



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus

Wednesday 29 May 2019 at 2.00 p.m.
Auditorium A (Shirley Hall), Chancellor's Building, Little France

AGENDA

STRATEGIC PRESENTATION AND DISCUSSION

Widening Participation

- 1. Introduction and Overview**
Professor Charlie Jeffery, Senior Vice-Principal
Laura Cattell, Head of Widening Participation
- 2. 'Aspiration and Early Engagement' and 'Support to Get In' – View from a School**
Professor Iain Gordon, Head of the School of Mathematics
- 3. 'Support to Get In' and 'Support to Succeed'**
Andy Shanks, Director of Student Wellbeing - "Edinburgh Cares"
Diva Mukherji and Sarah Purves, Edinburgh University Students' Association - the Participation Fund
- 4. 'Support to Progress' – the Graduate Voice**
Paula McGregor, Geography Graduate, 2018 (introduced by Susan Bird, Careers Consultant)

Tea/Coffee Break

PRESIDENT'S COMMUNICATIONS

FORMAL BUSINESS

1. Report of E-Business conducted 7 – 15 May 2019
For approval S 18/19 3 A
2. External Review of Senate and its Committees
For discussion S 18/19 3 B
3. Review of the Structure of Senate Committees
For approval S 18/19 3 C
4. Annual Report of the Senate Committees
For formal noting and approval S 18/19 3 D
5. Conferment of the Title of Emeritus Professor
For approval S 18/19 3 E

COMMUNICATIONS

6. Draft Ordinances – Composition of the Senatus Academicus; General Council
To make observations S 18/19 3 F
7. Careers and Employability: Year-On Update
For information S 18/19 3 G
8. Communications from the University Court
For formal noting S 18/19 3 H
9. Report from Central Academic Promotions Committee
For information S 18/19 3 I

CLOSED

10. Report from the Honorary Degrees Committee
For approval S 18/19 3 J

RESERVED BUSINESS

11. Conferment of Degrees for Two Cohorts of Undergraduate Medicine and Veterinary Medicine (MVM) Students
For approval S 18/19 3 K

H/02/02/02
S: 29.05.19

S 18/19 3 A

The University of Edinburgh

Senate

29 May 2019

Report of E-Business conducted 7 - 15 May 2019

Executive Summary

This paper provides the draft report of the electronic business of Senate conducted from 7 – 15 May 2019.

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

Not applicable.

Action requested

For formal noting.

How will any action agreed be implemented and communicated?

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

Resource/Risk/Compliance

1. Resource implications

Does the paper have resource implications? No

2. Risk assessment

Does the paper include a risk analysis? No

3. Equality and Diversity

Does the paper have equality and diversity implications? Not relevant

4. Freedom of Information

This is an open paper.

Key words

Minutes, Emeritus, Resolutions

Originator of the paper

Senate Secretariat
May 2019

**Report of Electronic Business of Senate conducted from
Tuesday 7 May to Wednesday 15 May 2019**

FORMAL BUSINESS

1. Minutes of the meeting held on 6 February 2019 (e-S 18/19 3 A)

Senate approved the minutes of the meeting of Senate held on 6 February 2019.

2. New Members

Senate noted its new members.

3. Conferment of the title Emeritus Professor (e-S 18/19 3 B)

Senate agreed to confer the title of Professor Emeritus on Professor B Dutia and Professor D Dewhurst. Senate adopted the Special Minutes.

MATTERS ARISING

COMMUNICATIONS AND REPORTS

4. Communications from the University Court (e-S 18/19 3 C)

Senate noted the content of the report from the University Court of its meeting on 18 February 2019 and offered no comments on Draft Resolution No. 7/2019: Code of Student Conduct.

5. Resolutions (e-S 18/19 3 D)

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

Draft Resolution No. 14/2019	Undergraduate Degree Programme Regulations
Draft Resolution No. 15/2019	Postgraduate Degree Programme Regulations
Draft Resolution No. 16/2019:	Higher Degree Programme Regulations
Draft Resolution No. 8/2019:	Foundation of a Baillie Gifford Chair of Data and AI Ethics
Draft Resolution No. 12/2019:	Foundation of a Chair of Design Informatics
Draft Resolution No. 10/2019:	Alteration of the title of the Chair of Black Studies
Draft Resolution No. 9/2019:	Foundation of a Personal Chair of Numerical Analysis
Draft Resolution No. 11/2019:	Foundation of a Personal Chair of Africana Philosophy and Black Male Studies
Draft Resolution No. 13/2019:	Foundation of a Personal Chair of Applied Economics
Draft Resolution No. 17/2019:	Foundation of a Personal Chair of Global and African History
Draft Resolution No. 18/2019:	Foundation of a Personal Chair of Cognitive Science of Language and Multilingualism
Draft Resolution No. 19/2019:	Foundation of a Personal Chair of Greek History
Draft Resolution No. 20/2019:	Foundation of a Personal Chair of Speech, Language and Cognition

Draft Resolution No. 21/2019: Foundation of a Personal Chair of Natural Science and Theology

Draft Resolution No. 22/2019: Foundation of a Personal Chair of Environmental Law

Draft Resolution No. 23/2019: Foundation of a Personal Chair of Emotions and Society

Draft Resolution No. 24/2019: Foundation of a Personal Chair of Anthropology of Migration

Draft Resolution No. 25/2019: Foundation of a Personal Chair of Public Health in Social Science

Draft Resolution No. 26/2019: Foundation of a Personal Chair of Pacific and Postcolonial Literature

Draft Resolution No. 27/2019: Foundation of a Personal Chair of School Exclusion and Restorative Practice

Draft Resolution No. 28/2019: Foundation of a Personal Chair of Student Learning (University Education)

Draft Resolution No. 29/2019: Foundation of a Personal Chair of Experimental Neuropsychology

Draft Resolution No. 30/2019: Foundation of a Personal Chair of Italian and Comparative Literature

Draft Resolution No. 31/2019: Foundation of a Personal Chair of Student Learning (Place-Based Education)

Draft Resolution No. 32/2019: Foundation of a Personal Chair of Language Development

Draft Resolution No. 33/2019: Foundation of a Personal Chair of Political History

Draft Resolution No. 34/2019: Foundation of a Personal Chair of Uncertainty Modelling

Draft Resolution No. 35/2019: Foundation of a Personal Chair of Cognitive Linguistics

Draft Resolution No. 36/2019: Foundation of a Personal Chair of Renaissance Visual and Material Cultures

Draft Resolution No. 37/2019: Foundation of a Personal Chair of Critical Design and Architectural Culture

Draft Resolution No. 38/2019: Foundation of a Personal Chair of Molecular Diagnostics and Infection

Draft Resolution No. 39/2019: Foundation of a Personal Chair of Equine Cardiology

Draft Resolution No. 40/2019: Foundation of a Personal Chair of Host Defence and Inflammation Biology

Draft Resolution No. 41/2019: Foundation of a Personal Chair of Avian Biology

Draft Resolution No. 42/2019: Foundation of a Personal Chair of Epidemiology and Global Health

Draft Resolution No. 43/2019: Foundation of a Personal Chair of Epigenetics and Metabolism

Draft Resolution No. 44/2019: Foundation of a Personal Chair of Diabetic Medicine

Draft Resolution No. 45/2019: Foundation of a Personal Chair of Global Surgery and Data Science

Draft Resolution No. 46/2019: Foundation of a Personal Chair of Medical Education

Draft Resolution No. 47/2019: Foundation of a Personal Chair of Glaciology and Geophysics

Draft Resolution No. 48/2019: Foundation of a Personal Chair of Microbial Genetics and Biotechnology

Draft Resolution No. 49/2019: Foundation of a Personal Chair of Complex Systems

Draft Resolution No. 50/2019: Foundation of a Personal Chair of Medical and Biological Spectroscopy

Draft Resolution No. 51/2019: Foundation of a Personal Chair of Supramolecular Chemistry

Draft Resolution No. 52/2019: Foundation of a Personal Chair of Applied Biology

- Draft Resolution No. 53/2019: Foundation of a Personal Chair of Bacterial Systems Biology
- Draft Resolution No. 54/2019: Foundation of a Personal Chair of Environmental Geochemistry
- Draft Resolution No. 55/2019: Foundation of a Personal Chair of Mathematical Biology
- Draft Resolution No. 56/2019: Foundation of a Personal Chair of Computer Graphics
- Draft Resolution No. 57/2019: Foundation of a Personal Chair of Networked Systems
- Draft Resolution No. 58/2019: Foundation of a Personal Chair of Biology Education
- Draft Resolution No. 59/2019: Foundation of a Personal Chair of Environment and Society
- Draft Resolution No. 60/2019: Foundation of a Personal Chair of Computational Chemistry
- Draft Resolution No. 61/2019: Foundation of a Personal Chair of Dispersive Equations
- Draft Resolution No. 62/2019: Foundation of a Personal Chair of Gravitational Dynamics
- Draft Resolution No. 63/2019: Foundation of a Personal Chair of Artificial Intelligence
- Draft Resolution No. 64/2019: Foundation of a Personal Chair of Chemistry Education
- Draft Resolution No. 65/2019: Foundation of a Personal Chair of Health Geographies
- Draft Resolution No. 66/2019: Foundation of a Personal Chair of Machine Learning and Computer Vision

6. Membership of Senate 2019/20 (e-S 18/19 3 E)

Senate noted and welcomed its new members.

8. College Academic Management Structures 2019/20 (e-S 18/19 3 F)

Senate noted the College Academic Management Structures for 2019/20.

9. Knowledge Strategy Committee Report (e-S 18/19 3 G)

Senate noted the report of the Knowledge Strategy Committee of its meeting on 22 March 2019.

10. Dates of Meetings of Senate 2019/20 (e-S 18/19 3 H)

Senate noted the Senate meeting dates for 2019/20:

Wednesday 2 October 2019
 Wednesday 5 February 2020
 Wednesday 27 May 2020

Senate noted the e-Senate business dates for 2019/20:

Tuesday 10 September – Wednesday 18 September 2019
 Tuesday 14 January – Wednesday 22 January 2020
 Tuesday 5 May – Wednesday 13 May 2020

CLOSED

11. Report of Senate Exception Committee (e-S 18/19 3 I)

Senate noted the business approved by the Senate Exception Committee.

The University of Edinburgh

Senate

29 May 2019

External Review of Senate and its Committees

Executive Summary

This paper invites Senate to discuss recommendations arising from the externally-facilitated review of Senate and its committees, conducted by an external consultant, Dr Jennifer Barnes of Saxton Bampfylde.

The external review was undertaken in response to the 2017 version of the Scottish Code of Good Higher Education Governance, which requires the University to undertake an externally-facilitated review of Senate and its committees every five years. The report by Dr Barnes has been finalised recently.

The review has made proposals concerning the role of Senate, the remit of its committees, and the way in which they link to University governance structures more generally. Some key points to emerge, and questions raised, are as follows:

- **The future role of Senate and its committees**
Should Senate play a more active role than at present, and what would that mean for the role of its committees? Should the University take steps to foster a wider understanding of the role of Senate as its 'supreme academic body'?
- **The relationship between the academic governance structures of Senate and its committees, and the Executive and Court governance structures**
How can the work of Senate and its committees better integrate with key Executive and Court groups and committees?
- **The role of Senate and its committees in relation to research**
Relevant HE legislation signals that Senate has a role in promoting research. Dr Barnes has recommended that the University explore giving Senate more of a role than at present on research matters. (Separately, the Task Group undertaking the review of the Senate committees has recommended that the University give Research Policy Group a reporting line to Senate).
What roles should Senate have in research activities?
- **Governance of broader student experience matters**
The University Executive recently created a standing committee to oversee the implementation of the Student Experience Action Plan. Once the University has finalised, and made progress on implementing its Student Experience Action Plan, what structures should be in place to govern the broader student experience? How will the new Vice-Principal (Students) exercise oversight of this?

The report is attached as an Annex.

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

Effective academic governance supports the University in delivering all its strategic plans and priorities.

Action requested

Senate is invited to hold an initial discussion on the recommendations made in the report.

How will any action agreed be implemented and communicated?

Following Senate's initial discussion of the recommendations, Academic Services will submit a report of the University's formal response to Senate's October 2019 meeting.

Resource / Risk / Compliance

1. Resource implications (including staffing)

Changes to academic governance arrangements may have an impact on staffing.

2. Risk assessment

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

3. Equality and Diversity

Senate will consider the implications for equality and diversity when responding to the recommendations made in Dr Barnes's report.

4. Freedom of information

Open

Originator of the paper

Theresa Sheppard, Academic Services

16 May 2019



THE UNIVERSITY *of* EDINBURGH

Externally-facilitated Review of the Senate of the University of Edinburgh

Dr Jennifer Barnes

March 2019

Externally-facilitated Review of the Senate of the University of Edinburgh

March 2019

This Review is in response to a requirement and a question. The requirement is set out in *The Scottish Code of Good Higher Education Governance*, introduced in 2013 and revised in 2017. This states that ‘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...at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known at Senate, *Senatus Academicus* or academic council) is expected to be reviewed similarly.’¹

The question is, simply put: to what extent is the Senate an effective part of the governance of the University of Edinburgh?

Background and Context

Substantial changes have been both initiated by, and visited on, the structure and governance of the University of Edinburgh over the past four centuries. Yet since the *Universities (Scotland) Act 1858*, the underlying principles of a tripartite structure have remained: **The Court** is ‘the governing body and is the legal persona’ of the University and transacts business on its behalf; the **General Council**, a body encompassing past and present members of the University, overseen by the Chancellor, has a remit to ‘take into consideration all questions affecting the well-being and prosperity of the University’; while the **Senatus Academicus** is described as ‘the supreme academic body of the University’.² The principle, that academic content and strategy (or strategies) should be determined by academics themselves is an underlying assumption that governs world-leading universities in the Western hemisphere. Over the decades of the twentieth century a further, substantial source of university governance was developed, in the authority delegate by the Court to the office of Principal and Chief Accounting Officer, and the Executive members that support him or her.

The current definition of the Senate, as set out in section 21 of the *Higher Education Governance (Scotland) Act 2016*, reaffirms the Senate as the locus of academic authority in a tripartite governance structure:

Meaning of academic board

- (1) In this Part, ‘academic board’ in relation to an institution means the body which—
 - (a) is responsible for the overall planning, co-ordination, development and supervision of the academic work of the institution, and
 - (b) discharges that responsibility subject to the general control and direction of the governing body of the institution.

¹ University of Edinburgh, *External Effectiveness Review of the Senate and its Committees*, DRAFT Terms of Reference, p.1, 2018.

² *Senatus Academicus Governance Handbook 2018-19*, p. 4.

(2) For the avoidance of doubt, the body described by subsection (1) is the one sometimes known as the Senate, Senatus or Senatus Academicus.”

Today, this authority of the Senate is largely symbolic. Over time, academic matters have been delegated, both by the Court and the Senate, to Colleges and their Schools. The twenty Schools which reside in three Colleges, take on much of the operational direction through their Boards of Studies and other committees, and have considerable autonomy to take decisions affecting the strategic direction of teaching, research and partnerships in their Schools. In turn, they contribute to College committees, which, while organised differently from each other internally, include committees that address Learning and Teaching, Curriculum Approval, Quality Assurance, and Research. In that sense, over time, they have been delegated authority for issues that were once the province of the Senate, and which are now the delegated responsibility of the Colleges. At present, the Senate has powers through its Standing Orders (last approved by Senatus Academicus 18.09.14), to appoint and abolish committees. Currently, four standing committees, and one joint committee with the Court (Knowledge Strategy), report annually to the Senate in a review of the previous year’s activities.

Standing committees which report to the Senate:

- Curriculum and Student Progression (CSPC)
- Learning and Teaching (LTC)
- Quality Assurance (QAC)
- Researcher Experience (REC)

Joint committee of the Court and the Senate:

- Knowledge Strategy

Methodology

The following commentary and recommendations are based on:

- A review of documents directly relevant to the Senate and its recent decisions to restructure its size and members as required by the Higher Education Governance (Scotland) Act 2016;
- A review of wider documents and committee minutes which make reference to the role of the Senate in relation to the governance of the University;
- A review of documents that indicate where matters of substantive academic issue are being addressed in Schools, Colleges and in committees that have delegated authority through the Principal, i.e. The Management Committee, known as the University Executive, and its task groups and working groups;
- The first Staff Survey undertaken by the University [2018];
- The Senate Committees Newsletter and its links to committee minutes;
- The Annual Report of the Senate Committees;
- Conversations with key stakeholders in November 2018 and February 2019;
- Attendance at a meeting of the Senate, 6 February 2019.

The University's response to the 2016 Act

The University's response to the 2016 Act was pragmatic. Attendance at Senate meetings, held 3 times a year, is not high. In the February 2018 meeting it was agreed that the Senate would now be 'restricted' to 300 members. In May 2018, the Senate discussed how this would be implemented, noting that 'as things stand, all those interested in becoming members of Senate have been automatically appointed, since there have not been more nominations than vacancies, and it has therefore not been necessary to run the elections as outlined in Ordinance 204.'³

Senate meetings; an historical perspective

Historically, the Professoriate met to discuss academic matters and receive Reports from each faculty. While its business ranged from approving new Chairs and approving graduations lists, teaching and research were integral to the views set out by the Senate. For example, in a Report from the Educational Policy Committee to the Senate on 3 June 1949, members were asked 'to note that in the consideration of the proposal for a Chair in Applied (Agricultural) Biology the committee have had their attention directed to the need to co-ordinate the provisions made for teaching and research in the more fundamental aspects of Biology...'⁴

By 1969, the Senate defined teaching as its primary focus and research more peripheral, while emphasizing the relationship between the two in its advocacy on behalf of the academic community. In a *Statement by the Senatus Academicus on the Matter of Student Representation*, 'The Senate is specifically a "teachers' committee" whose chief functions are to set and maintain academic standards, and to ensure freedom of thought and research'.⁵ Today, each College has its own Research Committee. The *Research Policy Group* largely delegates research decisions to the Schools through the Colleges, with the exception of large university-wide funding applications, and the oversight and co-ordination necessary in the preparation for the *Research Excellence Framework* (REF). The Senate has retained overview of the teaching. It could be argued that the devolved structure has built on strong foundations to deliver a period of exceptional, internationally recognized research, which continues to establish the University's reputation as one of the finest in the world. It could also be argued that during this period, structural reforms moved teaching and research further from each other, while the experience of teaching in a university renders the research and teaching as far more intertwined.

