



THE UNIVERSITY of EDINBURGH

SENATUS ACADEMICUS

UNCONFIRMED MINUTES OF AN ORDINARY MEETING OF THE SENATUS ACADEMICUS held in the Playfair Library, Wednesday 30 May 2018

Present: Vice-Principal Professor J Norman (in the Chair), Professors R Bhopal, M Brennan, E Cameron, L Cariola, S Cooper, J Crang, H Critchley, P Foster, C French, N Gentz, N Gilbert, N Gisborne, D Gray, T Harrison, A Holloway, G Jarvie, J Kallestrup, W McLeod, A Newman, G Reid, S Rhind, S Riley, D Robertson, S Rolle, M Shipston, A Sorace, A Trew, G Warwick, S Wild, T Worrall, T Bak, S Bennett, S Boyd, A Convery, C Cochran, G Duursma, I Fyfe, K Goodall, G Gray, L Hamilton, J Harrison, L Kendall, C Moran, P Norris, C Phillips, S Prost, S Raeside, E Stevenson

Associate Members: P Kilduff E Dominy, K O'Doherty

In Attendance: S Argyle, P Bailey, T Bailey, R Baxstrom, L Beattie, S Bird, M Boddie, M Brown, K Cameron, M Cameron, S Cant, A Cross, L Dalziel, A David, S Davis-Williams, R Donnelly, A Fitch, O Fakunle, S Green, E Greville-Williams, J Hairsine, N Hay, S Holt, L Houghton, S Innes, M Jarman, A Kelsey, A Kirk, P Larkman, C Lennie, G McCabe, D McCormack, C Macdonald, G Macdonald, A McGregor, R McGuire, C Mackay, P Maksimczyk, B Munro, J Murray, F Narumi-Munro, M Nelson, R Panesar, , C Phillips, P Phillips, S Purves, C Reid, L Reilly, L Richardson, K Robertson, S Rodgers, P Sheail, T Sheppard, A Singleton, L Singleton, J Slack, S Sohi, E Steele, M Stefan, R Stewart, H Stringer, J Thacker, J Tait, A Todd, R Valentine, P Ward, T Ward

The moment of reflection was delivered by Professor David Robertson, Head of the College of Science and Engineering.

PRESENTATION AND DISCUSSION: Student Careers and Employability

Professor Jane Norman presided over the Senate meeting.

Introduction: Edinburgh in context

Shelagh Green, Director for Careers & Employability

Shelagh Green opened the session by introducing three relevant concepts: careers, employability and graduate attributes. She emphasised that it was important for the University to engage with these concepts for two key reasons:

- It is part of the University's mission and Learning and Teaching Strategy 'to equip students with the knowledge, skills and experiences to flourish in a complex world and become successful graduates who contribute to society'
- The University faces growing scrutiny of return on investment via short-term graduate outcomes

The University performance against the HESA Employment Performance Indicator (reflecting the survey sent to students at all levels six months after graduation) demonstrates that, although the University's performance itself is steady, the University is falling short of its performance indicator due to the improved performance of comparator institutions.

Shelagh Green indicated the University had consulted Russell Group institutions which were following their performance indicators on the reasons for their upward trajectory, and they had mentioned three key factors: employability is an institutional strategic priority; they have senior academic buy-in for this priority at all levels of the institution; and they recognise that 'one size does not fit all.' Shelagh Green also noted that careers and employability had a strong impact on student choice; the Unistats website (the official comparison website of HEIs) allows potential applicants to compare HEI employment rates, including the rates of employment by course.

