

## Senatus Academicus

Wednesday 7 February 2018 at 2.00 p.m. in the Informatics Forum, Crichton Street

### AGENDA

#### **Presentation and Discussion Theme: The University and its City: Partnering to Support Inclusion**

#### **A Introduction**

- 1. What 'contributing locally' means for the University and its communities**  
Professor Lesley McAra (Assistant Principal, Community Relations)

#### **B Different models of engagement linked to core University business**

- 2. Homeless Health and Inclusion Centre**  
Dr Fiona Cuthill (School of Health in Social Science)
- 3. The Edinburgh Gateway Project**  
Professor Remo Pedreschi (Edinburgh College of Art)
- 4. The Mastercard Foundation Community Projects**  
Johanna Holtan (Programme Manager, Mastercard Foundation Scholars Programme)
- 5. Building Local Innovation Hubs, Ecosystems and Platforms**  
Professor Andy Kerr (Edinburgh Centre for Carbon Innovation)
- 6. The Hunter Square Project**  
Professor Lesley McAra (Assistant Principal, Community Relations)

Interlude and Tea/Coffee Break

*During the break there will be an exhibition of student work in the Atrium exploring community engagement.*

#### **PRESIDENT'S COMMUNICATIONS**

**Oral update**

#### **FORMAL BUSINESS**

- Report of E-Business conducted 16 – 24 January 2018  
**For formal noting** S 17/18 2 A
- Higher Education Governance (Scotland) Act 2016: Outcome of Senate Consultation and Next Steps  
**For discussion and endorsement** S 17/18 2 B
- Higher Education Governance (Scotland) Act 2016: Composition of Court  
**For discussion** S 17/18 2 C
- Laigh Year Regulations: terms of office for student sabbatical officers  
**For approval** S 17/18 2 D
- Special Minute S 17/18 2 E

**For approval**

**COMMUNICATIONS**

- |    |   |             |
|----|---|-------------|
| 6. | Investment in Student Facing Buildings and Facilities<br><b>For formal noting</b> | S 17/18 2 F |
| 7. | Resolutions<br><b>To make observations</b>  | S 17/18 2 G |

**CLOSED**

- |    |   |                       |
|----|---|-----------------------|
| 8. | Report from the Honorary Degrees Committee<br><b>For approval</b> | S 17/18 2 H<br>CLOSED |
|----|---|-----------------------|

The University of Edinburgh

Senate

7 February 2018

## **Report of E-Business conducted 16 – 24 January 2018**

### **Executive Summary**

This paper provides the draft report of the electronic business of Senate conducted from 16 – 24 January 2018.

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

Not applicable

### **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? Not relevant

#### **4. Freedom of Information**

Open paper

### **Any other relevant information, including keywords**

Minutes, Emeritus, Knowledge Strategy, Resolutions

### **Originator of the paper**

Senate Secretariat  
January 2018

The University of Edinburgh

Electronic Senate

**Report of Electronic Business of Senate conducted from  
Tuesday 16 January to Wednesday 24 January 2018**

**Formal Business**

1. Minutes from the Senate Meeting on 4 October 2017 (e-S 17/18 2 A)

The Minutes of the meeting of Senate held on 4 October 2017 were approved.

- a. Special Meeting and Graduation Ceremonials on 27, 28, 29 and 30 November and 1 December 2017

The Minutes of the Special Meetings and Graduation Ceremonials in October and November 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 2 B)

The Senatus noted the new professorial and student members.

3. Conferment of the title Emeritus Professor

The Senatus agreed to confer the title of Professor Emeritus on the Professors listed who had recently retired or whose retirement was imminent.

4. Clarifying the eligibility for Senate membership (e-S 17/18 2 C)

Senate noted that Ordinance 204 would be clarified for the forthcoming election of non-Professorial members and endorsed the interpretation of the Ordinance outlined in the paper.

**Arising from the Minutes**

5. Special Minutes (e-S 17/18 2 D)

The Senatus adopted the Special Minutes for Professors F Bray, P Rosa and B Whyte.

**Communications and Reports**

6. Senate Assessor Vacancies – Call for Nominations (e-S 17/18 2 E)

The Senatus approved the Regulations for the Conduct of the Senate Assessor Elections to be held on 21 and 22 March 2018, the constitution of the Scrutinising Committee and will consider and make nominations for the vacancies arising for Senate Assessors.

7. Communications from the University Court (e-S 17/18 2 F)

The Senatus noted the content of the report from the University Court on its meetings of 25 September and 4 December 2017.

8. Resolutions (e-S 17/18 2 G)

Senatus, having considered the draft Resolutions below, offered no observations.

Draft Resolution No. 1/2018 Degree of Doctor of Veterinary Medicine (DVetMed)

Draft Resolution No. 2/2018 Alteration of the title of the Chair of Languages and Classroom Education

Draft Resolution No. 3/2018 Foundation of a Chair of Biochemical Engineering

9. Knowledge Strategy Committee Report (e-S 17/18 2 H)

The Senatus noted the Knowledge Strategy Committee Report.

**Closed**

10. Report of the Senate Exception Committee (e-S 17/18 2 I)

Senate noted the business approved by the Senate Exception Committee.

The University of Edinburgh

Senate

7 February 2018

**Higher Education Governance (Scotland) Act 2016:  
Outcome of Senate Consultation and Next Steps**

**Executive Summary**

At the meeting of Senate on 31 May 2017, members considered two options for the future composition of the Senatus Academicus (hereafter “the Senate”) following the Higher Education Governance (Scotland) Act passed on 8 March 2016. Members agreed that the preferred model for Senate (Model 2) would be subject to University-wide consultation. The consultation was held in Semester 1 2017/18 on the broad shape of the model and involved Schools, Colleges, the Students’ Association and academic staff.

The Task Group on the Higher Education Governance (Scotland) Act met in December to discuss the outcome of the consultation and the results are summarised in the attached paper.

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

Compliance with the Act is a statutory requirement.

**Action requested**

Senate is invited to discuss the outcome of the consultation and endorse the recommendations (paragraph 30) for implementing the new Senate model.

**How will any action agreed be implemented and communicated?**

Following an informal consultation process with Scottish Government officials and lawyers, draft Ordinances will be submitted to the formal internal University approval process involving Senate, General Council and other stakeholders, before final approval is sought from Court. Ordinances are then submitted to the Scottish Universities Committee, comprising the First Minister, Lord President of the Court of Session and the Lord Advocate and then for final approval by Her Majesty in Council.

In parallel with the preparation of the Ordinance, the Senate Task Group on the Higher Education Governance (Scotland) Act will prepare specific proposals for the practical implementation of the new model.

**Resource/Risk/Compliance**

**1. Resource implications**

There are staff and other resource implications in relation to the University’s preparation for implementation of the Act and the revision of Ordinances through the Privy Council. There will also be resourcing implications associated with managing and supporting the newly-constituted Senate, which will be determined by the specific proposals for the practical implementation of the new model.

## **2. Risk Assessment**

The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation'.

## **3. Equality and Diversity**

The paper includes an analysis of how different categories of survey respondents (gender, grade, age) viewed the proposals. This analysis suggests that, while there is some variation, all groups support the proposals, and the consultation did not highlight any other equality issues regarding the proposals which require any changes to the proposals. The consultation has, however, raised issues which must be addressed by the Task Group when considering the implementation of the new model (see paragraph 29) The Senate Task Group is preparing the formal Equality Impact Assessment for the proposed new model, which it will complete prior to presenting the revised Ordinance to Senate.

