



University Court  
Raeburn Room, Old College  
Monday, 17 February 2020

AGENDA

- |          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>Minute</b><br>To <u>approve</u> the minute of the meeting held on 2 December 2019                                      | <b>A1</b> |
| <b>2</b> | <b>Matters Arising &amp; Review of Action Log</b><br>To <u>raise</u> any matters arising and <u>review</u> the Action Log | <b>A2</b> |
| <b>3</b> | <b>Principal's Report</b><br>To <u>receive</u> an update from Peter Mathieson, Principal                                  | <b>B</b>  |

SUBSTANTIVE ITEMS

- |          |   |           |
|----------|---|-----------|
| <b>4</b> | <b>Communications and Engagement on Student Experience</b><br>To <u>consider</u> a paper presented by Colm Harmon, Vice-Principal Students                                  | <b>C</b>  |
| <b>5</b> | <b>EUSA President's Report</b><br>To <u>receive</u> an update from Andrew Wilson, EUSA President  | <b>D</b>  |
| <b>6</b> | <b>Director of Finance's Report</b><br>To <u>consider</u> a paper by Lee Hamill, Director of Finance  | <b>E</b>  |
| <b>7</b> | <b>Edinburgh BioQuarter: Route to Formalising Partnership Arrangements</b><br>To <u>approve</u> a paper by Ashley Shannon, Director of Operations, Corporate Services Group | <b>F</b>  |
| <b>8</b> | <b>World Class Data Infrastructure IT Equipment Procurement</b><br>To <u>approve</u> the paper by Mark Parsons, EPCC Director and WCDI Senior Responsible Officer           | <b>G</b>  |
| <b>9</b> | <b>Estates</b><br>To <u>consider</u> the following papers presented by Jonathan Seckl, Vice-Principal Planning, Resources and Research Policy                               |           |
|          | • <b>Capital Prioritisation 2019</b>  | <b>H1</b> |
|          | • <b>Usher Institute for Population Health Sciences</b>   | <b>H2</b> |
|          | • <b>Queen's Medical Research Institute – including BioResearch and Veterinary Services Estates Strategy</b>  | <b>H3</b> |
|          | • <b>Peffermill Sports Village: Student Accommodation</b>   | <b>H4</b> |
|          | • <b>41-45 Gilmore Place Student Accommodation</b>  | <b>H5</b> |

## ITEMS FOR NOTING OR FORMAL APPROVAL

- |           |  |  |
|-----------|--|--|
| <b>10</b> | <b>Draft Ordinances: Academic Freedom; Removal of Court Members</b><br>To <u>approve</u>   | <b>I</b>   |
| <b>11</b> | <b>Committee Reports</b> <ul style="list-style-type: none"><li>• Exception Committee</li><li>• Policy &amp; Resources Committee</li><li>• Nominations Committee</li><li>• Remuneration Committee</li><li>• Knowledge Strategy Committee</li><li>• Senate</li></ul> | <b>J1</b><br><b>J2</b><br><b>J3</b><br><b>J4</b><br><b>J5</b><br><b>J6</b> |
| <b>12</b> | <b>Donations and Legacies; Global Alumni Events</b><br>To <u>note</u>  | <b>K</b>   |
| <b>13</b> | <b>Resolutions</b><br>To <u>approve</u>  | <b>L</b>   |
| <b>14</b> | <b>Any Other Business</b><br>To <u>consider</u> any other matters  |  |
| <b>15</b> | <b>Date of Next Meeting</b><br>Monday, 27 April 2020   |  |



UNIVERSITY COURT

2 December 2019

[DRAFT] Minute

- Members Present:** Anne Richards, Vice-Convener (in chair)  
Peter Mathieson, Principal & Vice-Chancellor  
Alastair Dunlop, Chancellor's Assessor  
Doreen Davidson, General Council Assessor  
Jock Millican, General Council Assessor  
Sarah Wolffe, General Council Assessor  
Elizabeth Bomberg, Senate Assessor  
Sarah Cooper, Senate Assessor  
Claire Phillips, Senate Assessor  
Frank Armstrong, Co-opted Member  
Perdita Fraser, Co-opted Member  
Caroline Gardner, Co-opted Member  
Alan Johnston, Co-opted Member  
David Law, Co-opted Member  
Susan Rice, Co-opted Member  
Jo Craiglee, Non-Teaching Staff Assessor  
Andrew Wilson, President, Students' Association  
Oona Miller, Vice-President, Students' Association
- Apologies:** Ann Henderson, Rector  
Alexander Tudhope, Senate Assessor  
Clare Reid, Co-opted Member  
Frank Ross, Lord Provost of the City of Edinburgh  
Angi Lamb, Rector's Assessor
- In attendance:** Sarah Smith, University Secretary
- Presenters & Observers:** Lewis Allan, Head of Court Services  
Leigh Chalmers, Director of Legal Services  
Gavin Douglas, Deputy Secretary Student Experience  
Hugh Edmiston, Vice-Principal Business Development and Director of Corporate Services  
Lee Hamill, Director of Finance  
Colm Harmon, Vice-Principal, Students  
Gary Jebb, Director of Estates  
Gavin McLachlan, Vice-Principal, Chief Information Officer & Librarian to the University  
Theresa Merrick, Director of Communications & Marketing  
Dave Robertson, Vice-Principal & Head of College  
James Saville, Director of Human Resources  
Jonathan Seckl, Vice-Principal Planning, Resources & Research Policy  
Tracey Slaven, Deputy Secretary Strategic Planning  
Moira Whyte, Vice-Principal & Head of College

## **1 Minute**

**Papers A1-A2**

The Minute of the meeting and note of the seminar held on 30 September 2019 were approved.

## **2 Matters Arising & Review of Action Log**

**Paper A2**

There were no matters arising. The action log was reviewed. It was noted that a brief update on the Transport Strategy would be included within the Student Residential Accommodation Strategy item later in the agenda.

## **3 Principal's Report**

**Paper B**

Court noted the contents of the report and additional information on:

- A ceremony to mark the return and repatriation of remains of nine individuals to the Vedda, an indigenous group from Sri Lanka that is under the threat of extinction. Accompanying research has been co-authored with Vedda representatives and the Max Planck Institute and has provided useful information to the Vedda people about the diet, lifestyle and history of their ancestors;
- The recall and assisted travel of 21 students on exchange at the University of Hong Kong following the suspension of tuition in mid-November;
- Industrial action is continuing with strike action until 4 December and action short of a strike ongoing for an open ended period;
- The first international meeting of the Clinton Global Initiative University will be hosted by the University from 17-19 April 2020, with 600 students expected to attend, including 100 from the University of Edinburgh;
- The BBC Radio 4 Today programme will broadcast from the Playfair Library on 3 December;
- A paper to be reviewed by Estates Committee on 4 December regarding a planned expansion of the Institute of Regeneration & Repair and wider enabling works for the BioQuarter site at Little France. If recommended by Estates Committee, accelerated approval for funding will be sought from Exception Committee to allow a potential VAT saving to be realised. The project is part of a wider co-location strategy for medicine at the BioQuarter and will release space in the Central Area.

Members discussed the Institute of Regeneration & Repair expansion paper, noting that an update on capital prioritisation will be considered by Estates Committee on 4 December and the standard mechanism to be used for achieving the VAT saving.

## **SUBSTANTIVE ITEMS**

## **4 Student Experience Update**

**Paper C**

An update on the work of the University Executive Standing Committee on Student Experience was reviewed. The following points were raised in discussion:

- Improving communication of the student experience action plan in its totality, both proactively and on the University website for those searching for more information;

- Adding greater contextual information on planned individual project expenditure to future reports;
- Learning from other universities, including international best practice examples, on student-led communication; and,
- Progress with the over 70 different stands of work initially identified in April 2019 with some being taken forward presently, others scheduled for 2020 and the remainder awaiting detailed proposals for review by the Committee.

## **5 EUSA President's Report**

**Paper D**

The Students' Association President reported on recent developments including a Register to Vote campaign that has seen 4,000 students applying for voter registration in Edinburgh, the Mental Health and Wellbeing Week (11-15 November), input into discussions on the University's future size and shape covering implications for the city and affordable student housing and agreement in principle by the Students' Association Board of Trustees to an accelerated framework for payment of the Real Living Wage, with further detail to be provided to Court when finalised. Taking a holistic view of the Festivals and other external events with commercial trading impacts was discussed, with Corporate Services Group and the Students' Association jointly working on a three year plan and ten year vision, to be submitted to Court when complete.

## **6 Student Residential Accommodation Strategy Annual Update**

**Paper E**

The Director of Corporate Services introduced the first annual update to the Student Residential Accommodation Strategy 2018-2028 and provided an update on the development of a transport strategy. In addition to greater provision of rental bicycles and council plans to increase pedestrianised spaces in the Old Town discussions are underway with Lothian Buses. Price banding for student accommodation in relation to the diversity of backgrounds within different residences and relevant draft legislation under consideration by the Scottish Parliament was discussed.

Court approved the annual update to the Student Residential Accommodation Strategy 2018-2028 and noted the forecast additional 1,700 additional bed requirement by 2026/27 given anticipated stock movement and projected demand.

## **7 Audit & Risk Committee Annual Report**

**Paper F**

A summary of Audit & Risk Committee's activities and opinions in 2018/19 was reviewed. It was agreed that the report provides reasonable assurance that the University's internal control environment during 2018/19 was sufficiently adequate for Court to approve the Annual Report and Accounts.

## **8 Risk Management Post Year End Assurance Statement**

**Paper G**

It was noted that no significant new events or material issues since the year end of 31 July 2019 that could impact on the ability of Court to approve the Annual Report and Accounts had been reported.

**9 Strategic Plan 2016 Performance Measurement Framework Annual Report** **Paper H**

The third and final annual report for the Strategic Plan 2016 Performance Measurement Framework was reviewed. The inclusion of a wider overview of achievements during the Strategic Plan 2016 period was welcomed including the City Region Deal and improvements in widening access and sustainability. It was noted that while the figures for the third student satisfaction measure (Postgraduate Research Experience Survey results) had reduced over the period this was in line with Russell Group peer institutions.

**10 Finance**  
**• Director of Finance's Report** **Paper I1**

An update including the latest iteration of the Ten Year Forecast and developments relating to the Universities Superannuation Scheme (USS) was considered. It was noted that the next iteration of the Ten Year Forecast will be revised to include outcomes from future size and shape work. With regard to the USS pension scheme, a planned rise in contributions from October 2021 is expected to add circa £8m per annum to the University's costs. The next valuation is scheduled as at 31 March 2020, with the second report of the Joint Expert Panel expected by the end of this calendar year to feed into discussion on any future changes.

**• Annual Report and Accounts 2018/19** **Paper I2**

Following scrutiny by the Audit & Risk Committee and the Policy & Resources Committee, the draft Annual Report and Accounts for the year ended 31 July 2019 were presented for approval. Members discussed communication of the financial results, including the joint text agreed by UK university financial directors to explain the significant non-cash pension movements that have led to the total comprehensive expenditure outcome for the year, mirroring other universities in proportion to their size within the Universities Superannuation Scheme. It was recognised that the underlying operational performance had been positive in 2018/19 with the operating surplus important for reinvestment in core University activities. All staff involved in contributing to the document were thanked and the Annual Report and Accounts 2018/19 approved.

**• Letter of Representation** **Paper I3**

The Letter of Representation, to provide the External Auditors with a written declaration that the Annual Report and Accounts are sufficient and appropriate and without omission of material facts, and signing by the Principal and Vice-Convener, was approved.

**• Annual Report and Accounts 2018/19 – US GAAP** **Paper I4**

The US GAAP Management Commentary and Financial Statements 2018/19, a restatement of the UK figures in US format, was approved.

## **11 Social Enterprise and Social Investment Strategy**

**Paper J**

Building on previous agreement for the principle of engaging in social investments and approval for an initial tranche of investments, a draft social enterprise and social investment strategy was reviewed. Building a portfolio to achieve a balance between financial and social returns was discussed. Support for including investments in student social enterprises was expressed, with the intention to attract matched funding for some investments in this area by summer 2020. The strategy was approved.

## **12 Senior Lay Member: Recruitment and Election**

**Paper K**

Proposed arrangements for the recruitment and election process for the new position of Senior Lay Member were considered. The proposed remuneration for the position in relation to equivalent positions at other Scottish universities and other positions on Court was discussed, noting the unique legislative requirement to offer remuneration for the position and the option for the postholder to decline or return any remuneration to the University.

Court:

- Agreed to authorise Nominations Committee as the committee with delegated responsibilities for the Senior Lay Member appointment process, with flexibility for the Nominations Committee to sub-delegate to a smaller Selection Committee to shortlist and interview candidates;
- Agreed the recruitment and election timetable set out in the paper;
- Noted the intended use of a recruitment consultancy to assist in attracting applicants;
- Agreed to the use of the Electoral Reform Services external voting platform;
- Noted the draft Information Pack and criteria for assessing applicants;
- Agreed to set the remuneration level at an honorarium of £15,000 per annum if requested by the postholder; and,
- Approved the draft election and appointment regulations subject to minor amendment relating to categories excluded from applying.

### **ITEMS FOR NOTING OR FORMAL APPROVAL**

## **13 Court Staff Member Election Regulations**

**Paper L**

Regulations governing the conduct of elections for the Court positions of Professional Services Staff Member and Academic Staff Member scheduled for 24-26 March 2020 were approved.

## **14 Senate Election Regulations**

**Paper M**

Regulations governing the conduct of elections to the Senatus Academicus ('Senate') scheduled for 24-26 March 2020 were approved.

## 15 Committee Reports

- **Exception Committee**

**Paper N1**

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

- Capital equipment expenditure was approved for the FASTBLADE Structural Fatigue Facility;
- A lease on the facility at Rosyth; and,
- Delegated signing authority for the capital expenditure to the Head of College of Science and Engineering and delegated approval authority for the Director of Estates in consultation with the Director of Legal Services to finalise the lease.

- **Policy and Resources Committee**

**Paper N2**

The report was noted.

- **Nominations Committee**

**Paper N3**

The report was noted and progress in implementing the recommendations of the External Effectiveness Review discussed. A revised Delegated Authority Schedule is planned for the next meeting cycle with the recommendations that were not prioritised to be considered after the conclusion of Governance Act compliance work.

- **Remuneration Committee**

**Paper Tabled**

*All attendees with the exception of the University Secretary, the Director of Human Resources and the Head of Court Services were absent for the duration of this item. All Court members with the exception of the Principal were present.*

A paper outlining Remuneration Committee's recommendations for the 2020 review of the remuneration of the University's senior leadership team was considered. Wider work on gender and ethnic pay equality and the use of external and internal benchmarking was discussed. It was undertaken to consider further whether the paper could be published as an 'open' Court paper.

Court endorsed the approach to the review of senior management salaries to be undertaken by the Principal, to be presented for approval by the Remuneration Committee in January 2020.

Court endorsed the approach to the review of the Principal's salary, with the Vice-Convenor to undertake an annual performance review with the Principal and the Convenor of Remuneration Committee to present recommendations for approval at a separate meeting of the Remuneration Committee in January 2020.

- **Audit and Risk Committee**

**Paper N4**

The report was noted and the Modern Slavery Statement 2018/19 and the updated Receipt and Provision of Gifts, Hospitality and Other Benefits Policy approved.

- **Knowledge Strategy Committee**

**Paper N5**

The report was noted and the Collections Management Policy 2020-2030 approved.

- **Senate**

**Paper N6**

The report was noted and work on the concordat to support the career development of researchers welcomed.

## **16 Resolutions**

**Paper O**

The following resolutions were approved:

Resolution No. 67/2019: Foundation of a Chair of Chemical Engineering Technology

Resolution No. 68/2019: Foundation of a Chair of Infectious Diseases and HIV

Resolution No. 69/2019: Foundation of a Personal Chair of Education

Resolution No. 70/2019: Foundation of a Jason Reese Chair of Multiscale Fluid  
Mechanics

Resolution No. 71/2019: Foundation of a Chair of Behavioural Sciences

## **17 Donations and Legacies; Global Alumni Events**

**Paper P**

Donations and legacies received by the Development Trust from 7 September 2019 to 8 November 2019 were noted along with information on upcoming global alumni events.

## **18 Court Meeting Dates 2020/21**

**Paper Q**

The following meeting dates were approved:

- Monday 28 September 2020 (Seminar and Meeting)
- Monday 30 November 2020 (Meeting)
- Monday 22 February 2021 (Seminar and Meeting)
- Monday 26 April 2021 (Meet the Court event and Meeting)
- Monday 14 June 2021 (Meeting)

## **19 Any Other Business**

Members were reminded of an invitation to attend a reception for long serving members of staff in St Cecilia's Hall following the meeting.

A festive lunch and dinner will take place on 23 December for students staying in Edinburgh over the winter vacation, with 610 students expected to attend.

It was requested that future editions of the Court meeting newsletter be circulated to Court members.

**20 Date of Next Meeting**

Monday, 17 February 2020.



**UNIVERSITY COURT**

**17 February 2020**

**Principal's Report**

**Description of paper**

1. The paper provides a summary of the Principal's main activities 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. The report summarises key issues for the University and the Principal's engagement with regard to local, national, international and sector-wide developments and activity.

**Discussion**

4. Much has happened since Court last met, not least that the United Kingdom has left the European Union and the world is dealing with the outbreak of a novel coronavirus.

5. We are addressing the new reality of Brexit with renewed vigour for developing existing and new partnerships across the globe. Our status as one of only three UK universities to be part of successful applications to the new scheme for "European University Alliances" brings particular reasons for optimism. We are a founding member of UNA Europa, which comprises eight distinguished universities from eight different regions incorporating nine main languages, and this continues to bring dividends. The public launch took place in January and the plans for the future are innovative and exciting. On wider issues we await further information on the new immigration regime that is being developed while continuing to exert what influence we can via Universities UK, Russell Group and our own contacts. This is one of the main areas of concern for our staff and we continue to provide information and support to try to address those concerns. It was promising to see our place in the global top 20 international universities according to the latest ranking by Times Higher Education. This ranking is based on the proportion of international staff and students as well as on measurements of co-authorship and international reputation.

6. The coronavirus outbreak is clearly of great concern to all of us. Taking note of all factors, including the Foreign and Commonwealth Office advice against all travel to Hubei Province, we have recalled all of our students currently studying in mainland China, Hong Kong and Macau, and all staff currently visiting these areas. We have also taken steps to communicate with our student and staff body with advice on what to look out for and what measures to take should they feel they may be at risk and develop symptoms.