Today, the Senate meets three times a year and is divided into two parts. Part I is open to all staff and students of the University. Those who attend, do so to hear presentations of interest to the wider community. In the past, when the University faced issues threatening the University, the Senate convened to consult its members. A vestige of an earlier Senate survives in Part II, which is for Senate members only. Here, the agenda is divided into 'Formal Business' and 'Communications', with indications as to whether items brought forth are to be

³ The University of Edinburgh, *Higher Education Governance (Scotland) Act 2016—recommendations for the practical implementation of the agreed Senate model* (S 17/18 3B), 30 May 2018, pt. 30, p.8.

⁴ The University of Edinburgh, *Minutes of the Senatus Academicus*, 8 June 1949, p.505.

⁵ The University of Edinburgh, *Minutes of the Senatus Academicus*, 12 February 1969 (Appendix IV, 14 February 1969), p.1454.

discussed 'For approval', 'For information', 'For formal noting' or 'To make observations.

The Senate Meeting, (Part I), 6 February 2019

The session opened with remarks from the Principal, traditionally withheld until Part II under 'President's Communication'. He updated the group on developments of the Strategic Plan 're-writes', which intend to place a greater focus on people, and which he was discussing in a series of Town Halls with the Schools and Colleges. Brief mention was made of the capital plan, as well as his impressions of a Russell Group meeting focusing on the forthcoming post-18 education review led by Philip Augar, and its implications for Edinburgh University.

There followed a four-part presentation of the *Research Excellence Framework* (REF), introduced and led by the Vice-Principal for Planning, Resources and Research Policy. This was followed by a presentation on the *Student Experience Plan*, led by the Senior Vice-Principal and the Deputy-Secretary Student Experience. The Senate had discussed a *Student Experience Action Plan* that had been presented in October 2018, and had been back to Schools, Colleges and Senate committees. This was now returning to report and seek views. Both presentations were on subjects of importance to the University. Each was well-prepared and informative. The REF presentation incorporated information that had been circulated two days earlier from the Scottish Funding Council. Each presentation included the opportunity to seek views from those assembled, approximately 180 people.

Observations, (Part I):

This meeting served as an open forum to bring institutional strategies to a wider audience. The Principal, as President, presided, while senior officers and academics addressed the questions. Moreover, with the presentation on REF, followed by the update on the *Student Experience Plan*, the meeting addressed two crucial areas for the university's future. In doing so sequentially, the forum generated comments in which synthesized the business of research and its impact on the staff and student experience. Senate members and non-members contributed to a discussion that addressed the value and complexities in integrating research and teaching in a world-leading university.

There were several points raised following each presentation, recorded by the Clerk to the Senate, which appear under the heading 'Discussion' in the *Minutes of the Senatus Academicus*. It may be useful to attach Actions next to these points, as well as indicating which committee will consider the issues raised, to form an update to a subsequent meeting.

It would seem important, therefore, that a newly-constituted Senate retain this kind of forum. As it becomes better known for presentations dealing with pressing issues directly affecting the future of the University, this potentially could re-establish a wider sense of purpose for the Senate.

The Senate meeting, Part II (members only)

There were three items of Formal Business. Many of the straightforward items had been sent previously via an E-Business circulation to Senate members in the weeks preceding the Senate meeting (*Report of E-Business conducted 15-23 January 2019*). Two substantive items were discussed: an update 'for information' from the *Teaching and Academic Careers Project*, and an update 'for formal noting' from the *Enhancement-led Institutional Review (ELIR)* due in October 2020. Each sought the views of members present. Papers appeared 'for formal noting' and 'for information'; this infers that the members present were only able to receive information; in reality, a productive discussion emerged and a record was taken.

The Senate received confirmation that the overarching principles for the *Teaching and Careers Project* had achieved approval by the University Executive. The second presentation updated the Senate on the preparations for the ELIR Review. The meeting was asked to share their views on the four themes proposed as the subject of the forthcoming Review.

Observations (Part II):

The *Senatus Academicus Governance Handbook 2018-19* describes one of the remits of the Senate as: 'setting the high-level policy and strategy on the advice and recommendation of the Senate committees working within the strategic direction contained within the University's Strategic Plan approved by Court and its underlying strategies'.⁶

The item reporting on the *Teaching and Academic Careers Project* outlined the system for approval: the *University Executive* established a task group in May 2018. Their work went to the Senate *Learning and Teaching Committee* in September 2018, and was then presented to the Senate itself in October 2018; draft principles were discussed. That was followed by a consultation period with Colleges and Schools. The 6 February 2019 meeting of the Senate received what was in effect an interim Report on which to comment, prior to a technical review of HR policy and procedures.

The *Enhancement-led Institutional Review (ELIR) 2020*, was designated as 'for formal noting'. During the presentation, the Learning and Teaching Policy Group emerged as an important entity. Convened by the Senior Vice-Principal and including the four Convenors of the Senate Standing Committees, the Vice-Principal (People and Culture), three College Deans, eight Assistant Principals and four senior officers from the Professional Services staff, its remit is to:

- 'Provide leadership and monitor progress on learning and teaching issues.
- Coordinate and prioritise the work of the four Senate standing committees and the Vice-and Assistant-Principals with responsibilities for learning and teaching, including coordinating submissions to the University's planning round'.
- Connect Heads of Colleges' and Schools' priorities with institutional strategic priorities on learning and teaching.
- Advise the Senate Committees and Central Management Group [now University Executive], on how to approach strategic issues regarding learning

⁶ *Senatus Academicus Governance Handbook 2018-19*, p.5.

and teaching, particularly on multi-dimensional issues with implications for multiple Committees and Vice-or Assistant Principals.

- Engage in horizon scanning to anticipate and prepare for new opportunities and likely future developments which may impact on the University and its strategic priorities.⁷

The Learning and Teaching Policy Group (LTPG) does not have official committee status; it serves in an advisory capacity. The 22 October 2008 Report to the Senate from the *Review Group on Academic Governance*, noted that 'The Abolition of Academic Policy Committee leaves a void in the academic governance framework that can only be filled by Senate itself.'⁸

In June of the following year, *The Summary report on the changes arising from the review of academic governance* sets out the four Standing Committees as well as a Convenor's Forum. The proposed Convenor's Forum would consist of the Convenor of each Senate committee and members from professional services. The current LTPG was established during the academic year 2015-16. As a gathering of key stakeholders and those who can implement policy across the university, it may be that its status and role in relation to the Senate should be reconsidered.

Themes that emerged during meetings with contributors to the Review, November 2018 and February 2019

There was strong support for the Senate to be a respected and more widely-understood part of University governance, specifically its role to present institution-wide academic principles as outlined in its governance remit. Equally, there was an acceptance that the purpose of the Senate is not widely understood, and it is seen as a rather remote body with little evidence of exercising its existing powers. For some, it was a novel thought that the Senate was ever an effective body to gather, determine and disseminate views of the wider academic community to the Court. With the 2016 Act, the Senate will have circa. 300 members, including 10% students as full members, 100 elected professors and 100 elected academic staff. While it is not proposed that this body operate effectively as a management committee, its governance role could be reactivated to strengthen representation of the academic strategies for teaching and research to the Court, through delegating actions to specific committees in the Minutes.

There was support to retain the first part of the Senate meeting, which is currently open to the wider academic community. It was noted that recent presentations were led by senior University members, and the topics were of strategic importance across the University. Technically speaking, the first part is not a meeting of the Senate, but an open forum. Should this forum be retained and recognized as an aspect of the Senate's engagement across the University, alongside a newly-constituted Senate membership? That would imply the topics were ones the Senate generated, i.e. issues of teaching, research and the student experience. However, it may be that this forum should range more widely on issues not in the purview of the Senate. In either case, there was support for it as a consultation mechanism, and

⁷ The University of Edinburgh, *Learning and Teaching Policy Group remit and membership*, 2016.

⁸ The University of Edinburgh Senate, *Report of the Review Group on Academic Governance* (H/02/02/02), 22 October 2008, p.2.

therefore an argument for records kept of points raised and actions taken, to be noted either by Senate or the Court.

The Standing Committees of the Senate, which will shortly be the subject of an internal review, provided a mixed picture. The members I met were impressive, perceptive and committed to giving considerable time and thought to ensure the university integrates research-led teaching, delivered by committed academic staff and supported effectively by professional services. The Standing Committees address issues of import across the university. Yet many committee members noted a sense of working in a void. Committee members did not see The Senate as a supportive and powerful entity identifying future ideas for the Standing Committees, but rather a body to receive information, captured retrospectively in *Annual Review of Senate Committees*. Together, these four committees undertake considerable work, yet it was not entirely clear where their efforts had impact across the wider College, School and Management Committee system.

Concerns were raised by members representing Schools and Colleges that some Senate committees were reactive, as likely to scrutinize proposals than propose and implement solutions for issues arising in the Colleges. This would be consistent with a committee whose remit has both governance and operational responsibilities. Given the academic calendar, Standing Committees have the potential to become mired in current issues in need of resolution.

Certain committee members were unsure as to the boundaries of their remit. For example, members of the Researcher Experience Committee, which oversees an important community whose issues and challenges range across the Student Experience Plan, the Service Excellence Programme, Colleges and their Schools, and arguably the Research Policy Group, were unclear as to where and how their deliberations were being recognized more widely than within the committee itself. In another example, members of the Learning and Teaching Committee would value a clearer systems approach to their work and that of the Learning and Teaching Policy Group, particularly as there is some overlap in membership.

In contrast, there were those that valued the Standing Committees scrutinizing institution-wide initiatives, proving their value in recognizing limitations in the proposal that had not been taken into account in terms of different governance in different Colleges. In this, they argued that Senate committees were working to ensure initiatives could be successfully embedded across the University by adjusting aspects of the recommendations to support different arrangements in different Colleges.

A record of the Standing Committees' business can be traced through the Minutes, which form part of the *Senate Committees Newsletter*. Recently, the *Curriculum and Student Progression Committee* (CSPC) produced an analysis recommending a change in the Board of Studies regulations from 1966, devolving specific issues of curriculum oversight from the Court's overview to CSPC. CSPC sent their proposal directly to the Court. This is an anomaly, as the HE Governance Act specifies that arrangements for Boards of Studies require approval by the Court. It could be argued

that the CSPC's recent recommendations have mitigated this anomaly by introducing the principle of subsidiarity and bringing the Board of Studies considerations back to a more relevant group, engaged with the issues, under the auspices of the Senate. However, in all this the role of the Senate itself seems to have been somewhat sidelined.

Some mention should be made of both the *Senate Committees Newsletter* and the *Annual Report of the Senate Committees*. These are comprehensive and important documents. Several commented how helpful they found the *Newsletter* in keeping them informed of initiatives and progress of specific programmes. The *Annual Report* provides an excellent, detailed summary of actions undertaken during the past year, and sets out the tasks the committees have identified for themselves for the following year. Taken together they provide the strongest evidence of the committees of the Senate carrying out the implementation and operation of strategies identified by the Senate.

In 2018, the Curriculum and Student Progression Committee minutes 'the possibility of mapping the links between School, College and Senate Committees' (CSPC 18/19 1M). This is a recurring issue. A 2008 Report to the Senate notes, 'the effectiveness of the proposed new structure is dependent on the successful embedding of a different way of working between Senate committees and the colleges that better reflects the maturing devolved structure'.⁹ During the 2008 academic governance review, a decision was taken to abolish the Senate committee on Academic Policy, with an option that there be a 'formation of an Academic Strategy Committee'. It goes on to say that 'heads of schools have expressed a desire for a forum in which they can contribute to strategy development, a matter which goes wider than academic strategy.'¹⁰ However, the following year, in a Report summarizing the changes arising from the review, it was reported that 'no replacement for APC [Academic Policy Committee] would be created within the revised Senatus committee structure.'¹¹

A decade later, and in response to issues that have emerged which challenge the University's reputation as delivering research-led teaching in a supportive and coherent student environment, the University has created the role of Vice-Principal Students. Due to be appointed in March 2019, this individual will report directly to the Principal, and is a member of the University Executive and Senior Leadership group. Part of his or her role will be 'giving strategic leadership to Senate Committees involved in learning, teaching and student experience'. The Appointment Brief also describes how this individual will be charged with 'developing and reporting on progress against clear targets to the University Executive and the University's governing body, the University Court'.¹² The purpose of this cross-cutting institutional role is to 'raise the standards and quality of the University's interaction with its students to the level evident in its research performance'. This will necessitate a

⁹ The University of Edinburgh Senate, *Report of the Review Group on Academic Governance* (H/020202), 2008, p.1.

¹⁰ *Ibid.*, p.2.

¹¹ The University of Edinburgh Senatus Academicus, *Summary report on the changes arising from the review of academic governance* (H/2/2/2), 3 June 2009, p.2.

¹² The University of Edinburgh, *Appointment of Vice-Principal Students*, 2018.

consideration of which committees will support this individual's work. The Senate, as 'supreme academic body', has a role to play, but it remains to be seen how the Vice-Principal Students will determine which entities are most effective in instigating change, and what the role of the Senate in that deliberation might be.

While members of the Standing Committees of the Senate work to their annual tasks, there was less clarity as to where the committees intersected with other groups in the University. When asked what were the key decision-making central groups, the *University Executive* and the *Policy and Resources Committee* (PRC) were frequently mentioned; their membership was recognized as those responsible for delivering the University strategy. The *Academic Strategy Group*, comprised of the Principal and the Heads of Schools, also emerged as a potentially useful group, yet to be defined, but potential to take up the concern expressed in 2008 Review, in their wish to 'contribute to strategy development, a matter which goes wider than academic strategy'.¹³

There was some concern expressed about duplication of efforts between committees and groups. Examples would be:

- The role of the *Learning and Teaching Policy Group* in relation to the work of the *Learning and Teaching Committee* of the Senate;
- Were the members of the *Learning and Teaching Committee* of the Senate informed about the ongoing work in the relevant Schools' committees, and if so, was this mainly reliant on individuals that served on both entities?
- Recognition that, with many of the same individuals sitting on a number of different committees addressing the same issues at School, College and Senate, what structures and mechanism exist to ensure they inform each group or committee on the ongoing work of other committees?
- The Senate Handbook describes the Senate as 'Discussing matters of strategic importance for learning, teaching and research of the University'. This was well-demonstrated by the REF 2021 presentation in Part I on 06.02.19. However, there is no Senate committee representing Research. Instead, the *Researcher Experience Committee* considers the systems to support Post Graduate, PhD and Early Career Researchers. The committee's remit is to 'proactively engage with any high level issues or themes...including outcomes from REF and internal Postgraduate programme Reviews.' However, the needs and training of these three postgraduate cohorts differ greatly from one another. In particular, the early career researchers (EAC)¹⁴

Recommendations

The following recommendations are put forward for consultation and debate. To suggest actions that add a further layer of bureaucracy, or additional reporting lines, would meet with little enthusiasm. Equally, there is no point in arguing for the original operations as set out in 1858; the University has changed beyond recognition since

¹³ The University of Edinburgh Senate, *Report of the Review Group on Academic Governance* (H/020202), 2008, p.1.

¹⁴ The University of Edinburgh, *Senatus Researcher Experience Committee*, Terms of Reference, 2.6. The REC amalgamation of PG, PhD and early career researchers (EACs) mitigates against specific analysis of the EAC contribution to the research culture and outcomes of the university, and more specifically, REF policies.

that time. Yet the principal of a Senate as a pillar of governance, alongside the Court and more recently, the Executive, remains compelling. The recommendations therefore necessarily touch on other areas of decision-making, beyond the scope of considering the Senate as it operates today.

Yet the Senate's fundamental purpose in a complex and evolving university remains well-documented. For example, the remit for the Policy and Resources Committee (PRC), a Standing Committee of the Court, acknowledges the role of the Senate: 'To advise on the strategic direction of the University taking cognisance of the interests and responsibilities of the Senate'.¹⁵ The Senate is not bereft of the ability to influence the academic strategy of the University; whether the University chooses to invest it as the 'supreme academic body' will determine the next steps.

1. To utilize the 2016 Act as a mechanism to reinvigorate a wider understanding of the role of the Senate as the 'supreme academic body' of the University of Edinburgh. At present the Senate has largely abrogated its right as the voice of advocacy for the academic community.
2. To better integrate the work of the Standing Committees with the emergence of key central groups and committees'
3. To rebuild a system whereby the Senate can recommend to the Court collective agreement on academic policy and strategy, encompassing teaching and research.
4. In the 2008 deliberations, the Standing Committees were set up to be 'both reactive and proactive', with both 'governance' and 'operation' within its remit. Within the newly-constituted Senate, use the forthcoming review of Standing Committees to define these committees' remits not only within the Senate, but also in the wider university governance.¹⁶
5. To better define the principle of subsidiarity so that committees are clear when they can take a decision, review a decision, mitigate a decision, approve a decision or refer to committees higher in the committee hierarchy.
6. To use the Senate meeting to open and close University-wide consultations on broader academic strategy. 'The Discussion' part of the Minutes could be enhanced by recording who or what committee will address and progress the issues, prior to forming formal recommendation of the Senate to the Court. *The Annual Report* could then capture explicitly the actions taken by the Standing Committees on behalf of the Senate.

¹⁵ The University of Edinburgh, Governance and Strategic Planning, *The Approved Terms of Reference of the Policy and Resources Committee*, pt. 4 (remit).

¹⁶ In 2016, this was recommended in the 'light-touch' review of the Senate: 'Committees should include a summary of delegation of powers from Senate to the Senate Committees'. *Light Touch Governance Review: Senate and the Senate Committees* (S 15/16 2K), Recommendation 5, 3 February 2016.

7. At present the Senate committees request permission to set their own annual agendas. These should be integrated within the wider planning process which takes into account the long-term strategies as set by the Colleges, deliberated by the Senate and approved by the Court.
8. To define what role the Senate has in receiving recommendations from their Standing Committee in relation to the Senate's role in recommending proposals to the Court.
9. To clarify the role of Senate Assessors to the Court, and to consider how the Assessors could update the Senate throughout the year, rather than retrospectively, of issues relevant to the remit of the Senate.
10. To consider how the agendas of the Senate and its committee would be involved in planning round discussions, as was noted in the 2016 'light-touch' review of the Senate. This could be an aspect of the Senate Assessors' role, through the Learning and Teaching Policy Group, or by some other mechanism.¹⁷
11. To clarify the role of professional services colleagues in the reformed Senate and further to define their role in the future Standing Committees.
12. To consider how the role of Vice-Principal Students will impact the work of the Standing Committees of the Senate, and ensure that this individual has sufficiently robust mechanisms through the Senate or other committees to influence policy and strategy.
13. To use the forthcoming review of the Standing Committees of the Senate to ensure a systems approach between groups and committees to avoid duplication.
14. To consider how the University Executive and other, smaller bodies defined by the delegated authority of the Principal, could integrate the work of the Standing Committees of the Senate more effectively in terms of wider university strategy.
15. To consider when and how the LTPG and the RPG would produce a unified view or request to the Senate and its Standing Committees.
16. To consider how the Senate might have a role as the 'supreme academic body' in acknowledging the exceptional research activity of the university and supporting Research.

