

**Agenda for a meeting of the Central Management Group
to be held at 10.30 am on Wednesday, 7 March 2012
in the Raeburn Room, Old College**

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|--|--|-----------|
| 1 | Minute of the meeting held on 25 January 2012 | A |
| 2 | Matters Arising | |
| 3 | Principal's Business | |
| 3.1 | Principal's Communications | |
| 3.2 | Principal's Strategy Group | B |
| FOR DISCUSSION | | |
| 4 | Draft Planning Submissions 2012/2013 (closed) | C |
| 4.1 | CHSS | C1 |
| 4.2 | CSE | C2 |
| 4.3 | CMVM | C3 |
| 4.4 | CSG | C4 |
| 4.5 | ISG | C5 |
| 4.6 | SASG | C6 |
| 4.7 | Student Unions | C7 |
| 5 | Finance update (closed) | D |
| 6 | Nursery Facility | |
| FOR INFORMATION/FORMAL APPROVAL | | |
| 7 | Draft Financial Regulations (closed) | E |
| 8 | Report from Estates Committee (closed) | F |
| 9 | Report from Fees Strategy Group | G |
| 10 | Report from Sustainability and Environmental Advisory Group | H |
| 11 | Report of Staff Committee | I |
| 12 | Draft Biodiversity Policy | J |
| 13 | Beacon – way forward (closed) | K |
| 14 | Protocol between the University and Police Procurement Benchmarking Update (closed) | L |

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|-----------|--|----------|
| 15 | Renaming of Schools | M |
| 16 | Proposal to create a new Chair of Sociology | N |
| 17 | Dates 2012/2013 | O |
| 18 | Any Other Competent Business | |
| 19 | Date of next meeting | |

Wednesday, 18 April 2012 in the Raeburn Room, Old College

Central Management Group

Wednesday, 25 January 2012



MINUTE

Present:
The Principal (in the chair)
Senior Vice-Principal Professor N Brown
Vice-Principal Professor M Bownes
Vice-Principal Professor J Haywood
Vice-Principal Professor S Hillier
Vice-Principal Professor D Hounsell
Vice-Principal Professor C Jeffery
Vice-Principal Professor R Kenway
Vice-Principal Professor D Miell
Vice-Principal Professor L Yellowlees
Vice-Principal Professor L Waterhouse
Mr N A L Paul
Dr K Waldron

In attendance:
Dr I Conn
Dr A R Cornish
Mr A Currie
Mr J Gorringe
Mr D Waddell
Ms E Fraser (on behalf of Ms Gupta)
Dr D Laurenson (for item 14 only)
Dr K J Novosel

Apologies:
Vice-Principal Professor C Breward
Professor J Seckl
Ms S Gupta
Ms F Boyd

1 MINUTE OF THE MEETING HELD ON 14 NOVEMBER 2011 AND ELECTRONIC MEETING CONCLUDED ON 9 DECEMBER 2011 Paper A

The Minute of the meeting held on 14 November 2011 and electronic meeting concluded on 9 December 2011 was approved as a correct record.

2 PRINCIPAL'S BUSINESS

2.1 Principal's Communications

The Principal reported on the following: the Scottish Government's review of governance arrangements within the sector; proposed Scottish Government constitutional review; the signing of the £50m loan arrangement with the European Investment Bank; the successful visit to India and the strengthening ties with Indian institutions; the present position on UCAS applications for 2012/2013; and NSS.

CMG endorsed the decision that it was not appropriate at this time to proceed with a contract with the Bahrain Higher Education Council following due diligence and further discussion with the Vice-Principal International. CMG was reminded of the processes in place to take forward these types of issues.

2.2 Principal's Strategy Group Paper B

CMG noted the PSG report.

FOR DISCUSSION

3 FINANCIAL UPDATE (CLOSED) Paper C

CMG noted the report, particularly the current stage in respect of the Holyrood Development Project and the position with pensions including tax changes and the potential future impact of the timing of the triennial valuation. The intention to present proposals to the next meeting of F&GPC on the funding allocation for voluntary severance arrangements for 2011/2012 was noted; central support would be set at 50% as in the previous year.

4 PROPOSAL FOR SPECIAL FEE INCENTIVE SCHEME FOR ONLINE DISTANCE LEARNING PROGRAMMES Paper D

The proposal to treat fee income from students on ODL programmes as defined in the paper whether DEI funded or not commencing after 2011/2012 or later outwith NPRAS was approved; fee income would be allocated on a non-recurrent basis, 80% to the College of the School owning the programme and the remaining 20% split across the three Support Groups in the proportions detailed in the paper.

5 REF CODE OF PRACTICE (CLOSED) Paper E

It was noted that the Code had been developed in accordance with Higher Education Funding Council guidance and was required to be submitted and approved by the Funding Council REF Team in accordance with a set timetable as part of the overall REF submission process. CMG welcomed and recommended approval to Court of the Code which set out the University's approach to the selection of individuals to be included in the REF submission to ensure a fair and transparent process which complied with legislation and good practice. It was further noted that the approach adopted within pooled submissions would have to be consistent with the University's approach.

FOR INFORMATION/FORMAL APPROVAL

6 REPORTS AND FINANCIAL STATEMENTS FOR YEAR ENDED 31 JULY 2011 Paper F

CMG noted the completion and approval of the Reports and Financial Statements for the year ended 31 July 2011 including the retained surplus achieved. It was further noted that Accounts produced in accordance with US GAAP requirements had also been drafted and would be considered for approval at a Sub-Group of Court on 26 January 2012.

- 7 REVIEW OF 2010/2011 OUTTURN VERSUS FORECAST (CLOSED) Paper G**
- CMG noted the information.
- 8 QUARTER 1 MANAGEMENT ACCOUNTS FORECAST 2011-2012(CLOSED) Paper H**
- The current forecast of an £18m surplus was welcomed with particularly positive variances being forecast within the College of Science and Engineering and the corporate area. The University continued to demonstrate good financial management and was moving towards a strong financial outturn for 2011/2012.
- 9 DRAFT FINANCIAL REGULATIONS (CLOSED) Paper I**
- Members of CMG were invited to comment on the current version of the Regulations. Once suggestions had been incorporated, a first draft would be presented for consideration.
- 10 QUARTERLY HEALTH AND SAFETY REPORT Paper J**
- CMG noted the report which highlighted no specific areas of concern.
- 11 HEALTH AND SAFETY COMMITTEE: TERMS OF REFERENCE Paper K**
- CMG endorsed the proposed amendments to the Terms of Reference of the Health and Safety Committee and recommended approval to Court.
- 12 CHANGES IN PUBLIC PROCUREMENT LAW AFFECTING UNIVERSITY PURCHASING Paper L**
- CMG noted the revised threshold levels for advertising in OJEU and that approval continued to be required from the Director of Procurement for plans of purchases of over £50,000 to ensure appropriate procurement practice. CMG further noted the current consultation on draft EU Directives.
- 13 REPORT FROM ESTATES COMMITTEE (CLOSED) Paper M**
- The recommendations as set out in the paper were endorsed by CMG. In particular CMG fully supported the proposal to release funds now to allow a measured approach to taking forward the maintenance programme including the reallocation of £1.3m to the maintenance programme previously set aside to settle the Cramond disposal. CMG further approved the proposal in respect of the disposal of the building in Chapel Street.
- 14 SHARED ACADEMIC TIMETABLING PROJECT – UPDATE Paper N**
- There was strong support for the important work being taken forward by this project. It was suggested that further consideration could perhaps be given to having available learning space from 8.00 am and at weekends; it was confirmed that this issue had been raised and that further information was being sought before exploring this further. It was also suggested that it may be helpful to undertake an equality and diversity impact assessment.

15 FEES STRATEGY GROUP REPORT (CLOSED) Paper O

CMG approved the tuition fees for DEI funded postgraduate programmes in Research-Informed Science Education and Next Generation Drugs for the academic session 2012/2013.

16 ADMISSION ISSUES RELATING TO 2012/2013 ENTRY (CLOSED) Paper P

CMG noted the two issues raised relating to undergraduate and postgraduate admissions. The particular challenges being taken forward by admission staff across the University were acknowledged and it was agreed that the Principal would write on behalf of CMG thanking staff for their efforts. The actions being taken were supported by CMG.

17 PROPOSAL TO CREATE A NEW CHAIR OF ECONOMICS Paper Q

CMG approved the proposal to establish a Chair of Economics.

18 PROPOSALS TO CREATE THREE PERSONAL CHAIRS IN THE SCHOOL OF INFORMATICS Paper R

CMG approved the proposals to establish a Personal Chair of e-Science, a Personal Chair of Database Systems and a Personal Chair of Computation Theory as set out in the paper.

19 DATE OF NEXT MEETING

Wednesday, 7 March 2012 in the Raeburn Room, Old College

The University of Edinburgh

Central Management Group

7 March 2012

**Principal's Strategy Group Meeting
30 January 2012**

Amongst the items discussed were:

1. Enhancing Student Support Update

Vice Principal Hounsell updated PSG on the project progress to date and commented on the positive feedback and momentum that is building around the initiative. The following points were noted in the subsequent discussion:

- The project will be delivered in phases but with the majority of new processes in place during 2012/13. Other aspects, most notably the IT system support, will be completed at a later stage.
- PSG agreed that the University would adopt single common IT systems to support the personal tutor which would help to minimise the delay in bringing the IT system support live.
- Staff Committee would be asked to work with the Student Support Implementation Group on the reward and recognition strand of the work.
- There was a positive response to the role definition work but it was acknowledged that some flexibility across Colleges and within Schools would be necessary.

2. Student Support Services Review

Assistant Principal Rigby updated PSG on the remit and scope of the review of Student Support Services. The Group welcomed the review which is timely given the impact of the student support project and the changing University student demographic.