## **4. Freedom of Information**

Open paper

### **Key words**

Higher Education Governance (Scotland) Act 2016; University Senate

### **Originator of the paper**

Theresa Sheppard; Tom Ward  
Academic Services  
January 2018

## **Higher Education Governance (Scotland) Act 2016: outcome of consultation and next steps**

### **Background**

1. Previous Acts have determined that the Senate will be the academic body within the University that has the power to regulate and superintend the teaching and discipline and to promote research. While the Higher Education Governance (Scotland) Act 2016 (hereafter “the Act”) does not amend the powers or role of Senate, the principal objective of the Act is to enable Senate to exercise them within a ‘more modern, inclusive and accountable’ framework. The main changes that the 2016 Act brings in relate to the composition of Senate are as follows:
  - More than 50 per cent of Senate members must be elected
  - Persons appointed by being elected by the students of the institution from among the students of the institution must make up at least 10 per cent of the total membership of Senate, up to a total of 30 members
  - The University is no longer required to make all professors members of Senate

The full text of the Act is located here:

<http://www.legislation.gov.uk/asp/2016/15/contents/enacted>

2. At the meeting of Senate on 31 May 2017, Senate members considered a detailed analysis of the two possible models for the composition of Senate. Senate expressed unanimous support for Model 2 (a medium-sized Senate, with the University specifying separate pools for election for Professors and for other academic staff members) and agreed that the University would consult more widely on this model.

### **Methodology**

3. The consultation took place in Semester 1 2017/18 and took the following form:
  - Schools and Colleges were asked to make written statements on behalf of their communities
  - A questionnaire was circulated to all academic staff within the University.
  - The Students’ Association was asked to respond to the consultation on behalf of all students.
  - A project webpage was available, setting out the recommended model in detail and suggestions for the operation of Senate, so that stakeholders would be aware of how the recommended model might work in practice:  
[www.ed.ac.uk/academic-services/committees/senate/higher-education-governance-scotland-act](http://www.ed.ac.uk/academic-services/committees/senate/higher-education-governance-scotland-act)

### **Consultation of Colleges, Schools and the Students’ Association**

4. Responses to the consultation were received from 12 schools, one college and the Students’ Association. The majority of responses was overwhelmingly in favour of the recommended model for Senate membership.

### **Consultation of Academic Staff**

5. An email was sent to all academic staff in the University which included a summary of the recommended model and a link to the online questionnaire. The questionnaire



invited participants to show their level of support for, and to make any comments on, the recommended model. 290 members of the University academic staff responded to the questionnaire, out of around 7,000 in total.

6. The breakdown of respondents across categories of staff was as follows:

Table 1

Which area of the University do you work in?

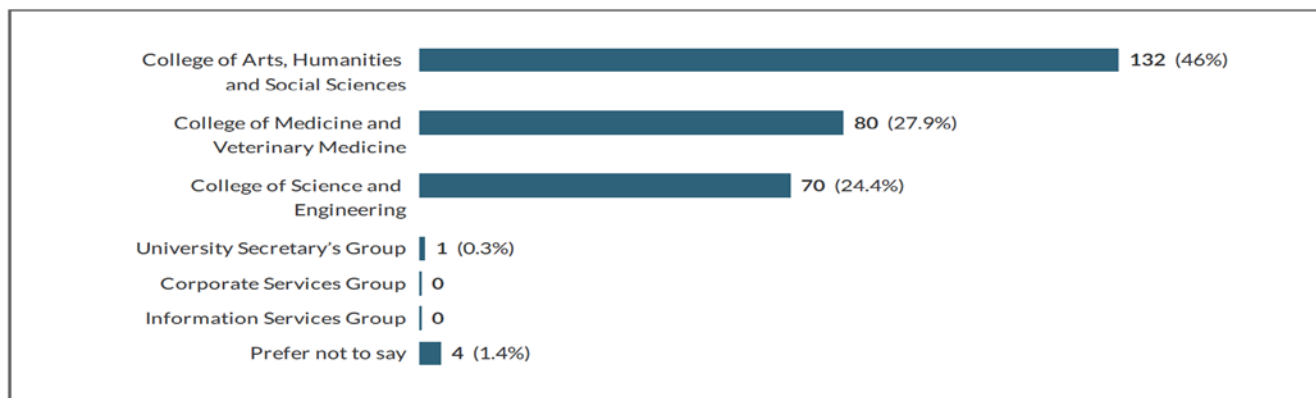


Table 2

Which of the following best describes how you identify your gender?

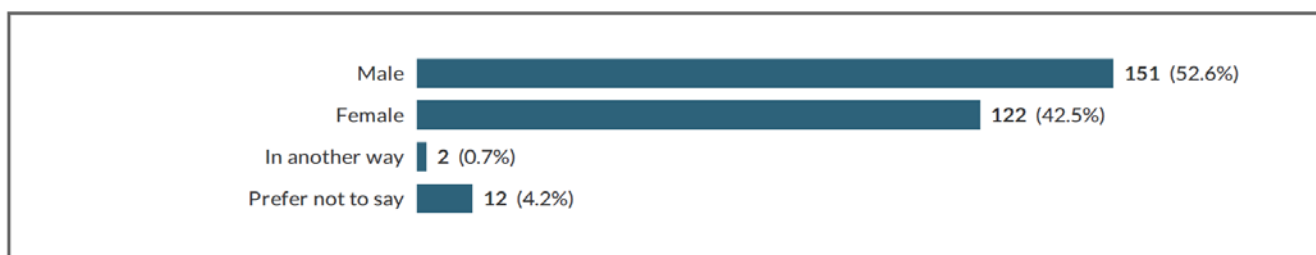
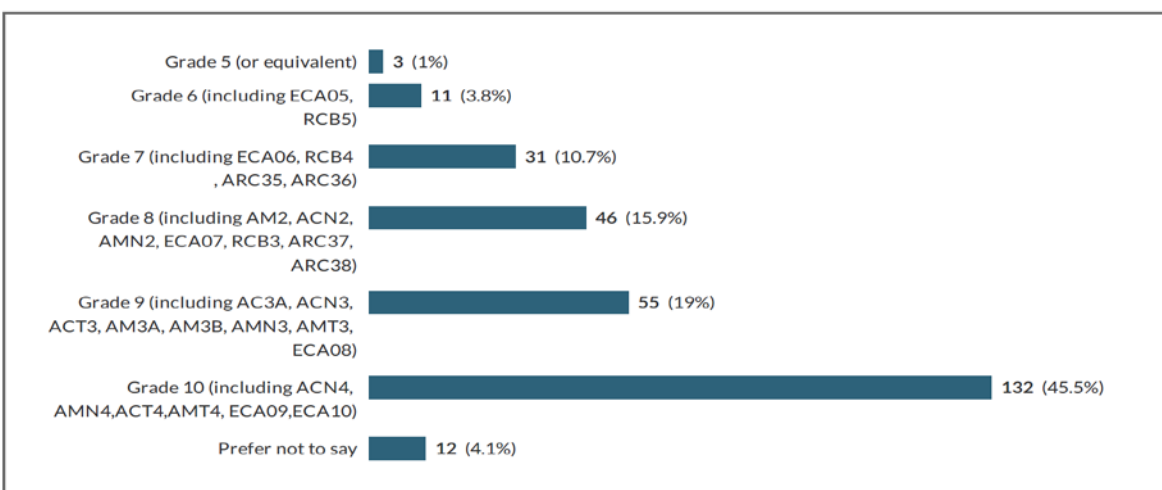


Table 3



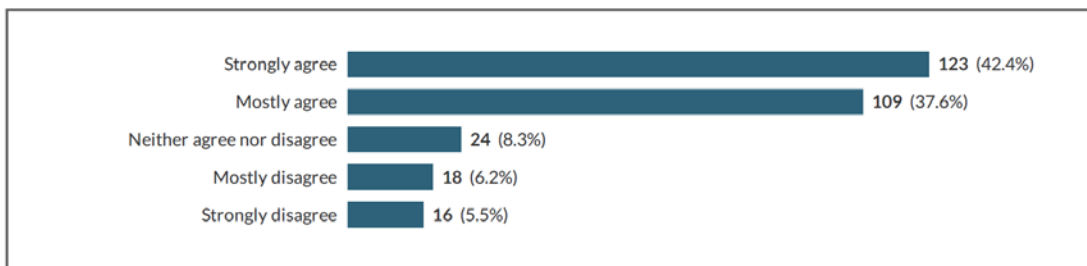
Overall support for the recommended model

7. The vast majority of respondents to the questionnaire on Senate membership supported the recommended model, with a small number indicating that they disagreed with it. A summary of the responses are set out in the table below:

Table 4

1 Please indicate to what extent you support or do not support this recommended model

1.1 I support the recommended model for the new Senate



8. Those who supported the recommended model mentioned the following reasons for doing so:
- The overall size of the model, which would allow Senate to be an effective forum for debate
  - The logic of basing the size on the current levels of attendance at Senate
  - The balance between professorial and non-professorial representatives, which would allow Senate to reflect a broader range of academic interests than at present
  - The proportion of elected members, which would allow rotation of membership, meaning that Senate would benefit from diverse views
  - The likelihood of competition for places among a large number of members, which would be likely to bring about an enthusiastic and engaged membership.
9. Those who did not support the model mentioned the following:
- The overall size of the model, with opposing views expressed either that it was too small to be truly representative or too big to operate effectively and to achieve a quorum when required
  - Concerns over removal of automatic membership of professorial members and/or the overall size of the elected professorial pool
  - Concerns over the number of places allocated to student members, with support for both more and fewer student places shown
  - Suggestion that places be designated in the elected membership for tutors, demonstrators and researchers
10. Of those who supported the recommended model (figures represent those who declared this information, and the percentage of those who declined to respond to this information is not cited, hence the percentages not totalling 100%):
- a. 44 per cent were from CAHSS (compared to the overall population of 46 per cent of respondents from CAHSS)
  - b. 22 per cent were from CSE (compared to the overall population of 24 per cent of respondents from CSE)
  - c. 33 per cent were from CMVM (compared to the overall population of 28 per cent of respondents from CMVM)

11. Of those who did not support the model (figures represent those who declared this information and the percentage of those who declined to respond to this information is not cited, hence the percentages not totalling 100%):
  - a. 50 per cent were from CAHSS (compared to the overall population of 46 per cent of respondents from CAHSS)
  - b. 35 per cent were CSE (compared to the overall population of 24 per cent of respondents from CSE)
  - c. 9 per cent were CMVM (compared to the overall population of 28 per cent of respondents from CMVM)

Comments on the overall structure of the recommended model

12. Some respondents raised concerns relating to the **principle of a majority elected body**. Concern was shown by some that the requirement of academic staff members to stand for election would result in the membership being dominated by a self-selecting group which would not necessarily represent the majority view, or would not represent a sufficiently diverse range of views, and that debate would be stifled as a result. Some suggested that equal distribution of members across the University would be a solution to this issue (see paragraph 23).

*Under the Act, over 50 per cent of the membership must be elected, and the model recommended 230 elected members out of around 300. The concerns of these respondents do not relate to the specific proposals of the model but about the principle of election, which is designated by the Act and the University must comply with it. The recommended overall number of elected members under the model recognises that the size and diversity of the University will require a large number of members to be elected.*

13. Several comments (around 13) related to the **altered arrangements on Senate for professorial members** (professors are automatically entitled to membership under the current Senate; under the recommended model, professors have a designated pool of 100 elected members). The majority of those who disagreed with the recommended model either felt that professors should retain their right to automatic membership, or that the number of elected professorial members should be increased, so that professors were in the majority. Those who supported this position felt that academic leadership was a priority for the new Senate, that professors were best placed to make decisions about educational issues, being at the forefront of teaching and research in their fields, and that their long-term positions meant that they offered valuable experience and were invested in the future of the University. The alternative view was also put forward by respondents who supported the reserved pool of 100 professors, as had been recommended; it was felt that the recommended model was fairer, giving voice to a broader range of academic staff, which would allow for greater diversity in Senate membership (see paragraph 29).  
*While some individuals had concerns, the overall responses on this issue show that the proposed model is supported by the majority. The recommended division of 100 elected professorial members and 100 elected non-professorial academic staff members recognises the need for diversity in membership. It should be noted that, when including the ex officio membership, together with the recommended number of elected professors, the total number of professors entitled to Senate membership would be just under 150 out of 300 overall members.*

14. While there was little specific comment on the overall number of non-professorial academic staff places, around 10 comments related to the **position of tutors**,

**demonstrators, teaching fellows and researchers in the membership.** Several comments put forward the view that there should be a designated pool for this category, to ensure that there was an adequate spread of academic staff across all different posts.

*Tutors, demonstrators, teaching fellows and researchers would not be excluded from the membership, but would be included in the 'elected academic staff' category. It is recommended that further discussion be held as to whether a portion of the 100 members set aside for this category should include any further sub-divisions for specific categories of academic staff.*

15. Opinion was divided over the **recommended number of student members** on Senate (30), which would comprise exactly 10 per cent of the membership, as required by the Act. Some felt that this was an opportunity to create an even greater student presence on Senate than required by the Act, while others felt that 30 students in total was too many. The view was also expressed that further sub-division of the student category was necessary to ensure that the spread of student levels and categories was represented on Senate.

*The recommended number of students comprises exactly 10 per cent of the membership, as required by the Act, and this is supported by the majority of respondents. The Students' Association will be asked in due course to clarify which office holders will be invited to hold membership under the new model, ensuring that students at all levels will be represented.*

16. With regard to both the presence of tutors and demonstrators in the elected non-professorial academic staff category, and the student category, neither of which have been sub-divided in any way, it was observed by one respondent that it would be possible for postgraduate research students who held academic contracts to stand in both categories, which could be seen as unfair and would potentially skew the membership strongly in favour of students.

17. Very little comment was made about the recommendations for **ex officio membership**, although one respondent suggested that College Deans and Associate Deans be included, and several respondents suggested that some other specific categories of staff should be included, for example professional support staff or Trade Union representatives.

*In relation to the professional support roles, it may be appropriate to include a small number of key professional services roles among the ex officio appointments. Since Senate is the primary academic body of the University, however, it would not be appropriate to include space for elected professional support staff. In relation to Trade Union representation, it appears that some of the responses were based on a misunderstanding of the Act; while the Act requires Trade Union representation on Court, it does not require Trade Union representation on Senate.*

18. Several comments expressed unease about the control of the Scottish Government over University governance issues.

19. While some of the comments raised above have prompted the need for clarification in some areas, it is clear that the overall proposal for the Senate model is supported and no substantial change to the model is recommended.

### Comments on implementation of the new model

20. While the project webpage put forward ideas as to [how the new Senate might operate in practice](#), it will not be possible to develop firm proposals until the overall composition of Senate has been agreed. Respondents to the consultation included several comments and requests for clarification on this subject.
21. A couple of responses highlighted the importance of **establishing a fair and transparent process for election** and requested clarification over whether a single transferrable vote system or first past the post would be used.
22. The Students' Association noted that the current practice of members assuming elected membership in August of each year would make it difficult for student representatives to attend the first meeting of the year (particularly for student members on postgraduate taught programmes who are elected to Students' Association roles in Semester One) and this would need to be taken into account when planning a framework for elections and terms of office.
23. A number of comments expressed the view that **the elected membership should represent as wide a subject, school and college base as possible**; in several cases, the view was expressed that each School should be represented in the elected membership, with a respondent expressing the view that division of the elected places in each category by School, rather than College, was necessary to ensure that the electors were familiar with those standing for election. While all heads of Schools and Colleges will be granted *ex officio* membership, one School commented that an additional member should be elected in each School. In other cases, the view was expressed that places should be distributed to Schools and Colleges according to their overall size, with constituency boundaries clearly drawn.

