



THE UNIVERSITY *of* EDINBURGH

Senatus Academicus

Wednesday 3 October 2018 at 2.00 p.m.
Informatics Forum, Crichton Street

AGENDA

Strategic Presentation and Discussion Open to all members of staff

1. **Teaching and Academic Careers**
Convened by Professor Charlie Jeffery, Senior Vice-Principal
with presentations by a range of speakers
2. **The Accessible and Inclusive Learning Policy**
Introduced by Paddy Corscadden, Director, Student Disability Service
and Eileen Xu, Students' Association Disabled Students' Officer

Tea/Coffee Break

3. **Enhancing the Student Experience – Approach and Action Plan** S 18/19 1 A
Introduced by Professor Charlie Jeffery, Senior Vice-Principal
4. **Refreshing the University's Strategic Plan**
Introduced by Pauline Jones, Head of Strategic Performance and
Research Policy

Formal Senate Business Open to Senate members only

PRESIDENT'S COMMUNICATIONS

5. Report of E-Business conducted 11 – 19 September 2018 S 18/19 1 B
For approval
6. Student Partnership Agreement update S 18/19 1 C
For formal noting
7. Special Minutes S 18/19 1 D
For approval

COMMUNICATIONS

8. Edinburgh University Students' Association Priorities for 2018-19 S 18/19 1 E
For information
9. Draft Ordinance - Composition of Court S 18/19 1 F
To make observations

10. Resolutions S 18/19 1 G
To make observations

11. Membership of Senate
Ex Officio - College of Science and Engineering
Dr Linda Kerstein, Dean of Education Quality Assurance and Culture
Mr Stephen Warrington, Dean of Student Experience
For formal noting

CLOSED

12. Honorary Degrees/Posthumous Awards S 18/19 1 H
For approval

The University of Edinburgh

Senate

3 October 2018

Enhancing the Student Experience – Approach and Action Plan

Executive Summary

This paper sets out the proposed approach and action plan for student experience.

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

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

Action requested

For discussion

How will any action agreed be implemented and communicated?

Further discussion will continue in the University Court, Principal's Direct Reports Group, and University Executive on related, significant initiatives that can further support the required culture change, including discussions on size and shape, and prioritisation in our capital programme.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There is no direct resource request in this paper but significant resource is allocated to improving the student experience.

2. Risk assessment

Failure to continue enhancing the student experience and meet student expectations for both learning/teaching and other elements of student life may lead to reputational damage and affect the University's ability to attract the brightest and best students in the future.

3. Equality and Diversity

There may be equality and diversity implications to be considered for new or revised policies or practices required by the action plan.

4. Freedom of information

Open

Originator of the paper

Charlie Jeffery, Senior Vice-Principal

Gavin Douglas, Deputy Secretary, Student Experience

Background and context

National Student Survey (NSS) 2018

The University of Edinburgh's results in the National Student Survey 2018 are extremely disappointing (A full analysis of the NSS 2018 results is available on the wiki: <https://www.wiki.ed.ac.uk/display/sur/National+Student+Survey>). The University dropped by 5.2% on the headline measure of Overall Satisfaction and fell also on all other Primary Theme measures. On six out of nine Primary Theme measures the University is ranked among the bottom dozen universities in the UK.

There is also significant variation in results across Schools and within Schools, and significant volatility in this year's results compared to last year's. Only two Schools – the Vet School and Divinity – are within the Russell Group upper quartile on a majority of the Primary Theme measures.

The simple conclusion is that student satisfaction at the University of Edinburgh is nowhere near high enough, and that students have much too inconsistent an experience both across and within Schools.

These poor results clearly bring reputational risk with the potential to impact on student demand. They are also damaging to staff morale. Many colleagues – both academic and professional services staff – have worked hard to address the challenges raised by NSS. And many colleagues across the University are both diligent and creative in devising and delivering teaching and in providing student-facing services. But this work has had little or no traction on NSS survey results; our relative position in the sector has been poor since the survey launched.

Discussion

Changing approach

The apparent intractability of the student experience challenge, and its impacts on reputation and morale, require a change of approach. The conclusion drawn from a series of discussions convened by the Principal with senior colleagues from across the University over the last few weeks is that poor NSS results are symptomatic of a deeper set of 'cultural' challenges – deeply-engrained assumptions and patterns of behaviour that impact on how we deal with students, and how we value teaching relative to research.

Put simply we do not cherish our students enough from their first point of contact with the university onwards, and our expectations of high performance in teaching do not match those we have for research. In both respects we must change, no longer just tackling 'symptoms' revealed by NSS, but their deeper causes. As the Principal put it in his email to all staff shortly after the NSS results were published: 'This must be a clarion call to all of us to make changes: we must face this head on.'

Some of these changes include specific actions, and are detailed in the Action Plan in Appendix 1. Others are more fundamental and require collective recognition of, mobilisation to address, and accountability for, our student experience challenge. This applies to all academic staff, whatever the balance of their roles in research or in teaching. And it applies to both academic and professional services staff, so that all dimensions of student experience are captured.

Expectations and leadership

All staff will work to meet the following expectations:

- That we need in all of our roles to cherish our students and work to ensure they have an outstanding experience
- That we need to achieve standards of performance in teaching equivalent to those in research

Delivering on these expectations will require concerted leadership at all levels of the University, from the Principal down. So the Principal's Direct Reports Group will collectively drive a focus on the student experience challenge at university level. Heads of College and Support Group will identify a leadership formation to do the same within their fields of operation. The same will apply at School level and – where appropriate – at sub-School level in bigger Schools. At all levels there will be intensive engagement with student representatives.

Each leadership level will be responsible for delivery of the expectations set out above, and will be held to account on their delivery of those expectations by

- regular reporting on a set of health-check indicators on student experience such as (for schools and programmes) admissions quality and volume – retention data – levels of attainment – levels of student satisfaction – outcomes and graduate destinations, with a similar set to be devised for professional service teams
- regular reporting on progress on the measures set out in the Action Plan in Appendix 1.

Action Plan

The Action Plan in Appendix 1 identifies a series of measures designed to give effect to the expectations set out above. A number of these will be taken forward immediately and others over the course of this academic year and (in some cases) beyond. The Action Plan also sets in prospect a substantial review of our curriculum structures as a medium term objective. A member of the Principal's Direct Reports Group has designated responsibility for progress on each action.

Among the key actions are:

- The establishment of a Teaching and Academic Careers Working Group to ensure we have the right incentives and procedures in place to recognise teaching excellence in academic careers
- A Review of the Delivery of Advice and Support to Students which will explore changes to the Personal Tutor system alongside the changes to professional services for student support under development in the Service Excellence Programme
- A focus on enhancing Staff Experience in recognition of the interdependencies of quality of staff experience and quality of student experience
- A focus on ensuring an effective Student Voice through an enhanced and responsive representative system
- The appointment of a new Vice-Principal for Students to work alongside Heads of College and Support Group in delivering a high quality student experience and to take forward work on curriculum reform.

Student Experience Action Plan – DRAFT

This action plan sets out the initiatives that we will take forward in 18/19 and beyond to ensure that the student experience is at the heart of our thinking across all areas of the University and that our expectations of high performance in research are matched by equally high expectations of teaching and student support.

