



THE UNIVERSITY *of* EDINBURGH

SENATUS ACADEMICUS

UNCONFIRMED MINUTES OF AN ORDINARY MEETING OF THE SENATUS

ACADEMICUS held online

Wednesday 27 May 2020

Present: The Principal, Professors C Abbott, M Aliotta, R Andrew, M Anjos, D Argyle, E Bomberg, H Branigan, M Brennan, S Brown, T Bruce, J Cairns, J Calvert, C Carr, K Chapman, S Clark, S Cooper, H Critchley, J Crook, J Cruz, S Cunningham-Burley, J Danbolt, D Davidson, P Davies, E Delaney, J Dorin, P Du Plessis, J Dunlop, T Fawcett, D Fergusson, R Fisher, K Forbes, F Fowle, Chris French, M Gallagher, S Goldwater, J Goodrich, I Gordon, D Gray, J Hardy, C Harmon, T Harrison, S Haszeldine, D Hay, C Heycock, A Holloway, P Hoskins, W Hou, C Iannelli, G Jomaas, S Kelley, R King, S Lewis, C Lyall, F Mackay, H MacQueen, H McQueen, N Mabbott, L March, K Matthews, A Meiksin, C Moran, R Nicol, P Nienow, D Paton, G Pentland, P Phemister, J Ravenscroft, R Ribchester, E Riley, J Robbins, M Roberts, A Rowe, H Sang, M Seery, M Shipston, H Sinclair, J Silvertown, A Sorace, J Thomas, D Tollervey, A Tudhope, A Turk, N Turner, G Warwick, S Wild, A Ziolkowski; J Ainslie, W Aird, D Aitken, P Allmer, T Bak, S Benjamin, J Bradfield, C Caquineau, D Cavanagh, A Convery, J Crang, D Evensen, G Gray, D Grumett, E Haycock-Stuart, M Highton, J Hoy, S Ivory, L Kendall, L Kirstein, F Kristmundsdottir, W Kwon, S Lamont-Black, A Maciocia, S MacPherson, A McCormick, J Menzies, S Morley, F Narumi-Munro, P Navarro, M Novenson, O Ogunbayo, N Pak-Shiraz, C Phillips, S Riley, S Rolle, T Schwarz, P Smith, S Smith, P Taylor, S Trill, U Tufail-Hanif, J Turner, N Tuzi, J Upton, P Walsh, S Warrington, S Warwick, S Woodman

Associate Members: A Wilson, S Vallency, S Anand

In Attendance: F Abou Jawad, A Adeo Mezeul, R Akhtar, F Alderson, C Alexakis, A Alexander, H Alexander, M Anaya, I Majewsky Anderson, J Anderson, L Anderson, P Andreadis, M Anusas, N Appleton, J Archer, C Aspinwall, P Bailey, J Ball, S Ballentyne, D Banda, D Bannerman, C Bannister, K Bantounos, M Barany, A Barbalace, E Barlow, C Barnes, J Barnhart, M Barria Matus, R Bartlett, M Bastian, G Baxter, R Baxter, K Abry-Diaw De Baye, E Bayne, M Beagan, J Beagles, L Beattie, L Behrens, M Bell, T Bell, M Saborido Beltran, F Bergeret, A Bielawska, E Birtles, C Black, J Blackmore, P Blue, M Boddie, F Bosche, B Bovenzi, Sharon Boyd, C Brady, J Brannigan, S Brocklebank, K Brogan, K Brook, M Brook, A Brooks, E Brooks, F Brown, M Brown, L Bruce, K Bryant, V Buchanan, A Buchoux, L Buckley, A Bunni, M Caddick, D Cains, N Cairncross, E Caldwell, K Cameron, A Campbell, C Campbell, G Campbell, N Caron, K Castle, D Garcia Cava, A Cavill, M Cetinkaya-Rundel, L Chalmers, J Chambers, E Charlesworth, K Charvala, T Chaurin, J Chavaro, R Chisholm, M Cholbi, N Chue Hong, R Claase, V Clark, F Coates, G Cole, R Cole, S Colegrove, T Colles, R Collie, A Collier, E Connick, A Connor, C Cooper, L Cooper, K Copeland, E Corboz, I Cotugno, K Cowan, M Cox, M Craft, D Craske, I Orfao Crespo, A Cross, A Crossland, M Crowley, W Cui, I Darmon, N Davidson, A Davison, A Desler, P Dickson, S Dimartino, K Ding, H Dingwall, L Dinwoodie, C Discolo, S Dishon, C Dixon, A Domagala, S Donneadieu, R Donnelly, E Dora, K Douglas, M Douglas, E Dove, M Dowdeswell, L Dritsas, V Duckworth, L Dunbar, K Dunn, L Dunn, S Dunn, A Duthie, F Dutton, E Dzieciol, O Eadie, C Edminson, J Edwards, R Edwards, K Egan, S Eglone, J Eighteen, M Elis, L Elliot, A English, B English, V Erastova, B Esk, M Evans, L Everett, M