Preparing for the future graduate labour market

Deborah McCormack, Head of Recruitment & Graduate Development, and recruiter of early talent, Pinsent Masons LLP

Deborah McCormack focused on employability skills, specifically the skills that graduates will need to enter the labour market in the future, and made the following key points:

- From the employer's perspective, it is essential that educators are engaged and proactive in providing their students with the skills needed to succeed in employment from an early stage; clients of Pinsent Masons, for example, indicate that technical knowledge and application of the law should be the minimum requirements for future employees, and that they look for additional skills which will enable them to enhance their businesses;
- Material from the World Economic Forum shows that, by 2020, around 35 per cent of the skills considered important for today's workforces will have changed significantly, because the impact of the fourth industrial revolution (4IR) will have started to transform the way we live and work; the strategy of educators, policy-makers, and employers, should align with 4IR to ensure that graduates' skills keep pace with this;
- Recent research by Nesta describes the skills, abilities and types of knowledge, used heavily in employment, which have the best chance of growth in the 21st century; workers will need a mix of both social and cognitive skills, and these skills are capable of being embedded into higher education;
- While tackling skills gaps is the collective responsibility of policy makers, educators and employers, approaches will vary from sector to sector. Collaboration with the Careers Service, employers, students and alumni will underpin the University's success in this area.

Collaboration: Concept to Consumer

Dr Philip Bailey, Senior Lecturer, School of Chemistry

Dr Bailey provided an overview of the industry-led employability workshops that the School of Chemistry runs for its undergraduate and taught postgraduate students. He indicated that the concept of the workshops is to educate students on the roles which chemists can undertake in all the various industry sectors and the skills which are valued. This involves consideration of the lifecycle of product development, the role of business factors in company processes and decisions, and how to 'create' a company around an idea.

Dr Bailey explained that the workshops take the form of three 2.5 hour themed workshops which involve presentation, group work, discussion and feedback. The themes include developing a product idea, proving the concept, and getting the product ready for market, taking into account differences between SMEs and multinational companies, and intellectual property and finance.

Students have reported that the workshops have deepened their knowledge of roles within industry and have enhanced their skills in creativity, business communication, and problem-solving. Feedback from industry has also been extremely positive.

A School-wide approach

Professor Ewen Cameron, Sir William Fraser Professor of Scottish History and Palaeography, and Head of School, History, Classics and Archaeology

Professor Cameron focused on the relationship between employability and the curriculum in relation to the subjects within the School of History, Classics and Archaeology (HCA). The HESA performance indicator showed in 2015/16 that the performance of HCA in achieving highly skilled employment outcomes for its students was well below the University average, and the School has taken a number of steps to mitigate this, including setting up an HCA Careers Board, and creating a number of opportunities for students, such as internships, mentoring programmes, and projects with schools.

The School has also developed its curriculum, in order to embed careers activities in the curriculum from an early stage, and the Careers Service has played an important role in this development. Key disciplinary skills are now emphasised within the curriculum, and employability is entrenched in course approval.

Professor Cameron noted that more efficient methods were needed to provide students with information about career planning from an early stage in their degree programmes, and academics should communicate to each other new developments for improving the employability of graduates. He also suggested that practical work experience opportunities should be available, which would respond to student and employer demand, and these should be fully accessible to all students, regardless of financial circumstances.

Next steps

Professor Susan Rhind, Assistant Principal Assessment and Feedback

Professor Rhind shared the future priorities for the University in the area of student employability. The recent report of the Senate Learning and Teaching Committee Task Group on Careers, Employability and Graduate Attributes outlined the following priority areas for the University:

- Emphasis on the strategic importance of work on graduate employability
- Engagement at School and subject level
- Communication
- Sharing and surfacing best practice / staff support and development
- Further research and evidence gathering

With regard to staff support and development, Professor Rhind highlighted existing sources of support, which included the Teaching Matters blog managed by the Institute for Academic Development (IAD), which has a number of posts on employability and careers support for students, and a guide to engaging students in employability, which would be created as part of the IAD 'EngagEd in...' series.

With regard to assessment and feedback, she noted that Student-Led, Individually-Created Courses (SLICCs) provide an opportunity to assess graduate attributes within a flexible framework which allows students to gain the skills required for their whole career journeys.

