



THE UNIVERSITY of EDINBURGH

Electronic Senate

E-Senate will commence on Wednesday 13 September 2023
and close at noon on Wednesday 27 September 2022

AGENDA

ITEMS FOR FORMAL APPROVAL		
1.	Conferment of the title of Professor Emeritus / Emerita For approval	e-S 23/24 1A
ITEMS FOR COMMENT		
2.	Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2022/23 To note and comment	e-S 23/24 1B
3.	Court Resolutions To comment	e-S 23/24 1C
4.	Rector Election Date - 2024 To comment	e-S 23/24 1D
5.	Senate Elections 2023/24 – key dates To comment	e-S 23/24 1E
ITEMS FOR INFORMATION OR NOTING		
6.	Senate and Senate Standing Committee Election Results 2023 To note	e-S 23/24 1F
7.	Annual Review of the Effectiveness of Senate To note	e-S 23/24 1G
8.	Report from the Senate Exception Committee To note	e-S 23/24 1H CLOSED
9.	Communications from the University Court To note	e-S 23/24 1I
10.	Report from Knowledge Strategy Committee To note	e-S 23/24 1J
11.	Report from the Central Academic Promotions Committee For information	e-S 23/24 1K

Electronic Senate

13 – 27 September 2023

Conferral of the Title of Emeritus / Emerita Professor

Description of paper

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

Action requested / recommendation

2. For approval.
3. For E-Senate, a nil response is regarded as assent. A comment need only be submitted to raise an objection. In this context any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 1A.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Discussion

4. This Senate is invited to confer the title of Professor Emeritus / Emerita upon those professors listed below:

Professor Harry Braden, School of Mathematics
Professor Richard Coyne, Edinburgh College of Art
Professor Jim Crow, School of History, Classics and Archaeology
Professor Donald Davidson, Deanery of Clinical Sciences
Professor David Finnegan, School of Biological Sciences
Professor Stephen Fry, School of Biological Sciences
Professor Gillian Gray, Deanery of Clinical Sciences
Professor Kate Heal, School of GeoSciences
Professor Timothy Lim, School of Divinity
Professor Catherine Lyall, School of Social and Political Science
Professor Frank Mill, School of Engineering
Professor Bernie Mulgrew, School of Engineering
Professor Jonathan Spencer, School of Social and Political Science
Professor Brian Stanley, School of Divinity
Professor Angus Walls, Deanery of Clinical Sciences

5. The Special Minutes are attached as an appendix.

Resource implications

6. None.

Risk management

7. Not applicable.

Equality & diversity

8. Not applicable.

Communication, implementation and evaluation of the impact of any action agreed

9. Those Professors who have been conferred with the title of Professor Emeritus / Emerita will be contacted by Senate Secretariat in due course.

Author

Senate Secretariat, September 2023

Freedom of Information

Open paper

Special Minute
Harry W Braden, B.Sc. (Hons), Ph.D.
Emeritus Professor of Integrable Systems

Professor Harry Braden was appointed to the then Department of Mathematics of the University in 1989. Although born in Edinburgh his family emigrated to Australia where he was an undergraduate at Sydney University before returning to the United Kingdom and obtaining his PhD. at the University of Cambridge. He subsequently had a Fellowship at Corpus Christi College (Cambridge) and postdoctoral positions at the University of North Carolina, Chapel Hill, and Durham University before starting at Edinburgh. He was promoted to Senior Lecturer in 1996, Reader in 1998 and awarded a Personal Chair in 2007.

Harry was Head of the School of Mathematics 2011-14. Prior to this he was a member of a number of School and University committees ranging from computing (CPAC and C&ITC) to teaching. He has been the Chairman of a Board of Examiners, Convenor of Teaching Committees and Convenor of the Board of Studies; over the years he made numerous contributions to teaching and curriculum development. Early on he oversaw the training and appointment of the Department's PG Tutors and Demonstrators. A grant from the University Development Trust in 1994-5 led to him developing the first on-line (mathematics) tutorial provision from terminals across the campus. Passionate about the transformative power of education he was involved in the 90's with the University's widening access schemes, teaching on these for a number of years. For a period he was also the Lothian and Borders organiser of the Scottish Mathematical Challenge aimed at fostering interest in mathematics and developing skills in problem solving not usually encountered in school mathematics. He was both a Director of Studies and Personal Tutor.

Professor Braden's research has centred around "integrability", a broad and powerful notion that now permeates numerous areas of pure mathematics and application. At its simplest it is about being able to solve systems of equations which are often used to model some explicit problem and, while this has been done for several centuries, the tools at our disposal today are now vast. "Integrability" encompasses algebraic geometry, differential geometry, function theory and much else. He developed a number of new techniques using these to solve both new and old problems. With Harry, Edinburgh became a node for a number of national and international networks applying these ideas to many areas of mathematical physics, both in the classical and quantum regimes. A close relationship with the International Centre for Mathematical Sciences (ICMS) since its beginning has proven beneficial: Harry was a local organiser of the first ICMS workshop on Geometry and Physics held in 1991, and subsequently the organiser of several meetings. He was a founding member of the Edinburgh Mathematical Physics Group, now part of the Maxwell Institute for Mathematical Sciences. Over the years Harry mentored a number of postdoctoral fellows; after their own independent and successful careers two returned to Edinburgh becoming successive Heads of School with one moving on to become Head of College. He has applied his research techniques to a wide range of problems beyond the horizons of mathematical physics.

Upon retirement Harry hopes to continue his research connection with the University and work on a number of writing projects somewhat delayed by the pandemic.

The School wishes to record its warmest thanks to Professor Braden for both his intellectual and personal contribution to the success of the School.

Special Minute
Richard Coyne, BArch(Hons) MArch PhD RIBA FRSA
Emeritus Professor of Architectural Computing

Richard Coyne took up the newly created Chair of Architectural Computing in August 1995, following his time as a senior lecturer at the University of Sydney where he also earned his PhD. He has degrees in Architecture and in Landscape Architecture from the University of Melbourne, and worked as an architect for four years.

Developing his role as professor in the University he took on the role of Head of the Department of Architecture (1999-2002). Starting in 2011 he became Head of the School of Arts, Culture and Environment (ACE) that included the departments of Architecture, History of Art and Music. During his four-year leadership of ACE he guided the school through the merger with Edinburgh College of Art (ECA), preceded by the inauguration of a new cross-institutional architecture program. As well as playing a key management role during this period, Richard supported joint initiatives with ECA, including coordination of a joint research methods course and as member of the ECA Board of Governors. Richard facilitated the smooth transition to the new institutional structure. He coordinated with the Principals of both institutions, change managers, Deans, senior administrators and the academic staff in ACE to bring about the highly successful transition. He subsequently served as Dean of Postgraduate Research (2014-16) in the College of Humanities and Social Sciences.

Richard has been a strong advocate for the interdisciplinarity of architecture. Professional bodies nominated him three times for membership on the research assessment panels for architecture and the built environment. He served on RAE 2008 and REF 2014, and for REF 2021 was interdisciplinary advisor on the C13 subpanel.

Richard served on AHRC review panels, managed funded research projects and is a prolific researcher. This prepared him for his most recent role as coordinator of the University's submission to C13 REF 2021. This was a joint submission with Heriot Watt University (HWU), capturing a long-standing institutional collaboration that provided a broad coverage of research and teaching in the built environment. The submission affirmed our ranking amongst the top 4 submitted units to C13 on research power.

Richard developed his research themes through over £2M of funded projects, over 20 PhD supervisions, and while teaching in the MSc in Design and Digital Media, a ground-breaking postgraduate programme recruiting an international cohort across many disciplines. He initiated this programme in 1998, and it has since grown to over 80 students. Since 2010 Richard has communicated his research through a weekly blog that has over 300,000 views to date. His intellectual contribution to the University and the wider community is perhaps best exemplified in his numerous publications (over 130), particularly his 12 books with leading academic publishers, the latest released in March 2023 by MIT Press.

His books capture his long-term project to understand the relationships between design, place, society and digital technologies. These outputs scan from AI at the time of his PhD to critiques of rapidly developing digital technologies. The threads connecting these works are phenomenology and a humanities-based orientation to even the most specialised data processes and paradigms. His recent book probes cryptography and the city and follows investigations into the philosophy of C.S. Peirce, biosemiotics, affect, deconstruction, attunement, interpretation, the gift economy, technoromanticism and postmodernism.

Richard will retire in August 2023 and continue his research, revisiting earlier themes on AI and its urban relevance.

Special Minute
Jim Crow, M.Litt. BA. F.S.A., F.S.A. (Scot.)
Emeritus Professor of Roman and Byzantine Archaeology

Professor Jim Crow has had an illustrious and diverse career in the field of Classical Archaeology; Roman and Byzantine Archaeology. His academic journey began at Birmingham University, where he studied under renowned professors Anthony Bryer and Philip Rahtz. He then pursued further studies in Byzantine archaeology at Newcastle University, mentored by Martin Harrison. Professor Crow's thesis on the late Roman fortifications on the lower Danube made a major contribution to the subject.

During his time as a research fellow at the British Institute of Archaeology at Ankara, Professor Crow made significant contributions to the field. His most notable role came as the director of excavations for the National Trust on Hadrian's Wall, where he served from 1982 to 1989.

Following this post, Professor Crow entered academia as a lecturer in Ancient History and Archaeology at Warwick University. In 1990, he joined the faculty at Newcastle University as a lecturer in Archaeology, where he remained until 2007. Taking up a Chair, Professor Crow came to Edinburgh in the same year and his presence here has greatly influenced the teaching and research of late antique and Byzantine studies.

Professor Crow's fieldwork experience is extensive, having led projects in locations such as Northumberland, Turkey (east of Trabzon), and Thrace. These projects focused on a wide range of topics, including the investigation of historic landscapes, fortifications, and water supply systems. Notably, his collaboration with Professor Derya Maktav from Istanbul Technical University enabled groundbreaking research on the Water Supply of Constantinople, shedding new light on the city's urban history.

His collaboration with Dr. Sam Turner of Newcastle University expanded the application of Historic Landscape Characterization, providing valuable insights into historic landscapes from different time periods. His dedication to fieldwork and analysis extends to the Aegean and Anatolia, where he plans to further explore Byzantine and later landscapes and monuments (this fieldwork will be open to students of the University to meet their fieldwork requirement).

Outside of his academic roles, Professor Crow is actively engaged with various academic organizations and committees. Notably, he served as the Honorary Secretary of the Society for the Promotion of Byzantine Studies from 1996 to 2006, demonstrating his commitment to advancing the field and fostering scholarly exchange. He has also maintained a long association with the British Institute at Ankara, currently holding positions on the research committee and council of management.

Overall, Professor Crow's career is marked by exceptional academic achievements, notable contributions to the field of Byzantine studies, and a commitment to advancing archaeological knowledge. His expertise has established him as a respected figure in the study of ancient and medieval history, particularly in relation to Byzantine archaeology and the understanding of historic landscapes.

Special Minute
Donald J. Davidson MBChB PhD
Emeritus Professor of Host Defence and Inflammation Biology

Donald J. Davidson holds the Chair of Host Defence and Inflammation Biology at the University of Edinburgh Centre for Inflammation Research in the College of Medicine and Veterinary Medicine. He has been an active member of our University community for 32 of the last 37 years; from his Medicine & Surgery undergraduate degree and Medical Microbiology PhD, through a research career that led to the award of his Personal Chair.

Donald's research in innate immunity has been almost exclusively conducted at the University of Edinburgh, funded partly by a series of prestigious external fellowships (including Wellcome Trust Career Development Fellowship and MRC Senior Fellowship), enhanced by postdoctoral training as a Wellcome Trust International Prize Travelling Research fellow / Canadian Cystic Fibrosis fellow at the University of British Columbia. Donald has published widely on innate immunity and is an internationally-recognised expert in the research of Antimicrobial Host Defence Peptides (HDP); acting as elected Vice Chair/Chair of the GRC Antimicrobial Peptides Conferences 2017-19, Chairing the British Society for Immunology (BSI) Inflammation Group, and holding a concurrent Distinguished Collaborator adjunct appointment at Murdoch University, Western Australia. His research contributions include some of the earliest, defining discoveries of immunomodulation by HDP and its importance in both multi-resistant bacterial infection and in cancer; determining novel antiviral efficacy and potential of cathelicidins; characterising a rare clinical innate immunodeficiency; and the first demonstration of lung disease in murine models of cystic fibrosis.

Donald has supervised and mentored many postgraduate students and staff members, several of whom are now Professors themselves, always prioritising his mentees' individual personal development. He has directed a University of Edinburgh PhD programme and an undergraduate MBChB course, taught on MSc courses, held an External Examiner appointment for the Immunology Masters at Imperial College, and been a long-serving member of his Centre's Postgraduate Studies Committee and multiple PhD Thesis Committees.

Donald has always prioritised contributing to the holistic development of his Centre and College and acted as a visible ambassador for the University. In his earlier years, Donald established and oversaw ethics and governance for the use of human blood across the Institute, organised the Centre Research Seminar Series, and was instrumental in establishing and running an annual Institute Open Day event, Little France Postdoctoral Society and Postgraduate Society. This focus on developing supportive, inclusive research culture led to Donald serving in senior roles on the Athena SWAN SCS & SMGPHS Self-Assessment Board and to significant personal investment into developing Public Engagement with Research in his Centre and across the College. Donald's exceptional enthusiasm and unique contributions in this area have included leading a varied programme of engagements (from lay COVID19 immunology animations, to interdisciplinary, game-based infectious disease resources for schools); Chairing the College Public Engagement with Research Advisory Group; representing the University on the MRC Open Communications Forum; serving as the Public Engagement Secretary for the BSI nationally; and conceiving, developing and co-directing an innovative new PhD with Integrated Studies in Medical Science with Engagement programme, as a College strategic priority, for which he won the 2022 College Staff Innovation award.

Donald's impact on our community has been broad and greatly valued. He has chosen to take early retirement to focus on pursuing his creative and artistic talents, in part in a Public Engagement context, where he plans to maintain active links with the University.

Special Minute
David John Finnegan BSc, PhD, FRSE
Emeritus Professor of Molecular Genetics

David Finnegan obtained a 1st class degree in Genetics at the University of Adelaide. After hearing that the University of Edinburgh had created a Department of Molecular Biology, he applied for a PhD position which took him to Edinburgh to study the genetic control of plasmid conjugation in *E. coli*, supervised by Dr Neil Willetts. David completed his doctorate in 1972 and decided to switch from bacterial genetics to the new field of eukaryotic molecular genetics. He applied to be a postdoc with Prof Walter Bodmer at the University of Oxford and also with Prof David Hogness in the Biochemistry Department of Stanford University. Both offered him positions, so he joined the Bodmer lab for a year (where he mapped genes coding for mitochondrial enzymes to specific human chromosomes) and then moved to California.

During the early 1970s the Hogness lab was at the epicentre of a revolution in eukaryotic molecular biology brought about by recombinant DNA techniques. In their hands, it was at last possible to link the well-studied genetics of the fruit fly *Drosophila melanogaster* with molecular analysis of its genome. The Stanford group was the first to clone fragments of *Drosophila* DNA and David joined the lab right at the beginning, paving the way for an exciting three years in which he was to become a key player. David used *in situ* hybridisation to map the cloned DNAs to specific sites on fruit fly chromosomes and in this way identified fragments containing the genes for ribosomal RNA. Significantly, he also found transcribed moderately repetitive DNA sequences that were distributed at sites scattered throughout the genome.

David returned to Edinburgh in 1977 as a lecturer in the Department of Molecular Biology bringing with him DNA of these repeated sequences for further analysis. He and his research group showed that they were transposable elements (TEs) related in structure to endogenous retroviruses – the start of a career long study of the TEs, their structure, genome organisation, and the mechanisms of their transposition and regulation. This, together with the work of others, has revealed the critical role that TEs have had in the evolution of genes and genomes in all living organisms, including humans. For his pioneering discoveries concerning the biology of TEs, David was elected a Member of the European Molecular Biology Organisation in 1987 and a Fellow of the Royal Society of Edinburgh in 1998.

Beyond his research, David has sustained the wider scientific community in multiple ways. In the UK, he was a member of grant committees for SERC and MRC (twice) and was Convener of the Biological Sciences panels for RAE2008 (an important and onerous national role). Internationally, he served on grant panels for the CNRS in France, reviewed research funded by the Swedish Natural Science Research Council and the Irish Science Foundation, as well as being Convenor of RAE2014 and RAE2020 in Hong Kong. David has served on several journal editorial boards, most significantly as Executive Editor of *Genetics Research* for four years. Since 2010 he has been a Trustee and effective CEO of the Darwin Trust of Edinburgh, a charity that currently supports over 100 PhD students from outside the UK, most of whom work in the School of Biological Sciences.

David played a major role in guiding Edinburgh bioscience through a period of profound change, first as Head of the Institute of Cell Biology (1993-1998), then as Head of the School of Biological Sciences (1998-2003), and later as Head of the Institute of Cell and Molecular Biology (2008-2013). University-wide, he was a Senatus Assessor to the University Court (2004-2012), and, *inter alia*, a member of the Finance and General Purposes Committee (2006-2010). In addition to these leadership responsibilities, David has been an enthusiastic

and committed teacher of genetics in all four years of the Biological Sciences degree programme, as well as supporting the training of PhD students across the School.

In summary, David Finnegan has been an exemplary leader of the academic community in Edinburgh and elsewhere. His wise, evidence-based approach to science and all aspects of management has earned him universal trust and respect. The University of Edinburgh is fortunate to have benefited from his loyal and diligent stewardship.

Special Minute
Stephen Fry BSc PhD FRSE
Emeritus Professor of Plant Biochemistry

Stephen Fry graduated with a first-class Honours degree in Biology from the University of Leicester in 1975. He began his publishing career a year later with a paper on polar auxin transport in embryos based on his undergraduate work. His PhD, with Prof Street and Dr Cockburn at Leicester, used cell cultures of spinach and rose to study responses to gibberellic acid and began his lifelong analysis of the primary cell wall as an active, living system.

On graduating from his PhD in 1978 he spent three years in the Cambridge lab of Prof. D.H. Northcote. Prof Northcote had done much to establish cell wall biochemistry as a study of a living process and he took as wide an approach to the topic as Stephen did. Here Stephen worked on identifying a wide range of cell wall components. Following this, Stephen spent a year in the Food Science Institute in Zurich with Prof Neukon, then a year in Colorado in the Department of Chemistry with Prof Albersheim working on amino acid transport and protein synthesis.

In 1983 he came to Edinburgh as a Lecturer and swiftly moved up to Reader in 1989 and Professor in 1995. He established the Edinburgh Cell Wall Group to focus on studying the cell wall as a living part of the plant, and understand its development, and activities through in vivo studies.

Over the past 43 years he has documented the cell wall enzymes in a very wide range of land plants and identified novel enzymes and pathways, making the diversity of plant cell walls clear for the first time. He has published many comprehensive reviews (including Annual Reviews and Tansley review) and influential methodologies, as well as two editions of his book 'The Growing Plant Cell Wall: Chemical and Metabolic Analysis'. The influence of his body of work is reflected in a very steady citation rate of >1,000 per year.

One of his key discoveries was the group of cell wall re-modelling xyloglucan endotransglucosylase/hydrolases (XTH), and his group showed how they could respond to mechanical stimuli, allowing the cell wall to change under stress. They discovered a group of small polymers that regulate XTH, and showed the diversity of roles of XTH-family enzymes across a wide range of plants. Stephen's interest in industrial and agricultural applications led him to study how these enzymes regulate fruit ripening, with collaborations with a number of companies. Throughout his career he has worked closely with industry, developing applications for the biochemical processes and molecules he has characterised. This has led to three patents and a growing network of Fry-lab graduates in industrial research, with 13 of his 31 PhD students finding a place in industry, as have nine of the 38 post-docs from his lab.

Searching for XTH-like activity across plants led to the discovery other novel enzymes, including a cutin-remodeling enzyme critical for the regulation of water loss and cell shape, and an enzyme unique to Equisetum (hetero-trans- β -glucanase, HTG). The Fry group was the first to analyse the cell walls of many charophytes, producing a better understanding of the diversity of, and evolution of, the cell walls of land plants. They have been able to achieve this through a continual development of new methodologies and reagents, and the importance of this for the field is reflected in Stephen's many highly cited methodological publications and in the provision of material through EDIPOS.

