



## General Council Meeting of 22 June 2013: Annex to Billet

THE GENERAL COUNCIL OF THE UNIVERSITY OF EDINBURGH

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## Papers for the General Council Meeting on 22 June 2013

### 1 Formal communications from the University Court

The following Draft Resolutions have been received:

- 17/2013 Alteration of the title of the Regius Chair of Forensic Medicine
- 18/2013 Foundation of a Chair of Tomographic Imaging
- 19/2013 Foundation of a Chair of Synthetic Biology
- 20/2013 Foundation of a Chair of Design Informatics
- 21/2013 Alteration of the title of the Personal Chair of Animal Biotechnology
- 22/2013 Alteration of the title of the Chair of Experimental Haematology
- 23/2013 Foundation of a personal Chair of Strategic Management
- 24/2013 Foundation of a Personal Chair of Cellular Neurobiology
- 25/2013 Foundation of a Personal Chair of Innovation and Social Informatics
- 26/2013 Institution of new postgraduate Degree: European Masters in Landscape Architecture (EMLA)
- 27/2013 Institution of new postgraduate Degree: Master of Nursing (MN)
- 28/2013 Degree of Master of Surgery (Vascular and Endovascular)
- 29/2013 Foundation of a Chair of Accounting, Governance and Social Innovation
- 30/2013 Foundation of a Leadership Chair of Entrepreneurship and Innovation
- 31/2013 Foundation of a Personal Chair of Gaelic
- 32/2013 Foundation of the Crawford Tercentenary Chair of Chemistry
- 33/2013 Undergraduate Degree Programme Regulations
- 34/2013 Postgraduate Degree Programme Regulations
- 35/2013 Alteration of the title of the Chair of Fire Safety Engineering
- 36/2013 Foundation of a Personal Chair of Entrepreneurship and Enterprise Development
- 37/2013 Foundation of a Personal Chair of International Strategy
- 38/2013 Foundation of a Chair of Leadership Development
- 39/2013 Foundation of a Chair of Strategy and Change
- 40/2013 Foundation of a Personal Chair of Modern Spanish and Comparative Literature
- 41/2013 Foundation of a Personal Chair of Modern and Contemporary South Asian History
- 42/2013 Foundation of a Personal Chair of Neural Development and Regeneration
- 43/2013 Foundation of a Personal Chair of Electron Microscopy and Image Processing of Biological Assemblies
- 44/2013 Foundation of a Personal Chair of Environment and Philosophy
- 45/2013 Foundation of a Personal Chair of Cancer Therapeutics
- 46/2013 Foundation of a Personal Chair (Undergraduate) Medical Education
- 47/2013 Foundation of a Personal Chair of Economic History
- 48/2013 Foundation of a Personal Chair of Clinical Toxicology
- 49/2013 Foundation of a Personal Chair of Ecological Genetics
- 50/2013 Foundation of a Personal Chair of Observational Astrophysics
- 51/2013 Foundation of a Personal Chair of Nineteenth-Century Literature
- 52/2013 Foundation of a Personal Chair of Early Modern Religion
- 53/2013 Foundation of a Personal Chair of Molecular Genetics
- 54/2013 Foundation of a Personal Chair of The Law of Obligations
- 55/2013 Foundation of a Personal Chair of Molecular Photophysics
- 56/2013 Foundation of a Personal Chair of Mental Philosophy
- 57/2013 Foundation of a Personal Chair of Computational Cognitive Science

- 58/2013 Foundation of a Personal Chair of Science and Public Policy
- 59/2013 Foundation of a Personal Chair of The European Neolithic
- 60/2013 Foundation of a Personal Chair of Social History and Cultural History
- 61/2013 Foundation of a Personal Chair of High Performance Computing
- 62/2013 Foundation of a Personal chair of Metabolic Medicine
- 63/2013 Foundation of a Personal Chair of Vascular Neurology
- 64/2013 Foundation of a Personal Chair of Surface Geodynamics
- 65/2013 Foundation of a Personal Chair of Atmospheric Chemistry Modelling
- 66/2013 Foundation of a Personal Chair of Neurology and Clinical Epidemiology
- 67/2013 Foundation of a Personal Chair of Drama and Performance Studies
- 68/2013 Foundation of a Personal Chair of Reproductive Biology
- 69/2013 Foundation of a Personal Chair of Hadron and Nuclear Physics
- 70/2013 Foundation of a Personal Chair of Dementia Practice and Partnership
- 71/2013 Foundation of a Personal Chair of Applied Earth Observation
- 72/2013 Foundation of a Chair of Strategy and Organisation

## 2 Report of the Academic Standing Committee

for the General Council meeting on 22 June 2013

*Convener of the Academic Standing Committee: Dr Bruce Ritson*

### Meeting of Academic Standing Committee on 16th January 2013

The committee focused on measures being taken to enhance the student experience particularly in the light of the relatively poor results in parts of the National Student Survey notably in the quality of feedback students reported receiving. It invited Dr Sue Rigby, Vice-Principal Learning and Teaching to discuss these and other aspects of the student experience.

Improvements in the students' experience required to be set within a wider context. She focused attention on four domains:

**Human Resources and Academic Development** needed to ensure that learning and teaching were prioritised in staff development and promotion opportunities. There was also a commitment to finding out more about how students learn, exploring new techniques, inviting experts to give key note speeches and devising ways of improving teaching quality.

**Communication:** A student communications officer had been recruited to speak direct to the students, and explore routes by which students wanted information. A poster campaign and a newsletter had been introduced to feed information directly to students. The first big campaign would be around the National Student Survey to improve response coupled with internal surveys to clarify students' perceptions of their experience.

**Student Experience:** All students were now assigned a personal tutor. Tutors were pro-active and benefitted from IT and an administrative support. Every student should see their Tutor twice a year on a one to one basis and twice a year in a group. The system would be evaluated after one year. One million pounds per year for three years was being devoted to a project that would support students on their journey from pre-application to graduation. Students needed to know what Edinburgh is like before they arrived and review careers prospects before they get to their final year.

Introduction of the Higher Education Achievement Report (HEAR) provided an expanded version of students' university careers, to include voluntary work, etc. allowing co-curricular activity to be captured. Edinburgh Award – first awarded last year reflected skills common to academic and non-academic activity. Edinburgh is the hub for UN Regional Centre of Expertise in Education for Sustainable Development (ESD). "Innovative Learning Week" was introduced last year; this took the extra week in the second semester and used it to allow students to learn in any way they wished. It encouraged inter-disciplinary activities and network building, e.g. Civil Engineering students laying railway tracks.

**National Student survey** returns were a significant concern but only part of an overall strategy to improve the students' experience. Dr Rigby would report on an action plan to the University (Principal's Strategy Group, Central management Group) which would then decide how to proceed. Results would not be seen

until August 2014 at the earliest and some improvements could take even longer to be seen to have had an impact.

During discussion the following points were raised: Students needed to feel part of a great university. The Schools that did well tended to be those that were smaller and engendered a shared sense of community. We intend to learn from examples of good practice here and elsewhere. Commitment to timely and meaningful feedback was essential.

The General Council could assist simply by taking an interest. Employers and alumni could be invited in to speak to students.

This was not a short-term problem and the committee would appreciate an update in a year's time. Dr Rigby said that she would be happy to come back to update the committee.

### **Academic Standing Committee met on 19<sup>th</sup> March 2013**

This meeting invited EUSA's sabbatical officers and particularly focused on the experience of Postgraduate and International students. Andrew Burnie (EUSA), assisted by Briana Fitz Pegado and Charlotte Snelling, discussed four main areas:

- Expectations
- Transparency
- Communication
- Community

#### **1. Expectations:**

Edinburgh was a world-class university with 37% international students. There needed to be a clear set of expectations for students in terms of the academic environment. Students needed to know how & when they should voice their opinions, especially given cultural diversity. Some international students failed to mix with students outside their own national group and in consequence may not benefit from cross cultural exchange. All students including those from UK sometimes found it difficult to know whether they were partners or consumers. Many would like to be more than consumers.

A number of recommendations were proposed: improve clarity of expectations; PhD students should always have contact with supervisor before starting; postgraduate students often needed support and a sense of partnership in their work. For students from very different cultural backgrounds it was essential to make clear from the outset what support was available and how it could be used. Course hand-books should have a section about support as this was the best place to get the information across to students. Aim for consistency and try to eliminate "surprises".

The International Office and EUSA were both working on providing support and students were also coming up with their own initiatives. EUSA was working on creating a "Manual of Best Practice".

The Personal Tutor system would assist integration as it required frequent meetings, but it may need adapting for Postgraduate Students.

**2. Transparency:** Students need to know how decisions are made and be clear about the way in which their feedback influences future actions. Course surveys were run in house to inform decisions, but did not generate many responses. Similarly the response rate in the University survey was only 25%, an improved response rate would enhance credibility and value. Examples of "good practice" needed to be disseminated.

International students were particularly vulnerable to lack of transparency in such areas as fees, accommodation and the production of documentation at Census points. There was a need for clearer and timely information. International students needed to know that in dealings with the UK Borders Agency staff were there to support and help.

Exam diets could cause problems for students from far afield and dates should be published well in advance. These issues needed to be communicated to Registry.

#### **3. Communications:**

There was too much communication, but at the same time too little. Notices on MyEd were useful for those using it, but Postgraduate Students often did not use it. Social media were also useful. Face to face was probably not used enough and should happen more often. The School of Languages, Literatures and

Cultures had its own computer labs where students chatted online and information mounted there was easily accessed.

Discussion regarding possible remedies: The Student Communications team are the University's main contact for managing communications with students. The University needed to ensure that central sources of information were accurate, as this was not always the case. It was suggested that a discussion forum could be introduced to allow anyone finding inaccurate information to report it. International Students needed a central point of communication.

#### **4. Community**

Isolation could be a problem especially for PhD students who did not have classes and could be away for periods of time doing field work. It was difficult for them to feel part of the community. Overseas students could be very lonely as there was no direct access to the University community. EUSA did a lot to reach out to them, but there was an element of isolation. EUSA Global had won an award for its work to enhance the global experience of students at Edinburgh.

Education : 'Religious literacy' would provide students with information about religions and belief systems and encourage collaboration between different religions.

Physical space: Some departments had no physical space for postgraduate students to meet.

Staff and students: There was a tendency in some departments for there to be an unspoken divide between staff and students. The schools that did best in the Student Survey were smaller schools with their own space.

Possible remedies: More could be done to integrate mature students with families to make it easier for them to attend social events and to bring partners with them. It often proved difficult to engage postgraduates with Fresher's week .Induction events could be held throughout the year. At present there was no means of contacting students who were going to arrive late; Registry might help with this. The University was investing in a building at the Holyrood Campus to increase the accommodation and social spaces for postgraduate students.

The Convener thanked the students and said he would report the issues discussed to the Business Committee.

#### **Academic Standing Committee Meeting held on Tuesday 7 May**

The committee had invited a presentation from Professor Jeff Haywood, Vice Principal knowledge management, chief information manager and librarian. The focus was on online learning, which was taught, and Massive Open Online Courses (MOOCs), which were not taught.

Trans national Education (TNE) referred to education provision for students based in a country other than the one in which the awarding institution was located. For the UK, this meant students based overseas studying for UK educational qualifications. In 2011-12 UK 408,000 students were in this category most were undergraduate level and 80% were from outside the EU. Amongst the various ways of providing TNE Edinburgh University only offers it only through online distance learning (taught) and Massive Open Online Courses (MOOCs).

**On line distance learning** has grown in response to the difficulties faced by students wishing to enter the country to study and now served about 5,000 students. There were now 40 online Masters Programmes and this represents a major investment, a lot of teaching time went into their design and presentation with a high level of on-going participation from staff. They are aimed at postgraduates who are very committed because they were studying part-time and working as well. Peer to peer contact was enabled through a variety of media, including one to one, one to many or many to many.

Participants on on-line courses are almost all part-time; generally take three years to complete; almost all were working and many not looking for a Master's degree but chose a PG Cert or Diploma CPD (Continuous Professional Development); modules sometimes more appropriate than a degree. Half of students were from the UK; 14% rest of EU; 36% rest of world. Biggest sources of students (100+) were from US, Ireland, Australia, Uganda, Canada, many studying veterinary courses.

**MOOCs** have developed from a background of experimenting with opening up resources and activity around informal learning: open to anyone – no mandatory qualifications, no fees for study, but may potentially provide a point of attraction for other educational opportunities. Learners were not necessarily

students of universities. Courses are fully online, very lightly tutored but offer assessment in various forms. They are modules not degree programmes and offer 'certificates of completion' rather than credits. They provide a new model for Higher Education (HE) reaching anyone with internet who is interested in learning. There are currently 16 Universities offering MOOCs 15 in USA and Edinburgh. We have approximately 308,000 learners ten times as many as taking degrees. Courses require rigorous approval and quality assurance processes, as MOOCs are in the public domain

Edinburgh University currently offers MOOCs in six subjects for more information see: - :

<http://www.ed.ac.uk/studying/postgraduate/online-distance-learning/programmes/mooc-edinburgh>.