Review points:

Progress with this plan will be monitored by the Principal's direct reports group, with formal reporting to University Executive and Court in 18/19 as follows:

University Executive

20/11

15/1

19/3

14/5

University Court

3/12

18/2

29/4

17/6

What?	Who is responsible?	Who supports?*	Notes	Target date
For Immediate Action				
1. Implementing agreed actions consistently				
a. Induction meetings for final year students	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Deputy Secretary Student Experience	Already under way through joint email to Heads of School by Senior Vice Principal and Students' Association VP Education.	Semester 1 action completed. Repeat at start of semester 2 2018/19

b. Consistent delivery of mid-semester feedback for all UG students	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Assistant Principal Assessment and Feedback	Good progress already made. Secure full delivery for UG students this year, extend to PGT next subject to review in semester 2 and Quality Assurance Committee approval.	Review and decisions by end semester 2 18/19
c. Systematic coverage of teaching/other student experience themes in annual review for academic and professional services staff	Heads of College (and through them Heads of School) and Heads of Professional Service Groups, ensuring consistency of action in Schools/Professional Services units	Director of HR	Some good practice happening already but we need to both ensure consistency of guidance for all staff and monitor implementation of this guidance more consistently.	tbc
d. Ensuring we give due weight to teaching in academic promotions and other reward processes	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Director of HR	Materials and advice are already clear, and practice is robust in College and University level processes. But there is uncertainty about how (consistently) School-level processes are carried out. Messaging around Grade 10 reward and recognition could also be strengthened.	tbc
e. Structured programme of student, staff and leadership facing communications	Principal, Heads of College (and through them Heads of School), and Heads of Professional Service Groups, ensuring consistency of communications University-wide	Deputy Secretary Student Experience and Director of CAM	Work under way to improve 2-way coordination between all areas, with staffing resource and budgets in place. Includes strengthened communications with senior leaders eg Leaders' Forum.	Rolling programme throughout 18/19 with review June 19
2. Teaching in Academic Careers Working Group ('Teaching Track')	Senior Vice Principal with VP People and Culture	Director of Academic Services and Director of HR	Explore potential for "teaching career track" to allow expert teachers to progress to senior roles on basis of teaching	Consultation on Principles this semester including 3 October Senate; any subsequent changes in policy and procedure to be considered next semester with a view to implementing any changes from 2019-20.

3. Review of Delivery of Advice and Support to Students	Senior Vice Principal with Assistant Principal Academic Support and Deputy Secretary Student Experience	Assistant Principal Academic Support and Deputy Secretary Student Experience	The rationale for a review of Personal Tutor system is now widely accepted. Work on this will be taken forward under joint oversight of Senate Learning & Teaching Committee and the Student Administration and Support strand of the Service Excellence Programme. Additional resources tbc	Proposals for student support changes to be approved spring 2019; proposals for PT changes no later than autumn 2019.
4. Inter-campus transport and off-site transport	Director of Corporate Services	Director of Estates	A transport strategy has been commissioned from Peter Brett Associates and is currently being scoped.	Transport strategy for discussion early 2019
5. Establish strong and visible structures for enhancement and review of student experience at all levels	Principal, his Direct Reports, and their Direct Reports (and to the next level, especially sub-units of big Schools if needed)	Senior Vice Principal (progress on agreed actions) and Deputy Secretary Student Experience (student experience 'health-check' metrics)	Each level in the system to establish specific structures to train focus on, and ensure delivery of, measures to enhance student experience, reporting 'upwards' and providing a two-way communication mechanism. Key issues are a) upgrading the dashboard of metrics for academic areas to track admissions – retention – attainment – student satisfaction –outcomes / destinations b) creating a dashboard for professional services c) enhancing / revitalising Course Enhancement Questionnaires Resourcing challenges in Student Systems being explored.	Revised / enhanced data dashboards available by Dec 2018 for use from semester 2 onwards
For action this academic year				
6. Enable staff voice through a clear focus on Staff Experience	University Secretary with VP People and Culture	Director of HR CIO / Deputy Secretary (Student Experience)	The University-wide staff survey is already live and will close 28/9. Delivery, analysis and discussion of Staff Survey will be central – to be used to animate a more purposeful 'What's the University for?' conversation? A new "suggestions and comments" scheme Uni-wide will offer additional means of identifying good practice/raising concerns by staff	Initial staff survey results available November 2018. Suggestion scheme live by 11/19

7. Enable student voice through an enhanced and responsive representative system	Heads of College and through them Heads of School, ensuring consistency of action in Schools	Assistant Principal Academic Standards and Quality Assurance and the Students' Association CIO / Deputy Secretary (Student Experience)	Continue to support the reform of the student representative system led by the Students' Association and to ensure clearer routes for Student/Staff Liaison Committees and School Councils to escalate 'upwards' where matters can't be dealt with locally (link to review of Senate Committees – item 10 below). Opportunities to strengthen student representation on management groups as well (as is now the case for the University Executive). A new “suggestions and comments” scheme Uni-wide will offer additional means of identifying good practice/raising concerns by students	New programme representative structures in place in all schools by start of 19/20 Suggestion scheme live by 11/19
8. Strengthen support for those tasked with leading change in this area	Heads of College (and through them Heads of School), and Heads of Professional Service Groups	<i>Director of HR</i>	Review and enhance the professional development of and support for Heads of School and other key leaders through improved engagement and communications (see 1e above); peer mentoring / buddying schemes; leadership and change management training etc	tbc
9. Focus on academic community-building	Heads of College and through them Heads of School, ensuring appropriate action in Schools	Senior Vice Principal and the Student's Association	This is a high priority but complex area that requires further consideration. It is partly an estate issue, but also a discipline / curricular one, a student-led one, a staff-led one, an IT-enabled one... Important to identify the right scale for action (whether at School, Subject, or Programme level and to work with student representatives, societies, peer-learning networks etc. Further exploration with students and staff needed at Academic Strategy Group in 18/19 with further actions identified thereafter.	Initial review at ASG by Dec 18
10. Review status of student experience in Senate Committee structures	Senior Vice Principal	Director of Academic Services	Opportunity to review standing, remit and membership of Learning and Teaching Committee, possibly to become Student Experience Committee. Further opportunity to review role of and support for Boards of Studies.	Review completed by June 2019, with implementation of any changes for start of 2019-20.
11. Cherishing our students				
a. Ensure welcoming and friendly student facing services from first point of contact with the University	Heads of Professional Services Groups and Heads of College (and through them Heads of School)	Deputy Secretary Student Experience / Deputy Secretary	There are a range of issues that need to be addressed here including staff training and career development – systems and processes – structures – service standards. These are all being addressed through strands of the Service Excellence Programme.	Student Administration and Support proposals for review by Feb 2019,

		Governance & Strategic Planning		implementation over rest of 18/19 and 19/20 Student Recruitment and Admissions website upgrades by Aug 19 and enquiry management systems by Feb 20
b. Enhance student digital experience	Chief Information Officer & Librarian	Heads of College and through them Heads of School where we need to secure greater consistency	Among the various issues raised are: lecture recording roll-out, electronic resource lists, (standard?) effective platforms for assessment and feedback, exam timetabling, online chat support for student enquiries. Need to prioritise, initially within current resources.	Dates subject to further consultation and review
12. Appoint a cohort of Chancellor’s Fellows for teaching	Heads of College	<i>Director of HR</i>	We will explore the pros and the cons of the proposal, which would be a strong symbolic step but may be seen to cement a T vs R divide. Resource implications also need to be considered further, as does interplay with other schemes eg Clinical Teaching Associates	Initial decision by Mar 19 with any new scheme that may be approved to open for applications late summer 19.
13. Appoint new VP focused on student experience	Principal	<i>Director of HR</i>	Changes above will locate responsibility for teaching and student experience more directly and explicitly within standard line management structures and out of the current remit of SVP (and associated APs). A new VP could then focus on cross-cutting and pedagogical issues, notably curriculum reform (see below).	tbc
Preparing for medium-term change				
14. Curriculum reform	New VP Student Experience (SVP in the interim)	Assistant Principals, Director of Academic Services, Director of the IAD,	There appears to be broad recognition that we need to review curriculum structure and pedagogy. This would be a large, medium term project for the new VP to lead. In the interim we can open up and shape a wider conversation on key issues we will need to consider including	tbc

