

The University of Edinburgh

Electronic Senate

Agenda

Electronic Senate will commence on Tuesday 12 September 2017 and close at noon on Wednesday 20 September 2017

FORMAL BUSINESS

1. Minutes from the Senate Meeting held on 31 May 2017 **e-S 17/18 1 A**
- a) Special Meetings and Graduation Ceremonials on 3, 4, 5, 6, 7, 8 and 10 July 2017 (available from Student Administration)
2. Membership of the Senatus **e-S 17/18 1 B**
3. Students' Association Representation on Senate **e-S 17/18 1 C**
4. Conferment of the title of Professor Emeritus **e-S 17/18 1 D**

MATTERS ARISING

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

COMMUNICATIONS AND REPORTS

6. Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2016/17 **e-S 17/18 1 F**
7. Communications from the University Court **e-S 17/18 1 G**
8. Resolutions – Chairs **e-S 17/18 1 H**
9. Rectorial Election 2018 Date **e-S 17/18 1 I**
10. Report of the Senate Exception Committee **e-S 17/18 1 J**
11. Knowledge Strategy Committee Report **e-S 17/18 1 K**
12. University of Edinburgh Library Committee Membership 2017/18 **e-S 17/18 1 L**

The University of Edinburgh

Electronic Senate

12 – 20 September 2017

Minutes of Senate meeting held on 31 May 2017

Executive Summary

The paper provides the minutes of the Senate meeting held on 31 May 2017.

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

Not Applicable

Action requested

The Senatus is invited to approve the minutes.

How will any action agreed be implemented and communicated?

Decisions were communicated via the Senate Committees' Newsletter to stakeholders on the distribution list:

www.ed.ac.uk/academic-services/committees/newsletter

Resource/Risk/Compliance

1. Resource implications
This paper does not have resource implications.
2. Risk assessment
This paper does not include a risk assessment.
3. Equality and Diversity
Not relevant.
4. Freedom of Information
Open paper

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 A." These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Senate Secretariat
September 2017

UNCONFIRMED MINUTES OF AN ORDINARY MEETING OF THE SENATUS

ACADEMICUS held in Lecture Theatre G.03, 50 George Square, Wednesday 31 May 2017

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

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

Associate Members: Mr P Garratt, Ms J Husbands

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

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

PRESENTATION AND DISCUSSION: Research-led Learning and Teaching

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

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

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

Introduction: Dimensions of research-led learning and teaching

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

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

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

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

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

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

Dr Philip Larkman (Biomedical Sciences)

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

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

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

Developing a student and research-led course

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

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

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

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

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

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

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

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

Using educational research to inform our teaching

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

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

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

Discussion

In discussion, the following points and questions were raised:

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

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

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

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

PRINCIPAL'S COMMUNICATIONS

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

FORMAL BUSINESS

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

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

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

Senate adopted the Special Minute for Professor David J Porteous.

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

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

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

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

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

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

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

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

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

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

COMMUNICATIONS

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

The Senatus noted the content of the report.

8. Resolutions – Chairs (S 16/17 3 H)

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

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

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

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

The Senatus noted the report of Central Academic Promotion Committee's meeting on 17 3:17 PM May 2017.

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

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

CLOSED

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

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

The University of Edinburgh

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Membership of the Senatus

Executive Summary

The paper lists the new members of Senate.

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

Not applicable

Action requested

The Senate is invited to note the membership.

How will any action agreed be implemented and communicated?

Those who were added to the Senate list by the 1 August 2017 were invited to a Senate induction event. Those added later than this will receive a copy of the Senatus Academicus Governance Handbook and slides from the induction.

Resource/Risk/Compliance

1. Resource implications No

2. Risk assessment No

3. Equality and Diversity

Professorial members of staff who hold a Substantive or Personal Chair are automatically members of Senate. There will be equality and diversity issues in the appointment to Chairs which will be taken into account in accordance with HR processes. Eligible staff are invited to put themselves forward for election to vacancies. Ex Officio vacancies are filled with equality and diversity issues being taken into account.

4. Freedom of Information

Open paper

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 B." These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Academic Services
September 2017

Membership of the Senate

Professorial

All appointments are with effect from 1 August 2017.

Professor R Allen	Personal Chair of Biological Physics
Professor R Arshad	Personal Chair of Anti-Racist and Multicultural Education
Professor M Bailey	Personal Chair of Renal Physiology
Professor A Bayer	Personal Chair of Algebraic Geometry
Professor S Bilbao	Personal Chair of Acoustics and Audio Signal Processing
Professor J Boardman	Personal Chair of Neonatal Medicine
Professor S Bowd	Personal Chair of Early Modern History
Professor M Brennan	Personal Chair of Food Marketing and Society
Professor M Bronsvoot	Personal Chair of Veterinary Epidemiology
Professor P Camp	Personal Chair of Theoretical Chemistry
Professor M Chrisman	Personal Chair of Ethics and Epistemology
Professor K Dhaliwal	Personal Chair of Molecular Imaging & Healthcare Technology
Professor P Du Plessis	Personal Chair of Roman Law
Professor I Duguid	Personal Chair of Cellular and Systems Neuroscience
Professor X Fan	Personal Chair of Particulate Materials Processing
Professor A Fox	Personal Chair of Social History
Professor E Grant	Personal Chair of Global Health and Development
Professor D Hay	Personal Chair of Tissue Engineering
Professor C Hayward	Personal Chair of Quantitative Trait Genetics
Professor J Hope	Personal Chair of Immunology
Professor A Hulme	Personal Chair of Synthesis and Chemical Biology
Professor A Kerr	Personal Chair of Climate and Low Carbon Innovation
Professor A Koslowski	Personal Chair of Social Policy and Research Methods
Professor V Martin	Personal Chair of Collider Physics
Professor R Mellanby	Personal Chair of Comparative Medicine
Professor F Mutapi	Personal Chair of Global Health Infection and Immunity
Professor S Neff	Personal Chair of War and Peace
Professor D Nussey	Personal Chair of Evolutionary Ecology
Professor P Pankaj	Personal Chair of Computational Biomechanics
Professor S Pollard	Personal Chair of Stem Cell and Cancer Biology
Professor L Ryazanova-Clarke	Personal Chair of Russian and Sociolinguistics
Professor G Sanguinetti	Personal Chair of Computational Bioinformatics
Professor E Schirmer	Personal Chair of Nuclear Envelope Biology
Professor M Shaver	Personal Chair of Polymer Chemistry
Professor K Smith	Personal Chair of Evolutionary Linguistics
Professor T Spires-Jones	Personal Chair of Neurodegeneration
Professor D Uhrin	Personal Chair of NMR Spectroscopy
Professor M Van Rossum	Personal Chair of Computational Neuroscience
Professor S Walmsley	Personal Chair of Respiratory Medicine
Professor G Warwick	Personal Chair of History of Art
Professor S Webster	Personal Chair of Medicines Discovery
Professor N Zahedieh	Personal Chair of Economic and Social History
Professor R Zwicky	Personal Chair of Theoretical High Energy Physics

Additional Out of Cycle Chair Appointments

Professor K Amaeshi	Personal Chair of Business and Sustainable Development	1 August 2016
Professor CM Bernier	Personal Chair of Black Studies	1 August 2016

Professor W Hou	Personal Chair of Corporate Finance	1 October 2016
Professor H Nair	Personal Chair of Paediatric Infectious Diseases and Global Health	1 November 2016
Professor M Watson	Personal Chair of Bioinformatics and Computational Biology	1 November 2016
Professor R Dave	Chair of Physics	1 June 2017
Professor S Finney	Chair of Power Electronics	1 June 2017
Professor R Houston	Personal Chair of Aquaculture Genetics	1 July 2017
Professor S Kelley	Chair of Isotope Geochemistry	1 July 2017
Professor J Ouenniche	Personal Chair of Business Analytics	1 August 2017
Professor J Priller	Chair of Brain Inflammation and Repair	1 August 2017

Ex-Officio Membership

Arts, Humanities and Social Sciences

Dr L Kendall Head of Academic and Student Administration

The University of Edinburgh

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September 2017

Students' Association Representation on Senate

Executive Summary

This paper seeks to update and clarify student representation on Senate, led by Edinburgh University Students' Association. Since the Students' Association has been working with the Colleges to improve College-level student representation structures and the Sabbatical Officer positions have now changed and increased in number, this paper seeks to update the details of student representation membership on Senate.

