THE UNIVERSITY *of* EDINBURGH

University Court
Informatics Forum, Room 4.31/33
Monday, 8 February 2016, 2.00pm

AGENDA

1   **Minute**
To *approve* the minute of the meeting held on 7 December 2015   **A**

2   **Matters Arising**   **Verbal**
To *raise* any matters arising

3   **Principal's Communications**   **B**
To *receive* an update by the Principal

4   **Policy & Resources Committee Report**   **C**
To *receive* a report from the Convener of Policy and Resources
Committee

SUBSTANTIVE ITEMS

5   **Student Experience Update**   **D**
To *consider* an update by the Senior Vice-Principal

6   **City Deal Update**
To *consider* an update by the Senior Vice Principal   **E**

7   **Strategic Planning**
To *consider* the following papers by Deputy Secretary, Strategic
Planning:
- **Draft Strategic Plan 2016**   **F1**
- **Undergraduate Bursary Review**   **F2**
- **Outcome Agreement Update**   **F3**

8   **UNPRI Responsible Investment Policy Statement**   **G**
To *approve* a paper by the University Secretary

9   **Roslin Technologies**   **H**
To *approve* a paper by the Director of Corporate Services

10 **Finance Director's Update**   **I**
To *consider* a paper by the Director of Finance

ITEMS FOR NOTING OR FORMAL APPROVAL

11 **EUSA President's Report**   **J**
To *receive* an update by the EUSA President

12   Committee Reports

- Exception Committee Report   **K1**
- Nominations Committee Report   **K2**
- Court US GAAP Sub-Group Report   **K3**
- Knowledge Strategy Committee Report   **K4**
- Senatus Academicus Report   **K5**

13   EDMARC – Equality, Diversity Monitoring and Research Group   **L**
Report
To _approve_ the report

14   Dignity and Respect Policy   **M**
To _approve_ a revised policy

15   Genomic Investment update   **N**
To _note_ an update by Vice-Principal Planning, Resources & Research
Policy

16   Bank Account for Latin American Office   **O**
To _approve_

17   Resolutions   **P**
To _approve_

18   Donations and Legacies   **Q**
To _note_

19   Alan Turing Institute – subsidiary company   **R**
To _approve_

20   Uses of the Seal
To _note_

21   Any Other Business
To _consider_ any other matters

22   Date of next meeting
Monday, 25 April 2016 at Little France

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

7 December 2015

Minute

Present:	Mr Steve Morrison, Rector (in chair)
	The Principal, Professor Sir Timothy O'Shea
	Dr Anne Richards, Vice-Convener
	Sheriff Principal Edward Bowen
	Ms Doreen Davidson
	Dr Alan Brown
	Mr Ritchie Walker
	Dr Marialuisa Aliotta
	Professor Sarah Cooper
	Professor Jake Ansell
	Dr Claire Phillips
	Ms Angi Lamb
	Mr David Bentley
	Dr Robert Black
	Dr Chris Masters
	Mr Alan Johnston
	Mr Peter Budd
	Ms Alison Grant
	Mr Jonny Ross-Tatam, President, Students' Association
	Ms Urte Macikene, Vice-President, Students' Association
In attendance:	Mr Sandy Ross, Rector's Assessor
	University Secretary, Ms Sarah Smith
	Senior Vice-Principal Professor Charlie Jeffery
	Vice-Principal Professor Lesley Yellowlees
	Vice-Principal Professor Jonathan Seckl
	Mr Hugh Edmiston, Director of Corporate Services
	Mr Gavin McLachlan, Chief Information Officer & Librarian to the University
	Ms Tracey Slaven, Deputy Secretary, Strategic Planning
	Mr Gavin Douglas, Deputy Secretary, Student Experience
	Mr Phil McNaull, Director of Finance
	Ms Leigh Chalmers, Director of Legal Services
	Dr Ian Conn, Director of Communications & Marketing
	Mr Gary Jebb, Director of Estates & Buildings
	Ms Zoe Lewandowski, Director of Human Resources
	Professor David Argyle, Head of The Royal (Dick) School of Veterinary Studies (for Item 6)
	Ms Fiona Boyd, Head of Stakeholder Relations
	Ms Kirstie Graham, Deputy Head of Court Services
	Dr Lewis Allan, Head of Court Services
Apologies:	The Rt Hon Donald Wilson, Lord Provost of the City of Edinburgh
	Lady Susan Rice

1   **Minute**   **Paper A**

The Minute of the previous meeting and note of the seminar held on 21 September 2015 were approved.

2   **Matters Arising**   **Verbal**

The Rector thanked those involved in the University's Christmas Carol Service held in St Giles' Cathedral on Sunday 6 December.

3   **Principal's Communications**   **Paper B**

Court noted the content of the Principal's Report and the additional information on: the Christmas Carol Concert and civic reception; a vigil held in George Square for victims of the Paris terrorist attacks; the Principal's appearance before the Scottish Parliament's Education & Culture Committee on 10 November regarding the Higher Education Governance Bill; engagement with the Scottish Government prior to the draft Scottish Budget announcement on 16 December; and the successful outcome of the University's recent Enhancement-Led Institutional Review.

Members discussed the UK Government's Nurse Review, Higher Education Green Paper and Spending Review. Activities in Latin America were discussed, including the University's Office of the Americas and Centre for Contemporary Latin America Studies, with potential for growth in student numbers from the region noted.

4   **Honorary Assistant Principal designation**   **Paper C**

On the recommendation of the Principal, Court approved the appointment of Professor Eve Cordelia Johnstone CBE to the post of Honorary Assistant Principal Mental Health Research Development and Public Understanding of Medicine with immediate effect until the academic year ending July 2017.

SUBSTANTIVE ITEMS

5   **Student Experience Update**   **Paper D**

The Senior Vice-Principal presented an update describing ongoing work to understand and enhance the student experience. The encouraging 2:1 ratio of areas of positive practice versus areas for improvement in the Enhancement-Led Institutional Review and progress with student experience-related Estates projects mentioned at the 21 September Court meeting was noted.

The following points were raised in discussion:
- Plans to expand the EUSA Teaching Awards/"My Teaching Hero" campaign;

- Continuing visible recognition and reward of academic staff with excellent teaching records;
- Improvements to recruitment processes to emphasise the importance of teaching;
- Use of data to measure and improve teaching quality;
- Further improving annual review completion rates.

6   Edinburgh Global Academy of Agriculture and Food Security   **Paper E**

The Head of the Royal (Dick) School of Veterinary Studies presented initial plans to develop an Edinburgh Global Academy of Agriculture and Food Security. The intention to collaborate with partner organisations and the potential for cross-University collaborations with the School of Biology, School of Social and Political Science, School of Geosciences and Business School was welcomed. Members expressed strong support for the direction of travel, noting that a search for a Chair/Leader of the proposed Global Academy could begin early in the New Year, with more detailed plans to be considered within the University's internal Planning Round.

Court approved the planned direction of travel to establish an Edinburgh Global Academy of Agriculture and Food Security.

7/8   Audit & Risk Committee Annual Report   **Paper F**
Risk Management post-year Assurance Statement   **Paper G**

The Convener of the Audit & Risk Committee presented the Annual Report to Court and Risk Management post-year Assurance Statement. The work of the Audit & Risk Committee over the previous twelve months was summarised, with the Committee's support for planned improvements to IT security and regular meetings with Internal and External Auditors highlighted.

Court noted the Annual Report and Risk Management post-year Assurance Statement and was content with the assurances provided on the University's internal control environment to enable sign-off of the University's Annual Report and Accounts 2014/15.

9   Finance

The Director of Finance presented the following:

- **Finance Director's Update**   **Paper H1**

Updates including the successful progress to date on the project to raise external funding in support of the University's Strategic Plan, the latest iteration of the Ten-Year Forecast and the University Management Accounts to October 2015 (Period 03) were received.

- **Annual Report and Accounts 2014/15**   **Paper H2**

Following scrutiny by Audit & Risk Committee and Policy & Resources Committee, the Annual Report and Accounts for the year ended 31 July 2015 were presented for approval. Financial highlights including growth in University Group income by 4.9% and an operating surplus of 3.1% were welcomed, with the importance of generating an operating surplus to allow for reinvestment noted. Members discussed the document, including the staff gender analysis and the continued vital contribution made by undergraduate student recruitment.

Court approved the Annual Report and Accounts 2014/15, noted the External Auditor's report and unqualified opinion and authorised the Principal, Vice-Convener of Court and Director of Finance to sign the document on behalf of Court as appropriate.

- **Letter of Representation**   **Paper H3**

Court approved the Letter of Representation to provide the required declaration to the External Auditor on the information contained in the Annual Report and Accounts, and authorised the Principal and Vice-Convener to sign on its behalf.

- **Report on the Analytical Review of the Management Accounts**   **Paper H4**

The analytical review of year on year movement in the University Income and Expenditure account and the main movements between the Quarter 3 forecast and financial outturn for 2014/15 was noted. Court provided support for continuing efforts to increase forecast quality; in particular, in estimating near term future activity.

- **US GAAP Annual Report and Accounts 2014/15**   **Paper H5**

The arrangements as set out in the paper were approved and it was agreed to appoint Dr Chris Masters and Ms Alison Grant to a Court Sub-Group with delegated authority to consider and approve the Accounts prepared in accordance with US GAAP requirements on behalf of Court.

10   Commercialisation

The Director of Corporate Services presented the following:

- **Industry Engagement**   **Paper I1**

The Convener of the Audit & Risk Committee declared an interest and absented himself from any decision-making on the item.

Proposals for an integrated approach to the development, management and investment in Intellectual Property in support of the emerging industrial engagement strategy were considered. The Vice-Convener noted the importance of exploring means of generating additional value to invest in core University activities. The intention to develop long-term

high-value strategic industry partnerships (with Edinburgh Research & Innovation acting as a single point of contact) within the context of relatively low levels of corporate research and development expenditure in Scotland was discussed.

Noting that the proposal will entail a rationalisation of existing committees/groups, Court approved the formation of an Intellectual Property & Investment Group (IPIG), to act as an oversight body for innovation and entrepreneurship within the University.

- **Sunergos Innovations Limited** **Paper I2**
Paper I3

Plans to transfer equity held by the University in certain spin-out companies into Sunergos Innovations – a spin-out company comprised of staff from the BioQuarter Commercialisation team – and a flotation of Sunergos Innovations on the Alternative Investment Market of the London Stock Exchange were reviewed. The following points were discussed:
- potential collaboration with other universities;
- the detailed scrutiny of the proposals by the Policy & Resources Committee and associated Sub-Group, with the Sub-Group and the Committee both in support;
- level of risks, with the balance favourable and the reputation of the University helping mitigate risk;
- advice to be sought from a Nominated Adviser (Nomad) on the most suitable company name;
- openness to including College of Humanities and Social Science spin-outs as appropriate;
- investor interest in similar companies and the scale of assets to be transferred.

Court approved: the transfer of equity in certain spin-out companies into Sunergos Innovations; the delegation of authority to the Director of Corporate Services to work with the Directors of Sunergos Innovations (including the University's appointed Director) to oversee and approve the Initial Public Offering (IPO) process; and, the delegation of authority to the University Secretary for signing the transaction documents. It was agreed that the Policy & Resources Committee Sub-Group would monitor progress up to the IPO, with regular progress updates to be provided to Policy & Resources Committee and to Court.

11 Strategic Planning

The Deputy Secretary, Strategic Planning presented the following:

- **Strategic Plan: Targets and KPIs progress report** **Paper J1**

Progress made in the previous academic year against the targets and Key Performance Indicators within the Strategic Plan 2012-16 was reviewed. The overall positive performance was welcomed, with negative trends mainly relating to methodological changes in

measurement. Court agreed that the University is broadly on track to deliver against the Strategic Plan 2012-16.

- **Outcome Agreement 2016/17**   **Paper J2**

The proposed approach to updating the Outcome Agreement 2016/17 following refreshed Scottish Funding Council guidance was agreed.

12   Estates: Business Cases

The Vice-Principal Policy, Planning & Resources presented the following:

- **'Building a new Biology' project**   **Paper K1**

The full business case for the provision of new and redeveloped facilities for the School of Biological Sciences in and around the Darwin Building at the King's Buildings Campus was considered. The ranking of the project as the top priority for estates development for the College of Science and Engineering was noted and the contribution made by suitable facilities in retaining and attracting high-performing staff discussed. Members noted external funding granted by public and philanthropic sources in support of the project and planned approaches to attract further external funding. Court approved the full business case and approved £35.25M funding from University Corporate Resources for essential enabling works, noting the previous Exception Committee approval of £2M expenditure on pre-enabling works and the requirement to spend £14.9M UK Research Partnership Infrastructure Funding by 31 March 2017.

- **Data Technology Institute**   **Paper K2**

A progress update and business case for the proposed Data Technology Institute was considered, following previous approval of £1.8M funding to undertake the design process. The intention to provide a predominantly outward-facing facility for the University's capabilities in data science, including Alan Turing Institute activities, in order to optimise links with Schools and Colleges, as well as extramural entities, was welcomed. It was noted that the intention to locate Business Informatics and Design Informatics within the building and the convenient location for the College of Humanities and Social Science will facilitate cross-University collaboration. Court supported the intention to seek external funding to enable co-location of industry alongside academic staff and postgraduate students in the new building, and approved the business case and associated funding as set out in the paper.