¹⁷ 'Learning and Teaching Policy Group should explore how to better align the annual prioritisation of the Senate Committees' activity with the University's annual planning round', The University of Edinburgh Senate, *Light Touch Governance Review: Senate and the Senate Committees* (S 15/16 2 K), Recommendation 3.

Acknowledgements

I would like to record my thanks to the many individuals that supported this Review: Members of Senate, students, Heads of Schools and Colleges, Standing Committee members, members of Professional Services, and members of the University Executive. Particular thanks go to Theresa Sheppard, Senate Clerk, for giving me access to numerous documents, past and present, and the staff at the Old College who made me feel welcome throughout.

Jennifer Barnes

March 2019

The University of Edinburgh

Senate

29 May 2019

Review of the Structure of Senate Committees

Executive Summary

This paper summarises recommendations of the Task Group commissioned by the University in the current academic year to review the Senate Committee structures. The recommendations focus on changes to the structure and membership of the committees.

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

Effective academic governance supports the University in delivering all of its strategic plans and priorities.

Action requested

Senate is invited to approve the recommendations for change to the structure and membership of its committees.

How will any action agreed be implemented and communicated?

Section 4 of the paper sets out the planned approach to implementation and communication. The Task Group will oversee these arrangements.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The operation of the Senate committee structure has resource implications both for the secretariat (provided by Academic Services) and for the members of the Committees. The recommendation is that the number of Senate committees should decrease, but the remits of the remaining committees should change, and this will have a commensurate impact on resources.

2. Risk assessment

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

3. Equality and Diversity

The Task Group will undertake an Equality Impact Assessment while reviewing the Terms of Reference and membership of the committees over the summer 2019.

4. Freedom of information

Open

Originator of the paper

Theresa Sheppard, Academic Services
16 May 2019

Review of the Structure of Senate Committees

1. Background

In January, Senate approved the Terms of Reference for a Task Group, convened by the Senior Vice-Principal, to review the structure of the Senate Committees.

This paper sets out the Task Group's final recommendations for changes to the structure and membership of the Senate Committees (Section 3).

Senate has delegated most of its powers to its committees; beyond holding strategic discussions on specific issues, Senate's decision-making role is limited to a small number of formal issues, for example, approving the award of Honorary degrees, the appointment of Emeritus Professors, and commenting on Court resolutions. The University's academic governance therefore relies heavily on Senate's committees.

Senate established its current committee structure in 2009/10, following a review of academic governance. Its four standing committees are as follows:

- Learning and Teaching Committee (LTC)
- Researcher Experience Committee (REC)
- Quality Assurance Committee (QAC)
- Curriculum and Student Progression Committee (CSPC)

The remit and membership of these committees are available at:

www.ed.ac.uk/academic-services/committees

2. Consultation

In March and April, the Task Group consulted key stakeholders on its proposals to change the Senate committee structure, including the following:

- Senate Curriculum and Student Progression Committee
- Senate Learning and Teaching Committee
- Senate Quality Assurance Committee
- Senate Researcher Experience Committee
- University Executive
- The Senior Leadership Team
- Research Policy Group
- Student Recruitment Strategy Group
- College of Arts, Humanities and Social Sciences
- College of Medicine and Veterinary Medicine
- College of Science and Engineering
- The Students' Association

The Task Group's proposals focused on the following key issues:

- **The location of governance for Postgraduate Research and Early Career Research matters** - stakeholders generally accept that, in its current format, Senate Researcher Experience Committee is not providing a sufficiently effective forum for addressing strategic postgraduate research and early career academic issues. It was felt that there would be good strategic reasons for aligning postgraduate research with taught students, and early career academics with broader research issues.

- **The reporting lines for research matters** - relevant HE legislation signals that Senate has a role in promoting research and the proposed re-alignment of the governance of research matters suggests that the Research Policy Group should have a direct reporting line to the Senate.
- **The membership and nomenclature of the committees** - whether these could better reflect the nature of committee business
- **The governance of broader student experience matters** – whether there could be merits in establishing a formal committee (potentially reporting either to Senate or both Senate and Court) to provide a strategic forum for discussing broader student experience issues (i.e. issues beyond educational matters such as teaching, learning, supervision, assessment and student support).

3. Recommendations

In light of feedback received during the consultation, the Task Group has made the following recommendations

Changes to Senate Committees

Senate Learning and Teaching Committee – setting the strategic direction on taught and research student matters

- ***Extend its remit to include strategic postgraduate research student matters***, in addition to learning, teaching, assessment and student support for taught students.
 - To reflect this extension of remit, change the committee’s name to ‘Education Committee.’
 - Extend the membership to include one senior member of staff with responsibility for research student matters from each College. Include effective student representation to cover both taught and research programmes.
 - Draw the Terms of Reference for the Education Committee sufficiently narrowly (for example, making it explicit that it does not have a role in relation to the broader student experience) to ensure there would be sufficient space on the agenda to focus on PGR as well as taught student matters.
- ***Review the position of the University’s governance of the broader student experience in a year’s time*** – the University Executive’s sub-committee overseeing the development and implementation of the Student Experience Action Plan is currently fulfilling this role effectively in the shorter-term. Meanwhile, the Senate Quality Assurance Committee will continue to have a role in overseeing the effectiveness of student-facing support services.
- ***Strengthen engagement with Heads of School by amending the membership to include two Heads of School as formal members of Education Committee*** - at present, while there are two Heads of Schools on Learning and Teaching Committee, they are co-opted and there is no requirement to continue to have them. The Task Group’s consultation has found that Heads of School wish to engage more fully in the work of LTC, and this proposal recognises the valuable contribution they have made to the work of the Committee.

Senate Researcher Experience Committee

- Dissolve REC, transferring its responsibilities for strategic postgraduate research student matters to LTC (to be re-named 'Education Committee'), and its responsibilities for early career researchers to Research Policy Group.
- Curriculum and Student Progression Committee (to be re-named 'Academic Policy and Regulations Committee') will continue to oversee the policy and regulatory issues associated with research programmes.

Senate Curriculum and Student Progression Committee – developing the University's policy and regulatory framework for taught and research student provision

- ***Change name to 'Academic Policy and Regulations Committee'*** to articulate its core responsibilities more clearly.
- ***Amend its membership to include one senior member of staff with responsibility for research student matters from each College***, to assist it to continue to fulfil its role on PGR policy and regulations (to reflect REC would no longer provide expert advice on PGR regulatory and policy matters).

Senate Quality Assurance Committee – responsibility for developing and overseeing the operation of the University's quality assurance framework for taught and research student provision

- No substantive changes.

Changes to wider University Governance

Research Policy Group – research policy and strategy, including strategy for the Research Excellence Framework, and training provision for early career researchers

- ***Recommend that it extend its remit to incorporate responsibility for Early Career Researcher matters*** and that it review whether to supplement its membership to reflect this extension in remit.
- ***In recognition that Research Policy Group would be taking under its remit some of Senate's current functions, and of the recommendations on research in the external review of Senate, recommend that the RPG*** have a reporting line to Senate as well as to the University Executive. This will require the consent of the University Executive as well as Senate. If necessary RPG's Terms of Reference should specify which aspects of its business relate to Senate and which to University Executive.

Recognising the need for parity in research and education matters, the University Executive should expect strategic papers for discussion from Senate Committees.

4. Next Steps

Once Senate has approved the recommendations, the Task Group will meet to agree revised terms of reference and membership for the three Senate committees. These will be put to Senate for final approval and the committees will meet under their new names and terms of reference in the autumn 2019.

The Task Group will consider equality and diversity implications when reviewing the Terms of Reference and membership of the Senate Committees. The Task Group will note, however, that the

composition of the Senate Committees is largely determined according to defined role-holders (e.g. defined Assistant or Vice-Principals, Director of a defined support service or delegate) or as representative of a particular stakeholder (e.g. a College or the Students' Association). The membership of these committees is therefore largely a consequence of decisions made 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.

The University of Edinburgh

Senate

29 May 2019

Annual Report of the Senate Committees

Executive Summary

This is the annual report of the four Senate Standing Committees: Learning and Teaching Committee; Researcher Experience Committee; Curriculum and Student Progression Committee; and Quality Assurance Committee. It reports on the Committees' achievements and use of delegated powers in 2018-19. It also proposes plans for 2019-20, while signalling that Academic Services will coordinate more substantive planning work for 2019-20 during summer 2019.

At this meeting, Senate will also consider the outcome of a review into the structure of the Senate standing committees. In the event that Senate does agree any changes to the remits of the standing committees, Academic Services will reallocate the plans for 2019-20 to the relevant committees.

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

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

Action requested

Senatus is invited to note the major items of committee business from 2018-19 and to approve the plans of the Senate Committees for the next academic year.

How will any action agreed be implemented and communicated?

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

Resource/Risk/Compliance

- 1. Resource Implications:** The proposed plans for 2019-20 will have resource implications, which will be met through existing resources or have agreed funding in place.
- 2. Risk Assessment:** Does the paper include a risk analysis? No – each individual strand of activity proposed work packages will be subject to risk assessment as appropriate.
- 3. Equality and Diversity:** Does the paper have equality and diversity implications? Where required, equality impact assessments will be carried out for individual work packages completed next year.
- 4. Freedom of information:** Can this paper be included in open business? Yes

Originator of the paper

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Susan Hunter, Academic Policy Officer, Academic Services

Theresa Sheppard, Academic Policy Officer, Academic Services

Philippa Ward, Academic Policy Officer, Academic Services

Annual Report of the Senate Committees 2018-19

1. Executive Summary

This report outlines the achievements of the Senate Committees, and their use of the powers delegated to them by Senate, for academic year 2018-19, along with their proposed plans for 2019-20.

2. Introduction

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

Learning and Teaching Committee: [Link](#)

Researcher Experience Committee: [Link](#)

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

Quality Assurance Committee: [Link](#)

The report sets out the Senate Committees' achievements for the year 2018-19. It also proposes their proposed plans for 2019-20. These proposals have arisen from Committee discussions, and discussion at the Learning and Teaching Policy Group (LTPG, which is composed of the Conveners of the four Committees, along with relevant Assistant Principals, College Deans, and other key staff). The proposals are designed to assist the University to take forward its Learning and Teaching Strategy, see:

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

3. Key Committee and Task Group Activities in 2018-19*

Name of Committee or Task Group	No. of meetings
<i>Learning and Teaching Committee (LTC)</i>	5
Assessment and Feedback Enhancement Working Group	3
Digital Education Task Group	None – business conducted by correspondence
Equality and Diversity in the Curriculum Task Group	3
Higher Education Achievement Record Task Group (undertaking an overall review of the University's approach to section 6.1 of the HEAR)	3
HEAR Review Panel (to consider requests to add individual categories to 6.1 of the HEAR)	1
<i>Researcher Experience Committee (REC)</i>	5
Continuing Professional Development for Doctoral Supervisors Task Group	2
Practical Operation of PhD with Integrated Study Task Group	1
<i>Curriculum and Student Progression Committee (CSPC)</i>	5
Assessment and Progression Tools Task Group	1
<i>Quality Assurance Committee (QAC)</i>	5
School Annual Quality Review Sub-Group	1
Personal Tutor System Oversight Sub-Group	1

* Includes meetings scheduled for the remainder of the session.

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

www.ed.ac.uk/academic-services/committees/learning-teaching/task-groups
www.ed.ac.uk/academic-services/committees/researcher-experience/task-groups
www.ed.ac.uk/academic-services/committees/curriculum-student-progression/task-groups
www.ed.ac.uk/academic-services/committees/quality-assurance/task-groups

4. Senate Committees' Achievements 2018-19

At its meeting on 30 May 2018, Senate approved the Standing Committees' plans for 2018-19. The Committees' progress in relation to those plans is set out below. This summary does not take account of business conducted at the final cycle of Senate Committee meetings of 2018-19 (the Learning and Teaching Committee's 22 May 2019 meeting, the Quality Assurance Committee's 23 May 2019 meeting, the Curriculum and Student Progression Committee's 30 May 2019 meeting, and the Researcher Experience Committee's meeting on 14 May 2019).

In general, the Committees have made good progress in delivering their plans for 2018-19. In addition, they have addressed some significant areas of work not included in the original plans. The Committees have however had to delay some actions due to potential overlap with workstreams associated with the Student Administration and Support strand of the Service Excellence Programme (see 4.3.6 and 4.4.6), and have found it difficult to proceed with some other strands (see 4.2.8 and 4.2.9) in the absence of a broader institutional curriculum review process.

4.1 Activities cutting across the four Committees

4.1.1 Work with Students' Association to promote and implement the Student Partnership Agreement

In October 2017 Senate approved the University's first Student Partnership Agreement, which highlights ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. At its meeting in September 2018, LTC approved a refreshed version of the Agreement for 2018-19. Senior Vice-Principal allocated funds for students and staff to submit bids for projects to take forward the priorities within the partnership agreement during 2018-19. Ten projects secured funding, covering areas including student workshops to explore the effectiveness of approaches to Student / Staff Liaison Committee, a dissertation retreat, development of a game to help medical students learn about social determinants of health, a veterinary humanities reading group, and a podcast to bring philosophy to a wider audience.

For further information see:

www.ed.ac.uk/students/academic-life/student-voice/partnership-agreement

4.1.2 Continue to implement the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016

Following a consultation during Semester 1 2017/18, in February 2018 Senate endorsed recommendations for changes to the composition of Senate which will enable the University to implement the Act. These will lead to a smaller Senate of approximately 300 members, the majority of which will be elected academic staff and students. In May 2018 Senate approved recommendations for the practical implementation of these planned changes.

During 2018-19, the University prepared an Ordinance to give legal effect to these changes. During Semester Two 2018-19 Court and Senate are considering the Ordinance, prior to University submitting it to the Privy Council for approval. During 2019-20, Academic Services will seek Senate and Court approval for election regulations for the new Senate, and will coordinate a campaign to encourage academic staff and students to stand for election to the new Senate in spring 2020. The task group that Senate established to oversee the implementation of the HE governance (Scotland) Act 2016 will steer these activities.

4.1.3 Student Administration and Support strand of Service Excellence Programme

All the Senate Committees have received regular updates regarding the Service Excellence Programme (SEP), and have commented on the proposed Target Operating Model for Student Administration and Support. In addition, the Senate Curriculum and Student Progression Committee (CSPC) has continued to engage with the policy dimensions of the SEP plans regarding Special Circumstances and Coursework Extensions, and Work and Study Away, and REC has fed into the Postgraduate Research Student Lifecycle workstream. The SEP review of student support is reporting jointly to LTC and the SEP Administration and Support Board.

4.1.4 Take steps towards aligning with the new UK Quality Code, with a view to full alignment prior to the University's next ELIR

In May 2018, the Quality Assurance Agency (QAA) published a new version of the Quality Code. It subsequently published twelve sets of non-mandatory 'advice and guidance' to support institutions in developing and maintaining effective quality assurance practice. At its next Enhancement-Led Institutional Review (2020), the University will need to demonstrate that it aligns with the Code. The new version of the Code is substantially different to the previous version, for example in its focus on student outcomes rather than institutional processes. The Assistant Principal (Academic Standards and Quality Assurance) and Academic Services are monitoring how other institutions are responding to the new Code, and plans to invite LTC to have an initial discussion regarding how to approach the new Code in May 2019

4.1.5 Engage with further development of Teaching Excellence and Student Outcomes Framework (TEF)

While the University's current position is not to participate in the TEF, the Senior Vice-Principal has continued to lead the University's engagement with the development of subject-level TEF and to update LTC on developments such as Dame Shirley Pearce's independent review of the TEF.

4.1.6 Policies and Codes – Ongoing programme of review of policies

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

4.2 Learning and Teaching Committee (LTC)

4.2.1 Oversee implementation of University Learning and Teaching Strategy

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

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

At its meeting on 18 September 2018, the Senate Learning and Teaching Committee (LTC) reviewed progress in relation to the Strategy. The paper outlined action at institutional level. The Committee was broadly content with the direction of travel, but was keen to develop a more joined-up, University-wide approach.

4.2.3 Implement new institutional policy to support the University's Lecture Recording service

Following Court's agreement to introduce a reliable and comprehensive lecture recording system, the Committee established a task group to develop a policy to support the new system. During 2017-18, the task group consulted widely on a policy, which the University introduced on 1 January 2019. During 2018-19, the Committee monitored the implementation of the policy. As of January 2019, only around 15% of those courses with lectures that could have been recorded had opted out, resulting in a higher than sector average proportion of lectures being recorded.

4.2.4 Develop an institutional vision for Digital Education (the 'Near Future Teaching' programme)

LTC launched the Near Future Teaching Project in 2017 to develop a values-based vision for the future of digital education at the University of Edinburgh. The project, led by the Vice-Principal (Digital Education) used futures-thinking and design-based methodologies to work with over 400 students and staff to co-produce the vision. Following discussion at LTC in January 2019, the project team held a launch event in March 2019 to highlight the project outcomes. The Assistant Principal Digital Education is also discussing ways in which the Project outputs might inform longer-term planning, including the Student Experience Action Plan. Project outputs and more detail on process are on the web site:

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

4.2.5 Distance Learning at Scale (DLAS) project – contribute to learning, teaching and student experience dimensions

During 2017-18 LTC advised on some aspects of the DLAS project, including pedagogical approaches, status of the students, and student support arrangements. During 2018-19, the input required from the Senate Committee related to more detailed policy and regulatory matters, and, as a result CSPC has had the lead role (see section 4.4.8 below).

4.2.6 Oversee and guide work to support students' Careers, Employability and Graduate Attributes

In May 2018, LTC approved the final report of a short-life task group on careers, employability and graduate attributes, which the Committee had established because the University has been below its HESA Performance Indicator Benchmark in this area for the past 5 years. The report included recommendations around: ensuring that employability is a strategic priority for the University; asking Schools to engage more systematically with relevant information sets; undertaking further work on employability-related communications; and assessing the extent to which employability is embedded within the curriculum.