How does this align with the University/College School/Committee's Strategic Plans and Priorities?

Not applicable.

Action requested

Senate is invited to approve the updated policy for Students' Association student representation on Senate.

How will any action be implemented and communicated?

Agreed actions will be communicated to the Students' Association which will ensure communication with key stakeholders.

Resource/Risk/Compliance

1. Resource implications

This paper does not have resource implications.

2. Risk Assessment

This paper does not include a risk assessment.

3. Equality and Diversity

Due consideration has been given.

4. Freedom of Information

Open paper.

Equality and Diversity

Has due consideration been given to the equality impact of this paper? Yes

Any Other Relevant Information

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Originators of the paper

Bobi Archer, Students' Association Vice President Education

Tanya Lubicz-Nawrocka, Students' Association Academic Engagement Coordinator

The Students' Association's New Representative Structures and Proposed Student Representation on Senate

In May 2014, student representation membership on Senate was last updated. Since the Sabbatical Officer positions have now changed and the Students' Association now has five Sabbatical Officers instead of four, this paper seeks to update the details of student representation membership on Senate. The changes are in line with the updated role titles as well as a new student representation model for College-level committees which has been developed in partnership with the Colleges.

Previous Students' Association representation on Senate consists of the following positions:

- EUSA President
 - EUSA Vice President Academic Affairs
 - EUSA Vice President Societies and Activities
 - 2 members of the EUSA Student Council who are elected by that council during the first meeting of each academic year
 - 2 student members of the CHSS Undergraduate Learning and Teaching Committee
 - 1 student member from the CHSS Postgraduate Studies Committee
 - 1 student member from the CSE Learning and Teaching Committee
 - 1 student member from the CSE Research Training Committee
 - 1 student member from the Medical Students' Council
 - 1 student member from the Veterinary Students' Council
- Total = 12 student representatives

Since this time, there has been a student referendum in 2016 leading to the following changes relevant to Senate:

- Edinburgh University Students' Association no longer uses the acronym 'EUSA' and instead can be referred to as 'the Students' Association';
- As of the March 2017 elections, the Students' Association now has five Sabbatical Officers:
 - o President
 - o Vice President Education
 - o Vice President Welfare
 - o Vice President Community
 - o Vice President Activities and Services

Proposed Students' Association representation on Senate

This model includes all Sabbatical Officers as well as postgraduate Section Representatives and School Representatives who are elected in the Students' Association's student elections:

- Five elected Sabbatical Officers
 - o Students' Association President
 - o Vice President Education
 - o Vice President Welfare
 - o Vice President Community
 - o Vice President Activities and Services
- Two elected Section Representatives to represent postgraduate students
 - o Postgraduate Taught Students Representative
 - o Postgraduate Research Students Representative
- Seven elected School Representatives
 - o Three elected School Representatives from the College of Arts, Humanities, and Social Sciences

- Two elected School Representatives from the College of Science and Engineering
- Two student representatives from the College of Medicine and Veterinary Medicine, with one representative selected by the Edinburgh Medical Students Council and one representative selected from the Veterinary Students Council

Total = 14 student representatives

The Students' Association will communicate to Senate the names of the student representatives who will serve for that academic year. With the exception of the Postgraduate Taught Students Representative and any unfilled positions elected in the October by-election, all other student representatives will be elected in the Students' Association's March elections to serve in the role the following academic year. Student representatives may serve on Senate more than once.

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Conferment of the Title of Professor Emeritus

Executive Summary

The Senate is invited to confer the title of Professor Emeritus upon those professors who retired recently or whose retirement is imminent.

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

Not applicable.

Action requested

For approval.

How will any action be implemented and communicated

Emeritus Professor procedures for communication will be followed.

Resource/Risk/Compliance

1. Resource implications
None.
2. Risk Assessment
This paper does not include a risk assessment.
3. Equality and Diversity
Not applicable.
4. Freedom of Information
Open paper.

Any Other Relevant Information

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 D." These comments will be added verbatim at <http://edin.ac/18tbekG>.

Originator of the paper

Senate Secretariat
September 2017

Senatus Academicus

September 2017

Conferment of the Title of Professor Emeritus

Action Requested

The Senatus is invited to confer the title of Professor Emeritus upon the following Professors who have retired or will be retiring soon:

<u>Name</u>	<u>School/College</u>
Professor Sir Timothy O'Shea	Principal and Vice-Chancellor
Professor J Dawson	School of Divinity
Professor K Fearon (posthumous)	Deanery of Clinical Sciences
Professor M Fransman	School of Economics
Professor S Frith	Edinburgh College of Art
Professor J Hopkins	Royal (Dick) School of Veterinary Studies
Professor N Hunter	Royal (Dick) School of Veterinary Studies
Professor R Knight	Deanery of Clinical Sciences
Professor W Whyte	School Social and Political Science
Professor L Yellowlees	College of Science and Engineering

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Special Minute

Executive Summary

The paper provides the Special Minute for Professor Alan Boyle.

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

Not applicable

Action requested

The Senatus is invited to adopt the Special Minute for Professor Alan Boyle.

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
This is an open paper.

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 E." These comments will be added verbatim at <http://edin.ac/18tbekG>
Originator of the paper

Senate Secretariat
September 2017

Special Minute
Professor Alan Edward Boyle MA BCL LLD Barrister
Emeritus Professor of Public International Law

Alan Boyle was appointed in 1995 as the first holder of the Chair of Public International Law at the University of Edinburgh. He is a globally renowned international legal scholar, best known for his work on international environmental law, epitomized in his book on *International Law and the Environment*, first published in 1992 and co-authored with Professor Patricia Birnie, herself a former colleague at the University of Edinburgh. At his retirement, this book's fourth edition was in preparation and it is widely considered as one of the leading publications in an area of international law that scarcely existed when the first edition was being written. It has also been translated into Chinese and Japanese.

However, Professor Boyle's knowledge and skills extend far beyond the confines of international environmental law. Above all, he would describe himself as a general international lawyer and his scholarship has always been aimed at a wide audience, rather than a small cadre of experts in a narrow field of specialism. His many publications in academic journals and books have touched upon issues as diverse as the law of the sea, international law-making, transboundary water resources, treaty law, fisheries conservation, international dispute settlement, climate change, and human rights. Indeed, one of Professor Boyle's many talents is to see the larger picture in any legal problem and he is able to clearly and concisely explain a broad body of general principles and apply them to diverse sets of circumstances. It is for this reason that he was much loved by students on the first-year introductory course on international law, which he continued to teach until his retirement. It is also why he made an excellent PhD supervisor to so many students during his time in Edinburgh. This proficiency was also called upon during his tenure as general editor of the *International and Comparative Law Quarterly*, one of the leading international law journals, which he successfully led from 1998 to 2006. It is perhaps best exemplified by his other book, *The Making of International Law*, co-authored with Professor Christine Chinkin of the LSE and published by OUP in 2007.

Alongside his teaching and research, Professor Boyle has shown a strong sense of academic citizenship throughout his time at Edinburgh, serving as Head of the Public International Law Department/Subject Area on no less than three occasions, as well as Director of Postgraduate Studies, Convener of the LLM/MSc Exams Board for eight years, and Convener of the University Student Disciplinary Committee for ten years. Professor Boyle also managed to balance his academic career with a successful legal practice at the international bar, where he has represented a diverse array of nations before the International Court of Justice, the International Tribunal for the Law of the Sea, and the Permanent Court of Arbitration. These experiences would in turn be used to invigorate his classes, treating his students to tales from the courtroom floor and insights into the thinking of a practicing lawyer and the problems posed by inter-state litigation. He remains in demand as an international advocate and he will no doubt continue his practice following his retirement from the University, whilst also having more time to pursue his interests in art, music, travel, and gliding.