3. Postgraduate Students' Allowance Scheme

PSG discussed and endorsed an approach to meet an anticipated shortfall that is likely following changes to the funding arrangements of the PSAS scheme.

5. Chancellor's Fellowships

Senior Vice Principal Brown updated the Group on the positive response across most Schools to the recruitment of the new Chancellor's Fellows.

**Principal's Strategy Group Meeting
13 February 2012**

Amongst the items discussed were:

1. Support for Major Bids

PSG discussed issues around the increasing numbers of major project bids, and the need for capacity to be able to prepare such bids and provide advice.

PSG agreed that the Senior Vice Principal, with the support of RPG should provide a focus for expertise and advice for major bids, and that the Senior Vice Principal's contingency should be increased to allow him to deal with these issues.

2. Relocation Support Service

Sheila Gupta presented a paper outlining initial proposals for a relocation support service. The service would serve to shift the burden of relocating from the individual, provide dual career support and would help the University broaden its talent pool and become a more attractive employer.

PSG agreed that a business case with costings should be taken forward.



The University of Edinburgh

Central Management Group

7 March 2012

Draft Annual Planning Submissions for 2012-13

Brief description of the paper

Draft planning submissions are attached for each of the Colleges, Support Groups and the Student Unions.

Colleges, Support Groups, and the Student Unions are required to submit final planning statements to the Director of Planning by 23 March. Final plans will be considered by PSG on 2 April, with budgetary proposals endorsed by CMG on 18 April, approved by FGPC on 30 April, and received by Court on 14 May.

Action requested

For comment.

Resource implications

Resource implications are addressed in the plans and financial forecasts.

Risk assessment

Through the Planning Guidance, Heads of College/Support Group were asked, having reviewed and updated their Risk Register in the light of their plans, to provide a brief commentary, and where practicable, a financial evaluation of the key risks and uncertainties which might cause failure to achieve budgets and plans, together with an indication of the specific plans to be taken to reduce or eliminate the major risks faced.

Equality and diversity

Equality and diversity issues should be addressed in each plan, in line with the University's Strategic Plan.

Freedom of information

Can this paper be included in open business? No

Disclosure would substantially prejudice the commercial interests of any person or organisation. The paper must be withheld until decisions are taken on the allocation of resources for 2012-13.

Any other relevant information

The Head of each College/Support Group will be invited to introduce his/her plan to CMG, after which there will be the opportunity for discussion of the major issues emerging from the planning submissions. The University Secretary will be invited to present the Student Unions' plans.

Originator of the paper

Alexis Cornish, Director of Planning and Deputy Secretary
1 March 2012

The University of Edinburgh

Central Management Group

7 March 2012

Finance Update

Brief description of the paper

The paper summarises the latest activities which have financial implications for the University.

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

Risk assessment

Does the paper include a risk assessment? Yes

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

1 March 2012



The University of Edinburgh

Central Management Group

7 March 2012

Draft Financial Regulations

Brief description of the paper

This paper seeks to update CMG on the progress of the draft Financial Regulations for the University of Edinburgh.

Action requested

Members of CMG are invited to note the progress.

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

Jon Gorringe
Director of Finance

The University of Edinburgh

Central Management Group

7 March 2012

Report from Estates Committee held on 22 February 2012

Brief description of the paper

The paper reports on key discussions and recommendations made at the meeting of EC, held on 22 February 2012.

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 EC report and endorse the recommendations contained in the paper.

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 Senior Vice-Principal Planning, Resources and Research Policy 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
28 February 2012



The University of Edinburgh

Central Management Group

7 March 2012

Fees Strategy Group: note of meeting 22 February 2012

Brief description of the paper

Note of the meeting of the Fees Strategy Group of 22 February 2012. This includes recommendations to CMG on proposed tuition fees for 2012/13 onwards.

Action requested

Approve recommendations as set out at items 4, 5, 6, 7, 8, and appendices 2, 3 and 4.
Note contents of appendix 1.

Resource implications

Does the paper have resource implications? Yes
This paper deals with fee setting for 2012/13 and beyond.

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

Does the paper have equality and diversity implications? Yes
Equality and diversity issues are considered as part of the ongoing monitoring of fee levels by the Fees Strategy Group

Freedom of information

Can this paper be included in open business? No

Disclosure would substantially prejudice the commercial interests of any person or organisation.

Withhold information until information published in table of fees.

Originator of the paper

Susie Rice
Governance and Strategic Planning
27 February 2012

The University of Edinburgh

Central Management Group

7 March 2012

Report from Sustainability and Environmental Advisory Group (SEAG)

Brief description of the paper

This paper provides CMG with a report from the SEAG meeting of 8 February 2012:

1. a progress report on the Climate Action Plan – at Appendix A
2. a report on the LiFE Index – at Appendix B
3. a proposal for the Food for Life Edinburgh Pilot Project – at Appendix C
4. the Learning for Change: Student's Vision manifesto – at Appendix D
5. the SRS Highlights Report 2010/2011.

Action requested

CMG is invited to **note** the five reports included in the paper and **endorse** the Climate Action Plan Update 2012 for onward transmission to F&GPC and Court.

Resource implications

Does the paper have resource implications?

Yes – there will be significant call for invest to save projects which reduce lifetime carbon emissions and associated utilities costs. These were referred to in the original Climate Action Plan adopted in May 2010.

Risk Assessment

Does the paper include a risk analysis?

The potential reputational risk of failure to incorporate climate change and sustainability issues as part of decision making around new and existing policies, plans and proposals, and within business planning is noted in the Climate Action Plan update – see page 5 under New Obligations.

The Sustainable Food Initiatives paper has a formal Risk Assessment which was taken into consideration before recommending proceeding with the Food for Life pilot project – see pages 10 and 11.

Equality and Diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Any other relevant information

The Paper will be presented by Professor Mary Bownes,
Vice-Principal External Engagement

Originator of the paper

David Somervell
Sustainability Adviser
23 February 2012

Report from Sustainability and Environmental Advisory Group (SEAG)

1. *The Climate Action Plan – 2012 Update*

The SEAG Ops Group meeting held on 13 January 2012 and the full meeting of SEAG on 8 February considered the Climate Action Plan Update. Please see the report (as amended following these meetings) at Appendix A.

SEAG reviewed the actions taken since Court signed the Universities and Colleges Climate Commitment for Scotland in December 2008 and adopted the Climate Action Plan in May 2010.

The group recognised the challenge of achieving absolute carbon emissions reductions at a time of expansion in activities, but remained committed to a 3 percent per year reduction target.

Due in part to the continued growth in turnover, students and activities – together with the increasing energy intensity of some aspects of ground-breaking research activity – the target was not achieved in the last year.

However, relative performance indicators – against floor area for our growing laboratory estate and against turnover, which reflects increasing research activities – show real improvements.

[See Table 1 and Fig.3.]

A lively discussion raised questions about whether sufficiently ambitious and stretching energy efficiency targets were being implemented in the major infrastructure projects to ensure a reduced exposure to the escalating unit costs of fuel and carbon taxes.

Examples were quoted of more ambitious low energy standards applied in peer institutions in North America and in Sweden, Switzerland and Germany. It was suggested that even if funding would not always allow full implementation, those planning and implementing changes should be aware of these possibilities.

SEAG noted:

- the recent successes in achieving recognition for new build and refurbishment to prevailing building standards for energy efficiency
- that ground-breaking research activity – especially in modern laboratory buildings – was increasing energy usage and making it difficult for the University to meet the 3 percent / year carbon emission reduction target
- the Scottish Government's economic growth driver for the sector which results in a greater carbon footprint from extra activities and additional buildings.

The Convener agreed to discuss the wider challenge with colleagues in the Universities Scotland network as opportunities arise, as this economic growth versus lower carbon conflict will be relevant at several institutions.

The Director of Estates and Buildings agreed to refer the issue of energy standards to the Estates Committee.

SEAG **endorsed** the report and requested that inclusion of positive achievements since signing the Climate Commitment be incorporated in a revised version of the report.

The group **agreed** that the Climate Action Plan Update, as amended, be forwarded to CMG for endorsement and onward transmission to Court and submission to EAUC for incorporation into a larger progress report for SFC.

Please see the report at Appendix A.

CMG is invited to **endorse** this report from the SEAG meeting of 8 February 2012 and transmit the Climate Action Plan Update 2012 forward to F&GPC and Court.

2. **LiFE Index**

A briefing paper provides a short introduction to the LiFE Index, which was developed over 2010-11 as a successor to Universities that Count. The aim of the project – funded by all four Funding Councils and managed by the Environmental Association for Universities and Colleges (EAUC) – is to provide:

“a performance improvement system developed to help institutions to manage, measure, improve and promote their social responsibility and sustainability performance”.

SEAG **endorsed** further work to see how the University might best benefit from participating in the Index. See the summary introduction to the LiFE Index at Appendix B.

3. **Food for Life Edinburgh Pilot Project**

The Food for Life Edinburgh Pilot Project is a collaborative initiative planned with NHS Lothian and the City Council to establish robust mechanisms to assist in establishing local food supplies for freshly prepared seasonal food in large institutional settings.

A bid for funding to support employment of a Food for Life Supply Chain Coordinator has been submitted to Scottish Government and further a research bid to the Edinburgh & Lothians Health Foundation for monitoring and evaluating the pilot has been submitted. The Government grant is dependent on some matching contribution from the project partners and NHS Lothian and the City Council have undertaken to contribute £8,000 each for three years commencing April 2012.

SEAG **commended** the initiatives promoting sustainability and fair trade in University catering – Paper 5.1 and **endorsed** participation in the Food for Life Edinburgh Pilot Project – Paper 5. 2 and **recommended** support for a funding bid for the project from central funds. See Appendix C.

4. **Learning for Change: Student’s Vision Manifesto**

This paper originated by a working group of students who have been discussing Education for Sustainable Development issues in a series of sessions during 2011.

Their manifesto has many aspects which impinge on how the academic process and purpose would be conducted and so will need to be considered elsewhere but it also relates to how our academic and practical management issues are aligned.

SEAG **noted** the paper will benefit from presentation to several other fora.

CMG is invited **note** the paper and that it will be able to inform the Strategic Plan. The manifesto is at Appendix D.

5. **Social Responsibility and Sustainability Highlights Report 2010/11**

SEAG received the Highlights Report for the past year of activities which provide a succinct summary of progress in delivering the wider ambitions set out in the SRS Strategy 2010-20.

The group recognised that the collected vignettes represent a considerable body of work submitted by many colleagues in the colleges and support groups and the convener said:

“I am delighted to see the diversity of progress we have made towards delivery of our Social Responsibility and Sustainability Strategy. It never ceases to amaze me how innovative and proactive our staff and students are and how successfully our new initiatives engage the University community, the city and the wider world.”

Copies of the SRS Highlights Report will be available at CMG and can be viewed online at www.ed.ac.uk/sustainability

David Somervell, Sustainability Adviser,
23 February 2012

1. Climate Action Plan – 2012 Update

The University of Edinburgh was a founding signatory to the Universities and Colleges Climate Commitment for Scotland¹ in December 2008 and Court adopted a Climate Action Plan 2010-20² to implement an action under the Social Responsibility & Sustainability Action Plan 2010-20.

£1.5m has been invested in energy efficiency improvements since signing up – beyond the £12million invested in the three Combined Heat and Power (CHP) energy centres over 2002-05. These latter have successfully cut carbon emissions by 8,500 tonnes CO₂e/year and generate annual savings of £1.5m. The last of a £7m loan taken out for the project was repaid in July 2010.

Recent energy efficiency projects reduced our emissions by nearly 2,500 tCO₂e/year. They include technical and engineering interventions, changes in management practices, face-to-face engagement, revised recycling arrangements and continued investment in travel plan measures supporting sustainable active travel. A first attempt has been made on estimating the carbon footprint associated with our extensive non-pay expenditure.

Just as importantly the University's academic community has risen to the challenge of harnessing our capacity for providing solutions to the twin threat of climate change and peak oil.

Detailed Annexes will be available online at a special website for the Climate Action Plan. Please also see the SRS Highlights 2010/11³ available online for wider progress reports.

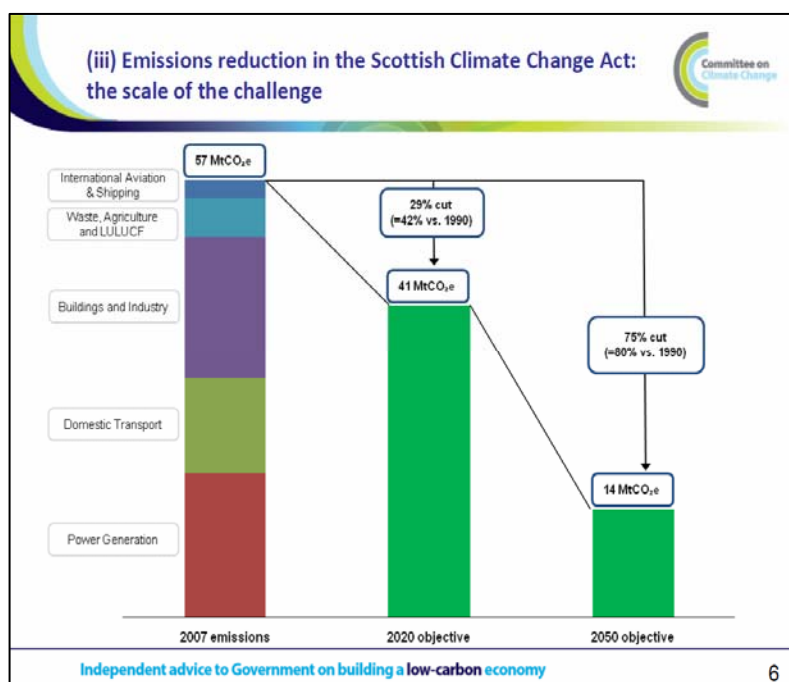
Reducing our carbon footprint: contributing to local and global action on climate change

The University aims to contribute to Scotland's ambitious climate targets and achieve a 29 percent carbon saving by 2020 against a 2007 baseline – with interim target of 20 percent savings by 2015. This reduction – of around 3 percent annually – will be our contribution towards the national targets enshrined in the Climate Change (Scotland) Act 2009.

Our target is informed by the Committee on Climate Change evidence submitted February 2010 to Scottish Parliament⁴ which recognised that 29 percent was ambitious but is achievable on a whole-Scotland basis. The actions described in this plan build on 20 year's active energy management.

Due to very considerable increase in academic activity – associated with construction of new research laboratories and merger with three other bodies, we have not seen a reduction in our formal "absolute greenhouse gas emissions" reported although on a relative basis the key performance indicator does show a small percentage improvement.

In working towards our targets, local emissions reduce, and the mix of energy sources will change. Some changes will result from choices and investments we make, others will be changes in the market and in energy infrastructure – e.g. the Government's *Climate Change Delivery Plan* anticipates that electricity supply might be largely carbon neutral by 2030.



¹ Background documentation is available at www.eauc.org.uk/ucccfs/home

² adopted by the University Court 24 May 2010 www.ed.ac.uk/about/sustainability/on-campus/sustainability-on-campus

³ Please see the *SRS Highlights Reports* for 2009/10 and 2010/11 at www.ed.ac.uk/sustainability

⁴ Scotland's path to a low-carbon economy - 24 February 2010 www.theccc.org.uk/reports/scottish-report

New obligations

The ***Climate Action Plan*** responds to the legislative, political, economic, ethical and reputational drivers in the original Plan and identifies a range of activities and investments that are underway and planned. New since first version of the Plan are the “***Public Bodies Climate Change Duties***” which require us to ask the 'climate change question' and 'sustainability question' as part of decision making around new and existing policies, plans and proposals, within business planning.

Achieving these targets rests not only on technical measures, but also using our existing estate and other assets – people, space and academic capacity more effectively. We aim to evolve a flexible, fit for purpose estate that provides the right conditions for world class teaching, research and knowledge exchange. We recognise the success of these initiatives rests on the positive engagement of the University community of staff and students, and also that our academic capacity will be required to help identify opportunities and develop plans for further action.

Academic engagement – Harnessing our talents

Edinburgh committed by signing the Universities & Colleges Climate Commitment for Scotland to:

- harness our academic talents and expand Scotland's ability – through our research capacity, knowledge exchange activity and the provision of skills, modules and courses – to create solutions to the challenges posed by climate change
- demonstrate practical leadership in tackling climate change – by containing growing energy use, protecting estates and buildings and promoting sustainability and social responsibility
- engage students, staff, alumni and local communities with the challenge of climate change.

In 2010-11 the University undertook a range of actions in implementing its ***Social Responsibility and Sustainability Strategy***⁵ to further embed consideration of climate change and other social responsibility and sustainability issues in learning and teaching; research & knowledge exchange; and in the way we support and manage our people, services and infrastructure.

Actions taken to date build on our existing commitment and expertise in research and teaching.

- The Edinburgh Centre on Carbon Innovation approved and work started on refurb
- MSc programmes in Carbon Management, Carbon Finance & Sustainable Energy Systems and one in Global Challenges – delivered by distance learning
- A new MA in Sustainable Development within College of Humanities and Social Science
- Scottish Centre for Carbon Storage and UK Biochar Research Centre opened at the King's Buildings with associated MSc courses
- Transition Edinburgh University – the student and staff led project supported by the Climate Challenge Fund – engaged 14,000 people, saving 1,500 tCO₂e in lifestyle emissions.

Implementation – Working together to deliver results

The ***Climate Action Plan*** sets out our framework for action. It will be revised and updated annually. Successful delivery requires active support of colleagues across the University as we evaluate and introduce new technologies and new ways of working – to maximise our capacity to shape the future and attract and develop the most promising students and outstanding staff.

Our low carbon vision: Strategic themes, Objectives & Targets

The ***Climate Action Plan 2010*** outlined opportunities to minimise our climate change impacts on people and planet and maximise savings in face of increased energy costs.

We still plan on investing between £20 - £45million to cumulatively save £5 - £9million each year and up to 30,000 tCO₂e annually by 2020 by a combination of measures for a low-carbon campus:

- Investment in new Energy Efficiency Technologies;
- Effective Management of Space; and
- Behavioural Change across the University community.

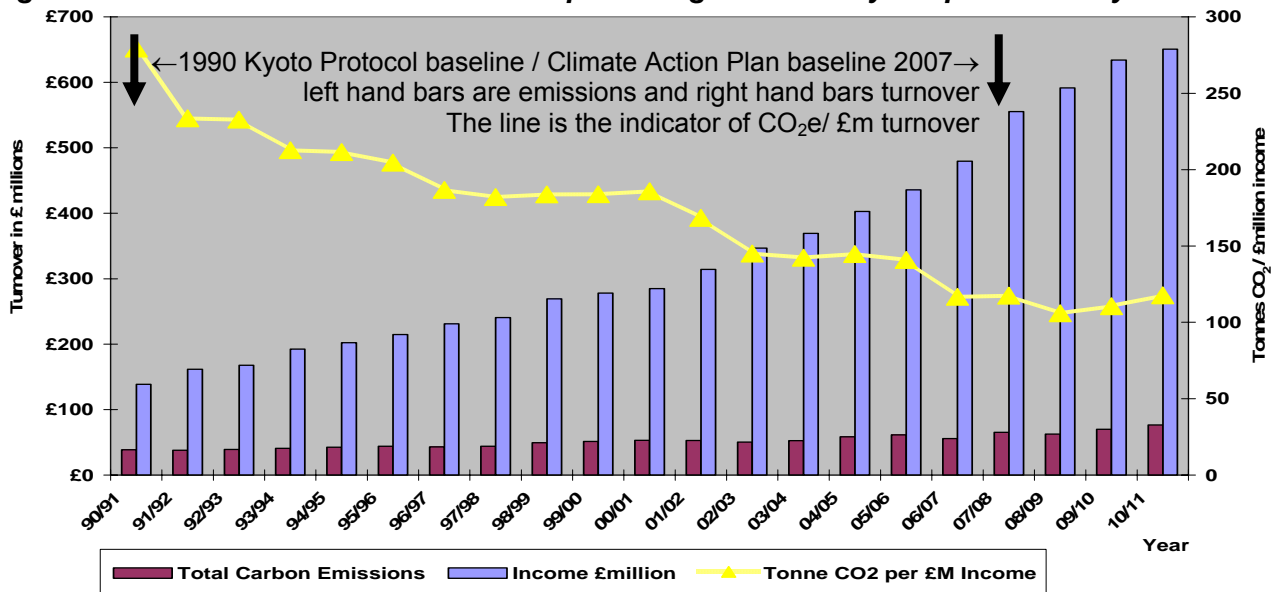
The University's ***Estates Strategy 2011 - 2020*** includes exacting sustainability standards to be achieved in developing and upgrading our estate to meet BREEAM Education standards.

⁵ *Social Responsibility and Sustainability Strategy* can be found at www.ed.ac.uk/sustainability

Projections of carbon dioxide equivalent greenhouse gas emissions (CO2e)

The annual 3% reduction required to achieve the target 29% reduction to 2020 is very challenging in the light of growth (by various measurements) within the University of Edinburgh.

Figure 2. Absolute Emissions since 1990 plotted against activity – represented by turnover



The use of absolute targets is complicated by very significant increase in size and activities, both in terms of organic growth and also by mergers. Within the constraints of the information available it can be seen that, while emissions have grown since 1990, turnover increased fourfold.

Table 1. Key performance indicators: Absolute and Relative Carbon Emissions since 2007

Emissions: Whole campus inc Accom	2007-08	2008-09	2009-10	2010-11
Absolute emissions (tonnes CO ₂ equivalent)	75,332	71,726	74,281	78,957
Turnover from Annual Report (£million)	£572m	£608m	£651m	£677m
Emissions / Turnover (tCO ₂ e/£million)	132	117	114	117
Gross Internal Area (GIA) in 1000's sq.m	585	616	610	758
Emissions / GIA (tCO ₂ e / 1,000sq.m)	129	116	122	104

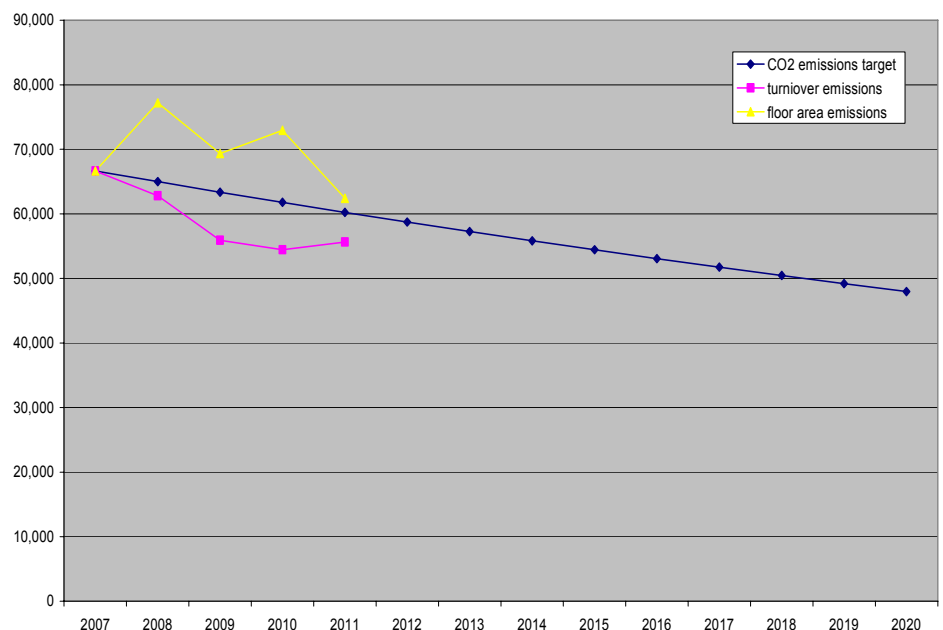
Emissions (turnover, GIA)

Figure 3. Emissions vs. Turnover and Floor Area.

The graph shows current emissions adjusted on change in floor area (top) & turnover (lower line).

Over four years turnover has increased by 16% and if indicator of emissions vs turnover is used savings are being achieved.

This data is adjusted for inflation using RPI. This and the adjustment for floor area provides a metric that looks achievable in terms of a 3 percent /yr reduction to 2020.



Measures to mitigate the impact of our activities

The framework to achieve our wider ambition in period to 2020 is set out below. Projects come forward through planned work programmes authorised through normal processes.

1. Energy efficiency projects:

We have committed funds to or completed projects, with a total value of up to circa £1.5 million, which are anticipated to deliver annual savings of £400,000 and 1,300 tCO₂e. Others planned for the period with a value of £8.5 million – should deliver savings of £2.6 million / 6,300tCO₂e/yr

- Energy and water saving projects in major replacement and small works budgets
- Switch & Save and Sustainability Engagement – combining communications through posters, stickers, emails and newsletters with face-to-face engagement
- Devolution of budgets – piloted in College of Science and Engineering 2011-12
- Green ICT – and projects where energy efficient equipment is procured by choice
- Edinburgh Sustainability Awards.

2. Energy infrastructure projects:

We commissioned a Review of Engineering Infrastructure and have identified projects with a total value of up to c £15million which, subject to approved business plans and available funding, is, anticipated to deliver annual savings of £3 million and 10,500 tCO₂e. Projects include energy efficiency contributions to the following key capital projects:

- New residence at Archers Hall heated & powered by George Sq CHP [completed]
- Plans laid for a fourth Combined Heat and Power Energy Centre at Holyrood/Pleasance.

3. Sustainable estates development:

Depending on funding allocations contributions from planned capital projects over the period to a total value of c £15 million could deliver annual savings of £2 million / 7,500 tCO₂e. This includes:

- Labs for Scottish Centre for Regenerative Medicine at Little France [completed]
- The New Veterinary School and Roslin Institute at Easter Bush [completed]
- Refurbishment of Adam Ferguson Building for the Business School [completed]
- Edinburgh Centre for Carbon Innovation at the Old Royal High School started.

4. Waste reduction & recycling:

The University's Waste Management Plan in March 2010 set a 3 percent annual target for waste reduction. This was achieved with a 67 percent recycling rate in 2010/11 – which supports a small related emissions reduction to 2020. Full report at www.ed.ac.uk/recycling

5. Sustainable travel planning:

Site specific travel plans were reviewed in 2010-2011 following the 2010 Travel Survey. Work continues on developing a business travel plan and plans to reduce the carbon footprint of University vehicle fleet. Initiatives associates with the Vet School move to Easter Bush include:

- Public transport improvements: Lothian Buses Service 67 subsidised and more peak services
- Campus website www.ed.ac.uk/transport/easter-bush to promote sustainable travel options
- Car sharing promoted to staff and students through the Tripshare scheme - 450 new members
- New Campus Travel Map folds to credit card size, with Travel Plan info warmly received by all.

Other recent sustainable transport initiatives promoted include:

- Worked on tender of Travel Management Services to enable Carbon Footprint collation
- Three years' worth of data on 150 vehicles enables a calculation of fleet carbon footprint
- Corporate membership City Car Club since 2010 so pool car users transferred to better service
- New secure cycle storage facilities installed at three sites with Sustrans and SESTRans funding
- Cycle Friendly Employer Award now awarded by Cycling Scotland for four main campuses

A full report on progress is at www.seag.estates.ed.ac.uk/docs/open/Paper4-SEAG-OpsReport.doc

6. Responsible procurement of goods and services:

Our Sustainable Procurement Plan 2010 identifies the importance for engaging with our supply chain to cut emissions. We calculated the carbon footprint associated with our £149 million non-fuel procurement spend for 2010/11, using Carbon Monitor₇₅, a data-driven, bottom-up analysis that highlights categories of companies in our supply chains with the largest carbon footprint. This estimated Scope 3 emissions, as detailed in DECC GHG protocol, at 78,000 tCO₂e, with our major construction projects contributing 26%. Supply chain carbon intensity was 0.569 tCO₂e / £1,000.



LEARNING IN FUTURE ENVIRONMENTS

2. The LiFE Index

- ME
- USING THE LIFE INDEX
- PRIORITY AREAS**
- COMMUNITY FORUM
- ACCREDITATION
- HELP
- ADMIN

Leadership and Governance

Building social responsibility and sustainability into institution-wide processes and management systems, ensuring they remain strategically important and are embedded into everyday institutional practices for long-term benefit.

The Leadership & Governance Priority Area contains:

- Leadership Framework
- Staff Engagement and Human Resources Framework

Key Data

Uploads:	0 items
Total Rating:	0/80
Cells Rated:	0 out of 16

Partnership and Engagement

Stewarding internal and external relationships that are based upon principles of meaningful partnership and are developed for mutual benefit will facilitate collaboration and cultures of innovation. These conditions are vital for change to occur and as such are of significant importance to sustainable development.

The Partnership & Engagement Priority Area contains:

- Business and Industry Interface Framework
- Community and Public Engagement Framework
- Procurement and Supplier Engagement Framework

Key Data

Uploads:	0 items
Total Rating:	0/205
Cells Rated:	0 out of 41

Learning, Teaching and Research

Realising institutions' potential to have a significant, long-term positive impact on society through formal and informal curricula, skills training and development, knowledge transfer and research. Ensuring students are exposed to learning experiences that maximise their opportunities to graduate as sustainability-literate citizens.

The Learning, Teaching & Research Priority Area contains:

- Learning and Teaching Framework
- Research Framework
- Student Engagement Framework

Key Data

Uploads:	0 items
Total Rating:	0/120
Cells Rated:	0 out of 24

Estates and Operations

Addressing sustainable development through effective environmental management. Delivering low carbon, 21st Century campuses that reflect institutions' commitment to social responsibility and sustainability.

The Estates & Operations Priority Area contains:

- Biodiversity Framework
- Resource Efficiency and Waste Framework
- Sustainable Construction and Renovation Framework
- Sustainable ICT Framework
- Travel and Transport Framework
- Utilities Framework

Key Data

Uploads:	0 items
Total Rating:	0/240
Cells Rated:	0 out of 48

Figure 1. Screenshot from the online forum used for compiling participants' responses

A short introduction to the LiFE Index

The LiFE Index was developed over 2010-11 as a successor to **Universities that Count**.

The objective of the project – **funded by all four Funding Councils** and managed by the **Environmental Association for Universities and Colleges (EAUC)** – is to offer a **performance improvement system** developed to help institutions to manage, measure, improve and promote their **social responsibility and sustainability performance**.

An online database has been developed with a view to enabling participants to:

- Review, track and manage performance across all areas of the system
- Assign permissions and task to multiple users within the system
- Take responsibility for an area of the system that has been assigned to you
- Upload, search or edit documents within the system
- Generate reports and export data from the system

Priority Areas and Frameworks

The LiFE Index is an online database which holds responses by each institution. It is designed to work for all types of colleges and universities, regardless of your individual focus or specialism. It comprises a series of **14 Frameworks** within **4 Priority Areas**:

Leadership & Governance

1. Leadership
2. Staff Engagement and Human Resources

Partnership & Engagement

3. Business & Industry Interface
4. Community and Public Engagement Framework
5. Procurement and Supplier Engagement

Learning Teaching & Research

6. Learning & Teaching
7. Research
8. Student Engagement

Estates & Operations

9. Biodiversity
10. Resource Efficiency & Waste
11. Sustainable Construction & Renovation
12. Sustainable ICT
13. Travel & Transport
14. Utilities

Each **Framework** lists activities helping institutions manage, measure or improve performance. An introduction details why the activity is important and how it relates to the wider scope of the Index.

Eight cells in each **Framework** (except Procurement and Supplier Engagement Framework which uses the national procurement Flexible Framework) capture activities currently undertaken / highlights areas not yet engaged with. This can support **gap analysis / action planning** and share information, track progress, and support promotion of practice throughout the institution.

There are a small number of **Metrics** found within certain **Frameworks** which are used as part of the accreditation process. These require data that are similar to that collected for return to HESA.

Self Assessment: LiFE Index facilitates self-assessment on how an institution is performing and helps them see which areas perform well and which areas need more focus.

SEAG **noted** the set of frameworks and **endorsed** a very careful compilation of draft responses for discussion with the key stakeholders.

David Somervell, 27 January 2012

3. Food for Life Edinburgh Pilot Project Proposal

1. Background

Catering at Edinburgh is overwhelmingly provided through Accommodation Services and the Students Association EUSA – rather than external providers. Both have embraced initiatives prompted by student pressure. As an example students and members of the administration collaborated to bid for Fairtrade University status in 2004 – the first in Scotland. Since then changes in food provision have been promoted – a brief update on these is provided as Paper 5.1.

At the EUSA AGM in November 2010 a motion on Healthier and Greener Food was discussed and passed by a large majority. EUSA Catering staff then engaged in meetings with Soil Association Scotland who promote the Food for Life Catering Mark – which was mentioned in the motion. The catering manager has already introduced a number of changes working towards Food for Life.

In September 2011 EUSA hosted a pan-Edinburgh meeting of nearly twenty organisations to hear about Plymouth Food Charter and the prospect of exploring a Food Charter for Edinburgh. Subsequently a working group – on which the University has been represented – has considered the desire to improve institutional catering provision by focussing on local freshly prepared food.

2. Proposed Food for Life Edinburgh project

Dr Charles Winstanley, Chair of NHS Lothian, has been a prime mover in this initiative and he has invited the City of Edinburgh Council and the University to participate in a Food for Life pilot project for Edinburgh which would formally evaluate the outcomes of working to achieve accreditation under the scheme for typical institutional catering outlets.

While EUSA feel unable at this time to take part formally in the pilot project due to a number of operational pressures, Accommodation Services are in a position to participate as this builds on recognition already achieved for excellence in their catering outlets and would provide some empirical evidence of the impact of a pro-active approach to sustainable food.

3. Risk Analysis

As a seat of learning the University has enjoyed an unparalleled freedom to research those topics which have arisen from academic endeavour at Edinburgh. Increasingly, as a great civic institution, we have also contributed to the city-region both in our knowledge exchange activities and through our example of good governance and promotion of well-being.

It is however incumbent on any initiative not to either accept funds from wholly inappropriate sources or to associate with organisations promoting uncivilised values. In proposing this request for modest funding support the following issues were taken into consideration:

1. There is a risk that collaborating with the Soil Association will damage the reputation of the University as the campaigning charity can be seen as anti-scientific and not conforming to current mainstream research thinking – a lobby group for organic farming
2. While the Soil Association was founded as a registered charity in 1946 promoting an organic approach to farming among other objectives they have a widely respected stance echoing public concerns that food production has become industrialised at many stages
3. The ongoing engagement by EUSA with Food for Life criteria evolved in response to student member motion to EUSA's 2010 AGM for fresher and more locally sourced food to be served in catering outlets on campus
4. Many public agencies have collaborated with the Food for Life programme and it has been endorsed by funding support from the Big Lottery, the Scottish Government and local authorities. Four Universities have been accredited to bronze or silver level and all East Ayrshire schools are participating to good effect on obesity, attainment and take up of school meals and local economy

5. Colleagues at Cardiff University and University of West of England have evaluated the impact of the Food for Life programme. Their findings in schools participating include:
 - Increased take-up of schools meals,
 - Changes to diet (greater consumption of healthy, fresh, local food),
 - Healthier behaviours and lifestyle,
 - Increase in environmentally sustainable, behaviours (e.g. amongst catering staff),
 - Improved community cohesion,
 - Better educational attainment, well being, life-skills, Improved behaviour, confidence, knowledge and skills, and a
 - Narrowing attainment gap.

See Full Evaluation Report at <http://eprints.uwe.ac.uk/14456/>

6. Researchers at the National Foundation for Educational Research undertook a qualitative impact evaluation and their report published in June 2011. Summary findings include:
 - Schools had transformed their food culture, with positive outcomes for children, families and communities;
 - Making meal times more attractive to the school community, through improvements to the food and dining environment, had led to increased meal uptake;
 - School staff felt that The FFLP had contributed to improvements in pupils' attainment and behaviour;
 - The experiential learning approach promoted by the FFLP was welcomed, especially for pupils with learning difficulties; and
 - Schools found it challenging to fulfil the award criteria, especially on food provenance.

See their report at www.nfer.ac.uk/publications/BINT01

7. ADAS undertook research on a project encouraging local suppliers to supply food to East Ayrshire schools in 2006 and findings were very positive in terms of health outcomes, local economic outcomes. See www.scotland.gov.uk/Publications/2006/07/27135746/0
8. The University is committed to a Sustainable Procurement Action Plan which includes reference to identifying ways to retain funds within Scotland where appropriate and conformant with EU guidelines. The potential benefits of sustainable food procurement in the public sector has been extensively researched and benefits for local provenance of food identified. See more at www.scotland.gov.uk/Publications/2009/06/25102147/3
9. Some criticism of loose terms on the Soil Association website – which is generally promoting good practice farm management, procurement and catering options for fresh local healthy food – can be seen as journalistic blogs by cook book writers etc who are not even employees of Soil Association
10. Dr Charles Winstanley, chair of NHS Lothian, has invited the University to participate in the programme. He seeks an alternative to cook-chill frozen food being supplied to the NRIE at lowest cost from a factory in Wales as food may be as important as drugs administered to patients in terms of recovery. He is committed to proper evaluation of application of Food for Life principles in different settings and has urged our participation.

4. Funding bid

A bid for funding to support employment of a Food for Life Supply Chain Coordinator has been submitted to Scottish Government and further a research bid to the Edinburgh & Lothians Health Foundation for monitoring and evaluating the pilot has been submitted. The Government grant is dependent on some matching contribution from the project partners and NHS Lothian and the City Council have undertaken to contribute £8,000 each for three years commencing April 2012.

SEAG commended the current initiatives promoting sustainability and fair trade in University catering – Paper 5.1 and **endorsed** participation in the Food for Life Edinburgh Pilot Project – Paper 5. 2 and **recommended** support for a funding bid for the project from central funds.

Ian Macaulay, Assistant Director (Catering), Accommodation Services and
David Somervell, Sustainability Adviser, 3 February 2012

4. Learning for Change: Students' Visions – a manifesto

Introduction

This manifesto comes forth from an ongoing dialogue which started a year ago, in February 2011, when two undergraduate students attended a national conference on 'Transition Universities' organised by the Crisis Forum in Winchester.

Inspired by this, a group of students started the 'Autonomous University Edinburgh', running interdisciplinary learning groups on topics like Ecology and Sustainable Economics.

Discussions and hands-on experiences within this project led us to collaboratively write up a manifesto on how we envision 'learning for change' within the University of Edinburgh.

Our request

We wish **Education for Sustainable Development** to be at the very core of learning and teaching at the University, of the University's relations with and responsibilities towards the community, both locally and globally, and of the running of the University itself.

We presented this manifesto at the Sustainability and Environmental Advisory Group meeting on 8th February where we received positive responses from academic members.

We have also started collaborating with EUSA and will pass the document through EUSA's democratic structures over the coming weeks. We have received full support from VPAA Mike Williamson, VPS Philippa Faulkner and President Mike McPherson.

We hope by sharing our visions and offering our time, we can help making Education for Sustainable Development a strategic priority of the University.

Alan Munro, BSc Ecological Sciences (Hons Conservation and Ecological Management), 2013

Catherine Kennedy, BSc Ecological Sciences (Conservation & Ecological Management), 2012

Emma Pattinson, MA Archaeology & Social Anthropology 2010, PGDip Comm'y Education 2011

Emma Saunders, BSc Geography 2012

Emmeline Hoogland, BSc Geography with Environmental Studies 2014

Francesco Benvenuti, BSc Ecology-Conservation and Ecological management 2013

Julika Bluethgen, MA Law 2014

Justina Adomavičiūtė, BSc Ecological Science with Management 2013

Lewis White, BSc Psychology (Biological Sciences), 2013

Matt McPherson, President, EUSA 2011-12

Mike Williamson, EUSA Vice President Academic Affairs 2011-2012

Neus Giner Garcia, BA Community Education 2013

Olga Bloemen, MA Social Anthropology 2013

Philip Eldridge, MA Human Geography 2012

Philippa Faulkner, EUSA Vice President Services 2011-2012

Richard Atkinson, MA Linguistics and German 2013

Sara Thornton, BSc Ecological Science (Conservation and Ecological Management) 2013

Telche Hanley-Moyle, MA Arabic with Social Anthropology 2013

Will Golding, MSc Community 13 February 2012

13 February 2012

Learning for Change: Students' Visions

We believe that:

1. **sustainable development⁶ is a core element** of university teaching and research
 2. **Education for Sustainable Development⁷ involves including students and staff at all levels in tackling both global and local challenges**
 3. **if we talk the talk, we have to walk the walk – and work towards sustainability within the University community.**
-

1. Sustainable development as a core element of university teaching & research

1.1 Education for sustainable development means both the critical assessment of current-day problems and the development of sustainable solutions.

- All programmes contain at least one course which links the discipline to its relevance to sustainable development and identifies ways that the discipline impacts upon the world, emphasises the importance of engaging with the subject area in a sustainable and socially responsible way and – most importantly – the course explores how the discipline contributes and could contribute to tackling global and local problems
- When sustainability issues cannot be directly linked to the discipline, optional interdisciplinary modules on sustainable development are offered in first or second year
- Thinking about sustainable solutions includes thinking about what kind of world we would like to work towards and why– exploring what we mean by, for example, ‘sustainable development’, ‘progress’ or ‘well-being’.

1.2 A holistic, interdisciplinary approach to sustainable development is important, linking up different angles and scales.

- The Global Challenges extracurricular events are further developed and extended
- Interdisciplinary (research) projects are encouraged.

1.3 Course content adapts to current social, economic and environmental issues.

- A forum enhances interaction and dialogue on course development between students, staff and national and international bodies, with special focus on sustainable development practices and progress
- Courses are developed in co-investigation between both staff and students, identifying appropriate content shifts through local and global research.

1.4 Research on sustainable development should be encouraged.

- Research grants are offered for student and staff involvement in sustainable development issues like renewable energy, sustainable food production and behavioural change
- Links between staff who research on sustainable development and interested students is facilitated – e.g. by offering students summer research internships with university staff, students can give a helping hand while at the same time learn valuable research skills.

1.5 Sustainable development needs to be integrated in not only the curriculum content, but also in the way we learn and teach.

- Peer and self-assessment is promoted, as well as multidimensional assessment which could include participation, social outcome as well as academic achievement
- Small-scale staff-student interaction is encouraged, including collective problem-solving within projects and ‘playing with ideas’

⁶ "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Brundtland Commission, *Our Common Future* (1987) OUP, Oxford.

⁷ Sustainable Development Education (SDE), Education for Sustainability (EfS), and Education for Sustainable Development (ESD) are interchangeable terms describing the practice of teaching for sustainability.

- Learning grounded in students' and staff members' personal values and experience helps students to relate on a meaningful level to the issues at stake
- A student-led learning experience is facilitated, allowing students to feed into what and how they are studying.

2. *Including all students & staff at all levels in tackling global & local challenges*

2.1 Long-lasting and meaningful learning networks are supported: between students, between students and staff, with other educational institutions as well as non-educational players promoting sustainable development.

- The University participates in a UK-wide network in 'Education for Sustainable Development' and actively seeks to share good practices with other universities.

2.2. Tackling global issues starts in our own backyard: the University connects more to the local community, as part of our social responsibility⁸.

- "Applied education" enables students to undertake practical research projects with local initiatives, businesses or community groups, for mutual benefit
- Volunteering work and its academic application is further promoted through the EUSA Volunteer Centre, and includes accreditation of volunteering experience as part of students degree and final qualification – which enhances local sustainable development and equip students with relevant graduate attributes.
- Engagement of students with local schools should be encouraged, like the workshops already being given by the Save The Children society, the Fair Trade group and others.
- Social Return on Investment (SROI) is used as a measurement tool to assess our social impact on the Edinburgh community to see where this could be enhanced.

2.3 Students are supported to take up leadership roles promoting sustainable development after graduation.

- Internship possibilities and careers' prospects in the field of sustainable development are highlighted within and outwith the degree program
- A 'Sustainable Careers Fair' facilitates links between students and companies and organisations working to promote sustainable development.

3. *Working towards becoming a sustainable university community*

3.1 The University further develops its role as a "laboratory of sustainable development".

- Students and staff work together in practical research projects which develop cutting-edge sustainable solutions for the University community that can be applied elsewhere - promoting interdisciplinary research as well as student / staff interaction.
- The University provides local, organic and / or fair trade food, improves its overall energy efficiency, invests in renewable energy, explores ways to contain air and car travel by students and staff, promotes sustainable travel alternatives, reduces waste and minimises the university's wider "ecological footprint" through scrutinising its procurement and its use of secondary services.
- "Retro-fitting" in existing University buildings is promoted rather than new build and whole life costing for all major capital items used or building projects – identifying clearly where materials and resources will come from, estimated lifespan, and where waste will end up.

3.2. The University pioneers measuring, demonstrating and distributing information on its sustainable practices and environmental impact.

- The environmental impact of each department is displayed using visual calculators, online and off line, which can easily accessed by staff, students and the wider public.

3.3 As part of the induction process, students are provided with appropriate information and support to make sustainable lifestyle choices during their stay in Edinburgh. They are also introduced to the University Sustainability Policy.

⁸ Social Responsibility is seen as the fulfilment of an organisation's responsibilities to the public and to society.

Annex

This Edinburgh Manifesto: “Learning for Change: Students’ Visions” was developed in collaboration with:

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Additional student contacts in particular areas:

- “Applied Education” projects - Will Golding, willwill_willwill@hotmail.com
- Autonomous University Project - Olga Bloemen, olga.bloemen@gmail.com
- Sustainable Food Hub - Emma Saunders, emmalo.saunders@gmail.com
- Transition Edinburgh University Society, Justina Adomaviciute, Justina.Adomaviciute@ed.ac.uk
- University’s Waste and Recycling projects, People & Planet - Francesco Benvenuti, evneb87@gmail.com

As amended following Sustainability and Environmental Advisory Group meeting 8 Feb 2012

The University of Edinburgh

Central Management Group

7 March 2012

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 21 February 2012.

Action Requested

CMG is asked to note this paper.

Resource Implications

Any resource implications are covered in the content of the separate papers under discussion, where these are known. However, many papers are here for discussion and will be developed into a formal proposal later with costs, subject to support and agreement from Staff Committee for the initiative to proceed.

Equality and Diversity Implications

Any equality and diversity implications are considered as part of each initiative under discussion.

Risk Assessment

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

Originator of paper

Sheila Gupta
Director of Human Resources

Introduction

1. This paper summarises the key issues discussed and decisions reached at the meeting of Staff Committee held on 21st February 2012.

Matters Arising

Update from Strategic Plan Discussion on 11 January 2012:

2. Senior Vice-Principal Professor Brown provided the Committee with an update of progress on the development of the new Strategic Plan. He confirmed that the University's vision and strategic goals would remain unchanged from the previous Plan but the enablers would now be updated to reflect changing strategic drivers and would cover: People, Finance and Infrastructure. The underpinning People Strategy would be informed by the themes that emerged at the Special Meeting of Staff Committee held on 11th January 2012 and these would also be incorporated into the Strategic Plan. Professor Brown emphasised the importance and benefits of obtaining as much engagement with the University as possible and expressed how pleased he was at the really impressive level of interest that had been exhibited by staff through the focus groups and other discussions that have formed an integral part of the consultation process. He informed the Committee that a draft copy of the Strategic Plan would be sent to HR for comment after Easter. It would also be presented to Staff Committee for comment.

Main Agenda Items

Reward and Recognition Relative to the new Student Support Framework

3. Ms Miller introduced this paper. She explained that the new Student Support Framework, of which the Personal Tutor element was an integral feature, would be phased in over a three year period from September 2012. The purpose of the framework was to ensure the provision of high quality academic and pastoral advice to students. A detailed debate followed, which recognised that leadership was critical and the key purposes and principles needed to be clarified and agreed first, with reward and recognition then having a role in reinforcing the desired culture change.

4. The Student Support Implementation Group (SSIG) had responsibility for the successful planning and implementation of the framework. In its discussions, a number of issues had arisen on the issue of recognition and reward and on which the views of Staff Committee would be particularly helpful.

5. Staff Committee identified factors that were seen as important for the new framework to be implemented effectively across the University and concluded its deliberations by recommending that:

(i) the general expectation was at some point in their career all academic staff would be expected to be a Personal Tutor, this being a normal part of the job. In certain exceptional circumstances a line manager may determine that a member of staff may not yet have the skills to perform the tasks of a Personal Tutor effectively and in these situations, as with any other responsibility, such cases would be dealt with on an individual basis.

(ii) Annual Review would be the process through which effective performance in all aspects of one's role would be assessed, combined with day to day management

and relevant quality assessment processes eg student feedback. In relation to the student experience, as the University enhanced further its guidance on academic promotions, in particular, providing advice on how to evidence excellence in teaching, so too would there be information on how to evidence success in the Personal Tutor role.

(iii) the University's Contribution Policy should be used to recognise consistent and sustained excellence exhibited through either individual or team performance in relation to student support, as for other areas of academic excellence.

(iv) the determination of fair and equitable workloads for staff would be undertaken at School level to take account of different disciplinary needs.

(v) it is expected that the Personal Tutor role will be undertaken by staff at grade 8 level or above, as a person below the level of Grade 8 would be unlikely to have the necessary skills and experience to be a Personal Tutor. As always the allocation of duties is within the discretion of the Head of School.

6. It was agreed that the reward and recognition features considered by Staff Committee were dependent on a number of design factors of the new Student Support Framework and that absolute clarity was paramount for these elements of reward and recognition to be developed and finalised under the auspices of the SSIG and its relevant sub-groups.

Annual Review Framework Update

7. Ms Fraser presented this paper as developing the University's Annual Review guidance and policy statement and seeking Staff Committee's endorsement of this approach.

8. Professor Haywood raised the point that the quality of professional services work was vital in underpinning the University's academic goals and greater prominence needed to be given to the importance of the role of professional services staff in contributing to the University's success. Mr Paul highlighted the University's Leadership and Management Framework which set out in detail the competences that could be used to assess performance and recognise success in leadership and management by professional services staff across the University. It was agreed that more prominence would be given to this model. Further advice would be included on these points in future guidance and training provision.

9. Ms Fraser confirmed that the Annual Review Policy Statement, which set out the core principles and governance processes, applied now and there was no need for anyone to wait in order to use it in Annual Review meetings. There was general agreement that the use of a single form would be useful and that this should be made available immediately to stimulate activity. This being said, there was total consensus on the fact that what really mattered was the quality of the conversation than the need for form-filling. Ms Fraser added that there was currently a range of learning and development provision to support the effective implementation of Annual Review and that work was taking place to develop an on-line package. Professor Waterhouse recommended some form of launch of the Policy to also encourage participation.

10. The Committee commented on the importance of Annual Review as an integral part of REF discussions and the fact that such conversations should be on-going and held as necessary to provide support, guidance and direction to staff as they prepare

for REF. That is to say, meetings did not have to be limited to a single annual discussion and that good practice recommended on-going and regular meetings between staff and their line manager/reviewer.

11. It was noted that the University's current Code of Practice for the Management of Research Staff, which had been developed in advance of the University's new Policy Statement, needed to be aligned, whilst still upholding the principles of the Concordat.

12. The Committee also saw the need to evaluate the effectiveness of the process, for example, to what extent were Reviewers performing their role in a way that the staff member found to be valuable and useful? Equally, an audit of the effectiveness of the process would be most useful in supporting the University attain its goals. These suggestions would be taken forward by Ms Fraser and University HR Services.

Advancing Gender Equality Steering Group

13. Ms Fraser introduced this paper informing Staff Committee about the establishment of the Advancing Gender Equality Steering Group, setting out its role, remit and purpose. Staff Committee noted and approved these proposals including its reporting line to this Committee. Members welcomed Ms Fraser's suggestion to update Staff Committee on the work of this group at regular intervals.

Supporting Senior Staff Departures

14. Professor Haywood presented this discussion paper to raise the awareness of Staff Committee to new considerations which have come about as a consequence of the removal of the default retirement age. One such outcome is that has become more difficult for some staff to make decisions about when they retire. A positive discussion followed in which it was agreed that the changing legislative framework called for pragmatic and supportive approaches by the University when making strategic decisions about senior professional services staff roles. It was felt that the principle of fairness had to prevail and that decisions and proposals for managing change most effectively called for creativity within the bounds of internal mechanisms for exercising scrutiny, for example, the approval of voluntary severance had to satisfy clear and transparent criteria and be signed off by named University Officers.

15. The Convener thanked Professor Haywood for bring this subject to the Committee's attention and suggested that the wider issue of the impact of this new legislation be brought back at some point in the future to Staff Committee.

Relocation Support Service

16. Ms Edgar introduced this paper seeking the support of Staff Committee to set up a Relocation Support Service to support newly appointed staff and their families who had to relocate in order to take up their role at Edinburgh.

17. Staff Committee recognised that there could be real benefits in centralising the management of immigration processes, this was seen as a particular benefit if the University planned to seek Premium Highly Trusted Status, when this facility is made available by UKBA.

18. Members of Staff Committee discussed the concept of partner recruitment in some detail and there was strong support for providing a dual career service in terms of facilitating partners' search for employment opportunities and prepare their CVs, interview skills etc. However, members advised that caution should be exercised in any proposals to create jobs for partners or place partners in University jobs outside normal recruitment processes. It was agreed that the overriding principle had to be that of merit for all appointments. Clear protocols and transparent processes were key to the success of any system such as this. This initiative should be about attracting key skills into the University. A further consideration for the success of this venture was that the project would need to be well resourced to work efficiently and effectively. The timelines for implementation were seen as challenging and there were still lots of details to be worked through and finalised, but the phased approach contained in the paper was welcomed as a sensible and realistic way of introducing such a new idea.

19. The Committee therefore welcomed the proposal and, subject to the advice offered by members, regarded the concept as one that would be seen as attractive for new staff and their partners and could be valuable in positioning Edinburgh well to compete in a highly competitive global market.

Standing Item

Appeals Against Dismissal

20. From the last report the 2 outstanding cases have now been heard, neither have been upheld.

21. Currently, there are 7 appeals, 5 have been heard of which none were upheld.

Any Other Business

Next Meeting

The Convener asked if Staff Committee would be willing to change the date of the next meeting which is set for Tuesday 5 June, due to the Queens Diamond Jubilee holiday scheduled for Monday 4 June. This was agreed and a new date would be advised.

The University of Edinburgh

Central Management Group

7 March 2012

Draft Biodiversity Policy

Brief description of the paper

The University carries out work in support of its legal (and other) Biodiversity¹ obligations but as yet has no stated Policy outlining its commitment. Legislation has recently been enhanced by the Scottish Government and it is now more obvious what the expectations are on us as a Public Body.

The University has increasingly integrated biodiversity friendly practices into our landscape management, enhanced our knowledge of the biodiversity on our land holdings, increased the opportunities for engaging with biodiversity in our learning and teaching, and encouraged knowledge sharing through our research initiatives.

The attached draft Biodiversity Policy suggests a form of words to publicly acknowledge this and guide us towards the next stage. It was reviewed and endorsed by SEAG on 8th February and minor comments subsequently included in the policy. A short summary of recent activities is attached at Appendix A.

Action requested

CMG is invited to endorse the attached Biodiversity Policy for onward transmission for adoption by Court.

Resource implications

Does the paper have resource implications? Yes

There is a requirement on the part of the University to comply with legislation. This compliance includes the measurement and monitoring of our biodiversity resource across the main University sites. The cost for these has and will continue to be covered from within the Estates Maintenance budget.

Risk Assessment

Does the paper include a risk analysis? Yes

There is a requirement on the part of the University to comply with legislation. This legislation has been in place since 2004 but has recently been enhanced and clarified by accompanying legislation.

The requirements on us are now more obvious although the extent of the implications of non-compliance is unknown. Having a formalised commitment in a written policy document means we would not continue to points in the People and Planet Green League.

¹ 'Biological diversity' means the variability among living organisms from all sources including, among other things, terrestrial, marine and other aquatic ecosystems and the ecological complexes of which they are part; this includes diversity within species, between species and of ecosystems.
Biodiversity is potentially threatened by human interventions; and can be enhanced by human interventions.

Equality and Diversity

Does the paper have equality and diversity implications? No
Freedom of information

Can this paper be included in open business? Yes

Paper to be presented by

Professor Mary Bownes, Vice-Principal External Engagement

Originator of the paper

Fleur Ruckley, Estate Operations,
22 February 2012

Draft Biodiversity Policy

The University of Edinburgh recognises that our owned and managed sites encompass a range of habitats and species, with many opportunities to conserve and enhance biodiversity.

We are committed to actively enhancing and promoting biodiversity on our grounds. Benefits include supporting biodiversity in our local neighbourhoods and region, enhancing the health and well-being of our staff, students, visitors and the wider community.

This policy will build upon established initiatives such as incorporating biodiversity learning in our taught masters programmes, our key research areas and our cross disciplinary work.

The Nature Conservation (Scotland) Act 2004 placed a duty on all public bodies to further the conservation of biodiversity within their premises. Our duties are further defined under the Wildlife and Natural Environment (Scotland) Act 2011 which requires us to report on progress to the Scottish Government.

Our Objectives

For the University of Edinburgh, actively managing biodiversity means:

1. Developing and maintaining an up to date list of species and habitats through the continued commissioning and periodic review of biodiversity surveys of key land holdings
2. Conserving and enhancing existing, and creating new, habitats
3. Maintaining excellent grounds management practices by Landscape staff and contractors
4. Keeping ecological enhancement opportunities at the forefront of decision making relating to major refurbishments and new capital project investments
5. Meeting or exceeding the requirements of legislation regarding biodiversity
6. Enhancing staff, students and the local community involvement in biodiversity issues where appropriate
7. Continuing to promote healthy living and well-being through use of outdoor amenity areas
8. Seeking funding and grants to facilitate our biodiversity aims and
9. Developing relations with neighbours and interested parties and sharing knowledge and resources relating to biodiversity.

Next Steps to be completed

The next steps will include developing an implementation plan that will embed awareness and learning of biodiversity throughout the University. This will enhance partnerships throughout the University, and with the wider community, encouraging a cross-disciplinary and strategic approach moving forward.

NB a website outlining ongoing activities will be maintained which bridges the practical and academic activities. Some of these are outlined in the attached briefing at Appendix A.

Example website www.ed.ac.uk/about/sustainability/on-campus/biodiversity/management

Appendix A: Background Briefing on Biodiversity at Edinburgh

The University has integrated promotion of biodiversity friendly practices through our long-standing Landscaping section led by John Turpin.

The proposed Biodiversity Policy simply builds on and codifies much existing activity and provides a framework for going forward in the hope that even greater use can be made of the wider estate as a learning and teaching and a research resource.

One example of longstanding stewardship is at the Bush Estate just south of Edinburgh. A healthy population of a rare species – the great crested newt – was found at Bush Pond in the 1990's. Limited monitoring after this meant that a decline in numbers went unnoticed until the mid-90's when more regular surveys suggested that there are only a few newts at the pond. Decline was probably due to the presence of fish and wildfowl, leaves and the loss of surrounding habitat.

In 2004, the Landscape section teamed up with Lothian Amphibian and Reptile Group (LARG) to restore the pond and re-establish favourable conditions. Work was done with an Animal Conservation Licence issued by Scottish Natural Heritage. The pond was drained in winter when the newts leave the pond to hibernate and leaves were cleared by hand.

The results were encouraging and the great crested newt population has recovered. See case study in Pt 2 of *Biodiversity on Campus - EAUC practical guide* at www.eauc.org.uk/biodiversity

Estates Operations

Estates staff are keen to improve the knowledge of biodiversity on our land holdings. In 2009, we commissioned Dr Barbra Harvie, a registered ecologist and staff member in the Centre for the study of Environmental Change and Sustainability (CECS) to undertake our first [Biodiversity Baseline Reviews \(BBR\) at the King's Buildings](#). Barbra then followed this up with the second [Biodiversity Baseline Review at Pollock Halls of Residence](#) in 2010. Others will now undertake the first phase of a Central Area review around George Sq – due to be completed in 2012.

In addition, for all major building projects – new build and refurbishment – Estates and Buildings commission site ecology surveys with recommended actions under the BRE Environmental Assessment Method (BREEAM) accreditation. Along with this improved understanding of the biodiversity of our land holdings, the Landscaping section have led the way by winning the Royal Horticultural Society Britain in Bloom **Sustainable Landscaping Award** for Pollock Halls in 2011.

Teaching and Learning

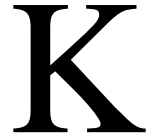
The University has increased the numbers of both undergraduate and postgraduate degrees which incorporate biodiversity into teaching and collaborate with city-wide partners. There are now in the region of ten taught masters programmes at the University that have biodiversity as an element, including a number of online distance learning courses. The online [MSc in Biodiversity, Wildlife and Ecosystem Health](#) – in partnership with the Royal Zoological Society of Scotland – provides students with an interdisciplinary approach to biodiversity. In addition, the [MSc in Biodiversity and Taxonomy in Plants](#) is run in partnership with the Royal Botanic Gardens in Edinburgh.

Research

The University is a partner in a number of world leading research programmes that promote knowledge sharing about biodiversity through various national and pan European partnerships.

Programmes include the European Biodiversity Observation Network, Volante: Visions of Land Use Transitions in Europe and CLIMSAVE Project. Several research centres and institutes have a focus on biodiversity including the Centre for Study of Environmental Change and Sustainability. In collaboration with the Forestry Commission, researchers at the School of Geosciences carried out a pioneering project on mapping forest structure for red squirrel habitat suitability in 2010.

Fleur Ruckley, Waste and Environment Manager Fleur.Ruckley@ed.ac.uk and John Turpin, Landscape Maintenance Officer, University of Edinburgh, John.Turpin@ed.ac.uk, February 2012



The University of Edinburgh

Central Management Group

7 March 2012

The Edinburgh Beltane, successful outcomes and possible ways forward

Brief description of the paper

The paper describes the outcomes of the Edinburgh Beltane – Beacon of Public Engagement Project. It also describes the formal planning process towards sustainability as required by the funders. This is being developed with the Senior Vice Principal and College Heads and other fund holders. External partners are already buying into the proposed way forward of changing of services to maintain and enhance the momentum of the project.

Action requested

For comment and a decision on the best location for a sustainable “home” for the continuing activities in the University.

Resource implications

Does the paper have resource implications? Yes
If ‘Yes’, in which section(s) of the paper are they described?

Yes there are resource implications but these are not for a CMG decision today.

Risk assessment

Does the paper include a risk analysis? Yes
Please see Alternative scenarios and risks, page 5.

Equality and diversity

Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Confidential until conclusion of agreements with Heads of College, potential hosts and partner institutions.

Any other relevant information

None.

Originator of the paper

Professor Mary Bownes, Vice Principal, External Engagement
Dr Heather Rea, Deputy Director, Edinburgh Beltane
29 February 2012



The University of Edinburgh

Central Management Group

7 March 2012

**Protocol between University and Police
Procurement Benchmarking Update**

Brief Description of Paper

The purpose of this paper is to advise on protocol changes between the University and Lothian and Borders Police to reduce the risk of serious organised crime being engaged in supplying us and to provide an update on Procurement Benchmarking which shows we are doing well compared to other private and public procurement teams.

Action Requested

CMG is requested to:

- (i) Support University / LBP protocol in preventing serious organised crime.
- (ii) Note benchmarking shows the University procurement is performing well.

Resource Implications

Does the paper have resource implications? Yes

Reducing risk of serious organised crime infiltration requires process controls which Procurement Office will manage in liaison with Police for the University. This adds some time to acquisitions where such risks are noted. Procurement teams will address this in planning procurements and increase resource focussed on estates and facilities.

Risk Assessment

Serious Organised Crime risks have been assessed and action taken (see section 1)
Benchmarking identifies some risk reduction from using skilled teams (see section 2)

Freedom of Information

Can this paper be included in open business? No

Its disclosure would substantially prejudice the effective conduct of public affairs.
(Section 1). A formal press release will be managed by Lothian and Borders Police.

Its disclosure would constitute a breach of confidence actionable in court (Section 2)
It includes text from copyright RBS/Southampton University unpublished research.

Originator of the paper

Karen Bowman Director of Procurement
10 February 2012



The University of Edinburgh

Central Management Group

7 March 2012

Renaming of Schools

Brief description of the paper

As a consequence of NHS Lothian moving clinical neurosciences to Little France the College wishes to move its Centre for Clinical Brain Sciences (CCBS) from the Western General Hospital site to the Little France-based School of Clinical Sciences and Community Health (SCSCH). The CCBS will also physically relocate from the Western General Hospital site to the Chancellor's Building within the next 12 months.

To maintain a balance between the College's Schools, the College would wish that the Centre for Population Health Sciences, in which all our activity in "Community Health" resides, is moved to the School of Molecular and Clinical Medicine (SMCM).

To reflect these changes the College proposes to rename the two Schools to take effect from 1st August 2012.

Action requested

CMG is requested to approve the renaming of the two schools:

The School of Clinical Sciences and Community Health to become 'School of Clinical Sciences (SCS).'

The School of Molecular and Clinical Medicine to become 'School of Molecular, Genetic and Population Health Sciences (SMGPHS).'

Resource implications

Changes to website, databases, new signage and stationery.

Originator of the paper

Hugh Edmiston
College Registrar
College of Medicine & Veterinary Medicine
The Queen's Medical Research Institute
47 Little France Crescent.



The University of Edinburgh

Central Management Group

7 March 2012

Proposal to create The Chair in Sociology

Brief description of the paper

The School of Social and Political Science wishes to create a Chair in Sociology within the College of Humanities and Social Science at the University of Edinburgh.

Consolidating and expanding upon the successes of Sociology in past RAEs and in anticipation of the REF, the Chair will integrate into the leadership structures for the development of Edinburgh Sociology, including in directing and growing new strands of sociological research and teaching, and building on those already established and world-leading, thereby contributing to the enhancement of its strong international presence. Specifically it will aim:

- To contribute to the process of renewal and succession of Edinburgh Sociology as a world-leading centre of excellence;
- To provide outstanding leadership capacities and act in a leadership role within the context of Sociology's strong culture of collegiality;
- To contribute to the innovative and rigorous platform of research, publication and peer-reviewed funding that characterises the subject-area;
- To help promote new areas of research, teaching and postgraduate research supervision and so contribute to the further development of Edinburgh Sociology's strong position within the very top group of UK and world Sociology units.

CMG is invited to recommend to Court and Senate the adoption of the appropriate resolution.

Action requested

For approval.

Resource implications

Does the paper have resource implications? Yes

Risk assessment

Does the paper include a risk analysis? No

Equality and diversity

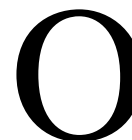
Does the paper have equality and diversity implications? No

Freedom of information

Can this paper be included in open business? Yes

Originator of the paper

Professor Dorothy Miell
Vice-Principal and Head of College of Humanities and Social Science
27 February 2012



The University of Edinburgh

Central Management Group

7 March 2012

**Schedule of Dates of Meetings in Session 2012-2013
of the Central Management Group**

The following dates have been set for meetings of the Central Management Group during the academic session 2012/2013. Meetings will be held at 10.30 am in the Raeburn Room, Old College.

2012

22 August

10 October

12 November

2013

23 January

6 March

17 April

22 May

19 June

Members are invited to note the schedule of dates.

The meetings of the CMG remaining in the 2011/2012 session will be held on: 18 April, 23 May and 20 June 2012 at 10.30 am in the Raeburn Room, Old College.

Dr Katherine Novosel
Head of Court Services
February 2012