will primarily support the student side of the review.</p> <p>Prof Ritchie indicated that the review will focus on Senate and its Standing Committees. As part of the process, the consultants will review background documentation (for example, Senate minutes), undertake surveys of Senate members and Standing Committee members, hold a series of individual interviews and focus groups, and observe meetings of Senate and its Committees. She planned to present the findings of the review to Senate in May 2023. She would frame her findings and recommendations within the institutional and legislative context. She encouraged members to engage with the review by way of completing the survey and volunteering for focus groups. The review would primarily be conducted online.</p>
4.	<p>Senate Standing Committees – upcoming business S 22/23 3B</p> <p>This paper was introduced by Dr Paul Norris (Convener of the Senate Academic Policy and Regulations Committee, APRC) and Professor Tina Harrison (Convener of the Senate Quality Assurance Committee, SQAC, and Vice-Convener of the Senate Education Committee, SEC).</p> <p>Dr Norris highlighted some of the business from the January 2023 meeting of APRC:</p> <ul style="list-style-type: none"> • The Coursework Extensions and Special Circumstances task group intends to bring proposals forward to APRC’s next meeting, with a view to putting in place some potential policy changes for 2023-24. • The Committee agreed the process for considering on a case by case basis any proposals for variations to academic regulations and policies for particular courses / programmes / Boards of Examiners – by Convener’s action in consultation with Committee members. To date, two cases relating to External Examiners had been handled in this manner. • Thirty-six individual student concessions have been handled by Convener’s action between the September and January meetings, with the majority relating to authorised interruption of study and extensions.

Professor Harrison provided an update on the business conducted at SEC's January meeting, which she convened in Professor Harmon's absence. This included an update on the Curriculum Transformation Programme, an issue which Senate will consider under Item 6 of the agenda.

Professor Harrison also noted that SQAC's upcoming work will focus on annual reporting (for example, for Academic Appeals, Complaints, and Student Support Services) along with considering changes to the annual quality monitoring templates for Schools.

A member raised concern regarding allegedly transphobic Personal Tutors being assigned to students who identify as transgender.

Lucy Evans (Deputy Secretary, Students) confirmed that under the new Student Support Model, the pastoral support for students will be undertaken by professional services staff including Student Advisers. Training will be developed to raise awareness, knowledge and understanding of gender identity, transgender people and their experiences.

Senate noted the paper.

In response a question, Tom Ward (Director of Academic Services) outlined the Senate Standing Committees are establishing two new task groups to coordinate assessment and feedback activities. One group will focus on strategy and policy, the other on guidance, procedures, data, systems and evaluation. To date, two of the Committees have discussed the memberships and remits for the task groups, and have made suggestions for some refinements including regarding representation from elected members of Senate. Members were invited to contact Tom Ward if they have further comments on the proposed task groups.

5. Senate Elections 2023/24 & Senate Standing Committees 2023/24

S 22/23 3C

Ms Olivia Hayes, Academic Policy Officer, Academic Services, introduced the paper, inviting Senate to consider a series of options outlined in the paper and its appendices.

Senate approved the appointment of Returning Officer and Deputy Returning Officer for the Senate elections. Senate considered two alternate processes for allocating terms of office to successful candidates for election to Senate, with Ms Hayes noting that Court Services had confirmed that either process is compatible with the Senate Election Regulations. Senate agreed by majority vote a process whereby voter preferences are utilised to allocate terms of office to successful candidates (see Option B, paragraph 26 of the paper). Senate approved the later of the two potential timelines for receiving nominations and conducting voting for the elections, starting with a call for nominations opening on 1 March 2023, as set out in Appendix 1, on the grounds that this would allow Court to consider its recommendations for Senate Assessors (which would have implications for the conduct of the elections) at its meeting on 27 February 2023.

Senate noted the technical amendment to Appendix 4 of the Senate Election Regulations, adding the Provost to the list of Ex Officio members (in place of the former Senior Vice-Principal role).

Senate approved the timeline, process and Returning Officer for elections to Senate Standing Committees, as set out in paragraphs 30-34.

Senate discussed the proposal to exclude Senate Assessors from the overall count of elected Senate members as outlined in Appendix 3, making the following points:

- Were Senate to recommend that Court change the Senate Election Regulations, it would need to hold off the nomination and election process for elected academic staff members until after Court had met to consider the proposed change.
- It was not clear whether the proposed amendment was compatible with Ordinance 212. From one perspective, Ordinance may imply that the Senate Assessors should be counted with elected academic staff in Senate, in which case under the proposed amendment the total elected academic staff membership could exceed the 200 to be elected under the Ordinance. It was noted in reply that the Ordinance's provision for election 200 at-large academic

members does not limit the number of ex officio members who can also be elected, currently including the Academic Staff member on Court who is elected but not counted towards the 200 at-large elected staff.

Senate supported by majority vote to seek Court approval for amending the Senate Election Regulations to exclude Senate Assessors from the overall count of elected Senate members. Academic Services would seek legal advice before seeking Court approval for this amendment at the meeting on 27 February 2023.

6. Curriculum Transformation presentation and papers

6.1 Curriculum Transformation Framework

S 22/23 3D

6.2 Curriculum Transformation Resources

S 22/23 3E

These papers were introduced by Professor Colm Harmon (Vice-Principal, Students), and accompanied by presentations from Dr Jon Turner (Director of the Institute of Academic Development), Professor Iain Gordon (Head of the College of Science and Engineering, CSE), Professor Holly Branigan (Head of the School of Philosophy, Psychology and Language Sciences, PPLS), Dr Philip Larkman (Director of Teaching for the Deanery of Biomedical Sciences, BMS) and Niamh Roberts, (President, Edinburgh University Students' Association). In their introductions, and in response to questions from Senate members, they made the following points:

- Curriculum Transformation is a major long-term investment project for the University. It aims to improve the University's educational experience for students and educators and provides an opportunity for cross-disciplinary study, innovation and creativity in education and positive changes to University systems and process.
- The first paper (Paper 3D) provides an overview of the proposed Undergraduate Curriculum Framework. This includes four programme archetypes, which allow for disciplinary depth and learning beyond the home discipline. The Framework also includes challenge courses, which intend to draw on institutional strengths allowing for programme-level learning, experiential learning and enrichment opportunities, drawing on expertise not only from University staff but also potential external input.
- The project is working towards September 2026 implementation to allow for a phased roll out. The second paper (Paper 3E) sets out the proposed approach to developing the case for investment for the successful implementation of the project. The project team recognises that staff workload and morale issues will create challenges for implementing the project, and the team will need to work with stakeholders to identify appropriate ways to reconcile these issues. In response to a query, the project team confirmed that the consultancy costs set out in the paper remain within the £50k limits required for procurement.
- The project team plans to bring forward separate proposals in relation to the Postgraduate Taught dimension of Curriculum Transformation in due course.
- CSE intends to pilot a challenge course on sustainability to explore the issues, including timetabling, scaling and governance, which would need to be addressed ahead of a broader roll out of challenge courses. It has established a scoping group with representatives from across Schools to develop the challenge course.
- PPLS has used Curriculum Transformation as a catalyst for discussions around pedagogy and curriculum, including discussions about ways to implement Curriculum Transformation within each of the School's subjects. As a result of these discussions, the School has identified some challenges and tensions, for example that introducing new mandatory elements to programmes could reduce flexibility for students to transfer between programmes.
- BMS have used Curriculum Transformation as an opportunity to consider how to offer cross-disciplinary collaborative courses in the early years of its programmes. The Deanery is committed to offering challenge-based courses to its students. However, its prior experiences of developing an interdisciplinary challenge-based course (Our Changing World) highlighted some of the challenges associated with developing courses that are relevant and accessible to students across the University.

- The Students' Association believes that the project offers improved opportunities for students including the development of real world skills, increased competitiveness in the job market, improved employability with graduates equipped with skills across disciplines, and improvements in assessment and feedback.

Senate members made the following points:

- Some members, including student representatives, commended the project's focus on challenge courses, and thought that they should be available across all years of programmes, not just in years one and two, as students are more likely to have the skills to benefit from these courses in later years. However, some members felt that it would be difficult to design challenge-based courses capable of accommodating large numbers of students from a range of disciplinary backgrounds while delivering a high quality student experience, and also had concerns that large-scale courses could lead to increased utilisation of guaranteed hours teaching staff contracts. In some cases, members thought it may be more appropriate for Schools to develop new challenge courses embedded within their disciplines. Members had mixed views on the terminology of 'challenge' courses, since it could imply that other courses did not challenge students.
- Members supported the project's student-led (rather than teaching-led) approach to learning.
- In addition to developing skills in interdisciplinary learning, the project should assist students to develop general academic skills such as academic English.
- While the project needs to take account of the requirements of professional and statutory bodies, it should not treat professional programmes as separate when implementing the project. Professional programmes will be particularly good at delivering some aspects of Curriculum Transformation, and the project should enable other programmes to learn from their expertise.
- While the timelines for implementing the project are ambitious, they do allow Schools and Deaneries a reasonable length of time for piloting, testing and development of the curriculum and approaches to teaching and learning. While the University will need to determine certain elements of programmes in advance of UCAS deadlines for the admissions cycle for 2026-27 entry, there will be opportunities to work through implementation in a phased way.
- The project appeared to assume increased investment in central University structures, systems and processes. However, the University's current arrangements can create impediments to Schools and Deaneries developing interdisciplinary teaching at a local level, and some members thought that the project should focus on removing these barriers to enable organic local developments. When planning for implementation, the project should consider how to develop the University's staff and culture, and models of teaching, as well as systems and processes.
- Some members felt that the papers did not provide enough clarity regarding the proposals and direction of travel to allow them to decide whether to support them.

Following discussion, Senate supported by majority vote the proposals outlined in Paper D for:

- The continued development and design of key elements of the undergraduate curriculum framework (programme archetypes, challenge courses, experiential learning, enrichment elements and curriculum design principles); and
- The next steps for in-depth engagement with Schools and Deaneries on their response to the framework to inform its further development and the preparation of a detailed plan and timeline for implementation.

Senate also supported by majority vote the continued development of the case for investment, phased implementation and risk management needed to support the delivery of the curriculum transformation project, as set out in Paper E.

6.3 Senate Oversight of the Curriculum Transformation Programme

S 22/23 3F

Dr Tamara Trodd introduced this paper, which aimed to clarify Senate's role in regulatory and superintending the teaching and discipline of the University in relation to the Curriculum Transformation Programme.

Senate members made the following points in relation to motion 3.1 (which proposed that formal approval of the package of strategic, regulatory, and academic policy changes relating to the CTP, and all other such changes from the CTP under Senate's remit, be reserved to full Senate) and motions 3.2 and 3.3 (which proposed that the delayed implementation of the programme be used as an opportunity to review the CTP approach, and that the outcome of this review be discussed at the May 2023 meeting of Senate):

- While Senate should make the strategic academic changes regarding Curriculum Transformation, motion 3.1 would require Senate to make quite detailed decisions on a wide range of aspects of academic policy and regulations. Were Senate to pass this motion, it may need to hold additional meetings in order to get through the relevant business. Requiring formal Senate approval for arrangements for piloting aspects of the CT Framework could inhibit innovation.
- Motion 3.1 would involve a substantive change in the delegation of the powers from Senate to the Committees. The externally-facilitated review of Senate and Committees is reviewing the relationship between Senate and its Committees, and it would be more appropriate for Senate to hold off any decisions on the delegation of powers to the Committees until the conclusion of the review.
- It may prove difficult to interpret motion 3.1 in practice, since, while some decisions would relate unequivocally to changes associated with Curriculum Transformation, others may be aligned to Curriculum Transformation but not associated with the project as such (for example, where Schools or support services propose to change their own programmes in advance of the full implementation of Curriculum Transformation in order to anticipate elements of the CT vision or archetypes).
- The proposed review arrangements set out in motions 3.2 and 3.3 were not aligned with the direction of travel that Senate had just approved in relation to agenda item 6.1.
- It would be challenging to undertake the proposed review in time for the May 2023 Senate meeting.
- The proposed review would have resource implications, and the paper does not set out the practical implications of redirecting resources to the review from other activities.

One Senate member, Prof Tina Harrison, proposed amendments to motions 3.1, 3.2 and 3.3:

Proposed amendment to 3.1: "This motion asks that major strategic elements of changes to existing academic policy and regulations relating to the implementation of the Curriculum Change Programme come to Senate for approval, as currently intended. However, ALL changes to relating to Curriculum Transformation should not be reserved to full Senate, recognising the existing governance arrangements in place which provide Senate Standing Committee with authority to make decisions on changes to academic policies and regulations. From a governance perspective the Curriculum Transformation Board has the responsibility to maintain oversight of the project and make recommendations to the University Executive and Senate Education Committee."

Proposed amendment to motions 3.2 and 3.3: "This motion proposes that the extended planned implementation date of CTP and a more explicit element of phasing provides an opportunity to undertake in-depth engagement with all Schools and complete work on the investment case and implementation plan (throughout the remainder of AY22/23), and asks that Curriculum Transformation Board reviews progress and plans once this work has been done, and reports on that review to the first meeting of Senate Education Committee and Senate at the start of academic year 2023/24."

Some Senate members felt that the wording of the proposed amendments (for example, where they varied from the original motions) was not sufficiently clear to allow for a vote. Given that there was insufficient time left in the meeting to redraft the amendments, and that some Senate members

	reported that their laptops were running out of power (which would have prevented them from voting) Senate agreed to defer decisions on Paper 3F to a subsequent meeting. In the meantime, the Vice-Principal (Students) offered to meet with the authors of the paper to discuss the issues they raised, and to explore potential ways to reframe their proposals.	
7.	Senate Role in the Response to People and Money Crisis	S 22/23 3G
	<p>In advance of Senate discussing Paper 3G, as a matter arising from the previous Senate meeting, Professor Dave Robertson provided an update on People and Money. He recognised that the implementation of PAM has placed intensive pressure on parts of the University and created significant resourcing issues. He indicated that, in order to address issues associated with PAM, the University was taking pragmatic steps focussing on six lines of work, including research finances, training, and streamlining back office processes. He also reported that Internal Audit is preparing proposals for an independent review of PAM.</p> <p>Since Senate was no longer quorate, and the meeting had already overrun the scheduled time by 30 minutes, the meeting of Senate was adjourned at 5:30pm, before discussion of this item was complete. The President of Senate indicated that he would communicate a date for a reconvened meeting as soon as possible, taking account of scheduled industrial action and diary constraints.</p> <p>At the conclusion of the meeting, Senate members made some comments on the scheduling, duration and timing of Senate meetings:</p> <ul style="list-style-type: none"> • In the interests of time it would be useful to take Senate papers as read and to provide updates in written format rather than as presentations, or alternately to limit the length of any presentations. • While it is proving challenging for Senate to complete its business in the three hours, in the past Senate was able to complete its business in an hour. • Meetings of Senate should finish at their scheduled end time in order to enable the participation of all members. • While there was a case for scheduling Senate earlier in the day in order to facilitate participation from colleagues with caring responsibilities, scheduling Senate on a Wednesday afternoon allows for the participation of staff and students as the University generally avoids scheduling teaching during this time. Student representatives were particularly supportive of scheduling Senate for Wednesday afternoons. 	
8.	Supporting a Negotiated Resolution to Industrial Action as an Academic Priority To approve	
	Senate did not reach this item before adjourning the meeting.	
9.	Legal Context of Senate Motions	
	The paper for this item was not coming forward to the February meeting of Senate.	
10.	Honorary Degrees Withdrawal Procedure	
	Senate did not reach this item before adjourning the meeting.	
11.	Senate Standing Committee Membership – outstanding membership items	
	Senate did not reach this item before adjourning the meeting.	

ITEMS FOR FORMAL APPROVAL OR NOTING

12.	Laigh Year Regulations
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	Senate did not reach this item before adjourning the meeting.
13. Research Strategy Group update	Senate did not reach this item before adjourning the meeting.



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus

Wednesday 29 March 2023 at 1:30-4:30pm

Online meeting

Microsoft Teams

DRAFT MINUTES

ATTENDEES: Peter Adkins, Steve Anderson, David Argyle, Michael Barany, Chris Beckett, Christine Bell, Shereen Benjamin, Daniel Bilc, Richard Blythe, Tom Booth, Julian Bradfield, Holly Branigan, Mary Brennan, Aidan Brown, Tom Bruce, Adam Budd, Celine Caquineau, Leigh Chalmers, Siddharthan Chandran, Alan Convery, Hope Conway-Gebbie, Sam Coombes, Mariana Costa Cruz Santos, Jeremy Crang, Juan Cruz, Sarah Cunningham-Burley, Jo Danbolt, Jamie Davies, Matuikuani Dax, Anne Desler, Charlotte Desvages, Simone Dimartino, James Dunlop, EUSA VP Education, Jite Eferakorho, Constantinos Eleftheriou, Lucy Evans, Daniel Friedrich, Stuart Gilfillan, Iain Gordon, Kim Graham, Liz Grant, Richard Gratwick, Yong Guo, Lorna Hamilton, Tobias Hansen, Tina Harrison, David Hay, Elaine Haycock-Stuart, James Hopgood, Jenny Hoy, Andrew Hudson, Emma Hunter, David Ingram, Aditi Jain, Tobias Kelly, Meryl Kenny, George Kinnear, David Langley, Dave Laurenson, Sam Maccallum, Antony Maciocia, Rebecca Marsland, David Matheson, Peter Mathieson (Convener), Alistair McCormick, Paul McGinty, Gavin McLachlan, Avery Meiksin, Carmel Moran, Shatabdi Mukhopadhyay, Bryne Ngwenya, Robbie Nicol, Paul Norris, Matthew Novenson, Patrick Lennard, Ken Rice, Ella Ritchie, Pablo Schyfter Camacho, Geoff Simm, Hamish Simpson, David Smith, Tim Stratford, Melissa Terras, Tamara Trodd, Uzma Tufail-Hanif, Jon Turner, Patrick Walsh, Stephen Warrington. Robyn Woof, Ben Wynne

IN ATTENDANCE: Sinead Docherty, Arlene Duffin, Olivia Hayes, Barry Neilson, Tom Ward

APOLOGIES: Marialuisa Aliotta, Ruth Andrew, Matthew Bailey, Elizabeth Bomberg, Chandan Bose, Christina Boswell, Laura Bradley, John Cairns, Jane Calvert, Kevin Collins, Andrew Connor, Juan Cruz, Karen Dawson, John Devaney, Lawrence Dritsas, Paul Du Plessis, Murray Earle, Natasha Ellingham, Andrea English, Jay Evans, Darrick Evensen, Suzanne Ewing, Susan Farrington, Bob Fisher, Chris French, Benjamin Goddard, Pia Helbing, Melissa Highton, Aisha Holloway, Laura Jeffery, Zoeb Jiwaji, Linda Kirstein, Simone Lamont-Black, Steff Lewis, Wendy Loretto, Jason Love, Ewa Luger, Catherine Martin, Heather McQueen, Damian Mole, Andrew Morris, Susan Morrow, Jade Naulty, Conchur O'Bradaigh, Diana Paton, Sarah Prescott, Rebecca Reynolds, John Reynolds-Wright, Simon Riley, Niamh Roberts, Ewelina Rydzewska, Marion Schmid, Jo Shaw, Mike Shipston, Izabela Skowronska, James Smith, Sarah Stock, Jonathan Terry, Robert Thomas, Nadia Tuzi, Christopher Weir, Lauren Byrne, Ryan Wereski, Isi Williams, Mark Williams, Alper Yildirim, Ingrid Young,

The Convener, Principal Sir Professor Peter Mathieson, opened the meeting however the meeting did not reach quorum. The meeting is reconvened from 8 February with outstanding agenda items carried forward. Senate proceeded to consider items of business and any items of business deemed contentious would be held over to be considered by a future quorate meeting of Senate.

The Convener reminded members of the etiquette for online meetings including discouraging members from using the meeting chat to make substantial points, reminding them that the chat is subject to freedom of information requests. The Convener noted that Senate Support would

manage any vote's use the Teams voting function, and that non-members in attendance should not take part in any voting that may take place.

The Convener extended his thanks to Mr Tom Ward, Director of Academic Services for his support of Senate. Mr Ward departs from the University at the end of the week.

1. Senate Minutes - S 22/23 4A

- Minutes of Senate meeting held on 8 February 2023

To approve

The following amendments to the minute were raised:

- A correction to include attendees who were in attendance but missing from the record.
- An amendment to item S22/23 3B to minute the concern raised regarding Personal Tutors assigned to transgender students.
- An amendment to item S22/23 3C to reflect the differing viewpoints on Ordinance 212.
- A request to include the rationale for not circulating the paper submitted for Item 9: Legal Context of Senate Motions. It was noted in response that no amendment to this item should be made as the paper was not received at the 8 February meeting. The member noted their agreement for this to be recorded under Matters Arising of the 29 March meeting.
- A request to revise the minute of S22/23 3D & 3E to reflect the critical tone of discussions.

A request was made to record the majority associated with votes undertaken at Senate. The Senate Clerk would investigate whether numbers can be included for previous meetings.

Senate deemed the 8 February minutes contentious. The minute will be revised in light of comments and presented for approval at a future meeting of Senate.

A member raised a discrepancy in the 12 October minute. The member requested that section 2.1 (Minutes of Senate meeting held on 12 October 2022) be amended by including the following text:

A number of amendments were submitted and incorporated in advance of the meeting. There was a discrepant recollection about paper 2I (point 10 of the minutes), namely whether Senate had agreed to "approve" the paper formally. This was clearly and distinctly recalled by the member raising the point, but not reflected in the informal meeting notes or draft minute. In the interest of time, the convener was asked to allow this to be noted without a formal motion to that effect, but declined to do so.

The revision was deemed uncontentious and, though Senate was not quorate, it agreed to accept the amendment to the 12 October minute.

2. Matters Arising - Verbal Update

- **Senate Elections and Amendment to Senate Election Regulations [Minutes of 8 February 2023 meeting of Senate, Item 5]**

Senate reached quorum during consideration of this item.

Ms Olivia Hayes, Clerk to Senate, provided an update on the Senate and Senate Standing Committee Elections. There were 130 vacancies on Senate with 98 nominations received. An early review of nominations indicate that an election would be held in the CAHSS non-Professorial category to determine successful candidates. An election would be held to

determine the terms of office in the CAHSS Professorial, CSE non-Professorial and CSE Professorial categories. The nomination period closed at 12noon, Wednesday 29 March.

A member requested that nominations in the CMVM Professorial and non-Professorial categories be reopened.

Ms Hayes noted that significant effort had been made to generate interest in the elections and that a further extension to the nomination period would impact on the election timelines previously advertised as well as the support available to conduct the elections.

The nomination period for Senate Standing Committees has closed. An election would be held for the Senate Education Committee to determine successful candidates.

The results of the Senate and Senate Standing Committee elections would be declared and published by the 19 May.

A member raised concern regarding the advice provided to Court by Academic Services, external legal advisors and Legal Services on a proposed amendment to the Senate Election Regulations approved by Senate at its 8 February meeting. The member was basing his comments on a summary of legal advice which was provided in an open Court paper relating to the relevant Court meeting, the member believed that the paper contained two factual errors which they considered significant.

The Convener noted that Court received legally privileged and confidential advice on the amendment and Court agreed not to adopt the amendment. The Convener agreed that Court would be advised of the challenge to the legal advice received, subject to feedback received from Legal Services on the comments raised by the Senate member.

The University Secretary agreed to return this item to Court noting the challenge to the legal advice and Court would be responsible for determining how to proceed.

- **External Review – update on timelines**

The Convener provided an update on the timelines for the completion of the Senate External Review. Due to a high level of engagement with the review, the timescales for presenting emerging findings and submission of the final report have been extended.

Senate would receive a presentation of emerging themes and findings at its meeting on 24 May with the final report to be received in June.

- **Legal Context of Senate Motions/ Context of Some Recent Member Contributed Papers**

A member noted that a paper titled *Legal Context of Senate Motions/ Context of Some Recent Member Contributed Papers* submitted for inclusion in the 8 February meeting and included on the 8 February agenda marked as 'to follow'. A revised version of this paper was submitted on 8 March but was not included on the 29 March agenda (which was a continuation of the February meeting) on the grounds that it was not part of Senate's business in February. The authors objected to the assertion that the paper was not part of Senate's February business noting that it was listed on the 8 February agenda and not withdrawn by the authors. The paper outlined what the authors considered to be the legal context of the limitations of Senate's powers and challenges experienced in proposing a Senate response to the University travel policy.

The member noted the following concerns on behalf of the paper authors:

- The authors raised concern that a request to change the paper for submitted on 8 February was received.
- The authors view is that the decision to withdraw the paper is contradictory to the Standing Orders and that no document formally approved in law, by Senate or by Court can be relied on for provided a basis for not permitting the paper to be included.
- The authors raised objection to the decision to withdraw the paper from the 29 March meeting and requested that the paper be included in the 29 March meeting. The authors noted that the decision to withdraw the paper raises serious concerns with the actions of the Convener which suggest a desire to suppress criticism.

The following points were made:

- Legal advice had been obtained which stated that the Standing Orders can be relied on and are instructive and of assistance in determining which person or body is responsible for determining what matters are put before Senate at a meeting of Senate. This position is supported by advice from the University's Legal Services team and external legal advice. The Principal, as President of the Senate, had received professional legal advice on this issue and was entitled to rely on that advice.
- The Sustainable Travel Policy is a critical issue and the policy impacts on the ability of staff to undertake their job within a reasonable framework. There is a cumulative effect of policies, including the Sustainable Travel Policy, which Senate members would like an opportunity to discuss at Senate. It was noted by Legal Services that the legal advice provided did not state that any particular matters were unable to be discussed at Senate.

The Convener noted that an earlier version of this paper focussed on the author's opinions about legal matters which were contrary to the legal advice received, and that the decision not to circulate the paper was based on legal advice that the paper fundamentally misrepresented the law and may materially misdirect Senate as to legal matters, rather than a desire to suppress criticism nor prevent discussion on particular topics as suggested.

The University Secretary noted that the language within the paper could be damaging if received out of context and without accompanying advice from the University's Legal Services team.

The Convener would consider receiving the paper at a future meeting of Senate. Any future inclusion of the paper on a future Senate agenda would be accompanied by a paper prepared by Legal Services given ongoing concerns about the accuracy of the author's statements on legal issues.

3. Laigh Year Regulations - S 22/23 4G

To approve

Ms Olivia Hayes, Clerk to Senate, introduced this item which was presented to Senate for approval. Court and Senate are jointly responsible for approving the Laigh Year Regulations.

Senate reached quorum and approved the Laigh Year Regulations as presented.

4. Senate Oversight of the Curriculum Transformation Programme (CTP) - S 22/23 4B

To note and approve

This item was introduced by Dr Tamara Trodd. There was discussion on this item held at the 8 February meeting of Senate. The paper has been revised following the 8 February meeting and in light of constructive discussions held with colleagues in the interim on the wording of the motions presented.

	<p>Senate members made the following points:</p> <ul style="list-style-type: none"> • The National Student Survey results indicate that something within the existing model is not working and institutional oversight is required to enact change. • Work is ongoing around the decolonisation of the curriculum and discussions on the urgency of the climate crisis, which students wish to see reflected in their studies. • The CTP presents an opportunity for disciplines to come together • Further work is required to support and understand the resourcing and skills required to support the project. Allowing for work on the digital strategy and systems improvements required for the project to continue is essential to ensuring these are ready and adequately tested ahead of being rolled out. • There is a gap in information on the costs associated with the project, for example, the proportion of student numbers on challenge courses and the FTE staffing expected to support challenge courses. This information is required ahead of significant investment being made. • The University's QA processes should support curriculum enhancement and development. It was queried whether QA processes are robust enough to support Schools where feedback indicates difficulties. • Further engagement work will be undertaken by the CTP with Schools to consider how the framework can be adopted in specific disciplines and areas. This is also intended to establish pinch points where further work is required and to help Schools to understand the resourcing implications of the project. • There is general uncertainty, confusion and a degree of fear around what is to come from the CTP. Senate members are eager for clarity on key points and details where concern has been raised to be able to consider its support for the work to progress. Members raised concern regarding the transparency of the project and welcomed an ongoing dialogue on the development of the project. <p>Following discussion, Senate approved the amended paper on the following basis:</p> <ul style="list-style-type: none"> • It agreed to adopt Motion 3.1 as presented in the paper. • It agreed to adopt the following amendment to Motion 3.2: <p><i>That the delayed implementation of the programme be used as an opportunity to review the CTP approach in order to minimise the risk of the final CTP design failing to meet approval with Senate. The review should articulate the key features of CTP as it is currently envisaged, and how it will improve the Edinburgh curriculum, with reference to specific features of the proposed new degree programme design; and what arrangements are contemplated for staffing and resourcing new curriculum and course models and associated features including institutional placements?</i></p> <ul style="list-style-type: none"> • It agreed to adopt the following amendment to Motion 3.3: <p><i>That the outcome of this review be discussed at the October 2023 meeting of Senate along with a motion to approve continuing the programme with the direction of travel subject to any revisions arising from the review.</i></p> <ul style="list-style-type: none"> • It agreed to adopt Motion 3.4 as presented in the paper.
5.	<p>Senate Role in the Response to People and Money Crisis - S 22/23 4C To note and approve¹</p>

¹ Court has approved the commissioning, scope, and timescale of an external review of People at Money at its 27 February meeting. This scope includes the impact on academic matters and comments previously provided

Following a short break, Senate did not reach quorum and was inquorate for the remainder of the meeting. Senate agreed to proceed to consider non-contentious items of business.

The Convener, with the agreement of the paper authors, provided Senate with an update on developments related to People and Money which have taken place since the 8 February meeting of Senate:

- An external review into People and Money is in the final stages of being commissioned by the University Court. Paul McGinty, Head of Internal Audit, confirmed that they are proceeding to the invitation to tender stage and that a Senate Assessor to Court will be engaged in the selection of the external reviewer.
- The Principal has engaged Robert Fraser, former Director of Finance at Glasgow and Manchester, as an advisor to the Principal on operational matters relating to the handling of People and Money. This appointment followed consultation with an informal advisory group of some of the independent members of the Court and is separate to the external review and intended to provide support on immediate actions to support improvement.

Dr Stuart Gilfillan introduced the paper. The paper outlines the significant and ongoing consequences and costs resulting from the implementation of the People and Money infrastructure. The paper seeks to formally ensure Senate is kept informed of and involved in the review of People and Money.

Though Senate was no longer quorate, the Convener invited Senate to approve the motions outlined in the paper. All motions were deemed non-contentious and the paper was approved.

6. Supporting a Negotiated Resolution to Industrial Action as an Academic Priority - S 22/23 4D

To approve

This item was introduced by Dr Michael Barany. The provides Senate with a summary on the current industrial action, a continuation of sector-wide industrial disputes of many years running, bears fundamentally on the academic mission of the university. The paper outlines a number of steps to support a negotiated resolution in the best interest of our academic mission.

The Convener of the Academic Policy and Regulations Committee (APRC), Dr Paul Norris, provided an update on decisions taken at a recent meeting of APRC. The Committee considered and approved two temporary variations to academic regulations to mitigate against the impact of disruption on students, in line with the Taught Assessment Regulations:

- APRC approved a temporary variation to permit schools to make changes after the start of a course without the approval of College or consultation with students and external examiners.
- APRC approved a temporary variation to relax the requirement to consult External Examiners when setting examination papers.

The Committee agreed that the temporary variations were urgent and necessary. The temporary variations and guidance on the application of these were communicated to Schools last week.

Though Senate was no longer quorate, the Convener invited Senate to approve the motions in turn.

by Senate. The commissioning and associated costs of the review, and decision on handling of outcomes, sits within the scope of Court's powers rather than being a matter for Senate.

	<p>Senate considered motion 2.1 to be non-contentious and this was approved.</p> <p>Senate considered elements of motion 2.2 to be contentious. Senate approved an amendment to split motion 2.2 as follows:</p> <p><i>2.2a: University management has expressed a commitment to mitigate disruption due to strike action. Senate believes that the only sustainable and effective long-term mitigation in the best interest of students and the university's academic mission is a negotiated resolution that minimises the fact of strike action in the first place.</i></p> <p><i>2.2b: It is a disservice to students, staff, our communities, and our public mission to limp along from strike to strike without comprehensively addressing the underlying issues at stake.</i></p> <p>Senate considered motion 2.2a to be non-contentious and this was approved.</p> <p>Senate considered motion 2.2.b to be contentious and this was not considered. This motion would be considered at the next quorate meeting of Senate. The following comment was made on this motion:</p> <ul style="list-style-type: none"> • The use of the word 'disservice' is not reflective of the efforts by staff in engaging with and attempting to resolve the dispute. <p>Senate considered motion 2.3 to be non-contentious and this was approved.</p> <p>Senate considered motion 2.4 to be contentious and this was not considered. This motion would be considered at the next quorate meeting of Senate. The following comments were made on this motion:</p> <ul style="list-style-type: none"> • There may be unintended consequences of adopting this motion which are not adequately understood. This includes the challenge in achieving and maintaining quorum at Senate, which would be a significant risk to considering time-sensitive and critical decisions as proposed by motion 2.4. <p>Senate considered motion 2.5 to be contentious and this was not considered. This motion would be considered at the next quorate meeting of Senate.</p> <p>Senate considered the overarching motion 2.6 and sub-motions 2.6.1 and 2.6.4 to be contentious and these were not considered. These motions would be considered at the next quorate meeting of Senate. The following comments were made on these motions:</p> <ul style="list-style-type: none"> • The University is part of national pay bargaining and therefore unable to deviate from the pay scales agreed via this process. • The restoration of pension benefits is dependent on the valuation of the scheme and therefore a decision regarding the benefits and contributions is a decision for the members of the pension scheme. <p>Senate considered motions 2.6.2 and 2.6.3 to be non-contentious and these were approved.</p>
7.	<p>Honorary Degrees Withdrawal Procedure - S 22/23 4E To approve</p> <p>This item was introduced by Ms Lucy Evans, Deputy Secretary, Students. Ms Evans noted that a review of the Procedure was undertaken following Senate's approval to withdraw an Honorary Degree and comments relating to the associated Procedure. Under the revised Procedure the decision to withdraw an Honorary Degree would remain with Senate.</p>

	<p>Though Senate was no longer quorate, the Convener invited Senate to approve the paper. The item was deemed non-contentious and approved.</p>
8.	<p>Senate Standing Committee Membership – outstanding membership items - S 22/23 4F To note and discuss</p> <p>This item was introduced by Mr Tom Ward, Director of Academic Services. This paper provides Senate with an update on the motion from the 12 October 2022 meeting, for the Conveners of the three Senate Standing Committees to propose reasonable additions to their Committees to improve Black and Minority Ethnic (BAME), student, and trade union representation.</p> <p>Mr Ward noted that the principle of the motion is supported, however the mechanisms to achieve this are challenging. In considering the motion, Conveners had consulted with relevant departments for input, including Human Resources and the Students' Association. There is a lack of clarity on how to adequately achieve the principle of the motion and ensuring that other groups with protected characteristics are appropriately represented. The paper authors would value the input of the external review in achieving Senate's request and they recommend that the motion be held over until the external review of Senate has concluded so that changes to membership can be considered as part of the actions and recommendations arising from the review.</p> <p>Senate members made the following points:</p> <ul style="list-style-type: none"> • The University's commitment to decolonisation should extend to the composition of its Committees, including Senate Standing Committees. • Senate first expressed its support for the motion at the 11 August meeting, and again at the 12 October meeting. There has been adequate time and latitude for Conveners to consider and make progress on the actions approved by Senate and as outlined in the motion. <p>As Senate was no longer quorate, the Convener invited Senate to reach a decision on the paper. The item was deemed contentious and no action agreed.</p>

ITEMS FOR FORMAL APPROVAL OR NOTING

9.	<p>Research Strategy Group update - S 22/23 4H To note</p> <p>Senate noted the paper.</p> <p>Senate members raised the following points on the item:</p> <ul style="list-style-type: none"> • The report does not include reference to anti-casualisation measures and it would be useful for the Research Strategy Group to consider using REF income towards anti-casualisation measures. <p>The Provost, Professor Kim Graham noted that work in this area is underway and being led by the Director of Human Resources, James Saville.</p>
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THE UNIVERSITY *of* EDINBURGH

Electronic Senate

Report of Electronic Business of Senate conducted between Wednesday 26 April – 10 May 2023

Unconfirmed Minute

1. Resolutions (e-S 22/23 3 A)

Senate considered the draft Resolutions below and offered no observations.

No. 8/2023: Undergraduate Degree Programme Regulations

No. 9/2023: Postgraduate Degree Programme Regulations

2. Conferment of the title of Professor Emeritus / Emerita (e-S 22/23 3 B)

Senate agreed to confer the title of Professor Emeritus / Emerita on those professors listed in the paper.

3. Communications from the University Court (e-S 22/23 2 C)

Senate formally noted the communications. Comments were received from three members and were passed to the author of the report.

4. College Academic Management Structure 2023/24 (e-S 22/23 3 D)

Senate noted the College Academic Management Structure 2023/24. Comments were received from one member and noted by the author of the report.

5. Report from Knowledge Strategy Committee (e-S 22/23 3 E)

Senate noted the report of the Knowledge Strategy Committee. Comments were received from two members and were passed to the author of the report.

SENATE**24 May 2023****Supporting a Negotiated Resolution to Industrial Action as an Academic Priority****Description of paper**

1. This paper recognises that the current industrial action, a continuation of sector-wide industrial disputes of many years running, bears fundamentally on the academic mission of the university. It outlines a number of steps to support a negotiated resolution in the best interest of our academic mission.

Action requested / Recommendation

2. The paper asks Senate to adopt the following motions. These motions are independent of each other and some are open to amendment for alternative approaches, so it is suggested that they be considered for votes and amendments as six distinct items.
 - 2.1. Senate recognises that the matters subject to industrial action, regarding compensation, contracts, and working conditions, are fundamental to the immediate and long-term success of the university's academic mission. Diminished real-terms compensation, pay gaps, casual contracts, and unsustainable workloads in our university and the sector directly threaten the university's ability to foster the best possible teaching, learning, and research.
 - 2.2. University management has expressed a commitment to mitigate disruption due to strike action. Senate believes that the only sustainable and effective long-term mitigation in the best interest of students and the university's academic mission is a negotiated resolution that minimises the fact of strike action in the first place. It is a disservice to students, staff, our communities, and our public mission to limp along from strike to strike without comprehensively addressing the underlying issues at stake.
 - 2.3. Senate asks the university executive, as a matter of academic priority, to concentrate strike mitigation efforts on promoting a negotiated national resolution. Senate believes that publicly leading on this issue, above and beyond the benefits of progress regarding the issues under dispute, has the potential to give Edinburgh an invaluable reputation as a pro-staff and pro-student leader in the sector.
 - 2.4. As any academic policy changes or exceptions necessarily trade off with the primary goal of promoting a negotiated resolution, Senate expects strike-related concessions to be presented to Senate as a whole for approval, and this supersedes the delegation of authority to Senate standing committees where applicable. As with other matters approved by the whole Senate, it is anticipated that the relevant committee (typically APRC) would develop and approve recommendations; the Exception Committee retains its powers to approve exceptional urgent cases that cannot await full Senate consideration.
 - 2.5. In recognition of the limitations of national negotiation and the specific pertinence of Edinburgh's high cost of living and the university's large financial resources relative to the sector, our recent university-wide successes in securing income, as well as the cumulative effects of pay erosion in the sector, Senate believes it to be of academic importance that the current university review of pay grades and spine points pursue a significant increase in the reference spine points across *all* pay grades.

- 2.6. Senate believes that a fair and effective national resolution to the current industrial action should involve the following components, and calls upon The University of Edinburgh leaders to commit publicly to at least these minimum criteria:
 - 2.6.1. Immediate pay rises in line with inflation combined with a credible plan to reverse longer-term pay erosion with superinflationary pay rises over the next 5-10 years.
 - 2.6.2. A credible and measurable plan to close gender, ethnic, and disability pay gaps.
 - 2.6.3. A credible and measurable plan to eliminate precarious employment practices and address excessive workloads.
 - 2.6.4. The restoration of pension benefits to the maximum extent possible under a new USS evaluation on the nearest achievable timeline.

Background and context

3. The university has been subject to repeated industrial dispute and strike action in recent years as an outcome of a sector-wide failure to address concerns regarding compensation and working conditions.
4. The University of Edinburgh has consistently had among the highest ballot turnouts and highest votes in favour of industrial action, a reflection of conditions here and of staff commitment to addressing them.
5. Strike action disrupts both teaching and research, lowering the quality of both in the short term in order to promote changes that will benefit both in the long term, if university employers commit to a reasonable settlement.
6. Any national role played by The University of Edinburgh in seeking a positive resolution on these issues to date has not been well publicised. This is a massive missed opportunity for leadership in a sector strongly dependent on reputation and goodwill.
7. Academic Senate has thus far not been directly involved in these disputes beyond (typically via its committees) approving and reviewing local mitigations to strike action. In its August 2022 meeting, Senate agreed in general terms with committee convenors that the issues under dispute should be given more prominence in committee papers, and that recognised unions should have representation on Senate committees. The latter expectation was reaffirmed by vote in Senate's October 2022 meeting. There has been little movement reported on either of these agreements as of this writing.

Discussion

8. The industrial dispute has been widely discussed in and beyond this university and will be familiar to members of Senate. This paper is not the place to sum up the facts and issues in the dispute.
9. Rather, the purpose here is to articulate the obvious Senate interest in these issues and to articulate that this should translate into more direct Senate ownership of the academic dimensions of the university's response to the dispute.
10. Regarding Senate delegation of power and approval of concessions, it is noted that Taught Assessment Regulation 70, typically invoked to justify strike-related exceptions from APRC, refers to disruptions "beyond the University's control" and must in any case prioritise academic judgement and standards. This paper affirms that in an employer-employee dispute the employer cannot reasonably claim that progress toward resolution is beyond its control, certainly not in a way akin to extreme weather and loss of facilities (the examples given in TAR 70.1). Moreover, this paper affirms that local and sectorial approaches to the matters under dispute are rightly included in consideration of academic standards, and it is for Senate to interpret the academic implications of proposed mitigations in that light.

Resource implications

11. The paper advocates actions related to the responsible long-term management of university resources for the sustainability and success of the university and sector.

Risk Management

12. The paper recognises that the only effective mitigation of strike risk and the risks to excellence and sustainability due to degraded compensation and working conditions comes from a durable negotiated national resolution to industrial action.

Responding to the Climate Emergency and Sustainable Development Goals

13. The university's effectiveness in responding to these is directly dependent on the long-term sustainability of the university and sector and its conditions of teaching and research.
14. Good governance of the USS pension fund may correspond to fund management that better respects these priorities.

Equality and Diversity

15. These are core issues of the industrial dispute whose resolution has been largely sidestepped to date.

Communication, implementation and evaluation of the impact of any action agreed

16. Senior management to communicate approach and progress in national negotiation, as well as developments on local conditions including pay scale review. Evaluation to take place via regular quality assurance and review functions of Senate.

Consultation

17. This paper is drawn from national and local conversations over industrial action.

Further information

Author(s)

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Dr Steven Morley
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Presenter(s) (if required)

To be determined.

Freedom of information

OPEN

Senate

24 May 2023

Resolutions – Personal Chairs

Description of paper

1. This paper is presented to Senate for consultation in accordance with the procedures for the creation of Resolutions as set out in the Universities (Scotland) Act 1966.

