MINUTES OF AN ORDINARY MEETING OF THE SENATUS ACADEMICUS held
in Lecture Theatre B, Chancellor's Building, Little France on 3 February 2016

Sederunt: The Principal, Professors S Bayne, R Cann, K Chapman, C Clarke, B Corcoran, H Critchley, Mr H Dingwall, T Fawcett, R Fisher, P Foster, N Gisborne, I Gordon, T Harrison, J Hillston, C Jeffery, W Loretto, L McAra, F Mackay, C Pulham, G Reid, N Robertson, M Schwannauer, J Smith, R Sparks, D Sridhar, B Stanley, J Stewart, S Tudhope, Drs S Beames, S Chan, L Dritsas, J Goodare, A Holloway, P Norris, G Palattiyil, S Prost, S Riley, P Walsh, Ms S Ward, Dr D Watson

Associate members: Ms U Macikene, Mr M Vidmar, Ms I Wilson,

In attendance: Dr N Appleton, Dr I Beange, Mr R Biddle, Mrs K Bowman, Mr J Broadhurst, Mr Ryan Broll, Ms K Brook, Dr Tom Bruce, Mr N Burns, Ms G Cameron, Ms H Cementine, Ms J Cockell, Ms C Cook, Mr E Craig, Dr M De Vries, Ms L Everitt, Mrs K Fairfoul, Mr E Fergusson, Mr M Franceschi, Ms S Graham, Mrs J Grier, Ms S Griffin, Ms R Gaukroger, Ms K Harris, Dr E Ibrahim, Ms T Ironside, Ms P Jones, Ms B Laing, Dr I Lauchlan, Mr R Leask, Ms A McDonald, Ms J McGregor, Ms M MacKenzie, Ms P McManus, Dr S McGeown, Ms I Majewsky, Ms S Norman, Mr B Neilson, Mrs J Ntsele, Dr S Ogle, Ms C Price, Dr Robin Ramsey, Ms L Reilly, Ms L Robinson, Dr V Ruiz, Ms J Shaw, Mr C Shearer, Ms R Simmonds, Ms S Smith, Ms R Strain, Mr D Tate, Mr R Tye, Mr T Ward, Ms P Ward (minutes)

The moment of reflection was delivered by Urte Macikene, EUSA Vice President Services, who spoke powerfully about identity and living in the UK as an immigrant. She urged those present to consider the personal implications of internationalisation.

Non-Senate members who were in attendance for the presentation and discussion section of the meeting were welcomed.

PRESENTATION AND DISCUSSION THEME: Edinburgh Global

The focus of the presentation and discussion was internationalisation and the University's new Edinburgh Global Plan which would be launched later in the year and would seek to advance engagement across three thematic areas – global partnerships, global community and global exchange.

Five members of staff and two students shared their experiences of internationalisation:

1. Introduction
Mr Alan Mackay, Director of the International Office, spoke about the University of Edinburgh's international strengths. It was noted that 40% of the University's students were international, and that the University was extremely successful in the areas of transnational and digital education. Mr Mackay also highlighted the accelerating pace of change in international higher education, demanding world challenges, rising expectations, and shifting centres of power. It would be essential for Edinburgh's new Global Plan to addresses these changes and challenges.

2. Edinburgh Global
Professor James Smith, Vice-Principal International also referred to the expected pace of change over the next five years, and outlined a number of drivers of change: globalisation and internationalisation; power in the world shifting South and East; rising competition, demographic trends and changes in global demand for higher education; digital and transnational education; and the development of global / transnational citizens. Three

themes had been identified to enable the University to consider solutions in a more holistic way: building and engaging our global communities; delivering global opportunities; and creating global partnerships. Building relationships and finding new ways of working would be key to enabling us to transform and be transformational.

3. Global Teaching Partnership

Three members of staff presented on their involvement in global teaching partnerships. Rachel Simmonds, Edinburgh College of Art (ECA), spoke about her experience as a 'Flying Academic' for the collaborative partnership that exists between ECA and Shanghai College of Fashion and Innovation, Donghua University, Shanghai. The many benefits for staff and students in both countries were described.