Ewen, L Ewing, O Fakunle, V Farrar, S Fawkner, A Fegan, R Feist, A Fenemore, J Ferguson, F Ferry, M Findlay, A Fitch, I Foidl, S Forbes, S Ford-Hutchinson, C Fox, B Franke, E Fraser, S Fraser, T French, D Friedrich, J Furness, F Fuisseis, R Galloway, E Gieben-Gamal, J Gardiner, J Geber, J Gifford, G Giganti, Cs Giles, D Gill, C Gleghorn, N Goldie, S Gormley, S Graham, R Green, S Green, S Green, S Gregory, A Greig, E Gribbin, W Groome-Vine, P Hadoke, O Hale, A Haley, G Halliday, L Halliday, A Hamilton, R Hamilton, K Hanley, L Hann, A Hanna, S Hansen-Just, R Harley, F Harris, K Harris, M Harris, S Harvey, T Harvey, O Hayes, B Headon, K Heal, M Heal, A Henderson, C Henderson, J Henderson, M Henderson, S Henderson, S Henley, D Henty, D Hills, R HOFFIE, M Holmes, R Holt, M Holubek, L Howard, R Howell, K Howie, J Huang, J Hume, A Hunter, E Hunter, S Hunter, K Hutchison, C Huthersall, M Ingleson, T Ironside, F Jack, P Jack, D Jackson, P Jackson, T Jackson, M Jancsik, A Jarvis, P Jarvis, R Jenkins, C Johnston, J Johnston, R Jones, N Junco, E Kafantaris, E Keane, A Kelly, L Kelly, J Kemp, M Kenny, L Ker, L Kershaw, M Khan, J Khatun, S Kheria, K Kim, Y Kim, G Kinnear, A Kiprakis, S Genieys-Kirk, S Kirkham, P Kirsop, B Kohlbek, A Laidlaw, W Lamb, L Laumenech, A Laurins, I Lavers, A Lawley-Powell, M Lawson, R Leask, L Lettice, S Leven, F Lima, T Lin, A Lindsay, Z Lisowski, S Liu, D Livingstone, K Lloyd, H Lokhun, C Love-Rodgers, C Lucas, M Luciano, A Lund, J MacBride, C Macdonald, J MacDonald, M Macdonald, T Macdonald, M Macdougall, S MacGregor, G Machtsiras, A-M Maciejuk, C Mackay, V Macnish Porter, A Macniven, E MacRae, J Madden, V Madden, M Magennis, S Maguire, A Majothi, L Malcolm, K Marioni-Henry, L Marshall, R Marsland, C Martin, H Mateer, C Matthews, M Mazoy Saavedra, R McAdam, K McArthur, L McBrien, G McCabe, C McCallum, A McClanahan-Simmons, A McConnell, V Mccorquodale, S McCulloch, N McGillivray, S McGinley, J McGregor, K McHugh, V McIntyre, C McLaughlin, J McMahan, S McMahan, H Mcmillan, M McMinn, L McNicol, S McNulty, J Medvecky, E Mijers, J Miller, R Miller, K Mojsiewicz, D Montgomery, S Montgomery, F Moreira, A Morgan, R Morris, E Morrison, T Morrison, E Mortimer, S Mowat, B Munro, J Murray, R Murray, C Napier, G Negro, B Neilson, G Nichol, K Nicol, A Nicolson, T Noden, M O'Donnell, S Ogle, J OHara, L O'Keefe, R Oosterhoff, O Opeloyeru, C Painter, N Pak-Shiraz, R Panesar, K Pantoula, A Parkinson, S Parry, R Parsons, J Paxton, A Pelttari, S Pennings, A Percy, C Perkins, I Phillips, S Phillips, K Phimister, K Picozzi, T Poeta, C Pusceddu, G Puzey, K Quinn, R Quirk, A Rae, P Reay, F Reid, T Reid, J Reynolds-Wright, R Ribeiro, G Richardson, K Richmond, S Ridder-Patrick, G Robertson, J Robertson, E Rodrigues, J Roger, J Rose, J Ross, L Ross, M Ross, N Ross, S Ross, N Rowa-Dewar, E Rowan, N Rowland, D Ruddy, M Ruffert, J Ruiz, H Ryall, C Sachpasidi, A Sadarangani, S Sadauskaite, C Sanderson, C Schaffner, C Schwinn, G Scobie, K Scott, A Seguino, S Shan, A Shanks, S Shaw, C Sheridan, F Shields, C Sinclair, L Singleton, R Siro, A Sloan, A Smith, B Smith, D Smith, K Smith, L Smith, M Smith, S Smith, W Smith, H Snaith, A Solomon, R Sowerby, L Spalding, T Spears, N Speirs, H Stagg, I Stark, L Stark, E Steele, E Stevenson, J Stewart, R Stewart, H Stocks, N Stuart, Z Sun, D Swanton, G Szel, B Szoor, H Szoor-McElhinney, J Tait, S Tait, K Tamane-Laing, D Tate, E Taylor, F Teixeira-Dias, J Terry, J Thacker, M Thaler, J Thijssen, J Thin, L Thomas, D Thompson, A Thomson, W Timmons, K Todd, A Toth, P Townsend, H Tracey, S Tricarico, R Tring, T Trodd, E Tudhope, K Urquhart, R Valente, R Valentine, F Vine, A Votsi, S Wagner, L Walford, D Walker, L Wall, A Wallace, C Wallace, M Waller, P Ward, T Ward, V Watters, N Webb, P Webster, C Wells, S Western, R White, S Widdicombe, E Wighton, P Wilkie, K Williams, S Williamson, N Wilson, K Woomble, L Wright, A Wroe, Z Wu, K Wyldie, J Xu, A Yildirim, C Young, S Yule, B Zhao, Y Zhu, A Zielinska,

