The University of Edinburgh

Electronic Senate

Agenda

Electronic Senate will commence on Tuesday 6 September 2016 and close at noon on Wednesday 14 September 2016

FORMAL BUSINESS

1.	Minutes from the Senate Meeting held on 1 June 2016	**e-S 16/17 1 A**
a)	Special Meetings and Graduation Ceremonials on 25, 27, 28, 29 and 30 June and 1 and 2 July 2016 (available from Student Administration)	
2.	Membership of Senate	**e-S 16/17 1 B**
3.	Conferment of the title of Professor Emeritus	**e-S 16/17 1 C**

MATTERS ARISING

4.	Special Minute (David Taylor)	**e-S 16/17 1 D**

COMMUNICATIONS AND REPORTS

5.	Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2015/16	**e-S 16/17 1 E**
6.	Communications from the University Court	**e-S 16/17 1 F**
7.	Resolutions – Chairs	**e-S 16/17 1 G**
8.	Report of the Central Academic Promotions Committee	**e-S 16/17 1 H**
9	Report of the Senate Exception Committee	**e-S 16/17 1 I**
10.	Senate Membership of the Knowledge Strategy Committee	**e-S 16/17 1 J**
11.	Membership of the University Library Committee	**e-S 16/17 1 K**

The University of Edinburgh

Electronic Senate

6 – 14 September 2016

Minutes of Senate meeting held on 1 June 2016

Executive Summary
The paper provides the minutes of the Senate meeting held on 1 June 2016

How does this align with the University/College School/Committee's strategic plans and priorities?
Not Applicable

Action requested
The Senatus is invited to approve the minutes.

How will any action agreed be implemented and communicated?
Decisions were communicated via the Senate Committees' Newsletter to stakeholders on the distribution list:
http://www.docs.sasg.ed.ac.uk/AcademicServices/Committees/newsletter.pdf.

Resource/Risk/Compliance

1. Resource implications
   This paper does not have resource implications.

2. Risk assessment
   This paper does not include a risk assessment.

3. Equality and Diversity
   Not relevant.

4. Freedom of Information
   Open paper

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 A." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper
Senate Secretariat
September 2016

MINUTES OF AN ORDINARY MEETING OF THE SENATUS ACADEMICUS held in the Lecture Theatre B, James Clerk Maxwell Building, the King's Buildings on 1 June 2016

Present: Professor C Jeffery (Chair); Professors S Bayne, J Bradshaw, Ian Clarke, K Forbes, D Gray, B Fisher, P Foster, C French, N Gentz, T Harrison, C Jones, L McAra, A Maciocia, F Mackay, F Moreira, D Reay, J Rees, G Reid, S Rhind, D Robertson, T Scaltsas, M Schwannauer, J Silvertown, J Stewart, R Valsan, C Sangwin, L Yellowlees, S Wild; Drs C Chandler, E Grant, C Harlow, D Livingstone, C Nash, G Paattiyil, S Riley, R Rossi, IM Viola, P Walsh; Ms Highton, Mr G McLachlan

In attendance: Ms G Aitken, Dr D Alexakis, Mr R Bartlett, Ms L Buchanan, Dr A Bunni, Dr A Carter, Mr E Clarkson, Ms M Corey, Dr R Crawfurd-Smith, Mr S Donnelly, Mr S Dunbar, Mr E Serafin Esquivel, Mr M Farsarakis, Mr S Filalithis, Ms S Fleming, Ms M Friis, Dr D Gasevic, Dr R Galloway, Ms A Gibbons, Ms A Ginda, Mr C Gallacher, Ms J Houston, Ms A Hunter, Ms T Ironside, Dr E Jackson, Mr M Jennings, Ms L Johnston-Smith, Ms C Keltie, Dr M Knottenbelt Dr G McCabe, Mr A McKay, Dr P Murison, Dr F O'Hanlon, Ms AM O'Mullane (notes), Mr G Overton, Ms J Paterson, D A Pawsey, Ms S Pearson, Dr C Phillips, Ms H Ritchie, Dr N Rowa-Dewar, Ms D Ruddy, Dr G Santori, Dr M Seery, Dr C Sinclair, Ms J Spiller, Ms L Johnston-Smith, Mr M Taylor, Mr N Thomas, Ms P Ward, Mr T Ward, Mr C Yanez

The moment of reflection was delivered by Professor Lesley McAra, Assistant Principal Community Relations, who spoke about the meaning of the word smooring or smaladh in Gaelic, which is the craftwork of sustaining a fire. Smooring can be used as an elegant analogy for the role of Senate members, who sustain the academic community and nurture the academic flame within the University.

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

The Presentation and Discussion section of the meeting has been audio recorded and filmed. The audio recording is available on request from Academic Services. Presentations and the film will be available on the Teaching Matters webpage: http://www.ed.ac.uk/staff/teaching-matters.

PRESENTATION AND DISCUSSION THEME: Digital Education

The focus of the presentation and discussion was Digital Education and its aim was to take stock of what the University has achieved in the areas of online distance learning and MOOCs in recent years and look ahead to developments in two areas of growth: distance PhDs and Edinburgh CityScope. This discussion was considered to be particularly timely as the technological landscape within higher education continues to shift. The presentation also offered an opportunity to introduce two new Assistant Principals with responsibility for this area: Professor Sian Bayne, Assistant Principal, Digital Education, and Ms Melissa Highton, Assistant Principal, Online Learning.

1. Introduction: Current state of play for digital Education

Ms Melissa Highton, Assistant Principal Online Learning, spoke about the strides taken by the University's to hold an international leadership position for digital education. The University is an attractive place to work for those interested in technology enhanced learning. The University has 67 online programmes and 2600 students studying at Masters level. More than 2 million learners have taken part in University of Edinburgh Massive Open Online Courses (MOOCs). Ms Highton noted that the University must have the right

infrastructure in place in order to sustain or grow the University's level of activity in this sphere. Some of the steps being taken to ensure the right infrastructure is in place include: consolidating and simplifying the number of Virtual Learning Environments, investing in learning support in the library including the digital collections, the introduction of a new media asset management system, MediaHopper, and ensuring that learning technologists have the requisite professional development to ensure they have the most up to date expertise.

2. Progress with Massive Open Online Courses

Ms Highton also presented on the University's progress with (MOOCs). The demand from colleagues to make MOOCs continues to be high as it is perceived to be an area in which to experiment. The University operates on three MOOCs platforms, with 1.4 million active learners; 118,000 learners have asked for a certificate of completion. Ms Highton identified that the University delivers four different models of MOOCs: behaviour change MOOCs, MOOCs connected to a major geopolitical event, MOOCs developed to widen access to education, and MOOCs that connect the University with the city of Edinburgh. Looking to the future, the University will need to develop a deeper understanding of the value of these modes of delivery.

3. Developments in Distance PhDs

Professor Jeremy Bradshaw, Assistant Principal Researcher Development, updated the Senate on the recommendations to support the delivery of distance PhDs from the Flexible PhD Task Group, convened by Professor Jeff Haywood. The Task Group reported to Researcher Experience Committee on 4th March 2016; the report is available in the Committee meeting papers. The Task Group made recommendations around the following areas: regulations and procedures, enhancements to the student record system, staff training requirements, marketing materials, and access to hardcopy library materials. The recommendations were also considered by the Distance Education Task Group who commented that any gaps in online training for PhD students should be filled and technology based solutions to support meetings and the academic community should be developed. A small group is being brought together to present recommendations to Fees Strategy Group regarding the fee level for Distance PhDs.

4. Edinburgh CityScope

Professor Jonathan Silvertown, Chair in Technology Enhanced Science Education, spoke about Edinburgh CityScope, a cross-university project that is building the digital infrastructure to turn Edinburgh and its environs into a pervasive, interactive learning environment – a global city of learning. The project is looking both at ways to aggregate geolocational open data about Edinburgh, and at making it available to both experienced and novice developers. The intention is to create a hub for the mountain of open research data owned by the University and a central point for app developers to access and create apps, which will visualise the raw data and open up the city to us in new ways that are not even envisaged at the moment. One use of the application is the Curious Edinburgh project, an app developed by EdINA, which provides a geolocational tour of Edinburgh connected to the history of science, technology and medicine. The app is dynamic and new locations can be added via a WordPress blog.

5. Running a successful online distance learning programme

Dr Liz Grant, Assistant Principal Global Health, discussed how online distance learning programmes deliver the mission of the University; by nurturing communities of practice across the globe, the University is making the world a better place. ODL students at the University engage in programmes that encourage inter-disciplinary and career-long training. Students on the Masters in Global Challenges have the advantage of an Edinburgh University education at home. They value the bespoke learning and bespoke application of learning, opportunities for discursive learning and peer leading, group work on fit-for-purpose platforms and the support for turning learning into action.

6. Future visions for digital education at Edinburgh

Professor Sian Bayne, Assistant Principal Digital Education, outlined possible futures for digital education. These could include:

- shifting modes of delivery, e.g., open education, flipped classrooms or hybrid teaching
- "code cultures", e.g., computational forms of education, artificial intelligence in education and learning analytics
- Spaces and devices, e.g., bring your own devices and smart learning spaces
- Mobilities, e.g., wearables, augmented realities and geosocial learning such as the work being undertaken by CityScope

Futures are increasingly being defined and imagined by technology corporations, who have a vested interest, i.e. the product the corporation wants to sell. Recently there has been an academic response to such visions of the future in the form of critiques; universities are beginning to conceptualise possible futures for digital education, such as purpose learning envisaged by Stanford University (http://www.stanford2025.com/purpose-learning/). Professor Bayne has the ambition of undertaking such a conceptualising process at the University of Edinburgh, channelling our world-leading position in digital education to generate "big ideas".

Discussion: The discussion section of the meeting sought input from Senate members into future visions for a digital education at the University of Edinburgh, recognising the rapidly changing environment and building on the substantial amount of change already achieved.

Key themes from the discussion included:

- **Meeting the needs of life-long learners:** Many students who already have a Masters qualification are not interested in embarking on another qualification of this type but are interested in life-long learning that is transformative. The University should consider how to deliver credit-bearing courses on a standalone basis, in "chunks", from which students could build bespoke programmes of learning for their own purposes.

- **Student engagement:** There are many lessons that on-campus provision can learn from online programmes in relation to student engagement and active learning. Online learners often feel more closely supported; one theory for this is that teachers have to think creatively about having a digital presence and are willing to experiment and use different digital channels such as Google Hangouts and Twitter to maximise engagement. An innovation at Curtin University in Australia was highlighted where

technology and blended learning mean that on-campus learners can engage with distance learners in real time.

- **MOOCs:** there are many different reasons that MOOC developers get involved. Some are interested in the "play" aspect of creating a MOOC and working without traditional structures and having the ability to experiment. Some are interested in the public engagement aspect, as it allows knowledge creators to disseminate their knowledge quickly to wide audiences where it can have an impact. There are no available conversion statistics for MOOC participants as the way the provision has been established means that there are not always clear articulations or connections with our "for-credit" provision. Students who respond to admissions surveys may not attribute participation in a MOOC as a reason for applying for the programme; they may already have the intention of applying prior to undertaking the MOOC.

- **Constraints for innovation:** Time and workload will be constraints for innovation as it will need to occur alongside delivery of traditional modes and research. It was noted that in order for this to be successful, this innovation must fit into the workload allocation model. The standardisation of the academic year goes against the requirements of delivering appropriately timed provision for mid-career professionals.

- **Costing vs. value:** Questions were posed on the value placed on the University's online learning provision which is different to the cost attached to it. A related question that needs to be addressed is who we are trying to reach with our provision and why. The impact of pricing on the accessibility for learners and the matter of bursaries was raised. It was agreed that this was an appropriate time to get the price right for distance PhDs. It was confirmed from the experiences of delivering online Masters that delivery was costly and that the overhead costs were complex to break down. However, there can be benefits for on-campus provision and this can spread the costs involved. It was noted that costs may be different when delivering distance learning PhDs.

- **The rationale for engaging in digital education:** While the University is being disrupted by technology, there are a number of different factors at play that mean that the University should engage in digital education and remain sector leaders. These factors include: a highly competitive environment, other markets have shown that corporations that are slow to respond to new technologies can lead to their eventual demise.

- **Technology - Slavery vs. Master paradigms:** it was noted that dominant narratives are moving away from the paradigms that technology is our master or our slave to a more middle ground position where sometimes responses to technology are required and sometimes technology responds to our needs.

Assistant Principals, Professor Bayne and Ms Highton will continue discussions across the University on how to address these issues.

FORMAL BUSINESS

1. Notes of Electronic Business 10 – 18 May 2016

No comments were received in relation to E-Senate business. All items were therefore approved or noted as required.

2. Annual Report of the Senate Committees

Senate noted the major items of committee business from 2015/16 and approved the ambitions of the Senate Committees for the next academic year and beyond.

3. Higher Education Governance (Scotland) Act 2016 – Key Implications for Senatus Academicus

Senate noted the key provisions of the Act and agreed to establish a group to advise on how best to implement the requirements set out by the Act in relation to Senate's own operation.

4. Court Communications

The Senatus noted the report from the University Court on its meeting of 25 April 2016, including the election of the Senate Assessors to University Court. Senate noted a comment for communication to University Court as part of the resolution process in relation to Draft Resolution No. 9/2016 (Undergraduate Degree Programme Regulation 26) and Draft Resolution No.10/2016 (Postgraduate Degree Programme Regulation 29) which will provide a clearer definition of leave of absence.

The amended regulations would read as follows:

"Leave of absence is required for compulsory and optional activities related to the programme of study that are not undertaken on campus in Edinburgh. Students must have the formal approval of the College for any leave of absence to study away from Edinburgh that is 30 calendar days' duration or longer. Study location changes of less than 30 calendar days must be agreed with the Supervisor or Personal Tutor. Where the activity is a compulsory part of the programme of study and is organised by the School or College, permission may be given by the College for a cohort of students without individual applications being made. Colleges and Schools must maintain records of all leaves of absence. This regulation does not apply to students on a recognised distance learning programme."

Senate members were invited to comment on the draft resolutions in Appendix 1 in writing by Friday 3 June at noon to SenateSupport@ed.ac.uk. [Secretary's note: no comments were received]

5. Chairs – Resolutions

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

Draft Resolution No. 14/2016: Foundation of an AXA Chair of Medical Bioinformatics and Epidemiology

Draft Resolution No. 15/2016: Foundation of a Chair of Applied Marine Biology

Draft Resolution No. 16/2016: Foundation of a Chair of Natural Hazards Science

Draft Resolution No. 17/2016: Foundation of a Personal Chair of Experimental Nuclear Astrophysics
Draft Resolution No. 18/2016: Foundation of a Personal Chair of Software Safety and Security
Draft Resolution No. 19/2016: Foundation of a Personal Chair of Medieval Scottish History
Draft Resolution No. 20/2016: Foundation of a Personal Chair of German and Theatre
Draft Resolution No. 21/2016: Foundation of a Personal Chair of Coastal and Maritime Hydromechanics
Draft Resolution No. 22/2016: Foundation of a Personal Chair of Experimental Evolution
Draft Resolution No. 23/2016: Foundation of a Personal Chair of Atmospheric Sciences
Draft Resolution No. 24/2016: Foundation of a Personal Chair of Reproductive Medicine and Science
Draft Resolution No. 25/2016: Foundation of a Personal Chair of Algorithms, Games, Logic and Complexity
Draft Resolution No. 26/2016: Foundation of a Personal Chair of Visual Learning
Draft Resolution No. 27/2016: Foundation of a Personal Chair of Computational Cell Biology
Draft Resolution No. 28/2016: Foundation of a Personal Chair of Observational Cosmology
Draft Resolution No. 29/2016: Foundation of a Personal Chair of Interior Design
Draft Resolution No. 30/2016: Foundation of a Personal Chair of Biology of Reprogramming
Draft Resolution No. 31/2016: Foundation of a Personal Chair of Quantum Computing
Draft Resolution No. 32/2016: Foundation of a Personal Chair of Soft Materials and Surfaces
Draft Resolution No. 33/2016: Foundation of a Personal Chair of Survey Astronomy
Draft Resolution No. 34/2016: Foundation of a Personal Chair of Post-Soviet and Comparative Politics
Draft Resolution No. 35/2016: Foundation of a Personal Chair of Twentieth-Century U.S. History
Draft Resolution No. 36/2016: Foundation of a Personal Chair of Behavioural Neuroendocrinology
Draft Resolution No. 37/2016: Foundation of a Personal Chair of Earth Surface Processes
Draft Resolution No. 38/2016: Foundation of a Personal Chair of Contemporary Art Practice and Theory
Draft Resolution No. 39/2016: Foundation of a Personal Chair of Islamic Studies and Persian
Draft Resolution No. 40/2016: Foundation of a Personal Chair of History of Philosophy
Draft Resolution No. 41/2016: Foundation of a Personal Chair of Primary Care Respiratory Medicine
Draft Resolution No. 42/2016: Foundation of a Personal Chair of Profiling Childhood Visual Impairment
Draft Resolution No. 43/2016: Foundation of a Personal Chair of Molecular Thermodynamics
Draft Resolution No. 44/2016: Foundation of a Personal Chair of Physical Education
Draft Resolution No. 45/2016: Foundation of a Personal Chair of Evolutionary Genomics
Draft Resolution No. 46/2016: Foundation of a Personal Chair of Quantitative Genetics
Draft Resolution No. 47/2016: Foundation of a Personal Chair of Medical Statistics and Clinical Trials
Draft Resolution No. 48/2016: Foundation of a Personal Chair of Neurology
Draft Resolution No. 49/2016: Foundation of a Personal Chair of Human Genetics
Draft Resolution No. 50/2016: Foundation of a Personal Chair of Economics
Draft Resolution No. 51/2016: Foundation of a Personal Chair of Latin Literature and Roman History
Draft Resolution No. 52/2016: Alteration of the title of the Chair of Clinical Psychology

6. Collaborative undergraduate degree programme with Zhejiang University– academic governance arrangements

Senate noted and endorsed the proposed academic governance arrangements for the collaborative undergraduate degree programme in Integrative Biomedical Sciences with Zhejiang University, noting the input offered by Senate Curriculum and Student Progression Committee and Quality Assurance Committee into the process.

7. Student Systems update on major systems projects

Senate noted progress with three projects which are being implemented to help Schools enhance learning and teaching, the student experience, and support administrative efficiency and effectiveness: the Assessment & Progression Tools Project; the roll-out of the EvaSys course evaluation tool and process; and the development of Student Data Dashboards.

8. Central Academic Promotions Committee Report

Senate noted the report of Central Academic Promotion Committee's meeting on 16 May 2016 and the out-of-cycle creation of two Personal Chairs. Senate also noted that Dr H Pinnock had been included under the Deanery of Clinical Sciences in error: this should be the Deanery of Molecular, Genetic and Population Health Sciences. Senate welcomed the new Senate members.

9. Update on the White Paper 'Success as a Knowledge Economy: Teaching Excellence, Social Mobility and Student Choice'

Tom Ward, Director of Academic Services, provided a verbal update on the UK Government White Paper and Technical Consultation on the Teaching Excellence Framework (TEF) and the Governance Bill that have been published. The establishment of UK Research and Innovation had been confirmed, as well as the establishment of the Office for Students (OFS) as the regulator for all Higher Education providers in England. The introduction of the TEF to assess the quality of teaching had also been confirmed.

There would be three TEF ratings:

1. Meets expectations

2. Excellent

3. Outstanding

In year one (2017/18), all providers with any form of successful QA award would receive a rating of 'meets expectations'. Institutions would need to apply to qualify for the two higher bands in subsequent years. The process would be metrics-based.

Key points for the University of Edinburgh were:

- Devolved institutions would be able to enter into year one of the TEF.
- Edinburgh performs highly in some of the metrics to be included in the TEF, but not across the board. High performance in one area would not offset poor performance in another, and results will be averaged over a three year period.
- Universities Scotland Learning and Teaching Committee was discussing ways in which Scotland might engage with the TEF. It was hoped that it might be possible

to define an alternative Scottish route to TEF accreditation based on Scotland's existing Quality framework.

10. Honorary Degrees

Senate approved the recommendations for the award of Honorary Degrees**.**

11. Any Other Business

The Senate Clerk, Anne Marie O'Mullane, was thanked for her Services to Senate over the last number of years.

e-S 16/17 1 B

Membership of the Senatus

Executive Summary
The paper lists the new members of Senate.

How does this align with the University/College School/Committee's strategic plans and priorities?
Not applicable

Action requested
The Senate is invited to note the membership.

How will any action agreed be implemented and communicated?
Those who were added to the Senate list by the 24 August 2014 were invited to a Senate induction event. Those added later than this will receive a copy of the Senatus Academicus Governance Handbook and slides from the induction.

Resource/Risk/Compliance

1. Resource implications No

2. Risk assessment No

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

4. Freedom of Information
   Open paper

Any other relevant information, including keywords
A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 B." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper
Academic Services
September 2016

Membership of the Senate

<u>Professorial</u>

All appointments are with effect from 1 August 2016.

Professor M Alliotta	Personal Chair of Experimental Nuclear Astrophysics
Professor D Aspinall	Personal Chair of Software Safety and Security
Professor S Boardman	Personal Chair of Medieval Scottish History
Professor L Bradley	Personal Chair of German and Theatre
Professor T Bruce	Personal Chair of Coastal and Maritime Hydromechanics
Professor N Colegrave	Personal Chair of Experimental Evolution
Professor R Doherty	Personal Chair of Atmospheric Sciences
Professor C Duncan	Personal Chair of Reproductive Medicine and Science
Professor K Etessami	Personal Chair Algorithms, Games, Logic and Complexity
Professor V Ferrari	Personal Chair of Visual Learning
Professor A Goryachev	Personal Chair of Computational Cell Biology
Professor C Heymans	Personal Chair of Observational Cosmology
Professor E Hollis	Personal Chair of Interior Design
Professor K Kaji	Personal Chair of Biology of Reprogramming
Professor E Kashefi	Personal Chair of Quantum Computing
Professor V Koutsos	Personal Chair of Soft Materials and Surfaces
Professor R Mann	Personal Chair of Survey Astronomy
Professor L March	Personal Chair of Post-Soviet and Comparative Politics
Professor R Mason	Personal Chair of Twentieth-Century US History
Professor S Meddle	Personal Chair of Behavioural Neuroendocrinology
Professor S Mudd	Personal Chair of Earth Surface Processes
Professor N Mulholland	Personal Chair or Contemporary Art Practice
Professor A Newman	Personal Chair of Islamic and Persian
Professor P Phemister	Personal Chair of History of Philosophy
Professor H Pinnock	Personal Chair of Primary Care Respiratory Medicine
Professor J Ravenscroft	Personal Chair of Profiling Childhood Visual Impairment
Professor L Sarkisov	Personal Chair of Molecular Thermodynamics
Professor J Sproule	Personal Chair of Physical Education
Professor M Taylor	Personal Chair of Evolutionary Genomics
Professor A Tenesa	Personal Chair of Quantative Genetics
Professor C Watt	Koestler Chair of Parapsychology
Professor C Weir	Personal Chair of Medical Statistics and Clinical Trials
Professor A Williams	Personal Chair of Regenerative Neurology
Professor J Wilson	Personal Chair of Human Genetics

<u>Additional Out of Cycle Chair Appointments</u>

Professor G Kelly	Personal Chair of Latin Literature and Roman History	1 August 2016
Professor H Colhoun	AXA Chair of Medical Bioinformatics and Epidemiology	1 April 2016
Professor J McCloskey	Chair of Natural Hazards Science	1 July 2016
Professor J Hameen-Anttila	Iraq Chair of Arabic and Islamic Studies	1 June 2016
Professor A Waldman	Chair of Neurology	1 June 2016
Professor L Visschers	Personal Chair of Economics	1 May 2016
Professor N Sparks	Chair of Avian Biology	4 April 2016

The University of Edinburgh

Electronic Senate

6 – 14 September 2016

Conferment of the Title of Emeritus Professor

Executive Summary

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

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

Not applicable.

Action requested

For approval.

Resource/Risk/Compliance

1. Resource implications
    None.

2. Risk Assessment
    This paper does not include a risk assessment.

3. Equality and Diversity
    Not applicable.

4. Freedom of Information
    Open paper.

Any Other Relevant Information

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 C." These comments will be added verbatim at http://edin.ac/18tbekG.

Originator of the paper

Senate Secretariat
September 2016

Senatus Academicus

September 2016

Conferment of the Title of Professor Emeritus

Action Requested

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

Name	School/College
Professor G Findlater	Deanery of Biomedical Sciences
Professor G Gretton	School of Law
Professor F Mitchell	Business School
Professor P Sandercock	Deanery of Clinical Sciences
Professor M Summerfield	School of GeoSciences

The University of Edinburgh

Electronic Senate

6 – 14 September 2016

Special Minute

Executive Summary

The paper provides the Special Minute for Professor David Taylor.

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

 Not applicable

Action requested

The Senatus is invited to adopt the Special Minute for Professor David Taylor.

How will any action agreed be implemented and communicated?

Emeritus Professor procedures for communication will be followed.

Resource/Risk/Compliance

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

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

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

4. Freedom of Information
   This is an open paper.

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 D." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper

Senate Secretariat
September 2016

Special Minute
David William Taylor BSc PhD
Emeritus Professor of Tropical Health

David W Taylor was born in Erith, Kent in 1949 and attended Picardy Secondary Modern School between 1960 and 1967. After working as a laboratory technician for 3 years at the *Wellcome Laboratories for Tropical Medicine*, Beckenham, he read zoology at the University of Southampton and gained a first class honours BSc degree in 1973. Taylor moved to the University of Cambridge for his PhD studies on the *Antigenic variation in Trypanosoma brucei* under the supervisor of Professor George AM Cross FRS.

In 1977, Taylor won a fellowship from the National Academies of Sciences of the United States to investigate the antigen composition of the surface tegument of *Schistosoma mansoni* (the causative agent of bilharzia or schistosomiasis) for the purpose of identifying vaccine candidates. This fellowship was held at the Naval Medical Research Center, Bethesda, Maryland.

In October 1979, Taylor returned to Cambridge to continue his work on schistosomiasis with Antony E Butterworth FRS. Their common interests and complementary expertise provided an opportunity to combine human clinical and epidemiology studies with molecular biology to determine the mechanism that unpinned protective immunity against schistosomiasis. He was appointed Lecturer in Parasitology at Cambridge in 1984.

In 1994 Taylor was appointed to the Chair of Tropical Animal Health at the University of Edinburgh and was Director of the Centre of Tropical Veterinary Medicine to 2000. Between 2000 and 2003 he was seconded to the International Livestock Research Institute in Nairobi, Kenya as Deputy Director General for Research. These appointments enabled Taylor to indulge his broad interests in tropical and parasitic diseases and the diversity of activities that accompany implementation of control programmes.

Taylor's introduction to tropical diseases came immediately after leaving school with employment as a technician at the *Wellcome Laboratories of Tropical Medicine* where his primary responsibilities were maintenance of parasite life cycles and testing of experimental drugs against the major tropical diseases including malaria, leishmaniasis, sleeping sickness and Chagas' disease. Although, he recalls that his first job was to polish the display case housing a model of the Floating Laboratory that had been an integral part of the Wellcome Tropical Research Laboratory at Khartoum in the Sudan between 1907 and 1912.

His own research in Africa began with schistosomiasis in Kenya in the early eighty's but it was an invitation from John McMahon to visit the small MRC laboratory in Bo, Sierra Leone in 1984 which was to lead to a career dedicated to development of a vaccine against river blindness (also known as onchocerciasis).

This disease, which afflicts over 35 million people in West and Central Africa, is caused by a filarial nematode (*Onchocerca volvulus*) and transmitted by blackflies (*Simulium* spp). About 1% infected individual become blind but 70% of patients develop skin disease which, in its most severe form, frequently results in social exclusion and economic hardship.

McMahon invited Taylor to explore possibilities for the expansion of the work of the laboratory to include immunological and molecular studies of *O volvulus*. While there were obvious opportunities for biological investigations, it was the socio-economic impact of the disease that encouraged Taylor to develop a long term plan aimed at production of a vaccine.

The early stages of this work were severely constrained because of the absence of a convenient animal model for immunological studies and vaccine testing. A major breakthrough came through collaboration with Odile Bain from the Museum national d'Histoire naturelle, Paris and the recognition that the rodent filariae *Litomosoides sigmodontis* could produce patent infections in BALB/c mice and in other inbred strains replicate all parasitological and immunological presentations of human filarial infections. This model has been used to identify mechanisms and targets of protective immunity against filariae, and has been adopted by a number of laboratories in Europe and the USA.

These laboratory studies have been supported by the European Union which also funded complementary clinical work in Cameroon and Ghana and enabled the establishment of a partnership of scientists and clinicians who now have been working together on river blindness for 30 years. This partnership is now at the stage of taking vaccine candidates to clinical trials.

In 2014, in recognition of his work on river blindness, Taylor was elected to an honorary Chair by the Institute of Infection & Global Health, University of Liverpool.

While working in Africa, Taylor has spent time teaching biology and immunology to a range of age and ability groups. He says two things stand out in this experience: the enthusiasm and ambition of young people even in the most remote communities; and, the simple pleasure of using chalk and blackboard.

Africa has also allowed Taylor to extend his academic interests in vector borne diseases to a broader and lay study of arthropods, and there has been a lot of bird watching.

e-S 16/17 1 E

<u>The University of Edinburgh</u>

Electronic Senate

6 - 14 September 2016

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2015/16

<u>Executive Summary</u>
The paper is the University's annual report to the Scottish Funding Council (SFC) on institution-led review and enhancement activity 2015/16, as required by SFC Circular 14/2012. The report includes a statement of reviews by professional, statutory and regulatory bodies and their outcomes. The paper has been submitted to Senate Quality Assurance Committee for approval at its meeting on 8 September 2016. The report is transmitted simultaneously to Court for endorsement and addition of a statement of assurance signed by the Vice Convener of Court, as required by the Funding Council.

<u>How does this align with the University/College School/Committee's strategic plans and priorities?</u> The paper is relevant to the University's Strategic Plan Theme of 'Excellence in Education'.

<u>Action requested:</u> To note formally and transmit any comments to the University Court.

<u>How will any action agreed be implemented and communicated?</u> Senate Quality Assurance Committee has oversight of the implementation and communication of actions relating to internal review activity.

<u>Resource/Risk/Compliance</u>

1. <u>Resource implications:</u> No specific implications are identified.

2. <u>Risk assessment:</u> The paper does not include a risk assessment. However, failure to align the University's review activity with external expectations and take action on findings would constitute an institutional risk.

3. <u>Equality and Diversity:</u> The paper does not require an Equality Impact Assessment. Equality Impact Assessments are carried out on internal review processes.

4. <u>Freedom of Information:</u> The paper is open.

<u>Any other relevant information, including keywords</u>
Scottish Funding Council, SFC, internal review, enhancement, annual report

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

<u>Originator of the paper</u>
Nichola Kett, Academic Services, 6 September 2016

The University of Edinburgh

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2015/16

Summary of principal quality assurance and enhancement activities, including self-evaluation processes, undertaken in the preceding academic year

The University continued to operate annual monitoring and periodic internal reviews for academic subjects and support services aligned with external requirements. The University received a positive judgement in its most recent Enhancement-led Institutional Review (ELIR) and the Technical Report (November 2015) notes: "… the University has robust arrangements for securing academic standards and for enhancing the quality of the student experience." The periodic internal subject review process is evaluated annually using feedback from areas which have undergone review and from review teams, and enhancements are made in response. Comments received from support services on the periodic review processes are being taken into account in ongoing enhancements to the method. Good practice identified through periodic internal subject review informs the focus of an internal event. Due to the ELIR and the review of the quality framework taking place, an internal event was not held in 2015/16, however, planning is underway for an event in semester one 2016/17.

A review of the University's quality framework was undertaken in 2015/16, with the aim of streamlining processes whilst deriving maximum benefit from quality activity. Proposals were developed following consultation with all Schools and Colleges and in consultation with the Quality Assurance Agency Scotland. As a result of the review, changes have been made to the annual monitoring, review and reporting processes for the forthcoming academic year resulting in a shorter cycle that aligns with School and College annual planning. Recommendations from the quality framework review relating to periodic internal subject review will be taken forward as part of a review of the process in 2016/17.

The EvaSys course evaluation system has been in use across the University for over three years to support end of course evaluation and feedback. It is currently in use across 15 out of 20 Schools with coverage of 30% of taught courses. By the start of the 2016/17 academic year, the EvaSys course evaluation system will be rolled out to all Schools, covering all taught courses, allowing systematic analysis and benchmarking of courses.

Enhancements have been made to the way that student data is collected and presented. This has resulted in the development of the student data dashboard which will give those responsible for the management of the student learning experience access to a more sophisticated dashboard of

management information from November 2016, and better support the annual monitoring and review processes.

The External Examiner System (implemented in the previous academic year) is now supporting the analysis of key themes arising from over 550 external examiner reports annually at institutional level.

List of subject areas/programmes reviewed by other bodies

As outlined in Appendix 1, in 2015/16 17 professional bodies carried out reviews resulting in 49 programmes being successfully accredited. Where programmes have received partial accreditation this is due to the proportion of the programme content relevant to the professional body. Additionally, the Business School was successfully reviewed by the European Quality Improvement System in 2015/16.

Ways in which support services were reviewed

Student-facing support services are reviewed annually by a sub-committee of Senate Quality Assurance Committee. Enhancement made to the review process in 2015/16 included a service value grid format and alignment of the meetings with the University's planning cycle. The sub-committee reports annually to a meeting of Senate Quality Assurance Committee which approves commendations and recommendations for each support service. A periodic thematic review of mental health services was undertaken in 2015/16. The approach aimed to take a strategic overview of strategy, services and user experiences pursuant to a particular theme that cuts across many areas of the University, both student services and academic areas.

Key messages derived from monitoring and analysis of performance indicators and other data and from feedback from students and actions taken

All periodic internal subject reviews consider a data suite which forms the basis for reflection on student performance, progression and attainment. School and College annual quality monitoring also includes reflection on this data. Analysis of progression data showed that the University outperformed the Scottish sector average and the UK sector averages for the relevant Higher Education Statistics Agenda (HESA) Performance Indicators (non-continuation and projected outcomes).

Senate Quality Assurance Committee consider data annually on the degree classification outcomes of the University's undergraduate students, in the context of recent trends and HESA data on Russell Group research-intensive institutions. College Representatives disseminate Undergraduate Degree Classification Analysis data to Schools.

The Edinburgh Student Experience Survey (ESES) is a survey of all non-final year undergraduate students. Its purpose is to gather feedback from students on their experience and identify opportunities for enhancement. The 2016 results show that, at institutional level, primary themes were broadly consistent with previous years. The survey results point to students becoming more satisfied with assessment and feedback and academic advice and support, which reflect areas where the University has undertaken work to deliver improvements to the student experience. However the survey shows a small decline in satisfaction with learning and teaching, student services, communications, equality and diversity and overall experience. Results have remain stable for learning resources, organisation and management and personal and career development.

The National Student Survey (NSS) results for 2016 have recently been received. Initial analysis shows that the overall satisfaction has fallen, however, there are variations in results across Colleges, Schools, subjects and programmes that will require in-depth analysis. Careful consideration is being given to actions in response to the results and is building on work already in progress as part of the University's response to its most recent ELIR.

The Postgraduate Taught Experience Survey results for 2016 show an increase in overall satisfaction. The results have recently been received and the University will reflect upon them.

At the start of academic year 2015/16, with the appointment of a new Senior Vice-Principal for Learning and Teaching, the University embarked on a programme of work aimed at addressing a number of themes identified in previous monitoring and review activity and in the NSS.
- The **data** work stream will implement: the roll out of a standard course evaluation system; online assessment and feedback; a review of student surveys; and a student data dashboard.
- The **teaching performance** work stream will deliver: principles for workload allocation; enhanced support and guidance for annual review; a continuing professional development framework; and enhanced documentation and processes for identifying teaching excellence, use of the Reader title, recruitment, and capability.
- The **enhancement** stream will align with ELIR themes work and deliver a review of the Code of Practice for Tutors and Demonstrators; effective implementation and enhancement of the Personal Tutor system; and enhancements to assessment and feedback practices. The University made a commitment to improving the student experience in these areas in the form of the appointment of Assistant Principals related to two main primary measures of the NSS, Assessment and Feedback and Academic Support.
- The **change** work stream will deliver: enhanced communication on learning and teaching matters; a package of work around curriculum innovation; simplification of processes; and has delivered a review of academic year dates.
This programme of work will continue in academic year 2016/17.

The above work streams, along with work packages on the postgraduate research student experience and student representation, are helping the University to respond to its ELIR.

Any significant issues relating to development needs or good practice identified as a result of these review processes

Annual Review of Academic Provision

Positive practice at the University level:
- External Examiner system: There is good evidence that the new external examiner system seems to be bedding in well and has had a positive impact particularly in regard to increased submissions and use of external examiner report data.
- EvaSys: the plans to roll-out the system across the University have been well received.
- Online Systems: there has been a significant shift towards the use of online submission and marking (in line with Edinburgh University Students' Association (hereafter referred to as "the Students' Association") priorities for the year past).
- Internal Review: changes to the periodic internal subject review process, including feedback from Senate Quality Assurance Committee, have been well-received.
- Collaborations guidance material: The revised guidance provides an effective framework and is helpful to Schools and Colleges.

Areas for further development at the University level:

- Space Management: The University encountered teaching space issues at the start of the academic year due to a number of refurbishment projects. This has highlighted the need for the views of staff and students to be taken into account in planning space for teaching and learning, both in terms of availability and appropriateness to needs. A review was held and a Working Group is overseeing space allocation for September 2016.   Estates and Buildings representatives attended a meeting of the Researcher Experience Committee and comments were reported to the Space Enhancement Management Group.
- Feedback to Students: ensuring consistency in the quality and quantity of feedback across the University. This will continue to be addressed through the work of the Assistant Principal Assessment and Feedback.
- Personal Tutor system: ensuring the effective implementation of the PT system across the University and continuing to share innovation and good practice across Schools and Colleges. This will continue to be addressed through the work of the Assistant Principal Academic Support.
- Sharing Good Practice: ensuring that the many examples of good practice are shared across the University. A new good practice sharing event is being launched in academic year 2017/18 as a result of revised annual monitoring, review and reporting processes. The Teaching Matters website and blog showcase good practice in learning and teaching.
- PhD Supervision: ensuring staff carry out effective supervision of postgraduate research students through regular and effective training. This aligns with work on the ELIR theme of postgraduate research student experience and will be taken forward by the Assistant Principal Researcher Development.

Annual Review of Support Services – General Themes and Issues Arising

- **Rising demand for student services:** All services are facing increased demand, in many cases with a smaller resource. Reports show that services are dealing effectively with increased demand and have done so through greater efficiency drives and increased use of technology. Increased use of technology is not only enabling efficient service delivery, but is also providing in many cases alternative modes of outreach. The University needs to further consider at what point the combination of finite (and proportionally) reducing resource and increased/increasing demand become a risk.
- **User feedback and evaluation**: All services are making significant efforts to gather feedback from users and there is evidence of effective action being taken in response. It is good to see other, quite novel, ways in which services are gathering feedback and engaging with users to enhance the quality of the service. One innovative example is Information Services' "Run the Library for a Day" that is now being considered by other services. This offers a valuable insight for services into student needs and also for students to gain a broader appreciation of the services available to them, as well as the challenges in making the services available.
- **Assessing impact**: Building on the positive progress made in user feedback and evaluation, more emphasis now needs to be made on assessing the impact of services on student outcomes (such as retention, achievement, degree outcome, destination, etc.), to support students to achieve their academic and developmental goals. This will be taken forward in a revised annual monitoring template.
- **Student communication**: A number of services highlighted the need to make more efficient and effective use of communication. Services also expressed a need for support in effective use of websites. It was highlighted that the University has a role in communicating the services on offer that enables both staff and students to easily find what they need in terms of information and service provision. Communication with students will form a key institutional focus in academic year 2016/17.
- **Awards and accreditations**: There is growing evidence of services successfully achieving awards, accolades and external recognition. There is also evidence that awards/accreditations are being

used a means of reflection and improvement. Some of the awards/accreditations processes (such as the Matrix Standard and AMOSSHE[1]) focus heavily on quality and standards. It would be worthwhile considering the scope for streamlining internal service quality reporting based on increased external accreditation.

- **Student and staff wellbeing**: The changed student demographic, increased demands on services and facilities and the implications for student and staff wellbeing and the need to promote student and staff wellbeing was considered. Sport & Exercise are running the Healthy University project but can only provide a focus on physical activity. A need to consider a more holistic approach to health and wellbeing for staff and students was identified. This was considered for students as part of the mental health services review.

- **Partnership working**: In previous years the need to create more cross-service working and partnership development has been noted. This year there was evidence of increased partnership working across services and scope to build upon this further. One example includes the partnership between the Students' Association and Accommodation Services to provide the Accommodation Advice Service in Fresher's week. There is also scope for greater partnership working between services and Schools and Colleges, in particular in relation to training and development and in embedding employability and graduate attributes in the curriculum. The Institute for Academic Development's model of "off-the-self provision" that provides Schools with a framework that can be tailored to local solutions and delivered locally which other services could adopt.

Role and nature of student involvement in review processes and in student engagement more broadly

All periodic internal reviews, both of subject and support services, include student members on review teams. Student members are drawn both from student representatives and students in the wider student body. The student member of a review team 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. Engagement of students within periodic internal subject review is regarded as essential. Briefing material aimed at students outlines ways in which they can engage with reviews and actions taken in response. Parallel briefings guide Schools on how to engage their students with reviews. The remits for all reviews include items proposed by students.

The Students' Association and the University work in partnership to ensure that students are central to academic governance, decision-making and quality assurance and enhancement. The joint Students' Association-University Student Engagement Statement is regularly reviewed, and consideration is now being given to the development of a partnership agreement.

The University has amended its statement of Student Staff Liaison Committee principles to reflect recent changes to the student representation process. In particular, to outline processes for online distance learners and the new arrangement whereby Schools facilitate communication between student representatives and the students they represent.

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

Periodic Internal Subject Reviews 2015/16

- Applied Sport Science and Sport and Recreation Management (Undergraduate Provision)

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[1] Association of Managers of Student Services in Higher Education

- Celtic and Scottish Studies (Undergraduate Provision)
- Mathematics (Undergraduate and Taught Postgraduate Provision)
- Psychology (Undergraduate Provision)
- Veterinary Studies (Undergraduate Provision)
- Biological Sciences (Postgraduate Research Provision)
- Divinity (Taught Postgraduate and Postgraduate Research Provision)
- Veterinary Medicine (Taught Postgraduate Provision)
- GeoSciences (Taught Postgraduate Provision)

The Teaching Programme Review of Initial Teacher Education was due to take place in 2015/16. Because of major internal and external reviews in the area, together with a wish to hold a single combined review of Initial Teacher Education, Community Education and Childhood Practice in order to maximise the holistic benefit of the review, Scottish Funding Council agreed that the University could hold the review in 2017/18, subject to the University undertaking specific scrutiny of Initial Teacher Education provision until the review had taken place. Senate Quality Assurance Committee gave specific consideration to the annual school quality assurance and enhancement report by the Moray House School of Education at its meeting of 20 April 2016, and confirmed that it was content with the oversight of Initial Teacher Education.

Areas of strength
- Innovative learning and teaching – in particular the use of digital media and the use of flipped classrooms.
- Assessment and feedback – for example, the use of cohort feedback and feedforward and staff identifying and managing deadline diaries.
- Student support – the Personal Tutor system was a prominent feature in reviews which found many examples of committed teams and also good practice on themes such as building academic communities and supporting student transitions that could be shared across the University.
- Student engagement – a common theme identified through the reviews was listening and responding effectively to student feedback.
- Postgraduate tutors – good practice examples relating to the support of postgraduate tutors included the use of Tutor Mentors.
- Inclusivity – engagement with Athena SWAN was identified in several reviews.

Issues for further development
- Assessment and feedback – transparent processes which are made clear to students.
- Student support – enhancing the training of Personal Tutors to support their development.
- Training and support for postgraduate tutors and demonstrators – in terms of career development and guidance on their role.
- Postgraduate research supervision – clear processes and procedures for students giving feedback on their supervisors.

Senate Quality Assurance Committee receives an annual report on good practice and areas for development from annual reviews, and remits actions as necessary. The periodic internal subject review process will be reviewed in 2016/17 with the aims of streamlining processes while deriving maximum benefit, including further alignment with professional, statutory and regulatory body reviews.

Periodic Support Services Review

Following reflection on the periodic support services review process, a thematic review of Mental Health Services took place in 2015/16. The aim was to focus on the student experience and need for

mental health support and allow the quality of the service experience to be evaluated holistically, especially where support is shared across service units and academic departments.

The Review Team commended: the wide range of approaches to supporting student wellbeing and mental health; the services that deliver mental health services; and the plan to extend training of Personal Tutors to include mental health awareness. The Review Team made recommendations relating to: governance and strategy; scaling up of activities; policy review and implementation; delivery of reasonable adjustments; continued awareness raising; monitoring of provision; supporting students who live at home or commute; exploring perceived barriers to accessing services; links between Schools and support services; and training.

A year-on report on progress with recommendations will be made to Senate Quality Assurance Committee.

Indication of institution-led reviews for the forthcoming academic year

Periodic Internal Subject Review

- Asian Studies (Undergraduate Provision)
- Islamic & Middle Eastern Studies (Undergraduate Provision)
- Art (Undergraduate Provision)
- Design (Undergraduate Provision)
- Ecological and Environmental Sciences (Undergraduate Provision)
- European Languages & Cultures (Undergraduate Provision)
- Linguistics & English Language (Undergraduate Provision)
- Social Work (Undergraduate Provision and includes the MSW/Diploma in Social Work and the PGCert in Advanced Professional Studies (Mental Health Officer Award))
- Business (Taught Postgraduate & Postgraduate Research Provision)
- Economics (Undergraduate, Taught Postgraduate & Postgraduate Research Provision)
- History, Classics & Archaeology (Taught Postgraduate & Postgraduate Research Provision)
- Physics and Astronomy (Postgraduate Research Provision)

Periodic Support Services Review

No reviews will take place in 2016/17 in order to allow for a review of the process, including a reflection on the thematic approach taken to the mental health services review in 2015/16 and to identify further themes for thematic review.

August 2016

Appendix 1 – Degree Programmes Accredited in 2015/16

Degree Programme Title	Name of Accrediting Body	URL of Accrediting Body	Accredited 2015/16 - Outcome
MA (Hons) Accounting and Finance	Institute of Chartered Accountants in Scotland (ICAS)	http://icas.org.uk/default.aspx	Partial Accreditation
MA (Hons) Accounting and Finance	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/	Partial Accreditation
LLB (Hons) Law and Accountancy	Institute of Chartered Accountants in Scotland (ICAS)	http://icas.org.uk/default.aspx	Full Accreditation
LLB (Hons) Law and Accountancy	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/	Full Accreditation
MA (Hons) Business and Accounting	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/	Partial Accreditation
MA (Hons) Business and Accounting	Institute of Chartered Accountants in Scotland (ICAS)	http://icas.org.uk/default.aspx	Partial Accreditation
MSc Accounting and Finance - 1 Year	Chartered Financial Analyst Institute (CFA)	https://www.cfainstitute.org/pages/index.aspx	Recognised
MSc Banking and Risk - 1 Year	The Chartered Institute of Bankers in Scotland	http://www.charteredbanker.com/	Recognised
MSc Finance and Investment - 1 Year	Chartered Financial Analyst Institute (CFA)	https://www.cfainstitute.org/pages/index.aspx	Recognised
MSc Financial Management - 1 Year	Chartered Financial Analyst Institute (CFA)	https://www.cfainstitute.org/pages/index.aspx	Recognised
MSc International Human Resource Management - 1 Year	Chartered Institute of Personnel and Development (CIPD)	http://www.cipd.co.uk/	Full Accreditation
Business School	European Quality Improvement System (EQUIS)	http://www.efmd.org/	Full Accreditation
MA (Hons) Economics and Accounting	Association of Chartered Certified Accountants (ACCA)	http://www.accaglobal.com/	Full Accreditation
MA (Hons) Economics and Accounting	Institute of Chartered Accountants in Scotland (ICAS)	http://icas.org.uk/default.aspx	Full Accreditation
MSc Dance Science and Education with TQs - 15 Months	General Teaching Council for Scotland (GTCS)	http://www.gtcs.org.uk/home/home.aspx	Full Accreditation
Law (LLB Ord)	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and Accountancy	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and Business	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation

LLB (Hons) Law and Celtic	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and Economics	Law Society of Scotland	http://www.lawscot.org.uk/	Recognised
LLB (Hons) Law and French	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and German	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and History	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and International Relations	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and Politics	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and Social Anthropology	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and Social Policy	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and Sociology	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
LLB (Hons) Law and Spanish	Law Society of Scotland	http://www.lawscot.org.uk/	Full Accreditation
BVMS Clinical Veterinary Medicine - 5 Years	American Veterinary Medical Association (AVMA)	https://www.avma.org/	Approved
BVMS Clinical Veterinary Medicine - 5 Years	Australasian Veterinary Boards Council (AVBC)	https://avbc.asn.au/	
BVMS Clinical Veterinary Medicine - 5 Years	European Association of Establishments for Veterinary Education (EAEVE)	http://www.eaeve.org/	
BVMS Clinical Veterinary Medicine - 5 Years	Royal College of Veterinary Surgeons (RCVS)	http://www.rcvs.org.uk/home/	
BVMS Veterinary Medicine	American Veterinary Medical Association (AVMA)	https://www.avma.org/	Full Accreditation
BVMS Veterinary Medicine	Australasian Veterinary Boards Council (AVBC)	https://avbc.asn.au/	Full Accreditation
BVMS Veterinary Medicine	European Association of Establishments for Veterinary Education (EAEVE)	http://www.eaeve.org/	Full Accreditation
BVMS Veterinary Medicine	Royal College of Veterinary Surgeons (RCVS)	http://www.rcvs.org.uk/home/	Full Accreditation
BEng (Hons) Chemical Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Full Accreditation
BEng (Hons) Chemical Engineering with Management	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Full Accreditation
MEng (Hons) Chemical Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Full Accreditation

MEng (Hons) Chemical Engineering with Environmental Engineering	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Full Accreditation
MEng (Hons) Chemical Engineering with Management	Institution of Chemical Engineers (IChemE)	http://www.icheme.org/	Full Accreditation
BSc (Hons) Mathematics and Statistics	Royal Statistical Society (RSS)	http://www.rss.org.uk/site/cms/content ChapterView.asp?chapter=1	Approved
MSc Book History and Material Culture - 1 Year	Chartered Institute of Library and Information Professionals (CILIP)	http://www.cilip.org.uk/Pages/default.a spx	Full Accreditation
MSc Book History and Material Culture - 2 Years	Chartered Institute of Library and Information Professionals (CILIP)	http://www.cilip.org.uk/Pages/default.a spx	Full Accreditation
BA (Hons) Film and Television	Creative Skillset	http://courses.creativeskillset.org/pick_ the_tick_degree_courses	Recognised
MSc Landscape Architecture	Landscape Institute (LI)	http://www.landscapeinstitute.org/	Full Accreditation
MLA Landscape Architecture	Landscape Institute (LI	http://www.landscapeinstitute.org/	Full Accreditation

Annual Report to the Scottish Funding Council on Institution-led Review and Enhancement Activity 2015/16

Statement of assurance

On behalf of the governing body of the University of Edinburgh, I confirm that we have considered the institution's arrangements for the management of academic standards and the quality of the learning experience for AY 2015/16, including the scope and impact of these. I further confirm that we are satisfied that the institution has effective arrangements to maintain standards and to assure and enhance the quality of its provision. We can therefore provide assurance to the Council that the academic standards and the quality of the learning provision at this institution continue to meet the requirements set by the Council.

……………………………………………………………………   ………………………………………………………..

Anne Richards

Vice-Convener of Court   Date

The University of Edinburgh

Senatus Academicus

6 – 14 September 2016

Communications from the University Court

Executive Summary

This report deals with certain matters considered by the University Court at its meeting on 20 June 2016.

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

Not applicable

Action requested

Senate is invited to note the report.

How will any action agreed be implemented and communicated?

Not applicable

Resouces/Risk/Compliance

1. Resource Implications
   Where applicable, as covered in the report.

2. Risk Assessment
   Where applicable, as covered in the report.

3. Equality and Diversity
   Where applicable, as covered in the report.

4. Freedom of Information
   This paper can be included in open business.

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the paper will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 F." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper

Dr Lewis Allan
Head of Court Services
September 2016

COMMUNICATIONS FROM THE UNIVERSITY COURT

20 June 2016

1 Matters Arising

The Vice-Convener summarised discussions held at the working lunch, noting that the Principal has indicated that he will demit office in September 2017 and that the recruitment process approved by Court in May 2014 will be followed in order to appoint a successor. Updates on the recruitment process will be submitted to Court at regular intervals, with opportunities for Court members to thank the Principal for his service to the University at events in the coming year.

Court welcomed Mr Alec Edgecliffe-Johnson, Students' Association President, and Ms Jenna Kelly, Students' Association Vice-President Services, to their first meeting as members. Noting that this was the last meeting for Senate Assessors Professor Jake Ansell and Dr Marialuisa Aliotta prior to the completion of their terms of office, Court recorded its thanks for their service and wished them well for the future. Senate Assessor-elect Professor Sandy Tudhope was welcomed to his first meeting as an observer prior to joining Court on 1 August 2016.

Court congratulated Senior Vice-Principal Professor Charlie Jeffery on the award of CBE in the Queen's Birthday Honours for services to the Social Sciences. Court recorded its congratulations to four other staff members recognised in the Queen's Birthday Honours: Professor David Ferguson, OBE for services to Education, the Arts and the Church of Scotland; Professor Pam Smith, MBE for services to Nursing and Nurse Education; Dr John Kitchen, MBE for services to Music; and Dr Sharon Hannah, BEM, for services to Medical Research.

2 Assistant Principal Designation

On the recommendation of the Principal, Court approved the establishment of an Assistant Principal Agriculture and Food Security, with Professor Geoff Simm to appointed for an initial period of three years with effect from 1 October 2016 to 31 July 2019.

3 Student Experience Update

The Senior-Vice Principal presented an update on work to embed the unambiguous priority of learning and teaching at the University, including reviewing policies and processes for enhancing teaching performance for the coming academic year and examining how to stimulate and manage innovation in learning and teaching. A staff workload survey conducted by the University & College Union (UCU) was discussed, with work underway to simplify procedures and save staff time where possible. Evidencing progress through the use of metrics was considered, with a uniform course evaluation system to be used across the University and the 2016 National Student Survey results to be submitted to the September meeting.

4 Business Planning Round 2016-19

The Deputy Secretary, Strategic Planning, presented the final draft of the University's three year financial plan for 2016-19, synthesising business plans submitted by major budget owners. The plans, investments and management actions were approved.

5 Strategic Plan

The final draft Strategic Plan was presented, following review of a high level draft at the February 2016 meeting. It was noted that performance measures and a published version of the Strategic Plan will be presented at the September meeting. Court agreed to the arrangements for monitoring the performance of the University and agreed that the Strategic Plan can be published subject to any drafting comments to be submitted to the Deputy Secretary, Strategic Planning.

6 Student Recruitment Strategy

The Senior Vice-Principal presented a Student Recruitment Strategy with the intention to enable the University to achieve its objectives for student recruitment over the period of the new Strategic Plan and beyond. The Student Recruitment Strategy was approved.

7 Estates: Holland House Refurbishment

A proposal to refurbish Holland House – a 350 bed undergraduate catered residence constructed in 1965 located at the Pollock Halls of Residence site – was considered. Court approved the anticipated expenditure of £10.789M, noting that this will be wholly funded by Accommodation, Catering and Events via an internal loan.

8 EUSA President's Report

The EUSA President reported on activities since the last meeting including operational improvements to reduce the deficit expected in 2016-17, estates projects including the Pleasance, Teviot and King's Buildings House redevelopment and the Democracy Review – with a detailed paper to be submitted to Court in September. Members discussed the Mental Health and Wellbeing Awareness Week, with further information on mental health services to be made available upon request.

9 Resolutions

Senate Assessor Dr Aliotta declared a conflict of interest in relation to Resolution No. 17/2016 and withdrew from discussion and approval of the Resolution.

The following resolutions were approved:

Resolution No. 9/2016:	Undergraduate Degree Programme Regulations
Resolution No.10/2016:	Postgraduate Degree Programme Regulations
Resolution No.11/2016:	Higher Degree Programme Regulations
Resolution No.12/2106:	Degree of Batchelor of Arts in Arts, Humanities and Social Sciences
Resolution No. 13/2016:	Alteration of the title of the Chair of Clinical Psychology
Resolution No. 14/2016:	Foundation of an AXA Chair of Medical Bioinformatics and Epidemiology
Resolution No. 15/2016:	Foundation of a Chair of Applied Marine Biology
Resolution No. 16/2016:	Foundation of a Chair of Natural Hazards Science
Resolution No. 17/2016:	Foundation of a Personal Chair of Experimental Nuclear Astrophysics
Resolution No. 18/2016	Foundation of a Personal Chair of Software Safety and Security
Resolution No. 19/2016	Foundation of a Personal Chair of Medieval Scottish History

Resolution No. 20/2016	Foundation of a Personal Chair of German and Theatre
Resolution No. 21/2016	Foundation of a Personal Chair of Coastal and Maritime Hydromechanics
Resolution No. 22/2016	Foundation of a Personal Chair of Experimental Evolution
Resolution No. 23/2016	Foundation of a Personal Chair of Atmospheric Sciences
Resolution No. 24/2016	Foundation of a Personal Chair of Reproductive Medicine and Science
Resolution No. 25/2016	Foundation of a Personal Chair of Algorithms, Games, Logic and Complexity
Resolution No. 26/2016	Foundation of a Personal Chair of Visual Learning
Resolution No. 27/2016	Foundation of a Personal Chair of Computational Cell Biology
Resolution No. 28/2016	Foundation of a Personal Chair of Observational Cosmology
Resolution No. 29/2016	Foundation of a Personal Chair of Interior Design
Resolution No. 30/2016	Foundation of a Personal Chair of Biology of Reprogramming
Resolution No. 31/2016	Foundation of a Personal Chair of Quantum Computing
Resolution No. 32/2016	Foundation of a Personal Chair of Soft Materials and Surfaces
Resolution No. 33/2016	Foundation of a Personal Chair of Survey Astronomy
Resolution No. 34/2016	Foundation of a Personal Chair of Post-Soviet and Comparative Politics
Resolution No. 35/2016	Foundation of a Personal Chair of Twentieth-Century U.S. History
Resolution No. 36/2016	Foundation of a Personal Chair of Behavioural Neuroendocrinology
Resolution No. 37/2016	Foundation of a Personal Chair of Earth Surface Processes
Resolution No. 38/2016	Foundation of a Personal Chair of Contemporary Art Practice and Theory
Resolution No. 39/2016	Foundation of a Personal Chair of Islamic Studies and Persian
Resolution No. 40/2016	Foundation of a Personal Chair of History of Philosophy
Resolution No. 41/2016	Foundation of a Personal Chair of Primary Care Respiratory Medicine
Resolution No. 42/2016	Foundation of a Personal Chair of Profiling Childhood Visual Impairment
Resolution No. 43/2016	Foundation of a Personal Chair of Molecular Thermodynamics
Resolution No. 44/2016	Foundation of a Personal Chair of Physical Education
Resolution No. 45/2016	Foundation of a Personal Chair of Evolutionary Genomics
Resolution No. 46/2016	Foundation of a Personal Chair of Quantitative Genetics
Resolution No. 47/2016	Foundation of a Personal Chair of Medical Statistics and Clinical Trials
Resolution No. 48/2016	Foundation of a Personal Chair of Neurology
Resolution No. 49/2016	Foundation of a Personal Chair of Human Genetics
Resolution No. 50/2016	Foundation of a Personal Chair of Economics
Resolution No. 51/2016	Foundation of a Personal Chair of Latin Literature and Roman History

Court congratulated Dr Aliotta on the award of a Personal Chair in Experimental Nuclear Astrophysics.

e-S 16/17 1 G

The University of Edinburgh

Electronic Senate

6 - 14 September 2016

Resolutions

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

How does this align with the University/College School/Committee's strategic plans and priorities?
Not applicable

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

How will any action agreed be implemented and communicated?
Via Senate's report to University Court.

Resouce/Risk/Compliance

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

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

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

4. Freedom of Information
   Open paper.

Any Other Relevant Information, including keywords
Keywords - Court, Resolutions, Chairs
A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 G." These comments will be added verbatim at . http://edin.ac/18tbekG.

Originator of the paper
Ms K Graham
Deputy Head of Court Services
August 2016

Senate

Resolutions

<u>Personal Chair</u> (Appendix 1)

This Personal Chair requires to be created:

Draft Resolution No. 52/2016:   Foundation of a Personal Chair of Business and Sustainable Development

Draft Resolution No. 56/2016:   Foundation of a Personal Chair of Black Studies

<u>Establishment of Chair</u> (Appendix 2)

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

Draft Resolution No. 53/2016:   Foundation of a Chair of Accountancy
Draft Resolution No. 57/2016:   Foundation of a Chair of Avian Biology
Draft Resolution No. 58/2016:   Foundation of a Chair of Power Electronics
Draft Resolution No. 59/2016:   Foundation of a Chair of Integrated Sensor Technology

<u>Alteration of the title of Chairs</u> (Appendix 3)

The alteration of the title of the following Chairs:

Draft Resolution No. 54/2016:   Alteration of the title of the Chair of Cultural Relations
Draft Resolution No. 55/2016   Alteration of the title of the Chair of Medical Statistics

All the above Resolutions will be considered in final form at the Court meeting on 26 September 2016.

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 52/2016

Foundation of a Personal Chair of Business and Sustainable Development

At Edinburgh, the Twenty sixth day of September, Two thousand and sixteen.

WHEREAS the University Court deems it expedient to found a Personal Chair of Business and Sustainable Development:

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

1.   There shall be a Personal Chair of Business and Sustainable Development in the University of Edinburgh.

2.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   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 Business and Sustainable Development together with all other rights, privileges and duties attaching to the office of Professor.

4.   This Resolution shall come into force with effect from 1 August Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 56/2016

Foundation of a Personal Chair of Black Studies

At Edinburgh, the Twenty sixth day of September, Two thousand and sixteen.

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

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

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

4.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   Notwithstanding the personal nature of this Chair, the terms and conditions of appointment and tenure which by Statute, Ordinance and otherwise apply to other Chairs in the University shall be deemed to apply in like manner to the Personal Chair of Black Studies together with all other rights, privileges and duties attaching to the office of Professor.

4.   This Resolution shall come into force with effect from 1 August Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 53/2016

Foundation of a Chair of Accounting

At Edinburgh, the Twenty sixth day of September, Two thousand and sixteen.

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

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:

5. There shall be a Chair of Accounting in the University of Edinburgh.

6. The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3. This Resolution shall come into force with effect from 1 September Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 57/2016

Foundation of a Chair of Avian Biology

At Edinburgh, the Twenty sixth day of September, Two thousand and sixteen.

WHEREAS the University Court deems it expedient to found a Chair of Avian Biology

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

1.   There shall be a Chair of Avian Biology in the University of Edinburgh.

2.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   This Resolution shall come into force with effect from 1 April Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 58/2016

Foundation of a Chair of Power Electronics

At Edinburgh, the Twenty sixth day of September, Two thousand and sixteen.

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

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

3.   There shall be a Chair of Power Electronics in the University of Edinburgh.

4.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   This Resolution shall come into force with effect from 1 August Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 59/2016

Foundation of a Chair of Integrated Sensor Technology

At Edinburgh, the Twenty sixth day of September, Two thousand and sixteen.

WHEREAS the University Court deems it expedient to found a Chair of Integrated Sensor Technology.

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:

5.   There shall be a Chair of Integrated Sensor Technology in the University of Edinburgh.

6.   The patronage of the Chair shall be vested in and exercised by the University Court of the University of Edinburgh.

3.   This Resolution shall come into force with effect from 1 August Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 54/2016

Alteration of the title of the Chair of Cultural Relations

At Edinburgh, the Twenty sixth day of September, Two thousand and sixteen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Cultural Relations founded by Resolution 5/2016;

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:

7.   The Chair of Cultural Relations shall hereafter be designated the Chair of Culture and Political Economy.

8.   This Resolution shall come into force with effect from 1 September Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

UNIVERSITY OF EDINBURGH

Draft Resolution of the University Court No. 55/2016

Alteration of the title of the Chair of Medical Statistics

At Edinburgh, the Twenty sixth day of September, Two thousand and sixteen.

WHEREAS the University Court deems it expedient to alter the title of the Chair of Medical Statistics founded by Resolution 17/1995;

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:

9.   The Chair of Medical Statistics shall hereafter be designated the Chair of Medical Statistics and Trial Methodology.

10.   This Resolution shall come into force with effect from 1 September Two thousand and sixteen.

For and on behalf of the University Court

SARAH SMITH

University Secretary

The University of Edinburgh

Electronic Senate

6 – 14 September 2016

Report from Central Academic Promotions Committee

Executive Summary

This paper is to report the Out of Cycle Personal Chair recommendations of the Central Academic Promotions Committee.

It is important to be able to periodically review Out of Cycle Personal Chairs to fulfil the University Strategic Plan People Objectives to recruit, reward, develop and retain high-performing staff.

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

Action Requested

For Information.

How will any action be implemented and communicated? N/A

Resource/Risk/Compliance

1. Resource implications
    Does the paper have resource implications? Yes. Increased salaries will impact on the individual College's staff budget.

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

3. Equality and Diversity
    Has due consideration been given to the equality impact assessment? Equality and diversity is central to the considerations of the Central Academic Promotions Committee.

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

Any Other Relevant Information

Members of Senatus wishing to comment on this paper should e-mail senatesupport@ed.ac.uk quoting "comment on paper e-S 16/17 1 H". These comments will be added verbatim to the intranet located at http://edin.ac/18tbekG

Originator of the paper

Kirsten Partridge
University HR Services
31 August 2016

REPORT FROM THE CENTRAL ACADEMIC PROMOTIONS COMMITTEE

Since the last report from the Central Academic Promotions Committee one further Personal Chair has been awarded.

<u>Personal Chairs</u>

Professor Kenneth Amaeshi, Personal Chair of Business and Sustainable Development with effect from 1 August 2016

Kirsten Partridge
University HR Services
31 August 2016

The University of Edinburgh

Electronic Senate

6 – 14 September 2016

Report of the Senate Exception Committee

Executive Summary

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

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

Not applicable

Action requested

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

Resource/Risk/Compliance

1. **Resource implications**
   None

2. **Risk assessment**
   No risk assessment is included in the paper

3. **Equality and Diversity**
   Due consideration has been given to the equality and diversity implications of this paper.

4. **Freedom of Information**
   Open paper

Any other relevant information, including keywords

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 I." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper

Philippa Ward, Academic Services, September 2016

Report of the Senate Exception Committee

Business Conducted 21 July 2016:
Further Report from Honorary Degrees Committee

The Senate Exception Committee approved the recommendation of the Honorary Degrees Committee that the Honorary Degree of Doctor of Science be awarded to Professor Randy Schekman, Principal Investigator at the Howard Hughes Medical Institute, Professor of Molecular and Cell Biology at the University of California, Berkeley.

The nomination was considered out of cycle on account of it being in connection with a visit to Edinburgh on 10 November 2016 to deliver the 2016 Murray Lecture in the Institute of Cell Biology, School of Biological Sciences.

e-S 16/17 1 J

<u>The University of Edinburgh</u>

e-Senate

6 - 14 September 2016

Membership of Knowledge Strategy Committee

<u>Executive Summary</u>

This paper proposes a change to the membership of Knowledge Strategy Committee (KSC).

<u>Action requested</u>

Members are invited to approve a change to the Senate Representation on KSC.

<u>Resource / Risk / Compliance</u>

1. <u>Resource Implications (including staffing)</u>
    None

2. <u>Risk Assessment</u>
    Not included

3. <u>Equality and Diversity</u>
    Due consideration has been given to the equality impact of this paper.

4. <u>Freedom of Information</u>
    This paper is **open**.

<u>Any other relevant information, including keywords</u>

A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 J." These comments will be added verbatim at http://edin.ac/18tbekG

<u>Originator of the paper</u>

Philippa Ward
Academic Services
1 September 2016

Membership of Knowledge Strategy Committee

Professor Jeff Haywood has now retired from the University. Senate is invited to approve Knowledge Strategy Committee's recommendation that either the Assistant Principal Digital Education or the Assistant Principal Online Learning (depending on the meeting agenda) replace Professor Haywood to represent Senate on Knowledge Strategy Committee.

Philippa Ward
Academic Policy Officer
Academic Services
1 September 2016

e-S 16/17 1 K

The University of Edinburgh

Electronic Senate

6 - 14 September 2016

University of Edinburgh Library Committee Membership 2016/17

Executive Summary
This paper details the proposed Library Committee members for the session 2016/17.

Action requested
For formal approval

How will any action agreed be implemented and communicated?
Any agreed actions should be communicated to the Secretary of the Committee who will ensure communication with relative stakeholders.

Resource/Risk/Compliance

1. Resource implications
   The paper has no resource implications.

2. Risk assessment
   Not applicable.

3. Equality and Diversity
   Yes, we anticipate no negative impact on any of the protected characteristics. Membership of this Committee was chosen on the basis of those staff able to speak for their relevant areas. The Committee is able to seek specialist advice on the protected characteristics if they feel they are not fully represented on the committee e.g. Information on disability from the IS disability information officer.

4. Freedom of Information
   This paper can be included in Open Business.

Any other relevant information, including keywords
A comment need only be submitted to raise an objection/suggest corrections. If no comments are received the minutes will be deemed approved. In this context any comments on this paper should be e-mailed to Senate.Support@ed.ac.uk quoting "comment on e-S 16/17 1 K." These comments will be added verbatim at http://edin.ac/18tbekG

Originator of the paper
Louise Tierney, Secretary to the Library Committee, Library and University Collections
September 2016

University of Edinburgh Library Committee

Membership List for 2016/17

Expiry

Student Representatives:
Mr Patrick Garrett (Vice President Academic Affairs)	2017
Mr Derick Liew (Undergraduate Representative)	2017
Mr Wayne Chang (Undergraduate Representative)	2017
Ms Joy Varnakari (Postgraduate Representative)	2017
Ms Katherine Baque Manzaba (Postgraduate Representative)	2017

Nominated by the Senatus Academicus:
Mr Gavin McLachlan (Convener/Chair)

College of Humanities & Social Science:
Professor James Loxley (Convener of College Library Committee)
Vacancy   2019
Dr Ulf-Dietrich Schoop   2018

College of Medicine & Veterinary Medicine:
Dr Steven Morley (Convenor of College Library Committee)
Ms Michelle Evans   2018
Ms Sharon Boyd   2018

College of Science & Engineering:
Professor Simon Parsons (Convener of S&E College Library Committee)
Dr Gail Duursma   2017
Mr Steve Scott   2018

Library Staff Representatives:

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

Ex Officio:
Mr Jeremy Upton (Director of Library & University Collections)

In Attendance:
Mr Richard Battersby (Library Academic Support, User Services Division)
Ms Susan Graham (University Records Manager)
Vacancy (Head of Digital Library & Deputy Director of Library and University Collections)
Ms Jo Craiglee (Head of Knowledge Management and Planning)
Mrs Louise Tierney (Secretary to the Committee)
Vacancy (External representative)

To Receive Papers (not in attendance):
Ms Michelle Gunn (michelle.gunn@ed.ac.uk – PA to Director of Library and University Collections)
Miss Megan Brown (megan.brown@eusa.ed.ac.uk – EUSA administration support)
Ms Belinda Hough (bhough@ed.ac.uk - PA to Chair)