THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE
Raeburn Room, Old College
19 February 2019, 10 am

AGENDA

1   **Minute**   **A1**
To _approve_ the Minute of the previous meeting held on 15 January 2019

2   **Matters Arising & Action Log**   **A2**
To _raise_ any matters arising

3   **Principal's Communications**   **Verbal**
To _receive_ an update from the Principal

PRESENTATION

4   **UniForum Briefing**
To _receive_ a presentation on the UniForum benchmarking exercise.   **Verbal**

DISCUSSION ITEMS

5   **Near Future Teaching**   **B**
To _approve_ the paper from the Senior Vice-Principal.

6   **Provision of an Additional Large Teaching Space in the City Centre**   **C**
To _approve_.

7   **Human Resources**
- **People Report**   **D1**
- **Severe Weather Policy**   **D2**

To _consider_ and _approve_ the papers from the Director of Human Resources.

8   **Finance**
- **Director of Finance's Report**   **E1**
- **Annual TRAC and TRAC(T) Return**   **E2**

To _consider_ and _approve_ the papers from the Director of Finance.

9   **Business Continuity Framework and Policy**   **F**
To _consider_ and _approve_ the proposal from the Deputy Secretary Student Experience

ITEMS FOR NOTING OR FORMAL APPROVAL

10   **Responsible Research Metrics**   **G**
To _approve_.

11   **Information Security Strategy**   **H**
To _approve_.

12   **Development and Alumni Annual Report**   **I**
To _note_.

13   **Student Experience Project Plan Update**   **J**
To _note_.

14   **Plan S**   **K**
To _note_.

15   **Outcome Agreement**   **L**
To _note_.

16   **Review of the structure of the Senate Committees**   **M**
To _note_

17   **Creation of New Chair**   **N**
To _approve_.

18   **University Executive Communications**   **Verbal**
To _note_ the key messages to be communicated.

19   **Any Other Business**   **Verbal**
To _consider_ any other matters by UE members.

20   **Date of Next Meeting & Meeting Dates**
Tuesday 19 March 2019 at 10 am in Raeburn Room.

To _approve_ 2019/20 Meeting Dates:
Tuesday, 30 July 2019
Thursday, 29 August 2019
Tuesday, 17 September 2019
Tuesday, 22 October 2019
Tuesday, 19 November 2019
Tuesday, 17 December 2019
Tuesday, 21 January 2020
Tuesday, 25 February 2020
Tuesday, 24 March 2020
Thursday, 23 April 2020
Tuesday, 19 May 2020
Tuesday, 16 June 2020
Tuesday, 21 July 2020

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

15 January 2019

[Draft] Minute

Present: Peter Mathieson (Convener)
David Argyle, Leigh Chalmers, Eleri Connick, Chris Cox, Gavin Douglas, Hugh Edmiston, David Gray, Lee Hamill, Gary Jebb, Charlie Jeffery, Richard Kenway, Gavin McLachlan, Wendy Loretto, Theresa Merrick, Dorothy Miell, Jane Norman, Tracey Slaven, James Smith, Sarah Smith and Moira Whyte.

In attendance: Melissa Highton (for item 4), Fiona Boyd and Kirstie Graham.

Apologies: Andrew Morris, Dave Robertson, James Saville and Jonathan Seckl.

1   Minute   **Paper A1**

The Minute of the meeting held on 17 December 2018 was approved as a correct record.

The Principal welcomed Lee Hamill and congratulated Jane Norman on her new appointment at the University of Bristol.

2   Matters Arising & Review of Action Log   **Paper A2**

There were no matters arising and the action log was noted.

3   Principal's Communications   **Verbal**

The Principal reported on the ongoing Brexit uncertainty and the varied financial situation across the UK sector, with Edinburgh University in a strong position, but with shared sector concerns around pay, pensions and the economy that underlined the importance of growing a surplus to invest in strategic priorities.

DISCUSSION ITEMS

4   Distance Learning at Scale   **Verbal**

Gavin McLachlan, Chief Information Officer and Librarian, provided a presentation on the current pilot online masters in the Business School. The University has a contract with EdX to provide a platform for online programmes, which has the advantage of being scalable and providing high quality and consistent production values that enable modules to be used across different programmes, both on line and on campus. Members welcomed the insight into the opportunities and requested further information on the planned evaluation of the pilot programme, to inform future decisions on scale and approach to online learning.

5   Student Experience Action Plan   **Paper B**

The Executive considered a brief update on the Student Experience Action Plan since the last meeting, noting that although staff experience was a key pillar in this, it should be considered as a separate action plan, as there were other aspects to the staff survey that would be addressed through a separate staff experience project.

It was noted that there were two outstanding issues: the costings for the various elements, which was moving forward in tandem with planning round discussions; and logic modelling to test whether the proposed actions would lead to the desired outcome. Given the strategic priority attached to this work, and the importance of maintaining momentum, it was requested that the Executive delegated consideration and approval of the revised plan, project plan and costings to the Senior Leadership Team (at its meeting on 6 February) in order that it can be presented to Court at its meeting on 18 February. The Executive would receive an update on the discussion at Court and give guidance on follow-up actions, at its meeting of 19 February. It was noted that the Student Experience Standing Committee would hold its first meeting at the end of January and this would also inform the paper to Court. The requested delegation was approved.

6   Business Plan Cycle 2019-2022   **Paper C**

The Executive noted an overview of the current financial position, external pressures on the planning round and the expectation that Main Budget Holder plans should collectively deliver 5% surplus over the cycle to allow reinvestment in key pan-University priorities as well as enabling the prioritised capital programme.

In discussion it was noted that this was consistent with the current financial strategy to achieve a 3-5% surplus. There was a history of discrepancy between planning and delivery as a consequence of lack of confidence in predicting income leading to pessimistic forecasts, which reduced the ability to plan effectively at the start of the year. Members recognised that this had to be addressed through the provision of good finance and HR information and effective leadership in Schools. The importance of clear messaging and a common understanding as one University was reiterated – increased contribution is expected as a result of a combination of better forecasting of income associated with planned expenditure, prioritisation and efficiencies.   The expectation that Main Budget Holder plans should collectively contribute the equivalent of a 5% surplus over the cycle was agreed.

7   Director of Finance's Report   **Paper D**

The Executive noted the latest University management accounts (excluding subsidiaries) position up to the end of November 2018 (period four) and initial analysis on how our financial position reported for 2017/18 compares to other Russell Group institutions, with further benchmarking information to come to a future meeting as it becomes available. The disconnect between the reported accounts and quarterly forecasts was reinforced, with the anticipation that new core systems would provide more robust data to support financial planning. The updated Expenses Policy was approved and the importance of effective communication of this to support implementation was agreed.

ITEMS FOR NOTING OR FORMAL APPROVAL

8   Proposed Change to the Moray House School of Education   Paper E

The proposal to rename the Moray House School of Education as 'The Moray House School of Education and Sport' was approved.

9   Space Strategy Group Report   Paper F

The key points from the Space Strategy Group meeting on 14 November 2018 were noted.

10   Health and Safety Quarterly Report: Quarter 1   Paper G

This summary of health and safety related incidents during the period 1 September 2018 to 30 November 2018 was noted.

11   University Executive Communications   Verbal

Communications on Distance Learning at Scale, the Student Experience Plan, Strategic Plan development and approval of the Expenses Policy were agreed.

12   Date of Next Meeting

Tuesday, 19 February 2019 at 10.00am in the Raeburn Room.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Near Future Teaching Final Report, Vision and Actions

Description of paper
1. The Near Future Teaching project launched in 2017 in order to develop a values-based vision for the future of digital education at The University of Edinburgh. It used futures-thinking and design-based methodologies to work with over 400 students, staff and other stakeholders in the co-production of this vision.

2. This paper provides a brief summary of the process through which the vision has been developed and summarises the values distilled by the project. It then details a research-led vision for near future teaching and a set of aims, objectives and action points for the short to medium term.

3. The paper was approved by Senate Learning and Teaching Committee on 23 Jan 2019.

Action requested/Recommendation
4. Approval of the report and actions, for publication and further sharing internally and externally.

Background and context
5. The project advocated for the idea that the university community should take stock and actively shape a preferred future for teaching based on shared values, at a time when rapid technological change is often assumed to be driving the future of how we learn.

6. As well as building a shared vision for the future and a set of associated actions, it also set out to develop re-usable methods for working across the university to co-design vision and strategy, drawing on design- and futures-thinking.

7. The project was sponsored by the Senate Learning and Teaching Committee, and led by the Assistant Principal for Digital Education, supported and resourced by the Institute for Academic Development, the Information Services Group and the Senior Vice-Principal.

Discussion
8. The attached report sets out the key discussion points for a proposed vision for the future of digital education at Edinburgh.

Resource implications
9. Resource implications relating to some of the actions are potentially significant and are under discussion with relevant budget holders.

Risk Management
10. Risk assessment of any agreed actions will be required before implementation.

Equality & Diversity
11. Consideration of equality and diversity issues has been embedded throughout the project. Specific EIAs will be required as actions are implemented.

Next steps & Communications
12. Graphic design and formal publication of the report will follow approval from University Executive. A launch event of the report is planned for March 26th to be attended by the Principal.

13. Early discussions are already underway with Academic Services regarding a programme of project outcome-sharing with Schools, and with ISG, IAD and the Student Experience Project regarding resourcing.

Consultation
14. Approximately 400 students, staff and other stakeholders contributed to the development of the document.

Further information
15. *Author*   *Presenter*
    Professor Siân Bayne   Charlie Jeffery
    Assistant Principal Digital Education   Senior Vice-Principal

Freedom of Information
16. Open

Co-designing a values-based vision for digital education at The University of Edinburgh

Introduction

The Near Future Teaching project ran between 2017 and 2019, with the goal to develop a values-based vision for the future of digital education at The University of Edinburgh. It used futures-thinking and design-based methodologies to work with over 400 students, staff and other stakeholders in the co-production of this vision.

The project advocated for the idea that the university community should take stock and actively shape a preferred future for teaching based on shared values, at a time when technological change is accelerating and often assumed to be driving the future of learning. It aimed to open space for reflection and the application of collective agency to the question of the future of teaching and learning at this university.

The project was sponsored by the Senate Learning and Teaching Committee, and led by the Assistant Principal for Digital Education, supported and resourced by the Institute for Academic Development, the Learning, Teaching and Web division of Information Services and the Senior Vice Principal. It contracted facilitation, planning and design expertise from the Glasgow-based agency Andthen, who designed and led co-production workshops and events with students, staff and schools, and undertook aspects of the analysis, scenario development and project synthesis.

This final report from the project explains its rationale and design, detailing the approach it took to mapping and understanding the future of digital education within the university. It shows how the project engaged widely with the university community in developing core values to guide us, and then sets out a vision and aims for a near future teaching which is:

1. Community-focused
2. Post-digital
3. Data fluent
4. Playful and experimental
5. Assessment-oriented
6. Boundary-challenging

Designing the future

The project drew on current work in the field of futures studies, in order to build a vision based not only on predictions of technological and social change, but on our collective aspirations for the future of teaching and learning. Contemporary perspectives on futures and anticipation studies tend to be concerned with the idea that futures are not determined, but can be shaped and designed by those who have a stake in them.

The project used the common design-thinking double diamond process to build insight via community scoping and review of trends, define community values and preferences for the future of digital education, develop a broad set of aims for a preferred future, and define a set of actions to help us build this preferred future.
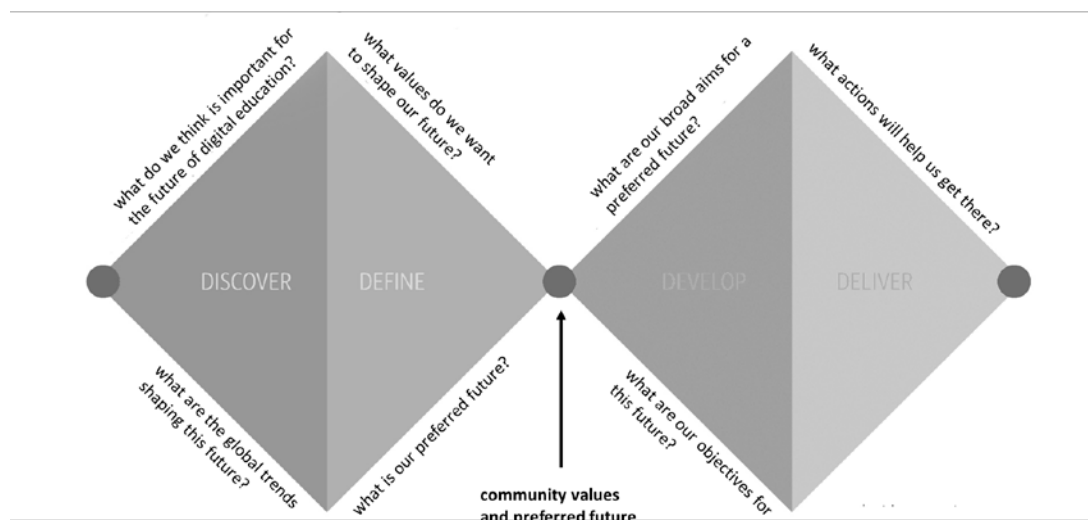

The project had four main stages mapping to this design.

1. Scoping
2. Scenario development
3. Testing
4. Finalising

1. Scoping

Approximately 300 students and staff from across the university were engaged in surfacing key issues, concerns and priorities for the future of digital education via 15 events and workshops and 50 short interviews.

Insights from the events were captured in blog posts on the project web site. The short interviews were recorded on video, analysed, clustered and edited into common themes. The resulting 13 short, thematic videos are all available on the project web site and give an engaging sense of the perspectives and values of staff and students (online and on-campus).
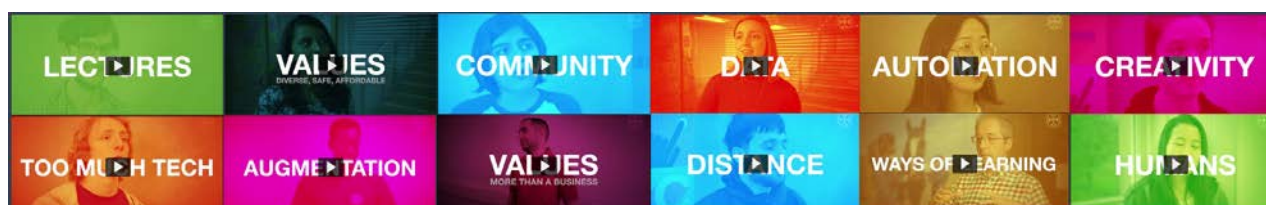
In addition to this internal scoping, the Centre for Research in Digital Education also published two short reviews and mappings of current global trends likely to inform the near future of teaching. These are available for download from the project web site.

Based on this scoping work, four core values were distilled from the work with staff and students via an 'affinity mapping' approach. This involved looking across the interviews and events and defining common opinions and perspectives that were raised by individuals. These key issues were captured in the form of a series of 'opinion cards'. Some examples are shown below, with all opinion cards viewable on the project web site.
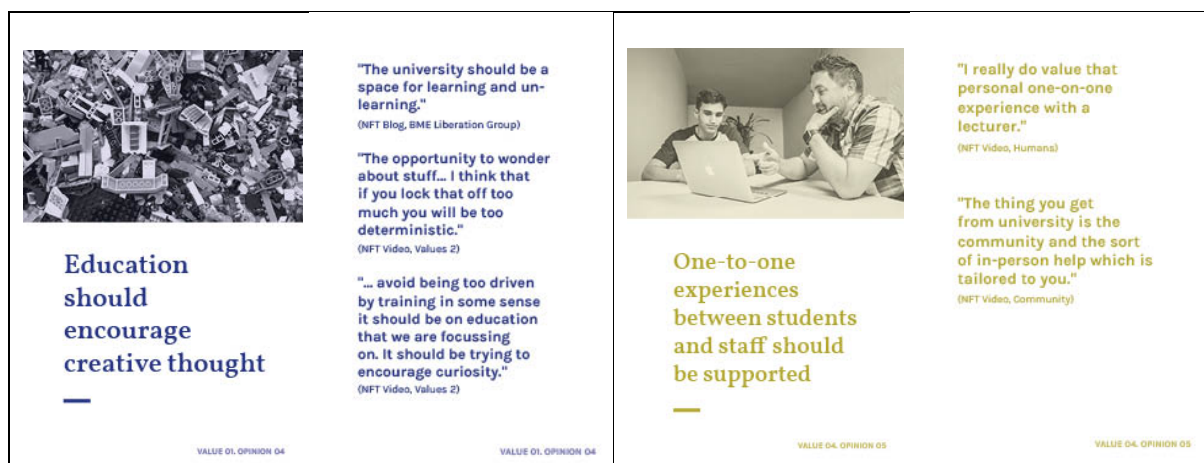
The values expressed and captured in the 'opinion cards' were then synthesised into four core values which shaped the rest of the project. These are shown in the 'Values' section that follows.

2. Scenario development

Using the values and trends projections, four plausible future worlds and institutional responses to these were debated and developed in two intensive half-day workshops attended by an extended project task group of 20 students and staff (detailed in the appendix), and led by Andthen. These set

out to understand what a *preferable* future for digital education would look like at the University of Edinburgh. The future world scenarios and blogged records of the workshops and their design are available on the project web site.

3. Testing

From these sessions a draft set of aims and indicative actions for a preferred future for digital education were developed by the project team, and taken out for testing in intensive workshops with 15 staff and 40 students. They were also compared with next-generation students' future visions of HE through two sessions with 60 children in primary and high school, and also tested with employers.

Detail of the testing strategy is described on the website.

4. Finalising

The vision, aims and actions were finalised in response to testing, and approved by Learning and Teaching Committee in January 2019. A launch event is planned for March 2019.
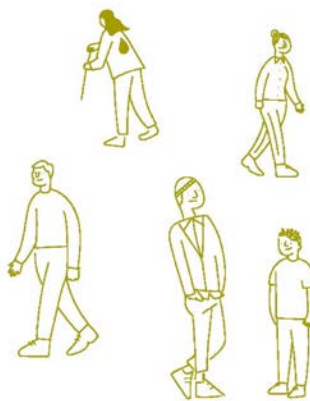
Values for the near future of teaching

The core values distilled through the process were these.

Experience over Assessment
Learning should not be over-assessed and instrumentalised.

Teaching should share a focus on employability and success with an understanding of the value of rich experience, creativity, curiosity and – sometimes – failure.

Diversity and Justice
Education should design-in meaningful diversity and real inclusion across all areas of activity.

All near future teaching should further social responsibility and global justice.

Relationships First
Relationships, dialogues and personal exchanges between students and staff build understanding in a way that is not possible via transmissive forms of teaching.

Teaching should be designed to provide the time and space for proper relationships and meaningful human exchange.

Participation and Flexibility
The university community should cooperatively shape how – and what – it learns and teaches.

Flexibility for individuals, fluency across disciplines and cooperative responsibility for curricula should shape near future teaching.

Vision and aims for the future of digital education

The vision and aims for a preferred future based on these values are for a digital education future which is:

1. Community-focused
2. Post-digital
3. Data fluent
4. Playful and experimental
5. Assessment-oriented
6. Boundary-challenging

Aligned to these are a set of objectives and short to medium-term actions for building this preferred future.

1. Community-focused

Aim: digital education with the university community at its heart

Objectives
– Prioritising human contact and relationships
– Connecting our community of scholarship in new and diverse ways
– Committing to technology which makes the university accessible and welcoming

Short to medium-term actions
Put the student and staff experience at the centre of educational technology development, decision-making and procurement.

Invest in technology futures which help us build and diversify communities of learners in new ways, with a particular focus on social technology horizon scanning, staff development and support.

Provide easily accessible training to staff and students focused on social media skills specifically for teaching, and develop support frameworks for those experiencing toxicity, trolling and victimisation online.

Invest in technologies which offer new ways for remote and off-campus students to be part of the community. Accompany these with innovative, cross-discipline community-building approaches including peer-pairing based on shared interests and geographies.

Continue to support and further build existing networks for digital education staff to share experience and practice.

Develop and support digital methods and pathways for building greater engagement with the alumni community.

2. Post-digital

Aim: education which recognises that technology is now fully embedded within daily life

Objectives
– Re-working the concept of 'contact time' to reflect contemporary practice
– Breaking down the boundaries between on and off campus
– Re-thinking what it means to be 'here' at Edinburgh
– Offering more flexible ways to be part of the university community

Short to medium-term actions
Define and embed a re-worked understanding of 'contact time' into workload models and course descriptors, which takes account of student mobility, distance education and flexible patterns of study.

Continue to invest in programmes of work which open our teaching and community to new cohorts of students online and globally, including technologies for increased telepresence for students working off-campus.

Plan for the introduction of technological capacity to teach online and on-campus students together in joint cohorts.

Use our capacity and understanding of distance education to open our teaching in new ways to on-campus students, putting student-focused flexibility at the heart of our offer.

Ensure all staff have the baseline skills needed for a good student experience of digital education (for example the ability to upload slides, to record lectures, to design effective visuals, to tackle accessibility issues, to provide electronic reading lists).

3. Data-fluent

Aim: digital education that understands data, data skills and the data society

Objectives
–   Taking a research-led approach to education and data
–   Understanding the possibilities and problems surrounding the datafication of education
–   Addressing automation with an emphasis on human skills
–   Engaging creatively and responsibly with learning data

Short to medium-term actions
Balance development of data skills with other human capacities for wellbeing and employability in a future of automated work, by building cross-university courses to develop student creativity, criticality, problem-solving and collaboration.

Invest to establish Edinburgh as a world-leading centre for research in interdisciplinary, data-informed education in key areas such as educational data ethics and data-driven policy-making in education.

Use our research expertise in data internally to build an ethical, responsible near future for our teaching and to improve student experience.

Create specialist academic development opportunities for staff to fully understand how to analyse and interpret learning and engagement analytics, within an understanding that the datafication of teaching is likely to accelerate and intensify in the coming decades.

Embed critical understanding of data ethics and algorithmic accountability within academic development and staff training.

Support cross-university programmes of work to provide data skills training for staff and students.

Seek mechanisms for embedding students in 'data work' via digital apprenticeships, internships and employment experiences.

Develop new, engaging ways for students to work creatively with their own learning data to understand issues around its use and ownership.

Instigate an academic-led programme to scope ways in which transparent, fair, context-sensitive artificial intelligence applications and services could assist and support human-driven teaching.

Establish a cross-institutional, student-led programme of work to develop creative, responsible designs for a 'smart' campus.

4. Playful and experimental

Aim: enabling creative academic and student-led R&D for digital education

Objectives
– Confidently opening our teaching practice to technological change
– Being energetic in designing new, creative ways of teaching digitally
– Using our academic expertise to develop and scale up new forms of digital education
– Making access to technical development expertise easier for staff and students

Short to medium-term actions
Invest to give academics more time to be creative and risk-taking in their use of digital education.

Provide teaching staff and students with central access to programmers and developers for joint prototyping and trialling of new ways of doing digital education. Support associated pedagogic research via Principal's Teaching Award Scheme and other channels.

Support staff and students to scale up and spin out digital education ideas and applications.

Extend existing media production facilities and makerspaces into new areas such as biohacking.

Fund a cross-institutional programme of work to scope and develop new virtual and augmented realities for teaching.

5. Assessment-oriented

Aim: digital education with a focus on assessment and feedback

Objectives
– Diversifying assessment practice
– Making the assessment more engaging for students and academics
– Supporting new kinds of feedback

Short to medium-term actions
Launch a cross-university, discipline-sensitive programme of work to increase diversity in forms of assessment, including multimodal (video, audio, image, making) and experiential forms (projects, blogs, reflections, reports).

Build a culture – supported by technology as appropriate – in which students have greater choice over the form of their assessments. Enable risk-taking by, for example, giving students greater choice over which assignments count toward final marks.

Focus academic development and course design around building exceptional learning experiences, rather than on assessment and performance.

Promote a culture shift away from exams where possible. Use appropriate technology, including AI-supported methods, to enable peer assessment, self assessment and timely formative feedback.

Critically evaluate and build capacity for high quality automated assessment and feedback appropriate to disciplines, as a way of augmenting and supporting human assessment.

Create a platform to open students' access to each other's assessed work after submission for peer learning and feedback.

6. Boundary-challenging

Aim: digital education that is lifelong, open and transdisciplinary

Objectives
–   Building a culture of lifelong learning
–   Supporting teaching which transcends disciplines
–   Committing to openness
–   Connecting to the city and region

Short to medium-term actions
Promote and support initiatives which open our education to broad, diverse groups of learners, in the form of high quality, affordable online accredited programmes, open courses, micro-credentialing and continuing professional learning.

Build capacity for individuals to develop a lifelong relationship with the university regardless of their geographical location or career stage, via open and digital education. Make it easy for local people to be part of the university community through informal as well as formal learning.

Invest to develop transdisciplinary, university-wide courses in key areas, bringing together the best of our online and on campus teaching.

Continue to develop co-design methodologies to build student and partner agency in curriculum and learning space design.

Open all course content to all enrolled students and continue to develop and support existing work in open education.

Appendix: Near Future Teaching project team

Project team
The Near Future Teaching Project is led by Professor Sian Bayne (AP Digital Education) supported by a core team and a Senate Learning and Teaching Committee task group.

Core team
Jennifer Williams (Projects & Engagement Coordinator, IAD)
Dr Michael Gallagher (Lecturer in Digital Education, Centre for Research in Digital Education)
Lucy Kendra (Media Coordinator, Information Services Group)
Santini Basra (Director) and Zoe Prosser (Futures Researcher), Andthen

Task group (extended)
Bobi Archer (Student Association VP Education)
Pushpi Bagchi (PhD student, ECA)
Luke Campbell (Postgraduate student, Moray House School of Education and Sport)
Professor Sarah Cunningham-Burley (Assistant Principal Research-led learning)
Dr Tim Fawns (Academic Coordinator MSc in Clinical Education)
Professor Judy Hardy (Director of Teaching in the School of Physics & Astronomy)
Dr Sarah Henderson (Deputy PGT Director CMVM)
Melissa Highton (Assistant Principal Online Learning, Director LTW, Information Services)
Dr Anouk Lang (Lecturer in Digital Humanities, School of Literatures, Languages and Cultures)
Vanessa Ombura (Undergraduate Engineering student and Mastercard Foundation Scholar)
Professor Susan Rhind (Assistant Principal Assessment and Feedback)
Charlotte Rixten (MSc by research student, ECA)
Dr Jen Ross (Senior Lecturer in Digital Education, Moray House School of Education and Sport)
Dr Michael Rovatsos (Reader in Artificial Intelligence, School of Informatics)
Dr Michael Seery (Reader in Chemistry Education, School of Chemistry)
Professor Chris Speed (Chair of Design Informatics, Edinburgh College of Art)
Dr Jon Turner (Director of the Institute for Academic Development)
Sanjna Yechareddy (Undergraduate International Relations student, SSPS)

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19 February 2019

Provision of an Additional Large Teaching Space in the City Centre

Description of paper

1.   This paper presents a solution to meet the requirement for an additional large scale teaching space in the Central Area. This is in response to the need identified by Timetabling for the Space Strategy Group (SSG) which was subsequently endorsed by the Estates Committee.

Action requested/Recommendation

2.   University Executive is asked to:
   - Support the location of the General Assembly Hall for an additional large scale teaching space.
   - Support the principle of working in partnership with the Church of Scotland to adopt and adapt the General Assembly Hall as a large teaching space.
   - Note that if University Executive supports the principle that a paper will be presented to Estates Committee on 20 March 2019; and
   - Note that further discussions will be required with the Church of Scotland to develop a mutually agreeable solution.

Paragraphs 3-23 have been removed as exempt from release due to FOI.

Risk Management

24. A comprehensive risk register will be established should this project obtain the necessary approval to progress. Key risks at this point are -

   - Risk to disruption of University business continuity due to insufficient or inappropriate teaching space.
   - Not reaching an acceptable legal agreement and design solution with the Church of Scotland.
   - Risk of significant resistance from statutory authorities and conservation groups within Edinburgh to the proposed changes.

Equality & Diversity

25. All equality and diversity implications in relation to the content paper will be addressed through the project governance.

Paragraph 26 has been removed as exempt from release due to FOI.

Consultation

27. This paper has been prepared in consultation with the Director of Estates, Director of Estates Development, Church of Scotland Representatives, Church of Scotland Design Team Representatives, the School of Divinity and the College of Arts Humanities & Social Sciences

Further information

Author
28. Crawford Ferguson
    Estate Development Manager
    Estates

Presenter
Gary Jebb
Director of Estates

Freedom of Information
29. This paper is closed as disclosure would substantially prejudice the commercial interests of the University and the Church of Scotland.

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People Report
(Incorporating work of People Committee and Human Resources)

Description of paper
1.   This paper provides an update on work instigated by People Committee and on other people related matters being taken forward by Human Resources and other University departments.

Action requested/Recommendation
2.   The Committee is requested to note the content of this paper and comment or raise questions.

Paragraphs 3-15 have been removed as exempt from release due to FOI.

Resource implications
16. Resources will be met from within existing budgets unless outlined in the paper.

Risk Management
17. The University has a low risk appetite for both compliance risks and people risks.

Equality & Diversity
18. Equality issues will be considered on a case by case basis for each individual project/piece of work.

Next steps/implications
19. Future reports will be presented to each meeting of University Executive.

Further information
20. *Author and Presenter*
    James Saville
    Director of Human Resources
    8 February 2019

Freedom of Information
21. This paper is closed.

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19 February 2019

Severe Weather Policy

Description of paper

1.   This paper summarises key changes to the Severe Weather Policy (currently called the Adverse Weather Policy) which is the first policy to be reviewed following the establishment of the Service Excellence (SEP)/HR Transformation Programme (HRTP) project established to review, simplify and standardise the University's employment policies. A copy of the policy is attached as Appendix I.

Action requested/Recommendation

2.   University Executive is invited to:

a)   <u>note</u> the key drivers for review, namely to:

* improve the University's management of severe weather incidents, ensuring fairness and consistency of approach
* improve ease of use and understanding by all end users
* reflect the guiding principles of the Severe Weather: Fair Work Charter jointly developed by the Scottish Government and Scottish Trade Unions Congress (STUC) and published in November 2018.

and

b)   <u>approve </u>the policy, and in particular, in line with the policy's underpinning principles of fairness and consistency, to <u>agree</u> to

* formalise the decision taken in March 2018 to pay essential staff time and a half (i.e. a 50% hourly uplift) for hours worked during a closure situation
* remove the expectation for staff to work from home during a University closure. Staff can still choose to work from home where they have the equipment and access to do so in such circumstances.

Paragraphs 3-16 have been removed as exempt from release due to FOI.

Resource implications

17. There is no significant increase in financial cost to the University. Essential staff, on average make up less than 3% of the University's total workforce[1], therefore given the rare frequency of closure days, the financial cost is negligible.

18. Operationally, formalising the enhanced pay arrangement for essential staff within the policy will provide clarity to line managers. This should aid departments with financial planning during such incidents.

Risk Management

19. As above there is negligible financial risk associated with implementing these changes.

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[1] Based on data presented to the University's recognised trade unions highlighting essential staff working hours over the 2017 Christmas closure period.

20. The revised policy addresses the risk inherent in the current policy that staff are treated differently and unfairly, therefore adversely impacting staff morale.

21. There has been increasing media interest in and scrutiny of organisational severe weather policies over the last 12 months[2]. As a responsible employer, the University's policy has been updated to reflect the principles of the Severe Weather Fair Worker Charter. This should give staff additional confidence in and support the University's reputation as a fair and caring employer.

22. Operationally, the revised policy should improve the University's overall reaction time and management of severe weather incidents.

Equality & Diversity

23. The revisions to this policy seek to ensure that all staff feel equally informed, supported and fairly compensated (where applicable) during periods of severe weather. Removing the expectation that staff must work from home when the University is closed removes the pressure on those who have caring responsibilities, e.g. children impacted by nursery/school closures.

24. The Equality Impact Assessment supporting this policy has been reviewed and updated in anticipation of these changes.

Paragraphs 25-26 have been removed as exempt from release due to FOI.

Consultation

27. In line with the methodology agreed through SEP/HRTP, the policy was reviewed by a tripartite policy review group (comprising business managers, trade union representatives and HR professionals) and key changes discussed and agreed with HR Executive. It has been formally discussed and agreed with the joint unions who recommend it for ratification by CJCNC.

28. The Business Continuity Manager has had advance sight of this policy and her comments have been taken on board.

Further information

29. *Authors*   *Presenter*
    Cat Eastwood   James Saville
    Senior Partner – HRTP   Director of Human Resources
    Linda Criggie, Deputy Director of HR
    (Employee Relations, Employment Policy,
    Equality & Diversity)
    8 February 2019

Freedom of Information

30. This paper is closed until the attached policy has been formally ratified through CJCNC.

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[2] https://www.bbc.co.uk/news/uk-scotland-edinburgh-east-fife-46968099

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Director of Finance's Report

Description of paper

1. The paper reports on the latest University management accounts (excluding subsidiaries) position up to the end of December 2018 (period five[1]) and the latest iteration of the Ten Year Forecast (TYF).

Action requested/Recommendation

2. The University Executive is asked to review and comment on the latest update.

Paragraphs 3-20 have been removed as exempt from release due to FOI.

Resource Implications

21. There are no specific requests for resource in the paper.

Risk Management

22. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics. A key metric is that our unrestricted surplus should be at least 2% of total income (the current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable).

23. The 2017/18 Financial Statements demonstrate that our overall surplus was lower than strategic target, though unrestricted funds target was met. The Group Quarter One forecast for 2018/19 projects a 0.9% operational surplus, which is a cause for concern. This will be monitored very closely and we will continue to report this key financial forecast to committees.

Equality & Diversity

24. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations.

Next steps & communication

25. We would welcome feedback as outlined in the discussion above.

Consultation

26. The paper has been reviewed by Lee Hamill, Director of Finance.

Further information

27. *Author*   *Presenter*
    Lorna McLoughlin   Lee Hamill
    Head of FIRST (Financial Information,   Director of Finance
    Reporting & Strategy Team)
    8 February 2019

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[1] At time of writing, January (period six) accounts were not available.

Freedom of Information

28. This paper should not be included in open business as its disclosure could substantially prejudice the commercial interests of the University.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Annual TRAC and TRAC (T) Return 2017-18

Description of paper

1. The paper reports on the University's Transparent Approach to Costing (TRAC) Return and the TRAC for Teaching (TRAC(T)) Return for 2017-18.

Action requested/recommendation

2. The University Executive is asked to review the TRAC(T) Return and recommend that the Principal signs it off for submission to the Scottish Funding Council (SFC) and UK Research and Innovation (UKRI). This paper also briefs colleagues on the Annual TRAC Return and full economic costs (fEC) rates used for Research Grants costing.

Paragraphs 3-12 have been removed as exempt from release due to FOI.

Resources

13. There are no specific requests for resource in the paper.

Risk Management

14. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics. A key metric is that our unrestricted surplus should be at least 2% of total income (the current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable).

15. The 2017/18 Financial Statements demonstrate that our overall surplus was lower than strategic target, though unrestricted funds target was met. The Group Quarter One forecast for 2018/19 projects a 0.9% operational surplus, which is a cause for concern. This will be monitored very closely and we will continue to report this key financial forecast to committees.

Equality & Diversity

16. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations.

Next steps & Communication

17. TRAC (T) is a statutory return which will be submitted to SFC once it has been signed by the Principal. We will report on TRAC peer group benchmarking data when it becomes available later this year.

Consultation

18. The paper has been reviewed by Lee Hamill, Director of Finance.

Further information

19. *Author*
Lorna McLoughlin

Presenter
Lee Hamill
Director of Finance

Head of FIRST (Financial Information,
Reporting & Strategy Team)

Jess Wright
Financial Accountant
8 February 2019

Freedom of Information
20. This paper should not be included in open business as its disclosure could substantially prejudice the commercial interests of the University.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Approval of the Business Continuity Management (BCM) Policy and Framework

Description of paper

1.   This paper seeks formal approval of the new *Business Continuity Management (BCM) Policy and Framework* developed to enhance the University's resilience. The *BCM Policy and Framework*:

   i)   delivers a consistent and overarching structure to support Schools and Departments in the development and implementation of their own BCM arrangements
   ii)   sets the scope, objectives and approach for the University's BCM
   iii)   defines roles, responsibilities and authorities.

2.   This *BCM Policy and Framework* is the initial step in the development of a comprehensive BCM system.

Action requested/Recommendation

3.   The University Executive is invited to:

   i)   consider and approve the *BCM Policy and Framework*
   ii)   agree the University Executive's role and responsibilities as outlined in the *BCM Policy and Framework*
   iii)   approve the BCM programme overview (Appendix B)
   iv)   review resource requirements at College, Group, School and Departmental level following completion of the initial phase of implementation (expected October 2019).

Paragraphs 4-22 have been removed as exempt from release due to FOI.

Risk Management

23. Risk: Uncertainty about the level of resource needed in Schools / Departments to fulfil the requirements of the BCM Policy and Framework.
Mitigation: The BIA process will provide clarity on the level of resources required. The Risk Management Committee has proposed that a pilot BIA is undertaken for one School / Department in each of the Colleges / Groups. Following completion of these BIAs resource requirements will be identified and a report with recommendations will be presented to the University Executive for consideration. It is anticipated that this pilot phase will be completed by September 2019 with the report ready for University Executive by October 2019.

24. Risk: Limited adoption of the *BCM Policy and Framework*.
Mitigation: The BC Manager has engaged with senior management across the University to promote the *BC Policy and Framework*, highlight the benefits of adoption and ensure it reflects the diversity of the organisation. Ongoing engagement with colleagues around BCM will continue indefinitely.

25. <u>Risk</u>: Delay in implementation due to incidents or short-term work streams (e.g. Brexit planning).
<u>Mitigation</u>: No mitigation available as prioritisation will be needed. (Note: Once the *BCM Policy and Framework* is approved and operational is should support BCM planning to prepare for, and respond to, incidents).

Equality & Diversity
26. There are no significant equality and diversity issues associated with the reported activities or recommendations. No EIA is required.

Paragraph 27 has been removed as exempt from release due to FOI.

Consultation
28. These papers were reviewed and approved by Hugh Edmiston, Director Corporate Services and members of the Risk Management Committee. A number of Heads of College, Registrars and Heads of Professional Services Groups have been invited to comment on the BCM Policy and Framework. In addition, a number of departmental / divisional Heads of professional services have also been invited to comment. Feedback has been reflected in the document, as appropriate.

Further information
29. Further information is available from the University's Business Continuity Manager, Nikola Brown.

30. *Author*   *Presenter*
     Nikola Brown   Gavin Douglas
     Business Continuity, Corporate   Deputy Secretary, Student Experience
     Services Group
     8 February 2019

Freedom of Information
31. This paper is closed.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Plan for Responsible Research Metrics Statement and DoRA Commitment

Description of Paper

1. This paper updates members on responsible research metrics developments and proposes next steps.

Action Requested

2. University Executive are asked to:
   - Agree that the University of Edinburgh should become a signatory to the San Francisco Declaration on Research Assessment
   - Approve the plan for finalising a University of Edinburgh statement and action plan on responsible research metrics
   - Agree that Research Policy Group have oversight of the actions relating to Responsible Research Metrics

Paragraphs 3-12 have been removed as exempt from release due to FOI.

Resource Implications

13. None

Risk Management

14. Reputational risk by not publishing a statement or signing DoRA. Financial Risk from funder requirements.

Equality & Diversity

15. EIA not required.

Paragraphs 16-18 have been removed as exempt from release due to FOI.

Further information

19. *Author*
    Lorna Thomson
    Director, Research Support Office
    1 February 2019

    Presenter
    Jonathan Seckl
    Vice-Principal, Planning, Resources and Research Policy

Freedom of Information

20. This paper is closed.

UNIVERSITY EXECUTIVE

19 February 2019

Information Security Strategy

Description of paper
1.   This paper introduces the Information Security Strategy that has been developed to outline a recommended road map for improving the current position.

Action requested/Recommendation
2.   The University Executive is asked to approve the Information Security Strategy, which was reviewed and endorsed by Knowledge Strategy Committee at its meeting on 18 January 2019.

Paragraphs 3-6 have been removed as exempt from release due to FOI.

Risk Management
7.   The individual activities detailed in the Strategy have been identified as their successful implementation will have a direct impact on helping to mitigate the University's Information Security risk.

Equality & Diversity
8.   There are no equality or diversity implications from this paper.

Further information
9.   *Author*   *Presenter*
      Alistair Fenemore   Gavin McLachlan
      CISO   Chief Information Officer
      Information Services Group
      January 2019

Freedom of Information
10. This paper is closed.

UNIVERSITY EXECUTIVE

19 February 2019

Development & Alumni Annual Report for 2017/18

Description of paper
1.   This paper reports on the University's philanthropic and alumni relations activities for the 2017/18 academic year and provides an interim update on progress in 2018/19.

Action requested/Recommendation
2.   The Executive is invited to note and comment on any of the discussion elements of the report.

Paragraphs 3-23 have been removed as exempt from release due to FOI.

Risk Management
24. There are no risks associated with this paper.

Equality & Diversity
25. No specific Equality and Diversity issues are identified.

Next steps/implications
26. None

Further information
27. *Author and Presenter*
    Chris Cox
    Vice-Principal Philanthropy and Advancement

Freedom of Information
28. This is a closed paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Student Experience Plan

Description of paper

1. Since the last update to Executive we have continued to test details of the Plan with key audiences and through a "logic model" process. Very significant work has also been undertaken to develop more granular project plans and costings. However despite this progress, it was not possible to present a fully costed plan to Court in February as had been hoped. The detailed planning work will however will be completed within the next 6-8 weeks, allowing funding needs to be discussed, and calibrated against other expenditure priorities, as part of planning round discussions.

Action requested/Recommendation

2. The Executive is invited to note and discuss the update.

Background and context

3. The Student Experience Plan sets out how and in what areas we will deliver change in order to ensure that students at the University feel valued and cherished. The primary theme areas are in brief:

   a) Excellent teaching
   b) Inspiring curriculum
   c) Excellent support
   d) Excellent service
   e) Excellent facilities (including estate, IT and transport)
   f) Strong sense of community and belonging.
   g) Excellent organisation and management ("things run smoothly")

4. Much of the work in the Student Experience Plan is already underway: for example, work on teaching and academic careers; on reviewing joint degree programmes; on inter-campus transport options; on a number of service excellence initiatives. Some elements are new: for example, a review of workload allocation models; work on fostering a sense of community; on curriculum review; and on communications and leadership. This is true of the funding situation as well – some of the work is already funded, some is not and decisions will need to be taken about how and when to fund these.

5. For the first time the Plan brings existing and new initiatives together into a single framework that is ambitious and intended to be genuinely holistic in its approach to addressing student experience issues – and in due course related staff experience issues – at the University. It builds on and will continue to require concerted action through our Colleges and Schools, our Support Groups, and our representative student organisations EUSA (Students Association) and EUSU (Sports Union). The Student Experience Plan is a litmus test for our commitment to effective and deep partnership between the University and its student body.

Discussion

Links to staff experience

6. A number of the areas in the Student Experience Plan will address staff experience issues, including questions of workload (eg having sufficient time to invest in professional development in teaching), recognition of excellence in teaching (by reviewing our promotions criteria), and facilities (staff face some of the same digital experience and customer service challenges as our students do). In addition, a Staff Experience Plan is being developed that will sit alongside the Student Experience Plan to ensure that our staff too feel valued and energised in their work.

Leadership & accountability

7. Both staff and student actions must be underpinned by effective leadership and accountability, with the Principal taking a lead that we expect to be replicated at all levels of the organisation. The Senior Leadership Team and the new Standing Committee of the University Executive will ensure effective accountability mechanisms. We will review the support we give for the development of leadership capabilities at all levels of the University including some roles, like that of Programme Director, where we have not systematically specified leadership attributes or offered leadership development programmes. The Plan will also be underpinned by clear, consistent and effective multi-channel communications across the University community.

Governance

8. We have established a standing sub-committee of University Executive to have oversight of the Student Experience Plan. The sub-committee, chaired by the Senior Vice-Principal, met for the first time in January and will meet every 6 weeks. The sub-committee's remit is as follows:

- To assess progress on targets and goals set out in the Student Experience Plan;
- To challenge staff to seek proactive solutions when barriers to progress are identified;
- To escalate where resistance to implementation is identified;
- To evaluate costs relating to the implementation of the Plan; and,
- To be proactive in communicating the benefits of the Plan to students and staff.

"Logic modelling"

9. A *logic model* is a visual illustration of a programme's resources, activities and expected outcomes. Logic models are increasingly used by government and public sector bodies to test and evaluate the robustness of planned major interventions (such as reducing smoking, or reducing the number of road traffic accidents) at an early stage in the plan.

10. A group of 30 senior stakeholders (including elected representatives from EUSA and EUSU) met in two workshops (December and January) facilitated by the University's Dr Ruth Jepson and her team from The Scottish Collaboration for Public Health Research to consider:

- The nature of the problem that we are seeking to solve;

- The root causes of that problem;
- How and why we think change will happen as a result of particular interventions

11. The outputs produced in those workshops broadly confirmed the same root causes as the Plan, but identified some new areas that we will consider in developing the Plan further including:

- Approaches to assessment;
- The student experience from first point of contact, not just arrival at the University;
- Information overload and poor information management;
- The influence of factors such as such as culture, religion, family, health and language in differentiating students' experience;
- The approaches to be taken to baselining and evaluating the impact of specific interventions.

Project planning
12. Significant work has been underway since late 2018 to develop project plans for each of the many project strands within each of the 7 main primary themes that are summarised above. To date this work has identified around 70 strands, each of which has been scoped in terms of:

- Benefits;
- Timescales;
- Resources / costs.

13. An overarching programme plan (Gantt chart) has also been created covering all 70 projects setting out milestones and enabling assessment of interdependencies, effective sequencing of actions, and review points. As this work is not yet finished, the total number of projects is likely to go above 70.

Resource implications
Approach to prioritisation
14. With 70+ individual project strands to date, costs will be significant and it is expected that we will need to prioritise activity (and likely not take forward some of the initiatives we are exploring) both to meet budgets and to deliver change in a controlled fashion. Each project will be assessed against a weighted set of criteria, ie:

- Clarity of the benefits articulated for student experience;
- Scale of the benefits for student experience (how many students will benefit?);
- Speed of delivery of benefits, with a balance between 'quick wins' and measures with medium term effects;
- Strength of articulation between activity and benefits;
- Cost of delivery.

Risk Management
15. Failure to continue enhancing the student experience and meet student expectations for both learning/teaching and other elements of student life may lead to reputational damage and affect the University's ability to attract the brightest and best students in the future.

Equality & Diversity

16. There may be equality and diversity implications to be considered for new or revised policies or practices required by the plan.

Next steps/implications

17. Once the detailed project plan has been finalised, costed and prioritised, the Plan will be presented to University Executive for review and approval. Funding for the Plan for the next 3 years (which is, as stated, expected to be significant) will be sought through the 2019/20 planning round.

Consultation

18. The Plan has been reviewed by University Executive and Senatus Learning & Teaching Committee. It has been discussed most recently at the Principal's Senior Leadership Team and was also presented to and discussed by the meeting of Senatus Academicus on 6 February.

19. Wider communications activity commenced with a summary of progress to date sent to all staff in week commencing 11 February, with an initial communication to all students following once we can confirm a number of early 'quick win' measures alongside the full ambition of the Plan. The Director of Communications & Marketing is developing a full communications plan using a wide range of communications methods appropriate to our different internal audiences.

Further information

20. *Authors*   *Presenter*
    Charlie Jeffery   Charlie Jeffery
    Senior Vice-Principal   Senior Vice-Principal

    Gavin Douglas
    Deputy Secretary Student Experience

Freedom of Information

21. Open paper.

THE UNIVERSITY of EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Plan S

Description of paper
1.   This paper provides an update on a forthcoming initiative to accelerate the transition to full and immediate open access (OA) to research publications which was announced by Science Europe and a group of European funding agencies called cOAlition S, under the name of '*Plan S*'[1].

2.   Guidance on the implementation of Plan S has now been made available at: https://www.coalition-s.org/feedback/.

Action requested
3.   University Executive is invited to note the further developments relating to the Plan S initiative.

Paragraphs 4-15 have been removed as exempt from release due to FOI.

Risk Management
16. The main risks associated with Plan S are:
   i.   Failure to engage with Plan S and ensure awareness amongst researchers could result in poor funder compliance rates – resulting in sanctions and a loss of research funding. Failure to communicate and to address researchers' concerns could result in decreased morale.
   ii.   The costs are still unknown and are likely to be high. Commercial publishers will defend their profits. Even if APC costs are borne by funders, there is a real risk of subscriptions rising. Libraries will need to maintain subscriptions for access to legacy content, and content from countries which have not yet moved to open access.
   iii.   Staff stress and a restriction of their flexibility as researchers are potentially unable to publish in journals that are not compliant with Plan S and as some international collaborations may be restricted or complicated due to Plan S.
   iv.   Potential issues with some world rankings, if our research articles are not published in traditional High Impact journals.

Equality & Diversity
17. There are no impacts on equality and diversity associated with this paper.

Paragraph 18 has been removed as exempt from release due to FOI.

Consultation
19. This paper has been reviewed by Jeremy Upton, Director of Library & University Collections.

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[1] Plan S https://www.scienceeurope.org/wp-content/uploads/2018/09/Plan_S.pdf

Further information

20. *Authors*

Dominic Tate
Head of Library Research Support

Theo Andrew
Scholarly Communications Manager
Library and University Collections

Gavin McLachlan
Chief Information Officer and Librarian to the University
Information Services
7 February 2019

Presenter

Gavin McLachlan
Chief Information Officer and Librarian to the University

Freedom of Information

21. This paper is closed, as it contains commercially sensitive information which could affect library negotiations with publishers.

UNIVERSITY EXECUTIVE

19 February 2019

Outcome Agreement 2019-20

Description of paper
1. The paper outlines the process undertaken and issues considered in the production of draft Outcome Agreement to be submitted to the Scottish Funding Council (SFC) in April 2019.

2. 2017-20 is the second Outcome Agreement cycle period for the Higher Education sector in Scotland. In line with recent years, we intend to offer only a single year Outcome Agreement for 2019-20, building on last year's Outcome Agreement. This reflects the absence of multi-year funding information.

Action Requested/Recommendation
3. University Executive is asked to consider and endorse the broad approach for our draft single year Outcome Agreement for 2019-20. We will bring a further refined version of the OA to PRC on 6 April, before taking the final version to Court on 29 April in advance of submitting it to the Scottish Funding Council on 30 April 2019.

4. University Executive is recommended to agree to the broad content of the Outcome Agreement and to delegate authority to the Deputy Secretary, Strategic Planning to refine the detail of the document in advance of PRC and Court on 29 April where the final document will be presented for approval.

Paragraphs 5-12 have been removed as exempt from release due to FOI.

Risk Management
13. The Outcome Agreement document is a public statement and thus failure to provide SFC with an acceptable document could potentially impact on our reputation with Government, stakeholders and staff and potentially undermine funding arrangements.

Equality & Diversity
14. Equality & diversity objectives are positively targeted during the Outcome Agreement process which includes the statutory requirement for a widening participation agreement.

Next steps/implications
15. If University Executive is content with the broad approach of the Outcome Agreement, we will continue to refine the document prior to 29 April when Court will be asked to approve the final Outcome Agreement for publication on both SFC and the University's websites.

Consultation
16. Prior to final sign-off in April, the Outcome Agreement will go through a full internal process involving EUSA, recognised trade unions and issue leads across the

University.   This draft and paper has been developed by the Deputy Secretary Strategic Planning and Jennifer McGregor, Senior Strategic Planner.

Further Information

17. _Author_   _Presenter_
    Jennifer McGregor   Tracey Slaven
    Senior Strategic Planner   Deputy Secretary, Strategic Planning
    6 February 2019

Freedom of Information

18. Closed until publication of the Outcome Agreement by the Scottish Funding Council.

THE UNIVERSITY _of_ EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Review of the structure of the Senate Committees

Description of paper
1.   During Semester Two, a task group convened by the Senior Vice-Principal will conduct a review of the structure of the Senate Committees. This paper sets out the rationale for conducting this review, along with the task group's terms of reference and membership. The task group will consult the University Executive during Spring 2019, before presenting its findings and recommendations to Senate's 29 May 2019 meeting.

Action requested/Recommendation
2.   To note the planned review.

Background and context
3.   Senate established its current committee structure in 2009-10, following a review of academic governance led by a review group convened by Prof Simon van Heyningen. It is timely for the University to review these committee structures at this point for several reasons:

- It is now ten years since the University established these committee structures, and over that period the University's portfolio of taught and research programmes, the size and shape of its student population, and the external policy and regulatory environment, have all changed considerably – it is therefore appropriate to ensure the committee structures remain fit for purpose.

- During that period, the University has also changed some other aspects of its committee structures (eg the establishment of University Executive), and Colleges will have made some changes to their committee structures – it is therefore appropriate to ensure the Senate committee structures continue to align with other committee structures.

- In order to fulfil the requirements of the Scottish Code for Good Higher Education Governance, the University has commissioned a consultant (Dr Jennifer Barnes) to undertake an externally-facilitated review of the effectiveness of Senate and its Committees. This review, which is being held during 2018-19, may make recommendations regarding committee structures as part of a wider brief (for example, how Senate and its Committees manage their business, effectiveness of communications, and how Senate can operate as a forum which encourages discussion and debate), and the University will need an appropriate way to consider those recommendations.

- In 2020, the University will introduce major changes to the composition of Senate in order to comply with the 2016 Scottish Higher Education (Governance) Act, and these have the potential to change the format and role of Senate, which would in turn have implications for the Senate Committees.

Discussion
Scope of the review
4. The review will have the following scope:

- Review the current structure, memberships and terms of reference of the four Senate standing committees (currently the Learning and Teaching Committee, Researcher Experience Committee, Quality Assurance Committee, Curriculum and Student Progression Committee)

- Recommend changes in order to ensure they:
  o Provide effective governance of the University's learning and teaching, and student and early career researcher, matters;
  o Enable the University to take an effective and strategic approach to enhancing the student experience, developing the University's taught and research student portfolio, and maintaining academic standards and quality assurance;
  o Take account of the planned 2020 changes in the composition of Senate; and
  o Are aligned to the University's other committee structures, and to the Colleges' committee structures.

- Review the current levels of devolution of authority from Senate to the Senate Committees, and, if appropriate, recommend changes.

5. The following will be out of scope:
  o Current levels of devolution of powers from Senate and its committees to Colleges;
  o Detailed working methods of the Committees and their task groups;
  o Arrangements for induction / training of Committee members;
  o Arrangements for communication and consultation regarding the business of Senate and its Committees;
  o The operation of Senate itself;
  o The governance role of Senate and its committees in relation to any current projects (eg Service Excellence);
  o Resourcing for projects sponsored or led by Senate or its committees;
  o The arrangements for other Senate Committees - Appeals Committee, Student Discipline Committee, Honorary Degrees Committee, Chaplaincy Committee; and
  o The arrangements for joint Senate – Court Committees (eg Knowledge Strategy Committee).

Particular issues to address
6. The review will give particular attention to the following issues:

- Whether the current structure, under which research student and early career research development are considered by the Researcher Experience Committee, is appropriate (eg whether it would be more appropriate to align PGR student issues with taught student issues and early career researcher issues with Research Policy Group);

- How to define the demarcation lines between Senate and its Committees, and other University committees, in relation to the 'student experience' beyond learning, teaching, student support, research and assessment (for example, transport, student accommodation, health and wellbeing);

- Whether there is sufficient clarity regarding the demarcation lines between Senate and its committees, and other University committees, on recruitment / admissions, and PGR scholarship issues; and

- Whether there is sufficient clarity regarding the role of Senate and its Committee in relation to the academic arrangements for collaborations with other institutions.

Task group membership

7.   A small task group with the following membership will manage the review process and make recommendations to Senate:

  o Senior Vice-Principal (Convener)
  o Conveners of the four Senate Committees (for Senate Researcher Experience Committee, selecting one of the three College PGR Deans)
  o Senior Academic Administrators from each College
  o One Dean from each College (aiming that between them, they cover UG / PGT and PGR)
  o Director of Academic Services
  o Students Association Vice-President (Education)

Timescales and outputs

8.   The key timescales and outputs are:

- Task group meetings January to March 2019 to develop proposals

- Recommendations to the Senate Committees for consultation in March / April 2019

- Broader consultation with stakeholders regarding the proposals April / early May 2019

- Senate 29 May 2019 – present final proposals (alongside the final report of the externally-facilitated review of Senate and its Committees)

- Summer 2019 – task group to meet to discuss detailed Terms of References for new committee structure

- E-Senate September 2019 – to approve detail of Terms of Reference for new Committee structure

- Implementation of new committee structures for the start of 2019-20

Resource implications

9.   Academic Services will support the review. The operation of the Senate committee structure has resource implications both for the secretariat (provided by Academic Services) and for the members of the Committees. Were the review to lead to an increase or decrease in the number of committees, this would have a commensurate impact on resources.

Risk Management

10. Effective academic governance assists the University in managing risk associated with its academic activities.

Equality & Diversity

11. The task group will consider equality and diversity issues when developing its recommendations.

Next steps & Communications

12. The section on Timescales and Outputs (see para 8) sets out the next steps. The task group will manage communications with stakeholders regarding the review.

Consultation

13. The task group will consult with stakeholders (including University Executive) when developing its proposals and recommendations.

Further information

14. *Author*   *Presenter*
    Tom Ward   Charlie Jeffery, Senior Vice-Principal
    Director of Academic Services

Freedom of Information

15. Open.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY EXECUTIVE

19 February 2019

Proposal to establish a new Chair in the Edinburgh Futures Institute

Description of paper
1.   The Edinburgh Futures Institute wish to establish the Baillie Gifford Chair of Data and AI Ethics.

Action requested/Recommendation
2.   The University Executive is asked to approve the establishment of the Baillie Gifford Chair of Data and AI Ethics.

Background and context
3.   The process to create new substantive Chairs requires University Executive approval. In taking this forward, Schools must seek the approval of their Head of College outlining in full the reasons for the investment and the financial implications of such a request. This has been completed, noting the alignment of this Chair with School, College and University strategy.

Discussion
4. The Edinburgh Futures Institute wish to establish this Chair following a gift of funding from the investment management company Ballie Gifford. This Chair post is required in order to provide academic leadership in the field of data and AI ethics in the Edinburgh Futures Institute, in doing so to develop a vision for a world-leading programme of research, education and external engagement in this field and to implement this vision in collaboration with Schools and Colleges across the University.

Resource implications
5.   Funding for the Chair will be met using the gift from Baillie Gifford with the expectation the post will become self-funding through opportunities generated in teaching and research in the long term.

Risk Management
6.   There are no significant risks associated with the establishment of this Chair.

Equality & Diversity
7.   Good practice in respect of equality and diversity will be followed in recruiting this Chair.

Next steps/implications
8.   If these proposals are approved, Resolutions will be drafted to formally establish the Chair.

Consultation
9.   As Head of College, Vice-Principal Professor Dorothy Miell is content with the paper.

Further information

10. Further information about this Chair can be supplied by Professor Lesley McAra, EFI Director.

11. *Author*
     Lauren Archibald
     College HR: CAHSS
     1 February 2019

Freedom of Information

12. Open paper.