In order to enable further research and evidence gathering, she suggested that the Principal's Teaching Awards Scheme (PTAS) would contribute funding for students to undertake projects which are relevant to employability skills. There is also a need for the University to undertake further research around the challenges which the University of Edinburgh faces in this area.

Discussion

In discussion, the following points and questions were raised:

- While the speakers' focus on employability skills was largely directed to undergraduates, the University should include provision for taught postgraduate students in this discussion, especially since this is a key priority for prospective PGT students in selecting programmes and institutions;
- While the speakers primarily focused on nurturing employability skills within the curriculum, extra-curricular activities also provide an important opportunity for students to gain valuable graduate attributes, and could potentially be considered as components of a holistic education which would create valued and active citizens for the future. SLICCS will provide an opportunity for students to gain credit for extra-curricular experience
- Cross-curricular components to courses would enable students to have a broader experience which would be important for their overall development
- While Schools should seek to assess graduate attributes and employability skills within the curriculum, this can be challenging, and academic staff will require support in delivering teaching and assessment relating to employability;
- Students should be challenged to consider their own intended career trajectory from an early stage, and to reflect on their development and identify any gaps; the University should consider a supportive framework to enable student to reflect from year 1 on their course choices, and the skills and attributes associated with them;
- Entrepreneurship and enterprise are an important part of the discussion, since students in certain disciplines, such as those within ECA, are more likely to be self-employed in the future;
- Data gathering from graduates should take place further into the future than simply six months after graduation to create a more meaningful picture of whether students are happy and successful in the long run. Qualitative data would also assist in determining the necessary steps involved in reaching employment goals.

Professor Norman thanked the presenters and the attendees for their contributions.

PRESIDENT'S COMMUNICATIONS

FORMAL BUSINESS

1. Report of E-Business conducted 8 – 16 May 2018 (S 17/18 3 A)

The report of e-business conducted between 8 and 16 May 2018 was noted.

2. Higher Education Governance (Scotland) Act 2016 - recommendations for the practical implementation of the agreed Senate model (S 17/18 3 B)

The Director of Academic Services introduced the paper. Following the endorsement by Senate at its meeting on 7 February 2018 of the recommended model of its future membership to comply with the Higher Education Governance (Scotland) Act 2016, the paper provided a summary of recommendations for how this model would work in

practice. These recommendations would eventually be written into resolution or election regulations as appropriate.

Senate approved the recommendations for the practical operation of the agreed model, noting that details concerning the steps to be taken by nominees when standing for election (for example, whether they provide personal statements) would be helpful in due course.

3. Annual Report of the Senate Committees (S 17/18 3 C)

Senate noted the major items of Senate Committees' business for 2017/18 and approved the Committees' plans for the next academic year.

4. Special Minute (S 17/18 3 D)

Senate adopted the Special Minutes for Professors R Bhopal, E Klein and S Murray.

COMMUNICATIONS

5. Membership of Senate 2018/19 (S 17/18 3 E)

Senate noted and welcomed its new members.

6. Communications from the University Court (S 17/18 3 F)

Senate noted the content of the report.

7. Resolutions (S 17/18 3 G)

Court presented to Senate draft Resolutions in accordance with procedures for the creation of new chairs, renaming of existing chairs, and the process for personal chairs. Senate, having considered the draft Resolutions below, offered no observations.