		Director of the Careers Service.	digital education, experiential learning (including outdoor/residential education), employability and skills, needs of WP students, etc.	
15. Study spaces	CIO and Librarian in conjunction with Director of Estates		Given the number of free text comments on the lack of student study spaces it is necessary to review our provision of this important facility for students. The CIO and Director of Estates are taking forward an initial review of this area.	Initial discussion at University Executive in Sep 18 with further actions to be confirmed thereafter

* Where the role is *in italics*, this is subject to further discussion with the role holder.

The University of Edinburgh

Senate

**Report of Electronic Business of Senate conducted between
Tuesday 11 and Wednesday 19 September 2018**

FORMAL BUSINESS

1. Minutes from the Senate meeting held on 30 May 2018 (e-S 18/19 1 A)

Senate approved the minutes of the meeting of Senate held on 30 May 2018.

- a. Special Meeting and Graduation Ceremonials on 30 June, 2, 3, 4, 5, 6, 7, 9 and 10 July 2018

The minutes of the Special Meetings and Graduation Ceremonials in June and July 2018 were taken as read and approved. It was noted that copies were available from Student Administration, Old College.

2. Procedure for the Award of Professor Emeritus Status (e-S 18/19 1 B)

Senate approved the Procedure for the Award of Emeritus Status.

3. Externally-Facilitated Review of Senate – Terms of Reference (e-S 18/19 1 C)

Senate noted the Terms of Reference for the Externally-Facilitated Review of Senate.

4. Membership of Senate (e-S 18/19 1 D)

Senate noted the changes to the membership of Senate.

5. Conferment of the title of Professor Emeritus (e-S 18/19 1 E)

Senate agreed to confer the title of Professor Emeritus on those professors listed in the paper who had recently retired, or whose retirement was imminent.

MATTERS ARISING

6. Special Minute (e-S 18/19 1 F)

Senate adopted the Special Minute for Professor Robin Wallace, Emeritus Professor of Renewable Energy Systems.

COMMUNICATIONS AND REPORTS

7. Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2017/18 (e-S 18/19 1 G)

Senate formally noted the report.

8. Communications from the University Court (e-S 18/19 1 H)

Senate noted the content of the report from the University Court on its meeting of 18 June 2018.

9. Knowledge Strategy Committee Report (e-S 18/19 1 I)

Senate noted the report of the Knowledge Strategy Committee.

The University of Edinburgh

Senate

3 October 2018

Student Partnership Agreement update

Executive Summary

Senate approved the first Student Partnership Agreement for the University on the 4th October 2017. The paper provides an overview of activity during 2017/18 to implement the Student Partnership Agreement and sets out the themes for the Student Partnership Agreement for 2018/19.

The agreement serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values and our approach to partnership.

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

The paper aligns with the University's mission to provide the highest-quality research-led teaching and learning, and the strategic objective – Leadership in Learning. It specifically aligns with the Learning and Teaching Strategy that emphasises our commitment to working in partnership with students to bring about enhancements to learning and teaching, in particular through the development of a partnership agreement and in facilitating effective dialogue with students and in representation of student views.

Action requested

Senatus is invited to note the themes for 2018/19.

How will any action agreed be implemented and communicated?

The themes for 2018/19 have been communicated to Schools inviting applications for small project funding.

A showcase event will be held on 9th October 2018 to present outcomes from a number of projects carried out during 2017/18. Booking for the event can be made via MyEd:

<https://www.events.ed.ac.uk/index.cfm?event=book&scheduleID=31051>

Subsequent KPIs will be developed to track progress against the agreement and communicate back to staff and students.

Resource / Risk / Compliance

1. Resource implications (including staffing):

Costs involved in staff engagement with the Partnership Agreement will be met as part of ongoing enhancement activity by schools and colleges. The Agreement does not require additional work; it mainly emphasises working in partnership on a small number of aspects that schools are already working on as part of NSS actions plans and other enhancement activity. The Senior Vice- Principal as however contributed funds to encourage some additional small projects.

2. Risk assessment:

There is a risk associated with not working in partnership with students to enhance the student experience. The risk is that students act as consumers rather than co-creators of their university experience.

3. Equality and Diversity:

Equality and Diversity is a key underlying motivation for the Partnership Agreement; to enhance the student experience for all students. An Equality Impact Assessment was carried out in March 2018.

4. Freedom of information:

Can this paper be included in open business? Yes

Originator of the paper

Diva Mukherji, VP Education, Edinburgh University Students' Association

Megan Brown, Academic Engagement Coordinator, Edinburgh University Students' Association

Tina Harrison, Assistant Principal Academic Standards and Quality Assurance

Gillian Mackintosh, Academic Policy Officer, Academic Services

21 September 2018

Student Partnership Agreement (SPA)

Overview from 2017/18 and themes for 2018/19

Overview and reflections from 2017/18

Senate approved the first Student Partnership Agreement for the University on the 4th October 2017. The partnership agreement serves to highlight ways in which the wider University, including all staff and students, can effectively work together to enhance the student experience. It sets out our values and our approach to partnership.

The priorities we agreed to work on together during academic year 2017-2018 were Student Voice, Academic Support and Promoting Mental Health and Wellbeing.

Following the launch of the agreement, Senior Vice-Principal Professor Charlie Jeffery made funds available for students and staff to submit bids to undertake projects that support the partnership agreement. The projects had to involve both students and staff, and link to one of the partnership agreement key themes.

A total of 27 applications were received and the project funding panel approved 14 projects, some of which will be showcased at an event on 9th October 2018. The panel were impressed with the positive outcomes from the projects, particularly some of the resources and initiatives that were developed and can be shared more widely across the institution. In addition, Academic Services are producing a booklet which include information about the projects and will be made available to School Reps and Schools.

Funds are now available again for 2018/19 and we have recently written to Schools inviting applications to participate in small projects.

Themes for 2018/19

The Student Partnership Agreement themes for 2018/19 were approved at the Senate Learning and Teaching Committee meeting in September 2018. Based on feedback from students - from the National Student Survey, the Postgraduate Taught Experience Survey, our internal course and programme surveys - and from The Students' Association, the three key themes of Academic Support, Promoting Positive Mental Health and Wellbeing and Student Voice will remain as priorities to be addressed during this academic year. Recognising the positive impact that the agreement has already had e.g. the interest in the small projects process; the themes will continue to build on this success and to allow for greater continuity and impact.

Although the priority areas will remain the same, under each theme we have identified specific areas that staff and students may wish to work on together (these are highlighted in bold)

Academic Support:

- **Supporting staff and students to develop effective learning communities.**

Promoting positive mental health and wellbeing

- **Supporting staff and students to develop initiatives that promote Community Building.**
- Facilitating the growth of peer support networks and co-creating a range of events for Mental Health Awareness Week and across the academic year.