CONVENER'S COMMUNICATIONS

Professor Peter Mathieson welcomed colleagues to the meeting, noting that this was the first online meeting of Senate, and remarking on the very large number of staff who had registered to attend.

Covid-19 Response

The Convener updated the meeting on the University response so far, and plans for the next phase of the response. The Convener thanked all staff for their vital contribution to the success of the University response to date.

It was noted that Equality, Diversity and Inclusivity (EDI) issues have been at the forefront of the University response, but also that the shift to working from home and the conditions created by the pandemic have had specific impacts on specific sectors of society, and this will continue to be a priority in ongoing planning by the University.

In the initial response to the pandemic, the University focused on what action was required immediately, to comply with public health and government advice, and health and safety concerns. This led to large-scale and rapid changes to the University including moving teaching largely online. This phase was largely successful, thanks to the efforts of all staff. At this stage, the University also considered short and medium-term issues such as summer schools, immediate student accommodation issues (such as releasing students from leases), and sports facilities.

The next phase of work, which is beginning now, involves looking at the longer term: this is being led by an Adaptation and Renewal Team (ART). A series of work-streams have been developed:

1. Curriculum, admissions and student support – chaired by Vice-Principal Students Professor Colm Harmon
2. Research and innovation – chaired by Senior Vice-Principal Professor Jonathan Seckl
3. Estates and infrastructure (including digital infrastructure) – chaired by Vice-Principal (Interim) Corporate Services Dr Catherine Martin and Vice-Principal and Chief Information Officer Gavin McLachlan.
4. Reshaping (the future shape of the University) – chaired by Vice-Principal Strategic Change and Governance Sarah Smith

There is also an overall coordination group chaired by Vice-Chancellor and Principal Professor Peter Mathieson, which includes leads on Communications and on Equality, Diversity and Inclusion.