Stephen has always been a strong contributor to research-led teaching in SBS, teaching in every undergraduate year and MSc courses. He has been a great advocate for the importance of experimental work at the undergraduate level, perhaps influenced by his own publication as an undergraduate. Many of his papers include honours students as authors, and he also included whole classes as authors in the publication of work from the EEP3 practicals. He is consistently rated as a very effective and popular teacher, serving as Honours Programme organiser for Plant Sciences from 2005-2011 and as course organiser for 12 courses. The strong grounding in plant biochemistry and metabolism, and the thorough, measured approach to experimental work which he has taught, provided a solid foundation for hundreds of undergraduate students and have provided a model approach to the 26 Fry group graduates who have gone on to careers in academia.

Over the next two years Stephen will be running a grant from Innovate UK and CelluCrop Ltd to look for plant-based replacements for plastic packaging. He will also continue to supervise PhD students and contribute to teaching at 2nd, 3rd and honours year. He will continue to host visitors to his lab and be involved in the intellectual life of the Institute, though hopefully he will also find time for more hillwalking.

Stephen Fry has built a great reputation for plant biochemistry and cell biology at the University in a long and distinguished research career. The University should honour Stephen with the award of Emeritus status for his contributions to our understanding of the plant cell wall, for the links he has built with industry and for teaching more than two generations of plant scientists.

Special Minute
Gillian A Gray BSc, PhD, FBPhS
Professor Emeritus of Cardiovascular Pharmacology

Gillian Gray has held a Personal Chair of Cardiovascular Pharmacology since 2020. She obtained her PhD in Pharmacology in 1988 at the University of Strathclyde then moved to post-doctoral fellowships at the Université Louis Pasteur de Strasbourg, France and at F.Hoffmann La Roche, Basel, Switzerland. She joined the University of Edinburgh in 1994 supported by a British Heart Foundation Intermediate Fellowship and moved to a Lectureship in Pharmacology in 1996.

Gillian's research in Edinburgh has focused on myocardial infarct repair and ventricular remodelling leading to heart failure. Her work has identified novel inflammatory pathways involved in infarct repair, pathways for cardioprotection in females and new targets for therapeutic intervention working alongside academic and industrial partners, and optimised non-invasive imaging in experimental models. She has been PI and co-I of grants totalling >£6million, has published 96 original papers and 26 reviews that have attracted >10K citations, and has supervised 30 PhD students. She has been invited to present her work nationally and internationally on 48 occasions. Gillian has examined 26 PhD students as external examiner and has sat on Grant panels for the British Heart Foundation and the Royal Society. She has promoted her research to the public through lectures and hands-on activities in Science festivals and in schools as a STEM ambassador and in 2013 was recognised as BHF Scotland Science Communicator of the Year.

Gillian has been a member of the British Pharmacological Society since 1986 and was elected Fellow in 2012. She was a founder of the Women in Pharmacology initiative and chaired the WiP group for 3 years, including establishment of a mentoring programme. She was an Executive Editor of Society's flagship journal, the British Journal of Pharmacology. Gillian was also a committee member of the British Society for Cardiovascular Research hosting scientific meetings and workshops in Edinburgh.

Since taking up her lectureship in Pharmacology Gillian has led the teaching and assessment of Cardiovascular Pharmacology in Undergraduate BSc programmes, including development of a longstanding Honours elective course in Cardiovascular Pharmacology and Therapeutics. She chaired the Honours Pharmacology Exam Board for 4 years. In the MBChB programme she has taught pharmacology and led the SSC5a research project course for Year 5 students. A 'Research Masterclass' developed by Gillian for early years MBChB students was selected for presentation at the 'Innovative Teaching' session of the inaugural University Teaching & Learning Conference. Gillian has also led research-based teaching for several Masters programmes, and supervised over 40 Honours and Master students in her lab. She has been external examiner for undergraduate and postgraduate programmes at NUI Galway, the University of Bristol and the University of Manchester.

A long-term advocate of support for early career researchers (ECR) and of women in science Gillian, as Head of ECR Experience for Edinburgh Medical School (2017-present), initiated a programme to enhance support for post-doctoral research staff across CMVM. She now co-Chairs the new CMVM Research Staff Committee that has developed a website, career development training and celebration of research staff achievements. Her efforts were recognised as runner up in the Disruptors category of the 2022 University Research Culture Awards. Gillian was a member of the University Advancing Gender Equality Steering Group (2014-2018) that ensured delivery of 2 consecutive Institutional Athena Swan silver awards. She has been an elected member of Senate since 2017.

In retirement Gillian will maintain her research interest through continuing to publish papers from recent research and completing supervision of ongoing PhD students.

Special Minute
Kate Heal MA, PhD
Emerita Professor of Catchment Biogeochemistry

Katherine (Kate) Heal retires from a Personal Chair in Catchment Biogeochemistry in the School of GeoSciences in August 2023 after 25 years working at the University of Edinburgh.

Kate graduated with a First in Geography from the University of Oxford in 1991. Her undergraduate years at Oxford were highly formative. A river water chemistry project during a field trip to Wester Ross sparked Kate's interest in her specialist area and she met her future husband through the Rambling and Hillwalking Club. After a gap year travelling, Kate undertook her PhD at the University of Leeds, researching how the trace element manganese enters drinking water sources. Her northerly movement in the UK continued with a Lectureship in Environmental Science at the University of Stirling from 1995 to 1998. Here, Kate's Munro count soared and she discovered that manganese is also an issue for water supplies in Scotland, securing funding from Scottish Water for a PhD studentship on the topic.

Kate joined the University of Edinburgh in 1998 as a Lecturer in the Institute for Ecology and Resource Management (IERM). She had already started to collaborate with colleagues in Geography when IERM joined with other departments in 2002 to form the School of Earth, Environmental and Geographical Sciences, soon shortened to the snappier "School of GeoSciences". In GeoSciences, Kate progressed to Senior Lecturer in 2007 and Personal Chair in 2015. She began a strong engagement with the International Association of Hydrological Sciences, and was an invited member of its Hydrology 2020 Working Group to prepare a report on the Future of Hydrology. Kate secured funding from research councils and organisations, such as the Scottish Environment Protection Agency (SEPA), NatureScot and Forest Research, to pursue research to improve understanding and management of water pollution and the water environment. Notable outputs include the first quantification of the impact of native woodland restoration on water acidification (now incorporated into UK forestry policy) and demonstrating the use of a waste material from mining to recycle phosphorus from sewage as a fertiliser. Throughout her career, Kate taught undergraduate and postgraduate students about water environment processes and catchment management, and graduated over 30 PhD students as principal and assistant supervisor. Around two-thirds of Kate's 90 journal papers are lead-authored by early career researchers. One of the most fulfilling aspects of her role has been seeing students she taught pursue careers in the water environment. Another highlight has been the rewarding collaboration with the Freshwater Restoration and Sustainability group at the UK Centre for Ecology & Hydrology, culminating in the recent "Our Phosphorus Future" report that is generating international impact on science and policy.

Throughout her career at Edinburgh, Kate has contributed to University and College activities (e.g. Chair of the Expeditions Committee) and provided significant leadership in the School of GeoSciences. She established the school-wide PhD training programme, progression processes and annual PGR Conference. As Director of PGR, Kate co-led the successful bid for the first round of the NERC Doctoral Training Partnerships, securing funding for 90 PhD studentships. As Academic Head of Facilities for the School, Kate conducted a comprehensive review and created Facility Management System that has proved critical in resource allocation and forward planning. Most recently, as Deputy Head of the Global Change Research Institute, Kate has managed academic staff and steered the growth of the Ecological and Environmental Sciences undergraduate degree programmes.

Following her retirement, Kate is continuing with PhD supervision and completing outstanding journal papers. She will also maintain her strong engagement with the International Association of Hydrological Sciences, as Treasurer and Chair of IAHS Ltd, overseeing its finances and four staff. She plans to devote more time to walking trails and climbing mountains in Scotland, the UK and further afield with her husband, Mathew.

Special Minute
Timothy H. Lim, BA, MCS, GradDipl, MPhil, DPhil
Emeritus Professor of Hebrew Bible & Second Temple Judaism

Professor Lim will retire on 10 September 2023 after spending almost his entire academic career at the University of Edinburgh. In 1994, while he was still Kennicott Fellow at the Oriental Institute (renamed as Faculty of Asian and Middle Eastern Studies), University of Oxford, he was recruited by the University of Edinburgh to a newly created lectureship in Dead Sea Scrolls and Christian Origins. In 1998, he was promoted to Reader in Hebrew and Old Testament Studies and was awarded the BP Prize lectureship in the Humanities by the Royal Society of Edinburgh. In 2005, he was promoted to a personal chair as Professor of Hebrew Bible & Second Temple Judaism, a post that he has held for 18 years. Professor Lim has made Edinburgh a centre for Dead Sea Scrolls study, having attracted research students world-wide who have since become international scholars.

Professor Lim is a world-renowned expert of Dead Sea Scrolls (DSS) research. He is the founding and series co-editor of *The Oxford Commentary on the Dead Sea Scrolls* (Oxford: OUP).

He has authored five books on the Dead Sea Scrolls relating to the sectarian communities of ancient Judaism and their writings (pesharim), the formation of the Jewish canon, and the Pauline letters. His popular book, *The Dead Sea Scrolls. A Very Short Introduction* 2nd edition (Oxford: OUP, 2017) is a bestseller and has been translated into 7 languages and made into two audiobooks. He has published more than 60 articles in the most prestigious and highly rated research journals and series. He has also edited six other volumes.

Over the 29 years of service to the University, he continued to teach the whole gamut of courses, from level 8 (Moses & the Torah, Intermediate Hebrew) to postgraduate level 11 (Studies in the Dead Sea Scrolls, Second Temple Judaism, Advanced Hebrew, Aramaic). He brings into the classroom the latest in cutting-edge research while also making material accessible to students. He has supervised 20 PhDs and 21 masters students and served on numerous examination panels.

Professor Lim has also contributed to the leadership of the University, serving in various administrative roles, including the Senate's Teaching and Learning Committee, the CAHSS Promotions Committee, and the many committees of the School of Divinity (e.g., Convenor of the Visiting Lectureships Committee, Curator of the Library Committee, Convenor of the Board of Studies, Convenor of the Board of Examinations).

Professor Lim has made a distinguished contribution to the life of the University as a world leading scholar of the Dead Sea Scrolls, Ancient Judaism, the Hebrew Bible, and Christian Origins. His international reputation is amply evidenced in the research that he has conducted, the accolades that he has received, and the numerous invitations to lecture, to join collaborative projects, to publish and to provide external academic assessments. He is a committed supervisor and teacher of students, and a colleague who has held numerous leadership roles in the School of Divinity, the College of Humanities and Social Sciences, and the University over 29 years of service.

Special Minute
Catherine Lyall, BSc (Hons), MSc, PhD
Emerita Professor of Science and Public Policy

Professor Catherine Lyall retires from the Personal Chair of Science and Public Policy in the School of Social and Political Science on 30th June 2023, having held this position since 2013.

Professor Lyall first joined the University in 1999 and was awarded a PhD in 2005 with a study of the impact of Scottish devolution on the policy-making process for science and innovation. Her doctoral studies were undertaken after a career in science policy work in posts with the UK civil service, and organisations such as the Royal Society of Edinburgh. In her academic work, Professor Lyall has built an international reputation as a science policy researcher and evaluator of knowledge exchange and interdisciplinary research activities. She has received dozens of research grants. It is therefore not surprising that a number of public bodies have sought her expertise, including the ESRC, Scottish Funding Council, Higher Education Academy (HEA), Scottish Executive, European Commission, and the League of European Research Universities (LERU). She has been invited to sit on review and advisory panels at many universities in the UK and overseas including Leeds, Vienna, Uppsala, Aarhus and Copenhagen and to serve on editorial boards for the journals *Science and Public Policy*, *Global Social Challenges*, and *Issues in Interdisciplinary Studies*. She is a member of the ESRC Peer Review College and a Research Assessor for the Carnegie Trust for the Universities of Scotland.

Professor Lyall's expertise and interests in interdisciplinary research has resulted in more than 20 journal articles and four books since 2004, an extremely impressive body of work. Her most recent book, *Being an Interdisciplinary Academic: How institutions shape university careers* is part of the accessible Palgrave Pivot series and should be read by all university academics; it offers a synthesis of many years of her work within, and research on, academic institutions. Further publications are in-press.

Professor Lyall has never hesitated to support the work of her colleagues, particularly early career academics and the University as a whole, deploying her research expertise and leadership skills in a variety of roles. In teaching, she focussed on research skills training in data collection, serving as course organiser for many years and thereby influencing a generation of social researchers. She is a natural leader of research teams, and was Deputy Director for both the ESRC Innogen Centre (2007-2012) and the ESRC Genomics Forum (2012-2013). She served as Associate Dean for Research Careers in the College of Humanities and Social Science for three years from January 2011 during which time she also sat on the Senate Researcher Experience Committee; the University Equality and Diversity Committee; and the College Research Committee. She was an influential Head of Subject for Science, Technology and Innovation Studies in the mid 2010s, and for this work was awarded the College's Susan Manning Award for Best Mentor in 2017. Subsequent heads of subject seek her advice and support. Her commitment to supporting young researchers is apparent even now – she will finish her career at Edinburgh in the role of Postgraduate Advisor to PhD researchers in Science, Technology and Innovation Studies.

Special Minute
Frank Mill, BSc PhD CEng FIMechE PFHEA
Emeritus Professor of Digital Design

Frank Mill has, during his 38 years of employment at Edinburgh, held several key leadership positions. These include 3 years in the role of Director of the Discipline of Mechanical Engineering where he was line manager to more than 30 academic staff and for the 3 years prior to this he was the Degree Programme Manager. For the 5 years before that he chaired the Board of Examiners in Mechanical Engineering. In teaching, Frank's courses have been popular with students and he is always keen to develop innovations in teaching methods, e.g. he produced his first eLearning course in 2007 and in 2019 was the recipient of a Principal's Teaching Award which allowed him to support other staff to develop lecture recording methods, something which turned out to be of considerable benefit in the early days of the Covid pandemic. He has held 4 posts as External Examiner in the past and holds one currently at the University of Manchester. His leadership and innovation in teaching saw him become a Principal Fellow of the Higher Education Academy in 2019, one of only 2 in the College of Science and Engineering at that time.

In the years before his retirement Frank helped shape the School of Engineering's annual plans to enable the establishment of a significant advanced manufacturing group and he was involved in recruiting 4 new members of staff to support this initiative. He also developed plans for a new MSc in Digital Design and Manufacture and this has proven to be very successful in recruiting students in the 2 years since its launch.

Frank carried out a considerable body of research in the area of digital design and manufacturing during his career. He has been supervisor to 20 postgraduate research students, held over £2M in grants and published 50 academic papers. He has given many invited talks and been used as a technical expert by EPSRC and EU Brite/EURAM. He has been on the organising committee of several international conferences.

While carrying out research and teaching Frank was frequently involved in ensuring that his research produced useful outcomes and he held regular consultancies as well as research transfer grants. Between 2000 and 2008 he was the Head of the Scottish Institute for Enterprise at UoE (£630K budget – part time secondment) where he was responsible for a staff of 4 to develop teaching and training programmes for students who wished to pursue entrepreneurial activities such as the formation of spin-out and start-up companies. In 2005 he co-founded a spin-out company, ShapeSpace Ltd, with his former PhD student, Andrew Sherlock. This was based on IP owned by the University and resulted from EPSRC funded research and PhD projects. The University owns a 15% stake in the company and Frank is currently a director and 27% shareholder. This activity was used as an impact case study in the School of Engineering's 2014 REF submission.

At present, Frank is planning to continue to support the new staff in the area of Digital Design and Manufacturing to develop their research careers by giving advice and in supporting their teaching at critical periods so that they can manage their time effectively. He is also keen to ensure that Digital Manufacturing continues to grow as the challenges of greener production see considerable interest from students and from research funding bodies. These align to areas important to the School now and in the future.

Special Minute
Bernie Mulgrew Bsc, PhD, FEng, FIEEE, FRSE, FIET
Emeritus Professor of Signals and Systems

Bernie graduated with First Class Honours in Electrical and Electronic Engineering in 1979 from Queen's University Belfast. After graduation, he worked as a Development Engineer in the Radar Systems Department at Ferranti (now Leonardo), Edinburgh. During his time with the company he worked on state-of-the-art Signal Processing and conducted in-house research. This confirmed his passion for the topic and instigated an enduring relationship with the company. In 1983 he moved to the University of Edinburgh as a Research Associate in Adaptive Filtering. He was appointed to a Lectureship in 1986, received his Ph.D. in 1987, was promoted to Senior Lecturer in 1994 and became a Reader in 1996. The University appointed him to a Personal Chair in 1999 (Professor of Signals and Systems). Between 2003 and 2014 he held the Royal Academy of Engineering Research Chair in Multi-Sensor Signal Processing.

Bernie is an outstanding research scientist, making seminal research contributions in the fields of digital signal processing and radar systems. He is recognised as a pioneer in the development of adaptive nonlinear networks and in their application to communications channel equalization and acoustic noise cancellation. The work attracted significant industrial collaboration with companies such as Nortel Networks and Lucent Bell. Throughout his career, he has worked on radar systems and in 2003 was awarded a Royal Academy of Engineering Chair in conjunction with Leonardo in Edinburgh. During this Chair position, his team pioneered the concept of "single data set detection" that allows improved detection of radar targets without the need for external statistical information as is normally the case. Recently, as part of a research council project with Jaguar Land Rover on the driverless car, the company patented his team's radar imaging technique for improving the resolution of the road in front of the vehicle. The high esteem that his research is held in has led him to becoming a Fellow of the Royal Academy of Engineering, the Royal Society of Edinburgh and the Institute of Electrical and Electronic Engineers (IEEE).

In the late Eighties he contributed to one of the first video courses on Analogue and Digital Signal Processing aimed at providing Continuous Professional Development for practising Engineers. The resultant textbook became a basis for teaching at Edinburgh and elsewhere and the videos supported an early experiment with the "flipped classroom" that is still in use today. He was an early adopter of Web-based material and animation for teaching, contributing to a study, funded by the Scottish Higher Education Funded Council, on the development of Java-based tools for undergraduate education in Digital Signal Processing. In 2002 he identified demand for a MSc programme in Signal Processing and Communications at Edinburgh and linked it to the formation of the Research Institute in Digital Communications in order to strengthen the bond between teaching and research. The programme has become one of the most successful MSc programmes within the school. Subsequently he has served as External Examiner for three other such MScs in the UK.

In 2002 he led a successful funding bid to the Science Research Infrastructure Fund (SRIF) to support the construction of the Alexander Graham Bell Building on the Kings Buildings Campus. For the next 10 years he led the newly formed Institute for Digital Communications which still occupies 2 floors of the building. During this period, the Institute had significant research and funding successes. The quality of the Institute's work was commended by the panels in the research assessment exercise (RAE) of 2008. After a period as Deputy Director of Research for the School of Engineering, he was appointed as the Director in 2019. During his 3 years appointment he led the Edinburgh Engineering Research Team to

a very successful joint REF 2021 submission with Heriot-Watt University. In terms of research power, the joint Edinburgh/Heriot-Watt Engineering submission was ranked third in the United Kingdom.

Retirement will allow Bernie to spend more time with his family and to play his guitar; hopefully he will also be able to continue his own personal research in a relaxed manner!

Special Minute
Jonathan Spencer, BSc, PhD, FBA, FacSS, FRSE
Emeritus Professor of the Anthropology of South Asia

In the years since Professor Jonathan Spencer took up his lectureship in Social Anthropology at the University of Edinburgh, he has steered the development of the subject area to become a force field for stellar scholarship on political violence, with a strong regional focus on South Asia. These two strands are the beating heart of Professor Spencer's career, which took off with a PhD dissertation in 1986 from Oxford on state and nation making in a Sinhalese rural community. In the years hereafter, he was appointed lecturer at LSE, SOAS, and Bristol before moving to Edinburgh in 1990. Here, he was promoted to Senior Lecturer in 1994 and Regius Professor of South Asia in 1999.

