

Meeting of the School Executive Group
3-5pm, October 12th 2005
Room 352, Grant Institute

AGENDA

1. Apologies
2. Minutes of the meeting held on September 16th, 2005.
3. Matters arising
4. Remarks from the Chair

For discussion

5. RAE organisation ①
6. Planning Review: 2006-07 Plan②
7. Case for support: temporary field equipment technician ③
8. NERC Advanced Fellowship extensions④

For information

9. School role definitions⑤
 10. Updated 2005-6 budget ⑥
 11. Regius and Michie Chairs⑦
 12. Reports from Institutes/organisations Convenors/Heads
11. A.O.B.

Papers ① ② ③ ⑤ are attached. (FoI status: open)

Paper ④ is confidential (FoI status: closed)

Paper ⑥ and ⑦ will be tabled

**School of GeoSciences: RAE 2008 coordination
PAPER 1**

- Overview: HoS
- Strategic decisions, writing any unifying text and reviewing all aspects of submissions: Head of Research Strategy
- Writing UoA17: UoA Co-ordinator/primary author, plus assistants.
- Writing UoA32: UoA Co-ordinator/primary author, plus assistants.
- Collection and preparation of metrics and administration for both UoAs: Anne Payne (SA) assisted by Ian McNab (RA4), Sally West (RA1 & 3) and Sue Maclachlan (RA1, 2 & 5).

RAE co-ordinating group (RAE CG): Head of School, UoA co-ordinators, Head of Research Strategy, School Administrator.

Role of RSG is to discuss and recommend overall RAE strategy, in consultation with RAE CG.

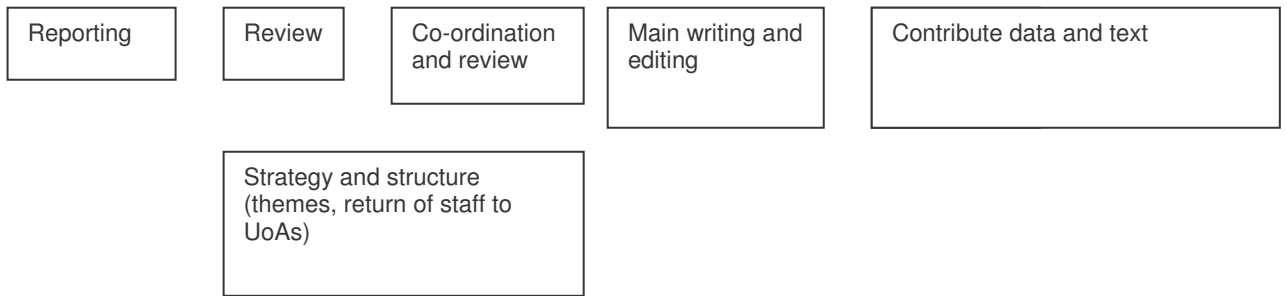
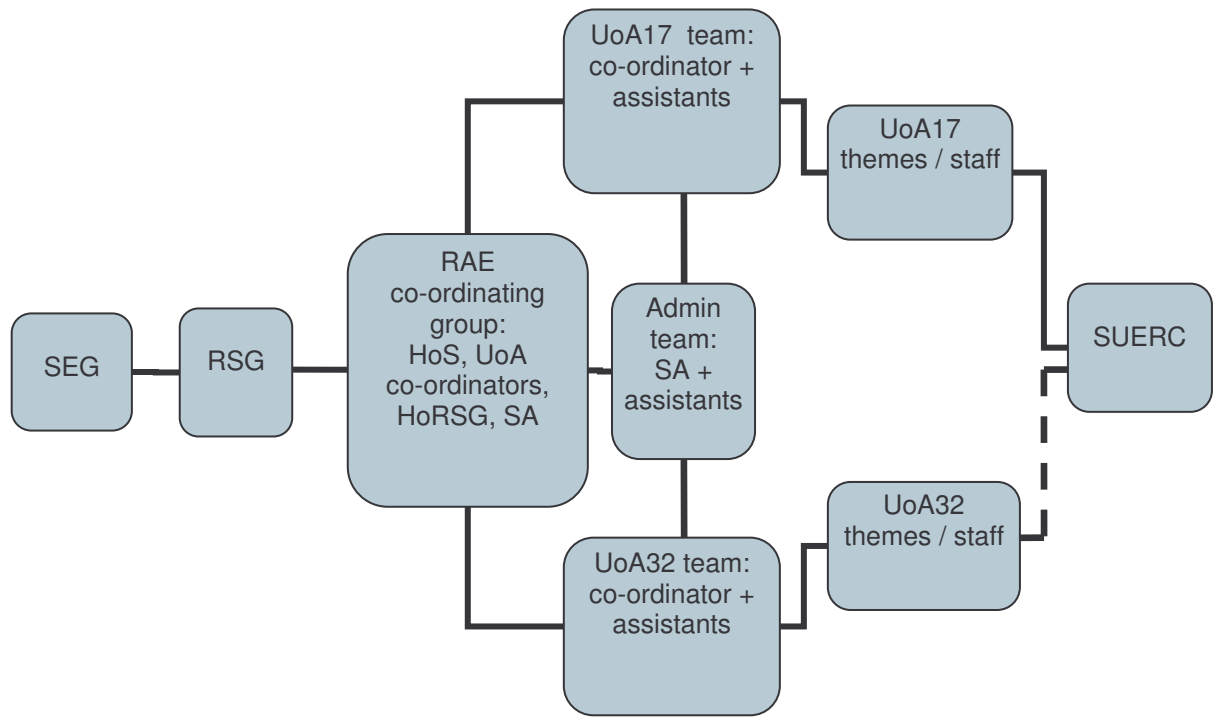
Role of RAE co-ordinating group is to agree how to implement strategy in terms of detailed shape and content of submissions.