Each MOOC cost approximately £50,000/thirty working days to deliver. Money might be made from them, but that was not the reason they were developed. They were good for the reputation of the University for Innovative Forms of education and a desire to spread education as widely as possible.

There has been widespread interest in these forms of higher education within a global marketplace requiring universities to adopt new forms of education and learning beyond the conventional model of a campus experience. The committee discussed the presentation and was impressed by the way in which the university was taking a leading role in eLearning and distance learning and recognised that alumni needed to be aware of the world wide implications of these developments.

### **3 Report of the Constitutional Standing Committee**

for the General Council meeting on 22 June 2013

*Convener of the Constitutional Standing Committee: Mr Gordon Cairns*

The Committee has met on three occasions since my last half-yearly report and I am pleased to confirm that updated Information Sheets for prospective candidates wishing to become Members of the Business Committee, and also for those interested in becoming General Council Assessors of the University Court, have been approved and are now available on the General Council website.

Thanks to the efforts of my Committee Members and also the Convener and Vice-Convener of the Business Committee and the Secretary of the General Council an updated and refreshed induction pack made available to the newly elected Members of the Business Committee has also been prepared and is in a final draft form which we hope to have approved by the Business Committee at their meeting on 11 July 2013.

The Committee carried out a review of the General Council Election of February 2013 and was pleased to note that there had been an outstanding response to the call for nominations which had resulted in 12 candidates and a 50% increase in the number of votes registered.

It was a matter of some regret that only 25% of those who had requested a postal vote returned their ballot paper.

The Constitutional Standing Committee will continue to further implement the recommendations of the Effectiveness Review Group and to monitor the success of those changes already introduced.

My continued thanks to those who sit with me on the Constitutional Standing Committee.

### **4 Report of the Finance and Services Standing Committee**

for the General Council meeting on 22 June 2013

*Convener of the Finance and Services Standing Committee: Ms Kirsty MacGregor*

The Finance and Services Standing Committee has met four times since the previous report to the General Council on the 9 February 2013.

**At the meeting on the 27 February 2013 the committee met with Mr Phil McPhaul, Director of Finance to the University.**

Mr McPhaul presented a 5 year Forecast from 2012- 2017. He stated that the University aims for a balance between support for research and students. In terms of knowledge transfer he believes the University's biggest output is its graduates, who become its greatest long- term assets.

#### **Key points from the Five Year Forecast 2012-13 to 2016-17**

**Income: Government grants** for teaching would remain static in real term, but as a percentage of total income would fall.

**Tuition fees** were expected to increase in value, in particular international and post-graduate fees, and to rise as a percentage of total income. More effort was being made to increase PG students.

**Research income** was under competitive pressure but last year hit a record level. About 50% of Research income came from UK Research Councils, which may also carry some risks.

**The Bursary scheme** had been extended which helped in widening participation in Scotland as well as encouraging RUK students.

**Staff:** Staff costs would rise in line with increased activity.

**The annual financial surplus** was essential to ensure sustainability. A target of 5% -6% seemed appropriate and this is now reflected in the Finance Strategy.

**Balance Sheet:** Net Assets were worth nearly £1.6b, Edinburgh was well-off cash-wise. This afforded a lot of security and allowed investment. Pension schemes are a widespread problem with safe investment returns dropping and people living longer. The University has more control over its own scheme than the USS scheme. When the financial situation improves the returns should also recover. Various changes had already been implemented. Overall it was believed that the difficulties were manageable.

#### **At the meeting on the 27 February the committee met with Mr Nigel Paul, Vice-Principal and Director of Corporate Services.**

Mr Paul said, as requested, he would talk about the use of the University's assets for commercial purposes and income generation. He began by emphasising that the main purpose of the University's estate is for education, research and academia; income generation from core estate is sought when it is not being used for academic purposes

The commercial side of the University is diverse and includes; Academic departments – industrially sponsored research and consultancy, Edinburgh Research and Innovation (ERI) to support university startups, students companies, patents and licensing, Edinburgh First (commercial trading brand of Accommodation Services), Edinburgh University Press, Centre for Sports and Exercise. Mr Paul had amalgamated a number of external activities under the **Edinburgh First** (EF) brand including accommodation, event organisation and venues, catering and links to festivals.

#### **Background and development**

The business had grown over the last few years; ten years ago it was worth £5M, last year this had risen to £14.5M. £1.5 was reinvested in the business. The target was an annual turnover in excess of £16m by the end of the next Strategic Plan (2016).

#### **Key Developments:**

**Accommodation:** In the future an additional 2,000 rooms were planned at various sites.

**The Centre for Sports and Exercise** had grown enormously. The sports facilities could not be entirely self-funding due to the amount students could reasonably afford; its benefits were in health and in attracting students to the University.

#### **At the meeting on the 25 April the committee met with Mr Derek Waddell, CEO of Edinburgh Research & Innovation & Director Research Services and Innovation.**

Mr Waddell presented current issues and future challenges faced by Edinburgh Research and Innovation (ERI). It is a very successful unit of the university with excellent performance in both national and

international comparators – and as such contributes substantially to the government’s economic targets for universities.

### **Key Achievements & Developments**

Edinburgh is one of the UK top five universities for commercialisation activities, is number one in the UK for new company creation and sixth in the UK for research income.

### **Company Formation Summary**

- Over 300 companies had been created since 1969
- 81% of these were still trading in some capacity
- 85% of those still trading were based in Scotland
- Commercialisation activities supported over 2400 jobs per annum and added more than £140M per annum to the Scottish economy

### **Research and Commercialisation 2011/12 figures**

- Pre-award research support was £250M
- Consultancy was worth £5.1M
- Technology evaluation and patenting amounted to £199,62)
- Licenses awarded was 51
- Company formation, both staff and students was 35
- There were four on-campus incubators (three from 1 August 2013 as Biospace at King’s Buildings was due to close in July)

### **Investment developments**

£2M Old College Capital Fund had been created for co-investment in new and existing company prospects, which had so far resulted in investments in four companies and one committed investment awaiting completion. This was important as it sent out the message that Edinburgh was prepared to invest

### **Looking forward – five targets**

- Diversification income resources
- Increase engagement with industry and secure more industrial funding for research and consultancy
- Increasing overall research funding
- Increasing international activities and working more closely with alumni to achieve this.
- The number and value of commercialisation outputs was being increased

### **At the Meeting on the 2 May 2013 the committee met with Dr John Scally, Director of Library and Collections**

Dr Scally said he would cover recent developments and events, but that counting the Collections as a financial asset was not entirely appropriate in a University environment. The University Collections should be viewed as invaluable assets for teaching, research and public enjoyment. The University has a long-term responsibility and commitment to preserve these collections for future generations, especially since many of the collections are viewed as part of the national heritage.

### **Key points covered:**

#### **Aims of the Library**

The Library is at the centre of a large group of collections across the university, all of them playing a part in the teaching, research and cultural life of the university and the world beyond. It Collected, Curated and Disseminated.

#### **Main Library**

The redevelopment of the Main Library was nearing completionStorage space had been designed to house the art collections from the Talbot Rice Gallery and some of the smaller musical instruments from the Reid Concert Hall stores. It would be one of the first Special Collections where books and historical musical instruments could be stored and consulted together.Footfall in the Main Library had risen from just under .9M in 2008-09 to nearly 2M (1,998,480) in 2011-12There were also libraries on nine other sites, including King’s Buildings, Edinburgh College of Art, Moray House, New College, Royal Infirmary and Law Library



- **Statistics**
  - **£5M** was spent per annum on acquisitions/material, of which 80% was digital. Material is made up of databases, journals and monographs
  - **60 KM** of material was held in the Special Collections, Museum & Art Collections
  - **3.5M** Books
  - **45,975** Journal Titles
  - **323,266** eBooks
  - **4,893,644** e-journal articles were downloaded in 2011-12
  - **1,339,782** e-book section downloads in 2011-12
- **Challenges**
  - Growth – the University was continuing to grow, with the Library trying to keep up with it
  - Reputation – absolutely vital that it was good
  - Research and Curriculum – ideally the Library would play a larger role and assist academics in their current and future plans
  - Trust – the university is trusted by the outside world, as is the university library
  - Brand – University brand was very important, it is ‘blue-chip’
  - RDSM (Research Data Storage and Management)- it was important that a subset of data generated through research was available for public scrutiny through open access
  - DEi/ODL - *Distance Education Initiative* was a University-wide project to substantially increase provision of *Online Distance Learning* at postgraduate level
  - Library Materials – physical collections remain vitally important for teaching and research
  - Conservation and Preservation – it is important to pay attention to this area and consider it all across all formats: books, manuscripts, archives, e-journals, e-books, research data, databases, images and much more.

## 5 Report of the Public Affairs Standing Committee

for the General Council Meeting on 22 June 2013

*Convener of the Public Affairs Standing Committee: Mr Neil Hynd*

The Public Affairs Standing Committee has met three times since my last report to the General Council.

The contract to renew the Council website is progressing the new site is expected to be operational over the Summer months once it has been tested

The standing committee continues to oversee preparations for next year’s June meeting in Montreal. A preliminary meeting at McGill University by the Secretary was enthusiastically received by both parties and plans are now being developed. The only unknown is now the date of the event. Our favoured weekend date may clash with the F1 grand prix event in the city, in which case a week earlier will be chosen. This cannot be finalised until the F1 programme is announced in the Autumn.

At recent General Council meetings, an increasing number of questions have been tabled, many using email. While the participation of more General Council members is to be welcomed, there is only so many that can be answered adequately at the meeting within the time available.

A paper has been prepared for the Business Committee which recommends that the following guide lines be adopted:

- a) Questions raised from the floor would be answered on the day if possible.
- b) More complex questions may receive a short answer from the platform, to be followed up with a fuller response if data has to be retrieved.
- c) Questions on very similar topics would be grouped together to form a single question.
- d) If there are too many questions to be adequately answered at the meeting, there would be a “received by” cut-off date and time set after which questions may not be answered at the meeting. These questions would be replied to by the Secretary in due course.

## 6 Meetings of the Business Committee

The Committee has met twice since its last Report was printed, viz. 14 March and 6 June 2013.

### Papers from the General Council Meeting on 9 February 2013

#### A Presentation of the Annual Report of the University

at the General Council Meeting on 9 February 2013

*Principal and Vice-Chancellor: Professor Sir Timothy O'Shea*

**Principal:** Rector, Convener of the Business Committee, Vice Convener of Court, Chancellor's Assessor to Court, Members of the General Council, it is always a great pleasure to present my Annual Report to you as I am required to do by the 1858 Act. We nowadays have, as you will have picked up, a very nice document which I think is a great credit to Communications & Marketing, its primary purpose is to be an Annual Report to the General Council, although it is used for a lot of other purposes. I will follow my normal practice, except this time I will use some slides, and my normal practice is to essentially give you some highlights of the report working backwards, because the numbers are at the back. You do not need to take any notes of any of my slides, because nearly everything is extracted from that Report, I will indicate when that is not the case.

I will remind you of our vision, it is very clear, to shape the future by attracting and developing the world's most promising students and outstanding staff. I am very much looking across the whole world for where we get our new students and where we get our new staff. Our mission is to enhance our position as one of the world's leading research and teaching universities, and we are currently ranked extremely highly, the QS (Quacquarelli Symonds) ranks us twenty first in the world, Times Higher ranks us thirty second; we provide the highest quality learning and teaching environment, and there is a tremendous amount of effort applied there; we produce graduates of the highest standard and make a sustainable and socially responsible contribution to Scotland, the United Kingdom and the world. In terms of the Financial Review; we have had another very successful year, and it is interesting that in the last four years, which have been difficult in the UK, the University has done well. We have had two very successful mergers, with Edinburgh College of Art and the MRC Human Genetics Unit, and I must pay tribute to the leadership of those institutions, and also to my colleagues in Corporate Services for doing so well, and also the members of the University Court who have shown such great care and diligence. We added to our strengths, improved our international reputation. One thing that one looks at, our income, now is about £700m. A part of that income that is very important is the formula funding we get from the Scottish Government, and what we see each year is, although our overall income is increasing the amount we get as formula funding from the Scottish Government as a percentage is decreasing, so it has moved down from 29% to 27%. I think that is extremely important for us to have a diverse set of funding support, but particularly not to be over-dependent. We are engaging in very interesting debates with the Scottish Government, and we occasionally have to remind them that they are representing what is now approximately a quarter of our funding. We are also accountable to the others that fund us. Tuition fee income grew in a very healthy way to £150m. Our student numbers now exceed 31,000, and in the last two years we have gained about 1,000 additional students, the great majority of which being international students.

There has been a lot of development. Being financially healthy has meant that we have been able to make serious investments. Currently we have just completed the last phase of the Main Library redevelopment. Down the road we have the exciting Centre for Carbon Innovation on which we are spending £10m. With Research Council support we have the best wave tank facility in Europe being built at the King's Buildings.