The influence of Professor Spencer in global political anthropology can be traced through three themes in particular. The first is his ethnographically inflected conceptualisation of political violence and statecraft based on his work in South Asia. Spencer's longitudinal and detailed studies of political violence in Sri Lanka gave shape to important thinking about nationalism and social change. As key themes in political anthropology of the 20th and 21st century these are informed by Spencer's dynamic thinking about "the political". Secondly, Spencer is a driving force in sustaining scholarship within and from South Asia as a place from which thinking about politics and statehood is spearheaded in the social sciences. Not only is Spencer himself a leader in this field; generations of his students continue as scholars doing agenda-setting research, many of whom now inhabit tenured posts in globally esteemed research universities. Thirdly, Spencer's research offers an empirically grounded conceptualisation of how to think religion and politics together, always rooted in ethnographic detail of the places he has done fieldwork.

Spencer's writing spans 8 books, three of them monographs (Sri Lanka: History and the Roots of Conflict, A Sinhala Village in a Time of Trouble: Politics and Change in Rural Sri Lanka and Anthropology, and Politics and the State: Democracy and Violence in South Asia) and five of them collaborative volumes edited and co-authored with his long-standing collaborators in Edinburgh, UK, and globally (The Intimate Life of Dissent: Anthropological Approaches; Checkpoint, Temple, Church and Mosque: A Collaborative Ethnography of War and Peace; Conflict and Peace-building in Sri Lanka: Caught in the Peace Trap? Encyclopedia of Social and Cultural Anthropology, and The Conditions of Listening: Essays on Religion, History and Politics in South Asia. In addition, he has published numerous articles and chapters in significant volumes that are being read worldwide, decades on from their initial publication.

Testifying to the impressive research portfolio of Professor Spencer, he has obtained grants from the BA, ESRC, GCRF and ERC which together has allowed him to push ahead global research frontiers and, importantly, sustain longstanding collaboration with global scholars and colleagues in Edinburgh. Often, Professor Spencer has led these grants as PI yet in other instances, Spencer has been the most senior scholar who is participating in his capacity as a mentor whilst allowing colleagues the PI role to progress with their careers. In his grant trajectory we therefore see Professor Spencer's distinction together with his care for the wider research environment and flourishing of colleagues and junior scholars.

Institutionally, Professor Spencer has driven the building of a unique Honours Programme in Social Anthropology, having convened, and taught on all core courses in the subject area. In addition, Spencer has led initiatives to enhance postgraduate training in social anthropology, including the Scottish Training for Anthropological Research project (STAR). Not only in specific programmes but also in terms of developing policy guidelines for post graduate training for the ESRC shines through Professor Spencer's commitment to capacity building

in rigours methodology and conceptual development for junior scholars. In terms of UoE leadership Spencer has served as Head of School, Head of Subject Area and Director of the Graduate School of Social and Political Studies. In terms of citizenship for the wider research community,

Beyond the University of Edinburgh Professor Spencer has been on the RAE in 2008 and the REF2014, and his expertise on the entire exercise has been a notable support to local SPS REF coordinators in REF2021 too. Testifying to the respect undergirding his scholarship, Professor Spencer is a fellow of the Academy of Social Science, the British Academy and the Royal Society of Edinburgh and he has served on various ESRC panels and committees where his guidance has served shape a major funder in the UK research landscape.

Professor Spencer's mentorship is second to none. He has supervised 30 students through to completion of their PhD, some of these who are now esteemed colleagues in Edinburgh. Yet his mentorship goes beyond the singular PhD degree; in the wake of the 2004 Tsunami in Sri Lanka, Spencer embarked on the task of building up local research capacity in the Social Sciences in Sri Lanka to nurture a generation of scholars to help the community understand and open up public conversation of the devastation caused by the Tsunami in an already war-torn Sri Lanka. His effort epitomizes his way of being a scholar; it was never only about personal ambition but about building up research environments in the places he cares about.

Professor Spencer's retirement will mark an important moment in Social Anthropology in Edinburgh yet based on his scholarly path so far it will include continuous research and collaboration, mentorship too alongside making the time for his family and friendships and his non-academic interests of cooking, literature, and travel.

Special Minute
Brian Stanley, PhD, MA, BA
Emeritus Professor of World Christianity

Professor Brian Stanley is an eminent historian of global Christianity. He came to us from the University of Cambridge in 2009 (where he had been Director of the Henry Martyn Centre for the Study of Mission and World Christianity), having been appointed Professor of World Christianity in the School of Divinity.

Prof Stanley has given exceptional service to the School and the wider University, having acted as Director of Postgraduate Studies, Director of the Centre for the Study of World Christianity, and editor of the School's journal, *Studies in World Christianity*. He is the award-winning author of 5 monographs, 7 edited books (2 still to appear), and about 150 articles. He has been joint editor from its beginnings of the distinguished Eerdmans series, *Studies in the History of Christian Missions*, shortly to conclude with the publication of its 29th volume. Graduate students flock to him from all over the world: he has supervised 32 PhD students (19 of them at Edinburgh) and examined over 40 PhD students for Edinburgh, Cambridge and other universities.

Prof Stanley is held in extremely high esteem internationally, and is regularly invited to give named lecture series. Examples include: Princeton Theological Seminary; Yale Divinity School; Emmanuel School of Religion, Tennessee; Union Theological Seminary (New York); Calvin College; Yonsei University; Presbyterian University and Theological Seminary (Seoul); Honam Theological University and Seminary; Taiwan Theological College and Seminary; Laidlaw College, New Zealand and St John's College Auckland (forthcoming Nov 2023). He has advised on promotion applications for Distinguished Professor Status at Boston University, Emory University (twice), Chinese University of Hong Kong, Hong Kong Baptist University, University of Pretoria. He was honoured with a festschrift edited by colleagues Alex Chow and Emma Wild-Wood in 2020. He is due to retire on 31 August 2023.

Special Minute
Angus Walls BDS, PhD, FRSRCS_(Eng), FDSRCS_(Edin)
Professor Emeritus of Restorative Dentistry

Angus Walls was appointed to the post of Director of the Edinburgh Dental Institute and Chair in Restorative Dentistry in January 2013 having previously worked as a clinical academic in Newcastle University for 30-years. Angus was appointed Director of Dentistry to NHS Lothian in 2019 and has led the Dental response to the COVID-19 pandemic for the population of Lothian.

During his time as Director of the Dental Institute he has stabilised the workforce and developed a sustainable model for the Institutes future with 5 highly regarded PGT programs in Dentistry as well as supporting the undergraduate program in Oral Health Sciences.

His research has focussed on the oral health issues in the ageing population both in terms of basic disease and the impact of oral disease on systemic health. He was awarded a Distinguished Scientist Award in Geriatric Oral Research by the International Association for Dental Research (IADR) in 1998 and went on to become the President of the Organisation in 2018, the 4th person ever from the UK in the IADR's 100-year history.

He has held a number of National roles including being a Vice Dean of the Faculty of Dental Surgery to the Royal College of Surgeons in London, he was a member of the UK Standing Dental Advisory Committee and the UK's Scientific Advisory Committee on Nutrition. Finally he has acted as an assessor for the RAE in 2008 and the REF exercises in both 2014 and 2021.

Whilst in Edinburgh he has continued to support research activity with 7 PhDs completing under his supervision as well as 3 DDS students. With co-supervision from within UoE as well as Herriot Watt University. He has forged ongoing research links with the Universities of Herriot-Watt, Dundee, Birmingham and Newcastle that will continue into his retirement as well as being a PI on one of the (many) sub-studies within the PREVENT clinical study based in UoE, Cambridge, UCL and Dublin.

Angus will retire in December but continues to be active in supporting and delivering research in the field of Oral Health, particularly in relation to Oral Healthcare for older people. This will include working with Prof Craig Ritchie on the PREVENT program, clarifying Oral Health as a risk variable for the development of dementias, ongoing supervision for 3 PGT students and mentoring the development of junior colleagues who have recently completed a PhD program. In addition he will continue to support the PGT activity within the Dental Institute by contributing actively to the on-line and in-house education programs.

Electronic Senate

13 - 27 September 2023

**Annual Report to the Scottish Funding Council on
Institution-led Review and Enhancement Activity 2022/23**

Updated Paper

Description of paper

1. The paper is the University's annual report to the Scottish Funding Council (SFC) on institution-led review and enhancement activity 2022/23.
2. Senate Quality Assurance Committee (SQAC) considered the paper at its meeting on 12 September 2023. However, due to time constraints, it was agreed that SQAC members would be given a further opportunity to comment, via an email correspondence from 13-19 September 2023, before giving final approving of the content.
3. It was also agreed that the report would be progressed parallel to the SQAC e-business via e-Senate where it is presented to note and comment. Senate will be updated on the decision of SQAC on 20 September 2023.
4. **Following review by SQAC members, several minor changes have been made to the content of the report to reflect the comments received as follows:**
 - **Mention of the WP Strategy**
 - **Modification of the text on Assessment and Feedback to reflect that the Assessment and Feedback Principles and Priorities were only introduced at the start of the academic year.**
 - **Modification of the text referring to student feedback on the new student support model, to reflect that feedback is from a small proportion of students.**
 - **Modification of the text referring to EDI actions to reflect that this report captures new actions throughout the year, hence it is too soon for Schools to demonstrate impact.**
 - **Modification of the text on increase in student numbers to reflect that this has been uneven across Schools.**
 - **Reference to ESC has been added in relation to assessment and feedback.**
 - **Mention of the impact of the cost-of-living crisis on WP student recruitment.**

Several other comments received have not been reflected in changes to the report content because doing so would not fit the purpose of the report as specified by SFC. These have been noted for transparency and largely relate to suggestions to include reference to wider concerns or discussions from Senate members. The SFC report is a report on in-year monitoring and review activity from the routine quality assurance processes and not a report from Senate.

Only one SQAC member indicated they would not approve the report. The reason for non-approval given was one of governance rather than content. Therefore, the content of the report has been approved by SQAC.

5. Senate is invited to note and comment on the approved report. The report, accompanied by any comments from e-Senate and a response, will be submitted to University Court for consideration and formal approval at its meeting on 9 October 2023.

Action requested / recommendation

6. To note and comment on the report.
7. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 1B.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Background and context

8. Senate has overall responsibility for quality assurance. However, Senate delegates its powers to SQAC, which has responsibility for the University’s quality assurance framework, and the annual report details the outcomes of quality assurance framework processes.
9. In accordance with SFC guidance on quality, the institution’s governing body (in the University’s case, Court) has responsibility for approving the annual report.
10. The report is being presented to Senate as electronic business due to the reporting deadline set by SFC. The formal deadline for submitting reports to SFC is 30 September 2023, however SFC has granted the University a short extension to allow Court to approve the report on 9 October 2023.

Discussion

6. Senate is invited to note and comment on the report, which is attached as an appendix.

Resource implications

7. There are no specific resource implications associated with the report.

Risk management

8. The provision of a high quality student experience is a high level risk on the University’s Strategic Risk Register, and is overseen by the Risk Management Committee reporting to Audit & Risk Committee and Court. Additionally, failure in effectiveness of the quality assurance framework, including aligning review activity with external expectations and taking action on findings, constitutes an institutional risk.

Equality & diversity

9. Quality assurance policies and processes are subject to Equality Impact Assessment.

Communication, implementation and evaluation of the impact of any action agreed

10. Senate Quality Assurance Committee has oversight of the implementation and communication of actions relating to quality assurance and enhancement activity.
11. See paragraph 3.

Author

Professor Tina Harrison (Deputy Vice-Principal Students (Enhancement) Principal Academic Standards and Quality Assurance) and **Brian Connolly** (Academic Policy Manager, Academic Services)
13 September 2023

Freedom of Information

Open



The University of Edinburgh

Annual Report to the Scottish Funding Council (SFC) on Institution-led Review and Enhancement Activity 2022/23

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

The University carries out regular reviews of its subject areas and Schools as one of the main ways in which it assures itself of the quality of its academic provision and the student experience. The reviews are carried out on a six-yearly cycle and take the form of internal periodic reviews (IPRs).

IPRs – 2022/23¹

- Business (postgraduate provision)
- Divinity (postgraduate provision)
- Ecological & Environmental Science (undergraduate provision)
- Economics (undergraduate and postgraduate provision)
- Edinburgh College of Art (undergraduate provision)
- GeoSciences (postgraduate taught provision)
- History, Classics & Archaeology (postgraduate provision)
- Languages, Literatures & Cultures (undergraduate provision)
- Mathematics (undergraduate and postgraduate taught provision)
- Moray House School of Education & Sport (undergraduate provision)
- Philosophy, Psychology and Language Sciences (undergraduate provision)
- Physics & Astronomy (postgraduate research provision)

In 2022/23 a larger than normal number of reviews took place due to rescheduling during the Covid pandemic (typically there are ~10 each year) and a range of provision was covered. All review visits reverted to in-person, on-campus (briefing and preparatory meetings continued to be held online). Overall, there were 123 commendations, 98 recommendations and 75 suggestions across the 12 reviews.

Senate Quality Assurance Committee (SQAC) receives an annual report in September each year on areas of good practice and for further development from IPRs and remits actions as necessary². A progress report on actions is then considered by SQAC at an appropriate point. The areas of good practice and for further development from 2022/23 reviews are:

¹ Reports available at: <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/internal-review/reports>

² Example from last year <https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers20220913.pdf> (Paper C)

Areas of good practice

- **Student support** was the most common theme with 19 commendations across nine reviews. These included six commendations, in six Schools, relating to the sub-theme of the new student support model: positive engagement, implementation, preparation and ambition for the new arrangements and the level of resource commitment were identified by review teams in relation to the new model.

Examples of commendations identifying good practice relating to the Student support theme include:

“School staff are keenly aware of mental health and wellbeing impacts for both students and staff. There are various support mechanisms in place and staff are encouraged to embed wellbeing in the curriculum, aligning with the University Accessible Learning Policy to design a responsive curriculum. The review team commends this as an area of good practice.” [MHSES UG]

“The review team commended the wealth of good practice demonstrated in PGR supervision, spanning academic and pastoral spheres.” [Divinity PGT/PGR]

“The review team commend the consideration that has been given to phase 2 of the implementation process, and commend the work by current cohort leads to share good practice and lessons learned with incoming cohort leads.” [Maths UG/PGT]

“The review team commend the professional services staff for their proactive and encouraging approach to developing support and services to students.” [Economics, UG/PGT/PGR]

- **Learning and teaching** as a theme was commended 17 times across nine Schools. Programme development was the most common sub-theme with five commendations. Although no specific good practice examples were identified by review teams, some example commendations include:

“Since the previous review, the School has undertaken a review of and rationalised its postgraduate taught programme portfolio. The review team commends this activity which has also helped to address pressures on academic workload.” [HCA PGT/PGR]

“The review team commend the School for undertaking a marketing review to understand and ensure the PGT programmes remains reflective of market demands.” [GeoSciences PGT]

“The review team found that the School provides a number of forward-thinking courses and commends the innovative courses and programmes, working across disciplinary boundaries that are offered.” [LLC UG]

- There were 15 commendations relating to the **Student experience** theme. Transitions was most commonly identified as a sub-theme with four commendations.

Examples of good practice commendations relating to the Student experience theme include:

“The review team commended the Academic Fair that is being organised for the students progressing from Years 1, 2 & 3. It is clear that the School has responded to the feedback from students and worked with them in planning their education and future career prospects.” [Ecological and Environmental Sciences UG]

“The review team commends the School’s strong relationships with its local authority partners. There was clear good practice in using learning from crisis oriented operation during Covid to further benefit relationships post-pandemic.” [MHSES UG]

- The **Staff** theme received 13 commendations in seven Schools. The most commonly identified sub-theme was Academic with four commendations. The over-arching common thread to commendations related to the dedication and commitment of academic and professional services staff to the student experience and delivering high quality programmes. Although no specific good practice commendations were identified by review teams, examples of commendations in relation to the Staff theme include:

“The review team commends the commitment of ECA’s academic and professional services staff. All staff showed commitment to providing a positive student experience.” [ECA UG/PGT/PGR]

“The review team commended the teaching staff for their contributions to teaching on courses elsewhere in the university and in attracting students from other programmes into the School (for example students from the law school undertaking courses in the Islam and Christian-Muslim Relations programme).” [Divinity PGT/PGR]

Areas for further development (identified in multiple reviews)

- **Staff support and development** (16 recommendations across 11 reviews)
Recommendations covered guidance, training and support for postgraduate tutors and demonstrators; accreditation and skills training for staff.
- **Assessment and Feedback** (14 recommendations across nine reviews)
Recommendations covered range of assessment types and assessment load; marking criteria and feedback/forward methods.

Both of these areas are being taken forward as part of broader institutional work.

Annual monitoring, review and reporting – 2022/23³

A Sub Group of SQAC reviews School annual quality reports and submits a report to SQAC on the outcomes, identifying areas of good practice and for further development and remitting actions as necessary⁴. Responses to the additional School-, College- and University-level actions arising from the review of School annual quality reports are then made available to SQAC.

2022/23

In March 2023, SQAC approved amendments to the reporting templates to ensure that key institutional issues are reported on where required (via the addition of specific reporting boxes)

³ <https://www.ed.ac.uk/academic-services/quality/monitoringandreview/annual-monitoring-review-and-reporting>

⁴ Example from last year <https://www.ed.ac.uk/sites/default/files/atoms/files/sqac-agendapapers20220913.pdf> (Paper B)

while also allowing schools/deaneries the opportunity to report on issues specific to the local area (via a free text box). Templates were also reordered to ensure that local issues/comments are considered first.

Themes of positive practice for sharing at University level:

Examples of good practice were identified in every School annual quality report. The following themes reflect the areas where there was a critical mass of good practice examples.

Community Building

A strong positive theme throughout the reports was the sense of community and support that academic and professional service staff provided for their students and each other.

Examples include:

- Divinity - cross-year groups for Cohort Leads to enable more effective support for key student transitions through peer support.
- Economics - Student Experience Team's calendar has worked well in seeing what's on and when across the School. They can target Cohort Leads to run certain events at appropriate times of the year.
- Education - took steps to ensure a smooth handover from Personal Tutors to Student Advisers, with a 'New Student Support Model' communications template for Personal Tutors to use with tutees.
- Geosciences - embedded a Student Experience Team as part of the new model of student support. The transition from 3 student support co-ordinators to a larger student experience team (8 student advisors, 1 student experience assistant and 1 student experience manager) will significantly enhance the support for students.
- History, Classics, and Archaeology (HCA) - new Director of UG Engagement and Experience a new academic administrative role to coordinate aspects of the student experience.
- Social and Political Science (SPS) - higher levels of student engagement when Cohort Leads are also course organisers of core or compulsory courses for the year group, which provides a focal point for students.
- Molecular, Genetic and Population Health Sciences (MGPHS) - in response to staff workload/wellbeing challenges tutor contracts were reviewed, enabling seven staff to move to University contracts. This provided staff members with a greater sense of job security, fostered a greater sense of community, and should contribute to a reduction in workload.
- Informatics - there was a special community-building effort in semester (S1) of 2022/23, where students were funded to have "office get-togethers" (of their own design) in S1, to reconnect following the post-pandemic return to buildings. There was a high take-up with 190 of the ~500 PGR students participating.
- Maths - Student Support Team (SST) has successfully begun implementing the University's new student support model; the transition has been received well by students, as is evidenced by 3 members of the SST being nominated for an Edinburgh University Students' Association (EUSA) Award as "Support Staff of the Year".

Innovative Practice

Academic and professional services staff have made considerable efforts in very challenging circumstances to do things in new and inventive ways in order to enhance the student experience. This year's reports evidenced a wide variety of initiatives, with a number of these in relation to the implementation of the new Assessment and Feedback Principles and the Student Voice Policy.