Action requested / Recommendation

2. Senate is invited to make observations on the following draft Resolutions:

- No. 10/2023: Foundation of a Personal Chair of Human Robot Interaction
- No. 11/2023: Foundation of a Personal Chair of Architectural History and Theory
- No. 12/2023: Foundation of a Personal Chair of Buddhist Studies and Indian Religions
- No. 13/2023: Foundation of a Personal Chair of Landscape and Wellbeing
- No. 14/2023: Foundation of a Personal Chair of Comparative Public Policy
- No. 15/2023: Foundation of a Personal Chair of Innovation in Food Systems
- No. 16/2023: Foundation of a Personal Chair of the Sociology of Health and Illness
- No. 17/2023: Foundation of a Personal Chair of Bilingualism and Language Development
- No. 18/2023: Foundation of a Personal Chair of Comparative Social Policy
- No. 19/2023: Foundation of a Personal Chair of Documentary Film
- No. 20/2023: Foundation of a Personal Chair of Public Policy and Democratic Innovation
- No. 21/2023: Foundation of a Personal Chair of Practical Philosophy
- No. 22/2023: Foundation of a Personal Chair of Coastal and Marine Archaeology
- No. 23/2023: Foundation of a Personal Chair of Cultural Anthropology
- No. 24/2023: Foundation of a Personal Chair of Contemporary Jewish Cultural History
- No. 25/2023: Foundation of a Personal Chair of Art History
- No. 26/2023: Foundation of a Personal Chair of Gender and Politics
- No. 27/2023: Foundation of a Personal Chair of Behavioural Genetics
- No. 28/2023: Foundation of a Personal Chair of Interpersonal Relationships in Education
- No. 29/2023: Foundation of a Personal Chair of Cognitive Neuropsychology
- No. 30/2023: Foundation of a Personal Chair of Social Research on Inequality
- No. 31/2023: Foundation of a Personal Chair of Interdisciplinary Design Studies
- No. 32/2023: Foundation of a Personal Chair of Political Theory
- No. 33/2023: Foundation of a Personal Chair of Science, Technology and Innovation Studies
- No. 34/2023: Foundation of a Personal Chair of International Security
- No. 35/2023: Foundation of a Personal Chair of Biblical Criticism and Biblical Antiquities
- No. 36/2023: Foundation of a Personal Chair of Music Psychology
- No. 37/2023: Foundation of a Personal Chair of Medieval Art
- No. 38/2023: Foundation of a Personal Chair of Pragmatics
- No. 39/2023: Foundation of a Personal Chair of Archaeology of the Roman Empire
- No. 40/2023: Foundation of a Personal Chair of South Asia and International Development
- No. 41/2023: Foundation of a Personal Chair of U.S. History
- No. 42/2023: Foundation of a Personal Chair of Epistemology
- No. 43/2023: Foundation of a Personal Chair of Anthropology and Health
- No. 44/2023: Foundation of a Personal Chair of Translation Studies
- No. 45/2023: Foundation of a Personal Chair of Seventeenth-Century Literature
- No. 46/2023: Foundation of a Personal Chair of Syntax and Semantics
- No. 47/2023: Foundation of a Personal Chair of Research Collaboration
- No. 48/2023: Foundation of a Personal Chair of Neurophilosophy of Agency and Free Will
- No. 49/2023: Foundation of a Personal Chair of Innovation and Entrepreneurship
- No. 50/2023: Foundation of a Personal Chair of Brain Imaging

No. 51/2023: Foundation of a Personal Chair of Veterinary Anatomy
No. 52/2023: Foundation of a Personal Chair of Forensic Pathology
No. 53/2023: Foundation of a Personal Chair of Glial Cell Biology
No. 54/2023: Foundation of a Personal Chair of Veterinary Anatomic Pathology
No. 55/2023: Foundation of a Personal Chair of Nephrology
No. 56/2023: Foundation of a Personal Chair of Bowel Cancer UK/RCSEd Colorectal Cancer Surgical Research
No. 57/2023: Foundation of a Personal Chair of Student Learning in Primary Care
No. 58/2023: Foundation of a Personal Chair of Regenerative Nephrology
No. 59/2023: Foundation of a Personal Chair of Rheumatology
No. 60/2023: Foundation of a Personal Chair of Medical Oncology (Cancer Informatics)
No. 61/2023: Foundation of a Personal Chair of Vertebrate Developmental Biology
No. 62/2023: Foundation of a Personal Chair of Educational Development and Student Learning
No. 63/2023: Foundation of a Personal Chair of Genetic Engineering
No. 64/2023: Foundation of a Personal Chair of Palliative and Supportive Care
No. 65/2023: Foundation of a Personal Chair of Integrative Endocrinology
No. 66/2023: Foundation of a Personal Chair of Critical Care and Epidemiology
No. 67/2023: Foundation of a Personal Chair of Digital Biomarkers and Precision Medicine
No. 68/2023: Foundation of a Personal Chair of Computational Protein Biology
No. 69/2023: Foundation of a Personal Chair of Veterinary Dermatology
No. 70/2023: Foundation of a Personal Chair of Neurodegenerative Disorders and Clinical Trials
No. 71/2023: Foundation of a Personal Chair of Bioinformatics
No. 72/2023: Foundation of a Personal Chair of Experimental Hepatology
No. 73/2023: Foundation of a Personal Chair of Small Animal Gastroenterology
No. 74/2023: Foundation of a Personal Chair of Veterinary Public Health Education
No. 75/2023: Foundation of a Personal Chair of Healthcare for Older People
No. 76/2023: Foundation of a Personal Chair of Neuroscience and Mental Health
No. 77/2023: Foundation of a Personal Chair of Neurology and Epidemiology
No. 78/2023: Foundation of a Personal Chair of Autophagy and Cellular Homeostasis
No. 79/2023: Foundation of a Personal Chair of Cardiovascular Imaging
No. 80/2023: Foundation of a Personal Chair of Behavioural Neuroscience
No. 81/2023: Foundation of a Personal Chair of Geomorphology
No. 82/2023: Foundation of a Personal Chair of Speech Technology
No. 83/2023: Foundation of a Personal Chair of Observational Cosmology
No. 84/2023: Foundation of a Personal Chair of Experimental Planetary Science
No. 85/2023: Foundation of a Personal Chair of Land System Science
No. 86/2023: Foundation of a Personal Chair of Sustainable Energy Systems
No. 87/2023: Foundation of a Personal Chair of Rock Physics
No. 88/2023: Foundation of a Personal Chair of Ecology and Disease
No. 89/2023: Foundation of a Personal Chair of Statistics and Data Science
No. 90/2023: Foundation of a Personal Chair of Earth Observation
No. 91/2023: Foundation of a Personal Chair of Computer Systems and Architecture
No. 92/2023: Foundation of a Personal Chair of Computational Neuroscience
No. 93/2023: Foundation of a Personal Chair of Statistical Signal Processing
No. 94/2023: Foundation of a Personal Chair of Renewable Energy Technology and Policy Innovation
No. 95/2023: Foundation of a Personal Chair of Fluid and Suspension Dynamics
No. 96/2023: Foundation of a Personal Chair of Electronics and Information Engineering
No. 97/2023: Foundation of a Personal Chair of Geography & Interaction
No. 98/2023: Foundation of a Personal Chair of Mineral Physics
No. 99/2023: Foundation of a Personal Chair of Flavour Physics
No. 100/2023: Foundation of a Personal Chair of Communications Engineering
No. 101/2023: Foundation of a Personal Chair of Theoretical Astrophysics
No. 102/2023: Foundation of a Personal Chair of Optical and Wireless Communications
No. 103/2023: Foundation of a Personal Chair of Biomedical Informatics

- No. 104/2023: Foundation of a Personal Chair of Neutron Spectroscopy
- No. 105/2023: Foundation of a Personal Chair of Impulsive Dynamics
- No. 106/2023: Foundation of a Personal Chair of Chronobiology
- No. 107/2023: Foundation of a Personal Chair of Chemical Biotechnology
- No. 108/2023: Foundation of a Personal Chair of Mechanistic Cell Biology
- No. 109/2023: Foundation of a Personal Chair of Mathematics of Data Science
- No. 110/2023: Foundation of a Personal Chair of Future Governance, Public Policy and Technology
- No. 111/2023: Alteration of the title of the Personal Chair of Geometry and Physics

Background and context

3. The Universities (Scotland) Act 1966 enabled the University Court to exercise by Resolution a wide range of powers, including the creation of Chairs. The Act sets out the procedure for making Resolutions and stipulates that the Senate, the General Council and any other body or person having an interest require to be consulted on draft Resolutions throughout the period of one month, with the months of August and September not taken into account when calculating the consultation period.

Discussion

4. Attached to this paper is draft Resolution No. 10/2023: Foundation of a Personal Chair of Human Robot Interaction as an example. All the Resolutions founding Personal Chairs follow the same format. Draft Resolution No. 111/2023: Alteration of the title of the Personal Chair of Geometry and Physics is also attached.

Resource implications

5. The approval processes includes confirmation of the funding in place to support the Chairs.

Risk Management

6. There are reputational considerations in establishing Chairs which are considered as part of the University's approval processes.

Responding to the Climate Emergency and Sustainable Development Goals

7. N/A

Equality and Diversity

8. Equality and diversity best practice and agreed procedures are adopted in appointing individuals.

Communication, implementation and evaluation of the impact of any action agreed

9. Via Court's report to Senate.

Consultation

10. The statutory process for the creation and renaming of Chairs requires consultation with Senate and the General Council prior to approval by the University Court.

Further information

Author(s)

Kirstie Graham
Deputy Head of Court Services
May 2023

Presenter(s) (if required)

Freedom of information

Open paper

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 10/2023

Foundation of a Personal Chair of Human Robot Interaction

At Edinburgh, the Nineteenth day of June, Two thousand and twenty three.

WHEREAS the University Court deems it expedient to found a Personal Chair of Human Robot Interaction:

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 Human Robot Interaction 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 Human Robot Interaction 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 twenty three.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 111/2023

Alteration of the title of the Chair of Geometry and Physics

At Edinburgh, the Nineteenth day of June, Two thousand and twenty three.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Geometry and Physics founded by Resolution 4/2022;

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 Geometry and Physics shall hereafter be designated the Chair of Physical Mathematics;
2. This Resolution shall come into force with effect from 1 August Two thousand and twenty three.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

Senate**24 May 2023****Proposal to extend Scotland's Rural College's (SRUC) Accredited Institution status to Postgraduate Research Provision.****Description of paper**

1. A proposal to extend the current Accredited Institution status of SRUC from taught degrees to include the provision of University of Edinburgh validated postgraduate research provision.

Action requested

2. Following in principle approval of the proposal at the annual Accreditation Committee meeting and endorsement by Senate Quality Assurance Committee, Senate is asked to APPROVE the proposal.

Background and context

3. The University has a long-standing accreditation arrangement with SRUC in relation to specific undergraduate provision. SRUC currently does not have its own taught degree awarding powers, but offers degrees that are accredited/validated by either the University of Edinburgh or the University of Glasgow. This means that students studying on one of the validated programmes receive a University of Edinburgh (or University of Glasgow) degree depending on the specific degree arrangement.
4. In order to maintain oversight of standards and quality of University of Edinburgh degrees delivered by SRUC, there is an appropriate reporting structure and validation arrangement in place whereby the University, as the degree awarding body, judges specified programmes developed and delivered by SRUC as being of an appropriate standard and quality to lead to a University of Edinburgh award, thereby granting SRUC status as an Accredited Institution of the University. The University maintains oversight of this arrangement via an Accreditation Committee (involving senior staff from each institution) which meets annually. The accreditation arrangement is governed by a memorandum of agreement and the overall arrangement is reviewed as part of the external institutional review conducted periodically by the Quality Assurance Agency.
5. SRUC have submitted a proposal to the University to extend the current accreditation arrangement to include postgraduate research (PGR) provision. Currently, SRUC's involvement in PGR provision is via joint supervisory relationships on University of Edinburgh degrees. Extending the accreditation arrangement to PGR provision would mean devolving responsibility for the entire PGR process to SRUC (in specific agreed areas) following a validation process. Students studying on validated PhD programmes would receive a University of Edinburgh degree delivered by SRUC. Due diligence on this proposal has been carried out. This proposal is a modest extension of an existing arrangement supported by a mature relationship between two institutions which works well and ongoing monitoring arrangements.

Discussion

6. The following activities have been carried out as part of due diligence work:

Prior to the Accreditation Committee meeting

7. Consultation with Schools that have existing joint PhD supervision arrangements with SRUC (RDSVS, Biological Sciences and GeoSciences), outlining the proposal and asking them to comment on the appropriateness of the research environment and the skills and experience of academic staff to supervise PhD students. All Schools responded positively to the proposals, the research environment and supervision by academic staff. One School noted benefit to students and collaboration of a University of Edinburgh co-supervisor. Joint supervision arrangements will still be possible.
8. Consultation with the Institute for Academic Development (IAD) on SRUC's postgraduate researcher and supervisor training and support, as set out in the document that SRUC has submitted for accreditation purposes. The response from IAD was positive, noting arrangements were clearly set out and supported.
9. Consideration of the draft PGR degree and assessment regulations by the Dean of Postgraduate Research, College of Science and Engineering (CSE), and the then Director of Academic Services, including responding to comments in the draft. Overall the draft was found to be thorough and, for the most part, the regulations align with current University of Edinburgh regulations (they do not need to be exactly the same, but comparable), and any variations were minor and appear appropriate to the SRUC context. Senate Academic Policy and Regulations Committee (APRC) would have responsibility for approving any regulations which differ significantly. No major issues were identified, beyond amending the regulations to make it explicit that the University of Edinburgh's Senate will be responsible for making awards in relation to the programmes covered by the regulations. The PGR Handbook and Code of Practice submitted by SRUC as part of the proposal was highly commended by the Dean of Postgraduate Research, CSE.

The Accreditation Committee meeting

10. The Accreditation Committee held its annual meeting on 5 April 2023. As well as considering the routine business, the meeting was extended to consider the proposal. Additionally, membership of the meeting was expanded to ensure postgraduate research provision expertise. The following supporting documents were considered at the meeting:
- SRUC PhD Concept Note
 - SRUC PhD Business Case
 - Postgraduate Research Programme Draft Regulations
 - Research Environment Statement
 - Current SRUC PGR Handbook and Code of Practice
11. The Committee was advised that no major concerns has been identified through the due diligence and a number of minor queries were answered to the

satisfaction of the University at the meeting. The Committee was also advised that the comments in the draft regulations had been responded to and that these would be returned to SRUC. Otherwise, none of the documents submitted received any substantive comments.

12. The Accreditation Committee confirmed its support in principle for the proposal.

Senate Quality Assurance Committee (SQAC) meeting

13. At its meeting on 27 April 2023, the Committee discussed and endorsed the proposal to extend Scotland's Rural College's (SRUC) Accredited Institution status to Postgraduate Research Provision 20230427agendapapersweb.pdf (ed.ac.uk) (Paper G)

Prior to the Senate meeting

14. The University's responses to comments in the draft regulations were returned to SRUC to help with finalising the regulations and the Dean of Postgraduate Research, CSE was involved in this process.

15. Although not a requirement, the Convener of APRC considered the final version of the regulations and was content that they are in line with the University's.

Next steps

16. Following approval of the programme, the Accreditation Committee and SQAC will be asked to approve a report of the approval and the inclusion of the new programme under the accreditation arrangements. Thereafter, a memorandum of agreement will be developed, either as an extension to the existing one, or as an additional document using the existing one as a basis.

Resource implications

17. Financial arrangements for managing the proposed accreditation will be discussed as part of the development of the Memorandum of Agreement.

Risk management

18. The due diligence exercise is part of risk management of collaborative activity.

Responding to the Climate Emergency & Sustainable Development Goals

19. Not applicable.

Equality & diversity

20. We are not aware of any issues at present. SRUC is leading on the development of an equality impact assessment and the University will consider and feed into this. As part of the annual report for accredited undergraduate provision, SRUC report on data for gender, ethnicity and disability and equality and diversity.

Communication, implementation and evaluation of the impact of any action agreed

21. The outcome will be reported to SRUC. See above for next steps. The University maintains oversight of the arrangement via an Accreditation Committee which meets annually.

Author

Presenter

Professor Tina Harrison and Nichola Kett *Professor Tina Harrison*

15 May 2023

Freedom of Information *Open*

Senate**24 May 2023****Legal advice in relation to the paper
"Context of Some Recent Member Contributed Papers"****Background and context**

1. This paper has been prepared to supplement the background and legal advice set out in the Senate paper titled "Further Information on the Powers of Senate" dated 5 October 2022 prepared on behalf of Academic Services and Legal Services in relation to the Sustainable Travel Policy (**Powers Paper**) – a copy of this paper is **annexed**.
2. At the Senate meeting on 12 October 2022 (**October 2022 meeting**), Academic Services and Legal Services submitted the Powers Paper for Senate to note. At that meeting, the Principal endorsed the Powers Paper and accepted Legal Services' advice therein. The University Secretary indicated to the Senate that if there were any further questions on this topic, they should be submitted to Senate Support and she would arrange for Legal Services to provide a response for the next Senate meeting.
3. No such questions were submitted to Legal Services. However, on 29 January 2023, four members of academic staff submitted Paper S 22/23 3 to Senate Support titled "Legal Context of Senate Motions" (**First Paper**). The First Paper raised various concerns and questions about the Powers Paper and the way their concerns about the Sustainable Travel Policy had been addressed (although as noted above, these questions were not addressed to Legal Services and Legal Services was given no opportunity to comment on them).
4. On 3 February 2023, prior to the next Senate meeting on 8 February 2023 (**February 2023 meeting**), the Principal, in his capacity as President of Senate, formally determined that the First Paper would not go forward to the February 2023 meeting and instead requested that the authors put forward a summary of any queries or concerns about the legal advice in the Powers Paper they had to Legal Services.
5. On 8 March 2023, Senate Support was sent a revised paper by the same authors titled "Context of Some Recent Member Contributed Papers" (**Revised Paper**). The Revised Paper has been shared for the Senate meeting on 24 May 2023.

6. In light of the fact that the Revised Paper in effect asks Senate to disregard the legal advice provided (because it argues that the legal advice provided previously is incorrect, and that the solicitors who prepared that advice have not applied the proper rules of statutory interpretation), Legal Services has instructed external legal advisors Brodies LLP (**Brodies**) to consider the issues raised in both the First Paper and the Revised Paper. In summary, Brodies wholly agree with every aspect of the legal advice provided by Legal Services on both papers. Brodies has also been asked to provide advice in preparation of this supplementary paper, and a Brodies partner and solicitor advocate is therefore listed as a co-author of this advice alongside a Senior Solicitor and Legal Manager in the Legal Services team. The matters addressed below seek to respond to each point raised by the authors in the Revised Paper. Although Legal Services' position in respect of some of these matters has already been dealt with previously in the Powers Paper, any repetition below is deliberate and to avoid any further misunderstandings or concern that Legal Services has not responded to all matters raised.

Action requested / recommendation

7. Senate is invited to note this supplementary paper along with the Powers Paper and take no further action in response to the Revised Paper as it relates to the legal advice previously provided.

Discussion

8. Legal Services and Brodies consider that the Revised Paper should be approached with caution by Senate members as it does not accurately reflect the correct legal approach to interpreting Senate's powers, the Principal's powers as President of Senate, or the effect of the Standing Orders as outlined below. Where the remainder of this paper refers to Legal Services, it reflects the views of both Legal Services and Brodies.
9. We appreciate that at paragraph 4 the authors of the Revised Paper say: "*We do not undertake to represent these others' perspectives or rationales except to report what we were told in the course of the events described.*" However, it has been felt necessary to prepare this advice because we consider it appropriate to ensure that Senate is provided with impartial legal advice from legally qualified solicitors if it is being asked to consider questions relating to the law or comments by individuals with no legal training on legal advice previously provided by qualified solicitors. We also consider that some aspects of the Revised Paper do not fully reflect the legal advice provided and materially misdirects Senate as to the law.

Principal's actions in respect of First Paper

10. At paragraph 40 of the Revised Paper, the authors provide a summary as to why their First Paper was not submitted to the Senate meeting in February 2023. However, that summary omits the following important context which we consider Senate should be aware of:
- a. The First Paper was prepared without input from Legal Services and on many points made in the paper, the purported legal position was contrary to the advice of Legal Services (and therefore by definition, our view was that the First Paper was wrong on the law). The First Paper also described the legal advice provided in respect of Senate's legal powers using inflammatory language, such as claiming the legal advice provided was "preposterous". However, the authors had not raised any questions with Legal Services regarding that advice before seeking to circulate the First Paper which contained this allegation about the accuracy of the legal advice provided. This approach by the authors may have led to Senate disregarding what was, in our view - and the view of our external legal advisors - correct legal advice.
 - b. Legal Services also sought to address the authors' questions about the First Paper via an exchange of emails. However, it drew this correspondence to a close when one of the authors alleged that Legal Services was refusing to disclose to the authors the details on which it relied to provide its Legal Advice, despite Legal Services having confirmed to that author that its approach was set out in full in the Powers Paper. In light of this allegation, Legal Services ceased direct correspondence with the authors.
 - c. It would have been irresponsible to share the First Paper with Senate as Senate members should not be expected or invited to decide legal issues in the absence of proper legal advice or input.
 - d. Given the legal errors contained in the First Paper, it could have encouraged Senate to act in ways contrary to its legal powers, which could expose the University to legal risk, including the potential that Senate makes decisions which are unlawful.
11. Academic Services and Legal Services reject the suggestion at paragraph 43 of the Revised Paper that members of Senate were prevented from raising issues of concern. As noted above, the issue with the First Paper being shared with Senate is that it did not accurately reflect the legal position of Senate's powers, and sought to direct Senate on legal issues while choosing not to seek legal advice before doing so (and indeed contradicting legal advice previously provided). No legal advice has been provided to the effect that Senate is not permitted by law to discuss any particular topics. Legal Services would also re-iterate that its advice does not relate to Senate's ability to make its views known on any particular issue, nor the value of Senate's contributions on any matters – it is about the much narrower question of what Senate's powers are *under the law* in relation to

resourcing decisions, not what Senate's role should or should not be under the University's internal governance arrangements.

Response to Appendix 1 – The President's Power to Suppress Duly Submitted Papers

12. We are concerned that in Appendix 1 of the Revised Paper the authors do not provide a wholly complete picture of what they were told by Legal Services (including in the advice provided in October) about the relevance of the Standing Orders in interpreting whether the Principal, as President of Senate, has the power to consider and rule on the order of the Billet, including preventing an item from being entered on the Billet.
13. In particular, Legal Services is concerned with the accuracy of the authors' summary of the meeting on 24 February 2023 with Legal Services. In particular, the authors say *"Legal Services stated ... that the Powers Paper is intended to establish only that the custom of the President deciding the Billet and vetting papers ... is not contradicted by the Standing Orders. The custom does not reflect a power directly given by the Standing Orders. We think the Standing Orders do indeed appear to contradict this claimed power for the reasons above, but it is important nonetheless that Legal Services say the power is customary rather than established in the Standing Orders"*.
14. In the quote outlined above, the authors mischaracterise what was said at that meeting by Legal Services in which they explained the meaning of paragraphs 31-35 of the Powers Paper. What was stated in the discussion with the authors was that the Senate Handbook reflected a custom of the President approving the agenda for routine business and that any items must be within Senate's remit, in the sense that this is how the University has, as a matter of fact, chosen to deal with the issue of approval of Senate agendas. However, this is not the same thing as claiming that this power is customary rather than established in the Standing Orders. That is, Legal Services take the view that the Standing Orders can be *relied on* and are *instructive* and of *assistance* in determining which person or body is responsible for determining what matters are put before Senate at a meeting of Senate (which is the question we were asked to address). Legal Services does not consider that the President's power in relation to determining the Senate agenda is customary rather than established by the Standing Orders.
15. Legal Services accepts that the Standing Orders do not expressly address the issue of what person or entity approves agenda items (it would not have been necessary for the University to seek legal advice on the matter had this been the case). However, consistent with the practices at other institutions and meetings

more generally that power has to fall to someone.¹ Having regard to the University's Standing Orders, in particular Standing Orders 6 and 7, Legal Services considers that determining what is on the Billet of a Senate meeting is a power given to the President of Senate, as opposed to: (i) the Senate as a whole or: (ii) no one at all.

16. As is clear from the circumstances, it would be unworkable for every situation to be provided for by way of legislation or policies, therefore it is appropriate to rely on accepted legal principles of statutory interpretation to determine what powers Senate and the Principal have in practice.
17. The conclusion drawn in paragraph 34 of the Powers Paper has regard to Standing Order 6 and in particular the phrase "*subject to the discretion of the President*" which, in our view, affects or controls the matters of business which could be stated in the Billet and effectively means that the President has the power "to rule as to what is on the order of business", as opposed to that power being restricted to deciding in what sequence items appear on an agenda that has already been set (noting that the language of Standing Order 6 refers to what happens during, not prior to, a Senate meeting).
18. The Revised Paper makes a number of further arguments in favour of its position that Standing Order 6 only permits the President of the Senate to change the order of items on the Billet, and that no person or entity has any power to determine what is actually on the Billet.
19. Firstly, the Revised Paper states that the Standing Orders apply "*a number of conditions*" to Senate members when submitting motions. These conditions in relation to an item appearing on the Billet are that the motion is communicated in writing to the Secretary in time to be entered on the Billet (Standing Order 10). We do not find it persuasive to suggest that this condition implies that Standing Order 6 should be read only as relating to the order of matters on the Billet which has already been set under Standing Order 7 ("*The Billet for any Ordinary Meeting shall be established seven days before the Meeting*"). The authors' proposal would mean that anything must, by law, be included on Senate's agenda even if wholly inappropriate or outwith the legal powers of Senate, and regardless of how many papers are submitted in any given period, because no person or entity has any element of control over this.
20. Secondly, the Revised Paper states that "*The Standing Orders consistently refer to the set of agenda items as the Billet, and we feel in this light it would be incorrect*

¹ For example, other Scottish ancient Universities expressly provide for certain entities to control the agenda of Senate meetings. Where Standing Orders are silent then the responsibility for determining the contents of the agenda can default to a governing committee of the body sponsoring the meeting (which is not applicable here) or "its chairman" (i.e. the President of Senate).

to read “the order of business” in Standing Order 6 as a one-off additional synonym to Billet in a way that suggests President discretion as to what is on the Billet in the first place”. We agree that there are different ways that Standing Order 6 could be interpreted. However, we consider that deciding whether the order of items in an agenda (that has already been set under Standing Order 7, which is silent on how the Billet is established) can be changed would be a trivial matter to enshrine in legislation. As noted above, we consider that the power being given by law here is that the Billet – i.e. what is on the Billet - is “subject to the discretion of the President”. In summary, it is clear for the reasons set out above that someone must be responsible for determining the contents of the Billet, and in the absence of any express provisions, such as those found in other ancient Scottish Universities' Standing Orders, that falls to the President of Senate.

21. Thirdly, the Revised Paper states that *“The Universities Scotland Acts of 1858 and 1889 explain that University Court scrutinises and regulates Senate decisions, and hears appeals from those who might challenge such decisions. That this power is explicitly given to the University Court further suggests to us that this power is not meant to be exercised at the President’s sole discretion.”* From a legal perspective we find this unpersuasive in relation to the Revised Paper’s interpretation of the Standing Orders. The observation here is simply that Court is the legal persona of the University and so – like any other body within the University – any decisions or actions by Senate are subject to Court control. The discretion over meeting agendas in Standing Order 6 is not comparable to Court’s status as the legal persona of the University and does not assist in this regard, but is rather a wholly understandable power to ensure the effective running of Senate.
22. We would further note that Standing Order 5 states that *“If at any Meeting the attention of the President be drawn to the fact that a quorum is not present, those in attendance may provisionally deal with such unopposed business as the President shall judge to be of a non-contentious character.”* This clearly provides a level of discretion to the President to decide what business may be discussed in these circumstances, at the President’s sole discretion. Our interpretation of Standing Order 6 is consistent with this.

Response to Appendix 2 - Senate's Powers Respecting Resources and Academic Matters

23. We refer to Appendix 2 of the Revised Paper and the views expressed about Senate's powers and the meaning of the word "control". In particular, Legal Services is keen to ensure that Senate is not misled by the views expressed in the

Revised Paper that Senate is not precluded from making decisions with resource implications because of the authors' understanding of the meaning of the word "control" in the relevant legislation, which they argue is akin to "regulate" or "audit".

24. The authors suggest that, in not relying on contemporary dictionary definitions, Legal Services has erred in law as to how statutory interpretation is to be approached. As set out in the Powers Paper, the interpretation of the word "control" is to be considered by reference to its ordinary meaning in the context of the legislation (including the powers of the Senate as set out in s. 7(1) of the 1889 Act and the definition of academic boards set out in s. 21(1) of the 2016 Act) and having regard to its purpose. It is not the correct approach to legal interpretation to rely solely on dictionary definitions from contemporary dictionaries, and the author's assertion that this approach supports their view of the law being correct, and Legal Services' and external solicitors' view of the law being incorrect, should not be accepted by Senate.
25. If the definition of what is within Senate's remit under the law was as the authors suggest, Senate's remit would essentially be the same as that of Court in the sense that Senate could determine under the law how the University's money is spent and how internal resources are allocated, provided that the matter under consideration in some way impacted academic work or matters. However, Senate has no legal personality whereas Court is the legal persona of the University and, under the 1889 Act, has power to administer and manage *the whole revenue and property of the University*. As a result of this, Senate cannot hold property in its own name, cannot enter into contracts, cannot sue or be sued, and has no budget with which to administer any resourcing decisions: see paragraph 28 of the Powers Paper. It would therefore be unworkable in practice for Senate to be entrusted with all the powers and responsibilities by law which the authors assert it has. This is a fundamental legal issue which the Revised Paper fails to address or acknowledge.
26. We note that the authors of the Revised Paper quote the definition of Senate in the 2016 Act, and ask "in what sense is Senate "responsible"" in the context of its legal powers. The authors then go on to say that "*we understand the relevant laws to describe Court as responsible for the corporate governance of the university and Senate as responsible for academic matters.*" We understand why the authors take this view, however the legal impact of this reading is not as stated in the Revised Paper.
27. Firstly, the Revised Paper fails to address that the section of legislation quoted here is not conferring powers or legal responsibilities onto Senate. It is a definition of what the 2016 Act refers to as an "academic board" which means "*in relation to [a University] the body which is responsible for the overall planning, co-ordination, development and supervision of the academic work of the institution, and*

discharges that responsibility subject to the general control and direction of the [University Court]". This does not directly confer any responsibilities *under the law* to Senate itself (which, as noted above, is legally impossible) – it simply notes that within the legal structure of the University, an academic board will be responsible for academic work and not any other part of the organisation. It does not make that academic board (i.e. Senate) responsible for this *at law* in the same way that the University Court is responsible at law, nor does it provide legal powers that Senate can assert within the University to override existing governance arrangements.

28. It is therefore legally incorrect to assert – as the Revised Paper does – that “*the relevant laws...describe Court as responsible for the corporate governance of the university and Senate as responsible for academic matters*”. The relevant laws in fact make Court responsible for every legal obligation, including the effective operation of Senate. As explained above, it is not possible for Senate to have responsibilities under the law because it is not a legal entity and is therefore incapable of being legally responsible for anything in the manner suggested by the Revised Paper (i.e. in the sense that it can assert any form of legal power to override the existing governance structures of the University in the manner suggested in the Sustainable Travel Policy paper).
29. This is of course not to say that Senate is not responsible for these issues *within the University*; and we fully appreciate that Senate members will have a range of views on how Senate operates. The issue here is the approach the authors take in suggesting that Senate has powers *set out in law* to, for example, direct the University Executive in the manner set out in the Sustainable Travel Policy paper in a way that ‘overrides’ the actual internal governance structures of the University. The authors state that “*We feel it is important to the notion of responsibility, in particular, that Senate is empowered (subject to Court oversight) to disagree with the actions or advice of the Executive or subject matter experts therein or consulted thereby*”. We do of course understand that some Senate members may feel Senate should have a different relationship with (for example) the University Executive; however, there is no legal basis to say that Senate is empowered *by law* to take any particular action in relation to the University Executive that does not already exist within the University governance structures that Court has determined should apply; nor that Senate can take any action involving spending University resources that Court, or the relevant governance body within the University, has not already agreed to (or agreed to delegate the relevant decision making powers) in accordance with existing governance arrangements.
30. As stated in paragraph 29-30 of the Powers Paper, Senate does not have the power under the law to control how Court implements policies and procedures which carry financial implications or direct the University Executive to take any particular action in this area (which is of course quite a different thing from

expressing disagreement with a decision of the University Executive or any other University body). To do so would lead to problems given Court's oversight responsibilities and would be contrary to the clear intention of the legislation and the role of Court. Put simply, the law does not provide Senate with a route to direct the University Executive to take, or refrain from taking, any particular action. The authors may believe that Senate should be able to direct the University Executive in this way, but it is not something the law empowers Senate to assert in the absence of this being the actual governance arrangement within the University.

31. The conclusion that there are aspects of power held by the Court and Senate which are "mutually exclusive" (in the sense that only Court has the power to decide matters relating to the Sustainable Travel Policy) is justifiable having regard to the way in which Parliament has legislated to divide the roles and responsibilities of Court vis-à-vis Senate. The legislation clearly intends for Senate and Court to have specific roles, with resourcing decisions lying with Court, and Senate being the body within that regulates and superintends the teaching and discipline of the University and promotes research (see 1889 Act, section 7 (1), which is the definition under law of Senate's role). It is clear in law that Senate operates under the direction and control of Court, and therefore it cannot itself direct Court to take, or refrain from taking, any action that Court does not wish to take or has not already been delegated to Senate.
32. Our advice as set out in the Powers Paper not only has a clear foundation in law but is also reflected in the practical arrangements around Senate within the University (e.g. that the resources Senate requires to operate are provided by the University Court and that Senate does not have a budget).

Resource implications

33. This paper further clarifies matters addressed in the Powers Paper about the powers of the Principal, Court, and Senate to making decisions about the Sustainable Travel Policy. The production of the advice set out in this paper has had some workload implications for Legal Services.

Risk management

34. Providing Senate with a clear understanding of its legal powers will assist the University to manage its governance, including reducing any risks that the University could make decisions that are vulnerable to challenge on the basis that they are unlawful because Senate did not have the power to take the relevant decision.

Responding to the Climate Emergency & Sustainable Development Goals

35. While the Sustainable Travel Policy is relevant to these goals, the points made in this paper (which relate to the legal powers of Senate) are not directly relevant to those goals.

Equality & diversity

36. While the Sustainable Travel Policy may have equality and diversity implications, the points made in this paper (which relate to the legal powers of Senate) do not have equality and diversity implications.

Communication, implementation and evaluation of the impact of any action agreed

37. This paper is not seeking a decision, and therefore there is no need to communicate, implement and evaluate the impact of any action.

Authors

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10 May 2023

Freedom of Information

Open

Annex: Further Information on the Powers of Senate, presented to 12 October Senate.

Description of paper

1. The Senate Handbook provides an overview of the legal framework for the governance of the University, including a brief summary of Senate's powers, and those of Court and the General Council.

https://www.ed.ac.uk/sites/default/files/atoms/files/senate_handbook_2022-23.pdf

2. In May 2022, Senate considered a paper that asked Senate to direct the University Executive in relation to an aspect of the Sustainable Travel Policy. While the Principal advised that the item did not fall within Senate's remit, some Senate members have sought clarity regarding the legal position. Since the agenda for Senate's 12 October 2022 meeting includes a new paper on the Sustainable Travel Policy, the University Secretary asked that Legal Services provide Senate with further information on the legal powers of Senate, including in relation to the Sustainable Travel Policy in particular.

3. Key points include:

- The powers of Senate and Court are set out in legislation;
- The powers of Senate are focussed on academic matters, not resourcing decisions;
- Senate's power in relation to resources is the power to administer the revenues and property of the University, subject to the control of Court, but not to control how those revenues are applied in a manner that would allow it to direct the University Executive to take or refrain from taking any particular action in relation to the Sustainable Travel Policy;
- Ultimate control of the Sustainable Travel Policy falls clearly within the scope of Court's powers given the financial implications of that Policy;
- Directing the University Executive to take particular steps in relation to the Sustainable Travel Policy is not within Senate's scope; and
- The President of Senate is entitled to rule as to what is on the order of business and, accordingly, decide that a particular matter should not be put before Senate.

Action requested / recommendation

4. Senate is invited to note Legal Services' advice.

Background and context

Summary

5. Legal Services has been asked to provide legal advice on the powers of the Senatus Academicus' ("**Senate**"). In particular, Legal Services has been asked whether it is within Senate's powers to direct the University Executive to take particular steps (as directed by Senate) in relation to the University's Sustainable Travel Policy (the "**Policy**").

6. We have also been asked to advise on where authority lies to make determinations about what business is put before Senate. In the current context, this would mean which person or body has authority to decide whether a motion to direct the University Executive to take particular steps should be put before Senate.
7. In summary, our advice is that such an action is not within the scope of Senate's powers as set out in law. We also consider that it is for the President of the Senate to determine what business is put before Senate. We have set out more detail for this view below.
8. It should be noted that this advice does not mean that Senate cannot make a decision which has resourcing implications; as set out in this note, Senate's powers include an ability to administer the revenues and property of the University, subject to the control of Court, and that will necessarily include decisions that have resource implications. This paper is limited to the question of whether Senate's powers under law include the power to direct the University Executive to take a particular action in relation to the Policy.

Applicable law

9. Senate's powers are set out in the legislation which established the University. A summary of these powers (and the related powers of the University Court and the General Council) can be found on pages 7, 8 and 9 of the [Senate Handbook](#). The Handbook states that:

“Senate, via its Committees, reviews and has power of approval over the academic elements of [University-wide] projects, while questions of University strategy, resource management and risk management are the responsibility of the University Court, supported by the University Executive.”
10. The powers of Court are set out in legislation and are relevant to an analysis of Senate's powers. This is because Parliament has provided that division of roles and responsibilities intentionally and to recognise the different roles that Court and Senate play within the University.
11. The University Executive's remit in supporting the University Court in relation to resource and risk management is not set out in law, but is instead a function of the Principal's exercise of their delegated responsibilities from Court. This remit includes: (i) agreeing and overseeing the implementation of policies, procedures and plans; (ii) developing and monitoring delivery of University business planning objectives; and (ii) scrutinising items prior to submission to the University Court and its Committees.
12. There is no mechanism for Senate to direct the University Executive in how it fulfils this remit; accordingly, the question is whether such an action is consistent with Senate's powers (and those of Court) under applicable law.
13. It is therefore important that both Court and Senate act consistently with the powers given to them by statute. Failing to do so risks decisions that are vulnerable to challenge on the basis that they are unlawful because either Court or Senate did not have the power to take the relevant decision.
14. There is no explicit reference to decisions on travel policies (nor their status as academic or non-academic matters) or similar matters in the relevant legislation. Accordingly, giving a view on this matter necessarily involves an element of interpretation of the relevant laws, as set out in more detail below.

Discussion – Legal Advice on Scope of Senate’s Powers

Senate’s powers under the Higher Education Governance (Scotland) Act 2016 (the “2016 Act”) and the Universities (Scotland) Act 1889 (the “1889 Act”)

15. The role of Senate, and Senate’s current powers, are set out in section 7(1) of the 1889 Act and section 21 (1) of the 2016 Act. These state that Senate’s role and powers are:

[to be] *“responsible for the overall planning, co-ordination, development and supervision of the academic work of the institution”* [subject to the *“general control and direction”* of Court] (the 2016 Act);

“to regulate and superintend the teaching and discipline of the University and to promote research”; (the 1889 Act)

and that Senate shall:

“continue to possess and exercise the powers hitherto possessed by it so far as they are not modified or altered by the Universities (Scotland) Act 1858, or by this Act...” (the 1889 Act);

16. We have set out below the powers set out in the earlier Act referenced above.

Senate’s powers under the Universities (Scotland) Act 1858 (the “1858 Act”)

17. The 1858 Act states that Senate shall:

“administer the University’s property and revenues, subject to the control and review of the University court...” (emphasis ours)

18. It should be noted that this is a power to “administer” (i.e. spend) property and revenues, not to control such property or revenues.

19. The 1858 Act also established the University Court. Court’s powers include the power to: *“inquire into and **control** the administration by the senatus academicus or principal and professors of any college of the revenue, expenditure, and all the pecuniary concerns of the University...”* (emphasis ours)

20. Therefore, to the extent that Senate had powers in relation to administration of (i.e., the power to spend but not control) revenue under the 1858 Act, these were subject to the control of Court and Court held ultimate responsibility for management of the University’s resources.

21. The powers of Senate and Court were subject to further modification under the 1889 Act.

Court’s powers under the 1889 Act

22. Under the 1889 Act, the powers of Court were amended to include the power to:

“administer and manage the whole revenue and property of the University”; and to *“review any decision of [Senate] on a matter within its competency”*.

23. As noted at para. 15 above, the 1889 Act states that Senate’s powers under the 1858 Act remained unless modified by the 1889 Act. There is a rule of statutory interpretation that

where the provisions of a later enactment are contrary to those of an earlier enactment, the earlier enactment is impliedly repealed.

24. In our view, the language of 'administer' in relation to Senate's powers over property and revenue in the 1858 Act is clearly not the same as to 'control' that revenue (as that term is used in relation to Court's powers under that same Act). However, even if the powers of Senate under the 1858 Act were taken to imply an element of control over University resources (to the extent that Senate would have the power to direct the University Executive to amend the Policy), this would have been impliedly repealed by the language of the 1889 Act, and that power would lie with Court and not with Senate.
25. Accordingly, under legislation, Senate's powers over University resources are to administer funds provided to it by, and under the control of, the Court.

Powers in relation to the Sustainable Travel Policy

26. In light of the above, our view is that ultimate control of the Policy falls clearly within the scope of Court's powers, including its power to "*administer and manage the whole revenue and property of the University*"; and that in contrast, Senate's power is, as per section 7(1) the 1889 Act to: "*...regulate and superintend the teaching and discipline of the University and to promote research*". We consider that issues such as travel costs and provision are clearly a matter for Court, even where such travel is for academic purposes. In practice, Court exercises many of these powers through delegation to the Principal. The Principal is assisted by the University Executive in making decisions in relation to the exercise of these powers.
27. In other words, the powers of Senate are focussed on academic matters, not resourcing decisions; and accordingly, Senate does not have the power to direct the University Executive to take actions in relation to the Policy (including in relation to academic travel), as this goes beyond its power to "administer" resources as set out in the 1858 Act, and would in effect be a "control" of such resources. As noted above, the University Executive is the appropriate decision-making body in relation to the Policy, being the exercise of a delegated function of Court's powers in this regard.
28. This is consistent with other elements of University governance and application of the law. For example, the University Court is the entity within the University which can enter into contracts, sue, and be sued – accordingly, Court must control all policies and procedures that may carry financial implications (and as noted above, much of this work is delegated to the Principal and he is assisted by the University Executive in this regard). This includes matters that may be considered as academic in nature (e.g. the Research Publications Policy).
29. This view is also consistent with the fact that decisions on matter such as the Policy are informed by subject matter experts on the University Executive (e.g. in relation to financial, legal and procurement matters). Under the legislation set out above, there is no role for Senate to challenge or override this advice, nor to seek to direct the University to act contrary to that advice.
30. In reaching this conclusion, it is not relevant from a legal perspective that the Policy may impact on academic matters. There will be a great many decisions about the application of property and revenues that impact academic work (e.g. in relation to estates, finance, information technology, human resources etc.). However, as noted above, Senate does not have the power to control how these are applied (this being a power of Court, as assisted by the University Executive), and therefore Senate does not have the power to

direct the University Executive to take any particular action in this regard. Were Senate to have the power to direct (rather than inform) the University Executive's decision-making on issues such as the Policy, this would be contrary to the clear intention of the legislation and the role of the Court (and therefore the University Executive) as regards the division of these responsibilities under law.