13   Annual Review 2014/15   **Paper L**

Court welcomed and approved the proposed articles for inclusion in the 2014/15 Annual Review, to be presented to the February statutory meeting of the General Council and circulated to stakeholders.

ITEMS FOR NOTING OR FORMAL APPROVAL

14   EUSA President's Report and Impact Report   **Paper M**

The EUSA President provided an update on activities since the last meeting and presented the annual EUSA Impact Report for 2014/15. Members noted the: expected future submission of proposals for revised roles and responsibilities of EUSA sabbatical officers; initiation of a consultation in relation to a long-term rebranding project for the Association; strong financial performance at mid-year point albeit with some weaker performance in term-time trading areas; and initial EUSA views on the upcoming Bursary Review scheduled for February Court.

15   Delegated Authority Schedule   **Paper N**

A Delegated Authority Schedule to supersede the existing version approved in 2003 and last revised in 2010 was considered. Court noted the addition of a category of 'novel or contentious arrangements' and approved the Delegated Authority Schedule for immediate implementation.

16   Committee Reports

- **Exception Committee**   **Paper O1**

The following matters approved by the Exception Committee on behalf of Court were noted:

o *'Building a new Biology' project*
   Approval of £2M expenditure for pre-enabling works to undertake sewer diversion works, relocate a glasshouse and to cover on-going design team fees.

o *University Collections storage*
   Approval of the purchase of the warehouse buildings that currently houses the University's heritage and library collections (Library Annexe) at a cost of £5.1M including VAT.

o *Appointment of Vice-Principal Philanthropy and Advancement*
   Approval of the creation of the post of Vice-Principal Philanthropy and Advancement. Mr Chris Cox, formerly Director of Development and Alumni Relations at the University of Manchester, has been appointed to the post and will join the University on 1 February 2016.

o *Quartermile acquisition – VAT implications*
   Approval of £2M expenditure to cover the VAT implications of the Quartermile acquisition approved by Court on 22 June 2015.

- **Policy & Resources Committee**   **Paper O2**

The key items discussed at the meeting were noted, including the expected future submission to Court of a proposal to establish Roslin Technologies Ltd. Funding of £2.15M for the creation of a new build satellite gym on the BioQuarter site was approved.

- **Nominations Committee**   **Paper O3**

On the recommendation of Nominations Committee, Court approved the following:

Knowledge Strategy Committee
Appointment of Dr Claire Phillips from 1 January 2016 to 31 July 2018.

Investment Committee
Appointment of Mr David Bentley from 1 January 2016 to 31 July 2018. Minor amendments to the composition of the Committee as set out in the paper.

- **Audit & Risk Committee**   **Paper O4**

The report was noted.

- **Remuneration Committee**   **Paper O5**

The annual report and the separate report from the independent observer was discussed. It was agreed to explore whether in future years the report could include additional comparative data on salary awards (e.g. comparisons with previous years and other grades) and whether the Annual Report and Accounts could present salary data on senior clinical and non-clinical staff separately. Disappointment was expressed at the continuing gender pay gap, with members strongly supportive of efforts to improve the rate of change within the framework of merit-based appointment and remuneration policies.

- **Knowledge Strategy Committee**   **Paper O6**

The report and the intention to consider a 10 year digital transformation strategy at the next meeting of the Committee was noted.

- **Senatus Academicus**   **Paper O7**

The report was noted.

17   **Resolutions**   **Paper P**

The following Resolutions were approved:

Resolution No.64/2015: Foundation of a Personal Chair of Biocatalysis
Resolution No.65/2015: Foundation of a Personal Chair of Global Public
                        Health

Resolution No.66/2015: Foundation of a Chair of Future Infrastructure
Resolution No.67/2015: Foundation of a Chair of Structural Engineering

The following draft Resolution was approved and referred to the General Council and the Senatus Academicus for observations:

Draft Resolution No.1/2016: Alteration of the title of the College of
                            Humanities and Social Science

18   Donations and Legacies   Paper Q

Donations and legacies received by the Development Trust from 4 September to 16 November were noted.

19   Uses of the Seal

A record was made available of all the documents executed on behalf of the Court since its last meeting and sealed with its common seal.

20   Any Other Business

The Rector reminded members of the meeting of the corporate Trustee of the Andrew Grant Bequest to follow the Court meeting.

21   Date of next meeting

The next meeting of Court will be held on Monday, 8 February 2015 at the Informatics Forum.

UNIVERSITY COURT

8 February 2016

Principal's Report

Description of paper
1. The paper provides a summary of activities that the Principal and the University have been involved in since the last meeting of the University Court.

Action requested/Recommendation
2. Court is asked to note the information presented. No specific action is required of Court, although members' observations, or comment, on any of the items would be welcome.

Background and context
3. A summary of recent UK and international activity undertaken by the Principal and the University, relevant news for the sector is also highlighted.

Discussion
4. University News

   a) Scottish Spending review
   Deputy First Minister and Finance Secretary Mr John Swinney MSP published the Scottish Government's draft financial statement on 16 December. I was pleased to note that the Deputy First Minister stated that, "Investment in core research is to be protected". The lengthy discussions held with the Deputy First Minister and civil servants prior to the announcement secured complete protection for core Research funding and helped ameliorate the overall level of cut to the Higher Education budget to 3.3%. Discussions are ongoing as to the actual meaning of this cut and I shall be continue to seek meetings with ministers, civil servants and Scottish Funding Council officials to protect or advance our position.

   b) Universities Superannuation Scheme (USS) Consultation
   Finance, Pensions and Human Resources are working together to develop a staff communications plan and suite of communications on the multiple complex changes affecting pay and pensions which will impact employees in early 2016. Changes include: automatic re-enrolment, changes to the USS pension scheme, reduction in the Annual and Lifetime allowances and the end of contracting out, and consequent increase in national insurance for those currently in contracted out pension schemes.

   c) Higher Education Governance Bill
   The Bill passed a Stage One vote in the Scottish Parliament on 14 January but with an unusually critical accompanying report from the Education & Culture Committee.

   In response, the Scottish Government has signalled that a number of amendments will be made to the Bill at Stage Two, to:

- Remove the power for Ministers to alter the composition of Courts and Senates via secondary legislation (hopefully reducing the risk of ONS classification).
- Maintain the right of Rectors to preside at Court meetings.
- Specify that candidates for elected Chairs will be vetted first by a nominations committee (although this should not be viewed as a bar) before election by all staff and students.
- Remove the upper limit of 120 members of Senate, with an upper maximum of 30 student members of Senate (rather than 10% of all Senate members).
- Remove the requirement for least two Court members to be nominated by a graduates association (problematic for some institutions without graduates associations).
- Remove the power for Ministers to prescribe the remuneration of elected Chairs.

A redrafted Bill is expected to be considered on 9 February and will we continue to work alongside Universities Scotland and others to help improve the Bill. The sector's principal remaining concerns are expected to be:
- The election of chairs by a constituency other than the governing body, and the detrimental impact on diversity caused by publicly adversarial elections.
- The potential for confusion created by having both an elected Rector and an elected Chair at the ancient universities.
- Impact on small specialist institutions.

d) Admissions
Undergraduate applications are looking positive for us again this year with an increase across all fee status groups. Pleasingly, there is also a 7% increase among the SIMD40 group targeted under widening access. Although early in the postgraduate cycle, we are currently showing an increase in applications across all sectors.

e) Audit Scotland
Court will be aware that Audit Scotland are currently undertaking an Audit of Higher Education in Scotland. As part of this they have spent time in the University interviewing a number of staff, including myself, and Court members. The meetings were very collegiate and we look forward to the report which is due out in the summer.

f) New Year's Honours
Many congratulations to members of University staff who were recognised in the Queen's New Year Honours.
- Professor Cait MacPhee, Professor of Biological Physics, has been made a CBE given in recognition of services to women in Physics.
- Professor Joanna Wardlaw, Professor of Applied Neuroimaging, has been made a CBE for her services to neuroimaging and clinical science.
- Professor Susan McVie, Professor of Quantitative Criminology, has been made an OBE in recognition of services to social services.

g) Senior Staff
Court will be aware that Professor Jeff Haywood was appointed as Vice-Principal Digital Education in 2014 working part-time for a period of two years and due to complete at the end of December 2016. Vice-Principal Haywood is currently heavily involved in a number of key projects and we have agreed that he condense his remaining time with us by working full-time for the next few months bringing forward his retirement date to the end of April 2016.

Also, Vice-Principal Philanthropy and Advancement and Executive Director of Development and Alumni Chris Cox started with the University on 1 February.

h) National Student Survey
The 2016 National Student Survey has opened to final year undergraduates and we will be working hard to encourage all eligible students to complete it.

i) High Level Visits and Meetings
In December, along with Vice-Principal International James Smith, I welcomed visitors from the Mastercard Foundation.

David Pyott, former CEO of Allergan, visited the University culminating in him giving a lecture at the Business School.

I welcomed the House of Lords Constitution Committee on their visit to Edinburgh hosted by our Centre for Constitutional Change.

I participated in the Capital City Influencers' Dinner hosted by Edinburgh Chamber of Commerce and RBS to discuss 'Edinburgh - What is our future?'.

I spoke on the topic of "70 years of eLearning Research" at the IT Futures Conference here in Edinburgh, and I was also very pleased to accept the invitation from Coursera to Chair their University Advisory Board for a year.

In January, along with Chief Information Officer and Librarian to the University, Gavin McLachlan, I met with Dr Youngsuk Chi, Chairman of Elsevier and Paul Feldman, Chief Executive of JISC.

I welcomed participants to the Centre for Cultural Relations Conference on "The Future of International Culture", and David Cruickshank, Chairman of Deloitte, who gave a lecture on 'The Social Progress Index".

Last week, I welcomed Ruth McKernan CBE Chief Executive of Innovate UK who was delivering a masterclass on "Options and opportunities for driving innovation across the UK" at the Usher Institute.

5. International News

a) India
Preparations are underway for 'Pop Up campus' events to be held in India in February 2016. The events promise to deliver a 'slice of Edinburgh' in India.

b) China
Edinburgh Centre for Carbon Innovation has signed a pioneering MOU with Shanghai Jiao Tong University agreeing to a partnership that will establish China's first college for the study of low-carbon technology. The MOU extends ECCI's activities in China following the opening of its Hong Kong office by Scotland's First Minister earlier this year

c) North America
I visited the USA at the end of January where I met with the Vice-Presidents of Global Corporate Affairs and Corporate Citizenship at Johnson and Johnson, and also the President of Princeton University, Christopher Eisgruber, along with his Vice-President and Secretary, and the Dean of Engineering. I also held separate meetings with Regent of the University Dr Armeane Choksi, Drs Jim and Mary Simons of the Simon's Foundation, Stephanie Cuskley, CEO of the Leona and Harry B. Helmsley Charitable Trust, Dr Stelios Vasilakis of the Stavros Niarchos Foundation, and Doug Moore, Vice-President of Digital Education Strategy at New York Hall of Science. I participated in the meeting of the US Development Trust Board, hosted a Burns Supper with the New York Alumni club, and attended a dinner hosted by Sir Fraser and Lady Morrison.

d) Latin America
At the end of November at the Guadalajara International Book Fair, an initiative was launched which brought together Edinburgh and 11 other UK universities, and 12 Mexican universities. Its aim is to foster academic mobility between the two countries. The Mexico-UK Visiting Chair Initiative will see senior academics spend up to two weeks working collaboratively to explore links in research and teaching.

e) Europe
In December, I welcomed Dr. Ms Jet Bussemaker, the Dutch Minister of Education, Culture and Science, and her colleagues on a visit to the Moray House School of Education.

I participated in the Coimbra Group Rectors' Advisory Group Board in Brussels, and was invited to become an Honorary President.

f) Cultural Relations
I opened a half-day conference, The Future of International Cultural Relations, held at the University on 21 January 2016. The aim was to discuss the future role of culture in international relations at a time of increasingly rapid change. I was delighted to welcome Cabinet Secretary for Culture, Europe and External Affairs Fiona Hyslop, and keynote speakers Hugh Eliott, Director of Communications at the Foreign and Commonwealth Office; Michael

Reiffenstuel Director for Cultural Relations Policy and Deputy Director-General Culture and Communication, of the German Federal Foreign Office; and Ronald Grätz, Secretary General of Institut für Auslandsbeziehungen.

g) Humanitarian Response Group
The Director of the International Office coordinated and chaired the first meeting of a new cross-University Humanitarian Response Group that will continue to coordinate our support for displaced students and staff.

h) Internationalisation Strategy | Edinburgh Global
A new Edinburgh Global Plan will be launched in spring 2016.

i) International high-level delegations were received as follows:

Hong Kong University of Science & Technology	China
Johannes Gutenberg University Mainz	Germany
Peking University	China
China Pharmaceutical University	China
Aarhus University	Denmark

6. Higher Education Sector

a) UK Government Green Paper on Higher Education
The University submitted evidence to the Department for Business, Innovation and Skills' consultation on "Fulfilling our Potential: Teaching Excellence, Social Mobility and Student Choice". Among the points made were:
- Supportive of the Teaching Excellence Framework (TEF) but concerned that proposed metrics may not be as effective as they could be.
- Keen to be engaged and to avoid cross-border issues. All UK institutions will be judged against TEF regardless of whether they are in or out.
- Suggested how ELIR could successfully be incorporated into the new system.
- Positive about the increase in fees in principle, but noted that too many levels attached to fee levels could damage reputation.
- Welcomed commitment to dual funding regime but the streams would need to be kept separate.
- Noted REF efficiency could be increased if gaps between exercises were lengthened and there was an increased use of metrics.