Suggested dates (provisional, to be revised if necessary when College/University review dates and deadlines are set):

Data collection, review of staff returns and actions to improve performance where appropriate:	Sept 2004-August 2005 (performance actions ongoing into 2005/06.)	HoS, Hols
Initial collection and tidying of centrally-provided quantitative data:	Sept -Dec 2005	SA
Initial review of data and provisional decision on submission structure and themes:	End Nov 2005	RAE CG and RSG
Outline draft RA2, RA5 and draft metrics for RA1, 3 and 4:	Dec 2005- 28 Feb 2006	UoA teams and RAE CG (primarily UoA co-ords and SA)
Internal review of first drafts:	March-May 2006	RAE CG and RSG
Tidying of data and modelling of options:	March-Aug 2006	UoA teams and RAE CG
Review of submission structure following modelling:	Aug-Sept 2006	RSG and RAE CG
Second draft (first full draft) of RA1-5:	Oct 2006- 20 Dec 2006	UoA teams and RAE CG
Review of second drafts:	Jan-Mar 2007	RSG and others
Updating of RA1-4 with '06-'07 data:	Feb-Apr 2007	SA, UoA co-ords
Final decisions on any remaining submission dilemmas:	Apr-May 2007	RAE CG, RSG, HoS and Head of College
Third draft of RA1-5:	June 2007 – 16 July 2007	UoA teams and RAE CG
Final review and corrections:	Aug-Oct 2007	RSG & UoA co-ords
Final updating of metrics (and any text amendments) after census date:	Oct-Nov 2007	UoA teams and RAE CG (primarily SA and UoA co-ords)
Sign-off and submission:	17 Nov 2007	

Anne Payne & Colin Graham

Reviewed by RSG September 2005



The 2006-07 planning round is now starting. We propose that our approach should take the form of review and updating of the detailed plans produced last year.

Attached to this paper is

- two proformas for planning for 2006-07 (see table for explanation);
- the School's Annual Plan for 2005-06 (i.e. the current year) as submitted to College in the previous planning round;
- the School's Five-year plan 2005-10 and appendices to the Five-year Plan (the plans created by Research Groups, TO and GO).

