Senatus Academicus

Wednesday 4 October 2017 at 2.00 p.m.
St Cecilia's Hall, Niddry Street

AGENDA

Presentation and Discussion Theme: The Future of Distance Learning

1. **Introduction: Distance Learning - where we are now**
    Ms Melissa Highton, Assistant Principal Online Learning and Director of Learning,
    Teaching and Web Services, Information Services Group

2. **Pedagogy Principles**
    Professor Siân Bayne, Chair of Digital Education and Assistant Principal Digital
    Education, Moray House School of Education

3. **Action Plan for Distance Learning in CMVM**
    Professor Anna Meredith, Personal Chair of Zoological and Conservation Medicine,
    The Royal (Dick) School of Veterinary Studies

4. **Plans for Developing Distance Learning in the Business School**
    Professor Wendy Loretto, Dean of the Business School & Professor of Organisational
    Behaviour, University of Edinburgh Business School

5   **Distance Learning for Data Science**
    Professor Dave Robertson, Professor of Applied Logic, Head of College of Science &
    Engineering

Interlude and Tea/Coffee Break

PRESIDENT'S COMMUNICATIONS

FORMAL BUSINESS

1. Report of E-Business conducted 12 – 20 September 2017   S 17/18 1 A
    For approval

2. Student Partnership Agreement   S 17/18 1 B
    For approval

3. Higher Education Governance (Scotland) Act –   Oral item
    For formal noting

4. Membership of Senate
    Professor A Djikeng, Chair of Tropical Agriculture and Sustainable
    Development
    For formal noting

5. Conferment of the Title of Professor Emeritus
    Professor P Rosa, Business School
    Professor F Bray, School of Social and Political Science
    For approval

6.	Special Minutes	S 17/18 1 C
	For approval	

COMMUNICATIONS

7.	Edinburgh University Students' Association Priorities for 2017/18	S 17/18 1 D
	For information	

8.	Resolutions	S 17/18 1 E
	To make observations	

9.	Rectorial Election 2018 Date	S 17/18 1 F
	For formal noting	

CLOSED

10.	Report of the Senate Exception Committee	S 17/18 1 G
	For formal noting	

The University of Edinburgh

Senate

4 October 2017

Report of Electronic Business of Senate
conducted from 12 – 20 September 2017

Executive Summary

This paper provides the draft report of the electronic business of Senate conducted between 12 and 20 September 2017.

Action requested

For noting.

How will any action agreed be implemented and communicated?

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

Resource/Risk/Compliance

1. Resource implications

Does the paper have resource implications? No

2. Risk assessment

Does the paper include a risk analysis? No

3. Equality and Diversity

Does the paper have equality and diversity implications? No

4. Freedom of Information

This is an open paper.

Originator of the paper

Senate Secretariat
27 September 2017

The University of Edinburgh

Electronic Senate

**Report of Electronic Business of Senate conducted between
Tuesday 12 and Wednesday 20 September 2017**

FORMAL BUSINESS

1.   Minutes from the Senate meeting held on 31 May 2017 (e-S 17/18 1 A)

     Senate approved the minutes of the meeting of Senate held on 31 May 2017.

a.   Special Meeting and Graduation Ceremonials on 3, 4, 5, 6, 7, 8 and 10 July 2017

     The minutes of the Special Meetings and Graduation Ceremonials in July 2017 were taken as read and approved. It was noted that copies were available from Student Administration, Old College.

2.   Membership of Senate (e-S 17/18 1 B)

     Senate noted the changes to the membership of Senate.

3.   Students' Association Representation on Senate (e-S 17/18 1 C)

     Senate approved the updated policy for student representation on Senate.

4.   Conferment of the title of Professor Emeritus (e-S 17/18 1 D)

     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

5.   Special Minute (e-S 17/18 1 E)

     Senate adopted the Special Minute for Professor Alan Boyle, Emeritus Professor of Public International Law.

COMMUNICATIONS AND REPORTS

6.   Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2016/17 (e-S 17/18 1 F)

     Senate noted the report.

7.   Communications from the University Court (e-S 17/18 1 G)

     Senate noted the content of the report from the University Court on its meeting of 19 June 2017.

8.   Resolutions – Chairs (e-S 17/18 1 H)

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

Draft Resolution No. 69/2017: Foundation of a Personal Chair of International Law and Global Governance
Draft Resolution No. 70/2017: Foundation of a Personal Chair of Sociology and Social Policy
Draft Resolution No. 75/2017: Foundation of a Personal Chair of Digital Cultural Heritage
Draft Resolution No. 73/2017: Foundation of a Chair of Tropical Agriculture and Sustainable Development
Draft Resolution No. 74/2017: Foundation of a Chair of Africa and International Development
Draft Resolution No. 71/2017: Alteration of the title of the Chair of Social Work
Draft Resolution No. 72/2017: Alteration of the title of the Chair of Innovation in the Life Sciences

9.   Rectorial Election 2018 Date (e-S 17/18 1 I)

Senate offered no observations on the proposed date of 27-28 February 2018 for on-line voting in the Rectorial election.

10.   Report of the Senate Exception Committee (e-S 17/18 1 J)

Senate noted the business approved by the Senate Exception Committee.

11.   Knowledge Strategy Committee Report (e-S 17/18 1 K)

Senate noted the report of the Knowledge Strategy Committee.

12.   Library Committee Membership 2017/18 (e-S 17/18 1 L)

Senate approved the University of Edinburgh Library Committee membership for 2017/18.

The University of Edinburgh

Senate

4 October 2017

Student Partnership Agreement

Executive Summary

The paper proposes the first Student Partnership Agreement for the University. The University of Edinburgh and Edinburgh University Students' Association have enjoyed a long and productive partnership. This agreement builds on the strength of that partnership. It 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, our approach to partnership and the three priorities we have agreed to work on together during academic year 2017-2018: student voice, academic support and mental health and wellbeing.

How does this align with the University / 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 recently published 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

For approval.

How will any action agreed be implemented and communicated?

Communications and Marketing will develop both printed and digital versions of the agreement for sharing with staff and students.
Subsequent KPIs will be developed to track progress against the agreement and communicate back to staff and students. This is expected to be take place during October 2017.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

   Main costs associated with the printing/publishing of the agreement will be met from existing (Academic Services) budgets. Costs involved in staff engagement with the Partnership Agreement will be met as part of ongoing enhancement activity by schools and colleges. With the exception of some new activities proposed in support of mental health (being taken forward as part of the Mental Health Strategy), 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.

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 has not yet been carried out, but will be once the contents of the agreement have been approved.

4. Freedom of information

The paper is open.

Key words

Student experience, student partnership agreement, enhancing learning and teaching

Originator of the paper

Bobi Archer, Students' Association VP Education
Gillian Mackintosh, Academic Services
Tina Harrison, Assistant Principal Academic Standards and Quality Assurance

26 September 2017

STUDENT PARTNERSHIP AGREEMENT

Working together to enhance the student experience

Introduction

What is a Student Partnership Agreement?
Student Partnership Agreements were first outlined in the Scottish Government's 2011 paper, Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education, which, amongst many other things, proposed the development of a document setting out how students and their institutions interact.

Sparqs (Student Partnerships in Quality Scotland) subsequently published guidance in 2013 for the development of student partnership agreements for universities. A number of Scottish HEIs have since developed Student Partnership Agreements or are working towards their development.

A Student Partnership Agreement is essentially an explicit statement of the ways in which the institution and the student body are working in partnership. It should be a living document that is reviewed annually and, over time, will enable progress on activities to be documented and communicated.

It is not a contract and has no legal basis. The term 'partnership' reflects a mature relationship, based on mutual trust and respect. Partnership working recognises that members of the partnership have legitimate, though sometimes different, perceptions and experiences. By working together towards a common agreed purpose, we can achieve positive outcomes to the benefit of all concerned. The core emphasis is on common goals and activity rather than separating out staff and student responsibilities.

Benefits of a Partnership Agreement
A key benefit of a Student Partnership Agreement is the ability to engage and communicate with the wider student body, beyond the Students' Association. In particular, a Student Partnership Agreement can:
•   serve to map and promote student engagement opportunities across the University;
•   act as a tool to reflect on the way in which staff and students interact and any improvements;
•   be used to monitor and review the effectiveness of student engagement;
•   provide tangible evidence of the partnership between students and staff.

Why develop a Student Partnership Agreement now?
It is important to emphasise that we are not beginning from a standing start. The University of Edinburgh and Edinburgh University Students'' Association have enjoyed a long and productive partnership, which was commended in the recent Enhancement-led Institutional Review (ELIR 2015) conducted by the Quality Assurance Agency for Scotland. This agreement builds on the strength of that partnership.

Moreover, we were ahead of most Scottish HEIs in developing a joint Students' Association and University of Edinburgh Student Engagement Statement in 2013 that sets out our explicit commitment to working in partnership with our students and outlines the various ways in which students can engage with the University. The Student Partnership Agreement would replace the current Student Engagement Statement.

The priorities in the agreement align with the Learning and Teaching Enhancement Strategy and Students' Association own priorities, rather than creating new initiatives. 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, our approach to partnership and the priorities we have agreed to work on together during academic year 2017-2018.

Our values

Our partnership is underpinned by the following core values and sets out expectations of both students and staff to enhance the student experience:

Excellence – We are committed to excellence in education, expect the highest standards of our teachers and learners, and recognise high quality teaching. We want to be known nationally and internationally for the quality of our teaching and the quality of our graduates.

Inquiry – We foster an approach to learning based on research and inquiry. We celebrate and encourage independent, critical thinkers. We provide opportunities for student-led, co-designed learning within and beyond the main discipline. Our excellence in research enhances our teaching and we consider that every student is an active researcher and participant in building knowledge.

Community – We are all members of a vibrant community based on collaboration, co-creation and support for one another. Our connectivity extends across different disciplines and outside the University to our alumni and external partnerships. Our community is underpinned by high-quality academic and pastoral support, peer-learning, clubs and societies.

Inclusion – We celebrate the diversity of our University community. We value and respect each other. We create a welcoming and supportive environment in which all members of our community have the opportunity to achieve their full potential.

Responsibility – We promote the highest standards of individual behaviour and personal accountability, ensuring we act ethically and sustainably. We all have a responsibility to develop the student experience, including engaging constructively in giving and receiving feedback to positively enhance the Edinburgh experience for current and future students.

Partnership at Edinburgh

Our commitment to working in partnership with students is articulated at the highest level in the University's Strategic Plan and the University Learning and Teaching Strategy. Staff at the University of Edinburgh currently work in partnership with Edinburgh University Students' Association to ensure that students are central to:

- governance and decision making,
- quality assurance and enhancement,
- providing opportunities for students to become active participants,
- fostering collaboration between students and staff.

Appendix 1 sets out examples of working in partnership

Partnership in Practice – Our Priorities

Based on feedback from students - from the National Student Survey, the Postgraduate Taught Experience Survey, the Postgraduate Research Experience Survey, our internal course and programme surveys - and from The Students' Association, we have identified three key themes that we will address together during the 2017/18 academic year: **Student voice, academic support and mental health and wellbeing.**

We will work together to:

1. **Ensure our students and the student voice are central to co-creating a high quality student learning experience**

   - Supporting effective student engagement in relation to the whole student experience.
   - Working to ensure student feedback is valued, shared, reflected upon and used for enhancement, in dialogue with students.
   - Enhancing and promoting effective student representation structures for all student groups to enable student feedback to be shared and addressed.

2. **Strengthen the effectiveness of the range of academic support available**

   - Developing a shared understanding of the various support roles and expectations of support, ensuring students know what support is available and how to access it.
   - Increasing engagement with academic support as a means to improving student outcomes.

3. **Promote positive mental health and well-being**

   - 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.

Reviewing the Student Partnership Agreement

This Partnership Agreement will be reviewed annually following the election of student sabbatical officers and outcomes from the major student surveys, allowing key priorities for the subsequent academic year to be identified.

Appendix 1: Examples of working in partnership

University level involvement:
- The Student Representation system -www.eusa.ed.ac.uk/representation
- Student participation on committees at every level of the University, including
  - Student-Staff Liaison Committees,
  - School and subject area committees,
  - College Committees,
  - Senate, Court and the Senate Committees
- Student participation in Task and Project Groups
- Student participation in the Internal Periodic Review Process, including full membership of review teams – Information for students on Internal Review Process

Student-led initiatives, including, but not limited to:
- Peer Learning and Support – http://www.eusa.ed.ac.uk/peersupport
- Student-Led Individually Created Courses (SLICCs)
- Impact Awards, recognising outstanding student leaders and student/staff partnerships on campus: http://www.eusa.ed.ac.uk/impactawards
- Student-Led Teaching Awards - www.eusa.ed.ac.uk/teachingawards
- Student Led Activities from Societies to volunteering that enhance student life. – www.eusa.ed.ac.uk/activities
- The Activities Awards, to celebrate and showcase what makes the University such a fantastic place to be and the experiences that it offers and to recognise the contributions that societies and volunteering make to the University and the community.
- Student Groups which provide support and representation for marginalised and underrepresented student communities: https://www.eusa.ed.ac.uk/representation/yourrepresentatives/

The University of Edinburgh

Senate

4 October 2017

Special Minutes

Executive Summary

The paper provides the Special Minutes for Professors J Dawson, K Fearon, M Fransman, S Frith, J Hopkins, N Hunter, T O'Shea, and L Yellowlees.

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
September 2017

Special Minute
Professor Jane Dawson FRSE
John Laing Professor Emerita of Reformation History

Jane Dawson is globally renowned as one of the leading academics specialising in Reformation History throughout Europe but with a particular interest in Scotland, Ireland, England and Wales. Professor Dawson has made important contributions to the study of Scottish and British ecclesiastical history during the reformation period, the history of the Scottish highlands and sixteenth century European political and religious thought. Jane has an impressive publication record including, in 2015, the highly acclaimed biography of John Knox, a leader of the Protestant Reformation in sixteenth-century Scotland. Based in large part on previously unavailable sources, this book is widely viewed as the definitive life of the founder of the Presbyterian denomination, challenging previously held views on Knox's character and influence.

Jane graduated in 1974 with a BA Hons in Modern History from Durham University and went on to gain her PhD from the same institution.   In the late 1970's she became the University of St Andrew's first Glenfiddich Research Fellow in Scottish History. With the exception of a brief spell teaching history at the Bell Baxter Secondary School in Cupar, Fife, Jane spent the next ten years teaching in the departments of Scottish History and Modern History at the University of St Andrews.

In 1991, Jane took up the post of John Laing Lecturer in the History and Theology of the Reformation Ecclesiastical History within the School of Divinity at the University of Edinburgh. Throughout her time at the University, Jane has been an exemplary colleague always prioritising the student experience and promoting collegiality at all levels. Jane was awarded the Chancellor's Award for Teaching from the University of Edinburgh in 2005 as well as the National Award for History Teaching in Higher Education in 2006. She has been a pioneer in research-based teaching, and her commitment to pedagogical improvement and enhancing the student experience has been long-standing and has exemplified best practice in the University. An active ambassador for e-learning and e-teaching, Jane has developed a number of web-based resources to support undergraduate teaching, including materials published on the Scottish Cultural Resources Access Network (SCRAN). Jane has held many key roles within the School of Divinity including Director of Research and Depute Head of School. She was promoted to Professor of Reformation History in 2007.

Jane has won multiple research grants including a significant AHRC grant for 'Singing the Reformation: The world of Reformation Britain as seen and heard in the Wode Psalter'. The project culminated in a major exhibition at the 2011 Edinburgh Festival telling the story of psalm singing in Britain at the time of the Reformation. It brought together for the first time all eight surviving Wode Psalter manuscripts and created digital images for permanent viewing. These Part-books form one of the most important collections of early modern Scottish music, including harmonisations for the metrical psalms.

Jane's academic standing has been recognised by numerous appointments as an external examiner of PhDs to the Universities of St Andrews, Cambridge, Glasgow and Manchester. She is a trustee of the Scottish Medievalists, a Fellow of the Royal Historical Society, a Fellow of the Society of Antiquaries of Scotland, and a Fellow of the Royal Society of Edinburgh. Jane has regularly delivered guest lectures in the UK and abroad and has taken part in a number of national radio interviews, as well as acting as historical consultant for numerous national radio and television productions.

In her retirement, Jane plans to pursue a number of major research projects, to engage in public lectures both nationally and overseas, and she intends on maintaining an active connection with the School of Divinity and the University of Edinburgh through her research, seminar presentations, and by providing input into the learning of graduate students.

The School of Divinity has no hesitation whatsoever in commending Professor Jane Dawson to the Senatus Academicus as a person worthy of recognition through the award of the title Professor Emerita.

Special Minute

Kenneth Christopher Howard Fearon
MBChB (Hons), MD, FRCS Glas, FRCS Edin, FRCS, HonMD
Emeritus Professor of Surgical Oncology

Professor Fearon who died in post on 3rd September 2016 was Professor of Surgical Oncology at the Edinburgh University and an Honorary Consultant Colorectal Surgeon at the Western General Hospital. Ken was proud of his West of Scotland roots. He was a distinguished undergraduate completing his degree in Medicine with Honours in 1982 and as the Brunton medalist from Glasgow University. From 1983 to 1986, he was the Cancer Research Clinical Research Fellow in the Department of Oncology in Glasgow University under the mentorship of Professor Kenneth Calman. He had already decided on a surgical career by the time he submitted his MD thesis on the "Mechanisms and Treatment of Cancer Cachexia" in 1987. He had been recognised as a rising star in surgery and followed Sir David Carter to Edinburgh being appointed as Lecturer in Surgery at the University of Edinburgh in 1988. He rose through the ranks, first as Senior Lecturer in 1993 and subsequently as Professor of Surgical Oncology in 1999. He was a true surgeon scientist whose principal research domains included human nutrition and metabolism, the metabolic response to surgery and cancer cachexia. His translational research was focused on the role of the systemic inflammatory response.

His clinical research was focused on development of trial methodology including early biomarkers and novel outcome measures. He conducted several of the largest prospective randomised intervention trials in cancer cachexia and had a major interest in nutritional pharmacology. He was a founding member of the Enhanced Recovery After Surgery (ERAS) Group and was Chairman of the Board of the ERAS Society. Ken's excellence was recognized at many stages in his career. He was presented with the Cuthbertson Medal from the Nutrition Society in 1991, the Hippocrates Award from the Society on Sarcopenia, Cachexia and Wasting Disorders (SCWD) in 2009 and the Arvid Wretlind Award from the European Society for Clinical Nutrition and Metabolism in 2011.

Along with these academic accolades, those who knew Ken were well aware of his intense intellect and his clinical acumen. He was entirely focused on the needs of his patient and was a most sympathetic, skilled and caring surgeon. He was excellent company and was able to maintain a high level of intellectual jousting on his wide-ranging interests. He enjoyed the arts, classical music and opera which had resonance with his love of Italy and its cuisine. He enjoyed his game of golf which had been honed on the Ayrshire links golf courses as a young man. He struggled often with his driver off the tee but typically seemed to have mastered the one iron with a skill that many a professional would have been proud.

Ken will be greatly missed by his colleagues and by his two children and his wife, Professor Marie Fallon with whom he had forged a formidable partnership at work and at home.

Special Minute
Professor Martin J Fransman BA, MA, PhD
Emeritus Professor of Economics

Martin Fransman will retire on 31 October 2017 after 39 years of service to the University. He graduated from the University of the Witwatersrand Johannesburg with a BA in 1968 (first class in Economics) and an MA (Economics) in 1973 (with distinction). He worked under Professor Ludwig Lachmann, pioneer of Austrian economics, who appointed him as a lecturer in economics in 1970. In 1971 he joined the newly-formed University of Botswana, Lesotho, and Swaziland, Swaziland campus, where he started the Department of Economics and stayed until 1977. From 1977 to 1978 he was a lecturer in economics at Queen Mary College, University of London. In 1978 he was awarded a PhD in development economics from the Institute of Development Studies at Sussex University. In 1978 he became a lecturer in economics at the University of Edinburgh and in 1987 a Reader. He was also attached to the University's Centre of African Studies.

From the late-1970s Martin became interested in the so-called Asian Tiger Economies - Hong Kong, Taiwan, Singapore and South Korea – which led to his research on Japan. From 1986 to 1987 Martin took his family to Japan where he was based at the University of Tokyo with a scholarship from the Japan Society for the Promotion of Science. In 1991 his *The Market and Beyond – Information Technology in Japan* (Cambridge University Press, 1990) won the former Japanese Prime Minister's Masayoshi Ohira Prize. In 1988 Martin was appointed to the NTT Chair of Telecommunications at the newly-established University of Tokyo Research Centre for Advanced Science and Technology and in 1992 he was again appointed to this position.

In 1988, with encouragement from Professor Ron Asher (then Dean of the Faculty of Humanities), Martin established the Institute for Japanese-European Technology Studies (JETS) at the University and became its Director with funding and support from NEC and Fujitsu, the Japanese Ministry of International Trade and Industry, and the UK Department of Trade and Industry. In 1989 JETS was formally launched at the British Embassy in Tokyo by the then British Ambassador to Japan, Sir John Whitehead, and by Professor David Smith, Principal and Vice Chancellor of the University of Edinburgh. Martin was a co-founder of the University's Institute for the Study of Science, Technology, and Innovation (ISSTI).

In 2002 Martin's *Telecoms in the Internet Age: From Boom to Bust to…?* (Oxford University Press), which dealt with the great Telecoms Boom and Bust of 1996-2003, was awarded the Wadsworth Prize for the best book on business history published in the UK. In 2008 he was awarded the 2008-2010 Joseph Schumpeter Prize for *The New ICT Ecosystem – Implications for Policy and Regulation* (Cambridge University Press, 2010), the most prestigious prize for the economics of innovation.

From 2016-2017 Martin held a Leverhulme Fellowship completing his fourteenth book, *Innovation Ecosystems – How Does Innovation Happen?* which will be published by Cambridge University Press.

With the enthusiastic support of his wife and children Martin decided some time ago that, like many other academics, he will be retiring but not stopping work. Indeed, he sees retirement as a wonderful opportunity to devote, in more relaxed circumstances, even greater time to his intellectual interests and to 'giving something back' to the society that has nurtured him.

Special Minute
Professor Simon Frith OBE, FBA
Emeritus Professor of Music

Simon Frith graduated from the University of Oxford, with a first class degree in PPE, and from the University of California, Berkeley, with an MA and PhD in Sociology. He started his academic career in the Sociology Department at the University of Warwick, and since the publication of his first book, *The Sociology of Rock*, in 1978, has been at the forefront of academic popular music studies nationally and internationally. His work has been translated into 8 European languages, as well as into Chinese, Japanese and Korean, and he has held visiting chairs at McGill and Carlton Universities in Canada, at Cornell University in the USA, and at Stockholm, Aarhus and Bologna Universities in Europe. He was co-director of the John Logie Baird Centre for Research in Film, Television and Music at the Universities of Glasgow and Strathclyde from 1987-1999, and director of the ESRC's Media Economics and Media Culture Research Programme from 1995 to 2000. He was elected a Fellow of the British Academy in 2011. In parallel to his academic career, Simon has also had a successful career as a music journalist and reviewer, writing for numerous publications in the UK and the USA, including the *Sunday Times*, of which he was the first rock critic. He chaired the judges of the Mercury Music Prize for 25 years, from its inception in 1992, and was awarded an OBE for his services to higher education and popular music in 2017.

Simon became Tovey Professor of Music at the University of Edinburgh on January 1 2006, serving as head of music from 2008-2011. His main role here was to develop research and teaching in the sociology of music, with a particular emphasis on the sociology of popular music, which he fulfilled through the development of new course options and curricula for undergraduate and taught Masters programmes, through the recruitment of a significant number of doctoral students, and in continuing research and publication activity. Successful bids for AHRC funding for a three-year research project on Live Music in Britain and follow-on funding for the development of Live Music Exchange [livemusicexchange.org] have enabled the Reid School to become an important centre for research in this area. More recently, working with his Music colleague, Matt Brennan, and Nick Prior from Sociology, Simon has been developing a new research strand for the Reid School, bringing a sociological approach to study of musical instruments and technology already established in the University's historical musical instruments collection, in the Reid School's work in electronic and computer music composition, and in the ECA's exploration of sound design.

In retirement Simon will continue to be research active. He presently has 7 articles in press and will remain part of the Live Music Exchange team. He is the lead author of volumes 2 and 3 of *The History of Live Music in Britain since 1950*--Volume 1 was published in 2013; the remaining volumes are due to be completed over the next two years. He is co-editor, with Matt Brennan, of a new book series from Bloomsbury, *Alternate Takes. Critical Studies in Popular Music*, and will continue to be co-editor of the *Journal of the British Academy*, which he has been since its launch in 2012. He also intends to go on contributing to the conceptual discussions of musical instruments.

Special Minute
John Hopkins, BSc, PhD, DSc, FRSB
Emeritus Professor of Veterinary Immunology

John Hopkins joined the University of Edinburgh on 1 June 1983, working with both the Royal (Dick) School of Veterinary Studies and The Roslin Institute. This followed him obtaining a Doctor of Science at the University of Edinburgh, a Bachelor of Science at the University of Liverpool, and a Doctorate of Philosophy (PhD) at the University of London.

Throughout his tenure John was an enthusiastic teacher of Immunology to veterinary undergraduates and to students on the MSc in Animal Biosciences; he also supervised research projects for undergraduates.

Professor Hopkins led research on the molecular immunology and genetics of endemic gastrointestinal diseases of livestock, including *Teladorsagia circumcincta*, a major cause of sheep parasitic gastroenteritis; *Mycobacterium avium paratuberculosis* (Map), the causative agent of paratuberculosis or Johne's disease; and *Salmonella enterica*, common cause of zoonotic bacterial enteritis.

John Hopkins also mentored many successful PhD studentships during his tenure. He was Associate Editor for BMC Veterinary Research from 2011 to 2016, and his contribution to veterinary research was recognized with a Fellowship of the Society of Biology in 2012.

Special Minute
Nora Hunter, BSc, PhD
Emeritus Professor of Neuropathogenesis

Nora Hunter joined the University of Edinburgh in 13 January 1986, working for The Roslin Institute during her tenure. This followed her obtaining a Bachelor of Science at the University of Glasgow and a Doctorate of Philosophy (PhD) at the University of London.

Nora Hunter began her career with a degree in Botany and a PhD in plant diseases but having moved into the field of neurology she has made significant achievements throughout her career.

Professor Hunter was among the first to demonstrate the role that PrP genetics play in sheep disease susceptibility to scrapie, work that led to the development of the National Scrapie Plan. She was also the first to show transmission of TSEs via blood transfusion (in sheep).

Nora Hunter's research interests include sheep who are the natural hosts of scrapie, a transmissible spongiform encephalopathy (TSE) infection controlled by PrP genotype. The reasons for this finding and how it relates to disease susceptibility are still under investigation. Nora's research in this field is internationally recognized, during her tenure she played a pivotal role in controlling TSE infection within the UK, and provided expert advice to national governmental committees including:

> The Scottish TSE Network organising committee
> STEG [Strain Typing Expert Group (DEFRA/EU)]
> Sheep and Goat Stakeholders Group (DEFRA)
> SEAC Sheep Sub-group

Nora Hunter's most recent work was aimed at understanding subclinical infection and how new strains of TSEs develop .She is also interested in the normal function of the PrP protein and hopes to be able to study its role in the placenta.

Special Minute

Professor Sir Timothy O'Shea
BSc (Sussex), PhD (Leeds), DUniv (Heriot-Watt), DUniv (Strathclyde), LL.D hc (McGill), D.hc (St. Petersburg HSS), FAcSS, FRSE, FREng
Emeritus Professor of Digital Education

Professor Sir Timothy O'Shea retires as Principal and Vice Chancellor of The University of Edinburgh at the end of January 2018, after 15 years of leadership and service and having presided over a very significant period of expansion and internationalisation for the University. During his time in office, the University has regularly been ranked as one of the top 25 universities in the world. It has also cemented its place as one of the UK's foremost research intensive universities.

Professor O'Shea has been a leading figure in research in computer-based learning since its very early days. His first degree in Mathematics and Experimental Psychology was awarded by the University of Sussex, and followed by a PhD in Computer Based Learning from the University of Leeds. After a period of time as a researcher in the Computer Science Department of the University of Texas at Austin, the Bionics Research Lab at the University of Edinburgh and the Systems Concepts Lab at Xerox PARC, California, he moved to the Open University, where he set up the – still influential – Computers and Learning Research Group. In 1986, he was promoted to a Personal Chair in Information Technology and Education, and subsequently became Pro-Vice-Chancellor of the Open University in 1993.

In 1997 he was elected Master of Birkbeck and then appointed Provost of Gresham College and Pro-Vice-Chancellor of the University of London. He held all three posts concurrently until he returned to Edinburgh as Principal and Vice-Chancellor of the University in October 2002.

Professor O'Shea's work has been formative for the fields of educational technology and digital education. His pioneering work at the Open University in computer based learning, artificial intelligence, and mathematics education, includes 10 books, 22 BBC television programmes and over 100 journal articles. His leadership has established the University of Edinburgh at the forefront of strategic innovation in digital education: the university was the first in the UK to offer Massive Open Online Courses and now has approximately 2.5 million learners enrolled in open courses. He continues to maintain close links with colleagues at Stanford University. He has also led the university to a point where it is a leading provider of high quality distance education, with 63 online postgraduate programmes, and a strong and growing portfolio of innovative online provision. His support for the area of digital education has built and supported expertise and excellence in this area across the entire University. He has continued to research and publish in the field over the period of his leadership of the university

Professor O'Shea has received multiple honours including Fellowships from: Birkbeck, University of London; The University of the Highlands and Islands Millennium Institute; The Royal Society of Edinburgh; The European Co-ordinating Committee on Artificial Intelligence; The Academy of Social Sciences; and The Royal Academy of Engineering. He has been given outstanding contribution awards by the governments of Japan and the People's Republic of China for his work on promoting academic co-operation between Scotland and those two countries, and also holds honorary degrees from Heriot-Watt

University, University of Strathclyde, McGill University, and Saint Petersburg University of Humanities and Social Sciences. He was awarded a knighthood in the Queen's 2008 New Year Honours in recognition of his services to higher education.

The achievements and contribution of Professor O'Shea to the university are immense and impossible to summarise in a brief minute. The university wishes him the happiest of retirements and tremendous gratitude for his leadership over the last decade and a half.

He has agreed to continue as Chair of the Board of the Edinburgh Festival Fringe. Also he will do more hillwalking, gardening, reading and will attempt to learn to sing.

SPECIAL MINUTE
Professor Lesley J. Yellowlees
BSc, PhD, FRSC, FInstP, FRSE, MBE, CBE
Emerita Professor of Inorganic Electrochemistry

Lesley Yellowlees completed both her BSc in Chemical Physics and her PhD in Inorganic Electrochemistry at the University of Edinburgh. After holding research fellowships in Brisbane and Glasgow she returned to an academic position in the School of Chemistry at Edinburgh in 1986 and gained a personal chair in Inorganic Electrochemistry in 2005. Her research interests are wide-ranging and include: inorganic electrochemistry, spectro-electrochemistry, EPR spectroscopy, synthesis and characterisation of dyes for use in solar cells, and the development of techniques that convert CO_2 into useful chemical compounds. She has published over 130 papers in peer-reviewed journals and has a richly deserved international reputation in the field of electrochemistry.

Throughout her career, Lesley has demonstrated a real passion for her subject and has played a leading role in engaging the wider public with science. This has included the delivery of exciting demonstration lectures for both school and public audiences, hands-on workshops for school pupils, and the participation in public debates about the importance of science and technology. Perhaps even more importantly, she has inspired and encouraged many colleagues and research students to interact with the public – this has created a lasting legacy of public engagement activity within the School of Chemistry and the College of Science and Engineering.

Lesley has always been passionate about promoting women in science and is an inspirational role-model for girls and young women considering careers in science. She has played leading roles in schemes such as Girls Get SMART in the 1990s and more recently has championed the University's involvement in the Athena SWAN Charter.

Lesley completed five years as the first female Head of the School of Chemistry at Edinburgh and Director of EaStCHEM (the joint chemistry research school of the universities of Edinburgh and St Andrews) in 2010. Her encouraging and supportive style of leadership, motivated by her kindness and genuine interest in people, brought out the very best in her staff. She served as Vice-Principal and Head of the College of Science and Engineering from 2011-2017, and deployed her leadership skills to represent and support the College and the University. She was named the University of Edinburgh Alumnus of the Year 2013 in honour of her research, leadership, and her work as an advocate for women in STEM (Science, Technology, Engineering and Mathematics).

Lesley has worked with the Royal Society of Chemistry (RSC) for many years, chairing their Science and Technology Board, sitting on the Publishing Board, working with the Scottish Education section and chairing the editorial Board of Chemistry World. She became their first female President in July 2012. Two portraits of her are on display in the National Portrait Gallery and there is also a painting of her in Burlington House, the headquarters of the RSC. Lesley was awarded an MBE in 2005 for services to science and a CBE in 2014 for services to chemistry. She was elected as a Fellow of the Royal Society of Edinburgh in 2012 and an Honorary Fellow of the Royal Society of Chemistry in 2016. She is also a Fellow of the Institute of Physics.

She has honorary degrees from the Universities of Aberdeen, Belfast, Bristol, Edinburgh Napier, Heriot-Watt, Strathclyde, and the Open University. Lesley is married to Peter and they have two children, Sarah and Mark. We wish Lesley a long and happy retirement, and offer our heartfelt thanks for her outstanding and sustained contributions to the University.

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The University of Edinburgh

Senate

4 October 2017

Edinburgh University Students' Association Priorities 2017-18

Executive Summary

This paper seeks to provide an introduction to Edinburgh University Students' Association's new sabbatical officers and their priorities for 2017-18.

Action requested

This paper is for information.

Resource/Risk Compliance

1. Resource implications
   Does the paper have resource implications? No

2. Risk Assessment
   Does the paper include a risk analysis? No

3. Equality and Diversity
   Does the paper have equality and diversity implications? Yes due consideration has been given.

4. Freedom of information
   Can this paper be included in open business? Yes

Key words
Students' Association

Originators of the paper
Bobi Archer, Students' Association Vice President Education

The sabbatical officers elected for 2017-18 are:

Patrick Kilduff, Students' Association President

Bobi Archer, Students' Association Vice President Education (VPE)

Kai O'Doherty, Students' Association Vice President Activities & Services (VPAS)

Oliver Glick, Students' Association Vice President Community (VPC)

Esther Dominy, Students' Association Vice President Welfare (VPW)

VPE Objectives for 2017-18:

1. Reducing the pressures of Semester 1

Creating a positive academic experience is crucial for students at the University in order for them to build effective communities and to truly succeed on their course. Consistent academic support along with an understanding of existing pressures are both fundamental to the reduction of stress experienced by students within our constantly evolving revision period. The Students' Association will work with the University to ensure that students are given the best chance of success and provided with adequate time to prepare for the semester 1 examination diet.

- Consistency in the Personal Tutor role and reviewing the existing training – with the ability to deal with issues regarding an individual's pastoral and academic support needs in the first instance. These could include signposting for services to deal with mental ill health and guiding individuals on their elective courses.
- The expectations of both the tutor and the tutee should be established at the beginning of each academic year in order to contribute to better understanding, communication and satisfaction with the programme
- Either week 6 or 7 to be free of regular (weekly) assignments in order to be in line with mid-semester feedback and to become a week of consolidation, reflection and preparation for staff and students
- Implementing the policy that 'no new material is introduced in week 11 of semester 1' in order to provide students with adequate preparation time for the assessment period
- All courses to have regular office hours and/or drop-in sessions throughout the revision and examination period
- All courses to provide a template of the examination structure
- Encouraging Schools within CSE to follow the implementations of CAHSS in regards to written submissions and to facilitate online assessments wherever practical

2. Joint Degrees

Joint-degree students make up 14% of our student population, yet they are a cohort of students that is often overlooked. Although we thrive upon offering the Edinburgh Experience and flexibility to students within their degree programmes we often lack the systems in place to support these students and give them any sense of academic belonging. As a result I am working to secure:

- A joint-degree co-ordinator in all schools
- Joint-degree reps in each year of study within all schools
- Consistency in deadline extensions, special circumstances etc.
- A greater focus point in TPRs

3. The Three Cs: Communication, Community and Class Reps

There are currently 2808 class representatives with major inconsistencies across university, degree programme and individual course levels. The aim is to establish more coherent representative structures and transparency in communications to amplify the student voice within the University and Students' Association. With a revised system, the Students' Association can provide training that is more personal, more relevant and more effective. We are seeking to set out clear expectations of representatives to increase our direct engagement with the role; as a result University staff should also be able to have clearer and more useful communications with student representatives.

- Revising the representation system to provide a quality over quantity structure to increase the effectiveness and volume of the student voice
- More effective and personal training for reps
- A clear feedback mechanism for reps to communicate discussions and actions with students
- All SSLC minutes to be published to help close the feedback loop and demonstrate to students that their voice is being acted upon
- Create powerful learning and peer networks for student representatives to recognise the benefits of collaborative working, as such creating deeper pockets of academic community and opportunities to develop individual skills
- A clear and transparent communication mechanism between Class Reps, School Reps and Sabbatical Officers, with the aid of the SSLC and School Rep Forum

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The University of Edinburgh

Senate

4 October 2017

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 2017

Senate

Resolutions

<u>Personal Chair</u>s

These Personal Chairs require to be created:

Draft Resolution No. 76/2017:   Foundation of a Personal Chair of Fire and Structures
Draft Resolution No. 77/2017:   Foundation of a Personal Chair of Medicine

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 76/2017

Foundation of a Personal Chair of Fire and Structures

At Edinburgh, the Fourth day of December, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Fire and Structures:

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 Fire and Structures 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 Fire and Structures 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 seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 77/2017

Foundation of a Personal Chair of Medicine

At Edinburgh, the Fourth day of December, Two thousand and seventeen.

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

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:

3.   There shall be a Personal Chair of Medicine in the University of Edinburgh.

4.   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 Medicine 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 February Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

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The University of Edinburgh

Senate

4 October 2017

Rectorial Election 2018 Date

Executive Summary

This paper confirms the date for the Rectorial Election 2018 in accordance with Edinburgh Ordinance No. 197.

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

The role of the Rector is established in primary legislation.

Action requested

Senate is invited to note that 26 - 27 February 2018 has been approved by Court for on-line voting in the Rectorial election, a minor change of 24 hours from the previously proposed date.

How will any action agreed be implemented and communicated?

The election date will be widely advertised through posters, website and social media channels.

Resource / Risk / Compliance

1. **Resource implications (including staffing)**

   The election costs will be met from existing resources.

2. **Risk assessment**

   The main risks are communications and IT – as the majority of the election will be carried out online and information is centred around the website and social media. These risks will be managed through regular review and general oversight by the Deputy Returning Officer.

3. **Equality and Diversity**

   The elections will be carried out with due regard to equality and diversity.

4. **Freedom of information**

   This paper is **open**

Originator of the paper

Kirstie Graham, Court Services, September 2017.

Rectorial Election 2018 Date

The current Rector's term of office ceases at the end of February 2018. The framework setting out when the election can be run is contained in Ordinance 197: Rectorial Election, which states the election 'shall take place on such a day in the month of February or March as may be fixed by the University Court after consultation with the Senatus Academicus, provided that such a date shall not be later then the second Saturday in March in any year.'

E-Senate on 12-20 September was consulted on the proposed dates of 27 - 28 February 2018 for on-line voting. At its meeting on 25 September 2017, Court approved that on-line voting will take place over **26 - 27 February 2018** (a minor change of 24 hours from the previously proposed date).