The University of Edinburgh

Electronic Senate

12 – 20 September 2017

**Annual Report to the Scottish Funding Council on
Institution-led Review and Enhancement Activity 2016/17**

Executive Summary

The paper is the University's annual report to the Scottish Funding Council (SFC) on institution-led review and enhancement activity 2016/17. The paper has been submitted to Senate Quality Assurance Committee for approval of the contents at its meeting on 19 September 2017. The report is transmitted simultaneously to Court for consideration and endorsement and addition of a statement of assurance signed by the Vice Convener of Court, as required by the SFC.

How does this align with the University/College School/Committee's strategic plans and priorities? This paper is relevant as Senate has primary overall responsibility for teaching quality assurance and enhancement and exercises ultimate control of quality assurance.

Action requested: To note formally and transmit any comments to the University Court.

How will any action agreed be implemented and communicated? Senate Quality Assurance Committee has oversight of the implementation and communication of actions relating to quality assurance and enhancement activity.

Resource/Risk/Compliance

1. Resource implications: There are no specific resource implications associated with the report.
2. Risk assessment: The provision of a high quality student experience is covered by the University's Risk Register and actions are ongoing and continue to be managed via Risk Management Committee. Additionally, failure in effectiveness of quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.
3. Equality and Diversity: Quality assurance policies and processes are subject to Equality Impact Assessment.
4. Freedom of Information: The paper is open.

Any other relevant information, including keywords

Quality assurance and enhancement, Scottish Funding Council, annual report

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 F". These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Professor Tina Harrison (Assistant Principal Academic Standards and Quality Assurance) and Nichola Kett (Academic Policy Manager, Academic Services), September 2017



The University of Edinburgh

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2016/17

Summary of the institutional-led review outcomes from the preceding academic year (AY) including main themes, recommendations and/or commendations

Institution-led review (Teaching/Postgraduate Programme Reviews) – 2016/17

- Asian Studies (Undergraduate Provision)
- Islamic & Middle Eastern Studies (Undergraduate Provision)
- Art (Undergraduate Provision)
- Design (Undergraduate Provision)
- Ecological and Environmental Sciences (Undergraduate Provision)
- European Languages & Cultures (Undergraduate Provision)
- Linguistics & English Language (Undergraduate Provision)
- Social Work (Undergraduate and Taught Postgraduate Provision)
- Business (Taught Postgraduate & Postgraduate Research Provision)
- Economics (Undergraduate, Taught Postgraduate & Postgraduate Research Provision)
- History, Classics & Archaeology (Taught Postgraduate & Postgraduate Research Provision)
- Physics and Astronomy (Postgraduate Research Provision)

The Teaching Programme Review of Initial Teacher Education was due to take place in 2015/16. Because of major internal and external reviews in the area, together with a wish to hold a single combined review of Initial Teacher Education, Community Education and Childhood Practice in order to maximise the holistic benefit of the review, the Scottish Funding Council agreed that the University could hold the review in 2017/18, subject to the University undertaking specific scrutiny of Initial Teacher Education provision until the review had taken place. Senate Quality Assurance Committee (SQAC) gave specific consideration to the annual school quality assurance and enhancement arrangements by the Moray House School of Education at its meeting of 19 April 2017, and confirmed that it was content with the oversight of Initial Teacher Education.

SQAC receives an annual report in September on areas of good practice and for further development from institution-led reviews and remits actions as necessary. A progress report on actions is considered by SQAC at an appropriate point later in the academic year. The areas of good practice and for further development from 2016/17 reviews, which SQAC will discuss in September 2017, are as follows:

Areas of Good practice

- Innovative learning and teaching – in particular developments to enhance online learning.

- Assessment and feedback – the wide variety of assessment methods and mechanisms used to provide feedback to students.
- Student support – the diverse ways of supporting students, including alumni engagement and peer support.
- Building student communities – supported through a variety of practices, including facilitated cross-year and School initiatives, events such as lecture series, and peer support.

Areas for further development

- Learning and teaching – benchmarking exercises were recommended in a number of reviews, to gain a greater understanding in areas relating to provision, assessment and international partnerships.
- Student support – clarifying roles in the Personal Tutor system and support for year abroad students.
- Postgraduate tutors and demonstrators – training and support.
- Space – provision of study space for students.
- Supporting and developing academic staff – career development.

The institution-led review process was reviewed in 2016/17 with the aim of streamlining activities whilst deriving maximum benefit. This has resulted in documentation being introduced for 2017/18 reviews that supports a more focussed, evidence-based and reflective process. Additionally, there continues to be an emphasis on aligning institution-led reviews with professional, statutory and regulatory body reviews where appropriate.

Annual monitoring, review and reporting – 2015/16 and 2016/17

In 2016/17 the University made changes to annual monitoring, review and reporting (AMRR) processes as a result of the review of its quality framework in 2015/16. Reporting moved from course to programme level, the timing for the submission of School annual quality reports was brought forward to August, School annual quality reports are now considered at the University-level rather than College level (Colleges still receive copies and have a role in their analysis), and existing report templates (School and College) were streamlined. The first set of College annual quality reports were considered by SQAC in February 2017 and the first set of School annual quality reports in September 2017. The streamlined templates have resulted in more focussed reports and resulting recommendations.

Themes of positive practice for sharing at University level:

- Assessment and feedback – the different and innovative practices being implemented to effectively enhance students' experiences of assessment and feedback.
- Academic community – initiatives such as student fora, retreats and student-led publications support the development of academic communities, along with the widespread existence of peer learning and support schemes.
- Innovative learning and teaching and curriculum development – methods such as monitored online discussion tools and computer simulations are being used and there is a prevalence of curriculum development in response to student feedback.
- Enhancing and management of teaching – activities to enhance teaching include online recording of peer observation of teaching and teaching fora. The management of teaching is being approached in a variety of ways, including integration of teaching scores within annual review and performance conversations with supportive coaching.
- Student support – strengthening of the Personal Tutor system continues through activities such as programme group meetings, management of Personal Tutor/tutee ratios, and the provision of

student mental health training. There is also tailored and targeted support available for particular groups of students.

- Support for postgraduate research students – processes for recruiting, training and developing postgraduate research students who teach have been enhanced.
- Employability – developed through initiatives including career boards, work-related learning, and consultancy projects.

Areas for further development at the University level:

- Learning and teaching accommodation – in the context of increasing student numbers and estates developments, insufficient suitable learning and teaching accommodation was a consistent theme.
- Timetabling – also in the context of increasing student numbers and estates developments, issues including the timetabling of back-to-back classes in buildings far apart and classes near disruptive estates work were highlighted.
- Personal Tutor system – student feedback on satisfaction varies widely across Schools.
- Consistency and clarity of assessment and feedback processes – there is a need for clarification of marking schemes and grade descriptors so that student are clear on what is expected of them in assessment.
- Data to support quality assurance and enhancement processes – there is a challenge in accessing and understanding the data available for postgraduate research students in particular.

SQAC receives a report on the outcomes of the consideration of the School annual quality reports annually in September and remits actions as necessary.

In semester 1 2017/18, College quality committees will identify good practice and areas for further development from School annual quality reports to contribute to a University-level event.

Other Enhancements

Good progress has been made with addressing the recommendations from the 2015 Enhancement-led Institutional Review (ELIR) in the areas of assessment and feedback, personal tutoring, postgraduate research student experience, workload allocation models, student representation, and student data dashboards.

The University published a new Learning and Teaching Strategy in January 2017.

Following the successful development of a new undergraduate student data dashboard in 2016/17 (providing School managers with management information on key aspects of learning and teaching), a postgraduate taught version is in development. This development has been extremely well received in helping to support an evidence-informed approach to quality assurance and enhancement.

A consistent institution-wide approach to course enhancement questionnaires, covering all taught courses and including a core set of standard questions, was implemented in 2016/17. The data gathered using EvaSys software allows for systematic analysis of courses and is considered as part of quality assurance and enhancement processes. The results of the 2016/17 course enhancement questionnaires are reflected upon below.

During 2016/17 mid-course feedback was introduced for honours students. This gives students an opportunity to provide feedback during their courses rather than just at the end, allowing for immediate issues to be addressed. An evaluation revealed positive feedback and, at its meeting in

May 2017, SQAC approved the extension of the arrangements to include all pre-Honours courses from 2017/18.