### Implications of the recommended model for equality and diversity

24. The questionnaire included a set of demographic questions which were analysed in relation to overall support for the recommended model.
25. Respondents were asked for the following demographic information:
  - College
  - Employment Grade
  - Gender
  - Ethnicity
  - Length of Service
  - Age
26. The analysis of this data showed that the proportions of individual groups supporting the model were broadly in line with the proportion of individual groups responding overall.
27. Of those who supported the recommended model (figures represent those who declared this information and the percentage of those who declined to respond to this information is not cited):
  - a. 53 per cent were male (compared to the overall population of 52 per cent of male respondents)

- b. 44 per cent were female (compared to the overall population of 42 per cent female respondents)
  - c. 43 per cent were at grade 10 and above (compared to the overall population of 46 per cent respondents at grade 10 and above)
  - d. 54 per cent were at grades 5-9 (compared to the overall population of 51 per cent respondents at grades 5-9)
  - e. 29 per cent had worked at the University for 0-5 years, 22 per cent for 6-10 years, and 47 per cent for 11+ years, all of which figures matched the overall proportions of respondents from these three categories.
28. Of those who did not support the model (figures represent those who declared this information and the percentage of those who declined to respond to this information is not cited):
- a. 50 per cent were male (compared to the overall population of 52 per cent male respondents)
  - b. 29 per cent were female (compared to the overall population of 42 per cent female respondents)
  - c. 62 per cent were at grade 10 and above (compared to the overall population of 46 per cent grade 10 and above respondents)
  - d. 24 per cent were at grades 5-9 (compared to the overall population of 51 per cent respondents at grades 5-9)
  - e. 21 per cent had worked at the University for 0-5 years, 21 per cent for 6-10 years, and 50 per cent for 11+ years (compared to overall proportions of 29 per cent, 22 per cent and 47 per cent respectively for these categories).
29. Some respondents highlighted equality and diversity issues, which the University will need to take into account when developing proposals for the implementation of the newly constituted Senate; several respondents emphasised that the membership should reflect the diversity of the institution, in particular noting that among members there should be a balance of gender, ethnicity and age, and that this balance should be a design principle of the new model. Some expressed the view that diversity of membership was more likely to be achieved under the recommended model than the current, since it allowed representation from a greater number of non-professorial staff members.

### Recommendations

30. In view of the responses summarised above, the following recommendations are made:
- a. That the recommended overall model be approved without modification
  - b. That the Senate Task Group on the Higher Education Governance (Scotland) Act consider whether any sub-division of the agreed number of elected places in any of the categories will be necessary
  - c. That an Ordinance be drafted to reflect the final model and be submitted to Court and Senate
  - d. That the Task Group be asked to prepare specific proposals for the practical implementation of the model, taking into account the points made in paragraphs 20-23.

The University of Edinburgh

Senate

7 February 2018

## **Higher Education Governance (Scotland) Act 2016 – Composition of Court**

### **Executive Summary**

Following a verbal briefing at the October Senate meeting, this paper provides a written briefing on the proposed changes to the composition of Court to comply with the Higher Education Governance (Scotland) Act 2016, including to the Senate Assessors on Court.

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

Compliance with the Act is a statutory requirement.

### **Action requested**

For discussion.

### **How will any action agreed be implemented and communicated?**

Following an informal consultation process with Scottish Government officials and lawyers, draft Ordinances will be submitted to the formal internal University approval process involving Senate, General Council and other stakeholders, before final approval is sought from Court. Ordinances are then submitted to the Scottish Universities Committee, comprising the First Minister, Lord President of the Court of Session and the Lord Advocate and then for final approval by Her Majesty in Council.

### **Resource / Risk / Compliance**

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

The cost of implementing the Act is expected to be met from within existing budgets.

#### **2. Risk assessment**

The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation'.

#### **3. Equality and Diversity**

One of the core principles used in assessing options is improving the gender balance and the diversity of Court membership more widely.

#### **4. Freedom of information**

Open paper.

### **Key words**

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

**Originator of the paper**

Ms Sarah Smith, University Secretary  
Dr Lewis Allan, Head of Court Services  
31 January 2018



## Higher Education Governance (Scotland) Act 2016 – Composition of Court

### Background

1. The Higher Education Governance (Scotland) Act 2016 (hereafter, the ‘Governance Act’ or ‘Act’) received Royal Assent in April 2016. The Act requires the University to make changes to the compositions of Court and Senate and expands the existing definition of academic freedom. A verbal briefing on the proposed new composition of Court was given at the October Senate meeting and this paper provides a written briefing for Senate members.

### Requirements for Court

2. The Act specifies that Court must include the following 7 members:
- a new position elected by all staff and students who is neither a staff member nor a student themselves, known as the ‘Senior Lay Member’;
  - 2 persons appointed by being elected by the staff from among their own number (which can be subdivided into academic and support staff categories);
  - 2 persons appointed by being nominated by a recognised trade union (1 academic and 1 support staff); and,
  - 2 persons appointed by being nominated by the Students Association.

### Current composition of Court

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

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

### Proposals

4. To consider the changes to the composition of Court, Court asked its Nominations Committee, which includes a Senate Assessor and the Student President, to develop proposals and submit these to Court in the first instance.

5. Nominations Committee agreed to use the following core principles as a framework for assessing options for a revised Court membership, to comply with the Act and address the three distinct roles of Court: its representative role; governance/oversight role; and decision-making role:

i) Ensuring an appropriate balance between co-opted members (those appointed by Court itself) and members elected or appointed by stakeholder groups.

ii) Ensuring an appropriate balance of Court membership between lay and non-lay members. Lay members are members who are neither staff nor students of the University (the Rector, Chancellor’s Assessor, City of Edinburgh Council Assessor, General Council Assessors and Co-opted members). Non-lay members are the Principal, Senate Assessors, Student representatives and the Non-Teaching Staff Assessor.

*Note: the Scottish Code of Good Higher Education Governance requires governing bodies to have a majority of lay members.*

iii) Keeping Court to a size which ensures a good mix of skills without reducing the opportunity for each member to contribute in meetings or hampering the ability to achieve effective and collective decision-making.

*Note: the Scottish Code of Good Higher Education Governance expects governing bodies to be ‘no larger than is necessary to meet legal requirements on membership and to ensure appropriate coverage of skills and stakeholder involvement’ – typically taken to mean an upper limit of 25 members. Simply adding the new Court members required by the Act in addition to the existing membership would breach this upper limit.*

iv) Ensuring that Court contains an appropriate mix of skills and experience to enable the staffing of Court committees with significant responsibilities and delegated powers.

v) Improving the gender balance and the diversity of Court membership more widely.

*Note: the Scottish university sector has committed to achieving a minimum of 40% female and 40% male membership of governing bodies. Improving the proportion of Court members appointed by Court itself rather than by election or nomination by other bodies would make this target more likely to be achieved. Additionally, the Gender Representation on Public Boards (Scotland) Bill introduced to the Scottish Parliament in June sets an objective that non-executive members appointed by boards should be gender balanced.*

vi) Ensuring a clear distinction between the role of the Rector, the new Senior Lay Member role and any other lead roles on Court.

6. Using these core principles, a proposed new composition was submitted by Nominations Committee and agreed in principle by Court at its meeting on 25 September 2017.

#### *New composition of Court*

| <b>Lay</b>  |           |           | <b>Staff / Students</b>                      |          |            |
|---|-----------|-----------|--|----------|------------|
| Rector  | 1         | Elected   | Principal                                    | 1        | Ex-officio |
| Senior Lay Member   | 1         | Elected   | Senate Assessors (incl. 1 Academic Assessor) | 3        | Elected    |
| City of Edinburgh Council   | 1         | Nominated | Non-Teaching Staff Assessor                  | 1        | Elected    |
| Co-opted General Council Assessors incl. 1 joint Chancellor’s Assessor & General Council Assessor | 3         | Appointed | Trade Unions                                 | 2        | Nominated  |
| Co-opted members  | 8*        | Appointed | Student representatives                      | 2        | Elected    |
| <i>Sub-total</i>  | <b>14</b> |           | <i>Sub-total</i>                             | <b>9</b> |            |
| <b>Total</b>  |           |           | <b>23</b>                                    |          |            |
| Lay member proportion   |           |           | 61%  |          |            |

*\* As at present, 8 Co-opted members will normally be appointed by Court following an open and transparent recruitment process overseen by Nominations Committee. It is proposed that the new Ordinance contains the flexibility for up to a further 2 Co-opted members to be appointed should Court feel that there are any particular skills shortages on Court or its committees.*

#### *Senate Assessors*

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

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

#### *Next Steps*

9. Following an informal consultation process with Scottish Government officials and lawyers, draft Ordinances to implement the changes will be submitted to the formal internal University approval process involving Senate, General Council and other stakeholders, before final approval is sought from Court. Ordinances are then submitted to the Scottish Universities Committee, comprising the First Minister, Lord President of the Court of Session and the Lord Advocate and then for final approval by Her Majesty in Council. A transitional period until 2020 is allowed, enabling any Court members potentially affected by the change to serve their current terms of office.