7. Together with Vice-Principal Sarah Smith, I undertook three Town Hall meetings for staff at King's Buildings, the BioQuarter and Appleton Tower. A short introduction on Strategy 2030 and Brexit was followed by a questions and answer session. Questions raised included the size of the University and plans for growth; EU students post Brexit; estate plans; the future immigration environment and support for staff; staff counselling; sustainability issues and Brexit planning.

8. Following the 8 day period of Industrial Action in late November last year, we now have confirmation of a further 14 days of strike action across 3 weeks in February and March on both pay and the USS pensions dispute, starting Monday 24 February. The University's internal Management Team have met to consider our approach and contingency planning around the action will continue. I am in active discussion with various parties about the action as we continue to hope for some resolution.

9. Court members may have seen the publicity around a new partnership with Legal and General to improve understanding of care in later life through the Advanced Care Research Centre (ACRC). The ACRC will combine research across multiple fields including medicine, life sciences, engineering, informatics, data and social sciences. The £20m agreement marks the largest industry investment so far to be confirmed as part of the City Region Deal.

10. I am also very pleased to bring Court's attention to the appointment of Professor Neil Turok as the Inaugural Higgs Chair of Theoretical Physics. Professor Turok has an exemplary record and reputation and joins Edinburgh from the Perimeter Institute in Canada.

11. The University Executive came together at an away day to discuss the progress with work taking place on the staff experience. This gave members welcome and productive time to consider the issues and progress to date in greater depth including hearing from Vice-Principal Sarah Smith, Professor David Gray on issues relating to talent and performance development, Professor Jeremy Robbins on the Communications strand, and from Director of Human Resources Mr James Saville on overarching matters. The Executive also held an in depth discussion about the opportunities in Hainan and Edinburgh that are being negotiated with the China Merchants Group.

12. Our latest undergraduate admissions data show that while overall applications were up, there was a reduction in Scots domiciled and rest of UK numbers while EU numbers were flat, so that the increase is solely due to international students.

#### *Selected meetings and events during December – mid February 2019*

##### 13. *University*

- Welcomed members of the Carlyle Circle to an event for donors in London.
- Participated in the University's popular annual Carol Service in the McEwan Hall.
- Conferred the Honorary Degree of Doctor of Divinity on Dr Fergus Kerr.
- Visited the School of Philosophy, Psychology and Language Sciences.
- Chaired Professor Steve Pollard's Inaugural Lecture on Stem Cells and Cancer: the good, the bad and the ugly.

- Spoke to staff at the Usher Institute Away Day and at the Centre for Sport and Exercise staff conference.
- Welcomed attendees at the University's annual IT Futures Conference.
- Visited Edinburgh BioQuarter with the Director of Estates and Director of Operations and the School of Health in Social Science.
- Welcomed guests to the opening of the newly and extensively refurbished Medical Education Centre facilities at the Western General Hospital, which was also a celebration of the longstanding and successful collaboration between the University of Edinburgh and NHS Lothian, and our continued commitment to undergraduate and postgraduate medical education.
- Welcomed Dr Catherine Calderwood, Chief Medical Officer, on a visit to the Medical Research Council funded research at the Royal Edinburgh hospital.
- Filmed a podcast for the Mastercard Foundation Scholars Program.
- Held an online teaching session in real-time for the MSc Clinical Education course on policy, leadership and management.
- Participated in a reception celebrating the Chinese New Year of the Rat organised by the Confucius Institute for Scotland and held at Edinburgh Zoo to mark the University and the Institute's longstanding partnership with the Royal Zoological Society of Edinburgh.
- Participated in the launch event for the new Concordat to Support the Career Development of Researchers.
- Filmed a welcome video for our undergraduate offer holders.
- Participated in the College of Science and Engineering's annual Industry Dinner, held in the National Museum of Scotland and organised by Edinburgh Innovations.
- Provided a review of 2018-19 and an overview of our plans with the 2030 Strategy to the General Council.
- Welcomed guests to the Usher Institute's launch of the Lancet-O'Neill Commission report on Global Health and the Law.
- Whilst in Cyprus, I participated in meetings with the British High Commissioner to Cyprus, Stephen Lillie CMG; Rector Professor Tasos Christofides and senior colleagues at the University of Cyprus; and with University supporters George and Kathy David.
- The University hosted the Radio 4 Today Programme and I was interviewed by Justin Webb as part of the proceedings. Interviewed again on the Today programme the following week, this time on Widening Participation (and in the sanctuary of the BBC studio!).

#### 14. *Edinburgh and Scotland*

- Participated in the Royal Botanic Garden 350<sup>th</sup> Anniversary reception held at the Scottish Parliament and sponsored by Christine Grahame MSP.

#### 15. *Sector*

- Participated, as Chair of the Steering Group, in the Industrial Strategy Council and Universities UK meeting on evidencing Universities' and Colleges' contributions to social wellbeing, growth and prosperity.
- Participated in a working dinner for Edinburgh's University Principals.

- Participated in a meeting with Patrick Child, Deputy Director General Research & Innovation, European Commission organised by Universities Scotland.
- Had a discussion dinner with the Principals of the ancient universities, plus Dundee, hosted by Anton Muscatelli.
- Participated in a Universities UK roundtable dinner hosted by Newcastle University.
- Participated in a Russell Group Board meeting and roundtable dinner.
- Participated in a Universities Scotland Main Committee meeting which we hosted at ECCI.
- Participated in a Scottish Funding Council Board meeting.

#### 16. *Public Affairs*

- Welcomed guests including the Deputy First Minister of Scotland and Cabinet Secretary for Education and Skills, John Swinney MSP and Baron Alistair Darling to the launch of the Alice Brown PhD Scholarships - a new flagship programme at the School of Social and Political Science supporting talented students who could not otherwise afford to pursue postgraduate study.
- Participated in a meeting of Scottish Government Financial Services Advisory Board.
- Participated in a meeting of the Scottish Government Medical Undergraduate Group.
- Welcomed Under Secretary to the Secretary of State for Scotland, Douglas Ross MP, on a visit to the Bayes Centre.
- Had an introductory meeting with Jonathan Slater, Permanent Secretary for the Department for Education.
- Met with Alex Chisholm, Permanent Secretary for the Department for Business, Energy and Industrial Strategy.
- Met with Tommy Sheppard MP, Member for Edinburgh East, following his re-election last December.

#### 17. *International*

- Was a keynote speaker at the International Conference on Educational Innovation at Tecnológico de Monterrey in Monterrey, Mexico.
- Participated in a reception for Mr Ma Qiang Consul General of the People's Republic of China in Edinburgh.
- Met the new Consul General of India in Edinburgh, Mr Hitesh Rajpal.
- Travelled to Brussels for various meetings including with the Scotland Europa team, UNA Europa with Themis Christophidou, Director-General for Education, Youth, Sport and Culture at the European Commission; the launch of the 1Europe project; a roundtable dinner with Anna Panagopoulou, Acting Director for Research & Innovation Outreach; Mr Jean-Eric Paquet, Director General Research and Innovation, European Commission; also participated in the LERU New Year's Dinner debate.
- Participated in a U7+ Alliance Steering Group meeting.

#### **Resource implications**

18. There are no specific resource implications associated with the paper.

**Risk Management**

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

**Equality & Diversity**

20. No specific Equality and Diversity issues are identified.

**Next steps/implications**

21. Any action required on the items noted will be taken forward by the appropriate member(s) of University staff.

**Consultation**

22. As the paper represents a summary of recent news, no consultation has taken place.

**Further information**

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

**Author and Presenter**

24. Principal and Vice-Chancellor Professor Peter Mathieson  
10 February 2019

**Freedom of Information**

25. Open Paper



UNIVERSITY COURT

17 February 2020

**Communications and Engagement on Student Experience**

**Description of paper**

1. Following discussion at the last Court meeting, this student experience update focusses on how communications are supporting the Student Experience Action Plan (StEAP) to improve the student experience, through a coordinated approach of culture change and targeted communications.

**Action requested/Recommendation**

2. Court is asked to note the communications approach to major projects and ongoing communications.

**Background and context**

3. The StEAP is a major programme of investment over three years in a holistic programme of student experience activities across the broad domains of:

- Teaching
- Curriculum
- Student Support
- Facilities & Resources
- Sense of Belonging
- “Things Run Smoothly”

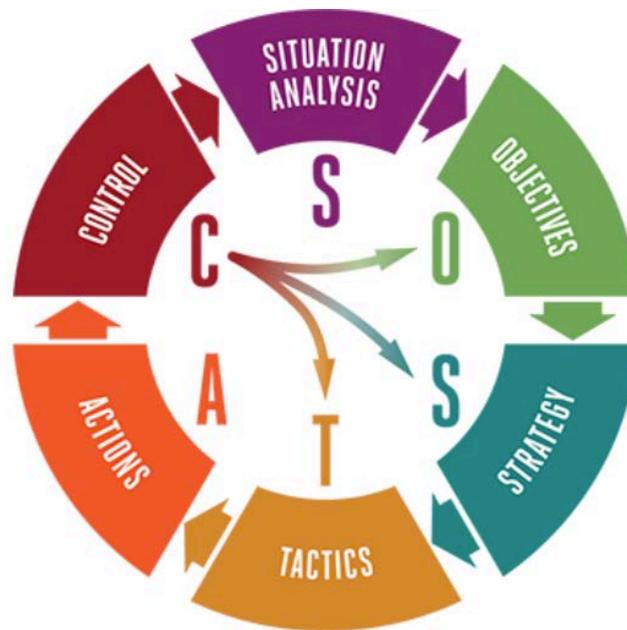
4. Year to date, 16 projects with a combined value of just over £6 million have been approved and funded. These include major (and newsworthy) in-year investments in enhanced support for student mental health and wellbeing; and in tackling sexual violence on campus.

5. A key risk to the success of StEAP and improvements in the student experience in general is that students may not feel that their voice is being heard and that changes and improvements are not being made as a result of their feedback. As well as University-led communications plans, culture change is required at a local level, and we are developing a coordinated communications approach aims to effectively support these changes.

6. It is therefore vital that:

- StEAP communications align with and support the objectives of Strategy 2030 and its strong focus on People, and will be integrated at all times with relevant staff engagement and experience activities, for example enhancing networks of champions.
- Communications activities are scheduled with key priorities for the University as part of an integrated plan. The rationale behind the proposed communications approach across each channel is evidence-based.

- Communications are prepared around the best practice SOSTAC model, to identify where we are now, where do we want to be, how do we get there, how exactly do we get there, details of tactics, who does what and when, how do we monitor performance.



## Discussion

### *Communications supporting major projects*

7. The new £8 million **Health and Wellbeing Centre** will be opening at 7 Bristol Square next month, creating more space for counselling and disability services, an expanded University Pharmacy and additional quiet, relaxing space in the centre of the city campus.

8. Coordinated communications are being prepared with the Wellbeing department and local teams across the University, Estates and the Students' Association to raise awareness of the new Centre and the facilities, and the benefits it offers to students and staff. Staff in the counselling service have been prepared for the move in person, along with directional signage and posters, and window posters will provide 'Coming soon' messages over the coming weeks. Awareness raising for staff in each area will take place, along with direct emails to students, eNewsletters, leaflets, and web/social media content. Student vloggers will provide film content around wellbeing throughout the year, which will also support wider student recruitment since wellbeing is one of the key considerations for students accepting university places.

9. A soft launch at the beginning of March will include activities and pop-up stands from each stakeholder introducing their service/support. An official opening event is planned for external stakeholders later in the year.

10. All messaging around the opening will include how this Centre supports the wider context of further investments in student mental health and wellbeing, particularly that the University is putting a further **£2 million into additional support for student mental health and wellbeing** – which means faster access to more support: more

counsellors, more disability advisers, more courses and programmes, and more online resources.

11. From April onwards, the investment of a further £750k over the next three years in more work to **tackle sexual violence on campus** will be communicated. This includes rolling out more training to ever greater numbers of student leaders and staff – investing in new systems making it easier for anyone who has experienced sexual harassment or sexual assault to disclose – and creating new roles to provide dedicated professional support for these students. Working closely with the Students' Association for coordinated communications, awareness raising will include content in emails, eNewsletters, web/social channels, and leaflets/posters, as well as opportunities for face to face engagement. The investment will be highlighted in the context of wider initiatives to further enhance the support that is available to students. Communications will emphasise that this is a societal issue, and that the University is leading in the sector by taking this approach, working with external stakeholders and partners who are experts in this field across Edinburgh, Scotland and the UK. Messaging will be carefully coordinated across corporate channels and opportunities will be explored for press coverage, opinion pieces and interviews, as appropriate.

12. Activities and events for staff and students taking place under the **Sense of Belonging** project within StEAP have included a Christmas lunch and dinner for students staying in Edinburgh over the festive period; a “welcome back” event for students in the McEwan Hall at the start of semester 2; and the participation of over 500 UoE staff and students in the Edinburgh winter 5k fun run around Holyrood Park. These events have been promoted over the last few months across student and staff channels. (Examples shown in Appendix 1)

13. Workshops around **Brand and Values** are taking place this month with key staff across the University. These will introduce the relationship between the values of Strategy 2030 and the brand, how they can be embedded and have meaning in everyday working life, and how our communications can support this.

#### *Communications and Engagement working group*

14. A working group on Communications and Engagement on Student Experience established by Communications & Marketing has been meeting regularly over the last year. The group has representation from each College (with undergraduate, postgraduate and online representation) and Professional Services, along with Information Services Group, the Students' Association and the Institute for Academic Development.

15. The remit of the group has been to discuss and agree on strategic approaches to communications, along with an operational remit for members to represent views from their area and to facilitate and support activities, to champion improvements to the student experience and to gain further support in their areas.

16. The group will now be reconvened to align with wider University priorities around Brand and Values, connected to Strategy 2030.

### *StEAP project management*

17. Meetings have been held with the new StEAP Project Manager to ensure that communications are effectively coordinated across all StEAP projects and objectives, along with continued coordination with areas such as SEP, Estates, and Information Services. A fully integrated timeline of activities will be developed further to cover outputs from StEAP projects, staff engagement proposals and major Service Excellence Programme/Estates/Information Services communications so that effective planning can be made.

### *Ongoing communications*

18. Regular communications to students are continuing across all student channels, including social media, eNewsletters and printed materials as required. (Examples shown in Appendix 1)

19. Webpages have been published (<https://www.ed.ac.uk/university-secretary-group/departments/student-experience-services/student-experience-action-plan>) for staff and students to act as the key source of information on the progress and the StEAP. These provide key contact details, updates on each of the projects, and the improvements that are being made as part of each project.

20. A psychological/wellbeing calendar has been produced (Appendix 2: Wellbeing Journey) so that a more personal approach can be taken around pinch-points in the academic year, such as exams, to provide good luck messaging on digital/social/printed materials, while highlighting available support to help with stress. This informs themes throughout the year which will be coordinated with the members of the University-wide Communications Network for more structured content planning, for example around eNewsletter content.

21. A project to rationalise Wellbeing information on the website is underway with the Director of Student Wellbeing, and all central Wellbeing pages have been updated. Phase 2 will consolidate all school and departmental-created wellbeing webpages and direct student feedback will be obtained on any changes for further improvements.

### *Student voice*

22. The Student Panel has been publicised to refresh and increase membership and to ensure diverse and engaged representation. Along with other networks, this will be an increasingly important route for gaining direct student feedback and suggestions for improving the student experience.

### *Communication Network*

23. The Communications Network consists of representatives from Schools and Departments. It continues to meet every two months to share best practice and initiatives taking place throughout the year. Membership will be expanded to further improve coverage across the University.

24. An academic calendar to improve transparency around planning for communications staff is now available for this network on SharePoint, along with all student-facing campaign materials.

### *Review of channels*

25. A review of student communications channels (web, social and eNewsletter) has been taking place to gauge effectiveness and trends (Appendix 3). Further work will be carried out to investigate central, corporate and local channels to help us understand the type, volume and frequency of communications to students across the University.

26. Discussions are already underway on proposals for improving the 'student journey' with a consistent tone of voice and messaging starting from student recruitment, through to joining the University, to becoming an alumnus/alumna. Proposals will be developed with colleagues for the start of academic year 2020/21.

### *Support, guidance and toolkits*

27. A series of toolkits, guidelines and protocols are being drafted to improve staff awareness of best practice around internal communications (Appendix 4). This includes a matrix of recommended channels, for each audience and message type, along with example guidance. The toolkits will also visually demonstrate bad examples of what students currently receive and best practice solutions to improve this. These will be produced incrementally, with Communications Network colleagues leading on specific themes.

28. The toolkits will link to wider staff and student engagement, and align and support the SEP work around service culture. Further resource will be required to effectively enhance this suite of materials so that they are engaging and dynamic. These will include clear brand guidelines.

### **Resource implications**

29. Face-to-face engagement, training and support for staff with the introduction of toolkits and guidance is a key component of these plans. Work is planned to develop:

- Journey mapping – to ensure consistency of message and tone for prospective to current students
- Campaign production in line with the forthcoming 'Open' campaign – to enhance visual connection across our communications
- Toolkits – to enhance the design of the self-help guidance for staff and make these resources engaging
- Staffing and interns – to explore opportunities for further communications support and around face-to-face engagement and training

### **Risk Management**

30. The key risk is students not feeling that their voice is being heard and that changes and improvements are not being made as a result of their feedback. Culture change is required at a local level, and this coordinated communications approach aims to effectively support these changes.

### **Next steps/implications**

31. The working group on Communications and Engagement on Student Experience will be reformed to support the objectives of the action plan. This group will work closely with the StEAP project manager to ensure that communications are effectively implemented.

32. A review of the previous *Inspiring Students* campaign will inform the follow-up campaign which will be prepared for the start of the 2020/21 academic year. This will support the new Strategy 2030 and the 'What Makes Us Edinburgh' theme, and align with the 'Open' recruitment campaign.