In response to the 2015 ELIR, institution-led reviews, and other feedback, the University reviewed its Code of Practice for Tutors and Demonstrators during 2016/17 and agreed to replace it with a new Policy. The new Policy, which will be implemented from 2017/18, clarifies the arrangements for recruitment, support and development of tutors and demonstrators.

Ways in which support services were reviewed

Student Support Services Annual Review – 2015/16

Student-facing support services are reviewed annually by a sub-committee of SQAC. In a change to the process for 2015/16, a readers' meeting comprising senior staff was held in mid-January 2017 where themes arising from the service reports were identified for discussion at a sub-committee meeting in late January 2017. During the sub-committee meeting, good practice was shared and recommendations for other parts of the University were identified and transmitted to the relevant area of responsibility. Progress updates will be requested in the next reporting cycle. SQAC has agreed that the process will change in 2018/19 (for reporting on 2017/18) to align with a new planning process for student support services (Service Expectation Review (SER)). To manage the transition to the new process, a light touch review process will operate in 2017/18 for reporting on 2016/17.

General Themes and Areas for Consideration

Underserved student groups: some students have lower levels of usage of and/or face barriers to accessing student support services and Student Systems were asked to progress access to demographic data to support the analysis of service users. The 2017/18 student support thematic review topic will explore support for mature students (including students as parent/carers) as a subset of "underserved students."

Building communities: student support services have a role in building and supporting student communities.

Health and wellbeing: student mental health is an increasing concern for the University and featured in a number of service reports. As well as directly supporting students with mental health issues via the Student Counselling Service, there is potentially more we can do across a range of services to create an environment that actively promotes and supports students to achieve positive health and wellbeing. In the context of the University's new Student Mental Health Strategy (launched in 2016/17), support services discussed the importance of joining up services and communicating available support, building student resilience, and a student-centred approach to developing space with consideration of wellbeing.

Working within scarce resources: in a context of increased demand on services and constrained budgets, we need to consider how to make most effective use of the resources available in ways that do not compromise the student experience. Discussion focussed on digital transformation improvements and learning from other services which can lead to more efficient delivery.

Communicating with students: given the size of the student body and the complexity of the University structure, communicating with students and ensuring students know where to go to access the information they need can be a challenge. Discussion focussed on lack of coordination,

communications strategies, ownership of communications, overview of student communications, and the concept of a student hub for communications.

Shared good practice

All service reports showed areas of promising practice. Three services were invited to present on their particular areas of promising practice at the meeting in late January:

- The Advice Place and Accommodation Catering and Events jointly run Accommodation Information Centre: designed to cater to particular short-term need for accommodation advice at the start of the year.
- Careers Service approach to staff development and School Development Plans.
- Chaplaincy equality and diversity training for Veterinary Medicine students.

Student Support Thematic Review

Over the past two years, the University has moved from undertaking periodic reviews of individual student support services towards holistic student thematic reviews which focus on the quality of the student experience in relation to a particular theme or aspect of student support which can span both student support services and academic areas. No periodic or thematic reviews of support services took place in 2016/17 in order to allow for a review of the processes, including a reflection on the thematic approach taken to the mental health services review in 2015/16, and to identify further topics for thematic review. At its May 2017 meeting, SQAC agreed to stop undertaking periodic reviews of individual student support services in order to focus on the more holistic student support thematic reviews. A year on response from the mental health services thematic review was considered by SQAC in May 2017, along with updated thematic review guidance. Also at this meeting, the next student support thematic review topic was agreed as support for mature students (including students as parents/carers). The proposal of this topic was influenced by the student support services annual review process theme of “underserved students” and discussions with Edinburgh University Students’ Association (Students’ Association).

Contextual information and key messages from analysis of data

All institution-led reviews and AMRR consider a data suite which forms the basis for reflection. Colleges provide benchmarked data to Schools to help with their AMMR. The undergraduate student data dashboard provides staff with easily accessible and comparable data. Additionally, results of the first year of standardised course enhancement questionnaires are being considered as part of quality assurance and enhancement processes.

Summary of Findings

Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant Higher Education Statistics Agenda (HESA) Performance Indicators (non-continuation and projected outcomes).

SQAC considers data annually on the degree classification outcomes of the University’s undergraduate students, in the context of recent trends and HESA data on Russell Group research-intensive institutions. In 2017, SQAC noted that the University’s degree classification outcomes are broadly in line with comparator institutions within the Russell Group. While there has been a significant upward trend in the award of firsts over the last ten years, this is consistent with patterns in the Russell Group, and a range of explanations was offered for this (higher intake standards, improving teaching quality, adoption of diverse assessment methods, and utilisation of the whole marking scheme). One of the Colleges was asked to follow up on an outlying School which was awarding fewer firsts to ask them to provide a reflection on this trend. College Deans will

disseminate undergraduate degree classification analysis data to Schools and ensure that the outcomes of SQAC's discussions are made available to and considered by the relevant College committee(s).

The National Student Survey (NSS) results for 2017 have recently been received and initial analysis shows a rather more positive set of overall outcomes than in 2016. However, there remains wide variation in results across Schools, subjects and programmes that will require in-depth analysis. The data will be considered in detail by the Senate Learning and Teaching Committee in autumn 2017.

The Postgraduate Taught Experience Survey (PTES) results for 2017 show that, at an institutional-level, performance across the primary themes is similar to the 2016 results, apart from a decrease in the institutional question measuring satisfaction with support provided by personal tutors. The data will be considered in detail by the Senate Learning and Teaching Committee in autumn 2017.

The results of the 2016/17 course enhancement questionnaires show that all questions related to student interaction with individual members of staff produced higher levels of satisfaction than comparable metrics produced by the NSS. At a University level; 89% of respondents agreed that staff were organised and well prepared, 85% found staff to be good at explaining the subject, 88% found staff to be approachable and willing to help, and 80% said staff had stimulated their interest in the subject.

The 2017 Postgraduate Research Experience Survey (PRES) results show that, at an institutional-level, performance across the primary themes is broadly in keeping with the previous PRES results (2015). The data will be considered in detail by the Senate Researcher Experience Committee in autumn 2017.

A rich range of data is now available through the External Examiner Reporting System and is being used to inform areas of work, including the development of guidance on moderation. An analysis of external examiners' reports from 2014/15 to 2015/16 shows that there continues to be a high number of commendations and a low number of areas for further development across the University. The areas for further development focus around the clarity and consistency of moderation processes and marking.

Actions Undertaken

The following were delivered in 2016/17: a standard course enhancement questionnaire; a review of student surveys; an undergraduate student data dashboard; principles for workload allocation; enhanced support and guidance for academic staff annual review; a continuing academic staff professional development framework; enhanced documentation and processes for identifying teaching excellence, including expanded use of the Reader title to recognise teaching, inclusion of teaching presentations in recruitment, and use of capability processes in teaching performance; a review of the Code of Practice for Tutors and Demonstrators; enhanced communication on learning and teaching matters; and simplification of processes.

Planned Actions

Implementation of the University's Learning and Teaching Strategy.

Work continues on: online assessment and feedback; effective implementation and enhancement of the Personal Tutor system; enhancements to assessment and feedback practices; and a package of work around curriculum innovation.

There will be a concerted approach to communications, engagement and dialogue with students. Building a stronger sense of shared ownership and responsibility for student experience and highlighting student and teaching achievement will be a top priority in the next semester. In addition we will continue to signal and reward the importance of teaching, alongside research, from the point of recruitment and through the whole lifecourse of academic careers. Furthermore, there will be heavy investment in student-facing facilities and services in the coming years to underpin the unambiguous priority given to learning, teaching and student experience.

Role and nature of student engagement in institution-led review

Institution-led and thematic review both include student members on teams. The student member of a review team will typically convene one or more meetings during the review. Membership of an institution-led review team is included in the student's Higher Education Achievement Record. In addition to having student members on review teams, engagement of students from review areas as a part of institution-led review is regarded as essential. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide Schools on how to engage their students with reviews. The remits for all reviews include items proposed by students in the review areas.