In January 2019, the Committee discussed an interim report on progress in relation to this plan. At its meeting in May the Committee will have a further discussion on this, in particular in relation to work on experiential learning and a recent light-touch curriculum mapping.

4.2.7 Monitor implementation of the Student Mental Health Strategy

In January 2017, the Committee approved the University's first Student Mental Health Strategy. An implementation group is overseeing the implementation of the Strategy. In September 2018, the Director of Student Wellbeing gave LTC an update, highlighting actions in relation to service delivery, student-led initiatives, cross-campus provision and training. He indicated that the demand for mental health support was increasing year on year, but resources were also being increased in response.

4.2.8 Oversee and guide the implementation of recommendations from the task group on research-led learning and teaching

In May 2018, the Committee approved the recommendations of a task group convened by Professor Sarah Cunningham-Burley (who was at that point the Assistant Principal Research-Led Learning – her office ended in summer 2018) to develop the University's approach to research-led learning and teaching. The report included recommendations regarding developing the University's narrative regarding research-led learning and teaching, developing Institute for Academic Development resources, utilising the Principal's Teaching Awards Scheme to support work in the area, and piloting a reflective tool to enable Schools to assess the extent to which their provision is research-led.

In 2018-19, IAD has finalised an 'EngagEd in Research-Led Learning and Teaching' guide, which it will publish shortly. In the event that the University initiates a curriculum review project, it could assist the Committee to take forward some of the group's recommendations.

4.2.9 Oversee implementation of recommendations from the University-wide courses task group, taking account of the Spring 2018 consultation process

In November 2017 the Committee approved the recommendations of a task group convened by Prof Sarah Cunningham-Burley (then Assistant Principal Research-Led Learning) to develop the University's approach to University-wide courses. The report included a range of recommendations including the idea of developing a single, common University-wide course for all students. The report highlighted the need for programmes and timetables to have sufficient space to allow students to access this type of course, and suggested better ways to publicise existing course options.

During summer 2018, some PhD interns developed a prototype for the proposed single, common course, and, at its meeting in September 2018, the Committee received the outcomes of a consultation with Schools on the group's main recommendations. Schools expressed mixed opinions on the idea of developing a single course for all students, provided helpful feedback on a proposed list of themes for a portfolio of University-wide courses, and expressed mixed views on whether their students currently make as much use as they could of the option to study courses outside their main discipline. The Service Excellence Programme's Programme and Course Information Management (PCIM) project will take account of some of the group's recommendations. In the event that the University initiates a curriculum review project, it could also take account of the group's other recommendations.

4.2.10 Assessment and Feedback - strands of work regarding the Leading Enhancement in Assessment and Feedback (LEAF) project, and the role of curriculum design in facilitating quality assessment and feedback models

LTC received a report from the Group at its September 2018 meeting. The Committee noted that 3 Schools had undertaken LEAF activity in 2017/18. It also noted that common themes arising from LEAF activity in 2017/18 were consistent with those arising in previous years. A proposal to change the remit and membership of the Group to widen the focus to support for curriculum development will be considered by LTC in May 2019.

4.2.11 Strengthen the University's understanding of retention and continuation rates for different student groups

The Committee discussed a report of research undertaken by Governance and Strategic Planning (GASP) and Academic Services into the University's patterns of undergraduate non-continuation, and the action that Schools are taking to improve continuation rates, at its November meeting. The report provided valuable information about some of the key factors in non-continuation. LTC asked GASP to undertake further research into additional factors that may affect non-continuation, including the relationship with prior attainment and with aspects of broader student engagement (eg with student societies and peer support activities), subject to securing the necessary resources and the relevant datasets being usable. Academic Services and the College of Arts, Humanities and Social Sciences held a session for Schools in May 2019 to discuss the outcomes of this research and to explore approaches to student support and curriculum development, including the use of learning analytics, to support student retention and achievement.

4.2.12 Other actions

- The Committee considered the results of the National Student Survey (NSS) 2018, Postgraduate Taught Experience Survey (PTES) 2018 and the 2017/18 Semester 2 Course Enhancement Questionnaires (CEQs);
- The Committee contributed to the development of the Student Experience Action Plan, and fed into the Teaching and Academic Careers project;
- The Committee approved the recommendations of a task group on Using the Curriculum to Promote Inclusion, Equality and Diversity;
- The Committee established a task group to Review the Operation of Section 6.1 of the Higher Education Achievement Report (HEAR);
- The Committee agreed to carry out some initial scoping and benchmarking work regarding potential ways to develop the University's Common Marking Schemes;
- The Committee supported some changes to the Virtual Learning Environment Minimum Standards Project – now known as 'Learn Foundations';
- The Committee commented on proposals for IAD to run a project called 'Teaching BITE' – Curriculum Conversations', to generate a programme of activities, events and publications (printed and online) that would document and explore key themes relevant to curriculum reform.

4.3 Researcher Experience Committee (REC)

4.3.1 Excellence in Doctoral Training and Career Development programme (focusing on supervisor training and support, and student mentorship and wellbeing)

This programme of work includes three strands: doctoral supervisor training and support; mentoring and well-being; and the development of a personal and professional development record for PGR students. Having focussed on the latter two issues in 2017-18, the Committee focussed on doctoral supervisor training and support in 2018-19. Following consultation with Schools, the Committee agreed that the University should amend the University's regulations to formalise the current practice of requiring all supervisors to attend briefings every five years. The Committee has also established a sub-group to develop online supervisor training provision, and to review the effectiveness of School / College briefings.

4.3.2 Oversee the introduction of the Enlightenment Scholarships scheme

Following Central Management Group's approval of the introduction of these new doctoral Scholarships (the implementation of which was managed by a group reporting to CMG), REC established a management group to oversee the next stages of implementation. The first scholars (seven across four Schools) started their studies in September 2018, and the group has monitored how the Schools have approached the distinctive features of these scholarships – the structured teaching and professional development tracks. The University has subsequently suspended further rounds of Enlightenment Scholarships.

4.3.3 Evaluate the implementation of the new Policy for the Recruitment, Support and Development of Tutors and Demonstrators

In September 2017, following a review of the old Code of Practice for Tutors and Demonstrators by a task group of REC, the University launched a new Policy (replacing the Code). The new Policy aims to promote consistency and equality of treatment of Tutors and Demonstrators, for example by making it explicit that tutors and demonstrators must be paid for all contact time, and any other required work, and mandatory training. The Policy also clarifies that full-time PGR students should work as tutors and demonstrators (or in other University employment) for no more than an average of 9 hours per week. While the Committee had aimed to review the implementation of the Policy by December 2018, this work has been delayed in order to align with the University's and the Universities and Colleges Union's (UCU) development of a joint statement regarding improving the employment conditions of those employed on Guaranteed Minimum Hours and Fixed-Term contracts

4.3.4 Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships)

In 2017-18 the Committee guided and endorsed the development by the Institute for Academic Development (IAD) of a new 'Taking Control of your Research Career' programme of workshops, online learning and peer support devised to help Early Career Research staff make better decisions and take action to enhance their employability in a range of career areas. In May 2019, the Committee discussed progress in implementing this programme.

During 2018-19 REC contributed to the University's response to the sector consultation on reviewing the UK Concordat to Support the Career Development of Researchers.

4.3.5 Develop guidance for the operation of PhD by Integrated Study programmes

The Committee approved the report of a task group that had been considering the practical operation of PhD with Integrated Study programmes. The task group developed a framework and guidance to support Schools setting up new programmes, which Academic Services have circulated to relevant Colleges and Schools.

4.3.6 Clarify the status of students during the period following the submission of the thesis for assessment

The Committee did not take this any action on this issue, since there was potential for overlap with the scope of the Service Excellence Programme work on the PGR Student Lifecycle.

4.3.7 Other actions

- The Committee clarified the regulatory position on resubmission of MSc by Research dissertations (bringing MSc by Research programmes in line with all other postgraduate degrees offered at the University by allowing resubmission), the options available for examiners regarding resubmission of PhDs, and the assessment criteria for PhDs and Masters of Philosophy;
- The Committee approved the optional question-set for the 2019 Postgraduate Research Experience Survey (PRES);
- The Committee supported a proposal from Library and University Collections to move to online-only submission of final PhD theses from 2020/21.

4.4 Curriculum and Student Progression Committee (CSPC)

4.4.1 Complete the Assessment and Progression Tools (APT) project

The APT tools provide students with access to their course assessment structures through EUCLID student view, along with summative assessment marks, and Boards of Examiners have access to management reports. The Committee has monitored progress on the rollout of the APT tools, noting that Student systems has faced some resourcing issues that have constrained their ability to address problems and enhance the service. Student Systems has however now secured additional resources to support a further phase of work during the second half of 2018-19.

4.4.2 Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the current programme of work (e.g. Study Away and Special Circumstances, Extensions and Concessions strands)

CSPC continued to engage with the Service Excellence Programme (SEP) on proposed academic policy changes to the Special Circumstances and Coursework Extension process. While supportive of the proposed changes in principle, it has highlighted various areas for further work and clarification prior to approving the policy dimensions of the final proposals. The Committee also approved proposals to amend some of the planned arrangements for the Work and Study Away strand of SEP.

4.4.3 Review policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements (complete any elements outstanding from 2017-18 and oversee introduction of any changes in policy)

In 2017-18 a CSPC task group considered a range of significant and inter-related aspects of assessment policy for PGT programmes, and agreed to change University policy to allow resubmission of PGT dissertations in defined circumstances (bringing the University in line

with typical arrangements in the sector), and to clarify the roles of dissertation supervisors. During 2018-19 Academic Services published additional guidelines to assist Schools to implement the new arrangements for resubmission of dissertations.

In 2017-18, the task group recommended a further phase of work in relation to the more complex issue of PGT assessment/progression arrangements. During 2018-19, CSPC took this forward by discussing a range of models for changes to pass marks and / or the progression hurdle between the taught and research component of the most common type of Master's degree. It consulted on its favoured model, which would retain current pass marks whilst removing the progression hurdle (average of 50 over 120 credits, passing a minimum of 80 credits). CSPC will consider the outcomes of this consultation at its meeting in May 2019.

4.4.4 Review the Code of Student Conduct

Following consultation with the Students' Association and key School and College staff involved in handling student discipline matters, CSPC approved amendments to the Code of Student Conduct. These changes are designed to equip the University to deal more appropriately with allegations of serious misconduct. Court is in the process of considering a resolution to enact these planned changes, which will take effect from the start of 2019/20.

4.4.5 Review the Support for Study Policy

CSPC commented on proposed revisions to the Support for Study Policy which would introduce a new stage to the Policy. This would allow a University-level panel some additional options when the University has particular concern for the student's physical or mental health and its adverse impact on their studies or on other members of the University community. The Committee will review the final version of the Policy at its meeting in May 2019.

4.4.6 Develop common institutional guidance for managing undergraduate degree programme transfers

The Committee did not take any action on this issue, since there was potential for overlap with the scope of the Service Excellence Programme work on the Academic Lifecycle.

4.4.7 Strengthen support for course and programme design and development – consolidate the existing policy and guidance into a single University suite of documents, and roll-out training and support for Boards of Studies conveners and administrators

During 2018-19 CSPC approved amendments to the Programme and Course Approval and Management Policy, a suite of supporting guidance, and a simplified Boards of Studies Terms of Reference document. As a result, the Committee has made good progress towards consolidating existing documentation on programme and course approval into a single University suite of documents. Colleges have signalled that they plan to make further progress for the start of 2019-20 by rationalising the guidance they issue to supplement University documentation. Feedback to date from key staff in Schools confirms that this programme of simplification and rationalisation is making the policies and guidelines more user-friendly for staff involved in curriculum development and approval. This programme of work will also provide a foundation for a more fundamental review of business processes as part of the Programme and Course Information Management strand of SEP.

During 2018-19, Academic Services and the Institute for Academic Development have continued to roll-out training for Boards of Studies conveners and administrators, running

three further training general sessions, and introducing a series of lunchtime sessions on topics of interest to Boards of Studies staff.

4.4.8 Other actions

- The Committee discussed the effectiveness of the guidelines and concessions that it had approved to mitigate the academic impact on students of the Spring 2018 industrial action. It agreed that the measures had operated well in general, and recognised the exceptional amount of time spent by many staff on mitigating the impact of the industrial action.
- CSPC agreed to reduce the examination diet for Semester One in 2020-21 to a 10 day period (rather than the 11 days initially planned), in order to provide students with one additional day for revision. Since the revision period would nonetheless be relatively short, the Committee also agreed to encourage Schools to avoid teaching on the Thursday and Friday preceding the revision period in 2020/21.
- CSPC discussed current adherence to the Shared Academic Timetabling Policy and Guidance, and, in particular the requirement that only in exceptional circumstances will the University schedule core lecture or class slots on Wednesday afternoon. It agreed that the University should only relax this constraint on teaching on Wednesday afternoon when Colleges have approved exemptions.
- In order to support the University's Distance Learning at Scale (DLAS) project, the Committee approved non-standard credit structures and other non-standard features for the 'MicroMasters' provision that the University plans to launch in partnership with EdX. A 'MicroMasters' is a brand term used by EdX to describe an offering that is smaller than a Master's degree, rather than an academic award.

4.5 Quality Assurance Committee (QAC)

4.5.1 Work with the Students' Association to enhance the Class Representation System

In May 2018, LTC considered an update on Schools' progress in preparing to move to this new system, and agreed that from 2019/20, all Schools should implement a programme level representation approach to student representatives ('class reps') in Schools, with a view to reducing the number of class reps, while offering a higher quality and more consistent representative system. In August 2018, QAC revised the Student Voice Policy in order to formalise this requirement. During 2018-19 Academic Services and the Students' Association have gathered feedback from staff and students in Schools that are already operating a programme-based system (including those that have only recently moved to this model), and also identifying whether any Schools are likely to be seeking an opt-out from moving to the new system in 2019/20. QAC will consider a report on progress in May 2019, and consider any requests for opt-outs.

4.5.2 Oversee and evaluate the effectiveness of the Personal Tutor system

See 5.3 below.

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

In its 2015 ELIR, the University achieved the highest possible judgement: “effective arrangements for managing academic standards and the student learning experience”. During 2018-19 QAC continued to monitor progress against the main areas for development identified by the ELIR, clustering these plans under five themes: Postgraduate Research Student Experience; Personal Tutoring System; Student Representation at College and School Level; Assessment and Feedback; and Staff Engagement in Learning and Teaching. Having considered a set of detailed reports in February 2019, the Committee agreed not to undertake any further monitoring on the grounds that activities had either been completed or would continue to be progressed and reported on via other mechanisms (such as implementation plans for the Learning and Teaching Strategy, the Student Partnership Agreement, and the Student Experience Action Plan).

4.5.4 Oversee initial preparations for the University’s next ELIR

The University’s next ELIR will be held in autumn 2020. In preparation for the review, the University will need to produce a Reflective Analysis (RA), and an Advanced Information Set comprising supporting evidence (including a sample of key quality reports and an analysis of student feedback). Rather than establish a separate ELIR Steering Group for ELIR 2020 (as was the case for ELIR 2015), a small team comprising the Assistant Principal Academic Standards and Quality Assurance and staff in Academic Services will lead the preparations, and the Learning and Teaching Policy Group (LTPG) will oversee these preparations. This small team has briefed QAC on progress with preparations, and in February 2019 also sought QAC’s views on the ‘contextualised themes’ (themes that the University would like the review team to focus on). The final contextualised themes were reported to QAC in April 2019.

4.5.5 Embed mid-course feedback for undergraduate students, and develop appropriate mechanisms for evaluating its operation

Mid course feedback (MCF) aims to provide undergraduate students with an opportunity to feed back on courses on what is going well, any issues and to receive a response to feedback while the course is still running. Following initial roll-out in 2016-17 for courses at honours level, from 2017-18 the University has required Schools to operate a system for all undergraduate courses. In Spring 2018, the University surveyed Course Organisers regarding their experience of operating MCF. In 2018-19, QAC agreed that a follow-up evaluation should be carried out and outcomes and recommendations will be reported to May LTC (due to the strategic importance of MCF). The Committee also agreed in principle to extend mid-course feedback to postgraduate taught provision (noting that this already takes place in many areas).

4.5.6 Thematic review to support the implementation of the University’s Widening Participation Strategy

The Committee decided to refocus this review on Black and Minority Ethnic (BME) students’ experiences of student services. Professor Rowena Arshad (Head of Moray House School of Education) is convening the panel that is undertaking this review. The panel submitted a progress report to QAC in February 2019. QAC will consider an initial findings report in May 2019 and the final report in September 2019.

4.5.7 Review good practice identified in quality review processes in relation to developing academic communities

The Committee considered the themes that emerged from the School annual quality reports and teaching/postgraduate programme reviews held in 2017-18, and identified examples of good practice were identified in relation to building academic communities. These examples

were the focal point of a University level sharing practice event on 6 February 2019. To tie in with this, the theme of the Teaching Matters blog in April 2019 was academic community, with good practice examples being drawn from the outcomes of quality processes.

4.5.8 Other actions

- The Committee discussed the UK Standing Committee for Quality Assessment (UKSCQA) report looking at the reasons behind the increase in the number of graduates receiving first and upper-second class degrees. It also continued to monitor subject areas across the University for patterns in degree classification outcomes which diverge substantially from either the institution average or disciplinary comparators, continuing to consider responses from University areas it identifies as outliers.
- The Committee reviewed the Policy on External Examiners for Taught Programmes, approving some changes including a notice period for External Examiners wishing to resign before the end of their term. Further changes, including retention periods, were considered in April 2019 and will be confirmed at the May 2019 meeting.

5 Overview of delivery of core functions in 2018-19

Senate has delegated to the Committees a range of its powers. These powers are set out in the Committees' terms of reference (see Section 2, above). The following is a summary of the main powers that the Committees have exercised during 2018-19 (in addition to the project-based activities set out in Section 4, above):

5.1 Strategies / regulations / policies / codes

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

5.2 Approval of curriculum changes

While the Senate Curriculum and Student Progression Committee (CSPC) has delegated to Schools and Colleges authority for approving the introduction of new programmes and courses, and changes to and closure of existing ones, CSPC's approval is required for programme and course developments that are not compliant with the University's Curriculum Framework or the academic year structure, and/or which have wider implications. This includes collaborations with other institutions which do not operate under the University's normal regulations.

In 2018-19, the Committee approved proposals in relation to six different degree programmes, including three collaborative programmes.