The proposed process for the current planning round is:

What	How & by when	Who
Report on progress against 2005-06 School Annual Plan: Research; Undergraduate; Postgraduate; KT; Communications; Infrastructure; Human Resources; Management.	Oral reports to SEG at October 12th meeting	Head of RSG; Head of TO; Head of GO; HoS; HoS; HoS; Hols; HoS.
Update and revise existing 5-year plans for: Research Groups; TO; GO.	Using <u>Proforma A</u> , by 4th November	Heads of RGs* HoTO* HoGO*
Create a 5-year plan for: Technical and Computing Services; Knowledge Transfer.	Using <u>Proforma B</u> , by 4th November <i>Consider moving SEG to Weds 16 November to allow more time for this stage</i>	Head of TCS* Convenor of KT st gp
Synthesise updated plans into a new 2006-07 School Annual Plan	Discuss individual plans at SEG 9 th November meeting then compile plan by 1st December	HoS, HoRSG (synthesis of Research Group plans) and SA
Synthesise updated plans into a revised rolling 5-year Plan for 2006-2011	ditto	HoS, HoRSG (synthesis of Research Group plans) and SA
Approve Annual Plan 2006-07 for submission to College	SEG meeting 7 th December	

School Office will send out an email to all staff announcing planning round and inviting any staff to contribute views/ideas to relevant academic organisation head (HoRG, HoTO, HoGO, HoTCS) prior to 4th November deadline.

Planning Proforma A – Update of Existing Plans

Referring to your five year plan created in 2004:

A. Provide a brief commentary of progress against your current 5-year plan.

Highlight:

- objectives achieved;
- unplanned successes;
- any major problems/setbacks or failures.

B. Describe intended changes to the plan for implementation in the year 2006-07.

- Why are these changes needed?
- What resource implications do they have?
- What additional benefit or risk is attached?

C. Describe any major new initiatives or other significant redirection of your plans over the longer term (3-5 years).

Please consider the following factors - listed on Proforma B - while revising your plans:

- vision;
- current strengths and weaknesses;
- external opportunity or threat;
- strategy and resources;
- benefit and risk;
- priority.

Planning Proforma B - Structure for Academic Planning

It is suggested that your plan is not more than 2 pages long. Use bullet points or paragraphs as preferred. *Description* of current activities/structures is not required unless this is necessary to explain/justify future plans.

A. Vision/aims

- What are your main aims?
- Where do you want to be in 3-5 years (what key strengths, external recognition, etc. would you like to have)?

B. Current position

- What are the strengths and weaknesses of current activities and capabilities? i.e. What are you particularly good at? What makes you good at it? What is not so good, and why? Are there problems now or looming (e.g. in staff profile/skills, income, reputation, morale, facilities, support, other...)?

- Note any recent major initiatives/changes.

C. External factors

- What are the specific opportunities or threats arising from external factors? e.g. potential for interactions with other parts of the School, University, or external organisations; emerging 'hot topics' or declining interest in topics; potential new sources of funding or decline of old income streams; etc.

D. Strategy

- What do you want to do to move towards your vision, in the light of your strengths and weaknesses and taking account of opportunities and threats? e.g. starting new activity or closing current activity, new appointments or leavers, realignment of activity, major initiatives, new collaborations, new structures or administrative procedures.
- What resources or structures do you need (e.g. seed-corn funds, equipment, space, procedures, people, support services...) to be able to do this?
- How will these resources and strategy enable you to build on your strengths and respond to opportunity over 3-5 years?

E. Benefit and risk

- What is the expected benefit for the School of your strategy?
- What could go wrong?

Benefits could be reputational, intellectual, financial....

Risk should identify, and place some estimate of likelihood on, the factors that could cause the plan to fail (e.g. inability to recruit staff or students as expected; key staff departing; lack of expected grant income arising from activity). Risks can be within our control, or factors over which we have little or no control.

F. Specific actions for 2006-07

- What are your immediate priorities for next year? Please list these in order of priority.

School of GeoSciences Annual Plan 2005-2006

2005-06 will be the School's fourth year of existence since restructuring commenced. The preceding years have seen substantial change in all aspects of the School's activity. Unsurprisingly, new structures are still bedding down and new strategies emerging to address the aims and potential of the School. In 2005-06 we intend to consolidate our academic and support structures and to build on the new opportunities offered in the School. In particular we will focus our plans for RAE2008 in the expectation that every member of academic staff will be entered.