- Supporting staff and students in key support/peer mentor roles through mental health training and guidance.

Student Voice:

- Continue working towards a programme level representation structure for all student groups to enable student feedback to be shared and addressed.
- **Working to develop initiatives that promote inclusion equality and diversity.**
- **Co-creating learning opportunities. e.g. collaborative projects where staff and students work together to design/re-design courses/ assessments or programmes.**

Reviewing the Student Partnership Agreement

The Partnership Agreement will continue to be reviewed annually to check on progress and to review the themes following the election of student sabbatical officers and outcomes from major student surveys. If the themes remain relevant they may continue for a further academic year to allow for greater continuity and impact.

The University of Edinburgh

Senate

3 October 2018

Special Minutes

Executive Summary

The paper provides the Special Minutes for Professors V Cree, A Griffiths and J Ross.

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

Not applicable.

Action requested

The Senatus is invited to adopt the Special Minutes.

How will any action agreed be implemented and communicated?

Emeritus Professor procedures for communication will be followed.

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.

Any Other Relevant Information, including keywords

Special Minute

Originator of the paper

Senate Secretariat
October 2018

Special Minute
Professor Vivienne Cree MA, BA, PhD, Dip SW, Cert Y&C, FAcSS
Emerita Professor of Social Work Studies

Vivienne (Viv) Cree retires from The University of Edinburgh on 30th September 2018. By this time, she will have completed 26 years as Lecturer in Social Work, Senior Lecturer and Professor of Social Work Studies at the university. Viv has been a highly regarded international figure in the field of the pedagogy of social work education and student learning, the history of social work and the academy, and child welfare, making important contributions both to research and to the education and training of students and social workers and social work managers.

Viv is an alumni of The University of Edinburgh, having been awarded a post-graduate Diploma in Social Work in 1981, five years after first achieving a post-graduate Certificate in Youth and Community Studies at Jordanhill College in Glasgow. She went on to complete her PhD at Edinburgh in 1992, the year of her initial appointment as a Lecturer in Social Work at the university. Viv's PhD allowed her to pursue three recurring themes of her work since then - sociology, history and hearing people's stories, with a particular focus on archival work and documentary analysis.

Between 1981 and 1992, Viv practised as a social worker in Scotland. Following her appointment to a lectureship, she taught and conducted research on a range of sociological and social work related topics. She went on in 2001 to undertake a four-year spell as Associate Dean (Admissions) of the College of Humanities and Social Science, during which time she led a major cross-college initiative in undergraduate admissions. Not only did she bring six former faculties' admissions' processes and procedures together, but she also pioneered a new approach to admissions that brought contextual data into selection for the first time. It was the combination of this work, and her achievements in research and teaching excellence, as well as her journal editorial work, that led to her being given a personal chair in 2005. Viv went on to act as Head of Social Work on three occasions, between 2006 and 2009, between 2011 and 2012, and again from January to December 2017. Today, Viv has a very highly regarded reputation as an inspired and inspiring teacher of both undergraduate and postgraduate students, and she has supervised a large number of students to the successful completion of their doctoral studies, as well as mentoring and supporting social work colleagues at home and across the world.

During the past 26 years, Viv's research has been influential internationally. She has published 14 books, and over 50 peer review articles. Her work has been funded through a range of sources, including the Economic and Social Research Council, Scottish Government and philanthropic bodies. Her work has shaped ideas and practice about the pedagogy of professional education, the welfare of children, and the study of the history of social work. She has also made a major contribution to research on student experience. In 2017/2018, Viv curated a series of events marking the centenary of social work education within The University of Edinburgh, culminating in the hosting of the European Conference for Social Work Research, with over 600 delegates, the largest event ever for the host organization, the European Social Work Research Association. In addition, Viv's work has informed and influenced child and family welfare policy in Scotland and elsewhere. She was nominated a Fellow of the Academy of Social Sciences in 2017, in recognition of her research on moral panics and on talking and listening to children.

In her retirement, Viv will continue to supervise her remaining doctoral students, and undertake guest lectures on courses within the university. She also has two ongoing historical research projects, both funded by Scottish Government, which culminate at the

end of 2018. She has plans to continue to write and publish beyond then, and is awaiting confirmation of an application to the Wellcome Trust (led by The University of Edinburgh Library Special Collections) to digitize and archive materials related to social work education at the University of Edinburgh from the past 100 years. She has also been working with colleagues from Sociology at Edinburgh and Social Work at Glasgow Caledonian University on a proposal for a study of communities over time, targeting the ESRC.

Viv has made an outstanding contribution to the work of the University of Edinburgh over a quarter of a century. The social work subject area is the stronger for her teaching, research and public engagement, and we wish Viv, her partner and her sons all the very best for the future. We would be very grateful of her continued association with the School of Social and Political Science, and the ongoing contribution she will make to social work. If approved, Viv would take the title Emerita Professor of Social Work Studies.

Special Minute
Professor Anne Griffiths LLB (Hons) (Edin), PhD (LSE)
Emeritus Professor of Anthropology of Law

Anne Griffiths first came to the University of Edinburgh as an undergraduate in 1974. After qualifying as a solicitor, she returned to the University in 1980 as a lecturer and has remained there ever since, interrupted only by visiting positions at prestigious academic institutions in Continental Europe (Humboldt University in Berlin, the Max Planck Institute for Social Anthropology in Halle, and the International Institute for the Sociology of Law in Oñati – Gipuzkoa, Spain), in Northern America (University of Toronto and University of Texas at Austin), and in southern Africa (University of Zimbabwe and University of Witwatersrand). In 2004 she had the distinction of being the first woman to be appointed to a chair in the Law School at Edinburgh, as Professor of Anthropology of Law, and she continued to hold this chair until her retirement in the summer of 2018.

For most undergraduate students, Professor Griffiths will be remembered as a teacher of family law, and this teaching she undertook willingly and capably throughout her long career at Edinburgh. But while she worked extensively in the field of family law, and published a well-regarded textbook on the subject, Professor Griffiths' main research interests lay elsewhere. At a time when research in private law at Edinburgh was primarily doctrinal in focus, Professor Griffiths turned her attention to subjects which, in the early years at least, seemed to her colleagues exotic or even marginal in nature: legal anthropology, and especially field studies from the perspective of ethnography. In due course, these were areas in which she was to become a prolific writer, and an international authority.

Quite early in her career, Professor Griffiths travelled to Botswana, and that country has remained a central focus of her subsequent work. The initial field studies which she undertook there were written up in an important monograph, *In the Shadow of Marriage: Gender and Justice in an African Community*, published in 1997. In comparing the traditional customary law of Botswana with the common law of the colonial power, Professor Griffiths went beyond a consideration of legal rules to observe how people experience the law. In what amounts to a feminist critique of law and anthropology, she showed how, for women, access to law is determined by social relations over which they have little control.

Later studies in Botswana focused in particular on women's access to, and control over, land, and how this has changed over time. A monograph based on her most recent fieldwork, funded by the Leverhulme Trust and the British Academy, will appear shortly as *Land, Space and Place: Perspectives from Botswana on Framing the Global*.

In a recent paper, Professor Griffiths set out how her fieldwork had influenced her overall approach to law. It was not enough, she said, to view law – *any* law – through conventional “black-letter” sources such as statutes and cases. Social-scientific techniques must also be used to examine the conditions under which people have access to resources and how this shapes their power to negotiate both inside and outside legal fora.

