



General Council Meeting of 14 February 2015: Annex to Billet

THE GENERAL COUNCIL OF THE UNIVERSITY OF EDINBURGH

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Papers for the General Council Meeting on 14 February 2015

1 Formal communications from the University Court

The following Draft Resolutions have been received:

- 5/2014 Alteration of the title of the Second Chair of Pathology
- 6/2014 Alteration of the title of Chair of Clinical Reproductive Science
- 7/2014 Alteration of the title of Arup Personal Chair of Structure and Fire
- 8/2014 Alteration of the title of Chair of Statistics
- 9/2014 Degree of Doctor of Arts
- 10/2014 Degree of Doctor of Philosophy with Integrated Study
- 11/2014 Degree of Master of Surgery (Clinical Ophthalmology)
- 12/2014 Degree of Master of Family Medicine
- 13/2014 Degree of Master of Earth Physics
- 14/2014 Degree of Bachelor of Arts (BA)
- 15/2014 Alteration of the title of Chair of Accounting
- 16/2014 Foundation of a Chair of Continuing Education
- 17/2014 Foundation of a Chair of Learning Analytics and Informatics
- 18/2014 Foundation of a Chair of Digital Education
- 19/2014 Foundation of a Personal Chair of Neuropsychology
- 20/2014 Foundation of a Personal Chair of Computational Quantum Field Theory
- 21/2014 Foundation of a Personal Chair of Genetics of Host Defence
- 22/2014 Foundation of a Personal Chair of New Testament and Early Christianity
- 23/2014 Foundation of a Personal Chair of Social Science and Public Policy
- 24/2014 Foundation of a Personal Chair of Chinese Philosophy and Religion
- 25/2014 Foundation of a Personal Chair of Architectural Conservation
- 26/2014 Foundation of a Personal Chair of anthropology of Health and Development
- 27/2014 Foundation of a Personal Chair of Extreme Conditions Engineering
- 28/2014 Foundation of a Personal Chair of Political and Legal Anthropology
- 29/2014 Foundation of a Personal Chair of Commercial Contract Law
- 30/2014 Foundation of a Personal Chair of Territorial Politics
- 31/2014 Foundation of a Personal Chair of Extragalactic Astrophysics
- 32/2014 Foundation of a Personal Chair of Nuclear and Particle Astrophysics
- 33/2014 Foundation of a Personal Chair of Neural Circuits and Computation
- 34/2014 Foundation of a Personal Chair of Adaptive Learning Environments
- 35/2014 Foundation of a Personal Chair of Molecular Epidemiology
- 36/2014 Foundation of a Personal Chair of Evolutionary Parasitology
- 37/2014 Foundation of a Personal Chair of Higher Education Learning Contexts
- 38/2014 Foundation of a Personal Chair of Addiction Medicine

39/2014	Foundation of a Personal Chair of Reproductive Physiology
40/2014	Foundation of a Personal Chair of Mathematics of Software Engineering
41/2014	Foundation of a Personal Chair of Sociology of Medical Knowledge
42/2014	Foundation of a Personal Chair of Gynaecological Pathology
43/2014	Foundation of a Personal Chair of Early Embryo Development
44/2014	Boards of Studies
45/2014	Code of Student Conduct
46/2014	Higher Degree Regulations
47/2014	Postgraduate Degree Programme Regulations
48/2014	Undergraduate Degree Programme Regulations
49/2014	Foundation of a Personal Chair of Digital Education
50/2014	Foundation of a Personal Chair of Political and Historical Sociology
51/2014	Alteration of the title of the Chair of Psychiatry
52/2014	Foundation of a Personal Chair of Reproductive Health
53/2014	Foundation of a Personal Chair of Astrophysics
54/2014	Alteration of the title of the Personal Chair of Adaptive Learning Environments
1/2015	Foundation of an A G Leventis Foundation Chair of Byzantine Studies
2/2015	Foundation of a Chair of Energy Storage
3/2015	Foundation of a Chair of Combustion Engines
4/2015	Foundation of a Chair of Evolutionary Ecology
5/2015	Foundation of a Chair of Carbon Management and Education
6/2015	Foundation of a Chair of Physics Education
7/2015	Foundation of Four Chairs of Technology Enhanced Science Education
8/2015	Foundation of a Personal Chair of Molecular Metabolism
9/2015	Foundation of a Chair of Economics

2 Report of the Academic Standing Committee

for the General Council Meeting on 14 February 2015

Convener of the Academic Standing Committee: Professor Stuart Macpherson

The Committee has met twice since the last report.

Our first meeting was on 22 October 2014 and was an agenda-setting discussion for our 2014-2015 session. Our conclusions were as follows:

1. Senior officials of the Edinburgh University Student Association (EUSA) would be invited to our first meeting to present on the current issues they felt to be the most important and in particular their views on the issues arising from the key themes for the Business Committee.
2. We would invite senior members of the University staff to our second meeting to discuss the strategy behind increasing student numbers, both undergraduate and postgraduate. We would be particularly keen to hear of strategy behind increasing student numbers, both undergraduate and postgraduate. We would be particularly keen to hear of strategies to alleviate any impact this increase in numbers may have on the quality of the student experience.

3. We hoped to welcome one of those recognised for excellence in both Research and Teaching to our third meeting to discuss the wider lessons from their practice in delivering high quality learning experiences for students.
4. Finally we hoped to hear from a senior academic responsible for Learning & Teaching in their School and its delivery in situations with large student numbers.

On 9 December 2014 we met with Ms Briana Pegado, EUSA President, and Ms Tasha Boardman, EUSA Vice-President Services. They firstly provided the members with copies of the EUSA Impact Report 2014. This is a new publication. It is produced in a splendid format which is both readable and informative, and gives a comprehensive explanation of EUSA's many functions. The document may be viewed on the General Council website at: <http://www.general-council.ed.ac.uk/eusa-impact-report-2014>.

Ms Pegado's main point was to emphasise that the expansion in student numbers was having a significant impact on the quality of learning and support services. The question of library access, at particular times especially, was raised.

There were a number of matters arising from the greatly increased numbers of international students. The challenge was to accommodate the needs of students from differing cultural backgrounds with a variety of approaches to learning.

The topics of student mental health, relationships with the community, accommodation and distance learning were then covered.

The Committee very much enjoyed their discussion with the EUSA representatives. Some topics raised featured matters of interest that the Committee had already identified and would be explored in greater depth at future meetings during the session.

3 Report of the Constitutional Standing Committee

for the General Council Meeting on 14 February 2015

Convener of the Constitutional Standing Committee: Mr Gordon Cairns

The Committee has met on two occasions since my last half-yearly report, the first of which meetings in June of last year finalised a summary paper in relation to the implications of potential changes in Scottish constitutional arrangements for the University. My thanks in particular go to Dr Frances Dow for her initial drafting of the very succinct paper which was presented to the Business Committee and approved by them on 24 July 2014.

Thanks were expressed to Mrs Ann Sutherland who was stepping down at the end of July 2014 after her second term of office.

Our first meeting of the new session on 19 November 2014 dealt with administrative matters required in relation to the re-appointment of the Secretary to the General Council, Dr Mike Mitchell for a further term of four years from February 2015 and was also tasked with continuing to look at the issues of potential changes in Scottish higher education post-referendum in light of the vote to remain in the UK and in particular to consider both the recommendations of the Smith

Commission and the proposed new legislation for higher education being discussed by Mike Russell, a former Cabinet Secretary for Education and Lifelong Learning.

It is hoped that the Standing Committee could invite relevant guest speakers to address members of the Business Committee on matters of general concern.

My thanks as always to the members of the Constitutional Standing Committee for their continued contribution and commitment.

4 Report of the Finance and Services Standing Committee

for the General Council Meeting on 14 February 2015

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

The Finance and Services Standing Committee has met once since the previous report to the General Council on 6 June 2014.

Our new member Mr David Houston was welcomed onto the committee.

The central emphasis of this meeting was to address three areas, namely:

- The focus and themes for the FSSC committee meetings for 2015 -2016,
- The best use of the committee's expertise in serving the University through the FSSC.
- The programme of presentations and discussions for the year.

Guided by the two over-arching themes of the Business Committee for the year, Growth and Internationalisation, it was agreed that the FSSC would have a particular focus on Change-Management within these themes as there is considerable expertise in this area in the committee. The committee agreed to invite the following members of staff to speak to the committee:

- **Mr Phil McNaull**, Director of Finance. (Mr McNaull has accepted the invitation to speak on the 20th January 2015).
- **Professor Ian Clarke**, Dean of the Business School
- **Mr Hugh Edmiston**, Director of Corporate Services
- **Professor James Smith**, Vice Principal International

The General Council budget for 2014-15 was approved.

It was also agreed that the remit of the FSSC needed some updating as it no longer accurately reflects the scope of the committee. The Secretary will redraft the remit and it will then go on for approval.

A warm thanks to the members of this committee for their time.

5 Report of the Public Affairs Standing Committee

for the General Council Meeting on 14 February 2015

Convener of the Public Affairs Standing Committee: Mr Matt McPherson

PASC has met three times since the last report and enjoyed an active session; and as Convener I wish to give my sincere thanks to the valued commitment of its members and contributors over the past semester.

From when the committee first met, it was clear that we were all determined to take head-on some of the key strategic challenges which face the General Council in this rapidly changing age. As a result, PASC agreed that particular emphasis throughout this session would be given to i) internationalisation and ii) social engagement.

Our overarching priority is how we maintain graduate engagement within the university community despite its growing diversity and size. At the turn of the twenty first century, around 19% of students at Edinburgh were from overseas. Over the next few years this figure is set to rise to 50%. Additionally, this change is set to the backdrop of rapidly increasing graduate and post graduate numbers. This unprecedented growth will undoubtedly make our work of harnessing an engaged and informed graduate community more difficult than it has been before. We share this challenge with the university, and give thanks to their support, particularly through the Alumni Department, for so warmly welcoming PASC's input into how we can build a sustainable, meaningful and life-long relationship with each of our students.

If we include our friends within Edinburgh's other further and higher educational institutions, the city of Edinburgh is home to around 80,000 students. As you can imagine, this number of people will have an impact upon any community's infrastructure, particularly housing. PASC recognised that challenges like these are not Edinburgh University's alone, and aims to take a holistic and proactive role in helping to understand the University's role within this context. PASC is reviewing in what ways it can more effectively influence and engage with those graduates who still reside within the (entirely metaphorical!) city walls.

