

MINUTES OF AN ORDINARY MEETING OF THE SENATUS ACADEMICUS held in
Lecture Theatre G.03, 50 George Square, Wednesday 31 May 2017

Present: The Principal, Professors C Abbott, J Ansell, E Bomberg, L Bradley, R Cann, S Clark, N Colegrave, H Critchley, S Cunningham-Burley, C Duncan, M Evans, D Finkelstein, K Forbes, P Foster, C French, D Gasevic, J Gentz, T Gillingwater, D Gray, T Harrison, J Hearn, P Higgins, C Jeffery, G Jomaas, A Kennedy, W Loretto, C Lyall, J Love, D Miell, J Moore, A Murray, A Newman, J Ravenscroft, D Reay, G Reid, M Schwannauer, M Shipston, J Silvertown, Dr P Smith, S Tudhope, G Walker, C Ward Thompson, C Weir,

Drs R Arshad, C Chandler, L Dritsas, Dr G Duursma, I Fyfe, J Goodare, L Grant, J Harrison, G Ibikunle, D Jones, S Kheria, K McCall-Smith, A Maciocia, S Morley, J Murray, P Norris, G Palattiyil, C Phillips, S Prost, S Rhynas, P Smith, E Stevenson, P Walsh, Ms S Boyd, Ms M Highton, Ms J Koszela

Associate Members: Mr P Garratt, Ms J Husbands

In Attendance: Dr C Aftab, Ms B Archer, Dr T Bailey, Dr K Banas, Mr R Bartlett, Ms G Blair, Dr A Birdsall, Dr C Brady, Mr J Bryson, Dr C Caquineau, Dr D Cavanagh, Dr L Cerioni, Ms L Chalmers, Mrs R Claase, Dr S Colemam, Dr M Daw, Dr R Deighton, Ms E Dominy, Mr M Donnelly, Mr G Evrard, Professor A Farrell, Ms E Ford-Halliday, Dr A Ganguli Mitra, Dr R Geddes, Dr C George, Mr O Glick, Dr G Gray, Dr K Hardwick, Mrs A Harrison, Dr A Hom, Ms J Hoy, Mr A Hughes, Dr F Iezzi, Ms R Jenkins, Ms P Jones, Ms J Kelly, Dr M Kenny, Mr P Killduff, Dr L Kirstein, Dr M Khattar, Dr P Larkman, Ms T Lubicz-Nawrocka, Mr M Lawson, Mrs A Lovett, Dr G Luksys, Mr O Macdonald, Dr Jill MacKay, Dr H McQueen, Dr C Moran, Ms J Merrifield, Dr M Needham, K O'Doherty, Dr A Pelttari, Dr C Perkins, Dr E Plotnikova, Dr C Pope, Dr M Robinson, Dr S Rolle, Dr N Rowa-Dewar, Dr M Ruffert, Ms H Sang, Mr E Serafin, Dr N Sethi, Ms T Sheppard, Ms S Smith, Dr U Tufail-Hanif, Dr E Taylor, Dr P Taylor, Ms J Thacker, Dr Nadia Tuzi, Ms V White, Dr J Williams

The moment of reflection was delivered by Dr Claire Phillips, Royal (Dick) School of Veterinary Studies and Senate Assessor.

PRESENTATION AND DISCUSSION: Research-led Learning and Teaching

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

The focus of the presentation and discussion section was research-led learning and teaching. Presentations focused on the meaning of teaching in a research-rich university, covering different aspects and examples of research-led learning and teaching. Attendees were also given postcards to note and submit their own experiences to the discussion.

The session focused on two issues: what was distinctive about teaching in a research-intensive university; and the relationship between teaching and research. Speakers were drawn from staff and students across different Schools and the Institute for Academic Development.

Introduction: Dimensions of research-led learning and teaching

Professor Sarah Cunningham-Burley, Assistant-Principal, Research-led Learning

Professor Cunningham-Burley introduced the session by referring to the need for research-rich universities to characterise the research intensive environment and make clear its benefits for learning and teaching. Both research and researchers benefit from engagement

with learning and teaching and there is a reciprocal benefit to students. While the curriculum at the University includes positive examples of research-led teaching, and the University is well-placed to deliver excellent research-led learning and teaching due to its world-leading research, there are also some barriers to the full integration of research-led learning and teaching in the curriculum, and practices differ across disciplines.

Professor Cunningham-Burley indicated that the current literature on the topic distils the dimensions of research-led learning and teaching into four dimensions:

- Learning about research, referring to the ways in which subject content is research-led;
- Learning to do research, concerning the development of research skills within a discipline and interdisciplinary context;
- Learning in a research mode, promoting active engagement through research; and
- Learning about learning, meaning that teaching and learning are informed by pedagogical research, reflective practice and learning analytics.

BSc (Hons) Biomedical Sciences: inspiring students through research-rich learning and teaching

Dr Philip Larkman (Biomedical Sciences)

Dr Larkman outlined the approach of the BSc (Hons) Biomedical Sciences programmes following a recent review of the portfolio of programmes. The review had three key aims:

- Enhance the academic experience of learning through enquiry in a research-rich environment;
- Support transitions, and develop transferable skills and attributes; and
- Appreciate the role of science in society and the role of the University in developing knowledge, exchange and impact.

Biomedical Sciences has sought to achieve these aims by revising its programmes so that they are structured into themes embedded in the area's research culture. Students are introduced to inspirational science and breakthroughs in understanding in year 1, are provided with the tools to build discipline-specific understanding in year 2, learn from experiments and scientific method in year 3, and learn by experiment in year 4, in which a research project is a key element. Dr Larkman reported that new students were enthusiastic about the revised programmes, which are inspired by the research culture, for example providing students with an opportunity to learn about major current issues in Biomedical Sciences from leading researchers and to attend keynote lectures and small discussion groups.

Developing a student and research-led course

Dr Meryl Kenny (School of Social and Political Science) and James Bryson (Politics MA Graduate)

Dr Kenny introduced the 'Social and Political Science in Practice' course, which provides a framework within which Honours students can undertake staff-student collaboration on research, teaching, public education or engagement. The course uses group projects and specifically tailored learning and teaching activities to apply knowledge theory to social and political issues. The School had piloted this course, in collaboration with the Students' Association, setting students the real-world task of designing a new course on gender studies. The students worked together, collaborating with gender researchers, to develop

recommendations for the proposed new gender studies course. They were then assessed using presentations, a learning portfolio and reflective essay. Drawing on the students' work, the School has now introduced the new gender studies course.

Mr Bryson reported that the pilot course was challenging and rewarding, and that the task-based approach enabled students to develop valuable skills in research, problem-solving and group-working.

Creating and delivering a research-led University-wide online course: presenting perspectives on sustainability, encouraging critical reflection

Professor Dave Reay (School of GeoSciences), Professor Pete Higgins (Moray House School of Education), Vanessa Ombura (Student, Civil Engineering)

Professor Higgins reported that he had worked with a range of Schools to develop a new online undergraduate course on Sustainability and Social Responsibility. The course took an interdisciplinary and critical thinking approach, drawing on the research expertise of colleagues from a range of fields. Professor Reay reported that the course had run on a pilot basis in 2016-17, with 40 students from 10 Schools, and had received positive feedback.

Ms Ombura had been attracted by the interdisciplinary approach of the course and had found that the online format had provided a large amount of contact with academic staff, while the assessments were creative and research-based.

Using educational research to inform our teaching

Dr Velda McCune (Institute for Academic Development) and Dr Kate Saunders (School of GeoSciences)

Dr McCune emphasised the importance of taking into account educational research when designing learning and teaching. She highlighted some findings of current education research, for example that active learning and formative feedback are key to helping students become effective learners. She noted that the University's Principal's Teaching Award Scheme supports education research, and that educational research and development is also taking place across Schools.

Dr Saunders provided an overview of how she had taken account of educational research when developing her use of TopHat (an audience response system) in her teaching, and reported that feedback to date from students had been very positive.

Discussion

In discussion, the following points and questions were raised:

- It can be challenging to introduce changes to established academic practices and to evaluate the impact on student learning.
- Well-designed assessments, combined with small tutorial groups, could assist the University to maintain the positive features of research-led learning and teaching when delivering to potentially large numbers of distance students.
- Prospective students are attracted by the opportunity to be taught by active researchers and it is therefore valuable for recruitment material to focus on the way in which research is embedded into the curriculum.
- While many students can find it inspiring to engage with enquiry-based approaches to learning and assessment, some students can be risk-averse with regard to these approaches. It is therefore important for programmes to include a range of

approaches, and for staff to support students to build up their skills and confidence in enquiry-based approaches over the course of the programme.

- The University should ensure that staff have sufficient time and support to develop innovative and research-led approaches to learning and teaching.

Professor Cunningham-Burley thanked those present for their contributions to the discussion and said that there would be a continued focus on supporting staff and students in providing cutting-edge research-led learning and teaching.

PRINCIPAL'S COMMUNICATIONS

The Principal indicated that, despite a challenging external environment, the University was likely to have a record year for research funding, and that it was also performing well with regard to student recruitment, and was generating a healthy surplus. He also noted that the University was planning to expand its Online Distance Learning (ODL) provision, building on its existing strengths regarding ODL programmes and Massive Open Online Courses (MOOCs), in order to assist it in managing some of the risks in the external environment.

FORMAL BUSINESS

1. Report of E-Business (S 16/17 3 A)

The report of e-business conducted between 9 and 17 May 2017 was noted.

2. Special Minute (S 16/17 3 B)

Senate adopted the Special Minute for Professor David J Porteous.

3. Higher Education Governance (Scotland) Act – Proposals for the composition of Senatus Academicus (S 16/17 3 C)

The University Secretary noted that, following Senate's discussion at its last meeting, the Task Group on the HE Governance (Scotland) Act had met and produced a more detailed analysis of the two preferred models for the future composition of Senate. The Director of Academic Services provided an overview of the two models: Model 1 (a large Senate reaching a membership of around 1,400); and Model 2 (a medium-sized Senate of around 250, with the University specifying separate pools for election for Professors and for other academic staff members).

Senate expressed unanimous support for Model 2, noting that its advantages included its smaller size (which would make it easier to achieve a quorum), and its potential to support an engaged political culture at the University and to provide an effective forum for discussion. Senate did however agree that the number of places available for the election of non-Professorial academic staff should be increased to c. 100, so that the Model could deliver a sufficiently representative and diverse membership. Senate emphasised the importance of having strong student representation, but also recognised that, in practice, only a small number of students would have sufficient experience of University-level student representation to be effective members of Senate.

Senate agreed that the University should consult more widely on Model 2. It suggested that the consultation document should highlight current levels of attendance at Senate, in order to reassure staff that the proposed reduction in the membership would not disenfranchise colleagues who are currently active participants on Senate. Senate noted that the Task Group would now develop options for the practical operation of the preferred model, for example arrangements for elections.

4. Enhancement-led Institutional Review Follow-Up Report (S 16/17 3 D)

The Senatus noted the report outlining all the actions taken by the University since the Enhancement Led Institutional Review in October and November 2015. The Principal expressed appreciation for the follow-up work.

5. Annual Report of the Senate Committees (S 16/17 3 E)

The Senatus noted the major items of Senate Committees' business for 2016/17 and approved the Committees' plans for the next academic year.

6. Senate Researcher Experience Committee: Amended Terms of Reference (S 16/17 3 F)

The Senatus approved the revised Terms of Reference for the Researcher Experience Committee.

COMMUNICATIONS

7. Communications from the University Court (S 16/17 3 G)

The Senatus noted the content of the report.

8. Resolutions – Chairs (S 16/17 3 H)

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

- Draft Resolution No. 24/2017: Foundation of a Personal Chair of Anti-Racist and Multicultural Education
- Draft Resolution No. 25/2017: Foundation of a Personal Chair of Acoustics and Audio Signal Processing
- Draft Resolution No. 26/2017: Foundation of a Personal Chair of Early Modern History
- Draft Resolution No. 27/2017: Foundation of a Personal Chair of Food Marketing & Society
- Draft Resolution No. 28/2017: Foundation of a Personal Chair of Ethics and Epistemology
- Draft Resolution No. 29/2017: Foundation of a Personal Chair of Roman Law
- Draft Resolution No. 30/2017: Foundation of a Personal Chair of Social History
- Draft Resolution No. 31/2017: Foundation of a Personal Chair of Social Policy and Research Methods
- Draft Resolution No. 32/2017: Foundation of a Personal Chair of War and Peace
- Draft Resolution No. 33/2017: Foundation of a Personal Chair of Russian and Sociolinguistics
- Draft Resolution No. 34/2017: Foundation of a Personal Chair of Evolutionary Linguistics
- Draft Resolution No. 35/2017: Foundation of a Personal Chair of History of Art
- Draft Resolution No. 36/2017: Foundation of a Personal Chair of Economic and Social History
- Draft Resolution No. 37/2017: Foundation of a Personal Chair of Renal Physiology
- Draft Resolution No. 38/2017: Foundation of a Personal Chair of Veterinary Epidemiology
- Draft Resolution No. 39/2017: Foundation of a Personal Chair of Cellular and Systems Neuroscience
- Draft Resolution No. 40/2017: Foundation of a Personal Chair of Global Health and Development
- Draft Resolution No. 41/2017: Foundation of a Personal Chair of Tissue Engineering
- Draft Resolution No. 42/2017: Foundation of a Personal Chair of Quantitative Trait Genetics

Draft Resolution No. 43/2017: Foundation of a Personal Chair of Immunology
Draft Resolution No. 44/2017: Foundation of a Personal Chair of Comparative Medicine
Draft Resolution No. 45/2017: Foundation of a Personal Chair of Stem Cell and Cancer Biology
Draft Resolution No. 46/2017: Foundation of a Personal Chair of Neurodegeneration
Draft Resolution No. 47/2017: Foundation of a Personal Chair of Medicines Discovery
Draft Resolution No. 48/2017: Foundation of a Personal Chair of Neonatal Medicine
Draft Resolution No. 49/2017: Foundation of a Personal Chair of Molecular Imaging and Healthcare Technology
Draft Resolution No. 50/2017: Foundation of a Personal Chair of Respiratory Medicine
Draft Resolution No. 51/2017: Foundation of a Personal Chair of Biological Physics
Draft Resolution No. 52/2017: Foundation of a Personal Chair of Algebraic Geometry
Draft Resolution No. 53/2017: Foundation of a Personal Chair of Theoretical Chemistry
Draft Resolution No. 54/2017: Foundation of a Personal Chair of Particulate Materials Processing
Draft Resolution No. 55/2017: Foundation of a Personal Chair of Synthesis and Chemical Biology
Draft Resolution No. 56/2017: Foundation of a Personal Chair of Collider Physics
Draft Resolution No. 57/2017: Foundation of a Personal Chair of Global Health Infection and Immunity
Draft Resolution No. 58/2017: Foundation of a Personal Chair of Evolutionary Ecology
Draft Resolution No. 59/2017: Foundation of a Personal Chair of Computational Biomechanics
Draft Resolution No. 60/2017: Foundation of a Personal Chair of Computational Bioinformatics
Draft Resolution No. 61/2017: Foundation of a Personal Chair of Nuclear Envelope Biology
Draft Resolution No. 62/2017: Foundation of a Personal Chair of Polymer Chemistry
Draft Resolution No. 63/2017: Foundation of a Personal Chair of NMR Spectroscopy
Draft Resolution No. 64/2017: Foundation of a Personal Chair of Computational Neuroscience
Draft Resolution No. 65/2017: Foundation of a Personal Chair of Theoretical High Energy Physics
Draft Resolution No. 66/2017: Foundation of a Personal Chair of Climate and Low Carbon Innovation
Draft Resolution No. 67/2017: Foundation of a Personal Chair of Business Analytics
Draft Resolution No. 68/2017: Foundation of a Personal Chair of Aquaculture Genetics

9. Report from Central Academic Promotions Committee (S 16/17 3 I)

The Senatus noted the report of Central Academic Promotion Committee's meeting on 17 11:26 AM May 2017.

10. Knowledge Strategy Committee Report (S 16/17 3 J)

The Senatus noted the report of the Knowledge Strategy Committee's meeting on 24 March 2017.

CLOSED

11. Report from the Honorary Degrees Committee (S 16/17 3 K)

The Senatus approved the recommendations for the award of Honorary Degrees.