Decision-making will be carried out within the framework above, and the work-streams will communicate regularly with the University Executive, the University Court, and the Academic Strategy Group (comprised of Heads of School and Heads of Professional Service Groups).

The Convener noted that the requirements for social distancing created by the pandemic are likely to be in place for a considerable time, and have a major impact on the functioning of the University. Use of lecture theatres and graduation ceremonies were highlighted as examples of practises that will be impacted.

The Convener concluded by congratulating colleagues on the positive and effective response to the immediate impacts and actions required. Degrees have been conferred early on student nurses and doctors to allow them to contribute to the pandemic response, and this was achieved through the hard work of many staff and the support of students. There are many examples of University staff volunteering to support the pandemic response, particularly in relation to the local community and society, and academic experts from the University are advising the Scottish Government and World Health Organisation.

The Convener invited questions from the audience, via the online Q&A function, opening with a small number of questions submitted in advance. A summary of the questions and responses is below.

- Is the University too reliant on international student fees: it was noted that Edinburgh is an international city and University and that international students make a huge

contribution to the culture of the University, and help to build global academic networks. In addition, the surplus income from international student fees allows for the cross-subsidy of research, which is underfunded centrally by government, and some cross-subsidy of Scottish-domiciled students. The University actively advocates for increased funding for research and Scottish-domiciled students.

- The City Deal: activity is continuing, such as investment in the University Advanced Care Research Centre. Construction activities associated with the City Deal have been paused, but externally-funded construction projects such as those funded by the City Deal are expected to restart in due course.
- University-funded PhD studentships: it is strongly hoped that these will continue to be funded, but guarantees cannot be given at this stage.
- Admission of international students: modelling is taking place, but it is difficult to predict numbers at this stage.
- Reasserting bullying guidelines in relation to any rationalisation processes: it was reaffirmed that bullying would not be tolerated in any shape or form, and the importance of anti-bullying policies in the context of reshaping the University was recognised.
- Restructuring: it is likely that there may be some hybrid working in future (some from home and some on site) and this could have implications for the physical size of the University.
- EDI commitments, particularly in relation to carers: the University recognises that some staff have additional caring responsibilities that impact on their ability to work from home. Staff are encouraged to consider taking annual leave if they need rest time. It was also reinforced that the University recognises the impact on staff who have caring responsibilities, and this will reasonably impact on how they can engage with working from home. The importance of leadership from management in supporting staff was highlighted. It was also noted that all staff have rights and expectations, and the needs and workload of staff who do not have children must also be taken into consideration. Support needs of staff with disabilities were also highlighted, and the Convener noted that the input of the Disabled Staff Network would be valued.
- University Covid-19 testing programme: this is still under discussion.
- Zoom security issues: the University is procuring a version of Zoom and this has appropriate security measures built in.
- The continuing commitment of the University to widening access and participation was affirmed.
- Flexible contracts for student accommodation: arrangements for use of student accommodation are under development. It was noted that University of Edinburgh was proactive in releasing students from contracts if they needed to leave their accommodation.
- Union representation in ART: Unions are being involved in this work via the Joint Union Liaison Committee, HR are meeting regularly with trade unions and the University is liaising at a sector level with the Scottish Trades Union Council.
- How to 'build back better': it was noted that issues such as the Climate Emergency have not gone away and the University commitments to this are being taken into account in planning for the pandemic response.
- Will facemasks on campus be required and provided: no decision on this has been made and government guidance in relation to university campuses has not yet been released.
- Support for PhD students who tutor, in relation to a reduction in number of courses offered: this is actively under discussion.
- Will students be encouraged to return to campus: yes, but this will need to be done safely and in accordance with public health guidance.