Determining which matters are put before Senate

31. We have also been asked to give a view on which person or body is responsible for determining what matters are put before Senate at a meeting of Senate.
32. We are not aware of any document that expressly states who has authority to rule on what is within the scope of Senate. However, the Standing Orders of Senate (the "**Standing Orders**") assist in this regard.
33. In particular, Standing Order 5 states that the Principal is the President of Senate. Standing Order 6 states that the President determines the order of business at meetings of Senate.
34. We consider that, in giving the Standing Orders their ordinary meaning, the President is entitled to rule as to what is on the order of business and, accordingly, decide that a particular matter should not be put before Senate.
35. We would also note that whether or not the matters referred to above in relation to our advice on powers are put before Senate does not impact our advice on the legality of such a decision (i.e., that such a decision would be outside the scope of Senate's powers even if it were put before Senate).

Resource implications

36. This paper sets out the powers of Court, and Senate, in relation to Senate's powers to direct the University Executive to take or refrain from taking particular action. The production of the advice set out in this paper has had some workload implications for Legal Services.

Risk management

37. Providing Senate with a clear understanding of its legal powers will assist the University to manage its governance, including reducing any risks that the University could make decisions that are vulnerable to challenge on the basis that they are unlawful because Senate did not have the power to take the relevant decision.

Responding to the Climate Emergency & Sustainable Development Goals

38. While the Sustainable Travel Policy is relevant to these goals, the points made in this paper (which relate to the legal powers of Senate) are not directly relevant to those goals.

Equality & diversity

39. While the Sustainable Travel Policy may have equality and diversity implications, the points made in this paper (which relate to the legal powers of Senate) do not have equality and diversity implications.

Communication, implementation and evaluation of the impact of any action agreed

40. This paper is not seeking a decision, and therefore there is no need to communicate, implement and evaluate the impact of any action.

Authors

Presenter

Tom Ward (Director of Academic Services)
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Services)

Tom Ward

5 October 2022

Freedom of Information

Open

Senate

24 May 2023

Context of Some Recent Member Contributed Papers

Description of paper

1. This paper revises Paper S 22/23 3 I (Legal Context of Senate Motions), which was billeted for the 8 February 2023 meeting of Senate but prevented from distribution by decision of the Senate President.¹ We disagree with the reasons given for suppressing the paper. We offer this revision in compliance with the given reasons so that the matters raised are not altogether blocked from Senate's consideration.
2. Senate membership was restructured in 2019-2020 to give a formal majority to elected academic members of Senate. Such members have recently begun to contribute their own papers on matters of university policy and strategy to Senate meetings, and have encountered obstacles to these papers' full consideration. The retained parts of this paper describe some of these obstacles, based on associated written communications, for Senate's information and in support of ongoing consideration of how members may participate in Senate operations.
3. A condensed summary of key points raised about the Standing Orders and applicable law is included in two appendices, so that the revised paper can be circulated intact should the Principal decide again to block consideration of these aspects.
4. For avoidance of doubt, the paper's authors write in our capacities as academic members of the university, including with one exception as academic members of Senate, and not as lawyers nor as representatives of Academic Services, Legal Services, nor the University Executive. We do not undertake to represent these others' perspectives or rationales except to report what we were told in the course of the events described.

Action requested / Recommendation

5. Senate is asked to note this paper.

Background and context

Growing Pains in Senate

6. Following the [Higher Education Governance \(Scotland\) Act 2016](#), in 2019 the university updated the composition of Senate with Ordinance 212, which was first implemented for the 2020-2021 academic year.
7. This update created a majority of positions in Senate to be reserved for elected academic members of staff. The precise role of this new majority in Senate operations has been a matter of some ambiguity and discussion.
8. Following previous practice, most Senate papers and motions since the update to membership have been prepared by university committees, officers, members of the Executive, or their representatives, with professional staff support. These papers accordingly typically go through a process of development that obviates many of the considerations in this paper.
9. Some proposals from elected academic members have been developed in collaboration with or otherwise supported by Academic Services, particularly on procedural and operational matters. While the preparation of these interventions has

¹ Following the Standing Orders, this paper refers to the chairperson/convener of Senate (normally the Principal) as the President.

generally gone smoothly, consideration in meetings of proposals from at-large members has been associated with concerns regarding the President's adherence to the [Standing Orders](#); see e.g. item 6 of the [February 2022 minutes](#) and item 3 of the [November 2021 minutes](#).

10. There have been situations where, for whatever reason, members have wished to develop papers and motions without the advance involvement of Academic Services, or wished to make proposals or articulate positions with which Academic Services or members of the University Executive or their representatives may disagree. The first such paper since the new Senate structure on a matter of university policy, from May 2022, has been the subject of extensive disagreement described below.

A Controversial Policy

11. In 2021, the University Executive adopted a "Sustainable Travel Policy" (STP) which academic staff have found to have significant implications for academic work.
12. Based on the Executive's claim that travel policy was 'owned' by Finance and the Department for Social Responsibility and Sustainability, Senate had not been asked to review or approve the academic implications of this major and controversial policy.
13. A number of Senate members and non-Senate academic staff believed Senate ought to have been consulted regarding the STP's academic implications and that, independent of the development and approval history, Senate had a continuing interest in promoting research by addressing aspects of the STP considered to negatively affect academic work. This group collaborated on a paper submitted on 12 May 2022 for the 25 May 2022 Senate meeting, asserting Senate's interest in the policy and proposing changes.
14. The STP Paper authors (hereafter 'authors') were told on 13 May that the paper would not be included in the May agenda, based on the Executive view that STP was not a Senate matter.
15. The authors replied that they believed duly proposed papers were entitled to consideration under the Standing Orders, irrespective of questions of remit.
16. The paper was eventually billeted "for discussion," and updated upon the authors' requests to "for approval," as the paper requested a vote.
17. The May 2022 Senate meeting was inquorate, so no formal decisions could be made on contentious business. Members of Senate carried a procedural motion to move the STP paper to the top of the substantive agenda for discussion, out of concern for time. The President exercised his discretion under the Standing Orders to retain a number of other items of business ahead of the STP paper.
18. The President prefaced the consideration of the STP paper by saying Senate did not have the authority to approve revisions to the STP but that 'comments would be collated and fed back' for Executive consideration. Some revisions to the policy were subsequently announced.

Scheduling a Special Meeting

19. As several time-sensitive items billeted for approval, including the STP paper, did not receive votes at the May 2022 meeting, a group of Senate members submitted to the President at the May meeting a requisition for a special meeting to complete the remaining business, pursuant to Standing Order 2, which states that special meetings shall be scheduled within 14 days of being called except in exceptional circumstances, and that such meetings are not normally held outside the semester.
20. At the May meeting, the President asserted that a special meeting would not be called due to the impending conclusion of the semester. When challenged, he acknowledged that meetings outside the semester are not precluded and said he would decide with the University Secretary on the urgency of the agenda items in considering whether to honour the requisition. The requisition signers (hereafter "signers") were not approached for comment or information regarding urgency.
21. On 9 June, it was announced to Senate members that the Principal determined that a

special meeting would not be held.

22. The signers immediately objected, appealing to Court and the Principal. A formal note of concern was sent on 9 June to the Rector, expressing concern that by refusing to schedule a duly called special meeting the President pre-empted consideration of a number of time-sensitive matters, with the STP paper noted among these.
23. At the 13 June meeting of Court, according to information shared afterward by the outgoing Senate Assessors, the President reported to Court that there were no outstanding urgent matters from the May Senate meeting.
24. On 17 June, the President reiterated to the signers his intention not to call a special meeting. The signers replied that there was urgent unresolved business and did not see on what grounds the President found a prerogative of assessing urgency and for refusing to schedule a meeting on that basis.
25. On 22 June, the President acknowledged that a special meeting could be scheduled, but it would likely have to wait until August. The requisition signers noted that this would cut out Senate members whose terms ended in July who had prepared to discuss the May business.

Revisiting the Paper

26. The authors did not notice until 10 August, the day before the special meeting, that the STP paper had been left off the agenda. The authors alerted Academic Services to this, noting that the paper was billeted “for approval” in May and had not received a vote, and that they understood the STP paper to be within the meeting requisition.
27. Academic Services did not make the requested correction to the special meeting agenda, stating that they believed that a vote on the STP paper “was outside Senate’s remit” and so the paper was not considered uncompleted business.
28. The authors expressed their disagreement and asked for the paper to be billeted for the next meeting in October.
29. On 22 August, Academic Services stated to the authors that they believed it was the Principal’s role to interpret Senate’s powers as President of Senate and would raise the authors’ request with the Principal.
30. One of the authors continued to discuss the legal and procedural context of the STP paper on behalf of the group and a growing number of interested fellow Senate members with Academic Services, who consulted Legal Services where applicable. This exchange eventually reached an impasse. The corresponding author considered aspects of the advice given to be unclear or unjustified, and was told (taking from a later summary by Academic Services) that “a clear view” had been given that “answered all the substantive questions” raised, in greater detail than required to fulfil the authors’ Senate roles, and that Legal Services were “content that their advice ... remains correct” in view of comments raised.² The corresponding author independently approached Legal Services and was told that they considered direct discussions to be inappropriate without the involvement of Academic Services.
31. On 13 September, it was reported to the authors that the President decided not to put the STP paper as submitted on the agenda, however had offered to include the paper “for comment, not approval”.
32. On 28 September the authors sent the President a detailed explanation of why it was untenable to consider the paper merely “for comment”. The President wrote on 30 September that he did not accept the reasoning but would allow the paper to be put on the agenda with an ‘administrative footnote’ stating “that Senate does not have the power to make binding decisions on this item.”³

² Academic Services have noted that they engaged in a large number of emails, beyond what was reasonably required, and were reasonable to draw a line where they did. The authors appreciated the efforts to be helpful, notwithstanding the impasse.

³ Legal Services stated to a group of the authors in a meeting on 24 February 2023 that their advice was

33. A paper (S 22/23 2 B, henceforth “Powers Paper”) was supplied to explain the legal position of the STP paper and the legal powers of Senate.
34. In the agenda, the STP paper was designated “to comment and endorse” rather than the authors’ requested designation of “to approve”.
35. Prior to the STP discussion, the Powers Paper was presented to Senate for noting. A significant number of members voiced concerns and requested further discussion. The University Secretary asked questions to be directed to Academic Services for follow-up, however no single way forward was formally agreed at the meeting.
36. After a lively discussion of the STP paper, the President noted an apparent consensus without needing a vote, and its analysis and proposals are recorded as “endorsed” in the minutes. No Executive action to implement these proposals has been reported to Senate.

Responding to the Powers Paper

37. In view of the above-noted context, the authors believed the best way forward for their unresolved concerns would be to offer a response to the Powers Paper at the next Senate meeting, on 8 February. This was submitted as an open paper by the deadline to be billeted for that meeting.
38. On 30 January, the authors were notified that Academic Services had discussed the paper with the University Secretary and Legal Services and considered the paper inappropriate for the public domain, so “the paper will go forward for Senate ... as a Closed paper.”
39. On 30 and 31 January, Academic Services presented to the authors some allegations of factual inaccuracy and misrepresentation of Legal Services advice. The authors responded in detail with the factual basis for their claims and their reasons for understanding the allegations as concerning differences of interpretation rather than of fact, and expressed willingness to revise the paper should errors be substantiated.
40. On 3 February, the authors were advised that the paper “will not go forward to the Senate meeting” by decision of the Principal on advice of the University Secretary, Legal Services, and Academic Services. The stated reasons were that the authors were not qualified to provide legal advice, the paper was not an appropriate way to consider legal questions, and Academic Services questioned the likelihood of further dialogue satisfying their concerns about facts and representations. The authors strongly objected to these reasons and to the paper’s suppression.
41. At the invitation of Academic Services, the authors engaged in further written exchanges and eventually a meeting with Academic Services and Legal Services. Further information from Legal Services was appreciated, but did not resolve the disagreements.

Discussion

42. The purpose of this revised paper is to share context that the authors feel should be noted by Senate. The discussion will thus be brief.
43. The authors are troubled by the notion that members of Senate can be prevented from raising matters of interest and concern in Senate. We believe Senate as a whole should be considered competent to see papers, consider motions, efficiently dispatch matters that are not of wider shared interest or concern, and responsibly assess matters where there may be disagreement (even disagreement as to facts).
44. If the majority given to at-large elected members of Senate is to be meaningful, we feel such members should have the freedom to articulate concerns, disagreements, and proposals. We recognise that Senate is still in a process of figuring out what this

specific to the wording of the May paper and did not consider the October update to the paper to which the administrative footnote was attached.

should look like in the context of the revision to Senate membership.

45. We note that the STP paper was ultimately given a hearing (twice) and its proposals ultimately endorsed. We think a lot of valuable academic and professional services staff time, energy, and stress could have been spared by simply permitting the initial effort to bring the matter to Senate.

Resource implications

46. This resource implications of this paper relate to legal considerations omitted in this revision.

Risk Management

47. The risk implications of this paper relate to legal considerations omitted in this revision.

Responding to the Climate Emergency and Sustainable Development Goals

48. N/a

Equality and Diversity

49. The equality and diversity implications of this paper relate to our view of the role of elected members in decision making, which in turn relate to legal considerations omitted in this revision.

Communication, implementation and evaluation of the impact of any action agreed

50. Court Services to communicate to Court to note, as part of the Senate report of this meeting or other appropriate mechanism.
51. The paper is referred to the current Senate External Effectiveness Review.

Consultation

52. See Background and context.

Further information

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Freedom of information

OPEN

Appendix 1. The President's Power to Suppress Duly Submitted Papers

We take as a starting point the advice received from Legal Services that “the Standing Orders in accordance with their ordinary meaning read in their context” is the basis for understanding whether the Senate President has the power to prevent consideration of a timely and seconded paper. We have asked whether there are relevant norms or contexts from common law or standard practices of deliberative bodies that bear on this question, and how we might learn about these if so, and have been told these are not necessary to understand the powers claimed for the Senate President in this instance.

The Standing Orders give a number of conditions that Senate members should meet when submitting motions. Ordinarily, these should be timely and seconded. Further language gives other conditions under which motions may also be considered. To us, this suggests that timely and seconded motions, and by implication timely and seconded papers, are expected to be included in the Billet without further conditions.

The Standing Orders explicitly allocate certain powers to the Senate President, so it is conspicuous to us that the powers of forming or vetting the Billet are not explicitly allocated. The power of deciding to consider exceptional motions is given to “the Senatus” as a whole, which suggests to us that the decision whether to consider a matter is not meant for the President's sole discretion.

One of the powers allocated to the President is to vary the order of business on the Billet (Standing Order 6). We feel it is clear in context that this means the President may alter the sequence in which motions are considered, but this does not speak to whether the President may prevent an item from being entered on the Billet. The Standing Orders consistently refer to the set of agenda items as the Billet, and we feel in this light it would be incorrect to read “the order of business” in Standing Order 6 as a one-off additional synonym to Billet in a way that suggests President discretion as to what is *on* the Billet in the first place.

The Universities Scotland Acts of [1858](#) and [1889](#) explain that University Court scrutinises and regulates Senate decisions, and hears appeals from those who might challenge such decisions. That this power is explicitly given to the University Court further suggests to us that this power is not meant to be exercised at the President's sole discretion.

At a meeting of 24 February 2023, Legal Services stated to a group of the authors that the Powers Paper is intended to establish only that the custom of the President deciding the Billet and vetting papers (as stated in the Senate Handbook, a document based on past practice but not formally approved by Senate or Court) is not contradicted by the Standing Orders. The custom does not reflect a power directly given by the Standing Orders. We think the Standing Orders do indeed appear to contradict this claimed power for the reasons above, but it is important nonetheless that Legal Services say the power is customary rather than established in the Standing Orders.

Appendix 2. Senate's Powers Respecting Resources and Academic Matters

We again take our starting point from Legal Services, in item 8 of the Powers Paper: "Senate's powers include an ability to administer the revenues and property of the University, subject to the control of Court, and that will necessarily include decisions that have resource implications." To this we add the definition of Senate in the 2016 Act as the body "responsible for the overall planning, co-ordination, development and supervision of the academic work of the institution."

In what sense is Senate "responsible", what does it mean to "administer", and what does it mean for Court to "control" this?

We understand the relevant laws to describe Court as responsible for the corporate governance of the university and Senate as responsible for academic matters. As academic matters necessarily have corporate implications, we see the law establishing an expectation that Court have oversight of Senate's academic responsibilities, including the ability to overturn decisions of Senate if they conflict with Court's corporate prerogatives. However, we think the law is clear that Senate is expected to take responsibility in the first instance for the academic work of the institution.

We think the "control" the Court exercises relative to Senate in this context means something like "regulate" and "audit"—a meaning that is consistent with *Oxford English Dictionary* citations for the term from the nineteenth century contexts of the 1858 and 1889 Acts that use this term. This supports the view of Court as providing oversight to Senate's decision making responsibility on academic matters, and not precluding Senate from making decisions with resource implications. Senate must of course expect that Court, as the body with corporate responsibility, has the final say—however, we do not see the law to suggest that Court's final say on resource matters precludes Senate having a say, insofar as they are also academic matters, only that Court's say is indeed the final one if it conflicts with Senate's. Nor do we see the law to suggest that Court's (implicit or explicit) delegation of some matters to the Executive precludes Senate interest in them.

We do not have a good answer to the question of how Senate is "responsible" if the University Executive do not execute the proposals Senate approves or endorses. Ultimately, Senate may rely on the Executive to respect Senate's role, and ultimately on University Court to see that Senate's prerogatives and responsibilities are respected in the operation of this university.

We feel it is important to the notion of responsibility, in particular, that Senate is empowered (subject to Court oversight) to disagree with the actions or advice of the Executive or subject matter experts therein or consulted thereby.

Senate**24 May 2023****Senate Oversight of Estates Provision for Academic Offices****Description of paper**

1. This paper, which has been written and is being presented to Senate at the request of non-Senatorial academic staff, asks Senate to recognise that space provision has significant implications for the conduct of academic work, in particular, research, but also including teaching, and associated administrative tasks; and that therefore university estate planning, in particular strategies and policies governing the allocation of space for academic work, should take into account the views expressed on these matters by Senate.
2. The provision and allocation of work space is an area of university policy which is currently in formation, and new policies and guidelines in this area (for example, the Hybrid Working Policy) are expected to be published shortly. In our view, Senate should be consulted on these discussions sooner rather than later, because of the significant impact, outlined below, of the provision of space on the conduct of academic tasks including research.
3. Specifically, this paper considers the implications for academic research and research-based teaching of the articulation in recent university Space development documents that individual offices for academic staff are no longer supported unless a business case is made in specific cases. It proposes that Senate express the view that this principle should not be adopted or maintained in university Estates development plans unless an evidence-based case is considered and approved by the full Senate.
4. Finally, this paper asks Senate to vote to express the view that for academic planning of estates provision, 'efficient' space use, defined in terms of maximising frequency of use, and numbers of people per square metre, should not take precedence over the working conditions that promote research as a core function of the university, or that support the effective conduct of academic work more broadly, including teaching, supervision, external collaborations and administrative tasks including leadership and citizenship roles.

Action requested / Recommendation

5. Senate is asked to approve the following motions:
 - 5.1. That Senate requests Court to take account of its views on the provision of space where it affects academic work, for instance by altering availability and occupancy of offices for core academic tasks including research, supervision and teaching preparation.
 - 5.2. That Senate requests Court to ensure that current and future Estates development plans make provision for appropriate spaces for academic staff to conduct research and their other contracted work (e.g. teaching, supervision, administration, collaboration with external partners), based on consultation and agreement with academic staff in the relevant areas, and that efficiency and utilisation rates should not be prioritised over the ability

- of staff effectively to conduct research and related academic work on campus.
- 5.3. That the view of Senate is that across the university, designated, single-person cellular offices for academic staff should be understood as a valid requirement, and open-plan or hot desk offices should not be used unless this has been determined appropriate to support research in the relevant subjects (e.g. through consultation with relevant Research committees in the affected areas) and agreed with affected staff.
 - 5.4. That Senate requests the university's current guidelines on academic staff office space are to be brought to Senate for discussion in the next academic year.

Background and context

6. As established by the authors in recent correspondence with the university's Head of Space, the university does not currently have a formal space policy but applies 'space norms' in all capital development projects. The focus of these norms is to ensure the maximally efficient use of space in the context of a growing staff and student population. In this context, efficiency is defined as maximising frequency of use, and increasing the number of people allocated work-space per square metre.
7. The experience of the Covid pandemic has contributed to the university's development of a Hybrid Working Framework, the outcome of which will be a Hybrid Working Policy, expected to be published shortly. The university's ongoing work on this can be consulted here: <https://uoe.sharepoint.com/sites/HybridWorking>. Under the heading 'Work Space Ideas', the current Framework articulates significant implications for university space provision. It adopts principles of 'activity-based working' to guide the provision of space, stating that 'staff can choose the appropriate work setting for the task, rather than all tasks being performed in the same space'. It acknowledges that 'the logical outcome of this shift would be fewer dedicated spaces and more shared spaces.' It envisages a proportion of about 3 in 10 staff working from home or elsewhere on any particular day, stating that, 'a ratio of 7 desks to 10 Full Time Equivalents (FTEs) is more than sufficient for the majority of teams'. Nevertheless, it acknowledges EDI implications in hybrid working and states that no staff will be compelled to work from home if they do not wish to do so. The framework does not mention or discuss the specific space needs of academic work, such as research, teaching preparation, or supervision.
8. New university guidelines for space utilisation are currently being formulated, but some core principles have been asserted across a number of key documents from recent years. The university's Estates Vision, 2017-27 (available here: https://www.ed.ac.uk/sites/default/files/atoms/files/estates_vision.pdf) lists 'accommodating staff in shared spaces to stimulate and enhance collaborative working' as one of eleven 'Priorities' on the front page. The most recent estates guideline document available is the University Estates Guidelines drawn up in November, 2019 (Appendix 1). In key respects this echoes the University Space Enhancement and Management Policy of 2014 (available here: <https://www.ed.ac.uk/files/imports/fileManager/SEMG-policy%20updated%20-%20CMG%204%20March%202015.pdf>). Both the 2014 and the 2019

documents recommend 'open plan environments' over 'traditional enclosed office spaces' and assert the principle that 'multi occupancy offices to be the norm', although 'individual offices' may be approved if a business case is made in particular instances. Plans are provided in the 2019 document, showing that if allocated space in individual offices, 20 academic staff take up 240 square metres, but in an open-plan office, 20 academic staff will occupy only 201 square metres (which however appears not to include the additional space required for bookable meeting rooms). This document asserts the advantages of greater collaboration and more opportunities for staff-student interactions in open-plan working, and cheaper heating and service costs, without providing evidence to support these claims. It suggests that 1:1 meetings with students can be booked into meeting rooms, and telephone calls can be 'taken outside', which has the added benefit for staff of 'more moving about and fresh air' (appearing to assume that staff have been provided with a staff mobile phone, and do not require to refer to materials or documents in their office). No reference is made to the conduct of online supervisions or teaching online, and how impractical these would be in shared office spaces; nor to staff participation in online meetings (activities which have further increased since 2019). Overall, none of these documents and guidelines discuss or mention the space requirements of academic work, such as research, teaching preparation, or supervision; and no evidence is provided that these activities are feasible in shared office space.

9. Despite the emerging nature of university policy in this area, the ideas and principles described above are playing a part in current Estates development plans. As an example, the remodelling of Edinburgh College of Art (ECA) now in process follows the guidelines indicated above in removing the provision of individual, allocated office space for academic staff, in favour of open-plan offices. These plans assume that staff will work elsewhere some of the time, providing 33 allocated work-stations for a department of 50 academic staff. All of these work-stations are within shared offices (4 x 2-person rooms; 1 x 3-person room; 2 x 6-person rooms; 1 x 10 person room). It is presumed likely that future redevelopment of other parts of the university estate will also follow these guidelines, meaning that across the university, academic office space (space available for the conduct of individual research, the preparation of research-based teaching, and research supervision) is being and will be significantly reconfigured.

Discussion

10. The authors of this paper support the university's desire to ensure an efficient use of its estate, and also support the development, in consultation with staff and unions, of a hybrid working policy for staff who want and are able to work from home part of the time. However, we believe there is a risk that staff research needs, and the requirements of academic work more broadly, are not adequately supported by the way in which estates are currently being remodelled around a drive toward greater efficiency, defined without reference to the goals of the university, and a presumption of hybrid working, in particular where a consequence of this is the loss of allocated, single-person offices for academic staff.
11. The University of Edinburgh is and aspires to continue to be recognised internationally for the quality of its research, which in addition to its own values

is essential to our excellence in teaching, knowledge exchange, and entrepreneurship, as well as to university income and recruitment. Academic research also fundamentally informs and is informed by our teaching. It is vital for the university to ensure that staff research needs are given proper consideration in the allocation of space and the development of new capital estates projects.

12. Open plan offices, while hypothesized to bring productivity advantages in certain kinds of work, have continued to be a part of many kinds of work-places primarily for potential economic efficiencies at the expense of worker wellbeing and productivity. Studies have not been able to measure most hypothesized gains and have pointed to significant disadvantages. A systematic review of literature focused on well-being found strong evidence for drops in job satisfaction related to compromised privacy and autonomy, poorer interpersonal relations amongst colleagues and a rise in rates of sickness and sick leave (Minutillo S., M. Cleary, and D. Vsientin, 2021). Recent studies of the impact of 'open' workspaces on collaboration—often stated as a hoped-for outcome—showed that in-person interaction decreased by 70% when employees (formerly in cubicles) moved to an open plan (Bernstein and Turban, 2018). Productivity was thought to have suffered as well, although measuring productivity was not the aim of that study. It has been established that noise has an impact on employee performance and causes fatigue (Jahncke et al, 2011). Behavioural scientists seeking to pinpoint how noise erodes productivity have demonstrated that it specifically disrupts attention and memory—key tools of an academic (Baddeley, 2002). If noise has informational content, like human speech, the negative effects are significantly greater and quality of output is also eroded ([Dean, forthcoming](#)).
13. The provision of work space is an issue of much concern to university staff (as reflected for example in the recent Q&A with the Principal and SLT on 4th May, 2023). It is clear that many colleagues, perhaps particularly in Professional Services, where the use of open-plan offices and hot-desking has become widespread, want the flexibility to work from home. This may be in part because the rise in open-plan offices make it so difficult to work effectively on campus. Academic staff, many of whom are used to working in single-person cellular offices, have not yet been widely consulted about changes to space allocation for their work, and neither has Senate; while the implications of new policies for the conduct of core academic functions, in particular for research, appear not to have been considered in existing Estates documents. Anecdotally, it has been observed in some parts of the university that the shift to providing hot-desk, rather than allocated work-spaces for PhD students has resulted in a decreased use of these spaces, since these kinds of space are less suitable for research, e.g. students can't leave their research materials in their work-space. Overall, a period of robust investigation, consultation and evidence-gathering concerning the university's current and projected future utilisation of open-plan office space would be welcomed before further changes are made, in particular with regard to the satisfaction of staff currently housed in this way.
14. Except in specific situations where open arrangements are required for the work and team structure, open-plan offices have not been demonstrated to be an optimal environment for academic research. If economies of space are required, and provided staff agree, then it may be the case that academic work

is better supported by a possibility current Estates documents do not consider: the allocation of a single-person office on a time-share basis (e.g. a member of staff uses a room 2-3 days a week, on rotation with a colleague who uses it the rest of the week), since this would enable the quiet, uninterrupted working-conditions and storage of research materials required, rather than a full-time multi-occupancy room. However, this would exclude academics from certain activities that occur outside of the designated 2/3 days, as well as having other disadvantages and costs. In general, we propose that the costs and impacts of shared-space models for academic work must be carefully explored with the oversight of relevant committees, including Research committees in affected Schools, and must be agreed with staff, before they are implemented.

15. Across a wide range of disciplines in the university, academic research is very often likely to require a room in which the researcher can be alone and quiet, with the door shut, with a desk, and shelves to store books and papers. Teaching preparation typically also draws on the same materials and requires similar conditions. This paper asks Senate to endorse this principle, and to expect Estates to make provision for a good and functional proportion of such spaces in ongoing capital development plans. 'Efficient' use of space should not be so defined as to jeopardise core academic functions, in particular, research, on campus. Otherwise, we risk damaging one of the university's core functions, and losing an essential part of its identity.
16. Whilst cooperation is often important in academic research, this is not likely to be fostered by open-plan offices. First, academic research collaboration often spans UoE departments and external institutions, rather than taking place within a single subject area. (It may often require online conference calls and meetings, which are impractical in shared work-space.) Second, expecting conversations to take place in open-plan spaces where others are meant to work privately tends to have the opposite effect, since it tends to discourage conversations that might be disruptive to other colleagues. Third, open-plan offices reduce collaboration by discouraging colleagues from working on campus (where they are more likely to be disrupted).
17. If appropriate space to conduct research is not provided by the university, academic staff will be forced to work from home even where this is not optimal for their work or well-being; with a number of consequences. First, staff research is likely to be negatively impacted. Second, this impact is likely to be differential according to EDI factors including staff with young children, early-career staff, staff on lower incomes, or with particular disabilities. Third, academic community and collegiality, amongst staff with each other, and between staff and students, will be damaged; especially outwith the teaching semester or when colleagues are on sabbatical.
18. Academic staff offices are used for 1:1 supervision meetings with students and regular drop-in 'office hours' for students. It is unlikely that bookable meeting space could replace this function for a number of reasons. First, meetings with students are often arranged at short notice and there can be unexpected needs for privacy. Individual office space is highly adaptable to immediate needs in a way that shared space is not. Second, supervision often involves reference to staff research materials and books and cannot be conducted as effectively in bookable space. Third, there are 'crunch' times, e.g. around deadlines, or at the start of semester, when the number of staff-student meetings required is high, and it is unlikely that sufficient bookable space could be found. Fourth,

the extensive provision of bookable space for 1:1 meetings, telephone/Teams calls will not only require logistical apparatus to facilitate bookings, and require time to make the bookings, but will also in itself require extensive space to be devoted to these rooms. This will mitigate and may cancel the supposed space efficiency gains of moving away from allocated 1-2 person offices.

19. A sense of academic community between staff and students, and amongst staff with each other, and a high level of spontaneous, day-to-day interaction, are fostered by the provision of adequate work-space on campus for academic staff, so that staff are able to do their work on campus, as well as being able to interact with colleagues when they choose, and staff and students easily know where to find each other. Ultimately, this is important for our identity as a university: a place where research and scholarship are given the appropriate space to be pursued alongside our teaching.

Resource implications

20. The proposals in this paper would have the consequence that current and future estates development plans must dedicate more office space to staff than currently deemed optimally efficient – an example drawn from the 2019 Space Guidelines paper suggests 240 square metres per 20 academic members of staff rather than 201 square metres. This consequence, of requiring a greater dedication of resource to academic staff work space (or rather, of not making the efficiency ‘gains’ of proposed cuts to academic work space), is considered appropriate in recognition of the importance of research to the university.

Risk Management

21. The risks identified here are that the university fails to provide appropriate space for staff to conduct research, with a consequent impact on the university’s international reputation, its ability to recruit and retain the best staff, its research excellence and associated benefits including income. There are also risks to staff-student community and communication, detailed above, and risks relating to EDI considerations, detailed below. The authors note that other universities, both within the UK and internationally, are continuing to provide 1:1 offices in new buildings for staff; which may in future, and in some areas may already be negatively impacting staff recruitment and retention. This paper asks the university to take steps to mitigate these risks through its current and future estates planning.

Responding to the Climate Emergency and Sustainable Development Goals

22. The energy efficiencies of open-plan versus cellular offices differ and depend on use patterns, energy-saving adaptations, and other factors. Energy use will continue to merit attention as part of estates planning.

Equality and Diversity

23. Providing adequate and appropriate space for research is generally understood to support equity and diversity, with private and autonomously controllable space especially important for colleagues who need to adapt their environments for personal needs. By contrast, the failure to provide appropriate work-space for staff, with the consequence of obliging staff to work from home will have negative EDI implications. This has particular consequences for the

university's commitment to EDI and the diverse needs of those with physical disabilities, mental health issues, autism and other neurodivergence issues. Exacerbating the challenges faced by such staff would be a particularly egregious failure on the part of an employer.

Communication, implementation and evaluation of the impact of any action agreed

24. Actions will be taken forward by the Estates Committee and those responsible for planning and implementing current estates development projects. Subsequent Senate considerations will be facilitated in the normal course of business by Senate Support.

Consultation

25. This paper is informed by discussions among Academic Senate members, correspondence with the university's Head of Space, capital development plan staff consultations at ECA and discussions amongst the academic staff community in ECA.

Further information

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Freedom of information

OPEN

Appendix 1: University Estates Guidelines, November, 2019, pdf

Guide No 16

UNIVERSITY ESTATES DESIGN GUIDELINES

(ASSETS & STANDARDS)

SPACE MANAGEMENT STANDARDS
- MANAGED BY PMO



THE UNIVERSITY
of EDINBURGH

INTRODUCTION

The spatial standards set out in this document create a framework for space allocations for the University. The purpose of space standards is to promote space efficiency and a greater level of standardisation across our estate.

The University has a programme of new buildings and refurbishments being delivered constantly. Space standards have to be flexible to take into account a wide mix of existing building layouts and academic teaching styles across all campuses and colleges. The standards should be used as a guide by Design Teams and will need to be reviewed and aligned to the needs of each project.

Whilst the standards include traditional enclosed office spaces there are recommendations for open plan environments. These provide a rich variety of settings to support a more open and collaborative workplace that is a growing preference. These can also help to break down perceived barriers and provide greater opportunities for student interactions. This report seeks to illustrate a range of space types.

However, our estate contains a plethora of other spaces such as Art & Design studios, Engineering labs, maker spaces, and medical practical spaces. These rooms are not included due to their specialism.

The space standards have been developed by the Head of Estates Planning and the Senior Space Manager. The standards will be managed by the Estates PMO Team.



KEY QUALITIES OF THE WORKSPACE

Good quality, safe and easily accessible space goes far in staff and student experience of the University. The following should be the values taken by the Design Team when designing the workplace. It should be a place to:

- Concentrate on work
- Support quiet reflection and analysis
- Reflect the high value the institution places on colleagues
- Give staff a sense of belonging
- Share knowledge with colleagues
- Support teams working and collaborating
- Keep in touch with what is going on in the department
- Help attract and retain new staff
- Express the identity of department or school
- Support cross-disciplinary working
- Mentor or be mentored by colleagues
- Collaborate between University and industry/business
- Express the identity of the University



SPACE DEFINITIONS

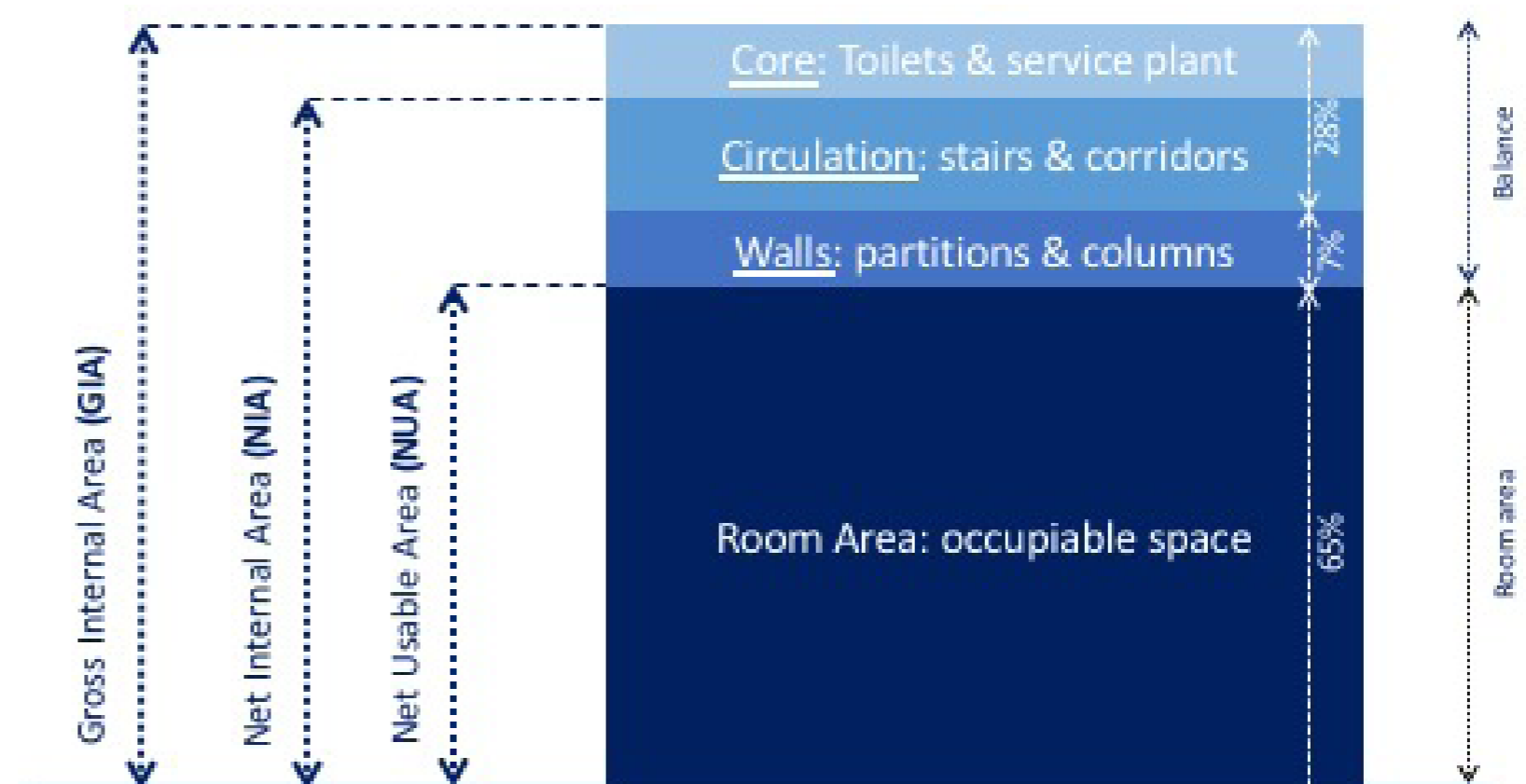
University space is reported as 'Room Area' or 'Net Usable Area' (NUA) which is the area of a room from skirting board to skirting board. The construction industry uses the 'Net Internal Area' (NIA) which is the room area plus all partitions, walls, structure, and circulation. 'Gross Internal Area' (GIA) is the net internal area plus plant and services (i.e. the footprint of the building excluding the width of the outside walls). This is illustrated in the adjoining diagram.

Room areas standards set out in this report are broken into three themes:

1. Office and support space
2. General teaching rooms
3. Specialist teaching rooms

As a rule of thumb, wall thickness is somewhere between 5 to 10% and is dependent on the type/age of a building. Circulation and plant are building type-dependent and range from 25 to 30%.

The ratio between NUA to GIA is a good key performance indicator as to how efficient a building is designed eg. naturally ventilated and reduced circulation will allow increased usable space. The University of Edinburgh across our estate is currently 35 to 65%. We should be striving for 25 to 75%.



Measurement of Space Diagram



SPACE STANDARDS

This table sets out the recommendations for space standards and allowances for the University of Edinburgh for the three themes.

General Principles:

1. Multi occupancy offices to be the norm.
2. Individual offices to be approved by the project board.
3. Circulation space reduced and usable.
4. One desk per FTE staff and shared or hot-desking for part-time staff.

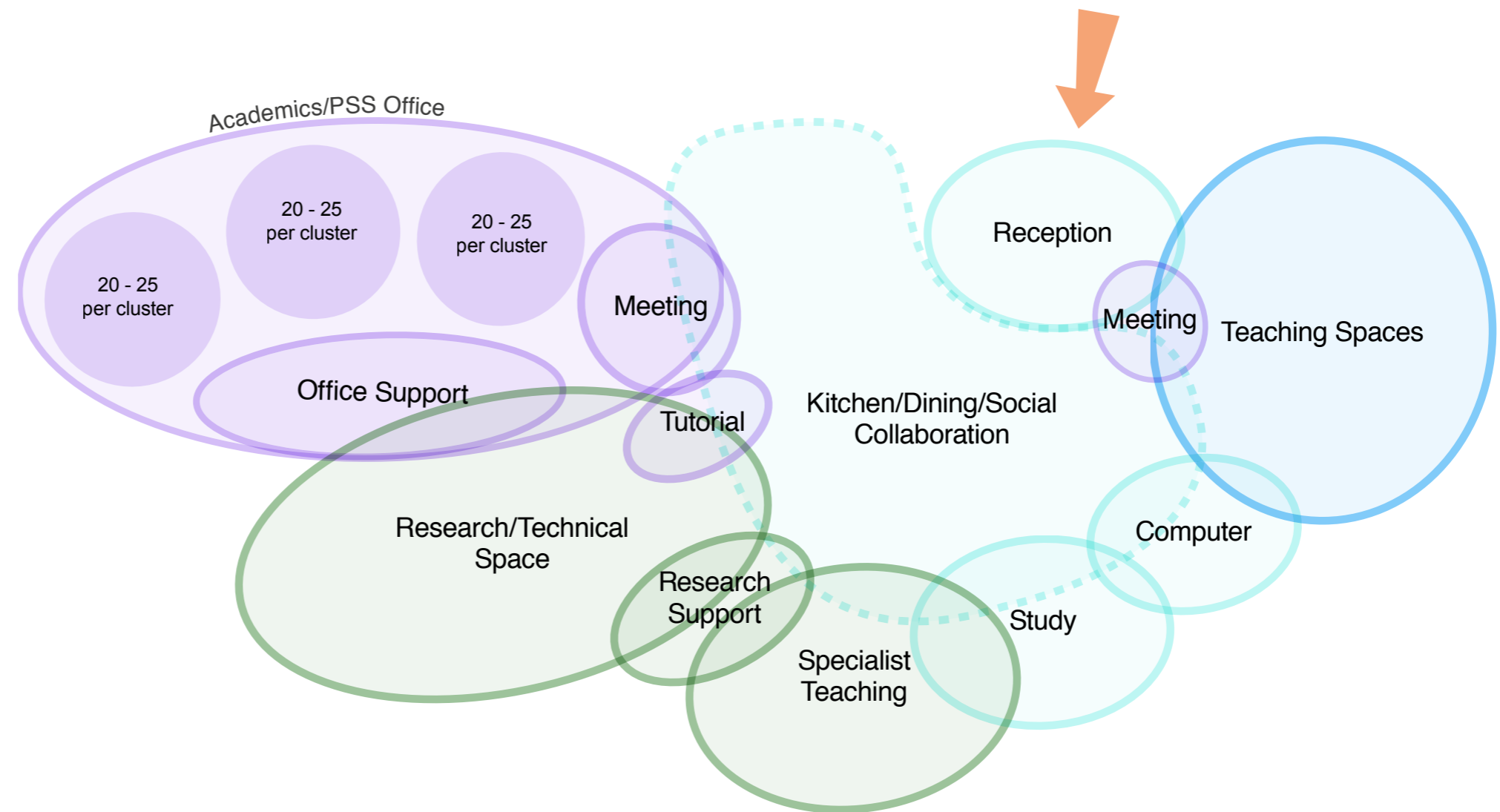
	Space Type	User	Space Size (sqm)			Ratio Per FTE	Notes
			Per room	Per Seat	Per Headcount		
1. OFFICE & SUPPORT SPACE	Senior Staff Office with a requirement for meeting table	Staff	13.5			1:1	As allocated by Project Sponsor
	Single Staff Office with a requirement for privacy	Staff	9			1:1	As allocated by Project Sponsor
	Double Staff Office with a requirement for privacy	Staff	9			1:2	As allocated by Project Sponsor
	Treble Staff Office with a requirement for privacy	Staff	13.5			1:1	As allocated by Project Sponsor
	Multi Occupancy Shared Staff Office	Staff			4.5	1:1	Max 5 persons. Area includes local space
	Open Plan (Academic/non-academic)	Staff			8.4	1:1	Max 24 in one area. Area includes local space
	Open Plan (administration)	Staff			5	1:1	Max 24 in one area. Area includes local space
	Open Plan (PGT)	PGT			4.5	1:2	Max 24 in one area. Area includes local space
	Open Plan (PGR)	PGR			4.5	1:2	
	Local Resource Space for open plan office (photocopiers etc)	Staff/PGR			0.3	1:50	
	Local Kitchen Area for open plan office	Staff/PGR			0.3	1:50	
	Local Social Area for open plan office	Staff/PGR			0.3	1:50	
	Meeting room 2 - 4 person	Staff/PGR		3	0.06-0.04	1:50-75	Variable depending on levels of open plan working
	Meeting room 4 - 8 person	Staff/PGR		2	0.03-0.02	1:75-100	Variable depending on levels of open plan working
	Meeting Room 8 - 12 person	Staff/PGR		1.8	0.02-0.01	1:100-150	Variable depending on levels of open plan working
Meeting Room 12 - 20 person	Staff/PGR		1.7	0.02-0.01	1:100-150	Variable depending on levels of open plan working	
Meeting rooms 20+ person	Staff/PGR		1.8	0.17	1:250	Variable depending on levels of open plan working	
2. GENERAL TEACHING SPACE	Study area for UG	UG/PGT		0.3		1:80	
	Raked Lecture Theatres	UG/PGT		1			As defined by timetabling
	Blended Learning Lecture Theatres	UG/PGT		1.5-2			As defined by timetabling
	Seminar/Tutorial Rooms	UG/PGT		2.5			As defined by timetabling
3. SPECIALIST TEACHING SPACE	Teaching Laboratory Space	Staff		3.4			Project Specific
	Bench Laboratory Space	Staff		6			Project Specific
	Bench Laboratory Space (1:1 Fume Hood)	Staff		8			Project Specific
	Computer Laboratory for UG	UG/PGT		3			As defined by timetabling
	Computer cluster for UG	UG/PGT		2.45		1:10	



ADAJENCY DIAGRAM

This diagram sets out a possible arrangement of spaces and how they could be layered together.