Research

Our key aim in 2005-06 is to enhance the volume and quality of academic staff in preparation for RAE2008 through investment in existing research groups and in emerging areas building on those groups. We will achieve this by the following actions:

- 1) Invest School resources (released by retirements and resignations) in key posts that will meet our three strategic aims to sustain core objectives, support specific initiatives or enable tactical developments. In particular we have an opportunity to renew research leadership in the School through the reappointment of established Chairs and creation of new Chairs (by tactical proleptic appointments where necessary) to maximise RAE impact:
 - Appoint a new Chair in Earth Systems Dynamics, as the first stage in development of a major new initiative in Earth System Dynamics;
 - Appoint to the Ogilvie Chair in Human Geography;
 - Explore how best to deploy a new named Chair in Rural Economy to enhance our contribution at the Environment/Society/Policy interface;
 - Initiate the search for a replacement for the Regius Chair of Geology and for the Chair of Physical Geography, in line with the School's research priorities;
 - Enhance synergies between research groups/centres, and with other Schools, through interdisciplinary appointments; and
 - Make further academic and support staff appointments to address these three strategic aims as School funding permits, in line with agreed research group plans.
- 2) Invest additional SHEFC strategic resources in line with School plans, if SHEFC funding is awarded (proposals currently under negotiation):
 - Appoint new academic posts and technical posts in Earth system dynamics, environmental change and society through SAGES; and
 - Appoint new academic and research/technical posts and secure substantial infrastructure in Earth subsurface science through ECOSSE (ERP) and HiPRESS.
- 3) Identify and exploit further new research initiatives that provide opportunities to increase School income, support new appointments and enhance RAE outputs.
- 4) Implement Full Economic Costing and embed new administrative support structures for research to ensure all staff are able to deliver to their full potential in line with the School's research strategy.

Undergraduate education

The School's key aims are to deliver up-to-date, high-quality courses and to increase overall undergraduate numbers by the following actions:

- 1) Review and modify our course provision:
 - Introduce a new degree BSc Geophysics with Meteorology for entry in October 2006;
 - Introduce a modular pre-honours Geology curriculum, with a new course in natural hazards, to introduce more flexibility and to attract a new cohort of students (and with a view to introducing a new degree programme in natural hazards in the longer term);
 - Contribute to a level 8 undergraduate course in environmental sustainability with a view to developing a new degree programme in this area; and
 - Consider the introduction of Undergraduate Masters programmes to attract a new pool of applicants.
- 2) Continue to improve recruitment activity:
 - Consider whether applications could be increased by raising our entry requirements;

- Use the Scottish Earth Science Education Forum (SESEF) and other school outreach activities including Sci-Fun, to enhance our profile and increase recruitment locally and nationally; and
 - Review and develop recruitment material, in particular the website.
- 3) Continue to streamline administration and delivery of the undergraduate curriculum:
- Increase sharing of courses and teaching loads between disciplines within the School by greater modularisation and redesign of courses;
 - Further improve the efficiency and use of administrative support for teaching; and
 - Expand the use of postgraduate tutors.

Postgraduate education

The School recognises the importance of a large and active postgraduate population for our research profile. GeoSciences has approximately equal numbers of Ph.D. and MSc (T) students. We will:

- 1) Take action to increase research student numbers and continue the upwards trend in average PhD student/staff ratio from 1.2 to 1.5 students per research-active staff member through increasing available funding:
- Diversify external funding for PhD students with particular emphasis on industry, EPSRC, tied NERC studentships, thematic and special initiatives, together with E-science, AHRB, ESRC, BBSRC;
 - Develop the ERP graduate school, if approved by SHEFC, by joint studentships; and
 - Make the best use of industrial, School and University funds to support studentships through partial awards, teaching studentships and other mechanisms.
- 2) Complete a full review of MSc programmes, and redesign where appropriate to meet School priorities. Numbers will remain at 100/yr, but with greater value to the School:
- Ensure class sizes, course costs and fees are managed at sustainable levels;
 - Better integrate taught masters and honours undergraduate courses;
 - Better align masters provision with the School's research strategy, specifically experimenting to develop MSc (R) overlain on existing courses; and
 - Explore linkage to new Bologna credit transfer opportunities at both masters and honours level.