Resource implications
7. There are no specific resource implications associated with the paper.

Risk Management
8. There are no specific risk implications associated with the paper although some reputational risk may be relevant to certain items.

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

Next steps/implications
10. Any action required on the items noted will be taken forward by the appropriate member(s) of University staff.

Consultation
11. As the paper represents a summary of recent news no consultation has taken place.

Further information
12. Principal will take questions on any item at Court or further information can be obtained from Ms Fiona Boyd, Principal's Office.

13. _Author and Presenter_
Principal and Vice-Chancellor Sir Timothy O'Shea
26 January 2016

Freedom of Information
14. Open Paper.

UNIVERSITY COURT

8 February 2016

Policy & Resources Committee Report

Committee Name

1.   Policy & Resources Committee.

Date of Meeting

2.   The Committee met on 25 January 2016.

Action Required

3.   Court is invited to note the key items discussed at the meeting as detailed below.

Paragraphs 4 – 11 have been removed as exempt from release due to FOI.

Full minute:

12. All papers considered at the meeting and in due course the Minute can be accessed on the Court wiki at the following link:
https://www.wiki.ed.ac.uk/display/UCC/Policy+and+Resources+Committee

Equality & Diversity

13. Issues related to equality and diversity were considered within each paper as appropriate.

Further information

14.   *Author*   *Presenter*
       Dr Lewis Allan   Dr Anne Richards
        Head of Court Services   Convener, Policy and Resources
        January 2016   Committee

Freedom of Information

15. This paper is closed: its disclosure would substantially prejudice the commercial interests of the University.

UNIVERSITY COURT

8 February 2016

Student Experience Update: Report on School Visits Programme

Description of paper
1. This paper describes ongoing work to understand and enhance the student experience.

Action requested/Recommendation
2. Court is invited to note and discuss the content of this paper, following discussion at Senate on 3 February.

Background and context
3. From November to early January the Senior Vice-Principal visited all Schools together with Gavin Douglas, Deputy Secretary Student Experience, to discuss 2015 National Student Survey (NSS) results and wider issues in learning and teaching. Each visit involved the relevant Head of College and College Dean along with the Head of School and School Director(s) of Teaching. The agenda was the NSS; performance management in learning and teaching; personal tutor system; assessment and feedback; and simplification of learning and teaching procedures.

4. The following sets out a number of issues which directly or indirectly appear to be affecting student experience, together with a number of good practice examples from the various Schools which could be considered and adopted more widely.

Discussion
5. *General Issues*
*   *The estate*
    A number of Schools report short or longer term challenges around their estate. Most of these are in the George Square area where Schools have outgrown their current space. Decants add pressure in George Square and at Kings Buildings. Some aspects of the NSS challenge will not be resolved until we are further through our estates plan.

*   *Joint honours*
    Free text NSS comments show that joint honours students (an especially large group in Humanities, Arts and Social Science) are unhappy with the inconsistencies (not necessarily shortfalls in quality) they encounter across Schools. We would benefit from frameworks for multi-subject degrees without the full-scale bureaucracy that accumulates around often very small degree programmes. Schools need to pay particular attention to student support and communications in larger joint honours programmes.

    Good practice
    -   *Some schools (eg Social and Political Science; History, Classics & Archaeology) are looking at a dedicated, single Student Support Officer or Personal Tutor (PT) who can work across both schools for joint honours students.*

- *HSS is exploring simplified ways of running joint honours programmes especially where these have small student numbers.*

- *Student engagement*
  While all Schools have formal representation of students through a Staff Student Liaison Committee or similar, others have developed more sophisticated forms of engagement which support better communications, foster community - and allow issues to be addressed more rapidly:

  Good practice:
  - *In Education students sit on all school committees including school policy and resources. In addition, the Head of School offers a personal reference to those reps who do a good job. She observed that students are typically more involved in their own learning as a result of their involvement in the school's governance.*
  - *Informatics have introduced weekly meetings between the Director of Teaching and student reps (and actions resulting are publicised through a regular blog).*
  - *Maths use a range of different communications vehicles eg:*
    - *Comments boxes – dealt with by head of school who responds every 2 weeks*
    - *Mid-course postcards in lectures that staff can respond to. These generated positive messages (which are then fed back to students) as well as areas that students have struggled with (so the lecturer can go back over the topic).*

6. *Performance Issues*
- *Annual review*
  Practices of annual review vary significantly. In some schools performance in teaching is not yet a routine agenda item (as it everywhere for research), and we lack common understandings of what information might be used to inform a conversation on teaching performance. More generally, there are differing assumptions about the role of annual review in informing performance management. Informal advice given to Schools last semester should bring more consistency in this year's annual review round, and People Committee will be reviewing formal guidelines. Better data availability from the EvaSys system (centralised course evaluation software) will bring a standard information base from 2016-17.

  Good practice:
  - *A number of schools (eg Engineering, Informatics, Vets) have already modified annual review forms to include discussion on teaching. Science & Engineering are looking at requiring all schools to do this.*
  - *In Maths, all staff are peer reviewed, these peer reviews are then commented on by the Director of Teaching and this forms the basis of the teaching section in the annual review.*
  - *With Health in Social Science, staff are asked to define and collate their annual review submission according to a standard template - research plan, Evasys feedback etc. Staff engagement in this process is seen as in itself a form of development*

- *Transparency of Data on Learning and Teaching*
  There are divergent understandings of what level of transparency of information on workload allocation and on course-level evaluation (through EvaSys or other means) should be generally accessible. I am keen to prompt a wider debate on this point as we move to roll out EvaSys across the University, and to argue that information should generally be open to all academic colleagues.

  Good practice:
  - *Vets share feedback scores from their current course evaluation and courses are grouped red/amber/green (this analysis is then shared with the teaching committee). They have seen positive results from colleagues keen to improve and get out of red/amber (but noted that staff – including good teachers – may take these sorts of issues very personally).*
  - *Informatics publish numeric survey results and staff responses to all students. They also use the data to help students choose future courses, eg by publishing answers to the question on their current questionnaire "what would you tell other students about this course"*
  - *Geosciences publish their Evasys course results very openly (on the University's intranet) and use Evasys as entrance point into a discussion at Annual Review.*
  - *Maths: Evasys results are open (not free text) to staff and students – note that poor performers "feel awkward". Not yet using Evasys in annual review but "students are aware that Evasys counts".*

- *Capability processes*
  There is a wide perception that capability processes are cumbersome and may deter action on under-performance. I have begun a dialogue across central and College HR directors aimed at giving Heads of School the support they need to address under-performance. This will need to consider tutors and demonstrators as well as core academic staff. There are some examples of effective and relatively swift action which suggest the problem may be more one of confidence in procedures rather than procedures themselves. People Committee will be reviewing the capability process.

- *Peer observation of teaching*
  Use of peer observation to prompt discussion about teaching approach and performance is very patchy. We need to consider whether to move to a more standardised expectation around peer review.

7. *Personal tutor system*
Schools take often quite different approaches to personal tutor support, reflecting differences of tradition and culture. There are some concerns that the system is cumbersome. We now have strong evidence from re-analysis of the Edinburgh Student Experience Survey that around 80% of personal tutors in all Schools provide good support but, depending on the School, 5-20% do not. Assistant Principal Alan Murray is working on approaches to identifying and addressing performance issues (at both ends of the scale) and is working with Heads of School to address under-performance.

Good practice examples:

- *Chemistry has a well-regarded Personal Tutor system, which relies on the use of specialist staff. A number of schools are interested in exploring this model further. Chemistry stress that their PT system is embedded within a strong culture of building relationships between staff and students.*
- *A number of schools (eg Maths; Philosophy, Psychology and Language Sciences; Chemistry) adopt a cohort approach so that students have (as far as possible) the same PT for three or more years.*
- *Schools are increasingly flexing the PT system to meet students' needs better, eg Informatics have introduced more frequent PT meetings for first year students.*
- *Moray House have produced Student Support FAQ's which set out clearly where students need to go for support and prevent / reduce the problem of students being passed "from pillar to post".*
- *Several schools (eg Vets / Chemistry / Informatics / Moray House) have mandatory training for all PT's (once a year or more often).*
- *Social and Political Science have produced and distributed business cards that clearly show a student's PT and contact details and (on the other side) their Student Support Officer.*
- *There is some evidence that support systems work particularly well where the PT and SSO teams are closely linked and mutually supportive. Moray House and Divinity both adopt an inclusive "one staff" approach, eg ensuring that Student Support Officers and Personal Tutors are trained together; the Vet School have established a "Student Support and Management Group" that brings together their student support team with senior academic staff and the Chair of Vet Education.*

8. *Assessment and feedback*
- *Assessment and feedback timeliness*

  Schools are generally focused on the 15 day turnaround benchmark and in the great majority of cases achieving it (some have established shorter, 10-day benchmarks). There will be a systematic review to confirm compliance rates in the next few weeks. However even when Schools have clear evidence of close to 100% compliance, this is not generally reflected in better 'timeliness' scores in NSS. One explanation is a tendency to bunch deadlines in different courses at the end of a semester so students have the opportunity neither to feed forward between individual pieces of coursework across courses, nor to feed forward into exam preparation for the same course when the exam follows directly at the end of the semester. Schools should consider approaching assessment on a programme-wide basis, scheduling coursework to enable feed-forward and considering whether traditional assessment patterns are still appropriate.

  A number of Heads of School suggested that the low score on assessment and feedback was more symptomatic of wider student concerns about how much contact students have with staff and/or the approachability of staff and are trying to address this as well.

Good practice examples:
- *Informatics: work to a 10 day internal deadline, with return of feedback monitored automatically including a dashboard and auto-emails to staff who are behind*
- *Social and Political Science use a screen ticker tape to update students on feedback turnaround time*
- *Divinity: get "heads up" from course secretaries who will alert the Head of School to possibly poor feedback before essays returned. Chemistry have a similar approach, where course secretaries can flag up concerns to course organisers.*
- *History, Classics and Archaeology have introduced new workload rules to improve student access to staff - new formula is 4-5 contact hours per week during semester (standard office hours plus one hour per course taught). Engineering have introduced mandatory surgery hours for all staff who teach – "Availability of staff to see students correlates with perceived enthusiasm of staff"*
- *Vets have experimented with immediate feedback and explanation, ie straight after students have completed a Multiple Choice Question paper. This has proved popular.*
- *Chemistry have moved to the immediate release of provisional marks subject to moderation – which they believe accounts for significant increase in score for promptness of feedback.*
- *Chemistry have introduced a final year project review mid project - in December (ie just before NSS) which has been positive re quality of feedback responses.*
- *In Chemistry a Student rep was commissioned to produce a leaflet on "what to make of feedback" for students*
- *Biological Sciences run a "Meet the marker" to improve transparency and practice (ie as staff have to justify marks given). It was noted that "students could attend more - esp in early years."*

- *Academic year dates and exams*
  There is growing recognition that examining Semester 1 courses at the end of Semester 2 is unpopular, especially where widespread use of 10 credit courses produced a large number of Semester 2 exams. There is wide support for a rescheduling of the academic year to accommodate a fuller Semester 1 exam diet (and parallel action in Science & Engineering and elsewhere to reduce the number of 10 credit courses aligns well with this aim). The pattern of the academic year will be reviewed this semester.

Resource implications
9. Significant resource is already allocated to improving student satisfaction and to improving our survey outcomes. This paper describes some of the uses to which this funding is being put.

Risk Management
10. No change is required to the University risk register.
Equality & Diversity

11. Due consideration to equality and diversity will be given to ensure compliance with the Act. If appropriate, a full Equality Impact Assessment will be taken as part of the consideration of any changes which may be proposed.

Next steps/implications

12. A number of follow-up actions are now in train:

- *Highlighting Good Practice*
  Academic Strategy Group, which brings together all Heads of School with the Principal, Senior Vice-Principal, University Secretary and Heads of College four times a year, will be used as a forum for raising awareness of good practice between Schools, and will review the outcomes of the School visits programme at its next meeting on 10 February.

  Assistant Principals Alan Murray (Academic Support) and Susan Rhind (Assessment and Feedback) are building networks of key School-level figures in learning and teaching to promote better exchange between Schools.

  In addition, a set of web pages entitled Teaching Matters have been soft-launched here and are intended to build up as a platform for showcasing good practice in particular Schools or particular areas of activity and, through a companion blog here, to become a forum for debate about approaches and issues in learning and teaching.

- *Work Programme*
  The Learning and Teaching Policy Group, which was established last September to connect learning and teaching leadership provided through the Colleges, the Senate Committees and Vice and Assistant Principals, has agreed a work programme focused on the key themes that emerged from the School visits programme. The work programme will be taken forward as appropriate through Senate Committees, People Committee or Central Management Group. As far as is feasible substantial progress is expected by July so that changes can be introduced for the start of the next academic year.

  In addition the Senior Vice-Principal will be presenting on the key themes from the School visits programme to School all-staff forums to raise fuller awareness of University-level priority issues among academic staff at the teaching 'coal face'.

- *Specific Follow-ups*
  Further meetings are now scheduled with Schools at the lower end of NSS performance to explore in more detail how their particular challenges can best and rapidly be addressed.

13. Regular updates will be provided to Court.

Further Information

14. *Authors*   *Presenter*
    Senior Vice-Principal Professor   Senior Vice-Principal Professor
    Charlie Jeffery; Mr Gavin Douglas   Charlie Jeffery

UNIVERSITY COURT

8 February 2016

City Deal Update

Description of paper

1. As discussed at Court on 21 September 2015, the City of Edinburgh Council, together with local authorities in East, West and Midlothian, Borders and Fife, is seeking to negotiate a City-region Deal with the UK and Scottish Governments aimed at stimulating economic growth in Edinburgh and South East Scotland. As in other City Deals (e.g. Glasgow, Manchester, Oxford) the local authorities have been keen to engage with universities as partners in economic development. The University of Edinburgh's economic significance and impact and scale of its estates vision over the next decade has marked it out as a potentially pivotal contributor to the case for a City-region Deal.

Action requested/Recommendation

2. Court is invited to note progress and to hold open the option of establishing a Sub-Group of Court to act if significant decisions affecting University interests are required on a timescale that prevents consideration by Policy & Resources Committee and Court in their standard meeting pattern.

Paragraphs 3 – 9 have been removed as exempt from release due to FOI.

Risk Management

10. There are risks associated with not progressing with discussions. Should the City Deal be taken forward, robust arrangements would be developed to mitigate associated risk, particularly for governance arrangements to reflect our own responsibilities and accountabilities.

Equality & Diversity

11. There are no direct equality and diversity considerations associated with this paper.

Paragraphs 12 - 13 been removed as exempt from release due to FOI.

Consultation

14. Initial papers were submitted to PRC (31 August) and Court (21 September), with approval granted for proceeding with discussions on the basis outlined in the paper. A draft version of this paper was submitted to PRC at its last meeting (25 January).

Further Information

15. *Author and Presenter*
    Senior Vice-Principal Professor Charlie Jeffery
    January 2016

Freedom of Information

16. This paper is closed.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

8 February 2016

Strategic Plan 2016

Description of paper
1.   Governance and Strategic Planning have been developing the University's next Strategic Plan in collaboration with senior management, with widespread consultation across the University. This paper presents a draft for discussion and comment.

Action requested/Recommendation
2.   Court is invited to comment on the draft Strategic Plan and agree to a version to be released for consultation with university staff and students.

Paragraphs 3 – 11 have been removed as exempt from release due to FOI.

Resource implications
12. Developing the new Strategic Plan is part of the core business of Governance and Strategic Planning and costs for delivery are therefore built into the department's budget.

13. Implementing the Plan will drive resource across the University for the next five academic years. The majority of areas highlighted are part of existing plans and will already be considered as part of the University's three year planning round.

Risk Management
14. Changes to the Strategic Plan may result in changes to the Risk Register. Many of the elements of risk are currently partially managed through the monitoring of the strategic plan.

Equality & Diversity
15. The 2012-16 Strategic Plan was developed with Equality and Diversity issues in mind, and specific elements of the 2012 Plan (including Strategic Theme 12, Equality and Widening Participation, and Enabler 4, People) explicitly link the University's measures of success to KPIs and targets relating to Equality and Diversity. In developing the new plan we have continued to be mindful of these and seek to embed these further. The proposed 'What makes us Edinburgh' section would be particularly mindful of equality and diversity issues, as they relate to staff, students and the wider community within which we operate. We will also ensure that staff and students from different backgrounds and communities are able to contribute to the planning process.

Next steps/implications
16. The draft plan, amended with comments from Court, will be opened up to staff and student consultation between early February and April. The consultation will be fully open, inviting comment on the content, structure and style, and on the level of detail helpful to different groups of stakeholders. Governance and Strategic Planning

will lead discussions with academic and support groups on how progress against the Plan's aims will be measured, including a review of appropriate KPIs and case studies to illustrate the plan's implementation.

17. Following consultation, the final draft will be presented at the 20 June 2016 Court meeting, for publication at the start of the 2016-17 academic year.

Consultation
18. The draft Plan has been discussed at Principal's Strategy Group. A variety of groups and individuals have input to the plan's development. The following is a non-exhaustive list of other discussions and individuals consulted:
- Discussion at the Court seminar, 21 September 2015.
- Discussion at Senate.
- Discussions at other committees and management groups, including Academic Strategy Group; People Committee; Knowledge Strategy Committee; Learning and Teaching Committee; Research Policy Group; Social Responsibility and Sustainability Committee.
- Nine focus groups, which were open and widely advertised to all staff, on five topics: Research and Innovation; Learning, teaching and student experience; Digital and Data; Global and Local; and Community and Public Engagement and Social Responsibility and Sustainability. These were attended by around 150 staff.
- Comments submitted from workshop attendees and others unable to make workshops.
- One-to-one discussions with academic and support group senior managers.
- Attending departmental meetings on the request of teams.
- Engagement with EUSA on how best to consult students, and on intelligence from EUSA's own strategic plan consultation.
- One-to-one discussions with any other staff who have expressed a particular interest – for example on data science and analytics.
- CMG discussion of an earlier draft on 19 January, which informed this draft.
- PRC discussion of an earlier draft on 25 January, which informed this draft.

Further information
19. _Author_   _Presenter_
Pauline Jones   Tracey Slaven
Governance and Strategic Planning   Deputy Secretary, Strategic Planning
28 January 16

Freedom of Information
20. This paper is closed as a version taking into account comments from Court will be released for consultation following this meeting.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

8 February 2016

Undergraduate Bursaries Review

Description of paper
1.   The University of Edinburgh and Scotland Accommodation bursary schemes were evaluated in 2015. This paper presents the findings of the evaluation and recommends that the bursaries are not changed for 2017-18. It also recommends that more be done to publicise the bursaries and their impacts, and to make the overall package of support and opportunities for students more visible.

Action requested/Recommendation
2.   Court is invited to agree that the University of Edinburgh and Scotland Accommodation bursary schemes are effective and should not be substantially changed, but that more work should be done to: ensure that the full support available for students is more visible; to understand why retention rates for Rest of UK (RUK) students in receipt of bursaries are lower than the norm; and once information is available, to assess the impact of the maintenance grant removal for English-domiciled students in receipt of bursaries.

Paragraphs 3 – 30 have been removed as exempt from release due to FOI.

Risk Management
31. Reducing the level of the bursary awards would risk an external perception that the university is not fully committed to recruiting and supporting students from low income and widening access backgrounds. This is particularly acute in light of UK Government decisions on the transfer of maintenance grants into loans for English-domiciled students. The decision to maintain the bursaries at the current level mitigates this risk.

Equality & Diversity
32. The bursary review focussed on whether the hoped-for impact on low-income groups was being achieved. In carrying out the survey, students were asked for limited information on age, sex, and whether they were the first in their family to go to university. 92% of UoE bursary recipients surveyed were aged between 18 and 21, compared with 79% of SAB recipients – with a further 7% of SAB recipients aged 17. A relatively small number of respondents are mature entrants. More SAB bursary recipients than UoE reported that they were the first in their family to go to university (52% vs 39%).

Paragraphs 33 – 34 have been removed as exempt from release due to FOI.

Consultation
35. The review was carried out by a team from Governance and Strategic Planning, Student Administration, Student Recruitment and Admissions and Communications and Marketing. EUSA were aware of the review and consulted on possible outcomes. Principal's Strategy Group considered these issues and supported continuing the bursaries at current levels. The International Office and Careers

Service have since been involved in discussions with Governance and Strategic Planning, Student Administration, Student Recruitment and Admissions and Communications and Marketing on enhanced marketing of the bursaries and other support. CMG endorsed the paper's recommendations at their meeting on 19 January 2016 and PRC endorsed at the 25 January 2016 meeting.

Further information

36. *Author*   *Presenter*
    Pauline Jones   Tracey Slaven
    Governance and Strategic Planning   Deputy Secretary, Strategic Planning

Freedom of Information

37. This paper is closed.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

8 February 2016

Outcome Agreement 2016-17: Process Update

Description of paper
1.   This paper provides an update to Court on the Outcome Agreement (OA) process, and asks Court to note that the University will not be in a position to submit its final Outcome Agreement for 2016-17 to the Scottish Funding Council (SFC) by the published deadline of 29 February 2016.

Action requested/Recommendation
2.   Court is invited to note the Outcome Agreement process update, to agree that discussion on the University's Outcome Agreement continue with SFC, and to note that meetings have been scheduled for mid-February and early March to conclude negotiations.

Paragraphs 3 – 8 have been removed as exempt from release due to FOI.

Risk Management
9.   The Outcome Agreement document will be a public document and is a requirement of SFC funding. There are consequently risks to both University reputation and funding if an effective agreement is not reached.

Equality & Diversity
10. The Outcome Agreement contains specific sections where the impact of the University's activities on protected characteristics – especially gender – are considered. An Equality Impact Assessment of the draft Agreement will be undertaken.

Next steps/implications
11. We have received comments from SFC on the draft Outcome Agreement. We are reflecting on these comments and where appropriate these will be incorporated in the next draft of the Outcome Agreement. The next meeting with senior colleagues from SFC is on 18 February 2016, followed by discussions with SFC's Outcome Agreement Manager in March.

Consultation
12. Input to the draft has been received from across the University, including EUSA, and these are currently being considered.

Further information
13. *Author*   *Presenter*
     Jennifer McGregor   Tracey Slaven
     Governance and Strategic Planning   Deputy Secretary, Strategic Planning
     26 January 2016

Freedom of Information

14. This paper should remain closed until final approval of the Outcome Agreement by Court.

UNIVERSITY COURT

8 February 2016

Responsible Investment Policy Statement

Description of paper

1.   This policy statement summarises the approach the University takes to responsible investing, and highlights the progress made along with actions planned in response to policy decisions and strategic objectives relating to environmental, social and governance considerations.

Action requested/Recommendation

2.   Court is invited to agree the approach taken in responsible investing and to approve the policy statement.

Paragraphs 3 – 5 have been removed as exempt from release due to FOI.

Risk Management

6.   There is a need to ensure the clear communication of the policy statement to avoid misunderstandings and to ensure a coherent approach to implementation.

Equality & Diversity

7.   No assessment required, as the consideration of equality and diversity issues are inherent in the nature of the consideration of socially responsible investment.

Next steps/implications

8.   The new Policy will be implemented for immediate use following approval by Court.

Consultation

9.   The policy statement has been supported by Central Management Group, Policy and Resources Committee and discussed with the Senior Vice-Principal; University Secretary; Director, Finance Specialist Services; Directors of SRS; and EUSA Vice-President Services.

Further information

10. Further information on responsible investment is available at
http://www.ed.ac.uk/about/sustainability/themes/responsible-investment

11. *Author*   *Presenter*
     Terry Fox   Sarah Smith
     Director, Finance Specialist Services   University Secretary

Freedom of Information

12. This is a closed paper.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

8 February 2016

Roslin Technologies Ltd

Description of paper
1. This paper provides a summary of the business case and legal arrangements proposed between the University and JB Equity Ltd ('JBE') for the creation of Roslin Technologies Ltd ('RT'). An earlier draft was reviewed by the Policy & Resources Committee Sub-Group on 19 January 2016 and suggested revisions incorporated into the version reviewed and endorsed at the Policy & Resources Committee meeting on 25 January 2016. These are principally to: set out the benefits compared to combining with Sunergos Innovations; include more detail on JB Equity and their financing; greater explanation of various time limits and conditions; and to summarise the business case financial projections.

Action requested/Recommendation
2. With the proposed legal arrangements between the University and JBE close to completion, and on the basis that the final legal agreements reflect the principles described within this paper, Court is invited to delegate authority to the Director of Corporate Services to work with the Directors of JB Equity to conclude the legal agreements and to present them to the University for signature, with signing authority granted to the University Secretary.

Paragraphs 3 – 43 have been removed as exempt from release due to FOI.

Risk Management
44. See Appendix 2.
University risk appetite register
Reputation - risk adverse: The University has legal veto over RT investors. This is set out in the legal documentation.

Equality & Diversity
45*.* Any equality and diversity issues or opportunities will be considered as a part of any project management process. The shareholders' agreement contains an obligation that RT will not treat any person or group of people less favourably than another on discriminatory grounds.

Paragraph 46 been removed as exempt from release due to FOI.

Consultation
47. PRC Sub-Group (19 January 2016) and PRC (25 January 2016)
Prof. David Hume – Director of the Roslin Institute, CMVM
Prof. David Argyle – Head of the Royal (Dick) School of Veterinary Studies, CMVM
Dr Catherine Elliott - College Registrar, CMVM
Leigh Chalmers – Director of Legal Services
Brenda C Scott – Brodies LLP
Nicky Day – ERI Legal Team

Further information

48. *Author*

Val White

Campus Operating Officer, Easter Bush

21 January 2016

Presenter

Hugh Edmiston

Director of Corporate Services

Freedom of Information

49*.* This paper is closed. Its disclosure would substantially prejudice the commercial interest of the University.

UNIVERSITY COURT

8 February 2016

Finance Director's Update

Description of paper

1. This paper covers three significant matters relating to University finances that will be of interest to Court members. The first is an update on the successful progress to date on the project to raise external funding in support of the University's Strategic Plan and in particular the Estates Strategy and its main development elements.

2. It also presents a summary of the latest February 2016 iteration of the Ten-Year Forecast (TYF).

3. As well as the items above, the paper includes the University Management Accounts to December 2015 (Period 05) and summarises other recent relevant Finance Department initiatives.

Action requested/Recommendation

4. Court is invited to note and comment on:
- The progress update below for the project to raise external funding;
- The latest iteration of the Ten Year Forecast, the projected cash movements over the next ten years and to consider the scale of capital investment implied by the emerging Estate Strategy;
- The University Management Accounts to December 2015 (Period 05) presented in Appendix B.

Paragraphs 5 – 25 have been removed as exempt from release due to FOI.

Risk Management

26. The continuing health and sustainability of the University depends upon strong direction supported by robust forecasting and we will continue to refine and challenge the assumptions underpinning the Ten Year Forecast. Internal risks related to this area include delivery of projected benefits from capital projects. In addition, the continuing significant volatility in the external environment presents risks around e.g. UK Government funding, the UK Spending Review and the Scottish Government Spending Review.

Equality & Diversity

27. The paper has no equality or diversity implications.

Paragraphs 28 – 30 have been removed as exempt from release due to FOI.

Consultation

31. This paper has been reviewed and approved by the Director of Finance.

Further information

32. *Author*   *Presenter*
     Lee Hamill   Phil McNaull

Deputy Director of Finance   Finance Director
28 January 2016

Freedom of Information

33. This paper is closed. Its disclosure would substantially prejudice the commercial interests of the University.

UNIVERSITY COURT

8 February 2016

EUSA President's Report

Description of paper

1.   This paper is to note developments at Edinburgh University Students' Association since the last Court meeting, and to provide an update on current work and initiatives.

Action requested/Recommendation

2.   Court is invited to note the report and note that this information be considered to support other initiatives and projects designed to improve student satisfaction and enhance the student experience.

Background and context

3.   EUSA has provided regular reports to Court on projects, campaigns and developments of the organisation as a whole.

Discussion

Finance update

4.   At EUSA's half year point we reported a year to date surplus of over £550,000, which represented a £300,000 gain on the budgeted position, much of this being from the 2015 Festival. Three months later at the end of December, results overall remained strong with a cumulative surplus of £450,000, over £200,000 ahead of budget. This is great news, but digging deeper reveals some less rosy results. Several key areas of EUSA's commercial business are operating significantly behind budget. The concern is that without a strong Festival result to make up more than the difference, we would be presenting a very different picture of the results.

5.   There are many reasons for the worse performance in these areas, however the lack of quick, targeted and accurate financial information to managers is increasingly hindering our ability to manage the business as we require. We have therefore created, and now filled, the new role of Financial Systems & Reporting Manager to drive through change over two years, and we will be investing in new processes and systems to bring the required change about.

6.   We forecast a year end result of £250-300,000 and are working on our 2016/17 budget. This is likely to be very tight as pensions, national insurance contributions and hourly wages (through the implementation of the new National Living Wage rate) are all increasing significantly from April 2016. While making great strides forward over the past three years, EUSA is not out of the financial rough waters yet.

7.   *Estates Update*
   - Kings Buildings
     We are very pleased to have secured financial support (£500k) via Estates Committee for a refurbishment of Kings Buildings House during the summer. We know that students studying at Kings Buildings (and staff) have raised concerns about the provision of space, as well as catering provision (lack of choice, variability etc). We are working up a student consultation process to

run in February to consider priorities and particularly food options. In addition, a small bid to the Donald Pollock Trust was also successful which will enable a refurbishment of the gym area and the procurement of additional equipment. Overall, we feel these change will dramatically improve the experience for students at KB campus, where there is limited choice on campus and little in close proximity off campus.

- Pleasance
  Work is progressing on phase one – the main Student Activities meeting and rehearsal spaces. We also need to work up the operational elements to open up phase one in September. We need to start design concept and operational planning for phase two which is the Bar and theatre space.

- Bristo Square Works
  These works are now having a significant impact on footfall and revenues in Teviot Row House. We are progressing with a (University funded) option to open up the side entrance with a route through the garden. The hoardings should also move back to create more space after Easter this year. We will continue to monitor the situation closely and liaise with the University accordingly.

Commercial update

8. Our Commercial Director, Conrad Jones, left us early in January to take up a new role as Managing Director for a food and leisure company close to his home in North Wales**.** We have taken the opportunity in that context to engage a consultancy, 'Greenhouse', to review our commercial operations and specifically consider and make recommendations of the Commercial Director role and the (also vacant) Business Development manager role. Greenhouse will report via our Trustee Board later this month to enable us to progress with recommendations for recruitment, but we anticipate it could be early summer before we have the required replacement role(s) in post.

EUSA Democracy Review

9. The Democracy Review is one of the new strategic change elements of our strategic plan, which itself emerged from wide consultation including research with over 3500 members in 2014.

10. As well as identifying a key issue with whether students saw EUSA, and our political activity as relevant to them, we also set out some clear goals relating to more explicitly supporting our members' priorities, being able to engage more directly with students, and also a clear desire to improve our governance in line with best practice.

11. At the same time, we have been aware of other issues in relation to sabbatical roles in particular, including workload, an increasing demand for sabbatical time and input at all levels of the university, and that some of the remits were not necessarily a good fit or combination of roles. In addition, and as we create the supporting documentation to deliver the proposed changes, the project will also move on to consider our governance in more detail, to ensure it is fit for purpose, supports effective functioning of the organisation, with clear reporting, accountability and responsibility lines.

12. Following extensive consultation, and with professional consultancy support from the National Union of Students' Strategic Support Unit, we have now developed specific proposals to take to our Trustee Board this week, and following that, out for further consultation with the wider student body via a referendum in March. In summary these are:

- An increase in the number of sabbatical roles from 4-5;
- A revised set of sabbatical roles and remits: (President; VP Activities and Services; VP Community; VP Education; VP Welfare);
- The possibility of students running for a 2nd sabbatical term of office
- Retention of Student Council, but with a revised membership, and new procedures;
- Introduction of a new way for contentious policy issues to be referred to the membership through cross-campus ballot;
- The introduction of some substantial, part time paid representative roles, to enable us to strengthen representation in relation to 2 key areas identified by students and by EUSA: student identity/liberation, and academic representation, at College level;
- Revised membership of the Trustee Board.

13. At this stage we are seeking views and comments from Court on our direction of travel and the principles above. At the student referendum in March we will seek the agreement of students with the principles we have developed from the consultation and work to date. If these principles are agreed we will then develop the detailed regulations required, and bring more formal proposals for Court approval in due course. The overall anticipated timescale for completion will be March 2017, which would see students being elected into the new sabbatical roles structure.

Student Celebration Events
14. Semester 2 will see our 3 key student celebration events taking place EUSA is taking a more strategic approach to the planning, management and promotion of these events both before and after, in order to maximise impact:

- **20 April: The Teaching Awards** (the culmination of student feedback on good teaching and support and an opportunity to demonstrate to the university what students value and prioritise in this respect); As of January we have over 1100 nominations;

- **23 March: The Impact Awards** (recognising student achievements and impact across EUSA's representation, global, and peer learning and support activity;

- **15 March: The Activities Awards** (recognising individual and group student achievements through Societies and Volunteering). We are developing this event further, building on a small scale expansion last year - inspired by levels of engagement achieved by the Sports Union (2000 sports club members attending) at their annual awards, this year we will be hosting up to 600 guests at the Assembly Rooms, continuing to build engagement with our societies, recognition of EUSA's role in supporting this activity and demonstrating how much we value the contribution our groups make to a vibrant student experience at Edinburgh.

15. It is also worth noting here that we were fortunate to receive funding via the **Principal's Teaching Award Scheme**, to support a short term research post to evaluate and report on the very rich qualitative data relating to students' experiences of teaching and learning we collect through our Teaching Awards nominations process. This will enable us to share key themes and specific examples in a coherent way to inform both central developments and local activity.

National representation/consultations
16. We are currently working on plans for the **Scottish Government 2016 Elections**, including producing EUSA's manifesto for students. In addition we submitted a EUSA response to the **UK government Green Paper on Education**, which focussed on the introduction of a new Teaching Excellence Framework for institutions in England. EUSA's response argued against the TEF, which would see some institutions being assessed at a higher level of excellence and consequently eligible to charge a higher rate of fee.

Student mental health and wellbeing
17. There have been a number of initiatives relating to student welfare, mental health and wellbeing coming to fruition recently. Representation staff and the Commercial team at EUSA have been working together to finalise plans for a new **Emergency Taxi scheme**, to assist students getting home in an emergency where they have no access to cash, run in collaboration with Central Taxis and with the support of University Security.

18. We have also been working collaboratively with Mark Wilkinson, Student Experience Project Manager, and colleagues from University support services on plans for **Mental Health and Wellbeing week** from 8 February. The week aims to provide and highlight support to those affected but also to raise awareness, create a conversation and reduce stigma. We are also pleased to have awarded c £4500 from the Health and Wellbeing Fund for student-led initiatives to support student wellbeing, with a 2nd round of applications currently open.

19. In addition, EUSA's Advice Place is participating in the university's **Thematic Review of Mental Health Services**. The service itself has contributed information regarding how we currently support students, and how students' experience of support influences our work, including proactive initiatives such as Peer Learning and Support as well as more responsive/reactive work. We hope the review will lead to some clear recommendations for development across the university, as it is becoming increasingly apparent that the environment and availability or otherwise of general support can have huge impact on students' capacity to deal with issues as they arise or their willingness to come forward.

EUSA Sabbatical Team updates
20. We are now over half way through our terms as full-time elected officers. We just want to thank the continued collaborative and constructive relationship with Court members and University colleagues. Working together with University and EUSA colleagues we have managed some impressive achievements. We are keen to work with Court members to help publicise the good work we have done together for students.

- *Free sanitary products* at the Advice Place.

- *A new University-wide extensions policy*, led by VPAA.

- *£0.5 million investment in Kings Buildings House*, with Urte (EUSA VPS). Giving KB students the better food options, study and social space they want.

- We supported an investment in *400 new spaces in the Main Library* to be ready for first semester next academic year (2016/17) on behalf of Information Services.

- *£100k investment in the Wee Red Bar* at Edinburgh College of Art.

- All the above were part of a *£multimillion investment in student facilities* and the student experience; new Law Library, investment in KB and investment in teaching facilities.

- *Releasing exam dates one week earlier*, saving students money on their tickets home and making it easier to plan their lives.

- *A new Mental Health and Wellbeing Fund*. £4,500 has been given out in the first round of funding, for projects ranging from a TV series on mental health, to Yoga and mindfulness courses, to mental health storytelling workshops and bike safety schemes at Easter Bush. N.B. The mindfulness course supported by the Fund has received over 300 applications in a couple of weeks, highlighting the current popularity of mindfulness activities.

- *#30 miles campaign*, led by EUSA VPS. We have been working to source as much of our food from within a 30 mile radius as possible. Locally, ethically and sustainably sourced.

- *Campaigning to save UK maintenance grants*. Worked with the National Union of Students (NUS) in successfully forcing a debate in Parliament and have been lobbying local MPs to vote in favour of saving the grants that 000's of Edinburgh students from low income backgrounds rely on.

21. Here are some of the things we will be focusing on in the coming months:

- *Protecting the Bursaries* at Edinburgh University for lower income students.

- *A new Participation Grant*. Our extra-curricular activities need to be affordable for all students – a new participation grant will help make that happen. Will be working on this for the coming months. Working towards more extensive mental health training for personal tutors, led by VPSA.

- *Make the Wee Red Bar free to use*. Many years ago, the Wee Red Bar used to be free to use for all Edinburgh College of Art students. Now it costs £150 to

hire. I am working on making it free to use for all Edinburgh students, like any other student space.

- ***Ending the physical hand-in*** and restructuring the semesters to allow more time for revision in semester 1, led by EUSA VPAA.

- ***Supporting student entrepreneurs.*** We are working with EUSA colleagues to provide proper support to our new cohort of student entrepreneurs, social or otherwise. We have an intern working on this at the moment.

- Looking into the possibility for ***Social Impact Investment***. Using investments to achieve social aims, like tackling poverty, homelessness and isolation in the local area. As well as working towards an ***Ethical Investment Strategy*** with the University.

- ***The first ever Mental Health and Wellbeing Week***, with Andy Peel (EUSA VPSA). *This* will be launching the week beginning 8 February, a diverse programme of events and activity has been planned.

- ***An online accommodation hub.*** I am working with an organisation, Move'M, for an online site where students can compare prices, locations, letting agents and landlords.

- Making the case for ***lecture capture***, to allow students to listen to their lectures again when revising. I am working with EUSA VPAA on this and colleagues at Information Services are leading the project.

- Vice President Academic Affairs Imogen Wilson is leading a project aimed at increasing ***equality and diversity in the curriculum***.

- Vice President Societies and Activities Andy Peel is making the case for ***mental health training for personal tutors*** to become the norm.

- Freeing up more time in ***Wednesday afternoons*** for extra-curricular activities. I have ave been working with Marina Sergeeva, Sports Union President and currently working with Gavin Douglas and the timetabling team to come to a desired solution.

- ***Cheaper transport for Vet School and Medic students***. I am currently working with Vet School and Medic School reps and waiting for the University's publication of their Transport Strategy to make next steps.

- ***Making EUSA's Democracy more representative, inclusive and relevant.*** We have recently completed a review of EUSA's Democracy with the support of Deputy Secretary Gavin Douglas. A survey of over 1,400 students took place and the results have led to a series of recommendations on the roles of Sabbatical officers, elected reps and the way Student Council makes decisions.

Resource implications

22. There are no resource implications for this report because this report is retrospectively outlining existing projects.

Risk Management

23. Not applicable.

Equality & Diversity

24. Equality and Diversity considerations are implicitly included in this paper. EUSA represents the interests of a diversity of student groups and exists to maintain the equal representation of students and student groups.

Next steps/implications

25. There are no next steps to be taken as a result of this paper.

Consultation

26. All relevant EUSA Sabbatical Officers, staff members, student staff and members of our organisation. Any items relating to partnerships with other organisations or branches of the University include information provided by all participating stakeholders.

Further information

27. *Author*   *Presenter*
    Jonny Ross-Tatam   Jonny Ross-Tatam
    EUSA President   EUSA President
    25 January 2016

Freedom of Information

28. This paper is open.

UNIVERSITY COURT

8 February 2016

Exception Committee Report

Committee Name
1. Exception Committee

Date of Meeting
2. The Committee considered business via electronic communications concluded on 19 December 2015.

Action Required
3. To note the matter approved on behalf of Court by Exception Committee.

Paragraph 4 has been removed as exempt from release due to FOI.

Full Minute:
5. Papers considered are available at:
https://www.wiki.ed.ac.uk/display/UCC/Exception+Committee

Equality & Diversity
6. There are no specific equality and diversity issued associated with this report.

Further information
7. *Author*   *Presenter*
   Dr Lewis Allan   Dr Anne Richards
   Head of Court Services   Convener of Exception Committee

Freedom of Information
8. The paper is closed.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

8 February 2016

Nominations Committee Report

Committee Name

1. Nominations Committee.

Date of Meeting

2. The Committee met on 25 January 2016.

Action Required

3. Court is recommended to approve the extension of Dr Anne Richards' appointment as Vice-Convener of Court until 31 July 2020.

Paragraphs 4 – 5 have been removed as exempt from release due to FOI.

Full minute:

6. The full minute and papers considered are available at:
https://www.wiki.ed.ac.uk/display/UCC/Nominations+Committee

Equality & Diversity

7. The University wishes to ensure a diverse membership of Court and its Standing and Thematic Committees. To re-enforce its commitment, Court has approved a University Court Equality and Diversity Policy.

Further information

8.   *Author*   *Presenter*
       Dr Lewis Allan   Ms Sarah Smith
       Head of Court Services   University Secretary

Freedom of Information

9. This paper is closed.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

8 February 2016

US GAAP Annual Report and Accounts 2014/15

Description of paper

1. This paper sets out the outcome of the deliberations of the Audit and Risk Committee and Court Sub-Groups established to take forward the adoption of the US GAAP Annual Report and Accounts, which can be accessed here.

Action requested/Recommendation

2. Court is invited to note that the Court Sub-Group, on the recommendation of the Audit and Risk Committee Sub-Group, agreed on behalf of Court to approve the Annual Report and Accounts prepared in accordance with the requirements of US GAAP.

Paragraphs 3 – 10 have been removed as exempt from release due to FOI.

Risk Management

11. A risk report is included in the US GAAP Annual Report and Accounts to 31 July 2015.

Equality & Diversity

12. University funds are managed in accordance with its policies on equality and diversity. The Annual Report and Accounts includes a section on social responsibility and sustainability and the Principal's report includes a section on equality and widening participation.

Next steps/implications

13. The US GAAP Annual Report and Accounts were sent to the US Department of Education following their approval by the Sub-Group of Court and to PwC, in time to meet the US Department of Education deadline of 31 January 2016.

Consultation

14. The US GAAP Annual Report and Accounts have been drafted in consultation with stakeholders and the figures have been prepared and reviewed by External Audit.

Further information

15. *Author*   *Presenter*
    Ms Kirstie Graham   Dr Chris Masters
    Deputy Head of Court Services   Convener, Court Sub-Group

Freedom of Information

16. This paper is closed.

UNIVERSITY COURT

8 February 2016

Knowledge Strategy Committee Report

Committee Name
1. Knowledge Strategy Committee.

Date of Meeting
2. The Committee met on 22 January 2016.

Action Required
3. Court is invited to note the key points discussed at the meeting.

Key points
4. *Information Services 10 Year Strategy*
The Committee received presentations on the following:

Digital Transformation of Core Services and Systems
It was noted that a number of core information systems will require replacement over the next ten years, providing an opportunity for a step change in performance. Members discussed:
- The expectations of staff for rapid and regular software updates
- Using cloud computing for software applications
- Not all processes are expected to become wholly digital (e.g. examinations)
- Inclusion within the service excellence programme.

Learning, Teaching and Student Experience
Student involvement in shaping IS investments, providing student feedback electronically, supporting new digital forms of authorship and learning by students, publicising MOOCs to on-campus students and the importance of rationalising legacy systems to further develop online learning were all discussed.

Digital Research Services
Methods of recovering digital research services costs from grants to avoid a 'grant by grant' approach for IT research infrastructure, such as the automatic inclusion of IT costs in grant submissions, were considered.

Library National and International Leadership
Members commented on the high popularity of the Library with students, space utilisation and opportunities for displaying collections, including the St Cecilia's Hall redevelopment.

The projected total gross expenditure of approximately £247M over 10 years was discussed, noting that some expenditure in these areas was

already taking place and would be subject to planning prioritisation and individual business cases.

5. *IT Infrastructure Governance*
The proposed governance processes were approved, including the proposal that the Governance Group be authorised to re-profile the annual budget, where required, with re-profiling to be manageable within the approved overall Information Services budget, with appropriate regard for the distinction between capital and revenue.

6. *Thesis Digitalisation Proposal*
A proposal to digitise the University physical thesis collection (approximately 25,000 theses in total, with 40% already digitised) was considered. The appropriate selection of theses for digitisation by contractors and the development of expertise and safeguards was discussed. Information Services was asked to investigate the possibility of accelerating the project within the current academic year through an in-year bid and raising awareness of the project amongst Edinburgh students was also discussed. The Committee welcomed the proposal and approved the programme of work subject to the approval of the funding request in the planning round.

7. *Library Collections Facility*
The Committee approved the proposal for the development of a University Collections Facility for the long-term storage and management of rare and unique collections and noted the associated potential funding requirements, with any further funding request to require a full business plan to be submitted to Estates Committee.

8. *Other Issues*
The Committee received updates on Student Data Dashboards; the appointment of Mr Alistair Fenemore as Chief Information Security Officer; considered and approved revised terms of reference for the University Collections Advisory Committee; and received reports on the activities of its three Thematic Committees (IT Committee, Library Committee and the University Collections Advisory Committee).

Full minute
9. The full minute and papers considered are available here.

Equality & Diversity
10. There are no equality and diversity issues associated with this report.

Further information
11.   *Author*   *Presenter*
        Dr Lewis Allan   Ms Doreen Davidson
        Head of Court Services   Convener, KSC

Freedom of Information
12. The paper is open.

THE UNIVERSITY *of* EDINBURGH

UNIVERSITY COURT

8 February 2016

Senatus Academicus Report

K5

Committee Name
1.   E-Senate.

Date of Meeting
2.   12 – 20 January 2016.

Action Required
3.   To note the key points from the Senate meeting.

Key points
4.   No observations were received on the draft resolutions contained in Paper e-S 15-16 2 G, *"Resolutions – Chairs"*. All items were therefore approved or noted as required.

5.   E-Senate noted that a Senatus Exception Committee meeting had taken place from 18 to 20 December 2015. The meeting had considered a request for a change in convenorship of the Curriculum and Student Progression Committee (CSPC) to ensure continuity of Committee business until e-Senate could take place.

Complete documentation
6.   http://www.ed.ac.uk/schools-departments/academic-services/committees/senate/agendas-papers

Equality & Diversity
7.   No key implications for equality and diversity were raised by Senate. All paper authors are asked to consider and identify equality and diversity implications.

Further information
8*.   Author*   *Presenter*
     Philippa Ward   Principal and Vice Chancellor Sir Timothy O'Shea
     Academic Services

Freedom of Information
9.   This paper is open
     25 January 2016

THE UNIVERSITY *of* EDINBURGH
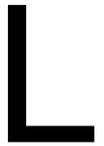
UNIVERSITY COURT

8 February 2016

EDMARC staff and student reports 2015

Description of paper
1.   The paper presents the seventh Equality, Diversity Monitoring and Research Group (EDMARC) reports on staff and students data for the University of Edinburgh.

Action requested/Recommendation
2.   Court is invited to approve the paper.

Background and context
3.   This report focusses on staff and student data for 2014/15 and looks at the equality dimensions of gender, age, disability and ethnicity for undergraduate, taught postgraduate and research postgraduate students and for academic, research-only and professional services staff.

Discussion
4.   The Executive Summary identifies the main points from the staff and student reports. The full reports are available as background documents on the Court wiki site here.

Resource implications
5.   None.

Risk Management
6.   None.

Equality & Diversity
7.   Implications for equality and diversity will be considered by the Equality Management Committee as well as the work of the Athena Swan and Race Charter working groups.

Next steps/implications
8.   Once approved by Court the information contained in the report will inform the Athena Swan working group and Race Charter working group.

Consultation
9.   The attached report has been reviewed by the EDMARC Committee and by Central Management Group.

Further information
10. Further information can be obtained, if required, from Peter Phillips (Governance and Strategic Planning).

11. *Authors*   *Presenter*
      Professor Jane Norman, Chair of EDMARC   Professor Jane Norman – to
      Vice-Principal People & Culture   present at the Court seminar
      Kevin Harkin, Management Information Analyst,
      Governance and Strategic Planning

Freedom of Information
11. This paper is open.

EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE (EDMARC)

SEVENTH REPORT
EXECUTIVE SUMMARY

1. Introduction

The seventh EDMARC report provides analyses of student and staff data by the key equality dimensions of gender, age, disability and ethnicity. The report supports the monitoring of equality and diversity within the University of Edinburgh.

This summary identifies the main points from the staff and student reports.

The University successfully achieved an institutional Athena Swan Silver Award in 2015, an award held by only six other HE institutions and two research institutes. The University also submitted an application for the Equalities Challenge Unit (ECU) Race Charter Award, which may be re-evaluated by ECU in the spring of 2016. These activities concentrate on gender and race issues respectively in more detail than the EDMARC report does, and the findings and action plans will be published on the Equality and Diversity website in due course.

2. Students

2.1 Undergraduate

Intakes of female students remain consistent across the period, 62.8% of undergraduate (UG) entrants were female in 2014/15. There remains gender differences between colleges (linked to subject differences) with both the College of Humanities and Social Sciences and the College of Medicine and Veterinary Medicine consistently having between 63% and 68% proportion of female UG entrants and the College of Science and Engineering having between 39% and 46% female entrants over the last 10 years. The large majority (81%) of our entrants continue to be 21 or under on entry, with the relative decrease seen from a peak of 89% in 2008/09 maintained in 2014/15. The proportion of undergraduate students with a registered disability continues to rise and is 10.3% in 2014/15.

At 8.3%, the overall proportion of UK-domiciled ethnic minority undergraduate entrants is the highest level recorded by EDMARC. Analysis of ethnicity data from peer groups shows that the University of Edinburgh has a similar proportion of BME entrants in comparison to other institutions in Scotland although is some way off the proportion of BME entrants to Russell Group institutions (17.6%).

For the analysis of undergraduate outcomes, we use the proportion of entrants who exit with an award as the measure. Overall, and consistently over the last ten years male students are more likely to withdraw from their programme of study and overall females are more likely to achieve a first class or upper second class degree than

1

males, although this pattern is not seen in all schools, with some showing a broadly even level of attainment between genders and in some schools in some years this is reversed, with males doing better than females.

For the current year the outcomes of entrants who register a disability the proportion that achieved a 1st or 2.1 honours degree was lower (5.9%-points) than the group with no declared disability. There is a slight divergence of achievement for UK-domiciled ethnic minority students where the proportion of students achieving a 1st or 2.1 honours degree has been lower than white students for the last four years (range 5.0%-points to 7.7%-points). EDMARC will continue to monitor this data for any emerging trends in conjunction within the work plan that has emerged from the Race Charter submission.

2.2 Postgraduate Taught
The overall proportion of female entrants in 2014/15 was 61.7%. Subject differences remain at postgraduate taught level, with the College of Humanities and Social Science attracting the highest proportion of female entrants. Since 2006/07 the proportion of PGT entrants with a registered disability has increased from a low of 3.5% in 2006/07 to 5.1% in 2014/15. The proportion of UK-domiciled entrants from an ethnic minority background has increased from 5.5% in 2002/03 to 10.9% in 2014/15. Outcomes of PGT entrants show that female students are slightly more likely to have a successful outcome from their programme of study than male students, as are non-disabled than disabled students.

2.3 Postgraduate Research
For Postgraduate Research entrants the proportion of female entrants is 49.6% although there remain subject gender differences between the colleges with CHSS and CMVM having a majority intake of female students. The proportion of entrants registering a disability is slightly higher than last year at 5.7%. The proportion of UK-domiciled entrants from an ethnic minority background is 9.8%. There is no difference between the successful outcomes of women and men on Postgraduate Research programmes. Students who do not declare a disability are slightly less likely to successfully complete their programme. For 2013/14 students from an ethnic minority background were less likely to successfully complete their programme, and EDMARC will monitor this going forward.

2.4 Comparison data
Peer group comparison with Russell Group and institutions in Scotland is provided for the dimensions of gender, disability and ethnicity. The proportion of female entrants for first degree, postgraduate taught and postgraduate research are all above the Russell Group average. The University of Edinburgh has one of the highest proportion of students declaring a disability in the Russell Group at UG level, but at PGR level it is one of the lowest. Comparisons for ethnicity show that Edinburgh has a slightly lower proportion of UK-domiciled students from ethnic backgrounds compared with other institutions in Scotland, and a much lower proportion than Russell Group average at every level of study. Edinburgh's participation in the Race Charter Mark aims to identify how participation of BME students and staff can be improved.

3. Staff

3.1 Academic Staff
Staff data is a snapshot of the staff database, as at 31 July 2015. There remains an under-representation of women in senior academic posts**.** For academic staff in grade UE09, 35% are women and 23% of grade UE10 staff are women. For staff on fixed-term contracts, there is very little gender difference for research-only staff although for the total academic staff population, female staff are more likely to be employed on a fixed-term contract. This pattern has not changed significantly over the last six years.

The proportion of UK-nationality staff from an ethnic minority background is 6.3% and for those staff from outside the UK it is 25.3%, both of which show a general upward trend since 2008/09. The University of Edinburgh has a higher proportion of UK-nationality staff from ethnic minorities than the average for other institutions in Scotland. UK and non-UK BME staff are each more likely to be on a fixed term contract than their white counterparts. This pattern has not changed significantly over the last six years for academic staff overall, although the gap has narrowed for research staff.

3.2 Professional Services Staff
For Professional Services Staff there remains a lower representation of women in higher grades UE08 to UE10 with 38% of posts at grade UE10 occupied by women (increased from 31% in 2013/14). When compared to the proportion of women in academic posts, women are better represented in the higher grades for professional support staff; in grade UE10 only 23% of academic posts are women compared with 38% for professional support staff.   At UE09 women are better represented in professional support posts with 47% female compared with 35% for academic staff.

The proportion of UK nationality ethnic minority professional support staff is 2.8%, with a general upward trend observed since 2008/09. For non-UK nationality staff the proportion of professional support staff from an ethnic minority background was 24.2% in 2014/15. Comparison with other institutions shows that the University of Edinburgh has the same proportion of ethnic minority professional support staff as other Scottish institutions in 2014/15, although it had a slightly higher proportion in the previous four years.

Consistently over the reporting period there is a slightly higher proportion of female Professional Services Staff on fixed term contracts.

3.3 Disability
Staff declaring a disability are presented here separately and at an aggregated University level as the figures are too small to by split by staff type and college and support group. The overall headcount of staff, including Guaranteed Hours staff, declaring a disability has risen from 210 in 2009/10 to 397 in 2014/15. To ensure that provision of support meets the need, the University works with the Disabled Staff Network to encourage staff to declare disabilities when each staff survey is issued.

3.4 Specific Duties from the Equality Act

To meet the Specific Duties for public bodies in Scotland, figures on sexual orientation and religion are included in the EDMARC report. In 2014/15 the number of staff declaring their religion or belief was 4,034 and 8,939 were unknown. Of those declared 58% were of no religion. The number of staff declaring their sexual orientation was 4,034 and 8,939 were unknown. 86% of those declared were heterosexual. Full breakdowns of the figures are available in the EDMARC report.

4. EDMARC actions

Following the publication of this EDMARC report, student data will be made available to all Colleges and Schools within the University and will also be made public on the Equality and Diversity website to create greater transparency. By providing a greater granularity of data on entry profiles, it is hoped that the information will be used to inform any further analysis Schools may wish to take forward.

Professor Jane Norman, Chair of EDMARC and Vice-Principal People & Culture
Kevin Harkin, Governance and Strategic Planning
January 2016

UNIVERSITY COURT

8 February 2016

Dignity and Respect Policy

Description of paper
1.   This paper presents the revised Dignity and Respect Policy for approval.

Action requested/Recommendation
2.   Central Management Group (CMG) approved the policy at its meeting on 19 January 2016 and it is now recommended to Court for approval.

Background and context
3.   The current Dignity and Respect Policy was approved by Court in August 2012 and was amended in January 2013 to incorporate the previous Harassment Codes of Practice for Staff and Students, which ceased to exist from January 2013.

4.   Due for a full review by February 2016, the refreshed version strengthens the University's commitment to creating and fostering a culture of equality and diversity, dignity and respect and collegiality. It emphasises the responsibilities of individuals and managers and makes clear the seriousness with which the University will treat any complaint of bullying, harassment and/or discrimination.

Discussion
5.   The revised policy is attached in full as Appendix 1.

Resource Implications
6.   To support the publication and application of the revised policy, new web-based materials will be created, additional Dignity and Respect Advisers will be recruited and trained and procedures and supporting guidance for raising and resolving complaints will be developed.

7.   The cost of developing the above supporting services and information will be met from the central Human Resources 2015/16 operating budget.

Risk Management
8.   The development of supporting processes and systems to embed the values and responsibilities expressed in the policy is essential to minimising the University's exposure to reputational and compliance risk.

Equality & Diversity
9.   The policy is integral to the University's commitment to equality and diversity. A full Equality Impact Assessment will be conducted before the refreshed policy is launched.

Next steps/implications
10. The revised policy will be implemented following approval by Court.

Consultation

11. The attached policy has been developed in conjunction with key stakeholders in Academic Services and has been presented for information to the Senate Curriculum and Student Progression Committee on 21 January 2016. It has been discussed with representatives of EUSA, current Dignity and Respect Advisers and was approved by the Combined Joint Negotiating and Consultative Committee on 30 November 2015.

Further Information

12. *Author*   *Presenter*
    Linda Criggie   Zoe Lewandowski
    Deputy Director of HR   Director or HR
    21 January 2016

Freedom of Information

13. This paper is open.

Dignity and Respect Policy

1. Policy Statement

The University has a strong and long-standing commitment to equality, diversity and inclusion and to promoting a positive culture which celebrates difference, challenges prejudice and ensures fairness. Our staff and students are our greatest assets and all members of the University community should expect to be able to excel, and to be respected and valued for their unique perspectives and contributions.

Integrity, collegiality and inclusivity are central to the University's values. In accordance with these values, the University is committed to providing an environment in which all members of the University community treat each other with dignity and respect, and where bullying, harassment and discrimination are known to be unacceptable. This Policy sets out the expectations placed on all members of the University.

The University regards any incident of bullying, harassment or discrimination as a serious matter and will respond promptly and sensitively to formal complaints, and where appropriate take disciplinary action.

2. Scope and Purpose

This policy applies to all staff and students of the University in relation to both individual and collective activities and dealings with others in the University.

The purpose of the policy is to:

- Foster a positive culture for working and studying which supports freedom of thought and expression within the law, and within a framework of respect for the rights of other people.
- Promote an enabling and inclusive environment where all individuals are treated with dignity and respect, free from bullying, harassment and discrimination.
- Ensure that occurrences of bullying, harassment and discrimination are taken seriously, and dealt with promptly and with due sensitivity.
- Set out the framework for raising, addressing and resolving concerns about individual and/or organisational behaviour.

3. Responsibilities

3.1 Individuals

As members of the University community we have a responsibility to:

- Demonstrate respect and integrity in our interactions with individuals and groups.
- Work and study collaboratively, collegially and effectively in teams within and across organisational units.
- Identify and challenge unacceptable behaviour when it occurs, even if it is not directed at ourselves.
- Address and resolve matters ourselves, where reasonably possible, in a positive and constructive way.
- Raise more serious concerns with relevant University staff and participate positively in approaches to resolve them.
- Modify our behaviour should we become aware that we have behaved unacceptably in relation to this policy, even if no complaint has been made.

3.2   Managers

In addition, managers of staff and others with responsibility for areas of work or study have:

- A responsibility to lead in promoting a culture of dignity and respect, and
- A duty to take timely, relevant action to resolve concerns.

3.3   University

Expectations of the University as an employer and provider of education will be to ensure that:

- It fosters a positive culture for working and studying which permits freedom of thought and expression within a framework of mutual respect.
- It treats staff and students with openness, respect and dignity at all times.
- Complaints of harassment, bullying or discrimination are treated seriously and with discretion.
- Staff and students feel safe and are listened to when raising concerns about behaviour.
- Malicious or vexatious allegations are dealt with in line with University disciplinary procedures.

4.   Unacceptable behaviour

The University expects all its members to treat others with dignity and respect and regards bullying, harassment or discrimination as unacceptable behaviour. The University will respond promptly and sensitively to formal complaints, and where appropriate take disciplinary action.

For students, examples of unacceptable behaviour/misconduct are set out in the Code of Student Conduct: http://www.ed.ac.uk/academic-services/staff/discipline/code-discipline

For staff, examples of unacceptable behaviours in the workplace can include, but are not limited to:

- Unwelcome physical contact ranging from unnecessary touching to serious assault
- Intimidating or threatening behaviour, or language
- Unwelcome attention or advances of a sexual nature
- Disparaging, ridiculing or insulting behaviour, language or gestures
- Inappropriate communication or visual display of offensive material
- Isolation, non-cooperation, or deliberate exclusion of an individual from a work situation (including work-related social events)
- Undermining of an individual through unfair work allocation or persistent unjustified criticism

5. Resolution

Staff and students are encouraged, where possible, to resolve concerns informally.

Staff may wish to seek advice and support from a manager, HR advisor or Trade Union representative. Students may wish to seek advice and support from The Advice Place, or an independent member of staff such as Personal Tutor, Lecturer, or Warden.

The University has a network of trained **Dignity and Respect Advisors (DRAs)** who can provide advice and appropriate support to employees and students when they believe they have identified behaviour contrary to this policy. Their contact details can be found at: http://www.ed.ac.uk/schools-departments/equality-diversity/help-advice/advisors

5.1 Options for Employees

Where an employee identifies a potential breach of this policy, there are a number of ways they may wish to approach the matter in an attempt to resolve it, as set out below.

5.1.1 Individual Action

Where an employee believes they are being subjected to treatment which is in breach of this policy, they should seek to address this at the earliest possible stage.

Where they feel able to, the employee should make clear to the person causing the offence that such behaviour is unacceptable to them. In many instances, this can be sufficient to bring an end to that behaviour.

5.1.2 Seeking Informal Assistance

If the employee does not feel able to resolve the matter themselves at an early stage, they may wish to seek advice and support from a manager, HR advisor or Trade Union representative.

They may also approach any of the University's DRAs dedicated to working with staff, who can provide support and advice on how the particular problem could be handled.

The DRA will outline the different ways of dealing with the matter, which for staff, will include:

- Dealing with the situation through discussion or formal mediation.
- Raising the matter with their manager, a more senior manager or a member of their College/Support Group HR Team.
- Accessing staff support services e.g. counselling.

Whilst the DRA can provide impartial advice, the employee concerned will be expected to make the decision about which route to follow and take responsibility for progressing with their desired actions.

5.1.3 Raising a Formal Complaint

If the problem has not been resolved by informal means, or the employee feels it cannot be resolved through informal means, then they may submit a formal complaint.

If the complaint relates to the conduct of a student then this will be taken forward by the University through the Code of Student Conduct. Guidance on reporting allegations of student misconduct can be found at: http://www.ed.ac.uk/academic-services/staff/discipline/code-discipline

If the complaint relates to another member of staff then this should be submitted as a grievance in line with the University's Grievance Policy and procedure, which can be found at:
http://www.ed.ac.uk/schools-departments/human-resources/policies-guidance/discipline-grievance

5.1.4 Reporting concerns to Police

Where an employee identifies a breach of this policy which constitutes a criminal offence or an immediate threat to safety, they should report the matter to the Police.

Individuals should also inform the University through the relevant internal route set out in this policy, so that appropriate steps can be taken and support provided.

5.2 Options for Students

Where a student identifies behaviour contrary to this policy, the ways in which they may wish to approach the matter in an attempt to resolve it are set out below.

5.2.1 Individual Action

Where a student believes they are being subjected to treatment which is contrary to this policy, they should seek to address this at the earliest possible stage.

Where they feel able to, the student should make clear to the person causing the offence that such behaviour is unacceptable to them, regardless of whether the person is a student or a member of staff.

5.2.2 Seeking Informal Assistance

If the student does not feel able to resolve the matter themselves at an early stage, they may wish to seek advice and support from The Advice Place or an independent member of staff.

Students may also approach one of the DRAs dedicated to working with students.

The DRA will outline the different ways of dealing with the matter, which for students, will include:

- Dealing with the situation through discussion.
- Raising the matter with an appropriate member of staff, e.g. a Personal Tutor, Lecturer, or Warden
- Accessing student support services e.g. counselling.
- Submitting a complaint through the Student Complaint Procedure, which can be found at: www.ed.ac.uk/schools-departments/student-academic-services/student-complaint-procedure

Whilst the DRA can provide impartial advice, the student concerned will make the decision about which route to follow and take responsibility for progressing with their desired actions.

5.2.3 Raising a Complaint through the Complaint Handling Procedure

If the problem has not been resolved by informal means, or the student feels it cannot be resolved through informal means, then they may submit a complaint through the Complaint Handling Procedure, which can be found at: http://www.ed.ac.uk/university-secretary-group/complaint-handling-procedure.

DRAs and/or The Advice Place can advise students on submitting a complaint.

5.2.4 Reporting concerns to Police

Where a student identifies behaviour which constitutes a criminal offence or an immediate threat to safety, they should report the matter to the Police. Individuals should also inform the University through the relevant internal route set out in this policy, so that appropriate steps can be taken and support provided.

6. Monitoring

The University will monitor and review its performance on promoting dignity and respect, and the effectiveness of this policy and associated procedures on an ongoing basis. Formal reports will be provided at regular intervals to People Committee and other relevant committees.

7. Policy History and Review

This policy was originally approved by CMG on 20 January 2010 and Court on 15 February 2010 and took effect from 15 February 2010. It was reviewed in 2012, and subsequently incorporated the previous Harassment Codes of Practice for Staff and Students, which ceased to exist from January 2013. A further substantial review was conducted in December 2015 in consultation with Academic Services and approved by the CJCNC and Central Management Group in December 2015 and January 2016 respectively. This policy will be reviewed in the event of any significant change to the legal position on equality matters, relevant statutory requirements or any other related matter. In the absence of such change, the policy will be reviewed by February 2018.

No.	Approval date:	Amendment made:	Approved by:
1.	December 2011	**Minor** amendments to language have been made throughout to bring the Policy in line with the Equality Act 2010 and with the University Strategic Plan but mainly to include Section 6 clarifying procedures for breaches of this Policy.	HR Policy Development Group on behalf of CJCNC
2.	August 2012	**Addition** of Section 5 on Breaches and **minor** amendments to the wording of the Policy Statement and Scope and Purpose sections.	CMG, Court
3.	January 2013	This policy now supersedes the Harassment Codes of Practice for Staff and Students. At the same time the Harassment Contact Officer's role title changed to Dignity and Respect Advisor. Additionally, the detailed description of this role was added.	E & D Committee
4.	January 2016	**Rephrasing** of the Policy Statement to bring it in line with other equality-related documents; **simplification** of the Scope and Purpose; **removal** of Guiding Principles section; **expansion** of the Responsibilities section; **inclusion** of specific examples of unacceptable behaviour; **Addition** of Sections 5.1.4 and 5.2.4 (Reporting concerns to Police) and Appendix of definitions.	HR Policy Development Group and CJCNC (December 2015), CMG (19 January 2016)

8. Alternative Formats

If you require this document in an alternative format please contact UHRS@ed.ac.uk or telephone 0131 650 8127.

Appendix: Definitions

This Appendix provides definitions of the terms 'bullying', 'harassment', and 'discrimination'

Discrimination

Discrimination means treating an individual unfairly because the individual has, or is perceived to have a protected characteristic, or because of their association with someone who has a protected characteristic. The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Pregnancy and maternity
- Marriage and civil partnership

Discrimination can be direct or indirect. Indirect discrimination can occur when the University has a policy or practice that applies to everyone but particularly disadvantages people who share a protected characteristic.

Harassment

Harassment is defined by the Equality Act 2010 as:

"Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual."

The relevant protected characteristics are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

Staff and students need not possess the relevant characteristic themselves but may be subjected to unacceptable behaviour because they are wrongly perceived to have a protected characteristic, or because of their association with a person who has a

protected characteristic. In addition, Staff and students have the right to complain of behaviour that they find offensive even if it is not directed at them.

Victimisation is a type of harassment. This occurs when an individual is treated less favourably because he/she has, in good faith, made an allegation of harassment, or has assisted another person in bringing forward such an allegation, or participated in an investigation of a complaint or disciplinary hearing.

Bullying

Bullying is not defined in law but for the purposes of this policy is defined as:

"Offensive, intimidating, malicious or insulting behaviour which intentionally or unintentionally undermines, humiliates, denigrates or injures the recipient."

Bullying is normally characterised by a pattern of behaviour but a single incident could be considered as bullying behaviour.

Bullying is to be distinguished from the legitimate exercise of managerial responsibilities where these responsibilities are carried out in a respectful, reasonable and appropriate manner.

UNIVERSITY COURT

8 February 2016

Positioning the University at the forefront of the genomics revolution

Description of paper
1.   A newly configured Edinburgh Genomics (EG) was formed as a consequence of a previous Court decision (3 November 2014) to approve capital funding of £7.8 million to purchase an Illumina HiSeq X genome sequencing system. The intention was to coalesce and reinforce genomic research strengths from across the University under unified governance and operational management, recruit/retain academic leaders and contribute to the University's surplus. This paper reports on year one progress.

Action requested/Recommendation
2.   Court is invited note the update and to consider initial progress of the investment in genomic technology platforms.

Paragraphs 3 – 10 have been removed as exempt from release due to FOI.

Risk Management
11. None. This is a discussion paper only.

Paragraph 12 has been removed as exempt from release due to FOI.

Consultation
13. This paper and associated Executive Summary have been reviewed by Edinburgh Genomics Board.

Further information
14. *Authors*   Presenter
    Dr Liz Elliot, interim COO   VP Professor Jonathan Seckl
    VP Professor Andrew Morris

Freedom of Information
15. This paper is closed. Its disclosure would substantially prejudice the University's commercial interests.

THE UNIVERSITY of EDINBURGH

O
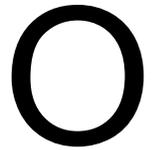
UNIVERSITY COURT

8 February 2016

Bank Account for Latin American Office

Description of paper
1. In order to enable the University's activities in Latin America, it is recommended that a bank account be opened to support the activities of the University's Latin American Office – known as the FUNDACIÓN ACADÉMICA THE UNIVERSITY OF EDINBURGH – CHILE, the entity under which the University conducts its activities in the Latin American Region. The Office based in Santiago, Chile works to service university interest in the wider Latin American Region. The bank account will be based in Santiago, where the Foundation is registered.

Action requested/Recommendation
2. Court is invited to approve the opening of a bank account with Santander Bank in Santiago, in the name of the Foundation of the University of Edinburgh, Chile (FUNDACIÓN ACADÉMICA THE UNIVERSITY OF EDINBURGH – CHILE), which will be operated as set out below.

Paragraphs 3 – 9 have been removed as exempt from release due to FOI.

Risk Management
10. Given the relatively modest level of funds to be maintained within the account, the risks will not be significant. The thresholds for operating the account will mitigate against any existing risk.

Equality & Diversity
11. There are no equality & diversity issues associated with this decision.

Paragraph 12 has been removed as exempt from release due to FOI.

Consultation
13. Consultation has been conducted with the Deputy Director of Finance as well as with colleagues in the University's Legal Services team. A Chilean accountancy firm acting on behalf of the University has also provided advice.

Further information
14. Contact: Catriona McCarthy. Deputy Director, International Office.

Freedom of Information
15. This paper should not be included in open business as its disclosure would substantially prejudice the commercial interests of the organisation. This paper should be withheld for 2 years.

UNIVERSITY COURT

8 February 2016

Resolutions

Description of paper
1. The paper invites Court to approve Resolutions to establish Chairs, change the names of an existing Chair and to rename the College of Humanities and Social Science, in accordance with the agreed arrangements and the requirements set out in the Universities (Scotland) Act 1966.

Action requested/Recommendation
2. Court is invited to approve the Resolutions presented in final format.

Background and context
3. In accordance with the Universities (Scotland) Act 1966, Court has powers exercisable by Resolution in respect of a number of matters. The Act also stipulates that Senate, the General Council and any other body or person having an interest require to be consulted on draft Resolutions throughout the period of a month with the months of August and September not taken into account when calculating the consultation period. The University also has approval arrangements for the creation of established or personal Chairs which involves the Central Management Group and the Central Academic Promotion Committee.

Discussion
4. In accordance with the agreed processes and with no observations having been received from Senate, the General Council or any other body or person having an interest, Court is invited to approve the following Resolutions:

Resolution No. 1/2016:   Alteration of the title of the College of Humanities and Social Science
Resolution No. 2/2016:   Alteration of the title of the Morrison Chair of International Business
Resolution No. 3/2016:   Foundation of a Chair of Cognitive Ageing and/or Cognitive Epidemiology
Resolution No. 4/2016:   Foundation of a Personal Chair of Neurobiology

5. The full text of the Resolutions is available here.

Resource implications
6. Part of the approval process for new Chairs involved confirmation of the funding in place to support the post. Costs related to the change of name for the College of Humanities and Social Science will be encompassed within the current budget for College and departmental costs.

Risk Management
7. There are reputational considerations, which are considered as part of the University's approval processes.

Equality & Diversity

8. There are no specific equality and diversity issues associated with this paper. However equality and diversity best practice and agreed procedures are adopted in appointing individuals to Chairs.

Next steps/implications

9. Senate and the General Council will be informed of the approval of the final Resolutions. The list of approved Resolutions is annually reviewed and published on the University's website.

Consultation

10. Senate and the General Council are asked for observations on Resolutions and a notice displayed on the Old College notice board and published online to enable observation from any other body or person having an interest to express observations.

Further information

11. *Author*
    Ms Kirstie Graham
    Deputy Head of Court Services
    January 2016

Freedom of Information

12. This paper is open.

THE UNIVERSITY of EDINBURGH

UNIVERSITY COURT

8 February 2016

Donations and Legacies to be notified

Description of paper

1. A report on legacies and donations received by the University of Edinburgh Development Trust from 17 November 2015 to 21 January 2016.

Action requested/ Recommendation

2. Court is invited to note the legacies and donations received, no further action is required.

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

Risk Management

7. There are policies and procedures in place to mitigate risks associated with funding activities including the procedure for the ethical screening of donations.

Equality & Diversity

8. There are no specific equality and diversity issues associated with the paper. Cognisance is however taken of the wishes of donors' to ensure these reflect the University's approach to equality and diversity and that these comply with legal requirements.

Next steps/implications

9. The University is grateful for the support provided to enable it to continue to provide high quality learning and research.

Consultation

10. This paper has been reviewed and approved by:
Paul Weighand, Interim Director of Development & Alumni Services.

Further information

11. *Author*

Natalie Fergusson
Donor Relations Officer,
Development & Alumni
26 January 2016

Presenter

Paul Weighand
Interim Director of Development & Alumni Services/Deputy Secretary, University of Edinburgh Development Trust

Freedom of Information

12. Closed - Its disclosure would substantially prejudice the effective conduct of public affairs.

THE UNIVERSITY of EDINBURGH

R

UNIVERSITY COURT

8 February 2016

The Alan Turing Institute – Proposal to establish a subsidiary company

Description of paper

1. To seek Court approval of the delegation of authority to the University Secretary to approve certain matters in relation to the Alan Turing Institute, namely (i) the incorporation of a wholly-owned trading subsidiary of the Institute and (ii) any other 'reserved matters' contained in the Institute Joint Venture Agreement (i.e. those matters which require unanimous or majority approval of the founder members of the Institute), which might arise in the future.

Action requested/Recommendation

2. Court is asked to delegate authority to the University Secretary to:
   (i) approve the incorporation of a wholly-owned trading subsidiary of the Alan Turing Institute subject to confirmation from the Director of Corporate Services that he is content with the business case for the subsidiary and agrees that the subsidiary should be incorporated; and
   (ii) approve any other 'reserved matters' under the Joint Venture Agreement (these reserved matters are listed in the Appendix) without further recourse to Court, subject to consultation with the Vice-Convener of Court, the Principal, the Director of Corporate Services and the Director of Legal Services.

Paragraphs 3 – 7 have been removed as exempt from release due to FOI.

Risk Management

8. The University will request that a risk register be included within the business case of the subsidiary company.

Equality & Diversity

9. No equality and diversity implications are anticipated.

Paragraph 10 has been removed as exempt from release due to FOI.

Consultation

11. Vice-Principal Professor Richard Kenway

Further information

12. *Author*   *Presenter*
    Ms Jennifer Wallace   Ms Sarah Smith
    Legal Services   University Secretary
    3 February 2016

Freedom of Information

13. The paper is closed for reasons of commercial confidentiality.