The Students' Association and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement. The joint Students' Association-University Student Engagement Statement is regularly reviewed, and a student partnership agreement (which would replace the Statement) is in development. Strengthening aspects of the student representation system is likely to be a priority in 2017/18.

Reflective overview: key findings from the previous year's reviews, including areas of strength and issues for further development

The previous year's reviews have identified an abundance of good practice examples across all areas of learning and teaching and it is important that these are shared across the University. There is clear evidence that staff are committed to enhancing the student experience by listening to and acting upon student feedback and other relevant data. The reviews also identified areas for further development, many of which are already a focus of work.

Areas of strength

- Innovative learning and teaching and curriculum development
- Assessment and feedback
- Student support
- Academic communities
- Enhancing and management of teaching
- Support for postgraduate research students
- Employability

Issues for further development

- Postgraduate tutors and demonstrators – training and support was identified as an area for further development through institution-led review. Through the analysis of School annual quality reports in August 2017, it was evidenced that many Schools have enhanced their processes for recruiting, training and developing postgraduate research students who teach. Additionally, one School has attributed the support provided to postgraduate research students who teach with increased quality of tutorials and relevant survey measures. The evaluation of

the impact of the Policy for the recruitment, support and development of tutors and demonstrators will also inform developments in this area.

- Learning and teaching accommodation and timetabling – in the first instance, Space Strategy Group and the Head of the Timetabling Unit will be asked to consider and respond to the points raised through the reviews. Senate Quality Assurance Committee will consider the responses and request further action as appropriate. One College (which is going through a large estates development) will also specifically consider the issue of space as part of their plans for 2017/18.
- Supporting and developing academic staff – work to recognise and reward teaching continues and aligns with the Strategic Plan and the Learning and Teaching Strategy.
- Personal Tutor system – the University is committed to continuing to enhancing the system through the implementation of the Learning and Teaching Strategy and in response to the last ELIR. The need to clarifying roles in the Personal Tutor system identified as a theme through institution-led reviews was found to be applicable to one College through the analysis of School annual quality reports in August 2017 and this will progressed by that College in 2017/18.
- Consistency and clarity of assessment and feedback processes – there is evidence of Schools giving this careful consideration and that plans are underway to address this issue, both at School- and University-level (aligning with the last ELIR).

Indication of institution-led reviews for the forthcoming cycle

Please see Appendix 1

Please note that specific timings may be subject to change to reflect schedules in Schools.

List of subject areas/programmes reviewed by other bodies

In 2016/17 12 professional bodies carried out reviews resulting in 28 programmes being successfully accredited/reaccredited. [Appendix 2]

September 2017

Appendix 1 - Internal Periodic Review forward schedule

	Postgraduate Programme Review	Teaching Programme Review
2018/19	<ul style="list-style-type: none"> • College of Medicine & Veterinary Medicine (Postgraduate Research Provision) • Edinburgh College of Art (Postgraduate Taught & Postgraduate Research Provision) • GeoSciences (Postgraduate Taught & Postgraduate Research Provision) • Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision) 	<ul style="list-style-type: none"> • Classics (Undergraduate provision) • Engineering (combined) (Undergraduate & Postgraduate Taught provision) • History of Art (Undergraduate provision) • Earth Sciences (Undergraduate provision) • Philosophy (Undergraduate provision)
2019/20	<ul style="list-style-type: none"> • Education (Postgraduate Taught and Postgraduate Research Provision) • Informatics (Postgraduate Research Provision) • Philosophy, Psychology and Language Sciences (Postgraduate Taught & Postgraduate Research Provision) • Social and Political Sciences (Postgraduate Taught & Postgraduate Research Provision) 	<ul style="list-style-type: none"> • Business and Accounting (Undergraduate provision) • Chemistry (Undergraduate & Postgraduate Taught provision) • Divinity (Undergraduate provision) • Geography (Undergraduate provision) • Politics and International Relations (Undergraduate provision) • Social Policy (Undergraduate & Postgraduate Taught provision)
2020/21	<ul style="list-style-type: none"> • Health in Social Science (including Nursing Undergraduate provision, Postgraduate Taught and Postgraduate Research Provision) • Maths (Postgraduate Research Provision) 	<ul style="list-style-type: none"> • Archaeology (Undergraduate provision) • Architecture (Undergraduate provision) • Biological Sciences (Undergraduate & Postgraduate Taught provision) • History (Undergraduate provision) • Informatics (Undergraduate & Postgraduate Taught provision) • Law (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • Music (Undergraduate provision) • Oral Health Sciences (Undergraduate provision)
2021/22	<ul style="list-style-type: none"> • Biological Sciences (Postgraduate Research Provision) • Divinity (Postgraduate Taught & Postgraduate Research Provision) • Royal (Dick) School of Veterinary Studies (Postgraduate Taught Provision) 	<ul style="list-style-type: none"> • Applied Sport Science and Sport and Recreation Management (Undergraduate provision) • Celtic and Scottish Studies (Undergraduate provision)

		<ul style="list-style-type: none"> • Maths (Undergraduate & Postgraduate Taught provision) • Psychology (Undergraduate provision) • The Royal (Dick) School of Veterinary Studies (Undergraduate provision)
2022/23	<ul style="list-style-type: none"> • Business (Postgraduate Taught and Postgraduate Research Provision) • Economics (Undergraduate provision, Postgraduate Research & Postgraduate Taught provision) • History, Classics and Archaeology (Postgraduate Research & Postgraduate Taught provision) • Physics and Astronomy (Postgraduate Research provision) 	<ul style="list-style-type: none"> • Art (Undergraduate provision) • Asian Studies (Undergraduate provision) • Design (Undergraduate provision) • Ecological and Environmental Sciences (Undergraduate provision) • European Languages and Cultures (Undergraduate provision) • Islamic and Middle Eastern Studies (Undergraduate provision) • Linguistics and English Language (Undergraduate provision) • Social Work (Undergraduate & Postgraduate Taught provision)
2023/24	<ul style="list-style-type: none"> • Chemistry (Postgraduate Research provision) • Clinical Sciences (Postgraduate Taught Provision) • Engineering (Postgraduate Research provision) • Molecular, Genetic and Population Health Sciences (Postgraduate Taught Provision) 	<ul style="list-style-type: none"> • Biomedical Sciences (Undergraduate & Postgraduate Taught provision) • Education (Undergraduate provision, includes Childhood Practice and Community Health) • English Literature (Undergraduate provision) • Medicine (Undergraduate provision) • Physics and Astronomy (Undergraduate & Postgraduate Taught provision) • Social Anthropology (Undergraduate & Postgraduate Taught provision) • Sociology and Sustainable Development (Undergraduate provision)