We are investing about £33m in George Square to refurbish 1960s accommodation for the School of Literatures, Languages and Culture. We dominate UK super-computing, we have spent another £12m on the facilities to house those super-computers and I had the great pleasure of escorting Joe Rowling and her sister around the quite wonderful Ann Rowling Regenerative Neurology Clinic, a great credit to Estates & Buildings. If you go out to Little France you can now see the Ann Rowling Regenerative Neurology Clinic part of the £13m development that Joe Rowling's wonderful gift has given us for work on MS (Multiple Sclerosis). That building is quite superlative and it is, in terms of buildings that patients go into, easily the most attractive and inspiring of anything else out there. Actually I cannot think of anything better in the city, once my mind leaves Little France and goes to some of the private facilities in the city or at the Western General. It is quite extraordinary as a standard for what one can do in a modern clinic, and something that we can be immensely proud of.

2012 was a very tough year for British institutions, because we had the introduction of the fee of up to £9,000 in England, and the consequent responses in Scotland. A lot of institutions had tremendous difficulty. In the case of our University, which positioned itself with the best bursaries in Britain, our applications went up, heading towards 50,000. There is something which you might like to be aware of; what is the single biggest change in student body that has happened since the Second World War? Well, it is staring you in the face. We admitted almost 1,000 more women than men into the undergraduate programme. We do not have a gender quota, this is done on qualifications and quality of entry; but isn't that interesting? 1,000 more women admitted into the undergraduate programme, so it is now almost 60% women to 40% men. If you look at it by College, 31,000 is a lot, the big College is Humanities & Social Sciences, with almost two thirds of those students in the undergraduate programme. The small one is Medicine & Veterinary Medicine, but still more than 4,000; there are plenty of universities in England that do not have 4,000 students, even a couple in Scotland. They are still big enterprises, but again we need to note Humanities & Social Sciences.

Where are the students coming from? Well they are not (all) coming from Scotland. One thing that is particularly interesting is the number coming from outside of the United Kingdom. In the previous century very consistently from 1900 to 2000, the proportion of non-UK students in the University of Edinburgh was very stable; it was about 19%. In the last ten years it has changed quite dramatically. We now have 37% of our students coming from outside the United Kingdom, which is where a lot of the growth is happening and that is where a lot of high quality students are coming from. We still have more students from Scotland than we do from England, Wales and Northern Ireland put together, as you can see, but that is something quite interesting. The other thing that is interesting is that in terms of the proportions from the UK. One of the University management's objectives was, despite the big changes, to keep the approximate proportions of Scottish, Welsh, English and Northern Irish students the same, and we were successful. So if you do go back to the previous annual report, the change that you will notice is the students coming from outside the UK, particularly from outside the European Union. If you look at it by level of study then we have two thirds undergraduates to one third postgraduates, a very interesting mix there. For someone like myself, looking at that number, what do I immediately say? I immediately say 'Not enough postgraduates, not enough students getting the higher level of benefit from the research training'. Four and a half thousand PhD students is a lot of PhD students, but we are a major world university, we need more than that because these are the intellectual foot-soldiers of the future. So it is a very, very encouraging mix; almost two thirds undergraduate, one third postgraduate. Where are they coming from? Particularly appropriate to us here in this room, it is the Germans, there are a lot of Germans in the Law School, it is very, very popular. If we look at the EU, a lot from Greece, but very interesting that we get so many from Germany which has a very well-developed university system. It is also interesting that we have more than 200 from Bulgaria, that is relatively new, and not too surprising given the links that we have, and almost 200 from Poland. It may be a little bit surprising that we have more than 150 from Lithuania, it is an interesting mix if we look at the European Union. If we look at the world, we are compared to every British university except St Andrews, we are an oddity, but we are a very good oddity, because our biggest group of international students come from the country in the world that has the best developed university system. If you consider 'Harvard, MIT,

Stanford, UCLA, Yale, Princeton', it is very, very pleasing that we have these 2,000 students from the United States, and then not too surprisingly Mainland China. Also very interestingly there is Malaysia, Hong Kong, Singapore, Taiwan; if you ask yourself the question 'How many students are coming to the University whose first language is Mandarin or Cantonese?', then it is a lot more than just the students from Mainland China, so we have a very big Asian community in the University.

Research Grants; last year was spectacular! £250m in value, which is quite extraordinary. We would not have dared to predict that the University could be so successful. It is interesting if you look at the pattern. In the Annual Review what I have lumped as various you will find broken up into different headings. Obviously the UK Research Councils account for more than half, we are very, very successful there. In British universities, there is something called the Dual Funding Model, whereby you get formula funding for the quality of your research, and the rough expectation is that for each £1 of formula funding you get you should get about £1 of competitive funding. We are now being so ludicrously successful, because of the high quality of our staff, that for each £1 of formula funding we get we receive more than £4 of competitive funding.

One thing here that is particularly important is the fourth row; we do well from charities, £32m, that is quite a lot; we are doing quite well in terms of industry, £6.5m, that is rising, and it is quite important for us, and the European Union about £32m. That is rising, and during the night I have been receiving and sending emails, because one thing that people who do my job have been desperately interested in is the debate in Brussels about the budget. These are the plans for research at the European level to take us to 2020, and this does not just include computing research, or medical research, or environmental research, it also includes big social science projects, very important projects for the University, from where we are looking. I, with others, have been lobbying the Prime Minister, David Cameron, in relation to ring-fencing the allocations for European research, and it looks as if we have been reasonably successful. If we had been totally successful this university could have expected to move from there to about three times that amount in a few years in terms of major support, and if that happened Brussels would start to become as important to us as London and Swindon, as a source of funding. So very, very important things have been happening in the last couple of days, and overnight we have been exchanging spread sheets and looking at the infrastructure and such. But it is a spectacular success.

Some key things, as the Convener of the Business Committee mentioned; we are very delighted, we could not have a more powerful, more appropriate Chancellor than the Princess Royal. She has been incredibly energetic already, incredibly supportive of the University, which is tremendously appreciated. There is an annual meeting in Beijing in December, where the people who run all the Confucius Institutes in the world, which nowadays is about 360, congregate. For three years in a row we received the 'Best Confucius Institute' award and I could see that it was annoying the Germans, so I said to our colleagues in Beijing 'It would be nice if somebody else got it'. I have to, with great embarrassment, report that for the sixth time we have received an award for our Confucius Institute. It is a wonderful Confucius Institute, the Colleagues, Natascha Gentz and Frances Christensen who run it, do fabulous work. It is probably the broadest in scope of any of the others in the world, dealing with language, culture and history, but also calligraphy, dumplings, business, film, it has an incredibly broad span. We had Innovative Learning Week (ILW), which was a tremendous success. I have to give great credit to Vice Principal Rigby, it was her idea that every part of the University was encouraged to have a week in which new and exciting things were done by the students, with great success. It was delightful to see the Edinburgh College of Art Fashion Show make its debut in the Playfair Library Hall. I do not know how many of you were watching on the 4 July the Conference at SERN, I have to say I was. To see the announcement of the findings that make Peter Higgs' more than forty year old predictions look right, look very, very right; was tremendous, obviously tremendous for Peter Higgs, tremendous for Physics in the University of Edinburgh, tremendous for the University, tremendous for Scottish science. There is a fabulous exhibit, still on in the Parliament. If you have got time this afternoon hurry down to the Parliament, because the Vice Convener of Court and I were there when Peter Higgs gave a wonderful address for the Science and Technology Facilities Council, which

has installed right in the entrance hall beautiful models that relate to the Large Hadron Collider, and I had the great privilege of accompanying Peter Higgs to the Large Hadron Collider with some other colleagues in December.

Student volunteering; there are various articles in the Review. In particular I pick out the one on student volunteering. It is going massively well. EUSA has organised this inspirational scheme supporting more than 2,000 students in voluntary activities. We are providing resources so that staff can participate too. All sorts of things; befriending senior citizens, working in events, placements; I was looking at legal advice recently, as Chair of the Edinburgh Fringe. I was delighted to discover that on some tricky points there was some very robust legal advice, which had been checked by a legal practitioner, but had been given for free by one of our Law students, so that is just one manifestation. It is a wonderful scheme.

We are very concerned to improve the quality of student learning in the University. There is tremendous commitment. A Personal Tutor system has been introduced for all the 20,000 undergraduates, a big scheme with quite a lot of technology. I am very appreciative of the colleagues who did it so quickly. We basically decided to do it about this time last year, we implemented it in September and it is going very well. There is a lot of computer support. It is absolutely key that each undergraduate has a personal tutor, ideally the same person supporting them for the four years, helping them reflect on where they are going. It is a very promising scheme indeed. We also saw last year the 250<sup>th</sup> Anniversary of English Literature as an academic subject. We are always very proud of the fact that this university invented Geology as a subject, but it also invented Literature as a subject. Hugh Blair, Regius Professor of Rhetoric, rebadged himself (Regius Professor of) Rhetoric and Belle Lettres, and introduced the study of Literature as an academic subject. That was well celebrated. We are, as you would expect, moving along with the Higgs Centre for Theoretical Physics. The basic ambition here with the fundraising for staff and studentships is to produce an environment where this university can develop the Peter Higgs of the future; it is wholly admirable, and as you would expect there is a tremendous amount of push behind that.

This is a very crowded slide, but it is just to emphasise that in terms of recognition from the Queen the University and those associated with it are doing extremely well. We are very, very pleased that Frances Dow who is in audience got her CBE, very pleased that Stewart Haszeldine, who is in the audience and will be speaking after lunch got his CBE. We are very pleased across the piece that this very public recognition is given to key members of our university community. Do not worry if you cannot read the list, it is in the document, you have got the full list. The Students' Association Teaching Awards is a great scheme. It is incredibly motivating for someone like Dr Politi to be named best Director of Studies in the University or Dr Trousdale being identified as the Best Giver of Student Feedback in the University, it is highly motivating and it is a wonderful scheme going from strength to strength. Just as the volunteering scheme was initiated by the students and then has been adopted by the University management, we have done something very similar, we are extending the teaching awards to provide further recognition for those who are great teachers.

Another highlight I have to point to is the Olympic Games. It was just wonderful. It was very exciting to see us as easily the top performing UK university, and the resulting investments in the Centre for Sports and Exercise. We are in a virtuous circle really; the University did well in the Athens Olympics, which resulted in investment and more bursaries. We did much better in Beijing, which resulted in more investment. We did superbly well in London and we see a flow of more bursaries and even better facilities. We have become the natural university for someone who is academically really gifted and has a serious chance of a medal in the Commonwealth Games or Olympic Games. We are the obvious university to go to because of our track record and because of the quality of our facilities, and I have to say that the quality of the training staff and the quality of the physiotherapists. We provide physiotherapy support now for a large part of the UK elite athletes. There were lots of Honorary Graduations; I would particularly want to draw attention to Pelé, who was a footballer. We gave him an Honorary Degree during the Olympics and he gave us a smashing speech. I would draw attention to Pascale Lamy, Director-General of the World Trade Organisation, who spoke very

well. Our links with India go from strength to strength. We have a Centre funded by the Indian Government, and it was really pleasing that Mr Goel, the Director General of the Indian Council for Cultural Relations, came here. At a great event in Germany, in Berlin, we gave David MacAllister, the then Prime Minister, who missed remaining Prime Minister by a tiniest of margins, of Lower Saxony, but we are confident that he will rebound. He is still leading the largest party in Lower Saxony, but he was great. Nicola Benedetti was wonderful, and Nicola Benedetti in addition to us being able to recognise her has taken a lead in getting scholarships for music students, and we have tremendous service in the University Court so I was delighted that John Markland, the previous Vice Convener accepted an Honorary Degree.

Overseas activities; Beijing is booming, probably the most sensible thing we did in international work was to open an office in Beijing. Mumbai is marvellous, next week I shall be in Mumbai. A wheeze which I claim complete credit for was being in Calcutta last year and suddenly reminding myself that Bose is a leading physicist from the Sub-Continent, so we are having a great event to particularly celebrate the Higgs Boson, where we will be giving due credit to Bose, who came up with the idea of the Boson, as well as of course Peter Higgs who came up with a particular flavour of Boson, so that is a very good connection. We will also be, either myself or the Prime Minister, announcing a major collaboration between this University in Life Sciences with a major Indian institution. Then three weeks from now we will be opening our office of the Latin Americas in São Paulo, the connections with Brazil are going a pace, but it will also be a base, because we have some very good support from some very distinguished alumni in Chile, we have some very good institutional links, particularly in Mexico with Tecnológico de Monterrey and the Autonomous University of Mexico. For São Paulo I have to give you credit. About eight years ago I gave a very upbeat account of the University's international work and one of you, I am sorry, I cannot remember which one, in their question said to me, this is to encourage you to ask me sharp questions, 'That is all very interesting young man, but we are not doing anything worth talking about in Latin America, are we?' I thought about the question and it was true, he was quite right, we were not. Since then, with support from Santander, I have visited major universities in Argentina, Brazil and Chile. We have made a partnership with major universities, particularly in Mexico. We have received major support from Santander Bank for scholarships, moving backwards and forwards. We are now about to open an office in São Paulo, and that would not have happened without the General Council intervention, pointing out that the picture was not as completely perfect as I thought it was, so that was very helpful.