- Staff safety and staff in high risk groups: it is recognised that some staff will be in high risk groups and the University will work to support these individuals. There is currently no intention to survey staff across the University to assess their needs, but managers should be gathering information about staff needs in their local teams.
- When will more specific plans for the next academic year become public: currently the University is engaged in scenario-planning, modelled around different student numbers. The actual student numbers for 2020/21 will not be known until August or September so definitive information will not be available until then. It was noted that financial impacts will not only be felt for 2020/21.
- Is there an intention to increase distance learning student numbers to compensate for reductions in on-campus numbers: distance learning is not the same as 'blended' or 'hybrid' models currently under consideration, but there may be opportunities to increase numbers of distance learning students.
- Support for staff on fixed-term contracts: the University has undertaken to honour contracts for 2020/21. There are a number of types of fixed term contracts, and the reshaping work will take into account the variety of staff contexts and contractual arrangements.
- Future updates and opportunities to ask questions: there may be future online 'Townhall' meetings, but plans are not finalised yet.

**SENATE PRESENTATION AND DISCUSSION: CURRICULUM REFORM
Presented by Professor Colm Harmon, Vice-Principal Students**

Professor Harmon noted that this presentation on Curriculum Reform was already scheduled to take place before the advent of the Covid-19 emergency, and that he is keen to continue the Curriculum Reform project despite the change in circumstances caused by the pandemic. Professor Harmon clarified that changes taking place to teaching and assessment currently, as part of the Covid-19 response, are not themselves 'Curriculum Reform'. Curriculum Reform as a process will take time and thought and therefore is not the same process as the current requirement for change in response to Covid-19. Because of the timescale required for the Curriculum Reform project, and the likely long-term impacts of the Covid-19 pandemic, delaying Curriculum Reform is neither practical nor desirable.

The broad context of Curriculum Reform is the University's relatively poor performance in national student satisfaction ratings. This evidence cannot be disregarded, though student survey data is also not to be fetishized. Correlations between overall satisfaction and teaching, learning opportunities, assessment and feedback, academic support, and student voice were highlighted as an indicator of areas where work may have a significant impact on student satisfaction. Outcomes from the Student Support and Personal Tutor Review were also noted, in particular, a renewed sense of what the 'Edinburgh student body' may want or represent, and how the University may respond to this.

Professor Harmon described the relationship between the curriculum and the student experience from application to successfully completing a degree, indicating the relevance of curriculum reform to each stage in this journey. A series of questions were raised, including the complexity of the 'offer' made to students at this university, and the relationship between depth and breadth in programmes. The diversity of degree pathways and large number of courses offered was also noted.

In relation to a revised curriculum, key issues highlighted for discussion included disciplinary depth, skills, breadth, employability, and 'grand challenges' such as sustainability, diversity, intercultural / interdisciplinary effectiveness, and students as citizens with values.

Professor Harmon provided a high-level overview of work for the next 12 months and next 24 months. This will include developing the vision, scope and aims of curriculum reform. An illustrative undergraduate degree structure was also outlined for discussion. Professor Harmon concluded by reflecting on lessons that could be learned from the Covid-19 response, highlighting the innovation and creativity that has been displayed by colleagues, and thanking colleagues for their work in a very challenging situation.

Professor Harmon invited questions from the audience, via the online Q&A function, opening with a small number of questions submitted in advance. A summary of the questions and responses is below.

- What does 'teaching too much' mean, and does reducing teaching mean reducing contact time and therefore reducing student-staff interaction and students' sense of belonging: Professor Harmon clarified that the question is about the breadth of material delivered in courses, this does not necessarily suggest reducing contact time and engagement. A 'Sense of Belonging' task force has been formed: this will produce a guide for Schools on thinking about belonging, particularly in the context of hybrid teaching. It will also facilitate Schools sharing resources on how they are addressing belonging.
- Relative 'prestige' of research versus teaching: it was noted that the appointment of a Vice-Principal Students, a role that was newly created in 2019, was a commitment to ensuring that the Senior Leadership Team included a role with oversight of the whole student experience. The importance of rewarding teaching excellence was also noted. The Convener argued that teaching and research should not be seen as in competition. It was also noted that the student experience is not restricted to their experience of teaching.
- National Student Survey: it was recognised that there are concerns about the methodology and also the viability of the survey. It is not the only indicator of student satisfaction, but it is a systematic attempt to survey student satisfaction, and provides at least a comparison with other similar institutions, and Edinburgh's comparative performance is not high. It was however noted that in some areas student satisfaction is very high and that this should be recognised.
- Skills training: the content of any cross-programme skills training a new curriculum model is still very much open for discussion.
- Union involvement: members of the ART meeting with UCU representatives regularly to update on activities. Involvement of Union representatives in School level meetings is a matter for Heads of Schools.
- PT and Student Support System review: the implementation of this review is currently on hold.
- Negative impact on the student experience of 'bureaucratisation': it was acknowledged that some current processes, for example to change programmes, are clunky and time-consuming, and Curriculum Reform, student experience and improving systems are interlinked.
- Bridging the Scottish secondary school curriculum and year 1 of University, to address BAME and WP attainment gaps: it was noted that Curriculum Reform conceptualises the student experience as beginning before the student arrives at the University. Building the confidence of students from diverse backgrounds to engage with the University will be key, particularly in the current circumstances and as hybrid teaching is rolled out. Widening Participation remains a key commitment.
- Part-time study: breaking the divide between part-time and full-time study is an opportunity that will be explored through Curriculum Reform. It was noted that developing part-time undergraduate programmes would require considerable changes to current practices and systems, but that Curriculum Reform provides an opportunity to embrace this challenge.

	<ul style="list-style-type: none"> • Students being able to 'fail' safely: Curriculum Reform is a valuable opportunity to create space for students to take risks. • What is the evidence base supporting the notion that we 'teach too much': it was noted that there are a high number of courses and a large volume of assessment. Professor Harmon suggested that the course and programme information provided to students is complex and lengthy, and that current structures are difficult to articulate. What course and programme volume is appropriate for the University of Edinburgh will be open for consideration during the review. • It was confirmed that the scope of Curriculum Reform would include undergraduate, postgraduate taught and postgraduate research programmes. • Top-down or bottom-up reform: Professor Harmon stated the aspiration that while plans may be developed and coordinated centrally, implementation and driving change will take place at the level of Schools. These will involve individual School, discipline and academic decisions. Clusters of similar structures, perhaps at College level, could have value in simplifying the experience of students and improving processes such as changing programmes, and some central coordination and focus is required to enable the project to function. <p>Professor Harmon thanked colleagues for their questions and engagement with the presentation.</p> <p>Professor Mathieson thanked Professor Harmon for his presentation and thanked all colleagues for their attendance and engagement with the meeting. Questions that have not been addressed during the meeting will be fed forward to the relevant projects for consideration.</p> <p>The open session of Senate was closed.</p>
FORMAL BUSINESS	
1.	<p>Senate members' feedback on presentation and discussion topics</p> <p>Senate members commended the event as a valuable opportunity for colleagues to engage in an open discussion, and to engage with Curriculum Reform at an early stage, though it was noted that there was still a great deal to think about.</p>
2.	<p>Report of Electronic Business conducted 5 – 13 May 2020 (S 19/20 3 A)</p> <p>Senate approved the report.</p>
3.	<p>Conferment of Professor Emerita / Emeritus (S 19/20 3 B)</p> <p>Senate approved the conferment of the title of Professor Emerita / Emeritus on these members of staff.</p>
4.	<p>Draft Ordinances (S 19/20 3 C)</p> <p>Senate considered the draft Ordinances presented by Court and offered no observations.</p> <p>A query was raised about whether wording in the Draft Ordinance Appendix 1, particularly section 2, had been agreed with University and College Union and / or the Joint Unions Liaison Committee. It was confirmed that the wording in question (in particular 'so far as the body [University Court] considers reasonable') is derived from the relevant legislation (Section 26 of the Further and Higher Education (Scotland) Act 2005 as amended by the Higher Education Governance (Scotland) Act 2016). It has been confirmed following the meeting that</p>

	<p>the specific wording in the draft Ordinance was not agreed with the UCU / JULC because the wording is derived directly from the relevant legislation but the incorporation of the revised definition of academic freedom into academic staff contracts, from which this follows, had been ratified by Combined Joint Consultative and Negotiating Committee at the time.</p>
5.	<p>Resolutions (S 19/20 3 D) Senate considered the draft Resolutions presented by Court below, and offered no observations.</p> <p>Draft Resolution No. 12/2020: Foundation of a Personal Chair of Pure Mathematics Draft Resolution No. 13/2020: Foundation of a Personal Chair of Exoplanet Characterisation Draft Resolution No. 14/2020: Foundation of a Personal Chair of Palaeontology and Evolution Draft Resolution No. 15/2020: Foundation of a Personal Chair of Volcanology Draft Resolution No. 16/2020: Foundation of a Personal Chair of Applied Physics Draft Resolution No. 17/2020: Foundation of a Personal Chair of Microbial Evolution Draft Resolution No. 18/2020: Foundation of a Personal Chair of Industrial Mathematics Draft Resolution No. 19/2020: Foundation of a Personal Chair of Harmonic Analysis and Partial Differential Equations Draft Resolution No. 20/2020: Foundation of a Personal Chair of Membrane Separations Draft Resolution No. 21/2020: Foundation of a Personal Chair of Software Transformation Draft Resolution No. 22/2020: Foundation of a Personal Chair of Sustainable Biotechnology Draft Resolution No. 23/2020: Foundation of a Personal Chair of Artificial Intelligence Draft Resolution No. 24/2020: Foundation of a Personal Chair of Earth Dynamics Draft Resolution No. 25/2020: Foundation of a Personal Chair of Category Theory Draft Resolution No. 26/2020: Foundation of a Personal Chair of Experimental Particle Physics Draft Resolution No. 27/2020: Foundation of a Personal Chair of Stem Cell Biology and Early Development Draft Resolution No. 28/2020: Foundation of a Personal Chair of Geometry Draft Resolution No. 29/2020: Foundation of a Personal Chair of Hydrogeology and Coupled Process Modelling Draft Resolution No. 30/2020: Foundation of a Personal Chair of Digital Manufacture Draft Resolution No. 31/2020: Foundation of a Personal Chair of Robotics Draft Resolution No. 32/2020: Foundation of a Personal Chair of Global Change Mapping Draft Resolution No. 33/2020: Foundation of a Personal Chair of Machine Learning and Inference Draft Resolution No. 34/2020: Foundation of a Personal Chair of Biophysics Draft Resolution No. 35/2020: Foundation of a Personal Chair of Robot Learning and Autonomy Draft Resolution No. 36/2020: Foundation of a Personal Chair of Urban Geography Draft Resolution No. 37/2020: Foundation of a Personal Chair of Signalling and Proteostasis Draft Resolution No. 38/2020: Foundation of a Personal Chair of Fluid Dynamics Draft Resolution No. 39/2020: Foundation of a Personal Chair of Energy, Environment and Society Draft Resolution No. 40/2020: Foundation of a Personal Chair of Modern and Contemporary Art History Draft Resolution No. 41/2020: Foundation of a Personal Chair of Scots Private Law Draft Resolution No. 42/2020: Foundation of a Personal Chair of Architectural History</p>

	<p>Draft Resolution No. 43/2020: Foundation of a Personal Chair of Modern British History</p> <p>Draft Resolution No. 44/2020: Foundation of a Personal Chair of Social and Economic Anthropology</p> <p>Draft Resolution No. 45/2020: Foundation of a Personal Chair of Literature and the Environment</p> <p>Draft Resolution No. 46/2020: Foundation of a Personal Chair of Multilingualism</p> <p>Draft Resolution No. 47/2020: Foundation of a Personal Chair of Global Urbanism and Resilience</p> <p>Draft Resolution No. 48/2020: Foundation of a Personal Chair of European and Global Education Governance</p> <p>Draft Resolution No. 49/2020: Foundation of a Personal Chair of Finance</p> <p>Draft Resolution No. 50/2020: Foundation of a Personal Chair of Craft History and Theory</p> <p>Draft Resolution No. 51/2020: Foundation of a Personal Chair of Cinema and Iran</p> <p>Draft Resolution No. 52/2020: Foundation of a Personal Chair of South Asian and Comparative Politics</p> <p>Draft Resolution No. 53/2020: Foundation of a Personal Chair of American Literature</p> <p>Draft Resolution No. 54/2020: Foundation of a Personal Chair of Germline Biology</p> <p>Draft Resolution No. 55/2020: Foundation of a Personal Chair of Population Medicine & Veterinary Public Health Policy</p> <p>Draft Resolution No. 56/2020: Foundation of a Personal Chair of Small Animal Orthopaedics</p> <p>Draft Resolution No. 57/2020: Foundation of a Personal Chair of Developmental Psychology</p> <p>Draft Resolution No. 58/2020: Foundation of a Personal Chair of Cardiovascular Pharmacology</p> <p>Draft Resolution No. 59/2020: Foundation of a Personal Chair of Arterial Remodelling</p> <p>Draft Resolution No. 60/2020: Foundation of a Personal Chair of Integrative Fish Genomics</p> <p>Draft Resolution No. 61/2020: Foundation of a Personal Chair of Molecular Neural Development</p> <p>Draft Resolution No. 62/2020: Foundation of a Personal Chair of Veterinary Parasitology</p> <p>Draft Resolution No. 63/2020: Foundation of a Personal Chair of Conservation Science</p> <p>Draft Resolution No. 64/2020: Foundation of a Personal Chair of Sociology of Science and Medicine</p> <p>Draft Resolution No. 65/2020: Foundation of a Personal Chair of Experiential Student Learning</p> <p>Draft Resolution No. 66/2020: Foundation of a Personal Chair of Medical Imaging and Physics</p> <p>Draft Resolution No. 67/2020: Foundation of a Personal Chair of Translational Chemistry and Biomedical Imaging</p> <p>Draft Resolution No. 68/2020: Foundation of a Personal Chair of Neurology & Clinical Epidemiology</p> <p>Draft Resolution No. 69/2020: Foundation of a Personal Chair of Clinical Pharmacology</p> <p>Draft Resolution No. 70/2020: Foundation of a Personal Chair of Clinical Cardiology</p> <p>Draft Resolution No. 71/2020: Foundation of a Personal Chair of Developmental Endocrinology</p> <p>Draft Resolution No. 72/2020: Foundation of a Personal Chair of Property Law</p> <p>Draft Resolution No. 73/2020: Foundation of a Personal Chair of Dermatology</p>
6.	<p>Enhancement-led Institutional Review update (S 19/20 3 E)</p> <p>Senate noted the update. The Enhancement-led Institutional Review, due to take place in Semester 1 2020/21, has been postponed and is now likely to take place in Semester 2 2020/21.</p>

7.	<p>Report from Central Academic Promotions Committee (S 19/20 3 F)</p> <p>Senate noted the report. There was a general discussion on opportunities for promotion for academic staff whose roles focus predominantly on teaching. This raised both a sense that there have been considerable improvements in this area following the implementation of the Teaching and Academic Careers Project carried out under the University Executive, and suggestions that further work could still be done, for example in ensuring that teaching practise (rather than teaching as a research area) is recognised, encouraging implementation across all Colleges, and developing mentoring for teaching career tracks.</p>
8.	<p>Senate membership 2020-21 (S 19/20 3 G)</p> <p>Senate noted the paper. The current Senate membership were thanked for their contributions.</p> <p>Following the meeting a minor correction was made to the membership list, to add Professor Fiona Mackay as an <i>ex officio</i> member of Senate in her role as Joint Academic and Senate Assessor to Court.</p> <p>A query was raised about whether two Senate Assessors to Court whose terms of office end on 31 July 2020 will be replaced. It was clarified following the meeting that they will not be directly replaced: as a result of changes to the membership of Court and Senate required to implement the Higher Education (Scotland) Act 2016, from 1 August 2020 there will be two Senate Assessors to Court (both currently in post) and one Joint Academic and Senate Assessor (Professor Mackay). Senate will therefore continue to be represented on Court through these posts.</p>
9.	<p>Senate annual effectiveness review (S 19/20 3 H)</p> <p>Senate noted the paper. No comments were received.</p>