Appendix 2 – Degree Programmes Accredited in 2016/17

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body
MSc Accounting and Finance - 1 Year	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/
LLB (Hons) Law and Accountancy	Association of International Accountants (AIA)	http://www.aiaworldwide.com/
MA (Hons) Accounting and Finance	Association of International Accountants (AIA)	http://www.aiaworldwide.com/
MA (Hons) Business and Accounting	Association of International Accountants (AIA)	http://www.aiaworldwide.com/
MA (Hons) Economics and Accounting	Association of International Accountants (AIA)	http://www.aiaworldwide.com/
MBA Business Administration - 1 Year	Association of MBAs (AMBA)	http://www.mbaworld.com/
MBA Business Administration - 16 Months	Association of MBAs (AMBA)	http://www.mbaworld.com/
MBA Executive Business Administration - 27 Months	Association of MBAs (AMBA)	http://www.mbaworld.com/
MSc Applied Psychology for Children and Young People	British Psychological Society (BPS)	http://www.bps.org.uk/
MSc Finance - 1 Year	Chartered Financial Analyst Institute (CFA)	https://www.cfainstitute.org/pages/index.aspx
LLB (Hons) Law and Accountancy	Chartered Institute of Management Accountants (CIMA)	http://www.cimaglobal.com/
MA (Hons) Accounting and Finance	Chartered Institute of Management Accountants (CIMA)	http://www.cimaglobal.com/
MA (Hons) Business and Accounting	Chartered Institute of Management Accountants (CIMA)	http://www.cimaglobal.com/
MA (Hons) Economics and Accounting	Chartered Institute of Management Accountants (CIMA)	http://www.cimaglobal.com/
MSc Education (Learning in Communities)	Community Learning and Development Standards Council for Scotland	http://www.cldstandardscouncil.org.uk/Home
BA (Hons) Landscape Architecture	Landscape Institute (LI)	http://www.landscapeinstitute.org/
European Masters in Landscape Architecture (EMiLA)	Landscape Institute (LI)	http://www.landscapeinstitute.org/
MA (Hons) Landscape Architecture	Landscape Institute (LI)	http://www.landscapeinstitute.org/
MLA Landscape Architecture - 21 Months	Landscape Institute (LI)	http://www.landscapeinstitute.org/
MSc Landscape Architecture	Landscape Institute (LI)	http://www.landscapeinstitute.org/
BA Architecture	Royal Institute of British Architects (RIBA)	http://www.architecture.com/
MA (Hons) Architecture	Royal Institute of British Architects (RIBA)	http://www.architecture.com/
MArch Architecture - 21 Months	Royal Institute of British Architects (RIBA)	http://www.architecture.com/
BSc (Hons) Social Work	Scottish Social Services Council (SSSC)	http://www.sssc.uk.com/
MSW Social Work - 21 Months	Scottish Social Services Council (SSSC)	http://www.sssc.uk.com/
PgCert Advanced Professional Studies (Mental Health Officer Award) - 1 Year	Scottish Social Services Council (SSSC)	http://www.sssc.uk.com/
MSc Banking and Risk - 1 Year	The Chartered Institute of Bankers in Scotland	http://www.charteredbanker.com/
MSc Surgical Sciences	The Royal Australasian College Surgeons	http://www.surgeons.org/

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2016/17

Statement of assurance

On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2016/17, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.

.....
Anne Richards
Vice-Convener of Court

.....
Date

The University of Edinburgh

Electronic Senate

12 – 20 September 2017

Communications from the University Court

Executive Summary

To update Senate on certain matters considered by the University Court at its meeting on 19 June 2017.

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

Not applicable.

Action requested

Senate is invited to note the report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

1. Resource implications (including staffing)
Where applicable, as covered in the report.
2. Risk Assessment
Where applicable, as covered in the report.
3. Equality and Diversity
Where applicable, as covered in the report.
4. Freedom of Information
This paper is open.

Any Other Relevant Information including keywords

University Court

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 G." These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Dr Lewis Allan, Head of Court Services, September 2017

COMMUNICATIONS FROM THE UNIVERSITY COURT

19 June 2017

1 Student Experience Updates

The Senior Vice-Principal presented a high-level framework for future reporting to Court on learning, teaching and student experience activities in four thematic areas: resources and investment; recognition and incentives; partnership and community; and, innovation and curriculum. The proposed partnership approach with the Students' Association was welcomed by the Student President and improving student facing communication, communal social spaces and staff workload capacity was discussed. The high-level framework was approved.

The Deputy Secretary, Student Experience, provided an update on recent activity to enhance the student experience in areas including: employability; information and library services; support for mental health and wellbeing; support for disabled students; student residences; transport; and sport. Members discussed the importance of recreational sport, improving the physical and digital estate and communicating to students the wide range of enhancements and investments made.

2 Estates

- **Student Centre**

The full business case and funding request to deliver a new Student Centre at Teviot Row House and 1 George Square was considered. The new Student Centre will co-locate the University's core student support functions alongside those provided by the Students' Association. The full business case and request for funding from University Corporate Resources to progress the project to completion was approved.

- **Estates Vision 2017-2027**

The Estates Vision 2017-2027, setting out the strategic direction for the development of the University Estate in advance of an updated Estates Strategy, was approved.

- **Residential Accommodation Strategy**

The Residential Accommodation Strategy, considering the future student residential requirements of the University in the context of the Strategic Plan and planned growth, was approved.

- **Murchison House**

The full business case for the refurbishment of Murchison House at the King's Buildings Campus and a request for funding from University Corporate Resources and from College of Science & Engineering reserves to complete the project was approved.

- **King's Buildings Campus Infrastructure**

A request for funding from University Corporate Resources to progress the King's Buildings Infrastructure Project to completion was approved.

- **Institute for Regeneration & Repair: Updated Business Case**

A philanthropic donation from the Robert O Curle Charitable Trust towards a regenerative ophthalmology research laboratory within the Institute for Regeneration & Repair was welcomed and a request for funding from University Corporate Resources to complete the funding requirement for the laboratory approved. The updated business case for the Institute of Regeneration & Repair incorporating the regenerative ophthalmology research laboratory was approved.

3 Horizon COFUND

Approval was granted for an application to the European Union Horizon 2020 COFUND scheme for international postdoctoral fellows and for a University contribution to funding costs should the application be successful.

4 Edinburgh University Students Association President's Report

The EUSA President reported on activities since the last meeting and planned future events, including preparations for graduations, the Festival and Welcome Week. A minor amendment to the EUSA Democracy Regulations to create two University-wide postgraduate representative positions was approved.

5 Scottish Code of Good HE Governance: Consultation Response

The draft response to the consultation on a revised Scottish Code of Good Higher Education Governance was approved subject to amendments to:

- i) strengthen the request that the draft revised Code is either significantly revised to focus on core principles of good governance or the implementation date is extended to match the implementation period of the Higher Education Governance (Scotland) Act 2016 given that full compliance will not be possible until then; and,
- ii) strengthen comments highlighting specific concerns with new requirements in the draft revised Code.

6 University Computing Regulations

Revisions to the University Computing Regulations were approved with effect from 1 August 2017.

7 Knowledge Strategy Committee Report

Court noted the key points discussed at the meeting and approved in principle the revocation of Ordinances no. 64 (Custody and Management of Libraries, created in 1895) and no. 182 (Composition of the Library Committee, created in 1978) and their replacement by a University Resolution. This is to enable Court, in consultation with Senate and respective Committees, to make future changes to the governance of the Library and Library Committee without having to seek Scottish Government approval and the approval of Her Majesty in Council.

8 Resolutions

The following resolutions were approved:

Resolution No. 16/2017: Foundation of a Personal Chair of Jurisprudence

Resolution No. 17/2017: Foundation of a Sir Timothy O'Shea Chair of Veterinary Informatics and Data Science*

Resolution No. 18/2017: Alteration of the title of the Chair of Learning Analytics and Informatics to the Sir Timothy O'Shea Chair of Learning Analytics and Informatics*

Resolution No. 19/2017: Foundation of a Chair of Material Design and Innovation

Resolution No. 20/2017: Foundation of a Chair of Isotope Geochemistry

Resolution No. 21/2017: Foundation of a Chair of Food and Environmental Security

Resolution No. 22/2017: Undergraduate Degree Programme Regulations

Resolution No. 23/2017: Postgraduate Degree Programme Regulations

Resolution No. 24/2017: Foundation of a Personal Chair of Anti-Racist and Multicultural Education

Resolution No. 25/2017: Foundation of a Personal Chair of Acoustics and Audio Signal Processing

Resolution No. 26/2017: Foundation of a Personal Chair of Early Modern History

Resolution No. 27/2017: Foundation of a Personal Chair of Food Marketing & Society

Resolution No. 28/2017: Foundation of a Personal Chair of Ethics and Epistemology

Resolution No. 29/2017: Foundation of a Personal Chair of Roman Law

Resolution No. 30/2017: Foundation of a Personal Chair of Social History

Resolution No. 31/2017: Foundation of a Personal Chair of Social Policy and Research Methods

Resolution No. 32/2017: Foundation of a Personal Chair of War and Peace

Resolution No. 33/2017: Foundation of a Personal Chair of Russian and Sociolinguistics

Resolution No. 34/2017: Foundation of a Personal Chair of Evolutionary Linguistics

Resolution No. 35/2017: Foundation of a Personal Chair of History of Art

Resolution No. 36/2017: Foundation of a Personal Chair of Economic and Social History

Resolution No. 37/2017: Foundation of a Personal Chair of Renal Physiology

Resolution No. 38/2017: Foundation of a Personal Chair of Veterinary Epidemiology