In retirement, Professor Griffiths will divide her time between Edinburgh and Berlin. It seems most unlikely that the flow of research and publications will cease.

Special Minute
Professor James Ross BSc, PhD
Emeritus Professor of Liver Cell Biology

Professor Ross has worked as a researcher at the University of Edinburgh since 1979 and after a successful period in the departments of dermatology and bacteriology, he was recruited subsequently to the University Department of Surgery research laboratories in 1990. He has enjoyed a highly successful period as a research scientist and was appointed Professor of Liver Cell Biology in 2007 in recognition of his position as a world-leading scientist in his field. He has developed an outstanding international reputation for his research in liver cell biology, stem cell biology, cancer and cancer cachexia. He was director of the Tissue Injury and Repair Group in the University of Edinburgh supporting a generation of young academic surgical investigators. Over his career his grant funding totals over £10,000,000 and his papers have been cited over 8,000 times. He has been involved with a number of advisory boards over his career and continues as a member of the NMRC international experts group for the Singapore Ministry of Health. He recently served on an international advisory board for the NMRC Centre grants scheme which was chaired by the late Sir Patrick Sissons. During his appointment, he contributed strongly to the BSC Honours Immunology Course, supported many medical undergraduates as a second year options tutor and latterly as a contributor to the MSc in Inflammation.

His current research has yielded important breakthrough results of international significance. He is work package lead for the StemBANCC consortium (Stem cells for biological assays of novel drugs and predictive toxicology) which is a large-scale, 5 year academic-industry partnership in the area of stem cell research. The total consortium award was €55.6 million from the Innovative Medicines Initiative (IMI) and EFPIA pharmaceutical partners. Ross is the University of Edinburgh lead managing the award of €2,635,159 as well as the budget for work package 10 (Toxicology) (~€5,000,000). StemBANCC brings together a consortium of 35 partners who share their expertise in 12 work packages. It is a collaborative project between pharmaceutical companies, research institutions and small and medium enterprises (SMEs) to exploit the rich body of experience across sectors and enhance knowledge transfer between academia and industry for patient benefit. The goal of StemBANCC is to generate 1,500 induced pluripotent stem cell (iPSC) lines from 500 individuals, including individuals without disease and those with known diseases, to characterise the cells in terms of their genetic, proteomic and metabolic profiles, and make them available to researchers. A key component of the work package led by Ross is to assess the derived induced pluripotent cells for drug safety studies. The toxicology workpackage deals with the development of differentiation protocols and the characterisation of differentiated hepatocytes, cardiomyocytes, renal cells, podocytes and brain aggregates from the derived iPSCs and their use in toxicological assays.

After his retirement, Professor Ross would wish to continue to contribute to ongoing research but principally to ensure that the publications resulting from his most recent research awards are delivered. He is currently co-editing a book of the protocols developed during the project and will add lustre to the reputation of Edinburgh's leadership.

The University of Edinburgh

Senate

3 October 2018

Edinburgh University Students' Association Priorities 2018-19

Executive Summary

This paper provides an introduction to the Students' Association Vice-President Education's priorities for 2018-19.

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

The paper aligns with the strategic objective of 'Leadership in Learning'.

Action requested

For information.

How will any action agreed be implemented and communicated?

To be agreed if specific actions arise from the paper.

Resource / Risk / Compliance

1. Resource implications (including staffing)

To be considered if specific actions arise from the paper.

2. Risk assessment

To be considered if specific actions arise from the paper.

3. Equality and Diversity

The ideas discussed in the paper aim to encourage and support equality and diversity. Equality and diversity implications will be considered further if specific actions arise from the paper.

4. Freedom of information

This paper is **open**.

Originator of the paper

Diva Mukherji, Students' Association Vice President Education
10 September 2018

Edinburgh University Students' Association Priorities 2018-19

1. Promoting diverse curricula

Student groups are increasingly discussing the need for a curriculum which represents voices from various backgrounds, and one wherein students are exposed to a host of different perspectives. Aligning with the work the LTC task group will be conducting, understanding how students interpret a 'diverse curriculum' will be essential in how this work will occur at school-level.

- Creating institutional guidelines which promote diversifying the curriculum as a necessity, while ensuring autonomy to subject areas to interpret the way in which it'd be most appropriate to a discipline.
- Hosting workshops with students to understand what those in various academic areas want to see within their curriculum.
- Raising awareness on the importance of diversity and representation in academic spheres with staff and students.
- Encouraging this is a prioritized guideline for when pre-honours courses are being audited.

2. Creating inclusive teaching environments

We need to ensure that all teaching spaces are comfortable spaces for students from different backgrounds, and that we're able to challenge various view points and opinions in a healthy environment. This includes ensuring students can access necessary support services, both academic and pastoral.

- Emphasizing the importance of the mental health training for all Personal Tutors, and ensuring all Personal Tutors undertake the training.
- Structuring the PT role more clearly, distinguishing the role as an academic and pastoral role, and emphasizing the role PTs play in academic development for students.
- Clarifying to both staff and students the role of the PT, so both groups have a better understanding of what that relationship entails.
- Developing microaggression training, to equip staff with the tools necessary to minimize the impact of microaggressions may have on students from various social backgrounds.
- Continue working to reduce the BME attainment gap.
- Understanding the experiences of widening participation students and increasing levels of support throughout their studies.

3. Developing alternative approaches to learning

Encouraging the use of innovative teaching and learning pedagogies which centre student engagement in their academic journey. By ensuring students have opportunities to critically engage with their studies, we can collectively build wider learning communities.

- Create frameworks encouraging co-curricula and a closer relationship between staff and students in course development.
- Support the development and enhancement of peer learning and mentoring schemes.
- Mainstreaming innovative and forms of assessment which appropriately assess learning outcomes.
- Utilizing better forms of feedback, focusing on how students can constructively implement feedback in future assessment.
- Ensuring students are guided to optimize their experience of taking outside courses, to enhance the first and second year experience.

The University of Edinburgh

Senate

3 October 2018

Draft Ordinance – Composition of the University Court

Executive Summary

Following a paper considered at the February 2018 Senate meeting, this paper provides for comment a draft Ordinance to effect changes to the composition of the University Court to comply with the Higher Education Governance (Scotland) Act 2016.

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

Compliance with the Governance Act is a statutory requirement.

Action requested

To make observations on the draft Ordinance.

How will any action agreed be implemented and communicated?

The draft Ordinance is open for comment during an 8 week statutory consultation period, which concludes on Monday 26 November. After the consultation has closed, a final draft Ordinance will be submitted to the University Court, following which it 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 Court composition is compliant with the Governance Act before the deadline of the end of 2020.

3. Equality and Diversity

One of the core principles used in assessing options for the new composition of the University Court was improving the gender balance and the diversity of Court membership more widely. The new composition increases the number of members appointed by Court itself, increasing the ability of Court to actively improve the equality and diversity of its membership.

4. Freedom of information

Open paper.