Knowledge transfer

The School aims to develop its knowledge transfer (KT) capability in 2005-06. We will:

- Develop the role of Business Development Executive for the School, building on a KTG-funded appointment, and develop targets for KT activity and income;
- Support existing groups with a strong KT record;
- Improve marketing and promotion of School research and consultancy capabilities and services;
- Develop an 'industry inreach' programme for visiting industrial fellows, initially in the area of subsurface science/oil and gas industry; and
- Optimise opportunities for CPD provision, in particular where linked to existing masters programmes.

Communications and external relations

Our key challenge is to consolidate and communicate the School's profile as a unique multidisciplinary unit, with the opportunities this offers, both internally and externally. We will:

- Improve the presentation and content of the School's website;
- Produce and implement a marketing strategy to promote the School's research expertise; and
- Improve internal communications to ensure all members of the School feel informed and enfranchised.

Infrastructure and the estate

The School currently has a widely-distributed estate and we are working towards co-location of research groups in fewer buildings, improved overall integration across our buildings, and continuous upgrading of facilities. We will:

- Complete the move into the Crew Building and accompanying redevelopment of the William Dudgeon laboratories;
- Continue reviews of space to better utilise existing space and to reduce overall usage, and explore further opportunities to co-locate research groups;
- Explore options to provide 'interdisciplinary space' in each building to encourage interaction between groups;
- Building on these specific actions, develop a long-term plan for the School's estate; and
- Undertake a rolling review of technical and analytical facilities to identify opportunities to diversify and strengthen income streams.

Human Resources

Our priority is to ensure all staff are given the best possible opportunities to make a full contribution to the School and to develop their career. We will:

- Complete career and performance reviews for all academic and senior research staff as part of our RAE planning;
- Improve appraisal and review processes to offer all staff at least a biennial review, following existing good practice in parts of the School; and
- Implement an effective career development and review scheme for Personal Fellows with a view to making early offers of open-ended contracts to successful Fellows.

Leadership and management

The School's management structure and delivery is still evolving to meet the demands of the new organisation. In 2005-06 we will:

- Continue progress towards reversal of an inherited deficit and to establish sustainable growth through sound academic and financial planning;
- Continue to improve provision of management information to underpin planning, in particular through extending the School's management databases;
- Introduce a comprehensive contribution model to inform staff career development and School planning, building on the new teaching load model;
- Recruit replacements for School academic management posts as current incumbents demit office;
- Continue the programme of leadership development initiated in 2004-05;
- Review School Executive Group (SEG) operation and membership and also overall academic management structures; and
- Hold at least one SEG 'away day' to enable long-term planning.

The role

- To provide overall academic leadership for development of the School's research activity.
- To coordinate the implementation of research strategy.

Main responsibilities

- Contribute to the management, direction and vision of the School as a member of SEG
- Convene Research Strategy Group and co-ordinate development of research strategy and policy in collaboration with heads of Research Groups.
- Facilitate strategic change in research (e.g. development of new Research Groups, centres, consortia etc.).
- Ensure that School research strategy takes account of external research drivers and funding initiatives and encourages interaction with external organisations
- Stimulate "grass-roots" creation of ideas and initiatives through Research Groups
- Co-ordinate School-wide research matters e.g. RAE strategy, development of interdisciplinary initiatives.
- Advise HoS and Hols on implications of research strategy for resource allocation and staff management, e.g. planning of long-term staffing profiles; infrastructure needs; allocation of teaching and other loads.
- Hold Research Strategy budget.
- First point of contact for College Office on research matters.

Person specification

- Must hold a School-funded academic (AT) post.
- Must hold a promoted post (i.e. Senior Lecturer or above).
- Must be able to provide leadership and vision, think and act collegially, and command respect of colleagues.
- Must be able to prioritise competing demands, make and implement difficult decisions.
- Should have experience of successfully managing projects and/or people.
- Should have good time management, delegation, communication and self-management skills.

COMMENT FROM CURRENT HoRSG:

THERE IS AN IMPLICIT REQUIREMENT THAT HEADS OF RESEARCH GROUPS TAKE RESPONSIBILITY TO STIMULATE THE CREATION AND ENSURE THE FLOW OF THE IDEAS AND INITIATIVES THAT UNDERPIN STRATEGY FROM THE GRASS-ROOTS UPWARDS. THE ROLE DESCRIPTIONS FOR HEADS OF RESEARCH GROUPS SHOULD ALSO MAKE THIS EXPLICIT. THIS IS VITAL TO ENSURE A BOTTOM-UP APPROACH

Head of Technical and Computing Services (TCS)

The role

- To provide overall academic leadership for the School's technical, scientific and IT services and infrastructure.

