



THE UNIVERSITY *of* EDINBURGH

SENATUS ACADEMICUS

UNCONFIRMED MINUTES OF AN ORDINARY MEETING OF THE SENATUS ACADEMICUS held in the Informatics Forum, Wednesday 7 February 2018

Present: The Principal, Professors C Abbott, J Amis, D Argyle, D Arnot, T Bates, S Bayne, L Bradley, H Branigan, S Brown, J Cairns, R Cann, C Carr, C Clarke, H Critchley, S Cunningham-Burley, T Fawcett, R Fisher, K Forbes, P Foster, C French, N Gaul, J Gentz, N Gentz, I Gordon, N Gisborne, L Grant, J Hearn, A Holloway, M Hogg, G Jarvie, C Jeffery, S Kelley, A Kerr, T Lim, A Lawrence, W Loretto, C Lyall, L McKie, W McLeod, H MacQueen, M Massimi, D Miell, A Murray, P Nienow, J Norman, R Pedreschi, P Phemister, C Pulham, J Ravenscroft, D Reay, G Reid, S Rhind, S Rolle, M Schwannauer, J Smith, A Sorace, J Thomas, A Thompson, A Trew, A Tudhope, C Weir; M Highton, T Bak, S Benjamin, L Cariola, C da Costa, G Duursma, K Goodall, L Hamilton, J Harrison, D Jones, L Kendall, S Kheria, F Kristmundsdottir, G MacDougall, C Moran, S O'Hanlon, P Norris, G Palattiyil, E Quaia, S Riley, E Stevenson, S Stock, P Taylor, J Turner, S Woodman

Associate Members: P Kilduff, B Archer, E Dominy, E Glenny, L Green, V Ho, K Knudson, K Liu, C Mathers, K O'Doherty

In Attendance: S Ali, L Allan, B Auyeung, H Baker, L Baird, E Barlow, S Bennett, H Bjordal, C Brady, F Breuer, J Broadhurst, M Brooks, M Brown, A Bunnii, L Camus, K Castle, R Chisholm, H Cornell, H Cornish, A Craig, A Cross, F Cuthill, K Darling, G Donoghue, R Donnelly, K Douglas, P Erskine, A Frantzana, J Fruehwald, S Ford-Hutchinson, M Gibson, D Gorman, C Graham, P Hayakawa, A Henry, J Hoy, J Hume, F Iezzi, J Jarvis, Z Kelly, R Kerr, C Lennie, A Lovett, Dale Lyon (Concrete Scotland), G MacDonald, M MacKenzie, C Magill, E Martin, J Miller, B Morgan, R Morris, S Nur Fitri, J O'Donoghue, L Pedreschi, D Pokras, A Pooley, J Pringle, K Przybycien, L Reilly, I Simmons, K Sharkey (Edinburgh Libraries), P Sheail, T Sheppard, S Smith, H Rea, E Takala, P Ward, T Ward, L Webb, F Wight, R Wignall, C Wilson, C Yeomans

The moment of reflection was delivered by Oliver Glick, Students' Association Vice President Community, who offered reflections on the University's place in the community.

PRESENTATION AND DISCUSSION: The University and its City: Partnering to Support Inclusion

Principal Professor Peter Mathieson presided over Senate for the first time. In his introductory remarks, the Principal briefly introduced himself, talked about his first impressions of the University and his immediate priorities for the first months of his tenure.

The focus of the presentation and discussion session was on different models of community engagement and how they intersect with core University business (research; learning and teaching; and knowledge exchange, public engagement and outreach).

Introduction: What 'Contributing Locally' means for the University and its Communities
Professor Lesley McAra (Assistant Principal, Community Relations)

Professor McAra noted that the Strategic Plan highlighted the University's role in contributing locally, with strategic imperatives as follows:

- Delivering impact for society
- Contributing locally
- Putting research and teaching in the service of the local community
- Building and strengthening relationships with the City region and its communities

'Contributing locally' has benefits for the community in that the University co-produces research and services to solve real-life problems, and communities can access information about services provided (in-reach). For the University, 'contributing locally' has benefits for the student experience, research, learning and teaching, and alumni relations.

In the City of Edinburgh, there are particularly challenges associated with the spatial distribution of social disadvantage and inequalities which are concentrated in certain areas. The University's research, staff and students can support the knowledge base, critical thinking and multidisciplinary outlook to transform this situation. A key challenge for the University is to ensure that inclusive growth can benefit the city as a whole.