Draft Resolution No. 15/2018:	Foundation of a Personal Chair of Paediatric Medicine
Draft Resolution No. 16/2018:	Foundation of a Personal Chair of Morphosyntax
Draft Resolution No. 17/2018:	Foundation of a Personal Chair of Intellectual History
Draft Resolution No. 18/2018:	Foundation of a Personal Chair of Labour Law
Draft Resolution No. 19/2018:	Foundation of a Personal Chair of Science and Technology Studies
Draft Resolution No. 20/2018:	Foundation of a Personal Chair of Nineteenth-Century Art
Draft Resolution No. 21/2018:	Foundation of a Personal Chair of History
Draft Resolution No. 22/2018:	Foundation of a Personal Chair of English Language and Book History
Draft Resolution No. 23/2018:	Foundation of a Personal Chair of Cultural Sociology
Draft Resolution No. 24/2018:	Foundation of a Personal Chair of Forensic Clinical Psychology
Draft Resolution No. 25/2018:	Foundation of a Personal Chair of Early Modern Art History
Draft Resolution No. 26/2018:	Foundation of a Personal Chair of Public Health Policy
Draft Resolution No. 27/2018:	Foundation of a Personal Chair of Marketing
Draft Resolution No. 28/2018:	Foundation of a Personal Chair of Applied Development Psychology
Draft Resolution No. 29/2018:	Foundation of a Personal Chair of Qualitative Inquiry
Draft Resolution No. 30/2018:	Foundation of a Personal Chair of Translational Obstetrics

- Draft Resolution No. 31/2018: Foundation of a Personal Chair of Molecular Microbiology and Global Health
- Draft Resolution No. 32/2018: Foundation of a Personal Chair of Translational Liver Research
- Draft Resolution No. 33/2018: Foundation of a Personal Chair of Farm Animal Health and Production
- Draft Resolution No. 34/2018: Foundation of a Personal Chair of Transplant Surgery
- Draft Resolution No. 35/2018: Foundation of a Personal Chair of Clinical and Experimental Surgery
- Draft Resolution No. 36/2018: Foundation of a Personal Chair of Preclinical Ultrasound
- Draft Resolution No. 37/2018: Foundation of a Personal Chair of Developmental Haematology
- Draft Resolution No. 38/2018: Foundation of a Personal Chair of Melanoma Genetics and Drug Discovery
- Draft Resolution No. 39/2018: Foundation of a Personal Chair of Medicinal Chemistry
- Draft Resolution No. 40/2018: Foundation of a Personal Chair of Veterinary Immunology and Infectious Diseases
- Draft Resolution No. 41/2018: Foundation of a Personal Chair of Parasite and Mitochondrial Biology
- Draft Resolution No. 42/2018: Foundation of a Personal Chair of Patterned Parallel Computing
- Draft Resolution No. 43/2018: Foundation of a Personal Chair of Human Geography and Cultural Studies
- Draft Resolution No. 44/2018: Foundation of a Personal Chair of Experimental Nuclear Physics
- Draft Resolution No. 45/2018: Foundation of a Personal Chair of Cryosphere-Atmosphere Interactions
- Draft Resolution No. 46/2018: Foundation of a Personal Chair of Astrostatistics
- Draft Resolution No. 47/2018: Foundation of a Personal Chair of Computational Language Learning
- Draft Resolution No. 48/2018: Foundation of a Personal Chair of Epigenetics and Developmental Biology
- Draft Resolution No. 49/2018: Foundation of a Personal Chair of Atmospheric Chemistry
- Draft Resolution No. 50/2018: Foundation of a Personal Chair of Microbial Geochemistry
- Draft Resolution No. 51/2018: Foundation of a Personal Chair of Asymptotics and Special Functions
- Draft Resolution No. 52/2018: Foundation of a Personal Chair of Machine Learning
- Draft Resolution No. 53/2018: Foundation of a Personal Chair of Civil Engineering Design
- Draft Resolution No. 54/2018: Foundation of a Personal Chair of Ocean Engineering
- Draft Resolution No. 55/2018: Foundation of a Chair of Renewable Energy Technologies
- Draft Resolution No. 56/2018: Foundation of a Chair of Genomic Medicine

8. Report from Central Academic Promotions Committee (S 17/18 3 H)

Senate noted the report of Central Academic Promotion Committee's meeting on 16 May 2018.

CLOSED

9. Report from the Honorary Degrees Committee (S 17/18 3 I)

Senate approved the recommendations for the award of Honorary Degrees.