Main responsibilities

- Contribute to the management, direction and vision of the School, as a member of SEG
- Convene Scientific and Technical Services (STS) Committee and co-ordinate development of STS strategy and policy.*
- Convene IT Services Committee and co-ordinate development of IT strategy and policy.*
- Facilitate strategic change in STS provision.*
- Facilitate strategic change in IT provision.*
- Work with STS and IT Managers to ensure implementation of strategy.*
- Advise HoS on implications of STS and IT strategies for resource allocation and staff management.
- Hold STS and IT budgets.^

Person specification

- Must hold a School-funded academic (AT) post.
- Must hold a promoted post (i.e. Senior Lecturer or above).
- Must be able to provide leadership and vision, think and act collegially, command respect of colleagues and carry their constituency with them.
- Must be able to prioritise competing demands, make and implement difficult decisions.
- Should have experience of successfully managing projects and/or people.
- Should have good time management, delegation, communication and self-management skills.

*Normally, the deputy Head of TCS will take delegated responsibility for either STS or IT.

^ Budget management is devolved to STS and IT Managers.

Deputy Head of Technical and Computing Services

The role

- To provide supporting academic leadership for the School's technical, scientific and IT services and infrastructure.
- To specialise in the area (STS *or* IT) not covered by the Head of TCS.

Main responsibilities

- Contribute to the management, direction and vision of the School, through the Head of TCS.
- Convene *either* Scientific and Technical Services (STS) Committee *or* IT Committee, co-ordinate development of relevant strategy and policy, and facilitate strategic change in service provision.
- Work with STS *or* IT manager to ensure implementation of strategy.
- Advise Head of TCS on implications of STS / IT strategy for resource allocation and staff management.

Person specification

- Must hold a School-funded academic (AT) post.
- Must be able to provide leadership and vision, think and act collegially, command respect of colleagues and carry their constituency with them.
- Must be able to prioritise competing demands, make and implement difficult decisions.

- Should have good time management, delegation, communication and self-management skills.

Graduate Organisation (GO) Roles

School-wide function:

1. Head of Graduate Organisation
 - Member of SEG
 - Convenes Graduate Organisation Policy Committee and co-ordinates development of postgraduate strategy and policy.
 - Co-ordinates and represents postgraduate matters in the School.
 - Contributes to development of overall School policy and strategy
 - Holds GO budget (budget administration managed by GO Mgr).
2. GO Manager
 - Member of Graduate Organisation Policy Committee (GO-PC)
 - Administration of all postgraduate issues & delivery of postgraduate support services; Provides cover for undergraduate issues.
 - Management of GO support staff and devolved responsibility for managing GO budget.

Natural & Physical Sciences (NPS) programme:

3. MSc(T and R) co-ordinator
 - Member of Graduate Organisation Policy Committee (GO-PC)
 - Responsible for:
 - Recommending MSc strategy and policy for NPS Programme
 - Oversight of NPS MSc degree format, recruiting and scholarships.
 - Devolved authority for MSc budgets in NPS Programme (as agreed annually by GO-PC); mainly devolved further to Programme Directors
4. Recruitment and publicity co-ordinator (PhD and MScR)
 - Member of Graduate Organisation Policy Committee (GO-PC)
 - Responsible for
 - Recommending PGR recruitment strategy for NPS Programme
 - Implementing recruitment and publicity strategy for NPS Programme
5. Progression and training co-ordinator (PhD and MScR)
 - Member of Graduate Organisation Policy Committee (GO-PC)
 - Responsible for
 - Recommending PGR progression strategy for NPS Programme
 - Oversight of progression and training for NPS Programme

Social Sciences & Humanities (SSH) programme:

6. Co-ordinator (MSc, PhD recruitment, progression & training)
 - Member of Graduate Organisation Policy Committee (GO-PC)
 - Responsible for:
 - Recommending PG strategy (PGT and R) for SSH Programme.
 - Human Geography PhD recruitment and interviews.
 - Human Geography PhD training.
 - Human Geography PhD progress reviews, reports, and final submissions.
 - Oversight of MSc R (Geography) degree, recruiting and scholarships (and any future MSc in SSH Programme).