### **Consultation**

33. Updates have been provided regularly to each University Executive Student Experience Standing Committee.

### **Further information**

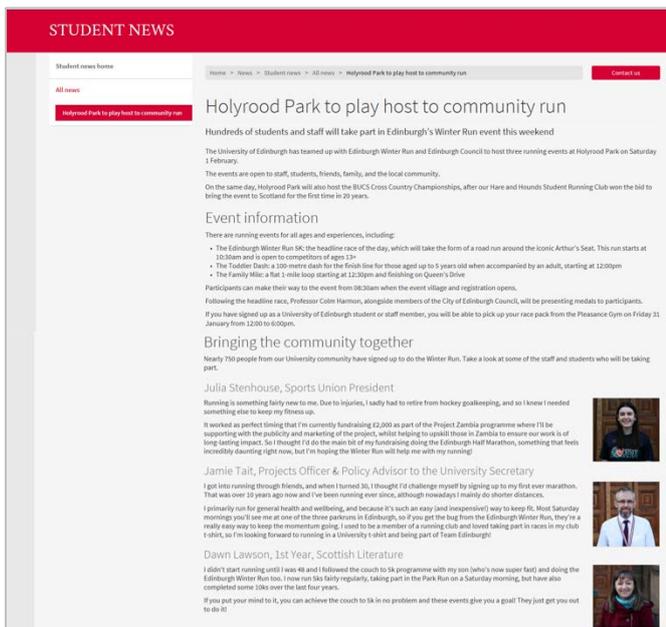
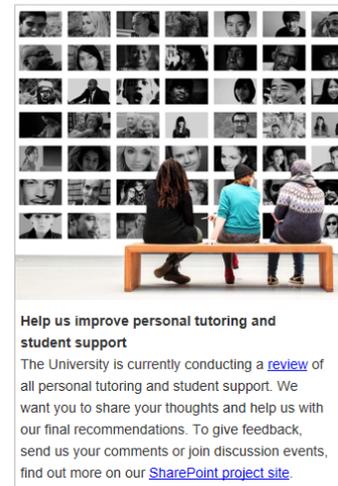
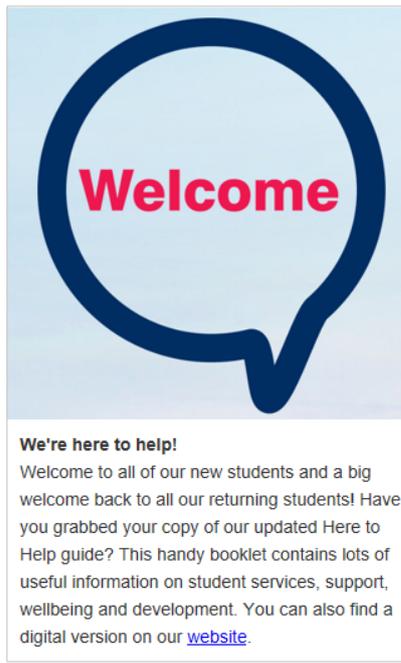
34. <u>Authors</u>	<u>Presenter</u>
Philip Graham	Professor Colm Harmon
Head of Internal Communications	Vice Principal, Students

Theresa Merrick  
Director, Communications and  
Marketing  
4 February 2020

### **Freedom of Information**

35. Open paper.

# Appendix 1: examples of student communications





Appendix 2: Wellbeing Journey

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
<b>UNIVERSITY KEY DATES</b>	<ul style="list-style-type: none"> <li>- Medical school, Dick Vet and Moray House term begins</li> <li>- SQA and A Level results</li> <li>- Confirmed attendance at University</li> <li>- Resits</li> </ul>	<ul style="list-style-type: none"> <li>- Welcome week</li> <li>- Teaching begins</li> </ul>	<ul style="list-style-type: none"> <li>- Exam timetable published</li> </ul>	<ul style="list-style-type: none"> <li>- Winter graduations</li> </ul>	<ul style="list-style-type: none"> <li>- Revision Week Exams</li> </ul>	<ul style="list-style-type: none"> <li>- Exam and course results</li> <li>- Resits</li> <li>- Start of second semester</li> <li>- Welcome Week</li> </ul>	<ul style="list-style-type: none"> <li>- Exam timetable published</li> <li>- Flexible Learning Week</li> </ul>		<ul style="list-style-type: none"> <li>- Revision Week</li> </ul>	<ul style="list-style-type: none"> <li>- Exams</li> <li>- Summer vacation starts</li> </ul>	<ul style="list-style-type: none"> <li>- Exam and course results</li> </ul>	<ul style="list-style-type: none"> <li>- Graduations</li> </ul>
<b>Student activities</b>	<ul style="list-style-type: none"> <li>- PG: dissertation/thesis writing</li> <li>- Resitting exams</li> <li>- First year: registration</li> <li>- First year: searching for accommodation</li> </ul>	<ul style="list-style-type: none"> <li>- UG: Registration</li> <li>- First year: transition events</li> <li>- First year: Registering with GP</li> <li>- Joining societies/clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Enrolment in courses</li> <li>- Joining societies/clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Coursework hand-in</li> <li>- Revision</li> </ul>	<ul style="list-style-type: none"> <li>- Coursework hand-in</li> <li>- Revision</li> <li>- Exams</li> </ul>	<ul style="list-style-type: none"> <li>- Transition events</li> <li>- Joining societies/clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Joining societies/clubs</li> </ul>	<ul style="list-style-type: none"> <li>- Coursework hand-in</li> <li>- Revision</li> </ul>	<ul style="list-style-type: none"> <li>- Coursework hand-in</li> <li>- Revision</li> </ul>	<ul style="list-style-type: none"> <li>- Coursework hand-in</li> <li>- Revision</li> <li>- Exams</li> </ul>	<ul style="list-style-type: none"> <li>- PG: dissertation/thesis writing</li> </ul>	<ul style="list-style-type: none"> <li>- PG: dissertation/thesis writing</li> </ul>
<b>STRESS POINTS</b>	<ul style="list-style-type: none"> <li>- First year: transition for students from accepted to starting the term</li> <li>- First year: parental concerns</li> <li>- International: Immigration concerns</li> <li>- PG: work related stress</li> <li>- UG: exam stress</li> </ul>	<ul style="list-style-type: none"> <li>- Social anxiety</li> <li>- Missing home</li> <li>- Financial concerns</li> <li>- First year: coping with change</li> <li>- First year: parental concerns</li> <li>- International: Immigration concerns</li> <li>- International: Culture shock</li> </ul>	<ul style="list-style-type: none"> <li>- Social anxiety</li> <li>- Missing home</li> <li>- Financial concerns</li> <li>- First year: Coping with change</li> <li>- International: Culture shock</li> </ul>	<ul style="list-style-type: none"> <li>- Work related stress</li> <li>- Problems with sleep</li> </ul>	<ul style="list-style-type: none"> <li>- Work related stress</li> <li>- Problems with sleep</li> <li>- Financial concerns</li> </ul>	<ul style="list-style-type: none"> <li>- Social anxiety</li> <li>- Missing home</li> <li>- Financial concerns</li> <li>- First year: Coping with change</li> <li>- Final year: Employability anxiety</li> <li>- International: Immigration concerns</li> <li>- International: Culture shock</li> </ul>	<ul style="list-style-type: none"> <li>- Financial concerns</li> <li>- Final year: Employability anxiety</li> <li>- International: Culture shock</li> </ul>	<ul style="list-style-type: none"> <li>- Assignment stress</li> <li>- Final year: Employability anxiety</li> </ul>	<ul style="list-style-type: none"> <li>- Exam stress</li> <li>- Problems with sleep</li> <li>- Final year: Employability anxiety</li> </ul>	<ul style="list-style-type: none"> <li>- Exam stress</li> <li>- Searching for next accommodation</li> <li>- Final year: Employability anxiety</li> </ul>	<ul style="list-style-type: none"> <li>- Anxiety</li> <li>- Searching for accommodation</li> <li>- Final year: Employability anxiety</li> </ul>	<ul style="list-style-type: none"> <li>- Searching for accommodation</li> <li>- Employability anxiety</li> <li>- PG: work related stress</li> </ul>
<b>WELLBEING ACTIVITIES</b>				<ul style="list-style-type: none"> <li>- Mental Health and Wellbeing Week</li> </ul>	<ul style="list-style-type: none"> <li>- Sport &amp; Exercise: Boost your mood</li> </ul>	<ul style="list-style-type: none"> <li>- Students' Association: Give It A Go week</li> </ul>		<ul style="list-style-type: none"> <li>- University Mental Health Day</li> <li>- Zero Discrimination Day</li> <li>- Disabled Access Day</li> <li>- International Day of Happiness</li> </ul>		<ul style="list-style-type: none"> <li>- Mental Health awareness week</li> </ul>		
<b>Wellbeing services (based on stress points)</b>	<ul style="list-style-type: none"> <li>- Accommodation support via The Advice Place</li> <li>- Disability service</li> <li>- New student website</li> <li>- Institute for Academic Development</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Disability service</li> <li>- Reslife</li> <li>- Student Immigration Service</li> <li>- English Language Education</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Disability service</li> <li>- Reslife</li> <li>- Student Immigration Service</li> <li>- English Language Education</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Disability service</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Disability service</li> <li>- Reslife</li> <li>- Student Immigration Service</li> <li>- English Language Education</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Reslife</li> <li>- Student Immigration Service</li> <li>- English Language Education</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Careers service</li> <li>- Institute for Academic Development</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Careers service</li> <li>- Institute for Academic Development</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Careers service</li> <li>- Institute for Academic Development</li> </ul>	<ul style="list-style-type: none"> <li>- Counselling service</li> <li>- Advice place</li> <li>- Chaplaincy</li> <li>- Institute for Academic Development</li> </ul>

## Appendix 3: review of student eNewsletter analytics

### Definitions

- Unique open rate: The percentage of people who were sent the email and opened it.
- Unique click-to-open rate: Total number of unique clicks divided by the total number of unique opens, given as a percentage.
- Link clicks: The number of times a link in the email was clicked on.

### Summary

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**20** issues of the Student eNewsletter sent over the year - to five different student groups.

**681,533** emails were delivered in total.

The average unique open rate for a Student eNewsletter is **31%**.

Average of **290** link clicks per email.

### Engagement of the different student groups

**Highest average unique open rate:** Postgraduate Taught students (37%)

**Lowest average unique open rate:** Undergraduate Final students (27%)

**Email with the highest unique open rate:** Postgraduate Taught Student eNewsletter - Issue #10 - Festival of Creative Learning, Student Volunteering Week, job opportunities and more... (51% open rate)

**Email with the highest click-to-open rate:** Undergraduate new Student eNewsletter - Issue #1 - Welcome to the new academic year! (36%)

**Topic with the most link clicks over the year:** Study space in central area during the Edinburgh Festivals (560 clicks)

**Three most popular topics across all groups:** National book token competition, Festival of Creative Learning, Download FeelGood App and give feedback for vouchers

## **UGN (Undergraduate new/first year): Approx. 8,200 students**

**Average unique open rate: 31%**  
**Average link clicks per email: 453**

### **Most popular topics (based on link clicks):**

- National Book Tokens competition (368)
- Festival of Creative Learning (300)
- Download FeelGood App and give feedback for vouchers (240)
- Student Awards (194)
- EUSA Elections (193)
- Mental Health and Wellbeing Week (174)
- Free sanitary products (161)
- Old College Christmas tree light turn on (135)
- Welcome Week Volunteers (121)
- Appear in the 2020 prospectus (93)
- 'Give it a go' week (89)

## **UGO (Undergraduate all other years): Approx. 12,000 students**

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**Average unique open rate: 29%**  
**Average link clicks per email: 532**

### **Most popular topics (based on link clicks):**

- National book token competition (401)
- University encourages reuseable cups (248)
- EUSA Elections (220)
- Appear in the 2020 prospectus (210)
- Festival of Creative Learning (204)
- Free sanitary products (174)
- Work at Open Day recruitment (174)
- Welcome Week Volunteers (126)
- Mental Health and Wellbeing Week (85)
- Old College Christmas tree light turn on (77)

## **UGF (Undergraduate final year): Approx. 4,800 students**

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**Average unique open rate: 27%**  
**Average link clicks per email: 245**

### **Most popular topics (based on link clicks):**

- Festival of Creative Learning (172)
- National book token competition (162)
- Student Awards (137)
- EUSA Elections (106)
- Download FeelGood App and give feedback for vouchers (105)
- Mental Health and Wellbeing Week (90)
- Work abroad this summer - Erasmus+ traineeship (71)
- Old College Christmas tree light turn on (49)

## Postgraduate Taught: Approx. 7,000 students

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**Average unique open rate:** 37%

**Average link clicks per email:** 342

### **Most popular topics (based on link clicks):**

- Study space in central area during the Edinburgh Festivals (560)
- National book token competition (436)
- Festival of Creative Learning (259)
- Download FeelGood App and give feedback for vouchers (235)
- University encourages reuseable cups (213)
- Old College Christmas tree light turn on (180)
- Special student gym offer (171)
- Student Awards (166)
- Mental Health and Wellbeing Week (164)
- Free sanitary products (117)

## Postgraduate Research: Approx. 5,000 students

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**Average unique open rate:** 31.2%

**Average link clicks per email:** 240

### **Most popular topics (based on link clicks):**

- Study space in central area during the Edinburgh Festivals (352)
- Special student gym offer (208)
- National book token competition (177)
- Student Awards (165)
- Download FeelGood App and give feedback for vouchers (132)
- Mental Health and Wellbeing Week (113)
- Festival of Creative Learning (104)
- WriteFest 2019 (103)
- EUSA Elections (97)
- Free sanitary products (90)

## **Appendix 4: draft proposal for toolkits and guidance for internal communications**

### **Aim of toolkit:**

- To provide communications staff with a range of materials they can use when communicating with students and staff
- To create consistency in internal communications coming from communications staff across the University
- To provide support to non-communications staff looking to communicate with staff/students in their area

### **Stakeholders:**

- CAM Internal Communications Team
- Head of brand
- University Communications Network

### **Toolkit contents**

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#### Toolkit to contain:

- Guidance on channels, communications etiquette and procedures for central channel use
- Signposting to other relevant guidance including logo guidelines, video briefing form, etc.
- Templates to ensure consistency in look, feel and messaging of communications
- A new bank of imagery to support templates and other University-wide campaigns and initiatives

### **Guidance documentation**

- Introduction to internal communications at the University of Edinburgh
- Guidance on what channels are best to use for what messaging (diagram examples of what channels to use for what message, see Figure 1 for example), with best practice examples
  - Guidance on how to use these channels at a local level
- Guidance on how to communicate with students (for non-communications staff), with best practice examples
- Email etiquette (see Figure 2 for example), with best practice examples
- Procedures for central channels, including guidance and templates for requests to use:
  - student/ staff emails (see Figure 3 for example)
  - Social media
  - Student/ staff news
  - Student eNewsletter
  - Communications network cascade

### **Editable graphic templates (in InDesign and PowerPoint/ MS Word)**

- Generic UoE poster templates: A5, A4 and A3
- Social media posts

- PPT slides

### **Bank of imagery**

An updated range of student and staff-focused imagery taken across the University's campuses and disciplines. Bank to include:

- Images from key parts of student academic calendar (e.g. exam period, welcome week, graduations)
- Images of students from each college
- Images of staff in professional services roles
- Images of key activities (on PC, in lectures, studying)

### **Considerations**

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- Elements still to be determined:
  - Design
  - Colour scheme/s
  - Do we include a sub-toolkit focused on new 'Inspiring Students' / student engagement campaign?
- The communications network will have numerous best practice examples which we can use to create the toolkit
  - Involve 'champions' in the creation of the toolkit and guidance documents
- Channel review
  - If new student channels are created, we will need to provide further guidance documents to support their use

### **Next steps**

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- Speak with communications network and 'hire' champions to share best practice examples and support creation of toolkit documents and graphics
- Prioritise toolkit documents and graphics
- Create photo call brief
- Create graphic design brief

### **Costs**

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- Design concepts
- Creation of materials
- Photo call (and payment to students who participate)
- Print

Figure 1: Channel guidance example: by audience

Audience	Audience segment	Central channels											Local channels					
		Face to face	Town hall sessions	Leaders forum	Email	Website homepage	News story	MyEd	LEARN	SharePoint	Student e-newsletter	Staff magazine	Central social media	College	School	Department	Course organiser	Personal tutor
Staff	All Staff	x	x		x	x	x	x		x		x	x	x	x			
	Senior Leadership Team	x	x	x	x													
	Executive	x	x	x	x													
	HoS and DoPS	x	x	x	x									x	x	x		
	Line Managers	x			x		x			x		x		x	x	x		
	Professional staff	x	x		x	x	x			x		x	x	x	x	x		
	Academic staff	x	x		x	x	x	x		x		x	x	x	x	x		
Students	All Students	x	x		x	x	x	x	x		x		x	x	x	x	x	x
	All UG	x	x		x		x	x	x		x		x	x	x	x	x	x
	All PG	x	x		x		x	x	x		x		x	x	x	x	x	
	UG first year				x			x	x		x		x	x	x	x	x	x
	UG final year				x			x	x		x		x	x	x	x	x	x
	PGT				x			x	x		x		x	x	x	x	x	
	PGR				x			x	x		x		x	x	x	x	x	
	Online/ distance				x		x	x	x		x		x	x	x	x	x	

Channel guidance example: by message

Message/ scenarios	Main audience	Sponsor	Central channels													Local channels					
			Face to face	Town hall sessions	Leaders forum	All staff/ student email	HoS/DoPS email cascade	Manager email cascade	Web homepage	News story	MyEd	LEARN	SharePoint	Student e-newsletter	Staff magazine	Central social media	College	School	Department	Course organiser	Personal tutor
University-wide closure	All staff; all students	SVP	x			x	x	x	x	x	x	x				x	x	x	x		
Important change to HR policy/ finance process	All staff	HR/ Finance head				x	x	x		x					x	x	x		x		
Important changes to academic timetable	Affected students	Student Systems				x					x	x		x			x	x		x	
Change to University structure	Leaders; all staff; all students	SVP		x	x	x			x	x					x		x	x			
Good news story about an internal project	Staff	Project sponsor								x				x	x	x	x	x	x		
Good news story about a group of students	Students	N/A							x	x						x	x	x	x		



**Figure 2: guidance example: email etiquette**

## **Email Etiquette [draft]**

A large proportion of the University of Edinburgh's staff regularly communicate directly with students via email. This could be to share important information or changes that will affect a student/ students or to respond to a student contacting them for help, support or requests.

This document has been created to give guidance to staff members who are communicating with or responding to students.

### **1. Sending an email**

#### **1.1 Is email the best way?**

Sending an email is an easy way to send out information however it might not always be the best approach. Some communications are better dealt with in person or over the telephone; particularly when dealing with a sensitive or potentially confrontational situation.

#### **1.2 Choosing who to send your email to:**

- Target your email appropriately - think of the purpose of your email and who will be affected
- Only send it to those who really need to read it or to take action as a result of its content.

#### **1.3 Starting & signing off your e-mails**

- Pay attention to the recipient's name and title (including the spelling of names).
- Open with a polite address, i.e. 'Dear Dr Smith', 'Dear John', etc.
- Don't begin e-mails with overly familiar or bizarre-sounding openers, e.g. 'Hey' or 'Hiya' unless this is your usual rapport with your recipient/s.
- Include an email signature to help the recipient/s understand who it is from, especially if the person is unknown to you.