A key aspect of the General Council is that it continually strives to engage and warmly welcome Edinburgh graduates from all walks of life. Sharing the '*Edinburgh experience*' with hundreds of thousands of people across the world is an exciting prospect for any Edinburgh student and graduate, and it is the responsibility of PASC to hold an ambitious and engaging programme of events throughout the calendar year which bring some of those people together. We strive to welcome many more. PASC is working closely with the University to play an active part in the Alumni Engagement Weekend 2015 including co-organising one of the events, a Conversation with the Principal. We also particularly look forward to learning more of the University's invaluable work on carbon innovation, which will be the focus of our half-yearly meeting in June 2015.

It is with great pride that PASC continues to serve and report to the Business Committee. If any General Council member has any points which they wish to raise, please do not hesitate to contact me directly.

6 Meetings of the Business Committee

The Committee has met four times since its last Report was printed, viz. 24 July 2014, 2 October 2014, 4 December 2014 and 22 January 2015.

7 Deaths of Members of the General Council

The deaths of the following members of the General Council have been reported during the year from January 2014 to January 2015. Names have been listed by year of first graduation from the University of Edinburgh.

Bailey, Jeannie Sinclair (née Jack), MA of 1923, died 2014

Marlow, Patricia (née Whyte), MA of 1925, died 2014

Cattanach, Edith Mary (née Munro), MA of 1933, died 2014

Barlow, Hilary William Bingham, BSc of 1937, died 2014

Duncan, Denis Macdonald, MA of 1940, BD of 1943, died 07/01/2014

Hassan, Abdel Ghani, MBChB of 1940, died 03/09/2014

Henderson, Minna Baillie Chisholm (née Munro), MBChB of 1940, died 17/01/2014

Kitchin, Diana Mary Victoria (née Guthrie), MA of 1940, died 2014

McGregor, Ian Graham, MBChB of 1940, died 10/03/2014

Munsie, Jean Helen Graham, MA of 1941, died 2014

Yellowlees, Walter Walker, MBChB of 1941, died 26/05/2014

Alexander, Isobel Margaret Lamb (née Thomson), MA of 1942, died 31/01/2014

Shand, William Fraser, BSc of 1942, died 2014

Chalmers, Constance Mary (née Evans), MBChB of 1943, died 2014

Durkacz, Kazimierz Piotr, MBChB of 1943, LDS of 1951, died 14/07/2014

Maule, Margaret Monteth (née McIntosh), MBChB of 1943, died 2014

Mould, Daphne Desiree Charlotte Pochin, BSc of 1943, PhD of 1946, died 2014

Symington, Douglas John, BSc of 1943, died 2014

Clarke, Andrew John, BSc of 1944, died 2014

Herd, James Malcolm, MBChB of 1944, died 2014

Romanes, George John, MBChB of 1944, died 09/04/2014

Girdwood, Michael Inglis, MBChB of 1945, died 2014

King, Margaret Helen Grierson (née Borrowman), MBChB of 1945, died 2014

MacDonald, Mary Kynoch, MBChB of 1945, died 2014

McInnes, Richard Bishop, MA of 1945, died 2014

Paterson, Elizabeth Moyra (née Wright), MA of 1945, died 2014

Aird, Agnes Breckenridge (née Aird), MA of 1946, died 2014

Anderson, George, BSc of 1946, PhD of 1949, died 2014

Campbell, Ethel Margaret Joan (née Loudon), MBChB of 1946, died 2014

Graham, Laurence Isaac, MA of 1946, died 2014

Haughney, John Joseph, BSc of 1946, BL of 1954, died 01/06/2014

Milligan, John Alastair, BSc of 1946, died 2014

Mutch, William Edward Scott, BSc of 1946, PhD of 1952, died 2014

Ruebner, Boris Henry, MBChB of 1946, MD of 1956, died 11/06/2014

Young, Katherine Alice (née Mercer), MBChB of 1946, died 31/07/2014

Bennett, Estelle Ruth St Clair, MA of 1947, died 2014

Brown, David Robert Caldwell, MA of 1947, died 11/03/2014

Dyce, Keith Macfarlane, BSc of 1947, DVMS of 1958, died 2014
Henning, Phoebe Rose (née Edmiston), MA of 1947, died 04/02/2014
Learmonth, Agnes Moffat (née Maxwell), MA of 1947, died 23/02/2014
Lennox, Ann Mary (née Fyfe), BA of 1947, died 01/05/2014
Littlejohn, Doreen Innes (née Falcy), MBChB of 1947, died 2014
Maplesden, Peter Wilson, BSc of 1947, died 10/01/2014

Brass, Betty Ellen Agnes (née Topp), MA of 1948, died 28/02/2014
Carr, Walter Stanley, MA of 1948, died 24/03/2014
Inglis, John MA of 1948, died 2014
Johnstone, John Mill Nelson, BCom of 1948, died 05/07/2014
Leishman, Elizabeth Bews Scott, MA of 1948, died 2014
Moffat, Elizabeth Alexander Kerr (née Smith), MA of 1948, died 06/10/2014
Schneider, Hans, MA of 1948, died 27/10/2014
Smith, George Richmond Naismith Rendall Knight, MA of 1948, BD of 1951, died 2014
Stewart, George Compton, MA of 1948, NGU of 1950, died 2014

Cameron, Ian Archer, MBChB of 1949, MD of 1962, died 2014
Geddie, Isabel Somerville, MA of 1949, died 2014
Henderson, John Thomas, BL of 1949, died 12/12/2014
Hunter, Edward Patrick Frank De Plumpton, BL of 1949, died 2014
Jardine, John, MA of 1949, died 2014
McCallum, Jean Katherine Bundy (née Learmonth), MA of 1949, died 15/06/2014
Meyer, Phoebe Margaret (née White), MBChB of 1949, died 2014
Reid, Robert Leslie, MA of 1949, died 07/09/2014
Smith, John Lawson Blackie, BSc of 1949, Dip of 1950, died 2014
Sprott, Archibald Jackson, MA of 1949, died 10/06/2014

Acheson, Hugh Forrest, MBChB of 1950, died 2014
Bookless, David William, MBChB of 1950, died 26/06/2014
Croydon, Francis Hugh, MA of 1950, died 2014
Ingram, Richard Cameron Dick, MA of 1950, died 2014
Iranek-Osmecki, George Casimir, BCom of 1950, died 2014
King, Michael Robert, MBChB of 1950, died 23/01/2014
Kinnaird, William Reid, MA of 1950, BCom of 1951, died 2014
Law, Nanette Isobel (née Graham-Marr), BL of 1950, died 2014
Lawrence, Ian Howard, MBChB of 1950, died 24/01/2014
Mauchlan, Errol Wilson, MA of 1950, died 18/09/2014
McLeod, Helene Dorothea (née Fraser), MA of 1950, died 2014
Morgan, George Rae Cameron, BSc of 1950, died 23/10/2014
Robertson, James Alexander, BSc of 1950, died 2014
Sharp, Eric Lauriston, MA of 1950, died 2014
Sims, Francis Harding, PhD of 1950, died 2014
Smith, William Ranken, BSc of 1950, died 2014
Tesoro, Umberto, MA of 1950, LLB of 1952, died 2014
Wight, Graham, BSc of 1950, died 15/01/2014

Clark, Francis Ronald, MBChB of 1951, died 30/04/2014
Craig, Gordon Younger, PhD of 1951, died 03/10/2014

Cross, Brian Frank, MA of 1951, died 17/05/2014
Duthie, Ian Macdonald, MBChB of 1951, died 2014
Ferrier, Hugh McCuish, MA of 1951, died 2014
Hargreaves, George Kenneth, MBChB of 1951, died 15/05/2014
Hughes, Elinor Margaret (née Cleland), MBChB of 1951, died 20/01/2014
Kerr, David Cecil, MA of 1951, died 2014
Livingston, Graham, MBChB of 1951, Dip of 1963, died 05/10/2014
Mackenzie, Ian Andrew Donald, BSc of 1951, died 19/03/2014
Maclure, Ian Carnochan, MA of 1951, LLB of 1953, died 2014
McKinnon-Mellen, Catherine Helen (née Mellen), MBChB of 1951, died 15/02/2014
Philpot, David Howard, MA of 1951, BD of 1955, died 31/10/2014
Rider, James Gordon, MBChB of 1951, died 2014
Scott, Elizabeth Morrison Colvin, MA of 1951, died 11/06/2014
Shinie, Ferguson Allan, BSc of 1951, died 2014
Whitton, Kenneth Stuart, MA of 1951, Dip of 1952, died 2014

Clarkson, James Hadden, MA of 1952, died 2014
Crease, George Alexander Graham, MBChB of 1952, died 2014
Ferguson, Moira Clark Waugh (née Wilson), MA of 1952, died 12/03/2014
Foggo, Catherine Helen, MA of 1952, died 2014
Green, Michael John, BSc of 1952, died 2014
Lea, Gillian Mary (née Entwistle), MA of 1952, died 2014
Meehan, John Ogilvie, BSc of 1952, died 2014
Munro, Alexander Leslie, BSc of 1952, MA of 1954, died 2014
Thomson, Ian Hosie Munro, BSc of 1952, died 23/11/2014
Tufft, John Raymond, PhD of 1952, died 21/01/2014

Alderdice, David, BD of 1953, died 2014
Amara, Ahmad Abu, BSc of 1953, died 2014
Anderson, Ian Gibson, MA of 1953, died 23/03/2014
Banks, Robert Lewis MacIntyre, BL of 1953, died 2014
Harkes, Eunice Valerie (née Currie), MA of 1953, LLB of 1957, died 2014
Hayes, Margaret Jean (née Erskine), MA of 1953, died 10/04/2014
Jones, Alyn Robert Lindsey, BSc of 1953, died 19/11/2014
Kellar, David Crawford, MA of 1953, LLB of 1955, died 2014
Robertson-Mackay, Reay, MA of 1953, died 2014

Carter, Thomas Christopher Toby, DSc of 1954, died 18/08/2014
Cowie, Iain Dudley Stuart, MBChB of 1954, died 2014
Davidson, James Mitchell, MBChB of 1954, died 26/05/2014
Ferrier, Robert John Robin, BSc of 1954, died 2014
Green, Walter Clifton, BSc of 1954, died 2014
Journeaux, Graeme George, BSc of 1954, died 2014
Lea, Michael Hardman, MBChB of 1954, died 2014
Mackenzie, Elizabeth Verth (née Connor), BSc of 1954, died 2014
Macleod, Ian Buchanan, BSc of 1954, MBChB of 1957, died 2014
Smart, Allan Peter Jamieson, MA of 1954, died 2014
Walker, Nigel David, PhD of 1954, Hon LLD of 1985, died 12/11/2014

Anthony, Annie (née Rodger), MA of 1955, died 2014
Cowie, John McKenzie Grant, BSc of 1955, PhD of 1958, died 18/03/2014
Gardiner, Joseph Graham, BSc of 1955, died 2014
Macnaughton, Francis Ingram, MBChB of 1955, died 2014
Schlueter, Roland Franklin, PhD of 1955, died 04/12/2014
Thomson, Norman Raeburn, MA of 1955, died 2014

Coutts, Kenneth, BSc of 1956, died 2014
Donovan, Kathleen Owen, PhD of 1956, died 2014
Stuart, Ruth (née Douglas), MBChB of 1956, died 14/09/2014

Barr, St Clair Gordon, MBChB of 1957, died 2014
Clark, Elizabeth Janet, MA of 1957, died 2014
Crawford, David Scott, BDS of 1957, died 13/03/2014
Deverall, Brian James, BSc of 1957, died 09/08/2014
Dow, John Edward Chalmers, BL of 1957, died 2014
Godfrey, John, PhD of 1957, died 04/11/2014
McIntosh, James Ian, MA of 1957, died 2014
Murray, Brian Archibald, BCom of 1957, MA of 1958, died 2014
Rahmani, Kafayatullah, BSc of 1957, died 20/07/2014
Sinclair, Ian James Brunton, BSc of 1957, PhD of 1961, died 2014
Sinclair, Jessie Sutherland, MA of 1957, died 03/09/2014

Davidson, James Masson, LLB of 1958, died 2014
Dresser, Ann Mary (née Beckitt), BSc of 1958, PhD of 1962, died 03/05/2014
Finlayson, Alan Fergus, MA of 1958, LLB of 1960, died 16/01/2014
Gelly, Dorothy Brown (née Adam), BSc of 1958, died 22/06/2014
Hood, James Alexander, MBChB of 1958, died 2014
McGregor, Robert Sime, MBChB of 1958, died 2014
Middleton, John Skene, BSc of 1958, died 15/01/2014
Ross, Kennet, William, BSc of 1958, died 2014

Davies, David William, BVMS of 1959, died 2014
Flynn, Martin Francis, BSc of 1959, died 2014
Gunja-Smith, Zeenat Hasanaly, PhD of 1959, died 2014
Johnstone, David Alexander, MA of 1959, LLB of 1962, died 2014
Logan, Ernest Fergus, BVMS of 1959, PhD of 1972, died 2014
McDonald, Alastair Hugh, BSc of 1959, MBChB of 1962, died 2014
McKeown, Colin James, MBChB of 1959, died 2014
Mitchell, Alan Penman Thomson, BSc of 1959, died 2014
Murray, Kenneth Nisbet, MBChB of 1959, died 2014
Percy-Robb, Iain Walter, MBChB of 1959, died 11/02/2014

Deutsch, Edna Wishart (née Robertson), BSc of 1960, died 01/12/2014
Mair, Norman George Robertson, BL of 1960, died 07/12/2014
McMullin, Geoffrey Peter, MBChB of 1960, died 2014
Rollo, David Gordon, BVMS of 1960, died 2014

Burnett, Ronald Charles St Clair, MBChB of 1961, Dip of 1964, died 2014

Davidson, Donald Graham Dunlop, MBChB of 1961, died 2014
Davie, Ivor Turnbull, MBChB of 1961, died 2014
Lea, Martin Arthur Simcox, BDS of 1961, died 2014
Price, Robert John, PhD of 1961, died 2014
Woodings, Ernest Paul, MBChB of 1961, MA of 2000, died 2014

Clark, William Alan, BVMS of 1962, died 2014
Ferguson, Kenneth Robert Corrigan, BVMS of 1962, died 2014
Jordan, Brian Christopher, MBChB of 1962, MSc of 1977, died 21/04/2014

Allan, Catherine (née Bell), MA of 1963, 1965, died 2014
Cockburn, Thomas Rodney, MBChB of 1963, died 2014
Dempster, Ronald McLachlan, BSc of 1963, died 21/09/2014
McLaughlin, Laurence, MA of 1963, died 2014
Robinson, Henry Alexander, MA of 1963, died 20/11/2014

Atherton, John MBChB of 1964, died 02/06/2014
Bell, John Edward, BSc of 1964, died 2014
Gardner, Brenda Jane, BSc of 1964, Dip of 1971, died 2014
Mitchell, Christine McLean (née Massie), MA of 1964, died 31/01/2014
Peatie, John Wilson, BDS of 1964, died 2014
Steven, Robert, BSc of 1964, died 2014

Brooke, Michael Eccles Macklin, LLB of 1965, died 2014
Campbell, Valerie Isobel (née Ramshaw), LLB of 1965, died 05/02/2014
Crawford, Janet Clare (née Herrington), MBChB of 1965, died 2014
Crosbie, Alexander John, PhD of 1965, died 31/10/2014
Parboosingh, Elizabeth Jean Robertson (née Simpson), MBChB of 1965, died 2014
Subaran, Frank Altamond Lawton, BSc of 1965, PhD of 1971, died 2014

Bradley, James, PhD of 1966, died 2014
Gamwell, Frank Edward, BSc of 1966, died 2014
Hamilton, Stewart, MA of 1966, died 26/05/2014
Latif, Miah Abdul, PhD of 1966, died 2014
Macmillan, Michael William James, LLB of 1966, died 2014
Watson, Evelyn Anne (née Pollock), MA of 1966, died 2014
Zlotnik, Joanna Marcia Catherine, MBChB of 1966, died 27/11/2014

Brook, Phillip Steven, MA of 1967, died 2014
Fleming, Albert, BSc of 1967, died 11/04/2014
Jerwood, Diana Helen (née Wingfield), MA of 1967, died 23/03/2014
Logan, John William Hitchcock, MSc of 1967, died 2014
Monies, George, MA of 1967, MEd of 1975, died 15/10/2014

Ali, Lynda Lauder (née Shiells), BSc of 1968, died 2014
Bishop, John Edward, DMus of 1968, died 2014
Heron, Alasdair Iain Campbell, BD of 1968, died 2014
Pullan, Neil Bryant, MSc of 1968, died 2014
Willcox-Jones, Colin, MBChB of 1968, died 2014

Douds, Gerard Joseph, MA of 1969, died 11/08/2014
Duncan, Thomas Lindsay Cameron, MSc of 1969, died 2014
Kiernan, David Norman, BSc of 1969, died 18/11/2014
Mitchell-Rose, Colin Murray, BSc of 1969, died 2014

Falconer, Peter George, MA of 1971, died 26/08/2014
Regunathan, Ponniah, PhD of 1971, died 2014

Brewis, Francis Roger MacTaggart, MA of 1972, died 2014
Laing, Mae Robertson (née Finlay), MA of 1972, died 2014

Clark, Raymond Charles, LLB of 1973, died 2014
Watson, Susan Rose, BSc of 1973, died 2014
Whyte, Martin Andrew, PhD of 1973, died 2014

McIntosh, Shearer Simon Forrest, MPHIL of 1974, died 2014

AlJanabi, Tariq Jawad, PhD of 1975, died 2014
Taylor, David Alexander, LLB of 1975, died 2014
Williamson, John Stanley, BA of 1975, died 2014

Fleming, Aileen Howie (née Lamont), MA of 1976, died 2014
Lake, Michael Peter, BSc of 1976, died 2014
Porter, Richard William, BCom of 1976, died 2014
Rugheimer, Alice Patricia (née Macnab), BA of 1976, died 2014
Yehia, Abla Mostafa Sadek, MSc of 1976, died 2014

Baird, Gordon McIntyre, BDS of 1977, died 2014
Dyson, Robert Garth, BSc of 1977, MBChB of 1980, died 04/05/2014
Fisher, Edward Busby Maclean, PhD of 1977, died 2014
Parry, Janet Elizabeth, MA of 1977, died 31/05/2014

Midgley, Magdalena Stefania, MA of 1978, PhD of 1985, died 30/07/2014

Macmillan, William Campbell, BDS of 1979, died 2014

Young, Judith (née Henderson), BSc of 1980, died 2014

Hall, Irene Morrison, LLB of 1981, died 2014

Imrie, Aileen Rose (née Cumming), LLB of 1982, died 2014
Ritchie, Andrew, BD of 1982, died 16/04/2014

Foster, Neil Robert, BSc of 1983, died 2014
Gardner, Neil Edward Grice, BSc of 1983, died 2014

Wiley, James, MSc of 1984, died 2014

Caddick, Hazel Frances (née Carlaw), BSc of 1985, died 2014

Broadhurst, Richard Trevor, MBA of 1986, died 18/09/2014

Buxton, Fiona Helen (née Shaw), MA of 1986, died 17/06/2014

Cunningham, Simon John, PhD of 1986, died 2014

McElroy, Ronan, BSc of 1986, died 05/04/2014

Uzoaba, Julius Howell Emeka, PhD of 1986, died 17/02/2014

Warner, Iain Graham, MBA of 1986, died 2014

Laydon, Joh, Patrick, MBA of 1988, died 18/08/2014

Simpson, Murray Robert Fairlie, MA of 1988, died 01/12/2014

Bennison, John Anthony, BSc of 1989, died 2014

Casey, John, BD of 1990, PhD of 1995, died 2014

Kirk, Sharon Margaret, MA of 1990, died 2014

Woodward, Rona, Dip of 1990, MSc of 1999, died 27/11/2014

Hughes, Clifford Eryl, BD of 1991, died 2014

Mustakas, George Theodore, LLM of 1991, died 2014

Reid, Trevor Raymond, BSc of 1991, died 01/02/2014

Mackie, Maitland, MBA of 1992, died 2014

Paget, Christopher Michael, MBA of 1992, MSc of 2001, died 2014

Fernley, Donald Campbell, MA of 1993, died 2014

McNicholl, Michael Francis, MA of 1993, died 06/05/2014

Froebel-Overton, Karin Susan (née Froebel), MBA of 1994, died 2014

Adams, John William, BD of 1995, died 2014

Stickle, Elizabeth Ann, MEd of 1995, died 30/09/2014

Coull, Yvonne, MBA of 1997, died 2014

Letts, Charles David, MBA of 1997, died 15/06/2014

Robinson, Richard, BEd(H) of 1999, died 30/05/2014

Sessarego, Daniela, Zaira, BSc(H) of 2001, died 17/01/2014

Bannerman, Daniel James, MA(H) of 2002, MSc of 2008, died 09/08/2014

McCaffery, Dennis Laurie, BSc(H) of 2002, PhD of 2008, died 2014

Rushbrook, Frank, Hon DSc of 2004, died 17/02/2014

Anderson, Shirley Isobel (née Dunn), DPs of 2005, died 2014

Parnell, John Keith, BSc(H) of 2006, died 2014

Underwood, Ian, PhD of 2009, died 2014

Wong, Stephanie Ham Fan, PGD of 2009, died 2014

Ng, Shi Ing, MED of 2010, died 17/07/2014

Van poederooijen, Matthijs Joost Jan, MSC of 2011, died 2014

Solodyankina, Yulia, BSc of 2013, died 2014

Mitchell, Katie Jane, BEd(H) of 2014, died 07/07/2014

Harrower, Helen, died 2014

Papers from the General Council Meeting on 21 June 2014

A Presentation by Professor Steve Hillier, Vice Principal International at the General Council Meeting on 21 June 2014

Thank you very much Principal and Secretary, colleagues, ladies and gentlemen; it is a great privilege to have this opportunity to speak to the Council. I have to own up to the fact that I actually, being a graduate of the University at doctoral level have been a member of the Graduates' Association, or at least eligible to join the Graduates' Association, but it never occurred to me that it would be a useful service or activity for me until I started to concentrate on my own retiral at the end of this academic year, so I have now this year taken out life membership of the Association, so I feel at one with this whole event now.

I am really here as one of the Vice Principals privileged to be supporting this event in Toronto to tell you about the internationalisation work that the University has been doing over the last few years, and which from my perspective as the Vice Principal responsible for international affairs is the real reason for being here and I hope to make clear the reasons for that as we move on. I have basically put together an information relaying presentation for you, but it does have a series of messages which I hope to communicate as I go forward by way of setting up the Principal for his contribution after mine.

We are, as I think you will all understand, what is known as a global university, and you may well ask what that means and what it portends, or might also say 'so what?'. Being a Global university nowadays really means that you exist on the international stage and that you are being seen as a truly international institution; that is seen as being a comparator or equivalent of a group of universities which really are making a difference around the world.

In the world we live in today with the political, social, economic, ethnic tensions that exist universities on a global scale become more and more important, and we are here to celebrate our engagement with another international global university, the University of Toronto. What I am going to tell you is that to become or to be recognised globally by your sister institutions, or indeed by the world at large, there are some hoops through which we have to pass and signals we have to send, and ultimately messages by which we are understood. What I am going to tell you is that we must make, and have indeed made, total commitment to our internationalisation strategy and our standing globally. We have to learn how to communicate that strategy internally within the University, outside the University and across the world as effectively as possible. I am going to tell you that the era of mono-disciplinary research, although it still exists and is critical to our research excellence, is no longer entirely fit for purpose in terms of how we put together training programmes at the undergraduate and postgraduate level at our University. I am going to tell you that to achieve that step of mixing disciplines, of becoming more inter-disciplinary, we have to be rather ambitious and agile in how we configure ourselves, and our tactics have to be shrewd and changing all the time as we move forward. I am quite confident that we have made some progress in that regard. We have decided at the moment where we want to be, and we are there for now, but there are many other places we would move on to. Finally we have to measure up. We have to be able to stand up and be counted within the University. We have just now heard how healthy by and large the University is at the moment, by most criteria. Well we, those of us responsible for

activities such as internationalisation, have to be able to demonstrate that it is worth it. So hopefully in the next few minutes I will be able to convince you that we are on the right track.

Our University is an absolutely fantastic place, we all know that, and I have to say after my own 29 years here, I feel more attached than ever, especially now that I am a member of the Graduates' Association. We should all be very proud of the fact by all appropriate criteria, we are consistently rated as one of the world's top universities, and that has been happening since 1583, as you know, the history does not need to be repeated here. And throughout that period we have been a genuinely international university, probably more international than any other university one could think of. In Medicine alone, which is my Faculty, or rather College, it was a Faculty at one point, the first nine professors all came from Leiden, in Holland, and we have a massive connection particularly with that university. That is another discussion that we have opened just recently, about our partnering with the University of Leiden, not just in Medicine. Here we are now, and I would say since the 1930s where we had consistently round about 3,000 students at the University of Edinburgh every year since the end of the 19th century, over the last decade we have steadily increased our intake of university students, particularly in the last few years, and we now have of course a substantial student body of over 30,000 students of which about 40% now are from outside the United Kingdom. So we are already clearly demonstrating our global intent simply by the spectrum of international students, and indeed staff, that we have at the University of Edinburgh. It is important to mention that the three Colleges that now provide the hub, or centres of gravity, of the academic activity of the University are themselves composed of 22 Schools which are, if you like the more or less mono-disciplinary bastions of our academic teaching and research strengths, which we celebrate so highly and wish to retain, and which have always and continue to make the University so attractive to students and staff from home and abroad; but it is not enough that they work independently, either the Colleges or the Schools, so again what I am talking about here is how we have started to look at ways in which we can be more effective in that regard.

So we are international. What is the point of trying to globalise and be even more international, we have always been international? I did explain at the start that we are really honour-bound to do that. It is quite interesting to go back, since we are in North America here, and reflect on the fact that actually, as the Principal was saying yesterday at the meeting that we had with colleagues from the University of Toronto, basically Scotland invented Canada, and then we moved on to the fact that Scottish universities invented Canadian universities, indeed, most North American universities' We all know that that all goes way back to the creation of the United States, and indeed subsequently Canada, as independent countries; and most of you will probably know this, but I think something that we do not celebrate enough is that we actually have two signatories to the Declaration of Independence, that were Edinburgh alums, and another who was very closely associated with the University and was one of the founders of the Royal Society of Edinburgh. So you have got Benjamin Rush, John Witherspoon and Benjamin Franklyn all of whom were on that piece of paper that created the United States. And Jefferson, the famous associate of Edinburgh who was part of that was renowned, although he did not himself have any formal association with the University, for his adulation and support of the University as a global institution back in the era of the Enlightenment in the 18th Century. So this is a concept that is not new to us, but it is one that we probably should be celebrating a bit more loudly and I know we have American colleagues at other institutions that we recognise highly that do feel that we are a bit laid back and low key in terms of how we market ourselves in this regard. We might want to reflect on how we can improve on that.

There are of course very specific Canadian connections. One can point to many through the diaspora that came out from Scotland to Canada, but I love the idea that actually one of the Prime Ministers of Canada, although he only lasted for 69 days, was actually an Edinburgh alum, and indeed from Edinburgh. That was Sir Charles Tupper. Again it is little nuggets like that that one has to be reminded of all the time, but there are so many links and connections. So USA and Canada are very important to us, collectively and individually, for all sorts of reasons, not least because if we now look at the league tables of nations that send students to the University of Edinburgh, EU countries on the right, non-EU countries on the left, this is just the top ten, there are many more of course, we have got actually over 140 nations represented at the University, there is a very long tail on the numbers as you can imagine. But I draw your attention to the fact that the USA was always our number one non-EU sending nation, are just pipped this year for the first time by China, but immediately under the USA of course we have Canada. I think this year, these are slightly out of date data, we have got almost 500 students from Canada. So Canada is very important to us, not just for the wonderful historic legacy reasons, but also because we do actually have a lot of interactions through our students, and indeed staff with the Centre of Canadian Studies and other Canadian interests at the University.

We are international by constitution, or by composition most certainly. So why have an internationalisation strategy, the first one ever at the University, that we are aware of? Well for the reasons I have implied, it became apparent at the beginning of the last decade that the University needed to step up to the mark and really wave the banner a bit more furiously, and have a sense of purpose about its international agenda, rather than just being international. The University at the time, our current University Secretary, Sarah Smith was commissioned to help the University look at this, came forward with an Internationalisation Strategy, which I am sure you are all aware of, it is on your bookshelves at home. Part of that strategy was to appoint a new Vice Principal International taking over from the first such individual, Professor Geoffrey Boulton, who had morphed into his role, as is the way at the University of Edinburgh, whereas his role established the fact that we actually needed this role and it had to be done fairly systematically. I had the great privilege of being appointed to that role and I am now coming to the end of my second three year term of office, and so it is great fun to be able to look back and discuss with everyone what we have achieved and what we are trying to do. But the point is that that formal strategy document was the first important thing we did along the way, and that was to commit publicly our intention to actually be up there as a global university.

We launched the strategy, we branded it *Edinburgh Global* to make it buzz along in that colloquial way, and it really did indicate a new era in our global existence; building critically on our already worldwide reputation to make a difference and re-energise our whole purpose across the teaching, research and student body. So we did, this is the front cover. It was full of wonderfully aspirational intents, as glossy documents have. In that sense it was rather disturbing because there is a tendency to say "Oh my God, how are we going to do this? Make a step change in our global influence and perception, and be a place of first choice in the minds of the world". So how do we move on from where we are now? What we basically had to do was to go back to more menial management tactics, or project management tactics, break things down into particular aspects of delivering outcomes and so forth. At the end of the day it boiled down into four key areas. In a minute the Principal is going to talk much more about the student experience, but I will of course refer to that in the context of what I am saying. It boiled down to a focus on the student experience, on our staff at the international level, on the partnering that we engage in academically and corporately, and the way in which we reach out and impact, have outreach and influence in those parts of the globe where we seek to make a difference and be better

understood. It was really those four areas that were the principal focus of activity over the last few years, but even they are rather aspirational as well, and they are very complicated entities to take forward without going further into specific projects or activities that need to be put together. I list here, because I am going to refer to it as I go through the remainder of the talk, the particular activities that have been the obsession that I have had to be responsible for as we have moved along.

I have at the very top, and I keep it at the very top, 'Communications'. Communications & Marketing at Edinburgh is a very fine department that really serves the University extremely well, and indeed they were recognised in the Times Higher Education Supplement Awards last Tuesday/Wednesday. I was there and they were the winners of the National Award for the Top University Communications and Marketing team. They, of course with the Knowledge Transfer team and the group led by Vice Principal Jeff Hayward (Vice Principal Knowledge Management and Chief Information Officer) are responsible for all our communications and our World Wide Web, which was just referred to in terms of the new site of the General Council, which I look forward to seeing. Our World Wide Web has served us extremely well and we have been very fortunate to be able to use that communication portal very effectively. If you go there you will be exposed to a constellation of wonderful activities and opportunities going on at the University. If you scroll down from the top to the bottom of the front page you then start to see interesting things that you can actually interrogate to find out what is going on in the University. There is something down here called 'Edinburgh Global', which is of course what I am talking about. I have to tell you that the biggest achievement I feel that I have accomplished during my role as Vice Principal International was to get that on the front page of the website! That is the one thing. And I am even more pleased that when they reorganised the website, it is still there, so that says something to me. If you click on that button you then come into the Edinburgh Global world and then you will find more clearly what we are up to and how we are trying to take forward the Globalisation activities. I invite you to refer to that for information at your leisure. I just want to emphasise how very important communication has been, because the website is our main way of communicating internally and externally. One has to be extremely subtle about avoiding overload within the community of staff and students, but by the same token one needs to actually make sure the information is accessible nonetheless, getting that right is always a challenge, and I am not suggesting that we have got it right, but we are trying all the time.

One of the other priorities was actually getting our students on board. It is all very well being a global university and being even more international than we already had been for 429 years, but what about the students, did they want that? And anyway, were they going to be involved and how would they be involved? Actually another achievement that I think we thought was worthwhile was involvement in EUSA (Edinburgh University Students Association). Of course we have in EUSA one of the United Kingdom's most active and effective university student associations. Indeed they got it very early on and launched EUSA Global to map onto Edinburgh Global, so immediately we had a very good relationship in terms of our agenda for internationalisation with the Students Association and their officers. It has been absolutely fantastic. Some of you will know a young woman called Johanna Holtan (International Coordinator at EUSA) who was appointed early on and has been so incredibly effective in representing us at the student level to the effect that they have won on several occasions now the award for being the most internationally active student association at a British university. That is something we should be very proud of. Their own website and communication device of course becomes one of ours and it is increasingly important for us to be involved with the students' association on their terms as well as us to be the patronising, patriarchal/matriarchal teachers of our students. We are

making progress there. So that message, that we have to be able to communicate, not just in the conventional sense, but in terms of internal aspirations, is absolutely critical, and I flag it up there as a second message of extreme importance. Lesley McAra, Professor of Law, was with students at the recent Students' Tedex event actually enthusing the students, being part of what they want to do, being part of their aspirations and their messaging. So communications are absolutely vital to internationalisation.

On a more pedantic but absolutely critical level, Alan Mackay, Deputy Vice Principal International and Director of the International Office, and who supports me enormously in what I do, is here. Alan's team, which is responsible for international recruitment, of course is also increasingly challenged with new means of communication, new types of interaction with prospective students. The media, the social media, and the networking through blogging, tweeting, twittering, Facebook, YouTube, and all these things is really quite remarkable, and if you go to the website, as a student and you click the right buttons you end up in places which I never knew existed where you can actually Tweet and Twitter and tell everyone what is going on and be told what goes on. Of course it is a massively important part of being a global university that you can be interrogated freely from anywhere in the world by anyone in the world to find out what we are doing. But therein lies a massive challenge as well as an opportunity, because on the one hand we can showcase our excellence and our attractiveness, but on the other hand we may also have some grubby linen there that gets looked at too. I am not going to dwell on this, but the use of social media is an asset, but also a rather tricky thing to manage, and it is the case that we find that probably the most effective recruitment device we have at the University of Edinburgh now is the way in which our own students communicate to prospective students through these media, and that is a new era for some of us of a certain age.

So that is enough about students. I just want to say something about staff. We have got amazing staff at the University of Edinburgh, you do not need me to tell you that, but I work with them all the time in my current role. If you go right to the top of the publicity rankings, you have got people like Peter Higgs, Ian Wilmut, Mona Siddique, public figures, important people, who are such wonderful colleagues, and who are inspirational to us, and indeed to students. I just want to make the point that the University of Edinburgh could not be what it is internationally, nor could it have legitimate aspirations internationally, if it did not actually have staff, not just the older ones but the younger ones, of the calibre that is required. So that in itself is a very important part of what is going on all the time at the University to keep standards at the highest level.

You, we, as alumni, also have roles to play, and that is what you are doing here today, but some do it more intuitively and easily than others simply because they are so well-known. It is always a challenge to say 'Who shall we put up this time?', but two people that spring to mind, Chris Hoy, who used to study sports medicine at Edinburgh; six gold Olympics medals and Lesley Yellowlees, currently President, first female President, of the Royal Society and still head of the College of Science & Engineering, she is an alum, she is one of us as well as being an academically and publically illustrious figure. We are replete with fantastic alumni contacts and you are of course up there on that list, and from me and not for the first time, thank you. Just before I leave that point I will make the point that the staff make a difference just by being there as well. People like Peter Higgs on the front page of the website again, here we are advertising Innovative Learning Week, makes a massive difference, and the Principal is going to talk about MOOCs and things in a minute, but Peter has been a major attractor to some of our new teaching programmes and a wonderful champion of what we are trying to do on top of all that he has achieved.

I just want to be very specific for a minute about something that has been very important to our internationalisation plan and that is how we have focussed on driving up the numbers of Masters students from overseas at the University of Edinburgh. It was one of the first targets that I set when we started Edinburgh Global, we have delivered on all our targets. Moving from in 2007, I am just talking about the pink column (PG2) they have moved all the way from a figure of over 1,100 in 2007 to nearly 2,600 last year, and applications have gone up 18% this year. So that chart is going to be going up even further. It has been incredibly important I am sure to the balance sheet, as well as to other aspects of what we do, because Masters students bring in potential research students of course, we hope to translate some of them at least into researchers. That was again something that was part of the Internationalisation Strategy, it is not just international we are looking at here. So both undergraduate and postgraduate intake has gone up, but it is really the postgraduate taught, PGT, and Masters categories that delivered this change. And a lot of that has been due to the way in which we provide online teaching now. When we first did it in Medicine ten years ago, we set up the first online programme in Pain Medicine in collaboration with the University of Sydney, and it was a fantastically successful programme. We called it an eProgramme, but it was roundly interpreted as an 'e'asy programme because it was online, and so we moved away from the use of eLearning, but we have stayed with online learning and grown that at a massive pace. It is essential to our strategy now and going on. The data here, the number of international students that we have matriculated at the whole University has more than doubled over the period of the strategy, but most importantly the number international students on online programmes during this period has increased over fivefold from 117 in 2008 to 603 last year, and it will be over 1,000 this year. This is all heralding further changes in online learning to do with MOOCs, etc. which the Principal will probably refer to later on. I will stick with rather more orthodox online learning programmes that we offer and have offered, certainly in Medicine. As I say we started with that one programme in 2003, we have now got 28, and they are in areas as you can see ranging from biodiversity through imaging, internal medicine through surgical sciences. In partnership with the Royal College of Surgeons we provide an online Masters programme which parallels the College's own accreditation system to actually provide what is now regarded as the orthodox way for surgeons in training to acquire their professional college registration and accreditation. It is incredibly successful in terms of getting students in, and this is the graph that shows you what has happened just in that one College during that period and it is starting to roll out across the University now.

In trying to find new ways and types of Masters training, I would like to talk very briefly about our Global Academies. Some of you will have heard that we have tried to find new ways of taking what is best about our mono-disciplinary offerings across the Schools to reconfigure them to create novel innovative teaching and research opportunities and address globally relevant themes and activities. We came up with the idea of global academies. The idea of a global academy would be that from those 22 Schools we could actually identify hotspots of excellence in terms of teaching and research that mapped onto the broader global grand challenges that increasingly we need to address from an academic as well as a social/political perspective. We came up with Global Health as the first obvious one, not least because of the strength of our Medical and Veterinary Medical offers, but also our Public Health strength and other aspects of health science that are lodged in our College of Humanities & Social Sciences. So it was a way of getting those two Colleges immediately working together more effectively; we launched the Global Health Academy. Through doing that we immediately mixed the disciplines that are so important to tackling global health challenges, and we came up with a basket of integrated modular Masters teaching programmes, many of them online. They were done in collaboration with professional bodies such as the Royal College of Surgeons in Edinburgh, which was the programme I have just referred to. That allowed

us to provide Certificates, Diplomas and Masters, as well as professional accreditation. You can take smaller chunks of a full Masters programmes, which in a way portended the change towards the MOOC scenario, and are fundamentally important as templates for new cross disciplinary teaching, but of course not just for that, bringing people together who did not even know they existed or doing things remotely relevant to each other, bringing them together to create new platforms for major research activity, and indeed major grant gaining activity, and that is proving to be immensely successful, certainly in the Global Health Academy. Also, it is a great way of branding the University, it is a way of going out there and saying 'Hey, look what everybody is doing, not just the old stuff, but all this new stuff', without frightening the horses back at Edinburgh, just moving the deckchairs around.

Mixing disciplines has got us to the point where we now have four Global Academies; the Edinburgh Global Health Academy, the Global Development Academy, the Global Environmental and Society Academy and the Global Justice Academy. Doesn't that just roll off the tongue, Health, Justice, Environment, International Development? That really has set up in a rather nice way, and if you go to that website I keep talking about you will see how the aims and the goals are up there. They really are rather practical and pragmatic, they are just about ways in which we put inter-disciplinarity, or offer inter-disciplinarity in ways which do not disrupt or interfere with the core crystal clear aspirational academic drivers, which are our Schools. I am a pragmatist, in order to make this change happen we need to make it abundantly clear we are not taking anything away from what was already going on. What we were doing was adding value by introducing people to each other and providing new opportunities to do and create newer and more exciting forms of teaching and research. An example would be that we launched a Masters in Global Challenges, which has been immensely popular. This programme is entirely delivered online. It has students from all around the world.

So it is an example then of this fourth message I want to leave with you that to globalise effectively you have to be ambitious. We are ambitious, and there are many other ambitions that are coming to the fore which I hope will drive us even further down this road. On the list was also research partnering, outreach and influence. I have already said that the research at this university, it being the quality that it is, is our primary asset. We do not want to do anything other than support that, so we do. It is not for me or anyone else in the University to say who our academics should be partnering with, real, meaningful, intellectual academic engagement is entirely spontaneous, generated by the personal aspirations of the individuals involved. But what we can do is create an environment in which that kind of activity is even more effective and more likely to occur, and that is really what we have been trying to do. If you look across the world now at what is going on in terms of changes in higher education, I have called it here 'Shifting Landscapes', but this diagram on the right is a picture from Nature a year or two ago, where the lines that link geographic hubs around the world represent the extent to which there is joint scientific publishing involving these entities. So the brighter the light the more international collaborative research is going on. You can see São Paulo and Brazil down there in Latin America, you can see India up there, you can see China, you can see places like South Korea, and so forth.