- Devolved authority for studentships and operational budget for SSH activity (as agreed annually by GO-PC); some may be devolved further to MSc Programme Directors.

Graduate Organisation Policy Committee GO-PC

The GO-PC will agree general subdivision of monies (including studentships) within the GO budget, discuss and formulate policy and approaches within the School, make recommendations to SEG on School academic policy and resource allocation, and circulate information.

Administration

Overall GO Administration is the responsibility of the GO Manager

SSH Programme is supported by GO Manager and by GO Secretary based in IoG.

NPS Programme is supported by GO Manager and by GO Secretaries based in all three Institutes (primarily IAES and IES).

Notes on administration:

Final sign-off (of progress forms for example) will be routed through GO Manager/Head for both Programmes, as that is our School 's recognised link to College.

Addition papers

Proposed groups to discuss and prepare job descriptions for the Regius Chair of Geology and the Michie Chair in Rural Economy

Regius Chair of Geology

Head of Subsurface Research Group
 Deputy Head of Global Change Research Group
 Head of Institute of Earth Science
 HoRSG
 School Administrator

Michie Chair of Rural Economy

Head of Global Change Research Group
 Head of CECS
 Head of Human Geography Research Group
 Head of IAES
 Professor John Farmer
 HoRSG
 School Administrator

The groups would be tasked with identifying the scope and remit of the chairs, and drawing up draft job descriptions for approval by RSG and SEG.

Proposal for a Chair in Rural Economy: School of Geosciences

We seek a Chair in Rural Economy. This professorial appointment will develop the potential of the School of GeoSciences to address the pressing problems that arise at the interface between society and the environment. There are particularly challenging issues of inequality between the industrially-developed and developing world, and also within states between town and country. In the School of GeoSciences, the Global Change Research Group and the Edinburgh Earth Observatory are significant players in issues of environmental change, land surface monitoring, and landscape sensitivity and there is a renowned centre devoted to issues of sustainability (CECS, Centre for Environmental Change and Sustainability). The School also has excellence in social science through its Human Geography Research Group. Our wish is to exploit the unique advantage of our position covering both the natural and social sciences to evolve a research capability that can use scientific research to influence international agendas on environmental policy. We envisage a capability to make key contributions at local, regional and a global scale. The proposed Chair would lead this initiative. The post would complement and strengthen Scottish initiatives, such as SAGES (Scottish Alliance for Geoscience, Environment and Society).

We expect the successful candidate to have an established track record of excellence in research, and to have leadership qualities. They should have a broad and clear vision for developing approaches to understanding rural economies and environmental sustainability. The appointee will also be expected to pursue excellence in teaching within the spectrum of undergraduate degrees offered in the School.

The post will be funded from the De Lemos bequest, a bequest to the School to support agricultural and rural economy research. In recognition of this we wish to call it the David Kinloch Michie Chair, as requested by the benefactor. Any costs beyond the annual income from the bequest will be met through retirement savings.

Regius Chair of Geology

Grant Institute of Earth Science

The Regius Chair of Geology was established in 1871. Since then there have been six incumbents, including Arthur Holmes, Sir Frederick Stewart and the present Regius Chair, Geoffrey Boulton.

The 1985 advertisement for the Regius Chair described the research aspects of the chair in the following terms:

“The University invites applications from candidates with interests and appropriate qualifications, in any aspect of the geological sciences. The successful candidate will be expected to have made an internationally recognised contribution to the development of his or her subject, and will be expected to continue to do so once appointed, as well as to teach and encourage research in other fields.”

Within the new context of the School of GeoSciences, we seek an internationally outstanding geoscientist with the breadth of vision, ability and energy to provide strong academic leadership in the geological sciences nationally and internationally, irrespective of their area of specialisation. The new Regius Professor of Geology should contribute to a vision of future academic leadership across all main strands of School research, complementing recent and prospective appointments to four other Chairs - in Human Geography, Physical Geography, Earth System Dynamics, and Rural Economy.