Key words

Higher Education Governance (Scotland) Act 2016; University Court; Senate Assessors

Originator of the paper

Dr Lewis Allan, Head of Court Services
25 September 2018

Draft Ordinance: Composition of the University Court

Background and context

1. Senate was briefed in February 2018 on planned changes to the composition of the University Court in light of the Higher Education Governance (Scotland) Act 2016 (hereafter, the 'Governance Act' or 'Act'). To recap:

Requirements

2. The Act specifies that Court must include the following 7 members:

- a new position elected by all staff and students who is neither a staff member nor a student themselves, known as the 'Senior Lay Member';
- 2 persons appointed by being elected by the staff from among their own number (which can be subdivided into academic and professional services staff categories);
- 2 persons appointed by being nominated by a recognised trade union (1 academic and 1 professional services); and,
- 2 persons appointed by being nominated by the Students Association.

Current composition of Court

Lay		Staff / Students	
Rector	1	Principal	1
Co-opted (incl. Vice-Convener)	8	Senate Assessors	4
General Council Assessors	3	Non-Teaching Staff Assessor	1
City of Edinburgh Council	1	Student representatives	2
Chancellor's Assessor	1	<i>Sub-total</i>	8
<i>Sub-total</i>	14		
Total		22	
Lay member proportion		64%	

3. Court does not currently include a Senior Lay Member, 2 Trade Union nominees, or a member elected by all academic staff (as not all academic staff are members of Senate). Although the Act makes no mention of Senate Assessors, there is a requirement for a minimum of 4 staff members on Court – 2 Trade Union nominees split into Academic and Professional Services categories and 2 members elected by staff, who can be split into Academic and Professional Services categories should the institution choose to do so. As the Senate Assessors are not elected by all academic staff they cannot count towards the 2 elected staff member requirement.

4. Following review by Court's Nominations Committee (including a Senate Assessor and the Student President) and the development of core principles to assess options, a proposed new composition was agreed by Court at its meeting on 25 September 2017:

Proposed new composition of Court

Lay			Staff / Students		
Rector	1	Elected	Principal	1	Ex-officio
Senior Lay Member	1	Elected	Professional Services Staff	1	Elected
Co-opted General Council Assessors incl. 1 joint Chancellor's Assessor & General Council Assessor	3	Nominated	Academic Staff Members (2 elected by Senate, 1 elected by all academic staff)	3	Elected
City of Edinburgh Council	1	Appointed	Trade Unions (1 Academic, 1 Professional Services)	2	Nominated
Co-opted members	8*	Appointed	Student representatives	2	Elected
<i>Sub-total</i>	14		<i>Sub-total</i>	9	
Total			23		

* with the flexibility to appoint up to a further 2 Co-opted members should Court feel that there are any particular skills shortages on Court or its committees.

Senate Assessors

5. The Act does not require Court to include Senate members but Court wishes to retain its valued link with Senate while incorporating the new positions required by the Act and not growing significantly beyond its current size of 22 members.

6. In order to maintain the valued Court-Senate link while accommodating the increase in other staff categories required by the Act, Court agreed that there should be 3 Senate positions, including 1 position elected by all academic staff. With the new academic Trade Union position, this would maintain 4 academic staff members on Court, including for the first time 1 member elected by all academic staff. Additionally, the new Senior Lay Member will be elected by all staff and students, including academic staff, helping to strengthen the democratic participation by academic staff in the membership of Court.

Discussion

Procedure for making and revoking Ordinances

7. The current composition of Court is set out in University of Edinburgh Ordinance No. 187, as amended by Ordinance No. 192. As there will be a number of different changes to the composition it is proposed to revoke both Ordinances and replace them with one new Ordinance rather than amend the existing Ordinances. This follows the approach taken successfully by the University of Aberdeen, the first of the four Scottish 'ancient' universities with a similar constitutional framework to amend its composition of Court in light of the Governance Act. Appendix 1 contains the new Ordinance and Appendix 2 contains the existing Ordinances with changes marked up for comparison.

8. The procedure for revoking and replacing an Ordinance is for:
- i. the University to consult informally with Scottish Government officials and lawyers on the proposed changes;
 - ii. a consultation with Court, Senate, General Council and any other interested parties to take place before submission of a final draft to Court;

- 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 to then be submitted for final approval by HRH The Queen at a meeting of the Privy Council, known as Her Majesty in Council.

9. The draft Ordinance is intended to enact Court’s September 2017 decision on its new composition and mirrors where suitable the language of the equivalent new University of Aberdeen Ordinance, as it has already been approved by the Scottish Government and Privy Council, setting a benchmark for the other Scottish ‘ancients’. In the drafting process, a number of minor points emerged that have not been previously considered and these are listed below for comment:

Drafting points	Rationale
Remove the requirement that at least one Senate member is non-professorial	This is a level of detail that is perhaps more appropriate for inclusion in the election regulations rather than in Ordinance. In any case, Senate may feel that, with a change in the composition of Senate from a body where all professors are <i>ex officio</i> members and are in a large majority over non-professorial academic staff to a body where the balance of professorial and non-professorial academic staff is more evenly matched, reserving one position for non-professorial academic staff is no longer necessary.
Use the term ‘professional services staff’ rather than the currently used term ‘non-teaching staff’ or the term ‘support staff’ used in the Governance Act	The Principal wrote to all staff on 1 May 2018 and stated: ‘I want to abolish the term “support staff” (which does not adequately describe or value the contributions that such staff members make) and replace it with “professional services”.’
Preference for the term ‘member’ over the word ‘assessor’, currently used for 10 of the 22 Court positions	<ul style="list-style-type: none"> - Consistency, so all Court positions are ‘members’ - Ties in with the terminology of ‘Senior Lay Member’ - The word ‘member’ is more commonly understood - Does not have the ambiguity of ‘assessor’, which suggests an oversight only rather than a full governance role on an equal basis with other Court members - Term ‘assessor’ can still continue to be used if preferred as it features in various Universities (Scotland) Acts.
Replace the term ‘co-opted’, currently used for 8 Court members, with ‘appointed’	<ul style="list-style-type: none"> - The word ‘appointed’ is more commonly understood - Better reflects the open recruitment process followed

Remove the requirement for at least one male and one female 'co-opted' member	Superseded by both the Gender Representation on Public Boards (Scotland) Act 2017, which sets a far more ambitious objective of 50:50 female:male gender balance for those Court members appointed by Court itself (i.e. the 'co-opted' members) and the Committee of Scottish Chairs commitment to a minimum of 40% of both genders represented by Court members in this category
Require that all 'co-opted' members be neither staff or students of the University	Expected by the Scottish Code of Good Higher Education Governance
Use the term 'Students' Association' rather than 'Edinburgh University Students' Association' (EUSA)	This is to future proof the Ordinance in case EUSA changes its name – a student referendum was held on this subject in 2016, with the current name supported by students but this could change in future. The term 'Students' Association' is used instead and is the term used in the Governance Act and in the equivalent newly approved University of Aberdeen Ordinance.
Remove term 'fully-matriculated' and the definition of this term in relation to the student representatives	The term and its definition is outdated and does not feature in the Governance Act. The definition of a student can instead be set out in a document approved by Court in consultation with student representatives.

Submitting comments

10. 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 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 26 November 2018**.