5.3 Quality Assurance

The Quality Assurance Committee (QAC) oversees the operation of the University's processes for the annual quality review of all credit-bearing provision along with Massive Open Online Courses (MOOCs). This involves Schools reviewing their provision and each producing an annual report on key themes and actions from in-year monitoring, review and reflection, and Colleges providing annual reports outlining their action plan for the support of teaching excellence and capacity building. QAC established a subgroup to review Schools' 2017-18 reports. Schools submitted a total of 25 reports (some areas of the College of Medicine and Veterinary Medicine submitted more multiple reports covering different areas of each School's provision). The subgroup was satisfied with all reports, subject to

recommending additional action in relation to 20 reports. The Committee also discussed the Colleges' reports, which raised a range of issues that required institutional action.

QAC also conducted the annual quality review of student support services, including (for the first time) the student-facing aspects of the Estates operation (eg the student experience implications of maintenance activities). For this review cycle, it aligned the timescales of the reporting process more closely with the overall University planning cycles, and also introduced a more user-friendly reporting template. The Services subject to review were content with the new reporting template and timescale. QAC was content with all services' reports, and provided each of them with feedback on specific issues. The main themes emerging across services were establishing appropriate Key Performance Indicators for the student experience, working in partnership to support the student experience, and delivering services that take account of students experiencing financial difficulty.

In addition to overseeing the annual quality review process, the Quality Assurance Committee oversees the operation of the Teaching Programme Review (TPR) and Postgraduate Programme Review (PPR) processes, under which each academic area is subject to a review conducted by a visiting panel (including discipline experts external to the University) every six years. QAC is responsible for determining the framework for and schedule of reviews, and then approving the reports of reviews, and reviewing Schools' responses to the reviews. Five Teaching Programme Reviews (TPR), and three Postgraduate Programme Reviews (PPR) have taken place in 2018-19. All the reports submitted to date confirm that areas have effective management of the quality of the student learning experience, academic standards, and enhancement. The Committee also identified a range of good practices from the previous session's TPRs and PPRs (which it showcased with staff from across the University at an event in February 2019) and identified some general themes for development and further action at University level, such as building academic communities, and supporting and developing academic staff.

QAC continued to monitor trends and patterns regarding Student Conduct, Student Appeals and Complaint Handling. It noted that in 2017-18 the volume of the volume of academic appeals plateaued following an upward trend in recent years, and that the disruption to learning and teaching due to the industrial action in 2018 did not lead to many academic appeals. It did however note that in 2018-19 there is evidence of a substantial increase in the volume of academic appeals (up c. 30% on the same position in 2017-18 as of April 2019). It also noted an increasing number of student conduct cases related to violent or offensive behaviour (including sexual violence), although in absolute terms the volume of cases remains low. There were no discernible trends in relation to the student complaint cases.

QAC's Personal Tutor System Sub-Group is tasked with QA oversight of the Personal Tutor (PT) system. Since the last Senate report, the Group met to approve the School Personal Tutoring Statements for 2018-19. While the group was broadly content with the Tutoring Statements, it asked some Schools to make some amendments to their Statements before publishing them. In December 2018 QAC approved a proposal from the Group to change the timing of its annual meeting held to reflect on the student survey results. The meeting will now be held after survey results are released and the outputs will feed into the annual review of School of school quality reports.

5.4 Student concessions

The Senate Curriculum and Student Progression Committee has responsibility for considering some of the more exceptional categories of student concessions, for example to allow a student to extend or interrupt their study beyond what is permitted by the Degree

Regulations, or to graduate without the required number and/or level of credits for the degree programme. To date this session, the Committee has approved 30 concessions.

6 Senate Committees' Priorities for 2019-20

The following are the Senate Committees' proposed plans for 2019-20. This Spring, the context for setting the Committee's plans for the coming session was unusual for a range of reasons, for example:

- The University was in the process of appointing a new Vice-Principal (Students) – once in post they would have a key role in determining the Senate Committees' priorities.
- The University was in the process of developing a Student Experience Plan, which would set out a range of key priorities regarding teaching, curriculum and student support (as well as actions in relation to the broader student experience).
- The University was in the process of reviewing Senate's Committee structures, and has also arranged a broader externally-facilitated review of Senate – both of which are due to report to Senate on 29 May 2019.
- The Student Administration and Support strand of the Service Excellence Programme (SEP) was developing business cases for strands of work across a wide range of areas that have policy implications for the Senate committees (eg academic lifecycle, examination board operations, programme and course information management, PGR lifecycle) for its Board to consider in April 2019. It was not sensible for the Senate Committees to plan actions that could overlap with the areas that SEP was considering, until the SEP Board decided which business cases to support.
- This year's planning round was more complex than usual.

Given these circumstances, the Committees agreed to limit their planning for 2019-20 to identifying:

- Projects currently underway that will require further work in 2019-20;
- Relatively modest projects to address urgent 'hygiene' issues (eg to address problems with the operation of particular regulations); and
- Activities necessary in order to respond to external factors.

Academic Services will work with the Committees to coordinate more substantive planning work for 2019-20 during summer 2019.

6.1 Proposed activities cutting across the four Committees

Activity
<ul style="list-style-type: none"> • Continue to work with Students' Association to promote and implement the Student Partnership Agreement
<ul style="list-style-type: none"> • Finish implementing the changes in Senate's composition associated with the HE Governance (Scotland) Act 2016, including holding elections to the newly-constituted Senate in March / April 2020

<ul style="list-style-type: none"> • Implement any agreed changes to the operation of Senate and to its Committee structures following the externally-facilitated review of Senate, and the review of the structure of the Senate committees
<ul style="list-style-type: none"> • Student Administration and Support strand of Service Excellence Programme – likely to raise various new strands of activity for Senate Committees, for example regarding academic policy and regulations
<ul style="list-style-type: none"> • Continue to take steps towards aligning with the new UK Quality Code, with a view to full alignment prior the University’s next ELIR
<ul style="list-style-type: none"> • Keep a watching brief on the development of Teaching Excellence Framework
<ul style="list-style-type: none"> • Policies and Codes – Ongoing programme of review of policies

6.2 Learning and Teaching Committee

Activity
<ul style="list-style-type: none"> • Oversee continued implementation of University Learning and Teaching Strategy
<ul style="list-style-type: none"> • In partnership with the Service Excellence Programme’s Student Administration and Support board, oversee and guide the review of student support
<ul style="list-style-type: none"> • Oversee the implementation of recommendations from the 2018-19 task group on inclusion, equality and diversity in the curriculum
<ul style="list-style-type: none"> • Monitor the implementation of the new institutional policy to support the University’s Lecture Recording service
<ul style="list-style-type: none"> • Ensure continued progress to enhance support for Careers, Employability and the development of graduate attributes
<ul style="list-style-type: none"> • Continue to monitor implementation of the Student Mental Health Strategy
<ul style="list-style-type: none"> • Continue to strengthen the University’s understanding of retention and continuation rates for different undergraduate student groups, and to focus on enabling students from all groups to succeed

6.3 Researcher Experience Committee

Activity
<ul style="list-style-type: none"> • Excellence in Doctoral Training and Career Development programme - evaluate the effectiveness of School / College briefings for supervisors, assess the impact of changes to requirements supervisor training and support planned for 2019-20, and explore the development of online training to supplement School / College briefings for supervisors.
<ul style="list-style-type: none"> • Enhance support for Early Career Researchers (make more visible, enhance and structure provision, strengthen partnerships) – including engaging with the process of revising the UK Concordat to Support the Career Development of Researchers

- Review the University's approach to overseeing, coordinating, and managing postgraduate research student (PGR) support and development activities at an institutional level (subject to clarifying the relationship with the planned Service Excellence Programme strand of work on the PGR student lifecycle)
- Evaluate the implementation of the revised Code of Practice for Researchers and Supervisors

6.4 Curriculum and Student Progression Committee

Activity

- Work with the Service Excellence Programme to oversee the implementation of any significant policy changes associated with the current programme of work (e.g. Special Circumstances and Coursework Extensions, Programme and Course Information Management)
- Guide the University's response to any policy issues raised by the UK Standing Committee for Quality Assessment's report on degree classification outcomes
- Oversee the implementation of changes in policy regarding resubmission of PGT dissertations and associated dissertation supervision support, and PGT assessment/progression arrangements
- Oversee the implementation of changes to the Code of Student Conduct following the review in 2018-19, and conduct a light-touch review of the impact of the amendments
- Oversee the implementation of any agreed changes to the Support for Study Policy following the review in 2018-19
- Develop an institution-wide approach to borderlines for Honours degree classification

6.5 Quality Assurance Committee

Activity

- Continue to evaluate the impact of the new programme-based approach to the Class Representation System
- Oversee institutional activities in response to the University's 2015 Enhancement-led Institutional Review (ELIR) and contribute to preparations for the 2020 ELIR, including continuing to work on assessment and feedback
- Oversee implementation of mid-course feedback to taught postgraduate courses (subject to the outcome of the review during 2018-19)
- Continue to monitor the effectiveness of the operation of the Personal Tutor system
- Continue to support Schools to reflect on their patterns of degree classification outcomes

Annex – new regulations/policies/codes, and reviews of and amendments to existing regulations/policies/codes, approved by Senate and its Committees during 2018-19

Senate Committee	Name of document	Type of change (New / Revision / Deletion / Technical Update / Reviewed and no changes made)
Learning and Teaching	Accessible and Inclusive Learning Policy*	Revision of existing document
Curriculum and Student Progression	Taught Assessment Regulations*	Revision of existing document
Curriculum and Student Progression	Postgraduate Assessment Regulations for Research Degrees*	Revision of existing document
Curriculum and Student Progression	Undergraduate Degree Regulations #	Revision of existing document
Curriculum and Student Progression	Postgraduate Degree Regulations #	Revision of existing document
Curriculum and Student Progression	Code of Student Conduct #	Revision of existing document
Curriculum and Student Progression	Board of Studies Terms of Reference	Revision of existing document
Curriculum and Student Progression	Visiting and Non-Graduating Student Policy and Procedure	Revision of existing document
Curriculum and Student Progression	Withdrawal and Exclusion from Studies Procedure*	Revision of existing document
Curriculum and Student Progression	Academic Misconduct Investigation Procedures*	Revision of existing document
Curriculum and Student Progression	Performance Sport Policy*	Revision of existing document
Curriculum and Student Progression	Support for Study Policy*	Revision of existing document
Curriculum and Student Progression	Online Distance Learning Policy	Deletion of existing document
Quality Assurance Committee	External Examiners for Taught Programmes Policy*	Revision of existing document
Quality Assurance Committee	Handbook for External Examiners of Taught Programmes*	Deletion of existing document

*Subject to Committee approval May/June 2019

#Subject to approval by Court via resolution June 2019

The University of Edinburgh

Electronic Senate

7 – 15 May 2019

Conferment of the Title of Emeritus Professor

Executive Summary

The Senate is invited to confer the title of Professor Emeritus upon the following professors and adopt their Special Minutes:

Professor N Hastie, College of Medicine and Veterinary Medicine
Professor A Williams, College of Medicine and Veterinary Medicine
Professor C Withers, College of Science and Engineering

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

Not applicable.

Action requested

For approval.

Resource/Risk/Compliance

1. **Resource implications**
None.
2. **Risk Assessment**
This paper does not include a risk assessment.
3. **Equality and Diversity**
Not applicable.
4. **Freedom of Information**
Open paper.

Originator of the paper

Senate Secretariat
May 2019

Special Minute
Nicholas Hastie BSc, PhD, CBE, FRS, FRSE, FMedSci
Emeritus Professor

Nick Hastie retired from the University of Edinburgh in December 2018. He was Director of the MRC Human Genetics Unit from 1994-2015 and the inaugural Director of the Institute of Genetics and Molecular Medicine (IGMM) from 2007-2016. With much support and encouragement from Professor Sir John Savill, the HGU became a university Unit in 2007. The IGMM is a multidisciplinary internationally competitive institute comprising the HGU (Director, Wendy Bickmore), the Edinburgh Cancer Research Centre (Director, Margaret Frame - also current IGMM Director) and the Centre for Genomics and Experimental Medicine (Director, Tim Aitman), housing over 600 scientists and support staff. For the past 2 years Nick has continued to run a small lab while acting as Director of Academic Development for the IGMM.

Nick Hastie graduated with honours in Medical Microbiology at Liverpool University and completed his PhD on the role of the nucleus in influenza virus replication at Cambridge University. He then changed scientific direction, carrying out postdoctoral studies on mammalian tissue RNA complexity, abundance and tissue specificity under John Bishop in Edinburgh. Nick then had the opportunity to establish his own independent group at the Roswell Park Memorial Institute in Buffalo, New York State. Over a 7 year period, supported by NIH grants, his group studied liver gene expression and mammalian genome organisation. In 1982 he returned to Edinburgh to take up a Senior Scientist post at the MRC Clinical and Population Cytogenetics Unit, directed by Professor John Evans. Taking advantage of the Unit's world class expertise in human chromosome analysis, Nick entered the world of human developmental genetics by analysing chromosome deletions associated with human eye and genitourinary disorders with Veronica van Heyningen and a number of very talented postdoctoral fellows including David Porteous, Wendy Bickmore (FRS) and Bob Hill. At about the same time, Robin Allshire (FRS) joined the lab and identified human chromosome telomeres, showing for the first time that they shorten with ageing and in cancer.

Over the intervening years the group has published many papers on the molecular and cellular mechanisms underlying the development and diseases of human tissues including the eye, kidney and heart. More recently, through studying the functions of the Wilms' tumour suppressor protein, WT1, the group has started to unravel mechanisms of tissue homeostasis and repair. One notable achievement was identifying stem cells for visceral adipose tissue and showing they arise from the mesothelium.

In the early 2000s Nick Hastie helped set up and fund human population genetic studies in the isolated Croatian Islands, together with Professors Alan Wright, Harry Campbell and Igor Rudan. Soon after, he helped set up a similar project headed by Professor Jim Wilson in Orkney and Shetland. These programmes have contributed to numerous studies identifying genetic factors for human diseases and traits.

Nick Hastie has been a member of Grant committees and Strategic Boards for the MRC, Wellcome Trust and Cancer Research UK. He has chaired a number of International Scientific Advisory Boards including those for the Sanger Institute, the Wellcome Trust Centre for Human Genetics, Oxford and the Cambridge Institute for Medical Research. His work has been recognised by election to the Royal Society, London; the Royal Society, Edinburgh; the Academy of Medical Sciences; Academia Europea and EMBO. He was awarded the Genetics Society Medal in 2006 and a CBE for services to science in the same year. Nick has been awarded honorary Doctorates in Science at the Universities of Dundee and Edinburgh and an Honorary Doctorate in Medicine at the University of Sheffield.

In his retirement, Nick is enjoying much more time with his family, particularly his wonderful, long-suffering wife, Alison and his lovely granddaughters Carys and Eleanor and he enjoys singing in a choir, the rigours of body combat and body pump, a book group and gardening. His lab is winding down this year and papers are still being submitted. Nick continues to sit on the Scientific Council of the Pasteur Institute in Paris and chairs the Scientific Advisory Board for the Biomedical Research Centre for Mental Health at Kings College/Institute of Psychiatry, London.

Special Minute

Alistair Robert William Williams BSc (Hons) MB,ChB, MD, FRCPath Emeritus Professor of Gynaecological Pathology

Alistair Williams retired on 22nd May 2019, after 39 years of service to the University of Edinburgh, latterly as the Chair of Gynaecological Pathology within the Division of Pathology. In 1976 he graduated with a First Class Honours BSc in Pathology, then completed his medical degree graduating MB,ChB in 1979. He was appointed Lecturer in Pathology in the University of Edinburgh in 1980, and completed postgraduate training in Pathology, becoming a Member of the Royal College of Pathologists in 1986. He undertook research in the Department of Pathology towards the degree of MD, which was awarded in 1988. Following the award of his MD, in 1988 he was appointed to the post of Senior Lecturer in Pathology, with Honorary Consultant Pathologist status in Lothian Health Board. In 2006 he became a Reader in Pathology, and in 2014 was promoted to a Personal Chair in Gynaecological Pathology in the Division of Pathology of the University of Edinburgh.

Throughout his career Alistair has combined a strong commitment to diagnostic histopathology with basic and applied research. After being appointed honorary consultant, he subspecialised in Gynaecological Pathology and developed diagnostic expertise that soon became nationally recognised. He entered long-term collaborative research with colleagues in the MRC Centre for Reproductive Biology and subsequently the Centre for Reproductive Health. He became involved in implementation of new technology in the Scottish Cervical Screening Programme, having a significant role in introduction of Liquid Based Cytology in Scotland, followed by automatic slide scanning. He was Director of the Scottish Cytology Training School from 2002 to 2006.

A long-standing research focus has been investigation of the unique effects of steroid molecules on the uterus, particularly progesterone receptor modulators on the endometrium. With local Edinburgh collaborators Professors David Baird and Hilary Critchley, Alistair studied the effects of a novel family of promising therapeutic compounds, the selective progesterone receptor modulators (SPRMs). He was one of the first pathologists worldwide to describe their unique effect on the endometrium, and to show that the effect was not pre-cancerous as had previously been believed. This paved the way for commercial development of such drugs in contraception and in treatment of benign gynaecological diseases, with subsequent licensing in Europe and elsewhere. He has worked closely with the Population Council in New York, and has been Principal Pathologist in several clinical trials of new contraceptive devices developed there. Alistair has trained pathologists in China and Japan in the specialised pathology of SPRMs, and has been an invited lecturer at numerous prestigious international conferences. To date he has published over 100 peer-reviewed papers in the medical and scientific literature, with an H-index of 52 and over 8,000 citations.

Alistair's commitment to clinical diagnostic practice led to him being Head of Service in Pathology in NHS Lothian from 2009 to 2013, and he has also undertaken a range of leadership roles in NHS Lothian. In addition, he has always been heavily involved in collaborative research with local research groups, in ovarian cancer, Human Papillomavirus research and endometrial cancer. He has been able to combine excellence in clinical pathology diagnosis with his research career, and thereby has mentored several generations of trainee pathologists, technical and cytology trainees and postgraduate research students.

We wish Alistair a happy retirement.

Special Minute
Professor Charles Withers, BSc, PhD, FBA, FRSE, FRSGS, FRGS,
FRHistS, FRSA, M.Acad.Europaea, C.Geog, AcSS and
Geographer Royal for Scotland
Emeritus Professor of Geography

Charles Withers, who retires from the University of Edinburgh on 31st July 2019, will have served for a quarter of a century as a professor in geography. He is a major figure in both geography and the history of science, someone who has promoted his field in the public sphere, led its institutions, influenced a generation of scholars and inspired thousands of undergraduate and postgraduate students through his research and teaching.