It is recommended to keep the clusters of an open plan office to 20 - 25 people maximum to enable communities to be created in a positive environment.

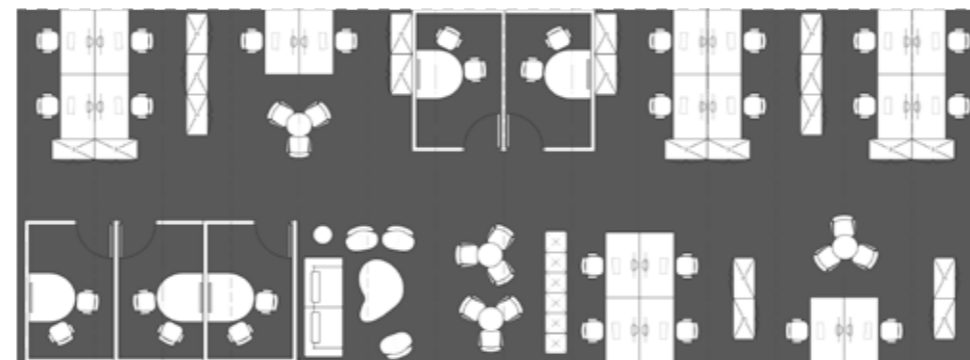
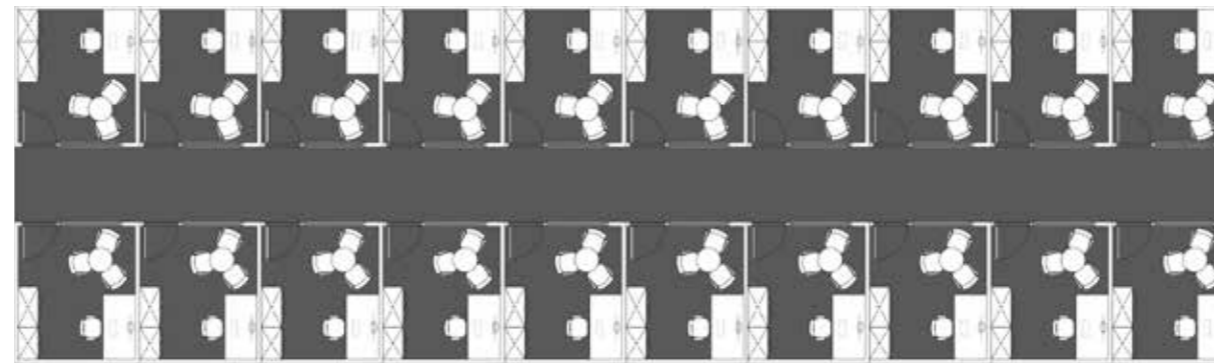


AGILE WORK SPACE

The University is moving towards more open plan working arrangements for its offices. There are pros and cons to this working arrangement. The disadvantages of open plan working can be mitigated through good design.

The following diagrams indicate how the spatial areas can be assembled. The two types of space highlight the differences between the type of environment.

Supportive space has been appended to the plans to indicate the proportionate amount of space based on 20 Academics in each scenario.



ADVANTAGES OF AGILE WORK SPACE

1. Increased Collaboration

By far, one of the greatest benefits of breaking down literal walls in the office is increased collaboration. When multiple people are working in the same space, they are more likely to share ideas and ask for input.

2. More Relationship Building Interactions

Open plan working is effective in facilitating more relationship building interactions. A cubicle office encourages employees to keep their heads down and continue working in a single-minded way. But in a shared space, employees are more approachable and accessible. It can also help a business environment level the playing field and bring all employees to common ground.

3. Reduced Construction Costs

Not only does shared space help people work together better, but it has a reduced construction cost as there are fewer walls to build and rooms to plan. This also allows for a higher occupancy of people as there is a reduction in 'balance' space.

4. Improved Employee Health

Studies have proven that it is not physically or mentally healthy for employees to be hunched over computers while sitting down all day. The benefit of the open floor plan encourages staff to move around more often as they speak and share spaces. Open plan offices also let in more natural light from windows and improve air quality through increased airflow in a way to make the space more motivating and aesthetically pleasing.

5. Reduced Energy Costs

Open plan offices do have reduced day to day services cost as compared to cellular spaces, open spaces will have a reduced heat requirement, can use natural ventilation and light from shared windows.

6. Flexibility for the Future

Requirements for buildings change so much throughout a building's life span as a new configuration will emerge to meet new groups and staff. It's quicker, easier and more economical to make changes to open plan offices as it's often furniture changes rather than modifying existing structures, lighting and services.



DISADVANTAGES OF AGILE WORK SPACE

1. Noise & Concentration

Open space office can be noisy if there are group sessions going on and telephone conversations taking place. Staff can hear phone conversations and personal conversations. In such an office set up there remains a chance of workers getting distracted.

Mitigation: open plan spaces should be kept to a maximum of 25. The Design Team's Acoustician Consultant needs to advise on the design of the ceiling/walls to ensure that noise is dampened and cannot travel. Also, private 'non-bookable' office space needs to be provided for staff.

2. Lack of Security & Privacy

Security is an issue in an open office layout with colleagues sitting in a space where people can freely move around which allows no personal space to maintain privacy and security. If staff need to make a confidential phone call or a private discussion with another colleague they cannot do so at their desks as your neighbor will overhear you. Staff would have to leave their desks and move outside to make a confidential call which can be disruptive.

Mitigation: all staff should have lockable storage and lockers. All computer screens should have privacy screens. Furniture solutions can assist with this to create more private areas if colleagues role requires this. 1:1 cubicles should be provided via the furniture design. A culture of leaving your seat and taking calls outside needs to be encouraged which in itself can have benefits of more moving about and fresh air.

3. Seniority overlooked

Colleagues who have a senior role have traditional had this reflected in single offices. Breaking this down may create a feeling of disrespect and make it harder to recruit.

Mitigation: change of culture for the University and department.



1. OFFICE & SUPPORT SPACE STANDARDS

Offices and support staff spaces should promote a collaborative and shared approach, encouraging engagement with other staff as well as creating spaces for student interfaces. It is expected that the need for more open plan spaces will increase with new buildings and projects.

In most cases, only one primary workstation should be allocated to each person.

With an increasing amount of open plan spaces, it is important to defend the supportive areas (meeting rooms, filing rooms) as these are integral to maintaining the functioning of an increasingly varied and flexible workstyle, providing space to meet and manage noise as well as focus and study.

It is recommended that there is a mix of office and student areas to stop the formation of territories and to enable the spaces to flow and connect.

Where possible it is advisable to blur the departmental and school lines to encourage greater collaboration and create more shared spaces and reduce the duplication of similar spaces.

It is assumed that PGT students will use shared study and library spaces in addition to their desk allocation. The allocation of offices is indicative and will need to be reviewed and further defined at the project stage.

Offices should ideally be based on the need for student interaction within an enclosed space i.e. as to whether tutorial space is required. The allocation should also reflect their FTE status, staff who are between 0.6 - 1 should be allocated on an individual basis.

The staff below 0.6 FTE status should have the ability to share space.

Workspace for visitors should also be provided depending on the project requirements.

It is intended that each person should have reasonable access to support areas. The allocation and split of areas have been indicated as a share ratio.

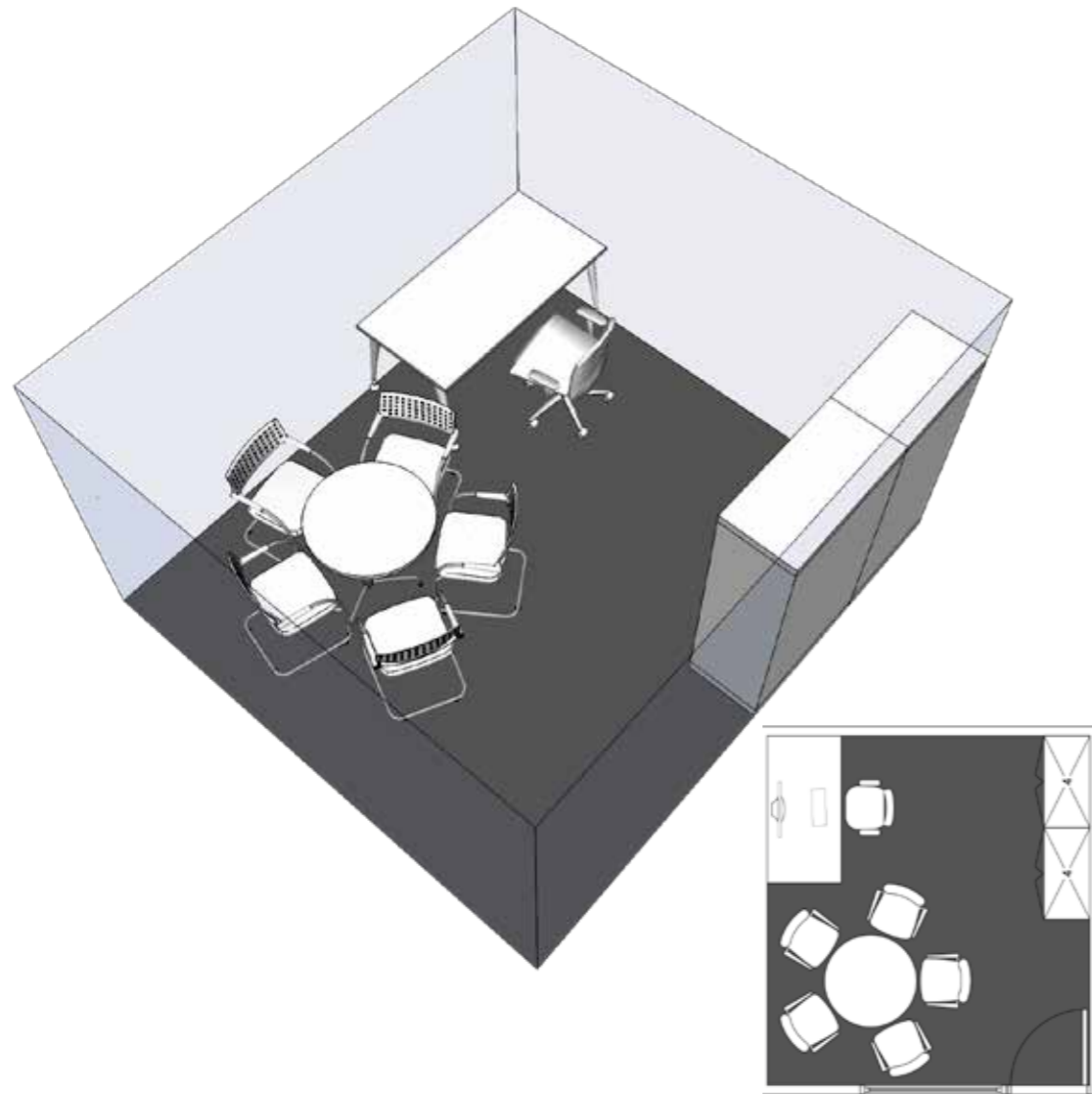
The requirement for meeting space will vary by the type of organisation and the proposed design of offices. If the office provision is more cellular in nature then there is less need for smaller formalised office space as the offices will double up as meeting space.

Open plan designed offices will have a greater need for formal enclosed rooms, but open plan meeting spaces should also be provided at sufficient levels to provide an alternative meeting space.



Office & Support

SINGLE OFFICE 13.5SQM

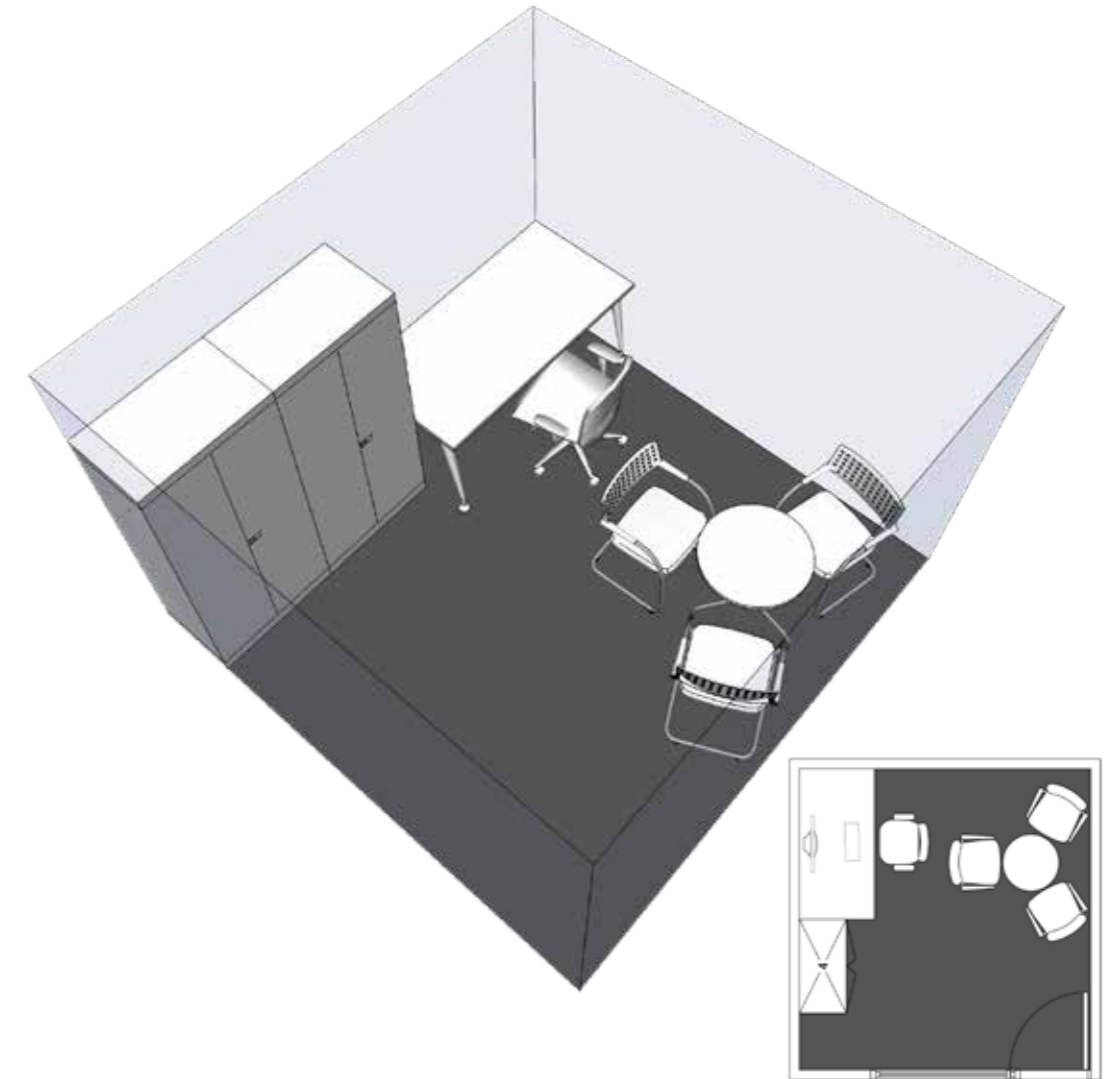


Allocation:

Director level / Head of School

Office & Support

SINGLE OFFICE 10SQM

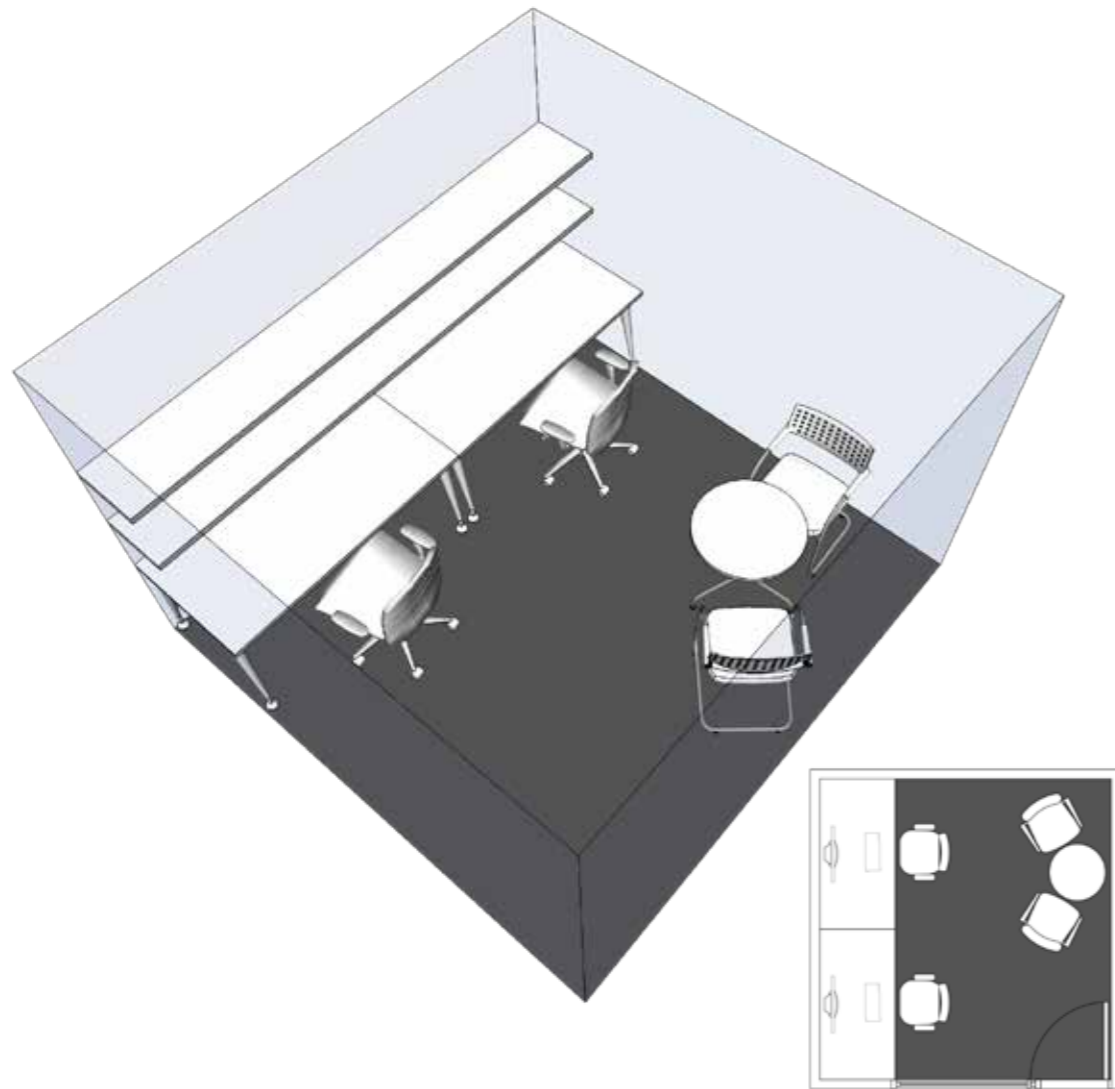


Allocation:

Requirement for privacy

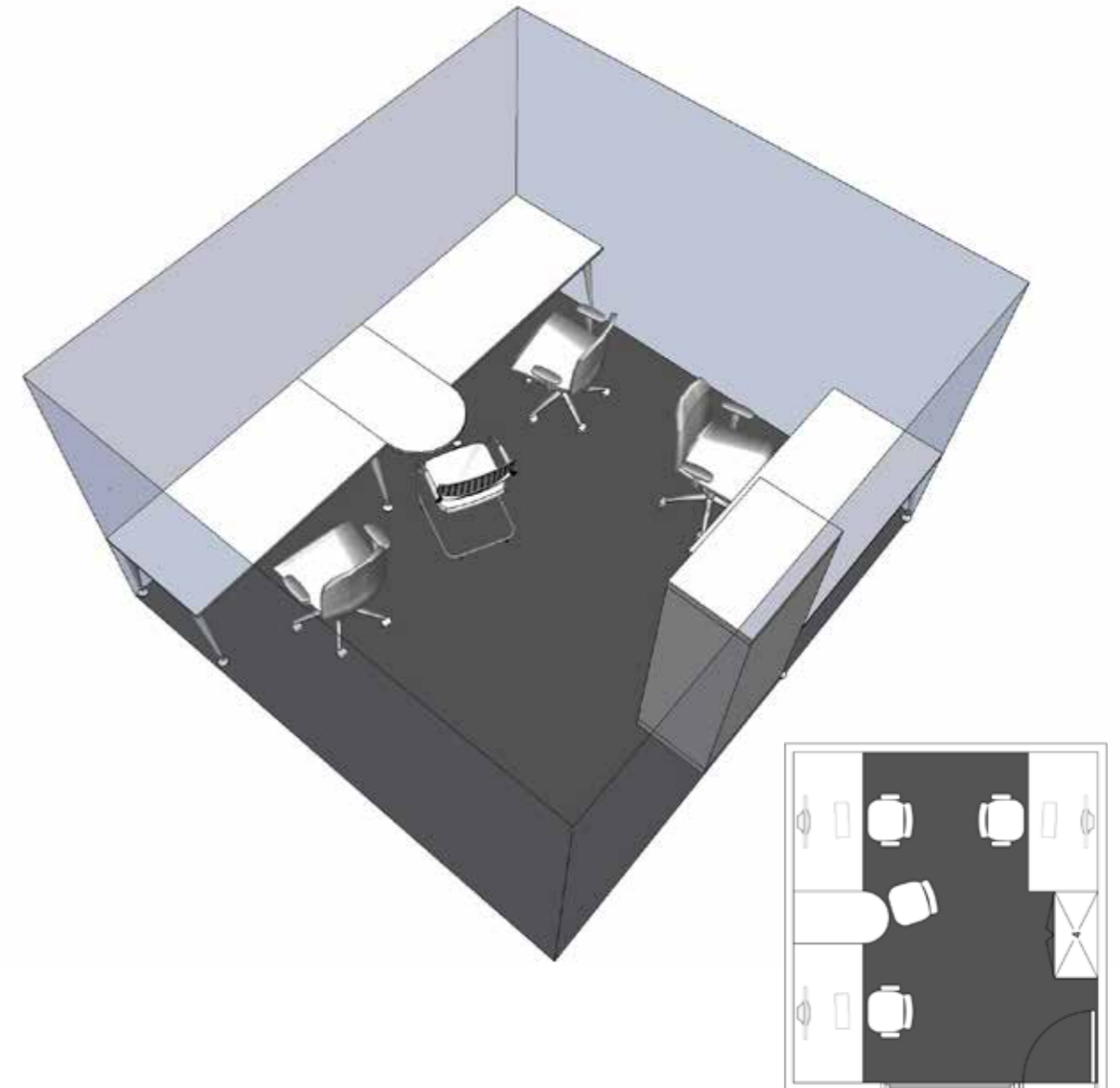
Office & Support

DOUBLE OFFICE 10SQM



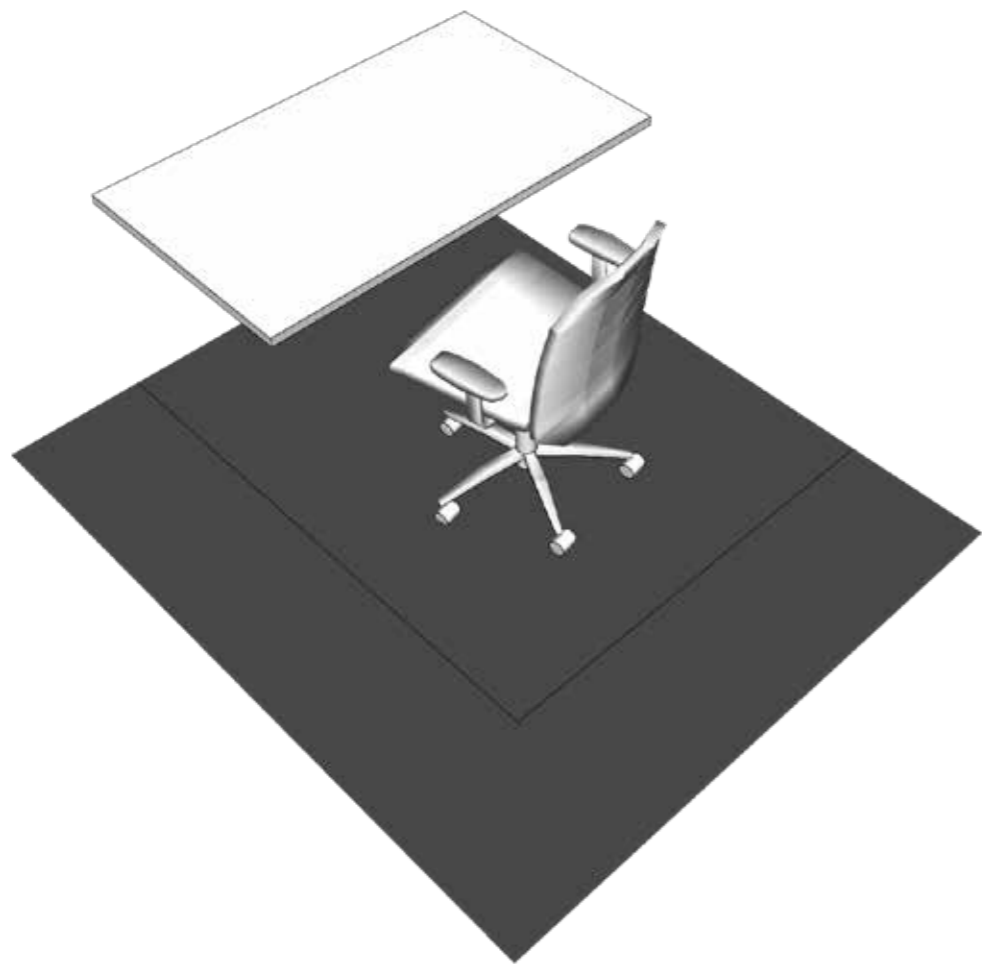
Office & Support

TRIPLE OFFICE 13.5SQM





OPEN PLAN DESK



Note that although this is only 1.6sqm less than an individual office - shared spaces need much less circulation and energy to run.

Main Workstation
5.17sqm



Desk **4sqm**

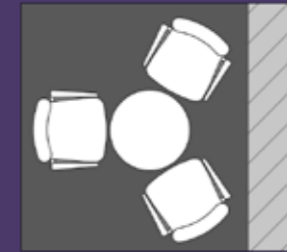


Storage **1sqm**

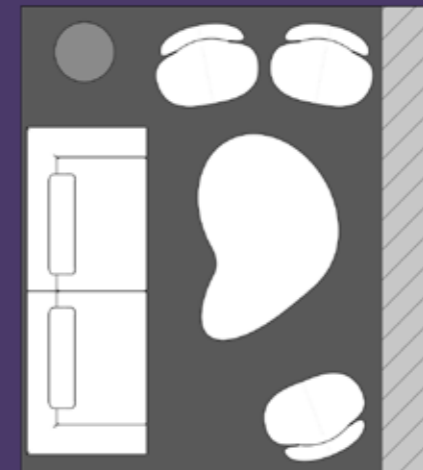


Lockers **.17sqm**

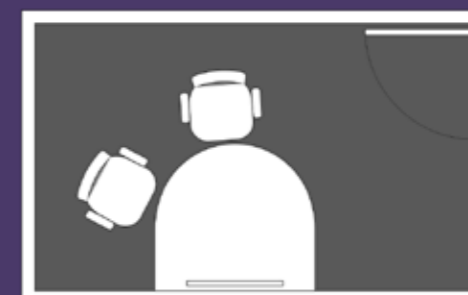
Shared Local Workstation
3.2sqm



Tutorial/meeting Space **4sqm**
Shared at 1:4 = **1sqm**



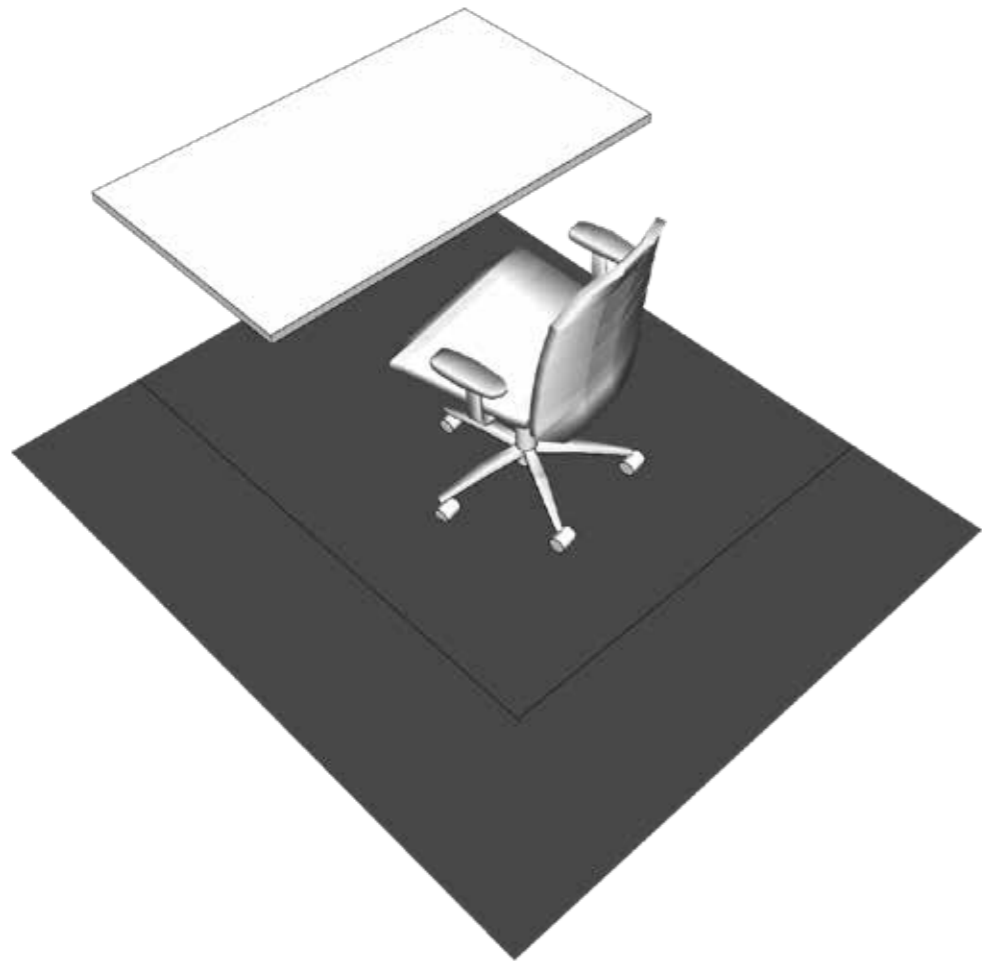
Informal Meeting Space **11sqm**
Shared at 1:20 = **.55sqm**



Study / 1 to 1 - **6.6sqm**
Shared at 1:4 = **1.65sqm**

TOTAL AREA
8.37sqm

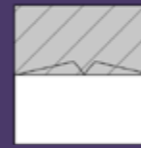
OPEN PLAN DESK



Main Workstation
4.5sqm



Desk **4sqm**

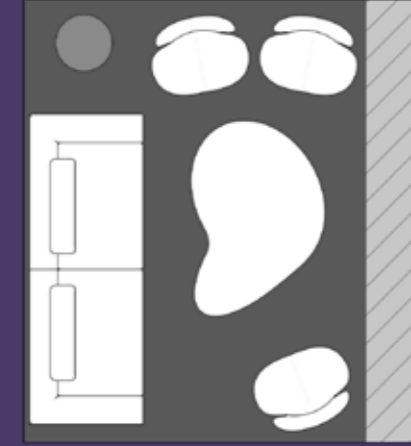


Storage **.33sqm**



Lockers **.17sqm**

Shared Local Workstation
.71sqm



Informal Meeting Space - **11sqm**
Shared at 1:40 = **0.28sqm**

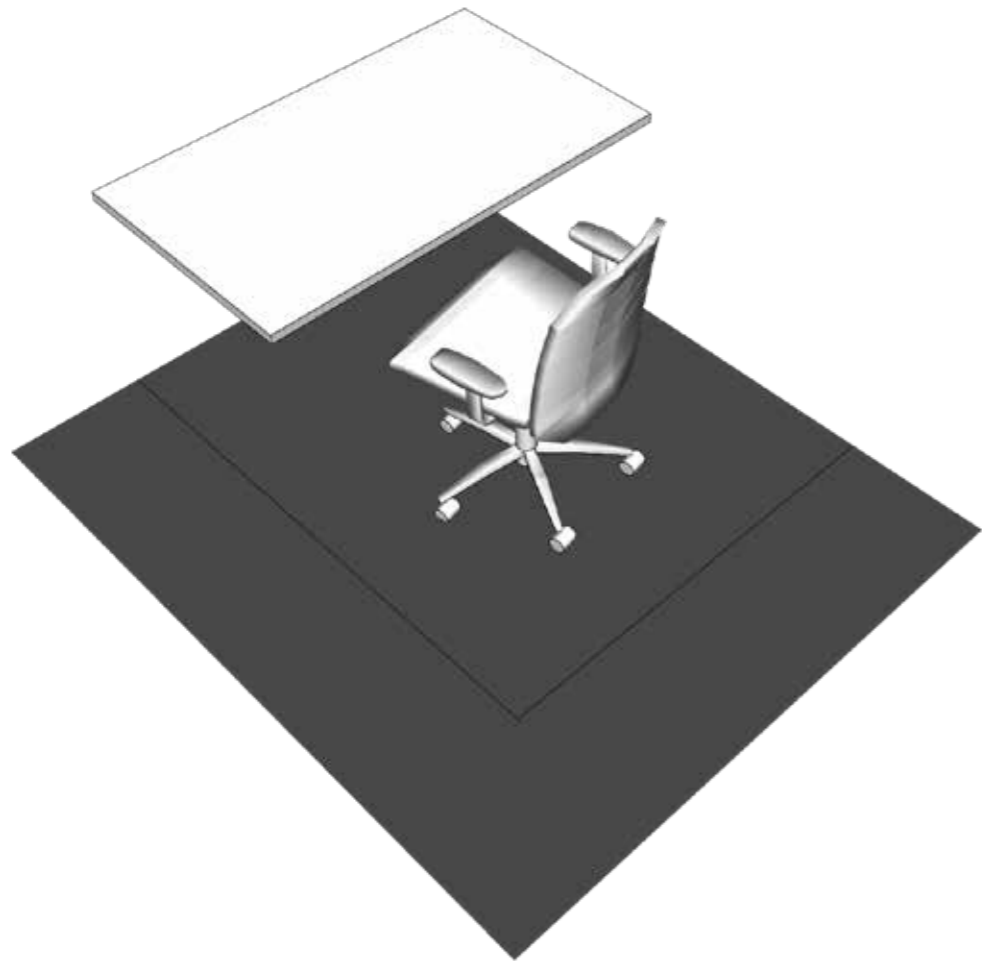


Study / 1 to 1 - **3.4sqm**
Shared at 1:8 = **.43sqm**

TOTAL AREA
5sqm

Office & Support: PGR & PGT Students

OPEN PLAN DESK



Main Workstation
4.17sqm

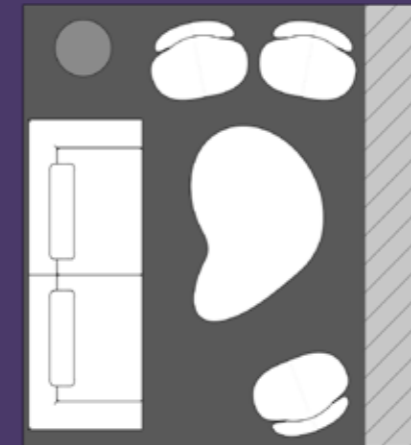


Desk **4sqm**



Lockers **.17sqm**

Shared Local Workstation
.28sqm

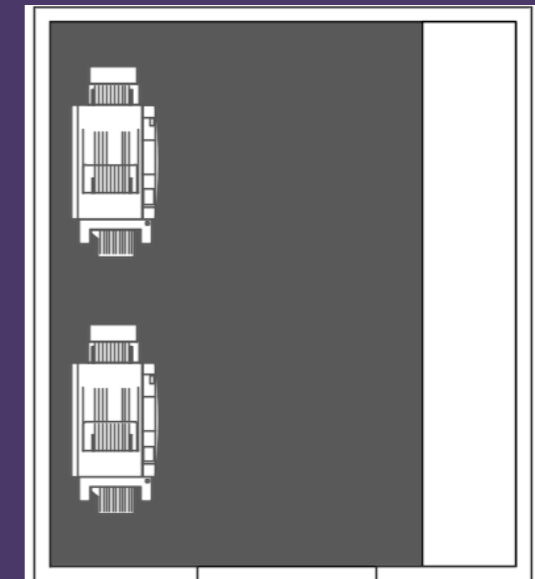
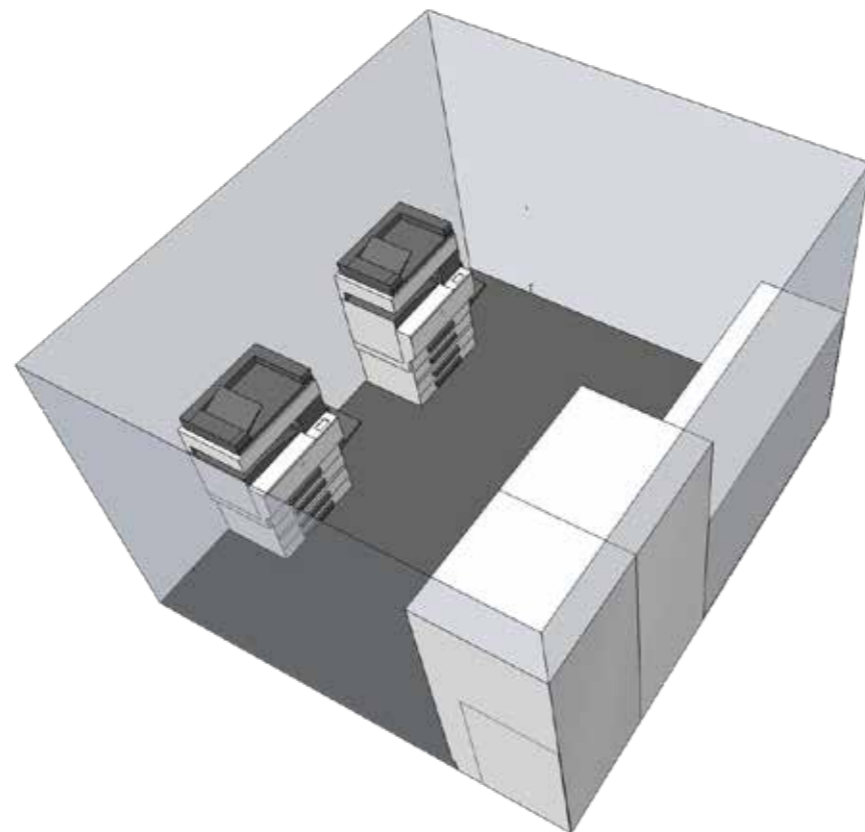


Informal Meeting Space - **11sqm**
Shared at 1:40 = **0.28sqm**

TOTAL AREA
4.45sqm



RESOURCE AREA 15SQM

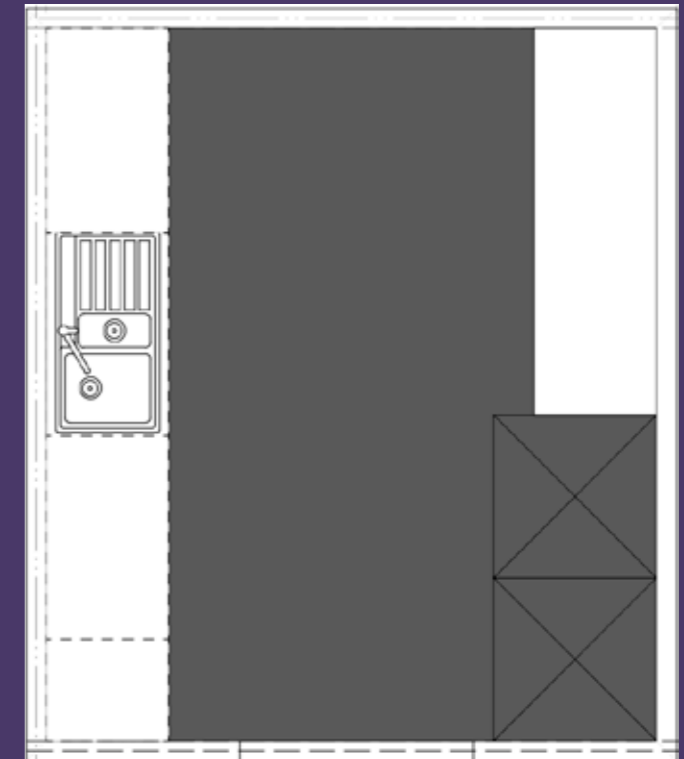
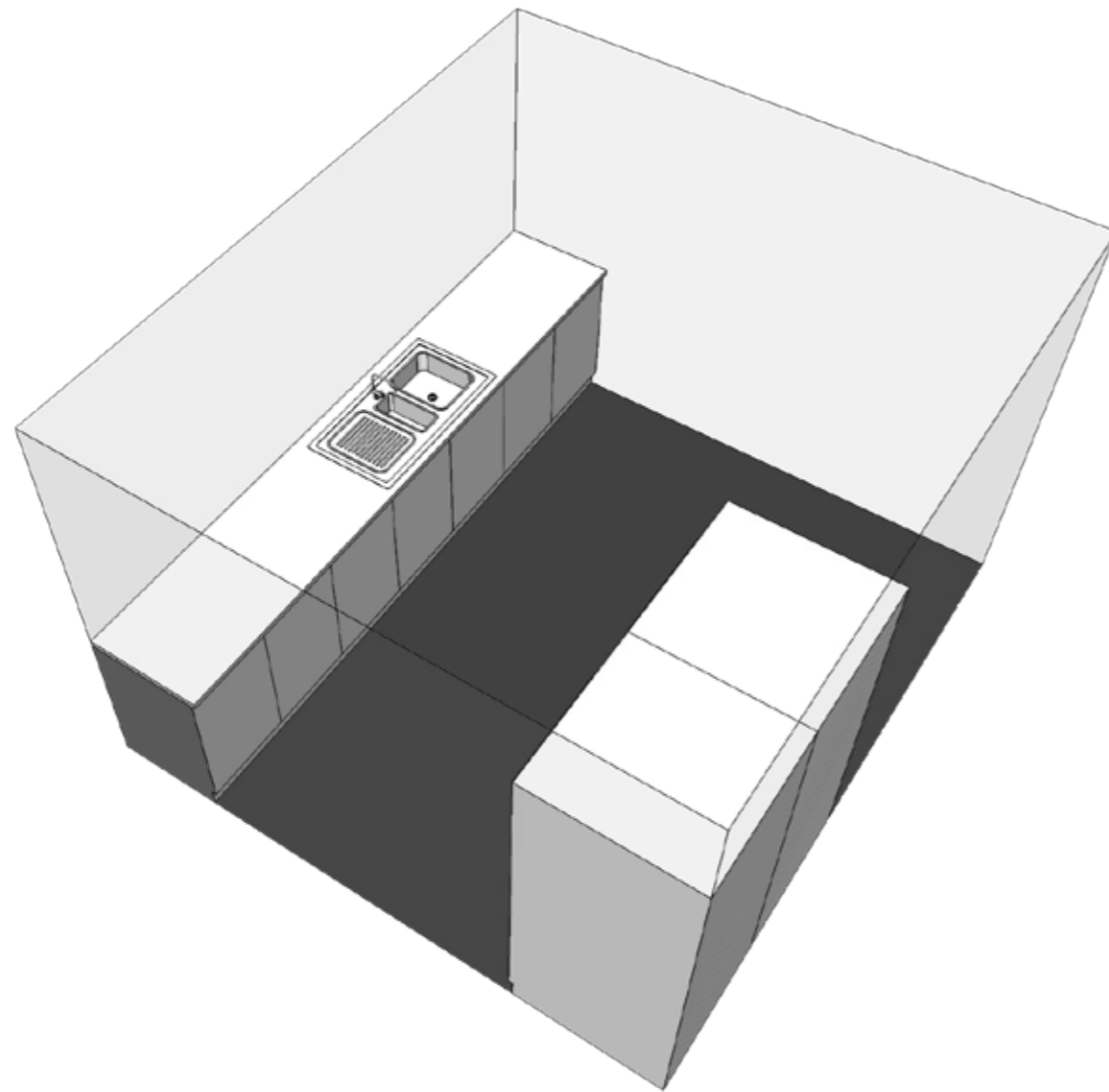


Allocation:

1:50 per staff

Headcount (.3sqm per person)

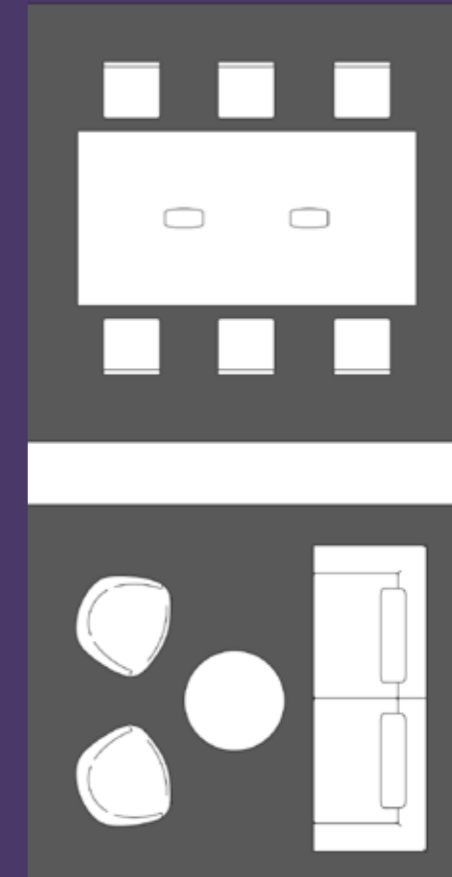
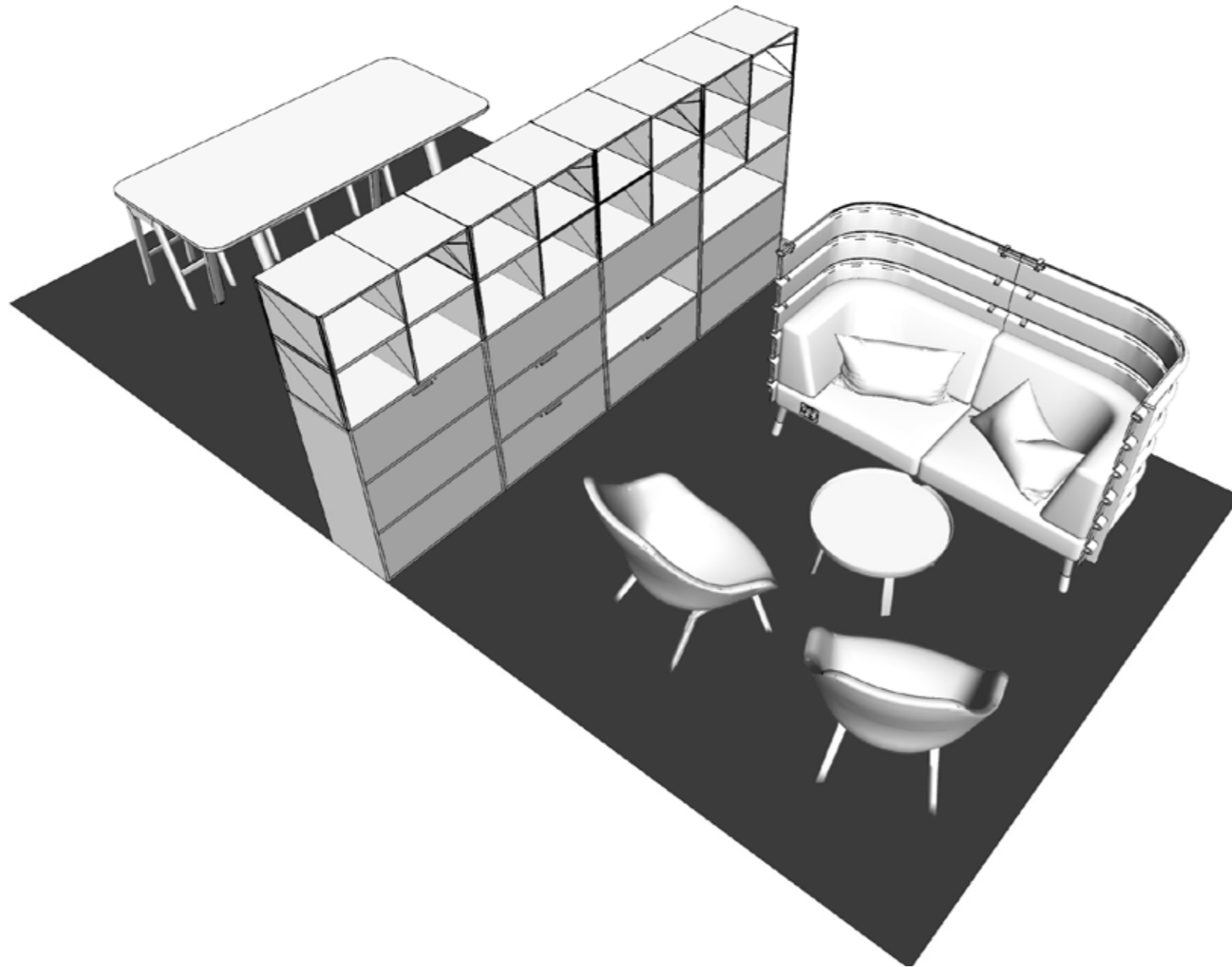
LOCAL KITCHEN 15SQM

**Allocation:**

1:50 per Academic and Support
Headcount (.3sqm per person)



SOCIAL AREA 25SQM

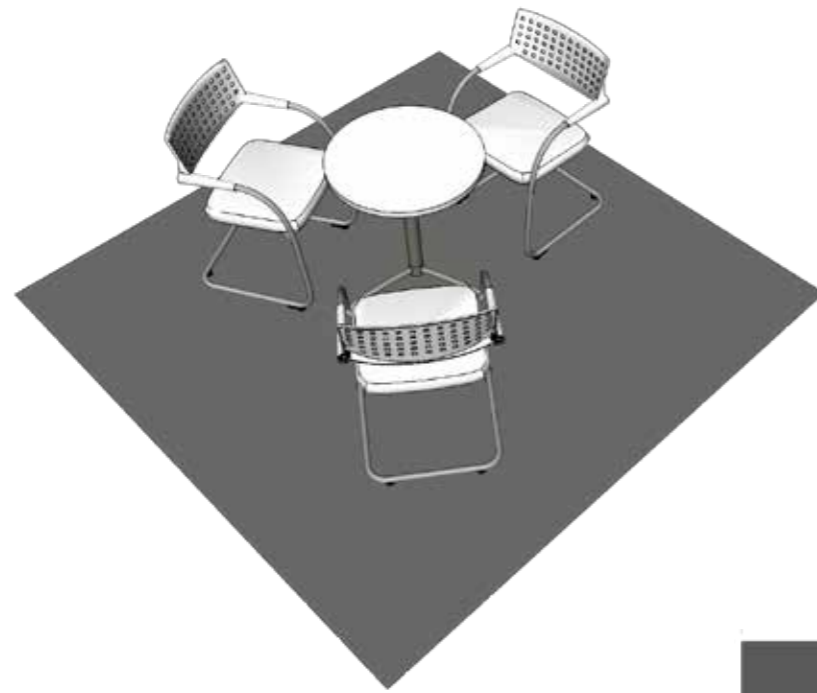
**Allocation:**

1:50 per Academic and Support
Headcount (.5sqm per person)



Office & Support

2-4 MEETING ROOM 6SQM

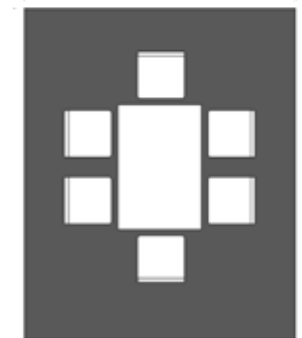


Allocation:

1:50 - 75 per Academic and Support
Headcount
3sqm per seat

Office & Support

4-8 MEETING ROOM 12SQM

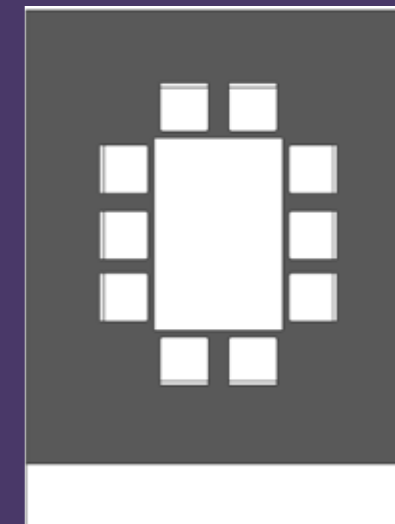
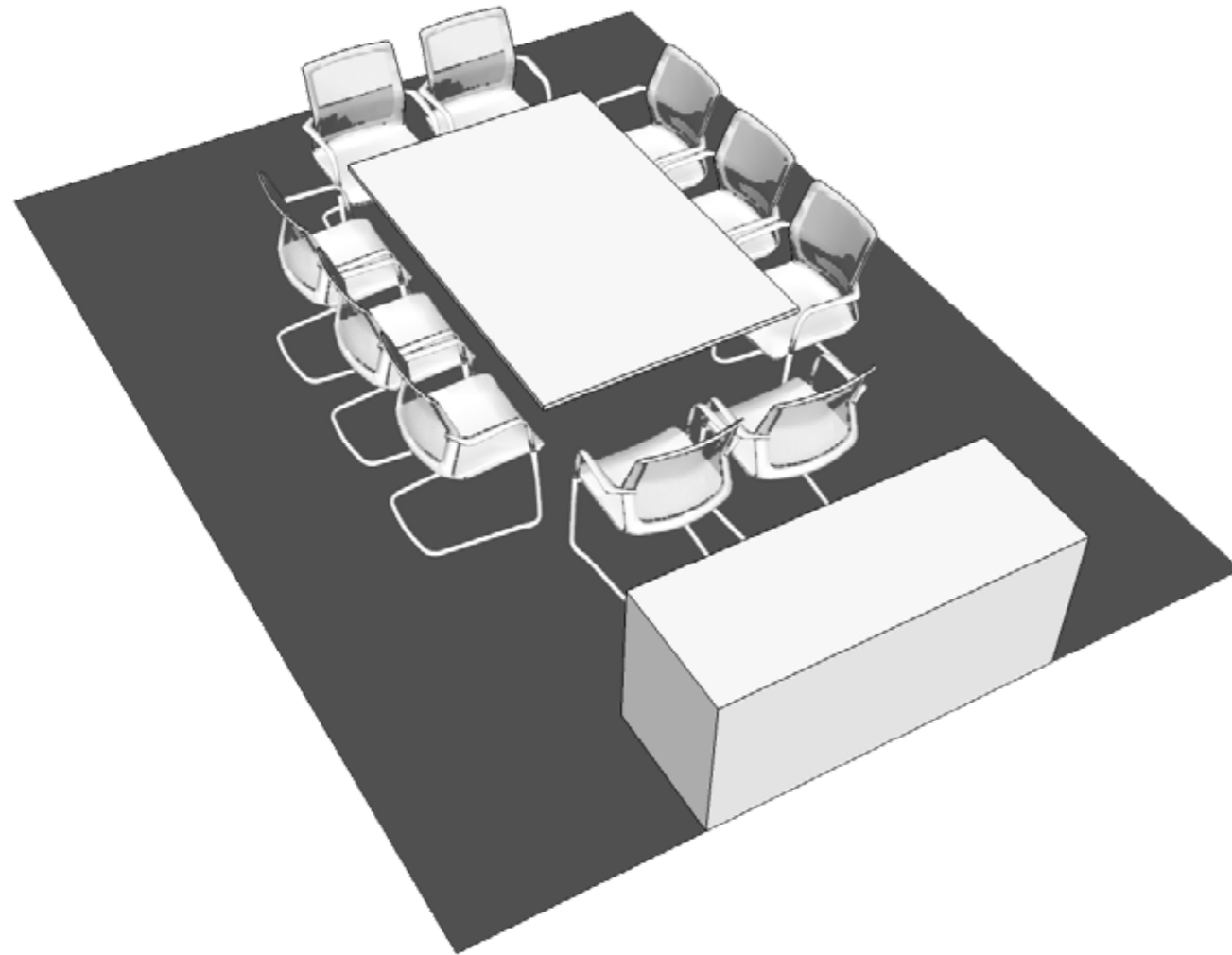


Allocation:

1:75 - 100 per Academic and Support
Headcount
2sqm per seat

Shared Support

8-12 MEETING ROOM 18SQM



Allocation:

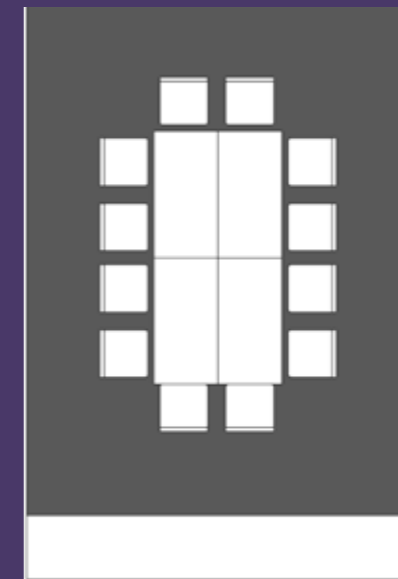
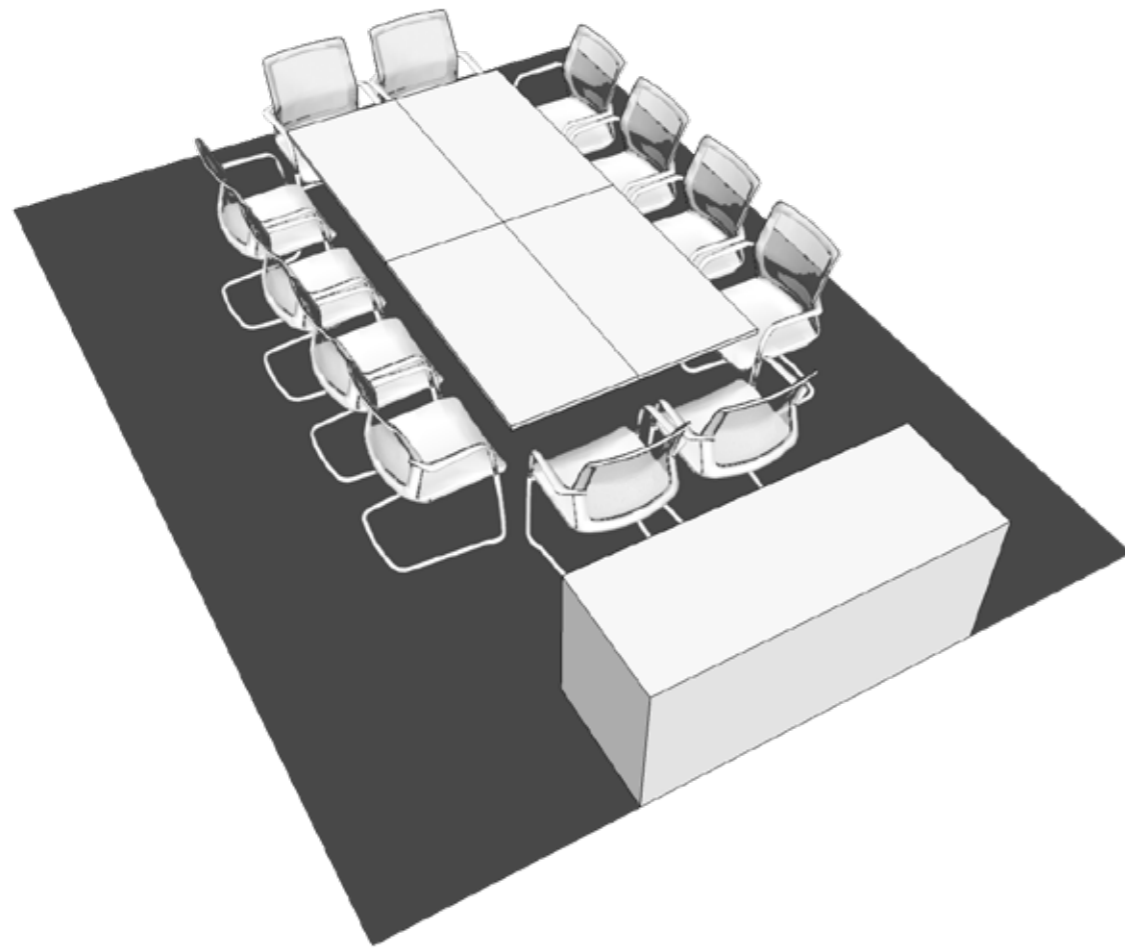
1:100 - 150 per Academic and Support

Headcount

1.8sqm per seat

Shared Support

12-20 MEETING ROOM 20SQM



Allocation:

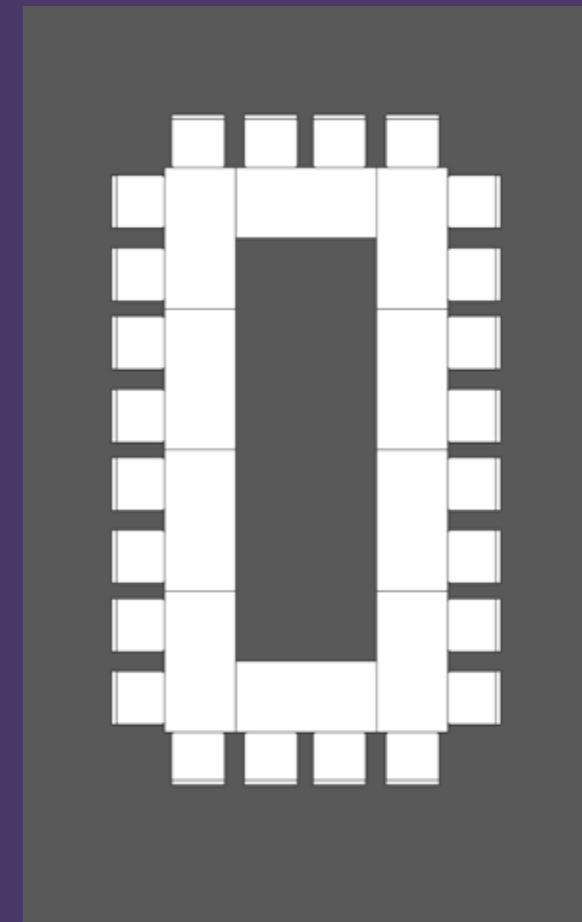
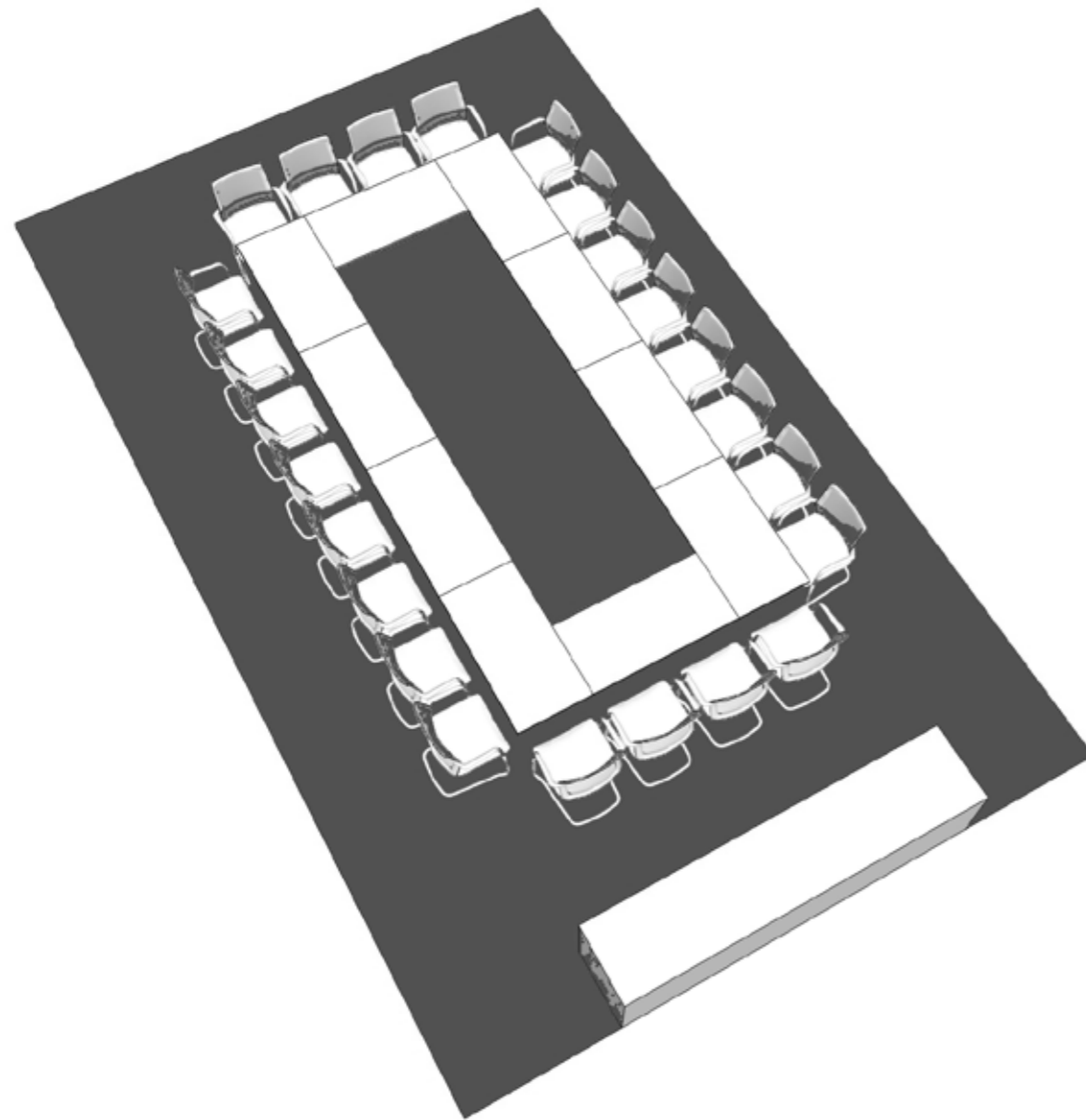
1:100 - 150 per Academic and Support

Headcount

1.7sqm per seat

Shared Support

20+ MEETING ROOM 44SQM



Allocation:

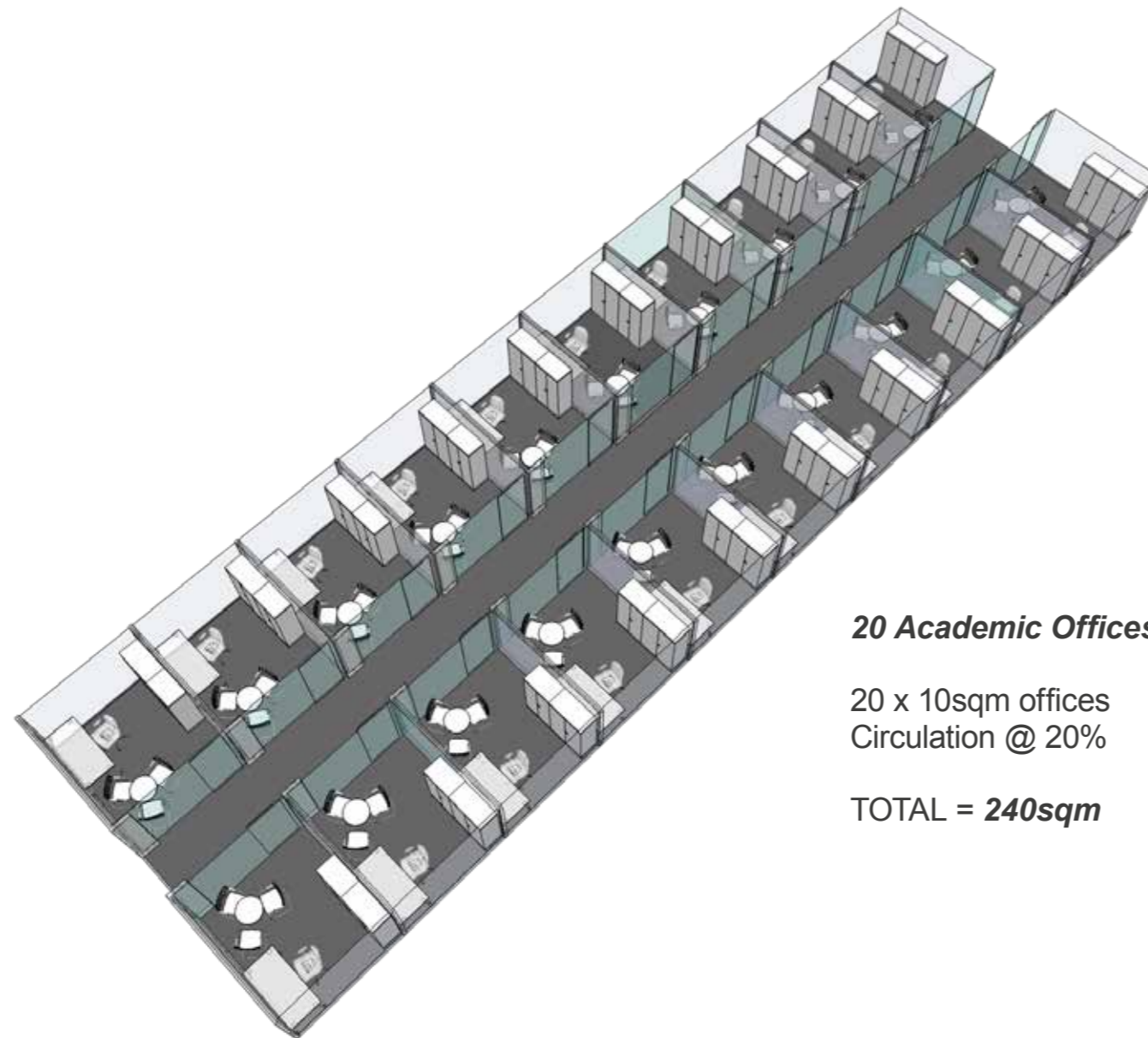
1:250 per Academic and Support

Headcount

1.8sqm per seat



CELLULAR OFFICES

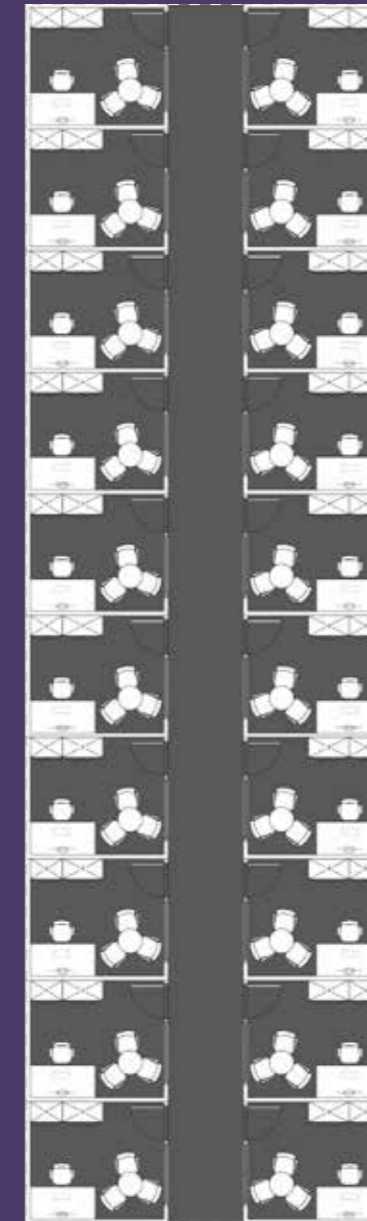


20 Academic Offices

20 x 10sqm offices = 200sqm
Circulation @ 20% = 40sqm

TOTAL = **240sqm**

Plan indicates a fully cellular space with a centralised corridor.



OPEN PLAN WORKING

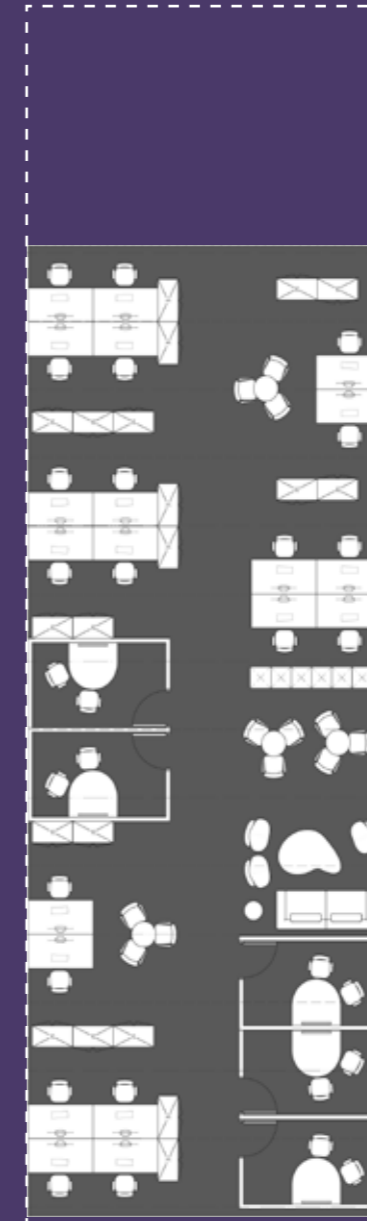


20 Academic Offices

20 x 8.37sqm offices = 167sqm
Circulation @ 20% = 34sqm

TOTAL = **201sqm**

Plan indicates a fully open plan space with a centralised corridor and supportive areas.





2. GENERAL TEACHING SPACE STANDARDS

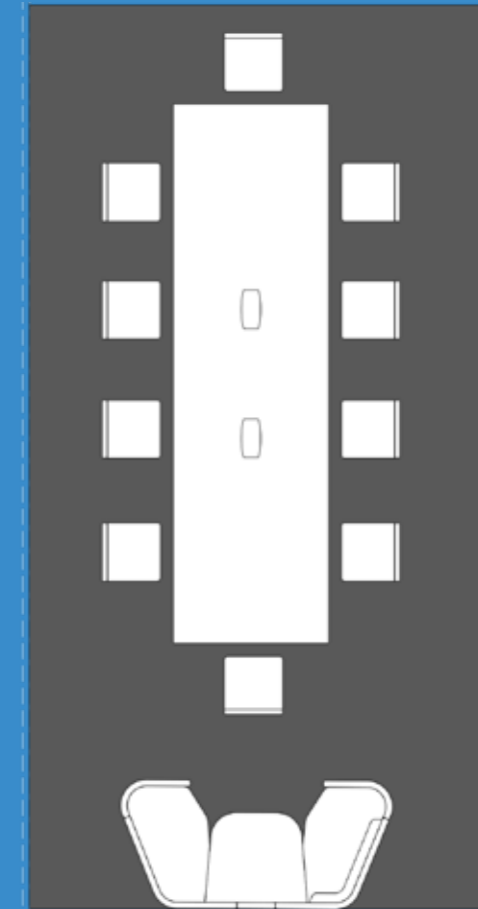
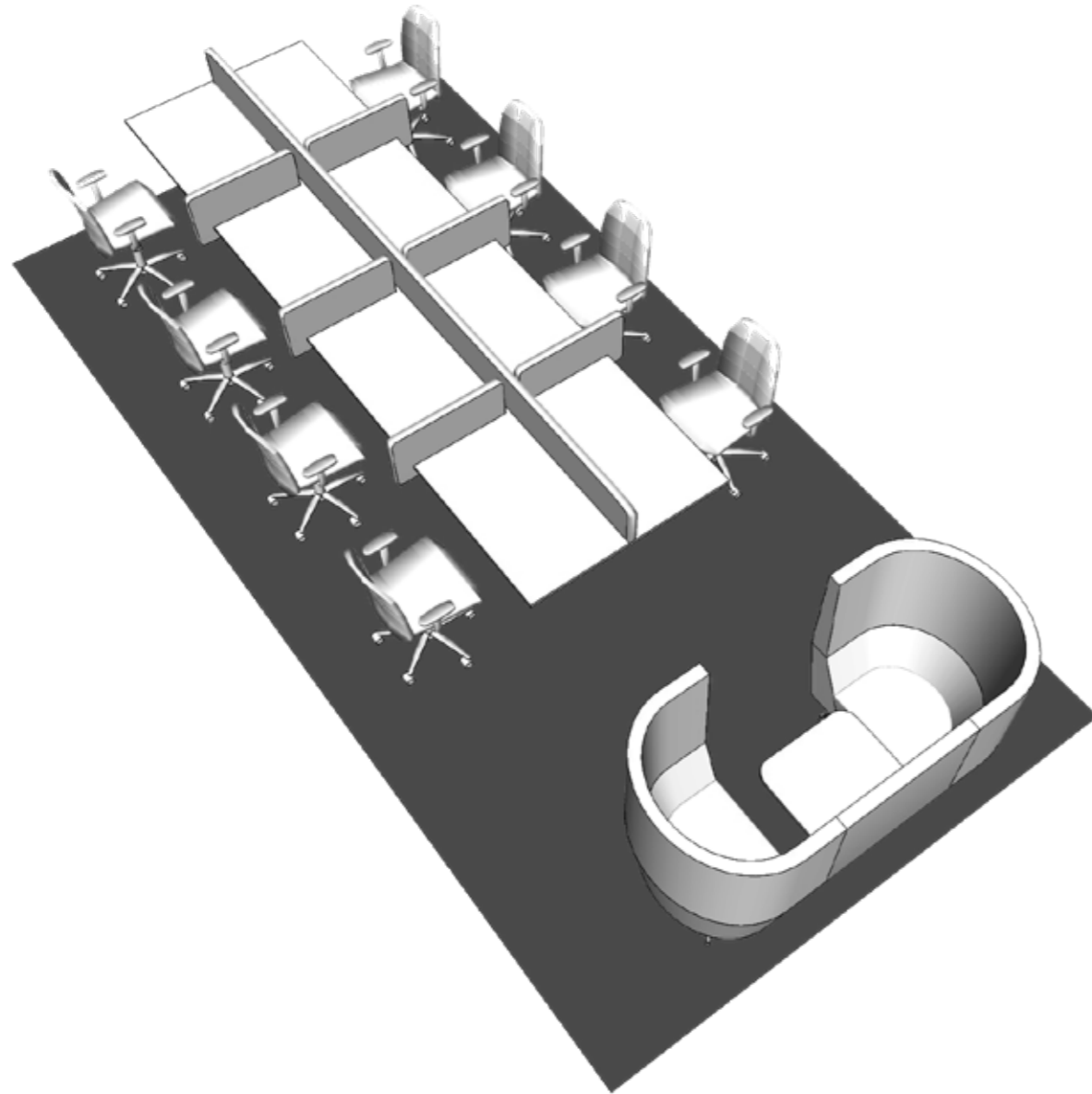
General Teaching

The majority of teaching spaces are controlled by a centralised booking system. Spaces have been shown to indicate potential sqm per seat, but a project will require a greater range of spaces. Raked lecture theatres are more space efficient, but carry a higher cost due to the construction requirements.

Flexible flat floor seminar rooms are less efficient in relation to space, as more area is needed to provide circulation and movement around furniture, however, these offer greater flexibility of use. Consideration should be given for subdivision to offer further flexibility.