The whole landscape of course is changing not just through joint publication, which is de rigueur in terms of your recognition of the global university, but in terms of the metrics that we use it is not just the international collaborations that you put out in terms of publications, it is the partnering that you have, or the international staff that you have, the international students you have, the mobility of your staff if you share appointments with other institutions. It really is changing; disciplinary drift. I just told you that we are trying deliberately to actually create new

configurations of existing disciplines. Knowledge and multiple authorship; we had this conversation recently with a physicist who worked with or was a student with Peter Higgs, we were talking about the number of authors who were on the papers that were required to verify the existence of the Higgs particle. There are over 3,000 authors on those two or three papers, and they are authors from all over the world, but without that kind of collaboration globally those papers would not have been published and we would not be where we are. These global hubs, the new structures, the new world order we are in is something we have to contemplate and face, and lead on, and that is I hope what we are trying to do. To recognise where the opportunities are, and where there are threats as opposed to opportunities. So for example, we are working very hard with South Korea now, a wonderfully aspirational in an educational sense country. We have some wonderful new partners in South Korea. Some of them are perhaps counter-intuitive, and I give you the example of Ewha which is a women's university, with only women undergraduates. But it is the top South Korean university in the teaching of certain disciplines including English Literature, and we have established a very warm, strong partnership with Ewha University in English Literature. It turns out, according to very reliable sources that, and forgive me if this seems a bit gender indelicate the way I put it, but more or less all the powerful men in South Korea have partners or wives who are graduates of Ewha, and without question it is a hub of socially-politically-economically important endeavour that really impacts on South Korea. And South Korea itself is impacting the world big-time. It is a wonderful university, I have been there several times, and it really is just an example of agility I would like to suggest that was required in order to recognise opportunities and take advantages. Of course, the opportunity in South Korea is not hindered by the fact that the second President of South Korea was in fact an Edinburgh alum, so they find it quite easy to work with the University of Edinburgh. We celebrate Yoon Bo-seon as that President, and indeed have created a foundation and a series of academic activities in his name, which of course further assists our endeavours in that part of the world. So that kind of agility is important.

I will just finish off now with a bit of discussion, since we are in one of the regions of the work that we think is pretty important, as I have tried to make clear. Regional focus is absolutely critical to the strategy, and in the document I referred to, *Edinburgh Global Strategy* document, it was implicit, or explicit, although we did not say which regions, that we would be very tactical and strategic about which parts of the world we would engage with. It has to be said that one of the early foci that we went straight for was China. We were so intent on China that we opened an office in China, which I will refer to in a minute. Also we published the *Edinburgh Global Strategy* document in Chinese, and that was smart, and it worked out really, really well. It became a very helpful tool in all our visits and hosting. The second thing as I said was the opening of our first overseas office. We regard these as our embassies, they are not cynical recruiting devices, they are outposts in the region, led by a member of staff of the University and their assistants. They effectively function as mini consul generals on our behalf and engage with the local community, with the Government, with alumni and just really wave the flag in an entirely diplomatic way for the University. At least that was the intention with China. It has to be said that as we have opened up other offices in other parts of the world the main purposes have been perhaps slightly different, but this was the original plan. We have been very fortunate to be able to open an office actually inside the diplomatic compound in Beijing, alongside very auspicious business entities and also diplomatic delegations, including embassies. That put us in a very strong position to host our activities in China and I am absolutely convinced was part of the success that we have enjoyed in China.

The other part of that success has been, not just the China Office, the brass plate outside the office in Beijing, but also the work we have been doing back in Edinburgh, led by the Dean International China, Professor of Chinese Studies, Natascha Gentz who many of you will know, the Director of our Confucius Institute. The Confucius Institute of Scotland, which is at Abden House. Many of you will know this wonderful house that I think used to be a former Principal's residence was kindly donated by the current Principal to the purpose of showcasing our entire China-related activities, to the extent that we have a wonderful team there that have enjoyed huge success in the Confucius stakes so to speak. You will be aware that the Confucius Institute is really a tool that is used by the Chinese Ministry of Culture and Education to disseminate China and its aspirations globally, so all of these Confucius Institutes share their direction with a sister Chinese institution. Ours is Fudan University, which is one of the most prestigious Chinese universities, so we are privileged to have a partnership with Fudan embedded into our Confucius activity and we have a very effective programme of cultural, academic and social events in Edinburgh for our students from China, over 1,500 students from China. For the Chinese community in Edinburgh, and indeed Scotland, because this is the Confucius Institute for Scotland, it is incredibly effective and for at least five years now the Principal has been off to Hanban to receive an honour on behalf of the Confucius Institute, it being so amazingly effective as acknowledged by the Chinese authorities. We are very proud of that. That is part of the tactical nous that is required. If you want to do well in China you have got to do all those things. You have got to be there, you have to be effective, you have got to teach Chinese, you have got to be respected for that, and you have got to have the wit and wisdom to actually engage on the cultural and social, and indeed political front. Soft diplomacy, academic diplomacy, is absolutely critical. Actually it is also critical to our governments as well, on an orthodox political level I am sure a Professor of Political Science might want to say something about that, but I will not say any more. But we have to be tactical. This would not work in Africa. If we had an Africa Office there is no way that strategy would work. In India where we have an office, in São Paulo where we have office, there is a different emphasis if you like on what we are doing there, why we are doing it there, how we are doing it and what we are trying to accomplish, but all of them function as I said before as our regional embassies, and they have merit for that purpose and you will see there at the bottom, we are opening another office of the Americas in North America. I personally think we should have had one in Toronto and New York, but I am reliably informed that it is doesn't make any difference, I am not sure that the Canadians would agree with that, but there we are, it is close and nevertheless it does signal that we are very, very committed to return to the North America agenda with gusto and not just rest on our laurels as we have done in the past. In other words, we are here! So my message is be there, well North America is one of the places we do want to be re-defined.

Our offices, you as General Council members will be interested to see that we do have this network of offices now, and it may well grow, I cannot really predict that looking forward. I am not in a position any more to do that, but I suggest that in the short term these have been very useful devices. The European Office, which is marked on this slide with the Edinburgh logo, that is in fact the University of Edinburgh. Although we have a Dean International for Europe, Drew Scott, and Europe of course is absolutely crucial to us in every sense, we have never felt it necessary to create an office anywhere other than at the University of Edinburgh, so that is our office. I hope you agree that that is a sensible tactic. Then as I say we have got these other forces around the world which start to give us a corporate coverage, so to speak, only a very beginning, but at the same time does not see us sleep-walking into the experience of having oversees campuses and doing things that we have go no control over as the whole global higher education scene changes. It does not mean that we will not do it in the future, but we are not doing it right now.

As I said, you have got to stand up and be counted if you are doing these things. Well, we have done that, I think. Not only did we deliver some metrics around the students, but what I particularly enjoyed was that when we came forward with the *University Strategic Plan* that we are currently into now, this is not the International Plan, this is the whole University's plan, which is represented by this pyramid here, it was built on six strategic themes, one of which I highlight here, is global impact. Here was the University saying 'Okay, we have had an Internationalisation Strategy, it has had some effect, what is the next step?' Well the next step is to hard-wire it into our business in the most explicit way. That is what has been accomplished. We do not need to talk about a separate Internationalisation Strategy any more, it is part of the University's Strategy, although of course it has its own nuances.

Finally then, Edinburgh Global, it has been going from 2008 until now, it is already in a secondary phase. What will its priorities be, how will it operate, what do you want it to do, how will you help it happen? I have no real answers to that, but I would leave you with the idea that regional priority, which I have alluded to, what I call 'blue chip' partnering, i.e. working with the very best institutions in those parts of the world where you want to be more effective, such as the University of Toronto in Canada, is core to our strategy as we move forward. The Global Academies I introduced to you I think have merit as a vehicle for further innovation, but it is also about Scotland, we have had a wonderful couple of days talking about Scotland, and Quebec and independence, and so forth, it is also about how we as a global university impact a global UK/global Scotland, and that is a wonderful aspect that we have not discussed here, about how a university of our standing can impact its own environment as well as the rest of the world, and finally of course it is all about equipping our students for most effective involvement in this changing world in which we live.

That was it in terms of messages. The last one is measure up, prove that you are worth it, otherwise you might just as well give up and move on. I think we do need international planning. And so the last, literally the last point I would like to leave you with as alumni, people who actually graduated with Edinburgh degrees, as have I, that there is an immense sense of pride associated with that. Without that I would not be able to wear this wonderful red gown. It is such a privilege. I have been a professor in the University since 1993, and I have paraded like a penguin as we did today repeatedly for all those years. You will remember that for graduation in the McEwan Hall all the professor sit on the hard wooden seats behind you, and what you probably did not notice, or perhaps you did, it took me a while to work it out, that the older you are and the longer you have been a professor, the nearer the front you sit. I have gradually got to the point where I am more or less always in the front row now, so it is obvious where you are headed, and you sit up there looking inside this wonderful building, which is just being renovated at the moment, at the stucco and the frieze, and the painting and everything. You have got this aspirational stuff up there. Have you ever read that Proverbs 4:7 thing, all written around frieze, where it says *Wisdom is the principal thing, therefore get wisdom, and with all thy getting, get understanding. Exalt her and she shall bring thee to honour.* I find that quite a moving, aspirational, fanatic kind of approach to what we are trying to do as a global university, and I would like to leave you with the thought that it is not just about getting more students and up the league tables, and whatnot, it is really about making a difference in a much broader sense. It is not just about an Edinburgh degree, it is all about creating a context for exchanging engagement, both at the University and abroad, which really does make the people involved in that exchange, and indeed their environment, better for all of that. That is what I think our Internationalisation Strategy is trying to support. So with that rather flimsy ending I would just stand down and hand over to the Principal who is going to talk

about far more important issues to do with Student Experience, which is core really to what I was trying to address as well. Thank you very much.

Presentation by Professor Sir Timothy O'Shea, Principal and Vice Chancellor

At the General Council Meeting on 21 June 2014

Rector, Chancellor's Assessor, Convener of the General Council Business Committee, and Members of the General Council. It is an enormous pleasure to be here, at such a successful meeting. I do want to mention my sincere appreciation of the University of Edinburgh Toronto-based alumni, it has been an absolutely super event. I would also want to mention my appreciation of Vice Principal Charlie Jeffrey; that was just a tremendously high quality debate on constitutional change. We have had four exemplary Higher Degrees and Senior Vice Principals gave two beautiful Laureations. They were wonderful events and I do think that the General Council, by going overseas like this, is doing something very important for the University. The other thing about the General Council that I appreciate tremendously is the donated time that we get from General Council Assessors on the University Court.

We are very, very successful internationally. Vice Principal Hillier and Deputy Vice Principal Alan Mackay show great leadership and it is immensely satisfying to see how well we are doing. The General Council has to take some credit for its peripatetic meetings, it also has to take some credit for a very specific point. A number of years ago at one of these meetings I gave one of my normal upbeat presentations about internationalisation, before Steve was Vice Principal International, and a General Council Member in the audience said 'It is all very well young man, but you are hopeless in Latin America'. We looked and the critical comment was right, and now we have got a Centre for Contemporary Latin American Studies and we have got an office in São Paulo, and that would not have happened without that productive interaction at the General Council Meeting.

What I thought I would do very briefly is just talk to you a bit about the changing student experience, the ways we are changing it and the reasons why we need to. The context; your University, as the Convener of the Business Committee has indicated, is very successful, about 55,000 applications for the undergraduate programme this year, we are not in clearing for anything, that means for every single subject that we teach we are choosing, Massive Open Online Courses I will come to in detail, but we have a leadership position outside the United States there, we have a high position in High Performance Computing. We have extraordinary research income, last year £300m in competitive research grants, and an extraordinary position in forming new companies. Our research has world impact. Obviously the cherry on the cake is Peter Higgs' Nobel Prize, but our colleagues are winning all sorts of recognition, all sorts of major awards, and like the University of Toronto, we are ranked 17th in the world by the most important ranking. So that is a very good position to be in. We have challenges. The top challenge for us is the Student Experience, and that is why I am going to focus in this short presentation on some of the things that we are doing with regard to student experience.

As a big University we have a challenge that some of our Schools are in silos; Vice Principal Hillier said how important it is to do inter-disciplinary, multi-disciplinary and cross-disciplinary work, and we are quite good at that, but sometimes it is difficult. We have an issue, as everybody does, with the infrastructure. The technology is not stable, it keeps changing, therefore you have to keep investing in it. Some of our discipline groups are quite small. We have a very dispersed campus,

and that is a challenge for us. And we have an overloaded curriculum. Whenever we try to do something new, and the basic shift I will be describing to you is moving from a very elaborate curriculum where students are told in a lot of detail what to do in week four, or semester two of year four, to a situation where the students are much more autonomous, doing much more research, much more innovation, but that then gives you a tension, because one really has to then free the space to do that, so we have challenges.

To summarise at the beginning, we have got to work really hard on appropriate assessment, on fast feedback, on getting our students to be critical thinkers, on support for entrepreneurship, cross-disciplinary study is as important as cross-disciplinary research, E-learning resources, which we are very good at, volunteering is one of the key ways we get the students into the community and doing different valuable things there. We are a big university, and in most areas we have a critical mass of faculties, but not all. I will tell you a little bit about 'Languages for All', which is something that is very important, and a little bit about 'Quantitative Reasoning for All'. In terms of studying overseas, we get about four times more students from overseas coming to us for short visits than we get our students moving out, and that is a fundamental issue for us. We want students who as well as their core subject are acquiring other languages, are able to reason in a quantitative and sophisticated way. We want to provide sports, and we are quite exemplary at that, I will summarise that very briefly. We are very good at routes for employment and I will mention that. We want to be better and better at providing routes to doctorates, and there is an overall slogan for what we are doing with the learning experience. We want to consider all our learners at every stage, from undergraduates to researchers, and one way of looking at the path of a learner is you might start as an undergraduate, might then do a Masters, and then do a doctorate, and over year by year we want them to be more autonomous, more the researcher, less the taught student, more the active learner who is setting their own agenda, who is being creative, and that is the key movement for us to make.

As has been indicated, we are very good at online distance learning. We now have sixty online Masters; a very strong position, and all but five of our Schools now are seriously engaged in that, and that is a very important development for the University. One of the things that Steve indicated, a particular example that he indicated, which I will mention again too, is that when you look at these courses, and we have just won the Queen's Anniversary Prize for the online teaching of Surgery, what is very clear is the quality. The Royal College of Surgeons of Edinburgh is quite a conservative body, and even some of the surgeons who work in the University are quite conservative. So why are we so gung-ho about online teaching of surgery? Because when you look at the test scores, the students who come through that are performing at a higher level than the students who are being taught in the conventional way. Online Masters give us an international reach, they give us materials which can then also be used in our conventional teaching. As you see we have gained recognition; a couple of years ago we got the Queen's Anniversary Prize for online teaching in Veterinary Science, so this is our second one. We are getting external quality marks. These courses are of very high quality. A very nice development, and there are a number of developments like this which are really across the whole undergraduate curriculum, is 'Our Changing World' course. It was unashamedly copied from an offering at Stamford. It was to offer all students the ability to go and hear eminent experts talk about some of the world's challenges, and for the students who want to they can then progress and do assessed work. That was very successful as an undergraduate optional first year course. It has then turned into a Massive Open Online Course (MOOC). Some extracts of that are used in an online course delivered worldwide, one of the themes of this short presentation; it is sort of like a Heineken's thing, it reaches the parts that others cannot reach. When you look at what we are doing online then one of the things

that you notice is that some of the good bits online immediately go into the conventional curriculum. When you look at something like 'Our Changing World', it has had a lovely pattern of development. It started as a copy of what they did at Stamford, an optional course for all first years regardless of discipline to look at world challenges. It then turned into a Massive Open Online Course that moved throughout the world and as indicated has now morphed into an online Masters. It has got in it the global challenges, and it has also got in it the critical thinking. So for some of these key ideas, the things that we were doing with the curriculum and the way we are delivering is not putting things in silos. Stuff that works well electronically moves into conventional delivery, stuff that is in non-assessed provision, like a MOOC, then may go into undergraduate provision. Stuff that is in undergraduate provision then may evolve with some extra project work into something delivered postgraduate.

Just to remind you about the Massive Open Online Courses; we are thinking about what should we do when we celebrate our millionth MOOC learner, and we will know, it is one of the wonderful things about the technology. We won't be confused because of the clicks; it won't be 'perhaps this is the one millionth learner' we will know exactly who the millionth learner is. Two people are not going to manage that click at exactly the same point in time. We will know who the millionth one is. These have been very, very successful. We have got sixteen courses, five in the planning stages. 55,000, that is a small number really, compared to those involved, have actually paid money to get certificates of course completion, and about half of the Schools in the University are involved and we are using a number of different technology platforms. Those have been a big success for us, and as I said we are the most successful university in this regard outside the United States. Something else that is very important is 'Languages for All'. One of the reasons that students give for being nervous about going overseas for a semester or a year is because of language skills. One of the things we are aware of in the United Kingdom, and it is not just a Scottish problem, it is a UK problem, is the decline of modern language teaching in schools; so we have got a wonderful scheme, which I am immensely proud of where any student studying any course as an undergraduate can take, without paying fees, twenty five different languages that are on offer. We want an offer for the University of Edinburgh, as Steve said, that says 'We want you to be global citizens', well one part of being a global citizen is to have different languages, and there are some key languages there, there is Mandarin, there is Japanese and I hope sometime soon we will add Korean. So that is one particular sort of language.

Another sort of language which really matters is the language of statistics. Your University educated Thomas Bayes. He is the person who produced the statistical methods that allowed us to see what the link between tobacco and lung cancer was. If you use Google, or Google Translate, Bayes Law is being applied, any medical or diagnosis that involves large numbers, Bayes Law is being applied, prediction of the weather Bayes Law is applied. We want to offer to all students, no matter whether they are a physics student or a philosophy student, the ability to reason in a sophisticated way about statistics and get it right. Years ago when I taught statistics I used to say to my students, go and look at a newspaper and find an example of the misuse of statistics, and they would usually find half a dozen on the front page of which ever quality newspaper they looked at. For us to do this, this is a particular type of language, mathematical language, that everybody in this room, everybody in the world needs, so that we can evaluate what politicians and experts say to us. It is a very nice course. We have a leadership position in the United Kingdom, through Professor MacInnes, in terms of quantitative methods. We are producing a Massive Open Online Course based on it, and again I think this is a key part. This is an offer not to some subset, this is an offer to all the undergraduates.

Study Abroad again; at the moment we have lots of wonderful possibilities, 300 students participate, and for reasons I cannot understand, they mostly prefer to go to California. We get about four times more coming into the University through a variety of programmes. Very, very important for us, and again this has to be an offer. If you come to the University as an undergraduate and you want to spend part of your study overseas, then we are going to facilitate that, regardless of the subject.

We are fabulously good at sport. Lots and lots of clubs and teams, we do incredibly well in league titles and individual titles, and in the Commonwealth Games. We were very prominent in India, we will have about double, about 50 involved in the 2014. So in addition to as it were thousands of students learning for their personal physical fitness and health, we are also very prominent in the Olympics and Commonwealth Games.

I mentioned volunteering. This is done in partnership with the Students' Association, we have a technology based way of working. If you are a charity that needs volunteers you say to the University, this is the sort of volunteer that you would like. If you are a student with skills you offer them. The students get extremely good experience through the volunteering. They serve the needs of different communities and good causes, and it is a tremendous thing. Again, it is an offer to all the students.

One of the things that was introduced, and we had a fight because of the pressure on the curriculum, was Innovative Learning Week. This is a week in the semester where essentially you change the rules and you allow and encourage the students to do things that break the mould. Here are some examples of things; building Iron Age Road Houses, going to the Scottish National Gallery, an Officers Training Corps Business Boot Camp, looking at the Second World War, and this is one the Chaplain would like, Meditation. This has turned out to be very, very successful, and again, this is an offer to all students, and we are seeing some of the things done in Innovative Learning Week then migrate into the curriculum. The students go off and they do some practical engineering on a railway line and then stuff from that migrates into the Civil Engineering curriculum.

To comment about project work; currently most of our undergraduate degrees have a capstone project, so we are already in a positive position, and some of this work is fabulous. Where we have these articulated Masters programmes leading to for example an MChem, they all have a major project. A minority of our students in Chemistry and Engineering have the opportunity of an inter-collated year. Medical students are encouraged, and some of them are required, to have an inter-collated research year. We have postgraduate degrees which have longer capstone projects, and we are doing stuff that is related to employability which has been very successful. In Edinburgh College of Art there are courses where there isn't anything that looks like a conventional exam any more, it is instead assessed creative work. We are moving along looking at the issue of open content, the idea being that a student in their fourth or fifth year, as well as having the opportunity of inter-collated work has the opportunity of negotiating, posing, suggesting research. This is a challenge for us. We are sure it is the right way to go, because what we want, as I said earlier is for our students to become, through the course of their undergraduate programme and then postgraduate, autonomous learners. It now seems possible to us that we could be unique in the universities by having a learner/research route to a doctorate. That is, if we can enhance the student experience in the ways that I have been suggesting then we can say to all learners when they come to us, 'If we let you in we can help you become a researcher, if you become a researcher and you want to stay, and obviously you are performing at the right level, then you can

move on to a research-based or a practice-based doctorate'. And if we do that then combined with the global citizenship notion we will be making an extraordinary powerful undergraduate offer. What we are doing isn't just about tuning aspects of our assessment and feedback it is actually trying to provide a very general offer, taking the student experience as central, looking at blended uses of new technology. We are driving an awful lot of it by the idea of Global Citizenship, but another large part of it by the idea of 21st Century skills, which certainly include language skills, certainly include quantitative methods, by putting in/adding volunteering and sport, which are very important additions to the offer and adding in as it were a permanent culture of innovation in the curriculum and a spirit of fun, and very much a notion that if you come to us as a student you will leave as a researcher. When you leave as a researcher you will spend the rest of your life as someone who innovates and makes new discoveries. There is a very, very exciting agenda in the student experience. It is immensely ambitious, but I think taking notions like increasing research content in the life course of the programme, Languages for All, Quantitative methods for All, public service for all, really strong opportunities for going overseas, I think your university will be in a position to offer absolutely an unparalleled quality undergraduate programme. Thank you very much indeed.

C Presentation of the Report of the Business Committee

at the General Council Meeting on 21 June 2014

Convener of the Business Committee: Professor Charles Swainson

Good morning, and welcome to all of you who have come to this meeting of the General Council here in Toronto. Rector, Vice Chancellor and Principal, members of the General Council and guests, it is a great pleasure to give the report here in Toronto, home to one of the great universities of the world. Your General Council, representing all the graduates of our university has two meetings each year, and every second year we take the meeting in the summer to somewhere outside Edinburgh, where we have alumni who will be pleased to welcome us. We have been to London, England that is not Ontario, Paris, Washington, Hong Kong and Berlin, as you have heard several times over the last few days, and I am delighted that many of our University of Edinburgh alumni from North America have chosen to join us and to renew links with another of the great universities of the world on the other side of the Atlantic.

Your General Council has a legal, or statutory, role in the good governance of your University, with an ability to enquire into and proffer advice or review on any matter that may affect the wellbeing of your university. Your Business Committee discharges this function through meeting regularly with University staff and students, and through your elected General Council Assessors on the University Court, and then by reporting back regularly to General Council Meetings like this morning. Each year, while I have been Convener, your committee has set priorities and these are a continued focus on supporting the University with improving the quality of teaching, the student experience and research at Edinburgh, sustaining communities within the University, and within the city of Edinburgh, support to the Development and Alumni Engagement Strategy, monitoring and supporting progress with parts of the University's Strategic Plan, and in particular this past year considering the impact of possible Scottish Independence following the Referendum in September later this year.

So your Academic Standing Committee, chaired by Bruce Ritson, has met with Vice Principal Sue Rigby and other officials, and the President of the Students' Association as well, and I am pleased to report that your University has continued, and embarked further, on major programmes to

deliver high quality teaching and other aspects of the students' experience with the aim of making the teaching as good as your University's pre-eminent ranking in research.

Your Public Affairs Standing Committee, chaired by Simon Fairclough, has developed a new website which has a more modern look and feel. Please do try it out and if you like blogging contact Mike Mitchell, the Secretary, who is the moderator. It is a great way to air views and share experience, and perhaps, if we are truly to be international and global, it is perhaps the only in which we can keep in communication. One of the challenges is, and your Business Committee has set out is to try to figure out, how we can best meet the international ambitions of the University, and reflect that in the way in which we work and communicate. That means involving more alumni all over the world in our work, and your ideas on that would be very welcome.

Your Constitutional Standing Committee, chaired by Gordon Cairns, who is with us this weekend, has held several meetings examining the impacts of possible independence following the Referendum later this year. Your committee has been looking at the opportunities and risks in a very balanced way. We will not be making any public statement, but will provide a private summary statement later to the University Court.

Your Finance and Services Standing Committee has discussed the published Annual Reports and Financial Statements and the extensive capital building programme with the Director of Finance, Phil McNaull and the Director of Estates & Buildings, Mr Angus Currie. The University has a healthy balance sheet and reserves, which are used to invest in improved facilities in teaching, and research, and student accommodation. The Edinburgh Development Trust has published its annual accounts to 2013 and presented these to your Business Committee. Donations have continued to grow and the donor pool is getting wider, and so our thanks to you for your efforts in that regard. Over £14m has been raised and over £12m has been dispersed to the different Schools and services across your university. The Trust has been very keen to support the student bursary scheme, which is so important for those students who benefit. Alumni who wish to do so can support the bursary scheme through either single or regular donations and know that their contributions support very able, and very grateful, students who would otherwise not be able to come to university in Edinburgh.

I am also delighted that in our recent elections we had eight candidates for five places and we are attracting candidates who have graduated within the past ten years, and it is very welcome that we can involve more recent alumni and I hope this trend continues.

The Friends of Edinburgh University Library is another route to become involved with your university. The Friends raise funds to assist with book purchases for the Library collections, and leaflets and information about that I think will be available today.

We do not know what the next years will bring, and particularly later this year, but we can all support the University so that it can best meet these challenges.

That concludes the report of your Business Committee.

D LIVE AND OTHER QUESTIONS AND ANSWERS

at the General Council Meeting on 21 June 2014

Question: Just to kick things off, Sir Tim, I have always been impressed by the people that you and your colleagues pick for the winner of the Sir William Darling Memorial Prize and in my mind what those students have done in order to deserve that award reflects very much on what you as the administration would like to see our students accomplish. I do not know whether you have given this award yet this year. If you have maybe you could just tell us how easy or how difficult it was to choose this year's winners and what moves you to give it to them and what they had done. And if you look back over the time that you have been Principal, have you seen any trends in the nature of what leads to these people deserving this award or is there something that is constant throughout?

Principal: It has become immensely difficult to choose. The Sir William Darling Prize is awarded to a student who in my opinion has done the most to advance the reputation of the University in one of three ways; either through academic distinction, or through sporting distinction or through service to the community. Fortunately Sir William left us a reasonable amount of money, so what we have been doing in recent years, and I have done it this year, I have been giving the award in all three categories in the last three years. We have had some extraordinary public service. The sports ones were winning international medals, and we have students who are doing things like having their undergraduate projects published in top journals like *Nature*. So it is actually quite hard to choose and we have been giving them recently in all three categories. I have to say the competition as well is getting harder and harder. It is a very good question, it is a good test of the quality of undergraduate student achievement in the University, which is quite stunning.

Question: I graduated in 2012 with an MSc from Edinburgh, I have talked to colleagues, many of them in Canada and the United States, and it becomes challenging to see clear progress from the MSc to Postgraduate employment. I wonder if there has been any consideration given into a more clear route and career counselling for postgraduates who come frequently from abroad and sometimes from the UK, and so on

Principal: There has been quite a lot of effort on that, but I will see if the Vice Principal wants to comment.

Professor Mary Bownes: The University has been doing a huge amount with the Careers Service to give more opportunities to people while they are studying their Masters to do things to help their careers move forward. I will give you one example which is called 'Making the most of Masters'. This is a new set of Masters courses where the project which you do does not have to be an academic project, it can be a project out in the wider world; either in a company, in a public organisation, in government, and that is written up in a very rigorous way and it gives the student a taste of what it is like to be in work at the same time as gaining their academic credentials to go with that, and that is proving to be a very good way forward and we will be trying to give many more students doing their Masters an opportunity for direct work experience which will help them get that next level of job by having that very relevant experience.

Principal: I may say this is a very important issue and there are some excellent courses like 'Making the most of Masters'. In fact that one has been so successful that the Scottish Funding Council has recommended that it be adopted by all the Scottish universities.

Gordon Cairns: Just to follow on from what has been talked about careers advice, there is an email question from Ruby Taylor, she would like to know what assistance the university gives to its alumni in procuring employment after university and she goes on to say apart from the careers website which helps build a CV etc, it does not seem to give much guidance really on what a student's potential is, and it appears unless one has a 2:1 then it's 'onto the scrap heap we go.'

Principal: About 94% of our graduates are in appropriate employment in eighteen months, so that is actually quite good news, that is certainly not the scrap heap. Our Careers Service is of a very high quality. It supports the graduates for two years after graduation, people can come in for a personal consultation or they can use Skype or the telephone to get further advice. And working with Development & Alumni we have produced something called 'Connect.Ed' which is a database of alumni who are willing to give recent graduates advice. There is obviously still room for improvement, but we feel we do quite well actually.

Question: I am interested in the recruitment of international students and I have two questions there; one how do you market overseas programmes outside social media, if you do, and two how do you assess who should be coming from which countries?

Professor Steve Hillier: Alan Mackay, of the International Office might want to say something about this as well but, in terms of academic recruitment first, the issue there is really very much down to the course organiser or School that is providing the programme, where the threshold for entrants to a programme is very much dictated by the programme or outputs that are anticipated, so the only thing that is important in terms of international students is language. So you may have a student who obviously is exceptionally able, but they have got insufficient linguistic skills, then that would make it inappropriate, and it would be unfair, to admit them to a one year programme where they are going to spend most of their time perhaps learning the language, or not. Increasingly programmes are trying to find ways in which they can bolt on/front load this kind of programme with a cultural legacy offer, which at least primes accepted students to get the most benefit from the programme. But the academic criteria are set and they have to be met, it is that simple. The recruitment to the programmes is very varied, it used to be a very ad hoc thing where individual Schools or Departments would put forward their own brochures or photocopied bits of paper that went around to the various parts of the world where they thought there might people who might want to do their programmes. Happily over the last decade progressively there has been a much more professional approach to doing these things. It still has to be said that each School, each programme really opts into its own means of advertising, it is not always through the primary central device that is available to them. The short answer is they use a variety of means to best effect. Some programmes will go straight to their sister institutions somewhere where they know there is a stream of students who will want to come, in others it might be a much broader programme of advertising.

Question: Online learning. Is there any link between growth in online learning and students being refused visas or just not wanting to go to the bother of getting UK visas?

Principal: We imagine that could happen. We do not have any evidence of this happening at the moment. Certainly by having an online programme these rules change, for example when you have got a robust and secure way of giving students access. Certain people are predicting that students of limited resources will want to take courses in a hybrid way, so people are predicting, although it has not happened yet, where you might take the first part of a course online, to save cost, and then it is for a shorter time. People are predicting this is the sort of thing that might

happen, but we do not have any evidence that it is actually occurring at the moment. One of the interesting things about the MOOCs, Massive Open Online Courses, is that more than 80% of the people who do that have already got a post-compulsory qualification. 70% have got a degree of some description.

Any member who does not have web access may request a copy of *Annex* to the *Billet* from the General Council Office:

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