[DRAFT] UNIVERSITY OF EDINBURGH ORDINANCE No XXX

COMPOSITION OF THE UNIVERSITY COURT

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

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part 1, paragraph 1 empowers the University Court to amend its own composition, which is at present regulated by University of Edinburgh Ordinance No 187 (Composition of the University Court) as amended by University of Edinburgh Ordinance No 192 (Local Authority Membership of the University Court):

AND WHEREAS the University Court deems it expedient to amend its own composition 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 paragraph 1 of Schedule 2 to that Act, hereby statutes and ordains:

1. The University Court of the University of Edinburgh shall consist of:
 - (a) the Rector;
 - (b) the Principal;
 - (c) the Senior Lay Member appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016;
 - (d) one person appointed by being elected by the members of the academic staff from among their own number, in accordance with sections 10 and 11 of the Higher Education Governance (Scotland) Act 2016;
 - (e) one person appointed by being elected by the members of the professional services staff from among their own number, in accordance with sections 10 and 11 of the Higher Education Governance (Scotland) Act 2016;
 - (f) one person appointed by being nominated by a trade union from among the academic staff of the University who are members of a branch of a trade union that has a connection with the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016;
 - (g) one person appointed by being nominated by a trade union from among the professional services staff of the University who are members of a branch of a trade union that has a connection with the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016;
 - (h) two persons appointed by being elected from among its members by the Senatus Academicus;
 - (i) two persons appointed by being nominated by the Students' Association from among the students of the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016;
 - (j) one person appointed by being nominated by the City of Edinburgh Council who will not be a member of staff or student of the University;
 - (k) two persons appointed by the University Court who shall be members of the General Council of the University and will not be members of staff or students of the University;
 - (l) one person appointed by being nominated by the Chancellor of the University following the recommendation of the University Court who shall also be a member of

the General Council of the University and will not be a member of staff or student of the University; and

(m) such persons, not usually exceeding eight in number and up to a maximum of ten, as may be appointed by the University Court, who will not be members of staff or students of the University.

2. The persons appointed under sub-paragraphs 1(d), 1(e), 1(h), 1(j), 1 (k) and 1(l) are assessors for the purposes of the Universities (Scotland) Acts.

3. The Rector may nominate an assessor who shall be entitled to attend meetings of the University Court. At any meeting of the Court at which the Rector is not present, the assessor shall be entitled to vote.

COMMENCEMENT OF THIS ORDINANCE

4. Sections 1(k) and 1(l) and Sections 4 to 9 (inclusive) shall come into force on 1 August 2019.

5. Section 1(c) shall come into force on the earlier of 1 August 2020 and the date on which the first Senior Lay Member appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 takes office.

6. Sections 1(a) to 1(b) (inclusive) and sections 1(d) to 1(j) (inclusive) and section 1(m) shall come into force on 1 August 2020.

REVOCATION OF UNIVERSITY ORDINANCES 187 and 192

7. Sections 1(d) and 1(e) of University of Edinburgh Ordinance No. 187 (Composition of the University Court) will be revoked on 1 August 2019.

8. Sections 1(a) to 1(c) (inclusive) and 1(f) to 6 (inclusive) of University of Edinburgh Ordinance No. 187 (Composition of the University Court) will be revoked on 1 August 2020.

9. University of Edinburgh Ordinance No. 192 (Local Authority Membership of the University Court) will be revoked on 1 August 2020.

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.

Professor Peter Mathieson

Member of the University Court

Sarah Smith

University Secretary

Approved by Order in Council, dated xxx

Appendix 2 – Extant Ordinances with proposed changes marked

UNIVERSITY OF EDINBURGH ORDINANCE No ~~187~~

COMPOSITION OF THE UNIVERSITY COURT

At Edinburgh, the ~~Sixteenth-xxx~~ Day of ~~Marchxxx~~, ~~Two thousandNineteen-hundred~~ and ~~ninety-two Yearsxxx~~.

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part 1, paragraph 1 empowers the University Court to amend its own composition, which is at present regulated by University of Edinburgh Ordinance No ~~187~~~~479~~ (Composition of the University Court) as amended by University of Edinburgh Ordinance No 192 (Local Authority Membership of the University Court)~~s 184 and 185~~:

AND WHEREAS the University Court deems it expedient to amend its own composition in order that it may comply with the requirements of the Higher Education Governance (Scotland) Act 2016~~wishes to amend its own composition~~

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 1~~ of Schedule 2 to that Act, ~~and having invoked the provisions of Section 4(2) of that Act~~, hereby statutes and ordains:

1. The University Court of the University of Edinburgh shall consist of:

- (a) ~~t~~The Rector;
- (b) the Principal;
- (c) the Senior Lay Member appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016;
- (d) one person appointed by being elected by the members of the academic staff from among their own number, in accordance with sections 10 and 11 of the Higher Education Governance (Scotland) Act 2016;
- (e) one person appointed by being elected by the members of the professional services staff from among their own number, in accordance with sections 10 and 11 of the Higher Education Governance (Scotland) Act 2016;
- (f) one person appointed by being nominated by a trade union from among the academic staff of the University who are members of a branch of a trade union that has a connection with the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016;
- ²(g)
- (g) one person appointed by being nominated by a trade union from among the professional services staff of the University who are members of a branch of a trade union that has a connection with the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016;
- (h) ~~an assessor elected by the members of the non-teaching staff from among their own number;~~
~~Provided always that no person may serve as an assessor under sub-paragraphs (d) to~~
~~¹(f) above whilst he or she is a matriculated student of the University:~~
- (he) two persons appointed by being ~~four assessors~~ elected from among its members by the Senatus Academicus, of whom at least one shall be a Professor and at least one a non-Professorial member of the academic teaching staff;
- (i) two persons appointed by being nominated by the Students' Association from among the students of the University, in accordance with sections 10 and 12 of the Higher Education Governance (Scotland) Act 2016~~fully-matriculated students~~
~~nominated by the Students' Representative Council~~;

Appendix 2 – Extant Ordinances with proposed changes marked

- ~~1(f)~~ one person appointed by being ~~an assessor~~ nominated by City of Edinburgh Council;
- ~~(e)~~ two persons appointed by the University Court who shall be members of the General Council of the University and will not be members of staff or students of the University~~three assessors nominated by the General Council;~~
- ~~(d)~~ one person appointed by being nominated by the Chancellor of the University following the recommendation of the University Court who shall also be a member of the General Council of the University and will not be a member of staff or student of the University~~an assessor nominated by the Chancellor;~~
- ~~(m)~~ such persons, not usually exceeding eight in number and up to a maximum of ten, of whom at least one shall be male and at least one shall be female, as may be appointed or opted by the University Court, who will not be members of staff or students of the ~~University of Edinburgh~~ University of Edinburgh

2. The persons appointed under sub-paragraphs 1(d), 1(e), 1(h), 1(j), 1 (k) and 1(l) are assessors for the purposes of the Universities (Scotland) Acts.

32. The Rector may nominate an assessor who shall be entitled to attend meetings of the University Court. At any meeting of the Court at which the Rector is not present, the assessor shall be entitled to vote.

~~3. For the purposes of this Ordinance, no person shall be deemed to be a fully-matriculated student unless he or she holds a matriculation card which certifies that, in the year concerned, he or she is in attendance on a course of study or is enrolled for one or more classes in the University. Students registered for the purpose of graduation or examination only and postgraduate students who have completed their prescribed period of study are not fully-matriculated students~~

COMMENCEMENT OF THIS ORDINANCE

4. Sections 1(k) and 1(l) and Sections 3 to 8 (inclusive) shall come into force on 1 August 2019.

5. Section 1(c) shall come into force on the earlier of 1 August 2020 and the date on which the first Senior Lay Member appointed in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 takes office.

6. Sections 1(a) to 1(b) (inclusive) and sections 1(d) to 1(j) (inclusive) and section 1(m) shall come into force on 1 August 2020.