#### *Academic freedom*

10. The Governance Act also includes a slightly expanded legislative definition of academic freedom, the principle of which is enshrined in an existing Ordinance. The expanded definition has already been incorporated into the terms and conditions for academic staff and a minor amendment of the Ordinance is now required to add the freedom to 'develop and advance new ideas or innovative proposals' to the definition, which includes freedom within the law to:

- hold and express opinions
- question and test established ideas or received wisdom
- develop and advance new ideas or innovative proposals [new addition]
- present controversial or unpopular points of view.

11. The draft amended Ordinance will follow the same formal internal and external approval route set out above.

The University of Edinburgh

Senate

7 February 2018

**Laigh Year Regulations: terms of office for student sabbatical officers**

**Executive Summary**

The paper proposes an amendment to the Laigh Year Regulations to allow for student sabbatical officers to serve for a second one-year term of office, if re-elected by the student body.

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

Not applicable

**Action requested**

Senate is invited to approve the proposed amendment to the Laigh Year Regulations contained in the Appendix.

**How will any action agreed be implemented and communicated?**

If approved by Senate, the revised Regulations will come into effect for the spring 2018 EUSA and EUSU sabbatical elections.

**Resource / Risk / Compliance**

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

The proposed changes are financially neutral to the University, EUSA and EUSU.

**2. Risk assessment**

Any candidate seeking a second term of office would have to be re-elected by the student body and in the case of candidates who wish to seek a second term prior to completion of their studies, confirmation that a second year would be permitted by the University is required before they can take up office.

**3. Equality and Diversity**

No equality and diversity impacts are anticipated.

**4. Freedom of information**

Open.

**Originator of the paper**

Dr Lewis Allan, Court Services  
Tom Ward, Academic Services  
Steve Hubbard, Students' Association Chief Executive  
January 2018

## **Laigh Year Regulations: terms of office for student sabbatical officers**

### **Background and context**

1. The Laigh Year Regulations are University Regulations which allow for student sabbatical officers in the Edinburgh University Students' Association (EUSA) and the Edinburgh University Sports Union (EUSU) to matriculate as students of the University without (during the academic year concerned) having to fulfil the normal academic requirement of their programme of study.
2. Treating sabbatical officers as matriculated students enables them to resume their studies upon completion of their sabbatical year should they take office prior to completion of their course of study and helps maintain a close link between the student body and their elected representatives as all hold student status.
3. The award of a Laigh Year is not automatic – an applicant must, in addition to having being elected to a sabbatical post, be in 'good academic standing', a decision that is made by the University Secretary on behalf of Court, having considered a report from the applicant's Personal Tutor or Supervisor and determined whether the applicant has completed the requirements to receive a degree or diploma (if in their final year) or if their academic performance would allow them to continue their programme of study (if prior to their final year) if no Laigh Year were awarded.

### **Discussion**

4. A student referendum in March 2016 included a proposal to allow sabbatical officers to serve for a second term and was supported with an 80% vote share from approximately 4,000 voters. EUSA and EUSU now wish to implement this proposal ahead of their elections scheduled in Spring 2018.
5. A second one-year term is the maximum allowed under the Education Act 1994 ("a person should not hold sabbatical union office, or paid elected union office, for more than two years in total at the establishment") and is provided for at the majority of UK universities and at 10 of Scotland's 12 universities – Edinburgh and St Andrews are exceptions with a one year term allowed at present. At similar universities in England, Manchester and King's College London already allow for second terms of office and University College London is actively considering the matter at present.

### *Opportunities*

6. Twelve months is a relatively short period of time to contribute to meaningful sustainable change, particularly with reference to the educational experience enjoyed at the University. Allowing students to stand for re-election could encourage more impactful and long-lasting partnerships between the University and elected student representatives and add continuity to key relationships at the University and in the local community.
7. Although EUSA has made changes to its Trustee Board membership with the introduction of student representative trustees with two-year terms (and a second two-year term available), having the ability for sabbatical officers to take up their charitable responsibilities for a second year should they be re-elected would add to the continuity of the organisation at board level. Board level continuity is important for any charity and can contribute to strategic development, legal compliance and financial sustainability.
8. Anecdotal evidence from other universities is that sabbatical officers can be more effective in their second year as this allows for larger projects to be accomplished;

especially given that the learning curve for new sabbatical officers can often see several months before an individual is able to fully recognise their role, responsibility and key relationships.

9. With higher education policy becoming more complex, a second year term would allow for more expertise to be developed by sabbatical officers, enabling them to contribute more effectively to local and national debates (e.g. on the National Student Survey, Teaching Excellence Framework, Brexit, international student visas).

### *Challenges*

10. The question of whether to permit second terms was debated at length ahead of, and during, the 2016 student referendum. Whilst the outcome of the consultation stage was to take forward the proposal to allow second terms and the outcome of the referendum was to support that proposal, there are counter arguments and some challenges in adopting the model.
11. In some students' unions where second terms have been discussed they have historically debated whether or not it is a model of restrictive democracy as it is assumed that the incumbent will have an automatic advantage and as such prevent parity in the election. Although there may be some reality in this assumption, it should only be so in an environment where the sabbatical officer is seen to be a good representative. Ultimately, if this advantage was the case then re-standing officers would always win their re-election, but elections at other students' unions where this is a common practice show that although more likely to be re-elected, democracy does not provide candidates with any guarantees.
12. Students' Association staff will have to manage carefully the potential re-election of existing officers as this may have a detrimental impact on the team as a whole. For example, behaviour may be different if a second term officer is not the President and this may see Students' Association and University colleagues refer to the officer they have an existing relationship with rather than the person with the appropriate portfolio.
13. It has been found in other universities that mixed term sabbatical officer teams can sometimes exacerbate any election campaign disagreements that may have existed. However, this can also be observed within the current system whereby candidates from opposing factions could see them returned to work alongside each other. As with either of these outcomes, it is the responsibility of the Students' Association to ensure as best it can free, fair and positive elections and a comprehensive induction period.
14. Due to the nature of democracy, it may be seen that officers who are not highly thought of by the administrative sides of the Students' Association or University, or do not enjoy generally positive relationships with non-student stakeholders in general, may be viewed very differently by their peers and be re-elected. Whilst possible this is no different from a single term position. There is a duty of care from the Students' Association to train properly all elected officers to prevent this from happening and to reinforce positive working practices by employing externally delivered 360-degree reviews for all officers so that they can continually develop. The Students' Association should also look towards utilising contacts such as external Trustees and senior University colleagues to help support all sabbatical officers in order to prevent poor performance in formal buddying programmes.
15. One area that the Students' Association will be developing, regardless of the introduction of two year terms, is to advance the accountability structures that are used to measure and record constituent satisfaction with sabbatical officers. This would become of even more importance with second term officers as strong accountability is important to the

ongoing legitimacy of student-led representation. Current methods mirror traditional methods of accountability at Student Council. The Students' Association hopes to explore innovative and fair methods to reinforce these over the coming years.