Professor McAra noted that University infrastructure developments, projects and events would contribute solutions to these issues, including the following:

- New 'Local' component of University website (launched Sept 2017)
- Mapping extant relationships and outreach activity and social impact survey (on-going)
- Community of practice (experiential learning) (launching Feb 2018)
- Co-curricular pathways linked to social responsibility and sustainability (soft launch Sept 2017)
- First set of Social Impact Pledges delivered (Oct 2017)
- Community events on critical issues
- The University's flagship projects (e.g. its contribution to the City Deal), which will have a transformative impact on the community and student experience.

Homeless Health and Inclusion Centre

Dr Fiona Cuthill (School of Health in Social Science)

Dr Cuthill provided an overview of the University's work with the Homeless Health and Inclusion Centre. The Centre was set up in response to the removal from its premises of the Edinburgh Access GP Practice for the homeless. The University worked with the local authority, NHS and third sector in Edinburgh, as well as those who have experienced homelessness themselves, to create the Homeless Health and Inclusion Centre which is now based at the new Edinburgh Access Practice.

The Centre, as well as being a focal point for the GP Practice, is being developed as a hub for teaching and learning for students from a variety of disciplines, from which research will also be developed, allowing students to become involved in social action.

The School of Health in Social Science is also involved in developing international collaborations in Canada and Singapore with those who work in similar situations to bring University expertise to those who are homeless.

The Edinburgh Gateway Project

Professor Remo Pedreschi (Edinburgh College of Art)

Professor Pedreschi provided an overview of the Edinburgh Gateway Project, which has its origin in initiatives by ECA students to develop new ways of producing concrete, and these innovations have led to community engagement. The School has engaged in a number of projects prior to the Edinburgh Gateway Project, including working with Castlevie Primary School, Whitburn Housing, the Chelsea Flower Show and Dorrator Bridge Falkirk.

The aim of the Edinburgh Gateway Project, the largest project to date, was to inaugurate a new transport hub constructed by Network Rail with Balfour Beatty. The brief involved ECA students working with two local schools and, through a series of workshops, designing a series of panels and a concrete tree for the hub.

The Mastercard Foundation Scholars Programme

Johanna Holtan (Programme Manager) and Porai Gwendere (Student Representative)

Johanna Holtan introduced the Programme, from which the University has received funds to offer 200 scholarships over seven years to African students with academic and leadership potential, but few educational opportunities, and to operate a Transformative Leadership Programme.

The Programme allows students to identify their values, take part in classes around leadership, and take advantage of experiential learning opportunities. Undergraduate scholars then take part in the Edinburgh summer school after their first year. The summer school involves community partners based in Gorgie, Broomhouse, Leith and Portobello, which pitch the challenges that their communities face, to which the scholars are invited to find solutions. Porai Gwendere described his valuable experiences on the summer school and highlighted the importance of empowering students through engagement with their communities.

The Hunter Square Project

Vivian Ho, Emma Martin, Lara Pedreschi (Student Representatives)

Vivian Ho, Emma Martin and Lara Pedreschi described their involvement in the Hunter's Square Project. The project comprised a three-day workshop aimed at tackling antisocial behaviour and transforming Hunter's Square for residents and tourists through innovative ideas.

Briefs were provided by the local stakeholders - Police Scotland, Edinburgh Heritage, local business owners and residents - and a multidisciplinary approach was applied to find solutions to the issues they raised, with one team's work being chosen to represent the Square. The Project allowed a diversity of students to share and develop ideas to benefit Hunter's Square, and this project will be extended to other parts of Edinburgh.

Building Local Innovation Hubs, Ecosystems and Platforms

Professor Andy Kerr (Edinburgh Centre for Carbon Innovation)

Professor Kerr reflected on the experience of setting up Innovation Hubs in Edinburgh. These hubs focus on residents' ambitions for the city of Edinburgh in 2050, and give them agency to deliver them. The City Deal is the economic development strand of this initiative.

One challenge for the city as a whole is to provide affordable homes to residents without adding to the city's congestion and also, for the Council, maintaining these homes and delivering social care costs. The University has engaged groups across the University to

address these issues, including the Department for Social Responsibility and Sustainability and the Edinburgh Living Lab.

The innovation hubs, ecosystems and platforms are valuable in securing future research funds and providing opportunities for students to solve problems, while large funds for innovation ecosystems provide major opportunities to have a positive impact on locality and on students and staff. The organisation and running of the hubs are significantly different from models which exist in academia, however, which can be challenging.