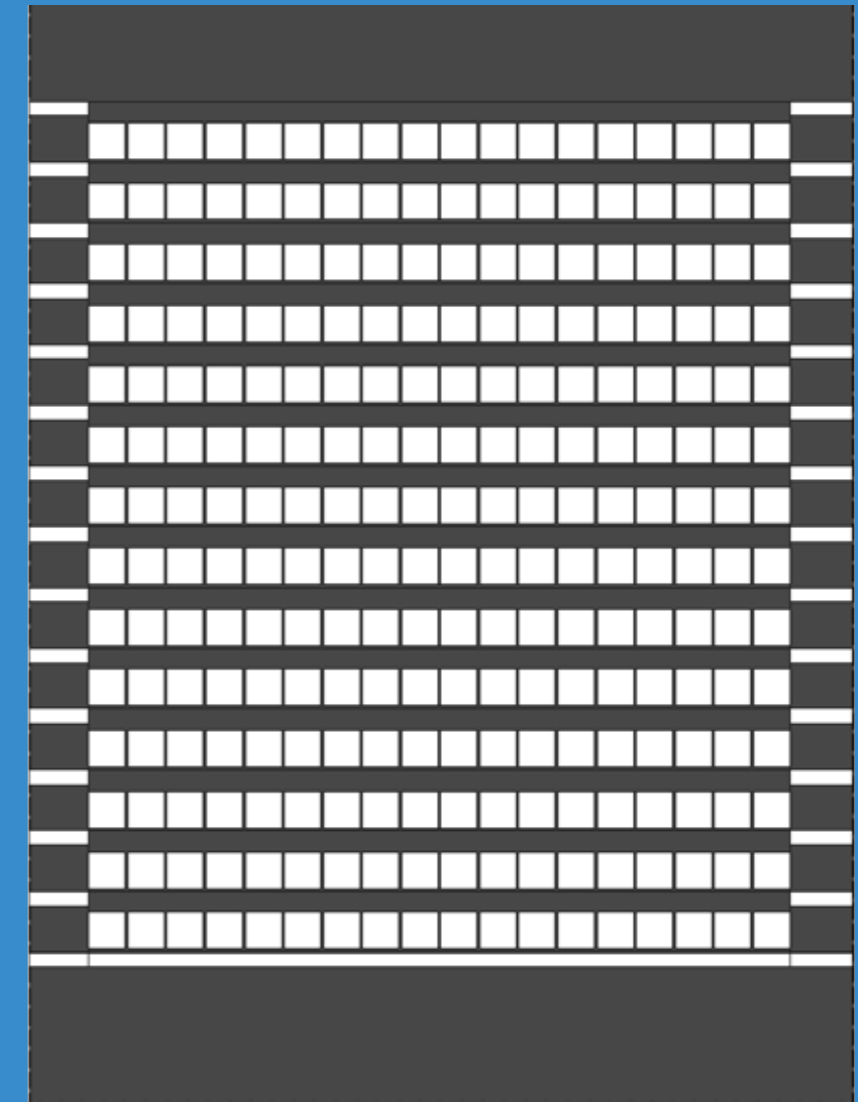
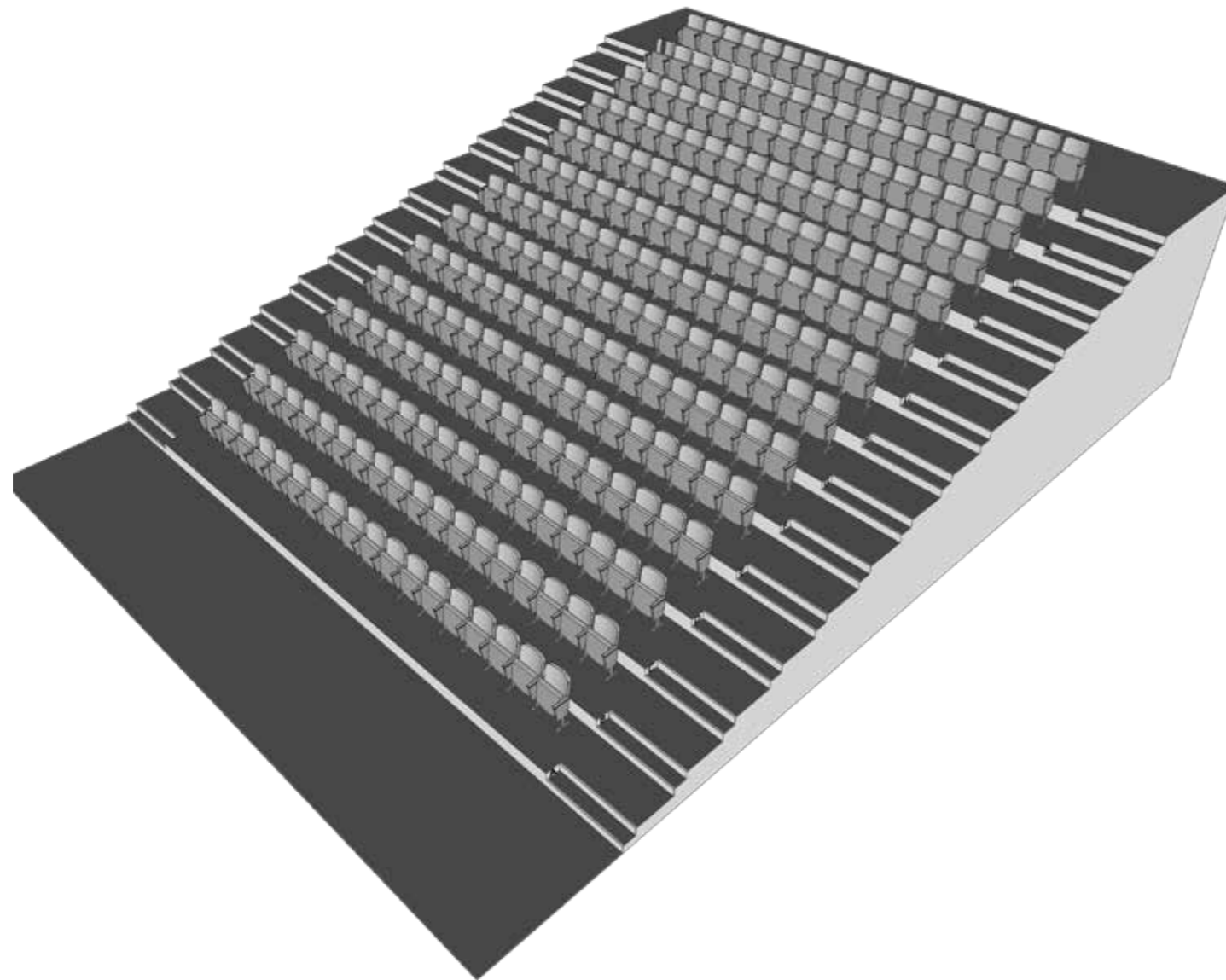


STUDY AREA



25sqm per space 1 per 80 students (.3 per student)

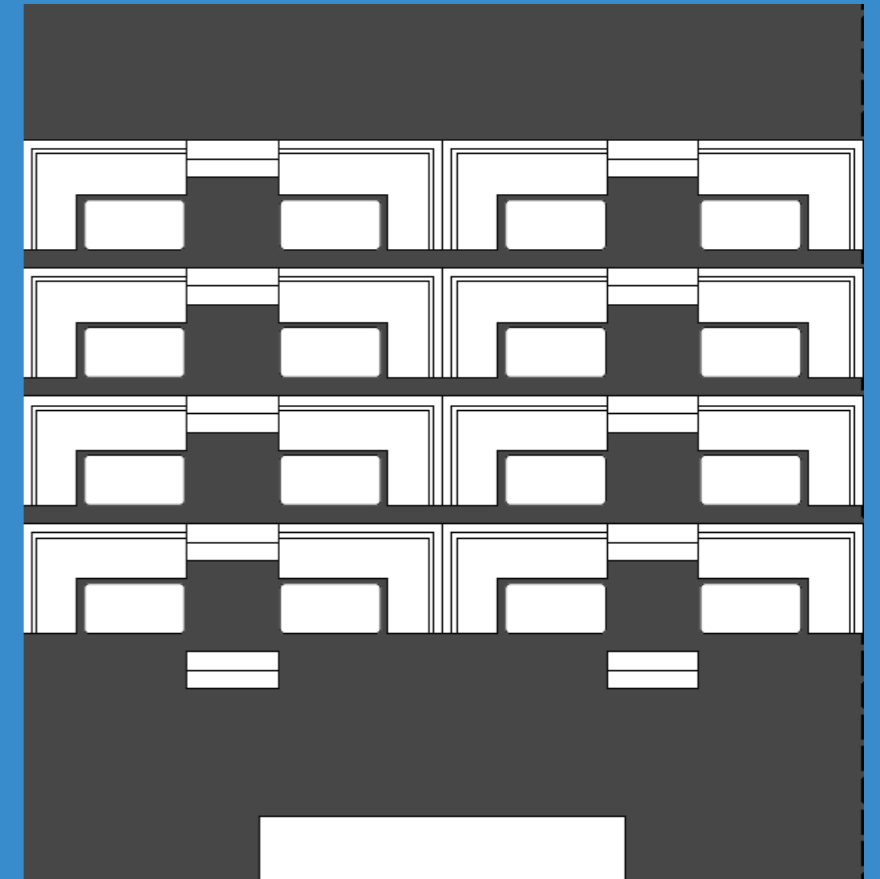
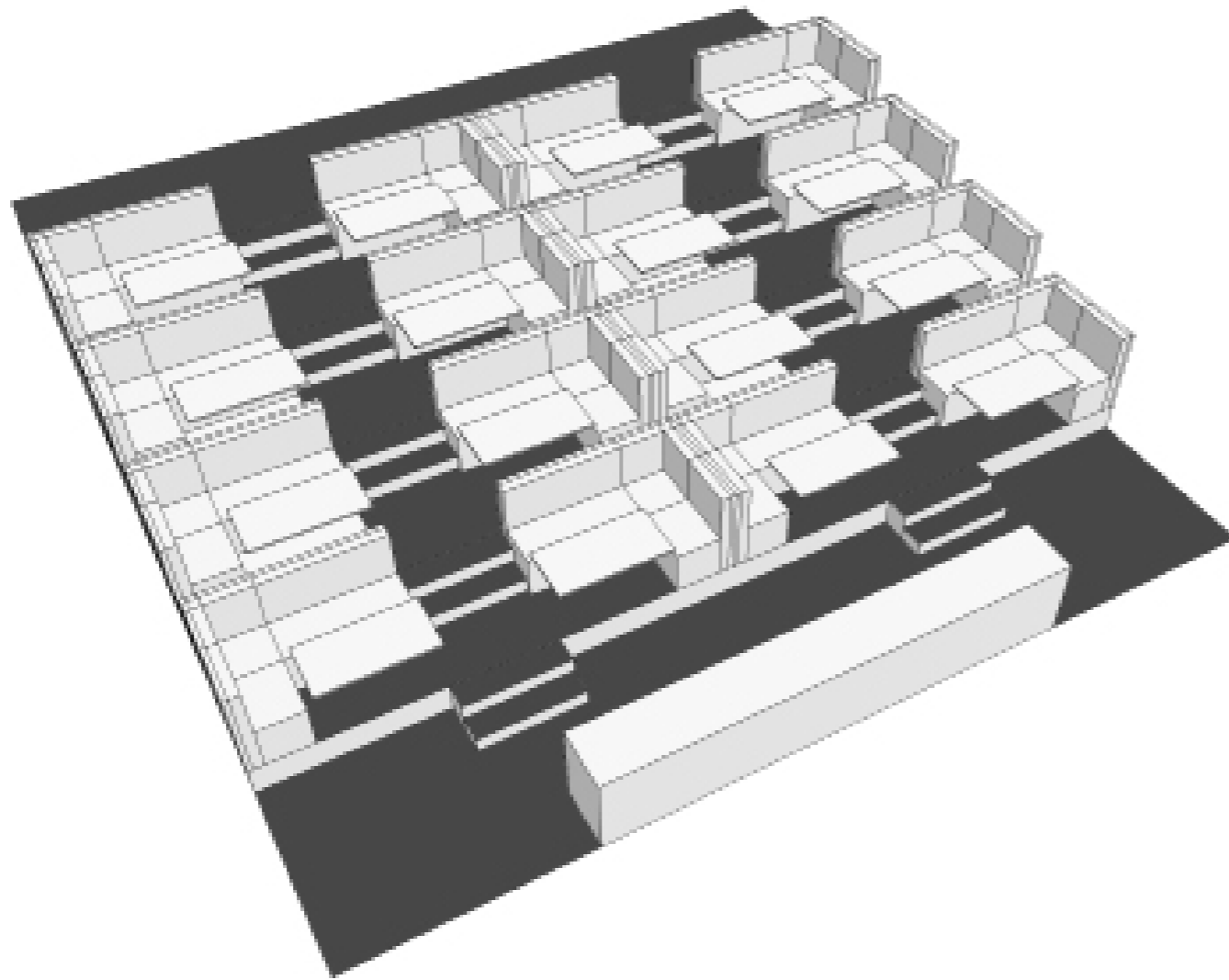
RAKED LECTURE THEATRE



Allocation:

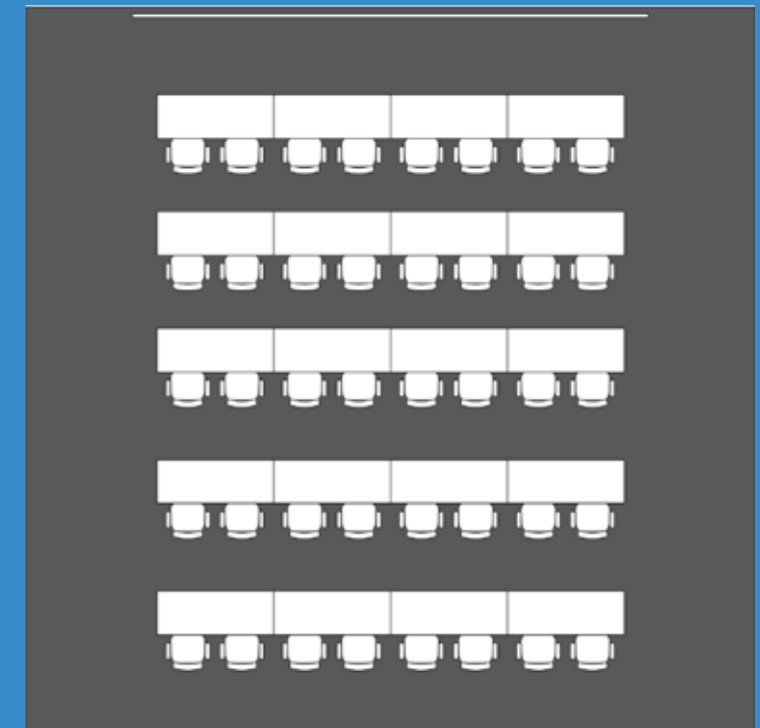
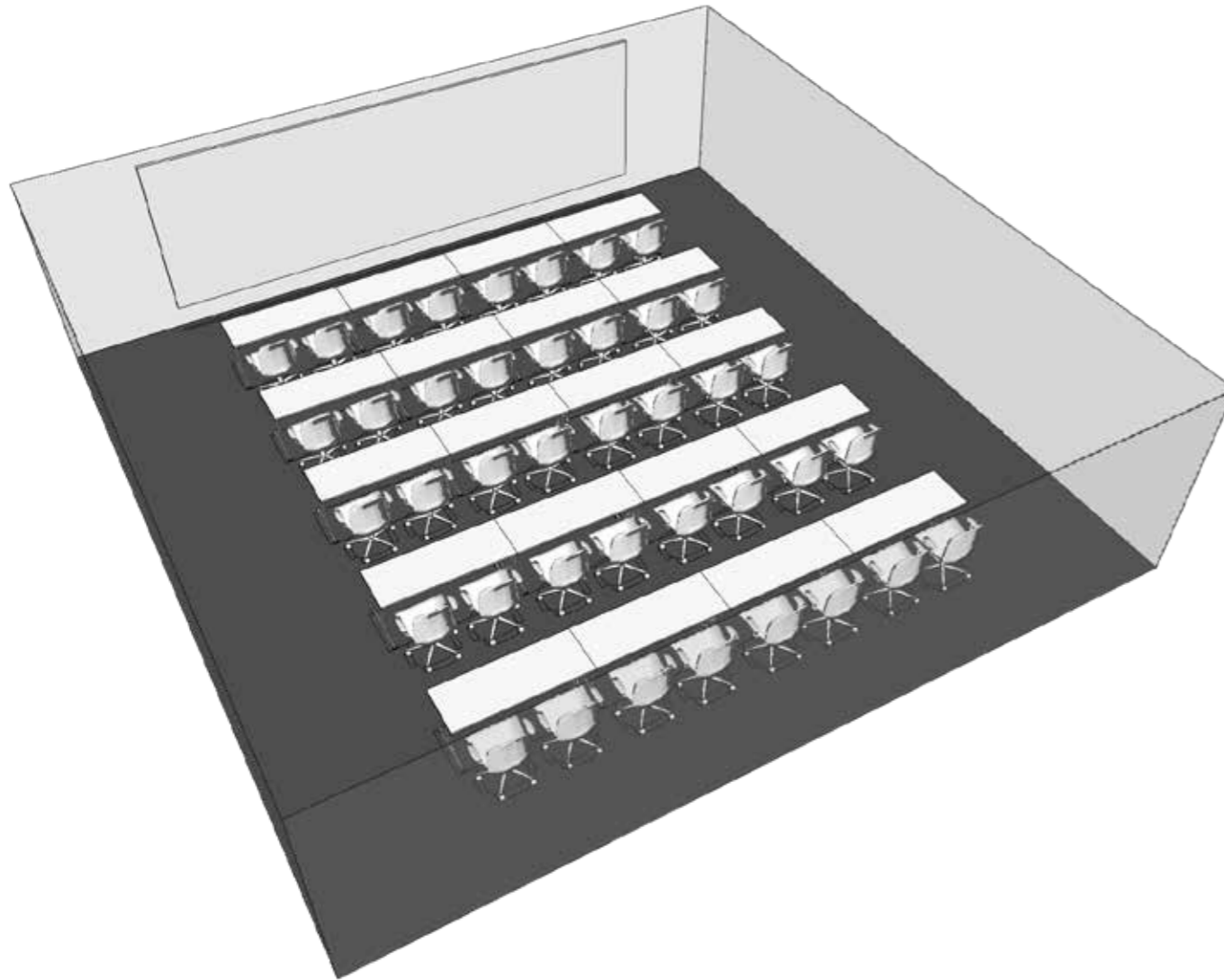
1sqm per seat

BLENDED LECTURE THEATRE

**Allocation:**

1.5-2sqm per seat

SEMINAR ROOMS




Allocation:

2.5sqm per seat

3. SPECIALIST TEACHING SPACE STANDARDS

Specialist Teaching

Specialist lab space has been indicated based on a typical wet teaching lab. However, due to the varied nature of specialist teaching spaces within schools and across departments the requirements can vary significantly and are hard to normalise. Spaces will, therefore, need to be determined on a project by project basis.

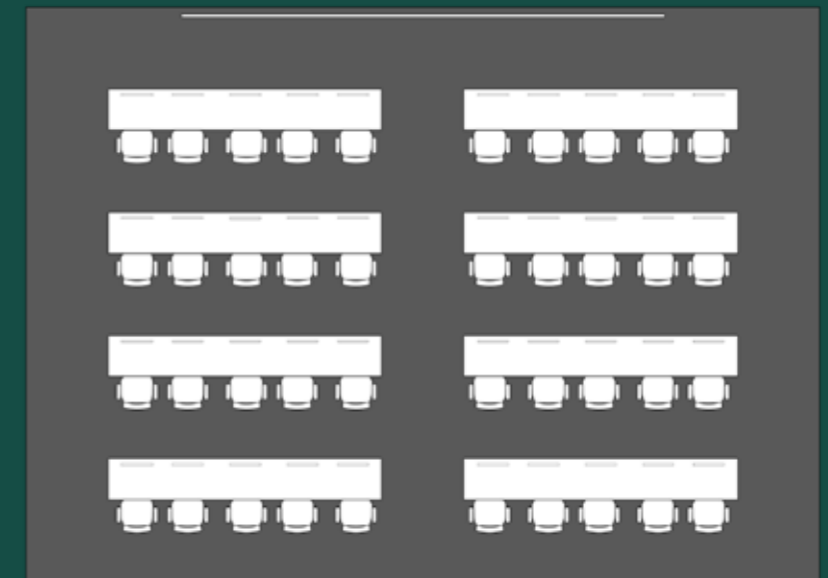
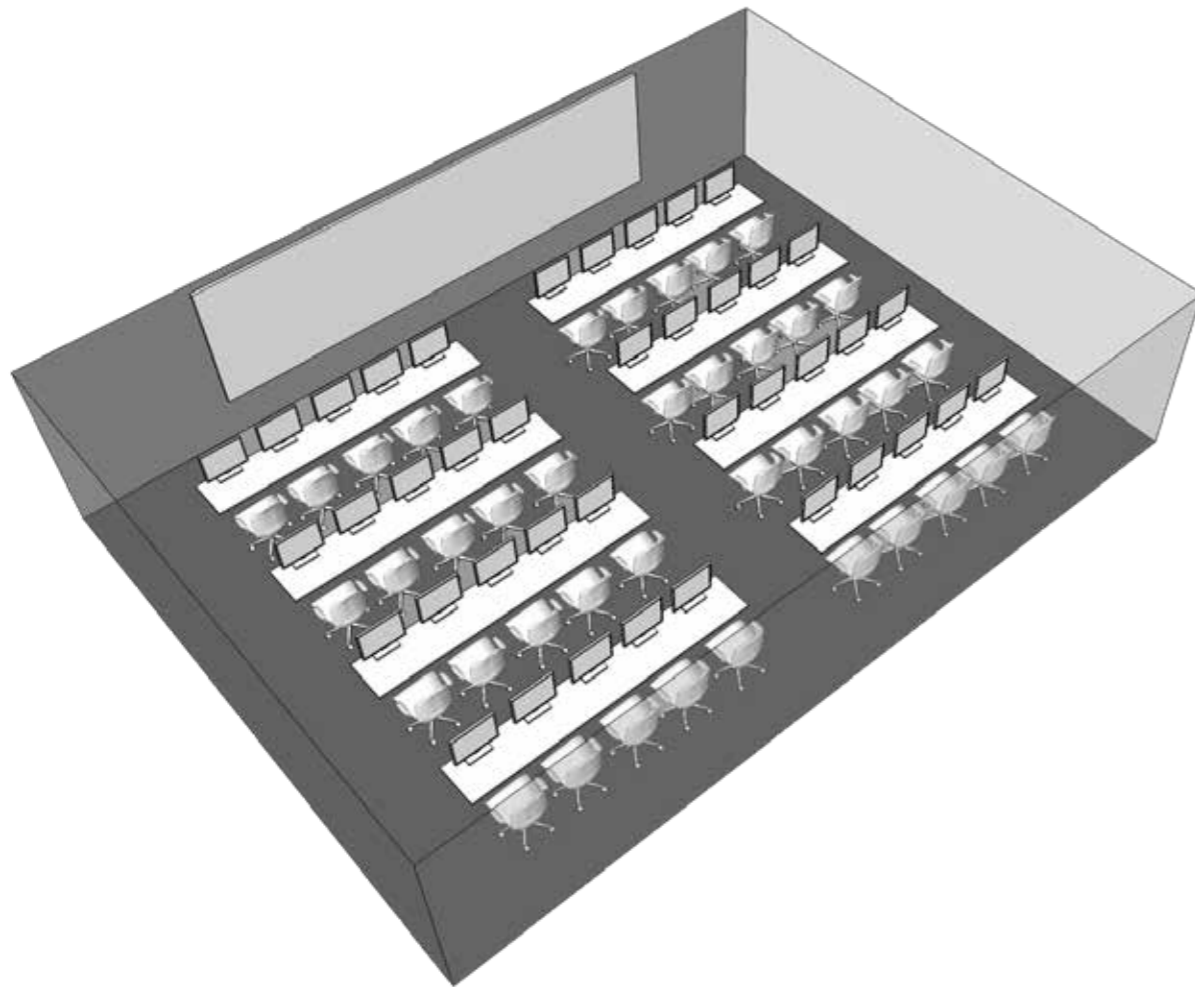




BRUKER

GCS
GAS CHROMATOGRAPHY SYSTEM

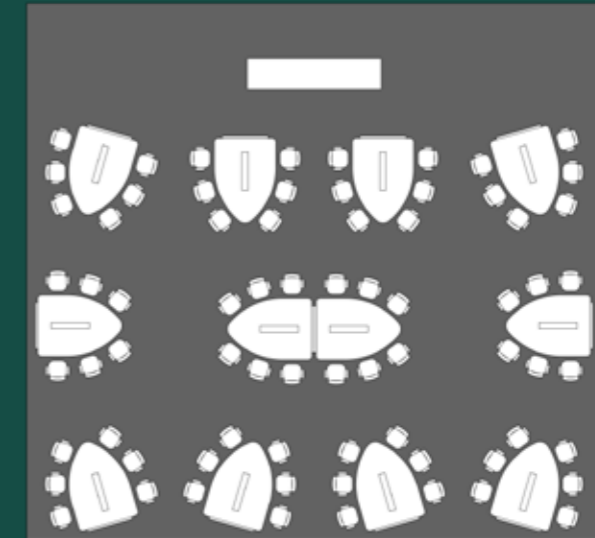
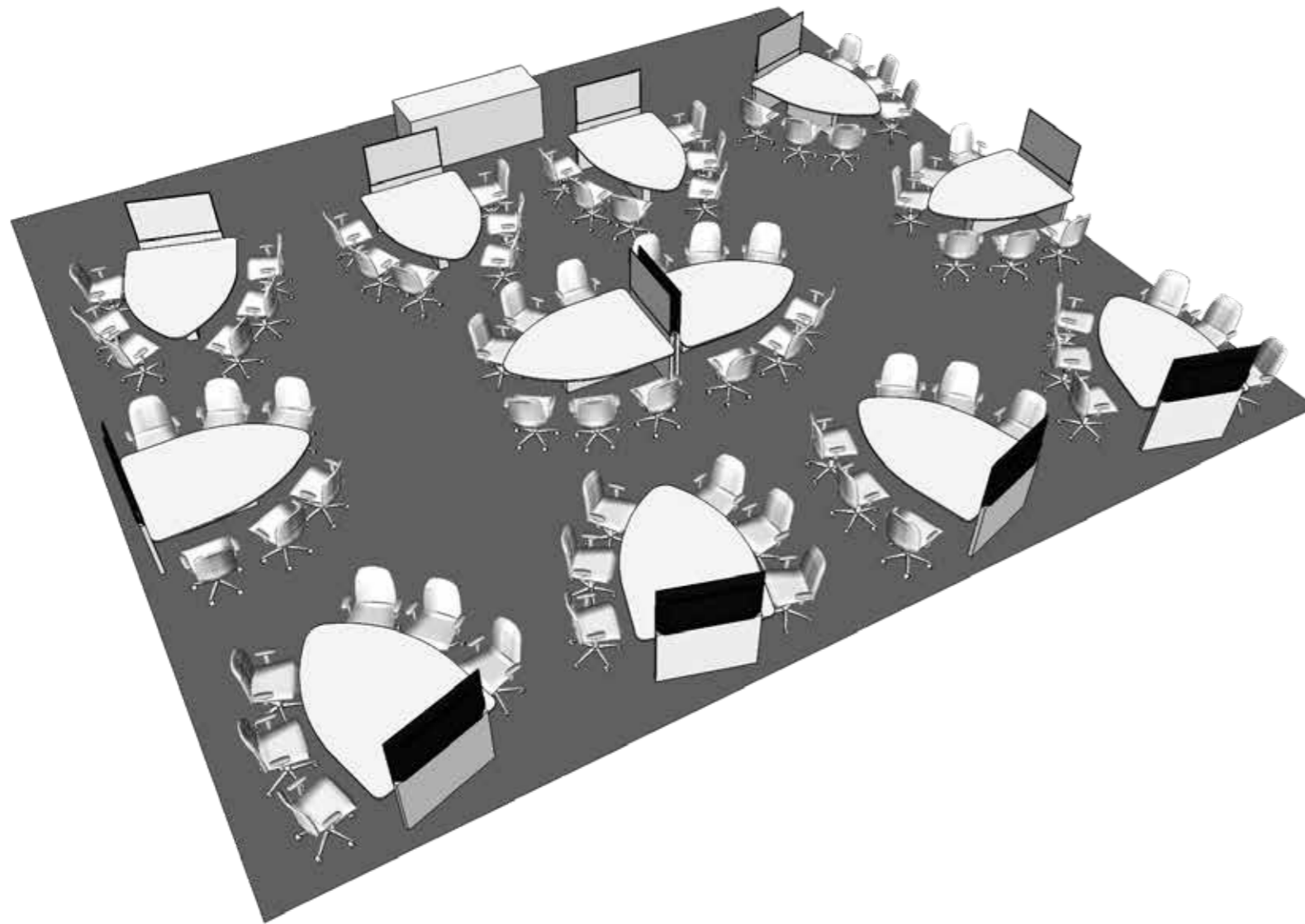
COMPUTER CLUSTER

**Allocation:**

1:10 per UG/PGT Headcount (.3sqm)

3sqm per seat

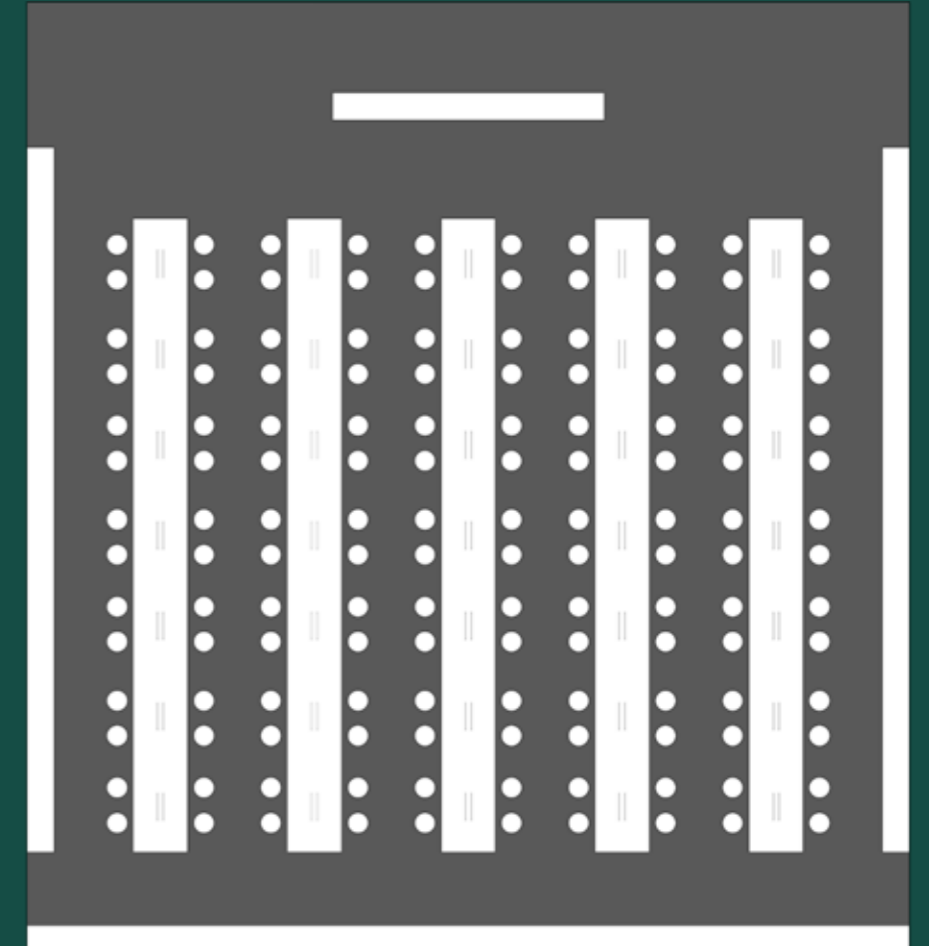
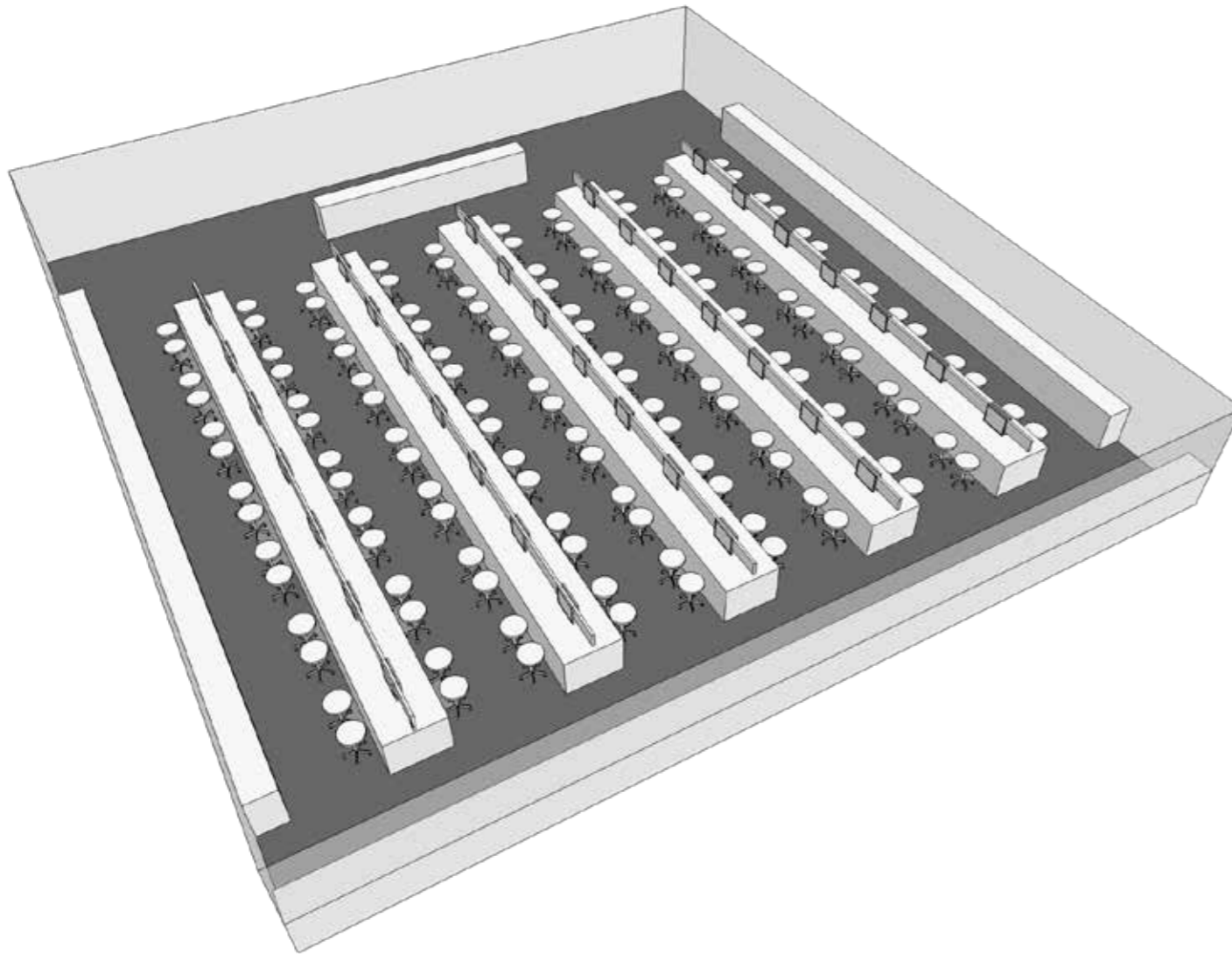
COMPUTER TEACHING

**Allocation:**

1:10 per UG/PGT Headcount (.3sqm)

3sqm per seat

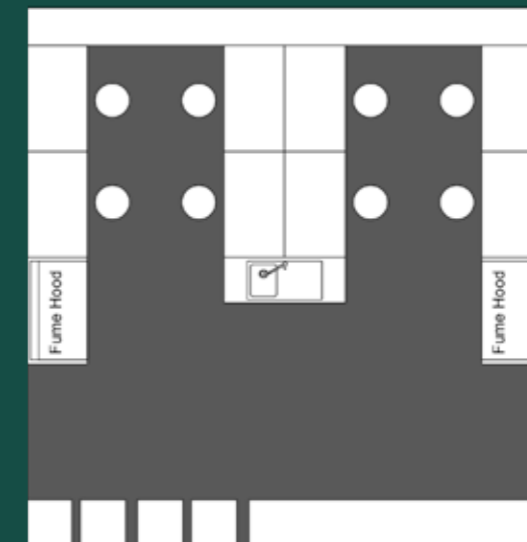
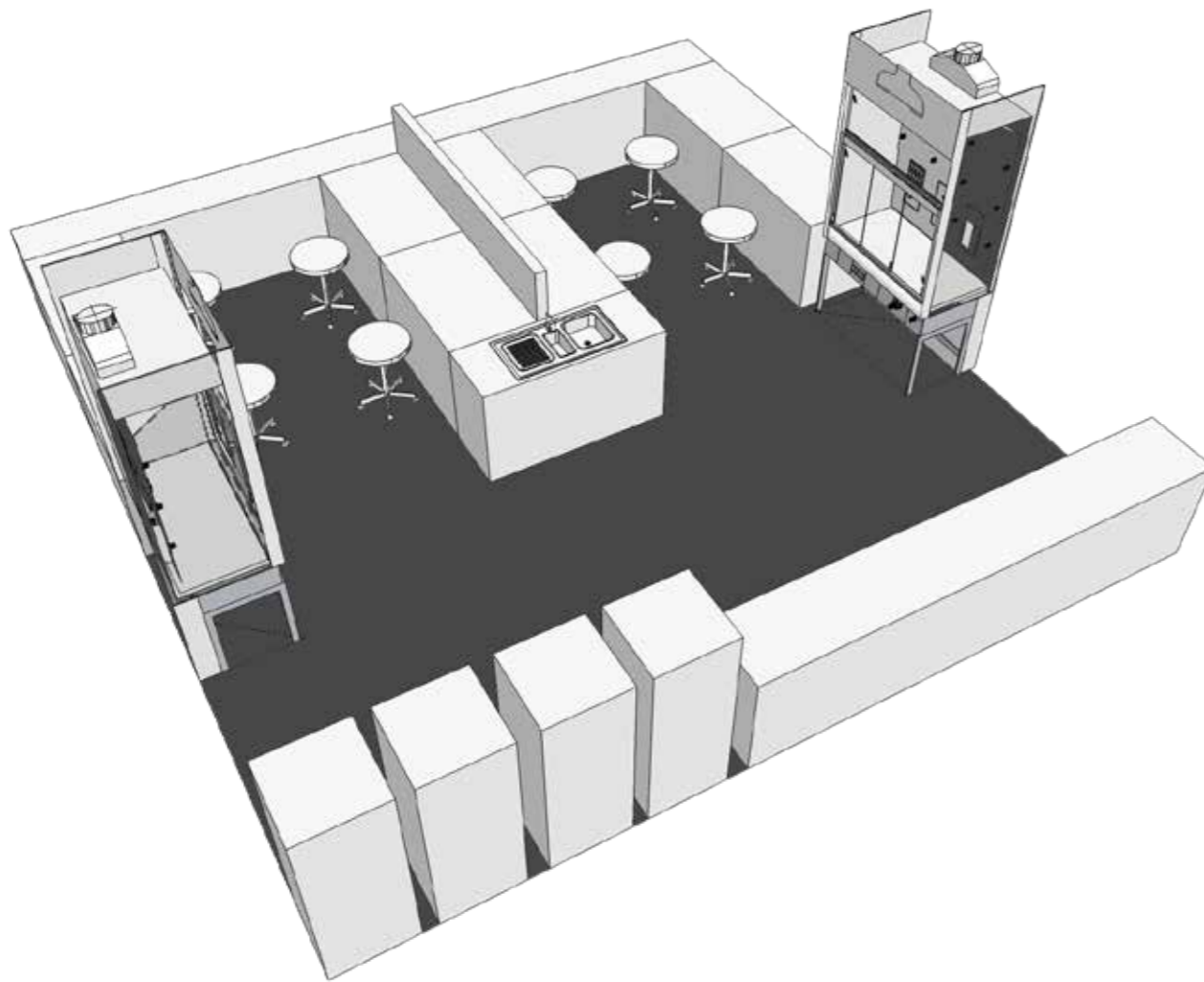
TEACHING LABORATORY



Allocation:

3.4sqm per seat

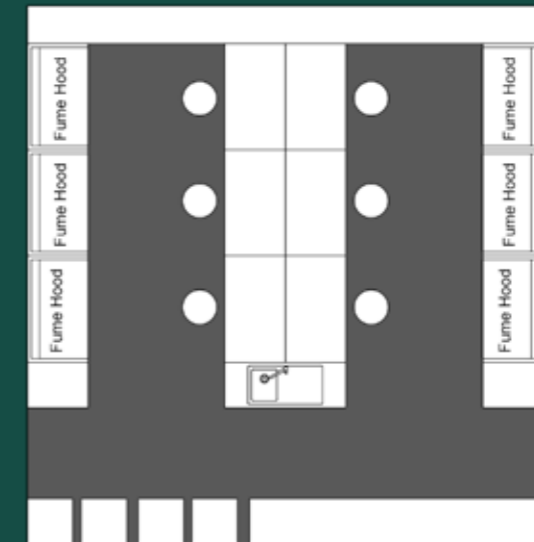
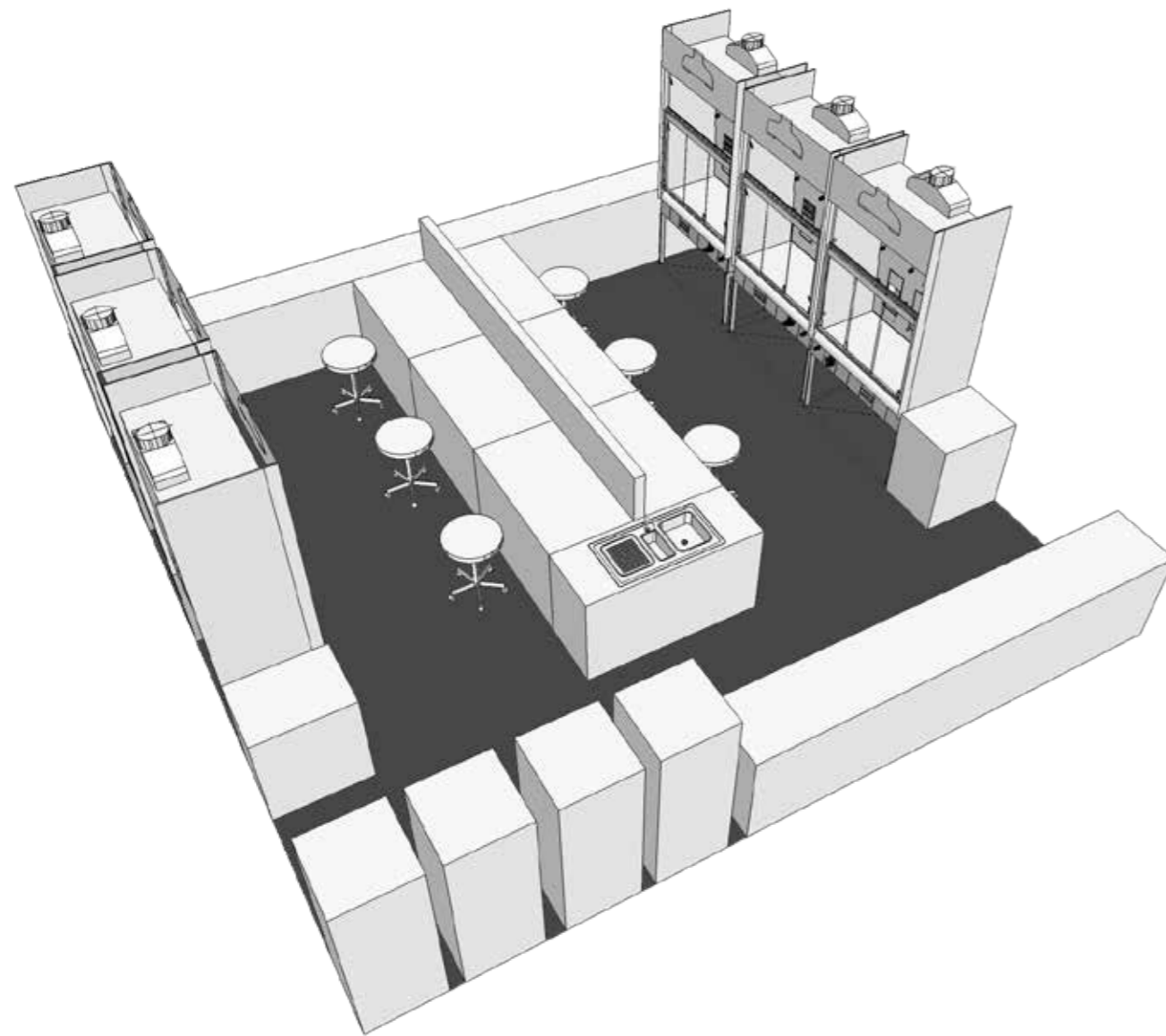
BENCH LABORATORY SPACE



Allocation:

6qm per bench

BENCH LABORATORY SPACE (FUME)

**Allocation:**

8qm per bench

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Senate

24 May 2023

Annual Report of the Senate Standing Committees

Description of paper

1. This is the annual report of the Senate Standing Committees: Education Committee; Academic Policy and Regulations Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2022-23. It also proposes outline plans for 2023-24.

Action requested

2. Senate is invited to NOTE the major items of committee business from 2022-23 and to APPROVE the plans of the Senate Committees for the next academic year.

Background and Context

3. The Senate Standing Committees provide an annual report setting out progress on activities in the past year and seeking Senate approval for their general strategic direction and priorities for the next academic year.
4. Committee agendas, minutes and papers are available on Academic Services' website. All Senate members are notified when agendas and papers (which include the minute of the last meeting) are available and are advised they can provide comments on agenda items through the Senate representatives on the relevant committee.

Resource implications

5. The proposed plans for 2023-24 will have some resource implications relating to time spent by members of the Committees, Academic Services and staff invited to participate in working groups. Some of the resource requirements for wider work of the Committees will be met through existing resources or have agreed funding in place. As per Senate guidelines, authors of papers relating to the proposed plans for 2023-24 will be asked to include an analysis of resourcing issues (including staff workload issues) in cover sheets.

Risk Management

6. Each individual strand of proposed activity will be subject to risk assessment as appropriate.

Equality and Diversity

7. Where required, Equality Impact Assessments will be carried out for individual work packages completed next year. It is noted that following a previous discussion of Committee effectiveness, all Senate Standing Committees undertook to place more focus on effective evaluation of equality and diversity dimensions.

Next steps / implications

8. The Senate Committees will progress the agreed strategic approach during 2023-24 as set out in the report. This report will also be shared with the University Court for information.

Authors

Brian Connolly, Academic Policy Manager
Sinead Docherty, Academic Policy Officer
Stuart Fitzpatrick, Academic Policy Officer
Olivia Hayes, Academic Policy Officer
Nichola Kett, Interim Director of Academic Services

Presenters

Professor Colm Harmon, Convenor of Senate
Education Committee
Professor Tina Harrison, Convenor of Senate
Quality Assurance Committee
Dr Paul Norris, Convenor of Academic Policy
and Regulations Committee

May 2023

Freedom of Information Open

Annual Report of the Senate Committees 2022-23

1. Executive Summary

This report summarises the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2022-23, along with their proposed plans for 2023-24.

2. Introduction

The three Standing Committees of Senate (hereafter referred to as the Senate Committees) are the Senate Education Committee (SEC), Academic Policy and Regulations Committee (APRC), and Senate Quality Assurance Committee (SQAC).

Senate has delegated to these Committees a range of its powers, and these powers are set out in the Committees' Terms of Reference. Links to the Terms of Reference and memberships of the Senate Standing Committees are below:

- [Education Committee](#)
- [Academic Policy and Regulations Committee](#)
- [Quality Assurance Committee](#)

Sections 3, 4 and 5 below provide information on the Standing Committees' activities in 2022/23.