#### **1.4 When to send your email**

- Don't bombard your addressee with e-mails, especially at weekends or late on evenings. This can set a standard for students to expect responses at these times – consider setting an out-of-office response if you feel this would set expectations.
- Be patient when waiting for a response – revision, holidays or University calendar events may make response times longer.

#### **1.5 Overall tone and content**

- Emails to students should be formal, yet friendly:
  - o Be polite and respectful, and use good judgement.
  - o Don't send e-mails that sound curt or demanding
- Be concise and to the point. Think about what your recipient wants to know rather than what you want to tell them.

- Structure your message so that it is short and easy to understand, making questions and actions clear.
- When sending to a large group of students use 'you' and 'your'; and 'we', 'us' and 'our' when referring to the University/college/school/department.
- What do you want people to do once they've received your communication? This message should be as high up within the email as possible – even within the subject area.
- Avoid using acronyms or jargon, unless you are sure that they will be understood by all recipients.

### **1.6 Do a last check before sending your email**

- Do you think your message could be misconstrued? Keep it in mind that emails do not come with facial cues (expressions or gestures) or tone that you would normally get if speaking face-to-face
- Does your target audience already have previous awareness of the subject of your email? Don't automatically assume that everyone has as much knowledge on the subject as you do.
- Always proofread your email and check that all links work and go to the right source.

## **2. Responding to an email**

### **2.1 Responding to enquiries**

- Check emails regularly and reply promptly.
- If a solution is going to take time, send a brief response to acknowledge to the sender that you have received the email and it is being dealt with.
- If you forward an email for someone else's response, inform the enquirer and tell them who they should expect an answer from.
- If a long period of time has passed and there is still no response to an enquiry, send a further email to:
  - o Let the enquirer know that you are still working on a solution.
  - o Let the enquirer know that you unfortunately couldn't provide an answer at that point in time but will be back in contact once there is one available.

#### **EXAMPLE**

Dear [enquirer],

Thank you for your email – although I don't yet have a response to your question, please be assured that we are dealing with this and will be in touch soon.

Many thanks,  
[Your email signature]

### EXAMPLE

Dear [enquirer],

Unfortunately, we haven't been able to find a solution/ answer to your query. In the meantime, if we do find a solution, we will contact you direct.

Apologies,  
[Your email signature]

## 2.2 Responding to rude or negative emails

In the event that you receive a rude or negative email take the following steps if you need to respond:

- Emails can be easily misconstrued so take time to review the email and determine the sender's issues
- Respond with a neutral tone – avoiding any emotional or negative response
- Ask yourself if an email response is appropriate. If the sender has an issue, it may be better to discuss over the phone or face to face where it is less likely that the message will be misconstrued
- If you feel the email is offensive or inappropriate, escalate or report via the internal communications team.

## Figure 3: Student/staff email procedure

### University-wide email guidelines [draft]

#### 1. Description

This procedure outlines the use of University-wide emails, defines the ownership and approval process, and provides best practice guidelines for creators.

The aim of this procedure is to ensure that University-wide emails are appropriately selective, that best practice is consistently applied, and that the circumstances in which a University-wide email can and should be sent are clear.

#### 2. Definition of a University-wide email

A University-wide email is defined as an email communication sent to a high number of recipients and can be either:

- All staff
- All students
- Large group of staff (Hos and DoPs; College; School; line managers)
- Specific cohort of students for sending out critical information (students from a particular country, course, year, etc.)

#### 3. Ownership of University-wide email mailing lists

University-wide email lists are owned and updated by:

- Student Systems - students
- Human Resources - staff

#### 3.1 Criteria for sending a University-wide email

A University-wide email should only be sent when the University is looking to communicate the following:

- Important information about changes taking place at the University
- Principal/ Vice-Principal initiated events or initiatives that will affect a large group of staff and/or students
- Changes that will affect the working activities of all recipients (e.g. major changes to HR policies, changes to exam timetables etc.)
- Formal central communications (e.g. Senate meetings, Student eNewsletter)
- Ad hoc 'business critical' situations, e.g. crisis and/or emergency, health and safety, security

If an email request falls outside of this criteria or the Communications & Marketing (CAM) believes a different approach is more suitable, CAM will recommend alternative channels to communicate the information. This includes but is not limited to:

- Email to go to a different group to cascade the information through their area
- Cascade request sent to communications network based across colleges, schools and departments
- Publishing a staff/student news article
- Posts on social media

### **3.2 Approval process**

Those planning a University-wide email are first asked to consider the alternative communications channels available.

3.2.1. Every University-wide email must be approved by CAM's internal communications team.

3.2.2. If the email is department/ school/ college specific, the requestor must consider whether a local mailbox is a more appropriate channel.

3.2.4. If required, the communications team will amend the content, send recommendations and seek final approval from the original sender. Content will be incorporated into the formal University-wide email templates.

3.2.5. If the request meets the criteria set out in 3.1, the internal communications team will distribute to the appropriate email group(s) at the appropriate time, and if necessary, will offer advice on additional communications channels to be considered.

3.2.6. If the message does not meet the criteria set out in 3.1, the communications team will offer advice on alternative communication channels.

### **4. Best practice for University-wide emails**

The requester is expected to provide the following information when sending their request for a University-wide email:

- Details of recipients
- A clear and concise subject line
- Content of the email:
  - o Essential: clear call to action (what do you want the recipient to do once they have received this message)
  - o Desirable: A link or contact information to drive recipients to other locations for further information
  - o Structure messages so that they are short and easy to understand, making questions and actions clear
  - o Avoid using acronyms jargon or complex technical information, unless you are sure that they will be understood by everyone in your audience. If you need to use these, make sure it is explained well in your communication.
- Sender name and job title

### **6. Further information**

The internal communications team is available to assist and advise on the most appropriate and efficient way of distributing information.



UNIVERSITY COURT

17 February 2020

**Edinburgh University Students' Association 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.
2. It also includes a report from Edinburgh University Sports Union (Appendix 1).

**Action requested/Recommendation**

3. Court is asked to note this report. It is recommended that this information be considered to support other initiatives and projects designed to improve student satisfaction and enhance the student experience.

**Discussion**

*Sabbatical Officer work and updates*

*Andrew Wilson, President*

4. Andrew has been continuing to prioritise addressing the cost of living for students in Edinburgh and the link to the student experience. As part of National Student Money Week 2020, he undertook outreach exercises across University campuses to hear ideas from the student body about how we can improve the cost of living and make Edinburgh a more affordable place to live for students. Andrew has also been organising the Students' Association's Sexual Health and Guidance Week, a high-energy, fun campaign week that aims to encourage students to engage in their sexual health at a pace and in a way that is suitable for them. We will have sexual health testing available for students to access on campus, as well as workshops and student-run events. Andrew has also been working with Vice President Community, Rosheen, on issues with affordable housing and transport in the city. The Students' Association has developed its position on proposed changes to the transport provision for students at the University. We believe that a sustainable and affordable transport solution that works for all students is key which is why we will firmly oppose any changes to the transport provision, including the scrapping of the King's Buildings Shuttle Bus, until the University can demonstrate an alternative that students believe will work for them. Finally, as the UK enters into the transition period of its exit from the European Union, Andrew has been working with colleagues from Edinburgh Global and travelled to Brussels for the launch of the UNA Europa alliance, of which Edinburgh is a member, and spoke about what the future of Universities looks like for students.

*Rosheen Wallace, Vice President Community*

5. Rosheen has been pushing for a review of the University's Rent Guarantor Scheme. As part of this, she recently wrote to letting agents in Edinburgh for their feedback on the current provision and has drawn up a summary paper of the areas that need reviewed. To date, progress has unfortunately been slow and Rosheen hopes to see an increased effort to reform the scheme for the benefit of students in coming months. The issue of joint and severally liable tenancy contracts in relation to the scheme is particularly obstructive to students wishing to use the scheme, and Rosheen would like to see this issue considered seriously and the legal aspects resolved in a review. As well as this,

Rosheen has been firmly communicating to the University the Students' Association position to keep the existing transport arrangements for the next academic year, and she is involved in ongoing discussions on University transport provision. As well as this, Rosheen is setting up a sustainability group internally for the Students' Association, having hosted staff and student events to gain initial feedback. She is arranging the first formal meeting of a staff group that will work on a strategy and progress monitoring. Finally, Rosheen has been working on a flatmate-finding website for students to allow student users to find others to live with. This would incorporate the University's login system to ensure a higher level of security for users in comparison with third-party websites.

*Beth Fellows, Vice President Activities and Services*

6. Beth has been organising The Schools' Dodgeball to be held on Wednesday, 5 February 2020 3-6pm in Pleasance Sports Hall, as an event under the Sense of Belonging Task Group. This is a pilot event by a collaboration of the University, the Student Association and the Sports Union to try help build a sense of community within schools. The 'Student Events of Interest' have been added to students' outlook calendar so this is also a project that is now live. These are events only relevant to all students for example LGBT+ history month and Student Elections as upcoming events. Following on from the Wednesday afternoon survey, Beth has presented a paper to the Academic Policy and Regulations Committee that summarizes the findings from the survey. The outcome of the meetings was that the impacts of an undergraduate/postgraduate distinction in the policy are going to be measured, in order to see if teaching could be cleared out of Wednesday afternoon for undergraduates with the addition of more research being done into the postgraduate experience. As well as this, Beth has been working with the University to discuss the development of an app that shows students where available study space is and other facilities such as Heat n' Eat stations and bike stores. Beth was also involved in the Roaring 20s event held in McEwan Hall, which involved participation from the Jazz Orchestra and the Swing Dance society. This was a very successful event with 1000 tickets sold and 750 people on the waiting list. It was brilliant to see engagement from such a large number of international students as well. She looks forward to seeing these events continue to evolve and be complimented by the rest of the Sense of Belonging portfolio.

*Oona Miller, Vice President Welfare*

7. Oona is very pleased to have convened a first meeting of a collaborative working group for the development of a centralised disability framework and policy for the University – these provisions existed prior to the Equality Act (2010) so it is important the University commits to their robust creation now. Oona has also been working to link the Students' Association buildings into the University's programme of accessibility improvements – being able to take advantage of this resource in student spaces will be an important contribution to the student experience of disabled students. On 17 February, a pilot for rolling out consent training in University residences will begin – this is a fantastic development and Oona looks forward to future prevention work regarding sexual violence in the University community, for instance through mandatory online consent training at matriculation. Oona has also been looking at initiating a review of the student hardship, and other emergency, funds with Edinburgh Global and Student Administration. Oona continues to 'Tackle Elitism' in the Edinburgh community – this semester, she is looking to sustainably embed the structure of a student group and build staff-student community; making these connections is crucial for building a sense of

belonging for widening participation and other marginalised student communities. The Students' Association marked Holocaust Memorial Day in conjunction with the Jewish Society, and Oona looks forward to working with J-Soc further on support for Jewish students, particularly in light of increasing hostility for the Jewish community across the UK. In other news, Oona is excited for the first meeting of the Equality, Diversity and Inclusion Committee under Prof. Sarah Cunningham-Burley's chair-ship; increased accountability on EDI is a welcome development, and conversations on wellbeing and sense of belonging for Trans and BME students will be particularly timely.

*Steph Vallancey, Vice President Education*

8. Over the past few months Steph has been addressing several key areas, including tackling additional course costs, representative support, and King's Buildings outreach. The initial campaign of Hidden Costs is still in the progress. She has had progress in the College of Art, meeting with the Principal as well as organising focus groups with the students to find solutions. Further work is being conducted University wide to understand the full impact of these costs for all students. Steph has also been engaging with the academic representative system (primarily Programme and School Reps) and looking how to enhance these roles so students feel rewarded, and supported in their roles. Work is being done to gather best practice from other universities and understand the discrepancies in the current system between schools. Finally, Steph has been involved in large parts of outreach at King's Buildings campus. Firstly, the School reps have formed a College level committee (split for undergraduate/taught postgraduate and postgraduate research) where the students are able to raise any problems or concerns from the School and these are addressed in a timely manner. The second part of this work is outreach at the campus to talk to students between classes, and understand their main concerns. King's Buildings has consistently had lower National Student Survey scores regarding the Students Association. It is hoped this stronger relationship will aid in these results, as well as support students to have their concerns heard and strengthen our current representative system.

*Annual Awards*

9. We run two annual Awards schemes – our Teaching Awards are now in their 12<sup>th</sup> year, and see 1000s of nominations submitted by students for staff across the university, showcasing examples of great engaging teaching and student support. Nominations close later this month, with our annual awards dinner and ceremony at Teviot in April. We'll be sharing the shortlist closer to the time. All nominees are contacted immediately and sent a pin badge which we see many staff proudly wearing, and also told the reason they were nominated. It's clear that staff highly value the feedback and are often overwhelmed that students have taken the time to nominate. Our Student Awards enable student activity and achievement to be recognised – whether this is through supporting inclusion, creating community, leading change, promoting student wellbeing – individuals and student group nominations are all welcome from staff and students. In addition, we're pleased to be partnering with Development and Alumni colleagues to promote the University's Alumni Award which will also be presented at our event. Our Student Awards Ceremony and Celebration event will see over 500 people come together at the Assembly Rooms on George Street for an inspirational and fun evening to celebrate students' work and hear the winners announced. We'll share the shortlist in late March.

### *Peer support expansion*

10. In December we received formal approval, and funds, from the University to support the expansion of our Peer Learning and Support provision, through the Student Experience Action Plan project. This involves two additional staff joining the team and four key areas of development:

- Ensuring Peer Learning and Support provision is available across every School / Programme in the University for 1<sup>st</sup> year students.
- Developing new Peer Learning and Support models for key transition points (for example the move to honours, or prior to extensive periods of placement).
- Proposing cross-university peer support for postgraduate students, following the recommendations of a set of pilot projects we have developed over the last 12 months.
- Extending our student 'Wellbeing Officer' model for Peer Learning and Support schemes.

11. It has also recently been agreed that a new university-wide model of student support is to be implemented from September 2021 and will articulate peer support as a core element of school-based support. This is positive and requires further scoping and planning.

### *Give it a Go*

12. Week 1 of Semester 2 saw our very popular Give it a Go Week take place once again – our week long programme of tasters and events designed to give students an opportunity to check out a wide range of societies, sports and other activities, and encourage them to take up a new activity. It also provides a great way for our new 'January Arrivals' – mainly one semester visiting exchange students to meet people and get involved when they arrive. From introductory dance classes, to coffee crawls, to gym tasters, and doughnut-making, and a large Fair to enable students to have a chance to find out more about our groups in once place, there was something for everyone.

### *Elections*

13. Nominations for our March elections opened at the start of semester and close on 19 February, with campaigning and voting taking place in March. This year c 50 positions are available for students to become School representatives, Liberation officers, Activities officers and Section officers, and the five full time sabbatical officer positions are also elected at this point. Our 'Stand' campaign is currently live and we are aiming to have at least five candidates running for each of the sabbatical positions and three for all others – engaged and active candidates are key to generating wider interest in the elections from our student body. This year in our elections planning we have focussed on: simplifying the online information and guidance available to students; emphasising the development benefits of getting involved in the elections process regardless of whether or not candidates are successful; and to increasing access to support for candidates throughout the process to build on the positive and supportive elections atmosphere we have developed in recent years. Results will be announced at a celebratory event in Teviot on Friday, 13 March.

### *Student societies service changes*

14. Our newly formed Student Opportunities team are now working to develop a phased plan for substantial changes to society and student groups support, in order to focus on

development and value-added activity, and reduce bureaucracy (whilst appropriately managing risk and governance). We have conducted in-depth analysis of the extensive annual feedback from 300+ societies. A project group comprising colleagues from Student Opportunities, Marketing and our Commercial teams will be considering immediate quick wins we can apply now, as we move toward the annual 'changeover' period for societies and a more extensive plan for future years. We are also considering insight from three other large students' unions in the UK (all with large membership, and supporting a similar level of activity/number of groups). We have, already, made some revisions to our annual reporting and re-registration process which launches in February.

#### *Sustainability strategy development*

15. In line with our strategic principles, our Trustee Board have agreed a set of work to develop a new plan for our sustainability work. They considered the range of sustainability work and activity currently undertaken, and outcomes achieved – both internally, with the University (via the Department of Social Responsibility & Sustainability partnership work) and student-led. There is much to be proud of but we also recognise the shift globally, and locally, in priority. This involves responding to these changing priorities, challenging and developing both our own operational sustainability practices further, and also our role in supporting/driving development and change for our members.

16. We have set up an internal group to lead on developing a strategy for sustainability to be embedded across the organisation. We ran an initial workshop in January with 90 staff, facilitated by Michelle Brown from the Department of Social Responsibility & Sustainability, and also hosted a student workshop as part of Give it a Go week, which was open to all students and also included students from a range of sustainability-focussed student groups. The key themes and suggestions from these workshops will inform the development of our strategy and action plan, being developed by our internal group. It was clear from our staff workshop that there is extensive interest and commitment to this area of work across all teams, which bodes well for being able to deliver both short term and long term change.

17. As a result of the student workshop we now have a very engaged network of students, who would like to see change but also want support to connect and collaborate with each other, with us, and with the University. We are already putting in place some immediate small-scale practical measures through our Representation and Democracy and Student Opportunities teams to maintain momentum and continue this communication, including providing a regular time and space for them to continue connecting, and agreeing with them, the best way to support an online community of interested students. We also meet regularly with University Social Responsibility & Sustainability colleagues and will be engaging with them as our plans develop.

#### *Planning and Budgeting*

18. Our financial year begins on 1 April, and as such the organisation is currently developing budgets and plans for the new year. The organisational effectiveness review (which ran over the last 12 months) has resulted in a brand new operational planning and management structure particularly in our commercial services. This has brought some challenges to the budgeting process but we have worked through these. We are aiming to ensure we embed the savings achieved as part of that review, and at the

same time deliver improved income generation through our services – aiming for a £100k surplus in the coming year. At the same time our planning round submission is also being developed, with commercial development opportunity and real living wage conversations progressing alongside – this latter is a clear aspiration for us, although delivering the real living wage for our staff within an accelerated timescale beyond our earlier plan presents significant challenge. However, our Trustee Board have considered options for how the organisation can achieve this, recognising there is no single easy answer. Balanced scorecard plans are also being developed by teams, recognising that progress over the last year was somewhat stilted by the organisational review process which began in April.