REVOCATION OF UNIVERSITY ORDINANCES 187 and 192

7. Sections 1(d) and 1(e) of University of Edinburgh Ordinance No. 187 (Composition of the University Court) will be revoked on 1 August 2019.

8. Sections 1(a) to 1(c) (inclusive) and 1(f) to 6 (inclusive) of University of Edinburgh Ordinance No. 187 (Composition of the University Court) will be revoked on 1 August 2020.

9. University of Edinburgh Ordinance No. 192 (Local Authority Membership of the University Court) will be revoked on 1 August 2020.

Appendix 2 – Extant Ordinances with proposed changes marked

~~¹Amended in accordance with Edinburgh Ordinance No 192~~

~~²Omitted by reason of Edinburgh Ordinance No 192~~

~~For reference see Edinburgh Ordinance No 200~~

~~4.—The provisions contained in Articles 1 to 3 of this Ordinance shall be in place of the provisions contained in the University of Edinburgh Ordinances Nos 179, 184 and 185, which are hereby revoked.~~

~~Provided that any person who at the date this Ordinance comes into force, is already a member of the University Court may complete his or her term of office, notwithstanding the revocation of the said Ordinances:~~

~~Provided also that the University Court is hereby empowered to make such transitional arrangements as appear to it to be expedient for the purposes of bringing this Ordinance into effect.~~

~~5.—¹.....~~

~~6.—This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.~~

~~IN WITNESS WHEREOF.~~

~~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.~~

~~*Professor Peter Mathieson*~~

~~Member of the University Court~~

~~*Sarah Smith*~~

~~University Secretary~~

~~Approved by Order in Council, dated 4 June 1992XXXX.~~

~~¹Omitted by reason of Edinburgh Ordinance No 191 (itself now repealed)~~

Appendix 2 – Extant Ordinances with proposed changes marked

~~UNIVERSITY OF EDINBURGH ORDINANCE No 192~~

~~LOCAL AUTHORITY MEMBERSHIP OF THE UNIVERSITY COURT~~

~~At Edinburgh, the Fifth day of February, Nineteen hundred and ninety six.~~

~~WHEREAS the University Court deems it expedient, in the light of the Local Government Etc (Scotland) Act 1994, to amend the provisions for local authority membership of the University Court:~~

~~AND WHEREAS in terms of paragraph 1 of Part I of Schedule 2 to the Universities (Scotland) Act 1966, the University Court has power, by Ordinance, to amend its own composition and membership which is at present regulated by University of Edinburgh Ordinance No 187 (Composition of the University Court).~~

~~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 paragraph 1 of Part I of Schedule 2 to that Act, hereby statutes and ordains:~~

~~1— Paragraph 1(f) of the said Ordinance No 187 shall cease to have effect, and the following shall be substituted therefor:-~~

~~“1(f) an assessor nominated by the City of Edinburgh Council;”~~

~~2— Paragraph 1(g) of the said Ordinance shall be deleted;~~

~~3— In the proviso to paragraph 1(h), there shall be substituted for the reference to paragraph 1(g) a reference to paragraph 1(f);~~

~~4— This Ordinance shall come into force on 1st April 1996.~~

~~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 Edinburgh Ordinance No 171.~~

~~Member of the University Court~~

~~Secretary to the University~~

~~Approved by Order in Council, dated 23 July 1996.~~

The University of Edinburgh

Senate

3 October 2018

Resolutions

Executive Summary

This report is presented to Senate in accordance with the procedures for the creation of new chairs, renaming of existing chairs and alteration of Resolutions.

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

Not applicable.

Action requested

Senate is invited to make observations on the attached draft Resolutions.

How will any action agreed be implemented and communicated?

Via Senate's report to University Court.

Resource / Risk / Compliance

1. Resource implications (including staffing)

There are no resource implications. Part of the approval process involved confirmation of the funding in place to support new Chairs.

2. Risk assessment

The paper does not include a risk analysis. There are reputational considerations in establishing and renaming Chairs and updating regulations, which are considered as part of the University's approval processes.

3. Equality and Diversity

There are no specific equality and diversity issues associated with this paper. However equality and diversity best practice and agreed procedures are adopted in appointing individuals to chairs.

4. Freedom of information

Open paper.

Key words

Court, Resolutions, Chairs

Originator of the paper

Ms K Graham
Deputy Head of Court Services
September 2018

Senate
Resolutions

Alteration of Title of Chairs

- Draft Resolution No. 57/2018: Alteration of the title of the Chair of Melanoma Genetics and Drug Discovery
Draft Resolution No. 58/2018: Alteration of the title of the Chair of Machine Learning
Draft Resolution No. 59/2018: Alteration of the title of the Chair of Preclinical Ultrasound
Draft Resolution No. 60/2018: Alteration of the title of the Chair of Paediatric Medicine

Establishment of Personal Chairs

- Draft Resolution No. 61/2018: Foundation of a Personal Chair of Politics of the Muslim World
Draft Resolution No. 62/2018: Foundation of a Personal Chair of Politics of Anthropology and the Humanities
Draft Resolution No. 63/2018: Foundation of a Personal Chair of Politics of Particle Physics
Draft Resolution No. 64/2018: Foundation of a David Hume Chair of Economics

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 57/2018

Alteration of the title of the Chair of Melanoma Genetics and Drug Discovery

At Edinburgh, the Third day of December, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Melanoma Genetics and Drug Discovery founded by Resolution 38/2018;

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

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

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Chair of Melanoma Genetics and Drug Discovery shall hereafter be designated the Chair of Chemical Genetics.
2. This Resolution shall come into force with effect from 1 August Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 58/2018

Alteration of the title of the Chair of Machine Learning

At Edinburgh, the Third day of December, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Machine Learning founded by Resolution 52/2018;

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

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

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Chair of Machine Learning shall hereafter be designated the Chair of Machine Learning and Artificial Intelligence.
2. This Resolution shall come into force with effect from 1 August Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 59/2018

Alteration of the title of the Chair of Preclinical Ultrasound

At Edinburgh, the Third day of December, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Preclinical Ultrasound founded by Resolution 36/2018;

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

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

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Chair of Preclinical Ultrasound shall hereafter be designated the Chair of Translational Ultrasound.
2. This Resolution shall come into force with effect from 1 August Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 60/2018

Alteration of the title of the Chair of Paediatric Medicine

At Edinburgh, the Third day of December, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Paediatric Medicine founded by Resolution 15/2018;

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

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

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. The Chair of Paediatric Medicine shall hereafter be designated the Chair of Paediatric Respiratory Medicine.
2. This Resolution shall come into force with effect from 1 August Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 61/2018

Foundation of a Personal Chair of Politics of the Muslim World

At Edinburgh, the Third day of December, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Politics of the Muslim World:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Politics of the Muslim World in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Politics of the Muslim World together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 December Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 62/2018

Foundation of a Personal Chair of Anthropology and the Humanities

At Edinburgh, the Third day of December, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Anthropology and the Humanities:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Anthropology and the Humanities in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Anthropology and the Humanities together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 September Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 63/2018

Foundation of a Personal Chair of Particle Physics

At Edinburgh, the Third day of December, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Particle Physics:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Particle Physics in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Particle Physics together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 November Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 64/2018

Foundation of a David Hume Chair of Economics

At Edinburgh, the Third day of December, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a David Hume Chair of Economics.

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a David Hume Chair of Economics in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 August Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary