

The University of Manchester

SENATE

Wednesday, 25 June 2008

Present:

Professor Gilbert (in the Chair)

Professors Bailey, Birse, Dr Browning, Professors Case, Coombs, Dr Davies, Professors Esmail, Farrell, Ford, Garrod, Gaskell, Green, Dr Kimber, Professor Leudar, Drs Lyte, Mellor, McBride, McGovern, Miss Medforth, Professors O'Brien, Osborn, Perkins, Rubery, Dr Qualtrough, Professors Stirling, Thompson, Ulph and Dr Wakefield (29).

For unreserved business: Mr Jenkinson, Students' Union.

Invited: Professor Agnew (School of Environment and Development), Professor Beattie (School of Psychological Sciences) and Professor Durell (School of Physics and Astronomy).

In attendance: The Registrar and Secretary, the Head of the Student Services Centre and the Director of Human Resources

At the start of the meeting the President and Vice-Chancellor welcomed Chris Jenkinson to his first meeting in his capacity as Academic Affairs Officer in the Students' Union for the forthcoming academic year. At the end of the meeting and referring specifically to Professor John Durell he thanked those colleagues whose membership would finish at the end of the current academic year and for whom this would be their last meeting.

1. Minutes

Confirmed: the minutes of the meeting held on 30 April 2008, subject to amendment of the Secretary's note under item 5(a) (iii) to indicate that the reports of the Review's sub-groups had not been made available on the University website (it being felt that they had been somewhat overtaken by events) but were nonetheless available on request from the Head of the Teaching and Learning Office.

2. Matters arising from the minutes

Agendum 7: Guardian League Tables

Received: a presentation from the President and Vice-Chancellor on issues arising from his analysis of the recently released *Times Good University Guide 2009*.

Noted:

- (a) That the University's ranking position in the latest edition of the *Times Good University Guide* had moved from 29th place to 27th. It was clear that positions of this kind were not those which the University would consider to be reasonable reflections of its quality. Performance on a number of indicators, such as those derived from the National Student Survey and graduate employment data, was disappointing and required a considered

response from the University. The actions agreed by Senate at its last meeting in response to consideration of the Guardian League Tables should therefore be commended once again. (*Action: Head of the Planning Support Office*)

- (b) An analysis of the methodology underpinning the Times rankings demonstrated that the University performed well on the 'entry standards' indicator but much less well on 'good honours' (proportion of graduates receiving first and upper second class degrees). It was important to reflect on the extent to which the proportion of such degrees relative to UCAS points of undergraduate entrants was itself an indicator of the academic integrity of an institution. It was, therefore, worthy of note that the University would be ranked in 5th position in terms of such an academic integrity indicator (behind only Imperial College, LSE, Cambridge and Birmingham). This was an important message about the University's standards and quality that should be communicated in order to counter any negative perceptions arising as a result of the Times and other league tables utilizing indicators of a similar kind.
- (c) That in the Faculty of Humanities, consideration was being given to the question of whether the extent of the undergraduate marking scale was being utilized sufficiently. A number of comments from external examiners had indicated that, in particular, more use could be made of the 70% and above mark range in order to better reflect the achievements of the best performing students.
- (d) That, in view of the lack of certainty about the reasons underlying the University's unsatisfactory ranking on graduate employment, it would be useful to seek insight from the ongoing work on graduate employability, commissioned by HEFCE at the University of Warwick. Professor Rubery agreed to seek additional information about this project on behalf of the Senate. (*Action: Professor Rubery*)

3. Statement by the President and Vice-Chancellor (enclosed)

The President and Vice-Chancellor provided an oral supplement to his written statement as follows:

- (a) It was welcome to note that Professor Val Wass of the School of Medicine had recently been awarded a National Teaching Fellowship. This was the 8th Fellowship awarded to a member of University staff, of whom four have been members of the Faculty of Medical and Human Sciences.
- (b) He wished to have placed on record the best wishes of the Senate to Dr Keith Elliott, Head of Learning Development in the Teaching and Learning Support Office, who would shortly be retiring from the University after 34 years service.
- (c) He was pleased to confirm that the budget for 2008-09 had been endorsed by Planning and Resources Committee and Finance Committee and that it provided for the return of a surplus before and after exceptionals. Together with the achievement of the interim target of bringing the University's 'running rate' into balance before the end of the current financial year, these very positive developments were testament to the efforts of staff across the institution, most particularly those with Head of School or equivalent financial management responsibilities. It should nonetheless also be noted that the general financial situation was likely to remain very constrained for the ongoing period.
- (d) He noted two minor changes for the 2008-09 iteration of *Towards Manchester 2015* that had been identified following consultation within the University and members of the Board of Governors. These were presented to Senate for endorsement.

- (e) A discussion paper, entitled *Building on the Manchester 2015 Agenda: Towards Manchester 2020*, had been prepared to inform strategic discussions throughout the University during the forthcoming months. Without changing the essential vision or long-term goals, it distinguished between the core goals arising from the vision and the enabling commitments without which the University would have little chance of realizing those goals. The Senior Executive Team would initiate discussion around the key points of the discussion paper and coordinate with all Faculties and Directorates the detailed work of developing the longer-term *Towards Manchester 2020* agenda.

During the ensuing discussion the following points were made.

- (a) Further to a suggestion that the definition of collegiality in the Values section of the *Towards Manchester 2020* document needed some amendment to include reference to participation in decision making it was acknowledged that agreement was needed within the University as to what was meant by collegiality and that it would be helpful if this was clarified through the process of consultation on the *Towards Manchester 2020* agenda.
- (b) The inclusion of two alternative mission statements in the current version of the document was indicative of the fact that there was more thinking to be done and that a final single statement would be drafted over the coming months as the process of consultation and discussion proceeds.
- (c) The expectation was that the process of consultation and discussion would extend across the University and become more detailed as the document evolved and developed. As an initial stage colleagues in Schools and administrative offices had conducted a SWOT analysis on their respective activities as part of an ongoing process of reappraisal. In the meantime, members of Senate should send any comments or observations they might have to Helen Barton, Head of the Planning Support Office. (*Action: Members of Senate*)

Agreed:

To endorse the changes to the 2008-09 edition of the *Manchester 2015 Agenda* as follows:

- (a) Health and Safety - to be inserted as part of Goal 7:

"Ensuring that the University is able to meet its obligations to staff, students, contractors and visitors under Health and Safety legislation and is committed to comply with best practice as recommended by expert bodies like the Health and Safety Executive.

"The University will:

- (i) require individuals to take responsibility for health and safety and it will train them accordingly
- (ii) monitor existing and emerging health and safety risks and take appropriate action to mitigate them."

- (b) Knowledge and Technology Transfer KPI 3.1

"Achieve annual increases of 10% between 2004 and 2015 in the number and value of licence deals with third parties."

4. Vice-President (Teaching and Learning)

Received: a report on the progress of the recommendations of the *Review of Undergraduate Education* prepared by the Vice-President (Teaching and Learning).

Noted:

(a) That an Undergraduate Review Strategy Group had been established:

- to shape, direct and manage the implementation of the outcomes of the Undergraduate Education Review. The Group would have a particular focus on curriculum design, development, delivery and assessment, and the re-personalisation of student learning;
- to work with Faculties on the implementation of specific aspects of the Undergraduate Education Review;
- to oversee the work of groups established to implement specific aspects of the Undergraduate Education Review;
- to report to the Undergraduate Education Review Committee (which will meet twice a year).

The Group would be chaired by the Vice-President (Teaching and Learning) and its membership would include the Associate Deans (Teaching and Learning), other Faculty representatives, and University of Manchester Students' Union (UMSU) officers and, in the interim, would take on the role of the Undergraduate Education Sub-Committee of Senate articulated in Recommendation 14 of the Review's Interim Report.

(b) That an e-Learning Strategy Group, an Admissions Group, an Information Commons Development Group, a Student Residential Experience Group, a Student Support Services Group, and a Higher Education Achievement Report (HEAR) Development Group had also been established. These groups would report to the Undergraduate Review Strategy Group; draft policies emerging from all of the groups would be the subject of consultation within Faculties and would be presented to Senate for approval in due course.

(c) That work within Faculties to collate information on existing practices and to discuss recommendations and possible actions was being coordinated by the Associate Deans (Teaching and Learning). Some Faculties were using existing committee structures to oversee this work: the Faculty of Engineering and Physical Sciences was using its Teaching and Learning Committee and the Faculty of Life Sciences was using its Education Management Team. Other Faculties had put in place new structures to oversee the work. The Faculty of Humanities had established a Faculty Teaching and Learning Task Force and Heads of School had also been charged with establishing School Teaching and Learning Task Forces to work with the Faculty Task Force. The Faculty of Medical and Human Sciences had established a President's Review MHS Implementation Group. All four Faculties were thus addressing Recommendation 15 of the Review's Interim Report to either put in place or to review the terms of reference of existing Faculty committees.

(d) That the ongoing work of the Undergraduate Review Strategy Group would place particular emphasis on three main themes: curriculum review, personalized learning and the e-Learning strategy. Key to the process of curriculum review would be the application of the *Purposes of a Manchester Undergraduate Education* matrix endorsed by Senate at its meeting on 6 February 2008 across all undergraduate programmes in the University. While this would require a root and branch approach if the overall aim to create sufficient capacity to address the well documented ambitions regarding personalized learning were to be achieved progress would have to be at a rate sufficient to enable implementation for the start of the 2009-10 academic year. For these reasons the detail of this work was still being

discussed by the Strategy Group. Nevertheless, it was acknowledged that through the ongoing process of operationalizing this work some subtle changes to the matrix might be necessary for example it had been agreed recently that 'science' be added to the graduate attributes listed in the matrix under Category 3: To broaden intellectual and cultural interests. In the meantime, it was apparent already that if the overall objectives of both personalized learning and the e-Learning strategy were to be achieved an additional investment of academic staff time would be required.

During the ensuing discussion the following points were made.

- (a) The process of consultation about the *Purposes of a Manchester Undergraduate Education* matrix had followed from its initial publication with the Interim Review report in February 2008 which, at that time, had invited comments. Since then it had been discussed at meetings of the Teaching and Learning Group (TLG) and consulted upon by individual Associate Deans (Teaching and Learning) within their respective constituencies. Similarly, the approval of the e-Learning strategy at a meeting of the TLG on 18 February 2008 had been followed by an extensive process of consultation which had involved a series of open meetings that had yielded considerable comment which had been taken into account.
- (b) A concern about the extent, timescales for, and the organisation of, the consultation that had been conducted to date on a range of matters associated with the outcome of the *Review of Undergraduate Education*. It was felt that in some areas of the University the process had not been as robust or systematic as might have been hoped. In particular, since the issues concerned would have a significant impact on academic colleagues, it was felt that School Boards would have been an appropriate and effective forum for their consideration.
- (c) The Faculty of Humanities had convened a Faculty Teaching and Learning Task Force to oversee and direct the implementation of the recommendations from the *Review of Undergraduate Education*. It had completed a preliminary analysis relating to the key recommendations involving personalized learning and curriculum review and was in frequent, ongoing dialogue with the Vice-President (Teaching and Learning) about the progress that was being made. Similarly, in the Faculty of Medical and Human Sciences there had been extensive consultation and ongoing discussion and dialogue with Heads of School and academic leads coupled with regular feedback to the Vice-President (Teaching and Learning) on progress.
- (d) A re-emphasis that the agenda that had emerged from the *Review of Undergraduate Education* had absolute primacy within the University currently and that the issues involved had been discussed in various fora on an ongoing basis for almost a year so that the need now was for committed, detailed engagement to progress the recommendations identified in a manner sufficient to deliver major improvement to the quality of undergraduate learning within the timescales identified. If an additional meeting of the Senate was required to ensure that there was no stalling on this agenda it would be arranged.
- (e) In response to a concern about the extent to which specific details had been made available for consultation in Faculties and Schools e.g., the core principles for personalized learning it was noted that the nature of the University's compact with its students and the need for substantial change to be delivered on an ongoing basis had been highlighted throughout the *Review of Undergraduate Education* and subsequently, following publication of its recommendations.

At this point in the meeting attention turned to the *e-Learning strategy*. By way of introduction the Vice-President (Teaching and Learning) explained both that the strategy had been informed by the University's overall strategic plan and had been designed to support a number of the goals identified in *Towards Manchester 2015* and emphasized the following from the Strategy which had been circulated to members of Senate:

This e-Learning strategy seeks to firmly embed e-Learning as a key element of the teaching and learning culture of the University. It further aims to enhance the University's reputation for teaching excellence and to provide a richly interactive and stimulating environment for students and staff alike. A robust and sustainable infrastructure will be required for the development of high quality digital content delivered by sound educational methods and the University is committed to investing heavily and intelligently in e-Learning developments.

He also noted that the Strategy had been discussed extensively by the Online Learning Task Force and at a number of open meetings where the feedback received had been positive.

During the ensuing discussion the following points were made.

- (a) A view that the e-Learning strategy could potentially conflict with the University's aspirations regarding personalized learning while it was also noted that e-Learning could form part of personalized learning. It was further explained that e-Learning was an important component of a blended learning approach which was not intended to replace face to face learning but rather to support learning by other means and thereby to allow students choice. It was notable that feedback from students who had experienced online delivery via *Blackboard Vista* had been very good.
- (b) While supportive of the overall strategy there was concern about its implementation and the extent to which account would be taken, and provision made, to accommodate online developments that had been achieved by colleagues using alternative technologies in Schools and which could not easily be translated into *Blackboard Vista*. Furthermore, the timescales for implementation were challenging if the material to be developed and provided was to be of an excellent, high standard.
- (c) It was emphasized that given the University's poor e-Learning provision relative to peer institutions, both nationally and internationally, it had only limited time within which to remedy this if it was not to affect student satisfaction and applicant choice in the medium and long term.
- (d) It was acknowledged that the implementation of a virtual learning environment can raise a range of pedagogic issues e.g., plagiarism which have to be addressed. However it was not felt that these issues were very different in substance from those that occur in a face to face context.
- (e) A view that while most colleagues supported the e-Learning strategy and recognized the need for the University to move forward rapidly there was a concern about the extent to which, by agreeing to the principles, colleagues would then be deemed to have agreed to detailed implementation plans. It was acknowledged that this should not be the case.
- (e) It was recognised that the anxieties of colleagues in Schools were focused primarily around issues of implementation but explained that these were matters for colleagues in Faculties and Schools to resolve under the direction of the respective Faculty leadership teams and in consultation with the Vice-President (Teaching and Learning). It was the responsibility of Senate to agree the overall strategic framework. Nevertheless, within this particular context it had to be recognised that there would be a requirement for academic

colleagues to allocate their time differently in order that the agreed strategic objectives be achieved and the benefits of the substantial investment in *Blackboard Vista* be realised.

- (f) The overwhelming priority at the current time was to proceed with agreed implementation plans and to capitalize on the impetus that had already been created in several parts of the University so that work could be completed in a timely manner and in a way that would deliver the objectives that had been agreed by Senate.

Agreed:

To endorse the e-Learning strategy.

The discussion continued with a focus on *personalised learning* and the core principles underpinning the Manchester Experience i.e., student choice, scale and support and interactivity and self-expression, details of which had been circulated with the agenda for the meeting. By way of introduction the Vice-President (Teaching and Learning) **noted:**

- (a) That paragraph 1(iii) in the paper, *Personalised Learning - Core Principles underpinning the Manchester Experience* should be amended to read:

Programmes should be designed to offer a range of pedagogical styles across the student academic experience.

- (b) That Senate had already endorsed the view that all students should have an academic advisor as articulated in Recommendation 17 of the Review's Interim report at its meeting on 6 February 2008.

During the ensuing discussion the following points were made.

- (a) There was a real concern within some disciplines with large numbers of undergraduate students e.g., social sciences, psychology about their capacity within current resources to provide academic advisors who would be able to make contact with students on a weekly basis.
- (b) While the formulation of plans for implementation would have to take account of resource considerations it would be important not to lose sight of the fact that this endeavor had to be conducted in parallel with ongoing curriculum review which it was envisaged would provide some of the additional capacity required. Similarly, some consideration would be needed of reasonable and practical timescales for implementation. This exercise was not about burdening individual staff with more and more responsibilities.
- (c) There was an urgent need for an informed discussion of the ways in which undergraduate students will be best supported to re-personalise their learning. This was an absolute requirement and to this end colleagues were urged to familiarize themselves with the relevant pedagogic literature as referenced in the paper from the President and Vice-Chancellor *Positioning the University of Manchester as premium provider of world class undergraduate education – a briefing paper for the 2007-08 Review of Teaching and Learning and Student Experience* circulated for the meeting of Senate in October 2007.
- (d) A desire for the core principles of personalized learning to be paralleled with an emphasis on students' individual responsibilities as adult, independent learners.
- (e) A concern that the provision detailed in relation to the core principle regarding scale and support for students was in excess of what would be provided at Oxford.

- (f) That the emphasis in the core principles was on communication rather than meeting and that the primary objective was to ensure that undergraduate students be provided with the opportunity to get to know well at least one member of academic staff and be supported to achieve their full potential and get as much as possible from their experience at this University. It was also important that any potential barriers between staff and students were minimized so that if there were circumstances where a student needed help or guidance they would not be reticent about coming forward.

Agreed:

That an extraordinary meeting of Senate be convened as soon as possible to consider further issues regarding the core principles of personalised learning.

5. Ethics of research on human subjects

Received: a set of proposals detailed in a paper prepared by the Deputy President and Deputy Vice-Chancellor.

Noted:

- (a) That the arrangements detailed in the paper had been prepared in recognition of the University's responsibility to ensure that research on human subjects is conducted to the highest ethical standards and that it has the most effective and efficient mechanisms for regulation and approval of this research. To this end it was proposed that a *University Governance of Ethics Committee* be established to oversee all processes, receive reports from, and ensure consistency of approach between, each of the *Human Research Ethics Committees* (i.e., Psychology, Nursing, Occupational & Environmental Health and Eurolens) as well the dissemination of best practice and the maintenance of the highest standards of applications and approval process.. The Committee would also address institution wide aspects of research on humans and the University's relationships to external bodies.
- (b) That the process of approval and the operation of the committees would be aligned to the NRES process. All applications would require approval from the relevant Head of School and pre-screening by the Head of School or his / her nominee would identify those applications which should not be seen by the Committee, be referred to NRS or have major omissions or flaws.
- (c) That the committees would be responsible for managing their membership and for ensuring the recruitment of suitably qualified new members as required.

Agreed:

To endorse the proposals as detailed in the paper prepared by the Deputy President and Deputy Vice-Chancellor but amended to take account of the point made under (b) above that pre-screening is to be conducted by the Head of School or his / her nominee.

6. Vice-President (Research)

Due to the pressure of time this item was deferred until a future meeting.

7. Academic promotions

Received: a paper from the Human Resources Sub-Committee of PRC detailing proposals regarding academic promotions

Noted:

- (a) That the paper detailed a number of proposals concerning academic promotions which had been derived from an earlier paper from the Human Resources (HR) Sub-Committee of Planning and Resources Committee which had been subject to substantial consultation.
- (b) That the primary driver for the changes proposed at this time was the recommendation from the *Review of Undergraduate Education*, which had been endorsed by Senate, that the University's promotion criteria be reviewed to ensure that they properly reflect the importance the University gives to rewarding support by staff for teaching and learning. The proposals therefore aimed to:
 - (i) ensure the University provides parity of esteem between teaching and research in a way that changes behaviour by academic staff to deliver better teaching, and;
 - (ii) change the perception revealed in staff satisfaction surveys that teaching is not properly recognised and rewarded, especially in promotions decisions.
- (c) That the key recommendations of the HR Sub-Committee were as follows:

Recommendation 1: The University should retain four levels of promotion, and adopt the titles for academic staff on teaching and learning contracts: Lecturer, Associate Professor (equivalent to SL), Senior Associate Professor (equivalent to Reader) and Professor.

Recommendation 2: The University should recognize three career tracks (distinguished by contract): research and teaching, research focused and teaching focused.

Recommendation 3: The University should use the same titles for staff on research and teaching contracts and on teaching focused contracts: Lecturer, Associate Professor, Senior Associate Professor, and Professor.

Recommendation 4: The University should adopt the criteria for assessing performance in teaching and learning set out in the Appendix to these minutes.

Recommendation 5: In drawing up detailed promotion criteria for different tracks and levels, to reach the highest level of promotion in the teaching focused track, candidates should be required to demonstrate achievement against some of the criteria in Groups B or C of the Table in the Appendix to these minutes.

Recommendation 6: The University should publicize widely data on the proportions of promotions for research and teaching staff which are based primarily on teaching, research or knowledge transfer and those where a combination of the criteria were important for promotion. The HR Sub-Committee should review (after at least, say, three years) what effect this has had on staff perceptions about whether teaching and learning is valued equally with research, and if there has been no significant change in staff perceptions should consider what further steps might be taken.

During the ensuing discussion the following points were made.

- (a) A concern that the proposed nomenclature detailed in Recommendation 3 was a mixture of titles that would not be understood easily outside of the University and that it would be preferable to adopt an internationally recognized system of titles e.g., as used in North America, rather than a hybrid which included Senior Associate Professor.
- (b) A view that within a research-led institution the existing titles were suitable and appropriate.
- (c) There was consensus that the University should recognize three career tracks as detailed in Recommendation 2 and that it would be a retrograde step not to proceed on the basis outlined. Furthermore, the overwhelming support for the retention of four levels of promotion as detailed in Recommendation 1 meant that the number of titles needed would not translate easily into a single internationally recognized system.
- (d) While it was acknowledged that the issue of titles was always likely to be contentious there was an imperative to progress the other recommendations in order that arrangements might be in place to conduct the next round of promotion and progression for academic staff in 2008-09.

Agreed:

To endorse the recommendations listed above on the condition that the issue of titles for academic staff be re-visited at the meeting of Senate in October 2008.

8. Matters for report to Senate

- (a) Report on exercise of delegations on behalf of Senate and the Board of Governors.

Professorial appointments

The following appointments have been approved on behalf of Senate and the Board of Governors:

***Ad Personam* Promotional Chair in Particle Physics**

Stefan Soldner-Rembold, BSc, Diplom(Bonn), PhD(Munich), previously Reader in Particle Physics in the School of Physics and Astronomy, as Professor of Particle Physics in the School of Physics and Astronomy from 1 June 2008.

***Ad Personam* Promotional Chair in Semiconductor Physics**

Phil Dawson, BSc, PhD(Hull), presently Reader in Semiconductor Physics in the School of Physics and Astronomy, at this University, as Professor of Semiconductor Physics in the School of Physics and Astronomy from 1 August 2008.

***Ad Personam* Promotional Chair in Physical Chemistry**

Robert Dryfe, BSc, DPhil(Oxford), presently Reader in Physical Chemistry in the School of Chemistry at this University, as Professor of Physical Chemistry in the School of Chemistry from 1 August 2008.

Ad Personam Promotional Chair in Nuclear Physics

Sean Freeman, BA, PhD(Manchester), presently Reader in Experimental Nuclear Physics in the School of Physics and Astronomy at this University, as Professor of Nuclear Physics in the School of Physics and Astronomy from 1 August 2008.

Ad Personam Promotional Chair in Applied Control

Barry Lennox Beng, PhD(Newcastle), presently Reader in Applied Control in the School of Electrical and Electronic Engineering at this University, as Professor of Applied Control in the School of Electrical and Electronic Engineering from 1 August 2008.

Ad Personam Promotional Chair in Chemical Physics

Andrew Masters, BA, MA, PhD(Cambridge), presently Senior Lecturer in Chemical Physics in the School of Chemical Engineering and Analytical Sciences at this University, as Professor of Chemical Physics in the School of Chemical Engineering and Analytical Sciences from 1 August 2008.

Ad Personam Promotional Chair in Chemical Biology

Jason Micklefield, BSc, PhD(Cambridge), presently Reader in Chemical Biology in the School of Chemistry at this University, as Professor of Biological Chemistry in the School of Chemistry from 1 August 2008.

Ad Personam Promotional Chair in Computer Engineering

Jim Miles, BSc, MSc, PhD(Manchester), presently Reader in Computer Engineering in the School of Computer Science at this University, as Professor of Computer Engineering in the School of Computer Science from 1 August 2008.

Ad Personam Promotional Chair in Particle Physics

Apostolis Pilaftsis, BSc, PhD(Dortmund), presently Reader in Particle Physics in the School of Particle Physics at this University, in the School of Physics and Astronomy as Professor of Particle Physics in the School of Physics and Astronomy from 1 August 2008.

Ad Personam Promotional Chair in Computational and Theoretical Chemistry

Paul Popelier, MChem, PhD(Antwerp, Belgium), DSc(UMIST), presently Reader in Computational and Theoretical Chemistry in the School of Chemistry at this University, as Professor of Computational and Theoretical and Chemistry in the School of Chemistry from 1 August 2008.

Ad Personam Promotional Chair in Computer Science

Alasdair Rawsthorne BSc, presently Lecturer in Computer Science in the School of Computer Science at this University, as Professor of Computer Science in the School of Computer Science from 1 August 2008.

Ad Personam Promotional Chair in Petroleum Geoscience

Jonathan Redfern, BSc, PhD(London), presently Reader in Petroleum Geoscience in the School of Earth, Atmospheric and Environmental Sciences at this University, as Professor of Petroleum Geoscience in the School of Earth, Atmospheric and Environmental Sciences from 1 August 2008.

Ad Personam Promotional Chair in Radio Astronomy

Ralph Spencer, BSc, MSc, PhD(Manchester), presently Reader in Radio Astronomy in the School of Physics and Astronomy at this University, as Professor of Radio Astronomy in the School of Physics and Astronomy from 1 August 2008.

Ad Personam Promotional Chair in Materials Science

Ping Xiao, BEng, PhD(Sheffield), presently Reader in Materials Science in the School of Materials Science at this University, as Professor of Materials Science in the School of Materials Science from 1 August 2008.

Ad Personam Promotional Chair in Integrative Biology

Simon Luckman, BSc, PhD(Cambridge), presently reader in the Faculty of Life Sciences at this University, as Professor of Integrative Biology in the Faculty of Life Sciences from 1 August 2008.

Grant of the title of Professor Emeritus

Acting on behalf of Senate and the Board of Governors, the President and Vice-Chancellor approved the conferment of the title of Professor Emeritus on the following:

Professor David Attwood, Professor of Pharmacy (in the School of Pharmacy and Pharmaceutical Sciences) (*from 1 May 2008*)

Professor Alan Bray, Professor of Theoretical Physics (in the School of Physics and Astronomy) (*from 1 October 2008*)

Professor Martin Burch, Professor of Government (in the School of Social Sciences) (*from 1 September 2008*)

Professor John Casken, Professor of Music (in the School of Arts, Histories and Cultures) (*from 1 February 2008*)

Professor Andrew Causey, Professor of Modern Art History (in the School of Arts, Histories and Cultures) (*from 1 February 2008*)

Professor John L Durell, Professor of Nuclear Physics (in the School of Physics and Astronomy) (*from 1 August 2008*).

Professor David Gordon, Professor of Medicine (in the Faculty of Medical and Human Sciences) (*from 1 June 2008*)

Professor Patrick Joyce, Professor of History (in the School of Arts, Histories and Cultures) (*from 1 January 2008*)

Grant of the title of Reader

The University Promotions Committee for the Faculties listed below have, on behalf of the Senate and the Board of Governors, approved recommendations that the following, who currently hold appointment as Lecturer, Senior Lecturer or Senior Research Fellow in the Schools indicated, be granted the title of Reader with effect from 1 August 2008:

Faculty of Engineering and Physical Sciences

Dr Richard Battye	Physics and Astronomy
Dr Peter Budd	Chemistry
Dr Doug Edwards	Computer Science
Dr Alexander Grigorenko	Physics and Astronomy
Dr Konstantinos Kontis	Mechanical, Aerospace and Civil Engineering
Dr Joe Macquaker	Earth, Atmospheric and Environmental Sciences
Dr Paul Mummery	Materials
Dr Roy Wogelius	Earth, Atmospheric and Environmental Sciences

Faculty of Humanities

Dr Edmund Amann	Social Sciences
Dr Sharon Clarke	Manchester Business School
Dr Neil Coe	Environment and Development
Dr Patrick Devine-Wright	Environment and Development
Dr Martin Evans	Environment and Development
Dr Rudolph Sinkovis	Manchester Business School
Dr Aminu Mamman	Environment and Development

Faculty of Medical and Human Sciences

Dr Kathryn Abel	Medicine
Dr Anne Barton	Medicine
Dr Michael Donmall	Medicine
Dr Rachel Donn	Medicine
Dr Andrew Povey	Medicine
Dr Wendy Thomson	Medicine
Dr Alison Wearden	Psychological Sciences

Promotions to Senior Lecturer and Senior Clinical Lecturer

The University Promotions Committee for the Faculties listed below have, on behalf of the Senate and the Board of Governors, approved recommendations that the following, who currently hold appointment as Lecturer or Research Fellow in the Schools indicated, be granted the title of Senior Lecturer or Senior Clinical Lecturer (as appropriate) with effect from 1 August 2008:

Faculty of Engineering and Physical Sciences

Dr David Binks	Physics and Astronomy
Dr Nicholas Bryan	Chemistry
Dr Mark Cotton	Mechanical, Aerospace and Civil Engineering
Dr Steve Covey-Crump	Earth, Atmospheric and Environmental Sciences
Dr David Cullen	Physics and Astronomy
Dr Zhengtao Ding	Electrical and Electronic Engineering

Dr Sam de Visser	Chemical Engineering and Analytical Sciences
Dr Suzanne Embury	Computer Science
Dr Antonino Filippone	Mechanical, Aerospace and Civil Engineering
Dr Toby Howard	Computer Science
Dr Nicholas Lockyer	Chemical Engineering and Analytical Sciences
Dr Philip Manning	Earth, Atmospheric and Environmental Sciences
Dr Alastair Martin	Chemical Engineering and Analytical Science
Dr Marta Mazzocco	Mathematics
Dr Carl Percival	Earth, Atmospheric and Environmental Sciences
Dr Michael Preuss	Materials
Dr Andrew Regan	Chemistry
Dr Alberto Saiani	Materials
Dr Xiaorong Zhou	Materials

Faculty of Humanities

Dr John McAuliffe	Arts, Histories and Cultures
Dr David Bamford	Manchester Business School
Dr Stephanie Barrientos	Environment and Development
Dr Ralph Becker	Social Sciences
Dr Ricardo Bermudez-Otero	Languages, Linguistics and Cultures
Dr Wendy Bottero	Social Sciences
Dr Daron Burrows	Languages, Linguistics and Cultures
Dr Ricardo Climent	Arts, Histories and Cultures
Dr Antonella de Angeli	Manchester Business School
Dr Rui da Silva	Manchester Business School
Dr Stephen De Wijze	Social Sciences
Dr Hal Gladfeller	Arts, Histories and Cultures
Dr Brian Heaphy	Social Sciences
Dr Stef Jansen	Social Sciences
Dr Andrew Morrison	Arts, Histories and Cultures
Dr Chris Rees	Languages, Linguistics and Cultures
Dr Piers Robinson	Social Sciences
Dr Stuart Roper	Manchester Business School
Dr Geoffrey Ryman	Arts, Histories and Cultures
Dr Ian Scott	Arts, Histories and Cultures
Dr Dale Southerton	Social Sciences
Dr Julie Marie Strange	Arts, Histories and Cultures
Dr Laura Tunbridge	Arts, Histories and Cultures

Faculty of Life Sciences

Dr Stuart Allan
Dr Ray O'Keefe
Dr Lydia Taberner
Dr Chris Thompson

Faculty of Medical and Human Sciences

Dr Moira Attree	Nursing, Midwifery and Social Work
Dr Isabelle Blanchette	Psychological Sciences
Dr Wael El-Deredy	Psychological Sciences
Dr Anne-Marie Glenny	Dentistry
Dr Karen Lander	Psychological Sciences

Dr Warren Mansell

Psychological Sciences

Promotions to Senior Teaching Fellow, Senior Research Fellow and Senior Clinical Research Fellow

The University Promotions Committee for the Faculties listed below have, on behalf of the Senate and the Board of Governors, approved recommendations that the following, who currently hold appointment as Lecturer or Research Fellow in the Schools indicated, be granted the title of Senior Teaching Fellow Senior Research Fellow or Senior Clinical Research Fellow (as appropriate) with effect from 1 August 2008:

Faculty of Humanities

Dr Alan Cross	Education
Dr Michael Keenan	Manchester Business School
Dr Ronald Ramlogan	Manchester Business School
Dr John Rigby	Manchester Business School

Faculty of Life Sciences

Dr Curtis Dobson
Dr Carol Wakeford

Faculty of Medical and Human Sciences

Dr Richard Baker	Psychological Sciences
Dr Brian Bigger	Medicine
Dr Hannah Cooke	Nursing, Midwifery and Social Work
Dr Jayne Cooper	Medicine
Dr John Costello	Nursing, Midwifery and Social Work
Dr David Gilham	Medicine
Ms Amy McLauchlan	Psychological Sciences
Dr David Reeves	Medicine

Award of Honorary Degrees and the University Medal of Honour

Acting on behalf of Senate and the Board of Governors, and on the recommendation of the University's Awards and Honours Group, the President and Vice-Chancellor has approved the following:

- (i) Award, at a ceremony on 18 June 2008, of the following degrees *honoris causa*:

Miss Anna Ford

LLD

Broadcaster and journalist Anna Ford was elected as Chancellor of the Victoria University of Manchester in 2001. She was the first woman Chancellor in the University's history. A graduate of the Victoria University, she was also the first woman President of the Students' Union and later helped to set up the International Society to cater for the welfare and social needs of international students at Manchester's three universities.