16. A particular academic challenge could exist with students who take up office prior to completion of their course of study and are then re-elected for a second term of office before returning to their studies. At present, University regulations do not allow for authorised interruption of more than one year at a time without exceptional approval from Heads of College (although this is currently under review and in practice students with a sufficiently strong case have received approvals). There are good reasons for having a presumption against an interruption of study of more than one year – it can be more difficult for students to reintegrate successfully into their programme of studies after two years away, and it can be difficult for Schools to maintain the same curriculum for them to return to. There may be particular concerns in degree courses which lead towards professional qualifications and have requirements set by external professional bodies. To mitigate this risk, the proposed draft Regulations include a new clause:

*Where a student applies for a second Laigh Year which involves a continuation of the interruption of their programme of study, the application must also demonstrate that a break of that length would be compatible with successful reintegration into the programme, and that no professional body rules or impediments will apply. In that event, a report from the Personal Tutor or Supervisor shall be lodged on whether a further break from study will be appropriate. Students are advised to seek this confirmation from their Personal Tutor or Supervisor before putting themselves forward for re-election for a second term.*

## **Consultation**

17. The paper has been discussed and agreed with the EUSA Chief Executive and EUSU Head of Sports Development.

## Laigh Year Regulations

### 1. Definition and Conditions

- 1.1 The Laws of the Students' Association and of the Sports Union require that all office-bearers must be matriculated students throughout their year of office. The Senatus Academicus has agreed that certain of these office-bearers may be granted Laigh Years, i.e. the office-bearer may matriculate as a student of the University without (during the session concerned) having to fulfil the normal academic requirements of his or her programme of study.
- 1.2 The Senatus and Court will from time to time, and after considering recommendations from the Students' Association or the Sports Union as appropriate, determine the offices whose holders are eligible to apply for a Laigh Year (the "approved offices").
- 1.3 In order to be eligible for the award of a Laigh Year a student must, in addition to having been elected to an approved office, be in good academic standing, that is either:
- (a) the student must be a matriculated student in attendance of the final year of a programme of study, and satisfactorily complete the requirements for the award of a degree or diploma of the University, during the session<sup>1</sup> in which the application for the Laigh Year is made; or
  - (b) the student's academic ~~performance standing~~ must be such that the student would be allowed to continue with ~~his or her~~their programme of study in the following session if no Laigh Year were awarded.
- 1.4 The academic concessions associated with the Laigh Year relate strictly to the academic year beginning on 1 August following the assumption of office. No student may be granted more than ~~one~~two Laigh Years under these regulations.
- 1.5 A Laigh Year office-bearer must remain the holder of an approved office throughout the period of the Laigh Year.

### 2. Application

- 2.1 An application for each Laigh Year must be made to the University Secretary, in writing, by the student concerned not later than 3 June following election to an approved office, and must be accompanied by a report from the Personal Tutor or Supervisor on the student's academic standing.
- 2.2 The Personal Tutor or Supervisor may be unable to confirm whether or not the student is in good academic standing by 3 June, for example because confirmation is dependent on the successful completion of ~~examinations~~assessments, including resit ~~examinations~~assessments, in August. In that event a further report from the Personal Tutor or Supervisor shall be lodged by the student with the University Secretary by 13 September or as soon as possible thereafter.
- 2.3 Where a student applies for a second Laigh Year which involves a continuation of the interruption of their programme of study, the application must also demonstrate that a

<sup>1</sup> The session is considered to be the academic year in question and its associated resit examination diet.



break of that length would be compatible with successful reintegration into the programme, and that no professional body rules or impediments will apply. In that event, a report from the Personal Tutor or Supervisor shall be lodged on whether a further break from study will be appropriate. Students are advised to seek this confirmation from their Personal Tutor or Supervisor before putting themselves forward for re-election for a second term.

2.34 The award of a Laigh Year may be approved firmly or provisionally. The award will be firmly approved when the holder of an approved office is confirmed to be in good academic standing. The award will be provisionally approved if a student is not able to meet the academic requirements for the award of a Laigh Year by 3 June following election but may still be able to meet these requirements by 13 September following election.

2.45 When the University Secretary, on behalf of the Court, formally approves an application (firmly or provisionally), ~~he or she~~they will notify the student by letter (with a copy to the Chief Executive of the Students' Association or the Senior Treasurer of the Sports Union as appropriate). ~~He or she~~They will also provide a copy to Student Administration and Student Administration will matriculate the student for the next academic session on this basis.

### 3. Payments to Laigh Year Office-Bearers

3.1 Laigh Year office-bearers are paid a stipend monthly from University funds made available to the Students' Association or the Sports Union. The annual rate of the Laigh Year payments shall be ~~£22,694~~£23,494 in ~~2015~~2017/16–18 and thereafter will be increased annually by the percentage increase in the RCUK National Minimum Doctoral Stipend.

~~3.2~~–Should a Laigh Year office-bearer be in receipt of an award for Disabled students allowance from the SAAS, or would be eligible for such an award if domiciled in Scotland, then an equivalent payment may be made upon agreement between ~~EUSA~~the Students' Association/EUSU as applicable and the Secretary to the University Court

3.23 The Laigh Year payments commence from the date on which the student takes up ~~his or her~~office. Where the Laigh Year has been firmly approved, the payments will end on 30 June following, or when the student demits office, whichever is earlier. Where the Laigh Year has been approved only provisionally, the payments will cease on 30 September or when the student demits office, whichever is earlier, unless the Laigh Year is subsequently approved firmly.

3.34 No Laigh Year payment may be made to an office bearer until ~~he or she~~they receives notification from the University Secretary that the Laigh Year has been approved.

### 4. Obligations of the Students' Association and the Sports Union

4.1 The Chief Executive of the Students' Association or the Senior Treasurer of the Sports Union as appropriate shall provide a copy of these regulations to each student who accepts nomination for election to one of the approved Laigh Year offices immediately after the nomination papers are lodged.

4.2 The Chief Executive of the Students' Association or the Senior Treasurer of the Sports Union as appropriate shall provide a further copy of these regulations to those elected to approved Laigh Year offices within 3 days of their election.

4.3 No payments shall be made to the holder of an approved office other than those provided for in these regulations.

*Approved by University Court, 4 December 2017*

*Approved by Senate Academicus, 7 February 2018 [TBC]*

The University of Edinburgh

Senate

7 February 2018

**Special Minute**

**Executive Summary**

The paper provides the Special Minute for Professor Sarah Howie.

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

Not applicable

**Action requested**

Senate is invited to adopt the Special Minute for Professor Sarah Howie.

**How will any action agreed be implemented and communicated?**

Emeritus Professor procedures for communication will be followed.

**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**

Has due consideration been given to the equality impact of this paper? Not relevant.

**4. Freedom of Information**

Open paper.

**Any other relevant information, including keywords**

Special Minute

**Originator of the paper**

Senate Secretariat  
January 2018

**Special Minute**  
**Sarah Elizabeth Mary Howie BSc (Hons) PhD FRSB**  
**Emerita Professor of Immunopathology**

Sarah Howie retired on 31<sup>st</sup> December 2017, after 37 years of service to the University of Edinburgh, as the Chair of Immunopathology within the Division of Pathology. She graduated from the University of St Andrews in 1974 with a BSc (Hons) in Zoology. She then moved to the University College, London, to study for her PhD under the supervision of Marc Feldmann and Avrion Mitchison. Following the award of her PhD she was employed first as a research assistant at the Imperial Cancer Research Fund Tumour Immunology Unit at University College, London in 1977 to 1978 and then as a member of the Basel Institute for Immunology in Basel, Switzerland from 1978 to 1980. After holding a series of research fellow posts as a Cancer Research Campaign funded research fellow in the Departments of Surgery and later Bacteriology at Edinburgh University from 1980 to 1984, she became a Medical Research Council funded research fellow and subsequently a senior research fellow at the Department of Bacteriology at the University of Edinburgh. In 1984 she became a Lecturer, in 1994 a Senior Lecturer, and in 2001 a Reader in the Department of Pathology at the University of Edinburgh and was promoted to a Personal Chair in Immunopathology in the Division of Pathology of the University of Edinburgh in 2005.

At Edinburgh Sarah investigated how the immune system interacts with epithelial cells in the pathogenesis of chronic inflammatory diseases, including allergy, lung cancer, fibrosis and infection, in the lung, skin, gut and reproductive tract. These are all areas where the immune system interfaces with the external environment. There are both similarities and differences that characterise immunopathology in these body sites. This led to very productive collaborations with respiratory and other clinicians as well as with pathologists at Edinburgh, along with scientists working on Human Papillomaviruses and cervical cancer in Edinburgh. Her interests in the immunological responses to Human Papillomavirus infections led to development of novel triage tests for disease stratification to prevent cervical cancer involving development of new biomarker assays. Further fruitful collaborations led to work optimising the immunogenicity of a novel adjuvant for improved vaccine delivery. To date, Sarah has published over 80 peer-reviewed papers in the medical and scientific literature, with an H-index of 45 with over 6000 citations and her contributions to applied clinical and immunopathological research were recognised when she was elected as a Fellow of the Royal Society of Biology (FRSB) in 2012.