The new MOOCs; I do not need to remind you that a MOOC is a Massive Open Online Course. Last March I was in Stanford and that was the point at which MOOCs started getting worldwide interest. The New York Times was commenting on a MOOC from MIT (Massachusetts Institute of Technology), which had reached more than one hundred thousand. So we got interested in this. Then in June Professor Koller from Stanford came here, we signed an agreement with them to use a platform called Coursera, to offer these Massive Open Online Courses. We started work on them in September, and to the tremendous credit of staff, the Monday before last this University had six MOOCs running. I will be very kind to you, partly because whenever I ask this audiences always get it wrong, like me they always imagine that the most successful MOOC would be Astrobiology and the Search for Extra-terrestrial Life. That has only got 40,000 people, but it has interestingly got study groups in Kazakhstan and various Indian cities. The runaway winner, with almost 100,000 is Introduction to Philosophy, and one of the interesting things is that if you look at the Introduction to Philosophy and the tremendous take-up of it, an awful lot of these are school students. What we have done, without really intending to, is provide a window so that school students, and most schools do not teach Philosophy, who are wonder what university Philosophy is about, not just school students, teachers and head teachers as well, who are studying our short and free Introduction to Philosophy course. That is the winner. In numbers terms the loser is Equine Nutrition. This has nothing to do with Tesco or Findus, this is to do with barley and oats. 23,000 people, including the Chief Veterinarian in the British military who wants to know what to feed the Household Cavalry Horses, I am serious, I bumped into him on the Pollock Hall Campus. 23,000 people, which is a respectable number, are studying Equine Nutrition. Why is that useful? Well, it is useful because (a) it is important for people to feed their horses appropriately, they all want to do that, but (b) we have got a prestigious online Masters course,

which is not free, in Equine Health. If you do the sum, if 2% of those students move happily from the free course in Equine Nutrition to the paying course in Equine Health you have suddenly got another 400 students. If 5% do we would have 2,000, but 1% would be very, very good. These MOOCs have been very interesting, we have here a MOOC about MOOCs; E-learning and Digital Cultures is a MOOC where a lot of the people on it would like to do something similar to us. We have been very lucky. Another university, I will be kind, I will not name them, but if you Google something like 'MOOC disaster' you will find it quickly enough. Another university set up a MOOC about MOOCs on the same platform as us which crashed and had to be taken off because it did not work. So Twitter is full of tweets saying how ironic it is that people trying to teach about MOOCs cannot run a MOOC. If you look at the tweets about E-learning and Digital Cultures, and there are a lot of Tweets about it, you will discover that lots of people are being immensely complementary, so it is actually reinforcing our position.

Critical thinking in Global Challenges; this is the MOOC version of a wonderful first year undergraduate course we run on the grand challenges in relation to world health and climate change. That course, which is delivered within the venues of the University, has been turned into a MOOC and in fact there are 75,000 on that. So it is very, very promising. Why are we doing this? Just in case somebody who is sitting there was going to ask me, why are we doing MOOCs? Well, to build a world reputation. I am a computer scientist and my normal position is trailing edge, let the rest of them do it for a couple of years, let them make some mistakes, then we will come in. In this case we are going for, in the jargon, first mover advantage. We are the first university in Europe to do this in a serious way. There was a very interesting editorial in the New York Times on the 26 January that pointed to three leading US universities and ourselves and said that maybe in the future when people are assembling their learning they will go to MIT for their Computer Science, to Harvard for their Business and to Edinburgh for their Literature, so this is something that is attracting major press commentary around the world. It is something that senior ministers in the Scottish Government and in the Westminster Government are extremely aware of, that we have the leadership position outside the United States. We are doing it for Widening Participation. It is a way of saying to people who are not in the University 'This is what this subject might be like'. I am very keen that we do a MOOC on Quantitative Methods, so that somebody who is thinking about studying Social Science and wonders whether their statistics are good enough, has a way of finding out. It obviously feeds into the new online postgraduate courses. We have about 2,000 students who are doing online Masters, and it is for public service. It is important that we have the expertise of people like Professor Haszeldine, and we also have people who have wonderful understanding of zoonotic species-jumping diseases, and this is a way of conveying that, so it is something that I am very pleased about.

Some conclusions; the University is in good heart. If you look at our turn-over which was a bit above £200m ten years ago, is £700m now. Once you allow realistically for inflation the University's turn-over has grown about 70%. Interestingly the rate of growth has not changed in the last four years. It has been very steady throughout the ten years, consistent growth. Student number growth is not as fast at 40%. The reason it is not growing as fast is that the research activity is growing. The £350m fund-raising campaign was completed last year, which is very good. And this is completely childish, but we beat Oxbridge at the Olympics. We had more applicants for our undergraduate programmes than Oxford and Cambridge combined and doubled. We are now beating Oxford and Cambridge in competitive UK grants, so you will forgive me for being childish. But there is important work to do. We have got to make the Personal Tutor Scheme work properly. We have got to keep working on the learning experience. Currently 37% of our students come from outside the United Kingdom, it would be good if half of them did. We currently have quite a lot of staff from outside the UK. We had an assessment visit to our Business School last week and one of the things they commented on very favourably was that when looking at the Business School 50% of the staff came from outside the United Kingdom. They remarked quite explicitly that it was one of the most healthy signs they could see about the Business School's future that we were recruiting top academics from outside the United Kingdom. Obviously 27% is good, but I would like to reduce our formulaic dependence on the Scottish Government and certainly get it below a quarter. Obviously we need more bursaries and scholarships. It has been a massive success, of that £350m, £53m came in for scholarships and bursaries. It

is wonderful that in the previous Chancellor's name the General Council is working on this. Last week Minister Michael Russell and I announced eighty new Eric Liddell scholarships, a partnership with the Scottish Government, for students coming from China to here and from here to China. We also have Eric Liddell High Performance Bursaries which Chris Hoy and Katherine Grainger are the patrons of. So it is tremendous, but we need to do more. We offer the best bursaries in Britain, we are very proud of that, but there are still students in need who could come to this university, who need our financial support. It is a very high priority for me. We are very proud of the work we do in the environment, we are very proud of the work we do in issues related to world health, very proud of the work we do on security, very proud of the work we do on improving the world food supply, and we need to do more.

Lastly I would like to make some 'thank you's'. The General Assessors contribute on Court, they contribute massively there, they do a very large amount of committee work, they also publicly represent the University. Margaret Tait, who is demitting office, has been absolutely outstanding in terms of her contribution to committees and in terms of her representational work, and the other two General Council Assessors also do sterling work. I am very appreciative of the Business Committee in general, particularly the Convener and Vice-Convener. I am very appreciative of the Secretary, very impressed that Mary Scott can keep this show on the road in terms of the logistics, but I appreciate the members and I particularly want to thank you for the good advice you give me. 'What about Latin America then?' was a piece of very good advice, and I particularly want to thank you for all you do to support scholarships and bursaries. Rector, that concludes my report.

**Mr Malcolm Errington:** Thank you Principal, good morning. While criticisms can be made of university league tables, it is right and proper that we celebrate the league tables that consistently show Edinburgh as one of the leading research intensive universities in the UK and indeed the world. However, if we do that it is equally important to have regard when there are pointers in other directions. Last autumn the Sunday Times survey ranked Edinburgh University bottom in the UK with regard to students' perception of teaching. Now there is clearly a lot of high quality teaching going on in Edinburgh as you indicated, but this would suggest that this is not uniformly the case. By way of an indicator, my son some years ago graduated from Edinburgh with a First in Maths and Physics and really enjoyed his Edinburgh experience overall. However, on one occasion a lecturer did not turn up for a class. He was not ill, he simply forgot. The following week there was no apology and indeed the students were left with the impression that teaching for this individual was a bit of an inconvenience, getting in the way of his world-leading research. Does the University recognise this attitude existing in an extremely small minority of staff and what might be done about this and indeed the larger issue of enhancement to teaching quality and indeed student perception of this?

**Principal:** Thank you very much, that is a very good question. The Sunday Times produced a league table and they have done an odd thing. If you look at the National Student Survey on which the league table was based, it has covers 24 items, and it also has a general score for student satisfaction. Our general score for student satisfaction is more than 80%, and one of the parts of that which comes out most strongly positive is the view the students have of the individual academics. So while I am sure that there are some colleagues whose attention to detail could be improved that is not the student perception. Where the students do have a very strong negative perception is in relation to this university's perceived ability to provide good quality feedback and assessment, and the way the Sunday Times constructed their table is a bit like what was done to Rangers; we do do badly in feedback and assessment, they then added some extra bonus negative points, and that ended up with us in the Sunday Times having a low position, which is not helpful. Our response has been very much to focus on those items that the students are most concerned about and that certainly comes out as feedback and assessment. That is the reason why we introduced the personal tutor system, to ensure that students are guided to look very carefully at the feedback that they get, but at the same time to ensure that we refine the methods we provide for feedback and assessment. There is a lot of work being done on this, there is also quite intensive training of our academic colleagues to ensure that we improve the quality of support they give. It is a real issue; I think the Sunday Times distorts the position



we are in, but at the same time I have to acknowledge that the students' perception is a real issue, and we are working very hard on it.

**Rev Dr Alison Fuller:** I have two concerns I would like to mention. I would like to thank you for your talk. I am pleased to know that there is a hope to involve graduates in more than just giving money to the University. This is not the only university to do that and you do get rather exasperated with 'I know what will be in that envelope, they will be asking me for money', so there are many people who would like to be able to do more practically for the University. The other matter was when I looked at the list of personal chairs it made me ask the question 'Well who funds these?', I am sure there is great value in the research that these people have been doing, but what extra arrangements are made for funding? And the number of these personal chairs seems to grow every year, which I do not recall being aware of as a student, but that might just be the difference in status.

**Principal:** Two very good questions. In relation to the first question, the vehicle we have, which is a very effective vehicle for graduates to contribute directly to the work of the University is the General Council. It is a good mechanism, and I would really very much encourage you to involve yourself with the General Council and look at that route, we get a lot of help from there.

In relation to the number of personal chairs; these are paid for by the current income. The proportion of our income that we spend on staff has stayed about the same in the last ten years. It is a reasonable percentage. The reason there are more personal chairs is because the University is getting bigger and is being very successful. As we become more successful we attract more high quality staff, it is necessary to recognise their success by giving them an appropriate title and an appropriate salary. My own view would be that I take great pride in the number of personal chairs we have awarded. It is a very rigorous process, it does require great distinction. I would be nervous if the amount of money that we were spending on staff, as a proportion of our expenditure was increasing, but it is not, it is actually under very good control and it is one of the things that the senior members of the University look at very carefully.

**Frances Fischer:** Concerning Celtic and Scottish Studies; one can understand the University's desire for efficiency and the centralising of various disparate units under the aegis of the School of Literatures, Languages and Cultures. I wondered, however, if in this time of a rising tide of interest in Scottish and Celtic Studies, it is a good idea to disperse the various world famous archives and library to other University units. The George Square property has become the centre for various study projects, including a current international one on Sir Walter Scott's 'Minstrelsy of the Scottish border', for outreach projects, public lectures and seminars. After all we have Centres for Confucian Studies, Islamic Studies, it might be reasonable to expect Scotland's premiere university to maintain a distinct centre for our national heritage.

**Principal:** Thank you for that question. There does seem to have been a bit of confusion. I wrote to all the colleagues in Scottish and Celtic Studies on Thursday and to the Members of the Scottish Parliament making it very clear that our intention was to keep integrated the library; the archive, and we have a wonderful archive that goes back sixty years, and appropriate study space, so there will be a physically definable Centre for Scottish and Celtic Studies. What its long-term location might be I cannot judge. One of the problems is with 27-29 George Square, as you say correctly yourself. I have encouraged colleagues to look at the example of the Catholic Chaplaincy, which is further along that terrace. The Catholic Chaplaincy has produced a very good route through the back, so that there is disabled access now to the Catholic chapel of a very wheelchair friendly kind. So I have encouraged them to see if that move is possible. The first response to me is that in terms of the actual location of the archive materials in the basement, which have special equipment attached to them, that does not look possible. But there is a complete and total commitment to not just maintain, but to extend Scottish and Celtic Studies in the University. Evidence of that is our partnership with Sabhal Mòr Ostaig on Kist o Riches and as that project has been running out of money I have provided extra resource for the archiving to continue, but it is also a deal. I will offer no criticism of Scottish and Celtic Studies itself except one very important one. They do not reach enough

people, there are not enough students, so the deal I did with them and with Sabhal Mòr Ostaig, is to provide resources for an online postgraduate course so that the wonders of our archive which has heartbreakingly beautiful music and poems in Gaelic and in Scots, and also wonderful images, are made available to much wider audience. At Finance and General Purposes we agreed to invest a minimum of about £350,000 in keeping the facilities integrated. We may invest more, I am talking to the Scottish Government which shares the University's view that, particularly for Scotland's biggest and most international university, it is vital that we are also the key centre for the study of Scottish and Celtic. I am very glad that you asked me that question, because I had hoped that somebody would, so that I could give what is a very positive answer, but there are some caveats. One is the integration yes, but we also need access and it is not obvious that 27-29 George Square, which is a set of narrow Georgian buildings, provide the best public or the best disabled access. The other thing is; if it is to blossom then it needs reach, we need more students. I do not see why there should not be a MOOC, a Massive Open Online Course, which features some bagpiping, some Burns and so on, and if there was such a MOOC then it would reach out to Canada and New Zealand and beyond, but thank you for the question.