Dr Tom Bruce from the School of Engineering presented on the University's '2+2' partnerships with Chinese universities, which allow Chinese students to study for two years in China before transferring to Edinburgh to complete their final two years of study. These programmes started in the School of Engineering but now operate in all Schools within the College of Science and Engineering. Attendees were advised that the programmes have many advantages: they attract high calibre students with a strong academic record and are therefore low risk; they generate good fee income, and funds that can be fed back into scholarships; and there have been benefits for the wider University community, for example, one of the Chinese universities involved in the partnerships providing a tutor to teach Mandarin to Edinburgh University students during Innovative Learning Week.

Dr Robin Ramsay from the Centre for Population Health Sciences spoke about the online distance learning Family Medicine postgraduate programme which is taught in partnership with the Christian Medical College, Vellore, India. It was noted that this programme bridges a gap in countries where good quality, postgraduate education in family medicine is limited, in a very cost effective way. Students greatly value the global learning community they can access through the programme.

4. Go Abroad and Student Perspective

Two students who had benefited from the Principal's Go Abroad Fund – Ryan Broll and Rhys Mckenna – gave fascinating presentations on their participation in a Swahili Summer School in Tanzania and Menswear Design Internship in New York respectively. The students valued the personal development opportunities their time abroad afforded them, as well as the chance to experience new cultures, meet new people, and put skills into practice.

Discussion

The following points were raised during the discussion:

- Concerns were raised about the fact that Chinese national students on a new, collaborative programme between Edinburgh Medical School: Biomedical Sciences and Zhejiang University will be required to undertake military training. The Vice-Principal International acknowledged that this was an issue and indicated that discussions were ongoing.
- Ways in which the experiences of students undertaking independently-arranged, oversees travel might be recognised was discussed. The possibility of using the Edinburgh Award for recognising achievement of this type was raised.
- The potential impact of internationalisation on climate change was raised. It was agreed that the University had a responsibility to think carefully about the impact of all travel, and to be sure that benefits outweighed costs. It was also noted that some aspects of the

University's international strategy – for example, increasing online distance learning provision – involved minimal travel.

- Attendees discussed immigration and the difficulties overseas students encounter when trying to obtain work visas at the end of their studies. The Principal advised those present that, in partnership with the Scottish Government, the University was involved in ongoing discussions with the UK Government regarding immigration policy. Whilst this had resulted in some positive developments, for example, recognition that the Scottish, four-year degree required students to have longer study visas, there was further work to be done.
- It was agreed that ways in which the front page of the University's website might be used to better celebrate Edinburgh's international students would be considered.
- The importance of ensuring that the University's Support Services prepared students for the return to their home countries at the end of their studies, for example by providing relevant careers support, was highlighted.
- The possibility of encouraging the University's biggest suppliers to offer Edinburgh students more work-based placements was raised.
- Ways in which the University might work against the sense that on-campus learning was preferable to distance learning were considered. Possibilities raised included offering hybrid models with a combination of online distance learning and campus visits, offering winter or summer schools, and ensuring University support services met the needs of online as well as on-campus students.

FORMAL BUSINESS

Principal's Communications

The Principal advised Senate members that, in response to discussions at Senate Committees and feedback from staff and students, a review of the structure of the academic year would be undertaken. The review would involve consultation across the University and benchmarking with other institutions. Any changes agreed would be implemented from academic year 2018/19.

It was reported that applications for 2016/17 were very strong. There had been significant increases in Postgraduate and Home-Scotland/EU applications. In addition, there had been a substantial increase as compared with this time last year in the number of successful research grant applications.

The University had been involved in lengthy discussions with the Sottish Government about the funding settlement. It was reported that core research funding would be protected.

Development and Alumni was commended for its recent, exceptional work with the Carlyle Circle.

1. Report of E-Business Conducted 12 – 20 January 2016
No comments were received in relation to the E-Senate business. All items were therefore deemed approved or noted as appropriate.