Section 6 sets out proposals for future work. These proposals have arisen from Committee discussions. The proposals are designed to assist the University in pursuing its Learning and Teaching agenda and wider goals as laid out in the University Strategy 2030:

- [Strategy 2030](#)

3. Key Committee and Task Group Activities in 2022-23*

Name of Committee	No. of meetings
Senate Education Committee	5 + one electronic
Academic Policy & Regulations	9 (one additional, meeting and four electronic meetings)
Senate Quality Assurance Committee	5 + one electronic

Name of Task Group	Task Group of:
Coursework Extensions and Special Circumstances Task Group	APRC
Personal Tutor System Oversight Group	SQAC
Student Support Services subcommittee	SQAC
Tutors and Demonstrators Oversight Group	SQAC
Data Task Group	SQAC
Assessment and Feedback Strategy Group	SEC
Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group	SEC, APRC, SQAC

*Includes meetings scheduled for the remainder of the session.

4. Senate Committees' Progress in 2022/23

Section 4 provides information on progress against the activities proposed in last year's report to Senate. Section 5 provides information on other committee activity in 2022/23.

All committees also considered:

- University of Edinburgh Students' Association Vice President Priorities 2022/23
- Committee memberships and Terms of Reference
- Developments from 11 August 2022 meeting of Senate, including new guidelines for Senate Committee operations
- Senate Committees' Internal Effectiveness Review
- Schedule of review for policies, regulations and guidance
- Proposals for Coordinating Institutional Activities on Assessment and Feedback
- Committee priorities for 2023-24

4.1 Education Committee

Progress with activities proposed in last year's report:

Activity
<p>1. Curriculum Transformation</p> <p>November:</p> <ul style="list-style-type: none">• Discussion, comment and endorsement of a final report of a short-life working group set up to generate ideas for the future of our teaching spaces. Intended to inform the new Capital Plan and connects with work emerging from the Curriculum Transformation Programme and the Learning and Teaching Spaces Strategy. Comments were around: sense of belonging, flexible layout of teaching spaces, the importance of being realistic, the value of outdoor teaching spaces given the Scottish climate, the need to prioritise, 'locking down' of buildings, and student composition.• Update of work in progress with the development of a proposed curriculum framework for consideration via the appropriate University governance channels in early 2023. Feedback was provided on: concerns about appetite for a large-scale change project, the reason for change, support for pilot activity. <p>January:</p> <ul style="list-style-type: none">• Discussion and noting an update on progress with the development of a proposed curriculum framework for consideration via the appropriate University governance channels. This included plans to work with Schools and Deaneries to develop short and medium term plans for change and investment, and proposals for a modification of the timescale for the implementation and phasing of curriculum transformation. Responses covered: phasing; rationale; the proposed curriculum framework; and resourcing. <p>March:</p> <ul style="list-style-type: none">• Discussed a paper providing an update on planned next steps for in-depth discussions with Schools and Deaneries on their response to the undergraduate curriculum framework and other engagement plans following discussions at Senate in February. Questions and comments focussed on how the Project planned to engage with staff in Schools and Colleges in the coming months. Clarification on what Schools could proceed with in terms of programme development in the intermediate future was sought.
<p>2. Student Experience – ongoing input into matters being taken forward by University Executive</p>

September:

- Commented on the student experience update taken to the University Executive in June 2022. Comments focused on the new student support model.
- Noted the National Student Survey findings and comment on the proposals for how the University should respond to the findings of the NSS and improvements to the quality of the student experience. Comments focused on areas where improvement had been seen, the goal of being equally excellent in research and teaching, and that sense of belonging remained an issue.

November: an update was provided covering: the start of the academic year; student support; cost of living; National Student Survey consultation.

January:

- Noted an update which covered: the Vice-Principal Students Portfolio (including the creation of two groups to assist with developing and delivering enhancements to the student experience); the Student Support Model; and cost of living. Comments included: student representation on the groups; recruitment of Student Advisors; and evaluation of the Student Support Model.

March:

- Noted an update which outlined the findings from the Pulse Survey of all students in December.

May

- Reviewed and approved a new Student Support Framework which will govern the model of Student Support, whilst also approving the retirement of the Academic and Pastoral Support Policy at the end of 2022/23.

3. Enhancement-led Institutional Review – ongoing response to outcomes of 2021 ELIR, particularly around assessment and feedback**September:**

- Discussed and approved the final version of the Assessment and Feedback Principles and Priorities.
- Approved changes to the Academic and Pastoral Support Policy for 2022/23.

November:

- Discussed a paper prepared by the Students' Association on examination format which included recommendations relating to examinations in 2022/23 in response to the results of a University-wide student survey on in-person exams. Discussion focused around: the impact of a return to in-person exams on students; diversification of assessment as appropriate; support available for students; issues with online exams; and academic integrity. Actions agreed related to communication with students on format and support, a review of the December 2022 diet and a discussion on the August 2023 diet.

January:

- Discussion on coordinating institutional activities on assessment and feedback which asked for approval of two new groups (a Strategy and Policy Group and a Guidance, Procedures, Data, Systems and Evaluation Group). An overview of the range of assessment-related activities was given alongside a proposal for coordinating and governing the activities. Strong support was given although comments were provided on the proposed memberships and remits. Approval was given to setting up the two new groups subject to refined proposals (on memberships, timelines and modes of operation)

which take into account discussions with the other Senate Standing Committees being submitted to the March meeting.

- Discussion of a paper submitted by the group considering the arrangements for the August 2023 resit exam diet. Members made points including: workload implications; professional body requirements; consulting with students on changes; approaches to assessment; timing; academic integrity; and support for students. The proposed arrangements were approved subject to one minor amendment relating to student consultation.

March

- Approved revised proposals for membership and remit of assessment and feedback related groups following consideration at Senate Academic Policy and Regulations Committee and the Senate Quality Assurance Committee.

May

- Discussed and approved recommendations made by the Assessment and Feedback Strategy Group covering examination formats for 2023-24, August assessment diet, implementing the Assessment and Feedback Principles and Priorities, and generative AI and approaches to assessment.
- Considered and discussed recommendations relating to the governance of tutors and demonstrators, noting that many aspects fall under the responsibility of HR.

4. Doctoral College developments

September: verbal updates were given on: UK Research and Innovation stipend increase; PGR hardship funding; PhD duration, interaction with new student support structures, Doctoral College Forum meetings; supervisor training; MScR marking instructions; Annual Review Policy update; student systems; and a report from the Equality Diversity and Inclusion/Widening Participation PhD Intern.

January: verbal updates were given on: progress with the Doctoral College; plans to submit papers on the size and shape of the PGR body and the length of a PhD and implications for tuition fee levels; support for progressing with PGR Higher Education Achievement Record (HEAR); and progress on the group overseeing work on tutor and demonstrator training.

May: noted a report of the Operations Group of the Doctoral College from the start of the academic year which covered activity and discussion topics.

5. Academic Integrity

September: updates provided on:

- IAD had been tasked with developing a generic mandatory course for all students on academic integrity.
- The Student Support model project team were considering what role the Cohort Lead might play in providing subject-specific guidance.
- The Academic Misconduct Investigation Procedures had been reviewed and would be taken to Academic Policy and Regulations Committee for approval and additional student guidance would be developed.

November: discussion on the trends and trajectories in digital assessment and plagiarism detection including the implications of AI-assisted text generation and rising concern of routine use of plagiarism detection systems. Feedback was received on the paper by all three College Academic Misconduct Officers. The analysis in the paper was endorsed and comments were received around re-design of assessment and the links with the Assessment and Feedback Principles and Priorities.

6. Other matters considered during the year

Other key items considered by Education Committee during the year included:

September

- Noting requests for Edinburgh Learning Design and Roadmap (ELDeR) workshops granted by the Support for Curriculum Development Group.
- Noting the Student Partnership Agreement for 2022-23, the themes and agreeing to advise about the opportunity for small project funding.

November

- The outcome of the Office for Students Review of the National Student Survey was presented and the committee agreed the use of two of the optional question banks which allowed year on year data comparison.
- Updates on Learn Ultra (upgrade and early adopter programme) were provided for information/noting. Questions were raised by Senate members which were responded to after the meeting.

January

- Consistent and equitable application of own work declarations, which proposed changes to how these were used. Whilst broadly supportive of the idea of removing own work declarations for individual pieces of work or courses, there was not consensus on key elements of the proposals. Further analysis, consultation and discussion was needed and will be taken forward by the assessment and feedback groups.
- Approval of the proposed institutional questions for the 2023 Postgraduate Taught Experience Survey (PTES) and Postgraduate Taught Research Survey (PRES). Feedback was provided on terminology and wording, cost of living questions, and governance of student voice.
- Approval of the proposal that the EUSA Community Volunteering role should be recognised in Section 6.1 of the HEAR.

March

- Approval of minor changes to the Lecture Recording Policy following a scheduled review.
- Agreed a schedule of reviews for policies, regulations and guidance.
- Discussed a paper on strategies to optimise postgraduate research student numbers which covered a range of topics, including remote and distance learning PhDs, part-time study in doctoral education, and the length of the prescribed period for funding. The paper would also be discussed within Colleges.
- Noted and commented on a paper which provided an update on discussions regarding the potential development of a Higher Education Achievement Report (HEAR) for PGR students. Support for developing a PGR HEAR was confirmed and the next steps set out in the paper were endorsed.

May

- Discussed a proposal to add a category of achievement to the HEAR of student participation in strategic/major projects.
- Approved changes to the Accessible and Inclusive Learning Policy and considered recommendations for the future development.
- Approved the Student Partnership Agreement for 2023-24.

4.2 Academic Policy and Regulations Committee (APRC)

Progress with activities proposed in last year's report:

Activity**1. Feed into the Curriculum Transformation project and support discussion around this****September:**

The Committee received an update and presentation on the Curriculum Transformation Programme which was intended to assist with forward planning of upcoming Committee business. The Committee noted that the development of a proposed curriculum framework will be presented to Standing Committees and Senate in early 2023, with the intention that this will be presented to the University by the end of 2022/23.

January:

The Committee noted that discussions were ongoing between Academic Services and the Curriculum Transformation Project team to establish the timescales for actions requested of APRC. The Committee would be kept up to date as these progressed.

2. Continue to support policy changes required as part of the new Student Support model.**September - February**

The Convener and Secretary, on behalf of the Committee, have continued to support the Student Support model project team with advice on meeting dates and deadlines for revisions to policies resulting from the Student Support model.

March

The Committee approved amendments to eight policies arising from the Student Support Project.

3. Support the review of the Support for Study policy to ensure this remains fit for purpose, particularly in the context of changes resulting from the new Student Support model.**September:**

A short Support for Study policy update paper was due to be presented to the September meeting of APRC. APRC had requested further work be done on the policy, and the new Deputy Secretary, Students has asked for further time to review feedback and practices before further updates are brought to APRC.

January:

The Committee received an update that a meeting of key stakeholders was planned and the Committee notified that a further update would be received at the March 2023 meeting.

March:

The Committee approved revisions which were drafted in response to specific feedback on the policy from January 2022. The Committee noted that a wider and more in-depth review was still under discussion, however the specific revision was approved ahead of a further and more in-depth review of the policy.

4. Support a review of coursework extensions and special circumstances policies, taking account of the recommendations of the ESC Review (conducted during 21/22).**September:**

The Committee received the first update from the task group. The group commenced in August, with the Committee noting that the group are working to an ambitious timeframe and there is potential for industrial action to impact on the group's work. The group highlighted that it is unlikely they will reach complete consensus on a draft policy. The Committee are aware of the forthcoming challenges in agreeing a way forward on this policy.

November e-business:

The Committee received the second update from the task group. The group noted its work to date and highlighted key areas under consideration by the group, including but not limited to the development of a single policy, the time available for a coursework extension and management of repeat coursework extensions.

The group highlighted concerns regarding the timeline and ability to achieve consensus on all areas of work within the group.

January:

The Committee received the third update from the task group. The group noted its work to date and highlighted that timelines were slipping due to the challenges due to the interaction of the task group's work with wider issues and projects which feed into and overlap with the work being undertaken by the group.

The group outlined a package of measures which have received support within the group and noted that timelines for the completion of work would not be met with further meetings scheduled for March and April.

March:

The Committee received the fourth update from the task group. The paper outlined the findings and positions reached by the Coursework Extension and Special Circumstances Task Group, a summary of the findings of the ESC Reviews: discussions with Schools 2022/23 and of the service in 2022; and an overview of the proposed next steps to bring together the findings of work underway across ESC including responses from APRC and Heads of Schools to these proposals, to be overseen by the Deputy Secretary, Students.

5. Develop a timeline for undertaking the scheduled periodic review of policies which were delayed due to external factors.

January:

The Committee received a proposed schedule for undertaking the scheduled periodic review of policies which has been delayed over several years due to factors including Covid-19 and Academic Services capacity constraints.

March:

The Committee approved the revised schedule for reviewing policies, regulations, and guidance documents which are the responsibility of the Senate Committees. The Senate Education Committee and Senate Quality Assurance Committee were both confirmed as being content with the revised schedule.

6. Other matters considered during the year

Other key items considered by Academic, Policy and Regulations Committee during the year included:

Considering temporary variations to regulations to mitigate against the impact of industrial action

November e-business

The Committee received a paper seeking approval for the authority to make a decisions on concessions relating to external examiner regulations to be delegated to the Convener and/or Vice-Convener. In light of comments raised by members, it was agreed that where there is sufficient time to allow the Convener or Vice-Convener to consult Committee members ahead of reaching a decision, the Committee will have a short window of up to 48 hours to feed comments in. The final decision on concessions will rest with the Convener or Vice Convener and in urgent cases they will have the authority to make a decision without Committee consultation.

January

The Committee received an update on industrial action and agreed that no general variation to policies and regulations should be considered. The Committee agreed to continue to position reached at the November e-business meeting on the handling of external examiner concessions.

March

The Committee considered whether to approve any temporary variations to academic policies and regulations. On the advice of the Academic Contingency Group, the Committee agreed to take a staged approach to considering the case for general variations to academic regulations and policies.

The Committee agree that significant disruption has occurred and that it was necessary to activate Taught Assessment Regulation 70.

The Committee approved a temporary variation to permit schools to make changes after the start of a course without the approval of College or consultation with students and external examiners.

The Committee approved a temporary variation to relax the requirement to consult External Examiners when setting examination papers.

May – additional meeting

The Committee considered whether to approve any further temporary variations to academic policies and regulations. On the recommendation of the Academic Contingency Group, the Committee agreed that significant disruption has occurred and considered and approved a range of variations to academic regulations and policies.

Undergraduate and Postgraduate Degree Regulations (reviewed annually)

As part of the annual review of the UG and PG Degree Regulations, the Committee heard proposals for revisions and made recommendations for minor revisions to the University Court.

Taught Assessment Regulations and Postgraduate Research Assessment Regulations (reviewed annually)

The Committee will receive proposals for minor amendments to these Assessment Regulations at its meeting in May 2023.

Academic Misconduct Procedure

September to November:

The Committee received proposals for amendments to the Academic Misconduct Procedures. The paper proposed an initial change of process to be implemented from January 2023, with further changes to be proposed and, if approved, implemented from the start of academic year 2023/24. The initial changes involved giving additional powers to School Academic Misconduct Officers (SAMOs), to allow SAMOs to address minor academic misconduct and apply minor mark penalties, without cases needing to be escalated to

College Academic Misconduct Officers (CAMOs). This change was proposed to reduce the number of cases escalated to CAMOs, and so speed up the process for students, without creating risks to students or the process. The changes were approved, with some minor amendments.

March to May:

The Committee received proposals for further changes to the Academic Misconduct Procedures. The proposals included strengthening the robustness of the process for handling cases of suspected collusion, and the additional option of a 50 mark penalty. The revisions will be presented to APRC for approval in May 2023.

Online Examinations submissions

September to November:

The Committee noted an urgent concern regarding the need for a consistent approach to handling online examinations across the University. It was noted that an agreed position was required ahead of the December 2022 exam diet. The Committee received proposals for academic year 2022/23 and approved these in advance of the December 2022/23 exam diet, on the basis that the issue would be revisited for academic year 2023/24.

March:

The Committee received a closed paper on online exam arrangements for 2023/24 for discussion, and will receive proposals for approval at its meeting in May 2023.

Non-standard & programme changes

September:

MSc MEE: The Committee approved a proposal to permit students undertaking the MSc Mathematical Economics and Econometrics (MEE) to choose between completing a dissertation or a research project as the capstone of their PGT studies.

December e-business:

Online MBA: The Committee received an urgent and late request to approve non-standard academic year dates for the Online MBA. The Committee reluctantly approved a delay to the January 2023 intake of the Online MBA to be delayed to March 2023. The School were asked to return to the January meeting of APRC to allow members to clarify how the revised timescale will work in practice ahead of the Committee considering permanent approval of this arrangement.

January:

Online MBA: The Committee approved a non-standard start date for the Online MBA for March 2023. There were concerns regarding the systems implications surrounding a permanent approval for a non-standard start date and the School were asked to discuss possible implications with Systems colleagues ahead of returning to a future meeting with a proposal for approval.

March:

Online MBA: The Committee received an update that the Systems implications of the non-standard start date for the Online MBA had been considered and the proposal can now be considered. The Committee agreed to receive the paper for formal approval via e-business.

Global Law LLB: The Committee gave its approval for the LLB (Hons) Global Law programme to deviate from Taught Assessment Regulation (TAR) 55.2. A new subclause of TAR 55.2 would be created to reflect this.

MSc Critical Care: The Committee approved the addition of a fully taught Year 3 for students enrolled on the MSc in Critical Care programme, as an alternative to the existing 60-credit dissertation.

March e-business:

Online MBA: The Committee approved a permanent non-standard start date for the Online MBA.

4.3 Quality Assurance Committee (QAC)

Progress with activities proposed in last year's report:

Activity

1. Develop and oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).

The University's Enhancement Led Institutional Review (ELIR) follow-up report, on actions taken or in progress to address the outcomes of the review one year after the publication of the final reports, was submitted to the Quality Assurance Agency Scotland (QAAS) on 14 July 2022. The Committee will continue to receive regular updates on the ELIR Action Plan.

At the **September** meeting the Convenor reported that the Scottish Funding Council had published guidance on sector quality arrangements for 2022-23 and 2023-24. During this period QAAS will focus activities on Quality Enhancement and Standards Review (QESR) and Institutional Liaison Meetings (ILM) as it continues to develop a new external institutional review method following the completion of the fourth cycle of ELIR. The University's QESR is scheduled for 16th November 2023 and will comprise a one-day visit from a small external panel. No self-evaluation report is required for the review.

In **December** the Committee considered an update on the implementation of the new student support model. A key requirement of the ELIR was for the University to make demonstrable progress on the implementation of the new student support model. The meeting focused specifically on monitoring and evaluation of the new system and the need for baseline quantitative measures to help assess the model and its outcomes. It was acknowledged that there will be methodological challenges but changes to EUCLID tools should help to gather the data needed to support the evaluation process. A key aim of the monitoring and evaluation process will be to identify and smooth out variation in the student experience of the model across the University.

Another key recommendation of the ELIR was related to support and training for Tutors and Demonstrators (T&Ds). At the **April** meeting the Committee considered an update on recent developments led by the Doctoral College. A working group has been set up, the Tutors & Demonstrators Oversight Group, and is collaborating with Schools/Deaneries to co-ordinate training and establish a governance structure to oversee these activities.

2. Implement the recommendations from the Digital Maturity report and consider how quality processes and the data that they produce can support the Curriculum Transformation programme.

During this year work on this priority has been delayed due workload challenges for Academic Services. However, Academic Services does intend to explore options for utilizing SharePoint to optimize the presentation of quality data/evidence to

Schools/Deaneries and encourage greater engagement and traction with quality processes.

3. Continue to examine data and methodological options for the systematic monitoring of retention, progression, and attainment data.

The Committee agreed to implement a new system for monitoring retention, progression, and attainment data in response to recommendations relating to attainment/awarding gaps from the [2017-18](#) and [2018-19](#) Thematic Reviews.

The Committee currently monitors attainment data in **April** each year via an annual report (produced by Governance and Strategic Planning in collaboration with Student Analytics, Insights and Modelling) on degree classification outcomes of successfully exiting undergraduates, including sector trends in undergraduate degree classification outcomes. Any Schools/subject areas considered to have diverged substantially from either the University average or comparators in their discipline are then asked to specifically reflect on the issue, and any proposed remediation, in their School Annual Quality Report. The Committee then continues to monitor progress via this annual reporting process until the issue is considered to have been resolved. This approach ensures systematic University oversight whilst also encouraging Schools to engage with the specific data on attainment, reflect on the issues and context, and then seek local solutions.

The aim of the new system will be to understand how well the University supports different groups across the whole student life-cycle: the likelihood of different student groups continuing or withdrawing from study at the University; the extent to which the University enables different student groups to fulfil their potential during their time at Edinburgh; and how successful the University is at supporting different student groups transition within their programme of study and afterwards to employment or further study. It will be important to understand this data in terms of the 'distance travelled' by different groups in order to provide a greater understanding of the 'value added' by the University and the extent to which the needs of different student groups had been supported by the University.

In February 2020 the Committee established a Data Task Group to examine data set and methodological options for this new system. However progress was initially delayed due to the onset of the Covid-19 pandemic, with the maintenance of core requirements the primary focus of activities across the University. During **this year** work on this priority has been further delayed by the need to prioritise activities in the context of workload challenges for the academic and professional services staff supporting the Committee.

The Committee has collaborated with the University's Equality, Diversity and Inclusion Committee (EDIC) to determine work streams for each committee to help address awarding gaps across the University. The EDIC will undertake work to understand the underlying causes of attainment/awarding gaps with the aim of identifying and sharing good practice with Schools to help them address these gaps.

The Committee will also collaborate with the reinstated Equality Data Monitoring Research Committee (EDMARC) to draw on the data and analysis in the EDMARC Student Report. The report provides the University with comprehensive statistical data on protected characteristics to support the monitoring of equality and diversity within the University. Utilising this report as a data resource for the annual quality assurance processes will allow the Committee to benefit from the experience and expertise of the EDMARC membership. This will also benefit EDMARC by providing greater visibility, engagement and traction for its annual report across all Schools and Deaneries.

4. Continue to monitor the implementation of the Student Voice Policy via annual quality assurance processes.

A new approach to course level feedback was implemented in 2021/22 academic year following the change from centrally managed Course Enhancement Questionnaires (CEQs) to locally managed course evaluation. The rationale for the new model was to give ownership of course level feedback to Schools, enabling local areas to gather feedback according to their own (and their students) requirements and allow for closer staff-student interaction, while in alignment with the revised Student Voice Policy. A toolkit to support development of feedback mechanisms was developed centrally to support staff.

The Committee is monitoring the implementation of the Student Support Policy via the School Annual Quality Reporting process. In their annual reports Schools are required to include a reflection on their approach and the effectiveness of their student voice activities in line with the Policy and the move to locally managed course level feedback. In **September** 2022 the Committee considered this year's reports and feedback on the new approach was broadly welcomed, but it was acknowledged that this increased flexibility had created additional work for Schools.

In **March** the Committee reviewed the annual monitoring templates (at programme, School and College level) and agreed to retain the specific question on student voice activity and feedback in order to maintain a focus on implementing the Policy.

5. Engage with the QAA and Universities UK review focused on strengthening the external examining system.

The Committee noted the publication of advice that expands on the External Examining Principles, giving practical help to external examiners and the degree-awarding bodies that appoint them. It will set out typical activities and optional functions and practices for external examiners and institutions, and will apply to postgraduate and undergraduate courses.

5 Other Committee Activity in 2022/23

• Scotland's Rural College (SRUC) Accreditation Committee

The Committee continues to oversee the accreditation of the SRUC programme, 'Environmental Management (BSc)'. The Accreditation Committee met in April 2023 and affirmed continued accreditation of the programme. The Committee also endorsed a proposal to extend SRUC's Accredited Institution status to Postgraduate Research Provision (PGR).

- The attached Annex sets out any new a 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.

6 Senate Committees' Priorities for 2023/24

6.1 Planning Context

The year will be planned in the context of ongoing University strategic project/activities including: the Curriculum Transformation Programme; the Student Support model (including maturing the approach to evaluation and monitoring); Assessment and Feedback,

Extensions and Special Circumstances, the ELIR action plan; Student Voice activity and responding to the externally-facilitated review of Senate.

6.2 Education Committee

Activity
Assessment and Feedback Groups
Curriculum Transformation
Generative AI

6.3 Academic Policy and Regulations Committee

Activity
Policy and regulatory arrangements for the Curriculum Transformation Programme
Strands of work relating to the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group (particularly in relation to academic policy and regulation).
Ongoing work around Coursework Extensions and Special Circumstances
Receive policies for approval in line with agreed updated schedule of review of policies, regulations and guidance

6.4 Quality Assurance Committee

Activity
Oversee the implementation of a plan of action in response to the 2021 Enhancement Led Institutional Review (ELIR).
Responding to the outcome of the Scottish Funding Council's Tertiary Quality Review
Strands of work relating to the Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group (particularly in relation to data regarding retention, progression and attainment).
Evaluation and monitoring of the implementation of the new student support model.

Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2022/23

New and updated policies, regulations and guidance will be published on the Academic Services website in due course: <https://www.ed.ac.uk/academic-services/policies-regulations/new-policies>

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
SEC	Assessment and Feedback Principles and Priorities	New
SEC	Academic and Pastoral Support Policy	Revision to take account of changes to the Student Support model
SEC	Lecture Recording Policy	Minor revision following a scheduled review
SEC	Student Support Framework	New
SEC	Academic and Pastoral Support Policy	Deletion
SEC	Student Partnership Agreement 2023-24	Revision
SEC	Policy for the recruitment, support and development of tutors and demonstrators	Minor revision*
SEC	Virtual Classroom Policy	Minor revision*
APRC	Code of Student Conduct	Revision
APRC	Academic Misconduct Procedure	Revision
APRC	Undergraduate Degree Regulations 2023/24	Revision
APRC	Postgraduate Degree Regulations 2023/24	Revision
APRC	Authorised interruption of study	Minor revision*
APRC	Course Organiser: Outline of Role	Minor revision*
APRC	Performance Sport policy	Minor revision*
APRC	Programme and Course Handbooks Policy	Minor revision*
APRC	Protection of Children and Protected Adults	Minor revision*
APRC	Withdrawal and Exclusion from Studies Procedure	Minor revision*
APRC	International Student Attendance and Engagement Policy	Minor revision*
APRC	Support for Study	Revision
SQAC	Annual Monitoring, Review and Reporting Policy and associated templates	Minor revision

*Updates to take account of the Student Support model

Senate

24 May 2023

Senate Exception Committee Terms of Reference and Membership

Description of paper

1. Minor update to the Senate Exception Committee Membership

Action requested / recommendation

2. Senate is asked to approve the updated Membership. The Terms of Reference are unchanged and are attached for information.

Background and context

3. The Senate Exception Committee operates under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings.

Discussion

4. The Committee Membership appended below has been updated to include the addition of the Provost. This is to reflect the addition of this role as an ex-officio member of Senate.
5. The Committee Membership appended below has been updated to note one change in the membership. Sharan Atwal, the new President of the Students' Association will take up position on 12 June 2023 and will become a member of the Exception Committee from this date.

Resource implications

6. None

Risk management

7. Effective academic governance assists the University in managing risk associated with its academic activities.

Equality & diversity

8. The membership of the Committee is largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

Communication, implementation and evaluation of the impact of any action agreed

9. The Terms of Reference and updated Membership will be published on the Senate website.

Author

Olivia Hayes

Academic Policy Officer

May 2023

Freedom of Information

Open

APPENDIX 1

Senate Exception Committee Terms of Reference

1 Purpose

1.1 Under delegated authority, to make urgent formal business decisions which would otherwise require Senatus approval between meetings of Senatus subject to defined principles and on the understanding that any matter so referred can be referred to the full Senatus should this be the wish of the Exception Committee.

2 Composition

2.1 The Committee shall consist of at least six members.

2.2 The Principal, [the Provost](#), the Vice-Principal Students, the Convener of the Research Strategy Group, and the Convener of each of the Standing Committees of Senate shall be ex officio members of the Committee.

2.3 Unless otherwise represented, the membership of the Committee must also include six elected academic staff Senate members, including at least one such member from each College, and a representative of the Edinburgh University Students' Association (normally the President).

2.4 The term of office for Senate members, where they are not ex officio members of the Committee, will be no longer than their membership of the Senatus and will be for a maximum of three years.

2.5 Edinburgh University Student Association annually nominate one fully matriculated student to be a member of the Exception Committee; this is normally one of the elected Students' Association sabbatical officers.

2.6 Previous members are eligible for re-appointment up to a normal maximum of two consecutive terms of office.

2.7 The Principal shall be appointed Convener of the Committee.

2.8 The Vice-Principal Students shall be appointed Vice-Convener of the Committee.

3 Meetings

3.1 The Committee will be convened only if required and much of its business is expected to be conducted through correspondence.

3.2 The aim will be to circulate minutes, agendas and papers to members of the Committee at least five working days in advance of the meeting or prior to the conclusion of the consultation period. Notice of business shall be given to the Senatus to the extent possible, and papers made available upon request so that comments can be given to a member of the Committee. In cases of extreme urgency, which is likely to be the case given the nature of this Committee, and with the agreement of the Convener, papers may be tabled at meetings of the Committee. If being conducted by correspondence the consultation period may be no shorter than a 24 hour period.

3.3 Papers will indicate the originator/s and purpose of the paper, the matter/s which the Committee is being asked to consider and any action/s required and confirm the status of the paper in respect of freedom of information legislation.

3.4 Four members of the Committee shall be a quorum. This number must include the Principal or Vice-Principal Students and an elected academic staff Senate member.

3.5 A formal minute will be kept of proceedings and submitted for approval as soon as practicable to members of the Committee. The draft minute will be agreed with the Convener of the Committee prior to circulation.

4 Remit

4.1 To consider any matter between meetings of the Senatus that cannot await the next such meeting and with the delegated authority of Senatus to make a decision on the matter on behalf of the Senatus insofar as a decision cannot be deferred to a meeting of the Senatus.

4.2 The Committee in reaching a decision must be satisfied regarding the following:

- there is evidence of the consideration given to the equality impact of the matter under consideration; and
- there is a robust rationale for the proposals or options being presented by the identified lead senior officer or officers including information on the outcome of any consultation undertaken.

5 Other

5.1 A report on issues discussed at each meeting or concluded via correspondence will be provided to the next available Ordinary Meeting of the Senatus.

5.2 Membership of the Committee will be published on the University's website.

Approved by Senate on 12 October 2022

Senate Exception Committee Membership 2022-23

Name	Position/School	Term of office	Composition Section
Professor Peter Mathieson (Convener)	Principal	Ex Officio	2.2
Professor Kim Graham	Provost	Ex Officio	2.2
Professor Colm Harmon (Vice Convener)	Convener of the Education Committee, Vice Principal Students	Ex Officio	2.2
Dr Paul Norris	Convener of Academic Policy and Regulations Committee	Ex Officio	2.2
Professor Tina Harrison	Convener of Senatus Quality Assurance Committee, Deputy Vice-Principal, Students (Enhancement) Assistant Principal (Academic Standards and Quality Assurance)	Ex Officio	2.2
Professor Christina Boswell	Convener of the Research Strategy Group	Ex Officio	2.2
Dr Michael Barany	Elected academic member of Senate, College of Arts, Humanities and Social Sciences	December 2022 – 31 July 2025	2.3
Dr Stuart Gilfillan	Elected academic member of Senate, College of Science and Engineering	December 2022 – 31 July 2025	2.3
Dr Lorna Hamilton	Elected academic member of Senate, College of Arts, Humanities and Social Sciences	December 2022 – 31 July 2025	2.3

Professor David Hay	Elected academic member of Senate, College of Medicine and Veterinary Medicine	29 September 2020 – 31 July 2023	2.3
Dr Ashley Lloyd	Elected academic member of Senate, College of Arts, Humanities and Social Sciences	1 August 2021 – 31 July 2024	2.3
Dr Steven Morley	Elected academic member of Senate, College of Medicine and Veterinary Medicine	December 2022 – 31 July 2025	2.3
Sharan Atwal	Students' Association President	1 August 2023 ² – 31 July 2024 ²	2.3

Senate

24 May 2023

Senate Standing Committee Membership – recommendations

Description of paper

1. At its meeting on 11 August 2022, Senate agreed to the following amendment to the membership of the three Senate Standing Committees:

“Each Committee Convener is expected to propose for approval by the Senate Exception Committee and/or next Senate Meeting reasonable additions to their committee to improve BAME, student, and trade union representation.”

2. The clear request from Senate to address this matter was re-confirmed at subsequent meetings of Senate (most recently 28th March 2023), whilst Senate also noted the welcome expansion of membership to broaden Senate representation on the Committees.
3. The Edinburgh University Students’ Association have advised that they do not see the need for additional student representation on the Senate Standing Committees. Initial discussions with the trade union, specifically UCU, has not suggested any specific interest in participation in the committees - other current means of consultation would appear to be preferable. The Convenors consider the appropriate group to provide nomination to participate in the committees to address BAME representation to be the Equality, Diversity and Inclusion Sub-Committee (EDIC)
4. Important context is provided by the review of Senate currently nearing conclusion to allow revisiting of committee membership. We consider the proposal in this paper to be interim.

Action requested / Recommendation

5. The paper invites the Senate to approve the addition of one member to each Senate Standing Committee, to be nominated from the membership of the Equality, Diversity, and Inclusion Committee (EDIC).

Background and context

6. We have discussed these issues with the Students’ Association, UCU representatives via the current relationship channels, and the University Lead for Equality, Diversity, and Inclusion (Professor Sarah Cunningham-Burley). Our response takes account of their advice.

Discussion

7. The terms of reference of the externally facilitated review of Senate and its Committees include the effectiveness and suitability of the membership of the Committees. The review is currently underway and the findings of the review are to be presented to the 24 May 2023 meeting of Senate. The review may recommend amendments to the membership of the Committees.

8. As stated in the paper brought to Senate in March, “feedback from the 2022 internal review of Senate indicates that some Committee members think that the Committees are already too large. They expressed these views prior to the recent addition of three elected Senate academic staff members to each Committee.”
9. As noted we have not had any strong sense of support or engagement from EUSA or UCU and at this time, particularly pending the release of outcomes from the review, we do not propose any adjustments to membership from these stakeholders.
10. We agree that the Senate Standing Committees should include a membership that is broadly representative of the characteristics of the broader University population, and we support the University’s commitment to improving the diversity of key committees.
11. The staff membership on the committees is largely role dependant, and therefore the diversity of those members is outwith the purview of Convenors. However, on further discussion we have noted that committees would benefit from a member whose sole focus is on ensuring that EDI matters are considered in all discussions.
12. Convenors are recommending a broader approach to harness expertise on EDI matters. We propose that Senate consider amending the composition of each committee in order to create a dedicated place for a member of EDIC, who would be responsible for providing a perspective on all protected groups.

Risk Management

13. Ensuring the Senate Committees have appropriate membership will assist them to manage a range of risks associated with the matters within their terms of reference.

Equality and Diversity

14. The paper considers issues associated with how the Senate Standing Committees represent protected members of the University community.

Communication, implementation and evaluation of the impact of any action agreed

15. Academic Services would work with us to determine appropriate communication and implementation arrangements for any agreed actions associated with this paper. The externally-facilitated review of Senate, and the annual internal effectiveness reviews, provide suitable mechanisms for evaluating the effectiveness of the membership of the Committees.

Consultation

16. The Convenors plan to consult with EDIC on the proposed additional member, in terms of the most effective and impactful way of selecting who fills the seat on each committee.

Author

Lauren Harrison (Senior Projects Officer, Students)
Prof Colm Harmon (convener of Senate Education Committee)
Prof Tina Harrison (convener of Senate Quality Assurance Committee)

Presenter

Prof Colm Harmon

Dr Paul Norris (convener of Senate
Academic Policy and Regulations
Committee)

12 May 2023

Freedom of Information
Open

Senate**24 May 2023****Membership of Senate Standing Committees****Description of paper**

1. Senate Standing Committees Membership for 2023/24.

Action requested / recommendation

2. The membership of each Standing Committee are presented to Senate for approval.

Background and context

3. Under the Senate Standing Orders (22a), Senate may appoint Committees and delegate powers to these committees. Senate approves the membership of these committees annually.
4. Senate currently delegates powers to three Standing Committees: Senate Education Committee (SEC), Senate Quality Assurance Committee (SQAC), and Senate Academic Policy and Regulations Committee (APRC).
5. The membership for SEC, SQAC and APRC was most recently reviewed and approved by Senate in [August 2022](#).
6. The terms of reference for each Committee is available on the [relevant Committee page](#).
7. Senate Standing Committees report to Senate annually. These committees feed into and out of College level committees (Undergraduate Education, Postgraduate Education, Quality Assurance) and specialist Support Services (the Institute for Academic Development, Careers Service, Student Recruitment and Admissions, Student Systems) via the committee members. In many cases, therefore, the committee roles are ex officio, to ensure that committee members have the appropriate knowledge, expertise and responsibility / accountability to fulfil the committee remit. All committees include student representation.
8. Senate members who are not included in the Senate Committees' membership may have opportunities to contribute to the work of these committees as co-opted members or as members of working groups.
9. Senate members receive notification via email when papers for Senate Standing Committees are available. Members are encouraged to feed into Standing Committee's by sharing comments or feedback with either their College representative, or in their absence, the relevant Standing Committee Convener.
10. Two diagrams are appended below for information.
 - a. University Court and Senate Committee structure (extracted from the [University Committees](#) webpage)
 - b. An overview of the Senate and College Committee structure

Discussion

11. The Committee membership for Senate Education Committee is in the document below. Any changes to the membership from the previous year are highlighted in yellow.
12. The Committee membership for Senate Academic and Policy Regulations Committee (APRC) is in the document below. Any changes to the membership from the previous year are highlighted in yellow. In line with 4.1 of the Committee's Terms of Reference, at the final meeting of the academic year, the Committee will identify a Convener and Vice-Convener for

the Committee from amongst its membership, to serve in the following year. The final meeting of APRC is due to take place on 25 May 2023.

13. The Committee membership for Senate Quality Assurance Committee is in the document below. Any changes to the membership from the previous year are highlighted in yellow.
14. The Senate Standing Committee webpages will be updated with membership once all positions are confirmed.

Resource implications

15. No amendments with resource implications are proposed.

Risk management

16. Effective academic governance assists the University in managing risk associated with its academic activities.

Equality & diversity

17. The composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principal, Director of a defined Support Service or delegate) or as representatives of particular stakeholders (e.g. a College or the Students' Association). The membership of these Committees is therefore largely a consequence of decisions taken elsewhere to appoint individuals to particular roles. Ensuring that appointment processes support a diverse staff body is part of the broader responsibility of the University.

Communication, implementation and evaluation of the impact of any action agreed

18. The Senate Standing Committees' Membership and Terms of Reference are communicated via the Academic Services website: <https://www.ed.ac.uk/academic-services/committees>
19. Senate Standing Committees are subject to an annual internal review process, and this is reported annually to Senate.