**Isabel Ritchie:** When you were talking about the proportion of overseas students and Scottish students specifically I was wondering what the students felt about this. Is there any kind of jealousy and also what proportion of overseas are taking first-class, or however you are going to measure their success, compared with the percentage of the Scottish ones?

**Principal:** Two very good questions. On the first question, and I spend a lot of time talking to students and to international students, my over whelming sense is that students take great pleasure in being in a very international community. A student from Scotland is pleased to have made a friend in Beijing and a friend in Los Angeles and they regard this partly as an investment for the future and partly as an interesting cultural extension. There are now some wonderful events. There is an event in the McEwan Hall where all the different groups of students provide examples of their cuisine and it is fabulous; obviously there is haggis, there are also dumplings and Kazakhstani, and I commend this to you, it is very tasty. There was smoked horse and interestingly there was enthusiastic take up of the smoked horse. It is very noticeable I think. As you will be aware we have just moved into the year of the snake, and one of the highlights for me of this integration is that the Chinese New Year just follows Burns and we had a combined Burns Night and Chinese New Year celebration in the Playfair Library Hall a few years ago where many of the students wore Chinese silk jackets and kilts, and there was dim sum and haggis, there was green tea and there was whiskey and Burns was recited in eloquent Mandarin and everybody had a whale of a time. So I do not perceive any jealousy. Occasionally there is an issue that students from overseas will find themselves on courses that are popular with overseas students and they may be disappointed that it is possible on leaving a lecture to speak to the people near them in Mandarin or Lithuanian and be understood. Many of them come here believing that perhaps they are the only person coming from Vilnius or from Xiamen in China, but they discover that someone they were at school with is also here. The fact that we offer the international experience is extremely attractive to all our students, including the Scottish ones. I am not aware that we have ever classified our exam results by national origin. One is aware that we get stunningly good mathematicians from Russia and Bulgaria, countries with an extraordinary tradition of mathematics, and Hungary actually too. We know that we get incredibly good law students from Germany. I will think about this. It might be dangerous. I have an intuition as a computer scientist which nationality would dominate in computer science grades, and maybe I am wrong so I am working very hard not to articulate it, and I think I have been successful. It is a moot point; should one analyse, particularly in the big cohorts and in subjects like Mathematics, Philosophy or Computer Science, should one look at the degree results with a national lens? I will take advice on that, we might be uncomfortable with the outcome, because certainly we are aware that in some of our international recruitment we are getting the best architecture student or the best mathematics student from a reasonably sized urban area in the world, so a very interesting question.

**Mr Matthew MacPherson:** May I welcome the Principal's report and say thank you very much for your commitment to widening access and bursaries and scholarships that you touched on. My question is really in regards to carry on the theme of international students. Obviously this is an area of huge expansion over the last decade and in the short and medium term. I wonder if the Principal could expand a bit on what commitment he is giving to ensure that our widening access and bursary programmes are really tailored to international students as well as home students, to ensure that the kind of students we are getting over to Edinburgh are here on an ability to learn and not just an ability to pay?

**Principal:** That is a very good question and we have been working on this across the piece and recent history will illustrate it. When the new fees regime was introduced in England, and then with interaction with the Scottish Government it became clear that students coming here from England would end up being charged £36,000 for the four year degree, our immediate concern was of course those students. So we worked very hard on the bursary scheme and produced what is clearly the best bursary scheme in the United Kingdom, where students coming from the most financially limited backgrounds, can get a maximum over the four years is £33,000 with complete control, so we did that.

Having reflected on that we then reflected again on the position of students coming here from Scotland, and particularly with regard to students from poorer backgrounds, and we know that a particular impediment for students from poorer backgrounds is they are less likely to travel, because of the accommodation costs, than students from better off backgrounds. So we have now introduced an extensive scheme, and again, like the other scheme, an uncapped scheme, for Scottish students, and this is focussed on accommodation bursaries, and simply expressed it is to make it easier for a student from a poor family say from parts of Glasgow or Dundee to be able to afford the fairly hefty accommodation costs in Edinburgh. At the same time, as I mentioned, with the First Minister's support a couple of days ago we announced eighty scholarships, forty of which are targeted at helping Chinese students from poorer backgrounds to come to the University. So we are working across the piece and we see it that for all the categories of domicile students we need to do more. Obviously we are working quite hard with our foreign alumni, and an outstanding example is our foreign supporters. The China Scholarships Council is a great supporter of Chinese students coming to us. Gordon Wu, who is a developer in Hong Kong, gave resources for students of Chinese origin in Hong Kong to come here, and so on. It is a combination of fund-raising and of deploying, but I am very proud that as you can see on the big sign outside on Chambers Street, Charles Stewart House, we have the best bursaries in Britain, and we should do better.

**Ms Linda Hendry:** My question is about a disturbing conversation I had with an academic from another university that shall remain nameless at the moment. It is about the proliferation of Confucius Institutes and the feeling in some circles that they are not adhering to disability rights legislation of this country and employment legislation. Now I do not know whether with all our gold medals we are better than all the rest of them or whether it is just a problem that has been lost in translation, but I do think it should be looked into just in case it is true.

**Principal:** Unattributed complaints of a serious matter are a problem for us. It would be very good if whoever it is would directly address me. But let me assure you that I am not aware of any complaint about our Confucius Institute, and I sit on the governing body of all the Confucius Institutes worldwide. It is a fairly open governing body, it has got a number of people like myself who are not citizens of the Peoples' Republic of China. This issue has never been raised, either with the governing body of the Confucius Institutes, or as far as I am aware with the Confucius Institute in Scotland. So if somebody has evidence of that they should give it to us.

## **B Presentation of the Report of the Business Committee**

at the General Council Meeting on 9 February 2013

*Convener of the Business Committee: Professor Charles Swainson*

Good morning Rector, Principal and Vice-Chancellor, and members of the General Council. I am privileged and delighted to be your Business Committee Convener for the next four years. I am very conscious of the considerable success and achievements of my immediate predecessor, Dr Alan Brown, who I am delighted to see is with us this morning. Alan has been appointed a Regent of the University, as you will know, in recognition of his contribution, plus the fact that he is one of the most genial and kind men you will ever meet, and an example of this was at the visit of the Yale alumni to the University in July of last year, and Alan's last act was to welcome them, and he and his wife gave a lovely reception for them in their home, Arthur Lodge, so we thank you very much for that.

I am strongly supported by a great General Council team of Business Committee Members and it is they who do all the hard work on your behalf, so I would like to thank them at the outset; Mike Mitchell, your Honorary Secretary and his hardworking and cheerful assistant Mary Scott, who will take a note of the meeting. They organise all of our activities and in particular liaise all the time with Kim Waldron the University Secretary and with the Director of Development & Alumni, Kirsty MacDonald, who joined the University last year. Last July your Business Committee approved an Effectiveness Review Report prepared by your Vice-Convener, Dr Frances Dow. Frances conducted the review with Committee members and consulted widely with ourselves, the University, General Council Assessors and external experts with experience of the University and the General Council working. The report is available on the website, I urge you to read it, and I will highlight a couple of points as I address you this morning. Firstly we concluded that the current Business Committee and its Standing Committees is indeed fit for purpose and sound. However, there are some, indeed many reforms, in the way that we work which are needed, and these were agreed by the Business Committee at the end of the last session. Many of these were about improving communication with you, and with the wider world, and making better information available for those who stand for election and indeed for members of the Committee when they join. An Action Plan has been approved by the Committee and will be monitored and updated as we make progress.

Your Business Committee has got four very able and experienced Standing Committee Conveners and I want to highlight their successes and efforts over the past six months. Neil Hynd is Convener of the Public Affairs Standing Committee and they helped to organise the most successful away Half-Yearly Meeting of the General Council in Berlin last June, many of the details of which are in *Billet*. I would like to highlight the Meeting and Lunch which were held in the Humboldt University based on the lovely Unter den Linden in Berlin. Much younger than our own the Humboldt University was founded in 1810 by the Prussian educational reformer and linguist William von Humboldt and is one of the eleven most elite universities, and enjoys special status and funding, in Germany. At that meeting our Principal gave a report which focussed on the international contribution of the University and how he intends to meet those future competitive challenges. And after lunch we were entertained by a delightful, witty and entertaining speech from Professor Chris Breward of the College of Art, which emphasised the interesting cultural synergies between Germany and the UK artistic endeavours. The weekend was rounded off by a splendid dinner in the Museum of Communications at which our after-dinner speaker was Dame Stella Rimington. Now some of you will remember Dame Stella from the Half-Yearly Meeting a year ago, and on this occasion she spoke about her novels, and the interesting comparisons between the real and imaginary life of spies over the past thirty years.

In our current session your committees are addressing two we believe important issues. The first is the engagement with more alumni with the University generally and particularly with the work of the General Council. Part of this includes refreshing the website, and I do urge you to look at the website and you will find when it is finally completed a new interactive section where we hope to be able to introduce interactive discussion and blogging between members of the General Council and your Committee. The

second is to support more public aspects of the public work of the General Council, particularly supporting the University during the Government's proposed reform of Higher Education. Those of you who follow that will have seen the bills proposed before Parliament.

Gordon Cairns was re-elected last year for a second term and is Convener of the Constitutional Standing Committee. He and his members have got to work with a major recommendation of your Effectiveness Review, and that was to improve the quality of information provided to candidates and to new members of the Business Committee. They have also reviewed a key document, prepared by your Secretary, Dr Mike Mitchell, and Dr Kim Waldron (University Secretary) on Guidelines for Consultation between the Business Committee, the General Council and the University. This was approved by the Business Committee and is in the process of being adopted also by the University Court. It sets out the reasonable expectations of the Business Committee and of the University on the types of issues on which General Council opinion might be sought, the status of such dialogue and the nature of feedback required, and is available on the website. Again I would urge you to look at that and consider how you can contribute.

Bruce Ritson is the new Convener of the Academic Standing Committee and we were delighted that Bruce was appointed OBE in this last New Year's Honours List. He and his colleagues are picking up two of the major themes identified by your Business Committee as priorities for this session. The first is to explore in meetings with staff and students the efforts being made to improve the student experience and to support the University in these endeavours. The University has invested considerable additional resources to improve the quality and capacity of support for students, and your Business Committee will do what we can to bolster that effort. The second theme is around international students; the University has an excellent reputation internationally. International students, however, coming here have different expectations and different needs from home students and your Committee will be exploring ways in which the General Council can support the many University initiatives for those students.

Kirsty MacGregor is the new Convener of your Finance & Services Standing Committee and apart from working with the new Director of Finance, they will also be looking at research, commercialisation and the wonderful opportunities offered by the Special Collections in the University Library. I want to thank Doreen Davidson, previous Standing Committee Convener, not only for her leadership of the Committee and her contribution to the work of the Committee, but for her generous hospitality after meetings, usually with a convivial dinner held out at her place of work. Members of the General Council now know that Doreen has been elected as the new General Council Assessor to the University Court.

Since the beginning of this session the Committee has bade farewell to four members of the previous Committee, apart from Alan Brown, your Convener, these include Doreen, Professor Ron Asher, Mr Michael Conway and Mr Bruce Rae. Bruce Rae led the Constitutional Standing Committee during the last session and supported the then Convener, Alan Brown and your Secretary in the successful election of the Chancellor, the Princess Royal. Your Business Committee had great support from Professor Asher and Mr Conway and I thank them all for their efforts. I am very pleased to welcome the new members of your Committee this session, who were elected last year; Professor Stuart Macpherson, Professor David Munro, Dr Bobby Burt and Mr Hamish Mackenzie, I do hope they enjoy the work and feel able to make a strong contribution.

I am delighted by this year's response to the election of new members to your Committee which has just been announced. Twelve nominations were received for the five seats available, which is a considerable increase on previous years, and they represented a wide range of interests and backgrounds. I do want to engage more alumni in the work of the General Council, which can be a lot more than simply being a Business Committee Member. There are opportunities for mentoring new graduates and final year students, as well as contributing to the Prince Philip Scholarship Fund. And I am expecting our Public Affairs Standing Committee to find other ways in which you can contribute, and indeed from anywhere in the world, not just around Edinburgh.

I am sad to say that this is the last meeting for our Registrar, the University Secretary, Dr Kim Waldron, who is leaving the University at the end of March. We have had wonderful support from Kim and all her staff and she will be much missed. We wish her every success in her future career and we look forward to establishing equally good relations with her successor, Ms Sarah Smith. That concludes the report of your Business Committee.