Resolution No. 39/2017: Foundation of a Personal Chair of Cellular and Systems Neuroscience

Resolution No. 40/2017: Foundation of a Personal Chair of Global Health and Development

Resolution No. 41/2017: Foundation of a Personal Chair of Tissue Engineering

Resolution No. 42/2017: Foundation of a Personal Chair of Quantitative Trait Genetics

Resolution No. 43/2017: Foundation of a Personal Chair of Immunology

Resolution No. 44/2017: Foundation of a Personal Chair of Comparative Medicine

Resolution No. 45/2017: Foundation of a Personal Chair of Stem Cell and Cancer Biology

Resolution No. 46/2017: Foundation of a Personal Chair of Neurodegeneration

Resolution No. 47/2017: Foundation of a Personal Chair of Medicines Discovery

Resolution No. 48/2017: Foundation of a Personal Chair of Neonatal Medicine

Resolution No. 49/2017: Foundation of a Personal Chair of Molecular Imaging and Healthcare Technology

Resolution No. 50/2017: Foundation of a Personal Chair of Respiratory Medicine

Resolution No. 51/2017: Foundation of a Personal Chair of Biological Physics

Resolution No. 52/2017: Foundation of a Personal Chair of Algebraic Geometry

Resolution No. 53/2017: Foundation of a Personal Chair of Theoretical Chemistry

Resolution No. 54/2017: Foundation of a Personal Chair of Particulate Materials Processing

Resolution No. 55/2017: Foundation of a Personal Chair of Synthesis and Chemical Biology

Resolution No. 56/2017: Foundation of a Personal Chair of Collider Physics

Resolution No. 57/2017: Foundation of a Personal Chair of Global Health Infection and Immunity

Resolution No. 58/2017: Foundation of a Personal Chair of Evolutionary Ecology

Resolution No. 59/2017: Foundation of a Personal Chair of Computational Biomechanics

Resolution No. 60/2017: Foundation of a Personal Chair of Computational Bioinformatics

Resolution No. 61/2017: Foundation of a Personal Chair of Nuclear Envelope Biology

Resolution No. 62/2017: Foundation of a Personal Chair of Polymer Chemistry

Resolution No. 63/2017: Foundation of a Personal Chair of NMR Spectroscopy
Resolution No. 64/2017: Foundation of a Personal Chair of Computational Neuroscience
Resolution No. 65/2017: Foundation of a Personal Chair of Theoretical High Energy Physics
Resolution No. 66/2017: Foundation of a Personal Chair of Climate and Low Carbon
Innovation
Resolution No. 67/2017: Foundation of a Personal Chair of Business Analytics
Resolution No. 68/2017: Foundation of a Personal Chair of Aquaculture Genetics

** The Principal declared a conflict of interest in relation to Resolutions No. 17/2017 and No. 18/2017 and withdrew from discussion and approval of these Resolutions.*

The University of Edinburgh

Electronic Senate

12 - 20 September 2017

Resolutions

Executive Summary

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

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

Nor 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

Keywords - Court, Resolutions, Chairs

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 H." These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Ms K Graham, Deputy Head of Court Services, September 2017

Senate
Resolutions

Personal Chair (Appendix 1)

These Personal Chairs require to be created:

- | | |
|-------------------------------|---------------------------------------------------------------------------|
| Draft Resolution No. 69/2017: | Foundation of a Personal Chair of International Law and Global Governance |
| Draft Resolution No. 70/2017: | Foundation of a Personal Chair of Sociology and Social Policy |
| Draft Resolution No. 75/2017: | Foundation of a Personal Chair of Digital Cultural Heritage |

Establishment of Chairs (Appendix 2)

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

- | | |
|-------------------------------|---------------------------------------------------------------------------|
| Draft Resolution No. 73/2017: | Foundation of a Chair of Tropical Agriculture and Sustainable Development |
| Draft Resolution No. 74/2017: | Foundation of a Chair of Africa and International Development |

Alteration of the title of Chairs (Appendix 3)

The alteration of the title of the following Chairs:

- | | |
|-------------------------------|-------------------------------------------------------------------------|
| Draft Resolution No. 71/2017: | Alteration of the title of the Chair of Social Work |
| Draft Resolution No. 72/2017: | Alteration of the title of the Chair of Innovation in the Life Sciences |

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 69/2017

Foundation of a Personal Chair of International Law and Global Governance

At Edinburgh, the Twenty fifth day of September, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Personal Chair of International Law and Global Governance:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of International Law and Global Governance in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of International Law and Global Governance together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 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. 70/2017

Foundation of a Personal Chair of Sociology and Social Policy

At Edinburgh, the Twenty fifth day of September, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Sociology and Social Policy:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Sociology and Social Policy in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Sociology and Social Policy together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 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. 75/2017

Foundation of a Personal Chair of Digital Cultural Heritage

At Edinburgh, the Twenty fifth day of September, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Digital Cultural Heritage:

THEREFORE the University Court, after consultation with the Senatus Academicus and in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act, 1966, with special reference to paragraph 5 of Part II of Schedule 2 to that Act, hereby resolves:

1. There shall be a Personal Chair of Digital Cultural Heritage in the University of Edinburgh.
2. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.
3. Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Digital Cultural Heritage together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 1 October Two thousand and seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 73/2017

Foundation of a Chair of Tropical Agriculture and Sustainable Development

At Edinburgh, the Twenty fifth day of September, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Chair of Tropical Agriculture and Sustainable Development.

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 Tropical Agriculture and Sustainable Development 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 April Two thousand and seventeen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Resolution of the University Court No. 74/2017

Foundation of a Chair of Africa and International Development

At Edinburgh, the Twenty fifth day of September, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to found a Chair of Tropical Africa and International Development.

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 Africa and International Development 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 January 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. 71/2017

Alteration of the title of the Chair of Social Work

At Edinburgh, the Twenty fifth day of September, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Social Work founded by Resolution 1/1994;

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships;

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the University Court itself:

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. The Chair of Social Work shall hereafter be designated the Centenary Chair of Social Work.
2. This Resolution shall come into force with effect from 1 September Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 72/2017

Alteration of the title of the Chair of Innovation in the Life Sciences

At Edinburgh, the Twenty fifth day of September, Two thousand and seventeen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Innovation in the Life Sciences founded by Resolution 15/2009;

AND WHEREAS paragraph 5 of Part II of Schedule 2 to the Universities (Scotland) Act 1966, provides that the University Court may, after consultation with the Senatus Academicus and with the consent of the incumbent and patrons, if any, alter the title of existing professorships;

AND WHEREAS the Chair dealt with in this Resolution is in the patronage of the University Court itself:

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. The Chair of Innovation in the Life Sciences shall hereafter be designated the Chair of Innovation in the Life Sciences (Global Food Security).
2. This Resolution shall come into force with effect from 1 September Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

The University of Edinburgh

Electronic Senate

12 – 20 September 2017

Rectorial Election 2018 Date

Executive Summary

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

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

The role of the Rector is established in primary legislation.

Action requested

Senate is invited to make observations on the proposed date of 27-28 February 2018 for on-line voting in the Rectorial election.

How will any action agreed be implemented and communicated?

Following Court approval, the election date will be widely advertised through posters, website and social media channels.

Resource / Risk / Compliance

1. Resource implications (including staffing)
The election costs will be met from existing resources.
2. Risk Assessment
The main risks are communications and IT – as the majority of the election will be carried out online and information is centred around the website and social media. These risks will be managed through regular review and general oversight by the Deputy Returning Officer.
3. Equality and Diversity
The elections will be carried out with due regard to equality and diversity.
4. Freedom of Information
This paper is **open**

Any Other Relevant Information including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 I." These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Kirstie Graham, Court Services, September 2017

Rectorial Election 2018 Date

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

A paper setting out the arrangements for the election will be considered at the 25 September 2017 meeting of Court and it is intended to propose to Court that on-line voting takes place over 27 and 28 February 2018. These dates have been chosen to take account of flexible learning week, EUSA elections and Edinburgh schools half term.

The University of Edinburgh

Electronic Senate

12 – 20 September 2017

Report of the Senate Exception Committee

Executive Summary

The paper outlines business approved by the Senate Exception Committee since the last meeting of Senate.