Authors

Olivia Hayes Academic Policy Officer
May 2023

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The University of Edinburgh Senate Education Committee

Role	Term	2023/24 Membership
Vice Principal for Students	Ex Officio	Professor Colm Harmon (Convener)
Deputy Vice-Principal Students (Enhancement)	Ex Officio	Professor Tina Harrison (Vice-Convener)
2 x senior staff members from each College with responsibility for learning and teaching		<p>Professor Mary Brennan, Dean of Education (CAHSS)</p> <p>Dr. Lisa Kendall, Director of Academic and Student Administration (CAHSS)</p> <p>Professor Tim Stratford, Dean of Learning and Teaching (CSE)</p> <p>Professor Patrick Walsh, Director of Teaching, School of Biological Sciences (CSE)</p> <p>Professor Jamie Davies, Dean of Taught Education (CMVM)</p> <p>Dr. Sarah Henderson, Director of Postgraduate Taught Education (CMVM)</p>
1 x senior staff member from each College with responsibility for postgraduate research		<p>Professor Laura Bradley, Dean of Postgraduate Research (CAHSS)</p> <p>Dr. Antony Maciocia, Dean of Postgraduate Research (CSE)</p> <p>Dr. Paddy Hadoke, Director of Postgraduate Research and Early Career Research Experience (CMVM)</p>
1 x Edinburgh University Students' Association, Vice-President Education	Ex Officio	Carl Harper, Vice- President Education, Edinburgh University Students' Association
1 x member of the Edinburgh University Students' Association permanent staff	Ex Officio	Callum Paterson, Edinburgh University Students' Association Academic Engagement Coordinator
1 x postgraduate research student representative		To be confirmed
1 x Head of School from each College chosen by the Heads of College		<p>Professor Jason Love – Head of School, CSE</p> <p>Professor Jo Shaw – Head of School, CAHSS</p> <p>Professor Mike Shipston, Dean of Biomedical Sciences (CMVM)</p>
Director of Academic Services, or nominee	Ex Officio	To be confirmed

Director of Institute for Academic Development, or nominee	Ex Officio	Dr. Velda McCune, Deputy Director Institute for Academic Development
Director of Student Recruitment & Admissions, or nominee	Ex Officio	Laura Cattell representing Director of Student Recruitment and Admissions
Director of Learning, Teaching and Web Services Division of Information Services, or nominee	Ex Officio	Melissa Highton, Director of the Learning, Teaching and Web Services Division of Information Services
Director for Careers & Employability, or nominee	Ex Officio	Shelagh Green, Director of Careers and Employability
Up to 3 co-options chosen by the Convener	Up to 3 years	Marianne Brown, Head of Student Analytics, Insights and Modelling Lucy Evans, Deputy Secretary, Students
Elected member of Senate		Dr Susan Morrow, College of Medicine and Veterinary Medicine Dr James Hopgood, College of Science and Engineering Dr Tamara Trodd, College of Arts, Humanities and Social Sciences

The University of Edinburgh Senate Academic Policy and Regulations Committee

Role	Term	2023/24 membership
3 x senior staff members from each College with responsibility for academic governance and regulation, and maintaining and enhancing the quality of the student experience at all levels		<p>Dr Emily Taylor, Dean of Quality Assurance and Curriculum Validation (CAHSS)</p> <p>Dr Jeremy Crang, Dean of Students (CAHSS)</p> <p>Rachael Quirk, Head of Taught Student Administration and Support (CAHSS)</p> <p>Professor Tim Stratford, Dean of Learning and Teaching (CSE)</p> <p>Professor Stephen Warrington, Dean of Student Experience (CSE)</p> <p>Alexandra Laidlaw, Head of Academic Affairs (CSE)</p> <p>Dr Deborah Shaw, Dean of Students (CMVM)</p> <p>Professor Jamie Davies, Dean of Taught Education (CMVM)</p> <p>Philippa Burrell, Head of Academic Administration (CMVM)</p>
1 x senior staff member from each College with responsibility for postgraduate research		<p>Kirsty Woomble, Head of PGR Student Office (CAHSS)</p> <p>Dr Antony Maciocia, Dean of Postgraduate Research (CSE) (Senate member)</p> <p>Dr Paddy Hadoke, Director of Postgraduate Research and Early Career Research Experience (CMVM)</p>
1 x Edinburgh University Students' Association sabbatical officer	Ex Officio	Carl Harper, Vice-President, Education
1 x member of the Edinburgh University Students' Association permanent staff		<p>Shared role –</p> <p>Charlotte Macdonald, Advice Place Manager, Students' Association</p> <p>Clair Halliday, Advice Place Deputy Manager, Students' Association</p>
1 x member of staff from Student Systems and Administration	Ex Officio	Lisa Dawson, Academic Registrar, Registry Services
1 x member of staff from the Institute for Academic development		Dr Donna Murray, Head of Taught Student Development, Institute of Academic Development (IAD)
1 x member of staff from Academic Services		Dr Adam Bunni, Head of Governance and Regulatory Framework Team

1 x member of staff from Information Services' Learning, Teaching and Web Services Division		Ms Karen Howie, Head of Digital Learning Applications and Media
3 x elected Senate members, one position is nominally assigned to each College		<p>Dr Aidan Brown, College of Science and Engineering</p> <p>Dr Murray Earle, College of Arts, Humanities and Social Science</p> <p>Dr Uzma Tufail-Hanif, College of Medicine and Veterinary Medicine</p>
Up to 3 co-options chosen by the Convenor	Up to 3 years	

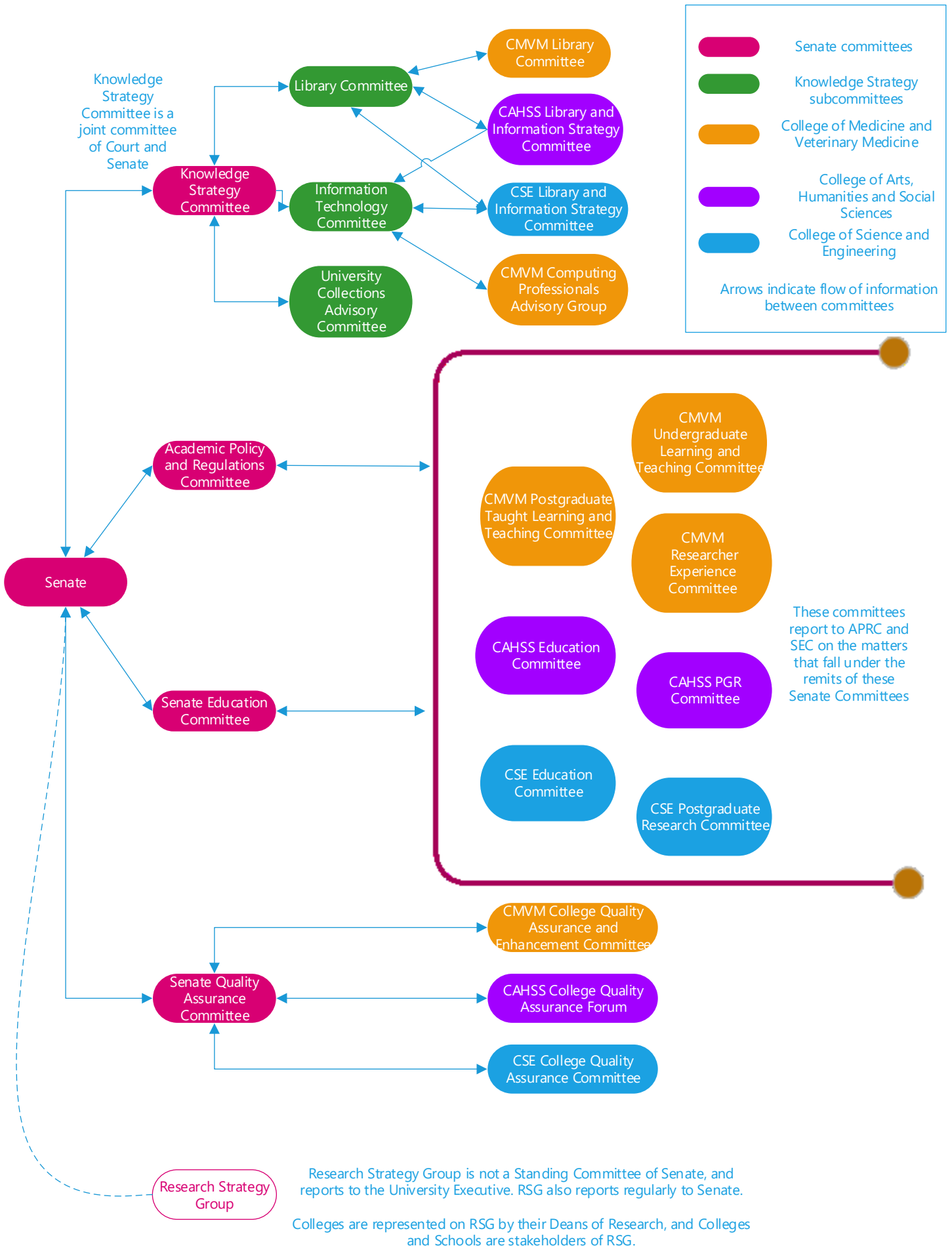
The University of Edinburgh Senate Quality Assurance Committee

Role	Term	2022/23 Membership
Deputy Vice-Principal Students (Enhancement)		Professor Tina Harrison, Academic Standards and Quality Assurance (Convener)
An external member from within the Scottish Higher Education sector with experience in quality assurance	3 years (with no reappointment until 4 years has elapsed)	To be confirmed
College Deans of Quality (or equivalent)		Professor Matthew Bailey, Dean of Quality (CMVM) Dr Emily Taylor, Dean of Quality Assurance and Curriculum Approval (CAHSS) Professor Linda Kirstein, Dean of Education Quality Assurance and Culture (CSE)
1 x member of staff from each College with experience of and an interest in quality assurance at a School level		Dr Gail Duursma, Director of Quality, School of Engineering (CSE) To be confirmed (CMVM) To be confirmed (CAHSS)
1 x Edinburgh University Students' Association sabbatical officer		Carl Harper, Vice-President, Education
1 x member of the Edinburgh University Students' Association permanent staff		Callum Paterson, Edinburgh University Students' Association Academic Engagement Coordinator
1 x member of staff from the Institute for Academic Development		Olivia Eadie, Assistant Director and Head of Operations and Projects, Institute for Academic Development
1 x member of staff from the Doctoral College		Professor Laura Bradley Dean of Postgraduate Research (CAHSS)
1 x member of staff from Academic Services		Brian Connolly, Head of Quality Assurance and Enhancement, Academic Services
3 x elected member of Senate		Dr Michael Barany, College of Arts, Humanities and Social Sciences Dr Pia Helbing, College of Arts, Humanities and Social Sciences Professor Jose Vazquez-Boland, College of Medicine and Veterinary Medicine
Up to 3 co-options chosen by the Convenor	Up to 3 years	Marianne Brown, Head of Student Analytics, Insights and Modelling

University of Edinburgh Court and Senate Committee Structure



Senate and Colleges Committee Structure



Senate**24th May 2023****Review of Timetabling Processes – Progress Update****Description of paper**

1. This paper provides an update on progress with the Timetabling work stream managed through Student Lifecycle Management Group's (SLMG), which is tasked with identifying recommendations that can deliver improved stability and timelines for students and staff.
2. The work detailed in this paper align with some of the 2030 Strategy outcomes, in particular:
 - i) The undergraduate curriculum will support breadth and choice, preparing students, graduates and alumni to make a difference in whatever they do, wherever they do it.
 - ii) We will have more user-friendly processes and efficient systems to support our work.
 - iii) Our estate will be fit for purpose, sustainable and accessible. We will support learning, research and collaboration with our neighbours, businesses and partners.

Action requested / Recommendation

3. Senate to note progress update

Background and context

4. The full-scale return to in-person teaching for 22/23 caused significant turbulence to the timetable as Schools largely implemented new timetables to reflect the change in delivery. This combined with significantly increased pressure on resourcing constraints around staffing and rooming led to a significant increase in the volume of timetable change requests in-and-around the start of teaching in September 2022, which in turn contributed to an unstable timetabling environment, creating disruption to both students and staff. This environment was further exacerbated by a critical system failure during week 1 of teaching in Sept 22.
5. The decision was taken to incorporate a review of current processes within the SLMG portfolio of work streams, with the view to identifying recommendations that can deliver improved stability and timeliness of delivery for students and staff

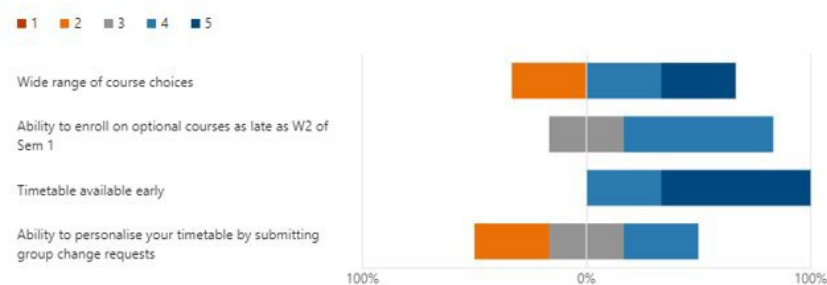
Discussion

6. Through a series of meeting and workshop sessions held with key stakeholders (Teaching Office staff, academic staff and students) the following key challenges were identified, which also reflect the outcome of a pre-workshop survey for staff members:
 - 1) Late deadlines for course choice confirmation
 - 2) Uncertainty on student enrolment numbers

- 3) Uncertainty on staff availability, particularly around dependency on Tutors and Demonstrators
 - 4) Complexity/uncertainty introduced by high-level of course choice
 - 5) Teaching estate constraints
 - 6) Staggered approach to timetabling of all core programme requirements
 - 7) Early engagement from key academic colleagues
 - 8) Competing workload priorities for Teaching Offices at critical times
7. A separate survey confined to the student representation on the group confirmed the highest value placed on receiving their timetable earlier, but with other preferences stated that serve to emphasise the challenge in achieving this core ambition (see below)

2. How important for you are the factors listed below? (0 point)

[More Details](#)



8. The summary of challenges contributed towards over 12,500 requests for changes to the published timetable for 22/23, an increase of 25% from 21/22. Additional analysis work to identify propensity to change by level of study confirmed the following breakdown:
- 1) 29.5% - PGT
 - 2) 22.9% - Year 1
 - 3) 17.2% - Year 2
 - 4) 15.4% - Year 3
 - 5) 13.6% - Year 4
 - 6) 1.4% - Year 5
9. The SLMG work stream is currently scheduled to conclude its initial review and sign-off on emerging recommendations for change by mid-June 2023.
10. Many of the core challenges will take time to fully address, but some immediate improvements have been identified and have been or are being implemented which should lead to some reduction in timetable instability:
- 1) **Delivered:** The full roll-forward of the 22/23 timetable to recognise this is less likely to be subjected to widespread change for 23/24
 - 2) **In progress:** A full internal Timetabling Unit review of its processes for clash-checking to ensure these are updated and significantly tightened. This will ensure late change requests by Schools will not impact their students' wider timetable commitments
 - 3) **Delivered:** A full upgrade of the current system to its latest version. This eliminates some known bugs and delivers some performance improvement

11. The majority of emerging recommendations (section 6) will take longer to address, as will require significant review of both processes and current ways of working for academic staff. Timescale and priority of these changes will be built into SLMG plans for continuous service improvement to create an implementation plan for significant change across Colleges, School and Registry Services to enable a new improved approach to timetabling for our students.

Resource implications

12. Identified areas of improvement for 23/24 have either already been delivered, or can be covered within existing resource provision. Progress with some the larger, longer-term changes would need funding and capacity for project delivery, although priorities would need to be identified before any detailed costing could commence.

Risk Management

13. Risk to service disruption and delivery levels should be partially mitigated by the short-term measures detailed.

Responding to the Climate Emergency and Sustainable Development Goals

14.

Equality and Diversity

15. No EIA required at this stage

Communication, implementation and evaluation of the impact of any action agreed

16. Outcome with emerging recommendations will be presented to Student Lifecycle Management Group for consideration and next steps

Consultation

17. SLGM work stream, Academic Registrar

Further information

Author(s)

Scott Rosie
Head of Timetabling & Examination
Services

Presenter(s) (if required)

Lucy Evans
Deputy Secretary Students

15 May 2023

Freedom of information

Open.

Senate

24 May 2023

Report from Central Academic Promotions Committee

Description of paper

1. Report of the recommendations of the Central Academic Promotions Committee.

Action requested / Recommendation

2. For information.

Resource implications

3. Increased salaries will impact on each individual College's staff budget.

Risk Management

4. N/A

Responding to the Climate Emergency and Sustainable Development Goals

5. N/A

Equality and Diversity

6. Equality and Diversity is central to the considerations of the Central Academic Promotions Committee.

Communication, implementation and evaluation of the impact of any action agreed

7. N/A

Further information

Author(s)

Louise Kidd
HR Partner Reward
University HR
16 May 2023

Presenter(s) (if required)

Freedom of information: Open

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE

The Committee met on 16 May 2023 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 98 nominations for award of the academic title of Personal Chair. All Personal Chairs are effective 1 August 2023 as follows:

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	R	Anderson	CAHSS	Edinburgh College of Art	Personal Chair of Architectural History and Theory
Dr	N	Appleton	CAHSS	Divinity	Personal Chair of Buddhist Studies and Indian Religions
Dr	S	Bell	CAHSS	Edinburgh College of Art	Personal Chair of Landscape and Wellbeing
Dr	S	Bevan	CAHSS	Social and Political Science	Personal Chair of Comparative Public Policy
Dr	A	Bruce	CAHSS	Social and Political Science	Personal Chair of Innovation in Food Systems
Dr	A	Chandler	CAHSS	Health in Social Science	Personal Chair of the Sociology of Health and Illness
Dr	V	Chondrogianni	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Bilingualism and Language Development
Dr	D	Clegg	CAHSS	Social and Political Science	Personal Chair of Comparative Social Policy
Ms	E	Davie	CAHSS	Edinburgh College of Art	Personal Chair of Documentary Film
Dr	O	Escobar	CAHSS	Social and Political Science	Personal Chair of Public Policy and Democratic Innovation
Dr	G	Fletcher	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Practical Philosophy
Dr	J	Henderson	CAHSS	History, Classics and Archaeology	Personal Chair of Coastal and Marine Archaeology
Dr	L	Hoek	CAHSS	Social and Political Science	Personal Chair of Personal Chair of Cultural Anthropology
Dr	H	Holt Schneider	CAHSS	Divinity	Personal Chair of Contemporary Jewish Cultural History
Dr	C	Hopkins	CAHSS	Edinburgh College of Art	Personal Chair of Art History
Dr	M	Kenny	CAHSS	Social and Political Science	Personal Chair of Gender and Politics
Dr	M	Luciano	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Behavioural Genetics
Dr	G	MacLeod	CAHSS	Moray House School of Education and Sport	Personal Chair of Interpersonal Relationships in Education
Dr	S	MacPherson	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Cognitive Neuropsychology
Dr	A	Marshall	CAHSS	Social and Political Science	Personal Chair of Social Research on Inequality
Dr	C	Martin	CAHSS	Edinburgh College of Art	Personal Chair of Interdisciplinary Design Studies
Dr	M	Mihai	CAHSS	Social and Political Science	Personal Chair of Political Theory
Dr	J	Mittra	CAHSS	Social and Political Science	Personal Chair of Science, Technology and Innovation Studies
Dr	A	Neal	CAHSS	Social and Political Science	Personal Chair of International Security
Dr	M	Novenson	CAHSS	Divinity	Personal Chair of Biblical Criticism and Biblical Antiquities
Dr	K	Overy	CAHSS	Edinburgh College of Art	Personal Chair of Music Psychology
Dr	H	Pulliam	CAHSS	Edinburgh College of Art	Personal Chair of Medieval Art
Dr	H	Rohde	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Pragmatics
Dr	B	Russell	CAHSS	History, Classics and Archaeology	Personal Chair of the Archaeology of the Roman Empire
Dr	J	Sharma	CAHSS	Social and Political Science	Personal Chair of South Asia and International Development
Dr	D	Silkenat	CAHSS	History, Classics and Archaeology	Personal Chair of U.S. History
Dr	M	Smith	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Epistemology

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	A	Street	CAHSS	Social and Political Science	Personal Chair of Anthropology and Health
Dr	Ş	Susam-Saraeva	CAHSS	Literatures, Languages and Cultures	Personal Chair of Translation Studies
Dr	S	Trill	CAHSS	Literatures, Languages and Cultures	Personal Chair of Seventeenth-Century Literature
Dr	R	Truswell	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Syntax and Semantics
Dr	N	Vermeulen	CAHSS	Social and Political Science	Personal Chair of Research Collaboration
Dr	T	Vierkant	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Neurophilosophy of Agency and Free Will
Dr	M	Bastin	CMVM	Clinical Sciences	Personal Chair of Brain Imaging
Dr	G	Bergkvist	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Anatomy
Dr	R	BouHaidar	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Forensic Pathology
Dr	T	Czopka	CMVM	Clinical Sciences	Personal Chair of Glial Cell Biology
Dr	J	Del-Pozo	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Anatomic Pathology
Dr	N	Dhaun	CMVM	Clinical Sciences	Personal Chair of Nephrology
Dr	F	Din	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Bowel Cancer UK/RCSEd Colorectal Cancer Surgical Research
Dr	K	Fairhurst	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Student Learning in Primary Care
Dr	D	Ferenbach	CMVM	Clinical Sciences	Personal Chair of Regenerative Nephrology
Dr	M	Gray	CMVM	Clinical Sciences	Personal Chair of Rheumatology
Dr	P	Hall	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Medical Oncology (Cancer Informatics)
Dr	D	Headon	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Vertebrate Developmental Biology
Dr	S	Henderson	CMVM	Clinical Sciences	Personal Chair of Educational Development and Student Learning
Dr	G	Kudla	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Genetic Engineering
Dr	B	Laird	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Palliative and Supportive Care
Dr	P	Le Tissier	CMVM	Biomedical Sciences	Personal Chair of Integrative Endocrinology
Dr	N	Lone	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Critical Care and Epidemiology
Dr	S	Luz	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Digital Biomarkers and Precision Medicine
Dr	J	Marsh	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Computational Protein Biology
Dr	T	Nuttall	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair in Veterinary Dermatology
Dr	S	Pal	CMVM	Clinical Sciences	Personal Chair of Neurodegenerative Disorders and Clinical Trials
Dr	J	Prendergast	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Bioinformatics
Dr	P	Ramachandran	CMVM	Clinical Sciences	Personal Chair of Experimental Hepatology
Dr	S	Salavati	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Small Animal Gastroenterology
Mr	A	Seguino	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Public Health Education
Dr	S	Shenkin	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Healthcare for Older People
Dr	H	Whalley	CMVM	Clinical Sciences	Personal Chair of Neuroscience and Mental Health
Dr	W	Whiteley	CMVM	Clinical Sciences	Personal Chair of Neurology and Epidemiology
Dr	S	Wilkinson	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Autophagy and Cellular Homeostasis
Dr	M	Williams	CMVM	Clinical Sciences	Personal Chair of Cardiovascular Imaging

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	E	Wood	CMVM	Biomedical Sciences	Personal Chair of Behavioural Neuroscience
Dr	M	Attal	CSE	GeoSciences	Personal Chair of Geomorphology
Dr	P	Bell	CSE	Informatics	Personal Chair of Speech Technology
Dr	F	Beutler	CSE	Physics & Astronomy	Personal Chair of Observational Cosmology
Dr	G	Bromiley	CSE	GeoSciences	Personal Chair of Experimental Planetary Science
Dr	R	Casey	CSE	GeoSciences	Personal Chair of Land System Science
Dr	H	Chalmers	CSE	Engineering	Personal Chair of Sustainable Energy Systems
Dr	M	Chapman	CSE	GeoSciences	Personal Chair of Rock Physics
Dr	E	Cunningham	CSE	Biological Sciences	Personal Chair of Ecology and Disease
Dr	V	Elvira	CSE	Mathematics	Personal Chair of Statistics and Data Science
Dr	N	Gourmelen	CSE	GeoSciences	Personal Chair of Earth Observation
Dr	B	Grot	CSE	Informatics	Personal Chair of Computer Systems and Architecture
Dr	M	Hennig	CSE	Informatics	Personal Chair of Computational Neuroscience
Dr	J	Hopgood	CSE	Engineering	Personal Chair of Statistical Signal Processing
Mr	H	Jeffrey	CSE	Engineering	Personal Chair of Renewable Energy Technology and Policy Innovation
Dr	T	Krueger	CSE	Engineering	Personal Chair of Fluid and Suspension Dynamics
Dr	D	Laurenson	CSE	Engineering	Personal Chair of Electronics and Information Engineering
Dr	E	Laurier	CSE	GeoSciences	Personal Chair of Geography & Interaction
Dr	R	McWilliams	CSE	Physics & Astronomy	Personal Chair of Mineral Physics
Dr	M	Needham	CSE	Physics & Astronomy	Personal Chair of Flavour Physics
Dr	W	Popoola	CSE	Engineering	Personal Chair of Communications Engineering
Dr	A	Pourtsidou	CSE	Physics & Astronomy	Personal Chair of Theoretical Astrophysics
Dr	M	Safari	CSE	Engineering	Personal Chair of Optical and Wireless Communications
Dr	I	Simpson	CSE	Informatics	Personal Chair of Biomedical Informatics
Dr	C	Stock	CSE	Physics & Astronomy	Personal Chair of Neutron Spectroscopy
Dr	F	Teixeira-Dias	CSE	Engineering	Personal Chair of Impulsive Dynamics
Dr	G	van Ooijen	CSE	Biological Sciences	Personal Chair of Chronobiology
Dr	S	Wallace	CSE	Biological Sciences	Personal Chair of Chemical Biotechnology
Dr	J	Welburn	CSE	Biological Sciences	Personal Chair of Mechanistic Cell Biology
Dr	K	Zygalakis	CSE	Mathematics	Personal Chair of Mathematics of Data Science

The following Out of Cycle award of Personal Chair has been made since the last report to Senate:

Title	Initial	Surname	College	School/Deanery	Personal Chair Title	Date of Effect
Dr	A	Rosiello	CAHSS	Edinburgh University Business School	Personal Chair in Innovation and Entrepreneurship	1 August 2023

Senate**24 May 2023****Senate and Senate Standing Committee Election Results 2023****Description of paper**

1. The paper notifies Senate of the outcome of the elections of Academic staff members to serve on Senate from 1 August 2023.
2. The paper notifies Senate of the outcome of the elections for elected member of Senate to serve on a Senate Standing Committee from 1 August 2023.

Action requested / recommendation

3. Senate is asked to note the paper

Background and context

4. At its [8 February meeting](#), Senate approved the arrangements for the operation of the elections for academic staff to Senate and the arrangements for the election of elected Senate staff members to Senate Standing Committees for 2023/24.
5. The elections were conducted in line with the arrangements approved by Senate and in line with the [Senatus Academicus \(Senate\) Election Regulations](#).

Discussion

6. The Senate elections were conducted in line with the arrangements approved by Senate at its [8 February meeting](#).
7. Senate are advised of one issue in delivering the election. We are confident this has not impacted on the results of the election. We identified that a small number of voters (total 59 voters) who held a role in more than one College and who were excluded from the original email inviting them to vote in all elections in which they are eligible to vote. This was quickly rectified and the invitation to vote extended to all eligible voters within 48 hours of each election opening (all elections were open for 7 days). None of the voters affected responded with concerns or have reported that their ability to vote was impacted. The issue was the result of changes in how data received from Human Resources was presented and having identified this issue we will be able to ensure this does not occur in future elections.
8. The declaration of the results of the Senate election can be found in Appendix 1.
9. The Senate elections were conducted in line with the arrangements approved by Senate at its [8 February meeting](#).
10. The declaration of the results of the Senate Standing Committee election can be found in Appendix 2.

Resource implications

11. The resource implications of holding elections were considered by Senate when approving the arrangements for the two elections on 8 February 2023.
12. There are no resource implications associated with declaring the outcome of the election.

Risk management

13. Electing members to Senate ensures that the University is in compliance with relevant statutory requirements.

Equality & diversity

14. The Scottish Code of Good Higher Education Governance stipulates that Senate will conduct a review its effectiveness on an annual basis and equality and diversity in

relation to the election process. An externally facilitated review of Senate was conducted in 2022/23 and the emerging recommendations of the external review will be presented to Senate at its 24 May meeting.

Communication, implementation and evaluation of the impact of any action agreed

15. Elected members have been notified by the Senate Support team. The election results are published via the [Senate website](#) and a hard copy will be posted on the Old College Noticeboard.

Author

Olivia Hayes
Senate Clerk and Academic Policy Officer,
Academic Services
May 2023

Freedom of Information

Open

Appendix 1

Senatus Academicus (Senate) Election Results 2023 – Academic Staff

Context

The positions that were available for election are below.

	College of Arts, Humanities and Social Sciences	College of Medicine and Veterinary Medicine	College of Science and Engineering
Academic staff (Non-professorial)	10	19	22
Academic staff (Professorial)	28	25	26

98 eligible nominations were received in the categories below.

	College of Arts, Humanities and Social Sciences	College of Medicine and Veterinary Medicine	College of Science and Engineering
Academic staff (Non-professorial)	22	11	23
Academic staff (Professorial)	12	6	24

Elected academic staff (non-Professorial) - College of Arts, Humanities and Social Sciences

As there were more nominees than positions available, an election took place from 19-26 April to determine the successful candidates. Successful candidates were elected to a three year term.

Elected academic staff (non-Professorial) – College of Science and Engineering

As there were more nominees than positions available, an election took place from 19-26 April to determine the successful candidates. Successful candidates were elected to terms of one, two and three years as determined by voter preferences.

Elected academic staff (Professorial) – College of Science and Engineering

The number of nominations received in these this category was fewer than the total number of vacancies, however higher than the number of nominations required to hold an election to determine terms of office. Therefore, all nominees are elected to Senate unopposed. An election took place from 19-26 April to determine the terms of office for candidates in this category with candidates elected to terms of one, two and three years as determined by voter preferences.

Elected academic staff (Professorial & non-Professorial) – College of Medicine and Veterinary Medicine & Elected academic staff (non-Professorial) - College of Arts, Humanities and Social Sciences

The number of nominations received in these two categories was equal to or fewer than the number of nominations required to hold an election to determine successful candidates or terms of office. Therefore, all nominees will be elected to Senate unopposed for a three year term.

Following the counting of votes, it is declared that the staff listed below are elected to Senate. A detailed breakdown of the votes cast is available on request from SenateSupport@ed.ac.uk

Results

The staff listed below have been elected to Senate.

College of Arts, Humanities and Social Sciences - Academic staff (Non-Professorial) 3 year term:

- Dr Kate Ash-Irisarri, School of Literatures, Languages and Cultures
- Dr Michael Barany, School of Social and Political Science
- Dr Kevin Donovan, School of Social and Political Science
- Dr Claire Duncanson, School of Social and Political Science
- Ms Emily Ford-Halliday, Edinburgh College of Art
- Dr Jakov Jandric, Business School
- Mr Itamar Kastner, School of Philosophy, Psychology and Language Sciences
- Dr Sophia Lycouris, Edinburgh College of Art
- Dr Richard Oosterhoff, School of History, Classics and Archaeology
- Ricardo Ribeiro Ferreira, School of Social and Political Science

College of Arts, Humanities and Social Sciences - Academic staff (Professorial) 3 year term:

- Professor Jonathan Ansell, Business School
- Professor Jill Burke, Edinburgh College of Art
- Professor Martin Corley, School of Philosophy, Psychology and Language Sciences
- Professor Sharon Cowan, School of Law
- Professor Jo Danbolt, Business School
- Professor Paul Du Plessis, School of Law
- Professor Anne-Maree Farrell, School of Law
- Professor Tonks Fawcett, School of Health in Social Science
- Professor Soledad Garcia Ferrari, Edinburgh College of Art
- Professor Rachel Muers, School of Divinity
- Professor Eberhard Sauer, School of History, Classics and Archaeology
- Professor Antonella Sorace, School of Philosophy, Psychology and Language Sciences
- Professor Chris Speed, Edinburgh College of Art

College of Medicine and Veterinary Medicine - Academic staff (Non-professorial)

3 year term:

- Dr Sumari Dancer, Royal (Dick) School of Veterinary Studies
- Dr Kelly Blacklock, Royal (Dick) School of Veterinary Studies
- Dr Celine Caquineau, Edinburgh Medical School
- Mr Sameer Dhumale, Edinburgh Medical School
- Dr Valentina Ferlito, Edinburgh Medical School
- Dr Kirstin Stuart James, Edinburgh Medical School
- Dr Zoeb Jiwaji, Edinburgh Medical School
- Dr Andy Law, Royal (Dick) School of Veterinary Studies
- Dr Margaret MacDougall, Edinburgh Medical School
- Dr Pau Navarro, Royal (Dick) School of Veterinary Studies
- Ms Aryelly Rodriguez Carbonell, Edinburgh Medical School

College of Medicine and Veterinary Medicine - Academic staff (Professorial)

3 year term:

- Professor Gill Aitken, Edinburgh Medical School
- Professor Ruth Andrew, Edinburgh Medical School
- Professor Mark Evans, Edinburgh Medical School
- Professor David Hay, Edinburgh Medical School
- Professor Mike McGrew, Royal (Dick) School of Veterinary Studies
- Professor Simon Riley, Edinburgh Medical School

College of Science and Engineering - Academic staff (Non-professorial)

3 year term:

- Dr Matthew Bell, School of Biological Sciences
- Dr Laura Bickerton, School of Chemistry
- Dr Julian Bradfield, School of Informatics
- Dr Ricardo De Oliveira Almeida, School of Informatics
- Mr Jonny Dennis, School of Biological Sciences
- Dr Simone Dimartino, School of Engineering
- Dr Stuart Gilfillan, School of GeoSciences
- Dr James Hopgood, School of Engineering
- Dr Chris Mowat, School of Chemistry
- Dr Steven O'Hagan, School of Mathematics
- Dr Cheryl Patrick, School of Physics and Astronomy

2 year term:

- Dr David Quinn, School of Mathematics
- Dr Stewart Smith, School of Engineering

1 year term:

- Dr Vashti Galpin, School of Informatics
- Dr Catherine Kidner, School of Biological Sciences
- Dr Rupert Nash, Academic role not based in a School
- Dr Hollie Rowlands, School of Biological Sciences
- Dr Maximilian Ruffert, School of Mathematics

- Dr Nadia Tuzi, School of Biological Sciences
- Dr Frank Venter, School of Biological Sciences
- Dr Iain Wright, School of Chemistry
- Dr Ansgar Zoch, School of Biological Sciences

College of Science and Engineering - Academic staff (Professorial)

3 year term:

- Professor Marialuisa Aliotta, School of Physics and Astronomy
- Professor Luigi Del Debbio, School of Physics and Astronomy
- Professor Chris Dent, School of Mathematics
- Professor Jim Kaufman, School of Biological Sciences
- Professor Tom Leinster, School of Mathematics
- Professor Cait MacPhee, School of Physics and Astronomy
- Professor Simon Mudd, School of GeoSciences
- Professor Josephine Pemberton, School of Biological Sciences
- Professor Colin Pulham, School of Chemistry
- Professor Sue Sierra, School of Mathematics
- Professor Patrick Walsh, School of Biological Sciences

2 year term:

- Professor Philip Best, School of Physics and Astronomy
- Professor Chris French, School of Biological Sciences
- Professor Justin Goodrich, School of Biological Sciences
- Professor Karen Halliday, School of Biological Sciences
- Professor Jon Pridham, School of Mathematics
- Professor Ken Rice, School of Physics and Astronomy
- Professor Sean Smith, School of Engineering
- Professor Stephen Warrington, School of Engineering
- Professor Michele Weiland, Academic role not based in a School

1 year term:

- Professor Clark Barwick, School of Mathematics
- Professor Neil Chue Hong, Academic role not based in a School
- Professor Alistair McCormick, School of Biological Sciences
- Professor Avery Meiksin, School of Physics and Astronomy

Appendix 2

Senate Standing Committee Election Results 2023

Context

The positions that were available for election are below.

Senate Standing Committee	Positions available
Senate Academic Policy and Regulations Committee	Three - each position is nominally assigned to a College
Senate Education Committee	Three - each position is nominally assigned to a College
Senate Quality Assurance Committee	Three - each position is nominally assigned to a College

12 eligible nominations were received in the categories below.

	College of Arts, Humanities and Social Sciences	College of Medicine and Veterinary Medicine	College of Science and Engineering
Senate Academic Policy and Regulations Committee	1	1	1
Senate Education Committee	2	1	2
Senate Quality Assurance Committee	3	1	0

Senate Academic Policy and Regulations Committee

The number of nominations received from each College for this Committee was equal to the number of vacancies. Therefore, all nominees are elected to the Committee unopposed for a one year term.

Senate Education Committee

There was one nominee from the College of Medicine and Veterinary Medicine, therefore this nominee is elected to the Committee unopposed for a one year term.

There were two nominees from each the College of Arts, Humanities and Social Sciences and the College of Science and Engineering. As there were more nominees than positions available, an election took place from 22-29 March to determine the successful candidates. Successful candidates were elected to a one year term.

Senate Quality Assurance Committee

No nomination was received from a Senate member in the College of Science and Engineering.

There was one nominee from the College of Medicine and Veterinary Medicine, therefore this nominee is elected to the Committee unopposed for a one year term.

There were three nominees from the College of Arts, Humanities and Social Sciences and therefore more nominees than vacant positions. However, one candidate indicated their preference to withdraw their nomination if there were more nominees than vacancies, and therefore their nomination was withdrawn.

Following the declaration of the results of the Senate election, one of the CAHSS candidates was not re-elected to Senate and therefore they were no longer eligible to serve on the Committee as an elected member of Senate, leaving one position vacant.

In light of this, Senate Support contacted the individual who previously withdrew their nomination to confirm if they still wish to fill the vacant position. They confirmed they are content to fill the position as previously indicated.

Following the counting of votes, it is declared that the staff listed below are elected to Senate. A detailed breakdown of the votes cast is available on request from SenateSupport@ed.ac.uk

Results

The staff listed below have been elected to a Senate Standing Committee

Senate Academic Policy and Regulation Committee:

- Dr Aidan Brown, College of Science and Engineering
- Dr Murray Earle, College of Arts, Humanities and Social Sciences
- Dr Uzma Tufail-Hanif, College of Medicine and Veterinary Medicine

Senate Education Committee:

- Dr James Hopgood, College of Science and Engineering
- Dr Susan Morrow, College of Medicine and Veterinary Medicine
- Dr Tamara Trodd, College of Arts, Humanities and Social Sciences

Senate Quality Assurance Committee:

- Dr Michael Barany, College of Arts, Humanities and Social Sciences
- Dr Pia Helbing, College of Arts, Humanities and Social Sciences
- Professor Jose Vazquez-Boland, College of Medicine and Veterinary Medicine

Senate**24 May 2023****Annual review of effectiveness of Senate****Description of paper**

1. This paper notifies Senate members of plans for the annual internal review of Senate's effectiveness.

Action requested / recommendation

2. Senate is asked to note the plans for the review, and to engage with opportunities to provide feedback on Senate's functioning and effectiveness.

Background and context

3. The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years: "49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances."
4. In line with the requirements of the Code, during Summer 2023, Academic Services is conducting a light-touch review of Senate. The outcomes of this review will be reported to Senate in September / October 2023.
5. Academic Services are also conducting effectiveness reviews of the Senate Standing Committees, and the report of these reviews will be presented to Senate in September / October 2023.
6. The previous annual internal effectiveness review was reported to Senate on 12 October 2022. Actions identified in the previous annual effectiveness review, and progress against these actions, are in Appendix 1.
7. An externally-facilitated review of Senate has been conducted in 2022-23 with the final report of the review expected in June 2023.

Discussion

8. The review process will be primarily self-reflective. Senate members will be invited to respond to a brief online questionnaire during Summer 2023 (managed by Academic Services). The draft questions are contained in Appendix 2
9. Members of Senate Standing Committees will also be asked for brief feedback on working with Senate and this will be fed into the report.
10. The review process is intended to gather information on and evaluate effectiveness in terms of the:

- a. Support and facilitation of Senate meetings;
- b. Engagement of members and knowledge and understanding of their roles and the remit of Senate;
- c. Impact and strategic relevance of Senate's work.

11. Academic Services will collate the information gathered and produce a report on the findings, including proposed actions.

Resource implications

12. The review will be conducted by Academic Services and any resource requirements will be met from existing budgets. The resource implications of any actions identified in response to the outcomes of the review will be considered at that stage.

Risk management

13. The annual effectiveness internal review process assists the University in ensuring that its academic governance arrangements are effective and enables the University to manage a range of risks associated with its academic provision.

Equality & diversity

14. The review provides an opportunity to identify any equality and diversity issues in the make-up of the Committee and the way it conducts its business.

Communication, implementation and evaluation of the impact of any action agreed

15. The report will be presented to Senate in September / October 2023. If the review identifies required actions or enhancement opportunities, these will be taken forward by Academic Services (if directly related to the functioning and support of Senate) or referred to the appropriate body for consideration. A note of the report will be sent to Court via the routine Senate report to Court.

Author

Olivia Hayes, Academic Policy Officer
16 May 2023

Freedom of Information

Open

Appendix 1:

Area Under Review	Recommended Action	Responsible	Progress
Role and remit	<ol style="list-style-type: none"> 1. Academic Services to hold a briefing on Senate regulations and procedures to build members knowledge of the Senate Standing Orders and procedural elements of acting as a Senate member – in line with the paper presented to Senate’s August 2022 meeting. 2. Additional efforts will be made by Academic Services to ensure that any members joining out with the usual cycle receive the induction materials provided to all staff. Induction sessions are held annually and all Senate members are invited to attend. This practice will continue. 	All: Academic Services	<ol style="list-style-type: none"> 1. Due to a turnover of staff who provide support to Senate, staffing pressures within Academic Services, the resource required to support the external review of Senate this action has not been completed and will be carried forward. The issue of Senate regulations and procedures has received more focus in Senate than usual and therefore Academic Services has not had the opportunity to provide a general briefing, given the continuing discussions with some Senate members regarding this issue which Academic Services is dealing with separately. 2. Academic Services have reviewed existing materials and developed an enhanced welcome email to new members of Senate who join out with the usual cycle.
Oversight of Senate Standing Committees	<ol style="list-style-type: none"> 3. Add three elected members of Senate to Standing Committees – in line with the amendment approved at Senate’s August 2022 meeting. 	All: Academic Services and Senate Standing Committee Conveners	<ol style="list-style-type: none"> 3. This action was completed by November 2022.

	<p>4. Revise the format of the annual Senate Standing Committees report to provide further detail on the work of Committees.</p> <p>5. Standing Committee Conveners to continue be available at Senate meetings to answer questions on the work of the Standing Committees.</p> <p>6. Academic Services to continue with the practice of informing Senate members when Standing Committee papers are available and offering them an opportunity to comment, and to implement the guidelines for Senate Standing Committee papers as approved at the August 2022 Senate meeting</p>		<p>4. The Annual Report of Senate Standing Committees presented in May 2023 has been enhanced to provide further detail on the work of Committees.</p> <p>5. Standing Committee Conveners continue to be available at Senate meetings to provide an update on the work of the Standing Committees.</p> <p>6. Academic Services and Senate Support have established the practice of notifying the wider Senate when Senate Committee papers are published online.</p>
Senate engagement with strategic priorities	<p>7. Review the format of Senate meetings taking account of members' feedback on the format, duration and timing of meetings. The review will take account of members' preference for hybrid meetings.</p> <p>Senate Support made extensive efforts with ISG to hold the 25 May meeting as hybrid. The technology and functionality for a high-quality hybrid meeting, which allowed for members to engage from home, was unable to be arranged in the time available.</p> <p>It is expected that the briefing on Senate regulations and procedures session will also address some of the feedback received on procedural matters raised under this item.</p>	Academic Services, for discussion with the Convener	<p>7. Senate Support have remained in contact with colleagues in ISG throughout the year working to support high quality hybrid meetings. Following the first hybrid meeting held in February 2023, meetings have been held online to allow further time to develop improvements in the support of hybrid meetings. Further work on the format of Senate meeting will be undertaken over the summer.</p>
Committee Support	<p>8. Support the externally facilitated review of Senate to take place in 2022/23.</p>	All: Academic Services	<p>8. Academic Services have provided support to the externally facilitated</p>

	<p>9. Continuously review practical arrangements for Senate meetings to prioritise accessibility and opportunities for discussion.</p>		<p>review of Senate throughout 2022/23.</p> <p>9. This action has been ongoing throughout 2022/23 and relates to actions and updates provided under item 7.</p>
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Appendix 2

Draft questionnaire. These are the same questions as used in Summer 2022. All questions allow free text responses.

1. During your time as a member of Senate, have you had a clear understanding of your role on Senate? Do you have any suggestions for how this could be better communicated, for example via the Senate Induction sessions, the Senate Members' Handbook, or the Senate website?
2. In May each year, Senate receives an Annual Report of the Senate Standing Committees. Does this provide Senate with appropriate oversight of the Committees' work?
3. During your time as a member of Senate, do you feel Senate has engaged effectively with the strategic priorities of the University? In what ways? How could Senate engagement with strategic priorities be improved?
4. Do you feel that Senate is supported effectively by the Senate Support team within Academic Services? Please comment on what works well, and what you think could be improved.

Senate

24 May 2023

Conferment of the Title of Emeritus Professor

Description of paper

1. This paper provides the Special Minute for Professor Frank Mill.

Action requested / recommendation

2. For approval.

Discussion

3. Senate is invited to confer the title of Emeritus Professor upon Professor Frank Mill.
The Special Minute is attached as an appendix.

Resource implications

4. None.

Risk management

5. Not applicable.

Equality & diversity

6. Not applicable.

Communication, implementation and evaluation of the impact of any action agreed

7. Professor Mill will be contacted by Senate Secretariat in due course.

Author

Senate Secretariat
May 2023

Freedom of Information

Open paper

Special Minute
Frank Mill, BSc PhD CEng FIMechE PFHEA
Emeritus Professor of Digital Design

Frank Mill has, during his 38 years of employment at Edinburgh, held several key leadership positions. These include 3 years in the role of Director of the Discipline of Mechanical Engineering where he was line manager to more than 30 academic staff and for the 3 years prior to this he was the Degree Programme Manager. For the 5 years before that he chaired the Board of Examiners in Mechanical Engineering. In teaching, Frank's courses have been popular with students and he is always keen to develop innovations in teaching methods, e.g. he produced his first eLearning course in 2007 and in 2019 was the recipient of a Principal's Teaching Award which allowed him to support other staff to develop lecture recording methods, something which turned out to be of considerable benefit in the early days of the Covid pandemic. He has held 4 posts as External Examiner in the past and holds one currently at the University of Manchester. His leadership and innovation in teaching saw him become a Principal Fellow of the Higher Education Academy in 2019, one of only 2 in the College of Science and Engineering at that time.

In the years before his retirement Frank helped shape the School of Engineering's annual plans to enable the establishment of a significant advanced manufacturing group and he was involved in recruiting 4 new members of staff to support this initiative. He also developed plans for a new MSc in Digital Design and Manufacture and this has proven to be very successful in recruiting students in the 2 years since its launch.

Frank carried out a considerable body of research in the area of digital design and manufacturing during his career. He has been supervisor to 20 postgraduate research students, held over £2M in grants and published 50 academic papers. He has given many invited talks and been used as a technical expert by EPSRC and EU Brite/EURAM. He has been on the organising committee of several international conferences.

While carrying out research and teaching Frank was frequently involved in ensuring that his research produced useful outcomes and he held regular consultancies as well as research transfer grants. Between 2000 and 2008 he was the Head of the Scottish Institute for Enterprise at UoE (£630K budget – part time secondment) where he was responsible for a staff of 4 to develop teaching and training programmes for students who wished to pursue entrepreneurial activities such as the formation of spin-out and start-up companies. In 2005 he co-founded a spin-out company, ShapeSpace Ltd, with his former PhD student, Andrew Sherlock. This was based on IP owned by the University and resulted from EPSRC funded research and PhD projects. The University owns a 15% stake in the company and Frank is currently a director and 27% shareholder. This activity was used as an impact case study in the School of Engineering's 2014 REF submission.

At present, Frank is planning to continue to support the new staff in the area of Digital Design and Manufacturing to develop their research careers by giving advice and in supporting their teaching at critical periods so that they can manage their time effectively. He is also keen to ensure that Digital Manufacturing continues to grow as the challenges of greener production see considerable interest from students and from research funding bodies. These align to areas important to the School now and in the future.