## C. QUESTIONS AND ANSWERS:

### GENERAL COUNCIL ONLINE QUESTIONS AND ANSWERS

Saturday 9 February 2013

#### Two Questions on the Practical Arrangements of the University Estate

**From :** Ewan Innes

MA(Hons) Scottish Historical Studies 1994

Emailing from Boston USA.

**Subject:** Archiving of Scottish Material

I find it a disgrace that the University is proposing separating the School of Scottish Studies from its archive. This is especially ironic given the Universities Mission statement to promote the cultural wellbeing of Scotland - let alone be a leading research and teaching university. How exactly you can lead research when your material is locked in a bunker in Sighthill is beyond me. I request as a matter of urgency that this decision be rescinded and the entire matter rethought.

Ewan Innes FSA Scot  
Alba saor no na fàsach

#### Answer (given in response to a similar question from the floor from Dr Frances Fischer)

*Principal:* Thank you for that question. There does seem to have been a bit of confusion. I wrote to all the colleagues in Scottish and Celtic Studies on Thursday and to the Members of the Scottish Parliament making it very clear that our intention was to keep integrated the library, the archive (and we have a wonderful archive that goes back sixty years) and appropriate study space, so there will be a physically definable Centre for Scottish and Celtic Studies. What its longterm location might be I cannot judge. One of the problems with 27-29 George Square is access, as you say correctly yourself. Now, I have encouraged colleagues to look at the example of the Catholic Chaplaincy, which is further along that terrace and the Catholic Chaplaincy has produced a very good route through the back, so that there is disabled access now to the Catholic chapel of a very wheelchair friendly kind. So I have encouraged them to see if that move is possible. First response to me is that in terms of the actual location of the archive materials in the basement, which have special equipment attached to them that does not look possible. But there is a complete and total commitment to not just maintain, but to extend Scottish and Celtic Studies in the University. Evidence of that is our partnership with Sabhal Mòr Ostaig on Kist o Riches and as that project has been running out of money I have provided extra resource for the archiving to continue. I will offer no criticism of Scottish and Celtic Studies itself except one very important one, they do not reach enough people, there are not enough students, so the deal I did with them and with Sabhal Mòr Ostaig, is provide resources for an online postgraduate course so that the wonders of our archive which has heartbreakingly beautiful music and poems in Gallic and in Scots, and also wonderful images are made available to much wider audience. At Finance and General Purposes we agreed to invest a minimum of about £350,000 in keeping the facilities integrated. We may invest more, I am talking to the Scottish Government which shares the University's view, particularly for Scotland's biggest and most international university it is vital that we are also the key centre for the study of Scottish and Celtic. I am very glad that you asked me that question, because I had hoped that somebody would, so that I could give what is a very positive answer, but there are some caveats. One is the integration yes, but we also need access and it is not obvious that 27-29 George Square, which is a set of narrow Georgian buildings provide the best public or the best disabled access. And the other thing is, if it is to blossom then it needs reach, we need more students. I do not see why there should not be a MOOC, a Massive Open Online Course, which features some bagpiping, some Burns and so

on, and if there was such a MOOC then it would reach out to Canada and New Zealand and beyond, but thank you for the question.

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**From: Bruce Alexander Ph.D**  
Managing Director, Xeroshield Ltd.  
Wallace Building, Roslin Biocentre  
Roslin, Midlothian

BSc in Biological Sciences, honours zoology 1979, EU ambassador to Colombia 1994, member of EPIS programme 2005-6

**Subject: Proposed closure of Millport Marine Biology Station**

I would like to know whether Edinburgh University has any plans to help save the Marine Biology Station at Millport from closure. A one-week field course there used to be mandatory for EU zoology students (it may still be for all I know) and I for one found it inspirational and enjoyable, a crucial part of my career development. It would be a tragedy if it was allowed to close and I sincerely hope that Edinburgh will do all it can to prevent this happening.

#### **Answer**

***Principal:** The situation with Millport is very challenging. Millport, and I used to be involved in its governance at a distance when I was a Pro-Vice-Chancellor of the University of London, Millport is a University of London facility, locally administered and supported by St Andrews University. It provides valuable field station activities for students and some of our students do indeed spend a small amount of time there and it is certainly valuable. It is I think very important to ensure that within Scotland such facilities are available for students and clearly we want our Biology and other students to be able to have this. Whether the Millport facility is the best way of achieving this is another question. My understanding from the Vice Chancellor of the federal University of London is that the costs associated with Millport are so high that the federal University cannot contemplate continuing it and I think for our University we have to be very considerate about where the resources to support our Biology students are best placed. It would obviously be very sad, but I do not see how this university unilaterally could offer to take responsibility for a facility of that scale when you look at our usage of it.*

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#### **Ethical Investments/Sustainability**

**From: Nadine McCormick**  
MSc Environment and Development 2005  
Geneva, Switzerland

**Subject: Investments and Climate Change**

I would like to ask the University to provide the Alumni with a report on what percentage of its investments/endowments are invested in fossil fuel companies (or funds that directly benefit said companies).

Secondly, I would like to request that the University freeze any new investments/endowments in portfolios/funds, etc. that benefit fossil fuel companies.

**From: Janjri Jasani Mumbai, India**



C.E.R.E - Consultant & Project Head - Carbon Map & Cap Initiative  
MSc. - Environmental Protection & Management - Edinburgh University

**Subject: Divestment of endowments and investments from Fossil Fuel Industries**

Dear Sir/ Madam

My name is Janjri Jasani and I am a proud Alum of Edinburgh University. I graduated from the University with an M.Sc. Environmental Protection and Management from the Dept of Geo-Sciences in the year 2004. While currently residing and working in Mumbai, I feel a close connection with the University and have always been proud of its incredible heritage and innovative programs. It is keeping in mind this connection that I would like to pose a question with regard to the University's endowments and Investments from Fossil Fuel Companies:

Climate change is accelerating. We are witnessing the increasing impacts of a warming planet more and more consistently; in this last year alone our country experienced record-breaking heat, droughts, and floods, which impacted hundreds of thousands of people and cost our country hundreds of billions of dollars. In the U.S Hurricane Sandy alone caused \$50bn in damages, while in Europe, incredible heat waves, droughts and forest fires destroyed both forests and agricultural productivity. Experts agree that global warming caused by humans burning fossil fuels will continue to accelerate and intensify these tragic climate disasters. The scientific consensus is clear and overwhelming; we cannot safely burn even half of global fossil-fuel reserves without dangerously warming the planet for several thousand years.

As public pressure to confront climate change builds, I would like to call on the University of Edinburgh to:

1. Provide Alumni with a report on what percentage of its investments/endowments are invested in fossil fuel companies (or funds that directly benefit said companies), and
- 2) immediately freeze any new investment in fossil-fuel companies, and to divest within five years from direct ownership and from any commingled funds that include fossil-fuel public equities and corporate bonds.

I believe such action on behalf of U of E will not only be a sound decision for our institution's financial portfolio, but also for the well-being of its current and future graduating classes, who deserve the opportunity to graduate with a future not defined by climate chaos.

For the good of our students and our nation, and to preserve the quality of life for this and future generations worldwide, we call upon you to join a growing movement of schools around the country that are committed to preventing a more extreme climate by moving Edinburgh's endowment beyond fossil fuels.

Sincerely,

**From: Kevin Emerson**

MSc Environmental Sustainability (2005)

Salt Lake City, Utah, USA

**Subject: Investments and Fossil Fuels**

Thank you for the opportunity to ask a question to the General Council at its upcoming meeting on 9 February.

As a graduate of the University of Edinburgh, I know firsthand the high quality of education provided to students. I appreciate not only the education I received, but also the values that University instilled in me—a critical view of how to balance the economic, social, and environmental facets of our world. I am proud that the college has become a leader in sustainability through, for example, involving staff and students in helping the University improve its own sustainability through the Edinburgh Sustainability Awards.

As you likely know, global climate change is perhaps the greatest threat to sustainability across the world. Extraction and consumption of fossil fuels exacerbate climate change while also polluting the natural environment and deteriorating public health. As the University has demonstrated with its many commitments to improved sustainability, higher education plays a critical role in helping to solve this problem. As an Alumnus, it is my sincere hope that the University will actively seek to address climate change and sustainability through all elements of its teaching, research, and operations. This should include an active and solution-oriented effort to understand how the University's endowments and investments could be directly contributing to accelerated climate change through financing the fossil fuel industry. As I contemplate providing ongoing financial support to the University of Edinburgh, the issue of how the University's investments/endowments may be unintentionally contributing to climate change through 'funding' the fossil fuel industry is critical to my decision. I believe that a transition away from fossil fuels is fundamentally important to the integrity of this institution and I am encouraging other alumni to consider this issue as well.

Therefore, I have two questions for the General Council:

First, I would like to ask the University to provide the Alumni with a report on what percentage of its investments/endowments are invested in fossil fuel companies (or funds that directly benefit said companies).

Secondly, I would like to request that the University freeze any new investments/endowments in portfolios/funds, etc. that benefit fossil fuel companies.

Again, thank you for the opportunity to submit a question to the General Council. I regret not being able to ask it in person.

With appreciation,  
Kevin Emerson

**From: Will Golding**

MSc Community Education 2012

**Subject: Ethical investment and sustainability**

Thank you for reminding us as Alumni of the upcoming General Council on 9 February. In advance of this I would like to submit a question for discussion.

I had a very powerful experience at the University of Edinburgh, and I extoll its virtues to others I know because of the developments towards sustainability, applied learning and community development. The 'Our Changing World' course, sustainability awards, Innovative Learning Week, continual improvement of the energy efficiency from the estates department, Outdoor and Social Education modules, and the Social Responsibility and Sustainability strategy all show that the University is a forward thinking institution, responding to social and environmental circumstances, and democratically involving staff and students in this process. I would like to see this continue and develop further to ensure that the impact of the education and research provided by the University continues to help to positively contribute to human development and environmental conservation. One important aspect of this I believe is how the University's endowments and investments could be best utilised and invested to further support principles of sustainability, active and applied learning and responsible and ethical developments.

In considering future support, through my own involvement, support and potential investment, the way that the University approaches this issue, and how it is managed and distributed is a key determining factor. The more information that can be provided on this the better, and I would hope others would want to know about this and would affect their decisions on future investment.

The questions I would like to submit therefore are:

1. In the University of Edinburgh's Social Responsibility and Sustainability strategy 2010-2020, Professor Sir John Beddington, Edinburgh alumnus and chief scientific adviser to HM Government, argues that "'business as usual' will lead to a 'perfect storm' of food, water and energy shortages – with all the social, environmental and economic disruption that will entail – by 2030". Could the general council please explain how they intend to meet the requirements of this University strategy and to change 'business as usual' through responsible investment?
2. Currently the University investment committee has 6 committee members and there is the possibility to have up to 7, including those who are not staff. We would like to request the democratic representation of the student body, your main learners, customers and members, on this committee by saving this extra place for an elected student representative. Would you be willing to support this?

Again, thank you for the opportunity to submit a question to the General Council. I intend to make it along on Saturday but currently am on call on weekends, and so if I get called in will not be able to make it. Will try my best, and hope to hear from you and others on how it goes if I cannot.

**From: Alice O'Rourke**

Social Anthropology with Development 2010

**Subject: Ethical Investment and Sustainability**

Dear secretary of the General Council,

Many thanks for your invitation to pose a question at the upcoming general council meeting this Saturday.

After graduating I went on to work for Transition Edinburgh University and later the university's sustainability office. A large part of my role was to run outreach work and public engagement on the topic of our university's Social Responsibility and Sustainability strategy.

I was shocked to learn recently what the university chooses to invest in. We currently invest in drones, how can we claim to be taking social responsibility seriously when this is the case? When we work with the Edinburgh Centre on Climate change and promote sustainable travel, how is it possible that such a large percentage of our investments are in the fossil fuel industry? I find this unacceptable, and quite frankly it makes us look rather hypocritical.

I have two questions for the General council:

1. Could you please explain how decisions by the investment committee are made, if minutes from these meetings are publicly available and what measures there are to ensure the accountability of this group? It seems clear that the current structures to ensure that our investments are ethical are not working and we need to create more accountability.
2. What intentions for ethical and responsible investment does the council have for the university? Please explain if there are any intentions to ensure the university invests positively in ethical companies. It would be good to see funds being assessed by an ethical fund manager and ensure positive investments, for example in the renewable energy industry or in better provisions for disability services on campus or funding wider participation.

Unfortunately I am unable to attend the meeting in person but I thank you for raising my questions this weekend and look forward to hearing your response.

**From: Karen Tostee**

MA 2012

In Edinburgh

**Subject: Responsible Investment and Fossil Fuels**

I am a recent graduate of the University of Edinburgh, and welcome the access to the University administration that we continue to have as alumni through meetings such as this. However, I am displeased that the University continues to invest in arms companies, fossil fuel extraction and other such socially and environmentally damaging industries. I am angry that my education, and the education of my peers, is tied so directly to the suffering and killing resulting from the drones in which the University invests.

Therefore my question is as follows:

When will concern for social justice, responsibility and social improvement be the basis for the University's economic investment rather than the current prioritisation of 'generating significant returns across the board' (Hamish Mair, head of private equity at F&C Investments, an alumnus of the University and chair of the Old College Capital's investment committee, 2011).