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

Not applicable

Action requested

Senate is invited to note the business approved by the Senate Exception Committee.

Resource/Risk/Compliance

1. Resource Implications
None
2. Risk Assessment
No risk assessment is included in the paper
3. Equality and Diversity
Due consideration has been given to the equality and diversity implications of this paper.
4. Freedom of Information
Open paper

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 J." These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Senate Secretariat
September 2017

Report of the Senate Exception Committee

Business Conducted 30 June 2017: Further Report from Honorary Degrees Committee

The Senate Exception Committee approved the recommendation of the Honorary Degrees Committee that the Honorary Degree of Doctor honoris causa be awarded to Justin Pierre James Trudeau, Prime Minister of Canada.

The nomination was considered out of cycle on account of it being in connection with a visit to Edinburgh on 5 July 2017.

The University of Edinburgh

e-Senate

12 – 20 September 2017

Knowledge Strategy Committee Report

Executive Summary

Report of the Knowledge Strategy Committee meeting on 2 June 2017.

Action requested

Members are invited to note the Report.

How will any action agreed be implemented and communicated?

Not applicable.

Resource / Risk / Compliance

1. Resource Implications (including staffing)
None
2. Risk Assessment
Not included
3. Equality and Diversity
Due consideration has been given to the equality impact of this paper.
4. Freedom of Information
This paper is **open**.

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 K." These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Senate Secretariat
September 2017

KNOWLEDGE STRATEGY COMMITTEE REPORT

2 June 2017

1 Core Systems Strategy

The Chief Information Officer and Librarian to the University presented a systems roadmap, technical strategies, vendor approach and procurement method for the University's proposed new core enterprise business systems. The following points were raised in discussion:

- Avoiding the current proliferation of local systems by encouraging staff 'buy-in' to the new system rather than relying on University policies to proscribe new local systems – integration with the Service Excellence Programme may aid staff buy-in as the Core Systems Strategy will not be viewed solely as an IT project;
- The opportunity for Information Services staff to spend increasing time collaborating with academic staff rather than maintaining a patchwork of ageing systems as at present;
- Environmental effects of 'cloud' computing systems – currently being considered with the assistance of the Social Responsibility and Sustainability department, initial indications are that large vendors have more efficient systems with lower environmental impact than local systems;
- Careful management of the implementation period to ensure that sufficient time for staff training is planned.

The strategy and the move to the first phase of procurement (competitive dialogue) was endorsed and recommended to Policy & Resources Committee for approval. A formal request for funding approval will follow.

2 Main Library Occupancy Review

The Director, Library and University Collections, presented the recommendations of the Main Library Study conducted by Shepley Bulfinch Architects between November 2016 and April 2017. This followed the Main Library Redevelopment Project which helped to increase user footfall from 1 million visits per year in 2004-05 to over 2 million visits in 2015-16 but has greatly increased pressure on the building (e.g. lifts, ventilation, study space available). The Study's findings that 2,000 extra study spaces are required to meet projected demand was discussed. The earlier approval by Estates Committee of funding to commence a procurement process and appoint a design team to progress the design for the short to medium term development opportunities identified in the Study was welcomed.

3 Library Committee Governance

Proposals to modify the Library Committee's governance structure and Convener were reviewed. It was noted that the remit, activity and membership of the Committee is controlled by University Ordinances no. 64 (Custody and Management of Libraries, created in 1895) and no. 182 (Composition of the Library Committee, created in 1978), which are outdated but difficult to change, with any revisions requiring the approval of Her Majesty in Council. However, changes to other University Ordinances required by the Higher Education Governance (Scotland) Act 2016 provide an opportunity to replace the Library Committee Ordinances with a single University Resolution – ensuring an high level of consultation and oversight from Court and Senate remain in place but without requiring Scottish Government and Privy Council approval to change the membership of the Library Committee over time.

The Committee endorsed the proposal and recommended that Court approve in principle the revocation of Ordinances no. 64 and no. 182 and their replacement by a University Resolution.

Separately, the Committee approved the appointment of Professor Dorothy Miell as the Convener of Library Committee with effect from 1 August 2017.

4 Learning Analytics Policy

The Chair of Learning Analytics provided an update on the progress of the task group established to develop a Learning Analytics Policy and a set of Principles and Purposes for Learning Analytics approved by the Senate Learning and Teaching Committee. Noting that the Principles and Purposes are a precursor to a more detailed Policy document to be developed covering areas such as data governance, consent and security, the Committee approved the Principles and Purposes subject to minor textual amendment.

5 Digital Skills and Lecture Recording Training Update

The Head of Digital Skills & Training presented activities and plans for delivering Digital Skills training to staff and students across the University in support of the University's aspiration that all educators become digital educators and all students become digital students. It was noted that all lecture recording training will be available online over the summer period for academic staff prior to implementation in the new academic year. The Committee welcomed the presentation and the increasing range of Digital Skills training available within the University.

The University of Edinburgh

Electronic Senate

12 – 20 September 2017

University of Edinburgh Library Committee Membership 2017/18

Executive Summary

This paper details the proposed Library Committee members for the session 2017/18.

Action requested

For formal approval

How will any action agreed be implemented and communicated?

Any agreed actions should be communicated to the Secretary of the Committee who will ensure communication with relative stakeholders.

Resource/Risk/Compliance

1. Resource implications
The paper has no resource implications.
2. Risk assessment
Not applicable.
3. Equality and Diversity
Yes, we anticipate no negative impact on any of the protected characteristics. Membership of this Committee was chosen on the basis of those staff able to speak for their relevant areas. The Committee is able to seek specialist advice on the protected characteristics if they feel they are not fully represented on the committee e.g. Information on disability from the IS disability information officer.
4. Freedom of Information
This paper can be included in Open Business.

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 17/18 1 L." These comments will be added verbatim at <http://edin.ac/18tbekG>

Originator of the paper

Louise Tierney, Secretary to the Library Committee, Library and University Collections
September 2017

University of Edinburgh Library Committee

Membership List for 2017/18

Expiry

Student Representatives:

Ms Bobi Archer (Vice President Education)	2018
Vacancy (Undergraduate Representative)	2018
<i>Vacancy</i> (Undergraduate Representative)	2018
<i>Vacancy</i> (Postgraduate Representative)	2018
<i>Vacancy</i> (Postgraduate Representative)	2018

Nominated by the Senatus Academicus:

Professor Dorothy Miell (Convener/Chair)

College of Arts, Humanities & Social Science:

Professor James Loxley (Convener of College Library Committee)	
Dr Ulf-Dietrich Schoop	2018
<i>Vacancy</i>	2020

College of Medicine & Veterinary Medicine:

Dr Steven Morley (Convener of College Library Committee)	
Ms Michelle Evans	2018
Ms Sharon Boyd	2018

College of Science & Engineering:

Professor Simon Parsons (Convener of S&E College Library Committee)	
Dr Gail Duursma	2020
Mrs Alex Laidlaw	2019

Library Staff Representatives:

Mr Gavin Willshaw (Library and University Collections)	2018
Ms Christine Love-Rodgers (Library and University Collections)	2018

Ex Officio:

Mr Gavin McLachlan (Chief Information Officer & Librarian – Deputy Convener)
Mr Jeremy Upton (Director of Library & University Collections)

In Attendance:

Mr Richard Battersby (Library Academic Support, Library and University Collections)
Vacancy (University Records Manager)
Ms Kirsty Lingstadt (Head of Digital Library & Deputy Director of Library and University Collections)
Mrs Louise Tierney (Secretary to the Committee)
Vacancy (External representative)

To Receive Papers (not in attendance):

Ms Michelle Gunn (michelle.gunn@ed.ac.uk – PA to Director of Library and University Collections)

Miss Megan Brown (megan.brown@eusa.ed.ac.uk – EUSA administration support)

Miss Anna Maciulewicz (anna.maciulewicz@eusa.ed.ac.uk – EUSA Administration support)

Ms Belinda Hough (bhough@ed.ac.uk - PA to IS CIO and Librarian)

Ms Vicky Watters (Vicky.watters@ed.ac.uk – PA to Chair)