19. As we move towards a new financial and planning year the focus is on looking forward and not back, and we have also worked to rebuild staff engagement and morale following a challenging year. This has included activity at Directorate level recognising things have changed significantly in some particular areas, so Directors have had team awaydays for networking, planning and development. Our Winter staff event in January for all salaried staff included organisational updates, networking for staff, and workshop activity. As part of our wider Communications Strategy, we now have an internal communications plan for the year to ensure effective two way communication and engagement

## 20. Finance Update: period 9 High Level Summary

£ 000's

	Year to Date				Current Month			
	Actual	Budget	Variance	Last Year	Actual	Budget	Variance	Last Year
Trading	602	607	(4)	383	(34)	(28)	(5)	(6)
Block Grant	2,283	2,283	0	2,227	254	254	-	254
<b>Total net income</b>	<b>2,885</b>	<b>2,890</b>	<b>(4)</b>	<b>2,609</b>	<b>220</b>	<b>225</b>	<b>(5)</b>	<b>248</b>
Student Support Activities	(651)	(737)	87	(660)	(76)	(85)	10	(77)
Central costs	(2,054)	(1,949)	(105)	(2,137)	(268)	(237)	(30)	(266)
<b>Total expenditure</b>	<b>(2,704)</b>	<b>(2,686)</b>	<b>(18)</b>	<b>(2,797)</b>	<b>(343)</b>	<b>(323)</b>	<b>(21)</b>	<b>(343)</b>
<b>Surplus / (deficit)</b>	<b>181</b>	<b>204</b>	<b>(22)</b>	<b>(187)</b>	<b>(123)</b>	<b>(97)</b>	<b>(26)</b>	<b>(96)</b>

Numbers shown in red & brackets denote a net expense or an adverse variance

### Month results

21. Results in the month show an overall net cost of £123k, which is £26k worse than budget. Much of the adverse variance is driven by central cost areas, although there are also some unanticipated favourable variances (partly due to delayed phasing of projects, including our digital/website project). Significant adverse variance relates to treatment of savings and expenditure in relation to our reorganisation – we budgeted for benefits resulting from the restructure centrally whereas actual benefits are spread in departments through the Association, so we see a high adverse variance in this central project code. There is also a large (£32k) adverse variance in the central overheads group of cost centres. There are several reasons for this, including: high cash collection & merchants fees in the month (£10k of the variance); a similar budgeting technique to the staff savings above, where the savings resulting from staff 'churn' have been

budgeted centrally (£5k); higher senior management team costs owing mainly to the maternity leave of one of the team.

22. Commercial areas are together very slightly (£5k) adverse to budget in the month though within this the two largest variances are favourable: Retail (£12k favourable, assisted by a £15k retro payment relating to a prior year); and Honours (£8k favourable).

23. Student Support activities are together £10k favourable – similar to last month – with most of this relating to staff cost savings from the reorganisation, and some staff churn.

#### *Year to date (YTD)*

24. Cumulatively, the surplus position is gradually being eroded as expected and we have ended December with a £180k surplus, slightly (£22k) behind budget for the first time this financial year. However this position is almost the inverse of this time last year where a deficit of about £180k had been made (the additional £200k grant from the University was paid in January 2019).

25. Overall, commercial areas are very slightly behind budget, where more significant adverse variances in many of the core commercial areas are countered by the strong Honours position (£30k favourable to budget), Festival, and staff savings from the House team.

26. Student Support areas are well ahead of (favourable to) budget, a combination of savings from natural staff churn and planned savings from the restructure. There are some overspends in central costs – in general these relate to the restructure, and investment in systems/process improvements in relation to stock management and cash handling which will bring benefit.

#### *Forecast*

27. The Q2 forecast indicated a full year result of £41k deficit. We have taken some corrective actions to limit this. We are on the point of revising the forecast based on the Period 9 data to gain a more up to date view of the likely year end position and will adjust it based on these variances.

#### *Cash Position*

28. The cash balance continues to track comfortably above the position from a year ago. On the assumption that this position continues it looks very unlikely that any overdraft will be required in summer 2020.

#### *Association and University Corporate Services discussions regarding commercial opportunity to aid financial sustainability*

29. We are very pleased to be in discussion with the University on the opportunities for support to develop our commercial revenues as part of a wider approach to support our commercial sustainability, and our shared aspiration for the Association to be in a financial position to pay the Real Living Wage.

30. We have formed a small working group which consists of two staff from Corporate Services – Ashley Shannon, Director of Operations and Jenny Veitch, Corporate

Development Manager; and three from the Association – CEO, Finance Director and Commercial Director.

31. We have had three exploratory meetings, understanding our historical and current position, in hope of developing a more concrete forward plan. The group will examine options in the following areas:

- i. General points of collaboration that may yield benefit e.g. joint working, purchasing, and also support looking at further efficiency improvements.
- ii. Expansion (at some scale) of current areas of activity – either organic expansion or new locations /activity e.g. new retail sites, café opportunities, Festival opportunities
- iii. Entirely (largely) new operations e.g. letting agency, digital commerce, merchandising, accommodation.

32. This work on a future business model is complex and will take some time, but will also build on our current cost savings and development plans.

*Estates update: Teviot Row House*

33. Court members will be aware that the Teviot Student Centre project was confirmed as a priority during the recent capital reprioritisation exercise.

**Resource implications**

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

**Risk Management**

35. Not applicable.

**Equality & Diversity**

36. 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**

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

**Consultation**

38. 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**

39. Author  
Andrew Wilson  
Edinburgh University Students' Association President  
February 2020

Presenter  
Andrew Wilson

**Freedom of Information**

40. This paper is open.

## UNIVERSITY COURT

17 February 2020

## Edinburgh University Sports Union President's Report

**Description of paper**

1. This paper is to note developments at Edinburgh University Sports Union since the last Court meeting, and to provide an update on current work and sporting achievements of our students.

**Action requested/Recommendation**

2. Court is asked to note this report. It is recommended that this information be considered to support University-wide initiatives and projects designed to improve student satisfaction and enhance the student experience.

**Discussion***Student Sporting Achievements (Winter 2019/20)*

3. Student Chris Kumesu-Egri won bronze at his first British Judo Senior Championships, whilst also securing his spot on the senior British team for the next year. Students Monique Kawazaki, and Daniel Lim broke two national records at the Swimming European Championships for Luxembourg, and made personal bests in the Southeast Asian games for Malaysia, respectively. Archer, Sarah Prieels broke the compound women's 60-arrow 18m world record at the 2020 indoor Archery World Series. In January, at the British Diving Championships, students Millie Fowler and Ross Beatie won 2<sup>nd</sup> in the 1m Springboard and 3<sup>rd</sup> in the 3m Synchro, respectively. Finally, our Ladies Rugby 1<sup>st</sup> XV recently won the BUCS National league (the top UK University league) for the first time ever!

4. On Thursday, 23 January we hosted our annual Sports Union Ball which saw c.2000 students celebrating a great year of sport at Edinburgh under one roof. Eleven awards were given out, with highlights being - the Snowsports Club winning Club of the Year, BUCS indoor and outdoor long jump champion Ché Richards picking up Male Athlete of the Year and Commonwealth Individual and Team Gold medallist Chloe Dickson scooping up Female Athlete of the Year.

*International Volunteering (Summer 2020)*

5. Six students have been selected, and are already well into their fundraising journey to head out to Zambia in summer of 2020. The mission of Volunteer Zambia is to make a difference to the lives of young Zambian people by empowering and enriching communities, through the power of sport, leadership and education. These six students are looking to complete their Scottish and UK wide inductions in the next few months, with the first of the cohort heading out to Zambia in May.

*Highest Ever Student Engagement*

6. Heading into Semester 2 we have already surpassed our membership total from the whole of 2018/19! Over 10,800 memberships have been bought so far and they are still increasing! Great student engagement across the university.

### *Victory for Student Sport - on the Horizon*

7. 1 February will see over 700 University of Edinburgh students and members of staff take part in the Great Winter Run around Arthur's Seat! The uptake from the UoE community has been phenomenal, with individuals of all ages taking part. The Great Run is also a precursor to the biggest student Cross Country competition of the year, the BUCS cross-country Championship. The Edinburgh University Hare & Hounds will be hosting this event for the first time, with a very strong 140 entries from the home club. A total of over 2,000 student runners from across the UK will be competing over the weekend.

8. Over 150 of our student athletes will be heading to BUCS Nationals on 14 February, in 8 different events. This three-day competition sees the best in the country come together to compete in Sheffield.

9. Quickly approaching is our Burgh Varsity against Heriot-Watt University. 274 Edinburgh students will compete in 16 sports against Heriot-Watt. In addition, this event has also had a make-over, with points from matches between the two Universities now being collected across the year, culminating in a spectacular event on 25 March to decide which University will come out victorious!

### *Growing our Participation*

10. As part of our Planning Submission process we analysed our current Sports Union membership data. We have a current representation of 20.3% of undergraduate students, whilst, however, only 4.2% of postgraduate students. We also currently represent 12.2% of Female students and 16.6% of male students, whilst also 16.4% of students with a disability. Interestingly, we also represent 12.4% of EU outside UK students, which make up 18.9 % of the University population. However our current representation of overseas outside EU students is 6.6%. Uncovering our membership demographic has allowed us to focus our attentions on continuing to grow overseas, outside EU students over the next academic year.

11. Within our Intramural programme we are now offering a programme of 10 different sports, with 21 leagues and 159 teams. We have had a brilliant year for intramural sign ups, reaching nearly 2000 members. Due to this we have had to look at innovative ways to deal with capacity issues, to ensure all students can take part in the activity they wish to. In a bid to engage those currently out with the programme, EUSU Intramural Vice President – Fergus Mackenzie, and EUSA Activities & Services Vice President – Beth Fellows, are organising a Dodgeball Tournament to bring all the Schools together in a fun competitive event. Furthermore, within our intramural programme we have also seen growth in the number of student officials qualified. We now have 8 of our leagues officiated by qualified students.

### *Student Engagement*

12. Now in its second year, the Coaching and Volunteering Academy (CVA) engages over 1000 student volunteers, who run our clubs, officiate our matches and coach our sessions, not to mention our media, finance and awards committees. Since December we have awarded over £6500 towards upskilling our student coaches. Furthermore our Edinburgh Award programme continues to grow and our Edinburgh Leaders Award is going from strength to strength.

### *Sustainability Pledge*

13. SIGG water bottles & introduction of new Eco Kit.

Our partners at Sport and Exercise recently teamed up with SIGG – a reusable water bottle company, to support the sustainable aims of the University by targeting to be single-use plastic bottle free by 2020. This has seen many of our Sports Clubs now using reusable water bottles with our aim cut out all single use plastic in support of #ZeroWasteUoE.

### *Wider Engagement*

14. EUSU will be taking on a 2<sup>nd</sup> Year Sports Management Student Feiyu Cao, who will be supporting us on international student engagement especially around our Chinese community. He will be looking at communications, activities, and working closer with groups not yet engaged in EUSU programmes.

15. Many of our sports clubs recently applied to the Student Experience Grant, with many of them receiving their full financial ask. Women's football were successful in their bid to buy an aerial video mast to aid all of our outdoor sports clubs with their post-match analyses. The Wakeboard & Waterski club also gained funding to allow their new members to take part in the Celtwake wakeboarding competition in Northern Ireland! We wish to say a special thank you to the Development & Alumni department and our generous alumni for this grant.

We Are Edinburgh

### **Resource implications**

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

### **Risk Management**

17. Not Applicable

### **Equality & Diversity**

18. Equality and Diversity considerations are implicitly included in this paper. The Sports Union aims to offer and ensure that all its clubs are inclusive and that there is activity catering for the whole diverse student population.

### **Next steps/implications**

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

### **Consultation**

20. All Edinburgh University Sports Union Staff.

### **Further information**

21. Author  
Julia Stenhouse

### **Freedom of Information**

22. This paper is open.

**Please see some of the fantastic work that our students having been carrying out:**

SU Ball Video: [Sports Ball 2020](#)

Photos: [19/20 so far](#)





UNIVERSITY COURT

17 February 2020

Director of Finance's Report

**Description of paper**

1. This paper provides an update on the University Group Quarter One forecast position as well as an update to the Ten Year Forecast (TYF) (in Appendix 1). Special Focus Updates on the early results of the 2018-19 Russell Group financial benchmarking exercise and a summary of the second report from the Joint Expert Panel looking at USS pensions are provided in Appendices 2 and 3.

**Action requested/Recommendation**

2. Court is invited to review and comment on the latest update.

*Paragraphs 3-29 have been removed as exempt from release due to FOI.*

**Risk Management**

30. The University manages its financial risk by not breaching the Group risk appetite as described in its financial metrics. The current Finance Strategy provides a target surplus range of 3% - 5% to remain sustainable.

**Equality & Diversity**

31. Specific issues of equality and diversity are not relevant to this paper as the content focusses primarily on financial strategy and/or financial project considerations

**Next steps/implications**

32. We would welcome feedback as outlined in the discussion above.

**Consultation**

33. The paper has been reviewed by Lee Hamill, Director of Finance.

**Further information**

34. Authors

Rachael Robertson  
Deputy Director of Finance

Stuart Graham  
Head of FIRST (Financial Information,  
Reporting & Strategy Team)  
31 January 2020

Presenter

Lee Hamill  
Director of Finance

**Freedom of Information**

35. Closed paper – its disclosure could substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

17 February 2020

**Edinburgh BioQuarter – Route to Formalising Partnership Arrangements**

*Paragraphs 1-29 have been removed as exempt from release due to FOI.*

**Equality & Diversity**

30. A principal driver behind the plans for Edinburgh BioQuarter is to bring positive impact to the local communities to BioQuarter in terms of social and economic benefits and inclusive growth. Some of the surrounding neighbourhoods are recognised as the most socially and economically disadvantaged areas in the City of Edinburgh, Scotland and Europe. The BioQuarter partners therefore understand the crucial role BioQuarter has the potential to play in creating educational, employment and social-good opportunities all of which has a strong connection to the University's Strategy 2030. The partners will be progressing a social impact/inclusive growth assessment as part of the Outline Business Case referred to in paragraph 10 above.

*Paragraphs 31-33 have been removed as exempt from release due to FOI.*

**Consultation**

34. Regular engagement is ongoing internally across key areas within Corporate Services Group, senior academic colleagues, Legal Services and the Senior Leadership Team. This paper has been reviewed by the University Executive (21 January 2020 meeting), the Director of Estates, the Director of Legal Services, the Director of Procurement, the Director of Finance and the Vice-Principal Business Development & Director of Corporate Services, the Head of CMVM and the Registrar for CMVM. The Vice-Principal Business Development & Director of Corporate Services will look to this senior team to support them in completing the detailed work and finalise the arrangements associated with approval matters noted in paragraph 2 above.

**Further Information**

35. On 30 September 2019, a positioning paper was supported by Court (which had already been supported at University Executive in August and Policy & Resources Committee earlier in September) setting out the direction of travel towards a formal joint venture structure with the existing BioQuarter partners, with further steps to procure a Private Sector Partner(s) which are expected to conclude in 2021.

36. Author & Presenter

Ashley Shannon, Director of Operations, Corporate Services Group  
28 January 2020

**Freedom of Information**

37. Closed paper – commercially sensitive. Disclosure would substantially prejudice the commercial interests of the University and the other BioQuarter partners.



UNIVERSITY COURT

17 February 2020

**World Class Data Infrastructure IT Equipment Procurement**

**Description of paper**

1. This paper requests approval for the procurement of the Information Technology (IT) equipment for the City Deal's World Class Data Infrastructure (WCDI).

**Action requested/Recommendation**

2. Court is invited to approve that the University procure the IT equipment for the City Deal's World Class Data Infrastructure using an open procedure through the Official Journal of the European Union. Court is further invited to agree that, following the successful conclusion of the procurement process, contract signature (for an initial period of 5 years) is delegated to Professor Peter Mathieson, Principal and Vice-Chancellor. Subsequent to contract signature authority is delegated to Professor Mark Parsons, EPCC Director and WCDI Senior Responsible Officer, under the governance of City Deal Executive Governance Group (CDEGG) to issue Purchase Orders against the IT Building Block price list, which is the key output of this procurement.

*Paragraphs 3-17 have been removed as exempt from release due to FOI.*

**Risk Management**

18. Best practice is being followed with regard to the University's procurement processes and the Procurement Office are fully engaged. Risks will be managed as per EPCC's existing processes which align with University best practice.

**Equality & Diversity**

19. The successful bidder must meet the expected equality and diversity requirements which we expect our suppliers to abide by such as social responsibility and fair work terms.

*Paragraph 20 has been removed as exempt from release due to FOI.*

**Consultation**

21. Knowledge Strategy Committee and Policy & Resources Committee have reviewed the paper and recommended it for approval by Court at their meetings on 24 January and 27 January respectively. Internal consultation with: Alison Johnson, Procurement Department IS Category Team Manager. Gemma Stenhouse, Procurement Officer. Nora Kellock and Esther Duncan, University Legal. Tony Weir, Information Services Group. Jarmo Eskelinen, Data-Driven Innovation Programme Director. The Chief Information Officer is aware and supportive of this investment. Andy McKenzie from Finance Department and the DDI Programme is fully engaged in setting up the WCDI funding and managing spend profiles.

**Further information**

22. Author & Presenter

Professor Mark Parsons, EPCC Director and WCDI Senior Responsible Officer.

**Freedom of Information**

23. This paper is closed for commercial confidentiality.



## UNIVERSITY COURT

17 February 2020

### Capital Prioritisation 2019

#### Description of paper

1. The purpose of the paper is to provide an overview of a further capital prioritisation process undertaken during autumn 2019 by the Senior Leadership Team (SLT) and to present an overview of the agreed proposals which resulted from this process.

#### Action requested/Recommendation

2. Court is invited to note the outcome of the capital prioritisation exercise.

*Paragraphs 3-27 have been removed as exempt from release due to FOI.*

#### Communication

28. Following approval by Estates Committee the Convener of Estates Committee, the Directors of Estates, Finance and Communication and Marketing are developing a co-ordinated communication of the proposed capital plan.

*Paragraph 29 has been removed as exempt from release due to FOI.*

#### Risk Management

30. There are no immediate risk management issues relating to this paper.

#### Equality & Diversity

31. No issues identified that may require highlighting in an equality and diversity context.

#### Next steps/implications

32. The Estates and Finance Departments will continue to implement this revised Capital programme in consultation with Colleges and Professional Services Groups.

#### Consultation

33. There has been consultation between senior colleagues in Estates, Finance and the Colleges and Professional Services Groups in order to finalise the prioritised capital plan and integration into planning submissions.