Following from this, can you please explain why the University is investing in arms companies and fossil fuel research and extraction? Would the council be willing to propose a commitment to divest from these?

Unfortunately I do not think I will be able to attend the meeting this Saturday. However I am grateful for the opportunity to contribute to the meeting in this way. I look forward to hearing the committee's response.

Many thanks in advance.

Kind regards,

**From: Tshering Sherpa, MSc 2005**

Dear Secretary of General Council,

As an alumni, I would like to request:

- 1) For a report on what percentage of UoE investments/endowments are invested in fossil fuel companies (or funds that directly benefit said companies), and
- 2) That the University freeze any new investments/endowments in portfolios/funds, etc. that benefit fossil fuel companies.

I hope these issues will be taken up during the upcoming general council meeting.

I look forward to hearing from you on this.

**Answer:**

***Principal:** Thank you, and I had advance notice of that. So let me summarise. The University's investments are overseen by the University Investment Committee which is responsible to the University Court and they are managed by an Edinburgh company called Baillie Gifford. A number of years ago we asked Baillie to apply its socially responsible investment policy. If you want information about their Socially Responsible Investment Policy that is available on the Baillie Gifford website. If you want information on the Investment Committee's remit and membership that is available on the Finance pages of the University website, under investment. If you want information about investments under our Freedom of Information Publications*

*scheme, again if you go to the Finance pages. The position is that we do carefully monitor the social concerns of staff, students and alumni, and I will take very seriously and convey these particular concerns on climate change to the Investment Committee. We have also in the past had concerns with regard to tobacco companies and companies in the armament industry. In relation to the particular question the estimate we have is that with regard to our endowment about 6% is currently related to companies that have an oil or gas interest. With regard to our general reserve fund it is about 3%. The University, and this is really as a consequence of interaction with the Students' Association, has become the first university in the United Kingdom to sign up with the United Nations Principles for Responsible Investment, and again details of how that works can be found on the United Nations website. So we are very committed to improving our position in this area. I would certainly take these particular concerns about fossil fuel companies to the Investment Committee, but there is an on-going process of ensuring that we have the most ethically sound investment strategy and details of that are already available on our website.*

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**From:** Mieko MASUDA, PhD  
MSc in Social Science, 1996.  
Japan

**Subject: Support for the Graduates who are working for Non-profit Organization**

At the present, I am working as President & CEO of Japan Hearing Dogs for Deaf People (JHDDP), Corporation of Social Welfare, Designated by Minister of Health, Labour and Welfare, Registered by Ministry of Health, Labour and Welfare. I would like to ask my mother University, Great Edinburgh University to support us, graduates who are working in Non-Profit Organization like JHDDP. The support system would provide information of graduates activities in Non-profit Organizations to the people related to the University in each country. I suppose it is a sort of University's Social Welfare to support Non-profit activities in graduates' countries. I ask that you take this matter into consider.

Mieko MASUDA, PhD in Political Studies, President & CEO, Japan Hearing Dogs for Deaf People Corporation of Social Welfare Registered by Ministry of Health, Labour and Welfare, Designated by Minister of Health, Labour and Welfare 1- Miyada, Kamlna, Nagano, Japan.

**Answer:**

***Principal:** Can I say that this is an absolutely excellent suggestion? I will convey it to Development & Alumni as a project to work on. We do electronically support different types of networks of alumni. Most of that support at the moment is regionally based, say Edinburgh alumni in London or Toronto, or it is based on subject, like Edinburgh alumni who are MBAs, but I think that would be a really valuable contribution to make and the question then is for D&A to use electronic means to see whether one of the existing models we have for supporting alumni could be adapted for the purpose, or whether something else could be done, but I think it is an admirable idea.*

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**From:** Mr Zev Kesler  
MBA 2010  
Toronto, Canada

**Subject:** Business School Rankings (Note: asked previously, not satisfied with response)

This question was posed, but never acknowledged during the last session.

As a relatively recent graduate of the University of Edinburgh, I would like to hear your thoughts and opinion on the 2013 MBA Financial Times ranking and the fact that the University of Edinburgh Business School's MBA Program is no longer on the Top 100 list. In this regard, what actions have been undertaken to resolve this drop in rankings and what are the plans moving forward to ensure that the UEBS's MBA program climbs back to be one of the Top 50 MBA programs in the world.

And subsequently:

As an update to 2013, the UEBS is no longer on the Top 100 list. What happened? What actions are being taken to correct this?

**Answer:**

***Principal:** Yes, we were disappointed about this. The difficulty about rankings is that they are highly specific. This is an FT ranking of MBA providers with regard to their MBAs. We are disappointed that they are no longer in the top 100, we are currently in the process of filling six new additional chairs in the Business School. We have a very strong field of applicants. The school already has very good class sizes, very good mix in terms of students, and we believe that the key to improving the position now is the recruitment of the highest quality staff on the international metric, and we are actively doing that. I have to say the international review panel that came and visited us for three days last week to look at the Business School was actually very complementary of the direction that it is moving in, but certainly we were not pleased to see us drop out of the top 100 and we are working actively across the piece, not just with regard to the MBA, but across the whole provision in the Business School to get a stronger position.*

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**From:** Frank Harkness  
Postgraduate MSc (research) 2007

**Subject:** Library Services

I wonder if it would be possible to provide Wi-Fi access (on their own computers) in the University Library for alumni who are registered and using the library for further research. The use of computers and Wi-Fi access is an essential element in research today. Other libraries provide this service, often free, so technically it must be possible. The number of people involved would be small and would not be an additional drain on resources.

I hope this question is relevant for the General Council, if not forgive the intrusion.  
Best regards

**Answer:**

***Principal:** Yes, it is. I think it is a very good idea and Bryan MacGregor is working on this. I am very keen that we make it easy for alumni to have access for all Library facilities and we are currently actively exploring the way to make it very straightforward for alumni to use and I would encourage everybody to look at 'eduroam', a wonderful facility, which strangely does not come from the University of Edinburgh, although it starts with the letters 'ed', but it comes from the Jisc (formerly Joint Information Systems Committee) body, which I chair and it is a facility that allows you to walk into educational facilities and use the wifi. I think it is a very sensible question and colleagues were already happily working on the positive answer.*

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**Various Suggestions and Complaints**

**From: Kaining Deng**  
MSc Computer Science 2010  
Longyan, Fujian Province, P.R.China (looking forward to the Chinese Lunar New Year:)

**Subject: how can a more vivid communication established between the alumni and the Uni.?**

I have noticed that the Uni. has done a lot to make alumni connected with the Uni. by creating LinkedIn\Facebook\Twitter\YouTube accounts\groups etc., but I still feel something that is very important missing among those approaches, that is communication by voice. We can see YouTube videos released by the Uni., but we can't establish a real communication through that, we can watch the live webcast by the Uni. but we are like unspeakable audience, I hope the Uni. could provide something that changes this, like using talkbox or some voice-based BBS to make us hear from the Uni. and give our opinions to the Uni. like what we did back in our Uni. time, though I have to admit that this may involve some voice-to-text recognition technologies so that the Uni. can easily get clear ideas from a list of text messages based on the voice messages, but it will be fun for people who speak up in the group to hear others' responses.

**Answer:**

***Principal:** Even for the Year of the Snake that is a demanding one. I am very sympathetic to the aspiration, but to be clear, we have now got quite good text recognition and if you have used Google Translates, it is amazing, it uses the Rosetta Stone method. We are pretty good and this University has fifty years of working in text analysis and in speech recognition, we are pretty good at dealing with text and dealing with text in other languages. Speech is a real challenge, the University Secretary employs lots of administrators that work on providing answers, the natural would be to do something technologically based and the technology really is not there yet. I am sure it will come and it is certainly something we could look at, but at the moment I am afraid the way of implementing a response would probably require too much staff time and could not be sufficiently automated.*

**From: Muireann Crowley**  
2009, MSc Literature and Modernity: 1900 to the Present

**Subject: Graduate discount applicability**

To Whom It May Concern:

At present, the University of Edinburgh gives a 10% discount on postgraduate tuition fees to those who graduated with an undergraduate degree from the University or those who matriculated on a "Visiting Programme" and completed a semester of study at the University during their undergraduate. However, students who came to the University to pursue a postgraduate Master's degree cannot avail of the discount if they wish to continue stay and pursue doctoral studies. Why are alumni with undergraduate degrees from Edinburgh, or students who only completed a semester of study at the University of Edinburgh, eligible for this discount and not alumni with postgraduate degrees from Edinburgh?

**Answer:**

***Principal:** That is a very interesting question. It was considered by the Fee Strategy Group, so the question is quite simple, if you did an undergraduate degree with us, then if you do a postgraduate degree you get a nice discount. If you do a postgraduate degree with us and you want to do a second postgraduate degree*

*you do not get a discount on the second postgraduate degree. The thought that came from the Fee Strategy Group was that we would be better considering students applying for their second postgraduate degree for specific scholarships and bursaries targeted at those most in need rather than having an across the board discount. Certainly I will communicate this question to Vice Principal Jonathan Seckl, who chairs the Fees Strategy Group for them to consider, but it is an issue they considered and they decided that focussed support was better than across the board discount.*

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## **PG Admissions**

**From: Kathryn B Westbrook, Emailing from Edinburgh**

MA with First Class Honours 2009

Masters with Distinction 2010

**Subject: Postgraduate Admissions 2012-2013**

Dear Principal

It might be significant as we approach the vote for Scottish Independence to know what proportion of our postgraduate student intake for 2012/2013 was indigenous Scottish.

Would you be kind enough to provide a breakdown of the numbers of PG admissions for 2012/2013 in four categories:

Scottish, other UK, European Union, International.

**Answer:**

***Principal:** 30% are from Scotland, 17% from the rest of the UK, 16% from the European Union and interestingly, 37% from outside the EU.*

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## **Redundancy payments**

**From: Professor Ian Sutherland**

BSc, PhD, DSc

**Subject: Redundancies**

Recently it was reported in the press that Edinburgh University had paid out over £10million in redundancy payments to 1500 staff. Can the Principal clarify who these staff were and why such large payments were made?

**Answer:**

***Principal:** There is quite a lot of confusion on this issue for the following reason; that the definition of redundancy (and we do not have any choice in this) has been extended in the last few years to include anyone whose contract terminates. About 2,000 of our 11,000 staff are employed on fixed-term contracts, typically for three years, sometimes for five years, sometimes rolling, sometimes for only one year. So that means in the technical sense there will be a large number of redundancies every year, and these are entirely expected, they are expected at the time of appointment. If somebody gets a contract and is told for three years you will be working on this research project, their redundancy is not a surprise. So that explains the volume. The other thing that happens is that as the University develops and changes sometimes colleagues would like to leave, so we have voluntary redundancy, and these are done by agreement. In that category we are talking about less than one per cent of the staff and less than one per cent of the pay-bill, which I*



*don't think is a newspaper headline issue. It is done very carefully. There is a committee chaired by the Senior Vice Principal, and looked through where the suggested payment with regard to the voluntary redundancy if that has any magnitude then it would be checked depending on the magnitude. It is always checked by Human Resources (HR), but it might be checked by the Head of School, it might be checked by the Head of College, it might be checked by the Director of Finance and the Head of College, might be checked by myself, the University Secretary or it might be checked by the Vice-Convener of Court and myself, and everybody else, or it might be checked by the Remuneration Committee, so there are a lot of safeguards, but the key thing to understand is that the redundancy statistics have changed, because anybody on a fixed-term contract and finishes it is now technically judged to be redundant and the University, with thousands of research projects that will inevitably happen. The type of redundancy in the old sense of the word, and which in this University is nearly always Voluntary Redundancy, is very carefully controlled.*

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## **The reputation of the University and EUSA**

**From: Jordan Dias, (2007, MA (Hons) Geography)**

Location: London, UK

In recent weeks EUSA has made a number of very public statements which have potentially brought a bad name to the University - I speak of firstly a motion against the Chancellor, elected by this body, and secondly of bringing legal action to gag the Student newspaper. Whilst the later is bound in legal process and I would not expect the Principal to comment on the details, can I ask:

- Does he feel it right that the University's money (for EUSA is in part funded by University Grant) is being used to gag it's own free press from providing criticism of elected officials?
- What steps has he - or others on the Business Committee - taken to explain to the Chancellor that the motion put forward by EUSA does not speak for the student body as a whole (and that the proposers of the motion continued in pushing forward untruths, despite it being pointed out to them), and that the General Council has a completely different position to that which say?

I look forward to hearing the response.

### **Answer:**

**Principal:** *Thank you. For obvious reasons I cannot comment on the legal action that has been taken by the Students' Union against the student newspapers, I think it is straightforward and clear why it would be inappropriate for me to comment on that. With regard to the EUSA position on the Chancellor, because of the success of this General Council event the Students have now got an equivalent, and we have a meeting like this that we had a couple of weeks ago where the students ask me questions, I give them a report first. I was asked that very same question and the response that I gave the Rector who was presiding there too will tell me if I get out of kilter. I am very clear on my response. I regretted the EUSA Motion for two reasons; I regretted it on grounds of etiquette. It strikes me that it is inappropriate for one body in the University, EUSA, to comment on another body in the University, the General Council. I am President of the Senate, I would think it very odd if the Senate decided to comment on how the General Council did its elections, and inappropriate, and if it tried to I would guide it against doing that. In a situation where EUSA with its very talented Rector who was elected unopposed decides to criticise the General Council for using its procedures with its advert in the Scotsman resulted in an elected unopposed Chancellor, that seems to me at the minimum a breach of etiquette and my preference would be that between the General Council, the Senate, the Court and EUSA there is polite behaviour, and all four bodies respecting each other boundaries and processes. The second point is a pragmatic point. I firmly believe that our single biggest asset in fund-raising is the Chancellor. I do not think that we would have secured £52m for scholarships and bursaries without*

*the active involvement of the previous Chancellor, the Duke of Edinburgh was ace at that. The new Chancellor is very active. There is no dubiety that we will have in Buckingham Palace next Tuesday evening a dinner in the State Dining Room to support and encourage those who have given the greatest scholarship support and it will be hosted by our new Chancellor. I would be very surprised if having dinner with the Chancellor in the State Dining Room in Buckingham Palace does not result in more support for students, because the primary intention is not to have a dinner and say 'I am sitting with ....', or whatever, the primary intention is obviously is to secure. So in pragmatic terms, given the real serious commitment that we have from the Chancellor, which has been evident from the day she was elected, it does seem to be a pity, so I regret EUSA's position for etiquette and because I want more scholarships.*

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## **Post Graduate Funding**

**From: Ian Giles**

MA Hons Scandinavian Studies 2011

MSc Translation Studies 2012

Emailing from the City of Edinburgh

The increase in undergraduate funding through schemes such as the RUK Bursary is admirable, with almost £2.6 million paid out in 2012. Likewise, it is great that we support our postgraduate community with almost £6.3 million per year. Unfortunately, the vast proportion of the money for postgraduates goes straight to PhD students. The principal was recently quoted in the Observer regarding his concern over the cuts in research council funding to Masters students throughout the UK - a sentiment I agree with. However, shouldn't a university like this be leading by example (as it has done in the case of undergraduate RUK bursaries), not just by lobbying for external funding sources but also by increasing the internal funding available to Masters students, on both taught and research programmes. What will the university be doing to ensure that a generation of UK postgraduates are not lost to Edinburgh due to lack of finances?

(Figures taken from December 2012 Scholarships newsletter)

Principal quoted:

<http://www.guardian.co.uk/education/2013/jan/05/university-protest-disastrous-neglect-postgraduates?intcmp=239>

<http://www.guardian.co.uk/education/2013/jan/05/studentsphds-reality-funding-gap>

## **Answer:**

**Principal:** *I think that point is right. I gave evidence to the Westminster Parliament Higher Education Commission and when one looks at the statistics one sees that there is a tremendous challenge, particularly for students, not just for this University, but for students in the United Kingdom, with regard to the one year Masters. A simple way of thinking of it is that a student, say from an English university, who might have progressed to a Masters is now confronted with about £30,000 more debt than they would have been faced with a few years ago. Inevitably people pause before doing that and I have been lobbying with some success the Scottish Government, and with less success the Westminster Government, to look particularly at the position of intending students and I think it is a particular pressure point. I think when you see that we have about 6.5 thousand students doing one year Masters, and if one talks about an intervention that would require a substantial amount of resource, and in fact almost half of our Postgraduate students are from the UK. So it is all a challenge, one that I am very aware of and as correctly reported, quoted in the press, and those press quotes came because I gave very direct evidence in Westminster on this issue. If you look at any of the statistics you can already see a decline in applications from UK graduates for Postgraduate courses and it is very simple to understand why that is the case.*

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**From: Elvis Paul TANGEM**

Ouagadougou, Burkina Faso, Africa

Dear General Council

I am an Alumni of school of geosciences in Forest Ecology and Management 2005/2006 Academic year.

What I will like to know the University of Edinburgh's plan for Africa. Let me explain; increasing, I see many British universities undertaking publicity of all sort in many African countries even in French Africa, recruiting students and making university known. So far I have not seen any sign of the University of Edinburgh, why is that? I know you are doing a lot of publicity in Asia; and maybe Americas, maybe to a lesser extend through the British Council in South and East Africa, but it is not enough. As Scottish member overseas, I suggest you get serious about publicity in the whole of Africa especially French Africa where more and more young people are turning to Anglo Saxon education and the income are on the rise.

OK, let me know what you think.

Thanks

**Answer:**

*Principal: The University's engagement with Africa goes back to the middle of the 19<sup>th</sup> Century. It has always been very strong, particularly with regard to Medicine and Divinity. At the moment it is expressed through the Centre for African Studies. The Centre for African Studies is doing very well, there are particular relations with Universities in Africa with regard to what are called 'neglected diseases of Africa'. There are specific diseases and also with regard to water purity, so a number of important research projects, and yes certainly we do, and this is not new, the University has been doing this for more than 100 years, we do raise bursaries for students from Africa. It is something that we are actually concerned with.*

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**From: Jamie Archer**

MA Classical Studies 2006

MSc Design and Digital Media 2007

When will you offer courses free on the internet?

When will you offer a way to get accreditation via the Internet?

When will you stop ripping off Chinese students (and other foreign students on poorly design Masters courses)

**Answer:**

*The University of Edinburgh currently offers Massive Open Online Courses (MOOCs) through the Coursera consortium. Coursera offers short online courses from top universities in an increasing range of subjects, all entirely free of charge.*

*All the courses are led by world-class academics, and supported by their teaching assistants. There are no entry requirements for students - all courses can be taken by anyone from anywhere online, and are generally offered two or three times per annum. These features ensure that access to world class education is available to anyone, regardless of their location or their financial capacity.*

*Although the University of Edinburgh MOOCs do not have formal university credits assigned to them, Statements of Accomplishment will be available to any student who completes a course with us.*

*Further information on the MOOCs is available at the link below. It also contains information on how a MOOC compares to the University's Online Postgraduate Programmes.*

<http://www.ed.ac.uk/studying/postgraduate/online-distance-learning/programmes/mooc-edinburgh>

*With regards to student fees, the University has a Fees Strategy Group that is a strategic advisory group that reports to the Central Management Group. The group's role is to:*

- *Enable the consideration of overall strategic issues relating to fees*
- *Advise CMG on shorter-term issues*
- *Provide guidance for decisions on fee setting within planning processes*
- *Advise CMG on indicative longer-term fees goals and on positioning within the sector*

*Further information on the Group and postgraduate tuition fees can be found at:*

<http://www.ed.ac.uk/schools-departments/governance-strategic-planning/governance/university-committees/othercommitteesandgroups/fees-strategy-group/overview>

<http://www.ed.ac.uk/schools-departments/student-funding/tuition-fees>

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**From: Nozomi Matsuyama**

I completed a BA (Hons) Visual Communication: Film/TV course at the Edinburgh College of Art in 2008. I'd like to ask a question from Japan, my home country.

As now ECA is part of University, I am wondering how ECA graduates would be categorised when it comes to future scholarship opportunities.

Would I be entitled to apply for any scholarship or funding that the University arranges or are they only available for Uni graduates?

I look forward to a chance to hear your answer.

Kind regards

**Answer:**

*Many thanks for your enquiry regarding possible scholarship opportunities should you pursue a postgraduate degree at the University.*

*Scholarships are open to applicants based normally either on subject area or nationality. So for example at Master's level we have one scholarship scheme for UK/EU students, while another scheme is open to all masters students who are classified as overseas for fee paying purposes. Whether an applicant is an alumni of the University does not play any part in scholarship criteria.*

*If however you were to pursue postgraduate study at the University having undertaken an undergraduate degree at ECA, then you would be eligible to be considered for the Graduate Discount Scheme. Further details on this discount scheme can be found at:*

<http://www.ed.ac.uk/schools-departments/student-funding/tuition-fees/discounts/graduate>

Details on our various scholarships, including a helpful funding searchable database can be found on our Scholarships and Student Funding Services website at:

<http://www.ed.ac.uk/student-funding>

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**From: William Masson Buchan**  
**M.A. Economics 1969**  
**Edinburgh**

What proportion of the Alumni database has made a contribution to the Principals Access Bursary Fund?

**Answer:**

*Thank you for your question about the proportion of the Alumni database that has made a contribution to the Principals Access Bursary Fund. Unfortunately this is not a straight forward query as funding for student support is derived from a number of different areas, and not just the Principal's Access Bursary Fund.*

*On average the University receives approximately 5,000 donations a year. Approximately 80% of these are towards student support, including the bursary fund, and they have generated almost £6.4m in the last three years. This highlights that the vast majority of our alumni supporters prefer to donate in support of students.*

*As a percentage of our entire alumni base, over 200,000 individuals, support for the Principal's Bursary Fund specifically is around 1.25%. This increases when you add in the other income streams related to student support. The main reason this number appears relatively low is simply because the alumni base automatically grows by thousands each year.*

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**From: NAME: IOANNIS**  
**SURNAME: LIRITZIS (URL: [www.liritzis.gr](http://www.liritzis.gr))**  
**DEPT.: PHYSICS, at KB**  
**DEGREE: PhD**  
**YEAR OF GRADUATION: 1980**  
**SUPERVISORS: Dr R.B.Galloway at Physics Dept. (retired) & Prof Ken Creer, Emeritus, of Geology & Geophysics**

**PRESENT STATUS:** Professor of Archaeometry, University of the Aegean, Rhodes, Greece

**QUESTION:** I have been trying to be in touch with staff members of my alma matter to investigate joint efforts of establishing a Masters Degree or Center for study abroad in Greece (Athens or Delphi) on a subject of common interest and related to Hellenic culture (e.g. Archaeology, History, Physics in Archaeology, New Technologies applied to Cultural Heritage etc) with case studies and practice in significant sites in the Aegean and Mainland Greece. Although individual members are willing to do so the Management Committee of my alma matter does not consider or even reply to such a proposal.

Several Universities have similar settlements in Greece (e.g Harvard at Nauplion) that serve on an annual basis to student, graduates and fellows to visit for a short period of time and execute certain task (tutoring, research). I am willing to undertake the initial procedure of locating a building with space and provide the

necessary data to establish such a Edinburgh University Unit and take up the Management, including running the whole programme, scheduling research and courses, with students from Edinburgh and tutors too. Invite experts in the field, hold special seminars etc.

I would be glad to know the policy of the General Council to such outgoing attitude.

**Answer:**

*The University is always keen to engage internationally with appropriate partnerships, but there would be many technical, quality and financial issues that would need to be specified before a meaningful reply could be given. So whilst there is no objection in principle, the question cannot be fully addressed without the submission of a detailed business plan. If this is still of interest, your proposal should be addressed to Professor Alvin Jackson, Head of School of History, Classics and Archaeology ([alvin.jackson@ed.ac.uk](mailto:alvin.jackson@ed.ac.uk)).*

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**From: Emerson Resende**  
MSc Carbon Management 2010  
Bonn, Germany

**Subject: Access to the Library for alumni and guests**

My name is Emerson Resende and I am an alumnus of the Business School of the University of Edinburgh. I would like to share with you a happening that took place last Friday as I think this could work as a suggestion to you for future situations like that.

I live in Germany and I was invited by the Business School to give a lecture to MSc students in Carbon Finance and Carbon Management. In that occasion I was accompanied by my girlfriend, who is thinking of pursuing an MSc degree in the UK. Given our visit to the campus, I took her to the library to see the excellent facilities of the University. However, we were not allowed inside even after explaining the nature of my visit, identifying myself as an alumnus, and her interest in seeing the facilities. The person working at the reception simply did not allow us inside.

I understand that the University is making serious investments in bringing students from other markets, particularly due to the economic situation and cuts in education budget in the UK. Therefore I believe that it is crucial for visitors and particularly alumni to be allowed to visit the library. I am not sure if this is a policy of the University, but should it be, I understand that this should be revised.

My best regards,  
Emerson

**Answer:**

**Dr John Scally, Director of Library & University Collections:** *I am writing in relation to your email to General Council regarding your inability to get access to the Main Library when you were in Edinburgh recently. Please be assured that this should not have happened and I deeply regret the inconvenience this caused you and your girlfriend. It is not the impression that I wish to convey to our alumni and their visitors. I have set an investigation in motion to find out exactly what happened and can assure you that we are revisiting our staff training procedures to emphasise once again the need for flexibility when applying rules on entry to our Library. We also have a system in place to 'escalate' a request where insufficient documentation or proof of identity is presented, so that a sensible judgement can be made about entry to the Library. Whilst*

*we have to ensure the safety of our students and their belongings, it seems that in this instance the rules were applied much too strictly and without the necessary application of common sense.*

*I would like to invite you to visit the Library when you are next in Edinburgh and I would be honoured if you would allow me to show you around. In the meantime, if there is anything further that I can do to restore your positive impression of the University Library then please do not hesitate to get in touch.*