Discussion

In discussion, the following points and questions were raised:

- In order to ensure that community engagement efforts across the University are not duplicated and the correct balance of activity is achieved, a current priority is to map activity across the University, to record impact and to make strategic decisions about where to employ resources.
- In response to a query as to whether the University were sufficiently well placed to identify and understand social issues in the wider community, it was noted that the University staff and students comprised a diverse group which had made efforts to engage with and understand the community around it.
- The University has a responsibility to adopt models of learning which are appropriate for students at all stages in life. The University's lifelong learning provision could be particularly valuable for members of the community wanting to adapt to different roles throughout their careers.
- Work by academics in delivering outreach to communities is not always sufficiently recognised and rewarded, other than through prizes, , meaning that there is currently insufficient incentive for the academic staff to become involved. Work in community engagement should therefore be embedded into academic workload.
- Innovation is vital as part of the University's relational engagement with the city; the University should see its role in the community as one of co-production, in that it will work to find solutions on behalf of those in the city whose responsibility it is to put them into place.

Professor McAra thanked the presenters and attendees for their contributions.

PRESIDENT'S COMMUNICATIONS

The Principal raised the proposed industrial action by the University and College Union (UCU) on pensions, recognising and understanding the strength of feeling on the issues, and respecting the statutory right of UCU members to take industrial action. The Principal noted that the University had a moral obligation to minimise the disruption to its students and that the impact of the planned action would vary from one part of the University to the other. The root cause of the industrial action concerned a sector-wide pension scheme, and negotiations were taking place at UK level between Universities UK and UCU. The University would continue to keep close to these negotiations in the hope that they would provide a way of settling the dispute.

FORMAL BUSINESS

1. Report of E-Business conducted 16 – 24 January 2018 (S 17/18 2 A)

The report of e-business conducted between 16 and 24 January 2018 was noted.

2. Higher Education Governance (Scotland) Act 2016: Outcome of Senate Consultation and Next Steps (S 17/18 2 B)

The University Secretary presented the outcome and results of the University-wide consultation on the recommended model for Senate to comply with the Higher Education Governance (Scotland) Act 2016. The consultation took place in Semester 1 2017/18 and the vast majority of respondents supported the recommended model of a Senate of circa 300 members.

Senate endorsed the recommended model without modification, and agreed an ordinance should be drafted to be submitted to Court and Senate. It was noted that this ordinance would contain the same high level of detail set out in the wording of the Act, and that the Senate Task Group on the Higher Education Governance (Scotland) Act would prepare specific proposals for the practical implementation of the model, for future agreement by Senate.

Senate noted that, under the Scottish Code of Good Higher Education Governance, periodic internal and external reviews of Senate would be conducted, which would enable the operation of the new model to be reviewed.

3. Higher Education Governance (Scotland) Act 2016: Composition of Court (S 17/18 2 C)

Senate noted 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.

4. Laigh Year Regulations: terms of office for student sabbatical officers (S 17/18 2 D)

Senate approved the proposed amendment to the Laigh Year Regulations to allow student sabbatical officers to serve for a second one-year term of office, if re-elected by the student body.

5. Special Minute (S 17/18 2 E)

Senate adopted the Special Minute for Professor S Howie.

COMMUNICATIONS

6. Investment in Student Facing Buildings and Facilities (S 17/18 2 F)

The Deputy Secretary, Student Experience updated Senate on a major programme of investment agreed for student-facing buildings and facilities over the medium term. These included expanded and improved teaching and study spaces, a new Student Centre, a Health & Wellbeing Centre and enhanced sports facilities.

In discussion, the following points were noted:

- Students should be involved at the early development of plans for student-facing buildings by being represented on project boards.
- While an extensive long-term plan of building work was ongoing, in the shorter-term the University had a group exploring options for enhancing teaching space in order to protect the student experience in the short-term term.
- The Space Strategy Group is carrying out an ongoing programme of work to understand the implications of the building developments for staff and to raise

any issues. Further comments from staff were welcomed by email to Professor Cunningham-Burley who convened the Group.

7. Resolutions (S 17/18 2 G)

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

Draft Resolution No. 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

CLOSED

8. Report from the Honorary Degrees Committee (S 17/18 2 H)

Senate approved the recommendation for the award of an Honorary Degree.