As well as being heavily involved in applied clinical research, Sarah continued to keep abreast of her home discipline of immunopathology, with key research themes including development of novel cytokine biomarker assays and detailed studies of the roles of Human Papillomaviruses in cervical cancer and its precursor lesions. As an immunologist Sarah worked on how the immune system either causes or fails to prevent chronic inflammation with the major focus on understanding how chronic inflammatory disease processes affect epithelial surfaces where there are varying degrees of interaction between the organ and the external environment. Sarah had two projects that were commercialised through Edinburgh Bioquarter, resulting in patents being filed. Sarah contributed to the Beltane public engagement series 'Cabaret of Dangerous Ideas' with public engagement shows entitled 'Cervical Cancer – you're history!' (Edinburgh Fringe 2015 and 2016).

Throughout her career Sarah has had a passion both for promoting good experimental immunopathological research practice in the laboratory and supervising research students in the laboratory. For many years, she acted as the postgraduate convenor for the Division of Pathology. For the College of Medicine and Veterinary Medicine, Sarah was the academic misconduct officer and worked on the University Postgraduate Appeals Committee and was the College Postgraduate Research Student Experience Advisor and College Academic

Misconduct Officer, performing complex conduct investigations for the College. The theme of good research practice runs through much of her teaching and academic life.

We wish Sarah a happy retirement in the heart of her family with her husband Jim, and two daughters Carole and Rosie and their husbands. The extra time should help with further development of her hobbies walking, gardening and travelling.

The University of Edinburgh

Senate

7 February 2018

**Investment in Student Facing Buildings and Facilities**

**Executive Summary**

This paper updates Senate on a major programme of investment that has been agreed for student-facing buildings and facilities over the medium term. These include expanded and improved teaching and study spaces, a new Student Centre, a Health & Wellbeing Centre and enhanced sports facilities.

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

The programme of improvement aligns with the University's mission to provide the highest-quality research-led teaching and learning as well as promoting good health, economic growth, cultural understanding and social wellbeing. They also align with the strategic objective of leadership in learning.

**Action requested**

For information and formal noting.

**How will any action agreed be implemented and communicated?**

Plans continue to be developed and reviewed via project working groups with sign-off by Estates Committee.

**Resource / Risk / Compliance**

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

Proposals have recently been approved to invest £200 million over the next eight years to improve facilities for students. A further £15 million has been identified to improve the physical accessibility of the existing estate. Refurbishing teaching spaces is a recurrent priority, with £3.6 million having been spent over the last 2 years in upgrading and refurbishing nearly 100 existing teaching spaces.

**2. Risk assessment**

Reputation – It is regarded as critical that the University preserve its high reputation. The University therefore has low appetite for risk in the conduct of any of its activities that puts its reputation in jeopardy, could lead to undue adverse publicity, or could lead to loss of confidence by the Scottish and UK political establishment, and funders of its activities.

Education and Student Experience – The University wishes to stimulate students to develop a lifelong thirst for knowledge and learning, and encourage a pioneering innovative and independent attitude and an aspiration to achieve success. It expects as a minimum to be in the top quartile of surveys related to student experience. It recognises that this should involve an increased degree of risk in developing education and the student experience, and is comfortable in accepting this risk subject always to ensuring that potential benefits and risks are fully understood before developments are authorised and that sensible measures to mitigate risk are established.

### **3. Equality and Diversity**

Overall the proposed new developments and refurbishments will improve the accessibility of student-facing estate. (For example the refurbishment of the Teviot Row House will bring this much loved building up to modern standards of accessibility.) Further equality issues will be considered in detail as part of each project/development.

### **4. Freedom of information**

Open paper

#### **Originator of the paper**

Gavin Douglas (Deputy Secretary, Student Experience)

Gary Jebb (Director of Estates)

January 2018

## Introduction

*This paper updates Senatus on a major programme of investment that has been agreed for student-facing buildings and facilities over the medium term. These include expanded and improved teaching and study spaces, a new Student Centre, a Health & Wellbeing Centre and enhanced sports facilities.*

The quality and accessibility of University buildings and facilities matter for both prospective and current students. Surveys carried out by the Association of University Directors of Estates (AUDE) in 2016 confirm the importance of estate and facilities for prospective students:

- AUDE's latest student experience survey released today, found that facilities are an important factor for nearly two thirds (61%) of students when choosing a university. For the third year running, study facilities, including IT stations and libraries, came out on top

<https://www.aude.ac.uk/Resources/News/View?g=5d154f01-073d-475d-b0d6-f4c995550fb5&m=10&y=2016>

And earlier work carried out by LSE Estates Division and the Higher Education Design Quality Forum (HEDQF)(2013) noted the importance of campus facilities not just to prospective students, but also important for students once they joined a University:

- "When asked what were the most important factors when deciding where to study, 76% of students ranked campus facilities as either 'quite' or 'very' important, with only 8% saying it was 'not very' or 'not at all' important in their choice. This was the fourth most important factor after course, location and reputation.[...] Estate quality increases in importance once a student has chosen a university, with 86% of students saying that it is 'quite' or 'very' important in their first year of studies.

<http://www.lse.ac.uk/website-archive/newsAndMedia/newsArchives/2013/12/New-survey-shows-university-buildings-matter-to-students.aspx>

At Edinburgh, proposals have recently been approved to invest £200 million over the next eight years to improve facilities for students. A further £15 million has been identified to improve the physical accessibility of the existing estate. These investments reflect the University's continued commitment to enhancing the student experience; delivering a world class estate against a background of rising student numbers and increased student expectations; and supporting its disabled students, staff and visitors.

This significant investment will be a clear and visible statement of the University's intention and commitment to providing the very best facilities to support a world class student experience and supportive learning environment; inspiring students to develop a complete and rounded education and maximise their employability.

## Teaching space in the Central Area

Refurbishing teaching spaces is a recurrent priority, with £3.6 million having been spent over the last 2 years in upgrading and refurbishing nearly 100 existing teaching spaces.

Given both current growth projections and continued changes to the way in which courses are delivered, we anticipate further pressure on teaching space in the central area in particular. The opening of the Lister Learning & Teaching Centre, phase 1 of which opened at the start of 2017, delivers two new teaching studios, ten new seminar rooms and fifteen new tutorial rooms, all with associated breakout space.





Lister Learning and Teaching Centre – architect's impression

All possible options for further expansion are being considered including:

- High School Yards – Nursery. The repurposing of the old nursery in High Schools Yards
- 7-8 Chamber Street – for possible interim teaching spaces over and above the ESALA studio space

### **KB Nucleus**

The King's Buildings master-plan promotes a campus 'Nucleus' to co-locate key functions, improve existing facilities and create a critical mass of activity in a facility that enlivens the campus for growing numbers of staff and students. Student facing functions, including teaching, study, social space and student services, are proposed in the current feasibility proposals for the initial delivery phases. Work is ongoing to investigate the approaches to the development which could enable delivery of the Nucleus for September 2022.

### **KB House**

The potential early delivery of improved and contemporary student facilities at KB House integrated within the overall Nucleus has been identified as a key opportunity. Given recent investment in KB House café and that further catering is also proposed in the Nucleus, the conversion of the first floor to provide gym facilities is being progressed. It is anticipated that University Sports and Exercise would operate the gym facility, complimenting their existing facilities as part of an overall strategy. A significant increase to the gym facilities is targeted to achieve a critical mass of sports facilities at King's Buildings and meet the demands from an increasing campus population of staff and students. Investment will also be made in re-providing ground floor toilets to serve the existing bar and catering facilities. Feedback from students and staff will inform the detailed design process.

### **Murchison House (KB)**

The Nucleus at King's Buildings could take some time to deliver due to the logistical moves which require to happen ahead of commencement. Therefore a short term solution to improve the student experience on the campus is to invest in Murchison House. It is planned that the lower two floors of Murchison House will deliver a new student facing learning and teaching hub, integrating student services and social/café provision. This will consolidate and improve existing fragmented provision and position the campus to accommodate more immediate student growth.

## **Main Library**

The Main Library Redevelopment Project has been very successful with footfall increasing from around one million visits a year in 2004-5 to over two million visits in 2015-16. Since the completion of the project, the University has continued to grow and change and demand for use of Library space has increased in turn. In addition the Library is increasingly seen as the “third space” for students (not home, not formal teaching space) and has placed further pressure on the building. Students value highly this space which is managed and secure, where they can learn and research in a variety of styles and can access a wide range of services.

However it is clear that the unsatisfied demand for study spaces is adversely impacting the student experience. The intense demand for student study space experienced in the Main Library is the result of campus growth and geography, and the distribution of student residential accommodation in the central area. The George Square location, combined with extended opening hours and refurbished spaces, makes it the library of choice for students, regardless of their discipline. Libraries at other campuses do serve day time use for specific purposes however they do not contribute to the need for space in the central area for peak study times.

Following a major review, work is being planned to increase the number of study spaces very significantly as well as

- Alter and adapt existing spaces to meet changing student needs
- Increase the group study capacity
- Progress with immediate opportunities to use the space in the building in a more efficient and coherent manner.
- Extend the building into adjacent properties to increase the study capacity.
- Repurpose space in the building which is currently allocated to none library functions.

## **PGR Support**

Work is well advanced in investigating the potential of redeveloping the Old Kirk in Holyrood Road as a dedicated Post Graduate study centre. This is in ideal location close to the post graduate residencies in the area and provides an opportunity to create a differentiated experience for post graduates. The facility will have a particular focus on supporting the PGR experience.

## **Student Centre**

Teviot Row House – the oldest purpose built students’ union in the world – is to be completely refurbished, expanded (to the rear) and made fully accessible while keeping its unique character. A distinctive extension to Teviot Row House, replacing the Potterrow accommodation, will give Teviot Row House a new lease of life with modern and attractive facilities, whilst maintaining the distinctive nature and stature of the building. The Students’ Association operations and activities currently delivered within the Potterrow Building will move into the refurbished Teviot, creating a highly visible, single presence at the heart of the city centre campus.

It will connect by bridge with a new student services building adjacent on George Square, meaning University student services and the Students’ Association will be brought together for the first time.



Teviot Aerial

The proposed extension to Teviot replaces existing accommodation along the lane, respecting the rear facade of Teviot and creating a new garden and link through to George Square.

The building at 1 George Square will host:

- The Chaplaincy
- An integrated Student Information Point on the ground floor delivering front line support and services to students on a wide range of issues
- A Student Futures zone on the first floor bringing together specialist careers, enterprise, entrepreneurship and mobility support and opportunities provided by the University, alongside and physically connected to the complementary development opportunities afforded by the Students Association. This project will enable us to better engage alumni and employers in support for student career development and enterprise.
- A range of student-facing services including Edinburgh Global, Student Recruitment and Student Administration



E) 1GS Entrance

The new entrance foyer in No. 1 George Square is a bright and open space, with a welcoming reception area and visible links to upper and lower levels.

Charles Street lane - the lane that runs behind Teviot – will be opened up and transformed from a service lane to an animated pedestrian thoroughfare with a new square located at Reid Concert Hall. The urban realm works will allow for future connections to Middle Meadow Walk and our new development at the Old Infirmary.



Work on Teviot will commence in 2018, taking part in stages to ensure as much of the building remain accessible as possible during the work, and concluding in 2022. Work on the building at 1 George Square is anticipated to run between 2022 and 2025.

### **Wellbeing**

From 2019, improved facilities for the Counselling and Disability Services will be hosted in 7 Bristo Square. This will create a state of the art Health and Wellbeing Centre, just across from the eventual new Student Centre, bringing together the University Health Centre, Counselling and Disability Services and an expanded University Pharmacy in one location. The works will make the existing building at 7 Bristo Square fully accessible, allow for expansion in services such as support for mental health and wellbeing and also free up much-needed space – currently occupied by Disability and Counselling - in the Main Library



### **Accessibility**

The University will also be investing further in the accessibility of many more buildings across its estate, with a budget of £15 million now approved to take forward the recommendations made in the Principal's Review of Support for Disabled Students carried out in 2017.

## **Sport**

Funding the estates aspects of the University's Masterplan for Outdoor Sport will see significant improvements in the sports infrastructure available to our students benefiting both our elite sports and our intra-mural activity. This includes:

- Redevelopment of Peffermill - with the overarching aim of consolidating the site, providing more playing pitches and developing a new centrally located sport pavilion and a new 8 court sports hall. Work has already begun on new all-weather pitches at the Peffermill sports complex.
- Refurbishment and extension to Firbush Outdoor Centre - a substantial remodelling and improvement plan for Firbush which would upgrade the existing accommodation and extend the facility to provide additional accommodation.
- A new Rowing Centre at Strathclyde Park – the approved proposal is to build a dedicated University Boat-house at Strathclyde Park to double EUBC's storage capability along-side essential workshop, meeting and changing spaces.
- Refurbishment at KB House to convert less well used space into gym facilities.

Meanwhile the University's first satellite gym at Easter Bush is providing students and staff with world-class facilities. Other gyms at other locations are already planned.

Authors:

*Gavin Douglas*  
*Deputy Secretary (Student Experience)*

*Gary Jebb*  
*Director of Estates*

*Jan 2018*

The University of Edinburgh

Senate

7 February 2018

## **Resolutions**

### **Executive Summary**

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

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

Not applicable.

### **Action requested**

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

### **How will any action agreed be implemented and communicated?**

Via Senate's report to University Court.

### **Resource / Risk / Compliance**

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

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

#### **2. Risk assessment**

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

#### **3. Equality and Diversity**

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

#### **4. Freedom of information**

Open paper.

### **Any other relevant information, including keywords**

Court, Resolutions, Chairs

### **Originator of the paper**

Ms K Graham  
Deputy Head of Court Services  
January 2018

**Senate**  
**Resolutions**

**Establishment of Chairs**

Central Management Group has approved the creation of the following new Chairs:

- Draft Resolution No. 4/2018: Foundation of a Chair of Brain Inflammation and Repair
- Draft Resolution No. 5/2018: Foundation of a Chair of Translational Molecular Medicine
- Draft Resolution No. 6/2018: Foundation of a Chair of Immunology and Infectious Diseases
- Draft Resolution No. 7/2018: Foundation of a Chair of Forest Ecology
- Draft Resolution No. 8/2018: Foundation of a Chair of Antimicrobial Resistance
- Draft Resolution No. 9/2018: Foundation of a Chair of Immunology

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 4/2018**

**Foundation of a Chair of Brain Inflammation and Repair**

At Edinburgh, the Twenty third day of April, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Chair of Brain Inflammation and Repair.

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 Chair of Brain Inflammation and Repair in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 August Two thousand and seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary



**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 5/2018**

**Foundation of a Chair of Translational Molecular Medicine**

At Edinburgh, the Twenty third day of April, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Chair of Translational Molecular 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:

1. There shall be a Chair of Translational Molecular Medicine in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 October 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. 6/2018**

**Foundation of a Chair of Immunology and Infectious Diseases**

At Edinburgh, the Twenty third day of April, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Chair of Immunology and Infectious Diseases.

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 Chair of Immunology and Infectious Diseases in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 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. 7/2018**

**Foundation of a Chair of Forest Ecology**

At Edinburgh, the Twenty third day of April, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Chair of Forest Ecology.

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 Chair of Forest Ecology in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 September Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 8/2018**

**Foundation of a Chair of Antimicrobial Resistance**

At Edinburgh, the Twenty third day of April, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Chair of Antimicrobial Resistance.

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 Chair of Antimicrobial Resistance in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 February Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

**UNIVERSITY OF EDINBURGH**

**Draft Resolution of the University Court No. 9/2018**

**Foundation of a Chair of Immunology**

At Edinburgh, the Twenty third day of April, Two thousand and eighteen.

WHEREAS the University Court deems it expedient to found a Chair of Immunology.

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 Chair of Immunology in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. This Resolution shall come into force with effect from 1 February Two thousand and eighteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary