

**Agenda for a meeting of the Central Management Group
to be held at 10.30 am on Wednesday, 25 May 2011
in the Raeburn Room, Old College**

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|--|--|----------|
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| 2 | Matters Arising | |
| 3 | Principal's Business | |
| 3.1 | Principal's Communications | |
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| FOR DISCUSSION | | |
| 4 | Finance Update (closed) | C |
| 5 | Draft Update of University Risk Register (closed) | D |
| 6 | Recruitment & Admissions Strategy Group | E |
| 7 | Ethical Fundraising – Fundraising Advisory Group | F |
| 8 | Edinburgh Global – The Next Phase | G |
| 9 | Report from Estates Committee (closed) | H |
| 10 | Report from Staff Committee | I |
| FOR INFORMATION/FORMAL APPROVAL | | |
| 11 | Management Accounts – nine months to 30 April 2011 (closed) | J |
| 12 | Quarter 3 Forecast (closed) | K |
| 13 | Trans Equality Policy | L |
| 14 | Expenses Policy (closed) | M |
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Wednesday, 15 June 2011 at 10.30 am in the Raeburn Room, Old College

Central Management Group



Wednesday, 20 April 2011

MINUTE

Present:

The Principal (in the chair)
Vice-Principal Professor A McMahon
Vice-Principal Professor D Fergusson
Vice-Principal Professor J Haywood
Vice-Principal Professor S Hillier
Vice-Principal Professor D Miell
Vice-Principal Professor L Waterhouse
Professor J Seckl
Mr N A L Paul
Dr K Waldron

In attendance:

Dr I Conn
Dr A R Cornish
Mr J Gorringe
Ms S Gupta
Professor A Murray (to represent the College of Science and Engineering)
Dr K J Novosel

Apologies:

Vice-Principal Professor M Bownes
Vice-Principal Professor N Brown
Vice-Principal Professor R Kenway
Vice-Principal Professor D Hounsell
Mr A Currie
Mr D Waddell

1 MINUTE OF THE MEETING HELD ON 9 MARCH 2011 Paper A

The Minute of the meeting held on 9 March 2011 was approved as a correct record.

2 MATTERS ARISING

2.1 Revised Core Employment Policies Paper B

The Group welcomed the development and approval of the revised core Employment Policies and noted the transitional arrangements in place; the new Policies were effective from 1 April 2011 and those matters initiated under the previous policies including the Commissioners' Ordinance would progress under those previous policies on a case by case basis in partnership with Union colleagues. Unions would be informing their members towards end of April on the new Policies and thereafter HR would initiate written communications to staff on the changes.

The Group further agreed that it was now no longer necessary to recommend to Court either the establishment of a Standing Redundancy Committee (External

Funding Cuts) or the establishment of a specific Redundancy Committee to consider the position with eScience and that a CMG Redundancy Committee in respect of the position in the Scottish Sensory Centre was also no longer required; these matters had been considered at the last meeting of CMG and the decisions taken then had now been superseded following the implementation of the new Policies. There was one outstanding redundancy case currently being progressed through the Commissioners' Ordinance procedures.

It was further noted that the Standing Consultative Committee on Redundancy Avoidance (SCCRA) would continue to provide monitoring information to CMG and Court.

3 PRINCIPAL'S BUSINESS

3.1 Principal's Communications

The Principal reported on the following: progress on taking forward the merger with the Edinburgh College of Art following the granting of the SSI and appreciation of the work of Vice-Principal Professor Fergusson and Mr Ward in this process; the high regard for the manner in which the University's security service operated; the successful event hosted by the Motor Neurone Disease Association to visit the Euan MacDonald Centre attended by the new Chancellor; the Gifford Lecture delivered by Mr Gordon Brown on 11 April; the on going debate on fees and the Scottish Parliamentary elections; the visit by the Director General, Indian Council for Cultural Relations and the strengthening relations with India including the funding for a new Chair and increased support for scholarships from Santander.

3.2 Principal's Strategy Group Paper C

CMG noted the report.

FOR DISCUSSION

4 PLANNING SUBMISSIONS 2011/2012 (CLOSED) Paper D

CMG welcomed and endorsed the final planning submissions.

4.1 CHSS Paper D1

The final plan now incorporated comments from the last CMG.

4.2 CMVM Paper D2

Information on internationalisation activities had been expanded and the recent funding for the new MRC Reproductive Health Centre incorporated.

4.3 CSE Paper D3

Emphasis on growing income and limited savings by reducing duplication and rationalising facilities.

4.4 CSG Paper D4

KPIs now completed including sustainability targets, continuing challenges re utility costs for new facilities.

4.5 ISG Paper D5

Concentrating on maintaining current services efficiently, expenditure on library material to be reviewed during 2011/2012.

4.6 SASG Paper D6

Continuing to work with colleagues across the University in developing services and communicating changes.

4.7 Student Unions Paper D7

Welcome flat cash allocations.

5 PROPOSALS FOR THE ALLOCATION OF RESOURCES FOR 2011/12 (CLOSED) Paper E

CMG noted and endorsed the paper which set out: the SFC funding settlement and University's projected fees income in 2011/2012; strategic investment allocations carried forward or already approved during 2010/2011; new proposed high priority investments for 2011/2012; and a summary of the overall proposed allocations for Colleges and Support Groups which would result in an appropriate budgeted surplus of £7.1 million. The level of requested drawdown of reserves was noted and the resultant impact on the accounts. CMG further noted the financial pressures in 2011/2012 particularly around capital funding as well new challenges in respect of the merger with eca and preparation for REF.

CMG further approved the programmes outwith the NPRAS fee income incentive scheme as set out in appendix 2.

6 FINANCIAL UPDATE (CLOSED) Paper F

CMG noted the current position particularly information on funding outcomes for competitor English Universities and the impact of announcements on Research Council funding including the proposed approach within the University. The success of the claim to recover VAT was welcomed and the focus of the post review group to look favourably on proposals to improve REF performance. It was further confirmed and welcomed that there was some flexibility around voluntary severance arrangements in respect of the timing of staff leaving the University and replacement of posts.

7 STRATEGIC PLAN TARGETS: MID-YEAR ACTIONS REPORT Paper G

The actions taken to date to improve delivery of the particular targets previously identified were noted and in respect of the target 10.2 it was suggested that improving the recruitment phase, particularly the number of women on interview panels may be of assistance in increase the number of women in higher posts within the University.

FOR INFORMATION/FORMAL APPROVAL

- 8 MANAGEMENT ACCOUNTS – EIGHT MONTHS TO 31 MARCH 2011 (CLOSED) Paper H**
- The continuing satisfactory financial position was noted with all Colleges and Support Groups recording favourable variances against budget.
- 9 Q2 FORECAST (CLOSED) Paper I**
- CMG noted the forecast of a University surplus of £26.3m at year end based on the January 2011 Management Accounts. This was an improved position from the Q1 forecast and the various favourable variances were noted particularly the increased under spends being forecast in CHSS and CSE.
- 10 STRATEGIC PLAN FORECAST: REVISED FINANCIAL FORECASTS 2010-11 AND 2011-12 (CLOSED) Paper J**
- The updated Strategic Plan Forecast which took account of the contents of the SFC Grant Letter issued in December 2010 was noted: SFC had requested this updated Forecast.
- 11 REPORT FROM ESTATES COMMITTEE (CLOSED) Paper K**
- CMG endorsed the various recommendations as set out in the coversheet. It was noted that the plans were in line with the current funding levels and should additional funding become available the plans would be revised accordingly. CMG further welcomed the establishment of a Central Area Strategic Group to consider general planning matters for the central area.
- 12 QUARTERLY HEALTH AND SAFETY REPORT Paper L**
- The Health and Safety Report for the period January to March 2011 was noted. CMG further noted that the successful CHASTE project (Coordinating Health and Safety in Tertiary Education) would be ending on the 30 April 2011; the project had been very beneficial for the sector and had greatly enhanced the reputation of the University's Health and Safety department.
- 13 EQUALITY AND DIVERSITY MONITORING AND RESEARCH COMMITTEE SECOND REPORT Paper M**
- This second annual report was welcomed by CMG particularly the spotlight report on promotions and regradings of academic and professional support staff; the information on gender balance was of particular interest.
- 14 FEES STRATEGY GROUP (CLOSED) Paper N**
- CMG approved the proposed fee rate for 2011 for home/EU and overseas students on the Summer School in Economics.
- 15 RESEARCH DATA MANAGEMENT POLICY Paper O**
- The Policy was fully supported and approved by CMG and it was noted that there had been extensive consultation and that implementation of the Policy would be achieved over a number of years.

- 16 FUTURE OF THE UNIVERSITY WEBSITE Paper P**
- The outcome of the review of the current website was noted and the areas identified where improvements were required particularly to enable more interaction with users of the site and to enable academic, research and corporate content to be accommodated within one framework. CMG approved the outline plan including the move to a new managed system and the proposed funding; 2011/2012 allocation proposals included funding to take forward this outline plan.
- 17 INFECTIOUS DISEASES IN EDINBURGH Paper Q**
- CMG endorsed the proposals to create Edinburgh Infectious Diseases as an umbrella organisation to promote multidisciplinary research of infectious diseases within the University.
- 18 PROPOSAL TO ESTABLISH THE HANDA CHAIR OF JAPANESE-CHINESE RELATIONS Paper R**
- CMG approved the proposal to found the Handa Chair of Japanese-Chinese relations.
- 19 PROPOSAL TO ESTABLISH A CHAIR OF VETERINARY IMMUNOLOGY Paper S**
- CMG approved the proposal to found a new Chair of Veterinary Immunology.
- 20 PROPOSAL TO ESTABLISH THE ANNE ROWLING CHAIR OF TISSUE REGENERATION Paper T**
- CMG approved the proposal to found the Anne Rowling Chair of Tissue Regeneration.
- 21 PROPOSAL TO ESTABLISH A CHAIR OF RESILIENCE BIOLOGY Paper U**
- CMG approved the proposal to establish a new Chair of Resilience Biology.
- 22 DATE OF NEXT MEETING**
- Wednesday, 25 May at 10.30 am in the Raeburn Room, Old College

The University of Edinburgh

Central Management Group

25 May 2011

**Principal's Strategy Group Meeting
12 April 2011**

Amongst the items discussed were:

1. Annual Planning Submission

Members briefly discussed and agreed the final plans.

2. Allocation of resources

Following discussion and an agreed change Members endorsed the proposed allocation of resources for the next financial year.

3. Infectious Diseases Review

Following discussion members fully endorsed the proposal to establish "Edinburgh Infectious Diseases"

**Principal's Strategy Group Meeting
5 May 2011**

Amongst the items discussed were:

1. Royal Society Report: Knowledge, Networks & Nations

Members discussed this report noting that it aligns closely with the Internationalisation strategy of the University and agreed how to disseminate key points across the University.

2. Risk Management: Financial Exposure to Research Sponsors

Members welcomed this report.



The University of Edinburgh

Central Management Group

25 May 2011

Finance Update

Brief description of the paper

The paper summarises the latest actions being taken to maintain the University's financial stability.

Action requested

The Group is asked to note the content and approve the approach being taken.

Resource implications

Does the paper have resource implications? Yes

As detailed in paper.

Risk assessment

Does the paper include a risk assessment? Yes

As detailed in paper.

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

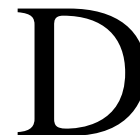
Can this paper be included in open business? No

Its disclosure would substantially prejudice the commercial interests of any person or organisation

For how long must the paper be withheld? 2 years

Originator of the paper

Jon Gorringe, Director of Finance
18 May 2011



The University of Edinburgh

Central Management Group

25 May 2011

Update of University Risk Register

Brief description of the paper

Following the discussions on the University Risk Register at the last meeting of RMC, the Risk Register has undergone a major update. The attached paper encloses the ninth version (draft) of the University Risk Register, the final version of which will be submitted to the University Court for approval at its June 2011 meeting. See Appendix 1 with the changes tracked.

Action requested

For discussion and comment.

Resource implications

Does the paper have resource implications? No.

Risk Assessment

Does the paper include a risk analysis?

The Risk Register is one of the key elements of the risk management process within the University.

Equality and Diversity

Does the paper have equality and diversity implications? No.

Freedom of Information

Can the paper be included in open business? No, its disclosure would substantially prejudice the effective conduct of public affairs. It will be closed until approved by Court.

Originator of the paper

Nigel A.L. Paul, Convener of the Risk Management Committee

Helen Stocks, Secretary to the Risk Management Committee

17th May 2011



The University of Edinburgh

Central Management Group

25 May 2011

Recruitment & Admissions Strategy Group

Brief description of the paper

The paper contains the final draft remit and terms of reference for the Recruitment & Admissions Strategy Group (RASG), which will provide strategic direction and guidance for student recruitment and admissions to progress the University's strategic aims and objectives. It proposes that RASG report to CMG.

Action requested

CMG is invited to approve the creation of the Recruitment & Admissions Strategy Group, its remit and terms of reference.

Resource implications

None

Risk Assessment

No

Equality and Diversity

No

Originator of the paper

Rebecca Gaukroger, Student Recruitment & Admissions
April 2011

To be presented by

Dr Kim Waldron, University Secretary

Freedom of information

This paper can be included in open business? Yes

Recruitment and Admissions Strategy Group

The Recruitment and Admissions Strategy Group is a strategic committee reporting to the Central Management Group and liaising closely with the Senatus Learning and Teaching Committee on all matters relating to student recruitment and admissions, UK/EU and international, at the University of Edinburgh.

Remit

To provide strategic direction and guidance for student recruitment and admissions to progress the University's strategic aims and objectives

Purpose

- To ensure that all student recruitment and admissions support and deliver the University's strategic aims
- To evaluate existing approaches to admissions and recruitment and to identify new opportunities and innovations
- To ensure that admissions principles, policies and procedures are uniform, compliant with legislative requirements, complement the University's strategy and are implemented consistently
- To assess internal and external initiatives, legislation and developments relating to student recruitment and admissions
- To report regularly to the Central Management Group and Learning and Teaching Committee on all matters relating to the recruitment and admission of students
- To receive regular intelligence and information on admissions and recruitment provided through reports from College Committees; Governance and Strategic Planning; Student Recruitment and Admissions; International Office and College Admissions Offices

Composition

Convener	University Secretary
Committee Secretary	TBC

Membership

Vice Principal International
Vice Principal External Engagement
Assistant Principal Taught Postgraduate Programmes
Representative(s), College of Humanities and Social Science
Representative (s), College of Medicine and Veterinary Medicine
Representative (s), College of Science and Engineering
EUSA Vice President Academic Affairs
Director International Office
Director of Planning
Admissions Service Manager, Student Recruitment and Admissions
Head of Marketing, Communications and Marketing

Meetings

The Recruitment and Admissions Strategy Group meets three times each year.

The University of Edinburgh - Recruitment & Admissions Strategy Group

Terms of Reference

1. Purpose and Role

- 1.1 The Recruitment & Admissions Strategy Group is responsible, for the strategic oversight of matters relating to student recruitment and admissions; the Heads of Colleges remain responsible for the admission to their College of individual students as set out in the Delegated Authorisation Schedule.
- 1.2 The Group is also the forum which oversees the process of maintaining and disseminating University admissions policies, Codes of Practice, and other guidance, in light of policy developments and changes in the internal and external environments.

2. Remit

The remit of the Recruitment & Admissions Strategy Group is to:

- 2.1 Offer strategic advice on the University's recruitment and admission of students.
- 2.2 Oversee the development, maintenance and implementation of a fit for purpose admissions policy framework which effectively supports and underpins the University's student admissions processes.
- 2.3 Examine the need for; and approve the simplification, development and review of any specific components of the policy framework in light of new innovations or specific trends, issues or problems.
- 2.4 Ensure that the admissions policy framework continues to evolve in order to meet the organisational needs of the University, especially within the context of the designated powers and authority of the University and its Colleges and Schools.

3. Governance

- 3.1 The Group will take decisions regarding policies for the University's admissions and recruitment activities.
- 3.2 In taking forward its remit, the Group will support and encourage diversity and variation where this is beneficial, whilst seeking consistency and common approaches, where these are in the best interests of staff and students.
- 3.3 The Group shall report direct to the Central Management Group as necessary, but at least bi-annually.
- 3.4 The Group shall liaise with relevant Court and Senatus Committees and with specific managers and offices in respect of issues or instances where matters of admissions and recruitment strategy and policy intersect with academic issues.
- 3.5 The Group shall identify and agree the ways in which it will periodically interact and exchange information with relevant Committees and academic and student services in matters relating to admissions and recruitment.

4. Operation

- 4.1 The Group will meet at least three times per academic year. The Group will also interact electronically, as is necessary for its business to be effectively progressed.
- 4.2 The Group may also meet electronically to note formal items or items which are not considered to be of strategic importance.
- 4.3 The Group will follow a strategic agenda which is set prior to the start of the academic year and which is agreed through consultation with Senatus, the Central Management Group, and other relevant members of the University community.
- 4.4 Group meetings shall be deemed quorate when 50% of the current membership is present, including at least one member from each College.
- 4.5 Working Groups and limited life Task Groups will take forward as relevant the detailed examination of, and consultation on, the strategic issues which make up the majority of the Group's work.
- 4.6 Any Task Groups will be given a clear brief and will consult as appropriate during their work in order to ensure the confidence of the Group, the Central Management Group, the Senatus, and the wider University Community in the resulting conclusions and recommendations.
- 4.7 Information on any activities will be made available electronically to ensure that members of the University Community are kept informed and can contribute to specific developments.
- 4.8 Agenda, papers and approved minutes will be published on the University's web pages in accordance with the University's agreed publication scheme and the status of the above listed in respect of freedom of information legislation. This will include details of the membership of the Group.
- 4.9 Student Recruitment & Admissions will be responsible for ensuring the provision of secretariat support for the Group.

5. Composition

- 5.1 The Group shall be convened by the University Secretary.
- 5.2 At its first annual meeting the Group shall identify a Vice-Convener from amongst its membership. The Vice-Convener should serve for a period of at least one year.
- 5.3 The Colleges shall each identify up to two senior members of staff within the College who have responsibility for admissions and recruitment strategy and implementation.
- 5.4 The Vice Principal External Engagement shall be a member of the Group.
- 5.5 The Vice Principal International shall be a member of the Group
- 5.6 The Assistant Principal Taught Postgraduate Programmes shall be a member of the Group.
- 5.7 The Edinburgh University Students' Association shall provide a relevant nominee for the Group.

- 5.8 The Admissions Service Manager, Student Recruitment & Admissions shall be a member of the Group.
- 5.9 The Director of the International Office shall be a member of the Group.
- 5.10 The Head of Marketing shall be a member of the Group.
- 5.11 The Director of Planning shall be a member of the Group.
- 5.12 The Convener may invite individuals by invitation for specific meetings or agenda items.
- 5.13 Substitutions of members (i.e. due to an inability to attend) shall be at the discretion of the Convener.

6. Responsibilities and Expectations of Group Members

- 6.1 Are expected to be collegial and constructive in approach.
- 6.2 Should attend regularly and participate fully in the work of the Group and its Task Groups. This will involve looking ahead and consulting/gathering input in order to provide the broad spectrum of thoughts and opinions which are necessary for proper consideration of the area being discussed.
- 6.3 Will need to take collective and individual ownership for the issues under the Group's remit and for the discussion and resolution of these issues. In taking ownership of the work of the Group, members must take steps to ensure that they are empowered to take decisions on behalf of academic and managerial colleagues.
- 6.4 Are expected to be committed to communicating the work of the Group to the wider University Community.

The University of Edinburgh

Central Management Group

25 May 2011

Ethical Fundraising: Fundraising Advisory Group

Brief description of the paper

The University of Edinburgh and the University of Edinburgh Development Trust wish to have a clear means for assessing ethical issues that may arise with regard to donors and donations to the University. It is proposed to establish the Ethical Fundraising Advisory Group, a sub-group of CMG chaired by the Principal, to be responsible for considering ethical matters associated with fundraising.

Action requested

CMG is invited to endorse the formation of the Ethical Fundraising Advisory Group as a sub-group of CMG, pending consultation with the University of Edinburgh Development Trust.

Resource implications

The decisions of the group may have an impact on the acceptance of specific gifts to the University.

Risk Assessment

Formation of the Group provides a means for assessing and managing risk related to acceptance of specific gifts to the University.

Equality and Diversity

No

Originator of the paper

Kim Waldron, University Secretary

To be presented by

Kim Waldron, University Secretary

Freedom of information

This paper can be included in open business? Yes

The University of Edinburgh Development Trust

Ethical Fundraising Advisory Group

The University of Edinburgh and the University of Edinburgh Development Trust are grateful to receive support from a wide variety of sources. While every effort is made to ensure that the donors' wishes are met, there are occasions when it might not be appropriate to accept a gift.

It is proposed to establish an Ethical Fundraising Advisory Group, a sub-group of the Central Management Group chaired by the Principal, that would be responsible for considering and advising on ethical issues associated with fundraising.

If there is concern over the ethical implications of a gift or potential gift, University staff are requested to notify the Director of Development & Alumni Services who will be responsible for bringing the matter to the Ethical Fundraising Advisory Group. The Director, who serves as Secretary of the University of Edinburgh Development Trust, will also be responsible for bringing such matters to the Group's attention with regard to gifts to the University of Edinburgh Development Trust.

The University does not have a written set of guidelines as to what is acceptable but considers each gift individually. A gift to the University is assessed on three key principles:

- Must support the aims of the University
- Must not damage the integrity and reputation of the University
- Must not impinge on academic freedom

Proposed membership of the Ethical Fundraising Advisory Group is as follows:

Principal (convener)
Vice Principal External Engagement
Vice Principal Diversity and Equality
Director of Finance
Director of Development and Alumni Services

Kim Waldron
University Secretary



The University of Edinburgh

Central Management Group

25 May 2011

Edinburgh Global – The Next Phase

Brief description of the paper

The paper provides an overview of progress to date of the Internationalisation Strategy, Edinburgh Global, and plans for the next phase.

Action requested

CMG endorsement of Edinburgh Global Phase 2, as part of the University Strategic Plan 2012-16 is sought.

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

The guidance on the exclusions from Freedom of Information legislation should be consulted before filling in this section:

http://www.recordsmanagement.ed.ac.uk/InfoStaff/FOIstaff/foi_exemptions.htm

Can this paper be included in open business? Yes

Any other relevant information

To be presented by Professor Stephen Hillier, VP International

Originator of the paper

Professor Stephen Hillier, VP International
13 May 2011

EDINBURGH GLOBAL – THE NEXT PHASE

1. INTRODUCTION

The launch of Edinburgh Global in 2009 transformed the University’s approach to internationalisation, re-energising and broadcasting the intention to secure Edinburgh’s position as “a place of first choice in the mind of the world.” In brief, the strategy aims to attract the most able minds to Edinburgh from anywhere in the world, provide world-class experiences for students and staff alike, and ensure that the teaching and research provided delivers global benefits.

Since 2009, Colleges, Schools students and support services have been delivering the aspirations set out in Edinburgh Global. It is clear that the University of Edinburgh must continue to strive to be global in its impact and dimensions and prepare its students for global citizenship. The forces that shape the future of universities like Edinburgh are to be found principally at a global scale around the competition and collaboration required to achieve excellence in higher education. The University needs to exploit the world's interconnectedness and give special attention to topics such as health, development, environment and society that will drive knowledge creation and address the most pressing issues in the twenty-first century.

Two years on, it is timely to review progress and set the agenda for the next phase. The present paper aims to outline the achievements of the past two years and lay down a framework for the future of Edinburgh Global in the context of the University Strategic Plan (2012-16).

2. WHERE WE ARE NOW

Edinburgh Global originally sought to achieve the following **key objectives**:

- | |
|--|
| <ol style="list-style-type: none">1. A broad international understanding of what we stand for and what we offer2. Attracting the best students worldwide3. World-renowned research attracting the best academics worldwide4. Knowledge that is valued and applied by business and government worldwide. |
|--|

The principal outcomes have been fully documented and widely disseminated in the Edinburgh Global Annual Reports 2009 and 2010. They were largely implemented through **Internationalisation Projects** owned by Colleges, students and support services, highlights being as follows:

- **Edinburgh Global website** (www.ed.ac.uk/edinburgh-global) was successfully launched – an international gateway to the University covering news, features,

- graduates, affiliates, academic engagement, research impact/expertise and student resources. This high priority project, led by Information Services (VP Knowledge Management) and Communications & Marketing, developed a fit for purpose website highlighting international aspects and activity of the University. A second International Press & PR Officer was appointed to build improved external communications and work to affirm the Edinburgh brand globally.
- Edinburgh students took ownership of internationalisation through the creation of **EUSA Global**. EUSA Global and the appointment of an Internationalisation Coordinator within EUSA has been one of the most significant success stories of the Internationalisation Strategy to date. International student induction, mentoring, mobility and representation have all improved since EUSA Global launched
 - **International scholarship provision** was reviewed and new scholarships were instated including Edinburgh Global Master's Scholarships, Desmond Tutu Scholarships, and Julius Nyerere Master's Scholarships.
 - The concept of **Edinburgh Global Academies** was introduced with the launch of the Global Health Academy in November 2009 (www.globalhealthacademy.ed.ac.uk/). Global Academies create an innovative space for academic trans-disciplinary collaboration and are inspired by a growing recognition that today's problems are increasingly complex and international in nature. The Global Academies provide a solution to the way the University is able to build integrated responses to complex global issues. They also span traditional subject boundaries, to offer new interdisciplinary research and taught programmes that will equip future leaders to combat global challenges. The **Global Development Academy** launched in 2010 and **The Global Environment & Society Academy** will launch in 2011.
 - The **China Office** continued to endeavour to enhance the University's profile and reputation in China with top-rank Chinese universities, government and other bodies, by developing research and educational links and awareness of opportunities. The China link has intensified in recent years and the university has entered into strategic partnerships with several leading Chinese institutions, including Peking, Tsinghua, Guangzhou, Hong Kong and Fudan Universities. E.g. i) the establishment of the **Guangzhou-Edinburgh Medical Education Alliance (GEMEA)** brings together experts from the University of Edinburgh and Guangzhou Medical University, to inform the Chinese Medical Association and help plot the future of primary care delivery in China and ii) collaboration between Peking University Stem Cell Research Centre and the Scottish Centre for Regenerative Medicine continues to develop.
 - Significant institutional collaborations underpinning Edinburgh's presence in other key areas of the globe include Yale University in the USA, Tsukuba University in Japan, and the University of KwaZulu-Natal in South Africa.

- Excellence in **Area Studies** is an Edinburgh strength that continues to benefit globalisation. International Centres of Excellence at Edinburgh now include i) the new **Princess Dashkova Russian Centre** providing a base for Russian research and the best equipped Russian study centre in the UK, ii) the **Confucius Institute for Scotland** which has been awarded annually the status of Institute of the Year and iii) the **Prince Alwaleed Bin Talal Centre** for the Study of Islam in the Contemporary World.
- The formal launch of the University of Edinburgh **India Office** in Mumbai, took place in February 2011 as part of a series of events planned with selected institutional partners in New Delhi, Bangalore and Mumbai. Through investment in recruitment activity, marketing and PR, alumni development and most significantly, in high quality research partnerships, the new office will aim to create a compelling illustration of the University's world class strengths and an improvement in the perception of external observers in India. The University now has extensive connections with many leading Indian universities, including Delhi University, Jawaharlal Nehru University, Indian Institute of Science, the Tata Institute of Fundamental Research and the National Centre for Biological Sciences.

3. WHERE NEXT

Edinburgh Global (2009-11) identified long-term outcomes and strategies implemented through specific short-term projects owned by Colleges, Schools, students and support services. Additional projects emerged with regularity, which was positively encouraged and in the next phase momentum will propel us to a new set of initiatives.

An **Edinburgh Global Workshop** was held in February 2011 to look at progress over the past year, showcasing staff and student examples of ownership, innovation and partnering in a global context. The event also aimed to look at new ways of working together to tackle the multidisciplinary themes embraced by Edinburgh Global.

In March 2011, Court devoted a seminar to the topic of internationalisation and it was agreed that a framework for the next phase should be generated.

Emerging from the above consultative events, in the next phase it is proposed to adopt a simplified approach, focusing on four interconnecting themes:

- Outreach & Influence
- Student Experience
- Staff Experience
- Partnering

Theme One: Outreach & Influence

This theme will build on the aspiration to become a place of first choice in the minds of the world by ensuring that the University has a sound understanding of trends in regions with the greatest pace of economic and social change. This understanding will be used to develop the strengths of the India and China Offices and strategically to consider extending the network of overseas operations.

The successful Edinburgh Global website is key to our outreach activity and is widely viewed. Pages for each geographical region will be improved.

The success of the Global Health Academy and Global Development Academy will be promulgated and the Global Environment & Society Academy launched, encouraging further innovative interdisciplinary teaching, research and outreach.

New distance learning opportunities will be identified based on research strengths and areas of excellence across the University. This will include a new **MSc in Global Challenges** and 'new route' multidisciplinary doctoral degrees that better fit international requirements.

Networks and alumni will be tapped more effectively to advance the University's work abroad, using alumni awareness as a vehicle for internationalisation.

Avenues will be explored to work collaboratively with schools across the city and beyond, to provide more opportunities for pupils to gain a global perspective and increase the attraction of Edinburgh as an international city of learning.

Theme Two: Student Experience

We will ensure that international student support services are world class and the teaching and research opportunities provided to all students have an international dimension.

An international experience should be available to all students and further overseas opportunities for students will be developed. We will also endeavour to enhance the quality of the student experience across the diverse University campuses, including improved support for international students and their families.

A more strategic approach will be applied to evaluation and monitoring activities building on detailed analysis of the results of the international student barometer.

We will also continue to lobby for improved UKBA immigration policies to make the UK a more attractive destination for talented students and scholars from around the world.

The activities of EUSA Global will be supported and developed.

To promote global citizenship in the student population, new courses and formats for introducing students to international and regional subjects, as part of a globally relevant curriculum will be explored, e.g. *Our Changing World*.

The number and allocation of international scholarships will be kept under constant review to optimise impact.

Theme Three: Staff Experience

The role of staff, academic and support, is central to internationalisation and impact is often strongest when strategic and ‘grass roots’ interests of staff coincide.

In the next phase of the Internationalisation Strategy networking with Colleges, Schools, Support Groups and HR will be improved to develop and enhance services to staff (and students) and to implement the strategy at an operational level. We will facilitate cross College/School events to link with other staff/student support areas within the University. International staff recruitment will be enhanced through links with other peer institutions. Linking involvement with the international agenda through staff appraisal and promotion criteria will be encouraged.

The role of staff (and students) as ambassadors for the University when overseas will be maximised.

Theme Four: Partnering

We will continue to develop long-term productive relationships that augment the international standing of the University. Partnerships, whether institution wide, school led or researcher-to-researcher should be driven by shared academic interest and focused on generating sustainable outcomes that build on the synergies between the partners.

The Edinburgh India and China programmes will be advanced and additional international research collaborations developed.

The special relationship enjoyed with North American institutions will be further consolidated.

A strategy for engagement in Latin America will be brought forward as a priority.

Strategies for other regions will continue to evolve.

Partnerships focusing not only on regions but also on scholarship and research into major medical, technological and cultural themes that impact quality of life around the world will be sought. This will include international commercial partners offering vocational training opportunities, research and knowledge transfer and global solutions for global problems.

Opportunities created by the **Edinburgh College of Art** to expand cognate research and teaching programmes into the international market will also be considered.

A university-wide on-line database of international activity, the **Edinburgh Global Directory**, will be launched and promoted and the Edinburgh Global Showcase will be developed. In addition, enhanced *due diligence* procedures will be provided for assessing appropriate partner institutions and countries, given the diverse nature of international institutions and the changing political environment.

4. HOW WE CAN GET THERE

Global universities have global responsibilities. All three Colleges at Edinburgh are at the forefront of teaching and research in areas that impact global challenges. International partnering is an Edinburgh forte. International partnerships led by individual academics and departments driven by the quest for excellence has always been the engine of our research led ethos. This vital quality should not be compromised by the imposition of top-down, institutional imperatives. On the contrary, quality can be enhanced by strategic institutional links that build on ongoing individual partnerships.

Regional focus and research selectivity will continue to inform our direction. Strategic partnering will continue to be driven by multiple objectives, opportunities for world-class research always being one of many associated benefits. We also have an obligation to provide outreach and capacity building. Regionally focused partnering that leads to more stable societies and improved individual quality of life should be the *sine qua non* of globalisation.

To add real value to Edinburgh's already impressive global reputation will not be trivial. It will require even more innovation, collaboration and championship. To make a difference and derive the collateral benefit of more high-class international students and staff, we need new ways of working together to tackle multi-disciplinary themes.

There is a widening strategic role for the International Office in supporting the University in utilising opportunities such as developing collaborative partnerships, trans-national education, increasing the number of overseas offices, and opening new markets.

Progress since the inception of the Internationalisation Strategy has demonstrated the value of investment in strategic partnership development and facilitation of internationalisation projects.

5. CONCLUSIONS

- Edinburgh Global remains a work in progress.
- Tangible benefits have begun to accrue.
- There are now more students and staff from outside the UK/EU at Edinburgh than ever before in its 428-year history.
- Important new strategic alliances exist with other world-leading universities.
- Innovative interdisciplinary programmes of teaching and research have been developed to meet global challenges.
- University offices have opened in China and India and are planned elsewhere.
- Our students have taken ownership of internationalisation through the creation of EUSA Global.

6. RECOMMENDATIONS

- Edinburgh Global should continue into a second phase.
- Internationalisation should be fully integrated into the University Strategic Plan 2012-2016.
- This will deliver further rewards to the University and society at large.

The University of Edinburgh

Central Management Group

25 May 2011



Report from Estates Committee held on 11 May 2011

Brief description of the paper

The paper reports on key discussions and recommendations made at the meeting of EC, held on 11 May 2011.

CMG is reminded to note that copies of the EC papers and the minutes of the meeting are available to CMG members on request from Angela Lewthwaite (Tel: 651 4384, email: angela.lewthwaite@ed.ac.uk) or online via the EC web-site at <http://www.ec.estates.ed.ac.uk/index.cfm>

Action requested

CMG is invited to note the report and endorse the recommendations contained in items 1, 3, 4, 6, 7, 8, 10, 11, 12, 14, 16, 19 and 20.

Resource implications

Does the paper have resource implications? Yes, detailed throughout the paper.

Risk Assessment

Does the paper include a risk analysis? It should be noted that EC papers contain, where applicable, separate risk assessments. Some of these may be contained within the reports to CMG, FGPC, and Court.

General:

Legislation Non-Compliance/Business Continuity – mitigated by regular assessment and update of priorities, risk register and implementation of annual major replacements/compliance programme

Capital Commitments (CAC) – mitigated by tracking via the Capital Projections Plan and regular updating in consultation with Finance and reporting to EC, CMG and FGPC, through to Court.

Project Management – mitigated by on going monitoring of Design Team, Contractor, Risk Register and meetings of Strategic Project Boards who in turn report significant programme/cost issues to EC etc.

Equality and Diversity

Does the paper have equality and diversity implications? No

None of the proposals in this paper raise issues beyond those that are routinely handled in all Estates Developments. It should be noted that EC papers contain, where applicable, separate E&D assessments.

Any other relevant information

The Vice-Principal Planning and Resources will present the paper.

Freedom of information

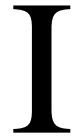
Can this paper be included in open business? The paper is **closed**.
Its disclosure would substantially prejudice the commercial interests of any person or organisation

All EC papers contain FOI information including reasons for closing papers.

Originator of the paper

Paul Cruickshank – Estate Programme Administrator
Angela Lewthwaite - Secretary to EC
18 May 2011

University of Edinburgh
Central Management Group



25 May 2011

Report from Staff Committee

Brief Description of Paper

This paper provides a summary of the key issues discussed and agreed at the meeting of Staff Committee held on 10 March 2011.

Resource Implications

Any resource implications are covered in the paper under discussion.

Equality and Diversity Implications

Any equality and diversity implications are considered in the paper under discussion.

Risk Assessment

Any relevant issues relating to effective risk management are covered in the content of each paper under discussion.

Freedom of Information

Can this paper be included in open business? Yes

Originator of paper

Sheila Gupta
Director of HR

University of Edinburgh
Central Management Group
Report from Staff Committee

25th May 2011

Introduction

1. This paper summarises the key issues discussed and decisions reached at the meeting of Staff Committee held on 10th March 2011.

Matters Arising

2. Performance and Development Review Update: It was agreed to set up a Sub-Committee which would report back its decisions and conclusions to the full Committee.

3. Embedding leadership development across the University: Staff Committee received further statistics on the take-up of leadership development programmes across the University, which continue to be well attended.

4. An analysis of the University's investment in developing its staff would be carried out once the new Senior HR/OD post was filled, for which interviews are scheduled for late May.

Court Effectiveness Review

5. Staff Committee discussed the main themes. The consensus was that the membership on the Committee was appropriate to deal with the strategic level issues relating to people management. Members agreed that the current remit as set out in its approved terms of reference, the frequency and administration of the Committee all worked well. All agreed that the meetings were chaired very effectively.

Other comments/suggestions for the future: it was important to link up with the business of other University committees; consider the challenges facing Edinburgh over the next 3 to 4 years in relation to our people management strategies; maintain good investment in staff training and development; and ensure that the University is addressing the people issues that best meet its strategic priorities.

Workforce Management without a fixed retirement age

6. Ms Macpherson presented this paper, providing an overview of the impending major changes in legislation from October 2011 and welcomed the views of the Committee. Ms Macpherson began by setting out the wider context and implications of this landmark legislation.

7. A detailed discussion followed on the points below to inform the development of a short, medium and long term the strategy. The thinking here being that the passage of time would require different approaches as managers and staff became used to operating within the new legal framework. The Committee proposed a number of areas where the University would need to embed culture change through its management practices and offered observations on areas of growing importance that

would pave the way for people to plan their retirement far more systematically. (N.B. A new policy and guidance for staff and managers have already been developed).

- In order to inform workforce and succession planning to help 'shape' the future of the organisation, it would be important for managers to have conversations regularly with all staff about their future career plans, so as to gain a knowledge of what staff are contemplating as early as possible.
- These conversations should also address quality of life and work patterns, thereby offering the opportunity to ensure that the demands of the workplace and the expectations on staff continue to be fair and reasonable, whilst also delivering the goals of the University. This point is of particular relevance in the more difficult economic times facing us, so good staff engagement and a positive working environment will be important for staff motivation and successful performance.
- P&DR will be central to the process and there is already good awareness amongst Heads of Schools and Professional Services of the link with workforce planning.
- The concept of "partial retirement" is also one that is likely to grow in popularity as staff decide to plan a phased approach to retirement. Changes in pension scheme rules will assist in making this a practical option for more staff.
- Greater emphasis will be placed on preparing staff for retirement, through offering programmes and briefing sessions for staff and managers on topics that are of interest to them, e.g. financial planning, maintaining links with the University etc.

Ms MacPherson is leading this project and further reports will be made to Staff Committee on progress and/or issues that arise.

REF: Policy Considerations for the inclusion and exclusion of staff – informing our approach

8. Professor McMahon advised the Committee that the Director of HR has been co-opted onto the Research Policy Group to assist in the development of a clear policy for determining which staff will and will not be returned in the REF. Further work will be taken forward under the aegis of Research Policy Group. A helpful discussion followed regarding quality thresholds, the roles of Heads of School and REF Coordinators and the benefit of having clarity regarding the criteria for inclusion early in the process.

Developing Academics for the 21st Century

9. Professor Miell introduced this topic for discussion. The Committee discussed academic development in the context of what it means to be a world-leading institution, which can be characterised by the aim to:

- pursue international excellence across our academic activities to further enhance our global standing;
- remain competitive with other world leading institutions in an environment of constant change and uncertainty; and

- use our international distinction in major areas of research to address and resolve issues of global significance, where future success will depend on sustainable funding and greater income diversification.

The future challenges for Edinburgh

10. In research, immediate developments that will inform our academic development planning are the need to:

- meet the new priorities of the Research Councils, major charities and EU;
- respond to the policy changes by funding bodies to focus on larger grants for major multidisciplinary projects on issues of global significance; and
- deal with the fact that Research Councils are moving to a model of demand management – shifting peer review responsibility from the Research Councils to institutions. This major change in practice means that Edinburgh will need to develop robust internal peer review mechanisms.

11. These objectives are with a view to enhancing our international reputation and on-going success.

12. Excellence in learning and teaching is equally important and is linked to the quality of the student experience. Some of the key priorities are the need to:

- ensure a highly relevant, research-informed and flexible curriculum to prepare our students to make the strongest possible contribution to society;
- ensure innovative and creative use of new technologies across our programmes to expand student choice & flexible ways of learning; and
- meet the needs of a more sophisticated, demanding student body, where these needs become more diverse as we become more global.

13. In meeting these challenges it was considered that future leadership and staff development provision could cover the need to:

- enhance further our capacity to think and act strategically to align institutional bids to the priority areas of funding agencies to secure long term financial sustainability;
- lead successful, highly motivated, international, multidisciplinary teams;
- enhance further our reputation and success in securing major strategic bids;
- provide on-going professional development for staff to maintain the highest standards of delivery of learning and teaching;
- enhance the student experience through promoting excellence in teaching, assessment and feedback;
- equip colleagues to design innovative programmes, including developing more e-learning and distance learning programmes. The Principal's Distance

Education Initiative will enable much greater progress to be made to support this work;

- shape a more interdisciplinary curriculum which may potentially have greater resonance for our students, whose interests can span many disciplines;
- embed international themes into the curriculum to engender wider international appeal;
- identify and nurture talent early to support effective succession planning and build the next generation of academic leaders.

Leadership Development

14. Excellent leadership and management skills are core to the effective delivery of this significant agenda. This topic was debated at some length at the last meeting and so this paper will not go over old ground again, but some additional themes covered included the need to:

- ◆ recognise the importance of followership;
- ◆ promote the benefits of the generalist leadership and management programmes;
- ◆ offer some programmes that focus on leadership in research, teaching and knowledge exchange;
- ◆ foster a climate of creativity in all our academic work;
- ◆ observe dignity and respect for all staff, in particular to ensure that the contribution of professional services colleagues was acknowledged by academic staff;
- ◆ foster collegiality to promote the benefits of team working, which will be highly relevant to the success of our future academic agenda.

15. It was noted that Human Resources and the Institute for Academic Development (IAD) work in close collaboration to plan, resource and deliver programmes that support academic development across the University effectively. Thus the fact that some of the above themes will be delivered by IAD, whilst others will be delivered by HR, does not present any organisational challenges or obstacles to delivery. Through this and subsequent debates, it is hoped to identify future strategic priorities that will inform our combined provision for the short, medium and long term.

Proposals for Implementing The Bribery Act 2010

16. Mr Paul introduced this paper to alert the Committee to the UK Government's proposals for introducing the Bribery Act 2010. The University had engaged the law firm Pinsent Mason to develop an early draft policy. This would then form the basis of briefing sessions for Heads of Schools and Services. The information gathered from these sessions would be used to inform the development of the final policy. It is thought that local knowledge will be key to developing a policy that is tailored to the needs of the University and ensures the effective management of our risks, thereby offering adequate protection against contravening the legislation and incurring any penalties.

17. Additional staff development and training will be offered once the policy has been developed. It will also be important to identify particular staff groups or units who will be impacted upon most by the provisions of the new legislation, for example, the

International Office, staff involved in the work of the Global Academies and Procurement. Staff Committee endorsed this approach.

HR Performance Indicators

18. This paper was introduced by Ms Fraser and reported that Staff Committee have been considering annual benchmarking reports for about three years now, based on the DLA Benchmarker surveys on HR and workforce performance indicators in Higher Education. This paper proposes suggestions for how the University should build on existing indicators, to improve our measurement and understanding of our people strategies. The Chartered Institute for Personnel and Development indicates that the purposes for collecting and reporting on data may occur at different levels: from monitoring day to day management information and establishing measures of staff engagement to analysing organisational performance data linked to business strategy. It was agreed that it would be important to identify those indicators that have most relevance to the future growth and development of the University and that further work would be carried out in defining these measures.

Potential Industrial Action and Business Continuity

19. Ms Fraser gave an oral report on the two days of strike action (17 March and 24 March) by the UCU and the communications on guidance to managers, staff and students.

Any Other Business

20. Professor Brown advised the Committee that an independent review of diversity was to be conducted across the College of Science and Engineering in the near future.

The University of Edinburgh

Central Management Group

25 May 2011

**Management Accounts
Nine months to 30 April 2011**

Brief description of the paper

The University's top-level Management Accounts are presented, including summaries for each College and Support Group.

Action requested

The paper is for information.

Resource implications

None.

Risk Assessment

The continuing financial health of the University.

Equality and Diversity

None

Any other relevant information

None.

Originator of the paper

Andy Davis
13 May 2011

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the commercial interests of any person or organisation

For how long must the paper be withheld?

The paper should be withheld until after publication of the University's Annual Accounts for 2010-11 (i.e. 31st December 2011).

The University of Edinburgh

Central Management Group

25 May 2011

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Quarter 3 Management Accounts Forecast 2010-11

Brief description of the paper

The University Group's top-level Quarter 3 Forecast (but based on Month 8, March Management Accounts) for 2010-11 is presented. This forecast is prepared on a group basis (i.e. including subsidiary companies), as in the annual accounts.

Action requested

The paper is for information and discussion.

Resource implications

As indicated in the paper.

Risk Assessment

The continuing financial health of the University.

Equality and Diversity

None

Any other relevant information

None.

Originator of the paper

David C.I.Montgomery
Deputy Director of Finance

20th May 2011

Freedom of information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the commercial interests of any person or organisation

The paper should be withheld until after publication of the University's Annual Accounts for 2010-11 (i.e. 31st December 2011).



The University of Edinburgh

Central Management Group

25 May 2011

Trans Equality Policy

Brief description of the paper

This paper introduces a Trans Equality Policy that has been jointly developed by both the staff and student side at the University, in line with good practice guidance produced by the Equality Challenge Unit (ECU) for higher education institutions in 2010.

Action requested

The CMG is asked to note the content of the policy and to give it final approval prior to being accessible for use and reference by staff and students.

Resource implications

Does the paper have resource implications? No

Risk assessment

Does the paper include a risk analysis? No. The wider legal aspects of equality and diversity are comprehensively covered by the E&D framework policies and practices. This policy seeks to support and promote of the more complex areas covered by the Equality Act 2010.

Equality and diversity

Does the paper have equality and diversity implications? Yes in that it deals with one of the nine protected characteristics as defined within the Equality Act and is directly related to equality and diversity matters. It will be important that any new policy and practice is adhered to ensure that there is no unfair discrimination and that we meet our legal obligation not to discriminate unlawfully on the grounds of gender reassignment. This is the same requirement that exists in all our policies to ensure they comply fully with equality and diversity principles.

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

This paper is for information and approval

Originator of the paper

Melanie Macpherson – University HR Services - May 2011

TRANS EQUALITY POLICY

1. INTRODUCTION

This policy has been developed in conjunction with EUSA following discussions with the student body and other key stakeholders, all of whom have highlighted the need for additional information and support in this highly complex and sensitive area.

2. AIMS AND SCOPE

The policy is designed to focus on the support and advice that the University can offer to both staff and students who are undergoing any form of gender reassignment. It also aims to offer advice and guidance to managers or others who are helping to manage the support process at an individual level.

The policy also has an important place in the wider context of the University Equality and Diversity strategy and embodies the principles of the Equality Act 2010.

The policy is applicable to both staff and students.

3. IMPACT

The policy seeks to highlight potential barriers and to offer a way of providing guidance and support on a local level, wherever possible. It has a key part to play in raising awareness and in promoting the cause of staff and students affected by trans gender issues as well as helping those around them to deal more effectively with individual needs and concerns. It is designed to foster better understanding and awareness in the wider University community and to allow for more meaningful discussions at all levels. It is also intended to demonstrate to both current and future staff and students, that the University offers a supportive and welcoming environment within a truly diverse culture.

4. IMPLEMENTATION

The policy has already been through the E&D Committee and SQAC for comment and approval. It was well received at both Committees as a beneficial and positive addition to existing Equality and Diversity policies and practice.

Following approval by CMG this policy will be published on the HR and E&D websites and communicated and promoted as appropriate.

5. CONCLUSION

This policy seeks to inform and support rather than focus on the more legislative aspects which are already well documented through the E&D website. It is widely recognised by many external support groups and charities that this is an area which requires specific focus and support and that a separate policy is one of the most effective ways to demonstrate organisational environment and culture.

6. ACTION REQUIRED BY CMG

The CMG is asked to note the content of the policy and to give it final approval prior to being accessible for use and reference by staff and students.



Trans Equality Policy

1. Policy Statement

As part of its wider Equality and Diversity strategy the University is committed to providing an inclusive and welcoming community where staff and students are enabled to meet their full potential and are treated as individuals. This includes providing support and understanding to those individuals who wish to take, or have taken, steps to present themselves in a gender different to their birth gender.

The University recognises that this can a very difficult and complex time for an individual and would wish to act in a sensitive and supportive way by having helpful policies and practices in place to ease any transitional period. We fully recognise our legal responsibility to protect the rights of transgender people and to ensure that no individual is subject to discrimination or victimisation as a result of the gender in which they present themselves.

This statement should be read as part of the wider set of policies including Dignity and Respect and Gender Equality.

External guidance can be found in [Trans staff and students in HE](#)

2. Scope and Purpose

This policy is designed to focus on the support and advice that the University can offer to both staff and students who are undergoing any form of gender reassignment. It also aims to offer advice and guidance to managers or others who are helping to manage the support process at an individual level.

3. Principles of the Policy

- Students will not be denied access to courses, progression to other courses, or fair and equal treatment while on courses because of their gender identity
- The University will respect the confidentiality of all trans staff and students and will not reveal information without the prior agreement of the individual
- Staff will not be excluded from employment or promotion because of their gender identity
- The University will provide a supportive environment for staff and students who wish their trans status to be known.
- The University welcomes, and will provide, appropriate facilities for trans student and staff groups

- Transphobic abuse, bullying or harassment will be treated very seriously and dealt with under the appropriate procedures

4. Legislation

The Equality Act 2010 has strengthened and streamlined previous equalities legislation. Gender reassignment is one of the nine protected characteristics within the Act and is also included in the Public Sector Equality Duty.

The definition of gender reassignment within the Act gives protection from discrimination to a person who has proposed, started or completed a process to change their sex. The Act also protects:

- trans people who are not under medical supervision
- people who experience discrimination because they are perceived to be trans people
- people from discrimination by association because of gender reassignment.

The Human Rights Act 1998 provides protection to trans people, principally under the right to a private life.

5. What is 'trans'?

Trans is an inclusive term for people who identify themselves as transgender or transsexual. The word 'trans' can be used without offence (as an adjective) to describe people who:

- are undergoing gender transition
- identify as someone with a different gender from that in which they were born, but who may have decided not to undergo medical treatment
- choose to dress in the clothing typically worn by the other sex

A full list of useful terminology is available in [Trans staff and students in HE](#)

6. Gender reassignment ('transitioning')

What is gender reassignment?

There are a small number of people in the UK whose gender identity does not match their appearance and/or anatomy. This is sometimes called gender dysphoria or gender identity disorder. People with this medical condition who decide to adopt the opposite gender to the one assigned at birth are known as 'transsexual people'. Medical treatment to enable transsexual people to alter their bodies to match their gender is highly successful. The process is known medically as 'gender reassignment'. Transsexual also includes persons living in their new gender, but who have elected for personal reasons not to undergo surgical treatment.

How is gender transition achieved?

Diagnosis of transsexualism may take a matter of months or a period of years. Transition is achieved by the person undergoing gender reassignment. The process consists of counselling, followed by medication to alter the body and physical characteristics. During the early part of the process it is possible the individual may display characteristics of both genders. The final stage for some individuals is to undergo surgery. Not all persons going through gender reassignment undergo surgery; it is a personal choice and not a key criterion in the process of definition to gender change. Indeed much of the transition process is more about social aspects such as name, clothes, appearance and personality rather than the medical aspects that are often associated with it.

At some point the person will want to start to live full time in their 'new' gender and their name and other records (such as their driving licence, birth certificate and passport) may be formally changed. The person is expected to live and work in their new gender role for a minimum period of one year (in Scotland) prior to any irreversible surgical intervention. This period is often referred to as the 'real life experience' or 'real life test'.

Every individual may choose a wide and differing set of options in the way that they wish to shape their future lifestyle and the choices they wish to make. The most important role that we can play as the employer and University is to offer support and guidance at any or all stages of an individual's journey and to facilitate any procedures or processes as appropriate.

What it is not

Transsexualism is not the same as, and should not be confused with, 'cross dressing', transvestism, or sexual orientation. Transsexualism is not a life style choice, nor a facet of sexual orientation, nor a disease.

Intersex

Intersex is a biological condition that people are born with. Intersex people can have a combination of male and female anatomy; as a result, their biological sex cannot easily be classified as either male or female. Until recently, the medical profession encouraged surgery on intersex babies so that the child would conform to stereotypical male or female appearances. Subsequently, many intersex people encountered difficulties later in life as the gender prescribed by the medical profession and society was different from the gender with which they associate. The advice now is to wait until an informed choice can be made. Not all intersex people opt for surgery, and many will consider themselves to be intersex rather than male or female. While trans issues are different from intersex issues, intersex people who had their gender incorrectly prescribed at birth may decide to transition to the gender with which they identify later in life.

7. Trans respect guidelines

The following informal guidelines on how to treat people who are transitioning may be helpful for a trans person's colleagues and fellow students.

- Think of the person as being the gender that they want you to think of them as.
- Use the name and pronoun that the person asks you to. If you are not sure what the right pronoun is, then simply ask. If you make a mistake with pronouns, correct yourself and move on. Do not make a big deal out of it.
- Respect people's privacy. Do not ask what their 'real' or 'birth' name is. Trans people are often sensitive about revealing information about their past, especially if they think it might affect how they are perceived in the present.
- Similarly, respect their privacy. Do not tell others about a person's trans status. If documents have to be kept that have the person's old name and gender on them, keep them confidential.
- Respect people's boundaries. If you feel it is appropriate to ask a personal question, first ask if it is ok to do so. Personal questions include anything to do with one's sex life, anatomy (not just genitalia) and relationship status – past, present or future. Questions such as 'Are you on hormones?' can be considered personal.
- Listen to the person, and ask them how they want to be treated and referred to.

8. Support

Employees: An employee going through the process of gender reassignment can seek support from their manager, local HR adviser or Occupational Health. Self referrals can also be made to the University's Counselling service.

Students: A student going through the process of gender reassignment can seek support from Student Services or their equivalent.

It is a matter of choice who should be contacted but it is recommended that the contact person works with the employee to agree an action plan to cover the period of their transition. It is imperative that confidentiality is maintained at all times, for staff and students who may be going under transition or have in the past undergone gender reassignment.

9. Transition Action Plan

The employee or student and their main contact should write an action plan together for managing their transition whilst at the University. This will include agreeing dates of transition and communication plans, the University being guided at all times by the individual's preferences. Under no circumstances should any communication or actions be taken without the explicit consent of the individual. These action plans must be kept strictly confidential and any records destroyed after the person has successfully transitioned.

Sample action plans are contained in the [Trans staff and student in HE](#) guide and a framework for transition can be found at Appendix A of this policy

10. Identification

Name changes

Trans people can easily change their legal name by making a statutory declaration of name change. However some do not choose to change their name immediately or at all. They may wish to use a shortened version of their name or a nickname. If this is the case it is preferable that tutors or managers are advised of the preferred name in advance so that the legal name is not used in error. Once a trans person has made known their chosen name, this name should be used in all circumstances, rather than their birth name. Also a person who identifies with a certain gender, whether or not they have had surgery, should be referred to using the pronoun they have a preference for (this could be he, she or they).

Identification

A full gender recognition certificate (GRC) gives a trans person the means to obtain a new birth certificate but other official identification and services reflective of their preferred gender can be gained without a full GRC including a passport, driving licence and the ability to change bank details. The University has no right to ask for or see this certificate. However, it may ask for a statutory declaration of name change or other official identification. It is important to recognise that there can be very real cost implications in changing identity documentation and this may not be accomplished all at once especially by students and lower paid employees. The University should be prepared to be flexible wherever possible and to be very clear about what information is required as well as any alternatives that can be offered.

11. Practical support

Staff and Students:

Time Off

Trans staff and students will require time off work or study for a wide variety of medical appointments. Appointments to see a specialist may involve travelling long distances. The amount of time off required following surgery will vary greatly from 1 to 12 weeks depending on the nature of the surgery and the physical demands of the person's work or study. In all cases the member of staff or student should not be treated any less favourably than if they were absent due to sickness or injury. There may be a need for close relatives of trans staff or students to have time off to care for them in the same way this would be necessary for parents or carers in other circumstances. There should not be any less favourable treatment in such cases.

Criminal record checks

Where these are required [Disclosure Scotland](#) has implemented a process specifically for trans people who do not wish to disclose their trans status to their employer or placement provider.

Single sex facilities

A trans person should have access to 'men-only' and 'women-only' areas according to the gender in which they live permanently. Ideally there should be access to gender neutral toilet facilities wherever this can be reasonably accommodated. The University and the individual will agree the point at which the use of facilities such as changing rooms, shower rooms and toilets change from one sex to the other. Requiring the person to use disabled toilet facilities is not acceptable unless the individual is disabled.

Records

If a trans employee or student is transitioning at the University and following their statement of intent to transition, their staff or student record should be changed at a mutually agreed time to reflect their preferred gender and name. This must include all paper records which must be replaced with a full set of new ones in the new name and gender. No records should be changed without the permission of the employee or student concerned. With the exception of degree certificates and pensions a written note of intent to transition is sufficient for the gender and name on staff and student records to be changed. Staff records can be changed through the local HR teams and student records through [Registry](#).

References

References for current or former students or staff who have transitioned must make no reference to the person's former name or gender, and must use the appropriate pronoun.

Recruitment

Where formal documents are required before commencing employment or enrolment, confidentiality should be emphasised when asking for a birth certificate or passport as if the person has not yet been issued with new identification, the birth certificate will clearly show the person was born with a different name and gender. The same situation can arise with a passport from another country that does not have the same legislative provision as the UK. Therefore some flexibility may be required in what is asked for.

Students Only:

Accommodation

When a student applies for accommodation and advises that they are transitioning or intend to transition once at the University, it is advisable to formally agree the point at which they will begin to live day-to-day in their acquired gender. This will enable the correct form of accommodation to be allocated from the start. Students are encouraged to discuss their personal requirements in confidence and in person with relevant staff in accommodation services. The University will ensure as much flexibility and discretion as possible when dealing with student requests in relation to transgender.

For students who begin to transition when living in accommodation, contracts should be flexible to allow students to leave single-sex accommodation when

they begin to live in their chosen gender. For further advice and support contact [Accommodation Services](#)

Degree certificates

The university has undertaken to provide students who have transitioned whilst studying or after studying with replacement degree certificates in the acquired gender names or titles. This can be done through [Registry](#)

Staff Only:

Pensions

Record changes for pensions differ slightly and members of staff who are in the University pension scheme will need to send their birth certificate to the Pensions manager to ensure their gender is changed on pension records. Only people with a full Gender Recognition Certificate (GRC) can have their pension records changed by HMRC.

12. Support and Advice

[Equality and Human Rights Commission \(EHRC\)](#) is a statutory body with responsibility for protecting, enforcing and promoting equality across all protected characteristics

[The Gender Trust](#) is recognised as an authoritative centre for professional people who encounter gender identity-related issues in the course of their work.

[The Beaumont Society](#) is a support network that promotes better understanding of the conditions of transgender, transvestism and gender dysphoria

[Gender Identify Research and Education Society](#) initiates, promotes and supports research, particularly to address the needs of people who have a strong and ongoing desire to live and be accepted in the gender in which they identify.

[Scottish Transgender Alliance](#) offers guidance to employers on transgender equality issues and good practice in Scotland and provides information to support transgender people in understanding and accessing their human rights.

[LGBT Youth](#) provides a range of services for professionals and young people in Scotland.

13. Review

This Policy was originally produced by Corporate HR in February 2011 and has been approved by the E&D Committee and SQAC. The policy will be subject to review by February 2013 and then as and when legislation or statutory duties require it.

14. Alternative Format

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

DRAFT

Appendix A

Transition process

The chart below provides an overview of a typical transition and may prove useful for those managing or representing staff or students throughout the process whether it involves medical intervention or social orientation. It is important to note that every individual's situation will vary depending on a wide range of factors that can come into play.

A person identifies that their physical gender is not their actual gender
The person is diagnosed with gender dysphoria
The person informs their institution that they want to transition to their preferred gender and will commence a real-life experience
After at least three months, the person begins hormone therapy
At the person's request, the institution updates its records to reflect any name change and their new gender
A new staff or student file is created and any documents revealing their former name and gender that must be kept (for example, pension records) are marked 'confidential'
If the person is a student and they have changed their name, they are informed that they must legally change their name before a degree certificate can be issued in their new name
After at least 12 months, the person may undergo genital surgery
After two years of living in their chosen gender, whether or not they have undergone surgery, the person applies for a gender recognition certificate
A gender recognition certificate is awarded and the person is issued with a new birth certificate
The person is now legally recognised in their chosen gender – all documents and references that have not already been changed must now be changed
If the person is a staff member who is a member of the institution's pension scheme, they must send their new birth certificate to the appropriate person to ensure their gender is changed on pension records

Appendix B

Action Plan for Transition Period

Example of Action Plan to support staff

Action Plan to support staff transitioning gender
Does the employee feel comfortable continuing in their current role? Are there any temporary or permanent changes to the role which should be considered to support the employee? (Considerations should include security aspects such as lone working, night working.)
What is the expected timescale of the medical and surgical procedures, if known?
Is any time off required for medical treatment? If so how will this be dealt with?
What will the employee's new title and name be?
When do they wish to start using this name and title? Will there be any phasing?
When do they wish to start dressing and presenting as their acquired gender? Again will this be phased? (This may not necessarily be the same date as above.)
Are there any dress codes which need to be considered? (Do new uniforms need to be ordered?)
When does the employee wish to use toilet and changing facilities appropriate to their acquired gender? Please note disabled toilets should not be suggested as an alternative.
When, how and which Human Resources records and or systems will need amending?
When and how should colleagues be informed of the transition? Is there any education material which could be used? If this action plan is not drawn up with input from line manager/and or Human Resources consider how and when they might need to be involved.
If any bullying or harassment occurs how will it be dealt with?
Actions Agreed
Date of next meeting

Example of Action Plan to support students

Action Plan to support students transitioning gender
Does the student feel comfortable continuing with their current course/cohort? Are there any temporary or permanent changes to the student's experience and obligations which should be considered to support the student? (Consider security aspects.)
What is the expected timescale of the medical and surgical procedures, if known?
Is any time off required for medical treatment? If so how will this be dealt with?
What will the student's new title and name be?
When do they wish to start using this name and title? Will there be any phasing?
When do they wish to start dressing and presenting as their acquired gender? Again will this be phased? (This may not necessarily be the same date as above.)
Are there any dress codes which need to be considered?
When does the student wish to use toilet and changing facilities appropriate to their acquired gender? Please note disabled toilets should not be suggested as an alternative.
When will the Director of Studies be informed and what records and or systems will need amending? When should other members of academic staff/student support staff be informed, and how should this happen?
When and how should other students be informed of the transition? Is there any education material which could be used?
When should other University departments be advised of the transition? What other University departments need to be made aware? E.g. Students Union, Sports Centre, Accommodation and Residential Staff.
If any bullying or harassment occurs how will it be dealt with?
Actions Agreed
Date of next meeting

The University of Edinburgh

Central Management Group

25 May 2011

Draft Expenses Policy



Brief description of the paper

The paper contains a draft of the expenses policy to be included in the financial regulations and CMG is invited to comment on the paper.

Action requested

Members of CMG are invited to comment on the draft policy.

Risk assessment

Does the paper include a risk assessment? No

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? No

Originators of the paper

Elizabeth Welch
Assistant Director of Finance



The University of Edinburgh

Central Management Group

25 May 2011

Gaelic Language Plan

Brief description of the paper

The University recently received formal notification from the Bòrd na Gàidhlig to prepare a statutory Gaelic Language Plan to be submitted by 27 April 2012. Preparation of the University's Plan will be overseen by a working group that will periodically update CMG on progress.

Action requested

CMG is invited to note the paper.

Resource implications

Implementation of a Gaelic Language Plan will have resource implications. The University will apply to the Gaelic Language Act Implementation Fund to offset expenses.

Risk Assessment

No

Equality and Diversity

Gaelic Language Plans are intended to secure the status of Gaelic in Scotland.

Originator of the paper

Jamie Tait, Project and Policy Officer
Kim Waldron, University Secretary

To be presented by

Kim Waldron, University Secretary

Freedom of information

This paper can be included in open business? Yes

Central Management Group – Submission of Gaelic Language Plan

Background

Bòrd na Gàidhlig is a non-departmental public body, directly funded by the Scottish Ministers and accountable to them. The Bòrd was established as a public body by the Gaelic Language (Scotland) Act 2005, with the legislation designed to promote the use of Scottish Gaelic, secure the status of the language and ensure its long-term future.

Gaelic Language Plans

Under the terms of the Gaelic Language (Scotland) Act 2005, Bòrd na Gàidhlig is charged with identifying public authorities to develop Gaelic Language Plans. Last month the University received formal notification from the Bòrd to prepare a statutory Gaelic Language Plan. This has to be submitted by the 27th April 2012 and must include a 6-12 week public consultation. Aberdeen, Glasgow and Strathclyde Universities have also been asked to prepare a plan for April 2012, and examples of previously approved plans include the University of the Highlands and Islands, the Scottish Funding Council and the Scottish Qualifications Authority.

Bòrd na Gàidhlig has identified four core areas that it wishes public authorities to address when preparing their plans: identity, communications, publications and staffing. The Bòrd has also determined the high-level commitments it will be seeking from our Gaelic Language Plan, and has received agreement in principle for these from the Minister of Gaelic, Fiona Hyslop. These are:

- Implementation and delivery of Ginealach Ùr na Gàidhlig (An Action Plan to increase the numbers of Gaelic speakers) with regard to adult learning and Gaelic Medium Education;
- An increase of at least 10% a year in the number of students registered on courses connected with Gaelic;
- Pro-active support to students who are moving from Gaelic education in the Secondary Schools to Further and Higher Education;
- That a choice of Gaelic modules be offered over a range of established courses;
- A bi-lingual version to be made of the corporate brand with equality of respect being given accordingly to the language;
- Updating or replacing corporate signs with equal respect for the languages, including student residences.

A working group will be established to take this forward. The working group will report as required to CMG on progress in creating and approving the Language Plan, and monitoring implementation of the plan from 2012 onwards.

Gaelic Language Act Implementation Fund

Bòrd na Gàidhlig currently administers a Gaelic Language Act Implementation Fund (GLAIF) which has been made available by the Scottish Government. The main purpose of GLAIF is to support initiatives which develop the capacity of relevant public authorities to deliver existing or potential Gaelic Language Plans. The University is considering submitting three applications to GLAIF requesting funding for Gaelic language taster classes, Gaelic awareness raising sessions and the development of a Gaelic language questionnaire.

Further information

Further information on Bòrd na Gàidhlig and the Gaelic Language Plans are available on the Bòrd's website (<http://www.gaidhlig.org.uk/en>). The Central Management Group will be updated with progress as appropriate.

Dr Kim Waldron
University Secretary