Sir Terry Leahy**LLD**

As Chief Executive of Tesco PLC, Sir Terry Leahy is regarded as one of Britain's leading business figures. A UMIST graduate, Sir Terry was installed as Chancellor of UMIST in 2002, the same year that he was knighted and granted the Freedom of his home city of Liverpool. He is widely credited with making Tesco the extraordinary national and international success that it is today.

(ii) Award, at a ceremony to be held on 20 June 2008, of the Medal of Honour to the following:

Professor D G B (Dai) Edwards
 Dr Alec Robinson
 Dr Gordon Eric (Tommy) Thomas
 Geoff Tootill

(b) New undergraduate and taught postgraduate programmes

The following new and amended undergraduate and taught postgraduate programmes have been approved by Faculties, and ratified by the Vice-President (Teaching and Learning), during the 2007-08 session. Unless otherwise shown, the programmes will start in the 2008-09 session.

Faculty of Humanities**Undergraduate**

BA Honours Art and Archaeology of the Ancient World, title change to BA Honours Archaeology and Art History, full-time, for entry in September 2009

BA Honours Islamic Studies and Muslim Societies, full-time

BA Honours Performance Design Management, full-time, title change to BA Honours Creative Events Design and Management (validated programme with City College Manchester).

Postgraduate

MA Colonial and Post-Colonial History, full-time or part-time, change of title to MA World History

MA/PG Diploma Healthcare Ethics and Law, full-time or part-time, amendments to restructure taught programme units and changes to word limits of essay assessments

MSc/PG Diploma Human Resources for International Development: Human Resource Development;

title change to MSc/PG Diploma Human Resource Development (International Development) full-time;

MSc/PG Diploma Human Resources for International Development: Human Resource Management, title change to MSc/PG Diploma Human Resource Management (International Development) full-time.

MSc Managerial Psychology, MSc Organisational Psychology, full-time, addition of part-time route of study

MA Performance, Screen and Visual Cultures, full-time or part-time

MA Victorian Studies, title change to MA Victorian Times, full-time or part-time.

Faculty of Life Sciences**Undergraduate**

BA Honours Developmental Biology, full-time (intercalated degree)

BA Honours Genetics, full-time (intercalated degree).

Postgraduate
MSc Structural Biology and Biophysics, full-time

Faculty of Medical and Human Sciences

Postgraduate
MA/PG Diploma Social Care in Contemporary Society, full-time, exit award only from
MA Social Work, retrospective approval for entry from September 2006.

9. Next meeting

The next meeting of **Senate** will be held on **Wednesday, 29 October 2008 at 3.00pm.**

10. Any other business

There was no other business.

Appendix: Criteria for Assessing Teaching Performance and Evidence Required

Criterion	Evidence
A. Direct Contribution to Teaching and Learning	
Teaching load and levels taught	Internal reference
Evaluation of teaching performance	Student questionnaires designed to evaluate performance of teachers, peer review report (may need more robust reviews), external examiners reports (if they refer to evidence of good teaching)
Curriculum development	Internal reference; external programme examiner's comments
Course unit renewal (including content and methodologies for teaching and assessment)	Evidence of beneficial effects (e.g. more recruitment of students, improved student satisfaction, time-saving for staff, improved employability); internal reference; external examiners report
Academic advising role	Student questionnaires (need to be adapted to measure this), internal reference
How scholarship and research is integrated with teaching and learning	Research publications; peer review report; internal reference
Engaging with students	Evidence of alternative methods of interacting with students (e.g. student societies) – internal reference informed by student input
B. Broader Contribution to Teaching and Learning within University	
Management of teaching programmes and impact of such management	Internal reference; external programme examiner's comments
Development of teaching and learning policies at discipline, school, faculty or university levels and impact of such policies	Internal reference informed by views of T&L Director in School or Faculty
Provision of support, coaching, mentoring and management of other teaching staff	Internal reference informed by views of staff who have been supported
Support for peer mentoring, PASS schemes	Internal reference; student evaluation
University internal teaching grants	Details of awards
Internal award or prize for teaching and learning	
C. Contribution to Teaching and Learning External to University	
Publication of teaching materials or text books and evidence that these are used outside university	External reference
Liaising with professional bodies or executive education / CPD clients to translate their needs into curricula	External reference
Generation of executive education / CPD income from leading clients	Internal and external references
Invitations to deliver teaching to other institutions and evidence of quality	External reference
Invitations to be external examiner in comparable universities and evidence of impact	External reference
Influence on national debates on teaching and learning	Presentations at conferences, engagement with learned societies or subject centres, publications in well-regarded and refereed journals of good practice

Award of external grants for teaching and learning	Details of awards
External awards or prizes for teaching and learning	Details of awards
Pedagogical research publications	Publications that could be RAE returnable