Charlie first joined the University of Edinburgh in 1994, as Professor of Geography in what was then the Department of Geography. His undergraduate degree was from the University of St Andrews and his PhD on 'The position of the Gaelic language in Scotland, 1698-1881' was awarded by the University of Cambridge in 1980. His first academic position was at College of St. Paul and St. Mary, Cheltenham (from 1990, Cheltenham and Gloucester College of Higher Education). By the end of his twelve years at Cheltenham he had risen from Lecturer to Professor, during which he published more than 40 papers and 3 monographs concentrated on the historical geography of Scotland.

At the University of Edinburgh, Charlie took on the role of Head of Department a year after his appointment and compiled the RAE submission that resulted in the Geography being graded 5*. He moved on to direct the Graduate School of Geography for 5 years. In 2006 he became the Head of the Institute of Geography and Deputy Head of the School of GeoSciences. In 2007 he directed the Geography Centenary events at The University of Edinburgh which reunited past students, raised the public profile of the discipline and initiated a number of alumni funds which continue to provide support for students' projects in Geography. He returned to the role of compiling the Geography submission to the last REF, drawing on his experience and expertise from serving on the REF panel 17 for Geography, Environmental Studies and Archaeology.

Charlie's scholarship lies in the intersection between histories of geographical knowledge and historical geographies of science. In his time at Edinburgh, he has published 5 monographs and over 50 journal publications which have taken forward his work in: *historical geographies of science; historical geographies of print and the geography of the book; travel, writing, and exploration; history of cartography*. Along with a number of other grants (from the ESRC, AHRC he was awarded the Leverhulme Major Research Fellowship for his project on the Prime Meridian. The book from this project *Zero Degrees: Geographies of the Prime Meridian* won the John Lyman Book Award in 2017. His contribution to Historical Geography will be explored at a conference to be held at Edinburgh in the autumn of this year.

He has been a major force in the public understanding of geography through his co-authored books with Chris Fleet and Margaret Wilkes, marked by their winning, Scottish Research Book of the Year by Saltire Society in 2012 for *Scotland: Mapping the Nation*.

His achievements and record as a scholar have been recognised in fellowships and awards. To mention a few of the fellowships: *British Academy, Royal Society of Edinburgh, Royal Geographical Society, Royal Historical Society, Royal Society of Arts (FRSA)*. Most recently, he was made Geographer Royal for Scotland (a Royal Appointment, with a Royal Warrant approved by Her Majesty Queen Elizabeth II and the First Minister for Scotland, Nicola Sturgeon) in 2015.

In his retirement, Charlie will continue to supervise doctoral students, undertake guest lectures on courses within the university and participate in workshops and other research events. Charlie plans to continue his own research on three substantial projects: one on 'maps on trial' which examines poor quality maps produced by W. A. Johnson mapmakers; a second on disguise which explores problems of credibility for explorers that used deceit to obtain knowledge; and a third on imperial expeditions up the Niger river.

Charlie has made an exceptional contribution to the scholarship, reputation and management of the University of Edinburgh over the last twenty five years. Though his many contributions will be keenly missed, the geographers are delighted to see Charlie freed from the responsibilities of leadership to pursue new projects, sustained by the company of his family and friends. We would be honoured that he should continue his association with the School of GeoSciences, so that we continue to benefit from his scholarly insight and institutional experience.

The University of Edinburgh

Senate

29 May 2019

Draft Ordinances – Composition of the Senatus Academicus; General Council

Executive Summary

This paper provides for comment:

- i) a draft Ordinance to effect changes to the composition of the Senatus Academicus to comply with the Higher Education Governance (Scotland) Act 2016 – this will implement the new model for Senate from 1 August 2020. The contents of this ordinance was agreed by Senate on 7 February 2018 and 30 May 2018;
- ii) draft Ordinances to make consequential amendments to General Council Ordinances following the agreement of a new composition of the University Court, as agreed by the University Court on 25 September 2017.

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

Compliance with the Higher Education Governance (Scotland) Act 2016 is a statutory requirement.

Action requested

To comment on the wording of the draft Ordinances.

How will any action agreed be implemented and communicated?

The draft Ordinances are open for comment during an 8 week statutory consultation period, which concludes on Monday 3 June. After the consultation has closed, final draft Ordinances will be submitted to the University Court, following which they will be submitted to the Scottish Universities Committee, comprising the First Minister, Lord President of the Court of Session and the Lord Advocate and then submitted for final approval by Her Majesty in Council.

Resource / Risk / Compliance

1. Resource implications (including staffing)

The cost of implementing the Governance Act is expected to be met from within existing budgets.

2. Risk assessment

The University’s Statement of Risk Policy and Risk Appetite states that ‘The University places great importance on compliance, and has no appetite for any breaches in statute, regulation’ – compliance with the Governance Act is a statutory requirement and the Ordinance will ensure that the Senate composition is compliant with the Governance Act before the deadline of the end of 2020.

3. Equality and Diversity

The consultation exercise carried out in Semester 1 2017 on the shape of the new Senate model raised issues for equality and diversity, which were noted in Paper S 17/18 2 B at the Senate meeting on 7 February 2018. These issues have been addressed in the Equality Impact Assessment, which has been drafted in conjunction with drafting the Ordinance. Recommended solutions to these issues have also been noted in Paper S 17/18 3 B at the Senate meeting on 30 May 2018.

4. Freedom of information

Open paper.

Key words

Higher Education Governance (Scotland) Act 2016; Composition of the Senatus Academicus; General Council

Originator of the paper

Lewis Allan, Head of Court Services
4 April 2019

Draft Ordinances – Composition of the Senatus Academicus; General Council

Background and context

Procedure for making, amending or revoking Ordinances

1. The procedure for making, amending or revoking an Ordinance is for:
 - i. the University to consult informally with Scottish Government officials and legal advisers on the proposed changes (this has been completed for these Ordinances);
 - ii. a consultation with Court, Senate, General Council and any other interested parties to take place before submission of a final draft to Court (this is the current stage of the process);
 - iii. the Ordinance to be submitted to the Privy Council Office, which will formally ask for approval from the Scottish Universities Committee, consisting of the First Minister, Lord Advocate and the Lord President of the Court of Session;
 - iv. the Ordinance is submitted for final approval by HM The Queen at a meeting of the Privy Council, known as Her Majesty in Council.

Senate Ordinance

2. The Higher Education Governance (Scotland) Act 2016 requires that Scottish universities ensure that more than 50 per cent of Senate members are elected, and that elected student members make up at least 10 per cent of the total membership of Senate, up to a total of 30 members. The current composition of Senate, set out in Table 1, does not meet these requirements.

Table 1: Current composition of Senate

Senate Membership	Current number of members (as at 1 August 2018)
The Principal (<i>ex officio</i>)	1
All Professors of the University who hold an established or Personal Chair (<i>ex officio</i>)	711
Elected Readers, Senior Lecturers, and Lecturers	63
Elected representatives of University Demonstrators and Research Staff	9
Elected student representatives - associate members	6
<i>Ex Officio</i> members not in any categories above	19
Total Membership	809

3. Senate has agreed in principle to a new Governance Act-compliant composition, set out in Table 2 overleaf. This was subject to a University-wide consultation of academic staff and students, and received the support of the majority.

Table 2: Proposed new composition of Senate

Position	Membership
Principal (<i>ex officio</i>)	1
<i>Ex officio</i> appointments	Approximately 70 anticipated, with a cap of 80
Elected academic staff (Professorial pool)	100
Elected academic staff (Other)	100
Elected students	30
Total	Approximately 300

4. A new Senate Ordinance has since been drafted and refined in various iterations with Scottish Government legal advisers. We have now reached ‘informal agreement’ with the Scottish Government on the Ordinance and have proceeded to the formal consultation stage. The new Ordinance is summarised in the Discussion section below.

General Council Ordinances

5. The General Council consists of graduates, academic staff and members of the University Court. The composition of the University Court includes three General Council Assessors, who must be members of the General Council, provided that they are not staff or students at the University. As part of the new composition of Court, Court and the General Council agreed that the three positions should be retained in modified form, with appointments made by Court on the advice of a joint Court-General Council Selection Panel following an open recruitment process, rather than by election. Two General Council Ordinances require revision to remove references to the election process and we have now reached ‘informal agreement’ with the Scottish Government on these revisions and have proceeded to the formal consultation stage. The revisions are summarised in the Discussion section below.

Discussion

Senate Ordinance

6. The current composition of the Senate is set out in University of Edinburgh Ordinance 204, amended by Ordinance 206. As there are so many changes required to the composition, it is proposed to revoke both Ordinances and replace them with one new Ordinance (included in Appendix 1) rather than amend the existing Ordinances.

7. The new Ordinance closely follows the terms of the Governance Act and sets out how the University will comply with these terms. It contains a more basic level of information than the current Ordinance, so that it will not become quickly out-of-date, while having sufficient information to establish key principles regarding the composition of Senate and demonstrate compliance. The new Ordinance contains the following:

- The number of *ex officio* members, naming those office bearers specified under the Act;
- The total number of elected members (which will be more than 50 per cent), specifying that there will be a professorial pool and a pool of other academic staff;
- The number of students who will be elected members of Senate (30);
- The term of office of members;
- The timing of elections;
- Validity of proceedings.

8. The following drafting decisions have been taken while drafting the Ordinance.

Decision	Rationale
<i>Ex officio</i> members of Senate will include the Principal, Heads of College and Heads of School of the University and will not exceed 80 in total. (Section 2)	<p>The Principal, Heads of College and Heads of School have been specifically named as <i>ex officio</i> members under the new Ordinance because membership of the Principal and Heads of School is specified in the Act, and Heads of College have a key role as academic leaders.</p> <p>A cap of 80 places on the overall number of <i>ex officio</i> members has been imposed to ensure that the balance between <i>ex officio</i> members and elected members remains consistent with the model of around 300 members. (Senate, February 2018)</p>

Removal of automatic membership of professorial members of Senate. Inclusion of 200 academic staff members of Senate, 100 of which shall be held by elected professors and 100 of which shall be held by elected non-professorial academic staff members of the University. (Section 3)	Although all professors would no longer become members automatically, Senate has concluded that the 100 places for elected professorial members should be sufficient to accommodate current levels of attendance of professors at Senate, and allow for good cross-University representation. The division of 100 members in each academic staff member category will provide a suitable balance between academic leaders and the academic community as a whole. (Senate May 2018)
Removal of the 'University Demonstrators and members of the academic research staff' category. (Ordinance 204)	University Demonstrators and academic research staff will be eligible to stand under the elected non-professorial academic staff membership category. Senate has decided against creating sub-divisions in this category because distinctions by staff type will quickly become unusable while academic roles are steadily evolving, and it will prioritise certain categories of academic staff over others (Senate May 2018).
Inclusion of 30 student members on Senate (Section 5)	This fulfils the requirement of the Act for the proportion of student members on Senate.
The term of office of three years for academic staff members and one year for student members (Sections 4 and 6)	The three-year term of office has worked well for elected academic staff members under the current Senate; it allows sufficient turnover, which means that regular opportunity is available for academic staff members to stand for membership, and it acknowledges the short-term nature of some academic contracts. The term of office for student members will be one year; as those elected will also be elected to Students' Association positions, which have one year terms of office. (Senate May 2018)
Annual elections of Senate members (Sections 7 and 8)	An annual turnover of members has been agreed to ensure that opportunities to stand for Senate membership will occur on a regular basis (Senate May 2018)
Removal of the procedure for election of Senate members (Ordinance 204)	This is a level of detail which is more appropriate for inclusion in election regulations.

General Council Ordinances: Minor Amendment to Ordinance 202 (General Council Membership and Registration) – included in Appendix 2

9. Ordinance 202 makes a brief reference to the right of any member of the General Council to vote for a General Council Assessor to the University Court. The amendment removes this reference as the positions will now be appointed following an open recruitment process rather than by election. The amendment does not impact on Ordinance 186 (General Council Membership and Registration), which Ordinance 202 amends. No other amendments to Ordinance 202 are proposed aside from removing a reference to the use of a fax machine, which is out of date.

General Council Ordinances: Replacement of Ordinance 210 (Election of Chancellor and General Council Assessors and Chairing of General Council Meetings) – included in Appendix 3

10. Ordinance 210 contains requirements for the election of General Council Assessors to the University Court. Given the number of references, including in the title of the Ordinance itself, and in the introductory statements, it is proposed to revoke and replace the Ordinance with a new version with omits references to the election of General Council Assessors but leaves the other sections regarding the election of the Chancellor and the chairing of General Council meetings unchanged.

Submitting comments

11. Should any Senate members (or any member of staff, student or other interested person or group) wish to submit comments during the consultation period, they are invited to do so at this meeting or by contacting Lewis Allan, Head of Court Services, email: court@ed.ac.uk, postal address: Room 203, Old College, Edinburgh, EH8 9YL by **5pm Monday 3 June 2019**.

12. The draft Ordinances are also available on the University website (<https://www.ed.ac.uk/governance-strategic-planning/governance/university-governance/acts-and-secondary-legislation/university-ordinances/draft-ordinances>) and in printed form on the Old College noticeboard.

Appendix 1: Draft New Senate Ordinance

[DRAFT] UNIVERSITY OF EDINBURGH ORDINANCE NO XXX

COMPOSITION OF THE SENATUS ACADEMICUS

At Edinburgh, the xxx Day of xxx, Two thousand and xxx

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1, empowers the University Court to amend the composition of the Senatus Academicus, which is at present regulated by the Universities (Scotland) Act 1858, Section 5, and by University of Edinburgh Ordinance No. 204 (Composition of the Senatus Academicus) as amended by University of Edinburgh Ordinance No. 206 (Composition of the Senatus Academicus – Amendment of Ordinance No. 204):

AND WHEREAS the University Court deems it expedient to amend the composition of the Senatus Academicus in order that it may comply with the requirements of the Higher Education Governance (Scotland) Act 2016:

THEREFORE the University Court, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, and with particular reference to paragraphs 1 and 4 of Part I of Schedule 2 to that Act, hereby statutes and ordains:

1. The Principal of the University shall preside at any meeting of the Senatus Academicus.
2. The University Court will specify posts or offices, the holders of which shall be members of the Senatus Academicus during their tenure of that post or office, provided that such specified offices:
 - a. include the Principal, Heads of Colleges and Heads of Schools of the University in accordance with section 15 of the Higher Education Governance (Scotland) Act 2016;
 - b. do not exceed 80 in total.
3. Academic staff members who hold appointments from the University Court, as attested by a contract of employment issued by the University, shall elect from their own number to serve as members of the Senatus Academicus provided:
 - a. that the total number of such members shall be 200, 100 of whom shall be elected Professors of the University, and 100 of whom shall be elected non-Professorial academic staff members of the University;
 - b. that the academic staff members to be elected to membership of the Senatus Academicus in terms of section 3 of this Ordinance shall not include any academic staff members who hold any of the posts or offices referred to in section 2 of this Ordinance.
4. An academic staff member elected under section 3 of this Ordinance shall remain a member of the Senatus Academicus for a period determined by the Senatus Academicus and not exceeding three years from the first day of August of the year of election and shall be eligible for re-election for the same period provided that:
 - a. an academic staff member elected under section 3 of this Ordinance shall demit office on ceasing to hold a contract of employment issued by the University;
 - b. an academic staff member elected under section 3 of this Ordinance may resign membership at any time.
5. Students at the University shall elect 30 persons from their own number to serve as members of Senatus Academicus, in accordance with section 15 of the Higher Education Governance (Scotland) Act 2016.

Appendix 1: Draft New Senate Ordinance

6. A student member elected under section 5 of this Ordinance shall remain a member of the Senatus Academicus for a period of one year from a date which shall from time to time be determined by the University Court on the recommendation of the Senatus Academicus, and shall be eligible for re-election for the same period provided that:

- a. a student member elected under section 5 of this Ordinance shall demit office on ceasing to be a student at the University;
- b. a student member elected under section 5 of this Ordinance may resign membership at any time.

7. Elections for academic staff members shall be held annually on dates to be fixed by the Senatus Academicus to fill vacancies for elected members occurring in the normal course and shall be conducted in accordance with the rules determined by the University Court in accordance with section 16 of the Higher Education Governance (Scotland) Act 2016 and on the recommendation of the Senatus Academicus.

8. Elections for student members shall be held annually on dates to be fixed by the Senatus Academicus to fill vacancies for elected members occurring in the normal course. Elections for student members shall be conducted by the Students' Association, under the supervision of the Senatus Academicus, in accordance with rules made by the University Court, in accordance with section 16 of the Higher Education Governance (Scotland) Act 2016.

9. The number of members elected under sections 3 and 5 of this Ordinance shall comprise more than 50 per cent of the membership of the Senatus Academicus in accordance with section 15 of the Higher Education Governance (Scotland) Act 2016.

10. In accordance with section 17 of the Higher Education Governance (Scotland) Act 2016, the validity of the proceedings of the Senatus Academicus shall not be affected by any:

- a. vacancy in membership (or category of membership);
- b. defect in the appointment of a member.

11. On the date on which this Ordinance comes into force, Ordinance No. 204 (Composition of the Senatus Academicus) and Ordinance No. 206 (Composition of the Senatus Academicus – Amendment of Ordinance No. 204) shall be revoked.

12. This Ordinance shall come into force after its approval by Her Majesty in Council on a date to be determined by the University Court acting upon the recommendation of the Senatus Academicus.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of the Writing (Scotland) Act 1995.

Member of the University Court

University Secretary

Approved by Order in Council, dated XXXX

Appendix 1: Extant Senate Ordinances 204 and 206

UNIVERSITY OF EDINBURGH ORDINANCE No 204

COMPOSITION OF THE SENATUS ACADEMICUS

At Edinburgh, the Tenth day of June, Two thousand and two.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1, empowers the University Court to amend the composition of the Senatus Academicus, which is at present regulated by the Universities (Scotland) Act 1858, Section 5, and by our Ordinance No 199:

AND WHEREAS the University Court has on the recommendation of the Senatus Academicus by our Resolution No 19/2001 established new academic management arrangements effective from 1 August 2002:

AND WHEREAS the University Court, on the recommendation of the Senatus Academicus, wishes to amend the composition of the Senatus Academicus in order that it may reflect these new academic management arrangements:

THEREFORE the University Court, in exercise of the powers conferred upon it by Sections 3 and 4 of the Universities (Scotland) Act 1966, and with particular reference to paragraphs 1 and 4 of Part I of Schedule 2 to that Act, hereby statutes and ordains:

1. Readers, senior lecturers, and lecturers who hold appointments from the University Court as attested by a contract of employment issued either by or on behalf of the Secretary to the University or by the University Personnel Department, and University Demonstrators and members of the academic research staff in the University who hold appointments from the University Court and who meet the definition laid down in the Schedule to this Ordinance, shall be admitted to membership of the Senatus Academicus in numbers which shall from time to time be determined by the University Court on the recommendation of the Senatus Academicus, provided always that the number of places for readers, senior lecturers, and lecturers so admitted shall not be less than one half of the number of Professors of the University, including the Principal of the University.

2. The number of places on the Senatus Academicus made available to readers, senior lecturers, and lecturers in terms of Article 1 of this Ordinance shall be allocated among the Colleges of the University in such manner as the Court shall from time to time on the recommendation of the Senatus determine, and the readers, senior lecturers, and lecturers shall, by election, fill the number of places so allocated, provided that

- (a) where a reader, senior lecturer, or lecturer is a member of more than one College, he or she shall not, in respect of such elections, be permitted to take part in an election in more than one College;
- (b) where a reader, senior lecturer, or lecturer holds an appointment from the University Court which makes him or her a member of no College, he or she shall be permitted on prior application to take part in any election in the single College of his or her choice;
- (c) a reader, senior lecturer, or lecturer so elected shall remain a member of the Senatus for such period not exceeding three years as the Senatus may determine at the time at which the vacancy which he or she is elected to fill occurs: provided that any member of the Senatus who is elected to serve as a Senatus Assessor on the University Court shall continue as a member of the

Appendix 1: Extant Senate Ordinances 204 and 206

Senatus until his or her period of office as a Senatus Assessor expires, subject to the provisions of sub paragraph (f) below;

- (d) a reader, senior lecturer, or lecturer elected under this Article shall throughout his or her membership of the Senatus be debarred from voting or taking part in the election of any assessor of the General Council to the University Court;
- (e) it shall be competent for any reader, senior lecturer, or lecturer who is already a member of the Senatus to be re elected on the expiry of his or her period of membership, provided that at the time of re election he or she is qualified under Article 1 of this Ordinance; and
- (f) a reader, senior lecturer, or lecturer shall continue as a member of the Senatus only so long as he or she is qualified under Article 1 of this Ordinance.

3. The procedure for the election of readers, senior lecturers, and lecturers to membership of the Senatus shall be as follows:

- (a) elections of readers, senior lecturers, and lecturers to membership of the Senatus shall be held in each College during the term immediately prior to the summer vacation of each academic year;
- (b) any casual vacancy arising in the course of an academic year shall remain unfilled until the next annual election to be held in terms of sub paragraph (a) above;
- (c) in each College the Head of College or his or her nominee shall act as Returning Officer;
- (d) at least twenty one days before the date of the election, the Returning Officer shall issue to every elector in his or her College notice of the date of the election, the closing date for acceptance of nominations, the number of vacancies to be filled, the names of those members of the College (if any) who are continuing in membership of the Senatus and the periods for which they are so continuing, and a nomination form, including a clause of consent; he or she shall also make available on request to any elector in his or her College a list of those in the College who are eligible for nomination;
- (e) nominations, signed by a proposer and a seconder on the form provided, shall be returned to the Returning Officer at least fourteen days before the date of the election and shall be displayed on a College notice board;
- (f) if the number of nominations received is equal to or less than the number of vacancies to be filled, the persons so nominated shall be declared by the Returning Officer to be duly elected; and the remaining vacancies, if any, shall be deemed to be casual vacancies;
- (g) if the number of nominations received exceeds the number of vacancies to be filled, the Returning Officer shall conduct a poll. The poll shall be conducted by postal ballot, or by such other method as the Senatus shall from time to time decide on the recommendation of the College concerned;
- (h) each elector shall be entitled to as many votes as there are vacancies in the College;

Appendix 1: Extant Senate Ordinances 204 and 206

- (i) the votes shall be counted by members of College staff not themselves eligible to participate in the election, and the result shall be announced by the Returning Officer;
- (j) the result of the election in each College shall be displayed on a College notice board.

4. University Demonstrators and academic research staff eligible for membership of the Senatus Academicus in terms of Article 1 of this Ordinance shall, by election and on the basis of a single constituency, fill the number of places determined by the Court on the recommendation of the Senatus in terms of Article 1 of this Ordinance, provided that

- (a) a University Demonstrator or member of the academic research staff so elected shall remain a member of the Senatus for such period not exceeding three years as the Senatus may determine at the time at which the vacancy which he or she is elected to fill occurs: provided that any member of the Senatus who is elected to serve as a Senatus Assessor on the University Court shall continue as a member of the Senatus until his or her period of office as Senatus Assessor expires, subject to the provisions of sub paragraph (d) below;
- (b) a University Demonstrator or member of the academic research staff elected under this Article shall throughout his or her membership of the Senatus be debarred from voting or taking part in the election of any assessor of the General Council to the University Court;
- (c) it shall be competent for any University Demonstrator or member of the academic research staff who is already a member of the Senatus to be re elected on the expiry of his or her period of membership provided that at the time of re election he or she is qualified under Article 1 of this Ordinance; and
- (d) a University Demonstrator or member of the academic research staff shall continue as a member of the Senatus only so long as he or she is qualified under Article 1 of this Ordinance.

5. The procedure for the election of University Demonstrators and members of the academic research staff to membership of the Senatus shall be as follows:

- (a) an election shall be held during the term immediately prior to the summer vacation of each academic year;
- (b) any casual vacancy arising in the course of an academic year shall remain unfilled until the next annual election to be held in terms of sub paragraph (a) above;
- (c) the University Secretary or his or her nominee shall act as Returning Officer;
- (d) at least twenty one days before the date of the election, the Returning Officer shall issue to every elector notice of the date of the election, the closing date for acceptance of nominations, the number of vacancies to be filled, the names of those University Demonstrators and members of the academic research staff (if any) who are continuing in membership of the Senatus and the periods for which they are so continuing, and a nomination form, including a clause of consent; he or she shall also make available on request to any elector a list of those University Demonstrators and members of the academic research staff who are eligible for nomination;

Appendix 1: Extant Senate Ordinances 204 and 206

- (e) nominations, signed by a proposer and a seconder on the form provided, shall be returned to the Returning Officer at least fourteen days before the date of the election and shall be displayed on a notice board in the Old College or otherwise as the Senatus may determine from time to time;
- (f) if the number of nominations received is equal to or less than the number of vacancies to be filled, the persons so nominated shall be declared by the Returning Officer to be duly elected; and the remaining vacancies, if any, shall be deemed to be casual vacancies;
- (g) if the number of nominations received exceeds the number of vacancies to be filled, the Returning Officer shall conduct a poll. The poll shall be conducted by a postal ballot, or by such other method as the Senatus shall from time to time decide;
- (h) each elector shall be entitled to as many votes as there are vacancies;
- (i) the votes shall be counted by members of the staff of the University Secretary, and the result shall be announced by the Returning Officer;
- (j) the result of the election shall be displayed on a notice board in the Old College or otherwise as the Senatus may determine from time to time.

6. Every person who holds any of the following posts or offices shall, if not already a member of the Senatus under the provisions of Section 5 of the Universities (Scotland) Act 1858 or of Articles 1 and 2 of this Ordinance, be a member of the Senatus during his or her tenure of that post or office:

- (a) Vice-Principal
- (b) Assistant Principal
- (c) Head of College
- (d) University Librarian
- (e) Director of Quality Assurance
- (f) Director of the Edinburgh University Computing Service
- (g) Head of a School in a College
- (h) Head of a cross-College School
- (i) Any other office which is specified by the Court on the recommendation of the Senatus, which specification shall remain valid for the duration of the postholder's tenure of that office: provided that the total of such specified offices
 - (a) does not exceed 24, and
 - (b) comprises –
 - 1. not more than five offices in each College, being those of office bearers within it, which offices are proposed by the Head of College to the Senatus for specification, and
 - 2. not more than nine University or College offices other than any of those specified in (d)-(h) above.
- ¹(j) Principal of the Edinburgh College of Art while the University accredits the Edinburgh College of Art.

7. In determining the number of readers, senior lecturers, and lecturers to be elected to membership of the Senatus Academicus in terms of Articles 1 and 2 of this Ordinance, no

¹ Amended in accordance with Edinburgh Ordinance 206

Appendix 1: Extant Senate Ordinances 204 and 206

account shall be taken of any reader, senior lecturer or lecturer who holds any of the posts or offices referred to in Article 6 of this Ordinance.

8. Ordinance No 199 is hereby revoked.

9. This ordinance shall come into force after its approval by Her Majesty in Council on a date to be determined by the University Court acting upon the recommendation of the Senatus Academicus.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Member of the University Court

University Secretary

SCHEDULE

In pursuance of Article 1 of the foregoing Ordinance,

(1) University Demonstrators and members of the academic research staff in the University shall be eligible to be members of the Senatus Academicus and to participate in elections for membership, provided that on 31st January preceding the election (or on such other date as the Senatus may from time to time determine) they hold appointments from the University Court, as attested by a contract of employment issued by the University Personnel Department, either as University Demonstrators or members of the academic research staff.

(2) University Demonstrators and members of the academic research staff who have once been eligible in terms of paragraph (1) of this Schedule shall remain eligible until their period of employment in the University as a University Demonstrator or member of the academic research staff shall have ceased.

Approved by Order in Council, dated 16 July 2002.

Appendix 1: Extant Senate Ordinances 204 and 206

UNIVERSITY OF EDINBURGH ORDINANCE No 206

COMPOSITION OF THE SENATUS ACADEMICUS -
AMENDMENT OF ORDINANCE No 204

At Edinburgh, the Thirty-first day of May, Two thousand and four.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1, empowers the University Court to amend the composition of the Senatus Academicus, which is at present regulated by the Universities (Scotland) Act 1858, Section 5, and by our Ordinance No 204:

AND WHEREAS the University Court has noted that the Senatus Academicus has approved the Memorandum of Agreement for the accreditation of the Edinburgh College of Art in order for the University to validate Edinburgh College of Art degrees:

AND WHEREAS the University Court, on the recommendation of the Senatus Academicus, wishes to amend the composition of the Senatus Academicus in order that it may reflect these new arrangements:

THEREFORE the University Court, in exercise of the powers conferred upon it by Sections 3 and 4 of the Universities (Scotland) Act 1966, and with particular reference to paragraph 1 of Part I of Schedule 2 to that Act, hereby statutes and ordains:

1. Paragraph 6 of the above Ordinance No 204 shall be amended to include: -

“(j) Principal of the Edinburgh College of Art while the University accredits the Edinburgh College of Art”.

2. This ordinance shall come into force after its approval by Her Majesty in Council on a date to be determined by the University Court acting upon the recommendation of the Senatus Academicus.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Timothy O’Shea
Member of the University Court

Melvyn Cornish
University Secretary

Approved by Order in Council, dated 27 July 2004.

Appendix 2 – Draft Amending Ordinance to amend Ordinance No. 202

[DRAFT] UNIVERSITY OF EDINBURGH ORDINANCE No. XXX

AMENDMENT OF ORDINANCE 202
(GENERAL COUNCIL MEMBERSHIP AND REGISTRATION:
AMENDMENT OF ORDINANCE No 186)

At Edinburgh, the xxx day of xxx, Two thousand and xxx.

WHEREAS the University Court deems it expedient to amend the conditions under which the register of members of the General Council is to be maintained:

THEREFORE the University Court of the University of Edinburgh, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, and with particular reference to paragraphs 1 and 5 of Part I of Schedule 2 to that Act, hereby statutes and ordains:

1. In section 1 of the said Ordinance 202, the fourth sentence be amended to omit the word 'fax' and the final sentence be amended to omit the words 'or of a General Council Assessor to the University Court'.
2. This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Member of the University Court

University Secretary

Approved by Order in Council, dated xxx

Appendix 2 – Extant Ordinance No. 202 with proposed changes marked

UNIVERSITY OF EDINBURGH ORDINANCE No 202

GENERAL COUNCIL MEMBERSHIP AND REGISTRATION: AMENDMENT OF ORDINANCE No 186

At Edinburgh, the Twenty-fifth day of March, Two thousand and two.

WHEREAS the Universities (Scotland) Act 1966, Section 10(1), provides that the University Court shall cause to be maintained a register of members of the General Council in accordance with provisions to be prescribed by Ordinance:

AND WHEREAS in terms of Sections 3 of the said Act and of paragraphs 1 and 5 of Part I of Schedule 2 thereto, the University Court has power to amend by Ordinance the composition, powers, and functions of, *inter alia*, the General Council, and to prescribe the conditions under which the register of members of the General Council is to be maintained:

AND WHEREAS the University Court deems it expedient to amend the conditions under which the register of members of the General Council is to be maintained:

THEREFORE the University Court of the University of Edinburgh, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, and with particular reference to paragraphs 1 and 5 of Part I of Schedule 2 to that Act, hereby statutes and ordains:

1. The Register of Members of the General Council shall be maintained on computer. The Registrar shall arrange for the annual revision of the Register of Members, and for this purpose the Register shall be closed on 10 December each year, or on such other date as the University Court may determine. The revised Register of Members shall be available to members for inspection in the University Library and in the office of the Registrar in a form to be determined by the University Court but which shall exclude addresses. It shall be open to an individual to enquire by telephone, email, post, or in person whether his or her name and other details are included in the Register, but no information shall be divulged without satisfactory proof of the identity of the correspondent or caller. Subject to the provisions of Section 6 of Ordinance No 186, the revised Register of Members shall then be conclusive evidence during the twelve months immediately following 10 December of the right of any member of the General Council to vote in the election of the Chancellor or in any other business in respect of which a vote may be required at meetings of the General Council.

2. Section 5 of Ordinance No 186 (General Council Membership and Registration) is hereby revoked.

3. This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Member of the University Court

Secretary to the University

Approved by Order in Council, dated 16 July 2002.

Appendix 3 – Draft New Ordinance to replace Ordinance No. 210

[DRAFT] UNIVERSITY OF EDINBURGH ORDINANCE No. XXX

ELECTION OF CHANCELLOR AND CHAIRING OF GENERAL COUNCIL MEETINGS

At Edinburgh, the xxx day of xxx, Two thousand and xxx.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1 empowers the University Court to amend the composition, powers and functions *inter alia* of the General Council and Schedule 2, Part I, paragraph 3 of that Act empowers the University Court to fulfil the purposes *inter alia* of section 14 of the Universities (Scotland) Act 1889 and section 14(4) of that Act includes as one of the purposes *inter alia* to regulate the time, place and manner of presenting and electing University officers:

THEREFORE the University Court, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, and with particular reference to paragraphs 1 and 3 of Part I of Schedule 2 to that Act, hereby statutes and ordains:

Meetings of the General Council

1. At the meetings of the General Council, the Chancellor, whom failing the Rector, whom failing the Principal, whom failing the Chancellor's Assessor shall preside; and in the absence of all the said Officials the Chair shall be elected by the meeting, provided that, at any meeting of the Council held in furtherance of electing an Assessor or Assessors to the University Court, no member of the Senatus Academicus, member of staff of the University of Edinburgh or matriculated student of the University of Edinburgh shall preside. The Chair shall have a deliberative and a casting vote, and in case of an equality of votes, the Chair or any one appointed by the University Court to act for the Chair as hereinafter provided, shall have a casting vote. The Chair of the meeting shall decide all points of order.

Election of a Chancellor

2. (1) The Chancellor shall be elected for life by members of the General Council whose details are contained within the General Council Register by means of a single transferable vote system. The election shall be conducted in accordance with this Ordinance and arrangements determined from time to time by the Business Committee of the General Council.

(2) When a vacancy occurs in the office of Chancellor, the Business Committee of the General Council shall fix the date by which nominations for a successor shall be received, hereinafter called the nomination day, such date to be no fewer than 90 days from the date of the vacancy. The Secretary of the General Council shall intimate the nomination day and the conditions for the nomination of candidates in accordance with the arrangements determined from time to time by the Business Committee of the General Council. No person who is a member of staff of the University of Edinburgh or who is a matriculated student of the University of Edinburgh shall be eligible for nomination for election as Chancellor.

(3) The result of the election shall be transmitted to the Secretary of the University Court as soon as it is established and the said Secretary shall disseminate the said result within the University.

Appendix 3 – Draft New Ordinance to replace Ordinance No. 210

Validity of an election

3. The validity of any election held in terms of this Ordinance shall not be affected by any defect in the procedure carrying out such election unless on the application of a candidate or an individual designated by the candidate to represent them to the Secretary of the General Council prior to the results of the election being declared, the Convener or Acting Convener of the Business Committee of the General Council shall after due enquiry declare the election invalid.

Incapacity of Chair or Secretary

4. If the Chair of a meeting or the Secretary of the General Council is incapacitated by illness or otherwise from discharging the duties in reference to an election imposed by this Ordinance, or if the office of Secretary becomes vacant, the University Court in the case of the Chair of the meeting, and the Business Committee in the case of the Secretary, shall appoint a person to discharge such duties and the person so appointed shall, so far as the purposes of the election are concerned, act as, and be deemed to be, Chair of the meeting or Secretary, as the case may be.

Revocation of Ordinances

5. On the date on which this Ordinance comes into force, Ordinance No. 210 (Election of Chancellor and General Council Assessors and Chairing of General Council Meetings) shall be revoked.

Effective date

7. This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Member of the University Court

University Secretary

Approved by Order in Council, dated xxx

Appendix 3 – Existing Ordinance No. 210 with proposed changes marked

UNIVERSITY OF EDINBURGH ORDINANCE No. ELECTION OF CHANCELLOR AND CHAIRING OF GENERAL COUNCIL MEETINGS

At Edinburgh, the, Two thousand and.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1 empowers the University Court to amend the composition, powers and functions *inter alia* of the General Council and Schedule 2, Part I, paragraph 3 of that Act empowers the University Court to fulfil the purposes *inter alia* of section 14 of the Universities (Scotland) Act 1889 and section 14(4) of that Act includes as one of the purposes *inter alia* to regulate the time, place and manner of presenting and electing University officers:

THEREFORE the University Court, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966, and with particular reference to paragraphs 1 and 3 of Part I of Schedule 2 to that Act, hereby statutes and ordains:

Meetings of the General Council

1. At the meetings of the General Council, the Chancellor, whom failing the Rector, whom failing the Principal, whom failing the Chancellor's Assessor shall preside; and in the absence of all the said Officials the Chair shall be elected by the meeting, provided that, at any meeting of the Council held in furtherance of electing an Assessor or Assessors to the University Court, no member of the Senatus Academicus, member of staff of the University of Edinburgh or matriculated student of the University of Edinburgh shall preside. The Chair shall have a deliberative and a casting vote, and in case of an equality of votes, the Chair or any one appointed by the University Court to act for the Chair as hereinafter provided, shall have a casting vote. The Chair of the meeting shall decide all points of order.

Election of a Chancellor

2. (1) The Chancellor shall be elected for life by members of the General Council whose details are contained within the General Council Register by means of a single transferable vote system. The election shall be conducted in accordance with this Ordinance and arrangements determined from time to time by the Business Committee of the General Council.

(2) When a vacancy occurs in the office of Chancellor, the Business Committee of the General Council shall fix the date by which nominations for a successor shall be received, hereinafter called the nomination day, such date to be no fewer than 90 days from the date of the vacancy. The Secretary of the General Council shall intimate the nomination day and the conditions for the nomination of candidates in accordance with the arrangements determined from time to time by the Business Committee of the General Council. No person who is a member of staff of the University of Edinburgh or who is a matriculated student of the University of Edinburgh shall be eligible for nomination for election as Chancellor.

(3) The result of the election shall be transmitted to the Secretary of the University Court as soon as it is established and the said Secretary shall disseminate the said result within the University.

Validity of an election

Appendix 3 – Existing Ordinance No. 210 with proposed changes marked

4. The validity of any election held in terms of this Ordinance shall not be affected by any defect in the procedure carrying out such election unless on the application of a candidate or an individual designated by the candidate to represent them to the Secretary of the General Council prior to the results of the election being declared, the Convener or Acting Convener of the Business Committee of the General Council shall after due enquiry declare the election invalid.

Incapacity of Chair or Secretary

5. If the Chair of a meeting or the Secretary of the General Council is incapacitated by illness or otherwise from discharging the duties in reference to an election imposed by this Ordinance, or if the office of Secretary becomes vacant, the University Court in the case of the Chair of the meeting, and the Business Committee in the case of the Secretary, shall appoint a person to discharge such duties and the person so appointed shall, so far as the purposes of the election are concerned, act as, and be deemed to be, Chair of the meeting or Secretary, as the case may be.

Revocation of Ordinances

6. On the date on which this Ordinance comes into force, Ordinance No. 210 (Election of Chancellor and General Council Assessors and Chairing of General Council Meetings) shall be revoked.

Effective date

7. This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Professor Peter Mathieson

Member of the University Court

Sarah Smith

University Secretary

Approved by Order in Council, dated

The University of Edinburgh

Senate

29 May 2019

Careers & Employability: Year-On Update

Executive Summary

The Strategic Discussion at the May 2018 meeting of Senate considered the case for, and opportunities to, further strengthen and embed support for Careers & Employability across the University. This paper provides a brief update on key developments over the last 12 months and highlights changing context and resultant future activity.

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

Supporting our students' personal, professional and career development aligns with our mission to enable our graduates to be exceptional individuals equipped to address global challenges, and supports our partnership working with industry.

Action requested

This paper is for information. Senate members with comments or questions should direct these to Shelagh Green, Director for Careers & Employability Shelagh.Green@ed.ac.uk.

Resource / Risk / Compliance

1. **Resource implications (including staffing)** None at present
2. **Risk assessment:** The activities report on seek to reduce any reputational risk and potential damage to league tables, rankings and subsequent recruitment, from failing to effectively support our student's transitions to careers and life beyond University carries.
3. **Equality and Diversity** This has been considered and no impact assessment is required
4. **Freedom of information** Open

Key words

careers, employability, graduate outcomes, student support

Originator of the paper

Shelagh Green, Director for Careers and Employability
14th May 2019

Update to Senate on Careers and Employability, May 2019

Context

Senate's positive engagement with and recognition of this as a shared institutional imperative and responsibility in May 2018 was welcomed. The external drivers for this are unchanged: scrutiny from direct and indirect funders of Higher Education on the outcome and perceived return on investment remains high. The Scottish Government has indicated a desire to intensify the outcome agreements process, which includes metrics related to graduates outcomes, specifically:

- the number and proportion of Scotland domiciled graduates entering positive destinations
- the number and proportion of Scotland domiciled full-time first degree respondents entering professional occupations.

Developments over the past 12 months

The recent L&TC Task Group identified the curricular experience, backed by active support from those in learning and teaching leadership roles, as crucial to embed and support equal access. Consequently, and ahead of any curriculum review, this has been an area of focus in the last year.

Curriculum Development

A short-life project used desk based research, structured interviews with, and self-reflection by Schools, to assess current provision at a programme level against a 10-element checklist of practices likely to evidence support for careers and employability. This revealed a patchwork of excellent examples of practice across all 10 elements and also examples within all schools. The next phase is development of a toolkit to share practice and provide support for the development of further activities to increase coverage across all elements and all schools.

The special call on employability within PTAS has resulted in several innovative projects which will directly benefit participating schools, and provide learning that is applicable and shareable beyond the individual discipline. Projects are active in Business School, Deanery of Clinical Sciences, School of History, Classics and Archaeology, School of Geosciences, School of Social and Political Science and School of Veterinary Sciences.

Learning & Teaching Leadership

Engaging with Senior Tutor and Director of Teaching networks to explore and understand their role and potential in supporting this agenda has been beneficial. It surfaced a clear willingness and opportunity, alongside a need to ensure clarity of roles, expertise and expectations. The importance of collaboration and partnership working is apparent and is something which should be picked up as part of the current review of student support and personal tutor systems

Discussions with several Heads of School have echoed this message and are leading to the development of more strategic collaborations, resulting in employability action plans with greater impact and buy-in. Maintaining this momentum and ensuring alignment with future curriculum and student support changes will be vital.

Boards of Studies occupy a unique position to support this agenda. Recent input to the Boards of Studies network on curriculum design and embedding employability was well received, with discussion centred on ways to 'extract' employability from existing curricula, enabling students to make more overt connections between academic learning and career and personal development. A PTAS project is underway in HCA to ensure more formal and

explicit inclusion of employability within Board of Studies approval processes for new courses and revisions to existing courses, while making the employability features of all courses more visible to current and prospective students.

Quality Assurance & Enhancement

Our QA&E process can provide both a lever for and a measure of development. More systematic consideration of careers and employability issues will become the norm within the Teaching Programme Review process, with representation from the Careers Service at remit and review meetings. This change was introduced for the 19/20 review schedule, and has garnered immediate and positive benefits, surfacing existing good practice and noting areas for development and enhancement. The need to integrate reflective practice and support the acquisition of work-ready skills through high quality work based and experiential learning were particular themes.

Quantifying the impact of recent activity and greater focus on this issue is difficult. We will review the next set of results from the key questions within NSS when available. The replacement of the Destination of Leavers of Higher Education Survey (taken 6 months after graduation) with the Graduate Outcomes Survey (15 months after graduation) presents a particular challenge. The first set of data will not be released until early 2020. We will not have a baseline to assess from, however it will be possible to gauge our relative performance within the sector. At present there is some concern about the quality and robustness of the data emerging from this centralised survey, with response rates much lower than desired.

Looking Ahead

Changes within the internal landscape, particularly the appointment of a VP Student and the development of a Student Experience Action Plan, create excellent opportunities to both mainstream and accelerate support for careers and employability in a variety of ways.

- Direct initiatives, such as support for WP student mentoring and enterprise education
- Related projects, particularly curriculum review and the review of student support and the PT system: these present significant opportunity to embed employability and careers support within the mainstream curricular and student support ecosystems, as an intentional consequence of a world-class, contemporary learning and teaching experience.
- Related opportunities, such as work allocation modelling: ensuring accountability, ownership and structural support at a discipline level was a recommendation of the L&TC Task Group. However time to engage with this was identified as a key barrier.

‘Student Skills and Employability’ is a proposed theme for the 2020 ELIR process. This reinforces the significance of this area of work, while providing opportunity for continued action, critical reflection and external perspectives. In considering this we will need to be mindful of the needs of students at all levels. The visibility of undergraduate outcomes within league tables and other metrics, has resulted in the prioritisation of action to support this group. However we recognise it is equally important to address the career development needs of our PGT and PGR students.

Spring 2020 will see the release of the first data from the new Graduate Outcomes Survey. Notwithstanding current concerns about response rates, this will be the first chance to re-visit our contextualised performance in terms of absolute graduate outcomes, and also to explore graduate’s own perceptions of their career progress. This may also have a bearing on how we address the needs of our current students, and on how we support and engage with our recent graduates as an important cohort within our alumni community.

The University of Edinburgh

Senate

29 May 2019

Communications from the University Court

Executive Summary

To update Senate on certain matters considered by the University Court at its meeting on 29 April 2019.

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

Not applicable.

Action requested

Senate is invited to note the report. The draft Resolutions in Item 9 were previously circulated for comment at the e-Senate meeting of 7-15 May 2019.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

- 1. Resource implications (including staffing)**
Where applicable, as covered in the report.
- 2. Risk assessment**
Where applicable, as covered in the report.
- 3. Equality and Diversity**
Where applicable, as covered in the report.
- 4. Freedom of information**
Open paper.

Key words

University Court

Originator of the paper

Kirstie Graham, Deputy Head of Court Services, May 2019

COMMUNICATIONS FROM THE UNIVERSITY COURT
29 April 2019

1 Student Experience Action Plan

Court considered an update on the proposed multi-strand programme of work intended to address student experience, noting this had been developed further following the last Court seminar, with six priority areas underpinned by 70 individual strands of work, with a programme management methodology used to plan, cost, evaluate and prioritise these. Taking this forward amounted to an additional £15.3m commitment over three years and the Senior Leadership Team had identified this as a priority area in the planning round discussions. The Senior-Vice Principal drew members' attention to the next steps, emphasised the importance of communication and measurement and noted this was intended as a holistic plan that recognised the intersection between student and staff experience and mediated between detailed activity and larger cultural change.

2 City Region Deal Data Driven Innovation Skills Gateway

Proposals for a Data Driven Innovation (DDI) Skills Gateway have been developed in collaboration with regional and national partners, as part of the Edinburgh and South East Scotland City Region Deal Integrated Regional Employability and Skills (IRES) activity funded by Scottish Government. The activity brings together industry, universities, colleges, schools and other partners to provide an integrated pipeline of skills development and progression routes into data careers. The activities are overseen by a DDI Skills Gateway Advisory Board that will look for opportunities to align with activities being developed as part of the wider DDI Programme, and help facilitate the sharing of expertise, content and experience across the delivery partners. Court approved the University continuing to take a lead throughout the eight year programme delivery.

3 King's Building Nucleus

Court approved a major new £48m development at the heart of the King's Buildings Campus. The King's Buildings Masterplan was endorsed by Estates Committee in May 2015. Core to delivery of the masterplan vision is the creation of a hub with modern learning and teaching accommodation adjacent to support activities such as study spaces, library, student services, catering, sport and social facilities, to be known as the King's Buildings Nucleus. Its proposed completion in 2022 will allow the majority of undergraduate teaching and learning for College of Science and Engineering students to take place at King's Buildings campus from the beginning of the 2022/23 academic year.

4 International Collaborations

Court considered the following international collaborations: a transnational partnership with the Government of the State of Gujarat, India, to establish a Gujarat Biotechnology University, noting that academic governance approvals are still required; and further development of the partnership with Shanghai JiaoTong University to establish a Low Carbon College (SJTU LCC) in Shanghai Lingang, China.

5 Planning Round 2019-22

Court approved the financial plans for the next rolling 3 year cycle 2019-22. The plans encompass the impact of the City Region Deal and assume a series of management actions to address short term cost pressures while the Service Excellence Programme supports improvement in service delivery and sustainable release of resource through improved process design.

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

The proposed University budget allocations to the Edinburgh University Students' Association and Edinburgh University Sports Union for 2019-20 were approved.

7 Outcome Agreement 2019/20

The draft Outcome Agreement for 2019/20 was approved and authority delegated to the Deputy Secretary, Strategic Planning, to finalise and submit the Outcome Agreement to the Scottish Funding Council by 30 April 2019.

8 Equality, Diversity Monitoring & Research Committee (EDMARC) Staff and Student Reports 2018

The EDMARC staff and student reports 2018 were approved for publication.

9 Resolutions

The following resolution was approved: Resolution No. 6/2019: Foundation of a Personal Chair of Fluid Mechanics.

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

Draft Resolution No. 14/2019: Undergraduate Degree Programme Regulations

Draft Resolution No. 15/2019: Postgraduate Degree Programme Regulations

Draft Resolution No. 16/2019: Higher Degree Programme Regulations

The University of Edinburgh

Senate

29 May 2019

Report from Central Academic Promotions Committee

Executive Summary

Report of the recommendations of the Central Academic Promotions Committee.

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

Action requested

For information.

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

Resource/Risk/Compliance

1 Resource implications

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

2. Risk Assessment

Does the paper include a risk analysis? No

3. Equality and Diversity

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

4. Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Louise Kidd
HR Partner Reward
University HR Services
17 May 2019

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE

The Committee met on 13 May 2019 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 48 nominations for award of the academic title of Personal Chair. All Personal Chairs are effective 1 August 2019 as follows:

Title	Initial	Surname	College	School	Personal Chair Title
Dr	J	Burke	CAHSS	Edinburgh College of Art	Personal Chair of Renaissance Visual and Material Cultures
Dr	M	Canevaro	CAHSS	History, Classics and Archaeology	Personal Chair of Greek History
Dr	M	Corley	CAHSS	Philosophy, Psychology and Language Science	Personal Chair of Speech, Language and Cognition
Ms	S	Ewing	CAHSS	Edinburgh College of Art	Personal Chair of Architectural Criticism
Dr	M	Harris	CAHSS	Divinity	Personal Chair of Natural Science and Theology
Dr	J	Harrison	CAHSS	Law	Personal Chair of Environmental Law
Dr	M	Holmes	CAHSS	Social and Political Science	Personal Chair of Emotions and Society
Dr	L	Jeffery	CAHSS	Social and Political Science	Personal Chair of Anthropology of Migration
Dr	R	Jepson	CAHSS	Health in Social Science	Personal Chair of Public Health in Social Science
Dr	M	Keown	CAHSS	Literature, Languages and Culture	Personal Chair of Pacific and Postcolonial Literature
Dr	G	McCluskey	CAHSS	Moray House School of Education	Personal Chair of School Exclusion and Restorative Practice
Dr	V	McCune	CAHSS	Moray House School of Education	Personal Chair of Student Learning (University Education)
Dr	R	McIntosh	CAHSS	Philosophy, Psychology and Language Science	Personal Chair of Experimental Neuropsychology
Dr	D	Messina	CAHSS	Literature, Languages and Culture	Personal Chair of Italian and Comparative Literature
Dr	R	Nicol	CAHSS	Moray House School of Education	Personal Chair of Student Learning (Place-Based Education)
Dr	M	Ota	CAHSS	Philosophy, Psychology and Language Science	Personal Chair of Language Development
Dr	G	Pentland	CAHSS	History, Classics and Archaeology	Personal Chair of Political History
Dr	R	Rossi	CAHSS	Business School	Personal Chair of Uncertainty Modeling
Dr	G	Trousdale	CAHSS	Philosophy, Psychology and Language Science	Personal Chair of Cognitive Linguistics

Title	Initial	Surname	College	School	Personal Chair Title
Dr	T	Bachmann	CMVM	Deanery of Biomedical Sciences	Personal Chair of Molecular Diagnostics and Infection
Dr	K	Blissitt	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Equine Cardiology
Dr	D	Davidson	CMVM	Deanery of Clinical Sciences	Personal Chair of Host Defence and Inflammation Biology
Dr	A	Drake	CMVM	Deanery of Clinical Sciences	Personal Chair of Epigenetics and Metabolism
Dr	I	Dunn	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Avian Biology
Dr	S	Forbes	CMVM	Deanery of Clinical Sciences	Personal Chair of Diabetic Medicine
Mr	E	Harrison	CMVM	Deanery of Clinical Sciences	Personal Chair of Global Surgery and Data Science
Dr	D	Kluth	CMVM	Deanery of Clinical Sciences	Personal Chair of Medical Education
Dr	E	Theodoratou	CMVM	Deanery of Molecular, Genetic and Population Health Sciences	Personal Chair of Cancer Epidemiology and Global Health
Dr	R	Bingham	CSE	GeoSciences	Personal Chair of Glaciology and Geophysics
Dr	G	Blakely	CSE	Biological Sciences	Personal Chair of Microbial Genetics and Biotechnology
Dr	R	Blythe	CSE	Physics and Astronomy	Personal Chair of Complex Systems
Dr	C	Campbell	CSE	Chemistry	Personal Chair of Medical and Biological Spectroscopy
Dr	S	Cockroft	CSE	Chemistry	Personal Chair of Supramolecular Chemistry
Dr	P	Doerner	CSE	Biological Sciences	Personal Chair of Applied Biology
Dr	M	El Karoui	CSE	Biological Sciences	Personal Chair of Bacterial Systems Biology
Dr	M	Graham	CSE	GeoSciences	Personal Chair of Environmental Geochemistry
Dr	R	Grima	CSE	Biological Sciences	Personal Chair of Mathematical Biology
Dr	T	Komura	CSE	Informatics	Personal Chair of Computer Graphics
Dr	M	Marina	CSE	Informatics	Personal Chair of Networked Systems
Dr	H	McQueen	CSE	Biological Sciences	Personal Chair of Biology Education
Dr	M	Metzger	CSE	GeoSciences	Personal Chair of Environment and Society
Dr	C	Morrison	CSE	Chemistry	Personal Chair of Computational Chemistry
Dr	T	Oh	CSE	Mathematics	Personal Chair of Dispersive Equations
Dr	J	Peñarrubia	CSE	Physics and Astronomy	Personal Chair of Gravitational Dynamics
Dr	M	Rovatsos	CSE	Informatics	Personal Chair of Artificial Intelligence
Dr	M	Seery	CSE	Chemistry	Personal Chair of Chemistry Education
Dr	N	Shortt	CSE	GeoSciences	Personal Chair of Health Geographies
Dr	S	Tsaftaris	CSE	Engineering	Personal Chair in Machine Learning and Computer Vision

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

Title	Initial	Surname	College	School	Personal Chair Title
Dr	E	Hunter	CAHSS	School of History, Classics and Archaeology	Personal Chair of Global and African History