2. Senate Assessor Vacancies – Call for Nominations
Senate approved the regulations for the conduct of the Senate Assessor Elections to be held on 16 and 17 March 2016 and the constitution of the Scrutinising Committee, and noted that the call for nominations was now open (closing date, noon on Wednesday 17 February 2016).

3. Conferment of the Title of Emeritus Professor

Senate conferred the title of Emeritus Professor upon those professors who had recently retired or whose retirement was imminent.

4. Report from Central Academic Promotions Committee

Members noted the out of cycle creation of a Personal Chair.

5. Resolutions – Chairs

Senate made no observations on the draft Resolutions.

6. Senate Membership of Knowledge Strategy Committee

Senate approved the Senatus representation on Knowledge Strategy Committee.

ARISING FROM THE MINUTES

7. Special Minutes

Senate adopted the Special Minutes for Professors E Austin and G Murray.

COMMUNICATIONS

8. Higher Education Governance Bill

A verbal update on the Bill was provided by the University Secretary. Amendments to previous drafts of the Bill had addressed many of the University's concerns, including removing the proposed cap on the size of Senate. However, the current draft proposed that universities should have an elected senior lay member in addition to universities retaining Rectors where they already have them. At present, the University has a Rector, elected by staff and students, and a second, senior governor, appointed by Court through and open recruitment process. Senate members agreed unanimously that the University's current system of governance is straightforward and democratic and ensures it has individuals with the correct skills and experience, and therefore opposed the proposed changes.

9. Fulfilling Our Potential: Teaching Excellence, Social Mobility and Student Choice

Members of Senate noted the UK Government consultation paper, which had both direct and indirect implications for Scottish institutions. The University had responded to the consultation, raising the following key points:

- The University of Edinburgh recognises the importance of high standards in teaching.
- Scottish higher education has distinctive and valuable features which any Teaching Excellence Framework (TEF) should take into account.
- Any TEF introduced should be UK-wide and therefore based on UK-wide consultation.
- The University supports the research proposals outlined in the consultation.

Attendees raised concerns about:

- the proposals for opening up the sector for emerging, private providers; and
- the potential to introduce a successful TEF, given that the future of the Quality Assurance Agency and the Higher Education Statistics Agency are unclear in the paper.

A request for more School-level support and resourcing for teaching and learning technology was made.

It was noted that EUSA had submitted a separate response to the consultation.

10. Enhancement-Led Institutional Review – Outcome and Response

It was reported that the draft report of the Enhancement-Led Institutional Review (ELIR) had now been received, and the University had received the highest possible outcome of 'Effective'. Ten areas of University activity had been commended, and there were five areas for development. The final report would become public in March, and the Assistant Principal Academic Standards and Quality Assurance would initiate workstreams to take forward action required in response.

11. Student Experience Update
Senate was reminded that, at its previous meeting, it has discussed learning and teaching as an unambiguous priority for the University. Since this meeting, the Senior Vice-Principal and Deputy Secretary Student Experience had met with all Schools to discuss learning and teaching. Many examples of good practice had been identified, as well as some issues requiring further action through relevant committees. Members were advised that a new website had been launched to showcase excellence and share and debate ideas and approaches to learning and teaching: http://www.ed.ac.uk/staff/teaching-matters

12. Light Touch Governance Review: Senate and Senate Committees
Senate was reminded that a light touch governance review had been undertaken in the previous session to fulfil the requirements of the Scottish Code of Good Higher Education Governance. In general, Senate and its Committees had been found to be working well, although there were some areas for development including communications, induction and the interaction between Senate Committee planning and University planning processes. A more formal, externally-facilitated review would take place in due course. Senate endorsed the recommendations contained within the paper.

13. Update from 3 Projects – Student Systems
Senate members were provided with an update on three different Systems' developments:

- The Assessment and Progression Tools Project
- The roll-out of the EvaSys course evaluation tool and processes
- The development of Student Data Dashboards (name to be changed to School Data Dashboards)

It was noted that EvaSys would replace the existing course evaluation systems used by some Schools, and would cover taught postgraduate as well as undergraduate courses.

Philippa Ward
Senate Clerk
10 February 2016