#### Further information

34. Authors

Rachel Ducker  
PMO Analyst  
Terry Fox  
Director - Finance Specialist Services  
Gary Jebb, Director of Estates  
16 December 2019

Presenter

Jonathan Seckl  
Vice-Principal Planning, Resources &  
Research Policy

#### Freedom of Information

35. This paper is closed as disclosure would substantially harm the commercial interests of the University.



UNIVERSITY COURT

17 February 2020

Usher Institute for Population Health Sciences



**Description of paper**

1. This paper presents details of for the Usher Institute for Population Health Sciences Project at the Edinburgh BioQuarter and recommends approval of funding to allow the project to progress to completion.

**Action requested/Recommendation**

2. Court is invited to approve the paper.

*Paragraphs 3-29 have been removed as exempt from release due to FOI.*

**Risk Management**

30. The key risk if the project is not approved is that the University will not be able to meet the objectives of the City Region Deal for Edinburgh. The detailed project risk register is regularly reviewed at the Project Board.

*Paragraphs 31-32 have been removed as exempt from release due to FOI.*

**Equality & Diversity**

33. An Equality Impact Assessment has not been carried out at this point however one will be developed as the project progresses by the College of Medicine and Veterinary Medicine for the respective works including the design.

*Paragraphs 34-35 have been removed as exempt from release due to FOI.*

### **Consultation**

36. The Full Business Case was reviewed and approved by the Project Board on 20 November 2019 and the BioQuarter and Western General Programme Board on 11 November and Estates Committee on 4 December 2019. Policy & Resources Committee reviewed and recommended the paper for approval on 27 January 2020. The Full Business Case was also reviewed by the Director of Estates and the Director of Finance.

### **Further information**

37. *Authors*

Julia Laidlaw,  
Senior Estates Development Manager  
Moirra White  
Vice-Principal and Head of the  
College of Medicine and Veterinary  
Medicine  
10 February 2020

*Presenter*

Jonathan Seckl  
Vice-Principal Planning, Resources &  
Research Policy

### **Freedom of Information**

38. This paper is closed as disclosure would substantially prejudice the commercial interests of the University.



## UNIVERSITY COURT

17 February 2020

### Queen's Medical Research Institute (QMRI) – including BioResearch and Veterinary Services (BVS) Estates Strategy



Reisch and Hall Architects Stage 3 Report September 2019

41

#### **Description of paper**

1. This paper presents an overview of the BioResearch and Veterinary Services (BVS) Estates Strategy together with the Queen's Medical Research Institute (QMRI) Refurbishment project at the BioQuarter campus which is seeking funding approval from Court to progress the project to completion.

#### **Action requested/Recommendation**

2. Court is invited to note, consider and approve the paper.

*Paragraphs 4-10 have been removed as exempt from release due to FOI.*

#### **Risk Management**

26. Individual and Programme risk registers have been established and will be monitored by the Project Boards.

*Paragraph 27 has been removed as exempt from release due to FOI.*

#### **Equality & Diversity**

29. No issues were identified that may require highlighting in an equality and diversity context.

*Paragraphs 30 -31 have been removed as exempt from release due to FOI.*

### **Consultation**

32. This paper has been reviewed by Director of Corporate Services and has been prepared in consultation with the Director of Estate Development.

### **Further information**

33. Author

Lesley Penny, Director of BVS  
Julia Laidlaw  
Senior Estates Development Manager  
Hugh Edmiston  
Vice-Principal Business Development  
and Director of Corporate Services  
10 February 2020

Presenter

Professor Jonathan Seckl  
Vice-Principal Planning, Resources  
and Research Policy

### **Freedom of Information**

34. The paper is closed as disclosure would substantially prejudice the commercial interests of the University and potential contracting parties.



UNIVERSITY COURT

17 February 2020

**Peffermill Sports Village: Student Accommodation**



**Description of paper**

1. This paper provides details of the Peffermill Student Accommodation component of the Peffermill Sports Village and recommends approval from Court of funding to allow the project to progress to completion.

**Action requested/Recommendation**

2. Court is invited to approve the paper.

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

**Equality & Diversity**

31. An Equality Impact Assessment will be developed for the respective works.

*Paragraph 32 has been removed as exempt from release due to FOI.*

**Consultation**

33. The Full Business Case for the project was approved by Estates Committee on 4 December 2019 and Policy & Resources Committee agreed to recommend the paper for approval on 27 January 2020.

34. Statutory Public Consultation events for the Peffermill Sports Village were held on 24 and 25 April in collaboration with Communications & Marketing and Accommodation, Catering & Events.

*Paragraph 35 has been removed as exempt from release due to FOI.*

**Further information**

36. Authors

Steven Poliri  
Senior Estates Development Manager  
Michelle Christian  
Director of Property, Accommodation,  
Catering and Events  
18 December 2019

Presenter

Professor Jonathan Seckl  
Vice-Principal Planning, Resources and  
Research Policy

**Freedom of Information**

37. This paper should remain closed until the tendering process for the works detail in the paper are complete as disclosure would substantially prejudice the commercial interests of the University.



UNIVERSITY COURT

17 February 2020

**41- 45 Gilmore Place Student Accommodation**

**Description of paper**

*Paragraph 1 has been removed as exempt from release due to FOI.*

**Action requested/ Recommendation**

2. Court is invited to note the paper.

*Paragraphs 3-34 have been removed as exempt from release due to FOI.*

**Equality & Diversity**

35. Equality and Diversity will be considered at each stage in the project development.

*Paragraph 36 has been removed as exempt from release due to FOI.*

**Consultation**

37. This paper has been prepared in collaboration with Estates, Business Planning and Communication and Marketing. The paper been discussed at the Accommodation Board on 30 October 2019 and Estates Committee on 4 December 2019 and Policy & Resources Committee on 27 January 2020. Communications & Marketing have been included in discussions with the Developer. The Students' Association Vice-President Community is involved in discussions on project.

**Further information**

38. Authors

Michelle Christian  
Director – Property and Residential Services  
Steven Poliri  
Senior Estates Development Manager  
Andy Slater  
Finance Business Partner  
Stuart Tooley  
Community Relations Manager  
10 February 2020

Presenter

Professor Jonathan Seckl  
Vice-Principal Planning, Resources  
and Research Policy

**Freedom of Information**

39. The paper should remain closed until agreements have been signed with the developer and the main contractor has been appointed.



UNIVERSITY COURT

17 February 2020

**Draft Ordinances: Academic Freedom; Removal of Court Members**

**Description of paper**

1. As part of our changes to achieve compliance with the Higher Education Governance (Scotland) Act 2016 (hereafter, the ‘Governance Act’), this paper provides the final tranche of draft Ordinances for transmission for statutory consultation with the Senatus Academicus (or Senate), General Council and any other interested parties. The draft Ordinances:

- i) update a definition of academic freedom in an existing Ordinance; and,
- ii) replace an existing Ordinance relating to Court’s power to remove Co-opted Court members with an expanded Ordinance covering all Court members.

**Action requested/Recommendation**

2. Court is invited to consider the following draft Ordinances and approve their transmission for statutory consultation:

- i) Amendment of Ordinance 208: Employment of Academic Staff (Appendix 2); and,
- ii) Removal of Members of the University Court (Appendix 4).

**Background and context**

*Progress Overview*

3. When the Governance Bill was enacted in 2016, the University’s existing Ordinances (the highest level of the University’s governing documents below primary and secondary legislation) were reviewed to assess compliance with the new legislation. 8 Ordinances were found to require revision and it was agreed with Scottish Government officials that updating or replacing these Ordinances would be undertaken in three tranches for the benefit of all parties. Progress to date on the Ordinances is set out in the table below.

No.	Name	Tranche	Status
187	Composition of the University Court	1	Revoked and replaced with new Ordinance No. 211 (Composition of the University Court), to take full effect from 1 August 2020
192	Local Authority Membership of the University Court	1	As above
204	Composition of the Senatus Academicus	2	Revoked and replaced with new Ordinance No. 212 (Composition of the Senatus Academicus), to take full effect from 1 August 2020
206	Composition of the Senatus Academicus – Amendment	2	As above

202	General Council Membership and Registration: Amendment of Ordinance No. 186	2	Expect to be revoked and replaced with Ordinance No. 213 (General Council Membership and Registration). To be considered at the Privy Council meeting in February 2020
210	Election of Chancellor and General Council Assessors and Chairing of General Council Meetings	2	Expect to be revoked and replaced with Ordinance No. 214 (Election of Chancellor and Chairing of General Council Meetings). To be considered at the Privy Council meeting in February 2020
208	Employment of Academic Staff	3	Set out below
200	Removal of Co-opted Members of Court	3	Set out below

#### *Procedure for making and revoking Ordinances*

4. The procedure for revoking and replacing an Ordinance is for:
- i. the University to consult informally with Scottish Government officials and legal advisers on the proposed changes;
  - ii. a consultation with Court, Senate, General Council and any other interested parties to take place before submission of a final draft to Court;
  - iii. the Ordinance to be submitted to the Privy Council Office, which will formally ask for approval from the Scottish Universities Committee, consisting of the First Minister, Lord Advocate and the Lord President of the Court of Session;
  - iv. the Ordinance is submitted for final approval by HM The Queen at a meeting of the Privy Council, known as Her Majesty in Council.

#### **Discussion**

##### *Academic freedom*

5. The Governance Act includes a slightly expanded legislative definition of academic freedom, the main change being the inclusion of the development and advancement of new ideas or innovative proposals within the definition. The new definition came into immediate effect and as a result has already been incorporated into the terms and conditions for academic staff but it also features within Ordinance No. 208 (Employment of Academic Staff). We have agreed with Scottish Government officials and legal advisers to amend this Ordinance to include the new definition, with the changes to be made marked up as follows:

“Any regulations and resolutions made by the University Court in relation to the discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, shall be made after appropriate consultation with recognised trades unions and shall ensure (so far as the University Court considers reasonable) that the appointments held or sought and the entitlements or privileges enjoyed by give effect to the guiding principle that academic staff employed by the University Court are not adversely affected

~~by the exercise of their shall have~~ freedom within the law to hold and express opinions, to question and test established ideas ~~and/or~~ received wisdom, to develop and advance new ideas or innovative proposals and to present controversial or unpopular points of view ~~without placing in jeopardy the appointments they hold or any entitlements or privileges they enjoy.~~”

6. This matches the changes made by the new legislation and to changes already agreed by the Privy Council to a near identical Ordinance for the University of St Andrews. As the new definition of academic freedom is contained within primary legislation that already applies to the University, amending the Ordinance is a ‘tidying up’ exercise rather than a substantive change. The extant Ordinance No. 208 is included in Appendix 1 with the amendments marked up. The proposed new amending Ordinance is included in Appendix 2.

#### *Removal of Members of Court*

7. The Governance Act empowers Court to make rules regarding the procedure for the resignation or removal of all Court members should it wish to do so. An existing Ordinance and underlying Resolution set out the procedure for the removal of Co-opted members (i.e. those appointed by Court itself). Court agreed in September 2017 that this should be extended to all categories of Court member given the new legislation. This will enable equal treatment of all Court members. The extant Ordinance is included in Appendix 3 with amendments marked up and the proposed new replacement Ordinance is included in Appendix 4. The new draft Ordinance has been shared informally with Scottish Government officials and legal advisers, who have indicated that they are supportive of the Ordinance. The Governance Act allows for Court to prescribe grounds for removal and gives two examples:

- i) inability to exercise the Senior Lay Member’s functions or (as the case may be) the functions of membership generally; and,
- ii) misconduct (whether or not in the capacity as a member of Court).

The draft Ordinance includes both these grounds for removal in addition to the existing grounds of ‘gross or persistent breach of the Code of Conduct’ and ‘such other behaviour as the University Court may deem inimical to the good standing of the University Court.’

8. If Court agrees to the new draft Ordinance, a revised underlying Resolution will then be developed by Nominations Committee and submitted to Court for approval.

#### **Resource implications**

9. Implementation of the Governance Act is expected to be met from within existing budgets.

#### **Risk Management**

10. The University’s Statement of Risk Policy and Risk Appetite states that ‘The University places great importance on compliance, and has no appetite for any breaches in statute, regulation’ – compliance with the Governance Act is a statutory requirement and the draft Ordinances will help ensure that the University is compliant with the Governance Act before the deadline of the end of 2020.

### **Equality & Diversity**

11. The draft new Ordinance relating to academic freedom simply reflects existing legislation so is not expected to have any equality and diversity impacts. The draft new Ordinance relating to the removal of Court members will ensure equality amongst Court members in respect of the conditions that may lead to their removal.

### **Next steps/implications**

12. The draft Ordinances will be available for public consultation, including review by Senate and the General Council. A paper will be submitted to the June Court meeting reporting on responses received and will include the final draft Ordinances. If Court is content, the Ordinances will then be submitted to the Privy Council Office for approval by the Scottish Universities Committee and by Her Majesty in Council. An underpinning Resolution for the Removal of Court Members Ordinance will also be developed and submitted to Court after review by Nominations Committee.

### **Consultation**

13. Court agreed in September 2017 that the existing Ordinance regarding the removal of Co-opted members should be extended to all Court members. Both draft Ordinances have been reviewed informally by Scottish Government officials and legal advisers and will now be subject to open consultation with Senate, the General Council and other interested parties.

### **Further information**

14. Author

Lewis Allan  
Head of Court Services  
February 2020

Presenter

Sarah Smith  
University Secretary

### **Freedom of Information**

15. Open paper.

## Appendix 1 – Extant Ordinance re: Academic Freedom showing amendments

### UNIVERSITY OF EDINBURGH ORDINANCE No. 208

#### EMPLOYMENT OF ACADEMIC STAFF

At Edinburgh, the Thirteenth day of August, Two Thousand and ten.

WHEREAS the University Court wishes its employment practices to comply with current and future legislation and regulation and with recognised good practice in relation to discipline, redundancy, grievance, dismissal, other removal from office of staff and associated appeals procedures;

And WHEREAS the University Court, in the exercise of its powers to make resolutions and regulations in relation to discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, recognises its obligations regarding the desirability of ensuring the academic freedom of academic staff as provided for in section 26 of the Further and Higher Education (Scotland) Act 2005;

And WHEREAS the University Court is committed to fostering the best possible relations between itself and the recognised trades unions and in particular to consulting with the recognised trades unions prior to making resolutions or regulations in relation to discipline, redundancy, grievance, dismissal, other removal from office of staff and associated appeals procedures;

THEREFORE the University Court of the University of Edinburgh in exercise of the powers conferred upon it by section 3 of, and paragraph 1 of Part I of Schedule 2 to, the Universities (Scotland) Act 1966, by Ordinance No. 207 and all other powers enabling it in that behalf, statutes and ordains:

1. The Ordinance of the University Commissioners (Academic Staff) inserted by the University Commissioners (Statute Modifications) (University of Edinburgh) Order 1992 (S.I. 1992/2700) is revoked.

2. Any regulations and resolutions made by the University Court in relation to the discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, shall be made after appropriate consultation with recognised trades unions and shall ensure (so far as the University Court considers reasonable) that the appointments held or sought and the entitlements or privileges enjoyed by give effect to the guiding principle that academic staff employed by the University Court are not adversely affected by the exercise of their shall have freedom within the law to hold and express opinions, to question and test established ideas and or received wisdom, to develop and advance new ideas or innovative proposals and to present controversial or unpopular points of view, without placing in jeopardy the appointments they hold or any entitlements or privileges they enjoy.

3. “Academic staff” means any person holding a contract of employment with the University Court as a Professor, Reader, Senior Lecturer or Lecturer of the University and any other person holding a contract of employment with the University Court engaged in teaching, the provision of learning or research in the University.

4. This Ordinance shall come into force after its approval by Her Majesty in Council on a date to be determined by the University Court.

## **Appendix 1 – Extant Ordinance re: Academic Freedom showing amendments**

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

Approved by Order in Council, dated 13 October 2010.

Court resolved at its meeting on 8 November 2010 that this Ordinance should come into force on 9 November 2010.

## Appendix 2 – New Amending Ordinance re: Academic Freedom

[DRAFT] UNIVERSITY OF EDINBURGH ORDINANCE No. 215

### AMENDMENT OF ORDINANCE 208 (EMPLOYMENT OF ACADEMIC STAFF)

At Edinburgh, the [xx] day of [month in words], Two Thousand and [twenty].

WHEREAS the University Court wishes its employment practices to comply with current and future legislation and regulation and with recognised good practice in relation to discipline, redundancy, grievance, dismissal, other removal from office of staff and associated appeals procedures;

And WHEREAS the University Court, in the exercise of its powers to make resolutions and regulations in relation to discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, recognises its obligations regarding the desirability of ensuring the academic freedom of academic staff as provided for in section 26 of the Further and Higher Education (Scotland) Act 2005;

THEREFORE the University Court of the University of Edinburgh in exercise of the powers conferred upon it by section 3 of, and paragraph 1 of Part I of Schedule 2 to, the Universities (Scotland) Act 1966 and of all other powers enabling it in that behalf, statutes and ordains:

1. That section 2 of the University of Edinburgh Ordinance No. 208 (Employment of Academic Staff) be deleted and replaced with the following, in accordance with section 26 of the Further and Higher Education (Scotland) Act 2005:

“2. Any regulations and resolutions made by the University Court in relation to the discipline, redundancy, grievance, dismissal, other removal from office of academic staff and associated appeals procedures, shall be made after appropriate consultation with recognised trades unions and shall ensure (so far as the University Court considers reasonable) that the appointments held or sought and the entitlements or privileges enjoyed by academic staff employed by the University Court are not adversely affected by the exercise of their freedom within the law to hold and express opinions, to question and test established ideas or received wisdom, to develop and advance new ideas or innovative proposals and to present controversial or unpopular points of view.”

2. This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

### Appendix 3 – Extant Removal of Court Members Ordinance with amendments

UNIVERSITY OF EDINBURGH ORDINANCE No. 2~~1600~~

#### REMOVAL OF ~~CO-OPTED~~ MEMBERS OF THE UNIVERSITY COURT

At Edinburgh, the [xx] Fourteenth day of [month in words]February, Two thousand and [twenty].

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1, empowers the University Court to amend its own powers:

AND WHEREAS the University Court deems it expedient, in the interests of good governance, to make additional regulations as to the powers of the University Court as provided for by section 13 of the Higher Education Governance (Scotland) Act 2016:

THEREFORE the University Court, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966 and with particular reference to paragraph 1 of Part I of Schedule 2 to that Act, and of all other powers enabling it in that behalf, hereby statutes and ordains;

1. The University Court shall have power to remove from its membership:

(a) the person appointed to the position of Senior Lay Member in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 and section 1(c) of University of Edinburgh Ordinance No. 211 (Composition of the University Court); and

(b) the other persons within the membership of the University Court in accordance with sections 1(a), 1(b) and 1(d) to 1(m) inclusive of University of Edinburgh Ordinance No. 211 (Composition of the University Court).

~~a person or persons co-opted by the Court in accordance with section 1(j) of University of Edinburgh Ordinance No 187—Composition of the University Court.~~

2. The criterion for the exercise of the power set out in section 1 above shall be: inability to exercise the Senior Lay Member's functions or (as the case may be) the functions of membership generally; misconduct (whether or not in the capacity as member), to include gross or persistent breach of the Code of Conduct for Members of the University Court as approved by the University Court from time to time or such other behaviour as the University Court may deem inimical to the good standing of the University Court.

3. The University Court shall ~~have power to~~ determine by Resolution the procedure to be used in exercising the power set out in section 1 above in accordance with section 13 of the Higher Education Governance (Scotland) Act 2016.

4. On the date on which this Ordinance comes into force, University of Ordinance No. 200 (Removal of Co-opted Members of Court) shall be revoked.

5. This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

### **Appendix 3 – Extant Removal of Court Members Ordinance with amendments**

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of Writing (Scotland) Act 1995.

## Appendix 4 – New Removal of Court Members Ordinance

### [DRAFT] UNIVERSITY OF EDINBURGH ORDINANCE No 216

#### REMOVAL OF MEMBERS OF THE UNIVERSITY COURT

At Edinburgh, the [xx] day of [month in words], Two Thousand and [twenty].

WHEREAS the Universities (Scotland) Act 1966, Schedule 2, Part I, paragraph 1, empowers the University Court to amend its own powers:

AND WHEREAS the University Court deems it expedient, in the interests of good governance, to make additional regulations as to the powers of the University Court as provided for by section 13 of the Higher Education Governance (Scotland) Act 2016:

THEREFORE the University Court, in exercise of the powers conferred upon it by Section 3 of the Universities (Scotland) Act 1966 and with particular reference to paragraph 1 of Part I of Schedule 2 to that Act, and of all other powers enabling it in that behalf, hereby statutes and ordains:

1. The University Court shall have power to remove from its membership:
  - (a) the person appointed to the position of Senior Lay Member in accordance with section 8 of the Higher Education Governance (Scotland) Act 2016 and section 1(c) of University of Edinburgh Ordinance No. 211 (Composition of the University Court); and
  - (b) the other persons within the membership of the University Court in accordance with sections 1(a), 1(b) and 1(d) to 1(m) inclusive of University of Edinburgh Ordinance No. 211 (Composition of the University Court).
2. The criterion for the exercise of the power set out in section 1 above shall be: inability to exercise the Senior Lay Member's functions or (as the case may be) the functions of membership generally; misconduct (whether or not in the capacity as member), to include gross or persistent breach of the Code of Conduct for Members of the University Court as approved by the University Court from time to time or such other behaviour as the University Court may deem inimical to the good standing of the University Court.
3. The University Court shall determine by Resolution the procedure to be used in exercising the power set out in section 1 above in accordance with section 13 of the Higher Education Governance (Scotland) Act 2016.
4. On the date on which this Ordinance comes into force, University of Edinburgh Ordinance No. 200 (Removal of Co-opted Members of Court) shall be revoked.
5. This Ordinance shall come into force on the date on which it is approved by Her Majesty in Council.

IN WITNESS WHEREOF these presents are sealed with the Common Seal of the University Court of the University of Edinburgh and subscribed on behalf of the Court in terms of the Requirements of the Writing (Scotland) Act 1995.



UNIVERSITY COURT

17 February 2020

Exception Committee Report

**Committee Name**

1. Exception Committee.

**Date of Meeting**

2. The Committee considered business via electronic communications concluded on 14 January 2020.

**Action Required**

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

*Edinburgh BioQuarter Infrastructure Projects*

4. The Committee, noting the review and recommendation for approval of the papers by Policy & Resources Committee (by correspondence, 13-20 December 2019) and the rationale for consideration outwith the Court meeting cycle to allow a potential time-limited VAT saving to be realised:

- Noted the overarching co-location and development strategy for the campus;
- Approved City Region Deal funding to deliver enabling infrastructure works at the Edinburgh BioQuarter; and,
- Approved funding from University Resources to progress the Institute for Regeneration and Repair Expansion.

5. An update to Court on the overall capital prioritisation process was requested and is included in Paper H1.

*Upgrade of EPSRC Tier 2 High Performance Computing Service*

6. Following review and recommendation by Knowledge Strategy Committee (by correspondence, 17-23 December 2019), the Committee approved the extension of the Cirrus Engineering & Physical Sciences Research Council Tier 2 High Performance Computing and delegated signing authority to the Head of College of Science & Engineering.

**Full Minute**

7. The paper considered is available at:  
<https://www.wiki.ed.ac.uk/display/UCC/Exception+Committee>

**Equality & Diversity**

8. There are no specific equality and diversity issues associated with this report.

**Further information**

- |   |  |
|---|--|
| 9. <u>Author</u><br>Lewis Allan<br>Head of Court Services | <u>Presenter</u><br>Anne Richards<br>Convener of Exception Committee |
|---|--|

**Freedom of Information**

10. Closed paper.



UNIVERSITY COURT

17 February 2020

**Policy & Resources Committee Report**

**Committee Name**

1. Policy & Resources Committee

**Date of Meeting**

2. 27 January 2020

**Action Required**

3. To note the key points below.

*Paragraphs 4-19 have been removed as exempt from release due to FOI.*

**Full minute**

20. All papers considered at the meeting and in due course the Minute can be accessed at the following link:

<https://www.wiki.ed.ac.uk/display/UCC/Policy+and+Resources+Committee>

**Equality & Diversity**

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

**Further information**

22. Author

Lewis Allan  
Head of Court Services

Presenter

Anne Richards  
Convener, Policy & Resources Committee

**Freedom of Information**

23. Closed paper.



UNIVERSITY COURT

17 February 2020

**Nominations Committee Report**

**Committee Name**

1. Nominations Committee

**Date of Meeting**

2. 27 January 2020

**Action Required**

3. On the recommendation of Nominations Committee, Court is invited to approve the following appointments and reappointments as set out in the Key Points section below.

*Paragraphs 4-6 have been removed as exempt from release due to FOI.*

**Equality & Diversity**

7. Nominations Committee has considered equality and diversity aspects of the appointment process for new Co-opted members and will emphasise this within the advertisement text and in the choice of platforms used to advertise the vacancy.

**Further information**

8. Author  
Lewis Allan  
Head of Court Services

Presenter  
Anne Richards  
Convener, Nominations Committee

**Freedom of Information**

9. Closed paper.



UNIVERSITY COURT

Remuneration Committee Annual Report

17 February 2020

**Description of paper**

1. This is a report from the Remuneration Committee to Court and provides a summary of the Committee's activities from 1 December 2018 to 31 December 2019.

**Action requested/Recommendation**

2. Court is invited to note the contents of the report.

*Paragraphs 3-33 have been removed as exempt from release due to FOI.*

**Equality & Diversity**

33. Salary recommendations and decisions reflect the principles that underpin the Remuneration Committee's decision making, specifically to ensure the process for reviewing the reward of senior staff reflects robust equality practice and that the reward of senior staff is fair, equitable and responsive in a highly competitive environment.

**Next steps/implications**

34. Annual reports summarising the activity of the Committee will continue to be presented to Court.

**Consultation**

35. This paper has been written on behalf of the Convener of Remuneration Committee, Susan Rice, who has agreed its content.

Author

36. Karen Lothian  
Senior HR Partner – Reward

Presenter

Susan Rice, Convener of  
Remuneration Committee

**Freedom of information**

37. The paper is closed.



UNIVERSITY COURT

17 February 2020

**Knowledge Strategy Committee Report**

**Committee Name**

1. Knowledge Strategy Committee

**Date of Meeting**

2. 24 January 2020

**Action Required**

3. To note the key items discussed as detailed below.

*Paragraphs 4-15 have been removed as exempt from release due to FOI.*

**Full minute**

16. All papers considered at the meeting and the draft Minute can be accessed at:  
<https://www.wiki.ed.ac.uk/display/UCC/Knowledge+Strategy+Committee>

**Equality & Diversity**

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

**Further information**

- |                        |                                |
|------------------------|--------------------------------|
| 18. <u>Author</u>      | <u>Presenter</u>               |
| Lewis Allan            | Doreen Davidson                |
| Head of Court Services | Convener of Knowledge Strategy |
| February 2020          | Committee                      |

**Freedom of Information**

19. Closed paper.



UNIVERSITY COURT

17 February 2020

Senatus Academicus Report

**Committee Name**

1. Senatus Academicus ('Senate').

**Date of Meeting**

2. Meeting of Senate on 5 February 2020.

**Action Required**

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

**Key points**

Senate Presentation Year-On update: Research Excellence Framework Introduction and Update

*Professor Jonathan Seckl, Vice-Principal Planning, Resources and Research Policy*

4. Professor Seckl emphasised both the reputational significance of REF, as well as the complex and challenging nature of the exercise, and thanked staff for their engagement and significant contributions to what is recognised to be a resource intensive process.

*REF 2021: Process, effort and challenges involved in preparing the REF 2021 submission*

*Professor David Leach, Dean of Academic Excellence, College of Science and Engineering*

5. Professor Leach introduced the aims and components and assessment criteria contained in the framework, and emphasised that REF is a review of the institution, rather than individuals. Professor Leach noted some new challenges for REF 2021, resulting from changes to the rules. These include ensuring that all submissions are compliant with open access requirements, and completing an institutional-level environment statement. The University of Edinburgh expects to submit around 6,000 outputs and 5 joint submissions with research partners. Work is underway to identify staff whose outputs must be submitted and to select the appropriate outputs for each member of staff. In a large institution this is a complex task. Professor Leach noted the potential value of REF in terms of reputation and funding, and therefore the success of the University.

Presentation and Discussion: Student Support and Wellbeing

*Introduction:*

*Gavin Douglas, Deputy Secretary Student Experience*

6. The University is reviewing how it provides student support and promotes student wellbeing, and Mr Douglas emphasised that the aim of the review is primarily to address systems of student support that have not been working well, while recognising that many staff provide excellent student support. Mr Douglas noted evidence from National Student Survey results and feedback from current staff and students that indicate that current systems are not satisfactory, leading to lack of clarity for students and stress for staff.

7. Mr Douglas provided an overview of a support model that distinguishes complex versus transactional issues, and academic versus non-academic issues, and highlighted the interaction of student mental health and provision of student support. He then invited the speakers to give their presentations on current work to address these issues.

*Review of personal tutoring and student support*

*Rosalyn Claase (Design Lead) and Professor Emma Hunter (Professor of Global and African History)*

8. Ms Claase and Professor Hunter outlined the work done so far on this project, including substantial research on the current state of student support at the University, and research into alternative models at other higher education institutions. The review team have engaged in extensive consultations with staff and students, and with a Design Board including representatives from across the University.

9. Following this research and consultation process, the team have developed an 'Evolved Model' of student support. This has now been approved by the Senate Education Committee and Service Excellence Programme Student Administration and Support Board, and the next stage is for a finalised investment case to be presented to the Senior Leadership Team and University Executive.

10. If approved, changes in student support are planned to come into effect in September 2021, but preparation and planning for implementation will continue throughout 2020/21, and some changes will be phased in during 2020/21.

11. The Evolved Model has four key 'pillars' of student support:

1. Academic Cohort Leadership
2. Student Experience Teams (within each School)
3. Teaching Teams
4. Integrated peer support networks

These 'pillars' are supported by University-wide support services such as the Disability Service, Counselling Service, Careers Service, Institute for Academic Development, Residence Life and Student Wellbeing Services.

12. The project team are meeting with Schools and Deaneries to plan for changes and work on how best to communicate changes to students and staff.

*Student Mental Health Strategy*

*Andy Shanks, Director of Student Wellbeing*

13. Mr Shanks outlined the changing context for supporting student mental health in universities. Increasing numbers of students are declaring mental health concerns before arriving at university or while at university, and resources (including the Student Counselling Service, Student Disability Service, Chaplaincy and Residence Life) are largely at capacity. In response, the University is increasing funding and developing new or enhanced resources. However, Mr Shanks noted that the University cannot and is not attempting to replicate statutory National Health Service services.

14. The new Student Wellbeing Centre will open in March 2020. This will provide students with accessible and flexible support, but services will continue to be offered at King's Buildings and Easter Bush campuses. The GP practice currently located in the Wellbeing building will remain.

15. Mr Shanks outlined funding being made available under the Student Experience Action Plan to scale up support services, including additional Counselling and Disability Services staff and a Wellbeing Practitioner post.

16. Mr Shanks also highlighted work being done by the University to address gender-based violence. This includes establishing a Sexual Violence and Harassment support team, funding research into gender-based violence in university communities, and introducing a 'Report and Support' online reporting platform. University of Edinburgh are also working with other universities in Edinburgh to fund a post with Edinburgh Rape Crisis.

17. The University is also continuing to work on addressing gender-based violence on campus with the group Consent Collective. All staff can now sign up for membership, and Mr Shanks encouraged all staff to take advantage of this: further information can be found on the [Consent Collective website](#).

### *Discussion*

18. Queries were raised about the number of Counselling Services sessions offered to each student, with the concern that some students have reported to staff or representatives that they had not received enough sessions. Mr Shanks reported that five sessions was the normal offering, and that research showed that most students needed less than five sessions to experience an improvement. However, students with more complex or serious needs are offered up to 10 sessions, or more if they were assessed to require further support. Mr Shanks noted that no students who attend counselling are 'cut off' after five sessions, and emphasised the professional support and assessments provided by the service, and high levels of reported student satisfaction with the service. Mr Shanks invited any reports of student dissatisfaction to be forwarded to him or Ronnie Millar, Director of the Student Counselling Service.

19. In relation to academic mentorship and teaching teams under the Evolved Model, it was noted that this will be School-specific, and Schools will need to consider what is most appropriate for their academic discipline and programme structures, as well as what is sustainable for that School.

20. A query was raised about whether a review of curriculum and programmes was also required, to consider what impact complex and demanding programmes have on student support and wellbeing. It was noted that a curriculum review is planned in the near future.

21. Longitudinal academic support was raised, particularly for students on professional programmes. It was recognised that professional programmes may have particular requirements and it was emphasised that Schools will be expected to consider what academic / teaching team support is appropriate for their disciplines.

22. In relation to the role, and skills, of current Student Support team staff, it was noted that key aims of the changes are to ensure student support staff have the skills and support required to enable them to carry out these roles, and it was recognised that staff are already carrying out key student support activities, but that staff are not always as well supported, and the work is not as well-recognised, as it should be.

23. It was confirmed that the Evolved Model envisions 80 students per Academic cohort lead. It has not yet been decided whether non-university staff, such as clinicians, will take on this role. Ratios of Student Support Officers to students, and whether these teams will be per-School or per-Subject Area, has not yet been defined.

*Presentation and Discussion: Enhancement-Led Institutional Review (ELIR)*  
*Presented by Professor Tina Harrison, Assistant Principal Academic Standards and Quality Assurance*

24. Professor Harrison outlined the format and purpose of ELIR, and noted that the next University of Edinburgh ELIR will take place in semester 1, 2020/21. Work is currently underway on the Reflective Analysis – this is a substantial report prepared by the University in advance of the review. Professor Harrison expressed appreciation for the input of staff and students to date, and noted that a final draft will be made available to staff and students in March, and will be presented to Senate and Court by June 2020.

25. A planning meeting with the ELIR review team will take place on 1 October 2020, and the full review visit will take place on 16 November 2020. University staff and students who are required to be involved in the meetings will be contacted and briefed in advance.

*Formal Business*

*Senate members' feedback on presentation and discussion topics*

26. Senate members noted that the language in the review of Student Support appeared to be focused on students on Taught Programmes. It was reported that there are current plans to develop a Doctoral College to enhance support for postgraduate research students.

27. It was agreed that ELIR and REF should be recognised as having equal significance in terms of the University's reputation. While some of the language around REF can be competitive, it was also noted that the process itself is highly collaborative, and the University will be making a number of joint submissions with other institutions.

28. A query was raised about whether the student record system (EUCLID) will be replaced or upgraded as part of the review of student support. It was reported that although there is a recognition that a replacement will be required at some point, there are no current plans or timescale for this, and staff should assume that the new student support system will be using the current student record system.

29. A comment was made that the presentation and discussions had tended to focus on problems to be solved, and therefore are we also taking opportunities to

celebrate successes and good practice? Professor Harrison noted that there is a good practice sharing event taking place on Thursday 6 February 2020.

#### *Senate Election arrangements 2020*

30. Senate approved the appointments of the Returning Officer and Deputy Returning Officer. Senate also approved the dates for opening and closing nominations, and the dates of election.

#### *Externally-facilitated review of Senate and its committees: University response*

31. Senate noted the response, and no questions were raised at the meeting. The paper is appended below, for information for Court members.

#### **Full Agenda and Papers**

32. <http://www.ed.ac.uk/schools-departments/academic-services/committees/senate/agendas-papers>

#### **Equality & Diversity**

33. 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**

34. Author

Kathryn Nicol  
Academic Services

Presenter

Professor Peter Mathieson  
Principal & Vice-Chancellor

#### **Freedom of Information**

35. Open paper.

## Senatus Academicus

5 February 2020

### Formal response to the externally-facilitated review of Senate and its Committees

#### Description of paper

1. This paper provides the University's formal response to the externally-facilitated review of Senate and its committees, conducted by external consultant, Dr Jennifer Barnes of Saxton Bampfylde.

#### Action requested / recommendation

2. This paper is for information.

#### Background and context

3. The external review was completed in March 2019 and presented to University Executive for discussion on 23 April 2019 (Paper F), and to Senate for discussion on 29 May 2019 (Paper S 18/19 3 B).
4. Following discussion at Senate and the University Executive, Academic Services coordinated the University's formal response to the review, with the intention to present this to Senate at the meeting on 2 October 2019. This response has been delayed due to priority being given to the implementation of the Higher Education Governance (Scotland) Act 2016, which required changes to the membership of Senate, and to the completion of the review of Senate Standing Committees, conducted by a Task Group convened by the Senior Vice-Principal. These tasks, relevant to the membership and responsibilities of Senate, were undertaken during 2018/19 and have now been concluded, and a brief summary is provided below.
5. Implementation of the Higher Education Governance (Scotland) Act 2016 required changes to the membership of Senate. The membership arrangements from 1 August 2020 onwards is set out in [Ordinance 212: Composition of Senatus Academicus](#). Under this Ordinance the size of Senate has been reduced from over 850 members to approximately 300 members, including 200 elected academic staff members and 30 elected student members. Therefore although the membership of Senate has been reduced significantly, it remains a very large committee.
6. The Task Group conducting the review of the Senate Standing Committees reported to Senate on 29 May 2019 and resulting changes to the Senate Standing Committees were approved by Senate in September 2019. The remit of the review of Senate Standing Committees was to evaluate the current structure, memberships and terms of reference of the four Senate standing committees (at that time these were the Learning and Teaching Committee, Researcher Experience Committee, Quality Assurance Committee, Curriculum and Student Progression Committee). Changes to the delegation of powers from Senate to the Standing Committees were out with the scope of this review, and therefore

following this review, the academic governance of the University continues to rely heavily on the Senate Standing Committees.

7. The externally-facilitated review noted the initiatives above, both of which were in progress during the period in which the externally-facilitated review report was produced and finalised.
8. The externally-facilitated review also noted the introduction of the role of Vice-Principal Students to the University senior leadership: at the time of the review report, the Vice-Principal Students was not yet in post.

## **Discussion**

9. The external review was undertaken in response to the 2017 version of the Scottish Code of Good Higher Education Governance, which requires the University to undertake an externally-facilitated review of Senate and its committees every five years. The review made proposals concerning the role of Senate, the remit of its committees, and the way in which they link to University governance structures more generally. Key issues raised by the report included:
  - The future role of Senate and its Committees;
  - The relationship between the academic governance structures of Senate and its Committees, and the Executive and Court governance structures;
  - The role of Senate and its Committees in relation to research;
  - Governance of broader student experience matters.

The full report was presented to Senate on 29 May 2019 (Paper S 18/19 3 B).

10. Following discussion at the University Executive and at Senate, and taking into consideration the matters listed above, the response to the recommendations of the externally-facilitated review is summarised below.
11. Senate will continue to be primarily a consultative and communicative body, acting as a key forum for discussion, through which the academic community can engage with the senior leadership of the University, and participate in debate on strategic projects and priorities.
12. Senate will continue to delegate significant decision-making power to the Senate Standing Committees, as reflected in the current [Senate Standing Committees' Terms of Reference](#). Following extensive consultation, Senate approved the new membership model of approximately 300 members, and the reasoning behind this was that this was felt to create an effective model for discussion and debate, allow for a diversity of views, and potentially encouraging an engaged membership through a majority of elected positions. While the size of Senate will decrease significantly from August 2020 onwards, it remains unlikely to be an effective forum for the variety, depth and volume of work currently handled by the Senate Standing Committees.
13. Senate will continue to host Presentation and Discussion events on key strategic priorities: these provide an opportunity for a substantial discussion on a current project or priority area in an open forum, and these have been very successful in increasing staff engagement with Senate. Senate will also be given opportunities

to comment at an early stage on University-wide strategic projects relating to learning, teaching and research, through the formal Senate meeting agenda.

14. Senate agreed in May 2019 that the Research Policy Group should have dual reporting lines to Senate and to the University Executive, and the remit of the Research Policy Group has been updated to reflect this. The Research Policy Group remit has also been updated to include responsibility for early career researcher matters, as part of the review of Senate Standing Committees and following the dissolution of the Researcher Experience Committee. Therefore this change to reporting structures will enhance Senate's role in strategic research matters.
15. The membership of the Senate Standing Committees has been revised to include greater College representation on postgraduate research student matters, and to add Heads of Schools to the formal membership of Education Committee (formerly the Learning and Teaching Committee).
16. The VP Students has strategic responsibility for the University's commitment to the student experience, and the introduction of this role provides an opportunity for consideration of the governance of broader student experience matters. Work on the Student Experience Action Plan is currently overseen by a sub-group of the University Executive and these arrangements will be kept under review.
17. Academic Services, with the Conveners of the Senate Standing Committees, has established a Conveners' Forum to facilitate planning, coordination and prioritisation of Senate Standing Committee business. This includes ensuring that there is appropriate engagement with and reporting to Senate, and ensuring that there is engagement by the Senate Standing Committees with the annual planning round.
18. The detailed recommendations of the externally facilitated review and the University's response to these recommendations are in Annex 1.

### **Resource implications**

19. Any resource requirements will be met from within existing budgets.

### **Risk management**

20. Effective academic governance assists the University in managing risk associated with its academic activities.

### **Equality & diversity**

21. There are no specific equality and diversity issues associated with this paper. Equality and diversity issues in relation to the changes in Senate membership as a result of the implementation of the Higher Education Governance (Scotland) Act 2016 are reviewed in the related Equality Assessment Impact published on the [Equality and Diversity webpages](#).

**Communication, implementation and evaluation of the impact of any action agreed**

22. Review will be through annual internal reviews and five-yearly reviews of Senate effectiveness.

*Authors*

Kathryn Nicol, Academic Policy Officer  
Sue MacGregor, Director of Academic Services

**Freedom of Information**

Open

## ANNEX 1

### Formal response to the externally-facilitated review of Senate 2018-19 – detailed response to recommendations

The recommendations made in the review report have been grouped into 5 themes:

- Senate and Research
- The current and future role of Senate
- Standing Committees
- Professional services roles
- Vice-Principal Students role

Rec. No.	Review Recommendation	Theme	Response
15	To consider when and how the Learning and Teaching Policy Group and the Research Policy Group would produce a unified view or request to the Senate and its Standing Committees.	Senate and research	<p>Senate agreed in May 2019 that the Research Policy Group should have dual reporting lines to Senate and to the University Executive, and the remit of the Research Policy Group has been updated to reflect this. The Research Policy Group remit has also been updated to include responsibility for early career researcher matters, as part of the review of Senate Standing Committees and following the dissolution of the Researcher Experience Committee. Therefore this change to reporting structures will enhance Senate's role in strategic research matters.</p> <p>The Learning and Teaching Policy Group (LTPG) was led by the Senior Vice-Principal and acted as a forum for discussion and coordination among Vice- and Assistant-Principals, College Deans and Heads of Services. This group was not part of the formal governance structure and has been disbanded. A Senate Committee Conveners' Forum is proposed to replace some of the functions of LTPG, and this is discussed in more detail below.</p> <p>No changes are currently proposed to the Strategic Presentation and Discussion events hosted at Senate meetings, These events have been very effective in creating a forum for debate and discussion, and increasing staff engagement with Senate, and they will continue to be used to highlight and debate strategic developments in the University's management</p>
16	To consider how the Senate might have a role as the 'supreme academic body' in acknowledging the exceptional research activity of the university and supporting Research.		

			of research. In 2018/19 and 2019/20, Senate Presentation and Discussion topics have included Support for Early Career Researchers and the Research Excellence Framework.
1	To utilize the 2016 Act as a mechanism to reinvigorate a wider understanding of the role of the Senate as the 'supreme academic body' of the University of Edinburgh. At present the Senate has largely abrogated its right as the voice of advocacy for the academic community.	The current and future role of Senate	<p>Following the implementation of the Higher Education Governance (Scotland) 2016 Act, Senate will be reduced in size to approximately 300 members and a larger proportion of the membership (over two-thirds) will be elected academic staff or student members. This is an opportunity to develop a more engaged membership with a more focused understanding of the role of Senate, and opportunities to stand for election to Senate will be widely advertised to encourage a diverse membership.</p> <p>Senate has decision-making power in relation to academic policy and strategy, working within the strategic direction contained in the University's Strategic Plan (approved by Court), but does not have decision-making power in relation to resource allocation. Therefore the engagement of Senate or Senate Standing Committees with planning rounds is one key aspect of advocacy for the academic community to Court. Engagement with the planning round is being reviewed by Academic Services and the Senate Standing Committee Conveners: a variety of approaches to facilitating this have been used in previous years, but there remains potential for a clearer understanding of the value of Senate Standing Committees' engagement with planning and identification of the most effective mechanism to achieve this.</p> <p>Senate provides a key forum for consultation and communication between the academic community and senior University leaders including the Principal as Convener of Senate. This takes place via the Strategic Presentation and Discussion events hosted by Senate and within Senate business. The Presentation and Discussion section hosted by Senate will continue to be focused on current strategic priorities and will continue to provide an opportunity for wide-ranging discussion and feedback to the project leads and members of the senior management team. Recent topics have included Support for Early Career Researchers, Teaching and Academic Careers, Enhancing the Student Experience, Accessible and Inclusive Learning Policy, Refreshing the University Strategic Plan, The Future of Distance Learning, and The University and the City.</p>
3	To rebuild a system whereby the Senate can recommend to the Court collective agreement on academic policy and strategy, encompassing teaching and research.		
6	To use the Senate meeting to open and close University-wide consultations on broader academic strategy. 'The Discussion' part of the Minutes could be enhanced by recording who or what committee will address and progress the issues, prior to forming formal recommendation of the Senate to the Court. The Annual Report could then capture explicitly the actions taken by the Standing Committees on behalf of the Senate.		
8	To define what role the Senate has in receiving recommendations from their Standing Committee in relation to the Senate's role in recommending proposals to the Court.		
9	To clarify the role of Senate Assessors to the Court, and to consider how the Assessors could update the Senate throughout the year, rather than		

<p>retrospectively, of issues relevant to the remit of the Senate.</p>	<p>While the Presentation and Discussion provides a forum for discussion of key strategic projects, these do not encompass all current business relevant to Senate, and Senate will continue to receive reports on and engage with a wider range of strategic projects relating to learning, teaching and research during formal Senate meetings. In recent years Senate has given input into work on the Teaching Excellence Framework, Development of a Learning Analytics Policy, Development of a Policy on Lecture Recording, Investment in student-facing buildings and facilities, and the Student Partnership Agreement. Typically Senate received reports on these projects when they were at an early stage and was invited to contribute to the early discussion and framing of the project, with further work then being carried forward by one of the Senate Standing Committees or another named task group.</p> <p>Senate will continue to provide comments on the annual revision of the Undergraduate, Postgraduate and Higher Degree Regulations, the approval of new degree programmes, and the approval of new chairs: these observations are reported to Court which has final approval. Senate will also continue to approve the award of Emeritus / Emerita professorships, and the award of degrees.</p> <p>Senate will continue to delegate significant decision-making powers and priority-setting to the Senate Standing Committees, within the specific remit of each committee. The recently approved remits of the Senate Standing Committees have not explicitly added Senate members to the membership of the Standing Committees. However, all Senate Standing Committees include senior members of academic staff from each College within their membership, and from 2019/20, three Heads of School have been added to the membership of the Education Committee, and additional academic representatives with responsibility for postgraduate research have been added to the Education Committee and Academic Policy and Regulations Committee. Senate Standing Committees do not have a role in setting policy or strategy in relation to research, and therefore Senate does not have access to this through Senate committees but going forward will receive reports from the Research Policy Group.</p> <p>Delegation to the Senate Standing Committees is in part of function of the need for Senate's work to be conducted effectively and timeously. Though the membership of Senate has</p>
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			<p>been reduced, it remains a very large committee. This prohibits Senate from meeting frequently and has the potential to result in meetings which do not reach a quorum and therefore inhibit decision-making. The Senate Standing Committees have wide-ranging and diverse remits and engage with detailed matters of learning and teaching strategy, academic governance and policy, and quality assurance governance and processes. As an illustration, in 2018/19 the Learning and Teaching Committee (now Education Committee), Curriculum and Student Progression Committee (now Academic Policy and Regulations Committee) and Quality Assurance Committee agendas each included over 30 distinct projects or items of business for discussion, comment and / or approval. Senate in its current form would not be an effective forum to undertake the work currently carried out by the Standing Committees. Therefore attention will be focused on ensuring that Senate is engaged and consulted at an appropriately early stage in higher level projects. Work by Senate Committees carried out on behalf of Senate will continue to be reported to Senate annually: the frequency of reporting will be kept under review.</p> <p>While decision-making power and strategic direction remains with the Standing Committees, Conveners of these committees have the power to raise issues with Senate and Senate has the power to request updates from these committees. Therefore there is scope for Standing Committee Conveners to request a view from Senate on strategic issues as part of formal Senate business and for Senate to request a report from the Standing Committees.</p> <p>Academic Services will work with Court Services to clarify the Senate Assessors' role, in advance of the next Senate Assessors' election, following the end of current appointees' terms of office in 2022.</p>
10	To consider how the agendas of the Senate and its committee would be involved in planning round discussions, as was noted in the 2016 'light-touch' review of the Senate. This could be an aspect of the Senate Assessors' role, through the Learning and Teaching Policy Group, or by some other mechanism.	Standing committees	Academic Services will work with the Senate Standing Committee Conveners to increase coordination and flow through of business, intended to ensure Senate has a voice and is involved where most effective. In particular, a Senate Committee Conveners' Forum is proposed to provide a space to prioritise and coordinate committee business, to avoid duplication between committees where possible, and to identify opportunities for Senate Committees to engage with wider University strategy. Senate Assessors are not represented

7	At present the Senate committees request permission to set their own annual agendas. These should be integrated within the wider planning process which takes into account the long-term strategies as set by the Colleges, deliberated by the Senate and approved by the Court.		on the Senate Standing Committees and therefore their involvement is unlikely to be effective.
5	To better define the principle of subsidiarity so that committees are clear when they can take a decision, review a decision, mitigate a decision, approve a decision or refer to committees higher in the committee hierarchy.		Academic Services will refresh and republish the Senate Committee member's guidance in response to the recommendations of this review, to reinforce and clarify where necessary the principles of subsidiarity and powers of the Standing Committees.
2	To better integrate the work of the Standing Committees with the emergence of key central groups and committees'		As noted above, Senate Standing Committee Conveners are empowered to raise business with Senate, and the Education Committee is also empowered to refer business to the University Executive as required.
4	In the 2008 deliberations, the Standing Committees were set up to be 'both reactive and proactive', with both 'governance' and 'operation' within its remit. Within the newly-constituted Senate, use the forthcoming review of Standing Committees to define these committees' remits not only within the Senate, but also in the wider university governance.		Senate and the Standing Committees do not have budgetary authority but the Standing Committees' involvement in the planning round and access to the University Executive now allow them to effectively raise issues with budgetary implications.
13	To use the forthcoming review of the Standing Committees of the Senate to ensure a systems approach between groups and committees to avoid duplication.		
14	To consider how the University Executive and other, smaller bodies defined by the delegated authority of the Principal, could integrate the work of the Standing Committees of the Senate more effectively in terms of wider university strategy.		
11	To clarify the role of professional services colleagues in the reformed Senate and further to define their role in the future Standing Committees.	Professional services role	The implementation of the Higher Education Governance (Scotland) Act 2016 required a review of the membership of Senate, and one of this outcomes of this review was that professional services staff will only be members of Senate as <i>ex officio</i> members (Vice-

			<p>Principals, Assistant Principals and the Director Library and University Collections), and will not be among the elected membership of Senate.</p> <p>Professional services staff continue to be full members of the Senate Standing Committees, and may be <i>ex officio</i> members, co-opted members, or College representatives.</p>
12	To consider how the role of Vice-Principal Students will impact the work of the Standing Committees of the Senate, and ensure that this individual has sufficiently robust mechanisms through the Senate or other committees to influence policy and strategy.	Vice-Principal Students role	<p>The VP Students has strategic responsibility for the University's commitment to the student experience, and is responsible for the development of innovative approaches to all aspects of student satisfaction and experience, including curriculum development, and the nurturing of a high-performance culture in teaching and learning.</p> <p>The VP Students is a member of the senior leadership team, and is the Convener of the Senate Education Committee, Convener of the Space Strategy Group, and a member of Senate and the University Executive.</p> <p>The VP Students is also a member of the Senate Standing Committees Conveners' Forum.</p>



UNIVERSITY COURT

17 February 2020

Donations and Legacies; Global Alumni Events

Description of paper

- 1. A report on legacies and donations received by the University of Edinburgh Development Trust or directly by the University of Edinburgh from 9 November 2019 to 10 January 2020.
- 2. The paper also includes information on upcoming global alumni events in response to Court's request for sight of these to enable Court member attendance if in the vicinity at the time.

Action requested/Recommendation

- 3. Court is invited to note the legacies and donations received and the details of upcoming global alumni events.

Paragraphs 4-7 have been removed as exempt from release due to FOI.

Global Alumni Events

- 8. The following events will be taking place from February 2020 to July 2020.

<b>Kuala Lumpur, Malaysia</b> Alumni event hosted by Professor Conchur O'Bradaigh (School of Engineering)	19 February 2020
<b>Singapore</b> Alumni event hosted by Professor Conchur O'Bradaigh (School of Engineering)	21 February 2020
<b>San Francisco, USA</b> Informal alumni event, hosted by Professor Frank Cogliano (International Dean for North America)	13 March 2020
<b>Los Angeles, USA</b> Informal alumni event, hosted by Professor Frank Cogliano (International Dean for North America)	16 March 2020
<b>Toronto, Canada</b> Edinburgh University Club of Toronto (EDUCT) Annual Alumni Dinner	3 April 2020
<b>New York, USA</b> Alumni marching in the annual Tartan Day Parade	4 April 2020
<b>Melbourne, Australia</b> Alumni reception, hosted by Professor O. James Garden (Professor Emeritus, Director of Edinburgh Surgery Online, Dean International)	TBC May 2020

Resource implications

- 9. There are no specific resource implications associated with this paper. The funds received will be appropriately managed in line with the donors' wishes.

**Risk Management**

10. 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**

11. 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**

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

**Consultation**

13. This paper has been reviewed and approved by Chris Cox, Vice-Principal Philanthropy & Advancement and Executive Director of Development & Alumni.

**Further information**14. Authors

Gregor Hall

Finance Manager

Mariana West

Global Alumni Networks Manager

Development & Alumni

**Freedom of Information**

15. Closed paper.



## UNIVERSITY COURT

17 February 2020

### Resolutions

#### Description of paper

1. This paper invites Court to approve Resolutions to establish or alter chairs 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

4. In accordance with the Universities (Scotland) Act 1966, Court has powers exercisable by Resolution in respect of a number of matters. The Act 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.

#### Discussion

5. 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. 1/2020: Foundation of a Personal Chair of Scottish Legal History

Resolution No. 2/2020: Alteration of the title of the Chair of Geography

Resolution No. 3/2020: Foundation of a Personal Chair of Computational Statistics

Resolution No. 4/2020: Foundation of a Personal Chair of Fine Art

6. The full text of the Resolutions is available on the Court wiki site:

<https://www.wiki.ed.ac.uk/display/UCC/University+Court>

#### Resource implications

7. Part of the approval process for new Chairs involved confirmation of the funding in place to support the post.

#### Risk Management

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

#### Equality & Diversity

9. 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

10. 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**

11. 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**

12. Author

Kirstie Graham  
Court Services Office  
February 2020

**Freedom of Information**

13. Open paper.