Examples relating to Assessment and Feedback include:

- Biomedical Sciences - the Assessment and Feedback Principles and Priorities now form part of the approval process for new and altered assessment in the Deanery Learning and Teaching Committee.
- Divinity - diverse and innovative forms of mid-course assignment to promote student engagement (e.g. 'take a photo of religion' assignment on a core pre-honours UG course, complementing the established use of visual methods on another large pre-honours course).
- Divinity - development of standardised marking criteria tables for short written pieces and reviews, as well as a simplified version of essay/exam criteria to help students understand what is required. Innovations such as using positive descriptors for everything above a fail.
- Edinburgh College of Art (ECA) – the success of work undertaken around assessment and feedback has been evidenced by excellent results in both PTES and the NSS, including a commendation in the Annual School report summary.
- Economics - Gradescope was successfully trialled for assessment in one Honours course and may be used as the default mechanism in future.
- Edinburgh Futures Institute (EFI) - use a wide range of assessment approaches to facilitate learning, and making the assessment 'authentic'. Some essays and reports can be part of this, but there is much where students will work collaboratively to co-produce presentations and slide decks, generate code, craft physical objects, build digital artefacts, create videos and design data visualisations. Students often have a high degree of autonomy and there are very low levels of academic misconduct reported. External Examiners have commented on the innovative assessment practice.
- Geosciences - in response to the principles and to reduce variability between courses in the amount and intensity of assessment, implemented a Course Delivery Framework (CDF), to agree norms for the amount of assessment expected for courses of different levels and delivery periods.
- Geosciences - the School's Digital Education Team are supporting staff to create novel assessments using learning technologies. This involves helping staff design assessments using Learn Ultra that are less easy to be answered well by students using AI.
- Medical Education - developed online feedback tests across the programme using Learn quizzes, Microsoft Forms, Peerwise and recall tests via Practique. These provide a range of opportunities for test enhanced learning and helped improve student knowledge test performance, especially at Finals Assessments.
- Philosophy, Psychology and Language Sciences (PPLS) - skills rubric continues to be adopted across the School with some courses providing bespoke rubrics for assessments.
- Royal (Dick) School of Veterinary Studies (RDSVS) - all staff who provide students with written feedback during their rotations undertake additional compulsory training (30 min online and 30 min face-to-face) to improve the consistency and quality of the feedback to students in their final year.

Examples relating to student voice include:

- Biomedical Sciences - student reps are invited to help design a set of core questions for the end-of-course surveys.
- Biological Sciences - developed a course questionnaire to be completed by students in conjunction with additional questions to be part of the course QA evaluation.
- Chemistry - created additional in-house templates and guidance for course representatives informed by the new Student Voice Policy.
- SPS - new approach to course-level feedback, in line with the Student Voice Policy, designed by a short-life working group incorporating more questions focused on student self-evaluation, which has been positively received.

Other examples of innovation:

- Clinical Sciences - the Clinical Management of Pain programme is an exemplar of how programmes can reshape to become less reliant on outside resources. The University programme team was restructured, customised induction and development programmes were designed and a comprehensive skills matrix was implemented to allow for sight of key competencies and identification of skills gaps and training requirements.
- MGPHS - Three stars and a wish, a methodology employed in the Data Science and Leading Digital Transformation programmes. Students reflect on and document three aspects they found significant, intriguing, or novel in the week's content (referred to as 'stars'). Additionally, they pinpoint one area they wish to better understand or improve (their 'wish'). These facilitate teaching by enabling course leaders to address common points of confusion during live weekly sessions. This approach empowers students, giving them an active voice and a clearer sense of direction in their learning journey.

Equality, Diversity and Inclusion (EDI)

There were a number of initiatives highlighted by Schools and Deaneries in support of striving to promote an inclusive learning environment.

Examples include:

- Business - formed a school-wide Widening Participation (WP) Working Group. At UG level, of the 323 students recruited for year one 2022/2023, 86 are recognised as WP students - represents a 26.6% representation within the student cohort and 6.6% higher than the University target.
- Centre for Open Learning (COL) - formed a Decolonising the Curriculum working group including representatives from across the Centre. The working group has collaborated with Heads of Subject Area to provide guidance for teaching colleagues on decolonisation and inclusion.
- COL - Equality, Diversity and Inclusion project led by COL's Head of Humanities. The Humanities team engaged in a workshop 22-23 to share micro-examples of how course organisers and teachers might embed equality, diversion and inclusion principles in courses. The examples and discussions from this forum will be shared across COL as part of a stronger practice-sharing culture in the Centre.
- Divinity - the EDI committee was commended in the PG IPR for instituting a "suggestion box".
- Education - new school Director of EDI has implemented a range of strategies, consultations and is developing strategic plans for EDI at all levels in the School. A range of approaches have been embedded into courses to ensure that diversity is recognised and accommodated.
- HCA - developed an EDI action plan on reducing attainment gaps in HCA which focuses especially on how to meet the requirements of different groups of students in HCA. Plan includes several initiatives to improve the experience of WP students, and to embed WP issues across planning initiatives.
- Medical Education - MBChB Student inclusivity group involves two students from each year of the programme with a remit to challenge all of forms of discrimination. The group has contributed to the development of a new student reporting process.
- Medical Education - the student-led widening participation group has continued to meet and has been involved in the development of key actions, including the student pantry and hardship funds.
- Medical Education - will appoint a new role of Director of Student Experience in semester 1 of 2023 who will also have responsibility for overseeing collaborations on widening participation including student led initiatives.

- RDSVS - an Equality, Diversity & Inclusion Committee was set up to feed into the PGT L&T Committee. One of their priorities is to continue promoting practices that increase decolonising and diversifying the curriculum.
- Geosciences - the School has continued to increase the diversity of countries from which it attracts international students, particularly to its Masters programmes, and continues to have the highest level of student diversity by country in CSE.

Areas for further development at the University level:

Staff Experience

A strong theme across reports was ongoing concerns in relation to workload pressures, the implementation of new systems and ways of working, and ultimately the impact these have on staff wellbeing and morale. The gradual rise in recruitment numbers experienced in some areas, the onset/fallout of the Covid pandemic, and now the cost-of-living crisis and industrial action have all be contributing factors. However, reports noted ongoing frustrations with systems such as People and Money, Diversity Travel, the Extensions and Special Circumstances (ESC) system, and Timetabling (delayed/late release) continue to have a detrimental impact on the staff experience across the University. These issues have been discussed at Senate, are widely acknowledged and are being addressed via appropriate leadership.

In this context, reports noted limited appetite for large-scale University change initiatives and highlighted capacity constraints in regard to engagement with Curriculum Transformation programme.

Student Engagement

Schools and Deaneries have gone to considerable efforts to engage students in dialogue about their teaching and learning and wider student experience. However, student response rates to both centrally and locally organised feedback initiatives have been persistently low. This has in turn resulted in staff frustration and growing scepticism regarding the utility of feedback derived from such low levels of engagement.

Some reports also raised concerns that student engagement with on-campus activities in general remained relatively low compared to pre-pandemic levels. There were some suggestions that there may be a link between continuing challenges with on-campus lecture attendance and poor exam performance, particularly for the cohort who began their studies in 2020-21 in the midst of lockdowns. This cohort have experienced hybrid and online delivery from the start of their programme and hence of less experience of pre-lockdown University life.

Assessment and Feedback

Assessment and feedback continues to remain a key priority, both following the Enhancement Led Institutional Review (ELIR) recommendation and the recent National Student Survey (NSS) results that show a further dip in this area. A majority of Schools/Deaneries report ongoing plans to review or address assessment and feedback, aligning with the new Assessment and Feedback Principles and Priorities. Further conversations are required with these Schools/Deaneries to progress work in this area. Feedback timeliness is a key cause for concern from the recent NSS. The further drop in this is very likely to have been affected by the MAB, and will be a key focus for the coming year. but since

~~MAB also affected other institutions that does not explain why Edinburgh has performed so much worse than other institutions.~~ The new Principles and Priorities put the onus on Schools/Deaneries to set and communicate feedback return dates to students. Many of the School Quality Reports noted inconsistencies in meeting feedback return dates, ~~but were not able to quantify this,~~ which ~~should will~~ be a key focus for the coming year. A change to the Extensions and Special Circumstances Policy from academic year 2023/24 should help with the management of feedback turnaround times.

Learning and Teaching Infrastructure

A number of issues have been grouped under a broad theme of Learning and Teaching Infrastructure covering estates/space and IT/systems. Reports noted some difficulties accessing suitable teaching and office space particularly given the move towards new ways of hybrid working and the expansion of various professional service teams (due to the new student support approach). It was also noted that the further roll out of digital on-campus exams is hampered by the limited availability of suitable computer rooms and IT support.

Reports also noted issues arising from the EUCLID system such as ‘going down’ at key times (e.g. welcome week and awards publication) and inconsistencies and inflexibilities of the system that have proven challenging in response to the ongoing Marking and Assessment Boycott (MAB). It was noted that these resource issues exacerbated existing concerns in relation to staffing and workload pressures and there is a need to consider these holistically. Various work in this space is being taken forward as part of the Continuous Service Improvement Plan.

Equality, Diversity and Inclusion

Concerns were raised in a number of reports about the cost-of-living crisis and the impact this was having on current and prospective students. The lack of accommodation options in the city and increased cost of living has impacted students' time and ability to focus on their studies as they spend increasing amounts of time searching for suitable accommodation and/or on part-time jobs to allow them to meet the costs of living in Edinburgh. The Medical School runs an undergraduate student pantry, offering food and toiletries to support students and a survey evaluation indicated that it was widely used and appreciated by the students (for example, one said “Thank you so much. You’ve allowed me to be able to make soup and stay warm while on placement”).

A number of areas also noted that if fees continue to rise this may have a detriment impact on recruitment compared to competitor programmes (noted as a particular issue for the CMVM Deaneries). Furthermore, the cost-of-living crisis and high fees may become barrier to the University’s aspirations to widen participation and diversify the student population.

Sharing Good Practice from Institution-led Review and Annual Monitoring, Review and Reporting

The reports identifying themes of positive practice for sharing and areas for further development at University level are passed to the Institute for Academic Development (IAD) to identify content for Teaching Matters⁵ and the Learning and Teaching Conference. Examples of Teaching Matters blog

⁵ <https://www.ed.ac.uk/staff/teaching-matters>

posts that have been identified through quality processes are tagged⁶. Good practice is also shared at College-level⁷.

Ways in which support services were reviewed

Student Support Services Annual Review (SSSAR) – reporting on 2021/22

Student-facing support services are reviewed annually by a sub-committee of SQAC. The sub-committee usually submits a report on the outcomes of the review process to SQAC annually in early December, however this year the report was considered at the March meeting⁸. For reporting on 2021/22, the streamlined process was maintained and focused on impacts of industrial action and the Covid-19 pandemic.

Each service receives individual feedback on their report, including commendations and areas of good practice. As with the previous year, no sub-committee meetings were held but each service report was reviewed by the external and the Students' Association members. Common themes arising from service reports were:

- Hybrid Working: services noted the positive and negative impacts of the move to hybrid working.
- Digital Provision: services noted that the pandemic accelerated an existing trend to more digital delivery, stimulated by factors such as student expectations, accessibility and resource limitations.
- People and Money: services noted on-going concerns with the significant system, process, and policy change across the University, and in particular with the implementation of People & Money (P&M) system.

For the 2022/23 reporting cycle we will revert to the regular, pre-pandemic process and return to holding an in-person event to share good practice and discuss themes.

Student Support Thematic Review

Thematic reviews 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. They are reserved for significant issues requiring in-depth exploration that often cannot be achieved via IPRs or SSSAR. Topics are influenced by the outcomes of SSSAR and discussion with the Students' Association. As planned, no thematic review was carried out during 2022/23, however, SQAC considered updates on actions from the thematic review of [black and minority ethnic \(BME\) students' experiences of support at the University](#). Relevant actions from this review and the [Mature Students and Parents and Carers](#) review are being progressed by the SQAC Data Task Group which has been established to examine data and methodological options for the systematic monitoring of data in relation to the student journey (i.e. retention, progression, attainment data) with the aim of ensuring that all groups of students have an equitable experience during their time at the University. Additionally, the University's Equality, Diversity and Inclusion Committee is driving forward the recommendations from the thematic review of BME students' experiences of support at the University.

Role and nature of student engagement in institution-led review

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.

⁶ <https://www.teaching-matters-blog.ed.ac.uk/tag/quality-enhancement-report-examples/>

⁷ For example [CMVM Good Practice Showcase 2021 Recording - Media Hopper Create](#)

⁸ <https://www.ed.ac.uk/sites/default/files/atoms/files/sqacagendapapers20230603open.pdf> (Paper E)

IPR and thematic reviews both include student members on review teams. The student is a full and equal member of a review team and, as with other team members, will typically convene one or more meetings during the review. Membership of a 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 IPRs 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 review areas on how to engage their students with reviews. The review area consults with students when defining their remit items.

Contextual information and key messages from analysis of data

To help meet our Strategy 2030 responsibility and commitment to 'improve and sustain student satisfaction and wellbeing' we use key performance indicator data on student satisfaction as reported in national student surveys. This year saw a slight -2.1% decline in overall satisfaction across the National Student Survey (NSS) and -2.9% in the Postgraduate Taught Experience Survey (PTES). However, overall satisfaction in the Postgraduate Research Experience Survey (PRES) increased by 5.9% since the last time this survey was run (2021). In the NSS, the University performed well in the themes "Teaching on my course" and "Learning Resources", where 80% of responses across questions were positive. The question "Staff make the subject engaging" is higher than our Russell Group peers (1.6%). The themes of "Assessment and Feedback", "Student Voice" and "Organisation and Management" performed poorly, with below 70% of responses positive across these themes. Satisfaction with communication about mental wellbeing and support services is 14.3% below our RG peers, at 60%. In PTES, satisfaction with Resources and Services remains high (88.7%). There has been an increase in satisfaction in the theme of Engagement (1.1%) and Student Support (0.4%). However satisfaction has significantly declined in the themes of Dissertation or Major Project (2.3%) and Organisation and Management (1.2%). In PRES, over 80% of respondents are satisfied with Supervision (86.5%), Research Skills (83.7%) and Resources (80.1%), however the themes of Community and Research Culture remain low (55.8% and 57.3% respectively.)

SQAC considers a report on degree classification outcomes in April each year. Any subject areas judged to have diverged substantially from either the University average or comparators in their discipline are then asked to specifically reflect on the issue, and any proposed remediation, in their School annual quality report. This approach ensures systematic University oversight whilst also encouraging Schools to engage with the specific data on attainment, reflect on the issues and context, and then seek appropriate local solutions. In April 2023 SQAC considered the annual analysis of degrees awarded by the University in the 2021/22 academic year, benchmarked against the Russell Group and including data on attainment gaps for key student groups (though it was acknowledged that 2019/20 and 2020/21 were exceptional years and so trend data was interpreted in that light). Following two years of increases, the attainment rate for first class degrees has dropped to 41.7%, however this remains higher than pre-2019 rates. Female students continue to have higher attainment rates for first class degrees, with the attainment gap in Edinburgh slightly higher than the Russell Group overall. Students with a non-white ethnicity continue to have lower attainment rates for first class degrees, although the Edinburgh attainment gap is half that of the Russell Group. Students with a known disability also continue to have lower attainment rates for first class degrees, although this gap has been decreasing for both Edinburgh and the Russell Group. At (external) subject level, only one Edinburgh subject continues to have a statistically higher attainment rate of first class degrees relative to the Russell Group. From internal School data, around one third of Schools have a first class degree attainment rate exceeding 50%.

An analysis of 2021/22 undergraduate and taught postgraduate⁹ external examiners' reports shows that there continues to be a high number of commendations and a low number of issues across the University. The main theme commended in undergraduate reports across all three Colleges was the assessment process, with the sub-theme of good practice and innovation (in the programme development theme) most commented on. The main theme commended in taught postgraduate reports was also the assessment process, with the sub-theme of student feedback most commented on. A small number of issues raised by external examiners related to the (often timely) provision of information to examiners. No University-level action was required.

Summary

The previous year's IPRs and annual monitoring, review and reporting processes have identified good practice examples and it is important that these are shared across the University. Areas for further development have also been identified, and these will be considered and acted upon accordingly.

The University's approach to improving the learning, teaching and the student experience can be summarised in the ongoing and planned work outlined below, the pace and scale of which is being balanced according to the Enhancement-led Institutional Review recommendations and priorities and the ongoing effects of and pressures of the pandemic.

Actions Undertaken and Planned

Enhancement-led Institutional Review (ELIR)

The ELIR Action Plan, setting out the University's response to the review recommendations, was approved by Senate in October 2021 and an ELIR Oversight Group established to provide direction and oversight of the actions. The ELIR Oversight Group is convened by the Assistant Principal Academic Standards and Quality Assurance and the membership comprised of: Vice Principal Students; Edinburgh Students Association Vice President Education; Deputy Secretary Student Experience; Director of the Institute of Academic Development; Director of Strategic Change; and Head of Quality Assurance and Enhancement, Academic Services. The ELIR Oversight Group formally reports to the University Executive, advising on progress and any concerns, and also provides regular updates to Senate Quality Assurance Committee (SQAC).

The Action Plan takes a themed approach to the implementation of the ELIR recommendations in order to ensure alignment with existing learning and teaching priorities and senior leadership responsibility. Actions are grouped as follows:

- assessment and feedback;
- student support (the personal tutor system);
- strategy, growth and planning (encompassing the oversight and planning for growth of student numbers, and the strategic approach to the enhancement of learning and teaching);
- change management (and the pace of change);
- monitoring consistency of implementation of strategy, policy and practice (encompassing specifically oversight and implementation of policy and practice, and training for postgraduate research (PGR) students who teach);
- developing and promoting teaching excellence (encompassing the recognition and support for academic staff development, and promotion of academic staff based on teaching); and attainment gap monitoring.

⁹ <https://www.ed.ac.uk/sites/default/files/atoms/files/20230427agendapapersweb.pdf> (Paper E)

Two of the recommendations, relating to assessment and feedback and student support, were prioritised for action over the course of the academic year and we have made significant progress in relation to these two areas.

Assessment and feedback

The ELIR panel recommended that the University “*make demonstrable progress, within the next academic year, in prioritising the development of a holistic and strategic approach to the design and management of assessment and feedback.*” In response an Assessment & Feedback Task Group (co-convened by Professor Tina Harrison, Assistant Principal, and Dr Sabine Rolle, Dean for Learning and Teaching CAHSS, and reporting to the Curriculum Transformation Board) was established to take forward this work.

Following extensive research, external benchmarking and internal consultation the Task Group proposed Assessment and Feedback Principles and Priorities that were approved on 12th May 2022 by Senate Education Committee and effective from the start of academic year 2022/23, with a focus on meeting the Principles in the first year and thereafter working towards the Priorities. The Principles set out the key expectations for assessment and feedback practice (including feedback turnaround times etc.) and the Priorities set the strategic direction for ongoing enhancement encouraging greater creativity in assessment practice (including greater emphasis on: authentic assessments, formative assessment and feedback; student partnership in assessment; programmatic assessment).

To support the implementation of the Assessment and Feedback Principles and Priorities and coordinate and govern institutional initiatives on assessment and feedback, the Senate Standing Committees established two groups in 2022/23 that are continuing into 2023/24:

- Assessment and Feedback Strategy Group – tasked to address the institutional strategy around assessment and feedback, and academic integrity in assessment. It is focusing on on institutional policy around mode of examinations from 2023-24 onwards and overseeing Schools’ activities to align with the Assessment and Feedback Principles and Priorities. The group reports to the Senate Education Committee (SEC) and will link to the Student Lifecycle group, the Student Support Model project board, and the Curriculum Transformation Programme project board, via shared membership, ensuring work is joined up across key institutional strategic projects. The group is convened by Deputy Vice-Principal, Students (Enhancement).
- Assessment and Feedback Guidance, Procedures, Data, Systems and Evaluation Group - tasked to develop institutional advice and guidance on the practical management of online and on-campus examinations and oversee the development of academic misconduct procedures. It is coordinating the evaluation of the operation of examinations during 2022-23 and beyond; activities to enhance institutional data on student achievement, progression and completion; practical activities (e.g. development of guidance) to support the implementation of the Assessment and Feedback Principles and Priorities; and developing mechanisms for evaluation and monitoring of the Assessment and Feedback Principles and Priorities. The group reports to the three Senate Standing Committees on issues related to their respective remits. The group is convened by the Deputy Secretary, Students.

All School/Deaneries were asked to provide an update in their School Annual Quality report on how they were responding to the new Assessment and Feedback Principles and Priorities. The reports revealed that ~~engagement has been variable, broadly falling into three groups. Around one third of Schools/Deaneries have demonstrated significant consideration of the new Principles and Priorities~~

~~and have made changes to assessment practice throughout the academic year, many of these with further plans for development. The~~ majority of ~~the remaining~~ Schools/Deaneries have engaged in some reviewing of assessment and feedback practice over the year and identified areas to be addressed throughout the coming academic year. A number of Schools/Deaneries had demonstrated changes to assessment and feedback practices over the year, but it may have been too soon for these to impact the NSS. In a small number of Schools it was not clear from the Annual Quality report how Schools had engaged with the new Principles and Priorities or whether any actions we planned. Detailed findings are feeding into ongoing conversations with Schools/Deaneries.

Ability to engage with the new Principles and Priorities as well as the wider assessment and feedback experience has been impacted by the Marking and Assessment Boycott over the academic year. This has been reflected back to us in poorer NSS scores for assessment and feedback, especially impacting feedback turnaround times. Implementation of the Assessment and Feedback Principles and Priorities remains a priority to ensure consistent implementation.

Some planned actions are likely to have been affected by MAB. Analysis of what seems to be working well points to two key areas: Schools/Deaneries setting clear standards and consistently adhering to them, and effective collaboration with students to establish a shared understanding of the assessment process/marketing criteria, both of which will influence our priorities for 2023/24. Detailed findings are feeding into ongoing conversations with Schools/Deaneries.

Student Support

Another key area highlighted by the ELIR Panel was student support, with the recommendation that *“The University should make demonstrable progress within the next academic year in respect of ensuring parity of experience for students and effective signposting to support services and delivery of an agreed and consistent baseline level of provision. As part of its approach, the University is asked to develop an effective mechanism to monitor consistency of implementation and allow it to evaluate the impact of these changes on the student experience.”*

At the time of the ELIR review, the timeline for the implementation of the new student support approach was planned for academic year 2023/24. We were asked *“to reflect on whether the current timescale for implementation is sufficiently ambitious.”* We did reflect on this and accelerated the timeline through a phased approach commencing in September 2022. New taught students (undergraduate and postgraduate) who joined the University in 2022/23 in Schools in the College of Science and Engineering, one School in the College of Medicine and Veterinary Medicine and five Schools in the College of Arts, Humanities and Social Science experienced the new Student Support Model. The School of Economics additionally introduced the model to years 2 and 3 undergraduates as well as new UG/PGT students. The Personal Tutor system remained in the short-term for Schools part of Phase 2 and continuing students.

Furthermore our reflections led to the full Student Wellbeing Service launching in September 2022. The Service is located in the University Student Experience directorate. Wellbeing Advisers work with all Schools and Colleges provide a layer of support between the School-based Student Advisers and the central specialist counselling and disability services. This service supports ALL students: UG, PGT and doctoral. This is a transformational investment in mental health services for our students and will provide proactive and reactive wellbeing support. The completion of this recruitment has mitigated the highest risk within the project.

The implementation of this first phase of the Student Support model has been a partnership approach with a central project team supporting College implementation groups, overseen by a Project Board, sponsored by the University’s Deputy Secretary Students.

There has been positive engagement from colleagues across Phase 1 Schools staff and students providing feedback on their experience to-date, with a view to improving the functioning of the model and the support it provides to students. The feedback so far from students has been very incredibly positive (~~as outlined earlier in this report~~) and the student support model is already starting to fulfil its aim to ensure students have appropriate academic guidance and support, and personal and wellbeing support during their studies at the University. The evaluation and monitoring helpfully highlighted clear areas for enhancement which have been incorporated as part of Phase 2 planning.

The recruitment of Student Advisers and Identification of Academic Cohort Leads for Phase 2 roll out of all remaining Schools and for all taught students has been completed and training of all staff has taken place, developed on the evaluation of Phase 1. We are pleased to be welcoming new and welcoming back existing ~~all~~ students with the full offering of the Student Support Model.

The Project Board will continue to meet monthly throughout the 2023/24 academic year to ensure appropriate monitoring of such a critical programme.

Strategy and Strategic Projects

Curriculum Transformation Programme

This is a major long-term initiative for the University, closely aligned with the University Strategy 2030. Academic Year 2022/23 marked the end of the scoping phase of the project, including production of an Edinburgh Student Vision that describes our ambition for the long term impact of the curriculum for our applicants, students and graduates. We are currently testing and refining a proposed Curriculum Framework (Undergraduate and Taught Postgraduate). This includes a set of programme archetypes and curriculum design principles, together with consideration of the regulatory, system and process changes that will be needed to support its successful adoption over the next 4 to 5 years. Further information on the project (including a selection of briefing papers and other resources) is available from the project website.¹⁰

Student Voice

A Student Voice Task and Finish Group has been set up as part of the Student Lifecycle Management Group (which has set up eight groups to focus on areas of continuous improvement). The group brings together professional and academic colleagues across the University and the Students' Association to consider how we can improve our approach to collecting, acting on and responding to student voice – whether it be informal feedback, local feedback (e.g. course level) or institutional feedback (Pulse Surveys). The group is focussed on the following high levels themes: engaging students, joining up feedback, closing the feedback loop. A set of principles for student voice activity will be developed, as well as standard procedures for ensuring we respond to students about how we are addressing their feedback.

At institutional level, Pulse Surveys continue to run, however this year will contain an updated suite of questions and a renewed approach to distributing and collecting this data. A recommendation has been put forward to SQAC to evaluate the effectiveness of the Student Voice Policy and new approach to course level evaluation now that the approach is in its third year.

The University continues to operate a Programme Representative system, delivered in partnership with the Students' Association, supporting approximately 1300 volunteer student representatives. All Programme Representatives continue to receive a two-part online training and induction

¹⁰ <https://www.ed.ac.uk/staff/teaching-matters/curriculum-transformation-programme>

package, consisting of an asynchronous self-study module, followed by a live, interactive training workshop delivered by staff within the Students' Association's Student Voice team.

In 2022/23, 87% of Programme Representative completed both elements of the training, a 15% increase from 2021/22. The Students' Association continues to provide on-going training and development opportunities for Programme Representatives, through the workshop calendar for volunteer student leaders, as well as access to multiple reward and recognition schemes, from HEAR recognition to the Edinburgh Award for Student Leadership, and the nationally-recognised Saltire Award for volunteering.

In 2022/23 the Students' Association's Student Voice team introduced a Student Voice Forum, on MS Teams, which brought Programme Representatives together with the Students' Association's full cohort of over 90 Elected Representatives, responding to feedback from student representatives that they would like the opportunity to engage with a broader range of non-academic activity, particularly around inclusivity and sustainability.

The 2022/23 Programme Representative handover process is in progress, but to-date, 64.5% of Undergraduate Representatives have completed a handover form, a 17.9% increase from 2021/22. The new, streamlined, handover form focuses on key themes in student feedback, priorities from the past year and for the future, key contacts, and other useful resources; all information which will be shared with incoming Representatives in Autumn 2023.

Widening Access

We continue to widen access to students from underrepresented and disadvantaged groups across Scotland and the rest of the UK [guided by the University's Widening Participation Strategy¹¹](#).

In 2022 we launched our new [Corporate Parenting Plan for 2022-27](#). The priorities and actions in the plan were driven by the experiences of our own care experienced and estranged students at the University – they worked with researchers at the University in summer 2022 to identify the priorities for this plan. To highlight the successes we've had in attracting and supporting care experienced students into the University - in 2022 we saw 65 new care experienced students start with us, compared with just 6 in 2017.

The Access to Creative Education in Scotland (ACES) programme in Edinburgh works with 73 schools in south east Scotland to support learners into creative degrees at University. This year ACES students at the University of Edinburgh celebrated successes – this summer we're pleased to say that there are 8 pupils who participated in ACES who are starting a creative degree at Edinburgh College of Art (ECA) while a further 2 more ACES participants are starting another programme at University.

We have reached the second year of the IntoUniversity centres in Craigmillar and Govan (and the Maryhill site opened one year ago) and in just this academic year alone the centres have reached 3593 young people through their activities - a combination of after school academic support, in school focus days and mentoring.

This year we welcomed over 300 school students onto our campus for a range of summer schools in June and July which include the IntoUniversity P7 residential (for students attending the Glasgow and Newcastle centres), the REACH medicine summer school, the Sutton Trust summer school (residential, whole UK) and the ACES Creative arts summer school at ECA. These are invaluable

¹¹ https://www.ed.ac.uk/files/atoms/files/widening_participation_strategy_summary.pdf

experiences for young people and there are high rates of conversion to applying and entering the University for those who participate.

In 2020 the University launched the new Access Edinburgh Scholarships, which support low income and care experienced and estranged students. Eligible recipients receive up to £5,000 per year during their studies. Since 2020 more than 5,000 undergraduate students have benefitted from the Access Edinburgh scholarship and have received more than £13.7 million in financial support. In 2022/23 more than 2,500 undergraduate students received more than £6.7 million via the Access Edinburgh Scholarship.

[We are noticing in some areas that the cost of living crisis and ongoing impact of the Covid pandemic on education are disproportionately affecting WP applicants.](#)

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

Please see Appendix 2 for all programmes successfully reviewed and accredited/reaccredited in 2022/23 by professional bodies.

Appendix 1 - Internal Periodic Review forward schedule

2023/24	<ul style="list-style-type: none"> • Biomedical Sciences (Undergraduate & Postgraduate Taught provision, inc provision delivered at the Zhejiang International Campus) • Chemistry (Postgraduate Research provision) • Clinical Sciences (Postgraduate Taught Provision) • Engineering (Postgraduate Research provision) • Medicine (Undergraduate provision) • Molecular, Genetic and Population Health Sciences (Postgraduate Taught Provision) • Physics and Astronomy (Undergraduate & Postgraduate Taught provision) • Social and Political Science (all undergraduate provision) ¹²
2024/25	<ul style="list-style-type: none"> • Earth Sciences (Undergraduate provision) • Edinburgh College of Art (Postgraduate Taught & Postgraduate Research Provision) • Engineering (Undergraduate and Postgraduate Taught provision) • GeoSciences (Postgraduate Research Provision) • College of Medicine and Veterinary Medicine (Postgraduate Research provision)
2025/26	<ul style="list-style-type: none"> • Business School (Undergraduate provision) • Centre for Open Learning (Undergraduate provision) • Chemistry (Undergraduate provision) • Divinity (Undergraduate provision) • Geography (Undergraduate provision) • Informatics (Postgraduate Research Provision) • Literatures, Languages and Cultures (Postgraduate Taught & Postgraduate Research Provision) • Social and Political Science (Postgraduate Research Provision)
2026/27	<ul style="list-style-type: none"> • Clinical Education (Postgraduate Taught provision) • Mathematics (Postgraduate Research Provision) • Moray House School of Education and Sport (Postgraduate Research & Postgraduate Taught provision) • Oral Health Sciences (Undergraduate provision) • School of Philosophy, Psychology and Language Sciences (Postgraduate Research & Postgraduate Taught provision)

¹² To include Politics & International Relations, Social Anthropology, Sociology & Sustainable Development, Social Policy, Social Work (which will include the Master of Social Work programme)

	<ul style="list-style-type: none"> • School of Social and Political Science (Postgraduate Taught provision)
2027/28	<ul style="list-style-type: none"> • Biological Sciences (postgraduate research provision) • Biological Sciences (undergraduate and postgraduate taught provision) • Data Science, Technology and Innovation online distance learning programme (postgraduate taught provision) • Health in Social Science (including Nursing undergraduate provision, postgraduate taught & postgraduate research provision) • History, Classics and Archaeology (all undergraduate provision) • Informatics (undergraduate and postgraduate taught provision) • Law (undergraduate, postgraduate taught & postgraduate research provision) • Moray House School of Education and Sport (postgraduate taught & postgraduate research provision) • The Royal (Dick) School of Veterinary Studies (postgraduate taught provision) • The Royal (Dick) School of Veterinary Studies (undergraduate provision)

Appendix 2 – Degree Programmes Accredited in 2022/23

Accredited Programmes	Accrediting Body Name
Online MBA	Association of MBAs (AMBA)
English for Academic Purposes Summer Pre-sessional Programme	The British Association of Lecturers in English for Academic Purposes (BALEAP)
EMiLA Landscape Architecture (European Masters)	Landscape Institute (LI)
MA (Hons) Landscape Architecture	Landscape Institute (LI)
MLA Landscape Architecture - 21 Months	Landscape Institute (LI)
MSc Landscape Architecture	Landscape Institute (LI)
BA Architecture	Royal Institute of British Architects (RIBA)
MA (Hons) Architecture	Royal Institute of British Architects (RIBA)
MArch Architecture - 21 Months	Royal Institute of British Architects (RIBA)
BSc (Hons) Environmental GeoSciences	Institution for Environmental Sciences (IES)
DClinPsychol Clinical Psychology (Core Programme Route) - 3 Years	British Psychological Society (BPS)
PgCert Academic Practice (ICL) - 1-3 Years	Higher Education Academy (HEA)

Removed Accreditations

The following programmes are no longer accredited and/or no longer offered by the University:

Programme Name	Name of Accrediting Body	Status
MBA Business Administration - 16 Months	Association of MBAs (AMBA)	Programme is now closed
MSc Transfusion, Transplantation and Tissue Banking - 3 Years	Institute of Biomedical Science (IBMS)	Programme is now closed
MSc Architectural Project Management (Online Learning) (ICL) - 7 Years	Royal Institution of Chartered Surveyors (RICS)	Programme is now closed
PgCert Digital Education (Online Learning) (ICL) 1-2 Years	Higher Education Academy (HEA)	Programme no longer offers the accreditation route
BSc (Hons) Physics and Music	Institute of Physics (IOP)	Programme is now closed

Electronic Senate

13 – 27 September 2023

Court Resolutions

Description of paper

1. This paper is presented to Senate for consultation in accordance with the procedures for the creation of Resolutions as set out in the Universities (Scotland) Act 1966.

Action requested / Recommendation

2. Senate is invited to make observations on the following attached draft Resolutions:
- No. 112/2023: Foundation of a Personal Chair of Selective Breeding
 - No. 113/2023: Alteration of the title of Chair of Chemical Biology
 - No. 114/2023: Foundation of a Personal Chair of Human Geography and Ethnography
3. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 1B.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Background and context

4. Universities (Scotland) Act 1966 enabled the University Court to exercise by Resolution a wide range of powers, including the creation of Chairs. The Act sets out the procedure for making Resolutions and stipulates that Senatus Academicus, the General Council and any other body or person having an interest require to be consulted on draft Resolutions throughout the period of one month, with the months of August and September not taken into account when calculating the consultation period.

Discussion

5. The draft Resolutions are attached to this paper.

Resource implications

6. The approval processes include confirmation of the funding in place to support the Chairs.

Risk Management

7. There are reputational considerations in establishing and altering the title of Chairs which are considered as part of the University’s approval processes.

Responding to the Climate Emergency and Sustainable Development Goals

8. N/A.

Equality and Diversity

9. Equality and diversity best practice and agreed procedures are adopted in appointing individuals to chairs.

Communication, implementation and evaluation of the impact of any action agreed

10. Via Senate’s report to University Court.

Consultation

11. The statutory process for the creation and renaming of Chairs requires consultation with Senate and the General Council prior to approval by the University Court.

Further information**Author(s)**

Kirstie Graham

Deputy Head of Court Services

August 2023

Freedom of information

Open paper

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 112/2023

Foundation of a Personal Chair of Selective Breeding

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

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

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 Selective Breeding 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 Selective Breeding 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 July Two thousand and twenty three.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 113/2023

Alteration of the title of Chair of Chemical Biology

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

WHEREAS the University Court deems it expedient to alter the title of the Chair of Chemical Biology founded by Resolution 1/1999 as amended by Resolution 31/2004;

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 Chemical Biology shall hereafter be designated the Thomas Bayes Chair of Organic Chemistry.
2. This Resolution shall come into with effect from 1 September 2023.

For and on behalf of the University Court
LEIGH CHALMERS
University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 114/2023

Foundation of a Personal Chair of Human Geography and Ethnography

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

WHEREAS the University Court deems it expedient to found a Personal Chair of Human Geography and Ethnography:

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 Human Geography and Ethnography 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 Human Geography and Ethnography together with all other rights, privileges and duties attaching to the office of Professor.
4. This Resolution shall come into force with effect from 22 May Two thousand and twenty three.

For and on behalf of the University Court

LEIGH CHALMERS

University Secretary

Electronic Senate

13 - 27 September 2023

Rector Election 2024 Date

Description of paper

1. This paper consults Senate on the potential date for the Rector Election 2024, in accordance with University Ordinance No. 197 (appended to this paper).

Action requested / recommendation

2. Senate is invited to comment on the proposed election date.
3. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 1D.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members

Background and context

4. A Rector is elected by students and staff every three years. Rules on when the election can be run are contained within University Ordinance No. 197: Rectorial Election. This states: ‘The election shall take place on such 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 date shall not be later than the second Saturday in March in any year.’

Discussion

Duration of election

5. Ordinance No. 197 provides for a five and a half week window when an election can take place, between 1 February to 9 March 2024. The last but one election, in 2018, took place over two days and this was extended at the last election, in 2021, to four days from Tuesday 23 to Friday 26 February 2021. The extension of the voting period was in response to an external review of the election regulations by Civica Election Services (formerly Electoral Reform Services), which, commenting on the two day voting period for the 2018 election, said: ‘The electorate for this election consists of staff and students whose commitments and routines are likely to vary significantly. It might be argued that extending the voting period even by a few days will make it easier for voters, and lead to increased participation in the election and higher turnout’. A sole candidate was nominated in 2021 and they were therefore elected unopposed without a vote so it was not possible to estimate if extending the voting period had an effect on participation. ***It is proposed to continue with a four day voting period should two or more candidates be nominated and a contested election take place.***

Proposed election date

6. The five and half week election window sits within the Semester 2 teaching block and there are a number of factors that have been borne in mind when proposing an election date within this:
 - The earlier within the window that the voting period takes place, the less time there will be within Semester 2 to hold the preceding call for nominations. This might lead to fewer candidates being nominated if the call for nominations falls mainly within the winter teaching vacation period or the December examinations. The 2021 election attracted one candidate and the 2018, 2015 and 2012 elections attracted two candidates each (with one candidate subsequently withdrawing in the 2012 election) and setting an

- election date as late within the window as possible will allow for a longer call for nominations period within Semester 2, when engagement levels will likely be higher;
- Flexible Learning Week occurs in week commencing 19 February and it proposed that the election does not overlap with Flexible Learning Week in case turnout is adversely affected in this period; and,
 - The elections for the Students' Association sabbatical officer positions (and many other elected roles) take place from Monday 4 March to Thursday 7 March and it is proposed that the Rector election date does not overlap with the Students' Association election date given that students can vote in both sets of elections.
7. Given these factors, it is proposed that the election date be Tuesday 27 February to Friday 1 March 2024, as:
- This is the latest point in the window allowed under the Ordinance that does not overlap with the Students' Association elections or take place over a weekend – allowing for as much as the call for nominations period to sit with Semester 2 as possible; and,
 - It also avoids holding an election within Flexible Learning Week.
8. ***Senate is invited to comment on the proposed election date of Tuesday 27 February to Friday 1 March 2024.***

Resource implications

9. None for the timing or date of the election, with the administrative costs for the election to be met from within the existing budgets.

Risk management

10. The proposed election date has been suggested on the basis of aiming to mitigate risks of a low number of candidates and of a low turnout, both of which have been witnessed in recent elections. Figures from the last four elections are:

Election Year	No. of Candidates	Turnout
2021	1	N/A – elected unopposed
2018	2	6%
2015	2	10%
2012	1 (and 1 withdrew)	N/A – elected unopposed

Equality & diversity

11. Students and staff will be encouraged to nominate suitable candidates from all backgrounds.

Communication, implementation and evaluation of the impact of any action agreed

12. Comments received will be reviewed and a paper summarising any comments and a proposed election date will be submitted to the 9 October 2023 meeting of the University Court for approval. The draft election regulations will be shared with student and staff unions (the Students' Association and the Joint Unions Liaison Committee) for comment prior to submission to the University Court for approval.

Authors

13. Kirstie Graham and Lewis Allan
Court Services Office

Freedom of Information

14. Open Paper.

UNIVERSITY OF EDINBURGH ORDINANCE NO 197

RECTORIAL ELECTION

At Edinburgh, the Second day of June, Nineteen hundred and ninety-seven years.

WHEREAS the University Court of the University of Edinburgh deems it expedient to amend the provisions governing the election of the Rector:

THEREFORE the University Court, in exercise of the powers conferred upon it by Sections 3 and 4 of the Universities (Scotland) Act 1966, and with particular reference to paragraph 3 of Part I of Schedule 2 to that Act, HEREBY STATUTES AND ORDAINS:

1. The Rector shall be elected by the fully matriculated students and the staff of the University by means of a single transferable vote system, and the election shall be conducted in accordance with arrangements determined from time to time by the University Court.
2. The election shall take place on such 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 date shall not be later than the second Saturday in March in any year.
3. The provisions of Article 2 shall apply so often as a vacancy in the office of Rector has occurred for any cause, or is about to occur through expiration of the statutory term of three years prescribed by Section 5(2) of the Universities (Scotland) Act 1889, provided that the person elected shall not in any case enter on office as Rector until a vacancy shall actually have occurred.
4. For the purposes of the Rectorial Election, no person shall be deemed to be a fully matriculated student unless he holds a matriculation card which certifies that, in the year concerned, he is in attendance on a course of study or is enrolled for one or more classes in the University. Students registered for the purpose of graduation or examination only and postgraduate students who have completed their prescribed period of study are not fully matriculated students.
5. For the purposes of the Rectorial Election, no person shall be deemed to be a member of staff unless he holds a contract of employment issued by the University Personnel Office and his name appears on the electoral roll as at 31st January preceding the date of the election, and he produces proof of identity.
6. A person shall be ineligible to be nominated for election as Rector if :
 - (a) he is qualified under this Ordinance to vote in the election; or
 - (b) he is a part-time student or is matriculated for examination or graduation purposes only.

7. If, at any time after his election, whether before entering on office or during his period of office, the Rector is, or becomes:

(a) qualified under this Ordinance to vote in a Rectorial election; or

(b) a part-time student or individual matriculated for examination or graduation purposes only he shall immediately thereupon become disqualified to hold the office of Rector and shall resign from that office which shall be deemed to be vacant from the date of such disqualification or (if later) from the date when he would otherwise have been entitled to enter on office.

8. University of Edinburgh Ordinances Nos 180 and 194 are hereby revoked.

9. This Ordinance shall come into effect on the date of its approval by Her Majesty in Council.

Approved by Order in Council, dated 22 July 1997.

Electronic Senate

13 – 27 September 2023

Senate Election Dates 2023-24

Description of paper

1. The paper provides Senate with information on the proposed nomination deadline and election dates for staff seeking election to Senate in 2024.
2. The paper provides Senate with information on the proposed nomination deadline and election dates for elected members of Senate seeking election to a Senate Standing Committee in 2024.

Action requested / recommendation

3. Senate is asked to note the proposed dates and offer comment.
4. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 1E.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Background and context

5. Academic staff members are elected annually to Senate. These elections are conducted under the [Senatus Academicus \(Senate\) Election Regulations](#).
6. Under the Senate Election Regulations, the call for nominations for each election will be made after 31 January each year. The nomination deadline and election date will be formally confirmed by Senate at its first meeting following this date. This meeting is scheduled to take place on 7 February 2024.
7. At its 12 October 2022 meeting, Senate agreed that three places on each of the Senate Standing Committees would be allocated to elected members of Senate with each position nominally assigned to each College. Current elected academic staff members of Senate plus Senate Assessors and the Academic Staff Member of Court are able to self-nominate for a position on one of the three Senate Standing Committees. Senate agreed that in the event that the number of eligible nominations for a Committee exceeds the three available places, an election would be held to determine which nominees are assigned to the membership of the Committee.
8. Election of student members of Senate is managed by the Edinburgh University Students’ Association.

Discussion

9. The proposed dates for the Senate and Senate Standing Committee Elections are as follows:

Wednesday 7 February 2024	Senate formally declares nominations open
Wednesday 6 March 2024 (12 noon)	Nominations close
Wednesday 13 March 2024	Candidate information made available online
Wednesday 27 March 2024 (9am) to Wednesday 3 April 2024 (12 noon)	Voting open online

10. Possible conflicts and mitigating factors:

- a. A Rector Election will take place in 2024 (see September 2023 e-Senate - Paper e-S 23/24 1D). The proposed election date for the Rector Election is 27 February to 1 March. The Rector Election is not anticipated to impact on nominations for election to Senate from eligible staff. The Rector Election does not overlap with the proposed dates for the Senate and Standing Committee Elections and any impact on canvassing and voting in the Senate Elections will be minimal.
- b. Flexible learning week takes place from 19 February to 23 February 2024, which is during the proposed nomination period. It is possible that some academic staff will take annual leave during this week. However, the length of the nomination period (one month) should ensure that all staff have opportunities to participate in the process.
- c. Both nomination and voting will take place online, and will remain accessible to staff working across different campuses and from home.
- d. Nominations will be open for a full month, and voting will be open for a full week, falling across two calendar weeks, which is intended to ensure that all staff are able to access the process.
- e. The nomination and election process will be complete before the beginning of the Spring teaching vacation (8 to 19 April 2024).

11. The University's Information Services Group outsourced the running of elections to Civica Electoral Services. The 2023 Senate and Senate Standing Committee Elections were conducted by Civica Electoral Services. The process for nomination and voting will clearly be communicated to eligible staff and elections will continue to be supported by Academic Services with input from ISG as required.

Resource implications

12. The resource implications for managing the administrative tasks required for the election will be primarily be met within Academic Services.
13. The University's Information Services Group has outsourced the running of elections to Civica Electoral Services and the budget required for this will be met by ISG.

Risk management

14. The University's Risk Policy and Risk Appetite statement refers to the University holding 'no appetite for any breaches in statute, regulation.' Senate elections are mandated by University Ordinance 212.

Equality & diversity

15. Ordinance 212: Composition of Senatus Academicus was subject to an Equality Impact Assessment (EIA) (published on the [Equality and Diversity webpages](#)). The EIA recommended publicising elections through a broad range of channels, to ensure that staff in all categories are aware of opportunities to stand for election, and this will be taken into account in planning election communications.

Communication, implementation and evaluation of the impact of any action agreed

16. Any comments will be taken into consider in election planning. The final timetable will be presented to Senate for approval in February 2024

Author

Olivia Hayes
Academic Policy Officer
Clerk to Senate
30 August 2023

Freedom of Information

Open

Electronic Senate

13 September – 27 September 2023

Senate and Senate Standing Committee Election Results 2023

Description of paper

1. The paper notifies Senate of the outcome of the elections of Academic staff members to serve on Senate from 1 August 2023.
2. The paper notifies Senate of the outcome of the elections for elected member of Senate to serve on a Senate Standing Committee from 1 August 2023.
3. There has been one addition to the paper, paragraph 9, since the paper was originally received at the 24 May meeting.

Action requested / recommendation

4. Senate is invited to note the paper
5. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 1F.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Background and context

6. At its [8 February meeting](#), Senate approved the arrangements for the operation of the elections for academic staff to Senate and the arrangements for the election of elected Senate staff members to Senate Standing Committees for 2023/24.
7. The elections were conducted in line with the arrangements approved by Senate and in line with the [Senatus Academicus \(Senate\) Election Regulations](#).

Discussion

8. The Senate elections were conducted in line with the arrangements approved by Senate at its [8 February meeting](#).
9. Senate are advised of one issue in delivering the election. We are confident this has not impacted on the results of the election. We identified that a small number of voters (total 59 voters) who held a role in more than one College and who were excluded from the original email inviting them to vote in all elections in which they are eligible to vote. This was quickly rectified and the invitation to vote extended to all eligible voters within 48 hours of each election opening (all elections were open for 7 days). None of the voters affected responded with concerns or have reported that their ability to vote was impacted. The issue was the result of changes in how data received from Human Resources was presented and having identified this issue we will be able to ensure this does not occur in future elections.
10. Senate are advised of an issue in declaring the results of the election which was notified to Senate in June 2023. A nominee, who later withdrew their nomination, was incorrectly reported as a successful candidate in the original publication of election results on the Senate website and within the paper which went to the 24 May meeting of Senate. The candidate contacted Senate Support and confirmed that they did not wish to serve on Senate and therefore they have been removed from the list of successful candidates. This is being reported to Senate for transparency and processes reviewed to ensure that any changes to nominations is captured in an appropriate way in future.
11. The declaration of the results of the Senate election can be found in Appendix 1.
12. The Senate elections were conducted in line with the arrangements approved by Senate at its [8 February meeting](#).
13. The declaration of the results of the Senate Standing Committee election can be found in Appendix 2.

Resource implications

14. The resource implications of holding elections were considered by Senate when approving the arrangements for the two elections on 8 February 2023.
15. There are no resource implications associated with declaring the outcome of the election.

Risk management

16. Electing members to Senate ensures that the University is in compliance with relevant statutory requirements.

Equality & diversity

17. The Scottish Code of Good Higher Education Governance stipulates that Senate will conduct a review its effectiveness on an annual basis and equality and diversity in relation to the election process. An externally facilitated review of Senate was conducted in 2022/23 and the emerging recommendations of the external review will be presented to Senate at its 24 May meeting.

Communication, implementation and evaluation of the impact of any action agreed

18. Elected members have been notified by the Senate Support team. The election results are published via the [Senate website](#) and a hard copy will be posted on the Old College Noticeboard.

Author

Olivia Hayes
Senate Clerk and Academic Policy Officer,
Academic Services
Updated June 2023

Freedom of Information

Open

Appendix 1

Senatus Academicus (Senate) Election Results 2023 – Academic Staff

Context

The positions that were available for election are below.

	College of Arts, Humanities and Social Sciences	College of Medicine and Veterinary Medicine	College of Science and Engineering
Academic staff (Non-professorial)	10	19	22
Academic staff (Professorial)	28	25	26

98 eligible nominations were received in the categories below.

	College of Arts, Humanities and Social Sciences	College of Medicine and Veterinary Medicine	College of Science and Engineering
Academic staff (Non-professorial)	22	11	23
Academic staff (Professorial)	12	6	24

Elected academic staff (non-Professorial) - College of Arts, Humanities and Social Sciences

As there were more nominees than positions available, an election took place from 19-26 April to determine the successful candidates. Successful candidates were elected to a three year term.

Elected academic staff (non-Professorial) – College of Science and Engineering

As there were more nominees than positions available, an election took place from 19-26 April to determine the successful candidates. Successful candidates were elected to terms of one, two and three years as determined by voter preferences.

Elected academic staff (Professorial) – College of Science and Engineering

The number of nominations received in these this category was fewer than the total number of vacancies, however higher than the number of nominations required to hold an election to determine terms of office. Therefore, all nominees are elected to Senate unopposed. An election took place from 19-26 April to determine the terms of office for candidates in this category with candidates elected to terms of one, two and three years as determined by voter preferences.

Elected academic staff (Professorial & non-Professorial) – College of Medicine and Veterinary Medicine & Elected academic staff (non-Professorial) - College of Arts, Humanities and Social Sciences

The number of nominations received in these two categories was equal to or fewer than the number of nominations required to hold an election to determine successful candidates or terms of office. Therefore, all nominees will be elected to Senate unopposed for a three year term.

Following the counting of votes, it is declared that the staff listed below are elected to Senate. A detailed breakdown of the votes cast is available on request from SenateSupport@ed.ac.uk

Results

The staff listed below have been elected to Senate.

College of Arts, Humanities and Social Sciences - Academic staff (Non-Professorial) 3 year term:

- Dr Kate Ash-Irisarri, School of Literatures, Languages and Cultures
- Dr Michael Barany, School of Social and Political Science
- Dr Kevin Donovan, School of Social and Political Science
- Dr Claire Duncanson, School of Social and Political Science
- Ms Emily Ford-Halliday, Edinburgh College of Art
- Dr Jakov Jandric, Business School
- Mr Itamar Kastner, School of Philosophy, Psychology and Language Sciences
- Dr Sophia Lycouris, Edinburgh College of Art
- Dr Richard Oosterhoff, School of History, Classics and Archaeology
- Ricardo Ribeiro Ferreira, School of Social and Political Science

College of Arts, Humanities and Social Sciences - Academic staff (Professorial) 3 year term:

- Professor Jonathan Ansell, Business School
- Professor Martin Corley, School of Philosophy, Psychology and Language Sciences
- Professor Sharon Cowan, School of Law
- Professor Jo Danbolt, Business School
- Professor Paul Du Plessis, School of Law
- Professor Anne-Maree Farrell, School of Law
- Professor Tonks Fawcett, School of Health in Social Science
- Professor Soledad Garcia Ferrari, Edinburgh College of Art
- Professor Rachel Muers, School of Divinity
- Professor Eberhard Sauer, School of History, Classics and Archaeology
- Professor Antonella Sorace, School of Philosophy, Psychology and Language Sciences
- Professor Chris Speed, Edinburgh College of Art

College of Medicine and Veterinary Medicine - Academic staff (Non-professorial)

3 year term:

- Dr Sumari Dancer, Royal (Dick) School of Veterinary Studies
- Dr Kelly Blacklock, Royal (Dick) School of Veterinary Studies
- Dr Celine Caquineau, Edinburgh Medical School
- Mr Sameer Dhumale, Edinburgh Medical School
- Dr Valentina Ferlito, Edinburgh Medical School
- Dr Kirstin Stuart James, Edinburgh Medical School
- Dr Zoeb Jiwaji, Edinburgh Medical School
- Dr Andy Law, Royal (Dick) School of Veterinary Studies
- Dr Margaret MacDougall, Edinburgh Medical School
- Dr Pau Navarro, Royal (Dick) School of Veterinary Studies
- Ms Aryelly Rodriguez Carbonell, Edinburgh Medical School

College of Medicine and Veterinary Medicine - Academic staff (Professorial)

3 year term:

- Professor Gill Aitken, Edinburgh Medical School
- Professor Ruth Andrew, Edinburgh Medical School
- Professor Mark Evans, Edinburgh Medical School
- Professor David Hay, Edinburgh Medical School
- Professor Mike McGrew, Royal (Dick) School of Veterinary Studies
- Professor Simon Riley, Edinburgh Medical School

College of Science and Engineering - Academic staff (Non-professorial)

3 year term:

- Dr Matthew Bell, School of Biological Sciences
- Dr Laura Bickerton, School of Chemistry
- Dr Julian Bradfield, School of Informatics
- Dr Ricardo De Oliveira Almeida, School of Informatics
- Mr Jonny Dennis, School of Biological Sciences
- Dr Simone Dimartino, School of Engineering
- Dr Stuart Gilfillan, School of GeoSciences
- Dr James Hopgood, School of Engineering
- Dr Chris Mowat, School of Chemistry
- Dr Steven O'Hagan, School of Mathematics
- Dr Cheryl Patrick, School of Physics and Astronomy

2 year term:

- Dr David Quinn, School of Mathematics
- Dr Stewart Smith, School of Engineering

1 year term:

- Dr Vashti Galpin, School of Informatics
- Dr Catherine Kidner, School of Biological Sciences
- Dr Rupert Nash, Academic role not based in a School
- Dr Hollie Rowlands, School of Biological Sciences
- Dr Maximilian Ruffert, School of Mathematics

- Dr Nadia Tuzi, School of Biological Sciences
- Dr Frank Venter, School of Biological Sciences
- Dr Iain Wright, School of Chemistry
- Dr Ansgar Zoch, School of Biological Sciences

College of Science and Engineering - Academic staff (Professorial)

3 year term:

- Professor Marialuisa Aliotta, School of Physics and Astronomy
- Professor Luigi Del Debbio, School of Physics and Astronomy
- Professor Chris Dent, School of Mathematics
- Professor Jim Kaufman, School of Biological Sciences
- Professor Tom Leinster, School of Mathematics
- Professor Cait MacPhee, School of Physics and Astronomy
- Professor Simon Mudd, School of GeoSciences
- Professor Josephine Pemberton, School of Biological Sciences
- Professor Colin Pulham, School of Chemistry
- Professor Sue Sierra, School of Mathematics
- Professor Patrick Walsh, School of Biological Sciences

2 year term:

- Professor Philip Best, School of Physics and Astronomy
- Professor Chris French, School of Biological Sciences
- Professor Justin Goodrich, School of Biological Sciences
- Professor Karen Halliday, School of Biological Sciences
- Professor Jon Pridham, School of Mathematics
- Professor Ken Rice, School of Physics and Astronomy
- Professor Sean Smith, School of Engineering
- Professor Stephen Warrington, School of Engineering
- Professor Michele Weiland, Academic role not based in a School

1 year term:

- Professor Clark Barwick, School of Mathematics
- Professor Neil Chue Hong, Academic role not based in a School
- Professor Alistair McCormick, School of Biological Sciences
- Professor Avery Meiksin, School of Physics and Astronomy

Appendix 2

Senate Standing Committee Election Results 2023

Context

The positions that were available for election are below.

Senate Standing Committee	Positions available
Senate Academic Policy and Regulations Committee	Three - each position is nominally assigned to a College
Senate Education Committee	Three - each position is nominally assigned to a College
Senate Quality Assurance Committee	Three - each position is nominally assigned to a College

12 eligible nominations were received in the categories below.

	College of Arts, Humanities and Social Sciences	College of Medicine and Veterinary Medicine	College of Science and Engineering
Senate Academic Policy and Regulations Committee	1	1	1
Senate Education Committee	2	1	2
Senate Quality Assurance Committee	3	1	0

Senate Academic Policy and Regulations Committee

The number of nominations received from each College for this Committee was equal to the number of vacancies. Therefore, all nominees are elected to the Committee unopposed for a one year term.

Senate Education Committee

There was one nominee from the College of Medicine and Veterinary Medicine, therefore this nominee is elected to the Committee unopposed for a one year term.

There were two nominees from each the College of Arts, Humanities and Social Sciences and the College of Science and Engineering. As there were more nominees than positions available, an election took place from 22-29 March to determine the successful candidates. Successful candidates were elected to a one year term.

Senate Quality Assurance Committee

No nomination was received from a Senate member in the College of Science and Engineering.

There was one nominee from the College of Medicine and Veterinary Medicine, therefore this nominee is elected to the Committee unopposed for a one year term.

There were three nominees from the College of Arts, Humanities and Social Sciences and therefore more nominees than vacant positions. However, one candidate indicated their preference to withdraw their nomination if there were more nominees than vacancies, and therefore their nomination was withdrawn.

Following the declaration of the results of the Senate election, one of the CAHSS candidates was not re-elected to Senate and therefore they were no longer eligible to serve on the Committee as an elected member of Senate, leaving one position vacant.

In light of this, Senate Support contacted the individual who previously withdrew their nomination to confirm if they still wish to fill the vacant position. They confirmed they are content to fill the position as previously indicated.

Following the counting of votes, it is declared that the staff listed below are elected to Senate. A detailed breakdown of the votes cast is available on request from SenateSupport@ed.ac.uk

Results

The staff listed below have been elected to a Senate Standing Committee

Senate Academic Policy and Regulation Committee:

- Dr Aidan Brown, College of Science and Engineering
- Dr Murray Earle, College of Arts, Humanities and Social Sciences
- Dr Uzma Tufail-Hanif, College of Medicine and Veterinary Medicine

Senate Education Committee:

- Dr James Hopgood, College of Science and Engineering
- Dr Susan Morrow, College of Medicine and Veterinary Medicine
- Dr Tamara Trodd, College of Arts, Humanities and Social Sciences

Senate Quality Assurance Committee:

- Dr Michael Barany, College of Arts, Humanities and Social Sciences
- Dr Pia Helbing, College of Arts, Humanities and Social Sciences
- Professor Jose Vazquez-Boland, College of Medicine and Veterinary Medicine

Electronic Senate

13 – 27 September 2023

Annual review of effectiveness of Senate

Description of paper

1. This paper notifies Senate members of plans for the annual internal review of Senate's effectiveness.
2. There have been minor updates to the paper to reflect actions taken in the intervening period relating to the annual review of effectiveness of Senate since the paper was originally received at the 24 May meeting.

Action requested / recommendation

3. Senate is asked to note the plans for the review, and thanked for their engagement with opportunities to provide feedback on Senate's functioning and effectiveness.
4. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting "comment on e-S 23/24 1G." These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Background and context

5. The 2017 version of the Scottish Code of Good Higher Education Governance states that institutions are expected to review the effectiveness of their Senate and its committees annually and to hold an externally-facilitated review every five years: "49. The governing body is expected to review its own effectiveness each year and to undertake an externally facilitated evaluation of its own effectiveness and that of its committees, including size and composition of membership, at least every five years. As part of these processes or separately, the effectiveness of the academic board (also known as Senate, Senatus Academicus or academic council) is expected to be reviewed similarly. These reviews should be reported upon appropriately within the Institution and outside. Externally facilitated reviews should be held following any period of exceptional change or upheaval (allowing suitable time to see the effects of changes made), the usual timetable for externally facilitated review being brought forward if necessary in these circumstances."
6. In line with the requirements of the Code, during Summer 2023, Academic Services conducted a light-touch review of Senate. The outcomes of this review will be reported to Senate at its meeting on 11 October 2023.
7. Academic Services also conducted effectiveness reviews of the Senate Standing Committees, and the report of these reviews will be presented to Senate at its meeting on 11 October 2023.
8. The previous annual internal effectiveness review was reported to Senate on 12 October 2022. Actions identified in the previous annual effectiveness review, and progress against these actions, are in Appendix 1.
9. An externally-facilitated review of Senate was conducted in 2022-23, with the final report shared with Senate members in August 2023, along with a mechanism for members to provide feedback on the findings and recommendations of the review.

Discussion

10. The internal review process is primarily self-reflective. Senate members were invited to respond to a brief online questionnaire during Summer 2023 (managed by Academic Services). The questions from the internal review are contained in Appendix 2
11. Members of Senate Standing Committees were also asked for brief feedback on working with Senate and this will be fed into the report.
12. The review process is intended to gather information on and evaluate effectiveness in terms of the:
 - a. Support and facilitation of Senate meetings;
 - b. Engagement of members and knowledge and understanding of their roles and the remit of Senate;
 - c. Impact and strategic relevance of Senate's work.
13. Academic Services will collate the information gathered and produce a report on the findings, including proposed actions.

Resource implications

14. The review will be conducted by Academic Services and any resource requirements will be met from existing budgets. The resource implications of any actions identified in response to the outcomes of the review will be considered at that stage.

Risk management

15. The annual effectiveness internal review process assists the University in ensuring that its academic governance arrangements are effective and enables the University to manage a range of risks associated with its academic provision.

Equality & diversity

16. The review provides an opportunity to identify any equality and diversity issues in the make-up of the Committee and the way it conducts its business.

Communication, implementation and evaluation of the impact of any action agreed

17. The report will be presented to Senate at its meeting on 11 October 2023. If the review identifies required actions or enhancement opportunities, these will be taken forward by Academic Services (if directly related to the functioning and support of Senate) or referred to the appropriate body for consideration. A note of the report will be sent to Court via the routine Senate report to Court.

Author

Olivia Hayes, Academic Policy Officer
Updated August 2023

Freedom of Information

Open

Appendix 1:

Area Under Review	Recommended Action	Responsible	Progress
Role and remit	<ol style="list-style-type: none"> 1. Academic Services to hold a briefing on Senate regulations and procedures to build members knowledge of the Senate Standing Orders and procedural elements of acting as a Senate member – in line with the paper presented to Senate’s August 2022 meeting. 2. Additional efforts will be made by Academic Services to ensure that any members joining out with the usual cycle receive the induction materials provided to all staff. Induction sessions are held annually and all Senate members are invited to attend. This practice will continue. 	All: Academic Services	<ol style="list-style-type: none"> 1. Due to a turnover of staff who provide support to Senate, staffing pressures within Academic Services, the resource required to support the external review of Senate this action has not been completed and will be carried forward. The issue of Senate regulations and procedures has received more focus in Senate than usual and therefore Academic Services has not had the opportunity to provide a general briefing, given the continuing discussions with some Senate members regarding this issue which Academic Services is dealing with separately. 2. Academic Services have reviewed existing materials and developed an enhanced welcome email to new members of Senate who join out with the usual cycle.
Oversight of Senate Standing Committees	<ol style="list-style-type: none"> 3. Add three elected members of Senate to Standing Committees – in line with the amendment approved at Senate’s August 2022 meeting. 	All: Academic Services and Senate Standing Committee Conveners	<ol style="list-style-type: none"> 3. This action was completed by November 2022.

	<p>4. Revise the format of the annual Senate Standing Committees report to provide further detail on the work of Committees.</p> <p>5. Standing Committee Conveners to continue be available at Senate meetings to answer questions on the work of the Standing Committees.</p> <p>6. Academic Services to continue with the practice of informing Senate members when Standing Committee papers are available and offering them an opportunity to comment, and to implement the guidelines for Senate Standing Committee papers as approved at the August 2022 Senate meeting</p>		<p>4. The Annual Report of Senate Standing Committees presented in May 2023 has been enhanced to provide further detail on the work of Committees.</p> <p>5. Standing Committee Conveners continue to be available at Senate meetings to provide an update on the work of the Standing Committees.</p> <p>6. Academic Services and Senate Support have established the practice of notifying the wider Senate when Senate Committee papers are published online.</p>
Senate engagement with strategic priorities	<p>7. Review the format of Senate meetings taking account of members' feedback on the format, duration and timing of meetings. The review will take account of members' preference for hybrid meetings.</p> <p>Senate Support made extensive efforts with ISG to hold the 25 May meeting as hybrid. The technology and functionality for a high-quality hybrid meeting, which allowed for members to engage from home, was unable to be arranged in the time available.</p> <p>It is expected that the briefing on Senate regulations and procedures session will also address some of the feedback received on procedural matters raised under this item.</p>	Academic Services, for discussion with the Convener	<p>7. Senate Support have remained in contact with colleagues in ISG throughout the year working to support high quality hybrid meetings. Following the first hybrid meeting held in February 2023, meetings have been held online to allow further time to develop improvements in the support of hybrid meetings. Further work on the format of Senate meeting will be undertaken over the summer.</p>
Committee Support	<p>8. Support the externally facilitated review of Senate to take place in 2022/23.</p>	All: Academic Services	<p>8. Academic Services have provided support to the externally facilitated</p>

	<p>9. Continuously review practical arrangements for Senate meetings to prioritise accessibility and opportunities for discussion.</p>		<p>review of Senate throughout 2022/23.</p> <p>9. This action has been ongoing throughout 2022/23 and relates to actions and updates provided under item 7.</p>
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Appendix 2

Draft questionnaire. These are the same questions as used in Summer 2022. All questions allow free text responses.

1. During your time as a member of Senate, have you had a clear understanding of your role on Senate? Do you have any suggestions for how this could be better communicated, for example via the Senate Induction sessions, the Senate Members' Handbook, or the Senate website?
2. In May each year, Senate receives an Annual Report of the Senate Standing Committees. Does this provide Senate with appropriate oversight of the Committees' work?
3. During your time as a member of Senate, do you feel Senate has engaged effectively with the strategic priorities of the University? In what ways? How could Senate engagement with strategic priorities be improved?
4. Do you feel that Senate is supported effectively by the Senate Support team within Academic Services? Please comment on what works well, and what you think could be improved.

Electronic Senate

13 September – 27 September 2023

Communications from the University Court

Description of paper

1. To update Senate on certain matters considered by the University Court at its meeting held on 17 April 2023.

Action requested / recommendation

2. Senate is invited to note the report.
3. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 11.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Resource implications

4. Where applicable, as covered in the report.

Risk management

5. Where applicable, as covered in the report.

Equality and diversity

6. Where applicable, as covered in the report.

Communication, implementation and evaluation of the impact of any action agreed

7. Regular reports on the Court’s work of interest to Senate will continue to be submitted.

Author

Dr Lewis Allan
Head of Court Services
12 September 2023

Freedom of Information

Open Paper

COMMUNICATIONS FROM THE UNIVERSITY COURT

17 April 2023

1 Matters Arising

A verbal update was provided on the [Academic Freedom/Freedom of Expression Working Group](#). It was noted that the Working Group has agreed a terms of reference and has met twice to date, with a further three meetings scheduled in the coming months. Four workstreams have been established covering: i) Engagement and Culture; ii) Education and Training; iii) Policies, Structures and Procedures; and, iv) Communication, with the aim of identifying short, medium and longer term actions to support delivery of Strategy 2030 objectives. An email update has been circulated to all academic staff and information on the group added to the University website. The following queries and comments were raised:

- Whether the timescales can be advanced and/or some initial actions taken in the short term – the working group is meeting frequently and colleagues involved are working at pace in addition to their other responsibilities. Actions can be taken as they are identified, e.g. training is already taking place for Heads of School and the Policy on Speakers and Events is being reviewed at present;
- Whether a more expansive definition of academic freedom could be used beyond the legal definition, e.g. to include considering self-censorship and ensuring a plurality of viewpoints can be heard, including in teaching – the legal definition of academic freedom is referenced on the website and the working group discusses how academic freedom is considered as part of its deliberations;
- Addressing censorious behaviour – one workstream is focused on engagement and culture, which includes behaviours and how all colleagues work together as a community and respect one another; and,
- How the membership of the working group was determined and including colleagues with published expertise in the topic – the working group includes colleagues who have significant involvement in academic freedom and freedom of expression matters in their roles, including a number of Heads of School. There will be broader engagement beyond the Working Group through the workstreams, recognising the high level of interest in the topic and the desire to receive input from a diverse range of views.

2 Principal's Report

A summary of the Principal's main activities since the last meeting was noted, with the Principal commenting on the following:

- Industrial relations – i) a marking and assessment boycott is expected to be called by the University & College Union. Staff declaring participation in the boycott will receive a 50% deduction in salary for the duration, with some institutions expected to deduct 100% of salary. Mitigating measures will be considered where possible to reduce the impact on students;
ii) the latest valuation of the Universities Superannuation Scheme (USS) has been undertaken and the results are expected to show a significantly improved position in the scheme's funding compared to the previous valuation – this may enable benefits and/or contributions to be amended to reflect this;

iii) while the sector-wide pay offer remains subject to ongoing dispute, with negotiations having reached an impasse, employers have been implementing the offer to ensure that staff can receive a salary uplift at the present time, with the first phase of the uplift undertaken in the March payroll;

- Recent developments in generative artificial intelligence, most notably ChatGPT, have elicited media interest and discussion in the sector on potential implications for higher education, including for student assessments. The University is able to draw upon its own academic experts in this field and Professor Shannon Vallor, Baillie Gifford Chair in the Ethics of Data and Artificial Intelligence has been invited to present to a future Court meeting on this topic; and,
- Additional graduation ceremonies have taken place for cohorts who had been unable to participate in ceremonies given pandemic restrictions in place at their usual time of graduation,

Developments in artificial intelligence were discussed, including the variety of responses seen within higher education systems in other countries and whether this may influence preferences for some forms of student assessment over others. A pre-existing trend towards increased use of formative over summative assessment was noted and that [guidance](#) for student use of generative artificial intelligence has recently been produced and will be kept under active review.

3 Curriculum Transformation Project Update

An update on the Curriculum Transformation Project was reviewed following recent discussion at Senate and the University Executive. The following points were raised:

- The level of resourcing and where and how this is being deployed – expenditure to date has mainly been on staffing for the project team and some secondments and consultancy work. Expenditure is below the initially anticipated level at present but is expected to rise to meet levels budgeted for. An investment case is being developed along with work to better understand resource implications at School level and any implications for the internal economy of the University;
- The approval pathway for the project and ensuring that decisions are sought at the appropriate times and that Court remains involved;
- Student feedback on the project to date – student feedback has been a key impetus for the project, noting the difficulties many students have encountered in navigating the present curriculum beyond their core disciplinary areas. Student interest in participating in curriculum co-creation projects has been strong and student members of Senate have expressed support for curriculum transformation;
- The timeline for the project, recognising that the project's progress has been slower to date than first envisaged given the pandemic and recovery from this;
- Concerns that Schools may have and addressing these – Schools are keen to ensure that any curriculum changes do not affect the strong disciplinary grounding Edinburgh students receive. The project is intended to enhance the non-core or 'wraparound' elements of the curriculum and not impact on the disciplinary core. Resourcing implications at School level have also been

raised and this is being considered in the next phase of work that will align the new framework with the present arrangements in Schools;

- The importance of ensuring effective implementation and learning from other curriculum change projects, such as the Curriculum for Excellence programme in Scottish schools; and,
- Whether curriculum transformation is a project that will likely improve student satisfaction, including student satisfaction as measured in the National Student Survey – the work is motivated by recognition that a review of the curriculum is long overdue and that students have frequently raised this, rather than being motivated/driven by the recognised need to improve National Student Survey results. It is part of a range of work that taken together is expected to improve the student experience from the point of application through to completion of a course of study and beyond.

4 Students' Association and Sports Union Reports

Regular reports from the Students' Association and Sports Union were received, with matters highlighted including: the Association's shortlisting in five categories at the National Union of Students Scotland Awards, winning the Education Award for work preparing students to return to in-person exams; the cost of living campaign and a recent open letter on this; a recent increase in student submissions of special circumstances and academic appeals; concerns over the potential impact of the marking and assessment boycott, noting that the Association supports the industrial action; and, on the Teviot Row House project, the importance of planning for the decant and mitigating any financial impacts on the Association. Noting that student members Niamh Roberts and Isi Williams will conclude their terms of office before the next meeting, members thanked them for their contributions and wished them well for the future.

5 Estates: Residential Strategy 2023 – 2030

A draft Residential Strategy 2023 – 2030 was reviewed. Current volatility in the student accommodation market was highlighted, particularly in the City of Edinburgh, and the strategy is planned for a review on an annual basis given the rapidly changing environment. It was noted that the provision of student accommodation is a core part of the University's offer to prospective students but it is not supported by government funding, is self-funded, and there is a recognised significant additional challenge faced by returning students. The strategy seeks to enable continued accommodation of all new students eligible under the current accommodation guarantee and provide 20% of stock for returning students or other categories, in addition to improving the inclusivity of the accommodation provided.

Members discussed:

- Support for improving inclusivity in terms of the socio-economic mix of students accommodated within the same development;
- Communicating the strategy to students and providing assistance to those seeking private sector accommodation, including encouraging early applications;
- The present status of the accommodation proposal at the Peffermill site – this remains under consideration as a potential longer-term proposal in revised form;

- Increases in student numbers in recent years and the pressure this has placed on accommodation – there have been some larger intakes than planned during the pandemic years owing to external factors with resultant short term pressures. These pressures have been exacerbated by a drop in private rental availability but intakes are being carefully managed in line with size and shape objectives, in tandem with accommodation planning, to improve the situation.

Noting the Key Strategic Actions and Delivery Plan contained within the Strategy and the commitment to the University strategic objectives, specifically around student experience, inclusion and diversity, transport and climate action, the Residential Strategy 2023 – 2030 was approved.

6 Estates: Edinburgh College of Art

A funding request for the redevelopment of the Edinburgh College of Art (ECA) site at Lauriston Place was presented. It was noted that plans to redevelop the site can be traced to the University's merger with ECA in 2011 and an intention to achieve benefits from co-locating more of the enlarged School's activities in one site.

Members discussed:

- Assessing expected benefits to the student experience from the project and including evidence for expected student experience benefits in future estates projects. It was commented that improving the student experience has been core to the plans for the project but measuring changes after completion in an accurate way is difficult given the number of other factors that can influence student experience. Assessing this for relevant future projects will be considered;
- The importance of access to studio spaces for ECA students and the impact that growth in numbers can have on this;
- The importance of considering staff experience within estates projects; and,
- Confidence in delivery of the project on budget – construction costs remain volatile but the project will operate to a fixed budget.

Court:

- Noted that proposed funding is included within the Capital Plan for the project;
- Noted that the implementation and delivery of the ECA Masterplan will allow the Reid School of Music to relocate from Alison House to the Lauriston Campus, thus releasing space within the Central Area for repurposing;
- Noted that funding has previously been approved to cover design team fees and surveys; and,
- Approved capital funding to progress the project from RIBA Stage 3 through to construction and building occupation.

7 Estates: Teviot Row House

A funding request for [refurbishment and improvement work on the Teviot Row House building](#) was presented. It was noted that this encompasses modernisation, compliance and student experience enhancement works but will necessitate the closure of the building for the duration of the works. The Students' Association President highlighted the potential impact on student experience during the

building's closure and the importance of the decant plans in mitigating this. It was agreed that Court would be updated on the decant plans within the regular Students' Association report.

Court:

- Approved capital funding of to progress the Teviot Row House project from RIBA Stage 3 through construction to completion and occupation;
- Noted that this is in addition to funding previously approved for design team fees and surveys; and,
- Noted that as the building requires to close for the duration of the works the University needs to capitalise on this opportunity to make enhancements that will benefit the student experience within the building.

8 Equality, Diversity & Inclusion

- **Equality Outcomes and Mainstreaming Progress Report 2023**
- **Equality, Diversity and Inclusion Data Report 2023**

The [Equality Outcomes and Mainstreaming Progress Report 2023](#), including reporting under the Gender Representation on Public Boards (Scotland) Act 2018, and the [Equality, Diversity and Inclusion Data Report 2023](#) were reviewed. Success in embedding equality, diversity and inclusion principles and responsibilities and progress in areas such as an increase in the proportion of Black, Asian and Minority Ethnicity students and staff was noted. It was recognised that further progress is needed in a range of areas. This includes improving communications, improving the experience of individuals with disabilities, addressing variances in student outcomes and fostering good relations among different groups to support freedom of expression and its intersection with equality, diversity and inclusion.

The following points were raised in discussion:

- The reports were welcomed and progress made in areas such as Widening Participation, narrowing attainment gaps;
- Considering language used, e.g. language around protected characteristics and language used within the sector, and by sector agencies, and taking a consistent approach – it was agreed that this will be reviewed prior to publication;
- The approach to resourcing equality, diversity and inclusion work, including relevant training – mainstreaming equality, diversity and inclusion work includes mainstreaming its resourcing and is being considered within the planning round in the context of increasing commitment and resource to this work. For training, HR colleagues are developing an equality, diversity and inclusion learning and development framework;
- Ensuring close monitoring of care experienced students in future reports, noting the Scottish Funding Council's request to universities and colleges to treat care experience as similar to a protected characteristic; and,
- The importance of fostering good relations and supporting inclusion of all in areas where there may be tensions.

9 People and Money System Update

An update on the implementation of the People & Money system was presented. It was noted that recommendations from the Special Advisor to the Principal on People & Money have been accepted by the programme leaders and will be

factored into shorter term and longer term work as appropriate. It was confirmed that a single University-wide implementation group will succeed the current structure of implementation groups for each College and Professional Services Group as the implementation progresses. Understanding factors behind difficulties experienced in prompt invoice processing was raised, noting that some technical issues did occur and these have been or are being addressed, with ongoing issues typically arising from errors that can be addressed by building user training and experience in using the new system. Learning from the system's implementation ahead of other planned major change projects was raised, along with the importance of Court oversight of major projects and examination of projects that have experienced cost overruns and delays and the importance of resourcing local areas to help implement projects successfully. It was noted that a steering group on strategic change is considering issues such as resourcing, prioritisation and timing, reflecting on recent experience.

10 People and Money External Review

An update on the procurement of an external review of the implementation of the People and Money System was reviewed, noting that tenders have been invited and will be assessed in May/June.

11 Managing Security Related Risks in Internationalisation – Annual Update

An annual update on the management and mitigation of security related risks across international activity and collaboration was considered. The UK government's interest in promoting 'trusted research', meaning the protection of research from potential theft, exploitation or manipulation and the intention to raise awareness of this within the University research community was highlighted. Academic freedom-related aspects of the topic were discussed, noting University involvement in the UK-wide Academic Freedom and Internationalisation Working Group and links with the University's own Academic Freedom and Freedom of Expression Working Group.

12 Performance Measures to Support Strategy 2030 – 2022-23 Mid-Year Report

The 2022-23 mid-year report on the performance measures to support Strategy 2030 was reviewed, noting the approach proposed for Key Performance Indicator 5: Staff Engagement, to aggregate equally weighted responses to five questions in the recent staff engagement survey. The proposed approach was agreed.

13 Draft Resolutions: Degree Programme Regulations

Court agreed to refer the following draft Resolutions to Senate and the General Council for observations:

- Draft Resolution No. 8/2023: Undergraduate Degree Programme Regulations
- Draft Resolution No. 9/2023: Postgraduate Degree Programme Regulations

14 Other items

Regular reports from Court's committees, Senate, the Development & Alumni Office and from the Director of Finance were reviewed. Court approved proposed University Benefactors awards and the Small Works Capital Plan Allocation 2023-24.

Electronic Senate

13 September – 27 September 2023

Knowledge Strategy Committee Report

Description of paper

1. The paper reports on the Knowledge Strategy Committee meeting held on a hybrid basis on 30 May 2023.

Action requested / recommendation

2. Senate is invited to note the report.
3. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 1J.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Resource implications

4. Where applicable, as covered in the report.

Risk management

5. Where applicable, as covered in the report.

Equality & diversity

6. Where applicable, as covered in the report.

Communication, implementation and evaluation of the impact of any action agreed

7. Regular reports on aspects of the Committee’s work of interest to Senate will continue to be submitted.

Authors

Lewis Allan and Jamie Tait
Court Services Office
August 2023

Freedom of Information

Open paper

REPORT FROM THE KNOWLEDGE STRATEGY COMMITTEE

30 May 2023

1 Introductory Remarks/Membership Changes

Members and attendees were welcomed to the meeting. It was noted this was the final meeting for Senate appointee Paul Norris and student appointee Sam Maccallum. Warm thanks were expressed to Paul and Sam for their contributions to the Committee.

Noting that Paul Norris is anticipated to step down as Convener of Senate Academic Policy and Regulations Committee, it was agreed to continue with the approach of recommending to Senate that the Senate appointees to the Committee should include the Conveners of the three Senate committees (Academic Policy and Regulations Committee, Education Committee and Quality Assurance Committee).

2 Beyond Net Zero and Sustainable Development Goals

Scott Davidson, Deputy Director for Social Responsibility and Sustainability and Head of Sustainability, provided an overview of the Climate Strategy refresh, with a focus on the role for IT and Data. Three focal areas of the emerging climate strategy refresh were highlighted: a rebalance to emphasise the importance of research, teaching and learning and partnerships; widening the focus to include other planetary crises, such as the biodiversity collapse; and science aligned targets, including the importance of maintaining global temperatures at no more than 1.5 degrees Celsius of pre-industrial levels. While the University has managed to reduce its own carbon emissions by around 8 to 9% over the previous 15 years while growing in size considerably in that period, a step change is required if a 43% carbon reduction by 2030 is to be met. Any underperformance in reducing carbon emissions at present will need to be counterbalanced by overperformance at a later date as carbon reduction is measured against a carbon “budget”. IT-related solutions that might assist were highlighted, including virtual conferencing, electric vehicle charging, facilitating shared or more efficient use of energy intensive research equipment and dynamic energy demand management.

The presentation and the positive work underway in this area was welcomed. It was noted that the Department of Social Responsibility & Sustainability had recently appointed a Senior Implementation Manager, whose role focuses on embedding climate and sustainability into decision-making across the University and it is hoped to see major progress in this area in the next 6-12 months.

3 ISG Sustainability – Green Data Centres and ISG Plans

Tony Weir, Director of IT Infrastructure, provided an overview of Information Services Group (ISG) sustainability, with a focus on Green Data Centres. It was noted that PUE (Power Usage Effectiveness) is the standard measure of data centre efficiency, with the average annual PUE of the University’s three data centres decreasing over the past three years to around 1.2 – with the worldwide average being 1.5 and world leaders around 1.1. There is a continued focus on improving the efficiency of data centres and some IT equipment such as some

servers operated by Schools with more data-intensive research areas have been moved to the more energy efficient data centres.

Other areas highlighted for ongoing or potential future improvements in sustainability included: end user devices; open access laboratories, noting that software applications can be virtually presented to any student device, providing flexibility and reducing the need for open access seats; the new University network, which has a power management capability to reduce power consumption; procurement controls, with the use of national frameworks that promote ethical supply chains; reuse/disposal of equipment for community reuse; and, printer consolidation, with an approximately 35% reduction in the number of printers.

It was noted in discussion that the last University energy audit was undertaken in 2019, with audits paused during the pandemic given the need to access physical spaces and these will now resume.

4 Chief Information Officer Update

Key activities and updates since the last meeting were reported, including:

- **Sustainable IT Sub-Group:** it was noted the Sub-Group had now formed and is chaired by John Thompson, Professor of Signal Processing and Communications in the School of Engineering. A number of initiatives will come forward and further updates will be provided at future meetings.
- **IT systems outage:** on 5 May the University experienced widespread technical issues which affected multiple services for staff and students. Although there was no data loss during the outage a large number of services were unavailable for the majority of the day. It was noted the root cause of the outage was a failure of older infrastructure for the University network, which is in the process of being replaced, with the new infrastructure possessing greater fail-safes that should avoid any repetition of this magnitude when operational. A full incident report had been completed with lessons learned. Members discussed the problems caused by the usual communications route of University mailing lists failing as a result of the outage and the importance of improving rapid communications and contingency plans for alternative communications channels should a similar incident of this nature occur again.
- **USS and Capita data breach:** it was noted there had been a recent data breach affecting some of the UK-wide Universities Superannuation Scheme (USS) data on scheme members hosted by Capita. USS had emailed affected members, where they held email addresses, advising on the nature and extent of the breach. Further advice was available on the USS and Capita websites, and scheme members have been offered free access to a 12-month membership of Identity Plus, a monitoring service provided by Experian. Although it was noted that the University itself is not involved in this incident and that USS members have a direct relationship with USS, it is understandably highly concerning to many staff and a Staff News item has been [published](#) on the University website regarding this issue. Members suggested further communications from the University would be helpful and welcomed, with the Vice-Principal & Chief Information Officer to consider this with senior colleagues. *[Secretary's note: a subsequent update including information security advice has also been [published](#).]*

- **Generative Artificial Intelligence (AI) update:** recent developments were noted, including:
 - Consideration by the European Union of a new legal framework on the development and use of artificial intelligence, with proposed legislation;
 - Draft guidelines for University staff on AI have been developed and will be finalised and circulated [*Secretary's note: guidance for staff on generative AI has since been [published](#)*];
 - Adobe Firefly, a new AI image and text effect software, has now been licensed for use at the University.
- **Supply chain disruption:** global supply chain disruptions reported at previous meetings are slowly improving.

The following points were raised in discussion:

- **Information Security training course:** it was noted this had been made mandatory for all staff and consideration was being given to whether this should also be mandatory for students. It was noted that the course is available on People & Money for staff and on the Learn Virtual Learning Environment for students.
- **Multi-Factor Authentication project.** The project is proceeding and is being piloted with selected staff groups (Information Services Group and Registry) before a wider roll-out.

5 University Digital Strategy Update

An update on the progress with the development and implementation of the University Digital Strategy was presented. It was noted that the Digital Estate Prioritisation Group (DEP), a subgroup of Estates Committee, will agree a 5-10 year roadmap of the major investments in the Digital Estate. The DEP will meet throughout the summer to agree the roadmap. Once the roadmap has been agreed, the University Digital Strategy will be taken through governance committees for approval, including Knowledge Strategy Committee, and it is expected that the Strategy will be launched in late 2023.

6 Timetabling and Exams replacement project – Update on Progress

An update on the progress of the project to replace the teaching timetabling, room booking and exam scheduling systems was discussed. It was noted this is a three year programme of work and was approved by the Estates Committee in May 2022.

A short presentation was given, which summarised the project timeline and teaching timetabling business processes and links to other services. Key dates highlighted included June 2023 (the first go-live for the Optime Exam application to enable the scheduling of the August re-sit exam diet) and February 2024 (when the Optime Timetabler and Booker applications go-live, for the start of the timetabling planning cycle for the 2024-25 academic year). It was also noted that upgrades had recently been undertaken for the existing system, which would operate through to July 2024.

7 University Firewall Website Controls – Plagiarism Sites

A paper considering blocking access to websites hosting plagiarism content and essay mills was considered. It was suggested that it would be helpful to include a message on any website blocked with an explanation of why the site has been blocked and the dangers of interacting with essay mill companies. Any message could also highlight support available to students. It was confirmed that, subject to testing, it was possible to configure a message to be displayed when an individual attempts to access a site that is blocked and it should be possible to display a custom message, with the content of that being agreed and provided when available. It was agreed to make this recommendation in a paper for submission to Senate Education Committee and then University Executive. It was agreed to amend the wording on ResNet (the student residential network, a sub-set of the overall network) in future papers to clarify that any websites blocked would be consistent throughout the University network, including halls of residence.

Problems arising from emails and WhatsApp messages to students from essay mill companies were raised. It was confirmed the University operates a strong email filtering block that filters out many unsolicited emails to University accounts and any that do arrive can be forwarded to the IT helpdesk. Personal email addresses and personal WhatsApp accounts may have protections from the commercial providers of these services but this is outwith the control of the University, unlike access to these sites via the University network.

8 People and Money Update

An update on the implementation of the People & Money systems and processes was noted. It was reported that the immediate priorities included the ongoing core stabilisation of research finance processes and activities and preparation for year-end activity. Workload demands for teams and colleagues working on the People & Money implementation were highlighted, with the busy financial and academic year-end period approaching.

9 Revision to University Computing Regulations and Proposed Change of Title

Proposed revisions to the University Computing Regulations, including a renaming to the University Computing Acceptable Use Policy were considered. Subject to an addition to clarify that it has replaced the previous Regulations, it was agreed to recommend these to the University Court for approval. It was confirmed that the website link for the new Policy would not change from the existing [link](#).

10 Other items

Updates on the procurement of a Short Courses Platform, the upgrade to the Learn Ultra Virtual Learning Environment, the Network Replacement Programme, the Information Services Group's 5-year capital envelope, 2022-28 and major Library and IT expenditure commitments were reviewed, along with regular reports from IT Committee, Library Committee, University Collections Advisory Committee, Digital Research Services Steering Group and Estates Committee.

The use of recordings of tutorial sessions by students was raised. It was noted that whilst recordings for personal use are permitted for the most part under the

Inclusive Learning Policy, subject to agreement with staff who would be recorded, concerns have been raised about recordings being uploaded to translation applications, with data protection and copyright concerns. The Assistant Principal Online Learning agreed to consider this and to update the Committee.

Electronic Senate

13 – 27 September 2023

Report from Central Academic Promotions Committee

Description of paper

1. Report of the recommendations of the Central Academic Promotions Committee from 29 May 2023 and 29 August 2023.
2. Resolutions to create associated personal Chairs were submitted to Senate for consultation (Senate meeting 24/05/23. Paper S 22/23 5E) and have since been approved by the University Court.

Action requested / Recommendation

3. For information.
4. Any comments on this paper should be emailed to SenateSupport@ed.ac.uk quoting “comment on e-S 23/24 1K.” These comments will be added verbatim at <https://edin.ac/2DYSYJT>. This is an EASE-protected webpage where comments can be viewed by other Senate members.

Resource implications

5. Increased salaries will impact on each individual College’s staff budget.

Risk Management

6. N/A

Responding to the Climate Emergency and Sustainable Development Goals

7. N/A

Equality and Diversity

8. Equality and Diversity is central to the considerations of the Central Academic Promotions Committee.

Communication, implementation and evaluation of the impact of any action agreed

9. N/A

Further information

Author

Louise Kidd
HR Partner Reward
University HR
29 August 2023

Freedom of information: Open

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE MAY 2023

The Committee met on 16 May 2023 to consider academic promotions to Grade 10 plus award of title of Personal Chair and award of title of Personal Chair to clinical academic staff.

The Committee approved 98 nominations for award of the academic title of Personal Chair. All Personal Chairs are effective 1 August 2023 as follows:

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	R	Anderson	CAHSS	Edinburgh College of Art	Personal Chair of Architectural History and Theory
Dr	N	Appleton	CAHSS	Divinity	Personal Chair of Buddhist Studies and Indian Religions
Dr	S	Bell	CAHSS	Edinburgh College of Art	Personal Chair of Landscape and Wellbeing
Dr	S	Bevan	CAHSS	Social and Political Science	Personal Chair of Comparative Public Policy
Dr	A	Bruce	CAHSS	Social and Political Science	Personal Chair of Innovation in Food Systems
Dr	A	Chandler	CAHSS	Health in Social Science	Personal Chair of the Sociology of Health and Illness
Dr	V	Chondrogianni	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Bilingualism and Language Development
Dr	D	Clegg	CAHSS	Social and Political Science	Personal Chair of Comparative Social Policy
Ms	E	Davie	CAHSS	Edinburgh College of Art	Personal Chair of Documentary Film
Dr	O	Escobar	CAHSS	Social and Political Science	Personal Chair of Public Policy and Democratic Innovation
Dr	G	Fletcher	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Practical Philosophy
Dr	J	Henderson	CAHSS	History, Classics and Archaeology	Personal Chair of Coastal and Marine Archaeology
Dr	L	Hoek	CAHSS	Social and Political Science	Personal Chair of Personal Chair of Cultural Anthropology
Dr	H	Holt Schneider	CAHSS	Divinity	Personal Chair of Contemporary Jewish Cultural History
Dr	C	Hopkins	CAHSS	Edinburgh College of Art	Personal Chair of Art History
Dr	M	Kenny	CAHSS	Social and Political Science	Personal Chair of Gender and Politics
Dr	M	Luciano	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Behavioural Genetics
Dr	G	MacLeod	CAHSS	Moray House School of Education and Sport	Personal Chair of Interpersonal Relationships in Education
Dr	S	MacPherson	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Cognitive Neuropsychology
Dr	A	Marshall	CAHSS	Social and Political Science	Personal Chair of Social Research on Inequality
Dr	C	Martin	CAHSS	Edinburgh College of Art	Personal Chair of Interdisciplinary Design Studies
Dr	M	Mihai	CAHSS	Social and Political Science	Personal Chair of Political Theory
Dr	J	Mittra	CAHSS	Social and Political Science	Personal Chair of Science, Technology and Innovation Studies
Dr	A	Neal	CAHSS	Social and Political Science	Personal Chair of International Security
Dr	M	Novenson	CAHSS	Divinity	Personal Chair of Biblical Criticism and Biblical Antiquities
Dr	K	Overy	CAHSS	Edinburgh College of Art	Personal Chair of Music Psychology
Dr	H	Pulliam	CAHSS	Edinburgh College of Art	Personal Chair of Medieval Art
Dr	H	Rohde	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Pragmatics
Dr	B	Russell	CAHSS	History, Classics and Archaeology	Personal Chair of the Archaeology of the Roman Empire
Dr	J	Sharma	CAHSS	Social and Political Science	Personal Chair of South Asia and International Development
Dr	D	Silkenat	CAHSS	History, Classics and Archaeology	Personal Chair of U.S. History
Dr	M	Smith	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Epistemology

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	A	Street	CAHSS	Social and Political Science	Personal Chair of Anthropology and Health
Dr	Ş	Susam-Saraeva	CAHSS	Literatures, Languages and Cultures	Personal Chair of Translation Studies
Dr	S	Trill	CAHSS	Literatures, Languages and Cultures	Personal Chair of Seventeenth-Century Literature
Dr	R	Truswell	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Syntax and Semantics
Dr	N	Vermeulen	CAHSS	Social and Political Science	Personal Chair of Research Collaboration
Dr	T	Vierkant	CAHSS	Philosophy, Psychology and Language Sciences	Personal Chair of Neurophilosophy of Agency and Free Will
Dr	M	Bastin	CMVM	Clinical Sciences	Personal Chair of Brain Imaging
Dr	G	Bergkvist	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Anatomy
Dr	R	BouHaidar	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Forensic Pathology
Dr	T	Czopka	CMVM	Clinical Sciences	Personal Chair of Glial Cell Biology
Dr	J	Del-Pozo	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Anatomic Pathology
Dr	N	Dhaun	CMVM	Clinical Sciences	Personal Chair of Nephrology
Dr	F	Din	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Bowel Cancer UK/RCSEd Colorectal Cancer Surgical Research
Dr	K	Fairhurst	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Student Learning in Primary Care
Dr	D	Ferenbach	CMVM	Clinical Sciences	Personal Chair of Regenerative Nephrology
Dr	M	Gray	CMVM	Clinical Sciences	Personal Chair of Rheumatology
Dr	P	Hall	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Medical Oncology (Cancer Informatics)
Dr	D	Headon	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Vertebrate Developmental Biology
Dr	S	Henderson	CMVM	Clinical Sciences	Personal Chair of Educational Development and Student Learning
Dr	G	Kudla	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Genetic Engineering
Dr	B	Laird	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Palliative and Supportive Care
Dr	P	Le Tissier	CMVM	Biomedical Sciences	Personal Chair of Integrative Endocrinology
Dr	N	Lone	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Critical Care and Epidemiology
Dr	S	Luz	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Digital Biomarkers and Precision Medicine
Dr	J	Marsh	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Computational Protein Biology
Dr	T	Nuttall	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair in Veterinary Dermatology
Dr	S	Pal	CMVM	Clinical Sciences	Personal Chair of Neurodegenerative Disorders and Clinical Trials
Dr	J	Prendergast	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Bioinformatics
Dr	P	Ramachandran	CMVM	Clinical Sciences	Personal Chair of Experimental Hepatology
Dr	S	Salavati	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Small Animal Gastroenterology
Mr	A	Seguino	CMVM	Royal (Dick) School of Veterinary Studies	Personal Chair of Veterinary Public Health Education
Dr	S	Shenkin	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Healthcare for Older People
Dr	H	Whalley	CMVM	Clinical Sciences	Personal Chair of Neuroscience and Mental Health
Dr	W	Whiteley	CMVM	Clinical Sciences	Personal Chair of Neurology and Epidemiology
Dr	S	Wilkinson	CMVM	Molecular, Genetic and Population Health Sciences	Personal Chair of Autophagy and Cellular Homeostasis
Dr	M	Williams	CMVM	Clinical Sciences	Personal Chair of Cardiovascular Imaging

Title	Initial	Surname	College	School/Deanery	Personal Chair Title
Dr	E	Wood	CMVM	Biomedical Sciences	Personal Chair of Behavioural Neuroscience
Dr	M	Attal	CSE	GeoSciences	Personal Chair of Geomorphology
Dr	P	Bell	CSE	Informatics	Personal Chair of Speech Technology
Dr	F	Beutler	CSE	Physics & Astronomy	Personal Chair of Observational Cosmology
Dr	G	Bromiley	CSE	GeoSciences	Personal Chair of Experimental Planetary Science
Dr	R	Casey	CSE	GeoSciences	Personal Chair of Land System Science
Dr	H	Chalmers	CSE	Engineering	Personal Chair of Sustainable Energy Systems
Dr	M	Chapman	CSE	GeoSciences	Personal Chair of Rock Physics
Dr	E	Cunningham	CSE	Biological Sciences	Personal Chair of Ecology and Disease
Dr	V	Elvira	CSE	Mathematics	Personal Chair of Statistics and Data Science
Dr	N	Gourmelen	CSE	GeoSciences	Personal Chair of Earth Observation
Dr	B	Grot	CSE	Informatics	Personal Chair of Computer Systems and Architecture
Dr	M	Hennig	CSE	Informatics	Personal Chair of Computational Neuroscience
Dr	J	Hopgood	CSE	Engineering	Personal Chair of Statistical Signal Processing
Mr	H	Jeffrey	CSE	Engineering	Personal Chair of Renewable Energy Technology and Policy Innovation
Dr	T	Krueger	CSE	Engineering	Personal Chair of Fluid and Suspension Dynamics
Dr	D	Laurenson	CSE	Engineering	Personal Chair of Electronics and Information Engineering
Dr	E	Laurier	CSE	GeoSciences	Personal Chair of Geography & Interaction
Dr	R	McWilliams	CSE	Physics & Astronomy	Personal Chair of Mineral Physics
Dr	M	Needham	CSE	Physics & Astronomy	Personal Chair of Flavour Physics
Dr	W	Popoola	CSE	Engineering	Personal Chair of Communications Engineering
Dr	A	Pourtsidou	CSE	Physics & Astronomy	Personal Chair of Theoretical Astrophysics
Dr	M	Safari	CSE	Engineering	Personal Chair of Optical and Wireless Communications
Dr	I	Simpson	CSE	Informatics	Personal Chair of Biomedical Informatics
Dr	C	Stock	CSE	Physics & Astronomy	Personal Chair of Neutron Spectroscopy
Dr	F	Teixeira-Dias	CSE	Engineering	Personal Chair of Impulsive Dynamics
Dr	G	van Ooijen	CSE	Biological Sciences	Personal Chair of Chronobiology
Dr	S	Wallace	CSE	Biological Sciences	Personal Chair of Chemical Biotechnology
Dr	J	Welburn	CSE	Biological Sciences	Personal Chair of Mechanistic Cell Biology
Dr	K	Zygalakis	CSE	Mathematics	Personal Chair of Mathematics of Data Science

The following Out of Cycle award of Personal Chair has been made since the last report to Senate:

Title	Initial	Surname	College	School/Deanery	Personal Chair Title	Date of Effect
Dr	A	Rosiello	CAHSS	Edinburgh University Business School	Personal Chair in Innovation and Entrepreneurship	1 August 2023

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE AUGUST 2023

The following Out of Cycle award of Personal Chair has been made since the last report to Senate:

Title	Initial	Surname	College	School/Deanery	Personal Chair Title	Date of Effect
Dr	G	Gorjanc	CMVM	The Roslin Institute	Personal Chair of Selective Breeding	1 July 2023

Louise Kidd
University HR
29 August 2023